

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

Memorial Middle School



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

By

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

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

November, 2003

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

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INTRODUCTION

The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project was transferred from the University Center for Community Partnerships (UCCP) to the Louis de la Parte Florida Mental Health Institute¹ in January 2003. The program is housed in the Division of Training, Research, Evaluations and Demonstrations (TREaD) which is one of four divisions in the Department of Child and Family Studies.

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

The GEAR UP program is fully staffed. Ruby Joseph, the Principal Investigator directs and supervises all GEAR UP related activities; project manager, Patra Wiley-Cooks, coordinates academic and enrichment activities of the program within Memorial Middle school and supervises a team of case managers. Two full-time case managers who are housed in offices within Memorial Middle School have a primary role of recruiting students, serving as academic coordinators for students in the program. These case managers are also actively involved in implementing other aspects of the program. The GEAR UP staff interact daily with our GEAR UP students in the 6th and 7th grade and work closely with teachers and other administrative staff at Memorial Middle School. With the addition of our two case managers in May this year, the program effectively reorganized to create a position of parent liaison for a key individual who had been working for several months since inception of the program without the benefit of case management or other staff. This individual now works primarily with parents of GEAR UP students, recruiting parents into the GEAR UP program, assisting them with school-related issues, providing them relevant information, serving as a liaison between parents and the school and generally supporting and communicating with students and their parents. In addition, the program is also supported by a part-time community resource specialist whose primary role is to develop working relationships with key community organizations, identify and obtain resources for the program and build collaborative relationships that will help sustain the program beyond the five-year funding cycle. Two faculty members also work part-time on the project helping to coordinate activities between the University and schools. Our USF faculty liaisons help to recruit specialists from the University and play an important role in recruiting tutors and developing academic curriculum for our students involved in the Saturday program and other educational aspects of our program.

Since our last review, the program is now fully staffed with GEAR UP personnel. The program employed eight tutors and fourteen teachers in total from January to June 2003. It also

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

utilized a number of sub-contractors and has received in-kind support from local organizations and a variety of other sources within the University of South Florida.

As such, our current GEAR UP program at Memorial Middle School is able to provide a wide range of academic and social supports for our GEAR UP students and their parents. These supports and services allow us to reach our goal of creating an environment that permits our students to gain an early understanding and awareness about different undergraduate programs and 21st Century Careers (See Appendix 1-GEAR UP brochure).

Moreover, our GEAR UP program facilitates the implementation of systems reform within the public school setting by providing innovative, cutting-edge academic and enrichment services to students within our target school.

Program Summary

The collaboratively designed GEAR UP program includes the University of South Florida (USF) as the fiscal agency and the Hillsborough County School District, and Memorial Middle School, as core partners. The GEAR UP program is primarily funded by the Department of Education and the Children's Board of Hillsborough County. Additional in-kind support is also received from local organizations, the University of South Florida (USF) and the Hillsborough County School district.

The GEAR UP program provides comprehensive services to two cohorts of Memorial Middle School, 6th and 7th graders, by helping them to become successful in their classes and preparing them for High school and higher education. Memorial Middle School, which serves a significant number of students who live within the Tampa Enterprise Community, has a very ethnically and racially diverse student population (See Appendix 2). In addition, a very high percentage of students are eligible for free and reduced price lunch. Most of the students in the 9th grade at Memorial Middle School will transfer to Hillsborough High School, which is located next block from Memorial Middle School on Central Avenue.

Summary of the Number of Students Served

The total number of students in our cohort as of March 2003 was seven hundred and four (704), however, as of June 2003, our entire cohort of 6th and 7th graders was six hundred and sixty-eight (668) (See Results and Findings- Evaluation). Since we started providing GEAR UP services in January we have served four hundred and eleven students (unduplicated count).

Summary of GEAR UP Services: January 2003 to June 2003

Variable	Totals
Total Number of Students Served (unduplicated count)	411
Total Number of Academic Sessions Attended (duplicated count)	6,420
Total Amount of Time Spent in Academic Sessions (duplicated count)	9,768 hrs. and 20 mins.
Total Amount of Time Spent in ALL Sessions	10,263 hrs. and 26 mins.
Average Number of Academic Sessions Attended per participating student	29.91
Average Time spent in Academic Sessions per participating student	46 hrs. and 7 mins.
Total Number of Students Served in FCAT Labs (unduplicated count)	133
Total Number of Additional Sessions Attended (Children of the Sun, Yes We Care, Technology Support, Physical Education, Art, Step, Social Studies) (unduplicated count)	163

We are still actively recruiting (See Appendix 3a, 3b) more students so that we can serve our intended goal of six hundred students. With additional staff, we anticipate that this goal will be reached by our next report.

Our comprehensive GEAR UP program includes the following:

- Academic Support and Strengthening;
- Professional Development;
- Parental and Community Involvement and
- Summer Program.

Academic Support and Strengthening

The academic support and strengthening area of implementation is perhaps the most vital area of the program. It includes a four-day *after school* extended learning program that provides two-hour academic tutoring, assistance primarily in Math, English and FCAT preparation. This intensive program provides students with homework assistance, as well as help with FCAT tests both manually and through FCAT computer labs. In addition, the extended learning program provides students with an opportunity to learn concepts that have been taught during regular classes.

Another feature of the GEAR UP program includes the *before school* tutoring program for students in the 6th and 7th and grades. The before school tutoring sessions allow students who may not be able to get assistance with their homework from their parents, an opportunity to get assistance from teachers.

At least thirty-seven percent of our students come from the Spanish speaking population. As previously reported we provided a mentor/tutor who worked with thirteen students on a one-on-one, and in small group settings several times during the academic day during the Spring Semester. A second tutor/mentor was hired for the summer program allowing us to serve an additional thirty-six students who were categorized as English Spoken as an Other Language (ESOL) students (See Appendix 4).

We have also been proactive in translating materials for our Spanish speakers as and the addition of a bi-lingual Spanish-speaking case manager has helped the program respond and relate better to our Spanish-speaking students.

GEAR UP also implemented two academic enrichment programs with partner agencies. These were the 'Computer Mentors' program and the 'Yes We Care' program. Both of these programs provided a creative and innovative way of capturing young students' attention and getting them to focus on technology and science. These two programs take a more "hands-on" approach to learning. Students enrolled in Computer Mentors are learning how to build computers using the various computer parts and are getting trained in certain software programs. The 'Yes We Care' program focuses on preparing and exposing students to the engineering and science fields with a primary goal of raising students' interest in these areas. This program involves students conducting experiments and taking part in countywide competitions. Both of these enrichment programs met twice weekly after school for two hours between the hours of 3:45 and 5:45 p.m. Consistent student attendance in these two programs has been noted since its inception.

A third program, the 'Children of the Sun' was also offered twice-weekly by local Tampa resident Wali Shabazz' agency, the National Trust for the Development of African-American Men. This agency's services focused primarily on developing core values, building self-esteem and leadership skills in all youths. The program plays a key role in the development of the students as it addresses core issues of cultural identity and awareness as a way of developing confidence in students. This particular aspect remains critical to overall development of students and we believe that such programs should be used in combination with academic programs to help our students grow academically and socially.

In an effort to assess the impact of these academic support and strengthening services provided to GEAR UP students, staff targeted a subgroup of fifty GEAR UP students who are using these services (See Appendix 5). These fifty students are being tracked and monitored as they utilize a variety of GEAR UP services. They had also been targeted to receive intensive case management services once the two case managers were hired. Consequently, this strategy has been used as part of the evaluation strategy to assess the program's general impact on student outcomes.

Professional Development

Professional development of teachers, and staff is an important aspect of the GEAR UP program. This development takes place in the form of trainings, conferences and workshops. As was previously reported the Creating Independence Through Student Owned Strategies (CRISS), and trainings on 'Understanding Poverty' and Cultural Awareness have been the three core training opportunities, which staff and teachers have participated in (See Appendix 9). Since our last report, we have developed a comprehensive professional development plan and some activities have already taken place during the Fall 03 academic semester. This data will be reported in our next report. Another training which the entire GEAR UP staff benefited from was the National GEAR UP conference that took place in Washington, D.C. July 19th to July 23rd, 2003. This training was very beneficial because it helped to orient our new case managers to the GEAR UP mission and philosophy. It was also an excellent avenue for networking with other national GEAR UP sites.

Parental and Community Involvement

In addition to the fifty-two parents we served during our three Saturday program sessions as indicated in our last report, over the months of April, May and June, GEAR UP served fifty-seven parents or guardians. Fifty-three parents received services through face-to-face meetings and/or phone calls. As part of the kick off ceremony for the GEAR UP 2 GRADE UP, GEAR UP staff also met with parents to explain to them aspects of the Summer Program and to try to recruit students. The total number of hours involved in these interactions was 405 minutes. The group of parents who are involved in the GEAR UP program is continuing to grow in part because of the addition of a parent liaison whose primary role is to communicate and interact with parents and students, while helping parents to navigate the school system for the benefit of their children.

Summer Program

Our GEAR UP Summer Enrichment Program at Memorial focused on Striving Towards Academic Recognition (STAR). This four-week program held from June 2nd to June 26th was designed to keep our students actively involved in learning within a creative fun and safe

environment. GEAR UP STAR. Summer camp ran Monday through Thursday, from 8:00 a.m. to 2:30 p.m. The summer program incorporated two separate tracks:

- 1) Students who had been promoted to the next grade
- 2) Students who were repeating their grade (GEAR UP 2 GRADE UP).

Our summer program had both an academic and enrichment/recreational focus (See Appendix 6a-6b-Schedules). In order to boost attendance and participation in the academic areas of the program, staff developed an incentive program that encouraged attendance in academic classes and utilized enrichment trips and activities as rewards. (See Appendix 6c).

Academics

The school day was six hours long and the students were provided free breakfast and lunch. Academic classes were held in the mornings between 8:00 a.m. and 12:00 p.m. and recreational activities were held in the afternoons from 1:15 -2:30 p.m. Each child took two academic classes and one enrichment class. The academic classes were designed to be fun and academically enriching. One hundred fifty-one (151) students were served in this program. Appendix 7a provides details about the number of students in each of our summer classes. Academic classes included English, Math, Science, and FCAT classes. Listed below are some of the main features of our summer program. Also see Appendix 7b for a description of classes held during the summer.

