

***Gaining Early Awareness and Readiness for  
Undergraduate Programs:  
GEAR UP Program Report For***

**Blake High School**



**Report to the Children's Board of Hillsborough County  
For the period ending September 30, 2003**

**By**

**Ruby Joseph, M.P.A.  
Principal Investigator-GEAR UP Program**

**Louis de la Parte Florida Mental Health Institute  
Department of Child & Family Studies**

**November, 2003**

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**Thanks to Katheryne Downes for the data entry and analysis and a  
special thanks to the GEAR UP staff**

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**University of South Florida  
Louis de la Parte Florida Mental Health Institute  
Gaining Early Awareness and Readiness for Undergraduate Programs  
Blake High School**

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## **INTRODUCTION**

The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project was transferred from the University Center for Community Partnerships (UCCP) to the Louis de la Parte Florida Mental Health Institute<sup>1</sup> in January 2003. The program is housed in the Division of Training, Research, Evaluations and Demonstrations (TREaD) which is one of four divisions in the Department of Child and Family Studies.

The GEAR UP program is being implemented at Howard W. Blake High School and helps to prepare students for high school success and post secondary education. Funding for the program comes from the U.S. Department of Education and the Children's Board of Hillsborough County.

The GEAR UP program is fully staffed. Ruby Joseph, the Principal Investigator directs and supervises all GEAR UP related activities; a project manager, Bryce Pride, who coordinates academic and enrichment activities of the program within the school and supervises case managers. Three full-time case managers are also housed in offices within Blake High School and their primary role is to recruit students, serve as academic coordinators for the program while assisting in implementing other aspects of the program. These staff interact almost daily with our GEAR UP students in the 10<sup>th</sup> and 11<sup>th</sup> grade and work with teachers and other administrative staff at Blake High School. The program is also supported by a part-time community resource specialist whose primary role is to coordinate and liaise with community organizations, agencies and other key individuals with a goal of obtaining resources for the program as well as building collaborative relationships that will help sustain the program, beyond the five-year funding cycle. The community resource specialist also plays a critical role in working with parents involved in the program. Two faculty members also work part-time on the project helping to coordinate activities between the University and schools. Our USF faculty liaisons help to recruit specialists from the University and play an important role

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<sup>1</sup> The Louis de la Parte Florida Mental Health Institute at the University of South Florida, has a mission of strengthening mental health services throughout the state. The Institute provides research, training, education, technical assistance, and support services to mental health professionals and agencies as well as consumers, consumer organizations, and behavioral health advocates statewide.

in recruiting tutors and developing academic curriculum for our students involved in the Saturday program and other educational aspects of our program.

Throughout the academic year under review we hired a total of twenty-nine tutors who were mostly students from the University of South Florida. The tutors assisted GEAR UP students in Math, and English/Reading during the after school and summer programs and more recently during class. A total of approximately nineteen teachers from Blake High School have been involved in teaching either Math, English/Reading and Science during the Extended Learning Program. These teachers also helped tutor our students during our FCAT/Tutorials held during our Saturday program. During the Summer program (See detailed description below) we also hired six mentors who helped to mentor and interact with students during recreational and social activities that were organized during the summer program.

Over the year, GEAR UP staff worked with experts and consultant sub-contractors who provided specific programs for our students and parents. Collectively, the GEAR UP staff along with the teachers, mentors, tutors, experts and consultants previously mentioned helped to expand students' educational development.

GEAR UP's academic, social, and cultural enrichment features provide students with an opportunity to gain an earlier understanding and awareness about different undergraduate programs and 21st Century Careers (See Appendix 1-GEAR UP brochure). The GEAR UP program represents an opportunity to implement systems reform through innovative, cutting-edge academic supports and services to students within the target schools.

The program tracks students from the 7th and 8th grade cohort of students who transferred from Franklin Middle School to Blake High School. This academic year (2002-2003) represents the fourth year of implementation and our primary cohort is comprised of 9<sup>th</sup> and 10<sup>th</sup> grade Blake High School students.

## **Program Summary**

The GEAR UP partnership includes the University of South Florida (fiscal agency), Hillsborough County School District, and the Children's Board of Hillsborough County. In addition, GEAR UP collaborates with The National Trust Fund for the Development of African-American Youth and is working closely with USF's Upward Bound and CROP programs. We have recently developed a collaborative partnership with The University of South Florida's Urban Scholars program which focuses on FCAT, SAT and math and English tutoring.

The GEAR UP program incorporates a variety of components and employs service strategies that support students' success and high school graduations and facilitates their advancement to post-secondary education. The program also includes an evaluation component which assesses program impact and student outcomes.

With the expanded staff support, we have been able to offer a wider array of educational and social support services to our students and their parents. GEAR UP services fall into three broad areas: *Student Academic and Social Supports*; *Parental and Community Support and Professional Development*. The comprehensive Summer program was an important part of our overall service strategy which provided academic and social support for our students and is therefore presented separately. The discussion that follows is organized as follows:

- Student Academic and Social Supports
- Parental and Community Support
- Professional Development
- Summer Program

### **Summary of the Number of Students Served**

During the entire year under review, a total of seven hundred and twenty-seven (727) students were served. Four hundred and sixty-one students were served during the January – March 2003 period; A total of four hundred and sixty-seven students were served during January- July. Two hundred and sixty-six of these students were new enrollees and two hundred and one were students already receiving services (carryover).

Number of students served August 02- March 03	461
Number of students served August 02- June 03	467
Less Number of students carried over from March	-(201)
Less Number of students that dropped out of the program	-(28)
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Number of new students served March 03- June 03	238

Total unduplicated number of students served Aug. 02- June 03 =699 (i.e. 238+461).

Fifty-seven students were targeted to receive intensive services; eleven parents and ninety-one students participated in our Saturday programs; and eighty-three students were part of our Summer program (See Appendix 2). On the average, students attended 1.88 academic related services per month. The average number of students receiving academic services was 138, and these students spent an average of 2 hours and 6 minutes in academic sessions per month.

Mentoring services offered to GEAR UP students included academic counseling, conflict resolution sessions, peer mediation, a “Positive People” session, “Self-Directed Search,” “Social Self-Esteem,” and communications. All together, 16 mentoring sessions were offered from January to May 2003.

## **Student Academic And Social Support**

To date our comprehensive student academic and social support program has assisted students with their school work and helped them develop socially and academically. In spite of mobility issues, which impacted some students' ability to attend Blake High School, we were successful in attracting and enrolling students into our program during the academic year. Our aggressive recruitment campaign run by our case management staff has been beneficial to the program. A total of four hundred and fifty-five students are enrolled in the GEAR UP program. Four hundred and seven of these students received direct services during this review period. Indirectly, through classroom presentations and other more inclusive activities, the program has impacted six hundred and ninety nine students over this review period.

Our student supports have included academic, social and cultural enrichment activities for students. Primary emphasis has been on academic supports offered mainly through the Extended Learning Program (ELP), (See Appendix 3). The ELP is an intensive after-school academic program held on Mondays and Wednesdays. In addition, tutors were provided to assist in the school's ELP. GEAR UP also provided and paid for special FCAT preparatory classes which took place on Tuesdays and Thursdays. This strategy allowed GEAR UP to provide two additional days of tutoring as well as support the two original days that are school-sponsored.

### ***Saturday Program***

Other educational supports and resources were implemented through the Saturday program over the past year. Students received in-class instruction with teachers and tutors as well as Computer assisted preparation for the FCAT math and reading exams. The computer assisted teaching was done through the school's Plato Lab with the support of teachers and tutors all hired by GEAR UP. In addition students received Character/Leadership Education services.

The Saturday program also served parents of the GEAR UP students and parents through workshops and trainings on parenting skills, computer software application, and financial budgeting (See Appendix 4a). A goal of the Saturday program was to provide educational and enrichment services for our students and their parents. Another goal of the Saturday program was to help get our parents involved in their children's education.

Between January and May, 2003, nine Saturday sessions were held and we served ninety-one students and eleven parents (unduplicated counts). On average both students and parents attended an average of two sessions. Our Saturday program included an intensive academic piece that helped students prepare for their FCAT in Math and Reading/English. In addition, students were able to work on the computer and sharpen their computer test taking skills. More importantly, through the Plato computer labs (See Appendix 4b), students were diagnosed to isolate the content areas in which they were deficient. Students also received instruction on test taking strategies for the FCAT Reading and FCAT Math. As such, the academic component of our Saturday program

included a combination of in-class instruction, tutoring and computer-assisted instruction and remediation. Blake High School teachers were assisted by GEAR UP tutors from the University of South Florida in providing these services.

We provided social supports for many of our GEAR UP students through our Saturday program. One such enrichment service was the Student Leadership Training which was run by Wali Shabazz of the National Trust for the Development of African-American Men. During this program students received instruction on how to change negative perceptions about excelling academically within their culture. This program included discussions and presentation workshops by local experts who gave frank discussions on issues of cultural, personal responsibility, health and education. Presenters served as role models giving practical advice on how to overcome obstacles and become successful. Overall the leadership trainings helped foster students' self-confidence, build their leadership skills and complement the academic piece of our Saturday program.

### ***GEAR UP Club Days***

GEAR UP's monthly GEAR UP Club Days are another source of social support for our youth. During club days students meet for ninety-minutes and listen to guest speakers. They receive program updates and obtain program enrollment and participation forms. Club Days are also a social event where GEAR UP students can interact and socialize with their fellow students (See Appendix 5).

### ***Case Management Support***

In addition to receiving academic assistance, students received a variety of support services through their case managers. Case management services included, but were not limited to, academic advising, conflict resolution, parent and teacher conferences and emotional supports for students in the form of guidance, encouragement and mentoring. In addition, case managers monitored students' academic progress by reviewing their progress reports. During this review period, many students received career counseling, college information and referrals from their case managers.

