“Engaging middle and high school students and their families in obtaining information, learning strategies, and participating in experiences that help prepare students for college and/or life success.”

“Involucrando estudiantes de secundaria y preparatoria y sus familias para obtener la información, estrategias de aprendizaje, y la participación en experiencias que ayudaran a preparar a los estudiantes para el colegio y/o el éxito de la vida.”
Early Outreach Partnership Staff:

Genoveva Morales-Ledesma  
Principal Investigator, Early Outreach Partnership  
Director, Early Outreach Programs  
Washington State University Tri-Cities  
Richland, WA  
(509) 372-7308  
gmorales@tricity.wsu.edu

Loueta Johnson  
Director, Two Valleys-One Vision GEAR UP  
University of Washington  
Toppenish, WA  
(509) 865-8670  
johnsonl@u.washington.edu

Gretchen Hormel-Tomkins  
Development Specialist  
GEAR UP Program Coordinator  
Walla Walla Community College  
Walla Walla, WA  
(509) 524-5163  
ghormel-tomkins@earlyoutreach.wsu.edu

Lupe Mota  
Education Specialist  
WSU Tri-Cities Early Outreach Program  
Richland, WA  
(509) 372-7263  
lmota@earlyoutreach.wsu.edu

Jose Ramirez  
Office of Minority Affairs & Diversity  
University of Washington  
Seattle, WA  
ramirezz@u.washington.edu

Beverly Vifian  
Project Team Leader  
Early Outreach Partnership  
Ellensburg, WA  
(509) 925-2607  
vifianbb@fairpoint.net

Michael Romero  
Program Coordinator  
Early Outreach Partnership  
University of Washington  
Toppenish, WA  
(509) 865-8670  
romero21@u.washington.edu

Daniel Amos  
Former Director  
Early Outreach Partnership  
Washington State University Tri-Cities

Early Outreach Partnership is funded by:

For permission to duplicate any materials in this publication, inquiries should be directed to Genoveva Morales-Ledesma.
This project is the result of a mutual vision of three GEAR UP program directors in Washington State who met on a monthly basis to share ideas, successes and challenges in an effort to establish meaningful early outreach programs and activities. We were treading on relatively new ground with the idea of college preparation starting no later than the sixth grade level. Although many school staff members quickly embraced the need for early college preparation, there were those who were not at all convinced. We realized that we had a lot of work to do.

Our meeting exchanges were characterized by such questions as, “what are you doing to make college visits meaningful for 6th graders; what are you using for interest inventories for middle school students; how are you providing staff development for raising student expectations?” As we discussed issues, and began to collegially “steal” ideas from each other, we began to recognize the need for pooling resources so that others could benefit from the knowledge and experience of current practitioners without having to re-invent the wheel.

The dream of creating a one-stop website where promising early outreach practices could be shared came to fruition through a College Spark Foundation grant. Washington State University and the University of Washington teamed to write a grant application for a three-year project to collect successful practices in one location so that new practitioners would have a ready resource to begin their programs.

It is our hope and expectation that the information contained in these guides and on the Early Outreach Website will be the “spark” that ignites new and even better ideas. The guides include both detailed accounts of promising practices that have been tried, as well as thumbnail descriptions of potential ideas that are just being implemented. The goal is to create a “hub” where those in the field have a place to share successes and challenges and establish a network for continuing to evolve programs that work to ensure that students are academically, socially and emotionally prepared to enroll in post-secondary education programs when they graduate from high school.

We want to thank all of our GEAR UP colleagues, program supervisors, middle and high school teachers and counselors, parents, principals, superintendents, and college staff who took the time to talk with us about their perspectives on early outreach and who provided insights on developing successful strategies. We have made great strides in providing quality programs and experiences for our students and we look forward to continuing the effort together, to develop, refine and sustain the innovations that have been and will be implemented.
INTRODUCTION TO PROMISING PRACTICES

With the help of GEAR UP and other grants, colleges and schools throughout Washington State have over ten years of focused early outreach experience and success. It is time to share promising practices with others.

This hard copy collection of Promising Practices provides a record of what is serving as a spring board for the technical support website that was launched on February 26, 2010. Meeting the demands of our technological world and ever evolving needs, the Early Outreach Website serves as the lasting legacy for this project.

You are invited to access information and contribute ideas to the website at:

http://depts.washington.edu/omad/wseop/

Many thanks to College Spark Washington for providing the grant to WSU GEAR UP and UW GEAR UP that made this work possible.

Genoveva Morales-Ledesma
Principal Investigator, Early Outreach Partnership and Director, Washington State University Tri-Cities Early Outreach Programs
TABLE OF CONTENTS

PROMISING PRACTICES—THUMBNAIL DESCRIPTIONS
These “thumbnail” descriptions provide an “at-a-glance” overview of the purpose and basic activities involved, with contact information for users who want additional details.

- Elementary/Middle School.......................................................... Pages 9-12
- High School................................................................................. Pages 13-18
- Parent Outreach........................................................................... Pages 19-20
- College Campus Visits............................................................... Pages 21-24

PROMISING PRACTICES—DETAILED DESCRIPTIONS
These descriptions provide a step-by-step, detailed guide for implementing the promising practice described in selected thumbnail DESCRIPTIONS.

Elementary/Middle School:
- High School and College Advisory............................................ Page 25
- LIGO Hanford Observatory......................................................... Page 27
- 8th Grade Career Showcase......................................................... Page 29
- Summer Academy....................................................................... Page 31
- Youth Radio Project.................................................................... Page 33
- Rise Up Camp: Students to Lead and Succeed.......................... Page 35
- Digital Camera Camp................................................................. Page 39
- Bridges Summer Tech Camps....................................................... Page 43
- After School Tutoring Clubs......................................................... Page 45
- After School Programs................................................................. Page 47
- Building Tutoring Programs....................................................... Page 49
- Daytime Tutoring...................................................................... Page 51
- McClure University.................................................................. Page 53
- Transition to 9th Grade Videos.................................................. Page 55

High School:
- Math Coaching Program.............................................................. Page 57
- CATS Web Academy................................................................. Page 59
- GEAR UP College Resource Toolboxes..................................... Page 61
- Wolf Pack Peer Mentor Program............................................... Page 65
- International Speaker Series...................................................... Page 67
- Electronic Portfolios.................................................................. Page 73
- 10th Grade Blue-Skying............................................................. Page 77
- College Credit-Tutoring Training Program............................... Page 81
- No Senior Left Behind…the 100% Challenge............................. Page 89
- LINK’s Freshmen Orientation..................................................... Page 95
- Enhanced High School Counseling............................................ Page 99
- GEAR UP College Preparation Assistants (CPA’s)...................... Page 101
TABLE OF CONTENTS

PROMISING PRACTICES—DETAILED DESCRIPTIONS (contd.)

Parent Outreach:
  Abriendo Puertas (Opening Doors).................................................. Page 105
  University of Washington’s Parent Academy................................. Page 109
  GEAR UP 4 Families’ Academy Trip........................................... Page 113
  Bagels and Bucks........................................................................... Page 117
  GEAR UP/PTO Recognition Family Night..................................... Page 119
  “Education is the Future” at a university..................................... Page 121
  Parent Academy Path to Financial Aid......................................... Page 125

College Campus Visits:
  Elementary School/Middle School:
    Math and Science Camp at WSU Tri-Cities.................................. Page 129
    I’m Going to College Campus Events........................................ Page 133
    Kid’s College at Walla Walla Community College....................... Page 137
  Middle and High School Combined:
    UW in a Day at Toppenish Middle School.................................. Page 139
    Academic Summer Academies at Columbia Basin College........ Page 141
    Lessons Learned in Early Outreach at Washington State University. Page 143
  6th Grade Events:
    Science and Leadership Camp at Central Washington University....Page 147
    The Signature Project-How will YOU make your mark?
    at Walla Walla Community College........................................ Page 151
  7th Grade Events:
    Time to Experience Campus Life and Programs
    at Whitman College...................................................................... Page 155
    Global Voices at Central Washington University........................ Page 157
    You can go to college! at Evergreen State College........................ Page 159
    Pop Culture Festival at Central Washington University............ Page 163
  7th Grade Cohort Campus Visits at Eastern Washington University...Page 165

High School Transition Events:
  Charting your Course for Success at Walla Walla
  Community College......................................................................... Page 169

9th Grade Events:
  9th Grade Career & College Fair at Colville Institute
  for Extended Learning............................................................... Page 173
  Destination: Healthcare at Big Bend Community College............. Page 175

10th and 11th Grade Events:
  U-DOC at the University of Washington....................................... Page 177

ACKNOWLEDGEMENTS
This page is dedicated to extend our gratitude to those who supported this endeavor with their time and project participation – helping early outreach move beyond promising practices and become standard practice.

Page 181
### HIGH SCHOOL AND COLLEGE ADVISORY

**Target**: Middle School Students  
**Purpose**: Explore careers and prepare students for high school coursework.  
**Activities**:  
- Complete the PSSS and learn to interpret results.  
- Explore careers and the costs of college.  
- Current high school students speak about the ins and outs of their freshman year.  
**Results**: Students learn the terminology they need to know for post-secondary education, and how to understand PSSS results.  
**Contact**: Marika Tomkins, Pioneer Middle School  
(509) 526-8621  
mtomkins@earlyoutreach.wsu.edu  

More information on page: 25

### LIGO HANFORD OBSERVATORY

**Target**: Middle School Students  
**Purpose**: Students have hands-on experiences with science and math in a professional setting.  
**Activities**:  
- Tour LIGO Observation Center, Laser Tube, Physics exploration.  
- Hands-on activities and exhibits to explore light, gravity, waves and the galaxy.  
- Meet with a real scientist or engineer.  
**Results**: Students experience practical applications of math and science and are motivated to pursue careers in these areas.  
**Contact**: Dale Ingram, LIGO Hanford Observatory  
(509) 372-8248 ingram_d@ligo-wa.caltech.edu

More information on page: 27

### 8TH GRADE CAREER SHOWCASE

**Target**: 8th Grade Students and Parents  
**Purpose**: Teach students how to research their interests and improve their public speaking abilities.  
**Activities**:  
- Students research and prepare a presentation on a chosen career.  
- Students compete for opportunity to present at the regional Career Showcase.  
**Results**: Students learn through research and develop sophisticated presentation skills for authentic audiences.  
**Contact**: Leroy Werkhoven, NLA Group  
(509) 877-9906 leroywerkhoven@nlagroup.com

More information on page: 29

### SUMMER ACADEMY

**Target**: Middle School Students  
**Purpose**: Provide students the opportunity to explore careers in science and math.  
**Activities**:  
- Three-week workshop.  
- Field trips, photo journaling, experiential lessons, use of engineering software and equipment.  
**Results**: Students were able to learn what it takes to have a career in math, science and engineering and explore the LIGO Hanford Observatory, Water Treatment Plant and Wastewater Facility.  
**Contact**: Dan See, John Sager Middle School  
(509) 525-5300 dsee@earlyoutreach.wsu.edu

More information on page: 31

### YOUTH RADIO PROJECT

**Target**: Middle School Students  
**Purpose**: Develop high educational and career goals.  
**Activities**:  
- Gather news about GEAR UP and community related topics and events for radio and media production.  
**Results**: Knowledge in radio and media production.  
**Contact**: Carlos Bejar, Skagit Valley College  
(360) 416-7990 carlos.bejar@skagit.edu

More information on page: 33

### RISE UP CAMP: STUDENTS TO LEAD & SUCCEED

**Target**: Students, Ages 12-18  
**Purpose**: Provide experiential learning program designed for youth to develop their leadership skills.  
**Activities**:  
- Large and small group activities for five days.  
**Results**: Increased student leadership, self-confidence, arts experience, collaborative and creative thinking.  
**Contact**: Kat Vellos, Yakima Valley GEAR UP Program  
(206) 938-6090

More information on page: 35
<table>
<thead>
<tr>
<th>DIGITAL CAMERA CAMP</th>
<th>BRIDGES SUMMER TECH CAMPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target:</strong> Middle School Students</td>
<td><strong>Target:</strong> Middle School Students</td>
</tr>
<tr>
<td><strong>Purpose:</strong> Interest middle school students in technology and its uses for academic learning and professional careers.</td>
<td><strong>Purpose:</strong> Develop students’ creativity, multicultural intelligence, writing, and technology skills.</td>
</tr>
</tbody>
</table>
| **Activities:**  
- Students went through the Kodak website which listed the top ten tips for successful photography.  
- Students completed photo collages.  
- Students learned how to add music, special effects.  
- Students learned how to format photos and graphic design to tell a story. | **Activities:**  
- Students participate in thematic morning field trips, write about their findings and create web pages. |
| **Results:** Students ultimately composed photo stories applying the technological skills they learned; they saw applications to other academic subjects. | **Results:** At the culmination of the camp, students post their final work on the Bridges website so they can all share and comment on other students’ work. |
| **Contact:** Rachel Weaver, Chief Moses Middle School, (509) 766-2661 rweaver@earlyoutreach.wsu.edu | **Contact:** Lisa Garcia-Hanson, Central Washington University (509) 963-1111 garciahl@cwu.edu |
| *More information on page: 39* | *More information on page: 43* |

<table>
<thead>
<tr>
<th>AFTER SCHOOL TUTORING CLUBS</th>
<th>AFTER SCHOOL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target:</strong> GEAR UP Students</td>
<td><strong>Target:</strong> Middle School Students</td>
</tr>
<tr>
<td><strong>Purpose:</strong> Provide students necessary tutoring while developing interests in activities and clubs.</td>
<td><strong>Purpose:</strong> Provide academic tutoring to students who need special help in Math, Science, English and Health.</td>
</tr>
</tbody>
</table>
| **Activities:** Several clubs were organized: Mental Karate, Game Club, Multicultural Club, Theater Club, Community Service Club, Health & Fitness Club, and Science Club. | **Activities:**  
- Tutoring offered four days a week.  
- Busing provided after tutoring concludes. |
| **Results:** The program provided students with additional academic assistance while engaging them in extracurricular learning activities. | **Results:** More students were able to benefit with the provision of transportation home after the program ends. |
| **Contact:** Tenya Moravec Sunnyside School District, (509) 837-2601 tenya.moravec@sunnyside.wednet.edu | **Contact:** Janay Schutz, Toppenish School District, (509) 865-3370 jschutz@toppenish.wednet.edu |
| *More information on page: 45* | *More information on page: 47* |

<table>
<thead>
<tr>
<th>BUILDING TUTORING PROGRAMS</th>
<th>DAYTIME TUTORING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target:</strong> Students who are performing below academic standards</td>
<td><strong>Target:</strong> Middle School Students</td>
</tr>
<tr>
<td><strong>Purpose:</strong> To train tutors (high school, college students, and community volunteers) to provide the necessary tutoring according to the Socratic tutorial model.</td>
<td><strong>Purpose:</strong> To assist and provide service to all cohort students, not just students that are involved in the after school tutoring program.</td>
</tr>
</tbody>
</table>
| **Activities:** Tutors are trained to model positive behaviors and academic attitudes, as well as address the need for tutoring to students that are on house arrest. | **Activities:**  
Tutors were incorporated into the regular class schedules, instead of focusing on students that came after school. Tutors that were directly knowledgeable of subjects assisted students during regular school hours and after lessons to assure they understand the information. |
| **Results:** A different segment of the student population is addressed and the ability for these students to retrieve credits to be on better track for graduation. | **Results:** Teachers were willing to open their classrooms during the day to the tutors who helped students to understand the lessons and homework, which in turn helped them target students in smaller numbers for more focused attention. |
| **Contact:** Becky Wilson, Kiona-Benton School District, (509) 588-2073 bwilson@earlyoutreach.wsu.edu | **Contact:** Lori Febus, Granger GEAR UP, (509) 854-1515 |
| *More information on page: 49* | *More information on page: 51* |
### BRIDGES CULTURAL EVENTS

**Target:** Middle School Students  
**Purpose:** Develop cultural awareness in students and improve communication and technology skills.  
**Activities:** Students experience small group activities in a full day workshop at CWU or on the school campus, and participate in themes such as: hip hop poetry and song, Day of the Dead, College Majors Fair, film festival and “Where will I be in Ten Years.”  
**Results:** Students become aware of different cultures and activities and then write about their experiences. Their writings are posted on the Bridges website.  
**Contact:** Lisa Garcia-Hanson, Bridges Director, Central Washington University (509) 963-1111 garciahl@cwu.edu

More information on page: 53

### TRANSITION TO 9TH GRADE VIDEOS

**Target:** 8th grade students  
**Purpose:** Create sustainable Freshman transition program and guide for new students.  
**Activities:**  
- Video program is created with input from students, teachers, counselors and administrators with technical help from CWU Media Staff Center and the Bridges program.  
- Video is used to help 8th graders transfer successfully to the ninth grade as a transitional help to new students entering at any time during the high school years.  
- Video includes crucial information on scheduling, studying, rigorous coursework, social networking, “survival” skills and school programs that provide support.  
**Results:** Students are better prepared to succeed in high school and new students are provided crucial information when transferring in the middle of a school year.  
**Contact:** Julie Blohm Grinolds, CWU Okanogan Valley GEAR UP, (509) 963-3961 grinoldj@cwu.edu  
More information on page: 55

### GUESS WHO? SCHOOL INTERACTIVE GAME

**Target:** 8th Grade Cohort/All Middle School Students  
**Purpose:** This “ice breaker” will help students get comfortable with staff and GEAR UP staff and enhance their question-asking skills.  
**Activities:**  
- School staff was informed about activity, which consisted of students guessing their teachers/counselors/administrators college majors, previous careers, college they attended, among other college-oriented trivia factoids.  
- Every week a trivia question appeared in the bulletin for the students to try and guess. The students then would go by the GEAR UP room and put their guess in the box. On Thursday of that week a name was drawn from those who answered correctly to win a prize.  
**Results:** There was good feedback from staff and students. The students learned that they can approach teachers and staff while learning about what college they attended and some fun facts about the staff. It was a good ice-breaker to introduce new teachers and GEAR UP staff to the students.  
**Contact:** Jack Williams Ephrata GEAR UP (509) 754-5285 ext 2205 jwilliams@earlyoutreach.wsu.edu

### HISTORY DAY IN WASHINGTON, DC

**Target:** Middle School Students  
**Purpose:** Students engage with history and learn research and presentation skills; they expand their visions of the larger world in a culminating field trip to Washington, D.C.  
**Activities:**  
- Students complete history day projects.  
- Students compete at local and state levels.  
- Approximately twenty-five students are selected to participate in the event.  
- Students participate in fund-raising activities to raise money for a trip to Washington D. C.  
- Students experience history in the nation’s capital, keep journals, and write a summary of their experiences.  
**Results:** The entire community is involved in raising funds to send students to Washington D.C. Students expand their visions of the larger world. Students present to community and family about the impact of the experience on their future goals.  
**Contact:** Principal, Wahluke Junior High (509) 932-4455

### COMPASS2CAMPUS PROGRAM

**Target:** Middle School Students  
**Purpose:** Identify College Bound Scholarship applicants and team them up with college mentors.  
**Activities:** College mentors meet with middle school students and follow them through high school to encourage academic and social skills.  
**Results:** Students maintain a close relationship with college mentors who monitor their grades and help them stay out of trouble throughout high school so that they are eligible for the College Bound scholarship when they graduate.  
**Contact:** Cyndie Shepard, Western Washington University, (360) 650-3093 cyndie.shepard@wwu.edu

More information on page: 55
HELPING STUDENTS “PREPARE FOR THEIR DREAM”

**Target:** Middle School Students  
**Purpose:** Help students actively pursue a dream by doing research and using technology to learn what various programs can offer them.  
**Activities:**  
- Students “declare” a college/university choice.  
- Students use various media to research the options they have at that school.  
- Students have the option to change schools each of their middle school years.  
- College research projects are displayed in the hallways to show everyone’s future planning.  
- Students receive certificates of acceptance to colleges.  
**Results:** Students learn that college can be a reality for them; they recognize the need to research various colleges beforehand to know if their desired majors are offered. Students learn more about the schools than just knowing their logo, colors and sports teams.  
**Contact:** Doug Kaplicky, Warden Middle School Principal  
(509) 349-2366  
dkaplicky@warden.wednet.edu

LONG-DISTANCE BOOK CLUBS

**Target:** Middle School Students  
**Purpose:** Enhance student reading and analysis with college student facilitators and interactive technology.  
**Activities:**  
- University Technology Departments set up interactive video station in each school.  
- GEAR UP purchases book that students want to read.  
- College mentors also read the book.  
- Mentors on CWU campus interact with students through distance, interactive video sessions.  
- Students are able to discuss what they’ve read, build communication and critical thinking skills and develop relationships with college student role models.  
- Students are able to keep the books when the session ends.  
**Results:** Students engage in high level reading and critical thinking skills and interact with college students as mentors and role models.  
**Contact:** Lisa Garcia-Hanson, Bridges Director, Central Washington University  
(509) 963-1111  
garciahl@cwu.edu

ROADMAP TO COLLEGE!

**Target:** Students and Families  
**Purpose:** Provide information about ten highly rated colleges and universities in Washington and the steps to enroll in these institutions.  
**Activities:** Roadmap to College books provide information and starting points on how to select a college and prepare for enrollment. Institutions include: Art Institute of Seattle, CWU, Gonzaga University, UW, WSU, WSU, among others.  
**Results:** Students and families are more aware of academic offerings, how to apply, and other features that may interest them.  
Visit website to access Roadmap to College Guides:  
http://www.morrowdesignstudio.com/rgi

ACES ACADEMY: AVIATION, CAREERS, ENGINEERING, AND SAFETY

**Target:** 6th –10th Grade Girls  
**Purpose:** In a field in which females are underrepresented, this “camp” provides knowledge and incentive to pursue a career in math and science.  
**Activities:**  
- Three day “camp” where girls stay in dorms and participate in hands-on activities.  
- Projects include rocket building, aviation simulation and engineering concepts.  
- Girls interact with college student mentors majoring in Aviation.  
- Camp culminates in a presentation for staff and parents.  
**Results:** Girls interested in aviation see a career pathway that is possible for them and learn what subjects they will need to take and master to fulfill this career goal.  
**Contact:** Dr. Amy Hoover, CWU Aviation Department  
(509) 963-1111  
hoovera@cwu.edu
**MATH COACHING PROGRAM**

**Target:** High School Students  
**Purpose:** Increase the math achievement levels of high school students.  
**Activities:**  
- Math coaches are hired at each high school for two hours after school, four days a week and during evening and weekend hours.  
- Coaches work closely with math teachers to track student assignments, tests and math standards yet to be mastered.  
- Program closely monitored to ensure that student math performance is significantly increased on assignments, local and state tests.  
**Results:** Students increase their performance levels in math classes and on state math assessments.  
**Contact:** Julie Blohm Grinolds, CWU Okanogan Valley GEAR UP (509) 963-3961 grinoldsj@cwu.edu  

More information on page: 57

---

**CATS WEB ACADEMY**

**Target:** GEAR UP Students  
**Purpose:** Provide education to students from diverse levels of society to strive toward higher education and achievement levels.  
**Activities:** Program included additional education technology and online courses to help students learn more successfully in an online setting. Subjects included reading and math, and a focus on transition-to-work.  
**Results:** Students are self-motivated and become accountable for their work; they explored educational programs that corresponded to their level of literacy, family circumstances and work schedules.  
**Contact:** John Cerna, Assistant Superintendent, Toppenish School District, (509) 865-4455

More information on page: 59

---

**GEAR UP COLLEGE RESOURCE TOOLBOXES**

**Target:** High School Students  
**Purpose:** These toolboxes assist students in organizing materials they collect to help them create their student portfolios and to utilize other college preparation materials.  
**Activities:** Students are provided with a “Toolbox,” which is a portable file box where college planning and preparation materials are stored. Parents and students are given suggestions on how to use it at home, and how easily accessible and useful it is.  
**Results:** Students are more organized with the information they are provided with, as well as are given the ability to go over information with family. It is an accessible resource for both parents and students.  
**Contact:** Wendy Freeman, Evergreen GEAR UP (360) 867-5801 freemanw@evergreen.edu

More information on page: 61

---

**INTERNATIONAL SPEAKER SERIES**

**Target:** High School Students  
**Purpose:** Inform students about the different careers available in the Portland area.  
**Activities:** Program exposed students to socio-cultural environments that are normally not found at home.  
**Results:** Students learned about economic issues, the climate crisis, global health, the criminal justice system in the United States, among and other topics.  
**Contact:** Molly Fahlenkamp, Goldendale GEAR UP, (509) 773-5434, mfahlenkamp@gsd404.org

More information on page: 69

---

**WOLF PACK PEER MENTOR PROGRAM**

**Target:** Freshman Students  
**Purpose:** Train mentors to help freshman students adjust academically and socially to high school.  
**Activities:** Peer mentors shared their knowledge and experience with new students; in turn, the mentors gained the experience and skills needed to become successful mentors and leaders.  
**Results:** Freshmen were provided peer advocates; mentors gained leadership skills.  
**Contact:** Jessica Raigoza, Wapato School District (509) 877-3138 jessicar@wapato.k12.wa.us

More information page: 65

---

**ELECTRONIC PORTFOLIOS**

**Target:** High School Students  
**Purpose:** Provide technological education to students enrolled in the GEAR UP Program.  
**Activities:** Create electronic portfolios with all the best works, journals for keeping track of transcripts, community hours, career searches, cover letters, personal statements, and more.  
**Results:** This program facilitated student access to electronic portfolios since more colleges and universities require electronic formatted admissions.  
**Contact:** Luis L. Cordero, East Valley High School (509) 573-7478 cordero.luis@evsd90.wednet.edu

More information on page: 73
10TH GRADE BLUE-SKYING

**Target:** 10th Grade Students  
**Purpose:** Helped 10th grade students to begin writing their personal statement to apply for post-secondary education institutions. This classroom activity also helped students understand the importance of telling their stories and how significant events in their lives help them towards creating a convincing statement. It also commits students to refine their personal statements the next two years of high school.

**Activities:** College mentors are recruited and trained to lead College Blue-Sky sessions in a high school classroom. One class period is dedicated to introduce high school sophomores to: the college application process, campus life, and setting long-term goals (high school graduation and beyond).

**Results:** High school students complete a first draft of their "Personal Statement" for college applications.

**Contact:** Veronica Gomez-Vilchis, Bridges Program  
(509) 963-1347 gomezv@cwu.edu

*More information on page: 89*

NO SENIOR LEFT BEHIND...THE 100% CHALLENGE

**Target:** High School Seniors  
**Purpose:** Ensure that every senior completes and submits a post-secondary application.

**Activities:**  
-Seniors were identified in terms of needing little, some or much assistance applying for post-secondary education programs.  
-CWU Bridges college students and counseling grad students served as mentors to assist seniors in identifying goals, completing college applications and financial aid requests.  
-Site directors ensured that every senior not only completed an application but, most importantly, submitted it with 98% success.  
-Students were assisted in making contact with colleges after receiving acceptance.

**Results:** More students actually enroll in post-secondary programs.

**Contact:** Beverly Vifian, (509) 925-2607 vifianbb@fairpoint.net

*More information on page: 99*

COLLEGE CREDIT – HIGH SCHOOL TUTOR TRAINING PROGRAM

**Target:** High School Juniors and Seniors  
**Purpose:** Provide trained high school tutors for middle school students.

**Activities:**  
-Junior and senior students prepare for tutoring middle and high school students to enhance academic performance, particularly for students enrolled in rigorous coursework.  
-Student tutors enroll in two courses taught at the Wenatchee Valley Community College or Big Bend Community College and earn college credit; syllabus developed with GEAR UP staff input.  
-Students do a supervised 30-hour tutoring practicum before being assigned as tutors.

**Results:** Middle school students receive consistent, quality tutoring on-site from high school students.

**Contact:** Julie Blohm Grinolds, CWU Okanogan Valley GEAR UP, (509) 963-3961

*More information on page: 95*

GEAR UP COLLEGE PREPARATION ASSISTANTS (CPAS)

**Target:** Middle and high school  
**Purpose:** Provide a direct student service, create nurturing mentorships and build a college-going culture.

**Activities:** College Preparation Assistants keep students on track as they are working on their assignments and meet with them one-on-one to work on specific skills, which include helping students enhance their organization and team-building skills.

**Results:** Students learn to understand their materials by learning from mistakes and from working with other students in a small group setting. It will help them understand how their work applies to college and the real world.

**Contact:** Larry Crowley, Evergreen GEAR UP, Oakville School District, crowlel@evergreen.edu

*More information on page: 101*

ENHANCED HIGH SCHOOL COUNSELING

**Target:** At-risk High School Students  
**Purpose:** Provide students and families with academic, career, and crisis counseling above and beyond.

**Activities:** Provides one-on-one or small group counseling sessions and gives students an opportunity to explore both their strengths and areas where they need to change.

**Results:** Students are informed about post-secondary requirements and how to achieve them.

**Contact:** Sarah Rinaldi, Zillah School District  
(509) 829-5565 rinaldi_s@zsd.wednet.edu

*More information on page: 99*

LINK’S FRESHMEN ORIENTATION

**Target:** 9th Grade Students  
**Purpose:** Freshmen students are provided with support and guidance from upperclassmen.

**Activities:** A variety of activities, including Freshman Orientation, a tailgate party and school dances, are scheduled throughout the school year. These activities provide a continuous LINK to high school programs and activities, connecting freshman students with resources.

**Results:** This program is dedicated to aiding the high school in building a more inclusive school culture, which strengthens the whole student body and contributes to increased student success.

**Contact:** Mike Gwinn & Marika Tomkins, Walla Walla High School  
(509) 527-3020 mgwinn@wwps.org or mtomkins@earlyoutreach.wsu.edu

*More information on page: 81*
### CASE MANAGEMENT
**Target:** 9th, 10th, and 11th Grade Students  
**Purpose:** Provide parents the tools to support their children after high school and help them enroll in a post-secondary education program.  
**Activities:**  
- Site Coordinator does home visits to inform parents about their child’s academic progress and opens dialogue about encouraging their child to be proactive and focus on getting good grades and take challenging courses now, to be prepared for college enrollment in the future.  
- College information materials are provided and explained, such as, financial aid forms, career handouts and scholarship opportunities.  
- Parents have a contact person to call if they have questions.  
**Results:** Parents have developed plans and an educational TIMELINE for their child to follow, along with a TIMELINE for the parent to meet the needed deadlines for college paperwork.  
- Parents have tools at home to work with their child in academics and/or preparation for a post-secondary education.  
**Contact:** Andy Torres, Union Gap School District  
(509) 248-3966 atorres@uniongap.org

### COMPUTER ASSISTED LAB
**Target:** 9th – 12th Grade Students  
**Purpose:** Provide access to computers which therefore gives accessibility to FAFSA activities, college applications, math programs and science references.  
**Activities:** Using the computer lab, students construct and maintain their own portfolios that will be augmented throughout their high school years as they determine their career pathways.  
**Results:** Students and parents are able to track their interests and career pathways and adjust coursework to support a career plan.  
**Contact:** Luis Cordero, East Valley High School  
(509) 573-7500  
Cordero.luis@eysd90.wednet.edu

### MATH SUPPORT
**Target:** 9th Grade Students  
**Purpose:** Provide support to students who need additional help to complete coursework.  
**Activities:**  
- Certificated teacher and Math Coach work with students after school using math manipulatives to give students algebraic hands-on experience specifically aligned with class assignments.  
- Pre-tests are administered showing students’ strengths and weaknesses.  
- A 17 chapter workbook allows students to work at their own pace and at home.  
**Results:** Students who fell behind in the classroom have the extra help and time to catch up so they don’t lose a math credit or get too far behind—which may lead to discouragement and dropping out of school. 35% of students in this after-school program get back on task and move forward.  
**Contact:** Mindy Lopez, Grandview High School  
(509) 882-8772  
mlopez@grandview.wednet.edu

### CWU CORNERSTONE PROGRAM
**Target:** High School Juniors and Seniors  
**Purpose:** Allow students to take college level classes in their high schools to earn college credit.  
**Activities:**  
- High School teachers must possess a master’s degree in their subject area to qualify as a Cornerstone instructor.  
- High Schools apply to offer Cornerstone classes and are approved by CWU Continuing Education Program.  
- Class requirements are identical to Freshmen classes on campus and credits are accepted at colleges in Washington State and many other states.  
- Cornerstone classes are available in Math, English, Foreign Language, History and many other subjects.  
- The program allows students to remain in their own high schools and earn college credit.  
**Results:** Many students who do not want to leave high school to earn college credit can do so in this program. The rigor of the coursework is beneficial for preparing for college regardless of whether students take it for college credit.  
**Contact:** Nancy Budner, CWU Cornerstone Program  
(509) 963-1111 budnem@cwu.edu

### MENTOR/MENTEE PROGRAM
**Target:** High School Students  
**Purpose:** The Mentor/Mentee Program serves as part of a dropout prevention program.  
**Activities:**  
- Each mentor works with students from an advisory class.  
- Mentors provide tutoring support for reading and math.  
- Provide lessons during their advisory period including preparation for the WASL, preparing for college.  
- Provide tips and ideas for succeeding in High School.  
**Results:** Decrease in student dropouts.  
**Contact:** Efrain Quiriz, Wapato High School  
(509) 877-3138 efrainq@wapato.k12.wa.us

### FRESHMEN SYMPOSIUM
**Target:** 9th Grade Students  
**Purpose:** Prepare students at the beginning of their high school years for rigorous high school coursework and college planning.  
**Activities:**  
- Students arrive on CWU campus already divided into four groups of 15-25 students.  
- All students gather in the auditorium to be welcomed by GEAR UP, NLA and University staff.  
- Groups rotate through four 25 minute workshops: Impact of Your High School Transcript; College Is Affordable: Financial Options and the FAFSA; De-mystifying the SAT: It’s for Everyone; and The Personal Statement: First Draft.  
- Students have lunch in the Student Union Building  
- The day culminates with CWU campus tours led by college student mentors.  
**Results:** Students begin their freshman year with crucial information to succeed in high school and be ready for college in the future. They interact with college students and become familiar with a college campus.  
**Contact:** Northwest Learning and Achievement Group  
(509)-877-9906
AFTER SCHOOL TUTORING PROGRAM

Target: 9th - 11th Grade Students
Purpose: To get students caught up in school and prevent them from being referred to the alternative school for credit retrieval.
Activities:
- Students meet in the library after school through referral from the counselors and or teachers.
- All students meet in a certain section in the library where they are given the assistance they need in math, science, English or Computers.
- The program is staffed with two certificated teachers, a librarian and two college tutors to address various curriculum subjects.
Results: Teachers and counselors have seen fewer students dropping out of school and fewer students being referred to the alternative school.
Contact: Lola Cezia, Toppenish High School (509) 865-8255 lceja@toppenish.wednet.edu

AFTER SCHOOL TUTORING 9TH & 10TH GRADE

Target: 9th and 10th Grade Students
Purpose: Help students with additional opportunities to seek and receive homework assistance and academic support in core content areas.
Activities:
- 4 separate classrooms that target a specific subject such as math, science, English, and history.
- A certificated instructor and a tutor for each classroom.
- Alignment of homework with curriculum assignments.
Results: 9th and 10th grade teachers saw an increase in the math, science, English and history test scores with specific focus on coursework. 80 to 100 students participated in the after school program.
Contact: Tenya Moravec, Sunnyside High School (509) 837-2601 tmoravec@sunnyside.wednet.edu

STUDY TABLES

Target: High School Students
Purpose: Help students’ complete homework and earn credit in classes where frequent tardiness has resulted in loss of credit.
Activities:
- After School tutoring for homework.
- Facilitated by certificated teacher.
- Math tutor helps with content, organizational and study skills.
- Parent can go online to track student progress.
- Various teachers rotate in and out of sessions to cover multiple subject expertise.
- Students with excess tardy/absences are required to attend.
Results: More students are on track for timely graduation.
Contact: Molly Fahlenkamp, Goldendale GEAR UP, 50-773-5434, mfahlenkamp@gsd404.org

TUTORING/MENTORING

Target: High School
Purpose: Provide tutoring and mentoring to students during non-school hours.
Activities: Certificated teachers provided tutoring and mentoring in the areas of math, science, reading and writing.
Results: Teachers saw improvement in academic performance and student attitude. Certificated staff had an insight into student needs beyond what an outside tutor provides; they related to the students on a more personal level with firsthand knowledge of their academic needs.
Contact: Sara Rinaldi, Zillah High School (509) 829-5565 Rinaldi_s@zsd.wednet.edu

DURING/EXTENDED DAY TUTORING PROGRAM

Target: High School Students
Purpose: Provide work study tutors for reading and math classes to assist the students during class as well as in the extended day program.
Activities: Tutors assist students with daily work and also provide mentorship throughout the school year by being a role model and discussing what it takes to prepare for post secondary education.
Results: Students increased test scores and/or completing work in a timely fashion along with keeping up with the class in these core classes of math and reading.
Contact: Efrain Quiroz, Wapato High School (509) 877-3138 efrainq@wapato.k12.wa.us

INTERSESSION/SUMMER PROGRAM

Target: 9th and 10th Grade Students
Purpose: Provide academic assistance during school breaks and summer school.
Activities: Teachers and tutors focus on math, science, ELL, post secondary education, college and educational visits, and continuing work with the regular school day core classes.
Results: All the skills the students learned during intersession helped with homework completion and healthy lifestyles that contributed to their success in high school.
Contact: Lori Febus (509) 854-1003 febusl@gsd.wednet.edu
### SCHOOL-TO-WORK CONNECTIONS

**Target:** High School Students  
**Purpose:** Connect students to community-related professionals to expose them to different career paths and see relevance to classroom curriculum of math, science, engineering, and technology.  
**Activities:** The career center schedules college representatives once a week throughout the year. Professional speakers in core fields are scheduled once a month throughout the year. Students are encouraged to register for classes with work experience, and increase involvement in clubs throughout the year. All cohort students are encouraged to attend MVHS Career Fair/SVC Career Fair with transportation provided.  
**Results:** Students are exposed first hand to professionals in a career of interest. This helps a student focus on his/her area of discipline while finishing high school and entering into post secondary education. Students are able to ask questions regarding the professional’s struggles and successes.  
**Contact:** Karen Bruno, Mount Vernon High School  
(360) 428-6110 ext. 3035  
kbruno@mv.k12.wa.us

### GEAR UP GRADUATION SPECIALIST

**Target:** High School Students  
**Purpose:** Make contact with high-risk students who have failed one or more courses throughout their high school career. Make continuous communication with the student, their parents and any adult that is directly involved in their education.  
**Activities:**  
- Counsel students and parents regarding educational issues.  
- Counsel individuals to help them understand and overcome personal, social or behavioral problems affecting their educational or vocational situations.  
- Maintain accurate and complete student records by district policies and administration regulations.  
- Provide crisis intervention to students when difficult situations occur at school.  
**Results:** The graduation specialist has helped with parent contacts, parent meetings. The graduation rate has improved, dropout rate decreased, Has helped to identify those kids who are at a high risk of failing or credit deficient. Several high schools’ at-risk students are now back on track to graduate.  
**Contact:** Lola Ceja, Toppenish High School  
(509) 865-2730  
lceja@toppenish.wednet.edu

### ACADEMIC, CAREER COUNSELOR

**Target:** High School Students  
**Purpose:** Provide counseling services to students and their families.  
**Activities:** Counselor provided direction on post-secondary opportunities, entrance exams, financial aid, scholarships, WASL, state and local graduation requirements; provided crisis intervention for families and students on drug and alcohol prevention and intervention, and conflict resolution.  
**Results:** Students felt better about themselves and their potential; families became more involved with their child’s education. Conflicts in the home decreased, which helped in the academic performance of students.  
**Contact:** Sara Rinaldi, Zillah High School  
(509) 829-5565  
Rinaldi_s@zsd.wednet.edu

### VIDEO PRODUCTION CLASS

**Target:** 9th-11th Grade Students  
**Purpose:** Introduce High School Students to career opportunities in the field of telecommunication.  
**Activities:**  
- Provide a telecommunication class that offers students career opportunities in both the professional and technical realms.  
- Video production provides different levels of career entry at the post-high school, the two/four year college, and graduate school levels.  
- Program provides hands-on application in the use of cameras, lighting equipment, computer programs for editing digital filming and audio clips.  
**Results:** The class facilitated students’ access to college or post-secondary education by providing a hands-on curriculum that resulted in work ready for journalistic presentation.  
**Contact:** Luis Cordero, East Valley High School  
(509) 573-7500  
cordero.luis@evsd90.wednet.edu
### MULTI-MEDIA CENTER

