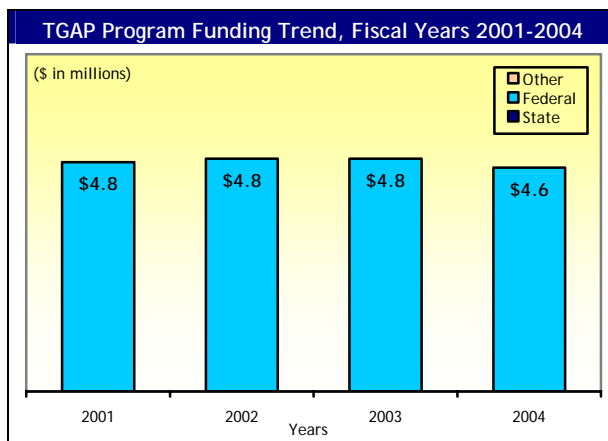


Summary by the Texas State Auditor's Office on:

GEAR UP (Texans Getting Academically Prepared—TGAP)

Gaining Early Awareness and Readiness for Undergraduate Programs, Higher Education Act, Title IV, Part A, Subpart 2, Chapter 2, 20 U.S.C. 1070a-21-1070a-28 and Catalog of Federal Domestic Assistance 84.334

Funding Sources, Fiscal Year 2004	
Federal	\$ 4,646,243
State Appropriations	\$ 0
Other	\$ 0
Funding Method	Discretionary grants to qualifying LEAs, universities, and nonprofit organizations
No. of Grants	9
Range	\$ 122,000 - \$ 800,000
Eligible Entities	LEAs and private nonprofit organizations



Flow of TGAP Program Funds, Fiscal Years 2001-2004							LEAs, Other Entities, Students, and Parents Served	
Year	Federal Award to TEA	Budgeted	Awarded	Expended	Deobligated	Lapsed	LEAs	Students
2001	\$ 4,756,192	\$ 4,756,192	\$ 4,276,297	\$ 4,719,492	\$ 145,426	\$ 0	6	17,000
2002	\$ 4,832,008	\$ 4,832,008	\$ 3,184,024	\$ 4,830,932	\$ 263,952	\$ 0	6	17,000
2003	\$ 4,833,958	\$ 4,833,958	\$ 3,610,118	\$ 4,135,121	\$ 157,874	\$ 0	6	15,563
2004	\$ 4,646,243	\$ 4,646,243	\$ 2,321,861	\$ 2,053,436	NYA	NYA	6	NYA ^a
Totals	\$ 19,068,401	\$ 19,068,401	\$ 13,392,300	\$ 15,738,981	NYA	NYA	24	NYA

UA - Unavailable NA - Category does not apply NYA - Not yet available (as of report date)

^a The number of students for 2003-2004 will not be available until fall 2004.

Targeted Students and Grade Levels

Low-income and minority middle-school and high-school students may participate in GEAR UP.

Program Components

Program Component	Required/Recommended/Allowed
Counseling/Case Management	✓
Diagnostics-Based Intervention	
Academic Intervention	✓
Small Group Instruction/Limited Class Size	
School-Day or Out-of-School Activity	School-Day and Out-of-School
Computer Assisted Instruction	
Literacy/ESL/Bilingual Instruction	✓
College Preparation	✓

Program Component	Required/Recommended/Allowed
Career Preparation	✓
Mentoring	✓
Professional Development	✓
Parental Involvement/Education	✓
Community Involvement/Services/Enrichment	✓
Pregnancy and Parenting Services	
Children's Day Care	
Safe Environment	

The information in these program summaries has been compiled from multiple sources of varying reliability and is unaudited. Sources include the Texas Education Agency, the U.S. Department of Education, the Texas Department of Family and Protective Services, universities, colleges, and other nonprofit organizations.

