

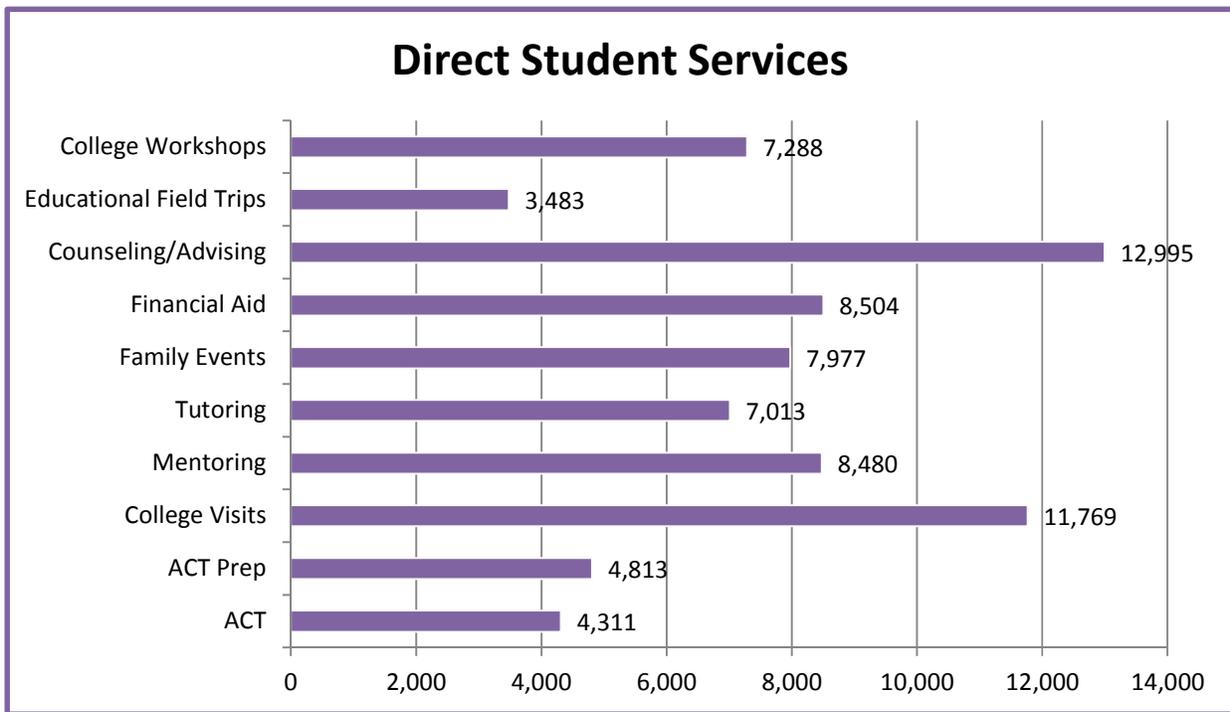
SECTION I: EXECUTIVE SUMMARY

Please provide a brief description (1-2 pages) of the current status of your project. Describe the extent to which you have implemented all program activities and components planned for this reporting period. Highlight your major outcomes, successes, and concerns.

During the 2014-15 school year, the Oklahoma GEAR UP program delivered services to students, parents, and school district faculty in 51 middle and high schools throughout the state. Oklahoma GEAR UP provides services through a priority student model which allows *all* students enrolled in grades 7-12 in all 24 participating school districts to be considered GEAR UP students. Participating school districts in Oklahoma GEAR UP include: Ardmore, Caney Valley, Catoosa, Checotah, Davis, Duncan, Elk City, Guymon, Harrah, Henryetta, Hobart, Kingston, Little Axe, Luther, Madill, Marietta, McLoud, Newkirk, Okmulgee, Roland, Sapulpa, Stilwell, Tecumseh and Woodward. A total of 18,980 students were served through the Oklahoma GEAR UP Project this year, an increase of 314 from the previous year.

Direct Student Services: Oklahoma GEAR UP students took part in one or more college preparation activities with an average of four hours of programming per student as demonstrated in Table One.

Table One: Direct Student Services

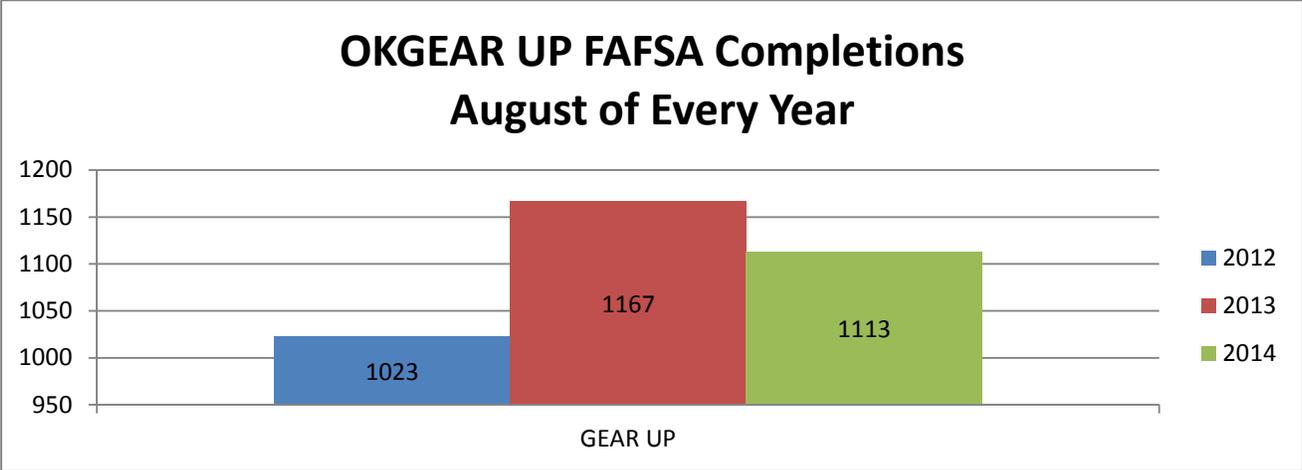


Parent Training: Oklahoma GEAR UP conducted a Parent Leadership Academy in the springs of 2014 and 2015 for a total of 48 parents and grandparents. This training used the research-based parent training curriculum created by the Prichard Committee in Kentucky and consisted of six days of parent advocacy training followed up with parent-led projects in 16 districts and over \$54,000 in matching funds.

