

**Tennessee Higher  
Education Commission**



**Request for Proposals and  
Guidelines for Submission**

***GEAR UP TN Collaborative Selection***

**Notice of Interest Deadline: January 31, 2018**

**Proposal Deadline: February 23, 2018**

## ***I. The Opportunity: GEAR UP TN***

In September 2017, the Tennessee Higher Education Commission (THEC) was awarded a Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant by the United States Department of Education (USDOE). GEAR UP, a seven-year discretionary grant program, aims to increase the number of low-income, first generation students who graduate from high school and enroll in college. Tennessee's GEAR UP project, GEAR UP TN, will provide direct services to a cohort of 3,250 students, the Class of 2023, beginning in the 8th grade and continuing through the cohort's first year of postsecondary education. Each year, GEAR UP TN will also provide assistance to seniors with college enrollment and financial aid processes.

Driven by the belief that every student has the potential to attend and thrive in postsecondary education, GEAR UP TN aims to dramatically increase the number of Tennesseans accessing and succeeding in higher education. In Spring 2018, THEC will award matching grant awards through a competitive proposal process. To be eligible for a GEAR UP TN grant, high schools must meet two requirements: 1) have a college-going rate at or below the state average, based on the most recent three years of data; and 2) have at least 50 percent of students eligible for free or reduced-priced lunch. GEAR UP TN works with communities through a Collaborative model, where eligible high schools partner with: 1) feeder middle school(s) with at least 50 percent of students eligible for free or reduced-priced lunch; 2) their local board of education; 3) at least one postsecondary institution; and 4) at least two community-based organizations or local businesses to form a GEAR UP TN Collaborative. More information about the GEAR UP TN Collaborative structure and school eligibility is available in Section VI. A.

The amount of funding each grant applicant is eligible to receive will be determined based on the number of students served, size of the participating schools, and the resources needed to fully and successfully implement a college access, readiness, and success program.

THEC will select participating schools, award GEAR UP TN grants, and begin grant implementation in the spring of 2018 with student service implementation beginning fall 2018. Awards will be made to eligible high schools that apply in collaboration with partners (as specified below), meet all other proposal requirements, and rank highest among applicants based on an external panel review and interview process. Grants and annual grant

renewal are contingent upon performance and available funding.

## **II. GEAR UP TN Framework**

GEAR UP TN implementation will be driven by a theoretical framework that is founded on current college access and success research, experience in implementing successful college access programs, and replication of effective practice gleaned from the state and nation. The GEAR UP TN framework is organized around six focus areas: **Rigor, Reach Higher, Relevance, Relationship, Raise Awareness, and Reinforce Action.**

<b>GEAR UP TN Framework</b>
<b>Rigor:</b> Academically prepare all students for postsecondary education through rigorous curriculum and academic support.
<b>Reach Higher:</b> Create school and community environments characterized by expectations, policies, and initiatives that support all students' pursuit of postsecondary education.
<b>Relevance:</b> Connect career aspirations and skills to students' educational goals.
<b>Relationship:</b> Foster connections that strengthen students' postsecondary success.
<b>Raise Awareness:</b> Promote early awareness of the steps necessary to prepare for, apply, pay for, and succeed in postsecondary education.
<b>Reinforce Action:</b> Assist students in completing critical steps of the college-going process.

A more detailed overview of the GEAR UP TN framework and strategies is provided in Attachment A.

## **III. GEAR UP TN Services**

THEC will work with GEAR UP TN Collaboratives to foster a college-going culture, devise creative approaches to reach and connect with students, and, most importantly, assist students and their families as they learn about, prepare for, and navigate the college-going process. GEAR UP TN programming will supplement, not replace, existing efforts to improve students' academic and social preparedness for postsecondary education. **At its core, GEAR UP TN is a partnership between THEC and the GEAR UP TN Collaborative.**

In summary, GEAR UP TN Collaboratives will:

1. Hire a qualified program coordinator, hereafter referred to as “site coordinator,” to implement and coordinate the GEAR UP TN project within direct-service schools. The site coordinator must be approved by THEC and must be no less than an 11-month employee.
2. Participate in required program evaluation activities and programmatic agreements such as a Data Sharing Agreement between the LEA, high school, Tennessee Department of Education (TDOE), and THEC.
3. Collect and report student- and school-level demographic and academic data in a timely and accurate manner.
4. Foster the development of a GEAR UP TN Steering Committee made up of, at minimum, representatives from each GEAR UP TN Collaborative member organization, one student, and one parent. The GEAR UP TN Steering Committee will meet three times a year, provide assistance in developing the annual GEAR UP TN work plan, provide community support to grant initiatives, and assist in project sustainability planning.
5. Implement activities as outlined in Attachment B and as directed by THEC in accordance with GEAR UP TN implementation guidance.

GEAR UP TN services will include an array of interventions addressing the six GEAR UP TN focus areas. GEAR UP TN services will include academic interventions, career exploration, college awareness and readiness work, and postsecondary transition services. Each cohort student will participate in annual one-on-one advising sessions to map out their academic, career, and postsecondary plans. Additionally, GEAR UP TN schools will be given the opportunity to expand their participation in the [Seamless Alignment and Integrated Learning Support \(SAILS\) initiative](#), if needed. GEAR UP TN schools will create an annual work plan that outlines GEAR UP TN services and how services are aligned with GEAR UP TN goals, objectives, and metrics. In addition to GEAR UP TN minimum services as outlined in detail in Attachment B, Collaboratives will be provided the opportunity to design interventions that address GEAR UP TN goals and objectives and that meet their specific needs. **GEAR UP TN services must supplement and not supplant existing services currently offered at selected direct-service schools.**

#### **IV. GEAR UP TN Goals and Objectives**

The GEAR UP TN focus areas and corresponding program services are tied to clearly specified and measurable program goals and objectives. All services implemented through the GEAR UP TN project will focus on addressing these metrics. Furthermore, progress implementing each focus area will be measured using outcomes data for GEAR UP TN direct-service students compared to a carefully matched comparison group. GEAR UP TN goals and objectives are outlined below.

<b>Rigor: Increase the academic performance and preparation for postsecondary education for GEAR UP TN students.</b>
The % of GEAR UP TN students who pass pre-algebra by the end of the 8th grade will be 10% higher than the comparison group.
The % of GEAR UP TN students who pass Algebra 1 by the end of the 9th grade will be 10% higher than the comparison group.
The % of GEAR UP TN students who take two years of math beyond Algebra 1 by the 12th grade will be 7% higher than the comparison group.
The % of GEAR UP TN students who demonstrate proficiency on state assessments in math and English will be 7% higher than the comparison group.
The % of GEAR UP TN students who take at least one early postsecondary opportunity (EPSO) such as dual enrollment or AP coursework, will be 7% higher than the comparison group.
55% of GEAR UP TN students will place into college level math and English without the need for remediation.
The % of GEAR UP TN students who achieve a 19 or higher on the ACT and place out of remedial coursework will be 5% higher than the comparison group.
The % of GEAR UP TN students who achieve a 21 or higher on the ACT will be 5% higher than the comparison group.
<b>Reach Higher: Increase the number of GEAR UP TN schools with a strong college-going culture.</b>
85% of GEAR UP TN students will report that teachers expect them to go to college by the 12th grade.

The average daily attendance rate among GEAR UP TN students will be 5% higher than the comparison group.
The % of GEAR UP TN students who are on-track for graduation at the end of each grade will be 5% higher than the comparison group.
<b>Relevance: Increase GEAR UP TN students' ability to connect career goals with educational requirements.</b>
85% of GEAR UP TN students will report that they understand the education requirements necessary to achieve their career goals.
<b>Relationships: Increase the number of GEAR UP TN students who have meaningful relationships that foster academic and postsecondary success.</b>
Increase the % of families of GEAR UP TN students who actively engage in activities associated with assisting students in their path to college to a goal of 40% by students' senior year.
70% of GEAR UP TN students will report having at least one trusting relationship with an educator.
<b>Raise Awareness: Increase GEAR UP TN students' and their families' knowledge of postsecondary education options, preparation, and financing.</b>
90% of GEAR UP TN students will be on-track to apply for college, measured by completion of the ACT/SAT by the 11th grade.
90% of GEAR UP TN students by their senior year will expect to obtain a postsecondary credential.
<b>Reinforce Action: Increase the rate of high school graduation and postsecondary enrollment of GEAR UP TN students.</b>
85% of eligible GEAR UP TN students will submit a Tennessee Promise application in their senior year.
80% of eligible GEAR UP TN students will complete the FAFSA.
95% of GEAR UP TN students will graduate from high school on-time.
70% of GEAR UP TN students and former GEAR UP TN students will enroll in postsecondary education.
70% of GEAR UP TN students enrolled in college will be on-track to graduate on-time measured by completing at least 12 credit hours per semester.

