

COLLEGE PREPARATION INTERVENTION PROGRAM

FY 2010 ANNUAL REPORT

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Anthony G. Brown, Lt. Governor

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COLLEGE PREPARATION INTERVENTION PROGRAM (CPIP)

ANNUAL REPORT FY 2010

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EXECUTIVE SUMMARY

By statute (*Annotated Code of Maryland, Education Article, §§11-701-705*), the purpose of the College Preparation Intervention Program (CPIP) is to improve the academic preparation of economically and environmentally disadvantaged students for college. The mission of CPIP dovetails with the Federal grant program GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), which serves schools with a high percentage of students from families in poverty who attend or will attend high schools with a relatively low percentage of college participation. By law, both CPIP and GEAR UP focus specifically on college preparation.

In FY 2000, the State CPIP appropriation was used as part of the match required for a Federal GEAR UP state grant. This match helped Maryland secure a six-year, \$15.8 million grant that served nine GEAR UP sites (hereafter, GEAR UP I). The Maryland State Department of Education (MSDE) served as the fiscal agent for Maryland GEAR UP and followed a cohort approach to provide services. The GEAR UP I cohort completed high school in June 2006. GEAR UP I included college scholarship support, which the Maryland Higher Education Commission (MHEC) Office of Grants now administers with the assistance of the Office of Student Financial Assistance. CPIP contributed approximately \$4.5 million to the State GEAR UP I grant project through the support of college partnership activities.

In FY 2006 Maryland received a second GEAR UP grant, this time for a six-year, approximately \$10.4 million project to serve six counties (hereafter, GEAR UP II). CPIP funds were again part of the required match. GEAR UP II does not include a scholarship component. MSDE selected the sites to be served and is following a cohort approach. The current cohort of students is in the tenth grade.

Through a competitive grant process, CPIP funds higher education-based initiatives to support GEAR UP goals. In FY 2010, grants were awarded to serve over 1,400 students in four school districts. While each CPIP grant is different and tailored to the needs of its GEAR UP school(s) and students, grant projects provide a mix of activities to help more students be prepared for, enroll in, and graduate from college. These include the following:

- direct instruction, both for enrichment and remediation;
- tutoring, in-school and on-campus;
- staff development activities for teachers;
- workshops to augment students' and families' knowledge of college admissions and financial aid processes;
- dual/parallel enrollment opportunities;
- student internships;
- evening and weekend parent programs to increase families' involvement in their children's education;
- parent-focused newsletters to keep families apprised of pertinent events;
- career awareness activities and course/career information; and

- other campus-based experiences to help familiarize students with the benefits of a college education.

The Office of Grants staff provides technical assistance to CPIP grantees, which includes, but is not limited to, the following types of activities:

- technical assistance meetings to prepare prospective grantees to write an application for a CPIP grant;
- joint project directors meetings with State CPIP and GEAR UP staff;
- developing alternative plans for budget reductions when a grant is approved or if the project staff, school, or GEAR UP partner determine that certain ongoing activities are more or less successful than others; and
- facilitating the coordination of activities for multiple projects

The Office of Grants addresses CPIP goals through the cost-effective development and distribution of college awareness materials. In FY 2009, the Office of Grants developed a college planning portfolio and launched a multi-media initiative designed to provide information to students on the benefits of and preparing for postsecondary education. GEAR UP students continue to use these resources in FY 2010 to prepare and plan for postsecondary education.

BACKGROUND OF CPIP AND GEAR UP

From 1989 through 1997, the **College Preparation Intervention Program (CPIP)** supported early intervention projects that prepared disadvantaged children for postsecondary education and careers. It was re-established by the 1999 Maryland General Assembly with passage of Senate Bill 862 and codified as §§11-701 through 11-705 of the *Annotated Code of Maryland, Education Article*. **Its purpose is “to raise the level of academic preparedness of economically and environmentally disadvantaged students to enable them to attend and succeed in college” (§11-702).**

The mission of CPIP dovetails with the Federal grant program Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), as well as that of its predecessor, the National Early Intervention and Scholarship Program (NEISP), for which CPIP funds had also been used as State match for a Federal grant. By law, both CPIP and GEAR UP focus specifically on college preparation and success rather than on postsecondary career training of any kind. In FY 2000, the CPIP appropriation and funding from the former Retention Grant program were used as part of the match for a successful application offered by the Maryland State Department of Education (MSDE) and the Maryland Higher Education Commission (MHEC) to obtain a GEAR UP grant. MSDE was selected by the Governor to administer the \$15.8 million in federal funds. MHEC oversaw the higher education components of the program, including the scholarship component (\$3.6 million). Hereafter, this first Maryland GEAR UP grant, which ended in 2006, will be referred to as GEAR UP I. During GEAR UP I, CPIP contributed approximately \$4.5 million in match through support of higher education partners who provided services to GEAR UP students and schools. College partners also contributed some additional in-kind match to the GEAR UP I grant project, and some waived college application fees to all GEAR UP students.

Authorized under Title IV of the Higher Education Act of 1965, as amended in 1998 (Public Law 105-244), the GEAR UP program supports community-based partnership efforts to encourage more young people—especially low-income students from poor communities—to aim higher, study harder, and take the courses required for college admission and success. GEAR UP is structured such that it serves all students in a grade, aiming to be systemic rather than a pull-out program that would serve only a small group of students. GEAR UP calls for school-based programs which ensure that:

1. Students receive assistance in increasing their level of academic achievement, their level of career knowledge, and their planning for college;
2. Parents and guardians are made aware of the importance of their involvement in their child’s academic performance and of the financial resources available to send their child to college;
3. Teachers and counselors receive professional development services to increase their knowledge about working with middle to high school students on career and college choices.

GEAR UP requires student services to be provided beginning no later than seventh grade and continue through high school graduation. Schools selected for participation in GEAR UP must have a seventh grade with at least 50% of students eligible for the Free and Reduced Meals Program (FARM) and a relatively low percentage of students who go on to college. Maryland GEAR UP school programs have been administered by a local site coordinator, who may oversee operations at more than one school in an area. Site coordinators are in turn managed by a State coordinator at MSDE. For most of GEAR UP I, there was also a State CPIP college coordinator at MHEC to provide technical assistance and oversight to college partners awarded CPIP grants to work with the GEAR UP sites.

The Federal GEAR UP initiative requires each site to have a partnership with at least one institution of higher education. To help fulfill that requirement, MHEC uses the CPIP to form and expand partnerships with project schools and to provide other services to GEAR UP students. CPIP funds support higher education partnerships that offer numerous services for students, their families and schools. The higher education partners offer students a wide range of academic enrichment and college preparation activities. CPIP projects are designed to:

- increase the academic achievement of GEAR UP students by providing direct instructional services to students and, in some instances, to their teachers;
- increase GEAR UP students' and their families' knowledge of the relationship between and among career goals, high school courses, graduation and postsecondary education choices;
- increase each student's acceptance of greater academic challenges, wherever the student is on a performance continuum; and
- increase the number of students that enroll in college and apply for financial aid.

In 2005, as the first Maryland GEAR UP grant (GEAR UP I) was entering its last year, the State submitted a successful application for a **second grant (GEAR UP II)**. This grant provides approximately \$10.4 million in Federal funds over six years, beginning in FY 2006. The current cohort is in the tenth grade. GEAR UP I has a scholarship component; GEAR UP II does not.

GEAR UP I

GEAR UP I funded sites in geographically diverse areas of the state. Site selection was planned as a process of first identifying middle schools that met the Federal requirement of a 7th-grade student population with more than half eligible for Free and Reduced Meal program and then, of that group, identifying middle schools that were feeder schools for high schools graduating large numbers of college-eligible students who do not attend college. The selected sites included five administered by local education agencies (LEAs)—i.e., school districts—and four administered by nonprofit organizations that work in cooperation with one or more LEAs. From the beginning, a given site had at least one GEAR UP school but often had more. Two of the former NEISP sites—Western and Southern Maryland—served several schools across a number of rural counties.

The initial Maryland GEAR UP state cohort (FY 2000) population was composed of sixth-graders. CPIP grants from FY 2001 through FY 2003 supported GEAR UP academic activities as many students transitioned into a college preparatory curriculum. When students moved on to high school, high schools were selected for GEAR UP participation based on where the majority of the site's cohort matriculated, as well as principal approval. By the end of GEAR UP I in 2006, CPIP and Maryland GEAR UP served a statewide cohort of 1,846 high school students, their families, and their schools. CPIP projects provided GEAR UP high school students the opportunity to receive tutoring, college admissions and financial aid workshops, campus visits, campus-based courses, summer and Saturday academies for enrichment and remediation, and various kinds of career preparation, including internships and resume-writing exercise. FY 2005 CPIP grants supported activities for GEAR UP I cohort in the 2005-2006 academic year and summer 2006 in preparation for that cohort's entry into college.

