

**Gaining Early Awareness and Readiness
for Undergraduate Programs:**

**GEAR UP Program
Report For
Memorial Middle School
&
Hillsborough High School**

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

**For the period ending
March 31, 2005**

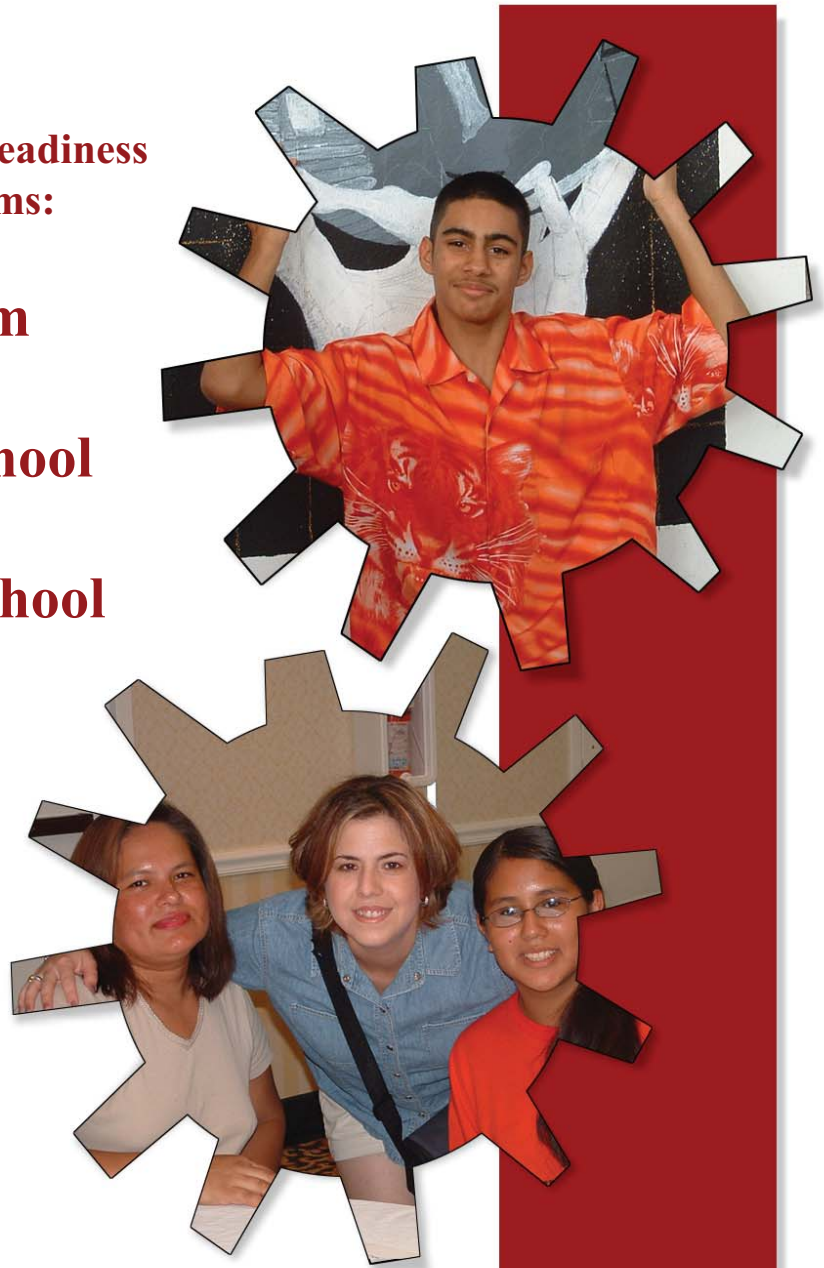
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UNIVERSITY OF
SOUTH FLORIDA



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INTRODUCTION

Our GEAR UP program at Memorial Middle School and Hillsborough High School is in its third year of implementation. Thus far this 2004/2005 academic year we have served a total of 523 students in the 8th and 9th grade. An additional 11 students have also been served from the 7th grade at Memorial Middle School.

Three full time case managers, one part-time case manager, a parent coordinator, project manager and a pool of part-time student tutors, and paid and volunteer mentors currently staff our program. In the last couple of months, we have also added a part-time professional development coordinator and a part-time academic coordinator (0.2 FTE) who complement our core staff team. Part-time faculty also work directly with GEAR UP staff, school administration and teachers, liaison with various colleges and departments on campus to bring resources to our program. Six subcontractors support various aspects of our service strategy from leadership programs to scholarships and mentoring.

Our service system for supporting the educational advancement of our students is multifaceted and offers a seamless set of resources and services to our students both in an individual and group environment. To date, the core service delivery system of GEAR UP includes the following elements:

1. Academic Component - Academic assistance in Math, Reading and Science
 - After School Program
 - In-Class Tutoring
 - Pull Out Tutoring
2. Enrichment classes - Classes that support life skills development such as leadership, cultural development and social development.
3. Parental Involvement - Saturday Parent Workshops
4. Scholarship and 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

PROGRAM SUMMARY

ACADEMIC COMPONENT

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

- After School Program
- In-Class Tutoring
- Pull Out Tutoring





After School Program

This includes two-hour after school academic classes offered two days a week on Tuesdays and Wednesdays. Classes focus on Math, Science, English and Intensive Reading. These classes assist students with their homework, the Florida Comprehensive Assessment Test (FCAT) preparation and help students develop test-taking strategies (Appendices 1b-1c).

In-Class Tutoring

We attempt to help improve students' academic performance through our semester long in-class tutoring. To date, approximately fourteen college students have served as tutors for our students. Our tutors work collaboratively with teachers providing additional classroom support and assistance. More importantly, tutors are able to provide one-on-one assistance to students who require special attention in the classroom. Tutors may also work with small groups of students in the classroom reviewing lesson content or other class material.

Pull Out Tutoring

Another type of tutoring is targeted for those students that specifically have not passed a particular portion of the FCAT test. These students are in danger of failing their grade level because they have failed one or more of their FCATs. They are 'pulled out' from elective class once a week for all areas in which they have a deficit. Progress portfolios are kept on each student showing how they progress in the areas of the FCAT that they have not passed. (Appendix 1a).

ENRICHMENT CLASSES

The second component of our program, which also helps promote student academic progress, focuses on enrichment services and activities. In addition to the strictly academic activities previously highlighted, GEAR UP offers enrichment classes that provide opportunities for academic learning and progress through enrichment/recreational activities. This year six programs have been offered to our students. They include Sister Cipher', Computer Mentors, Bogie BEAR Edutainment, the National Conference of Community and Justice, NCCJ leadership class offered once a week, and the Institute of Community Leadership (ICL) and Children of the Sun. Collectively, these enrichment programs have helped capture students' attention and helped many GEAR UP students focus on reading, technology and science.