- **Escaping from Books** a course where students could read about venturing to ‘creep carnival’, blast off to locate the missing amulet, head to a local high school to catch a criminal, and solve the secrets of the Haunted Mansion. This course used technology to help students enjoy reading with facility, while increasing their love for reading.
- **Who Dun It Mysteries** was a course that allowed students to read to solve mysteries. Reading in this class increased critical thinking abilities of students in addition to giving them the opportunity to participate in working groups and develop cooperative learning skills.
- **Poetic Justice** used a coffee house style setting to give ESOL students a forum to explore their creative side while increasing their speaking and writing abilities, as well as comprehension of the English language.
- **Technology/Computers** is an enrichment program that allowed students the rare opportunity to not only see what makes a computer work but also allows them to actually assemble computers themselves.

Enrichment and Recreational Activities

Some of the educational trips were used for both recreational and educational purposes and also as incentive for participation in academic activities. For example fifty-six students went on an educational field trip to Bethune Cookman College and Embry Riddle University (Appendix 8). Selection for the trip was based partly on attendance in the Science, English and Math classes.

A hundred and seventeen (117) students also went on a recreational trip to Malibu Grand Prix; and one hundred and forty-one students went on the recreational field trip to United Skates. The day camp also included enrichment activities listed below.

- **ART-R-US** allowed students to explore their creative ability through mixed media (clay, watercolors, etc.).
- **Physical Education I** gave students the fundamentals of basketball, football, bodybuilding, tennis, rallyball, and other team sports.
- **Bull Talk** was created to address the daily social concerns students encounter. For 30 minutes at the end of each day, students were given the floor, as an open forum, to discuss their feelings on these issues. Some of the issues addressed were bullying, personal hygiene, racism, raising parents, peer pressure, puppy love, and growing pains.

GEAR UP 2 GRADE UP

The GEAR UP 2 GRADE UP focus of the summer program provided an opportunity for students to improve their academic record and a possibility for grade promotion to the next grade if other criteria were met.

Sixty-four (64) students in our 6th and 7th grade cohort failed to be promoted to the next grade. In order to assist these students, GEAR UP decided to develop a special track for them since Memorial Middle School had eliminated its regular summer school program because of budget cuts. We decided that these students needed to be supported during the summer and should be given an opportunity to work on some of the academic areas in which they were deficient. By creating a special track of services for these retained students GEAR UP was able to create another alternative for and provide another opportunity for them to develop and improve on their academic weaknesses.

In collaboration with the school's administration including the principal, assistant principals, guidance counselors, and designated teachers a set of requirements was established which would allow students who met these requirements the opportunity to be moved into the next grade level after the first nine weeks of fall semester. These requirements included the following:

- Participation in the GEAR UP 2 GRADE UP summer program
- A grade no lower than a "B" in all core academic courses
- Parent participation either in Saturday Parent Leadership Workshops or through parent conferences with the GEAR UP staff
- Adequate participation in the after school GEAR UP 2 Grade Up program
- Adequate participation in the GEAR UP 2 Grade Up pull-out classes

Although the completion of the identified requirements did not guarantee that a student would automatically be moved up to the next grade after the first nine weeks, it did at least provide the possibility that they could potentially be graded up. This possibility would not have existed without the GEAR UP 2 GRADE UP program. The impact of this program on the thirty students that participated in this program will be reported in our next report. Even in the event that students did not get 'graded up' immediately, GEAR UP staff felt that the academic assistance that would be provided during the summer program would be beneficial to the students in the long run.

Students who were part of GEAR UP 2 Grade Up, like our other GEAR UP students were enrolled in Math, English, and Writing Skills classes. These students were also assisted in developing study skills and their classes focused on improving students' Math and English skills.

In addition, our GEAR UP 2 GRADE UP students received intensive case management services during our summer program.

The teachers involved in our GEAR UP 2 Grade Up Summer program conducted assessments to evaluate the students. The 6th graders took the S.T.A.R. Reading Test and the FCAT Writes at the opening and close of the summer program. Information gleaned from seventeen (17) GEAR UP 2 GRADE UP participants showed that the average increase for the 6th graders on the FCAT Writes was 0.65 and 0.85 for the STAR students. The 6th graders also took the Brigance Math Test at the beginning and end of the summer. The average increase for math students was 1.1 grade levels.

The 7th graders were assessed at the beginning of the summer for the STAR. The STAR test scores would be helpful in comparing students' eligibility for Grade Up at the end of the first nine weeks. The 7th grade language arts classes also read and completed a novel with an assessment given after the completion of the novel.

Collectively, this academic and recreational approach made the four-week camp a success. The pool of tutors/mentors and teachers hired during the program also provided the monitoring and supervision students needed to create a healthy learning environment.

RESULTS AND FINDINGS

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

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

Evaluation

1) Student Outcomes

The following goals were specifically targeted by the GEAR UP program at Memorial Middle School: (a) to engage students in various GEAR UP activities, (b) to improve GEAR UP students' academic performance, (c) to decrease the number of disciplinary referrals among GEAR UP students, and (d) to decrease the number of days absent from school among GEAR UP students. To achieve these goals multiple strategies are used. Throughout the academic year tutors provide in class and after class help several times a week. In addition, tutoring is available on Saturdays and classes preparing students for the Florida Comprehensive Assessment Test (FCAT) are offered during the week and on Saturdays.

To raise student awareness of high school graduation and the importance of post-secondary education guest speakers are invited to talk about college education. Parents are invited to these presentations and to special parent meetings where opportunities for their children to go to college are discussed and they are offered academic, vocational, and career information. In addition, individual career counseling with students and their parents is provided. Because the program targets adolescents who are considered at high risk for problem behaviors such as fighting, truancy, and dropping out of school class presentations on conflict resolution and related topics were offered and conflict resolution sessions are provided. If a student has a behavior-related incident, GEAR UP staff provide individual counseling to the student, arrange meetings with the parents and teachers where the issues can be discussed, and assist school administration in addressing the incident. Moreover, the GEAR UP staff spend considerable time engaging students in organized activities, encouraging them to study, helping them with their homework, and providing informal individual counseling. Four major outcomes were examined in this evaluation, i.e., whether the program had any effect on participants' (a) GPA score, (b) FCAT scores, (c) number of disciplinary referrals, and (d) number of unexcused absences.

A total of six hundred fifty-two students were included in this study. Students who dropped out of school or dropped out of the program any time during the spring semester, 2003, were excluded from the analysis. The age range for participants on the day of enrollment was 11 through 15. A substantial portion of the participants was from low-income households. As evidence of household income, 80% of the sample was eligible for free or reduced-priced lunch.

Data collection was conducted by utilizing recording forms completed by the GEAR UP staff and tutors. In order to collect data on activities offered by GEAR UP and the amount of time students spent on each activity, two recording forms were developed: (a) the Individual Activity Form, and (b) the Group Activity Form. The Individual Activity Form was used for recording the time GEAR UP staff spent with individual students; the Group Activity Form was

used for any activity offered for a group of students simultaneously. GEAR UP staff and tutors recorded student participation in each activity and the number of minutes each student spent on an activity. Data on participation in activities were collected over 5-month period during the spring semester, 2003.

The study design consisted of three groups comparison: the No Participation Group, the Low Participation Group, and the High Participation Group. These were compared in order to discover differences that might be attributed to the amount of time students spent on GEAR UP activities. Comparisons were done separately for participation in academic activities, participation in social activities, and utilization of behavior-related services. Students who did not participate in a certain activities category comprised the No Participation Group. Students who did participate but the amount of time they spent on activities in a specific category was below medium split formed the Low Participation Group. Finally, the High Participation Group consisted of students who spent equal to or above the medium amount of time on academic activities. Similarly, groups were formed for participation in all activities. The groups were matched on gender, race, grade level, eligibility for free or reduced price lunch, and age.

Statistical analyses consisted of Analysis of Variance (ANOVA) to examine baseline differences between groups, Factorial Analysis of Variance (ANOVA) With Repeated-Measures Factors and Between-Groups Factors to examine whether student academic performance, truancy, and disciplinary problems differed as a function of participation in GEAR UP activities. All statistical tests were performed at the $\alpha = .05$ level of significance, with propensity scoring level as a covariate.

Of 652 GEAR UP participants 142 comprised the High Participation Group when all activities were included. More males (62.7%) than females (37.3%) were in the High Participation Group, and more Hispanics (39.4%) than either African Americans (33.8%) or Caucasians (21.1%). The majority of higher participants were 12 and 13 years old (76%), and 51.4% of the students were in the 6th grade.

Number of Students

Grade level	Number of students	Percent
6	342	51.2
7	326	48.8
Total	668	100.0

Race/Ethnicity Distribution of GEAR UP Participants at Memorial Middle School

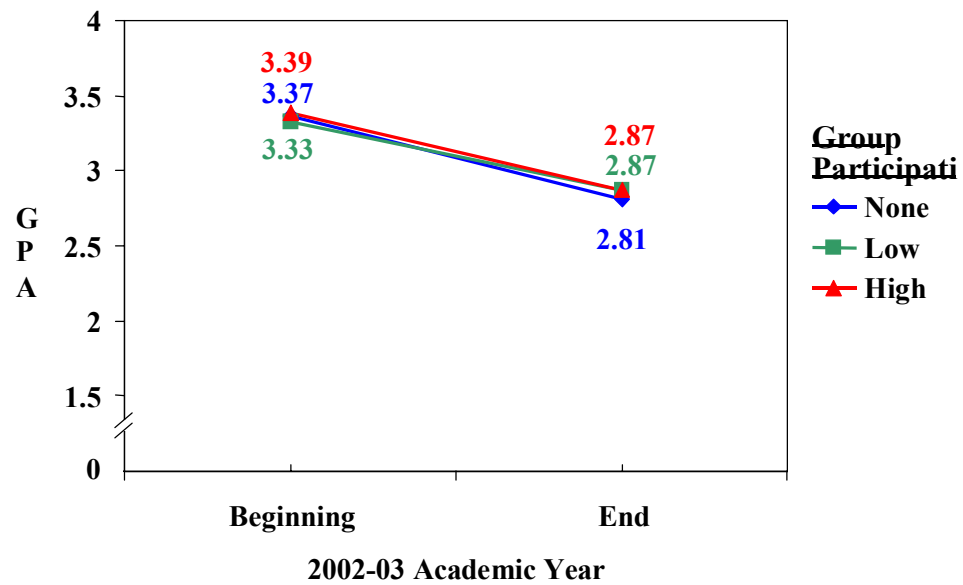
The race/ethnicity distribution of these students was 37.1% African American, 37.6% Hispanic or Latino, 21.1% White, 1.2% Asian, .9% Indian American, and 2.1% Multicultural. (See Appendix 2).