GEAR UP I included funds for a scholarship program. As part of the design of GEAR UP I, MHEC lends its expertise and capacity to administer the GEAR UP Scholarship. Grant funds were put in trust for the GEAR UP I student cohort, which reached high school graduation at the end of FY 2006. During GEAR UP I, MHEC developed guidelines for the scholarship and disseminated information about the scholarship over a period of years in various ways (letters to families, brochures, parent/student workshops etc). In FY 2006 GEAR UP I students began applying for the GEAR UP Scholarship, which provides approximately \$3.6 million to the students over a period of four to eight years, depending on how long the trust lasts, how many students apply and are renewed each year, and the number of years students take to complete a baccalaureate degree. Federal guidelines allow students to receive the scholarship for up to six years if they attend school on a half-time basis. Interest on the trust defrays the cost of administering the scholarship. (For more details, see the GEAR UP Scholarship section. The State received a waiver for the scholarship in GEAR UP II because of the doubling in the amount of need-based aid available.)

MSDE selected MGT of America, Inc. to conduct annual external evaluations of Maryland GEAR UP I. MGT returned its first report in August 2001, which primarily reported baseline data against which to assess future program achievements. The data collected confirmed that GEAR UP I students and their families had significant needs with regard to GEAR UP goals. After one year of GEAR UP, MGT reported that half of the students responding to their survey believed GEAR UP had changed their minds and that they would plan to attend college. Over half of respondents also reported improved academic performance from the previous year (an improvement of 7% from the year before).

The report released in 2003 noted that students received more information about postsecondary options than in the past, but students feared that they would be unable to afford to go to college. The next year, MGT reported most students continued to be increasingly aware of postsecondary options and more readily considered applying to two-year colleges, but students and their families still had questions about how they could obtain enough financial aid to make college affordable. Over 60% of the tenth-grade students reported that they would not be able to afford to go to college.

The November 2005 MGT report noted that 40% of GEAR UP students in 11th grade and their families were uncertain about the affordability of college, but students were more apt to discuss college entrance requirements with someone from their school or a GEAR UP coordinator—84% in 2004 as compared to 61% of students in 2003. For FY 2006, GEAR UP and CPIP State staff encouraged school personnel and site coordinators to use discussion time with students and activities with student and families to provide more information about financial aid opportunities to address students' financial aid concerns. Schools, college partners, and MHEC all stepped up the amount of financial aid outreach offered to the GEAR UP students. The 2005 MGT report also noted that 9% of GEAR UP students reported that they did not plan to attend college, but MGT recommended these students be sought out and identified by GEAR UP staff for intervention.

In June 2006, the GEAR UP students completed their last year of high school. Of the 1,846 students in the cohort in the twelfth grade year, 1,640 graduated and received an official high school diploma. During the 2006-2007 academic year, a total of 967 GEAR UP students matriculated to postsecondary institutions of education.

GEAR UP II (GEAR UP—FOCUS ON MATH)

As GEAR UP I students were enrolled in their last year of high school, Maryland was awarded its second GEAR UP grant. This second GEAR UP project also works to increase students' and families' awareness of careers, college, and financial aid; students' preparation for college; and teachers' capacity to help students prepare for college and careers. In addition, it calls for most academic activities to focus on mathematics performance.

Maryland Report Card data show students in high-poverty schools (i.e., schools with a high percentage of students from low-income families) consistently performing at a lower level than their peers, with mathematics performance significantly lagging behind that for reading. Simultaneously, high-poverty schools often have teaching faculty who do not meet the requirements to be "highly qualified" under No Child Left Behind. The eligibility criteria for GEAR UP sites, which align with Federal guidelines and GEAR UP II mathematics goals were 1) have at least 50 percent of seventh grade students eligible for the Free and Reduced Meals (FARM) program, and 2) have 50 percent or more of its seventh grade students perform below the proficiency level on the 2005 mathematics MSA (as reported by the 2005 Maryland Report Card). Site selection was conducted by MSDE. GEAR UP II has fewer sites than GEAR UP I but a comparable number of students in the cohort. All sites are administered by LEAs.

GEAR UP II focuses on helping low-performing schools attain greater student achievement in mathematics by providing direct services to students—including Saturday and summer academies and tutoring—and professional development to their teachers.

GEAR UP II (GEAR UP—Focus on Math) goals are

1. improved student performance in mathematics to ensure higher high school

- graduation and college participation rates;
2. sustained improvement in mathematics at GEAR UP schools;
3. increased parent/guardian involvement in their children's education;
4. increased student and family awareness of the importance of college; and
5. increased student and family awareness of college financial assistance opportunities.

MSDE selected MGT of America, Inc. to conduct annual external evaluations of Maryland GEAR UP II. MGT began collecting data in late 2007 (Year 3). The data show Maryland GEAR UP achieved three of the project objectives during the reporting period. The students' annual performance on the mathematics Maryland State Assessment (MSA) improved by 6.3 percentage points between 2005-2006 and 2006-2007, eight of the program's nine high schools provided professional development for teachers, and the achievement gap between white and African-American students decreased by 3 percent between 2005-2006 and 2006-2007. The survey data revealed that close to 90 percent of parents have spoken to their children about attending college and slightly over 50 percent of parents expect their child to obtain a four-year degree. Students in turn have similar expectations with over 65 percent stating they plan to obtain a four-year degree. While progress has been made, there is still a considerable need with regard to GEAR UP objectives. Between 30 to 65 percent of students and their parents are not aware of financial aid options, do not know what they need to do to apply for financial aid, and do not view college as being affordable. Furthermore, 20 to 35 percent of students are not aware of college entrance requirements or what they need to do to apply for college admissions. MSDE has also contracted with a data consultant who is responsible for compiling and utilizing data at the site level to improve student achievement by helping to align each school's mathematics curriculum, instruction, and assessment. The data consultant compiled information on the Algebra/Data Analysis HSA pass rates of GEAR UP students at the conclusion of the ninth grade. Of the 2,137 GEAR UP students, 1,302 have taken the Algebra/Data Analysis HSA. There were 967 students who passed and 335 students who failed the assessment. Students are required to pass the HSA by the end of twelfth grade to be eligible for graduation.

In 2009, MGT of America, Inc. collected data for the GEAR UP biennial report required by the U.S. Department of Education. According to the report, there were 2,063 students served by the Maryland GEAR UP program in 2008-2009. The report also noted the following:

- More parents than students reported awareness of the Free Application for Federal Student Aid (67% versus 51%).
- A higher percentage of students than parents reported they know what is expected to be prepared for college and the admissions process (81% versus 71%).
- More students than parents reported that someone from their school or GEAR UP has spoken to them about college entrance requirements (80% versus 63%).

In 2010, MGT of America, Inc. did not administer a survey to collect data from GEAR UP students and parents. The evaluator is currently collecting information from the cohort, which entered the 12th grade in August 2010.

COLLEGE PREPARATION INTERVENTION PROGRAM

To meet its statutory purpose of “rais[ing] the level of academic preparedness of economically and environmentally disadvantaged students to enable them to attend and succeed in college,” CPIP grants support Maryland GEAR UP by providing academically enriching programming, and by developing college and financial aid awareness material. With grant funds from Maryland GEAR UP, the Commission employs a statewide CPIP Coordinator responsible for providing oversight to the college partnership grant projects serving GEAR UP sites, and coordinates and sometimes delivers workshops on financial assistance for GEAR UP sites. The CPIP Coordinator is also a member of MHEC’s Outreach Committee, which develops college and financial aid awareness materials. This committee is co-chaired by the Director, Office of Grants.

Coordinating College Partnerships

The Office of Grants actively solicits participation in CPIP-GEAR UP from colleges around the state, issuing Requests for Applications (RFA) and providing technical assistance to potential applicants. CPIP funds to support college partnerships for GEAR UP are awarded on a competitive basis. The staff review grant applications, consult one-on-one with project directors when projects require amending, conduct site visits, and review interim and final reports from grantees.

Once grants are awarded, MHEC provides project oversight to the grantees. The CPIP Coordinator spends a significant amount of time serving as a resource for CPIP and GEAR UP project directors who need technical assistance during program implementation, coordinating project efforts between college partners and GEAR UP site coordinators, and making site visits. Often during program implementation, project coordinators seek advice from the CPIP Coordinator for suggestions on how to revise their academic programming or how to increase student participation. The CPIP Coordinator actively conducts site visits to every site, and attends events sponsored by both CPIP and GEAR UP. Best practices are often gleaned from these site visits. Through telephone conversations, e-mails, and in-person meetings, staff shares academic and administrative best practices with GEAR UP and CPIP coordinators.

To ensure accountability and sound fiscal management, the Office of Grants requires grantees to submit an interim report and a final report outlining grant activities and budget expenditures. The interim report is submitted approximately six months after the start of the grant cycle and provides preliminary information about the project activities. Final reports address items on the interim report but for the full term of the grant. This report also includes the evaluation of the grant project, which is to follow the evaluation plan components described in the accepted (and sometimes revised) application. The evaluation discusses how the project outcomes compare to the targets noted in the application and the evaluation instrument(s) used. Final reports also include a

participation chart for the full term of the grant, and a budget form that shows the proposed budget as compared to the funds actually expended. All reports are reviewed and, if necessary, followed up with grantees for additional information.

In FY 2010, ten grants (see Figure 1 and Table 1) were awarded to institutions of higher education to serve over 1,400 students in four school districts. These grants ended on June 30, 2010. Interim reports were due March 30, 2010, with final reports due September 30, 2010.

