

**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  
March 31, 2005**

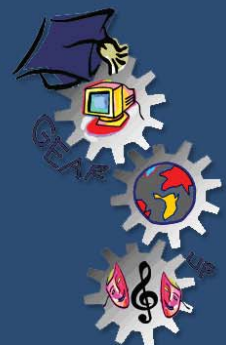
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**May 2005**



**USF**  
UNIVERSITY OF  
SOUTH FLORIDA



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# TABLE OF CONTENTS

<b>Introduction</b> .....	1
<b>Program Summary</b> .....	1
Student Academic Supports .....	1
In-Class Tutoring .....	2
After School Tutoring .....	2
Educational Field Trips .....	2
Saturday Program.....	3
Social Enrichment Supports.....	4
GEAR UP Club Days.....	4
Case Management Support .....	4
Behavioral Counseling.....	4
The National Conference for Community and Justice (NCCJ) .....	5
Community Service .....	5
Parental and Community Involvement .....	5
Professional Development .....	6
Summer Program .....	6
<b>Results and Findings</b> .....	7
Evaluation Design.....	7
Accomplishments.....	7
Development of an Integrated System of Academic and Enrichment Supports.....	7
Better Understanding and Appreciation of Post-Secondary Placements .....	7
Successful Student Achievement and Placement of Students in Two-Year and Four-Year Colleges.....	8
Community Service and Development of Collaborative Partnerships .....	8
Positive Case Manager/Student Relationships.....	9
Exposure to Different Experiences and Perspectives .....	9
Challenges.....	9
Collaboration and Communication within the School.....	9
Student and Parent Participation .....	10
Data Collection and Student Tracking .....	10
<b>Project Objective Worksheet</b> .....	11
<b>Outcome Objective Worksheet</b> .....	19
<b>Appendices</b> .....	20
Appendix 1. Individual Service Plan .....	21
Appendix 2a. College/University Tours.....	22
Appendix 2b-g. Bethune Cookman College .....	23
Appendix 2h-k. University of Florida.....	29
Appendix 3a. Saturday Program Dates.....	33





Appendix 3b. Math Tutoring Saturday Program.....	34
Appendix 3c. Saturday Program Topics .....	35
Appendix 3d. Parenting Workshop .....	37
Appendix 3e <sup>i</sup> -e <sup>ii</sup> . Youth Mentoring Technology.....	38
Appendix 4a. Coach D Flyer.....	40
Appendix 4b. Club Day: Coach D .....	41
Appendix 5a-c. NCCJ: PASS Program Holocaust Museum Trip .....	42
Appendix 6a-b. Mayor of Tampa’s Beautification Grant Program.....	45
Appendix 7. GEAR UP Recycling Club.....	47
Appendix 8a-b Professional Development Training: Ruby Payne .....	48
Appendix 9. 2005 Summer Program .....	50
Appendix 10. Group Activity Log .....	51
Appendix 11. Case Management Log.....	54
Appendix 12. List of Partner Agencies/Business and Organizations .....	56
Appendix 13a-b. Evaluation Analysis for Blake High School .....	57

# INTRODUCTION

The 2004/2005 academic year represented the sixth year of implementation of our GEAR UP program at Howard W. Blake High School in Tampa, Florida. Since the beginning of this academic year we have served four hundred forty three from our target 11th and 12th grades. A total of 586 students are enrolled in the GEAR UP program this year. This number excludes any students who may have enrolled and the dropped out of the program. During the review period, we served a total of four hundred and forty-three students from the 11th and 12th grade cohorts. An additional one hundred and ninety-two students were also served from the 9th and 12th grades.

The program was fully staffed with a project manager, three full-time case managers, a part-time community resource specialist, two academic coaches, an academic coordinator for post secondary placement, a part-time professional development coordinator, and a pool of part-time student tutors, 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 complemented our staff and provided evaluation and data collection forms, collected and analyzed all information on program activities and student outcomes. In addition, throughout the six-month period we have used the resources and supports of various sub-contractors who provide enrichment and leadership supports to our students and parents.

## PROGRAM SUMMARY

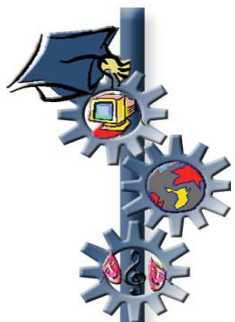
Over the past year, GEAR UP incorporated a variety of service components and strategies that facilitated students' academic progress which we believe will help improve graduation rates and foster student advancement to post-secondary placements. Our array of educational and enrichment support services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

- Student Academic Supports-in-class and after school tutoring; educational field trips; and Saturday programs.
- Social Enrichment Supports-GEAR UP Club Days, Case Management Support, Behavior Counseling, Community Service
- Parental and Community Supports
- Professional Development
- Summer Program

## STUDENT ACADEMIC SUPPORTS

Our program placed heavy emphasis on academic tutoring during school hours, after school and on the weekends. Students had multiple opportunities to receive tutoring one-on-one from University of South Florida tutors. Teachers from Blake High School also provided instruction and assistance in math and reading and science during after school and during our Saturday programs.





## **In-Class Tutoring**

In-class tutoring continues to be one of the most effective ways of reaching a large number of our GEAR UP students. During the past six months, tutors have been specifically matched with teachers throughout the school day in order to assist students. The past success of our in-class tutoring, has resulted in many requests for in-class tutors from teachers during the current 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 nine USF tutors assisted students during class during the fall 04 and spring 05 semesters. Three of these tutors are Graduate Assistants who have assisted us in obtaining testing materials, conducting research in best tutoring practices, and identifying resources and materials that help our GEAR UP students prepare for standardized tests. Thus far, fifteen teachers have taken advantage of tutoring services that GEAR UP provides and a total of two hundred and eighty-two students from the 11th and 12th grades have participated in some type of tutoring activity during this period. This represents 74% (i.e. 282 of 380) of all students who have participated in tutoring this academic year. On average each of the cohort students received 4 hours and 5 minutes and attended an average of six sessions.

## **After-School Tutoring**

This academic year we have continued to support Blake High School by providing tutors for the Extended Learning Program (ELP), which is part of the school's after school program. After school program sessions were held on Mondays and Wednesdays from 3:00pm - 5:00pm each week and we provided tutors in Math, English/Reading, and Science to assist teachers who were part of the ELP.

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

## **Educational Field Trips**

Over summer 2004 our GEAR UP staff divided one hundred and fifty of our 12th grade students into three different groups representing students that were being targeted to attend: 4-year college; 2-year college; and vocational/technical schools. Groupings were made based on GPA, FCAT scores, SAT/ACT scores, students' expressed post-secondary interests and participation in GEAR UP sponsored activities. Case managers used the Individual Service Plans (ISPs) (Appendix 1) to identify the students that best fit these categories. Approximately fifty students were selected in each group. In planning our field trips for the 2004/2005 year, we focused on visiting college campuses and sites that addressed one of the three basic educational groupings. This was done to expose students to diverse post secondary settings related to their targeted academic goals. During more recent college tours we have considered factors such as students' admissions into specific colleges, and schools at which they have valid applications.

GEAR UP has taken ten educational field trips since the beginning of this academic semester. We have visited seven universities or colleges and vocational/technical schools including the University of Central Florida, Brewster Technical Center, Erwin Technical Center,



Hillsborough Community College, University of South Florida, Bethune Cookman College and the University of Florida (Appendix 2a-2k-College Tours). The colleges provided information on financial aid, admission requirements, housing, and scholarships. In addition, some of the sites provided motivational speakers in order to engage our students.

### **Saturday Program**

We have organized and implemented a total of eight Saturday programs since the beginning of the 2004/2005 academic year (See Appendix 3a-Saturday Program Schedule). Our final two programs were held on April 2nd and April 16th to close out the spring 05 semester.

Our Saturday program sessions provide both academic and enrichment services to our students and parents. Saturday sessions have emphasized tutoring, FCAT, and SAT preparation (Appendix 3b), as well as leadership workshops for students and parents. We have served 45 parents during our Saturday programs through parent workshops that covered a variety of topic areas including “Career paths for college students; scholarships, health, wellness, and stress reduction and ending stigma around Mental Health issues through parent advocacy (Appendix 3c). Parent participation during the Saturday sessions has improved (Appendix 3d). Since a particular focus of our program has been placing students into post secondary settings, we have made a strong emphasis on providing information and materials for students and parents. Not surprisingly, parents have been very interested in sessions that involved college admissions, scholarships and financial aid information.

