

GEAR UP PROJECT GOALS

Consistent with the Federal GEAR UP goals, we have identified the following eight (8) general goals:

- GOAL 1:** To significantly increase the **academic preparation & performance** for post-secondary education for GEAR UP students.
- GOAL 2:** To significantly increase the number of high-poverty, at-risk students who **are prepared to enter and succeed in an institution of higher education.**
- GOAL 3:** To significantly increase students' & parents' **knowledge of higher education options, preparation, and financing.**
- GOAL 4:** To ensure that quality education and support services are provided to cohort students by providing **on-going staff development and training** for teachers, administrators, support staff, parents, tutors, mentors, and volunteers.
- GOAL 5:** To significantly increase the students' skill level of use of computers, the Internet, and other **technological advancements** that will be needed to succeed in college.
- GOAL 6:** To significantly improve students' self-esteem & self-confidence and to acknowledge accomplishments & service by providing **recognition** to students, parents, partners, tutors, mentors, teachers, support staff, and volunteers.
- GOAL 7:** To ensure the **effective and efficient use of resources** through collaboration and cooperation of **diverse partnerships** that are committed to GEAR UP goals.
- GOAL 8:** To ensure program **integrity**, budget/match **accountability**, and strong **management** through reliable evaluations, using best practices and national models already established.

PROJECT GOALS, OBJECTIVES PERFORMANCE MEASURES, ACTIVITIES, & LIKELY IMPACT

<p>GOAL 1. To significantly increase the academic preparation and performance for post-secondary education for GEAR UP students.</p>	<p align="center">TYPES OF ACTIVITIES USED TO MEET GOALS & OBJECTIVES [Grades 6 – 12 unless otherwise noted]</p>	<p align="center">EXPERIENCE & KNOWLEDGE OF EFFECTIVE PRACTICES and LIKELY IMPACT</p>
<p>ACHIEVABLE OBJECTIVES:</p> <p>1.1 Ensure that students are <u>academically prepared</u> for and getting ready for college.</p> <p>1.2 Ensure that <u>courses are academically rigorous</u> to ensure that class subject areas involve critical thinking skills, writing assignments, career exploration, importance of study habits, significance of math, science, English sequences.</p> <p>1.3 Establish the process for annually identifying those academically at-risk students in the cohort and establish a plan for the provision and evaluation of additional assistance.</p> <p>1.4 Work with each cohort county school to establish before-school, during-school, and/or after-school and Saturday intervention activities (tutoring & mentoring).</p> <p>1.5 Ensure that those under-prepared or deficient in basic skill levels have opportunities for improvement.</p> <p>1.6 Ensure equal access to the physically and learning disabled.</p> <p>PERFORMANCE MEASURES:</p> <p>1. 75% of 8th graders will be algebra-ready by 9th grade as demonstrated by course eligibility as compared to</p>	<ul style="list-style-type: none"> • Rigorous curriculum, Trained teachers • Summer camps, Summer school, College Summit, Quiz Bowls • College search, Career search, Career Fairs • College Tours, College Nights, College fairs • Guest Speakers, educational field trips • Educational Software / Learning Labs • Learning & physically disabled access • Educational books and support materials • "GO Centers", G-Force, Career Cruising, Career workbooks for 8th grade students, supplies and equipment purchased to enrich the classroom and to expand critical thinking and academic rigor of the courses • Web search for colleges and financial aid • Computer use for assignments, Home computer scholarship program • Before-During- After School Tutoring, 	<p>These activities have proven to be successful as demonstrated in numerous GEAR UP grants throughout the nation. The U.S. Department of Education has completed studies showing that students who are Algebra ready by the 9th grade are more likely to follow-through and complete college prep classes in high school.</p> <p>ACT and college admission's data show that when students take the right college preparatory courses in high school, with a GPA greater than 2.5, they will be well-prepared for the academic rigors of college. GEAR UP grants throughout the nation have demonstrated through their APR reports that progress is made in the academic performance of students when early intervention takes place.</p> <p>Research shows that students who have a</p>