### ***Educational Field Trips***

Another area of student support offered through our program has been student exposure to the post secondary education college environment. This exposure has come mainly through educational field trips such as college tours. Within the review period, GEAR UP sponsored five college tours to Hillsborough Community College, the University of Tampa, the University of South Florida (USF), Bethune Cookman College, and Emory Riddle. These college educational trips afforded students an opportunity to have a glimpse of college life. The last two visits to Bethune Cookman and Embry Riddle occurred during the three-week Summer program (See Appendix 6 and 7). Our college tours offered students an opportunity to visit various college departments, obtain information on admission and acceptance policies and financial aid.



## **Parental and Community Involvement**

Another major program area of GEAR UP is our Parent and Community Involvement piece. Parents have been primarily involved in the program through the Saturday program. The parent piece was included in the seven-week Saturday program and parent classes and workshops were run concurrently with the student component of the Saturday program. Parents were able to get GED training information and computer training and participated in a variety of workshops, including parenting, financial management and planning, computer skills, parent involvement in schools, and parents' and students' rights. Parents also received instruction on the importance of positive leadership and how to demonstrate positive leadership within their households. All parent sessions were three hours long.

The three case managers also interact with parents through phone calls and meetings to discuss situations regarding GEAR UP students when necessary. They also facilitate parent conferences and meetings and other school-initiated parent/teacher meetings. Case managers maintain constant communication and interaction with the parents of some students who have worked closely with case management staff over the life of the program. In such instances, the parents call case managers directly to get updates or check on their children.

With the addition of a part-time community relations specialist, we have strengthened some partnerships with the Tampa Housing Authority and have developed limited but significant relationships with a number of businesses who have contributed gift cards and book bags for our students. Broader community-wide involvement is a priority of the program and has become an on-going aspect of the program, which GEAR UP staff continually work on.

## **Professional Development**

In addition to the CRISS Training – Creating Independence through Students' Own Strategies, which was provided through the Hillsborough County school system, GEAR UP provided a peer mediation training for Students, Case Managers, and Blake teachers/administrators. The Peer Mediation program empowers students to solve their own problems and staff and administration serve as mediators to the process. In January 2003, GEAR UP successfully trained twenty students, three Case Managers, and five Blake teachers and administrators in Peer Mediation. Throughout the year, GEAR UP staff were also involved in professional development activities including one on-site training of staff at University of South Florida, two national GEAR UP conference meetings in Arizona and Washington D.C., and a more recent professional GEAR UP state meeting with other Florida GEAR UP site partners. These events provided information gathering and sharing opportunities for GEAR UP staff.

## **Summer Program**

GEAR UP implemented a comprehensive three-week Summer program on June 2 through June 19, 2003 which was housed in three Westside Conference Centers at the Louis de la Parte, Florida Mental Health Institute at the University of South Florida. The first two weeks of the program were run as a day camp, focusing mainly on academics and enrichment activities, while the third week was run as a residential program. (See Summer Program Schedule- Appendix 8a ). The students who participated in the Summer program will receive ½ credit in an elective at Blake High School.

Transportation was provided for the entire program and students were picked up in the morning and dropped off in the evening at one of the following schools within the program's geographic area: Franklin Middle, Palm River Middle, Kenly Middle or Blake High School. The third week incorporated the day camp, however, students resided on the USF campus for that entire week.

The program components included three main areas:

- Academics
- College Tours- Career Awareness
- Recreational and social awareness

All academic classes were held in the morning while the recreational and social awareness sessions were reserved for the afternoons. We were successful in surpassing our goal of serving fifty students in our Summer program and were able to serve eighty-three students (unduplicated). Seventy-nine students were from Blake High School. Four other students who had been part of the original GEAR UP cohort at Franklin Middle School and were now attending Middleton High School and Brandon High Schools also attended our program.

Attendance varied over the three-week period with an average of fifty-nine students attending the first week, sixty-six the second week, and sixty students attending the final residential week. Overall, average participation for the Summer program was sixty-one students. Six students were disciplined and removed from the program due to behavior problems. For better monitoring and supervision, students were divided into three groups and assigned case managers. The case manager along with a mentor stayed with a specific group of students throughout the entire day. This process made it easier to work with students and monitor their activities and also created an opportunity for consistent monitoring and mentoring of the same students.

### *Academics*

The academic portion occurred Monday through Thursday 9:00am until 12:00pm each day for the first two weeks. Each of the three groups rotated between the three fifty-minute classes (English, Math and Science) daily along with their case managers. Two

teachers and a tutor were assigned to each of the three classes. As already stated, students remained with their same group as they rotated classes.

Over the entire Summer program students received over thirty-six hours of academic enrichment in Science, Math and Reading/English. Approximately twenty additional hours were spent on academic educational exposure through college visits, University tours, guest speakers and other academic activities. Therefore, students received about fifty-six hours of academic enrichment over the three-week period.

During the third week we chose to focus on a specific subject and assigned daily subject themes that corresponded to the subject for that day. Students presented the projects they worked on during the first two weeks. The first two hours were for student presentations and the last hour was for guest speakers whose topics corresponded to the daily themes. On the last day, students were shown a video showcase highlighting the entire camp activities.

Our goal for the academic section of the Summer program was to ensure that students were taught about concepts and principles pertaining to the three subject areas while also participating actively in that learning process. We encouraged our teachers to be creative and to think of ways where students would be engaged in doing things and demonstrating the concepts they had learned through oral and visual presentations. We emphasized that it was important that their curriculum be taught “hands-on” and interactive rather than lecture format.

#### English/Reading

The English/Reading classes helped teach students about the communication process. They spoke about the Sender, Receiver, and Message. Their final projects involved oral presentations and posters describing their perceptions of themselves (See Final Project - Appendix 8b,c,d).

#### Math

The math classes taught FCAT principles using practical applications. As part of their final project students worked in groups and constructed bridges from Balsa Wood to see how much weight their individual structures could hold. (See Final Project 8e,f,g). Although bridges were designed in various ways students had to adhere to the following specifications:

- Bridges must span a gap of 1 foot
- Bridges must only be constructed of balsa wood and glue
- Bridges must be designed so the stress testing apparatus (a bucket) can be able to stand upright without tipping from side to side.

#### Science

Science classes focused on forensics and crime scene analysis and students viewed films, and conducted mini research projects with the assistance of their teachers and tutors.

Topics covered during these classes included the following:

- Biological evidence
- Chemical Evidence

- DNA/fingerprinting analysis
- Fiber analysis

Our science teachers used a highly interactive process to teach students about crime scenes analyses in the real world. Again, students worked in groups for their final projects. This included a presentation on how their groups had analyzed a crime scene and developed possible theories about how a crime had actually occurred (See Final Project- Appendix 8H).

### Guest Speakers

In addition to the classes described above a number of experts gave presentations to our students on the following subject areas and careers.

Wali Shabazz	Leadership
Nikki Sutton	Nutrition/Fitness
Dr. Arthur Hollist	Self Pride/Communication
Officers Pierce and Rodriguez	University of South Florida Police

### *College Tours- /Career Awareness*

The entire mission of the GEAR UP program is to prepare students to go on to institutions of higher education. During our summer program students were exposed to the dynamics of three different college/university campuses: the University of South Florida, a large metropolitan research university; Bethune Cookman College, a four-year Historically Black College; and Embry Riddle, an aeronautical university. During these tours or lectures, students learned about the colleges, their history, programs offered, entrance requirements, future expectations and career options within the colleges. See Appendix 8i for a summary of college tours and highlights.

Ten students got some exposure and experienced what it is like to perform specific jobs and professions in the work environment. The following represent the four areas where our students were permitted to job shadow with the following organizations:

University Community Hospital  
University of South Florida WUSF Public Broadcasting Administration  
University of South Florida Police

### *Recreational and Social Activities*

Students were exposed to the following fun and social activities throughout the three-week camp. These activities all took place after the academic sessions had been completed on Monday through Thursday. Fridays were reserved for more recreational, social and enrichment activities such as, basketball, bowling, swimming, USF Game room, Museum of Science and Industry (MOSI), ice skating, and rap sessions.

A physical fitness feature was introduced during the final week of the program. Ms. Nikki Sutton, a certified aerobic instructor conducted a health/wellness and fitness session where students actively participated in workout routines and exercises. Both staff and students thoroughly enjoyed this activity.

### Residential

The residential camp of our Summer program was for students who had attended the day program consistently, exhibited appropriate behavior, and met application/permission requirements. Two dorms were selected; one to house the females and one to house the males. One or more GEAR UP staff members were present during the day camp and the residential piece at all times. Tutors and mentors were available throughout the day. One mentor was on duty at night along with a USF desk clerk, and a GEAR UP staff. Other volunteers were added as needed. Students enjoyed the experience of being on a college campus and had a limited amount of free time in their dorm rooms.

## **RESULTS AND FINDINGS**

Drs. Tom Massey and Svetlana Yampolskaya, also of the Louis de la Parte Florida Mental Health Institute headed our team of evaluators. A special sub account specifically for the evaluation of the program activities was initiated early in January in order to help GEAR UP monitor program progress as well as track student outcomes.

The section below represents a summary of evaluation findings and results and is discussed in two parts: 1) Student Outcomes and 2) Student Perceptions.

### **Evaluation**

#### **1) Student Outcomes**

The following goals were specifically targeted by the GEAR UP program at Blake High School: (a) to engage students in various GEAR UP activities, (b) to improve GEAR UP students' academic performance, (c) to encourage high school graduation, (d) to decrease the number of disciplinary referrals among GEAR UP students, and (e) to decrease the number of days absent from school among GEAR UP students. To achieve these goals multiple strategies are used.

Throughout the academic year case managers visit different classes and give presentations about GEAR UP and its activities to encourage student participation. Tutors hired specifically for these purposes provide in class and after class help several times a week. In addition, tutoring is available on Saturdays and classes preparing students for the Florida Comprehensive Assessment Test (FCAT) are offered during the week and Saturdays.