Although our enrichment programs are not strictly focused on FCAT preparation or class course content, these programs do help improve students' enthusiasm, self-esteem, and excitement about general learning. These qualities are generated through the creative, innovative teaching methods that positively impact our students' attitude towards learning in the classroom. We believe that improved attitudes can often result enhanced academic performance.

Computer Mentors Program

The Computer Mentors Program provides enrolled students with 'hands-on experience' using technology. This program continues to be one of our consistently successful programs as students develop technology skills, and are exposed to telecommunications, word processing,

desktop publishing, graphics and database applications. Specific software application skills included in this program include Microsoft Internet Explorer Microsoft FrontPage, Microsoft Access, Microsoft Word, Microsoft Power Point, Photo Editor and Sound Recorder and Microsoft Excel. Now in its third year with the GEAR UP program, Computer Mentors, Inc. offers students an excellent opportunity to become familiar and comfortable with computer technology and help close the digital divide that sometimes exist for students in our target cohort (Appendix 1d).

Bogie Bear Program

The Bogie Bear Program focuses 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. This program is also in its third year with GEAR UP and students continue to show excitement and energy towards this program. Through a series of exercises and activities students are encouraged to speak in public and participate in class presentations. This program continues to have an impact on promoting self-esteem and leadership.

Institute of Community Leadership (ICL)

This program focuses on developing the literary abilities of our students, but also encourages the development of leadership skills and community activism among our students. Students in the ICL program continued to present their poetry and literary works at local Starbucks stores. Our partnership with Starbucks stores allows our students to strengthen and expand their public presentation skills. This year, ICL has provided a three-day training in both schools. A group of ICL student participants and staff from Seattle, Washington conducted trainings for students and staff from both schools and also trained GEAR UP staff. On the first day of training, ICL trainers provided an informational workshop for teachers and GEAR UP staff which included three Hillsborough High school and four Memorial Middle school teachers and six GEAR UP staff members. On the second day of training GEAR UP staff worked with ICL staff trainers to reestablish a GEAR UP/ICL mission and vision and ICL trainers had one-on-one meetings with ICL coaches who had been initially been trained in February 2004. On the final day of training ICL student trainers from Seattle visited classrooms on both Memorial and Hillsborough campuses to provide information to other students about GEAR UP and the ICL programs as part of our overall recruitment effort. The entire three-day training ended with a family event on the last evening which included GEAR UP staff and parents of the GEAR UP students enrolled in our current ICL program. Participants celebrated with a 'meet and greet' dinner which was held at a local church.

A second ICL Training occurred in Seattle, Washington on March 20th through March 24th 2005. Five 8th grade GEAR UP students from Memorial Middle School and three 9th grade GEAR UP students from Hillsborough High School students traveled to Seattle, Washington with two GEAR UP staff for a five-day training. Students and staff participated in an ICL coaches training and in the Poetry Leadership workshop. This five-day training included workshops with educators, students at the University of Washington (UW) and students participated in leadership poetry workshops with local elementary, middle, and high school students and Master's level students from the University of Washington. Students also had the opportunity to experience farm life at the Jack O'Dell Education and Reflection Center. Students fed and watered the animals and helped prepare meals using farm fresh eggs.





Sister Cipher

Sister Cipher is a youth program for young girls that provides essential leadership skills for females to help guide and empower them in today's world. The course allowed young ladies to discover their own talents and teaches them how to respect themselves and others.

Children of the Sun

Children of the Sun is a program run by a consultant which targets primarily young African-American boys and encourages them to develop healthy perspectives about their role in family and society. The program also helps develop self-esteem and leadership qualities through interaction, discussion and open dialogue.

PARENTAL INVOLVEMENT

This year we have already organized eleven parent workshops during our Saturday programs. Parents have received various types of information that has assisted them in supporting their children's academic progress. Ninety-nine parents (Appendices 2a –2l) and one hundred and eleven students have attended to date. These parents received information on a variety of topics including: an orientation to Hillsborough High School; review and interpretation of report cards and FCAT scores; school promotion policies; college entrance information and career development; computer competency including internet access; the After School program; school benchmarks; applying for college scholarships and reviewing academic grades, promotion policies and quality points. Parents have also participated in overnight educational tours and field trips and one parent workshop was actually held while on an educational college tour to various Jacksonville and Gainesville colleges and universities

Mentoring Program

This program was designed to offer our GEAR UP 8th and 9th grade students an opportunity to receive mentoring services from an adult. This program has evolved into a partnership between Hillsborough Education Foundation, Inc. (HEF) and our program. We have successfully obtained twenty-two scholarship contracts for 22 of our 9th graders (Appendix 3) at Hillsborough High School (14 of which were funded by the HEF). These students are targeted to receive scholarships upon their graduation and in a joint effort between GEAR UP and HEF we have been able to obtain seven mentors who work directly with our students. The target goal is to have each student have one mentor so that they receive undivided attention. Other students not part of this scholarship program also receive mentoring services from GEAR UP staff, and tutors.

As such training opportunities to receive the Big Brothers Big Sisters, Inc. 101 Mentoring are being scheduled at least twice a year. We have already participated in one such training this year.

INDIVIDUAL CASE MANAGEMENT

Case management continues to be one of the most critical pieces of our service strategy as case managers build relationships with the students in their assigned case load. Case

managers provide direction, information and guidance. As they work individually and in groups with our students, they can track student progress and provide intensive case management services. While the goal is to work with as many students as possible that require assistance, case managers are required to work with a total of fifty students intensively to develop/update individual service plans (ISPs). Thus far this year, a total of one hundred eighty-one students are on the intensive case load (Appendix 4). ISPs describe students' strengths, needs, GPAs 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 educational goals.

EDUCATIONAL COLLEGE TOURS

College tours provide a practical way of improving and increasing the educational expectations and aspirations of our students. During the review period we have had two college tours. These visits were overnight trips that included parents and/or primary caregivers as well as students and visited colleges and universities in Jacksonville, Gainesville and Miami. For our South Florida College Tour we visited Lynn University, Johnsonville and Wales, and St Thomas Universities (Appendices 5a-5b). On our trip to Jacksonville and Gainesville (Appendix 6) we visited Jacksonville University, Santa Fe Community College, Edward Waters, and the University of Florida. In addition during this educational tour we participated in a parent workshop at Ribault High School-Saturday Parent Workshop

PROFESSIONAL DEVELOPMENT

GEAR UP has offered a number of professional development trainings and activities for its staff and/or teachers. One professional development training occurred on January 22nd 2005 and a total of 25 teachers were served. The training was six hours long. In addition, Institute of Community Leaders was attended by 10 staff and teachers from Memorial and Hillsborough High School.

