

Kenai Peninsula Borough School District  
GEAR UP Kenai Peninsula

The applicant for this GEAR UP grant is the Kenai Peninsula Borough School District (KPBSD) and Project GRAD Kenai Peninsula (PG). The Kenai Peninsula is a vast area south of Anchorage, Alaska with very remote villages. The KPBSD covers more than 25,000 square miles. This grant seeks to reform three schools: the Nanwalek School, the Tebughna School and the Voznesenka School. Students in these schools face a myriad of problems from an unstable home life to extremely high turnover among teachers. Graduation rates are exceptionally low. Last year, one school graduated three seniors of the 138 students in the K-12 school. Due to high unemployment rates, alcoholism, and abuse students are often not cared for by their biological parents and those students' caretakers are not aware of the opportunities that await graduates.

Over the term of the grant, GEAR UP Kenai Peninsula seeks to strengthen the knowledge base of the faculty and provide support to reduce teacher turnover. Partnerships with local native corporations will facilitate student travel to area colleges and universities. The local university will provide faculty for Adult Basic Education classes so caretakers will continue their education concurrently with students.

To accomplish this, KPBSD and PG propose to meet the following Goals and Objectives:

Goal 1: Increase the academic performance and preparation for college.

Objectives: Increase enrollment in pre-Algebra, Algebra, and AP classes by 50 percent and increase to 80percent the number of students in college preparatory courses.

Goal 2: Increase graduation rates as well as the number of graduates attending college.

Objectives: Increase the number of students participating in college exploration activities by 80 percent and increase the number of students participating in summer college programs by 50 percent.

Goal 3: Increase the knowledge base of students and caretakers about higher education while increasing expectations of students and caretakers about attending higher education.

Objectives: Increase the number of students taking college entrance exams and increase the number of students and caretakers who are familiar with the college application process and financing options.

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Wallace Community College Selma  
Gaining Early Awareness and Readiness for Undergraduates

Wallace Community College Selma (WCCS), a public two year community college located in Selma, Alabama (AL is the two-letter postal abbreviation and NOT acceptable for text.) (population 25,000), proposes to continue the GEAR UP partnership program. The project will serve 200 eligible seventh grade cohort participants with the focus on under represented students who have the potential to graduate from high school, but need supportive services and tutorial assistance to complete their education. WCCS requests funds for six years for the following three goals:

- Goal 1: To develop an academic year Early Awareness Program.
- Goal 2: To operate a summer college and career exploration camp.
- Goal 3: To establish the leadership and mentoring program.

Through its proposed services, the project will increase the academic performance and preparation for postsecondary education for GEAR UP students, increase the rate of high school graduation and participation in postsecondary education, and increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation and financing. The project has developed fourteen objectives as well as activities and services designed to achieve each objective. The main focus of the project will include college and financial counseling, mentoring, summer programs, tutoring, after school programs, campus visits, and professional development and curriculum improvement for the Perry County School System.

WCCS has had a successful GEAR UP Program since 1999, and has a well-trained staff. The administrative structure allows the project to have input on decisions and policies affecting the GEAR UP participants.

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Hot Springs School District  
Hot Springs GEAR UP Project

The Hot Springs School District (HSSD), Hot Springs Arkansas in collaboration with National Park Community College, Hot Springs Juvenile Services, Housing Authority, Police Department, Parks and Recreation, and the Webb Community Center, proposes to provide a GEAR UP program of support to an initial cohort of sixth and seventh grade students that will act to increase their educational performance, attainment, and postsecondary entry. The HSSD has a 78 percent free lunch rate (76 percent in grades six, seven); Hot Springs Junior High and High Schools are in School Improvement; have a 61 percent graduation rate; and a 69 percent postsecondary remediation rate. HSSD has five major objectives toward accomplishment of increased academic performance and postsecondary entry summarized below: Increase state-mandated criterion referenced mathematics and literacy test scores by 10 percent each year of the six-year grant period.

1. Provide 21st Century Scholar Certificates, financial aid availability, and postsecondary admissions information to 100 percent of cohorts.
2. A 10 percent annual increase in number of students completing Pre-Algebra by the end of grade eight and completing Algebra I by the end of grade nine.
3. Provide appropriate support services including postsecondary counseling, mentoring, tutoring, after-school and summer school programs to 100 percent of cohorts (and their parents when applicable) toward academic progression as demonstrated by a 20 percent increase in student attendance, a 20 percent decrease in disciplinary actions, and a 20 percent increase in parent involvement with educational planning annually.
4. Provide opportunities for professional development.

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Phillips Community College of the University of Arkansas  
Phillips Community College of the University of Arkansas GEAR UP

Phillips Community College –University of Arkansas (PCC-UA) proposes to collaborate with Barton, Brinkley, Dumas, Elaine, Helena-West Helena, Lake Village, Lee County, and Stuttgart School Districts and community partners in providing a GEAR UP program of support to an initial cohort of sixth and seventh grade students that will act to increase their educational performance, attainment, and postsecondary entry.

These schools have an average 90 percent free lunch rate, are in School Improvement, and have a 75 percent graduation rate. Only 44 percent of seniors enter postsecondary, with 77 percent of those requiring remediation. PCC-UA has five major objectives toward accomplishment of increased academic performance and postsecondary entry summarized below:

1. Increase state-mandated criterion referenced mathematics and literacy test scores by 10 percent each year of the six-year grant period.
2. Provide 21st Century Scholar Certificates, financial aid availability, and postsecondary admissions information to 100 percent of cohorts.
3. A 10 percent annual increase in number of students completing Pre-Algebra by the end of grade eight and completing Algebra I by the end of grade nine.
4. Provide appropriate support services including postsecondary counseling, mentoring, tutoring, after-school and summer school programs to 100 percent of cohorts (and their parents when applicable) toward academic progression as demonstrated by a 20 percent increase in student attendance, a 20 percent decrease in disciplinary actions, and a 20 percent increase in parent involvement with educational planning annually.
5. Provide opportunities for professional development.

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Santa Cruz County District  
Aprendiendo Por Vida

Santa Cruz County is located on the Arizona-Mexico border. The County covers 1,236 square miles, has a population of 36,350 and consists of one town, Nogales, and several small communities. Over 12,000 students attend the K-12 schools and 94 percent are Hispanic. Over 75 percent qualify for free and reduced price lunch. Culture, family, jobs, and peer pressures encourage girls to marry early and boys to enter the workforce. Less than 52 percent of adults hold a high school degree; less than 10 percent of graduating seniors attend college and of those, less than 10 percent graduate.

Aprendiendo Por Vida establishes a comprehensive plan that focuses direct services on 829 seventh graders, the Class of 2011. It also trains staff and community members; reengineers our schools and involves the youth so they become stakeholders. Based on the work of a county taskforce, Aprendiendo Por Vida proposes three levels of interventions:

**Academic Interventions** to the youth through after school and summer classes, tutoring, enrichment courses and programs, assistance by Student Intervention Teams, and academic planning. Academic interventions also address educational reforms by improving the quality of instruction, mapping curriculum, and increasing the number of college preparation courses.

**Character, Personal Responsibility, & Citizenship Development** through increased counseling and counselor training, implementing Character Counts, developing youth leadership and mentoring programs, providing college awareness and visits, and financial planning and scholarships.

**Family, Community, and Business Interventions** through neighborhood coffees and parent meetings, community newsletters, adult literacy and ESL, parent and volunteer training, career awareness (including job shadowing and internships), college awareness, and financial assistance.

Aprendiendo Por Vida will adhere to a continuous improvement approach to evaluation that is aligned with the intent of the National GEAR UP program and its goals and objectives.

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Arizona Board of Regents – The University of Arizona  
The Tucson GEAR UP Project

**Need:** The University of Arizona and its partners seek to establish a GEAR UP project serving the approximately 3,325 students who will begin sixth grade in August 2005 at 13 middle schools in Sunnyside and Tucson Unified School Districts, moving with this cohort through entry to 12th grade in fall 2011. These middle schools, with an average 78 percent of students eligible for free or reduced price lunch, feed into five high schools whose average rate for sophomores passing AIMS-test math in 2004 was 20 percent.

**Proposed Activities:** The Tucson GEAR UP project will provide the students and their parents and teachers with key college readiness components, namely, academic preparation, college coaching, and family engagement. These components will include many activities such as academic workshops; tutoring; summer academies; field trips; and curriculum support and professional development for school personnel.

The partners for the project are the University of Arizona (the applicant); Sunnyside and Tucson Unified School Districts; Pima Community College; KB Home; Principal Tutoring; the Society of Hispanic Professional Engineers; and TMC Healthcare. The UA Institute for Children, Youth and Families will evaluate the project.

**Intended Outcome:** The mission of the Tucson GEAR UP project is to prepare the class of 2012 at the five major high schools serving southern Tucson for enrollment and success in postsecondary education.

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Marymount College  
Los Angeles Unified School District, Project GRAD GEAR UP Partnership

Marymount College, and its GEAR UP partnership, submits a proposal beginning with 3,872 sixth and seventh grade students in four middle schools located in a Federal Empowerment Zone and State Enterprise Zone in the northeastern San Fernando Valley. Over 80 percent of the students are eligible for free and reduced price lunch. The cohorts will attend Community Charter Middle School, Maclay Middle School, Pacoima Middle School and San Fernando Middle School and then transfer to San Fernando High School.

The goal of this proposal is to ensure that at least 50 percent of the cohort students are prepared for, aware of, and pursue postsecondary education. The objectives to meet this goal are:

- To increase the academic performance and preparation for postsecondary education of GEAR UP students;
- To increase the rate of high school graduation and participation in postsecondary education of GEAR UP students;
- To raise educational expectations for GEAR UP students as well as student and family knowledge of postsecondary education options and financing; and
- To provide early comprehensive intervention services and financial incentives in the form of college scholarships to low-income and historically disadvantaged students.

Components include curricular restructuring through proven, research-based reading and math programs; ongoing professional development for all teachers; structured bridging opportunities for students; expanded parental involvement and leadership capacity-building; heightened public awareness about college options and financial aid; mentoring and job-shadowing; and a four-year college scholarship open to all ninth graders at San Fernando High School who complete eligibility requirements.

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Foundation For California State University, San Bernardino  
GEAR UP Inland Empire

California State University, San Bernardino (CSUSB) is the sole Hispanic Serving Institution (HSI) in the Inland Empire encompassing all of Riverside and San Bernardino counties. The University's mission is to enhance the intellectual, cultural, and personal development of its students. The University offers more than 50 traditional baccalaureate and masters degree programs and a wide variety of education credential and certificate programs to a diverse student body exceeding 16,000. CSUSB has developed a strategic plan with a major focus on outreach to increase college readiness and the college-going rate for all students in the region, especially low-income first generation college students through a variety of collaborative programs. GEAR UP Inland Empire - Hispanic Serving Institute (GUIE-HSI) dovetails perfectly with the University's overall goal to "prepare students to assume leadership roles in the 21st century." The proposed program will serve the entire cohort of 3,957 seventh grade students in Coachella Valley Unified, Nuview Union, and Rialto Unified School Districts and will follow those students through graduation from high school through enrollment in college.

The main goal of GUIE-HSI is to develop a four-strand project consistent with GEAR UP's expectations: a parental strand strong enough to motivate parents to be involved in their child's academic career from middle school throughout college; an academic strand strong enough to prepare low-income students to pass college entrance exams and be ready for college; a socio-emotional strand strong enough to keep students in school; and a professional development strand that will provide educators with the skills, attitudes and beliefs necessary to increase the academic and college preparedness of ALL students, especially those who are under-represented in college.

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California State University – East Bay Foundation  
Project SOAR

Successful Options for Academic Readiness (SOAR) is a partnership between California State University, East Bay; Oakland Unified School District (OUSD); Peralta Community College District; the YMCA, the Oakland Technology Exchange; the College Board; the City of Oakland, and many local businesses and community organizations. The partnership was formed in 1999 with GEAR-UP funding.

Need: OUSD serves one of our nation's most impoverished urban areas. The eligible schools are designated low-performing Title I schools. From 1998-2005, SOAR has made inroads in addressing the readiness of low-income youth for college, yet much work remains to be done. This proposal builds on our current efforts and lessons learned, coordinating with government and private initiatives to support underprivileged youth in continuing their education to the post-secondary level.

Activities: Working with 15 eligible middle schools in the OUSD, SOAR will address the needs of 3,510 middle school students by integrating four program strands into a comprehensive initiative. The academic strand offers tutor-driven academic support for students, as well as Power Seminars on enhancing math, language arts and science skills. The parent strand develops effective parenting competence and parental support skills that guide students toward college attendance. The partnership strand is an avenue for community support, and serves as a catalyst for change, fostering a culture that encourages college attendance. Finally, the systemic change strand builds capacity and institutionalization through site and parent leaders, mentor-teachers, counselors and volunteers.

Outcomes: Increased numbers of students who graduate from high school prepared to attend Institutions of Higher Education (IHE) the key indicator of the project's success. Rigorous evaluation methods will be used to assess the outcomes and the results will be widely disseminated, with the most important outcome a better quality of life through educational opportunities.

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Los Angeles Unified School District – John Marshall High School  
Project Higher Learning

Since 1999, Project Higher Learning has provided full GEAR UP programs to three middle schools and two high schools in Northeast Los Angeles. Successful model programs have been developed; an experienced, collaborative, and intensely committed staff has been engendered; and vital partnerships created. This proposal seeks to carry on the work begun in 1999, adding two more middle schools and two more high schools to the project, thus creating a cohort totaling 3,500 students in seventh grade and swelling to 4,400 in ninth grade. It aims to create a college culture in a high minority, high poverty, and urban area in Northeast Los Angeles where gangs and drugs compete with academic aspirations and keep student achievement traditionally low. Only 50 percent of students in the cohort schools ever complete high school.

Components include a strong counseling program for student and parents, intensive extended-learning programs for all cohort students, professional development that targets literacy and math strategies and study skills to ensure that students learn at or above grade level, two project coaches to provide ongoing professional development and coaching support so that new teaching methodologies are quickly adopted, college and career education for students and parents, cross-age and peer mentoring, early college testing, and a robust parent involvement program. Experienced staff and partners will train new staff and implement project services expeditiously.

Students who successfully complete the program will have completed middle school at or above grade level, entered high school prepared for the rigors of an academic college-bound curriculum, and graduated prepared to enter and graduate from a college or university.

Milestones: Students who pass the California High School Exit Exam (CAHSEE) will increase by 10 percent in the fourth year of the grant. The number of demoted students will decrease by 10 percent annually during the high school years. Students admitted to college increase by 12 percent.

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The Regents of the University of California – Merced  
GEARing UP for College

The “GEARing UP for College” program is based on developing and implementing a solution to address the low rates of students, particularly English Language Learners, entering postsecondary institutions. GEARing UP for College’s primary purpose is to assist students in the Cutler-Orosi Joint Unified School District with the necessary preparation required to be competitive in postsecondary educational institutions. The Cutler-Orosi School District is one of the most disadvantaged in the Central Valley of California with high poverty rates, a high number of English Language Learners, and low high school graduation and transfer to college rates.

It is the intent of the University of California, Merced Center for Educational Partnerships (UCM CEP) to undertake this urgent task in collaboration with the Cutler-Orosi Joint Unified School District, to shape a more prepared student population that can take charge of its future. The GEARing UP for College program is a comprehensive intervention support services model, designed to empower junior high school and high school students to make choices and changes that will enable them to pursue a postsecondary education. The program has established 12 outcome objectives that will identify participants, evaluate academic ability, enhance academic skills, develop career awareness, encourage active parental participation, increase retention, offer sufficient technical assistance for completing financial aid and college admissions applications and ensure enrollment in a postsecondary institution.

Eleven major activities support the performance objectives. Included is a comprehensive plan of services and evaluation. Partnership commitment offers substantial time and resources to the program. A staff of highly qualified professionals will diligently work to assist eligible students in meeting their educational and personal goals.

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Palomar College  
Palomar College GEAR UP Partnership Program

The Palomar College (PC) GEAR UP partnership program will serve almost 3,000 students in two school districts, and three middle schools, with four cohorts. Located in the contiguous cities of San Marcos and Vista, California, an area about 50 miles north of San Diego, and inland, this rural yet growing region is rapidly transforming. With an influx of industry and housing, the economic differences between families are becoming quite profound. The PC GEAR UP program will focus on middle schools that are in local “pockets of poverty.”

The need in the three middle schools is based on substantial evidence of poor academic performance (based on grades and standardized test scores), lack of parent education and involvement, increasing diversity of students with varying degrees of English language proficiency, high drop out and absentee rates, and a lack of coordinated instructional and student support services. The proposed partnership activities for the PC GEAR UP program will be customized for each school and its site personnel, each cohort (grade level), and each student and family. The PC GEAR UP program intends for the investment to match the outcomes, so that the time, money and efforts will lead to increased academic performance, high school retention and graduation rates with improved postsecondary preparation for all students.

This grant will continue to serve the San Marcos Middle School, in the San Marcos Unified School District, with two new cohorts. Additionally, the PC GEAR UP program and personnel will serve as a model for two additional schools, Washington Middle School and Lincoln Middle School, in the Vista Unified School District, with all students beginning in the sixth and seventh grades (classes of 2011 and 2012).

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The Regents of the University of California – Santa Cruz  
Building Bridges to College/NMC

Building Bridges to College will serve 1,974 students in Seaside and North Monterey County School Districts located in a largely agricultural area of high poverty and low academic performance. With income levels at less than half the state average among the 65 percent Latino population, the schools meet GEAR UP guidelines, 50-81 percent of students qualify for federal free and reduced price lunch program at each school site. Academic Performance Indicators (615-704) are evidence that the schools are significantly below the statewide goal (800) and less than 17 percent of adults have completed a bachelor's degree.

This project will provide services in the following four key areas:

- 1) Students will receive academic advising, academic support in college preparation courses through tutoring and coaching, acceleration through online courses; and help with college and financial aid awareness and applications.
- 2) Families will receive ongoing parent information about college planning, counseling and support, a parent peer network and annual parent conference.
- 3) Teacher professional development will be provided in mathematics and language arts across the curriculum with a focus on English learners, a curriculum for college awareness and online teaching support.
- 4) Community mobilization through a community action network will address school and community structural issues to increase rates of persistence to high school graduation and provide ongoing sustainability of the program.

The annual impact will be to increase the passage of key mathematics and English course each year in middle and high schools by 20 percent while increasing college awareness and preparation. The long-term impact of the project will be that 90 percent of high school graduates will enroll in postsecondary education.

