

Santa Ana College GEAR UP 2009:  
Proposal

**Section 1: Need for Project**

*The magnitude or severity of the problems has been identified and gaps or weaknesses in services, infrastructure, or opportunities have been identified and both are addressed below.*

**Introduction:** Santa Ana Unified School District (SAUSD) is the 7<sup>th</sup> largest district in California and enrolls 57,061 students, 92.3% are Latino, 55.9% are English learners, and 78.1% qualify for free/reduced lunch (California Department of Education (CDE), Ed-Data, 2007-08). SAUSD includes 39 elementary, 9 intermediate, 8 high schools, and 4 special schools/programs. Several barriers impede SAUSD students' achievement of college degrees: 1) low-income status, 2) lack of academic preparedness, and 3) lack of students' and parents' knowledge and understanding about going to college.

**Low Income Eligibility Criteria:** The four schools participating in GEAR UP 2009 are Carr and McFadden intermediate and Saddleback and Valley high schools. Over two-thirds of students at these schools qualify for the federal free/reduced price lunch program (Table 1).

**Table 1: Characteristics of Students in GEAR UP 2009 Schools**

<b>Participating GEAR UP Schools</b>	<b>Enrollment</b>	<b>% Free/Reduced Price Lunch</b>	<b>% Limited Eng. Proficient</b>	<b>% Minority</b>
Carr Intermediate	1,668	89%	53%	99%
McFadden Intermediate	1,519	77%	40%	96%
Saddleback High School	2,278	63%	36%	98%
Valley High School	2,641	71%	47%	99%
<b>Totals &amp; Average</b>	<b>8,106</b>	<b>75%</b>	<b>44%</b>	<b>98%</b>

(Source: California Department of Education (CDE) 2007-08)

**Low Academic Achievement:** Each spring, students in grades 2 through 11 are required to take **California Standards Tests (CSTs)**. Student scores are reported as Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Advanced and Proficient scores meet California standards. Very few of the students we propose to serve meet California standards in math and English (See Tables 2 and 3) (Source for Tables 2-4: CDE Internet posting 4/22/09).

When comparing the **reading scores** of our target intermediate school students with the rest of the country, 57% are below the nationally-normed California Achievement Test (CAT/6). (Source: CDE as of 4/22/09 internet posting). Students are not making the critical transition from learning to read to reading to learn, a transition that needs to be made before transfer to high school, where the focus is on college preparation.

The tables below show number tested and percent scoring at Advanced or Proficient levels for students at our GEAR UP 2009 schools in both English/Language Arts (ELA) and Math.

**Table 2-3: 2007-2008 California Standards Tests (CSTs)**

<b>Table 2</b>	<b>Carr Intermediate</b>				<b>McFadden Intermediate</b>			
	<b>7<sup>th</sup></b>		<b>8<sup>th</sup></b>		<b>7<sup>th</sup></b>		<b>8<sup>th</sup></b>	
<b>Grade</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Math	578	53%	247	24%	458	25%	362	14%
Alg I	-	-	263	80%	-	-	222	43%
ELA	579	31%	517	31%	535	37%	585	25%

(Source: California Department of Education, internet posting, 04/22/09)

Table 3	Saddleback H. S.						Valley H. S.					
	9th		10th		11th		9th		10th		11th	
Course	#	%	#	%	#	%	#	%	#	%	#	%
Alg I	272	11	215	1	53	0	483	4	207	2	51	0
Alg II	-	-	98	10	180	3	-	-	109	18	230	3
Geom	94	10	221	0	170	1	107	33	346	1	217	3
ELA	515	22	537	17	497	17	682	14	653	15	581	14

(Source: California Department of Education internet posting, 04/22/09)

**Gaps and weaknesses in services for Low Achievement in Mathematics and English-**

**Language Arts/English Language Development:** In 1999 SAUSD piloted the new policy that all 7<sup>th</sup> graders be placed in Pre-Algebra. While significant progress has been made in pilot schools, pervasive academic restructuring of the teaching and learning process needs to occur for students to succeed in the required rigorous math courses. An extensive and on-going professional development program is needed to provide math teachers with research-based strategies and curricula that have proven effective in increasing students' mastery of mathematics skills. Teachers also need support in the development and use of assessments to implement strategic and targeted intervention in student learning. A cadre of math teachers equipped with effective teaching methods and materials, who integrate assessment into their classes to continually monitor student learning, will provide the support students need to meet the district's high and rigorous standards.

To address our students' critical need to improve their Language Arts skills, Carr and McFadden have selected the state's 2002 *Read First Plan* that features computer-based, reading/language arts intervention programs READ 180 and Fast Track. Read 180 is a proven

solution that produces quantifiable learning gains among struggling readers whose reading achievement is below the proficient level. Fast Track accelerates delayed readers to grade-level proficiency by helping teachers accurately assess student needs and deliver intensive, targeted instruction. However, for these programs to prove effective, teachers must learn how to use and apply the new reading/ language arts instructional programs as classroom strategies.

**Graduation and College Preparation:** Effective with 2006 seniors, SAUSD high school students must complete 240 credits, pass the California High School Exit Exam (CAHSEE), and meet UC and CSU “a-g” course requirements to graduate. “a-g” refers to the course of study required for admission to the University of California (UC) and California State University (CSU) systems (e.g., **a** = 2yrs-U.S. History/Government/World History, **b** = 4yrs-University Prep English, **c** = 3yrs of Advanced Math equal to Algebra 1 and 2, and Geometry, etc.).

Achieving “a-g” is one of the most rigorous high school graduation requirements for a school district in the State of California. Meeting both “a-g” and CAHSEE has become a significant obstacle to high school graduation. In 2008, less than half of Saddleback and Valley students passed the CAHSEE, and only 18% of Saddleback and Valley graduates met “a-g” requirements. The graduation rate for both target schools is below the state (82%) and county (88%) averages.

**Table 4: 2006 Saddleback and Valley Seniors Not “College Ready”**

Schools	Seniors	Seniors That		Seniors Who <b>Didn't</b>	
		<b>Didn't</b> Graduate		Take the SAT	
Saddleback	627	20%	127	65%	409
Valley	658	34%	187	71%	398

Source: California Department of Education, ED-DATA, internet posting 4/22/09.

To be admitted to a UC or CSU, seniors must submit competitive SAT or ACT scores. Yet, in 2006-07 less than half of Saddleback and Valley seniors took the SAT. Their scores, compared to county and state SAT scores, reflect the need for math and English skills improvement for students in our selected GEAR UP high schools.

**Table 6: Average SAT Scores and % of Students Tested (2006-07). Source: CDE, 4/22/09)**

	<b>% of Takers</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Average Total</b>
<b>Saddleback</b>	<b>35 %</b>	<b>433</b>	<b>450</b>	<b>426</b>	<b>1,309</b>
<b>Valley</b>	<b>29 %</b>	<b>414</b>	<b>443</b>	<b>408</b>	<b>1,265</b>
State	49%	493	513	491	1,531
National	48%	502	515	494	1,511

The low number of Saddleback and Valley graduates admitted to a UC or CSU campus underscores the need for GEAR UP 2009. In 2008, out of 529 Saddleback and Valley graduates, 30 were admitted to a UC and 59 were admitted to a CSU (National Student Clearinghouse, Student Tracker, 2008) while 112 Saddleback and 134 Valley students enrolled at Santa Ana College, a two-year public institution (RSCCD, Enrollment Trends Report 2008).

**Gaps and Weaknesses in Services for Lack of Knowledge and Understanding about College**

**Preparation:** Given that only 10% of Santa Ana residents have a college degree, and less than 50% have graduated high school, there is a need to create a collegiate environment among school staff, students, and families in our community. Most intermediate teachers do not see themselves as key promoters of early college preparation. At Saddleback and Valley high schools there are not enough staff dedicated to guidance focused on college preparation. With 2,278 students at Saddleback and 2,641 at Valley, the average academic counselor to student ratio is well over 1:600. Counselors’ time is primarily spent dealing with personal or discipline issues.

Furthermore, the schools are not adept at supporting and sustaining parent interest to be more academically involved. As most parents of these students do not have a high school diploma, they do not have sufficient knowledge of the educational system to guide their children regarding college opportunities.

## *Section 2: Project Services*

*The project services described below to achieve our five Project Objectives are appropriate to the needs of the intended recipients or beneficiaries; reflect up-to-date research and knowledge of effective practices; and include training or professional development services of sufficient quality, intensity, and duration to lead to improvement in practice among the recipients; and include performance measures that show the likely impact on students.*

The goal of GEAR UP 2009 is to empower 2,000 students, 1,000 per cohort, to improve their academic skills, motivation, and college preparation necessary to succeed in postsecondary education and ultimately enroll in college. To meet this goal, GEAR UP 2009 includes objectives and performance outcomes that are based on California curriculum and professional development standards and are consistent with our existing GEAR UP initiatives in two other district areas. The **five GEAR UP 2009 Objectives and multiple Performance Measures** are: 1) clear, measurable, and outcome oriented; 2) directly linked to **project services**; 3) supportive of the U.S. Department of Education's specific goal for the GEAR UP Program "to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education," and 4) support the six goals of the Government Performance and Results Act (GPRA) to: 1) create a culture of achievement, 2) improve student achievement, 3) develop safe schools and strong character, 4) transform education into an evidenced-based field,

5) enhance quality and access to postsecondary education, and 6) establish management excellence.

**Project Objective 1:** Increase the **mathematics** achievement and preparation for postsecondary education of all GEAR UP 2009 students.

After the successful implementation of our inaugural GEAR UP project in 1999, SAUSD adopted a mathematics sequence policy establishing Pre-Algebra in the 7th grade as the standard for all students. This move to a universally rigorous pre-college mathematics curriculum for all students from middle school through high school has revealed enormous teaching/learning challenges. This project proposes establishing a Transitional Algebra course in 8<sup>th</sup> grade for students not meeting the Pre-Algebra standards during 7<sup>th</sup> grade and a Transitional Algebra course and summer bridge class to provide advanced Algebra instruction to students before they transition into high school. Once in high school, students will be placed in an accelerated math course pattern that will begin with Geometry as a standard in 9th grade through Probability/Statistics in the 12<sup>th</sup>. An equally demanding program of study for students who do not exit middle school Algebra-competent will feature Algebra I in the 9th grade through Math Analysis in the 12<sup>th</sup> grade. These rigorous course sequences and the additional interventions detailed below will ensure students meet college required math courses for high school graduation, as the district's new high school graduation requirements parallel the UC/CSU eligibility requirements (Invitational Priority 3).

**Supplemental Instruction (Mathematics):** The programs listed below are best practices of the Santa Ana Partnership and will be expanded to include GEAR UP 2009 schools.

- The **Saturday Academy of Math (SAM)** is a ten-week program that engages 7<sup>th</sup>-12<sup>th</sup> graders in activity-based, discovery model of pre-algebra, algebra, and geometry instruction. SAM



teachers attend training conducted by UCI faculty that features research-based strategies to improve student content mastery. Our research on previous participants shows by independent t-tests that these students have significantly higher grades overall in mathematics courses than students who did not enroll in the academy [ $t(111)=3.002, p=.003$ ]; [ $t(99)=2.487, p=.015$ ].

- California State University – Fullerton’s **MESA** (Mathematics, Engineering and Science Achievement) Program will provide tutoring and instruction to 7<sup>th</sup> -12<sup>th</sup> grade students at all levels of mathematics ability. Further, the MESA Teacher/Advisor will conduct MESA Academic Excellence Workshops where students are taught **collaborative learning techniques and hands-on active learning strategies**, and are provided information about career exploration, financial aid, and scholarships.
- **Teaching Assistants (TAs)** - Santa Ana College and UCI students will be trained to help teachers implement classroom lessons and to provide small group instruction for 7<sup>th</sup> -12<sup>th</sup> graders during class time. They will also serve as math tutors beyond the school day.
- Students not meeting state standards, despite interventions above, will enroll in a specially designed Algebra support course during **summer school**. This course will feature a highly interactive Algebra curriculum. The Math Specialist will guide and coach the summer school math teachers to ensure student success.
- Students scoring below proficient on math portion of the CST will be provided **supplemental instruction** of the CAHSEE within the school day in 7<sup>th</sup> through 9<sup>th</sup> grade and beyond the school day in 10<sup>th</sup> through 12<sup>th</sup> grade.

**PROFESSIONAL DEVELOPMENT:** To improve teaching practice and re-deploy time from rote grading activities to mastery learning activities, a **Math Specialist (MS)**, a master teacher

from one of the participating schools, will serve as lead coach and trainer for all math teachers at each of the target schools. The MS will participate in training conducted by UCI on aligning standards across the grades, developing necessary intervention course curriculum and tutoring approach, and creating measurement tools for frequent assessment of student achievement and just-in-time concept re-teaching. The MS will be responsible for providing in-school trainings and demonstration lessons. All mathematics teachers will participate in: (1) one full day of Algebra (intermediate) or Geometry (high school) professional development per semester led by the MS; (2) two half-day training sessions per semester focused on curriculum and assessment alignment; and (3) one vertical team meeting between intermediate and feeder high school per semester including classroom observations. Secondly, an **on-site Data Analyst (DA)** will be hired to work with teachers to create scannable assessments of micro-skills that will be aggregated by class and returned to teachers the following morning for review and analysis during a coordinated planning period. The immediacy of feedback on student learning progress and barriers coupled with peer coaching and strategy-sharing will bring both technology and the collective expertise of discipline experts together in the service of GEAR UP students.

## **PERFORMANCE MEASURES**

- CST pre-algebra and algebra scores at proficient or advanced will increase 5% annually
- 70% of 7<sup>th</sup> graders who enroll in Pre-Algebra will transition to Algebra in 8<sup>th</sup> grade.
- Math grades of C or better will increase 5% annually
- 75% of GEAR UP students will successfully complete “a-g” math courses by end of project
- 100% of GEAR UP students will successfully pass the math portion of the California High School Exit Exam (CAHSEE)
- All GU math teachers will participate in professional development throughout the project.

**Project Objective 2:** Increase the **English/Language Arts** achievement and preparation for postsecondary education of all GEAR UP 2009 students.

In 2008, an average of only 33% of Carr and McFadden students met state standards in ELA; for that same year, an average of 28% of Saddleback and Valley students met state standards. All GEAR UP 2009 schools have large English language learner populations: Carr 53%, McFadden 40%, Saddleback 36%, and Valley 47% (CDE 2008). If students do not acquire strong reading and writing skills in elementary and intermediate grades, they transition to high school unequipped to succeed academically.

**Supplementary Courses (Language Arts/English Language Development):** The focus of this project in the intermediate schools will be the mastery of literacy skills with an emphasis on comprehension throughout the content areas by using two research-based supplemental instructional programs to be used with English Language Learners who are behind more than 2 grade levels: Read 180 at McFadden and Fast Track at Carr. Read 180 is a proven solution that produces quantifiable learning gains among struggling readers. The research basis of the READ 180 technology-based reading program includes phonics teaching methodologies (Blevins 2001), information processing models (LaBerge & Samuals, 1974), reading motivation (Gambel, Palmer, and Codling, 1993), and strategies for middle school students (Irvine, 1998). Fast Track accelerates delayed readers to grade-level proficiency and standards by helping teachers accurately assess student needs and deliver intensive, targeted instruction. Research conducted in 2002 at 10 California schools with student populations similar to our GEAR UP schools showed a significant impact of the Fast Track program on students' (4<sup>th</sup> - 8<sup>th</sup> grade) reading scores. Both programs use data to differentiate instruction and have independently documented impact on student achievement. Intensive professional development on the implementation of these

technology-based programs within and beyond the school day will be scheduled at each intermediate school.

During the summer prior to 9<sup>th</sup> grade an **English Language Academy** will be implemented for EL students who have lingered in the early intermediate or intermediate levels of English Language Development. This EL Academy will focus on English Language Acquisition within the context of college preparation. Credentialed ESL instructors will teach the academy courses through SAC's School of Continuing Education.

**Supplemental strategies** focused on (1) reading comprehension and writing skills across the curriculum, (2) CAHSEE success, (3) writing the personal statement, and (4) building a personal portfolio will be developed and embedded into the master schedule (9<sup>th</sup> – 12<sup>th</sup>).

- **READ 180** and **Fast Track** will be used to help the struggling readers in 7<sup>th</sup> - 8<sup>th</sup> grades.
- 8<sup>th</sup> and 9<sup>th</sup> graders who scored less than proficient will be provided **supplemental language arts instruction** aligned to the Language Arts section of the CAHSEE.
- 9<sup>th</sup> graders who scored less than proficient on the ELA portion of the CST will be enrolled in a **CAHSEE-aligned language arts** review program.
- To improve high school students' writing skills, **college entrance examinations** will be used as writing diagnostic tools to inform English Language Arts teachers of student ability. (See Objective 5 below)
- In the 11<sup>th</sup> grade students will develop **writing portfolios**, and in 12<sup>th</sup> grade all students will write a minimum of two **personal statements**: one for a college application and one for a scholarship application.

**PROFESSIONAL DEVELOPMENT:** A five-prong approach to professional development will be used in the 7<sup>th</sup> - 12<sup>th</sup> grades that will strengthen the teacher core at GEAR UP schools during and beyond the life of the grant.