<p>participation rates in 2003-2004.</p> <ol style="list-style-type: none"> 2. 80% of 9th graders in Algebra I or the equivalent, will complete the next level math or higher as compared to second level math enrollment in 2003-2004. 3. 80% of all high school students will enroll in ACT Core/ college prep classes as demonstrated by enrollment data compared to 2003-2004 participation data. 4. Students taking the ACT test in their junior year will increase by 75% as demonstrated by ACT state data in 2003-2004 and 60% of the ACT composite scores of GU students will increase to the national average by the end of the 6th year. 5. The number of seniors applying for college will increase by 75% as demonstrated by application data as compared to applications submitted in 2003-2004. 	<p>Saturday Tutoring, Extended library hours, Study Labs, Open computer labs, Computerized Learning/ Remediation Software (PLATO and others)</p> <ul style="list-style-type: none"> • Mentoring and Counseling Study guides, America Reads / America Counts • College/ ACT Prep, Dual Enrollment • Evaluation plan for all activities • Arts/Humanities Enrichment activities • Parent / Student / Teacher meetings • Awards & recognitions, Dean's List, Pins, certificates, awards for performance • Food at events, honor's receptions, etc. • Evaluate the effectiveness and efficiency of each intervention and service provided 	<p>career goal upon entrance into college, are more likely to complete college.</p> <p>In the WV 1999 GEAR UP grant, we found that there was a significant impact on students when they visited a college during their 7th and 8th grade years. Students made decisions during college visitations regarding their desire and intention to attend college, thereby understanding the need for taking college prep classes in high school. It is essential that exposure to career and college opportunities exist in the 7th and 8th grades as planned, and then nurtured during high school if we are to see significant improvements in the academic preparation of students.</p>
--	---	---

<p>GOAL 2: To significantly increase the number of high-poverty, at-risk students who are prepared to enter and succeed in an institution of higher education.</p>	<p>TYPES OF ACTIVITIES USED TO MEET GOALS & OBJECTIVES</p> <p>[Grades 6 – 12 unless otherwise noted]</p>	<p>EXPERIENCE & KNOWLEDGE OF EFFECTIVE PRACTICES and LIKELY IMPACT</p>
---	--	---

<p>ACHIEVABLE OBJECTIVES:</p> <p>2.1 Provide academic intervention and motivational opportunities to enhance academic progress, self-esteem, self-confidence, and participation in GEAR UP activities for the purpose of <u>promoting college preparation and improved college-going rates</u>.</p> <p>2.2 Ensure that special students, students with physical and learning disabilities, underrepresented students, students in non-traditional fields, and bilingual students (although data shows there are very few in our cohort), and parents have <u>equitable access</u> to academic courses, early intervention opportunities, and support services offered in preparation for higher education.</p> <p>2.2.1 Identify artificial barriers (GEPA, Section 427 compliance) to ensure that gender, race, national origin, color, disability, and/or age do not impede access or participation in GEAR-UP activities and services for the cohort group.</p> <p>2.2.2 Provide note-takers, sign language interpreters, and physically accessible locations for students and parents participating in GU activities.</p> <p>2.2.3 Ensure access to information and services to those home-bound.</p>	<ul style="list-style-type: none"> • Counseling, Mentoring, Tutoring • Sponsor a GU student poster contest that promotes college, access, equality and display art on class T-shirt (6th -10th grades) • Purchase cross-cultural and diverse motivational items for display to embrace GEAR-UP theme for classrooms and school environment • GU t-shirts; GU banners, posters, pennants, GU award banquets, incentives for participation • Guest speakers, Cultural fairs, cultural events, Educational Field Trips, College Tours, Character-building activities. • Temperament training for teachers, students, parents; Covey presentation • Jr and Sr high school students mentoring younger GU students • Summer Camps: 2 week residential camp for 7th graders; College Summit; Middle School Institute (at-risk 7th & 8th graders) 2 week residential camp; CSI (science/ tech) 1-2 week day camp for 7th & 8th grade students; ARTSmart – 1 week day camp offered twice 	<p>There is a phenomenon in WV whereby there is little correlation between high school graduation and college attendance. WV has few high school dropouts (2%); 98% already graduate from HS (likely related to the link between having a driver's license and staying in school). What is missing is the motivation to go on to college after high school even for the "A" and "B" students.</p> <p>Incorporated into this grant application are those best practices which have proven to set the tone for student success and in meeting GEAR UP goals.</p> <p>The GEAR UP poster contest has proven to be one of the most essential activities in setting the tone for GEAR UP. Students have to depict through any art medium, what GEAR UP means and the winning artwork is used for the class GEAR UP T-shirt (which is then worn at class educational field trips and college visitations), constantly serving as a reminder to students as to the importance of preparation and performance when thinking ahead to college.</p>
---	--	--

