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**U.S. DEPARTMENT OF EDUCATION  
Gaining Early Awareness and Readiness for Undergraduate Program  
(GEAR UP)  
Annual Performance Report for Partnership and State Projects**

Cover Sheet

<b>1. PR/Award Number:</b>	P334A080071
<b>2. Name of Grantee</b>	Yale University
<b>3. Address:</b>	389 Whitney Avenue New Haven, CT 06511
<b>4. Name of Project Director/Contact Person:</b>	Nadia L Ward
<b>Phone Number:</b>	( 203 ) 789 - 7645
<b>Fax Number:</b>	( 203 ) 562 - 6355
<b>E-Mail Address:</b>	nadia.ward.@yale.edu
<b>5. Name of Certifying Official:</b>	Melissa Tebo
<b>Phone Number:</b>	( 203 ) 785 - 4944
<b>E-Mail Address:</b>	Melissa.Tebo@yale.edu
<b>6. Reporting Period:</b>	04/01/2009 to 03/31/2010

We certify that to the best of our knowledge, the information reported herein is accurate and complete.

\_\_\_\_\_  
Name of Project Director (Print)

\_\_\_\_\_  
Name of Certifying Official (Print)

\_\_\_\_\_  
Signature and Date

\_\_\_\_\_  
Signature and Date

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P334A080071 - Section III

**Section III: Grant Administration and Budget Information****1. Federal Budget Summary**

In the following table, please provide information about your actual and anticipated Federal expenditures for the **current budget period**. The current budget period can be found in Section 6 of your current Grant Award Notification (GAN). You do not need to fill in the shaded boxes, but please indicate total amounts in line E for all columns. ***\*If this is the first award year of your grant, the reporting period includes the time period from the beginning of your grant through March 31st of this year.***

	Total Federal Funds Awarded for Current Budget Period (See Current GAN)	Carryover Funds Available (Include Funds Carried Over from Previous Budget Period(s))	Actual Federal Expenditures from April - March* of Current Budget Period	Anticipated Federal Expenditures from April to Current Budget Period End Date	Anticipated Carryover to Next Budget Period (if applicable)
1. Salaries and Wages	436,421.00		340,125.00	158,842.00	
2. Employee Benefits	127,441.00		85,728.00	55,763.00	
3. Travel	17,500.00		35,050.00	20,443.00	
4. Materials and Supplies	43,601.00		61,204.00	21,959.00	
5. Consultants and Contracts	338,738.00		166,616.00	464,217.00	
6. Other	108,151.00		27,195.00	156,429.00	
A. Total Direct Cost (1-6) (Read Only)	1,071,852.00		715,918.00	877,653.00	
B. Total Indirect Costs (less than 8% of A)	85,748.00		63,602.00	70,212.00	
C. Equipment	0.00		0.00	0.00	
D. Scholarships/Tuition Assistance	0.00		0.00	0.00	
E. Total Costs (A+B+C+D) (Read Only)	1,157,600.00	569,785.00	779,520.00	947,865.00	0.00

## P334A080071 - Section III

## 2. Non-Federal Matching Budget Summary

In the following table, please provide information about your actual and anticipated non-Federal matching contributions for the *current budget period*. *Current budget period can be found in Section 6 of your current Grant Award Notification (GAN)*.

	Matching Contributions Proposed for Current Budget Period (See Current GAN)	Actual Matching Contributions from April - March* of Current Budget Period	Anticipated Matching Contributions from April to Current Budget Period End Date
1. Salaries and Wages	436,421.00	808,782.00	401,084.00
2. Employee Benefits	127,441.00	16,275.00	53,848.00
3. Travel	17,500.00	550.00	13,089.00
4. Materials and Supplies	43,601.00	250.00	17,470.00
5. Consultants and Contracts	338,738.00	25,000.00	36,615.00
6. Other	108,151.00	124,911.00	11,365.00
A. Total Direct Cost (1-6) (Read Only)	1,071,852.00	975,768.00	533,471.00
B. Total Indirect Costs (less than 8% of A)	85,748.00	0.00	7,137.00
C. Equipment	0.00	0.00	2,205.00
D. Scholarships/Tuition Assistance	0.00	0.00	0.00
E. Total Costs (A+B+C+D) (Read Only)	1,157,600.00	975,768.00	542,813.00

Note: You have not requested a match reduction in your original application.