Student sessions provided through the contract with Wali Shabazz, National Trust for the Development of African-American Youth, have continued to provide information for our young men and women about changing negative perceptions about academics. Sessions have focused on facilitating meaningful dialogue among our students regarding various student issues and have helped to foster and generate an ideology of self-empowerment and leadership. These goals were reached by utilizing guest speakers, discussion groups and presentations. Likewise, parent Saturday sessions provided opportunities for adults to discuss parenting and school-related issues with the assistance of facilitators (See Appendix 3c).

In January 2005, we added the Youth Mentoring Technology program to our Saturday program. The purpose of this program is to deal with the digital divide that exists between students in the school’s Magnet program and many of our lower-income, minority students who are part of our GEAR UP program. The students met during our Saturday programs for approximately three hours (Appendix 3ei & 3eii). In addition to working within the classroom setting, students experienced outside learning through the use of e-portals which allowed them to complete assignments and get extra credit for work done over and beyond the in-class sessions. Students were encouraged to utilize technology and had e-mail addresses set up where they could correspond directly with their instructors. Unfortunately, participation over the course of the program has dropped as students have been unable to complete assignments or put in the amount of work that was needed to successfully complete the technology program. This merely emphasizes the need for us to encourage our students to become more familiar and comfortable in the technological world. More participation in such programs is essential if the digital gap is to be bridged.





## **SOCIAL ENRICHMENT SUPPORTS**

### **GEAR UP Club Days**

The GEAR UP program has organized 4 club day meetings this reporting period. These meetings provided students with information about GEAR UP activities. Club days also allowed us to recruit students, support students through the use of motivational guest speakers, and provided us an avenue to conduct student satisfaction surveys. GEAR UP club days are also extremely important for our staff as they provide us with the opportunity to meet with a large number of our students at one time.

One of the most successful Club Days this year was on January 19, 2005 when a motivational speaker, Darrell “Coach D” Andrews, was brought in for this session (Appendix 4a and 4b). Mr. Andrews, a nationally well-known motivational speaker and author, delivered an inspirational speech urging students to ‘find their passion’ and to pursue a career goal that motivates and inspires them. Using his personal life experiences and challenges, Mr. Andrews was able to show students how he has been able to follow his dreams and passion and become successful.

### **Case Management Support**

As our students prepared for college and other post secondary settings, case management remained a significant resource. Case managers provided guidance, supported and motivated our students. After careful consideration and analysis of students’ grades, interests, GPAs, FCAT and SAT/ACT scores documented in Individual Service Plans (Appendix 1-ISP), case managers and other GEAR UP staff reorganized caseloads into three separate groupings for the incoming 12th graders during the 2004/2005 academic year. As previously noted, students were assigned to one of the three groups, based on whether they were targeted to attend a 4-year, 2-year or vocational/technical school. Case managers were assigned one of the three groups and are responsible for an identified set of students. In addition, case managers worked with the academic coordinator so students received information on testing, applications, scholarships and other relevant information. Coaches and mentors also helped the case management team assisting with student ‘pull-out’ sessions, academic counseling and mentoring. Collectively this team of staff provided useful information, support and guidance to GEAR UP students and overall this reorganization has worked well in providing services that have helped us place our students into 4-year, 2-year and vocational/technical educational settings.

In addition, because each case manager maintains a database of their case load that includes pertinent information on the students’ academic status e.g.: GPA, FCAT scores, ACT/SAT scores, college/career interest, college /scholarship applications submitted and college /scholarship acceptances, we have been able to track our placement outcomes and assess how effective our program has been in placing the targeted 150 students. To date, 60 students have been accepted into 2 or 4 year colleges (40 and 20 respectively). We anticipate even more placements to occur before the end of summer 2005.

### **Behavioral Counseling**

In February 2005 we contracted with Dr. Debra Goldsmith, a licensed psychologist to provide behavioral assessments and counseling services to a handful of students. Sessions



were scheduled from 3:00 – 5:00 p.m. on Mondays and Wednesdays. Although this service was initially targeted for fifteen students, only four students actually participated during a month period. Unfortunately, the contract was terminated in early April due to inconsistent participation by students.

### **The National Conference for Community and Justice (NCCJ)**

The National Conference for Community and Justice (NCCJ) PASS Program has facilitated leadership skills and improved racial diversity and tolerance through 90-minute classes held once a week. During class sessions students discuss issues such as: Stereotypes, racism, ageism, prejudice, discrimination, privilege, institutional racism, gossip/rumors, bullying, cliques, school safety/violence, ethnic identity and cultural identity, ethnic conflict and sexual harassment. This program also included field trips to historical museums such as the Holocaust Museum in St. Petersburg (Appendix 5a-5c).

### **Community Service**

Another aspect of our social enrichment supports has been our community service learning focus. We have established and participated in three such projects which focus on students' giving back to the community. In late November, 2004, students and parents participated in the Hillsborough River Cleanup Project. Approximately eighteen GEAR UP students and seven parents joined individuals from different organizations and communities in this venture (Appendices 6a and 6b).

Our second effort a GEAR UP Recycling Club (Appendix 7) was formed to help students get involved in the recycling at Blake High School. This GEAR UP Recycling club received a \$1000 grant from the Mayor's Beautification Program and helped to further the Mayor's mission "to build communities that value and contribute to Tampa Bay's natural environment." The recycling effort at Blake involved students supervising efforts to recycle cans and bottles into recycle bins located in the school cafeteria. A total of fifty students participated in this effort. This program has the potential of being sustainable beyond GEAR UP implementation at Blake.

NCCJ also coordinated the Youth As Resources (YAR) training for our students. This training will prepare students to design and apply for their own community service grants. The YAR project is student-directed and provides them an opportunity to engage in an activity that fosters student ownership and pride in their community.

## **PARENTAL AND COMMUNITY INVOLVEMENT**

Our parental involvement this past year has been primarily through the Saturday programs (See Appendix 3d), one-on-one contact by phone and in person meetings. 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 senior cohort. Our eight Saturday sessions during our review period have covered a wide range of educational and family topics and parents have participated in volunteer activities sponsored through GEAR UP. Forty-five parents participated in our Saturday programs during the review period.





## PROFESSIONAL DEVELOPMENT

We have initiated two professional development trainings since the beginning of the 2004/2005 academic year. On January 22, 2005, nineteen teachers and two administrative staff members took part in an ‘in-service’ training entitled, “A Framework For Understanding Poverty.” One of the core issues 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 (Appendices 8a & 8b).

In addition, we have conducted staff development trainings for GEAR UP staff including mentor training by Big Brothers Big Sisters, Inc., and Evaluation and Data Collection training for our tutors and case management staff.

Other training efforts have already been undertaken outside the reporting period and will be captured in our final year-end report. The recent hiring and inclusion of our Professional Development Coordinator will further re-emphasize our Professional Learning Communities philosophy.

## SUMMER PROGRAM

Our 2005 summer program will be housed at the Hillsborough Community College-Tampa (Ybor) campus. The program will take place May 31 to June 17, 2005. We anticipate that this program will provide additional support and help place some of the 150 targeted students who have not yet been placed into one of the three post secondary settings. In addition, 25 students will participate in a 1-hour college orientation class as part of our summer program. Our summer program will also focus on preparing our 11th graders for post secondary education and focus on FCAT, SAT, CPT and ACT testing; technology and leadership/life skills preparation. Morning activities will center on technology and leadership/life skills. In addition, enrichment activities and field trips will be used as incentives or rewards and create an effective balanced program complete with academic and enrichment activities (Appendix 9).

# RESULTS AND FINDINGS

## EVALUATION DESIGN

A summary of evaluation findings regarding student outcomes can be found in Appendices 13a and 13b.

## 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 combination of academic services, such as after school and in-class tutorial services coupled with a variety of enrichment services, such as leadership development, community service learning projects have helped create an effective service delivery system.

### **Better Understanding and Appreciation of Post-Secondary Placements**

Through a lot of hard work among all our staff, we have succeeded in strengthening the understanding of post secondary education among our students and parents, specifically our 150 targeted 12th grade students. Our program provided multiple avenues for students and their parents to receive information and exposure to a diverse group of colleges and post secondary settings. Over the entire life of the program but most specifically during the current reporting cycle, our staff have ensured that parents and students obtain information about college and other post secondary learning environments. Specifically in the past several months we have visited seven colleges and educational institutions (Appendix 2a-2k).