Comments

TGAP is TEA's project using a federal GEAR UP pass-through grant for LEAs, universities, and private nonprofit organizations. TGAP is a six-year effort beginning at the middle-school level to prepare low-income and minority students for higher education opportunities. TGAP includes interrelated activities supporting early awareness of and preparation for higher education among students and their families and schools. It provides professional development for teachers; encourages students to take advanced placement (AP) courses and exams; and provides resources, field trips, and other opportunities for students and their parents to learn about post-secondary education. TGAP works toward three goals: (1) To build capacity of educators and students so teachers can adequately prepare students for successful participation in challenging college preparatory programs; (2) to increase student and family awareness of opportunities for college and financial aid; and (3) to gain business and community assistance in supporting and providing meaningful incentives for high student achievement.

Evaluation*

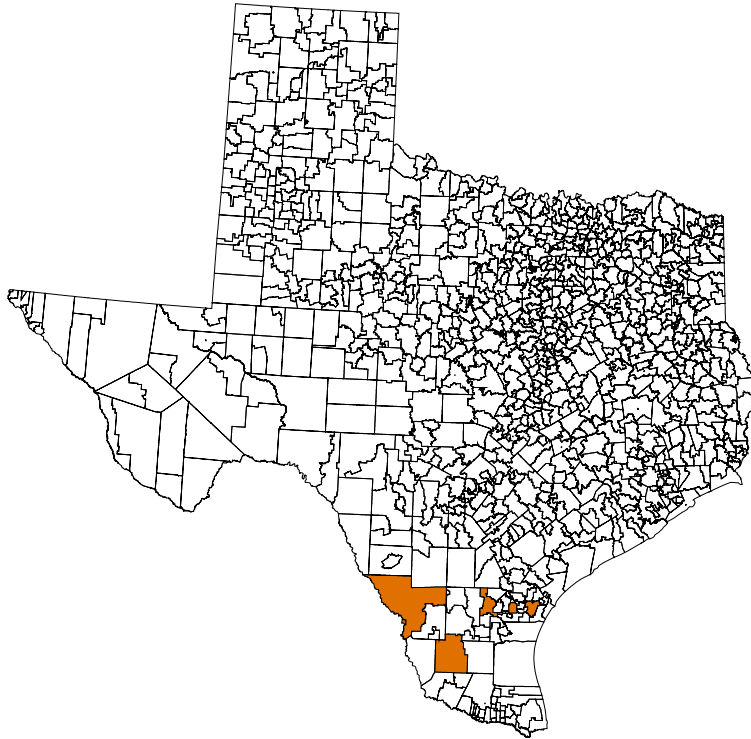
The Texas Center for Educational Research and the University of Houston's Center for Public Policy conducted an evaluation of TGAP, *Year Four Evaluation*, published in December 2003. The evaluation found the following: (1) TGAP districts have increased the number of traditionally under-represented students in their AP programs; (2) statistical analysis shows that TGAP is reaching students and parents who might not otherwise consider higher education as an option—their awareness of higher education and related subjects has increased, and TGAP parents are more likely to report that their graduating senior will attend college than parents of similar non-TGAP students; (3) greater exposure to TGAP services increases the probability of desirable outcomes for students and their parents; (4) teachers have benefited from TGAP's professional training, but classroom instructional practices for TGAP students need improvement; (5) TGAP campuses are performing poorly on a number of key academic achievement indicators, and TGAP students, who are now participating in AP classes and exams at the same rate as the statewide and national rates for all students, are performing at a level well below state and national trends; (6) the business community's support for TGAP programs and students is not consistently offered across the state, although the Texas Business Education Coalition continues to support the Recommended High School Program, the Texas Scholars Program, and TEXAS grants; (7) most teachers believe that TGAP has positively affected students and their parents in regard to college preparation; and (8) dependency on grant funding for the programs reduces the possibility for program sustainability.

* In most cases it is not possible to isolate the effects of funding for a single program on students' performance because districts applying for state funding for at-risk students are required to combine local, state, and federal resources to maximize services to at-risk students. For the same reason, a single program's cost does not provide a meaningful basis for determining the cost per student of a desired or achieved outcome.

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GEAR UP (Texans Getting Academically Prepared—TGAP)

Statewide Distribution, School Years 2000-01 through 2003-04
(Divided by LEA jurisdictions)



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