

College Preparation Intervention Program (CPIP) Grant Project Abstracts

FY 2017 Awards

Salisbury University

Project Title: Energizing New College Hopefuls through the Arts, Numerical Sciences and Technology (ENCHANT II)

Project Director: Michael Bardzell, Ph.D and Brandy Terrill, Ph.D

Award: \$133,201.00

Project Abstract: Salisbury University's ENCHANT II will continue to support Wicomico County students' college and career goals by providing remedial and enrichment learning experiences; an introduction to college culture and expectations; and information about academic and financial aid possibilities. University faculty and Wicomico teachers will work collaboratively in a summer camp, held on the university campus, offering inquiry-based, problem-solving, interdisciplinary and technology-based activities focused on math and ELA. A series of Saturday workshops throughout the year will provide similar college and career-oriented experiences. Wicomico County teachers will engage in year-long lesson study to adapt the camp's learning experiences to the regular classroom. Students needing remediation for ELA and math will benefit from year-long tutoring by Salisbury University students, held on-site in the three participating county high schools. These tutors will also provide SAT preparation services for the targeted Wicomico County students. In addition to direct academic preparation, members of the class of 2020 will experience college culture and expectations during campus visits, attending classes, athletic events, cultural events, and engaging with current university students. Students and their parents will continue to learn about career requirements, and the college application and financial aid process in an informational meeting.

College Preparation Intervention Program (CPIP) Grant Project Abstracts

FY 2017 Awards

Johns Hopkins University

Project Title: Achieving College Career Excellence through Student Success (ACCESS) - PG

Project Director: Anita Young, Ph.D.

Award: \$85,000.00

Project Abstract: The current political and economic climate necessitate viable post-secondary options for all students. Previous initiatives such as Reach Higher inspired students to take charge of their future by completing high school and pursuing opportunities such as community or four-year colleges (Reach Higher, 2014). Yet, the research further suggests that there are gaps in “college knowledge” for students of color, low income students, and other underrepresented populations (Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), 2017; National Association for College Admission Counseling (NACAC), 2014; U.S. Department of Education, 2010). The Johns Hopkins University School of Education, in partnership with two Prince George’s County public schools (Central and High Point High Schools), seeks to promote the district’s vision to provide a rigorous educational program that prepares students for optimal college opportunities. The Achieving College/Career Excellence through Student Success (ACCESS) Initiative proposes to increase Central and High Point High Schools’ students, parents, and staff knowledge about post-secondary education attainment and career choices. The initiative targets 10th grade students, especially Free and Reduced Meals (FARMS), and students identified as lacking a post-secondary educational vision. The initiative includes six components that will be replicated at each high school. They are: (1) ACCESS Orientations, (2) PSAT Enrichment Program, (3) Small Groups and Individual Sessions, (4) Parent Communication, (5) Field Trips to Colleges & STEM enrichment tours, and (6) Tutoring Sessions. The anticipated objectives and projected outcomes will help participants develop college and career goals and build protective factors for successful college admission.

College Preparation Intervention Program (CPIP) Grant Project Abstracts

FY 2017 Awards

Johns Hopkins University

Project Title: Achieving College/Career Excellence through Student Success (ACCESS)

Project Director: Anita Young, Ph.D.

Award: \$155,051.00

Project Abstract: The current economic climate necessitates viable post-secondary options for all students. Previous initiatives such as *Reach Higher* inspired students to take charge of their future by pursuing community or four-year colleges (Reach Higher, 2014). Yet, the research further suggests that there are gaps in “college knowledge” for students of color and underrepresented populations (Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), 2017; National Association for College Admission Counseling (NACAC), 2014; U.S. Department of Education, 2010). The Johns Hopkins University School of Education, in partnership with Frederick Douglass and Edmondson-Westside High Schools in Baltimore City will promote the district’s strategic plan to set goals that improve students’ academic achievement and increase parent involvement. As partners, Johns Hopkins School of Education will assist with building a district where equity and excellence grow and thrive. The Achieving College/Career Excellence through Student Success (ACCESS) Program proposes to increase the college knowledge and skills of Frederick Douglass and Edmondson-Westside High Schools’ students, parents, and staff. The initiative proposes to serve all 10th GEAR UP students through the following components: (1) ACCESS Orientations, (2) Summer Bridge Programs, (3) College and Career Readiness Professional Development, (4) Small Groups and Individual Sessions, (5) Parent Workshops, (6) Field Trips to Colleges & STEM enrichment tours, and (7) Tutoring Sessions. The associated objectives and projected outcomes will help participants complete academic and career plans, develop SMART goals, increase academic performance, and build resilient protective factors for successful college admission and broad career options.