## P334A080071 - Section III

## 3. Actual Federal Expenditures and Matching Contribution for 5 Years

In the following table, please provide information about your actual Federal and matching expenditures for *previous, completed budget periods*. For example, for grants that began in Fiscal Year 2009, the Year 1 budget period would be July 2009 through June 2010. If you are in the first year of your grant, you do not need to fill out this table. If you are in the second through sixth years of your grant, fill out information only for completed budget period(s).

	Year 1		Year 2		Year 3	
	Actual Federal Expenditures	Actual Matching Contributions	Actual Federal Expenditures	Actual Matching Contributions	Actual Federal Expenditures	Actual Matching Contributions
1. Salaries and Wages	280,251.00	453,597.00	0.00	0.00	0.00	0.00
2. Employee Benefits	53,178.00	53,776.00	0.00	0.00	0.00	0.00
3. Travel	28,809.00	6,037.00	0.00	0.00	0.00	0.00
4. Materials and Supplies	51,504.00	10,448.00	0.00	0.00	0.00	0.00
5. Consultants and Contracts	109,061.00	63,629.00	0.00	0.00	0.00	0.00
6. Other	27,552.00	1,575.00	0.00	0.00	0.00	0.00
A. Total Direct Cost (1-6) (Read Only)	550,355.00	589,062.00	0.00	0.00	0.00	0.00
B. Total Indirect Costs (less than 8% of A)	37,460.00	0.00	0.00	0.00	0.00	0.00
C. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
D. Scholarships/Tuition Assistance	0.00	0.00	0.00	0.00	0.00	0.00
E. Total Costs (A+B+C+D) (Read Only)	587,815.00	589,062.00	0.00	0.00	0.00	0.00

	Year 4		Year 5	
	Actual Federal Expenditures	Actual Matching Contributions	Actual Federal Expenditures	Actual Matching Contributions
1. Salaries and Wages	0.00	0.00	0.00	0.00
2. Employee Benefits	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00
4. Materials and Supplies	0.00	0.00	0.00	0.00
5. Consultants and Contracts	0.00	0.00	0.00	0.00
6. Other	0.00	0.00	0.00	0.00
A. Total Direct Cost (1-6) (Read Only)	0.00	0.00	0.00	0.00
B. Total Indirect Costs (less than 8% of A)	0.00	0.00	0.00	0.00
C. Equipment	0.00	0.00	0.00	0.00
D. Scholarships/Tuition Assistance	0.00	0.00	0.00	0.00
E. Total Costs (A+B+C+D) (Read Only)	0.00	0.00	0.00	0.00

Total Actual Federal Expenditures : \$ 587,815.00 dollars  
Total Actual Matching Contributions : \$ 589,062.00 dollars

## P334A080071 - Section III

## Section III - Budget Questions

4. If you are not expending Federal or matching funds as originally budgeted, please provide an explanation for the change. Please describe how you plan to expend carryover funds and/or how you plan to meet your matching requirements.
5. Describe any significant changes in your project design since the approval of your grant application (e.g., changing from individual tutoring to group tutoring or placing more emphasis on enrichment activities rather than remediation). Do you anticipate making changes to your project design in the coming year? If so, please describe. How have any changes or anticipated changes affected your budget? How will these changes impact quantitative outcomes and your ability to meet the project's goals?

n/a

6. Please list the names and titles of key personnel paid by GEAR UP Federal or matching funds, and indicate the percentage of time each individual spends working on the GEAR UP grant.

