

1. Need for the Project

Magnitude or Severity of the Problem to be Addressed:

Scandinavia City Unified School District serves one of the most socioeconomically and educationally disadvantaged student populations in Carolina. Poverty rates are high and student achievement is low. Families struggling with subsistence have little knowledge of how to support their children’s school achievement or how to access college opportunities, and schools struggling with low performance are often overwhelmed with student needs and are unable to place much emphasis on the development of a college-going culture. Two middle schools, K. Carlson Middle School and Carolina Middle School, have been particularly impacted by these issues. Both serve extremely high percentages of students living in poverty, and significant populations of students who are not fully proficient in English (known in Carolina as “English Learners”). In addition, these schools are ethnically diverse, serving high percentages of African American and Hispanic students. The table below provides demographic information for these two middle schools, comparing them with district and state averages.

	Enrollment	F/R Lunch	Eng. Learners	Ethnicity
K. Carlson M.S.	614	506 (85.6%)	126 (20.5%)	African American: 29%; Asian: 10%; Hispanic: 39%
Carolina M.S.	749	567 (77.2%)	220 (29.4%)	African American: 26%; Asian: 21%; Hispanic: 34%
District	51,420	(64.5%)	(28.7%)	African American: 22%; Asian: 21%; Hispanic: 30%
State	6,322,182	(49.7%)	(25.2%)	African American: 8%; Asian: 8%; Hispanic: 47%

As one might expect, students struggle academically, and while there has been an improvement in overall school performance in recent years (please see below), the percentage of students scoring *Proficient* or above on the *Carolina Standards Test* (CST) in English language arts (Carolina Middle: 33%; K. Carlson Middle: 28%) and mathematics (Carolina Middle: 32%; K. Carlson Middle: 30%) remains low. The number of eighth grade students enrolled in Algebra 1 and taking the CST in algebra is also low (Carolina Middle: 55; K. Carlson Middle: 51), with fewer than 50% of those students scoring *Proficient* or above on the CST in algebra (Carolina Middle: 44%; K. Carlson Middle: 43%). The majority of the students from Carolina Middle and K. Carlson Middle attend high school at Harold Jackson High School and Smith High School. This represents a shift in the previous attendance pattern from Scandinavia High School, which in 2003 was transformed from a comprehensive high school to an independent charter school comprised of six autonomous small schools (please see below for more on the impact of this shift on GEAR UP). Both of these high schools are extremely large and serve high percentages of English Learners and students living in poverty. It should be noted that the vast majority of the socioeconomically disadvantaged students (receiving free/reduced lunch) enrolled in Harold Jackson and Smith come from Carolina Middle and K. Carlson Middle.

	Enrollment	F/R Lunch	Eng.Learners	Ethnicity
Harold Jackson	2,204	1,099 (52.2%)	731 (33.2%)	African American: 19%; Asian: 28%; Hispanic: 28%
Smith	2,388	927 (39.9%)	461 (19.3%)	African American: 12%; Asian: 27%; Hispanic: 28%

As expected, both of these sites struggle with attendance issues (attendance rate – Harold Jackson: 93.5%; Smith 94.4%) and student achievement. Official dropout statistics are misleading. For example, at Harold Jackson the official one-year dropout rate is 0.5% and the four-year dropout rate is 2.2%; however, last year there were 556 students enrolled in grade 12 and only 422 of those actually graduated, indicating a very high percentage (24%) of students who effectively “dropped-out” of school, even though they maintained enrollment. The official dropout rate for Smith High is zero, with all 441 of enrolled 12th graders graduating, but that figure does not take into account *Carolina High School Exit Exam* (CAHSEE) results which will have a significant impact on graduation rates beginning this spring. The table below illustrates the percentage of 11th graders at both Smith and Harold Jackson who, as of the end of the 2004-05 school year, had still *not passed* the CAHSEE in English language arts and mathematics (with most having taken and failed the exam multiple times).

11th grade students who have **not** passed the CAHSEE in ELA and math:

	ELA	Math
Harold Jackson	36%	19%
Smith	26%	23%

Passing the CAHSEE is required for graduation, but also important for determining students’ likelihood of going to college is the number of 12th grade graduates completing A-G course requirements for admission to state colleges. At Harold Jackson only 60 of the 442 students who recently graduated (14.2%) had completed A-G requirements, and at Smith only 138 of the 441 recent graduates (31.3%) had completed them.

Student performance on the SAT indicates a significant discrepancy between the incidence of test taking and performance of African American and Latino students, and that of white and Asian students. Overall, few seniors take the test (43% of seniors at Smith; 20% of seniors at Harold Jackson), and average scores are low. But they are lowest for Hispanic and African American students at these schools. The most shocking statistics are that only 2 of the 100 Hispanic seniors at Harold Jackson even took the SAT, and the average total scores for African American students at Harold Jackson were almost 400 points below the average total score for white students at Smith.

	Smith HS					Harold Jackson HS				
	Asian	Hispanic	Af. Am.	White	Total	Asian	Hispanic	Af. Am.	White	Total
Senior test takers	74 (46%)	17 (14%)	12 (22%)	91 (50%)	234 (43%)	51 (31%)	2 (2%)	21 (25%)	11 (9%)	97 (20%)
Average verbal	499	481	479	585	547	379	*	390	407	394
Average math	537	497	441	581	552	431	*	383	466	426
Average total	1036	978	920	1166	1099	810	*	773	873	820

* Data for fewer than 10 students are not displayed to protect the privacy of students.

All of these data indicate that readiness for and access to post-secondary education is significantly lacking for students attending our target sites, and particularly for African American

and Hispanic students, and English Learners. The situation is intensified by the lack of family support and engagement at these sites specifically targeted toward academic achievement and post-secondary goals. This is attributed primarily to low rates of parental education and little family understanding of the college-going process. Very few of the parents of students enrolled in our four target sites are college graduates (K. Carlson MS: 12%; Carolina MS: 15%; Harold Jackson HS: 16%; Smith HS: 42%), indicating that the vast majority of students in our target cohort will be first generation college students. Research documents that minority and socioeconomically disadvantaged families typically have little understanding of the college-going process. A survey report by the University of Southern Carolina's *Tomás Rivera Policy Institute* (January 2004) found that most Latino families do not know that there is financial aid available for college, leading to the assumption that college is an impossible goal to achieve, regardless of students performance.

This proposal represents an expansion of an existing GEAR UP project (ending in August 2006) that served students from these target middle schools but not these high schools. The previous project targeted Scandinavia High School, which is now an independent charter school with several school sites on the same campus. This shift in structure and change in attendance pattern have caused most students from Carolina Middle and K. Carlson Middle to attend Harold Jackson and Smith rather than Scandinavia High. At the middle school level there have been many positive reforms made as a result of school improvement processes and GEAR UP over the past five years that remain in place, including overall improvements in school performance, improvements in parental participation, and, most notably, a recent decision at K. Carlson Middle School to enroll all 7th grade students in Pre-Algebra, with a target of qualified

participation in 8th grade Algebra 1 of at least 50% of the students, with continued Pre-Algebra instruction for the rest in preparation for 9th grade Algebra 1.