Collectively, through our educational field trips, completion of ISPs, Career Assessments and individual case management, students are now more aware of options available to them. In addition, with the hiring of two part-time coaches, an academic post secondary placement coordinator, our students and their parents have been able to receive information about their post secondary options. While college tours and daily case management and coaching support were effective in creating a better understanding about post secondary educational opportunities, we also provided opportunities for students to hear from other individuals such as Coach Daryll Andrews who gave students up to-date information on the educational, social and financial challenges they may encounter as they begin to apply and become enrolled in their chosen post secondary institutions (Appendix 4b).





## **Successful Student Achievement and Placement of Students in Two-Year and Four-Year Colleges**

Through our work with students we have helped students improve their FCAT scores and general school performance. In fact, two of our Blake GEAR UP students were this year's valedictorian and salutatorian, respectively. These students have participated in various aspects of our program.

From a more global perspective, we have successfully placed approximately sixty students into post secondary institutions either at 4 year, 2 year colleges. We anticipate enrolling more this summer through our Summer Program that will be housed at Hillsborough Community College. We also plan to encourage our upcoming 2005-2006 seniors to apply earlier than we did for the 2004-2005 seniors.

With the support and assistance of the Guidance Department at Blake, we were successful in actively facilitating the post secondary placement process for our students. The successful placements of sixty students is a credit to the collaborative work between GEAR UP and Blake High School Guidance Department, individualized case management services, mentoring, coaching and counseling from our academic coordinator. By targeting our college field trips to colleges and universities of students' interest we organized successful college field trips that were geared towards particular students based on their specific choices and 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 were academically prepared to go to college. Having exposed students to their options we worked directly with them to apply for admissions, take relevant placement tests, pass FCATs and apply for scholarships.

We expect to place some more students over the summer 2005 and have several students that will graduate this spring and begin summer school and/or start in the fall 2005 school semester.

## **Community Service and Development of Collaborative Partnerships**

Our efforts to engage students in giving back to their communities and expanding volunteer efforts have paid off. We participated in the 17th Annual Mayor's Hillsborough River and Waterways Clean up project (Appendix 6a & 6b). The clean up event took place on Saturday November 20, 2004. Eighteen students, and seven parents, three GEAR UP staff and two tutor/mentors took part in this event.

This effort led GEAR UP staff to develop a proposal for recycling in the school and the program was awarded \$1,000 to develop and implement a recycling program run by students in the school. Fifty students participated in the recycling effort organized through the GEAR UP Recycling club and this venture seemed to have sparked interest and enthusiasm among our youth (Appendix 7).

These two ventures have also helped develop a partnership between the GEAR UP program, Blake High School and the Mayor's Beautification program and these type of collaboration are critical for sustaining aspects of the GEAR UP program beyond the federal and local funds.

We continue to develop our collaborative partnerships as we work with various agencies and sub contractors to implement our program. Some of these partnerships have resulted in support through a number of in-kind resources.

### **Positive Case Manager/Student Relationships**

Our case management team, coaches, mentors and our post secondary placement coordinator all maintain a positive relationship with many of our students. This is a critical piece which aids program recruitment and participation which are both essential components of successful implementation. These positive relationships with the students help to facilitate compliance, meaningful dialogue and interactions not only between students and staff but also between staff and parents. The trust, support and reliability of our case managers remain key aspects of the case manager/student relationship which have a strong impact on student participation, achievement and ultimately play a role in student outcomes.

### **Exposure to Different Experiences and Perspectives**

A key success of GEAR UP has been our ability to enrich and broaden the experiences of students through our academic, enrichment field trips and volunteer opportunities. During this review period, students benefited from information through motivational guest speakers. Some students were enrolled in the youth leadership and cultural awareness program facilitated through the National Conference for Community and Justice (NCCJ) where they were engaged in dialogue about racial, cultural and other issues and participated in a day long Unity Day aimed at bringing students together throughout the day to discuss relevant school and student issues. GEAR UP students also participated in the Mayor of Tampa's Beautification Project, where they met the Mayor and interacted with different people and organizations in the Tampa Bay area. Our students also developed their own recycling project within the school which is proving to be very successful. Collectively these activities have resulted in many learning and development opportunities for our students (Appendices 2a-2k, 4, 5, 6 & 9). While these activities are not academic, they provided broad socially enriching educational exposure. We believe that invariably these types of experiences are likely to have a positive effect on students' perspectives and outlook on life in general.

## **CHALLENGES**

### **Collaboration and Communication within the School**

Navigating the school administrative system remains a work in progress as staff connect and link with school processes and staff. Although this aspect of the program is challenging the commitment to the students by both school administration and GEAR UP staff is clearly evident. Collaboration and involvement in activities that benefit the students remains a top priority for both entities.







## **Student and Parent Participation**

Student and parent recruitment remains an ongoing activity for GEAR UP staff. Because students tend to drop in and out of the program based on needs, competing interests and other factors, our staff has to aggressively explore varied recruitment methods to inform and notify parents, students and teachers about different GEAR UP activities. We use a number of different strategies to encourage participation including announcements, letters, word of mouth reminders about the GEAR UP Saturday program, the Extended Learning Program and our summer program, and flyers. When necessary, our case management coaching team uses the pull-out method where students are allowed to be taken out of class during an elective to participate in academic counseling, tutoring or test preparation.

Unfortunately, in spite of these measures, students are sometimes reluctant or unwilling to participate in academic activities that might benefit them and therefore, we have instead made in-class tutors more readily available inside the classrooms. This way students do not have to wait after school or come in on Saturdays to get help.

We have had the most difficulty this year in connecting with students who were targeted for vocational/technical placement. Among this group in particular staff have noticed a strong reluctance to participate and prepare for placement into these schools of their own choice. These students also tended to be less motivated and appeared to struggle when asked to focus on their educational goals and identify strategies that they would use to help accomplish those goals. Since students typically in this group are lower performing students, who have not passed their FCATs, have lower GPAs and may have some learning disabilities, it may not be unexpected that participation in sponsored activities is less than their counterparts in the two and four year group. As a result placement within this group has been very low. We intend however, to try to work with these students over the summer 2005 to see if they can take the TABE (vocational/technical) test and/or enroll in one of the Technical schools so they can complete the GED and subsequently enroll in a certification program of their choice.

Parent participation this review period has improved perhaps due in part to the fact that parents are anxious to see their children go to college and are more willing to actively participate in any activity they think will assist them in this effort.

## **Data Collection and Student Tracking**

Understandably there are on-going challenges related to ensuring that all activities and student participation are captured. In order to resolve this, GEAR UP routinely has training sessions for tutors and staff where explanations on how to accurately complete case management and group activity logs are provided (Appendix 10 & 11). The evaluation team works closely with the staff and tutors to ensure that data collection problems are resolved as quickly as possible.

In addition, by participating in GEAR UP Leadership meetings evaluators are kept abreast of major program activities which allow them to better evaluate and assess processes and student outcomes.

# 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 8/1/2004 End 3/31/2005



## 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 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 eleventh and twelfth 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.

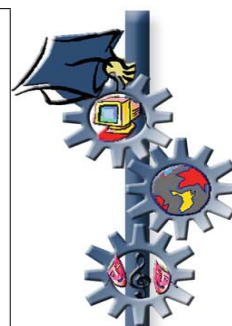
q To review FCAT Math and English scores of all students officially enrolled in the program.

To implement program evaluation.



