

# GEAR UP

The K20 Center is excited to welcome you as a new strategic partner. Through exploring this relationship, you'll see how K20 and GEAR UP work together to establish a college-going culture that leads to life-altering benefits for your students.

In 2018, the K20 Center for Educational and Community Renewal competed and was awarded three separate Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) grants sponsored by the U.S. Department of Education. There were 160 applications for GEAR UP funding, 60 grants were awarded, and K20 won 3 of them.

The GEAR UP OKC, GEAR UP for MY SUCCESS, and GEAR UP for the FUTURE grants will provide seven years of services and development to 46 partner schools all across the state of Oklahoma.





## What is GEAR UP?

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federal grant provided by the U.S. Department of Education to help students prepare for and pursue a college education. The K20 Center has already worked with many schools, both urban and rural, across the state in past GEAR UP efforts. The power of a GEAR UP project is that it transforms a high-poverty school community into a college-going culture.

2007-2014

## SUCCESS

Over the course of a six year grant, K20's GEAR UP for SUCCESS provided college readiness services to...

**3,549**

cohort students from 32 districts living in mostly rural, ethnically diverse, poverty stricken areas of Oklahoma.

Hours of teacher, student, and family participation in college preparation programs totaled **186,929**.



2011-2018

## PROMISE

In its fifth of seven years, K20's GEAR UP for the PROMISE has been providing college readiness services to...

**4,337**

cohort students from 9 high schools living in urban, ethnically diverse, poverty stricken areas of the Oklahoma City Metro.

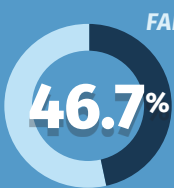
Hours of teacher, student, and family participation in college preparation programs so far totals **100,166**.



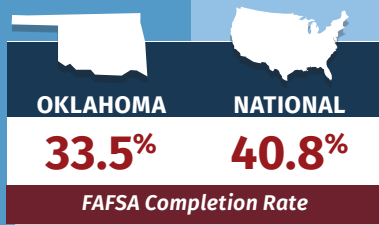
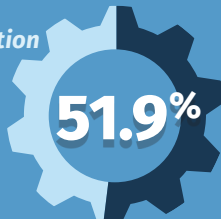
COMPARISON COHORT

SUCCESS COHORT

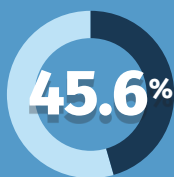
SINCE GEAR UP FOR THE PROMISE BEGAN IN 2011, COHORT STUDENTS HAVE MADE:



FAFSA Completion Rate



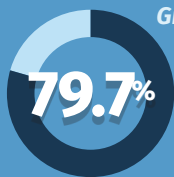
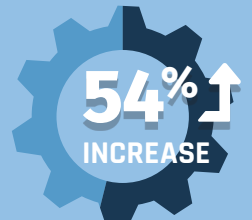
An increase in awareness about the cost and benefits of going to college



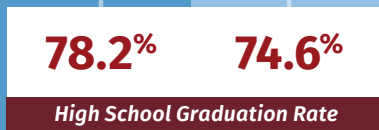
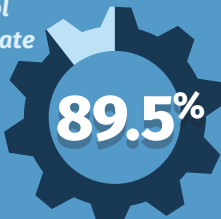
ACT Participation



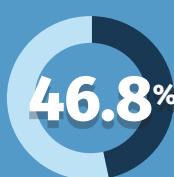
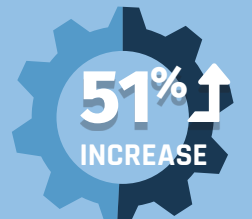
An increase in awareness of Financial Aid availability



