

ADELPHI UNIVERSITY

1999

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Total Students Served: 750

PROJECT OVERVIEW The goal of GEAR UP Long Island is to enhance educational and career opportunities for 750 students from Hempstead and Roosevelt school districts, as well as to provide services for their families and professional development for their teachers. In 1999-2000, GEAR UP began following seventh grade students in two middle schools and intends to support them (now, in 2001-02, as ninth-graders) through their high school graduation.

The project's goal, working through undergraduate tutors/mentors from Adelphi University, is to engage the adolescents from Hempstead and Roosevelt in: 1) thinking about college as part of their future; 2) learning about college through summer programs on Adelphi's campus, through site visits to other college campuses, and through information provided about admissions processes and college curricula; 3) preparing specifically for college admission and for academic success; and 4) using mentoring relationships for personal growth, values development, and career goal clarification. In addition to mentoring and tutoring, a key component of GEAR UP is the contribution of corporate and community organizations. Currently, nine organizations are participants and are committed to the academic growth and social development of the young people of Hempstead and Roosevelt.

STRATEGY During the Summer 2001, GEAR UP students were involved in an intensive two-week technology workshop where they learned about word processing, Internet searches, downloading and saving text and images, scanning photographs and other images, and importing text and .jpg files. Students were given disposable cameras to take pictures of their summer activities, including visits to the aquarium, the planetarium, a Mets game, a theatrical dance production on Adelphi's campus, and a host of athletic events. Each student group created an electronic portfolio (placed on a CD-ROM) to demonstrate their newly acquired technology skills and to portray their summer activities. Portions of the students portfolios will be available online through Adelphi's web site.

D'YOUVILLE COLLEGE

1999

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Total Students Served: 900

PROJECT OVERVIEW The purpose of the Greater Buffalo GEAR UP Coalition is to increase the number of low-income students who enroll, and succeed, in postsecondary education. The GEAR UP project serves 900 students in two school districts. GEAR UP simultaneously addresses academic achievement, career and college awareness, staff development, and family support. The primary

activities include the following: during and after-school tutoring, leadership development activities, college visits, summer camps, after-school recreation, interactive career fairs followed by career mentoring by a community professional, extensive parenting opportunities, and on-going staff development. Since the onset of GEAR UP, students have decreased their school and class absences and raised their scores on standardized tests, such as Terra Nova; and three of four schools showed improvement on NYS standardized tests.

STRATEGY The GEAR UP program's Career Fairs provide information on more than 200 occupations within twenty-three career clusters. Professionals who participate in the Fairs provide interactive career exploration activities for students and their parents. Each career area presents options for two-year postsecondary training, baccalaureate education, and graduate study. Subsequent career mentoring services are provided through one-on-one or small group settings with a professional from the student's chosen career of interest. In-depth activities related to the field, as well as applied math, science, and language arts that are needed to be successful in that area, are emphasized.

LAGUARDIA COMMUNITY COLLEGE — QUEENS URBAN PARTNERSHIP PROGRAM — EXTENDED OFFICE OF THE PRESIDENT

1999

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Total Students Served: 2,200

PROJECT OVERVIEW Project GEAR UP, led by LaGuardia Community College, addresses the needs of 2,200 students who entered the seventh grades in 1999-2000 at IS 61, IS 145, and JHS189, and serves them through graduation from Flushing, John Bowne, and Newtown High Schools in Western Queens. Principal activities include: counseling for students and parents through social workers and guidance

counselors based at each school; college and high school Academic Mentors to tutor and mentor at-risk students; the Saturday College for Children classes; the High School Bound program to assist students in their transition to high school; and the College Bound program to provide students with more information about college and career choices and financial aid. The GEAR UP program also offers Intergenerational Technology classes for students and parents, and summer enrichment opportunities for students as well as tutorial support for students mandated (by NYC Public Schools) for summer school in order to get promoted to the next grade level. Activities for teachers include professional development opportunities to establish vertical teams to ensure continuity between middle and high schools. Instructional Strategy Seminars and Cross GEAR UP Dialogues are designed to inform classroom practices and increase active learning. Students at each school who successfully complete the program are expected to accomplish the following: 1) meet the NYS English Language Arts and Math performance standards at a higher rate than the average NYS percentage; 2) demonstrate improvements in average daily school attendance; and 3) continually demonstrate more knowledge of high school selection and postsecondary choices and career choices.

STRATEGY College facilitators and middle and high school teachers were trained to present College Bound to GEAR UP students. During 1999-2000, the GEAR UP students (as seventh-graders) learned about the admission process, use of the course catalogues, day-to-day student life, and financial options for postsecondary education. Approximately 92 percent of students responded positively when asked if they plan to finish high school and go on to college. During 2000-2001, when the cohort was in the eighth grade, students focused on the relevance of current education to future educational careers. In grades nine through eleven, students will participate in a career-oriented computer workshops at LaGCC and in a shadow day at a senior college.

NASSAU COMMUNITY COLLEGE

1999

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Total Students Served: 2,500

PROJECT OVERVIEW Nassau Community College GEAR UP provides resources, leadership, and college awareness opportunities to ensure that all 2,500, sixth through twelfth grade students from the Westbury School District achieve academic and personal excellence, graduate from high school, and enter postsecondary education as prepared, highly competent young adults.

The program provides a wide range of holistic services to students, parents, and staff, enhancing their potential for future success. These systemic and supportive interventions will continue to prepare cohort students academically, emotionally, and socially and include academic skills development, tutoring, mentoring, professional development, assemblies, college tours, and pre-college workshops.

The anticipated outcomes at the conclusion of the "high expectation approach" program are stronger schools, solidly prepared teachers, informed parents, and students for whom the future includes college.

STRATEGY The GEAR UP Class is an innovative instructional model that empowers students with college-ready academic skills. Students are involved in creative classroom and homework activities to enhance self-awareness, goals attainment, and career development.

The Rites of Passage Program strategically develops self-esteem and responsibility in GEAR UP students, preparing them to govern themselves socially, emotionally, intellectually, and culturally for the transition into young adulthood and college life.

Additionally, the Parent-Student Resource Center, located in both the middle and the high school, provides valuable materials for planning by college-bound students and their parents. The Center has empowered parents as partners and reinforces their involvement in the educational process.

NEW YORK UNIVERSITY — SCHOOL OF EDUCATION

1999

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Total Students Served: 360

PROJECT OVERVIEW Beginning in 1999, New York University's Metropolitan Center for Urban Education implemented a GEAR UP project at the Choir Academy of Harlem, academic home to the world famous Boys and Girls Choir of Harlem, and now also home to the GEAR UP Choir Academy Scholars Program. This is a collaborative partnership among the NYU Metro Center, the Boys Choir of Harlem,

Inc., the Choir Academy of Harlem, the Eisenhower Regional Alliance for Mathematics and Science Education Reform, the Greater New York Chapter of the Links, Inc., the New York Times Newspaper in Education Program, and Verizon.

Components of the initiative include: tutoring, college and career awareness, mentoring, college visits, parent involvement, financial aid information, and professional development. During 2001-2002, the GEAR UP Choir Academy Scholars Program serves four cohorts of students. All students at the Choir Academy of Harlem in grades six, seven, eight, and nine participate in GEAR UP. In addition to the GEAR UP students, the program serves the teachers and administrators of the Choir Academy of Harlem through professional development sessions provided by the New York Times, New York University faculty, and Metro Center staff. Parents are also invited to participate in the college awareness process via parent meetings, financial aid sessions, and college tours. Their involvement is further sought as members of the GEAR UP Advisory Board.

STRATEGY One of the most innovative activities the NYU GEAR UP program provides for the students at the Choir Academy of Harlem is the College Planning Portfolio (CPP). This color-coded, loose-leaf binder is labeled with each GEAR UP student's name and is comprised of eight sections: Personal Profiles, Surveys/Inventories, Grades/Test Scores, Writing Samples, Honors, Information on Colleges, U. S. Department of Education 21st Century Certificates, and Information on Financial Aid. Every student receives a College Planning Portfolio during grade six, the first year of program participation. The CPPs are designed for student use and referral through graduation. The College Planning Portfolios are expected to enhance student organization, study, and research skills; enhance planning for college and a productive future; and foster the setting of long-term goals and strategies to meet them. The CPPs can also help parents track students' progress.

RENSSELAER POLYTECHNIC INSTITUTE

1999

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Total Students Served: 950

PROJECT OVERVIEW The Rensselaer Alliance to Increase Student Excellence (RAISE GEAR UP) is preparing Class of 2005 students, who began receiving GEAR UP services in 1999-2000, at six high schools for the New York State exams in Math, Science, Social Studies, and English Language Arts; and for leadership, postsecondary education, and a productive future. RAISE provides

academic intervention services to include: 1) individual tutoring during and after school; 2) use of classroom technology with software tutorials and facilitated cooperative learning groups for the students who fall below the state benchmarks for minimum competency, based on state tests; 3) Saturday and Summer (residential) Scholars programs at partner colleges and universities that help students acquire skills related to careers in business, engineering, information technology, health services, and the arts; 4) presentations by individuals from various fields, and visits to their work sites; and 5) leadership opportunities. In addition, RAISE hosts a yearly conference for parents and teachers as well as bi-monthly advisory meetings for parents, and administers summer teaching and curriculum development grants for teachers.

STRATEGY Nationally, there is a shortage of individuals sufficiently trained in emerging technologies such as nano-technology, information technology, and bio-technology, as well as in the more traditional math and science programs, including engineering science and medicine. RAISE introduces its students to careers and required curricula for those fields through Saturday Scholars and summer residential components. Staff expect to further develop this career component as students mature. During the next two years, the program offerings will include internships, field placements, and job shadowing in those career fields.

RESEARCH FOUNDATION CUNY ON BEHALF OF LEHMAN COLLEGE 1999

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Total Students Served: 2,200

PROJECT OVERVIEW Bronx Educational Alliance (BEA) GEAR UP provides educational enrichment opportunities to 2,200 students in seven schools located in each of the six Bronx districts. BEA GEAR UP established an educational corridor consisting of a middle school, the neighborhood-zoned high school, a BEA Partner college, the district representative, and a community-based organization (CBO).

Each Corridor Leadership Team plans and promotes strategies and services focused on accelerating academic achievement, which will result in college enrollment and completion. The project's principal activities have inter-related components: Each school has a full-time, site-based Cohort Coordinator who facilitates and coordinates all BEA GEAR UP components, including academic support and enrichment through assessment, tutoring, mentoring, and extended-day and after-school programs; personal/family support; and career exploration through counseling and CBO initiatives. College awareness and information occurs through regular college visits, workshops, and orientation sessions. Communication between home and school is greatly advanced by the BEA GEAR UP Home Computer Program, which provides each BEA GEAR UP home with a full computer system, including printer and Internet accessibility. Professional development opportunities include the Lehman College Sabbatical Teacher Mentor Program. Sabbatical teachers (all from NYC Public Schools) are mentors to teachers in an assigned GEAR UP school and participate in a weekly Lehman College seminar course.

STRATEGY BEA GEAR UP sees family support as key to student success. Parent and family services include outreach, ongoing communication, leadership training, peer mentoring, and provision of college information. Parent empowerment is supported through involvement in the Corridor Leadership Team and parent mentoring and counseling services. College and career awareness among parents is facilitated by corridor colleges and CBO members, and by the use of technology through the BEA GEAR UP Home Computer Program. As of September 2001, 650 parents participated in the twelve-hour computer technology training program and received a computer. With this technology, parents can access the BEA GEAR UP website as well as related sites. This initiative promotes parents' and children's literacy and research skills, and responsibility in caring for a computer.

