

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, 2004

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# **Memorial Middle School**

## **Report to the Children's Board of Hillsborough County**

### **For the period ending September 30th 2004**



## **INTRODUCTION**

Our GEAR UP program at Memorial Middle School was in its second year of implementation during the 2003/2004 academic year. We enrolled a total of 918 students from the 7<sup>th</sup> and 8<sup>th</sup> grade. An additional 334 student enrollees were from the 6<sup>th</sup> grade. A total of 913 students from our targeted 7<sup>th</sup> and 8<sup>th</sup> grade cohorts, actually participated in our program and/or received some services during the past year.

Two full-time case managers, a parent coordinator, project manager and a pool of part-time student tutors, and paid and volunteer mentors currently staff our program. We also have part-time faculty who work directly with GEAR UP staff, school administration and teachers. In addition, eight sub-contractors supported specific aspects of our service strategy.

Our service system for supporting the educational advancement of our students is multifaceted and during the past year we offered a seamless set of resources and services to our students at both an individual and group level. Our core service delivery system included the following elements:

1. Academic Component: Academic assistance in Math, Reading and Science
  - After School Program
  - Before School Tutoring
  - In-Class Tutoring
2. Enrichment classes-Leadership classes; Literary and Leadership classes- Institute for Community Leadership, Children of the Sun, and Bogie Bear; Computer Skills Development- Computer Mentors and the 'Yes We Care' engineering program.
3. Parental Involvement- Saturday Parent Workshops (included students)
4. Mentoring program
5. Individual Case Management
6. Educational College Tours
7. Professional Development
8. Incentive and Rewards System
9. Summer Program - Academic and Recreational services (Sister Cipher, Camp "CRUNK"- (Communities Realizing Unity Nurtures Knowledge)

# PROGRAM SUMMARY

## 1. Academic Component -

The academic core of GEAR UP is divided into three basic areas:

- After School Program
- Before School Program
- In-Class Tutoring

**After School program:** This included two-hour after school academic classes offered four days a week Monday-Thursday that focus on Math; Science; English and Intensive Reading. These classes assisted students with their homework, the Florida Comprehensive Assessment Test (FCAT) preparation and test-taking strategies. FCAT preparation was done through one-on-one tutoring with teachers/tutors; and The FCAT Explorer, a web-based computer-assisted program. This program has the ability to generate students' progress on a daily basis, which is very useful in charting a student's progress.

Another way we are able to improve academic progress was through the Urban Scholars tutoring program (Appendix 1a and 1b). This is also an important part of our after school academic program and students met twice weekly for two-hour periods. GEAR UP Students who participated in our Urban Scholars program worked one-on-one or in very small groups with individual tutors who are honors or graduate students from the University of South Florida College of Engineering. These tutors assisted our students in preparing for the FCAT, SAT and ACT exams, and worked intensively with them on solving math problems. This program gave students undivided attention and supported them in advancing their mathematical skills, developing effective test taking strategies and developing good study habits. Urban Scholars program also offered a Saturday class for students who wanted to receive additional assistance through classes held on the University of South Florida campus. A total of thirteen students took advantage of the opportunity through Urban Scholars.

The '**Aim Higher Curriculum**', which was also offered as part of our after school program, is a special reading program created specially to provide intensive reading assistance to our students. This curriculum provided instruction on reading strategies that are highly effective when used to prepare students for standardized tests. GEAR UP hired a reading specialist who coordinated and ran this program.

GEAR UP also benefited from the Heritage Literacy Program. This program involves a small group of USF applied linguists, who assisted some of our Spanish-speaking students at Memorial Middle School on a volunteer basis, twice a week during the GEAR UP after school program. Each session lasted 90 minutes. The Heritage Literacy Program's English Spoken as an Other Language (ESOL), supports students in maintaining their first heritage language, Spanish as a means of developing their English speaking and writing skills. A total of twenty-one students benefited from these sessions.

**Before School Homework Assistance** - A key feature of our service strategy at Memorial, was our before school homework and tutoring program which is available everyday of the week. This program provided an hour of support and assistance to our GEAR UP students who





were not be able to get assistance with their homework or school-related projects elsewhere. During this one-hour period students also had access to the media center. This type of assistance helped students improve their homework scores, which also had the potential of helping students improve their grades.

***In-Class Tutoring*** - A third way we help improve students' academic performance is through our semester long in-class tutoring. Approximately nine college students served as tutors for our students. Our tutors worked collaboratively with teachers providing additional classroom support and assistance. More importantly, tutors were able to provide one-on-one assistance to students who required special attention in the classroom. Tutors also worked with small groups of students in the classroom, reviewing lesson content or other class material. A total of thirty-nine teachers (Appendix 1c) used our tutors in their classes and approximately five hundred and seventy-eighty students were served through in-class and after school program services (See Process Objective Grid-C and Evaluation Findings pp.19 & 20).

## **2. Enrichment Component -**

The second component of our program, which also helped promote student academic progress, focused on enrichment services and activities. In addition to the strictly academic activities previously highlighted, GEAR UP offered five enrichment classes that provided opportunities for academic learning and progress through enrichment activities. These programs were: 'Yes We Care program', Computer Mentors, Bogie BEAR Edutainment and the Children of the Sun Leadership curriculum, and the Institute of Community Leadership (ICL), Sister Cipher and Camp CRUNK (Communities Realizing Unity Nurtures Knowledge (CRUNK). Individually and collectively, these enrichment programs have helped capture our students' attention and helped many GEAR UP students focus on reading, technology and science.

Although our enrichment programs are not focused on FCAT preparation or on class course content, these programs helped improve students' enthusiasm, self-esteem, and excitement about general learning. These qualities were generated through the creative, innovative teaching methods and we believe this has positively impacted our students' attitude towards learning in the classroom.

***The Computer Mentors Program*** provided enrolled students with 'hands-on experience' using technology. Students developed and utilized technology skills such as telecommunications, word processing, desktop publishing, graphics and databases. Specific software application training included in this program were: Microsoft Internet Explorer, Microsoft Access, Microsoft Word, Microsoft Power Point, Photo Editor & Sound Recorder and Excel. This program offered students an excellent opportunity to become familiar and comfortable with computer technology. Unfortunately, the teacher in charge of the program left the school and we could not find an adequate replacement to continue the program.

The ***Bogie Bear Program*** focused on literacy and reading with special emphasis on self-expression and public presentation. In addition to helping students with their reading, this program uses words and music to nurture the creative skills of students while building their confidence and self-esteem. Students were put through a series of exercises and activities that facilitated public speaking and promoted a sense of self-esteem and self worth. Many of these students over time began demonstrating improved behavior in the classroom and started to focus more on their academic work.



***The Children of the Sun Curriculum***, another enrichment program worked directly with young male students helping build their self-esteem through the use of guest speakers and discussions. The focus of this program is to help young boys become leaders and successful young teenagers with the hopes that they will become successful men.

***Institute of Community Leadership (ICL)*** was part of our after school program and was our newest addition to our enrichment foci. Although actual implementation of this program began in January 2004, it has already begun to yield positive results. A partnership with Starbuck's was formed to provide children involved in the ICL program a forum to showcase their talents as they completed the reading workshops. Children presented their written material orally to customers and invited guests at local Starbuck's stores. Because of the ICL program, students had the opportunity to further enhance their reading and writing skills and develop their public presentation skills.

Although this program was focused on developing the literary abilities of our students, it also encouraged the development of leadership skills and community activism among our students. In addition to being very creative in its approach, ICL also involved concrete students outcomes including improving reading and comprehension skills, improved literary expression and public speaking skills. Students were first exposed to different works of specific poets/authors through reading and analyzing the authors written works. This involved understanding the poem, identifying any social commentary or theme embedded in the work and relating the information to current everyday life. Once this exercise was completed, students were required to write their own work, which is then analyzed and critiqued, by their coaches/teachers and other students. Based on the feedback students revised their writings and then presented their poems and writings in more public forums such as Starbucks café where their peers and members of their community can hear them present.

Over the past year, ICL helped to develop the literary appreciation and comprehension abilities of students, expanded their vocabulary and writing skills, and exposed them to the art of public presentation. In addition, for some students, the program helped to develop or awaken their sense of leadership and awareness and a sense of social responsibility to their neighborhood and community. These qualities have already begun to impact students' academic interests and performance. Outcomes of the ICL program included the following:

- Student Written Portfolios
- Improved reading
- Improved writing
- Improved speaking skills
- Increased awareness of other cultures
- Taped Interviews (Before/After) of Students
- Smoother Transition to Hillsborough High School
- Increased Student Community Involvement

***Sister Cipher***, a youth program for young girls. (See Summer Program- pp.8-9)

***Camp CRUNK*** - (See Summer Program - pp. 8-9)



### 3. Parental Involvement -

Through the eleven parent workshops offered throughout the 2003/2004 academic year, parents received information that assisted them in supporting their children's academic progress (Appendix 2). Over the entire year under review, GEAR UP organized eleven parent workshops on school campus and served a total of 110 parents (unduplicated counts) and 167 (duplicated). These parents received information on a variety of topics including: orientation to Memorial Middle school; how to read report cards, FCAT scores; school promotion policies; college entrance information and career development; computer competency including internet access; the Extended Learning program; school benchmarks and quality points. One of these workshops was held on the University of South Florida campus. In addition, we served parents during our educational college trips taken throughout the course of the 2003/2004 academic year.

### 4. The Mentoring Program at Memorial Middle School -

was designed to offer our GEAR UP 7<sup>th</sup> and 8<sup>th</sup> grade students an opportunity to receive mentoring services from an adult. The number of students targeted for specific mentoring services was 40, however we were able to serve a total of 45 students during the course of the year (36 students were from our 7<sup>th</sup> and 8<sup>th</sup> grade cohort). The primary objective of our mentoring program is to assist students with their emotional and social development through one of the following activities:

- Building a relationship with students
- Communicating with students (listening and talking with students)
- Guiding students
- Being a trusted friend
- Being a positive role model for students
- Being committed and reliable

Thus far, we have three different sources from which mentors are recruited:

1. Mentors from administration/staff/teachers from the School District of Hillsborough County (SDHC);
2. Mentors from outside our GEAR UP or SDHC pool; and
3. Mentors from our tutoring pool.

All three approaches are expected to improve the behavior, communications and social skills of our students. Most importantly, we expect that by having positive relationships and interactions with these three carefully chosen groups of mentors, our students will have positive role models they can emulate. Many of the mentors from the SDHC pool will be administrators and teachers and other professionals. This will afford our students the opportunity to interact with people with professional careers and help them begin to see themselves in similar career paths. Our tutors who may also serve as mentors for our students will also create an excellent opportunity for peer mentoring. These college students will provide a chance for our students to relate to other young individuals who are in college and this will inspire and encourage them to also pursue college as their future. This type of peer mentoring helps GEAR UP students to know that they should focus on their education and aspire to make the very best of their lives.

GEAR UP believes that mentoring is key to our students' future because some students face peer pressure and are ostracized if they are perceived as focusing too much on their education. Having mentors who look like the students in terms of race, culture and economic background





will help to encourage students who find themselves in this particular situation. All our mentors are expected in one way or another to guide our students towards a better understanding of the different academic and career options that are available to them. We see this mentoring piece as a critical piece of our overall service strategy. Without improving our students' educational expectations of themselves, academic programs alone will not be able to provide the significant outcomes that our program is seeking.

## **5. Individual Case Management**

also played a critical role in the educational expectations of our students by providing direction, information and guidance. As our case managers worked individually and in groups with our students, they were able to track student progress and provide intensive case management services. Case managers were assigned fifty intensive cases, and have already successfully developed individual service plans for a total of one hundred fifty-four students during the period under review (Appendix 3a). These individualized service plans describe students' strengths, needs, GPA's and recommendations for service intervention. Case managers are able to talk with parents, teachers and students with the goal of supporting and helping students accomplish their goals.

## **6. Educational College Tours -**

These educational college tours provided a practical way of improving and increasing the educational expectations and aspirations of our students. During the year under review took several of these tours including three in summer. The following campuses were visited over the 2003/2004 year.

- Florida State University (FSU) (Appendix 4a)
- Florida Agricultural and Mechanical University (FAMU)- (Appendix 4a)
- Valencia Community College (Appendix 4b)
- University of Central Florida (Appendix 4b)
- Florida International University (Appendix 4c)
- Barry University (Appendix 4c)
- Florida Atlantic University (Appendix 4d)
- Florida Memorial (Appendix 4d)
- University of Miami (Appendix 4d)
- University of South Florida (See Appendix 10)

Three of these trips were overnight trips that included parents and/or primary caregivers and students. On these trips we visited Florida State University, Florida Agricultural and Mechanical University, Florida International University, Barry University, Florida Atlantic, Florida Memorial and the University of Miami (See Appendix 4a-4d).

