

GEAR UP

Gaining Early Awareness and Readiness
For Undergraduate Programs

FY11 Competition Guidelines

Agenda

- I. Quick review of final priorities, FAQs, and program planning tips
- Structuring your narrative
 - Need for the Project
 - Quality of Project Design
 - Quality of Management Plan
- College Board support, timelines and other advice

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)



To significantly increase the number of low-income students who are prepared to enter and succeed in post secondary education

Selection Criteria

<u>Section</u>	<u>Maximum Points</u>
Need	15
Quality of Project Design	15
Quality of Project Services	15
Quality of Project Personnel	10
Quality of the Management Plan	10
Quality of Project Evaluation	20
Adequacy of Resources	15
Total	100

Competitive Preference Priority #1 (2 Points) States Only

- Has carried out a successful State GEAR UP grant prior to August 14, 2008, determined on the basis of data **(1 point)**
- Has a prior, demonstrated commitment to early intervention leading to college access through collaboration and replication of successful strategies. **(1 point)**

Competitive Preference Priority #2 (3 Points): States and Partnerships

- Projects designed to address one or more of the following:
 - Improving student achievement in PLA schools
 - Increasing graduation rates and college enrollment rates for students in PLA schools
 - Providing services to students enrolled in PLA schools

- List of PLA schools

<http://www2.ed.gov/programs/sif/summary/index.html>.

Competitive Preference Priority #3 (3 Points): **States and Partnerships**

- The extent of improving instructional practices, policies and student outcomes in elementary and secondary schools.
- The extent of improving postsecondary student outcomes relating to enrollment, persistence, and completion and leading to career success.
- The extent of providing data on the implementation and participant outcomes, especially by developing strategies for the use of data from State longitudinal data systems or by obtaining data from reliable third-party sources.

Competitive Preference Priority #4 (4 Points) **States Only**

- The development or implementation of curriculum or instructional materials aligned with standards.
- The development or implementation of professional development or preparation programs aligned with standards.
- Strategies that translate the standards into classroom practice.

Invitational Priority States and Partnerships (No Points)

- Creation or enhancement of partnerships with financial institutions that would provide students with safe and affordable deposit accounts
- Creation of financial or other incentives to increase savings of GEAR UP students and families of participating GEAR UP students.

Electronic Submission of Application

- <http://www.grants.gov>
- Registration procedures may require 5 days to complete
- For technical support regarding grants.gov email Grants.gov Contact Center atsupport@grants.gov
- Register early
- Submit Early
- Verify submission is OK

Basic Organization

- Use of a simple Logic Model will assist you in designing a coherent, connected project
- Use the Selection Criteria as a word-for-word outline
 - Offset exact wording of selection criteria
 - Follow the RFP order exactly
 - If criteria seem repetitive, then repeat the information or CLEARLY reference where the information is in the application



Insert Logic Model

Need (15 pts)

- The magnitude or severity of the problem to be addressed by the proposed project; and
- The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Questions to Consider

- Are we preparing low income students to enter and succeed in post secondary education?
- What evidence do we have that we are or are not?
- If we are not preparing all or some, then why not?

Evidence of preparation

- High school graduation rates
- College acceptance rates
- State test scores
- Participation in advanced level course such as AP
- Students completing Algebra 1 by end of 8th or 9th grade
- Students showing up for school everyday

Evidence of preparation

- High school graduation rates
- College acceptance rates
- State test scores
- Participation in advanced level course such as AP
- Students completing Algebra 1 by end of 8th or 9th grade
- Students showing up for school everyday

Why are you not preparing them? (Gap and Weakness)

- Lack of advanced placement courses
- Low income student not enrolling in advanced courses
- Lack of PD for hard to teach STEM courses
- Lack of science labs in school
- Students do not receive support outside of school
- Courses not aligned so students lack skills to move into advanced courses

Selection Criteria cont.

Additional Points

Competitive Preference Priorities (States Only) 12

Competitive Preference Priorities

(Partnerships Only) 6

Evaluating Your Evidence of Need

1. Current?
2. Credible?
3. Do data describe the severity of need and key gaps in your target audience/area - in specific, measurable terms?
4. Do data allow the reader to make meaningful comparisons between your target audience/area need and another *reasonably similar* or *logical* population or area?
5. Does it contribute to the *rationale* for your proposed GEAR UP services?

Research/Policy

Source	Content	Link
What Works Clearinghouse: <i>Helping Students Navigate the Path to College: What High Schools Can Do</i>	Research-based rationale and measures	http://ies.ed.gov/ncee/wwc/pdf/practiceguides/higher_ed_pg_091509.pdf
Achieve: American Diploma Project	P-20-Career Alignment: LDS, Pipeline Data	http://www.achieve.org/STATE_PROFILES
Lumina Foundation	Higher Education Resources page	http://www.luminafoundation.org/resources/
Project on Student Debt	Directs the Pathways to College Network	http://projectonstudentdebt.org/
National High School Center	Early Alert System	http://www.betterhighschools.org/
National Center on Higher Ed Policy	Measuring Up 2008	http://www.highereducation.org/index.shtml
American Youth Policy Forum	PS Access & Success Forums, Briefs	http://www.aypf.org/programs/education/postsecondary.htm
Bill & Melinda Gates Foundation	College ready resources	http://www.gatesfoundation.org/college-ready-education/Pages/default.aspx

