

**1. NEED FOR THE PROJECT:** Imperial County is one of 58 counties in California. Located in the southwest corner of the State, we have been handicapped by isolation, economic impoverishment, and low expectations. Growth has been stagnant and our future bleak. Many youth have left the County after high school either to find work elsewhere or to attend post-secondary education, never to return. Still others settle for a preponderance of low-skill, low-wage jobs locally. This has effectively created a significant “brain drain” that has impeded our community. Now however, our future appears brighter with more people moving inland, willing to drive 3-4 hours daily for affordable housing, along with the addition of new businesses. At this juncture, we are primed to change both culture and the infrastructure beginning with the Class of 2012.

Imperial County shares its borders with Arizona to the east and Mexico to the south. To the west, it is 120 miles across mountains to San Diego; to the north, it is 160 miles through desert to Riverside. Our rural county spans 4,597 square miles of arid desert with a substantial agricultural-based economy. It is comprised of 16 school districts. Most are small schools in isolated communities with larger districts in the cities of Brawley (23,513), El Centro (40,047) and Calexico (34,420).

**Magnitude/severity of problem** - Educational attainment is an indicator of one’s economic situation.

With unemployment hovering at 18%, it is not surprising that our county has one of the lowest per capita incomes in California. This can be directly correlated to a population that is undereducated.

Immigrants from Mexico attracted by economic growth contribute in part to our educational levels, as many arrive with varying levels of education. In Census 2000, 23.93% of our population had less than a 9<sup>th</sup> grade education; only 16.44% of our adults over 25 years old attain an associate, bachelor’s or graduate/professional degree. In the predominantly Hispanic county (75.4%) family support is high.

However, these families face severe challenges. Close to 50.1% of families with children under 6 years find both parents in the labor force. Median per capita income is \$13,239 with 32.7% of families with children 0-17 living in poverty. Lack of education by females contributes significantly to the poverty

status. Of families with children under 18, 46.9% are headed by a female, with no husband present. Designated in part as an Enterprise Zone, survival is a continual battle for our families.

With an economy now showing signs of growth, new businesses need a highly skilled, educated workforce, which is lacking due to our current “brain drain.” Our schools struggle physically to keep pace with this new growth as they also strain to increase academic success for their students. New or recent immigrants play a part in our low performance due to varying levels of education when entering our schools. Low English results are common as 46% of our student population is identified as English language learners. Recent scores indicate our students trail in all grade levels on the California Standards Tests and *lack proficiency in English/Language Arts and Mathematics.*

<b>California Standards Test, Spring 2005, for Three Grade Levels</b>				
Grade Level	Imperial % Proficient		State % Proficient	
	ELA	Math	ELA	Math
7 <sup>th</sup> /8 <sup>th</sup>	25% / 21%	22% / 16% (Algebra I)	30% / 24%	24% / 26%
11 <sup>th</sup>	20%	3% (Algebra II)	23%	11%

Most recently, 87.5% of our junior students *failed* the new CSU Early Assessment of Readiness for College English (EAP) test and 97% failed the English test, designed for early identification of students who enter CSU unprepared for college-level English/math. Just 10.7% of seniors took the ACT test, 95% with a score under 21; 25.8% completed the SAT 1 with a combined average score of 915 (451 verbal; 464 math), compared to 1,020 statewide (499 verbal; 521 math). To get a better understanding of the students within our specific schools and the strengths and challenges faced by our community, a profile of our targeted schools and their students is outlined below. They represent 11 schools or 85% of the schools with 7<sup>th</sup> graders that would qualify and 65% of all schools with 7th graders. This

proposal seeks to provide high quality, effective intervention beginning in 2006 and 2007 for two cohorts of seventh graders. (The data for these students are similar.)

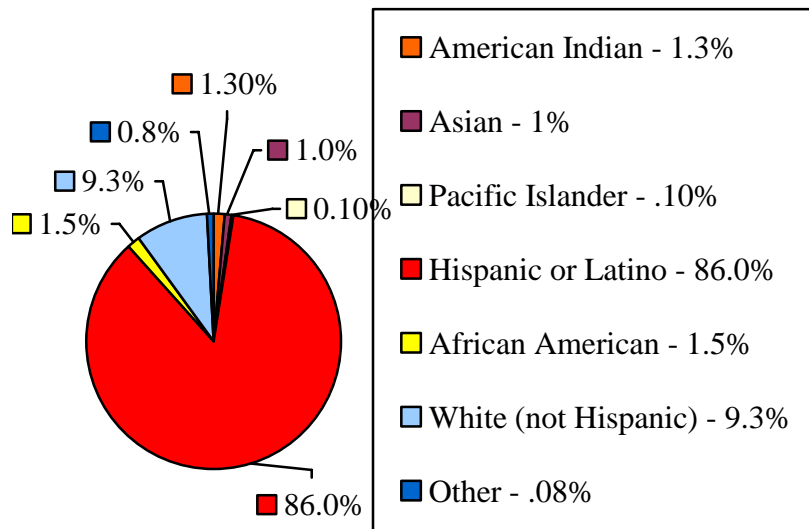
School District and Participating School	% Migrant	% TANF	% English Learners	% Attendance	Program Improvement	API	Decile
<b>Brawley Elementary</b> -B. Worth Junior High	20.0	21.7	13.9	93.0	Yr 3	661	4
<b>Calexico Unified</b> -De Anza Junior High	19.6	17.3	48.3	93.0	Yr 3	622	2
<b>Calexico Unified</b> -W. Moreno Junior High	13.0	11.3	41.0	94.0	Yr 2	625	2
<b>El Centro Elementary</b> - Kennedy Middle	19.0	22.7	47.2	95.0	Yr 1	657	3
<b>El Centro Elementary</b> -Wilson Junior High	10.0	15.8	3.5	96.0	Yr 3	693	5
<b>Holtville Unified</b> -Holtville Junior High	29.3	11.4	20.0	93.0	No	788	5
<b>Meadows Union</b> -Meadows K-8	15.3	9.7	16.4	94.5	No	649	2
<b>Mulberry Elementary</b> -Mulberry School	15.3	4.8	12.1	92.5	No	748	4
<b>San Pasqual Valley USD</b> -San Pasqual MS	7.0	23.3	22.4	71.0	Yr 2	608	2
<b>Seeley Union</b> -Seeley K-8	12.6	18.0	33.6	94.0	No	703	4
<b>Westmorland Union</b> -Westmorland K-8	38.9	18.0	52.9	95.0	Yr 3	663	2

**Specific Gaps/Weaknesses** - Within the last three years, the school community has taken a proactive approach in trying to identify our gaps and weaknesses to remedy our present situation because our local *students are underrepresented in CA University systems* and our local “*brain drain*” will continue to thwart our economic progress and quality of life. A P-16 (pre-kindergarten through college) Council was formed by partners in 2004 with a mission to *promote a college-going culture to increase eligibility, admittance, and attendance at post-secondary institutions for Imperial County*

students. The P-16 has chosen to include all eligible schools that are fully committed to this application. There are four major reasons: 1) the groundwork has been laid in successful pilots developed by our local College-Going Initiative in the past three years; 2) the infrastructure is now in place to support large-scale change; 3) all 16 school districts (including districts with non-funded schools), three institutions of higher education, and numerous businesses and other entities are solidly united to make this initiative work; and 4) local resources have been committed to aggressively pursue additional private and public resources to maintain GEAR UP services for new student cohorts beyond the funding cycle.

Presently, local high schools report that 23.6% of graduates have completed required UC/CSU (Univ. of California, California State Univ.) courses: 54.8% of our Asian students and 42.9% of our White students completed these courses.

**Ethnic Breakdown 2004-05**



However, only 19.2% of our Hispanic students and none of our 29 American Indian graduates completed this level of coursework. This is not reflective of our student population. We are making progress: UC eligibility increased from 6.3% in 2000 to 7.1% in 2005 (State eligibility of 12.5%). The P-16 Council credits this marked increase to the partnership begun in late 2000 with UC Office of the President to increase college-going rates. To help identify the gaps within our system, countywide focus group sessions were conducted in 2005. Parents, students, teachers, and counselors were invited to attend the sessions. We addressed three major questions: (1) *What is working to prepare you [or to*

*help prepare your child(ren)] for college? (2) What gets in the way? (3) What would help you prepare?*