Outcomes for students who participated in academic activities

First, we examined outcomes for students who participated in academic activities. On the average, students in the Low Participation Group spent and 2 hour and 48 minutes on GEAR UP academic activities and students in the High Participation Group spent 39 hours and 21 minutes, a statistically significant difference. Factorial Analysis of Variance (ANOVA) With Repeated-Measures Factors and Between-Groups Factors was performed to examine the effect of group participation in academic activities on each outcome of interest and to find out if the High Participation Group displayed significantly greater changes over time than the Low and No Participation Groups. FCAT reading and math scores improved over time for all groups, however, no differences were found between groups regarding the rate of improvement. When

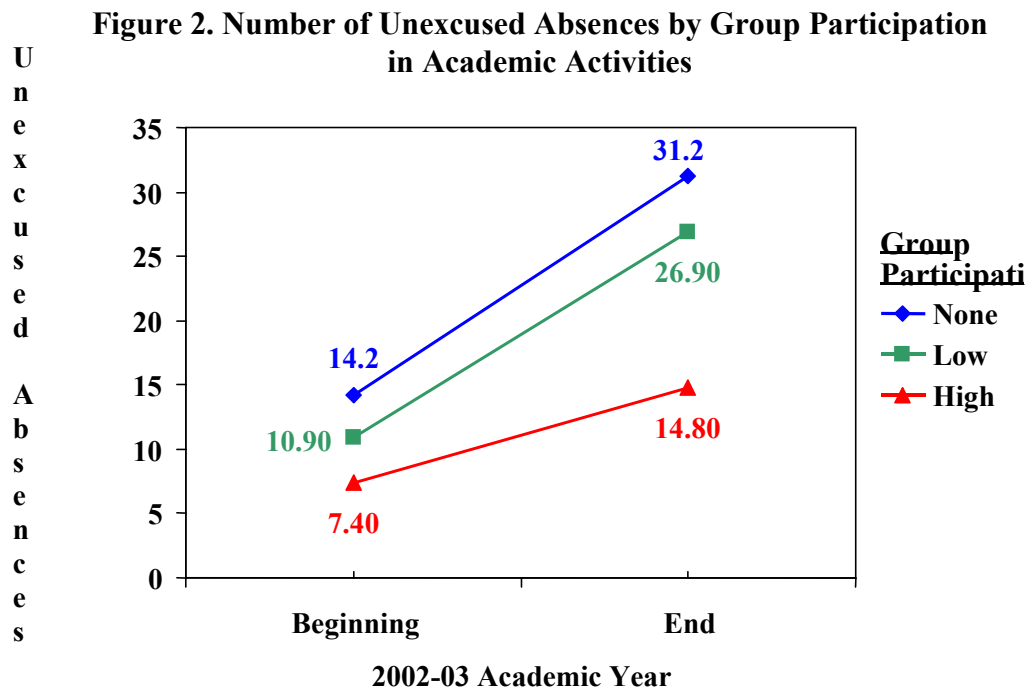
groups were compared on the mean GPA scores no statistically significant differences were found but a considerable decrease in GPA scores over time was observed for each group

Figure 1. Student GPA by Group Participation in Academic Activities



Note Student GPA includes academic

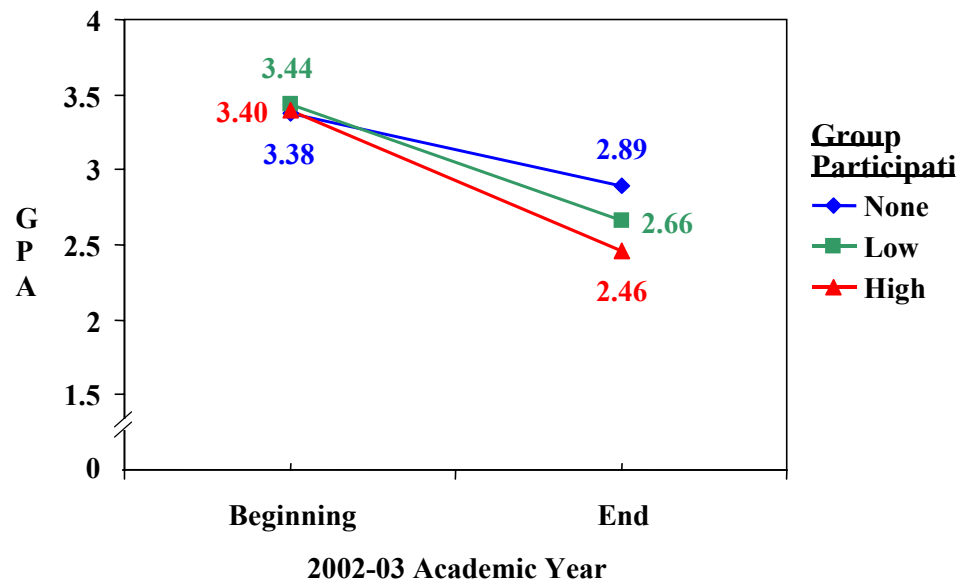
The analyses revealed a considerable difference in changes in the number of unexcused absences over time. Although the total number of unexcused absences in the spring semester increased for all groups compared to the Fall semester, this number increased significantly more for the Low and No Participation Groups compared to the High Participation Group (see Figure 2).



Outcomes for students who utilized in behavior services

We next determined whether utilizing behavior-related services had any effect on examined outcomes. No statistically significant differences were found between the High, Low or No Participation Groups when the groups were compared on FCAT score, number of unexcused absences, and the number of disciplinary referrals. However, students who spent a substantial amount of time (i.e., equal or above medium split) utilizing behavior counseling and other behavior-related activities showed a significantly higher rate of decrease in their GPAs compared to the Low and No Utilization Groups (see Figure 3). One interpretation of this finding is that usually students who utilize behavior-related services typically have a great number of behavior problems and students who have a great number of behavior problems typically do not perform well academically.

Figure 3. Student GPA by Group Participation in Behavior Activities



Note Student GPA includes academic

Outcomes for students who participated in social activities

The average amount of time students spent on social activities was 2 hours and 52 minutes for the Low Participation Group and 8 hours and 16 minutes for the High Participation Group, a statistically significant difference. The results of a two-way ANOVA with repeated measures indicated that high participation in social activities is significantly associated with an increased FCAT reading and math scores. Figures 4 and 5 show the average FCAT math and reading scores students in each group had before and after participation in the social program activities, with a considerable increase at the end of the academic year. This result should be interpreted with caution because only 11 students were in the High Participation Group.

Figure 4. Student FCAT Math Score by Group Participation in Social Activities

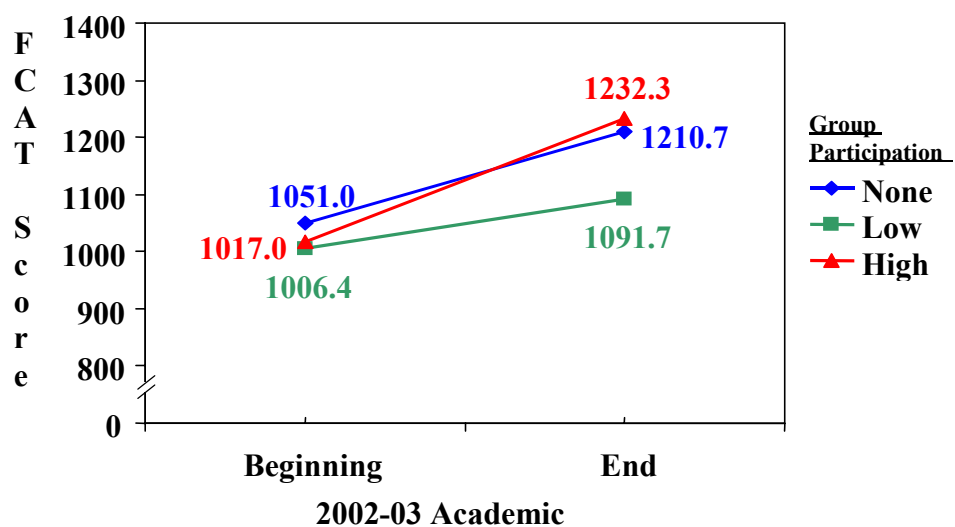
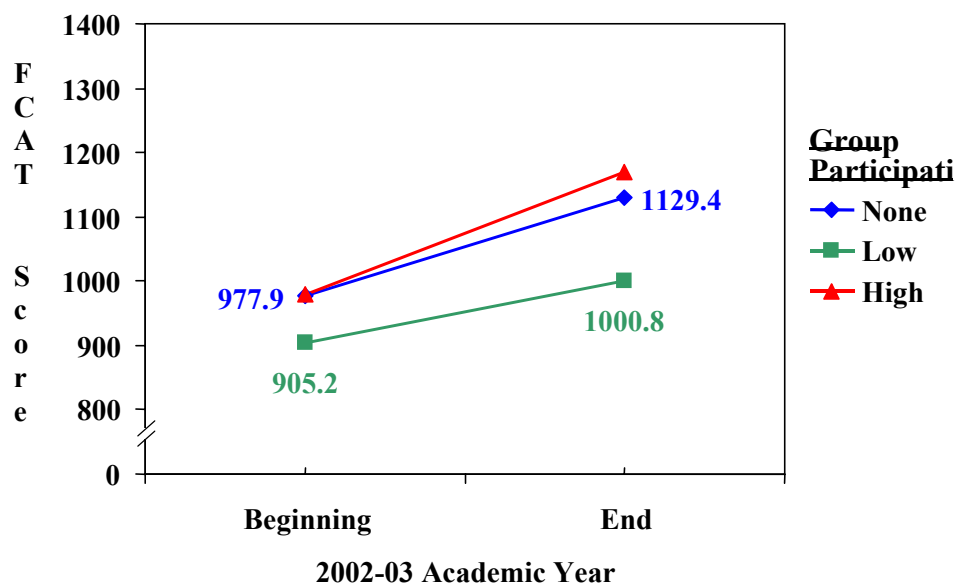


