

**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, 2004**

By

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Principal Investigator -
GEAR UP Program**

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Project Manager**

**Louis de la Parte
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Department of Child & Family Studies**

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USF
UNIVERSITY OF
SOUTH FLORIDA

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Howard W. Blake High School

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**University of South Florida
Louis de la Parte Florida Mental Health Institute**

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and
Readiness for Undergraduate Programs
Blake High School**

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■ INTRODUCTION

The 2003/2004 academic year represented the fifth year of implementation of our GEAR UP program at Blake High School. During this academic year five hundred and seventy-two students were enrolled in our program and we served three hundred and seventy-seven students from our target 10th and 11th grades.

The program was fully staffed with three full-time case managers, a part-time community resource specialist, a project manager and a pool of part-time student tutors, and paid and volunteer mentors. We also had part-time faculty who worked directly with GEAR UP staff, school administration and teachers. A team of evaluators who are paid through a budget transfer to a sub-account, provided all summary student data analyses and reporting of GEAR UP program activities. The evaluators analyzed student support through tutoring and mentoring as well as the total time students spent on various academic services. In addition, through the support of various sub-contractors we provided a number of academic and enrichment activities to our students and their parents.

■ PROGRAM SUMMARY

Over the past year, GEAR UP incorporated a variety of service components and strategies that facilitated students' academic progress which we believe will help improve graduation rates and foster student advancement to post-secondary placements. Our array of educational and enrichment support services to our students and their parents were divided into five main areas:

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

Student Academic Supports

Our program provided heavy emphasis on academic tutoring during school, after school and on the weekends. Students had multiple opportunities to receive tutoring one-on-one from University of South Florida tutors, including advanced level engineering and math students from the Urban Scholars program also at University of South Florida. Teachers from Blake High School also provided instruction and assistance in math and reading during after school and our Saturday programs.



In-Class Tutoring

In-class tutoring continued to be one of the best means of reaching our students. During the past year, tutors have been specifically matched with teachers throughout the school day in order to assist students. The success of the past academic year's in-class tutoring has resulted in many requests for in-class tutors from teachers in the new 2004/2005 academic year. In general, tutors worked directly with GEAR UP students assisting them with their reading, math, and science classes throughout the academic school day. A total of nineteen students tutored our GEAR UP students while they were in class during the fall 03 and spring 04 semesters. Over the course of the year, twenty teachers took advantage of this service and two hundred and eighty-three students participated in some type of tutoring activity during this period. On average each of these students received 2 hours and 2 minutes of tutoring.

After-School Tutoring

GEAR UP continued to support the efforts of the Extended Learning Program which is part of the normal after school program at Blake High School. After school program sessions were held on Mondays and Wednesdays from 3:00pm - 5:00pm each week and we provided tutors in Math and English/Reading to assist teachers who were part of this program.

In addition to having USF tutors work in the after school program, we also provided academic assistance through the Urban Scholars tutoring program. Urban Scholars tutors provided much needed one-on-one intensive math assistance to students preparing them for the ACT/SAT tests. These tutors were high performing honors or graduate students who are enrolled in the College of Engineering at the University of South Florida. They met GEAR UP students during the after school program on Mondays and Wednesdays, and focused primarily on SAT/ACT preparation for college. The Urban Scholars program helped students get more practice on test taking and problem solving strategies. Because GEAR UP students received undivided attention, we believe that they were more likely to understand concepts and methodologies that they may have been unable to grasp during regular classes. Students were also able to attend additional tutoring classes through the Urban Scholars Program on Saturdays on the main Tampa campus of the University of South Florida.

Another tutoring opportunity was also provided through the GEAR UP Saturday programs, generally held twice a month. Students again received assistance in the FCAT, SAT/ACT preparation as well as general academic help with their Math and English/Reading.

Educational Field Trips

During the latter part of the school year we divided our GEAR UP students into three different groups: students targeted to attend 4-year college; 2-year college; and vocational/technical schools. Groupings were made based on GPA, FCAT scores, SAT/ACT scores, post-secondary interests and participation. Using Individual Service Plans (ISPs) we identified fifty students for each group. In planning the remainder of our field trips for the 2003/2004 year, we also made sure that we visited campuses and sites that addressed one of the three basic educational groupings. This was done to expose and encourage students to diverse post secondary settings related to their targeted academic goals.

Since our six-month report, we had six more educational field trips and visited eight additional universities or colleges including the University of South Florida (USF), Moorehouse College, Spellman College, Georgia Tech University, Hillsborough Community College, University of Miami, Barry University and Florida Memorial College.

The last of these educational field trips which was taken during the summer, was focused on exposing students to universities and campuses in South Florida and was geared primarily towards students who had expressed an interest in attending a four-year college.

Many of these college field trips included information on financial aid, admission requirements, housing, and scholarships. In addition, specific speakers from colleges and departments provided motivational speeches to inspire our students. Walking tours allowed our students to get access to various colleges and administrative buildings on campuses. The tours to Tallahassee and Miami were overnight trips which parents and caregivers were encouraged to attend. This was a deliberate to get parents involved in a very tangible way in their children's education.

We also visited Erwin Vocational and Brewster Technical Centers during the summer to provide exposure for those students interested in pursuing vocational/technical careers. To help support these students, we successfully secured fifteen vocational/technical scholarships through funds provided by the Children's Board of Hillsborough County. These awards will be made available to students in the 2004/2005 academic year.

Saturday Program

Last academic year, we organized and implemented a total of ten Saturday programs in fall 03 and spring 04. (See Appendix 1a-Saturday Program Schedule). No additional programs were organized for the rest of the academic year, however, we had several activities that allowed us to work with parents through educational field trips, our awards ceremony, and through phone and in-person meetings with our case managers.

As previously reported, our Saturday program comprised activities for both parents and students. Saturday sessions emphasized tutoring and FCAT and SAT preparation, as well as leadership workshops for students and parents. Some Saturday sessions



were facilitated by a consultant, Wali Shabazz, of the National Trust for the Development of African-American Men. Student sessions were aimed at changing negative perceptions on academics, facilitating meaningful discussions on youth issues and generating an ideology of self-empowerment and leadership. These goals were reached through guest speakers, discussion groups and presentations. Parents likewise, were afforded opportunities to discuss relevant issues with other parents with the help of facilitators. One particular session included parents and their children working on conflict resolution strategies. In addition, both parents and students were trained or received information on some of the following topics: computer and career training, tax preparation, health care issues and school choice (See Appendix 1b).



■ SOCIAL ENRICHMENT SUPPORT

GEAR UP Club Days

The GEAR UP program organized five club day meetings this past year. These meetings provided students with information about GEAR UP activities. GEAR UP club days are extremely important for our staff as they provide us with the opportunity to meet with a large number of our students at one time. Club days also allowed us to recruit students, support motivational guest lectures, and administer student satisfaction surveys. Students also were able to socialize among their peers during club days and we intend to use these meeting to elect GEAR UP officers sometime in the 2004/2005 academic year.

Recreational Activities

During the past year, we provided various recreational and social activities for our students such as skating, bowling, visits to amusement parks in the Tampa Bay area (Also See Summer Program pp. 6 & 7). In April 2004, we partnered with the Blake High School Gospel Choir and took twenty-eight students on an educational field trip to Atlanta. In addition to visiting several colleges in the area, we also visited Coca-Cola, Underground Atlanta, and CNN World Headquarters.

Case Management Support

As our students prepared for college and other post secondary settings, case management remained a significant resource in providing guidance, support and motivation to our students. After careful consideration and an analysis of students' grades, interests, GPAs, FCAT and SAT/ACT scores documented in Individual Service Plans (Appendix 2 -ISP), case managers and other GEAR UP staff reorganized case loads into three separate groupings for students who would be incoming 12th graders during the 2004/2005 academic year. Students were assigned to one of the three groups, 4-year, 2-year or vocational/technical schools.

Community Service

Another aspect of our social enrichment supports was a community service learning project. Our students cleaned apartments of the elderly and disabled citizens living in a residential facility, located a few blocks away from Blake High school. In July of 2003, two GEAR UP students, their parents and three GEAR UP staff members took

part in a countywide workshop sponsored by ‘Youth As Resources (YAR)’, a division of the National Council for Community Justice (NCCJ). This workshop trained high school students how to design, and apply for community service grants. During the workshop students went through each of the steps required to develop their grants. At the end of the workshop the students took part in a mock presentation to the board. In October these two students completed their project proposal and presented their application to the YAR Board on the topic “Teens Working With the Elderly and Disabled”. The students were awarded a \$1,200 grant by Youth as Resources to carry out their project. Twenty-eight students volunteered to participate in the project. The students completed two sessions, one in December 2003 and the other in January 2004 and cleaned over 25 apartments. They have expressed interest in continuing more community work and helping the elderly (Appendix 3).