No	Name	Title	Time on Grant (%)	Individual Paid By	
				Fed. Funds	Match
1	Nadia Ward	Principal Investigator	83.0		
2	Barbara Nangle	Program Assistant	75.0		
3	Lance Linke	Associate Research Scientist	100.0		
4	Eddie Quiles	Research Assistant I	100.0		
5	Kai Perry	Research Assistant I	100.0		
6	Alisha Smith	Research Assistant I	100.0		
7	Charlayne Hayling	Postdoctoral Fellow	34.0		

7. Describe any changes to key personnel of this grant that have come about over the past year, including changes in titles, changes in percentage of time that a person is devoting to the project, hiring of a key staff person, departure of a key staff person, or addition or elimination of a position. Discuss any significant changes to key personnel proposed or anticipated for the coming reporting period. *(Do not request replacement of key personnel or the addition / elimination of position(s) here. That type of request is a change that requires an administrative action and must be addressed separate from this report. Your response should be a summary of approved and completed changes that have take place during this reporting period.)*

Since the last report period, we have hired three cluster liaison representatives (research assistant I), a project evaluator/data analyst (associate research scientist), and postdoctoral fellow as described in our program design.

8. Describe any changes to the roles of your partners during the past year. Have any partners been added to your grant? Have any partners discontinued their participation in your grant? Has the role of any existing partner changed significantly?

We have added one new partner (RYASAP) whose mission is to support positive youth development. They are supporting the social development component of our project by facilitating groups with students on establishing healthy peer relationships. This serves as a complement to our MAAX Program.

9. Describe briefly your project's record keeping system for collecting and reporting student

**outcome/achievement data and participation in GEAR UP activities. Specifically, how frequently is data collected, and what method(s) does your project use to collect and maintain data regarding student, parent and teacher participation in GEAR UP activities?**

Our project utilizes Microsoft Access to track and monitor student enrollment and participation in all GEAR UP activities. Student participation is collected weekly. Teacher, counselor and parent participation in planned training and activities is captured by sign in sheets and entered on an ongoing basis into an Excel spreadsheet. Student achievement data is captured in Excel and imported into either Access or SPSS to examine the relationship among and between indicators of interest. Data is used to inform and enhance each program component and to update project status with stakeholders and partners.

**10. How do you link student outcome/achievement data with student participation? How does your project use the data collected to evaluate and guide the project?**

Our project has developed a process and outcome evaluation plan. The process evaluation guides the manner in which we provide ongoing monitoring of all program components. This information is used to enhance and improve program implementation and monitoring of participation of students, teachers, parents and counselors across program components. Our outcome evaluation strategy examines dosage effects to determine how student achievement outcomes are impacted by student participation in GEAR UP. Pre- and post-assessments on various indicators (e.g., social and behavioral assessments, curriculum assessments) help gauge student outcomes along social indicators. Student performance on English and math quarterly assessments and State assessments is also linked to student participation in academic support services (tutoring/academic enrichment programs).

**11. Describe your record-keeping system for maintaining source documentation for all federal and non-federal expenditures (e.g., time and effort record (which include percentage of time spent on grant activities), transportation cost, equipment, supplies, college field trips, and other GEAR UP expenditures. Who is responsible for maintaining the documentation?**

All expenses pertaining to the GEAR UP grant are authorized by the PI Nadia Ward and are kept on file by month. The individual responsible for all actual expenditure documentation is Maria Cornacchia, fiscal manager, who keeps all copies of expenditures on file.