**Target:** High School Students  
**Purpose:** Provide a variety of equipment to students and help complete their homework and other class projects.  
**Activities:** Students gather in library after school to utilize a variety of equipment such as advanced software and video/media production equipment and computers in order to complete required projects.  
**Results:** Students completed projects in a high tech mode as compared to basic paper and pencil. Students received higher grades and learned more advanced technology that focused on careers and higher education.  
**Contact:** Efrain Quiroz, Wapato High School  
(509)877-3138  
efrainq@wapato.k12.wa.us

### ACES ACADEMY: AVIATION, CAREERS, ENGINEERING, AND SAFETY

**Target:** 6th–10th Grade Girls  
**Purpose:** In a field in which females are underrepresented, this “camp” provides knowledge and incentive to pursue a career in math and science.  
**Activities:**  
- Three day “camp” where girls stay in dorms and participate in hands-on activities.  
- Projects include rocket building, aviation simulation and engineering concepts.  
- Girls interact with college student mentors majoring in Aviation.  
- Camp culminates is a presentation for staff and parents.  
**Results:** Girls interested in aviation see a career pathway that is possible for them and learn what subjects they will need to take and master to fulfill this career goal.  
**Contact:** Dr. Amy Hoover, CWU Aviation Department  
(509) 963-1111  
hoovera@cwu.edu

### COLLEGE FAIR

**Target:** High School Students  
**Purpose:** Inform students and parents about a variety of colleges and universities, what they have to offer and how to enroll.  
**Activities:** Several colleges throughout the state presented what their schools had to offer in course work and what preparation is required to apply to their schools. Their presentations provided details about the application process, entrance requirements and financial aid.  
**Results:** Students and parents were able to learn about college and universities beyond the local area and gain insight into specialties of universities around the state.  
**Contact:** David Mendoza, Mabton High School  
(509) 894-4951  
mendozad@mabton.wednet.edu

### IMAGINE U @ WSU

**Target:** High School Students  
**Purpose:** Students gain information on admission requirements to WSU, WSU Tri-Cities, and Heritage University and learn about financial aid and scholarship hunting.  
**Activities:** Students were given surveys about what they were most interested in learning from the Imagine U event. Students received a large amount of information on higher education, choosing a career, and getting themselves into and paying for college.  
**Results:** Students felt strongly that these presentations provided by WSU or other staff members were the most beneficial. This day-long event helped connect all students with a major Washington college, gave them information about WSU and general college-going facts, and enhanced the college-going culture of our high school.  
**Contact:** Lola Ceja, Toppenish High School  
(509) 865-2730  
lceja@toppenish.wednet.edu
ABRIENDO PUERTAS (OPENING DOORS)
Target: Parents
Purpose: Introduce parents to materials developed by Texas A&M including curriculum that helps parents understand adolescent growth and development, and recognize the roles they play in helping their students to graduate from high school.
Activities: Parents participate in a series of training sessions covering various materials on high school and college subjects.
Results: Parents are more aware of how they can enhance communication with their students and help their children prepare to go to college.
Contact: JR Gomez, WSU Early Outreach Program; (509) 372-7288 jrgomez@earlyoutreach.wsu.edu
More information on page: 105

UW’S PARENT ACADEMY
Target: Parents
Purpose: Have parents be better prepared to be involved in their children’s education.
Activities:
- During a series of 4 days, parents are involved in the learning of resources for their students when they enter high school and college.
- Community support networks are introduced to give guidance to parents outside of these sessions.
- Lets parents know of the importance of their involvement and their expectations for their children.
Results: Parents are aware of the availability of resources as well as community support.
Contact: Dori Baker, GEAR UP 4 Families Program, (509) 654-4379 doribaker@charter.net
More information on page: 109

GEAR UP 4 FAMILIES ACADEMY TRIP
Target: Middle/High School Students and Parents
Purpose: Give parents and students the opportunity to visit a university to see firsthand where students live, study and work.
Activities:
- Parents that graduated from the GEARUP4 Families Parent Academies visited the University of Washington including the UW School of Medicine and Office of Minority Affairs and Diversity.
- Listened to presentations by members of the UW Latino Medical Program.
Results: Parents and students received further training in college financial aid, experienced a college campus, and were taught about alcoholism, anatomy, and pathology by UW’s own Latino medical students.
Contact: Dori Baker GEAR UP 4 Families Programs, 509-654-4379 doribaker@charter.net
More information on page: 113

BAGELS AND BUCKS
Target: Parents
Purpose: For parents to learn early how to pay their children’s post-secondary education.
Activities:
- Before school workshops to accommodate the parents that are not available in the evenings as well as teachers and administrators.
- Community programs came to speak about ways to pay from Banks, Scholarship programs, and Community Colleges.
- Sessions were offered in the spring, since it was most convenient for parents, students, teachers and the school.
Results: Parents were informed on how they can prepare to pay for college as well as gave parents
Contact: Marika Tomkins, Pioneer Middle School (509) 526-8621 mtomkins@earlyoutreach.wsu.edu
More information on page: 117

GEAR UP/PTO RECOGNITION FAMILY NIGHT
Target: Middle School Students and Parents
Purpose: Provide an incentive for students to perform well in school, and to involve parents in the process of encouraging their children to make academic achievements.
Activities: Monthly and annual recognition of academic achievements of students and involve parent participation.
Results: There was an increase of parent participation and it was a tool to build a better relationship between student and parent. Students were awarded to strive for their future academic improvement and success.
Contact: Lola Ceja, Toppenish School District (509) 865-8008 lceja@toppenish.wednet.edu
More information on page: 119

“EDUCATION IS THE FUTURE” AT A UNIVERSITY
Target: 8th Grade Students and Parents
Purpose: Inform parents about what they can do to prepare their children for higher education.
Activities: Workshops about how to budget, financial aid, what to do to prepare to college, but incorporating parents into the learning process.
Results: Parents are informed on the resources and steps to get their children to aspire to college and how to get there.
Contact: JR Gomez, WSU Early Outreach Program (509) 372-7288 jrgomez@earlyoutreach.wsu.edu
More information on page: 121
PARENT ACADEMY PATH TO FINANCIAL AID

**Target:** Parents

**Purpose:** Provide the tools that will help parents have an understanding of the requirements their children need to gain admission to post-secondary education

**Activities:** Evening class sessions were taught by other parents and learned about critical factors in determining four-year admissions, including high school requirements.

**Results:** Parents were more aware of how to guide their children towards academic achievement and college.

**Contact:** Dori Baker, GEAR UP 4 Families Program, (509) 654-4379 doribaker@charter.net

**More information on page:** 125

FAMILY DAY CONFERENCE

**Target:** 9th-12th Grade Students and Parents

**Purpose:** Provide access for families to college and community resources through a college/resource fair.

**Activities:** Multiple workshops were available for families to attend throughout the day including financial aid, college readiness, college entrance requirements, college entrance exams, citizenship requirement and other related topics.

**Results:** 9th-12th graders and parents experienced a vast amount of information about the first steps in applying to a college and the needed requirements while in high school. Parents walked away with a better understanding of how to fill out a financial aid form and to succeed on college entrance exams. Parent and students found many more resources to tap into while preparing for college.

**Contact:** Tenya Moravec, Sunnyside High School (509) 837-2601 tmoravec@sunnyside.wednet.edu

“EDUCATION IS THE FUTURE” AT A H.S.

**Target:** Middle and High School Students & Parents

**Purpose:** A collaboratively coordinated effort of partners to host an educational and informational conference.

**Activities:** The conference covered a variety of breakout sessions in both English and Spanish. The conference offered students and parents the opportunity to experience firsthand how to learn about college planning strategies and college selection process. Presenters highlighted important college planning resources and web pages that were determined indispensable for students’ success. The walk-through of college planning websites to parents and students added a different informational aspect to the conference versus just informing participants about the educational resources and opportunities available via educational handouts.

**Results:** Through this conference we were able to educate parents and students on how the whole college wheel spins by giving them a vast amount of information on college readiness.

**Contact:** Mindy Lopez, Grandview High School (509) 882-8772, mlopez@grandview.wednet.edu

GEAR UP PARENT INVOLVEMENT COMMITTEE

**Target:** 9th-12th Grade Parents

**Purpose:** Coordinate parent activities to minimize the number of meetings and maximize value of involvement for parents and staff.

**Activities:**
- Grandview School District service providers (GEAR UP, 21st Century, Parent Volunteer Coordinator, Building Bridges, Dropout Prevention Specialist and Title 1 Director) all meet to discuss and develop a district wide parent calendar.
- Each program has a parent component requirement.
- Instead of each program working independently of each other and overlapping services to parents, they all work together on one calendar.

**Results:** Parents are more comfortable and willing to attend one monthly parent event as compared to three or four a month causing parents to choose among events and possibly miss an important parent meeting. Parents are not overwhelmed with meetings and other school-related programs; this will result in greater participation and an appreciation of the respect for parents’ time.

**Contact:** Mindy Lopez, Grandview High School (509) 882-8772 mlopez@grandview.wednet.edu

FAMILY NIGHTS

**Target:** 9th, 10th 11th Grade Students & Parents

**Purpose:** Conduct family monthly meetings at a central location; inform parents and students about post-secondary opportunities and go college awareness materials and the essential steps necessary to obtain a High School Diploma and to be prepared to enroll in college.

**Activities:**
- Provide informative college awareness materials, such as, “Getting Ready for College and Careers” which covers 9th through 12th grades; Financial Aid booklets which have vital information on how to finance college; and instructional booklets for college-bound students to help them prepare for college during their high school years.
- Facilitate networking of parents and students to share ideas and concerns among themselves and broaden the scope of the GEAR UP philosophy and program.

**Results:** Parents built a strong support group to encourage each other in following through with the needed requirements of a post-secondary education, or any other school related endeavor. They increased their knowledge of the public school setting and post-secondary opportunities.

**Contact:** Andy Torres, Union Gap School District (509) 248-3966 atorres@uniongap.org
**MATH & SCIENCE CAMP AT WSU TRI-CITIES**

**Target:** Elementary School Students  
**Purpose:** Provide students with hands-on science learning in a fun and safe environment.  
**Activities:** Eight week-long themed Science Camps are provided to elementary school students on a college campus throughout the summer. Innovative activities and trained instructors engage children in week-long adventures of learning and fun. Students may sign-up for half-day or full-day options. There is a fee, but scholarships are available.  
**Results:** Elementary school students build science skills in a fun and experiential way, while getting acquainted with a college campus.  
**Contact:** LoAnn Ayers, Washington State University Tri-Cities  
(509) 372-7252  
ayers@tricity.wsu.edu  
More information on page: 129

---

**KID’S COLLEGE AT WALLA WALLA COMMUNITY COLLEGE**

**Target:** Elementary and Middle School Students  
**Purpose:** Provide an opportunity for elementary school students to spend time on a college campus and, therefore, become more comfortable on a college campus. This will help them gain confidence in tapping into future opportunities provided on a college campus. Kids College also serves as a marketing and recruitment tool for the college.  
**Event Summary:** During summer break, a week of afternoon adventures provides a collection of classes and activities. Classes and activities are led by community representatives and college instructors who provide interactive experiences in an invigorating college environment.  
**Results:** Young students are introduced to new topics and participate in experiential activities on a college campus.  
**Contact:** Nancy Kress, Walla Walla Community College  
(509) 527-4561  
nancy.kress@wwcc.edu  
Website: http://www.wwcc.edu/CMS/  
More information on page: 137

---

**ACADEMIC SUMMER ACADEMIENES AT COLUMBIA BASIN COLLEGE**

**Target:** Middle and High School Students  
**Purpose:** Connect secondary students with higher education, while providing them academic support which will help prepare them for college admittance. Summer Academies also provides time for students to become familiar with a college campus and, therefore, become more confident about going to college.  
**Activities:** The last two weeks in June, summer academies are provided at a local college. Intensive half-day sessions, dedicated to enhancing academic skills, provided interactive learning experiences in a college setting. Sessions are led by college instructors in the morning, Mondays through Thursdays.  
**Results:** Middle and high school students build academic skills, while getting acquainted with a college campus, college instructors and campus life in a supportive setting.  
**Contact:** Cruz Gonzalez, Columbia Basin College  
(509) 542-4430  
gonzalez@columbiabasin.edu  
More information on page: 141

---

**LES SONS LEARNED IN EARLY OUTREACH AT WASHINGTON STATE UNIVERSITY**

**Target:** Middle and High School Students  
**Purpose:** “Early outreach especially benefits first generation to help get them on the highway to higher education.”  
**Activities:** It is best if each student has the opportunity to participate in three quality experiences on a college campus before high school graduation. These college visits change, providing information and experiences that meet the needs of students’ age and stage of development, both socially and academically.  
**Results:** Secondary students, along with their families, can better picture how college can be a part of their future.  
**Contact:** Ermelindo Escobedo, Washington State University  
(509) 731-5297  
escobedo@wsu.edu  
More information on page: 143
CAMPUS VISITS

THUMBNAIL

SCIENCE AND LEADERSHIP CAMP AT CENTRAL WASHINGTON UNIVERSITY

Target: 6th Grade Students
Purpose: Provide 6th grade students with hands-on experience with science, to promote leadership skills, academic and personal self-confidence, and the perception that they should attend college, and by participating in the program in a university environment, have the ability to succeed as college students.
Activities: Sixty 6th grade students participated in three days of leadership training and science curriculum on a college campus.
Results: Students gained self-confidence in academics and going to college.
Contact: Beverly Vifian, Central Washington University
(509) 925-2607 vifianbb@fairpoint.net

More information on page: 147

THE SIGNATURE PROJECT – HOW WILL YOU MAKE YOUR MARK? AT WWCC

Target: 6th Grade Students
Purpose: Introduce 6th grade students to a college campus and possible career options. Event objectives include:
1. Motivate students to succeed in their current studies.
2. Provide students the opportunity to see three different campus programs or training opportunities.
3. Connect relevance of their current school work with their future as an adult.
Activities: In two shifts one morning, 580 students visited a college campus, many for the first time, and explored possible career options. Students were challenged with the question: “How will you make your mark?”
Results: Students spent two hours with a college student mentor and were introduced to three programs provided on campus.
Contact: Gretchen Hormel-Tomkins WSU GEAR UP
(509) 524-5163 ghormel-tomkins@earlyoutreach.wsu.edu

More information on page: 151

TIME TO EXPERIENCE CAMPUS LIFE AND PROGRAMS AT WHITMAN COLLEGE

Target: 7th Grade Students
Purpose: Introduce 7th grade students to a college campus, campus activities and campus life. Provide an opportunity for 7th grade students to dream big about life and college. Acquaint students with Whitman campus and some campus activities. Remind students that the work that they are doing in middle school makes an impact on what they want to do later.
Activities: A day of tours and activities were provided to 350 students. Students were introduced to a college campus, campus activities and campus life.
Results: Students spent the morning with a college student who provided insights about what is like to be in college, while students were introduced to classrooms and extra-curricular activities.
Contact: Joshua Smith, Whitman College
(509) 527-5176 smithji@whitman.edu

More information on page: 155

GLOBAL VOICES AT CENTRAL WASHINGTON UNIVERSITY

Target: 7th Grade Students
Purpose: While visiting a college campus, 7th grade students will work with college students who are learning foreign languages and who are from other countries. During their college visit, 7th grade students will also:
(a) Learn phrases from various foreign languages.
(b) Experience the culture from countries around the world.
(c) Write about the experience at the end of the event.
Activity: College students from Foreign Language Studies and Foreign Exchange Programs are recruited to lead cultural activities for a day. 7th grade students visit a college campus and are introduced to cultures from around the world, while getting acquainted with a college campus and college students.
Results: 7th grade students spend time with college students, who introduce them to new cultures and college life. 7th grade students also write about their campus experience.
Contact: Veronica Gomez-Vilchis, Central Washington University
(509) 963-1347 gomezv@cwu.edu

More information on page: 157

YOU CAN GO TO COLLEGE! AT THE EVERGREEN STATE COLLEGE

Target: 7th Grade Students
Purpose: Provide 7th grade students with an opportunity to truly experience a college campus, which will help students, realize that “Yes, YOU can go to college.”
Activities: The Evergreen State College dedicates one week each spring to providing 450 GEAR UP seventh grade students a day for campus exploration. During that week, 80 to 100 seventh grade students spend 5 hours on Evergreen Campus.
Results: Once students have spent this time on campus, it is easier for them to include college as part of their long-term vision and plan.
Contact: Larry Crowley, Oakville School District
crowlei@evergreen.edu

More information on page: 159

POP CULTURE FESTIVAL AT CENTRAL WASHINGTON UNIVERSITY

Target: 7th Grade Students
Purpose: 7th grade students visit a college campus. While on campus, they participate in sessions led by college students who are majoring in Communication. The sessions are dedicated to the 7th graders being exposed to the following:
(a) Media influences and/or affect of pop culture.
(b) Objective TV viewing, reading newspapers and magazines more objectively, and increased awareness when listening to their popular music.
(c) Long-term goals in education when creating their own rap song.
(d) Write about the experience at the end of the event.
Results: 7th grade students spend time on a college campus with college students. They are introduced to the influences of media, careers in communications and thinking about their future.
Contact: Lois Breedlove, Central Washington University
(509) 963-1046 breedlov@cwu.edu

More information on page: 163
7TH GRADE COHORT CAMPUS VISITS AT EASTERN WASHINGTON UNIVERSITY

Target: 7th Grade Students
Purpose: Provide students from remote towns the opportunity to explore a college campus, as well as become familiar and comfortable with a college campus. Provide hands-on activities and an interactive experience. Introduce adolescents to new things in a safe environment. Encourage students to take four years of math. Acquaint 7th grade students with what needs to be done to apply for college. Introduce students to a college tuition pay schedule and payment options.
At the end of the day, the students can see themselves in college – the seed is planted; students are talking about college and college programs when they’re returning home.
Activities: During one week in May, groups of 50 to 75 students spent a day on campus. Schools were assigned a day during that week. Students were provided the opportunity to explore a college campus, while being introduced to college admissions requirements, college programs and services.
Results: In one week’s time, 300 students spent time on a college campus and were provided college admissions information.
Contact: Nancy Thomas, Eastern Washington University (509) 359-4658 nancy.thomas@mail.ewu.edu
More information on page: 165

9TH GRADE CAREER & COLLEGE FAIR AT COLVILLE INSTITUTE FOR EXTENDED LEARNING

Target: 9th Grade Students
Purpose: Introduce 9th grade students from throughout the Northeast region of Washington State to a variety of career and college opportunities, while providing them time to experience the Colville Institute for Extended Learning.
Activities: 125 students were introduced to a variety of career and college opportunities (tables were set-up “arena style” in the gymnasium), while providing them time to experience the Colville Institute for Extended Learning.
Results: Students were introduced to three careers.
Contact: Nancy Thomas, Eastern Washington University (509) 359-4658 nancy.thomas@mail.ewu.edu
More information on page: 173

CHARTING YOUR COURSE FOR SUCCESS AT WALLA WALLA COMMUNITY COLLEGE

Target: 8th Grade Students
Purpose: Inspire eighth graders to challenge themselves in high school, to earn their high school diploma and to have a plan for what they want to do in order to increase their options as an adult. Also provide an opportunity to introduce students to Walla Walla Community College. Event objectives include: Provide an opportunity for students to learn more about themselves and their career interests. Remind students that it is essential that they graduate from high school. Enable students to identify their education or training needs in order to help them achieve their career dreams.
Activities: In one morning, 350 students attended a large-group motivational presentation, a large-group college preparation presentation, and three small-group career exploration sessions and ate lunch near College Admissions and Student Services.
Results: Students were introduced to three careers and information about how to prepare for college in high school.
Contact: Gretchen Hormel-Tomkins, WSU GEAR UP (509) 524-5163 ghormel-tomkins@earlyoutreach.wsu.edu
More information on page: 169

DESTINATION: HEALTHCARE AT BIG BEND COMMUNITY COLLEGE

Target: 9th and 10th Grade Students
Purpose: Destination: Healthcare is an exciting, innovative, fun, educational program designed to provide 9th and 10th grade students with pathways to careers in healthcare.
Activities: 125 students participated in a three-day event dedicated to helping students explore careers in healthcare. Learning was achieved on multiple levels including: team work, healthcare career information, healthy living and safety information, world health information, geography, professionalism, creativity and business.
Results: Not only were students introduced to a wide range of healthcare careers, but also gained presentation and problem-solving skills.
Contact: Kara Garrett, Big Bend Community College (509) 793-2050 karag@bigbend.edu
More information on page: 175
**U-DOC AT THE UNIVERSITY OF WASHINGTON (UW)**

**Target:** 10th and 11th Grade Students

**Purpose:** U-DOC is a high school summer enrichment program that seeks to foster, affirm and encourage students' interest in the healthcare professions.

**Event Summary:** Each summer, the UW School of Medicine’s Office of Multicultural Affairs offers a unique opportunity for high school sophomores and juniors who are interested in medicine and dentistry to experience health professions. U-DOC is an intensive 3-week summer program provided to 16 high school students who successfully complete the extensive application process.

**Results:** High school students are provided an opportunity to explore health care professions. Students are also introduced to the college application process and to campus life. This includes classroom time, study time, assignment deadlines and dormitory living. This experience allows students the time to explore who they are, how they can achieve their goals, and helps affirm that they can indeed go to college. Camp follow-up is comprised of connecting students with community service opportunities that continue career exploration in the medical field.

**Contact:** Felicity Abeyta, Program Coordinator  
(206) 616-5522  
fabeyta@u.washington.edu

**Website:** [http://depts.washington.edu/omca/leadership/](http://depts.washington.edu/omca/leadership/)

*More information on page: 177*
PROGRAM:
High School and College Advisory Event for Middle School Students

OBJECTIVES:
Middle School students learn about high school and college.

LOCATION:
Pioneer Middle School, Walla Walla, WA

DESCRIPTION:
At 8:10 AM students check into their classes, announcements are made, the day’s advisory event is explained to them, and they gather their portfolios and pencils. Each grade level, sixth, seventh and eighth, has its own activities, and each class in the entire school attends four sessions:

- Session 1  8:20-8:45
- Session 2  8:48-9:12
- Session 3  9:15-9:40
- Session 4  9:43-10:08

Period one of school begins at 10:10 AM.

IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:
- Early in the school year the GEAR UP site director gets permission from the school to put the activity on the school calendar.
- Get buy-in from the school administrators and teachers.
- Recruits presenters during the school year.

FOLLOW-UP ACTIVITIES:
- Evaluation of past event showed the importance of getting the cooperation of teachers and administrative staff members.
- Feedback from teachers, administrators and presenters.

COSTS OR COST CONSIDERATIONS:
There is a cost to the school in that the first two hours of the day are devoted to this activity, rather than regular classes. Therefore, the buy-in of faculty and administrative staff members is crucial to the success of the event.

CONTACT INFORMATION:
Marika Tomkins
GEAR UP Site Director, Pioneer Middle School
Walla Walla, WA
(509) 526-8621
mtomkins@earlyoutreach.wsu.edu
ATTACHMENTS:
6th, 7th, and 8th Grade Session Descriptions (down below)

### Grade Six Sessions

1. **Terminology Relay** - This activity focuses on post-secondary terminology and has been built to appeal to learning through kinetics. Two GEAR UP tutors lead teachers and students in the activity.
2. **Exploring My Career** - Students need their portfolios and pencils for this activity. All students complete a brochure on their career of choice, with information available on WOIS. The activity takes place in one of the labs, or in a room with GEAR UP laptops. Teachers assist the lead staff in this rotation and help students complete the activity. The brochures that students produce are placed in their portfolios.
3. **College Panel** - Students listen to college students’ stories and then ask questions at the end of the session. Teachers support the activity by helping with classroom control and encouraging respect toward the presenters.

### Grade Seven Sessions

1. **PSSS Results** - Teachers review a PSSS PowerPoint with students and teach them how to understand their PSSS results. Students are given a packet with the results and information for their parents. Teachers show students how to access *MY COLLEGE QUICK START* and *MY ROAD*. Both of these are excellent guides from the College Board. Only students who took the PSSS will have access to these programs. The PSSS packet goes into the students’ portfolios.
2. **Exploring My Career** - This is the same activity as that completed by the sixth graders. Students need their portfolios and pencils for this activity. All students complete a brochure on their career of choice, with information available on WOIS. The activity takes place in one of the labs, or in a room with GEAR UP laptops. Teachers support the lead staff in this rotation and help students complete the activity. The brochures that students produce are placed in their portfolios.
3. **Cost of College** - This activity is led by an instructor in an engaging “game-show” format. Outcomes for the activity focus students on understanding college costs and ways to pay for college.
4. **Know How to Go** - This is part of a college going campaign led by a representative from the College Success Foundation, and discusses four steps to college.

### Grade Eight Sessions

1. **PSSS Results** - Same as the seventh graders activity. Teachers review a PSSS PowerPoint with students and teach them how to understand their PSSS results. Students are given a packet with the results and information for their parents. Teachers show students how to access *MY COLLEGE QUICK START* and *MY ROAD*. Both of these are excellent guides from the College Board. Only students who took the PSSS will have access to these programs. The PSSS packet goes into the students’ portfolios.
2. **High School and Beyond Plan** - Students begin by creating their “High School and Beyond” plans, and are led in this activity by two teachers.
3. **Freshman 101** - The activity is led by teachers and students about the ins and outs of the freshman year in high school.
4. **High School Panel** - High school students tell their personal stories about their high school experiences. Teachers support the activity by helping with classroom control, and encouraging respect for the presenters.
PROGRAM:
*LIGO Hanford Observatory Fieldtrip*

OBJECTIVES:
Provide Walla Walla middle school students hands-on experiences with science and math and expose them to the technology available at near-by LIGO Hanford Observatory.

LOCATION:
LIGO Hanford Observatory, Hanford Reservation north of Richland, Washington

DESCRIPTION:
The LIGO Hanford Observatory hosts field trips for school groups of all ages. Trips provide an opportunity for students to learn about LIGO's search for gravitational waves, to meet and interact with a LIGO scientist or engineer, and to personally explore light, gravity, waves and the galaxy through hands-on exhibits and activities.

School representatives determine:

1. Which classroom curriculum parallels with astrophysics concepts introduced at LIGO.
2. Best month for classroom to tour LIGO.
3. Which programs will cover the cost for transportation, adult supervision and food.
4. Staff assigned to communicate with LIGO to schedule tour and curriculum highlights.

The LIGO HANFORD OBSERVATORY is located on the Hanford Reservation, approximately 5 miles north of Richland, Washington. The LIGO acronym stands for Laser Interferometer Gravitational-Wave Observatory, whose mission is to observe gravitational waves of cosmic origin. LIGO searches for gravitational waves created in the supernova collapse of stellar cores to form neutron stars or black holes, the collisions and coalescences of neutron stars or black holes, the wobbly rotation of neutron stars with deformed crusts and the remnants of gravitational radiation created by the birth of the universe. The California Institute of Technology (Caltech) and the Massachusetts Institute of Technology (MIT) operate LIGO for the National Science Foundation (NSF).

Twelve middle school students participated in the day’s tour, along with two College Place teachers and the GEAR UP Site Director

IMPLEMENTATION TIMELINE:
PREPARATION ACTIVITIES:
Evaluate curriculum at the beginning of the year to determine the best time to include this field experience as part of the educational program.
Field Trip planning resources on LIGO website include:
- Descriptions of hands-on activities and exhibits.
- The "LIGO Explorer" - the exhibit guide given to students for the hands-on portion of a field trip. The LIGO Explorer is customizable and a teacher’s guide is available.
- Washington Science GLE’s on a visit to LIGO.
- A parent permission form that a school can use for a LIGO field trip.
- Look on our highlights page to view some visits to LIGO.

FOLLOW-UP ACTIVITIES:
After the field trip, students were asked to format a photo journal summarizing key concepts and target vocabulary.

COSTS OR COST CONSIDERATIONS:
Adult supervision during the field trip
Snacks/lunch
Transportation
Supplies for any preparation or post-field trip projects

CONTACT INFORMATION:
Dale Ingram, Education Outreach Coordinator
LIGO Hanford Observatory
P.O. Box 159
Richland, Washington 99352-0159
Phone: (509) 372-8248
Fax: (509) 372-8137
ingram_d@ligo-wa.caltech.edu
http://www.ligo-wa.caltech.edu/teachers.html

RESOURCES/ATTACHMENTS:
LIGO provides numerous resources on their website. Additional resources are also available when working with LIGO’s Education Outreach Coordinator.

<table>
<thead>
<tr>
<th>LIGO Fieldtrip Itinerary:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8:30</strong> – Load bus and depart for Hanford Reservation</td>
</tr>
<tr>
<td><strong>10:00</strong> – Arrive at LIGO’s Information Center</td>
</tr>
<tr>
<td><strong>10:00- 10:20</strong> – Snack and Information Center exploration</td>
</tr>
<tr>
<td><strong>10:20 – 11:00</strong> – LIGO presentation in the auditorium, plus light experiment exploration</td>
</tr>
<tr>
<td><strong>11:00 – 11:10</strong> – Walk to LIGO Observation Center; observe a sample laser tube</td>
</tr>
<tr>
<td><strong>11:10 – 11:20</strong> – Physics exploration in Observation Center’s reception room</td>
</tr>
<tr>
<td><strong>11:20 – 11:40</strong> – Walk outside and look at 2 ½ mile tubes; question &amp; answer session</td>
</tr>
<tr>
<td><strong>11:40</strong> – Noon – walk to and tour Observation Center</td>
</tr>
<tr>
<td><strong>Noon – 12:30</strong> – Lunch at Information Center</td>
</tr>
<tr>
<td><strong>12:30</strong> – Load bus and depart</td>
</tr>
<tr>
<td><strong>2:00 p.m.</strong> – Return to school</td>
</tr>
</tbody>
</table>
PROGRAM:
_Eighth Grade Career Showcase_

OBJECTIVES:
Provide information and motivation to eighth grade students about careers and the postsecondary training they will need to achieve their future goals.

LOCATION:
Middle Schools and a College Campus

DESCRIPTION:
Students learn that most job choices can be described within six career pathways:
- Fine Arts and Humanities
- Business and Marketing
- Engineering/Technical
- Health
- Human Services
- Science and Natural Resources

The 8th Grade Career Showcase booklet lists occupations under each pathway, and presents questions to students about personal qualities that they may have that would indicate a career pathway that would be appropriate given their interests. During the pre-event activities, students complete a short assignment, identifying three career pathways that they might want to investigate at the Showcase.

During the Showcase at the college, sample questions are given the students to ask employers at the event. Students attend at least three presentations about careers and use a guided tour worksheet to describe the career they hear about. The worksheet has the following categories:

- Describe the career (hours, working conditions, etc.)
- What are the requirements for the career? Education, trainings, other requirements?
- What are the career rewards? Salary and benefits, retirement benefits, promotions, Perks.
- What does the future look like for this career and what interests YOU about this job?

After the Career Showcase field trip visit to a college, students develop their presentations and construct visual displays reflecting the careers they have chosen. The display is used during a 3-minute oral presentation to the student’s class about the chosen career. Visual displays are judged on the following criteria:

- Information- Clear, focused, complete and accurate.
- Organization- Logical and complete plan and layout; clear, original title.
- Illustration- Visuals support written material.
- Language- Prescriptive vocabulary, grammar and spelling.
- Originality.

The oral presentations are judged on the following criteria:
- Presenter’s time was used effectively.
- Presenter’s use of visual display
- Presenter Eye Contact.
- Presenters voice was loud, clear, and lucid.
- Presenter’s ideas were clear and easy to understand.
IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:
- All students receive the 8th Grade Career Showcase booklet.
- Students complete short assignments.
- All 8th graders identify three career pathways they want to investigate at the Showcase.
- A keynote speaker and presenters are identified for the career showcase and provided instructions and ideas for effective presentations.
- Students are assigned to three sessions based on interests and availability.
- A final schedule is developed and made available to all personnel.
- Chaperones are assigned to monitor specific sessions.
- College and school district personnel serve as guides and monitors.
- Arrangements for lunch are made with the university personnel.

ACTIVITIES DURING PROGRAM:
- All students attend 3 career panels at a career showcase held at a community college, college or university, and record some important facts about these careers.
- Lunch is provided on campus.
- A final, full-group session features selected students talking about highlights of the experience before loading buses to return to schools.

FOLLOW-UP ACTIVITIES:
- All students construct a display (bulletin board, storyboard, mobile, PowerPoint presentation, video, etc.) and an oral presentation on a chosen career.
- The displays are used when each student gives a 2-3 minute long oral presentation to their class about their career ambitions.
- Students have chances to win recognition and prizes for exemplary presentations.
- The top presenter from each school is chosen for regional competition at a College Campus Career Showcase event.

COSTS OR COST CONSIDERATIONS:
Bus transportation and lunches. Usually there are about 65-85 presenters at the career showcase, and they donate their services. This provides a great opportunity for gaining program cost share.

CONTACT INFORMATION:
Leroy Werkhoven, Co-Executive Director
Northwest Learning and Achievement Group,
(509) 877-9906
leroywerkhoven@nlagroup.com
PROGRAM:
Summer Academy

OBJECTIVES:
Provide middle school students an opportunity to explore careers that demonstrate why studying math and science is essential.

LOCATION:
Meadow Brook and John Sager Schools in Walla Walla, WA

DESCRIPTION:
The GEAR UP Summer Academy was available for College Place middle school students for three weeks, between June 15th and July 3rd between 8:00 a.m. and Noon. Two district math/science teachers taught the classes.

<table>
<thead>
<tr>
<th>Academy Theme: Water, CAD &amp; Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program included a number of field trips along with classroom time and photo journaling. Many experiential activities were incorporated into classroom time.</td>
</tr>
<tr>
<td>The classroom followed this general itinerary:</td>
</tr>
<tr>
<td>8:00 – Introduction, including day’s overview and review of key words/vocabulary.</td>
</tr>
<tr>
<td>8:30 – 10:00 – Time dedicated to photo journaling prior day’s experiences, instruction in the day’s subject area, and/or getting better acquainted with software and equipment.</td>
</tr>
<tr>
<td>10:00 – 10:20 – Snack</td>
</tr>
<tr>
<td>10:20 – Noon – Instruction, activity, photo journaling, prepare for next day’s adventures.</td>
</tr>
<tr>
<td>11:30 – Noon – Photo journaling follow-up.</td>
</tr>
<tr>
<td>Noon – Students load onto bus and taken home.</td>
</tr>
<tr>
<td>Field Trips included: Walla Walla University Engineering Department; Nelson Irrigation (manufacturer in Walla Walla); Mill Creek Watershed; Walla Walla Water Treatment Plant; Walla Walla Wastewater Facility; LIGO Hanford Observatory</td>
</tr>
<tr>
<td>Guest Classroom Presenters included: Stream Ecology Group and Boise Cascade Paper Plant</td>
</tr>
</tbody>
</table>

IMPLEMENTATION TIMELINE:
PREPARATION ACTIVITIES:
GEAR UP Site Director began working with the two teachers in the early spring. Summer Academy preparation then included:

- Created the summer’s theme and scheduled tours that fit the theme (spring).
- Researched experiments and exercises that complemented the information provided at the field trips (late winter/early spring).
- Ordered supplies, including snacks (May).
- Began to talk to students about Summer Academy after school’s Spring Break (mid-April). Summer Academy student sign-up began in early May.
- Last day of school – June 12.
- First day of Summer Academy – June 15.
FOLLOW-UP ACTIVITIES:
1. Students shared photo journals with the group and then families.
2. Students completed a program survey.
3. The two teachers and GEAR UP Site Director reviewed the student surveys and critiqued the summer.
4. Began planning for next year’s Summer Academy.

COSTS OR COST CONSIDERATIONS:
1. GEAR UP was able to partner with GLAD teacher training running concurrently with the summer program. Therefore, GLAD provided students transportation in the morning (from home to school). GEAR UP then covered the cost to bus students home.
2. Provide snacks every day.
3. Experiments and projects require preparation time and supplies.
4. Field trip days often run longer. Therefore, lunch has to be considered. This year, students were asked to bring sack lunches for two of the field trips.
5. GEAR UP paid teachers an hourly rate for their work dedicated to Summer Academy, approximately 100 hours per teacher.
6. One GEAR UP Tutor provided classroom and field trip support.
7. The GEAR UP Site Director was available at all times to provide classroom and/or field trip support.
8. Total cost of Summer program: $4,700 (excluding Site Director’s time).

CONTACT INFORMATION:
Dan See, GEAR UP Site Director
John Sager Middle School
1755 South College Avenue
College Place, WA  99362
(509) 525-5300 ext. 2132
dsee@cpps.org
PROGRAM:

GEAR UP Youth Radio Project

OBJECTIVES:
Help middle school and high school youth find new horizons in a college environment, and involve them and their families in radio media production; create materials and news about GEAR UP and community-related topics and events; develop high educational and career goals, seek college educations, and reach for a better future.

LOCATION:
Skagit Valley College and KSVR 91.7 Community Radio, 2405 East College Way, Mount Vernon, WA 98273

DESCRIPTION:
Consistent with the GEAR UP cohort model, student and parent participants were from the Burlington and Mount Vernon School Districts. The GEAR UP Youth Radio project was developed and coordinated by Carlos C. Bejar, Spanish Program/News Director KSVR, and Skagit Valley College. Mr. Bejar has had more than 25 years experience in video and audio production and was the initiator of Spanish broadcasting on Government Access Channel 26 in 2005.

Student participants learned basic skills related to PSA development and broadcast. Specific skills included script development, interviewing techniques, editing and production. They were involved in community development activities with local organizations to identify, understand, and publicize events, issues, and opportunities for youth and families. Parents and other family members were involved in activities supporting youth engaged in this project.

Program Activities Include:
- Classroom presentations by project staff.
- Script development exercises.
- Practice and mastery of recording and eliding equipment.
- Field trips to local radio stations.
- Use and exploration of the Internet for appropriate topics.

Curriculum Outline:

<table>
<thead>
<tr>
<th>Orientation: Roles and Responsibilities</th>
<th>Operation of Broadcast Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The KSVR 91.7 Community Radio</td>
<td>Announcements</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>Broadcast Code of Ethics</td>
</tr>
<tr>
<td>Self-Esteem and Leadership</td>
<td>Scripting and Production</td>
</tr>
<tr>
<td>Youth Empowerment</td>
<td>Hosting and Interviewing Techniques</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Digital Recording and Editing</td>
</tr>
</tbody>
</table>
Spanish language programming of the following programs was provided:

- **Noticias Skagit**: Weekly local and state news, remote coverage: 15 minutes
- **Educación Es La Vision**: Weekly program concerning events and opportunities for middle school and high school students, parent meetings, including information for testing: 28 minutes
- **SVC Es Para Ti**: A weekly program that discusses career opportunities, student events, scholarship and college access: 58 minutes
- **Programa Especial de Los Sábados**: A program that is broadcast twice on Saturday, in the morning and evening, which discusses topics related to education, career opportunities, community events related to youth, gang, and substance abuse topics: 58 minutes

**IMPLEMENTATION TIMELINE:**

**PREPARATION ACTIVITIES:**
- First meeting to discuss concept: 2006 with Carlos C. Bejar and Skagit Valley College administration, Mount Vernon Schools, Burlington – Edison School District, Two Valleys – One Vision GEAR UP.
- Follow-up meetings for the development of the following programs: *Power of Hope*, a youth development radio project, *Tonalli*, youth radio emphasizing empowerment of Latino youth and leadership development, and *Youth Development and Substance Abuse Prevention Programs* with Sophia A. Beltrán, of United General Hospital and their support of community development.

**FOLLOW-UP ACTIVITIES:**
- Youth/Family celebration at which time audio/video products were featured and displayed.
- Annual dual broadcast of youth developed audio programs during the Farm Workers March live-coverage event.
- Ongoing follow-up meetings with partner organizations.

**COSTS OR COST CONSIDERATIONS:**
- GEAR UP funds- staff stipends, travel, snacks, supplies.
- School funds- professional development for training.
- Partner funds and/or resources.

