

PR/AWARD NO: P334A990093

SECTION II: NARRATIVE INFORMATION

7. 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 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 extend this table on to another page as needed.

OBJECTIVE	ACTIVITIES Each of the following activities address Objectives 1-3.	RESULTS Results are not attributed to single activities but to the entire scope listed	ACTION REQUIRED Actions required are not tied to any single result but to the entire scope.																							
<p>OBJECTIVE 1: To increase the 1999 baseline** <u>academic performance</u> of 5th, 6th, 7th, and 8th grade students in elementary/middle schools on an annual basis in core subject areas (reading and math), over 5 years (2000 - 2004).</p> <p>Percent of students at or above national norms (same group)</p> <table border="1"> <thead> <tr> <th></th> <th>Rdg.</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>5th Grade 2001</td> <td>38%</td> <td>31%</td> </tr> <tr> <td>6th Grade 2002</td> <td>29%</td> <td>31%</td> </tr> <tr> <td>7th Grade 2003</td> <td>39%</td> <td>51%</td> </tr> <tr> <td>8th Grade 2004</td> <td>45%</td> <td>51%</td> </tr> </tbody> </table> <p>For the group of students who were in 5th grade in 2001, 6% more attained “at or above national norms” in reading and 20% more attained at or above in math between 2001</p>		Rdg.	Math	5 th Grade 2001	38%	31%	6 th Grade 2002	29%	31%	7 th Grade 2003	39%	51%	8 th Grade 2004	45%	51%	<p>Student Activities Across All Networks</p> <p>Tutoring is one of the most significant aspects of GEAR UP in all networks. There are after-school and before school tutoring programs and in-class tutoring as well.</p> <p>STEP UP and B.L.A.S.T. High school transition programs are in place not only in GEAR UP schools, but the Chicago Public Schools adopted the transition model and implemented it in all Chicago Public Schools.</p> <p>Saturday Schools which offer early high school credit have been increasing in participation and offerings. The most popular course continues to be math.</p> <p>Summer Academies. Innovative learning strategies and supporting student achievement are the foci of</p>	<p><i>Student Outcomes</i></p> <p>Standardized scores. GEAR UP cohorts continue to make ground as they progress through grade levels. The Chicago GEAR UP Alliance continues to increase the percentages of students who are “at or above” national norms.</p> <p>In 8th grade 2004, the percent of students at or above national norms is larger by 14.1% in reading and 16.2% in math over sixth grade percentages. By 2004, half of GEAR UP eighth graders were at or above national norms in math and nearly half in reading.</p> <p>For the cohort of students who were in 5th grade in 2001, 6% more attained “at or above national norms” in reading and 20% more attained at or above in math between 2001 to 2004.</p> <p>Attendance percentages for GEAR UP freshmen have improved each year in high school.</p> <table border="1"> <thead> <tr> <th></th> <th>Average days absent</th> </tr> </thead> <tbody> <tr> <td><u>Freshmen</u></td> <td></td> </tr> <tr> <td><u>Sophomores</u></td> <td></td> </tr> <tr> <td>2001</td> <td>11.49 (baseline)</td> </tr> </tbody> </table>		Average days absent	<u>Freshmen</u>		<u>Sophomores</u>		2001	11.49 (baseline)	<p>Program Enhancement Institutionalization A continued emphasis on high school initiatives will include:</p> <p>Test Prep will aim at 11th graders who will participate in multiple sessions of test analysis, practice and anxiety reduction strategies to prepare for ACT, PSAT, and SAT exams.</p> <p>Play for Peace High school sophomores and juniors will learn strategies to lead diverse groups of middle school students through cooperative games and creative conflict management activities.</p> <p>Internship Programs. 11th and 12th grade students are being recruited to participate in internship programs some of which provide a small stipend or offer Service Learning hours toward student graduation. These programs will continue because of</p>
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to 2004.	the many Summer Academies offered by the various Alliance networks.	2002	12.14	13.02 (baseline)	the school's relationship with these locations (Walgreen's and Children's Memorial Hospital).
		2003	10.2	13.27	
		2004	10.25	12.53	

