

PR/AWARD NO: P334A990093

SECTION I: EXECUTIVE SUMMARY

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

The Chicago GEAR UP Alliance, a partnership of four universities, 46 Chicago Public Schools, City Colleges of Chicago and local community-based organizations, is in its sixth and final year of implementation. We continue to be inspired by the progress of the GEAR UP students, by the increasing and ever-expanding leadership of GEAR UP parents, and by thoughtful reflection and methodological growth of GEAR UP teachers and administrators. Increasingly we see the communities surrounding GEAR UP schools embrace this collective work. The breadth of program activity and outcomes outlined in this report demonstrate the extensive impact of the Chicago GEAR UP Alliance. Parents, students and teachers have grown confident that GEAR UP students can and will achieve postsecondary success, with the continuing support of Chicago's communities, corporations and institutions of higher education.

As we near the end of the GEAR UP grant, we continue to see real impact on student achievement overall. Key results from data collected thus far include:

- ◆ The percentage of 8th grade students at or above national norms is larger by 14.1% in reading and 16.2% in math over sixth grade percentages.
- ◆ 75.62% of GEAR UP teachers in 2005 reported they were *very much* or *quite a bit* comfortable using state standards in lesson planning over 65.47% in 2004.
- ◆ GEAR UP high schools have lowered their dropout rates and narrowed the gap in dropout rates from neighborhood CPS high schools. In 1999, GEAR UP high schools had a one-year dropout rate of 21% compared to 16% of neighborhood high schools' students. In 2004, that gap had narrowed to 13% at GEAR UP high schools v. 12% at neighborhood high schools.
- ◆ There is a strong downward trend in chronic truancy rates in GEAR UP schools (9% in 1999 decreased to 6% in 2004. CPS rates have increased slightly in this period, rising from 3% in 1999 to 4% in 2004).
- ◆ Graduation rates at GEAR UP high schools show a strong positive trend. The average rate rose from 59% graduating in 1999 to 69% graduating in 2004.
- ◆ In 2004, 89.49% of GEAR UP students reported planning to attend some kind of postsecondary institution, up from 31.07% in 2002.
- ◆ Parents who report they will *definitely* or *probably* find a way to pay for a four-year public college climbed from a baseline of 37% in 2003 to 52% in 2004.

Student Services

The first group of GEAR UP students is now completing its senior year of high school. We have strengthened and expanded our successful activities for students in grades 6th through 12, and have developed new approaches to assist high school students in making a successful transition from high school to postsecondary education success. Adventure education, college application and financial aid workshops, trips to college campuses, Success Club and career exploration opportunities provide students with knowledge about their future options. Tutoring

and mentoring services provide students with critical hands-on contact with working adults who model the importance of education, career goals and hard work while assisting GEAR UP students with their academic endeavors.

In an effort to reach the growing number of students who have gone to high schools that are not affiliated with GEAR UP, we are offering exciting and innovative programs for them which address their needs for academic enrichment while preparing them to face the challenging world of work and college level study.

- ◆ Tutoring programs are now being institutionalized within the GEAR UP partner universities and their graduation requirements.
- ◆ CPS' newly developed Department of Postsecondary Education has adopted GEAR UP's approach to providing students with extensive information about higher education. CPS has also adopted the transition programs developed by GEAR UP for entry to high school.
- ◆ At the NEIU campus, GEAR UP networks offered the summer B.L.A.S.T. II program to expose high school students to college life. Professionals and professors taught writing, math and science, and a full day of advisory activity has been included.
- ◆ Many GEAR UP high schools conducted transition activities for 8th grade graduates. 200 prospective Wells High School students and 15 faculty came together for a half-day of a shortened class schedule showcasing the recently upgraded school building. Faculty members offered short, content-based interactive lessons and made brief presentations about the club, sport or program they hosted.
- ◆ All networks hosted summer academy or camp opportunities for GEAR UP students. 69 students took advantage of the North Lawndale Prior Knowledge (PK) Camp in 2004, taking 18 experiential trips during a three-week period. Science and social studies visits ranged from Starved Rock State Park to a Chicago architectural tour. Other trips focused on writing and performing arts, or pursued questions of history and self-identity. All experiences were integrated into classroom curricula.
- ◆ 112 middle grade GEAR UP students participated in the Lakeshore Chapter of LINKS Elementary/High School Student Summit held at UIC that focused on conflict resolution, anger management, self-esteem and the benefits of life-long learning.

Professional Development

The professional development programming in each network continues to be tailored to the needs of particular schools within networks. Teachers continue to expand their leadership roles in facilitation and development of new programs and the expertise of each partner institution is being utilized across networks on an individual basis and through the Annual Teacher Leadership Conference. Innovative collaborations between GEAR UP teachers and parents are being supported.

The impact of professional development on teacher attitudes and perceptions is evident in 2004 results from the GEAR UP teacher survey:

- ◆ In October 2004, the Annual Young Adult Literature Conference (YAL) was attended by 110 teachers and several representatives from the Chicago Public Schools' Office of Literacy. 12 teachers presented workshops on units they had completed over the previous year. 25 teachers participated in the "units for books" program, writing a thematic unit and receiving a class set of books to support implementation.

- ◆ The Annual Teacher Leadership Conference, *Professional Development and Student Achievement: Sharing What Works*, had a record of 44 teachers and parents taking leadership roles by conducting a variety of workshop sessions. Over 174 teachers attended the 36 different workshops on a wide range of topics.
- ◆ Advanced Placement Training Institutes for high school teachers in biology, chemistry, physics, calculus and computer science will be institutionalized as summer programs at Loyola University, as a legacy of that network's ongoing support of rigorous academic press in GEAR UP high schools.
- ◆ Curriculum development continues to expand across the partnership. At Kelvyn Park High School, the annual *Best Practice Fair* now includes workshops, round table discussions and a Gallery Walk to observe teachers' lesson plans, class materials and student work. An interdisciplinary teacher leadership team now meets regularly to address curriculum realignment and assessment. At Wells High School, a similar interdisciplinary effort has produced a guide to align research methods across disciplines and grades.
- ◆ GEAR UP teachers are being recognized for their work beyond Chicago. The journal *Education and Democracy* published two articles by two West Town teachers. The National Middle School Association recognized three teachers from Arai Middle School with an award for their supplemental reading program, *Real Literature—Real Lives*.
- ◆ Increasing teachers' abilities to reach all learners regardless of learning styles or ability through differentiated instruction has been prominent in some networks and has been effectively integrated within other major professional development activities. For example, CTC specialists working with two schools to support differentiated instruction engaged teachers in developing inquiry-based, arts integrated units using young adult literature and adventure education strategies. GEAR UP's ability to combine multiple strategies in a coherent manner through professional collaboration has led to more effective teaching for diverse learners.

Parent Programs

The Chicago GEAR UP Alliance has been increasing student achievement through active parent involvement since its inception, recognizing the pivotal role parents play as a child's first and most influential teachers. The Chicago GEAR UP Alliance's active recruitment of parent participation led to outstanding parent involvement and contributions in an array of workshops, classes, book clubs and other avenues of leadership within their children's schools.