During the next year, we will provide more specific information on financing post secondary careers and education and will create workshops, conferences and training sessions to provide students and parents an opportunity to receive information that will help prepare students and their families for post secondary placement.



Collectively, through our after school educational supports, before school tutoring, in-class tutoring, enrichment, leadership and self development programs, educational field trips and student, staff and teacher training and development, we believe that GEAR UP provided a comprehensive educational support system for its students. This system coupled with the individual, one-to-one case management services, created the type of seamless service supports that we believe will allow our GEAR UP students to stay on track academically and socially. Although the program was only in its second year of operation, we think that we have the foundation for success and that in the long run, GEAR UP will have a positive impact on overall graduation and college-going rates.



## **7. Professional Development -**

GEAR UP offered a total of seven different professional development trainings and activities for its staff and/or teachers over the 2003/2004 academic year. Three of these trainings were provided during the Professional Development Summer Institute held during our summer program (Appendix 5 and See Summer Program – pp. 9).

## **8. Incentive and Reward System -**

Additional motivation for generating higher expectations among students was done through GEAR UP's creative incentive and reward system. GEAR UP promotes and rewarded academic achievement and effort. Rewards were provided for high performers as well as for active participation in GEAR UP academic programs. Sometimes participation in enrichment/recreational field trips was tied directly to participation in academic programs and performance.

GEAR UP also supported Memorial Middle School in its effort to emphasize the importance of assessment tests. In February this year, we had an assembly which focused on motivating and encouraging students to prepare for the Florida Comprehensive Assessment Test (FCAT). During this assembly, known as the 'FCAT JAMZ' staff highlighted the importance of the FCAT testing, and provided the entire cohort of 7<sup>th</sup> and 8<sup>th</sup> graders information on the significance of becoming familiar with proper test taking strategies. Information was provided in a variety show format with staff and faculty performing educational skits. Small prizes were given to select participants during this event to encourage educational achievement.

# SUMMER PROGRAM

A comprehensive summer program was developed for our GEAR UP students (Appendices 6a – 6c). We were able to serve a total of one hundred and six students during our summer program (103 were from the 7<sup>th</sup> and 8<sup>th</sup> grades). Our summer enrichment program was designed to keep students academically stimulated during the summer months as well as provide some recreational and social activities for our students. GEAR UP designed a four-week program that ran from June 1, 2004 through June 22, 2004, Monday through Thursday only. The summer program included *academics*, *enrichment* and *recreational* foci as well as *professional development* opportunities for teachers. In order to encourage students to attend the academic classes as well as the enrichment classes, scheduled educational and recreational fieldtrips and activities were used as incentives (See Appendix 4d and Appendix 12).

## Academics

Each summer school day was a six-hour long and each child received a free breakfast and lunch. Students were assigned at least two academic classes and two elective classes. All academic classes were designed to be fun and enriching. The following academic classes were offered for the 7<sup>th</sup> and 8<sup>th</sup> grades: Career & Tourism, Language, ESOL Language and Math. Classes were general mixed with both 7<sup>th</sup> and 8<sup>th</sup> graders. Listed below are descriptions of the classes that were offered.

- **Math:** Students practiced Sunshine State Standards for Number Sense, Concepts and Operations for the appropriate grade level.
- **Language Arts:** Students practiced Sunshine State Standards for Words and Phases in Context for each appropriate grade level. Language Arts class covers all English academics inclusive of reading and writing.
- **ESOL Language Arts:** Students practiced their second language acquisition skills. Language Arts class covers all English academics inclusive of reading and writing.
- **Career/Tourism:** Students explored career interests with emphasis on tourism with geography within the state of Florida.

Pre and post tests were administered in each math class that indicated that some students made improvement in their FCAT scores (Also see Accomplishments – pg 10 and Appendix 6d).

## Summer Enrichment

- **Covey's 7 Habits of High Effective Teens** - These leadership self-awareness and motivational tools were used daily to interact and communicate with students. These topics were introduced to address the daily social concerns that students might encounter



in their day-to-day lives. Some of the issues addressed included the following: Being proactive; Begin with the End in mind; Put first things first; Think Win-Win; and Understanding others and being understood.

- **Communities Realizing Unity Nurtures Knowledge (CRUNK):** This program purpose was to help youths achieve their own personal goals through knowledge of the following topic areas: Education: 4 yr traditional college; 2 year community colleges; technical Summer Program.
- **Sister Cipher:** This program provides essential leadership skills for females to empower them in today's world. The course allowed female students to discover their own talents and taught them how to respect themselves and others. This was done through open dialogue and role-playing. This allowed students to undergo a process of self-reflection and positive change.
- **Institute for Community Leadership (ICL):** This program was a continuation of our ICL program in spring. An additional sixteen public readings took place during summer. (See Also Program Summary pg 4)
- **Children of the Sun:** This program is a male leadership class that provided a series of topics related to leadership of males (See Program Summary pg. 4)
- **Bogie Bear Edutainment Foundation:** This program provided essential qualities for students to master interviewing and interaction skills and help prepare them for employment (Also see Program Summary pg. 3)
- **Educational and Recreational Field Trips:** A total of forty-seven students were taken to South Florida in April and June, to visit the following colleges: Florida International University and Barry University (Appendix 4c) University of Miami; Florida Atlantic University and Florida Memorial College (Appendix 4d) and University of South Florida (Appendix 10). In order to expose students to careers in tourism in the Tampa Bay area, we took sixty-eight students on a 'behind the scenes tour' of Busch Gardens (Appendix 12).

To close out the summer program, we organized an end of the summer awards ceremony inviting the community and parents to help encourage and recognize student progress and accomplishments.

### **Professional Development –Summer Institute**

During the summer, GEAR UP continued to offer several different professional development opportunities for teachers. The Memorial teachers participated in three different workshops which each lasted a total of six hours. They were also able to receive in-service points that can be used for certification purposes across all academic disciplines. These workshops and trainings were called the "GEAR UP Summer Institute" and served a total of forty-five teachers (See Appendix 5).



# ACCOMPLISHMENTS

## GEAR UP 2 GRADE UP

As noted in our previous six-month report, GEAR UP 2 GRADE UP was one of our highlights of the 2002-2003 academic. The results were evidenced fall 2003, when twenty-nine of our GEAR UP 2 GRADE UP students were promoted after the first nine weeks of the 2003/2004 year (See Appendix 7). This happened as a result of these students' hard work and the efforts of our staff who implemented the GEAR UP 2 GRADE UP program. Consequently, we are particularly proud of the GEAR UP 2 GRADE UP Program since we successfully helped twenty-nine students get promoted in the 2003/2004. Our staff continued to work with these students throughout the course of the 2003/2004 academic year.

## Improvement During Summer Program

As previously noted our summer program comprised English, Math and Enrichment. Teachers gave students pre and post tests in math as part of their assessment during the summer. Our analysis of the pre and post math scores for 35 students who were part of our summer program was very positive. The math classes were held for 90 minutes four days a week and ran four weeks. Students were placed in three different classes A,B,C (See Appendix 6d). In all three classes students were given pre and post tests on the FCAT. Results from our analysis of the data on 35 students show that students improved in these classes. In classroom A the students improved the number of correct responses by 8% (80% in the pretest to 88% in the post test). The students who were in classroom B had a more significant improvement of approximately 23%, with students getting 50% of their answers correct in pre-test to 73% post test scores. In classroom C, the improvement was approximately 20% ,with students getting 55% of their answers correct in the pre tests and getting 75% of their answers correct on the post test (See Appendix 6d).

## State of Florida GEAR UP Youth Summit

GEAR UP Memorial along with GEAR UP Blake hosted and organized a conference for all GEAR UP programs in the state of Florida. This was a special event for the GEAR UP projects within the state of Florida. The conference was held April 1<sup>st</sup> – 3rd, 2004 at the Comfort Inn Conference Center in Tampa. GEAR Up staff, Parents and students came from as far north as Panama and as far south as Miami. A total of three hundred fifty-one people from GEAR UP programs were represented from the following: GEAR UP Bay, Panama City; Lake Shore Middle; Jacksonville; Ribault High School, Jacksonville; IRCC-OCSB Okeechobee; GEAR UP Express, Miami; Memorial Middle School, Tampa; Blake High School Tampa (Appendices 8a & 8b).

## Starbucks Foundation Grant Award Recipient

The GEAR UP program has developed a strong working collaborative relationship with a number of local Starbucks cafes. A total of four local Starbucks cafes have spotlighted our teens by allowing them to perform poetry readings. The success of this relationship led staff from GEAR UP Memorial to apply for a literary grant from the Starbucks Foundation. We were successful in securing an \$8,000 grant in July 2004. This grant will allow us to expand our ICL program by developing students' self esteem, enhancing their communication skills and





expanding students' awareness and understanding of literature. The award will also help to strengthen GEAR UP's working relationship with the Starbucks Foundation and the local Starbucks cafes that have been very supportive of our GEAR UP ICL program.



### **Leadership and Self Esteem Development of Students**

In addition, to obtaining more funds, our ICL youth leadership program has also yielded positive results. Through this program students have been exposed to the literary works of a variety of writers from different cultures and lifestyles. They have developed and enhanced their writing and presentation skills and have performed for their peers and adults in local communities in public arenas such as Starbucks cafés. This program has also helped raise students' cultural awareness, develop their literary appreciation, public speaking and presentation skills while developing their self-esteem and leadership qualities. During the 2003/2004 academic year we served thirty-one students through the ICL program. Students recited their poems and literary works in a public arena on sixteen different occasions at Starbucks cafes, Blake High School, and Memorial Middle School. (See Appendix 9).

### **Development of an Integrated System of Academic and Enrichment Services**

During the 2003/2004 academic year we successfully developed a comprehensive package of services and resources that provided our students and their parents with a wide array of academic and social supports. Our combination of academic supports including our before school, after school and in-class tutorial support coupled with a wide variety of enrichment programs created an innovative approach that allowed GEAR UP students to learn, and broaden their exposure, in a fun learning environment.

### **Broader Exposure to Colleges and Careers**

GEAR UP has provided multiple avenues for students and their parents to receive information and exposure to college and post secondary settings. We provided students and parents opportunities to visit college campuses and obtain information on college admissions requirements, financial aid and standardized testing. We visited Florida State University, Florida Agricultural and Mechanical University, Florida International University, Barry University, and the University of South Florida during Fall 03 and Spring 04. During the summer we also visited the Florida Memorial College, Florida Atlantic University and the University of Miami (Appendices 4a- 4d)

### **Gulf Coast North Tampa Area Health Education Center (AHEC) Camp:**

The AHEC program recruits middle school, high school, and college students, particularly those from rural or medically underserved areas, into various career opportunities available in health care. Special emphasis is placed on professions and practices that provide primary health care, such as physicians, nurse practitioners, family dentists, and other related health professions. A total of twenty students participated in this program (See Appendix 10).

AHEC sponsored an informational session dinner for all parents of students that would participate in the program. Students participated in the following educational field trips: College of Public Health and College of Nursing at University of South Florida- July 6, 2004; Museum of Science and Industry- July 7, 2004; All Children's Hospital - July 8, 2004. Each day AHEC provided transportation and lunch for our students.

### **Improved Relationships with Community Partners and Funding Agency**

GEAR UP was successful in improving several of its working relationships both with paid contractors as well as other community partners (Appendix 11). In addition, to maintaining a strong working partnership with the Children's Board of Hillsborough County, a major funding partner for GEAR UP, we have also secured additional funding of \$8,000 from Starbucks Foundation. The GEAR UP program has also had support from other local and business organizations that have provided in-kind supports and resources over the past academic year. These supports and resources have been vital to the proper functioning of the GEAR UP program and have significantly helped us in our goal of supporting low-income students in their education.



# CHALLENGES



## **Administration Changes at Memorial Middle School**

Although in April 2004, a principal was finally appointed to Memorial Middle School, throughout the preceding period GEAR UP experienced many challenges relating to the change in administrative leadership at the school. We however, continued to keep focused on providing an environment that encouraged academic performance and maintained an attitude that ensured that all aspects of our service strategy were being implemented.