Updates regarding GEAR UP TN program metrics, including pertinent data analysis, will be shared with GEAR UP TN Collaboratives upon selection.

## ***V. Evaluation and Data Sharing***

GEAR UP TN Collaboratives will commit to participating in the evaluation of the GEAR UP TN project by sharing student-level academic and demographic data and collecting student service participation data. Collaboratives also commit to administer student surveys, participate in evaluator-led focus groups, and complete an annual performance report (APR). The APR will provide an update on program implementation and progress towards meeting program metrics.

Schools are required to sign a data sharing agreement between the Collaborative, THEC, and the TDOE to share student-level data of participating students. Data will be used to evaluate the GEAR UP TN program and to allow the program to better target interventions and support to meet students' individual needs. Furthermore, THEC will provide outcomes data such as FAFSA completion and college enrollment with participating schools to assist Collaboratives in meeting their goals. Schools must commit to providing the program with student-level data from the local student information system as needed. The GEAR UP TN site coordinator will track all students' progress towards meeting established benchmarks.

Examples of data that schools must commit to share with THEC include, but are not limited to: demographic and enrollment status information, course schedule and grades, standardized test data including ACT scores, attendance and disciplinary data, and high school graduation status.

Examples of data that THEC will share include, but are not limited to: FAFSA completion, Tennessee Promise Scholarship application completion, and college enrollment information.

## ***VI. Additional Program Details***

### ***A. Eligibility***

To be eligible, high schools must meet two requirements: 1) have a college-going rate at or below the state average, based on the most recent three years of data supplied by THEC; and 2) have at least 50 percent of students eligible for free or reduced-priced lunch. Eligible high schools will partner

with: 1) feeder middle school(s) with at least 50 percent of students eligible for free or reduced-priced lunch; 2) their local board of education; 3) at least one postsecondary institution; and 4) at least two community-based organizations or local businesses to form a **GEAR UP TN Collaborative**.

Multiple eligible high schools within a single school district may partner in forming a GEAR UP TN Collaborative as long as the total 12th grade class size at the time of application is less than **400**. This limit is only applicable to Collaboratives comprised of multiple high school partners. There is no limit to the size of the 12th grade class of Collaboratives with only one high school. Collaboratives must provide services outlined in Attachment B to all cohort students (class of 2023) attending all schools participating in the GEAR UP TN Collaborative. Additionally, Collaboratives must provide college access and postsecondary transition-focused services to all senior students attending all schools participating in the GEAR UP TN Collaborative.

To be eligible, schools must not be actively participating in a current GEAR UP partnership grant in Fall 2018. Partnership grants are grant awards given directly from the USDOE to the participating school district or higher education institution.

High schools that currently participate in THEC's Advise TN program are eligible to submit a proposal for a GEAR UP TN grant if they meet the aforementioned criteria. If selected, however, Advise TN schools must relinquish their participation in the Advise TN program. A high school cannot participate in both programs.

Please see Attachment C for a list of high schools meeting the GEAR UP TN college-going rate eligibility requirement.

## **B. Funding Priorities**

GEAR UP TN is designed to foster a sustainable college-going culture in communities across Tennessee. **THEC will prioritize the selection of GEAR UP TN sites where funding has the greatest opportunity to positively impact student outcomes and where there is clear evidence that all Collaborative partners are uniformly focused on project success.** Sites will be selected based on the following criteria: their documented need, commitment to implementing GEAR UP TN initiatives, strength of partnerships, and their plan to serve populations traditionally underrepresented in postsecondary education.



Communities that have never participated in a state GEAR UP grant will receive **three priority points** added to their proposal score. Similarly, Collaboratives that serve schools located in a distressed county as determined by the Appalachian Regional Commission will receive **two priority points** added to their proposal score. Distressed counties rank among the ten percent most economically distressed counties in the nation and are identified through a composite measure of each county's three-year average unemployment rate, per capita market income, and poverty rate. The distressed counties in Tennessee with eligible schools based on the college-going rate requirement are:

Bledsoe County	Hardeman County	Morgan County
Campbell County	Haywood County	Perry County
Clay County	Houston County	Scott County
Cocke County	Jackson County	Van Buren County
Fentress County	Lake County	Wayne County
Grundy County	Lauderdale County	
Hancock County	McNairy County	

### C. Timeline for Proposal

To answer questions and provide further information regarding GEAR UP TN goals and the proposal process, THEC will provide a webinar on **January 18, 2018, at 10 a.m. CST**. Additionally, THEC will host three regional information and technical assistance meetings as outlined below.

Middle Tennessee	West Tennessee	East Tennessee
January 23, 2018 9 a.m. – 11 a.m. CST Belmont University Nashville, TN	January 25, 2018 9 a.m. – 11 a.m. CST Jackson State Comm. College Jackson, TN	January 26, 2018 9 a.m. – 11 a.m. EST Sara Simpson Professional Development Center Knoxville, TN

To register for the January 18th webinar, visit:

<https://tngov.webex.com/tngov/onstage/g.php?MTID=e5f668d40371e5582eca0e4712f44ec6a>

To register for one of the three in-person regional meetings, visit:

[https://stateoftennessee.formstack.com/forms/gear\\_up\\_tn\\_regional\\_meetings](https://stateoftennessee.formstack.com/forms/gear_up_tn_regional_meetings)

Participation in the webinar or an information meeting is not required to

be eligible for program participation. Interested high schools are strongly encouraged to submit a notice of their interest in applying for the program by **January 31, 2018, by 4:00 p.m. CST (5:00 p.m. EST)**. Final proposals are due **February 23, 2018, by 4:00 p.m. CST (5:00 p.m. EST)**.

Relevant dates for the GEAR UP TN site selection process are as follows:

<b>GEAR UP TN Collaborative Selection Timeline</b>	
<b>Item</b>	<b>Date/Deadline</b>
THEC releases GEAR UP TN Request for Proposals	01/08/2018
GEAR UP TN Program Overview Webinar	01/18/2018 at 10 a.m. CST
GEAR UP TN Program Overview Regional Meetings	01/23/2018, 01/25/2018, and 01/26/2018
Submission of Notice of Interest	01/31/2018 by 4 p.m. CST
Deadline for Receipt of GEAR UP TN Proposal	02/23/2018 by 4 p.m. CST
Notifications Delivered to Applicants Selected for Team Interviews	03/16/2018
GEAR UP TN Team Interviews	03/21/2018 – 04/12/2018
Selected GEAR UP TN Collaboratives Announcement	04/18/2018
Signed Grant Contracts and Data Sharing Agreements are returned to THEC	05/18/2018
Collaboratives Hire GEAR UP TN Site Coordinators	06/08/2018
Mandatory Meeting of Collaborative Representatives in Nashville	Mid-June
Site Coordinator Training in Nashville	One Week in Mid-June
National Council for Community and Education Partnerships (NCCEP) Annual Conference – Washington, DC	07/15/2018 – 07/18/2018
Collaboratives Start Offering GEAR UP TN Services	Fall 2018

The dates above may be adjusted at the discretion of THEC. Updated dates will be provided on THEC's website:

<https://www.tn.gov/thec/bureaus/student-aid-and-compliance/college-access/redirect-college-access-and-success/gear-up-tn-2017.html>.

#### **D. Duration of the Partnership**

Selected GEAR UP TN Collaboratives will be awarded annual grants starting June 1, 2018 through September 1, 2024. In total, the partnership will last six years and three months.