<p>PERFORMANCE MEASURES:</p> <ol style="list-style-type: none"> 1. The college-going rate for our cohort schools will equal or exceed the national average of 56.6% in 2002 as demonstrated by state data reports. 2. The number of seniors applying for college will increase by 75% as demonstrated by application data as compared to applications submitted in 2003-2004. 3. The number of students participating in academic intervention programs (tutoring and mentoring) will increase by 10% during each year of the grant as demonstrated by participation data. 4. 75% of the students participating in counseling or intervention activities will show improvement in attendance and grades as demonstrated by attendance and grade data collected at the end of each grant year. 5. Student gender, ethnic, and disability data will be reviewed annually to ensure access to programs and services. 6. 75% of the parents who receive services will demonstrate knowledge of academic preparation, financial aid, and college options compared to parents who did not participate in offered services. 7. 90% of students who participate in the GU poster contest will indicate an understanding of GU goals as 	<p>for 7th – 10th graders; Computer Tech Camp – 1 day workshop for GU students; Athletic Camps – offered 4 days in various sports to include college prep component and mentoring by athletes.</p> <ul style="list-style-type: none"> • College Summit (end of 11th grade) • Career Cruising and GO Centers • G-Force • Evaluate the effectiveness and efficiency of all intervention programs, camps, and other services. •Annual review of student needs and accessibility issues •Parent workshops; Parent Institute •Home videos and/or materials on higher education, college requirements, and financial aid for parents. •If data shows that students based on gender, ethnicity, or disability are not participating or attaining success, an equity plan to address barriers to access will be implemented. 	<p>Educational field trips and college visitations expose students at an early age to careers and college opportunities and will make a great impact on students and parents in securing a greater understanding of the opportunities that exist.</p> <p>The list of activities is extensive but it takes this amount of variety so that students and parents are approached from varying vantage points ---the connecting piece is always "getting to college".</p> <p>Summer school and summer camps (day and residential) are a highly effective way to expand a student's interest in preparing for and planning to attend college. Camps are important to our cohort because youth have few opportunities in this arena. All camps include involvement with current college students where "kids talk to kids" about the importance of college preparation, performance, and eventual attendance in an institution of higher education. Scholar athletes have proven invaluable in influencing students to always keep their studies foremost</p>
--	---	---

<p>demonstrated on a pre-and-post survey.</p> <p>8. 90% of students who attend GU cultural diversity activities will indicate the acquisition of knowledge as demonstrated by focus group data and program evaluation data.</p> <p>9. 75% of students involved in motivational activities will indicate an improvement of self-esteem as demonstrated by focus group data, program evaluation data, and baseline data.</p> <p>10. 80% of students who attend summer camps will indicate an improvement in knowledge about college preparation, financial aid, & college options as demonstrated by focus group discussions, baseline data, and pre/post surveys.</p> <p>11. 80% of students who attend summer residential camps at FSU will attend college as demonstrated by college application data obtained in year 6.</p>		<p>in their priorities for preparing for college.</p> <p>A solid plan to ensure that gender, race, national origin, color, disability, or age do not create real or artificial barriers to academic success and access has been designed.</p> <p>Our experience shows that when teachers discuss "access" and "real and/or artificial" barriers as part of their annual identification of students with special needs, they make a conscientious effort then to think about and make accommodations as needed. They have also found that when they pay attention to the GEPA compliance, their students and parents demonstrate success in meeting GEAR UP goals.</p>
--	--	---

GOAL 3: To significantly increase students' and parents' knowledge of higher education options, preparation, and financing.	TYPES OF ACTIVITIES USED TO MEET GOALS & OBJECTIVES [Grades 6 – 12 unless otherwise noted]	EXPERIENCE & KNOWLEDGE OF EFFECTIVE PRACTICES and LIKELY IMPACT
<p>ACHIEVABLE OBJECTIVES:</p> <p>3.1 Ensure that parents are provided opportunities for middle and high school participation.</p> <p>3.2 Ensure that parents receive college information, financial aid</p>	<ul style="list-style-type: none"> Sponsor workshops on "Financing College - A Financial Planning Session for Parents" to discuss college planning options, 	<p>Our parents, who are highly uneducated themselves (with only 14.8% having a college degree) are intimidated by any discussion of college, college applications, college preparation, and financial aid.</p>