## **Recruitment and Retention of Parents**

Another issue experienced during the past year was regarding the recruitment and retention of parents. Although a total of one hundred and ten parents participated in our GEAR UP program over the course of the academic year, we still experienced some challenges in retaining a broad and consistent level of participation. However, our case management team and GEAR UP staff continue to work on developing recruitment and retention strategies that will keep our parents interested and engaged in the GEAR UP program and their children's academic progress.

Because GEAR UP students were targeted to transfer to the ninth grade in Hillsborough High School, staff had to dedicate time and resources to ensure that this transition occurred smoothly. Initially, we had anticipated running a summer program on both Memorial and Hillsborough campuses. However, several issues prevented this from occurring. First, Hillsborough High School was under construction and this made it impossible for our GEAR UP staff to move their offices on to the Hillsborough campus. We had also planned several activities on the Hillsborough High campus that had to be cancelled due to the construction. In addition, our plans to introduce our 8<sup>th</sup> grade students at Memorial to the 9<sup>th</sup> grade at Hillsborough High school by having them get familiar with the Hillsborough campus, were also adversely affected because of construction.

## **Administration Changes at Hillsborough High School**

During the summer all but one of the administrative staff of Hillsborough High School were reassigned to other schools in the county. In addition, the school principal was on leave and with the subsequent changes in administrative staff, all previous plans that GEAR UP had made for the fall 2004/2005 semester at Hillsborough High School had to be revamped.

## **Tracking Students and School Choice**

Finally, GEAR UP also had to face challenges related to the school choice program. First, some students chose to attend different schools; second, because students from other middle schools could choose to attend Hillsborough High School, GEAR UP did not have information on those potential GEAR UP students. This affected planning for the 2004/2005 year and affected our ability to track students from our target cohorts. (See Outcome Objective M pp. 30).

# Results and Findings

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

## Evaluation Design

The analyses presented below in Tables 1-3 and related charts reflect the activities and performances of both the designated cohort and our non-cohort students who were enrolled in the GEAR UP program. As such it includes students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. This figure is related specifically to enrollment and not services or direct participation.

The data presented in Services to GEAR UP Students section (pp. 20) are primarily for 7<sup>th</sup> and 8<sup>th</sup> grade students enrolled in the GEAR UP project that received or participated in some specific service or program at Memorial Middle School. However, some additional analyses are also discussed which include services that were provided to both our target cohorts (7<sup>th</sup> and 8<sup>th</sup> graders) and non-cohort (6<sup>th</sup> graders) during the 2003/2004 year.

The primary source of data collection was the School District of Hillsborough County administrative dataset and the Student Course Information System (SCIS). The dataset is comprised of (a) students' demographic characteristics including race, gender, grade level, date of birth, and eligibility for free or reduced-price lunches; (b) students' class enrollment; (c) students' grades and GPAs; (d) students' FCAT scores; (d) students' attendance; (e) disciplinary records; and (f) ESOL status. The second data source consisted of the activity recording forms completed by GEAR UP case managers and tutors. In order to collect data on activities offered by GEAR UP and the amount of time students spent on each activity, two recording forms were developed: the Group Activity Form (Appendix 13a) and the Individual Activity Form (Appendix 13b). The Individual Activity Form was used for recording the time case managers spent with individual students; the Group Activity Form was used for any activity offered for a group of students simultaneously. Case managers and tutors recorded student participation in each activity and the number of minutes each student spent on an activity. Both datasets were collected during the 2003-2004 academic year and the Summer Program taking place during June 2004.

## Evaluation Findings: GEAR UP Student Outcomes

There were 1,252 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students who were enrolled in the GEAR UP program during the 2003-2004 academic year. Three hundred and thirty-four students were in the 6<sup>th</sup> grade, 460 in the 7<sup>th</sup> grade, and 458 in the 8<sup>th</sup> grade (See Table 1). There were 660 males and 592 females in the program and race/ethnicity distribution was as follows: 32.7% African American, 43.7% Hispanic or Latino, 18.4% White, 1.4% Asian, 0.7% Indian American, and 3.0% Multicultural (See Table 2).





**Table 1: Program Enrollees by Grade Level, 2003-2004 Academic Year**

Grade level	Number of students	Percent
6	334	26.7
7	460	36.7
8	458	36.6
Total	1,252	100.0

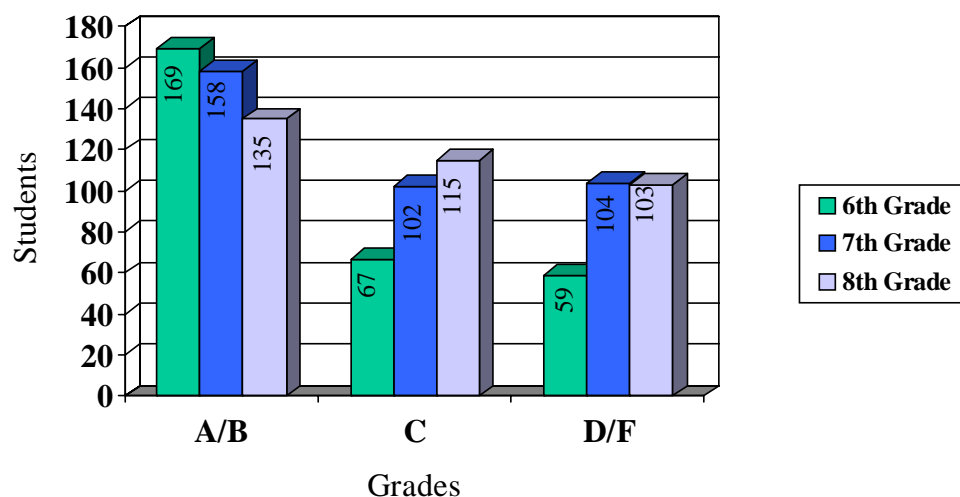
**Table 2: Ethnicity Distribution**

Grade Level	African American	Hispanic	White	Asian	Native American	Multicultural	Total
6	98 (29.3%)	150 (44.9%)	66 (19.8%)	5 (1.5%)	2 (.6%)	13 (3.9%)	334
7	158 (34.3%)	204 (44.3%)	75 (16.3%)	5 (1.1%)	5 (1.1%)	13 (2.8%)	460
8	153 (33.5%)	193 (42.2%)	89 (19.5%)	8 (1.8%)	2 (.4%)	12 (2.6%)	457
Total	409 (32.7%)	547 (43.7%)	230 (18.4%)	18 (1.4%)	9 (.7%)	38 (3.0%)	1251

### **Successful Academic Performance**

Of the 1,252 GEAR UP enrolled students, 1012 (80.8%) took a math class during the spring semester of 2004. Students' grades were recorded if they took any of the following math classes available at Memorial Middle School: (a) Math 1, 2, 3, (b) Algebra 1, and (c) Math: 6–8; or any of the following advanced math courses: (a) Advanced Math 1, 2, 3 and (b) Algebra 1 Honors. If a student took more than one math class during the spring semester of 2004, the grade in the most recent class was recorded. If a student took two math classes at the same time, the grades were averaged. Two hundred and forty students (19%) did not take any math classes during the spring semester, 2004. Of the students who took math courses, 295 were in the 6<sup>th</sup> grade, 364 were in the 7<sup>th</sup> grade, and 353 were in the 8<sup>th</sup> grade. Grade distributions for these students are provided in Figure 1 and Table 3.

**Figure 1: Grade Distribution in Math by Grade Level**

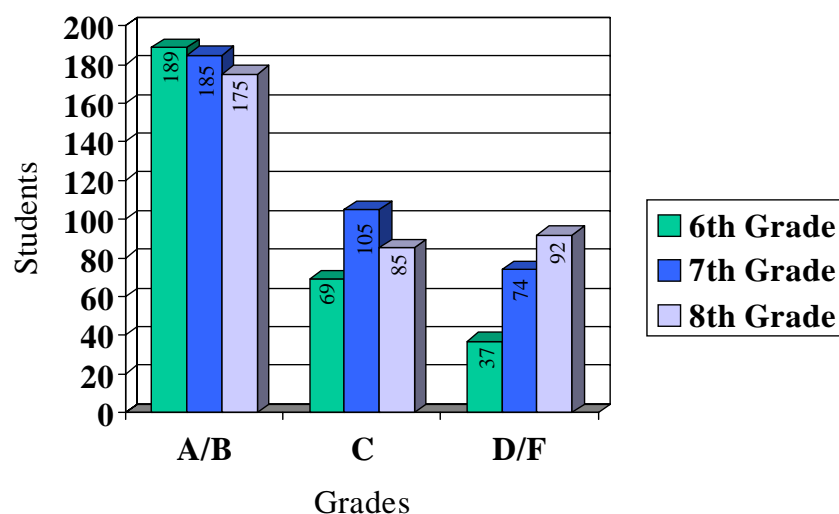






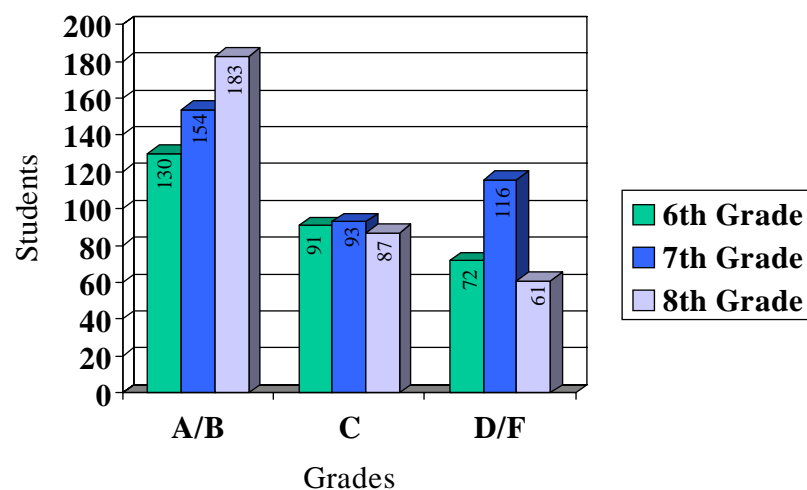
Of the 1,252 enrolled GEAR UP students, 1,011 (80.8%) took an English class during the Spring 2004 semester. Students' grades were recorded if they took any of the following English classes: (a) Language Arts 1, 2, 3 (b) Language Arts: 6–8, (c) Language Arts 1, 2, 3 through ESOL, (d) Developing Language through ESOL, (e) Reading 1, 2, 3, (f) Reading: 6-8, and (g) Intensive Reading; or any of the following advanced courses: (a) Advanced Language Arts 1, 2, 3. If a student took more than one English class during the Spring 2004 semester, the grade in the most recent class was recorded. If a student took two English classes at the same time, the grades were averaged. Two hundred and forty-one (19%) students did not take an English class during the spring semester of 2004. Of the students who did take English, 295 were in the 6<sup>th</sup> grade, 364 were in the 7<sup>th</sup> grade, and 352 were in the 8<sup>th</sup> grade. Grade distributions for these students are provided in Figure 2 and Table 3.

**Figure 2: Grade Distribution in English by Grade Level (number of students)**



Of the 1,252 enrolled GEAR UP students, 987 (78.8%) students took one or more of the following science classes: (a) Physical Science 1, (b) Comprehensive Science 1, 2, 3, and (c) Science: 6–8; or the following advanced courses: Physical Science Honors and Advanced Comprehensive Science: 1, 2, 3. If a student took more than one science class during the Spring 2004 semester, the grade in the most recent class was recorded. If a student took two science classes at the same time, the grades were averaged. Two hundred and sixty-five students (21.2%) did not take any science classes during the spring 2004 semester. Of the participants who took a science course 293 were in the 6<sup>th</sup> grade, 363 were in the 7<sup>th</sup> grade, and 331 were in the 8<sup>th</sup> grade. Grade distributions for these students are provided in Figure 3 and Table 3.