- A **Language Arts Specialist (LAS)** will work across GEAR UP schools to lead site-specific professional development efforts. The LAS will lead in-service training centered on key content standards; develop common assessments; provide individual teacher coaching; and manage a formal on-site professional development calendar that will include: (1) Enriched READ 180 and Fast Track training, (2) focus on reading in the content areas, and (3) personal essay writing portfolio. The LAS will serve as a coach to all ELA teachers in target schools and provide demonstration lessons weekly.
- Through programs sponsored by UCI, teachers in science, social studies/history, etc., will participate in professional development sessions that focus on fostering **English literacy in all disciplines**.
- All high school English teachers will receive specialized training on the UC application's personal essay and college-prep tests, to be used as writing diagnostics in high school.
- One English teacher from each high school will participate in the admissions review process at UCI, giving them a unique experience with the admissions process.
- **On-site Data Analyst** will establish a calendar and school site protocol for gathering, analyzing, and promptly distributing to teachers weekly content assessments aligned to the California standards; support discipline-specific teacher teams to compare results, brainstorm alternatives for introducing and reinforcing reading/writing skills taught; and refine instructional classroom practices using locally developed software to track mastery learning.

## PERFORMANCE MEASURES

- CST critical reading and writing scores at proficient or advanced will increase by 5% annually
- ELA/ELD grades at C or better will increase by 5% annually
- 75% of GU high school students will complete “a-g” courses in ELA/ELD by end of project.
- 100% of the GU ELA/ELD teachers will participate in professional development.
- 100% of GU students will successfully pass CAHSEE/ ELA requirement

**Project Objective 3:** Increase early college awareness and guidance at all GEAR UP schools, creating and sustaining a college-going culture for all students.

GEAR UP 2009 will provide students with a comprehensive set of programs and services to foster student progress towards higher education. Homeroom for College, Higher Education Centers, College Visits, Mentoring, Achieving College activities and services, and Summer Residential Programs at UCI will prepare all students to apply for and enroll in college.

**Homeroom for College:** The purpose of Homeroom for College (**H4C**) is to create a college-going culture and provide role models for intermediate students. Studies suggest that the provision of academic role models leads to increased academic achievement (Harper, Mallette, Maheady, Bentley, & Moore, 1995). H4C is a curriculum that is delivered on a daily basis in intermediate school classrooms. There are eight focused and interactive lessons that present age-appropriate concepts for early college awareness and preparation for 7<sup>th</sup> graders and eight additional lessons for 8<sup>th</sup> graders that are more substantive in nature. Sample topics include: goal setting, knowing your learning style, high school graduation requirements, university eligibility, etc. Through this program, students will develop a personal “roadmap to college” that includes academic achievement benchmarks (i.e., completion of Algebra), and informational benchmarks (e.g. knowledge about financial aid). Presentations will be led by trained college students,

teaching assistants, and GEAR UP staff who will spend part of each session speaking about their college experiences and serve as ‘group mentors’ for students. This model ensures that students receive information and engage with college representatives on a daily basis. A **kick-off assembly** will launch the H4C program for each of the two GEAR UP cohorts in the fall of each year at which time all 7<sup>th</sup> grade students will receive the 21<sup>st</sup> Century Scholar Certificate. GU students going into the 8<sup>th</sup> grade will be recruited and 50 will be selected to participate in the **GEAR UP Ambassadors** program. Those selected will be trained during the summer in leadership skills and expanded H4C material and will serve as college promoters during their last year in intermediate school.

Expanding on the H4C lessons in middle school, once in high school, GEAR UP students will be presented with grade-specific college awareness and preparation lessons in their English Language Arts classes via The College Board **CollegeEd<sup>®</sup> curriculum**. This is an academic and career planning program that gives students the information they need to plan their college path. The lessons build on each other year by year with grade appropriate content. ELA teachers and counselors will be trained and will collaborate in the pacing of its delivery, monitoring progress, and evaluating student learning.

**Higher Education Centers (HEC)**, established in 2002 as a pilot strategy, will serve as the nexus for extensive college awareness, preparation and application activities, and financial aid information at each GEAR UP high school, and will be staffed by a higher education counselor. Recruiters from Santa Ana College, UCI, and other colleges and universities will be regularly scheduled on site. The centers will be stocked with college brochures/catalogues, applications for scholarships, and academic/summer programs, as well as information about college leadership programs and field trips. In addition to professional staff, parent “Promotores” (Objective 4) will

be regularly stationed at the centers to ensure that families have a highly accessible and welcoming place where they can learn about the college-going process within and beyond the school day. The centers will organize “*Pláticas con maestros*” or “Educational Dialogues” to be held on site and in neighborhood centers. These will feature panels of high school or college/university teachers or college students and their parents sharing information and experiences to encourage and help families, and to provide personal connections to area schools and teachers. HEC coordinators will provide regular training to intermediate school counselors on early college preparation and establishing a total school college-going culture starting in the 7<sup>th</sup> grade. In addition, the HEC coordinators will serve as a resource and instructional partner to the ELA teachers in the implementation of the CollegeEd curriculum. They will also assist students in the use of the supplemental on-line resource, **MyRoad**® provided by The College Board. This resource will help students develop a college-going roadmap as part of their comprehensive personal portfolio to be completed by their senior year.

Each GEAR UP high school will develop an intersegmental **Achieving College Site-Team**, which will include the Assistant Principal of Guidance, college/university outreach staff, and GEAR UP staff, and led by the Higher Education Center Coordinator. This team will coordinate college preparation efforts, activities, and special events at the school and develop action plans to monitor and track students’ academic progress, college test taking, and college/financial aid application, submission, and award processes. This on-going, site-specific team approach will ensure students don’t fail at the end of their academic journey to apply and enroll in college.

GEAR UP students will be provided annual transcript evaluation review sessions by members of the Achieving College Site Teams to monitor their “a-g” progress and calculate their on-track to the university status. The **Transcript Evaluation Services (TES)** reports provided



by the University of California Office of the President will be the principal tool used in these sessions with students and will also be presented to parents during the annual meetings to keep them informed as to their children's college-bound progress.

**College Visits:** We know visiting college campuses increases students' perceptions of themselves as college-bound, and they look forward to the opportunity to explore life on a college campus (UCI Outreach Report, 2000). GEAR UP 2009 will fund four college campus visits a year. Students will visit SAC, UCI, UCLA and CSU-Fullerton. Each visit will be a day-long opportunity for students to meet college students and faculty, and participate in college classes and workshop sessions reinforcing awareness of the multiple sources of financial aid and requirements for college admission.

**Mentoring:** The benefits of student mentoring programs have been noted in many studies by learning theorists and social psychologists. GEAR UP 2009 will use a formal, one-to-one approach for 7<sup>th</sup> through 12<sup>th</sup> grade students with high potential but low achievement and poor attendance, a high-risk group for dropping out. School counselors will identify students with greatest need and the GU Program Counselor, working with Santa Ana College Service Learning Center, will recruit and train college mentors. Attendance of students will be monitored. In addition, all TAs, tutors, and H4C presenters will be trained as mentors. GEAR UP 2009 will also engage business/civic partners in providing mentors and college access role models.

**Youth Education Expo:** GU students and families will attend this one-day, community-wide fair, underwritten by the City of Santa Ana, hosted by Santa Ana College, and supported by local universities to provide students with career, college, and financial aid materials and information, as well as role models, to encourage college aspirations and attendance.

**UCI Summer Residential Experience:** Participants in UCI summer programs show a significant increase in knowledge about college preparation and have increased positive perceptions of themselves as future college students (UCI Outreach Report, 2000). UCI will provide 120 GEAR UP students with a seven-day residential program that provides a holistic experience incorporating workshops on college, academic courses, social awareness activities, and a research project led by faculty and university students. The program will provide students with geometry or algebra experiences aligned with California State Standards. Student selection will be by teacher and counselor referral through an application process. The program will include a family/parent component as part of the culminating ceremonies.

**PROFESSIONAL DEVELOPMENT:** All academic counselors, higher education center coordinators, and assistant principals at GEAR UP high schools will convene three times per year for specialized training on admissions requirements, financial aid, and early college preparation. Participants will also receive demographic and academic analyses of the GEAR UP 2009 population in order to develop successful advisement strategies relevant to student needs. They will be supported by the GEAR UP Counselor and counseling TAs from UCI and SAC who will provide critical follow-up on pre-college application and testing requirements.

All counselors and members of the Achieving College Site Team will be trained in the use of the Transcript Evaluation Service (TES). The UC Office of the President will provide annual training to ensure optimum use of these grade-level and site-specific reports for informing students and their families as to specific 'a-g' progress and to appropriately focus advisement.

**PERFORMANCE MEASURES:**

- 100% of the GU students will receive 21<sup>st</sup> Century Scholar Certificates while in 7<sup>th</sup> grade.

- 90% of GU 7<sup>th</sup> and 8<sup>th</sup> graders will increase knowledge of college preparation, options, and financial aid.
- 95% of summer program participants will show a higher enrollment in advanced level courses in ELA and Math upon entering high school as compared with non-participants.
- 100% of GEAR UP students will use the annual TES report to monitor their “a-g” progress.
- 100% of GEAR UP high school counselors and administrators will participate in college admissions and financing professional development each year throughout the term of project.

**Project Objective 4:** Increase GEAR UP **parent engagement** in activities that provide understanding of all segments of the education system, how to enter and finance participation in higher education, and how to help students with homework and study skills.

GEAR UP will engage parents in their children’s education via programs piloted and proven effective at other SAUSD schools and nationally.

**Parent “Promotores”:** A cadre of 24 parent leaders (“Promotores”) will participate annually in an intensive 36-hour course, followed by monthly training sessions focused on helping youth prepare early for college, importance of a rigorous curriculum, college options, and financial aid. They will, in turn, deliver this information to GU families using a non-traditional “home visit” approach combined with “pláticas” (dialogues) held in schools or at community sites for groups of parents. In the intermediate schools, Promotores will work closely with the counseling team and GU staff, and in high school will be part of the Achieving College Site Team. The Parent Coordinator and Promotores will provide on-going linkage with business and community partners, co-implementing neighborhood and regional activities that expand involvement of these stakeholders in GEAR UP. Promotores will receive a modest stipend to assist with transportation and childcare needs as they conduct their work in GU.

**Parent Residential Experience Program (PREP):** This UCI program will feature a weekend residential experience for 80 parents each summer that includes overnight dorm stay, workshops focused on GEAR UP objectives, a campus tour, and social activities. Our research shows that participating parents significantly increase their knowledge about college options and financial aid, increased confidence in their child's ability to enter college, and in their own ability to influence their child's decision to go to college (UCI Outreach Report, 2000).

**PERFORMANCE MEASURES:**

- Parental knowledge and attitudes regarding college attendance will increase, as evidenced by survey results and attendance at events.
- Promotores will conduct 1,000 home visits and 100 pláticas each program year, reaching 90% of GEAR UP 2009 students' parents with a college-centered peer support program.
- Each year, 100% of the students whose parents participate in PREP will exhibit greater participation in college prep programs compared to students whose parents did not attend.

**Project Objective 5:** GEAR UP students will **enroll in college/university** at a higher rate than non-GEAR UP students.

Although a student's record in college prep courses in high school is still considered the best indicator of student's performance in college (Morgan, 1989; Burton & Ramist, 2001; Geiser & Santelices, 2007) postsecondary institutions still judge college admissions tests as a valuable confirmation of student mastery of fundamental knowledge and skills. In both of our GU high schools, both the rate of admissions test taking and the scores earned are discouraging. To address the current lack of college admissions test-taking and low scores by those who take these tests, all GEAR UP students will take **college admissions test** and preparatory tests in high school: PSAT or PLAN in the 10<sup>th</sup> or 11<sup>th</sup> grade and SAT or ACT in the 11<sup>th</sup> or 12<sup>th</sup> grade.

Both the PSAT (College Board) and the PLAN (ACT) provide students with feedback to improve and increase their likelihood of doing well on subsequent college tests. In addition, all GEAR UP students will take the Early Assessment Program (EAP). This test, developed by the California State University system, gives high school juniors the option to take 15 extra questions when they take the mandatory California Standards Test in the spring. Their answers on those questions determine whether they are ready for college-level math and English. If they are not, they have time during their senior year to take the appropriate classes, seek tutoring, and/or take advantage of supplemental strategies.

As a senior, all GEAR UP students will be assisted by members of the Achieving College Site Team to complete at least one college application, their FAFSA, if eligible, and at least one scholarship application. All students at-risk of not graduating will be provided with a college mentor and will participate in courses provided by Santa Ana College to help them earn additional high school credits and/or pass the CAHSEE. The GEAR UP counselor will monitor at-risk student progress in these courses and supervise mentor contacts to ensure optimum personal guidance. Beginning in the 10<sup>th</sup> grade, students will be encouraged to participate in **dual-enrollment** programs at SAC to begin earning college credit while still in high school. Seniors applying to SAC will be provided with priority registration for their first semester.

Research shows that over half of all students who leave college do so before their second year (Consortium for Student Retention Data Exchange, 1999). To mitigate this trend, our GU project will focus on providing social as well as academic reinforcement from the moment the students receive their admittance letter to their university through their first year at SAC, CSU Fullerton, and UCI, where most students from our GU high schools apply and attend. The GU Counselor will ensure that all GU students receiving positive admissions letters complete any

and all requirements to ensure full registration at their college/university of choice. Those who have been admitted to CSUF and UCI will be recruited to attend a **College/University Summer Bridge** programs prior to the start of their first semester/quarter, which will provide students with math and writing courses (6 to 12 units), study skills and computer literacy workshops, comprehensive academic advisement and personal counseling, and grant them priority registration for fall. Those choosing to attend SAC, will be recruited to attend a non-residential Summer Bridge modeled after those offered at CSUF and UCI. In addition to the academic component affording students an opportunity to earn college credit prior to their first semester/quarter as well as academic advisement and personal counseling, GU students will receive **comprehensive mentoring** from selected university students at each of our partnering institutions who will ensure these first-year college students are acculturated to the university environment, have peer support, receive invitations to join student clubs and organizations, and take full advantage of support programs that will ensure their college success through their first year. The GU Counselor will recruit and select mentors that closely resemble the demographics of our GU student population.

#### **PERFORMANCE MEASURES:**

- 100% of GEAR UP seniors will complete and submit at least one college application.
- 100% of all eligible GEAR UP students will apply for financial aid.
- 50 college/university students will be recruited and trained as mentors each semester.
- 75% of all GEAR UP students will enroll in college during their first year after high school.
- 70% of first-year GU college students will persist into their second year.

### Section 3: Project Personnel

*The project director and key personnel qualifications, including relevant training and experience are described below.*

GEAR UP 2009 will fill positions and appoint individuals who have overcome barriers similar to those confronted by students in our participating GEAR UP schools. We will use a wide variety of strategies to broadcast these opportunities to the broadest possible number of applicants who have proven their skills through past student-centered education reform work. Announcements will emphasize the phrase “Preference given to individuals who have succeeded in overcoming barriers similar to those confronting the GEAR UP student population,” and “Equal Opportunity Employer.” We will adhere to hiring practices that ensure that traditionally underrepresented groups are included in the candidate pool and that these individuals are from low-income, educationally-disadvantaged backgrounds similar to the population they serve.

The hiring process will include screening committees with representatives from each partner institution. Hiring of project staff will follow the normal practices of all three institutions with final interviews conducted by the executive leaders of the partnership to ensure resources from all segments of the GEAR UP partnership are directed to key positions.

**GEAR UP Project Director (50%) Qualifications:** Master’s degree, a minimum of two years of leadership experience in an educational setting, and experience working with the population to be served. Lilia Tanakeyowma, Dean of Student Development at Santa Ana College, will serve as the GEAR UP Project Director. Ms. Tanakeyowma is an ideal candidate to direct this grant given her extensive experience in education and community building and track record of successful K-12 higher education reform work and is already serving as Director for one GEAR UP partnership project (50%) with a full time Coordinator and, thus, will be well-

positioned to direct this proposed new GEAR UP project with the day-to-day support of a full-time Coordinator since both projects work within the same K-12 school district. Ms.

Tanakeyowma has overcome many of the socioeconomic and educational barriers faced by Santa Ana youth to achieve her Master's degree in Educational Administration. She worked as a teacher and professional development leader for 18 years with SAUSD prior to moving into higher education. She is fluent in Spanish and English. **Responsibilities:** The Project Director supervises day-to-day GEAR UP operations; assists in recruiting, selecting, and evaluating staff in all areas; is responsible for timely and accurate review and preparation of budgets, expenditure reports, and all documents required by the funding source. This person also has substantial responsibility for development and implementation of project goals, objectives, and activities associated with program operations, and for documentation of project activities and outcomes as measured against stated goals and objectives. The director implements and institutionalizes project activities, establishes collaborative partnerships with other educational institutions, community-based and other local organizations, public and private groups, and state and national entities to further project goals and objectives, and meet critical student and community needs for further education.

**GEAR UP Coordinator (100%) Qualifications:** Bachelor's degree and four years experience in student services programs serving disadvantaged and ethnic minority student populations. Ms. Geneva Lopez has been identified as the full-time GEAR UP Coordinator for this project. Ms. Lopez has both an AA and BA degree and has worked in educational programs at De Anza Community College and UCI since 2004. Ms. Lopez' most relevant positions have been as a summer program peer advisor at De Anza Community College, academic advisor for the Social Ecology Counseling office, project assistant to the California Reading & Literacy



Project (CRLP), and most recently as a program coordinator for a Santa Ana Partnership GEAR UP project which will end its no-cost extension year this August (2009). **Responsibilities:** Coordinator develops and implements all student-centered activities; provides extensive site-based student academic development and support work; delivers direct program services to GEAR UP students; assists school site staff in planning and implementation of services; provides support to project director and program evaluation team in meeting project objectives; and links participants and/or parents to appropriate college-bound support programs and opportunities.