**CONTACT INFORMATION:**

Carlos C. Bejar  
Spanish Programming and News Director  
KSVR 91.7 FM  
Skagit Valley College  
2405 E. College Way  
Mount Vernon, WA 98223  
(360) 416-7990  
carlos.bejar@skagit.edu
PROGRAM:
*Rise Up Camp: Students to Lead and Succeed*

OBJECTIVES:
Encourage students to expand their creativity and creative thinking; be mentored by college students and learn more about transitioning from high school to college; discover how to bridge their passions, strengths, gifts and values into meaningful work; discover how to create a personal action plan to accomplish their dreams and goals; build networks of support and learn how to access resources to help them accomplish their goals.

LOCATION:
Grandview High School, Grandview, WA

DESCRIPTION:
Thirty-three students from five school districts including Grandview, Toppenish, Mabton, Wapato and East Valley participated in the five-day Rise Up day camp. GEAR UP site coordinators, teachers and staff either participated or observed the activities. The five days of Rise Up consisted of large group and small group activities designed to increase student leadership, self-confidence, arts experience, collaborative and creative thinking, self-knowledge and discovery, teamwork and self-expression.

The facilitators, Kat Vellos and Devon Little, helped students explore their goals and dreams, and then set about creating action plans for how to pursue and achieve them. Students felt seen and heard, and grew comfortable expressing their goals and dreams out loud. The Higher Learning Panel was an afternoon of large-group and small-group discussions between GEAR UP students and college students, graduates and representatives from Central Washington University’s C.A.M.P. program (College Assistance Migrant Program), which exists to support students from migrant families to attend and graduate from college. This panel was designed to help GEAR UP youth see how higher education can play a major role in helping them achieve their personal goals and dreams. The youth/panel interaction generated a dialog about higher education among the GEAR UP cohort students.

Organizational and executive coach, Jeanne M. Carroll, also led workshops. Ms. Carroll has worked for over 25 years with executives, entrepreneurs, investors and boards to help them identify and achieve their goals, and has developed a model to help individuals blend career, life and passion. She brought two half-day workshop modules to camp to assist GEAR UP students in formulating paths to greater personal and professional fulfillment.
RISE UP CAMP:
STUDENTS TO LEAD &

IMPLEMENTATION TIMELINE:
PREPARATION ACTIVITIES:
- First meeting to discuss concept: August.
- Follow-up meetings and designated assignments: January – June.
- Activities include securing a site; recruiting students; recruiting college students and teaching artists to serve at the program; designing workshops and agendas for camp; preparing evaluation materials; outreaching to parents, families and community members.

Rise Up is a Power of Hope program; this organization has had over three full years of partnership with UW GEAR UP. This was the first year that Rise Up camp was offered, as a new and updated day camp model for GEAR UP students. Rise Up was developed to offer youth the arts and empowerment programming that the Power of Hope program is known for, as well as to offer updated program elements designed to increase students’ enthusiasm, preparedness and motivation to attend institutions of higher learning, to clarify personal goals, and understand how to make action plans to accomplish those goals.

FOLLOW-UP ACTIVITIES:
- GEAR UP staff and high school staff review the student and staff evaluations.
- Recommendations are made for follow-up in the school setting.
- Examples of responses to program survey question, “What is the most important thing you learned during your participation in this program?” include:
  - Not to be afraid to express yourself.
  - To go for what you want to do and never give up.
  - My dreams and how they can happen.
  - To stand out being positive and social.
  - How to listen without talking.
  - That I can do anything and do good as I get myself out there.
  - To be myself, outside my comfort zone, around people I just met.
  - Even though we’re all different we can come together as one.
  - To appreciate things and help our community and the world.
  - Being friendlier – more creative.
  - To not be shy – to be open and say your opinion.
  - That when you speak your ideas and share with others you are able to accomplish many things because you could have the same interests as someone else.
  - To trust myself and not put me down
  - Don’t be afraid and just go for it.
  - That I can be me. I can do whatever I want to do with help from friends, teachers, parents, leaders, and myself.
  - To love myself and be true to myself and be more open minded.
  - How to be myself even more – take risks – make conversations with people that I don’t know.
• Adult staff and volunteers: “What did you like best about this program?”
  o The youth. They really stood up and stepped out.
  o The energy of the youth was extremely high. The fact that they wanted to be there made everything easier.
  o Bringing diverse people together.
  o Seeing the kids come out of their shells.
  o Collaboration was amazing. The narrative as connected to college/goal-setting was fantastic. I was surprised by the ease of connecting art to goal setting.
  o A safe, creative environment was set up nicely, with a low tolerance for put-downs and negative comments and feelings (converted negative to positive energy).
  o The balance between heart-centered personal growth, creative play and achievement and development work.
  o The amazing way the staff choreographed a seamless flow of fun, interactive activities that resulted in youth defining what they love, their gifts to the world, their best life and specific goals – and specific action steps to achieve them.

COSTS OR COST CONSIDERATIONS:
The major project cost considerations were the following:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEAR UP funds - staff stipends, travel, snacks, and supplies.</td>
<td></td>
</tr>
<tr>
<td>$30,080- approved budget for five-day camp.</td>
<td></td>
</tr>
<tr>
<td>Cost per student per contact hour=$19 (per projection) - $26 (per attendance).</td>
<td></td>
</tr>
<tr>
<td>Grandview High School donated the venue. In addition to the 9 Power of Hope facilitators and teaching artists POH recruited and trained an additional 9 on-staff volunteers plus another 8 volunteers from the local community.</td>
<td></td>
</tr>
</tbody>
</table>

CONTACT INFORMATION:
Kat Vellos
Yakima Valley GEAR UP Program Manager
Power of Hope
Youngstown Cultural Arts Center
4408 Delridge Way SW, Suite 103
Seattle, WA 98106
(206) 938-6090

RESOURCES:
Agenda for the five-day event.
**PROGRAM:**  
*Digital Camera Camp*

**OBJECTIVES:**  
Increase interest of middle school students in technology, especially as it relates to their academic studies and potential careers.

**LOCATION:**  
Moses Lake High School

**DESCRIPTION:**  
The summer day camp was for five days, Monday-Friday, from 9 a.m. to 12 noon. 17 eighth grade students from Chief Moses and Frontier Middle School attended the Digital Photography class at Chief Moses High School.

Day 1: Students get to know one another, the instructor, and GEAR UP staff. They discussed the classroom expectations, and requirement to respect fellow students. Students were introduced to the Kodak Website and learned the top ten tips for successful photography.

Day 2: Students practiced composing photo stories. They practiced natural shots, sunflowers, and photographs that included people, including close-ups. They practiced action shots, multiple shots and began putting together a photo collage.

Day 3: Students learned how to tie-dye shirts. Later in the class they rode to the local Japanese Garden where they practiced both nature shots and photographs of people. They walked back from the Japanese Garden to the high school, and took photographs along the way.

Day 4: Students finished and printed their photo collages. They finished their photo stories, and learned how to add music, special effects, and change the format of their pictures.

Day 5: Students reviewed their creations, and were introduced to several websites that provided free software for enhancing photographs.

**IMPLEMENTATION TIMELINE:**

**PREPARATION ACTIVITIES:**  
Planning was begun at the end of April and solidified by May. Teachers were hired, and they and GEAR UP staff shared their visions for the program in a planning meeting. During the first week in June letters were sent to parents explaining the program.

TechREACH loaned cameras without charge and provided ideas for software. The software was loaded before the summer program, and the laptops, cameras and other equipment were moved over to the high school. Photo paper was purchased.
The instructors and GEAR UP staff made sure that the laptops and software programs were working prior to the workshop and every morning of the workshop so that they were sure to be using the correct software during a specific digital photography exercise.

**FOLLOW-UP ACTIVITIES:**
A post implementation survey was given for students to provide feedback. A copy of the survey is attached at the end of this promising practice.

**COSTS OR COST CONSIDERATIONS:**
The cameras were provided free of charge by TechREACH (because of GEAR UP contract). The classroom teacher was paid $25 per hour. Frontier Middle School purchased snacks, and photo paper at a cost $25.00.

**CONTACT INFORMATION:**
Rachel Weaver, GEAR UP Site Director
Chief Moses Middle School
1111 E. Nelson Road, Moses Lake, WA 98837
(509) 766-2661 ext. 2138
rweaver@earlyoutreach.wsu.edu

**ATTACHMENTS:**
Digital Camera Camp Schedule (next page)
### Digital Camera Camp Class Schedule:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need card readers, permission slips for Thursday, note cards, USB memory, pencils</td>
<td>Need tripods, flowers, card readers, props, CD of music</td>
</tr>
<tr>
<td>Overview and information-5 minutes</td>
<td>Overview-5 minutes</td>
</tr>
<tr>
<td>Rules-5 minutes</td>
<td><a href="http://www.kodak.com">http://www.kodak.com</a></td>
</tr>
<tr>
<td>Introductions-25 minutes</td>
<td>Close-ups-Flowers indoors and outside-30 minutes (tripods)</td>
</tr>
<tr>
<td>Getting to Know Your Camera-20 minutes</td>
<td>Action Photos/Profile Pictures with props (balls, bubbles, kite, bike, skateboard)-30 minutes</td>
</tr>
<tr>
<td>Viewfinder-10 minutes</td>
<td>Download/save to computer-15 minutes</td>
</tr>
<tr>
<td>Snack Break-10 minutes</td>
<td>Snack Break-10</td>
</tr>
<tr>
<td>Top 10 Tips for Digital Photography-25 minutes</td>
<td>Photo story Project-55 minutes</td>
</tr>
<tr>
<td>Save to computer 15 minutes</td>
<td>Closing 5 minutes</td>
</tr>
<tr>
<td>Closing 5 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need flip cameras with batteries and tripods, Japanese headbands, Corbin’s ukata, Japanese fans Flip Video Cameras</td>
<td>Need Tux and Simon, Sandy and Milo</td>
</tr>
<tr>
<td>Meet at Japanese Gardens at 9 am, water bottles-35 minutes</td>
<td>Overview of the day-5 minutes</td>
</tr>
<tr>
<td>Walk to MLHS taking Photos on the way back-45 minutes</td>
<td><a href="http://www.kodak.com">http://www.kodak.com</a></td>
</tr>
<tr>
<td>Snack-10 minutes</td>
<td>Animal Photographs-Simon and Tux-45 minutes</td>
</tr>
<tr>
<td>Download pics and movies to computer, watch movies</td>
<td>Download to computer-15 minutes</td>
</tr>
<tr>
<td>Tie Dye Shirts</td>
<td>Share Photo story Projects-35 minutes</td>
</tr>
<tr>
<td>Closing</td>
<td>Snack-10 minutes</td>
</tr>
<tr>
<td></td>
<td>Create Collage #1 with Picasso-35 minutes</td>
</tr>
<tr>
<td></td>
<td>Closing-5 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Learn about Profile Pics-Try it.</td>
<td></td>
</tr>
<tr>
<td>Pass out projects</td>
<td></td>
</tr>
<tr>
<td>Snack-10 minutes —make a photo story about the snack</td>
<td></td>
</tr>
<tr>
<td>Upload Photos to Flickr</td>
<td></td>
</tr>
<tr>
<td>Look at free websites for digital photography</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.brainsbreaker.com/">http://www.brainsbreaker.com/</a></td>
<td></td>
</tr>
<tr>
<td><a href="http://school.discoveryeducation.com/clipart/images/digtlcmr.gif">http://school.discoveryeducation.com/clipart/images/digtlcmr.gif</a></td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td></td>
</tr>
</tbody>
</table>

http://www.kodak.com
PROGRAM:
*Bridges Summer Tech Camps for Middle School Students*

OBJECTIVES:
a) Students will learn to make web pages.
b) Students will learn to ask questions like a journalist.
c) Students will learn more about their community.

LOCATION:
Tech camps are located at the school. They are run during the summer as part of summer school, to kick-off summer school, or to wrap summer school.

DESCRIPTION:
Tech camps were created to get students to be inquisitive and use technology to express their thoughts, opinions, and information they learned on the field trips. A week of tech camp gives students the opportunity to attend a day camp at no cost. Teams of college students, who were mentors, planned and met with site directors to create a schedule and list of activities. Each summer there was a theme that surrounded the week, for example, science, fine arts, geography, and the community where the school was located.

Mentors planned out each day and maintained communication with site directors. It was important to keep that in place because GEAR UP site directors are from the community and know the students. Mentors did all the leg-work and led the whole week of tech camp. Mentors taught students how to build their own web pages which were linked to The Bridges website. Students discovered how simple it was to create a web page. At the end of each day, mentors emailed all web files to another mentor who located at CWU to help with uploading pictures taken during the week, the student pages, and linking them to The Bridges website. Each day, students would have access to their updated pages and continue to work on them.

Site directors were in charge of recruiting the students (a maximum of 20 students), reserve a classroom, a computer lab, and provide lunches. In order to have the most impact on students, it’s best to have a maximum of 20 students and 5 mentors. One school accidently signed up 35 students. Luckily there were 8 mentors and we had access to 2 computer labs and the library as a classroom to house all students. The sixth graders were in one lab and the 7th and 8th graders were in the next lab. It is recommended to separate 6th graders from 7th and 8th graders. It helped with classroom management and learning development.

When the first tech camp occurred, the director of The Bridges Project noticed that students did not know how to type. Second language learners, first must identify the word they want to type in their native language, and then translate it to English, and finally try to type it out. By then, this process may have caused the student to forget what he/she was going to type.

The director proposed to purchase typing software for students to learn to type. One school adopted it as a regular class. Students learned to type remarkably well in a short time period.
IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:

a) Recruit mentors and students-5 mentors for every 20 students
b) Pick a theme and meet with mentors to begin planning activities.
   a. Each day includes an educational icebreaker, a field trip, and 2 to 3 hours of web page
type development. Normally, in the morning the students would participate in an icebreaker,
go on a field trip, have lunch and the rest of the afternoon work on their web pages.
c) Purchase or collect supplies for the week. Mentors went to local stores and big box stores to
   get donations of supplies.
d) Confirm all field trips the week before tech camp.
e) Confirm transportation.
f) Have at least 3 digital cameras to take pictures of each day and of the students.
g) A signed release form from parents indicating it is okay to go on field trips to take pictures of
   their child and post them on the web site.
h) Must have a notepad and pencil for each student to take notes on their field trips.

FOLLOW-UP ACTIVITIES:

1) The last day of tech camp, students and mentors are required to do community service; for
   example, pick up trash at the local park, paint fire hydrants and benches at park, paint a mural
downtown, visit the senior center, etc.
   Then there is a potluck among the mentors and site directors to provide a BBQ or picnic for
   the students. Certificates of completion are awarded to each student who participated.
2) All files of each student must be emailed to the mentor at home base to finish up the web
   pages. All cameras need to be checked in, all supplies returned or donated to the school.
3) Thank you cards are sent out to hosts of the field trips and businesses that donated supplies,
time, etc.

COSTS OR COST CONSIDERATIONS:

Event costs depend on many factors. Are the mentors getting paid to help that week (the
program paid mentors $10 an hour, plus 3% benefits, plus transportation)? Are lunches part of
the summer school program, are they donated by a local business or did the school receive a
discount for lunches? Supplies can be purchased or donated by businesses and/or the school.

CONTACT INFORMATION:

Veronica Gomez-Vilchis          Lois Breedlove          Lisa Garcia-Hanson
(509) 963-1347       (509) 963-1046       (509) 963-1111
gomezv@cwu.edu          breedlov@cwu.edu         garciahl@cwu.edu
PROGRAM:

*After School Tutoring Clubs*

OBJECTIVES:
Provide students with additional academic assistance while engaging them in extracurricular learning activities and community service.

LOCATION:
Harrison Middle School and Sierra Vista Middle School in Sunnyside School District

DESCRIPTION:
Between the two middle schools there were a total of 8 two-hour clubs, which also provided 30-45 minutes of tutoring each day, Monday-Thursday.

- Each day began with a “break” and a snack for students, leading into tutoring and homework assistance for 30-45 minutes. Teachers and GEAR UP staff also used this opportunity to do grade/progress checks.
- Following homework, teachers broke into their club activities. Each day of the week involved a different club and teacher, and each had different sets of activities.

A certificated teacher or staff member led each GEAR UP club/tutoring class. A total of seven teachers between the two schools participated. The school district provided students with snacks at no cost due to the high percentage of students on free and reduced lunch.

Clubs included: Mental Karate, Game Club, Multi-Cultural Club, Theater Club, HMS Pride (Community Service) Club, Health & Fitness Club, and Science Club.

The program provided tutoring and other academic support to students, while at the same time engaging them in a variety of cultural, scientific, social and service activities. Engagement in extracurricular activities is strongly associated with academic success, and this program served that and many other functions.

IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:

- First meeting to discuss concept—End of prior school year.
- Follow-up meeting and designated assignments—End of September with anticipated start date for mid-October.
- Communication with Transportation to determine availability of buses for after school programs.
Naturally, implementation of the program was dependent upon the support and good will of the administration. Help from the administration was forthcoming at all times, and frequently suggestions from the administration were extremely useful in program development. Implementation required a great deal of recruitment for teachers and brainstorming club ideas. The program had the full support of administration and staff at both schools. Outreach efforts to parents and students were conducted through classroom presentations, parent meetings, word of mouth, posters, and parent-teacher conferences.

FOLLOW-UP ACTIVITIES:
- Students are asked to evaluate the club activities and indicate club interests.
- Staff reviews attendance and student input to design future clubs/activities.

COSTS OR COST CONSIDERATIONS:

<table>
<thead>
<tr>
<th>The major project cost considerations were the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEAR UP funds – Teacher wages = $28/hour for 2 hours per week; Travel for HMS Pride to travel to Senior Center once a month (2 vans @ .80/mi. x 2.2 mi.).</td>
</tr>
<tr>
<td>Hillcrest Manor partnership for HMS Pride visitations once a month</td>
</tr>
</tbody>
</table>

CONTACT INFORMATION:
Tenya Moravec, Site Coordinator
Sunnyside SD #201
1110 S. 6th St.
Sunnyside, WA 98944
(509) 837-2601
tenya.moravec@sunnyside.wednet.edu
PROGRAM:
After School Program at Toppenish

OBJECTIVES:
Provide after school tutoring services in Math, Science, English, Health and Special Services to achieve 70% grade requirement and be on track for graduation.

LOCATION:
Toppenish High School

DESCRIPTION:
Tutoring was offered 4 days a week, Monday – Thursday. Tutoring ran from 2:15 to 4:15, with a free snack provided at 2:45 and busing at 4:15. An English and Science teacher and two math teachers were provided daily. Special Services and Health tutoring were provided two days a week. Students reported to the room/subject where they needed tutoring. A GEAR UP tutor was responsible for picking up attendance and delivering snacks daily. There were also high school tutors in math and science to help with tutoring services.

GEAR UP generally had an attendance of 50–100 students daily. Toppenish High School Tutoring did not turn away non-cohort students as the program was funded by multiple entities including another GEAR UP grant and 21st Century Grants. The tutoring program improved attendance by enhancing services and tracking student attendance better. GEAR UP also worked closely with departments, teachers and administration to make tutoring services mandatory for students who were placed on academic contracts as well as for students who were failing a class at any point in the school year.

Offering teacher tutors in multiple subjects increased student attendance and provided staff buy-in to after school tutoring. Students were required by teachers (specifically in math and science) to make up course work, tests or other assignments. Students were also encouraged to attend if they had questions on assignments or needed additional help with work. GEAR UP was responsible for assisting staff members in making phone calls to students and parents who did not attend an assigned tutoring lab. This increased student/parent accountability.

IMPLEMENTATION TIMELINE:
PREPARATION ACTIVITIES:
• First meeting to discuss concept: Planning meeting began in the spring of the previous school year and continued through the summer into September. Tutoring began in October (the second month of school).

FOLLOW-UP ACTIVITIES:
• Follow-up meetings and designated assignments.
• Staff evaluation periodically throughout year.
COSTS OR COST CONSIDERATIONS:
- GEAR UP funds –staff stipends, travel, snacks, supplies. Funds were allocated from GEAR UP for PE/Health teacher tutor, Special Services teacher tutor, Science teacher tutor and one Math teacher tutor. GEAR UP funds also provided daily busing.
- Partner fund and resources-volunteers for event-community, faculty, staff, etc. All other teacher tutors were paid for by 21st Century and other Higher Education Coordinating Board Grant.

CONTACT INFORMATION:
Janay Schutz
Toppenish School District
Two Valleys-One Vision GEAR UP
141 Ward Road
Toppenish, WA 98948
(509) 865-3370
jschutz@toppenish.wednet.edu
PROGRAM:
*GEAR UP Tutoring Programs at the Pasco School District and Kiona-Benton School District*

OBJECTIVES:
Strategies for Building Tutoring Programs at Your School.

LOCATION:
Middle Schools and High Schools

DESCRIPTION:
At Stevens Middle School in Pasco, WA, there are many tutoring opportunities including before school tutoring, lunchtime tutoring, after-school program-extended day, in-class tutoring, small group, large group, targeted tutoring, AVID tutorial sessions, and Saturday School.

At the Kiona-Benton School District they have in-class tutoring, homework help and tutoring center, CAD class assistance, Reading Academy, small group tutoring, lunchtime and after-school tutoring, WASL prep workshops, Digital Learning Commons, and missing assignment assistance.

At both school districts the following practices occur:
- **Traditional placement**- In-class and tutoring centers, teacher requests, after-school.
- **Non-conventional placement**- Saturday School, before school and lunchtime, in school-suspension, missing assignment camp, and community center or youth center.

GEAR UP site directors at both districts focus on student achievement by effectively using administrators, teachers, and tutors effectively.

**Consult with Administrators**- Site directors meet with administrators at their schools to provide support and enhance academic programs. They provide baseline-WASL scores, and align their programs with other programs and curriculum at the school. Site directors emphasize that participation in GEAR UP is voluntary rather than punitive. They strive to brainstorm with administrators, and be both creative and realistic to the problems of the students and families they are serving.

**Consult with Teachers**- Site directors meet with teachers to discuss the role of Tutors. The site directors emphasize that the role of the tutor is to serve the needs of students rather than the needs of the teacher. Tutors are not Para-professionals. They do not grade papers, make copies, or staple. They should not serve as hall monitors or as playground supervisors.

Site directors should discuss with teachers which classes need tutors and which groups of students are being targeted. Teachers and site directors discuss which tutoring style to implement, whether pullout, small groups, or rotating throughout the class as needed. If students are being well served by other resources, GEAR UP tutoring may not be necessary.
The Training of Tutors- At both school districts there are extensive tutor training and professional development programs. At WSU Tri-Cities, there is in-service training, Socratic seminars and the promotion of higher order thinking, training in the use of ideas from AVID, and collaborating and networking with other GEAR UP sites. Both sites stress that tutors must be knowledgeable about safety issues, transportation of students, drills, and confidentiality laws.

Tutors must clearly understand the roles of tutors, and especially the student-tutor relationship. Tutors are mandatory reporters of abuse, and receive additional training in first aid, blood-borne pathogens, and sexual harassment. Tutors also know the school environment, and class schedules. They know the details of testing and early release, parent nights, community events, athletics and special clubs and organizations.

Hiring of Teachers to run tutoring programs- Classroom teachers are hired to run after-school tutoring and Saturday tutoring. Tutors come into the program by way of word-of-mouth, advertising, from retired teachers, part-time para-educators, work study/college students, retired parents, parents, and volunteers.

The Tutor’s Function
A tutor encourages, listens, mentors, advises and provides positive model for the student. They help students think, and draw out the correct answers from students through Socratic interplay.

Through tutors students gain advocates, academic support, mentoring, improved grades, increased academic awareness, relationship skills, a sense of belonging, networking, team building skills, and an understanding of the education process and system. Their higher order thinking skills are also developed and improved.

IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:
The implementation of a tutoring program requires planning and discussion, and buy-in of teachers and the school administration. This is crucial in ensuring program success.

FOLLOW-UP ACTIVITIES:
There should be an on-going schedule of program evaluation, both qualitative and quantitative, to ensure that the tutoring program continues to address weaknesses and shortcomings, and take advantage of opportunities to adapt, evolve and improve.

COSTS OR COST CONSIDERATIONS:
A primary cost consideration is providing a prevailing wage for tutors.

CONTACT INFORMATION:
Becky Wilson, GEAR UP Site Director
Kiona-Benton School District
(509) 588-2073
bwilson@earlyoutreach.wsu.edu
PROGRAM:

Daytime Tutoring

OBJECTIVES:
Increase academic skills and performance of Granger Middle School students, and motivate students to have high career aspirations.

LOCATION:
Granger School District

DESCRIPTION:
In 1999, Granger began an after school GEAR UP tutoring program at Granger Middle School, and throughout its existence it has had an average attendance of 35-45 students daily. College work-study students have been employed as tutors for the program, but a majority of the tutors were unable to use their weekly hour allotment, due to conflicts with their own college class schedules. This left a significant number of unused tutoring hours. The GEAR UP site coordinator, Ms. Lori Febus, decided that the tutors (both work study and GEAR UP paid) could be usefully employed if they came into the daytime core classes to help provide direct services to students. She found some teachers who were willing to open their classrooms during the day to GEAR UP tutors. The central concept was that tutors would assist students in the learning process during regular school hours. The administration and school board approved Ms. Febus’ idea and GEAR UP went into the classrooms. GEAR UP was able to provide direct service to nearly 100% of the cohort students, rather than just those who attended the after school program.

In 2003, the daytime tutoring worked so effectively, the Granger School District decided to change the GEAR UP program into a daytime tutor program that would assist students in core classes, and it was also brought into the intersession program. 21st Century continued as an after school program. Through collaboration, GEAR UP and 21st Century have been able to recruit and retain quality tutoring staff members who work during regular school hours for GEAR UP and after school for 21st Century. This has made it possible to provide direct services to students and their families.

The daytime tutoring program promotes collaboration between the teacher and tutor to increase student participation and success. The tutor is able to observe students and follow up with those who do not seem to have understood instructions and to bring issues to the attention of the teacher through close observation. The tutor is able to assist individuals, while the teacher works with other student groups, and help them to keep focused and engaged.
The tutoring program for the Granger School District has been successful for the following reasons:

- Having GEAR UP tutors in the daytime core classes and the 21st Century after school program has helped ingrain GEAR UP tutors into the school district.
- Tutors have direct knowledge of the curriculum.
- Tutors and students have built a trusting work relationship.

IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:

- The GEAR UP coordinator met with the principal to determine where the greatest need in core classes.
- Each tutor was given a daily schedule.

FOLLOW-UP ACTIVITIES:

- There is an ongoing evaluation process for continuous improvement of the tutor program.

COSTS OR COST CONSIDERATIONS:
GEAR UP typically has (4) tutors working 25 hours per week for 42 weeks, during school and inter-sessions.

CONTACT INFORMATION:
Lori Febus
GEAR UP Coordinator
701 "E" Avenue
Granger, WA 98932
(509) 854-1515
febusl@gsd.wednet.edu
PROGRAM:

McClure University

OBJECTIVES:
Create awareness of college for students and parents at the elementary school level. This will help students prepare for success at an earlier age and connect their education experience to college and careers.

LOCATION:
McClure Elementary School

DESCRIPTION:
The McClure staff committed to a program to introduce college-going awareness to students and parents who have never had the college experience. Often parents are expected to discuss college or post-secondary education with their children when they are not informed or aware of the options. If parents are the first teachers of their children then school needs to provide parents information on college experience so that they can take the lead to initiate discussions at home and to participate in school activities that highlight career and college planning services.

The principal purchased university pennants for teachers to select from to use as their classroom identification. Each classroom was identified by a college or university name instead of by their room numbers. One idea was to depict the elementary school setting as a college setting by creating a bulletin board that introduced the school staff on the university campus background setting. Example: administration staff in university student services building, staff in college department buildings, and sports staff and school maintenance in football stadium.

When parents come to pick up students the office staff provided the appropriate room number and also referred to the selected university. Example: “Your child is in Room 5; that is University of Washington.” Once a month (at minimum) teachers share college information with students. At parent events such as parent conferences, they share university information with parents. The school hosted a career information night and left the career posters in the hallway for students, parents and visitors to view as a reminder of what it takes to go to college.

The steps for implementing the program are as follows:
1. Each teacher selected a pennant and placed it outside their classroom; the teacher conducted basic research on that university to share information with students and parents.
2. Teachers initiated contact with the selected university to get more information from them. Some discovered student clubs at the university and shared information with students. They checked the website regularly to get ideas for student activities to implement locally.

3. Teachers received on-going information from the university to keep them informed on the university services and educational programs.

4. Teachers will retain the university name for their room for several years to project continuity of existence and to continue to share information with students and parents while they are in the elementary school setting.

IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:
This activity requires buy-in from all staff for it to be successful. The principal met with staff to develop the idea and plan activities to support a “college-going” culture that builds toward a future in post-secondary education.

FOLLOW-UP ACTIVITIES:
Staff reviewed the program goals at regular intervals and developed ideas for improvement.

COSTS OR COST CONSIDERATIONS:
The cost of this project is about $120.00 to purchase a bundle of university pennants.

CONTACT INFORMATION:
Jose Rivera, Principal
McClure Elementary
Grandview School District
(509) 882-7100
jrivera@grandview.wednet.edu
PROGRAM:
Transition to 9th Grade Videos

OBJECTIVES:
Produce a district specific video that communicates everything an entering 9th grader need to know to be successful in high school.

LOCATION:
Video is made in the district with assistance from teachers, counselors, administrators and upperclassmen (LINK students). Tech support is provided in the districts by the CWU Media Center staff and students knowledgeable in film making procedures.

DESCRIPTION:
Transition videos will provide a valuable service for new students entering school districts after routine transition events have taken place and may be used by district personnel during actual transition events for entering 9th grade students.

IMPLEMENTATION TIMELINE:

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and implement transition activities for 8th grade students and their parents</td>
<td>May – August of Preceding Academic Year</td>
</tr>
<tr>
<td>Video tape segments of the transition program</td>
<td>May – August of Preceding Academic Year</td>
</tr>
<tr>
<td>In collaboration with district personnel, define critical information to be communicated and scope of video production</td>
<td>September – October Academic Year</td>
</tr>
<tr>
<td>Create story boards</td>
<td>November – December Academic Year</td>
</tr>
<tr>
<td>Work with university media staff/students to create video from story boards and video clips</td>
<td>January Academic Year</td>
</tr>
<tr>
<td>Edit videos</td>
<td>February Academic Year</td>
</tr>
<tr>
<td>Produce completed video for review by district staff; record staff suggestions for improving video production</td>
<td>March Academic Year</td>
</tr>
<tr>
<td>Modify video production</td>
<td>April Academic Year</td>
</tr>
<tr>
<td>Present student survival video to district administrators and staff</td>
<td>May Academic Year</td>
</tr>
</tbody>
</table>

TRANSITION TO 9TH GRADE

COSTS OR COST CONSIDERATIONS:
- Video Camera
- Travel costs for university media personnel and students to provide assistance in filming process
- Time and effort throughout process

CONTACT INFORMATION:
Julie Blohm Grinolds
CWU Okanogan Valley GEAR UP Project
1300 Fifth Street
Wenatchee, WA 98801
(509) 963-3961
grinoldj@cwu.edu

RESOURCES:
Sample videos will be available on OVGU web site in May, 2010:
http://www.cwu.edu/~ovgearup/
PROGRAM:
High School Math Coaching Program

OBJECTIVES:
This extended day program enables students to complete rigorous math courses successfully with a grade of C or above.

LOCATION:
High School Campus

DESCRIPTION:
CWU Okanogan Valley GEAR UP employs math coaches in each district to provide academic support for high school students struggling with math. The math coach offers two hours of tutorial support daily four days per week. Early evening and Sunday afternoon sessions are offered for students with busy schedules. Key to success in this program is the math coach working with teachers to track student assignments and tests, and to identify the standards that students have not yet mastered.

IMPLEMENTATION TIMELINE:
PREPARATION ACTIVITIES:
- Work with district personnel to achieve support for hiring coaches to provide academic support for students struggling with math.
- Design system for monitoring student outcomes in math classes.
- Market coaching program to attract student participants.
- Collaborate with teachers to provide relevant support for students on math assignments, test preparation, and to identify missing concepts that prevent students from performing the assigned calculations.
- Implement coaching support for students needing alternative schedules.

FOLLOW-UP ACTIVITIES:
- Track student outcomes.
- Evaluate program effectiveness.
- Collaborate with math teachers to plan and implement academic support services for the next semester.

COSTS OR COST CONSIDERATIONS:
Salary for math coaches commensurate with rates for teachers in the districts; benefits not provided.

CONTACT INFORMATION:
Julie Blohm Grinolds, CWU Okanogan Valley GEAR UP Project
1300 Fifth Street
Wenatchee, WA 98801
(509) 963-3961
grinoldj@cwu.edu
PROGRAM:
Computer Assisted Toppenish School (CATS) Web Academy

OBJECTIVES:
The purpose of the CATS Web Academy is to ensure that all students have the opportunity to learn and to graduate from high school. Working with students and their families, the CATS Web Academy has provided students a personalized computer-assisted academic education equivalent to that received in an ordinary public school. The CATS Academy has provided educational opportunities and the possibility to graduate from high school to students who frequently have had limited success in traditional educational institutions.

LOCATION:
Toppenish School District

DESCRIPTION:
The Toppenish School District has recognized and celebrated the diversity of its schools and community. Because of the diversity of students attending schools in the area, the district built an intervention and support system for students with attendance and behavioral challenges. The system has also served students who prefer to learn and gain their education online. The CATS Web Academy has been an integral part of the school district administration’s response to the diverse needs of its students. In addition to the CATS Web Academy, instructional supports have included focused reading and math, transition-to-work focus at the EAGLE Alternative Junior / Senior High School, and the Safe Haven Independent Contract School (associated with EAGLE). The central belief of the district administration has been that the school district must provide educational support to every level of student achievement and circumstance. The goal has been to offer educational programs that correspond to students’ level of literacy, family circumstances, and work schedules.

Students in the CATS Web Academy have tended to have more attendance and behavioral challenges than students in the regular program. Successful CATS students have been characterized by strong home support, a desire to do schoolwork online, and the ability to read and comprehend at grade level. The CATS Web Academy has used a computer-assisted, certificated tutorial-supported instructional model with Odyssey Ware, Inc., and online 3-12 curriculum as the instructional instrument.

The Official CATS Web Academy Values have been established as follows:
• Self-motivation for responsibility.
• Respect of self, others and school property.
• Integrity, honesty and accountability, valuing the work ethic.
• Enrichment of the educational experience beyond what CATS has provided.
• Preparation for the next educational experience.
In addition to offering courses for students with computers and online access at home, the CATS Web Academy has also offered a computer lab onsite for students who do not have access to the Internet at home. The computer lab has been in a large room with 20 desktop computers. An additional 50 laptop computers have been ready for use as needed, and available for students to check out.

IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:
Arrangements were made by the district administration to staff the program with staff members experienced with computer-assisted learning and online learning. A facility with computers, open during daytime and evening hours was established, and rights to the CATS program, developed in Mexico, were secured.

FOLLOW-UP ACTIVITIES:
Student achievement is monitored by subject completion and qualifications to be on track for high school graduation.

COSTS OR COST CONSIDERATIONS:
- Classroom space and set-up with 20 computers and 50 laptops.
- Hire staff members experienced with computer-assisted learning and online learning.
- Costs associated with purchasing CATS Web Academy program.

CONTACT INFORMATION:
John Cerna, Assistant Superintendent
Toppenish School District
306 Bolin Drive
Toppenish WA 98948
(509) 865-4455
jcerna@toppenish.wednet.edu

RESOURCES:
CATS Web Academy Program Manual for Toppenish School District
PROGRAM:

GEAR UP College Resource Toolboxes

OBJECTIVES:
GEAR UP College Resource Toolboxes are starter kits for college knowledge and college application information for high school students and families. GEAR UP College Resource Toolboxes assist students in organizing materials they collect to help them create their Student Portfolios and to utilize other college preparation materials.

LOCATION:
Oakville H.S. and Evergreen H.S. (rural and urban high schools)

DESCRIPTION:
At the beginning of each school year, Evergreen GEAR UP provides freshman students and their families a College Resource Toolbox. The College Resource Toolbox, also referred to as “The Toolbox,” is a portable file box where families can store their student’s college planning and preparation materials.

Oakville’s Parent Resource Group collaborated with GEAR UP staff and created “The Toolbox” to help families prepare for college early. “The Toolbox” provides students and families a place to store college preparation information from GEAR UP and other school programs and resources. “The Toolbox” is very compact and easy to fit anywhere, as well as go anywhere. This helps those who may move often or live in tight spaces.

Suggestions for how to use “The Toolbox” at home:

- Have students place all high school and college information in the toolbox immediately upon receiving it (i.e. graduation and financial aid information, report cards, portfolio, college applications and brochures, and college testing information, etc.).
- Keep “The Toolbox” in a location in the home that is easily accessible to the student and parent.
- Periodically review the material, discarding duplicates and/or information that are no longer needed.
- Set aside time to review and discuss the information with your student.

“The Toolbox” is set up with several hanging files and manila folders, labeled to assist in organizing the college preparation information that students receive. GEAR UP also includes informational materials to help families start the college planning process.
What’s included in the toolbox?

1) *First in the Family: Advice About College from First-Generation Students* (book)
2) GEAR UP Information – (hanging file)
   - **GEAR UP (manila folder)**
     - GEAR UP Brochure
     - Staff Sheet
     - GEAR UP Fact Sheet
     - GEAR UP Newsletters (Current Issues)
3) Preparing for College – (hanging file)
   - **Preparing for College (manila folder)**
     - GEAR UP “What Did You Say?” (brochure)
     - GEAR UP Divider Fact Sheet “Make Every Course Count!”
     - GEAR UP Divider Fact Sheet “True or False”
     - Step-by-Step Guide to College
     - “How to Go to College Guide” (GEAR UP booklet)
4) Applying for College – (hanging file)
   - **General Information (manila folder)**
   - **PSAT, SAT, & ACT Information – (manila folder)**
     - GEAR UP Divider Fact Sheet “Psssssst…What’s the PSAT?”
     - “Test Your TEST Knowledge?”
     - The ACT: Preparing for the ACT (study booklet)
   - **Admission & College Application Information – (manila folder)**
     - Sample College Applications
     - Understanding College Admission Handouts
5) How to Pay for College – (hanging file)
   - **Paying for College – (manila folder)**
   - **Scholarship Information (manila folder)**
     - GEAR UP Divider Fact Sheet “Getting Money for College”
     - FAFSA brochure
     - Paying for College Brochures
     - NCAA Scholarship Requirements
     - FastWeb Brochure & Flyer
     - “Funding your Education” booklet from Federal Student Aid Info Center
     - “Paying for College” booklet from NELA (Northwest Education Loan Association)
6) Personal Record – (hanging file)
   - **Portfolio Documents (manila folder for student to begin saving personal information)**
IMPLEMENTATION TIMELINE:

**Summer** – Evaluate upcoming school year’s budget and determine priorities with school administration.

**Mid-Summer** – Work with school administration, determine how many College Resource Toolboxes are needed for the school year.

**End of Summer** – Parent volunteers, CPAs and GEAR UP Education Specialists assemble toolboxes.

**Fall** – Distribute toolboxes to families at the following events:
Harvest Festival
College Family Days
College Success Foundation events
Family Fun Nights
New Student/Family Orientation
Parent Resource Group

FOLLOW-UP ACTIVITIES:
Evergreen GEAR UP Education Specialists and CPAs regularly communicate with students and their families, assisting them in accessing and organizing the toolbox.

COSTS OR COST CONSIDERATIONS:

**Toolbox Supplies include:**
Rubbermaid Totes
Hanging Files and File Folders
Special Paper and Color Printer (for label)
Glue (for label)

CONTACT INFORMATION:

Larry Crowley
Evergreen GEAR UP Ed. Specialist
Oakville School District
crowlel@evergreen.edu

Ada Daniels
Evergreen GEAR UP Ed. Specialist
Woodbrook Middle School
danielsa@evergreen.edu

Carletta Garraway
Evergreen GEAR UP Ed. Specialist
Lochburn Middle School
carlettg@evergreen.edu

Wendy Freeman, M.Ed.
Acting Director
The Evergreen State College
freemanw@evergreen.edu

Website:  http://www.evergreen.edu/gearup/home.htm
For Tool Box Information Sheet:  http://www.evergreen.edu/gearup/docs/toolboxgearup.pdf
PROGRAM:
The Wolf Pack Peer Mentor Program

OBJECTIVES:
Help freshman students successfully transition, academically and socially, to Wapato High School by assigning peer mentors to guide them.