While each CPIP grant project is different and tailored to the needs of its GEAR UP school(s) and students, grant projects provide a mix of activities to help more students prepare for, enroll in, and graduate from college. These activities include the following:

- direct instruction, both for enrichment and remediation, conducted through summer academic camps, after school programs, and Saturday academies, and often including hands-on exercises in mathematics and science that are tied to the school curriculum;
- tutoring, in-class, after school, or on the college campus, by certified teachers or qualified college students;
- SAT preparation;
- student internships;
- dual/parallel enrollment;
- workshops to augment students' and families' knowledge of college admissions and financial aid;
- information session for parents to increase involvement in their children's education; these include activities to help parents understand the importance of a college education, high school course options, academic preparation required for college admission, and financial planning;
- parent-focused newsletters to keep families apprised of pertinent events at the school and affiliated with GEAR UP and CPIP programs;
- career awareness and exploratory activities;
- and other campus-based experiences to help familiarize students with the benefits of a college education.

FY 2010 CPIP projects had to serve GEAR UP schools that met the eligibility criteria, as aligned with Federal guidelines and GEAR UP II mathematics goals – 50 percent of students qualify for the Free and Reduced Meals (FARM) program and 50 percent or more of the students performed below proficiency on the mathematics MSA (as indicated by the Maryland Report Card).

Maryland college partners' involvement through CPIP is a critical part of the support that the State has committed to Maryland GEAR UP. College partners continue to provide academic enrichment and college and financial aid awareness activities. College partners will continue to work cooperatively with GEAR UP schools and their surrounding communities to increase families' involvement in their children's education and to inform parents about college and financial aid opportunities.

College Access Outreach Materials

The Office of Grants addresses CPIP goals through the cost-effective development and distribution of college awareness materials. With the assistance of GEAR UP administrative funds provided to MHEC, the Office of Grants, in cooperation with the Outreach Committee (staffed by personnel from Grants, Communications, and Student Financial Assistance), produces higher education awareness materials for GEAR UP students. These are produced with a wider statewide audience in mind so that work done for GEAR UP can be leveraged to impact more students at a relatively low cost. With few changes, most GEAR UP publications have been reprinted, as funds from various sources allowed, and made available to other Maryland students.

In FY 2009, the Office of Grants designed and distributed to GEAR UP students a college planning portfolio. The portfolio is divided into ten tabbed sections that guide students through choosing a college, applying to college, and what to expect once they start college. Also included in the portfolio are note pages and pocket folders for students to keep important documents related to the college planning process. In collaboration with the IT Department and Outreach Committee, the Office of Grants developed and designed www.MDgo4it.org as part of a multi-media college awareness project. Through its unique design and navigational structure, this website presents information to students on preparing for postsecondary education in an easily accessible, engaging, and user friendly format. As part of this project, two 30-second television and radio spots were developed and broadcast from October 1, 2009 through December 31, 2010 in all Maryland GEAR UP counties. The television and radio spots encouraged students to visit the website. This project was supported by MSDE with funds provided by the GEAR UP grant. In addition, the Southern Regional Education Board, through the Go Alliance initiative, assisted with facilitating the development of the broadcasts and connection to member state college access campaign resources. Mississippi's Institutions of Higher Learning contributed guidance early on in the development process and made available the rights to the television and radio spots, which were re-purposed for use in Maryland.

In FY 2010, GEAR UP students continue to use the college planning portfolio and www.MDgo4it.org as resources to help them prepare and plan for postsecondary education. During the report year, 9,025 visits were made to the MDgo4it website.

Figure 1: FY 2010 CPIP/GEAR UP Partnerships

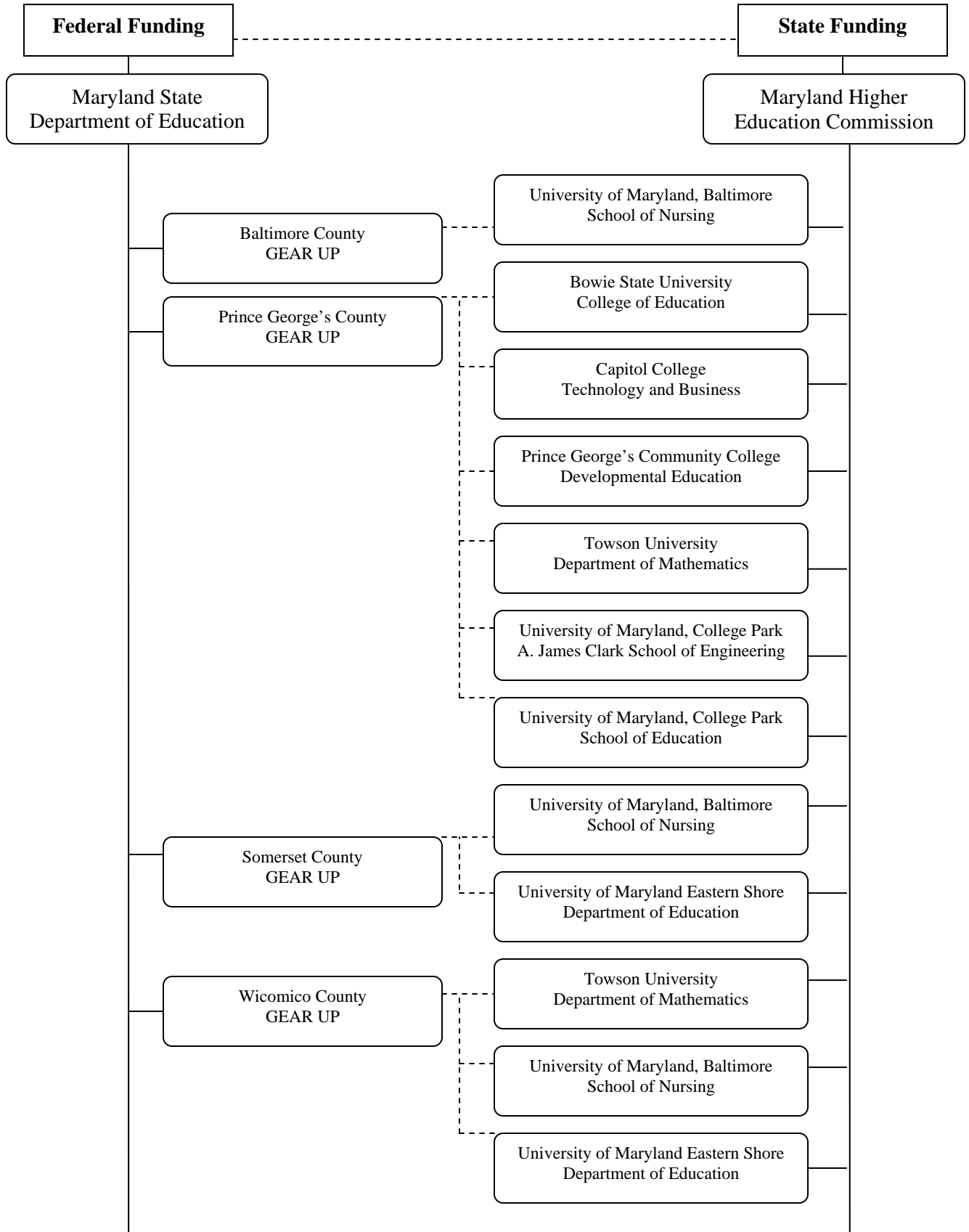


Table 1: FY 2010 CPIP Grant Awards

Institution	Project Name	GEAR UP Site Served	Award
Bowie State University	Bowie State University – Central High School Gear Up for College Support Program	Prince George’s County (Central HS)	\$63,476.79
Capitol College	2010 Career and College Awareness Program	Prince George’s County (Fairmont Heights HS)	\$15,778.00
Prince George’s Community College	Prince George’s Community College Bridge Academy	Prince George’s County (Central HS, Fairmont Heights HS)	\$109,245.15
Towson University	Geomatics Academy III of Fairmont Heights High School	Prince George’s County (Fairmont Heights HS)	\$88,522.52
Towson University	Geomatics Academy at Wicomico High School	Wicomico County (Wicomico HS)	\$19,079.00
University of Maryland, Baltimore	Promoting Graduate Success and Beyond	Baltimore County (Dundalk High HS)	\$121,516.00
University of Maryland, Baltimore	Tri County Summit	Baltimore County (Dundalk HS) Somerset County (Crisfield HS, Washington HS) Wicomico County (Wicomico HS)	\$60,786.00
University of Maryland, College Park	MIMAUE-CPIP College Awareness Through Career Exploration (CACE)	Prince George’s County (Fairmont Heights HS)	\$109,998.00
University of Maryland, College Park	GEAR UP College Awareness and Mathematics Preparation (CAMP)	Prince George’s County (Central HS)	\$129,889.00
University of Maryland Eastern Shore	GEAR UP College Access Program (GU-CAP)	Somerset County (Washington HS, Crisfield HS) Wicomico County (Wicomico HS)	\$148,151.00
TOTAL			\$866,441.46

CPIP Grant Project Summaries

FY 2010 Awards

Bowie State University

Project Title: Bowie State University – Central High School Gear Up for College Preparation Program

Project Directors: Constance Brooks
College of Education

Award: \$63,476.79

Project Abstract:

Bowie State University will facilitate a program designed to increase Central High School GEAR UP students' and families' knowledge of academic expectations and awareness of postsecondary education options. Bowie State University – Central High School Gear Up for College Support Program plans to address the needs of up to 100 high school juniors and their families. The program goals include: to increase student practical knowledge of college prep courses, essay writing, SAT and college admission requirements, and development of 'professional' 'behaviors' as they relate to career goals via active engagement workshops; to increase the number of opportunities for juniors and families to learn about resources for college involving financial and admissions processes and postsecondary options through completion of financial aid applications and/or simulated applications through modeling and direct service workshops. The indirect outcomes are to increase self efficacy of students, increase self esteem of students and family members, and encourage and foster family member attendance at an institution of higher education.