In spite of these positive changes, gaps still exist at the middle schools, including the need for more support and high quality instruction in mathematics, and the need for more services for English Learners. Most students come into 7th grade at the target sites two to three years behind in mathematics, with many students needing basic instruction in multiplication. Clearly, support services are not enough. Something needs to be done to dramatically increase the quality of school-wide math instruction and accelerate student performance dramatically in their middle school years. In addition, 46 different languages are spoken by students in these schools, and many students come into 7th grade with limited English skills and are assigned to teachers who do not speak their languages.

The most **significant gap in services** is at the high school level. With students from K. Carlson Middle and Carolina Middle now attending Harold Jackson High and Smith High, middle school efforts to develop college-going competencies and expectations will be undone if the same work is not intensively carried on at the high schools. Specific gaps to be addressed by the project include the need for improving both the quantity and quality of academic and pre-college counseling at the high schools (academic counselor-to-student ratios are 1:735 at Harold Jackson and 1:796 at Smith), improving student preparation for the CAHSEE and SAT (please see data above), improving student enrollment in and completion of A-G courses through academic preparation and counseling services (please see data above), and improving parent understanding of college requirements and access (including knowledge of financial aid options) to overcome the inherent barrier created by such low levels of parental college completion. The most significant gap to be addressed by GEAR UP between 2006 and 2012 is the dramatic

discrepancy in academic achievement, A-G completion, CAHSEE success, graduation, and SAT/ACT performance between socioeconomically disadvantaged, African American, Hispanic, and English Learner students, and mainstream populations.

2. Quality of Project Services

Addressing these extensive needs requires an approach that develops the infrastructure to support a college-going culture over time, and provides support for students both at school and at home, building on resources that already have been successful in showing positive outcomes for our most difficult to reach student populations. For this reason, the University of Carolina at Douglas (UCD) has developed a strong partnership with Scandinavia City Unified School District, the Cooperative for Family Function, Linking Education and Economic Development (LEED), and Scandinavia Valley Organizing Community (SVOC) to develop a GEAR UP plan that builds on the successes of the previous program, addresses new and significant gaps in services created by the inclusion of the two new high schools, and engages local resources in a whole new way to ensure the success of all students in the participating cohort, including English Learners and African American and Hispanic students.

The project will serve two cohorts of students (one at each middle school) beginning in the 7th grade and following the students to the two high schools through graduation, focusing on five mutually-supportive components: (1) **Monitor and support individual student progress** toward preparation for college, sharing that information with students, parents, teachers, and counselors; (2) **Provide academic support for students** through structured teacher coaching, the coordination of tutorial services and the provision of summer academies; (3) **Build the knowledge and skills needed for success on standardized assessments**, including the *Carolina Standards Test*, CAHSEE, SAT and SAT 2, and ACT; (4) **Build parent and student knowledge**

of graduation, college entrance, course and career educational requirements, and financial aid eligibility; and (5) **Implement a Family Education Forum (FEF) to promote college awareness and parental leadership** in each of the GEAR UP schools. All of these proposed activities have a record of success, and are based on an educational support process that starts in elementary school and follows students through graduation from high school. Starting in the 4th grade, students at 16 elementary schools in the Scandinavia City Unified School District receive Reservation for College (RFC) materials that continue through the 6th grade. Studies have shown that the earlier children learn that they can go to college, the better prepared they are to pursue college opportunities (Paul, 2000). Upon graduation from elementary school, students will enter the GEAR UP program in the two target middle schools and will remain in the program through high school, graduation, and application to college.

Key to the partnership's development of this GEAR UP proposal is an emphasis not only on *what* services will be offered, but specifically *how* they will be offered. The partnership has created an innovative team approach, placing a coordinator and academic advisor (counselor) at each school site to work closely with the site leadership team made up of the site administrator, academic counselors, and lead teachers (or department heads at the high schools) in English language arts and mathematics. This team approach will ensure that: (a) all resources are coordinated to support the achievement of positive outcomes for students and project objectives, and (b) to ensure that local capacity within the school district and each participating school is developed to sustain GEAR UP changes after the funding period. In addition, parent outreach activities go far beyond traditional techniques to actually empower parents as school leaders and target marketing activities to develop a college-going culture throughout the local community, as well as the target sites.

The entire UCD GEAR UP program is based on solid research. College preparation must begin as early as possible and focus on readiness rather than remediation. The technical components of pre-college programs cover the structures, strategies, and knowledge necessary to prepare students for admission, enrollment, and graduation from college (Oesterreich, 2000). Effective programs provide students with rich academic content, as well as other support, to promote their intellectual development (Fashola and Slavin, 1997). June and Tierney (1999) caution that a “cookie-cutter” approach to college preparation comprised solely of technical components is not enough. Students’ cultural beliefs and norms must be integrated into program curriculum, teaching strategies, and educational resources, and they must be built upon in a positive manner (June and Tierney, 1999; Knight, Newton, and Oesterreich, 2000).

Specific GEAR UP services to be provided:

Individual student support – The Education Trust (NCTSC, 2003) has identified counselors as key change agents that can fundamentally impact outcomes for low-income, first-generation college students. The project will employ two **full-time academic advisors** (counselors) to work with the target cohort at each middle school, and to follow the cohort from the middle schools to the high schools. In year one, the academic advisors will work with 7th grade students in preparing an individual learning plan (ILP), tracking attendance, and working with the site coordinator to make individual contact with each student’s parent(s). The academic advisors will review student GPAs, transcripts, and assessment data, and work closely with the site administrators and other staff to determine specific interventions necessary to assist each student to obtain and sustain a college-prep course progression. SCUSD will provide a database to monitor and track student from the middle school to the high school. Teachers, counselors, administrators, and GEAR UP staff will be able to access student data to ensure students are

receiving intervention services, as needed. The GEAR UP site coordinators and academic advisors will administer the ACT Explore in the 8th grade to assess student career interests and assist with the revision of ILPs to include plans to help students transition into the smaller learning communities (SLCs) of the high schools. The academic advisors will assist further with the transition to high school during the 8th grade year, working with the site coordinator to plan and implement high school site visits and course selection. Beginning in the 9th grade, academic advisors will review reports of the Transcript Evaluation Service (offered through the UC Office of the President). TES generates reports of individual student progress toward the completion of A-G requirements. GEAR UP academic advisors will also coordinate with existing academic counselors at the high school to supplement, rather than replace, their services and to train existing academic counselors in the various services available for use with all students (TES, Mathematics Diagnostic Testing Program, etc.) that can be used to improve access to post-secondary education for students who are not in the GEAR UP cohort and, more importantly, for all students after the GEAR UP funding period. GEAR UP academic advisors will meet individually with students in the cohort *at least* twice per year (more often for at-risk students), and will also meet with small groups of students throughout the year as students with common needs are pulled together to support each other.