**12. If your project has a scholarship component for postsecondary education, please provide: a) information about the amount of scholarship money (Federal and/or matching funds) that has been obligated; b) information regarding where scholarship funds are held pending distribution to former GEAR UP students (e.g., are the funds in a trust account?); and c) how the funds will be disbursed and to whom. If you have already disbursed scholarship money to students, please indicate the amount of money disbursed, the number of students who received scholarships, and the average amount of the scholarships awarded.**

**13. Please complete the following table. List all partners and click on the radio button whether they are original partners listed in the application or new partners added during implementation. Please indicate the type of partner from the following options and enter the letter in the column provided: C = Community Organization, F = Faith-based Organization, B = Historically Black College and University (HBCU), H = Hispanic Serving Institution (HSI), O = Other Type of Organization, P = Other Postsecondary Institute, and S = School/District.**

No	Partner Name	Partner Status	Inactive	Submitted Partner Identification Form and Cost Share Worksheet	Type of Partner
1	ASPIRA	<input checked="" type="radio"/> Original <input type="radio"/> New			C: Community Organization
2	Bridgeport Board of Ed.	<input checked="" type="radio"/> Original <input type="radio"/> New			S: School/District
3	Bridgeport Board of Ed. Parent Center	<input checked="" type="radio"/> Original <input type="radio"/> New			C: Community Organization
4	Bridgeport Higher Education Alliance	<input checked="" type="radio"/> Original <input type="radio"/> New			P: Other Postsecondary Institute
5	Bridgeport Public Education Fund	<input checked="" type="radio"/> Original <input type="radio"/> New			C: Community Organization

6	Bridgeport Regional Business Council	* Original	New			C: Community Organization
7	Charter Oak Challenge Foundation	* Original	New			O: Other type of Organization
8	Fairfield County Community Foundation	* Original	New			O: Other type of Organization
9	Fairfield University	* Original	New			P: Other Postsecondary Institute
10	Family Services of Woodfield	* Original	New			O: Other type of Organization
11	Housatonic Community College	Original	* New			P: Other Postsecondary Institute
12	Housatonic Community College Foundation	* Original	New			O: Other type of Organization
13	Institute for Urban and Minority Education	* Original	New			P: Other Postsecondary Institute
14	Junior Achievement of Western CT	* Original	New			C: Community Organization
15	Lighthouse Program (City of Bridgeport)	* Original	New			C: Community Organization
16	R. Taylor Community Center	* Original	New			C: Community Organization
17	State Education Resource Center	* Original	New			O: Other type of Organization
18	United Way of Eastern Fairfield County	* Original	New			C: Community Organization
19	University of Bridgeport	* Original	New			P: Other Postsecondary Institute
20	Valerie Purdie-Vaughns, Ph.D.	* Original	New			O: Other type of Organization
21	VIP College Preparatory Program	* Original	New			O: Other type of Organization
22	Yale University	* Original	New			P: Other Postsecondary Institute
23	RYASAP	Original	* New			C: Community Organization

**14. Indirect Cost Agreement (check one of three options)**

Indirect cost reimbursement on a training grant is limited to the recipient's actual indirect costs, as determined by its negotiated indirect cost rate agreement, or eight percent of the modified total cost base, whichever amount is less. In order to claim an indirect cost on next year's budget, the grantee must provide information on their current agreement.

\* **Current Indirect Cost Agreement**

Effective dates of the agreement: Beginning date: 09/01/2009 Ending date: 08/31/2010  
Current rate : 8.0 %

**Requesting Indirect Cost Agreement**

If you've requested an indirect cost rate agreement but have not received one, you should provide your program officer with evidence of your contact with the cognizant agency and their response. If a negotiated indirect cost rate agreement was not awarded, a grantee using the training rate of eight percent is required to have documentation available for audit that shows that its indirect rate equals or exceeds the eight percent.

Please indicate whether your program officer has documentation of your attempt to secure an indirect cost rate agreement. Yes No

Do not claim Indirect Cost

P334A080071 - Section IV

**SECTION IV: Demographic Data and Data Regarding Services Provided****1. Demographic Data**

Please complete the following tables requesting demographic data on GEAR UP students.

**A. Students Served:**

Please complete the following table indicating the number of students served by your project.

	Number of Students
Number of students you proposed to serve during the reporting period (obtain from your grant application)	1447
Actual number of students in your cohort(s) during the reporting period (i.e., number of students served)	1551

**B. Participant Distribution by Ethnic Background:**

The following table regarding the ethnicity/race background of GEAR UP students is mandatory and will be used by the Department of Education in reporting on the ethnicity/race characteristics of students served by the program. The ethnicity/race categories used in this section are consistent with the Department of Education's policy on the collection of racial and ethnic information.