RESEARCH FOUNDATION OF CUNY ON BEHALF OF BRONX COMMUNITY COLLEGE 1999

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Total Students Served: 625

PROJECT OVERVIEW During 1999-2000, the Bronx Community College GEAR UP project began serving 125 seventh grade students, and will serve 625 low-income youths by the fifth year of the program. This is accomplished by starting from one cohort of seventh-graders in the program's first year, and adding new a seventh grade of approximately 125 students per cohort in each of the five grant years. Further, the GEAR

UP project serves the cohort students' parents who reside with their children in three separate public housing developments in the Southwest Bronx. As a public-housing based model, the project seeks to ensure equal access and opportunity as well as to advocate for issues related to education reform. GEAR UP programming concentrates on providing youth participants and their families the following activities: 1) after-school enrichment; 2) mentoring by high school students and tutoring by college students; 3) service learning; 4) drug awareness and prevention programs; 5) college and university exposure; 6) technology development; 7) cultural programs; 8) adult General Education Diploma (GED) programs and English-as-a-Second Language (ESL) classes; 9) a 24-hour message center; and 10) student tracking/case management, which involves follow up on all program participants, especially with respect to their academic progress and overall efforts to prepare for higher education. As a result of the intensive wrap-around/comprehensive services, the GEAR UP project will begin to see some immediate changes in student profiles, including: an increase in school and class attendance and course grades; a decrease in behaviors leading to drugs, violence, and arrests; a decrease in teen-age pregnancy rate; and a substantial increase in high school matriculation. A change in these factors should lead to a substantial increase in high school graduation rate for GEAR UP students in the Class of 2005.

STRATEGY During the Summer 2001, twenty-seven seventh grade, bilingual students were required to attend the Summer Bridge Academy. They participated in half-day courses in math, science, reading, and language arts. Each student received an additional hour of instruction in English, presented by a high school mentor or a GEAR UP class peer. In reviewing early fall progress reports on each of the students, project staff are beginning to see an increase in class participation, grades by at least one grade point, and the requests of bilingual or Spanish-speaking parents to participate in GED or ESL classes. As a result, this initiative will be expanded to become part of the offerings of the Saturday Academy during the academic year.

RESEARCH FOUNDATION OF SUNY AT BINGHAMTON — OFFICE OF RESEARCH AND SPONSORED PROGRAMS

1999

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Total Students Served: 2,323

PROJECT OVERVIEW Binghamton GEAR UP seeks to serve more than 2,000 students starting with the seventh grade class in the 1999-2000 school year, continuing to offer services to that class, and integrating subsequent seventh grade classes. This process will result in a fifth-year (2003-04) project serving cohorts from grades seven through eleven. The heart of GEAR UP is mentoring and tutoring;

and college students are recruited from Binghamton University and Broome Community College to help GEAR UP students prepare academically and socially for higher education. More than thirty interns are placed in the middle schools to work in a classroom with the teacher or an individual student.

During campus visits for cohorts, faculty members conduct presentations linking majors with careers. Parents' financial aid information sessions are offered on a regular basis. Professional development activities have been provided for the teachers dealing with high-stakes testing, inclusion of students with special needs in regular classrooms, and other topics which have an impact on the targeted population. These activities have also included book groups, led by teachers and University faculty, that result in a better understanding of the impact socioeconomic factors have on the targeted population's performance in the classroom.

STRATEGY Binghamton GEAR UP has been working with the school district and a local hospital to provide an after-school program, entitled Diversity Cafe, for at-risk students. The program offers speakers, tutoring, mentoring, and cultural field trips. Groups of targeted students, with their mentors and parents, have been taken to cultural and sports events at the University. Every summer, a group of GEAR UP students is chosen to spend a day and an overnight on campus with Upward Bound students and to participate in academic and cultural events organized by Upward Bound.

ST JOHNS UNIVERSITY — DIVISION OF SPECIAL AND OPPORTUNITY PROGRAMS

1999

Contact: Deborah Saldana
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Total Students Served: 400

PROJECT OVERVIEW The GEAR UP scholars are comprised by a cohort of 400 students who graduated in Spring 2001 from the Oliver Wendell Holmes Intermediate School, and most of whom now attend Long Island City High School. St. John's University GEAR UP's objectives focus on improving the scholars' academic achievement, school attendance, self-concepts, career awareness and

knowledge, rates of high school completion, and enrollments in postsecondary education institutions and college completion. Program services include tutoring, mentoring, individual, and group counseling, self-esteem building, career awareness programs, workshops on the preparation of applications for high school and college admission, the completion of financial aid forms, and trips to college campuses.

STRATEGY Using the NY Mentor website developed by the New York State Higher Education Services Corporation, each GEAR UP scholar was provided an e-mail address prior to graduating from middle school. Strategies for exploring and using the various links were given at a GEAR UP assembly, during the after-school program, and at the week-long summer institute. GEAR UP will use e-mail and its own website: <http://facpub.stjohns.edu/~saldanad/> to inform all stakeholders about upcoming events and activities. This is particularly important for those scholars who are not attending the "primary" high school.

THE COLLEGE OF STATEN ISLAND

1999

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Total Students Served: 1,500

PROJECT OVERVIEW This project targets all the students of Dreyfus Intermediate School 49 in New York City's Borough of Staten Island, grades six through eight. It follows them into the two major high schools into which IS 49 feeds. Their needs are being addressed through a partnership among the Dreyfus School, the two high schools, the two districts in which these schools function, the

Discovery Institute at the College of Staten Island (City University of New York), the Beacon School which provides after-school facilities and programs for the Dreyfus community, the Staten Island Economic Development Corporation which provides economic incentives for depressed local communities, and the Staten Island Urban League which promotes minority interests.

This is a cumulative project, beginning with the entire Dreyfus sixth grade, adding a new sixth grade each year, and following each cohort through succeeding years of the project. Though activities include extensive tutoring, mentoring, counseling, cultural enrichment, parental involvement, college awareness, and scholarships, the first priority and most distinctive feature is emphasis on raising academic expectations and achievement.

STRATEGY The most distinctive feature of this project is emphasis on academic achievement, which imbues every activity. However, since students spend most of their school time in the classroom, primary emphasis is placed on improving what happens in the classroom. This is accomplished through the professional development of teachers, using a unique approach to curriculum redevelopment. This approach consists of weekly three-hour workshops with teams of teachers representing the major disciplines, using a unique approach to curriculum design. In these workshops teachers transform their assigned curricula (via a Curriculum Guide, for example) into interdisciplinary activities specially designed to engage their students actively in discovery-based learning.

RESEARCH FOUNDATION OF CUNY ON BEHALF OF BOROUGH OF MANHATTAN COMMUNITY COLLEGE

2000

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Total Students Served: 152

PROJECT OVERVIEW The Borough of Manhattan Community College (BMCC) GEAR UP project, initiated in 2000, is a partnership that includes NYC Community School District 5, and several community organizations and businesses. The current middle school served is IS 195, the Roberto Clemente School, in Harlem, New York. The main thrust of GEAR UP during 2001-2002 is an after-school

program offering enrichment/support in math and language arts to a cohort of 152 eighth grade students. Classes are taught by NYC public schools teachers and supplemented by GEAR UP tutors. A working relationship began developing with the students in their seventh grade academic year, 2000-2001, with the objective to support them with math and language arts tutoring, career and college counseling, standardized test preparation, and mentoring through high school; and culminating in their admission to college.

It is important to highlight that BMCC has an extensive history of outreach to middle school and high school students through the Science and Technology Entry Program (STEP) which offers internship opportunities and instruction to students in the fields of health and science; the BRIDGE program, which allows enrolled high school students to take college courses for credit on the BMCC campus; and COLLEGE NOW!, in which accredited courses in social science and business are actually taught in high school classrooms all over Manhattan.

STRATEGY BMCC GEAR UP objectives include raising the results for the New York City and New York State standardized tests in math and language arts, for each of the cohort students, by one level (based on a scale of 1 to 4). GEAR UP advocates multicultural awareness, establishes opportunities for community service awareness and practice, and develops workshops for GEAR UP parents to strengthen their child's focus on achievement in high school and on college/career awareness. BMCC "Teacher Artists" (from the Tribeca Performing Arts Center) work in collaboration with GEAR UP teacher liaisons at the Clement School by using innovative theater games to reinforce foundations in math and language arts.

RESEARCH FOUNDATION OF CUNY ON BEHALF OF
MEDGAR EVERS COLLEGE

2000

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 Total Students Served: 1,650

PROJECT OVERVIEW The Central Brooklyn GEAR UP partnership assists 1,650 young people as they approach high school and aspire to achieve success through higher education. Medgar Evers College of City University of New York (CUNY) leads business partners in an effort to strengthen the quality of education in two local school districts, so that students are prepared to enter and complete postsecondary education. The business partners include: Cablevision of New York, the New York Times, the Mentoring Partnership, Brooklyn Center for the Urban Environment, and YMCA of New York.

STRATEGY The Central Brooklyn GEAR UP project is assisting cohorts of students beginning in their seventh grade at IS 55 (Ocean Hill Brownsville) and MS 394 (The Mary McLeod Bethune Academy). The program adds a new seventh grade cohort each year and follows each cohort through succeeding years of the project. For the first time in the history of Central Brooklyn, a plethora of services and opportunities are being made available through a strong and viable partnership. These services and activities include extensive tutoring, parental involvement, intensive teacher training, student and family counseling, college awareness, and scholarship information.

APPALACHIAN STATE UNIVERSITY

1999

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 Total Students Served: 1,500

PROJECT OVERVIEW The Appalachian State University GEAR UP project recruits college student mentors and tutors through a unique program for college freshmen called Learning Communities. GEAR UP Learning Communities are designed to attract college students who are interested in pursuing a career in education. The freshman English course and freshman Seminar course are linked and a cohort

of students register for both. The field experience for the college students is a weekly commitment to tutor and mentor in the GEAR UP schools. Currently, sixty-six college students are enrolled in three GEAR UP Learning Communities and volunteer at the middle school twice a week and at the high school once a week.

STRATEGY Fifth Dimension is an after-school program offered by GEAR UP that mixes fun with learning activities. Fifth Dimension is a structured activity that employs games to increase students' activities for problem solving, communication and goal setting. It was created to promote interaction and learning experiences through playing games with others. The heart of Fifth Dimension is a "maze" with twenty "rooms." Within each room there are two activities in which the child can choose to play. As they move through the maze, students have the opportunity to play, learn, and interact with others. The majority of the activities involve educational computer and board games. As children move through the maze, they will master educational tasks, set goals, make decisions, and interact with others. Appalachian State University students, known as Adventure Guides, assist in all activities.

HALIFAX COUNTY SCHOOLS

1999

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Total Students Served: 1,000

PROJECT OVERVIEW Halifax County School System initiated its GEAR UP program in 1999, and currently serves approximately 1,000 eighth and ninth grade students. Halifax County is an isolated region which can cause problems and limit exposure for area students. The GEAR UP project exposes students, as well as parents, to state-of-the-art technology for classrooms, labs, and instruction and

incorporates tutorial programs, enrichment, and postsecondary awareness. GEAR UP involves both students and parents in seminars addressing skill building, computers, parenting, and techniques for assisting students with college readiness at an early age. Through the GEAR UP project, Halifax County hopes to impact end-of-grade and end-of-course tests which will increase academic credit, high school graduation rates, and college enrollment and graduation. Many of the students are also in need of positive role models and mentoring and now have them through GEAR UP.