A three-day professional development institute is also being planned to take place June 27-29, 2005 during the final week of our summer program (Appendix 7).

INCENTIVE AND REWARD SYSTEM

Motivating and getting students interested in their education and participating in the program is critical to the success of our program. We continue to use an incentive and reward system that rewards academic achievement and effort. Rewards are provided for high performers as well as for active participation in GEAR UP academic programs. Sometimes enrichment/recreational field trips including overnight educational tours are directly tied to participation in academic programs and performance.

During the review period we have supported Memorial Middle School in its effort to emphasize the importance of attendance and academic achievement. We have supported the school efforts assemblies aimed at rewarding students' improvement in academics and attendance. GEAR UP has also helped by promoting and sponsoring a motivational speaker who provided an inspirational speech during a school-wide assembly at





Hillsborough High School. This nationally known motivational speaker helped encourage students to prepare for graduation and post secondary opportunities by taking personal responsibility and control over their academics.

SUMMER PROGRAM

We are currently in the process of developing a comprehensive summer program for our GEAR UP students (Appendix 7). The summer academic and enrichment program is designed to keep students academically stimulated during the summer months, as well as to introduce our 8th grade students to the high school Science, English and Algebra curricula. This four-week program will run from June 1, 2005 through June 23, 2005, Monday through Thursday and will focus on academics, enrichment and recreation. In addition, we expect to have a week-long professional development seminars for our teachers. Classes will be held for students to recover $\frac{1}{2}$ high school credit in Algebra I, English and Integrated Science. Because the School District of Hillsborough County does not offer summer school for students that have failed an academic course, we believe that these specific classes that will be offered during our GEAR UP summer program (Appendix 7) will provide students a unique opportunity for students to recover $\frac{1}{2}$ credit in these three subject areas. The framework for our summer program is discussed below.

Academics

Each summer school day will be a six-hour day for students who will receive free breakfast and lunch. Non-Credit recovery students will be assigned to at least one academic class and two elective classes. All academic classes are designed to be fun and enriching. The following academic classes will be offered: Science, Humanities, English, ESOL, and Reading & Mathematics. Students enrolled in credit classes can only take that particular academic class because of the rigorous curriculums that have been designed for credit recovery.

Listed below are descriptions of the classes that will be offered.

- **Mathematics:** Algebra I, Algebra II and Geometry: Students will be introduced to high school curriculum in the courses listed. They will have an opportunity to review the major concepts in each area. The Algebra I Credit course will be taught by using the I CAN Learn Lab.
- **English:** English will cover Language Arts academics inclusive of reading and writing. The English I credit course will be based on the English semester I curriculum.
- **ESOL:** Students will have an opportunity to learn and practice their second language acquisition skills. This class will cover all English academics inclusive of reading and writing as well as mathematics.
- **Humanities:** Students will be exposed to local art and cultural aspects of the area through reading, writing and fieldtrips

Pre and post-tests will be administered in each class to determine impact and student progress.

The following contracts are being considered to support our summer enrichment:



- **Sister Cipher:** This program provides leadership skills for females. The course will allow young ladies to discover their own talents and teach them how to respect themselves and others. This will be done through open dialogue and role-playing. It will allow students to undergo a process of self-reflection and positive change.
- **Institute for Community Leadership (ICL):** This program will be a continuation of our ICL program and we hope to organize additional public readings for our students.
- **Band:** This program is for students that have an interest in being in the marching band at Hillsborough High School.
- **Computer Mentors:** Students will construct a computer for them to take home after this learning experience.
- **Healthy Cooking:** Students will be introduced to healthy cooking and good eating habits through a series of hands-on cooking projects, nutritional reviews as well as fieldtrips; and local chefs will visit the class to give them instruction on eating healthy as a life style.
- **Physical Education:** Students will be introduced to organized team sports.
- **Bogie Bear Edutainment Foundation:** This program provides essential qualities for students to master interviewing and interaction skills that help prepare them for employment.
- **Educational and Recreational Field Trips:** A tentative field trip to the Washington D.C. area is being planned so that students visit colleges in the Maryland, Virginia and the Washington DC area. If this trip materializes, students will also visit several governmental agencies and the Smithsonian Institute. Five students have been invited to attend the National Conference for Community and Justice (NCCJ) Anytown camp; we are sending at least two students to the USF STEP program in the month of July.

Professional Development –Summer Institute

As mentioned previously during the final week of our summer, GEAR UP will offer a three-day professional development summer Institute (Appendix 7). These trainings will give teachers an opportunity to sign up for day-long workshops where they can earn in-service points that can be used for certification purposes across all academic disciplines.



RESULTS AND FINDINGS

EVALUATION SUMMARY

For results of student outcomes please see Evaluation Summary Appendices 9a and 9b.

ACCOMPLISHMENTS

Development of an Integrated System of Academic and Enrichment Services

During the 2004/2005 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. We have combined academic supports including our in-class, pull out and after school tutoring with a wide variety of enrichment programs and have created an innovative service delivery system that ultimately supports the education, and social development of our students. We believe that this comprehensive approach has been a key ingredient to program success.

Utilization of Starbucks Foundation Grant Funds to Support Student and Staff Development

Although the \$8,000 grant received from the Starbucks Foundation was received in late July 2004, we are currently reaping the benefits of this award now. During our review period, these funds were used to pay for two different trainings for our students. The first was a week-long training held at Memorial Middle and Hillsborough High Schools. As previously mentioned, during this training a large number of students from both schools were able to benefit through class presentations held throughout the course of the three-day visit. In addition teachers and staff were also trained during this event.

A second training event was held in March 20th through March 24th 2005 in Seattle, Washington. Grant funds were used to help pay for eight students and two staff members to travel to Seattle for the ICL training. This training was particularly beneficial to students for a number of reasons: it allowed students an opportunity to fly to another state; experience a different living environment that students may not have yet experienced as students shared living quarters similar to dorm-room. The Seattle training also helped students to continue to expand enhance their communication and leadership skills, promote their self-esteem, and expand their appreciation of literature. On a broader perspective, the training helped students to broaden their perspective of world and life as they shared experiences through this unique training opportunity.