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The Regents of the University of California – Santa Cruz  
Creating Access to College / PV

The proposed Creating Access to College GEAR UP program in Pajaro Valley, California, will serve 1,423 at-risk sixth and seventh grade students in five middle schools in the Pajaro Valley Unified School District. In the target area, per capita income for Hispanics, who make up 65 percent of students attending target schools, is less than half the state average, and only 17 percent of adults have completed a bachelor's degree. The target schools serve many English learners, ranging from 16 percent to 43 percent of students, and many poor children, with free and reduced price meal eligibility ranging from 50 percent to 81 percent. Predictably, academic performance in the target schools is low, and a college-going culture does not exist within the schools or larger community. This project will enlist students, families, and teachers in a network of activities to create college-bound communities. These activities will include: 1) academic and college advising to ensure that students will meet college admission requirements; 2) academic coaching in math by undergraduates who will support students in rigorous college mathematics preparation, those undergraduates will also serve as role models; 3) help with college and financial aid applications to ensure that all students are prepared for college admissions tests and apply to college; 4) youth leadership conferences to prepare student peer leaders who will heighten college awareness among all students; 5) a middle school college awareness curriculum to engage students, parents, and teachers in developing early college awareness and expectation; 6) parent counseling and support, a parent peer network, and an annual parent conference to provide multiple pathways to help parents support their children in preparing for college; 7) teacher professional development to help teachers support all students in college preparation courses; and 8) professional development for school personnel to create school-wide expectation for student college attendance. The Community Action Council will ensure that all efforts support the goal of student retention through high school and increased college enrollment, and will plan for long-term sustainability of this effort.

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Shasta College  
Shasta College GEAR UP Partnership

Shasta College is seeking funding for a new GEAR UP Partnership Project to serve a two-grade cohort of 1,475 students beginning in the sixth and seventh grades at five eligible middle schools. The GEAR UP partner schools are located in the more isolated and impoverished small towns and unincorporated sections of southern Shasta and Tehama Counties in California. Shasta College is the only public postsecondary institution in the area. With few local choices in postsecondary education, it is crucial for Shasta College to play a key role in providing early college awareness information to youth and their families, and work with the schools and communities to increase college awareness and to build a college-going climate. The proposed Shasta College GEAR UP Partnership Project is intended to provide critically needed early college preparation and awareness activities. Project services will include academic guidance, career goal setting, monitoring of progress, academic support through tutoring, and specialized training for parents to enhance academic skills and use of computer technology. Parenting skills workshops and college awareness activities will also be provided to help parents understand the importance of early and sustained conversations with their children about college going. Professional development for teachers will increase academic rigor and high expectations for students. The Project has been developed to create a significant increase in the number of students who are motivated to do well in school, and to graduate from high school adequately prepared for postsecondary education.

The Shasta College GEAR UP Project is committed to equal opportunity and access in student participation and employment of staff regardless of race, gender, national origin, ethnicity, age or disability. In compliance with the Department of Education's General Education Provisions Act (GEPA), the GEAR UP Project will encourage and ensure equal access for all groups.

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Los Angeles Unified School District  
Project LASSO (Linking Academic Success with Student Outreach)

Project LASSO is a partnership among the Los Angeles Unified School District, the Youth Policy Institute, the California State University, Northridge, Los Angeles Valley College, KAPLAN Instructional Services and others to serve cohort students at Sepulveda Middle School and Monroe High School. At Sepulveda, 78.6 percent of students were enrolled in the free and reduced price lunch program in 2003-04, as were 75.8 percent of students at Monroe. Sepulveda has a student body that is 89.9 percent Hispanic, while that at Monroe is 80 percent Hispanic. Both schools have failed to meet their Adequate Yearly Progress measures and are Program Improvement schools (Sepulveda- Year 4 and Monroe- Year 3). Students test below grade level at high rates in ELA and mathematics- indicators of a lack of preparation for college. They further reflect this lack of preparation through scores on CSU Early Assessment tests, graduation and transience rates and the need of families for college preparation services.

Project activities will include tutoring (both in and out of school), case management, professional development through AVID and KAPLAN, curriculum improvement activities, summer programs sponsored by CSUN and Valley College, mentoring, PSAT and SAT instruction, college preparation and counseling services, and financial counseling for families.

Intended outcomes of Project LASSO include: improvement in California Standards Test and CAHSEE percentile rank by average of five points each student each year; increase cohort percent achieving 'C' or better in Algebra I by the end of the ninth grade by 10 percent each year; increase scores on PSAT and SAT average of 10 points each year; and increase percent of students taking tests 10 percent each year. Each year, 88 percent of cohort will be promoted to the next grade on time. Four-year dropout rate will decrease by 10 percent. ADA rates at Sepulveda and Monroe will improve by 1 percent each year. Assessment will show that 75 percent of cohort members are assessed as ready for freshman English classes. There will be a decline in those requiring remedial services by 75 percent.

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RSCCD – Santa Ana College  
GEAR UP 2005

Santa Ana Unified School District serves over 62,000 students in an urban community in Orange County, California approximately 30 miles south of Los Angeles. Santa Ana is the first port of entry for Hispanic immigrants entering the United States; children from Mexico and South America now comprise the majority of Santa Ana Unified School District enrollment: 92 percent are Latino and 61 percent have limited English proficiency. GEAR UP 2005 will serve students attending two intermediate schools and two comprehensive high schools in Santa Ana Unified School District.

GEAR UP will be integrated into the key leadership model of the Santa Ana Partnership, which includes three major partner organizations: Santa Ana College (SAC), University of California, Irvine, and Santa Ana Unified School District. With SAC serving as the fiscal agent, this partnership will take responsibility for GEAR UP 2005 administration and commit to the realization of long-term systemic change beyond the life of the project. The core components of GEAR UP 2005 are:

- Institutionalizing coordinated professional development in mathematics and language arts.
- Providing supplemental instruction in the classroom and after school in mathematics and language arts.
- Integrating college awareness, financial aid information and guidance into the regular school day.
- Supporting access to college information for all secondary students.
- Providing a summer residential program that offers rigorous math and English activities.
- Providing mentors to encourage college preparation and enrollment.
- Providing parents of GEAR UP students with opportunities to support their children's academic future.

The goal of GEAR UP 2005 is to empower 2,000 students (1,000 per cohort) to improve their academic skills, motivation, and college preparation necessary to succeed in postsecondary education.

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California State University, Los Angeles Auxiliary Services, Inc.  
GEAR UP

California State University, Los Angeles is both a Title III and Title V public institution and is a leading urban comprehensive University with a long-standing tradition of serving low-income ethnic minority groups. The University's population is far richer in its diversity than the mix at other universities. Of the entering freshmen class, 69 percent are non-native speakers of English. Of the 21,000 students, 53 percent are Hispanic, 22 percent are Asian, 16 percent are white and 9 percent are African-American.

California State University, Los Angeles is uniquely suited to meet the new challenges created by the demographic, sociological and economic shifts occurring in our public schools. The University is a leader in providing high quality teacher education programs to address the critical shortage of professionally prepared teachers for California schools in the 21st century.

The University is proposing to service four middle schools and two high schools as part of its new GEAR UP grant. All four middle schools and both high schools exceed the 50 percent criteria for funding based on the free or reduced price lunch. Belvedere, Hollenbeck, Stevenson and Griffith middle schools average over 90 percent free or reduced price lunch and both Garfield and Roosevelt High Schools average 85 percent. Both high schools have an average graduation rate of 48 percent and SAT scores that are almost 200 points below the state average.

The GEAR UP Project will provide 3,600 students with comprehensive services centered on academic and parental support services, which provide an enhanced and integrated approach to their present academic and personal development curriculum.

Academic and educational enrichment and support activities and services will include: a) academic assessment; b) development of individual educational and career plans; c) preparatory instruction in rigorous academic courses; d) academic grade monitoring; e) academic, personal, and career advising; f) preparation for college entrance examinations (SAT and ACT); g) college enrollment assistance; h) information and assistance in securing financial aid and scholarships; and i) referral to educational, community, and social agencies to address academic year needs.

Additional GEAR UP services will include: a) training and educating parents to better assist their children in receiving an education that prepares them for college; b) providing professional development services for teachers that facilitate curriculum improvement, as well as, the teachers' ability to work effectively with the GEAR UP students; c) active partnering with the proposed middle schools, high schools, other educational institutions, community organizations, and parents to best deliver the GEAR UP services.

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Rio Hondo Community College District  
GEAR UP: I'm Going to College!

Rio Hondo Community College, both a Minority and Hispanic-Serving Institution located in Southeast Los Angeles County, and its partners propose their strong commitment to this Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP). Key partners for the project entitled GEAR UP: I'm Going to College! include: Madrid Middle School, Mountain View High School, El Monte Parks and Recreation, Rio Hondo Area Latino Education Council, and the California Association of Bilingual Education. The need is vast at Madrid Middle School and Mountain View High School. The schools enroll a high percentage of students who are underrepresented in higher education today - Hispanics alone make up almost 90 percent of the enrollment at Madrid. The school has over 95 percent potential first-generation college students and 85 percent of its students are socioeconomically disadvantaged.

The GEAR UP: I'm Going to College! Program will use a cohort approach to serve over 11,425 students during the six-year grant period and will ensure efficiency and success. Described in the proposal are a wide-range of comprehensive services and activities to be provided during this period and beyond. They include, but are not limited to: counseling, tutoring, personal success planning, academic instruction, technology enhancement, professional development, postsecondary and financial workshops, scholarships, parent education, and much more. Both parent and community involvement will play a vital role in the program to provide a total package of support for students. The target students desperately need the opportunity to participate in this GEAR UP program led by a partnership with a proven record of success in providing necessary skills, as well as motivation, to enter and succeed in postsecondary education. Rio Hondo Community College has had many successful years overseeing federal grant programs and will bring this success and experience to the GEAR UP: I'm Going to College! Students and parents at Madrid Middle School and Mountain View High School.

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Los Angeles Unified School District  
Project STEPS

Project STEPS (System-Wide Training for Educational Postsecondary Success) will serve a cohort of 1,600 students, predominantly of Hispanic descent, whose vast majority comes from low-income households. The project will begin with the entire seventh grade classes at Walter Reed and Sun Valley Middle Schools, both on the eastern edge of the San Fernando Valley in Los Angeles Unified School District. STEPS will progress annually with the cohort and follow the students as they transition and move through North Hollywood and Francis Polytechnic High Schools. All four of these schools are large, overcrowded campuses operating on three tracks, year-round schedules. Activities include, but not limited to; tutoring, mentoring, parent education, parent and child programs, intersession learning academies, test preparation, teacher training, college classes, and counselor training. These activities are all designed to: 1) increase academic performance and preparation for students' postsecondary education; 2) increase the rate of high school graduation and college admissions; and 3) increase the students' and their families' knowledge of postsecondary options and financial aid.

Project STEPS is a committed partnership of educational and community-based organizations, all dedicated to fulfilling the dreams and potentials of students usually underrepresented in colleges. Los Angeles Unified School District will partner with California State University Northridge, Los Angeles Valley College, UCLA Outreach, Parent Institute for Quality Education and Families in Schools. Each will share resources, expertise and experience to ensure that students have the opportunity to be the first in their families to attend college.

The project officials will carefully collect and analyze data to monitor growth in students' academic achievement. This analysis will include monitoring of grades, attendance, test scores and participation in Project STEPS activities. Students and parents will also examine affective changes through analysis of attitudinal surveys that will be completed annually.

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El Monte Union High School District  
Rio Hondo Education Consortium GEAR UP Project

The Rio Hondo Education Consortium GEAR UP Project will serve a cohort of 943 middle school students that will be followed for six years through the eleventh grade. Need for this project is dictated by a consistent lack of resources and persistently low performance on standardized test scores for a predominantly low-income, Latino population in eastern Los Angeles County. The GEAR UP project will provide students with comprehensive services that stem from a cohesive school-wide faculty approach to improving academic rigor for all students. This approach will be faculty-driven and developed through a faculty drafted Professional Development Action Plan. In this way program implementations will have a greater opportunity to become systemic changes within the school culture as opposed to an outside-developed program imposed on a school. Services will focus on: a) faculty professional development; b) student tutoring in both language arts and mathematics; c) student advisement on college requirements, application and financing; d) parent education that supports programming to students; and e) building community support around developing further resources to sustain and continue the efforts started under this GEAR UP proposal.

The success of the project will rest upon a systemic approach to programming, primarily focusing on faculty development at all target school sites in an effort to develop a college going culture for all students. The quality of the delivery of services by an experienced project staff with 14 years of GEAR UP program delivery and the dedicated commitment of Whittier College, partnering schools and community support will help to achieve a systemic culture of college going, increased academic proficiency and greater college access.

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Los Angeles Unified School District  
District 8 GEAR UP

The District 8 – GEAR UP project will address three main problems in Carson, California, which is part of the Los Angeles Unified School District: 1.) academic underachievement, 2.) high drop-out rates, and 3.) low rates of enrollment in and completion of postsecondary education. Our project will serve students beginning in sixth grade at Carnegie, Curtiss, Caroldale, and White Middle Schools and at Carson High School. Average sixth grade enrollment for the past four years has been 1,869 students.

The underlying philosophy of the District 8 – GEAR UP project is the knowledge that all students in our target schools are capable of high levels of academic achievement, high school completion, and enrollment in and completion of post-secondary education. A major barrier to student achievement in our target schools is poverty, and with poverty comes lack of access to the educational and cultural resources that are available to more privileged students. As such, this project will implement a range of research-based interventions that have been shown to improve student achievement and increase rates of postsecondary enrollment and completion. Those interventions include the following: teacher and staff professional development, lesson study strategies, inquiry-based learning, problem-based learning, academic reading techniques, enhanced mathematics instruction, study skills training, tutoring, mentoring, field trips to educational and cultural sites, and family involvement components.

Objectives and performance measures are aligned with GPRA indicators and GEAR UP program measures. The evaluation plan includes an on-line database, which will provide immediate, useful feedback to project stakeholders on student achievement.

Partners include University of California, Los Angeles, University of Southern California, Harbor Community College, California State University – Dominguez Hills, and others.

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Bellflower Unified School District  
GEAR UP

The GEAR UP project for Bellflower Middle and High School in Bellflower, California will build on the successful implementation of a GEAR UP grant awarded in 1999. Project activities over the last six years resulted in significant gains in student achievement, but too many students are still achieving significantly below proficient levels in academic subjects. Too many students accept D grades as passing and do not recognize their potential to achieve to high levels, nor the life-long benefits of striving to do their best. The number of students meeting college entrance requirements upon graduation is below 15 percent, far lower than the expectations students and parents express in surveys in the middle school and early high school years. Family tradition and cultural barriers prevent many from knowing the requirements and steps of a college path.

The first goal of the new GEAR UP project is to address the gaps in student achievement using a continuous reform model focused on aligning instructional practices and curricula within the K-12 system and with institutions of higher education. As a result more students will arrive at middle school prepared to take rigorous coursework preparing them for a college-preparatory path in high school and there will be an increase in the number of students eligible for admission to four-year colleges or universities upon graduation. Strategies involve professional development, curricular improvement, and a broad range of student support services to master standards, resulting in increases in achievement measures on state and local assessments. The project has a second major goal of expanding and enhancing a college-going culture with new strategies to connect with the parents of all cohort students to increase awareness of the importance of a college education and of the financial resources available to make that dream a reality.

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Sweetwater Union High School District  
GEAR UP for Sweetwater

The Sweetwater Union High School District is California’s largest secondary school system and is located in southern San Diego County near the international border with Mexico. Approximately 86 percent of Sweetwater students are of minority backgrounds and 27 percent are English Language Learners. After a decade of reform and collaboration with highly respected universities to improve instructional practice, this project—GEAR UP for Sweetwater—provides new opportunities to strengthen cohort students’ academic progress.

This GEAR UP partnership proposal teams Sweetwater with eight higher educational institutions and community-based organizations to strengthen instructional practices and improve the college preparation of nearly 4,000 students. The project utilizes a cohort approach that begins with seventh graders at seven middle schools that each meets or exceeds GEAR UP minimum requirements of 50 percent of students receiving free or reduced price meals. The goal is to build capacity for the improvement of teaching and learning at cohort schools, therefore bridging the achievement gap for students who reside in mostly disadvantaged communities on the district’s west side.

GEAR UP for Sweetwater Objectives At-A-Glance	
Objective 1: Increased UC and CSU eligibility Objective 2: Increased middle school promotion Objective 3: Instructional dialogues in core areas Objective 4: Academic enrichment activities Objective 5: ELL and Special Ed. populations improve in writing and math, respectively	Objective 6: Higher four-year university enrollment without needing remediation Objective 7: Higher community college enrollment Objective 8: Admissions and financial aid counseling assistance for students and parents

The project director will coordinate partners’ services, which fall into three areas: academic student support; outreach to families about students’ educational and financial options; and professional development of the teaching and counseling force. By the time this GEAR UP cohort graduates in 2011, they will increase their collective average to 42 percent in UC and CSU eligibility and will enroll at higher rates as first-time freshmen at four-year universities without needing remediation.

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Weld County School District 6  
GREELEY GEAR UP

Using research-based strategies, the proposed Greeley GEAR UP (GGU) program in Colorado offers early interventions targeting low-income students least likely to attend and complete postsecondary education. GGU is a community partnership, including Weld County School District 6 (LEA), the Greeley Dream Team, Aims Community College (IHE), Greeley/Weld Chamber of Commerce, and Greeley Tribune. During its six years, GGU plans to work with 520 students in two cohorts (one sixth and one seventh grade).

GGU has four outcome objectives: (1) 80 percent of GGU students served each year will continue to the next academic term; (2) 80 percent of GGU students served each year will achieve grade level or better proficiency in reading, writing and mathematics (using Achievement Level Test and Colorado Schools Achievement Program scores); (3) 50 percent of GGU seventh-grade cohort students will enroll in postsecondary education after high school graduation; and (4) 90 percent of GGU students and families will receive information about postsecondary requirements, practices, and financial support options.

To reach its four outcome objectives, GGU will (a) initiate a student tracking system to monitor academic progress; (b) implement multiple academic support programs and specialized courses; (c) offer staff development workshops to targeted school faculty and staff; (d) provide counseling, advising, tutoring and mentoring to GGU students; (e) develop a college campus Summer Program to support further academic achievement, as well as encourage postsecondary access; (f) provide family postsecondary information workshops and campus visits; (g) implement family involvement activities; and (h) provide career education programs and activities.