Figure 5. Student FCAT Reading Score by Group Participation in Social Activities

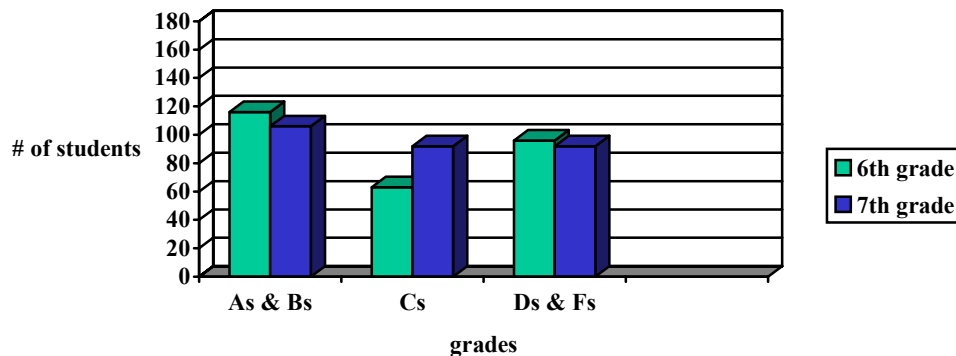


Additional analyses showed no differences (at the $p < .05$ level) for these groups when the number of days students skipped school and the number of disciplinary referrals were examined.

Successful Academic Performance

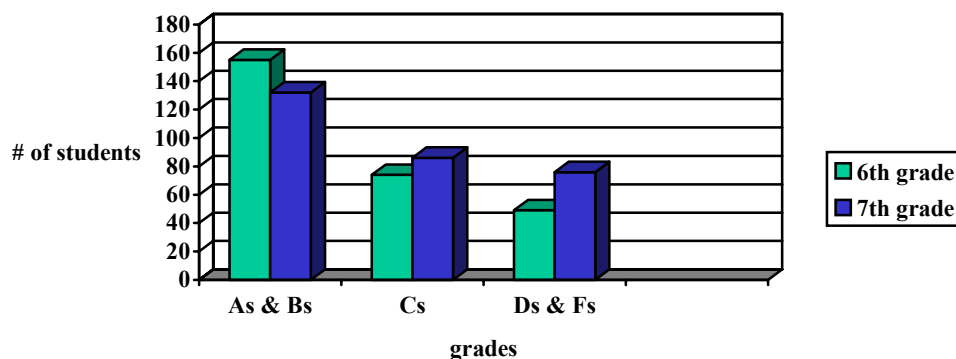
Of the 668 GEAR UP participants, 565 (84.6%) took a math class during the Spring 2003. Students' grades were recoded if they took any of the following math classes available at Memorial Middle School: (a) math 1, (b) math 2, (c) math 3, (d) algebra 1, and (e) math: grades 6 – 8; or any of the following advanced math courses: (a) advanced math 1, (b) advanced math 2, (c) advanced math 3, and (d) algebra 1 honors. If a student took more than one math class during the spring semester, 2003, the grade in the most recent class was recoded. If a student took two math classes at the same time the average grade score was calculated. One hundred three students had no records of grades in math classes, because they did not take any math classes that semester. Of the students who took math, 275 were in the 6th grade, and 290 in the 7th grade.

Grade Distribution in Math by Grade Level (number of students)



Of the 668 project participants, 572 (85.6%) took an English class during the Spring 2003 semester. Students' grades were recoded if they took any of the following English classes: (a) Language Arts 1, (b) Language Arts 2, (c) Language Arts 3, and (i) Language Arts grades 6 – 8; or any of the following advanced courses: (a) Advanced Language Arts 1, (b) Advanced Language Arts 2, and (c) Advanced Language Arts 3. If a student took more than one English class during the Spring 2003 semester, the grade in most recent class was recoded. If a student took two English classes at the same time the average grade score was calculated. Ninety-six students had no records of grades in English classes, because they did not take any of the English classes that year. Of the students who did take English, 278 were in the 6th grade, and 294 in the 7th grade.

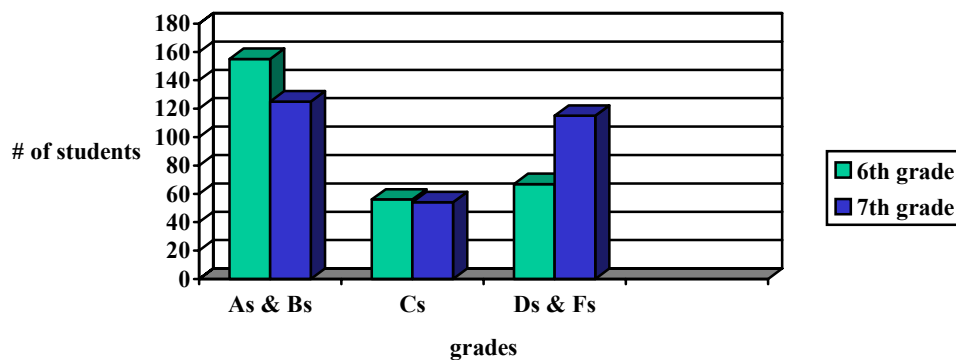
Grade Distribution in English by Grade Level (number of students)



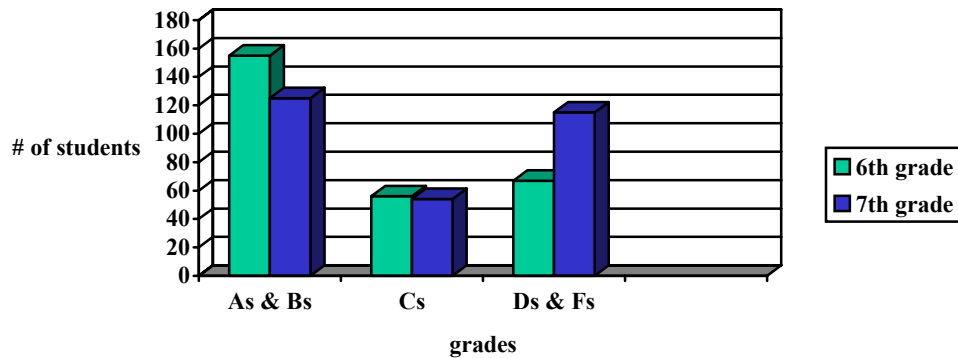
Of the 668 project participants, 571 (85.5%) took a Reading class during the Spring 2003 semester. Students' grades were recoded if they took any of the following Reading classes: (a) Reading 1, (b) Reading 2, (c) Reading 3, and (d) Intensive reading. If a student took more than one Reading class during the Spring 2003 semester, the grade in most recent class was recoded. If a student took two Reading classes at the same time the average grade score was calculated. Ninety-seven students had no records of grades in Reading classes because they did not take any Reading classes that year. Of the students who did take Reading, 156 were in the 6th grade, and 169 in the 7th grade.

Grade Distribution in Reading by Grade Level (number of students)

Of the 668 project participants, 572 (85.6%%) students took one or more of the following science classes: (a) physical science 1, (b) geography: Asia, Africa, and the oceans, (c) geography: Europe and America, (d) science: grade 6 – 8; or the following advanced course: physical science honors. If a student took more than one science class during the Spring 2003 semester, the grade in the most recent class was recoded. If a student took two science classes at the same time the average grade was calculated. Ninety-six students had no record of grades in science classes because they did not take any science classes that year. Of the participants who took a science course 278 were in the 6th grade, and 294 were in the 7th grade.



Grade Distribution in Science by Grade Level (number of students)



Current Participants' Successful Progress at Mid-Year in Memorial Middle School, By Participant's Current Grade Level (Number of Students)

668 GEAR UP participants						
Grade Level	Mathematics			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)
6	96	63	116	67	56	155
7	92	92	106	115	54	125
Total	188	155	222	182	110	280

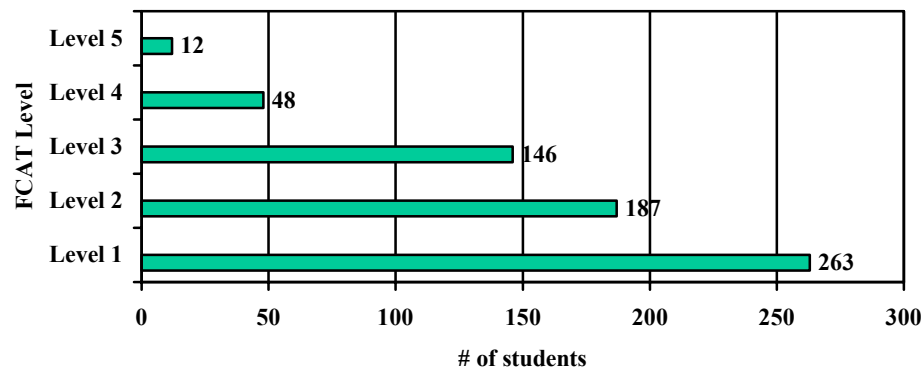
668 GEAR UP participants						
Grade Level	English			Reading		
	Below 70 (below C)	70-80 (C)	Above 80 (B or higher)	Below 70 (below C)	70-80 (C)	Above 80 (B or higher)
6	49	74	155	52	70	156
7	76	86	132	50	74	169
Total	125	160	287	102	144	325