■ PARENTAL AND COMMUNITY INVOLVEMENT

Our parental involvement this past year has been primarily through the Saturday programs, one-on-one contact by phone and in person meetings. Parents also participated in the three overnight educational field trips to Tallahassee, Atlanta and Miami.

We continued to encourage more parent participation in all GEAR UP activities particularly those related to the post secondary placement of students in our target cohort. Initial work done with parents over the summer has laid the foundation for continued parent involvement during the 2004/2005 year.

■ PROFESSIONAL DEVELOPMENT

A number of trainings occurred throughout the 2004/2005 academic year (Appendix 4- Professional Development Trainings.) In November 2003, twenty-eight teachers and two staff members took part in an ‘in-service’ training entitled “A Framework For Understanding Poverty.” Some of the key issues discussed in this training involved teachers’ understanding of the impact poverty has on the educational and academic status of current and future generations. The workshop provided teachers with insight on how to better instruct students and to dispel negative student stereotypes about education. The workshop also identified effective teaching strategies to increase student motivation and improve academic progress.

In addition in January 04, GEAR UP supported the efforts of three staff members who attended a Literacy and Reading Conference in Miami. Conference participants found the information very useful. As a result of that conference, we found that some of the best practices strategies covered during that conference were already being implemented at Blake High school and for others, Blake administration and staff began to develop a working plan for future implementation. For instance, the conference helped to re-emphasize the importance of placing low readers in actual reading classes throughout the school day. Blake High school already provides classes for various reading levels of students. The teachers and administration provide extra assistance in the Extended Learning Program (ELP) through the Bridge program and our GEAR UP program. Both of these programs provide extra help for students needing assistance in Reading and Mathematics.

During the summer, June 14-16, GEAR UP sponsored the principal and five department heads to attend the “Professional Learning Communities At Work Institutes 2004.” As a result of this training, Blake staff set up the Professional Learning Communities within the school environment and developed collaborative teams within their various disciplines.

We also sponsored the “7 Habits of Highly Effective Teens” training at Blake High School in May 2004. Participants included one Blake instructor, three GEAR UP staff and approximately nine other instructors and guidance counselors. The training included the following 7 Habits:

1. Be Proactive
2. Begin with the End in Mind
3. Put First Things First
4. Think Win-Win
5. Seek First to Understand, Then to Be Understood
6. Synergize
7. Sharpen the Saw

■ SUMMER PROGRAM

Our 2004 Summer Program was an exciting experience for our students. We successfully recruited and served a total of fifty-four students during our three-week program. Our program focused on academics and field trip experiences that were specifically geared towards exposing our students to the three educational groupings:

4-year college, 2-year college and vocational/technical careers (Appendix 5). Morning activities centered around academics and college placements and afternoon enrichment activities included Stageworks, Bogie Bear Edutainment, and the National Trust, leadership development; and college or educational field trips. Classes for the first week of our program were held at Franklin Middle School, (the original school of the initial cohort of GEAR UP students) and the second week of classes were held at Blake High School, the present location of the program.

Specifically, during the first two weeks, we focused on academics. In the mornings, we concentrated on English/Reading and Math and helped to orient our students to our three post-placement strands – 2 –year, 4-year and vocational schools. Speakers from various local colleges and technical schools provided students with financial aid information and specific post secondary placement admissions requirements (Appendix 5).

In the afternoons, (on at least two afternoons each week) we engaged in a number of social enrichment activities (Appendix 5). For instance, Stageworks worked with students for two weeks and helped to develop various skits that emphasized students making the correct choices in conflict situations. Students would act out various social situations involving conflict, demonstrating possible scenarios of what could occur. They would then discuss things, re-organize and demonstrate a more appropriate way of handling that same conflict situation. This activity was used to promote positive behavior modification and help students to make better choices in dealing with conflict.



Another enrichment program used during the summer was the Bogie Bear Edutainment Foundation. In this program, students worked on developing their speaking and interviewing skills. Mr. Bogan, the facilitator, worked directly with students providing workbooks and videotaping interviews conducted by students with a Manager from one of our local fast food franchises. After these mock interviews, students reviewed the taped interviews and gave feedback on strengths and weaknesses noted during each interview. This opportunity was very helpful to students who were targeted to be part of our summer internship program as it helped to improve their interviewing skills.

A third enrichment program was facilitated by Mr. Wali Shabazz of the National Trust for the Development of African-American Males who continued his work on developing and enhancing our students' leadership skills. These sessions included small group discussions on the current challenges of today's youths. He emphasized the importance of men taking their role as young men seriously and being more responsible and focused on the importance of maintaining strong relationships within the institution of marriage and the family.

On the other three days, our students spent their afternoons participating in a variety of recreational and social activities including watching movies, going ice-skating, swimming, bowling, and visiting Celebration Station, and the Museum of Science and Industry (MOSI).

The third week of our summer program activities comprised a three-day overnight trip to Miami where students toured three colleges and universities: University of Miami, Barry University and Florida Memorial College (See Appendix 6). A total of eighteen students, thirteen parents and three GEAR UP staff participated in this overnight college tour. Additionally, during the third week of the summer program, some students began the first of their two-week work internship. A total of 20 students were placed in a work environment for 2 weeks or 20 hours. We placed students in several different colleges and departments on the University of South Florida (USF) campus, and partnered with local businesses, and organizations to find other appropriate placements for our students. Students were assigned based on their career and educational interests and availability. Most students were bussed from Blake High school to their internships between 8:30am and 9:00am and back to Blake High school by 3:00 p.m.

The following agencies and organizations participated in our summer internship program:

- | | |
|--|---------------------------------------|
| 1. Taweed Community Development, Inc. | 7. USF Post Awards |
| 2. Hillsborough County Government | 8. USF's Institute on Black Life |
| 3. Howard McKnight, Inc. | 9. FMHI-CFS Division of State & Local |
| 4. Sweet Serennah | 10. FMHI Library |
| 5. Tarek's FMHI Cafeteria | 11. FMHI-CFS TREAD/GEAR UP and |
| 6. USF College of Engineering
(FEEDS, IMSE) | 12. FMHI-USF ENLACE |



In these varied and different work environments, students performed a number of tasks including minor book-keeping, service hospitality, administration, clerical and engineering/web design.

Each student was required to complete time sheets showing the hours worked. Their time sheets were signed by their immediate supervisors who also completed evaluation forms on their work performance. In addition, tutor/mentors made at least two on-site visits to assess students' performance, attitude and dress code while on the job. Following satisfactory performance reviews from immediate supervisors, each student received a \$200 stipend.

■ Results and Findings

We worked with a team of evaluators, headed by Dr. Tom Massey, Florida Mental Health Institute, who is faculty in the Division of Policy and Services Research and Evaluation. Evaluators were primarily responsible for data collection, data analyses, and reporting on program activities with respect to student enrollment and participation. Their analyses also included an assessment of the length of time spent on various activities, as well as a review of student educational outcomes.

Evaluation Design

The analyses presented below in Tables 1-3 and the related charts reflect the activities and performances of both the designated cohort and our non-cohort students who were enrolled in the GEAR UP program. As such, it includes students in the 10th and 11th grade (cohort) at Blake High School as well as the 9th and 12th grade students (non-cohort). These figures are related specifically to enrollment and not services or direct participation.

In contrast, the data presented in the "Services Provide to GEAR UP Students" section, (pp.13) are primarily for 10th and 11th grade students enrolled in the GEAR UP project that received or participated in some specific service or program at Blake High school. However, some additional analyses are also discussed which include services that were provided to both our target cohort (10th and 11th graders) and non-cohort (9th and 12th graders) during the 2003/2004 academic year.

The primary source of data used was the School District of Hillsborough County administrative dataset, the Student Course Information System (SCIS). The dataset included (a) students' demographic characteristics including race, gender, grade level, and eligibility for free or reduced-price lunches; (b) students' class enrollment; (c) students' grades and GPAs; (d) students' FCAT scores; (d) students' attendance; and (e) disciplinary records. The second data source consisted of the activity recording forms completed by GEAR UP case managers and tutors. Both datasets were collected during the 2003-2004 academic year and the Summer Program during June 2004.

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: the Group Activity Form (Appendix 7). Individual Activity Form (Appendix 8). 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.