Project objectives will be achieved via a series of monthly morning and evening workshops for families and twice monthly daytime workshops for juniors. Workshops will include a nutritious meal as incentive to attend. Six field trips to BSU will occur during the funding period to acclimate students and families to college life.

Formative and summative assessments will be conducted following each workshop via quantitative and qualitative assessment survey. The information will be used to direct the focus of the program throughout its entirety.

Capitol College

Project Title: 2010 Career Awareness and College Preparation Program

Project Directors: Dianne Veenstra
Technology and Business

Award: \$15,778.00

Project Abstract:

Capitol College plans to offer a Career Awareness and College Preparation Program to GEAR UP juniors at Fairmont Heights High School and their parents/guardians. The program will increase student awareness of selected career fields that require a college education, including high school academic preparation, and will increase participant's knowledge of the college admissions process, including financial aid.

This program begins fall of 2009 with Career Exploration Workshops focusing on cyber security, business, and financial literacy. Each workshop will include a faculty lecture and presentation, a hands-on exercise that demonstrates the application of the presented concepts and the practical use of math.

In January the program continues with an invitation to all parents and students to a session - "The Journey to College." This event will focus on the steps necessary to research, apply and select a college, as well as secure sufficient financial aid.

In February students can attend a Career Exploration Workshop focusing on Space Operations. The workshop will include a faculty speaker and a hands-on exercise that will demonstrate the functions of a NASA satellite control center.

The program concludes with workshops in March and April. The first focuses on the admissions and financial aid process and emphasizes the importance of soft skills in the interview process. The students will participate in a mock interview. The last event is a Career Expo. Representatives from businesses, as well as college students and faculty, will highlight the importance of a college preparation program and the careers available in our region.

Prince George's Community College

Project Title: Prince George's Community College Bridge Academy

Project Directors: Brenda Teal
Educational Development

Award: \$109,245.15

Project Abstract:

Prince George's Community College proposes a GEAR UP partnership with Prince George's County Public Schools. It is a natural partnership since students from the county school system constitute the majority of the college's student body. The two partners are Central High School and Fairmont Heights High School located in Capitol Heights, Maryland. Both schools have low performance on the state's High School Assessment, particularly on Algebra/Data Analysis. At Fairmont Heights High School only 44% of the 2011 GEAR UP cohort has passed the Algebra/Data Analysis section. At Central High School 25% of the GEAR UP cohort have passed that section.

The objectives of the partnership are to: 1) increase student's performance on the HSA Algebra/Data Analysis; 2) increase students' and parents' knowledge and understanding of postsecondary education processes, and 3) enhance students' basic college-readiness skills needed for success in postsecondary education. PGCC will assist in increasing the number of students who score at the "proficient level" on Algebra/Data Analysis by providing consistent, timely and structured tutoring services. Students will also engage in an array of financial aid, college admission and career workshops, as well as participate in structured tours of area colleges with their parents. College readiness skills will be built by assisting students in developing a resume, writing an essay for college entrance and learning how to create, analyze and extract information from data.

The ultimate outcome of this partnership is to create a bridge that leads high school students through the doors of postsecondary institutions and exits them with college degrees and career choices.

Towson University

Project Title: Geomatics Academy III at Fairmont Heights High School

Project Directors: Martin Roberge
Department of Mathematics

Award: \$88,522.52

Project Abstract:

The Geomatics Academy, a College Preparation Intervention Program partnership between Fairmont Heights High School and Towson University, is designed to improve student mathematics performance in order to increase graduation and college acceptance rates; to involve parents in their student's education; and to increase parent and student preparation for secondary graduation, future careers and college. Towson University proposes to provide four main services to students within Fairmont Heights High School's GEAR-UP cohort: 1) extended learning opportunities in mathematics and educational/career planning (the Geomatics Academy); 2) assistance in finding and applying to summer 2010 high school internship programs; 3) an informational workshop on college planning, financial aid and high school graduation requirements; and 4) providing a graduate student mentor for students who are 'at-risk' of not graduating. The Geomatics Academy will serve a stable group of thirty GEAR UP students; the other services will be open to all interested GEAR UP students and guardians. All four services will make a special effort to recruit students who have not exceeded the 'Basic' level of competency on the Algebra/Data Analysis HSA. The Geomatics Academy will meet for ten weekday/weekend activities; the mentoring program will operate after school on weekdays, while the College Planning Workshop will occur on a weekday evening convenient for parents. The efficacy of our program will be assessed seamlessly during every activity through a mixed qualitative and quantitative methodology using tailor-made HSA-style mathematics content assessments, reflective journals and recruitment goals.

Towson University

Project Title: Geomatics Academy at Wicomico High School

Project Directors: Linda Cooper
Department of Mathematics

Award: \$19,079.00

Project Abstract:

The Geomatics Academy, a College Preparation Intervention Program partnership between Wicomico High School and Towson University, is designed to strengthen students' understanding of mathematical concepts of functions, summation notation, linear regression, proportion and modeling through a series of activity days. The integration of mathematics, geography, and environmental science is a novel, engaging approach to generate enthusiasm for learning through hands-on, real-life activities that utilize a variety of technologies (graphing calculator, remote sensing and Global Positioning System). Mathematics enrichment experiences are aligned to Maryland's Voluntary State Curriculum for Algebra/Data Analysis and Algebra II. Students will connect to their local environment as they collect and analyze data from Beaverdam Creek, and explore the habitat of the Chesapeake Bay. Students will use satellite imagery from several years to observe changes in the earth (decrease in the area of Lake Chad and growth irrigation farming in the desert of Saudia Arabia), creating algebraic functions to model these changes. Students will use motion detectors to explore the relationship between distance and time as they walk a line, and conjecture about other real-life phenomena as a function of time. The Geomatics Academy is a community of learners comprised of Wicomico High School students, GEAR UP Site Coordinator, and three faculty members from Towson University's Mathematics and Geography Departments.

University of Maryland, Baltimore

Project Title: Promoting Graduate Success and Beyond

Project Directors: Vanessa Fahie
School of Nursing

Award: \$121,516.00

Project Abstract:

The University of Maryland, Baltimore School of Nursing (UMBSON) is reestablishing its collaboration with Baltimore County Public School's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) to provide services to Dundalk High School students and families. This project will foster 1) career awareness and exploration; 2) self development; 3) college readiness; 4) increased parental involvement; and 5) diverse collegiate experiences to overcome the disparity in educational attainment among low income students.

Stakeholders; the University of Maryland, Baltimore School of Nursing; and Baltimore County Public Schools (Office of K-12 and Special Programs) have initiated a partnership combining resources creatively to develop a model program that will reduce the obstacles of students achieving high school graduation and enrolling in college following high school, particularly African American and Hispanic students. This partnership will afford students opportunities to increase communication between parents, teachers and administrators, master academic skills needed for college success; identify career goals; complete college and financial aid applications; develop portfolios with timelines; interview individuals from a variety of professions; and interact with faculty and students on college campuses.

University of Maryland, Baltimore

Project Title: Tri-County Summit

Project Directors: Vanessa Fahie
School of Nursing

Award: \$60,786.00

Project Abstract:

The Tri-County Summit is a collaborative project in which the University of Maryland, School of Nursing and three Maryland GEAR UP sites spearhead a multifaceted initiative for sixty juniors attending Baltimore, Somerset, and Wicomico County Public Schools. A three day residential experience for urban and rural high school students will focus on increasing their psychosocial preparation for college through interactions with faculty, staff and students from diverse backgrounds. Students will develop soft skills, initiate resumes and essays for college applications and participate in mock interviews. Visits to selected University System of Maryland Schools (i.e., Morgan State University; Salisbury University; University of Maryland, Baltimore; and the University of Maryland Eastern Shore) will provide a snapshot of college life from academic and social perspectives. GEAR UP students will observe faculty-student interactions in classroom and clinical simulation laboratories. Information sessions for parents will increase their awareness of academic and psychosocial preparation required for college life, as well as resources for submitting college and financial aid applications. Partners will combine resources to: 1) empower students as they consider career goals, select and evaluate colleges, and take steps required to make college enrollment possible; and 2) equip parents with the tools needed to promote their child's transition from high school to college.

University of Maryland, College Park

Project Title: MIMAUE-CPIP- College Awareness through Career Exploration (CACE)

Project Directors: Stephanie Timmons-Brown
School of Education

Award: \$109,998.00

Project Abstract:

The Maryland Institute for Minority Achievement and Urban Education (MIMAUE) will implement, in collaboration with Fairmont Heights High School (FHHS), the College Awareness through Career Exploration (CACE) program. CACE will help provide a platform for students to make the connection between college attendance and career choice. Through paid internship experiences, students will be afforded the opportunity to work (a total of 175 hours) in major corporations and companies within the local community. In addition, students will also be expected to participate in an array of activities that will provide them with soft skills and research opportunities. These skills will be used to prepare the students for their internship, their college career, and ultimately their future professional career. Students will devote approximately 5 hours per month conducting research on colleges, majors and careers. As part of this experience, students will be assigned monthly topics and or questions that will focus their research and simulate their thoughts about the college/career connection. Students will participate in a two-day conference/training that is designed to provide college awareness as well as soft skills training for students. In addition, students will also participate in two one-day debriefing seminars that will serve as a follow up to the conference and allow students to collectively reflect on their experiences. Ultimately, students will use their experience, their journals and their research to develop an education/career plan that will be implemented in their senior year of high school.