Participants' Educational Progress

Students' successful academic performance is also indicated by scores on the Florida's Comprehensive Assessment Test (FCAT). The following information reflects the results of the most recent FCAT test (Spring 2003). Of 656 GEAR UP students who took the math test, 263 (34.2.%) scored a Level 1, 187 (24.3%) scored a Level 2, 146 (19.0%) scored a Level 3, 48

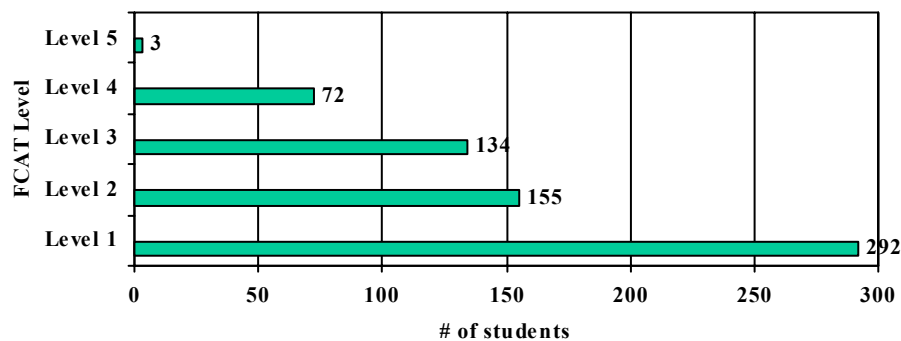
(6.2%) scored a Level 4, and 12 (1.6%) scored a Level 5. In summary, 450 students did not pass (Level 2 & below) the FCAT Math test while 206 students passed (Level 3 & above).

FCAT Levels on the Mathematics Portion



Of 656 GEAR UP students who took the Reading test 292 (38.0%) scored a level, 155 (20.2%) scored a Level 2, 134 (17.4%) scored a Level 3, 72 (9.4%) scored a Level 4, and 3 (.4) scored a Level 5. In summary, 447 students did not pass (Level 2 & below) the FCAT Reading test and 209 students passed (Level 3 & above).

FCAT Levels on the Reading Portion



2) Students' Perceptions

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

Participants

During the Summer program, students from the Memorial Middle School participated in a student survey. Of the eighty-nine students that completed questionnaires, 39.8% were female and 60.2% were male. Students were in grades five through eight as follows: 5th grade (4.2%), 6th grade (35.2%), 7th grade (39.4%) or 8th grade 21.1%.

Two groups: African Americans (39.5%) and Hispanics (38.4%) collectively formed the most represented ethnicities with Caucasian students accounting for 11.6%. Students from multiethnic backgrounds represented 4.5% and there was one Asian student (1.1%).

Procedure

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

Other than demographic information, no other identifying information was asked of students on the forms. The survey was confidential and students were given informed consent before their participation. The following represents some highlights based on the evaluation team's analyses of the information obtained through the student surveys.

Results

A total of eighty-nine (89) students completed questionnaires however various individual items were not answered by all participants. We asked students about what type of student they consider themselves to be and how far they think they will go after high school. On a scale ranging from 1= "excellent" to 4= "poor", most reported that they were good students (45.5%) followed by excellent (28.4%) and fair (26.1%). None of the respondents rated themselves as poor students. Most students (41.9%) said they plan on a graduate degree after high school, followed by 10.5% saying they will pursue a 4-year degree, with 9.3% saying they will go for a GED, and 7% saying they 'do not plan on post-secondary education'. Just 5.8% said they would pursue a two-year degree while 25.6% said that they did not know what they would do after high school graduation.

The next series of questions changed the focus to GEAR UP as a program. We asked students why they joined GEAR UP. Table 1 illustrates the reasons students joined showing the frequency and percentage of students and why they joined GEAR UP and their reasons. The most frequently selected reasons for joining the program included "To improve my grades" at 62.9% and "To get involved in activities" at 37.1%.

Table 1. Why students joined GEAR UP

Reasons to join GEAR UP	N	%
To improve my grades	56	62.9
To get involved in activities	33	37.1
My friends are in the program	28	31.5
To make friends	26	29.2
To get some help on the FCAT	26	29.2
To stay out of trouble	25	28.1
My parents wanted me to do it	24	27
To learn about careers	16	18
To learn about college	14	15.7
Case managers convinced me	6	6.7

We asked students their reasons both for participating or not participating in GEAR UP activities. Table 2 demonstrates reasons why students participate, with the highest frequencies being attributed to attending GEAR UP activities because they “help with their grades” (50%) or that they “are fun” 44.3%.

Table 2. Reasons for participating in GEAR UP activities

Reasons	N	%
I need help with homework and/or class	28	31.8
My friends participate, so I go with them	23	26.1
My parents want me to	24	27.3
The case managers want me to	5	5.7
My teachers wanted me to	16	18.2
It helps me with grades	44	50
Gives me something to do	34	38.6
Keeps me out of trouble	30	34.1
It's fun	39	44.3

When asked about why they do not participate, the most frequent response was (29.9%) because “they did not have enough time. See table 3 for more details.

Table 3. Reasons for not participating in GEAR UP activities

Reasons	N	%
Not enough time	26	29.9
Can't get a ride either to school or home	15	17.2
Not any fun	21	24.1
My friends think it's a waste of time	4	4.6
My parents think it's a waste of time	4	4.6
Doesn't help me with anything	10	11.5

In an effort to try to gauge changes in student's grades since joining GEAR UP, we asked students to describe their grades both before and after joining the program. Table 4 demonstrates that based on student self-reports, grades improved after joining GEAR UP.

Table 4. Grades before and after joining GEAR UP

Grades before joining GEAR UP			Grades after joining GEAR UP		
Grades	N	%	Grades	N	%
A's	19	21.8	A's	27	31
B's	25	28.7	B's	32	36.8
C's	32	36.8	C's	15	17.2
D's	32	36.8	D's	10	11.5
F'	11	12.6	F'	1	1.1

We also asked students to identify the importance of certain services GEAR UP provides for them. For these questions, 1= “Very Important” while 5= “Very Unimportant”, meaning that lower scores indicate greater importance to students. Table 5 contains the items that were asked as well as the average score reported by students. The most important features of the program to students were “FCAT Labs”, “Having someone to talk to” and “Field Trips”. The program activities considered least important by the students included ‘Saturday programs’, ‘case management’ and ‘conflict resolution training’.

Table 5. Importance of selected GEAR UP services

	Average	SD
FCAT lab	1.60	.962
Field trips	1.78	1.00
After school programs	1.96	1.16
Summer programs	1.88	1.14
Saturday programs	3.33	1.58
ELP programs	2.16	1.27
Group presentations	2.28	1.18
Conflict resolution training	2.52	1.20
Case managers	2.70	1.30
Tutors	2.01	1.20
Having someone to talk to	1.94	1.19

We also wanted to know how the program might have changed participants. The following set of questions asked students to rate how GEAR UP changed them with 1= “much better” and 5= “much worse”. Therefore, lower scores indicate a change for the better. Table 6 shows the items as well as the average responses.

Table 6. Changes related to GEAR UP participation.

	Average	SD
Student behavior	1.66	.859
Student's relationship with parents	1.99	1.09
Student's relationship with teachers	1.96	.937
Student's relationship with friends/classmates	1.74	.927
Student's school grades	1.79	.926

In another series of questions about how GEAR UP might affect students, we asked a series of questions that were scaled as: 1= “Definitely Yes” through 5= “Definitely No”, with lower scores indicating strong endorsement for an item. Table 7 illustrates the items and the average responses. While all items received strong positive endorsement by respondents, they most strongly endorsed the idea that participation in GEAR UP would make it easier to get good grades and that it would make them more likely to graduate.

Table 7. Effects of GEAR UP

	Average	SD
GEAR UP makes it easier to get good grades	1.81	1.08
GEAR UP makes me more likely to graduate	1.85	.983
GEAR UP makes me more likely to attend college or technical school	2.06	1.10
How likely I would recommend a friend to GEAR UP	1.96	1.14

In an effort to discover what ‘works well’ in the program, we asked students a series of questions about the helpfulness of GEAR UP activities. The scale for these questions was 1= “Definitely Yes” to 5= “Definitely No”. Therefore, lower scores indicate strong endorsement by students that the program was helpful with the following items (see Table 8.)

The items of greatest note by students were their beliefs that GEAR UP was helpful in allowing them to participate in fun activities (average=1.56, SD= .898) and that the program was helpful in learning about college (average=1.98, SD= 1.20).

Table 8. Helpfulness of GEAR UP activities

	Average	SD
Learning about college	1.98	1.20
Scoring higher on the FCAT	2.08	1.20
Learning about careers	2.15	1.27
Participating in fun activities	1.56	.898
Getting better grades	2.05	1.22
Staying out of trouble	2.13	1.31
Selecting classes to prepare for college study	2.19	1.23
Planning for college or technical school	2.38	1.18

We also asked about whether students talked with anyone at school about both the courses and the grades they need to graduate. The majority of students, 56.2% and 69.3% respectively, responded affirmatively to these questions (see Table 9). Students identified a ‘parent/guardian’ and ‘classmates/friends’ most frequently as their source of help.

Table 9. Source of help with homework

	N	%
Your mother, father or guardian	58	75.3
Another adult in your home	30	43.5
A GEAR UP Tutor	31	44.9
A GEAR UP Mentor	24	33.8
A teacher at your school outside your regular classroom	35	47.9
Your brother(s) or sister(s)	42	60
A classmate or friend	47	65.3

ACCOMPLISHMENTS

GEAR UP has been successful in establishing academic supports and strengthening, parental and community involvement and professional development programs. Over the entire review period we served a total of five hundred students. GEAR UP students received a variety of educational and enrichment services that have helped them function in the school and home environments. In addition, parents have benefited from the community/Saturday sessions run by GEAR UP staff, which provided them with useful community and school information. We were also successful in having a parent liaison that now works directly with parents and this has had a positive impact on our parent program. Case managers have also been able to assist parents as they serve their children and collectively this has made for an extremely positive situation for our GEAR UP students and their parents. We believe that parents are more informed and therefore, more likely to be empowered and this is beneficial to our students who similarly benefit from their parents' support.