Evaluation Findings: GEAR UP Student Outcomes

Successful Academic Performance

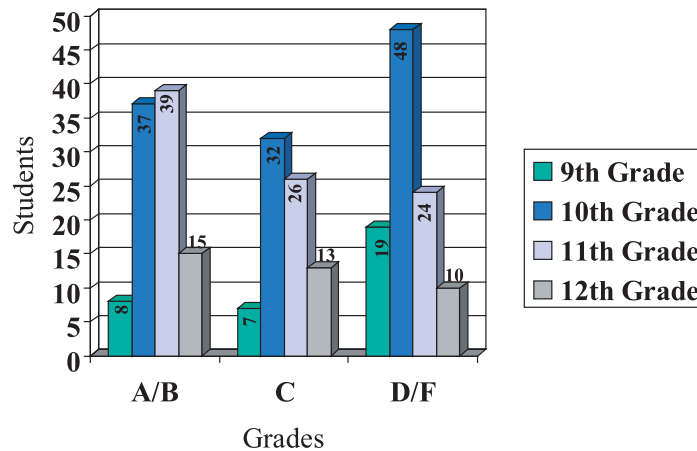
There were 572 enrolled students in the GEAR UP program during the 2003-2004 academic year. Of these 572 students, 358 were returning (i.e., were in the program the previous school year), and 214 were new (i.e. were recruited during the 2003-2004 academic year). Seventy-five students were in the 9th grade, 223 were in the 10th grade, 154 were in the 11th grade, and 120 were in the 12th grade (See Table 1). There were 222 male and 350 female project participants.

Table 1: Number of Project Participants by Grade Level, 2003-2004

Grade Level	Number of Students	Percent
9	75	13.1
10	223	39.0
11	154	26.9
12	120	21.0
Total	572	100.0

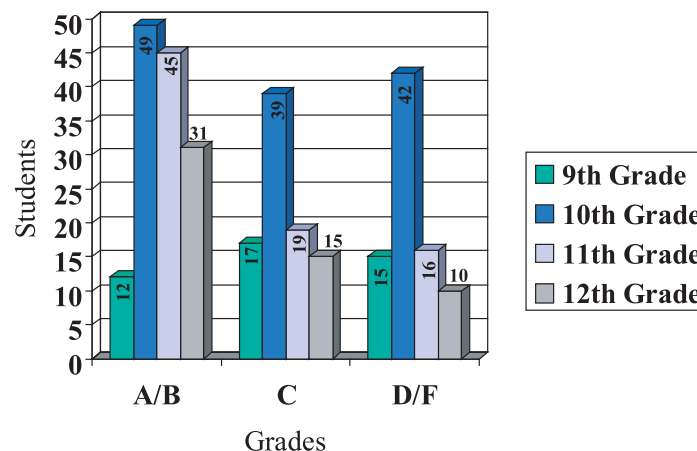
Of the 572 GEAR UP enrolled in our program, 278 (48.6%) took a math class during the spring semester of 2004. Students' grades were recorded if they took any of the following math classes available at Blake: (a) pre-algebra, (b) algebra 1a, (c) algebra 1b, (d) algebra 1, (e) geometry, (f) calculus, (g) trigonometry, (h) intensive math, (i) math 9-12, (j) Liberal Arts math, (k) pacesetter math, or any of the advanced courses (l) algebra 1 honors, (m) algebra 2 honors, (n) calculus honors, (o) geometry honors, and (p) AP math class. If a student took more than one math class during the spring semester of 2004, the grade in the most recent class was recorded. If a student took two math classes at the same time, the grades were averaged. Two hundred and ninety-four students did not take any math classes during the spring semester of 2004. Of the students who took math, 34 were in the 9th grade, 117 were in the 10th grade, 89 were in the 11th grade, and 38 were in the 12th grade. Of those students who took math, 63.7% received "C" or above, therefore demonstrating successful academic performance (See Figure 1 and Table 2). For the purpose of this report, successful academic performance is defined as earning a "C" or higher grade.

Figure 1: Grade Distribution in Math by Grade Level



Of the 572 enrolled in our program, 310 (54.2%) took an English class during the spring semester of 2004. Students' grade were recorded if they took any of the following English classes: (a) Intensive English, (b) English 9-12, (c) English 1, (d) English 2, (e) English 3, (f) English 4, (h) English 5, (i) pacesetter English, (j) literature and the arts, or any of the advanced courses (k) Honors English 1 through 5, and (l) AP English class. If a student took more than one English class during spring semester of 2004, the grade in the most recent class was recorded. If a student took two English classes at the same time, the grades were averaged. Two hundred and sixty-two students did not take English during the spring semester of 2004. Of the students who did take English, 44 were in the 9th grade, 130 in the 10th grade, 80 were in the 11th grade, and 56 in the 12th grade. Of those students who took English/Language Arts, 73.2% earned a "C" or above (see Figure 2 and Table 2).

Figure 2: Grade Distribution in English by Grade Level



Of the 572 enrolled in our program, 265 took one or more of the following science classes: (a) chemistry, (b) physics, (c) biology, (d) science, (e) health science, (f) earth-space science, (g) marine science, or any of the advanced courses (h) physical science honors, (i) biology 1 honors, (j) chemistry 1 honors, (k) physics honors, and (l) AP science class. If a student took more than one science class during the spring semester of 2004, the grade in the most recent class was recorded. If a student took two science classes at the same time, the grades were averaged. Three hundred and seven students did not take any science classes during the spring semester of 2004. Of those students who took a science class, 72.5% received a “C” or above (see Figure 3 and Table 2).



Figure 3: Spring 2004 Grades Distribution in Sciences by Grade Level

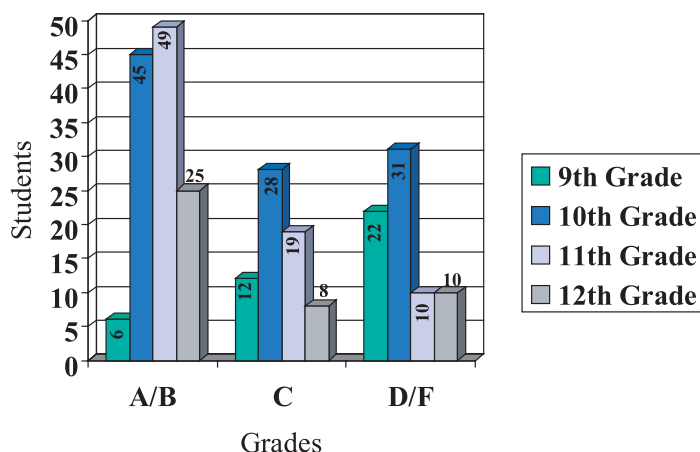


Table 2. GEAR UP Enrollees Grade Performance in Spring 2004 by Course and by Grade Level

Grade Level	572 Project Participants								
	Mathematics			English/Language Arts			Science		
	Below 70 (Below C)	70-80 (C)	Above 80 (B or higher)	Below 70 (Below C)	70-80 (C)	Above 80 (B or higher)	Below 70 (Below C)	70-80 (C)	Above 80 (B or higher)
9	19	7	8	15	17	12	22	12	6
10	48	22	37	42	39	49	31	28	45
11	24	36	39	16	19	45	10	19	49
12	10	13	15	10	15	31	10	8	25
Total	101	78	99	83	90	137	73	67	125

A passing score on the Florida Comprehensive Assessment Test (FCAT) indicates successful academic performance. Those students who scored 300 points or higher on either the Math or Reading portion of the test were counted as passing the FCAT. Of the 549 GEAR UP participants who took the FCAT Math test, 304 (55.4%) had a passing or higher score. Of the 551 GEAR UP participants who took the FCAT Reading test, 248 (45%) had a passing or higher score. The fact that fewer students scored 300 or above in reading compared to math may be because English is a second language for some students. The average FCAT Math score was 294 and the average FCAT Reading score 280. Of GEAR UP students who took the math test, 245 had math FCAT scores of less than 300; 303 who took the Reading test had FCAT scores of less than 300 (see Table 3).

Table 3. The Number of GEAR UP Participants Who Had a Passing or Higher Score on FCAT by Grade Level

Grade Level	Number of GEAR UP participants who had passing or higher FCAT scores (300 or above)	
	Reading	Mathematics
9	19	20
10	59	102
11	97	106
12	73	76
Total	248	304

Services Provided to GEAR UP Students

The numbers presented for services reflect all students who received services during the 2003-2004 school year. This may include some students who received services and later withdrew from the school.

With regard to participant/service recipients of GEAR UP services, from our cohort (10th and 11th grades), we served a total of three hundred seventy-seven students (unduplicated count). In addition, three hundred and ninety-nine students received tutoring or mentoring services during the 2003-2004 academic year. Specifically, two hundred and eighty- three students received some type of tutoring assistance and attended an average of 1.7 sessions for an average of 2 hours and 2 minutes hours per session per student. Also during the 2003-2004 academic year, 116 students attended an average of 1.5 mentoring sessions for an average of 53 minutes per session per student. Case management was provided to a total of two hundred and forty-two students. Students receiving case management services attended an average of 1.8 sessions, for an average of 29 minutes per session per student.

In addition, our analyses of all service recipients (9th through 12th grade) showed that five hundred and seventy-two GEAR UP students received services. Of this number, four hundred and twenty students received tutoring or mentoring services. These students attended an average of 1.7 tutoring sessions for an average of 2 hours and 14 minutes per session per student. With respect to case management services, three hundred and sixty-two students received some type of case management over the course of the academic year. Students receiving case management services attended an average of 1.7 sessions, for an average of 31 minutes per session per student.



