

Expert Sharing

Growing professionally to help our students

The teenagers in our NYGEAR UP cohorts are not the only learners at our sites and sectors. Staff are learning as well. At the request of many of our NYGEAR UP colleagues, the Commission on Independent Colleges and Universities designed and offered a professional development workshop called "Making Connections/Dispelling Myths."

The workshop, held on three dates and at three locations this past summer (New School University, Adelphi University, and Syracuse University), provided GEAR UP staff, tutors, mentors, high school principals, counselors, and teachers with an opportunity to learn more about issues important to students and parents.

Topics included (1) the admission process, (2) financial aid and the financial aid process, (3) discussion

of special populations including students with disabilities and undocumented students, and (4) programs available to disadvantaged students such as HEOP and C-STEP.

Each workshop also covered other subjects of particular interest to participants such as how to involve students in community service, special education classes, math anxiety, and project-based learning.

After a brief welcome, a panel of "experts" from private colleges and universities provided a brief overview of the workshop's topics. Following a buffet lunch, workshop participants divided into four groups. Each expert led a round table discussion, rotating between the four small groups at specified intervals. The workshop format allowed for a valuable sharing of information and experiences among experts and participants. ■

College
FOR
Me!

NYGEAR UP is our state's partnership program to encourage students to Gain Early Awareness and Readiness for Undergraduate Programs (GEAR UP). Part of the GEAR UP program, NYGEAR UP national receives federal funding, which is matched by state and local funding. The New York State Higher Education Services Corp. (HESC) is the lead agency in New York for GEAR UP.

The 6,500 NYGEAR UP program students and 13,000 federal GEAR UP program students in New York receive special enrichment classes, workshops on career and college awareness, financial aid information, homework assistance, tutoring, mentoring, computer instruction, and family support. They are visiting college campuses and work sites, and participating in other activities designed to help them succeed in high school and prepare for college and a career.

For additional information about NYGEAR UP, contact the state's program director, Delilah Reyes, at (518) 474-9231 or dreyes@hesc.com.

In Gear is published twice a year by the Commission on Independent Colleges and Universities, a partner in the NYGEAR UP program. The editors have made every effort to ensure accuracy; we apologize for any errors or omissions. If you would like to make a suggestion for the next issue, scheduled for publication in the spring of 2003, please e-mail Susan Nesbitt Perez at susan@cicu.org.

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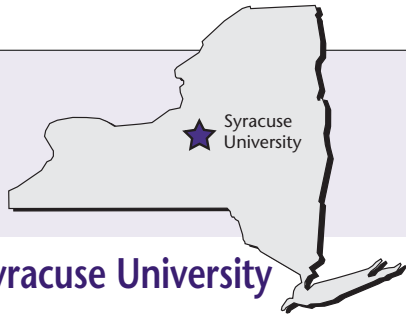
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It's all happening at the zoo.

When Syracuse University and the Rosamond Gifford Zoo at Burnet Park team up, kids in the GEAR UP program learn science really can sizzle.



Syracuse University

► **Who**
1,050 10th-graders

► **Where**
Henninger HS
Fowler HS

Let's face it. After the first couple of weeks of summer freedom, kids get bored. They actually miss school. Well, in a way. They may not miss the early hours, the formality of the classroom, and the homework, but they do miss being with friends and learning about new things.

This year, the Syracuse University (SU) summer program ended that boredom. Together with staff from the renowned Rosamond Gifford Zoo at Burnet Park, partners from

"It's excellent FUN! Plus you get credit for it."

Marisa, Syracuse University NYGEAR UP student

the Syracuse University NYGEAR UP program created a five-week summer program in zoology and environmental science that, as one student exclaimed, "was excellent FUN! Plus you get credit for it."

Zoology — not just about animals.

During the five-week session attended by about 20 NYGEAR UP students from Henninger and Fowler High Schools, instructors covered a range of topics including basic biology, biodiversity, and science in action, and taught their



NYGEAR UP students gather research during "The Zoo and SU" summer program.

classes how to pull it all together through research and a presentation at program's end.

The curriculum for the summer program was designed by a Rosamond Gifford zoo educator, who collaborated with a teacher from the Syracuse City School District.

This ensured the content was appropriately selected to allow students who successfully completed the session to earn one unit in zoology/environmental science. In a classroom at the zoo's

"I think the experience of being with the animals is great!"

Brandon, Syracuse University NYGEAR UP student

beautiful and environmentally sound new "green" building, students learned about scientific method, animal behavior, conservation, and more, with in-depth exploration of topics such as:

- Introductions to invertebrates, fish, reptiles, birds, mammals, and amphibians;
- A study of habitats including deserts, rainforests, grasslands, and wetlands;
- A review of animal behavior;
- Understanding biodiversity;
- Respecting and sustaining the environment.



Syracuse University NYGEAR UP students learn how elephants are trained.

What do people at the zoo do?

Students didn't only learn about zoology and environmental science — they learned about career options in the sciences, particularly in the zoo setting. They heard presentations about becoming a veterinarian or an educator, working in promotion and publicity activities, or specializing in "exhibit" design, which involves creating safe and secure environments for animals where visitors can safely observe them.

"It's fun and a good way to learn about the animals first hand."

Jason, Syracuse University NYGEAR UP student

The fifth week was spent at Syracuse University, where faculty and staff expanded on what students learned during the month-long session at the Rosamond Gifford Zoo. At SU, these (almost) high school sophomores also began to acquire a taste for college life.

Classes focused on management roles, entrepreneurship, what architects do and how they design, how and why engineers and bioengineers study animal structure and function, and why artists use the natural world, parks, and zoos for observation and inspiration.

Innovative lessons in interdependence.

During this innovative program, students were given the larger picture and taught to see how one thing relates to another and to the world around them. This lesson of interdependence between animals and people became a theme that was explored throughout the course.

The interdependence of institutions was at work at well, as instructors and staff from Rosamond Gifford Zoo, Syracuse University,



Syracuse University NYGEAR UP students learn first hand about a grey fox being cared for by a wildlife rehabilitator.

and the Syracuse City School District collaborated in the design of this enrichment program that could become — and should become — a model for future programs.

For more information about the Syracuse University NYGEAR UP program, contact Lena Kochian at (315) 443-5045 or lkochian@syr.edu. ■

Zoology/Environmental Science Course Curriculum

Week One

Basic Biology

Week Two

Biodiversity

Week Three

Science in Action

Week Four

Putting It All Together

Week Five

Syracuse University Campus Week

Students spent four weeks at the Rosamond Gifford Zoo at Burnet Park and the last week in different academic departments at Syracuse University.

To qualify for the summer program, students must have successfully completed one ninth-grade lab science course. Students completing the summer program earned one unit of zoology/environmental science.

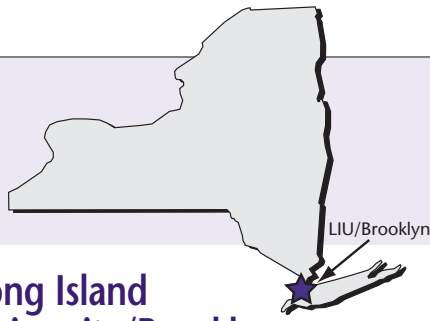
For more information about the Rosamond Gifford Zoo at Burnet Park or the zoo's Web site, contact Lori Arkin-Diem at (315) 435-8511 x109 or loriarkin-diem@syracusezoo.org, or visit www.rosamondgiffordzoo.org.