Ethnicity	Number of GEAR UP Students
Hispanic or Latino	720
<b>Race</b>	
American Indian or Alaska Native	1
Asian	38
Black or African American	645
Native Hawaiian or Pacific Islander	0
White	147
Two or More Races	0
Race and/or Ethnicity Unknown	0
<b>Total</b>	<b>1551</b>

**C. Participation by Gender:**

Complete the following table regarding the gender of GEAR UP students.

Gender:	Number of GEAR UP Students
Male	838
Female	713
<b>Total Students Served</b> (should equal total number of students in cohort in Section IV, 1A)	<b>1551</b>



## P334A080071 - Section IV

**D. Participant Distribution by Grade and New or Continuing Status:**

Please complete the following table indicating the number of students in each grade that are new to GEAR UP (received GEAR UP services for the first time during the reporting period) and the number of current students who are continuing (received GEAR UP services during a prior period).

Grade Level	Number of New GEAR UP Students	Number of Continuing GEAR UP Students
K-4	0	0
5	0	0
6	0	0
7	0	0
8	0	1551
9	0	0
10	0	0
11	0	0
12	0	0
<b>Total</b>	<b>0</b>	<b>1551</b>

**E. Participants with Limited English Proficiency:**

Completion of this table is not mandatory but is extremely helpful to the Department of Education in reporting on the characteristics of students served by the GEAR UP program. If you choose to do so, please complete the following table indicating the number of GEAR UP students with Limited English Proficiency served by your project during the reporting period.

	Number of GEAR UP Students
GEAR UP students with Limited English Proficiency	39

**F. Participants with Individualized Education Programs (IEPs) as required by the Individuals with Disabilities in Education Act Amendment of 1997 (IDEA):**

Completion of this table is not mandatory but is extremely helpful to the Department of Education in reporting on the characteristics of students served by the GEAR UP program. If you choose to do so, please complete the following table indicating the number of GEAR UP students with Individualized Education Programs.

	Number of GEAR UP Students
GEAR UP students with Individualized Education Programs	213

## P334A080071 - Section IV

## 2. Participating Schools and Housing Projects:

Please complete the appropriate table below indicating the schools or housing projects participating in your grant.

## A. Participating Schools:

If your grant is a partnership grant using a cohort model, please list all of the schools participating in your GEAR UP project. A participating school is a partner school identified in your GEAR UP application or is a school in which GEAR UP services are provided. Please include all schools you identified in your application, even if they do not yet have students participating in GEAR UP (e.g., if the GEAR UP cohort consists of 7th graders, please list the GEAR UP high school(s) that the students will attend). In appropriate boxes, indicate all relevant grade levels separated by commas (e.g., 6,7,8). **State grants and partnership grants using a public housing model do not need to complete this table.**

Name of School	Grade Levels Offered	Grade Levels Served by GEAR UP	Percentage of Students Eligible for Free and Reduced Price Lunch	City	State	Zip Code
Barnum School	K-8	8	100.0	Bridgeport	CT	06608
Blackham School	K-8	8	100.0	Bridgeport	CT	06606
Cesar Batalla School	PK-8	8	100.0	Bridgeport	CT	06605
Columbus School	PK-8	8	100.0	Bridgeport	CT	06604
Curiale School	K-8	8	100.0	Bridgeport	CT	06604
Dunbar School	K-8	8	100.0	Bridgeport	CT	06607
Geraldine Johnson School	PK-8	8	100.0	Bridgeport	CT	06604
High Horizons Magnet School	K-8	8	100.0	Bridgeport	CT	06610
Jettie Tisdale School	PK-8	8	100.0	Bridgeport	CT	06607
John Winthrop School	K-8	8	100.0	Bridgeport	CT	06606
Longfellow School	PK-8	8	100.0	Bridgeport	CT	06605
Luis Munoz Marin School	PK-8	8	100.0	Bridgeport	CT	06608
Multicultural Magnet School	PK-8	8	100.0	Bridgeport	CT	06606
Park City Magnet School	PK-8	8	100.0	Bridgeport	CT	06606
Read School	K-8	8	100.0	Bridgeport	CT	06606
Roosevelt School	PK-8	8	100.0	Bridgeport	CT	06604
Thomas Hooker School	K-8	8	100.0	Bridgeport	CT	06610
Waltersville School	PK-8	8	100.0	Bridgeport	CT	06608
Wilbur Cross School	K-8	8	100.0	Bridgeport	CT	06606