Broader Exposure to Colleges and Careers

GEAR UP has continued to maintain a focus on providing students and parents exposure to as much information about colleges and universities as possible. We continue to do so through workshops, one on one case management and educational college tours. During this six month period we provided students and their parents opportunities to participate in two educational overnight field trips to college campuses. We visited Johnson and Wales, Lynn University, St. Thomas University, Jacksonville University, Edward Waters, Santa Fe

Community College, and the University of Florida. During this educational field trips parents and students were able to obtain information on college admissions requirements, financial aid and standardized testing and actually visit these colleges.

We believe that these shared experiences between student and parent, help to set the foundation for students' post-secondary placement.

Strong Collaborative Partnerships

In addition to maintaining positive working relationships with both our federal and local funding agencies, we have continued to forge other strong partnerships with several other organizations and businesses (Appendix 8).

Our newly established working partnership with the Hillsborough Education Foundation, Inc. (HEF) has resulted a very important collaborative venture between HEF and GEAR UP. As a result of this collaborative, GEAR UP has been able to secure an additional fourteen scholarships through the AutoNation Company, in addition to the eight scholarships that were purchased using GEAR UP funds (See Appendix 3).

As indicated above, the collaboration has resulted in fourteen additional scholarship contracts for our ninth grade students. But this collaboration has brought about a collaborative mentoring partnership where HEF is supplying mentors for our students. This means that our students have the opportunity to interact with more mentors obtained from multiple sources.

During this period, we also have developed a working relationship with the National Conference for Community and Justice, Inc. which has resulted in a leadership/cultural awareness program being implemented with our ninth grade students at Hillsborough High School. In addition to the weekly class sessions where student dialogue and debate youth related issues, students have participated in meaningful cultural field trips including a visit to the Holocaust museum in St. Petersburg. Thus far, the program has proven to be very useful to students, providing them a broader view and perspective of racial and cultural issues.

GEAR UP's relationship with Starbucks through the ICL program and poetry readings has continued. Four local Starbucks cafes have participated in ICL students' poetry readings and recitals to customers, staff and parents. As we work with these local businesses we continue to look for creative ways to partner with and share resources.

In addition, a number of local restaurants have also provided gift certificates and other coupons which we have used towards our rewards and incentives program. In addition, we have received some discounted rates from local businesses as a result of our continued partnership. Other organizations have continued to provided in-kind supports and resources over the review period. Collectively, these relationships have all contributed positively to our program.





CHALLENGES

This academic year, our ninth grade students have transitioned into a new school, Hillsborough High School. This means that we are effectively implementing the program in two different schools. We have had to split case management staff between the two schools which has made day-to-day running of the program a little more challenging.

In addition, as is to be expected with this new transition, our staff has had to spend considerable amounts of time building new relationships with administration and faculty at Hillsborough High School and adjusting to the general school climate.

As such normal challenges relating to recruitment of students and parents has been more difficult as staff have to respond not only to the change in school environment, but also to the lack of full understanding about the program by school faculty. We have however, continued to work aggressively to recruit and encourage our students to participate in our programs and activities.

To compound things, we have also had to respond to the needs of the school principal who was assigned to the Hillsborough High school this academic year. However, we believe that the most difficult period of transition is behind us and have already begun to see evidence of more awareness and interest as teachers ask about our summer program and express an interest in our professional development trainings, and being more open to receiving the support of our in-class tutors.

Initially, at the beginning of the 2004/2005 school year, space has also been a challenge and all five full-time staff are housed in one portable on Memorial school premises. Due to construction and limited availability of space at Hillsborough High school, our staff was not assigned an office on Hillsborough High school campus. This has affected staff working space options. Since the beginning of the spring semester, however, we have made some progress. We now have one office in the on the Hillsborough main campus and the principal has offered our staff at least five different work stations within the main school building during the 2005/2006 academic year. He has also promised to provide us with specific classes for our tutors to be able to conduct one-on-one tutoring with students.

In addition, since next academic year all our targeted students will be at Hillsborough High School, we have decided to have our summer school on Hillsborough High campus as a way of helping to establish this transitioning of the entire GEAR UP program from Memorial Middle School campus to Hillsborough High School.

The move of the program is expected to help alleviate some of the challenges we have experienced as a result of being new in the school and we anticipate maintaining a much stronger presence which we are already beginning to experience.

PROCESS OBJECTIVE WORKSHEET

Activity

Process Objective Worksheet

- A To enroll approximately 600 seventh and eighth grade students in the GEAR UP program.
- C To identify a sub-group of 50 students targeted for receiving more intensive services, based on need, FCAT scores, attendance and interest.
To provide tutoring services to at least 100 students.
To provide Saturday programs that enhance the educational and emotional experiences of at least 50 students and their parents. Programs and activities to be held each Saturday for 10 weeks To provide a comprehensive educational and social enrichment summer camp for between 50 and 75 students.
- E To provide at least 25 parents/caregivers services through the Saturday program.
- H To provide between 50 and 100 students case management services.
To develop 50 individual comprehensive case plans according to students' needs and academic needs identified through assessment by GEAR UP Team..
- K To provide professional development training for faculty and staff.
- M To recruit and train tutors/academic mentors from USF, University of Tampa, churches and the community.
To facilitate case managers and others to provide mentoring services to students.
- P To implement collaboration agreements and/or partnerships that help GEAR UP meet its goals and outcomes.
- Q To review FCAT Math and English scores of all students officially enrolled in the program.
To implement program evaluation.





ACTIVITY	GOAL	ACHIEVED	RATING	COMMENT
A- To enroll approximately 500 eighth and ninth grade students in the GEAR UP program		Yes	Excellent	So far this year, we have enrolled 468 students from the 8 th and 9 th grade. 8 th grade – 251 9 th grade- 217 See Appendix 9b
	Document strategies used to recruit students	Yes	Good	Assemblies, word of mouth, parent workshops, rewards and incentives
	Document the number of students enrolled in the program	Yes	Excellent	See Above.
	Document the number of student assessed to begin receiving services during the quarter	Yes	Excellent	All students are required to have signed consent forms and applications on file. However, obtaining signatures is an ongoing process. As of March 2005, there were 392 signed consent forms. 7 th grade- 17 8 th grade – 175 9 th grade - 195
	Identify and document any challenges in recruitment and retention on a quarterly basis.	Yes	Good	Staff continue to discuss obstacles relating student extra curricula activities. Staff also provide solutions to help resolve recruitment issues including bringing guest motivational speakers and creating incentives and rewards.
C- To identify sub-group 100 students targeted for receiving more intensive services, based on need, FCAT scores, attendance and interest. This number does not include students from the NCCJ PASS program	Generate list of 100 students	Yes	Excellent	Case managers have been meeting with the intensive cases. A total of 181 students have intensive case plans. Each case manager handles at least 50 cases. (Appendix 4)