Syracuse University NYGEAR UP students display completed posters for their animal projects.

Reaching out to help kids soar.

Summer programs at the Long Island University site gave GEAR UP students the chance to enrich their skills.



Long Island University/Brooklyn Campus/ "Project SOAR"

► **Who**
740 10th-graders

► **Where**
Benjamin Banneker Academy
Science Skill Center

For some students in the Long Island University "Project Soar" NYGEAR UP cohort, summer was serious business. Because the site held two mandatory summer school programs, about 112 students were given a second chance to pass their 9th grade classes and move up to 10th grade.

Project SOAR also offered a summer enrichment program that gave 42 students who had passed 9th grade the opportunity to spend part of their vacation in the classrooms of Long Island University (LIU).

University professors and high school faculty treated them to new perspectives on subjects from math to poetry.

"I liked the teachers. We laughed and learned different things in fun ways."

LIU NYGEAR UP student

Summer school with a mission.

The thought of mandatory summer school may not sound like an appealing way to spend the summer, but the 112 students who attended the five-day-a-week programs at Long Island University and at Benjamin Banneker Academy appreciated the chance to move on to 10th grade with their friends this fall.

When local school districts grouped several schools for summer school in 2002, Project SOAR stepped in and organized smaller mandatory summer school programs to help ensure student success as part of the NYGEAR UP programming.

The 45 students attending mandatory summer school at Benjamin Banneker Academy received instruction in all academic



Poetry comes alive. LIU NYGEAR UP students at the Summer Enrichment program.

subjects during a six-week session.

At the mandatory summer school program at LIU, 67 Science Skill Center students took English, Spanish and/or global studies in one hour and 45-minute classes five days a week. The classes at both sites were taught by New York State certified teachers.

"It was great to see the kids begin to care."

Teaching assistant, LIU summer program

The English class at LIU focused on improving general writing skills and reading comprehension.

To engage students, the teacher selected two novels that dealt with isolation and migration. *The House on Mango Street* by Sandra Cisneros is a story of migration from another country; *Jazz* by Toni Morrison talks about migration from the South.

Using these novels as starting points, students explored topics such as cultural identity, stereotyping and labeling, the American dream, and country life versus city life. Innovative activities, journal writing and discussion gave students a greater understanding and appreciation of their identities.

Learning that enriches life.

English, global studies, math, poetry, journalism, and computer studies. It sounds like a heavy course load, but Long Island University faculty and high school faculty made learning a pleasure for 42 NYGEAR UP students who signed up for this summer enrichment program. With classes held Monday through Thursday from 9 a.m. to 1:30 p.m., there was a lot of time to explore, reflect, and learn.

In the journalism class, students learned the basics of writing and conceived, wrote, edited, and



LIU Summer Enrichment students learn steps they can take to choose a college.

designed a newsletter. Its topic? Their summer enrichment classes.

Math is easy and we can all “get it.” That was the message delivered by the math instructor, who taught students how to recognize the function of symbols and learn the language of math through a review of mathematics essentials.

By working backward from the concrete to the concept, kids could see how math “works” and appreciate its practical applications.

“It was a second chance to pass my class.”

LIU NYGEAR UP student

In the poetry class, students learned to listen and be courageous about expressing themselves. They received basic instruction in poetic forms and terminology, and quickly became adept at using language to make a point, express an emotion, clarify a feeling, or tell a story. At the end of the month-long session, students participated in a Slam, or poetry reading celebration to share their original works.

In computer class, students learned how to design a Web page to communicate information concisely to capture and keep the reader’s interest.

“If we give them the tools to work with, they can do it.”

LIU professor, summer program

The early history of African Americans in the United States was examined in the global studies class. This exploration involved the use of the Public Broadcasting Service video series, *Africans in the Americas*, which traced the effect of slavery on both black and white Americans. Students then discussed themes central to the series, citizenship, economics, freedom, identity, race and racism, leadership and resistance.

English instruction is at the heart of all academic disciplines. After two weeks of basic review of important concepts in grammar, punctuation, and spelling, the class used the second two weeks to learn paraphrasing, or summarizing.

In pairs, students selected a famous scientist or inventor, gathered information on their chosen scientist using key questions, prepared a short report on their findings, and then condensed the report into a PowerPoint® presentation for the class.

Because teachers had the flexibility to create programs with a variety of information and activities, students responded positively.

As one student in the LIU summer program remarked, the coursework was “interesting and the teachers really care about you.”

For more information about the Long Island University Project SOAR program, contact Pamela Holmes at (718) 488-3313 or pholmes@liu.edu. ■



LIU Summer Enrichment students record their thoughts about college during a workshop on planning for their future.

Making connections.



The NYGEAR UP Sites

In the past six months, NYGEAR UP programs have been busy reaching out and networking. Administrators are talking to teachers, mentors are connecting with students, students are learning from one another. Our sites and sectors are working to create learning environments that are dynamic, relevant, life-based, full of activity, and loaded with results.

Copiague Public Schools

Contacts

Dr. Laurence W. Aronstein, Asst. Superintendent for Curriculum and Instruction

Marisa Alleyn, NYGEAR UP Director
Sarah Scaffetta, NYGEAR UP Site Coordinator

Who

350 10th-graders

Where

Walter G. O'Connell HS

Partners

Adelphi University
Copiague Public Library
Dowling College
Hofstra University
The Long Island Mentoring Partnership
SUNY Farmingdale
SUNY Stony Brook
YES Community Counseling Center

Focus

Increase parent involvement. Encourage the

use of computers by providing workshops and activities for students, parents, and faculty. Expand our mentoring program. Continue to provide extra-help after school programs.

Highlights and Successes — Spring/Summer 2002

- Arranged a two-day college campus tour in Boston for 24 students in the College Club.
- Held a parent workshop on financial aid, presented by a representative from Hofstra University.
- Invited 30+ students to a NYGEAR UP Awards Reception in June at which they were presented with awards from clcu, site coordinators, and high school principals.
- Organized two mentor/mentee canoe outings during the summer.
- Sponsored a four-week summer technology program in July for cohort students.
- In August, four students from the cohort participated in St. John's University's Urban Summer Experience NY Summer Camp.

Priorities and Plans — 2002-03

- Hold day and evening parent workshops to encourage participation and involvement.
- Begin plans for the next overnight College Club trip and cohort college visit.
- Provide a professional development session for teachers on incorporating technology into the classroom.

"I like seeing kids grow. The program gives them a positive outlook — they are setting goals, becoming more secure, stronger, and confident."