A group representing all stakeholders reviewed the data to identify both obstacles and strengths to build upon. We were able to synthesize the findings into five major areas: **1. Students feel inadequately prepared for college** due to *limited English skills, a lack of understanding of college requirements, and minimal academic successes*. This last issue was confirmed by some school adults (counselors, teachers, administrators) who believe there is a consensus among students that "it is okay to fail." In fact, tests present a fearful obstacle for many students. Many youth admit a fear of leaving the county, while some reported that they or their peers do not see college as a goal. **2. Families do not believe that college is a viable option for their children for many reasons**. Many parents report that their children don't have the "ganas" (desire) to attend college. The parents also indicate that they want the best for their children but often do not understand high school or college systems. This hinders their ability to effectively maneuver within complex educational systems. Many parents acknowledge they lack financial resources to send their children to college and so it is out of the question for their children. Parents also report a reluctance to have their children leave home, as older children are often needed to help at home or to work to make ends meet. A number of parents admit that they do not have the infrastructure within their homes to support education, i.e., computers, many books, or other tools common in middle class homes. **3. Students do not engage in challenging academic coursework to be competitive for college**, according to both students and teachers. All sides appear to blame one another as to why students are not achieving academically. Students say limited offerings and time in their schedules hinder them, along with not getting the necessary assistance from counselors, teachers and others to choose rigorous courses. Teachers and counselors say opportunities for accelerated learning are provided, but many students who lack the basic skills necessary to master grade level standards and progress to higher level coursework are not motivated to attend. Students indicate that classes are not interesting and that listening to teacher lectures is the primary instructional

methodology. Administrators also report that teacher preparation is inconsistent, especially in the areas of mathematics, writing, and science. A number of 4-8 grade teachers stated that they were not confident with algebra concepts. Additionally, English/language arts texts provide inadequate resources to teach writing required on California Standards Tests. **4. Counselors are unable to provide sufficient assistance** to help students make choices that will open the possibility of college. Unfortunately, counselors are not available to all 7<sup>th</sup> and 8<sup>th</sup> graders, particularly those attending small rural K-8 schools. In larger middle schools, heavy counselor caseloads (1:600) with duties often more administrative in nature hamper their ability to effectively counsel. **5. Bottom line: Students in Imperial County suffer from a culture of low expectations.** Seven out of ten jobs today require some form of post-secondary education (California Post-secondary Education Commission, 1999), but students do not see evidence of this in a community with many low-skill, low wage jobs. The knowledge and values that middle- and upper-class families transmit to their offspring is “cultural capital” that prepares them to understand the economic and social benefits of continued education. Poorer students do not grow up with this “cultural capital” and the resulting expectation of continued education. (Payne, R.1998 *Framework for Understanding Poverty*) Furthermore, their schools reflect the community; they have not cultivated a sufficiently strong college-going culture to overcome expectations for students who are low-income, first-generation college bound, and underrepresented minorities. It is this *culture* we are striving to change. We strongly believe that we are in a unique position to change culture so that *college* is viewed as a *viable option* for children and their families of all socio-economic levels. To that end, we will endeavor to increase the percentage of students in our county who complete advanced education (public or private colleges or vocational/ technical schools) and secure higher skill/higher wage jobs.

**2. QUALITY OF SERVICES: Services Appropriate to Need** - Fall 2006 (Cohort A) and 2007

(Cohort B) entering 7<sup>th</sup> grade students, their families, teachers and counselors begin their journey in a GEAR UP school rally to change history forever. *Our choices today shape our future tomorrow* will be our motto as we pledge together that graduating classes of 2012 and 2013 will change the future and enter college in significantly larger numbers. TEAM (Together, Expect & Achieve More) GEAR UP will address identified needs based on thorough analysis of the current critical pre-college needs of students: (1) increase academic performance and preparation for post-secondary education by improving teaching and learning in mathematics and academic literacy with rigorous academic pathways based on student needs; (2) increase the rate of high school graduation and participation in post-secondary education through college preparation activities; and (3) increase students' and families' knowledge of post-secondary education options, preparation and financing through goal-setting with personal support and monitoring.

**Services Based on Research and Effective Practices** – All TEAM GEAR UP strategies have been selected because of their documented efficacy related to pre-college challenges faced by local youth:

**1. Academic pathways and professional development to improve the quality of teaching and learning, esp. in mathematics:** Clear Student Pathways will define classes needed for college, with support for those off track, especially in mathematics. The UC/CSU college track (a-g) pathway for all students includes 3 years of mathematics (algebra, geometry, algebra II). Students struggling in mathematics will be able to access an additional support class and get back on track during summer; Algebra Academies after 8<sup>th</sup> grade put students on track to succeed in Algebra I in 9<sup>th</sup> grade or to solidify algebra learned in grade 8 for success in Geometry or Algebra II. Schools establish defined pathways for all students. College Action Plans (CAP) are monitored annually for each student. Student Support Coaches regularly review progress with targeted students for more personal intervention. Each GEAR UP school team will identify *strategic* mathematics students, 1-2 years

behind, at the "basic" level on CSTs. Identification is validated by MDTP (Mathematics Diagnostic Testing Project), recommended and validated by California Department of Education. An 8<sup>th</sup> grade student's pathway, for example, would include Algebra, plus Numeracy, a support class to improve conceptual understanding of specific California math standards identified by MDTP, then given every 9 weeks to monitor progress. Wright MS in Imperial USD piloted this core + support model with significant improvement: 9% proficient or above in 03-04 to 37% proficiency or above in algebra and 44% in general math in 04-05. TEAM Student Assistance Coaches will target *strategic* (i.e., "Basic" on California Standards) students and their families for more personalized services, guided by the CAP and ongoing communication with the students' families and teachers.

Counselors and district and school administrators will work with experts to develop their schools' coursework to address the Pathway to provide English Learners (ELs) with access to core curriculum and interventions. **Sample:** *Advanced language* level students take core classes, plus ELD to develop high levels of academic language and *WRITE* to develop academic writing. Teachers will also urge attendance at *WRITE* Institutes for EL students after school and Saturdays. (*WRITE* received the USDOE 1996 Academic Excellence Award; it focuses on academic writing for English learners, and melds best research and proven practices of language acquisition, academic writing and assessment.)

Imperial Valley College (IVC) is an underutilized, powerful pathway with Transfer Agreement Guarantees (TAG) to CSU for students fulfilling the CSU General Education (frosh/soph) Pattern at this campus. The more rigorous Intersegmental General Education Transfer Curriculum (IGETC) ensures acceptance as a junior to the student's chosen UC or CSU campus. Students and their families are largely unaware of these pathways to 4-year universities. Many graduate and go to IVC because it seems the only option, *rather than as part of a clear pathway goal*, and do not transfer. Their CAP will prepare them for IVC transfer with a career and university goal in mind. IVC will give TEAM students priority registration to fulfill TAG or IGETC, with accelerated classes available



during their senior year and the summers before and after. The Scholars' Program at SDSU-Imperial Valley now offers opportunity for 30 students to earn undergraduate liberal arts degrees. TEAM helps students and their families plan ahead for these local pathway options through individual *Compacts for Success*, student agreements with SDSU-IV or IVC, and provides first year "Jumpstart" assistance tuition, based on financial need and lack of other assistance.

**SpringBoard™ –Prepare to Succeed** will help all TEAM students achieve needed critical thinking, reasoning, and writing skills in 9-12 mathematics and English classes necessary to prepare them for freshman-level college courses. A consistent finding by American Institutes for Research (AIR) emerged from all levels of data collection: Classes incorporating College Board pilot program exhibited high levels of student engagement, defined as more than 80% of students being on-task and focused. Observed SpringBoard classes included these high levels of student engagement for 74% of class time, vs. 46% of time in matched classes. Interviews confirmed that students typically less engaged in their schoolwork responded positively. AIR detected statistically significant achievement gains for students in pilot classes, in both English and mathematics. (Le Floch, K. C., and Bacevich, A. March 2004, *The promise, a study of pilot English and mathematics curricula, Principal Leadership: 21-24*)

Students at small rural schools will be matched as needed with teachers at other schools for instruction by videoconferencing technology, extending algebra pilots at Seeley and Holtville MS. Students at remote sites will receive support from a teacher at their school. University of California San Diego's (UCSD) *Academic Connections Internet Tutoring Program* will deliver supplemental mathematics instruction to middle/high school students who need extra assistance at differential levels of skill development. Pre-tested using UCSD Algebra Readiness Test in broad use in the State, each student initiates study at the appropriate point in the software sequence. Students come to the school's computer classroom after school and Saturdays (3.5 hours/wk) for instruction via Academic

Systems mathematics software combined with live, Internet-based video tutorials from undergrad student “tele-tutors.” Students quickly master the software and interact with tutors via 2-way web-cams and electronic white boards, currently in use at De Anza MS. The management system enables both tutors and teachers to easily monitor each student’s progress and attendance. Students review difficult lessons as many times as needed, and interact with UCSD tutors for in-depth explanations of challenging topics. Students qualify for *Connections* based on failed pre-algebra or skill levels in math so low they are deemed incapable of passing either pre-algebra or 8<sup>th</sup> grade algebra. Students in UCSD pilots completed chapter subjects ranging from fractions and decimals through ratios, signed numbers, percents, geometry, units of measurement and interpreting graphs. When divided into quartiles, the top 75% of students in the class achieved a mean (average) chapter test score of 88%. Additionally, **Tutoring** practice sessions will be available to *strategic* middle school students who are struggling with pre-algebra concepts and who need more personal attention. Students will be pre-assessed and assigned an advanced math student from IVC, SDSU-IVC, or a HS senior. Coaches will coordinate services in math support classes, after school and on Saturdays.