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University of Connecticut  
Center for Academic Programs – GEAR UP Program

GEAR UP (GU) is part of the Center for Academic Programs (CAP) at the University of Connecticut (UCONN). CAP increases access to higher education for high-potential students who come from underrepresented ethnic or economic backgrounds and/or are first-generation college students. CAP prepares students for successful entry into, retention in, and graduation from a postsecondary institution through its four constituent programs: Educational Talent Search, GU, Upward Bound and the on-campus Student Support Services.

GU is a partnership between UCONN, New Haven Public Schools, Gateway Community College, and Quinnipiac University, which provide a holistic and sequential picture of student development. It provides students' with a heightened awareness of college as a viable option for their economic self-sufficiency. GEAR UP's curriculum focuses on three domains: academic advising, college and financial aid awareness, and career awareness. During the first year of the grant cycle the program will work with all students in seventh and eighth grade at East Rock, Edgewood, and Truman Middle Schools and ninth graders at the target high schools. This first cohort represents a total of 680 students. The following years we will continue with the cohort approach recruiting a new class of seventh graders and serving students promoted to grades eighth, ninth, and tenth. The partnership will work with the schools and the district to promote increased student academic achievement through workshops in the areas of math, science, reading, and technology and exposure to career and job fields.

Lastly, in order to assist students with their transition from middle school to high school it is important for parents and guardians to understand the educational process and the importance of higher education. The program will conduct parent workshops in collaboration with the schools that focus on academic advising, college awareness, financial aid, and career awareness.

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School District of Hillsborough County  
Hillsborough GEAR UP

\This program will occur in the School District of Hillsborough County (SDHC), Tampa, Florida. Economically, the two target schools, Pierce Middle School and James K-8, serve students who come from households with limited income. James K-8 is located in east Tampa where 91.1 percent (N=728) of the total student population qualifies for free and reduced price lunch, and 95.5 percent (N=695) qualifying for free meal status. At Pierce Middle School 78 percent of the students qualify for free or reduced price lunch.

Education data highlights special issues facing these two schools. Seventy percent of Pierce students scored at the lowest levels of “1” or “2,” with 46 percent percent at level 1. Six out of ten students fail to meet minimal standards in math and seven out of ten fail to meet minimal standards in reading. These scores place student performance well below Hillsborough County averages.

Hillsborough GEAR UP program will utilize the following proposed activities and strategies: (1) Vertical Team Programming, (2) Algebra I Initiative, (3) Foreign Language Academy, (4) Parent Workshops, (5) Guest Lectures, (6) College Fair, (7) Career Fair, (8)GEAR UP Summer Institute, (9) Afternoon and Saturday Sessions, and (10) College Campus Tours. Four delivery models will be used: (1) Family Financial Literacy Curriculum, (2) Parent workshops, (3) Student Workshops, and (4) Family Financial Forecast Sessions. Academic scholarships will be offered to GEAR UP students through a partnership between SDHC and the Hillsborough Education Foundation.

Some of the intended outcomes are: (1) students will meet pupil progression plan in mathematics that will lead to a college preparation diploma; (2) program students will be bi-literate; (3) program will provide opportunities for parental involvement; (4) community partners will facilitate program objectives; (5) students will have opportunity to obtain scholarships when completing the program, and (6) Students will graduate in a timely manner, prepared for higher education.

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Florida International University  
GEAR UP South Dade Empowerment Zone

The GEAR UP South Dade Empowerment Zone program is a partnership among 19 organizations that are committed to developing the human potential of students in the South Dade Federal Empowerment Zone. This empowerment zone contains one of the highest concentrations of economically disadvantaged, traditionally underrepresented students and families in the county or state. With the primary purpose of raising proficiency levels, GEAR UP intends to raise graduation rates and the number of minority students entering postsecondary educational institutions by offering a multitude of services such as tutoring, after school and summer academies, mentoring, parental involvement activities, technology integration efforts, and teacher professional development.

The long-range goal of the partnership is to provide reform and development to this area to enhance the living and working conditions of the area's residents. The objective of this application is to begin this process of revitalization through academic preparation and enrichment of the students living in this zone. The vision is to create motivation, enthusiasm and a sense of accomplishment in all the students of this zone. This strong partnership offers a golden opportunity to involve all the stakeholders in the educational process of these students so that they are able to graduate high school and enroll in college in large numbers, and pursue professional careers that will fulfill their dreams for a full and satisfying life. The teachers and schools addressed by this program will develop a rigorous approach to professional development to gain mastery over the subject material of their respective fields and a profound understanding of the most effective teaching practices. It is envisioned that the successful completion of this project will serve as the catalyst to create reform in the educational system of the area so as to afford future groups of cohorts with the same opportunities presented by this program.

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Valdosta City Schools  
GEARUP VCS

The Valdosta City Schools GEAR UP program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Students in the target schools are impoverished. Newbern Middle School is a Title I school and 100 percent of students at the middle school are eligible for free and reduced price lunches. They are not performing well on standardized testing; 47 percent of eighth grade students at the middle school failed the mathematics portion of the Criterion Reference Competency Test; and 39 percent of 11th grade students at Valdosta High School failed the science portion of the Georgia High School Graduation Test.

The services that this program will provide to meet these needs are:

- After school tutorials in reading and mathematics;
- During the school day reading clinics;
- Standardized test preparation;
- College and financial aid counseling;
- Passport to Manhood Boys to Men;
- Technology – accelerated mathematics and reader;
- Career preparation, assessment and readiness;
- Summer Program Enrichment;
- Cultural enrichment and college tours;
- Parental Involvement Workshops and Family Reading Night; and
- Professional Development.

The provision of these services will enable increased numbers of students promoted for grade to grade; graduate from high school and enter into programs of postsecondary study. The objective of the GEAR UP program will be fulfilled.

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## Kennesaw State University

Through funds provided by the GEAR UP Grant, the Marietta Partnership will “significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.” To meet this goal, the Partnership will use three objectives as benchmarks throughout the six years the proposed programs are in place:

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

To meet these objectives, Marietta City Schools (K-12 partner), Kennesaw State University, Chattahoochee Technical College, and business representatives from the Cobb County Chamber of Commerce (the county in which all partners reside), and Marietta Middle and High School business partners will collaboratively plan, implement, and evaluate educational experiences. Programs like Saturday Academic Experiences and One-on-One Tutorials will provide avenues for students to increase skills, understanding, and application of skills to subject-area processes. Counselor training programs in postsecondary options, avenues to postsecondary education, and understanding of career pathways will allow counselors to increase their knowledge of ways to guide parents and students toward post secondary education. Teacher training in advisement procedures (to assist counselors when students plan yearly courses) and in best practices (to develop knowledge and strategies of instruction) will also occur, and to assist parents and students through the process of preparation for, admission to, and information on how to pay for college, workshops and training will be provided, and workshops and college campus field trips are planned for parents and students.

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Thomas University  
GEARUP-Grant for low-income students

The Thomas University GEAR UP program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Students in the target schools are impoverished. Seventy-one percent of students at the middle school are eligible for free and reduced price lunches. The students are not performing well on standardized testing. Twenty-seven: 27 percent of students at the middle school failed the mathematics portion of the Criterion Reference Competency Test; and the average high school students' score on the SAT was 920. Lastly, only 37 percent of students participating in a survey responded that their parents were involved in their education.

Some of the services that this program will provide to students, parents and teachers are as follows:

- After school tutorials in reading and mathematics;
- During the school day reading clinics;
- Standardized Test Prep;
- College and Financial Aid Counseling;
- Passport to Manhood Boys to Men;
- Technology – Accelerated math and reading;
- Career Preparation, assessment and readiness;
- Summer Program Enrichment;
- Cultural Enrichment and college tours;
- Parental Involvement Workshops and Family Reading Night; and
- Professional Development.

The provision of these services will enable increased numbers of students promoted for grade to grade; graduate from high school and enter into programs of postsecondary study. The objective of the GEAR UP program will be fulfilled.

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University of Hawai'i  
University of Hawai'i at Manoa GEAR UP Partnerships

This project builds upon the successes achieved by the current University of Hawai'i at Manoa GEAR UP partnership grant (2000-2006). The project will provide 675 sixth and seventh graders at Kalakaua Middle School access to rigorous academic preparation, financial information, and financial assistance to enter and succeed in postsecondary education. In addition to tutoring, mentoring, professional development, and parental involvement activities, the project features a unique and innovative language education program specifically adapted to meet the needs of the large language minority and immigrant student population. The proposed project enhances the language education program by fully integrating computer-based technology into the curriculum. Another special feature of the project is the use of Individual Development Accounts (or IDAs), special savings accounts designed to provide low-income students and families an opportunity to accumulate assets, facilitate and mobilize savings, and promote college access.

There are five project goals: 1) students will be prepared to access postsecondary education opportunities; 2) parents will value higher education, access resources, and support their children in pursuit of postsecondary education; 3) teachers and staff will be prepared and committed to mitigate the negative effects of poverty on students and their access to higher education; 4) a system will be established to acknowledge academic achievement and to award financial assistance to GEAR UP students; and 5) community partners will contribute to an enrichment of educational opportunities and support funding for postsecondary education. The relationships established and outcomes achieved to date by the University of Hawai'i at Manoa GEAR UP project provide strong evidence that an enhanced and expanded program will be successfully implemented.

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Northeastern Illinois University  
Chicago GEAR UP Alliance

The Chicago GEAR UP Alliance will extend a comprehensive set of services to 10,295 disadvantaged middle and high school students that will transform, over six years, the way in which schools prepare students for high school, for ultimate success in college, and for becoming life-long learners. To accomplish this, the project addresses critical needs that research suggests place students at risk of educational failure, including low student achievement.

This project engages all stakeholders in a high performance learning community that provides educators with focused, collaborative professional development to improve the school curriculum; creates a coordinated system for early intervention through tutoring, mentoring and enrichment activities; implements an inclusive and comprehensive approach for informing students and parents about college, career options, financial aid and required rigorous courses; provides experiences about what college is like; and emphasizes that all children are capable of success.

The Chicago GEAR UP Alliance is grounded upon the successes of the Chicago Education Alliance in bringing together influential decision makers from state and local education, community, and business levels, including: Northeastern Illinois University, Roosevelt University, DePaul University, University of Chicago, Loyola University, National-Louis University, Truman College, the Chicago Board of Education, Children's Memorial Hospital, the Consortium for Chicago School Research, New Concepts Tutor/Mentor Connection, North Lawndale Learning Community, and Youth Guidance. The partnership outcomes will be sustained; resulting in system-wide change with increasing numbers of students realizing that learning is a fascinating adventure. Students will identify their talents, explore careers and set goals to achieve their dreams, and every student will become academically and financially ready for college.

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Calumet College of St. Joseph  
Calumet College of St. Joseph GEAR UP

Clark Middle School and High School students in Hammond, Indiana, come to school from a background of socioeconomic problems that prevents them from breaking patterns of low educational achievement. An analysis of the community shows three interrelated needs: (1) students lack academic preparation for college and have poor academic performance; (2) students come from backgrounds that are unfamiliar with—and sometimes unsupportive of—higher education; and (3) students lack financial resources for postsecondary education.

To address these three issues, Calumet College of St. Joseph proposes a partnership with the School City of Hammond, the City of Hammond Mayor's Office, and a grass-roots community organization, the Hammond Hispanic Community Committee (HHCC) to present a coordinated program of activities and support based upon sound research and best practices. Program activities will provide tutoring and mentoring at CCSJ daily during the school year, an academic activity at the college weekly, a field trip and a visit to colleges monthly, and monthly parent workshops on issues related to postsecondary education, including finances. GEAR UP will also offer occasional family activities. The GEAR UP summer component will offer six weeks of one- to two-week "camps" in which students will thoroughly investigate an academic topic. Finally, GEAR UP will sponsor two in-service days for Clark faculty and staff annually (one each semester) to address issues of concern in urban, minority schools. The result of the program will be to:

- Increase the academic performance and preparation for postsecondary education for GEAR UP participants (in response to Need 1 above);
- Increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing (Needs 2 and 3 above); and, therefore,
- Increase the rate of high school graduation and participation in postsecondary education for GEAR UP students (the overall GEAR UP goal).

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University of Kansas Center for Research, Inc.  
Pathways to success

The Pathways to Success GEAR UP Project has produced a renaissance in the Topeka School District (USD 501), the famous home of Brown v. Board of Education. As reported in the Topeka Capital Journal (April 4, 2005), USD 501 has experienced record improvements in student achievement scores.

A new Pathway to Success program is proposed to capitalize on this momentum. The proposed program will include: (a) a district-wide professional development program, led by school-based Instructional Coaches, to increase the quality of instruction received by every student; (b) an integrated, comprehensive reading program that provides (i) individual instruction from a reading specialist in every school, (ii) enhanced reading strategy instruction in reading and language arts classes, and (iii) General Education reading strategies instruction to ensure that every teacher is a reading teacher; (c) leadership teams to ensure that GEARUP reading and mathematics courses are rigorous and accessible, (d) learning strategies and writing strategies to help students become more effective and efficient learners, (e) a comprehensive, district-wide positive behavior support program, (f) a research-based model for strategic tutoring available to all students, (g) a proven model for telementoring, with the capacity to efficiently provide highly effective, safe, mentoring to thousands of students, and (h) a Family School Coordinator to communicate with families about their students' successes and challenges, absences, and many available post-secondary options.

A particular strength of this project is a management plan that creates a true partnership, where Pathways share database decision-making to Success staff and leaders at the district and school levels. All partners will collaborate to ensure that all components of the program are implemented efficiently, on time, and within budget.

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Neosho County Community College  
College-Bound Class Project (CBC Project)

The College-Bound Class (CBC) GEAR UP project seeks to address the critical educational needs of three rural school districts in Southeast Kansas. The CBC project will serve a cohort of 211 students beginning in seventh grade and continuing through their high school graduation and entry into postsecondary education. The children to be served come from the region of the state ranked worst for economic distress. In the counties to be served 17.2 percent of the families are below poverty, compared to 11.5 percent in the state and 9.2 percent in the United States. The area to be served has the highest concentration of welfare participation in the state. The unemployment rates are higher than state averages. As the population of the region continues to decline, the number of individuals served by welfare grows each year. For the past five years a steady increase in the number of children eligible for free and reduced price meals has climbed to a rate that now exceeds 52 percent, compared to the state average of 39 percent.

The educational attainment of the region is low. Over 87 percent of adults living in the service area have not completed a baccalaureate degree and 18 percent have not graduated from high school, (the state average is 14 percent). The dropout rate in all three school districts is higher than the state average and the student-to-counselor ratio is 384 to 1. In addition, students are scoring well below the state average in core subjects and counselors cite lack of one-on-one support and tutoring as a major reason for low academic achievement.

The CBC Project proposes numerous academic support strategies to improve the educational attainment of the cohort and to ensure successful completion of high school and continuation into postsecondary education. The project staff will include three full-time employees who come from backgrounds similar to the cohort and have the ability to achieve the anticipated outcome of 100 percent enrollment in postsecondary education.

The host organization commits \$43,050 annually to the success of the project. District and community partners add an additional \$42,782 annually in matching resources. The amount of matching resources committed to the project by the partners reflects the severity of the need for the services provided by the College-Bound Class GEAR UP project.

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University of Kansas Center for Research  
University of Kansas Washington Cluster Gear Up Project

It is not excessive to say that the vast majority of the students attending school in the Kansas City, Kansas School District 500 can only be described as “at-risk for educational failure.” These students must cope daily with all of the failings and trappings, such as unqualified teachers, so common in many urban school districts. Indeed, students in this district achieve at much lower levels than their peers across the state. An aggressive comprehensive approach, using well developed and researched strategies, is necessary to increase achievement levels of these students, so that they will be prepared to take advantage of postsecondary education opportunities.

The University of Kansas Washington Cluster GEAR UP Program is designed to meet these challenges and will build upon existing community partnerships to provide educational services, career exploration, and other enrichment opportunities to the seventh graders at Arrowhead and Eisenhower Middle Schools in District 500. This program will tier guidance for these students and their parents through the college admissions process from start to finish. Programming will progress from answering the question of “What is college” to teaching these students how to develop goals, to what high school courses to take, and to developing personal statements for their college applications. In addition, the GEAR UP program will offer teachers research-based strategies and teaching routines that will allow students to learn in a strategic learning environment.

Finally, the GEAR UP program will offer students and their teachers summer programming that will prepare them and give them a head start on the upcoming school year. The cohort of seventh graders who participate in the GEAR UP program will receive services until they graduate from Washington High School in 2011. The majority of these services will be implemented during the academic day to ensure there are no barriers for students to participate in GEAR UP. Thus, this program creates a solid foundation for students to not only prepare for postsecondary education, but to excel and graduate.

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Berea College  
Berea College GEAR UP Partnership

The proposed GEAR UP Partnership brings together two institutions of higher education, Berea College and Eastern Kentucky University; six high-poverty school districts; two regional community organizations. Forward in the Fifth and Kentucky Higher Education Assistance Association; and several local community partners. Each partner brings skills, resources and experiences to the partnership that are relevant to the scope of the project and each partner is financially committed to the project.

The Partnership will serve 16 high-poverty schools in the contiguous Appalachian counties of Estill, Jackson, Lee, Madison, and Rockcastle. The cohort consists of all sixth and seventh grade students in the five county service region and all students, K-7, who attend the Berea Community School, a small school where all students, Entry – 12th grade, are located in one school building.

Working closely with the partners, the baseline data for our region has been analyzed, and gaps or weaknesses in services, infrastructure, or opportunities in three problem areas have been identified. : Low-income children are at risk of educational failure; parents do not have high expectations for children, nor have the skills to help them prepare for college; and teachers in the schools do not have a functional understanding of effective pedagogy and a deep understanding of concepts they are expected to teach.

Using up-to-date research and knowledge of effective practices a comprehensive array of services to address these gaps has been developed. The services include: direct services to students, parent engagement activities, and whole school improvement. The impact of these services is measurable and will result in systemic change in the culture of our school systems.

As a result of the GEAR UP Partnership, significantly more low-income students from our Appalachian service region will be prepared for success in post-secondary education.