GEAR UP State Conference: The Oklahoma GEAR UP State Conference was held on October 13-14, 2014, with 175 staff, teachers, administrators and students in attendance. The keynote speaker for this year's conference was Dr. Ruby Payne from Aha! Process, a key partner in the Oklahoma GEAR UP grant. Breakout sessions featured GEAR UP district personnel providing best practices in student engagement, professional learning communities, and how to create a college going culture.

Professional Development: Teachers and administrators participated in professional development in June and July 2014 and throughout the school year, including core content training in math, science, English, and reading; AP training for content subjects; data training; training on building student relationships; and professional learning community training. A total of 826 teachers completed GEAR UP training. In addition, 73 school administrators and teacher leaders completed school leadership training provided by Battelle for Kids, a key Oklahoma GEAR UP partner. Also, a total of five GEAR UP district superintendents have or are participating in the NCCEP Quantum Superintendent Training. Teacher leaders in various GEAR UP districts also participated in national professional development opportunities including Model Schools, National Association of Math Professionals, International Reading Conference, College Board, and ASCD National Conferences.

Financial Aid: Education specialists, college liaisons and partnering organizations provided financial aid workshops to students and parents during school and evening sessions including scholarship searches, Oklahoma's Promise scholarship (state scholarship program) events, FAFSA completion workshops, and senior financial aid information workshops. GEAR UP staff received information through the Student Aid Internet Gateway Application for State Grant Agencies (SAIG) agreement and gained valuable information on GEAR UP students who had completed a FAFSA, who had been rejected, and who had not applied for federal financial aid. GEAR UP staff has been meeting with these seniors this winter and spring to ensure that students complete the FAFSA to eliminate financial barriers to attending college. Table Two illustrates FAFSA completions per year taken in August of every year.



GEAR UP staff has continued to support the application process for the Oklahoma’s Promise state scholarship program. This year has seen a decline in the number of new applications due to the economic turn of the state and the higher average household income. Data on the number of students who have accepted a scholarship through this program that pays the tuition for a bachelor's degree (up to five years) is identified in Table Three.

Table Three: Oklahoma’s Promise Enrollment Per OK GEAR UP District

	June-12	Jun-13	Difference	Jun-14	Difference
Ardmore	119	145	26	133	-12
Caney Valley	31	44	13	39	-5
Catoosa	80	96	16	103	7
Checotah	82	103	21	89	-14
Davis	35	59	24	57	-2
Duncan	115	150	35	147	-3
Elk City	57	92	35	95	3
Guymon	38	60	22	81	21
Harrah	49	74	25	73	-1
Henryetta	53	64	11	59	-5
Hobart	43	60	17	52	-8
Kingston	45	54	9	63	9
Little Axe	38	44	6	44	0
Luther	26	41	15	38	-3
Madill	66	95	29	103	8
Marietta	34	56	22	57	1
McLoud	77	92	15	95	3
Newkirk	40	45	5	43	-2
Okmulgee	102	104	2	111	7
Roland	57	93	36	99	6
Sapulpa	140	191	51	199	8
Stilwell	92	142	50	153	11
Tecumseh	71	100	29	117	17
Woodward	56	63	7	77	14
Totals	1,546	2,067	521	2,127	60

College APP Week: College App Week is an opportunity for high school seniors, especially those who have never considered college or will be the first in their family to attend college, to receive hands-on assistance from knowledgeable volunteers while completing their application to college. College App Week happens on site at the local high school and encourages school districts to promote college as the next step after high school. Oklahoma GEAR UP piloted College App Week in 24 school districts in 2012. In 2013, school districts served by the University of Oklahoma K-20 Center GEAR UP Partnership Grant joined the initiative. In 2014, 1,790 Oklahoma GEAR UP seniors completed/started 2,470 college applications during National College APP Week, November 17-21, 2014. The number of high school seniors in Oklahoma GEAR UP school districts applying to college

has increased each year since Oklahoma College App Week started in 2012. College App Week resources were offered statewide thanks to partnership support from the OK State Department of Education. An additional 41 school districts participated with more than 2,200 seniors submitting/starting college admission applications.

Student Testing Assistance: Oklahoma GEAR UP, for the second year, has provided a national ACT assessment to all juniors enrolled in the 24 GEAR UP districts. This assessment was given on September 30, 2014, to 2,642 juniors. In addition, training was provided to all GEAR UP high school counselors and parents on the ACT fee waiver opportunity for GEAR UP junior and senior students. GEAR UP districts reported a 50% increase in the number of students who applied for ACT fee waivers compared to recent years. In addition, all GEAR UP seniors were provided an opportunity to participate in an ACT prep course through an Oklahoma GEAR UP partner, Shelly Harris. Some schools elected to also provide this ACT prep course to juniors as well, with a total of 4,813 students participating in ACT training this school year.

Statewide Hotline: Oklahoma GEAR UP continues to provide a statewide college information hotline service in the state. This year, a total of 283 callers received assistance in English, while 624 callers received assistance in Spanish. The main call volume for the hotline continues to be centered around financial aid, in particular the Oklahoma's Promise state scholarship program.

Summer Programs: Oklahoma GEAR UP students had the opportunity to participate in a variety of summer programs, including GEAR UP University, a student-content enrichment and leadership opportunity that was provided in three, week-long summer academies at partnering colleges. A total of 71 students participated in these events, up from 52 last year. GEAR UP staff continues to make formative adjustments to the design of these summer programs to ensure full participation in these programs. In addition, three districts provided summer programs to students through partnership support from GEAR UP while 50 students received a total of \$6,200 in financial assistance to attend a postsecondary bridge program at seven different colleges in the state. This service is offered to all seniors graduating from a GEAR UP district.