ACTIVITY	GOAL		RATING	COMMENT
<p>Activity a) To continue following the approximately 461 students (formerly the 7th and 8th grade classes from Franklin Middle School) as they progress through the eleventh and twelfth grade at Blake High School.</p> <p>Document strategies used to recruit students</p> <p>Identify and document challenges in recruitment.</p> <p>Provide scholarship opportunities to qualified 12<sup>th</sup> graders.</p> <p>Provide job shadowing</p>		Yes	Excellent	<p>586 students are currently enrolled in the GEAR UP program. 187 in the 11<sup>th</sup> grade; 227 in the 12<sup>th</sup>; 42 in the 9<sup>th</sup> and 130 in the 10<sup>th</sup>. (Also See Evaluation Summary-Appendix 13b).</p> <p>Please note that this number excludes any students who have dropped out this year. Enrollment also does not mean participation. See below for actual participation.</p> <p>Recruitment strategies included school assemblies, GEAR UP service club days, school announcements and through one on one word of mouth by case managers.</p> <p>Our goal was to serve 461 students from our cohort of 11<sup>th</sup> and 12<sup>th</sup> grades.</p> <p>We served 443- 203 from the 11<sup>th</sup> and 240 from the 12<sup>th</sup>. However, we served a total of 635 students including 9<sup>th</sup> and 10<sup>th</sup> graders. (See Appendix 13b).</p> <p>Challenges to participation include competing with other recreational and sports activities as students choose between academics and recreational sports activities, internal motivation and prioritization. See Also Challenges -Student and Parent Participation pp. 10.</p> <p>Over 80 students completed the GEAR UP on-line scholarship run through the Hillsborough Education Foundation. We anticipate awarding several scholarships for students entering 2-year; 4-year and vocational/technical schools. In addition, case managers and post secondary placement coordinator assisted students in writing for other federal and private scholarships and awards.</p> <p>To date this has not been done. Our</p>
	Document the number of students enrolled in the program	Yes	Excellent	A total of 586 students are enrolled in GEAR UP this academic year.

	Document the number of students assessed to begin receiving services during the quarter	Yes	Excellent	At the beginning of the 2004/2005 academic year, we anticipated serving 461 students; however we served 443 students from our cohort and 635 total students including all grades 9 to 12. See Evaluation Data Appendix 13b. Students in many instances placed higher priority on personal and social activities over the services provided by GEAR UP. All students were required to have consent forms and applications on file. Again obtaining signatures has been an ongoing process.
Activity C- To provide tutoring services to at least 300 students (in-class tutoring; ELP tutoring; Saturday program tutoring; ACT/SAT tutoring; Urban Scholars tutoring in English, Math, and Science).	Documents the average number of students receiving tutoring or mentoring services in a given quarter	No	Good	A total of 282 students in the cohort (11 <sup>th</sup> and 12 <sup>th</sup> grades). However, if we include 9 <sup>th</sup> and 12 <sup>th</sup> graders, the total number of students receiving tutoring services increases to 380. See Evaluation Data Appendix 13a- Activity C:Table 1. Students received tutoring services through after-school tutoring, in-class tutoring and Saturday program; students also received mentoring services. A total of approximately, 15 teachers took advantage of our in-class tutoring services throughout the year.
	Document number of tutoring sessions offered	Yes	Excellent	Each school day at least two tutoring sessions were offered to students. This began in Fall 04 and has been going on routinely through March 31, 2005. These services were offered Monday to Friday and at least 8 additional tutoring sessions were offered through the Saturday program. We provided tutors for approximately 52 ELP sessions; 282 cohort students attended approximately 6 sessions but the total number of students that received some sort of tutoring this year was 380. Each student attended approximately 5 total in-class sessions.
	Document total number of non-duplicated students each period	Yes	Excellent	From evaluation data: 282 cohort students and 380 total students benefited from tutoring/mentoring services
To identify sub-group of 100 twelfth grade students for receiving intensive services based upon Individual Service Plans (ISPs), ACT/SAT and FCAT scores, attendance and interest	Generate list 100 students	Yes	Excellent	Case management staff worked with a total of 176 students- 56 4 year, 72-2 year, 48 Trade/Vocational students with completed individual service plans. These plans have pertinent data on the GPA, FCAT scores and educational aspirations.

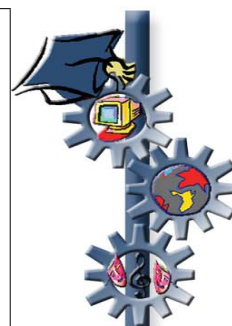




To provide Saturday programs that enhance(s) the educational and emotional experience of at least 60 students and 30 parents. At least 10 Saturday sessions will be held with students and parents/caregivers during the academic year (5 per semester).	<p>Develop a report on the Saturday program to include a program overview, core elements and schedule.</p> <p>Number of Saturday sessions offered</p>	No	Good	<p>During the reporting period we had 8 Saturday programs covering a variety of subject areas, topics and issues (Appendix 3a-c)</p> <p>Eight Saturday sessions were offered during the review period.</p>
	Total number of unduplicated students participating each quarter.	Yes	Excellent	71 cohort students and 84 total students participated during the Saturday program. 71 of 84 were from the 11 <sup>th</sup> and 12 <sup>th</sup> grade.
	Total number of unduplicated parents participating each quarter.	Yes	Excellent	45 parents participated in our Saturday program during the year.
	Average number of sessions attended by each student.	Yes	Excellent	On average, cohort and total students attended 3 sessions.
	Average number of sessions attended by each parent/caregiver	Yes	Excellent	Parents on average attended 2.3 sessions.
	Total number of students in Saturday program			84 students attended the Saturday program.
<p>To provide a summer camp program for a minimum of 80 to 100 students (activities will include educational, social and recreational aspects such as career resources, college preparatory information, etc.)</p> <p>Provide qualified twelfth graders dual enrollment at HCC.</p>	<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>List number of students registered for Dual enrollment for HCC</p>			<p>Our 2005 Summer Program will take place at Hillsborough Community College-Tampa (Ybor Campus) from May 31-June 17. Students targeted will be Graduating Seniors that plan to attend HCC, Graduating Seniors that have not been accepted to a college/university, and Upcoming 2005-2006 Seniors currently in the 11<sup>th</sup> grade. The program will include academics and enrichment activities on Monday through Thursday and Field Trips on Fridays. We anticipate that approximately 70 students will be targeted as many seniors are interested in working and/or just taking time off from school before they start their post secondary careers.</p> <p>Summer program will include 1 –hour orientation credit class for 25 students; CPT, ACT/SAT preparation testing; technology; leadership and life skills development, and recreational and enrichment field trips (See Appendices 2a-k, 9 and pp. 20)</p> <p>5 Gear Up students are dual enrolled at HCC in Intro to Black Studies; 11 students are enrolled in College Algebra; 4 students are enrolled in Calculus for Business.</p>



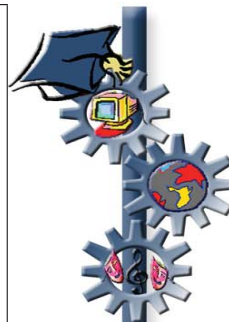
Activity e) To provide at least 30 parents/ caregivers services through the Saturday program and other GEAR UP related services.	Report on total number of parents/caregiver served.  List activity and number of parents involved.	Yes	Excellent	<p>We served 45 parents through our Saturday program (unduplicated).</p> <p>9/25/05 - 12 10/9/04- 11 10/30/04- 8 11/6/04- 5 11/20/04- 11 1/22/05- 11 1/29/05- 9 2/5/05- 14 2/12/05- 10</p> <p>College Tours and Field Trips Hillsborough Community College-9 Bethune Cookman College-3</p> <p>Counseling/Advising-4 Family Event-7 Coach Carter-6</p>
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 325 cohort students and 381 total students received some type of case management.</p> <p>Case management staff worked with a total of 325 cohort students and 381 total students and completed all of the student's individual service plans ISPs (See Appendix 13a). These plans have pertinent data on the GPA, FCAT scores and educational aspirations</p> <p>Thus far through the efforts of case managers, mentor/coaches and the post secondary placement coordinator we have placed 60 students into 2 and 4 year colleges; 3 students have passed the TABE vocational test and we intend to assist more students during the summer program.</p>