Mentor from Copiague Public Schools



*Copiague Summer Technology Program
July 2002.*

CUNY

Contacts

John Garvey, Director of Pre-College Collaborative Programs

Donna Linderman, Project Director

Marcie Leemore, Resource Specialist
Program Coordinators:

Lotus Jones, Brian Friedman, Anne Walsh,
Diane Reiser, Regina Robin, Joseph Singh,
Elizabeth Rose, Dierdre Armitage, Olivia Corless

Who

2,400 10th-graders

Where

New York City Public Schools

Bronx:

Christopher Columbus HS

DeWitt Clinton HS

Evander Childs HS

Harry Truman HS

Brooklyn:

Bushwick HS

HS for Global Studies

School for International Studies

HS for Telecommunications Arts

Manhattan:

Brandeis HS

George Washington HS (Law & Public Service, Media & Communications, Health Careers & Science, International Business & Finance)

HS for Fashion Industries

Manhattan Center for Science & Math

Norman Thomas HS

Vanguard HS

Washington Irving HS

Queens:

Beach Channel HS

Far Rockaway HS

Queens Gateway to Health Sciences

Secondary School

Staten Island:

Curtis HS

New Dorp HS

Partners

CUNY Central Office (OAA)
Gateway Institute
The After School Corporation (TASC)
United Way of Greater New York
A consortium of 6 CUNY colleges:
Brooklyn
College of Staten Island
Hunter College
Lehman College
New York City College of Technology
York College

Focus

Provide academic enrichment and social support for students, professional development opportunities for teachers, and information workshops on academic success for parents.

Highlights and Successes — Spring/Summer 2002

- Offered tutoring in mathematics and English to students at all high schools.
- Students in CUNY Central Office visited Liberty Science Center and attended a newspaper writing program. In conjunction with a visit to the American Museum of the Moving Image, they took classes in Web design and beginning filmmaking. For more, see www.mediaworkshops.org/gearup.
- Hunter College held a summer language workshop and ESL class for parents.
- Lehman College's students participated in the school production of the play, "Joseph and the Amazing Technicolor Dreamcoat." Students also learned PowerPoint™, created presentations, published an International Cookbook, and a newsletter.
- NYC College of Technology offered summer scriptwriting, photography, and computer animation programs, featuring field trips and guest lecturers.
- Students at Gateway Institute explored the issue of world peace through field trips and research.
- Students enrolled in a Summer Research Institute at the Discovery Institute of the College of Staten Island. Students will continue their summer project during the school year.

Priorities and Plans — 2002-03

- Provide ongoing tutoring and mentoring.
- Enroll students in afterschool and Saturday programs featuring project-based learning modules created by a team of artists and teachers.
- Offer college and career exploration workshops and college trips for students and parents.
- Develop effective relationships with high schools.

- Increase the number of teachers involved in professional development opportunities.
- Encourage parent involvement through extensive outreach.

Long Island University Brooklyn Campus/ "Project SOAR"

Contacts

Diana Voelker, HEOP Director
Pamela Holmes, Project Director
Gerald Latham, Academic and Career
Guidance Counselor
Kimberly Lopez, Academic and Career
Guidance Counselor

Who

740 10th-graders

Where

Benjamin Banneker Academy
Science Skill Center

Partners

Brooklyn Law School
Colony South Brooklyn
Securities Industry Automation Corporation

Focus

Outreach awareness, academic support, and leadership skills for students and parents.

Highlights and Successes — Spring/Summer 2002

- Student mentors led a workshop at the end of the school year for 9th graders on what to expect in 10th grade.
- Students toured two local colleges: New York University and Columbia University, and received information on admissions and financial aid.
- At closing ceremonies for all students at both high schools in June, students received certificates, and students nominated for special recognition for achievement received backpacks from cIcu.
- Two mandatory summer school programs, one at Benjamin Banneker HS, and one at LIU for Science Skills Center students, were staffed by tutors from LIU and Brooklyn Law School. The programs gave approximately 112 students the chance to pass their 9th grade classes and move up to 10th grade (see feature story on page 4).
- A summer enrichment program for 42 students included instruction and activities in a variety of subjects, a trip to Great Adventure, and a celebration which included a poetry-slam fest where students read from their own poetry. (See story on pages 4-5.)



*Coplaque Summer Technology Program
July 2002.*

Priorities and Plans — 2002-03

- Continue to expand the laptop project which allows students to take laptops home to complete assignments and use the Internet for research.
- Expand the tutoring component, linking tutors with specific teachers. Tutors will act as teaching assistants during class and work with students during a lunch period and after school.
- Sponsor two student academic workshops a month focusing on developing study and time management skills.
- Offer a technology workshop to parents to develop computer literacy.
- Five-day college tours are planned to out-of-state colleges in fall and spring.
- A series of PSAT/SAT Saturday prep sessions are planned. The sessions will consist of practice tests to be scored and used to determine which skill areas students need to develop.
- Continue the mentor club to utilize the skills of high school juniors and seniors to mentor younger students in the cohort. Student mentors work with tutors, help run workshops, and meet weekly with their student mentee. Mentors are chosen from referrals from the principal or school counselor and receive a \$500 stipend for their services.
- Academic counselors will meet with students individually during the school day.
- Conduct a "career learning experience day" to include job shadowing, introduction to professionals from the community, and talks by LIU alumni.
- Coordinate with cIcu and SUNY sector partners for college visits and other tours.
- Hold a team-building and research skills retreat in late fall, culminating in a symposium at the end of the year. During the retreat, students will work in groups on specific topics and make a presentation of their findings at the year-end symposium.

"They make learning fun."

LIU NYGEAR UP student

The New Rochelle College for Me Partnership

Contacts

Spencer H. Wiles, Asst. Superintendent, Pupil Personnel and Curricular Services
Diane Massimo, Asst. Superintendent, Secondary Education
Mary Ann Fouchecourt, Program Coordinator

Who

342 10th-graders

Where

New Rochelle HS

Partners

The College of New Rochelle
Iona College
New Rochelle School District
New Rochelle Youth Bureau
Pace University
Services, Education, and Resources (SER) of Westchester, Inc.

Focus

Student involvement and success in 10th grade by offering academic support through tutoring, mentoring, enrichment, counseling, and exposure to the college process. Parent involvement through meetings and effective communication.

“If you continue to do the same thing, you get consistent results.”

Mary Ann Fouchecourt, New Rochelle Partnership GEAR UP coordinator

Highlights and Successes — Spring/Summer 2002

- Summer sessions in career planning and business skills attracted 50 students. At Iona College, two sessions were held on careers in business and computer science. The College of New Rochelle offered classes in Web site design and career preparation.
- In June, 10 students participated in the SUNY Cobleskill, Exploring Your Future summer camp at SUNY Oneonta.
- A 10-week program helped students with poor grades improve their academic performance. During the STAR program (Students Taking Academic Responsibility), GEAR UP staff and school counselors worked with groups of students to motivate, instruct, and help them build study skills.
- Ongoing communication with parents in both Spanish and English was a highlight of the spring/summer program.

- Students toured Pace University and Fordham University.

Priorities and Plans — 2002-03

- Monitor and track students' academic performance and attendance.
- Introduce and maintain a successful mentoring program.
- Continue to encourage parent involvement to assist both parents and students.
- Utilize the career center at New Rochelle HS to help students identify career choices and explore financial aid options.

Rochester Institute of Technology (RIT)

Contacts

Dianne Spang, Director, K-12 Partnerships
Michelle Allevato, Coordinator, GEAR UP Program

Who

320 10th-graders

Where

East HS
Edison Technical and Occupational Education Center
Wilson Magnet HS

Partners

The Hillside Work-Scholarship Connection
Rochester City School District (RCSD)

Focus

Offer career development strategies and provide opportunities to connect career interests to academics.