Our program has been successful in reaching more Spanish speaking parents as seen by the number of ESOL students who were able to receive some sort of tutoring during this review period. Compared to the number of students served during our initial report, GEAR UP has been able to almost triple the number of Spanish Speaking (ESOL) students that receive some sort of mentoring service. (See Appendix 4) The program also has been culturally competent in the administration of services and the addition of a bi-lingual case manager who has proved to be an asset to our service delivery capacity for our Spanish-speaking students and their parents. Other staff have also been assisting GEAR UP with translating written materials for this specific segment of our service delivery population.

Our collaborative partnerships remain strong and we have been able to establish additional partners through contracts, in-kind contributions and meetings. Since our last report, we have established partnerships with USF's Upward Bound and College Reach Out Program (CROP), and these partnerships have materialized into more services for our students. We also finalized our working relationship with Urban Scholars, which has resulted in tutoring and FCAT preparation services for students this fall term. Although many of the services are actually being provided now in fall 2003, some of the meetings and discussions took place during our review period. We have maintained relationships with various entities and organizations through our advisory board (see agenda and list of attendees in Appendix 11). These included the YMCA, representatives from the school district, and specialists in the school system. In addition, in April we had a meeting with other State GEAR UP partners. This meeting has resulted in a larger collaboration of partners from several Florida sites and will culminate in a conference for GEAR UP youth scheduled to take place in Tampa April 2nd to April 4th, 2004. We are also looking for ways to share our program resources as well as to support our individual and collective visions.

With the part-time community resource specialist we have also been able to rally additional resources from local stores and organizations such as the Winn Dixie supermarket chain, and hope to maintain these relationships in the future (See Appendix 10).

Strong connections were made with faculty from the University of South Florida's College of Education with specialties in literacy for adolescents and educational success for minority students. These relationships will need to be maintained and strengthened as the project evolves. With the assistance of GEAR UP staff, we have developed a professional development plan, which is currently being implemented this Fall term 2003.

We have been successful in marketing and publicizing the GEAR UP program throughout the Tampa Bay area and continue to work on educating teachers, staff and the general community about the program as a way of generating more local support and sustainability.

To reiterate, our summer program was a success because we were able to serve one hundred and fifty-one (151) students over the four-week period. The innovative use of recreational activities as incentives helped encourage students to participate in the academic sessions. The staff also used an incentive grid to motivate students to learn as well as to encourage positive behavior. The incentives grid allowed students to earn behavior points in each of their three classes every day. During each class session, teachers submitted the names of students to the GEAR UP staff so that they could be recognized at the end of the day during our Bull Talk sessions (See Appendices 6a, 6b and 6c).

CHALLENGES AND OPPORTUNITIES FOR GROWTH

While the program has been successful in many ways, there are some areas that represent opportunities for growth and require some improvement. GEAR UP staff will work closely with the evaluation team to interpret their findings to help maximize the benefits of our intervention services for our target population. Preliminary data seems to suggest that our services have the potential of having positive impact on student outcomes. We will therefore work more closely with the evaluation team to ensure that this occurs.

Data collection and proper documentation of GEAR UP activities is an on-going process (Appendix 12- Data collection form). Staff are dedicated to ensuring that activities are captured however, actual documentation of all activities and services is a challenge.

We continue to work closely with our evaluators and have redesigned and modified our forms in an effort to make the data collection process easier. However, there is a need for GEAR UP staff to coordinate with the evaluation team on a weekly or bi-weekly basis to ensure that all GEAR UP documentation and activities are captured in the evaluator's database.

While we have been able to provide a wide and varied array of supports for our students we must continue to emphasize the importance of participating in the academic services. Though encouraged by student participation thus far, GEAR UP staff will continue to monitor after school services to ensure that our target cohort receives the assistance that they need.

GEAR UP has already responded to this need by infusing tutors into classrooms during the school day as a way of ensuring that students have access to receiving additional educational assistance right inside their classrooms. We hope this strategy will increase the number of students in our cohort that we serve.

Given the evaluation results thus far, we have been able to demonstrate that participation in our program does make a positive difference. GEAR UP staff are encouraged and motivated to continue serving and implementing our program at Memorial Middle School.

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)

Contract Dates Start 10/01/2002 End 9/30/2003 Modified

Process Objective Worksheet

Activity Process Objectives

- a To enroll approximately 600 6th and 7th grade students in GEAR UP program
- c To identify sub-group of 50 targeted students who will receive more intensive services based on need, FCAT scores, attendance and interest.
To provide tutoring services to at least 100 students.
To provide Saturday Programs that enhance the educational and emotional experience of at least 50 students and their parents. Programs and activities to be held each Saturday for 10 weeks.
To provide a comprehensive educational, and social enrichment summer camp for between 50 and 75 students.
- e To provide 25 parents/caregivers services through the Saturday program.
- h To provide between 50 and 100 students case management.
To develop 50 individual comprehensive case plans according to students' needs and academic needs that have been identified through assessment by GEAR UP team.
- k To provide professional development training for faculty and staff.
- m To recruit and train tutors.
To facilitate case managers and others to provide mentoring services to students.
To provide at least 50 students tutor/academic mentoring services.
- p To implement and collaborate agreements and/or partnerships that help GEAR UP meet its goals and outcomes.
and strengths of clients and expected outcomes.
- q To review FCAT MATH and ENGLISH scores of all students officially enrolled in the program.

ACTIVITY	GOAL	ACHIEVED	% OF GOAL	RATING	COMMENT
A- To enroll approximately 600 6 th and 7 th Grade students in the GEAR UP program	Document strategies used to recruit students.	Yes	110%	Excellent	Since our last report, total number of students enrolled has dropped from 704 to 668. 704 students were enrolled in the Gear Up Program. 342 – in the 6 th & 326- in the 7 th grade. (See Appendix 2). Recruitment was done through parent meetings; brochures; community meetings and phone calls by the project manager, case managers and parent liaison.

A	Document the number of students assessed to begin receiving services during the quarter	On-going	110%	Excellent	See Above and See Appendix 2.
A	Identify and document any challenges in recruitment and retention on a quarterly basis	On-going	60%	Fair	Although recruitment has been successful, staff have identified the need to recruit high performing students as an issue. Since many of our activities are academically based and focused on improving skills, students' scores, and grades, high functioning students who are already achieving may not feel that GEAR UP has anything to offer them. Our staff have already begun working to provide more enrichment and leadership-type programs that would help enhance the social and leadership skills of our high performing students.
C- To identify sub-group of 50 targeted students who will receive more intensive services based on need, FCAT scores, attendance and interest.	Generate list 50 students.	Yes	100%	Excellent	The selection of fifty students was based on students having poor grades and low participation in GEAR UP activities. These students were assigned to the Extended Learning Program (ELP) because many of them had failed in earlier quarters. Due to confidentiality regulations we only list these students by their initials (See Appendix 5). Complete documentation of these students is being maintained in locked cabinets on the school site.
	Document the average number of students receiving tutoring and mentoring services in a given quarter	On-going	NA	Good	<p>Since our last report, we have improved our mentoring services and served more ESOL students (Appendix 4). During the summer six additional tutors were hired and they worked closely with our students.</p> <p>In the summer program there were 151 unduplicated students receiving academic services. There were reading, math, science, and enrichment programs for the 4-week long program.</p>

	Document average length of time of tutoring services	Yes			During the summer program, the average student committed 26 hours and 56 minutes and attended 16.91 sessions.
	Document number of mentoring sessions offered.	Yes			In addition to the mentoring sessions offered during the year previously reported, during the Summer program students had access to mentors four days a week for a total of twenty-one days.

C- To provide Saturday Programs that enhance 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 programs overview, core elements and schedule.	Yes	60%	Fair	No additional Saturday programs were held during the Summer. The three sessions held involved parents and students and these sessions focused on a variety of topics which included 'How My Child Learns'; Academic Improvement Plans; Educational Career Plans; Understanding Your Child's Report Card, Extended Learning Program; and FCAT Writes Review.
C	Total number of unduplicated students participating each quarter	Yes	52%	Fair	Twenty-six students out of the fifty target students have participated in the Saturday program to date. See Comment Above.
	Total number of unduplicated parents participating each quarter	Yes	See Comments	See Comments	As previously stated, forty-eight (48) parents participated in the Saturday programs. Fifty-seven (57) parents attended a GEAR UP meeting or event during the Summer. Fifty-three (53) parents received services through meetings or phone conversations with the two case managers. Unfortunately, this parent count may be duplicated
C	Average number of sessions attended by each parent caregiver.	Yes			The average number of sessions attended by parents is 1.27. See Appendix 7.
C	Average participation rate i.e. the average number of days attended per quarter.	Yes			See Above.
E- To provide 25 parents/ caregivers services through the Saturday program	Report on Average number of sessions attended by each parent. List Activity and number of parents involved in each activity.	Yes			Services were provided to the parents who attended each Saturday program. 16 parents attended session 1; 27 attended session 2 and 18 attended session 3. However, these numbers represent duplicated counts. A total of 48 parents (unduplicated count) were served during the review period.