**2. College preparation activities and AVID:** Meetings will be held with entering 7<sup>th</sup> graders and their parents before school starts to introduce TEAM Coaches as part of their support team. The Coaches assist with meetings, telephone calls, and written contacts with AVID students at the “strategic” level in mathematics and their families, check CAP progress, explain next steps, offer resources, and urge them to attend key events for the next six years, conducted in English and Spanish. Coaches will become a familiar resource and they teach families how to take full advantage of activities available each year, e.g. testing, college application, financial aid (FAFSA); Higher Ed Weeks; Saturday/after school workshops; as well as college programs, e.g. migrant summer programs at UCLA, COSMOS (California State Summer School for Mathematics & Science at UC campuses for academically talented), or concurrent enrollment at IVC before graduation.

Students and their families will be encouraged to participate in TEAM College Prep “Camps,” offered summer after grades 7-11 at college or high school campuses. Transportation will increase accessibility to 300 students each year. Teachers and counselors will nominate students to the Coach, who maintains caseload records to confirm critical needs of students and families with obstacles to get or remain on track for college. P-16 Council criteria will prioritize student needs to allocate slots equitably among students and schools and ensure attendance by underrepresented groups, including strategic, special education and English learners. Family visits to college campuses will take place each year, with a special push in year 4 for 9<sup>th</sup> and 10<sup>th</sup> grade families.

**TEAM 7<sup>th</sup> grade Camps** give an academic boost and hands-on math experiences based on California Standards and reading/writing skills needed for success in mathematics. Campers develop confidence and leadership as they practice organizational and decision-making skills from *7 Habits* and experience hands-on college preparation activities, e.g. presentations and visits documented by videocam for media projects shared with families and others. They initiate *Invest in the Future*, a campaign for families to accumulate financial and other resources (e.g. CAP, resume, letters of support for college, certificates, community service, autobiography, completion of FAFSA, SAT or SAT) for college. Students will develop media messages in English and Spanish with HS partners and college alumni from all backgrounds, especially Hispanic, English learners, migrant families, special education, and male examples. Camp includes required evening meetings for parents, with a Saturday pre-camp day in 7<sup>th</sup> grade and two follow up Saturdays in 8<sup>th</sup> grade.

**Summer Algebra Academies after 8<sup>th</sup> grade** are now offered at high schools with UCOP (UC Office of the President), including family college visits and motivational/informational meetings. TEAM students will be prepared for greater success in the Academies to complete Algebra I, as well as advanced mathematics in HS. Math, Engineering & Science Achievement (MESA), IVROP (Imperial Valley Regional Occupational Program), and Cal-SOAP (California Student Opportunity

and Access Program) will help organize **family camps (Instituto Vuela/Wings) after 9<sup>th</sup> grade**, conducted evenings and Saturdays at IVC and SDSU-IV to help students and families identify and overcome obstacles to entering and completing college, including financial aid and college applications, essays, and required high school classes. After **10<sup>th</sup> and 11<sup>th</sup> grades**, “camp” will be integrated with summer school on HS campuses. In the spring, school teams will review students’ academic pathway, grades, test prep, and other college readiness factors to determine needs. Some students will need traditional summer school coursework, e.g. make up of Algebra or science coursework. Others will take advantage of new TEAM classes providing high interest, college prep written and oral language for English learners (or Native Americans at San Pasqual). Classes will include significant academic reading, writing, and speaking practice so that students will build both their skills and confidence levels for college. EL students will be placed according to language proficiency level in WRITE. Activities such as FAFSA, self-evaluation of transcripts, UC essay writing, and college applications will increase preparedness and comfort of students and parents, who will attend evening meetings.

All schools will implement Advancement Via Individual Determination (AVID), designed for “students in the middle” underrepresented in college and often unmotivated to achieve in school. Research shows that AVID in two years of middle school has a positive impact on students’ course-taking patterns and academic performance in HS. (Center for Research on Educational Equity, Assessment & Teaching Excellence, UCSD). In 2004-05, 1497 Imperial County MS and HS students were 92.3% Hispanic. Their a-g completion rates were 76.1% (compared to 23.6% overall); 89.9% took the SAT (v. 27% other); 21.6% were accepted to CSU campuses (v. 6.9%) and 19.3% to UC (v. 4.3% overall). AVID teams (teachers, counselor, administrators) support a schoolwide college-going culture by offering challenging coursework and targeting eligible students to participate in AVID electives. AVID teachers closely monitor progress in other classes and consult

counselors about college pathways and needed intervention, including higher level and Advanced Placement (AP) coursework. AVID includes proven practices for college success: Cornell note-taking and learning logs, writing to learn, peer collaboration for study, portfolios, and reading and questioning strategies. AVID provides college tutors for students needing help in core academic areas, e.g. mathematics and writing. Students, parents, and teachers sign a contract that documents commitments by each.

MESA will provide Hands-On Competitions in engineering design for all schools to display products of learning. After school and on Saturdays Advisors teach and coach students for the competitions. Academic Excellence Workshops extend students' exposure to material studied within their specific math or science classes, facilitated by college or more senior student tutors.

TEAM Coaches will work closely with counselors, teachers, families, and tutors to personalize and integrate support needed by each *strategic* student. They communicate regularly with students and coordinate tutoring activities for students struggling in core and AP or other advanced courses. Coaches coordinate tutoring or Saturday workshops in mathematics, writing, and accelerated ELD to give students the skills and necessary to earn a score of "Proficient" or above. They refer families to assistance available through the 8 Family Resource Centers located adjacent to schools throughout the county. Assistance includes health and mental health, social services, and probation, as well as ICOE Student Well-Being/Family Resources (SWB/FR) services provided at schools by Student Assistance Representatives (SARs) who are trained in drug, alcohol, and tobacco prevention and crisis resolution.

**3. Goal-setting/personal support/Parent Institutes for Quality Education** – All 7<sup>th</sup> graders attend Franklin Covey's *7 Habits of Highly Effective Teens* training to help them define their values, make smarter decisions, and recognize and prioritize their goals. They receive *Planning for High School and Beyond, a Guide for Students in Grades 6-9 and Their Families* (San Mateo County Office of

Education, 2004), available in English and Spanish to help them develop a game plan to tackle key decisions they make about their futures. The Guide is designed to help students create a 6-year College Action Plan (CAP) and helps parents know what to expect and how to work with their children and their schools. TEAM Student Support Coaches provide personalized service for targeted (*strategic*) students and their parents through graduation from high school, helping them develop their Action Plans with their Counselors, maneuver through the school system, and access resources. Annual CAP conferences, led by students with their Coaches, parents and other adults key to their college preparation, will reinforce their drive to continue doing well in school. In HS these plans may also include Compacts for Success for students with goals to attend college locally to transfer to a California State University (CSU) or University of California (UC) campus. (See *Compact for Success* pp.8).

TEAM Coaches assist students and their families with referrals to needed services and provide college-going information at general family events and CAP conferencing times. In addition to college planning, these paraprofessionals will be trained in active listening skills and effective communication; anger management/conflict resolution; drug use prevention; coping, decision making, problem solving, time management; techniques assessment for referrals; and child abuse identification. Coaches learn to identify areas interfering with student's academic success and refer students and their families to appropriate assistance at home, on campus, and in the community. This model is based on ICOE's Student Assistance Program, a science-based, research-validated strategy on SAMSHA approved lists. Research in *Do Social and Behavioral Characteristics Targeted by Preventive Interventions Predict Standardized Test Scores and Grades?* (Journal of School Health. 2005;75(9):342-349.) notes characteristics that are predictors of youth problem behavior also predict academic achievement for 7<sup>th</sup> and 10<sup>th</sup> graders in a longitudinal *Raising Healthy Children* study.

Higher levels of school bonding and better social, emotional, and decision-making skills were related to higher test scores and higher grades.

Students who benefit from positive relationships and interactions tend to achieve above the average academically. (Osterma, K. E. 2000. "Students' Need for Belonging in the School Community." *Review of Educational Research* 70: 323-367). Coaches will move with the students into 8<sup>th</sup> grade and high school to maintain contact and link students and families to resources for CAP progress through HS and into college. With early, personalized help disadvantaged students will develop skills, knowledge, and confidence needed for college. Constant "play calling" and early coordination of counselors and Coaches about recommended pathways, resources, and interventions get and keep students on track. Families will be aware of decisions that must begin by 8<sup>th</sup> grade as students enroll in math courses that have traditionally been obstacles to their college eligibility. (Perna, L. W., Fall 2001 NAESP, College Preparation in the Middle Grades: It's More than SATs, *Middle Matters*, 1-2,6.) To continue this "drive" the Director will provide a monthly column with student-written inserts to personalize for their own school's newsletter, with tips for college preparation. The daily *Imperial Valley Press* will publish articles to increase community-wide understanding. Victory celebrations will take place in May, as 8<sup>th</sup> graders receive highly publicized 21<sup>st</sup> Century Scholar Certificates to celebrate their commitment and urge their good choices and efforts in high school to attain college.