<p>information, and college preparation information.</p> <p>3.3 Ensure that parents are exposed to relevant information about college. Increase students' and parents' knowledge of financial aid. Increase student's and parents' knowledge of college preparation requirements and college opportunities.</p> <p>3.4 Provide cohort parents with GEAR-UP brochure and obtain their commitment to participate in parent meetings and workshops (renewed annually).</p> <p>PERFORMANCE MEASURES:</p> <ol style="list-style-type: none"> 1. Student and parent knowledge about higher education processes and opportunities will increase 100% as demonstrated by baseline data surveys compared to data obtained in 2003-2004. 2. Student and parent knowledge about financial aid availability and processes will increase 100% as demonstrated by baseline data surveys compared to data obtained in 2003-2004. 3. Parent participation will increase 15% each year of the grant as demonstrated by participation data reports. 4. Student and parent knowledge about higher education processes and opportunities will increase 100% as demonstrated by baseline data surveys compared to data obtained in 2003-2004. 5. Student and parent knowledge about financial aid 	<ul style="list-style-type: none"> • Provide assistance to parents for the of Federal Financial Aid forms, Financial Literacy for Teens, FA web sites. • Parent Meetings & Workshops, Parent Newsletters, Parent Institute, Parent Training, Parent / Family Day at FSU, Parent Literacy and Skill Building programs and academic readiness classes, Family events promoting GU goals, Free tickets to college events. • Work closely with local PTA's and Booster Clubs to coordinate activities and provide support services. • Work closely with local and State agencies in the provision of support services and college information. • Meet with students//parents to discuss GEAR-UP benefits and services and where possible, implement a GEAR-UP Participation Contract. • Educational software, Career Cruising, Quia, e-instruction, PLATO, etc. • Promote West Virginia PROMISE 	<p>We were fortunate in the 1999 GEAR UP grant to have acquired a GEAR UP Mobile Unit which is stocked with A-V equipment, parent materials, college and financial aid information. The staff will continue to use this mobile unit to meet with parents, starting with the 6th /7th grades and expanding each year through grade 12, in remote areas of the project, providing an opportunity for us to "go to them" as opposed to expecting them to come to us.</p> <p>Parents have also responded well to special parent workshops, newsletters, and opportunities to attend free college events – anything to get them onto a college campus (to help eliminate their fears).</p> <p>Our parents have also participated in literacy programs, helping them improve their own basic skills so that they feel confident and competent in discussing middle and high school homework with their children.</p> <p>Making arrangements so that parents can attend educational field trips and college visitations has also been an asset so that they have first-hand college and career information, helping them face</p>
--	--	--

<p>availability and processes will increase 100% as demonstrated by baseline data surveys compared to data obtained in 2003-2004.</p>	<p>(HOPE) Scholarship (scholarships for students who graduate with 3.0 gpa).</p>	<p>and eliminate their fears about college.</p>
<p>Continued from second column:</p> <p>Provide college programs for parents: college tours, weekend college, college visitations, career days, parents/students joint classes, internships for parents and students to involve them further in higher education, free tickets to college events, GEAR UP Mobile Unit parent materials.</p>	<ul style="list-style-type: none"> • Identify school Parent Representatives. • Establish Parent bibliography of helpful materials and information, Establish Parent Library • Evaluate the effectiveness and efficiency of parent programs/services. 	<p>The list of activities is a direct result of a review of best practices literature, models, and successes we have had in increasing parent involvement. Since our parents are fearful that a college education will take their child from the home, we have a big task in front of us. A GEAR UP Parent Coordinator will be identified as part of the management component at FSU as well at all of the schools to further emphasize the importance of these efforts.</p>

<p>GOAL 4: To ensure that quality education and support services are provided to cohort students by providing <u>on-going staff development and training for teachers, administrators, support staff, parents, tutors mentor, and volunteers.</u></p>	<p>TYPES OF ACTIVITIES USED TO MEET GOALS & OBJECTIVES</p> <p>[Grades 6 – 12 unless otherwise noted]</p>	<p>EXPERIENCE & KNOWLEDGE OF EFFECTIVE PRACTICES and LIKELY IMPACT</p>
<p>ACHIEVABLE OBJECTIVES:</p> <p>4.1 <u>Teacher / Counselor Training:</u> Ensure that middle and high school faculty, administration, and support staff are adequately trained to teach and work with students in pursuit of GEAR UP goals.</p> <p>4.1.1 Work with RESA VII and other partners or agencies to collaborate in and support a comprehensive staff</p>	<ul style="list-style-type: none"> • <u>Teacher and support staff training</u> topics may include but is not limited to: • NCLB, Best Classroom Learning Practices, Small Learning Communities, Assessing Academic Rigor , Understanding Poverty, Critical Counseling Issues, Crisis Intervention Training, Classroom Mediation & Dispute Resolution, Learning Communities, 	<p>Dealing with 56 schools and over 4000 teachers and professionals over the duration of the grant is significant. It is essential that teachers, principals, superintendents, and support staff have opportunities to expand their expertise, providing our high poverty youth the best</p>