OBJECTIVE (cont.)	ACTIVITIES	RESULTS	ACTION REQUIRED
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	Student Activities Across All Networks (cont.)	Student Outcomes (cont.)	Program Enhancement (cont.)																																														
<p>OBJECTIVE 2: To increase the 1999 baseline** <u>academic preparation</u> of 7th and 8th grade students in GEAR UP elementary/ middle schools on an annual basis for improved performance by the 9th grade in core subject areas over 4 years.</p> <p>OBJECTIVE 3: To increase the 1999 baseline** <u>educational expectations</u> of 5th, 6th, 7th and 8th grade students in GU elementary and middle schools to succeed in high school and enroll in post-secondary education over a 5 year period.</p>	<p>Student Leadership Conference. The growth of the Student Leadership Conference is notable: Year 2, over 200 students; Year 3, 339 students. In Year 4, two conferences (over 400 students) were held to accommodate the growth and to differentiate between middle school and high school interests and needs.</p> <p>Adventure Education. Classrooms of students participate in “Adventure Education” which fosters 1) problem solving, 2) positive group dynamics, 3) leadership skills, and 4) social development.</p> <p>College Visits and Tours are organized at the network level. Networks organize informational college visits and tours introducing both students and parents to this environment. Visits span a variety of college types: public, private, community, local, and distant.</p> <p>College Bridge Courses and Advanced Placement Courses. Eligible students take early college credits and AP courses during high school in order to smooth the transition to college and post-secondary. New offerings in AP courses are now available in GEAR UP schools thanks to the AP Institute for teachers.</p>	<p>Honors Courses. GEAR UP freshmen and sophomores have shown an increasing trend in passing honors courses (surpassing CPS generally).</p> <table border="1" data-bbox="1010 378 1587 565"> <thead> <tr> <th></th> <th colspan="2">Percent passing honors</th> </tr> <tr> <th></th> <th><u>Freshmen</u></th> <th><u>Sophomores</u></th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>9.84% (baseline)</td> <td></td> </tr> <tr> <td>2002</td> <td>8.51%</td> <td>14.73 (baseline)</td> </tr> <tr> <td>2003</td> <td>11.64%</td> <td>14.29</td> </tr> <tr> <td>2004</td> <td>12.61%</td> <td>19.18</td> </tr> </tbody> </table> <p>Dropout. The dropout rate has been variable for GEAR UP freshmen and sophomores, but in 2004 (the year of that would show the largest GEAR UP effect thus far), the dropout rates have reached new lows.</p> <table border="1" data-bbox="1010 743 1587 930"> <thead> <tr> <th></th> <th colspan="2">Percent dropout</th> </tr> <tr> <th></th> <th><u>Freshmen</u></th> <th><u>Sophomores</u></th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>4.36% (baseline)</td> <td></td> </tr> <tr> <td>2002</td> <td>3.69%</td> <td>12.01 (baseline)</td> </tr> <tr> <td>2003</td> <td>4.38%</td> <td>14.28%</td> </tr> <tr> <td>2004</td> <td>3.36%</td> <td>9.43%</td> </tr> </tbody> </table> <p>Selective High School Acceptance. GEAR UP students have increasingly been accepted into selective (college prep and magnet) high schools upon graduating from 8th grade.</p> <table border="1" data-bbox="1010 1076 1587 1230"> <thead> <tr> <th></th> <th><u>% accepted into selective H.S.</u></th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>4.12% (baseline)</td> </tr> <tr> <td>2002</td> <td>3.33%</td> </tr> <tr> <td>2003</td> <td>5.76%</td> </tr> <tr> <td>2004</td> <td>5.26%</td> </tr> </tbody> </table>		Percent passing honors			<u>Freshmen</u>	<u>Sophomores</u>	2001	9.84% (baseline)		2002	8.51%	14.73 (baseline)	2003	11.64%	14.29	2004	12.61%	19.18		Percent dropout			<u>Freshmen</u>	<u>Sophomores</u>	2001	4.36% (baseline)		2002	3.69%	12.01 (baseline)	2003	4.38%	14.28%	2004	3.36%	9.43%		<u>% accepted into selective H.S.</u>	2001	4.12% (baseline)	2002	3.33%	2003	5.76%	2004	5.26%	<p>Positive Behavior Changes. Many GEAR UP schools have implemented programs that address student behavior.</p> <p>Tutoring. Tutoring will continue in several schools that have university students attached to their schools. All undergraduates at Loyola must engage in a service learning course. Through another service learning initiative at Loyola University, <i>Magis</i>, undergraduates can graduate as <i>Magis</i> Scholars. Students must complete three courses which integrate service learning and three service activities outside of the course work.</p>
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<p>OBJECTIVES 1 – 3 (CONT.)</p> <p>Baseline data</p> <p>% of students ‘01/’02/’03/’04 >talked to someone about college 46% / 55% / 75% / 57%</p> <p>>aware of postsecondary options 56% / 53% / 60% / 78%</p> <p>>plans to attain a bachelors’ degree 24% / 35% / 50% / 30%</p> <p>>thinks can afford 4-year postsec. ed. 64% / 30% / 62% / 37%</p>	<p style="text-align: center;">Student Activities Across All Networks (cont.)</p> <p>Who Wants to Win A Scholarship? High school study clubs using trained university tutors met with over 150 participated in study sessions with 40 academic coaches. This year, 205 students competed for scholarships and other prizes.</p> <p>Financial Aid Workshops. Students will receive current information about multiple college funding strategies, including how to write effectively for scholarships, on site by GEAR UP representatives.</p> <p>Internship Programs. 11th and 12th grade students are being recruited to participate in internship programs some of which provide a small stipend or offer Service Learning hours toward student graduation.</p> <p>Classroom-based academic enrichment. Students were given the books <i>The Pact</i> and <i>Inner City Miracle</i>, participated in group discussions, and then were audience members in presentations done by the authors.</p>	<p>Survey Results from the sample taken for the APR. The number of student surveys implemented in 2004 far exceeds the samples taken in previous years. Students were surveyed in individual classrooms which accounts for the variability in results form last year to this. Far fewer students indicate they have spoken to someone about college, however far more indicate they are aware of postsecondary.</p> <p>Data Precision. The Consortium has provided more relevant data again this year. The Consortium has used its quantitative expertise to analyze indicators (attendance, drop out, standardized scores, etc.) for the Chicago GEAR UP Alliance compared to “what would be expected.” This is a hierarchical statistical model that accounts for students’ characteristics and offers a comparison that allows us to locate GEAR UP effect without comparing GEAR UP schools to selective or magnet school performance.</p>	<p style="text-align: center;">Program Enhancement (cont.)</p> <p>Who Wants To Win a Scholarship’s continued growth will be supported. This aspect of GEAR UP is replicable and interest from other states has allowed the Scholarship Show to disseminate this model. Support for the program and support for dissemination will continue.</p> <p>Monthly Evaluation Meetings that convene evaluation personnel from each network continued into the 6th year. Evaluation is becoming more proactive in its implementation thanks to this structure.</p>