LOCATION:
Wapato High School, Wapato, WA

DESCRIPTION:
The program had an application process in which the site coordinator and program participants selected fifty junior and senior mentors. Each peer mentor was assigned five or six freshman mentees. The mentors received community service for portfolio development and senior project credits.

The peer mentors were guided and trained by college student mentors from the CWU Bridges program. Bridges college students worked with high school students who were at risk of failing a class, dropping out of school, not passing a grade level, or not graduating high school. Bridges also gave students the chance to socialize with real college students who might come from the same background as they did. Many realized that anything is possible if you put your mind to it. The Bridges program was used to “mentor the mentors.” They assisted with training on mentorship and college preparation.

The peer mentors assisted freshman mentees in their personal, academic, social and cultural adjustment to studying at the high school level. They provided mentees with information about services available to them throughout the campus and the community, and encouraged their use of those services as well as participation in non-classroom educational opportunities (i.e., student organizations, athletics, and volunteerism, community and campus events). They also assisted mentees in developing relationships with their peers, faculty/staff, and community, and promoted a nurturing atmosphere and sufficient cultural information to enable students to make reasoned and well-informed choices. They encouraged mentees toward high school graduation and enrollment in post-secondary programs.

Once a month peer mentors taught lessons to mentees during the advisory period (Connection Time). Connection lesson topics included the following:
- Fulfiling potential
- Graduation Requirements
- Stress Management
- High School dilemmas
- Leadership/teambuilding
- Study skills
- Tests and importance
The program also consists of:
- Once a month the program had after school mentor/mentee enrichment activities.
- Once or twice a month there were mentor-training sessions.
- There was on-going mentor/mentee involvement.
- There was a year-end celebration of successes.

Peer Mentors supported and contributed their knowledge and experience to assist new students, and they provided information about Wapato High school and GEAR UP services. Additionally, they were leaders in a cross-cultural context, and participated in a training program that explored the skills needed to become a successful mentor.

A particular success story involved a group of freshman boys who were failing all classes and treating school as a joke. These students were assigned to a male peer mentor. By the second time they met, the mentees seemed more settled down. Another student in the same class requested that he also be provided a male mentor, and the switch was made. The student who requested the mentor had also been coming to the after school program for tutoring. Eventually the mentee stated, “I really like my mentor and he has made me realize that I need to take school more seriously.” A month later, the mentees and the mentor signed up for a college visit. During the trip it was remarkable to see their constructive interaction and change in attitude. The mentee went from all F’s to As, Bs, & Cs in class. The mentor was successful in getting his mentees to join the school baseball team, and they are all taking school seriously.

GEAR UP offered several educational trips that the mentors and mentees participated in together. Some of the trips included the bowling and college fairs, the East State College Tour, the West state College Tours, and the LEAP Conference. These trips gave the mentors the opportunity to interact with their mentees outside of school, and gave freshmen an opportunity to interact with upperclassmen. Because of these trips, the culture and climate of the school changed in positive way. Especially notable was the positive interaction between mentors and mentees.

Since the Bridges college mentor-to-mentor structure was put into place, Wapato High School has celebrated many seniors being accepted to the University of Washington, CWU, WSU and CBC. For many freshman students it was an eye-opening experience.

IMPLEMENTATION TIMELINE:
PREPARATION ACTIVITIES:
- The site coordinator participated in mentor workshops from different programs.
- The coordinator used the summer to brainstorm and come up with a layout for the program.
- She met with the Principal and the Freshman Advisor, to discuss the Program and implementation in late September.
• The Freshman Advisor and the GEAR UP coordinator worked on the program curriculum and implementation layout during the month of October.
• A work-study student assisted the coordinator with the program and they began recruiting mentors in October.
• An informational session was held the first week of October.
• The entire month of October was reserved for the recruitment of students into the program.
• The second to the last week of October was set aside for selecting mentors by the mentoring committee. The committee went through applications and helped select the mentors.
• In early October, the site coordinator met with 21st Century community outreach in order to gain their participation and cooperation for the program.
• Ignite program staff met with the site coordinator in mid-October to discuss lesson layout.
• During the first week of November the site coordinator and staff met with the 9th grade teaching staff.
• The first week of November there was an orientation training session for the mentors.
• The Friday of the first week of November, staff took mentors to Central Washington University for a full day mentor training by the Bridges Program college students:
  o Mentors were taught the role of mentor.
  o They learned how to connect with 9th graders.
  o They gained insights on how to help 9th graders prepare for college.
  o They learned leadership skills.
• Mentors met with their mentees for the first time during the second week of October.
• Mentors were trained once a month for the remainder of the year.

FOLLOW-UP ACTIVITIES:
• The Site Coordinator and Freshman Advisor met regularly to review the program success and make recommendations for improvements.
• Mentors were surveyed regarding future training needs.
• Teachers and staff were asked to provide feedback on program success.
• Recommendation was made for a teacher to receive stipend for training to promote sustainability of program when GEAR UP funds are no longer available.

COSTS OR COST CONSIDERATIONS:

<table>
<thead>
<tr>
<th>Who’s Responsible</th>
<th>Item</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEAR UP</td>
<td>Mentor/mentee Training – Ignite</td>
<td>$6,000.00</td>
</tr>
<tr>
<td>21st Century</td>
<td>CWU Bridges mentor program</td>
<td>$5,000.00</td>
</tr>
<tr>
<td></td>
<td>Assistant Coordinator- work study</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>GEAR UP</td>
<td>Mentor/Mentee activities</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>21st Century</td>
<td>Supplies</td>
<td>$1,000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>$17,000.00</strong></td>
</tr>
</tbody>
</table>
CONTACT INFORMATION:
Jessica Raigoza
Wapato School District
Two Valleys-One Vision GEAR UP
212 W 3rd St
Wapato, WA 98951
(509) 877-3138
jessicar@wapato.k12.wa.us

RESOURCES:
Copy of student evaluations
Diagram of Mentor Program
PROGRAM:
*International Speaker Series*

OBJECTIVES:
Provide GEAR UP students at Goldendale High School with information, experiences and exposure to cultural environments not found in their community.

LOCATION:
Arlene Schnitzer Hall, Portland, Oregon, and Goldendale High School

DESCRIPTION:
For many Goldendale High School students, participating in the trips to the speaker series in Portland was invaluable. Such opportunities were not available to them in Goldendale. During the field trips students were also informed about different careers available in the Portland area. Each speaker in the series talked about a different topic, and the students learned about economic issues, the climate crisis, global health, the criminal justice system in the United States, and other issues. The experiences encountered by the students opened their eyes to socio-cultural environments vastly different from the ones they are familiar with, and helped them begin to become more tolerant of those with backgrounds not the same as their own.

Students at the high school heard about the different series speakers from the daily school bulletin and where to sign up. They were given permission slips and completed short assignments related to the topic of discussion before turning in their permission slips.

On the day of each event, students loaded onto the bus around 2 p.m. for the trip to Portland. Once in Portland the first stop was a ride on MAX (Portland’s public transportation system) to the restaurant. After dinner, students headed to Arlene Schnitzer Hall for the lecture by the guest speaker. Each student had a chance to write questions to the speaker, and a few of their questions were answered. After the speech, the students returned directly to Goldendale, arriving back around 11 PM.

IMPLEMENTATION TIMELINE:
PREPARATION ACTIVITIES:
The first meeting to discuss the concept for the event was December 2007. A Klickitat teacher who had just begun teaching at Goldendale had previously taken her students to the International Speakers Series. The GEAR UP coordinator wanted to duplicate the activity at her school and give more students that opportunity. Working with teachers to align the speaker series with classroom curriculum, she developed the concept for the series.
FOLLOW-UP ACTIVITIES:
Follow-up meetings and designated assignments: After each trip, the GEAR UP coordinator checked with the teachers who served as chaperons and asked if there were problems or suggestions for improving the event. She also contacted the bus garage to see if the driver understood the entire drop off and pick up points. When suggestions were given they were responded to in an appropriate manner and changes were made for the next event. Students were interviewed for articles that appeared in the high school newspaper.

COSTS OR COST CONSIDERATIONS:
The major project cost considerations were the following:

<table>
<thead>
<tr>
<th>Cost Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEAR UP funds – This program cost around $6,050 for the year. GEAR UP paid three staff members one hundred dollars each time for working late into the night and guiding the students safely around Portland. GEAR UP paid the bus driver and mileage for the bus (about $1,350). GEAR UP also paid for the speaker tickets ($2,000) and food at the restaurants (about $350 dollars each trip).</td>
</tr>
<tr>
<td>School funds paid for staff to cover the classes of teachers who had to leave early for the event.</td>
</tr>
<tr>
<td>Partner funds and/or resources: Volunteers for the event provided discounted tickets.</td>
</tr>
</tbody>
</table>

CONTACT INFORMATION:
Molly Fahlenkamp
Site Director, GEAR UP
Goldendale School District
603 S. Roosevelt, Goldendale, WA 98620
(509) 773-5434
mfahlenkamp@gsd404.org

ATTACHMENTS (Next Page):
Sample Itinerary

RESOURCES:
Summary comments by presenters
- Literature review list: http://www.worldoregon.org/events/iss.php
(Sample Program Itinerary)

INTERNATIONAL SPEAKER SERIES

David Suzuki
Environmental Activist
“The Climate Crisis”

Itinerary for Wednesday, April 8th

1:50 p.m.   Depart Goldendale in school bus

4:30 p.m.   Ride Max in to Portland from Lloyd Center transit station (fare less square)

5:00 p.m.   Dinner at Bush Gardens- 900 SW Morrison, Portland
            503-226-7181
            Still working on Japanese Menu

6:30 p.m.   Global Issues International Speaker:
            David Suzuki at Schnitzer Hall
            1037 SW Broadway, Portland Oregon 97205

8:45 p.m.   Depart for home in school bus

11:00 p.m.  Arrive back at Goldendale High School

What to Bring:
**Dress in your best school clothes**, no hats please.
Bring jacket, as we will be walking around downtown.
Pillow and blanket for the ride home!
Your best behavior and manners!
PROGRAM:
*Electronic Portfolios*

OBJECTIVES:
Facilitate student access to an electronic portfolio and provide technological skills for all students to create their own electronic portfolios.

LOCATION:
East Valley High School, Yakima, WA

DESCRIPTION:
The electronic portfolio project provides a mobile computer lab and a dedicated server to help students develop electronic portfolios. At the end of four years of high school, students in the program are able to produce the necessary media needed to enter a college or university, and produce a resume needed for application to a trade school, technical college, or apprentice programs. Students also have access to the WOIS/Career Information System (Washington Occupation Informational System), which provides the structure for the implementation and compilation of their academic and community efforts. It has been demonstrated that the WOIS electronic portfolio is a convenient method for storing a student’s career research, educational plans, assessment records, and work or community experiences.

The WOIS program offers four assessment tools for the students’ discovery of the careers that relate to their skills and abilities. It offers more than 500 up-to-date career descriptions that help students learn the career tasks and activities, skills and training required, and wages they would expect to earn. Assessments cover the following four areas:
- Career interest areas
- Activity interest profiler
- Work importance locator
- Skills assessment

These assessments are cross-referenced to occupations and educational programs arranged by clusters and career paths, and provide links to professional associations, college websites, financial aid and college searches, actual job openings, and licensing agencies, with additional connections to Essential Academic Learning Matrix, and are cross-referenced to Washington State’s EALRS.

The originators of this program believe that mobile wireless network technology has become widespread, and it is essential to educate students about this new form of communication. The designers of the program felt that one of the benefits of mobile computing education was that classes focusing on this topic would support new methods of education. In particular, they have stated that the development of wireless communication together with portable devices allows freedom of both mobility and creativity in curriculum and assignments.
IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:
East Valley High School decided to partner with the Two Valleys One Vision (TVOV) and SKY’s the Limit (SKY) GEAR UP Programs. It was observed that during the 4th year of the program, cohort students would complete the 9th and 10th grades respectively, and the TVOV program would serve 250 students, while the SKY program would provide services for 200 students.

The designers of the Electronic Portfolios program created a mobile lab to solve the problem of lack of space for an additional computer lab. The mobile lab provides additional computers for students in the classroom, as opposed to taking students to the traditional computer lab. The lab is fully functional with Internet access, iBooks, Word Processing and Laser printing; it is mobile so that it can be rolled into the classroom. The mobile lab was designed to make it possible for classes to get computer access when it otherwise might have been impossible since the regular computer labs have been heavily used, especially by classes that book for an entire term.

Students are expected to move around with the computers or sit in whatever seating arrangement desired, such as small groups that may facilitate collaborative learning. With the flexibility of wireless technology, the program designers believe that teachers would find it easier to implement a collaborative, student-centered classroom compared with using a conventional computer lab. Hopefully this would result in the classroom becoming more of a community in which all members would interact more effectively.

The development timeline included the following steps:
- First meeting to discuss concept.
- Follow-up meetings and designated assignments of teachers and staff.
- Arrangement for the enrollment of students.

FOLLOW-UP ACTIVITIES:
Develop evaluation plan that includes effective use of the mobile lab, number of students completing electronic portfolios, effectiveness of connection with WOIS program.

COSTS OR COST CONSIDERATIONS:
- The budget for the project included the following items: staff stipends, travel, snacks, and supplies; the hardware components in the configuration including a Bretford mobile cart, with slots to store and recharge up to 32 laptops, as well as a six-wheel design easy to move from room to room; 20 Apple iBooks that have AirPort cards for wireless networking; laptops fully charged overnight.
• A Mobile Lab with an 802.11b-compliant Apple AirPort Extreme Base Station that provides wireless network access within a perimeter of about 150 feet - more than adequate for any classroom. An HP LaserJet P2015dn laser printer, two Canon Powershot A460 digital cameras, two Canon Camcorders Mini DV ZR 800, and M-Audio Oxygen 8 Controller keyboard.
• School funds-professional development for training.
• Partner funds and/or resources.
• Volunteers for event, including community members, faculty, and staff members.

CONTACT INFORMATION:
Luis L. Cordero
GEAR UP Site Coordinator
East Valley High School
1900 Beaudry Road
Yakima, WA 98901
(509) 573-7478
cordero.luis@evsd90.wednet.edu

RESOURCES:
PROGRAM:
10th Grade Blue-Skying for College

OBJECTIVES:
Help high school students to begin writing their personal statements to apply for post-secondary education institutions. This workshop session will also help students:
  a) “Blue-sky” possible futures by thinking outside the box;
  b) Understand the importance of telling their stories and how significant events in their lives are vital to creating a convincing statement;
  b) Commit to refining their personal statements over the next two years of high school.

LOCATION:
High school classroom that all tenth graders rotate into throughout the day (for example: Sophomore English). In one school it was a two-day event because it was offered during a class that half of the 10th graders took one day and the other half the next day.

DESCRIPTION:
College Blue-Skying was the result of collaboration among CWU GEAR UP, Northwest Learning Achievement Project (NLA), and the Bridges Project. The Bridges Project selected several pairs of college mentors, who presented and led work sessions in a high school classroom. These workshop sessions introduced sophomores to the college application process.

The pair of mentors (male and female) were selected partially on the basis of their compelling stories or struggles to make it to college against the odds. Wherever possible, students who had attended high school in the district were selected to present at their alma maters. NLA provided each mentor a stipend for presenting, and Bridges provided the transportation. Together, NLA and Bridges trained the mentors for the presentation. The lesson plan for this training is provided as an attachment.

Mentors focused on introducing 10th graders to the college application’s “personal statement” and the items that should be included in that statement (for example: understanding the importance of being involved in the community or at school). Most high school students do not realize how important this is until their senior year, when applying for college.

College mentors began each Blue-Skying session with an educational icebreaker. Mentors then provided a PowerPoint presentation about themselves, based on their own personal statements submitted when they applied to college. They talked about their pasts, their current situations, and finally their career goals when they graduate from college. They discussed how they were paying for college and what student life on campus looks like.
Mentors then proceeded to teach students how to begin their own personal statements. Some schools made the personal statement part of the English class curriculum. This aspect was important, because the students were required to finish their essays. One classroom session does not provide enough time to complete the statements.

Student success was immediate. High school students connected with the mentors, because they were close in age and came from similar backgrounds. Sometimes the mentors were from the same communities as the students. This was empowering because the students realized how achievable college is. For example, a mentor helped a high school student realize that surviving leukemia was a huge hurdle that she overcame and should talk about it in her personal statement. The student was afraid that it would sound like a “pity party.” The mentor helped her state it as a challenge and explain how it made her grow as a person and as a student. This student is now at the University of Washington.

IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:

- Choose a date between October and May, preferably on Fridays because college students normally do not have classes on those days or not as many.
- Recruit college mentors from Student Affairs, College Assistance Migrant Program (CAMP), BRIDGES, Admissions, and the TRIO program.
- Meet with college students to plan the activity and go over the lesson plan.
- The college representative coordinating College Blue-Skying must review the PowerPoint with each college mentor to make sure there is enough information and appropriate information. The PowerPoint should not be too wordy and college students must use it as a guide for their speech.
- Confirm with college students the time of presentations, where to check-in, what they will need to do the presentation (laptop, internet, PowerPoint accessibility, projector, etc), and how many students to expect in each class.
- Give college students instructions and a map to the school and contact information-- who to call in case of bad weather, they are lost, etc.
- Have high school students ready with paper, pencil, and nametags so students can write their statements.
- In order for this activity to have the highest impact, the presentation must be done in small groups, classroom size. Assembly style is not effective, because some one-on-one time is needed.
- High school teachers must provide some preparation, explaining what students should expect and what the mentors will require of them. Students need to be prepared to fully participate and cooperate. The activity requires student involvement.
- The classroom should be set up and ready to go. College students will have their PowerPoint on a USB device to easily open the presentation.
FOLLOW-UP ACTIVITIES:
- It is ideal for the school to require students to complete the statement as part of a regular class curriculum.

COSTS OR COST CONSIDERATIONS:
Event costs depend on many factors. As mentioned earlier, a $250 stipend was given to each college student and travel expenses were also covered. Lunch was not provided, but some schools had a staff member take the students out to lunch.

CONTACT INFORMATION:
Veronica Gomez-Vilchis                  Lois Breedlove                      Lisa Garcia-Hanson
Central WA University                    Central WA University         CWU Bridges Director
(509) 963-1347                               (509) 963-1046                    (509) 963-1111
gomezv@cwu.edu                            breedlov@cwu.edu  garciahl@cwu.edu

ATTACHMENTS:
Lesson Plan for Bridges College Mentor Training (down below)
Lesson Plan for Blue-Skying Presentation (next page)

Lesson Plan: GEAR UP 10th Grade Event: Blue-Skying A Possible Future (55 minutes)

Introduction: The purpose of this lesson plan is to help Bridges mentors work with GEAR 10th grade students to help them imagine and plan toward long-term dreams and goals.

Purpose: Students will imagine what their future might look like, so that they can start to plan how to get there. Students are encouraged to think about things they are passionate about and to plan careers that incorporate their interests.

Objectives of the Lesson:
1. Students will listen to CWU mentors talk about their own career paths to date – past, present and future.
2. Students will listen to the mentors’ versions of their own “Lifetime Achievement Award” exercise.
3. Students will engage in brainstorming or “blue-skying” that will help them think “outside the box” and imagine their futures.
4. Students will understand more about the changing world in which they will work, and will have some experience imagining possible jobs that might not yet exist.

Materials required: What you will need:
- Classroom environment with desks and chairs.
- 10th grade booklets.
- Blank paper.
<table>
<thead>
<tr>
<th>Time</th>
<th>ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Mentors start with an icebreaker. Then mentors introduce themselves and describe what is going to happen in the next 55 minutes: Mentors share their challenges; mentors describe themselves Past, Present and Future. Students will take 5-7 minutes to develop their own Lifetime Achievement Awards, which they will share in small groups (5 students). One student from each group will be invited to share their future plan. Two students will be interviewed on how they achieve their Lifetime Achievement Award. Mentors will summarize and close.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Mentors describe what challenges they faced and barriers they overcame to enroll finally at CWU. They will present their Past, and their Present. Mentors share their Future and their imagined “Lifetime Achievement Awards”</td>
</tr>
<tr>
<td>5-7 minutes</td>
<td>Students are asked to look at pages (14-15) in their “The Future. Get Ready” booklets and will start to frame their own “Lifetime Achievement Awards.”</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Students are convened in small groups (5) and share their future plans. One student from each group will volunteer to share what they’ve written to the whole group.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>One mentor will invite two students who haven’t reported out to be interviewed. This is their 10th High School Reunion, and the student paper wants to know how they’ve done since they left high school.</td>
</tr>
<tr>
<td>3 minutes</td>
<td>Mentors do a quick review of the main points, and encourage students to look through their 10th grade booklets to help them do more imagining of possible futures.</td>
</tr>
</tbody>
</table>
PROGRAM:
*College Credit – High School Tutor Training Program*

OBJECTIVES:
Prepare high school juniors and seniors to provide academic support for Middle School and High School students placed in rigorous courses.

LOCATION:
- Tutor Training courses at local community college.
- Tutors placed in high school and middle school classrooms and extended day tutorial programs as assigned.

DESCRIPTION:
Junior and senior students prepare for tutoring middle and high school students to enhance academic performance of tutored students, particularly students enrolled in rigorous courses. This program provides a group of tutors readily available on site. Students sign a letter of intent (attached) committing to the requirements described below. Two college classes, carrying two college credits each, have been developed for level I and level II training. Students are required to do a 30-hour practicum to complete the course. Each class carries two college credits.

IMPLEMENTATION TIMELINE:

<table>
<thead>
<tr>
<th>PREPARATION ACTIVITIES</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design tutor training coursework with local community college.</td>
<td>6 – 12 months prior to implementation of Tutor Training Program</td>
</tr>
<tr>
<td>Arrange for course to be offered when students can participate.</td>
<td></td>
</tr>
<tr>
<td>Recruit juniors and seniors to enter tutor-training program (must work around classes and extracurricular activities to make tutor assignments).</td>
<td>September of Academic Year</td>
</tr>
<tr>
<td>Arrange for transportation of students to two 5-hour classes for Level I and II courses.</td>
<td>October of Academic Year</td>
</tr>
</tbody>
</table>

Staff member collaborates with local community college to create tutor training courses – Level I & Level II; curriculum requirements negotiated.

Staff member recruits junior and senior students to participate in the tutoring program; enrolling in HS credit course advisable, not required.

Staff member transports prospective tutors to local community for 2-credit course on 2 Saturdays in October (2 weeks apart).

Staff oversees tutor completion of homework assignments for coursework.

Assign tutors to tutoring locations and students to be served.
District staff supervises 30 hour tutoring practicum Community College staff observes each tutor once during the practicum experience.  

District staff supervises 30 hour tutoring practicum  
Community College staff observes each tutor once during the practicum experience.  

October-December of  
October-December of  
Academic Year  
Academic Year  

Students earn 2 credits for completing lecture requirements (1 credit) and 33 hours of tutoring practicum credit (1 credit).  

Students earn 2 credits for completing lecture requirements (1 credit) and 33 hours of tutoring practicum credit (1 credit).  

December of Academic Year  

Tutors are eligible to earn minimum wage or more per hour after completing Level I tutor training course  

Tutors are eligible to earn minimum wage or more per hour after completing Level I tutor training course  

December/January of  
December/January of  
Academic Year  
Academic Year  

Students participate in 2-credit Tutor Training Level II course completing lecture requirements (1 credit) and 30 hour tutoring practicum (1 credit).  

Students participate in 2-credit Tutor Training Level II course completing lecture requirements (1 credit) and 30 hour tutoring practicum (1 credit).  

January or February of  
January or February of  
Academic Year  
Academic Year  

Students earn 4 credits for both tutor-training courses if requirements are completed and have developed critical skills for working with students in the Middle School and High School. Some districts place tutors in the Elementary School as well.  

Students earn 4 credits for both tutor-training courses if requirements are completed and have developed critical skills for working with students in the Middle School and High School. Some districts place tutors in the Elementary School as well.  

Student Accomplishments in the Tutor Training Program during Academic Year  

FOLLOW-UP ACTIVITIES:  
- Supervise tutor placements.  
- Oversee tutorial program.  
- Evaluate academic support provided.  

COSTS OR COST CONSIDERATIONS:  
- Instructional costs for both tutor training courses.  
- Student tuition for courses if required (may be waived depending upon institution).  

CONTACT INFORMATION:  
Julie Blohm Grinolds  
CWU Okanogan Valley GEAR UP Project  
1300 Fifth Street  
Wenatchee, WA 98801  
(509) 963-3961  
grinoldj@cwu.edu  

ATTACHMENTS:  
1. Syllabus for EDUC 130 WVC F09 (next page)  
2. Syllabus for EDUC 131 WVC W10 (next page)
Wenatchee Valley College at Omak
EDUC 130 Tutor Training I GEAR UP
Fall Quarter 2009
Shirley Kuchta, Instructor
Contact Information: 332-1578; skuchta@wvc.edu

Course Description: This course provides an overview of tutor learning processes and assists beginning tutors in delivering services to other learners based on individual needs. Class sessions are 9:00 a.m. to 2:30 p.m. at WVC-Omak in Room 301.

Prerequisite(s): Appropriate writing/reading level, appointed GEAR UP tutor and permission of college instructor.

Test: None. Notebooks and handouts will be provided. You will provide your own Journal, preferably submitted electronically. Note deadlines for due dates for journals and exams. Late work will not be accepted.

Course Goals: Student will demonstrate an understanding of the issues and trends important to tutoring others. By end of the practicum, students will demonstrate level one confidence, quality and effectiveness in tutoring assigned learners.

Course Objectives: Upon successful completion of the course, the level I Tutor will be able to:
1. Define and describe tutoring and tutor responsibilities
2. Identify basic tutoring policies, methods and procedures for working with assigned learners who seek tutoring assistance.
3. Demonstrate the ability to set goals and plan for an effective tutor training session
4. Demonstrate basic tutor behaviors for modeling and promoting effective study skills
5. Demonstrate techniques for successfully beginning and ending a tutor session
6. Demonstrate effective communication, listening and paraphrasing for tutoring purposes
7. Model effective problem solving skills
8. Identify external resources for student referrals and for continuing growth and development in one’s own tutoring skills
9. Fulfill obligation of tutor practicum for EDUC 130

Course Content:
1. GEAR UP 101 – basics of the program and your participation
2. Definition of tutoring and tutoring responsibilities
3. Overview of tutoring guidelines, philosophy and ethics
4. Learning styles – your own and others’
5. Tutoring Do’s and don’ts
6. Study skills, problem solving and critical thinking
7. Role Model characteristics and development
8. Cultural values and biases in learning and teaching
9. Setting Goals and Plans for an effective tutor training session including beginning and ending a tutor training session
10. Communication, active listening and paraphrasing
11. Evaluating your effectiveness with your learners (a variety of assessment techniques will be discussed
12. Referrals and external resources for students and tutors

Evaluation Methods/Grading Procedures:
Your performance in this class will be evaluated, and a letter grade of A, B, C, D, or F (plus and minus may be included) will be issued for your WVC transcript based on the following:
Attendance and Participation ................................................................. 25%
You must attend two Saturday classes and complete an agreed upon 30 hour GEAR UP practicum.
Participation will be valued individually, in your group work in class and through the practicum.
Respectful participation with others is an indication of your growth as a person and as a tutor.

Exams ........................................................................................................... 15%
There will be two exams: One in class and one “take home” given the second class, due upon completion of your practicum.

Assignments .................................................................................................. 25%
There will be numerous assignments given throughout the course. Most will be completed in class AND there will be homework.

Journal Entries ............................................................................................ 20%
Your Journal should be typed and include some form of learner evaluation during two of the practicum sessions. Your journal will be a series of half-page reflections – one for EACH tutoring session of your practicum. As a progression of your skills and insights, the journal should assist you in becoming a more effective teacher and learner.

Practicum Completion and Observation..................................................... 15%
You AND/OR your Site Director will schedule one appointment for the instructor to observe you as a tutor in your practicum. You and your Site Director will debrief the process on site immediately.

TOTAL ........................................................................................................ 100%

Students Needing Accommodations: WVC-Omak is committed to providing learning accommodations for students with documentation of qualifying disabilities. Ms. Vicki Turner is available for exploration of the need for accommodation for you. Vicki can be reached in the Student Resource Center at 509-422-7812.

Plagiarism: Plagiarism is using or representing another person’s work as your own. All others’ work or thought should be duly cited crediting the author, date, and source. Failure to cite may result in failure and dismissal from the class.

Contacting the Instructor: Either phone or email work for the instructor. Email is preferred as it allows you to ask your questions and make comments at your chosen time and setting. The instructor will respond as early as possible to phone call or emails. Thank you.

Classroom Comfort: Because this is a long Saturday class, within reason, food and beverages (provided by GEAR UP) are allowed in the classroom. Please come dressed comfortably and ready to work hard. Cellular phones should be on vibrate with your return calls made on break. Texting during class is not allowed.

Restrooms are located across from the Library in the building to the west.

GEAR UP tutors are not to leave campus without expressed permission of the assigned Site Director.

Stretch your comfort level! This is a great setting in which to try out new behavior. If you are usually very quiet, practice speaking up, expressing your opinions freely and asking open-ended questions of other students. If you are generally quite talkative and first to speak, this is a great class in which to practice letting others go first or waiting until the quieter students have spoken. Please, in your smaller groups, be sure to encourage all members to participate. The hope is that you will come to know each other students; uniqueness so that you can bring out others’ personalities and learning needs/preferences in your tutoring. In the long run, you’re here to learn and practice a skill and help others learn.

There are only two ways to really influence self-esteem: Learn something new and/or do something for someone else expecting nothing in return. (Sol Gordon)

Congratulations!! Tutoring affords you the opportunity for BOTH!!
Attachment #2

Wenatchee Valley College at Omak
Winter Quarter 2010
EDUC 131 GEAR UP TUTOR TRAINING Level 2, 2 credits
Instructor: Shirley Kuchta, M. Ed
Office Phone: 509 422-4481; Home Phone: 509-322-1578
skuchta@wvc.edu

COURSE DESCRIPTION:
This course provides a level two understanding of tutoring and learning. Enrolled students are selected GEAR UP tutors who have completed EDUC 130 and are engaged in tutoring practicum at their schools.

SCHEDULE:
Class sessions will be held Saturdays February 6 AND 20, 2009-9 AM to 2:30 PM at WVC-Omak Rm. 301. Your tutoring placement of 30 hours will be arranged with your site director who will inform your instructor.

PREREQUISITE(S):
Successful completion of EDUC 130; appropriate writing and reading level; selection as a GEAR UP tutor and permission of GEAR UP Site Director and college instructor.

TEXT:
None…Handouts and Notebooks will be provided. You will provide your own Journal.

COURSE GOALS:
1. Student will demonstrate an understanding of advanced level issues and trends in tutoring.
2. By end of the practicum, students will demonstrate level two confidence, quality and effectiveness in tutoring.
3. Students will demonstrate knowledge and skill in working in culturally competent ways with their learners.

COURSE OBJECTIVES:
Upon successful completion of the course, the Level II Tutor will be able to:
1. Identify more advanced tutoring procedures, policies, methods and best practices
2. Demonstrate the ability to set goals and plan for an effective tutor training session
3. Apply learning styles theory to facilitate communication and to plan tutoring sessions
4. Demonstrate awareness of how gender and cultural expectations affect learning
5. Demonstrate active and passive teaching/learning techniques
6. Demonstrate at least 3 appropriate ways to assess the tutor’s own performance
7. Demonstrate at least 3 appropriate strategies to assess student progress.
9. Demonstrate accurate clear record keeping and documentation
10. Demonstrate experienced tutor behaviors for modeling and promoting effective study skills
11. Demonstrate effective communication, listening and paraphrasing for tutoring purposes
12. Model effective problem solving skills at Level II competence
13. Identify external resources for student referrals and for continuing growth and development for self
14. Fulfill obligation of tutor practicum for EDU 131 and assist Level I tutors in your school as appropriate.

COURSE CONTENT:
1. Review of GEAR UP 101--basics of the program and your participation
2. Review of tutoring and tutoring responsibilities
3. Overview of tutoring ethics
4. Learning styles—Working with your own style; identifying and compensating for your learners’ styles
5. Tutoring Do’s and Don’ts
6. Review and extension of concepts of problem solving and critical thinking applied to tutoring
7. Role Model characteristics and development
8. Cultural competencies for tutors; review of values and biases in learning and teaching
9. How gender differences impact teaching, tutoring and learning
10. Communication, one and two way, active listening and paraphrasing
11. Evaluating your effectiveness with your learners (an extended series of Assessment Techniques will be presented)

EVALUATION METHODS/GRADING PROCEDURES:
You will be evaluated with a letter grade of A, B, C, D or F (plusses and minuses) to your WVC transcript for:

Attendance and Participation………………………………………………………………………………..25%
You must attend two Saturday classes and complete an agreed upon (minimum 20 hr) GEAR UP practicum. Participation will be valued individually, in your group work in-class, and throughout the practicum. Respectful participation with others is an indication of your growth as a person and as a tutor.

Exams…………………………………………………………………………………………………..15%
There will be two exams: One in class and one “take home” given the second class due upon completion of your practicum.

Assignments…………………………………………………………………………………………….25%
There will be numerous assignments given throughout the course. Most will be completed in class AND there will be homework (*).

Journal Entries………………………………………………………………………………………….20%
Your journal should be typed and include some form of learner evaluation during two of the practicum sessions. Your journal will be a series of half-page reflections – one for EACH tutoring session of your practicum. As a progression of your skills and insights, the journal should assist you in becoming a more effective tutor and learner.

Practicum Observation and Interview……………………………………………………………..15%
Your instructor will observe you as a tutor during your practicum. You and she will debrief the session in person or by phone at the earliest mutual convenience...

TOTAL: 100%

STUDENTS NEEDING ACCOMMODATIONS:
WVC-Omak is committed to providing learning accommodation for students with documentation of qualifying disabilities. Vicki Turner is available for exploration of the need for accommodation for you in college classes. Vicki can be reached in the Student Resource Center at 509 422 7812.

PLAGIARISM:
Plagiarism is using or representing another person’s work as your own and is not tolerated. All others’ work or thoughts should be duly cited crediting the author, date, and source. Plagiarism may result in dismissal.

CONTACTING THE INSTRUCTOR: skuchta@wvc.edu either phone or email Shirley. Email is preferred as you ask your questions and make comments at your chosen time and setting. I will respond as early as possible.
CLASSROOM COMFORT NOTES:
Because this is a long Saturday class, within reason, food and beverages (usually provided by GEAR UP) are allowed in the classroom. Please come dressed comfortably and ready to work hard.

Cellular phones should be on vibrate with your return calls made on break. NO Texting is allowed in class. Restrooms are located across from the Library in the building to the West and in Friendship Hall (computer lab building). GEAR UP tutors are not to leave campus without expressed permission of the assigned Site Director. Some of the activities in the class may stretch your comfort level. This is a great setting in which to try out new behavior. If you are usually very quiet, practice speaking up, expressing your opinions freely and asking open-ended questions of other students. If you are generally quite talkative and first to speak, this is a great class in which to practice letting others go first or waiting until the quieter students have spoken. Please, in your smaller groups, be sure to encourage all members to participate so that you can bring out personalities and learning preferences in your tutoring. In the long run, you’re here to learn and practice a helping skill.

Sol Gordon says there are only two ways to really influence self-esteem:
Learn something new and/or do something for someone else expecting nothing in return.
Tutoring affords you the opportunity for BOTH!

I have read and understand the Syllabus for EDUC 131 Tutor Training II GEAR UP for Winter 2010. I agree to the expectations therein and intend to complete the class with:
- 2 exams: 1 in class and 1 final to be submitted by Mar. 20th electronically.
- Numerous assignments…in class and taken home.
- A minimum of eight half-page Journal entries: 1 for each tutoring class session and one for each tutoring session completed by March 15th and submitted by Mar. 20th electronically.
- Completion of your 30 hr Practicum; including one Instructor (or Site Director) Observation on site.

Printed Name: _______________________________ Date: ______________________
Signature: _______________________________ Site Director: __________________
PROGRAM:

*No Senior Left Behind...the 100% Challenge*

OBJECTIVES:
Every senior will complete and submit an application to at least one post-secondary education institution. Each will complete a FAFSA and an application for financial aid.

LOCATION:
Rural high schools in Prosser, Highland, Royal, Othello and Wahluke School Districts

DESCRIPTION:
The project began with a “100% Solution” workshop at CWU in June. Each of the five GEAR UP districts sent a team including, at a minimum, the principal, counselor, site director and a teacher. The workshop agenda included greetings from the CWU Dean of Undergraduate Studies and presentations by the CWU Director of Admissions, Admissions counselors, NLA directors and Bridges Coordinator.

Each team then worked on a plan to ensure that every senior completed an application by identifying strategies to meet the needs of three groups identified as the “low, middle and high hanging fruit.” Strategies and timelines differed significantly for each of the three groups.

In the fall, a training workshop was conducted to ensure that all of the counselors, college student mentors, and administrative staff were on the same page, providing accurate information. The training workshop included principals, counselors, college student mentors (Bridges Program and School Psychology graduate students) and GEAR UP staff. Presentations were made by the CWU Director of Admissions, the GEAR UP staff, Parent Involvement Specialists, and authorities on financial aid and college admissions procedures.

GEAR UP staff worked with their sites to ensure that students who were already planning to enroll in college (low-hanging fruit) met the timelines for SAT/ACT testing, and submission deadlines for early admission as well as scholarship application research and application by mid November at the latest. They then turned their attention to the second group of students (middle hanging fruit) who were considering post-secondary education but who had not made up their minds. These students were paired with Bridges college mentors who helped them identify interests, research colleges and complete an application. There was a lot of hand-holding and checking on students to ensure that they had covered all of the activities on the college enrollment check-list. The deadline for this group was February/March.
The final group (high hanging fruit) required hands-on encouragement through May and even June. Bridges college students worked closely with these students to motivate and work with them side by side to complete necessary forms. The GEAR UP site directors took on many in this group, one on one, to provide intensive assistance and daily reminders. Parent leaders in some of the districts conducted workshops for other parents to help them navigate the college enrollment process.

The work resulted in 100% of seniors submitting an application in three of the districts and 98% in the other two districts. Many students, who never considered the possibility were waving acceptance letters and entertaining the idea of a different future than they had anticipated. GEAR UP covered the cost of submitting an application if funds were not available through other programs. Actually submitting the application is a step that has been missing in the past. It is this step that makes the entire process relevant.

In the summer, CWU Bridges students and counselors followed up with students to ensure that they had met all of the necessary deadlines to enroll.

IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:
- June: GEAR UP Staff host a workshop for High School Teams to plan strategies for ensuring that all seniors enroll.
- September: GEAR UP staff host a training session for school staff, college mentors and GEAR UP staff to ensure that information is accurate and procedures and forms are streamlined.

FOLLOW-UP ACTIVITIES:
- September: Several schools incorporated the college enrollment process in the first quarter English class curriculum: researching colleges, personal statement, financial aid, scholarship applications, FAFSA, SAT testing.
- September-November: Staff members focus on the first group (low-hanging) fruit to ensure that they meet early admission deadlines.
- December-March: Staff members focus on the middle group of students who are eligible but need assistance.
- March-June: Staff members concentrate on the final group of students who have not considered college an option.
- March 15: Target date to provide list of students indicating where they have applied, where they have been accepted, where they have enrolled, scholarship/financial aid.
- June 15: Final documentation of data on all seniors.
- Site directors arrange college campus visits for students, especially those who need additional encouragement to actually enroll.
- Summer: Bridges College Mentors, school counselors and GEAR UP site directors follow up with students to ensure that they completed all forms to enroll.
- Fall: GEAR UP and High School staff use the National Clearinghouse and student surveys to determine where students actually enrolled.

COSTS OR COST CONSIDERATIONS:
Salaries and transportation for college student mentors to meet with high school seniors. Transportation and lunch for two pre-planning sessions. College application fee for those who need it to ensure that every student submits an application.