<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> <p>i. To develop 100 individual comprehensive case plans according to students' needs and academic needs.</p> <p>ii. To provide Career Inventories for 12<sup>th</sup> grade students.</p> <p>iii. To provide College tours for students</p> <p>iv. To provide conflict resolution training for students</p> <p>v. Refer students to services (such as behavioral care services) as needed.</p>	<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 rooters.</p>	<p>Yes</p>	<p>Excellent</p>	<p>See Above.</p>
		<p>Yes</p>	<p>Excellent</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 (Appendices 10 &amp; 11).</p>
		<p>Yes</p>	<p>Good</p>	<p>176 students had ISPs completed indicating assessed academic needs, strengths, career goals and objectives (See Activity H).</p>
	<p>Report on number of students served and type of service (i.e.: list of students receiving career inventories, college tours, conflict resolution training, or behavioral counseling services).</p>	<p>Yes</p>		<p>Career Inventories were conducted with the 11<sup>th</sup> grade cohort. Thus far, our Career Assessment Specialist, Dr. Osborne has completed approximately 35 Career inventories with our 11<sup>th</sup> grade students.</p>
		<p>Yes</p>		<p>A total of 101 students participated in college educational tours. This number represents students who may have attended several of these educational college tour opportunities (Appendices 2a- 2k).</p> <p>Conflicts were mediated by all three case management staff with students, school staff and caregivers on a routine basis. This service was also provided by three programs and/or activities:</p> <ol style="list-style-type: none"> <li>1. USF workshop, "A change for non-violence" (Appendix 2a)</li> <li>2. NCCJ PASS program (See Social Enrichment Support NCCJ pp. 5 and Appendices 5a-5c.</li> <li>3. Hired psychologist to work with students from 3:00- 5:00 p.m. (See Social Enrichment Supports- Behavioral Counseling pp. 5)</li> </ol> <p>See iv above.</p>

Activity K- To provide professional development training for faculty and staff at Blake High School including the eleventh and twelfth grade teachers (curriculum will include subjects such as behavior modification training, technology, ethics)	List of training activities (overview and description of types of training) and number of teachers served.  Document the number of hours of direct teacher training.	Yes	On-going	<p>During the review period, we have provided a number of Professional Development trainings to help teachers, administrators, GEAR UP staff, tutors and mentors develop more effective tools and strategies that target the needs of our GEAR UP student cohort especially, those at risk of dropping out. These trainings have also helped to rejuvenate the instructional staff.</p> <p>1. Ruby Payne's, "A Framework for Understanding Poverty": 17 Administrators/Instructors-January 2005 (6 hours) (Appendix 8a &amp; 8b) (Also see professional Development pp.6)</p> <p>In addition, six of our faculty/staff attended the NCCEP/GEAR UP Capacity-Building Workshop 2005 in Philadelphia February 6– 9.</p>
M- To develop a tutor training program	Report on the number of individuals that complete the tutor training.	Yes	On-going	<p>See activity K above: To date we have recruited 9 tutors/mentors for Blake High. We conducted one comprehensive tutor training and orientation with 12 tutors in 2004. Another was planned for 2005. However, on-going training is available on an as needed basis through the evaluation team.</p>
	Report on number who have completed mentor training.	Yes	Ongoing	<p>Seven tutors completed the mentor training in October 2004. In addition, Blake Administration also trained tutors on school policies and the Extended Learning Program.</p>
	To recruit and train tutors/academic mentors from USF, University of Tampa, churches and the community	Yes	Ongoing	<p>See above- information on Mentor and Tutor trainings.</p>
To provide 100 students tutor/academic mentoring services.	<p>Number of students provided with tutor/ academic mentor 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>	Yes	Excellent	<p>282 cohort students and 380 total students received some type of tutoring during the review period (See Appendices 13a-Activity C-Table 1 and 13b-Activity C-Table 1).</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	Some collaboration partnerships had a major impact on our program. Such partnerships led to a Community Service river clean up project, the 17 <sup>th</sup> Annual Mayor's Hillsborough River and Waterways Clean up project (See Appendix 6a & 6b). We also continue to work with a number of different partners and organizations (See Appendix 12).
Activity Q. To place at least 100 twelfth grade GEAR UP students, soon to be graduates, into post secondary settings (e.g.: college, university, trade or vocational school.)	List of students placed in post-secondary settings and their respective placements.	Ongoing	Good	The following represents the number of students who have been accepted at one or more placement settings: 40: 4 Year College Placements 20: 2 Year College Placements 3: Trade/Vocational College (TABE test passed by three students)
To review FCAT Math and English scores of all students officially enrolled in the program	Create a report of average scores, number of students who are failing and passing FCAT Math and English			See report under Evaluation Findings. Appendices 13b Indicator M-Table 1.
To implement program evaluation	Update of ongoing data collection activities (for example, number of pretests and/or posttests administered, number of Academic Plans completed, number of report cards collected, etc.)	Yes	Ongoing	See Data Summary by Evaluation. (Appendices 13 a and 13 b.

# OUTCOME OBJECTIVE WORKSHEET

## Indicator Outcome Objectives:

m See below.



Activity	Goal	Achieved	Rating	Comment
Indicator M	Eighty percent of the program's participants will maintain successful academic performance as measured through school attendance, progress reports and grades.	MATH 62%-11th graders	Fair	See Evaluation Summary Appendix 13b for FCAT scores.
		73%-12th graders	Fairly Good	
		ENGLISH 76%-11th graders	Fairly-Good	
		87%-12th graders	Good	
		SCIENCE 78%-11th graders	Good	
		83%-12th graders	Good	
	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 in the number of children with demonstrated successful school achievement, grade promotion, or graduation.			<p>Appendix 13a –Subgroup Data. Also See Appendix 13a –Indicator M-Table 2. Activity Q-Table 1 and Table 2.</p> <p>Of the total number of students served last year, 262 were promoted from the 10th grade and 173 students were promoted from 11th.</p>





## APPENDICES

## APPENDIX 1

### INDIVIDUAL 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 2A

### COLLEGE/UNIVERSITY TOURS

<u>College/University</u>	<u>Date</u>
---------------------------	-------------

#### Fall 2004

University of Central Florida	October 28, 2004
Hillsborough Community College	November 10, 2004
Brewster/Erwin Technical	November 12, 2004
University of South Florida	November 18, 2004
Hillsborough Community College (Open House)	November 30, 2004

#### Spring 2005

University of South Florida (Coach Carter)	January 20, 2005
University of South Florida/MLK Plaza (A Change for Non-Violence)	January 21, 2005
University of South Florida (Showcase for Juniors)	February 16, 2005
Bethune Cookman College	February 22, 2005
University of Florida	March 31, 2005

BETHUNE COOKMAN COLLEGE - FEBRUARY 22, 2005





## APPENDIX 2C

### BETHUNE COOKMAN COLLEGE - FEBRUARY 22, 2005





BETHUNE COOKMAN COLLEGE - FEBRUARY 22, 2005





## APPENDIX 2E

BETHUNE COOKMAN COLLEGE - FEBRUARY 22, 2005





BETHUNE COOKMAN COLLEGE - FEBRUARY 22, 2005





## APPENDIX 2G

### BETHUNE COOKMAN COLLEGE - FEBRUARY 22, 2005





UNIVERSITY OF FLORIDA COLLEGE TOUR - MARCH 31, 2005





## APPENDIX 2I

### UNIVERSITY OF FLORIDA COLLEGE TOUR - MARCH 31, 2005





UNIVERSITY OF FLORIDA COLLEGE TOUR - MARCH 31, 2005





## APPENDIX 2K

### UNIVERSITY OF FLORIDA COLLEGE TOUR - MARCH 31, 2005



## APPENDIX 3A

### SATURDAY PROGRAM DATES

#### Fall 2004

October 9, 2004

October 30, 2004

November 6, 2004

November 20, 2004

#### Spring 2005

January 22, 2005

January 29, 2005

February 5, 2005

February 12, 2005







## APPENDIX 3B

### MATH TUTORING SATURDAY PROGRAM - JANUARY 22, 2005



### SATURDAY PROGRAM TOPICS

#### September 25, 2004

1. Motivational Speech – Teaching Children Values and Morals: Presented by Mr. Daniels, U.S. Attorney’s Office, Middle District of Florida
2. Computer Training - Word Applications: Provided by Gwen Williams; Computer Technology Teacher, Blake High School

#### October 9, 2004

1. Creating Paths to College for Students: Presented by Phildra Swagger, Ph.D., Supervisor, Academic Programs, SDHC
2. Accessing and Using the Public Library System: Presented by Carol Sivard; Media Specialist Blake High School
3. Computer Training - Word Applications: Provided by Gwen Williams; Computer Technology Teacher, Blake High School

#### October 30, 2004

1. Health, Wellness, and Reducing Stress: Presented by Andrew & Latifah Wajd
2. Computer Training:
  - How to find Scholarships on the Internet: Provided by Carol Sivard
  - Filling out Scholarship Applications on-line: Provided by, Gwen Williams

#### November 6, 2004

1. Information Session - Hillsborough Community College: Presented by Mrs. Calhoun & Mrs. Petway
2. Choosing a Career: Presented by Dottie Washington, Career Center at USF
3. Hillsborough Education Foundation Scholarship Application Process: Provided by Carol Sivard, Media Specialist, Blake High School.