<p>development program.</p> <p>4.2 Tutor / Mentor Training: Ensure that middle and high school tutors and mentors are adequately trained to provide tutoring and mentoring services to students in the pursuit of GEAR UP goals. Mentor, Tutor, & Volunteer Training: Work with County Schools, business and industry Partners, RESA VII, and Fairmont State Teacher Training Program annually to develop and implement a Tutor and Volunteer Training program, as well as a Mentor Training Program, using <i>Yes You Can -- Established Mentoring Programs to Prepare Youth for College</i>, or other mentor materials as a guide for developing an effective Mentor Program.</p> <p>4.3 Parent Training: Ensure that middle and high school parents are adequately trained and involved in the educational development of students in the pursuit of GEAR UP goals.</p> <p>4.3.1. Work with County Schools' Parent-Teacher Associations, teachers, Partners, and Fairmont State annually to develop and implement a Parent Training Program, using <i>Getting Ready for College Early</i> and <i>Think College Early</i>, or other related materials, as a guide for developing an effective Parents' Program.</p> <p>PERFORMANCE MEASURES:</p> <p>1. 80% of those participating in professional development activities will indicate improvement as an individual in</p>	<p>Effective Classroom Management, Teacher Computer Skills Training Minority Student Needs, Teaching Style vs Learning Style Training, Ensuring Algebra/ Geometry Preparedness, Grant Writing Training, Cultural Sensitivity Training, Understanding ADD / ADHD, How to Address the Needs of Special Students, Technology in the Classroom, The Non-Limitations of Physical Disabilities, Understanding Learning Disabilities, etc.</p> <ul style="list-style-type: none"> • GEAR UP Annual State Conference and GEAR UP Annual Federal Conference & Capacity Building Workshops • Opportunities for teachers/counselors to acquire specialized training, and to then share that training with their colleagues. <p><u>Training for Tutors & Mentors</u> may include but is not limited to:</p> <ul style="list-style-type: none"> • Utilize publications such as: <i>Student Guide to Financial Aid, Think College Early, Getting Ready for College Early</i> <i>Think College? Me? Now? GO Centers</i> <p><u>Sample of Training components:</u></p> <p>Mentor / Student & Tutor / Student Roles,</p>	<p>opportunity for success.</p> <p>Our successful partnering with RESA VII (Regional Educational Services Agency) will provide GEAR UP training to LEA's. Most states have exposure to what is going on outside of their state and throughout the nation. A phenomenon occurs in WV where it appears to be insulated from everyone else, including educational advancements. GEAR UP will provide the opportunity to maintain the educational integrity of its teachers by broadening their knowledge of educational best practices.</p> <p>It is very critical that training occur prior to tutoring or mentoring so that we establish appropriate ground-rules and protocols to ensure effective tutoring and mentoring outcomes.</p> <p><u>Parent training</u> is one of the most critical components in this grant application and is affiliated with Goal #3.</p> <p>We recognize that our parents are largely under-educated, leaving us with a</p>
---	--	---

<p>meeting GEAR UP goals as demonstrated by evaluation forms and surveys.</p> <p>2. The number of professional development activities will increase by 20% each year of the grant to serve a greater cohort of professionals involved in GEAR UP as demonstrated by annual data reports.</p> <p>3. 80% of the teachers involved in GEAR UP professional development activities will report improved teaching / counseling skills as demonstrated by self-reporting and student evaluations.</p> <p>4. 80% of those participating as tutors or mentors will indicate improvement as an individual in meeting GEAR UP goals as demonstrated by tutor/mentee evaluation forms & surveys.</p> <p>5. The number of tutor and mentor trainings will increase by 20% each year of the grant to serve a greater cohort of support involved in these activities as demonstrated by annual data reports.</p> <p>6. 80% of the tutors and mentors involved in GEAR UP training activities will report improved tutoring / mentoring skills as demonstrated by self-reporting and student evaluations.</p> <p>7. 80% of those tutored or mentored will report a level of satisfaction with the support service received as demonstrated by student evaluation responses.</p>	<p>What Happens When You Meet, Disabled Student Needs, Tutoring and Academic Assistance, College Planning Information,</p> <p>Effective Communication Styles, Nature of the Mentor Relationship, Study Skills,</p> <p>Mentor Expectations and Responsibilities, <u>Sample of Parent Training components</u>: _Parent Institute, Parent's Day at FSU, Parent Newsletters, Parent-Link, FA / College Prep workshops, Parent meetings, Parent Advisory Team/s, GEAR UP Mobile Unit activities, web training, Career Cruising</p> <ul style="list-style-type: none"> • Provide publications and materials: <i>Questions Parents Ask About Schools, Strong Families, Strong Schools, Compact for Learning: An Action Handbook, Making After-School Count, Creating Safe and Drug-Free Schools School-Home Links Kit, A Parents Guide to the Internet, 21st Century Learning Centers</i> <p><u>Sample Training topics</u>: The Child with Special Needs, Understanding ADD / ADHD, Computer Training for Parents, Effective Communication Styles, Parent / Student Field Trips/College Tours, GEAR UP Parent Nights, Ways to Involve Parents Effectively,</p>	<p>parent population that has survived without an education.</p> <p>The irony is that our 1999 GEAR UP grant's Baseline Data Surveys over the past 6 years have shown that children count on their parents significantly (85%) for information about college. Therefore it is critical that we have a structured and comprehensive parent training program that brings parents up-to-speed on college-related and financial planning issues.</p> <p>The GEAR UP Mobile Unit will continue to serve parents, exposing them to college and financial information in a location that is familiar to them and without them having to travel several hours to workshops hosted at the college.</p> <p>A GEAR UP Parent Coordinator will be identified as part of the management component at FSU as well at all of the schools to further emphasize the importance of these efforts.</p>
--	--	---