Academic support – Providing academic support for students who are at risk for school failure is an important component of any program intending to increase graduation rates and college attendance. The GEAR UP academic advisors at each site will play an important role in identifying students who are in need of remediation and who would most likely benefit from individual or small group instruction. Working in collaboration with school site administrators who oversee a variety of **intervention and tutorial services**, the GEAR UP counselors will

assist in prioritizing student need for available services. In addition to the intervention programs already offered at each site, including Smaller Learning Communities at the high schools, supplemental educational service providers, structured intervention courses in reading and math, English language development and sheltered English instruction, the GEAR UP site coordinator and counselor will continue to coordinate tutorial services provided through site-based programs (Title I, etc.) and other UC Douglas programs (Carolina Academic Partnership Program, etc.).

A **Summer Math Academy** will be coordinated for GEAR UP cohorts during the summers before their 9th grade year (2008). Students will be selected based on teacher referrals and the GEAR UP academic advisors' review of student assessments such as the CST mathematics and the Mathematics Diagnostic Testing Program (MDTP). Students targeted for participation will be those who will be advancing to Algebra in the 8th grade, but whose mathematics skills need further development in order for them to be successful.

The content of the math academies is not traditional mathematics instruction. The partnership has adopted a research-based model that uses a four-stage learning process to teach core mathematical concepts. In the first stage, students work with manipulatives to make the core concept concrete, regardless of the level of mathematics involved. In the second stage, they work with lessons that build a bridge from the concrete manipulative to solving real problems. In the third stage, they work with abstract problems found in their textbooks and standards-based exams. In the fourth stage, they go back and review the manipulatives to reinforce the connection between the manipulatives and the problems in their textbooks and standard examinations (Alper, et al. 1997; Greeno, J. 1997). GEAR UP funds will be used to support the costs of all teachers. Academy math teachers will be recruited from GEAR UP schools and provided training in the summer math academy curriculum. In this way, the summer math

academy can impact both student academic performance and the ongoing quality of mathematics instruction at the target sites. Math academy tutors will be recruited from UC Douglas and trained by the site coordinator. The math academy will serve 50-60 students.

Student academic support will also be provided by the **Link Crew** program and other transition to high school support services for cohort students in 8th and 9th grades. Link Crew literally “links” freshmen with a trained upperclassman “Link Leader” for both structured and unstructured social and academic support. Link Crew outcomes in other similar high schools include dramatic reductions in freshman behavioral referrals, truancy, and academic failures. In addition to Link Crew activities, academic advisors and site coordinators will coordinate high school visits for 8th graders, and LEED staff will arrange parent training around high school expectations. Also, 8th graders will take the *ACT Explore* assessment to begin discussions about career paths and high school/college requirements for various career options.

Additional support for improving student academic support is found in the teacher coaching component. During the cohort’s 7th grade year, a certificated mathematics specialist will provide instructional coaching for all mathematics teachers in the two target schools. The coach will work at least 4 hours per day and will spend at least 90% of that time in mathematics classrooms, observing teachers, providing demonstration lessons, and assisting teachers in providing high quality mathematics instruction. Many of the math teachers at the target middle schools are new teachers in need of expert assistance in not only remediating students’ math deficits, but accelerating student performance, making the completion of Algebra by the end of 9th grade a possibility. The placement of a coach in the classroom serves the dual purposes of: a) providing less experienced math teachers with expert coaching and b) decreasing the student-to-teacher ratio in mathematics classes during the critical 7th grade year.

Coaching support will also be provided by LEED, one of our project partners, during all 6 years of the project, for teachers, counselors and administrators. LEED's coaching will be on classroom and collaboration strategies that provide access to college for students from traditionally underrepresented groups. While this coaching does not focus entirely on academic preparation, there is an academic preparation component. Please refer to the section on professional development (below) for more information.

Building knowledge and skills for standardized assessments – Students participate in a variety of standardized assessments during their high school career, but two categories of exams are particularly critical in giving students access to post-secondary education: the *Carolina High School Exit Exam* (CAHSEE) and the SAT/ACT. The data provided previously clearly demonstrate the need for test preparation programs in both of these areas. Both Harold Jackson and Smith have purchased and are using the Kaplan CAHSEE preparation program, which is provided for all 10th grade students prior to taking the test for the first time. GEAR UP staff will assist with the implementation of this program and will coordinate follow-up test-prep courses for 11th and 12th grade students who have not passed the CAHSEE (using Kaplan materials).

In the past, SAT/ACT preparation instruction has been provided for UCD GEAR UP schools through the **SureScore** program. At Smith, Kaplan SAT/ACT test prep materials are used. In the future, this instruction will be provided using SureScore, ACT Fundamentals/Prep, Kaplan SAT/ACT, or another SAT/ACT preparation program to be determined by a formal bid/selection process, as required by the UCD Research Department. SureScore is a college preparation company working with many middle and high school campuses, school districts, and grant-based college awareness initiatives. Through the SureScore model (or whatever model finally receives approval), four teachers will be provided with a two-day, twelve-hour

comprehensive training on an SAT-prep course, and another four teachers will attend a two-day, twelve-hour training on an ACT curriculum. Test-prep programs will be administered at the high school level as a sixth period (extended day) class. Teachers trained in the curriculum will have access to all materials, including SAT and ACT preparation manuals, quizzes, and supplemental materials. By providing intensive training to existing high school teachers, the GEAR UP program again serves the dual purposes of providing supplemental instruction for students and increasing the capacity of regular teachers to provide high-quality English language arts and mathematics instruction.

In addition to CAHSEE and SAT/ACT test prep, the project will provide test prep instruction and support for the annual STAR/CST exams students take every year (except year 12). Test preparation efforts in grades 7-8 will focus on these STAR exams in preparation for the CAHSEE and SAT/ACT in high school. This instruction will be facilitated at the middle schools by the expert coach (during the cohort's 7th grade year) and the site coordinators (both years). Teachers will be trained in how to most effectively use STAR test prep materials at each site. The site coordinators will organize small test prep groups to meet during the after school hours for several weeks prior to the STAR administration each year to focus on students scoring at the *Basic* level on the CST the previous year, who would be most likely to benefit from targeted, small group test-prep instruction in order to achieve the *Proficient* level.

Building knowledge and skills for college enrollment – Building knowledge and skills for college enrollment includes several critical activities, including implementation of the **GEAR UP for College** curriculum, instruction for teachers and students in the **SureScore “Fundamentals of College Admissions Program”** (or another similar program selected during the implementation period through a formal quality review and bid process), **instruction for**

students and parents in financial aid opportunities and applications and strategies to support their children's potential to attend college, and variety of **information outreach activities** to students, parents, and teachers designed to assist in the development of college-going culture at the target sites.

The ***GEAR UP for College*** curriculum is taught in 7th and 8th grade science classes at each of the target middle schools. Serving as a continuation of the 4th-6th grade *Reservation for College* curriculum currently being taught at the elementary schools, *GEAR UP for College* was designed to provide continued college information and support to maintain the momentum that began in fourth grade.