#### **E. Award Amount**

THEC anticipates awarding a minimum of \$1.5 million in annual GEAR UP TN Collaborative funding. Over the life of the project, Collaborative funding will total more than \$9 million.

GEAR UP TN Collaborative awards will be calculated based on the number of students in the class of 2023 cohort at participating schools. Each Collaborative will receive a fixed award of \$65,000 with additional funds awarded based on the number of cohort students the Collaborative anticipates serving. THEC anticipates awarding Collaboratives an average of \$250 per student in additional funding beyond the fixed award amount. The additional per student award amount will vary depending on the number of students in the Collaborative cohort (i.e., smaller schools may receive more funds per student to accommodate fixed costs associated with implementing the project).

THEC anticipates annual awards to total between \$80,000 and \$200,000. Final award amounts will be calculated based on the number of students served and the overall availability of funding. Annual award amounts may be adjusted based on fluctuations in the number of students a Collaborative serves.

#### **F. Award Conditions**

The amount of funding awarded to each Collaborative may vary based upon the number of students served, size and number of the participating schools, and resources needed to fully and successfully implement the program requirements. GEAR UP TN is funded through a discretionary grant program administered by the USDOE. Awards are contingent upon THEC receiving funding from the USDOE, availability of funds within the grant budget, and upon THEC's evaluation of funded programs for compliance with program requirements and effectiveness of project activities.

## **G. Grant Match**

GEAR UP TN grant contracts require that awardees match 20 percent of the annual grant amount in year one of implementation. Thereafter, awardee matching contributions will increase by 20 percent of the annual grant award amount each project year and reach 100 percent matching contribution during grant years five and six. Matching dollars can be contributed through actual dollars or eligible in-kind contributions and must support the project's goals and objectives. THEC will provide Collaboratives with technical assistance in meeting the grant match requirement.

## ***VII. Proposal and Selection Procedures***

### **A. Notice of Interest**

THEC strongly recommends applying Collaboratives submit a notice to indicate their interest and plans to submit a proposal. To complete this task, applicants should complete the online form located here: [https://stateoftennessee.formstack.com/forms/gear\\_up\\_tn\\_notice\\_of\\_interest](https://stateoftennessee.formstack.com/forms/gear_up_tn_notice_of_interest). The notice of interest will require each Collaborative to identify a liaison with whom THEC will communicate for the remainder of the GEAR UP TN Collaborative school selection process. Applicants are not required to submit a notice of interest to apply. Although a notice of interest is not required, a notice of interest will ensure that the identified liaison receives updates, responses to questions, and other relevant information related to the RFP. THEC asks applicants to submit notices of interest via the online form to THEC by **4:00 p.m. CST (5:00 p.m. EST) on January 31, 2018**.

### **B. Preparation of the Proposal**

The narrative sections of the proposal must have one-inch margins and the font used must not be smaller than 11-point. The narrative portion of the proposal shall not exceed 15 pages. The cover page and letters of support do not count toward the 15 page limit. Proposals must be saved as a PDF document. The proposal sections are to be labeled and must be returned in the order shown below:

1. Cover Page, signatures required
2. Collaborative Commitment to the GEAR UP TN Partnership
3. School Enrollment Information
4. Letters of Support

An editable version of the proposal packet is available here:  
<https://www.tn.gov/thec/bureaus/student-aid-and-compliance/college-access/redirect-college-access-and-success/gear-up-tn-2017.html>

### **C. Submission**

The grant proposal submission deadline is **4:00 p.m. CST (5:00 p.m. EST), on Friday, February 23, 2018**. Submissions should be emailed to [THEC.Proposals@tn.gov](mailto:THEC.Proposals@tn.gov). Proposals should be no longer than 15 pages, excluding cover page and letters of commitment. Proposals should be sent as a PDF document. Incomplete proposals will not be considered.

### **D. Notification**

Notice will be sent to the Collaborative contact listed on the grant proposal confirming receipt by THEC within two business days. It is the sole responsibility of the applying school to verify receipt of the proposal.

### **E. Review Process**

THEC anticipates selecting as many GEAR UP TN Collaboratives as necessary to serve a cohort of 3,250 from the Class of 2023 across the state. There are two components to the GEAR UP TN Collaborative selection process: 1) proposal review and 2) GEAR UP TN Collaborative team interviews.

Proposal Review. A review panel composed of readers with K-12 education, college access, and higher education expertise will evaluate GEAR UP TN Collaborative proposals for the required proposal components and commitment to the project. The scoring rubric in Attachment D will be used to score proposals.

Proposals will be ranked according to the average score assigned by the review panel and selected for further consideration based upon the following criteria:

1. Average score assigned to each proposal, including any applicable priority points;
2. The extent to which the project will be successful at applying schools;
3. The extent to which proposals represent the educational needs and geographic diversity of Tennessee.

The proposal review process will result in a list of applicants that will be invited to participate in a team interview.

Team Interview. Following the proposal review, THEC will contact the project liaison to schedule a meeting between THEC staff and a team from the applying Collaborative. Only schools that are recommended as finalists by the proposal review team will have an in-person meeting. Collaborative teams will, at minimum, include participating high school principal(s), middle school principal(s), at least one school counselor who has the responsibility of working with high school seniors, and other representatives from Collaborative partners as deemed appropriate by the applicant. The ideal team will also include other key administrators and staff that principals envision playing an important role in expanding the schools' college-going culture in partnership with GEAR UP TN. The purpose of the interview is to discuss the goals and objectives of the initiative, assess mutual commitment to the project, and provide time for the Collaborative to answer questions identified in the proposal review process. Team interviews will take place **March 21, 2018 – April 5, 2018**, and will be held in Nashville, TN. THEC will provide applicants with a scoring rubric for the team interview at the time of interview invitation.

Final Selection. Using scores from the team interviews, THEC staff will make final GEAR UP TN Collaborative determinations from among the interviewed Collaboratives. Schools will be notified regarding their selection on **April 18, 2018**. Upon notification of their selection, GEAR UP TN Collaboratives will be provided a grant contract which outlines roles and responsibilities related to the GEAR UP TN partnership.

## ***VIII. Proposal Components***

### **A. Cover Page**

Applicants must complete the GEAR UP TN cover page and include all required signatures. Applicants must designate a primary contact for all communications regarding the selection process.

### **B. School Commitment to the GEAR UP TN Partnership**

1. A school-wide belief that all students have the potential to attain a postsecondary credential is key to improving student college-going and readiness outcomes. Please provide a narrative that outlines the commitment of each participating school to increase the number of

students who access and succeed in postsecondary education. In addition, responses should address the following:

- (a) How does participation in GEAR UP TN address the particular needs of the applying Collaborative?
  - (b) What existing student-level services or interventions, offered by the applying schools (middle and high) and/or their partners, are currently in place and focus on **increasing students' academic preparation for postsecondary education**? For example, what work is currently being done around early postsecondary opportunities, ACT preparation, and reducing the need for postsecondary remediation (i.e., SAILS)? How can these initiatives be aligned with GEAR UP TN? What are the areas for growth? How will GEAR UP TN supplement, not supplant, these services?
  - (c) What existing student-level services or interventions, offered by the applying schools (middle and high) and/or their partners, are currently in place and focus on **increasing the number of students accessing postsecondary education**? For example, what work is currently being done around increasing college and career awareness, completing college and financial aid applications, etc.? How can these initiatives be aligned with GEAR UP TN? What are the areas for growth? How will GEAR UP TN supplement, not supplant, these services?
  - (d) How will the entire school community at each participating school, including school administrators, counselors, and other faculty, support efforts to improve college-going rates? How might other staff partner with the GEAR UP TN site coordinator and support implementation of GEAR UP TN services?
2. Implementation of the GEAR UP TN program model requires that schools allow time and space for each student to participate in GEAR UP TN services, which may require limited time out of the school building and/or classroom. For example, job site and college campus visits are key components to GEAR UP TN program implementation. Additionally, Collaboratives will conduct annual College Planning Sessions (CPS) with all cohort students. The CPS provides annual one-on-one advising between cohort students and an advisor – typically the GEAR UP TN site

coordinator or school faculty member. These meetings and intentional follow-up with at-risk students provide a framework to ensure students receive individualized, ongoing support.