SECTION II: NARRATIVE INFORMATION

- 1. The mission of the GEAR UP program is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Briefly describe how your project is furthering the mission of the GEAR UP program. Specifically, address how your project is: a) improving academic performance of students in the GEAR UP cohort; b) increasing educational expectations of participating students and their parents; c) improving student and family knowledge regarding postsecondary education preparation and financing; and d) working to improve high school graduation and college enrollment rates.**

A. Improving Academic Performance of Students in GEAR UP:

Oklahoma GEAR UP utilizes numerous program activities to assist in improving student academic performance. First, Oklahoma GEAR UP provides multiple professional development training opportunities for teachers to improve their content knowledge of the subject they teach and to improve their pedagogical teaching methods that are aligned to Advanced Placement standards. Eight hundred twenty-six teachers participated in Pre-AP and AP training courses and content specific training courses in math, science, history, and English in the past year, with follow-up trainings that included coaching and modeling in the classroom by content professionals.

Seventy-one students received additional services to assist in improving their academic performance through enrollment in GEAR UP University summer academies with an emphasis on leadership, science, math, and technology. Students were also encouraged to participate in concurrent enrollment at their local college or university. Four hundred eighty-four students participated in this dual/concurrent enrollment process receiving college and high school credit at the same time. Additionally, 916 students participated in an AP program in their high school, a 417 student decrease from last year's AP enrollment total. Students in two high schools had access to GEAR UP specific tutoring programs either before or after school or on a Saturday. An additional 221 students were enrolled in an intensive summer program at their high school to receive assistance in core subject areas challenging for them.

Various activities and services are provided through the GEAR UP program to students to assist them in improving their educational progress in middle and high school that better prepare them for postsecondary success. These activities include, but are not limited to: ACT Prep courses, AP training for teachers, AP materials for students, AP awareness training for students and parents, summer STEM and leadership educational program opportunities for students, tutoring and mentoring at the individual school sites, and student leadership training and development. In addition, all students enrolled in the 24 GEAR UP districts take two practice ACT assessments given in the 8th (EXPLORE) and 10th (PLAN) grades and a national ACT assessment in the 11th grade.

Oklahoma GEAR UP students are making educational progress in the areas of English/reading and math in high school as demonstrated in Table Four. In middle school, students are declining slightly in English/reading and math while unexcused absences are declining. In addition, student unexcused absence rates decreased at nearly every grade level, and ACT participation rates for 11th and 12th grades increased dramatically in Year 4 as a result of Oklahoma GEAR UP providing a free ACT assessment to all juniors and the GEAR UP fee waiver program through ACT, which allows all GEAR UP seniors to also receive a free national ACT assessment.

Table Four: Educational Progress of GEAR UP Students

	2011-12	2012-13	2013-14	2014-15
Grade 7				
# of Students Performing at or Above in English	1703	1935	1933	2083
# of Students Performing at or Above in Math	1733	1829	1820	1922
# of Students With 5 or More Unexcused Absences during 1st Semester	360	536	461	453
	2011-12	2012-13	2013-14	2014-15

Grade 8				
# of Students Performing at or Above in English	1813	2215	2198	2163
# of Students Performing at or Above in Math	1605	1977	1836	1743
# of Students With 5 or More Unexcused Absences during 1st Semester	453	602	443	358
Grade 9				
# of Students Performing at or Above in English	1766	1450	1454	1350
# of Students Performing at or Above in Math	1885	1794	2284	2176
# of Students With 5 or More Unexcused Absences during 1st Semester	461	528	373	552
Grade 10				
# of Students Performing at or Above in English	1930	2114	2413	1981
# of Students Performing at or Above in Math	2024	1973	2370	2067
# of Students With 5 or More Unexcused Absences during 1st Semester	405	406	409	483
Number of Students Taking PLAN	2783	2667	3087	2931
Grade 11				
# of Students Performing at or Above in English	2260	2191	2473	2240
# of Students Performing at or Above in Math	1469	1564	1755	1682
# of Students With 5 or More Unexcused Absences during 1st Semester	410	405	406	473
Number of Students Taking PLAN	228	388	860	711
Number of Students Taking ACT	767	862	2,401	2642
Grade 12				
# of Students Performing at or Above in English	1915	1158	1274	1256
# of Students Performing at or Above in Math	1427	860	1020	1159
# of Students With 5 or More Unexcused Absences during 1st Semester	388	416	422	425
Number of Students Taking PLAN	24	24	251	600
Number of Students Taking ACT	1267	1393	1778	1669

Year 4 marked the second year all students enrolled in the 11th grade in an Oklahoma GEAR UP districts were required to take a national ACT assessment. Districts tested 86% of their 11th graders, up from 85% last year, with student absences and other school-related functions contributing to 14% of students not participating. Results of the fall 2014 ACT assessment scores are found in Table Five. While scores went down slightly from the previous year, this statistical phenomenon was expected. Student scores will be closely monitored, and the internal evaluator is expecting a gradual rise in scores over the next three years.

Table Five: ACT Assessment Results – Fall 2014

Juniors ACT Oct. 2014 % Meeting Benchmark	# of Juniors	# of Students Tested	% of Students Tested	English	Math	Reading	Science	Met All Four
GEAR UP Average	3089	2642	86%	36%	11%	22%	14%	6%
ACT Score				English	Math	Reading	Science	Composite
GEAR UP Average	3089	2642	86%	16.2	16.8	18.4	17.8	17.3

Oklahoma GEAR UP also tracks student benchmark assessment data through a student cohort process to determine if students at each of the 24 participating GEAR UP districts are increasing their knowledge base that will lead to college success.

B. Increasing Educational Expectations of Students and Parents:

Findings from the student and parent surveys present a promising picture of continuing successes and a few persistent challenges for the Oklahoma GEAR UP program. Highlights of the progress and challenges reported by students and parents include the following:

- High percentages of GEAR UP students continued to report discussing college entrance requirements and financial aid opportunities with school or GEAR UP staff - 67%; compared to 66% in Year 3 for students and 50% compared to 45% in Year 3 for parents.
- The majority of students expected that they would earn at least a four-year college degree (66% compared to 68% in Year 3) although this was slightly down from the previous year's data, while 74% of parents reported they expect their child to achieve a four-year degree or higher compared to 75% in Year 3, a slight decrease in college expectations on behalf of GEAR UP students and parents compared to the first three years of the grant.
- Student perceptions of college affordability increased in Year 4 (75% compared to 64%), while parent perceptions also increased from 64% to 75%.
- Student data regarding the information that GEAR UP provided to them regarding high school preparation, financial aid awareness, college costs increased in Year 4 (78%, 67%, and 75%) compared to (70%, 66%, and 65%). Parent data indicated a slight increase in parents who stated someone from GEAR UP had spoken to them about college entrance requirements (50% compared to 45% in Year 3). In addition, 79% of students reported attending a college campus tour in Year 4, compared to 76% in Year 3 and 63% in Year 2.
- Student surveys results remained constant or were slightly higher in Year 4 in regard to the number of students who enrolled in an AP course (27%), and the number of students who took an AP End of Course exam (14%).
- In Year 4, students continued to agree or were uncertain that their coursework was not challenging to them (54%). That number is below last year's survey which indicated that 65%

of students did not find their coursework challenging. This indicates a potential increase in a rigorous curriculum being utilized in GEAR UP districts.