Teachers collaborate with the tutors to develop the curriculum for tutorial sessions that will assist students both with the test and in regular classes. To raise student awareness of high school graduation and the importance of post-secondary education, field trips to nearby colleges are arranged and guest speakers are invited to talk about college education.

Parents are invited to these presentations and to special parent meetings where opportunities for their children to go to college are discussed and they are offered academic, vocational, and career information. In addition, individual career counseling with students and their parents is provided.

Because the program targets adolescents who are considered at high risk for problem behaviors such as fighting, truancy, and dropping out of school, case managers give class presentations on conflict resolution and related topics, provide conflict resolution sessions, and discuss with students and their parents behavior related issues. If a student has a behavior-related incident, case managers provide individual counseling to the student, arrange meetings with the parents and teachers where the issues can be discussed, to assist school administration in addressing the incident. Moreover, the case managers spend considerable time engaging students in organized activities, encouraging

them to study, helping them with their homework, and providing informal individual counseling.

Therefore, the goal of this study was to assess effects of the GEAR UP interventions at Blake High School on participant outcomes, such as academic improvement, behavior improvement, and reduction of truancy. Four major outcomes were examined in this study, i.e., whether the program had any effect on participants' (a) GPA score, (b) FCAT scores, (c) number of disciplinary referrals, and (d) number of unexcused absences.

Please Note: The analyses below represents the number of students served

### Participants

Grade Level	Number of Students	Percentage
9	224	49.2
10	158	34.7
11	47	10.3
12	26	5.7
Total	455	100

**NOTE:** Although four-hundred and fifty-five students were served some students had missing variables or data and therefore, were not included in our analysis. As a result four hundred forty-seven students were included in this study. Students who dropped out of school or dropped out of the program any time during the spring semester, 2003, were excluded from the analysis. The age range for participants on the day of enrollment was 13 through 18. Race or ethnicity of this sample was 74.7% African American, 11.2% Caucasian, 13.2% Hispanic, and 0.9% other. The study population consisted of 38% males and 62% females. Forty nine percent were in the 9<sup>th</sup> grade, 35% in the 10<sup>th</sup> grade, and 16% in grades 11 and 12. A substantial portion of the participants was from low-income households. As evidence of household income, 68% of the sample was eligible for free or reduced-priced lunch.

### Procedure

Data for this study were obtained from two sources. The primary source of data was the School District of Hillsborough County administrative dataset, the Student Course Information System (SCIS). Baseline data on student GPAs, FCAT scores, attendance, and disciplinary referrals as well as demographic information were obtained at the end of the fall semester, 2002. The same information was collected at the end of the spring semester, 2003.

The second source of data consisted of the activity recording forms completed by the GEAR UP case managers and tutors. In order to collect data on activities offered by GEAR UP and the amount of time students spent on each activity, two recording

forms were developed: (a) the Individual Activity Form, and (b) the Group Activity Form. The Individual Activity Form was used for recording the time case managers spent with individual students; the Group Activity Form was used for any activity offered for a group of students simultaneously. Case managers and tutors recorded student participation in each activity and the number of minutes each student spent on an activity. Data on participation in activities were collected over a 5-month period during the spring semester, 2003.

### Measures

The outcome measures included (a) student GPAs, (b) FCAT reading scores, (c) FCAT math scores, (d) number of disciplinary referrals, and (e) number of days of unexcused absences from school excluding suspensions. Measures of predictor variables consisted of participation in three categories of GEAR UP activities: (a) academic related activities (e.g., tutoring, career or academic counseling), (b) behavior-related activities (e.g., behavior counseling, conflict resolution sessions), and (c) social activities (e.g., field trips and sports).

### Design

The study design consisted of three groups comparison: the No Participation Group, the Low Participation Group, and the High Participation Group. These were compared in order to discover differences that might be attributed to the amount of time students spent on GEAR UP activities. Comparisons were done separately for participation in academic activities, participation in social activities, and utilization of behavior-related services. Students who did not participate in a certain activities category comprised the No Participation Group. Students who did participate but the amount of time they spent on activities in a specific category was below medium split formed the Low Participation Group. Finally, the High Participation Group consisted of students who spent equal to or above the medium amount of time on academic activities. Similarly, groups were formed for participation in all activities. The groups were matched on gender, race, grade level, eligibility for free or reduced price lunch, age, and baseline GPAs. Statistical analyses consisted of Analysis of Variance (ANOVA) to examine baseline differences between groups, Factorial Analysis of Variance (ANOVA) With Repeated-Measures Factors and Between-Groups Factors to examine whether student academic performance, truancy, and disciplinary problems differed as a function of participation in GEAR UP activities. Only cases with no missing information were included for these analyses.

### Who are the higher participants in the GEAR UP program?

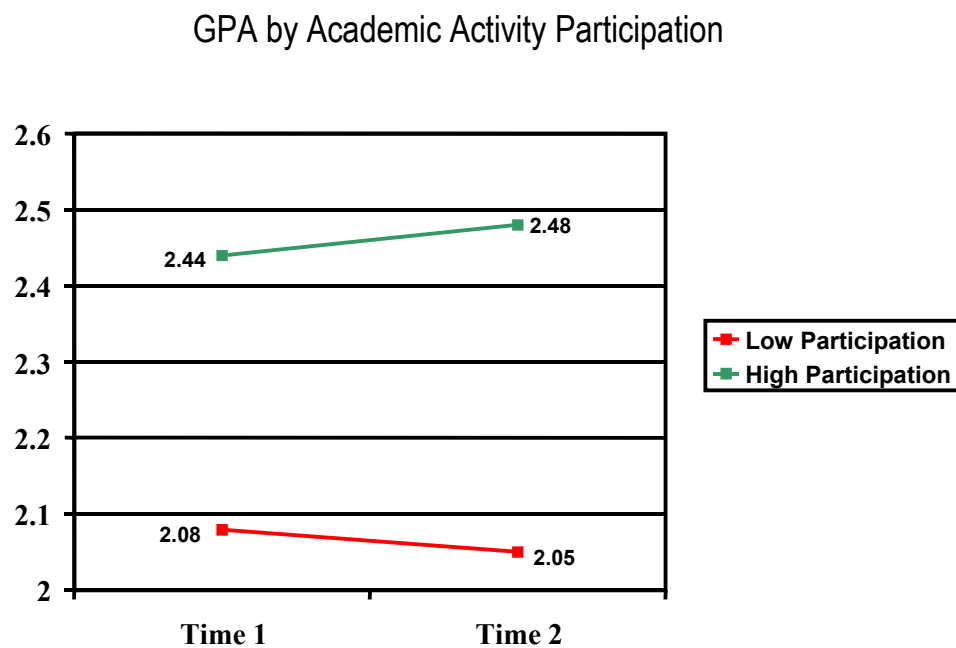
Of 447 GEAR UP participants 195 comprised the High Participation Group when all activities were included. More females (69.2%) than males (30.8%) were in the High Participation Group, and more African Americans (81.5%) than either Hispanics (10.8%) or Caucasians (5.6%). The majority of higher participants were 14 and 15 years old (68.2), and 53.3% of the students were in the 9<sup>th</sup> grade. In addition, among students in the High Participation Group, 66.2% were eligible to receive free or reduced price lunches. During the spring of 2003, high participants spent an average of 7 hours in the program with the Range equal to 61 hours and 15 minutes.



### Outcomes for students who participated in academic activities

The independent variable for the analysis of outcomes was the degree to which students participated in academic, behavioral, or social activities, because we hypothesized that only students who participated substantially in GEAR UP activities could make changes in their academic performance and behavior. First, we examined outcomes for students who participated in academic activities. On the average, students in the Low Participation Group spent 1 hour on GEAR UP academic activities and students in the High Participation Group spent 9 hours and 24 minutes, a statistically significant difference. Factorial Analysis of Variance (ANOVA) With Repeated-Measures Factors and Between-Groups Factors was performed to examine the effect of group participation in academic activities on each outcome of interest and to find out if the High Participation Group displayed significantly greater changes over time than the Low and No Participation Groups. These analyses revealed that the mean GPA score significantly improved over time for high participants in academic activities (see Figure 1).

**Figure 1.**

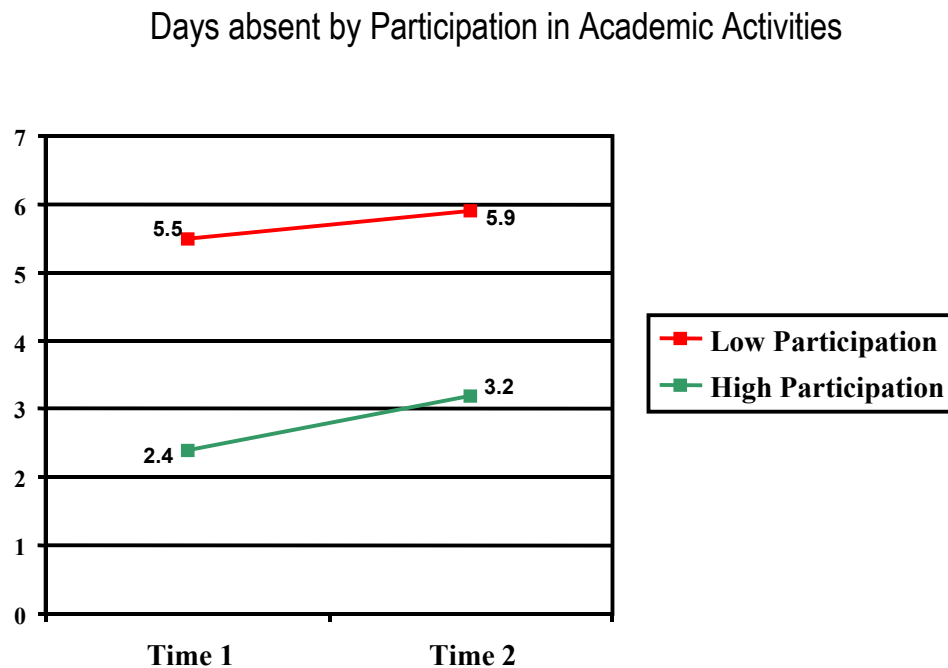


When changes in the FCAT reading scores were examined a significant effect for time was observed  $p < .01$ . The scores significantly improved over time for each group, but there was no significant difference in the rate of change between the groups. Similarly, the FCAT math scores significantly improved over time for each group,

$p < .001$  but there was no significant difference in the rate of change in the scores between the groups. Additional two-way ANOVA with repeated measures analyses showed that participation in academic activities was not significantly associated with disciplinary referrals or absenteeism. The results of logistic regression also indicated that the amount of time students spent on academic activities was not significantly associated with the number of disciplinary referrals.