<p>8. 80% of parents participating in training activities will indicate improvement as an individual in meeting GEAR UP goals as demonstrated by evaluation forms and surveys.</p> <p>9. The number of parent training activities will increase by 20% each year to serve a greater cohort of parents involved in GEAR UP as demonstrated by annual data reports.</p>	<p>Mentor / Student Roles, College Planning Information.</p> <ul style="list-style-type: none"> Evaluate training and professional development activities. <p>.....Continued from column one:</p> <p>10. 80% of the GEAR UP parents involved in training activities will report increased knowledge of college and financial aid information, college preparation, and other areas as demonstrated by self-reporting and parent evaluations.</p>	<hr/>
---	---	-------

<p>GOAL 5: To significantly increase the students' skill-level of use of computers, the Internet, and other technological advancements that will be needed to succeed in higher education.</p>	<p>TYPES OF ACTIVITIES USED TO MEET GOALS & OBJECTIVES</p> <p>[Grades 6 – 12 unless otherwise noted]</p>	<p>EXPERIENCE & KNOWLEDGE OF EFFECTIVE PRACTICES and LIKELY IMPACT</p>
---	--	---

<p>ACHIEVABLE OBJECTIVES:</p> <p>5.1 Ensure the inclusion of technological advances in course presentations and class assignments and the assurance of accessibility to physically and learning disabled students.</p> <p>5.2 Ensure that students, teachers, and parents are proficient in their use of computers as it applies to GEAR UP goals.</p> <p>5.3 Ensure that high poverty students have access to computer availability.</p> <p>PERFORMANCE MEASURES:</p>	<ul style="list-style-type: none"> Classroom assignments using computer software and the Internet Teacher, student, and parent computer learning workshops Remedial software for those with academic deficiencies Home Computer Scholarships Computer Learning Labs 	<p>Students today must be efficient and competent in the use of word processing software, presentations software, excel, web use, and Internet search. Without these skills, WV high school graduates will not be able to compete in college.</p> <p>The Home Computer Scholarship allows high poverty students to acquire a desktop computer at home. Students</p>
--	--	---

<ol style="list-style-type: none"> 1. 85% of high school seniors will be proficient in using a computer for word processing and to search the Internet as demonstrated by results of a skills test in year 6. 2. 90% of Home Computer Scholarship winners will indicate their intent to attend an institution of higher education as demonstrated on an evaluation survey in year 6. 3. 80% of classroom teachers will use a computer and Internet assignment as part of their curriculum by year 6 as demonstrated by the review of course outlines & teacher survey. 4. 75% of parents of senior students will have knowledge as to how to access FAFSA on the Internet by year 6 as demonstrated by responses to a Parent's survey. 5. 90% of the recipients of Home Computer Scholarships will indicate that receiving this scholarship made a significant difference in their ability to attend college, as demonstrated by survey response in years 4, 5, and 6. 	<ul style="list-style-type: none"> • Computer test preparation • Curriculum integrated assignments with technology • Evaluation of technology utilization, support, and training • Evaluation of the effectiveness of the Home Computer Scholarship program. 	<p>sign a contract agreeing to meet GEAR UP goals, taking college prep classes, and maintaining no less than a 2.5 gpa to keep the computer.</p> <p>This project was one of the most successful in the 1999 GEAR UP grant and has made a significant impact on families who have told us that without this scholarship, their child would never have had a computer nor would they have even considered college as an option after high school.</p>
---	--	---

<p>GOAL 6: To significantly improve self-esteem and to acknowledge accomplishments & service by providing <u>recognition</u> to students, parents, partners, tutors, mentors, teachers, support staff, and volunteers.</p>	<p>TYPES OF ACTIVITIES USED TO MEET GOALS & OBJECTIVES</p> <p>[Grades 6 – 12 unless otherwise noted]</p>	<p>EXPERIENCE & KNOWLEDGE OF EFFECTIVE PRACTICES and LIKELY IMPACT</p>
---	---	---