During the past five years, a science curriculum specialist from UC Douglas has led the GEAR UP middle school science teachers in developing, testing, and refining a 10-unit *GEAR UP for College* teacher manual and student workbook. It has been integrated into all middle school science classrooms at both middle schools. The curriculum involves students in fun and challenging activities that help them understand that higher education can make a positive difference in their lives, and covers specific Carolina science and English language arts academic standards. A portion of the 8th grade curriculum helps students understand that they need to start working toward their career and educational goals before they reach high school (Edling and Loring, 1996).

At the high school level, the college awareness component consists of **individualized counseling**, cohort assemblies (2-3 times per year), participation in two **college fairs** (10th and 11th grades), and use of the SureScore/ACT "Fundamentals of College Admissions Program." **The SureScore/ACT "Fundamentals"** program trains four teachers during a one-day inservice and provides 350 student manuals to prepare students to conduct college research, select their

institutions of choice, prepare for the admissions process, and complete applications. These informational strategies combined form a **continuum of informational support** for students over the course of their high school career, starting with information assemblies in 9th grade that continue throughout the four years, college fairs in 10th and 11th grade, the SureScore/ACT “Fundamentals” program in 10th and 11th grade, and the support of the GEAR UP academic advisor and site coordinator all along the way.

Parent education has been designed to include both outreach and training components, and to include parent leadership development. A full-time Family and Community Coordinator will coordinate all family activities, including those provided by GEAR UP, the schools, and our community partners. Beginning when the cohort is in the 7th grade, the GEAR UP team at each site will work to recruit active parent-leaders to serve as liaisons between the GEAR UP team and the larger parent community. These parent-leaders will participate in the Family Education Forum (see below), as well as all other parent activities, and assist with the recruitment of other parents for participation as well. Each year, parent information nights will be held at each school to explain the GEAR UP program, the activities in which children will participate, and to answer any parent questions about the program. The basic parent education program will include quarterly parent education workshops throughout the six years of the program, focusing on topics such as the importance of academic preparation for college, what parents can do at home to support their children’s academic progress, education levels required for various careers, local resources for tutorial support, financial aid availability for college, high school course selection in preparation for college, what college life is like, *et cetera*. Financial aid availability and options will be discussed at parent workshops every year of the GEAR UP program. The presentation of **21st Century Scholar Certificates** will integrate smoothly into the GEAR UP

curriculum in the 8th grade, culminating with individual family advising, as well as an 8th grade graduation presentation.

Our three **community partners** will be particularly important in assisting us in our work with families. **LEED** will develop, print, and distribute social marketing materials targeting students who will be first generation college students. This will be part of a community campaign to develop a college-going culture in the local community which will include family information nights and other outreach activities. **Scandinavia Valley Organizing Commission (SVOC)**, is a local 501(c)(3) organization representing a network of faith-based groups, schools and a diverse set of non-profit institutions that are committed to organizing around issues of social justice (vulnerable families, education, housing, employment, homelessness). SVOC will provide training for parents (two 2-hour sessions per year) as part of the Family Education Forum, access for GEAR UP staff and parents to SVOC's nationally renowned quarterly speaker series on school reform, and organize an annual conference for stakeholders at participating schools to assist them in organizing as a community to strengthen the public school system. **The Cooperative for Family Function (CFF)** will provide a staff member to assist with the Family Education Forum and conducting outreach to parents. CFF will also implement their *Project MALE* pregnancy prevention program to be delivered during the first two years of the project (including materials, supplies, training, instructors, etc.) as a strategy to prevent pregnancy-related drop-outs and promote responsibility.

In addition to activities in which parents are invited to participate, ongoing information outreach will be conducted through the project's bi-annual (fall/spring) newsletter, which will be sent to the homes of all participating students, and posted on the project website. The GEAR UP team at each site (academic advisor, site coordinator, family and community coordinator) will

continually make contact with parents as students participate in activities to provide information about those services and gain parental permission for participation. An annual survey will be administered each year to gather parent and student feedback, and that information will be used to improve communication and program activities. Career/college awareness assemblies held 2-3 times per year in grades 7-12, annual career fairs held during the 7th and 8th grade years, and college fairs held during the 10th and 11th grade years, combined with various special events throughout each year (“Dinner with a Scientist/Professional,” fieldtrips for 8th graders to the high school and college campuses and for high school students to colleges, etc.) round out the information outreach component of the program.

Develop a Family Education Forum – While the **Family Education Forum** (FEF) is technically a component of the family information and outreach portion of the project, it stands alone in that it is an in-depth parent engagement and training program designed to strengthen and increase parents’ knowledge of the public education system, to transfer organizing skills to ensure future independent implementation of the program, and to adapt and design training and curriculum materials to reflect the diversity of needs in the community. Through a series of weekly presentations designed and organized in collaboration with UC Douglas staff, school site parents, teachers/administrators, and community partners, the model takes full advantage of local resources to enrich the learning environment of a forum. While the FEF began as the parent support component for the student-centered *Reservation for College* program, it has become a tool for the development of parent leadership and empowerment, and it helps parent-leaders develop basic organizing/planning skills that can be used throughout their child’s academic career. The leadership development component of the FEF also serves as a catalyst for outreach to bring hard-to-reach parent groups into the educational process. The FEF program will be

delivered in Spanish and English, and resources are available in the community to deliver the program in other languages, as needed.

Professional development and training:

Professional development will take place at a variety of levels. First school administrators, teachers, and GEAR UP staff (counselors, site coordinators, etc.) will participate in state and regional GEAR UP and college readiness conferences (CAPP, etc.) and workshops throughout each year. New personnel will be trained by UCD's experienced GEAR UP staff through a one-day pre-service training session, a two-day pre-service job shadowing activity, monthly topic-based trainings, and ongoing coaching and support.

The professional development program for teachers at the target sites has been designed to complement the professional development programs taking place at these sites as part of their existing school improvement programs. SCUSD teachers are currently required to complete 18 hours of professional development each year. At the GEAR UP sites, the professional development offered to, and expected of, teachers will include project-specific training. The overall intent of professional development is to build teacher capacity to provide high-quality instructional services (including test-prep services, tutorials, etc.) after the GEAR UP funding period, and to support the ongoing improvement of teachers' instructional practice in the classroom, leading to improved student academic achievement. Most professional development activities have been included in the discussion of each specific project component. To summarize, 7th and 8th grade science teachers receive one full day of inservice training in the *GEAR UP for College* curriculum and ongoing support and coaching provided by the site coordinators. Math academy teachers will be drawn from the math teachers at the middle schools and high schools, and will receive a full day of training in the math academy curriculum,

and follow-up support during the implementation of the math academy provided by a UC Douglas math specialist. Math and English language arts teachers providing test training (STAR test-prep, *CAHSEE on Target*, SAT/ACT) will be provided with a two-day, twelve-hour training and ongoing coaching provided by the site coordinator. Math teachers at the middle schools will also receive in-class coaching in mathematics provided by a certificated mathematics specialist during the 2006-07 year.