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Fulton County School System  
GEAR UP & SOAR

The Fulton County Board of Education in Hickman, Kentucky is requesting grant funds on behalf of the West Kentucky Educational Cooperative (WKEC) to implement GEAR UP AND SOAR within nine school districts, all of which meet the eligibility criteria of 50 percent free and reduced price lunch eligibility at the participating school with a seventh grade. In all of the districts, academic expectations among students, parents and teachers are low, resulting in low college going rates and academic achievement. The GEAR UP AND SOAR program will focus on identifying and eliminating barriers to student success through comprehensive academic enhancement, capacity building in school leadership to sustain success, and broad parent and community engagement. Project services will be provided in two tracks: Building Pathways to College for Students and Parents and Building School and Community Capacity for a College Going Culture.

In partnership with these school districts, four higher education partners and 17 community organizations, business partners, state and governmental agencies, and non-profits will be committing over \$7,000,000 in matching resources to provide services to students and families. The West Kentucky Educational Cooperative, an educational service agency whose mission it is to help its member districts maximize resources to facilitate student achievement, will manage the project. The WKEC has operated a successful GEAR UP project since 1999 and has developed this proposal to include new partners and focus on broader issues of capacity building and sustainability. Students will feel success and use this positive frame of reference to visualize their future, plan their goals and be nurtured to have high hopes of completing college. Students will GEAR UP AND SOAR!

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Clinton County Board Of Education  
Southcentral Kentucky GEAR UP

The South-central Kentucky GEAR UP Partnership will serve students who reside in Clinton, McCreary, and Wayne Counties in Appalachian Kentucky. The need for a GEAR UP project in these counties is severe. Poverty rates in the three counties range from 41 percent to 32 percent. Each of the four middle schools to be served has a free and reduced price lunch rate of 75 percent or higher. Only slightly over 55 percent of adults have a high school diploma. Currently, less than 75 percent of the students are graduating, with roughly one third of those attempting postsecondary education. School district achievement test scores, ACT scores, and other indicators of academic proficiency lag far behind state and national averages. Overall awareness of postsecondary opportunities is limited.

The South-central Kentucky GEAR UP project will serve approximately 575 seventh grade students in Year 1. By Year 6, the project will be serving over 3,100 students in grades 7-12. The project will provide services and activities in five major areas: (1) Academic Rigor and Instructional Improvement; (2) Mentoring and Counseling; (3) Postsecondary Awareness for Students and Parents; (4) After-School and Summer Programs; and (5) Financial Assistance. Innovative project services include a Support Chain Peer Mentoring program; Campus tours; College Savings Accounts; Individual Graduation Plans; Academic Enrichment; Enhanced College Preparation Courses; Summer College Experiences; and Evening Meetings for Parents, just to name a few.

The project has five main goals: (1) To increase the academic performance and preparation for postsecondary education; (2) To increase the rate of high school graduation and participation in postsecondary education; (3) To increase students' and families' awareness and knowledge of postsecondary education options, preparation, and financing; (4) To increase student support for postsecondary preparation through after-school and summer programs; and (5) To increase low-income students' access to postsecondary education through a program of financial assistance.

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Monroe City Schools  
Monroe City Schools GEAR UP Project

Monroe City Schools (MCS), in collaboration with The University of Louisiana-Monroe, The City of Monroe Police Department and Parks and Recreation, Big Brothers and Big Sisters, YMCA, Teen Crisis Center, and Tri-District Boys and Girls Club, proposes to provide expanded opportunities to an initial cohort of sixth and seventh graders at Martin Luther King, Jr., and seventh graders at Carroll and Robert E. Lee Junior High Schools toward increased attendance and progression toward graduation and postsecondary entry. Successive cohorts will be included each year. These schools have 1022 students enrolled, a 91.26 percent minority enrollment, a 78 percent free and reduced price lunch rate, are in either School Improvement or Academic Warning Status, and have 8 percent of students not regularly attending. Only 37 percent of seniors enter postsecondary—with 45 percent of those requiring remediation. MCS has five major objectives toward accomplishment of increased academic performance and postsecondary entry summarized below:

1. To increase state-mandated criterion referenced mathematics and literacy test scores by 10 percent each year of the six-year grant period.
2. Provide 21st Century Scholar Certificates, financial aid availability, and postsecondary admissions information to 100 percent of cohorts.
3. A 10 percent annual increase in number of students completing Pre-Algebra by the end of grade eight and completing Algebra I by the end of grade nine.
4. Provide postsecondary counseling, mentoring, tutoring, after-school and summer school programs to 100 percent of cohorts toward a 10 percent annual decrease in dropout rates and a 20 percent decrease in disciplinary actions annually.
5. Provide opportunities for professional development.

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Mount Wachusett Community College  
Fitchburg GEAR UP

Mount Wachusett Community College will administer the Fitchburg GEAR UP! Project in partnership with the Fitchburg (Massachusetts) Public School District, the University of Massachusetts, the Boys and Girls Club of Fitchburg, the Cleghorn Neighborhood Action Center, the Twin Cities Latino Coalition, the Worcester County Juvenile Probation Office, the Spanish American Center, and the Massachusetts Educational Financing Agency. The project will serve 978 students in grades six and seven in four target schools: Academy Middle (grades six-eight), B.F. Brown Arts Vision (grades six-eight), Memorial Intermediate (grades six-eight) and Fitchburg High School. The city has one of the highest crime rates in Massachusetts, and the District is overwhelmingly low income and first generation, with a large percentage of students from primarily Latino backgrounds who are second language learners. Standardized test scores at each school are well below the state and national averages and this is magnified among the Latino student population. The goals of the project are:

- Goal 1: To increase the academic performance of GEAR UP students.
- Goal 2: To increase the rate of high school graduation and participation in postsecondary education for GEAR UP students.
- Goal 3: To increase students and their families' knowledge of postsecondary education and financial aid options.
- Goal 4: To implement sustainable teaching and learning improvements through annual professional development and curriculum reform activities for teachers.

The project will provide all cohort students with intensive, bilingual academic support services including: targeted initiatives in math and for second language learners; college admissions and financing information and application assistance; after-school and vacation programs, including a special initiative focusing on math, science, and engineering; and family based interventions designed to increase student academic success. The Fitchburg Public School District will embark upon instructional and curricular reforms that will make improvements in teaching diverse learners, and reforming the middle school and high school math curricula. Anticipated project outcomes are: increased postsecondary matriculation of students, a math curriculum aligned to national standards, and developing all teachers to become certified by 2011. The Partnership will maintain the capacity to continue providing services to all students beyond the period of federal support.

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University of Massachusetts Lowell  
GEAR UP Opportunity Lowell!

The Bartlett, Butler, Rogers, Robinson and Sullivan schools have elected to work with a seventh grade cohort. This cohort of 724 students will be followed through to high school graduation. The GEAR UP (GU) Partnership will offer an array of services to students and their families, ensuring equitable access to resources. Emphasis will be on partnership programs that foster parent education and involvement; prepare students for postsecondary education with the assistance of tutoring, mentoring, enrichment, and college and career awareness programs; enhance pedagogy to address the needs of diverse students; provide professional development; conduct capacity-building evaluations; and build sustainability in GEAR UP programs and activities.

The program will strengthen links among the schools, businesses, community organizations, and university departments to ensure that initiatives can be sustained when funding ends, using volunteer support and the assumption of some program costs by partnering institutions.

One of the Partnership's key strategies for increasing students' expectations is to remove the element of self-selection from activities that guide students toward preparing for college. Workshops introduce students to the idea of college as both valuable and accessible, and guide them through information about SATs, financial aid, course selection, and the application process.

GEAR UP proposes a set of programs to improve math performance. Students will have opportunities to learn from both peers and partners to strengthen their math literacy. GU will: 1) stimulate students' interest in mathematics, expanding their understanding of their own problem-solving process and increasing their ability to reason about math; 2) implement programs responsive to the students' immigrant experiences; and 3) assist in alignment of mathematics courses across middle school, high school and college to strengthen performance in mathematics.

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University of Maine at Farmington  
UMF GEAR UP

The University of Maine at Farmington (UMF) GEAR UP Project, building on the success of our partnership with School Administrative District (SAD) 21 between 1999 and 2005, will expand its partnership to include SAD 21, SAD 43 and Jay School District. These districts share many similar traits. Situated in an economically challenged part of rural Maine, they include schools with very limited resources. Students lack aspirations, motivation and role models. Parental participation in the education process is very limited and few financial and college counseling opportunities are offered. Postsecondary education is perceived by many to be unattainable. Isolation and budget reductions also deprive the schools of opportunities for sufficient professional development.

To alleviate these problems, the UMF GEAR UP Project proposes to deliver services to students, parents and teachers through collaborative efforts with partners from businesses and community-based organizations. The program will employ methods that have already proven to be effective and successful: students will be offered tutoring and mentoring; a week-long series of lectures, classes and activities on UMF's campus; after-school and summer programs, field trips and college visits, career planning and job-shadowing, along with 21st Century Scholar Certificate ceremonies. Parents will be provided with college and financial aid counseling, field trips and college visits. For teachers, the program will deliver college-school bridging courses, professor-teacher workshops, as well as courses, seminars and training programs to help them improve student academic performance through more vigorous and challenging courses. It is hoped that the success of the first GEAR UP project will be replicated and benefit more people in Maine.

By the time they graduate, 85 percent of the students will be academically prepared for college. All families will have received financial counseling and will be cognizant of the steps needed to plan for college and have started saving for postsecondary education. Schools will also gain through collaboration with the university in capacity building and curriculum development.

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Western Michigan University  
MERC GEAR UP Learning Centers II

The Midwest Educational Reform Consortium (MERC) is a collaborative partnership involving universities, school districts, community-based organizations, business, foundations, and state and local agencies from three mid-western states. The mission of MERC is to improve academic achievement for all students, with the ultimate goal of increasing the number of students who matriculate and complete post-secondary education. To accomplish this goal, MERC provides a comprehensive and systematic program of restructuring public schools, providing extensive professional development, establishing support structures for students and families, and engaging communities. MERC is housed in the Merze Tate Center for Research on School Reform at Western Michigan University and involves the Center for Innovative and Transformative (CITE) and Partnerships for Community Action (PCA) at Bowling Green State University (Ohio), and the Small Schools Workshop (SSW) at the Center for Innovative Schools in Chicago, in partnership with school districts and community agencies in Bangor, Battle Creek, and Kalamazoo, Michigan and Toledo, Ohio.

Drawing from experience in several highly successful and nationally recognized school reform projects (Boykin, 2000; Bryk, Easton, et al., 1993; 1995; Kretovics, Farber & Armaline, 1991a; 1991b; 2004; Shen, Lu, and Kretovics, 2004; Kirschner, 2004; Fischer, Hamer, Zimmerman, Sidorkin, Samel, Long, and McArthur, 2004), MERC proposes a GEAR UP Learning Center initiative, based upon accelerated learning and culturally responsive teaching, that integrates elements of these successful projects with the needs of schools, students, families, and community and social service agencies in the selected communities. This proposal offers a comprehensive and multi-dimensional approach to transforming low-achieving, high-poverty schools into high-achieving and self-sustaining centers of learning. The GEAR UP Learning Centers are not prescriptive, cookie-cutter approaches to school reform. Instead, MERC has developed a performance-based process that is broadly adaptive to the unique needs of individual schools and their communities. Through accelerating student learning, establishing culturally responsive teaching practices, providing direct support to students and their families, and engaging the community the GEAR UP Learning Centers prepare students socially and academically for postsecondary education.

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St. Olaf College  
St. Olaf College GEAR UP

Since 1999, St. Olaf College GEAR UP has served a cohort of 300 inner city, low-income students from St. Paul Humboldt Junior and Senior High Schools. Ninety-eight percent of GEAR UP's senior cohort has applied and been accepted to at least one college this year, a tremendous accomplishment for a school that historically sends less than 40 percent of its graduates to postsecondary education. As a result, the St. Paul School's Superintendent's Office has encouraged St. Olaf to expand the GEAR UP model to a second, high-need senior high, and two additional inner-city feeder schools. St. Olaf GEAR UP proposes to serve 850 seventh grade students and follow them through high school graduation and into college. These students experience all of the difficulties associated with urban poverty: the worst drop out and college participation rates, the lowest family incomes, the highest crime rates, and the poorest social services.

The St. Olaf College GEAR UP Partners will use the expertise developed over the past six years to expand the GEAR UP model to new students, school personnel, family and community members. Students in this cohort experience the effects of poverty, racism, urban isolation, low academic expectations and achievement, with limited chances for high school graduation and college matriculation. The program offers specialized tutoring, academic advising, career and educational guidance, mentoring, and parent and guardian programming to achieve its goals.

St. Olaf College, a regional leader in college preparatory outreach, and its Partners commit a match of \$3,315,000 in cash and in-kind resources. St. Olaf commits a cash contribution of \$245,500 for the operation of the program. Its Partners commit hundreds of hours of after-school programming, mentoring, tutoring, summer academic enrichment camps, first-rate facilities, and thousands of dollars of cash and in-kind service. By participating in the St. Olaf GEAR UP program, participants will dramatically increase the likelihood that they will succeed in school, excel scholastically, and successfully matriculate to college.

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Gasconade County Reorganized School District R2  
Preparation, Readiness, Empowerment and Parents Program (PREP)

The Gasconade County School District (GCSD) is located in the south central region of Missouri, a region of unusual economic diversity with pockets of tremendous poverty. A cursory listing of almost any key indicator evidences the region's need for this project: graduation rates test scores, educational attainment, enrollment in college preparatory courses, etc. The potential to impact the quality of life is also evident in statistics such as the pockets of poverty surrounding the community, literacy rate, and unemployment.

PREP (Preparation, Readiness, Empowerment and Parents) is a cooperative partnership effort between the GCSD, Washington University in St. Louis, Webster University, Central Methodist University, University of Missouri in St. Louis, Mineral Area College, Peterson's Publishing, Franklin-Gasconade County Housing Agency, to empower low-income students to aspire, plan, and prepare for college. This project addresses these needs by orchestrating two major types of interventions: school reform and individual support services. PREP will help bridge the gap between the problems and barriers to learning that students experience and the support services provided to low-income students

It is believed that Gasconade students in the identified schools, Owensville Middle and High School, will help build their capacity for future success and will break the cycle of poverty that exist in the district. The program will serve 334 students in grades 7-12.

PREP uses school reform efforts to promote challenging English, mathematics and science courses to lay the groundwork for college preparedness. It also provides academic assistance and student support in the form of remediation and college preparation courses, tutoring, mentoring, as well as student and family informational workshops, as well as provides college experiences and awareness for students and direct support for families on applying financial aid to make college a reality for the underserved youth low-income students. Parent outreach efforts, as well as case management and referrals will be offered to reach at-risk students in the community. Project outcomes include increasing student motivation and parental involvement, improving student achievement, and increasing student ability to meet college entrance requirements.

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Southeast Missouri State University  
Bootheel Partnership GEAR UP

Southeast Missouri State University is requesting \$1,800,000 over six years to support our Bootheel Partnership Gaining Early Awareness and Readiness for Undergraduate Programs (BHP GEAR UP) with the: Hayti R-II and Caruthersville 18 school districts; Pemiscot Initiative Network (PIN); and, the Boys & Girls Club of the Boot Heel in an effort to serve 375 students. The purpose of this program will be to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. All partners will have a significant role in the implementation of services and identification of alternate funding sources in the event federal funding should end. The partners have contributed in-kind and/or cash contributions of over 50 percent of the total project cost.

BHP GEAR UP will include a variety of developmental activities for students, parents and teachers to increase students' likelihood to pursue and be successful in postsecondary education. Services will begin with a cohort of sixth and seventh grade students attending Hayti and Caruthersville middle schools and will continue until students graduate from high school. Specific activities include summer academies, career development programs, parent programs, individual tutoring, academic skills development, mentoring, completing postsecondary education and financial aid applications, early postsecondary education credit programs and job shadowing activities. Activities will be designed to increase students and parents' 1) awareness of postsecondary education and financial aid options and 2) confidence that postsecondary education is a realistic, attainable goal. All programs will be evaluated regularly.

On-going professional development designed to close the achievement gap via enhanced teacher expectations and strategies, content knowledge, and learning across the curriculum will be implemented through our collaboration with the Southeast Missouri State University Regional Professional Development Center. Professional development programs will be evaluated regularly.

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Curators of the University of Missouri on behalf of the University of Missouri – St. Louis  
St. Louis In Gear for Success

St. Louis In Gear for Success (SLINGS) is a regional GEAR UP program led by the University of Missouri -St. Louis and St. Louis Community College that will impact eight high need school districts. Over the next six years, SLINGS will follow more than 6,000 eligible seventh grade students from 21 middle schools in St. Louis Public School District (SLPS), plus nine middle schools in seven urban-like “ring” districts that border this inner city district. Approximately one quarter of the St. Louis region’s 2.6 million citizens (18th largest metro-area in the nation) live in the districts that the SLINGS program will serve. All of the districts lag behind the state and the nation in academic achievement, graduation, and college attendance rates. One district lost state accreditation a year ago, and two districts, including SLPS (the largest) are only provisionally accredited. All have significant minority populations ranging from 78 to 100 percent.

The community-wide SLINGS partnership represents the region’s largest collaborative effort ever (over 40 entities in all) to marshal resources from higher education, school districts, state agencies, businesses, and community and faith-based organizations with a singular focus on college readiness for low-income students. SLINGS partners have combined their resources to offer a “menu” of GEAR UP activities to support students in reaching the goal of postsecondary education. Activities are organized as “Students In Gear,” “Families In Gear,” and “Educators In Gear,” and include school leader and teacher professional development for data-driven instruction and strategies for improved student learning; educational and cultural field trips to expand students and families’ horizons; career exploration; family education on supporting academic achievement and goals for postsecondary education; and rigorous academic preparation for students with emphasis on literacy skills across content areas. Outcomes include a strengthened peer and family support system for high academic achievement; enhanced teaching and school leadership for improving student learning; improved attendance; higher state test scores, graduation rates, and numbers of students who attend postsecondary education – all on a scale that can be sustained.

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Coahoma Community College  
Mississippi Delta GEARUP Partnership Project

By focusing on meeting the needs of a group of families, the Mississippi Delta GEAR UP Partnership develops a core community. This grant will support the use of technology in the education of more than 600 families by providing the use of the schools' computer labs to the parents when their children are involved in after school tutoring and mentoring. The learning services provided through the computer labs will ensure the target group's participation. After-school sessions, summer sessions and access to computers at their children's schools foster the development of family interaction and involvement in their children's school lives. While the students are involved in tutoring and mentoring, the parents will be involved in Adult Education and Computer Literacy activities provided by the Coahoma Community College Adult Education Department. Family night activities, including Internet usage, will be used as the means to positively affect family, community and student interaction. The eight school districts that will be served by this project are located in the poorest region of the poorest state in the nation and many families lack computer skills and access to computers. This region of the state of Mississippi is often and fondly referred to as the "Mississippi Delta." Known for its flat lands, the Mississippi Delta is also home to a legacy of generational poverty, illiteracy, high unemployment, school dropouts and teen pregnancy. Too often this area of the state's poverty level is so pervasive and overwhelming, many youth leave after high school and never return, or resort to an endless cycle of crime. These school districts, combined, serve 8,516 students from the rural townships of Clarksdale, Drew, Indianola, Mound Bayou, Shaw, Shelby, and Webb, Mississippi.