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<p>OBJECTIVE 1: To increase the 1999 baseline** <u>academic performance</u> of 5th, 6th, 7th, and 8th grade students in elementary /middle schools on an annual basis in core subject areas (reading and math), over 5 years (2000 - 2004).</p> <p>OBJECTIVE 2: To increase the 1999 baseline** <u>academic preparation</u> of 7th and 8th grade students in GEAR UP elementary/ middle schools on an annual basis for improved performance by the 9th grade in core subject areas over 4 years.</p> <p>OBJECTIVE 3: To increase the 1999 baseline <u>educational expectations</u> of 5th, 6th, 7th and 8th grade students in GU elementary and middle schools to succeed in high school and enroll in post-secondary education over a 5 year period.</p>	<p>Teacher Activities Across Network</p> <p>Teacher Institutes and Teacher Seminar Series. These in-depth professional development opportunities continue to emphasize: incorporating standards from national associations, hands-on learning, critical thinking and problem-solving, inquiry based approaches, integrated curriculum development, and other cutting edge teaching approaches. Nationally recognized experts in reading and math are personally involved in the professional development.</p> <p>Advanced Placement Institute. High school teachers take part in an intensive (graduate level) institute which supports their abilities to effectively teacher advance placement courses.</p> <p>Critical Topics Series. The project encourages a wide range of dialogue with experts in the field of education by supporting special events and workshops with people such as Jonathon Kozol, David Abalos, Jeffrey Wilhelm, etc. Teachers are provided with one of the authors books to facilitate discussion.</p>	<p>Teacher Outcomes</p> <p>Professional Development. GEAR UP has, in many cases, moved the professional development efforts directly into schools for ready access by all faculty. Endorsements and Certification areas are targeted.</p> <p>Teacher Survey Results. The teacher survey was designed by project evaluators with staff input and addresses changes in classroom instruction, teaching style and ability, perception of capacity of GEAR UP students and school climate. The survey was administered in January 2004 and again in Fall 2004. The percentage of teachers indicating a change for the positive went up on all of the 100 questions between the first and second survey. Data from Fall 2004 shows that:</p> <ul style="list-style-type: none"> ◆ over 65% teachers report that they use effective literacy strategies being supported by GEAR UP ◆ 80% of teachers are quite or very comfortable analyzing individual and group performance in the classroom; ◆ 72% are quite or very comfortable designing instruction based on individual needs ◆ 74% are quite or very comfortable incorporating state standards into planning ◆ 76 % use multiple strategies for assessing student performance 	<p>Advanced Placement Institutes in biology, chemistry, physics and computer science, are being institutionalized at Loyola University. An advanced placement institute in Spanish Language and Literature is being institutionalized at Northeastern Illinois University.</p> <p>Professional development activities, endorsement courses in math and science, and school support begun in has been institutionalized at Loyola through the establishment of a Math and Science Education Center that receives funding from multiple private and public sources.</p> <p>Institutionalization of Countdown! and science*power. The television program <i>Countdown!</i>, with its accompanying website will continue to be supported by the University. An additional website that will be available into the future, <i>science*power</i>, will be available this summer for professional development. Loyola has also become the implementation center for the Chicago Public School adopted NSF science curriculum, Science Education for Public Understanding Program (SEPUP).</p>