Using logistic regression we further assessed whether participation in academic activities predicted unexcused absences from school. The results of the analysis showed that participation in academic activities was associated with the absenteeism,  $p < .05$  (See Figure 2).

**Figure 2.**



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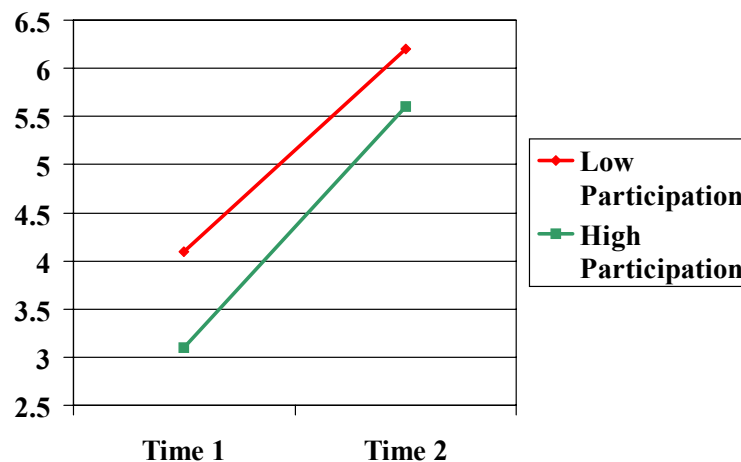
This indicates that students in the High Participation Group were almost 1.4 times less likely to have unexcused absences than students on the Low or No Participation Groups. The 95% confidence interval for this estimate was between 0.6 and 0.9. There were 95 students in the High Participation Group who did not have any unexcused absences versus only 41 students in the No Participation Group.

### Outcomes for students who utilized in behavior services

We next determined whether utilizing behavior-related services had any effect on examined outcomes. For both GPA and FCAT scores no statistically significant differences were found between the High, versus Low or No Participation Groups. However, students who spent a substantial amount of time (i.e., equal or above medium split) utilizing behavior counseling and other behavior-related activities showed a significant increase the number of unexcused absences over time, unlike students who did not utilize these activities or did not spent much time in them (see Figure 3).

**Figure 3.**

### Days Absent by Participation in Behavioral Activities



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The rate of change between groups was statistically significant,  $p < .05$ . No significant differences were found between groups that utilized behavior-related services when the changes in the number of disciplinary referrals over time were examined. However, the results of logistic regression indicated that students who substantially (i.e., the High Utilization group) utilized behavior-related services were less likely to have disciplinary referrals than students in the other two groups,  $p < .001$ . Specifically, students who received an equal or above medium amount of time on behavior-related services were almost 1.8 times less likely to have any disciplinary referral during the spring semester of 2003. The 95% confidence interval for this estimate was between 1.36 and 2.29.

### Outcomes for students who participated in social activities

The average amount of time students spent on social activities was 46 minutes for the Low Participation Group and 2 hours and 37 minutes for the High Participation Group, a statistically significant difference,  $p < .001$ . The results of a two-way ANOVA with repeated measures indicated that high participation in social activities is significantly associated with a decreased number of disciplinary referrals (see Figure 4).

**Figure 4.**

Disciplinary Actions by Participation in Social Activities

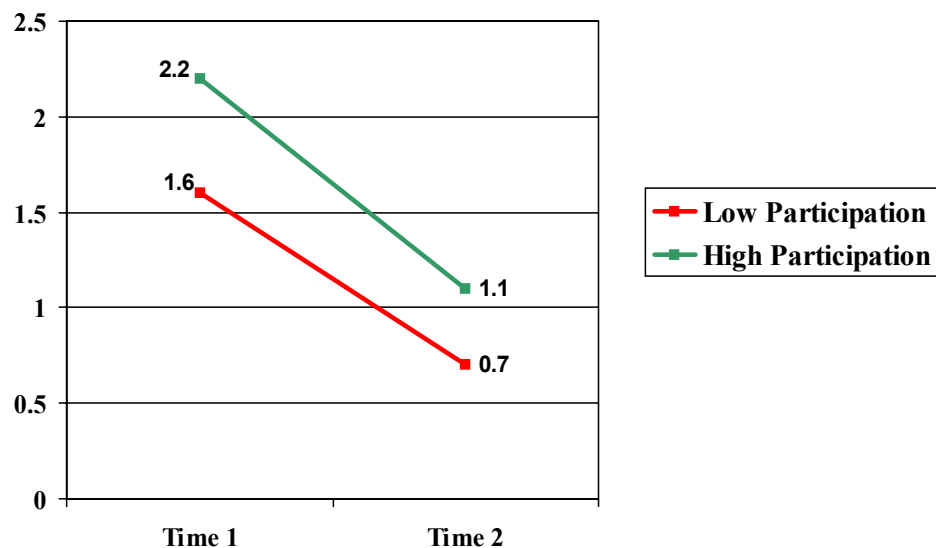
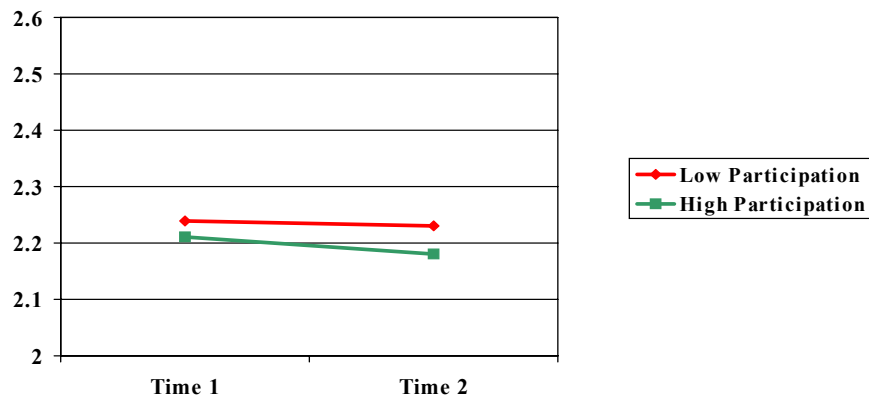


Figure 4 shows the average number of disciplinary referrals students in each group had before and after participation in the program activities, with a considerable decrease at the posttest. Specifically, the average number of disciplinary referrals declined 50%, from 2.2 to 1.1, for the High Participation Group. In contrast, the mean GPA score significantly decreased over time for high participants in social activities (See Figure 5).

**Figure 5.**

## GPA by Social Activity Participation



The rate of change between groups also was significant, ( $p < .05$ ) but the direction of the effect was opposite. Additional analyses showed no differences (at the  $p < .05$  level) for these groups when FCAT scores and the number of days students skipped school were examined.

The amount of time students spent on academic, social activities and behavior utilization was summed to make up the total amount of time students spent on GEAR UP activities. No significant between-groups differences were found when participation in all activities was examined. In other words, the total amount of time students spent on all Gear Up activities combined was not associated with any of the examined outcomes.

## 2) Students' Perceptions

The Evaluation conducted a survey about students' perceptions and experiences with the GEAR UP program and assessed the impact that GEAR UP services were having on students' preparation and awareness about post-secondary education.

### Participants

Student participants of the GEAR UP program at Blake High School participated in a student survey. Of the fifty-five students that completed questionnaires, 61.8% were female and 36.4% were male. The majority of students were in the 10<sup>th</sup> grade (50.9%), while 3.6% were in 9<sup>th</sup> grade, 25.5% in 11<sup>th</sup> grade and 9.1% were in 12<sup>th</sup> grade.

The majority of respondents were African American (85.5%), while multiethnic students accounted for 5.5% and equally represented were Hispanic (1.8%) and other ethnicities (1.8%).

### Procedure

Students completed questionnaires during the GEAR UP summer program held on the campus of the University of South Florida. Both evaluators as well as GEAR UP staff facilitated the data collection. Parent surveys will be carried out along with additional student surveys during the 2003/2004 academic year.

Other than demographic information, no other identifying information was asked of students on the forms. The survey was confidential and students signed informed consents before their participation. The following tables represent some of the highlights from the analysis of the data obtained from the surveys.

### Results

We asked students what type of student they consider themselves and how far they think they will go after high school. On a scale ranging from 1= excellent to 4= poor, the average score was (1.58, SD=.712) meaning that students described themselves as being somewhere between good and excellent students. The majority of students (47.3%) said they plan on a graduate degree after high school, followed by 30.9% saying they will pursue a 4-year degree, with 12.7% saying they didn't know, and 3.6% saying either they had no plan or that they would pursue a 2-year degree. Just 1.8% said that they would pursue a GED.

The next series of questions changed the focus to GEAR UP as a program. We asked students why they joined GEAR UP. Table 2 illustrates the reasons students joined showing the frequency and percentage of students and why they joined GEAR UP and their reasons. The most frequently selected reasons for joining the program included "To learn about college" at 80% and "To learn about careers" at 76.4%.