Saturday Program

With regard to our specific target cohort of 10th or 11th graders, a total of 63 students participated in our Saturday program. These students attended an average of 1 session, for an average of 1 hour and 28 minutes. Overall, when we included the 9th and 12th graders, this total increased to 79 students.

In addition, overall including both our cohort and non-cohort grades, twenty-one parents participated in Saturday programs (unduplicated counts), and the average number of sessions attended by each parent was 1.3. There were no differences in average sessions or time spent in the Saturday program for the cohort students and the non-cohort students.

Summer Program

Thirty-eight students from the 10th and 11th grade cohorts attended the summer program during June 2004. Students attended for an average of two sessions for an average of 4 hours and 10 minutes per student. However, this total does not include sixteen additional students who did not have evaluation group activity logs (See Process Outcome Objective Activity A pp. 24) for more details.

Further analyses of all students including our cohort and non-cohort grades (i.e. 9th through 12th grades) showed that a total of forty-two students attended the summer program. There were no differences in average sessions or time spent in the summer program for the cohort and the non-cohort students.

Table 4: Summary of Services Provided by the GEAR UP Program

Type of Service	Number of students receiving service during 03-04	Average duration of session	Average number of sessions attended per student per year
Tutoring activities	283	2 hours and 2 min.	1.7
Mentoring Activities	116	53 minutes	1.5
Activities directed at behavior, conflict resolution	154	27 minutes	1.8
Recreational/social and other activities	248	1 hour and 24 min.	1.2
Computer assisted lab, FCAT	123	1 hour and 35 min.	1.5
Case Management	242	29 minutes	1.8
Saturday Program	63	1 hour and 28 min.	1
Summer Program	38	4 hours and 10 min.	2

N = 377

Table 4 reflects participation by 10th and 11th graders.



■ ACCOMPLISHMENTS

Development of An Integrated System of Academic and Enrichment Supports

GEAR UP successfully designed a comprehensive package of services, resources and supports that provide our students and their parents a strong academic support system. Our service support system combined academic services, such as after school and in-class tutorial services with enrichment services, such as leadership development and the 'Youth As Resources', a community service learning project. When these services are coupled with our individualized case management, our GEAR UP program was successful in providing a comprehensive and integrated educational network of supports for our students and their families. As we continue forward in this 2004/2005 academic year, the services that we provide will be more targeted than in previous years. Each activity will be geared towards a specific group of students in one of the three target placement areas of our program i.e. 2-year, 4-year and vocational/technical careers.

With the support and assistance of the Guidance Department at Blake, we have begun to actively facilitate the post secondary placement process for our students. During the latter part of 2003/2004 year, we began specifically organizing field trips that were geared towards particular students based on their specific interests. For example, we selected students for particular educational college tours primarily based on students' academic status, interest and test scores. Although this approach did not completely prevent other students from attending such events it did give top priority to those students who are academically ready to go to college.

Deeper Understanding of Post-Secondary Placements

We also succeeded in strengthening the understanding of post secondary placements among our students and parents. Our program provided multiple avenues for students and their parents to receive information and exposure to college and post secondary settings. Over the past year, we visited twelve colleges and educational institutions. Collectively, through our educational field trips, summer program, completion of ISPs and individual case management, students are now more aware of options available to them. In addition, our guest speakers who participated in our summer program provided our students with up to-date information on the educational requirements of many post secondary institutions. Finally, the ISP documentation provided our students an opportunity to assess their academic status and discuss their educational aspirations in a positive but realistic way.

In the current 2004/2005 academic year, our staff has already begun assisting students in applying to the different colleges and post secondary settings and as we work closely with students and parents, the goal of post secondary placements is gradually becoming a reality for all concerned. We are confident that our work over the past year has helped to pave the way for our current year's work.



Successful Summer Internship Program

As previously indicated in our discussion of our summer program, twenty students were successfully placed in professional work environments, as part of their internship placement experience. This experience was extremely positive for our students who were able to get real life experience working in a wide variety of settings ranging from hospitality to academic environment, research, engineering and local administrative government. With the help of our tutor/mentors, our students were monitored and supported through this 20-hour paid work internships. If possible, we hope to continue this during the 2004/2005 summer program.

Documentation of Career Assessment and Individual Service Plans (ISPs)

Last year, we sub-contracted with Dr. Debbie Osborne, a USF College of Education career assessment expert, to conduct career assessment inventories and portfolios for approximately 120 students in our cohort. A total of 124 ISPs were completed. This means that both students and case managers have a profile of students' achievement, career interests and aspirations along with standardized testing scores. Our analyses of the ISP data have allowed us to clearly target three separate groups of students focusing on their post secondary aspirations based on concrete data relating to their grades, GPAs, test scores and interests. Our goal is to complete ISPs for one hundred 12th grade students who have been targeted for placement, by the end of spring 2004/2005 semester. While these analyses are not binding, as students can improve and change their minds throughout the 2004/2005, it does represent a clear road map depicting where students are headed at a particular point in time, and serves as a guide for case managers and staff to better assist students. ISPs contain academic information (GPAs, FCAT scores etc.) as well information on students' interests, strengths and challenges. This data along with students' career assessment profiles, help GEAR UP staff recommend services and better serve our students.

Community Service and Development of Collaborative Partnerships

Our community service program run through NCCJ, the successful Community Education Fair organized by GEAR UP in February of 04, and the GEAR UP state youth summit represent three concrete examples of how our program worked directly with community organizations, schools and other GEAR UP sites.

As a result of developing new relationships and maintaining former collaborations, GEAR UP has now built a large number of collaborative relationships that allow us to secure in-kind supports, donations and working partnerships that have a positive influence on our program (Appendix 9a and 9b).

Our first community service project involved students cleaning up several apartments of the elderly and disabled citizens living in a neighborhood residential facility



(Appendix 3). We were awarded a ‘Youth As Resources’ grant by the National Council for Community Justice (NCCJ). We have since maintained a strong working partnership with NCCJ and the Tampa Housing Authority.

Our second major project organized this past year was a Community Educational Fair. This educational fair brought parents, students, teachers, community agencies and programs, local vendors, community colleges and universities, and vocational technical centers from the Tampa Bay area together (Appendix 9b & 9c) in one collaborative event. This was the very first event of its kind that was held on the school’s premises. Community partners and our local funding entity, the Children’s Board of Hillsborough County, supported for the event. Local organizations provided in-kind support in the form of materials, printing, food and entertainment. College and other educational organizations provided information on their programs and other relevant information to our students and their parents. A total of 136 students 10 teachers, 13 tutors, 12 educational or vocational technical institutions, 69 adult parents and three local vendors attended the event which was held on school campus. Feedback from participants was very positive with many parents stating that they received pertinent information from our participating educational organizations.

The third major event was our GEAR UP State Youth summit held in April 2004. A total of three hundred and fifty-one people attended this conference. The event brought together ten different GEAR UP schools from seven different cities throughout Florida. This GEAR State Youth summit was the first time GEAR UP Florida sites met together with their participating students. Moreover, this collaborative event comprised students, parents, service providers, colleges and guest speakers (See Appendices 10a, 10b & 10c).

Collectively the collaborative relationships discussed above, together with several other partnerships not specifically mentioned, have resulted in a successful year of collaboration building for our GEAR UP program. Our partners help support our program and have had a positive effect on service delivery. We expect to expand and enhance these partnerships over the course of the next academic year.

Positive Case Manager/Student Relationships

Our case management team continues to be our strong link to students and families. Our three case managers maintained a positive relationship with the students as they helped guide them into post-secondary careers. The trust, support and reliability of our case managers remain key aspects of the case manager/student relationship, and we believe that this has a positive impact on students. We anticipate that in 2004/2005 academic year, these strong relationships, some of which are six years old, will be even more critical as our students transition into post secondary settings.



■ CHALLENGES



Collaboration and Communication within the School

Navigating the school administrative system while maintaining a hiring status outside that system can be challenging. GEAR UP staff housed at Blake High school have to nurture a delicate balance between the school system and the University System. Because there are occasions when the school and our GEAR UP program have different priorities, it is sometimes difficult to implement our planned activities. In such situations, we have to reschedule events in order to respond to circumstances in the school.

However, the school administration and GEAR UP staff remain committed to ensuring that the GEAR UP program and its students are successful and continue to improve communication channels. This is being done by having the GEAR UP project manager attend weekly faculty meetings and by having Blake High school administration attend weekly GEAR UP staff meetings.

Student and Parent Participation

While student participation in our GEAR UP sponsored or organized activities remains stable, our staff are often compelled to engage in aggressive recruitment strategies even when activities benefit our students directly. Multiple announcements, letters, word of mouth reminders about the GEAR UP Saturday program, the Extended Learning Program and our summer program had to be given to our students so we could meet our recruitment goals.