## B. Participating Housing Projects:

Complete this table **only** if your project uses a public housing model. If your project is serving a public housing authority, please provide the name(s) of the public housing project(s). Indicate grade levels separated by commas (e.g., 6, 7, 8).

Name of Public Housing Project	Grade Levels Served by GEAR UP	City	State	Zip Code

**C. Number of Schools Participating in State GEAR UP Projects:**

For State grants only, please indicate the number of schools participating in your GEAR UP project during the current year. Partnership grants do not need to complete this table.

Number of Schools Participating in the State GEAR UP Project	0
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## P334A080071 - Section IV

## Services Provided to Students, Parents, Teachers, Schools:

## 3. Services Provided to Students:

In the following table, for the types of service provided by your project with GEAR UP Federal or matching funds, indicate the number of students who received the service during the reporting period and the average number of hours of service provided per student during the period.

Type of Service	Number of Students in the GEAR UP Cohort who Received the Service	Average Hours of Service Per Participant Receiving the Service Per Year
Tutoring/homework assistance	207	3.3
Rigorous academic curricula	615	99.8
Comprehensive mentoring	0	0.0
Financial aid counseling/advising	0	0.0
Counseling/advising/academic planning/career counseling	1133	2.4
College visit/college student shadowing	308	1.5
Job site visit/job shadowing	0	0.0
Summer programs	258	66.7
Educational field trips	296	2.5
Workshops	0	0.0
Family/cultural events	295	5.6
MAAX Program	1551	10.5

## 4. Services Provided to Parents:

In the following table, for the types of service provided by your project using GEAR UP Federal or matching funds, indicate the number of parents (or guardians) who received the service during the reporting period and the average number of hours of service provided per parent during the reporting period.

Type of Service	Number of Parents of Students in the GEAR UP Cohort who Received the Service	Average Hours of Service Per Participant Receiving the Service Per Year
Workshops on college preparation/financial aid	54	7.0
Counseling/advising	235	2.5
College visits	0	0.0
Family events	348	7.4
Middle and High School Open Houses	146	2.0
High School Transition Fairs	94	3.5
Report Card Conferences	53	3.0
Phone Contact	1248	0.3

## P334A080071 - Section IV

## 5. Services Provided to Teachers:

Please complete the following table indicating professional development provided to GEAR UP teachers. Include all teachers who taught GEAR UP students, irrespective of whether their salaries are paid using GEAR UP funding.

Number of Teachers who Taught GEAR UP Students during the Reporting Period	Number of Teachers of GEAR UP Students who Participated in GEAR UP Sponsored Professional Development during the Reporting Period (April through March)	Average Hours of Professional Development per Participating Teacher during the Reporting Period
136	273	11.0

## 6. Services Provided to Schools:

Please complete the following table indicating services provided to GEAR UP schools.

Click the Checkbox in this column if your project provides this type of service	Type of Service
<input checked="" type="checkbox"/>	Curriculum development
<input type="checkbox"/>	Dual or current enrollment programs

P334A080071 - Section V

**SECTION V: GEAR UP STUDENT OUTCOMES**

This section of the report requests outcome information for current participants. Because GEAR UP performance reports are due in the spring of each year, it is not possible to report end of school year grades and outcomes for current students. As a result, the tables generally request projects to report on the progress of current students up to the time of the report or at the mid-point of the school year.