University of Maryland, College Park

Project Title: College Preparation & Intervention Program (MHEC)

Project Directors: Rosemary Parker, LaWanda Kamalidiin, and Bruk Berhane
Center for Minorities in Science & Engineering
A. James Clark School of Engineering

Award: \$129,889.00

Project Abstract:

The University of Maryland, College Park (UM), in collaboration with the Prince George's County Public Schools GEAR UP, will continue to work with Central High School. As a supporting college partner, UM will provide academic enrichment and outreach activities to the GEAR UP students and their families. Specifically, the Center for Minorities in Science and Engineering (CMSE) of the A. James Clark School of Engineering will support Central High School through programs, a parent-student advisory board, and an in-school class. The in-school program will focus on the SAT math test, the after-school programs will be in Algebra HSA tutoring and robotics and the Saturday internship will prepare students for career and college exploration.

University of Maryland Eastern Shore

Project Title: GEAR UP College Career Access Program (GU-CAP)

Project Directors: Michael Nugent
Department of Education

Award: \$148,151.00

Project Abstract:

The GEAR UP-College Access Program (GU-CAP) has been an ongoing project of the University of Maryland Eastern Shore, in support of Maryland GEAR UP II, since its beginning. In collaboration with GU coordinators, students, parents, faculty, staff, and through numerous meetings with the administrators from our three partner schools, the following project goals have been identified.

Goal 1: Assist both Somerset County and Wicomico County GEAR UP students in meeting the statewide goal of improving assess to and better preparing students for higher education.

Goal 2: Provide on-going enrichment activities to GEAR UP students and their parents. The UMES project is designed to address this goal by implementing the following services and programs: Sylvan taught SAT prep classes; in-school tutoring to assist students toward meeting graduation requirements; and in-school tutoring to assist students working on their Bridge projects.

Goal 3: Provide parents and guardians with information about State graduation requirements, provide the tools and resources they need to help their children stay in high school, take challenging courses and prepare for college and career.

GEAR UP SCHOLARSHIPS

As part of the FY 2000 Federal GEAR UP grant, Maryland offers college scholarships to its eligible GEAR UP I students. Approximately \$3.6 million was put in a trust for scholarship use over the course of six years. MHEC administers the scholarship through the Office of Grants with the assistance of the Office of Student Financial Assistance. To administer the GEAR UP scholarship, MHEC created and maintains a database of GEAR UP students who may be eligible for the scholarship. The database currently includes nearly 4,500 GEAR UP students who have participated in GEAR UP at some point over the grant period between the years 1999-2005 and who were scheduled to graduate from high school in 2006. The scholarship guidelines allow GEAR UP scholarships to be renewed for each school year up to six years (for part-time students), which means the grant will be administered through the year 2012, or until the trust is expended. Full-time and part-time scholarships were awarded in the first four years of the GEAR UP scholarship program. Part-time scholarships were budgeted for eligible students for years 5-6. To be eligible for a part-time scholarship in year 5 or 6, a student must have attended college part-time (6-11 credits) for at least two semesters in the first four years. This enrollment information is provided by the college or university. Funds were not available to award full-time students in the fifth year.

In FY 2001, the Maryland GEAR UP management team developed guidelines for the administration of the Maryland GEAR UP Scholarship Program, which were approved by MHEC. The guidelines for the GEAR UP scholarship program were revised in FY 2003. Changes included annually determining the amount to be awarded from the trust fund, capping the scholarship amount and changing the required participation in Maryland GEAR UP from three years to one year due to the unexpected mobility of the GEAR UP cohort.

The maximum scholarship award amount is based on the Expected Family Contribution (EFC) and is not to exceed the sum of the institutional cost of attendance (determined by an existing MHEC survey collected from the institutions) and a standard cost-of-living allowance. Students are encouraged to submit the GEAR UP scholarship application by May 1, after which the institution is required to provide certification information on each student so that an award amount can be determined. Students may apply for a GEAR UP scholarship later than May 1 although a delay in award announcement and/or payment may occur. As per Federal guidelines, the GEAR UP Scholarship award must be determined after all State, Federal, institution, and private aid has been applied toward the total cost of attendance.

To be eligible to participate in the GEAR UP Scholarship, an applicant must:

- have participated in a GEAR UP Program at least one year between the 1999-2000 academic year and the 2004-2005 academic year (see the appendix for a description of GEAR UP I programs);
- be included in the GEAR UP I cohort;

- be a Maryland resident if an independent student, according to the institution’s state residency policy. If a dependent student, both student and parent(s) or legal guardian(s) must be Maryland residents according to the institution’s state residency policy;
- be less than 22 years of age at the time of the first scholarship award;
- have received a high school diploma or its recognized equivalent;
- file a Free Application for Federal Student Aid (FAFSA)—priority given to those who file by March 1st;
- be enrolled or accepted for enrollment full-time (at least 12 semester credit hours) or part-time (at least 6 semester credit hours) in an accredited undergraduate institution of higher education that awards associate and/or baccalaureate degrees; and
- pledge to remain drug-free for the full term of the scholarship award (consistent with other State awards). Unlawful use of drugs and alcohol may endanger the enrollment in a college or university, as well as the GEAR UP Scholarship award.

2010-2011 Maryland GEAR UP Scholarship Award Process

Approximately 21 GEAR UP scholarship applications were received and processed for the 2010-2011 academic year. All of the applications were from repeat applicants, and 48% of the applicants have applied all 5 years.

GEAR UP I students indicate on their GEAR UP application and FAFSA the higher education institution they plan to attend. Approximately 15 institutions were contacted in July 2010. A GEAR UP background document, instructions, the 2010-2011 MHEC *Annual Cost of Attendance Survey*, and certification forms were sent to the in-state and out-of-state institutions. Each was asked to provide the student’s FAFSA status; enrollment status; student’s housing status; the EFC; estimated Pell grant; and any institutional, private, or other financial aid.

As per the GEAR UP Scholarship Guidelines, awards were determined based on the EFC, which is determined by the U.S. Department of Education based on FAFSA data submitted by students’ families. The students were ranked and placed into award tiers based on EFC. The award tiers are as follows:

<u>EFC</u>	<u>Maximum annual award amount, not to exceed COA</u>
\$0	up to \$13,000
\$1 - \$999	up to \$10,000
\$1,000 - \$1,999	up to \$8,000
\$2,000 - \$2,999	up to \$6,000
\$3,000 - \$5,273 (Pell eligible)	up to \$4,000
\$5,274 - \$20,000	up to \$500
\$20,000 +	\$0

Award amounts were determined by the COA + Cost of Living Allowance – EFC – all other scholarships/grants = GEAR UP Scholarship Award, up to the maximum in the students' award bracket. Awards were not made to students whose EFC exceeded the institutional cost of attendance, EFC was greater than \$20,000, or needs were met through other scholarships/grants. The number of awards this year decreased substantially due to the fact that only part-time awards were available for GEAR UP students. Eligible students must have attended part-time for at least two semesters in the first four years of the program. Many students were not eligible because of full-time enrollment status. Funds were not available to award full-time students in the fifth year.

For the 2010-11 school year, \$23,000 was budgeted for part-time awards. Awards totaling \$12,700 were offered and accepted by five students. Remaining 2010-11 funds will be used for spring 2011 awards. GEAR UP participants from the Baltimore City Public School System (1), Garrett County Public School System (1), Western Maryland (1), and Baltimore County Public Schools (2) are represented by this year's recipients.

Table 2 shows GEAR UP I Scholarship awards for 2008-2009 and 2009-2010. Given only five part-time awards were made in 2010-2011, this is not reflected in the table.

Table 2: GEAR UP I Scholarship Awards (Years 3 and 4 by Site)

Site	2008-2009 Accepted Awards	2009-2010 Accepted Awards	2008-2009 Total Funds Awarded	2009-2010 Total Funds Awarded	2008-2009 Percent of Total Awards	2009-2010 Percent of Total Awards
ACE/GEAR UP	14	13	\$63,690	\$54,700	6.3%	6.4%
Baltimore City	35	34	\$139,905	\$146,100	13.9%	17.1%
Baltimore County	44	30	\$180,660	\$128,500	17.9%	15%
First Generation College Bound	25	22	\$128,800	\$101,500	12.8%	11.9%
Garrett County	38	40	\$111,140	\$117,750	11.0%	13.8%
Prince George's County	21	19	\$118,400	\$114,550	11.7%	13.4%
Somerset County	18	20	\$79,315	\$60,600	7.9%	7.1%
Southern Maryland	13	7	\$71,925	\$33,500	7.1%	3.9%
Western Maryland	32	25	\$114,895	\$95,000	11.4%	11.1%
TOTAL	240	210	\$1,008,730	\$852,000	100.0%	100%

Total Number of 2006-2007 Applications Received = 1,028 (43% of applicants received GEAR UP award)
 Total Number of 2007-2008 Applications Received = 548 (47% of applicants received GEAR UP award)
 Total Number of 2008-2009 Applications Received = 405 (59% of applicants received GEAR UP award)
 Total Number of 2009-2010 Applications Received = 350 (60% of applicants received GEAR UP award)

APPENDIX

CURRENT MARYLAND GEAR UP SITES

Academic Year 2009-2010 Summaries

Allegany County GEAR UP

The Allegany County Public Schools GEAR UP cohort is comprised of 258 students, with 129 females and 129 males. FARM students comprise 42% of the cohort. Ethnic distribution is as follows: 254 white, two African American, one Asian, and one Hispanic. Beginning in the 2009-2010 school year, 68 students will be attending the Center for Career and Technical Education.