E	List activities and number of parents provided involved in each activity.	Yes	100%	Excellent	See Above. Training and Discussion topics: How My Child Learns; Academic Improvement Plans; and Educational Career Plans; Understanding Your Child's Report Card, Extended Learning Program; and FCAT Writes Review. Parents participated in the "Taste of Memorial" social event.
H-To provide between 50 and 100 students case management	Report on total number of students provided with case management.	Yes	100%	excellent	We hired two case managers who were able to provide case management services to some of our students during the Summer program. A total of 114 students received case management services during the Summer program; twenty-eight (28) students received career counseling and sixteen (16) students were counseled specifically about GEAR UP services.
H- To develop 50 individual comprehensive case plans according to students' needs and academic needs that have been identified through assessment by GEAR UP team	Report on the total number of students provided with individualized case management.	Yes	100%	excellent	See above.
K-To provide professional development training for faculty and staff.	Develop overview and description of types of training opportunities.	Yes			<p>Four different trainings/ conferences were provided to GEAR UP staff and Memorial Middle School teachers (See Appendix 9).</p> <p>A comprehensive professional development plan has been established and some training activities have already been completed; these will be captured in our next report.</p>

M-To recruit and train tutors/ academic mentors from USF, University of Tampa, churches and community	Report on number recruited	On-going			Six mentor/tutors were hired and worked through the summer program. These mentors came from the University of South Florida and Hillsborough county school system.
M	Report on the number who have completed mentor training.	No	N/A	N/A	A comprehensive mentor training for our mentors and staff will take place on November 13 th , 2003.
M- To facilitate case managers and others to provide mentoring services to students	Report on the number of students provided mentoring services	Yes			Thirteen ESOL students received mentoring from the USF Mentor three times a week during the school year. During the summer program 37 ESOL students received tutoring/mentoring services. See Appendix 4. Case managers serve as mentors in a more limited capacity as they work with our students.
P	For in-kind donations list the entity and in-kind donation and the benefits to clients.	On-going	100%	Excellent	To date a number of organizations have provided in-kind resources for the GEAR UP program. These have included donated books, lectures and presentations which students have benefited from or participated in. See Appendix 10 for list of in-kind contributions.
P	Include a summary of meetings held of collaborative partners and attendance lists	On-going. See comments			<p>In addition to meetings and collaborations outlined in our previous report, we have continued to expand our list of partners. An advisory board meeting was held at Memorial Middle School; members consisted of community representatives, school officials, GEAR UP staff, and local non-profit organizations (See Appendix 11).</p> <p>We also had a meeting with other GEAR UP sites in April which has resulted in plans for a state GEAR UP conference to be held in Tampa on April 2-4, 2004.</p>

Q-To review FCAT Math and English scores of all students officially enrolled in the Program.	Create a report of average scores, numbers of students who are failing and passing FCAT Math and English.	Yes	100%	Excellent	The GEAR UP evaluation team reviewed FCAT scores and summarized students' educational progress in Math, English and Science. See Evaluation-Results and Findings in report.
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Outcome 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)

Contract Dates Start 10/01/2002 End 09/30/2003 Modified

Indicator Outcome Objectives

m 90% of the students in the GEAR UP program will improve and/or maintain successful academic performance as measured through school attendance, progress reports and grades. In addition, 80% of the students in the subgroup or 40 students that receive a full array of GEAR UP services and intense case management will maintain successful academic performance as well as improve their FCAT scores.

Indicator	Goal	Achieved	% of Goal	Rating	Comments
M-90% of the students in the GEAR UP program will improve and/or maintain successful academic performance as measured through school attendance, progress reports and grades. In addition, 80% of the students in the subgroup or 40 students that receive a full array of GEAR UP services and	On-going	See Comments	See Comments	See Comments	<p>Evaluation findings indicate that FCAT scores in English, Math increased among high participants of our program. See Evaluation Findings and Results - Student Outcomes in report.</p> <p>Grades- 67% of our cohort had a 'C' or better in Math. 69% of our cohort had a 'C' or better in Science. 78% of our cohort had a 'C' or better in English. See Evaluation Findings in report.</p> <p>The Evaluation suggests that unexcused absences rose from the Fall 02 Semester however, among high participant GEAR UP students, the increase in absences was significantly less than those students who had not been actively participating in our GEAR UP program. (See Evaluation Findings in Report).</p>

<p>intense case management will maintain successful academic performance as well as improve their FCAT scores.</p>					<p>A total of 50 students were targeted to receive intensive case management services. Evaluation data revealed that FCAT scores improved in Math and Reading. (See Above). Case managers also focused on an additional sixty (60) students who were in danger of being retained. These sixty students were enrolled in the GEAR UP 2 GRADE UP program. Thirty students (30) completed the program in Summer and were therefore eligible to be considered for promotion after the first nine weeks of the Fall Semester. Data on promotions will be available in our next report. (See Evaluation Findings and Results).</p>
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APPENDIX 1

MEMORIAL MIDDLE SCHOOL GEAR UP BROCHURE

APPENDIX 2

Enrollment

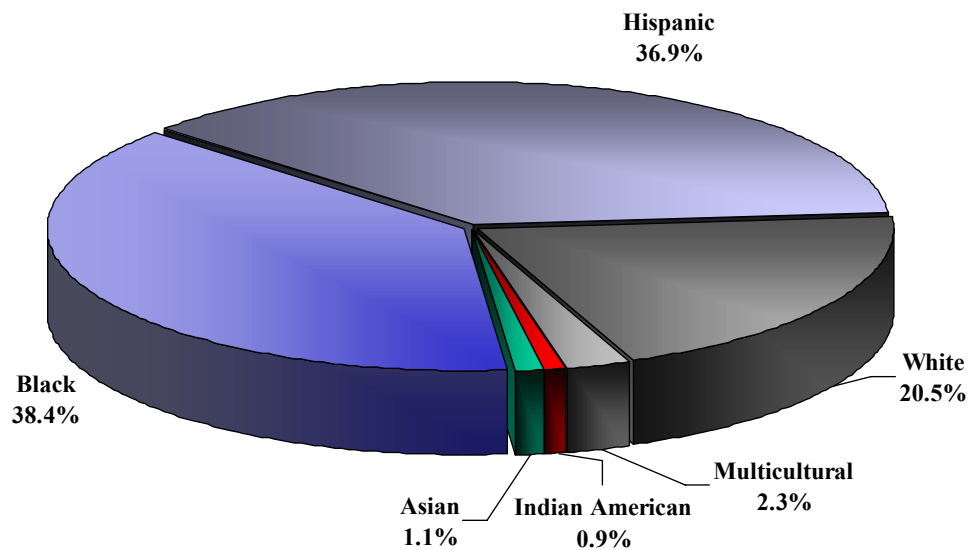
Number of Project Participants by Grade Level, 2002-2003

Grade level	Number of students	Percent
6	362	51.4
7	342	48.6
Total	704	100.0

The race/ethnicity distribution of Memorial's GEAR UP students was 38.4% African American, 36.9% Hispanic or Latino, 20.5% White, 4.3% Asian and Multicultural.

Race/Ethnicity Distribution of GEAR UP Participants at Memorial Middle School

Pie Chart



APPENDIX 3a
Memorial Middle School



application form

Student Name: _____ Date: _____

Address: _____

City: _____ Zip: _____

Date of Birth: _____ Sex: _____ Grade: _____ Race: _____
Lunch Status: No Free Lunch: _____ Reduced Lunch: _____ Free Lunch: _____

Mother's Name: _____ Home Phone #: _____

Place of Employment: _____ Work #: _____

Father's Name: _____ Home Phone #: _____

Place of Employment: _____ Work #: _____

Emergency Contact Person: _____ Phone #: _____

Is Your Child on Medication? _____ If yes, what medication(s) _____

IMPORTANT! Please call the Memorial Middle School to discuss any medication(s) or medical concerns for your child

Are there any activities that your child should not participate in? _____ (i.e. sports, running, visiting rehab patients, amusement park rides, dancing, cooking) list others _____

HOW WILL STUDENT GET HOME? Walk _____ Parent _____ Bus _____

Memorial Middle School
4702 N. Central Avenue
Tampa, FL 33603
Telephone: (813) 872-5230 Fax: (813) 872-5238
Attn: Patra Cooks

Transportation is provided



Appendix 3b

Informed Consent

The GEAR UP program is funded by the Department of Education and the Hillsborough County Children's Board and is being run by the University of South Florida. The program's goal is to help prepare students for post secondary education by providing educational and social supports.

I agree to have my child _____ enrolled in the "Gaining Early Awareness and Readiness for Undergraduate Programs" (GEAR UP) at Memorial Middle School.

By joining GEAR UP my child may be involved in a number of different activities and may receive some of the following services:

- Educational Assistance (tutoring and FCAT preparation)
- Academic and Career Advising
- Case Management
- Counseling and Conflict Resolution
- Mentoring
- Saturday Enrichment Program (academic and social activities)
- GEAR UP Club
- "Yes We Care" Program
- Summer Program
- Academic Field Trips (such as college information tours)
- Recreational Field Trips (amusement parks)
- An incentive and reward program to encourage participation and academic progress

As a parent/guardian of a child in the GEAR UP program, I can also choose to participate in the Saturday Enrichment Program that provides free social and educational services for parents.

As a GEAR UP member, my child's record will be reviewed by GEAR UP case managers and staff to help identify academic areas where he or she may need additional assistance. In addition, events and activities of GEAR UP students may be photographed occasionally for GEAR UP publications.

I understand that all of these services are **free**, and that my child's participation in GEAR UP is **voluntary**. However, while in the GEAR UP program, my child will abide by the rules and regulations set forth by the GEAR UP case managers and staff. I will also have to sign a permission slip whenever my child is involved in an "off campus" activity such as a college tour or field trip.

If I have any questions about the GEAR UP program at any time, I can call Patra Cooks, Project Manager, at (872-5230 ext. 227).

Parent Name (Please Print)

Signature

Date

Student Name (Please Print)

Signature

Date

APPENDIX 4

ESOL MENTORING/TUTORING

NAME	27-Jan	29-Jan	3-Feb	5-Feb	10-Feb	12-Feb	19-Feb	24-Feb	26-Feb	17-Mar	31-Mar	Total session	Total minutes	Average minutes
T.C	X	X	X	X	X	X	X	X	X	X		10	700	70
M.H	X	X	X	X	X	X	X	X	X	X		10	700	70
L.B	X	X	X	X	X	X	X	X	X	X		10	700	70
C.O	X	X	X	X	X	X	X	X	X	X		10	700	70
S.K	X	X	X	X	X	X	X	X	X	X		10	700	70
W.S	X			X		X		X		X		5	350	70
E.M	X	X	X	X	X	X	X	X	X			9	450	70
W.D		X	X		X		X		X			5	350	70
A.R											X	1	70	70
J.G											X	1	70	70
A.F											X	1	70	70
K.H											X	1	70	70
I.R											X	1	70	70

In the summer program the following received mentor services:

C. A.	S.G	E.M	M.O	S.Z.	B.J.	J.J.	V.B.	L.E.	E.T	I.G.	M.T	O.T
J. B.	A.H.	B.M	E.R	J.C.	S.K.	A.A	R.C.	V.G.	A.G	Y.G.	Y.R	
I. M.	E.K	E.M	Y.T	E.L.	L.J.	D.A	Y.D.	J.P.	V.B	I.M	M.S.	