High School Graduation Rate



An increase in awareness of college entrance requirements



College Enrollment



Cohort Students that believe they can succeed in college



## New Gear Up Programs 2018-2025

GEAR UP  
FOR THE FUTURE

4,729  
STUDENTS

11  
SCHOOLS

\$3,783,200/year  
7 Year Total:  
\$26,482,400

GEAR UP  
FOR MY SUCCESS

4,154  
STUDENTS

23  
SCHOOLS

\$3,323,200/year  
7 Year Total:  
\$23,262,400

GEAR UP  
(Opportunities+Knowledge=College)  
O+K=C

3,339  
STUDENTS

12  
SCHOOLS

\$2,668,800/year  
7 Year Total:  
\$18,681,600

**TOTALS**

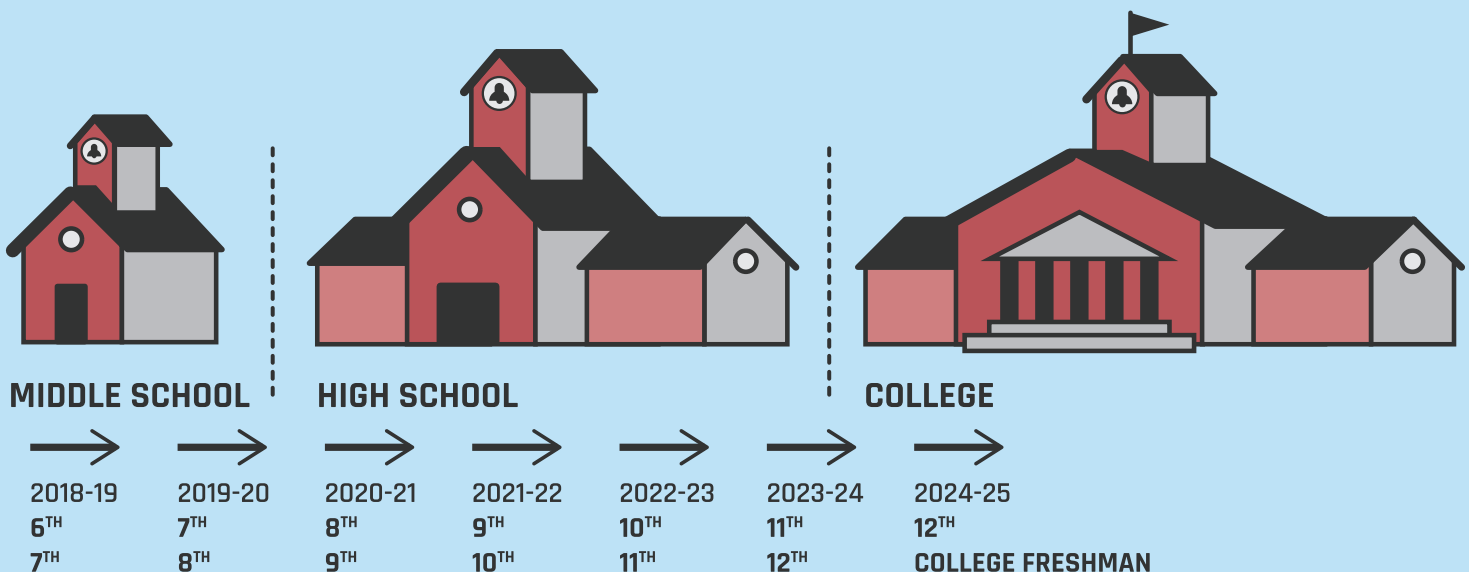
12,222  
STUDENTS

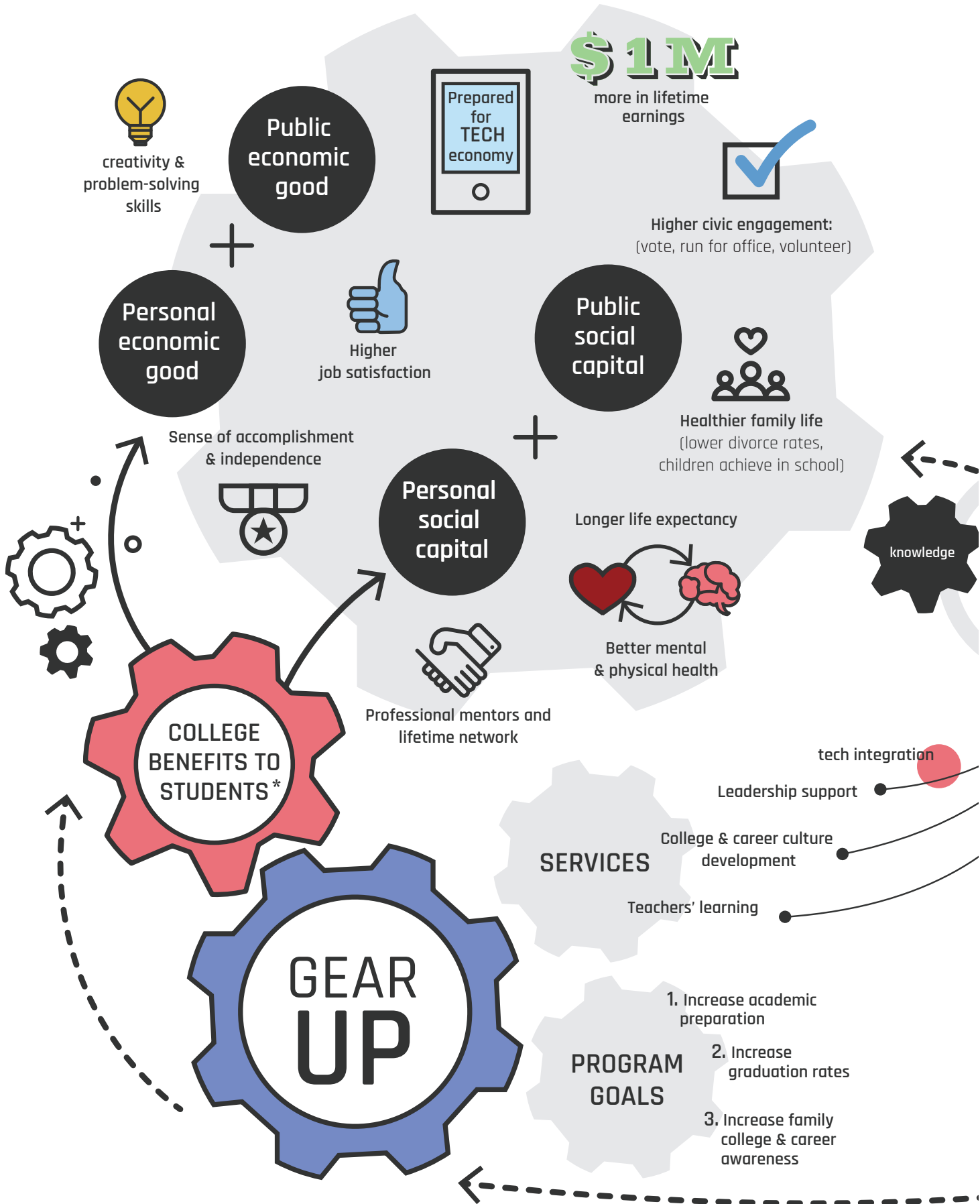
46  
SCHOOLS

\$9,775,200/year  
7 Year Total:  
\$68,426,400

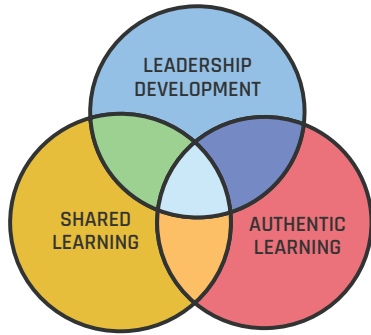
## The GEAR UP Model

- Raises academic aspirations of the entire cohort
- Supports the cohort long-term (6th or 7th grade through first year of college)
- Provides sustainable resources that remain with the grade level even after the cohort moves forward