**Program Counselor (50%) Qualifications:** Master's degree and four years experience in student services programs serving disadvantaged and ethnic minority student populations. Mr. John Vu will serve as the program counselor. He has a master's degree in educational counseling, and has served seven years as a GEAR UP Coordinator for previous GEAR UP projects in Santa Ana. As an immigrant who learned English late in life, Mr. Vu has experiences similar to the students that will be served by this project. **Responsibilities:** Provide collegiate counseling services to GEAR UP students and their families; recruit, train, and supervise college tutors and mentors; facilitate trainings between intermediate, high school, and college counselors; and, serve in the Achieving College Site Team at each GEAR UP school.

**Math and English Language Arts Specialists (100%) Qualifications:** California Teaching Credential, be fully qualified under the No Child Left Behind guidelines, and recognized by peers as a Master Teacher, an expert who has received supplemental discipline-specific training and has been successful in improving students' math and ELA achievement. **Responsibilities:** Two Specialists, one math and one LA, will be identified among teachers at the GEAR UP 2009 schools. They will serve 100% of their time as content specialists serving both intermediate schools and, as students progress, both high schools for the purpose of leading all professional

development, peer coaching, in-class lesson demonstrations, vertical team meetings, and related in-service training.

**Data Analyst (100%) Qualifications:** Bachelor's degree and experience with educational technology, technology-assisted learning, and one year of experience in solution-centered computing and data system design for education. **Responsibilities:** Design computerized skill assessments in ELA and math; work with teacher teams to review student achievement data to identify trends and areas for targeted instruction; aggregate assessments across disciplines to track academic growth for each GU cohort; and, lead data chats at each school.

**Research Analyst, UCI (50%) Qualifications:** Master's degree and three years experience in K-12 and/or higher education information management and institutional research and evaluation. **Responsibilities:** Collaborate with other institutions to collect data from various sources; oversee processing, cleaning, and reformatting of data collected in a variety of formats (e.g., custom designed, scanned student activity, information forms, raw data on student academic performance from school districts and national restricted use samples); prepare quarterly statistical reports, including narrative and graphic presentation of results; create data gathering tools; analyze trend data, program outcomes, predictors of academic success, and statistics on served students across all GEAR UP schools and colleges/universities served.

**Parent Coordinator (19 hrs/wk) Qualifications:** Parent who is actively involved in his/her children's school, has at least two years experience in the Promotores program, speaks English and Spanish, and has demonstrated leadership skills. Lobelia Martinez will be the Parent Coordinator for GEAR UP 2009. She is a recognized parent leader and chairs several committees at her children's schools and in the community (PTA and School Site Council). She joined the first group of Promotores trained under the pilot project (1999), became a leader in the

program, and has assisted in recruitment efforts and in development of training materials. She is a resident of Santa Ana and bilingual. **Responsibilities:** The Parent Coordinator is responsible for development and implementation of a wide variety of parent support and empowerment programs. The person uses communication skills effectively and diplomatically with parents, as well as with school staff, on an on-going basis; develops and delivers parenting presentations to a broad audience; and attends local and national conferences.

#### *Section 4: Management Plan*

*The management plan ensures achievement of proposed objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing tasks; ensures feedback and continuous improvement in the operation of the proposed project; and, time commitments of the project director and other key personnel are appropriate and adequate to meet objectives.*

GEAR UP 2009 will be integrated into the leadership model of the Santa Ana Partnership, which includes 3 major organizations: Santa Ana College (lead fiscal agent), Santa Ana Unified School District, and the University of California, Irvine. This partnership will be responsible for GEAR UP 2009 administration and commit to the realization of **long-term systemic change beyond the life of the project**. The collaborative structure of the partnership will include a *GEAR UP Cabinet, GEAR UP Administrative Team, GEAR UP School Site Teams, and the Inter-segmental Research and Evaluation Team.*

The *GEAR UP Cabinet*, consisting of the Assistant Superintendent of Secondary Education at SAUSD, the Vice President of Student Services at Santa Ana College (SAC), and the Director of the Center for Educational Partnerships at UCI will advance policy, arrange for linkages with existing and new programs within their systems, examine opportunities for institutionalization,

and monitor compliance across partnering systems. The *Administrative Team*, consisting of all GEAR UP principals, SAUSD administration, and GEAR UP staff will meet monthly to discuss and implement efforts to enhance academics, professional development, parent engagement, and student access to higher education. *School Site Teams*, consisting of the Principal, Assistant Principal, counselor, English and Math department chairs, GEAR UP MS and LAS, parent “Promotores,” and GEAR UP staff will meet monthly to coordinate school-based efforts to improve academic performance and ensure full communication and coordination at the school site. The *Inter-segmental Research & Evaluation Team*, composed of key research staff from each of the partnering educational institutions and led by the Director of Research & Evaluation at UCI’s Center for Educational Partnerships, will follow recently developed protocols for data sharing among our diverse systems, identify critical evaluation tools, and advance research agendas to undergird and accelerate reform efforts.

The next level of direct management/implementation includes a project director, full time GEAR UP Coordinator, GEAR UP Counselor, and part-time Parent Coordinator. The director serves as a point of coordination for all the teams that guide the project, supervises all GEAR UP staff, oversees the budget, is responsible for the assessment and accountability of the project, and is the formal link between the U. S. Department of Education and other GEAR UP efforts at the partnership or state level. The GEAR UP coordinator reports directly to the project director and serves as the implementation lead at each school site, delivering services to students, monitoring school site staff, overseeing implementation of all project components, and collecting all service data. Project activities will also be advanced by the GEAR UP Counselor, who will lead all school-based counselor training, recruit and train college students as tutors and mentors, and provide direct advisement services to GEAR UP students and families. The Parent Coordinator,

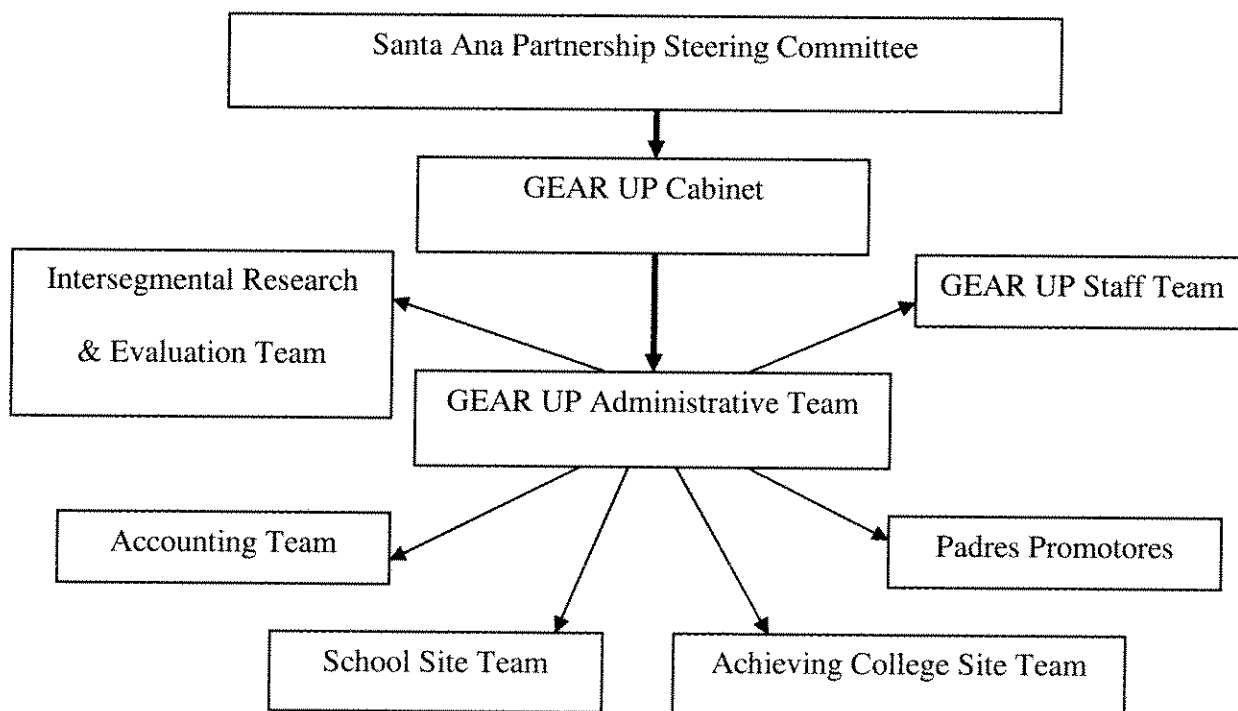
guided by the project director and in collaboration with project coordinator, will plan and oversee parent trainings and parent-centered activities. Math and English Language Arts Specialists will be supervised by school district personnel while maintaining direct programmatic relationship with the GEAR UP coordinator and director. This collaborative network of committees ensures that communication and focus is maintained. Minutes will be kept for each committee and distribution will be immediate to ensure on-going communication and accountability. **Our GEAR UP functional structure will be as follows:**

<b>Committee</b>	<b>Purpose</b>	<b>Members</b>	<b>Meetings</b>
Santa Ana Partnership Steering Committee	Provide linkages with and visibility for the GEAR UP partnership project in the broader community.	Broad steering committee inclusive of community members, parents & educators from partner institutions.	Will meet once per year – minimum of 4 hours.
GU Cabinet	Policy, resource development across systems	P.I. for each partnering institution	Will meet twice a month
GEAR UP Administrative Team	Administrative and decision-making for program implementation at school-site and between target schools.	GEAR UP school Principals and GEAR UP partners.	Will meet 4 times per year (full-day meetings).
GEAR UP School Site Team	Engage teachers, parents, and key administrators to ensure focus on mission and goals at school sites.	Assistant Principal, counselor, math and ELA Department chairs, parents, & GU staff.	Monthly

<b>Committee</b>	<b>Purpose</b>	<b>Members</b>	<b>Meetings</b>
GEAR UP Staff Team	Program implementation and coordination.	Staff supporting the work of GEAR UP from the three partner institutions.	Will meet weekly.
Padres Promotores	Parent program development and implementation of parent-centered programming.	Parent Promotores Coordinator and Promotores identified at G.U. schools.	Will meet monthly
Intersegmental Research & Evaluation Team	Data gathering, monitoring; research opportunities.	Researchers from Santa Ana College, SAUSD, and UCI.	Will meet quarterly
Achieving College Site Teams	Development of counselors' professional leadership opportunities and establishing working protocols that will continue beyond the grant.	Special Programs create their own leadership network that will expand college-going efforts beyond the grant.	Will meet monthly
GEAR UP Accounting Team	Monitoring budget compliance and fiscal processes.	Appointed staff from each of the institutions' accounting and grants departments.	Will meet quarterly

This level of on-going collaboration will support institutional policies and practices that will help GEAR UP 2009 “scale-up” best practices to reach thousands of students each year. Scaling up impact through policy changes is a core practice of the Santa Ana Partnership. Under this collaborative structure SAUSD policy changes have included enrolling all 7<sup>th</sup> graders in Pre-Algebra and aligning “a-g” college preparation courses with the UC/CSU systems. Adopting these policy changes has been the initial step in SAUSD to transform staff, students, and family expectations and intentions about early college preparation and enrollment. Yet, GEAR UP 2009 schools and students need extra support to make policies become standard school site practices.

**Organizational Network:**



The Santa Ana Partnership has a track record of successfully leveraging resources from public and private sources, and expanding funding from its own partners, to support and expand promising work, as new classroom and co-curricular strategies replace less effective

predecessors. Timeframe below shows benchmarks from first year implementation through first cohorts' enrollment in college.

Project Services		Project Years						
Academic Achievement	Benchmarks	1	2	3	4	5	6	7
Saturday Academy of Math	Attendance and Math Advancement							
English/Lang Arts Academy	Attendance and ELA Advancement							
READ 180 / Fast Track	Attendance and ELA Advancement							
CSU-Fullerton MESA	Attendance and Math Advancement							
Teaching Assistants	Participation and Math Advancement							
Tutoring after school	Attendance and Math Advancement							
Summer School	Attendance and Math Advancement							
Math/ELA Teachers	Participation and number of hours							
On-site Data Analyst	Development of systems to monitor student performance							
	Participation and number of hours							
College Essay Writing	Participation and Essay Portfolio							
CAHSEE Prep	CST and CAHSEE scores							
College Awareness	Benchmarks	1	2	3	4	5	6	7
Homeroom for College	Develop College Education Plan							
GU Ambassadors	Attendance							
Higher Education Centers	Counseling (college/financial aid)							
CollegeEd Curriculum	Develop College Education Plan							
Achieving College	Track college-going participation							



College visits	Number Participating in Activities							
College Admissions Tests	Numbers of takers and scores							
UCI Summer Residential	Attendance, Expectations							
College Summer Bridge	Attendance, Expectations							
Administrators	Participation and number of hours							
Counselors	Participation and number of hours							
Mentoring/Counseling	Attendance and Drop Out Rate							
<b>Parent Engagement</b>	<b>Benchmarks</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Padres Promotores	Participation & College Awareness							
Parent Residential Program	Participation and College Awareness							

<b>Program Performance</b>	<b>Project Years</b>						
<b>Milestones</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Promotion to Next Grade Level							
Increase completion of "a-g" courses							
Increase of High School Graduates							
Increase College Enrollment							
Increase College Persistence							
<b>Systemic Change:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Course success in conjunction with "a-g" graduation requirements							
Institutionalizing coordinated staff development							
Integrating college awareness into the classroom							
Engaging parents as education advocates							

## Section 5: Project Evaluation

*The methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project; will produce quantitative and qualitative data to the extent possible and will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.*

**Evaluation Procedures and Timelines:** The evaluation process will assess the impact of new practices and improvements in achieving GEAR UP goals and objectives and the achievement of annual performance-based objectives. Formative evaluation will allow for adjustment of objectives and schedules, reallocation of resources, and revised managerial decisions by partnership administrators based on preliminary evaluation results. Summative evaluations will be conducted annually focused on accomplishments toward specific GEAR UP goals and objectives. At the end of the 7<sup>th</sup> year of the grant, an evaluation of enrolling GEAR UP college students will measure the success of the program on engendering persistence through the first year of college. Useful theoretical orientations and research for program evaluation include Patton's utilization theory (Patton, 1998) for the program overall, and research on content knowledge and delivery, as well as attitudes, for teacher professional development. The final report will be a summative evaluation of the impact of GEAR UP on college readiness, attendance, and persistence (Objective 5: Increase college-going).

**Formative Evaluation:** Annual data for formative analysis will include surveys administered to students, teachers, administrators, and parents involved in college awareness and guidance services, and include customized transcript evaluation and analysis reports for all students. (Objective 3: Increase Early College Awareness and Guidance and Objective 4: Increase Parent Engagement). In the first two years of the project, surveys will be administered twice per year

for college awareness services. Professional development participation logs and student learning measures will be collected each semester that will include weekly assessments from the shared on-site Data Analyst reflective of real-time mastery learning (Objective 1: Increase Math Achievement; Objective 2: Increase English/Language Arts Achievement, and Objective 3: Increase College Awareness). Participation logs and attitude and learning surveys will be collected after each parent event (Objective 4; Increase Parent Engagement). Each program year, interviews will be conducted with project staff and stakeholders within each school to monitor the change efforts. In addition, the number and quality of meetings among all project personnel will be documented as part of the process evaluation of the effectiveness of the GEAR UP Santa Ana partnership using self-report forms and observations. Tools to measure the effectiveness of the partnership meetings and communications will be developed along the lines of Wandersman et al.'s research, which produced the Meeting Effectiveness Inventory, Project Insight Form, and Satisfaction Survey (Wandersman, Imm, Chinman, & Kaftarian, 2000). Findings from surveys and participation documentation will be analyzed on a regular basis to help in guiding necessary changes in strategies or timelines.

**Summative Evaluation:** Annual data for summative evaluation will include enrollment records, grades, and standardized test scores (Objectives 1 and 2). A standardized measure of college eligibility (“a-g”) will be collected using course codes devised by the District that will be used in conjunction with the measures collected. Surveys measuring student and parent college awareness will be collected every two years (Objectives 3 and 4). These data will be combined to develop trends within and between cohorts. At the end of the project, the support the project was able to provide to increasing initial enrollment in college and supporting persistence through

the first year will be assessed (Objective 5: GEAR UP Students will enroll in college/university at a higher rate than non-GEAR UP students).

**Evaluation Design:** The evaluation design includes a process component and an outcomes component. The process component will establish how well the project objectives are being implemented and received by the targeted groups. The outcomes component will establish how well the project is meeting the performance goals described above in Project Services section.

**Implementation:** The data elements described under “Formative Evaluation” will be collected by school site teams. Each school site team will consist of the Assistant Principal, Department Chair in Language Arts and Math, counselor, parent representative, and GEAR UP coordinator. Members of the school site team and the Project Director will work with the Research and Evaluation unit at the Center for Educational Partnerships (CFEP) at UCI to answer questions about the quality of the implementation of GEAR UP project activities.

**Outcomes:** The data elements described under “Summative Evaluation” will be collected by the District, pertinent testing organizations (e.g., College Board), and organizations tracking student college attendance like the National Student Clearinghouse. These elements will be stored in a longitudinal database in which students will be linked by a unique identification number.