Highlights and Successes — Spring/Summer 2002

- Over five visits, a total of 125 students visited the RIT campus for Career Exploration Day.
- Implemented training for students on the MyRoad software to identify career interests.
- Initiated tutoring programs at each GEAR UP school.
- Held a two-week GEAR UP summer camp on the RIT campus for 56 students. Topics included academic skill building, career exploration, computer Web page design, and leadership training.
- Staff development efforts included:
 - 1) NYGEAR UP conference;
 - 2) College Board workshop on English/Social Studies programs;
 - 3) College Board parent involvement workshop;
 - 4) peer mentoring workshops for staff and students from Edison Technical Center;
 - 5) clcu Professional Development Workshop.

Priorities and Plans — 2002-03

- Continue to provide support for academic skill-building to prepare for PSAT/SAT testing.
- Implement mentoring program with RIT students.
- Hold career exploration at SUNY schools.
- Conduct meetings and workshops for parents.
- Utilize College Board and clcu training for staff development opportunities.



St. John's University GEAR UP Summer Institute students toured the Liberty Science Center and completed assignments based on the exhibits.

Self-expressions.

Written work and visual art by
GEAR UP students.

In Gear

Autumn 2002

Seeing the World

by Anthony Grant
Copiague Public Schools NYGEAR UP
Written at the St. John's University USE NY summer camp,
August 4-10, 2002

My name is Anthony Grant. I am 15 years old and in the 10th grade. I am a GEAR UP participant at Copiague High School (Long Island), New York. I have been involved with this great program for one and a half years.

GEAR UP has given me a chance to literally "see the world." I have been to places such as the Museum of Natural History, Broadway, and the Empire State Building. I had the opportunity to learn about financial aid and programs at colleges and universities such as Harvard, Dowling, Boston, Hofstra, Fordham, St. John's, and C.W. Post.

Because of GEAR UP, I was able to attend the SJU USE NY summer camp for free, and for the first time in my life in August 2002. One day I hope to take a trip with GEAR UP to Washington, D.C. and/or Vermont. My goal is that one day I can make a difference in the world by becoming a politician and dealing with foreign affairs.

Copiague High School is an amazing GEAR UP site. There is a College Club for students to plan trips to different college events with an average of about one trip per month.

There is also a mentoring program. Students are linked up with faculty members of the middle and high schools, and also with other members of the community. Mentors and mentees have been on different trips such as bowling and canoeing. GEAR UP also offers tutoring in classes such as ESL, social studies, and English for students who are behind in schoolwork or who cannot understand their lessons. GEAR UP's Copiague site is great and has many things to offer.

Thoughts on Peer Pressure

by Anna L. Venetsanos
St. John's University NYGEAR UP

Today I participated in the workshop, "Peer Pressure." It was very interesting and fun, as the teachers were able to get every student to participate. We covered a lot of things in two hours that were related to how teens are influenced by what others say to them, and how the lack of confidence leads them to make decisions that have a great impact on their future. However, besides that we also had the chance to meet other people and hear about their interests. In concluding this letter I would like to thank the GEAR UP staff for giving their time in teaching us the reality of the world and its pressures.

Camp College at Union College

by Joy Hudson

Westchester Community College NYGEAR UP

On July 19, 2002, I had a chance to experience what college life may be like someday. Nineteen other people and myself were on their way to a three-day simulation of everyday life in college. We learned many things while being there, especially me. Things such as what type of classes you can take, finding schools on the Internet, star gazing and African drumming.

While there you went through everything that a freshman in college would have to go through. There was a great chance that you wouldn't get put with your friends — instead you had to share your dorm room with a complete stranger, which I thought was a good experience. It gives you a chance to meet other kids

with different opinions on life, college and other things.

I think the best part on the trip was the African Drumming class. I learned that the first drum was made in Africa during the time of the slave trade. Mostly all of the Caribbean islands created some type of drum, whether it was on Haiti, Trinidad, Jamaica, or wherever. The only difference was the different types of animal skin used to create the unique sounds. Goatskin allowed the drummer to make a loud noise and cow skin made a low pitch due to how tough it was.

After that we went to other classes where we got to meet college professors. I went to two classes, one that dealt with molecular science and the other

that dealt with social science. Molecular science kept my attention the most, due to the fact that it explained the importance of genetic manipulation, which I thought was interesting because the field I want to major in is genetics or basically just science of some sort. In social science we learned the importance of political involvement. The professor explained that not getting involved could lead to someone making you believe in the things they want instead of your own beliefs.

I liked the fact that whenever we had a question regardless of whatever it could have been, they took the time and answered it.

My experience during that time affected me in such a positive way. Camp College — that is what they called it — got me prepared for what my future will look like when I go to college. It showed me that taking the time and preparing yourself could lead to the best outcome of your life. If I could take a friend and show them what it was like I would have. Meeting people you have never seen before and getting to know them, experiencing what life may be like without your parents or your everyday friends may be frightening at first but then you just fall into it and start enjoying yourself. I truly believe that college is about having fun as long as you put in the time to work.



Title: The Crazy Eye
Artist: Frandy Duran
Medgar Evers College (CUNY) GEAR UP
Mixed Media Collage (glitter, magazine clippings, contact paper, paint)

My Name Is Luqman

by Luqman Stroud, 8th grade

Medgar Evers College (CUNY) GEAR UP

In Arabic,

Luqman means wise, blessed,
full of knowledge

Its pronunciation and spelling make it special

I once met three Luqmans

We talked to each other that day

They told me about our name

They said the original Luqman

found and buried the stone of death

To do this, he had to be very wise

When I heard this, I was surprised

I'm going to live up to my name

Maybe I'll one day make it to the Hall of Fame



Title: Amber's
4th Birthday
Artist: Theona
McLeod,
Medgar Evers
College (CUNY)
GEAR UP

Mixed Media
Collage
(watercolor,
feathers, mosaic
blocks, crepe
paper,
newspaper,
aluminum foil,
doilies, yarn)

Summer Learning and Fun

by Miguel Garcia

Westchester Community College
NYGEAR UP

In the beginning of summer, I spent my mornings going to an interesting program. In GEAR UP I learned a lot of useful things that could help me in my sophomore year. For example, I learned algebra with a college professor from Westchester Community College. I learned skills that will help me this coming school year. Since English is my second language, social skills group helped me to express myself better in English, and I learned ways of coping with my problems in school, at home and with my friends. Also, the program helped me practice my English with my friends and teachers.



In the afternoon, some days I participated in trips to colleges and universities. I went to Manhattanville College, Sarah Lawrence College, and Pace University. I went on trips to Oakland Beach, The Bronx Zoo, Maritime Center, and Greenburgh Nature Center where I learned more about science and biology. I collected information from each one.

Also, I had fun participating in group games. In conclusion, the GEAR UP program was helpful for Spanish speakers because we can practice and learn more English. I would like this program to continue because it is cool and interesting.

Words in Black

by Star Exum
Medgar Evers College
(CUNY) GEAR UP

My mother and her oldest brother were always arguing. They never managed to get along because my mother could not accept his lifestyle. He loved to stay out and drink and he always ended up getting in trouble with the law whenever he was around his friends. My uncle and my mom didn't really see each other much because my mother didn't allow my uncle in our home.

Once, when I was living down South, my mother and her oldest brother were arguing because of him staying in trouble so much, but no one knew that he had quietly gone and gotten saved because he wanted to change his life around.

My mother would not let him see us — (his nieces and nephews). When my uncle finally got tired of getting cursed at, he told my mother he was going to Washington

on a boat ride with his friends. Then he left.