An innovative feature of the UCD GEAR UP professional development plan is the inclusion of teacher and counselor coaching provided by LEED, one of our community partners. Quarterly in-services at each site will be offered, each followed by two, half-day coaching visits focused on helping school staff build strategies and tools to support college access and success for students. Coaching support will follow a coaching cycle adapted from the Bay Area Coalition of Equitable Schools (Bay CES), including: Observe and Access; Developing a Theory of Action; Establishing Relationships and Identifying Primary Clients; Enrolling the Client and Setting Measurable Goals; and Providing Coaching Intervention.

All tutors, regardless of whether they are employed through the schools or another UC Douglas program or are volunteers provided through one of the community partners, will participate in pre-service training ranging from 4 to 13 hours depending on the specific tutorial program with which they will be working. The UC Douglas School/University Partnerships department has developed a high quality tutor training program that has been very effective in improving the quality of tutorial services in a wide variety of instructional programs throughout northern Carolina. The parent leadership committee and the parents in the FEF program will work to develop parent capacity to assist with tutor coordination activities. These professional development plans include targeted training for all teachers at the middle schools, and a

significant percentage of the math and English language arts teachers at the high schools (6-10 teachers). Department chairs will be included in all training as part of the plan to build capacity at each site. All professional development activities will focus not only on academic instruction, but also on cultural competence and sensitivity, and skills for improving the performance of student groups that are traditionally underrepresented among the college-going population (specifically, English Learners, Hispanic students, and African American students).

Long-term and systemic effects of the services – project objectives and benchmarks:

The overall goal of the UC Douglas GEAR UP program is to increase access to college and actual college attendance for GEAR UP students through the development of a college-going culture at each of the target sites, and to build the capacity of the local school sites to maintain this college-going culture and high rates of student college attendance in the future.

The following mutually-supportive objectives and performance measures support achievement of the overall goal:

Objective 1: Increase the academic performance and preparation for post-secondary education for GEAR UP students. **1a.** (GPRA): The number and percentage of GEAR UP students completing Pre-Algebra by the end of 7th grade will increase by 10% in 2007 and 2008 (baseline: 2006 data, to be available in June 2006; target: 10% increase each year). **1b.** (GPRA): The number and percentage of students completing Algebra by the end of 9th grade will increase by 20% as of June 2009, the cohort's 9th grade year (baseline: Harold Jackson – 106; Smith - 179; target: 127 at Harold Jackson and 215 at Smith by June 2009). **1c.** (Program): Each year, at least 95% of GEAR UP students will be promoted to the next grade level on-time (baseline: 2006 promotion rate, available in June 2006; target: 95% each year). **1d.** (Program): The average daily attendance of GEAR UP schools will increase by at least 1% each year until a level of 95%

is achieved and maintained (baseline: Harold Jackson – 93.5%; Smith – 94.4%; target: 1% increase each year or at least 95%). **1e.** (Program): Increase GEAR UP student expectations/commitment to attend college by at least 10% each year until a level of 90% is achieved (baseline: to be established by survey of cohort in fall 2006; target: 10% increase each year). **1f.** (Project): Increase the percentage of GEAR UP students scoring *Proficient* or above on the *Carolina Standards Test* in English language arts and math by at least 10% each year (baseline will be determined by the cohort’s 2006 CST scores, available summer 2006; target = 10% increase each year).

Objective 2: Increase the rate of high school graduation and participation in post-secondary education for GEAR UP students. **2a.** (GPRA) Increase the number and percentage of GEAR UP students graduating from high school (baseline Harold Jackson: 76%, Smith: 94.3%; target: 75% of cohort in 2012¹). **2b.** (GPRA) Increase the number and percentage of GEAR UP students entering college after high school to 67% (baseline rate: Harold Jackson: 65%, Smith: 48%, including community college enrollees; target: 67% of cohort). **2c.** (Project) Increase the passing rate on the CAHSEE until a rate of at least 75% is achieved (baseline: Harold Jackson: 64%, Smith: 74%; targets: 10% increase annually until rate of 75%+ is achieved). **2d.** (Project) Increased student performance on college entrance exams of at least 10% each year for students participating in test-prep programs (Harold Jackson baseline SAT verbal: 394, SAT math: 426, SAT total 820; Smith baseline SAT verbal: 547, SAT math: 552, SAT total 1099; target: 10% increase each year).

¹ Please keep in mind that, beginning in 2006, passing the CAHSEE is required for graduation.

It was not required for the baseline statistics listed.

Objective 3: Increase GEAR UP students' and their families' knowledge of post-secondary education options, preparation, and financing. **3a.** (GPRA) The number and percent of students and their parents demonstrating knowledge of necessary academic preparation for college (course requirements, college entrance requirements, GPA, etc.) will increase by at least 10% each year, as measured by annual surveys (baseline: to be established in the first cohort survey in fall 2006; target: 10% increase each year). **3b.** (GRPA) The number and percentage of students and parents demonstrating knowledge of financial aid options, cost of college attendance, and how to acquire financial aid will increase by at least 10% each year, as measured by annual surveys (baseline: to be established in the first cohort survey in fall 2006; target: 10% increase each year).

3. Quality of Project Personnel

UC Douglas, in accordance with state and federal Equal Employment Opportunity laws, provides fair employment opportunities to all applicants, regardless of race, color, national origin, religion, sex, mental or physical disability, ancestry, marital status, age, sexual orientation, citizenship or status as a veteran. However, on projects that require staff work with diverse populations, such as GEAR UP, department staff seek and encourage applications from potential staff with background experiences similar to those of the population to be served and who demonstrate cultural sensitivity and a depth of understanding sociocultural issues. In many cases, these potential staff members are members of traditionally underrepresented groups. Evidence of the commitment of the Department of Academic Preparation Programs in this area is found in the makeup of the current employees of the School/University Partnerships unit (of which GEAR UP is a part). Approximately 77% of the unit's employees are women and 44% are Latino, 11% are African American, 11% are Pilipino, and 33% are white/Caucasian.

The GEAR UP **Project Director** will devote 100% of her time to the successful implementation of the program. **Lydia Davis**, who will serve as the Project Director has been the UCD GEAR UP Director for the past 2 years. She holds a Ph.D. in Agriculture Education from Iowa State University. In addition to seven years of teaching experience at the secondary level, Dr. Davis has extensive experience managing large education projects, including management of an agricultural education program for 8 years and service as the Science & Academic Preparation Coordinator (within the School/University Partnerships division at UCD) for 3 years. Dr. Davis is the author and developer of the *GEAR UP for College* curriculum that has been (and will continue to be) administered at GEAR UP middle schools in SCUSD. The Project Director will be responsible for supervising the program and all program staff, serving as the primary contact for grantor, University and partnership organizations. In this capacity, she will be responsible for complying with all local and federal reporting requirements and ensuring that the program is fully implemented and of sufficient quality to achieve all program and project objectives.