Table 1. Why students joined GEAR UP

<b>Reasons to join GEAR UP</b>	<b>N</b>	<b>%</b>
To make friends	31	56.4
To get involved in activities	39	70.9
To improve my grades	27	49.1
To get some help on the FCAT	34	61.8
To learn about college	44	80
To learn about careers	42	76.4
To stay out of trouble	33	60
My parents wanted me to do it	12	21.8
My friends are in the program	22	40
Case managers convinced me	21	38.2

We asked students their reasons for both participating in GEAR UP activities as well as reasons for not participating. Table 3 demonstrates reasons students do participate with the majority saying that GEAR UP activities “are fun” (76.4%) or gives them something to do 72.7%.

Table 2. Reasons for participating in GEAR UP activities

<b>Reasons</b>	<b>N</b>	<b>%</b>
I need help with homework and/or class	21	38.2
My friends participate, so I go with them	15	27.3
My parents want me to	12	21.8
The case managers want me to	19	34.5
My teachers wanted me to	10	18.2
It helps me with grades	33	60
Gives me something to do	40	72.7
Keeps me out of trouble	32	58.2
It’s fun	42	76.4

In an effort to try to gauge changes in student’s grades since joining GEAR UP, we asked students to describe their grades both before and after joining the program. Table 3 demonstrates the findings, which indicate self-reported grades improved for students after joining the program.

Table 3. Grades before and after joining GEAR UP

<b>Grades before joining GEAR UP</b>			<b>Grades after joining GEAR UP</b>		
<b>Grades</b>	<b>N</b>	<b>%</b>	<b>Grades</b>	<b>N</b>	<b>%</b>
A’s	17	30.9	A’s	23	41.8
B’s	29	52.7	B’s	32	58.2
C’s	23	41.8	C’s	11	20
D’s	9	16.4	D’s	3	5.5
F’	1	1.8	F’	1	1.8

The next series of questions about the program asked students to identify the importance of certain services GEAR UP provides to them. For these questions, 1= “Very Important” while 5= “Very Unimportant” meaning that lower scores indicates greater importance to students. Table 4 contains the items that were asked as well as the average score as reported by students. The most important features of the program to students were “Having someone to talk to” and “Field Trips”.

Table 4. Importance of selected GEAR UP services

	<b>Average</b>	<b>SD</b>
FCAT lab	2.0	1.209
Field trips	1.6	.894
After school programs	1.8	1.020
Summer programs	1.6	.770
Saturday programs	2.5	1.397
ELP programs	2.2	1.270
Group presentations	2.3	1.077
Conflict resolution training	2.0	.942
Case managers	1.7	.952
Tutors	1.8	1.054
Having someone to talk to	1.6	.998

We also wanted to know how the program has changed them. The following set of questions asked students to rate how GEAR UP changed them with 1= “much better” and 5= “much worse”. Therefore, lower scores indicate a change for the better. Table 5 shows the items as well as the average responses.

Table 5. Changes related to GEAR UP participation.

	<b>Average</b>	<b>SD</b>
Student behavior	1.80	.848
Student’s relationship with parents	2.20	.898
Student’s relationship with teachers	1.85	.818
Student’s relationship with friends/classmates	1.82	.841
Student’s school grades	1.83	.885

In another series of questions about how GEAR UP might affect students, we asked a series of questions that were scaled as: 1= “Definitely Yes” through 5= “Definitely No”, with lower scores therefore indicating a strong endorsement of an item. Table 6 illustrates the items and the average responses. While all items received strong positive endorsement by respondents, they most strongly endorsed the idea that participation in GEAR UP would make them more likely to graduate and that they would recommend the program to a friend.

Table 6. Effects of GEAR UP

	<b>Average</b>	<b>SD</b>
GEAR UP makes it easier to get good grades	1.76	.881
GEAR UP makes me more likely to graduate	1.54	.818
GEAR UP makes me more likely to attend college or technical school	1.67	.952
How likely I would recommend a friend to GEAR UP	1.55	.879

In an effort to discover what ‘works well’ in the program, we asked students a series of questions about the helpfulness of GEAR UP activities. The scale for these questions



was 1= Definitely Yes to 5= Definitely No. Therefore, lower scores indicate strong endorsement by students that the program was helpful with the following items. The items of greatest note by students were their beliefs that GEAR UP was helpful in allowing them to participate in fun activities (average=1.31, SD= .729) and that the program was helpful with both learning about college and learning about careers. See table 7 for the complete results.

Table 7. Helpfulness of GEAR UP activities

	<b>Average</b>	<b>SD</b>
Learning about college	1.44	.873
Scoring higher on the FCAT	1.85	1.127
Learning about careers	1.47	.833
Participating in fun activities	1.31	.729
Getting better grades	1.69	.981
Staying out of trouble	1.62	.973
Selecting classes to prepare for college study	1.73	1.173
Planning for college or technical school	1.63	.979

We wanted to learn about who influences students with regards to their education; therefore we asked how important the opinions of each of the following individuals were and this item was scaled from, 1=Very Important through 5= Very Unimportant. Results indicated that parents' opinions were the most important followed by guidance counselors and GEAR UP staff (see Table 8 for complete results).

Table 8. Importance of opinions on student's education

	<b>Average</b>	<b>SD</b>
Parent(s) or guardian(s)	1.42	.859
Teacher(s)	1.66	.872
Guidance counselor	1.60	.926
Principal or Assistant Principal	1.80	1.088
Religious leader	1.92	1.104
Coach	2.22	1.311
Friend(s)	2.16	1.218
GEAR UP staff (mentors, tutors, etc.)	1.62	.967

After the importance of opinions, we asked about who gave GEAR UP students most of the information they had about continuing their education after high school. Parent(s) or guardian(s) and GEAR UP staff had the highest frequency of endorsement on this item with 61.8% each. See complete results in Table 9.

Table 9. Source of information about options for post-secondary education

	<b>N</b>	<b>%</b>
GEAR Up staff	34	61.8
A GEAR Up tutor	19	34.5
Coach	14	25.5
Guidance Counselor	29	52.7
Principal or Assistant Principal	12	21.8
Religious Leader	12	21.8
Friend	23	41.8
Parent or Guardian	34	61.8
Teacher	28	50.9
Sibling	16	29.1

## ACCOMPLISHMENTS

We are very pleased with the design of both the *Saturday program* and the *ELP* programs and feel that our Student Academic and Social Supports are very strong. We were successful in supporting the school's extended learning program held on Mondays and Wednesdays by infusing tutors in those classrooms, and we expanded the ELP for two extra days on Tuesdays and Thursdays. On those two days both teachers and tutors were paid for through GEAR UP funds. Additionally, through the Saturday program GEAR UP provided students with another opportunity to receive tutoring in Math and English as well as a time to work in the FCAT lab. The lab clearly helped identify the areas in which students were most deficient which meant that they could work specifically on improving those content areas. The tutoring and academic support was also continued through the Summer program and consequently the GEAR UP program was able to provide numerous tutoring and educational support activities and experiences for over 467 students.

Our three-week Summer program was also a big success. Apart from serving eighty-three students the program was highly successful in terms of motivating students as well as giving them some academic enrichment. Through our academic foci in three subject areas of English, Math and Science students were able to obtain information on these three subject areas and at the same time have fun. During these academic sessions held for three hours each morning, students received information but they were also able to actively participate, creating an environment of fun and learning. In math, students built bridges to understand the concept of weight; analyzed crime scenes during fiction crime scenes developed in the Science classes; and presented on their personal strengths to the entire Summer group, through posters and speeches during the English classes.

The educational trips to Bethune Cookman and Embry Riddle during our Summer program proved to be equally beneficial to our students. These trips provided further exposure to our students and expanded on earlier trips taken during the Spring Semester. The choice of these two colleges specifically enhanced students' understanding about the history and culture of African-Americans (Bethune Cookman) and expanded their knowledge about engineering and aeronautic career options. As such the *College Tours* offered through GEAR UP throughout the entire year have given many students a glimpse of college campus life, helped to broaden their expectations and provide useful practical information on college admission policies and financial aid.

The GEAR UP Summer Camp provided staff with a clearer insight into our students academic and social needs. As a result of the program, staff are now more informed about exactly what our students need in order for them to go on and function in post-secondary environments and/or institutions of higher education. Staff recognize that many of our students need assistance in one or more of the following areas: social skills development, coping mechanisms, change adaptation, respect for authority, responsibility, leadership, decision making, goal setting, public speaking and

communication. We believe that by providing assistance in these areas our students will be better prepared academically and socially to cope in the future.

The fitness feature was also well received by students and may be incorporated into some of our other activities such as the Saturday program and /or Club days. Our internal program analysis of the Summer program helped us to better understand the needs of our students and will be useful in preparing for next year's program. Our survey of students resulted in the following findings.

- Students enjoyed science classes the most but felt that they learned more in math
- Most students liked the fact that the program was held on a college campus
- Students felt that they benefited from the academics of the program
- The majority of the students liked the program
- Students felt that the variety and quality of food could be improved.
- Students wanted more one-on-one time with mentors

We were successful in garnering some support and exposure locally through the media and our Congressman Jim Davis. Congressman Davis interviewed Bryce Pride, Program Manager and two GEAR UP students, Starlight Maldonado and Kevin McCray in June 2003, to get a better understanding of the impact that the GEAR UP program was having on Blake High students. This interview appeared on "It's Your Congress", a weekly television program that is hosted by the congressman and was run several times over the course of two months. We consider this an excellent opportunity for us to gain more community exposure and for families to obtain a better understanding about our program.

In addition, during our Summer program two local television stations, Fox 13 and Government Access Television (Channel 15) came to USF to observe our program. Both stations captured some of the activities and events of our Summer program and featured a brief interview with one of our case managers, Theo Bell who has been with the program since its inception.

The leadership training program was another accomplishment which continued to grow throughout the year. The speakers who came in to talk to students from time to time were a source of inspiration to many of our students. We have seen some personal growth and development among a number of students who have been involved in the leadership program since it began in January, 2003.