STRATEGY The GEAR UP project has had a remarkable impact on the educational growth and development of students in Halifax County. Instructional technology and software, as well as academic tutors, offer the greatest benefit to student achievement. The use of computers and software allows assessment of a student's strengths and weaknesses as well as prescribing skills practice to address individual needs. The student receives immediate feedback and the opportunity to work at his/her own speed. The academic tutors serve as monitors of student progress in the classroom and in the computer laboratories. Moreover, they provide instruction within small groups or directly to individuals to assist progress in reading and mathematics.

SOUTHWESTERN COMMUNITY COLLEGE

1999

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Total Students Served: 3,180

PROJECT OVERVIEW Southwestern Community College leads a GEAR UP partnership that serves the children of rural southern Appalachia. This partnership is a creative, enthusiastically supported collaboration of the schools, students, and parents of the Cherokee Indian Reservation, and of Swain, Macon, and Jackson Counties. Over the course of the project, 3,180 students at nine area schools will

be provided services that help them improve their academic standing, further their understanding of career and college options, learn about themselves through service to others, and build a foundation of achievement for success in the future. Principal activities of the project, established in 1999, include: academic and career counseling for student and parents; tutoring for at-risk students; professional development opportunities for teachers; academic and cultural enrichment activities; college visits; mentoring; and a comprehensive summer enrichment program. Successful implementation of the program will be measured by a 12 percent increase in the number of students who pursue education beyond high school.

STRATEGY One group of at-risk students has been trained to serve as peer tutors and assist with the after-school tutoring efforts that are directed toward middle grade students. An increase in positive self-image, attendance, and academic achievement has been reported by the teachers of the peer-tutors.

FAYETTEVILLE STATE UNIVERSITY

2000

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Total Students Served: 1,200

PROJECT OVERVIEW The GEAR UP project provides early college preparation and awareness services to ensure that students have knowledge about how to get to college, and are prepared academically to survive rigorous high school and college courses. Services provided are comprehensive in an effort to best meet the needs of students, parents, and school personnel. Services to students include: 1)

tutoring in-school and after-school for students at high risk; 2) Algebra and Science Enrichment Camps; 3) academic support workshops; 4) after-school College Clubs; 5) job and college shadowing; 6) Lunch Buddy Mentoring; 7) academic advising; 8) career and cultural workshops and field trips; and 19) tours of colleges throughout the United States. Parent services include college planning, financial aid workshops, and personal advising on how to prepare a child for college. In addition, parent and child retreats provide opportunities to attend college and educational trips together. School personnel services include professional development opportunities for teachers and administrators to help raise expectations. GEAR UP currently serves students in sixth, seventh and eighth grades at Luther "Nick" Jeralds Middle School and will follow them through E.E. Smith High School. The significant number of college students serving as volunteers ensures that program participants, on a daily basis, come in contact with college students who are able to reinforce the college aspirations.

STRATEGY About 11 percent of parents have participated in GEAR UP Parent and Child Retreats. The parents have had opportunities to visit various colleges and universities, Science Museums, and cultural and educational attractions outside of the local city. Surveys of the parents found that the experiences have had a positive effect on their involvement with their child's education. These trips have given the parent and child opportunities to bond and have been described, by many, as a long-needed parent/child vacation.

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

2000

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Total Students Served: 648

PROJECT OVERVIEW A June 2000 statistic reports that one in ten High Point adult residents dropped out of school before completing the ninth grade. The Mothers at the Helm and Papas at the Helm College Initiative plans to abate the current trend of poverty and low educational attainment by intervening while students are in middle school. Increased emphasis on rigorous courses to prepare students

for college, coupled with greater parental involvement, will strengthen participants' academic readiness while simultaneously improving their support network. A cohort of 644 students who were in the sixth grade at Ferndale, Griffin, and Thomasville Middle Schools in 2000, receive services from the program. Students who enroll in High Point Central High School and Thomasville High School will continue to receive services through their senior year. Intervention strategies include tutoring, mentoring, college/career planning, technology training, cultural enrichment, ESL services, parent workshops and teacher and guidance counselor professional development. All tutor and mentor services are administered by college students. Milestones of success include: 50 percent passing Algebra I by eighth grade; 80 percent passing the North Carolina End of Grade/Course tests; 60 percent reading at grade level; 90 percent developing and implementing a high school and postsecondary educational plan; 50 percent increase in parental involvement in the schools; and 90 percent passing the North Carolina technology competency test by eighth grade.

STRATEGY The program has had exceptional success with the parents of at-risk students attending parental workshops and technology training sessions. An average of 200 parents and students attend. All students who failed sixth grade were assigned a tutor throughout their summer program, resulting in a 100 percent passing rate for seventh grade. Involving retired teachers to work with students who have the most severe reading problems has resulted in improvements by two grade levels for these students. Training mentor/tutors 'how to teach reading' increased reading scores among their students.

CUYAHOGA COMMUNITY COLLEGE

1999

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Total Students Served: 1,950

PROJECT OVERVIEW The GEAR UP project at Joseph M. Gallagher Middle School is a partnership with Cuyahoga Community College, Esperanza, Inc., West Side Ecumenical Ministry, Detroit-Shoreway Organization, and Educational Talent Search. The program serves all seventh and eighth grade students who attend the large, urban middle school, located on the near west-

side of Cleveland. Services provided to the students include: tutoring, mentoring, needs assessment, academic and career counseling, cultural and educational field trips, college visits, parent activities, and after-school programs. When students graduate from the middle school, Educational Talent Search, a partner, will follow the students who attend any of the six high schools served by the program until they graduate. Through the GEAR UP project, students have an opportunity to participate in a summer academy housed at the Metro Campus of Cuyahoga Community College.

STRATEGY In 2001, the GEAR UP staff, with the assistance of teachers, developed a trivia contest to help prepare students for the proficiency tests. The presentation was developed in PowerPoint. Students from the seventh grade cohorts competed in the contest which was held in the library and aired on the school's television station. Test questions covered each of the five sections tested on the Ohio off-grade proficiency test. The competition was held similar to the game show "Family Feud." Teachers observed that students were excited about this interactive game and learned concepts that contributed to overall seventh grade increases in math, citizenship, and science scores of 18 percent, 15 percent, and 16 percent, respectively.

LORAIN CITY SCHOOLS

1999

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Total Students Served: 4,512

PROJECT OVERVIEW In Lorain, the largest city in Lorain County, many families live in poverty. Roughly a third of the households have incomes of \$15,000 a year, or less, and more than half are below \$25,000. The impact of the lack of education among Lorain's adults – 41 percent do not have high school diplomas and 75 percent have twelve or fewer years of education – is reflected in the dropout rate

among their children, which increased from 5.81 percent in 1995, to 10.49 percent in 1997. For these reasons, the Learning Unlimited GEAR UP (GU) project emphasizes mentoring, tutoring, and academic achievement as well as related after-school and summer activities.

GEAR UP targeted 1,550 sixth and seventh-graders in 1999, and has added a grade six cohort each successive year. Of the 800 eighth-graders in the Lorain City Schools, 59 percent participate in the free or reduced-price lunch program. Learning Unlimited GEAR UP continues to make a strong and positive impact in establishing a college-bound identity among the 750 sixth grade students who attend nine elementary schools. Learning Unlimited is changing the culture in the Lorain City Schools by preparing students for educational challenges; encouraging families to understand the opportunities available to them; and ensuring that a far greater proportion of the students work hard, stay in school, graduate, and proceed to postsecondary education.

STRATEGY The GEAR UP AVID (Advancement Via Individual Determination) program had 300 students, fifteen teachers, three counselors, and three administrators participating in the program's second year. Four mentor coordinators have been involved in AVID and provide parent information meetings, arrange college trips (fourteen during the 2000-01 school year), and coordinate adult speakers and shadow experiences for AVID participants. The AVID program provided more than 950 hours of tutoring, from seventeen adults, for GEAR UP students and over 2,500 hours of in-school tutoring by twenty-five adults. These interactions encouraged and promoted the AVID principles of academic achievement while making the program fun and accessible to all of the students involved.

SHAWNEE STATE UNIVERSITY — OHIO APPALACHIAN CENTER FOR HIGHER EDUCATION

1999

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Total Students Served: 515

PROJECT OVERVIEW During the five years of the GEAR UP project, ROAD:MAP 2005 seeks to address the needs of 515 students who entered the seventh grade in 1999, at the following southeastern Ohio school districts: Bloom-Vernon, Buckeye Local, Dawson-Bryant Local, Franklin Local, New Lexington City and Trimble Local.

Over the course of the project, ROAD:MAP 2005 involves students in activities to increase academic performance, career awareness, self-esteem, aspirations to attend college, knowledge of financial aid and options, and preparation for postsecondary education.

STRATEGY Strategies include counseling, tutoring, mentoring, college visits, road trips beyond the region, and information about college and financial aid options. The ROAD:MAP 2005 project is partnering with community-based businesses and universities and colleges to increase educational expectations. The project has involved parents, grandparents, and community members in tutoring, mentoring, and other educational activities.

THE UNIVERSITY OF AKRON

1999

Contact: Oletha Thompson
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Total Students Served: 344

PROJECT OVERVIEW The University of Akron's Academic Achievement Programs established a 1999 partnership with the Akron Public School District's Riedinger Middle School and Central-Hower High School, the University of Akron, Akron-Summit Community Action Council, and The Reserve Group to implement the GEAR UP Akron project. Comprehensive services are provided

to increase the number of low-income students who aspire to, prepare for, and succeed in postsecondary education. As one of the players within the educational community, the GEAR UP Akron program develops and provides program services addressing issues of: 1) improved ambition and encouragement to pursue postsecondary education; 2) improved academic preparation of students to be successful in postsecondary education; and 3) financial access to college through improved information, counseling, and linkages to financial aid opportunities.

The project serves approximately 344 students in the eighth grade at Riedinger Middle School and in the ninth grade at Central-Hower High School. GEAR UP Akron staff closely monitors the progress of these students and will continue to track their success throughout their high school careers.

STRATEGY The project has developed a comprehensive program to monitor and meet the needs of participating students. Tutoring Roundtables have been established for both Riedinger Middle School and Central-Hower High School. Building teachers serve as after-school tutors two nights a week for one hour each session. Other innovative programs that have proven successful in GEAR UP Akron include the following: mentoring clubs (pre-law, pre-nursing, pre-engineering, future teachers, business, and science); monthly student activities; college visits; school-to-work seminars; reading clubs; student awards; an active parent involvement program; and a successful summer program.

UNIVERSITY OF CINCINNATI OFFICE OF SPONSORED PROGRAMS 1999

Contact: Martha Hendricks
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Total Students Served: 900

PROJECT OVERVIEW The Cincinnati GEAR UP project brings together the University of Cincinnati, Cincinnati State Technical and Community College, Wilberforce University, the Cincinnati Public Schools, and community and industry partners to implement a comprehensive program to provide the support, information and systems necessary to increase the number of low-income and

underrepresented students who enter and succeed in postsecondary education. The partners: 1) provide programs and specific interventions to enhance academic achievement; 2) provide mentors, tutors, and extracurricular activities; 3) increase parental involvement and enhance parents' ability to provide meaningful support to their children; 4) support professional development for teachers; 5) provide information on college, career choices, and financial aid; and 6) offer summer programs that increase academic achievement and provide support and motivation. The Cincinnati Public Schools accountability system rates schools (Incentive, Improving, Intervention and Redesign) on the degree to which they meet improvement targets. Parham Elementary School, in Redesign when GEAR UP began, consistently has achieved Incentive and, additionally, has won financial bonuses for faculty and staff for exceeding student performance targets. Burton Elementary School jumped two categories in a single year, from Redesign to Improvement.