To provide tutoring services to at least 100 students	Documents the average number of students receiving tutoring or mentoring services in a given quarter	Yes	Excellent	A total of 286 students have received tutoring or mentoring (See Appendix 9a- Summary of Evaluation Findings)
	Document number of tutoring sessions offered	Yes	On-going	Tutoring is a constant activity in where our fourteen tutors either conduct one-on-one or group tutoring. On average students attended eight sessions. (Appendix 9a-Evaluation Summary)
To provide Saturday programs that enhances the educational and emotional experience of at least 50 students and their parents. Programs and activities to be held each Saturday for 10 weeks	Develop a report on the Saturday program that includes program overview, core elements and schedule.	Yes	On going	A total of 99 parents and 111 students attended Saturday workshops. The following topics were offered: Reading School Documents; Career Development; Interns; Benchmarks; Quality Points; Extended Learning Program; Institute of Community Learning (ICL); Florida Comprehensive Test (Math, Science, Reading Writing); Promotion policies. (Appendix 2a-2l)
	Total number of unduplicated students participating each quarter.	Yes	Excellent	A total of 111 unduplicated students participated in the Saturday program. (Appendix 2a)
	Total number of unduplicated parents participating each quarter.	Yes	Excellent	A total of 99 parents participated in our Saturday program. (Appendix 2a)





	Average number of session attended by each student.	Yes	Excellent	We had a total of 11 Saturday workshops held between August 2004 and March 2005 (See Appendix – 2a-2l). The average number of hours attended by each student was 2.57 (See Appendix 2a).
	Average number of sessions attended by each parent/caregiver	Yes	Excellent	There were a total of 11 sessions and parents participated an average time of 2.89 hours (See Appendix 2a).
To provide a comprehensive educational and social enrichment summer camp for between 50 and 75 students.	Total number of students attending summer camp. Report on summer activates and outcomes.	Yes	Excellent	The summer program will focus on academics as well as enrichment. We are in the planning stages to offer a program that will allow students to recover credit in the areas of Algebra, Integrated Science and English. (See Appendix 7).
	Average participation rate i.e. the average number of days attended per quarter.			
E- To provide at least 50 parents/ caregiver services through the Saturday program.	Report on Average number of sessions attended by each parent	Yes	On-going	See Appendix 2a.
	List activity and number of parents involved in each activity.	Yes	On-going	See Appendix 2a.
H-To provide between 50 and 100 students case management	Report on the total number of students provided with case management.	Yes	On-going	Case managers have provided 91 students from our cohort have received case management services (See Appendix 9a-Evaluation Summary)

To develop 100 individual comprehensive case plans according to students' needs and academic needs identified through assessment of GEAR UP Team Plans make include activities like referrals, community resources, college tours or a conflict resolution program	Report on the total number of students provided with individualized case management.	Yes	On-going	There have been 181 Individual Service Plans (ISPs) developed. (Appendix 4-ISPs)
	Identify comprehensive list of services provided by GEAR UP staff e.g. college tours, conflict resolution.	Yes	On-going	We have participated into two educational tours thus far visited seven colleges (See Appendices 5a-5b & 6).
	Identify comprehensive list of referral and support services provided through GEAR UP e.g. referrals to Youth and Recreation Programs.	No		Case managers follow SDHC guidelines to refer students for support services. They report the information to the appropriate administration within the school and the school utilizes the current available community and school wide services.
	Report on the number of students served during quarter.	None		91 students have received case management services during this six-month period.
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: 25 teachers attended a 6 hour training; Institute of Community Leaders was attended by 10 staff and teachers from Memorial and Hillsborough.





	List of training activities and number of teachers served.			See Above.
	Develop overview and description of types of training opportunities.	Yes	On-going	See Above.
	List of training activities and number of tutors.	Yes	On-going.	Tutor Tool Box Big Brothers Big Sisters, Inc. (Mentor training) Hillsborough Education Foundation, Inc. (Mentoring Training)
M- To recruit and train tutors/ academic mentors from USF, University of Tampa, churches and the community	Report on number recruited.	Yes	On-going	We hired a total of fourteen tutors and mentors during the review period. All tutors are required to train as mentors and become mentor trained. They also received training on tutoring and orientation to GEAR UP.
	Report on number who have completed mentor training.	Yes	On-going	We have a total of fourteen tutors trained for mentor training.
To facilitate case managers and others to provide mentoring services to students.	Report on the number of students provided mentoring services	Yes	On-going	91 students at an average of 1 hour and 15 minutes each. Each student has had an average of 5 sessions from case managers (See Evaluation 9a-Evaluation summary). Our 22 targeted scholarship recipients also receive mentoring from GEAR UP and Hillsborough Education Foundation, Inc. (Appendix 3)

P- To implement collaboration agreements and/or partnerships that help GEAR UP meet its goals and outcomes	Create new collaborative agreements, report goals.	Yes	On-going	Children's Board of Hillsborough County; Bogie Bear Edutainment Foundation; Daisy Chain, Inc. Tampa Bay Performing Arts National Trust for the Development of African-American Men Computer Mentors; Starbucks; Institute of Community Leadership; National Conference for Community and Justice (NCCJ); Sister Cipher; Hillsborough Education Foundation and Automation (Appendix 8a-List of Collaborative Partners).
Q- To review FCAT Math and English scores of all students officially enrolled in the program.	Create a report of average scores, number of students who are failing and passing FCAT Math and English.	Yes		See Appendices 9b - Evaluation Summary).
To Implement Program evaluation	Update of ongoing data collection activities (e.g. number of pretest/ or post tests administered, number of academic plans completed, number of report cards collected)	Yes		Evaluation team collect all data from GEAR UP staff and report back. See Evaluation Summary 9a and 9b.
	Include process observation and focus group data provided through evaluation studies	On-going		Will be reported in final report.





OUTCOME OBJECTIVE WORKSHEET

Indicator M	Goal	% Achievement	Rating	Comments
	Ninety percent of the students in the GEAR UP program will improve and/or maintain successful academic performance as measured through school attendance progress reports and grades.	Math 70% - 8 th grade 57% - 9 th grade	Fair	See Evaluation Summary Appendix 9b
		English 60% - 8 th grade 56% - 9 th grade	Fair	See Evaluation Summary Appendix 9b
		Science 74% - 8 th grade 48% - 9 th grade	Fair	See Evaluation Summary Appendix 9b
	In addition, eighty percent of the students in the sub-group or 100 students that receive the full array of GEAR UP services and intensive case management, will maintain successful academic performance as well improve their FCAT scores.	Math 70% - 8 th grade 53% - 9 th grade	Fair	See Evaluation Summary Appendix 9a (Subgroup Data Indicator M)
		English 57% - 8 th grade 53% - 9 th grade	Fair	See Evaluation Summary Appendix 9a (Subgroup Data Indicator M)
		Science 71% - 8 th grade 65% - 9 th grade	Good	See Evaluation Summary Appendix 9a (Subgroup Data Indicator M) Of the total number of students served during the previous year 307 from the 7 th were promoted and 281 in the 8 th grade were promoted.