Our 7<sup>th</sup> graders will be paired with sophomore students to encourage, motivate both groups. They will be invited to a day-long *Introduction to The 7 Habits of Highly Effective Teens* in Fall 2006. Data shows that teens who acquire a goal-setting habit improve school performance, motivation, self-confidence, and self-esteem. (Bachel, Beverly K. 2001 *What Do You Really Want?* Minneapolis, MN: Free Spirit Publishing) The high school students providing supervised follow up activities from *The [7 Habits] Ultimate Activity Guide* during after-school hours and Saturday follow up workshops from 7<sup>th</sup> - 9<sup>th</sup> grade will receive community service certificates and stipends. TEAM students and HS

partners will support each other to make smarter decisions, recognize and prioritize their goals, and learn to find balance between school, work, friends, and everything else. These activities will nurture supportive relationships for TEAM students entering HS when their partners are seniors. As TEAM students become sophomores, they become mentors for another group of 7<sup>th</sup> graders needing support and encouragement; thus, the cycle will continue for those who follow after GEAR UP.

**Parental Support and Encouragement** are important predictors of college enrollment (Hossler, Schmidt, and Vesper, 1999). Research examining the effect of Parent Institutes for Quality Education (PIQE) as an intervention for Latino families indicates that roles limited by culture and experience can be changed by PIQE. (Chrispeo, J.H. and Rivero, E. 2001, Engaging Latino Families for Student success. *Peabody Journal of Education* 76: 119-169) The P-16 Council piloted has 3 sites. Next year all TEAM schools will offer PIQE. Parents learn to take a participatory role in assisting their children, collaborate with school staff, and encourage college attendance. Students are honored guests at their parents' graduation, and parents then become recruiters for others to attend GEAR UP.

**Quality of training** - AVID teachers will attend Summer Institute in San Diego with a site team of other teachers, administrators and counselors. New teachers attend AVID Awareness & Implementation workshop in Fall 2006 and learn the AVID Certification system that recommends specific actions to move the school from a new AVID site to *Certified with Distinction*. All AVID teachers attend six AVID workshops yearly with on-site coaching and assistance from the AVID Coordinator.

The Director and Counselor will use American School Counselors Association's *Framework for School Counseling Programs* to help Coaches coordinate family assistance. Coaches will attend *7Habits* sessions and meet with trainers to develop strategies to help students 1) manage emotions that interfere with learning and concentration; 2) develop motivation and the ability to persevere in the face of academic setbacks and challenges; 3) work cooperatively in classrooms and peer learning groups; and 4) set and work to challenging academic goals. College math instructors and ICOE



mathematics coordinators will collaboratively train tutors, provide a handbook of effective math tutoring strategies, and conduct follow-up sessions to increase skills.

MESA will provide 3-day summer institutes for MESA Advisors to reinvigorate teaching with hands-on science, technology and mathematics strategies; they learn to facilitate group problem solving and lead Academic Excellence Workshops. MESA Coordinator, trained in follow up observations, feedback and technical assistance, provides training, on-site support, and monthly follow-ups for Advisors.

Imperial Valley Math Project (IVMP) trainers and Coordinator Luis Panduro will train 7-8 teachers to understand what students need in order to learn algebra, how to analyze student work to make instructional decisions, and strategies to engage students actively to understand rational numbers and fractions and to experience higher level thinking problems as a basis for algebra. Lessons are aligned to California Mathematics Standards and each school's adopted textbooks and the teacher coaches provide follow up support for high quality implementation.

Algebra teachers will participate in intensive, 40-hour training that includes three-phase direct instruction model to increase student engagement (California Mathematic Framework). ICOE Math Coordinators will lead a process to integrate algebra literacy within textbooks for instruction.

Training in math and reading/writing in math includes follow-up and on-site support for teachers with training to improve supervision by school administrators. Teacher and administrator trainings model effective instructional practices, content and observation tools (e.g. *Algebra I Observation Planning and Debriefing Guide* and *ELD/SDAIE Observation Tool and Matrix* from West Ed), including Algebra I and II, Geometry, and Calculus, and provide English Language Development Instruction in mathematics content materials to provide access for English learners to algebra content.

Overt training in academic literacy (reading and writing in mathematics) will enable students to perform better in mathematics and in writing and comprehension of language in other academic

classes. ***Teaching Reading in Mathematics*** training will help grade 7-12 math teachers teach students how to use reading as a thinking and learning tool. (Billmeyer, R., et.al. 1998, Supplement to Teaching Reading in the Content Areas, 2<sup>nd</sup> edition. McREL) “In order to acquire mathematical expertise in a durable and useful form, students need to construct mathematical knowledge and create their own meaning of the mathematics they encounter.” (Siegel, M., & Borasia, R. 1992)

MS teachers will attend 3-day sessions to improve their ability to teach writing and provide genre-specific student workshops to improve achievement on 7<sup>th</sup> grade California Writing Assessments. They will learn to teach students to assess their own writing with scoring rubrics in ***Teacher Guide for the California Writing Standards***. (California Department of Education, December 2004) Eighth grade English teachers will be trained to teach students how to select appropriate strategies for responding, adding ***Write Source 2000: A Guide to Writing, Thinking and Learning*** to extend resources of core textbooks. English (7-12) teachers with language learners will receive WRITE training, aligned by language proficiency levels and California English and English Language Development Standards. In ***Toward Equity: A Guide to Teaching and Learning in a Multicultural Society*** teachers will explore crucial issues about teaching and learning in a culturally diverse society, while they examine how their own beliefs and practices impact success of their students. Trainings will specify how content relates to the preceding trainings. All training will model direct instruction with sufficient guided practice for students to be successful on their own, in a testing situation, or in writing a successful college application essay. Trainings enable teachers to prepare students for success in high school English, college application writing, and college English assessments.

In June 2012 the first TEAM GEAR UP cohort will graduate ready for college and attend the annual College Admittance Reception with their families, where they will be introduced to representatives from UC, CSU, and private campuses. Their counselors and TEAM Coaches will share the evening, where special TEAM certificates presented to students and to their families and

new TEAM scholarships will recognize their accomplishments. During the summer they attend 7 *Habits of...College Students* (mini-camp) to consider how to balance all aspects of college life, set habits that lead to success, develop and live by their Personal Mission Statement, bond with other students in a culturally diverse campus community, and commit to self-improvement. Graduates will use a gift planner to begin to reflect and plan for college. Coaches and other staff will contact each college-going graduate and family during the summer to help problem solve where obstacles arise to threaten attendance. During the first year of college, each student will receive an encouragement letter and a follow-up phone call to the student's family to support their transition. We will encourage local college GEAR UP students to take advantage of Student Support Services on their campuses and to tutor and mentor younger students to make sure others experience the GEAR UP Future!

**Long-term systemic effects** –The current P-16 Council and its community partners recognize that success will mean a radical change to create a community-wide college-going culture. The Council is committed to maintain successful strategies and infrastructure to support this new culture of high expectations, where students have the skills and information to make good decisions, and a personalized, comprehensive support system for students and their families makes college a real choice for their futures. The P-16 TEAM GEAR UP model is based upon pre-established success of other proven models. This grant matches widely recognized needs and its goals and strategies align with those of the P-16 Council's College-going Initiative. After the initial two cohorts have started, we will use the established infrastructure and other funding to continue key elements for 7th grade groups in subsequent years. P-16 Council members and staff will monitor rigorous evaluation with on-going analysis and course corrections. The data of success will affirm the commitment of districts and partners to re-allocate resources and procure new resources to continue for all students the stronger support systems and instructional practices and training put in place by GEAR UP.

**3. QUALITY OF PERSONNEL:** TEAM GEAR UP is directed by the P-16 Council, which reflects the diversity of our community. Its 17 member CEO's are 69% Hispanic, 23% white, 7.5% each African American and Asian. The project's LEA, ICOE, is an equal opportunity employer and also reflects the diversity of the community, based on age, gender, color, and language. Every effort is made to identify staff members who speak Spanish and who are themselves first generation college students. ICOE widely advertises all positions. Those positions working directly with families and children indicate Spanish required or desired, depending upon the responsibilities.

**TEAM Director** – Interim is recently retired ICOE Deputy Supt. Maurice, with 30+ years of successful experience as an elementary and secondary school teacher; school principal; director of California School Leadership Academy; certified trainer for NCLB-related external evaluation and for AB75 administrator training for curriculum improvement; facilitator of school change with school leadership teams; curriculum developer; and lead writer of this application. All hiring will be expedited upon funding notice. Director qualifications: Bilingual in English and Spanish to communicate with families orally and in writing and to model the professional qualities of a bilingual leader; demonstrated high expectations for all students; understanding of the needs of students historically underrepresented in college; a belief that personalized support to address each student's needs can make college attainable; and experiences that demonstrate leadership and skills needed to manage services, budget and personnel for a large project; secondary school experience; an education administrative, teaching, or counseling credential; demonstrated management and leadership experience, including the ability to develop a team and to inspire enthusiasm. He or she must be a reflective learner, well organized and able to set and achieve goals on a daily and longer-term basis. Once selected, Maurice will provide training and coaching; P-16 Coordinator Ciro Calderon, AVID, MESA, Migrant, SELPA, and other partners provide training and technical assistance. The TEAM Director attends MESA, AVID, Migrant, Special Ed, and P-16 meetings and meets with higher education partners to develop clear

understanding of major elements of TEAM GEAR UP. **P-16 Council's** experienced, highly respected P-16 community leaders will provide for oversight, fiscal accountability, and direction in the Director's administration of TEAM GEAR UP. Its members are Chief Executive Officers representing member organizations: all 16 school districts; San Diego State University-Imperial Valley (SDSU-IV), Imperial Valley College (IVC), University of California Office of the President (UCOP); Imperial County Office of Education (ICOE), IVROP, AVID, MESA, Cal-SOAP; SEMPRA/Gas Company, Imperial Valley Press, Rabobank, Imperial County Children and Families First Commission (ICCF), Boys and Girls Club, and Boy Scouts of America (community and business leaders), and Imperial County Partnership for Higher Education. (ICPHE includes Counselors' Roundtable, Migrant Region VI, Special Education Local Area Plan/SELPA, MESA and other outreach partners.) ICOE Instructional Services Assistant Superintendent Linda Menvielle, an experienced teacher and administrator at the high school level, will directly supervise GEAR UP staff on behalf of the P-16 Council and ICOE Superintendent.