- Parents reporting they have discussed with their student about going to college – at 93% this year, just slightly lower than the 94% in the past two years.

C. Improving Student and Family Knowledge Regarding Postsecondary Education Preparation and Financing:

Students' College Knowledge. The GEAR UP project does seem to be having a positive impact on some aspects of students' college awareness and knowledge. GEAR UP site coordinators, education specialists and college liaisons report that students who attend college visits find them to be very valuable experiences in learning about life on a college campus. Student campus evaluations corroborate these perceptions that college visits are very helpful for students. Students who participate in such activities seem to be developing knowledge about college life (in addition to the application and admission processes and requirements, financial aid, and so on).

The majority of students (70% compared to 68% last year) reported having conversations with someone from their school or from GEAR UP about college entrance requirements and the availability of financial aid. Nearly all students in each year of the program have planned to continue their education beyond high school (87% in Year 4), while 74.7% state they are unsure about college affordability. In addition, 25% of students (down from 34% in Year 3) continue to overestimate or do not know the cost of one year's tuition at a public college or university in Oklahoma.

Parent Knowledge. Parents' awareness of postsecondary issues is increasing. A greater percentage of parents in Year 4 reported having conversations about college entrance requirements and the availability of financial aid than in either of the two previous years. In Year 4, 74% of parents stated they expected their child to achieve a four-year degree of higher, compared to 75% in Year 3, while 52% of parents indicated knowledge of the OK Promise state scholarship program and its requirements, an increase of 5% over last year's surveys. In addition, 34% of parents have indicated they have spoken to someone from GEAR UP about financial aid for college, up from 31% in Year 3. These findings suggest that parents' awareness and expectations is increasing as a result of GEAR UP services and information dissemination practices.

Activities' Relation to Goals. Activities and services provided during Year 4 appear to be focused on promoting the goals of the Oklahoma GEAR UP project. GEAR UP Site coordinators, education specialists, and college liaisons provided data that revealed Year 4 services and activities relate well to the goal of increasing students' and parents' awareness and familiarity with postsecondary topics. Activities and resources are also designed and intended to enhance student's academic performance and preparation. Structures and processes established by Oklahoma GEAR UP staff are also designed to ensure efficient and effective use of resources.

Although student interest and involvement in school may be increasing, the evidence at this point is slightly mixed. School personnel report that student involvement and interest in school has improved slightly since the previous school year. They also report that parent involvement and interest in school has improved since the previous year. However, the challenges that school personnel and site coordinators both mentioned in getting parents engaged and involved suggest that substantial

difficulties in raising parental involvement still remain. Student survey results, however, suggest that student interest and involvement in school has not changed substantially. These survey results, coupled with Gallup Student Interest Survey Results that measure students’ hope, engagement and well-being, indicate that students lack engagement and hope.

**Table Six: COHORT GRADE STUDENT SURVEY RESULTS
Percent of Students Reporting They Are Hopeful, Engaged, and Thriving**

SCHOOL DISTRICT	HOPE 2013	HOPE 2014	ENGAGED 2013	ENGAGED 2014	WELL-BEING 2013	WELL-BEING 2014
Ardmore	4.37	4.39	3.77	3.77	8.46	8.26
Caney Valley	4.34	4.28	3.98	3.87	8.62	8.06
Catoosa	4.25	4.27	3.69	3.72	8.45	8.26
Checotah	4.41	4.45	3.94	3.89	8.61	8.86
Davis	4.42	4.45	4.28	4.29	8.97	8.65
Duncan	4.27	4.35	3.84	3.81	8.30	8.42
Elk City	4.40	4.42	4.00	3.91	8.42	8.55
Guymon	4.39	4.27	4.07	3.87	8.50	8.57
Harrah	4.26	4.34	3.85	3.76	8.41	8.36
Henryetta	4.37	4.38	3.80	3.80	8.42	8.50
Hobart	4.44	4.34	4.16	3.64	8.70	8.69
Kingston	4.31	4.31	4.04	3.84	8.49	8.36
Little Axe	4.19	4.32	3.89	3.86	8.16	8.55
Luther	4.41	4.41	3.79	3.96	8.64	8.59
Madill	4.26	4.34	3.94	3.76	8.42	8.39
Marietta	4.12	4.37	3.77	4.00	8.30	8.86
McCloud	4.29	4.29	3.98	3.79	8.29	8.26
Newkirk	4.20	4.23	3.85	3.70	7.90	7.92
Okmulgee	4.41	4.27	4.01	3.69	8.51	8.23
Roland	4.29	4.19	4.13	3.63	8.48	8.06
Sapulpa	4.29	4.25	3.71	3.63	8.28	8.18
Stilwell	4.33	4.37	3.97	4.04	8.51	8.38
Tecumseh	4.44	4.46	4.18	4.07	8.51	8.38
Woodward	4.50	4.37	4.12	3.92	8.78	8.49
GU Average	4.33	4.34	3.95	3.84	8.46	8.41
National Average	4.40	4.36	4.04	3.77	8.52	8.46

*Hope and Engagement are measured on a five point scale, while Well-Being is measured on a ten point scale

D. Working to Improve High School Graduation and College Enrollment Rates:

What aspects of your program do you think are most successful (have the greatest impact)? Why?