The Mississippi Delta GEAR UP Partnership proposes to serve 625 students representative of each of the above communities, who are extremely disadvantaged, low income and will possibly be the first generation in their family to attend college. The partnership's mission is to increase the number of low-income students who are prepared to enter and succeed in college. Coahoma Community College, an accredited, public two-year college, will serve as the Institution of Higher Education (IHE) and the fiscal agent. Based upon the results of a needs assessment conducted in the involved school districts, it was determined that services that will be provided to the 625 (seventh grade cohort) students in these Mississippi Delta school districts will include: 1) tutoring and mentoring in after-school programs, 2) summer enrichment and transitional programs, 3) outreach and family involvement, 4) professional development and curriculum improvement, and 5) 21st Century Scholar Certificates and scholarship identification.

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## Salish Kootenai College GEAR UP

Salish Kootenai College GEAR UP, in partnership with Two Eagle River School and the Ronan-Pablo School District #30, serves students on the Flathead Indian Reservation, a beautiful location though also one of great poverty. Over 50 percent of the students in the cohort are Native American. Few students in the area have adult models with any higher education.

The GEAR UP program objectives are: to increase the academic performance and preparation for postsecondary education of students; to increase the rate of high school graduation and participation in postsecondary education; and to increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing. Many performance data points are followed to ensure the program is on track to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Strategies used to accomplish these objectives include academic support provided by tutoring, summer programs, and college counseling; college information dissemination provided by 21st Century Scholar Certificates, mentoring, and college and financial counseling; and college preparation course work provided by professional development and curriculum improvements as well as college counseling for students and parents.

The personnel who will implement the program have extensive backgrounds working with students and their families as well as working with those who come from backgrounds of poverty and first-generation college attendance. Each of the staff members has worked extensively with the public and particularly with youth.

Additionally, many community organizations are also partners in this program. The lead agency of Salish Kootenai College (SKC) provides all of the resources of the local college, while the two school partners provide classroom space and program integration into the schools. Kellogg Leadership for Community Change Mentoring Program provides mentoring services for the most at-risk students in the Ronan cohort. Big Brothers Big Sisters allows the cohort members to become mentors for elementary students when they are in high school. The Boys and Girls Club, which is located next to the Ronan Schools, provides after school tutoring and access to equipment and activities. Adult Basic Education is providing free testing services for students intending to go to SKC, so all of the students will test out of remedial college courses while still in high school in order to be ready for college level work. Talent Search is guaranteeing that the students who are seniors in 2012 will continue to receive college information and programming even after the end of this program grant. The SKC Nursing program is also including an HIV prevention component in the summer camps, which work in conjunction with the area Upward Bound program.

Each of these activities combines to make a powerful impact on students, their families, and the entire community. It is the hope that one day soon, the knowledge that "I am going to college" is something that every child in the area knows at an early age.

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Southwestern Community College  
Gearing Up for Something Exciting

The proposed Southwestern Community College GEAR UP Partnership will serve low-income students in grades six through twelve over a six-year period – using the “add-a-cohort” approach. The total number of students this project is proposing to serve over the course of the project period is 4,612. The ultimate goal of the project is to significantly increase the number of low-income students in the target area who are prepared to enter and succeed in postsecondary education.

Through a carefully designed network of services which include the GEAR UP program, Applicant, Partner Organizations, and other community-based resources, Southwestern Community College will provide an integrated and comprehensive continuum of services within the following framework and including these objectives and performance measures:

Objectives:	Performance Measures:
Increase academic performance and preparation for postsecondary education for GEAR UP students.	A high percentage of GEAR UP students will complete an academically challenging curricula including passing per-algebra by the end of seventh grade, and algebra I by the end of ninth grade.
Increase the rate of high school graduation and participation in postsecondary education for GEAR UP students	GEAR UP students will have high rates of attendance in school, attain satisfactory achievement on standardized tests, and be promoted to the next grade level on time.
Increase GEAR UP students’ and their Families’ knowledge of postsecondary education options, preparation and financing	GEAR UP students and their families report having knowledge of available financial aid and necessary preparation for college.

The needs of these southern Appalachian counties are great, caused by extreme poverty, lack of basic skills, and cultural and geographic isolation. With a successful previous GEAR UP project “under its belt,” Southwestern Community College is committed to providing substantial support to promote the success of the program (personnel, facilities, technology, equipment, and supplies). Excellent project personnel, a solid management plan, and evaluation procedures are all in place to make sure the proposed project is a smashing success.

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Appalachian State University  
Appalachian State University GEAR UP Partnership

Appalachian State University will address barriers to higher education for students who live in the mountain communities of western North Carolina by forging educational partnerships with the school systems in Alleghany, Avery and Burke County Schools and Hickory Public Schools.

The need for this Project is great. The region is economically distressed and the startling lack of educational attainment will only exacerbate this condition. The gaps in academic achievement, crisis in high school retention, low percentage of students taking the SAT and failure to enroll in college despite stated intentions will only increase in light of rapidly changing demographics unless significant resources are mobilized and focused to address teacher preparation and school reform.

The Appalachian GEAR UP Project (GU) will provide regional leadership for sustained educational reform by maximizing institutional, local, and individual resources to augment skills and build capacity for change. Specific services to be provided by GU include: professional development for public schools with a commitment to fund positions beyond the term of the grant; direct student services in order to improve mathematics and reading levels; assistance for parents and students in becoming familiar with college options, financial aid, and transition concerns; and active dissemination of successful educational practices.

Over 3,060 students, nearly 600 teachers and administrators, and 12 schools will be directly served by this grant. The outcomes of GU are to increase college readiness and enrollment in postsecondary education of students enrolled in middle and high school cohorts. In obtaining these outcomes, GU will adhere to the watchwords of academic rigor, scrupulous accountability, financial stewardship and educational innovation.

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Johnston County Schools  
Sail II: Students Achieving through Independent Learning

Johnston County, North Carolina, is a county in transition. Tobacco is no longer king and textiles have been outsourced overseas. There is a need to help students attending the Johnston County Public Schools appreciate these changes and better prepare for postsecondary careers. At the two middle schools participating in this proposal, Benson and North Johnston, the percentages of low-income students are 56.3 percent and 51.2 percent, respectively. For many reasons, these students are often ill prepared to pursue postsecondary education, which is so critically important to being successful in the 21st century. Our proposal for GEAR UP funding, SAIL II (Students Achieving through Independent Learning) will help reach these students and their parents early with accurate information about academic and financial demands and expectations of college. SAIL II is modeled in part upon a successful SAIL I program, currently being conducted in the school district with funding through the 21st Century Learning Centers program.

Activities described in SAIL II will include tutoring and mentoring for students, professional development and curriculum improvement for staff, college and financial counseling for parent/guardians, along with college visitations, summer programs, and opportunities for dual enrollment. For tutoring activities, SAIL II will employ the HOSTS Learning program, recognized in the No Child Left Behind legislation as an example of a proven and scientifically research-based approach that “dramatically increase student achievement.” For mentoring, SAIL II will model the Big Brothers Big Sisters program, and for professional development, SAIL II will model Rudy Payne’s “A Framework for Understanding Poverty.”

The intended outcomes are consistent with the GEAR UP program solicitation, chiefly: to increase the rate of high school graduation and participation in postsecondary education for more than 300 students in the GEAR UP cohort.

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Passaic Public Schools  
College Knowledge Passaic

Through an ambitious and systematic school and collaborative partnership effort, College Knowledge Passaic seeks to achieve three major objectives: (1) increase the academic performance and preparation for postsecondary education for GEAR UP students through the provision of academically challenging curricula and related support services; (2) increase GEAR UP students and their families' knowledge of postsecondary education options, preparation and financing; and (3) increase the rate of high school graduation and participation in postsecondary education for GEAR UP students. Thirty key performance measures have been developed around these three major objectives. Performance measures and objectives will be analyzed so that continuous improvement can be made. College Knowledge Passaic embraces current research around how to significantly boost the numbers of students who go on to higher education.

College Knowledge Passaic is a high priority project for the Passaic Public Schools and thus the district has taken strong measures to provide support for the project. With the professional development centerpiece of this project, the district aims to have a cadre of teachers trained to employ engaging teaching strategies; data integration and assessment; and mathematics, science and language arts content that will abide. College Knowledge Passaic has formed a high-powered partnership with institutions of higher education and community based organizations to provide our students and families with exposure to the enormous promise of higher education.

The evaluation, to be conducted by The Academy for Educational Development (AED), an accomplished Washington, D.C. based non-profit organization, will truly facilitate data driven decision making and allow teachers, guidance counselors, parents and school leaders to look at how students are doing using real time data and to tailor interventions to meet specific needs. If the project can demonstrate an impact, we are optimistic that other sources of funds can be put into place to continue interventions.

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Clovis Community College, New Mexico  
Clovis GEAR UP

Clovis Community College, a Hispanic-Serving Institution, proposes a GEAR UP project to serve a cohort of 645 seventh graders beginning in fall 2005 and continuing until high school graduation in spring 2011. These students attend Gattis, Marshall, and Yucca Junior High Schools in Clovis, New Mexico, matriculating to Clovis High School. The Clovis Municipal School District is 43 percent Hispanic and 56 percent minority. Economic and educational hardships are widespread: 64.4 percent of students receive free or reduced price lunch; per capita income is \$15,561; 21 percent of the population falls below the poverty line; over 10 percent of 16-19 year olds are not in school, and only 15.3 percent of adults (4.2 percent of Hispanics) have completed a college degree. The city is one-third Hispanic, and nearly a quarter of children five years or older are growing up in homes where a language other than English is spoken. Neither the junior high schools nor the high school met the No Child Left Behind standard for "adequate yearly progress" in the 2003-2004 testing cycle. Student achievement is low, as reflected in proportions of students testing "proficient" in mathematics and reading. Local data and broader research identify lack of funding for academic assistance, lack of family support, and inadequate information about college and financial aid as impediments to high school graduation and college attendance.

To improve academic achievement, high school graduation, and college enrollment, students will participate in services designed to meet identified needs, including tutoring, after-school academic success programs, intensive summer programs, college and financial aid workshops and individual counseling, mentoring, 21st Century Scholar events, and GEAR UP scholarships. Faculty development will address teachers' needs for training in curriculum alignment and effective instructional techniques. Professional development opportunities will target the current and next year's GEAR UP participants' teachers but will be available to all, so that after six years of programming, durable systemic improvements in junior high and high school instruction will benefit students far into the future. Outcomes will include increases in standardized test scores, success in demanding courses, promotion and graduation rates, and enrollment in college. Costs are calculated at \$800 per student as permitted by program regulations.

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Eastern New Mexico University-Roswell  
Gear Up for Success

The Eastern New Mexico University-Roswell (ENMU-R) GEAR UP Project will provide supportive services to a cohort of 1,720 sixth and seventh grade students in Chaves County (Dexter, Hagerman, Lake Arthur, and Roswell School Districts) to encourage young people to prepare for and enter higher education. Parent involvement and teacher professional development are key components, as is involvement of 22 non-school partners who wish to see these students succeed. \$1,376,000 is requested for year one of the grant, more than matched by partners committed to long term investment to sustain the GEAR UP project. ENMU-R is a Hispanic Serving Institution. Public schools are majority-minority.

The need is high. Chaves County has low levels of educational attainment, below-average household income, and high poverty rates. More than 70 percent of all students qualify for free or reduced price lunch, with individual district rates ranging upward from 67.5 percent to 85.1 percent, compared to a national average of 40.1 percent. In a poor state, Chaves County is very poor. While the 2004 national average ACT score was 20.9, none of the county's high schools reached this mark. Surveys show student motivation and engagement is low, fueled by limited resources for academic support services and a growing problem with drugs. Few parents are involved in school activities, and most know little about college options.

Project design draws on current research in the field and effective practices of other GEAR UP partnerships and postsecondary transition programs. The project's objectives and services will have a significant impact on targeted students, parents, and teachers by increasing: 1) preparedness for high school graduation and college enrollment; 2) motivation, retention, and engagement; 3) student academic achievement; 4) parent and family involvement in school activities; 5) professional development opportunities for teachers; and 6) long-term partnership investment in programs that support disadvantaged students. Services to be provided will include GEAR UP Scholarships; after school and summer academic programs; tutoring, mentoring, advising, and career exploration; educational and cultural field trips; professional development for teachers; and parent involvement activities.

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New Mexico Highlands University  
GEAR UP

The Northern New Mexico Engaging Latino Communities for Education (ENLACE) Collaborative is comprised of one Hispanic Serving Institution (HSI) University, two HSI community colleges, three public school districts, the Math and Science Academy, a local community foundation, a community-based organization, and a nationally recognized education technical assistance center. The Collaborative will build on the successes of the Northern New Mexico ENLACE Project to extend a comprehensive set of services to cohorts of underserved, rural, minority students that will ultimately transform the ways in which schools prepare students for high school graduation, success in college, and fulfilling careers. The project addresses critical needs that research suggests place low income, rural students at risk of educational failure including low student achievement, lack of college awareness and planning, lack of crucial support networks, and a shortage of highly qualified teachers. The Collaborative will ensure that no GEAR UP student, teacher, or parent gets left behind by providing services that include rigorous, college preparation classes (AVID); college awareness and planning; tutoring and mentoring; mathematics, science, and literacy enrichment for students; high quality professional development for teachers; technology training; and parent education and leadership workshops.

The Collaborative proposes a coordinated management and evaluation accountability system ensuring that objectives and performance measures are clearly linked to data collection and intended outcomes so that the program objectives will be achieved in a timely manner and within budget. The project outcomes will include increased student academic achievement, college readiness and awareness, on-time promotion and graduation, improved parent involvement, and higher quality teaching.

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University of Nevada, Las Vegas  
GEAR UP Partnership of Western Clark County, Nevada

The state of Nevada ranks near the bottom on many key indicators of higher education access and completion. It ranks 49th in terms of chance of enrolling in college by age 19 and 47th in terms of percentage of persons aged 25-65 with a bachelor's degree or higher. These figures leave no doubt that Nevada students are among the most disadvantaged in the United States. At Nevada's southern tip is Clark County. It is home to 71 percent of the state's population, to three of the state's largest cities, and to vast pockets of poverty. Clark County is also home to more than 250,000 public-school students who year-after-year are academically outperformed by their peers statewide and nationwide.

To address and improve this situation, the GEAR UP Partnership of Western Clark County, Nevada, will utilize an add-a-cohort model to provide long-term, comprehensive, educational-outreach services to the students, teachers, and parents at three of Clark County's most at-risk middle schools (Harold J. Brinley, Frank F. Garside, and Robert O. Gibson). The Partnership will change the low-expectation and achievement culture that prevails in these schools by providing a broad and strategic array of services, including college-admissions and financial-aid information; tutoring, counseling, and mentoring; after-school and summertime academic-enrichment activities; college visits; and professional-development for target-school teachers. The primary provider of these services will be the Partnership's hosting partner and fiscal agent: UNLV's Center for Academic Enrichment and Outreach (CAEO). Since 1978, the federally funded projects at CAEO have helped thousands of students achieve academic success by servicing their educational needs from 6th grade through college graduation. CAEO's experienced personnel, vast physical resources, and strong links with the community will enable the Partnership "to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education."

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University of Nevada, Las Vegas  
GEAR UP Partnership of Northeastern Clark County, Nevada

The state of Nevada ranks near the bottom on many key indicators of higher-education access and completion. It ranks 49th in terms of chance of enrolling in college by age 19 and 47th in terms of percentage of persons aged 25-65 with a bachelor's degree or higher. These figures leave no doubt that Nevada students are among the most disadvantaged in the United States. At Nevada's southern tip is Clark County. It is home to 71 percent of the state's population, three of the state's largest cities, and to vast pockets of poverty. Clark County is also home to more than 250,000 public-school students who year-after-year are academically outperformed by their peers statewide and nationwide.

To address and improve this situation, the GEAR UP Partnership of Northeastern Clark County, Nevada, will utilize an add-a-cohort model to provide long-term, comprehensive, educational-outreach services to the students, teachers, and parents at three of Clark County's most at-risk middle schools (Mario and Joanne Monaco, Marvin Sedway, and Ed Von Tobel). The Partnership will change the low-expectation and achievement culture that prevails in these schools by providing a broad and strategic array of services, including college-admissions and financial-aid information; tutoring, counseling, and mentoring; after-school and summertime academic-enrichment activities; college visits; and professional-development for target-school teachers. The primary provider of these services will be the Partnership's hosting partner and fiscal agent: UNLV's Center for Academic Enrichment and Outreach (CAEO). Since 1978, the federally funded projects at CAEO have helped thousands of students achieve academic success by servicing their educational needs from 6th grade through college graduation. CAEO's experienced personnel, vast physical resources, and strong links with the community will enable the Partnership "to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education."

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Research Foundation CUNY on behalf of Lehman College  
Bronx Institute GEAR UP Network

The Bronx Institute and Lehman College CUNY is the lead organization and the Research Foundation City University of New York on behalf of Lehman College is the fiscal agent for the Bronx Institute Gaining Early Awareness and Readiness for Undergraduate Programs Network (BI GEAR UP Network). The BI GEAR UP Network will match the requested U.S. Department of Education funds dollar for dollar. The BI GEAR UP Network will be joined by the following partners: a local educational agency (the New York City Department of Education), a community based organization (ASPIRA of New York), three colleges (Fordham University, Harvard University, Yale University-EXPLO), three not-for-profit organizations (The After School Corporation, Experiment for International Living, The Urban Assembly), and two corporations (The College Board, Thomson-Peterson Learning). BI GEAR UP (1999-2005) was one of only six programs distinguished by the Washington Center for Best Practices. Our new six-year initiative serves 3,399 low-income Hispanic and African-American students from thirteen Bronx middle schools starting with grade seven by addressing the following issues: 1. Low academic performance (e.g., 2 percent of students passing English and 4 percent passing math) 2. Low graduation rates and college attendance rates (80 percent Hispanic dropout rate and 72 percent African-American) are a problem for minority students. 3. Professional development and technology needs. In response, the BI GEAR UP Network has set the following objectives: 1. increase achievement and preparation for college; 2. increase students' and families' postsecondary education knowledge; 3 enhance teachers' skills; and 4. engage community stakeholders in supporting long-term sustainability when funding ends. Program activities include tutoring, technology, project-based learning, college awareness workshops, and college residential summer programs to prepare students to attend and graduate from college. Metis Associates will serve as the outside evaluator and document the accomplishment of project strategies and objectives.