Provide a brief narrative articulating how this requirement will be accommodated within the current class schedule and structure.

3. Describe the type and adequacy of space (locations, amount of space available, and other resources available on-site) for the GEAR UP TN site coordinator. Participation in the program does not necessarily necessitate a separate office for the site coordinator, although that is ideal. At minimum, the site coordinator should have a designated location which can accommodate one-on-one meetings with students.
4. Please answer yes or no to the following GEAR UP TN commitments:

GEAR UP TN Commitments	Yes	No
Commit to designate a GEAR UP TN project director (typically a high school administrator or central office employee) who will serve as the supervisor for the GEAR UP TN site coordinator and point of contact for THEC and GEAR UP TN staff.		
Commit to hire a GEAR UP TN site coordinator who will allocate 100% of their time and effort to implementing GEAR UP TN services.		
Commit to develop and implement a GEAR UP TN work plan of activities, services, and initiatives focused on the GEAR UP TN goals, objectives, and metrics. The work plan will be collaboratively developed and agreed to by both THEC and the GEAR UP TN Collaborative each school year. All activities will focus on the GEAR UP TN metrics.		
Commit to implement GEAR UP TN as outlined in the Minimum Project Services Chart found in Attachment B of the GEAR UP TN Site Selection Request for Proposals.		
Commit to partner with the GEAR UP TN staff in arranging and allowing students to participate in at least one individual advising session each academic year.		
Allow and assist in the implementation of Path to College Events, including College Application Week, TN FAFSA Frenzy, College Signing Day, and College Planning Night.		
Allow for and assist in the implementation of a text messaging		



platform, provided by THEC, to notify students of key college-going milestones.		
Commit to participate in necessary grant contracts, data agreements, and evaluation and research studies.		
Commit to the creation of a Steering Committee focused on developing sustainability, resource development, building new partnerships, and creating a college-going culture. Steering Committees, convened by the site coordinator in partnership with school staff, should consist of representatives from middle and high school administration, local policy makers, business, local postsecondary institutions (if applicable), and other key stakeholders. THEC GEAR UP TN staff will provide technical assistance in assembling the Steering Committee.		
Allow release time for the GEAR UP TN site coordinator for monthly site coordinator meetings. Additionally, allow release time for site coordinators and at least one school counselor to attend college access and success professional development provided by THEC and its partners. Professional development will occur once a semester and will be offered at no cost to the partner high school. Finally, commit to send GEAR UP TN site coordinators and project directors to one annual capacity building workshop and one annual conference hosted by the National Council for Community and Education Partnerships Schools. Collaboratives will use grant funds for travel costs associated with the trainings.		
Commitment of the partner middle and high school principals, project director, and site coordinator to participate in an annual daylong workshop in Nashville regarding GEAR UP TN implementation.		
Commit to allow the GEAR UP TN site coordinator to assimilate into the school culture at each participating school, including attendance at faculty meetings and other functions as appropriate.		
Commit to an annual check-in with GEAR UP TN leadership to discuss project implementation and continued partnership.		
Commit to meet the required grant match requirement of 20 percent of the year one award in grant year one. The grant match will then increase 20 percent each grant year thereafter until the grantee matches 100 percent of the granted funds.		

### C. School Enrollment Information

Please provide information about the size of the applying school using the chart below. Provide estimated figures for the 2018 - 2019 academic year. Numbers should reflect the enrollment at each participating middle and high school. Data from 2017 – 2018 should be as of October 1, 2017. When completing the chart, applicants should use the most recent average ACT and free or reduced-priced lunch data. Applicants should add additional lines as needed.

Middle School/Cohort Data:

Middle School	2017-18 Academic Year # of 7 <sup>th</sup> Grade Students (actual as of October 1)	2018-19 Academic Year # of 8 <sup>th</sup> Grade Students (anticipated)	% of Students Eligible for Free or Reduced-Priced Lunch
1.			
2.			
3.			
4.			

High School Data:

High School	2017-18 Academic Year (actual as of October 1)		2018-19 Academic Year (anticipated)		% of Students Eligible for Free or Reduced-Priced Lunch	Ave. ACT Score
	# of 12 <sup>th</sup> Grade Students	# of 9 <sup>th</sup> – 12 <sup>th</sup> Grade Students	# of 12 <sup>th</sup> Grade Students	# of 9 <sup>th</sup> – 12 <sup>th</sup> Grade Students		
1.						
2.						
3.						

### D. Letters of Support

Applying Collaboratives must provide a letter of support from the director of schools, high school principal(s), middle school principal(s), at least one counselor working with high school seniors, and a representative from each GEAR UP TN Collaborative organization as outlined in Section VI. A. of the GEAR UP TN Site Selection Request for Proposals. Letters of support from Collaborative partners should articulate how that organization plans to support implementation of the GEAR UP TN project. Applicants are encouraged to solicit additional letters of support from community partners and other key staff who will participate in building a school college-going culture.

## Attachment A – GEAR UP TN Framework

### **Rigor: Academically prepare all students for postsecondary education through rigorous curriculum and academic support.**

**Strategy 1:** Ensure all students have the necessary academic content knowledge and supports for success in postsecondary education. Academic preparation is the most effective means of increasing student postsecondary readiness, matriculation, and completion (i.e., Bedsworth, Colby, & Doctor, 2006). Per Adelman (1999), a rigorous high school curriculum has greater impact on postsecondary degree completion than any other pre-college indicator of academic preparation, regardless of socioeconomic status or race.

For many students, a lack of academic preparation results in remedial coursework in college. In 2015, 63.3% of first-time Tennessee college freshmen required remediation in math, reading, and/or writing (THEC, 2016). Alarming, first-time, full-time bachelor's degree seeking students taking a remedial course are 74% more likely to drop out than their peers who do not require remedial coursework (Barry & Dannenberg, 2016). Research indicates that using early assessments to identify students who are on track for remedial coursework coupled with implementation of specific courses designed to address learning gaps decreases the need for developmental postsecondary coursework (Howell, Kurlender, & Godsky, 2010). To address GEAR UP TN students' academic preparation, THEC GEAR UP TN staff, direct-service school teams, and the project evaluator will use state standardized test data (grades 7 – 12) and ACT assessments (grade 11) to identify students not on track to meet college readiness standards and design interventions to address identified gaps prior to the students' enrollment in postsecondary education.

**Strategy 2:** Ensure all students have equitable access to course opportunities, especially early postsecondary opportunities. Low-income students often do not reap the benefits of a rigorous academic curriculum due to inequities in school course offerings and advisement. The highest level of mathematics reached in high school is a key marker of postsecondary momentum, with coursework beyond Algebra 2 being the tipping point toward a bachelor's degree (Adelman, 2006). Low-income students are much more likely to attend schools that do not offer math above Algebra 2. Even when rigorous courses are offered, equity gaps persist. In GEAR UP TN-eligible schools, over 92% of economically disadvantaged students are not proficient in math.

Research also points to the positive impact EPSOs have on college

enrollment and completion; yet, similar inequalities exist. TDOE data show that low-income students in Tennessee who take EPSOs are 17% more likely to enroll in college. Despite the positive impact EPSOs have on student outcomes, only 41% of 2015 graduates attempted early postsecondary coursework, either because EPSOs were not available or because students were not advised to enroll. Even more concerning, only 35% of males, 29% of low-income students, and 23% of African-American students attempted an EPSO. Partnering with Collaboratives to expand equitable access to EPSOs and refine advising practices will be a hallmark of the GEAR UP TN project.

**Reach Higher: Create school and community environments characterized by expectations, policies, and initiatives that support all students' pursuit of postsecondary education.**

**Strategy 1:** Create college-going identities among students. In their book *Ready, Willing, and Able: A Developmental Approach to College Access and Success*, Bouffard and Savitz-Romer (2012) identify the importance of adolescents becoming active agents in their own postsecondary futures. By implementing strategies and professional development informed by adolescent development theory, GEAR UP TN will provide services that empower students to see themselves as college-goers who take positive, constructive actions toward their postsecondary goals.