During this sixth and final year of the grant, GEAR UP parents continue to play an active role in school reform dialogue by serving as members of the Local School Council, the Bilingual Committee, the Parent Teachers Organization, and other organizations in their local communities. Parents participate in GEAR UP leadership roles, including the needs assessment survey design and delivery; recruitment of other parents at their schools; administrative tasks related to the planning and delivery of workshops on site at their schools; and planning the annual parent leadership conference. Parent advocates conduct workshops such as team building, GED study sessions, math workshops, and book clubs at their schools. Parents have presented at the Teacher Leadership and Parent Leadership Conferences, as well as at the GEAR UP national conference. Network parent programs run the gamut from workshops and classes, to rallies, book clubs and a cable access TV show. The Parent Program model is constantly being improved upon, as new parents become advocates for the contributions of GEAR UP in the lives of their families. Some highlights of the Parent Program follow.

- ◆ Parent book clubs, organized at school levels in all GEAR UP networks, come together regularly to discuss books they have all read, in some cases choosing to read the books their children are reading in school. Leading authors have attended these meetings to discuss their work. This family reading model effectively demonstrates the value of lifelong learning.
- ◆ Parents are taking ever-expanding and demanding leadership roles across GEAR UP networks. Parents are now teaching some of the computer classes as well as the GED preparation classes for other parents.
- ◆ Parent advocates have taken the lead in organizing workshops for their schools. This year's topics included *The 7 Habits of Highly Effective Families*, Goal Setting, Understanding GPAs, Team-Building, *Kids at Hope* and others.
- ◆ The Parent Leadership Conference drew more than 370 parents from across all schools and networks when it was held at NEIU in the fall of 2004. The 2005 Conference is scheduled for May 7, 2005, with parents participating in the planning process and convening workshops. Two GEAR UP parents will be the Emcees for this event.
- ◆ Parent participation in the college admission process continues to grow. Parent survey response demonstrates that the financial aid workshops and college visits (City Colleges of Chicago, Roosevelt University, Northeastern Illinois University, Knox College and the University of Milwaukee) have been both informative and beneficial.
- ◆ *Parent to Parent*, a cable access TV show, focuses on helping young people succeed in school and on developing postsecondary education opportunities for GEAR UP youth. By using mass media, the program is available to a greater number of parents with a greater level of access.

In addition to the programmatic activities and changes in teacher, parent and student knowledge and skills that will last well into the future, the collaborative relationships between partner institutions are part of the legacy of this GEAR UP project. Universities, individual schools, Chicago Public School Central Office, community organizations and business partners are all committed to continuing to work together to support student success in middle school, high school and beyond. The major activities and outcomes outlined in this report provide a strong foundation for our future work.

SECTION II: NARRATIVE INFORMATION

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

The Chicago GEAR UP (CGUA) Alliance works with schools, teachers, students and their families to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education in three specific ways: teacher professional development, student support, and family involvement. The collaborative and collegial working relationship within these three strands at the network level and across the partners in the CGUA allows this to be accomplished at network-wide and network-specific levels.

Academic support for GEAR UP students is provided through a variety of interconnected supports. Tutors work with students, but also collaborate with classroom teachers on targeted approaches and specific curriculum goals. Teachers work with GEAR UP facilitators to design inquiry-based, standards aligned curriculum during the school year; teachers work with parents to design inquiry-based curriculum to co-present to students during Summer Academies; and teachers work with tutors. Teachers take graduate-level Advanced Placement Courses in math and science as well as programs which provide Middle School Math and Science endorsements; student participation in summer programming like B.L.A.S.T., Prior Knowledge Camp, and Summer Academies enable them to be better prepared to succeed in these courses.

GEAR UP networks have continued to work with teachers in their classrooms, in professional development seminars, and in carefully developed and sequenced professional development opportunities (see our response in Question 2 below). These coordinated, on-going professional development efforts have had a positive effect on teaching and learning in GEAR UP classrooms and schools. According to GEAR UP teacher surveys, more teachers than ever before are embracing the core instructional methods of GEAR UP professional development. Specifically:

- ◆ More teachers in 2005 reported that they were *very much* or *quite a bit* comfortable analyzing individual or group performances (80.36% in 2005; 70.59% in 2004).
- ◆ More teachers in 2005 reported that they were using visualization techniques *very much* or *quite a bit* to aid in their students' comprehension (74.18% in 2005; 63.91% in 2004).
- ◆ More teachers in 2005 reported they were *very much* or *quite a bit* comfortable using state standards in the planning of their lessons (75.62% in 2005; 65.47% in 2004).
- ◆ More math teachers used manipulatives *very much* or *quite a bit* to help their students learn about numbers and mathematical ideas and to solve problems (57.98% in 2005; 42.74% in 2004).

Some of the measurable indicators that demonstrate the impact of these activities on student achievement include:

- ◆ The percentage of 8th grade students at or above national norms is larger by 14.1% in reading and 16.2% in math over sixth grade percentages.

- ◆ For those students who were a member of a GEAR UP 5th grade cohort in 2001, 6% more attained “at or above national norms” in reading and 20% more attained “at or above” in math in the years between 2001 and 2004.
- ◆ Scores for West Town 8th graders have moved steadily upward during the GEAR UP years, making gains that have outpaced CPS increases. In 2004, 57% of West Town 8th graders scored above national norms in math and 54% scored above in reading. In both reading and math, West Town has reduced the number of 8th grade students in the bottom quartile and, over the past five years, has increased the top quartile at a greater rate than CPS neighborhood elementary schools as a whole.
- ◆ GEAR UP high schools have narrowed the gap in dropout rates as compared to neighborhood CPS high schools. In 1999, GEAR UP high schools had a one-year dropout rate of 21% versus 16% of other neighborhood high schools’ students. In 2004, that gap had narrowed to 13% at GEAR UP high schools v. 12% at other neighborhood high schools.
- ◆ GEAR UP freshmen and sophomores have shown an increasing trend in passing honors courses (surpassing the average rate, in general, for CPS).

| | Percent Passing Honors | |
|------|------------------------|-------------------|
| | <u>Freshman</u> | <u>Sophomores</u> |
| 2001 | 9.84% (baseline) | |
| 2002 | 8.51% | 14.73 (baseline) |
| 2003 | 11.64% | 14.29% |
| 2004 | 12.61% | 19.18% |

- ◆ This increased academic preparation has not gone unnoticed by the Chicago Public Schools. GEAR UP students have increasingly been accepted into selective (college prep and magnet) high schools upon 8th grade graduation.

| | Percent % Accepted Into Selective High Schools | |
|------|---|------------------|
| | 2001 | 4.12% (baseline) |
| 2002 | 3.33% | |
| 2003 | 5.76% | |
| 2004 | 5.26% | |

- ◆ The dropout rate has been variable for GEAR UP freshmen and sophomores, but in 2004 (the year that would show the largest GEAR UP effect thus far), the dropout rates have reached new lows.

| | Percent Dropout | |
|------|------------------|-------------------|
| | <u>Freshman</u> | <u>Sophomores</u> |
| 2001 | 4.36% (baseline) | |
| 2002 | 3.69% | 12.01 (baseline) |
| 2003 | 4.38% | 14.28% |
| 2004 | 3.36% | 9.43% |

Increasing educational expectations of participating students has been accomplished through network and school-level programs (see Question 2 for more on mentoring and after school programs), as well as in network-wide activities like the Student Leadership Conferences and the *Who Wants to Win a Scholarship?* program. Again this year, we distributed surveys across all networks to determine if our students’ expectations and knowledge regarding postsecondary education were increasing (in the past, this information had been captured via sampling). During November of 2004, we surveyed 4,274 students.

- ◆ A dramatically high number of GEAR UP students report that they plan to go to college. In 2004, 89.49% report planning to attend some kind of postsecondary institution, up from 31.07% in 2002.