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St. John's University of New York  
St. John's University GEAR UP

St. John's University, in partnership with Region 4, Oliver Wendell Holmes Intermediate School, Long Island City High School in Queens County, New York, HANAC, Inc., Variety Boys and Girls Club, and the Center for Science Teaching and Learning, will provide services over six years for a cohort of 350 students who will be entering grade seven at Holmes Intermediate School in September 2005. Project services will encourage participants "to have high expectations, stay in school and study hard, and go to college." Students will be provided with after school and Saturday tutoring, homework help, mentoring, counseling, computer literacy instruction, and test preparation assistance; with workshops on college awareness, career-college linkages, self-esteem building, study skills and time management, critical thinking skills, and financing a college education; and with college and career fairs, college visitations, summer programs, and a variety of cultural and recreational activities.

Services for parents will help them understand that college is important, that it is a viable option for their children, and that there is financial aid available. The project also will provide staff development for the partnership middle and high school teachers and counselors to enhance their knowledge and skills in reaching and teaching middle school children, special needs children, and children with limited English proficiency, and to learn to implement standards-based teaching and learning and assessments in all content areas; using technology in the classroom; and aligning teaching with students' learning styles.

Proposed outcomes include: at least 90 percent of scholars demonstrating improved academic achievement by the end of eighth grade; 60 percent satisfactorily completing programs of study enabling them to enroll in college-prep tracks in high school; at least 70 percent of participants enrolled in college-track programs during 9th, 10th and 11th grades, and at least 70 percent of project scholars enrolling in a two-year or four-year undergraduate program of study following high school graduation.

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Research Foundation of SUNY on Behalf of SUNY Cobleskill  
SUNY Cobleskill GEAR UP

The SUNY Cobleskill GEAR UP project will serve 480 students at 11 contiguous school districts in five impoverished rural New York State counties. All districts report that the rate of eligibility for the federal free or reduced price lunch program is at least 50 percent.

This project will provide six core services to the cohort, which include: one-on-one and small group tutoring, mentoring, academic counseling for students and parents, and career, college, and cultural exploration activities. This project will provide academic enrichment by purchasing LEGO Robolab kits and laptop computers, and will provide bi-monthly professional development workshops for the mathematics, science, and technology teachers incorporating Robolab into their curricula. Summer robotics camps will be held for each of the first five years, as well as summer school tutoring programs.

Further academic enrichment will come from The College Board, which will introduce its CollegeED curriculum, as well as Pre-AP professional development, PSSS, PSAT/NMSQT, and the SAT for all students.

Partners have been well chosen and include: The College Board, the Commission for Independent Colleges and Universities, the State University of New York, the Association of Proprietary Colleges, three hospitals, one pharmaceutical manufacturer, and the Schoharie County Youth Bureau.

This project is requesting \$384,000 per year for six years and is matching it 100 percent with in-kind resources. This project will begin providing services to students on Wednesday, September 7, 2005.

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The Research Foundation of SUNY at Binghamton  
GEAR UP Project for Binghamton

This proposal seeks continued funding for a GEAR UP Partnership Project which will pair Binghamton University (the fiscal agent), the City of Binghamton (New York) School District, and additional partners to provide services to the over 900 students in two cohorts of middle school students, the sixth and seventh grades (fall 2005) at the District's two middle schools. The Partnership will follow these two cohorts to the District's single high school and provide a range of services designed to increase academic achievement and college awareness among low-income, at-risk students and their families.

The need is great; the Binghamton City School District (BCSD), classified as one of the most needy school districts in New York, serves 6,250 students from K-12. Almost two-thirds (63.7 percent) are eligible for the free and reduced price lunch program; 32.4 percent are underrepresented minority students; 5.4 percent are limited English proficient (over 25 different languages spoken in the district); and 13.9 percent are classified for special education.

Activities will include mentoring and tutoring by college students; an intensive counseling program to get students and their families to focus on college early; visits to colleges; outreach to get parents or guardians actively involved in their child's education; summer and after school programs; services specifically designed for students with limited English proficiency; and a continuous review of all activities to help make them more efficient and effective.

The purpose of the partnership is to significantly increase the number of low-income students who are prepared to enter and succeed in college through increased academic achievement, and awareness and knowledge about postsecondary education, preparation and financing.

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Dowling College  
GEAR UP

The GEAR UP partnership between Dowling College, Wyandanch School District, Urban League of Long Island, Inc., and the Mentoring Partnership of Long Island was created to help resolve the educational gap that exists for students residing in Wyandanch, New York. Activities of this project will include school day, after-school, and Saturday academic enhancement programs; summer academic engagement; postsecondary education information for parents and students; mentoring for students; and, professional development for teachers. The project will strive to achieve the following objectives:

- Objective # 1 – To increase by 10 percent the number of students, in all subgroups, making AYP in mathematics and English, as measured in New York State assessments.
- Objective # 2 – To increase by 10 percent the number of students, in all subgroups, who successfully complete the NYS Math A Regents by the end of 9th grade.
- Objective # 3 – To increase by 5 percent, each project year, the on-time promotion rate of the cohort.
- Objective # 4 – To increase by 10 percent the percentage of students accepted into postsecondary education institutions.
- Objective # 5 – To increase by 10 percent, each project year, student postsecondary education expectations.
- Objective # 6 – To increase by 10 percent, each project year, the percentage of parents and guardians who attend postsecondary information sessions.

The long-term systemic effect most sought after by the Wyandanch School District is that its students meet the minimum performance outcomes and performance index as established by the New York State Department of Education.

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Lorain City Schools  
Lorain GEAR UP Coalition

The Lorain GEAR UP Coalition will marshal community-wide services and resources to raise the overall academic performance of an entire cohort of 660 incoming seventh graders and increase their likelihood of enrolling in college. More than 65 percent of these students qualify for free and reduced price lunch, and many combat social problems typical of an inner city. As a result, students in the Lorain City School District struggle to meet Ohio academic standards and high school graduation requirements. Students who do graduate face the daunting challenge of navigating through college application and financial aid processes that are foreign to both them and their families. The District and its partners will address this situation by:

- Providing sufficient tutors and summer programs to enable the entire cohort to practice academic skills;
- Offering a more rigorous curriculum by introducing pre-algebra and algebra in all three of the District's middle schools, by introducing Advanced Placement (AP) classes in all high schools, and by developing a standards-based reading curriculum for middle school students;
- Reducing social barriers to academic success by adapting state-of-the-art classroom management techniques in high schools, introducing school-based social workers and social services in all target schools, and recruiting 100 adult mentors to work with cohort members;
- Offering dozens of opportunities for students and parents to increase their awareness of college benefits by conducting community-wide outreach, coordinating campus visits, and engaging guest speakers;
- Assisting students and their parents to prepare for college entrance examinations, to complete college applications and to access financial aid opportunities through workshops and consultations; and
- Reaching all middle school math teachers with intensive, ongoing professional development related to effective mathematics instruction, classroom management and AP class instruction.

After six years, Lorain's GEAR UP students will demonstrate: increased performance over baseline standardized test scores; a graduation rate of at least 90 percent and a college enrollment rate of at least 50 percent.

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Tahlequah Public Schools  
Tahlequah GEAR UP Project

LEA and Fiscal Agent: This GEAR UP application is for funds to serve students in the Tahlequah (Oklahoma) Middle and High Schools. Tahlequah School District will serve as lead and fiscal agent. Tahlequah is in Cherokee County, northeastern Oklahoma, 60 miles southeast of Tulsa.

Student Population: A majority of the students served will be Native American (Cherokee). Of the students who will be served, 48 percent will be Cherokee, 46 percent will be rural Caucasian and 2 percent will be African American and 4 percent will be Hispanic. The free and reduced price lunch participation is 63 percent.

Cohort Plan: The project will serve two cohort groups beginning in grades six and seven continuing services through graduation. Based on this year's enrollment, the project will serve 442 students.

Partners: Higher education partners for the project will be Northeastern State University, Indian Capital Technology Center, Connors State College, and Quality Education Services for Today and Tomorrow. (QUESTT), Other collaborating agencies will include the Boys and Girls Club, the Oklahoma State Regents for Higher Education, and the Cherokee Nation.

Objectives: The project's goals are:

- Goal 1: Increased academic performance and preparation for college.
- Goal 2: Increased rate of high school graduation and college enrollment.
- Goal 3: Increased knowledge of college admission and financial aid.
- Goal 4: Improved behaviors related to school success.

Project Design: The project design has ten components: scholarships, counseling, mentoring, tutoring, parental involvement, after-school summer academics, professional development, student leadership, and curriculum improvement.

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Jay Independent School District  
Jay GEAR UP Project

LEA and Fiscal Agent: This GEAR UP application is for funds to serve students in the Jay (Oklahoma) Middle and High Schools. Jay will serve as lead and fiscal agent. Jay is in Delaware County, northeastern Oklahoma, 80 miles east of Tulsa.

Student Population: A majority of the students served will be Native American (Cherokee). Of the students who will be served, 58 percent will be Cherokee, 41 percent will be rural Caucasian and .2 percent will be African American and 1.2 percent will be Hispanic. The free and reduced price lunch participation is 68 percent.

Cohort Plan: The project will serve two cohort groups beginning in grades six and seven and continuing services through graduation. Based on this year's enrollment, the project will serve 273 students each year for six years and 152 the seventh year. Seventh year services will be provided without federal funds.

Partners: Partners for the project will be Northeastern State University, Tahlequah; Quality Educational Services for Today and Tomorrow, Inc. (non-profit); the Boys and Girls Club, and the Oklahoma State Regents for Higher Education.

Objectives: The project's goals are: Goal 1: Increased academic performance and preparation for college. Goal 2: Increased rate of high school graduation and college enrollment. Goal 3: Increased knowledge of college admission and financial aide. Goal 4: Improved behaviors related to school success.

Project Design: The project design has ten components: scholarships, counseling, mentoring, tutoring, parental involvement, after-school summer academics, professional development, student leadership, and curriculum improvement.

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East Central University  
Team GEAR UP

East Central University, located in the city of Ada, Oklahoma and in a President's Empowerment Initiative Round II Enterprise Community, creates a partnership between nine rural school districts located in Pontotoc, Coal, and Johnston counties to form TEAM GEAR UP. In addition, the Oklahoma State Regents for Higher Education (OSRHE), the Pontotoc Technology Center, the Chickasaw Nation, and local businesses and community organizations, will partner with the project. The proposed project is a single cohort design beginning with a seventh grade cohort group. Services will be provided to the cohort group through the entirety of their middle and high school years, as well as a bridge program entering into post-secondary education. Steps will be taken to ensure equitable access to and participation in this federally assisted program for all individuals with special needs and those from traditionally under- represented groups as required in Section 427 of the General Education Provision Act (GEPA).

The mission of TEAM GEAR UP is to prepare students to achieve their aspirations of higher education. This mission statement also defines the purpose of the project "to equip students with the academic skills, encouragement, information and resources necessary to enter and succeed in postsecondary education."

TEAM GEAR UP will provide a broad array of academic services, tutoring, mentoring, counseling, and enrichment programs to students, as well as parental involvement and professional development activities for school district personnel. The project will network with existing resources in the community and coordinate efforts to prevent duplication of services to the cohort group. Expected outcomes include: increased parental involvement; lower cohort student absentee rate; improved grade point averages; and an increased number of students taking the ACT, applying for financial aid, and attending postsecondary education.

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Seminole State College  
Dream Catcher GEAR UP

Our proposed Dream Catcher GEAR UP Project is designed to meet the specific needs of low-income, underserved, and underrepresented students in nine school districts in a rural and isolated area of central Oklahoma officially designated as the Seminole Nation (Seminole and Okfuskee counties). At least 75 percent of students are eligible for free and reduced price lunches and Okfuskee County is the county with the highest and worst rate of idle teens (16.9 percent). The project is meant to address severe gaps in services and resources at these schools: inadequate school staffing, low funding per student, and insufficient faculty development, poor academic performance on the Oklahoma Core Curriculum Test (all schools failed in four out of seven areas), and low college participation - only 44.5 percent of high school graduates go to college (51 percent state, 63 percent nationally).

We are proposing a suite of services to improve academic performance and preparation for college and increase students and their families' knowledge of college options, preparation, and financing beginning with a cohort of fifth graders (285) and a cohort of sixth graders (255) totaling 540 students to be tracked through graduation beyond the grant period. Components of Dream Catcher will include: (1) PALS (Play and Active Learning Sessions) Program to provide tutoring, mentoring, cultural field trips, 21st Century Scholar Certificate award event, summer camp, and college and career advisement for students and parents; (2) Fish! For Schools, an active learning program that is designed to create more effective learning environments in the classroom and engage students and their parents; and (3) communities of learning, infusion of learning technologies, and curriculum redesign across the grades in science and mathematics as part of faculty professional development.

Total federal funds requested for Dream Catcher GEAR UP is \$2,592,000 or \$800 per student for each of the six years of the grant.

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Tulsa County Independent School District No. 1  
Tulsa Gear Up Project

Five Title I middle schools (and eventually four high schools) serving students from highly impoverished parts of the city have been chosen for a Tulsa GEAR UP project. Harmful socio-economic pressures and negative peer pressures are causing a serious decline in academic performance and attendance at the schools. It is the goal of Tulsa Public Schools (TPS) to break this cycle of poor choices and failure, rekindle the student's desire to learn, keep them in school, give them the support and guidance they need to study hard and take the right courses, and raise their aspirations to enter and succeed in postsecondary education.

To effectively deal with this problem, TPS and its partners must reach beyond the classroom environment, address the total student personally, academically, and physically as an individual, address his or her family as a vital extension of the student, and address teaching methods and curriculum as well. The GEAR UP project team has carefully selected a group of partners that can provide a powerful set of tools in mentoring, tutoring, college and career awareness, career building, and professional and curriculum development. These tools will be part of a tightly focused, highly intensive project that reaches deep into the students, teachers and curriculum.

The project's impact objectives include: (1) improving skills and scores in reading and mathematics; (2) improving student study skills and habits; (3) raising student aspirations to attend college; (4) increasing assistance to students in making plans for postsecondary education; (5) increasing assistance to students in exploring postsecondary financial aid; (6) increasing students who report that they like school and have positive self-concepts; (7) increasing school reported parent involvement in parent-teacher conferences; (8) improving mentors, tutors, and school staff skills through professional development.

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School District No. 1, Multnomah County  
Roosevelt Cluster GEAR UP Partnership

Lead members of the proposed Roosevelt Cluster GEAR UP Partnership are Portland Public Schools (Oregon's only large urban school district), Portland State University (Oregon's largest and only urban institution of higher education), and three nonprofit community-based organizations: the Oregon Council for Hispanic Advancement, Portland Schools Alliance, and the Step Up Program of Open Meadow Alternative Schools.

The target population is 332 seventh graders enrolled at George and Portsmouth middle schools in North Portland. These schools feed students into the Roosevelt High School Campus, which has restructured into three small autonomous schools built around challenging, standards-based, and high-interest themes. Students at these schools are among the districts most economically disadvantaged, with the percentage eligible for the federal free and reduced price meals program 78.6 percent at George Middle School, 63.5 percent at Portsmouth Middle School, and 64.6 percent at the Roosevelt High School Campus.

Over six years, the project envisions the following early intervention strategies as providing the "golden thread" that will guide the seventh grade cohort along a trajectory of successful transitions across grade levels, into Roosevelt, through high school graduation, and on to postsecondary education: (1) rigorous, relevant academics and activities, to expose students to postsecondary opportunities and expand their educational goals and aspirations; (2) parent and family engagement in supporting their children's academic progress and preparation for postsecondary education; (3) partnerships with the local community, businesses and employers, and existing college outreach and preparation programs; (4) professional development for teachers, counselors, and other school staff; and (5) alignment of middle school and high school local improvement plans and programs. Outcomes will include improved knowledge of how to prepare and pay for college among students and families, and improved rates of achievement, attendance, graduation, and postsecondary enrollment.

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School District of Lancaster  
Lancaster GEAR UP

The Lancaster GEAR UP Project is a collaborative effort between the School District of Lancaster, Millersville University, Pennsylvania Higher Education Assistance Agency and the Pennsylvania Migrant Education Program. The collective goal is to increase student preparation for, and success in, college by implementing a comprehensive college awareness and preparedness program. The project will target a cohort of 800 sixth and seventh grade students from Hand and Reynolds Middle Schools, and follow them as they progress through high school.

The School District of Lancaster is a diverse, urban district serving over 11,200 students, of whom: 51 percent are Latino, 24 percent African American, 22 percent Caucasian and 3 percent Asian; 71 percent of students receive free and reduced price lunch. Only 39 percent of students achieved reading and math standards on the 2004 state assessment; at 7.1 percent, the drop-out rate is one of the highest in the state; less than 30 percent of 2004 graduates went on to attend four-year colleges and universities. Hand and Reynolds are the highest-need middle schools, with 80 percent of students on free and reduced price lunch and less than 60 percent of students achieving standards on the 2004 state assessment. Few of our low-income students believe they can or will attend college; they have not had access to the information and experiences necessary to see college as a viable option and begin planning for it.

To address the gaps and weaknesses in our current system and increase college readiness and participation among our high-need population, our GEAR UP Project will focus on the following core strategies: 1) increasing the quality and rigor of instruction through middle and high school curriculum alignment and ongoing professional development for teachers; 2) implement a strong system of academic and non-academic supports for students, including tutoring and mentoring; 3) expand college awareness and preparedness opportunities, particularly at the middle level; and 4) engage parents in college preparation and planning.

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Universidad del Turabo  
TABS-STEMA

Universidad del Turabo of the Ana G. Mendez University System submits the: Turabo Alliance for Better Schools in Science, Technology, Engineering and Mathematics Advancement, Exploring My Universe! (TABS-STEMA) to increase the number of seventh grade social and economically disadvantaged Hispanic students (623), who successfully complete high school and enter into post secondary education.