In addition, many of our students prioritized their activities poorly. In some instances, students neglected pertinent education programming supports because they placed a higher value in more social activities. We will continue to look for ways to help guide our students to prioritize better, however, this may require some amount of collaboration and support from staff members, parents, teachers and school administration. We hope that this area will improve as we approach the end of the 2004/2005 academic year.

Although parent participation in our program remains a work in progress, last year, our overnight field trips provided a boost in our overall parent participation numbers. We were also able to strengthen and intensify the level of interaction and communication between staff and parents during the college tours and overnight field trips.

Data Collection

As we continue implementing GEAR UP, challenges relating to accurate completion of individual case management and group activity logs remains an on-going issue (Appendices 7 & 8). This past year we conducted two tutor trainings aimed at

orientating new tutors about completing evaluation group activity forms (See Appendix. This will be a continuous activity that we will engage in throughout the course of the 2004/2005 year.

Student Tracking

It should be noted that the types of data and the format in which Hillsborough County reports on retained students are provided, make it difficult to easily assess the number of students that are promoted each year. While a list of retained students is available, these numbers only include those students who are currently enrolled at Blake High school at the beginning of the next academic year. Information about students who are no longer part of the school is not readily available.

Tracking students each year is challenging as students transfer into and out of the School District of Hillsborough County throughout any given school year. Therefore, services may be provided to students who subsequently leave the school. Actual tracking of these students is difficult as new GEAR UP students are added each academic year, and the list of students in each cohort served within a given, year changes from one academic year to the next.

Together with the evaluation team, GEAR UP will implement strategies that will allow us to better track students and depict these yearly variations more clearly and accurately. To facilitate this goal, GEAR UP and evaluators will engage in the following activities:

- Continue maintaining consistent communication. This has already begun to happen as the Principal Investigator on the evaluation team regularly attends bi-weekly GEAR UP leadership meetings. In addition, meetings between GEAR UP leadership and the evaluation team are scheduled on an ‘as-needed’ basis.
- In addition to the semi-annual and annual data analyses and reporting normally conducted by the evaluators as part of our contractual obligations to our funders, evaluators will also provide GEAR UP staff with interim reports on service participation and student outcomes during the 2004/2005 academic year. This will allow GEAR UP staff to have more timely data on student participation and educational outcomes, making it easier for us to make adjustments to educational supports so we can better support our students.
- Evaluators will compare old participation lists for 2003/2004 with reports for the first nine weeks of the 2004/2005 to see which students stayed on at Blake High school. Once that number is obtained evaluators will then be able to compare that to the original 2003/2004 to ascertain how many students left our 2003/2004 GEAR UP cohort.

We believe that if these strategies are employed we will be in a much better position to successfully track our students.



■ Project 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 10/1/2003 End 3/30/2004

Activity Process Objectives:

- a To continue following the approximately 461 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.*
- h To provide Saturday programs that enhance the education experience for at least 60 students this period and their parents. At least 10 Saturday sessions will be held with students and parents/caregivers. To provide college tours to a minimum of 100 students.*
- To provide a summer camp program for a minimum of 50 students that will include comprehensive educational and social and recreational aspects(such as career resources, college preparatory information, etc.)*
- e To involve at least 30 parents/ caregivers services through the Saturday program, school related or individualized, or group activity.*
- h To provide approximately 100 students (as needed) case management plans according to academic needs and strengths identified through assessment by GEAR UP team. To provide a minimum of 100 students with academic and career counseling, that includes providing students with college and vocational preparation materials and resources, one-on-one counseling; class presentations; and /or guest speakers during the Saturday program or GEAR UP club days. To develop 60 individual comprehensive case plans according to students' needs and academic needs identified through assessment by GEAR UP team.*
- k To provide professional development training for faculty and staff at Blake High School including the tenth and eleventh grade teachers.*
- m To recruit and train tutors/academic mentors from USF, University of Tampa, churches and the community .*
- To provide at least 60 students tutor/academic mentoring services.*
- p To implement collaboration agreements and/or partnerships with other agencies that help GEAR UP meet its goals and outcomes.*
- q To review FCAT Math and English scores of all students officially enrolled in the program.*
- To implement program evaluation.*

Activity	Goal	Achieved	Rating	Comment
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 strategies used to recruit students Identify and document challenges in recruitment.	Yes	Excellent	<p>A total of 572 students were enrolled GEAR UP students were enrolled in the program during the 2003/2004 year. 377 students were from the cohort grades-10th and 11th grade.</p> <p>In addition, an additional 195 students were enrolled who were from the 9th and 12th grades. Breakdown is as follows:</p> <p style="text-align: right;">223-10th graders 154-11th graders</p> <p>75- 9th graders 120-12th graders Total – 572.</p> <p>(See Results and Findings: Evaluation Findings Table 1 pp. 10)</p> <p>Recruitment strategies included school assemblies, GEAR UP service club days, school announcement and one on one word of mouth by case managers.</p> <p>Challenges to participation include competing with other recreational and sports activities as students choose between academics and recreational sports activities.</p>



Activity	Goal	Achieved	Rating	Comment
	Document the number of students enrolled in the program	Yes	Excellent	A total of 572 students enrolled in GEAR UP. Completion of applications, informed consent forms however, is an on-going issue as students often have to be given multiple copies before they are returned back to GEAR UP staff. 358 returning and 214 were new recruits. (See Results and Findings: Evaluation findings pp.10).
	Document the number of student assessed to begin receiving services during the quarter	Yes	Excellent	At the beginning of the 2003/2004 year we anticipated 466 students which we were able to serve by the end of the reporting year. (See Activity A above). For 2004/2005 we expect to serve 100 students in 12th grade students and plan to serve 461 students in the academic 2004/2005. All students will be required to have consent forms and applications on file. Again obtaining signatures is an ongoing process.
C- To provide tutoring services to at least 100 students	Documents the average number of students receiving tutoring or mentoring services in a given quarter	Yes	Excellent	A total of 283 students received tutoring services; through after school, tutoring, in-class tutoring, Urban Scholars after school tutoring and Saturday program (See Student Academic Supports pp. 2). 116 students received mentoring services A total of 20 teachers took advantage of our in-class tutoring services throughout the year. (See Student Academic Supports pp. 2)
	Document number of tutoring sessions offered	Yes	Excellent	Each school day at least two tutoring sessions were offered to teachers. This began in Fall 03 and went on routinely throughout the Spring 04 semesters except when the school was closed. These services were offered Monday- Friday and at least 20 additional tutoring sessions were offered through the Saturday program. Approximately 64 ELP session; 635 In class sessions= 699 total tutoring sessions.
	Document total number of non-duplicated students each period	Yes	Excellent	As per the evaluation data 283 students benefited from tutoring services; 116 benefited from mentoring.
To identify sub-group of students of 60 students targeted for receiving more intensive services, based on need, FCAT scores, attendance and interest	Generate list 60 students			Case management staff worked with a total of 124 students and completed individual service plans on them. These plans have pertinent data on the GPA, FCAT scores and educational aspirations (See Appendix 2).



Activity	Goal	Achieved	Rating	Comment
To provide Saturday programs that enhances the educational and emotional experience of at least 50 students and their parents. Programs and activities to be held each Saturday for 10 weeks	Develop a report on the Saturday program that includes program overview, core elements and schedule.	Yes	Excellent	During the reporting period we had 10 Saturday programs (Appendix 1a) and a variety of subject areas, topics and issues were dealt with during our Saturday program (Appendix 1b and pp. 3-4).
	Total number of unduplicated students participating each quarter.	Yes	Excellent	79 students participated during the Saturday program. 63 of 79 were from the 10th and 11th grade.
	Total number of unduplicated parents participating each quarter.	Yes	Excellent	21 parents participated in our Saturday program over the year.
	Average number of sessions attended by each student.	Yes	Excellent	On average students attended 1 session. However, it should be noted that over the past year, twenty-six students attended three or more Saturday sessions.
	Average number of sessions attended by each parent/ caregiver	Yes	Excellent	Parents on average attended one session. However, there were four or five parents who attended the Saturday program consistently throughout the year.
To provide college tours to a minimum of 100 students.				463 students were exposed to college tours and educational field trips throughout the year. This number represents students who may have attended several of these educational college tour opportunities (See Appendix 6).