- ◆ When asked how GEAR UP students were doing in school when compared to last year, 82.95% responded that they were *doing better* or *about the same*.

Improving student and family knowledge regarding postsecondary education programs and financing is accomplished through CGUA-wide *events* (e.g., Parent Leadership Conferences, Student Leadership Conferences, *Who Wants to Win a Scholarship?*) and school level programs (parent advocate activities, book clubs, mentoring, workshops and summer programs). Although the 2004 student survey was collected early in the school year, it confirmed that more work was still necessary if all students were to access financial aid and college planning information.

- ◆ The cumulative impact of GEAR UP activities shows up in the steady increase in percentages of students who have spoken to someone about college entrance. For this year's 9th graders, the figure is 46%; for this year's 12th graders, the figure is 81%.

- ◆ Similarly, in the case of students who have spoken to someone about financial aid, GEAR UP's cumulative impact shows up in steady percentage increase by grade among this year's students, reaching just under 70% for 12th graders.

Parent surveys were administered on a network-wide basis with over 2,421 collected. Survey results indicate that GEAR UP parents are aware of more avenues to pay for college. The number of parents who cited the "cost of college is too high" as the main reason their child would not continue after high school declined by 11% in 2004. (In the 2003 survey, 75% felt this was the principal reason; in 2004, 64% cited cost as the principle reason.)

- ◆ During 2004, we saw a dramatic increase in the percentage of parents who report they will *definitely* or *probably* find a way to pay for a four-year public college (37% in 2003 to 52% in 2004).

- ◆ The percentage of parents who said they were familiar with college entrance requirements for four-year institutions increased by 10%, from 52% in 2003 to 62% in 2004.

- ◆ 46% percent of parents surveyed indicated they were familiar with vocational school entrance requirements (compared to 40% in 2003).

- ◆ 2004 saw an increase of 7% in the number of parents who reported speaking to someone specifically about what is needed to get into college (47% in 2003 to 54% in 2004).

- ◆ The percentage of parents who reported having a conversation with someone about financial aid increased slightly in 2004 (33% in 2003 to 36% in 2004).

Improving high school graduation and college-going rates is accomplished through the three major focal areas of the Chicago GEAR UP Alliance: parent activities, student activities and teacher professional development. We continue to put considerable effort in terms of time, staff, and resources into programs that focus on increasing urban high school students' awareness and preparation for postsecondary education. Advanced Placement seminars are offered to teachers to increase the rigor and amount of honors and AP courses offered at GEAR UP high schools. Summer programs (Summer Inquiry Institute, Summer Academies, B.L.A.S.T., Prior Knowledge Camp, college visits, internships, etc.) help students stay motivated and focused on increasing academic achievement and preparing for postsecondary education. Winter intercession programming is offered in the DePaul network which works with year-round schools. In 2004, these programs served 63 students.

- ◆ Graduation rates at GEAR UP high schools show a strong positive trend in graduation rates (59% in 1999 to 69% in 2004).

- ◆ Chronic truancy rates indicate a strong downward trend in GEAR UP schools (9% in 1999 decreased to 6% in 2004) while CPS rates have increased slightly in this period, rising from 3% in 1999 to 4% in 2004.
- ◆ Several GEAR UP high schools surpassed citywide measures on the Senior Survey implemented for the first time in the 2004-05 school year.
 - Collins (91%), Noble Street Charter (94%), and Hyde Park (84%) all posted higher percentages of students who intend to continue their education than CPS generally (at 78%).
 - GEAR UP generally (1%) and six GEAR UP high schools (Austin, Collins, Hyde Park, Manley, Noble Street and Orr) posted lower percentages of students who were “not sure” about plans after high school than CPS generally (at 7%).
 - Collins (97%), Manley (91%), Hyde Park (84%), Senn (85%) and Westinghouse (91%) posted higher percentages of seniors (from those who plan to continue their education) who completed at least *one* college application than CPS generally (at 84%).
 - Austin (51%), Hyde Park (52%), Manley (72%), Noble Street (62%) and Westinghouse (72%) posted higher percentages of seniors (from those who plan to continue their education) who completed at least *three* college applications, compared to than CPS generally (at 50%).

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

Student Services

Significant numbers of students are benefiting academically and personally from the individualized attention provided by college student tutors and mentors. By matching high school and middle school students in relationship with young adults who are successful academically, the students are able to make stronger connections between their own education and the world of work. In addition, many of the young adults are members of the same ethnicity and culture as the students, thereby deepening students’ belief that they can also be successful. Many of the tutoring programs offered in the networks now reflect these beliefs. Tutoring in the different networks include tutors who are alumni of the different high schools, those who participate as a part of their work-study program or as a requirement of their service learning commitment at universities which are geographically close to elementary school; and tutors who are volunteers from the surrounding neighborhood. Our tutors act as models of success for our students.

The summer programming options offered through GEAR UP also contribute to enriching the educational experiences of the students who participate. Working in small groups with parents, college tutors, artists and teachers on inquiry-based projects has aided in raising students’ educational aspirations. Networks often host a small summer experience for their incoming 7th and 8th graders that engage them in math, reading, technology and the arts in courses that the students find interesting and that would not be offered at their elementary schools. STEP UP, a Chicago Public Schools program for incoming 9th graders that grew out of GEAR UP’s B.L.A.S.T. program (2002), is often supported by each of the networks with the addition of tutors, fieldtrips, incentives, attendance monitoring, and a lower ratio of students to mentors. B.L.A.S.T. II, offered to 9th-11th graders, challenges students in the core subjects by enriching the instruction and infusing college readiness (researching of colleges and universities,

essay writing and filling out of applications and FAFSA). Now in their 5th year, Saturday Schools are programs that allow 8th graders to earn high school credit and ease their transition into 9th grade. In the Saturday School held at Wells High School, more than 25% of 8th grade GEAR UP students from the West Town Learning Network earned credit over the past two years, with a total of 750 students earning credit since the program's inception.

Educational field trips that include college tours and visits to cultural institutions are highly favored by students (and their families) and expand their sense of possibilities. Their growing knowledge of what "college" means and their level of comfort in areas of the city outside their own neighborhoods, combined with exposure to people of different cultures and backgrounds, are important experiences that will help ease their transition to postsecondary education. College tours taken by 7th and 8th grades, such as one taken to DePaul University, featured the men's and women's basketball coach who inspired the students to "seek the support you need to succeed." Students received a tour of the campus, freshman dorms, and the campus library. These tours are important because they begin to change students' perceptions of post-secondary education; students begin to realize that it is accessible.

Experiential education via cooperative games and team building continue to strengthen students' ability to problem solve, develop leadership and demonstrate the various ways in which they have the capacity to achieve success.

Scholarship Jr. and *Scholarship* provide schools with a comprehensive, flexible curriculum that gives students information regarding careers and post-secondary educational opportunities. The curriculum is project-based and student-centered. The goals of the program are for students to achieve greater self-awareness to develop an understanding of career options, and to increase the ability to set goals for the future. It shows the relevance of school to students' futures and promotes academic achievement while enhancing student self-awareness and sense of self-worth.