**Key Personnel** – **TEAM Academic Coordinator/AC** (50% Yr 1-4; 100% Yr 5-6): Luis Panduro, a successful middle and high school teacher of pre-algebra, algebra, and Algebra II and department chair, is currently one of three ICOE Mathematics Coordinators. Panduro is bilingual and is a trainer in math strategies and academic language for English learners. He has strong communication, leadership and organization skills; and solid knowledge of California content standards, aligned assessment, and effective instructional strategies. Panduro coaches school leadership teams to improve instruction. Panduro will coordinate training and follow up support in math and test preparation for CAHSEE, ACT Explorer (gr. 8), PSAT (gr. 10/11), SAT 1&2, and ACT. He will collaborate with other ICOE Coordinators (in-kind support) to provide training: K. Rodriguez (20%), director of regional CA Mathematics and Science Program (CSMP), D. Schoneman (10%), English/language arts, and L. Hernandez (10%), English Language Learner services, including EL strategies. Panduro will provide

mathematics training with **Imperial Valley Mathematics Project (IVMP)** to middle and high school teachers in mathematics content and pedagogy. IVMP trainers are experienced, well qualified mathematics professors and teachers who have high school teaching experience: Gregorio Ponce, Ed.D., SDSU tenure-track faculty in Teacher Education and lead for Valle Imperial Mathematica, works with teachers and elementary schools to integrate the teaching of language arts and mathematics for English learners. Leslie Garrison, Ed.D. has conducted extensive research and published various articles related to mathematics and English learners. Sherry Zobell, M.S. former president of the Utah Council of Teachers in Mathematics and IVC tenured faculty member in mathematics, has expertise in developing mathematical communities to enhance student learning.

**TEAM Counselor (100%):** Miriam Rubio, a credentialed ICOE counselor trained in American School Counselors Association's *National Model: A Framework for School Counseling Programs* will provide training for TEAM Coaches and district counselors. Rubio will coordinate support for CAPs and academic pathways planning with the schools' Coaches and counselors and provide direct services related to college planning and preparation to two small schools without a counselor (Meadows, Seeley). Rubio meets TEAM needs: counselor certification and successful experience; communication and organization skills; ability to work in team. Rita Brogan (5%), Director SWB/FR, Pupil Personnel Services Credential with 18 years experience, will provide technical assistance and coaching to Rubio; University of California Partner Guerrero, Ph.D. will give technical assistance in issues related to college preparation, eligibility and acceptance.

**TEAM Student Support Coaches (6 @ 100% each):** The P-16 Council has hired 4 parttime Padre Promotores to work with families of sixth graders transitioning to middle school. The Promotores are receiving 3 weeks of training from P-16 Council College-going Initiative Coordinator. Two of the Promotores will be excellent candidates to move with the sixth grade parents they are serving now to form the leadership core for new TEAM Coaches. They have excellent school references, are recent

college graduates and parent leaders in their communities, and are bilingual and passionate about helping families attain college. All Coaches will provide personalized assistance to targeted cohort students and their families from 7<sup>th</sup> grade through entry into college. They will act as liaison between providers of services and families as needed; assist school staff to coordinate student and family college prep activities; and assist schools, with direction of TEAM Director and Counselor, to develop effective communication so that families increase their awareness and support for college preparation activities and academic success. The Counselor and AC train Coaches to monitor College Action Plan attainment. ICOE Student Well-Being (SWB) certified trainers will provide initial training in social-emotional development of youth and in resources available for families in need. The Director, with various outreach partners and ICOE SWB trainers, will instruct Coaches in the elements of the college prep system to clearly communicate services and their benefits to students and their families and provide technical assistance. Training will include the Action Plan Guide, how to facilitate student-led parent conferences, effective communication, problem solving, when to involve the counselor, and how to access other available resources, including Family Resource Centers. They will attend training with SWB/FR Student Assistance Representatives, who supplement counselor services at several schools, and will coordinate their services with SARs. **Qualifications for all coaches:** bilingual adults with understanding of obstacles to college and demonstrated commitment to helping students and their families overcome them; ability to communicate effectively in writing and orally, and capacity to plan, organize, and follow through.

**Parent Trainers:** PIQE trained parent professionals, knowledgeable of the culture, needs and concerns of the community, lead regular sessions. TEAM Coaches will assist at trainings and will learn and reinforce strategies as they work closely with families. Coaches will assist with *Invest in the Future*, a campaign for families to accumulate financial and other resources (e.g. resumes, letters, certificates, community service) for college developed by Rabobank for TEAM families.

**Trainers for Teacher Video Conferencing between schools** (10% Matching) – ICOE Instructional Technology Director Mike Castillo, a successful teacher, has experience in linking schools for two years in pilot programs, two in mathematics. He will enlist successful pilot teachers to help him prepare teachers conducting video classes for the first time. Luis Panduro will coach the mathematics teachers and observe lessons with administrators to provide feedback to develop a repertoire of successful on-line strategies and to develop administrator observation skills in mathematics.

**Tutors:** IVC, senior HS, and SDSU-IV tutors employed by school referral, based upon demonstrated strong mathematics skills, responsibility, and ability to communicate effectively. They complete a job application and resume and participate in an interview as part of career development. Every effort is made to recruit males, migrant students, and redesignated English learners. Local tutors will be trained by Academic Coordinator Luis Panduro and SWB trainers. UCSD selects math graduate students as tele-tutors, based upon similar criteria.

**TEAM Evaluators** – Leslie Henrickson, Ph.D., University of California Irvine’s Center for Educational Partnerships (CFEP) Director, is lead evaluator and has held four previous research positions at UCLA (1999-2003). A Research Engineer in Advanced Technology at Lockheed Missiles and Space Company (1983-89), her specialty is an exploration of advanced technologies and their usefulness for education researchers. Henrickson and her team are experienced GEAR UP evaluators. ICOE’s Grants and Evaluation Office (GEO), established in 1999, will assist CFEP by collecting local data, providing the local record-keeping system, and supplying interim data to the P-16 Council for on-going program improvement. GEO Evaluator Debby Pearson and Data and Research Analyst Jose Carrillo, collaborators with CFEP in the development of the TEAM GEAR UP evaluation, are experienced in their fields and currently responsible for a number of other State and federal evaluations. TEAM staff will collaborate with GEO to collect evaluation data at the schools and during scheduled activities with students and their families.



**QUALITY OF MANAGEMENT PLAN: Responsibilities and timelines** – The P-16 Council provides oversight for TEAM GEAR UP and holds LEA (ICOE) accountable for completion of objectives in the timelines specified (ref. p. 26-27); for supervision of project staff; for efficient and timely fiscal allocations from federal and non-federal sources within timelines; for monitoring and reporting progress to the P-16 for analysis and direction. Partner support is coordinated through the P-16 Council, where all are represented. P-16 Council is staffed by the Coordinator and assistant, funded by partners, defined in Agreements signed by the CEO s of organizations. P-16 partners have agreed to the GEAR UP strategies outlined for each year on the following pages. P-16 has agreed to leverage current and new resources for GEAR UP activities and to sustain funding beyond the grant, including support for Cohort B activities for their senior year and contacts into college in Fall 2013.

**Continuous improvement** –Since many of the objectives are not actualized until later in the grant, local interim benchmarks will be set for fall and spring reports on the progress of each activity scheduled to ensure we are getting the results to keep on track. Coaches maintain records and school liaisons help collect data to discuss with the school’s GEAR UP team (principal, liaison, counselor, Coach, AVID teacher and MESA Advisor) in their biweekly planning meetings. They discuss individual student and program needs and use it to make immediate modifications as necessary. This data is also forwarded for evaluation purposes.

UCI Evaluator with ICOE Grants and Evaluation Office will compile and organize data with GEAR UP staff. The P-16 Council will review initial observations from their analysis. The P-16 currently considers progress toward performance indicators it has established as mathematics success measures at each meeting. P-16 members share data and observations quarterly with the groups they represent; superintendents meet monthly to review implications for their districts. The same process takes place at the ICPHE meeting. All recommendations and action steps are returned and compiled by the Director within the month for Council action and distribution back to the schools and partners.