When my uncle went on the boat ride, his friend got out to test the water and, then, said to him, "Come on man, the water is great." So my uncle got out of the boat and started to play around. Not knowing that they were standing under a rock that laid under water, they walked further and lost their balance. His friend began to panic as he began to slip under the water. My uncle tried to save him. In his panic, the friend knocked my uncle out and both of them drowned.

My mother really felt guilty because he died with her being angry at him, and, also, without seeing us. The part that really hurt was that my mother had misjudged my uncle. But soon, she told me that he visited her in a dream. He faded away — simultaneously repeating that it was all right and that he was not mad at her. To this day, I am so happy that my uncle visited my mother in that dream because if he hadn't, she would have always lived feeling hurt and guilty!



College is in Your Future

Call for Entries

We invite students in your cohort to submit an entry for our "Self-Expressions" column. While we cannot guarantee that every entry will be included, we will use a good representation of student work. We invite essays, poems, short reflections, and artwork. While subject matter can vary, preference will be given to those entries that deal with a student's thoughts about life, college, opportunity, and the benefits of GEAR UP. Authors please note we may edit for length. For our next issue (Spring 2003), please submit entries no later than January 31, 2003. Poems and essays should be typed, not handwritten, and art should be reproduction-quality.

If you have questions, call or e-mail Susan Nesbitt Perez at (518) 436-4781 or susan@cicu.org.
In Gear, Vol. 3, No. 1, Autumn 2002 © by the Commission on Independent Colleges and Universities,
17 Elk Street, P.O. Box 7289, Albany, NY 12224-0289

St. John's University (SJU)

Contacts

Deborah Saldana, St. John's University
Associate Professor, Director
Yvette Morgan, Associate Director
SJU GEAR UP Program Web site
<http://facpub.stjohns.edu/~saldanad>

Who

250 10th-graders

Where

Long Island City HS (119 students)
16 other high schools (131 students)

Partners

Community School District 30
HANAC Community Center
St. John's University Brooklyn Bridge
Program
St. John's University GEAR UP
St. John's University Talent Search

"I learned about the Regents and how I could help my daughter with her homework...."

A parent from SJU cohort

Focus

Build on the support and enthusiasm generated by the 1999 Federal GEAR UP grant SJU received by providing quality programs and services and by increasing opportunities for successful collaboration between the SJU NYGEAR UP Program and its partners.



St. John's University GEAR UP Summer Institute students work on the newsletter.



St. John's University GEAR UP students discussed racism in America at the multicultural workshop, "Faces of America."

Highlights and Successes — Spring/Summer 2002

- An afterschool program at Long Island City HS drew 80 active student participants; 25 other students attended the afterschool program at HANAC Community Center.
- Held our second Annual Summer Institute for 60 students who visited the Liberty Science Center and worked on group projects, including a GEAR UP Summer Institute newsletter, PowerPoint™ presentation, college awareness video production, step dance routine, and a mural painting.
- Conducted follow-up computer workshops for parents and students who received Dell computers.
- Organized three afterschool assemblies at Long Island City HS, where students received newsletters, dictionaries, books, calendars, and information packets.
- Encouraged Emanuel A. Alvarez, a student in the GEAR UP program, to attend "Camp Rising Sun" in Red Hook, NY, an eight-week special camp that draws children from all over the world.
- Saturday workshops for parents focused on "Understanding the New Standards" and "Assessments in Education." Also held workshops on time management, peer pressure, drug prevention, and AIDS awareness for students and parents.
- Offered a residential summer camp, Urban Summer Experience, "USE NY," August 4-10, 2002, at SJU. Seventy-seven students from 11 GEAR UP sites took field trips to the American Museum of Natural History, planetarium, Fashion Institute of Technology, Times Square, the Empire State

building, and the Broadway production of "Beauty and the Beast." Students also worked on creative activities in five small project groups: the "PowerPoint" group created a Web page, <http://facpub.stjohns.edu/gearupuse>; "The Gear-Up 411" newsletter group wrote about the week's activities and students' thoughts; the "GEAR UP Profiles" group, composed of students representing various GEAR UP programs, discussed their experiences and created a booklet; the "Collage" group created a giant poster; and the "Scrapbook" group made photo scrapbooks for students.

- Hosted a "Back to School" orientation in September, where students received their official HS transcript, information on graduation requirements, and school supplies.

Priorities and Plans — 2002-03

- Drawing on the success of our earlier computer workshop, we will hold another series of workshops this fall with topics including conducting a college search, basic Microsoft® Word/Excel skills, and a financial aid session. We will distribute another 20-25 Dell computers to GEAR UP families.

"I participated in the workshop "Peer Pressure" ... and would like to thank the GEAR UP staff for giving their time in teaching us about the reality of the world."

A St. John's University GEAR UP student

SUNY Cobleskill

Contacts

Paul Turner, Director, Liberty Partnerships
Linda Carpenter, Program Director

Who

260 10th-graders

Where

Charlotte Valley Central School, Davenport
Jefferson Central School, Jefferson
Laurens Central School, Laurens
Morris Central School, Morris
Owen D. Young Central School, Van
Hornesville
St. Johnsville Central School, St. Johnsville
South Kortright Central School, South
Kortright

Partners

Hamilton-Fulton Montgomery BOCES
Herkimer BOCES
Margaret Reaney Memorial Library
Otsego-North Catskill BOCES

Focus

Continue to build and expand upon the existing Liberty Partnerships Program model, designed to provide students with tutoring opportunities, interactive field trips, meaningful activities, student/parent meetings, and college and career explorations.

"One RPI student attached a motion sensor to his robot and had it follow a cat around the room. It was so awesome!"

SUNY Cobleskill summer camp student

Highlights and Successes — Spring/Summer 2002

- A tutor in every school provides sessions in major subjects during the day, with some occasional afterschool activities.
 - 56 students from this program's seven schools and 12 from the New Rochelle cohort took part in our residential week-long rural summer venturing program called "Exploring Your Future."
 - The summer was busy: Students met with a popular motivational speaker; took Red Cross Training; descended 160 feet into Howe Caverns; toured the SUNY Cobleskill campus, attended a dance; learned successful testing techniques; got a glimpse of future technology and its effects in the not-so-distant future; toured SUNY Oneonta's campus; went swimming; learned about financial aid and admissions procedures; took a cruise on the upper Hudson; explored Rennselaer Polytechnic Institute's campus; boarded the USS Slater (a WWII-era destroyer escort); and had fun learning a lot!
 - August 30 was Higher Education Day at the New York State Fair and we were there with students and parents from each of our seven schools visiting college exhibits and learning about the admissions and financial aid process.
-

"Without NYGEAR UP, I don't know where this class would be headed. With it, the stars are the limit."

School District Superintendent from the SUNY Cobleskill cohort

Priorities and Plans — 2002-03

- College visits: Continue to encourage visits for parents and students from each of the seven SUNY Cobleskill GEAR UP schools. Arrangements are set for each school to spend a day exploring Cornell University and Ithaca College.
- Students will visit Clark's Gym to build team spirit and challenge body and mind through ropes and rock climbing.
- Career exploration: Employers and employees from a range of businesses will visit each school and make presentations on their work, the education and credentials necessary to do the job, salary ranges, the general job market outlook, and what they like and dislike about their work.
- Tutoring will continue at summer school in 2003.