**Strategy 2:** Create a schoolwide college-going culture and foster collective responsibility for the postsecondary preparedness and transition of all students. A school culture where the entire faculty, including administrators and teachers, ensure all students are prepared, support students in completing college applications, and push students to go to college is the single most consistent predictor of postsecondary enrollment (Roderick et al., 2008). This responsibility is typically placed on the shoulders of high school counselors; yet, with a ratio of 1:439 students, Tennessee has too few counselors to meet student need (TDOE, 2017). To effectively create a college-going culture and provide students with supports that ensure postsecondary preparation and transition, schools must leverage the entire school community.

**Relevance: Connect career aspirations and skills to students' educational goals.**

**Strategy:** Provide students with progressively meaningful career experiences moving from awareness to exploration to immersion. Tennessee has defined

college and career-ready students as those individuals who “graduate K-12 education with the knowledge, abilities, and habits to enter and complete postsecondary education without remediation and to seamlessly move into a career that affords them the opportunity to live, work, and sustain a living wage” (TDOE, 2016, p. 4). Creating strong links between career goals and the need for higher education is key to student postsecondary success. In fact, **students making this connection are six times more likely to attain a degree** (Bedsworth et al., 2006). By providing career exploration in middle and high school that is tied to postsecondary opportunities, GEAR UP TN students will clearly understand available learning and career pathways.

**Relationships: Foster connections that strengthen students’ postsecondary success.**

**Strategy 1:** Draw on the power of peers. Student relationships – both one-on-one and larger peer networks – have a significant impact on student decision-making, including decisions related to postsecondary planning (Bouffard & Savitz-Romer, 2012). Research has determined that students who are surrounded by peers who are going to college are four times more likely to enroll than youth with no friends going to college (Choy, Horn, Nunez, & Chen, 2000). To leverage the power of peer influence, GEAR UP TN will foster peer-oriented and directed college exploration and planning through activities specifically aligned to their interests.

**Strategy 2:** Engage families in college preparation opportunities. Families play a key role in determining students’ postsecondary path. One study demonstrates that 88% of students share their parents’ beliefs regarding acceptable careers and the appropriate preparation needed for those professions (Otto, 2000). Valuing and enhancing the role families play in the college-going process is a key strategy of GEAR UP TN implementation. To best leverage the influence parents have on students’ decision-making, Bouffard and Savitz-Romer (2012) suggest practitioners commit to ongoing, accessible communication with families, engage families in college planning events, and implement services that allow active collaboration between students and their families.

**Strategy 3:** Provide opportunities for every student to develop positive mentoring relationships. Research shows that mentoring has a positive impact on a range of student outcomes, including grade promotion, absenteeism, academic goal achievement, school connection, college aspirations, and postsecondary transition and success (Coles, 2011). A field study by Carrell & Sacerdote (2013) concludes that

college-focused mentoring raised the college-going rate among participants by 5.7%. GEAR UP TN will leverage mentoring relationships to develop students' college-going identity and facilitate successful postsecondary transition.

**Raise Awareness: Promote early awareness of the steps necessary to prepare, apply, pay for, and succeed in postsecondary education.**

**Strategy 1:** Communicate with students and their families about postsecondary and career options early and often. Many students report discussions about postsecondary options begin during their junior and senior years of high school (TDOE, 2017). By this time, many students have already made choices that may limit their options. Schools that effectively counsel students into postsecondary take proactive steps to ensure students are thinking about their postsecondary and career options as early as possible, ideally starting in middle school.

**Strategy 2:** Demystify the process of applying and paying for postsecondary education. Research indicates that clarifying the steps leading to postsecondary education has a significant impact on enrollment. For example, students whose parents receive information and assistance in completing financial aid forms are 8.1 percentage points more likely to enroll in college (Bettinger, Long, Oreopoulos, & Sambonmatsu, 2012). Beginning when students are in middle school, GEAR UP TN will provide students and their families information about types of postsecondary institutions, the net-price of college, degree programs linked to career options, and financial aid.

**Reinforce Action: Assist students in completing critical steps of the college-going process.** The five previous focus areas culminate in a series of actions that take place during a student's junior and senior years. Creating schoolwide structures, expectations, and specific services to facilitate students' transition to postsecondary education manifest the college-going culture GEAR UP TN will continue to build. Academic preparation and aspirations are not enough if schools do not have organizational norms and structures in place to effectively guide students through the postsecondary application process (Roderick et al., 2011). Providing such infrastructure is a powerful catalyst to increasing access to postsecondary education. Oreopoulos and Ford (2016) determined that helping students select institutions, apply for admission, and complete a financial aid application increased application rates by 14% and college enrollment by 5.2%. GEAR UP TN will expand two promising interventions from previous GEAR UP TN grants, *Path to College Events* and *College Planning Sessions*, to provide students hands-on assistance in completing key milestones.

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## Attachment B – Minimum Project Services Chart

The table below provides an outline of the services, at minimum, schools will incorporate into their annual GEAR UP TN work plans. Services will be refined and expanded to meet schools' individual needs. These services are designed to increase the percentage of students taking **rigorous courses** that reflect challenging academic standards and reduce the need for remedial education, increase the percentage of **secondary completion**, increase **students' knowledge of and access to financial aid for postsecondary education**, and increase the percentage of students **enrolling and succeeding in postsecondary education**. Services to 12th grade students are listed under the *Priority* heading and will be offered each year. The table also highlights the GEAR UP TN focus area addressed by each service. Research supporting the **likelihood services will improve student outcomes** is provided in the caption below. Full citations for referenced research can be found in Attachment A.

	Class of 2023 (Cohort) Years of Service						Priority	Related GU Focus Area						Rigorous	HS Completion	Fin. Aid	College
								Rigor	Reach	Relevanc	Relations	Raise	Reinforce				
<b>Minimum Project Services</b>	1	2	3	4	5	6											
Academic tutoring/support/workshops <sup>1,2</sup>	X	X	X	X	X	X	X	X						X	X		X
ACT/SAT preparation <sup>3</sup>		X	X	X	X	X	X	X									X
EPSO expansion and advising <sup>4</sup>			X	X	X	X		X						X	X		X
Credit recovery opportunities <sup>1,2</sup>		X	X	X	X	X		X						X	X		X
College access/success counseling <sup>5,6</sup>	X	X	X	X	X	X			X		X	X	X			X	X
Prof., peer-peer and near-peer mentoring <sup>5, 7,8</sup>	X	X	X	X	X	X	X		X		X	X	X		X	X	X

Student/family events (course selection, fin. literacy, career exploration, college match) <sup>5, 7, 10</sup>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
College site visits <sup>11</sup>	X	X	X	X	X	X			X			X						X
College Application Week <sup>6,12</sup>	X	X	X	X	X		X		X			X	X					X
College Planning Night <sup>12</sup>					X				X			X	X				X	X
College Signing Day						X	X		X			X						X
TN FAFSA Frenzy / FAFSA workshops <sup>6,9,12</sup>					X	X	X		X			X	X				X	X
Summer enrichment and academic camps	X	X	X	X	X				X	X						X	X	X
Job site visits and career experiences <sup>1,13</sup>	X	X	X	X							X						X	X
Remediation reduction camps <sup>14</sup>					X	X			X								X	X
College transition/retention programs (i.e., texting) <sup>15</sup>					X	X	X		X			X	X	X				X
Issue 21st Century Scholar Certificates	X	X	X	X	X	X	X		X				X				X	X
ACT curriculum alignment workshops	X								X							X	X	X
Seamless Alignment and Integrated Learning Support <sup>14</sup>					X		X		X							X	X	X
Faculty training (college options, fin. aid, etc.) <sup>6</sup>	X	X	X	X	X		X		X	X						X	X	X
GEAR UP TN training for site coordinators and school administrators, including National Council for Community and Education Partnerships capacity building workshops and annual conferences.	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X

<sup>1</sup>Bedsworth et al., 2006; <sup>2</sup>Adelman, 1999; <sup>3</sup>Allensworth et al., 2008; <sup>4</sup>An, 2013; <sup>5</sup>Bouffard & Savitz-Romer, 2012;

<sup>6</sup>Roderick et al., 2008; <sup>7</sup>Choy et al., 2000; <sup>8</sup>Carrell & Sacerdote, 2013; <sup>9</sup>Bettinger et al., 2012; <sup>10</sup>Otto, 2000; <sup>11</sup>Okerson, 2016 <sup>12</sup>Oreopoulos & Ford, 2016; <sup>13</sup>Orthner et al., 2013; <sup>14</sup>Howell et al., 2010; <sup>15</sup>Castleman & Page, 2015.