<b><u>Objectives with activities (Yr 7 activities = P-16 funded)</u></b>	<b><u>Timing</u></b>	<b><u>Lead with others responsible</u></b>
<p><b>Obj. 1: Improved math &amp; literacy teaching/learning<sup>2</sup></b></p> <p>Clearly defined Student Academic Pathways<sup>1</sup></p> <p><i>UCSD Academic Connections</i> Math Tutoring Program</p> <p>More advanced or AP coursework, esp. math, with support<sup>1</sup></p> <p>Internet video to connect math students to HQ<sup>3</sup> teachers<sup>1</sup></p> <p>Saturday and after school math tutors (w/ training)<sup>1</sup></p> <p>MESA Academic Excellence Workshops<sup>1</sup></p> <p>MESA hands-on projects w/ Advisors and Competitions<sup>1</sup></p> <p><i>Teaching Reading in Mathematics</i> training → teaching</p> <p>Student self-assessments with State writing rubrics<sup>1</sup></p> <p><i>Writing Rubrics; Write Source 2000; WRITE (ELD)</i><sup>1</sup></p>	<p>Annually, Yr 1-6</p> <p>Apr-Oct, Yr 1-6</p> <p>Annually, Yr 1-6</p> <p>Annually, Yr 1-7</p> <p>Annually, Yr 1-6</p> <p>Annually, Yr 1-6</p> <p>Quarterly, Yr 1-6</p> <p>Monthly, Yr 1-6</p> <p>Spring/Summer, Yr 1-6</p> <p>Spring/Summer, Yr 1-6</p> <p>Spring/Summer, Yr 1-6</p>	<p><u>Academic Coordinator</u>/AC directs training</p> <p><u>AC</u> w/ counselors, ICOE curric. coords</p> <p><u>AC</u> w/ <i>Connections</i> staff</p> <p><u>AC</u> w/ principals, math teachers</p> <p><u>AC</u> w/ ICOE Tech Director, teachers</p> <p><u>AC</u> w tutors, coord by school liaison/tchers</p> <p><u>MESA Coordinator</u> w/ MESA teachers</p> <p><u>MESA Director</u> w/ volns, teacher advisors</p> <p><u>AC</u> w/ trainers, teachers/students</p> <p><u>AC</u> w/ trainers, teachers/students</p> <p><u>AC</u>- w/ trainers, teachers/students</p>
<p><b>Obj. 2-College Preparation Activities</b> – All available 2013<sup>1</sup></p> <p>Test prep: CHSEE 9-12, PSAT 10-11, SAT/ACT 11-12<sup>1</sup></p> <p>Higher Ed Week for students &amp; evening Parent meetings<sup>1</sup></p> <p>Financial Aid, College Application Workshops<sup>1</sup></p>	<p>July-June, Yr 1-7</p> <p>Oct.-May, Yr 1-7</p> <p>Annually, Yr 1-7</p> <p>Annually, Yr 4-7</p>	<p><u>Director</u> coordinates w/P-16Coord/partners</p> <p><u>P-16 Coordinator</u> w/ Cal-SOAP &amp; partners</p> <p><u>P-16 Coord.</u> w/ UC/CSU/partners</p> <p><u>P-16 Coord.</u> w/ Imperial Valley College</p>

Referral to college programs: UCLA, COSMOS, IVC <sup>1</sup>	Annually, Yr 4-7	<u>Coaches</u> w/ counselors and teachers
Summer sessions w/ pre-engineering projects, family components <sup>1</sup>	Annually, Yr 1-6	<u>Director &amp; MESA Coord</u> w/ staff/partners
College visits with family members <sup>1</sup>	Fall/Spring, Yr 2-6	<u>P-16 Coor</u> w/ UC/CSU/partners
AVID classes & training w/AVID teachers, counselors <sup>1</sup>	Aug/Bimonthly, Yr 1-7	<u>AVID Coordinator</u> with Counselor
Family Resource Centers for non-academic help referrals <sup>1</sup>	Annually, Yr 1-6	<u>Student Well-being Director</u> w/ Coaches
Transfer Agreement Guarantees (TAG and IGETC) <sup>1</sup>	Annually, Yr 4-7	<u>IVC Vice President</u> w/ counselors, Coaches
<i>SpringBoard</i> teacher training → student instruction <sup>1</sup>	Annual, Yr 2-6	<u>Director</u> w/ consultants, 9-12 teachers
Early enrollment IVC (beg. Summer after 11 <sup>th</sup> grade)	Summer Yr 5-6	<u>IVC Vice-Pres.</u> w/ counselors and families
<b>Obj. 3-Goal setting with Personal Support/Monitoring</b>	Aug-Oct, Yr. 1-6	<u>Counselor</u> trains coaches, school counselors
College Action Plans w/ <i>Invest in the Future</i> portfolios <sup>1</sup>	Annual, Yr 1-7	<u>School principals</u> with counselors, Coaches
Student-led family/school CAP progress conferences <sup>1</sup>	Annual, Yr 1-7	<u>School principals</u> with counselors, Coaches
7 Habits Highly Effective Teens/College Stu. workshops <sup>1</sup>	Fall & spring, Yr 1-7	<u>Director</u> with consultants and principals
HS sophomores paired with 7 <sup>th</sup> grader for 3 years	Annual, Yr 1-7	<u>Principals</u> id. students; ICOE staff trains
Parent Institutes for Quality Education (PIQE) –10 sessions ea.	Annual, Yr. 1-6	<u>Director</u> coordinates with PIQE, Coaches
21 <sup>st</sup> C. Scholar Certificates; TEAM Scholarships <sup>1</sup>	Yr 2-3; 2012 and 2013	<u>P-16 Chair</u> establishes funding June/07

<sup>1</sup>Cohort 2 services after federal funding ends, provided by P-16 Council and partner organizations from their or other funding sources. <sup>2</sup>Includes annual high quality staff and/or training with follow up support. <sup>3</sup>NCLB Highly qualified

CFEP/UCI and GEO team will oversee and coach GEAR UP staff and school liaisons for timely data collection and analysis. ICOE Business Director Norma Fajardo will closely monitor expenditures. P-16 Council and staff will ensure that Cohort B services continue through 2013 after federal funding and that annual staff training is high quality with follow up support.

**Time Commitment** – **Director** is 100% devoted to TEAM to develop, implement, and continuously improve GEAR UP activities with partners and to ensure high quality student activities, training for teachers/administrators, GEAR UP Coach and Counselor services for families, and transitions to high school and college. **Clerical assistant** (100%) manages communication with the partner agencies and sites, training/travel logistics, purchase orders/ reimbursements. Maurice (15%) coaches the Director, GEO, and P-16 Coordinator, ensuring a close working relationship, supervision of staff and grant requirements, and effective evaluation teamwork. GEO clerical assistant (100%) will support evaluation and continuous improvement, coordinating communication with GEAR UP assistant.

**Academic Coordinator Panduro** is allocated 50% (Yr 1-4) to curriculum, training and follow up support in mathematics and oversees tutoring efforts, coordinated by Coaches and school liaisons at each school. Years 5-6 Panduro will work and additional 50% to provide classroom support for successful implementation of newly approved advanced level math and science courses developed developed summers at high schools, **Counselor Rubio** (100%) supports Coaches and provides college prep services to 50 students in 2 very small schools. Each **Coach** (100%) is assigned to two schools and paired with another for evening and special activities and to even out responsibilities as needed for larger schools. Year 1 coaches serve an average of 116 students each, based upon the number of current sixth graders at the Basic level in the California Standards Test (Average 250 students at Basic in Year 2). Rubio guides and gives support on site to each school Coach .5 day/2-weeks. **AVID Coordinator** allocates 30% to provide additional on-site technical assistance and teacher coaching to the 3 new and 3 “just started” AVID schools, in addition to training and monthly meetings.

**QUALITY OF EVALUATION: Performance Measures –**

University of California Irvine’s Center for Educational Partnerships will provide technical assistance and engage in formative and summative evaluation of the grant. A primary assumption for the theoretical framework is the belief that sustained increases in student achievement are best achieved through improvements in teaching and student academic preparation. A second belief is that sustained change is best accomplished through institutionalization of new approaches to best practices through professional development.

The evaluation design includes formative and summative evaluation components and the development of an infrastructure that will aid project monitoring and provide sustainability for the Partnership. The **formative component of the evaluation plan** calls for the collection of project implementation measures to determine whether the project is reaching the intended participants and whether the quality of the project being delivered is consistent with the project service description. Effective implementation monitoring is critical when evaluating new services during formative stages of the project service. Implementation monitoring is also necessary to create regular reports of project outputs to all project stakeholders. Quantitative measures such as participation logs will be used to measure the participation rate (number of participants or coverage) and level (number of hours of participation). Qualitative measures such as surveys, interviews, and observations will also be used to measure project quality, including service accessibility. Project quality measures will be used to measure implementation consistency across sites. Criteria for participation rates and levels have been set for each project service to provide benchmark reports to stakeholders.