STRATEGY In each elementary school, lead agencies have been identified to coordinate all social, health, wellness, remedial, and enrichment services. Without the burden of trying to provide for all of the needs of the school, students, and their families, the principals are free to become academic leaders and to spend time improving teaching and learning. Principals are better able to utilize the expertise existing within the staff and to make learning, not management, the core of their work. Each school has dramatically increased student achievement. The concept of GEAR UP—that all students, not just certain talented individuals, can succeed—attracts support for these schools far beyond the original design.

CANTON CITY SCHOOLS

2000

Contact: Paralee Compton
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Total Students Served: 1,360

PROJECT OVERVIEW The overarching goal of the Canton City Schools/Kent State University GEAR UP project is to ensure that disadvantaged middle school and secondary school students are prepared for, pursue, and succeed in postsecondary education. Canton City Schools, Kent State University, Heartbeats to the City, Stark Education Partnership, and the YMCA are collaborating to

implement the project. The partnership focuses on: 1) informing students and parents about college options and financial aid; 2) promoting vigorous academic coursework based on college entrance requirements; 3) working with a cohort group of students beginning as sixth and seventh-graders and following them through to graduation; and 4) and offering supportive services such as mentoring, tutoring, summer enrichment programs, and college visits.

STRATEGY One hundred-fifty middle school students attended a July 2001, Kent State University day camp during which the academic content was focused on conflict management. Students learned how to resolve conflict in their own lives, then applied the strategies to international situations. Students worked in small groups to research two sets of people who were in conflict with each other on an international level. They used technology as a research tool as well as for presenting their group projects. Students then engaged in a videoconference with Israeli middle school students to discuss how conflict and terrorism affected their lives.

THE UNIVERSITY OF TOLEDO

2000

Contact: Helen Cooks
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Total Students Served: 4,000

PROJECT OVERVIEW GEAR UP Toledo Students (GUTS), a math and science enrichment program at the University of Toledo (UT), accelerates the number of students from low-income or ethnic minority families who are interested in math and science careers and prepares them to succeed in college. GUTS targets the two junior and senior high schools in the district having the highest level of poverty.

Students engage in early college awareness, preparation, and planning. Services and activities offered include after-school tutoring and mentoring, Summer Academies, Saturday Institutes, field trips, college visits, career orientation, and financial aid and college admission workshops.

GUTS encourages parents to take an active role in their children's education, and offers academic development opportunities to teachers and administrators. During the life of the grant, the program will serve more than 4,000 students and their families and will help fund more than 300 teachers and administrators to participate in several professional development initiatives. Partnerships with local businesses and organizations include Toledo Public Schools, Owens-Illinois Inc., Big Brothers Big Sisters, the local YMCA, and UT. By involving students, parents, and teachers in academic enrichment services and activities, and by collaborating with concerned local businesses and organizations, GUTS seeks to bring about lasting systemic change that can be replicated on local, state, and national levels.

STRATEGY GUTS uses a thematic, interdisciplinary teaching and learning approach integrating engineering applications for teaching math and science. The theme is the Maumee River Crossing Bridge, the largest bridge construction project in Ohio's history. Students learn bridge engineering, astronomy, and physics under the mentorship of professors from three colleges. Summer Academies include beams and bridges, physics of the roller coaster, a population study, and building computers. T4MS/E (Teaching Teachers to Teach Mathematics and Science via Engineering Activities), a twelve credit-hour course for teachers, uses strategies of mathematicians, scientists, and engineers for integrating engineering applications into the teaching of math and science.

CHECOTAH INDEPENDENT SCHOOL DISTRICT 19 CHECOTAH PUBLIC SCHOOLS

1999

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Total Students Served: 606

PROJECT OVERVIEW The five-year Checotah Schools GEAR UP project addresses the needs of 606 students in grades seven through twelve. Principal activities of the project include counseling for students and parents, tutoring and mentoring for high-risk students, professional development to establish vertical teams for continuity between the sixth grade

through the twelfth, and a college and career education program for students from the region.

Successful completion the program will yield the following accomplishments: 1) 60 percent of the cohort students served will meet, or exceed, the academic standards set by the state of Oklahoma; 2) 100 percent of the cohort will complete personal career plans of study; 3) 60 percent of the low-income cohort enrolled in rigorous courses will achieve academic success by earning a grade of C or better in the courses; and 4) 100 percent of the low-income cohort students who graduate from high school will be offered scholarships.

STRATEGY Smart Start Volunteers with the AmeriCorp Program provide tutoring and mentoring services for the high-risk cohort. In August 2001, students were targeted and received assistance with their reading skills by Smart Start Volunteers who conducted one-on-one and group tutoring sessions. Based on the Gates-MacGinitie reading proficiency test administered in November 2001, 100 percent of the targeted students successfully met, or exceeded, the state standard set to make application for a Oklahoma state driver's license.

EAST CENTRAL UNIVERSITY

1999

Contact: Jo Ann Hunt
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Total Students Served: 1,935

PROJECT OVERVIEW East Central University's GEAR UP project creates a partnership among twelve rural school districts, businesses, community and civic organizations, and the Oklahoma State Regents for Higher Education. The project serves Pontotoc, Johnston, and Coal counties. Students began participating in the project in 1999, in the seventh grade, and can continue through the twelfth grade.

Equitable access to, and participation in, this federally assisted program for students, teachers, and beneficiaries with special needs will be ensured, as required in Section 427 of the General Education Provision Act (GEPA).

The primary goal is to increase the effectiveness of educational experiences to ensure that more young people are competent in basic academic skills, resulting in significantly increased numbers of students qualified to enter, and successfully complete, postsecondary education programs. Expected outcomes include: increased parental involvement; increased knowledge and skills of teachers and counselors; fewer school absences; higher matriculation and graduation rates; increased student scores on the ACT or SAT; increased number of students participating in the Oklahoma scholarship incentive program, Oklahoma Higher Learning Access Program (OHLAP); and increased number of students applying to, and attending, college.

STRATEGY To accomplish the goals of the project, the GEAR UP staff offers targeted services in the following four areas: 1) provides a broad array of academic services, tutoring, mentoring, and enrichment programs to the cohort students; 2) provides activities to improve parental involvement; 3) developed a mentor and tutor bank; and 4) provides professional development opportunities for partnership school personnel. The project identified existing resources in the community, including GEAR UP partners, to create working networks and to coordinate efforts. The project currently uses ACT's Realizing the Dream for student and parent involvement and the Great Expectations program for teacher professional development.

JAY INDEPENDENT SCHOOL DISTRICT 1

1999

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Total Students Served: 959

PROJECT OVERVIEW The Jay Independent School District GEAR UP project provides students with counselors to work with them on developing career/educational plans. The GEAR UP counselors conduct a variety of activities including interest and career inventories, financial planning, goal setting, personal growth activities, and career exploration in an after-school tutoring program.

This project's main mentoring component is the HOSTS (Helping One Student to Succeed) Math program which enlists community volunteers to be mentors to students and specifically work on math skills. The project activities that address the GEAR UP intervention of parental involvement include parent meetings, direct mailings and newsletters, a parent information center, and a parent volunteer program. To address the GEAR UP intervention of professional development, this project's main emphasis has been improving curriculum and curriculum implementation through vertical teaming and teaching strategies programs. This has included the addition of classes that concentrate on self-actualization and skill development. Improved student attitudes and feelings toward education have been the most positive results of this project. As the program continues we expect to see more statistics on students succeeding in course work preparing them for post-secondary education.

STRATEGY The most successful strategy implemented by this project has been the mentoring and tutoring programs. The HOSTS Math program that relies on mentors to teach the math curriculum is one of the most obvious programs making a difference in students' lives. The in-school program has just finished its first semester of activities. Student attitudes reflect the greatest areas of improvement. It will take more time to measure the effect of this program on student grades and test scores but we are already seeing an increase in students' grades. The after-school tutoring program has also been quite successful in many areas. Approximately 120 students participate in these activities on a daily basis. Students have a safe place to go to complete their homework assignments, which is improving grades and their attitudes toward school.

LOCUST GROVE INDEPENDENT SCHOOL DISTRICT 17

1999

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Total Students Served: 633

PROJECT OVERVIEW The Locust Grove GEAR UP project serves students in the Locust Grove Middle and High Schools. Locust Grove is a rural community of 3,500 citizens with an average annual income of \$17,400. The project currently serves 448 students and will increase to an estimated 633 students during year five. Of the students served, 51 percent are American Indian (Cherokee) and 49

percent are white; 71 percent of the students receive free or reduced-priced lunch. The project, which uses the add-a-cohort model, began with grades six and seven in 1999-2000. Each succeeding year, a new grade is added with services to be provided through grade twelve. The project's nineteen objectives address the mission of GEAR UP with an absolute priority of increasing the number of students, particularly from underrepresented groups, who graduate from high school, enter college and complete their degree programs. Comprehensive services for students consist of in-school programs, after-school programs, summer academies at the school site and on campuses of partnering institutions, extensive counseling services, assistance in developing learning skills, resiliency skills, peer tutoring, and peer mediation of conflict without violence. The project works collaboratively with other GEAR UP projects in northeastern Oklahoma, as well as with the Oklahoma State Regents for Higher Education, to provide professional development activities, summer academies, mentoring, field trips, and support.

STRATEGY One of the many ways the Locust Grove project provides direct services to students is through a GEAR UP class for eighth-graders to prepare them for high school. This semester course is designed to concentrate on study skills, career plans, academic plans, on-campus college visits, and the needed skills to be prepared to enter the ninth grade and succeed in high school and beyond. Locust Grove GEAR UP has also established a unique mentoring project with Northeastern State University faculty and students. The program, Teach the Teachers, has provided over 100 mentors/tutors for the middle school students in an after-school program.

MIAMI PUBLIC SCHOOLS

1999

Contact: Kim Garrett
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Total Students Served: 167

PROJECT OVERVIEW GEAR UP in the Miami School District improves academic performance and vision by providing direct services to 167 students who entered the program in the seventh grade in 1999. Over 55 percent of the students have been identified as at-risk. GEAR UP: 1) provides a vision through staff training in strategies proven to develop great expectations in students and

increase their performance; 2) encourages a strong program of tutoring, mentoring, and curriculum upgrade through efforts of partners and recognized leaders of education reform; 3) provides Summer School and Saturday programs and innovative mini-blocks of curriculum to help students meet rigorous academic standards; 4) arranges trips to colleges to enhance awareness of students and their families; 5) provides a technology component, making computer use available, without-charge, to students and parents through a check-out program; and 6) stepped up efforts to make parents true partners in the job of inspiring students to pursue education beyond high school.