<p>ACHIEVABLE OBJECTIVES:</p> <p>6.1 Ensure that students, teachers, parents, volunteers, tutors, mentors, community partners are recognized for their contributions to the success of GEAR UP.</p> <p>6.2 Ensure that students receive academic and participation recognition for their successes.</p> <p>6.3 Provide incentives, motivational activities, and awards to recognize student achievement.</p> <p>PERFORMANCE MEASURES:</p> <p>1. 80% of those on the academic Dean's List will indicate by year 6 that this recognition was significant in their decision to attend college as demonstrated by survey response.</p> <p>2. 75% of the parents of children who receive recognition will indicate that their child benefited from the award as demonstrated by survey response.</p> <p>3. 75% of the students who receive the 21st Century Scholars Certificate will indicate that this early award prompted them to take the right classes in high school to prepare for college, as demonstrated by survey response.</p>	<ul style="list-style-type: none"> • Award banquets • GU Dean's List letters, pins, certificates • Award Certificates • 21st Century Scholars Certificates • In-class prizes • Celebrations • Competitions • Public recognition • Photographs • Media publicity • Pins • Food at receptions, awards ceremonies, special events • Evaluation of recognition activities to verify their effectiveness in promoting GEAR UP goals 	<p>One of our key issues has been that our youth do not believe they can attain a college degree. Experience has shown us that for some students, receiving the 21st Century Scholars Certificate is the <i>only</i> award or recognition a child ever receives. Parents have told us how important this item has played in their child's perception of their own ability. Similarly, we have included awards and recognitions throughout this grant because it serves to remind teachers to tell someone how well they are doing, tells parents how well their children are doing, and boosts the self-esteem of the child receiving the award. In a small community, recognitions make the local news and furthers the impact of GEAR UP goals.</p>
---	--	--

<p>GOAL 7: To ensure the <u>effective and efficient use of resources</u> through collaboration and cooperation of <u>diverse partnerships</u> that are committed to GEAR UP goals.</p>	<p>TYPES OF ACTIVITIES USED TO MEET GOALS & OBJECTIVES [Grades 6 – 12 unless otherwise noted]</p>	<p>EXPERIENCE & KNOWLEDGE OF EFFECTIVE PRACTICES And LIKELY IMPACT</p>
---	--	--

<p>ACHIEVABLE OBJECTIVES:</p> <p>7.1 Ensure that partners' asset is matched with program need.</p> <p>7.2 Ensure partners support GEARUP events and programs.</p> <p>PERFORMANCE MEASURES:</p> <ol style="list-style-type: none"> 1. Increase the number of partnerships annually by 10% as demonstrated by annual report. 2. 80% of the community partners will report that their involvement in GEAR UP has broadened their perspective of educational need as demonstrated by survey report. 	<ul style="list-style-type: none"> • Partner quarterly meetings • Partner newsletter; Partner recruitment & development • Solicitation of new funding sources • Grant-writing training • Partner recognition • Evaluate partner activities and organization to verify effectiveness in meeting GEAR UP goals 	<p>Having small learning communities mean that there are often too few partners to share. This is one of the most difficult components of the grant because gaining long-term partners takes time and effort. Accordingly, we have a dynamic Partner Plan that is likely to succeed based on past practice, involvement, and reputation of GEAR UP in our area.</p>
---	--	---

<p>GOAL 8: To ensure the program <u>integrity</u>, budget & match <u>accountability</u>, and program <u>management</u> through reliable evaluations & oversight, using best practices and national models already established.</p>	<p>TYPES OF ACTIVITIES USED TO MEET GOALS & OBJECTIVES [Grades 6 – 12 unless otherwise noted]</p>	<p>EXPERIENCE & KNOWLEDGE OF EFFECTIVE PRACTICES and LIKELY IMPACT</p>
<p>ACHIEVABLE OBJECTIVES:</p> <p>8.1 Ensure efficient and effective management of the GEAR UP grant.</p> <p>8.2 Ensure the effective and efficient implementation of GEAR UP programs and services through ongoing, data-driven decision-making and comprehensive <u>evaluation</u> measures.</p> <p>8.3 Ensure the timely collection and analysis of data.</p> <p>8.4 Ensure that grant operations are being fully implemented, evaluation, and monitored for effectiveness and efficiency.</p>	<ul style="list-style-type: none"> • Implement organizational and personnel model to support grant • Hold monthly site coordinator and site liaison meetings • Hold bi-monthly Fiscal Officers meetings in which all 14 counties participate • Collect Baseline Data, Half-Year and Year-End Reports, and APR data as 	<p>We believe we have an advantage because 9 of our 14 counties have already been involved in GEAR UP, understand the seriousness of evaluation, and value what GEAR UP is doing for our high poverty, low college-going student population. We have the federal and national reputation of running a solid</p>