Syracuse University

Contacts

Horace Smith, Associate VP
Lena Kochian, Director
Tonya Smith, School Coordinator
Megan Kwiatkowski, Office Coordinator
<http://sumweb.syr.edu/ssr/gearup/pictures>

Who

1,050 10th-graders

Where

Henninger HS
Fowler HS

Partners

Brighton Family Center
Dunbar Association, Inc.
Fowler High School Parent Teacher Organization
Henninger High School Parent-Teacher Organization
Huntington Family Center
Huntington High School Parent Teacher Organization
NAACP — ACTSO
New Venture Gear
Northside Catholic Youth Organization
O'Brien and Gear Engineers
Onondaga Community College
Partners in Business & Education
Rosamond Gifford Zoo
State University of New York Medical Center (SUNY Upstate)
Syracuse City School District
Vincent House

Focus

Within the 10th grade core curriculum, deliver instructional objectives through technology-based learning and include afterschool tutorials, parent involvement, community partner support, and staff development for teachers and counselors.



Syracuse University NYGEAR UP students at "The Zoo and SU" summer program.



Syracuse University NYGEAR UP students and mentors in NYC.

Highlights and Successes — Spring/Summer 2002

- Sponsored a three-day mentor program trip to New York City with 16 students, 9 mentors, 2 parents, and 3 staff members which included a baseball game at Yankee Stadium, a Fordham University campus visit and talk with students, a tour of the United Nations, visits to Central Park, the American Museum of Natural History, Times Square at night, Battery Park, the World Trade Center Memorial, the Statue of Liberty, Ellis Island, and the Broadway production "STOMP."
- 100 students from Fowler HS and 75 from Henninger HS made a trip to the Baseball Hall of Fame to view "America Grows Inning by Inning."
- An important five-week summer course in zoology/environmental science for one high school credit was developed in conjunction with the Rosamond Gifford Zoo, with the final week of classes at Syracuse University. (See story on page 2.)
- Held Career Awareness program at the Northeast Community Center together with our partner, Northside Catholic Youth Organization.
- Sponsored two workshops given by the College Board: "PSAT Summary of Answers" and "Engaging Parents."

Priorities and Plans — 2002-03

- Plan visits to college campuses.
- Distribute the fall edition of the Syracuse Central School District (SCSD) GEAR UP newsletter.
- Offer monthly parent programs at Henninger and Fowler High Schools in conjunction with PTO meetings.

- Develop and initiate a math literacy program at Onondaga Community College over five Saturdays in February and March to increase math literacy skills for students in Math A and B.
- Continue staff development at Henninger and Fowler High Schools for business, math, social studies, and English Language Arts (ELA) teachers.
- Develop a program to use PSAT results to create an individualized teaching program for each student.
- Implement an afterschool program for young ladies in the cohort to focus on self-esteem, awareness, and identity issues.

Westchester Community College (WCC)

Contacts

Seymour Lesh, Director of Grants
Anita Cook, Asst. Professor, Director
Eileen Brown, Asst. Director

Who

450 10th graders

Where

Peekskill HS
Port Chester HS

Partners

Carver Center
EPIC (Every Person Influences Children)
Family Services of Westchester and Its AmeriCorps Program
The Guidance Center, Inc.
John D. Hallinan
Peekskill City School District
Peekskill Police Department
Peekskill Youth Bureau
Port Chester Police Department
Port Chester Youth Bureau
Services, Education and Resources (SER) of Westchester, Inc.
SUNY Purchase
Today's Students, Tomorrow's Teachers
UPLIFT-Omega Psi Phi Foundation
Westchester County Youth Bureau
Yeshiva University

Focus

"Think College Early" — our theme to raise awareness among students and parents, and the slogan for our coordinated efforts in the collaborative delivery of resources and intervention services tailored to meet each high school's unique needs.

Highlights and Successes — Spring/Summer 2002

- Regents Review sessions for Earth Sciences were held over four Saturdays before the exam.
- A four-day Spring Recess Program was held at both high schools. Activities included a visit to the Museum of Natural History.
- Students participated in a letter-writing campaign with Oklahoma GEAR UP students. This ESL activity resulted in several letters being displayed at the Annual GEAR UP state conference. Several WCC GEAR UP program students also attended the March 2002 conference and made a presentation to Lt. Governor Mary Donohue.
- The Homework Help program continued, providing afterschool tutoring four days a week.
- A theater company performed at two workshops hosted by Peekskill HS. One, "FACES in the Crowd," covered topics including cultural diversity and violence prevention; the other, "Halfway There," was a presentation on drug awareness and prevention.
- Several Peekskill HS students attended a "Meet the Artist" program at Lincoln Center.
- 25 Port Chester HS students attended a production of "Romeo and Juliet" at WCC.
- Students attended conferences and other events, including F.I.R.S.T (Family Information and Referral Service Teams), the Westchester Youth Action Convention, and the TOP (Teen Outreach Program) weekend retreat.
- College tours included visits to Manhattanville College, Sarah Lawrence College, Pace University, Berkeley College, and SUNY Purchase.
- A Great Adventure trip was the reward for students who made the honor roll twice or who improved their GPA 15 to 20 percent.

Westchester Community College (WCC)
continued on page 12.



WCC NYGEAR UP 9th grade students who received awards at the First Annual GEAR UP Awards Dinner, June 2002.



WCC NYGEAR UP 9th grade students who received awards at the First Annual GEAR UP Awards Dinner, June 2002.

Westchester Community College (WCC)
continued from page 11.

- Peekskill HS sponsored its First Annual Awards Dinner and Ceremony for students earning a 75 GPA or higher.
- The Summer Institute enrichment program provided 30 Port Chester HS students with an intensive review in English Language Arts and math in accordance with NYS Learning Standards. In addition, it included computer workshops, CPR, photography workshops, and a parent's day picnic.
- A three-day "Camp College" at Union College gave 15 students and four parents from the WCC GEAR UP program a chance to learn what college is all about. Some highlights of "Camp College" included how to write a great essay, applying for financial aid, tutoring programs, academic opportunity programs, and interviewing tips.
- 18 Students from Peekskill and Port Chester high schools attended the Urban Summer Experience camp at St. John's University, which sponsored classes, research activities, and field trips.

Priorities and Plans — 2002-03

- GEAR UP parents who attend a training program will offer workshops to other GEAR UP parents.
- GEAR UP students will hold an Internet literacy class for parents.
- PSAT review for 10th-graders.
- Small student groups and GEAR UP staff will visit one college a month.

"I had heard there was nothing north of Poughkeepsie, but there is so much to see and do up there. I can't wait to go back next year."