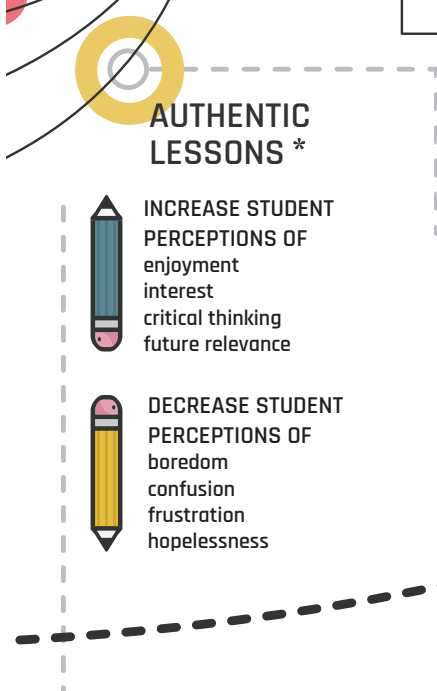
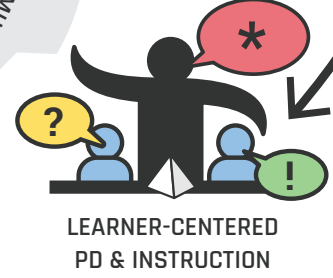
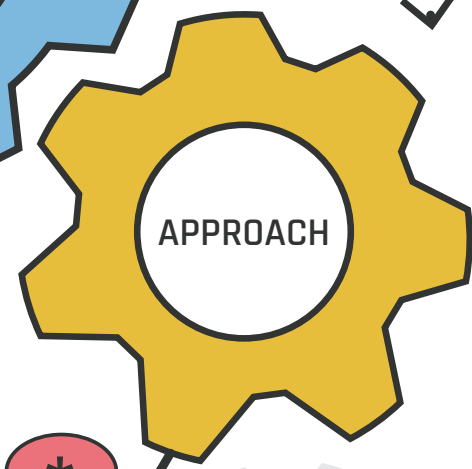
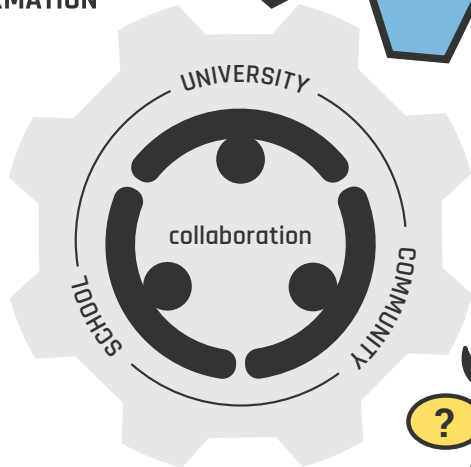
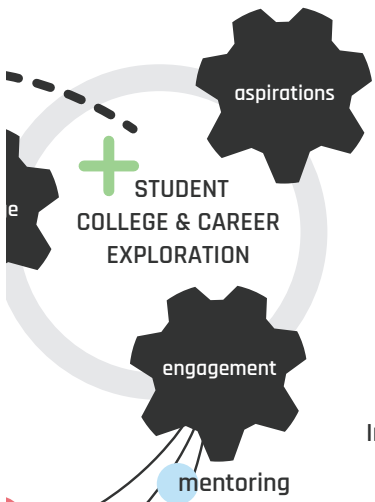




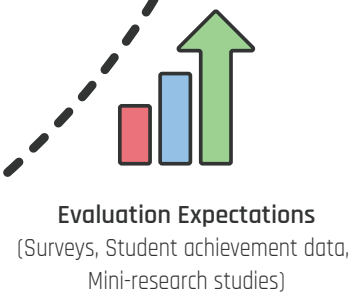
The K20 Center's **mission** is to cultivate a collaborative network engaged in research and outreach that creates and sustains innovation and transformation through...



**INNOVATION & TRANSFORMATION**



model resources  
[learn.k20center.ou.edu](http://learn.k20center.ou.edu)  
 strategies, lessons, activities



**\* References**

Hutton, H. (2017). Learn to articulate the value of college beyond dollar signs. *Recruiting & Retaining Adult Learners*, 19(7), 6-7.