Activity	Goal	Achieved	Rating	Comment
To provide a summer camp program for a minimum of 50 students that will include comprehensive educational and social and recreational aspects (such as career resources, college preparatory information, etc.)	<p>Total Number of students attending summer camp.</p> <p>Report on summer activities and outcomes including the number of students who satisfactorily complete various key aspects of program.</p> <p>Brief description summarizing activities of summer program.</p>			<p>A total of 54 students participated in our summer program. However, only 38 students had evaluation logs demonstrating their participation in academic activities (See Results and Findings: Evaluation Findings pp. 14). 38 of these students were from our targeted cohort. The additional 16 students were served but failed to sign in on their individual class activity forms even though they may have participated in the program. Instead, some of them signed in on the general sign in sheet (See Summer Program pp.6-8).</p> <p>Our Summer program took place June 1- 18th. We provided English/Reading instruction for the three target groups and implemented a paid summer internship program for 20 students mid June to early July (See Summer Program pp. 7 & 8 and Accomplishments pp. 17). The Summer program was modified to facilitate placement of students in jobs that represented their career interests and educational goals identified through ISPs.(See Appendices 5 & 6 and pp. 7).</p>
e To provide at least 30 parents/ caregivers services through the Saturday program, school-related or individualized, group activity.	<p>Report on total number of parents/ caregiver served.</p> <p>List activity and number of parents involved.</p>	Yes	Excellent	<p>We served 21 parents through our Saturday program (unduplicated).</p> <p>However, many more were served through case manager phone calls and other GEAR UP activities.</p> <p>A total of 340 parents (duplicated counts) were served through the following activities:</p> <ol style="list-style-type: none"> 1) The state GEAR UP youth summit -33 parent/chaperones (Appendix 10b) 2) Community Education Fair in February 2004-130 parents/adults; 3) College Tours-Florida Memorial College/Barry and University of Miami-Florida Agricultural and Mechanical University; Spellman and Moore (Appendix 6)- 156 4) Saturday Program-21 <p>Total parents served=340</p>

Activity	Goal	Achieved	Rating	Comment
	List activity and number of parents involved in each activity.	Yes	Excellent	See above.
H- To provide 100 students (as needed) case management plans according to academic needs and strengths identified through assessment by GEAR UP team	Report on the total number of students provided with case management.	Yes	Excellent	<p>A total of 242 students received some type of case management. (See Results and Findings: Evaluation Findings pp. 15).</p> <p>Case management staff worked with a total of 124 students and completed individual service plans on them. These plans have pertinent data on the GPA, FCAT scores and educational aspirations (See Appendix 2).</p>
To provide a minimum of 100 students with academic and career counseling, that includes providing students with college and vocational preparation material and resources; one-on-one counseling; class presentations; and/or guest speakers during the Saturday program or club days.	<p>Report on number of students provided case management services.</p> <p>Case managers will record academic counseling in case management activity logs sheets. After any presentations, collect class rosters. Collect agendas for GEAR UP club days.</p>	Yes	Excellent	<p>See Above.</p> <p>All activities are routinely and systematically documented through data collection forms noted above. All students are required to sign in on group activity logs. Case managers report individual and class activities on individualized case management logs (Appendix 7 & 8).</p> <p>All GEAR UP activities are documented through group activity logs (Appendix 8).</p>
To develop 60 individual comprehensive case plans according to students' needs and academic needs/strengths through assessment by GEAR UP team	Report on number of students served and type of services.	Yes	Excellent	124 students had ISPs (See Above).
	Identify comprehensive list of services provided through GEAR UP staff e.g. college tours, conflict resolution	Yes	Excellent	Throughout the 2003/2004 academic year, GEAR UP students participated in nine field trips visiting 11 different colleges and universities. Some colleges were visited more than once throughout the year (See Appendix 6).



Activity	Goal	Achieved	Rating	Comment
	Report on the number of students served during the year.	Yes		During the 2003/2004 academic year a total of 377 students from our cohort 10th and 11th grade were served (unduplicated count) (See Activity A and Activity C and See Results and Findings: Table 4 – Summary of Services Provided By the GEAR UP Program pp. 15).
K- To provide professional development training for faculty and staff at Blake High School including the tenth and eleventh grade teachers.	Document the number of hours of direct teacher training.	Yes	On-going	<p>We provided Professional Development training to help teachers and administrators and GEAR UP staff.</p> <p>1. Ruby Payne, “A Framework for Understanding Poverty”- 33 Administrators/Instructors</p> <p>2. Literacy and Reading Conference Boca Raton, Florida- 3 Administrator/ Instructor</p> <p>3. Professional Learning Communities- 7 Administrators/Department Heads</p> <p>4. 7 Habits of Highly Effective Teens Blake High School May 24, 2004 -10 Instructors and 2 GEAR UP staff In addition, four GEAR UP staff attended GEAR UP national training conference during the year (See Appendix 4).</p>
M- To recruit and train tutors/academic mentors from USF, University of Tampa, churches and the community	Report on the number of tutors/ academic mentors recruited.	Yes	On-going	<p>To date we have recruited 19 tutors/ mentors.</p> <p>4 – Urban Scholars tutors-after school tutoring</p> <p>15- tutors used in-class after school and Saturday tutoring</p>
	Report on number who have completed mentor training.	Yes	Good	19 students completed mentor training



Activity	Goal	Achieved	Rating	Comment
	<p>Report on the number of students provided with tutor/mentor academic services.</p> <p>Report average number of tutoring/ academic mentoring visits per tutor/ academically mentored student this period (include information as to whether these visits were home visits or on-site at Blake.</p>			<p>283-tutoring 116- mentoring</p> <p>Please note in addition to the students noted above, a large number of students were also impacted through in-class teaching assistance not documented on group activity logs. This number also does not include tutoring of non-cohort students.</p> <p>All tutoring sessions occurred on school premises within 90-minute block classes, 2 hour after school or 2-hour Saturday program classes. Also See Discussion on In-class and after school tutoring pp. 2</p>
P- To implement collaboration agreements and/ or partnerships that help GEAR UP meet its goals and outcomes	For each new collaboration agreement, report goal(s), collaborative partners and number of clients benefiting	Yes	Excellent	<p>Some collaboration partnerships had a major impact on our program. Such partnerships led to a Community Education Fair, a GEAR UP State Youth Summit and a community learning project to clean apartments of the elderly. See Discussion on</p> <p>Community Service and Development of Collaborative Partnerships pp. 17</p> <p>Also See Appendices 9a and 9b for list of community partners and collaborative partners.</p>



■ Outcome Objective Worksheet



Indicator	Goal	% Achieved	Rating	Comment
M	Eighty percent of the program's participants will maintain successful academic performance as measured through school attendance, progress reports and grades. In addition, 80% of the sub-group (48 of 60) will maintain successful academic performance as well as improve their FCAT scores. This will serve to indicate an increase number of children with demonstrated successful school achievement, grade promotion, or graduation.	MATH 59%-10th graders	Fair	(69 of 117) 10th grade students scored a C or better
		73%-11th graders	Fairly Good	(69 of 89) 11th grade students scored a C or better in Math
		ENGLISH 68%-10th graders	Fairly-Good	(88 of 130) 10th grade students scored a C or better in English
		80%-11th graders	Good	(68 of 80) 11th grade English students scored a C or better
		SCIENCE 70%-10th graders	Good	(73 of 104) 10th grade
		87%-11th graders	Good	(68 of 78) 11th grade students taking science scored a C or better. Retentions 23 students who are currently attending Blake High and were part of our service cohort were retained in the 10th grade. 6 students who are currently attending Blake High School were retained in the 11th grade. Information was obtained from the school district of Hillsborough County, student grade promotion status for 04-05 year sheet.

■ Appendices

Appendix 1a. Saturday Program Dates

Fall 2003

September 4, 2003
September 18, 2003
November 1, 2003
November 8, 2003

Spring 2004

January 24, 2004
January 31, 2004
February 21, 2004
February 28, 2004
April 3, 2004
April 17, 2004
Appendix 1b

Saturday Program Topics

1. An Approach to Life Plan Development
2. Test taking strategies
3. School Choice
4. Win-Win Negotiations
5. Acupuncture
6. Medicaid
7. Health Care
8. Tax Preparation
9. Careers in the 21st Century
10. Computer and career Training
11. Conflict Resolution



Appendix 1b
Appendix 1b.
Saturday Program Topics

1. An Approach to Life Plan Development
2. Test taking strategies
3. School Choice
4. Win-Win Negotiations
5. Acupuncture
6. Medicaid
7. Health Care
8. Tax Preparation
9. Careers in the 21st Century
10. Computer and career Training
11. Conflict Resolution



Appendix 2
Individualized Service Plan

Blake High School GEAR UP

Student Service Plan

Student Name _____

Grade _____ Gender _____ Date of Birth _____

Address _____

Phone Number _____

Parent Name _____

Phone Number (Work/Home) _____

Test Scores

FCAT Math _____ FCAT Reading _____ FCAT Science _____ PSAT _____

Identified Needs

A. Educational _____

B. Social Skills _____

C. Family Needs _____

D. Life Skills _____

Identified Strengths (Student or Case manager identified)

Goals (Student)

Strategy/Service (Case manager)