The day-to-day operations at each target site will be coordinated by the two, full-time site coordinators. The site coordinators must hold a BA/BS degree, have experience working with students at the secondary level, and possess a valid Carolina driver's license. They must have excellent knowledge of college admissions and scholarship requirements, high school graduation requirements, and academic standards. Most importantly, the site coordinators must have excellent oral and written communication skills, and experience working with diverse populations. Experience working in a successful GEAR UP program is preferred. The site coordinators will work with teachers, counselors, and administrators at the school sites and all community partners to fully plan, implement and assist with the evaluation of all of the site-based programs described in this proposal. The site coordinators will be responsible for both

direct services to students, as well as professional development for teachers. During the first two years of the project, they will be placed at the middle schools; during the final four years, they will follow their cohorts to the high schools.

Two full-time **Academic Advisors** will provide continued academic and supportive counseling to 7th through 12th grade students participating in the GEAR UP cohort. Like the site coordinators, the academic advisors will move from the middle to the high schools with their cohorts. They will be primarily responsible for working with students to develop ILPs and monitoring student progress (academic achievement, course completion, ILP progress, etc.) through the duration of the project. Academic Advisors must possess a minimum of a BA/BS degree (Pupil Service credential is desirable) and have extensive knowledge of college entrance requirements and procedures. The academic advisors must also have experience working with secondary school students and have the ability to communicate well, both orally and in writing, with students, parents, and teachers. Bilingual proficiency (Spanish or Hmong) is desired, but experience working with culturally diverse populations is required.

Rounding out the site teams is the full-time **Family and Community Programs Coordinator** (a.k.a. Family Coordinator) who will serve half-time at each target site (middle schools in years 1 and 2; high schools in years 3-6). The Family Coordinator will be primarily responsible for facilitating parent contact with project staff and coordinating all of the parent education components of the project, including the recruitment and training of parent leaders, the implementation of the Family Education Forum, the implementation of parent education workshops, and coordination of outreach and training activities conducted by project partners. The Family Coordinator must possess a BA/BS degree, a valid Carolina driver's license, and

have at least two years of experience working directly with families. He/she must also have excellent communication skills. Bilingual proficiency (Spanish or Hmong) is highly preferred.

Finally, a GEAR UP **Program Assistant** will provide administrative support for the project, and will be responsible for processing and reporting financial documents using the online accounting system, preparing related correspondence, maintaining financial files, providing event and travel planning and support, and assisting with scheduling and other program logistics. The Program Assistant will meet all requirements for a UCD Program Assistant II position, including possession of excellent oral and written communication skills, computer proficiency, good interpersonal skills, and experience maintaining confidential materials and working in a multicultural setting.

4. Quality of the Management Plan

The UCD GEAR UP project will be managed within the UC Douglas Department of Academic Preparation Programs underneath the director of that department (please refer to the “Quality of Project Personnel” section). The project director will devote 100% of her time to the project, as will the site coordinators and academic advisors at each site, providing a powerful site-based support team for the cohort of GEAR UP students as they progress through the grade levels. The family and community coordinator will be employed full-time, dividing his time between the cohort sites, and working very closely with the three community partners (LEED, the Cooperative for Family Function, and SVOC).

Monthly meetings of each site team (project director, site coordinator, academic advisor, family and community coordinator, site principal, and department chairs) will be held to review program implementation progress and determine the degree to which project services are being implemented as planned. The summary of results from each of these site team meetings will be

reviewed at quarterly partnership meetings at which the entire partnership (including all site team members, community partners, UC Douglas Academic Preparation Programs staff) comes together to provide feedback for project and site staff on implementation. Specifically, feedback will target addressing evaluation questions and data indicating the degree to which objectives have been achieved (please refer to the evaluation section for more detail). At the site level, information from the monthly site team meetings and quarterly partnership meetings will be shared with each school's faculty and school site council (which includes administrator, teacher, classified staff, parent, and student representatives) to provide monthly opportunities for feedback regarding project implementation. The project director will be responsible for ensuring that the feedback loops within each site and for the project as a whole are functioning as designed. Notes and records of feedback opportunities will be maintained for this purpose. In addition, a GEAR UP parent advisory committee will be developed at each site to provide information for parents and to give parents an opportunity to provide input into the program and practice leadership skills developed during parent education activities. Implementation status and progress toward the achievement of objectives will also be presented to the parent advisory groups for feedback. The schedule of the site parent advisory groups will be determined by the parents at each site, but will take place no less than quarterly.

The table on the following pages illustrates the project's activities, corresponding objectives, responsibilities, and timelines. Data collection timelines are more clearly defined in the evaluation section.

Obs.	Activity	Person(s) Responsible	Timeline					
			Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
1, 2, 3	Hire/assign staff	PD	✓					
1, 2, 3	Provide pre-service training for staff	PD	✓	✓	✓	✓	✓	✓
3	Site orientations for parents, teachers	SC, AcAd, P, PC	✓	✓	✓	✓	✓	✓
1, 2, 3	Create student & parent advisory groups (qtly mtgs)	SC, L	✓		✓			
1, 2, 3	ILPs developed and monitored	AcAd	✓	✓	monitored			
1	MDTP assessment	AcAd, P	✓	✓				
1, 2	Coordinate tutoring, intervention services	SC, L, CFF	✓					→
3	Recruit parent leaders	PC	✓		✓			
3	Implement GEAR UP curriculum	SC, T, PD	✓	✓				
1, 2	Implement summer math academy	SC, PD, T			✓			
2	Link Crew/transition to high school activities	SC		✓	✓			
3	Parent workshops (quarterly); info night (3-4/year)	SC, PD, L	✓	✓	✓	✓	✓	✓
3	Career fairs	PD, SC, AcAd	✓	✓				

2, 3	Community marketing activities (LEED)	L	✓						→
2	UC transcript evaluation services (GATEWAY)	AcAd			✓	✓	✓	✓	
1, 2, 3	Creation of cohort-tracking database	SCUSD ARES	✓	monitored and updated					
1, 2	Training for teachers providing test-prep services	SC, PD			✓	✓	✓	✓	
2, 3	<i>ACT Explore/Plan/Fundamentals</i>	SC, T		✓	✓				
2	<i>Kaplan CAHSEE test prep</i>	SC, T				✓	✓		
2	ACT/SAT prep	SC, AcAd					✓	✓	
3	College fairs	PD, SC				✓	✓		
3	Family Education Forum (FEF)	FCC	✓	✓	✓	✓	✓	✓	✓
2, 3	FAFSA workshops	PD, SC							✓
1, 2, 3	Implement Project MALE at middle schools	CFF, SC	✓	✓					
2, 3	College application assistance	PD, SC, AcAd							✓
2, 3	Scholarship searches	AcAd, SC					✓	✓	
1, 2, 3	Individual progress/attendance tracking	AcAd	✓						→
3	Newsletter (2 per year)/website	SC, PD	✓						→