The most successful aspect of the Oklahoma GEAR UP program is the concept of the college liaisons, individuals housed at six college campuses that are frequented the most from Oklahoma GEAR UP students. These liaisons serve GEAR UP high schools and provide college workshops and academic counseling sessions while building a valuable relationship with these students. Once those students transition to the community college, these liaisons are on their college campuses providing additional support to the GEAR UP community, including financial aid assistance, academic counseling assistance, and mentoring. The impact for last year for the six college liaisons is a total number of 10,940 students served.

Table Seven: College Liaison Direct Student Service Data

High School Direct Student Services	Murray	TCC	Rose	Connors	Western	Northern
Tutoring	0	0	0	0	0	0
Financial Aid	66	4	3	152	60	11
Mentoring	1	182	56	0	0	98
Academic Counseling	116	20	128	269	175	9
Professional Development	0	0	0	0	30	0
Academic Advisement	0	0	0	0	0	0
Parent Involvement	0	1	1	0	0	0
College/Career Workshop	0	0	0	0	1600	416
Total	183	207	188	421	1865	534

College Direct Student Services	Murray	TCC	Rose	Connors	Western	Northern
Tutoring	0	0	1	0	0	0
Financial Aid	2	614	345	0	0	0
Mentoring	181	2105	3082	0	16	20
Academic Counseling	246	514	346	0	0	11
Professional Development	0	0	100	0	0	0
Academic Advisement	0	0	0	0	2	0
Parent Involvement	0	0	0	0	0	0
College/Career Workshop	0	0	337	0	0	0
Total	429	3233	4211	0	18	31
Grand Total	612	3440	4399	421	1883	565

Oklahoma GEAR UP continues to rely on the positive relationships that field staff has developed with school personnel, another strength to this project design. Education specialists are in the schools one day per week for a minimum of six hours per day, depending on travel distance, offering direct student services, administrative assistance, professional development to teachers, and information to parents and the community. The impact of the field staff in the school sites has resulted in 20,193 duplicated student services in the 2014-15 school year.

What barriers or problems have you encountered in planning, developing, implementing, and / or administering your grant? How have you addressed these problems?

Although the program is experiencing some success in implementing required activities, sites continue to struggle with persistent challenges in providing services and activities and achieving the desired results. To deal with the challenge of low attendance at GEAR UP events, site coordinators and GEAR UP educational specialists try to schedule events at times that are most convenient for participants. For instance, professional development events may be scheduled during existing professional development days set aside by the districts, or in the summer when school is not in session. In addition, teachers receive a stipend for professional development attendance when they are not under school contract. GEAR UP events continue to be scheduled simultaneously with other well attended events (i.e., sporting events, parent conference) to boost the likelihood that families will be able to attend.

Site coordinators should consider setting up and calendaring GEAR UP events prior to the start of the school year and post these events on their schools' websites to enhance public communication for these events. In addition, schools should consider involving students and parents on planning committees for their various events which will assist with communication. Schools are also encouraged to have their calendar and events posted on their district's School Connect iPhone app to inform students, parents and other stakeholders of their event dates and times. In addition, GEAR UP related events should be connected to required activities where appropriate. For example, Freshmen Rookie Camp should be held in conjunction with students picking up their high school schedules as a required student activity to ensure participation.

The biggest barrier or problem the Oklahoma GEAR UP program has encountered is continuing to improve the educational rigor of the middle and high school coursework to ensure that students are prepared as much as possible for college success. Professional development in specific content areas is not providing significant changes in student preparation as measured by the percentage of students who are meeting the EPAS benchmarks for college readiness. Based on three years of content-specific data and a careful examination of student assessment scores, Oklahoma GEAR UP will be shifting their professional development focus in the last three years of their grant. All professional development funding will be focused on assisting school districts in creating and sustaining high functioning professional learning communities (PLCs).

This year, district administrators were asked to analyze where they were in the PLC process. With that data, Oklahoma GEAR UP, with assistance from a new GEAR UP partner, Solution Tree and Student Reform Initiative, will be providing training, book studies, curriculum alignment assistance, data analysis training, training in creating common formative assessments, and protocol training to assist individual PLC teams in 16 of the 24 GEAR UP districts who have elected to pursue professional learning communities as a way to improve student outcomes. Through this three-year initiative, districts will create PLC collaborative teacher time into their school day a minimum of 120 minutes per month and will implement student improvement and enrichment time during the school day to ensure that all students are learning and improving. Eight schools have elected not participate in this PLC process and will continue to provide direct student services to GEAR UP students. They will not receive financial assistance for professional development.

Describe briefly the progress that you have made during this reporting period in implementing your evaluation plan as described in your approved application for GEAR UP funding.

The GEAR UP services provided to students, parents, and teachers in participating schools were continuously recorded by site coordinators and GEAR UP staff. The categories of services included several kinds of events and activities:

- Tutoring and Mentoring
- Financial Aid Counseling
- College Counseling, Advisement, Preparation and Planning
- College Visits
- Job Shadowing
- Summer Programs
- Educational Field Trips
- Workshops
- Family/Cultural Events
- College Application Week
- Rookie Camps
- Student Activities and Events
- Parent Training
- Professional Development for Teachers and Administrators

Using service and activity data, the internal evaluator examined service delivery and participation for students, parents, and faculty during the third year of the Oklahoma GEAR UP program. Data is provided detailing statistics related to service delivery in each of the federally-defined service categories as well as instances of service delivery by participating site. Using those reports, the evaluator calculated the total instances of GEAR UP service delivery and the average hours of service delivery for each of the three groups served. Table Eight displays the student service statistics.

Table Eight: Direct Student Services

Table Eight: Total Instances and Average Hours of GEAR UP Service Delivery to Students

Student Services	2011-12	Avg. Hours	2012-13	Avg. Hours	2013-14	Avg. Hours	2014-15	Avg. Hours
Supportive Services (Tutoring & Mentoring)	5256	41	6914	27	9296	28.8	15,493	12
Rigorous Academic Curricula	5791	228	5425	344	6386	110	10,427	352
Financial Aid Counseling	5498	2	6934	5	11349	10	8504	6
Counseling/Advisement/Planning	11726	3	13832	6	15977	10	12,995	5
College Visits	1769	5	9705	5	11546	6	11,763	5
Job Shadowing/Visits	290	22	510	7	821	6	410	7
Summer Programs	448	33	701	33	254	36	391	40
Educational Field Trips	4164	6	5264	6	5355	11	3483	5
Workshops	675	8	3874	4	11667	10	7288	2
Family/Cultural Events	1408	35	3413	5	2889	14	7977	3
College App Week	-	-	1605	1	1719	2	1790	2

Service delivery to students increased in six areas of services provided to students, with three areas nearly doubling the number of direct services to students. The areas that decreased in Year 4, compared to Year 3, were financial aid counseling, counseling/advising, job shadowing, educational field trips, and college workshops. All but two areas of direct services increased from the Year 1 baseline data.