STRATEGY Innovative strategies include: job shadowing; tutoring before and after school; college visits and career fairs; summer programs such as Space Camp and Survivor Camp; increased parent contacts through surveying needs, strengths, and weaknesses of students; GEAR UP newsletter and website; motivational speakers; college preparation workshops; professional development on Learning Styles and Great Expectations; purchase of laptops with career software and ACT Active Prep; and increased community involvement through business partnerships, a GEAR UP community brochure, mentoring programs, and recruitment of volunteers to assist participating students.

MUSKOGEE INDEPENDENT SCHOOL DISTRICT 20

1999

Contact: Derryl Venters
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Total Students Served: 2,881

PROJECT OVERVIEW The GEAR UP project of the Muskogee Public Schools is currently serving over 1,800 students in grades six through nine. The program consists of several components: before and after-school tutoring by certified staff members; a one-to-one mentoring program using volunteers from the community; individual and group counseling; individual support and access to public

services; cultural field trips; college field trips on a graduated schedule (two-year college in sixth grade, four-year regional college in seventh grade, four-year comprehensive universities in eighth and ninth grades); staff development in Learning Styles, Ruby Payne's Framework for Understanding Poverty, Great Expectations, Educational Planning and Assessment System (EPAS), and others; Families in Action parent education groups; educational programs on how to access scholarships; and other student cultural activities such as the Rougher Outdoor Camp.

The overall goal of the project is to increase the number of students who are prepared both academically and financially to continue their education upon graduation from high school. The program encourages students to have high expectations, stay in school, study hard, and take rigorous courses to be prepared for college. The program provides students and parents with pertinent information about college options and required courses.

STRATEGY In October 2000 and 2001, the GEAR UP project sent more than 250 seventh grade students to spend four days and three nights at the Rougher Outdoor Camp. The objectives for the students were to gain a better understanding of the school's goals and expectations, and to create a student-teacher bond that would result in increased commitment to the school, its goals, beliefs, and expectations. It is the hope of the GEAR UP program to build on the success of this program in reducing discipline problems and increasing student cooperation so that at the end of the funding period, the program can continue to be offered through the support of the community.

OKLAHOMA CITY PUBLIC SCHOOL DISTRICT I-89 — EDUCATIONAL SERVICES DIVISION

1999

Contact: Alan Ingram
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Total Students Served: 5,254

PROJECT OVERVIEW GEAR UP for Success in College assists a dual grade-level cohort of secondary school students and their parents in making the right choices in preparation for educational opportunities after high school. The three major goals are to: 1) provide exceptional college-oriented services; 2) aid the district in reforming curriculum alignment strategies to better prepare students

to enter and succeed in college; and 3) institutionalize the relationships between, and among, partnering organizations to build project sustainability. For the 2001-02 school year, the project's cohort is comprised of over 5,000 eighth and ninth-graders. Program objectives are to: increase retention/prevent dropouts; improve academic skills; promote interest/strength in reading, math, and science; encourage rigorous course-taking; encourage parental involvement; increase college awareness and encourage financial planning; improve self-esteem; improve vocational skills; and provide cultural activities. Instructional approaches include classroom instruction, tutoring and mentoring, workshops, peer learning groups, assessment and testing, and classroom-technology integration. Program services include: critical-thinking skill development; grade and attendance monitoring; study-skills training; social-skills development; leadership development; college awareness; campus visits; field trips; career days; personal counseling; academic advising; and interactions with college faculty and students.

STRATEGY A most successful collaboration has been Reality 4-1-1, a career and transition exploration offered to 2,419 eighth-graders. During the half-day event, students receive information concerning their transition to high school, have the opportunity to create a personal budget in Reality Stores, and have the chance to discuss their career decisions with college representatives. The Reality Stores are five 15-minute sessions, facilitated by respected community leaders and business organizations, where students make choices regarding housing, transportation, family life, retirement, savings, leisure and entertainment. Creating a budget allows students a small dose of adult reality with no repercussions.

STILWELL INDEPENDENT SCHOOL DISTRICT 25

1999

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Total Students Served: 1,271

PROJECT OVERVIEW The Stilwell GEAR UP project consists of a rural consortium which unites seven different schools that feed into one high school. GEAR UP has encouraged the schools to share data and resources for the good of the community. The project provides two additional counselors to the Stilwell district and a half-time counselor in each of the six dependent schools. These counselors

provide day-to-day personal counseling, and conduct workshops with the students concerning careers, post-secondary education, learning styles, and study skills. Faculty and staff have the opportunity to receive intensive training in implementing the school reform model of Great Expectations. They also receive training concerning learning styles, working with those in poverty, mentoring through Teachers-As-Advisors, and resiliency skills. Parents receive information through workshops, newsletters, and conferences concerning educational practices, services offered, career, and postsecondary options. The Stilwell Independent School District aims to achieve the objectives of GEAR UP by bringing students, teachers, and parents together with a common goal: increasing the number of students who graduate high school, enter college and complete degree programs. It is because of this mission that GEAR UP has developed the vision statement of "Study Hard, Stay in School, Succeed in Life."

STRATEGY Prior to GEAR UP, there was no centralized information bank of student data within the county; therefore, many students from dependent districts would drop out after the eighth grade by simply not showing up at high school. Because of the GEAR UP activities and relations between the schools, the GEAR UP staff is able to track each student's progress. Only one student dropped out in the transition and only one student has dropped out of ninth grade for the 2001-2002 school year. This is a considerable decrease from years past. Much of the success is attributed to the addition of counseling staff at each school and intensive teacher training.

TAHLEQUAH INDEPENDENT SCHOOL DISTRICT 35

1999

Contact: Elizabeth Haynie
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Total Students Served: 752

PROJECT OVERVIEW The Tahlequah GEAR UP project currently serves seventh, eighth and ninth grade students at Tahlequah Junior High School. GEAR UP's primary objective is to increase the number of students, particularly from underrepresented groups, who graduate from high school, enter college, and complete degree programs. This objective will be accomplished by: 1) establishing a Parents as Partners

Council; 2) providing information on academic preparation for college, financial aid, and college programs; 3) providing staff with professional development in early intervention strategies for college preparation, and in learning and teaching strategies within their disciplines; and 4) providing direct services to students, such as trips to college campuses, tutoring, mentoring, counseling, assessment, resiliency training, college/career awareness, career planning, and related activities.

STRATEGY One of the GEAR UP co-sponsored strategies encouraging students to pursue postsecondary education is a field experience to the J.L. Scott Marine Education Center in Biloxi, Mississippi. Associated with the University of Southern Mississippi, the facility provides public school groups with activities focused on issues related to marine ecology and coastal processes. The activities include examining marine organisms trawled up from the bottom of the Mississippi sound, and conducting studies of water parameters, organisms, ecological processes, and the human impact on environment. GEAR UP students have an opportunity to meet, interact, and be instructed by the experts at this facility, which is comprised of professors and graduate students from the Gulf Coast Research Station. In addition to excellent field experiences, students also receive information on careers in the field of study. This opportunity makes the field of science come alive for GEAR UP participants.

TULSA COUNTY INDEPENDENT SCHOOL DISTRICT 1

1999

Contact: Jilda Motley
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Total Students Served: 1,100

PROJECT OVERVIEW During the five years of the GEAR UP grant, this project will serve over 1,100 students now enrolled in four high schools: Central, Tulsa Science and Technology, Rogers, and Webster. Primary collaborating partners are Langston University, Oklahoma State University, Northeastern State University, the University of Tulsa, Tulsa Community College, the Oklahoma Department of

Human Services, the Metropolitan Tulsa Urban League, the YWCA Intercultural Service Center, and Resonance Women's Center. The project objectives consist of: 1) raising students' aspirations to attend a college or university; 2) improving students' reading comprehension and mathematics skills; 3) improving students' test-taking skills and study skills; 4) increasing assistance to students making plans for postsecondary education; 5) increasing assistance to students exploring postsecondary financial aid; 6) increasing the number of students who report that they have positive self-concepts; 7) increasing parental involvement in parent/teacher conferences; 8) improving the skills of mentors, tutors, and school staff through professional development; 9) matching mentors with project-eligible students; and 10) building local fiscal capacity to sustain the project.

STRATEGY Project partners have provided the following services to over 500 students as part of the innovative strategies. These include: academic enrichment in reading, mathematics, fine arts, technology applications; recruitment of parent and community volunteers; placement of peer mentors to work with students; on-campus orientations and tours for students, families, and school faculty; educational field trips to colleges and universities; summer academy programs; native language assistance; professional development and training for mentors, tutors, teachers, guidance counselors, and school principals; and transportation assistance and after-school nutrition assistance.

DEWAR INDEPENDENT SCHOOL DISTRICT 8

2000

Contact: Kim Green
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Total Students Served: 251

PROJECT OVERVIEW The Dewar GEAR UP project will serve a diverse student population, 52 percent of which is Creek Indian. Services will begin in grades five, six, and seven, and add a new cohort grade each year. GEAR UP services will emphasize counseling, mentoring, tutoring, academic achievement, and parental involvement.

STRATEGY Through the Great Expectations training for teachers, all GEAR UP students are provided specific leadership skills opportunities weekly with Rise 'N Shine assemblies. These skills, supported by agendas provided to students to gain organizational and responsible behaviors, continue to give GEAR UP students the preparation needed to believe they can succeed in postsecondary education.

REDLANDS COMMUNITY COLLEGE

2000

Contact: Deborah White
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Total Students Served: 1,448

PROJECT OVERVIEW Redlands Community College has formed a partnership with five west-central school districts in Oklahoma. The project addresses the needs of the students in the target schools by including four components in the design of the project: 1) academic; 2) counseling and early intervention; 3) parenting; and 4) professional development. The goal of the project is to better prepare the target schools to assist an increasing number of students to both pursue and succeed in postsecondary education.

STRATEGY Strategies include: 1) having a set of milestones that student and parent must complete and linking the education award to completion of milestones; 2) having a staff person from a partnering organization provide follow-up professional development meetings with the partnering schools on a monthly basis; and 3) having VISTA volunteers assist each school coordinator with GEAR UP activities and documentation.

WATTS INDEPENDENT SCHOOL DISTRICT 4

2000

Contact: Barbara Tucker
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Total Students Served: 645

PROJECT OVERVIEW The GEAR UP project serves students in the Watts and Westville school districts, with Watts as the fiscal agent. Watts and Westville schools are nestled in Adair County, in the northeastern part of the state, about ninety miles southeast of Tulsa and about twenty miles west of Fayetteville, Arkansas. Adair County was settled by the Cherokee Tribe, following the tribe's forced removal

from its eastern homes during the 1820's and 1830's. Watts and Westville schools both serve grades PreK-12. Of the students served, about 51 percent are Cherokee, and 49 percent are rural white. Students eligible to receive free or reduced-price meals number close 79 percent. The GEAR UP project uses a cohort model that adds a grade each year, beginning with grade six; during the years of the project, services will be provided to participants through grade twelve. The students are served through in-school programs, after-school activities, summer academies, and focused programming on the campuses of the partnering institutions.

STRATEGY Innovative strategies include a GEAR UP class that serves all students and allows for continuing activities. Objectives of the project address many areas and are the basis for classroom activities and program design.