Comparisons will be made between students in contiguous cohorts to determine whether goals listed for grade-specific outcomes connected to the objectives are met yearly.

**Data Analysis Procedures:** Data analysis procedures will be designed by the Research and Evaluation unit at CFEP/UCI to address stakeholder concerns during all stages of the evaluation. During the early years of implementation, treatment effect patterns will be studied using exploratory data analysis methods (Mark, Henry, & Julnes, 2000). During the last years of implementation, the cumulative effect of GEAR UP program activities will be assessed as

intervening variables between annual summative outcomes and performance on high school graduation, college preparation activities, and college persistence. Due to the special emphasis on professional development and evidence-based education practices, teacher effects will also be incorporated into the model. Multilevel modeling of student and classroom outcomes will be conducted to assess the impact of professional development based on teacher participation in professional development activities and self-assessment linked to their professional development experiences. Student contact with community-based organizations and parent services supported by GEAR UP will be included at the appropriate levels.

**Use of Technology:** The GEAR UP Santa Ana partnership is committed to incorporating technological solutions to evaluation processes for formative and summative purposes. A secure web-based system where all longitudinal data elements for students are kept for the duration of the project will be maintained. Data collection is nearly paperless and school site teams collaborate to keep the data in the system accurately and timely for formative feedback.

**(References:** (1) Mark, M. M., Henry, G. T., and Julnes, G. (2000). Evaluation: an integrated framework for understanding, guiding and improving public and nonprofit policies and programs. San Francisco: Jossey-Bass; (2) Patton, M. (1998). Discovering process use. *Evaluation*, 4(2), 225-333; (3) and Wandersman, A., Imm, P., Chinman, M., and Kaftarian, S. (2000). Getting to outcomes: a results-based approach to accountability. *Evaluation and Program Planning*, 23, 389-395.)

### ***Section 6: Adequacy of Resources***

***Resources are adequate and include facilities, equipment, supplies and other resources, from the applicant organization; each partner's commitment is relevant and demonstrated in the proposed project to support the implementation and success of the project; costs are***

*reasonable in relation to the number of persons to be served and to the anticipated results and benefits; and continued support of the project after Federal funding ends will include, appropriate and demonstrated commitment of appropriate entities.*

GEAR UP 2009 is an expansion of work that is already underway on a limited basis locally that is primed for scale up and has had proven results. The Office of School and Community Partnerships at Santa Ana College will house the offices of the GEAR UP director, coordinator, parent coordinator, and administrative clerk. The role of this fully equipped (telephones, computers, printers, fax and copy machines) office is to promote education-centered partnership opportunities in the greater Santa Ana area. Neighboring higher education institutions, K-12 school district administrators, faculty, students, parent and community organizations, agencies, and residents all use college office resources and provide valuable associations to other projects that can expand the impact of GEAR UP. The GEAR UP director is funded completely out of district funds and therefore represents a substantial match in both resources and commitment to this project. A full time administrative clerk will provide support to the director, coordinator, and parent coordinator. Overall, **Santa Ana College has committed a total of \$1,627,110 as match to this GEAR UP 2009 project** as displayed in the budget.

SAUSD and UCI have identified adequate office and meeting spaces on-site with resources to serve as a point of coordination for the major activities anchored in each partner institution. These offices will create an inter-segmental home for GEAR UP staff as they work among and between institutions and help incorporate GEAR UP activities into the on-going work of their institutions.

The Santa Ana Partnership, founded in 1983 by SAC, SAUSD, and UCI has been the principal architect of innovative initiatives focused on increasing the number of students from

SAUSD who are college bound. Specific partners have joined as key collaborators in this proposed GEAR UP 2009 project. The following chart details the role of each major GU partner.

<b>Organization</b>	<b>Specific Contribution to Support GEAR UP 2009 Program</b>
Santa Ana College (SAC)	Serves as fiscal agent; provides administrative leadership, coordination, and staff support; provides link to Service Learning Center, and college tutors/ /mentors, and outreach/counseling staff.
UCI	Provides most of direct professional development in language through CRLP as well as in mathematics; hosts/co-implements summer residential/bridge programs; provides TAs/mentors. Serves as the hub for evaluation.
SAUSD	Serves as coordination point. Facilitates collaboration with school and district administration and parent leadership opportunities. Manages substitutes for professional development, college field trips, administrative team meetings, and policy efforts.
CSUF	Provide MESA tutors/mentors, teacher training, host special events; hosts Summer Bridge program for first year GU college students.
City of Santa Ana	Youth Education Expo: staff, materials, supplies, and Mentors.
Delhi Community Center	Venue for Promotores training and pláticas (dialogues) with community residents. Dissemination of information.
Latino Health Access	Lead in Promotores Training, support network development, dissemination of program information to apartment buildings.
Mexican American Nat'l Women's Assoc.	MANA leads special events for GEAR UP students at college sites and mentoring opportunities engaging business leaders.

Hispanic Education Endowment Fund (HEEF)	Scholarships will be provided to GEAR UP students upon graduation.
SAC Foundation	Scholarships to GEAR UP students upon graduation.

The budget stays within the \$800 per student cost limit. Full funding is required during the first year of initial implementation. Adequate resources have been identified as match to this project ensuring sufficient funds to work with the first cohort of 1,000 students in year one, and an additional cohort of 1,000 students in year 2, to provide 2,000 students academic and co-curricular services from 7<sup>th</sup> through first year of college. Previous initiatives provide a roadmap for implementation and school site engagement that facilitates expansion of services as administrators, teachers, staff, and parents become more familiar with expectations and available institutional resources. Whereas, in year one much support is expected from the federal funds, as subsequent years develop, additional support is realized from the partnering institutions.

**The Santa Ana Partnership, under the leadership of Santa Ana College and UCI** has maintained as its focus the adoption of policy reforms that will ensure the institutionalization of proven practices. **Following are some highlights of accomplishments to date:**

- **Mathematics Sequence:** SAUSD adopted mandatory enrollment in Pre-Algebra as a district policy for all seventh grade students.
- **Common Assessments in ELA:** A piloted and expanded program, teachers collaborate with administrators to develop and annually revise district wide common assessments, booklists, and placement charts to improve consistency of instructional content, grading, and materials across district schools.



- **Higher Education Centers (HEC):** All SAUSD comprehensive high schools have implemented and staffed HECs to provide students, faculty, and parents with information, opportunities, and exposure to postsecondary options. HEC specialists assist students with college admissions, financial aid, and scholarship applications; make specific age-appropriate classroom presentations; present parent workshops on the same topics, and coordinate activities of college recruiters.
- **Rigorous High School Graduation Requirements:** Following the more rigorous academic pilot-project to make college readiness a part of the educational plan for all students, SAUSD adopted high school graduation coursework requirements that parallel UC/CSU eligibility.
- **Padres Promotores de la Educación:** Established during our inaugural GEAR UP partnership project, Padres Promotores is now an established office within Santa Ana College working in tandem with the college outreach team to engage secondary parents in the process of early college preparation. This office disseminates program accomplishments beyond Santa Ana to promote replication in similar communities. This proposal will expand the number of parents engaged in this work and focus efforts in the target schools and the communities they serve.

In addition to this focus on institutionalization via policy reform, the substantial financial contribution by the institutions is strong confirmation of their commitment to see success realized. SAUSD has put in place the 2009 summer professional development plan necessary to support the needed mathematics intervention classes and the career and college planning in ELA classes 7<sup>th</sup> through 12<sup>th</sup> grade in the fall although there is no assurance of project funding. This is evidence of our commitment to embrace GEAR UP's aggressive academic and college-going plan beyond the grant's life.

Santa Ana College GEAR UP 2009:  
Budget Narrative

# GEAR UP Santa Ana - 2009

# 2009-10: Year 1

Budget Line Item/Basis for Cost		Matching	GEAR UP Funds	Total Cost
<b>I. SALARIES AND WAGES</b>				
<i>Program Administration and Management: GEAR UP Cabinet, Administrative Team, School Site Teams, Inter-segmental Research &amp; Evaluation Team</i>				
GEAR UP Project Director: Lilia Tanakeyowma	50%	77,008		77,008
GEAR UP Project Coordinator: Geneva Lopez	100%		49,884	49,884
Santa Ana College (SAC) VP of Student Services: Sara Lundquist	15%	24,618		24,618
SAC Director of Research, Nga Pham: Research & Evaluation Team	5%	5,874		5,874
SAUSD Asst. Superintendent: Alex Ayala	15%	24,617		24,617
Carr Intermediate, Principal: Patrick Yrarrazaval-Correa	10%	11,713		11,713
Carr Intermediate, Asst. Principal: Melissa Bohinc	10%	9,568		9,568
McFadden Intermediate, Principal: Lisa Hinshaw	10%	11,497		11,497
McFadden Intermediate, Asst. Principal: Ignacio Muñiz	10%	10,183		10,183
Saddleback High School, Principal: Robert Laxton	10%	13,338		13,338
Saddleback High School, Asst. Principal: Bruce Covert	10%	11,325		11,325
Valley High School, Principal: Fred Gomeztrejo	10%	13,170		13,170
Valley High School, Asst. Principal: Michael Parra	10%	7,790		7,790
SAUSD lead GEAR UP supervisor: Dawn Miller	10%	13,338		13,338
UCI Director of Center for Educational Partnerships: Stephanie Reyes-Tuccio	15%	16,442		16,442
UCI lead GEAR UP supervisor: Santana Ruiz	15%	13,702		13,702
UCI Research Specialist, Silvia Swigert: Chair, Research & Evaluation Team	10%	6,261		6,261
<b>Project Implementation</b>				
SAC Service Learning Director, Teresa Mercado-Cota: supervises recruitment, selection, training, and monitoring of tutors and mentors	10%	11,534		11,534
SAC Program Counselor, John Vu: college advisement, train mentors, TAs, tutors	50%	43,296		43,296
Padres Promotores Parent Coordinator, Lobelia Martinez: 19 hr/wk x \$22.81/hr. x 45 wks	100%		19,509	19,509
Math Specialist	100%		86,553	86,553
Language Arts Specialist	100%		86,553	86,553
On-site Data Analyst	100%		50,000	50,000
Carr Intermediate, Math Chair: Jeff Hrubby	25%	20,111		20,111
Carr Intermediate, Language Arts Chair: Toni Cerrillo	25%	21,368		21,368
Carr Intermediate, English Language Development Chair: Yolanda Valdivia	15%	14,356		14,356
McFadden Intermediate, Math Chair: Michelle Cano	25%	22,205		22,205
McFadden Intermediate, Language Arts Chair: Rene Gutierrez	25%	21,569		21,569
McFadden Intermediate, English Language Development Chair: Dottie Morris	25%	23,613		23,613

# GEAR UP Santa Ana - 2009

2009-10: Year 1

Budget Line Item/Basis for Cost		Matching	GEAR UP Funds	Total Cost
Teaching Assistants (college/university students): \$10/hr x 5,000 hrs.			50,000	50,000
<b>Professional Development</b>				
Substitutes: 300 @ \$100/day			20,000	20,000
UCI, Viviana Ramos: coordinate Saturday Academy of Math; train teachers on strategic use of materials	25%	10,826		10,826
UCI, Rudy Santacruz: professional development for middle school counselors on college admissions, financing, and requirements	20%	7,782		7,782
<b>Project Support</b>				
SAUSD, Mary Booth: administrative/budget support	25%	16,749		16,749
SAUSD Research, Michelle LePatner: GEAR UP specific research activities	15%	12,227		12,227
SAUSD Research, Anthony Tran: data collection	15%	11,183		11,183
SAUSD Research, Hung Tran: data collection	15%	18,295		18,295
SAUSD Research, Emily Wolk: data collection	15%	13,824		13,824
UCI, Jim McKenzie: contract/grant support	20%	11,904		11,904
UCI Research Analyst: 50%	50%		50,000	50,000
UCI Technical Support, Mike Jenkins	10%	6,721		6,721
UCI Research Specialist, Betty Isa	10%	7,261		7,261
UCI administrative support: Christine Aschan	5%	1,750		1,750
UCI clerk support: Mary Muna	15%	5,250		5,250
<b>2. EMPLOYEE BENEFITS</b>				
SAC: classified rate 19.58% or faculty rate 12.2% + \$11,685 (health ins avg) + \$1350 (fringe)		47,791	24,349	72,140
SAUSD: Calculates rate for diverse employees base with range between 10% to 20%		45,241	48,621	93,862
UCI: calculates rate for diverse employee base with range between 12% to 28%		20,217	11,500	31,717
<b>3. TRAVEL</b>				
Buses - 4 yearly trips @ \$1,000 (for 3 buses and hospitality)			4,000	4,000
Conferences & Meetings: 5 persons attending a four-day conference @ \$2,000/person twice a year.			20,000	20,000
<b>4. MATERIALS AND SUPPLIES</b>				
Student and Parent Materials: GEAR UP motivational materials; supplemental math and ELA books		10,000	25,192	35,192
Career Exploration program at Carr: BRIDGES software, teaching assts, materials, stipends (funded through state's Career Tech Education grant)		13,199		13,199
Homeroom for College: \$10/book x (1,000 students & 50 teachers)			10,500	10,500
Saturday Academy of Math (SAM): teaching assts, materials and books (4 sessions x \$3000)			12,000	12,000
English Language Arts educational software: license and maintance fees			25,000	25,000
Research materials			10,000	10,000

# GEAR UP Santa Ana - 2009

2009-10: Year 1

Budget Line Item/Basis for Cost	Matching	GEAR UP Funds	Total Cost
3 desktop computers (\$1,000/ea), 2 laptop computers (\$1,000/ea), and two printers (\$500/ea)		6,000	6,000
<b>5. CONSULTANTS AND CONTRACTS</b>			
Delhi Community Center: facility use for teacher professional development sessions and padres promotores trainings.	8,000	5,000	13,000
Latino Health Access: intensive and year-long training for Padres Promotores	10,000	10,000	20,000
<b>6. OTHER</b>			
Padres Promotores: stipend of \$1,920/yr per parent x 24 parents		46,080	46,080
Residential Programs for 120 students/7 days (Includes current rate for room/board, R.A., program materials)		50,000	50,000
Parent Residential Program for 80 parents/3 days (Includes current rate for room/board, materials and supplies)		20,000	20,000
Inter-segmental meetings and counselor trainings	3,800		3,800
City of Santa Ana: Youth Expo	25,000		25,000
California State University Fullerton Math, Engineering, Science Achievement (MESA) Program	39,484		39,484
Mexican American National Association (MANA) of Women: college awareness events	5,000		5,000
<b>A. TOTAL DIRECT COSTS</b>	800,000	740,741	1,540,741
<b>B. TOTAL INDIRECT COSTS</b>		59,259	59,259
<b>C. Equipment</b>	0	0	0
<b>D. Scholarships/Tuition Assistance</b>	0	0	0
<b>TOTAL COSTS</b>	800,000	800,000	1,600,000

# GEAR UP Santa Ana - 2009

# 2010-11: Year 2

Budget Line Item/Basis for Cost		Matching	GEAR UP Funds	Total Cost
<b>I. SALARIES AND WAGES</b>				
<i>Program Administration and Management: GEAR UP Cabinet, Administrative Team, School Site Teams, Inter-segmental Research &amp; Evaluation Team</i>				
GEAR UP Project Director: Lilia Tanakeyowma	50%	77,008		77,008
GEAR UP Project Coordinator: Geneva Lopez	100%		49,884	49,884
Santa Ana College (SAC) VP of Student Services: Sara Lundquist	15%	24,618		24,618
SAC Director of Research, Nga Pham: Research & Evaluation Team	5%	5,874		5,874
SAUSD Asst. Superintendent: Alex Ayala	15%	24,617		24,617
Carr Intermediate, Principal: Patrick Yrarrazaval-Correa	10%	11,713		11,713
Carr Intermediate, Asst. Principal: Melissa Bohinc	10%	9,568		9,568
McFadden Intermediate, Principal: Lisa Hinshaw	10%	11,497		11,497
McFadden Intermediate, Asst. Principal: Ignacio Muñiz	10%	10,183		10,183
Saddleback High School, Principal: Robert Laxton	10%	13,338		13,338
Saddleback High School, Asst. Principal: Bruce Covert	10%	11,325		11,325
Valley High School, Principal: Fred Gomeztrejo	10%	13,170		13,170
Valley High School, Asst. Principal: Michael Parra	10%	7,790		7,790
SAUSD lead GEAR UP supervisor: Dawn Miller	10%	13,338		13,338
UCI Director of Center for Educational Partnerships: Stephanie Reyes-Tuccio	15%	16,442		16,442
UCI lead GEAR UP supervisor: Santana Ruiz	15%	13,702		13,702
UCI Research Specialist, Silvia Swigert: Chair, Research & Evaluation Team	10%	6,261		6,261
<b>Project Implementation</b>				
SAC Service Learning Director, Teresa Mercado-Cota: supervises recruitment, selection, training, and monitoring of tutors and mentors	10%	11,534		11,534
SAC Program Counselor, John Vu: college advisement, train mentors, TAs, tutors	50%	43,296		43,296
Padres Promotores Parent Coordinator, Lobelia Martinez: 19 hr/wk x \$22.81/hr. x 45 wks	100%		19,509	19,509
Math Specialist	100%		86,553	86,553
Language Arts Specialist	100%		86,553	86,553
On-site Data Analyst	100%		50,000	50,000
Carr Intermediate, Math Chair: Jeff Hruby	25%	20,111		20,111
Carr Intermediate, Language Arts Chair: Toni Cerrillo	25%	21,368		21,368
Carr Intermediate, English Language Development Chair: Yolanda Valdivia	15%	14,356		14,356
McFadden Intermediate, Math Chair: Michelle Cano	25%	22,205		22,205
McFadden Intermediate, Language Arts Chair: Rene Gutierrez	25%	21,569		21,569
McFadden Intermediate, English Language Development Chair: Dottie Morris	25%	23,613		23,613