2, 3	Field trips (high schools/colleges)	SC, P	✓	✓	✓	✓	✓	
1, 2, 3	Administer student, parent, teacher project surveys	SC, Evaluator	✓	✓	✓	✓	✓	✓
1, 2	Provide coaching to content area teachers	L, P, SVOC	✓					→
1, 2	Provide middle school math teacher coaching	Math Coach	✓					
1, 2, 3	Coordinate school site assemblies	PD, SC, AcAd	✓					→

PD = Project Director; SC = Site Coordinators; AcAd = Academic Advisors; PC = Parent/family coordinator; P = Principals; T = Teachers; L = LEED; CFF Center for Fathers & Families; UCD = other UCD program staff

The feedback loop described above ensures that a diversity of perspectives will be brought to bear on the operation of the project. Parents will have the opportunity to provide input through participating in workshops and completing evaluations at the end of those workshops, participating in site parent advisory committees, participating in school site councils which will receive updates and opportunities for feedback monthly, and completion of annual project surveys. Teachers will have the opportunity to participate in GEAR UP professional development by participating on the site team, by providing feedback at regular staff meetings, and by completing annual surveys. Both parents and teachers can also provide feedback at any time to members of the site team simply by expressing their ideas or concerns either verbally or in writing. Students have the opportunity to give their perspective through representatives on the School Site Council and through active participation in services, completing evaluations at the end of services, and participation in the annual project survey. A student advisory group will also be developed at each site specifically for this purpose. GEAR UP is designed to invite participation from a variety of disciplinary and professional fields. Not only are guest speakers invited to campus from a variety of careers and academic disciplines, but assistance is sought for training teachers from content area specialists in science, mathematics, and English language arts, and various schools on the UC Douglas campus participate in GEAR UP activities throughout the course of the cohort's experience, including the School of Medicine, the School of Veterinary Medicine, and the School of Education. The community is represented predominantly through LEED and the Cooperative for Family Function which will participate in quarterly partnership meetings and have the opportunity to offer their perspectives to site coordinators frequently through the daily provision of services. It should be noted that this project was specifically designed to address the disparity in academic performance and access

to/attendance at college between mainstream populations and our most disenfranchised student populations (English Learner, African American, and Hispanic students). To that end, parent outreach activities will be conducted in English, Spanish, Hmong, as needed. The Family Education Forums will also be provided in those languages, and tutors and college speakers will be recruited to represent the linguistic and ethnic groups we are targeting to provide models of success for students.

5. Quality of the Project Evaluation

The evaluation of the UCD GEAR UP project will be based on a continuous improvement evaluation design in which data are collected and analyzed on a regular basis, and used to improve project performance. The evaluation will include both formative and summative components, collecting both qualitative and quantitative data for each of these components. A project evaluation team will be convened, led by the project evaluator (see below) and include the project director, site coordinators, and the Director of School/University Partnerships, and the Director of the Department of Academic Preparation Programs. The evaluation team will meet quarterly and will be responsible for monitoring the formative and summative evaluation efforts, and reporting progress quarterly to the partnership. The formative evaluation will focus on several key evaluation questions: (1) To what degree has the project been implemented as planned? (2) What evidence documents student, parent, and teacher participation in the various components of the program? (3) What evidence documents opportunities for feedback and actual feedback provided by students, parents, teachers, administrators, GEAR UP staff, and community partners? (4) What evidence documents the degree to which the project is on target

for the achievement of project objectives? (5) What evidence documents the development of capacity at the target school sites to sustain the program after the federal funding period?

Summative evaluation activities will focus on annual documentation of the degree to which objectives have been achieved. Available summative evaluation data will be gathered quarterly (when available) and reviewed by the evaluation team, although most summative data are available annually and will be gathered on an annual basis and reported in the annual performance report. The table on the following page documents data to be collected for each project objective and evaluation question, the timeline for that collection, and the person(s) responsible. The person(s) listed as responsible is responsible only for data collection; the project evaluator will be responsible for all data analysis.

Achievement of Objectives – Summative Evaluation			
Objective	Measure	Timeline	Responsible
1a. 7 th grade Pre-Algebra	Student transcripts/grades	End of each semester	Academic advisors
1b. 9 th grade Algebra	Student transcripts/grades	End of each semester	Academic advisors
1c. Grade level promotion	Transcripts, school promotion records	June, annually (progress reviews each quarter)	Academic advisors
1d. Average daily attendance	School attendance records	Monthly	Academic advisors, principals
1e. Student expectation to	Annual project survey	Fall 2006, spring 2007-12	Site coordinators

attend college			
1f. CST performance	CST (ELA and math)	Annually, spring/summer	Principals, project director
2a. High school graduation rate	Graduation records	Annually with quarterly progress reports	Academic advisors
2b. Students entering college	Student college enrollment reports	June 2012 (monitor monthly in 2012)	Academic advisors
2c. CAHSEE passing rate	CAHSEE	Quarterly, years 4, 5, and 6	Site coordinator, academic advisors
2d. College entrance exam performance	SAT and ACT scores		Academic advisors
3a&b. Parent and student knowledge	Survey	Annually	Site coordinator
Evaluation Questions – Formative Evaluation			
Item	Measure	Timeline	Responsible
Implementation of services	Attendance records, site team meeting minutes, partnership meeting minutes	Monthly	Project director, site coordinators
Participation in	Attendance records, sign-in	Monthly	Project director, site

activities	sheets; demographic data		coordinators; Ac Adv.
Advisory Feedback	Advisory committee meeting minutes, surveys	Monthly (surveys annually)	Site coordinators, principals, project director
Objective achievement	Please see above.		
Capacity for sustainability	Training records, surveys, budget allocations, staffing patterns, school site plans	Reviewed quarterly	Project director, site coordinators, principals

Pre and post-assessment data for test-prep courses will also be analyzed and will be used in making instructional modifications, as necessary. The evaluator will analyze data to provide an assessment of the effectiveness of each of the different components and activities of the program (GEAR UP curriculum, *Kaplan CAHSEE prep*, SAT/ACT, Family Education Forum, parent workshops, etc.). Parents and students will be asked to complete evaluation forms to measure the effectiveness and relevance of individual program activities throughout the duration of the project, and the evaluator will use this information to assist with formative evaluation activities.

Data will be analyzed using appropriate qualitative and quantitative data analysis techniques, including trend analyses and case studies for qualitative data and descriptive bi-variate and multi-variate analyses for quantitative data. All quantitative data will be analyzed using *Statistical Package for the Social Sciences* (SPSS). Benchmark data that have not yet been

identified will be collected in year one as soon as they are available (fall for surveys, spring/summer for baseline CST results, etc.).