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OBJECTIVE 1 – 3 cont.	<p style="text-align: center;">Teacher Activities Across Network</p> <p>Young Adult Literature Conference. A Friday night/Saturday conference which focuses on middle and high school high quality literature selections and curricular enhancements possible with each text. Each year 4-5 literature selections are given to participants prior to the conference so that all participants can come to the conference prepared. Teachers and experts are equally valuable presenters at this unique conference.</p> <p>Teacher Leadership Conference. The annual January conference hosted 296 partner teachers. Forty-four teachers and parents presented 36 different workshops for colleagues on curriculum development, best practice, and research-based teaching strategies.</p> <p>VOCES/Voices Conference on Latino Literature and Culture. This full weekend conference is co-sponsored by the CPS Office of Language and Culture and is open to teachers, parents and students. Noted author, Victor Villaseñor was the keynote speaker and conducted a workshop.</p> <p>On-site Professional Development Workshops in arts integration, and literacy. These opportunities are offered at school sites and encourage teacher community building.</p> <p>Technology integration has been woven throughout professional development opportunities. IBM Learning Village has been one of the sites of technology training.</p>	<p style="text-align: center;">Teacher Outcomes</p> <p>Teachers are piloting and refining new strategies and curriculum (inquiry-based, hands-on literary strategies, hands-on math, and young adult literature).</p> <p>Teachers write curricular units around specific topics of books and receive a classroom set of those books for their school.</p> <p>Leadership development. Increasing numbers of teachers are delivering professional development in their schools and in conference settings and pursuing advanced degrees. Two teachers have had articles published in the journal <i>Education and Democracy</i>, and three teachers received an award from the National Middle School Association for the development of the supplemental reading program, <i>Real Literature—Real Lives</i>.</p> <p>National Board Certification. Teachers seeking National Board certification have continued to be supported within networks.</p>	<p>Northeastern will continue to conduct training for CPS high school counselors through the successful <i>Survive and Thrive</i> program with the support of CPS.</p> <p>Successful professional development and curricula developed through GEAR UP will be disseminated through conference presentations, journal articles, workshops, and the internet.</p>