# GEAR UP Santa Ana - 2009

2010-11: Year 2

Budget Line Item/Basis for Cost		Matching	GEAR UP Funds	Total Cost
Teaching Assistants (college/university students): \$10/hr x 5,000 hrs.			50,000	50,000
<b>Professional Development</b>				
Substitutes: 300 @ \$100/day			20,000	20,000
UCI, Viviana Ramos: coordinate Saturday Academy of Math; train teachers on strategic use of materials	25%	10,826		10,826
UCI, Rudy Santacruz: professional development for middle school counselors on college admissions, financing, and requirements	20%	7,782		7,782
<b>Project Support</b>				
SAUSD, Mary Booth: administrative/budget support	25%	16,749		16,749
SAUSD Research, Michelle LePatner: GEAR UP specific research activities	15%	12,227		12,227
SAUSD Research, Anthony Tran: data collection	15%	11,183		11,183
SAUSD Research, Hung Tran: data collection	15%	18,295		18,295
SAUSD Research, Emily Wolk: data collection	15%	13,824		13,824
UCI, Jim McKenzie: contract/grant support	20%	11,904		11,904
UCI Research Analyst: 50%	50%		50,000	50,000
UCI Technical Support, Mike Jenkins	10%	6,721		6,721
UCI Research Specialist, Betty Isa	10%	7,261		7,261
UCI administrative support: Christine Aschan	5%	1,750		1,750
UCI clerk support: Mary Muna	15%	5,250		5,250
<b>2. EMPLOYEE BENEFITS (due to economic crisis, no cost-of-living increase assumed)</b>				
SAC: classified rate 19.58% or faculty rate 12.2% + \$11,685 (health ins avg) + \$1350 (fringe)		47,791	24,349	72,140
SAUSD: Calculates rate for diverse employees base with range between 10% to 20%		45,241	48,621	93,862
UCI: calculates rate for diverse employee base with range between 12% to 28%		20,217	11,500	31,717
<b>3. TRAVEL</b>				
Buses - 4 yearly trips @ \$1,000 (for 3 buses and hospitality)			4,000	4,000
Conferences & Meetings: 5 persons attending a four-day conference @ \$2,000/person twice a year.			20,000	20,000
<b>4. MATERIALS AND SUPPLIES</b>				
Student and Parent Materials: GEAR UP motivational materials; supplemental math and ELA books		10,000	20,692	30,692
Career Exploration program at Carr: BRIDGES software, teaching assts, materials, stipends (funded through state's Career Tech Education grant)		13,199		13,199
Homeroom for College: \$10/book x (1,000 students & 50 teachers) x 2 cohorts			21,000	21,000
Saturday Academy of Math (SAM): teaching assts, materials and books (4 sessions x \$3000)			12,000	12,000
ELA Educational Software: license and maintenance fees			25,000	25,000

# GEAR UP Santa Ana - 2009

## 2010-11: Year 2

Budget Line Item/Basis for Cost	Matching	GEAR UP Funds	Total Cost
Research materials		10,000	10,000
<b>5. CONSULTANTS AND CONTRACTS</b>			
Delhi Community Center: facility use for teacher professional development sessions and padres promotores trainings.	8,000	5,000	13,000
Latino Health Access: intensive and year-long training for Padres Promotores	10,000	10,000	20,000
<b>6. OTHER</b>			
Padres Promotores: stipend of \$1,920/yr per parent x 24 parents		46,080	46,080
Residential Programs for 120 students/7 days (Includes current rate for room/board, R.A., program materials)		50,000	50,000
Parent Residential Program for 80 parents/3 days (Includes current rate for room/board, materials and supplies)		20,000	20,000
Inter-segmental meetings and counselor trainings	3,800		3,800
City of Santa Ana: Youth Expo	25,000		25,000
California State University Fullerton Math, Engineering, Science Achievement (MESA) Program	39,484		39,484
Mexican American National Association (MANA) of Women: college awareness events	5,000		5,000
<b>A. TOTAL DIRECT COSTS</b>	800,000	740,741	1,540,741
<b>B. TOTAL INDIRECT COSTS</b>		59,259	59,259
<b>C. Equipment</b>	0	0	0
<b>D. Scholarships/Tuition Assistance</b>	0	0	0
<b>TOTAL COSTS</b>	800,000	800,000	1,600,000



# GEAR UP Santa Ana - 2009

# 2011-12: Year 3

Budget Line Item/Basis for Cost		Matching	GEAR UP Funds	Total Cost
<b>I. SALARIES AND WAGES</b>				
<i>Program Administration and Management: GEAR UP Cabinet, Administrative Team, School Site Teams, Inter-segmental Research &amp; Evaluation Team</i>				
GEAR UP Project Director: Lilia Tanakeyowma	50%	77,008		77,008
GEAR UP Project Coordinator: Geneva Lopez	100%		49,884	49,884
Santa Ana College (SAC) VP of Student Services: Sara Lundquist	15%	24,618		24,618
SAC Director of Research, Nga Pham: Research & Evaluation Team	5%	5,874		5,874
SAUSD Asst. Superintendent: Alex Ayala	15%	24,617		24,617
Carr Intermediate, Principal: Patrick Yrarrazaval-Correa	10%	11,713		11,713
Carr Intermediate, Asst. Principal: Melissa Bohinc	10%	9,568		9,568
McFadden Intermediate, Principal: Lisa Hinshaw	10%	11,497		11,497
McFadden Intermediate, Asst. Principal: Ignacio Muñiz	10%	10,183		10,183
Saddleback High School, Principal: Robert Laxton	10%	13,338		13,338
Saddleback High School, Asst Principal: Bruce Covert	10%	11,325		11,325
Valley High School, Principal: Fred Gomeztrejo	10%	13,170		13,170
Valley High School, Asst. Principal: Michael Parra	10%	7,790		7,790
SAUSD lead GEAR UP supervisor: Dawn Miller	10%	13,338		13,338
UCI Director of Center for Educational Partnerships: Stephanie Reyes-Tuccio	15%	16,442		16,442
UCI lead GEAR UP supervisor: Santana Ruiz	15%	13,702		13,702
UCI Research Specialist, Silvia Swigert: Chair, Research & Evaluation Team	10%	6,261		6,261
<b>Project Implementation</b>				
SAC Service Learning Director, Teresa Mercado-Cota: supervises recruitment, selection, training, and monitoring of tutors and mentors	10%	11,534		11,534
SAC Program Counselor, John Vu: college advisement, train mentors, TAs, tutors	50%	43,296		43,296
Padres Promotores Parent Coordinator, Lobelia Martinez: 19 hr/wk x \$22.81/hr. x 45 wks	100%		19,509	19,509
SAC Outreach Specialist: Maria Sanchez-Mendez	10%	5,599		5,599
SAC Outreach Specialist: Paula Garcia	5%	2,736		2,736
Math Specialist	100%		86,553	86,553
Language Arts Specialist	100%		86,553	86,553
On-site Data Analyst	100%		50,000	50,000
Carr Intermediate, Math Chair: Jeff Hruby	25%	20,111		20,111
Carr Intermediate, Language Arts Chair: Toni Cerrillo	25%	21,368		21,368
Carr Intermediate, English Language Development Chair: Yolanda Valdivia	10%	6,356		6,356
McFadden Intermediate, Math Chair: Michelle Cano	25%	22,205		22,205
McFadden Intermediate, Language Arts Chair: Rene Gutierrez	25%	21,569		21,569

# GEAR UP Santa Ana - 2009

# 2011-12: Year 3

Budget Line Item/Basis for Cost		Matching	GEAR UP Funds	Total Cost
McFadden Intermediate, English Language Development Chair: Dottie Morris	25%	23,613		23,613
Valley HS, Math Chair: Carolyn Ruff	25%	18,574		18,574
Valley HS, Language Arts Chair: Shari Lockman	25%	20,026		20,026
Valley HS, English Language Development Chair: Shelli Vallandigham	25%	23,787		23,787
Valley HS, Higher Education Center Coordinator: Sahzeah Babylon	100%	117,112		117,112
Saddleback HS, Math Chair	25%	18,574		18,574
Saddleback HS, Language Arts Chair: Carol Hagg	25%	25,755		25,755
Saddleback HS, Language Arts Chair: Barbara Fields	25%	25,645		25,645
Saddleback HS, English Language Development Chair: Dianne Lamb	25%	28,965		28,965
Saddleback HS, Higher Education Center Coordinator: Olga Henderson	100%	85,342		85,342
Teaching Assistants (college/university students): \$10/hr x 5,000 hrs.			50,000	50,000
<b>Professional Development</b>				
Substitutes: 300 @ \$100/day			20,000	20,000
UCI, Viviana Ramos: coordinate Saturday Academy of Math; train teachers on strategic use of materials	25%	10,826		10,826
UCI, Rudy Santacruz: professional development for middle school counselors on college admissions, financing, and requirements	20%	7,782		7,782
<b>Project Support</b>				
SAUSD, Mary Booth: administrative/budget support	25%	16,749		16,749
SAUSD Research, Michelle LePatner: GEAR UP specific research activities	15%	12,227		12,227
SAUSD Research, Anthony Tran: data collection	15%	11,183		11,183
SAUSD Research, Hung Tran: data collection	15%	18,295		18,295
SAUSD Research, Emily Wolk: data collection	15%	13,824		13,824
UCI, Jim McKenzie: contract/grant support	20%	11,904		11,904
UCI Research Analyst: 50%	50%		50,000	50,000
UCI Technical Support, Mike Jenkins	10%	6,721		6,721
UCI Research Specialist, Betty Isa	10%	7,261		7,261
UCI administrative support: Christine Aschan	5%	1,750		1,750
UCI clerk support: Mary Muna	15%	5,250		5,250
<b>2. EMPLOYEE BENEFITS (due to economic crisis, no cost-of-living increase assumed)</b>				
SAC: classified rate 19.58% or faculty rate 12.2% + \$11,685 (health ins avg) + \$1350 (fringe)		51,429	24,349	75,778
SAUSD: Calculates rate for diverse employees base with range between 10% to 20%		106,644	50,621	157,265
UCI: calculates rate for diverse employee base with range between 12% to 28%		20,217	11,500	31,717
<b>3. TRAVEL</b>				

# GEAR UP Santa Ana - 2009

## 2011-12: Year 3

Budget Line Item/Basis for Cost	Matching	GEAR UP Funds	Total Cost
Buses - 4 yearly trips @ \$1,000 (for 3 buses and hospitality)		4,000	4,000
Conferences & Meetings: 5 persons attending a four-day conference @ \$2,000/person twice a year.		20,000	20,000
<b>4. MATERIALS AND SUPPLIES</b>			
Student and Parent Materials: GEAR UP motivational materials; supplemental math and ELA books	10,000	15,828	25,828
Homeroom for College: \$10/book x (1,000 students & 50 teachers) x 2 cohorts		10,500	10,500
Saturday Academy of Math (SAM): teaching assts, materials and books (4 sessions x \$3000)		24,000	24,000
English Language Arts Educational Software: maintenance fee		2,100	2,100
CAHSEE Prep (high school)		10,000	10,000
CollegeEd (College Board curriculum) (high school)		9,264	9,264
Research materials		15,000	15,000
<b>5. CONSULTANTS AND CONTRACTS</b>			
Delhi Community Center: facility use for teacher professional development sessions and padres promotores trainings.	8,000	5,000	13,000
Latino Health Access: intensive and year-long training for Padres Promotores	10,000	10,000	20,000
<b>6. OTHER</b>			
Padres Promotores: stipend of \$1,920/yr per parent x 24 parents		46,080	46,080
Residential Programs for 120 students/7 days (Includes current rate for room/board, R.A., program materials)		50,000	50,000
Parent Residential Program for 80 parents/3 days (Includes current rate for room/board, materials and supplies)		20,000	20,000
Inter-segmental meetings and counselor trainings	3,800		3,800
City of Santa Ana: Youth Expo	25,000		25,000
California State University Fullerton Math, Engineering, Science Achievement (MESA) Program	39,484		39,484
Mexican American National Association (MANA) of Women: college awareness events	5,000		5,000
<b>A. TOTAL DIRECT COSTS</b>	1,215,957	740,741	1,956,698
<b>B. TOTAL INDIRECT COSTS</b>		59,259	59,259
<b>C. Equipment</b>	0	0	0
<b>D. Scholarships/Tuition Assistance</b>	0	0	0
<b>TOTAL COSTS</b>	1,215,957	800,000	2,015,957

# GEAR UP Santa Ana - 2009

## 2012-13: Year 4

Budget Line Item/Basis for Cost		Matching	GEAR UP Funds	Total Cost
<b>I. SALARIES AND WAGES</b>				
<i>Program Administration and Management: GEAR UP Cabinet, Administrative Team, School Site Teams, Inter-segmental Research &amp; Evaluation Team</i>				
GEAR UP Project Director: Lilia Tanakeyowma	50%	77,008		77,008
GEAR UP Project Coordinator: Geneva Lopez	100%		49,884	49,884
Santa Ana College (SAC) VP of Student Services: Sara Lundquist	15%	24,618		24,618
SAC Director of Research, Nga Pham: Research & Evaluation Team	5%	5,874		5,874
SAUSD Asst. Superintendent: Alex Ayala	15%	24,617		24,617
Saddleback High School, Prinicpal: Robert Laxton	10%	13,338		13,338
Saddleback High School, Asst Prinicpal: Bruce Covert	10%	11,325		11,325
Valley High School, Principal: Fred Gomeztrejo	10%	13,170		13,170
Valley High School, Asst. Principal: Michael Parra	10%	7,790		7,790
SAUSD lead GEAR UP supervisor: Dawn Miller	10%	13,338		13,338
UCI Director of Center for Edcuational Partnerships: Stephanie Reyes-Tuccio	15%	16,442		16,442
UCI lead GEAR UP supervisor: Santana Ruiz	15%	13,702		13,702
UCI Research Specialist, Silvia Swigert: Chair, Research & Evaluation Team	10%	6,261		6,261
<b>Project Implementation</b>				
SAC Service Learning Director, Teresa Mercado-Cota: supervises recruitment, selection, training, and monitoring of tutors and mentors	10%	11,534		11,534
SAC Program Counselor, John Vu: college advisement, train mentors, TAs, tutors	50%	43,296		43,296
Padres Promotores Parent Coordinator, Lobelia Martinez, 19 hr/wk x \$22.81/hr. x 45 wks	100%		19,509	19,509
SAC Outreach Specialist: Maria Sanchez-Mendez	10%	5,599		5,599
SAC Outreach Specialist: Paula Garcia	5%	2,736		2,736
Math Specialist	100%		86,553	86,553
Language Arts Specialist	100%		86,553	86,553
On-site Data Analyst	100%		50,000	50,000
Valley HS, Math Chair: Carolyn Ruff	25%	18,574		18,574
Valley HS, Language Arts Chair: Shari Lockman	25%	20,026		20,026
Valley HS, English Language Development Chair: Shelli Vallandigham	25%	23,787		23,787
Valley HS, Higher Education Center Coordinator: Sahzeah Babylon	100%	117,112		117,112
Saddleback HS, Math Chair	25%	18,574		18,574
Saddleback HS, Language Arts Chair: Carol Hagg	25%	25,755		25,755
Saddleback HS, Language Arts Chair: Barbara Fields	25%	25,645		25,645
Saddleback HS, English Language Development Chair: Dianne Lamb	25%	28,965		28,965
Saddleback HS, Higher Education Center Coordinator: Olga Henderson	100%	85,342		85,342

# GEAR UP Santa Ana - 2009

2012-13: Year 4

Budget Line Item/Basis for Cost		Matching	GEAR UP Funds	Total Cost
Teaching Assistants (college/university students): \$10/hr x 5,000 hrs.			50,000	50,000
<b>Professional Development</b>				
Substitutes: 300 @ \$100/day			20,000	20,000
UCI, Viviana Ramos: coordinate Saturday Academy of Math; train teachers on strategic use of materials	25%	10,826		10,826
UCI, Rudy Santacruz: professional development for middle school counselors on college admissions, financing, and requirements	20%	7,782		7,782
<b>Project Support</b>				
SAUSD, Mary Booth: administrative/budget support	25%	16,749		16,749
SAUSD Research, Michelle LePatner: GEAR UP specific research activities	15%	12,227		12,227
SAUSD Research, Anthony Tran: data collection	15%	11,183		11,183
SAUSD Research, Hung Tran: data collection	15%	18,295		18,295
SAUSD Research, Emily Wolk: data collection	15%	13,824		13,824
UCI, Jim McKenzie: contract/grant support	20%	11,904		11,904
UCI Research Analyst: 50%	50%		50,000	50,000
UCI Technical Support, Mike Jenkins	10%	6,721		6,721
UCI Research Specialist, Betty Isa	10%	7,261		7,261
UCI administrative support: Christine Aschan	5%	1,750		1,750
UCI clerk support: Mary Muna	15%	5,250		5,250
<b>2. EMPLOYEE BENEFITS (due to economic crisis, no cost-of-living increase assumed)</b>				
SAC: classified rate 19.58% or faculty rate 12.2% + \$11,685 (health ins avg) + \$1350 (fringe)		51,429	24,349	75,778
SAUSD: Calculates rate for diverse employees base with range between 10% to 20%		86,749	51,421	138,170
UCI: calculates rate for diverse employee base with range between 12% to 28%		20,217	11,500	31,717
<b>3. TRAVEL</b>				
Buses - 4 yearly trips @ \$1,000 (for 3 buses and hospitality)			4,000	4,000
Conferences & Meetings: 5 persons attending a four-day conference @ \$2,000/person twice a year.			20,000	20,000
<b>4. MATERIALS AND SUPPLIES</b>				
Student and Parent Materials: GEAR UP motivational materials; supplemental math and ELA books		10,000	19,214	29,214
CAHSEE Prep			10,000	10,000
SAT Prep			4,000	4,000
College prep: PLAN & PSAT testing materials			7,150	7,150
Saturday Academy of Math (SAM): teaching assts, materials and books (4 sessions x \$3000)			12,000	12,000
CollegeEd (College Board curriculum)			18,528	18,528
Research materials			15,000	15,000
<b>5. CONSULTANTS AND CONTRACTS</b>				