Professional Development

Professional development to increase student achievement has focused on improving instruction, increasing teacher content knowledge, and supporting teacher leadership in disseminating new ideas and curricula to colleagues. GEAR UP professional development facilitates change by providing teachers with access to innovative and interactive experiences that stem from research-based practices. Key activities we have found to be successful in providing teachers with high quality professional development and leadership opportunities include the Inquiry and Design Institute, Inquiry Based Seminars, Endorsement Courses, Teacher Leadership Conference and the Young Adult Literature Conference. These activities are supplemented and supported by professional development experiences offered at an individual school, i.e. meetings or workshops, as well as outside of the school building, i.e. conferences or classes. Most professional development experiences include follow up support and opportunities to pilot curricula to better impact professional growth and build capacity.

Follow up support consists of an in-class "coach" who assists the teacher in planning and/or implementing the new instructional strategy or method. Coaches and teachers form partnerships to best support the teacher. Coaches plan and model strategies or simply co-present with the teacher. Weekly meetings or monthly one on one "check-ins" further the professional dialogue to meet teacher needs and growth.

Opportunities to pilot new curricula and strategies in settings supported by the GEAR UP staff and consultants include Summer Academies, After-School and/or Saturday School programs and/or classroom collaboration and coaching by GEAR UP staff, artists and

consultants. This process facilitates the transfer of new ideas to the regular classroom setting by allowing teachers greater freedom to take risks in restructuring their classrooms to be more inquiry-based and learner-centered. The cycle is complete as teachers are supported in sharing their curricular units and new strategies with colleagues in the Teacher Leadership Conference and take on leadership or instructional roles in the professional development activities from which they started. For example, teachers return to the Young Adult Literature Conference and the Inquiry and Design Institute to share best practices and curricula developed as a result of their past participation and continued support.

New teachers are mentored and supported in GEAR UP schools in a variety of ways, including DePaul's New Teacher Network, in which new teachers meet bi-monthly in sessions facilitated by the University of Chicago's Center for School Improvement.

Our 'network of networks' model draws upon the variety of expertise and programming of our four universities to support all the schools in GEAR UP. Advanced placement training and math/science professional development for teachers offered through Loyola University, a variety of programs in literacy, arts integration and inquiry-based instruction through Northeastern Illinois University and support for National Board certification offered through Roosevelt University are just some examples of the various activities sponsored over the 6 years of the project.

Providing shared learning experiences between parents and teachers contributes to positive change by fostering mutual respect and increasing communication between home and school. Teachers and parents participate together in selected activities, both teacher and parent based. For example, the Inquiry and Design Institute curricular design teams include parents and teachers developing curriculum together to pilot in summer academies or after-school settings. Parents lead workshops and also attend the annual Teacher Leadership Conference, and parents and teachers participate together with students in the VOCES Conference on Spanish language and Latino literature. Literacy Links and Parent Ambassadors are programs that bring teacher and parent teams together to do home visits centered on family literacy activities. Several parent book clubs have elected to study novels that are also the focus of new curriculum being developed by teachers with culminating activities directly connecting parents and teachers in joint work. The resulting conversations and collaborations have been so successful that some teachers are asking to join the parent book clubs.

Increasing teachers' abilities to reach all learners regardless of learning style or ability through differentiated instruction has been prominent in some networks. Northeastern's Chicago Teachers' Center is highly respected for its approach to professional development in differentiated instruction. Some schools within GEAR UP have requested extended work in this area through other funding sources allowing for a full complement of professional development services to be provided and integrated with one another in a seamless manner. For example, CTC specialists working with two schools to support differentiated instruction is also supporting these schools in the development of inquiry based, arts integrated units using young adult literature and adventure education strategies. GEAR UP teachers at Moses Vines high School (one of the small schools within the Orr Multiplex) followed up after a workshop on classroom management by forming a professional book club, selecting Goldman's *Emotional Intelligence* as its first book. Our ability to combine multiple approaches in a coherent manner alleviates some of the barriers that arise when professional development is disconnected.

Parent Programming

The Chicago GEAR UP Alliance program has been increasing student achievement through active parent involvement since its inception. Parent involvement is pivotal to a student's academic success as parents are their children's first teachers and they are integral to their children's academic and social progress. Because the Chicago GEAR UP Alliance purposely sought out parents to participate in its programs, the Alliance has had great success working with parents and providing them with an array of workshops, classes, and other avenues of leadership within their children's schools.

The Alliance acknowledges that it is a slow process of building trust and establishing confidence within parent communities especially in the high school setting as high school students, in general, don't want their parents at school. Other factors which hinder successful parent involvement include very busy work schedules, little or no ability to communicate in English, parents' own negative school experiences, other child care and familial obligations, and little or no formal education in the home country. Despite these hindrances, the Chicago GEAR UP Alliance has been successful in engaging parents very actively in its programs.

In our program, parents are leaders in their schools, host television talk shows about helping children reach their academic goals, and work as paid parent advocates for the GEAR UP Program. Through a thorough needs assessment process, the parent program staff sponsors workshops about college readiness and overcoming barriers to college attendance within the African American and Latino populations. Because we have given parents a role and asked them to tell us how to reach other parents, we have had a great impact. In May of 2004, the Annual Parent Leadership Conference took place at NEIU and over 370 parents from network schools were in attendance. The Alliance doesn't just hold an event for parents and expect them to show up; rather, the parent advocates advise our coordinators about needs, issues, and barriers to attendance, and the staff responds accordingly. We work continuously to improve upon our parent program model because there are always more GEAR UP parents who can be reached.

The GEAR UP parent program has built a solid foundation where parents can learn about college opportunities for their children while pursuing their own lifelong learning at the same time. The Alliance employs staff that has expertise in working with adult learners and this is critical to working successfully with parents. The GEAR UP Alliance holds workshops and classes including: *The 7 Habits of Highly Effective Families*, Adolescent Development, Behavior Management, True Colors, Team Building, ESL, GED, and Computer Literacy classes (parents receive a refurbished computer if they attend all sessions). In addition, we host family nights that focus on arts or legal issues, provide college tours, sponsor workshops on the Transition to High School, Understanding GPAs, and Financial Aid where parents and children receive help filling out the FAFSA form.

Book Clubs, connected to special events, continue to involve more and more parents in family reading initiatives. This year, parents read several books written by Victor Villaseñor, and they were able to converse personally with the author when he visited Chicago. Parents in West Town were so inspired by the book, *Rain of Gold*, that they and their children acted out parts from the book at the VOCES conference in the fall of 2004. The three doctors who wrote *The Pact*, George Jenkins, Rameck Hunt, and Sampson, presented to a group of 1,495 GEAR UP students and parents at an event in December, 2004 at Chicago's Navy Pier. Parents and children alike were very inspired by the doctors' life stories about overcoming the odds in a poor, violent, urban neighborhood, and achieving academic success. The doctors inspired many to believe that all dreams are possible. Parents and children also read *Inner City Miracle*, by Judge Greg Mathis,

and Judge Mathis presented an upbeat keynote address to parents and children in April of 2005 in which he exhorted all to use their talents wisely, and that failure for GEAR UP students was not an option.

Other best practices include the Third Thursday Initiative, which continues in the Woodlawn Network where parents and students attend panel discussions with local college youth who share their stories of getting into and staying in college. *Parent to Parent*, the cable television show where parents share ideas with other parents continues to be a vehicle to inform parents about college readiness. The GEAR UP GUTS Network has sponsored a Walk for Success, in which parents, along with students and staff, visit high school seniors in their homes and discuss college options with the family. All of these events have helped make the GEAR UP message real and provided parents the support they need to make their children's academic aspirations a reality.