During the first year of the grant, SCUSD Dept. of Assessment, Research and Evaluation (ARE) in collaboration with SCUSD Information Services, will develop a course history file (flat file) that can be uploaded into the district web-based Data Director system. Administrators, counselors and teachers have password access to this system. The course history file will be coded for (1) English Language Arts, mathematics, science and social science units completed during middle school and (2) A-G requirements. In this way staff can run reports that summarize the number of credits a student has earned in each of the middle school subject areas and high school A-G areas. Credits attempted and credits earned will also be made available for all middle and high school students as well as completion dates for the End-of-Course Algebra 1 exam and passage of the Carolina High School Exit Exam. Staff will be able to export these reports into Microsoft Excel to sort and utilize in a variety of ways. Over the course of the six years of the grant, as new web-based possibilities become available, ARE and IS will add new areas to the website that make possible additional recording and summarizing of student progress toward college. ARE will communicate with GEAR UP counselors and teachers via e-mail to obtain ongoing feedback regarding new web features.

In addition to formative and summative evaluations, the evaluator will conduct an annual investigation of the cost effectiveness of the program and, ultimately, a cost-benefit analysis. These types of evaluations are critical and fundamental to the sustainability of the program.

The UCD Student Research and Information unit will conduct the evaluation of the GEAR UP program which will be overseen by Dr. Drake Lippincot. Dr. Lippincot has over 15 years of experience in evaluation and research methodology. He is a trained economist and

econometrician who has mastered over 12 courses in statistics. He has researched a wide variety of educational programs, including preschool attendance, K-12 educational performance, access to higher education, and labor market performance. He brings a set of skills and experience that go far beyond conducting sound evaluation. He worked eight years for a non-partisan research think tank, the Carolina Research Bureau of the Carolina State Library (modeled after the Congressional Research Service). There he conducted non-partisan research at the request of the Carolina legislature and the office of the governor. Part of what he brings to the table is the skill of producing reports that are easy to understand and that can be distributed to legislators to promote the sustainability of the program.

6. Adequacy of Resources

UC Douglas has demonstrated the capacity and departmental resources to manage a GEAR UP program through the successful management of the previous project. The University will provide support with a match of \$1,093,166 over five years, including funds for tutor training, GEAR UP staff training, evaluation oversight, publication support, technology support, coordination of GEAR UP with related programs within UCD Department of Academic Preparation Programs, staff time of the Director of Academic Preparation Programs and the Director of School/University Partnerships for participation in evaluation activities and administrative oversight of the GEAR UP program. UCD's contribution also includes general office expenses, including office supplies, phones, fax, and printing, computers (software, hardware, training, and maintenance for all GEAR UP staff), office space, meeting space, and other campus facilities for program events, meetings, and field trips (please refer to the attached budget narrative for complete descriptions).

Each of our project partners has also committed a significant match to the project. The **Scandinavia City Unified School District** has committed \$1,789,540 in cash and in-kind contributions (Harold Jackson - \$332,858; Smith – \$759,196; K. Carlson - \$338,550; Carolina M.S. - \$342,628; District Assessment, Research & Evaluation Dept. - \$16,308), including funds for counselor time at each site (for training and assistance with GEAR UP activities), administrative travel expenses (to meetings and between sites), materials and supplies, fees for assembly speakers, teacher salaries for implementation of *GEAR UP for College* curriculum and SAT/ACT/CAHSEE test prep courses, on-site equipment (copier, telephone, computer, fax), facilities (office space at each site for GEAR UP site coordinators and academic advisors), and research specialist and systems application specialist time for development and maintenance of the electronic data system.

Linking Education and Economic Development (LEED), one of our community partners, has committed a total of \$122,712 (\$20,452 each year), including funds for coaching support and professional development for teachers, counselors, and administrators for each year of the grant. Coaching support will follow a coaching cycle adapted from the Bay Area Coalition of Equitable Schools. LEED will provide a *Partnerships for College Access and Success* binder for each participant, and will develop, print, and distribute social marketing materials to target students who will be first in their families to go to college, serving as the foundation of a college-community marketing campaign. LEED will also provide support in planning, publicizing, and implementing family information nights and parent education sessions. Finally, LEED will facilitate student forums at each of the high schools during years 3-6 to provide feedback opportunities for youth.

The Cooperative for Family Function will provide \$80,000 in in-kind support (\$38,000 in each of years 1 and 2, and \$1,000 per year thereafter), including funds for the Project MALE pregnancy prevention program to be delivered during the first two years of the project (including materials, supplies, training, instructors, etc.) and a staff member to assist with the Family Education Forum and conducting outreach to parents.

The Scandinavia Valley Organizing Community (SVOC) will provide \$19,949 in in-kind support, including training for parents (two 2-hour sessions per year) as part of the Family Education Forum, access for GEAR UP staff and parents to SVOC's nationally renowned quarterly speaker series on school reform, and organize an annual conference for stakeholders at participating schools to assist them in organizing as a community to strengthen the public school system. Please refer to the attached *Partner Identification and Cost Share Worksheet* forms for more detail about each partner's contribution.

To leverage all of these matched funds, the UC Douglas GEAR UP partnership is requesting \$548,000 per year to fully implement the program. We expect to serve a cohort of approximately 685 students in years 1 and 2, and 1140 students in years 3 through 6, at an overall average federal cost per student of \$800 in years 1 and 2, and \$480 per student in years 3-6 – a reasonable cost. When the GEAR UP project achieves target graduation rate and college attendance outcomes, this will calculate at an expended rate of \$640 per college attendee, which is closely aligned with the program's GPRA expected outcome.

While the entire UCD GEAR UP project is designed to build capacity to sustain the project after the federal funding period, there are several components in particular that specifically enhance the sustainability of the project. First, the GEAR UP project is being implemented at a time when the four target sites are undergoing dramatic school improvement

processes, including the transformation to smaller learning communities at the high schools, the implementation of teacher coaching, models, and other ongoing professional development activities, and the targeting of intervention services for students who are struggling to achieve standards. The supplemental services provided by GEAR UP will allow these reforms to be fully implemented, significantly improving the capacity of the school site to provide higher quality academic instruction, leading to higher graduation rates and college attendance. Second, GEAR UP activities compliment these efforts by providing professional development for teachers participating in GEAR UP activities in the content areas (science, math, and English language arts), increasing the quality of instruction not only in GEAR UP activities but also in the regular classroom. Also, the training of existing academic counselors at each of the school sites will allow counselors to track student progress for all students using tools learned through GEAR UP. Third, several of the tools and strategies used in GEAR UP are available through the University of Carolina at little to no cost for schools, such as the transcript evaluation service and Mathematics Diagnostic Testing through MDTP, among others. Introducing the schools in the use of these programs and assisting them in their initial implementation will allow the schools to continue with their use after the federal funding period. Fourth, increasing parent leadership capacity at each site through the parent outreach activities, the parent workshop, and the family education forum will build a base of parent support for the schools and the school system that will continue in the future. Fifth, and most importantly, the development of college-going culture both within the target schools and *within the community* through all of the GEAR UP school-based activities and the social marketing activities to be contributed by LEED, dramatically enhance the likelihood that the outcomes of increased levels of student graduation and college enrollment will be sustained over time, making the barriers of family, lack of

information and misinformation about college, financial aid options, etc. will have a positive impact not only for students in the GEAR UP cohort but also for their younger siblings, families, friends, other community members, etc.