The Year 5 GEAR UP program for Allegany County Public schools will provide activities for students, parents and cohort teachers to increase the number of students from low-income communities who are prepared to enter and succeed in postsecondary education. Professional development in mathematics based on the Maryland Voluntary State Curriculum, University of Maryland System requirements, and College Board AP guidelines will be supported by the mathematics supervisor, the school improvement specialist in mathematics and professional consultants in order to promote the development of rigorous coursework for students. This will include courses for Algebra, Geometry, Trigonometry and Calculus, as well as intervention courses for students who are performing significantly below grade level in mathematics. These activities will be based on and meet Maryland's Professional Development Standards.

Community and college partners will provide programming for students and parents through college awareness activities throughout the academic year. The GEAR UP Coordinator will provide students, parents and extended family members with information and the necessary actions required to attend postsecondary institutions. PSAT and SAT preparation will be offered after school prior to each test date. GEAR UP will utilize an extensive incentive-based program in mathematics as well as other subject areas to encourage student achievement. The coordinator will provide to students and parents data that demonstrates current progress in mathematics and other subject areas by reporting results from report cards, county benchmarks, unit assessments, HSA results, AP test results and teacher comments. Based on student data and teacher recommendations, corrective measures will be taken to improve their academic performance.

Baltimore County GEAR UP

The Baltimore County Public Schools cohort includes approximately 317 students entering Grade 11 at Dundalk High School in August of 2009. This

cohort is currently composed of 47.3% males and 52.7% females, with 64% Caucasian, 23.1% African American, and 12.9% Hispanic, Asian or other minorities. Currently, 58.7% of the 317 cohort students qualify for Free and Reduced Meals. For Year 5, the BCPS GEAR UP site will focus on the following strategies:

- Continue the GEAR UP Advisory Board, especially for parent communication.
- Continue the GEAR UP Ambassadors Group to help increase student participation.
- Continue to recognize GEAR UP scholars as it increased parent participation and increased interest in academic achievement.
- Explore increased collaboration with the AVID program based on potential in-school opportunities to use the “captive audience” approach.
- Build on the past year’s success with the award-winning robotics team for enhanced exploration of science and math concepts while providing incentive to attend college, and provide a positive image for the school.
- Collect and analyze data as related to mathematics achievement, HSA Algebra scores, and PSAT/SAT scores. Use this data to recognize student achievement; identify students who need to pass the HSA Algebra and to target the type and intensity of mathematics support needed, and identify students by PSAT scores for probable SAT success and to provide diagnostic data for SAT preparation or improvement of past SAT scores. Results of data analysis will be reported to the GEAR UP coordinator, mathematics department chairperson, and tutors for organization of services.
- Conduct ongoing site team meetings with grant manager, principal, math department chair, program coordinator, and college partners in order to discuss and efficiently coordinate GEAR UP activities.
- Enhance communication with parents through a newsletter and parent workshops. The workshops (conducted by the University of Maryland, Baltimore) will provide background information and methods of applying for FAFSA and college scholarships.
- Provide a 2010 summer camp that will prepare cohort students for the HSA Algebra and the SAT. The HSA Algebra workshops will last for two weeks and the students will take the test at the end of the training. The SAT workshop will be 6 sessions and the students will have the opportunity to take the SAT at the end of the training.
- Initiate a Maryland Leadership Workshop camp to expand leadership potential of the cohort students.
- Provide tutoring for cohort students who are members of athletic teams during their after-school study hall. Those students who need help in mathematics, HSA Algebra, and SAT preparation will receive tutoring (“captive audience” approach).
- Continue to collaborate with Towson University to provide professional development for teachers in the school as the staff is being restructured.

- Fund an online course, “Teaching Geometry with Geometer’s Sketchpad,” for 4 teachers to improve their effectiveness with computer lab activities.
- Purchase software for the TI-84 calculator, 15 copies of “TI Smartview 3.1” for visual demonstrations of mathematics procedures and to create documents for student use on the TI-84 calculator.
- Continue services of the Clerical Specialist in order to provide logistical support for the GEAR UP Coordinator which allows her to provide additional time to achieve GEAR UP goals and objectives. The Clerical Specialist will communicate with parents and students to promote increased involvement in critical GEAR UP activities.
- Purchase SAT preparation materials for teachers and students.

Garrett County GEAR UP

The major activities of the Garrett County GEAR UP program for Year 5 include the following:

Improve GEAR UP Student Performance in Mathematics and Career/College Awareness. Remediation and tutoring will be offered after and during school to enhance and support the student’s academic needs in their coursework. A part-time math specialist will be hired for each high school to offer and support math instruction to the students. Supplemental mathematics resources will be purchased for the 11th grade cohort. These materials will enhance the delivery of the content by providing staff and students with practical experience in mathematics. Laptops, projectors, wireless slates, and supplementary resources for the interactive white boards will be purchased to allow teachers to develop an interactive learning experience while bringing in technology to each classroom. Students will participate in physics day activities dealing with math, science and architecture of Kennywood Amusement Park. Students will visit and investigate, collect and analyze data from a ground water flow model. Students will attend the Allegany Math Competition which will require them to practice and answer higher level thinking questions written from NTCM.

Students will demonstrate a greater awareness of college admissions and preparations. Students and parents will be provided with information on college readiness. There will be parent meetings conducted at both high schools supported by our guidance department on college preparations and admissions. The GEAR UP program will tour various colleges with parents and students to develop an Awareness of college life, financial aid, enrollment and other preparations. Garrett County will partner with Garrett College and host a college expo. Colleges from all around the tri-state area will provide materials, data, and brochures to inform the students and parents about their college. Students and parents will be given many opportunities through GEAR UP to

learn and develop a greater understanding of how to prepare for postsecondary education.

Increase parental involvement and encourage the active participation of parents. Parent involvement is a vital part of the GEAR UP program in Garrett County. Parents are informed through the GEAR UP website, Phone Master and parent newsletters about important information and upcoming events. Parents will be included in parent nights, GEAR UP events, scheduling conferences, college tours and college readiness workshops. The parents are provided information about high school and college choices. Financial aid and scholarship information are presented to the parents to prepare them for postsecondary education opportunities. Parents are encouraged to become involved with GEAR UP program resources, meetings, events and Activities.

The activities previously mentioned re used to enhance instruction, increase parent involvement, provide staff development, encourage postsecondary education and provide services for socio-economically disadvantaged students. Through these planned activities it will promote parent involvement and increase the number of enrollment in more AP and other rigorous courses.

Staff development is provided to give teachers the opportunities to enhance their teaching knowledge and skills. Staff development is also provided to not help the teachers learn about various mathematics concepts and to incorporate these concepts into their classroom teaching. Staff development is provided to all GEAR UP teachers. Many will take advantage and attend workshops, conferences, and team building strategies that will help increase test scores and achieve higher levels of teaching strategies. This will, in return, move their students to a new level while preparing them for college.

Prince George's County GEAR UP

FAIRMONT HEIGHTS HIGH SCHOOL (FHHS)

The following list gives a brief description of Year 5 proposed activities for FHHS:

HSA Preparation and Support: Students who have yet to pass or attain the overall HSA score in which they need to graduate will be identified by both the GEAR UP Coordinator and school-based test coordinator and urged strongly to participate in Algebra support sessions. Additionally, parents will be contacted and asked to support in the endeavor of getting student participation.

PSAT/SAT Preparation and Support: All GEAR UP students will be offered additional classes preparing them for both the PSAT offered early fall and the SAT offered late spring. A workshop will be available for parents informing them of the importance of both tests. These classes will be offered in a variety of

afterschool and Saturday sessions to try to accommodate as many students as possible. Companies specializing in standardized test preparation will be employed to provide quality instruction to students.

Individualized and Small Group Tutoring: Tutoring will be provided for a) math students in honor and advance math classes who need additional assistance to increase their chances of success; b) students who have yet to pass Algebra I, and c) students who have failed the Algebra HSA and who are currently enrolled in the math class designated for such students.

Math Teacher Professional development (PD) and Conference

Attendance: In addition to the multitude of professional development activities that Prince George's County Public Schools Math Department provides to math teachers systemically, the GEAR UP grant will support PD initiatives and give opportunities of PD opportunities that FHHS math teachers state that they need specifically. Some of these include attending the national conference that introduces new or different teaching techniques and technology. The grant will also support in-house PD workshops where teachers who attended a countywide PD workshop will return and impart information to the remaining teachers, which is something that would not be able to occur without GEAR UP.