Stroukoff, A. E., Heddy, B. C., Wilson, S. N., Williams, L. A., Atkinson, L. K., & Garn, G. A. (submitted). Making 'brain food': Converting photosynthesis into a positive learning experience through authentic instruction, *Science Education*.

Jeter, G. R., Baber, J. E., Heddy, B., Wilson, S., Williams, L. Atkinson, L., Garn, G. (2018). Students at the Center: Insights and Implications of Authentic, SE Instruction in High School English Language Arts. *Research in the Teaching of English*. Manuscript under review.

# GEAR UP for MY SUCCESS

*(Motivating You to Seek and Understand College & Career to Enhance Student Scholarship)*

2019-2025

## Project Design

MY SUCCESS seeks to directly impact **4154 students'** postsecondary education careers. MY SUCCESS will strive to:

<b>GOAL 1:</b>	Increase the percentage of cohort students who meet established performance levels in English, mathematics, science, and social studies by 2-3%.
<b>GOAL 2:</b>	Increase the percentage of the cohort engaged in college-going behaviors to 90%.
<b>GOAL 3:</b>	Increase the percentage of the cohort reporting school and learning engagement by 2-3%.

Over the course of 7 years, MY SUCCESS will implement a series of four phases as well as research and evaluation.

## Services

### **Phase I: Leadership**

Phase I will provide cohort school leaders with a yearlong professional development program for school renewal, shared leadership, and implementation of technology as a learning tool. This program, along with continued support throughout the project, has the goal of developing a school culture that supports an increase in the percentage of students taking rigorous courses, an increase in the number of students graduating high school, and a decrease in the number of students requiring remediation after they are enrolled at an PSE.

**Leadership Institute** Leaders begin by attending a two-day Leadership Seminar. They then conduct a needs assessment and complete 75 hours of job-embedded professional development. After completing Leadership, the project will continue to support leaders through yearly Return to Leadership seminars.

### **Counselor Academy and Parent**

**Academy** Both academies are efforts to harness local expertise and build the capacity of the school and community to replicate those activities that are proven to have the greatest impact on student and family awareness.

Counselor Academy will build relationships among cohort counselors and engage them in critical discussions of the latest college-readiness research. Participants will share best practices, and work with the K20 staff to plan postsecondary campus-based activities. Throughout MY SUCCESS, counselors will identify trends in postsecondary education data to raise the expectations of low-income students by encouraging them to enroll in rigorous coursework. In addition, counselors will engage in partnerships to increase high school graduation rates and enrollment in postsecondary education.

Parent Academy will identify a small group of cohort parents to receive training in the areas of service learning, leadership, and project management. Parents will be introduced to research

related to parental involvement, college awareness, and financial strategies and will then review local data and identify trends associated with their school. Based on that information, they will identify a school-based project that is designed to better prepare students and families for PSE attainment and will receive seed funds to initiate the project. Participants will be asked to identify ways the school can sustain the project and fund it going forward. Each year of the project, a new group of parents and a new project will be identified.

### **Phase II: Whole-School Change**

Phase II will bring leaders back to the school to infuse the professional culture with the belief that all classrooms should engage students in their own learning and develop critical thinking through real-world scenarios. As critical thinking is developed, students will have the confidence to enroll and succeed in rigorous courses throughout middle/high school, which will make them more likely to graduate high school and enter PSE.

**Action Plans** Each cohort school will develop a research-supported, site-based action plan. Schools are asked to be innovative and create culturally relevant supports that will prepare students academically and encourage students and families to explore PSE. Each year, school leaders will isolate a single issue (supported by data) that threatens the academic readiness of the community's students and work with their Phase II field specialist to identify a research-supported instructional tool that addresses the identified threat. The team will design professional development to assist teachers in incorporating the instructional tool into their classrooms and then carefully study the results.

### **Phase III: Teachers' Learning**

Phase III focuses on teachers' learning and incorporates two components that have shown significant benefits in K20's previous GEAR UP partnerships, ARA and LEARN.