**Figure 3: Grade Distribution in Science by Grade Level (number of students)**

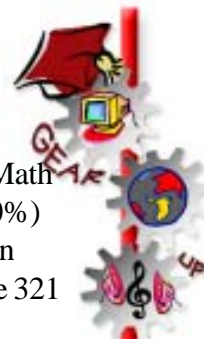


**Table 3: GEAR UP Enrolled Students Grade Performance in Spring 2004  
By Course and By Grade Level**

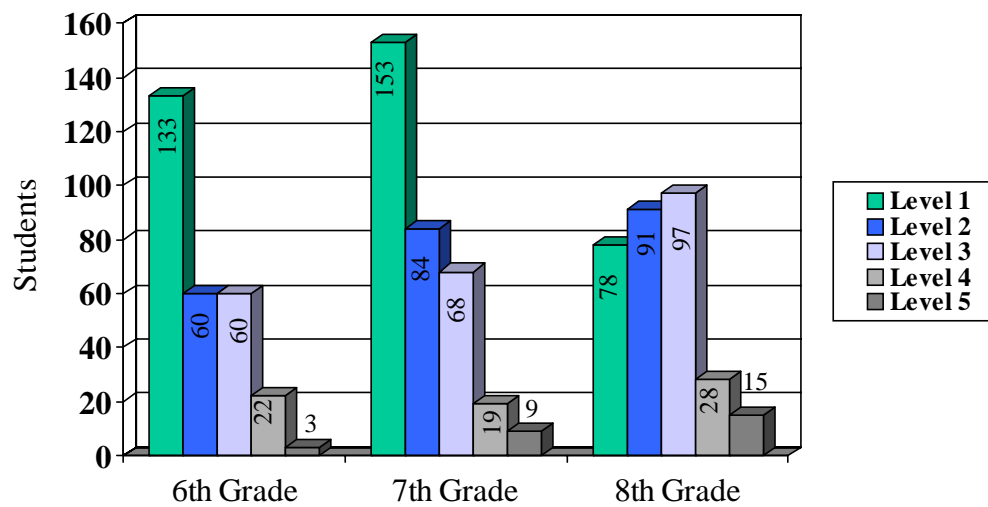
Grade	1252 GEAR UP participants								
	Mathematics			English/Language Arts			Science		
	Below 70 (Below C)	70-80 (C)	Above 80 (B or higher)	Below 70 (Below C)	70-80 (C)	Above 80 (B or higher)	Below 70 (Below C)	70-80 (C)	Above 80 (B or higher)
6	59	67	169	37	69	189	72	91	130
7	104	102	158	74	105	185	116	93	154
8	103	115	135	92	85	175	61	87	183
Total	266	284	462	203	259	549	249	271	467

### Enrollees Educational Progress

Scores on the Florida's Comprehensive Assessment Test (FCAT) also indicate students' successful academic performance. Of 920 GEAR UP students who had taken the FCAT Math by Spring 2004, 364 (39.6%) scored a Level 1; 235 (18.8%) scored a Level 2; 225 (18.0%) scored a Level 3; 69 (5.5%) scored a Level 4; and 27 (2.2%) scored a Level 5. As seen in Figure 4, 599 (65.1%) students did not pass (Level 2 & below) the FCAT Math test, while 321 (34.9%) students passed (Level 3 & above).

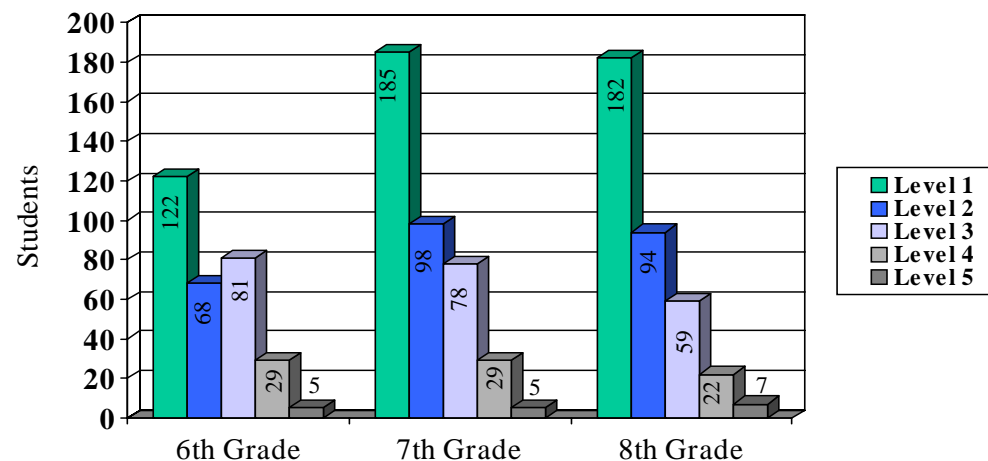


**Figure 4: FCAT Math scores by Grade Level and FCAT Levels**



Of 1,064 GEAR UP enrolled students who took the FCAT Reading test, 489 (46.0%) scored a Level 1, 260 (24.4%) scored a Level 2, 218 (20.5%) scored a Level 3, 80 (7.5%) scored a Level 4, and 17 (1.6%) scored a Level 5. As seen in Figure 5, 749 (70.4%) students did not pass (Level 2 & below) the FCAT Reading test, while 315 (29.6%) students passed (Level 3 & above).

**Figure 5: FCAT Reading Scores by Grade Level and FCAT Levels**



### ***Services Provided to GEAR UP Students***

The numbers presented for services reflect all students who received services during the 2003-2004 school year. This may include some students who received services and later withdrew from the school. Please Note: This discussion also includes specific findings regarding services provided to our target cohort students who were in the 7<sup>th</sup> and 8<sup>th</sup> grades.

A total of 913 students from the 7<sup>th</sup> and 8<sup>th</sup> grade actually received GEAR UP services. Five hundred and seventy eight students received tutoring and thirty-six students received mentoring services during the 2003-2004 academic year. Participating students attended an average of 2.9 tutoring sessions, for an average of 55 minutes per session. Students who received direct mentoring services attended an average of 1.4 mentoring sessions, for an average of 30 minutes per session. Case management was provided to a total of 264 students. Students receiving case management services attended an average of 3.8 sessions, for an average of 1 hour and 20 minutes per session per student.

In addition, our analysis of all service recipients (6<sup>th</sup> through 8<sup>th</sup> grade) showed that seven hundred and fifty GEAR UP students received academic or mentoring services during the 2003-2004 academic year. Participating students attended an average of 2.9 tutoring sessions, for an average of 55 minutes per session. During the 2003-2004 academic year, 50 students attending an average of 1.3 mentoring sessions, for an average of 34 minutes per session per student. Case management was provided to a total of 270 students. Students receiving case management services attended an average of 3.7 sessions, for an average of 1 hour and 20 minutes per session per student. Overall, participating students attended an average of 2.3 GEAR UP sessions, for an average of 1 hour and 42 minutes per session per student.

Additional services were also provided to our GEAR UP students. These services included leadership training, peer mentoring, and other programs such as the 'YES We Care' (young engineers project) and 'Computer Mentors' (learning computer) programs. Five hundred and ninety-six 7<sup>th</sup> and 8<sup>th</sup> grade students received one or more of these services for an average of 1.4 sessions, lasting about 1 hour and 44 minutes.

Additional analyses showed that overall, 854 students (6<sup>th</sup> through 8<sup>th</sup> grade) attended an average of 1.3 sessions, for an average of 1 hour and 40 minutes.

### ***Saturday Program***

For discussion of Saturday program See Appendix 2 and Process Objective for Saturday Program analyses pp. 23 & 24.

### ***Summer Program 2004***

A total of 106 students attended the Summer Program at Memorial Middle School. Of those attending, 103 were in the 7<sup>th</sup> or 8<sup>th</sup> grade. Students attended an average of 3 sessions, for an average of 1 hour and 20 minutes. There were no differences for average number of sessions and amount of time for cohort vs. non-cohort students.



**Table 4: Services Provided by the GEAR UP Program**

Type of Service	Number of students receiving service during 03-04	Average duration of session	Average number of sessions attended per student per year
Tutoring activities	578	55 minutes	2.9
Mentoring Activities	36	30 minutes	1.4
Computer assisted lab, FCAT	285	1 hour and 39 min.	2.7
Case Management	264	1 hour and 20 min.	3.8
Summer Program	103	1 hour and 20 min.	3.0
Other Services (Yes We Care, Computer Mentors)	596	1 hour and 44 min.	1.4

\* N = 913

Table 4 reflects only 7<sup>th</sup> and 8<sup>th</sup> grade GEAR UP students.





# PROCESS OBJECTIVE WORKSHEET



Activity	Process Objective Worksheet
A	To enroll approximately 600 seventh and eighth grade students in the GEAR UP program
C	<p>To identify sub-group of students of 50 students targeted for receiving more intensive services, based on need, FCAT scores, attendance and interest</p> <p>To provide tutoring service to at least 100 students</p> <p>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</p> <p>To provide a comprehensive educational and social enrichment summer camp for between 50 and 75 students</p>
E	To provide at least 25 parents/caregivers service through the Saturday program
H	<p>To provide between 50 and 100 students case management services</p> <p>To develop 50 individual comprehensive case plans according to students' needs and academic needs identified through assessment by GEAR UP Team.</p>
K	To provide professional development training for faculty and staff.
M	<p>To recruit and train tutors/academic mentors from USF, University of Tampa, churches and the community</p> <p>To facilitate case managers and others to provide mentoring services to students.</p>
P	To implement collaboration agreements and/or partnerships that help GEAR UP meet its goals and outcomes
Q	<p>To review FCAT Math and English scores of all students officially enrolled in the program</p> <p>To implement program evaluation.</p>

<b>ACTIVITY</b>	<b>GOAL</b>	<b>ACHIEVED</b>	<b>RATING</b>	<b>COMMENT</b>
<b>A- To enroll approximately 600 seventh and eighth grade students in the GEAR UP program</b>	<b>Document strategies used to recruit students</b>	Yes	Excellent	We recruited 1,252 students. 918 students were from the 7 <sup>th</sup> and 8 <sup>th</sup> cohort grades. An additional 334 students were from the sixth grade. School year by having assemblies; after school programs and community events; 334-6 <sup>th</sup> graders 460-7 <sup>th</sup> graders 458-8th graders
	<b>Document the number of students enrolled in the program</b>	Yes	Excellent	See Above- A total of 1,252 students were enrolled in the program. These students filled out application forms, demographic sheets or informed consent forms.
	<b>Document the number of student assessed to begin receiving services during the quarter</b>	Yes	Excellent	Although completion of applications, informed consent forms is an on-going process, we were able to secure 543 signed consent forms. In 2004-2005 school year we anticipate on getting an even better response rate
<b>C- To identify sub-group of students of 50 students targeted for receiving more intensive services, based on need, FCAT scores, attendance and interest</b>	<b>Generate list 50 students</b>	Yes	Excellent	Throughout the 2003 /2004 year, case managers met with their intensive cases. Each case manger targeted 50 intensive cases. However, we served 112 students. (Appendix 3b). See Also Appendix 14.
	<b>Document the average number of students receiving tutoring or</b>	Yes	Excellent	A total of 578 students received tutoring services; 36 students received





ACTIVITY	GOAL	ACHIEVED	RATING	COMMENT
A- To enroll approximately 600 seventh and eighth grade students in the GEAR UP program	Document strategies used to recruit students	Yes	Excellent	We recruited 1,252 students. 918 students were from the 7 <sup>th</sup> and 8 <sup>th</sup> cohort grades. An additional 334 students were from the sixth grade. School year by having assemblies; after school programs and community events; 334-6 <sup>th</sup> graders 460-7 <sup>th</sup> graders 458-8 <sup>th</sup> graders
	Document the number of students enrolled in the program	Yes	Excellent	See Above- A total of 1,252 students were enrolled in the program. These students filled out application forms, demographic sheets or informed consent forms.
	Document the number of student assessed to begin receiving services during the quarter	Yes	Excellent	Although completion of applications, informed consent forms is an on-going process, we were able to secure 543 signed consent forms. In 2004-2005 school year we anticipate on getting an even better response rate
C- To identify sub-group of students of 50 students targeted for receiving more intensive services, based on need, FCAT scores, attendance and interest	Generate list 50 students	Yes	Excellent	Throughout the 2003 /2004 year, case managers met with their intensive cases. Each case manger targeted 50 intensive cases. However, we served 112 students. (Appendix 3b). See Also Appendix 14.
	Document the average number of students receiving tutoring or	Yes	Excellent	A total of 578 students received tutoring services; 36 students received