Data Driven Math Teacher Collaboration: The grant will support teachers in their quest to meet and discuss assessment results collectively for the purpose of modifying instructional base of student needs and enhanced instruction.

Provide Teachers with a Summer College Board PD Week Long Workshop: Teachers will be offered a summer weeklong PD facilitated by College Board focusing on math teacher strategies.

Parent Information Workshops: Four parent information workshops will be offered addressing: a) college admission and preparation; b) financial aid; c) standardized test, and d) preparing for the senior year.

GEAR UP Mentoring Program: As a continuation from Year 4, the mentoring program is designed to pair students with a teacher/mentor who will assist students with study habits, college selection and the overall added support of a successful matriculation. This program is well planned, organized and adheres to each of the objectives of the grant.

The above listed activities support the overall GEAR UP goals in several ways. They provide added support for students in both a collective whole group manner and some of the activities are designed to target the individual needs of the students. All tutoring and activities are specifically aimed at increasing the GPA, HSA, PSAT and SAT scores of the entire cohort. Students will be assessed, prior to and after, each session or group of sessions, to determine

effectiveness and/or need for modification. Several listed activities also serve to enhance and improve math instruction through collaboration, conference attendance and provide time for data and class assessment.

CENTRAL HIGH SCHOOL (CHS)

The following list gives a brief description of Year 5 proposed activities for CHS:

Tutoring: After school assistance will be provided for students who need assistance with math coursework for Geometry, Algebra II and Calculus, as well as test preparation for High School Assessments, PSAT in the fall and SAT in the spring. Your teacher software will provide one-on-one assistance to students.

Computer Equipment: Four mobile labs with 16 computers each will be provided for four teachers who will be teaching Geometry. Four small labs allow for ease of movement and sharing among teachers. Mobile labs will provide convenient access to software. The school's computer lab will not be available to classroom teachers during the day. A mobile lab will allow students' access to computer based lessons at anytime the teachers deem necessary.

Computer Software: Computer equipment and software will be purchased for use in the classroom, thus allowing technology to be incorporated seamlessly into lesson plans. Computer software will provide assistance with innovative strategies allowing varied approaches for different learning styles while teaching math concepts. Teachers have found that difficult geometry concepts become clear for students when they can see and interact with visual representations on computer screens. It gives the teacher the ability to engage the students and enhance interest in the concepts being taught. Mathematical software provides a resource to address various broad topics in algebra, geometry and trigonometry and helps to remove obstacles in student thinking. Resources are also provided with the mathematics software that lists a number of effective classroom strategies with practical suggestions for employing them in the classroom.

Professional Development: Professional development and team teaching initiatives will be provided to help teachers target the full range of student needs. Technology training will be used to implement lessons using the mobile lab and software. Motivational training will be provided to inspire teachers to spend less time on discipline by building student problem-solving skills. This training will help teachers develop strategies for successful student and teacher conflict resolution. Curriculum enhancement will be provided by memberships in professional organizations and teacher attendance to the National Conference for Teachers of Mathematics – Regional and National locations. In-house collaborative planning will provide support to teachers through units and chapters identifying best practices and strategies.

Mentoring and Life Skills: These programs assist students in coping with negative peer pressure, low motivation and attendance problems. We will continue the Road to Success program, which targets students with excessive absences and low grades. Media Reel Life is an energetic approach to developing life skills, identifying goals, and building self-esteem through producing public service announcements.

Career Development: Quarterly college tours will be offered to expose students to options of choices for majors. The College Choice Curriculum will be implemented through a partnership with Prince George’s County Public Schools advisory requirements. Materials and training will be provided to teachers for year long course. Mathematics related field trips to companies or conferences to learn about various careers in mathematics, technology and medicine.

Parent Information Workshops: Back to School GEAR UP Parent Conferences will be provided for parents to learn about GEAR UP initiatives and activities for the current year. It will include a financial aid workshop, test prep, 11th grade night, and assistance as chaperones on college tours to learn about financial aid and the application process.

Supplement for Summer School Tuition: Designed for students who did not pass geometry at the end of 11th grade to be prepared for 12th grade pre-calculus courses.

Supplement for Testing Fees: Provide students with payment for the PSAT to be taken as pre-assessment at the beginning of the in-school course and ACT course for students who need it.

Somerset County GEAR UP

The Year 5 GEAR UP (GU) cohort is the present incoming 11th grade class at Crisfield High School in Crisfield (92) and Washington High School in Princess Anne (123). The cohort will be made up of 215 students. Demographics of the group as of 06/01/09:

Total in Grant	African American	White	Hispanic	American Indian	Asian	FARMS
117 male 98 female	49 male 42 female	66 male 50 female	4 male 2 female	1 female	1 female	CHS – 54 (56%) WHS – 84 (56%)

The 11th grade year will be a crucial decision making year for many of our students. The Year 5 GEAR UP program will ensure students have the tools and opportunity to make the best informed decisions about their future. Focus will be on both assisting them to meet their high school graduation requirements and taking the necessary steps to enter college. High school graduation activities will include: 1) a family event in the fall of 2009 called ‘On Track for 2011’. This

event will give parents and students an opportunity to review individual readiness for graduation, against the standard graduation requirements; 2) remedial support for students who have not yet passed the Algebra High School Assessment. The majority of students (98%) have already taken the Algebra HSA at least once. Included in the 98% are 71 students who took the test in May. Their scores will not be available until August. Of the 71 students who took the test in May, 24 students had already taken the test multiple times and did not pass and were no longer enrolled in Algebra courses designed to help them prepare for taking the test. As a result, GEAR UP Year 5 is preparing to offer extensive remediation support to those students who are still unable to pass the Algebra HSA. Support will be in the form of both in-school and after-school 'targeted' tutoring. In-school, after-school and at home, these students will also be provided access to Apangea, a web-based application designed to aide in mastering Algebraic concepts. Apangea allows students to earn tangible rewards while encouraging self-paced study; and, 4) hands-on math and engineering projects will enhance the math skills of our students and promote higher order thinking within the classroom and in preparation for college.

While heightening the awareness of graduation requirements, GEAR UP Year 5 will also be heavily engaged in making sure students are taking the necessary steps to enter college in 2011. Throughout the school year the following activities will be hosted: 1) A 'College Ready' workshop for parents and students to help students select a college that meets their needs, practice filling out college applications, writing essays and researching potential scholarships; 2) in collaboration with the University of Maryland Eastern Shore, students will receive SAT preparation classes from Sylvan Learning Center designed to raise their SAT scores for college admission and scholarships; 3) both UMES and the Delmarva Education Foundation will host a parent financial aid night to help parents understand the available opportunities for funding college; 4) Maryland Business Roundtable will be invited to speak to the entire cohort regarding the Maryland Scholars Program and requirements for the Maryland Scholars Scholarship; 5) maximum exposure to college campuses will also be provided. Many students decide to attend a particular college based on a college tour; a series of one-day college tours and an extended three-day college tour will serve to give students a broad range of college courses; and, 6) to expand their choices even further. Students will attend the Tri-County College Fair at UMES in the fall, which brings colleges to students via a college and career fair at both high schools in the spring.

Both high school graduation and college preparedness are tied inexplicably to cohort teaching staff and their support is crucial. Washington High School will be undergoing a construction renovation during the school year and will lose access to a major part of their computer facilities. Critical lessons and access to online HSA practice tests, as well as actual HSA on-line testing will be severely hampered. At the request of the principal and math facilitator at Washington High School and in conjunction with the Somerset County Assistant

Superintendent and technology staff, GEAR UP will provide a 'mobile computer lab' to assist cohort math instructors in providing uninterrupted learning to students. In addition to this logistical support of instructors, GEAR UP Year 5 will make every effort to ensure cohort teachers receive meaningful professional development support through the grant. A veteran math consultant will continue to provide observation and modeling support for teaching math concepts. He will use spiral reviews to improve pacing and sequencing of instruction. He will also utilize milestone assessments to collect performance data for data driven decision making related to instruction. Another consultant is being engaged to provide a root cause analysis workshop to cohort teachers. He will provide several follow-up sessions, including a monthly session to assist teachers in 'drilling down' the data and using the data to determine teaching strategies. In Year 5, new alliances are also being formed to provide professional development to cohort math teachers. The College Board will provide a series of pre-AP courses to staff, giving students additional opportunities to prepare for college curriculum. A workshop will also be provided to walk cohort instructors through the use of on-line resources to improve daily instruction. This year we will also provide a series of e-workshops for math teachers through the NCTM website.

GEAR UP Year 5 continues to reach out to parents. Parents are encouraged to participate in all GEAR UP activities via newspaper, phone calls and emails. GEAR UP Year 5 continues to strengthen local business partnerships. Local businesses will also be called on to support a Career Fair and Job Shadowing program. The VA Space and Flight Academy will help open up what is one of the 'best kept secrets' on the Eastern Shore – NASA in Wallops Island. Astronomy, rocketry and robotics workshops will introduce students to a world of technology which exists right in their own backyards.

Wicomico County GEAR UP

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) follows a cohort of students from middle school through high school, with the goal of increasing their enrollment in postsecondary education. The cohort will enter 11th grade at Wicomico High School in 2009-2010. Over the years, supplies, resources and materials have been provided for GEAR UP students, parents and teachers.