SOUTHEASTERN OKLAHOMA ENTERPRISE PARTNERSHIP

2001

Contact: Rudy Manley
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Total Students Served: 2,054

PROJECT OVERVIEW The Southeastern Oklahoma Enterprise Partnership is an initiative to increase the college-going and success rate of students in three rural counties. In this area the median household income is less than two-thirds the national median income, the average poverty rate is 27 percent, and 71 percent of students in these counties qualify for free or reduced lunches. Eight of

the seventeen partnership schools are located in a US Department of Agriculture Enterprise Zone. Only 10 percent of the adults in the area have a college degree; 36 percent did not finish high school. Academic coaches in schools will lead realignment of K-12 curricula to promote higher standards in reading, language arts, math, and science. GEAR UP works with students to address skills deficiencies, increase personal expectations, and encourage challenging courses. The project recruits and trains Americorp volunteers, community mentors, preservice and inservice teachers, counselors, and high school juniors and seniors to assist in meeting the goals. By continuing to work with the cohort students, the project will increase the average ACT score of the cohort group and increase the number of students enrolling in college.

STRATEGY With 1,809 students in the initial target group, the project provides focus for the combined efforts of its educational institutions, public school districts, federal and state government agencies, American Indian tribal governments, corporations, business and civic groups, educational foundations, parents, and students. GEAR UP combines technological resources with the personal resources of mentors to address student academic needs, increase student awareness, and elevate student aspirations. As student skills and expectations increase, more students will enroll in the Oklahoma Higher Learning Access Program, take and be successful in high school core courses, and enter college with the skills necessary to succeed.

PORTLAND COMMUNITY COLLEGE

2000

Contact: John Nelsen
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Total Students Served: 725

PROJECT OVERVIEW The Portland Community College (PCC)/GEAR UP project serves over 720 seventh and eighth grade students in three of Portland's urban middle schools and will follow these students as they matriculate into the urban high schools. PCC/GEAR UP is built on a series of partnerships with educational, civic, business, and faith-based organizations that demonstrate the

preference for value-added partnerships over the establishment of new services. The project is building long-term capacity that will have sustained positive effects on students after GEAR UP funding is exhausted.

Project activities include: expanding summer school options; youth mentoring; tutorial services; rigorous course work infused into the regular school day; GEAR UP resource rooms; family math and science nights; college visits; and in-class presentations. All project resources are focused on a single objective: student success. Through PCC/GEAR UP's effective partnership with the Portland Public School District, mutual effort is focused on assisting students to attain Oregon's state academic standards for eighth and tenth grades. The project has also established partnerships with several local colleges, which yield valuable assets including; mentors, tutors, college visitations, visiting faculty, and support for summer school.

STRATEGY Working with the school district's Talented and Gifted (TAG) coordinator, Portland State University/Saturday Academy, and teachers, the PPC/GEAR UP project was able to infuse a series of twenty rigorous courses into the school-day curriculum at three middle schools. This series has created excitement among students, staff, and parents and has drawn interest and attention to GEAR UP's other activities. Included in the offerings are courses such as robotic engineering, media awareness, writing short stories and poetry. The key to this accomplishment was understanding the goals, resources, and needs of the potential partners and designing a partnership strategy that matched these elements in a manner mutually beneficial. Sometimes one can create an authentic win-win situation.

BEAVER COLLEGE - GATEWAY/ACT 101

1999

Contact: Doreen Loury
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Total Students Served: 600

PROJECT OVERVIEW Sankofa Network GEAR UP is a unique alliance between three African Centered Charter Schools—Harambee Institute (K-8), Imani Education Circle (K-8), and Imhotep High School – in the Philadelphia area. Three principals formed this alliance, in 1999, to optimize their resources and extend services for students and families. Sankofa, the basic philosophical

tenet of the program, comes from the Akan symbol of the Sankofa bird. The bird's head is faced in the opposite direction of its body thereby emphasizing that, despite advancing, the bird periodically examines its past, since this is the only way for one to have a better, empowered, future. The Sankofa Network GEAR UP has organized under this premise by designing programming to empower students, families, and communities. This is done via activities focusing on strong academic components and postsecondary preparation, along with a variety of learning experiences that develop and nurture the whole child. Parent Institutes are offered where parents and adults from the community can participate, along with their children, in a variety of classes and workshops. Community partners, through our Communiversity, also offer classes in college prep, dance, theater, peer-mediation, sign language, martial arts, swimming and video production, and anti-drug and anti-violence workshops.

STRATEGY The Sankofa GEAR UP project instituted a three-tier structure of mentoring designed for Arcadia College students to mentor high school students who, in turn, serve as mentors to middle school GEAR UP students. This mentoring process is facilitated through a unique concept of team building via involvement in service learning and allows for the mentors and students to blend community service and learning activities. These activities give students the opportunity to go beyond the "feel good" tenure of community service and provides the opportunity to incorporate the project within their academic life as well.

SCHOOL DISTRICT OF LANCASTER

1999

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Total Students Served: 1,000

PROJECT OVERVIEW The Lancaster GEAR UP project is a collaboration between the School District of Lancaster, Millersville University, Education Trust, eleven area businesses, parents, churches, and Franklin and Marshall College's America Counts program. An urban district in rural Pennsylvania, the School District of Lancaster serves an ethnically and racially diverse student

population of 11,253, with 43 percent Latino, 32 percent white, 22 percent African American and 3 percent Asian. This project extends and adapts a successful college preparation program at the high school to Reynolds Middle School. GEAR UP offerings at Reynolds incorporate parent and student workshops, college visits, cultural opportunities, mentoring, tutoring, and intensive staff development and curriculum revision.

STRATEGY Increasing family involvement, participation, and awareness continues to be a major focus of the project. Family educational activities have included various college tours, family night activities and monthly family meetings. Family participation increased 154 percent at this year's Annual Family Day, while an increase of 65 percent was noted in the annual Back-To-School Night. Parent and student survey results continue to reflect gains in knowledge areas specific to postsecondary options and college preparation.

SCHOOL DISTRICT OF PHILADELPHIA

1999

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Total Students Served: 17,280

PROJECT OVERVIEW The Philadelphia GEAR UP Network is a partnership managed by four lead partners who provide oversight and support for an array of academic support and college awareness services for thirty middle and senior high schools. Starting with 4,180 students in 1999, the Network adds a grade each year and reaches more than 11,420 students in 2000-2001. The initial cohort of

students is currently in ninth grade. Academic support services include tutoring, extended day programs, summer programs, enhanced college visits, mentoring, parent involvement, and cultural enrichment activities.

The four lead partners are: 1) the School District of Philadelphia, the nation's fifth largest public school system; 2) the Philadelphia Education Fund, a member of the Public Education Network, with a fifteen-year history of support for Philadelphia schools and systemic reforms; 3) Philadelphia Futures, a non-profit organization with a ten-year history of providing support to college bound, low-income students; and 4) Temple University, a large urban institution with an established record of collaboration with the School District of Philadelphia.

STRATEGY Teachers are most apt to change their instructional practice when they receive continuing oversight and support focused on effective teaching. In all GEAR UP middle schools, retired middle and secondary school teachers assist ten-member cohorts comprised of novice teachers who have fewer than three years experience and apprentice teachers who have degrees with majors not in education. Adjunct faculty members provide guidance in literacy development, adolescent child development, classroom management, and other teaching and learning strategies throughout the year. Enhancing the teaching ability of new teachers through coaching and real-time feedback will help stem the loss of teachers at the middle grades level and ensure the retention of a competent and knowledgeable staff.

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT

2000

Contact: Mary Scicchitano
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Total Students Served: 1,456

PROJECT OVERVIEW Project PEARL (Providing Educational Awareness via Resourceful Learning) is a Pennsylvania consortium of the Central Susquehanna Intermediate Unit, Mt. Carmel Area and Shamokin Area School Districts, Northumberland Regional Higher Education Center, and the Forum for the Future. Project PEARL provides an opportunity for students in the Mt. Carmel Area and

Shamokin Area School Districts to participate in a pyramid-for-success, which aims to expand student expectations, improve their scholastic profiles, and include their parents and guardians in their educational and career planning process. The three sides that create the pyramid include the families, community, and schools. PEARL provides services to over 1,000 students in three grade levels. PEARL participants are encouraged to engage in various activities throughout the school year and in the summer and to seek individual achievement. Success is defined as completing a postsecondary education of two or four years. In order to succeed, PEARL students will participate in a career plan that directly correlates to postsecondary education with career options. In addition, a PEARL Scholarship Trust Fund will be created for students who meet specific milestones, including an 85 percent annual grade point average. At graduation, thirty laptop computers will be distributed to students who rank at the top of their respective classes and plan to attend immediately an institution of higher education.

STRATEGY The project is utilizing a student support specialist and other advisors in the classrooms to provide additional support for the targeted audience of students who are working below their academic level. These targeted groups participate in after-school tutoring programs and group activities to strengthen and reinforce various subject-matter skills. GEAR UP's goal is to implement these programs so that students can achieve academic success, which, in turn, will promote a positive self-image.

INTER AMERICAN UNIVERSITY OF PUERTO RICO, PONCE CAMPUS 1999

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Total Students Served: 710

PROJECT OVERVIEW The Inter American University Ponce Campus GEAR UP project serves 710 students from the Coamo City School District. The comprehensive program of academic, motivational, and informational support will prepare and enable participants to continue their education through the postsecondary level. The objectives are to: 1) provide comprehensive mentoring, counseling, outreach, and support services to participating students; 2) prepare academic classes and tutoring both to remedy deficient academic skills and to assist students to succeed in challenging pre-college courses; 3) help students develop a Personal Goal Plan after career path exploration and exposure to a variety of careers; 4) offer motivational services to enhance self-esteem necessary for successful postsecondary experiences and to broaden cultural awareness; 5) increase GEAR UP student retention through high school; 6) provide services which engender family support; 7) foster, and improve, parental involvement in each child's education, and 8) offer orientation programs for financial aid and postsecondary entrance, including required admissions and achievement tests and application procedures.

The principal partners of the program are the Coamo City Municipal Government, the Coamo School District staff, and members of the corporate and commercial sector who have contributed to the program implementation.

STRATEGY The GEAR UP project is designed to help overcome weaknesses through specific services such as: 1) motivational services and enrichment activities empowering students to achieve their academic and personal goals; 2) intensive English, math, science, social studies and Spanish courses, and academic tutoring and counseling, so that students will be able to cope with postsecondary education challenges; 3) information services to enable students to access postsecondary education, understand what is required, and evaluate a broad range of possible careers; and 4) parental involvement programs to encourage parents with limited educational experience to better understand the value of their child's academic experiences and how they can participate.

INTER AMERICAN UNIVERSITY OF PUERTO RICO, SAN GERMAN CAMPUS

1999

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Total Students Served: 311

PROJECT OVERVIEW The San German Campus of Inter American University of Puerto Rico has designed a GEAR UP project to serve 311 students, currently in ninth grade, who transitioned from Luis Muñoz Rivera School to Leonides Morales High School. GEAR UP provides: 1) academic assistance and tutoring during the academic year; 2) weekend and summer activities; 3) personal and career counseling; 4) academic advising, mentoring, and motivational activities; 5) college and financial aid counseling and assistance; 6) seminars using role models; and 7) field trips. More rigorous academic offerings in math, science, English, and Spanish will be offered with hands-on laboratory experiences in science and computers. Strong parental involvement, as well as training in college awareness for parents, teachers, and counselors, will promote college interest and success in GEAR UP participants. This is evidenced by the fact GEAR UP activities have a much higher attendance of teachers, parents, and students than school-based activities.