3. *What barriers or problems have you encountered in administering your grant, and how have you addressed these problems?*

The Chicago GEAR UP Alliance's efforts to build and sustain a multi-layered, broad-based coalition of support for teachers, students, parents and families in school-university networks across the city of Chicago represents an ambitious ongoing agenda. The achievements made to date are noteworthy and the potential is outstanding. In our Year 5 Annual Performance Report we summarized the challenges in administering the grant over the first five years of the project. The information below reflects new developments in addressing those challenges.

Data Collection: We have made a great deal of progress this year in accessing student information and other Chicago Public School data by establishing strong relationships with individual school leaders. Collection of uniform data across all schools is difficult because there are no standard district protocols for sharing data. The CPS Office of High School Programs and the new Department of Postsecondary Education are working closely with us to ensure that we have the data needed. The latter office in particular has been helpful. We worked closely with the Department of Postsecondary Education in writing the proposal for a new GEAR UP project and are confident that we will be able to continue to access the necessary data in the future.

Changes in school structures: New initiatives at the Chicago Public Schools have resulted in changes in the composition of several of our schools. A number of schools across the city have been closed over the past several years which resulted in a large influx of students from non-GEAR UP elementary schools into a number of GEAR UP high schools. Michele Clarke Middle School is in the process of becoming Michele Clarke Preparatory School, a selective high school offering an International Baccalaureate Program. The Gates Foundation funded the creation of several small schools within specific high schools. This had a direct effect at the Orr Multiplex where two new schools opened and one closed, resulting in a shift in students and faculty in addition to the complexities of building effective, collaborative relationships with new school administrators. Similarly, there is a new Naval Academy at Senn High School. GEAR UP has worked with schools throughout these times of change. Turnover in teaching staff and tension and distraction that result from changes of this magnitude have made the progress of the work more difficult.

In another instance of unexpected change, GEAR UP has had an extremely positive impact. Renaissance 2010, a city initiative that seeks to involve more business and community partners in the running of small schools has a goal of opening 100 new schools. A group of teachers

proposed a new school, Uplift, to be opened at Arai Middle School (a current GEAR UP school). The proposal written by GEAR UP teachers and community members is for a school that embodies the goals of GEAR UP—high standards and expectations for students, rigorous curricula that is connected to real world applications, and genuine involvement by parents in student success.

Following Cohorts Into High School: Last year we reported on ways in which we have addressed the challenges of serving students who do not attend GEAR UP High Schools. In many cases these students have achieved at a high level and are accepted into one of the selective CPS high schools. Unfortunately, the success of these students does not become part of the pool of GEAR UP student achievement data. At the GEAR UP high schools, another challenge remains as we serve a subset of students, our GEAR UP cohort. In an effort to expand the numbers of students we could legitimately identify as GEAR UP students at these GEAR UP high schools, our high school specialty group developed criteria for participation. These criteria were rigorous and required a student to participate in five or more GEAR UP events. While many students participated in GEAR UP activities, not all students who were new to the program completed the requirements to be identified as a GEAR UP student.

Current GEAR UP Students Post-Grant Period: Our first cohort of seniors will graduate at the end of this GEAR UP project. For these students, GEAR UP began in seventh grade and continued throughout their high school career. We have been concerned about ways to meet the needs of current GEAR UP students who are not able to be written in to a new proposal but who have worked hard and have anticipated that GEAR UP would be there for them through high school. The Chicago Public School Office of Post Secondary Education has agreed to ensure that certain services in career development and exposure to postsecondary options are made available to our current GEAR UP students past this year. Although the activities will be less personalized and comprehensive than in the past with GEAR UP funding, we are pleased that the relationship forged with CPS will benefit these students in the future.

Calculating Unexcused Student Absences: This information is not kept by schools and we have had great difficulty in gathering this information for our GEAR UP students. Last year we reported information on the number of unexcused absences to the best of our ability but this year we have opted to report information that is collected by the schools and the district, the Chronic Truancy Rate. This rate is calculated on the number of students who were absent at least 10% of the 180 days of school. Unfortunately this rate includes excused absences and the rates for all students in the school i.e. all non-GEAR UP as well as GEAR UP students. The data may, therefore, be misleading but we have found no way to report on our GEAR UP students alone.

4. Describe briefly the progress that you have made in implementing your evaluation plan as described in your application for GEAR UP funding.

Evaluation, as stated in the application for funding, is both quantitative and qualitative and is collected at various levels (student, school, network, and project wide). The evaluation of the Chicago GEAR UP Alliance has evolved each year of the project as the project has continually sought to improve the quality of the data gathered as well as the data gathering processes.

Quantitative data found to be most useful for assessing progress toward includes: standardized test scores (Iowa Test of Basic Skills and Illinois Standards Achievement Tests for elementary schools), student attendance, “On-Track” data (a statistical measure of high school success), and surveys. The utilization of these data has extended beyond their original intent,

providing talking points for network coordinators and school principals to plan initiatives. Our continuing partnership with the Consortium on Chicago School Research at the University of Chicago has also greatly facilitated the analysis of data from a number of perspectives.

The collection and use of student level data has advanced throughout the project (particularly at the high school level where standardized tests are not available for freshmen and sophomores) to the point where a model has been developed and shared across GEAR UP networks. The Student Advocacy Model (SAM) establishes: 1) standards for support each year of high school in terms of what progress needs to be made in order for each student to advance toward postsecondary and 2) a collection system that staff used to follow and shepherd each high school student as they move toward these goals.

Use of student grades has evolved over five years. The Chicago GEAR UP Alliance continues to use student grades at the high school level, not so much to assess progress toward goals as to steer students toward GU programs that might support their success (e.g.; tutoring, summer programs). Teacher assigned grades at the elementary level were gathered in the first several years of the project, as stated in the application. Throughout those years, it was found that the effort to collect those grades (which are not centrally recorded) far outweigh their value in assessing progress or in targeting services. Grades at the elementary level evinced such a subjective nature that they provided modest, if any, value to the project.

Survey implementation and influence has also evolved greatly over five years. In the first three years, sample surveys were collected from all networks for both students and parents. In the final years of the project, there has been a concerted effort by all staff to collect surveys from all GEAR UP students and parents. Also, in the third year of the project, it was determined that a teacher survey would be a valuable tool to assess project impact as well as determine network needs. That comprehensive survey was developed with the input from teachers, professional development leaders, and evaluation staff. It has been implemented project wide for the past two years to help assess impact and inform project development.

Additional quantitative data is gathered through GEAR UP's various initiatives. *Countdown!*, Who Wants to Win a Scholarship, Summer B.L.A.S.T. programs, and SAM (Student Advocate Model in the GUTS Network) are examples of data-driven initiatives. Pre-post strategies help assess project impact on learning in B.L.A.S.T. programs in high schools and Summer Academies for elementary students. Those results substantiate significant student learning in technology, reading, math, and science.

Qualitative data has also evolved throughout the years of the project. Video documentation has emerged as one of the strengths of the project. This data has proved very valuable in terms of documentation and dissemination. The Chicago GEAR UP Magazine developed through the Woodlawn Network exemplifies this effort; the website is <http://cuip.net/schools/gearup/chicago>. Qualitative data in the Chicago GEAR UP Alliance is wide-ranging in terms of approach and includes: action research projects in graduate coursework; collections of transformed lesson plans in intensive professional development projects; digital documentation of parent, student, and teacher involvement; and network narratives.

The Chicago GEAR UP Alliance has progressed wholly in its understanding of and its ability to collect and use data thanks to this project. The evaluation paradigm has made a great shift toward the collection and use of student level data. The importance of this paradigm has impacted other current projects and future project applications at the Chicago Teachers' Center and the Chicago Education Alliance.