Appendix 5

50 Targeted Students

- | | |
|----------|-----------|
| 1. A.,M | 26. M.,P |
| 2. A.,E | 27. M.,E |
| 3. A.,D | 28. M.,A |
| 4. B.,O | 29. M.,E |
| 5. B.,I | 30. M.,A |
| 6. B.,T | 31. O.,C |
| 7. B.,D | 32. O.,M |
| 8. B.,V | 33. P.,X |
| 9. B.,V | 34. P.,S |
| 10. C.,C | 35. P.,D |
| 11. C.,J | 36. R.,D |
| 12. D.,N | 37. R.,T |
| 13. D.,C | 38. R.,Y |
| 14. F.,P | 39. R.,Y |
| 15. G.,S | 40. S.,N |
| 16. G.,D | 41. S.,A |
| 17. H.,S | 42. S.,J |
| 18. H.,O | 43. S.,M |
| 19. H.,J | 44. T.,W |
| 20. H.,M | 45. T.,O |
| 21. I.,R | 46. V.,L |
| 22. J.,C | 47. V.,J |
| 23. K.,S | 48. W.,D |
| 24. L.,W | 49. W.,B |
| 25. L.,B | 50. Y. J. |

Appendix 6c

Summer GEAR UP 2003 Incentive Points System

Description:

Students were awarded daily points based on desirable and observable behaviors. A description of these behaviors is listed in the next section. The accumulation of the points determined eligibility for daily incentives as well as eligibility for field trips.

Behaviors:

- Comes to class on time
- Is respectful to others
- Follows directions
- Participates in activities
- Stays on task

Administration:

Each teacher received a 'points sheet' for each period that they taught. These sheets had each student's name pre-printed to make awarding points easier. This sheet remained with the teacher for the entire week.

On a daily basis, the teachers turned in a list of the students who had earned all of their behavior points for that day. Those students were awarded their daily incentive during "Bull Talk".

On a weekly basis the 'points sheets' were turned in on Thursdays and entered in a database, which tracked each student's accumulation of points. The summative accumulation determined eligibility for the field trips.

Incentives:

- Verbal recognition in front of peers
- Snacks
- Movie tickets
- Malibu field trip
- Embry Riddle Aeronautical University/Bethune-Cookman College field trip

APPENDIX 7a

Summer Program Participation Table

Number of students in Summer English sessions (Reading)

Attended	81
----------	----

Number of students in Summer Math sessions

Attended	32
----------	----

Number of students in Summer Science sessions

Attended	24
----------	----

Number of students in FCAT ENGLISH Summer sessions

Attended	63
----------	----

Number of students in FCAT Math Summer sessions

Attended	61
----------	----

Number of students in FCAT Science Summer sessions

Attended	28
----------	----

Number of students in ESOL English Summer sessions

Attended	50
----------	----

Number of students who PARTICIPATED IN ALL English Summer sessions

Attended	137
----------	-----

Number of students who PARTICIPATED IN ALL MATH Summer sessions

Attended	89
----------	----

Number of students who PARTICIPATED IN ALL Science Summer sessions

Attended	52
----------	----

Number of students who PARTICIPATED IN ALL Summer sessions

Attended	151
----------	-----

Please note that

The total amount of time spent on summer activities was 4,068 hours and 20 minutes

The average amount of time spent on summer activities per participating student was 26 hours and 56 minutes.

The average number of summer sessions attended per participating student was 16.91.

Appendix 7b

Description of Academic Classes

Academic Classes

- _____ **Escaping From Books:** Join us as we venture creepy carnivals, blast off to locate the missing amulet, head to a local high school to catch a criminal, and solve the secrets of the Haunted Mansion. All of these adventures await you; it takes a click of the mouse. Come take a whirl on our laptop computers and see if you survive our virtual adventures.

- _____ **Carmen San Diego:** Come and explore all different worlds and cultures in search of Carmen San Diego.

- _____ **Who dunnit Mysteries:** Do you like adventure? Are you up for a challenge? You be the detective. Race against the clock and other detectives, gather clues, and be the first to solve the mystery! Danger lies ahead! Do you dare?

- _____ **Poetic Justice:** Translation of multi-cultural language poetry into English poetry. Coffee House Style setting (ESOL).

- _____ **I Can Learn Math:** Would you like to learn Math using technology?

- _____ **Money Talks:** Learn what it would be like to have millions of dollars. Learn how to manage your money.

- _____ **Got Game?** Come and try your skills with many new innovative math games while using the Dream Cast or Play Station II. Game systems.

- _____ **Extended Learning Program:** This class is for students that have been retained in the sixth grade. Intensive review of the sixth grade academic curriculum. **(Urban Scholars)**

- _____ **Extended Learning Program:** This class is for students that have been retained in the seventh grade. Intensive review of the seventh grade academic curriculum. **(Urban Scholars)**

Enrichment Activities

- _____ **Got Issues?** Know somebody with issues? Learn to deal with not only yours but your friend's problems in Peer Mediation. Through friends, fun, and fieldtrips you can easily be a Peer Mediator for the 2002/03 school year. No fee!

- _____ **Cultural Exchange:** Explore multiculturalism through the arts of cosmetology, music, fashion, dance, and many other aspects.

- _____ **Lights! Camera! Action!** You pick the music, you pick the dance, you pick the costume & makeup. Let's shoot a real music video

- _____ **Cheerleading:** An exciting class showing students diverse ways to show school spirit.

- _____ **Computer Mentors:** Build your own computer. Learn different software programs.

- _____ **ART- R- US:** Paint giant murals; work with clay, watercolors and more. Begin your own sketchbook.

- _____ **HIP HOP 101:** Learn the four basic schools of Rap. Make your own rhymes. Learn the history of Rap.

- _____ **Physical Education I: Learn the fundamentals of basketball, football, bodybuilding, and team sports.**

Appendix 8

College Tours

University
of South Florida
(U.S.F)– 41 students

University of Tampa
(U.T)-24 students

Bethune Cookman
and Embry Riddle-58

APPENDIX 9

Professional Development

Listed below are descriptions of all professional development trainings, workshops and conferences that have been completed.

1. Training: CRISS (Creating Independence through Student-owned Strategies)

Description: CRISS trains teachers to help students learn more effectively throughout the curriculum being taught. The training focuses on teaching students how to learn through reading writing, writing, talking, and listening. Students are taught to use the strategies in all academic areas.

Date(s): November 2, 2002 & November 16, 2002

Time: Six hour per session for a total of 12 hours.

Number served – 26.

2. Training: National Trust's Cultural Training

Description: To develop the inner city youths so that they can succeed in society. This development is based on the values of the youth and his/her heritage. This training reviews school disciplinary problems, crime, drugs, and violence and teen pregnancy.

Date(s): February 19, 2002 & March 5, 2003

Time: One hour and a half per session for a total of 3 hours

Number Served: 14

**3. Training: Ruby Payne's A Framework for Understanding Poverty
(Train the Trainer)**

Description: To develop an understanding of how to work with children and families that live in poverty so that learning is increased.

Date(s): April 7, 2003 through April 10, 2003

Time: Six hours per session for a total of 24 hours

Number Served: 2

4. National GEAR UP Conferences: To discuss the GEAR UP mission and philosophy and provide professional and team development for GEAR UP sites and to share information about research-driven educational practices.

Dates: February 10-12, 2003.

Number Served- 3

Date: 19-23 July, 2003.

Number Served- 5

APPENDIX 10

COLLABORATIVE PARTNERS & IN-KIND CONTRIBUTIONS

Collaborative Partners

USF Colleges- Education, Engineering, Business
University of Tampa
Hillsborough County School District
Computer Mentors, Inc.
National Trust for the Development of African-American Men
Urban Scholars
Upward Bound
College Reach Out Program (CROP)
Remnant Church International
For the summer extravaganza the following contributed services:
Wali Shabazz (Children of the Sun)
Winn Dixie Store

IN-KIND DONATIONS AND CONTRIBUTIONS

	Totals
Memorial Middle School	281,261
Educational Innovations Inc.	5,560.00
Books/School Supplies*	1,869.00
Volunteers**	3,373.00

Grand Total 292,063

*This represents calculations for volunteer time donated to our program.

**This represents supplies and books donated by various individuals throughout the review period.

Appendix 11

Memorial Middle School

Advisory Board Agenda

May 28, 2003

10 A.M. to Noon

1. General Introductions
2. Purpose of the advisory board
3. Overview of Gear Up
 - a. Purpose
 - b. Baseline information
 - c. Programmatic activities
 - i. Student-based
 - ii. Faculty and staff based
 - iii. Family-based
 - d. Goals
4. Potential for collaboration and coordination
 - a. Current examples
 - i. Urban Scholars
 - ii. Yes We Care
 - iii. Computer Mentors
 - iv. Positive Behavior Support
 - v. Camp Chip and SCANS
 - b. Match/Leveraging
 - c. Documenting
5. Feedback and recommendations about how to use the advisory board

Attending: Jerry Miller - GEAR UP, Patra Wiley-Cooks – Project Manager, GEAR UP, Johnny Green - ACS, Eric Hedgeberg - Memorial School Psychologist, Theo Bell – Blake GEAR UP, Stephanie Reeves – GEAR UP, Greg Hall – Memorial Middle School ESOL, Kerry Sapp - Hills Education Foundation, Glenn Brown – Children’s Board, Beth Ann Franklin - Hills County Schools, Mark Dufva – YMCA YO



Appendix 12

Group Activity



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 (please print)	Students' signature
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
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