Another accomplishment of the program was our *Parent Involvement* program which also occurred during the nine-week Saturday program. As previously indicated, parents received computer training, parenting skills training and had numerous opportunities to discuss issues ranging from health to navigating the school system, and parents' and students rights in education. The parents who were most actively involved reported feeling very empowered as a result of the program and expressed enthusiasm

over the possibility of being able to continue receiving these types of services. The services provided by GEAR UP are significant because many of the GEAR UP parents were able to obtain information from the program, which they would otherwise, have not been able to obtain. In addition, we believe that our program helped strengthen our parents which in turn means that our students had healthier home environments, which in the long run means that the chances of their educational success are improved.

We consider our case management services to be an important feature of the GEAR UP program. By working with students and offering *Academic counseling*, reviewing students' class schedules and monitoring students' progress reports, case management provides useful educational support. Our three Case Managers are readily available throughout the day, inside and outside the classrooms and provide a variety of services including career counseling, academic advising and conflict management. Their accessibility to the students is an additional benefit of the GEAR UP program.

Cumulatively these accomplishments have resulted in a productive year for the program. We are enthusiastic about future implementation as we see our GEAR UP students become energized and excited about developing their educational skills and abilities. We expect to continue making a positive difference in the lives of these children and youth in the future.

## **CHALLENGES AND OPPORTUNITIES FOR GROWTH**

Some opportunities for growth exist with respect to the recruitment of students and parents for our program. Drop out and transfer issues exist as a result of students moving to other Hillsborough county High schools, and this poses retention and recruitment challenges. We were successful in impacting seven hundred and eight students this year through our GEAR UP academic activities including presentations made to the entire ninth grade. Four hundred and sixty-seven students were actually actively enrolled and engaged in our activities. While we are pleased with participation by students, there is still room for improvement and our staff will continue to recruit and engage our target cohort to get them to participate in our academic programs. For instance, initially, college tours were being offered as part of the program. However, these tours soon became rewards or incentives that were used to get students to attend tutoring that they needed to improve their FCAT scores. Participation in the ELP was also an issue because many students had other extra-curricula obligations such as work, sports and other-school activities.

We will also strive to expand our pool of parent participants. We served fifty-one (51) parents through conference and phone calls, but only a total of eleven (11) parents participated in our parent program held during our Saturday sessions. Therefore, our staff will continue to find more creative ways of engaging parents. We now plan to correspond more through written mail to the parents, and make follow-up and reminder phone calls regarding up coming GEAR UP activities. The addition of the community resource specialist has already begun to demonstrate some results as we partner with a few local

organizations such as the Tampa Housing Authority and the National Conference for Community and Justice (NCCJ).

Although participation by students remains impressive, GEAR UP staff have recognized that there is a need to increase the total number of GEAR UP students who participate in the leadership skills development training. During the Summer program staff observed that there is a need to assist some students in developing and strengthening their leadership, social and behavior skills as well as developing their character and self esteem. The team has already begun to aggressively pursue other projects and avenues that facilitate the development and enhancement of self-esteem and leadership among our students. This has included trainings and projects that focus on citizenship and etiquette training.

In running the Summer program we now recognize that it will be necessary to ensure that there is a sufficient number of staff available to implement various activities with the students. Although overall there were enough tutors, mentors and teachers to support the program, on a few occasions, a better staff/student ratio could have been more successful in ensuring the optimal safety and supervision of our students.

Overall, GEAR UP staff, teachers, mentors and tutors must continue to enforce standards and rules of the program to ensure that students behave appropriately. We also need to work toward validating, rewarding and supporting positive behaviors and outcomes. Staff will need to develop tools similar to the reward system developed during our summer program (See Appendix 8j) to keep our focus on positive outcomes.

There is room for improvement in the area of strengthening our students' understanding of their history and culture. While some attempts have been made this past year to address this through guest speakers and trips to colleges such as Bethune Cookman college, we realize that there is still room for improvement. We intend to address this gap by introducing more speakers during club days and exposing our students to some cultural activities such as art exhibitions. We also are incorporating the mentoring piece more fully into our service strategy .

With the addition of more tutors the challenge of accurately completing the evaluation forms remains an issue. Although we are working closely with the evaluation team, completing the forms with the desired precision is an on-going challenge. GEAR UP continues to strive for success as the evaluation team trains tutors and monitors the accuracy with which the forms are completed.

The task of collecting, copying and providing the evaluation team with the necessary forms is challenging particularly as the services expand and number of hours and students served increases. Despite these challenges, GEAR UP staff recognize the importance of collecting these data and view this process as essential for the proper running of the program.

In addition, GEAR UP staff will continue to try to streamline the process and ensure that the evaluation team is kept up to date regarding our program activities and number of students that we are serving. This is proving to be more difficult than expected in part because of the data collection form challenges discussed above.

We expect to resolve these challenges as we continue to motivate, teach, mentor and encourage our students. We believe that as we address these challenges and utilize additional educational resources and materials, our program will continue to grow and have a positive impact on our youths.

## Process Objective Worksheet

**Staff Assigned** Glenn Brown

**Agency Name** UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES, A  
PUBLIC BODY CORPORATE

**Program Name** GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs)

**Contact Dates** Start 10/1/2002 End 9/30/2003 Modified

## Process Objective Worksheet

### **Activity Process Objectives**

- a To continue following the approximately 466 students (formerly the seventh and eighth grade classes from Franklin Middle School) as they enter Blake High School.
- c To provide at least 100 students tutoring identified by the GEAR UP Team as in need of tutoring.  
To provide Saturday programs that enhance the education experience for at least 50 students this period. To hold the Saturday program 2 weekends per month, and include at least 10 parents/caregivers in the aforementioned Saturday educational enhancement.  
To provide a minimum of 50 students a summer program to be held at USF.
- e To involve at least 30 parents/ caregivers in activities that affect their student-child.
- h To provide to no less than 100 students case management plans according to academic needs and strengths identified through assessment by GEAR UP Team.
- k To provide training to Blake High School ninth and tenth grade teachers throughout the school year.
- m To recruit and train tutors/academic mentors from USF, the churches and the community .  
To provide at least 50 students tutor/academic mentoring services.
- p To implement collaboration agreements and/or partnerships with other agencies in the areas of outreach and access and delivery of services based on the mutually identified needs and strengths of clients and expected outcomes.
- q To implement program evaluation.

Activity Comments	Goal	Achieved	% of Goal	Rating	
a- To continue following the approximately 466 students (formerly the 7th and 8th grade classes from Franklin Middle School) as they enter Blake High School.	Document the number of students enrolled	467*	100.2%	Excellent	* Evaluation reports 455- However, 12 additional students were served through the Summer program but were not included in the evaluation analyses. This information will be included in subsequent analyses. Overall GEAR UP impacted a total of 720 students indirectly through large classroom presentations.
	Document the number of students assessed to begin receiving services	407			
	Number of carryover students from previous period plus the number of new students. Minus the number of students leaving the program during this reporting period equals the number of current students.	201-carryover 294- new students 28- left program =467 actively enrolled	N/A/	N/A	
	Number of students leaving the program	28			
					28 students dropped out and/or transferred to other schools.



	for each of the following reasons: Completed services; no longer eligible; inappropriate intake; voluntary withdrawal; other (e.g. moved, chronic illness, removed from home, death)				
c. To provide tutoring services for at least 100 students identified by GEAR UP staff as in need of tutoring.	Number of students provided at least fifteen hours of tutoring this period	438	438%	Excellent	A total of 438 students received tutoring. 200 through our ELP program. 147 students received tutoring through our Saturday program and 91 through our FCAT lab.
	Number of sessions offered	10	10%	Needs to be Improved.	Tutoring sessions did not increase because only 5 hours of specific one-on-one tutoring was included as part of the Summer program. Therefore, results have not changed. In-class tutoring has now been included to complement our service strategy in 2003/04.
	Total number of non duplicated students	36	N/A	N/A	Two tutoring sessions were offered during Summer. (See Above)
	Number of Saturday sessions offered	438	438%	Excellent	This number includes ELP and 7 academic tutoring sessions offered through the Saturday program.
To provide Saturday programs that enhances the educational experience for at least 50 students this period. To hold the Saturday program 2 weekends per month, and include at least 10 parents/caregivers in the aforementioned	Number of Saturday sessions offered	9	90%	Good	
	Average number of sessions students attended this period	2	29%	Needs to Be Improved	GEAR UP staff is now actively recruiting for the Saturday program. Current results indicate progress is being made which will be reflected in our next report.



e To involve at least 30 parents/ caregivers in activities that affect their student-child	<p>Number of parents/caregivers served</p> <p>List activity and number of parents at activity</p>	<b>86</b>	<b>117%</b>	<b>Good</b>	<p>51 parents were engaged through phone calls made case managers. 7 Parents attended the Saturday program and 28 attended the school's Conference Night. Although we met our goal we still need to work on recruiting parents to be more actively involved in school related activities.</p>
h. To provide to no less than 100 students case management plans according to academic needs and strengths identified through assessment by GEAR UP Team.	<p>Total number of students provided with comprehensive case management plans according to students needs and strengths identified through assessment</p> <p>Number of students for whom services were secured by GEAR UP team and type of service</p>	<p><b>138</b></p> <p><b>407</b></p>	<p><b>138%</b></p> <p><b>N/A</b></p>	<p><b>Excellent</b></p> <p><b>N/A</b></p>	<p>Each Case Manager has 20 students who are targeted to receive intensive case management services. These students are monitored rigorously through meetings, and case managers review their progress reports. Participation by these targeted students are tracked by GEAR UP. The rest of the students on the case management work load are seen less frequently. However, these students do participate in other GEAR Up activities.</p> <p>GEAR UP students received or were involved in the following services:</p> <ul style="list-style-type: none"> <li>▪ Tutoring (Extended Learning Program)</li> <li>▪ Tutoring (Saturday Program)</li> <li>▪ FCAT labs (Math &amp; English)</li> <li>▪ Leadership Skills Institute</li> <li>▪ Conflict resolution</li> <li>▪ Academic advising</li> <li>▪ Peer mediation</li> <li>▪ Advocacy</li> <li>▪ Educational enrichment – books, videos</li> <li>▪ College tours/orientation</li> <li>▪ Summer program</li> <li>▪ Club days</li> </ul>