During Year 4, the greatest number of students participated in tutoring and mentoring and counseling/advisement services. Students spent the greatest amount of time –352 hours per year – engaged in rigorous academic coursework.

Table Nine displays services provided to parents during Year 4 of the Oklahoma GEAR UP Project. Two of four areas of services provided to parents increased in Year 4, compared to the previous year, with the average hours of participation increasing in two areas of service delivery. The number of parents who went on college visits with their student(s) increased in Year 4 of the project as well as the total number of participants at family events.

Table Nine: Total Instances and Average Hours of GEAR UP Service Delivery to Parents

Parent Services	2011-12	Avg. Hours	2012-13	Avg. Hours	2013-14	Avg. Hours	2014-15	Avg. Hours
Workshops on College Prep/Financial Aid	1214	3.2	2062	1.7	2034	2.1	1919	3
Counseling/Advising	3637	3.6	3691	1.6	4174	1.9	3567	1.3
College Visits	624	2.8	322	4.5	353	3.8	775	6.6
Family Events	1392	1.4	2728	2.2	4689	4.4	5312	3.0

As in previous years, parents tended to participate most in family/cultural events. Services in the family events category accounted for 46% of all service hours provided to parents; counseling/advisement services accounted for 31% of all parent service hours offered.

The total number of services provided to teachers, counselors and administrators in the Oklahoma GEAR UP Project can be found in Table Ten. Service delivery decreased in Year 4 in the number of teachers participating in GEAR UP professional development with the number of hours of participation increasing from Year 3. Training was provided in the following areas: data training, core content training, AP training, grant writing training, and leadership training.

Table Ten: Total Instances and Average Hours of GEAR UP Service Delivery to Faculty

Faculty Services	2011-12	2012-13	2013-14	2014-15
Number of Teachers of GEAR UP Students	1288	1387	1507	1438
Number Who Participated in GEAR UP Professional Development	960	743	1045	826
Percent of Teacher Participation	75%	54%	69%	57%
Avg. Hours of PD/ Teacher	4.0	17.9	10.5	12.4

In line with the Oklahoma GEAR UP evaluation plan, the internal evaluator conducted a focus group of school GEAR UP site coordinators during the State GEAR UP Conference in October 2014 and asked the following questions:

- To what degree are GEAR UP services being provided and implemented to students, parents and teachers?
- Describe any problems you have encountered in implementing the GEAR UP project.
- What do you think about the quality of the GEAR UP services and activities?
- How have you been using the resources given to you as part of the GEAR UP grant?
- What are some examples of students' or parents' reactions to the GEAR UP project?
- How can GEAR UP better assist you in the implementation of the GEAR UP activities?

Results of this focus group indicated that schools continue to struggle with parental involvement. The site coordinators brainstormed ways they have met with this challenge within their individual districts. Schools also voiced a concern about application fees that colleges and universities charge students, which hinder student progress during College App Week (a designated week in November of every year where seniors are provided with instructions and assistance in applying to postsecondary programs). In addition, a concern was brought up that the month of October is the worst time for district personnel to attend the State GEAR UP Conference and asked that it be changed to November. The 2015 state conference date has been changed accordingly. The focus group also provided feedback on direct student services and shared best practices in how to engage students in GEAR UP activities. It is still a mindset that students enrolled in the Oklahoma GEAR UP schools have to qualify for GEAR UP services. It is difficult for schools, parents and students to understand that all students enrolled in grades 7-12 within the 24 GEAR UP districts qualify for GEAR UP services. This message, along with a college-going culture message, continues to be the focus of the GEAR UP staff.

Per the Oklahoma GEAR UP evaluation, a GEAR UP Advisory Board meeting was held on January 13, 2015, with 13 members in attendance including GEAR UP staff, partner representatives, community representatives, postsecondary representatives, and students. Advisory members were provided with GEAR UP data and a copy of the GEAR UP bi-annual report. In addition, members discussed the new direction of the Oklahoma GEAR UP grant concerning professional learning communities and the changes that have been made to GEAR UP University to encourage more student participation. Also, an overview of the Parent Leadership Academy was provided with details concerning the eight parent projects that are being implemented this school year.

GEAR UP data analysis continues on a formative basis to review student grades, student assessment data in regards to the EPAS System, student scholarship information, and student college data such as college enrollment, persistence, and remediation. This data is provided to GEAR UP staff on a quarterly basis so they can share it with school administrators and teacher leaders. Trainings are held for teachers on how to interpret the data while GEAR UP staff meet regularly to review the data to make periodic adjustments to the project design.

Describe how your project’s activities and outcomes are likely to be sustained over time. What systemic changes have occurred in your school(s)?

Sustainability is always a key factor in all project activities. Prior to districts implementing specific student strategies, they must provide a written plan for sustainability of their project design that includes additional grant funding, local funds, and community support. These plans for district level sustainability include the utilization of other formula grant funds such as Title I and Title II, the use of community donation funding, and the absorption of activities into the districts’ general fund. In addition, GEAR UP offers annual grant writing workshops for classroom teachers to give them tools and resources to continue to sustain specific GEAR UP strategies and activities. To date, schools have received more than one million dollars in additional grant funds to sustain GEAR UP related efforts at the local district level. In the past two years, grants that have been written and received by GEAR UP teachers and parents have included in Table Eleven.