College Interest: _____, _____, _____

Career Interest: _____, _____, _____

Recommended Services/Meeting

Parent _____ Principal/Teacher _____ Guidance Counselor _____ FCAT Lab _____

CST Meeting _____ Character/Leadership Education _____ ELP _____ Saturday

Program _____ Individual Sessions _____ Group Sessions (2 or more) _____

Financial Aid Seminar _____ College information/tours _____

Other Services: _____



Appendix 3
Bethune Highrise Cleanup



Appendix 4
Professional Development Trainings

Ruby Payne, “A Framework for Understanding Poverty”

Blake High School
November 1, 2003
33 Administrators/Instructors
6 Hour training

Literacy and Reading Conference

Boca Raton, Florida
(January 29-30, 2004)
3 Administrator/Instructor
16 hour training

Professional Learning Communities

Sarasota, Florida
June 14-16, 2004
7 Administrators/Department Heads
20 hour training

7 Habits of Highly Effective Teens

Blake High School
May 24, 2004
10 Instructors
8hour training



2004 GEAR UP SUMMER PROGRAM: SCHEDULE					
Week 1: Tuesday June 1 to Friday June 4					
Time	Monday May 31	Tuesday June 1	Wednesday June 2	Thursday June 3	Friday June 4
8:00-8:55am	Closed	Breakfast	Breakfast	Breakfast	Breakfast
Block 1 9:00-10:00am		Academics Math/English Orientation	Academics MATH	Academics ENGLISH	Site Visit to Irwin and HCC
Block 2 10:00-11:00am		Academics Math/English Orientation	Academics MATH	Academics ENGLISH	Site Visit to Irwin and HCC
11:00-11:15		BREAK	BREAK	BREAK	BREAK
Block 3 11:15 a.m. -12:00 p.m.		Orientation** Orientation to Vocational/ technical and 4-year college	Orientation** Orientation to Vocational/ technical and 4-year college	Orientation** Orientation to Vocational/ technical and 4-year college	Site Visit to Irwin and HCC
12:00-12:50 p.m.		Lunch	Lunch	Lunch	Lunch
1:00 p.m.-2:00 p.m.		Enrichment Activities Stageworks (30 students) Bogie Bear- Bogan (30 students) Leadership- Shabazz (30 students)	Enrichment Activities Ice skating- Brandon	Enrichment Activities Stageworks (30 students) Bogie Bear- Bogan (30 students) Leadership- Shabazz (30 students)	Enrichment Activities Bowling 56th Street
2:00 p.m.-3:00 pm		Stageworks (30 students) Bogie Bear- Bogan (30 students) Leadership- Shabazz (30 students)	Ice skating- Brandon	Stageworks (30 students) Bogie Bear- Bogan (30 students) Leadership- Shabazz (30 students)	Bowling 56th Street
3:00 p.m. - 4:00p.m.		Pick-Up/Drop Off	Pick-Up/Drop Off	Pick-Up/Drop Off	Pick-Up/Drop Off

* See academic curricula for Vocational/Technical; 2-year; and 4-year colleges.

** See Orientation curricula for Vocational/Technical; 2-year and 4-year colleges.

Please note: Week One- Vocational/Technical and 2-year students will receive orientation on vocational/technical careers on Tuesday, Wednesday and Thursday. Four-year students will receive information on four-year college on Tuesday, Wednesday and Thursday.



2004 GEAR UP SUMMER PROGRAM: SCHEDULE					
Week 2: Monday June 7 to Friday June 11					
Time	Monday June 7	Tuesday June 8	Wednesday June 9	Thursday June 10	Friday June 11
8:00-8:55am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Block 1 9:00-10:00am	Academics MATH	Academics ENGLISH	Academics MATH TESTING	Academics Math/English Review	Site Visit University of Tampa ITT
Block 2 10:00- 11:00am	Academics MATH	Academics ENGLISH	Academics ENGLISH TESTING	Academics Math/English Review	Site Visit University of Tampa ITT
11:00-11:15	BREAK	BREAK	BREAK	BREAK	BREAK
Block 3 11:15 a.m. - 12:00 p.m.	Orientation** Orientation to vocational, 2- year college & 4-year college	Orientation** Orientation to Vocational/ technical and 4-year college	Orientation** Orientation to 2-year college and 4-year college	Orientation** Orientation to 2 year and 4- year college	Site Visit University of Tampa ITT
12:00-12:50 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 p.m.- 2:00 p.m.	Enrichment Activities Outdoor Basketball Courts: Or Swimming- USF	Enrichment Activities Stageworks (30 students) Bogie Bear- Bogan (30 students) Leadership- Shabazz (30 students) Stageworks (30 students) Bogie Bear- Bogan (30 students) Leadership- Shabazz (30 students)	Enrichment Activities Blockbuster- Movies Westside Conference E	Enrichment Activities Stageworks (30 students) Bogie Bear- Bogan (30 students) Leadership- Shabazz (30 students)	Enrichment Activities Celebration Station- Brandon
2:00 p.m.- 3:00 pm	Outdoor Basketball Courts: Or Swimming- USF	Stageworks (30 students) Bogie Bear- Bogan (30 students) Leadership- Shabazz (30 students)	Blockbuster- Movies Westside Conference E	Stageworks (30 students) Bogie Bear- Bogan (30 students) Leadership- Shabazz (30 students)	Celebration Station- Brandon
3:00 p.m. - 4:00 p.m.	Pick-Up/Drop Off	Pick-Up/Drop Off	Pick-Up/Drop Off	Pick-Up/Drop Off	Pick-Up/Drop Off

Please Note: 2-year and vocational students will receive 2- year information on Monday and Wednesday and four-year information on Tuesday and Thursday. 4-year students will receive voc/tech info. on Monday and Wednesday and 2-year information on Tuesday and Thursday



2004 GEAR UP SUMMER PROGRAM: SCHEDULE

Week 3: Monday June 14 to Wednesday June 16

Time	Monday June 14	Tuesday June 15	Wednesday June 16	Thursday June 17	Friday June 18
8:00-8:55am	Breakfast	Miami Educational Tour	Miami Educational Tour		
Block 1 9:00-10:00am	Showcase of GEAR UP Students	Miami Educational Tour	Miami Educational Tour		
Block 2	Showcase of GEAR UP Students	Miami Educational Tour	Miami Educational Tour		
10:00- 11:55 am	Lunch	Miami Educational Tour	Miami Educational Tour		
11:00-12:00 pm	Pick-Up/Drop Off	Miami Educational Tour	Miami Educational Tour		
12:00-1:00 pm		Miami Educational Tour	Miami Educational Tour		
2:00-3:00 pm		Miami Educational Tour	Leave for Tampa		
3:00 p.m. - 4:00 p.m.			Pick-Up/Drop Off		
4:00 – 5:00					
5:00 p.m.	Leave for Miami Educational Tour* Blake High School				





TEACHER-TUTOR TEAMS			
ENGLISH	Teacher: P. Solomon	Teacher: Y. Franklin	Teacher: R. Walker
	Tutors: M. Anthony N. Macenat	Tutors: K. Vitek J. Derival	Tutors: C. Dillon T. Jordan
MATH	Teacher: A. M. Gonzales	Teacher: R. Green	Teacher: A. Holloway
	Tutors: I. Elius Kemi	Tutors: D. Ramos C. Morancie	Tutors: L. Shine J. Derival

Franklin Middle School Activity Schedule			
PORTABLE	GROUP	ACTIVITY	GEAR UP STAFF
#1	GEAR UP Staff	Program monitoring	Staff
#2	Vocational-Technical	All group activities	Mr. Pride
#3	Two-Year College	All group activities	Mr. Barnes
#4	Four-Year College	All group activities	Ms. Davis
#5	Stageworks etc	All group activities	Staff

Blake High School Activity Schedule			
CLASSROOM	GROUP	ACTIVITY	GEAR UP STAFF
B325 Plato Lab	All Group Access	Computer assisted work	Staff
B327	GEAR UP Staff	Program monitoring	Staff
B329	Voc/Tech group	All group activities	Mr. Pride
B331	Two-Year College	All group activities	Mr. Barnes
B333	Four-Year College	All group activities	Ms. Davis

Appendix 6

College/University Tours

College/University	Date	Participants
1. Florida A& M University	September 2003	55 Students/ 45 Parents
2. Florida State University	September 2003	55 Students/ 45 Parents
3. Hillsborough Community College	December 2003	35 Students/ 4 Staff
4. University of South Florida	April 3, 2004	30 Students/ 3 Staff
University of South Florida (AHEC)	April 8, 2004	30 Students/ 4 Staff
University of South Florida (AHEC)	April 28, 2004	30 Students/ 3 Staff
5. Moorehouse College	April 29-May 3, 2004	38 Students/ 7 Staff / 9 Parents
6. Spellman College	April 29-May 3, 2004	38 Students/ 7 Staff/ 9 Parents
7. Georgia Tech University	April 29-May 3, 2004	38 Students/ 7 Staff/ 9 Parents
8. Brewster/Erwin Technical Institute	June 4, 2004	30 Students
9. Hillsborough Community College	June 11, 2004	30 Students
10. University of Miami	June 14-16, 2004	18 Students/ 13 Parents
11. Barry University	June 14-16, 2004	18 Students / 13 Parents
12. Florida Memorial College	June 14-16, 2004	18 Students 13 Parents

Number of students participating = 463

Number of parents participating = 156

*Please note, the number of students and parents listed per tour is unduplicated; However, these numbers may be duplicated across the various tours.