					<ul style="list-style-type: none"> <li>Leadership training</li> </ul>
k To provide training to Blake High School ninth and tenth grade teachers throughout the school year.	<p>Number of hours of direct teacher training</p> <p>Number of Teachers attending at least one hour of training</p> <p>Brief description of type of training sessions offered to teachers</p>	<p><b>6 hours</b></p> <p><b>5</b></p>	<p><b>N/A</b></p> <p><b>N/A</b></p>	<p><b>N/A</b></p> <p><b>N/A</b></p>	<p>We provided Peer Mediation Training which teaches students how to manage conflicts. We served 5 teachers, three staff and 20 students.</p> <p>GEAR UP has developed a comprehensive professional development plan that will address issues of diversity and classroom management that has already been conducted but will be described in the next reported.</p> <p>Dr. Joan Kaywell from the college of Education at USF has already begun working with teachers at Blake around reading and literacy issues relating to our students (Also to be discussed in our next report).</p> <p>The school also supported the CRISS training when 121 teachers were trained in Creating Independence through Students' Own strategies.</p>
m . To recruit and train tutors/academic mentors from USF, the churches and the community. To provide at least 50 students tutor/academic mentoring services.	<p>Number of volunteers recruited</p> <p>Number who have completed mentor training</p>	<p><b>19</b></p> <p><b>29 tutors completed tutor training</b></p>	<p><b>N/A</b></p> <p><b>N/A</b></p> <p><b>NA</b></p>	<p><b>N/A</b></p> <p><b>N/A</b></p> <p><b>NA</b></p>	<p>Ten volunteers were used during the Saturday program. These individuals shared their expertise and knowledge on a variety of topics with parents and our students.</p> <p>During the Summer program speakers volunteered to meet with our students; some individual also volunteered as chaperones and others volunteered administrative services for our Saturday and Summer programs.</p>

	<p>Number of students provided with tutoring/academic mentoring services</p> <p>Average number of tutoring/academic mentoring visits per tutored/academically mentored student this period (include information as to whether these visits were home visits at on site at Blake)</p>	<p><b>438</b></p> <p><b>2 sessions (approximately 2 hours per session)</b></p>	<b>N/A</b>	<b>N/A</b>	<p>We successfully recruited twenty-nine tutors primarily from USF to tutor Math, English/Reading and Science for our Saturday, ELP and/or Summer programs.</p> <p>Six mentors were used during the Summer program and more will begin serving our students in 2003/2004.</p> <p>All tutoring/academic mentoring services were provided on site in teacher-supervised classrooms. Our tutors did not make home visits.</p> <p>The six mentors hired during the Summer supervised and mentored students during recreational enrichment services and the residential part of the program. New mentors are being hired to serve our students in 2003/2004 semester.</p>
<p>p To implement collaboration agreements and/or partnerships with other agencies in the areas of outreach and access and delivery of services based on the mutually identified needs and strengths of clients and expected outcomes.</p>	<p>For each new collaboration agreement, report goal(s), collaborative partners and number of clients benefiting</p>	<b>On-going</b>			<p>A strong partnership and working relationship has developed with school administration. GEAR UP has had access to school premises and facilities as needed.</p> <p>We have strengthened our relationship with several University colleges and departments, particularly during the Summer program. Other partners include: USF Colleges of Nursing, engineering, medicine, visual and performing arts, WUSF TV, business; and Area Health and Education Center (AHEC) (See Appendix 9).</p> <p>Dr. Joan Kaywell, the interim chair of Secondary Education in the college of Education is now working with our teachers at</p>

					<p>Blake.</p> <p>We had a meeting with other state GEAR UP partners in April 2003 and continue to work collaboratively on issues pertaining to our students.</p> <p>We finalized our agreement with Urban Scholars to provide academic tutoring and preparation for standardized tests for our students in 2003/2004.</p> <p>We have partnered with the National Trust For the Development of African-American Men. The leadership institute for our students, and many parent sessions were run by this organization.</p> <p>In-kind resources have also been received from a number of organizations (Appendix 9).</p>
q. To implement program evaluation.	Update of on-going data collection activities (for example, number of pretests and/or post tests administered, number of academic plans completed, number of report cards collected, etc.)	<b>On-going</b>	<b>N/A</b>	<b>N/A</b>	The project has an evaluation team that assists in data collection and also tracks student progress and outcomes (See on Evaluation and Results and Findings).

## Outcome Objective Worksheet

### Indicator Outcome Objectives

m Eighty percent of the program's participants will maintain successful academic performance as measured through school attendance, progress reports and grades. This will serve to indicate an increased number of children with demonstrated successful school achievement, grade promotion or graduation as a result of family support.

Indicator	Goal	Achieved	% of Goal	Rating	Comments
m	Eighty percent of the program's participants will maintain successful academic performance as measured through	See Comments	See Comments	See Comments	143 of 455 (31%) 9 <sup>th</sup> and 10 <sup>th</sup> grade students were absent five or more times during the Spring Semester .
	school attendance, progress reports and grades. This will serve to indicate an increased number of children with demonstrated successful school achievement, grade promotion or graduation as a result of family support.	See Comments	60%	Fair	222 of 378 students scored a C or better in Math
		See Comments	67%	Fair	254 of 380 students taking English scored a C or better;
		See Comments	64%	Fair	242 of 376 students taking science scored a C or better (See Evaluation Results and Findings- Student Outcomes)

**Appendix 1**  
**Blake Brochure**



**Appendix 2**  
**2003 GEAR UP-Blake High**  
**Summer Program Participants**



### Appendix 3 ELP Tutoring



Appendix 4a  
Saturday Schedule

# Blake High-GEAR UP Saturday Program

## Class Schedule

### Students/Parents

8:45 am	Sign In	Cafeteria
9:00am-10:55 am	FCAT Preparation	
	1. Plato Lab (TBA)	Rm. B325
	2. FCAT Reading (TBA)	Rm. B218
	3. FCAT Math (TBA)	Rm. B323
A. 11:00am-12:15pm	Student Leadership (Shabazz)	Rm. B216
12:15pm-1:00pm	Recreation/Lunch	Cafeteria
Parents		
9:00am-10:15am	Parent Leadership (Shabazz)	Rm. B216
10:20am-11:20am	Parent Workshop (Financial Budgeting)	Rm. B126
11:25am-12:25 pm	Parenting Workshop (Howell)	Rm. (TBA)
12:30 pm-1:00pm	Social/Lunch	Cafeteria



## Appendix 4b Plato Lab



**Appendix 5**  
**Club Day**





**Appendix 6**  
**Bethune Cookman College**  
**Walking Tour**



## Appendix 7

### Embry Riddle Walking College Tour



## Appendix 8a Summer Schedule

### Blake High School 3-week Summer Schedule

**June 2- June 20<sup>th</sup>, 2003**

**Location: University of South Florida, Tampa.**

### **WEEK ONE**

<b>Time</b>	<b>June 2 Monday</b>	<b>June 3 Tuesday</b>	<b>June 4 Wednesday</b>	<b>June 5 Thursday</b>	<b>June 6 Friday</b>	<b>June 7 Saturday</b>	<b>June 8 Sunday</b>
8:00-9:00 a.m.	Pick-Up/Drop off USF	Pick-Up/Drop off USF	Pick-Up/Drop off USF	Pick-Up/Drop off USF			
9:00 –9:15 a.m.	Breakfast/ Sign-In	Breakfast/Si gn-In	Breakfast/ Sign-In	Breakfast/ Sign-In			
9:15-10:00 a.m.	Reading/ English	Reading/ English	Reading/ English	Reading/ English			
10:00-11:00 a.m.	Math	Technology	Math	Technology			
11:00-12:00 a.m.	Science	Math	Science	Math			
12:00 –12:45	Lunch at Argos	Lunch at Argos	Lunch at Argos	Lunch at Argos	Lunch at Argos		
1:00-2:00 p.m.	Career Awareness College TBA	Career Awareness College TBA	Career Awareness College TBA	Career Awareness College TBA	Career Awareness College TBA		
2:00-3:00 p.m.	Swimming	Fred Johnson ( <b>Memorial Middle- Share Cost</b> )	Outdoor Basketball	Mrs. Johnson's Dance Troop ( <b>Memorial Middle- Share Cost</b> )	Swimming		
3:00-4:00	Pick-Up/Drop off USF	Pick-Up/Drop off USF	Pick-Up/Drop off USF	Pick-Up/Drop off USF	Pick-Up/Drop off USF		



## WEEK TWO

Time	June 9 Monday	June 10 Tuesday	June 11 Wednesday	June 12 Thursday	June 13 Friday	June 14 Saturday	June 15 Sunday
8:00-9:00 a.m.	Pick-Up/Drop off USF	Pick-Up/Drop off USF	Pick-Up/Drop off USF	Pick-Up/Drop off USF	Pick-Up/Drop off USF		
9:00 –9:15 a.m.	Breakfast/ Sign-In	Breakfast/ Sign-In	Breakfast/ Sign-In	Breakfast/ Sign-In	Breakfast/ Sign-In		
9:15-10:00 a.m.*	Reading	Reading	Reading	Reading	Reading		
10:00-11:00 a.m.	Math	Math	Math	Math	Math		
11:00-12:00 a.m.	Science	Science	Science	Science	Science		
12:00 – 12:45	Lunch at Argos	Lunch at Argos	Lunch at Argos	Lunch at Argos	Lunch at Argos		
2:00-3:00 p.m.	Indoor Basket Ball	Field Day/Athletics	Game Room	Intramural Fields			
3:00-4:00	PickUp/Drop off USF	Pick- Up/Drop	Pick- Up/Drop	Pick- Up/Drop			