	<b>Total number of unduplicated students participating each quarter.</b>	Yes	Excellent	913 students participated in the GEAR UP program this academic year. (See Results and Findings: Evaluation Findings Table 4- pp. 20)
	<b>Total number of unduplicated parents participating each quarter.</b>	Yes	Excellent	167 parents (duplicated count) over the 11 parent workshops held between August 2003 and March 15, 2004 (See Appendix 2). 110 of them were unduplicated.  In addition, parents participated in overnight field trips to Miami (Appendix 4).
	<b>Average number of sessions attended by each student.</b>	Yes	Excellent	The requirement of the Saturday program was that the parent attends with the student/child. As a result the counts for the parents and students are the same.  The average number of sessions attended by each student was 1.66.
	<b>Average number of sessions attended by each parent/caregiver</b>	Yes	Excellent	There were a total of 11 sessions offered with an average attendance of 1.66 sessions per parent.
<b>D) To provide a comprehensive educational and social enrichment summer camp for between 50 and 75 students.</b>	<b>Total number of students attending summer camp. Report on summer activates and outcomes.</b>	Yes	Ongoing	A total of 106 students participated in our summer program. 103 of them were from the 7 <sup>th</sup> and 8 <sup>th</sup> grade, our target cohort group (See summer program pp. 8, 9, & 19; Appendices 6a-6c). Pre and post tests were given to students in FCAT Math and English/Reading (See Appendix 6d)



	<b>Average participation rate i.e. the average number of days attended.</b>	Yes	Excellent	Each summer day was six hours long Monday through Thursday. For a four-week period beginning June 2- June 30 <sup>th</sup> (See Appendix 6c). On average students attended about 3 sessions.
<b>E- To provide at least 25 parents/caregiver services through the Saturday program.</b>	<b>Report on Average number of sessions attended by each parent</b>	Yes	Excellent	See Activity C above. (Appendix 2).
	<b>List activity and number of parents involved in each activity.</b>	Yes	Excellent	See above.
<b>H-To provide between 50 and 100 students case management</b>	<b>Report on the total number of students provided with case management.</b>	Yes	Excellent	A total of 264 students were provided with case management services. (See Results and Findings: Evaluation Findings-Table 4 pp. 20)
<b>To develop 50 individual comprehensive case plans according to students' needs and academic needs identified through assessment of GEAR UP Team</b>	<b>Report on the total number of students provided with individualized case management.</b>	Yes	Excellent	154 Individual Service Plans (ISPs) developed. (See Appendix 3a)
	<b>Identify comprehensive list of services provided by GEAR UP staff e.g. college tours, conflict resolution.</b>	Yes	On-going	Throughout the 2003/2004 academic year, GEAR UP students participated in a total four college field trips visiting nine different colleges and universities. See Educational College Tours (Appendices 4a -4d).
	<b>Identify comprehensive list</b>	Yes	On-going	In an effort to provide case





	of referral and support services provided through GEAR UP e.g. referrals to Youth and Recreation Programs.			management staff with information on community resources, staff received a two-day EQUIPO training. This training provided case managers with tools and resources information that they could use to assist GEAR UP students and parents.
	Report on the number of students served during the year.	Yes		913 students from the 7 <sup>th</sup> and 8 <sup>th</sup> cohort group were served during the 2003/2004 academic year (See Activity A and Activity C).
K- To provide professional development training for faculty and staff	Document the number of hours of direct teacher training.	Yes	On-going	Professional Development; Ruby Payne 22 teachers at 6 hours; Institute of Community Leadership (ICL) 6 (teachers and administrators) at 18 hours each; Markbook Training - 78 teachers at 3 hours each; Big Brother & Big Sisters Mentoring training – 4 teachers at 2 hours. Summer Institutes- All Summer Institutes were six hours in length. A total of fifteen teachers were trained in Ruby Payne, Conflict Resolution “Defusing Crazy People trained a total of sixteen teacher and a total of fourteen teachers were trained in CRISS Strategies. Equipo training. (See Appendix 5 - fall, spring and summer).
	List of training	Yes	Excellent	See Above.



	<b>activities and number of teachers served.</b>			
	<b>Develop overview and description of types of training opportunities.</b>	Yes	Excellent	See Above. (Also See professional development in Summer Program pp. 7 & 9 and Appendix 5).
<b>M- To recruit and train tutors/academic mentors from USF, University of Tampa, churches and the community</b>	<b>Report on number recruited.</b>	Yes	On-going	Nine tutors from the University of South Florida have been trained. These students provide tutoring and mentoring services during the school day. In addition, we also utilized community mentors who mentor occasionally throughout the academic year.
	<b>Report on number who have completed mentor training.</b>	Yes	Good	We have a total of seven tutors trained as Mentors through Big Brothers Big Sisters, Inc. Mentoring training sessions will be scheduled for the fall of 2004-2005 for all new tutors or mentors.
<b>To facilitate case managers and others to provide mentoring services to students.</b>	<b>Report on the number of students provided mentoring services</b>	Yes	Excellent	36 students received some type of direct mentoring services (Results and Findings: Evaluation Findings: Table 4). In addition, 154 students received some type of mentoring services as case managers worked with students developing ISPs and providing intensive case management services, they also serve as mentors to our students. (Appendices 3a)





<b>P- To implement collaboration agreements and/or partnerships that help GEAR UP meet its goals and outcomes</b>	<b>Create new collaborative agreements, report goals.</b>	Yes	Excellent	During review period of this year, GEAR UP has developed and maintained strong working partnerships. These organizations include: Bogie Bear Edutainment Foundation; Children of the Sun-Leadership; Computer Mentors; Yes We Care; Urban Scholars; Starbucks; Institute of Community Leadership. Attorney General; Tampa Bay Academy of Hope; Big Brothers Big Sisters, Inc. Sister Cipher-Female Leadership Camp CRUNK (See Program Summary pp. 2-4; Summer Program pp. 9 and Accomplishments pp. 10 – 11 Appendix 11).
<b>Q- To review FCAT Math and English scores of all students officially enrolled in the program.</b>	<b>Create a report of average scores, number of students who are failing and passing FCAT Math and English.</b>	Yes	Good	See Results and Findings: Evaluation FCAT pp. 18.

# OUTCOME OBJECTIVE

## Promotions

It should be noted that the types of data and format in which Hillsborough County reports on retained students makes it difficult to easily assess the number of students that were promoted each year. While a list of retained students is available, this list only includes those students who are currently enrolled at Memorial at the beginning of the next academic year i.e. 2004/2005. Information about students who are no longer part of the school is not readily available.

According to the School District of Hillsborough County Student Promotion Status list for 03-04 school year, only 23 of the 7<sup>th</sup> grade students from our 03-04 cohort who are also currently enrolled at Memorial Middle school, were retained. In addition, only 24 of our 8<sup>th</sup> grade students from our 03-04 cohort who are currently enrolled in at Memorial Middle school, were retained.

These retentions however, do not account for the students who may have transferred to other schools or who may have dropped out and left the county or state completely. However, with the assistance of the evaluation team, GEAR UP will endeavor to track students from our original cohort; and subsequent service cohorts yearly. This will involve the following:

- 1) Tracking the number of students who are no longer in Memorial Middle School.
- 2) Tracking the exact number of students from our 03-04 cohort (8<sup>th</sup> grade) who moved on to our feeder school at Hillsborough High School.



Indicator M	Goal	% Achieved	Rating	Comments
90% of students in GEAR UP will improve and/or maintain successful academic performances as measured through school attendance, progress reports and grades.	Met	See comments	Fairly Good  Good	<p>See Promotion Discussions Above. 23- 7<sup>th</sup> graders were retained 24-8<sup>th</sup> graders were retained. Also See Promotions Discussions Above.</p> <p>71% of students (260 of 364) in the 7<sup>th</sup> grade had a C grade or better in math. (See Results and Findings: Evaluation Findings pp.17)</p> <p>80% of students (290 of 364) in the 7<sup>th</sup> grade had a C or better in English. (See Results and Findings: Evaluation Findings pp.17)</p> <p>68% of students (247 of 364) in the 7<sup>th</sup> grade had a C or better in Science. (See Results and Findings: Evaluation Findings pp.17)</p> <p>71% of students (250 of 353) in the 8<sup>th</sup> grade had a C or better in Math. (See Results and Findings: Evaluation Findings pp.17)</p> <p>50% of students (177 of 352) in the 8<sup>th</sup> grade had a C or better in English. (See Results and Findings: Evaluation Findings pp.17)</p> <p>82% of students (270 of 331) in the 8<sup>th</sup> grade had a C or better in Science. (See Results and Findings: Evaluation Findings pp.17)</p>
In addition, 80% of the students in the sub-group (40 students in sub-group) that receive a full array of GEAR UP services and intensive case management will maintain successful academic performance as well as their FCAT scores				<p>Progress in academics is being maintained. Compared to the other GEAR UP participants, with the exception of 7<sup>th</sup> grade Math, intensive case students generally appeared to be doing better on the FCAT scores. However, more work still needs to be done to try to improve FCAT scores of all GEAR UP participants. Also See Appendix 14.</p>



## Appendix 1a Urban Scholars

1. G, B
2. H, B
3. L, M
4. T, R
5. S, B
6. S, D
7. T, J
8. J, C
9. J, G
10. J, G
11. K, E
12. Y, D
13. T, J







## Appendix 1b

### GEAR UP student busy at work during after school tutoring



## Appendix 1c

### Teachers Who Used GEAR UP In-Class Tutors

Teacher ID Number	Last Name	First Name
1	A	T
26*	A	B
38*	A	L
2	B	L
3	C	D
28*	C	C
29*	D	C
4	E	R
5	E	H
6	G	K
32*	G	H
35*	G	R
7	H	G
8	H	J
9	H	M
10	I	K
11	I	S
12	J	B
13	J	L
14	J	J
27*	M	B
33*	M	H
36*	M	R
15	P	V
16	P	A
17	R	G
18	R	A
19	R	R
20	S	M
21	S	H
22	S	J
23	S	A
37*	S	S
40*	S	C
24	T	M
30*	T	G
31*	V	G
34*	V	P
25	W	B

\*Indicates that individual was part of our summer program teaching staff.

N= 39



## Appendix 2

### Parent Workshops



8/16/03	9/13/03	9/27/03	10/11/03	10/25/03	11/8/03	1/17/04	1/31/04	2/14/04	2/28/04	3/13/04
1. B,S	1. S,W	1. M,M	1. M,M	1. L,A	1. R,P	1. P,K	1. H,S	1. V,J	1. B,S	1. R,L
2. J,E	2. S,K	2. G,M	2. G,M	2. D,A	2. L,M	2. N,A	2. O,L	2. G,S	2. L,E	2. G,R
3. G,L	3. D,J	3. L,A	3. D,A	3. H,S	3. G,M	3. B,S	3. B,S	3. S,T	3. H,S	3. T,M
4. D,M	4. K,H	4. L,A	4. H,K	4. W,J	4. A,M	4. N,J		4. H,W		4. G,R
5. S,H	5. M,G	5. W,S	5. J,D	5. G,W	5. L,A	5. B,S		5. M,C		5. F,C
6. Y,L	6. L,B	6. M,R	6. S,J		6. G,S	6. J,K		6. H,S		6. M,R
7. F,K	7. M,G	7. H,K	7. S,R		7. M,M	7. L,O		7. B,S		7. L,E
8. L,N	8. S,W	8. V,J	8. M,R		8. G,M	8. L,M				8. K,W
9. D,P	9. N,V	9. C,R	9. S,J		9. A,C	9. R,G				9. R,B
10. E,O	10. L,A	10. G,R	10. M,L		10. V,J	10. B,J				10. R,K
11. A,A	11. P,R	11. B,L	11. L,E		11. B,K	11. C,P				11. B,K
12. D,E	12. J,M	12. B,L	12. W,T		12. H,N	12. M,H				12. B,S
13. K,I	13. R,C	13. J,D			13. L,E	13. J,H				13. M,L
14. W,O	14. D,J	14. C,M			14. M,T	14. C,M				14. G,M
15. F,R	15. O,N	15. M,L			15. C,C					15. B,L
16. B,M	16. A,L	16. R,P			16. P,G					16. V,J
17. C,B	17. R,B	17. C,M			17. D,M					17. M,E
18. T,P	18. M,G				18. P,G					18. N,A
19. A,D	19. S,B				19. T,E					19. M,E
20. R,A	20. L,J				20. B,D					20. H,S
21. S,K	21. S,B				21. R,J					21. B,S
22. M,M	22. M,T				22. M,R					22. B,E
23. S,L					23. H,S					23. H,W
24. Q,V					24. H,W					
25. T,H					25. B,N					
26. R,R					26. P,K					
27. M,R										
28. S,H										
29. M,R										
30. K,C										
31. J,N										
32. L,A										
33. R,M										
34. L,B										
35. J,V										

### Topics Covered In Saturday Programs

8-16-03	Orientation	1-31-04	FCAT Writing
9-13-03	Reading School Documents	2-14-04	FCAT Reading
9-27-03	Career Development	2-28-04	FCAT Math
10-11-03	Internet Assessment	03-13-04	Promotional Policies
11-08-03	FCAT Analysis		
1-17-04	FCAT Science		