CONTACT INFORMATION:
Beverly Vifian  
(509) 925-2607  
vifianbb@fairpoint.net

Leroy Werkhoven  
(509) 877-9906  
leroywerkhoven@nlagroup.com

ATTACHMENTS:
Article on Royal School District's 100% program. (next page)

RESOURCES:
Workshop Agendas, Training Agendas.
NO SENIOR LEFT BEHIND...THE 100%
NO SENIOR LEFT BEHIND

THE 100% CHALLENGE AT ROYAL HIGH SCHOOL

By Stefanie Bafus, GEAR UP Site Director, Royal City, Washington

EVERY SENIOR? You mean every student? YES! The Central Washington University GEAR UP partnership has challenged every school in the CWU GEAR UP Partnership (Wahluke, Royal, Othello, Prosser and Highland school districts) to ensure that every senior completes and submits an application to a post-secondary institution. Royal High School has already met that challenge, and students are beginning to get responses from post-secondary education agencies.

How did we do it?

It was clear from the start that some of our seniors would apply to post-secondary education with minimal support and encouragement. Others would require time, support, more time and some hand-holding, especially those whose families have no frame of reference for the college application process.

The scaffolding we set up for our seniors to accomplish our 100% goal included several support programs:

- Our senior English teacher began working with students the first day of school on completing an application, writing a personal statement, applying for a scholarship and financial aid. Each student was required to submit a post-secondary education and a scholarship application. Our GEAR UP program helped pay for the application and testing fees so that finances would not be a deterrent.

- We formed a parent outreach team composed of a well-known bilingual couple in the community. They set up home visits to discuss and walk parents through the application process.

- We established a college mentor partnership with the Central Washington University Psychology Department to assign graduate students studying to become school counselors to meet with each of our seniors a minimum of three times. 70% of our seniors participated.

- The GEAR UP site director kept track of every student’s progress and met individually with those who had not completed an application by January 18.
NO SENIOR LEFT BEHIND…THE 100%

All ninety-eight seniors at Royal High School submitted their applications by February 1, a phenomenal accomplishment for this rural school.

Their Stories:
Sal is a senior whose name I recognized immediately on my list of seniors because of the number of failing grades on his transcript. He was flagged as one we would have to literally hunt down to involve in the 100% project. I began talking with him each day. I learned quickly to catch him out of earshot of his buddies who did not think “college is cool.” I finally resorted to “bribery” by offering him some coveted meal tickets. He agreed to sit down with me to complete the application together. He was interested in becoming a mechanic but did not have any idea how to prepare. In January, Sal ecstatically announced that he had been accepted to the community college he had applied to! He made the announcement in front of his buddies. Now, college is cool. Sal has some special needs especially with help in reading. In the next few weeks, I will take Sal to visit the community college and introduce him to people who can support him once he enrolls. What a story he will have to tell his kids and grandkids about his path to college.

Faith is a second year senior. She is behind because she had to drop out when she had a child two years ago. She will complete her high school diploma in January. I met with her for the first time in December. Faith wanted to attend college when she graduated mid-year but didn’t have any idea how to go about applying. Teachers had not counted her in the 100% target group because she was a second year senior. It is as if she fell through the cracks and everyone forgot about her. I helped Faith to complete the application to the local community college and the financial aid form to help her get there.

These are just a couple of the success stories and there will be many more by the time students begin to receive notices of acceptance. I am most impacted by the relief that I see in the students’ faces because they have a plan for the future. Today I spoke with Tony. I know he wants to go to college. I know his mom wants him to go. They have been to every family event GEAR UP has ever put on. Tony wants to become a police officer, so I was surprised to see him on the “has not applied yet” list and I pulled him out of class to talk with him about it. He told me that he had the paper application completed and just needed to go on-line to apply. But he had not yet applied for financial aid. I asked when we could meet to get going on his application and then asked, “or, would you rather just do it on your own?” His response was revealing. He quickly replied, “Oh, yes, I want someone to just sit with me in case I have questions. I am afraid of doing something wrong.” I have to wonder how many students don’t reach that final step because we don’t stay with them for those “last few yards to the goal line.”

Whatever it takes! No one will be left behind.

Please contact Beverly Vifian, CWU GEAR UP Director, 509-963-1253, vifianb@cwu.edu
PROGRAM:
LINK’s Freshman Orientation: Student to Student

OBJECTIVES:
More and more studies show that if students have a positive experience in their first year of high school, the chance for success increases dramatically. Walla Walla High School’s new LINK transition program provides the structure for freshmen to receive support and guidance from juniors and seniors. Junior and senior high school students know first-hand that the transition to high school can sometimes be overwhelming. Therefore, LINK provides leadership training to select juniors and seniors to be LINK Leaders, in order that the school can provide a student-to-student support network.

Walla Walla High School’s (Wa-Hi) LINK Program includes a high-energy freshman orientation. The orientation is dedicated to help freshman students feel welcome and comfortable about their first year of high school. LINK Student Leaders are an integral part of the orientation because they are the positive role models, motivators, leaders and teachers who help freshmen discover what it takes to be successful when transitioning to high school - facilitating freshman success student-to-student.

Not only do the trained juniors and seniors provide support to freshmen, but Wa-Hi’s LINK Program also benefits the LINK Student Leaders. This program helps LINK juniors and seniors gain leadership and life skills.

This program is also dedicated to aiding the high school in building a more inclusive school culture, which strengthens the whole student body and contributes to increased student success.

LOCATION:
4-Year High School

DESCRIPTION:
LINK began school year 2009 – 2010 with a high-powered Freshman Orientation that welcomed freshmen to their new school, helping freshmen gain confidence about going to high school. The orientation also introduced freshman students to resources and strategies that will contribute to their high school success.

LINK is dedicated to connecting freshman students with a variety of activities throughout the school year. These activities provide a continuous LINK to high school programs and activities, connecting freshman students with resources.

Walla Walla High School’s first LINK Freshman Orientation was held the day prior to first day of school between 10 a.m. and 3 p.m. The orientation began in the gymnasium and then small group breakouts were provided in classrooms. Event staff included: one facilitator, six LINK Crew Coordinators (support staff), 85 LINK Student Leaders, a high school counselor and teacher, along with six student volunteers.
10 to 11 a.m. was dedicated to event preparation and energizing LINK Student Leaders. The preparation hubbub was full of positive energy and music that helped maintain that energy. Once LINK Student Leaders completed their prep for the day, the facilitator then solicited volunteers for a variety of assignments to welcome freshmen and then get them to where they need to go. Group pictures were then taken and the facilitator provided one more pep talk, “Remember… LINK creates the ENERGY!!” The facilitator led The Countdown: “10, 9, 8, 7, 6, 5, 4, 3, 2…” (silent one with “pointer finger 1”) and repeated The Countdown three times. “Everybody ready?…MUSIC!!”

Once everyone was in place, a LINK Student Leader welcomed freshmen before one set of gymnasium doors was opened. 427 freshmen then steadily streamed through and were loudly welcomed by The Cheering Tunnel of Greeters. Some freshmen seemed quite surprised by the rambunctious welcome. Once they went through an approximate 20 foot long Tunnel of Greeters, freshman students were welcomed and directed to the nametag tables and to the bleachers. Once the bleachers started to fill-up, some LINK Student Leaders initiated The Wave with the bleacher crowd. Some LINK Student Leaders also started cheering “Freshman Power, Freshman Power….”

Once everyone was in the bleachers, the facilitator led a number of large group ice-breakers. Freshmen were then matched with their LINK Student Leaders, who led them to a classroom for a two-hour small group orientation. That session concluded with a campus tour. LINK Student Leaders provided costumes and/or props for their group tour. Some group themes included:

| • Punch balloons | • Masks and capes (like Zorro) | • Aprons & oven mitts |
| • Dust masks | • Birthday hats and noise makers | • Pinwheels |
| • Caution tape | • Pirate hats & hooks | • Stars |
| • Headbands with feathers | • Crowns | • Fireman hats |
| • Polka dot bow ties | • Nerf swords | • Combat hats and “smears” |
| • Star sunglasses and blowing bubbles | • Surveyor ribbon belts and head bands | • Students were dressed-up as presents/gifts |
| • Variety of baseball caps | • Pirate eye patch | • Newspaper hats |

The campus tour concluded with a group picture at the Spirit Rock. Everyone was then directed to return to the gymnasium, where event closure was provided.

As they were excused, freshmen picked up a high school t-shirt on the way out. LINK Student Leaders were asked to stay and help with clean up. Clean up was quick. The facilitator then asked the student leaders to sit in the bleachers, where their closure was provided. Closure included a big “Thank you!!”
IMPLEMENTATION TIMELINE:

- Fall 2008, GEAR UP staff provided Link Crew (a program available through the boomerang project) information to the high school principal.
- The principal then reviewed the information and solicited staff input.
- Wa-Hi staff supported implementing this new freshman transition support program and the high school’s ASB Advisor volunteered to become the school’s LINK Facilitator.
- Winter 2009, Wa-Hi ASB Advisor attended a 3-day Link Crew training provided by the boomerang project (paid for by GEAR UP).
- After training, a staff team was formed, comprised of 6 LINK Crew Coordinators (Support Staff).
- By June 2009, the LINK Team recruited and screened 125 LINK student applicants. The LINK Team then coordinated a couple of summer fun sessions for LINK Student Leaders.
- On August 20 and 21, 2009, 85 LINK Student Leaders completed the training so that they could help lead the Freshman Orientation provided before the first day of school.
- Freshman Orientation was provided the day prior to the first day of school.

PREPARATION ACTIVITIES:

85 high school juniors and seniors successfully completed LINK’s application, interview and screening process, along with a 2-day training that was held the week prior to Freshman Orientation.

Training was provided in the high school’s auditorium and gymnasium. The LINK team included one LINK Facilitator and six LINK Coordinators (support staff).

During the training, the facilitator kept everyone in constant movement, providing participants the opportunity to meet as many new faces as possible. The facilitator led numerous icebreakers and challenges that helped build leadership skills, communication skills and practice challenges – small group exercises designated specifically for the Freshman Orientation.

LINK Crew Coordinators served as role models in following instructions and assisted the facilitator with “extra hands” and behind-the-scene details.

Throughout the training, the facilitator let LINK Student Leaders know that:

1. “We appreciate you.”
2. “YOU will create the energy.”
3. “YOU have the cool factor.”
4. Reviewed the schedule for the Freshman Orientation often.
5. Referred to their LINK Leader Handbook constantly.
FOLLOW-UP ACTIVITIES:
LINK Student Leaders contact freshmen when important events are coming up. Two fall events included the school dance held the first Saturday of the school year and the Fall Club Fair. LINK Student Leaders also hosted a Tailgate Party at the Homecoming Football game for freshmen.

Walla Walla High School’s LINK Facilitator and Coordinators schedule monthly sessions, many during lunch, providing regular opportunities for LINK Student Leaders and freshman students to connect. LINK staff members plan to provide stand-alone freshmen events, as opposed to tagging onto a school-wide event.  
It has been determined that the LINK Facilitator should have some support. Therefore, more staff will receive Link Crew Training.

COSTS OR COST CONSIDERATIONS:
The major project cost considerations were the following:

<table>
<thead>
<tr>
<th>Cost Consideration</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator Training and follow-up training</td>
<td>$2,500</td>
</tr>
<tr>
<td>Teacher stipends during the summer months (40 hrs. x 4 teachers)</td>
<td>4,000</td>
</tr>
<tr>
<td>Teacher stipend during the school year ($1,500 x 4)</td>
<td>6,000</td>
</tr>
<tr>
<td>Facilitator Training for two more staff</td>
<td>4,000</td>
</tr>
<tr>
<td>Food</td>
<td>1,500</td>
</tr>
<tr>
<td>T-shirts</td>
<td>1,500</td>
</tr>
<tr>
<td>Supplies</td>
<td>250</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$19,750</strong></td>
</tr>
</tbody>
</table>

CONTACT INFORMATION:
Mike Gwinn & Marika Tomkins, GEAR UP Program Supervisors
Walla Walla High School
800 Abbott Road
Walla Walla, WA 99362
Phone: (509) 527-3020
MGwinn@wwps.org
mtomkins@earlyoutreach.wsu.edu

LINK at Walla Walla High School is an adaptation of the Link Crew program created by the boomerang project. You can access more information on their website:
http://www.boomerangproject.com/
PROGRAM:
*Enhanced High School Counseling*

OBJECTIVES:
Provide GEAR UP 9th graders and their families’ additional support as they transition from middle school to high school, to ensure success in the freshman year. Specific services are focused on academics, career interests, four-year educational plan, post-secondary opportunities, financial aid, scholarships, WASL, graduation requirements, culminating projects, crisis intervention, family counseling, dropout prevention, drug and alcohol prevention, and conflict resolution.

LOCATION:
Zillah High School

DESCRIPTION:
This program was implemented to improve guidance for the incoming high school 9th grade cohort and their families. The program was structured to provide services in one-on-one or small group settings. Administrators, teachers and staff believed in the program, and allowed access to the students during the school day. Students met individually or in small groups with the counselor throughout the course of the school year, and were pulled from class every other month at the convenience of students and teachers. The goal was not to disrupt the student learning process, while at the same time providing additional support to succeed in the classroom and beyond.

During these meetings with the GEAR UP Site Coordinator, over the course of the year, the following topics were addressed:

- 8th grade letter covering each student’s high school goals.
- How the transition to high school was progressing for each individual student.
- Completion of an interest inventory to determine strengths and areas of concern. From the results of the inventories, the site coordinator made appropriate referrals and connections.
- Completion of career interest inventory and discussed their results.
- Completion of a “four-year and beyond” plan.
- Review of credit requirements and the Portfolio of Essential Academic Requirements and Life Skills (PEARLS) with the guidance counselor.
- At the end of the freshman year, each student completed a review of their year and developed specific goals for their sophomore year with an action plan for how to achieve their goals.
IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:
- Meetings with staff to develop goals and objectives, and support of program.
- Development of activities and materials.
- Work with teachers to develop tentative meeting schedule.
- Identify students who require more one-on-one support.

FOLLOW-UP ACTIVITIES:
- Survey of students to determine success of program.
- On-going evaluation and feedback from teachers and parents.

COSTS OR COST CONSIDERATIONS:

The major project cost considerations were the following:

<table>
<thead>
<tr>
<th>Cost Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEAR UP funds – staff stipends, travel, snacks, supplies</td>
</tr>
<tr>
<td>Staff stipends for site coordinator, tutor and/or mentor</td>
</tr>
<tr>
<td>School funds-professional development/training</td>
</tr>
</tbody>
</table>

CONTACT INFORMATION

Sarah Rinaldi
GEAR UP Site Coordinator
Zillah School District
(509) 829-5565
rinaldi_s@zsd.wednet.edu

RESOURCES:

PROGRAM:
GEAR UP College Preparation Assistants (CPAs) Work Side-by-Side with Middle and High School Teachers

OBJECTIVES:
- Provide direct student service.
- Provide nurturing relationships/mentorships.
- Provide College-Going identifier, building a college-going school culture.
- Support academic achievement.

LOCATION:
Rural and urban secondary schools.

DESCRIPTION:
Evergreen GEAR UP’s College Preparation Assistants (CPAs) work with students individually and in small groups during class and after school. CPAs offer academic assistance to students primarily in mathematics, science, reading and writing. Evergreen GEAR UP created the program and has proudly supported it and invested $135,000 a year with its first grant and will continue to dedicate tremendous resources to this program.

CPAs assist teachers with student learning in many ways:
- Keep students on track as they work on their assignments.
- Meet with students one-on-one to work on specific skills.
- Help students organize their work.
- Listen to students read their assigned writing aloud to help students make corrections and edit their work.
- Help students understand math errors and suggest strategies to address them.
- Lead literature circles or reading groups.
- Take small groups of students to the library to work on projects.
- Help students understand how their work applies to the real world and to college.

GEAR UP staff work with school administrators and teachers to place CPAs in classrooms where they can most effectively interact with students and serve as resources and role models for youth. CPAs are matched by skill and need, based on specific classroom requirements. For example, Spanish speaking CPAs are placed in classrooms with English Language Learners. Because Math is a current focus for Clover Park School District, CPAs are placed first in math classes; then English, science and then social studies.
Outside of the classroom, CPAs support students in the following ways:

- Work with students in academic, leadership or community service clubs after school.
- Help chaperone GEAR UP field trips and other cultural enrichment experiences.
- Assist GEAR UP staff in preparation for GEAR UP activities and workshops.
- Provide a variety of after-school programs.

Evergreen GEAR UP’s CPA Program is dedicated to promoting college to students who may not consider it an option:

William Saguil was a College Preparation Assistant (CPA) in school years 2005 – 2006 and 2006 – 2007 at Woodbrook Middle School and Lakes High School. Saguil is quoted, “College is not just a dream. It can be a reality for everyone. CPAs work with teachers and students tutoring and offering college visits and college knowledge workshops.”

A self-described low-income and first-generation college student, Saguil’s path has had many obstacles. “There was not much support in my community,” he says. Despite the hardships, he graduated from Evergreen in Spring 2007 with a B.A. emphasizing psychology. He graduated from college with the goal to make sure the kids he works with have it easier. “It is my privilege to walk the path with them and prepare them for the challenges and benefits of a college education. Working with students has made me a better student… It is phenomenal to see the progress my students made in one year,” he says. “They have become more attentive, more socially engaged and more confident. GEAR UP plants seeds of determination and hope. I am proud to water and care for these seeds, knowing that they will blossom.”


CPAs are considered paraprofessionals as opposed to tutors. Evergreen GEAR UP Education Specialists monitor CPA’s working relationships with teachers closely, so that they don’t just work with disruptive students. Evergreen GEAR UP adheres to a systematic approach and uses the Classroom Based Model as opposed to the Pull Out Model. Evergreen GEAR UP Education Specialists dedicate time with teachers, providing clear expectations as to how CPAs can benefit their classroom.

This program also pays special attention to professional growth opportunities for CPAs, providing them the building blocks to become teachers or build skills for other professions. Since 2003, 12 CPAs have earned their teaching credentials!

CPA professional development begins with a comprehensive orientation. A sample training agenda is provided as an attachment.

**IMPLEMENTATION TIMELINE:**

**Summer** – Evaluate upcoming school year’s budget and determine priorities with school administration
Mid-Summer – Working with school administration, determine how many CPAs can be hired for the school-year
End of Summer – Begin to recruit for new hires, gather applications, interview applicants and hire CPAs
Fall – CPA Orientation

Throughout a CPA’s tenure, GEAR UP Education Specialists reinforce the CPA Program’s:
- Job Skill Components (see attachment)
- The Evergreen State College GEAR UP Tutoring Model (see attachment)
- The CPA Rubric, “Becoming an Effective College Preparation Assistant” (see attachment)

FOLLOW-UP ACTIVITIES:
Evergreen GEAR UP’s CPA Program has been the primary support mechanism in Evergreen GEAR UP schools since 2003. This program is continuously evaluated in order to fit the diversity of the schools served with this program. Changes have primarily been made to the CPA Orientation and continued education program. Recent additions to CPA training include: ELL, Math, and sharing of best practices.

PROJECT COSTS OR COST CONSIDERATIONS:
(Includes summer school) $12.00 hourly rate (19 x 10hr/wk x 36 wks)
Lochburn - 8 CPAs $82,080 plus benefits, total annual budget
Oakville - 4 CPAs
Woodbrook - 7 CPAs
$1,000.00 - Annual budget for CPA Professional Development and Training

CONTACT INFORMATION:
Larry Crowley Ada Daniels
Evergreen GEAR UP Ed. Specialist Evergreen GEAR UP Ed. Specialist
Oakville School District Woodbrook Middle School
crowlel@evergreen.edu danielsa@evergreen.edu

Carletta Garraway Wendy Freeman, M.Ed.
Evergreen GEAR UP Ed. Specialist Acting Director
Lochburn Middle School The Evergreen State College
carlettg@evergreen.edu freemanw@evergreen.edu

Website: http://www.evergreen.edu/gearup/home.htm
ATTACHMENT:
- Sample CPA Training Agenda (down below)

RESOURCES:
- Job Skill Components
- The Evergreen State College GEAR UP Tutoring Model
- The CPA Rubric, “Becoming an Effective College Preparation Assistant”

<table>
<thead>
<tr>
<th>College Preparation Assistant (CPA) Training</th>
<th>Sample Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of The Evergreen State College GEAR UP Program</td>
<td></td>
</tr>
<tr>
<td>Roles and Responsibilities of a CPA</td>
<td></td>
</tr>
<tr>
<td>Data Collection</td>
<td></td>
</tr>
<tr>
<td>Dress Code</td>
<td></td>
</tr>
<tr>
<td>What if Scenarios</td>
<td></td>
</tr>
<tr>
<td>Military Language</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
</tr>
<tr>
<td>Confidentiality</td>
<td></td>
</tr>
<tr>
<td>Five Minute Tutoring Model</td>
<td></td>
</tr>
<tr>
<td>Time Sheets</td>
<td></td>
</tr>
<tr>
<td>Confidentiality and FERPA</td>
<td></td>
</tr>
<tr>
<td>Communicating with Teachers</td>
<td></td>
</tr>
<tr>
<td>Administrative Responsibilities</td>
<td></td>
</tr>
<tr>
<td>Future Training Schedule</td>
<td></td>
</tr>
</tbody>
</table>
PROGRAM:
*Abriendo Puertas (Opening Doors)*

OBJECTIVES:
The Abriendo Puertas (Opening Doors) program was designed to educate parents on how to help their children gain access to higher education. The vision of the program is for all students to graduate from high school and post secondary educational institutions, and become productive, contributing members of society.

LOCATION:
Washington State University Tri-Cities

DESCRIPTION:
Abriendo Puertas Parental Communication Initiative was developed by Texas A&M University’s College of Agriculture and Life Sciences to help parents assist their children in high school completion and college graduation. Abriendo Puertas, Inc., was established as a non-profit organization based in the Rio Grande Valley of Texas. It has been based on a well-defined research designed to make parents an integral part of the educational system and thus promote the success of their children. The model used the term Volunteer Parent Educators (Padres Educadores Voluntarios) to describe the outreach work performed by the parent-to-parent model. Volunteers earned this title after receiving 2-3 days of intensive training on the three lesson curriculum provided by Abriendo Puertas certified trainers. The program allowed volunteers to set their own times and schedules to accommodate their job and family commitments.

Abriendo Puertas offers two types of outreach models for effective implementation of the program:

- **The volunteer model** requires a staff member from the collaborating agency to coordinate with the Abriendo Puertas Volunteer Coordinator for the effective implementation of the program, scheduling of training sessions, and monthly meeting program maintenance sessions. Abriendo Puertas trains 20 interested parent volunteers to become Parent Volunteer Educators.

- **The staff and volunteer model** offers an alternative to the volunteer model. The co-sponsoring agency and program staff members are trained to then instruct parent volunteers. This helps the sponsoring agency maintain parent volunteers and oversight of the program. This model provides an additional level of maintenance and supervision provided by paid staff, which consists of program facilitators, site directors, parent liaisons, volunteer managers, or volunteer coordinators. Paid staff members are trained on program goals, volunteer management, program implementation, reporting and evaluation. In this model, the co-sponsoring agency became the central contact for the local program reporting back to the Abriendo Puertas Volunteer Coordinator. Consistent communication and coordination between Abriendo Puertas and the partnering agency has been a highlight of this program.
The designated staff and parent volunteers are trained on the core curriculum comprised of five basic topics: volunteer management, daily supervision, program implementation, documentation of success, and evaluation procedures. The core curriculum stresses the following topics:

- Understanding child/adolescent growth, development, and fostering family communication
- Making the Grade for High School Graduation
- Preparing for College

The volunteer management curriculum is both flexible and comprehensive. Issues addressed are wide-ranging and consist of the following:

1. Orientation to the Abriendo Puertas
2. How to teach other parents
3. Program Implementation
4. Understanding “No Child Left Behind” legislation
5. Collaborating with Schools and Organizations
6. Motivating Parents and Students
7. Communication Skills
8. Teamwork
9. Time Management
10. Identifying Resources
11. Networking Skills
12. Teaching Skills-individual
13. Teaching Skills-group
14. Working with Diversity
15. Program Development-Planning Special Events
16. Evaluation Skills
17. Preparing for a Site Visit
18. Having a Successful Parent/Teacher Conference
19. What is the Value of an Education?

IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:

Step 1: Establishment of Partnership with Abriendo Puertas program
Step 2: Training for Stakeholders-Acquiring “Buy-in” from Administration
Step 3: Training for Volunteer Managers/Coordinators
Step 4: Orientation session for potential parent volunteers and managers
Step 5: Team Training-parent volunteers/managers on core curriculum
Step 6: Local Team Planning sessions-scheduling, marketing, lesson preparation
Step 7: Parent Outreach-educational sessions for parents
Step 8: Submitting forms and documentation
Step 9: Volunteer Management—monthly training meetings

An orientation session of Abriendo Puertas was presented to the staff of the collaborating agency along with prospective parent volunteers to give them an opportunity to learn about the program. During the orientation parents interested in becoming Parent Volunteer Educators were asked to commit to the implementation of the program. The recruitment of parent volunteer educators stressed the importance of fully committing to the full training program or postponing involvement until that was possible. This session allowed for everyone to understand the high level of commitment required and how the program functions.
FOLLOW-UP ACTIVITIES:
Following the training, parent volunteers and staff were certified as Abriendo Puertas educators and graduates. A recognition event for program graduates was organized by the partnering agency.

COSTS OR COST CONSIDERATIONS:

<table>
<thead>
<tr>
<th>The major project cost considerations were the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two to three trainings range from $35,000 to $50,000, which included trainings, curriculum, reporting, and ongoing support from Abriendo Puertas headquarters.</td>
</tr>
<tr>
<td>The Volunteer Model and Staff/Volunteer Model training cost is approximately the same. The Staff/Volunteer Model has been highly recommended, because it has allowed trained staff members in local agencies to offer the Volunteer Model training during the year without having to incur the expense of having Abriendo Puertas personnel come on site and train another group of Parent Volunteers. This is essentially a “train the trainer” model that encourages sustainability of the program over time.</td>
</tr>
<tr>
<td>The Volunteer Model Training can accommodate 20 volunteers per training. It is imperative that interested volunteers in the training understand clearly the commitments and documentation needed to be a Parent Volunteer Educator of the program.</td>
</tr>
</tbody>
</table>

CONTACT INFORMATION
Genoveva Morales-Ledesma
Washington State University, Tri-Cities
Director of Early Outreach Programs
2710 University Drive
Richland, WA 99354-1671
(509) 372-7308
gmorales@tricity.wsu.edu

JR Gomez
Washington State University, Tri-Cities
Latina/o Outreach Program
2710 University Drive
Richland, WA 99354-1671
(509) 372-7288
jrgomez@earlyoutreach.wsu.edu

RESOURCES:
The authors of the Abriendo Puertas program have provided electronic copies of all documents needed to effectively implement the program. These have included various trainings and PowerPoint presentations that help support the co-sponsoring agency in successful delivery of the program. In addition, the program has included evaluation forms, flyers, volunteer applications and curriculum all available in Spanish and English. As a co-sponsoring agency, the program has provided access to all the curriculum and documentation.
PROGRAM:
University of Washington’s Parent Academy

OBJECTIVES:
Workshop to help parents prepare their students for college.

LOCATION:
NCEC/Radio KDNA, Granger, WA

DESCRIPTION:
The University of Washington’s Parent Academy was held at NCEC/Radio KDNA in Granger Washington on four nights between 5:00 PM to 8:00 PM on April 27-28, and May 5-6, 2009.

At 5:00 p.m. refreshments were served and there was an orientation by Parent Facilitators. Parent Facilitators are persons from the community who have attended two Parent Academy courses and have graduated from the program. Parent Facilitators help to orient new parents to the goals of the academy, which include helping parents gain an understanding of the GEAR UP program, the steps needed to prepare students for college, college financial aid, college scholarships and grants, how to communicate with their students about college, and how to use technology to learn more about college preparation. These same goals are the questions in the Parent Academy Pre-Survey.

At 6:00, Lorena Silva, Parent Liaison, welcomed the participants to the Parent Academy, and made the staff introductions, including introduction of the interpreter. Headphones were available for everyone, and simultaneous translations were made from English to Spanish and Spanish to English. Everyone is encouraged to speak in the language in which they are most comfortable. Responses to questions are answered in the language in which questions are asked.

Lori Febus, of the Granger School District GEAR UP, talked about the importance of parent involvement. Dori Peralta Baker discussed the goals of the Parent Academy, and there was a wall board posting to discuss and explore opportunities for parent study. The evening’s session concluded with a class summary and a discussion of the agenda for the next day. Parents completed a survey that asked what they wanted to learn in the workshop, and their wishes and expectations were taken into account in the following three course sessions.

Handouts given during the session included 25 Tips to Get Involved in Your Child’s Education, available in both Spanish and English.

The handout discussed the following:
- Making the home a learning center
- Communicating the school
- Helping the school
- Becoming a leader
- Helping bring the community into the school
The next night, April 29, the Parent Academy had a format similar to the first night. The agenda included a Parent Financial Aid Panel that included three Parent Facilitators. There was a discussion of the Wall Board Parent Expectations List, and a High School and Middle School Student Panel that discussed financial aid and college applications. Important handouts distributed included *Time Management Tips for High School Students*, created by the College Board at www.collegeboard.com

In addition, contact information for dozens of websites for graduation requirements, financial aid, terms and acronyms, were distributed. Expectations for the progress of children from grade 8 through high school were distributed and discussed. Topics included expectations for writing, reading, math and science.

The highlight of the third night’s Parent Academy on Tuesday, May 5, 2009, was Rafael Villalobos, Jr., from Central Washington University, who for approximately 1½ hours discussed college financial aid. Handouts included website information on financial aid, and information on writing scholarship essays. Six critical factors in determining 4-year college entrance were discussed, including:

- Grades
- Secondary level coursework
- Extracurricular activities
- Community service experiences
- College Application Essays
- Teacher Recommendations

Parent-Student, Oscar Hernandez did a presentation on the history of Cinco de Mayo and traditional ways the holiday is celebrated here as well as in Mexico. A brief overview and preparation plans for the Parent Trip to UW were also presented. The final night of the Parent Academy, Wednesday, May 6, 2009, included Blanca Bazladua, *Community Outreach Coordinator, Nuestra Casa*, and her discussion of “A Community Support Network,” and Noe Gutierrez and Margaret Luera’s, (leaders of the local Latino Community), talk about “Having Role Models in Your Family.”

A graduation ceremony was held at the end of the program, certificates for completion of the Parent Academy coursework were presented to each participating parent, and they were invited to complete a Parent Post Survey.

**IMPLEMENTATION TIMELINE:**

**PREPARATION ACTIVITIES:**

- The instructional model requires organizers who have a deep understanding of the communities they work with.
- In order to recruit successfully, the program organizers need to contact community leaders and volunteers, GEAR UP Program school staff and special interest groups to build a community education program and promote parent involvement.
FOLLOW-UP ACTIVITIES:

- Trip to the University of Washington for parents who have graduated from the Parent Academy.
- Involvement of these same parents in recruiting and educating new parents to the academy.

COSTS OR COST CONSIDERATIONS:

- If serving a cohort with multiple languages, interpreter services for simultaneous interpretation would be needed. Translation of printed material is also necessary.
- Reimbursement for those who present information about financial aid: Major costs can be avoided by using volunteers, and institutional resources such as college financial advisors.
- Printing cost for handouts and program binders.
- Evening refreshments. Costs can be saved by using community volunteers and donations, or in the absence of these, vendors with whom one has an established relationship, and can offer refreshments at a reasonable rate.

CONTACT INFORMATION:
Loueta Johnson, GEAR UP Director
University of Washington
Toppenish, WA 98948
(509) 865-8670
johnsonl@u.washington.edu

Andy Pascua, Assistant Director GEAR UP
University of Washington
Toppenish, WA 98948
(509) 865-8570
pascuua@u.washington.edu

Dori Peralta Baker, GEAR UP 4 Families Program
University of Washington
Toppenish, WA 98948
(509) 654-4379
doribaker@charter.net
PROGRAM:
*UW Yakima Valley GEAR UP 4 Families' Parent Academy Trip*

OBJECTIVES:
Provide parents and their children in middle and high school the opportunity to visit the University of Washington campus to see firsthand where students live, study and frequently work to help finance their educations.

LOCATION:
University of Washington

DESCRIPTION:
GEAR UP 4 Families is the Parent Involvement Program developed by UW GEAR UP. The trip incorporated parents who had graduated from one of the UW GEAR UP 4 Families’ Parent Academies and their middle school and high school-aged children.

The bus driver left from Yakima at 4:30 am to make his first pick-up at Sunnyside – Harrison Middle School at 5:45 am, Toppenish Middle School at 6:00 am, Wapato Middle School at 6:15 am, and Yakima/East Valley at 6:45 am. Juice and pre-packaged pastries were served at Indian John Rest Stop on the way. Two inspirational DVDs were shown during the trip to and back from Seattle. For a majority of the parents this was a first-time trip to the UW campus. Dori and Lorena, GEAR UP staff, pointed out the scenic sights on the trip through the Cascades and along the route to the UW Campus. Seattle's scenic sights were also highlighted.

The bus arrived at the UW School of Medicine at 9:50 am, and was met by Felicity Abeyta, of the UW School of Medicine/Office of Minority Affairs and Diversity. The guests were of Latino, Asian Pacific Islander and Native American ancestry. The UW Latino Medical Student Association hosted the first event. The medical students (three current medical students and two recent UW graduates preparing to attend medical school) gave the guests an example of a medical school class. The subject of the presentation was, “The Effects of Alcoholism on Human Physiology and Mental Health.”

The class was exceptionally well taught. The medical students used the Socratic Method, PowerPoint presentations, and a variety of rewards and incentives to keep the participants engaged and on the edges of their seats. The presentation was geared to middle school and high school students, but was so fascinating that the parents in attendance had to be repeatedly reminded that the questions and prizes were for the students and not them. One medical student served as an interpreter for the class, translating from English to Spanish. The class discussed the nature of alcohol, the social and behavioral signs of alcoholism, and the physiological effects, including liver and brain damage. While half of the participants were taught to take vital signs, including pulse rate and patellar reflex response, the other half put on rubber gloves, held and examined normal, preserved human livers and brains, and compared them with cirrhotic livers and brains from alcoholics.
In addition to careers as medical doctors, there was a presentation about twenty-one healthcare careers and training opportunities, which came with a detailed handout produced by the Youth Healthcare Outreach Project, ESD 113, and the Pacific Mountain Workforce Development Council. The participants were also given an introduction to healthy eating, a discussion of the varieties of healthy body images, and the distorted perceptions of body images by advertising, television and other mass media.

The medical students accompanied the guests to the McMahon Residence Dining Hall. Parents and students were given Husky Cards to purchase lunch, a planned experience to better understand student expenditures, and the EFT payment food service transaction process. It gave them the opportunity to learn the cost of a meal and to see the variety of food served. They also had a chance to view the beautifully designed dining facility and saw UW students and dormitory life first hand.

At the end of the lunch, the medical students arranged for the student guests to participate in a so-called “Scavenger Hunt” (actually a knowledge hunt) in the cafeteria, with prizes for the winners. The student guests were given a series of questions. If they did not know the answers they were instructed to ask the cafeteria workers or to guess from what they had learned during the morning class session. The questions were:

- What type of pizza has the most saturated fat?
- Find one cereal with trans-fat (partially hydrogenated).
- Find one cereal without trans-fat.
- What is the healthiest salad dressing?
- How many calories are in 1 slice of pepperoni pizza?
- Which pasta dish is your favorite?
- How many calories does it have?
- What pre-made salad has the most calories? How many calories does it have?
- Find one pre-packaged snack that has no trans-fat.
- How many kinds of fresh fruit are offered?
- How many calories are in the largest soda you could order?
- If you eat 2,000 calories a day, how many sodas could you drink to get all of your calories for a day?
- What other nutrients would your body need if you only drank soda?

From the McMahon Residence Dining Hall, the group walked to Schmitz Hall, and at 1:30 pm met with Andrea Negrete of the Office of Minority Affairs and Diversity, Undergraduate Admissions. Like many of the participants, Ms. Negrete was born in Mexico, and raised in Mattawa, Washington. Andrea addressed her positive experience of coming to UW from a small farming community, much like the students from Yakima Valley. An interpreter was present, headsets were available, and Ms. Negrete’s presentation was in English and Spanish. Copies of her PowerPoint presentation were passed out in both languages.
Ms. Negrete stated that her parents did not have formal educations, but they wanted her to have an opportunity to attain higher education. She discussed the importance of parents encouraging their children to have high aspirations, and the economic benefits of receiving a college degree.

Ms. Negrete spoke about the six public universities, and the ten private universities in Washington State, and the differences between public and private universities. She also discussed the community colleges in the state, and discussed how it is possible to transfer from community college to university after two years. Internships with major Washington-based companies and Work-Study opportunities were also an important part of her presentation. She discussed academic prerequisites for attaining admission, and the annual costs of attending the University of Washington. Ms. Negrete also introduced several Websites, including information on applying to UW, the pre-college programs of the UW Office of Minority Affairs and Diversity, financial aid websites, and assistance for applying as an undocumented student and qualifying for HB 1079 in order to pay for instate tuition.

Ms. Negrete’s presentation was completed at 3:00, and Student Ambassador, Ms. Marlene Del Cid, from the Office of Minority Affairs and Diversity, began a walking tour of the university for the guests. Included in the tour were visits to the magnificent Suzallo Library, the engineering buildings, the HUB, the QUAD, and other locations along the way. At 4:25 pm, Ms. Del Cid guided part of the group to the Husky Bookstore for shopping time. Others chose to explore the campus or to enjoy the view of Mt Rainier from the fountain and the surrounding rose gardens.

After visiting UW, the bus took the group to Seattle’s International District. At nearly 6 pm the group arrived at Sun Ya Chinese Restaurant for a banquet of food experiences the meal was served family-style, round tables of eight to promote conversation. Each dish was described including ingredients and preparation; several different condiments were also taste tested, and many of the participants used chopsticks for the first time. At 7:15 dinner was completed and the group had a walking tour of the International District and a visit to Uwajimaya, an East Asian supermarket and bookstore. At 8:15 pm the bus departed for Yakima Valley, and did not arrive at the first stop in Yakima until nearly three hours later. The bus driver dropped off his last passengers at past midnight, and his long day did not end until an hour later.

IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:

All the parent participants attended and graduated from one or more of the Parent Academies to qualify for the event. The program coordinators, Dori Peralta Baker and Lorena Silva, made arrangements for transportation, and worked out the scheduling with the various concerned parties at the University of Washington, and with Sun Ya Chinese Restaurant. Their cell telephone numbers were available in case of emergencies, and they made certain that the participants filled out and returned their Photo Release and Acknowledgement of Risk Forms. Planning was based upon the 38 who signed up for the trip. Several parents and students were unable to participate because of a fatal farming accident and the drowning of two youth in the Yakima River. These tragedies affected many families in the Yakima Valley communities.
FOLLOW-UP ACTIVITIES:
The parent participants completed a Parent Survey. The survey data will be referenced for planning future campus tours.

COSTS OR COST CONSIDERATIONS:
The major project cost considerations were the following:

<table>
<thead>
<tr>
<th>Activity/Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chartered Bus w/Bathroom</td>
<td>$1,196.53</td>
</tr>
<tr>
<td>Bus Breakfast Pastry/Juice, Snacks, Drinks &amp; Fruit</td>
<td>83.81</td>
</tr>
<tr>
<td>Husky Lunch Cards (estimated $8 X 40)</td>
<td>320.00</td>
</tr>
<tr>
<td>Total Estimation for Trip</td>
<td>$1,600.34</td>
</tr>
</tbody>
</table>

CONTACT INFORMATION:
Dori Peralta Baker, GEAR UP 4 Families Programs, Office of Minority Affairs and Diversity, University of Washington, 3240 Fort Road, Toppenish, WA 98948, (509) 654-4379

Lorena Silva, GEAR UP 4 Families Programs, Office of Minority Affairs and Diversity, University of Washington, 3240 Fort Road, Toppenish, WA 98948, (509) 388-7367

ATTACHMENTS:
Planning Timeline

RESOURCES:
Itinerary of UW Yakima Valley GEAR UP Parent Academy Trip
Parent Survey Form

Planning Timeline:

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Initial scheduling &amp; planning.</td>
</tr>
<tr>
<td>January</td>
<td>Latino Medical Student Assn. was contacted for date options.</td>
</tr>
<tr>
<td>February</td>
<td>The University of Washington's Office of Minority Affairs/Diversity was contacted to coordinate the campus tour with the Student Ambassador and Undergraduate Admissions offices.</td>
</tr>
<tr>
<td>April</td>
<td>A preliminary meeting with coordinators from the School of Medicine was held and Husky Lunch Cards were purchased and picked-up at that time. Husky lunch cards picked up and dinner venues and price quotes were researched. The itinerary was sent to coordinating departments to ensure allotted time and presenter commitments were in agreement. A copy of the itinerary was emailed to WSU notifying Genoveva Morales-Ledesma that 12 seats were being held until May 6th for WSU GEAR UP parents. The chartered bus arrangements were made.</td>
</tr>
<tr>
<td>May</td>
<td>Information on the tour and necessary forms was given out to the Parent Academy Class two weeks prior to the trip. Phone and email parent communication continued until the Friday before the trip to remind parents and to answer their questions. Cell phone numbers for key personnel were exchanged for additional coordination during the tour.</td>
</tr>
</tbody>
</table>
PROGRAM:
Bagels and Bucks

OBJECTIVES:
Parents learn how to begin paying for college early.