At the target schools, 75 percent of students qualify for the free and reduced price lunch program. The six participating schools (four junior high and two high schools) are low academic standard performing, and are in need for the development of an improvement plan. The proposed project will replicate effective teaching and learning practices developed in the Turabo Alliance for Better Schools GEAR-UP Program (1999-2005). Assistance to the participants will be provided through: in school services, Saturday academic enrichment program, summer institute program, family life enrichment services and a teachers' professional development component. Rigorous academic coursework in science, math, laboratory experiences, study skills, reading and language in English and Spanish, and art will be offered. This program will also provide individual and group counseling, tutoring, mentoring, computer literacy skills, cultural and social enrichment activities and dissemination of educational and financial aid to students and parents. Universidad del Turabo will contribute \$ 20,000 in a scholarship fund for talented seniors GEAR-UP in the sixth year.

Partners in this Alliance are Universidad del Turabo (leading institution), Technological Initiatives of the Eastern Central Region of Puerto Rico (INTECO), the National Aeronautics and Space Administration and Kennedy Space Center, the Municipality of Caguas, and Pfizer Pharmaceutical.

Providing a multidimensional program to all 623 participants, TABS-STEMA expects the following major outcomes: 90 percent will graduate from middle school by 2008; 90 percent will graduate from high school by 2011; 85 percent will have increased by 25 percent their Puerto Rico Competency Test scores and will meet or exceed state academic standards; 70 percent will enter college and the 30 percent will enter STEM careers.

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Catholic Pontifical University of Puerto Rico  
Gear Up: Steps of Hope, Opening Paths to Knowledge

Pontifical Catholic University's GEAR UP Program is designed to provide services to a cohort of approximately 590 eligible seventh grade junior high school students for a period of six years. It will provide an early intervention program based on cooperative learning and discovery learning practices. Students will gain academic skills and the motivation necessary to complete a secondary education and enter and succeed in a postsecondary program. It will provide staff development and training for teachers to enable them to foster improved academic growth. The program will offer parent orientations and workshops to develop parental leadership and family involvement in the academic progress of their children and to empower them with information regarding the opportunities for attending college.

The participants will come from four target schools in the inner city of Ponce, Puerto Rico. Of the total population in these schools, 89 percent is eligible for project services. The GEAR UP Program at Pontifical Catholic University of Puerto Rico is a partnership program and will be an integral part of the University and the Ponce community. The partnership includes the: Puerto Rico Department of Education, Business Partners (WPUC Radio, Banco Popular, Outside Group, Inc.) and Pontifical Catholic University of Puerto Rico.

PCUPR's GEAR UP Program will have two components: a) in the academic year students will receive tutorial classes, mentoring, supplemental instruction, basic skills instruction, college preparatory classes, (computer literacy, languages, science, and mathematics, pre-calculus, statistics, college writing,), participation in social and cultural activities, academic, career, vocational, and interpersonal counseling, and a Saturday academic year program; b) a residential summer program on campus, will enable participants to experience college- life. Of the participating students, 85 percent will graduate, apply and register in a postsecondary institution.

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Claflin University  
Claflin University Gear Up

The goal of the Claflin University GEAR UP Program is to ensure that disadvantaged, at-risk middle school and secondary students who are enrolled at target schools in Orangeburg, South Carolina, are prepared for, pursue, and succeed in secondary education. The program places emphasis on the academic achievement, early comprehensive intervention, parental involvement, high expectations and professional development.

The proposed project will utilize a partnership approach with a whole grade cohort design beginning in the sixth grade at the two middle schools in Orangeburg Consolidated School District Five. The proposed activities are comprehensive services including mentoring, tutoring, counseling, financial aid information, parental involvement and empowerment training and other activities such as after-school and extended day activities, Saturday academy, a five week summer enrichment institute, and college visits.

The intended objectives of this project are to:

- Increase participant academic performance for participation in postsecondary education.
- Increase the secondary completion and postsecondary enrollment and successful completion rate of target school students.
- Increase educational expectations and knowledge of postsecondary education options, preparation and financing for participants and their families.

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The Citadel  
The Citadel GEAR UP Program

Since June 1999, The Citadel GEAR UP Program has addressed the mission of the South Carolina GEAR UP program by preparing low-income youths to enter, persist in, and successfully complete college by collaborating with its partners and providing academic opportunities that would enhance and improve academic skills in the school and increasing parental involvement in the educational process of their children.

The Citadel is requesting funding through a partnership grant that would offer a three component (student, teachers, and parents) set of services, activities, and training which will prepare low-income youths in a poor, rural setting to enter, persist in, and successfully complete college by: providing teacher training for rigorous and relevant academics, especially in reading and math; establishing a Parent University to help parents understand the academic and financial commitment of college attendance; and providing GEAR UP students with college academic preparation in reading and mathematics.

The student goals of The Citadel GEAR UP partnership grant include: improving attendance, standardized test scores, promotion rates, an increased number of students completing academically challenging college preparatory classes, and a decrease in discipline referrals and suspensions. GEAR UP parent goals include increased parent involvement in their children's educational process and the completion of their child's high school graduation and college attendance plan. Teacher goals are to increase the variety of innovative instructional strategies, increase in the number of highly qualified middle level teachers, and an increase in the academic rigor of college preparation classes and improve the quality of teachers and students interested in learning through teaming.

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Lancaster County School District  
Lancaster County GEAR-UP

The project is based on six years of rigorous assessment and meticulous planning conducted by a Community Coalition comprised of over 30 public, private, and civic and faith based organizations. Several science-based strategies have been selected to increase the rigor of secondary instruction and participation in postsecondary education especially among low-income students.

Interventions include:

- Springboard, an integrated system of professional staff development, vertical teaming, rigorous instructional modules, and assessment driven classrooms linking grades seven through 12.
- Rigorous professional development component that increases existing staff training by over 200 percent each year.
- A local private foundation donated \$600,000 to provide scholarships to GEAR UP participants.
- Extensive campus-based college awareness activities including a science – math camp, College Fairs, parent workshops, accelerated enrollment for juniors and seniors, and field trips to regional campuses.
- A comprehensive community awareness campaign that includes home visitation, information sessions, and media component comprised of 16 public service announcement and eight half-hour broadcasts written and produced in partnership with youth at the target schools.

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East Tennessee State University  
Gearing Up the Washington County, Tennessee School System

This project focuses on a sixth and seventh grade cohort from four target schools in a rural county located in the mountains of central Appalachia – Washington County, Tennessee. The four schools are feeder schools for David Crockett High School. The problem driving the project is David Crockett’s very low graduation rate of 50.6 percent. This is the 19th worst rate of 302 schools in Tennessee, exceeded only by urban schools in Memphis and Nashville. The partners for this project are the Washington County School System, East Tennessee State University, Northeast State Technical Community College, the Johnson City-Washington County Chamber of Commerce, Washington County Economic Development Board, Boys to Men, Girlfriends, and five churches.

Based on in-depth interviews and focus group meetings with students, parents, school counselors and administrators representing the target middle schools and the high school, we conclude that a “culture of no achievement” permeates David Crockett and leads directly to very low graduation and college attendances rates.

We propose to “inoculate” the sixth and seventh grade cohort at the target schools by providing every student with personal case management and academic support. The “parental cohort” will be addressed through programs designed to maximize parental involvement. All students will have opportunities for after school activities, mentoring, tutoring, college tours, and job fairs. A school based, “College Center” serving students, parents, school personnel, and community partners will serve as a point of contact for admissions officers, tutors, and service learning students, interns, and GEAR UP Staff.

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San Antonio Independent School District  
SAISD GEAR UP Project

Many high school students in the San Antonio Independent School District (SAISD) become disengaged from school due to lack of academic success and, or low educational aspirations. As a multitude of studies have demonstrated, the teachers and even the families of low-income, minority students have low expectations of students' academic potential and professional success.

The SAISD GEAR UP Partnership Project is committed to increase college enrollment rates for over 3,938 low-income students by implementing a sixth grade cohort model and launching a comprehensive college and career prep model for participating students, parents, and families. Through existing collaborations with national, state and local entities, SAISD can facilitate a higher level of academic performance among secondary students by preparing them for a more rigorous high school course of study. SAISD's GEAR UP Project will provide 95 percent of the economically disadvantaged students with the encouragement, desire, preparation, knowledge and skills needed for college success. Twenty-nine targeted campuses will be served where 61 percent of the targeted student population is identified as at-risk.

The primary goal of the project, as identified by the SAISD GEAR UP Project Partnership, is to increase the number of economically disadvantaged students who apply, attend college and succeed in college. This goal will be accomplished through implementation of focused and intentional strategies that include rigorous academic instruction, mentoring, tutoring, career development, counseling, relevant learning, and other sustained support services. The SAISD GEAR UP Project proposes to dovetail on SAISD existing programs, simultaneously and sequentially, to ensure that students and families participating in the project will be successful through high school graduation and beyond.

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Stephen F. Austin State University  
East Texas Gear up

The East Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project is an effort to assist ten rural school districts in achieving the structural, cultural, and instructional changes that lead to increased student participation in academically challenging secondary courses that open the doors to postsecondary education. Over 50 percent of the students in each of the middle and high schools in these districts are from low socioeconomic groups.

Conceived as a systemic change effort, this project provides over a six-year period direct service to a cohort of 1,542 students as they move from grades 7-12; targeted professional development to faculty and staff; community and business involvement; and parental engagement. This project establishes a system-wide mindset of high academic expectations for all students wherein increased numbers of secondary students will participate and succeed in advanced level courses in order to prepare them for success in postsecondary education. The project is designed to address the urgent need to increase the college-going and success rates of students in the project schools primarily by increasing secondary students' participation and success in rigorous academic courses.

A vital component in improving the educational attainment of secondary students will be to enlist the support of parents as advocates for increasing each student's readiness for postsecondary education. Using the foundation of success from the current GEAR UP Project, this project will address evolving needs of schools in the region. Specifically, the project will address an expected dramatic increase in the number of Hispanics by focusing on the unique needs of minority students and the project will help districts to address higher expectations of student achievement on state standardized achievement and college readiness tests. Guided by a project advisory committee and school districts, the Lufkin/Angelina County Chamber of Commerce, and the Top Ladies of Distinction, will use the experience gained and coordination established through the current project to enable the project team to effectively provide resources and services to best meet the specific situation of each school district in the changing cultural environment.

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## Sul Ross State University

Project ReACH Sul Ross State University (SRSU) proposes Project ReACH (“Realizing and Achieving Collegiate Heights”), a GEAR UP project to serve 665 seventh graders from fall 2005 through a summer college bridge program following high school graduation in 2011. These students come from 14 partner school districts in nine Texas counties bordering Mexico where per capita incomes average 58 percent of the national average, 39 percent of adults do not have high school diplomas, and only 14 percent of adults hold bachelor’s degrees or more.

Among the districts to be served, 82 percent of students are Hispanic, 72 percent are eligible for free and reduced priced lunches, and 18 percent have limited English proficiency. Only 58 percent of all students met Texas Assessment of Knowledge and Skills standardized test criteria in 2004, dropout rates between seventh and 12th grades average 25 percent, and high school graduation and postsecondary enrollment rates are as low as 70 percent and 33 percent respectively. Weaknesses and gaps in existing services that contribute to low levels of achievement include insufficient use of instructional techniques to address diverse learning styles, inadequate information about college and financial aid, an isolated, rural culture, lack of family support, and inadequate partner school funding to develop programs and services that support student success.

To close these gaps, Project ReACH will begin with Individual Education Plans to identify students’ unique needs and specify services to meet those needs. Tutoring, after-school programs of academic success skills and field trips to historical and cultural sites, annual weeklong summer programs of intensive instruction, college and financial aid workshops and individual counseling sessions, Mentoring, and 21st Century Scholar events are designed to meet their needs. SRSU will offer scholarships to top graduates with unmet need enrolling in 2011. A broad-based faculty development program of workshops and supporting self-study will address effective instructional techniques such as interactive learning and reinforcing basic skills across the curriculum. Outcomes will include 2 percent annual increases in standardized test scores, GPAs of 2.5 or more among 80 percent of participants, 90 percent promotion and high school graduation rates, and, in 2011, college enrollment rates equaling national averages.

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The University of Texas At El Paso  
UTEP GEAR-UP Partnership

Priorities for this project have been identified as: 1) low academic readiness and achievement; 2) poor performance in the core subject areas of mathematics, science and language arts; 3) high incidence of risk factors, discipline and low attendance that eventually contribute to low graduation rates; and 4) a low college going rate, plus high rate of remediation once graduates enter postsecondary institutions.

The activities will address the weaknesses and gaps in services provided to the targeted students, parents and teachers. The program will provide a strong tutoring and mentoring component by UTEP students, academic readiness testing, positive coping and life skills, quality transition events, and exposure to postsecondary degree environments. In addition, the program will concentrate on providing parents and teachers with the awareness of success factors for the GEAR UP cohort, utilize different mediums to impress upon parents the significance of their support for the future of their children and provide them with the knowledge of the benefits and accessibility postsecondary education and financial aid availability. Staff development will address technology-based curriculums for mathematics and science, preparing students for academic readiness in high school and beyond and strategies that fortify teacher skills in increasing student's ability to relate academics to every day experiences.

The expected outcomes are academic readiness for high school graduation, high achievement on entrance exams, and entry into college. Parents will gain awareness of support for pursuing postsecondary education and teachers will receive support for up to date research proven effective strategies.

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Spring Branch Independent School District  
Project UP (University Preparation)

Spring Branch Independent School District, (SBISD) located west of downtown Houston, Texas, serves a diverse student population residing within one of the highest and the lowest per-capita income areas in the city. Just as Interstate 10 traverses the district creating a concrete barrier between the two, low-income and minority status has created an invisible barrier and stark imbalance in the levels of SBISD student participation and success in postsecondary education. The three schools targeted for grant participation, all of which are eligible for school wide Title I assistance, form a feeder pattern in the most economically depressed quadrant of SBISD, qualifying the district to meet the criteria for a reduced match contribution waiver.

The proposed program, Project UP (University Preparation), serves a cohort of 560 seventh grade students at two of the district's most needy middle schools, Spring Oaks Middle School (SOMS), and Spring Woods Middle School (SWMS), and follows the students as they matriculate through Spring Woods High School (SWHS). Project planners have identified three overarching program priorities to raise the academic expectations and educational success of the student cohort while maximizing their opportunities to attain college entrance: 1) student support and scaffolding; 2) college and career support programming, and; 3) professional development support and structure.

By implementing a myriad of supplemental, life changing educational and enrichment opportunities, Project UP addresses the roadblocks impeding these students from enrolling and succeeding in undergraduate programs. This six-year GEAR UP program supports the defined cohort through high school graduation. Further extending the options available to these students are eight strong partners including a degree granting, open enrollment, four-year university and a community college that is the second largest in the United States.

SBISD knows that the future of our community, our state and our nation rests in the success of our students' learning at the very highest levels. Project UP provides early assistance to underrepresented students to develop the skills, knowledge and confidence to prepare them for college and maximize their potentials.

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Houston Independent School District  
College For All

Through the collaborative efforts of the Houston Independent School District (HISD), Project GRAD Houston (PGH), the University of Houston Downtown (UHD), and Communities In Schools (CIS) more than 2,000 students have attended college-using scholarships provided through partnerships with local businesses, foundations, and the U.S. Department of Education over the past decade. This partnership has learned how to prepare high poverty PreK-12 children for college. Funding will enable the partnership to implement a strong research based model in 11 HISD middle schools and five HISD high schools.

Severity of Need: 93 percent of College For All (CFA) students receive free and reduced price meals at school because their families' incomes are at or below the federal poverty level; 38 percent live in single parent homes. In the five CFA communities, 49 percent of the adults lack a high school education. These socioeconomic factors have been shown to be strong predictors of academic failure; the academic performance of students in the CFA schools bears this out. High proportions of the 2003-2004 sixth grade students in the CFA schools performed below grade level in reading (66 percent), math (60 percent), and science (70 percent) as measured on the Stanford 10 Achievement Test. More alarmingly, 20 percent of these students had scores that were three or more years below grade level. Such failure rates demonstrate the need to implement and sustain proven strategies that lead to academic success starting no later than sixth grade and following students through high school.

CFA's GEAR UP Solution: CFA proposes the following six activities: 1) professional development for teachers; 2) curriculum enhancements; 3) tutoring; 4) mentoring; 5) parental involvement; and 6) preparing students and families for the high school-to-college transition. The activities will follow two consecutive sixth grade cohorts as they move from sixth to 12th grade. Funding from PGH will allow the activities to be sustained at each grade level. The implementation of these strategies will enable CFA students to excel academically and to graduate from high school prepared to attend college.

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Texas A&M International University  
Creating a Vision II

Texas A & M International University (TAMIU), Laredo Independent School District (LISD), and United Independent School District (UISD), located in Laredo, Texas are partnering with the Laredo Chamber of Commerce and various financial institutions for this “Creating a Vision II” grant application.

The target area has urgent and compelling needs. Laredo schools deal with a complex set of challenges; chief among them is educating students who come from low-income, Spanish language dominant homes and whose parents have limited education. This proposal targets a cohort of seventh graders enrolled in three typical Laredo middle schools: Antonio Gonzalez Middle School, George Washington Middle School, and Dr Joaquin Gonzalez Cigarroa Middle School.

The program has two major goals: 1) to strengthen existing academic strategies and implement new programs to raise academic standards, provide academic support for students, improve teacher training, and increase student knowledge of higher education opportunities and admissions; and 2) develop a parental education program that teaches parents English language and parenting skills so that they can provide a nurturing academic environment for their children and make them aware of the higher education opportunities for their children. The project incorporates several academic and parental education strategies: vertical teaming for staff development, tutoring and mentoring programs, curriculum reform, summer enrichment programs, preparation for SAT, ACT and THEA (spell out what this means) exams, parenting conferences that include a diverse range of topics on college information, financial aid opportunities, parental counseling, and understanding state and national exam results and their implications. The ripple effects of implementing this program will benefit all students, not just the cohort. As a result of this initiative, an increasing number of Hispanic students from the Laredo area will graduate from high school, enroll and succeed college.

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The University of Texas Pan American  
University of Texas Pan American GEAR UP Project

The University of Texas-Pan American (UTPA) GEAR UP Project will target 8,950 students, their parents and teachers in 28 middle schools and 19 high schools in an area of South Texas known as the Rio Grande Valley that includes four of the poorest counties in the entire United States. Of the one million residents, over 90 percent are Hispanic, 80 percent speak a language other than English in the home and more than 25 percent are foreign born, primarily from Mexico. Thirty-eight percent live in extreme poverty, less than 53 percent of adults have high school diplomas, and only 10 percent are college graduates.