**N= 167 parents (duplicated)**

**N= 110 Parents (unduplicated)**

**Appendix 3a**  
**Student Individual Service Plans**  
**N- 154**



1	A,A	21	C,S	41	G,J	61	J,A	81	M,D	101	P,B	121	R,R	141	T,W
2	A,M	22	C,T	42	G,J	62	J,C	82	M,D	102	P,C	122	R,S	142	V,J
3	A,M	23	C,W	43	G,L	63	J,J	83	M,D	103	P,D	123	R,S	143	V,K
4	A,T	24	D,B	44	G,M	64	J,K	84	M,I	104	P,D	124	R,T	144	V,R
5	B,A	25	D,J	45	G,M	65	J,M	85	M,J	105	P,D	125	R,W	145	W,B
6	B,C	26	D,M	46	G,M	66	K,A	86	M,K	106	P,E	126	R,Y	146	W,C
7	B,J	27	D,R	47	G,R	67	K,J	87	M,M	107	P,J	127	S,E	147	W,J
8	B,J	28	D,S	48	G,R	68	K,J	88	M,M	108	P,L	128	S,J	148	W,N
9	B,T	29	D,S	49	H,A	69	K,O	89	M,M	109	P,M	129	S,L	149	W,R
10	B,T	30	D,Y	50	H,B	70	K,R	90	M,N	110	P,M	130	S,S	150	W,S
11	B,V	31	D,Y	51	H,I	71	K,S	91	M,P	111	P,R	131	S,S	151	W,T
12	B,V	32	E,A	52	H,J	72	L,D	92	M,R	112	P,S	132	S,S	152	Y,J
13	C,C	33	F,C	53	H,J	73	L,G	93	M,S	113	P,X	133	S,S	153	Y,T
14	C,D	34	F,L	54	H,J	74	L,J	94	M,T	114	R,C	134	S,S	154	Z,T
15	C,D	35	F,N	55	H,L	75	L,M	95	N,R	115	R,D	135	T,B		
16	C,I	36	G,A	56	H,O	76	M,A	96	N,S	116	R,D	136	T,I		
17	C,J	37	G,B	57	H,S	77	M,A	97	N,S	117	R,G	137	T,J		
18	C,L	38	G,C	58	H,S	78	M,C	98	O,F	118	R,L	138	T,Q		
19	C,L	39	G,F	59	H,T	79	M,C	99	O,I	119	R,M	139	T,W		
20	C,S	40	G,J	60	H,T	80	M,C	100	O,L	120	R,Q	140	T,W		

**Appendix 3B**  
**Intensive Case Management Services**  
**Target N-50**  
**Number Served-112**

	<b>7<sup>th</sup> Grade</b>		<b>8<sup>th</sup> Grade</b>
1	A,A	1	A,T
2	B,J	2	B,B
3	B,T	3	B,J
4	B,V	4	B,V
5	C,D	5	C,C
6	C,I	6	C,J
7	C,L	7	C,L
8	C,S	8	C,S
9	C,W	9	D,J
10	D,M	10	D,S
11	G,B	11	D,S
12	G,J	12	D,Y
13	G,J	13	F,L
14	G,K	14	F,N
15	G,M	15	F,R
16	G,M	16	F,S
17	G,R	17	G,J
18	H,A	18	H,I
19	H,B	19	H,J
20	H,J	20	H,J
21	H,O	21	J,A
22	H,S	22	J,C
23	J,K	23	K,A
24	J,M	24	L,G
25	J,T	25	L,J
26	K,J	26	L,M
27	K,J	27	M,A
28	K,M	28	M,A
29	K,O	29	M,C
30	K,R	30	M,J
31	K,S	31	M,M
32	M,D	32	M,T
33	M,D	33	N,R
34	M,I	34	O,I
35	M,K	35	P,D
36	M,M	36	P,J
37	M,M	37	P,M
38	M,P	38	R,L
39	M,R	39	R,Q
40	N,W	40	R,R



41	P,B	41	R,S
42	P,D	42	R,S
43	P,D	43	T,Q
44	P,E	44	T,W
45	P,L	45	T,W
46	P,M	46	V,A
47	P,R	47	V,J
48	P,S	48	V,K
49	R,D	49	V,R
50	R,D	50	W,B
51	R,T	51	W,N
52	R,W	52	W,S
53	S,E	53	W,T
54	S,L	54	Y,J
55	S,S		
56	T,B		
57	T,W		
58	Z,T		





#### Appendix 4a

Florida Agricultural and Mechanical University (FAMU) and

Florida State University (FSU) College Tour

October 16-17, 2003

1. B, T
2. B, V
3. C, L
4. C, I
5. D, M
6. D, S
7. H, K
8. H, O
9. K, S
10. K, R
11. M, D
12. M, A
13. M, D
14. M, I
15. N, T
16. O, F
17. P, M
18. P, X
19. R, L
20. R, T
21. R, W
22. V, J
23. V, J
24. W, W



**Appendix 4a.1.**  
**FSU/FAMU College Tour**



**Appendix 4b**  
**University of Central Florida (UCF)**  
**& Valencia Community College (VCC)**  
**January 23, 2004**

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



**Appendix 4b.1.**  
**UCF/Valencia Community College Tour**



#### Appendix 4c

#### Florida International University & Barry University College Tour

April 16 – 18, 2004

1. B.B.
2. V.B.
3. I.C.
4. S.D.
5. J.D.
6. J.G.
7. T.J.
8. R.K.
9. S.K.
10. A.K.
11. M.L.
12. D.L.
13. D.M.
14. D.M.
15. D.M.
16. K.M.
17. T.N.
18. R.N.
19. T.R.
20. E.S.
21. L.S.
22. S.S.
23. R.W.
24. T.Y.



**Appendix 4c.1.**  
**Spring Miami Tour**





**Appendix 4d**  
**Miami College Tours**  
**Florida Memorial College (FMC), Florida Atlantic University (FAU), &**  
**University of Miami (UM)**  
**June 24-26, 2004**

1. A.L
2. C.J
3. D.B
4. D.M
5. D.C
6. I.G
7. J.C
8. J.B
9. K.P
10. L.S
11. L.C
12. M.C
13. N.L
14. N.P
15. Q.R
16. R.S
17. R.R
18. R.L
19. R.N
20. S.K
21. T.J
22. T.R
23. T.J



**Appendix 4d.1.**  
**Summer Miami Tour**



## Appendix 5

### Professional Development

Fall/Summer 2003-2004

N=183

<b>Date</b>	<b>Professional Development</b>	<b>Location</b>	<b>Participants</b>
8-4-03	Markbook Class Management	Memorial	78
11-1-03	Ruby Payne "A Framework For Understanding Poverty"	Blake	32
11-15-03	Ruby Payne "A Framework For Understanding Poverty"	Memorial	22
2-4-04	Institute for Community Leadership	Seattle	6
6-28-04	Professional Training Institute: Conflict Resolution "Defusing Crazy People"	Memorial	16
6-29-04	Professional Training Institute Ruby Payne "A Framework For Understanding Poverty"	Memorial	15
6-30-04	Professional Training Institute: C.R.I.S.S. Training	Memorial	14
<b>Total</b>			<b>183</b>





**gear Up** Gaining Early Awareness & Readiness for Undergraduate Programs  
**2004 Summer Program**

**Attention Parents:**

GEAR UP is sponsoring an academic and career summer camp!

- Ⓢ 7<sup>th</sup> and 8<sup>th</sup> grade (2003-2004 school year) students currently enrolled at Memorial Middle School are invited to attend.
- Ⓢ Dates: June 1- June 24, Monday- Thursday, 8: 30am-2: 05pm at Memorial Middle School
- Ⓢ Summer classes include Math and Reading for each grade level, Career/Tourism, Bogie Bear, Physical Education, Children of the Sun, Institute for Community Leadership and Sister's Cipher.
- Ⓢ Eighth graders will visit Hillsborough High School, meet administrators, and be taught by high school teachers.
- Ⓢ Field trip incentives for attendance include: Busch Gardens, Islands of Adventure, and an overnight trip to visit colleges in Miami.

The first 70 7<sup>th</sup> and first 70 8<sup>th</sup> grade students who turn in their application will be enrolled.

Please complete the reverse side for course selection.



**gear Up** Gaining Early Awareness & Readiness for Undergraduate Programs  
**2004 Summer Program**

## COURSE SELECTION

All Students are **REQUIRED** to take academic classes

Academic- Please Check ? Your Grade Level	
<input type="checkbox"/> <b>8<sup>th</sup> Grade Math &amp; Reading</b> This class is for 7 <sup>th</sup> graders going to 8 <sup>th</sup> grade next year. Students will work on benchmarks.	<input type="checkbox"/> <b>9<sup>th</sup> Grade Math &amp; Reading</b> This class is for 8 <sup>th</sup> graders going to 9 <sup>th</sup> grade next year. Students will work on benchmarks.
<input type="checkbox"/> <b>8<sup>th</sup> Grade Career/Tourism</b> This class will explore a variety of careers available in the local tourist industry and through post-secondary education	<input type="checkbox"/> <b>9<sup>th</sup> Grade Career/Tourism</b> This class will explore a variety of careers available in the local tourist industry and through post-secondary education

Electives- Pick 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> choice	
<b>____ Children of the Sun:</b> A male leadership and empowerment class	<b>____ Art:</b> Have fun exploring various art techniques
<b>____ The Sister's Cipher:</b> A female leadership and empowerment class	<b>____ Bogie Bear:</b> Learn the art of articulation and stage presence through creative processes
<b>____ 8<sup>th</sup> Grade Physical Education</b>	<b>____ 9<sup>th</sup> Grade Physical Education</b>



Memorial Middle School  
**GEAR UP**

JUNE 1-JUNE 24, MONDAY THURSDAY  
FIELDTRIPS TO BUSCH GARDENS, ISLANDS OF ADVENTURE AND MIAMI!

Application Form *summer 2004*

**Only 70 7<sup>th</sup> graders and 70 8<sup>th</sup> graders will be accepted!**

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_ 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 \_\_\_\_\_ Current Bus Number \_\_\_\_\_

Memorial Middle School  
4702 N. Central Avenue  
Tampa, FL 33603  
Telephone: (813) 872-5230 ext. 262 Fax: (813) 872-5238  
Attn: Patra Cooks

**Transportation is provided**



Appendix 6C  
Summer School Grid



Memorial Middle School  
GEAR UP Summer 2004  
Academic & Enrichment Career & Tourism