**Action Research in Authenticity (ARA)** K20's authentic teaching professional development structure, ARA, places the teacher in the dual roles of learner and action researcher. Each participating teacher has access to a yearlong professional development experience, starting with a four-day summer institute that explores the theory and practical application of authenticity. AS teachers implement a series of authentic LEARN lessons in their classrooms, they are mentored by GEAR UP curriculum specialists and identify their strengths and opportunities for growth.

**LEARN** K20's repository of high quality, authentic lessons, LEARN, includes recommended instructional approaches, strategies, and supports (handouts, and presentations). Curriculum writers coordinate with cohort teachers to identify a standards-based learning objective and build a lesson around that objective. Student-centered authentic lessons have been shown to have significant advantages over teacher-centered instruction and generate more student interest and less boredom (Jeter et al, 2018).

LEARN currently includes more than 250 published lessons across English, math,

science, and social studies. Curriculum writers will create additional lessons for MY SUCCESS teachers.

### **Phase IV: Student Engagement**

Phase IV will facilitate a series of activities that increase student engagement. These services, built on the structures established in earlier phases, reach students through a cumulative impact of four threads—college experiences, dual enrollment, interactive learning, and mentoring/tutoring.

**College Teams/Experiences** MY SUCCESS will provide a foundation of postsecondary awareness by supporting schools in developing a "college-going culture," which will increase the number of students applying to and attending college. College and career readiness (CCR) activities are facilitated by School College Teams consisting of counselor, teacher, parent, and student representatives. School College Teams plan activities for students and families that provide key CCR academic, behavior, and awareness information. A campus visit is an annual requirement for the School College Team. Each cohort student will visit five PSE sites throughout their middle and high school career. Each year's visit targets an element of college life, degree path, or career in an interactive experience that has students exploring the campus, interacting with college mentors, and receiving specific information (entrance requirements, degree paths, cost, scholarship and financial aid options) about each campus. In addition to the college visit, School College Teams will provide student and family events that align to and promote federal and state recommended timelines and milestones for middle and high school students as they consider PSE.

**Dual Enrollment** MY SUCCESS will provide students with an opportunity to earn college-level mathematics credit through Statway for Seniors, a dual enrollment, co-requisite course to earn on-level, college mathematics credits. Statway for Seniors is an innovative approach to give students on the cusp of college readiness a transitional

strategy to avoid the "academic-death sentence" of remediation and reap the opportunity to earn an on-level college mathematics credit.

**Interactive Learning** Game-based learning (GBL) can aid in comprehension, reflection, evaluation, and inquiry, allowing learners to explore the cause and effect between elements. Serious games are well-suited for deep learning environments, which are the tenets of authentic, inquiry-based instruction and the foundation of K20's GBL deliverables. The K20 Center has produced 18 GBL titles that have generated more than 56,373 hours of student-engaged learning. MY SUCCESS students will have the opportunity to engage with the existing games as well as additional titles that will be produced that address STEM awareness and college access. One of these games, AWARE (Applied Weather Academics and Readiness Experiences), will ask students to assume the role of an emergency manager tasked with designing a weather-ready response plan for a community-based event. Another game will be part of a larger computational thinking curriculum intended to introduce students to the concepts that underlie the computer science field.

**Mentoring and Career Exploration** A national sample of 7th to 12th graders found that students who reported experiencing a mentoring relationship demonstrated increased high school completion, college attendance, employment, self-esteem, and life satisfaction (DuBois et al., 2011). A mentoring coordinator will work with cohort schools to identify students' needs and match them with a research-based School-Based Mentoring (SBM) program.

MY SUCCESS will also provide career mentoring through three related initiatives--Career Expo Week, Care Cafés, and College2Career Forums. Through these initiatives, students will gain exposure to a variety of careers, identify their own potential career path and understand the steps it will take to pursue that career, and interact with professional career mentors in small group settings.