LOCATION:
Pioneer Middle School Library, Walla Walla School District

DESCRIPTION:
GEAR UP at Pioneer Middle School organized an event for parents and their children to come to school before the start of classes to learn about grants, scholarships, loans and savings plans for their children to attend college. From 7:15-8:10 A. M. during the month of May, presenters from Baker Boyer Bank, Blue Mountain Community Foundation, the College Success Foundation, and Walla Walla Community College talked with parents about programs and methods to pay for college. Sixty parents attended the event with their children. As one mother was overheard saying to her child, “It is hard to get up this early to come to this event, but I want you to know I did this for you!”

IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:
- Early in the school year the GEAR UP site director gets permission from the school to put the activity on the school calendar.
- Recruit special presenters during the school year.
- Inform parents of the activity through their students, teachers, GEAR UP and parent educational organizations.

FOLLOW-UP ACTIVITIES:
- Evaluation of past event taught that winter is the wrong time of year for the event.
- Late spring works better with parents, students, teachers and the school.

COSTS OR COST CONSIDERATIONS:
Breakfast pastry such as bagels, orange juice, and coffee for 80 people.

CONTACT INFORMATION:
Marika Tomkins, GEAR UP Site Director
Pioneer Middle School
Walla Walla, WA
(509) 526-8621
mtomkins@earlyoutreach.wsu.edu
PROGRAM:
GEAR UP & PTO Recognition Family Night

OBJECTIVES:
Recognize the achievements of students, provide an incentive for students to perform well in school, and involve parents in the process of encouraging their children to make academic achievements.

LOCATION:
Toppenish Middle School

DESCRIPTION:
Recognition Family Nights are scheduled monthly prior to the beginning of school and every student has a school district calendar that has been mailed to their home. As a result, the dates are already scheduled and parents can refer to the calendar to prepare for the event.

Student of the Month Nomination Forms are distributed to a core teacher in Mathematics, Science, and Reading/Language Arts. The appointed teacher nominates a boy and girl student of the month and writes a brief biographical account of their academic achievements. The forms are distributed in the teacher’s boxes or by hand and a follow-up email is sent to remind teachers that they need to have nominations in the GEAR UP box by the end of the week.

In the following week, certificates are completed including an attached document with brief biographical accounts of the nominees so that the students and parents can carry this information home. Each certificate is signed by the administration, and laminated.

A follow-up email is sent to cohort staff to announce the students of the month. Teachers are encouraged to provide information about upcoming events that can be included in the GEAR UP Recognition Night agenda.

GEAR UP college tutors then get a phone list of all the Students of the Month and make a personal phone invitation to the parents. The telephone invitation includes a description of event, time, date, and place. Students are notified the same day.

Included in the event are announcements to all parents that students who are recognized throughout the year are eligible for a list of nominees for “Student of the Year” selected by the staff at the end of the year. Nominees are judged on G.P.A., attendance, behavior, extra-curricular participation, citizenship, and leadership.

Highlights: At each monthly event there was an increase in parent attendance from an average of 5-10 parents to 20-30 parents. This represented a 400-600% increase in attendance. Feedback indicates that this event serves as a student and parent relationship builder. There is evidence that recipients of the award, and many other students, strove for further academic improvement and success as a result.
IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:
Committee- Building Administration (Principal, Vice Principal), GEAR UP Site Coordinator, Parent Liaison, GEAR UP College Tutors.
In June of the previous school year, the GEAR UP Site Coordinator and the Administration decide on dates, times, and where and how the GEAR UP Recognition Night’s format and agenda will be set up throughout the following school year calendar.

Event assignments and duties are as follows:

<table>
<thead>
<tr>
<th>Administration</th>
<th>Librarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>District calendar Input. &amp; Introduction and</td>
<td>Lamination of</td>
</tr>
<tr>
<td>Facilitator of Event.</td>
<td>certificates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GEAR UP Site Coordinator</th>
<th>Parent Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribute and collect of Student of the Month</td>
<td>Food and refreshments.</td>
</tr>
<tr>
<td>nominations and biographies.</td>
<td>Facility use forms.</td>
</tr>
<tr>
<td>Create certificates.</td>
<td>Cafeteria set-up and</td>
</tr>
<tr>
<td>Copies of Agenda.</td>
<td>janitorial contact for</td>
</tr>
<tr>
<td>Sign-in Sheets.</td>
<td>extra clean up and</td>
</tr>
<tr>
<td>Follow-up with all parties of the committee</td>
<td>restrooms.</td>
</tr>
<tr>
<td>to reinforce that all tasks are completed.</td>
<td>Sign-in table duty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GEAR UP College Tutors</th>
<th>Interpreter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notify parents and students.</td>
<td>Ensure that all</td>
</tr>
<tr>
<td>Event set-up.</td>
<td>students and families</td>
</tr>
<tr>
<td>Sign-in sheets.</td>
<td>have been notified</td>
</tr>
<tr>
<td>Collection of nominations and bios.</td>
<td>about event.</td>
</tr>
</tbody>
</table>

FOLLOW-UP ACTIVITIES:
- Feedback is solicited from staff throughout the year.
- At the end of the year, the implementation committee reviews feedback in planning the following year’s Recognition Program agenda.

COSTS OR COST CONSIDERATIONS

<table>
<thead>
<tr>
<th>The major project cost considerations were the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEAR UP funds- Refreshments and snacks, cohort staff time,</td>
</tr>
<tr>
<td>GEAR UP college tutor time, supplies</td>
</tr>
<tr>
<td>School Funds- Lamination services</td>
</tr>
<tr>
<td>Partner Funds- Administration time, Parent Liaison time,</td>
</tr>
<tr>
<td>Janitorial time</td>
</tr>
</tbody>
</table>

CONTACT INFORMATION:
Lolita Ceja, Toppenish Middle School
104 Goldendale Ave.
Toppenish, WA 98948
(509) 865-8008 lceja@toppenish.wednet.edu

RESOURCES:
Student-of-the-Month nomination forms
PROGRAM:  
*Education is the Future*

OBJECTIVES:  
Help parents of Pasco students prepare their children for higher education and realize the necessity of a college education to achieve high goals.

LOCATION:  
The event took place at Washington State University Tri-Cities.

DESCRIPTION:  
The program was part of WSU Tri-Cities Latina/o Outreach, which its mission is to provide middle school students and their parents with knowledge of post-secondary educational opportunities. Program services are based on the notion that *College is Possible* for all students. Students and their parents should be the decision makers regarding their educational goals, but college attendance and graduation should be possible for everyone.

*Education is the Future* was an all-day Saturday event for 170 parents and students. The program had a Latino cultural emphasis, and strove to be culturally sensitive and appropriate for this target population.

Different sessions were planned for parents, and students in grades 1-3; 4-5; 6-8; and 9-12. All ages participated in the morning registration and snack; they heard the welcoming statements of the university chancellor, Vicky Carwein, and Brad Fisher from RBC Wealth Management, and the opening statements from Early Outreach Director Genoveva Morales-Ledesma, and event coordinator, JR Gomez. Students in grades 1-3 and 4-5 were sent off to attend their own sessions. The younger group learned “How to Make Gooey,” (a scientific experience), while the fourth and fifth grade students played “College Bingo” (a game that incorporates knowledge about college into the action).

At the same time parents and students in grades 6-12, listened to the keynote presentation by Dr. Epifanio Elizondo. Dr. Elizondo described his education and successful career. He talked about his attendance at Granger High School, his association with Cesar Chavez and the United Farm Workers as a young man, his eventual admission to the University of Washington and graduation with a BA degree in drama. Dr. Elizondo discussed his service record with a number of branches of the United States military forces, including the U.S. Army, the Navy, the U.S. Air Force, the Marines, and the Kansas National Guard. He spoke of earning a Master’s of Health Services degree from Wichita State University, and a Ph.D. degree in Public Health from Kansas State University.

Dr. Elizondo emphasized that it is crucial for parents to encourage their children to have healthy lifestyles and to aim for high academic and career goals. He detailed the achievements of his own children at the University of Texas, Harvard University, and UCLA. Finally, he spoke extensively about his work in his current position, where he achieved the rank of Rear Admiral in the Office of the U.S. Surgeon General.
Parents and students in Grades 6-12 watched a NCCEP produced “telenovela”- about a Latino family and their children’s paths to college. Students in grades 1-3 had another hands-on scientific experience with the “Volcano Project,” while students in grades 4-5 learned how to make ice cream.

During the last session, parents were given a choice of attending separate presentations about educational opportunities, one in Spanish, and another in English. Students in grades 1-3 had a structured activity, grades 4-5 were introduced to computer science concepts, and grades 6-8 discussed healthy lifestyles, or received a campus tour. Boys in grades 9-12 were divided into one group and girls into another.

During the session for parents between 1:50-2:20, Dr. Elizondo discussed parent involvement in education. At the same time students in grades 1-3 participated in the “Future Cougs Project,” grades 4-5 were given a Healthy Lifestyle presentation in the Nursing Lab, sixth through eighth grade students either went to a computer science presentation or went on a campus tour, while all the students in grades 9-12 went on campus tours.

From 2:35-3:05 p.m. parents attended a presentation titled, “Do you know?” which concerned facts and information about students, schools, academic and career success. Students in grades four and five attended a session titled “Career Exploration.” Students in grades 9-12 registered for scholarships, or were given the presentation, “ID: Education; Password: Future.” From 3:10-3:30 there were closing statements and participants were given an opportunity to complete an evaluation of the event.

IMPLEMENTATION TIMELINE:
PREPARATION ACTIVITIES:

It was important to provide a keynote speaker and presenters that parents could relate to. Because Dr. Elizondo is Latino, he was able to reach out to Latino families. As can be seen from the timeline detailed below, the event took at least three months of planning and organization. Below are some of the pre-activities.

Program presenters had to be found to make presentations of 30-45 minutes in length that were appropriate for early college outreach. Presenters were advised to set the stage during the next six minutes:

- Gather ideas about student knowledge of your topic/career. Ask students open-ended questions: “What do you know about ______?” “What do you think (physicists) do?”
- Record their ideas on a chart of chalkboard. Take all answers as they respond
- This sets the stage for students and activates their thinking about your career/topic.
- This also gives you an idea of what their level of understanding is.

To make their workshops more enjoyable, presenters were asked to do the following:

- Explain the type of work you do. Begin the session with an overview of the discipline. Emphasize that this workshop is just one aspect of your career field. The challenge is to expand their view of your career and spark an interest to learn more about your field.
• **Talk** about yourself and your background. What do you find most interesting about the field? How did you arrive at your decision to pursue your career?

• **Do more hand-on** activities rather than straight lecture.

• **Relate** the workshop/topic to everyday life if possible.

• **Use age appropriate language**. Define uncommon terms for students.

• **Relate the demonstrations**, labs, workshops, or research projects to everyday life. It is important that students see the significance in what they are observing or viewing.

• **Ask questions** to stimulate their thinking.

In addition to making preparations for workshops and program presenters, arrangements for the participation of dignitaries, including the main speaker, the university chancellor, and the corporate sponsor, needed to be made. Volunteers were recruited and were assigned a number of activities, including signing up participants and issuing nametags, assisting presenters, leading groups to sessions and floating throughout the hallways to assist parents or students that need help getting to their sessions.

Parents had to complete event applications that included their preferred language (Spanish or English) and needed to sign the event agreement, which included information about the event’s purpose, time commitment, attendance, childcare, data collection, and publicity. In addition, parents needed to sign an additional permission slip for the child’s school if they chose to ride on the school bus.

The following timeline was followed to ensure success of the workshop:

**2-3 Months Prior to the Event**

• Introduce the program at schools and receive approval for implementation.

• School engagement letter signed by schools site coordinator.

• Pre-Survey completed prior to introduction of workbook activities.

• Establish time frame with teachers to conduct activities.

• Coordinate event date with schools and WSU Tri-Cities.

• Secure transportation from schools to WSU Tri-Cities.

• Lesson Plans begin at schools.

**1-2 Months Prior**

• Provide an electronic list of students on an Excel Spreadsheet.

• Provide a list of volunteers/staff available for event day.

• Work through activities in the workbook.

• Document any in-kind support such as donations, dollars, time and effort from school on the forms provided.
Final Month
- Secure student permission slips from school.
- Secure and mail photo release forms to the event coordinator.
- Secure and mail teacher evaluation forms provided to the event coordinator.
- Receive name badges for the event from WSU Tri-Cities.
- Go over the day’s itinerary with volunteers and staff at schools.

FOLLOW-UP ACTIVITIES:
At the end of the day’s activities participants were given a 16-item questionnaire to complete in order to evaluate the event. The questionnaire was written in both Spanish and English, and was oriented towards parents. The questionnaire attempted to measure the satisfaction of the parents with the event. Questions concerning whether parents now saw the necessity of their children attending college, and whether they would recommend the event to other parents were asked.
Demographic information was also collected, including the number of persons in the household attending elementary, middle school and high school, the number of years the respondent had lived in the Tri-Cities, gender of the respondent, number of years the respondent had completed in school (less than six, six to 12, more than 12), and occupation (worker, administrative, professional/technical).

COSTS OR COST CONSIDERATIONS:
The major project cost considerations were the following:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreter services for simultaneous interpretation of Spanish/English,</td>
<td>$144.00</td>
</tr>
<tr>
<td>English/Spanish were needed. Eight hours of interpretation services by one</td>
<td></td>
</tr>
<tr>
<td>interpreter cost. Translation of printed material was also necessary.</td>
<td></td>
</tr>
<tr>
<td>Evening refreshments. Costs can be saved by using community volunteers and</td>
<td>1,564.94</td>
</tr>
<tr>
<td>donations, or in the absence of these, vendors with whom one has an</td>
<td>460.28</td>
</tr>
<tr>
<td>established relationship, and can offer refreshments at a reasonable rate.</td>
<td></td>
</tr>
<tr>
<td>In this case, 170 lunches at $8.50 per unit ($1,564.94) and 170 morning</td>
<td></td>
</tr>
<tr>
<td>snacks at $2.50 per unit ($460.28) were major considerations.</td>
<td></td>
</tr>
<tr>
<td>WSU Tri-City Early Outreach bags for the participants cost $404.50.</td>
<td>404.50</td>
</tr>
<tr>
<td>Bus transportation</td>
<td>335.00</td>
</tr>
<tr>
<td>Travel expenses for the keynote speaker were $1,550.</td>
<td>1,550.00</td>
</tr>
<tr>
<td><strong>Total expenses for the event were $4,458.72.</strong></td>
<td></td>
</tr>
</tbody>
</table>

CONTACT INFORMATION:
Genoveva Morales-Ledesma
Washington State University, Tri-Cities
Director of Early Outreach Programs
2710 University Drive
Richland, WA 99354-1671
(509) 372-7308
gmorales@tricity.wsu.edu

JR Gomez
Washington State University, Tri-Cities
Latina/o Outreach, Early Outreach Programs
2710 University Drive
Richland, WA 99354-1671
(509) 372-7288
jrgomez@earlyoutreach.wsu.edu
PROGRAM:
*Parent Academy Path to Financial Aid, GEAR UP Parent Development Course*

OBJECTIVES:
The purpose of the training is to provide a diverse minority group of parents with information that would help them understand the requirements their children encounter in seeking to gain admission to post-secondary education. The class is an Advanced Module offered to all Parent Academy graduates.

LOCATION:
Parent Academy evening class sessions were located at Heritage University, Toppenish, Washington from 4:30-8:30 p.m. on three separate evenings.

DESCRIPTION:
Three, four-hour classes were taught to a group of mostly Latino parents. They were taught why the ten most common excuses for not going to college, including “Nobody in my family has ever gone to college before” and “I can’t afford it,” are wrong. They learned about the five critical factors in determining four-year college entrance, including grades, high school level coursework, extracurricular activities, community service experiences, admissions essay writing, and teacher recommendations. The participants learned about high school course requirements for college admissions, The Husky Promise, FAFSA, Pell Grants, Students Loans, where to find scholarships, the significance of official transcripts, how to make a scholarship application, and what grade point average (GPA) means. They also received information about Trade School and Vocational Student funding.

Parent Academy Directors, Dori Peralta Baker, Lorena Silva and Andy Pascua directed the first session. Each participant was provided with writing materials and a binder containing information about the three course sessions. For better communication, an interpreter was present; parents were given headsets and encouraged to speak in the language most comfortable for them. The interpreter then switched between Spanish and English.

The directors focused the first hour on the goals and objectives of the Parent Academy, scholarships, the process of receiving Financial Aid and how to share the information learned in the class with other parents. It was important that empowered parents were a source of information about Financial Aid for other parents, and that the protocol to refer parents to specific college Financial Aid personnel be established.

Monica Medrano, GEAR UP Site Coordinator for Wapato Middle School, spoke about how she prepared to attend college as a high school student and eventually went to college. Monica discussed how her parents were involved in the process of encouraging her and preparing her to apply for college. She stated that they encouraged her to do extracurricular and school activities, monitored her studies and encouraged her to do well in her classes.
Monica talked about the importance of parents communicating with their children, finding out what their children like and dislike, guiding them in a positive manner, and directing them towards academic achievement and college.

Participants were then given the opportunity to express an interest in what they wanted to learn in the upcoming class sessions of the course. The participants were interested in learning about the following topics:

1. What to look for and how grades determine the college admissions chances of their children.
2. How to effectively communicate with schools.
3. What is community involvement, and how does this activity affect the admission of students to college?
4. Different learning styles of children. For example, some learn more readily with visual information.

Dori addressed some of the interests mentioned by the course participants and then introduced Financial Aid Part 1. She discussed the Husky Promise, High School Core and Advanced Placement Courses, and Communications with School Counselors. 3-hole punched handouts for inclusion in the parents' Financial Aid binders were distributed. Junior and Senior high school students attending the class with their parents, created an informal forum to answer questions parents had on the FAFSA website, student portfolio contents, scholarship application essays and examples of student community service projects.

James Rigney, retired high school teacher, counselor, and education advocate, introduced the second session, Financial Aid Part 2. Mr. Rigney discussed, “How and What Can You Learn to Share with Parents,” and Dori discussed the role of “Being UW GEAR UP Parent Ambassadors.” Rafael Villalobos, Jr., CWU Educational Recruiter, introduced Financial Aid Part 3. Mr. Villalobos discussed FAFSA, Pell Grants, student loans, tests, application deadlines, grade point averages, and school, university and college requirements. Dori and Lorena introduced information about funding and discussed scholarship websites for Latinos, Asian Pacific Islanders, Native Americans, and Undocumented Persons. Several parents brought their middle school and high school-age children with them because they felt that they needed to hear the materials presented first-hand. Three seniors attended who did not know about FAFSA or the FAFSA deadline of February 29.

In the final session, Rafael Villalobos taught Financial Aid Part 4, Scholarship Search: Public and Private Scholarships, from 4:30-6:00 p.m. He provided application packages to the course participants, and produced a sample application during the class session. Mr. Villalobos ended the session with the last segment of the training, Financial Aid Part 5, with information about internships, paying back loans, organizational skills, and timelines.

Participants were asked to complete an evaluation questionnaire. This was followed by a “graduation ceremony” conducted by UW GEAR UP Director Loueta Johnson and Assistant Director Andy Pascua, who congratulated the class on completing the course, handed out Certificates of Course Completion, followed by a group photo.
A plan was put in place to recruit these graduates of the Parent Academy for future events and training, and as Parent Academy Graduate volunteers.

IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:
University of Washington GEAR UP, Office of Minority Affairs and Diversity staff members, parents and Site Coordinators participated in a GEAR UP Parent Involvement Summit Conference in August 2008. The Parent Academy Path to Financial Aid program evolved from the conference as a major priority for the Parent Academy Advanced Modules for 2009. The Financial Aid Advanced Module would be offered to all parents who graduated from one of the four Parent Academies. Besides planning to serve a large Latino population, during the training the program planners decided to recognize other local cultures such as Filipino, Native American, Japanese and Hawaiian cultures to enhance and bring even more recognition and cultural diversity to the GEAR UP 4 Families Programs.

The instructional model requires organizers who have a deep understanding of the communities they work with. In order to recruit successfully, the program organizers need to contact community leaders and volunteers, GEAR UP Program school staff and special interest groups to build a community education program promoting parent involvement. The training materials for this program are readily available from UW GEAR UP, but not so easily gained is the cultural understanding that the organizers of the Parent Academy brought to program. Newcomers to communities who want to implement this model would be well advised to intensely study the socio-cultural environment they are working in for at least a few months before attempting to organize a Parent Academy. New community organizers should set-up committees of experienced community leaders and volunteers to advise them in this process.

FOLLOW-UP ACTIVITIES:
A brief, seven-item questionnaire was administered to participants in the final session to evaluate and comment on the course. The questionnaire included following questions:

1. Was the class offered at a good time for you?
2. Should GEAR UP students attend this class?
3. Did you enjoy the presenters and the information they gave out?
   Other Presentation Topics for this class
4. Did you find the handout information helpful? Was your Financial Aid binder useful?
5. Did you share information with your students? Did they ask you questions?
6. Did you share information with other parents? Did they ask questions?
7. Do you feel you need to learn more?

As staff debriefed the workshops it was decided that Parent Academy classes should be held at community centers, churches, and other places where parents and families gather, and it was agreed that in future the Parent Advanced Module Classes would be identified as GEAR UP Parent Development Classes.
Every item in the curriculum could then be expanded through Parent Academy Workshops that would cover specific areas of learning within the Financial Aid Course. Not all Parent Academy graduates were able to attend this course and the workshops could enhance their knowledge as well.

COSTS OR COST CONSIDERATIONS:
The major cost considerations are:
   a.) If serving a cohort with multiple languages, interpreter services for simultaneous interpretation would be needed. Translation of printed material is also necessary.
   b.) Reimbursement for those who present information about financial aid: Major costs can be avoided by using volunteers, and institutional resources such as college financial advisors.
   c.) Printing cost for the *Parent Academy Path to Financial Aid* program contents and binder.
   d.) Evening refreshments.

CONTACT INFORMATION:
Loueta Johnson
Director, UW GEAR UP
Toppenish, WA 98948
(509) 865-8670
johnsonl@u.washington.edu

Andy Pascua
Assistant Director, UW GEAR UP
University of Washington
Toppenish, WA 98948
(509) 865-8570
pascuaa@u.washington.edu

Dori Peralta Baker
GEAR UP 4 Families Program
University of Washington
Toppenish, WA 98948
(509) 654-4379
doribaker@charter.net

RESOURCES:
*Parent Academy Path to Financial Aid* (A multi-page binder created by University of Washington GEAR UP)
PROGRAM:

*Summer Science Camp at WSU Tri-Cities*

OBJECTIVES:

Provide students with hands-on science learning in a fun and safe environment.

LOCATION:

College Campus

DESCRIPTION:

WSU Tri-Cities campus has provided week-long, single-theme summer day camps for twelve years. Altogether, 589 elementary students attended the Summer Science Camps held in 2009.

Summer Science Camps are hands-on day camps for boys and girls entering kindergarten through 5th grade. Innovative activities and trained instructors engage children in week-long adventures of learning and fun.

The curriculum that is used for Science Summer Camp is developed at Champions Science Adventures by staff that specializes in a variety of science disciplines. Champions® is a national education leader delivering a broad array of educational solutions. With nearly three decades of experience serving educators, Champions® provides customized, on-site programs at over 1,800 locations. Champions® is a division of Knowledge Learning Corporation®, a company that serves over 300,000 children nationally. Website: http://www.knowledgelearning.com/

There is a registration fee. Early registration is $149 half day and is $229 for a full-day. Scholarships are available, however. WSU Tri-Cities strives to enroll a diverse student population. There is a 90 student limit for each week-long camp. One certified teacher and one assistant works with 25 students each day. Plus one or two volunteers help each week. All camp employees and volunteers must complete a background check and orientation.

Student registration includes five forms:

- Participant Health Form
- Emergency Medical Release Form
- Assumption of Risk Form
- Image and Voice Recordings Consent Form
- Transportation Authorization Form

All camps are held at WSU Tri-Cities (Richland) in the Consolidated Information Center. All camps are Monday through Friday. Full-day sessions are from 8:30 a.m. to 4:30 p.m. and half-day sessions are from 8:30 a.m. to 12 p.m. (unless otherwise noted). Transportation must be provided by families or guardians.
Lunch is not included as part of camp, therefore, each child must bring their lunch and beverage in a bag or container marked with their name and plenty of water in a marked water bottle or container. Refrigerated storage or a microwave is not provided for use by campers. We discourage use of on-site vending machines as children often have difficulty using them. To this end, we request that parents not send money with their children for this use. Campers are released by a staff member only to those persons authorized by the parent/guardian on the Transportation Authorization Form. Those checking out a child from camp must sign out the child and show picture identification.

**Themed camps might include:**

**Gizmo’s Robot Factory:**

**BUILD A WALKING K’NEX ROBOT!**

Build, customize and battle one of Gizmo’s greatest inventions, the Buggy-Bot! Build a giant insect motorized walking K’nex robot. Investigate what makes a robot tick as we take a robot’s-eye view in 3-D, listen with electronic ears, and prepare to compete in the Robo-Olympics. Stay all day and build a robot model with five robot technologies, create a crazy invention, and discover how robots are changing the face of our world. Power up for fun and discover the secret lives of these extreme machines.

**Space and Rocketry:**

**BUILD AND LAUNCH GIZMO’S NEW HYDRO-ROCKET AND HIS FAVORITE RAD ROCKET, TOO!**

Get pumped up for some space exploration! Join Gizmo to build his brand new, state of the art hydro-rocket. Using the power of air pressure and water, launch your very own rocket more than 100 feet into the air...AND compare it to the speed of the high-flying, solid-fueled RAD rocket on Launch Day. Bring a bottle from home to design and launch a personalized rocket. Then take a trip around the universe by building a light-up solar system and a model of your galactic address. Stay a full day and get loony about the moon. Build your own motorized K’nex motorized Lunar Rover and make craters with marble meteorites!

**Mystery of the Pharaoh’s Treasure:**

**SOLVE AN EGYPTIAN MYSTERY**

Journey to the land of the pharaohs to help Gizmo solve a mystery and unearth two long-forgotten treasures! Decipher hieroglyphics, investigate the secret of the sands, predict the rising of the stars to unearth a mummy, and take home a share of the gold. Full-Day campers become geologists and build a take home rock collection as they help Gizabelle solve the riddle of the Sphinx and reveal a crystal treasure. Take a step back in time to unravel this mysterious Egyptian adventure!

**Go Wild Animal Camp:**

**MEET LIVE ANIMALS!**

Leap into the wild on an awesome adventure to investigate extreme plants and amazing animals. Join Gizabelle to build a nature kit complete with microscope, bug cage and telescope. Meet live animals face-to-face during in our amazing Animal Encounter! Stay a full day to take part in the animal Olympics and make glowing fire flies, sticky octopus arms and more. Get ready to explore the world outside your door — it’s time to Go Wild!
Fabulous Physics:

**ARE YOU READY TO GRAPPLE, PHYSICS STYLE?**

It’s a showdown when campers build dragsters, throw magnetic darts, and hurtle parachutes through the air. These budding physicists will throw down their slickest moves with skateboard racers and slime sport shoes. Serious mini-scientists will learn how physics properties relate to the sports and self-guided contraptions. This physics challenge will be your campers’ biggest adventure.

Gizmos, Gadgets & Goop:

**INVENT WITH ELECTRONICS!**

Science and imagination join forces as children experience the thrill of building electronic gadgets while learning basic principles of electricity. They explore the science behind batteries, bulbs and buzzers. Enter the Invention Dimension to design and create motorized K’nex racers, roller coasters, planes and more Gizmos, Gadgets and Goop!

Powerful Planet:

**EXPLORE THE PLANET'S MOST POWERFUL FORCES!**

Team up to explore the planet’s most powerful forces! Learn how new sources of energy can make the planet a better place to live by building speeding electric cars, cooking up s’mores using solar energy, and creating your own water filtration system! Stay all day to solve the mystery of the endangered sea turtles. Recreate and learn about the dangers they face on their adventurous journey to the sea.

A sample day may include (example: Fabulous Physics Challenge):

*Are you ready to grapple, physics style? During the week, mini-scientists will learn how physics properties relate to the sports and self-guided contraptions.*

**Newton's Bowling**: There are strikes to spare when campers put science in motion with a little help from Sir Isaac Newton. Children construct their own bowling alley and compete for the highest score!

**Disc Golf**: Campers feel the need for speed when they discover Newton's Second Law and learn how weight and force are important to the stability of a flying disc.

**Rocket Flight**: Three, two, one, blast off with Newton's Third Law as campers use balloon rockets. Children use their own design to build their rockets and launch them in competition.

**Catapult Basketball**: Incoming! By building their own game of catapults, campers learn how levers can be used to make work easier!

**Skateboard Racers**: Throw down your sickest moves with skateboard racers! Campers discover how friction relates to sports.

**Parachutes**: Look out below! Children experiment with air force resistance by making and then testing parachutes!

**Magnetic Darts**: Campers learn about magnetic attraction and repulsion with a friendly competition of darts!

**Sport Stacking**: The craze that's sweeping the nation is not only fun, it is science! Campers use the skill of cup stacking and see how it relates to air pressure!

*By the end of Fabulous Physics Challenge, campers will be Newton fanatics!*
Each camp culminates with a “Big Event” on Friday morning. Family and friends are invited to camp to see the action and take pictures of these fun events. Big Events typically start at 10 a.m. and last between 1 and 2 hours, depending on the size of the group. Information is posted near the Camper Sign-in Desk each Thursday morning.

IMPLEMENTATION TIMELINE:
PREPARATION ACTIVITIES:
Camp planning begins the prior October.
March: Set-up staff.
April: Begin registration.

FOLLOW-UP ACTIVITIES:
Camp evaluation.
Camp reports.
Budget Overview.
Determine what is needed for next summer.

EVENT COSTS OR COST CONSIDERATIONS:
1. Purchase curriculum.
2. Camp Coordinator.
3. Camp Staff.
4. Any special facility needs or technical needs.
5. Supplies.

CONTACT INFORMATION:
LoAnn Ayers, Director of Campus Advancement
WSU Tri-Cities
2710 University Dr.
Richland, WA 99354
(509) 372-7252
ayers@tricity.wsu.edu
Website: http://www.tricity.wsu.edu/summersciencecamp/index.html

RESOURCES:
The curriculum that is used for Science Summer Camp is developed at Champions Science Adventures Champions®, a division of Knowledge Learning Corporation®.
Website: http://www.knowledgelearning.com/
PROGRAM:
“I’m Going to College” Culminating Event

OBJECTIVES:
Provide comprehensive information about higher education to fifth and sixth graders. Encourage high educational and career aspirations, rigorous courses in middle and high school, and graduation from high school and college.

LOCATION:
Washington State University, Tri-Cities

DESCRIPTION:
The WSU GEAR UP program has teamed with NELA (Northwest Education Loan Association) to implement their “I’m Going to College” program with 5th and 6th grade GEAR UP students. In this program curriculum, students study different types of colleges and learn about the application process and financial aid possibilities. The program culminates in a visit to a college campus as described below.

At 9:45 a.m., 95 fifth grade students and 64 sixth grade students from the Warden School District arrived at WSU Tri-Cities, along with approximately 30 parents and staff members from the schools. WSU Tri-Cities staff members began handing out gift bags, T-Shirts and name badges.

From 10:00-10:20 there were welcoming speeches from Mr. Jaime Contreras, Director of Student Affairs at Washington State University, Tri-Cities, and Mr. JR Gomez, Coordinator of Latina-Latino Outreach at the university and an organizer of the event. Mr. Gomez also welcomed the students, and recognized six of the teachers as group leaders. The students were divided into six groups by color: Red, Orange, Yellow, Green, Blue, and Grey. There were four activity sessions from 10:25-10:55, 11:00-11:30, 12:20-12:50, and 12:55-1:30, with lunch served between 11:35 and 12:15. Each group attended four class sessions, with six sessions occurring at one time. The program required organizing twenty-four separate teaching sessions.

For example, from 12:55-1:30 the Red Group attended the Horticulture class taught by Dr. Bondada; Ms. Tammy Almaguer taught “Show Me the Money!” to the Orange Group; the Yellow Group attended Dr. Allan Felsot’s insects class; Mr. Gomez taught “Three Ways to Pay” to the Green Group; the Blue Group attended Dr. Lewis’ Computer Science class; and Mr. Dale Ingram and Mr. Armando Merlin made a presentation about the science company LIGO to the Grey Group.

Mr. Gomez’ “Three Ways to Pay,” discussed methods for financing college, university, or technical school:
1. **Savings**: a.) Student savings, b.) Parental savings, c.) Washington State Guaranteed Education Program (GET), which lets students and parents pre-pay tuition in Washington State at today’s rates.

2. **Need-based financial aid**: a.) Need-based grants and scholarships, which are not repaid, but applied directly to costs, b.) Students Loans (which are repaid), and c.) Work-Study--all determined by filling out FAFSA (Free Application for Federal Student Aid).

3. **Scholarships**: Money for tuition because of academic success, high test scores, athletics, participation in ROTC, background, parent’s employer, or career interests.

Mr. Gomez and Ms. Almaguer’s presentations formed the basis of the final session between 1:35 and 2:15, when all the groups met in the auditorium. In the final session Mr. Gomez summarized the event for students and directed the competition among groups for prizes, including attractive backpacks and book bags. All the groups left with a positive attitude and departed the university by 2:30 p.m.

**IMPLEMENTATION TIMELINE:**

**PREPARATION ACTIVITIES:**

The NELA (Northwest Education Loan Association) guidelines for planning an event were followed:

**2-3 Months Prior to the Event**

- Introduce the program at schools and receive approval for implementation.
- School engagement letter signed by schools site coordinator and mailed to WSU Tri-Cities.
- Pre-Survey completed prior to introduction of workbook activities.
- Establish time frame with teachers to conduct activities.
- Coordinate event date with schools and WSU Tri-Cities.
- Secure transportation from schools to WSU Tri-Cities.
- Lesson Plans begin at schools.

**1-2 Months Prior**

- Provide an electronic list of students on an Excel Spreadsheet.
- Provide a list of volunteers/staff available for event day.
- Work through activities in the workbook.
- Document any in-kind support such as donations, dollars, time and effort from school on the forms provided.

**Final Month**

- Secure student permission slips from school.
- Secure and mail photo release forms to the event coordinator.
- Secure and mail teacher evaluation forms provided to the event coordinator.
- Receive name badges for the event from WSU Tri-Cities.
- Go over the day’s itinerary with volunteers and staff at schools.
After the Event

- Complete post evaluation.
- Return any leftover instructional materials to the event coordinator.

One of the most important pre-event activities was to secure the involvement and cooperation of university teaching faculty to participate in the event and present hands-on teaching sessions that were appropriate for the children attending.

FOLLOW-UP ACTIVITIES:
Participants were surveyed at the end of the event and analysis of the surveys was used to improve the event in the future.

COSTS OR COST CONSIDERATIONS:
The cost of backpacks and workbook materials for both teachers and students are provided by NELA. The cost of meals will need to be covered for each student and chaperones. The partnership with NELA provides a significant cost-share contribution.

CONTACT INFORMATION:
Genoveva Morales-Ledesma                JR Gomez
Washington State University, Tri-Cities  Washington State University, Tri-Cities
Director of Early Outreach Programs      Latina/o Outreach
2710 University Drive                   2710 University Drive
Richland, WA 99354-1671                Richland, WA 99354-1671
(509) 372-7308                         (509) 372-7288
gmorales@tricity.wsu.edu               jrgomez@earlyoutreach.wsu.edu

RESOURCES:
Sample Agenda
I’M GOING TO COLLEGE CULMINATING
PROGRAM:
Kids College at Walla Walla Community College

OBJECTIVES:
Provide an opportunity for elementary school students to spend time on a college campus and, therefore, become more comfortable on a college campus. This will help them gain confidence in tapping into future opportunities provided on a college campus. Kids College also serves as a marketing and recruitment tool for the college.

LOCATION:
College Campus

DESCRIPTION:
For ten years, Kids College has kicked-off summer break with a week of afternoon adventures that has provided a collection of classes and activities for students, grades third through sixth.

Classes and activities are led by community representatives and college instructors who provide interactive experiences in an invigorating college environment.

Enrollment is capped at 125 students. A fee is charged which covers 100% of the cost to run Kids College.

IMPLEMENTATION TIMELINE:
PREPARATION ACTIVITIES:
January/February – Begin recruiting teachers.

March/April – After recruiting Kids College teachers, designate classes, create flyers and market Kids College. Marketing the program includes distributing registration flyers to area grade schools, college website, community service announcements and newspaper advertisements.

May/June – Finalize contracts with instructors and Kids Camp assistants, student registration, acquisition of supplies.

Mid-June – 5 days of Kids College.

FOLLOW-UP ACTIVITIES:
The last half of June – Clean classrooms, pay instructors and support staff, reports and bookkeeping.
COSTS OR COST CONSIDERATIONS:
The major project cost considerations were the following:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors' Salaries</td>
<td>$4,553</td>
</tr>
<tr>
<td>Assistants</td>
<td>876</td>
</tr>
<tr>
<td>Supplies</td>
<td>1,588</td>
</tr>
<tr>
<td>Advertising</td>
<td>1,000</td>
</tr>
<tr>
<td>Snacks</td>
<td>537</td>
</tr>
<tr>
<td>Water bottle Souvenirs</td>
<td>614</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$9,168</strong></td>
</tr>
</tbody>
</table>

Revenue

<table>
<thead>
<tr>
<th>Item</th>
<th>Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Enrollments x 123</td>
<td>10,947</td>
</tr>
<tr>
<td>Discount Enroll/Scholarships x 8</td>
<td>392</td>
</tr>
<tr>
<td>Supply Fees x 125</td>
<td>1,250</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$12,589</strong></td>
</tr>
</tbody>
</table>

CONTACT INFORMATION:
Nancy Kress, Coordinator
Office of Community Education & Lifelong Learning
Walla Walla Community College
500 Tausick Way
Walla Walla, WA 99362
(509) 527-4561
nancy.kress@wwcc.edu

RESOURCES:
Class Proposal/Instructor Proposal
Kids College Registration Flyer
PROGRAM:
University of Washington (UW) in a Day

OBJECTIVES:
*UW in a Day* provided Toppenish middle and high school students with the opportunity to find out about college opportunities from over thirty programs at the University of Washington. The event also provided professionals and community members the opportunity to connect with the University of Washington.

LOCATION:
Middle School

DESCRIPTION:
Between 9:00 and 9:30 a.m., students from nearby Toppenish High School were bused to Toppenish Middle School. Activities began in the middle school cafeteria. The event was treated as an important occasion by the Yakama Nation, the Toppenish School District and the University of Washington, as a spiritual leader from the Yakama Nation, and senior administrators from the school district and the university greeted the students upon their arrival to Toppenish Middle School. King County Court Commissioner Elizabeth Castilleja, a graduate of Toppenish High School and a UW alumna, was the keynote speaker. Ms. Castilleja gave an inspiring speech about the importance of studying in high school, attending college and reaching career goals, and discussed how she jumped barriers to successfully gain a college education and achieve her career ambitions.