An expected outcome is the implementation of a new concept in education involving a partnership between the University, the school, its community, and parents. The partnership will result in better education for youth, a more rigorous curriculum at the pre-college level, and higher retention and graduation rates. The number of students who ultimately enter college, and succeed, is also expected to increase with the result that many of the problems currently existing in the region, in Puerto Rico, and in the nation will be reduced in the early part of the new millennium. Results include: 1) 100 percent of the GEAR UP students promoted; and 2) the dropout rate for GEAR UP students was zero.

STRATEGY The students will receive intensive personal, academic, and vocational counseling. A tutorial component has been created to assist students in strengthening study skills. Student academic performance has increased due to the dedication of the tutors and the counselors.

PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO

1999

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Total Students Served: 300

PROJECT OVERVIEW Pontifical Catholic University's (PCUPR) GEAR UP project is designed to provide services to approximately 300 eligible seventh grade students. GEAR UP provides an Early Intervention Program to aid students in gaining academic skills and the requisite motivation to complete secondary education and to succeed in a postsecondary program. The project provides staff

development and training to teachers to enable them to foster improved academic growth; and offers orientations and workshops to develop parental involvement in the academic progress of their children and to empower parents with information about opportunities their children have for attending college. PCUPR's GEAR UP project has two components. First, during the academic year students will receive: tutorial classes, mentoring, supplemental instruction, basic skills instruction, college preparatory classes, academic/career/vocational/interpersonal counseling, social/cultural activities and a Saturday academic year program. Second, during the summer a four-week residential program is offered. The summer residential program provides similar services as above, including the opportunity for the students to live on campus and to develop and experience college life away from home. Students will receive instruction in elective courses such as computer literacy, languages, science, and math. Precollege courses include precalculus, statistics, and college writing.

STRATEGY Students with a grade point average (GPA) below 2.0 are receiving tutoring from students with a GPA over 3.5. Volunteer tutors, teachers, and mentors support these tutoring services. Students are encouraged to participate in the Saturday and summer sessions, and to participate in community services. The number of students with a GPA below 2.0 was reduced to 4 percent from the prior 11 percent. In surveying students and their parents, staff found this experience to have a positive effect on self-image, mature behavior, responsibility, and interest in their course work. During the summer sessions, students with a GPA over 3.5 receive advanced workshops in research.

UNIVERSIDAD DEL TURABO

1999

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Total Students Served: 1,725

PROJECT OVERVIEW Turabo Alliance for Better Schools GEAR UP aims to promote and increase the number of seventh grade students who complete high school requirements and enter college. Goals to be achieved are: a) implement a Saturday Academic Enrichment Program that identifies specific instructional and personal needs and provides students with adequate basic academic skills and motivation

necessary for success in secondary education and, ultimately in college; b) establish and implement a Summer Institute Program on the campus of Universidad del Turabo which will bring students together for an intensive four-week session to continue to strengthen academic skills, and acquaint them with college life, cultural activities and career exploration opportunities; c) establish a Family-Life Center to promote the participation of parents and members of the community in the educational and social development of their children; and d) engage teachers in a serious and sustained development program, through the component of Educators Development.

STRATEGY Most of the components are innovative and never used before with a similar student population in Puerto Rico. Among them are: 1) the Saturday Academy, an intensive 60 hours of instructional classes in chemistry, physics, general science, algebra, geometry, English, and Spanish offered at state of the art laboratories on the main campus; 2) tutoring and mentoring sessions with UT tutors from Engineering and Arts and Sciences, and mentors from UT faculty who help students develop personal learning plans, introduce them to career possibilities, help them choose classes, and help students plan for attending college or university; 3) counseling services, one of the most powerful resources GEAR UP has provided to aid special needs of students in a one-to-one service or in a group, preventing youth problems and risks; 4) educational assessment, the Individual Educational Plan designed for each participating student, is revised and tailored to the emerging needs of the student, supported with data collected from the College Board achievement tests and the survey on vocational interests; and 5) the Summer Institute, an intensive academic program including classes in algebra, geometry, chemistry, physics, English, Spanish, and instruction in graphic calculators for research applications.

COLEGIO UNIVERSITARIO DEL ESTE

2000

Contact: Carmen Rodrigues-Rivera
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Total Students Served: 570

PROJECT OVERVIEW The GEAR UP: The CUE Connection project, led by Colegio Universitario Del Este, will serve four middle urban schools. Assistance to the participants will be provided through a Saturday Academy, a summer program and the Family Life Center. Rigorous academic coursework in English, science, and mathematics; laboratory experiences; job shadowing; study skills

training; and reading and language arts will be offered to the participants. The project will also provide counseling, tutoring, mentoring, computer literacy skills, cultural and social enrichment activities, and dissemination of postsecondary education and financial aid information to students and parents. In addition, it will offer a professional development program to upgrade teachers' skills and an accountability system to be run by the College Board.

STRATEGY GEAR UP: The CUE Connection is in the process of developing a Technology Center on the main campus to serve its students, teachers, and parents. Participants will receive training in computer applications and Internet use and will have instructional and occupational-vocational software available to reinforce related skills. The facilities will be open for extended hours during the week and a full day on Saturday, and will have an AmeriCorp VISTA member assigned to coordinate services and use. Assessment of services will be made by participant attendance and number of workshops, satisfaction surveys, and focus groups.

INTER AMERICAN UNIVERSITY OF PUERTO RICO,
BARRANQUITAS CAMPUS

2000

Contact: Milagros Cintron Torres
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Total Students Served: 216

PROJECT OVERVIEW This project provides academic assistance, intensive tutoring, mentoring and personal/career counseling to 216 seventh-graders at José Berrios Berdecia Middle School, following the cohort into Pablo Colón Berdecia and Luis Muños Martin High Schools in Barranquitas. The dropout rates and course failure rates are being addressed through individual and group tutoring

combined with counseling. Participants and their parents will receive information about college options and required courses as well as financial aid counseling. A strong parental involvement and training in college awareness for parents, teachers, and counselors will promote college interest and academic success in the cohort students. Exposure to cultural events, academic programs, and other educational activities not usually available to disadvantaged youth will also be an integral part of this project.

STRATEGY The services of tutoring, mentoring, and vocational and academic counseling are individually determined through the development of a personalized plan. Tutors, a curriculum specialist, and a counselor meet every week with teachers to evaluate progress and identify student's needs. The Summer School component is based on test results coordinated with academic areas of English, mathematics, Spanish, and computer skills. Combining academics with field trips, as well as art, dance, and recreational activities maintains students' interest in this summer program.

INTER AMERICAN UNIVERSITY OF PUERTO RICO, SAN GERMAN CAMPUS

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Total Students Served: 600

PROJECT OVERVIEW The GEAR UP II project extends the services of a previous program that addressed only a single cohort of students who are now in ninth grade. This project provides for an additional cohort of 600 students, now in the seventh and eighth grades and serves students from Luis Muñoz Rivera School and Leonides Morales High School. GEAR UP II will provide: 1) academic assistance and

tutoring during the academic year; 2) weekend and summer activities; 3) personal and career counseling; 4) academic advising, mentoring, and motivational activities; 5) college and financial aid counseling and assistance; 6) seminars using role models; and 7) field trips. More rigorous academic offerings in math, science, English, and Spanish will be offered with hands-on laboratory experiences in science and computers. Strong parental involvement, as well as training in college awareness for parents, teachers and counselors, will promote college interest and success in GEAR UP participants. An expected outcome is the implementation of a new concept in education involving a partnership between the University, the school, its community and parents. The partnership will result in better education for youth, a more rigorous curriculum at the pre-college level, and higher retention and graduation rates. The number of students who ultimately enter college, and succeed, is also expected to increase with the result that many of the problems currently existing in the region, in Puerto Rico, and in the nation will be reduced in the early part of the new millennium.

STRATEGY The students will receive intensive personal, academic, and vocational counseling. A tutorial component has been created to assist students in strengthening study habits skills. Student academic performance is improving through the efforts of dedicated tutors and counselors.

CLAFLIN UNIVERSITY

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Total Students Served: 1,250

PROJECT OVERVIEW Claflin University GEAR UP (CUGU) has eight major components. In the first, Parent Academy and Parent Seminars are held monthly on topics focusing on the goals and objectives of CUGU. Door prizes, childcare, and refreshments are always offered. A 14-member Parent Advisory Board coordinates the activities of the Parent Academy. For the second, Saturday Academy,

two sessions are held monthly offering classes in reading and English, math, science, computer education, career exploration, pre-algebra, Spanish, and character education. Enrollment is 150 scholars in grades six through eight. The third, Tutors in the Schools, offers tutors and mentors to assist teachers and students during the school day on a floating system. The fourth, After-school Tutoring, offers tutors and mentors to work with students at after-school programs on Mondays and Thursdays. For the fifth component, Counselors in the Schools, CUGU employs two guidance counselors who work at the schools three days per week under the direction and supervision of the guidance counselors. For the sixth, Homework Center, CUGU operates a Campus Homework Center on Tuesdays and Wednesdays, and offers one-on-one tutoring and mentoring by University tutor/mentors. The seventh component, the Summer Enrichment Institute, offers five-weeks of core academic classes, fine arts, and character education. Component eight, Mentorship, pairs students with mentors from the Claflin University student body, administration, faculty, and staff. Fraternities, sororities, and other campus organizations have adopted CUGU.

STRATEGY Claflin University GEAR UP offers a unique blend of services which are designed to foster academic excellence, social and cultural enrichment, and personal development for scholars and their parents. Some of the unique programs are: 1) the Scholar Leadership Academy in which twenty-four identified students participate in intensive leadership training, public speaking enhancement, self-esteem development, and character building sessions; 2) Annual Spring Prom hosted by CUGU and the Alice Carson Tisdale Honors College; 3) Shadow Days, permitting GEAR UP scholars to shadow university mentors on campus; 4) essay contests; 5) Quarterly Honor Roll recognition; and 6) dance troupe and step team.

TECHNICAL COLLEGE OF THE LOWCOUNTRY

1999

Contact: Ron Jackson
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Total Students Served: 220

PROJECT OVERVIEW The GEAR UP: Hampton County School District 1, Class of 2005 project partners with the Technical College of the Lowcountry, Hampton County Council, and the Hampton County Department of Social Services in an expansive initiative to promote systemic curriculum change and open the door to new potential for students. To ensure that the cohort of 220 students

graduates from high school, pursues, and succeeds in postsecondary education, project initiatives include improving math, science, foreign language, and technology education. Students are introduced to active learning models, provided with field trips for experiential learning, and offered after-school tutorial sessions. Personal development and mentoring activities foster human capacity building. Understanding career choices and the paths leading to success in reaching one's goals is the underlying thread woven throughout the project, which actively involves parents and creates an awareness of financial options for pursuit of postsecondary education.

The project's success is evaluated continually by such measures as: 1) students who successfully completed advanced English and Algebra I in grade eight; 2) students who scored at, or above, the 50th percentile on the Palmetto Achievement Challenge Test; and 3) milestones reached in personal four-year academic plans which incorporate course requirements for college entrance.

STRATEGY An innovative strategy to promote GEAR UP students' success has been the establishment of a community endowment fund, the first scholarship of which is to be awarded to a Class of 2005 student. Cornerstones of the project are the following: 1) implementation of effective, research-based methods and strategies for the curriculum; 2) coordination of resources; 3) increased parental involvement; and 4) program evaluation. The number of students completing advanced English and Algebra I as eighth-graders has increased, as has the percentile of students who scored basic and above on the Palmetto Achievement Challenge Test.