### WEEK THREE- RESIDENTIAL

	June 15 Sunday	June 16 Monday	June 17 Tuesday	June 18 Wednesday	June 19 Thursday	June 20 Friday
7:00-8:00		Breakfast @Argos	Breakfast @Argos	Breakfast @Argos	Breakfast @Argos	Breakfast @Argos
8:30-9:00 a.m.		Sign-In <b>THEME SCIENCE</b>	Sign-In  <b>BUSINESS TECHNOLOGY</b>	Sign-In  <b>SPORTS/ ENTERTAINMENT</b>	Sign-In <b>CIVIL SERVICE</b>	Student/ Staff Check Out
9:00-10:00 a.m.		Reading	Math	Science	Computer Technology	Student/ Staff Check Out
10:00-11:00 a.m.		Science	Computer Technology	Reading	Math	Student/ Staff Check Out
11:00-12:00 a.m.		Career Workshops <b>Pharmacist/ Doctor/ Medical Assistant</b>	Career Workshops <b>Communication and Business Tele- communications Mentors/ Computer Support Specialist</b>	Career Workshops <b>Radio/TV Personality University Coach Sports/Entertainment</b>	Career Workshops <b>Attorney /Lawyer  CPR/Red Cross Aid  Dr. Fogel</b>	Student/ Staff Check Out Math
12:00 – 12:45		Lunch at Argos	Lunch at Argos	Lunch at Argos	Lunch at Argos	
2:00-3:00 p.m.	Student Arrival/Check- in	MOSI	Skating	Olympics Games Physical Education	<b>Free Time-In Dorms.</b>	
3:00-4:00 p.m.	Students Arrival/Check- in	MOSI	Skating	Olympics Games Physical Education	Wrap Up Session/ Reflections	
4:00-5:00 p.m.	Students Arrival/Check- in	Leadership Session One	Book Store Tour	Leadership Session Two	<b>Wrap Up Reflections on Achievements</b>	
5:00-6:00 p.m.	USF ID Welcome Overview Orientation	Snacks Fun and Games	Snacks Fun and Games	Snacks Fun and Games	Snacks	
6:00-7:00 p.m.	Dinner at Argos	Dinner at Argos	Dinner at Argos	Dinner at Argos	Pool Party	
7:00-8:00 p.m.	Games Character Leadership	<b>Free Time- In dorms.</b>	<b>Free Time- In dorms.</b>	Game Room	Carribean Dinner/Social	
8:00-9:00 p.m.	Rap Sessions	Rap Sessions Goal Setting	Rap Sessions	Blockbuster video Pizza Party	Carribean Dinner/Social	
9:15-9:30	Night Preparation	Night Preparation	Night Preparation	Night Preparation	Night Preparation	
9:45	Lights Out	Lights Out	Lights Out	Lights Out	Lights Out	

**Appendix 8b**  
**English Presentations**



**Appendix 8c**  
**English Presentations**

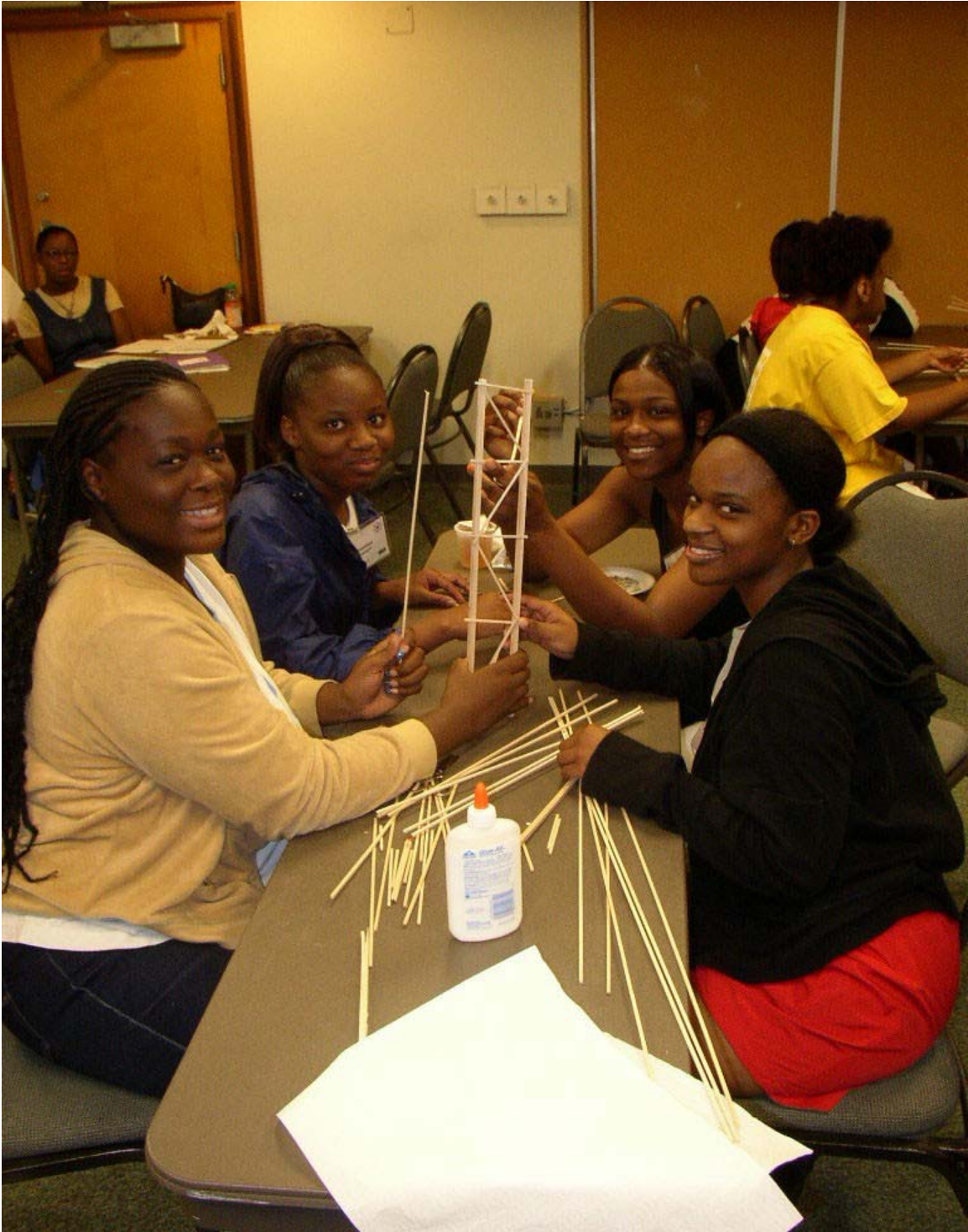


**Appendix 8d**  
**English Presentations**





**Appendix 8e**  
**Balsa Wood Bridges for**  
**Math Classes**



**Appendix 8f**  
**Balsa Wood Bridges for**  
**Math Classes**





**Appendix 8g**  
**Balsa Wood Bridges for**  
**Math Classes**





**Appendix 8h  
Crime Scene for  
Science Classes**



## **Appendix 8i**

### **College Tour Highlights**

#### **University of South Florida**

- Area Health Education Center (AHEC)
- College of Engineering
- College of Business
- College of Medicine
- College of Nursing
- College of Visual and Performing Arts
- WUSF TV Job Shadowing
- University Residence Halls
- University Marshall Center
- University Dining Hall
- Recreational Facilities
- HIV/AIDS Awareness
- Study Abroad and Exchange

#### **Bethune Cookman College (College Tour), (See Appendix 6)**

- Walking Campus Tour (admissions requirements, financial aid, housing)
- College Library/Museum
- Past Home/Gravesite of Mary McCleod Bethune
- Recreational Facilities

#### **Embry Riddle Aeronautical University (College Tour), (See Appendix 7)**

- Administration Building
- Flight Simulation Facilities
- Classrooms/Labs

**Appendix 8j**  
**Incentive/Rewards Form**

Student Name	Appropriate Bus Behavior (1-5)	Appropriate Class Behavior (1-5)	Appropriate Program Behavior (1-5)	Class Participation (1-5)	Group Leadership (1-5)	Asks Questions (1-5)	Respect for Staff (1-5)	Respect for Peers (1-5)	Classwork (1-5)	Completes Homework (1-5)	Completes Projects (1-5)	Dress Code (1-5)	Picks up behind self/others (1-5)	Follows directions (1-5)	Keeps Head up at all times (1-5)	Has daily goal (1-5)	Has Summer Program goals (1-5)	Self Initiative (1-5)	Other: (1-5)	Other (1-5)	Daily Total (0-100)
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
10																					
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22																					
23																					

## Appendix 9

### **COLLABORATIVE PARTNERS & IN-KIND CONTRIBUTIONS**

USF Colleges (Nursing, Engineering, Medicine, Visual and Performing Arts, Area Health  
and Education Center (AHEC), Education, WUSF TV  
USF College of Engineering (Yes We Care Program)  
University of Tampa  
University Community Hospital  
Hillsborough County School District  
Hillsborough Community College  
National Trust for the Development of African-American Men  
Urban Scholars  
Upward Bound  
College Reach Out Program (CROP)  
Florida State GEAR UP Sites

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### **IN-KIND DONATIONS AND CONTRIBUTIONS**

	<b>Totals</b>
Blake High School	73,085.34*
Lifestyles Family Fitness	550.00
Volunteers	3,109.03
Books	1,230.00
Suarez Housing Corp	250.00
Wal-Mart	<u>20.00</u>
Grand Total	<b>78,244.37</b>

\* Total reflects adjustments to previous figures