Later in the morning students went from the cafeteria to the school gymnasium, where they talked to UW staff manning booths from over thirty programs and departments, and explored the following programs and careers from the University of Washington:

<table>
<thead>
<tr>
<th>UW Programs and Careers Present at the Event:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Architecture and Urban Planning</td>
</tr>
<tr>
<td>Daniel J. Evans School of Public Affairs</td>
</tr>
<tr>
<td>MESA (Math, Engineering &amp; Science Achievement)</td>
</tr>
<tr>
<td>UW Educational Outreach Advising &amp; Recruitment</td>
</tr>
<tr>
<td>UW Latino Student Union</td>
</tr>
<tr>
<td>School of Law</td>
</tr>
<tr>
<td>School of Nursing</td>
</tr>
<tr>
<td>School of Social Work</td>
</tr>
<tr>
<td>College of Engineering</td>
</tr>
<tr>
<td>UW OMA/D Talent Search</td>
</tr>
</tbody>
</table>
Partners in the valley were mobilized to organize and participate in the event. For example, the Toppenish School District invited Yakama Nation families and students from the tribal school to participate. In addition, the Toppenish School District hosted a special celebration for approximately 300 students of the local UW GEAR UP program before the UW in a Day event.

The scope and variety of organizations and programs represented from the University of Washington, at an event held in a middle school in a modest-sized town, was impressive. In addition, the attendance of important tribal, community, school, and university leaders impressed upon the students and their parents the importance of the occasion.

<table>
<thead>
<tr>
<th>UW IN A DAY SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00am–9:00am (2 hours) Cafeteria &amp; Gym Set-up</td>
</tr>
<tr>
<td>9:00am – 10:15am (1.25 hours) Booth Set-Up</td>
</tr>
<tr>
<td>9:00am – 9:30am (30 minutes) Unload buses and seat students in cafeteria</td>
</tr>
<tr>
<td>9:30am – 9:35am (5 minutes) Delford Neaman – Yakama Nation Blessing</td>
</tr>
<tr>
<td>9:35am – 9:38am (3 minutes) Enrique Morales – UW Welcome</td>
</tr>
<tr>
<td>9:38am – 9:41am (3 minutes) Steve Myers or John Cerna – Toppenish School District Welcome</td>
</tr>
<tr>
<td>9:41am – 10:15am (39 minutes) Lisa Castilleja – Keynote Speaker</td>
</tr>
<tr>
<td>10:15am – 10:30am (15 minutes) Students leave cafeteria to gymnasium for booth visits</td>
</tr>
<tr>
<td>10:30am – 4:00pm (5.5 hours) UW booth visits open to all (GEAR UP and General Public)</td>
</tr>
<tr>
<td>4:00pm – 5:00pm (1 hour) Event Closure and Clean-up</td>
</tr>
</tbody>
</table>

IMPLEMENTATION TIMELINE:
The event is planned over a year in advance, with coordination between the university, the school district and other outreach and community partners. The time schedule of the event was closely planned, so as to not disrupt the school schedule of the middle school where the activities took place.

COSTS OR COST CONSIDERATIONS: Cost considerations for the University of Washington, included: over 40 outreach staff members in the organization of the event, travel from Seattle to Toppenish in central Washington, brochures, stand-up displays, and other materials for over 30 booths at the middle school. Expenses for the Toppenish School District included busing students from the high school to the nearby middle school.

CONTACT INFORMATION:
University of Washington Educational Outreach Community Partnership Office
(509) 865-8673
Website: http://depts.washington.edu/uwcp/
PROGRAM:

*Academic Summer Academies at Columbia Basin College (CBC)*

OBJECTIVES:
Connect secondary students with higher education, while providing them academic support which will help prepare them for college admittance.

LOCATION:
College Campus

DESCRIPTION:

Need Was Identified: Fall of 2008, 26% of Columbia Basin College’s (CBC) student population was made up of students of Hispanic origin. Additionally, the Pasco School District has had the highest percentage of Hispanic students among the region. Also, the Washington Assessment of Student Learning (WASL) 2008 score results for Pasco High’s 10th grade students indicated that only 30.7% of students passed Math and 25.4% of students passed Science. This served as an indication that many students who wish to attend college will be under prepared.

Solution Was Identified: In 2002, the University of California education system began providing Summer Algebra Academies in rural and remote areas resulting in the significant increase of students academic achievement patterns in both algebra and geometry. CBC utilized this model and expanded it into an Academic Summer Academies program for middle and high school students. These academies were intended to support schools by providing students an opportunity to improve their academic skills in Science, Technology, Engineering & Mathematics (STEM), as well as expose them to other disciplines such as English and Art. The academies were conducted at CBC, in Pasco, and led by a staff or faculty member of the college.

Academic Summer Academies not only helped improve student success in middle and high school, but also served as a first step towards making college a realistic possibility for many students by bringing them to a college campus, refining their academic skills during the summer, and exposing them to what higher education represents.

College faculty and staff, who wished to lead an Academic Academy, submitted a budget proposal and academy description. Once all proposals were submitted, each proposal was evaluated and ranked based on: 1) the subject meeting the preferred discipline focus, 2) the anticipated community demand for each academy, and 3) the cost.

Academies were provided half-day, four times a week, during the last two weeks of June.

In the past, Academic Summer Academies included:

*Art and Art Appreciation Across Cultures*
Students were introduced to art history and art appreciation, then applied their new knowledge to their own art projects. There was a focus on the tradition of telling stories through art. Projects included creating a comic and an altered book sculpture, using a variety of materials and techniques.
Centro Bilingüe: Bilingual (Spanish/English)
Assisted students to be more successful in the diverse world in which we live and designed to teach the Spanish language and culture through fun and interactive methods.

Creative Writing Academy
Assisted students to develop an understanding and appreciation of literary writing. They read short works by writers representing a variety of cultural, ethnic, and racial backgrounds.

Math/Science Academy*
Students discovered cool things about science, help run awesome experiments, and explore the world of engineering and mathematics emphasizing on fun activities.

Monkeys, Bones, and Genes: Biological Anthropology Laboratory
Middle-school students were introduced to the basic concepts of biological anthropology. Students were also introduced to: the concept of genes and genetic functions, different kinds of living primates, primate skeletons, and fossils associated with Homo sapiens. This was a hands-on and interactive, where students had the opportunity, through exercises and physical specimens, to see what biological anthropologists do.

Health Science Academy
Middle school students were exposed to various health care careers and skills through tours, hands-on activities, demonstrations, games, online career exploration, and guest speakers.

IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:
• In January or February, assign an Academic Summer Academy Coordinator.
• Distribute notices to college staff and announcing employment opportunity.
• Select academy instructors.
• Reserve rooms needed to accommodate instructors and other academy needs.
• Assign staff to provide support during academy and purchase supplies needed.

FOLLOW-UP ACTIVITIES:
• Program evaluation and reporting of results.

COSTS OR COST CONSIDERATIONS:
Academy Coordinator; Academy instructors and staff
Supplies; Any special facility needs or technical needs

CONTACT INFORMATION:
Martin Valadez, Vice President       Cruz Gonzalez, Assistant Vice President
Diversity and Outreach              Grants Administration & Operations
Columbia Basin College              Columbia Basin College
2600 N. 20th Ave, Pasco, WA 99301   2600 N. 20th Ave, Pasco, WA 99301
mvaladez@columbiabasin.edu         cgonzalez@columbiabasin.edu
(509) 542-5558                     (509) 542-4430

RESOURCES:
Centro Bilingüe – Summer Academy at CBC
PROGRAM:
Lessons Learned in Early Outreach on a College Campus

OBJECTIVES:
“Early outreach especially benefits first generation to help get them on the highway to higher education.”

Early outreach is also dedicated to “help families and improve lives”. Washington State University (WSU) wants to motivate, inspire and provide direction to students and their families as early as possible.

It has been a challenge to find students who meet college entrance requirements; therefore, early outreach is an invaluable admissions support tool.

DESCRIPTION:
Early imprints are important. The earlier students have an opportunity to visit a college campus, the better. If students are able to visit a variety of college campuses, that is all the better.

Washington State University (WSU) is a dynamic college campus that has a long history in providing a quality education along with individualized student support. WSU is dedicated to this level of service from beginning to end: campus visits and student recruitment, student admissions, student retention and successful college graduates.

| STUDENT OPPORTUNITIES TO PARTICIPATE IN THREE QUALITY EXPERIENCES ON A COLLEGE CAMPUS: |
|---------------------------------|--------------------------------------------------------------------------------------------------|
| **7th or 8th grade** – An opportunity to introduce the academic requirements necessary to get to college (“planting that academic seed”), while having fun experiencing campus for the first time (dedicated to inspire and motivate); |
| **9th or 10th grade** – Help students begin academic exploration. This includes Hispanic Youth Exploring Science & Engineering (HYSE) and Future Scientists & Engineers (FSE) 3-day summer camps. |
| **Junior year in high school** – Provide a strategic review with students and help them determine what they want to study. Students should not wait until their senior year in high school to figure out what they want to study after high school graduation. How can one “shop for a college” and know what will be a good fit? |
| **10th, 11th and 12th grade students** – Three student led conferences are provided annually on WSU Pullman campus: Shaping High School Asian Pacific Islanders for the Next Generation (SHAPING), Children of Aztlan Sharing a Higher Education (CASHE), and Visionaries Inspiring Black Empowered Students (VIBES). Each conference has a cultural focus; however, registration is open to any and all students. High school students spend two nights and three days on campus. During the conferences, high school students are provided the information and the tools necessary to get to college. These conferences also provide them an opportunity to know whether the college can be a good fit, while providing them the opportunity to see that they can belong on this college campus. |
Quality is imperative – that first visit may be the only visit. Those who coordinate campus experiences for middle and high school students must remember that each part of the itinerary must have a positive impact on the visiting students—each hour must be a successful experience.

When coordinating early outreach events, the day must work with the special needs of adolescents. This age-group does have challenging behavior, which requires a smaller adult/student ratio. Some of the special needs include:

- The need of going to the restroom frequently
- The need of seeking attention
- The easily frustration when faced with complex concepts

Introducing students to the day’s activities and purpose, before the event, will help this age-group have a focus and limit problems. At this time, WSU Pullman does not provide event preparation/orientation materials. However, it hopes to tap into materials developed by WSU Early Outreach at WSU Tri-Cities, which include: 1) Why go to college? 2) What does a major mean? 3) There is an income differential, depending on how much college one taps into.

It is vital that itineraries are created that will satisfy an adolescent’s needs. The activities offered provide interactive experiences and satisfy this age group’s inquisitive energy.

### ACTIVITIES INCLUDE:

<table>
<thead>
<tr>
<th>Grizzly Program–Middle school students are fascinated with these animals. Program staff taps into the students’ intrigue and then introduce the college degrees that compliment this program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crime Scene Investigation (CSI) Program–Program staff are able to build around the investigator mystique that tends to draw interest with this field of study, which, in turn, feeds into the students’ curiosity. Once they capture the students’ attention, then staff introduce the students to the academics involved in this area of study.</td>
</tr>
<tr>
<td>Raptor Program–Introducing middle school students to these giant birds and how these winged creatures benefit ecosystems is an opportunity for program staff to introduce the combination of class work and volunteer work that is involved when being a part of this unique program.</td>
</tr>
<tr>
<td>Meet WSU Athletes–A lot of middle school students aspire to be a successful athlete or look up to successful athletes. Middle school campus visits often times include a photo opportunity with some WSU athletes. First, the athletes provide an honest testimonial and include the following elements in their message: a) it can happen, b) don’t take shortcuts, however, c) you must practice, practice, practice (not only as an athlete but academically), e) we are students first, athletes second (you have to be on the highway to education to be able to play sports and get athletic scholarships).</td>
</tr>
<tr>
<td>Robotic Program &amp; Chemistry–Professors and/or graduate students with big personalities catch students’ attention by blowing things up or demonstrating futuristic gadgets. Once they catch the students’ attention, they then introduce career options.</td>
</tr>
<tr>
<td>Multi-cultural center–This provides an opportunity for students to experience campus diversity and see that they can live on this campus and belong.</td>
</tr>
<tr>
<td>First Generation Student Panel with diverse representation. If necessary, two panels present information–Providing middle school students the opportunity to see diversity is vital. Panel members are prepared to answer “What would I have done differently?”. Panel members are also asked to focus on personal college-going details, as opposed to admissions information. Panel members also remind guest students that what they’re doing now is important -- go to school every day and ask for help.</td>
</tr>
<tr>
<td>Cheese Factory &amp; Ice Cream–Touring the factory is always a crowd pleaser and an ice cream treat is a fantastic way to conclude the day.</td>
</tr>
</tbody>
</table>
It is important that the guest students leave with *WOW moments/memories* and the thought that this college can be a home for them.

Guest students also take home the following items to share with family and friends:
- Campus Map,
- Materials about their chosen area of study or major, and
- Student Support Services information.

Through the years, WSU has learned to limit visitor capacity to 120 guest students (excluding some special events, such as *Future Cougar Day*). Exceeding this capacity decreases quality and puts undue stress on WSU faculty and staff.

WSU Community Development and Outreach is currently working on a family component. Early outreach must include a family component, because college success is more readily achieved when college preparation and planning involves family. It is anticipated that family outreach/parent outreach will include the following components: campus safety, college finance planning, transportation needs for college, and college food. Parent tours will also include a lecture *sit-in*.

WSU is also currently working with WSU students to produce a video featuring information that parents have said they are interested in learning about.

**IMPLEMENTATION TIMELINE:**

It would be very helpful if groups who are interested in visiting WSU Pullman call the Community Development and Outreach Office two to three months prior to their targeted date of the tour. It is also important to be prepared to be flexible with the tour date. The Community Development and Outreach Office must coordinate tours around numerous WSU activities and programs.

When the Community Development and Outreach Office receive an inquiry for a campus visit, they ask the following questions:

1. Who’s coming? Which includes the following information:
   a. Program Expectations/Criteria
   b. Gender
   c. Age
   d. Ethnicity
2. What is the purpose of the campus visit?
3. What do they want to see?
4. Size of group?
PREPARATION ACTIVITIES:
WSU Community Development and Outreach has five staff dedicated to match-up resources for meaningful visits. Also, at the beginning of each school year, two Student Leader Volunteer Managers are hired as Work Study students. The Student Leader Volunteer Managers share the responsibility of working with fifty Student Leader Volunteers. Some of the WSU Student Leaders have been involved with GEAR UP, ETS or AVID.

Safety is imperative. Therefore, WSU provides staff an annual training in August. This day-and-a-half training includes: a) how to maintain visual control of a group, b) safety planning, and c) first aide. Also, all staff and volunteers must have background checks.

WSU’s Community Development and Outreach Team also work with faculty to help them prepare age appropriate information and how to include the fun factor.

COSTS OR COST CONSIDERATIONS:
1) Community Development and Outreach Staff
2) Student Volunteer Managers
3) Staff Training
4) Supplies
5) Meals (usually paid for by partners)
6) Transportation (partner expense)

CONTACT INFORMATION:
Ermelindo Escobedo, Associate Director of Admissions
Washington State University, Pullman
(509) 731-5297
escobedo@wsu.edu
PROGRAM:

*Science and Leadership Camp*

OBJECTIVES:

Provide 6th grade students with hands-on experience with science, while promoting leadership and academic skills, personal self-confidence, and the perception that they should attend college, as well as give students the ability to succeed as college students by participating in the program in a university environment.

LOCATION:

University Campus

DESCRIPTION:

Sixty 6th grade students participated in the Science and Leadership Camp. They participated in three days of leadership training and science curriculum on a college campus.

One of the main programs of SEMY is the Student Leadership Program (SLP), “which focuses on supporting the educational success of migrant youth through development of leadership skills (SEMY web site, 2009).” The Student Leadership Program, “…combines nationally recognized curriculum which is aligned with Washington State Essential Academic Learning Requirements and staff trained in student-centered learning to conduct leadership conferences. Students learn to set goals, solve problems, work as a team, communicate and make decisions (Ibid.).”

The activities of the Science and Leadership Camp used a tight itinerary. For example, when the students arrived at the camp at 9:00 a.m. on Tuesday morning, they signed in, received their registration packet, lanyards, tags and backpacks. They were checked into the dormitory, their luggage was put into storage rooms, and they were provided a snack in the lounge.

The adult leaders were divided into two roles: chaperones and facilitators. The chaperones were with the students at the dorm and lounge and ushered the students into the college theatre to start the official activities at 10:00 a.m. The chaperones led the same small group throughout the entire conference, and color flags were used to identify small groups, and to remind students which group they belonged to. Students belonged to groups that included chaperones and other students of the same gender. Chaperones included the five GEAR UP site coordinators from the participating schools. The schedule allowed for chaperones to have time off when the students were being trained in science and leadership by the facilitators. Facilitators were those adult leaders trained in either the leadership curriculum of SEMY or the science facilitators from Central Washington University.

IMPLEMENTATION TIMELINE:

Planning for the Science and Leadership Camp begins at the Post Activity Workshop held during the summer a week after the camp. Planning gathers steam during February and March meetings before the summer camp.
Every year, the program planners revise program details and curriculum based on knowledge gained from the previous year.

They begin intensive planning for the summer program in February or March. CWU representatives include GEAR UP site directors in the planning. For instance, site directors help determine the criterion for selecting student participants. With this, they do try to enroll an equal numbers of girls and boys. In addition to the students accepted for the program, long lists of alternates were developed in case students drop out before the event.

**PREPARATION ACTIVITIES:**
Permission slips for attendance and taking photographs of the students were also created, and the program planners made certain to include relevant health questions on the student application such as allergies, health issues, emergency contacts, and the like.

There was extensive program training. Adult and student leaders were trained to expect the unexpected, and to make immediate program changes reflecting new knowledge and circumstances. For example, during camp one year a boy jumped off the high dive board and failed to come up for air. He was rescued and it was determined that he was OK, but it was also discovered that he did not know how to swim! Although procedures for permitting children to jump off the diving boards, and swim in the deep end of the pool were already in place, they were immediately tightened to reflect knowledge gained from this incident. Throughout the history of the program no serious harm has come to any of the participants.

**FOLLOW-UP ACTIVITIES:**
The program leaders hold a Post-Activity Workshop and go over issues that occurred during the conference. They also analyze and review the results of the student evaluation surveys.

One important outcome of the workshop has been the conclusion that too large a group of students is not effective, raises safety issues, and waters down the quality experience. The program leaders advise that 50 students is a good number, and that if you want 50 students on board, you should register 60 because several will drop out before the camp begins.

**COSTS OR COST CONSIDERATIONS:**
Six college chaperones received stipends of $250 each. Ten facilitators received $250 each. The program coordinator for the Leadership program was paid $1,000. Course materials cost $800. Dormitory lodging and food for 50-60 sixth grade students, plus transportation costs, are important cost considerations.
CONTACT INFORMATION:
Beverly Vifian, Director  
GEAR UP Program  
Central Washington University  
Ellensburg, WA 98926  
(509) 925-2607  
vifianbb@fairpoint.net

Professor Martha Kurtz  
Chair, Chemistry Department  
Central Washington University  
Ellensburg, WA 98926  
(509) 963-1422  
kurtzm@cwu.edu

Linda Roberts, Director  
Secondary Education for Migrant Youth (SEMY)  
810-A, East Custer Avenue  
Sunnyside, WA 98944  
(509) 836-7500  
Linda@semy.org

ATTACHMENT:
Sample Camp Itinerary (Next Page)
## Sample Camp Itinerary

### Tuesday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:00am</td>
<td>Students arrive at CWU: Check in, get snacks</td>
</tr>
<tr>
<td>10:00-11:00am</td>
<td>Opening Session and Speaker (SubRec Theater)</td>
</tr>
<tr>
<td>11:00-12:00am</td>
<td>Campus Tours</td>
</tr>
<tr>
<td>12:00 - 1:00pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 – 4:00pm</td>
<td>Science Workshops (Science Building)</td>
</tr>
<tr>
<td>4:00 – 4:15pm</td>
<td>Snacks</td>
</tr>
<tr>
<td>4:15 – 5:30pm</td>
<td>Leadership Workshops (SubRec)</td>
</tr>
<tr>
<td>5:30 – 6:30pm</td>
<td>Dinner</td>
</tr>
<tr>
<td>6:30 - 7:15pm</td>
<td>Move into dorm room, wind down, get snacks</td>
</tr>
<tr>
<td>7:15 – 9:20pm</td>
<td>Swimming &amp; Recreation</td>
</tr>
<tr>
<td>9:20–10:00pm</td>
<td>Return to dorm, wind down, get snacks</td>
</tr>
<tr>
<td>10:00pm</td>
<td>Lights out</td>
</tr>
</tbody>
</table>

### Wednesday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:15am</td>
<td>Wake-up!</td>
</tr>
<tr>
<td>7:30 – 8:30am</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:15 – 11:45am</td>
<td>Leadership Workshops (SubRec)</td>
</tr>
<tr>
<td>12:00 – 12:45pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 – 4:00pm</td>
<td>Science Workshops (Science Building)</td>
</tr>
<tr>
<td>4:00 – 4:15pm</td>
<td>Snacks</td>
</tr>
<tr>
<td>4:15 – 5:30pm</td>
<td>Leadership Workshops (SubRec)</td>
</tr>
<tr>
<td>5:30 – 6:30pm</td>
<td>Dinner – barbeque</td>
</tr>
<tr>
<td>6:45 – 8:00pm</td>
<td>Games/Sports Activities/Talent show planning</td>
</tr>
<tr>
<td>8:15 – 9:15pm</td>
<td>Talent Show (SubRec Theater)</td>
</tr>
<tr>
<td>9:15 – 9:45pm</td>
<td>Return to dorm, wind down, get snacks</td>
</tr>
<tr>
<td>10:00pm</td>
<td>Lights out</td>
</tr>
</tbody>
</table>

### Thursday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30am</td>
<td>Wake-up!</td>
</tr>
<tr>
<td>7:00 – 7:15am</td>
<td>Check out of dorms, Transition to Dining Hall</td>
</tr>
<tr>
<td>7:30 – 8:30am</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:30-11:30am</td>
<td>Leadership Workshops (SubRec)</td>
</tr>
<tr>
<td>11:30-12:15am</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:20-1:25pm</td>
<td>Science Workshops (Science Building)</td>
</tr>
<tr>
<td>1:25-2:00pm</td>
<td>Town Caucus (Science Building)</td>
</tr>
<tr>
<td>2:05-2:45pm</td>
<td>Science Camp Group Demonstration (Science 101)</td>
</tr>
<tr>
<td>3:00-4:00pm</td>
<td>Closing Session (SubRec Theater)</td>
</tr>
<tr>
<td>4:00-4:15pm</td>
<td>Students get snacks &amp; collect luggage</td>
</tr>
<tr>
<td>4:15pm</td>
<td>Board buses and leave for home</td>
</tr>
</tbody>
</table>
PROGRAM:
The Signature Project – How will YOU make your mark?

OBJECTIVES:
Introduce 6th grade students to a college campus and possible career options. Event objectives include motivating students to succeed in their current studies, providing students the opportunity to see three different campus programs or training opportunities and connecting relevance of their current school work with their future as an adult.

LOCATION:
College Campus

DESCRIPTION:
580 sixth grade students, in addition to teachers and other guests, visited and participated in Walla Walla Community College’s Signature Project event. Students visited a college campus, many for the first time, and explored possible career options. Students were challenged with the question: “How will you make your mark in life?”

To accommodate the large number of campus guests while college was in session, two itineraries were created for the day, an Early Morning Itinerary and Late Morning/Early Afternoon Itinerary. The two itineraries (accommodating just fewer than 300 guests per itinerary) did have a two-hour overlap, when all 580 guests were on campus. The itineraries impacted WWCC Campus as follows:

<table>
<thead>
<tr>
<th>“EARLY MORNING” GROUP</th>
<th>“LATE MORNING” GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9:15 am</strong>: 6 Busses arrived at WWCC Health Science &amp; Performing Arts (HS &amp; PA) Building</td>
<td><strong>10:45 am</strong>: 7 more busses arrived at WWCC HS &amp; PA Building</td>
</tr>
<tr>
<td><strong>9:30 – 10:30 am</strong>: Welcome and Motivational Presentation in HS &amp; PA Auditorium</td>
<td><strong>11:00 – Noon</strong>: “Late Morning/Early Afternoon” guests were welcomed by WWCC Recruiters J.J. and Melissa Harrison and then enjoyed the Motivational Presentation in the HS &amp; PA Auditorium</td>
</tr>
<tr>
<td><strong>10:30 – 10:45 am</strong>: 6th Grade Students were introduced to their WWCC Student Leaders/Day Mentors and began Small Group Break Outs/Campus Tour.</td>
<td><strong>Noon to 12:15 pm</strong>: “Late Morning/Early Afternoon” 6th Grade Students were introduced to their WWCC Student Leaders/Day Mentors and began Small Group Break Outs/Campus Tour.</td>
</tr>
<tr>
<td><strong>10:45 – 12:45 pm</strong>: “Early Morning” guests visited three programs, ate lunch in the Conference Center and concluded their visit with a wrap-up session in the gymnasium (wrap-up led by WWCC Recruiters, J.J. and Melissa Harrison)</td>
<td><strong>12:15 to 2:15 pm</strong>: “Late Morning/Early Afternoon” guests visited three programs, ate lunch in the conference center and concluded their visit with a wrap-up session in the HS &amp; PA Auditorium (wrap-up led by Gretchen Hormel-Tomkins, Event Coordinator)</td>
</tr>
<tr>
<td><strong>12:45 p.m.</strong>: “Early Morning” guests loaded busses alongside gymnasium</td>
<td><strong>2:15 pm</strong>: “Late Morning/Early Afternoon” guests loaded busses at HS &amp; PA Building</td>
</tr>
</tbody>
</table>
Both itineraries began with an exceptional keynote presentation. This was possible, because the six participating middle schools were able to pool their GEAR UP resources and pay for “The Signature Project with Patrick Dunning”. Sixth grade students, middle school staff, and WWCC volunteers were mesmerized by the motivational presentation.

Small Group Break Outs were then led by WWCC student volunteers, which included four 20-minute breakouts (one session was set aside for lunch at the Conference Center). Breakouts included: Art, Auto Repair, Commercial Truck Driving, Computer Technology, Corrections & Law Enforcement, Cosmetology, Culinary School, Diesel Mechanics, Ferrier School, John Deere Technical Training, Library Services, Nursing, Precision Machining, Professional Golf Management, Small Business Center, Small Equipment & Turf Equipment Repair, Psychology, Physics, and Water & Environmental Education.

Thirty-six community college instructors and staff led sessions and tours, while 36 community college students were recruited to assist in the following ways:

1. Serve as a Day Mentor/Tour Guide
2. Student club members served lunch
3. College Instructors solicited student leaders to help with program information sessions/program demos/program tours

WWCC Marketing & Communications, along with WWCC Student Services and WWCC Workforce Training Programs provided tremendous support. The following departments were also essential for a successful event:

<table>
<thead>
<tr>
<th>Department</th>
<th>Support Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities and Maintenance</td>
<td>reserve use of rooms, detail room set-up and custodial support.</td>
</tr>
<tr>
<td>Graphics</td>
<td>helped create a magnificent workbook and contributed to creative ideas.</td>
</tr>
<tr>
<td>Campus Recruiting Office</td>
<td>led Campus Welcomes and Wrap-Ups, as well creative contributions during event planning.</td>
</tr>
<tr>
<td>Technical Support Services</td>
<td>Always available to provide tech support, as well as AV set-up, throughout campus for speakers/presenters.</td>
</tr>
</tbody>
</table>

GEAR UP staff also provided invaluable support, which included reviewing the “Student Supervision & Safety Plan” with middle school staff as part of event preparation. Broetje Orchards donated six boxes of Fuji apples for lunch.

Between 75 and 85 guests were scheduled for each lunch session. As a result, some guests were scheduled for an early lunch at 10:40 a.m. and some guests were scheduled for a late lunch at 1:30 p.m. Many middle school staff were concerned that the late lunch would be difficult for the sixth grade students, since they were accustomed to eating lunch at around 11:00 a.m.

At the conclusion of the day, however, staff did say that the quieter lunchtime was a terrific break that was appreciated by both students and adults. These quieter lunches provided an opportunity for sixth grade students to interview their WWCC Student Leader/Day Mentor and complete the interview page included in their event workbook. Middle school students and WWCC day mentors enjoyed their time together immensely.
An e-mail from a middle school parent sums-up the general response received for this event:

_I wanted to thank you for giving my sixth grader, Reed, the opportunity to attend the GEAR UP field trip yesterday. He had a great time. He said he learned a lot about college, and he especially liked the Signature Project by Patrick Dunning. I haven’t heard him speak so passionately about anything except for sports. Thank you again for the opportunity. It is so valuable and much appreciated._

IMPLEMENTATION TIMELINE:
GEAR UP Site Directors from this event’s participating schools had worked together for a number of years. Therefore, a quick TIMELINE (September and October) was doable. Also, Fall Quarter is an optimum time to recruit student help on most college campuses. WWCC’s Office of Service Learning was also a tremendous help. This event’s coordinator does not recommend this short TIMELINE for an event of this size, unless the event team has experience working with each other and experience working with their institutions’ purchasing and contracts protocol.

PREPARATION ACTIVITIES:
A webpage was developed and used to provide event resources. The webpage was provided in lieu of printing prep worksheets and delivering or shipping these worksheets to participating schools. The webpage provided a link to the following resources:

<table>
<thead>
<tr>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Event Kickoff Presenter</strong> – provided introductory information about “The Signature Project by Patrick Dunning”.</td>
</tr>
<tr>
<td><strong>About the Day’s Student Activity</strong> – provided workbook overview.</td>
</tr>
<tr>
<td><strong>Day’s Student Activity</strong> – allowed middle school staff an opportunity to preview the Student Event Workbook.</td>
</tr>
<tr>
<td><strong>PowerPoint for Event Preparation</strong> – a tool that could be easily revised to suit teachers’ teaching styles in order that they could help prepare sixth grade students for the campus experience.</td>
</tr>
<tr>
<td><strong>About the PowerPoint</strong> – provided PowerPoint overview.</td>
</tr>
<tr>
<td><strong>Schedule for Dayton, Garrison, &amp; Prescott</strong> – another tool to assist middle school staff in preparing themselves and the students for the day.</td>
</tr>
<tr>
<td><strong>Schedule for Meadow Brook, Pioneer &amp; Touchet</strong> – assisted middle school staff in preparing themselves and their students for the college campus visit.</td>
</tr>
</tbody>
</table>

FOLLOW-UP ACTIVITIES:
386 surveys were delivered to GEAR UP at WSU Tri-Cities on Friday, December 5th, for tallying. This event’s web resources continue to be maintained on WWCC’s website and can be accessed by clicking the Faculty and Staff tab and accessing Gretchen Hormel-Tompkins’ webpage. GEAR UP staff held a debrief/post-event session, reviewing what worked and ideas for future improvements.
COSTS OR COST CONSIDERATIONS:
The costs listed below are the basic costs to run an event for 600 to 650 participants (participants include: middle school students, middle school teachers and staff, college staff and volunteers). Expenses not included in the budget provided below include: event facility costs, technical services, event maintenance/cleaning, student supervision by GEAR UP staff and middle school teachers.

<table>
<thead>
<tr>
<th><strong>Signature Project Budget</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Event Coordinator (208 hours)</td>
<td>$3,308.00</td>
</tr>
<tr>
<td>Lunch</td>
<td>3,000.00</td>
</tr>
<tr>
<td>Keynote Presentation &amp; Accommodations</td>
<td>2,100.00</td>
</tr>
<tr>
<td>Stipends to College Student Organizations</td>
<td>500.00</td>
</tr>
<tr>
<td>Event materials, signage and supplies</td>
<td>1,500.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$10,408.00</strong></td>
</tr>
</tbody>
</table>

CONTACT INFORMATION:
Gretchen Hormel-Tomkins
WSU GEAR UP Resource Development Specialist
Walla Walla Community College
500 Tausick Way
Walla Walla, WA  99362
(509) 524-5163
Ghormel-tomkins@earlyoutreach.wsu.edu
Staff Webpage: http://staff.wwcc.edu/gretchen.hormel-tomkins
PROGRAM:

*Time to Experience Campus Life and Programs*

OBJECTIVES:
Introduce 7th grade students to a college campus, campus activities and campus life. Event objectives:
1. Provide an opportunity for 7th grade students to dream big about life and college.
2. Acquaint students with Whitman campus and campus activities.
3. Remind students that the work that they are doing in middle school makes an impact on what they want to do later.

LOCATION:
College Campus

DESCRIPTION:
In early May, at 8:30 a.m., 350 7th grade students, their teachers and GEAR UP staff exited their buses and headed straight to Whitman College’s largest auditorium, Cordiner Hall. 350 is the maximum capacity for an event of this nature at Whitman. In Cordiner, Whitman College and GEAR UP representatives welcomed everyone and then eighteen student pods waited their turns to be dismissed with their Whitman College student leader(s).

By 9:00 a.m., student pods were off to either enjoy a campus tour or a campus activity. May 2009 campus activities included: Book Arts, First Aid, Touring the Biology Department, Science Experiments, Geology Stream Analysis, Frisbee Fun, Hip Hop Dance Lessons, Soccer, Community Service, or visiting Whitman’s Writing House. Events differ each year, depending on which academic departments and student organizations volunteer to help with the day.

Tours and activities were scheduled in 50-minute sessions. Event guests were led to the Student Center around 11:00 a.m. for a 30-minute lunch. Lunch was provided by Whitman’s food contractor, which included: a sub sandwich, chips, fruit, cookie and lemonade or water.

The day’s keynote speaker was Whitman’s Director of Outdoor Programs, Brien Sheedy. He concluded the event with a 60-minute presentation titled, “Follow Your Dreams”. This was a mixed-media presentation featuring his Mount Everest ascent. The presentation included plenty of student interaction, as he: demonstrated some of his climbing gear, talked about some of the details involved with planning a hike and climb of this magnitude, provided a geographical overview and acquainted the audience with many of the physical challenges that an endeavor of this nature entails.

Whitman College student leaders provided excellent campus information, including personal stories about life on campus, during tours. Brien Sheedy’s keynote presentation received instantaneous positive feedback from students and teachers alike.
At 1:00 p.m., event guests were led to their busses. Whitman student leaders then provided 7th grade students an informational packet as they loaded onto their busses. The packet included: a letter to the students highlighting the event’s purpose, college information and a flyer for WISE (Whitman Institute for Summer Enrichment).

IMPLEMENTATION TIMELINE:
1. Event date confirmed by early November.
2. In November, a lead GEAR UP representative and Whitman College Admissions representative were assigned as primary contacts for each organization.
3. GEAR UP schools confirmed participation by no later than November.
4. After Winter Break, Whitman College began recruiting activity leaders for the event.
5. February, contracts for lunch were reviewed. Contracts were finalized soon after Spring Break.
6. After Spring Break, Whitman College began recruiting student leaders.
7. Late March, Whitman College confirmed bus drop-off and pick-up times to GEAR UP schools.
8. Mid-April the Whitman College event team and GEAR UP event team met. This meeting was dedicated to Student Supervision & Safety Planning and reviewing the day’s schedule.
9. Late April, Whitman College provided the final schedules to GEAR UP schools.
10. Early May, 7th grade students enjoyed a morning on Whitman campus.

PREPARATION ACTIVITIES:
1. GEAR UP staff surveyed teachers and students.
2. Survey summary was provided to Whitman College.
3. Whitman College and GEAR UP lead contacts debrief.

COSTS OR COST CONSIDERATIONS:
- Contract for lunch with campus food provider
- Transportation
- Speaker’s Fee
- Staff Time

CONTACT INFORMATION:
Joshua Ian Smith, Whitman Admission Officer
345 Boyer Avenue
Walla Walla, WA 99362
(509) 527-5176
smithji@whitman.edu
PROGRAM:

Global Voices

OBJECTIVES:
While visiting a college campus, 7th grade students will work with college students who are learning foreign languages and who are from other countries. During their college visit, 7th grade students will also:

a) Learn phrases from various foreign languages.
b) Experience the culture from countries around the world.
c) Write about the experience at the end of the event.

LOCATION:
College Campus Ballroom or other large space

DESCRIPTION:
Global Voices was a successful event where seventh graders got to experience being on a university campus and learn about different languages and cultures. The event began at 9am and ended at 1 pm. Times can vary depending how far the school is from the campus.

The Bridges Project partnered with the Foreign Languages Department and recruited students who were learning, French, Japanese, Chinese, American Sign Language, and Russian.

There were stations placed along the walls of the ballroom. In the center of the ballroom were long tables and chairs for the opening and ending of the event. The students rotated 3 times, with each session lasting 45 minutes. Lunch was provided by CWU Dining Services and was paid for by CWU GEAR UP. Some of the activities included: origami, Chinese calligraphy, Japanese animation, and American Sign Language. The French station gave students the experience of a French Bistro and taught them the foods and how to order in French.

In addition to leading the activities, the college students also talked about what it is like to be in college. At the end of the event, 7th grade students were asked to write about their experience. One student said that he didn’t think he could go to college, but, after this event, he realized that he could. College mentors collected the essays and The Bridges Project posted the essays on their website.

IMPLEMENTATION TIMELINE:
PREPARATION ACTIVITIES:
1. Choose a date between October and March and meet with the Foreign Languages Chair and faculty to recruit students and to confirm if the event’s date.
2. Must check with the Scheduling Center of the campus to make sure the ballroom or room of similar size is available on the date chosen.
3. Meet with mentors and foreign language students to plan the activity that will be at each station, time of setup, clean up, and post event typing of essays to put on website.
4. Get a list of supplies and purchase or collect supplies needed for each station. Each 7th grade student receives a CWU folder, three pieces of lined paper, a pencil, and name tag. Folders can be donated by the CWU Admissions office or be bought at the bookstore. Mentors went to local stores and big box stores to get donations of supplies.
5. Confirm with scheduling office for room setup, including microphone, projector, laptop, internet, tables, chairs, etc.
6. Confirm with middle school time of arrival and departure
7. Confirm total numbers of guests and report to Dining Services and submit a catering request.
8. Prepare the guest student folders, ready with: paper, pencil, and name tag.
9. Ask the middle school to divide their students into groups of ten. Make sure that there is enough activity stations set-up to accommodate the number of groups that will be participating that day. It is best that each station handle a maximum of 10 students at a time.
10. Have at least 3 digital cameras and one or two video cameras to document the event to post on web site.
11. As part of field trip sign-up, the middle school(s) must include a signed release form from parents indicating it is okay to go on field trips to take pictures of their child and post them on the website.

FOLLOW-UP ACTIVITIES:

a) Clean up room to avoid clean up charges, or at least reduce clean up charges.
b) Put away all supplies and thank college students for their work.
c) All essays that mentors collected must be typed up and saved in a file that is sent to the webmaster of The Bridges Project, including pictures. Assign mentors or someone to do the typing. May need 2 to 3 people depending on how many essays are collected.
d) Thank you cards are sent out to all departments involved and college students.

COSTS OR COST CONSIDERATIONS:
Event costs depend on many factors. Are the mentors getting paid to help that week (the program paid mentors $10 an hour, plus 3% benefits)? The foreign language students were not paid. They participated for class credit or volunteered. Only supplies were provided to each station. Mentors were paid for helping and keeping students focused. Lunch price varies depending on what is ordered. Buffets are less expensive than served meals. Supplies can be purchased or donated by businesses and/or the school. Middle schools must also take in consideration the cost of transportation to the college campus and back.

CONTACT INFORMATION:
Veronica Gomez-Vilchis Lois Breedlove Lisa Garcia-Hanson
(509) 963-1347 (509) 963-1046 (509) 963-1111
gomezv@cwu.edu breedlov@cwu.edu garciahl@cwu.edu
PROGRAM:
YOU can go to college!

OBJECTIVES:
Provide 7th grade students with an opportunity to truly experience a college campus, which will help students realize that “Yes, YOU can go to college.”

LOCATION:
College Campus, with middle school orientation as part of the event preparation.

DESCRIPTION:
The Evergreen State College dedicates one week each spring to providing 450 GEAR UP seventh grade students a day for campus exploration. During that week, 80 to 100 seventh grade students spend 5 hours on Evergreen Campus.