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

Student Services

GEAR UP re-identification of students (previously written off as being “kids at risk”) into “kids at hope” with great potential has come about through the expansion of opportunities for students to demonstrate their abilities through activities like Kids at Hope, adventure/experiential education, arts integration, Saturday programs, and after school programs. GEAR UP professional development has increased the willingness of school staff members to identify and nurture these students.

For many of the GEAR UP high schools students, discipline is a problem. One network has helped create and implement a Positive Behavioral Support program in their high school. The model emphasized the importance of articulating consistent expectations across all school settings and teaching those expectations to students. That model led to a school team that reviews discipline trends and a student peer jury responsible for mediating conflicts and resolutions.

The newly developed CPS Department of Postsecondary Education has adopted GEAR UP's approach to providing students with extensive information about higher education. CPS has also adopted the transition programs developed by GEAR UP for entry to high school. College Bridge programs will continue and will attract larger numbers of students as a result of better preparation and communication between universities and the public schools. The ability of the public schools to work closely and productively with university- and community-based partners has grown along with greater ease of collaboration across institutions. Several schools have student teams who now create and conduct activities designed to increase awareness of and success in entering college and careers. Juniors and seniors now receive guidance in their preparation, application, and enrollment in post-secondary education.

GEAR UP schools are being adopted by companies and university programs. Kraft Foods used their “*Kraft Cares Day: A Day of Community Service*” to interact with high school seniors and juniors in communicating the importance of post-secondary education and preparing students for interviews. John Marshall Law School faculty, staff, students and alumni will be participating in activities with a GEAR UP elementary school.

The eMentoring partnership with IBM will continue to be supported into the future at a number of GEAR UP schools. eMentoring is designed to increase student achievement in writing, and strengthen students' academic, social and leadership skills. GEAR UP partners with IBM to bring eMentoring to a number of GEAR UP schools. The program features one-to-one online mentoring between an IBM employee and a student using a web-based system specifically designed by IBM to support this program. The website is at <http://www.mentorplace.org>. Through MentorPlace, IBMers provide students with academic assistance while simultaneously developing supportive, caring connections. This partnership has a powerful impact not only on a school and student learning, but also on a corporation and its' employees' beliefs and expectations with regard to Chicago Public School students' abilities and futures.

The partnership between GEAR UP and Children's Memorial Hospital will also continue into the future. This partnership offers health care career experiences for eligible students. This internship places students in various hospital units at Children's Memorial Hospital. Students receive high school credit and a stipend. Students interact with patients and hospital staff. This program teaches students about the wide variety of job opportunities that the health care field offers.

Tutoring programs are now being institutionalized as part of the universities' missions and their college graduation requirements. One university mandates that its students engage in service learning, which can be completed through tutoring at local elementary schools. This university has also created a Scholars program that requires members to complete three courses which integrate service learning.

Professional Development

The outstanding activities and outcomes of our professional development activities will be sustained in number of ways. Strong teacher and administrator commitment to sustaining their schools' changes in classroom practice while continuing to improve their knowledge and skills will ensure that the growth of the past 6 years will not only be maintained, it will grow.

Many activities and approaches introduced by GEAR UP are now a part of the 'teaching norm' and have been fully integrated into the culture of the school. After collaborating to develop multiple units on Young Adult Literature using effective literacy strategies, teachers want to continue the practice and eagerly anticipate attending and presenting at another conference this fall. Arts integration is not just commonly accepted—it is an *expected* approach to increasing student achievement. One school has written and received a grant from the Chicago Public Schools to help support work in arts integration and one network's principals cited arts integration as an extremely effective practice being implemented on a large scale. After school and summer programs are now viewed as opportunities for teachers and parents to collaborate with one another and to pilot innovative curricula, developing skills that can then be applied in the regular classroom setting. Teacher-led workshops at school, network and partnership events such as the Annual Teacher Leadership Conference and the Young Adult Literature Conference extend the impact of the work of individual teachers beyond their classroom and school.

At Loyola University, the professional development activities, endorsement courses in math and science, and school support begun in GEAR UP have been institutionalized through the establishment of a Math and Science Education Center that receives funding from multiple private and public sources. Loyola will continue to support the television math program *Countdown!*, with its accompanying website for teacher, parent and student use. This web site uniquely supports all three of the areas of GEAR UP emphasis. It is a rich professional development resource for educators who can pace their professional learning in mathematics by freely and repeatedly accessing *quick time* movies demonstrating effective instructional methods. Students benefit from these same *quick time* movies, which are easily accessible and well organized according to the major NCTM math concepts. The website provides parents with a free "at home" math tutor to supplement and/or enrich their student's math education. In addition, through an SBC grant, CDs and DVDs will be made of the *Countdown!* lessons for use by parents and teachers.

An additional website developed at Loyola, *science*power*, will be available this summer for professional development and be maintained into the future. Loyola has also become the implementation center for the Chicago Public School adopted NSF science curriculum, Science Education for Public Understanding Program (SEPUP). Advanced Placement Institutes in Biology, Chemistry, Physics, Calculus, and Computer Science will become regular summer programs at Loyola University. The AP Institute in Spanish Language and Literature, initiated at Loyola, will be supported at Northeastern Illinois University in the future.

In collaboration with GEAR UP and the School of Education, Loyola University has designed a program for graduate classes that will provide a middle school math endorsement, a

middle school science endorsement, a K-5 math specialization, and a K-5 science specialization. This program has been approved by the Illinois State Board of Education (ISBE) and the Chicago Public Schools (CPS). A total of \$500,000 from private and public grants (Polk Brothers, Lloyd A. Fry, BP America, Boeing, ISBE and IBHE) supports teacher tuition.

Institutionalizing tutoring has become an unforeseen benefit to current and future teachers and students in GEAR UP schools. Several universities have institutionalized tutoring in specific GEAR UP schools by including this work as a part of education students' clinical and service learning hours. This not only serves to support current public school students, but it supports the education of future teachers who will gain experience working in urban public school settings.

In a joint program between Loyola University (Gear Up) and Illinois State University (Illinois Professional Learners Partnership-IPLP), Hayt Elementary School became a professional development school. Senior teacher preparation candidates are integrated into the elementary school program for a full academic year, providing additional instruction and support for students. Professors from Loyola and ISU supervise the students and provide professional development for Hayt faculty.

Other universities regularly place students at GEAR UP schools for both clinical and student teaching experiences. These relationships will continue to benefit both student populations well into the future.

Integrating the teacher, parent and student learning activities is integral to the way in which Northeastern's Chicago Teachers' Center approaches school improvement. In all areas, the combination of inquiry-based instruction with arts and technology integration and adventure education has become part of the institution's approach to best practice. Creating opportunities for teachers and/or parents to pilot new strategies and curricula for facilitating changes in classroom practice is now the standard CTC approach to professional development. The Young Adult Literature Conference, Inquiry and Design Institute, the Teacher Leadership Conference and the VOCES/Voices conference in bilingual literature and culture have all evolved as cornerstone professional development events to be continued through a variety of funding sources. Each of these events includes parents as leaders and participants alongside teachers.

The partnership with the Chicago Public Schools has resulted in a new level of mutual support and collaboration between universities and the CPS system. The lessons learned through GEAR UP are being translated into new programming at CPS. A number of the CPS literacy coaches have participated in the Chicago Teachers' Center's Young Adult Literature Conference, and the Chicago Teachers' Center's VOCES/Voices Conference is a collaborative effort with the Chicago Public Schools Office of Language and Culture.