Table Eleven: Total Grant Awards Made to GEAR UP Schools in Year 4

<i>Grant Source</i>	<i>Amount Awarded</i>
<i>School Gardening Grant</i>	\$2,000
<i>Oklahoma Alternative Education Program</i>	\$10,000
<i>Wal-Mart Foundation (Reading Program)</i>	\$2,500
<i>State Farm Foundation (iPADS)</i>	\$5,000
<i>Family Dollar</i>	\$300
<i>SKIE Foundation</i>	\$500
<i>Music is Revolution</i>	\$343
<i>Oklahoma Educator Technology Training</i>	\$75,000
<i>Carson Foundation</i>	\$16,000
<i>Kinder Morgan Foundation</i>	\$5,000
<i>Kerr Foundation</i>	\$660
<i>Dell Foundation</i>	\$1,000
<i>USA Today</i>	\$1,000
<i>Inasmuch Foundation</i>	\$6,399

In addition, the new focus for professional development that assists districts in creating long-term, sustainable teacher collaboration time and providing the training for teachers and administrators to develop the tools for PLC success will secure a lasting systemic change in 16 GEAR UP districts.

Please provide any additional information about your project that you think would be helpful to the Department of Education in evaluating your performance or understanding the contents of your annual report.

PARTNER IDENTIFICATION FORM AND COST SHARE WORKSHEET
Please complete one form for each partner (other than the Applicant Organization).

1. Institution/Organization Solution Tree, Inc.
 Point of Contact: Name Jim Watson
 Title Chief Financial Officer Department Finance/Accounting
 Address 555 North Morton Street
 City Bloomington State IN Zip 47401
 Telephone 812-336-7700 e-mail jim.watson@solution-tree.com Fax 812-336-7790

2. Type of Organization: Corporation

Are you a Local Educational Agency (LEA)?
 Yes No

Are you an Institution of Higher Education (IHE)?
 Yes No

Type of IHE:
 Four-Year Two-Year
 Public Private
 College University
 HBCU HSI TCCU NHSI ANSI

Other types:
 Business
 Community-based organization
 Professional association
 Philanthropic Organization
 State Agency

Other _____

PR Award No. _____

3. Non-Federal Fund contribution provided by Partner

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	TOTAL
1. Salaries and Wages								
2. Employee Benefits								
3. Travel								
4. Materials and Supplies								
5. Consultants and Contracts								
6. Other								
A. Total Direct Costs (Sum of lines 1-6)								
B. Total Indirect Costs: (Cannot be greater than 8% of Total Direct Costs)								
C. Equipment								
D. Scholarships/Tuition Assistance								
E. TOTAL COMMITMENT (Lines A + B+ C+D)								

Please summarize the partner's specific support and commitment to the project in this space.
 Solution Tree will provide consultation, onsite training, project management, and supporting resources throughout this project.

SIGNATURE OF AUTHORIZING OFFICIAL: *James Watson*
 NAME OF AUTHORIZING OFFICIAL: James Watson
 TITLE OF AUTHORIZING OFFICIAL: CFO

A. Describe the progress that your project has made towards accomplishing the objectives of your project for this reporting period as outlined in your grant application or work plan. Please list your objectives in the table below, and indicate what activities have taken place, the quantitative results of those activities, and actions required (what, if any, changes do you intend to make in response to the results that you have seen). You may change the page layout of this table to landscape, if needed.

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?
<p>Example: 1. Enrollment in 7th grade pre-algebra, 8th grade algebra, and 8th grade advanced science classes will increase by 5% by next year. Baseline: Pre-algebra 7th grade -- 10% Algebra 8th grade -- 5% Adv. Sci. 8th grade -- 20%</p>	<p>Example: Instructional support services, staff development to improve instruction, and articulation with elementary schools</p>	<p>Example: Enrollment changes from 2008/09 to 2009/10: 1) 7th grade pre-algebra: +65% 2) 8th grade algebra: +5% 3) 8th grade advanced science: -6% (due to increased standards for enrollment).</p>	<p>Example: Continue to identify students needing intervention services based on achievement scores. Add science component to after school tutoring program.</p>
<p>1. The percentage of students who pass pre-algebra by the end of the eighth grade will increase an average of 5% per year as measured by LEA student achievement data. Baseline data indicates 14.4% of students have meet the College Readiness Benchmark on the EXPLORE assessment.</p>	<p>Math content professional development was provided to teachers including coaching and mentoring.</p> <p>Three GEAR UP University summer programs were offered in June 2014 for students with an emphasis in STEM.</p> <p>Teachers had the opportunity to attend the National Association of Mathematics meeting.</p> <p>Some districts provided tutoring and summer programs for students who were struggling with mathematics.</p>	<p>This year, 2,817 GEAR UP students or 72.8% passed pre-Algebra by the end of their eighth grade year compared to 2,279 students last year. This is an increase of 538 students. This objective has been met.</p> <p>College readiness benchmark this year on the EXPLORE assessment for all GEAR UP 8th graders was at 19% compared to the baseline data of 14.4%. This objective has been met.</p>	<p>No changes are anticipated at this time.</p>

<p>2. The percentage of students who pass Algebra I by the end of the ninth grade will increase 3% per year as measured by LEA student achievement data.</p>	<p>Math content professional development was provided to teachers including coaching and mentoring.</p> <p>Three GEAR UP University summer programs were offered in June 2014 for students with an emphasis in STEM.</p> <p>Teachers had the opportunity to attend the National Association of Mathematics meeting.</p> <p>Some districts provided tutoring and summer programs for students who were struggling with mathematics.</p>	<p>This year 3,339 students completed Algebra I by the end of the ninth grade, compared to 2,091 students last year. This is an increase of 1,248 students. This objective has been met.</p>	<p>No changes are anticipated at this time.</p>
<p>3. The percentage of students who take three years of mathematics beyond Algebra I by the 12th grade will increase 5% per year as measured by LEA student data.</p>	<p>Math content professional development was provided to teachers including coaching and mentoring.</p> <p>Three GEAR UP University summer programs were offered in June 2014 for students with an emphasis in STEM.</p> <p>Teachers had the opportunity to attend the National Association of Mathematics meeting.</p> <p>Some districts provided tutoring and summer programs for students who were struggling with mathematics.</p>		<p>No changes are anticipated at this time.</p>
<p>4. The percentage of GEAR UP students who</p>	<p>Math content professional development was provided to</p>	<p>Last year's data indicated that 43% of students had</p>	<p>No changes are</p>