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OBJECTIVE 1 – 3 cont.	<p>Academic Year Counselor Training. Continued workshops to train high school counselors regarding transition to 9th grade and regarding college applications, processes, expectations for their students.</p> <p>Survive and Thrive. High school counselors develop curriculum to use with students in the CPS summer school programs focused on the transition to 9th grades.</p> <p>Professional Development Seminars and Graduate Level Classes focused on arts integration, differentiated instruction, effective writing strategies, literacy, and action research.</p> <p>Classroom Based Collaboration. Literacy, writing, and arts integration experts work in classrooms side-by-side with teachers to increase individual teachers’ expertise with best practice methodology.</p> <p>Cable Access Math. <i>Countdown!</i> Cable Access and Website present effective strategies for math instruction. They are introduced and demonstrated through the call-in cable access show, <i>Countdown!</i> Teachers can record the show, or download material specifically developed for classroom use from the <i>Countdown!</i> website.</p> <p>Kids at Hope. Teachers and administrators trained to encourage high expectations for all students and focus school discussions on ways to achieve success for all students.</p> <p>National Board Certification. Over 30 teachers began the NBC process, attempting the fast-track approach to certification.</p>	Parent/Teacher Collaboration and Communication. Teachers and parents experience increased sense of open communication and collaboration through joint participation in planning and leadership of workshops and conferences.	

OBJECTIVE	ACTIVITIES	RESULTS	ACTION REQUIRED
<p>OBJECTIVE 1: To increase the 1999 baseline** <u>academic performance</u> of 5th, 6th, 7th, and 8th grade students in elementary /middle schools on an annual basis in core subject areas (reading and math), over 5 years (2000 - 2004). ** see above (standardized scores and grades)</p> <p>OBJECTIVE 2: To increase the 1999 baseline <u>academic preparation</u> of 7th and 8th grade students in GEAR UP elementary/ middle schools on an annual basis for improved performance by the 9th grade in core subject areas over 4 years.</p>	<p>Each of the following activities addresses Objectives 1-3.</p> <p>Parent Activities Across Networks</p> <p>Financial Aid Workshops and Workshops on Requirements for Postsecondary education occur frequently throughout the network schools, College Visits with have taken place in and out of state at such institutions as the City Colleges of Chicago, Roosevelt University, Northeastern Illinois University, Knox College, and the University of Milwaukee.</p> <p>ESL Classes, Computer Classes and GED Classes.</p>	<p>Results are not attributed to single activities but to the entire scope listed</p> <p>Parent Outcomes</p> <p>Parent participation continues to grow and increasing number of parents are becoming more knowledgeable about the college admission process. Parent survey response demonstrates that Financial Aid Workshops and College Visits have been informative and beneficial.</p> <p>These classes are ongoing and well-attended. Parents are now teaching some of the computer classes as well as the GED Preparation classes for other parents. Parents who successfully complete computer classes are awarded a refurbished computer with internet access to conquer the digital divide in the home. ESL classes will engage in a final project in June using their newly acquired English skills. Last year, parents made a video documentary about the importance of learning English.</p>	<p>Actions required are not tied to any single result but to the entire scope.</p> <p>Channels to institutionalize parent activities within the school and within CPS are being sought</p>