Appendix 7
Group Activity Log



Facilitator's name _____ Date _____
 Type of Activity: (check if applicable) ELP _____ Sat. Prgm. _____ In-Class _____
 Program activity: (Provide time for each program activity that occurred)

FCAT Math _____ (Mins)	Math Tutoring _____
FCAT English _____ (Mins)	English Tutoring _____
FCAT Science _____ (Mins)	Leadership Training _____
Mentoring _____ (Mins)	Science Tutoring _____
Peer Counseling/Mediation/Conflict Resolution _____ (Mins) Club Day _____ (Mins)	
Other (please specify) _____ (Mins)	

Student's name (please print)	Students' signature
1.	
2.	
3.	
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5.	
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10.	
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18.	
19.	
20.	

[illegible]

Activities	Codes
Category A (Academic)	
Academic counseling for students	1
Child/student/teacher meeting related to academic area	2
Career counseling for students	3
Class presentation on academic issues	4
Workshops, mini-seminars, special projects, and tutorial sessions facilitation	5
Assisting students with finding scholarship for college or trade school	6
Scholarship review	7
ESOL	9
Educational field trips	11
Parent meeting (advising in academic, vocational, and career areas)	12
Parent phone conference related to academic, vocational, and career areas	13
Teacher/parent conference related to academic, vocational, and career areas	14
Providing assistance to Dr. Osborn with career awareness	15
Assisting with the PSAT testing	16
Providing assistance to SIERRA CLUB with educational field trips	17
Category B (Behavior, Conflict Resolution)	
Behavior counseling	18
Conflict resolution	19
Providing daily conflict resolution sessions	20
Mentoring session	21
Organization of events to promote self-pride, unity, and education	22
Class presentation on conflict resolution and related topics	23
Parent meeting (advising in behavior and related areas)	24
Parent phone conference regarding student's behavior and related areas	25
Teacher/parent conference regarding student's behavior and related areas	26
Assisting the administration in the SAO office with conflict resolution	27
Category C (Recruitment)	
Introducing students to GEAR UP program	28
Student recruitment for the GEAR UP summer program	29
ELP program recruitment	30
Student recruitment for the GEAR UP Saturday Academy program	31
Student Recruitment for Night school	34
Class presentation related to recruitment	35
Parent meeting on recruitment	36
Parent phone conference regarding recruitment	37
Category D (Recreational/Social and Others)	
Class presentation related recreational/social and other areas	39
Parent meeting related to recreational/social and other areas	40
Parent phone conference related to recreational/social and other areas	41
Teacher/parents conference related to recreational/social and other areas	42
Recruitment guest speakers for Peer & Blueprint teachers	43
Conference night	45
Providing assistance to non-GEAR UP students	46
Conference with SRO & Student	47
Conference with Human Relations & Student	48



Appendix 9a

List of Partner Agencies/Businesses and Organizations

1. Children's Board of Hillsborough County-funding
2. National Conference for Community and Justice, Inc.-funding
3. Blake High School Gospel Choir- partnership and cost share.
4. Mr. James Evans, Tampa Bay Academy of Hope – subcontract- keynote speaker of the GEAR UP Youth Summit.
5. Bogie Bear Edutainment Foundation- sub contractor- enrichment services.
6. Wali Shabazz, The National Trust –sub contract-enrichment and leadership development.
7. Stageworks – subcontract and in-kind contributions dramatization projects.
8. Franklin Covey/Maria Walden- 7 Habits- in-kind contributions-training GEAR UP Youth Summit.
9. Robin Jackson- Conflict resolution –sub contract- GEAR UP Youth Summit.
10. USF admissions-in-kind contributions-training for college tour guides, brochures.
11. Dr. Jonathan Gayles, in-kind contributions- speaker GEAR UP Youth Summit.
12. Admissions Departments from LIST COLLEGES- information and college tours.
13. Taweed Community Development, Tarek's Cafeteria, Hillsborough County Government, Howard McKnight, Sweet Serennah, USF College fo Engineering-FEEDS and IMSE, USF College of Medicine, Institute on Black Life, FMHI-Division of State and Local, FMHI Library, FMHI-CFS/TREAD/GEAR UP, FMHI-USF ENLACE- Summer Internship Placement.
14. Hillsborough County School District-in-kind contributions- Ethics training
15. Blake High School Administration and staff, regular school and summer-in-kind contributions
16. Franklin Middle School, Mr. Peebles for Summer Program-in-kind
17. Sol Davis Printing- in-kind contributions for GEAR UP Awards banquet
18. Equippo Training, in-kind training team building
19. Jefferson Commons- in-kind – miscellaneous items for conference bags
20. Allied Health EC- college tours
21. Community Educational Fair Organizations (Appendix 9b)



Appendix 9b
GEAR UP Community Educational Fair
Vendors/Donors/Participants

1. Child Abuse Council/Crisis Center
2. Hillsborough County Parks & Recreation
3. Tampa Housing Authority
4. Florida Kinship Center/Elderly Support
5. Hillsborough County West Tampa Neighborhood Service Center
6. Hillsborough County Crisis Center
7. Concorde Career College
8. Hillsborough County Center of Excellence
9. Brewster Technical Center
10. USF Admissions, Financial Aid, Engineering and Study Abroad programs
11. American Intercontinental University
12. Hillsborough Education Foundation
13. Hillsborough Community College
14. USF College of Engineering
15. Blake High Cosmetology Department
16. Fred Johnson
17. Lyrics 2 Go
18. Bogie Bear Edutainment Foundation
19. Reverend Calvin Callins
20. Blake High School Administration, Basket Ball, Gospel Choir, Guidance & Cosmetology
21. Florida Sentinel Bulletin
22. Sweet Serennah
23. Piece of Cake Moonwalks
24. Sol Davis Printing
25. Books for Thought



Appendix 9c
GEAR UP Educational Community Fair



Appendix 10a
GEAR UP State Youth Summit



Agenda

Thursday, April 1, 2004

Registration

TIME	LOCATION
3:00 a.m. – 6:00 p.m.	Tiki Hut

Friday, April 2, 2004

Conference Schedule

TIME	ACTIVITY	LOCATION
8:00 a.m. – 12:00 p.m.	Registration	Tiki Hut
8:30 a.m. 10:00 a.m.	Breakfast *	Atrium
10:15 a.m. – 11:45 a.m.	Session I	See Break Out
12:00 p.m. – 1:30 p.m.	Lunch	Atrium
1:45 p.m. – 3:00 p.m.	Session II	See Break Out
3:15 p.m. – 4:45 p.m.	Session III	See Break Out
5:00 p.m. – 6:00 p.m.	Dinner Site Coordinator Meeting**	Atrium
8:00 p.m. – 10:00 p.m.	Social ***	Sun Coast Room

*Motivational Speaker during the breakfast plenary session, Mr. James Evans, Tampa Bay Academy of Hope.

**Site Coordinator Meeting with Florida Trend Magazine

***Performances by Ribault High School, GEAR UP Memorial Middle School & Boogie BEAR Edutainment

Appendix 10b
GEAR UP State Youth Summit Attendance



School Name	Site Coordinator	# Students	# Of Parents/ Chaperones	Staff	Tutors	Presenters Speakers
Bay High/ Panama City High School	Barbara Boutwell	9	18	3	2	
Bay High/ Panama City Middle School	Barbara Boutwell	0	0	0		
Jean Ribault/ Jacksonville High School	Ayana Stevens	31	3	1		
Lake Shore/ Jacksonville Middle School	Sabrina Mixon	30	1	4		
IRCC-OCSB/ Okeechobee High School	Lonnie Kirsh	38	0	5		
GEAR UP Express /F.I.U.-Miami High School	Artimus Trammill	17	12	5		
Memorial Middle School/Tampa Middle	Patra Cooks	47	4	8	5	
Blake High School/ Tampa High	Bryce Pride	40	0	9	8	
Rosenwald Middle School	Barbara Boutwell	28	0	0		
Rutherford High School	Barbara Boutwell	12	0	0		
Totals:		253	38	35	15	10

High School Students Total- 147

Middle School Students Total- 106

High School Parent/Chaperone Total – 33

Middle School Parent /Chaperone Total – 5

Staff Total – 35

Tutor Total- 15

Presenter/Speakers Total – 10

Total Conference Attendance -351

Appendix 10c
GEAR UP State Youth Summit