The BLAST summer program begun in GEAR UP with the financial support of CPS has continued. Our innovative summer programming that links professional development to implementation and provides engaging inquiry-based learning opportunities for students was adapted by CPS two years ago in its summer STEP UP Program which supports students in the transition from 8th to 9th grades. GEAR UP staff at Northeastern's Chicago Teachers' Center developed curriculum for STEP UP counselors, *Survive and Thrive*, and have continued to work with all high school counselors throughout the academic year. CPS established a Department of Post-Secondary Options devoted to goals closely aligned with those of GEAR UP. CPS staff from this department based at our high schools work closely with GEAR UP staff to provide a wide range of resources to teachers, parents and students.

Parent Programming

The legacy of the GEAR UP parent program is that GEAR UP has helped to nurture and develop parent leadership within many of the GEAR UP schools. Parents who have been trained in leadership skills will continue to advocate for their children, other parents, and other school children long into the future. These parents have developed important leadership and advocacy skills to such an extent that advocating is now part of their lives and their natural inclinations. Many of these parents have won seats on their Local School Councils and Bilingual Committees

Other parent outcomes which will be institutionalized and sustained over time include the Parent Talk Show and the Third Thursday Panel Discussion in Woodlawn, as well as Family Nights in the North Lawndale, De Paul, Loyola, West Town, the GEAR UP Transitions to Success (GUTS), and the Truman Networks. Parent Book Clubs will likewise continue in West Town, Truman, and the GUTS Network. Workshops will continue in all networks with parents or participating teachers facilitating.

The Woodlawn Network has established a Parent Center that will be supported by one of the Woodlawn Schools in the future, and West Town and GUTS are engaging in dialogue with the schools about continuing to sustain such a strong parent presence in the schools after GEAR UP. In addition, many parents have been trained to become facilitators of such innovative programs and philosophies as team building, True Colors, and Kids at Hope, and these parents will continue to train other parents long into the future--all as the result of the ongoing GEAR UP parent programming.

Loyola's partnership with John Marshall Law School is expected to continue into the future, and so is the collaboration that many networks have established with other community-based organizations such as the partnerships with the Albany Park Community Association and Thurgood Marshall Middle School; the Logan Square Neighborhood Association and Ames Middle School; the Bessie Coleman Library in Woodlawn and all the Woodlawn schools; West Town United and the West Town Network; River North Association and Roosevelt High School; and organizations such as 1,000 Black Men, Harmony Health, and Riveredge Hospital with Michele Clark Preparatory High School.

Other collaborations and discussions are continuing with schools and networks to solidify the great benefits of the GEAR UP parent program so that the message of GEAR UP—all kids can succeed and attend college—lives on and on.

- 6. Please provide any additional information about your project that you think would be helpful to the Department of Education in evaluating your performance or understand the context of your annual report.*

Additional information about the Chicago GEAR UP Alliance is organized around several strong themes that have emerged over the course of the project and confirmed through both quantitative and qualitative documentation. Those themes are *Extraordinary Change*, the *Evolution of Partnerships*, *Transformation and Lasting Impact*, and *Future Challenges in Chicago*. These are discussed below.

Extraordinary Change

Teachers' Beliefs: Although not required, the Chicago GEAR UP Alliance tracks teachers' perspectives about GEAR UP activities through same-day event evaluations and teacher surveys.

The 2005 survey was completed by 448 teachers in 21 Chicago schools (12 elementary/middle schools and 9 high schools).

Teacher surveys aren't new to GEAR UP – what is new is the amazing results from this year's survey. In each of the 100 questions, teachers from GEAR UP schools reported positive growth in a variety of outcomes: GEAR UP Participation, Classroom Teaching, Use of Technology, Developing Mathematical Competencies, Developing Literacy Competencies, Developing Instructional Competencies, and reflections specific to that individual teacher's school and students.

- ◆ More teachers felt their students liked to learn (60.42% in 2005; 55% in 2004).
- ◆ More teachers felt their students thought school had value for them (53.63% in 2005; 46.38% in 2004).
- ◆ More teachers felt their students would finish high school (64.54% in 2005; 60.31% in 2004).
- ◆ More teachers felt their students were capable of success in postsecondary education (59.95% in 2005; 58.65% in 2004).

Book Clubs as a Source of Social Change: Late in 2000, GEAR UP sponsored a Young Adult Literature Conference for teachers in order to raise awareness and knowledge regarding the use of authentic texts, with high interest levels and appropriately targeted toward adolescent, urban readers. Teachers received 4-5 YAL books prior the conference, read them and then engaged in workshops and seminars to share their responses to the books and participate in curricula developed for these texts. As an extension, GEAR UP offered teachers the opportunity to write an instructional unit (meeting rigorous curricular specifications) and receive a class set of books. In just this past year 25 teachers have written units and received 750 copies of young adult literature, both fiction and nonfiction, for use in their classrooms.

Several GEAR UP networks began student and parent book club that became a lively forum in which to address social concerns, challenges and to forge relationships. Parents suggested titles, and began to lead the groups. Because of the power of this grass-roots mobilization, student book clubs have also become a regular feature across the GEAR UP networks.

Not only have we vicariously experienced other lives through the shared reading of literature, GEAR UP has also provided an opportunity for parents, students and teachers to meet the authors of these books. Teachers, students, and parents have been engaged in the act of meaning making with others through reading and lively discussions with a variety of authors, including Professor of English and Literacy Dr. Jeffrey Wilhelm (*Improving Comprehension with Think Aloud Strategies*), the Three Doctors (*The Pact* – see Question 2 above), television's Judge Mathis (*Inner City Miracles*), Victor Villaseñor (Rain of Gold), Esmeralda Santiago (*When I was Puerto Rican*), and Walter Dean Myers (*Monster*).

This is an extraordinary change—and one that we believe will continue after GEAR UP is gone.

Evolution of Partnerships

The Chicago GEAR UP Alliance: Before this GEAR UP began in 1999, individual university members of the Chicago Education Alliance had some experience working together to solve mutual educational challenges in Chicago. Working together through the Chicago GEAR UP Alliance, however, has refined this working relationship to one of genuine trust and collaboration. Data is regularly collected and shared across networks, using the same forms, looking for the same outcomes. Structures are shared, models analyzed and duplicated. When

one network has a success, this information is regularly communicated so that others can either participate in the next occurrence or replicate the event for their parents, students or teachers. This is unique in Chicago and a consequence of the hard work and collaboration that has been a key element of GEAR UP's success over the past six years.

Networks and Communities: As the GEAR UP networks matured, their involvement in the neighborhood communities beyond their schools deepened and matured as well. In the North Lawndale area, the North Lawndale Learning Community is an excellent example of how a GEAR UP network forged links with a variety of entities, from the Lakeshore Chapter of the Links, Inc., an organization of professional African-American women committed to supporting African-American communities in need, to the University of Chicago's Center for School Improvement, who sponsored a week-long academic enrichment program held at U of C. The range of partners, the quality of programming and depth of involvement showcase the kinds of community involvement characteristic of GEAR UP networks.

Networks and Schools: GEAR UP networks were designed to extend and deepen the existing relationships various Chicago universities and community-based organizations had with their neighborhood schools. Over the past six years, these relationships have grown and matured. In the Woodlawn Network, Roosevelt University was working with seven independent schools in the areas of knowledge and trust building. The seven school teams were brought together to address mutually important issues and come to consensus as to how the problems should be addressed. This allowed misconceptions to be corrected and barriers to be overcome—the schools became a united Woodlawn network, rather than a collection of Woodlawn schools.