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<p>OBJECTIVE 3: To increase the 1999 baseline** <u>educational expectations</u> of 5th to 8th grade students in GU elementary and middle schools to succeed in high school and enroll in post-secondary education over a 5 year period.</p> <p>OBJECTIVE 1 – 3 (cont.)</p>	<p style="text-align: center;">Parent Activities Across Networks</p> <p>Parent Workshops this year have included the following topics: <i>7 Habits of Highly Effective Families</i>, Goal Setting, Understanding GPAs, Team-Building, <i>Kids at Hope</i>, and others.</p> <p>Parent Book Clubs are organized at the school level. Parents come together regularly to discuss books they've read. In some cases parents have chosen to read books that their children are reading in school. In other cases, leading authors are invited to GU events to discuss their work. And still others are reading topics related to parenting.</p> <p>Parent Leadership Conference. This past year ('04), the Parent Conference held at NEIU drew more than 370 parents from across the network of schools. The 2005 Conference is set for May 7, 2005 and parents are participating in the planning process and will convene workshops. Two parents will be the mistress of ceremonies for the event</p>	<p style="text-align: center;">Parent Outcomes</p> <p>Parent Advocates have taken the lead in organizing workshops for their schools. Sometimes parents present or co-present with the facilitators.</p> <p>Leading authors such as Three Doctors, Judge Greg Mathis, and Victor Villasenor participated in literary events. Parents and children have read these authors' books as well as read other books. This family reading model effectively demonstrated the value of lifelong learning—a key component in helping children succeed.</p> <p>Parents convened workshops on topics like Team-Building and Parent Centers, and were inspired by Rick Miller of Kids at Hope, Mary Mitchell a local journalist and columnist who writes about parenting in an urban America, and heard about the art of storytelling for all ages from Margarita Robledo.</p> <p>For 2005, Jawanza Kunjufu and Aurelio Acevedo, two local educators, will be the keynote speakers who will talk about the importance of parent involvement and recognize the efforts of all GU parents.</p>	

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OBJECTIVE 1 – 3 (cont.)	<p align="center">Parent Activities Across Networks</p> <p><i>Parent to Parent, A Cable Access GU Parent Program</i> focuses on helping children succeed in school and in developing opportunities or post-secondary education for children.</p> <p>Parent Aides are trained during the Inquiry Institute and hired for the Summer Academy</p>	<p align="center">Parent Outcomes</p> <p>The cable access program continues to be written, produced, directed, and hosted by parents. It provides lively discussion and information for parents about post secondary options, parenting issues and parent involvement in the schools.</p> <p>Parents, teachers, and students work together to engage in meaningful inquiry.</p>	

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<p>OBJECTIVE 4: To increase the 1999 baseline** <u>knowledge of high school and college of parents</u> of 5th, 6th, and 7th grade students in GU elementary /middle schools over a 5 yr. period.</p> <p>% of parents 2001/2002/2003/2004 >within \$500 of actual average cost 0% / 6% / 35%/34% >talked to someone about college 16% / 31% / 50%/53% >has enough information 36% / 11% / 47%/66% >familiar with 4-yr requirements 67% / 32% / 38%/48% >has participated in GU events 13% / 68% / 84%/64%</p>	<p>Network Activities</p> <p>College Visits. Parents and students from all networks have visited a number of colleges and universities in and beyond the GEAR UP network.</p> <p>Financial Aid Workshops have for parents have been presented at all networks (in the target language of parents).</p> <p><i>Kids at Hope.</i> <i>Kids at Hope</i> delivers a philosophy that challenges the “Kids at Risk” philosophy.</p>	<p>Network Results</p> <p>GEAR UP used “report card pickup day” to implement surveys to reach parents who had not previously participated in GEAR UP activities. Nonetheless there was a substantial increase in the percent of parents who report talking to someone about college, who have enough information, and who are familiar with requirements.</p> <p>Four GEAR UP schools are being developed as <i>Kids at Hope</i> sites. This shows an investment in professional development and parent programs that promote policies to support all children’s academic, social, and emotional success.</p>	<p>Relationships with the high schools have been established and developed this year. As we continue to work with our high school group (current 9th graders), information about colleges and college preparation will intensify across all networks.</p>