College Preparation Intervention Program (CPIP) Grant Project Abstracts

FY 2017 Awards

Johns Hopkins University

Project Title: Achieving College/Career Excellence through Student Success (ACCESS)

Project Director: Anita Young, Ph.D.

Award: \$141,086.00

Project Abstract: The current economic climate necessitates viable post-secondary options for all students. Previous initiatives such as *Reach Higher* inspired students to take charge of their future by pursuing community or four-year colleges (Reach Higher, 2014). Yet, the research further suggests that there are gaps in “college knowledge” for students of color and underrepresented populations (Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), 2017; National Association for College Admission Counseling (NACAC), 2014; U.S. Department of Education, 2010). The Johns Hopkins University School of Education, in partnership with Carver Vocational Technical and Digital Harbor High Schools in Baltimore City will promote the district’s strategic plan to set goals that improve students’ academic achievement and increase parent involvement. As partners, Johns Hopkins School of Education will assist with building a district where equity and excellence grow and thrive. The Achieving College/Career Excellence through Student Success (ACCESS) Program proposes to increase the college knowledge and skills of Carver Vocational Technical and Digital Harbor High Schools’ students, parents, and staff. The initiative proposes to serve all 10th GEAR UP students through the following components: (1) ACCESS Orientations, (2) Summer Bridge Programs, (3) College and Career Readiness Professional Development, (4) Small Groups and Individual Sessions, (5) Parent Workshops, (6) Field Trips to Colleges & STEM enrichment tours, and (7) Tutoring Sessions. The associated objectives and projected outcomes will help participants complete academic and career plans, develop SMART goals, increase academic performance, and build resilient protective factors for successful college admission and broad career options.

**College Preparation Intervention Program (CPIP)
Grant Project Abstracts**

FY 2017 Awards

University of Maryland Baltimore

Project Title: Exploring Health Professions Careers II

Project Director: Vanessa P. Fahie, Ph.D., RN

Award: \$153,118.00

Project Abstract: The University of Maryland School of Nursing (UMSON) will implement the Exploring Health Professions Careers program with Baltimore City's GEAR UP Schools Frederick Douglass and Edmondson-Westside High Schools. Exploring Health Professions Careers will provide services for approximately 237 students and their parents. The services are designed to teach students strategies to increase their communication with parents, teachers and administrators; improve math, science and literacy skills needed for high school progression, graduation, admission and success in college and employment settings; identify career goals; and make the connection between high school, college, and careers.

In school workshops will run once a week throughout the academic year at each school. College staff and students will meet with GEAR UP students during their scheduled class periods, and health professionals will be invited to both schools to speak with students about their career interests and discuss career options to assist with academic planning. Students will complete an application and secure Fastweb and College Board accounts

Additional activities include college tours. During the tours students and parents will interact with faculty and students on culturally diverse college campuses in urban and rural settings. Selected students will participate in a two week STEM immersion summer camp. Week one will include preparation for standardized tests and week two an introduction to freshmen level college courses.

College Preparation Intervention Program (CPIP) Grant Project Abstracts

FY 2017 Awards

University of Maryland College Park

Project Title: College and Career Academy (CCA)-Sophomore Year Edition

Project Director: Stephanie Timmons Brown, Ph.D.