In this partnership grant, UTPA GEAR UP, local LEAs, and partners will promote rigorous coursework based on college-entrance requirements; work with whole grade levels of students to raise expectations for all students; and continuously inform students and parents about college options and financial aid, including providing students with 21st Century Scholar Certificates. UTPA GEAR UP will build on its past successes to: (1) increase the academic performance and preparation for postsecondary education for GEAR UP students; (2) increase the rate of high school graduation and participation in postsecondary education for GEAR UP students; and (3) increase GEAR UP student and family knowledge of postsecondary education options, preparation, and financing.

The UTPA GEAR UP Project has developed objectives and services to address the identified gaps and needs, which will be delivered through five major components: (1) Academic Preparation; (2) Academic Preparation Support Services; (3) Family and Community Outreach; (4) Professional Development; and (5) Higher Education Collaborative.

Services will be provided through over 30 partnerships that have been developed some of which include 28 middle schools in 13 LEA's and Corporate Partners such as: Texas Instruments, Ford, SureScore, Hewlett-Packard, Kaplan, Princeton Review, and AVID, totaling over \$18 million in in-kind contributions.

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Region One Education Service Center  
Region One ESC GEAR UP: Bridges to the Future Partnership

Region One Education Service Center, a local education agency chartered by the state of Texas, in partnership with 21 school districts located on the South Texas-Mexico border, the University of Texas-Pan American, Texas A & M University-College Station, and the Charles A. Dana Center at the University of Texas at Austin, proposes to restructure school services to provide a knowledge pipeline to postsecondary success for 8,250 traditionally underrepresented youth. In the targeted schools, 96 percent of the students are Hispanic, 84 percent are economically disadvantaged, 25 percent are English language learners, and 48 percent are identified as at risk. The primary goal of the partnership is to increase the number of these targeted students who enter and succeed in college.

Identified cohort student needs addressed by the Partnership include low scores in mathematics and science, and English language arts courses, low high school graduation rates, and low college enrollment rates among cohort school populations. The Partnership proposes to address these needs through a whole grade, single cohort approach beginning in grade seven and following the cohort through grade 12. Partnership services provided are substantiated by validated research, and are intended to result in a systemic examination, alignment, and implementation of policies, programs, and practices that enable students to succeed in college. Services provided are classified into four major components – academic support, mentoring and tutoring, counseling and outreach, and support services – designed to provide a sustainable, cohesive network of support to students, parents, and educators. The average annual cost per student is \$772 to serve 8,250 students in 28 middle schools articulating to 21 high schools.

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University of Texas At Tyler  
Tyler GEAR UP

The Tyler GEAR UP project is a comprehensive, systemic program of services that will serve approximately 900 students and their parents in the first project year with services continuing over the next five years. Beginning with the 2005-06 school year, all students enrolled in sixth or seventh grade in Boulter, Stewart, and Dogan, middle school in the Tyler Independent School District will participate in activities that lead to enrollment in postsecondary education. These students will continue to be served if they attend John Tyler High School.

All faculties in these schools will be engaged in intensive staff development activities to develop a culture of high expectations of success accompanied by a rigorous curriculum. The project will consist of five components: 1) professional development, 2) academic support 3) parent and family involvement, 4) educational partnerships, and 5) data driven decision-making. The five components will work synergistically to create a culture of success in which students from demographic groups (low socioeconomic, minority) that are traditionally underrepresented in postsecondary education have the skills and expectations to graduate from college.

The project is based on a model of distributed leadership that encourages and facilitates campus-level ownership of all activities and processes. Administration, faculty, staff, parents, and students all play key roles in the development, revision, and implementation of the project.

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Newport News Public School  
Newport News GEAR UP

The Newport News GEAR UP project will address specific structural gaps, needs, and inequities in opportunity that operates to divert low-income students from the pipeline to higher education.

Involving two middle schools will make it possible to mobilize teachers as key players in transforming schools into places where students succeed, and prepare for success. Both schools serve similar students: 85-86 percent eligible for the federal lunch program and the vast majority, 93-94 percent, African-American. The GEAR UP project will facilitate comprehensive, faculty-driven, whole-school reform by pairing the middle schools that has demonstrated evidence-based best practices at closing the racial and economic achievement gap with the other middle school still struggling with this challenge. Including two age cohorts (the 2005-06 sixth and seventh grade classes) will double GEAR UP's influence, increasing the critical mass of its college-focused culture and goals. Other key components include a mandatory academic support class; an extended school day; tutoring; intensive mathematics and language emphasis; special standard English programs; family university and family night school; nourishing a supportive peer group that shares GEAR UP students' college aspirations; and enlisting parents' support of students' goals and plans.

Learning from previous GEAR UP and college preparatory initiatives, this project will continue intensive intervention through high school with a four-year GEAR UP elective culminating in a senior seminar that will maintain daily immersion in academic support and a college-focused peer group. Complementing it will be personalized assistance with the college planning, search, and application process. Finally, to accelerate attainment of higher education goals, through a 2+2+2 articulation agreement with Thomas Nelson Community College and Old Dominion University, a University High School will be opened at a GEAR UP high school. Students may earn from three to 60 college credits while still in high school, with guaranteed credit toward a baccalaureate degree.

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Yakima School District No. 7  
GEAR UP for Yakima

GEAR UP for Yakima is a partnership that includes the Yakima School District (YSD), Yakima Valley Community College (YVCC), and community partners working together to increase the numbers of local students who are prepared to succeed in postsecondary education. The targeted schools in the YSD have high poverty levels, parents with limited education, a high number of limited English speaking students, and a high number of Hispanic students. Overall, the district has a low graduation rate and the highest dropout rate in the state. The majority of students do not meet state standardized testing requirements needed for graduation.

The Yakima community has experienced phenomenal demographic changes over the past 30 years. At YVCC, Hispanic students have increased from less than 5 percent of the total student population to over 40 percent today. This increase has been recognized by the U.S. Department of Education through designation of YVCC as a “Hispanic Serving Institution.”

GEAR UP for Yakima will provide tutoring, mentoring, summer institutes, college visits, career and college fairs, advanced placement, family college planning events, and interventions for high absences to a cohort of 2,052 sixth and seventh grade students and follow these students through high school graduation.

The objectives for the project are to: 1) improve basic core academic skills with emphasis on graduation, PSAT, SAT and ACT test scores; 2) establish student activities with the goal to support progress towards graduation and postsecondary opportunities; 3) establish activities for the purpose of educating parents and families about postsecondary options, preparation and financing; and 4) enhance school effectiveness by improving staff development and curriculum development.

The partnership between the YSD and YVCC continues to build on a successful history of over 70 years collaboration through grants, curriculum development, personnel exchange and high school students taking college courses.

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Central Washington University  
Okanogan Valley Central Washington University GEAR UP Program

The Okanogan Valley Central Washington University GEAR UP Project will serve 1,478 sixth through 12th grade students over six years in Oroville, Bridgeport, Brewster, Lake Chelan, Omak, Tonasket, and Manson school districts, an existing consortium of districts in isolated agricultural communities on the east slope of the Cascade Mountains in north central Washington State. The Project begins with a year one cohort of 995 sixth and seventh graders, adds another sixth grade class in year two, and then follows the high school graduation classes of 2010, 2011 and 2012 (1,478 students) to graduation. The program stays in each middle and high school building for four years (middle school – years one through four; high school – years three through six), sufficient time to build a sustainable culture of college-awareness and preparation in each building by project end. Cohorts include high numbers of Hispanic, migrant and Colville Indian students. District poverty rates range from 52 percent to 85 percent, reflecting resident families' dependency on seasonal agricultural employment.

Proposed services include: tutors trained to work in class and in extended day hours; yearly age-appropriate college planning activities and learning portfolios; companion materials for parents in English and Spanish designed to engage parents in their children's high school program and college planning; GED, ESL, ABE and computer classes for parents; college outreach activities and campus visits for students and parents; mentoring for students and high school tutors from Central Washington University Bridges college students who provide help with mathematics, writing and language arts, technology and enrichment activities; access to new 'college in the high school' programs for capable students through training subsidies for teachers to CWU's Cornerstone Project to become certified to provide college-credit bearing classes in districts; support, including bilingual tutors, for migrant students coordinated with Secondary Education for Migrant Youth (SEMY); student teacher placements in partner school districts to help recruit well-trained new teachers to these districts; annual symposia for district teachers, counselors and administrators, CWU faculty and partners on best practices to serve students of color and high poverty to close the achievement gap and to prepare them to enter and complete postsecondary education.

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University of Washington  
Two Valleys One Vision GEAR UP Program

The Two Valleys One Vision GEAR UP Program has brought together four higher education institutions, 12 public school districts, one tribal school, and eight community partners to provide a range of comprehensive early intervention services. This project will serve small rural schools located in the Yakima and Skagit Valleys of Washington State. The Yakama Nation Indian Reservation is also within the Yakima Valley. These schools have a large number of immigrant, Hispanic migrant farm worker and Native American students. The characteristics of these students include many being limited English speaking students, all have high poverty rates (average 77 percent), overall low graduation rates, high mobility rates, overall low academic achievement on state testing standards and limited opportunities for entering postsecondary education.

The Two Valleys One Vision GEAR UP will offer a range of comprehensive services starting with a sixth and seventh grade cohort of 2,723 students and serve them through high school graduation. The services will include: 1) professional development, 2) before and after school tutoring, 3) Saturday and summer programs, 4) mentoring, 5) planning, 6) family financial planning, and 7) 21st Century Scholar Certificates. All services will be culturally appropriate, researched-based and proven effective practices.

The Two Valleys One Vision GEAR UP services will help 2,723 students each year of the grant to achieve the following measurable outcomes: 1) increase by 10 percent the number of seventh and 10th grade students passing the state standard WASL Test in math and reading; 2) increase by 10 percent each year the number of students passing advanced math courses; 3) increase by 20 percent the number of students who take the SAT and ACT tests; 4) increase by 20 percent the number of students enrolling in postsecondary education; 5) increase the number of students that graduate high school by 20 percent; and 6) increase by 50 percent the number of parents aware of college requirements for their children.

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Eastern Washington University  
Helping Rural Students Succeed

Onward: Preparing Rural Students for Success is a partnership between Eastern Washington University and eight rural school districts in northeastern Washington: Columbia, Curlew, Cusick, Mary Walker, Northport, Republic, Selkirk, and Wellpinit. A cohort of fifth through seventh grade students will be supported throughout this project. Partner schools are in communities that face high rates of poverty and unemployment, poor student achievement on state standardized tests, and low graduation rates. Few attend or graduate from college.

Onward is designed to overcome the barriers that keep too many of our low-income students from college:

- Inadequate academic preparation;
- Lack of timely information to family and students;
- Lack of experience and familiarity with the college process and culture; and
- Prohibitive college costs.

Onward brings together a powerful alliance that includes partner schools and tribal entities, model school programs, and nonprofits dedicated to overcoming obstacles through sustained, focused, and concerted action.

This project seeks to increase academic achievement through intensive teaching and tutoring, curriculum revision, and teacher professional development to help teachers best reach students. This project also seeks to change school and community culture regarding academic achievement and college attendance so that all students feel supported and ready to graduate from high school and choose postsecondary education. Finally, this project seeks to work with families to understand the process of preparing for, getting into, and affording college.

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University of Wisconsin – Eau Claire  
University of Wisconsin – Eau Claire and UW-Stout GEAR UP Grant

The University of Wisconsin Eau Claire and the University of Wisconsin-Stout propose a GEAR UP Partnership Grant designed to serve 513 students (75 percent of whom are Native American); at four northern Wisconsin schools serving low-income disadvantaged students. Eight partners have collaborated to develop this proposal focusing on strengthening schools and providing opportunities for low-income students. Partners include: the University of Wisconsin-Eau Claire (UW-Eau Claire), the University of Wisconsin-Stout, the Winter Public School District, the Lac Courte Oreilles Tribal School, the Menominee Indian Public School District and the Menominee Tribal School, (the Menominee Schools reside in an Enterprise Community) the UW-Eau Claire Human Development Center, and the Wisconsin Department of Public Instruction.

To give more low-income students the skills, encouragement, and preparation needed to persist, graduate and pursue postsecondary education; a total of \$410,400 federal dollars (\$800.00 per student) is requested for the first year of the grant with \$410,400 matching partnership dollars and in-kind support (six year projected total = \$2,462,400.) These resources fund student services that include assessment, tutoring and mentoring, increased academic achievement, pre-college camps, college preparatory course enrollment in middle and high school, increased graduation rates, teacher professional development, college, career and financial aid information and increased family involvement in education.

Nine objectives form an ambitious but attainable program design. Because students can begin to disengage from their education at the third grade level, this proposal begins with students from third through seventh grade. This GEAR UP Partnership Grant will be overseen by a Partnership Council with members from the two colleges, the four schools, a Parent Group, and business and community organizations. The fiscal agent will be UW-Eau Claire.

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University of Wisconsin-Milwaukee  
UW-Milwaukee GEAR UP

The purpose of the University of Wisconsin Milwaukee (UWM) GEAR UP Program is to increase the number of low-income students attending targeted Milwaukee Public Schools (MPS) who complete high school and graduate from college. The proposed program will follow a cohort of 1,671 sixth and seventh grade students enrolled in seven high poverty middle schools. It is anticipated that significant numbers of these students will attend one of seven target high schools. There is a pressing need for UWM GEAR UP. Students enrolled in the target schools reside in the central city of Milwaukee, which is a high poverty area of the city with low educational attainment rates. Over 80 percent of the target school students are eligible for free and reduced price lunch. The proposed target high schools graduate 58 percent of their students in comparison to the 91 percent state graduation rate. The target high schools' dropout rate at 11.75 percent is significantly higher than the 6 percent state dropout rate. Target school students perform significantly lower on the ACT college entrance examination than other MPS and Wisconsin students. GEAR UP will address these problems through a comprehensive pre-college academic support program. GEAR UP services include: mentoring and tutoring, campus visits, Saturday and summer camps, and parent activities. UWM GEAR UP students will improve their reading and mathematics scores, and enroll in pre-algebra and algebra. GEAR UP students and their parents will be knowledgeable about postsecondary options. The professional development program will ensure that teachers have increased knowledge in the academic content areas, enhanced technology and classroom management skills. UWM GEAR UP is a collaborative partnership with the Milwaukee Area Technical College, the Milwaukee Private Industry Council, MPS, UWS Multicultural Center for Educational Excellence, Strive Media Institute, the Student Accessibility Center, UWM School of Education Faculty, Urban Underground, and the UW-Credit Union.

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Fairmont State  
Fairmont State GEAR UP

**What Makes our Needs Unique?**

- We are a State with immense poverty, ranking last (50<sup>th</sup>) for per capita income.
- Only 14.8% of our adults have a college degree.
- 51% of our HS grads in 2002 went on to college compared to 54% statewide and 56.6%

West Virginia is at-risk and faces great obstacles in promoting its youth to aspire to higher education: high poverty and low college-going rates. Research shows the direct correlation that exists between poverty and lack of college attainment. It also shows that children are less likely to attend college if their parents have not attended college. West Virginia has all of the components to be eligible

for a GEAR UP grant: poverty, an uneducated adult population, at-risk youth, low educational goals, low expectations, low participation in college preparatory courses, and ultimately, low college-going rates. This is a cycle that is not broken easily.

Over 6,600 students, in 14 counties (nearly one third of the state), in 56 middle and high schools will receive GEAR UP services. An enthusiastic group of partners are submitting this dynamic plan to address the needs of our at-risk student population. A thoughtful and experienced project plan has been designed to take into consideration the depth, breadth, and scope of this energetic project. Activities have been designed to meet the goals and objectives of GEAR UP. These include but are not limited to: after-school and weekend programs, tutoring, mentoring, counseling, college fairs and tours, financial aid workshops, computer projects, motivational activities including a GEARING UP FOR COLLEGE poster contest, a variety of summer camps and enrichment programs, educational field trips, leadership and learning style training, comprehensive teacher training activities, parent involvement and literacy and academic readiness programs, 21st Century Scholar presentations, technology literacy, curriculum review and academic rigor incentives, comprehensive coordination with state and local agencies to ensure the efficient use of resources, and an innovative scholarship program.

Through a strong management plan, skilled leaders, and rigorous internal and external evaluation processes, the intended outcomes are to institutionalize the values of GEAR UP so that at the end of the funding cycle, college-going rates are increased, student self-esteem and motivation are improved, academic skill-levels are higher and school environments have embraced the concept of student success whereby all students are encouraged to reach for higher education goals, making college attainment an institutionalized reality that is the norm, not the exception as it has been for generations.

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Central Wyoming College  
Central Wyoming College GEAR UP

Central Wyoming College (CWC) is a small, two-year community college located within the boundaries of the Wind River Indian (WRI) Reservation, one of the largest Native American reservations in the United States. CWC is the only accredited postsecondary institution within a 120-mile radius. The U. S. Department of Health and Human Services 2003 Data Profile for the WRI Reservation reports that 87 percent of family incomes are below poverty level; 70 percent have a history of substance abuse; 66 percent have a history of family violence; and nearly 20 percent of children have attempted suicide. Over 50 percent of students enrolled in eighth grade drop out before their class graduates; only one out of ten individuals over 25 have received a college education.

Local school counselors have identified the sixth grade as a crucial time period where a majority of students decide to stay in school or to drop out before their class graduates. This demonstrates a high need for academic and support services before such a decision is made. The CWC GEAR UP plans to partner with four middle schools on the WRI Reservation and target students enrolled in grades five through seven. Ninety-seven percent of the students served will be Native American.

The project has identified its overall purpose to help students improve their academic performance and preparation for postsecondary education; increase parental involvement to enhance academic, emotional and social growth of students; and to provide professional development activities to teachers. Students will be provided tutoring, financial aid assistance, mentoring, and monthly student success workshops. Business and community agency partnerships have been established in support of this project to provide educational opportunities to the high-risk youth in the target area. They include the Lumina Foundation, USA Funds, National Weather Service, Riverton Memorial Hospital, and the Northern Arapaho and Shoshone Boys and Girls Club.

The total number of students served will be 315 over the five-year grant period. Federal funds for the five-year period will be \$1,512,000, matched by non-federal local sources. CWC has committed a scholarship component providing direct financial aid to students totaling \$300,000 over the six-year period.

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