APPENDIX 1A

GEAR UP INDIVIDUAL TUTORING PLAN FOR PULL-OUT

Targeted Students:

8th grade and Retained 7th grade students selected by Memorial Middle School guidance counselors and administration.

Data Review:

The 2004 FCAT Criterion Reference Test portion based on the Sunshine State Standards (SSS) data was used to determine if math or reading services were needed. If the Developmental Scale Score (DSS) met the Hillsborough County's benchmark requirement, the student was not required to attend tutoring for that particular subject.

The DSS is disaggregated by Content Scores according to each of the SSS math and reading respective strands and clusters. The total number of possible points per strand/cluster was compared to the number of points earned and a percent correct was calculated. These percentages were used to determine the specific target strand and cluster that the student would receive tutoring services.

Student Initials	SSS Targeted Math Strand	SSS Targeted Reading Strand
MA	N/A	Reference and Research
AB	Measurement	Reference and Research
ZB	Number Sense and Operations	Comparisons
JC	Measurement	N/A
CD	Geometry and Spatial Sense	N/A
ID	Algebraic Thinking	Main Idea and Purpose
JD	Number Sense and Operations	Reference and Research
AF	Data Analysis and Probability	Reference and Research
MG	Algebraic Thinking	Words and Phrases
KG	Geometry and Spatial Sense	Main Idea and Purpose
AH	Data Analysis and Probability	Reference and Research
RH	Measurement	Main Idea and Purpose
MJ	Measurement	Main Idea and Purpose
RJ	Number Sense and Operations	Reference and Research
CJ	Measurement	Main Idea and Purpose
CL	Geometry and Spatial Sense	Comparisons
MM	Measurement	Main Idea and Purpose
WN	Measurement	Reference and Research
RP	Algebraic Thinking	Main Idea and Purpose
LP	Data Analysis and Probability	Comparisons
WR	Algebraic Thinking	Reference and Research
CR	Measurement	Reference and Research
VR	Data Analysis and Probability	Main Idea and Purpose
JR	Number Sense and Operations	Words and Phrases
MV	Number Sense and Operations	Words and Phrases
CV	Measurement	Reference and Research
KW	Data Analysis and Probability	Reference and Research
AW	Measurement	Reference and Research

APPENDIX 1A (CONT'D)

Tutoring Service:

Students were grouped together by targeted strand/cluster to receive one a week per subject tutoring during their elective block. The tutor/Tutee ratio was about 1:3. The tutors were provided by GEAR UP staff and trained during a three hour “Tutor Toolbox”, where the tutors learned about FCAT structure and math and reading strategies. The classroom space and materials were provided by MMS.

Evaluation:

Portfolios were kept for each student served which included attendance, lessons, work samples, current grades, and tutor comments. Students were invited to continue receiving services second semester based on portfolio contents and willingness to participate.





APPENDIX 1B

GEAR UP AFTER SCHOOL TUTORING



GEAR UP AFTER SCHOOL COMPUTER MENTORS





APPENDIX 1D

GEAR UP AFTER SCHOOL - "I CAN LEARN" LAB



APPENDIX 2A

SATURDAY PARTICIPATION AND TOPICS

Saturday Program

Number	Parent	Children
Participants	99	111
Average	2.89	2.57

Saturday Topics

Date	Topics
August 28, 2004	Reading School Documents
September 25, 2004	Career Development
October 9, 2004	Benchmarks; Quality Points
October 23, 2004	Extended Learning Program
October 30, 2004	School Choice; Magnet Programs
November 6, 2004	Promotion Policy
November 20, 2004	Academic Summary
December 4, 2004	FCAT Writes
January 22, 2005	FCAT Math
January 29, 2005	FCAT English
January 11, 2005	Financial Aid; Transition to High School- Hosted by Ribault High School





APPENDIX 2B

PARENT WORKSHOP - AUGUST 28, 2004

1. MG
2. SC
3. BS
4. JV
5. GR
6. DN
7. MR
8. HS
9. KI
10. LJ
11. RM
12. LH
13. SH
14. AN
15. VP
16. SB

APPENDIX 2C

PARENT WORKSHOP - SEPTEMBER 25, 2004

1. JV
2. JS
3. AW
4. AS
5. GE
6. ST
7. AS
8. NM
9. AE
10. LW
11. EM
12. MG
13. RM
14. CL
15. SH
16. TP
17. WB
18. SW
19. DN
20. RF
21. MM
22. LH
23. JK
24. HS
25. EC





APPENDIX 2D

PARENT WORKSHOP - OCTOBER 9, 2004

1. SW
2. AS
3. BS
4. FP
5. JV
6. RF
7. JW
8. AE
9. RP
10. LH
11. EH
12. CC
13. MT
14. WH
15. PH
16. PD
17. SB

APPENDIX 2E

PARENT WORKSHOP - OCTOBER 23, 2004

1. MM
2. AC
3. ST
4. CB
5. JV
6. SC
7. EB
8. MG
9. SB





APPENDIX 2F

PARENT WORKSHOP - OCTOBER 30, 2004

1. DC
2. SH
3. EC
4. AM
5. TP
6. SS
7. SB

APPENDIX 2G

PARENT WORKSHOP - NOVEMBER 6, 2004

1. SW
2. QB
3. LW
4. RM
5. SC
6. EP
7. LH
8. WH
9. AS
10. SB





APPENDIX 2H

PARENT WORKSHOP - NOVEMBER 20, 2004

1. EP
2. AW
3. NT
4. JV
5. NM
6. SH
7. LW
8. WH
9. SB

APPENDIX 2i

PARENT WORKSHOP - DECEMBER 4, 2004

1. ST
2. SC
3. TA
4. MV
5. RF
6. SB
7. AD
8. KC
9. PK
10. RM
11. VV
12. MT
13. CL
14. AN
15. LW
16. JR
17. RB
18. RR
19. CC
20. SD
21. JV
22. RB
23. MC
24. AW
25. JC
26. NT