The **summative component of the evaluation plan** calls for the collection of outcome measures that are related to the planned benefits targeted individuals might receive during the project period. Outcome measures are described in terms of their level at a single point in time such as a baseline level or level before the start of project services and the change in level after project services have been

initiated. Quantitative measures of academic preparation outcomes include standardized test scores which measure academic proficiency aligned with California content standards and completion of courses that are aligned with college entrance requirements. Quantitative measures of preparation for post-secondary education include high school exit exam scores, applications to colleges, applications for financial aid, and college attendance. Qualitative measures of student and family understanding of financial aid, college options, and the academic preparedness required to attend college include annual surveys and focus groups.

In addition to collecting independent outcomes related to the intended benefits of the project, project impact studies will be designed to assess the degree to which a change in outcomes is related to the provided project services. These studies will incorporate nonrandomized quasi-experimental designs in which targets who participate in specific projects will be compared to similar non-participants. Of special interest is the impact of introducing challenging math curriculum and instructional strategies such as Springboard, and improving communication between administrative and teaching staff through observation and coaching methods. Using classroom observations and document review, differences in standardized test scores will be studied between the project districts and two nearby non-project districts. The project will also group participants, using multiple assessments of need, into more and less intense treatment groups. Different forms of statistical modeling will be explored, such as propensity scoring, to identify the best method for representing the similarity between the intervention group and the non-participant group in these impact studies. The program output and independent outcome measures for the project and benchmark levels are listed in the table below by project objective. Based on the grade of the cohorts each year, these measures may be collected every year or only once during the project.

**Objective 1. Increase the academic performance and preparation for post-secondary education for GEAR UP students.**

<b>Objective</b>	<b>Evaluation</b>	<b>Measure/Source</b>	<b>Baseline</b>	<b>Annual Benchmark</b>
1.1 Students create College Action Plans (CAP) in 7 <sup>th</sup> grade	Formative	Rate: Project records	NA	95%
1.2 All students attain 80% of their CAP goals	Formative	Rate: Project records Counselor records	NA	100%
1.3 Low-performing students lead annual CAP conferences	Formative	Rate: Project records	NA	100%
1.4 Algebra teachers participate in 3-day PD sessions	Formative	Rate: Project records	NA	85%
1.5 School administrators conduct classroom observations at least once per year	Formative	Rate: Project records	NA	100%
1.6 Districts increase enrollment in advanced math and science courses	Formative	Rate: School records	2005-06 <sup>2</sup>	5%
1.7 Students increase 8 <sup>th</sup> grade Algebra I completion <sup>1</sup>	Summative	Rate: School records	2005-06 <sup>2</sup>	5%
1.8 Students increase in passing Math (M) and English (E) EAP <sup>3</sup>	Summative	Rate: School records	M 2% E 12%	M 20% E 30%

<sup>1</sup>Completion with a C or better; <sup>2</sup>Data available in June 2006, <sup>3</sup>CSU Early Assessment Program

Objective	Evaluation	Measure/Source	Baseline	Annual Benchmark
1.9 Students increase math CST and ELA CST proficient scores <sup>4</sup>	Summative	Rate: School records	2005-06 <sup>5</sup> (7 <sup>th</sup> -12 <sup>th</sup> )	M 5% E 5%
1.10 Students increase enrollment in A-G course	Summative	Rate: Project records Counselor records	2005-06 <sup>5</sup>	5%
1.11 Students increase passing of A-G courses by 11 <sup>th</sup> grade	Summative	Rate: Project records Counselor records	2005-06 <sup>5</sup>	5%

<sup>4</sup>California Content Standards Test, <sup>5</sup>Data will be available in June 2006

**Objective 2. Increase the rate of high school graduation and participation in post-secondary education for GEAR UP students.**

Objective	Evaluation	Measure/Source	Baseline	Annual Benchmark
2.1 \$50K in college scholarships are awarded	Formative	Rate: Project records	NA	100%
2.2 Students increase SAT <sup>6</sup> /ACT <sup>7</sup> /PSAT applications	Summative	Rate: Project records	SAT: 604 ACT: 251	SAT: 10% ACT: 5%
2.3 Students increase scores on SAT or ACT	Summative	Rate: Test Publishers	SAT1: 451/ 464 ACT:20	SAT1:5% ACT: 3%
2.3 Students pass math (M) or English (E) CAHSEE <sup>8</sup> in 10 <sup>th</sup>	Summative	Rate: School records	70% M 67% E	10% M 10% E

<sup>6</sup>Stanford Achievement Test (SAT); <sup>7</sup>American College Testing (ACT); <sup>8</sup>California High School Exit Exam;



<b>Objective</b>	<b>Evaluation</b>	<b>Measure/Source</b>	<b>Baseline</b>	<b>Annual Benchmark</b>
2.4 Increase number of eligible graduates for higher education	Summative	Count: Project records & CALSOAP	350	20%
2.5 Increase rate of students applying to 4-year institutions	Summative	Rate: Project records	2005-06	5%
2.6 Increase rate of students accepted to 4-year institutions	Summative	Rate: Project records CSU/UC	2005-06	25%
2.7 Increase completion of first term in Higher Ed	Summative	Rate: College Tracker	2005-06	80%

**Objective 3: Increase GEAR UP students’ and families’ knowledge of post-secondary education options, preparation and financing.**

<b>Objective</b>	<b>Evaluation</b>	<b>Measure/Source</b>	<b>Baseline</b>	<b>Annual Benchmark</b>
3.1 Families attend 1 CAP event & 1 CAP meeting per year	Formative	Rate: Project records	NA	80%
3.2 Students increase FAFSA <sup>9</sup> Applications/GPA Verification	Summative	Rate: CA Student Aid Commission	45%	20%
3.3 Increase knowledge of Financial Aid and College Prep	Summative	Rate: Student Survey & Parent Survey	NA	20%

<sup>9</sup>Free Application for Federal Student Aid (FAFSA)

**Performance Feedback** - During the startup of the project, the project staff (GEAR UP staff) will use spreadsheets and Access databases to establish data collection protocols across the districts. As these protocols become adopted, the Evaluation Team will use advanced technologies in their data collection and reporting efforts to achieve “anytime, anywhere” evaluation support on performance feedback. These technologies include centralized computer networks, web-based Internet options, and project planning software packages. Ongoing evaluation support will be facilitated through the Web-based Account Management (WAM) system that creates a centralized internet space to collect data, store and retrieve data/reports, and create a localized communication venue for all team and school site members, a “one-stop shop” for all members. The Web-based Account Management (WAM) system was developed under a previous NCCEP grant through CFEP’s intersegmental partnership. The current version of the system includes high level security encryption on each page, thus, confidentiality and privacy for storage of sensitive data is best ensured. Threaded discussion venues are available so that all project members can, in one centralized location, have a running monitored log of communication specific to this project; web-based surveys will be posted here; thus, WAM is a one-stop centralized location to gather data, store/retrieve data, post and retrieve any reports, and communicate with one another. Cross district school site team members will be trained on how to integrate WAM technology into activities. Management of the evaluation and process and outcome monitoring will be streamlined using MSN Project Management software. **Communication for Program Improvement** - Center for Educational Partnership (CFEP) Evaluators will convene monthly Management Team meetings with GEAR UP Director, ICOE Grants and Evaluation Office Evaluator, Maurice, and other staff as needed for the purpose of on-going accountability to TEAM GEAR UP objectives in program planning and implementation. CFEP will meet twice annually with the P-16 Council and conduct monthly Research and Evaluation Strategic Planning (RESP) meetings with GEO and TEAM leaders as needed.

**ADEQUACY OF RESOURCES: LEA support** - ICOE Superintendent Anderson, P-16 co-chair, commits office space, training and meeting rooms, telephones, other office equipment and supplies for the P-16 Staff. Internet services, technology training, support from other staff in crunch times (e.g. Summer Camps), and training for classified staff are all part of ICOE-provided services. Significant technology resources, including labs, equipment, technical support, websites, and trainers, are available for GEAR UP. Maurice, funded by ICOE, will serve initially as interim director and subsequently provide regular coaching support to GEAR UP leadership and participate in monitoring, analysis, and re-planning for continuous improvement. Assistant Superintendent Menvielle will directly supervise all GEAR UP staff on behalf of Supt. Anderson and P-16 Council and provide leadership and assistance with all districts, including allocation of other ICOE staff as needed for curriculum and training, e.g. English Language, English Learner services, and Technology.

**Commitment of partners** - The P-16 Council, representing diverse partners including all school districts, has struggled successfully through formation, agreement about a cooperative funding model all could support, and determination of the roles of its members. Members of ICPHE and Counselor's Roundtable had previously made decisions about outreach activities, frustrated with apparent reluctance of others to cooperate. Now they are at the table with the CEOs of those organizations. The functions for decisions, oversight, fiscal and human resource allocations, and other support have been clarified. The individuals have put in the time needed to establish a leadership and governance structure able to take action and get results from its members.