Activities for Year 5 are includes:

- Transportation and teacher stipends for after-school tutoring;
- Career/college planning program for parents;
- Math-focused Back to School Night for students and parents;
- Career Day program for students with a motivational speaker;
- Service Learning Fair;
- Mathematics related field trips;
- College visits;

- College challenge programs (oratorical contest, math and technology bowls);
- Summer programs for student;
- Professional development for mathematics teachers; and
- Collaboration with the University of Maryland Eastern Shore on programs for students and teachers.

In Year 5 partnerships will be formed with the University of Maryland, Baltimore (UMB) Leadership Development Program and Towson University (TU) Geomatics Program. UMB will provide a four-day leadership workshop in August with follow-up visits in the fall and spring. TU will send professors to work with approximately 15 students on a monthly basis through the math program. Students will also participate in a trip to TU for a tour and to watch a play about math.

MARYLAND GEAR UP I SITES 1999-2006

Academic Champions of Excellence (ACE) GEAR UP

The Academic Champions of Excellence (ACE) program, which served Thurgood Marshall Middle School #170 in Baltimore City and School 426 (formerly Lake Clifton-Eastern High School), is housed on the campus of Morgan State University. IN FY 2006, the site focused on providing intensive counseling for students to assist them with the college admission and financial aid process. The site hired a part-time college access counselor to work a minimum of 20 hours per week with students during school hours. Baltimore City Community College (BCCC), a CPIP grantee, has also invited ACE GEAR UP students to take one three-credit course at BCCC tuition-free. The project and BCCC offered SAT preparation during Saturday academies for students.

Baltimore City GEAR UP

The Baltimore City GEAR UP site served GEAR UP students at Rognel Heights and Lombard middle schools and in FY 2006 served the City cohort students at Digital Harbor and Patterson high schools and at the school formerly known as Walbrook High Uniform Services Academy #411. (The Baltimore City Public School System divided Walbrook School #411 into has three distinct high schools: Liberal Homeland Security at Walbrook School #434, Business Entrepreneurship at Walbrook School #435, and Arts Academy at Walbrook School #436.) Baltimore City GEAR UP focused on academic development for their students through academic counseling, tutoring, test preparation, and teacher professional development. The site also offered workshops informing students about postsecondary options and how to find financial aid. Two Towson University partnerships support these high schools, offering intensive assistance in using technology and in writing.

Baltimore County GEAR UP

Baltimore County GEAR UP served Lansdowne and Dundalk high schools and earlier served Lansdowne and Dundalk middle schools. Through the Baltimore County site, approximately 650 students received academic enrichment services. In FY 2006, as many of the cohort students prepared to re-take the SAT to increase their scores, the site offered rigorous SAT workshops. The site also helped students select colleges to meet their needs through a college selection workshop. As in years past, the site worked collaboratively with its college partner, the University of Maryland, Baltimore, School of Nursing (UMB). UMB provided activities to encourage students to consider health careers and more generally to take a curriculum sufficiently heavy in mathematics and science to provide students with better college preparation and more choices for college courses and majors. The site and the college partner collaborated to provide

intensive training for parents and students to complete college and financial aid applications.

First Generation College Bound GEAR UP

First Generation College Bound, Inc. (FGCB) served Dwight D. Eisenhower Middle School and Martin Luther King, Jr. Middle School in Prince George's County and then Laurel High School. FGCB is a community organization focused on developing a sustainable infrastructure of student support and encouragement. As the FGCB staff focuses on encouraging all of its students to go to college, a priority for the 2005-2006 school year was providing the necessary one-on-one support to students and their families as they progress through the college choice, application, financial aid, and enrollment processes. Site staff offered formal college access activities through a GEAR UP class held during the school day at Laurel High School. This class allowed students to ask questions specifically related to their concerns about the college admissions and financial aid process. In addition to the in-school course, the site also offered college access workshops and seminars for students and their families. Additional activities included a staff training component focused on developing success-driven strategies in students, SAT/ACT preparation and registration assistance, and offering frequent opportunities for college visits and college fair participation. For the fifth year, PGCC was the site's college partner and offered a mentoring program and academic enrichment activities to complement the site's goal of ensuring that every student applies to college.

Garrett County GEAR UP

Garrett College was a GEAR UP partner with the two middle schools in Garrett County, Northern and Southern, and with Northern and Southern high schools. Representatives from the college served on the GEAR UP advisory board, playing an important role in assessing student and school needs and in developing long-term program plans. Representatives from Garrett County Public Schools and Garrett College cooperatively integrated GEAR UP activities into the school day, creating a seamless boundary between the schools' curriculum and the program's academic enrichment activities. For example, the site offered an advisor/advisee period weekly at both high schools to provide career and college development, character education, dropout prevention strategies, and academic remediation. The program has also provided teachers the opportunity to implement a variety of technologically integrated lessons in science, math, English, foreign language, and social studies. Garrett College also hired a person to give one-on-one financial aid and college application assistance to students and parents.

Prince George's County GEAR UP

The Prince George's County GEAR UP project worked with G. Gardner Shugart and Benjamin Stoddert middle schools and the GEAR UP cohort at Potomac High School. Three years ago, in an effort to create more cohesive groups with the 150-student cohort, site administrators divided the GEAR UP cohort into GEAR UP teams with approximately 20 students each. Each team was assigned a mentor teacher who monitored academic performance, social behavior, and attendance of team members. These teams also met after school to work on activities that enhanced their English, mathematics, social studies, science, and public speaking skills. Since the team formations, students and school staff have remarked that there has been greater attendance in GEAR UP activities and a better working relationship among teaching staff. The site continued this team approach to offering services in FY 2006. The Prince George's GEAR UP program continued its partnership with the University of Maryland, College Park, which offers Saturday academies and a summer program to (1) give students supplemental instructional; (2) expose students to activities that will increase their awareness of college and career opportunities and requirements; and (3) develop supplemental activities for the existing GEAR UP after-school program.

Somerset County GEAR UP

Somerset County GEAR UP served Greenwood and Carter G. Woodson middle schools and Crisfield and Washington high schools. The GEAR UP program worked closely with the Somerset Public School System to increase the number of students taking SAT/ACT exams, AP courses, and AP exams. Somerset GEAR UP subsidized student application fees for the SAT exam. Somerset GEAR UP and its college partners worked closely with the School Improvement Team at each school. These teams suggested GEAR UP staff work on improving students' scores on college assessment exams, such as the SAT or ACT, supplement staff development, and increase parent involvement. In response, GEAR UP assisted with the purchase of classroom materials and with implementation of the county's "vertical teaming" program, in which teachers in successive grades work together to align curricula and ease student transition from one grade to the next. The GEAR UP staff also informed and educated parents about the financial aid process, in collaboration with the CPIP partners and MHEC. The site offered one-on-one financial aid sessions for parents, and Del Marva Foundation representatives showed parents how to conduct website searches for private financial aid resources. Somerset County established coordinated CPIP partnerships with Salisbury University (SU) and the University of Maryland Eastern Shore (UMES), which have continued into GEAR UP II.

Southern Maryland GEAR UP

Southern Maryland GEAR UP was administered through the College of Southern Maryland and served four middle schools in three counties: Calvert (Calvert), Piccowaxen (Charles), Spring Ridge (St. Mary's), and Esperanza (St. Mary's). It also served three high schools in those counties: Calvert, La Plata, and Great Mills. Site coordinators in each county have proposed a variety of activities to improve students' academic achievement, including tutoring, SAT and ACT preparation workshops, and providing funds to pay for AP test fees. The site provided workshops for teachers and counselors to increase their knowledge about the college selection and financial aid processes as they assist students in their schools. It also offered workshops and seminars to students and their families to better understand the college and financial aid application process for themselves. Site staff offered at least one seminar at each of the three high schools for teachers and counselors and at least three workshops for students and their parents.

Western Maryland GEAR UP

Western Maryland GEAR UP served students in Braddock, E. Russell Hicks, and West Frederick middle schools, located in, respectively, Allegany, Washington, and Frederick counties. It also served South Hagerstown and Frederick high schools. The South Hagerstown program provided one-on-one counseling through a part-time College Preparation Coach, who closely monitored each student's academic performance and attendance. During weekly meetings, the College Preparation Coach helped students set goals, develop a scholastic achievement portfolio, complete college applications, maintain a calendar of college application deadlines, and apply for scholarships. Similar to other GEAR UP sites, South Hagerstown High has had an increase in the number of students taking AP classes during students' junior and senior years. The project supported these students by offering AP preparation workshops and paying for AP exam fees. SAT review classes were also available, with concentration on the new writing section.

The Frederick County GEAR UP coordinator developed activities to prepare students to transition from high school to college. She began the year by offering a seminar titled "Welcome Back—Overview of Your Senior Year." This seminar provided students with a timeline of deadlines that they would be expected to meet throughout their final year of high school. The program coordinator also offered a complementary seminar to parents and families to inform them about the various deadlines as well. To maintain and increase student academic performance during this final year, the project offered an after-school study hall three days a week. During this study hall, teacher-taught tutoring sessions were available, and the computer lab and the library were open. The GEAR UP coordinator continued to hold monthly individual student meetings/grade

evaluation sessions with students in order to monitor grades, discuss academic challenges, and reevaluate twelfth grade transition plans.