<p>place into college level Math and English courses without the need for remediation will increase 3% each year as measured by OSRHE data.</p>	<p>teachers including coaching and mentoring.</p> <p>Three GEAR UP University summer programs were offered in June 2014 for students with an emphasis in STEM.</p> <p>Teachers had the opportunity to attend the National Association of Mathematics meeting.</p> <p>Students had the opportunity to enroll in concurrent enrollment getting dual high school and college credit in mathematics courses.</p> <p>Students and parents received AP Premier training to provide them with information on the value of enrolling in AP courses.</p> <p>Data training was provided to teachers who reviewed college going data such as remediation and developed plans to reduce remediation at individual school sites.</p>	<p>completed three years of math beyond Algebra I compared to this year's total of 44.4%. Although an increase in the number of students who are better prepared for college success, this objective was not met.</p>	<p>anticipated at this time.</p>
<p>5. The percentage of GEAR UP students who have knowledge of, and demonstrate necessary academic preparation for college will increase 3% each year.</p>	<p>Students participated in GEAR UP University, college bridge programs, and tutoring and mentoring programs at individual school sites.</p> <p>Teachers participated in math and science content professional development including coaching and modeling.</p> <p>Students participated in college workshops in</p>	<p>Last year's average for students who completed a college-bound curriculum according to the Office of Accountability's School Report Card was 85% compared to this year, which was 81.7%. This objective was not met.</p>	<p>No changes are anticipated at this time.</p>

	<p>collaboration with the Oklahoma College Access Program.</p> <p>Students participated in elective student leadership development programs.</p>		
<p>6. The percentage of GEAR UP teachers identified as highly effective will increase 5% each year as measured by the calibration of student value added data analysis and new teacher evaluation rubric scores.</p>	<p>Teacher course content professional developed was provided in math and science.</p> <p>Teachers had the opportunity to participate in AP training in various core subjects.</p> <p>Teachers were provided assistance in completing roster verification for value added data analysis.</p>	<p>This objective has not been met for this year. Teacher evaluation scores rose from 93% to 95%, a two percent increase from last year.</p>	<p>No changes are anticipated at this time.</p>
<p>7. The percentage of students who graduate from high school will increase 2% each year as measured by the Office of Accountability data.</p>	<p>Students were provided leadership opportunities in high school.</p> <p>Students were encouraged to complete concurrent enrollment courses or AP courses.</p> <p>All juniors took the ACT test on Sept. 30, 2014.</p> <p>ACT Prep course were provided in all high schools.</p> <p>All seniors completed a college application through College APP Week.</p> <p>Teachers and administrators participated in professional development in core content areas, curriculum alignment, professional learning communities, and leadership development.</p> <p>Three superintendents are</p>	<p>Last year's average high school graduate rate for all districts combined was 94% according to the Office of Accountability. This year's data was provided by the school districts themselves, and indicated that 93.4% graduated. This objective was not met, but it is important to note that different data points were utilized within the two comparison years.</p>	<p>No changes are anticipated at this time.</p>

	<p>completing Quantum Superintendent training through NCCEP.</p>		
<p>8. The percentage of GEAR UP students and former GEAR UP students who are enrolled in college will increase 3% each program year as measured by Office of Accountability data.</p>	<p>Teachers completed more than 17,951 hours or professional development including core content and professional learning community training.</p> <p>A total of 1790 seniors completed a college application during College APP Week.</p> <p>College liaisons provided direct student services to more than 10,000 high school and college students.</p> <p>All seniors and their parents received training and information about college financial aid.</p> <p>Teachers received training in college data pertaining to their individual districts including college going, college remediation, and college GPA data.</p>	<p>Last year's baseline data for college enrollment was 49% compared to this year which is 51%. Although student enrollment has increased 2% compared to last year, this objective was not met.</p>	<p>National Student Clearing-house data will be utilized moving forward to determine students on track to college entrance data moving forward.</p>
<p>9. The percentage of former GEAR UP students who are on track to graduate from college will increase 4% each year as measured by OSRHE data.</p>	<p>College liaisons worked with college freshmen and sophomore students on six college campuses that have the highest enrollment of Oklahoma GEAR UP students. Students were provided resources, workshops, course selection and financial aid assistance, and personal and group counseling and mentoring to assist with college persistence.</p>	<p>Student persistence data indicates that 67% of Oklahoma GEAR UP students who enrolled as college freshmen in 2012-13 persisted in college as sophomores in 2013-14.</p> <p>Last year's average percentage of students on track to graduate college was at 44%. This year it is 56.4%, based on the number of students who were not required to take a college remediation course. This objective has been</p>	<p>National Student Clearing-house data will be utilized moving forward to determine students on track to graduate college based on college persistence data.</p>

		met.	
10. The percentage of GEAR UP students and parents who demonstrate knowledge of available financial aid and the costs and benefits of pursuing postsecondary education will increase 6% each year.	<p>All high school seniors were offered financial aid information sessions through a partnership with the Oklahoma College Access Program and GEAR UP staff. In addition, all 24 districts provided financial aid events in the evening for parents and students to assist with scholarship applications and FAFSA completion.</p> <p>Oklahoma parents had access to a statewide College Information hotline to receive college cost information.</p>	<p>Last year's surveys indicated that 66% of students had received information about financial aid and costs for college compared to 63.5% this year. This objective has not been met.</p> <p>Parent surveys last year indicated that 38% of parents had knowledge of financial and college costs for their child compared to 41% this year. Although this is a 3% gain, this objective was not met.</p> <p>A total of 907 calls were provided financial aid and college information on the hotline in both English and Spanish.</p>	No changes are anticipated at this time.
11. The percentage of parents who actively engage in activities associated with assisting students in their academic preparation for college will increase by 10% each year.	<p>A Parent Leadership Academy was provided to 48 parents in two leadership training sessions.</p> <p>Parent events were held in conjunction with GEAR UP activities and parents were encourage, and often, required to attend such as a high school freshmen mandatory bridge program.</p>	Parent attendance in parent/teacher conferences last year was at 68% while this year, parent participation increased to 73.8%. This objective was not met.	No changes are anticipated at this time.