APPENDIX 2J

PARENT WORKSHOP - DECEMBER 11, 2004

1. SB
2. LH
3. KC
4. SH
5. VV
6. CC
7. PH
8. TB
9. MS
10. LT
11. TP
12. TC
13. LP
14. FG
15. WH

APPENDIX 2K

PARENT WORKSHOP - JANUARY 22, 2005

1. JC
2. SB
3. RM
4. JV
5. CL
6. MS
7. JJ
8. LW
9. HS
10. EP
11. MP
12. MG
13. PD





APPENDIX 2L

PARENT WORKSHOP: MIAMI COLLEGE TOUR - JANUARY 29, 2005

1. SB
2. PD
3. MM
4. KC
5. LC
6. VP
7. MG
8. MS
9. SJ
10. JV
11. NH
12. CL
13. SS

APPENDIX 3

LIST OF GEAR UP/HILLSBOROUGH EDUCATION FOUNDATION, INC. TARGETED SCHOLARSHIP RECIPIENTS (MENTEES)

1. JB
2. MC
3. CC
4. DC
5. EC
6. SD
7. RF
8. CJ
9. YJ
10. PM
11. TM
12. MM
13. DN
14. RN
15. JP
16. NP
17. MP
18. RR
19. SR
20. JV
21. AW
22. TW





APPENDIX 4

INDIVIDUAL CASE MANAGEMENT: STUDENTS WITH INDIVIDUAL SERVICE PLANS (ISPs)

1	A,A	21	C,J	41	E,C	61	H,J	81	K,J	101	M,I	121	O,L	141	R,M	161	T,I
2	A,M	22	C,L	42	E,L	62	H,J	82	K,I	102	M,J	122	P,B	142	R,Q	162	T,J
3	A,M	23	C,L	43	E,N	63	H,J	83	K,O	103	M,K	123	P,C	143	R,R	163	T,Q
4	A,M	24	C,P	44	G,A	64	H,L	84	K,R	104	M,M	124	P,D	144	R,S	164	T,W
5	A,T	25	C,S	45	G,B	65	H,O	85	K,S	105	M,M	125	P,D	145	R,S	165	T,W
6	B,A	26	C,S	46	G,C	66	H,R	86	K,S	106	M,M	126	P,D	146	R,T	166	T,W
7	B,C	27	C,T	47	G,F	67	H,S	87	L,C	107	M,M	127	P,E	147	R,V	167	V,J
8	B,J	28	C,V	48	G,J	68	H,S	88	L,D	108	M,N	128	P,J	148	R,W	168	V,K
9	B,J	29	C,W	49	G,J	69	H,T	89	L,G	109	M,P	129	P,L	149	R,W	169	V,R
10	B,T	30	D,B	50	G,J	70	H,T	90	L,J	110	M,P	130	P,M	150	R,Y	170	W,A
11	B,T	31	D,I	51	G,K	71	H,W	91	L,M	111	M,R	131	P,M	151	S,E	171	W,B
12	B,V	32	D,J	52	G,L	72	I,A	92	L,S	112	M,R	132	P,R	152	S,J	172	W,C
13	B,V	33	D,J	53	G,M	73	I,C	93	M,A	113	M,S	133	P,S	153	S,L	173	W,I
14	B,Z	34	D,M	54	G,M	74	I,C	94	M,A	114	M,T	134	P,X	154	S,S	174	W,K
15	C,C	35	D,R	55	G,M	75	I,J	95	M,C	115	N,R	135	R,C	155	S,S	175	W,N
16	C,D	36	D,S	56	G,R	76	I,J	96	M,C	116	N,S	136	R,C	156	S,S	176	W,R
17	C,D	37	D,S	57	G,R	77	I,K	97	M,C	117	N,S	137	R,D	157	S,S	177	W,S
18	C,I	38	D,Y	58	H,A	78	I,M	98	M,D	118	N,W	138	R,D	156	S,S	178	W,T
19	C,J	39	D,Y	59	H,B	79	I,M	99	M,D	119	O,F	139	R,G	159	S,S	179	Y,J
20	C,J	40	E,A	60	H,I	80	K,A	100	M,D	120	O,I	140	R,L	160	T,B	180	Y,T
																181	Z,T

APPENDIX 5A

COLLEGE TOUR: JOHNSON AND WALES, LYNN UNIVERSITY, AND ST. THOMAS UNIVERSITY - JANUARY 27-29, 2005

Students

1. R K
2. D M
3. K W
4. E S
5. J J
6. D M
7. T R
8. S S
9. S K
10. M O
11. D N
12. J V
13. T M
14. M P
15. T W
16. E C
17. R T
18. S P
19. P W
20. C C

Parents

1. S B
2. P D
3. M M
4. K C
5. L C
6. V P
7. M G
8. M S
9. S J
10. J V
11. N H
12. C L
13. S S





APPENDIX 5B

COLLEGE TOUR: JOHNSON AND WALES, LYNN UNIVERSITY, AND ST. THOMAS UNIVERSITY - JANUARY 27-29, 2005



APPENDIX 6

COLLEGE TOUR: JACKSONVILLE UNIVERSITY, EDWARD WATERS, SANTA FE COMMUNITY COLLEGE, AND UNIVERSITY OF FLORIDA - DECEMBER 9-11, 2004

Students

1. A S
2. D M
3. E S
4. E P
5. K M
6. K G
7. R S
8. T R
9. W R
10. C C
11. D T
12. D C
13. K C
14. M M
15. R T
16. R N
17. S D
18. T W
19. P W