# GEAR UP Santa Ana - 2009

2012-13: Year 4

Budget Line Item/Basis for Cost	Matching	GEAR UP Funds	Total Cost
Delhi Community Center: facility use for teacher professional development sessions and padres promotores trainings.	8,000	5,000	13,000
Latino Health Access: intensive and year-long training for Padres Promotores	10,000	10,000	20,000
<b>6. OTHER</b>			
Padres Promotores: stipend of \$1,920/yr per parent x 24 parents		46,080	46,080
Residential Programs for 120 students/7 days (Includes current rate for room/board, R.A., program materials)		50,000	50,000
Parent Residential Program for 80 parents/3 days (Includes current rate for room/board, materials and supplies)		20,000	20,000
Inter-segmental meetings and counselor trainings	3,800		3,800
City of Santa Ana: Youth Expo	15,000		15,000
California State University Fullerton Math, Engineering, Science Achievement (MESA) Program	39,484		39,484
Mexican American National Association (MANA) of Women: college awareness events	5,000		5,000
<b>A. TOTAL DIRECT COSTS</b>	1,027,879	740,741	1,768,620
<b>B. TOTAL INDIRECT COSTS</b>		59,259	59,259
<b>C. Equipment</b>	0	0	0
<b>D. Scholarships/Tuition Assistance</b>	0	0	0
<b>TOTAL COSTS</b>	1,027,879	800,000	1,827,879

# GEAR UP Santa Ana - 2009

# 2013-2014: Year 5

Budget Line Item/Basis for Cost		Matching	GEAR UP Funds	Total Cost
<b>L SALARIES AND WAGES</b>				
<i>Program Administration and Management: GEAR UP Cabinet, Administrative Team, School Site Teams, Inter-segmental Research &amp; Evaluation Team</i>				
GEAR UP Project Director: Lilia Tanakeyowma	50%	77,008		77,008
GEAR UP Project Coordinator: Geneva Lopez	100%		49,884	49,884
Santa Ana College (SAC) VP of Student Services: Sara Lundquist	15%	24,618		24,618
SAC Director of Research, Nga Pham: Research & Evaluation Team	5%	5,874		5,874
SAUSD Asst. Superintendent: Alex Ayala	15%	24,617		24,617
Saddleback High School, Prinicpal: Robert Laxton	10%	13,338		13,338
Saddleback High School, Asst Prinicpal: Bruce Covert	10%	11,325		11,325
Valley High School, Principal: Fred Gomeztrejo	10%	13,170		13,170
Valley High School, Asst. Principal: Michael Parra	10%	7,790		7,790
SAUSD lead GEAR UP supervisor: Dawn Miller	10%	13,338		13,338
UCI Director of Center for Educational Partnerships: Stephanie Reyes-Tuccio	15%	16,442		16,442
UCI lead GEAR UP supervisor: Santana Ruiz	15%	13,702		13,702
UCI Research Specialist, Silvia Swigert: Chair, Research & Evaluation Team	10%	6,261		6,261
<b>Project Implementation</b>				
SAC Service Learning Director, Teresa Mercado-Cota: supervises recruitment, selection, training, and monitoring of tutors and mentors	10%	11,534		11,534
SAC Program Counselor, John Vu: college advisement; train mentors, TAs, tutors	50%	43,296		43,296
Padres Promotores Parent Coordinator, Lobelia Martinez: 19 hr/wk x \$22.81/hr. x 45 wks	100%		19,509	19,509
SAC Outreach Specialist: Maria Sanchez-Mendez	10%	5,599		5,599
SAC Outreach Specialist: Paula Garcia	5%	2,736		2,736
Math Specialist	100%		86,553	86,553
Language Arts Specialist	100%		86,553	86,553
On-site Data Analyst	100%		50,000	50,000
Valley HS, Math Chair: Carolyn Ruff	25%	18,574		18,574
Valley HS, Language Arts Chair: Shari Lockman	25%	20,026		20,026
Valley HS, English Language Development Chair: Shelli Vallandigham	25%	23,787		23,787
Valley HS, Higher Education Center Coordinator: Sahzeah Babylon	100%	117,112		117,112
Saddleback HS, Math Chair	25%	18,574		18,574
Saddleback HS, Language Arts Chair: Carol Hagg	25%	25,755		25,755
Saddleback HS, Language Arts Chair: Barbara Fields	25%	25,645		25,645
Saddleback HS, English Language Development Chair: Dianne Lamb	25%	28,965		28,965
Saddleback HS, Higher Education Center Coordinator: Olga Henderson	100%	85,342		85,342

# GEAR UP Santa Ana - 2009

# 2013-2014: Year 5

Budget Line Item/Basis for Cost		Matching	GEAR UP Funds	Total Cost
Teaching Assistants (college/university students): \$10/hr x 5,000 hrs.			50,000	50,000
<b>Professional Development</b>				
Substitutes: 300 @ \$100/day			20,000	20,000
UCI, Viviana Ramos: coordinate Saturday Academy of Math; train teachers on strategies on usage of materials	25%	10,826		10,826
UCI, Rudy Santacruz: professional development for middle school counselors on college admissions, financing, and reqs	20%	7,782		7,782
<b>Project Support</b>				
SAUSD, Mary Booth: administrative/budget support	25%	16,749		16,749
SAUSD Research, Michelle LePatner: GEAR UP specific research activities	15%	12,227		12,227
SAUSD Research, Anthony Tran: data collection	15%	11,183		11,183
SAUSD Research, Hung Tran: data collection	15%	18,295		18,295
SAUSD Research, Emily Wolk: data collection	15%	13,824		13,824
UCI, Jim McKenzie: contract/grant support	20%	11,904		11,904
UCI Research Analyst: 50%	50%		50,000	50,000
UCI Technical Support, Mike Jenkins	10%	6,721		6,721
UCI Research Specialist, Betty Isa	10%	7,261		7,261
UCI administrative support: Christine Aschan	5%	1,750		1,750
UCI clerk support: Mary Muna	15%	5,250		5,250
<b>2. EMPLOYEE BENEFITS (due to economic crisis, no cost-of-living increase assumed)</b>				
SAC: classified rate 19.58% or faculty rate 12.2% + \$11,685 (health ins avg) + \$1350 (fringe)		51,429	24,349	75,778
SAUSD: Calculates rate for diverse employees base with range between 10% to 20%		86,749	51,421	138,170
UCI: calculates rate for diverse employee base with range between 12% to 28%		20,217	11,500	31,717
<b>3. TRAVEL</b>				
Conferences & Meetings: 5 persons attending a four-day conference @ \$2,000/person twice a year.			20,000	20,000
<b>4. MATERIALS AND SUPPLIES</b>				
Student and Parent Materials: GEAR UP motivational materials; supplemental math and ELA books		10,000	16,478	26,478
CAHSEE Prep			10,000	10,000
SAT Prep			4,000	4,000
College prep: PLAN, PSAT, ACT, SAT testing materials			28,150	28,150
Saturday Academy of Math (SAM): teaching assts, materials and books (4 sessions x \$3000)			12,000	12,000
CollegeEd (College Board curriculum)			9,264	9,264
Research materials			10,000	10,000
<b>5. CONSULTANTS AND CONTRACTS</b>				



# GEAR UP Santa Ana - 2009

# 2013-2014: Year 5

Budget Line Item/Basis for Cost	Matching	GEAR UP Funds	Total Cost
Delhi Community Center: facility use for teacher professional development sessions and padres promotores trainings.	8,000	5,000	13,000
Latino Health Access: intensive and year-long training for Padres Promotores	10,000	10,000	20,000
<b>6. OTHER</b>			
Padres Promotores: stipend of \$1,920/yr per parent x 24 parents		46,080	46,080
Residential Programs for 120 students/7 days (Includes current rate for room/board, R.A., program materials)		50,000	50,000
Parent Residential Program for 80 parents/3 days (Includes current rate for room/board, materials and supplies)		20,000	20,000
Inter-segmental meetings and counselor trainings	3,800		3,800
City of Santa Ana: Youth Expo	15,000		15,000
California State University Fullerton Math, Engineering, Science Achievement (MESA) Program	39,484		39,484
Mexican American National Association (MANA) of Women: college awareness events	5,000		5,000
<b>A. TOTAL DIRECT COSTS</b>	1,027,879	740,741	1,768,620
<b>B. TOTAL INDIRECT COSTS</b>		59,259	59,259
<b>C. Equipment</b>	0	0	0
<b>D. Scholarships/Tuition Assistance</b>	0	0	0
<b>TOTAL COSTS</b>	1,027,879	800,000	1,827,879

# GEAR UP Santa Ana - 2009

# 2014-2015: Year 6

Budget Line Item/Basis for Cost		Matching	GEAR UP Funds	Total Cost
<b>I. SALARIES AND WAGES</b>				
<i>Program Administration and Management: GEAR UP Cabinet, Administrative Team, School Site Teams, Inter-segmental Research &amp; Evaluation Team</i>				
GEAR UP Project Director: Lilia Tanakeyowma	50%	77,008		77,008
GEAR UP Project Coordinator: Geneva Lopez	100%		49,884	49,884
Santa Ana College (SAC) VP of Student Services: Sara Lundquist	15%	24,618		24,618
SAC Director of Research, Nga Pham: Research & Evaluation Team	5%	5,874		5,874
SAUSD Asst. Superintendent: Alex Ayala	15%	24,617		24,617
Saddleback High School, Principal: Robert Laxton	10%	13,338		13,338
Saddleback High School, Asst Principal: Bruce Covert	10%	11,325		11,325
Valley High School, Principal: Fred Gomeztrejo	10%	13,170		13,170
Valley High School, Asst. Principal: Michael Parra	10%	7,790		7,790
SAUSD lead GEAR UP supervisor: Dawn Miller	10%	13,338		13,338
UCI Director of Center for Educational Partnerships: Stephanie Reyes-Tuccio	15%	16,442		16,442
UCI lead GEAR UP supervisor: Santana Ruiz	15%	13,702		13,702
UCI Research Specialist, Silvia Swigert: Chair, Research & Evaluation Team	10%	6,261		6,261
<b>Project Implementation</b>				
SAC Service Learning Director, Teresa Mercado-Cota: supervises recruitment, selection, training, and monitoring of tutors and mentors	10%	11,534		11,534
SAC Program Counselor, John Vu: college advisement; train mentors, TAs, tutors	50%	43,296		43,296
Padres Promotores Parent Coordinator, Lobelia Martinez, 19 hr/wk x \$22.81/hr. x 45 wks	100%		19,509	19,509
SAC Outreach Specialist: Maria Sanchez-Mendez	10%	5,599		5,599
SAC Outreach Specialist: Paula Garcia	5%	2,736		2,736
Math Specialist	100%		86,553	86,553
Language Arts Specialist	100%		86,553	86,553
On-site Data Analyst	100%		50,000	50,000
Valley HS, Math Chair: Carolyn Ruff	25%	18,574		18,574
Valley HS, Language Arts Chair: Shari Lockman	25%	20,026		20,026
Valley HS, English Language Development Chair: Shelli Vallandigham	25%	23,787		23,787
Valley HS, Higher Education Center Coordinator: Sahzeah Babylon	100%	117,112		117,112
Saddleback HS, Math Chair	25%	18,574		18,574
Saddleback HS, Language Arts Chair: Carol Hagg	25%	25,755		25,755
Saddleback HS, Language Arts Chair: Barbara Fields	25%	25,645		25,645
Saddleback HS, English Language Development Chair: Dianne Lamb	25%	28,965		28,965

# GEAR UP Santa Ana - 2009

# 2014-2015: Year 6

Budget Line Item/Basis for Cost		Matching	GEAR UP Funds	Total Cost
Saddleback HS, Higher Education Center Coordinator: Olga Henderson	100%	85,342		85,342
Teaching Assistants (college/university students): \$10/hr x 5,000 hrs.			50,000	50,000
<b>Professional Development</b>				
Substitutes: 300 @ \$100/day			20,000	20,000
UCI, Viviana Ramos: coordinate Saturday Academy of Math; train teachers on strategies on usage of materials	25%	10,826		10,826
UCI, Rudy Santacruz: professional development for middle school counselors on college admissions, financing, and reqs	20%	7,782		7,782
<b>Project Support</b>				
SAUSD, Mary Booth: administrative/budget support	25%	16,749		16,749
SAUSD Research, Michelle LePatner: GEAR UP specific research activities	15%	12,227		12,227
SAUSD Research, Anthony Tran: data collection	15%	11,183		11,183
SAUSD Research, Hung Tran: data collection	15%	18,295		18,295
SAUSD Research, Emily Wolk: data collection	15%	13,824		13,824
UCI, Jim McKenzie: contract/grant support	20%	11,904		11,904
UCI Research Analyst: 50%	50%		50,000	50,000
UCI Technical Support, Mike Jenkins	10%	6,721		6,721
UCI Research Specialist, Betty Isa	10%	7,261		7,261
UCI administrative support: Christine Aschan	5%	1,750		1,750
UCI clerk support: Mary Muna	15%	5,250		5,250
<b>2. EMPLOYEE BENEFITS (due to economic crisis, no cost-of-living increase assumed)</b>				
SAC: classified rate 19.58% or faculty rate 12.2% + \$11,685 (health ins avg) + \$1350 (fringe)		51,429	24,349	75,778
SAUSD: Calculates rate for diverse employees base with range between 10% to 20%		86,749	51,421	138,170
UCI: calculates rate for diverse employee base with range between 12% to 28%		20,217	11,500	31,717
<b>3. TRAVEL</b>				
Conferences & Meetings: 5 persons attending a four-day conference @ \$2,000/person twice a year.			20,000	20,000
<b>4. MATERIALS AND SUPPLIES</b>				
Student and Parent Materials: GEAR UP motivational materials; supplemental math and ELA books		10,000	10,164	20,164
CAHSEE Prep			5,000	5,000
SAT Prep			4,000	4,000
College prep: PLAN, PSAT, ACT, SAT testing materials			30,200	30,200
Saturday Academy of Math (SAM): teaching assts, materials and books (4 sessions x \$3000)			12,000	12,000
CollegeEd (College Board curriculum)			18,528	18,528
Research materials			10,000	10,000

# GEAR UP Santa Ana - 2009

# 2014-2015: Year 6

Budget Line Item/Basis for Cost	Matching	GEAR UP Funds	Total Cost
<b>5. CONSULTANTS AND CONTRACTS</b>			
Delhi Community Center: facility use for teacher professional development sessions and padres promotores trainings.	8,000	5,000	13,000
Latino Health Access: intensive and year-long training for Padres Promotores	10,000	10,000	20,000
<b>6. OTHER</b>			
Padres Promotores: stipend of \$1,920/yr per parent x 24 parents		46,080	46,080
Residential Programs for 120 students/7 days (Includes current rate for room/board, R.A., program materials)		50,000	50,000
Parent Residential Program for 80 parents/3 days (Includes current rate for room/board, materials and supplies)		20,000	20,000
Santa Ana College Foundation: scholarships	15,000		15,000
Hispanic Education Endowment Fund: scholarships	17,500		17,500
Inter-segmental meetings and counselor trainings	3,800		3,800
City of Santa Ana: Youth Expo	15,000		15,000
California State University Fullerton Math, Engineering, Science Achievement (MESA) Program	39,484		39,484
Mexican American National Association (MANA) of Women: college awareness events	5,000		5,000
<b>A. TOTAL DIRECT COSTS</b>	1,060,379	740,741	1,801,120
<b>B. TOTAL INDIRECT COSTS</b>		59,259	59,259
<b>C. Equipment</b>	0	0	0
<b>D. Scholarships/Tuition Assistance</b>	0	0	0
<b>TOTAL COSTS</b>	1,060,379	800,000	1,860,379