## Attachment C – List of Schools that Meet the College-Going Rate Requirement

To be eligible for consideration, applicants must be a public high school serving, at minimum, 9th through 12th grade students. Eligible high schools must have a college-going rate that is less than the state average, as determined by the Tennessee Higher Education Commission. College-going rates will be determined using a three-year average.

The following list includes schools with a college-going rate less than the state average over a three year time period (Fall 2014 – Fall 2016). The college-going rate includes high school graduates who enroll in a postsecondary institution by the fall immediately following high school graduation. The statewide three year average is 60.33%.

The list includes traditional high schools.

School District	High School Name
ACHIEVEMENT SCHOOL DISTRICT	FAIRLEY HIGH SCHOOL
ACHIEVEMENT SCHOOL DISTRICT	MARTIN LUTHER KING PREPARATORY HIGH SCHOOL
ALVIN C. YORK INSTITUTE	ALVIN C. YORK INSTITUTE *
ANDERSON COUNTY	CLINTON HIGH SCHOOL †
BEDFORD COUNTY	CASCADE HIGH SCHOOL
BEDFORD COUNTY	COMMUNITY HIGH SCHOOL
BEDFORD COUNTY	SHELBYVILLE CENTRAL HIGH SCHOOL
BENTON COUNTY	BIG SANDY SCHOOL
BLEDSON COUNTY	BLEDSON COUNTY HIGH SCHOOL*
BLOUNT COUNTY	HERITAGE HIGH SCHOOL
BLOUNT COUNTY	WILLIAM BLOUNT HIGH SCHOOL
BRADLEY COUNTY	BRADLEY CENTRAL HIGH SCHOOL †
CAMPBELL COUNTY	CAMPBELL COUNTY HIGH SCHOOL*†
CAMPBELL COUNTY	JELICO HIGH SCHOOL*†
CANNON COUNTY	CANNON COUNTY HIGH SCHOOL
CARTER COUNTY	CLOUDLAND HIGH SCHOOL
CARTER COUNTY	HAMPTON HIGH SCHOOL
CARTER COUNTY	HAPPY VALLEY HIGH SCHOOL
CARTER COUNTY	UNAKA HIGH SCHOOL
CHEATHAM COUNTY	CHEATHAM COUNTY CENTRAL HIGH SCHOOL
CHEATHAM COUNTY	SYCAMORE HIGH SCHOOL
CLAIBORNE COUNTY	CLAIBORNE HIGH SCHOOL †
COCKE COUNTY	COCKE COUNTY HIGH SCHOOL *†
COCKE COUNTY	COSBY HIGH SCHOOL *†
COFFEE COUNTY	COFFEE COUNTY CENTRAL HIGH SCHOOL

CUMBERLAND COUNTY	CUMBERLAND COUNTY HIGH SCHOOL
CUMBERLAND COUNTY	THE PHOENIX SCHOOL
DAVIDSON COUNTY	ANTIOCH HIGH SCHOOL †
DAVIDSON COUNTY	CANE RIDGE HIGH SCHOOL
DAVIDSON COUNTY	GLENCLIFF COMPREHENSIVE HIGH SCHOOL †
DAVIDSON COUNTY	HUNTERS LANE COMPREHENSIVE HIGH SCHOOL
DAVIDSON COUNTY	JOHN OVERTON COMPREHENSIVE HIGH SCHOOL
DAVIDSON COUNTY	MAPLEWOOD COMPREHENSIVE HIGH SCHOOL †
DAVIDSON COUNTY	MCGAVOCK COMPREHENSIVE HIGH SCHOOL
DAVIDSON COUNTY	PEARL-COHN COMPREHENSIVE MAGNET HIGH SCHOOL †
DAVIDSON COUNTY	STRATFORD COMPREHENSIVE HIGH SCHOOL †
DAVIDSON COUNTY	WHITES CREEK COMPREHENSIVE HIGH SCHOOL †
DEKALB COUNTY	DEKALB COUNTY HIGH SCHOOL
DICKSON COUNTY	CREEK WOOD HIGH SCHOOL
DICKSON COUNTY	DICKSON COUNTY HIGH SCHOOL
FAYETTE COUNTY PUBLIC SCHOOLS	FAYETTE-WARE HIGH SCHOOL
FAYETTEVILLE	FAYETTEVILLE HIGH SCHOOL
FENTRESS COUNTY	CLARKRANGE HIGH SCHOOL *
FRANKLIN COUNTY	FRANKLIN COUNTY HIGH SCHOOL
FRANKLIN COUNTY	HUNTLAND SCHOOL
GILES COUNTY	GILES COUNTY HIGH SCHOOL
GILES COUNTY	RICHLAND MIDDLE/HIGH SCHOOL
GRAINGER COUNTY	GRAINGER ACADEMY
GRAINGER COUNTY	GRAINGER HIGH SCHOOL †
GRAINGER COUNTY	WASHBURN SCHOOL †
GREENE COUNTY	CHUCKEY DOAK HIGH SCHOOL
GREENE COUNTY	NORTH GREENE HIGH SCHOOL
GREENE COUNTY	SOUTH GREENE HIGH SCHOOL
GREENE COUNTY	WEST GREENE HIGH SCHOOL
GRUNDY COUNTY	GRUNDY COUNTY HIGH SCHOOL *†
HAMILTON COUNTY	BRAINERD HIGH SCHOOL
HAMILTON COUNTY	EAST RIDGE HIGH SCHOOL
HAMILTON COUNTY	HAMILTON COUNTY HIGH SCHOOL
HAMILTON COUNTY	HOWARD HIGH SCHOOL OF ACADEMICS AND TECHNOLOGY
HAMILTON COUNTY	IVY ACADEMY
HAMILTON COUNTY	SEQUOYAH HIGH SCHOOL
HANCOCK COUNTY	HANCOCK COUNTY MIDDLE/HIGH SCHOOL *
HARDEMAN COUNTY	BOLIVAR CENTRAL HIGH SCHOOL*†
HARDEMAN COUNTY	MIDDLETON HIGH SCHOOL*†
HARDIN COUNTY	HARDIN COUNTY HIGH SCHOOL
HAWKINS COUNTY	CHEROKEE HIGH SCHOOL
HAWKINS COUNTY	CLINCH HIGH SCHOOL