SUNY Cobleskill summer camp student from New Rochelle cohort

Yonkers Public Schools

Contacts

Louis Constantino, Asst. Superintendent
Orquidea O. Sansó, Project Coordinator

Who

420 10th-graders

Where

Yonkers MHS
Gorton HS
Lincoln HS
Roosevelt HS
Saunders HS

Partners

EPIC (Every Person Influences Children)
Iona College
Junior Achievement
Manhattanville College
Mercy College
The Spanish Community Progress Foundation
SUNY Purchase

Focus

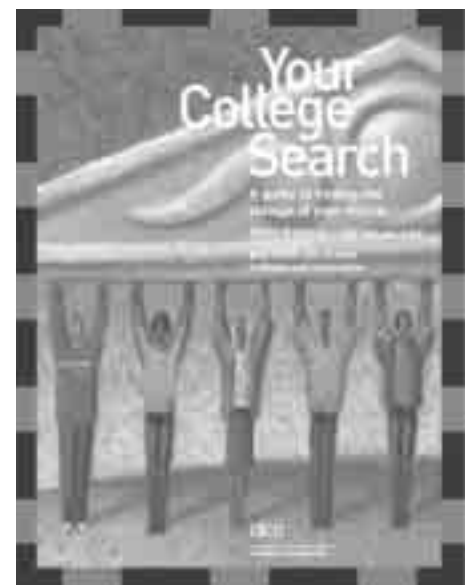
Engage students in academic projects; raise student performance; raise parent awareness and participation; and provide tutoring and enrichment programs.

Highlights and Successes — Spring/Summer 2002

- Three-hour marathon tutoring sessions held at the five high schools were offered to all students in the district for four Wednesdays prior to finals to provide one-on-one instruction in math, English, social studies, and science by Iona College students and Yonkers district teachers.
- Students at Lincoln HS participated in master dance classes at SUNY Purchase.
- Iona College students tutored Yonkers students during summer school to help them successfully complete the session.
- PSAT math instruction occurred at Iona College over the summer.
- Manhattanville College hosted a four-week science and math summer program for students taught by college personnel.

Priorities and Plans — 2002-03

- 30 students from Roosevelt HS who participated in a History Day competition last year won a scholarship to attend Space Camp this year, an interactive program and simulated space flight.
- Conduct additional graphing calculator training for students who have not yet received them.
- Conduct a bilingual workshop for parents to explain the PSAT and its importance.
- Continue the Science Mentoring program on Saturday mornings at SUNY Purchase which matches students from Gorton HS one-on-one with college student mentors to explore and experiment with individualized topics of interest.
- Continue the "Scholarship" program which focuses on how to choose a college, college visits, and encourage community service activities.
- Summary of answers workshop will be offered to the staff by the College Board.



Your College Search

Reaching out.



The NYGEAR UP Sectors/Partners

- Commission on Independent Colleges and Universities (clcu)
- The Association of Proprietary Colleges (APC)
- CUNY
- SUNY
- The College Board
- The New York State Education Department (SED)

Commission on Independent Colleges and Universities (clcu)

Contacts

Susan L. Nesbitt Perez, Director of Outreach Programs

Mary W. Shamblen, Outreach Programs Assistant

Focus

clcu, a voluntary consortium of more than 100 private, nonprofit colleges and universities, is the coordinating organization and public policy forum for the Independent Sector. clcu is assisting NYGEAR UP sites by providing targeted information and services to raise college awareness.

Highlights and Successes — Spring/Summer 2002

- Produced and distributed to the NYGEAR UP and Federal GEAR UP sites: *In Gear* newsletter (Spring 2002 issue); "From Me to

You — James" student-to-student mentoring letter; "College for Me" pencils; bookcovers; folders; *Your College Search 2002 / Busca una universidad 2002* (English and Spanish versions); *Affording College 2001 / Como pagar la universidad 2001* (English and Spanish versions).

- Awarded backpacks and individualized certificates in recognition of achievement and special accomplishments to nominated students in the Copiague, Long Island University, Rochester Institute of Technology, St. John's University, SUNY Cobleskill, Syracuse University, and Westchester Community College sites.
- Visited Syracuse University's summer program, "The Zoo and SU," on July 24, and Long Island University's Mandatory Summer School and Summer Enrichment programs August 7.
- Developed and offered three Professional Development Workshops, "Making Connections, Dispelling Myths," for GEAR UP directors, staff, tutors, and parents. The workshops, hosted by three different private colleges and universities were held on: August 21 at New School University,

August 22 at Adelphi University, and August 29 at Syracuse University. At each workshop four experts facilitated small round table discussions focusing on financial aid, admissions, special populations, and disadvantaged students.

- Attended various GEAR UP conferences and meetings including: the annual NYGEAR UP conference in White Plains on March 25-27, the National GEAR UP conference in Washington D.C. on July 17-19, a state partners meeting in Albany on September 27, and Higher Education Day at the NY State Fair, August 30.
- Surveyed the NYGEAR UP sites for feedback on the current publications and materials and ideas for future needs.
- Continued distribution of publications to public libraries, Hispanic organizations, and community-based organizations in and around GEAR UP communities.

"Thank you for putting together a wonderful professional development workshop — the discussion issues were right on target and very informative."

A NYGEAR UP site participant at clcu's "Making Connections; Dispelling Myths" professional development workshop.

Priorities and Plans — 2002-03

Produce and distribute to the GEAR UP sites: *In Gear* newsletter (Autumn 2002 issue); *Affording College/Como pagar la universidad 2002* (English and Spanish versions); student-to-student mentoring messages: "From Me to You — Edward", "From Me to You — College Search Worksheet," and two additional mentoring messages.

- Continue achievement award program to nominated students with individualized certificates and T-shirt awards.
- Distribute a resource publication for parents, and other resources as needed and identified through feedback and survey.
- Distribute a resource kit on the college process to facilitate workshops for parents and students in grades 9-12.
- Plan and continue site visits and develop and offer workshops.
- Continue to assist in facilitating and planning college visits.



Professional Development Workshop participants share information at the clcu "Making Connections/Dispelling Myths" workshop August 22 at Adelphi University.

The Association of Proprietary Colleges (APC)

Contacts

Ellen Hollander, Executive Director
Joseph Bosco, Program Director

Focus

Establish relationships between APC institutions and NYGEAR UP sites; provide speakers; organize campus visits; provide mentors and train academic mentors; organize a career activity; and develop a summer activity (e.g. computer camp).

Highlights and Successes — Spring/Summer 2002

- Presented three hands-on workshops at SUNY Cobleskill Summer Camp for 90 students entitled, "How a Computer Works."
- Organized and held "The Computer Academy" every Saturday from March to April for the New Rochelle site.

Priorities and Plans — 2002-03

- Develop and distribute new instructional materials, "GEAR UP in Math," and "GEAR UP in Algebra." A total of 4,000 copies will be developed for the sites.
- Create new instructional materials on writing and literacy.
- Plan and hold workshops for mentors, tutors, and teachers to accompany all new publications.

CUNY

Contact

John Garvey, Director of Pre-College Collaborative Programs

Focus

Develop, collect, and distribute materials to support a successful transition through and engagement in high school. Materials include information on course and exam content and their relationship to college expectations; the college planning process; and products from school-based curriculum development workshops. Arrange for visits to CUNY colleges.

Highlights and Successes — Spring/Summer 2002

- Offered literacy-based professional development workshops to teachers. "Readers and Reading" and "Booktalk" taught teachers techniques for addressing adolescent literacy issues in the content areas.

- Assembled a team of artists and teachers to create a set of project-based learning modules for use in afterschool and Saturday programs.
- Offered a summer math workshop in probability for math teachers. Teachers created units that incorporated student experiments as a pathway to deeper learning.

Priorities and Plans — 2002-03

- Enroll teachers in literacy-based curriculum development workshops.