#### November 20, 2004

1. Participated in the 17th Annual Mayor’s Hillsborough River and Waterways Cleanup & Rolling on the River Festival along with their students





## **APPENDIX 3C (CONT'D)**

### **January 22, 2005**

1. Computer Workshop – Filling out Education Foundation Scholarship Applications On-line: Provided by Carol Sivard, Media Specialist, Blake High School.
2. Ending Stigma Around Mental Health Issues Through Parent Advocacy: Presented by Larry English, Executive Director, Federation of Families for Children's Mental Health, Hillsborough County Chapter

### **January 29, 2005**

1. Computer Workshop – Filling out Education Foundation Scholarship Applications On-line: Provided by Eloise Boterf, Community Resource Specialist, GEAR UP

### **February 5, 2005**

1. High School Graduation Requirements and Courses Required for Vo/Tech, 2 – Year and 4 – Year College Programs: Presented by Claudette Reid, Guidance Dept. Head, Blake High School
2. Computer Workshop – Filling out Education Foundation Scholarship Applications On-line: Provided by Eloise Boterf, Community Resource Specialist, GEAR UP

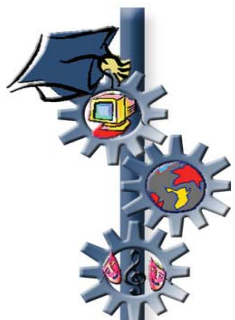
### **February 12, 2005**

1. History of How African Americans influenced and contributed to the shaping of America Today
2. Raising Teenagers – Parent /Teenager Communication and Repairing Broken Relationships: Presented by Debra Thrower, Licensed Clinical Social Worker



PARENTING WORKSHOP - JANUARY 22, 2005





## APPENDIX 3E-I

### YOUTH MENTORING TECHNOLOGY - JANUARY 22, 2005



YOUTH MENTORING TECHNOLOGY - JANUARY 22, 2005





COACH D FLYER



# GEAR UP

**Gaining Early Awareness &  
Readiness for Undergraduate Programs**

PRESENTS



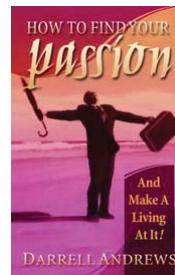
## Darrell "Coach D" Andrews

**Date: Wednesday, January 19, 2005**

**Time: 8:15am**

**Location: Blake High School Theater**

Darrell "Coach D" Andrews is the founder and president of FamQuest, Inc., and Darrell Andrews Enterprises. He is the author of ***How To Find Your Passion And Make A Living At It, Believing the HYPE: 7 Keys for Motivating Students of Color*** and soon to be released, ***How To Find Your Passion: A Youth Perspective***. Coach D is a regular speaker at events and conferences nationally and internationally.



Darrell has been featured on NPR Radio's Tavis Smiley Show, and also been featured in Black Enterprises Magazine. His story "5 Garbage Bags and a Dream" is featured in the new book release, ***Chicken Soup For The African American Soul***. The success stories of Bishop TD Jakes, Maya Angelou, Martin Luther King and many other legendary African-Americans are highlighted in the book.

For more information, please contact any of the GEAR UP Staff or Eloise Boterf at 974-6123.

GEAR UP is a federally funded U.S. Department of Education program, which is also supported locally by the Children's Board of Hillsborough County. This Academic, Social, and Cultural enrichment program, helps to prepare students for high school success and post secondary education.



**GEAR UP Program  
Blake High School  
1701 North Blvd.  
Tampa, FL 33607**

**Bryce Pride-Project Manager  
813-272-3422 ext.734**

**Roderick Barnes-Academic Coordinator  
813-272-3422 ext.734**

**Theo Bell-Academic Coordinator  
813-272-3422 ext.734**

**Electa Davis-Academic Coordinator  
813-272-3422 ext.741**

**USF**  
UNIVERSITY OF  
SOUTH FLORIDA

CLUB DAY: COACH D - JANUARY 19, 2005





## APPENDIX 5A

### NCCJ: PASS PROGRAM HOLOCAUST MUSEUM TRIP - FEBRUARY 9, 2005





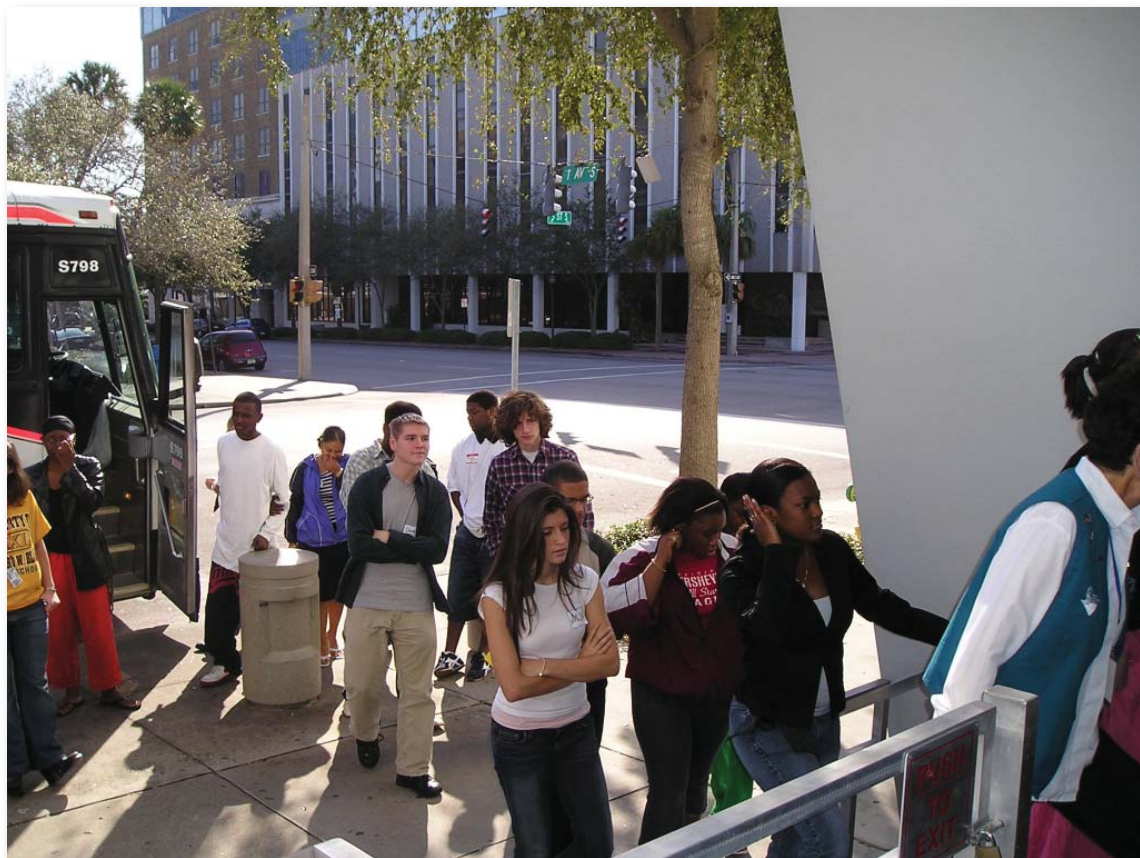
NCJJ: PASS PROGRAM HOLOCAUST MUSEUM TRIP - FEBRUARY 9, 2005





## APPENDIX 5C

### HOLOCAUST MUSEUM



**MAYOR OF TAMPA'S BEAUTIFICATION GRANT PROGRAM:  
"LEARNING TO GROOM, GROWING TO LEARN," A SERVICE LEARNING PROGRAM  
NOVEMBER 20, 2004**