Secondly, the partners are all committed to the time, fiscal, and human resources for data collection. The P-16 Council has invested time and money to identify performance indicators, which match GEAR UP's purpose to increase college eligibility, admittance and attendance. It has sought the counsel of experts, e.g. Dr. Jose Aguilar/UC Merced, and has current agreements with all P-16 partners

to collect and submit data. ICOE has funded a new Research Analyst position with data collection for the P-16 college-going initiative as part of its on-going duties.

The P-16 Council developed this application through the resources of its members. The P-16 will continue to develop other resources to extend services beyond the GEAR UP cohorts and to continue services beyond 2011. Rabobank Vice-president Wayne is developing the *Invest in Your Future* program with other financial institutions, principals, migrant parents, and others. Historically, separate committees and efforts have depleted resources as people became stretched too thinly. Now we are working together to plan the campaign to raise scholarship funds for the first GEAR UP class of 2011; Sempra/Gas Company donated \$3000 as a result of a letter and brochure developed by the business committee. Rabobank and Imperial Valley Press have also pledged cash awards. P-16 will develop a rubric to award scholarships, including application, review of *Invest in Your Future* portfolio, and interview describing how the GEAR UP student has accessed opportunities to be ready for college. IV Press is leading a county-wide marketing effort to reach the community. Other businesses are seeing progress and participating, led by the enthusiastic members of the new P-16 Business Committee.

P-16 Council deliberated and chose to include all eligible schools that are fully committed to this application. Infrastructure is now in place to support large-scale change and local resources have been committed to aggressively pursue additional private and public resources to maintain GEAR UP services for new student cohorts beyond the funding cycle. All partners are solidly united to make this initiative work; the variety of perspectives and high spirit of collaboration will make accomplishment and maintenance of TEAM GEAR UP a reality. All schools, including feeder high schools (Brawley Union, Calexico, Calipatria, Central Union, Holtville, San Pasqual, Southwest), and districts are committed the terms of this grant, including the time required by district and school administrators, school liaisons, and other staff to implement activities, collect and share data, and communicate

regularly for continuous improvement and effectiveness of programs. Memoranda of understanding and costshare worksheets clearly document the specific commitment of each partner.

**Key Consultants** - Camps will be designed by GEAR UP and MESA staff with IVROP, Cal-SOAP and experts such as Dr. M.R. Montañó (Associate Professor Emeritus, CSU Fullerton), who conducts Developing English for Academic Purposes Institutes. **MESA, IVROP, and Cal-SOAP** will help organize and train camp staff (teachers, administrators, and coaches) in a series of 2.5-hour sessions to provide **family camps** to help students and families identify and overcome obstacles to entering and completing college, including financial aid and college applications, essays, and required high school classes. Successful UCOP Algebra Academy teachers will be enlisted to provide mathematics support. MESA develop high-interest, hands on pre-engineering curriculum and a culminating competition for application of mathematics, reading, and writing skills. (MESA is a nationally recognized academic preparation program for educationally disadvantaged students to excel in math and science and graduate from college in math-based fields. 70% of MESA HS graduates attend college, 57% in math, science or engineering majors in 2002.) IVROP will ensure that students learn firsthand about careers, the advanced education they require, and the benefit they provide. (California Regional Occupation Programs constitute California's largest workforce preparation system.) Cal-SOAP will coordinate camp college advisement and visits and conduct *College Making It Happen* in evening programs for families. (Cal-SOAP builds collaboratives to advise students in college admissions and financial aid and to assist students to achieve college potential.)

**Key College prep partners:** MESA Director Torres, AVID Coordinator Cervantes-Falk, Cal-SOAP Asst. Director McFadden, University of California Office of the President Liaison Blas Guerrero, Ph.D., and IVROP Supt. Camacho, all dynamic and accomplished leaders from historically underrepresented groups, are actively engaged with program development and outreach program leadership as a matching, non-federal contribution from their organizations.

**Reasonable Costs-** TEAM GEAR UP serves 2224 seventh graders in 2006-2007 (Year 1/Cohort A).

In Year 2 a second group of 2180 seventh graders will start (Cohort B), for a total of 4404 students for the remaining funding years. After funding ends in 2012, local funds will continue to fund Cohort B for its last year into university (2013). The federal funds of \$1,579,000 per year (\$710 per student, based on 2224 students in Cohort A; Yr 2-6 at \$359 per student with Cohort B added) are matched with \$1,579,000 per year in non-federal cost-share and matching for a total of \$1420 per student. Funding and personnel costs have been carefully determined to lay a strong foundation so that districts and partners will see the results to support the commitment they have made to continue to support this system for students who enter 7<sup>th</sup> grade after 2007. Not only will these funds make a difference in the educational goals and achievement of these primarily minority students, but it will impact those to follow because these funds will be leveraged to accomplish a major culture shift in a critical mass of Imperial County schools and families, who will influence others. They will set the bar higher as more students graduate with college eligibility and are admitted and attend institutions of higher education. GEAR UP benefits the community in additional ways: It fits into a college preparation continuum from age 0 through college, strengthens infrastructure to make a difference for groups to follow, and increases the workforce skill level as college graduates begin their careers in an economy that is starting to grow. Most importantly, GEAR UP dollars and the matching resources from partners will address the moral imperative to ensure that local Hispanic and English learners have access to 4-year institutions of higher education. Stronger mathematics, reading, and writing skills and higher community expectations make transitions easier and close the gap earlier for disadvantaged and struggling students, especially English learners, special education students, migrant students, and those traditionally underrepresented (Hispanics and males) in advanced mathematics needed for college.

**Potential for continued support-**Partners began to develop community awareness about college as an expectation in 2000 to reach families and their youngest children (age 0 to 5) and have initiated

programs in K-6 schools to lay a strong foundation and open up possibility thinking for families of our youngest children and for their older siblings: *Choices now shape your child's future*. This earliest time is a critical transition for families as they talk to their children about education as a door opener. This “pre-start” will enable 7<sup>th</sup> graders in 2008 and beyond to enter the system initiated in 2006 by GEAR UP more prepared for college, with more support from families, more information and planning for college, better academic preparation. All partners are committed to changing culture. This continuum will provide success for more students in college and that success ensures continuation of GEAR UP strategies and good choices by students and their families at earlier key transition points in middle schools.

P-16 Council and its community partners (IVC, SDSU-IV, UCOP, UCSD, IVROP, AVID, MESA, Cal-SOAP, Rabobank, Sempra, and IV Press, with 11 districts: Brawley, El Centro, Meadows, Seeley, Westmorland Elementary Districts; Calexico, Calipatria, Holtville, San Pasqual Valley Unified SD; Central and Brawley Union HSD) have committed long-term support because it is in the best interest of the economic well-being of our community. P-16 Council's selected LEA has demonstrated capacity to sustain work after Federal funding ends. For example, Technology Challenge grant BorderLink (1999-2004) established a powerful infrastructure: videoconferencing for instruction; hardware at all high schools; resources for college awareness and test preparation; Internet-based AP coursework with UCCP. BorderLink was catalyst for a fiber optic network, an agreement for all local education agencies and cities, including remote sites with signals from microwave towers. In 2004 ICOE was selected as LEA for the California K-12 High Speed Network, linking all K-12 districts and higher education.

Strong infrastructure for comprehensive professional development will continue to provide GEAR UP-initiated training. In 2002 ICOE established a State-funded (AB466) Curriculum Implementation Center, now self-sustained by fees. High quality training (40 hours), driven by current reading, mathematics, and ELD research and K-8 State-adopted, standards-aligned textbooks, is supported by

follow up and advanced training. Principals' (AB75) Academy trains administrators, parallel to AB466 training for teachers. After GEAR UP administrators will continue to use guided observations with feedback for teachers in use of reading, writing, and Specially Designed Academic Instruction in English (SDAIE) strategies in mathematics classrooms. Training established for teachers and administrators will continue for students after 2013. Beginning in Summer 2007 mathematics training will be provided through California's AB466 and AB75 comprehensive professional development infrastructure. ICOE is an approved provider and uses local and statewide trainers, including Imperial Valley Mathematics Project (IVMP), certified in standards-based teaching using the district's adopted mathematics textbooks.

The Counselors' Roundtable will continue to train and mentor school paraprofessionals to help students and their families accomplish College Action Plans, funded from other district resources, e.g. School Improvement. A local PIQE trainer with a cadre of trained recruiters will maintain PIQE training for families in middle school students as when GEAR UP resources move to HS in Fall 2007. PIQE parents become trainers for other parents, developing the culture of strong support. AVID will be solidly in place and this critical mass will cause non-GEAR UP schools to join because this ripple effect of programs that work is an asset of our rural communities.

Finally, all partners have demonstrated significant new commitments to GEAR UP with their existing funds. For small schools funding an AVID teacher, for example, is a major decision. All schools will implement AVID and continue this proven program after funding. Districts, SDSU, Cal-SOAP, MESA, and IVROP will be able to sustain College Prep Camps after they are fully developed with GEAR UP funding. The P-16 Council will maintain the momentum, infrastructure, and resources to keep in place what TEAM GEAR UP will accomplish by 2012. As a result, we will remain "geared up," working together for a brighter future for our community.