Surveys

Level	Survey	Content	Link
8-12-PS	NELS, ELS: Nat'l Ed. Longitudinal Study	Transitions, course PS	Link to NCES
10-PS	HS&B: High School & Beyond	Transitions, course PS	http://nces.ed.gov
P-8+	ECLS: Early Childhood Longitudinal Study	8 th Algebra I	http://nces.ed.gov
PS	IPEDS: Integrated PS Ed Data System	Institution-Information	http://nces.ed.gov
PS	BPS: Beginning Postsecondary Students	Students who started college	http://nces.ed.gov
PS	NPSAS: Nat'l Postsecondary Student Aid	How students and their families pay for postsecondary education	http://nces.ed.gov
HS/ PS	HESSE/NSSE: Student Engagement	Student engagement school climate	http://ceep.indiana.edu/hesse/index.htm http://nsse.iub.edu/html/research.htm
7-12	YRBS: Youth Risk Behavior Survey	School & home risk factors	http://www.cdc.gov/HealthyYouth/yrb/index.htm
PS	CIRP Freshman Survey	Adjustment (NYT/stress)	http://www.heri.ucla.edu/cirpoverview.php

Public Databases

Database	Content	Hyperlink
United States Education Dashboard	Cradle to career stats	http://dashboard.ed.gov/
U.S. Dept of Education, NCES <ul style="list-style-type: none"> ▪ Digest of Education Statistics ▪ Condition of Education ▪ Online data tools: Power Stats, Data Anal. Sys. 	Education achievement HS grad rates PS enrollment	http://nces.ed.gov/
U.S. Census Bureau <ul style="list-style-type: none"> ▪ American Community Survey (annual, 1,3,5 yr est.) ▪ U.S. Census (every 10 yrs) 	Education attainment Poverty measures	http://factfinder.census.gov/
U.S. Bureau of Labor <ul style="list-style-type: none"> ▪ Occupational Employment Statistics Survey ▪ Occupation Education and Training 	Job wage, training data	http://www.bls.gov/oes/current/oes_srcst.htm
U.S. Dept of Commerce <ul style="list-style-type: none"> ▪ Per capita personal income 	Per capita Income state, region, U.S.	http://www.bea.gov/

Clearinghouse/Portals

Source	Content	Link
Postsecondary Education Opportunity	education pipeline stats	http://www.postsecondary.org/
Ed Trust: Education Watch State Reports	education achievement HS grad rates PS enrollment	http://www.edtrust.org/dc/resources/edwatch-state-reports
What Works Clearinghouse	Practice Guides, Topical research reviews	http://ies.ed.gov/ncee/wwc/
NCHEMS: National Center for Higher Ed Management Systems	Student Success, Preparation, Participation	http://www.higheredinfo.org/
Child Trends	Indicators of Child Well Being	http://www.childtrends.org/
Institute for Higher Education Policy	Directs the Pathways to College Network	http://www.pathwaystocollege.net/statelibraries/

Data Framing Strategies

- Tap the power of a fair comparison
 - *Use equivalent or otherwise “reasonable and defined”*
 - *outcome measure, student population, & time frame/dates*
- Display data visually
 - *Clear charts, graphs, maps convey message differently than text*
- Narrate graphs and tables persuasively
 - *Draw attention to the important features of the data.*

Gathering Evidence

- Clearinghouses/Portals
- Research & Policy Studies
- Public Databases: federal, state, local
- Surveys

QUALITY OF PROJECT DESIGN (15 PTS)

- The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable;
- The extent to which the project design reflects up-to-date research and the replication of effective practices; and
- The extent to which the project supports systemic changes from which future cohorts of students will benefit.

Quality of Project Services (15 pts)

Quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Quality of Project Services cont. (15 pts)

- The extent to which the project services are likely to increase the percentage of students taking rigorous courses that reflect challenging academic standards and reduce the need for remedial education at the postsecondary level;
- Increase the percentage of secondary school completion; increase students knowledge of and access to financial assistance for postsecondary education;

Quality of Project Personnel (10 pts)

- considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability.
- The qualifications, including relevant training and experience, of the project director or principal investigator, and
- The qualifications, including relevant training and experience of key personnel.

Quality of Management Plan (10 Pts.)

- The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;
- The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project;

Quality of Management Plan cont. (10 Pts.)

- The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project; and
- How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

Quality of Evaluation (20 pts)

- The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.
- The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible

Quality of Evaluation cont (20 pts)

- The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes; and
- The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

Adequacy of Resources (15 pts)

- The adequacy of support, including facilities, equipment, supplies and other resources,
- The relevance and demonstrated commitment of each partner to the implementation and success of the project;
- The extent to which the costs are reasonable in relation to the number of persons to be served and the anticipated results and benefits; and
- The potential for continued support of the project after Federal funding ends

College Board Contacts

Cassandra Allen

Middle and New England Regions

callen@collegeboard.org

Jim Lindsay

Southwest and Midwest Regions

jlindsay@collegeboard.org

Anita Cassity

Western Region

acassity@collegeboard.org

Dana Zorovich

Southern Region

dzorovich@collegeboard.org