HAWKINS COUNTY	VOLUNTEER HIGH SCHOOL
HAYWOOD COUNTY	HAYWOOD HIGH SCHOOL *†
HENRY COUNTY	HENRY COUNTY HIGH SCHOOL
HICKMAN COUNTY	EAST HICKMAN HIGH SCHOOL
HICKMAN COUNTY	HICKMAN COUNTY HIGH SCHOOL
HUMBOLDT CITY SCHOOLS	HUMBOLDT HIGH SCHOOL
JACKSON COUNTY	JACKSON COUNTY HIGH SCHOOL*
JEFFERSON COUNTY	JEFFERSON COUNTY HIGH SCHOOL
JOHNSON COUNTY	JOHNSON COUNTY HIGH SCHOOL†
KNOX COUNTY	AUSTIN-EAST HIGH SCHOOL
KNOX COUNTY	CARTER HIGH SCHOOL
KNOX COUNTY	CENTRAL HIGH SCHOOL
KNOX COUNTY	FULTON HIGH SCHOOL
KNOX COUNTY	SOUTH-DOYLE HIGH SCHOOL
LAKE COUNTY	LAKE COUNTY HIGH SCHOOL *†
LAUDERDALE COUNTY	RIPLEY HIGH SCHOOL *
LAWRENCE COUNTY	LAWRENCE COUNTY HIGH SCHOOL
LAWRENCE COUNTY	LORETTO HIGH SCHOOL
LAWRENCE COUNTY	SUMMERTOWN JUNIOR/SENIOR HIGH SCHOOL
LENOIR CITY	LENOIR CITY HIGH SCHOOL
LINCOLN COUNTY	LINCOLN COUNTY SENIOR HIGH SCHOOL
LOUDON COUNTY	GREENBACK PUBLIC SCHOOL
LOUDON COUNTY	LOUDON HIGH SCHOOL
MACON COUNTY	MACON COUNTY HIGH SCHOOL
MACON COUNTY	RED BOILING SPRINGS JUNIOR/SENIOR HIGH SCHOOL
MADISON COUNTY	JACKSON CENTRAL-MERRY HIGH SCHOOL
MADISON COUNTY	NORTH SIDE HIGH SCHOOL
MADISON COUNTY	SOUTH SIDE HIGH SCHOOL
MARION COUNTY	WHITWELL HIGH SCHOOL
MARSHALL COUNTY	MARSHALL COUNTY HIGH SCHOOL
MAURY COUNTY	COLUMBIA CENTRAL HIGH SCHOOL
MAURY COUNTY	CULLEOKA SCHOOL
MAURY COUNTY	MOUNT PLEASANT JUNIOR/SENIOR HIGH SCHOOL
MAURY COUNTY	SPRING HILL HIGH SCHOOL
MCMINN COUNTY	CENTRAL HIGH SCHOOL OF MCMINN COUNTY
MCMINN COUNTY	MCMINN COUNTY HIGH SCHOOL
MCNAIRY COUNTY	MCNAIRY CENTRAL HIGH SCHOOL *†
MEIGS COUNTY	MEIGS COUNTY HIGH SCHOOL †
MILLINGTON MUNICIPAL SCHOOLS	MILLINGTON HIGH SCHOOL
MONROE COUNTY	MONROE ACADEMY HIGH SCHOOL
MONROE COUNTY	SEQUOYAH HIGH SCHOOL
MONROE COUNTY	SWEETWATER HIGH SCHOOL
MONROE COUNTY	TELLICO PLAINS HIGH SCHOOL

MONTGOMERY COUNTY	KENWOOD HIGH SCHOOL
MONTGOMERY COUNTY	MIDDLE COLL-AUSTIN PEAY ST U
MONTGOMERY COUNTY	MONTGOMERY CENTRAL HIGH SCHOOL
MONTGOMERY COUNTY	NORTHEAST HIGH SCHOOL
MONTGOMERY COUNTY	NORTHWEST HIGH SCHOOL
MONTGOMERY COUNTY	WEST CREEK HIGH SCHOOL
MORGAN COUNTY	CENTRAL HIGH SCHOOL*
MORGAN COUNTY	OAKDALE SCHOOL*
MORGAN COUNTY	SUNBRIGHT SCHOOL*
OVERTON COUNTY	LIVINGSTON ACADEMY HIGH SCHOOL
POLK COUNTY	COPPER BASIN HIGH SCHOOL
POLK COUNTY	POLK COUNTY HIGH SCHOOL
PUTNAM COUNTY	MONTEREY HIGH SCHOOL
PUTNAM COUNTY	UPPERMAN HIGH SCHOOL
RHEA COUNTY	RHEA COUNTY HIGH SCHOOL
ROBERTSON COUNTY	EAST ROBERTSON JUNIOR/SENIOR HIGH SCHOOL
ROBERTSON COUNTY	GREENBRIER HIGH SCHOOL
ROBERTSON COUNTY	JO BYRNS JUNIOR/SENIOR HIGH SCHOOL
ROBERTSON COUNTY	SPRINGFIELD HIGH SCHOOL †
RUTHERFORD COUNTY	HOLLOWAY HIGH SCHOOL
RUTHERFORD COUNTY	LA VERGNE HIGH SCHOOL
RUTHERFORD COUNTY	OAKLAND HIGH SCHOOL
RUTHERFORD COUNTY	RIVERDALE HIGH SCHOOL
RUTHERFORD COUNTY	SMYRNA HIGH SCHOOL
RUTHERFORD COUNTY	STEWARTS CREEK HIGH SCHOOL
SCOTT COUNTY	SCOTT HIGH SCHOOL *
SEQUATCHIE COUNTY	SEQUATCHIE COUNTY HIGH SCHOOL
SEVIER COUNTY	PIGEON FORGE HIGH SCHOOL
SEVIER COUNTY	SEVIER COUNTY HIGH SCHOOL
SHELBY COUNTY	B.T. WASHINGTON HIGH SCHOOL
SHELBY COUNTY	CARVER HIGH SCHOOL
SHELBY COUNTY	CORDOVA HIGH SCHOOL †
SHELBY COUNTY	CRAIGMONT HIGH SCHOOL
SHELBY COUNTY	DOUGLASS HIGH SCHOOL
SHELBY COUNTY	EAST MIDDLE/HIGH SCHOOL †
SHELBY COUNTY	HAMILTON HIGH SCHOOL
SHELBY COUNTY	HILLCREST HIGH SCHOOL
SHELBY COUNTY	KINGSBURY HIGH SCHOOL †
SHELBY COUNTY	KIRBY HIGH SCHOOL
SHELBY COUNTY	MANASSAS HIGH SCHOOL
SHELBY COUNTY	MELROSE HIGH SCHOOL
SHELBY COUNTY	MEMPHIS BUSINESS ACADEMY
SHELBY COUNTY	MEMPHIS HEALTH CAREERS ACADEMY

SHELBY COUNTY	MITCHELL HIGH SCHOOL
SHELBY COUNTY	NEW CONSORTIUM OF LAW AND BUSINESS
SHELBY COUNTY	OAKHAVEN MIDDLE/HIGH SCHOOL
SHELBY COUNTY	OVERTON HIGH SCHOOL
SHELBY COUNTY	RALEIGH-EGYPT HIGH SCHOOL
SHELBY COUNTY	SHEFFIELD HIGH SCHOOL
SHELBY COUNTY	SOUTHWIND HIGH SCHOOL
SHELBY COUNTY	TREZEVANT HIGH SCHOOL
SHELBY COUNTY	WESTWOOD HIGH SCHOOL
SHELBY COUNTY	WOODDALE HIGH SCHOOL
SMITH COUNTY	GORDONSVILLE HIGH SCHOOL
SMITH COUNTY	SMITH COUNTY HIGH SCHOOL
STEWART COUNTY	STEWART COUNTY HIGH SCHOOL
SULLIVAN COUNTY	SULLIVAN NORTH HIGH SCHOOL
SUMNER COUNTY	E. B. WILSON HIGH SCHOOL
SUMNER COUNTY	PORTLAND HIGH SCHOOL
TIPTON COUNTY	BRIGHTON HIGH SCHOOL
TIPTON COUNTY	COVINGTON HIGH SCHOOL
TIPTON COUNTY	MUNFORD HIGH SCHOOL
TROUSDALE COUNTY	TROUSDALE COUNTY HIGH SCHOOL
UNION COUNTY	UNION COUNTY HIGH SCHOOL*†
VAN BUREN COUNTY	VAN BUREN COUNTY JUNIOR/SENIOR HIGH SCHOOL*
WARREN COUNTY	WARREN COUNTY HIGH SCHOOL
WASHINGTON COUNTY	DAVID CROCKETT HIGH SCHOOL
WAYNE COUNTY	FRANK HUGHES SCHOOL*†
WHITE COUNTY	WHITE COUNTY HIGH SCHOOL
WILLIAMSON COUNTY	FAIRVIEW HIGH SCHOOL
WILSON COUNTY	LEBANON HIGH SCHOOL
WILSON COUNTY	WATERTOWN HIGH SCHOOL

\* Indicates schools that are located in distressed counties as defined by the Appalachian Regional Commission.

† Indicates schools that have participated in a previous GEAR UP TN project administered by the Tennessee Higher Education Commission.