SUNY

Contact

Anthony M. Belcher, Senior Associate for Opportunity Programs and Diversity and Director of SUNY GEAR UP

Focus

Provide educational and counseling services customized to site requests for assistance. These services involve 1) increasing parent involvement; 2) helping sites improve tutorial and mentoring programs; 3) arranging college tours; 4) developing study aids, publications, workshops, and other vehicles to improve academic performance and literacy. Also, assist GEAR UP students in making informed career and college choices; to evaluate financial aid information; and to make use of the support offered by mentor relationships.

Highlights and Successes — Spring/Summer 2002

- Developed strategies to provide technical support to NYGEAR UP sites, to help students with career selection and motivate them to choose college as a goal.
- Conducted fact-finding introductory site visits to St. John's University, Copiague Public High School, and Westchester Community College. Based on information gathered, developed plans to provide site-specific assistance.
- Facilitated college tours to the Fashion Institute of Technology (FIT) for St. John's University and SUNY Cobleskill sites. Tours focused on student self-discovery, career selection, and educational opportunities.

Priorities and Plans — 2002-03

- Develop workshops for students covering topics such as understanding Regents and high school graduation requirements; career selection; choosing and financing college; and personal development.
- Plan workshops for parents on academic guidance; developing a financial plan for college savings; and helping students apply to college.

- Organize GEAR UP staff development activities on topics such as: peer tutor training; mentoring programs; college tours; increasing parent involvement; and identifying study aids.
- Hold a one-day workshop for site directors and staff on all aspects of managing a GEAR UP program.
- Sponsor several College Nights at each site.
- With NYSHESC, purchase and distribute daily planners and custom binders to students.
- Complete publication and distribution of self-help and motivational manuals.
- Develop College Tour Packages based on special needs of each site.

The College Board

Contacts

Brian J. Petraitis, Director of NYS College Board Office
Sabrina Cerezo, Project Director

Focus

The College Board, a national, nonprofit membership association dedicated to preparing, inspiring, and connecting students to college and opportunity, offers an array of programs and services in college admission, guidance, assessment, financial aid, enrollment, teaching, and learning.

"The College Board's workshop on "Tools for Test Prep" taught our staff the skills they need to support students' success levels on the Regents' exams and the PSAT and SAT.

A high school principal

Highlights and Successes — Spring/Summer 2002

- "Building Success," a regional workshop, was held in math for the SUNY Cobleskill, Syracuse University, and Rochester Institute of Technology (RIT) sites. The workshop was a follow-up to the December workshop and was designed for English and history teachers in grades 7-12 with instructional strategies in reading, writing, and communications for student success in advanced coursework.

- “AP Summer Institute” was offered in July in Cooperstown to GEAR UP teachers who recently began teaching an advanced placement (AP) course. The one-week workshop gives new teachers a chance to interact with experienced AP instructors and AP subject matter. Teachers from SUNY Cobleskill, Syracuse, and Yonkers sites attended.
- “The Annual Summer Institute on College Admissions for Secondary School Counselors” was held at the University of Delaware in August, offered to GEAR UP counselors with less than three years of experience. Counselors from New Rochelle, CUNY, RIT, and Westchester sites attended.
- A MyRoad workshop was offered to Charlotte Valley Central School and South Kortright Central School of the SUNY Cobleskill site. Students learned the uses of MyRoad, a personalized on-line software program of academic majors, colleges, and careers.

“The resource manual from the College Board on parent involvement was excellent.”

A NYGEAR UP site coordinator

- High schools from SUNY Cobleskill and Syracuse sites visited the Baseball Hall of Fame and participated in an educational program using a discovery-based learning system with hands-on techniques. Drawing on the game of baseball, the program helped students understand key learning concepts and practice skills, as outlined in the NYS Social Studies standards.
- Parents Nights were held at Fowler and Henninger High Schools (Syracuse), Laurens and South Kortright Central Schools (SUNY Cobleskill), and New Rochelle. The workshop for 9th grade students and parents covered college readiness, test preparation, Regents requirements, and financial aid.
- “Tools for Test Prep” Conference at the Mohonk Mountain House explored various tools for test preparation and how they relate to standards, curriculum, teaching, and learning. Participants came from SUNY Cobleskill, CUNY, Rochester, Syracuse, and Westchester sites.
- “PSAT Summary of Answers” was offered at Fowler and Henninger High Schools of the Syracuse site. The workshop for administrators, counselors, and teachers provided score information and suggestions on improving curriculum.

- The workshop “Engaging Parents: A Vital Key to Academic Success” was held at four locations around the state: Rochester, Syracuse, Oneonta, and New York City. Resource manuals were given to GEAR UP participants that highlight some of the best research in parent involvement.

Priorities and Plans — 2002-03

- Host MyRoad workshops to facilitate the guidance process.
- Continue to offer regional “Building Success” workshops.
- Offer Advanced Placement Potential software to high schools and “Advanced Placement Vertical Teams” workshops.
- Plan additional “PSAT/NMSQT Summary of Answers” reports and workshops for high schools.
- Offer “Fall Counselor Workshops,” which provide updates on College Board products and services.

The New York State Education Department (SED)

Contact

Arlene Way, Associate, Office of Higher Education, K-16 Initiatives and Access Program

Focus

SED provides technical assistance to NYSHESC.

Resources

• Affording College 2002 / Como pagar la universidad 2002

Recently released. A concise overview of the financial aid process and the major programs. E-mail mary@cicu.org to order copies.

• HESC EN ESPAÑOL / HESC IN SPANISH

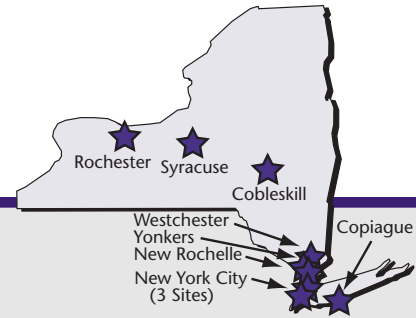
Several informational documents produced by the New York State Higher Education Services Corporation (HESC) are now available for viewing on-line in Spanish at www.hesc.com/index_span.html. A selection of the documents:

- Obtenga Dinero Gratuito (Get Free Money)
- Como Solicitar Para Obtener Ayuda Financiera Para Estudiantes en el 2003-2004 (How to Apply for 2003-2004 Student Financial Aid)
- Deje que el TAP de Nueva York le Ayude a Pagar su Universidad! (Let New York's TAP Help You Pay for College!)
- Obtenga un Préstamo (Get a Loan)
- Becas Para Estudiantes Hispanos (Scholarships for Hispanic Students)
- Preguntas Frecuentes (Frequently Asked Questions)
- Programa de Asistencia de Matrícula del Estado de Nueva York (TAP) - Preguntas Frecuentes (TAP FAQ)
- Préstamos - Preguntas Frecuentes (Loans FAQ)
- Pagando Sus Préstamos - Preguntas Frecuentes (Paying Back Your Loan FAQ)



Higher Education Day at the New York State Fair, August 30, 2002.

Quick List of Sites and Contacts.



NYGEAR UP Sites

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The New York State Higher Education Services Corp. (HESC) is the state agency that has been designated by Gov. George E. Pataki to administer the NYGEAR UP program.

HESC helps people pay for college by providing a comprehensive range of financial aid services, including the Tuition Assistance Program, guaranteeing student loans, offering guidance to students, lenders and colleges, and administering the nationally-recognized New York's College Savings Program.

New York State is a lender in the national financial aid community, providing more grant money to college students than any other state in the nation.