General Details:
1. For safety during the college visit, middle school students wear “identifiers”, which are t-shirts with their middle school’s logo and GEAR UP logo.
2. GEAR UP College Preparation Assistants (CPAs) help with event logistics and event presentations.
3. A pre and post survey is completed by students.
4. To assist with event preparation, college staff visits the middle schools and provide a 30-minute orientation.
5. The event highlights the year that the 7th graders will graduate from college.
6. Students are also provided a Conference Folder that includes an agenda and other college materials, emphasizing “today you are a college student”.
7. During the campus field trip, students are provided: an opportunity to Experience Science, a College Preparation Session, and a college tour (dorm tours wait until junior year, however). This includes providing 7th grade students a classroom experience and lecture hall experience.

IMPLEMENTATION TIMELINE:
Summer – The college and GEAR UP schools determine the budget for this event.
End of Summer – The college schedules the 7th grade cohort week, reserving college auditoriums and rooms as part of this process, and informs GEAR UP schools.
Fall – Middle schools schedule their day(s) for the college field trip.
After Winter Break – The college begins recruiting college student, staff and faculty help for the week. Lunch services are also arranged.
Month prior to YOU Can Go to College! Week – Middle school staff begin to distribute sign-up information and forms.
PREPARATION ACTIVITIES:
GEAR UP staff help prepare college staff and professors for middle school outreach, helping them meet the special needs of 7th grade students. Event preparation is provided at the middle schools. It’s a game show led by college representatives. This makes the event all the more meaningful to 7th grade students, because they recognize the “game show hosts” when they visit campus. The game show also acquaints middle school students and staff with event expectations and what the day will look like.

FOLLOW-UP ACTIVITIES:
Event staff uses the students’ pre and post tests, along with input from middle school staff, during their event debrief. This assists their planning for the next year.

COSTS OR COST CONSIDERATIONS:
1. GEAR UP staff for planning and implementation
2. College and middle school staff providing event support
3. Event Sign-Up Packets
4. Event “Conference Packets”
5. Event Lunch and Supplies
6. Travel, provided by the schools

ATTACHMENTS:
Sample Event Flyer (next page)

CONTACT INFORMATION:
Larry Crowley          Ada Daniels
Evergreen GEAR UP Ed. Specialist   Evergreen GEAR UP Ed. Specialist
Oakville School District     Woodbrook Middle School
crowlel@evergreen.edu      danielsa@evergreen.edu

Carletta Garraway          Wendy Freeman, M.Ed.
Evergreen GEAR UP Ed. Specialist   Acting Director
Lochburn Middle School     The Evergreen State College
carlettg@evergreen.edu     freemanw@evergreen.edu

Website:  http://www.evergreen.edu/gearup/home.htm
What’s Up with GEAR UP

The Evergreen State College Welcomes
Lochburn Middle Schools

"YOU CAN GO TO COLLEGE"
Friday, May 29, 2009

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:15</td>
<td>Arrive on College Campus.</td>
</tr>
</tbody>
</table>
| 9:30-10:00 | Welcome to College  
Les Purce, President of The Evergreen State College |
| 10:10-10:40 | Learning and the Brain  
Sherry Walton, Director Master in Teaching and Member of the Faculty |
| 10:50-11:20 | Introduction to Ways College Students Learn Small Group Sessions  
“STUDIES AND STUDIOS: RECORD PRODUCTION AT THE EVERGREEN STATE COLLEGE”  
Terry Setter, Member of the Faculty  
“STUDY WITH THE MUMMIES IN EGYPT”  
Steve Niva, Member of the Faculty  
“FINDING OUT WHAT YOU LIKE TO DO”  
Wendy Freeman, Director of Career Development  
“KNIGHTS IN SHINING ARMOR: HARNESING THE VIRUSES THAT KILL BACTERIAL SUPERBUGS”  
Bettie Kutter, Member of the Faculty  
“WHERE THERE’S A WILL, THERE’S A WAY: COLLEGE ADVICE FROM PLANET X”  
Norma Alicia Pino, Director of First Peoples’ Advising Services  
Raguel Salinas, Program Coordinator, First Peoples’ Advising Services  
Mary Parker, Graduate Intern |
| 11:20-12:05 | Introduction to Evergreen Campus: Campus Tour |
| 12:10-12:50 | Lunch and Closing |
| 12:50-1:00 | Return to Bus; Buses Depart |

GEAR UP is a federally funded grant through the U.S. Department of Education that partners with school and community organizations to encourage disadvantaged students to aim high, stay in school, study hard, and develop the skills needed to prepare for college. The Evergreen State College was awarded in 2008 a GEAR UP Grant project of $3.8 million for over six years with the Clover Park and Oakville School Districts.
YOU CAN GO TO COLLEGE!
PROGRAM:
*Pop Culture Festival*

OBJECTIVES:
7th grade students visit a college campus. While on campus, they participate in sessions led by college students who are majoring in Communication. The sessions are dedicated to the 7th graders being exposed to the following:

a.) Media influences and/or affect of pop culture.

b.) Objective TV viewing, reading newspapers and magazines more objectively, and increased awareness when listening to their popular music.

c.) Long-term goals in education when creating their own rap song.

d.) Write about the experience at the end of the event.

LOCATION:
College Campus Ballroom or other large space

DESCRIPTION:
Pop Culture Festival allowed seventh graders to experience a university campus, learn about different majors in Communication, and how media plays an important role in pop culture. The event began at 9 am and ended at 1pm.

Working with Central Washington University (CWU) GEAR UP, CWU’s Bridges Project partnered with the Communication Department and recruited students who were in Journalism, Video/Film Production, Public Relations, Communication Studies, and Broadcast Journalism.

College students designed and implemented workshops that were age appropriate. Each workshop was assigned an area in the ballroom and in smaller rooms, depending on how many workshops were created. Long tables and chairs were set up in the center of the ballroom. This central area was used for: the event’s opening, lunch, and the event’s closing. Middle school students participated in three 45-minute rotations. Sessions could be reduced in length or number to accommodate the middle school’s schedule. Lunch was provided by Dining Services and was paid for by GEAR UP.

Workshop examples include: Body Image, Graffiti and Graffiti Art -- What’s The Difference?, Minority Representation in the Media, Popular Music, What do the Lyrics really say?, Fast Food, and Media Coverage in Pop Culture. Each workshop was designed carefully to make sure that it was age appropriate, clean, and provided a clear message to middle school students.

After the workshops and lunch, students came together in the ballroom and wrote their own rap song to a beat that was playing. The rap song included their hopes and goals for their future and what they had learned that day. Students were asked to volunteer and rap their song. This went as long as time allowed. School administrators participated also, which the students really enjoyed. The rap songs were also collected and typed and posted on The Bridge Project’s website.
IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:

a) Choose a date between October and March and meet with the college’s Communication Chair and faculty to recruit students and to confirm event date.
b) Check if facilities are available and large enough to hold the number of students.
c) Meet with mentors and communication students to plan station activities, time of setup, clean up, and who will do the post-event typing of essays for the website.
d) Collect supplies needed for each station. 7th grade students are also given a CWU folder, three pieces of lined paper, a pencil, and nametag. Folders can be donated by the CWU Admissions office or purchased at the bookstore.
e) Confirm with the scheduling office for setup of all rooms that are reserved. Set up includes: microphone, projector, laptop, internet, tables, chairs, etc.
f) Confirm time of arrival and departure with the middle school(s). Be prepared to adjust the event’s itinerary in order to accommodate the middle school’s schedule.
g) Confirm student numbers and report to Dining Services. Submit a catering request.
h) Assemble guest student folders, ready with: paper, pencil, and nametags.
i) Ask middle school personnel to divide their students in groups of ten. Make sure that there are a sufficient number of activity stations, it is best that each station have a max of 10 students (for effective workshops).
j) Have digital and video cameras to document the event to post on the website.
k) Middle schools must provide a signed release form from parents/guardians of each middle school student, indicating it is okay to go on the field trip, to take pictures of their child and post pictures or videos on the website.

FOLLOW-UP ACTIVITIES:

a) Clean up room(s) to avoid clean up charges, or at least reduce clean up charges.
b) Put away all supplies and thank college students for their work.
c) All essays that mentors collected must be typed up and saved in a file that is sent to the Webmaster, including pictures. Assign mentors or someone to do the typing. May need 2 to 3 people depending on how many essays are collected.
d) Thank you cards are sent out to all departments involved and college students.

COSTS OR COST CONSIDERATIONS:
Event costs depend on many factors. Mentors may be paid or on a volunteer basis. Supplies can be purchased or donated by businesses and/or the school. Middle schools must also consider the cost of transportation to the campus and back.

CONTACT INFORMATION:
Veronica Gomez-Vilchis  Lois Breedlove  Lisa Garcia-Hanson
(509) 963-1347  (509) 963-1046  (509) 963-1111
gomezv@cwu.edu  breedlov@cwu.edu  garciahl@cwu.edu
PROGRAM:
7th Grade Cohort Campus Visits

OBJECTIVES:
- Provide students from remote towns the opportunity to explore a college campus, as well as become familiar and comfortable with a college campus.
- Provide hands-on activities and an interactive experience.
- Introduce adolescents to new things in a safe environment.
- Encourage students to take four years of math.
- Acquaint 7th grade students with what needs to be done to apply for college.
- Introduce students to a college tuition pay schedule and payment options.
- At the end of the day, the students can see themselves in college – the seed is planted; students are talking about college and college programs when they’re returning home.

LOCATION:
University Campus

DESCRIPTION:
Campus visits are set-up for 40 to 50 students per day. This makes it a more personal experience for everyone, guest middle school students as well as college hosts. Campus visits are usually scheduled in May.

During the three years that 7th grade campus visits have been provided by GEAR UP at Eastern Washington University, the events have become fine-tuned and an adventurous campus experience. For example, the first year that the campus tour for GEAR UP 7th grade students was organized, student housing could not be included as part of the 7th grade cohort event. EWU was concerned about mixing middle school students in a college setting and invading the privacy of college students. Now that EWU has provided early outreach for three years, the college campus has learned how to meet the needs of curious adolescents, while providing a quality and well-rounded introduction to campus life.

The day includes a Tailgate BBQ for lunch and is always a big hit.

It is easier to meet the special needs of adolescents in a small group setting, which includes a smaller adult/student ratio. EWU staff that help host these events also benefit from this.

IMPLEMENTATION TIMELINE:
1. EWU GEAR UP Grant Director contacts GEAR UP school districts in January to schedule the event.
2. After Winter Break, the EWU GEAR UP Grant Director begins recruiting college departments for the event.
3. GEAR UP schools confirm participation by no later than February.
4. In February, begins working with the campus’ food service contractor for lunch service.
5. After Spring Break, EWU GEAR UP Grant Director works with campus admissions, which provide college student leaders/tour guides.
6. Late March, EWU confirms bus drop-off and pick-up times with GEAR UP schools. A head count for student guests is finalized.
7. Late April/Early May, EWU departments are close to final, which influences itinerary development for the college tours.
8. Safety Preparation:
9. Know how to handle various types of emergencies.
10. Know whether there are special accommodations needed by any of the students and prepare for that.
11. Middle school staff is responsible for student medications.
12. Late April, EWU provides final schedules to GEAR UP schools.
13. Mid-May, 7th grade students visit EWU campus. One or two schools (approximately 50 students) visit at a time.

PREPARATION ACTIVITIES:
Recruiting presenters/college representatives who will help provide a quality campus experience for middle school students is a large responsibility. Event coordinators must explore the college campus and find programs and/or instructors who can provide hands on, experiential activities to meet the needs of adolescents. The coordinator looks for “Those who will help take the sterility out of the college campus and provide hands on activities.” Some departments who have helped in the past include: Archeology, Drama, Library, Planetarium, and Surveying. College Admissions provides the following:

- Leads campus tours.
  a. College Ambassadors are a tremendous help. They are the primary tour guides and are also positive role models for middle school students.
- Provides college program overview.
- Introduces 7th grade students to dorm life.
- Encourages 7th graders to take 4 years of math and science in high school.
- Acquaints guest students with the new environment.
- Helps 7th grade students understand that 4-year colleges have general education requirements to satisfy before beginning major coursework.

**Tip:** Find siblings of middle school students who are attending the college and figure-out how they can be a part of the event. Ideas include: talk to students during lunch, students visit their dorm room, or create a panel for a Q & A session.

**Tip:** Graduate students with a passion are a tremendous help and are positive role models for the college program that they represent.
FOLLOW-UP ACTIVITIES:
Take home materials include:
- EWU Information Booklet
- EWU pen
- Mascot decal
Students are encouraged to share their information booklet at school and at home.
Through the years, middle school staff has consistently reported that students are talking
about what they want to do when they go to EWU, while riding the bus home.

COSTS OR COST CONSIDERATIONS:
1. Event Coordinator (Eastern Washington University GEAR UP Contract Director)
2. Due to distance, some schools need to provide breakfast
3. Transportation (school busses)
4. Event Supplies
5. Lunch

CONTACT INFORMATION:
Nancy Thomas, GEAR UP Contract Director
Eastern Washington University
(509) 359-4658
nancy.thomas@mail.ewu.edu

ATTACHMENT:

Sample Schedule for the Week

| DATE       | SCHOOL     | Arrive at 10 | Admissions | Lunch 12:00-12:25 | Library 12:30-12:50 | Planetarium 1:00-1:50 | Music Activity 2:00-2:50 | Drama Activity 3:00-3:50 | Depart at 4 |
|------------|------------|--------------|------------|-------------------|----------------------|------------------------|--------------------------|------------------------|
| Tuesday    | Columbia   | AM10:00      | PUB 206    | PUB 206           | Yes                   | Yes                    | Jazz Choir               | No                     | Depart at 3:00 |
| May 13th   | Cusick     | AM10:00      | PUB 206    | PUB 206           | Yes                   | Yes                    | Jazz Choir               | Theater                | Depart at 4:00 |
| Wed. May 14th | Mary Walker | AM10:00      | PUB 206    | PUB 206           | Yes                   | Yes                    | Wind Ensem.              | No                     | Depart at 3:00 |
| Thurs. May 15th | Republic   | AM10:00      | PUB 206    | PUB 206           | Yes                   | Yes                    | Jazz Choir               | Theater Yard           | Depart at 4:00 |
| Monday     | Northport  | AM10:00      | PUB 204/5  | PUB 204/5         | Yes                   | Yes                    | Wind Ensemble            | Theater                | Depart at 4:00 |
| May 19th   | Wellpinit  | AM10:00      | PUB 204/5  | PUB 204/5         | Yes                   | Yes                    | Wind Ensemble            | Theater                | Depart at 4:00 |
| Tuesday    | Curlew     | Arr. at 10:30| PUB 206    | PUB 206           | Yes                   | Yes                    | Jazz Choir               | Theater                | Depart at 4:00 |
| May 20th   | Selkirk    | Arr. at 10:30| PUB 206    | PUB 206           | Yes                   | Yes                    | Jazz Choir               | Theater                | Depart at 4:00 |
PROGRAM:
*Charting Your Course for Success at Walla Walla Community College*

OBJECTIVES:
Inspire eighth graders to challenge themselves in high school, to earn their high school diploma and to have a plan for what they want to do in order to increase their options as an adult. Also provide an opportunity to introduce students to Walla Walla Community College. Event objectives include:

1. Provide an opportunity for students to learn more about themselves and their career interests.
2. Remind students that it is essential that they graduate from high school.
3. Enable students to identify their education or training needs in order to help them achieve their career dreams.

LOCATION:
Community College Campus

DESCRIPTION:
On Tuesday, March 24th, nine busses arrived between 9 and 9:30a.m. Walla Walla Community College (WWCC) volunteers and GEAR UP staff greeted the busses as they parked along the parameter of WWCC’s main parking area. Students with pink itineraries were led to the gymnasium for *College Know-How* and students with yellow itineraries were led to the Performing Arts Auditorium for *Patrick Dunning’s Signature Project*.

While the students were attending their first Big Group Break Out, 36 presenters were signing-in and preparing for the day. Along with two Big Group Break Outs, 8th grade students attended four twenty-minute sessions, one of the sessions was their lunch break at the Warrior’s Knee – *Campus Central*. During each 20 minute lunch break, approximately 85 8th grade students and event guests enjoyed pizza, cookies and water while getting a glance at Financial Aid and all other Student Services, as well as the Campus Business Office and WWCC’s Library.

Many contributed to the event’s success:

<table>
<thead>
<tr>
<th>GEAR UP WSU Tri-Cities = 1 staff</th>
<th>John Sager Middle School = 10 staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pioneer Middle School = 15 staff</td>
<td>Touchet School District = 2 staff</td>
</tr>
<tr>
<td>Vista Hermosa GEAR UP = 2 staff</td>
<td>Walla Walla High School GEAR UP = 6 staff</td>
</tr>
<tr>
<td>WWCC student volunteers = 2 staff</td>
<td>WWCC volunteer instructor = 1</td>
</tr>
<tr>
<td>Guest Speakers = 38</td>
<td>Event Coordinator</td>
</tr>
</tbody>
</table>

Many WWCC departments were essential for a successful event, providing invaluable infrastructure support:

**Facilities and Maintenance** -- reserve use of rooms, detail room set-up and custodial support.

**Graphics** -- helped create a magnificent workbook and contributed to creative ideas.
**Campus Recruiting Office** – led Campus Welcomes and Wrap-Ups, as well as creative contributions during event planning.

**Technical Support Services** – Always available to provide tech support, as well as AV set-up, throughout campus for speakers/presenters.

**IMPLEMENTATION TIMELINE:**

**During the summer:** Research motivational speakers/keynote presenter options.

**Mid-September/October:** Begin communicating with middle school representatives to determine participating schools and event date. Know event budget.

**Early December:** Distribute *Save the Date* notices (postcards and/or e-mail) to the prior school-year’s Career Representatives/presenters. Determine whether there are college organizations and/or community organizations who will partner with this event.

**January:**
- a) Select motivational speaker and negotiate contract,
- b) Follow-up and make contacts with last year’s Career Day Representatives and recruit new speakers,
- c) Edit/update event workbook,
- d) obtain quotes for lunch.

**February:**
- a) Finalize meal, printer for workbook and career representatives/presenters.  
  b) Begin setting-up website for student information and registration. 
  c) Recruit student volunteers.

**March:**
- a) event registration, 
- b) use registration data to create student schedules, 
- c) finalize student supervision and safety plans with participating schools, 
- d) college student volunteer recruitment and orientations 
- d) collate speaker packets that include a thank you certificate, 
- e) Career Day!, 
- f) thank everyone who helps, 
- g) schedule debrief/event review.

**PREPARATION ACTIVITIES:**

1. In Middle School Computer Labs, students completed a WOIS inventory in late February/early March.
2. Presenters were recruited prior to event registration. Therefore, students were able to access presenter information on-line as part of their preparation for event registration.
3. EventBrite was used, enabling students to register on-line for this event. Students selected the five presentations that interested them the most. Students were then assigned three Career Exploration sessions.
4. GEAR UP and middle school staff provided students an orientation after distributing workbooks and Career Day schedules the day before the event.
5. Individualized itineraries were given to each student. Students were divided into two groups, pink and yellow, identified by color-coded schedules. The purpose was two-fold: accommodate auditorium capacity limitations and provide 8th grade students with an opportunity to meet students from other schools. Sample itineraries are provided as attachments.

**FOLLOW-UP ACTIVITIES:**

1. Some GEAR UP schools completed *Field Trip Feedback Forms* for GEAR UP at WSU Tri-Cities to tally.
2. GEAR UP staff held a debrief/post-event session, reviewing what worked and ideas for future improvements.
COSTS OR COST CONSIDERATIONS:

<table>
<thead>
<tr>
<th>Event Budget – 8th grade Career Day at WWCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event Coordinator 260 hours</td>
</tr>
<tr>
<td>Lunch</td>
</tr>
<tr>
<td>Keynote Presentation &amp; Accommodations</td>
</tr>
<tr>
<td>Event materials, signage and supplies</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WWCC In-Kind Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Culinary School Classroom</td>
</tr>
<tr>
<td>- WWCC Warrior's Knee &amp; Dining Area</td>
</tr>
<tr>
<td>- Dietrich Activity Center</td>
</tr>
<tr>
<td>- HS &amp; PA Auditorium</td>
</tr>
<tr>
<td>- 30 Classrooms</td>
</tr>
<tr>
<td>- 5 Students &amp; 1 WWCC Instructor provided 24 hours of volunteer service</td>
</tr>
<tr>
<td>- 12 WWCC Staff led sessions</td>
</tr>
<tr>
<td>- Administrative Overhead</td>
</tr>
<tr>
<td>Total In-Kind</td>
</tr>
</tbody>
</table>

Community In-Kind Contributions = 26 Career Exploration Presenters

CONTACT INFORMATION:
Gretchen Hormel-Tomkins,
WSU GEAR UP Resource Development Specialist
Walla Walla Community College
500 Tausick Way
Walla Walla, WA 99362
(509) 524-5163
ghormel-tomkins@earlyoutreach.wsu.edu
Staff Webpage: http://staff.wwcc.edu/gretchen.hormel-tompkins

ATTACHMENTS:
Sample Schedules (next page)
# Sample Schedule – Pink
**Career Day 2009**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Welcome to Walla Walla Community College! Go directly to THE Dome for <em>College Know-How</em> with Melissa &amp; JJ Harrison!</td>
</tr>
<tr>
<td>10:00</td>
<td>To Session #1</td>
</tr>
</tbody>
</table>
| 10:05 | Session #1 Begins - Room # 103  
Title: Architecture & Design |
| 10:25 | To Session #2 |
| 10:30 | Session #2 Begins - Room # 120  
Title: You'll Never Guess What You Can Do as a Banker! |
| 10:55 | Time to go the Health Science & Performing Arts Auditorium to watch Patrick Dunning’s *Signature Project*! |
| 11:55 | To Session #3 |
| Noon | Session #3 Begins - Room # Warrior’s Knee  
Title: LUNCH |
| 12:20 | To Session #4 |
| 12:25 | Session #4 Begins - Room # Parent Child Center  
Title: Learn about careers in early education |
| 12:45 | Time to find your bus!! Thank you for coming!! |

---

# Sample Schedule – Yellow
**Career Day 2009**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Welcome to Walla Walla Community College! Go directly to the Health Science &amp; Performing Arts Auditorium. <em>Patrick Dunning’s Signature Project</em>.</td>
</tr>
<tr>
<td>10:20</td>
<td><em>College Know-How at the Dietrich Dome</em></td>
</tr>
<tr>
<td>11:05</td>
<td>To Session #1</td>
</tr>
</tbody>
</table>
| 11:10 | Session #1 Begins - Room 1403  
Title: The Corrections & Law Enforcement Program |
| 11:30 | To Session #2 |
| 11:35 | Session #2 Begins - Room # Warrior’s Knee  
Title: LUNCH |
| 11:55 | To Session #3 |
| Noon | Session #3 Begins - Room# 205  
Title: Electrical Apprenticeship |
| 12:20 | To Session #4 |
| 12:25 | Session #4 Begins - Room # 225  
Title: Is Pluto a Planet? |
| 12:45 | Time to find your bus!! Thank you for coming!! |
PROGRAM:

9TH Grade College & Career Fair

OBJECTIVES:
Introduce 9th grade students from throughout the Northeast region of Washington State to a variety of career and college opportunities, while providing them time to experience the Colville Institute for Extended Learning.

LOCATION:
Institute for Extended Learning

DESCRIPTION:
This annual event is held in October, usually on a Wednesday morning. 165 students attend/participate. 9th grade students are asked to dress that day as if they are going to a job interview.

This event is a very efficient and effective means to introduce students to career and college opportunities. Speakers are encouraged to bring “props”, items that students can look at closely and handle. Some tools are demonstrated and students are able to try to use them. The presenter/student ratio is very small, therefore providing students an opportunity to be inquisitive and ask questions.

Between 25 to 30 round tables are set-up in the institute’s gymnasium. One presenter is assigned per table and ten students will fit per table. Eastern Washington University (EWU) folders stand on tables with presenter information clipped on the folder. Folders are used for presenter identification and are also gifts for the presenters.

School busses brought twenty to thirty 9th grade students, along with one or two school staff, to the institute’s gymnasium between 9 and 9:15 a.m. The GEAR UP Director greeted students and teachers as they arrived and invited them to enjoy a snack and look over the event’s “Presenter Table Map”. Students and teachers had time to ask questions before the Career & College Fair begins.

Speakers are asked to stay until 1 p.m., to be available for students who may have questions and/or didn’t have an opportunity to hear them speak earlier. Between 12:30 and 1 p.m. – students and school staff load busses. Students eat lunch as part of their return trip to school or have lunch when they return to school (average drive time for participating schools = 45 to 75 minutes).

IMPLEMENTATION TIMELINE:
• In the spring, communicate with representatives from participating school districts to determine event date.
• Schedule use of gymnasium, including processing the contract/lease (if required).
• Throughout the summer, recruit career and college speakers/representatives.
• After Labor Day, communicate with institute’s maintenance department regarding set-up needs.
• For student safety:
  o Know where to go if there is an injury.
  o Know whether there are special accommodations needed by any of the students and prepare for that.
  o School staff is responsible for student medications.
• Obtain event supplies, including snacks.
• Approximately three weeks prior to the event, the event coordinator provides event confirmation and event expectations to speakers/presenters,
• One week prior to the event: 1) the event coordinator provides list of presenters to school districts, and 2) school district representatives provide event orientation, including distributing list of speakers and providing dress code requirements.

PROJECT COSTS OR COST CONSIDERATIONS:

<table>
<thead>
<tr>
<th>Event Coordinator (Eastern Washington University GEAR UP Contract Director)</th>
<th>Lunch (during return trip to school or once students return to school)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation (school busses)</td>
<td>Facility Rental</td>
</tr>
<tr>
<td>Event Supplies</td>
<td>Light snack for event/</td>
</tr>
</tbody>
</table>

CONTACT INFORMATION:
Nancy Thomas, GEAR UP Contract Director
Eastern Washington University
(509) 359-4658
nancy.thomas@mail.ewu.edu

ATTACHMENTS:

<table>
<thead>
<tr>
<th>Event Schedule:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00-10:30: Session I – Students go to the table that most interests them. Tables are filled at a “first come, first serve” basis. Therefore, if their first choice fills up before they get there; they must go to another table.</td>
</tr>
<tr>
<td>10:30-10:35: Passing Time</td>
</tr>
<tr>
<td>10:35-11:05: Session II – Students go to the table that most interests them. Tables are filled at a “first come, first serve” basis.</td>
</tr>
<tr>
<td>11:05-11:20: Break/Snacks</td>
</tr>
<tr>
<td>11:20-11:50: Session III – Students go to the table that most interests them. Tables are filled at a “first come, first serve” basis.</td>
</tr>
<tr>
<td>11:50-11:55: Passing Time</td>
</tr>
<tr>
<td>11:55-12:25: Session IV – Students go to the table that most interests them. Tables are filled at a “first come, first serve” basis.</td>
</tr>
</tbody>
</table>
PROGRAM:
*Destination: Healthcare*

OBJECTIVES:
*Destination: Healthcare* is an exciting, innovative, fun, educational program designed to provide 9\textsuperscript{th} and 10\textsuperscript{th} grade students with pathways to careers in healthcare.

LOCATION:
Community College

DESCRIPTION:
Big Bend Community College (BBCC) guided and assisted in the development and initial implementation of *Destination: Healthcare*. BBCC continues to oversee the program. Washington Business Week coordinated *Destination: Healthcare* event activities.

*Destination: Healthcare* was a three-day event dedicated to helping students explore careers in healthcare. Learning was achieved on multiple levels including: team work, healthcare career information, healthy living and safety information, world health information, geography, professionalism, creativity and business.

The premise of *Destination: Healthcare* was that students create a “clinic” that will cure a world health problem such as malaria in Honduras, cataracts in Australia, and HIV in Africa. Students assumed different clinician roles, such as: Research and Development (of the “cure”), Marketer, Doctor, Nurse, Radiology Technician, etc. Teams researched the country in which they will open their clinic, the disease and potential cures. They “developed/invented” a cure and built a paper prototype. They developed marketing with the idea of using the funds to support their efforts to cure the disease.

During the event, “Challenges” (competitive events) were held that pushed the students to work faster and harder. Challenges included answering human trivia questions, identifying body parts or building the tallest tinker-toy structure. All activities worked towards meeting objectives identified above.

Approximately 10 students were teamed with a Clinic Advisor, a medical professional who volunteered to help with the event. The Clinic Advisors helped the students through the event and provided direct contact with a healthcare professional.

The culminating activity was a “Trade Fair”, where the clinics competed for “Humanitarian Bucks” given by industry, college, parents and other “judges”. The students discussed their clinic cure, the disease, country, people, etc. with the judges – trying to persuade the judges to invest in their clinic.
The event concluded with an Award Ceremony, when top performing clinics were identified as the winners in various challenges.

Destination: Healthcare was a spectacular success, based on the student’s self-report of learning, their interest in returning for a second or even third year, and the school district reports of excitement and enthusiasm expressed for the event. The children reported that they learned about healthcare careers, increased their self-confidence in groups, expanded their world knowledge and increased their healthcare knowledge.

IMPLEMENTATION TIMELINE:
It requires a year to coordinate Destination: Healthcare. As soon as one event finishes, BBCC begins the process of talking about the event and inspiring both student and volunteer participation. School Superintendents received regularly scheduled reports-of-progress for Destination: Healthcare throughout the year. Part-time staff was hired three or four months in advance of the event to: advertise the event, recruit BBCC student volunteers, arrange for spaces, food, transportation and recruit community volunteers.

COSTS OR COST CONSIDERATIONS:
Destination: Healthcare costs approximately $15,000 to implement. This includes: BBCC staff time, food for the event, the contract with Washington Business Week for coordination of the event, space rental, goods, services and supplies.

CONTACT INFORMATION:
Kara Garrett, Big Bend Community College
7662 Chanute St.
Moses Lake, WA 98837
(509) 793-2050
karag@bigbend.edu
Website: http://www.bigbend.edu

Tracey Turcotte, Washington Business Week
33305 1st Way South
Suite B-212
Federal Way, WA 98003
(253) 815-6900- Phone
(800) 686-6442- Toll Free
(253) 815-6985- Fax
info@wbw.org
Website: http://www.wbw.org/Default.aspx
PROGRAM:
_U-DOC at University of Washington_

OBJECTIVES:
U-DOC is a high school summer enrichment program that seeks to foster, affirm and encourage students’ interest in the healthcare professions. It is offered at the University of Washington Seattle and the University of Alaska Anchorage.
Objectives include:
1. Provide sophomore and junior high school students an opportunity to explore health care professions.
2. Introduce high school students to the college application process and to campus life. This includes classroom time, study time, assignment deadlines and dormitory living.
3. Provide exposure to pre-med and pre-dentistry curriculum (such as pre-calculus, biochemistry, writing, test taking strategies, research techniques and field experience).
4. Provide an opportunity for high school students to explore who they are and how they can achieve their goals and that affirms that they can indeed go to college.
5. Provide a connection to the university’s support network, so that it is readily available if they happen to enroll as a college student later.
6. Provide mentorship by health professions, college premed/dent students, program instructors and staff.
7. Connect U-DOC students with community service opportunities that continue career exploration in the medical field, once they have completed the summer program.

LOCATION:
College or University

DESCRIPTION:
Each summer, the UW School of Medicine's Office of Multicultural Affairs offers a unique opportunity for high school sophomores and juniors who are interested in medicine and dentistry to experience health professions. U-DOC is an intensive 3-week summer program provided to 16 high school students who successfully complete the extensive application process.

Since 1994, the U-DOC residential three-week summer enrichment program seeks to foster, affirm, and encourage high school sophomores’ and juniors’ interest in health careers. Students are exposed to community services, clinical, and academic activities. The program serves to introduce students to college life and health careers. There is no cost to attend the program.

U-DOC is intended for students who are from disadvantaged backgrounds (economic, geographic, education) and/or students who are underrepresented in medicine (racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population).
This program is dedicated to eliminating barriers in order that youth can achieve their educational and professional goals.

Students live on campus the duration of the program. Therefore, applicants and their families must be prepared for the responsibility that living independently on a college campus requires.

As of 2003, 527 students have attended U-DOC. 263 of program participants are actively pursuing a college degree, 120 are in pre-med/health professions, and 14 are currently in medical school.

ELIGIBILITY:
- Be a U.S. citizen or hold a permanent resident visa.
- Be a resident of Washington State.
- By June, completed freshman or sophomore year of high school.
- Demonstrate an interest in medicine or dentistry.
- Come from a disadvantaged background (economic, geographic, education) and/or from a background underrepresented in medicine.

Stipends cover housing, travel, and meals. There is no additional cost for attending this program. Daily attendance is mandatory. Students may not hold a summer job or participate in other programs or activities which may conflict with the three week U-DOC summer program.

APPLICATION PROCESS:
1. Each student must submit an Online application by March 1st.
   U-DOC will only accept paper applications from students who have no access to the internet. Paper applications need to be postmarked by March 1st (Link is under attachments.)
2. Provide a current official high school transcript in a sealed envelope from the school. (Ask your counselor how to obtain one.)
3. Print two (2) completed recommendation forms. Two forms must be completed by a Science Teacher, Academic Advisor, Employer, Volunteer supervisor or Mentor who know the student is hoping to become a health professional (Link is under attachments.)
4. Gather sealed transcripts and recommendation forms into one envelope and mail to the U-DOC office.

IMPLEMENTATION TIMELINE:
Once a 3-week U-DOC session concludes each summer, planning begins for next summer’s U-DOC. It takes a full-year to coordinate a 3-week U-DOC campus exploration experience. What is helpful at the University of Washington, however, is the fact that similar programs are offered by numerous programs and departments each summer. Therefore, a centralized office is available to coordinate these programs and campus structure is in place.
PREPARATION ACTIVITIES:
- Determine program budget and assign program coordinator
- Determine staffing needs and/or volunteer needs.
  - Write clear job assignments.
- Review staff and/or volunteer recruitment process. Make changes where needed.
- Evaluate program needs (i.e.: facilities, food, supplies).
- Reserve use of facilities needed for the program.
- Review student application process and application announcement process. Make any changes needed.
- Process contracts where applicable (for example: food service).
- Begin announcing program and program application expectations.
- Begin recruiting staff and/or program volunteers.
- Screen all applicants, students, staff and volunteers.
- Select students and begin notification process.
  - There is a high demand for programs like this, along with a shortage of opportunities like this. Therefore, referral to other programs and opportunities are a part of this process.
- Select staff and/or volunteers. Complete paperwork.
- Complete paperwork and orientation process with students.
- Facilities and logistical set-up.

FOLLOW-UP ACTIVITIES:
- Student follow-up.
- Complete paperwork for staff, including pay.
- Complete paperwork for volunteers, including thank you letter and confirmation of service.
- Bills.
- Reports.

COSTS OR COST CONSIDERATIONS:
7. Staff for planning and implementation.
8. College and high school staff providing event support.
9. U-DOC advertising and application processing.
10. Event facilities and maintenance fees.
11. Event meals and supplies.
12. Travel for students.

CONTACT INFORMATION:
Felicity Abeyta, Program Coordinator  Victoria Gardner, Director
UW School of Medicine  Office of Multicultural Affairs
Office of Multicultural Affairs  UW School of Medicine
Box 356340, Seattle, WA 98195  Box 356340, Seattle, WA 98195
(206) 616-5522  (206) 685-2489
fabeyta@u.washington.edu  vg@uw.edu
Website:  http://depts.washington.edu/omca/leadership/UDOC.html

ATTACHMENTS:
U-DOC 2009 Calendar Grid (pdf provided):
Early Outreach Partnership extends our gratitude to those who supported this endeavor with their time and project participation – helping early outreach move beyond promising practices and become standard practice.

Felicity Abeyta, Program Coordinator School of Medicine Office of Multicultural Affairs, UW
Daniel Amos, former Director, Early Outreach Partnership
LoAnn Ayers, Director of Campus Advancement, WSU Tri-Cities
Dori Baker, GEAR UP 4 Families Program
Carlos Bejar, Skagit Valley College
Lois Breedlove, Central Washington University
Karen Bruno, Mount Vernon High School
Nancy Budner, CWU Cornerstone Program
Lola Cejia, Toppenish High School
John Cerna, Assistant Superintendent, Toppenish School District
Kevin Chase, Superintendent, Grandview School District
Luis Cordero, East Valley High School
Larry Crowley, GEAR UP, The Evergreen State College
Ada Daniels, GEAR UP, The Evergreen State College
Kevin Dyerly, Admissions Director, Whitman College
Ermelindo Escobedo, Associate Director of Admissions, Washington State University
Molly Fahlenkamp, UW GEAR UP, Goldendale School District
Lori Febus, UW GEAR UP, Granger School District
Wendy Freeman, GEAR UP Acting Director, The Evergreen State College
Clinton Gabbard, Vice President, Student Affairs, Walla Walla Community College
Lisa Garcia-Hanson, Director of SAEM & Bridges Project, Central Washington University
Rhonda Gardinier, WSU GEAR UP, Frontier Middle School in Moses Lake
Victoria Gardner, Director School of Medicine Office of Multicultural Affairs, University of Washington
Carletta Garraway, GEAR UP, The Evergreen State College
Kara Garrett, Admissions Director, Big Bend Community College
Heather Gingerich, Senior Program Officer, College Spark Washington
JR Gomez, Education/Parent Service Specialist, WSU Tri-Cities Early Outreach Program
Julie Blohm Grinolds, Okanogan GEAR UP Director, Central Washington University
Veronica Gomez-Vilchis, Central Washington University
Carlos Gonzalez, Admissions & Recruitment Counselor, University of Washington
Cruz Gonzalez, Assistant Vice President Grants Administration & Operations, Columbia Basin College
Jerri Grant, WSU GEAR UP, Garrison Middle School
Mike Gwinn, WSU GEAR UP, Walla Walla High School
Chuck Hallsted, Assistant Director, WSU GEAR UP
Amy Hoover, Aviation Department, Central Washington University
Jane Hernandez, Principal, Harrison Middle School
Dale Ingram, LIGO Hanford Observatory
Doug Kaplicky, Principal, Warden Middle School
Nancy Kress, Office of Community Education & Lifelong Learning Coordinator, Walla Walla Community College
Professor Martha Kurtz, Central Washington University
Mindy Lopez, UW GEAR UP, Grandview High School
Stephanie Miller, Assistant Vice President, Office of Minority Affairs & Diversity, Community & Public Relations, University of Washington
David Mendoza, Mabton High School
Enrique Morales, Senior Associate Vice President, Office of Minority Affairs & Diversity, University of Washington
Tenya Moravec, UW GEAR UP, Sunnyside School District
Jesus Mota, WSU GEAR UP, Stevens Middle School in Pasco
Andy Pascua, Assistant Director, UW GEAR UP
Julie Perez, Vice Principal, Harrison Middle School
James R. Pratt, Vice Chancellor of Student Services, WSU Tri-Cities
Efrain Quiroz, Wapato High School
Jessica Raigoza, UW GEAR UP, Wapato School District
Jose Ramirez, Public Information Specialist, WSU/UW
Sarah Rinaldi, UW GEAR UP, Zillah School District
Jose Rivera, Principal, McClure Elementary in Grandview
Linda Roberts, GEAR UP, Central Washington State University
Doug Rogers, Principal, Sierra Vista Middle School
Michael Romero, Early Outreach Partnership Coordinator, UW
Dan See, WSU GEAR UP, John Sager Middle School
Janay Schutz, UW GEAR UP, Toppenish School District
Cyndie Shepard, Western Washington University
Joshua Ian Smith, Admission Officer, Whitman College
Nancy Thomas, GEAR UP Contract Director, Eastern Washington University
Marika Tomkins, WSU GEAR UP, Pioneer Middle School & Walla Walla High School
Andy Torres, Union Gap School District
Martin Valadez, Vice President Diversity & Outreach, Columbia Basin College
Kat Vellos, Yakima Valley GEAR UP
Rachel Weaver, WSU GEAR UP, Chief Moses Middle School
Leroy Werkhoven, NLA Group
Jack Williams, WSU GEAR UP, Ephrata School District
Becky Wilson, WSU GEAR UP, Kiona-Benton School District
Josh Wolcott, Vice Principal, Garrison Middle School
Gina Yonts, Principal, Garrison Middle School
Visit the Early Outreach Partnership Website: http://depts.washington.edu/omad/wseop