## Attachment D – Scoring Rubric

### GEAR UP TN Site Selection Reviewer Scoring Rubric

Applying High School: \_\_\_\_\_

Total Reviewer Score \_\_\_\_\_

Selection Recommendation (circle one):    YES    NO

Evaluation Criteria	Max. Score	Reviewer Score	Comments/Recommendations
<b><i>Demonstration of Commitment to Improving Student Outcomes and GEAR UP TN (Question 1)</i></b>			
<p>-Does participation in GEAR UP TN address the particular needs of the applying Collaborative?</p> <p>-What existing student-level services or interventions, offered by the applying schools (middle and high) and/or their partners, are currently in place and focus on <b>increasing students' academic preparation for postsecondary education</b>? Will these initiatives be aligned with GEAR UP TN? Are there areas for growth that GEAR UP TN will address? Will GEAR UP TN supplement, not supplant, these services? Is there room to further grow a culture of academic preparation?</p> <p>-What existing student-level services or interventions, offered by the applying schools (middle and high) and/or their partners, are currently in place and focus on <b>increasing the number of students accessing postsecondary education</b>? Will these initiatives be aligned with GEAR UP TN? Are there areas for growth? Will GEAR UP TN supplement, not supplant, these services? Is there</p>	40		



<p>room to further grow a culture of college-going?</p> <p>-Will the entire school community at each participating school, including school administrators, counselors, and other faculty, support efforts to improve college-going rates? Will other school staff partner with the GEAR UP TN site coordinator and support implementation of GEAR UP TN services?</p>			
<b>Scoring Range</b>			
<p><b>40</b> – The proposal clearly outlines a strong commitment to improving academic readiness and college-going outcomes. The proposal provides a clear commitment to implementing GEAR UP TN. It is clear that GEAR UP TN will address specific needs and opportunities for growth at the applying middle and high school(s). If existing services are offered, the proposal provides a clear vision of how GEAR UP TN will align and supplement and not supplant current student-level services or interventions. Further, the proposal clearly articulates how GEAR UP TN funds will expand service offerings beyond what already exists. The proposal demonstrates clear commitment to including the GEAR UP TN site coordinator as a member of the school community and outlines how this will be accomplished. Finally, the proposal clearly details how the school community will participate in implementing GEAR UP TN. Plans outlined in this section are reasonable and maximize the likelihood of project success.</p> <p><b>20</b> – The proposal includes a basic description of participating middle and high schools’ commitment to improving students’ academic readiness and college-going outcomes and details how GEAR UP TN may align with these efforts. The proposal suggests areas of need or growth for services focused on improving college-going outcomes and how the GEAR UP TN project could address these areas. Finally, the proposal provides some details of how the school community will support efforts to implement the GEAR UP TN project but these details may not be specific. While commitment and plans for</p>			

<p>partnership are provided, they lack clarity and are only moderately likely to result in successful GEAR UP TN Implementation.</p> <p><b>0</b> – The proposal lacks detailed information about the participating middle and high schools’ commitment to improving students’ academic readiness and college-going outcomes. The proposal suggests minimal school commitment to implementing the GEAR UP TN project. There is little evidence that the GEAR UP TN site coordinator would be incorporated into the school community. There is limited evidence that plans will result in successful program implementation. There is indication that GEAR UP TN funds would be used to supplant existing services. There does not appear to be alignment between the commitment of the individual middle and high schools.</p>			
<b>Demonstration of Commitment to Student Availability (Question 2)</b>			
-Does the proposal outline how time will be made available for students to participate in GEAR UP TN services both in and out of the school building?	<b>10</b>		
<b>Scoring Range</b>			
<p><b>10</b> – The proposal details a specific and appropriate plan of how students will be made available to participate in GEAR UP TN services.</p> <p><b>5</b> – The proposal outlines a plan of how the students will be made available to participate in GEAR UP TN services, but student access may not be adequate. The availability of a specific plan is not fully demonstrated.</p> <p><b>0</b> – The proposal does not adequately outline a feasible plan to allow students to participate in GEAR UP TN services.</p>			

Designation of Space for the GEAR UP TN Site Coordinator (Question 3)			
-Does the proposal detail a specific location designated for the GEAR UP TN site coordinator to meet with students, conduct postsecondary planning interventions and services, and perform other required advisor responsibilities? While the assigned area does not need to be a private office, is the space provided appropriate? Is there adequate access to resources, such as a phone and printer?	10		
Scoring Range			
<p>10 – The proposal details a specific location designated for the GEAR UP TN site coordinator that will be appropriate in both space and location for meeting one-on-one with students as well as completing other GEAR UP TN responsibilities. The location will include adequate resources to support GEAR UP TN activities.</p> <p>5 – The proposal details a location designated for the GEAR UP TN advisor that, although adequate, is not ideal in either space or location for meeting one-on-one with students or completing other GEAR UP TN responsibilities.</p> <p>0 – The proposal details a location designated for the GEAR UP TN site coordinator that is not appropriate in either space or location for meeting one-on-one with students or completing other advisor responsibilities.</p>			
Demonstration of Commitment of Partnership with GEAR UP TN (Question 4)			
- Does the proposal indicate commitment to GEAR UP TN programming commitments?	10		
Scoring Range			
<p>10 – The proposal indicates commitment to all programming commitments.</p> <p>0 – The proposal does not indicate commitment to all programming commitments.</p>			

Letters of Support			
<ul style="list-style-type: none"><li>- Does the applying Collaborative provide a letter of support from the director of schools, high school principal(s), middle school principal(s), at least one counselor working with high school seniors, and a representative from each GEAR UP TN Collaborative organization as outlined in Section VI. A. of the GEAR UP TN Site Selection Request for Proposals?</li><li>-Letters of support from Collaborative partners should articulate how that organization plans on supporting implementation of the GEAR UP TN project.</li><li>-Do the letters of support demonstrate buy-in to GEAR UP TN?</li><li>-Do the letters of support demonstrate commitment to the success of GEAR UP TN?</li></ul>	10		
Scoring Range			
<p><b>10</b> – Proposal includes all required letters of support. Letters of support from Collaborative partners clearly articulate tangible ways that the partnering organization plans on supporting implementation of the GEAR UP TN project. Letters clearly demonstrate buy-in and support of GEAR UP TN implementation.</p> <p><b>5</b> – Proposal includes all required letters of support. Letters of support from Collaborative partners articulate the commitment of the partnering organization to support GEAR UP TN implementation and provide some details regarding that support.</p> <p><b>0</b>- Proposal either does not include required letters of support or the provided letters do not demonstrate buy-in and support of GEAR UP TN implementation.</p>			

Overall Impression			
<p>-When looking at the proposal in its totality, does the Collaborative present a robust commitment to the success of GEAR UP TN? Is there a high level of confidence that the GEAR UP TN program will be successful at the applying school?</p> <p>-Does the proposal provide confidence that GEAR UP TN funding will positively impact student outcomes? Is there clear evidence that all Collaborative partners are uniformly focused on project success?</p>	20		
Scoring Range			
<p><b>20</b> – The proposal clearly demonstrates a commitment to improving student outcomes and to implementing GEAR UP TN. The proposal clearly articulates how GEAR UP TN will be adopted by each participating school and all Collaborative partners. It is clear that GEAR UP TN will become part of the applying Collaborative’s culture. There is a high level of confidence that the GEAR UP TN program will be successful at the applying school.</p> <p><b>10</b> – The proposal demonstrates some commitment to improving student outcomes and to implementing GEAR UP TN. Details regarding how GEAR TN will be incorporated into the school culture are vague. There is a moderate level of confidence that the GEAR UP TN project will be successful at the applying school.</p> <p><b>0</b> – The proposal provides a weak commitment to increasing college-going outcomes and to implementing GEAR UP TN. It is not clear how GEAR UP TN will be incorporated into the school culture. There is little confidence that the GEAR UP TN project will be successful at the applying school.</p>			

**Note:** Communities that have never participated in a state GEAR UP grant will receive **three priority points** added to their proposal score. Similarly, Collaboratives that serve schools located in a distressed county as determined by the Appalachian Regional Commission will receive **two priority points** added to their proposal score. These points will be added by Tennessee Higher Education Commission staff.