Parents

16. S B
17. L H
18. K C
19. S H
20. V V
21. C C
22. P H
23. T B
24. M S
25. L T
26. T P
27. T C
28. L P
29. F G
30. W H





APPENDIX 7

NON CREDIT SUMMER SCHEDULE 2005

TIME	MONDAY	TUESDAY	1-Jun WEDNESDAY	2-Jun THURSDAY	3-Jun FRIDAY
8:00-8:20			Breakfast	Breakfast	(No Camp)
Block 1 8:30-10:00			Academic Enrichment	Academic Enrichment	
Block 2 10:10-11:40			Academic Enrichment	Academic Enrichment	Leadership
10:40-11:40				Life skills "Academic Success "	
11:50-12:50			Lunch	Lunch	Events TBA
Block 3 1:00-2:30			Richard Moore Kick Off Message	Academic Enrichment	
TIME	6-Jun MONDAY	7-Jun TUESDAY	8-Jun WEDNESDAY	9-Jun THURSDAY	10-Jun FRIDAY
8:00-8:20	Breakfast	Breakfast	Breakfast	Breakfast	(No Camp)
Block 1 8:30-10:00	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment	
Block 2 10:10-11:40	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment	Leadership
10:40-11:40		Life Skills "Writing for Success/ Self Identity"		Life Skills "Integrity Matters"	
11:50-12:50	Lunch	Lunch	Lunch	Lunch	Events TBA
Block 3 1:00-2:30	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment	
TIME	13-Jun MONDAY	14-Jun TUESDAY	15-Jun WEDNESDAY	16-Jun THURSDAY	17-Jun FRIDAY
8:00-8:20	Breakfast	Breakfast	Breakfast	Breakfast	(No Camp)
Block 1 8:30-10:00	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment	
Block 2 10:10-11:40	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment	Leadership
10:40-11:40		Life Skills "Self Discovery/Career Thoughts"			
11:50-12:50	Lunch	Lunch	Lunch	Lunch	Events TBA
Block 3 1:00-2:30	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment	
TIME	20-Jun MONDAY	21-Jun TUESDAY	22-Jun WEDNESDAY	23-Jun THURSDAY	24-Jun FRIDAY
8:00-8:20	Breakfast	Breakfast	Breakfast	Breakfast	(No Camp)
Block 1 8:30-10:00	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment	
Block 2 10:10-11:40	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment	Leadership
10:40-11:40				Richard Moore "Finally Message"	
11:50-12:50	Lunch	Lunch	Lunch	Lunch	Events TBA
Block 3 1:00-2:30	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment	
TIME	27-Jun MONDAY	28-Jun TUESDAY	29-Jun WEDNESDAY	30-Jun THURSDAY	1-Jul FRIDAY
Block 1 8:30-10:00					
Block 2 10:10-11:40					
11:50-12:50	Lunch	Lunch		Lunch	
Block 3 1:00-2:30					
8:00-3:00	TEACHER	SUMMER	INSTITUTE		

APPENDIX 8

COLLABORATIVE PARTNERS 2004-2005 SCHOOL YEAR

1. Auto Nation, Inc.
2. Bogie Bear Edutainment, Inc.
3. Childrens Board of Hillsborough County
4. Computer Mentors, Inc.
5. Daisy Chain Computers, Inc.
6. Hillsborough Education Foundation, Inc.
7. Institute for Community Learning
8. National Conference for Community Justice, Inc.
9. National Trust of Africa American Males, Inc.
10. School District of Hillsborough County
11. Sister Cipher
12. Starbucks Foundation, Inc.
13. Tampa Bay Performing Art Center
14. University of South Florida, College of Education





APPENDIX 9A

EVALUATION ANALYSIS FOR MEMORIAL MIDDLE SCHOOL & HILLSBOROUGH HIGH SCHOOL

Please Note: These numbers reflect ONLY students who were currently part of our cohort (i.e. 8th & 9th grades).

ACTIVITY A:

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

Grade Level	Students Participated
8	281
9	242
Total	523

ACTIVITY C:

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

Type of service	Number of Students in the GEAR UP Cohort who Received the Service	Average Hours of Service Per Participant Receiving the Service	Average Number of Sessions Attended
Tutoring/mentoring	286	5 hours 44 minutes	8
Computer assisted lab	139	4 hours 41 minutes	4
Case management	91	1 hour 15 minutes	5
College visit/college student shadowing	28	16 hours 8 minutes	4
Educational field trips	8	16 hours	1

ACTIVITY Q:

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

Grade Level	Average score	Number of students passing	Number of students Failing
8	1589	68	213
9	1734	62	180
Total	-	130	393



ACTIVITY Q:

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

Grade Level	Average score	Number of students passing	Number of students Failing
8	1698	69	212
9	1851	102	140
Total	-	171	352

INDICATOR M*

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

Grade Level	English	Math	Science
8	57%	70%	71%
9	53%	53%	65%

INDICATOR M

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

Grade Level	Attendance**
8	85%
9	91%

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

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

Subgroup Data

Please Note: Information on sub-group represents the targeted students who are part of the case managers caseload and are identified as being in the intensive case management caseload.

INDICATOR M*

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

Grade Level	English	Math	Science
8	57%	70%	71%
9	53%	53%	65%



APPENDIX 9A (CONT'D)

INDICATOR M

Table 2: GEAR UP Participants subgroups (%) that maintained successful academic performance during academic year 2004-2005 bases on school attendance

Grade Level	Attendance*
8	85%
9	91%

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

INDICATOR M

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

Grade Level	English	Math
8	70%	79%
9	75%	91%

Please Note: The percentages reflect the number of students who received a “C” or better our of those students who took the class. It does not represent the percentage of student in the grade level.

ACTIVITY C

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

Type of service	Number of Students in the GEAR UP Cohort who Received the Service	Average Hours of Service Per Participant Receiving the Service	Average Number of Sessions Attended
Tutoring/Mentoring Services	65	7 hours 58 minutes	9
Academic services	81	53 minutes	3
Behavioral/Counseling services	15	41 minutes	3
Case management	91	1 hour 15 minutes	5
College visit/college student shadowing	18	16 hours 26 minutes	4

EVALUATION ANALYSIS FOR MEMORIAL MIDDLE SCHOOL & HILLSBOROUGH HIGH SCHOOL

Please Note: The following tables reflect ALL students enrolled and served not just the targeted cohort 8th and 9th grades.

ACTIVITY A

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

Grade Level	Students Enrolled	Participating Students Enrolled
8	562	251
9	637	217
Total	1503*	468

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

ACTIVITY A

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

Grade Level	Students Participated
6	-
7	20
8	281
9	242
Total	543

INDICATOR M*

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

Grade Level	English	Math	Science
6	-	-	-
7	50%	43%	50%
8	60%	70%	74%
9	56%	57%	48%





APPENDIX 9B (CONT'D)

INDICATOR M

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

Grade Level	Attendance*
6	-
7	65%
8	79%
9	87%

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

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

ACTIVITY C.

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

Type of service	Number of Students in the GEAR UP Cohort who Received the Service	Average Hours of Service Per Participant Receiving the Service	Average Number of Sessions Attended
Tutoring/mentoring	289	5 hours 41 minutes	8
Computer assisted lab	140	4 hours 40 minutes	4
Case management	245	49 minutes	4
College visit/college student shadowing	28	16 hours 8 minutes	4
Educational field trips	8	16 hours	1

ACTIVITY Q

**Table 1: Number of students passing and failing Reading FCAT by grade level
Number of students who participated in the GEAR UP program from August 2004 – March 2005**

Grade Level	Average score	Number of students passing	Number of students failing
6	-	-	-
7	1450	2	18
8	1589	68	213
9	1734	62	180
Total	-	132	411

ACTIVITY Q

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

Grade Level	Average score	Number of students passing	Number of students failing
6	-	-	-
7	1505	1	19
8	1698	69	212
9	1851	102	140
Total	-	172	371