# GEAR UP Santa Ana - 2009

## 2015-2016: Year 7

Budget Line Item/Basis for Cost		Matching	GEAR UP Funds	Total Cost
<b>I. SALARIES AND WAGES</b>				
<i>Program Administration and Management: GEAR UP Cabinet, Administrative Team, School Site Teams, Inter-segmental Research &amp; Evaluation Team</i>				
GEAR UP Project Director: Lilia Tanakeyowma	50%	77,008		77,008
GEAR UP Project Coordinator: Geneva Lopez	100%		49,884	49,884
Santa Ana College (SAC) VP of Student Services: Sara Lundquist	15%	24,618		24,618
SAC Director of Research, Nga Pham: Research & Evaluation Team	5%	5,874		5,874
Project Director: Lilia Tanakeyowma	50%	77,008		77,008
Project Coordinator: Geneva Lopez	100%		49,884	49,884
SAUSD Asst. Superintendent: Alex Ayala	15%	24,617		24,617
Saddleback High School, Principal: Robert Laxton	10%	13,338		13,338
Saddleback High School, Asst Principal: Bruce Covert	10%	11,325		11,325
Valley High School, Principal: Fred Gomeztrejo	10%	13,170		13,170
Valley High School, Asst. Principal: Michael Parra	10%	7,790		7,790
SAUSD lead GEAR UP supervisor: Dawn Miller	10%	13,338		13,338
UCI Director of Center for Educational Partnerships: Stephanie Reyes-Tuccio	15%	16,442		16,442
UCI lead GEAR UP supervisor: Santana Ruiz	15%	13,702		13,702
UCI Research Specialist, Silvia Swigert: Chair, Research & Evaluation Team	10%	6,261		6,261
<b>Project Implementation</b>				
SAC Service Learning Director, Teresa Mercado-Cota: supervises recruitment, selection, training, and monitoring of tutors and mentors	10%	11,534		11,534
SAC Program Counselor, John Vu: college advisement; train mentors, TAs, tutors	50%	43,296		43,296
Padres Promotores Parent Coordinator, Lobelia Martinez: 19 hr/wk x \$22.81/hr. x 45 wks	100%		19,509	19,509
SAC Outreach Specialist: Maria Sanchez-Mendez	10%	5,599		5,599
SAC Outreach Specialist: Paula Garcia	5%	2,736		2,736
Math Specialist	100%		86,553	86,553
Language Arts Specialist	100%		86,553	86,553
On-site Data Analyst	100%		50,000	50,000
Valley HS, Math Chair: Carolyn Ruff	25%	18,574		18,574
Valley HS, Language Arts Chair: Shari Lockman	25%	20,026		20,026
Valley HS, English Language Development Chair: Shelli Vallandigham	25%	23,787		23,787
Valley HS, Higher Education Center Coordinator: Sahzeah Babylon	100%	117,112		117,112
Saddleback HS, Math Chair	25%	18,574		18,574
Saddleback HS, Language Arts Chair: Carol Hagg	25%	25,755		25,755
Saddleback HS, Language Arts Chair: Barbara Fields	25%	25,645		25,645

# GEAR UP Santa Ana - 2009

2015-2016: Year 7

Budget Line Item/Basis for Cost		Matching	GEAR UP Funds	Total Cost
Saddleback HS, English Language Development Chair: Dianne Lamb	25%	28,965		28,965
Saddleback HS, Higher Education Center Coordinator: Olga Henderson	100%	85,342		85,342
Teaching Assistants (college/university students): \$10/hr x 5,000 hrs.			50,000	50,000
<b>Professional Development</b>				
Substitutes: 300 @ \$100/day			20,000	20,000
UCI, Viviana Ramos: coordinate Saturday Academy of Math; train teachers on strategies on usage of materials	25%	10,826		10,826
UCI, Rudy Santacruz: professional development for middle school counselors on college admissions, financing, and reqs	20%	7,782		7,782
<b>Project Support</b>				
SAUSD, Mary Booth: administrative/budget support	25%	16,749		16,749
SAUSD Research, Michelle LePatner:GEAR UP specific research activities	15%	12,227		12,227
SAUSD Research, Anthony Tran: data collection	15%	11,183		11,183
SAUSD Research, Hung Tran: data collection	15%	18,295		18,295
SAUSD Research, Emily Wolk: data collection	15%	13,824		13,824
UCI, Jim McKenzie: contract/grant support	20%	11,904		11,904
UCI Research Analyst: 50%	50%		50,000	50,000
UCI Technical Support, Mike Jenkins	10%	6,721		6,721
UCI Research Specialist, Betty Isa	10%	7,261		7,261
UCI administrative support: Christine Aschan	5%	1,750		1,750
UCI clerk support: Mary Muna	15%	5,250		5,250
<b>2. EMPLOYEE BENEFITS (due to economic crisis, no cost-of-living increase assumed)</b>				
SAC: classified rate 19.58% or faculty rate 12.2% + \$11,685 (health ins avg) + \$1350 (fringe)		51,429	24,349	75,778
SAUSD: Calculates rate for diverse employees base with range between 10% to 20%		86,749	51,420	138,169
UCI: calculates rate for diverse employee base with range between 12% to 28%		20,217	11,500	31,717
<b>3. TRAVEL</b>				
Conferences & Meetings: 5 persons attending a four-day conference@ \$2,000/person twice a year.			25,000	25,000
<b>4. MATERIALS AND SUPPLIES</b>				
Student and Parent Materials: GEAR UP motivational materials; supplemental math and ELA books		10,000	21,429	31,429
CAHSEE Prep			10,000	10,000
SAT Prep			4,000	4,000
College prep: PLAN, PSAT, ACT, SAT testing materials			9,200	9,200
Saturday Academy of Math (SAM): teaching assts, materials and books (4 sessions x \$3000)			6,000	6,000

# GEAR UP Santa Ana - 2009

# 2015-2016: Year 7

Budget Line Item/Basis for Cost	Matching	GEAR UP Funds	Total Cost
CollegeEd (College Board curriculum)		9,264	9,264
Research materials		15,000	15,000
<b>5. CONSULTANTS AND CONTRACTS</b>			
Delhi Community Center: facility use for teacher professional development sessions and padres promotores trainings.	8,000	5,000	13,000
Latino Health Access: intensive and year-long training for Padres Promotores	10,000	10,000	20,000
<b>6. OTHER</b>			
Padres Promotores: stipend of \$1,920/yr per parent x 24 parents		46,080	46,080
College and University summer bridge programs at SAC, UCI, and CSUF (materials and residential expenses)		60,000	60,000
Parent Residential Program for 80 parents/3 days (Includes current rate for room/board, materials and supplies)		20,000	20,000
Santa Ana College Foundation: scholarships	15,000		15,000
Hispanic Education Endowment Fund: scholarships	17,500		17,500
Inter-segmental meetings and counselor trainings	3,800		3,800
City of Santa Ana: Youth Expo	15,000		15,000
California State University Fullerton Math, Engineering, Science Achievement (MESA) Program	39,484		39,484
Mexican American National Association (MANA) of Women: college awareness events	5,000		5,000
<b>A. TOTAL DIRECT COSTS</b>	1,060,379	740,741	1,801,120
<b>B. TOTAL INDIRECT COSTS</b>		59,259	59,259
<b>C. Equipment</b>	0	0	0
<b>D. Scholarships/Tuition Assistance</b>	0	0	0
<b>TOTAL COSTS</b>	1,060,379	800,000	1,860,379

Santa Ana College GEAR UP 2009:  
Forms and Assurances



## APPLICANT ORGANIZATION IDENTIFICATION FORM AND COST SHARE WORKSHEET

Please provide the following information for the Applicant Organization and its share of matching commitments (cash or in-kind) for each year of the proposed project.

**1. Type of Grant:**

Are you applying for a partnership grant?  Yes  No  
 Are you applying for a State grant?  Yes  No

**2. Type of Institution/Organization:**

Are you an Local Education Agency (LEA)?  Yes  No  
 Are you an Institution of Higher Education (IHE)?  Yes  No

If you are applying for a State grant, please tell us the type of organization.

Type of IHE:  
 Four-Year  Two-Year  
 Public  Private  
 College  University  
 HBCU  HSI  TCCU  NHSI  ANSI

(i.e., business, community-based organization, professional association, philanthropic organization, or state agency)

**3. Matching Funds Provided by Applicant Organization**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	TOTAL
1. Salaries and Wages	162,330	162,330	170,665	170,665	170,665	170,665	170,665	1,177,985
2. Employee Benefits	47,791	47,791	51,429	51,429	51,429	51,429	51,429	352,727
3. Travel								
4. Materials and Supplies	23,199	23,199	10,000	10,000	10,000	10,000	10,000	96,398
5. Consultants and Contracts								
6. Other								
<b>A. Total Direct Costs</b> (Sum of lines 1-6)	233,320	233,320	232,094	232,094	232,094	232,094	232,094	1,627,110
<b>B. Total Indirect Costs:</b> (cannot be greater than 8% of Total Direct Costs)								
<b>C. Equipment</b>								
<b>D. Scholarships/ Tuition Assistance</b>								
<b>E. TOTAL COMMITMENT</b> (Lines A + B+ C+D)	233,320	233,320	232,094	232,094	232,094	232,094	232,094	1,627,110

**4. Match Reduction:**

Are you applying for the reduced match?  Yes  No

You will have to supply eligibility documentation and submit a budget reflecting a reduction in match. Reduced match is only applicable to Partnership applicants.

## PARTNER IDENTIFICATION FORM AND COST SHARE WORKSHEET

Please complete one form for each partner (other than the Applicant Organization).

1. Institution/Organization: CA State University – Fullerton: MESA Program \_\_\_\_\_

Point of Contact: Vonna Hammerschmitt \_\_\_\_\_

Title: Program Director \_\_\_\_\_ Department: Math, Engineering, Science Achievement Program

Address: 800 N. State College Blvd., CS #311 \_\_\_\_\_

City Fullerton \_\_\_\_\_ State CA \_\_\_\_\_ Zip 92834 \_\_\_\_\_

Telephone 714-278-3114 \_\_\_\_\_ e-mail vonna@ecs.fullerton.edu \_\_\_\_\_ Fax 714-278-5661 \_\_\_\_\_

**2. Type of Organization:**

Are you an Local Education Agency (LEA)?

Yes  No

Are you an Institution of Higher Education (IHE)?

Yes  No

Type of IHE:

Four-Year  Two-Year

Public  Private

College  University

HBCU  HSI  TCCU  NSI  ANSI

Other types:

Business

Community-based organization

Professional association

Philanthropic Organization

State Agency

Other \_\_\_\_\_

**3. Non-Federal Fund contribution provided by Partner**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	TOTAL
1. Salaries and Wages	18409	18409	18409	18409	18409	18409	18409	128863
2. Employee Benefits	6075	6075	6075	6075	6075	6075	6075	42525
3. Travel								
4. Materials and Supplies	15000	15000	15000	15000	15000	15000	15000	15000
5. Consultants and Contracts								
6. Other								
<b>A. Total Direct Costs</b> <i>(Sum of lines 1-6)</i>	39,484	39,484	39,484	39,484	39,484	39,484	39,484	276,388
<b>B. Total Indirect Costs:</b> <i>(Cannot be greater than 8% of Total Direct Costs)</i>								
<b>C. Equipment</b>								
<b>D. Scholarships/Tuition Assistance</b>								
<b>E. TOTAL</b> <i>(Lines A + B+ C+D)</i>	39,484	39,484	39,484	39,484	39,484	39,484	39,484	276,388

Provide MESA tutors, teacher training, host special events.

SIGNATURE OF AUTHORIZING OFFICIAL: Vonna Hammerschmitt

NAME OF AUTHORIZING OFFICIAL: VONNA HAMMER SCHMITT

TITLE OF AUTHORIZING OFFICIAL: MESA PROGRAM DIRECTOR

## PARTNER IDENTIFICATION FORM AND COST SHARE WORKSHEET

Please complete one form for each partner (other than the Applicant Organization).

1. Institution/Organization: Delhi Center  
 Point of Contact: Margarita Chavez  
 Title: Interim Executive Director Department: \_\_\_\_\_  
 Address: 505 E. Central Ave.  
 City: Santa Ana State: CA Zip: 92707  
 Telephone: 714-481-9600 e-mail: margarita@delhicenter.com Fax: 714-481-9698

**2. Type of Organization:**

Are you a Local Education Agency (LEA)?

Yes  No

Are you an Institution of Higher Education (IHE)?

Yes  No

Type of IHE:

Four-Year  Two-Year

Public  Private

College  University

HBCU  HSI  TCCU  NHSI  ANSI

Other types:

Business

Community-based organization

Professional association

Philanthropic Organization

State Agency

Other \_\_\_\_\_

**3. Non-Federal Fund contribution provided by Partner**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	TOTAL
1. Salaries and Wages	5,440	5,440	5,440	5,440	5,440	5,440	5,440	38,080
2. Employee Benefits	2,320	2,320	2,320	2,320	2,320	2,320	2,320	16,240
3. Travel								
4. Materials and Supplies	240	240	240	240	240	240	240	1,680
5. Consultants and Contracts								
6. Other								
<b>A. Total Direct Costs</b> (Sum of lines 1-6)	8,000	8,000	8,000	8,000	8,000	8,000	8,000	56,000
<b>B. Total Indirect Costs:</b> (Cannot be greater than 8% of Total Direct Costs)								
<b>C. Equipment</b>								
<b>D. Scholarships/Tuition Assistance</b>								
<b>E. TOTAL</b> (Lines A + B+ C+D)	8,000	8,000	8,000	8,000	8,000	8,000	8,000	56,000

Venue for Padres Promotores training and pláticas (dialogues) with community residents. Dissemination of information.

SIGNATURE OF AUTHORIZING OFFICIAL: \_\_\_\_\_

NAME OF AUTHORIZING OFFICIAL: Margarita Chavez

TITLE OF AUTHORIZING OFFICIAL: Interim Executive Director

## PARTNER IDENTIFICATION FORM AND COST SHARE WORKSHEET

Please complete one form for each partner (other than the Applicant Organization).

1. Institution/Organization: Hispanic Education Endowment Fund \_\_\_\_\_  
 Point of Contact: Dr. Juan Francisco Lara \_\_\_\_\_  
 Title: Chair \_\_\_ Department: The Hispanic Education Endowment Fund / OC Community Foundation (OCCF)  
 Address: 30 Corporate Park, #410 \_\_\_\_\_  
 City: Irvine \_\_\_\_\_ State: CA \_\_\_\_\_ Zip: 92606 \_\_\_\_\_  
 Telephone: 949-553-4202 \_\_\_\_\_ e-mail: lara@Heef.org \_\_\_\_\_ Fax : 949-553-4211 \_\_\_\_\_

**2. Type of Organization:**

Are you an Local Education Agency (LEA)?

\_\_\_ Yes  No

Are you an Institution of Higher Education (IHE)?

\_\_\_ Yes  No

Type of IHE:

\_\_\_ Four-Year \_\_\_ Two-Year

\_\_\_ Public \_\_\_ Private

\_\_\_ College \_\_\_ University

\_\_\_ HBCU \_\_\_ HSI \_\_\_ TCCU \_\_\_ NHSI \_\_\_ ANSI

Other types:

\_\_\_ Business

\_\_\_ Community-based organization

\_\_\_ Professional association

Philanthropic Organization

\_\_\_ State Agency

Other \_\_\_\_\_

**3. Non-Federal Fund contribution provided by Partner**

YEAR 1    YEAR 2    YEAR 3    YEAR 4    YEAR 5    YEAR 6    YEAR 7    TOTAL

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	TOTAL
1. Salaries and Wages								
2. Employee Benefits								
3. Travel								
4. Materials and Supplies								
5. Consultants and Contracts								
6. Other								
<b>A. Total Direct Costs</b> <i>(Sum of lines 1-6)</i>								
<b>B. Total Indirect Costs:</b> <i>(Cannot be greater than 8% of Total Direct Costs)</i>								
<b>C. Equipment</b>								
<b>D. Scholarships/Tuition Assistance</b>						17,500	17,500	35,000
<b>E. TOTAL</b> <i>(Lines A + B+ C+D)</i>						17,500	17,500	35,000

Scholarships will be provided to qualifying GEAR UP students upon graduation.

SIGNATURE OF AUTHORIZING OFFICIAL:           Juan Francisco Lara          

NAME OF AUTHORIZING OFFICIAL: Dr. Juan Francisco Lara \_\_\_\_\_

TITLE OF AUTHORIZING OFFICIAL: HEEF Chair \_\_\_\_\_

## PARTNER IDENTIFICATION FORM AND COST SHARE WORKSHEET

Please complete one form for each partner (other than the Applicant Organization).

1. Institution/Organization Latino Health Access

Point of Contact: America Bracho, MPH, CDE

Title President/CEO Department \_\_\_\_\_

Address 1701 N. Main St., Suite 200

City Santa Ana State CA Zip 92706

Telephone 714-542-7792 e-mail america@latinohealthaccess.org Fax 714-542-4853

**2. Type of Organization:**

Are you an Local Education Agency (LEA)?

Yes  No

Are you an Institution of Higher Education (IHE)?