Elementary/Middle Schools and their Neighborhood High Schools: Vertical teaming, a key component in all GEAR UP networks, allows elementary and middle school teachers to work with high school content teachers to align curriculum, instruction and philosophy so that GEAR UP students experience congruence as they transition from 8th to 9th grade. Principals of feeder schools now have close working relationships with principals of GEAR UP high schools. These principals now know each other well and share a history of positive experiences. High school principals have trust and faith in the quality of students they are receiving, and feeder school principals trust in the quality of care their students will receive once they enter the GEAR UP high school. In the West Town network, lack of real experience with each other initially raised barriers that interfered with communication and trust. However, close working relationships developed through the GEAR UP network so that these principals now work together as a team to solve shared challenges both in their network and in the West Town community at large. In a large system like Chicago, with 560 elementary schools and 100 high schools, this is an extraordinary example of collegiality and effectiveness.

Transformation and Lasting Impact

One of the exciting features of the Chicago GEAR UP Alliance's presence in Chicago is the impact its programming models have had on the face of Chicago's schools. Many of our programs have been adopted, adapted and underwritten by CPS.

- ◆ Step Up To High School – 9th grade summer transitional program using math, literacy and counseling – derived from GEAR UP's BLAST program in 2003 and currently funded by the Chicago Public Schools' Office of High School Programs.
- ◆ AP Teacher Endorsements – provided to high school math and science teachers to enhance instructional rigor and content knowledge of AP and honors courses – will be completely

funded by a joint effort between Loyola University and the Chicago Public Schools' Math and Science Initiative as of the 2005-06 school year.

- ◆ *Countdown!* – math cable TV access call-in program that provides step-by-step instructions following a standards-based curriculum (using NCTM and Illinois State Learning standards) that addresses math challenges facing GEAR UP elementary and middle school students – will be funded by the Science and Mathematics Education Center at Loyola University for the 2005-06 school year. The *Countdown!* website, countdown.luc.edu, allows additional opportunities for interaction and learning.
- ◆ GEAR UP Student Support - because of the excellent and collegial working relationship between the Chicago Public School's Department of Postsecondary Education and the Chicago GEAR UP Alliance, CPS has agreed to follow these students for the rest of their time in school to ensure that they get targeted for special support and activities.

Individual School Transformation: During the six years of GEAR UP, many structural changes have occurred within GEAR UP elementary, middle and high schools. Michele Clark was a struggling neighborhood middle school during the 1998-99 school year; in 2004 the school, now a Magnet High School, was acclaimed by CPS as one of its 'rising stars' for its improved academic achievement. During the past year, Arai Middle school was selected as one of the first Renaissance 2010 schools; the theme of the new high school, "Uplift," embraces all the principles of GEAR UP and institutionalizes them in the school. GEAR UP has been instrumental in supporting the changes of these schools; we are proud to be a part of this kind of lasting school change.

Future Challenges in Chicago

As GEAR UP students leave high school and enter college, our struggle is to find ways to keep the momentum going for GEAR UP teachers, parents and students.

We are challenged by the few numbers of honors and Advanced Placement courses offered in some of our GEAR UP high schools – Manley offers two AP courses while Collins offers three. At the other side of spectrum, Wells offered one AP course in the 1998-99 school year (calculus) and now offers six. This kind of programmatic development needs to happen across the board in every Chicago high school.

Our next and greatest challenge lies in finding innovative ways to measure the powerful but intangible outcomes of the Chicago GEAR UP Alliance that our participant interviews and evaluations confirm repeatedly—that the "GEAR UP effect" goes well beyond standardized test scores to the heart of the human experience. The GEAR UP effect strengthens everyone involved as learning organisms who, with the proper support, knowledge and aspirations, can truly achieve great things.

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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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>Percent of students at or above national norms (same group)</p> <table border="1" data-bbox="212 1015 499 1144"> <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 to 2004.</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 the many Summer Academies offered by the various Alliance networks.</p> | <p>Student Outcomes</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" data-bbox="905 1193 1476 1380"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Average days absent</th> </tr> <tr> <th>Freshmen</th> <th>Sophomores</th> </tr> </thead> <tbody> <tr> <td>2001</td> <td>11.49 (baseline)</td> <td></td> </tr> <tr> <td>2002</td> <td>12.14</td> <td>13.02 (baseline)</td> </tr> <tr> <td>2003</td> <td>10.2</td> <td>13.27</td> </tr> <tr> <td>2004</td> <td>10.25</td> <td>12.53</td> </tr> </tbody> </table> | | Average days absent | | Freshmen | Sophomores | 2001 | 11.49 (baseline) | | 2002 | 12.14 | 13.02 (baseline) | 2003 | 10.2 | 13.27 | 2004 | 10.25 | 12.53 | <p>Program Enhancement Institutionalization</p> <p>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 the school’s relationship with these locations (Walgreen’s and Children’s Memorial Hospital).</p> |
| | Rdg. | Math | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 th Grade 2001 | 38% | 31% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 th Grade 2002 | 29% | 31% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Freshmen | Sophomores | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <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 style="text-align: center;">Student Activities Across All Networks (cont.)</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 style="text-align: center;">Student Outcomes (cont.)</p> <p>Honors Courses. GEAR UP freshmen and sophomores have shown an increasing trend in passing honors courses (surpassing CPS generally).</p> <p style="text-align: center;">Percent passing honors <u>Freshmen Sophomores</u></p> <table border="0"> <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> </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> <p style="text-align: center;">Percent dropout <u>Freshmen Sophomores</u></p> <table border="0"> <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> </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> <p style="text-align: center;"><u>% accepted into selective H.S.</u></p> <table border="0"> <tr> <td>2001</td> <td>4.12% (baseline)</td> </tr> <tr> <td>2001</td> <td>3.33%</td> </tr> <tr> <td>2003</td> <td>5.76%</td> </tr> <tr> <td>2004</td> <td>5.26%</td> </tr> </table> | 2001 | 9.84% (baseline) | | 2002 | 8.51% | 14.73 (baseline) | 2003 | 11.64% | 14.29 | 2004 | 12.61% | 19.18 | 2001 | 4.36% (baseline) | | 2002 | 3.69% | 12.01 (baseline) | 2003 | 4.38% | 14.28% | 2004 | 3.36% | 9.43% | 2001 | 4.12% (baseline) | 2001 | 3.33% | 2003 | 5.76% | 2004 | 5.26% | <p style="text-align: center;">Program Enhancement (cont.)</p> <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> |
| 2001 | 9.84% (baseline) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p style="text-align: center;">OBJECTIVE (cont.)</p> | <p style="text-align: center;">ACTIVITIES</p> <p>Each of the following activities address Objectives 1-3.</p> | <p style="text-align: center;">RESULTS</p> <p>Results are not attributed to single activities but to the entire scope listed</p> | <p style="text-align: center;">ACTION REQUIRED</p> <p>Actions required are not tied to any single result but to the entire scope.</p> |
|--|---|--|---|
| <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> |

| OBJECTIVE (cont.) | 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. |
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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> |

| OBJECTIVE (cont.) | ACTIVITIES Each of the following activities addresses 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. |
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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> |

| OBJECTIVE <i>(cont.)</i> | 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. |
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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> | |

| 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. |
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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 al 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> |