## APPENDIX 6B

### MAYOR OF TAMPA'S BEAUTIFICATION GRANT PROGRAM - NOVEMBER 20, 2004



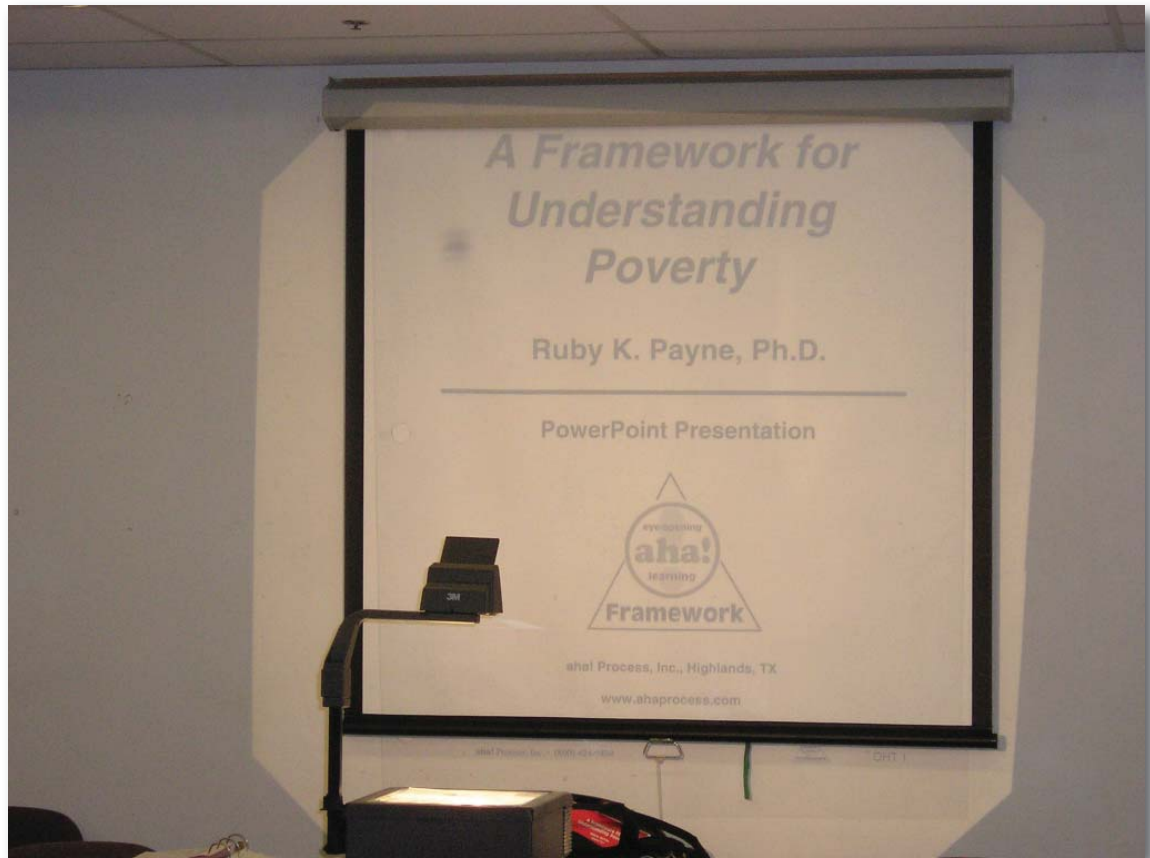
GEAR UP RECYCLING CLUB





## APPENDIX 8A

### PROFESSIONAL DEVELOPMENT TRAINING: RUBY PAYNE, “A FRAMEWORK FOR UNDERSTANDING POVERTY” - JANUARY 22, 2005





## APPENDIX 8B

### PROFESSIONAL DEVELOPMENT TRAINING: RUBY PAYNE, “A FRAMEWORK FOR UNDERSTANDING POVERTY” - JANUARY 22, 2005





## APPENDIX 9

### 2005 SUMMER PROGRAM

University of South Florida-Blake High School-Hillsborough Community College

Three-Week Summer Schedule

May 31-June 18, 2005

Location: Hillsborough Community College (Ybor City Campus)

#### Week One

Time	Sunday May 29	Monday May 30	Tuesday May 31	Wednesday June 1	Thursday June 2	Friday June 3	Saturday June 4
8am-9am	Closed	Closed	Closed	Drop off Breakfast Orientation	Drop off Breakfast	Drop off Breakfast	Closed
9am-10:25am	Closed	Closed	Closed	<b>Motivational Guest Speaker</b>  "Kick off" Message  Rich Moore	<b>Enrichment Leadership</b>  Dr. Wright	MOSI	Closed
<b>10:25 -10:35</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
10:35am- 12pm	Closed	Closed	Closed	<b>Enrichment/ Technology</b>	<b>Enrichment/ Technology:</b> Leadership  Dr. Wright	MOSI	Closed
<b>12pm-1pm</b>	<b>Closed</b>	<b>Closed</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch-at MOSI</b>	<b>Closed</b>
1pm-2pm	Closed	Closed	College Orientation SLS 1101	College Orientation SLS 1101  USF Library LIB 209 (THEO)  USF Career Center	<b>Academics</b> -College Orientation SLS 1101  English Testing Skills -4 year (SAT) -2 year (CPT) -T/V (TABE)	MOSI	Closed
2pm-3pm	Closed	Closed	College Orientation SLS 1101	College Orientation SLS 1101  USF Library LIB 209  USF Career Center (THEO)	<b>Academics</b> -College Orientation SLS 1101  English Testing Skills -4 year (SAT) -2 year (CPT) -T/V (TABE)	MOSI	Closed
3pm-4pm	Closed	Closed	College Orientation SLS 1101	Pick Up	Pick Up	Pick Up	Closed

## APPENDIX 9 (CONT'D)

### Week Two

Time	Sunday June 5	Monday June 6	Tuesday June 7	Wednesday June 8	Thursday June 9	Friday June 10	Saturday June 11
8am-9am	Closed	Drop off Breakfast	Drop off Breakfast	Drop off Breakfast	Drop off Breakfast	Drop off Breakfast	Closed
9am-10:25 am	Closed				<b>Enrichment/ Technology</b> Life Skills/  “Writing for Success” Ricc Rollins Personal Statement	Tampa Park/ Cookout	Closed
<b>10:25 -10:35</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
10:35 am- 12pm	Closed			<b>Enrichment/ Technology:</b> Life Skills  Leadership Dr. Wright	<b>Enrichment/ Technology:</b> Life Skills  “Writing for Success” Ricc Rollins Resume	Tampa Park/ Cookout	Closed
<b>12pm-1pm</b>	<b>Closed</b>	<b>Closed</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch-at MOSI</b>	<b>Closed</b>
1pm-2pm	Closed	Dance/ Drama	<b>Academics</b> -College Orientation SLS 1101  Math Testing Skills -4 year(SAT) -2 year (CPT) -T/V (TABE)	<b>Bowling (Theo)</b>	<b>Academics</b> -College Orientation SLS 1101  English Testing Skills -4 year (SAT) -2 year (CPT) -T/V (TABE)	Tampa Park/ Cookout	Closed
2pm-3pm	Closed	Dance/ Drama	<b>Academics</b> -College Orientation SLS 1101  Math Testing Skills -4 year(SAT) -2 year (CPT) -T/V (TABE)	<b>Bowling (Theo)</b>	<b>Academics</b> -College Orientation SLS 1101  Math Testing Skills -4 year (SAT) -2 year (CPT) -T/V (TABE)	Tampa Park/ Cookout	Closed
3pm-4pm	Closed	Pick Up	Pick Up	Pick Up	Pick Up	Pick Up	Closed





### Week Three

Time	Sunday June 5	Monday June 6	Tuesday June 7	Wednesday June 8	Thursday June 9	Friday June 10	Saturday June 11
8am-9am	Closed	Drop off	Drop off Breakfast	Drop off Breakfast	Drop off Breakfast	Drop off Breakfast	Closed
9am-10:25 am	Closed				<b>Enrichment/ Technology:</b>  Life Skills  “Etiquette Training and Dressing for Success”  D. Washington	Orlando Theme Park- <b>Roderick</b>	Closed
<b>10:25 -10:35</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
10:35 am-12pm	Closed				<b>Enrichment/ Technology:</b>  Life Skills  “Etiquette Training and Dressing for Success ” D. Washington	Orlando Theme Park <b>Roderick</b>	Closed
<b>12pm-1pm</b>	<b>Closed</b>	<b>Closed</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch-at MOSI</b>	<b>Closed</b>
1pm-2pm	Closed	Dance/ Drama		Recreation Guest Speakers	<b>Academics</b> College Orientation SLS 1101  English Mock Test Review  -4 year (SAT) -2 year (CPT) -T/V (TABE)	Orlando Theme Park <b>Roderick</b>	Closed
2pm-3pm	Closed	Dance/ Drama			<b>Academics</b> College Orientation SLS 1101  Career Assessment (Gonzalez)  Math Mock Test Review -4 year(SAT) -2 year (CPT) -T/V (TABE)	Orlando Theme Park <b>Roderick</b>	Closed
3pm-4pm	Closed	Pick Up	Pick Up	Pick Up	Pick Up	Pick Up	Closed