SOUTH CAROLINA STATE UNIVERSITY

2001

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Total Students Served: 320

PROJECT OVERVIEW GEAR UP is providing direct services to Allendale Middle School students to ensure that these children have the opportunity to achieve academically and to prepare for college. Two cohorts of approximately 300 seventh grade students are now enrolled in GEAR UP and will continue through high school graduation. Direct services to the students include tutoring,

mentoring, counseling, enrichment instruction, workshops, field trips, college visitations, and college preparatory and financial aid sessions. The project provides staff development activities to assist teachers and other school staff in identifying best practices for enhancing student achievement. Parent services include training and college planning workshops, opportunities to serve as school or classroom aides, and related in-school and community involvement activities.

STRATEGY Both cohorts of seventh grade students are currently receiving, through external consultants, motivational workshops designed to increase self-esteem, respect, responsibility, determination, and self-discipline. To date, all consultants report excellent cooperation from GEAR UP participants. Additionally, a small number of at-risk students will be receiving in-class tutoring in the areas of math, reading, writing, and science.

THE SICANGU GEAR UP PROJECT

2000

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Total Students Served: 120

PROJECT OVERVIEW The Sicangu GEAR UP Project will serve 120 seventh grade students who live and attend school on the Rosebud Sioux Reservation in South Dakota. These students are primarily Sicangu Lakota; however, other groups are represented within the cohort. The GEAR UP project will serve the students for five years with a realm of services and activities designed to improve the

likelihood that they will graduate from high school and enroll in college.

The project is led by Sinte Glaska University, a tribally-controlled institution of higher education located on the Rosebud Sioux Reservation.

STRATEGY Strategies include: 1) activities designed to improve academic achievement, attendance and other life skills to support school success; 2) parent informational and educational opportunities; and 3) the awarding of a \$500 scholarship per year to students who achieve designated benchmarks.

DYERSBURG STATE COMMUNITY COLLEGE/ LAUDERDALE COUNTY SCHOOLS

1999

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Total Students Served: 1,790

PROJECT OVERVIEW The Dyersburg State Community College (DSCC) /Lauderdale County Schools (LCS) GEAR UP project serves 1,078 seventh, eighth, and ninth grade students at Halls Junior High School, Ripley High School, and Halls High School. The GEAR UP chapter works with parents, educators, and community members to help students prepare for college by establishing important building

blocks. The program has a strong academic focus. Also, Search Institute's 40 Assets are used as a basis for increasing college preparedness in students. Specifically, DSCC/LCS GEAR UP is striving to improve math, science, and English skills, while increasing the Search Institute's 40 Assets through a variety of services. Each year of the five-year program, a new grade is added. Therefore, the program will be beneficial to a gradually increasing number of students.

STRATEGY A group of seventh grade students at Halls Junior High School participated in an intensive, four-week Writing Academy. The students met twice weekly before school and worked with various teachers to discuss and practice writing techniques. Special assignments were received and reviewed. The student to teacher ratio was approximately 10:1. Participating students became more confident in their writing abilities and, on average, increased their writing scores by 35 percent. This increase in writing ability will help the students improve their comprehension and performance in all subject areas and in real-life tasks outside of the classroom.

MEMPHIS CITY SCHOOLS

1999

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Total Students Served: 10,000

PROJECT OVERVIEW The MAPS (Making Advanced Plans for Success) project seeks to address the needs of 6,500 students in grades seven through nine in fourteen inner-city schools. The project builds on the cohort approach in subsequent years. MAPS seeks to prepare students for increased rigor in coursework by providing: tutoring and mentoring during the academic course; summer camps focused on

math and science; motivational and field experiences; parent education in the college preparation process; and professional development for staff in collaboration with postsecondary partners.

STRATEGY MAPS tutors receive intensive training on essay writing strategies. As a result, it has been cited that MAPS students made significant gains on the seventh grade state writing assessment. A model group of the MAPS cohort (at each grade level) has been given access to higher level and honors course work. In addition to the MAPS curriculum, which all students receive, selected students receive added support through the AVID (Advancement Via Individual Determination) program. They are taught leadership development skills, critical thinking skills, and test taking skills. AVID students meet regularly in a credit course that offers academic support through increased tutor services.

UNIVERSITY OF TENNESSEE AT CHATTANOOGA

1999

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Total Students Served: 1,930

PROJECT OVERVIEW The GEAR UP project seeks to strengthen math and reading skills while bolstering self-esteem through mentoring, a comprehensive after-school program, summer camps, workshops for teachers, junior achievement classes, visits to the college campuses, parent activities and a variety of other services. GEAR UP works with seventh and eighth grade cohorts at three

middle schools, and a new cohort class is added each year, as the oldest students move ahead in two high schools. A particularly strong connection has been formed between the university partner and the schools in the project, as individual students, student organizations, and faculty and staff at the university have all taken an active hand in creating a clear-cut bridge from the middle schools to the higher education setting.

STRATEGY In developing the after-school program, GEAR UP has created an academic environment, as opposed to a homework assistance approach. College-age counselors serve as teachers of a curriculum that supplements the school-day curriculum, but is autonomous from it. In addition to strengthening their math and reading skills, students also have ample opportunity to experience new and enriching challenges in art and recreation. As a result, GEAR UP students gain enhanced academic skills, greater self-confidence and an increased feeling of connection to their schools and the university community.

UNIVERSITY OF TENNESSEE AT CHATTANOOGA

2000

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Total Students Served: 1,440

PROJECT OVERVIEW The GEAR UP project seeks to strengthen math and reading skills while bolstering self-esteem through: mentoring; a comprehensive after-school program; summer camps; workshops for teachers; junior achievement classes; visits to college campuses; parent activities; and a variety of other services. GEAR UP works with seventh and eighth grade cohorts at three middle

schools, with a new cohort class added each year as the oldest students move ahead in two high schools. A particularly strong connection has been formed between the university partner and the schools in the project. Individual students, student organizations, and faculty and staff at the university have all taken an active hand in creating a clear-cut bridge from middle schools to higher education.

STRATEGY In developing the after-school program, GEAR UP has created an academic environment, as opposed to a homework-assistance approach. College-age counselors serve as teachers of a curriculum that supplements the school day, but is autonomous from it. In addition to strengthening their math and reading skills, students also have ample opportunity to experience new and enriching challenges in art and recreation. As a result, GEAR UP students gain enhanced academic skills, greater self-confidence, and an increased feeling of connection to their schools and the university community.

UNIVERSITY OF TENNESSEE AT KNOXVILLE

2000

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Total Students Served: 550

PROJECT OVERVIEW GEAR UP Gradkids project targets all eighth grade, Class of 2006 students in Cocke and Scott Counties in the rural Appalachian region of East Tennessee. The GEAR UP Gradkids project encourages the approximately 550 students to excel academically; provides research-based professional development and training for the teachers; supplies equipment for teaching math,

science, and language arts; and provides information to families that will help children graduate from high school and postsecondary institutions. The high-quality teacher training, coupled with equipment to implement inquiry-based instruction and excite students about learning, is part of the early intervention to help the students pass the Tennessee mandated Gateway to Graduation exams in Algebra 1, Biology 1, and English 10. Students are provided in-class and after-school enrichment, tutoring, and mentoring opportunities. A four-week summer academy offers the students advanced instruction in Gateway subjects, visits to college campuses, classes at museums, and opportunities to investigate careers. Students have e-mail pals for tutoring and mentoring, as well as additional language support for ESL (English-as-a-Second Language) families. Within five years, these current eighth grade Gradkids will: increase their standardized test scores; recognize the relevance in math, science, and reading in their everyday activities; be more aware of possible careers, and establish goals for their lives; and be prepared academically to reach those goals by attending college.

STRATEGY A four-week GEAR UP Gradkids Summer Academy, held in each county, is available to all GEAR UP students. It provides opportunities to visit college campuses, museums, and outdoor learning centers. The students receive advanced instruction in Gateway subjects and meet professionals in related careers. Family members are invited to attend Summer Academy graduation exercises, which includes diplomas, mortarboards, and small gifts for the graduates. Summer Academy graduates declare they feel more confident about their academic year endeavors. Two Algebra 1 classes were formed to accommodate these students.

VANDERBILT UNIVERSITY — DIVISION OF SPONSORED RESEARCH 2000

Contact: Joseph Cunningham
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Total Students Served: 4,200

PROJECT OVERVIEW Vanderbilt University, with Metropolitan Nashville Public Schools and six partners, established an academic and counseling reform initiative in the middle and high schools of two of Nashville's highest-need feeder patterns. During the project, GEAR UP Nashville is providing support to some 4,200 students and 380 teachers. Work funded by GEAR UP Nashville is nested within

Project GRAD Nashville, a preK-12 effort providing intensive professional development, academic, social, and psychological services to students and their families. GEAR UP supports the implementation of Project GRAD in the Pearl Cohn and Stratford Clusters. The partnership infuses resources for tutoring, mentoring, academic advising, college planning, and parent outreach. GEAR UP Nashville seeks to ensure that students enjoy quality instructional programs, support and motivation to learn, attention to college and career opportunities and requirements, and consistent parental outreach.

The project focuses on activities that build system capacity and establish mechanisms for ongoing renewal. Approaches with demonstrated track records among populations whose demographics match the target population are used. The management plan builds broad ownership among professionals, families, and community members; and establishes structures for constituents to learn about best practices and to pursue together a new vision and culture of learning.

STRATEGY The project works with a core of math teachers to develop a deeper understanding of the mathematical concepts and skills underlying the local curriculum development, and instructional strategies that can support this development. These teachers are provided with multiple experiences to facilitate learning about the students' understanding of mathematics, and are coached on how to support the development of a learning community. This professional development involves the use of a rubric detailing the development of a learning community that lays out benchmarks and goals.

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA 2001

Contact: Sandy Cole
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Total Students Served: 2,630

PROJECT OVERVIEW Many residents in the rural areas of Bradley County, Tennessee and Walker County, Georgia feel that their socioeconomic problems are insurmountable. Children begin their school careers eager to learn, but too many fall behind in the middle grades due to the many issues they face at home, at school, and in their culturally and financially impoverished communities. To ensure

that the most at-risk students in these communities have the academic and social skills, parental and community support, and access to strong schools that they need to complete high school and succeed in postsecondary programs, the University of Tennessee at Chattanooga (UTC) has established a partnership to provide GEAR UP services within Lake Forest Middle and Rossville Middle, two rural schools where the need for assistance is critical. The partnership includes three community colleges, two school systems, and four community partners.

The project will provide educational and social services to children at the targeted schools including tutoring, counseling, mentoring, summer enrichment programs, and community programs to foster college and career planning, life skills, motivation and resiliency, cultural diversity, and healthy lifestyles. GEAR UP will develop an Individual Graduation Plan for each cohort student and institutionalize all activities into the organizational structure of the target schools so that future cohorts receive GEAR UP services.

STRATEGY Through the unique features of the project: 1) a sustainability model will enable schools to continue the effective strategies beyond program funding; 2) professional development activities will use a train-the-trainer model for replication; 3) an incentive program (SchoolBucks) will provide students with rewards for improvements in various areas; 4) community partners have pledged to secure scholarship funding for at least 10 percent of GEAR UP students; 5) a Rise N Shine program will assist students who are late or absent from school more than twice a month; 6) parent groups can apply for mini-grants to support GEAR UP activities; and 7) Summer University will be offered and classes will be taught by school faculty and other community resources.