<p>8.4.1 Evaluation for every major grant activity to ensure effective and meaningful outcome.</p> <p>8.4.2 Mid-Grant External Performance Evaluation</p> <p>8.5 Ensure that budget, fiscal operations, and match management are managed effectively and efficiently in compliance with local, state, and federal regulations.</p> <p>8.5.1 Monthly budget reconciliations</p> <p>8.5.2 Monthly match report</p> <p>8.5.3 Quarterly match submittals</p> <p>8.5.4 Year-End Reports</p> <p>8.6 External Fiscal & Match Audits</p> <p>8.7 Ensure that successful practices can be duplicated and shared to non-GEAR UP schools.</p> <p>8.7.1 Document all major programs, events, activities for dissemination.</p> <p>8.7.2 Make local, state, national presentations regarding areas of success.</p>	<p>needed to make data-based decisions for program improvement.</p> <ul style="list-style-type: none"> • Provide evaluation models for implementation and use regarding all aspects as described. • Coordinate Partner roles/responsibilities • Coordinate Parent Program • Coordinate all data collection, research, local and federal reporting requirements • Oversee all expenditures / budget items • Manage "match" requirement of the grant • Collect 7th grade baseline data and assess the progress of students at all grade levels for future comparative analysis [academic preparedness, initial college interest, self- esteem, study habits, etc.] & administer post-test for comparison. 	<p>GEAR UP management plan for such a large grant. The structure is already in place and we have proven the effectiveness of our model.</p> <p>Because we are a large grant, we are successful in part because we hold a tight reign on our schools, ensuring they are implementing GEAR UP goals planned.</p> <p>Mid-year and year-end reports validate the status of the 56 LEA's progress in meeting grant goals. These reports will be sent to the U.S. Dept. Ed. in addition to the APR to further verify the integrity of our efforts.</p> <p>We have a model budget accountability program for fiscal operations and the match component. This operation has been recognized by the U.S. DOE as a model for other grants and we will continue to use it for this project. All forms and operations are already in place. We have incorporated a full external fiscal and match audit mid-way through the grant, as well as a full</p>
<p>PERFORMANCE MEASURES:</p> <ol style="list-style-type: none"> 1. 100% of GEAR UP funds will be spent in accordance with GEAR UP goals as demonstrated by annual audits and monthly reconciliations. 2. 100% of GEAR UP LEA partners will report that this project is managed by an exemplary staff of highly trained and dedicated people, as demonstrated by focus groups and survey results. 	<ul style="list-style-type: none"> • Comprehensive Baseline Data Reports • PLATO/assessment data of users • ACT "Plan" and "Explore" data • APR data collection & analysis • Half-Year and Year-End Internal Reports 	

<p>3. 100% of APR reports and other reports as required will be submitted on time as demonstrated by receipt by the US DOE.</p> <p>4. 85% of the Site Coordinators will report that the monthly meetings are essential to the successful implementation of the grant as demonstrated by focus group and site coordinator survey.</p> <p>5. Cohort population college-going rates will increase significantly to 75% as demonstrated by freshman enrollment data in year 6.</p> <p>6. 95% of GEAR UP goals, objectives, and activities as described will prove to be successful as intended.</p> <p>7. The FSU GEAR UP grant will be viewed by the US Department of Education as one of the top, large project successful models particularly in the areas of Academic Intervention, Motivation and Recognition, Computer Scholarships, Grant Management, Evaluation, and effective Fiscal Oversight as demonstrated by the number of requests for forms, presentations, and input regarding GEAR UP management, accountability, and budget integrity.</p>	<ul style="list-style-type: none"> • Follow-up with schools not making progress in meeting GU goals • Internal and external evaluation measures • Internal and external fiscal audits • Evaluations for every major GU activity to verify effectiveness and make changes • Develop and review Mentor/Tutor Evaluation Form. Allow for regular monitoring to ensure an effective mentoring/tutoring relationship; helps identify follow-up and training needs • Maintain forms used to collect match forms used for activity evaluations (parents, teachers, tutors, mentors, etc.) • Annual publication of project successes • Make presentations 	<p>programmatic external audit to evaluate our progress in meeting GEAR UP goals.</p> <p>Internal evaluation processes have been incorporated into all facets of the grant, allowing us to evaluate the effectiveness of each activity, making changes to ensure grant integrity.</p> <p>We are confident that we are well-positioned and experienced in managing a grant of this size based on past successful performance.</p> <p>It is responsible that we share successful practices with those in our state or nation who could benefit from what we have learned. We will support others accordingly.</p>
---	---	---