Yes  No

Type of IHE:

Four-Year  Two-Year

Public  Private

College  University

HBCU  HSI  TCCU  NHSI  ANSI

Other types:

Business

Community-based organization

Professional association

Philanthropic Organization

State Agency

Other \_\_\_\_\_

**3. Non-Federal Fund contribution provided by Partner**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	TOTAL
1. Salaries and Wages	6,375	6,375	6,375	6,375	6,375	6,375	6,375	44,625
2. Employee Benefits	2,125	2,125	2,125	2,125	2,125	2,125	2,125	14,875
3. Travel								
4. Materials and Supplies	1,500	1,500	1,500	1,500	1,500	1,500	1,500	10,500
5. Consultants and Contracts								
6. Other								
<b>A. Total Direct Costs</b> <i>(Sum of lines 1-6)</i>	10,000	10,000	10,000	10,000	10,000	10,000	10,000	70,000
<b>B. Total Indirect Costs:</b> <i>(Cannot be greater than 8% of Total Direct Costs)</i>								
<b>C. Equipment</b>								
<b>D. Scholarships/Tuition Assistance</b>								
<b>E. TOTAL</b> <i>(Lines A + B+ C+D)</i>	10,000	10,000	10,000	10,000	10,000	10,000	10,000	70,000

Lead in Promotores training, support network development, dissemination of program information to apartment buildings.

SIGNATURE OF AUTHORIZING OFFICIAL: \_\_\_\_\_

NAME OF AUTHORIZING OFFICIAL: America Bracho

TITLE OF AUTHORIZING OFFICIAL: CEO

## PARTNER IDENTIFICATION FORM AND COST SHARE WORKSHEET

Please complete one form for each partner (other than the Applicant Organization).

1. Institution/Organization: MANA de Orange County \_\_\_\_\_

Point of Contact: Patricia Sullivan \_\_\_\_\_

Title President \_\_\_\_\_ Department \_\_\_\_\_

Address: 2316 E. White Lantern Lane \_\_\_\_\_

City Orange \_\_\_\_\_ State CA \_\_\_\_\_ Zip 92867 \_\_\_\_\_

Telephone 714-336-7787 \_\_\_\_\_ e-mail \_\_\_\_\_ Fax \_\_\_\_\_

**2. Type of Organization:**

Are you an Local Education Agency (LEA)?

Yes  No

Are you an Institution of Higher Education (IHE)?

Yes  No

Type of IHE:

Four-Year  Two-Year

Public  Private

College  University

HBCU  HSI  TCCU  NHSI  ANSI

Other types:

Business

Community-based organization

Professional association

Philanthropic Organization

State Agency

Not for profit 501 (c) 3

Other \_\_\_\_\_

**3. Non-Federal Fund contribution provided by Partner**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	TOTAL
1. Salaries and Wages								
2. Employee Benefits								
3. Travel								
4. Materials and Supplies	1,500	1,500	1,500	1,500	1,500	1,500	1,500	10,500
5. Consultants and Contracts								
6. Other	3,500	3,500	3,500	3,500	3,500	3,500	3,500	24,500
<b>A. Total Direct Costs</b> <i>(Sum of lines 1-6)</i>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>35,000</b>
<b>B. Total Indirect Costs:</b> <i>(Cannot be greater than 8% of Total Direct Costs)</i>								
<b>C. Equipment</b>								
<b>D. Scholarships/Tuition Assistance</b>								
<b>E. TOTAL</b> <i>(Lines A + B+ C+D)</i>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>35,000</b>

Lead in special events for GEAR UP students at college sites and mentoring opportunities engaging business leaders.

SIGNATURE OF AUTHORIZING OFFICIAL: \_\_\_\_\_

NAME OF AUTHORIZING OFFICIAL: Patricia Sullivan \_\_\_\_\_

TITLE OF AUTHORIZING OFFICIAL: President, Board of Directors \_\_\_\_\_

## PARTNER IDENTIFICATION FORM AND COST SHARE WORKSHEET

Please complete one form for each partner (other than the Applicant Organization).

1. Institution/Organization: Santa Ana College Foundation

**Point of Contact:** Christina Romero

Title: Executive Director

Department: Santa Ana College Foundation

Address: 1530 W. 17<sup>th</sup> St.

City: Santa Ana

State: CA

Zip: 92706

Telephone: 714-564-6091 e-mail: [romero\\_christina@sac.edu](mailto:romero_christina@sac.edu) Fax: 714-564-6092

**2. Type of Organization:**

Are you an Local Education Agency (LEA)?

Yes  No

Are you an Institution of Higher Education (IHE)?

Yes  No

Type of IHE:

Four-Year  Two-Year

Public  Private

College  University

HBCU  HSI  TCCU  NHSI  ANSI

Other types:

Business

Community-based organization

Professional association

Philanthropic Organization

State Agency

Other \_\_\_\_\_

**3. Non-Federal Fund contribution provided by Partner**

YEAR 1    YEAR 2    YEAR 3    YEAR 4    YEAR 5    YEAR 6    YEAR 7    TOTAL

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	TOTAL
1. Salaries and Wages								
2. Employee Benefits								
3. Travel								
4. Materials and Supplies								
5. Consultants and Contracts								
6. Other								
<b>A. Total Direct Costs</b> (Sum of lines 1-6)								
<b>B. Total Indirect Costs:</b> (Cannot be greater than 8% of Total Direct Costs)								
<b>C. Equipment</b>								
<b>D. Scholarships/Tuition Assistance</b>						15,000	15,000	30,000
<b>E. TOTAL</b> (Lines A + B+ C+D)						15,000	15,000	30,000

The Santa Ana College Foundation will provide college scholarships to qualifying GEAR UP students.

SIGNATURE OF AUTHORIZING OFFICIAL:   
 NAME OF AUTHORIZING OFFICIAL: Christina Romero  
 TITLE OF AUTHORIZING OFFICIAL: Executive Director

## PARTNER IDENTIFICATION FORM AND COST SHARE WORKSHEET

Please complete one form for each partner (other than the Applicant Organization).

1. Institution/Organization: Santa Ana Unified School District

Point of Contact: Alex Ayala

Title: Assistant Superintendent      Department: Secondary Division

Address: 1601 E. Chestnut Ave.

City: Santa Ana      State: CA      Zip: 92701

Telephone: 714-558-5805      e-mail: [aayala@sausd.k12.ca.us](mailto:aayala@sausd.k12.ca.us)      Fax: 714-480-5321

**2. Type of Organization:**

Are you an Local Education Agency (LEA)?

Yes     No

Are you an Institution of Higher Education (IHE)?

Yes     No

Type of IHE:

Four-Year     Two-Year

Public     Private

College     University

HBCU     HSI     TCCU     NHSI     ANSI

Other types:

Business

Community-based organization

Professional association

Philanthropic Organization

State Agency

Other \_\_\_\_\_

3. Non-Federal Fund contribution provided by Partner	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	TOTAL
--	--------	--------	--------	--------	--------	--------	--------	-------

1. Salaries and Wages	322,039	322,039	677,817	519,635	519,635	519,635	519,635	3,400,435
2. Employee Benefits	45,241	45,241	106,644	86,749	86,749	86,749	86,749	544,122
3. Travel								
4. Materials and Supplies								
5. Consultants and Contracts								
6. Other								
<b>A. Total Direct Costs</b> <i>(Sum of lines 1-6)</i>	367,280	367,280	784,461	606,384	606,384	606,384	606,384	3,338,173
<b>B. Total Indirect Costs:</b> <i>(Cannot be greater than 8% of Total Direct Costs)</i>								
<b>C. Equipment</b>								
<b>D. Scholarships/Tuition Assistance</b>								
<b>E. TOTAL</b> <i>(Lines A + B+ C+D)</i>	367,280	367,280	784,461	606,384	606,384	606,384	606,384	3,338,173

Includes % of district personnel and school staff working on GEAR UP implementation activities and on-going evaluation and planning efforts.

SIGNATURE OF AUTHORIZING OFFICIAL:   
 NAME OF AUTHORIZING OFFICIAL: Alex Ayala  
 TITLE OF AUTHORIZING OFFICIAL: Assistant Superintendent



## PARTNER IDENTIFICATION FORM AND COST SHARE WORKSHEET

Please complete one form for each partner (other than the Applicant Organization).

1. Institution/Organization: University of California – Irvine (UCI)

Point of Contact: Dr. Stephanie Reyes-Tuccio

Title: Director

Department: Center for Educational Partnerships

Address: University of CA - Irvine

City: Irvine

State: CA

Zip: 92697

Telephone 949-824-9052

e-mail [s.reyestuccio@uci.edu](mailto:s.reyestuccio@uci.edu)

Fax 949-824-8219

**2. Type of Organization:**

Are you an Local Education Agency (LEA)?

Yes  No

Are you an Institution of Higher Education (IHE)?

Yes  No

Type of IHE:

Four-Year  Two-Year

Public  Private

College  University

HBCU  HSI  TCCU  NHSI  ANSI

Other types:

Business

Community-based organization

Professional association

Philanthropic Organization

State Agency

Other \_\_\_\_\_

**3. Non-Federal Fund contribution provided by Partner**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	TOTAL
1. Salaries and Wages	87,900	87,900	87,900	87,900	87,900	87,900	87,900	615,297
2. Employee Benefits	20,217	20,217	20,217	20,217	20,217	20,217	20,217	141,518
3. Travel								
4. Materials and Supplies	3,800	3,800	3,800	3,800	3,800	3,800	3,800	26,600
5. Consultants and Contracts								
6. Other								
<b>A. Total Direct Costs</b> (Sum of lines 1-6)	111,916	111,916	111,916	111,916	111,916	111,916	111,916	783,415
<b>B. Total Indirect Costs:</b> (Cannot be greater than 8% of Total Direct Costs)								
<b>C. Equipment</b>								
<b>D. Scholarships/Tuition Assistance</b>								
<b>E. TOTAL</b> (Lines A + B+ C+D)	111,916	111,916	111,916	111,916	111,916	111,916	111,916	783,415

UCI will provide most of the direct professional development support programs to GEAR UP 2008 program; provides staff and materials; provides college students as tutors/teaching assistants/mentors.

SIGNATURE OF AUTHORIZING OFFICIAL: 

NAME OF AUTHORIZING OFFICIAL: Eileen Lamb

TITLE OF AUTHORIZING OFFICIAL: Senior Contract and Grant Officer

**Susan Johnson**  
Principal Contract & Grant Officer

## PROJECT BUDGET SUMMARY FORM

### FEDERAL FUNDS REQUESTED FROM THE GEAR UP GRANT PROGRAM

Direct Costs:	YEAR	YEAR	YEAR	YEAR	YEAR	YEAR	YEAR	TOTAL
	1	2	3	4	5	6	7	
1. Salaries and Wages	412,499	412,499	412,499	412,499	412,499	412,499	412,499	288,7493
2. Employee Benefits	84,470	84,470	86,470	87,270	87,270	87,270	87,270	604,490
3. Travel	24,000	24,000	24,000	24,000	20,000	20,000	25,000	161,000
4. Materials and Supplies	88,692	88,692	86,692	85,892	89,892	89,892	84,892	614,645
5. Consultants & Contracts	15,000	15,000	15,000	15,000	15,000	15,000	15,000	105,000
6. Other	116,080	116,080	116,080	116,080	116,080	116,080	116,080	812,560
<b>A. Total Direct Costs:</b> <i>(Sum of lines 1-6)</i>	740,741	740,741	740,741	740,741	740,741	740,741	740,741	5,185,187
<b>B. Total Indirect Costs*:</b> <i>(cannot be greater than 8% of Total Direct Costs)</i>	59,259	59,259	59,259	59,259	59,259	59,259	59,259	414,813
<b>C. Equipment</b>								
<b>D. Scholarships/ Tuition Assistance</b>								
<b>E. TOTAL REQUESTED</b> <i>A + B+ C+D (Enter these figures in Item 7 of the Title Page)</i>	800,000	800,000	800,000	800,000	800,000	800,000	800,000	5,600,000

**All items must be addressed in the detailed budget justification**

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line B, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  
 Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement:

From: 7 / 1 / 2009 To: 6 / 30 / 2014 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Dept. Health & Human Svcs.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  Is included in your approved Indirect Cost Rate Agreement? or  Complies with 34 CFR 76.564(c)(2)?

**MATCHING FUNDS PROVIDED BY NON-FEDERAL SOURCES**

<b>Direct Costs:</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>	<b>YEAR 7</b>	<b>TOTAL</b>
1. Salaries and Wages	607,052	607,052	971,166	812,984	812,984	812,984	812,984	5,437,204
2. Employee Benefits	121,449	121,449	186,490	166,595	166,595	166,595	166,595	1,095,767
3. Travel								
4. Materials and Supplies	58,499	58,499	45,300	35,300	35,300	35,300	35,300	303,498
5. Consultants & Contracts	13,000	13,000	13,000	13,000	13,000	13,000	13,000	91,000
6. Other								
<b>A. Total Direct Costs:</b> <i>(Sum of lines 1-6)</i>	800,000	800,000	1,215,956	1,027,878	1,027,878	1,027,878	1,027,878	6,927,470
<b>B. Total Indirect Costs:</b> <i>(cannot be greater than 8% of Total Direct Costs)</i>								
<b>C. Equipment</b>								
<b>A. Scholarships/ Tuition Assistance</b>						32,500	32,500	65,000
<b>B. TOTAL MATCHING FUNDS FROM NON- FEDERAL SOURCES</b>	800,000	800,000	1,215,956	1,027,878	1,027,878	1,060,378	1,060,378	6,992,470

**All items must be addressed in the detailed budget justification**

## STUDENTS TO BE SERVED FORM

**For all Partnership Grants using a cohort approach:**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	Year 7
Kindergarten							
1 <sup>st</sup>							
2 <sup>nd</sup>							
3 <sup>rd</sup>							
4 <sup>th</sup>							
5 <sup>th</sup>							
6 <sup>th</sup>							
7 <sup>th</sup>	1,000	1,000	1,000	1,000	1,000	1,000	
8 <sup>th</sup>		1,000	1,000	1,000	1,000	1,000	1,000
9 <sup>th</sup>							
10 <sup>th</sup>							
11 <sup>th</sup>							
12 <sup>th</sup>							
College							500
<b>Total Students Served</b>	<b>1,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>1,500</b>

**For all Partnership Grants using a cohort approach:**

Target School(s)	Grade levels offered in the school(s)
Carr Intermediate	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>
McFadden Intermediate	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>
Saddleback High School	9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
Valley High School	9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
Santa Ana College	2-year college (public)
California State University – Fullerton	4-year college (public)
University of California – Irvine	4-year university (public)

**For Partnerships using a *school-based* cohort approach:**

Are at least 50% of all the students in the participating school(s) from which the cohort(s) is drawn are *eligible* for free or reduced-priced lunch under the National School Lunch Act?  Yes  No

Are at least 75% of all the students in the participating school(s) from which the cohort(s) is drawn *and* at least 50% of all the students in each participating school district from which the participating school(s) are drawn are *eligible* for free or reduced-priced lunch under the National School Lunch Act?  Yes  No

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503


**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

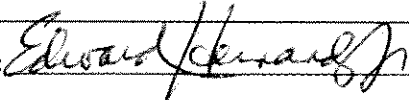
1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Chancellor
APPLICANT ORGANIZATION Rancho Santiago Community College District -- Santa Ana College	DATE SUBMITTED 4/29/09

### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
(See reverse for public burden disclosure)

<b>1. Type of Federal Action:</b> a. contract <input checked="" type="checkbox"/> b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	<b>2. Status of Federal Action:</b> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award c. post-award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change  <b>For material change only:</b> Year _____ quarter _____ Date of last report _____
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if Known:  <b>Rancho Santiago Community College District</b> <b>2323 N. Broadway, Suite 350</b> <b>Santa Ana, CA 92706</b>  Congressional District, if known: CA-046, CA-047	<b>5. If Reporting Entity in No. 4 is Subawardee,</b> Enter Name and Address of Prime:   Congressional District, if known:	
<b>6. Federal Department/Agency:</b> U. S. Department of Education	<b>7. Federal Program Name/Description:</b> <b>GEAR UP</b>  CFDA Number, if applicable: 84.334A	
<b>8. Federal Action Number, if known:</b> RFP	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant</b> <i>(if individual, last name, first name, MI):</i>  N/A	<b>b. Individuals Performing Services (including address if different from No. 10a)</b> <i>(last name, first name, MI):</i>  N/A	
<b>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</b>	<b>Signature:</b>  <b>Print Name:</b> Edward Hernandez, Jr., Ed.D. <b>Title:</b> Chancellor <b>Telephone No.:</b> 714-480-7450 <b>Date:</b> 4/29/09	
<b>Federal Use Only</b>	<b>Authorized for Local Reproduction</b> <b>Standard Form - LLL (Rev. 7-97)</b>	

## CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

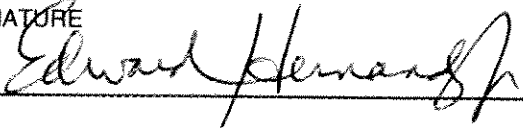
As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
Rancho Santiago Community College District – Santa Ana College (Santa Ana GEAR UP 2009)	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Edward Hernandez, Jr., Ed.D. - Chancellor	
SIGNATURE 	DATE 4/29/09



**Documentation of Eligibility for Free or Reduced-Price Lunch under the  
National School Lunch Act**

As stated in our narrative, each of our proposed GEAR UP intermediate schools and high schools have well over 50% of their students who are eligible for the Federal free or reduced-price lunch in the academic year 2007-2008 as follows:

Carr Intermediate:	89%
McFadden Intermediate:	77%
Saddleback High School:	63%
Valley High School:	71%
<b>Average Total</b>	<b>75%</b>

In the 2007/2008 school year, Santa Ana Unified School District reported 78 % of its 57,061 students as qualifying for the Federal free and reduced-price lunch program.

This data is collected by California Basic Education Data System (CBEDS) and published on the California Department of Education website: [www.ed-data.k12.ca.us](http://www.ed-data.k12.ca.us).