Award: \$149,208.00

Project Abstract: The CCA-Sophomore Edition is designed to provide students with relevant academic enrichment to help them connect college to careers and demonstrate relevancy to real-life problems. CCA is a year-long program that will provide services to approximately 200 students. Activities include two six-day summer academic camps held at the University of Maryland (UMD). School recommendations will be used to identify 24 students for the summer program. Students will be identified based on academic commitment, personal character, and recommendation. Baltimore City students will receive weekly in-school workshops that advance their writing skills while exploring careers and how they connect to college and high school. Students will be invited to attend four Saturday sessions, which engage students in hands-on activities designed to expose them to STEM fields. Students (Baltimore & Dorchester) will attend a student college and career conference at UMD and take a college tour of another Maryland college/university. Finally, parents will be invited to attend the UMD STEM Expo, which provides participants with information about careers in STEM.

College Preparation Intervention Program (CPIP) Grant Project Abstracts

FY 2017 Awards

Chesapeake College

Project Title: Chesapeake College and Dorchester County Public Schools CPIP 2017

Project Director: Dana Bowser

Award: \$101,398.00

Project Abstract: The Chesapeake College-Dorchester County Public Schools CPIP 2017 project aims to encourage Dorchester County Public School rising-tenth graders to think seriously about continuing their education beyond their high school graduation; this program also aims to educate these student's parents to the processes and procedures for their children's matriculation into a post-secondary educational experience. The 2017 CPIP program will engage students in summer camp activities that expose them to a variety of STEM and health-related careers, as well as skilled trade careers. Through hands-on activities and assessments that develop their skill achievement, the program hopes to engender self-discovery among the students as to their potential for making a career in any of these areas. These areas of interest range from health care to computer programming to drone technologies to robotics, as well as welding and truck driving. As a follow-up to these summer activities, the 2017 CPIP program will provide these students with mentors throughout the ensuing academic year; these mentors will meet with the students routinely to support them in their growing written literacies, as well as a greater numeracy. Furthermore, the mentors will work with students to achieve greater rates of attendance in classes and encourage behaviors conducive to student success. Finally, the 2017 CPIP program will work with these students' parents to engage them in the process of preparing their children for applying to post-secondary learning opportunities and all of the related activities (applying for financial aid, etc.) that lead to successful matriculation into a post-secondary learning environment.

College Preparation Intervention Program (CPIP) Grant Project Abstracts

FY 2017 Awards

University of Maryland Eastern Shore

Project Title: University of Maryland Eastern Shore- College Access Program (UMES)-CAP

Project Director: Michael A. Nugent, Ph.D.

Award: \$30,596

Project Abstract: Begun in 2004 the College Access Program (CAP) continues to be a project which UMES gives its' full support. The GEAR UP (GU) – CAP projects have always been about a program built upon the foundation of collaboration among stake-holders. After meetings with our partners we submit this proposal requesting funds enabling us to continue working in both Dorchester and Wicomico County, two of Maryland's neediest counties. The main objective of all UMES CPIP projects is to recruit FARM, and underrepresented students who may not be given another chance.

This UMES project addresses the student's ultimate destination by implementing the following goals:

Goal 1: Students will demonstrate an increase in their academic performance and preparation for postsecondary education by improving outcomes on standardized tests. Specifically, related to math, science and English / language arts.

- Provide ten (10) day long STEM enrichment activities for 10 to 15 GU students. One hundred plus GU students will be taught how to set up and manage their own flashcard apps. These apps will be downloaded to the student's phone. The apps feature customizable flash cards, and are usable across multiple subjects. This service will be offered to prepare students to pass the PARCC and to help with SAT prep.
- Additionally, provide ten (10) workshops (STEM Science Academies) during which students will be taught how to develop their own webpage.

Goal 2: Students will demonstrate a greater awareness of college admissions requirements and opportunities as measured through annual surveys or pre/post assessments

- Summer Professional Development workshop will be offered to Teachers, Administrators and School Counselors to assist as they prepare students for college.
- Provide UMES college tours. These visits will be offered to both students and parents. These guests will be invited to tour the campus, classrooms, dorms, and if possible audit a class.
- Information sessions (financial aid and admissions) will be offered to students and parent.