June 1-30, 2004

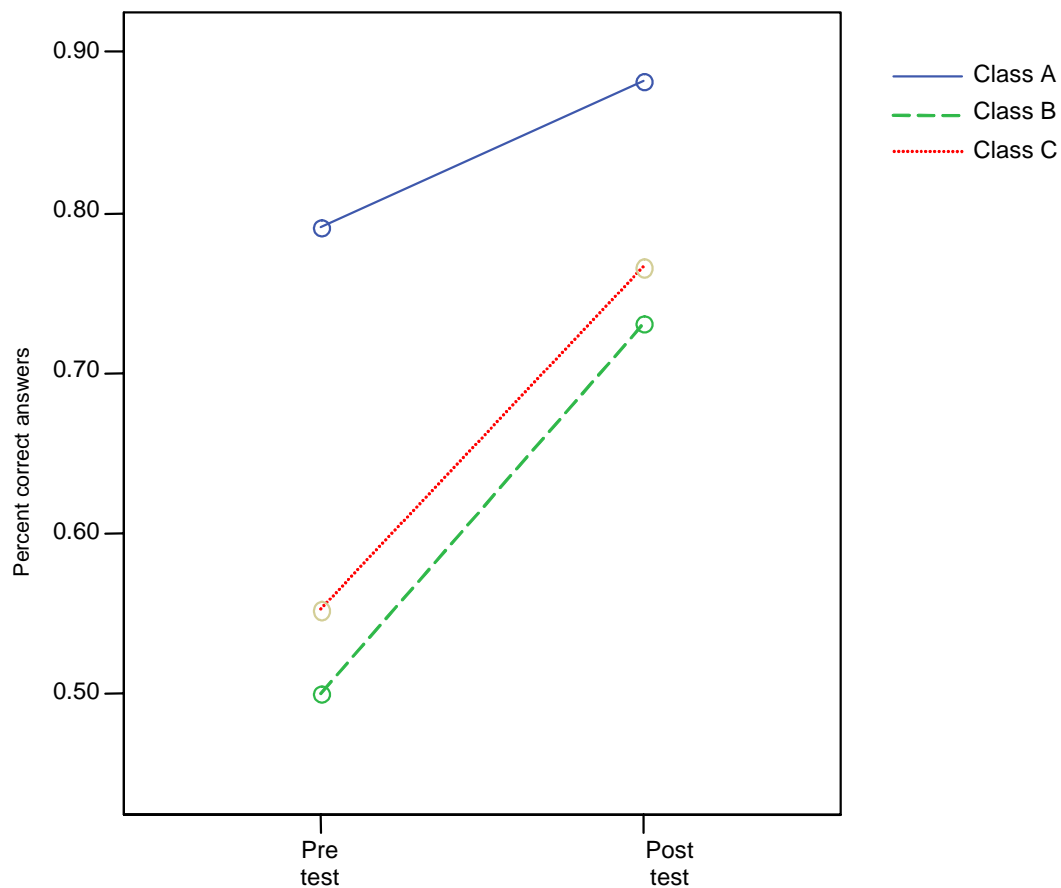
TIME	MONDAY	1-Jun TUESDAY	2-Jun WED	3-Jun THURSDAY	4-Jun FRIDAY
8:00-8:25	<b>HOLIDAY</b>	BREAKFAST	BREAKFAST	BREAKFAST	(No Camp)
Block 1 8:30-9:40		Bogan/ Shabazz Coleman/ ICL	Bogan/ Shabazz Coleman/ ICL	Bogan/ Shabazz Coleman/ Krunk	(No Camp)
Block 2 9:45-10:55		Reading/ Math/Art/P.E Careers-Tourism	Reading/ Math/Art/P.E Careers-Tourism	Reading/ Math/Art/P.E Careers-Tourism	(No Camp)
11:00-11:35		Lunch	Lunch	Lunch	(No Camp)
Block 3 11:40-12:50		Reading/ Math/Art/P.E Careers-Tourism	Reading/ Math/Art/P.E Careers-Tourism	Reading/ Math/Art/P.E Careers-Tourism	(No Camp)
Block 4 12:55-2:05		Reading/ Math/Art/P.E Careers-Tourism	Reading/ Math/Art/P.E Careers-Tourism	Reading/ Math/Art/P.E Careers-Tourism	(No Camp)
7 Habits		7 Habits	7 Habits	7 Habits	(No Camp)
		Informational	Be Proactive	Begin with the End in mind	(No Camp)
TIME	7-Jun MONDAY	8-Jun TUESDAY	9-Jun WED	10-Jun THURSDAY	11-Jun FRIDAY
8:00-8:25	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	(No Camp)
Block 1 8:30-9:40	Bogan/ Shabazz Coleman/ ICL	Bogan/ Shabazz Coleman/ ICL	Bogan/ Shabazz Coleman/ Krunk	<b>BUSCH GARDENS  Fieldtrip</b>	(No Camp)
Block 2 9:45-10:55	Reading/ Math/P.E Careers-Tourism	Reading/ Math/P.E Careers-Tourism	Reading/ Math/P.E Careers-Tourism		(No Camp)
11:00-11:35	Lunch	Lunch	Lunch		(No Camp)
Block 3 11:40-12:50	Reading/ Math/P.E Careers-Tourism	Reading/ Math/P.E Careers-Tourism	Reading/ Math/P.E Careers-Tourism		(No Camp)
Block 4 12:55-2:05	Reading/ Math/P.E Careers-Tourism	Reading/ Math/P.E Careers-Tourism	Reading/ Math/P.E Careers-Tourism		(No Camp)
7 Habits	7 Habits	7 Habits	7 Habits		(No Camp)
	Put First things First	Put First things First	Think Win-Win		(No Camp)
TIME	14-Jun MONDAY	15-Jun TUESDAY	16-Jun WED	17-Jun THURSDAY	18-Jun FRIDAY
8:00-8:25	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	(No Camp)
Block 1	Bogan/ Shabazz	Bogan/ Shabazz	Bogan/ Shabazz		(No Camp)



	<i>Put First things First</i>	<i>Put First things First</i>	<i>Think Win-Win</i>		(No Camp)
	<b>14-Jun</b>	<b>15-Jun</b>	<b>16-Jun</b>	<b>17-Jun</b>	<b>18-Jun</b>
<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WED</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>8:00-8:25</b>	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	(No Camp)
<b>Block 1</b> <b>8:30-9:40</b>	Bogan/ Shabazz Coleman/ ICL	Bogan/ Shabazz Coleman/ ICL	Bogan/ Shabazz Coleman/ Krunk	<b>END OF SUMMER EVENT</b>	(No Camp)
<b>Block 2</b> <b>9:45-10:55</b>	Reading/ Math/P.E Careers-Tourism	Reading/ Math/P.E Careers-Tourism	Reading/ Math/P.E Careers-Tourism		(No Camp)
<b>11:00-11:35</b>	Lunch	Lunch	Lunch		(No Camp)
<b>Block 3</b> <b>11:40-12:50</b>	Reading/ Math/P.E Careers-Tourism	Reading/ Math/P.E Careers-Tourism	Reading/ Math/P.E Careers-Tourism		(No Camp)
<b>Block 4</b> <b>12:55-2:05</b>	Reading/ Math/P.E Careers-Tourism	Reading/ Math/P.E Careers-Tourism	Reading/ Math/P.E Careers-Tourism		(No Camp)
<b>7 Habits</b>	<b>7 Habits</b>	<b>7 Habits</b>	<b>7 Habits</b>		(No Camp)
	<i>Think Win-Win</i>	<i>Understand/Understood</i>	<i>Understand/Understood</i>		(No Camp)
	<b>21-Jun</b>	<b>22-Jun</b>	<b>23-Jun</b>	<b>24-Jun</b>	<b>25-Jun</b>
<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WED</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>8:00-8:25</b>	BREAKFAST	BREAKFAST	<b>COLLEGE TOURS</b> <b>University of Miami;</b> <b>Florida Atlantic University;</b> <b>Florida Memorial</b>  <b>JUNE 24-26, 2004</b>		
<b>Block 1</b> <b>8:30-9:40</b>	Bogan/Shabazz Coleman/ ICL	Bogan/Shabazz Coleman/ ICL			
<b>Block 2</b> <b>9:45-10:55</b>	Reading/ Math/P.E Careers-Tourism	Reading/ Math/P.E Careers-Tourism			
<b>11:00-11:35</b>	Lunch	Lunch			
<b>Block 3</b> <b>11:40-12:50</b>	Reading/ Math/P.E Careers-Tourism	Reading/ Math/P.E Careers-Tourism			
<b>Block 4</b> <b>12:55-2:05</b>	Reading/ Math/P.E Careers-Tourism	Reading/ Math/P.E Careers-Tourism			
<b>7 Habits</b>	<b>7 Habits</b>	<b>7 Habits</b>			
	<i>Synergize</i>	<i>Sharpen the Saw</i>			
	<b>28-Jun</b>	<b>29-Jun</b>	<b>30-Jun</b>		
<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WED</b>		
<b>8:30-3:00</b>	<b>Teacher Workshop</b>	<b>Teacher Workshop</b>	<b>Teacher Workshop</b>		
<b>11:30-12:00</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>		

## Pre and Post Math Test Scores

GEAR UP Summer program  
Memorial Middle School 2004



N=35



## Appendix 7

### GEAR UP 2 Grade Up 2003 Final Report



	6 <sup>TH</sup>	7 <sup>TH</sup>	ALL
<b>Total Participants</b>	<b>31</b>	<b>29</b>	<b>60</b>
<b>Total Up Graded (Promoted in October of 2003 based on administrative decision)</b>	<b>13</b>	<b>8</b>	<b>21</b>
<b>Total Administratively Promoted</b>	<b>3</b>	<b>5</b>	<b>8</b>
<b>Total Passed Due to Successful Quality Point Accumulation</b>	<b>6</b>	<b>2</b>	<b>8</b>
<b>Total Transferred to Another School (All of these students are assumed to be retained with the exception of those students with an *asterisk)</b>	<b>6</b>	<b>5</b>	<b>11</b>
<b>Total Retained</b>	<b>3</b>	<b>9</b>	<b>12</b>

	Name	Grade	Summer Attendance X of 15	Promotion Status 2003
1	A, P	6	7	Transferred
2	B, C	6	11	Administrative Promotion
3	B, J	6	12	Up Graded 10/03
4	C, J	6	12	Transferred
5	C, S	6	13	Administrative Promotion
6	C, G	6	14	Passed 5/03
7	C, S	6	11	Up Graded 10/03
8	D, M	6	6	Up Graded 10/03
9	E, J	6	12	Transferred
10	F, J	6	12	Passed 5/03
11	F, Q	6	3	Retained
12	G, M	6	12	Passed 5/03
13	G, M	6	11	Up Graded 10/03
14	H, A	6	15	Up Graded 10/03
15	H, S	6	11	Passed 5/03
16	H, D	6	14	Administrative Promotion
17	H, J	6	12	Up Graded 10/03
18	H, A	6	1	Retained
19	J, R	6	2	Transferred*
20	J, M	6	10	Passed 5/03
21	K, J	6	7	Up Graded 10/03
22	M, S	6	6	Passed 5/03
23	M, M	6	12	Up Graded 10/03
24	M, D	6	14	Up Graded 10/03
25	O, F	6	18	Up Graded 10/03
26	P, D	6	9	Up Graded 10/03
27	P, X	6	14	Up Graded 10/03
28	R, F	6	7	Transferred
29	S, C	6	1	Transferred*
30	T, I	6	6	Up Graded 10/03
31	W, J	6	12	Retained
32	A, T	7	8	Up Graded 10/03
33	A, A	7	10	Retained
34	B, T	7	9	Retained
35	C, D	7	9	Retained
36	D, Y	7	5	Up Graded 10/03

## Appendix 7 cont'd

37	D, S	7	10	Up Graded 10/03
38	D, J	7	12	Up Graded 10/03
39	D, B	7	1	Retained
40	F, A	7	14	Transferred
41	F, N	7	9	Up Graded 10/03
42	G, A	7	5	Retained
43	H, I	7	11	Up Graded 10/03
44	H, K	7	6	Transferred*
45	J, N	7	13	Passed 5/03
46	J, C	7	8	Administrative Promotion
47	L, J	7	14	Up Graded 10/03
48	L, M	7	14	Up Graded 10/03
49	L, J	7	14	Administrative Promotion
50	M, A	7	9	Retained
51	O, I	7	12	Retained
52	P, S	7	10	Retained
53	P, A	7	3	Administrative Promotion
54	S, D	7	11	Transferred
55	S, F	7	12	Administrative Promotion
56	S, S	7	10	Transferred
57	T, W	7	10	Retained
58	T, A	7	15	Passed 5/03
59	V, J	7	14	Transferred
60	W, A	7	14	Administrative Promotion



## Appendix 8a

### GEAR UP Youth Summit Conference Agenda



#### Agenda

Thursday, April 1, 2004

#### Registration

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

Friday, April 2, 2004

#### Conference Schedule

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

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

\*\*Site Coordinator Meeting with Florida Trend Magazine

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

**Appendix 8b**  
**GEAR UP Youth Summit Attendance**  
**April 1-3, 2004**



School Name	Site Coordinator	# Students	# Of Parents/Chaperones	Staff	Tutors	Presenters Speakers
Bay High/Panama City High School	Barbara Boutwell	9	18	3	2	
Bay High/Panama City Middle School	Barbara Boutwell	0	0	0		
Jean Ribault/Jacksonville High School	Ayana Stevens	31	3	1		
Lake Shore/Jacksonville Middle School	Sabrina Mixon	30	1	4		
IRCC-OCSB/Okeechobee High School	Lonnie Kirsh	38	0	5		
GEAR UP Express /F.I.U.-Miami High School	Artimus Trammill	17	12	5		
Memorial Middle School/Tampa Middle	Patra Cooks	47	4	8	5	
Blake High School/Tampa High	Bryce Pride	40	0	9	8	
Rosenwald Middle School	Barbara Boutwell	29	0	0		
Rutherford High School	Barbara Boutwell	12	0	0		
<b>Totals:</b>		<b>253</b>	<b>38</b>	<b>35</b>	<b>15</b>	<b>10</b>

High School Student-Total = 147  
Middle School Student Total= 106  
H.S.Parent/Chaperone Total= 33  
M.S.Parent/Chaperone Total= 5  
Staff Total= 35  
Tutor Total= 15  
Presenters and Speakers Total= 10  
Total Group Count= 351