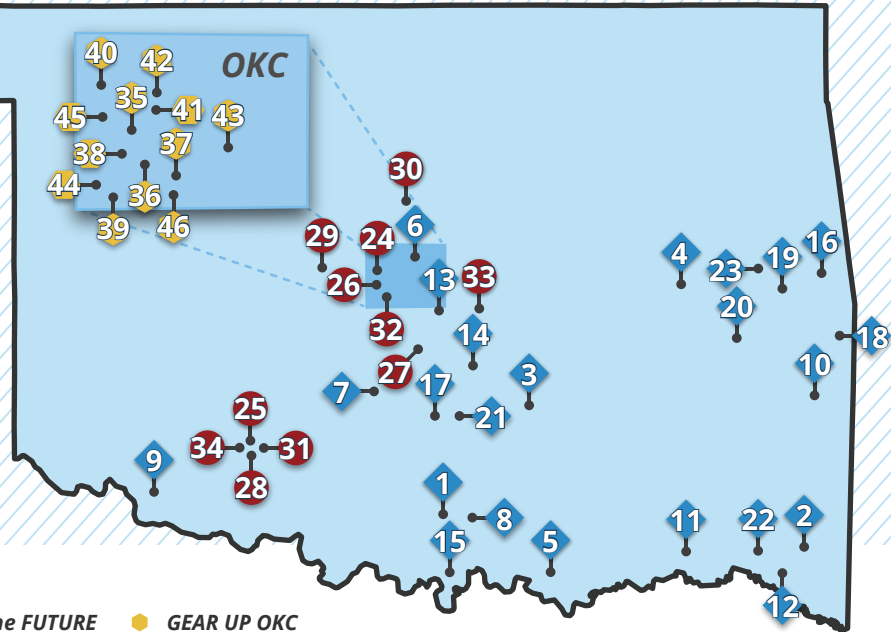
# Map of Current Cohort Schools

- 1 Ardmore Middle School
- 2 Rector Johnson Junior High, *Broken Bow*
- 3 Byng Middle School
- 4 Checotah Middle School
- 5 Colbert Middle School
- 6 Crooked Oak Middle School, *Oklahoma City*
- 7 Dibble Middle School
- 8 Dickson Middle School
- 9 Frederick Middle School
- 10 Heavener Elementary School

- 11 Hugo Middle School
- 12 Idabel Middle School
- 13 Little Axe Junior High
- 14 Macomb Elementary School
- 15 Marietta Middle School
- 16 Muldrow Middle School
- 17 Pauls Valley Junior High
- 18 Pocola Middle School
- 19 Tommie Spear Middle School, *Sallisaw*
- 20 Stigler Middle School

- 21 Stratford Middle School
- 22 Valliant Middle School
- 23 Vian Middle School
- 24 Capps Middle School, *Putnam City*
- 25 Central Middle School, *Lawton*
- 26 Cooper Middle School, *Putnam City*
- 27 Curtis Inge Middle School, *Noble*
- 28 Eisenhower Middle School, *Lawton*
- 29 Etta Dale Junior High, *El Reno*
- 30 Guthrie Junior High

- 31 MacArthur Middle School, *Lawton*
- 32 Santa Fe South Middle School, *Oklahoma City*
- 33 Shawnee Middle School
- 34 Tomlinson Middle School, *Lawton*
- 35 Belle Isle Enterprise Middle School
- 36 Classen School of Advanced Studies
- 37 Douglass Mid-High School
- 38 Emerson Alternative School
- 39 Jefferson Middle School
- 40 John Marshall Mid-High School
- 41 Northeast Academy
- 42 Oklahoma Centennial Mid-High School
- 43 Rogers Middle School
- 44 Roosevelt Middle School
- 45 Taft Middle School
- 46 Webster Middle School



The **K20 Center for Educational and Community Renewal** is a statewide education research and development center at the University of Oklahoma that promotes research-based innovative learning through school-university-community collaboration.

3100 Monitor Avenue, Suite 200 | Norman, Oklahoma 73072-7808 | (405)325-1267 | [k20center@ou.edu](mailto:k20center@ou.edu)