## GROUP ACTIVITY LOG



## Group Activity Log Blake High School



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 \_\_\_\_\_ (Mins)

FCAT English \_\_\_\_\_ (Mins)

English Tutoring \_\_\_\_\_ (Mins)

FCAT Science \_\_\_\_\_ (Mins)

Leadership Training \_\_\_\_\_ (Mins)

Mentoring \_\_\_\_\_ (Mins)

Science Tutoring \_\_\_\_\_ (Mins)

Peer Counseling/Mediation/Conflict Resolution \_\_\_\_\_ (Mins) Club Day \_\_\_\_\_ (Mins)

Other (please specify) \_\_\_\_\_ (Mins)

Student's Name and Grade level (please print)	Students' signature
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	

[illegible]



Codes for primary activities	Codes
Activities	
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 12

### LIST OF PARTNER AGENCIES/BUSINESSES AND ORGANIZATIONS

1. **Children's Board of Hillsborough County**
2. **National Conference for Community and Justice, Inc.**
3. **Youth Mentoring Technology, Inc.**
4. **Darrell Andrews Enterprises**
5. **The National Trust For The Development of African-African Males**
6. **University of South Florida admissions office, College of Education**
7. **Blake High School Administration**



## EVALUATION ANALYSIS FOR BLAKE HIGH SCHOOL



**Please Note:** These numbers reflect ONLY students who are currently part of our cohort (i.e. 11<sup>th</sup> and 12<sup>th</sup> grades).

**ACTIVITY A**

**Table 1: Number of students in the current cohort who participated in the GEAR UP program from August 2004–March 2005.**

Grade Level	Students Participated
11	203
12	240
Total	443

**ACTIVITY C.**

**Table 1: The number of students receiving tutoring and mentoring services from August 2004–March 2005.**

Type of service	Number of Students in the GEAR UP Cohort who Received the Service	Average Hours of Service Per Participant Receiving the Service	Average Number of Sessions Attended
Tutoring/mentoring	282	4 hours 5 minutes	6
Computer assisted lab	80	4 hours	5
Case management	325	2 hours 49 minutes	10
College visit/college student shadowing	101	7 hours 32 minutes	2
Educational field trips	26	3 hours 34 minutes	1
Workshops	13	5 hours	1
Saturday Program	71	5 hours 2 minutes	3

**ACTIVITY Q:**

**Table 1: Number of students passing and failing Reading FCAT by grade level**

Grade Level	Average score	Number of students passing	Number of students failing
11	1822	34	169
12	1781	32	208
Total	-	66	411



## APPENDIX 13A (CONT'D)

### **ACTIVITY Q**

**Table 2: Number of students passing and failing Math FCAT by grade level**

Grade Level	Average score	Number of students passing	Number of students failing
11	1899	67	136
12	1760	72	168
Total	-	140	337

### **INDICATOR M\***

**Table 1: GEAR UP Participants (%) who maintained successful academic performance during academic year 2004-2005 based on grades.**

Grade Level	English	Math	Science
11	76%	62%	78%
12	87%	73%	83%

### **INDICATOR M**

**Table 2: GEAR UP Participants (%) who maintained successful academic performance during academic year 2004-2005 based on school attendance.**

Grade Level	Attendance**
11	77%
12	76%

\*Please note that percentages reflect the number of students who received a “C” or better out of those students who took the class. It does not represent the percentage of students in the grade level.

\*\*Students (%) who had 4 or fewer unexcused absences



### Subgroup Data

**Please Note:** Information on sub-group represents the targeted students who are part of the case managers case load and are identified as being in the intensive case management case load. Case managers also worked directly with the 12<sup>th</sup> graders in placing them into post secondary placement.

#### **INDICATOR M\***

**Table 1: GEAR UP Participants subgroup (%) who maintained successful academic performance during academic year 2004-2005 based on grades.**

Grade Level	English	Math	Science
11	60%	17%	33%
12	91%	84%	88%

#### **INDICATOR M**

**Table 2: GEAR UP Participants subgroup (%) who maintained successful academic performance during academic year 2004-2005 based on school attendance.**

Grade Level	Attendance*
11	57%
12	77%

\* Students (%) who had 4 or fewer unexcused absences

#### **INDICATOR M**

**Table 3: GEAR UP Participants subgroup (%) who improved their FCAT scores.**

Grade Level	English	Math
11	88%	60%
12	90%	54%

\*Please note that percentages reflect the number of students who received a “C” or better out of those students who took the class. It does not represent the percentage of students in the grade level.



**ACTIVITY C**

**Table 1: The number of students from the subgroup receiving tutoring and mentoring services from August 2004–March 2005.**

Type of service	Number of Students in the GEAR UP Cohort who Received the Service	Average Hours of Service Per Participant Receiving the Service	Average Number of Sessions Attended
Academic services	160	3 hours 16 minutes	10
Behavioral/Counseling services	75	25 minutes	3
Case management	162	3 hours 39 minutes	12
Career inventory	2	1 hour 30 minutes	1
College visit/college student shadowing	79	7 hours 22 minutes	2
Saturday Program	46	4 hours 40 minutes	2



EVALUATION ANALYSIS FOR BLAKE HIGH SCHOOL



**Please Note:** The following tables reflect ALL students enrolled and served not just the targeted cohort 11<sup>th</sup> and 12<sup>th</sup> grades.

**ACTIVITY A**

**Table 1: Number of students enrolled and participating in the GEAR UP program from August 2004–March 2005.**

Grade Level	Participating Students Enrolled
9	42
10	130
11	187
12	227
Total	586*

\*Total number includes students participating during 2004-2005, MINUS those students who have withdrawn from the school.

**ACTIVITY A**

**Table 2 : Number of students who participated in the GEAR UP program August 2004–March 2005 including withdrawals**

Grade Level	Students Participated
9	47
10	145
11	203
12	240
Total	635

**INDICATOR M\***

**Table 1: GEAR UP Participants (%) who maintained successful academic performance during academic year 2004-2005 based on grades.**

Grade Level	English	Math	Science
9	56%	40%	45%
10	59%	48%	57%
11	76%	62%	78%
12	87%	73%	83%



## APPENDIX 13B (CONT'D)

### **INDICATOR M**

**Table 2: GEAR UP Participants (%) who maintained successful academic performance during academic year 2004-2005 based on school attendance.**

Grade Level	Attendance*
9	64%
10	77%
11	77%
12	76%

\* Percentages reflect the number of students who received a “C” or better out of those students who took the class. It does not represent percentage of students in the grade level.

\*\* Students (%) who had 4 or fewer unexcused absences

### **ACTIVITY C.**

**Table 1: The number of students receiving tutoring and mentoring services from August 2004–March 2005**

Type of service	Number of Students in the GEAR UP Cohort who Received the Service	Average Hours of Service Per Participant Receiving the Service	Average Number of Sessions Attended
Tutoring/mentoring	380	3 hours 33 minutes	5
Computer assisted lab	113	3 hours 28 minutes	4
Case management	381	2 hours 34 minutes	9
College visit/college student shadowing	101	7 hours 32 minutes	2
Educational field trips	27	3 hours 33 minutes	1
Workshops	15	5 hours	1
Saturday Program	84	5 hours 3 minutes	3

### **ACTIVITY Q**

**Table 1: Number of students passing and failing Reading FCAT by grade level**

Grade Level	Average score	Number of students passing	Number of students failing
9	1783	0	47
10	1657	19	126
11	1822	34	169
12	1781	32	208
Total	-	85	550

**ACTIVITY Q****Table 2: Number of students passing and failing Math FCAT by grade level**

Grade Level	Average score	Number of students passing	Number of students failing
9	1580	0	47
10	1827	40	105
11	1899	67	136
12	1760	72	168
Total	-	179	456