**Appendix 8c**  
**GEAR UP State Youth Summit**  
**April 1-3, 2004**



**Appendix 9**  
**Institute for Community Leadership (ICL) Program**  
**Summary of Students' Public Reading/Speaking Events**



<b>Date</b>	<b>Location</b>	<b>Events</b>
3-19-04	Starbuck's at Kennedy and Westshore	Public Speaking/Reading Engagement
3-22-04	Starbuck's at Causeway Blvd.	Public Speaking/Reading Engagement
3-24-04	Starbuck's at Centro Ybor	Public Speaking/Reading Engagement
4-09-04	Starbuck's at Causeway Blvd.	Public Speaking/Reading Engagement
4-12-04	Starbuck's at Kennedy and Westshore	Public Speaking/Reading Engagement
4-22-04	Srarbuck's at Causeway Blvd.	Public Speaking/Reading Engagement
4-22-04	Blake High School Awards Ceremony	Public Speaking/Reading Engagement
4-23-04	Starbuck's at Kennedy and Westshore	Public Speaking/Reading Engagement
4-28-04	Starbuck's at Causeway Blvd.	Public Speaking/Reading Engagement
4-30-04	Starbuck's at Carrollwood	Public Speaking/Reading Engagement
5-05-04	Starbuck's at Kennedy and Westshore	Public Speaking/Reading Engagement
5-07-04	Starbuck's at Causeway Blvd.	Public Speaking/Reading Engagement
6-11-04	Starbuck's at Kennedy and Westshore	Public Speaking/Reading Engagement
6-1104	Salvador Dali Museum	Poetry Event
6-17-04	Memorial Middle School	Public Speaking/Reading Engagement
6-18-04	Starbuck's at Carrollwood	Public Speaking/Reading Engagement
6-23-04	Starbuck's at Causeway Blvd.	Public Speaking/Reading Engagement

**Initials of Students Participants**

<b>R.N.</b>	<b>Q.R.</b>	<b>M.P.</b>	<b>J.V.</b>	<b>T.J.</b>
<b>D.M.</b>	<b>A.V.</b>	<b>J.G.</b>	<b>A.R.</b>	<b>B.B.</b>
<b>E.S.</b>	<b>M.J.</b>	<b>B.H.</b>	<b>L.C.</b>	<b>T.W.</b>
<b>L.S.</b>	<b>J.B.</b>	<b>A.E.</b>	<b>L.H.</b>	<b>L.C.</b>
<b>R.K.</b>	<b>M.P.</b>	<b>S.D.</b>	<b>L.L.</b>	<b>S.K.</b>
<b>W.T.</b>	<b>M.J.</b>	<b>M.L.</b>	<b>I.C.</b>	<b>J.G.</b>
<b>S.D.</b>				

**ICL Event Summary**

- Number of ICL events (excluding workshops): 17
- Number of ICL events participants: 31 (unduplicated)
- Number of ICL event participants: 54 (duplicated)

## Appendix 10

### Gulf Coast North Tampa Area Health Education Center (AHEC)\*

### Health Career Camp Memorial Middle School

July 6-8, 2004

1. L, L
2. B, H
3. E, S
4. F, M
5. L, C
6. C, R
7. L, H
8. C, J
9. R, V
10. J, C
11. N, L
12. J, G
13. Y, D
14. M, P
15. W, T
16. T, J
17. T, J
18. T, R
19. T, W
20. R, K
21. L, O
22. A, E
23. Y, R
24. B, Q
25. A, V
26. L, S
27. K, P
28. I, G

\* Visits were made to the following sites: College of Public Health and College of Nursing at University of South Florida- July 6, 2004; Museum of Science and Industry-July 7, 2004; All Children's Hospital - July 8, 2004.



**Appendix 11**  
**Community Partnerships 2003-2004**  
**Memorial Middle School**  
**GEAR UP**

1. Gulf Coast North Tampa Area Health Education Center (AHEC)
2. Attorney General's Office
3. Big Brothers Big Sisters, Inc.
4. Bogie Bear Edutainment Foundation
5. Camp CRUNK
6. Children's Board of Hillsborough County
7. Comfort Inn Convention Center
8. Computer Mentors, Inc.
9. Enterprise
10.EQUIPO
11.Hispanic Heritage Council
12.Incredibly Cool Designs
13.Institute of Community Leadership
14.Jefferson Commons Apartments
15.K-Mart
16.McDonalds
17.Publix
18.Sister Cipher
19.Starbucks Cafes
20. Starbucks Foundation, Inc.
21.Tampa Bay Academy of Hope, Inc.
22.U S F Bookstore
23.U S F Heritage Literacy Program
24.Urban Scholars
25.Yes We Care



**Appendix 12**  
**Busch Gardens**  
**June 10, 2004**

- |          |          |
|----------|----------|
| 1. A, E  | 35. A, N |
| 2. A, M  | 36. L, L |
| 3. A, M  | 37. L, D |
| 4. A, J  | 38. L, R |
| 5. B, E  | 39. M, C |
| 6. B, S  | 40. M, D |
| 7. B, K  | 41. M, N |
| 8. B, J  | 42. N, A |
| 9. B, T  | 43. N, R |
| 10. C, F | 44. O, L |
| 11. C, A | 45. P, L |
| 12. C, D | 46. P, M |
| 13. C, J | 47. P, D |
| 14. C, L | 48. P, N |
| 15. C, J | 49. P, A |
| 16. D, Y | 50. P, K |
| 17. D, S | 51. R, R |
| 18. D, V | 52. R, T |
| 19. D, D | 53. R, T |
| 20. E, A | 54. R, D |
| 21. F, R | 55. R, Y |
| 22. H, O | 56. R, R |
| 23. H, B | 57. R, Y |
| 24. H, V | 58. R, C |
| 25. H, B | 59. R, R |
| 26. J, C | 60. R, J |
| 27. J, R | 61. S, R |
| 28. J, T | 62. S, L |
| 29. J, A | 63. T, W |
| 30. K, R | 64. T, T |
| 31. K, S | 65. V, A |
| 32. K, S | 66. V, A |
| 33. L, M | 67. W, N |
| 34. L, N | 66. W, T |



Appendix 13a.  
Group Activity Log



Appendix 13a  
Group Activity Log



Facilitator's name \_\_\_\_\_ Date \_\_\_\_\_

Type of Activity: (check if applicable) ELP \_\_\_\_\_ Sat. Prgm. \_\_\_\_\_ In-Class \_\_\_\_\_

Program activity: (Provide time for **each** program activity that **occurred**)

FCAT Math _____ (Mins)	Math Tutoring _____ (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.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	

**Memorial Middle School**

Facilitator's name \_\_\_\_\_  
Sheet number \_\_\_\_\_

[illegible]



## Appendix 13b

### Individual Case Management Services



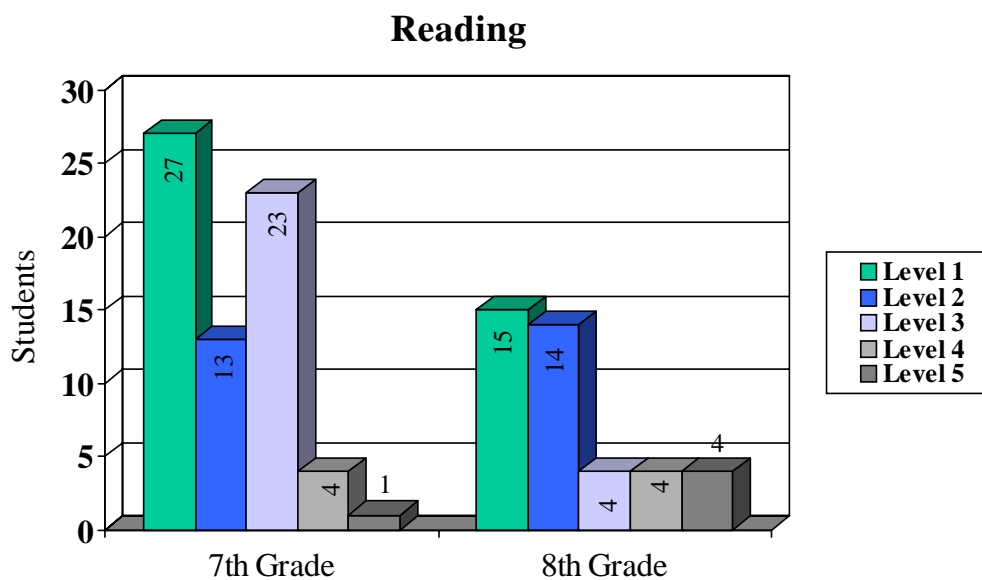
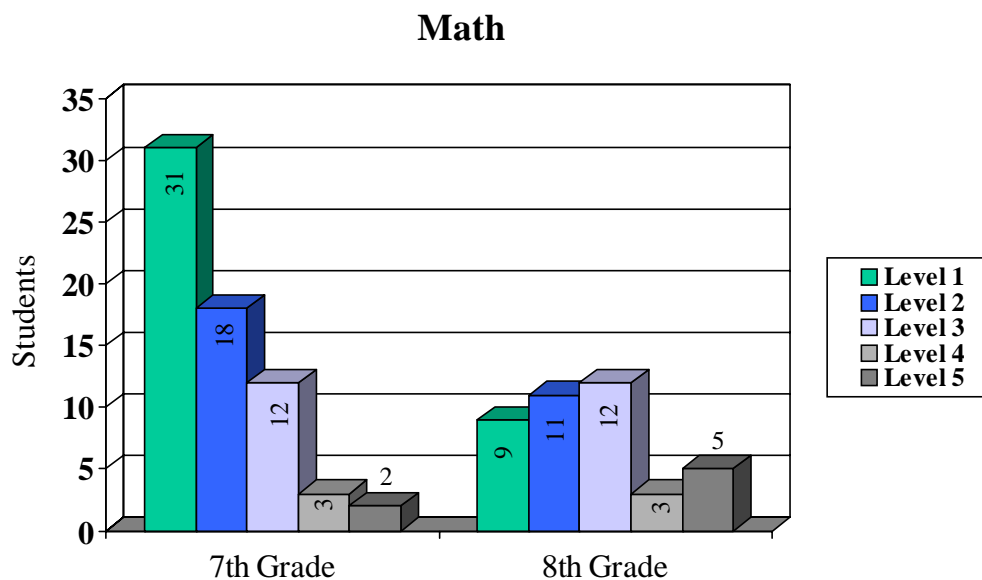
<b>Primary or target participant codes:</b> GEAR UP students – 1 GEAR UP 60 - 2 Non GEAR UP students – 3 Parents – 4 Teachers – 5	<b>Service time:</b> Before school – 1 During school – 2 After school – 3 Weekend – 4 Holiday - 5
<b>Individual – I</b> <b>Group - G</b>	

#### Codes for primary activities

Activities	Codes
Career counseling for students	1
Assisting students with finding scholarship for college or trade school	2
Scholarship review	3
Providing assistance to Dr. Osborn with career awareness, conflict resolution, and anger control	4
Academic counseling	5
Behavior counseling	6
Conflict resolution	7
Providing daily conflict resolution sessions	8
Assisting the administration in the SAO office with conflict resolution	9
Mentoring session	10
Educational field trips	11
Providing assistance to SIERRA CLUB with educational field trips	12
FCAT lab	13
ESOL	14
GEP program	15
Workshops, mini-seminars, special projects, and tutorial sessions facilitation	16
Organization of events to promote self-pride, unity, and education	17
Class presentation	18
Parents advising in academic, vocational, career, & financial areas	19
Parent meeting	20
Parent phone conference	21
Teacher/parent conference	22
CST meeting	23
Conference night	24
Non GEAR UP student assistance	25
Introducing students to GEAR UP program	26
Student recruitment for the GEAR UP summer program	27
ELP program recruitment	28
Student recruitment for the GEAR UP Saturday Academy program (academic enrichment activities)	29
Student recruitment for the Excel, NYSP, Upward Bound, College Reach-out	30
Student recruitment for the sports and chess club	31
Providing encouragement and support for students to participate in labs, science fairs, etc.	32
Recruitment guest speakers for Peer & Blueprint teachers	33
Assisting with Blake's (Step Team)	34
Assisting with the PSAT testing	35

## Appendix 14

### Intensive Caseload FCAT Results



#### Grades for Intensive Caseload Students

##### Math Grades:

"C" average; 83/111 75% had a C or better

##### English:

"C" average; 84/111 76% had a C or better

##### Science:

"C" average; 75/106 71% had a C or better