**1. Students Enrolled in Advanced Courses by Grade Level:**

Please complete the following tables indicating the number of current GEAR UP students enrolled in advanced courses. 'Advanced courses' are classes that are identified as above grade level by the student's school.

<b>Current Grade Level</b>	<b>Number of Students Enrolled in Advanced Mathematics Courses</b>	<b>Number of Students Enrolled in Advanced English/Language Arts Courses</b>	<b>Number of Students Enrolled in Advanced Science Courses</b>
6	0	0	0
7	0	0	0
8	615	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total</b>	<b>615</b>	<b>0</b>	<b>0</b>

## P334A080071 - Section V

## 2. Course Completion:

Please complete the following table indicating the number of GEAR UP students who have successfully completed the courses identified. The names for math classes can vary among schools. Classify courses based on the content of the course. 'Advanced Placement' classes are courses designed to prepare students for the Advanced Placement Exams. **Grantees in their first year do not need to complete this question. Enter the figures in the grade level the cohort was in when the course was completed.**

Grade Student was in when Course was Completed	Pre-algebra	Algebra I or Equivalent	Geometry	Algebra II	Calculus	Chemistry	Physics	At Least One Advanced Placement Class
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	840	615	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0
<b>Total</b>	<b>840</b>	<b>615</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Grade Student was in when Course was Completed	Trigonometry	Pre-Calculus	Biology	At Least One International Baccalaureate Class
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
9	0	0	0	0
10	0	0	0	0
11	0	0	0	0
12	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## P334A080071 - Section V

## 3. Educational Progress by Current GEAR UP Students:

Please complete the following tables below indicating educational progress of current GEAR UP students. Where available, use standardized test scores to determine whether a student is performing at or above grade level. **New grantees in their first year of implementation should not complete the two columns on performance. Enter the number in the row that coincides with the grade the students are in during the current school year.** (e.g. If you served sixth grade the first year of the grant and a standardized test was administered the first year to that sixth grade, you would report on results of that standardized test in the second APR placing the information in the row for 7th grade since those students would be seventh graders in the second year.)

Current Grade Level	Number of Students Performing at or above Grade Level in English/Language Arts	Number of Students Performing at or above Grade Level in Mathematics	Number of Students with 5 or More Unexcused Absences during the First 2 Quarters of the School Year	Number of Students Taking PSAT or PLAN	Number of Students Taking ACT or SAT Exam
6	0	0	0		
7	0	0	0		
8	596	413	339		
9	0	0	0		
10	0	0	0	0	
11	0	0	0	0	0
12	0	0	0	0	0
<b>Total</b>	<b>596</b>	<b>413</b>	<b>339</b>	<b>0</b>	<b>0</b>

NOTE: For the table below, please enter the number promoted at the end of the most recent school year. For this 2009-2010 APR, you would report those students promoted in June of 2009. The number promoted must be entered in the grade that they were in June 2009. For example, the 7th graders promoted to 8th grade in June 2009 would be entered in the 7th grade row.

Grade Level	Number of Students Promoted to the Next Grade Level at the End of the Prior School Year
6	0
7	1423
8	0
9	0
10	0
11	0
12	0
<b>Total</b>	<b>1423</b>



## P334A080071 - Section V

**4. Baseline High School Graduation and College Enrollment Data:**

This table will be completed **once**, at the time the students of the first cohort are 11th graders.

For each target high school, give the number of 12th graders\*, the number graduating with a high school diploma, and the number enrolled in post-secondary institutions (enrollment in less than 2yr., 2yr., and 4 yr. institutions) for the previous two years (e.g., if your first cohort are 11th graders in the current school year (2009-2010), then you would complete this table using figures from the 2007-2008 and 2008-2009 school years).

\* 12th graders are those students who have the credits required to be considered a 12th grader/senior.

High School	School Year	Number of 12th Grade Students	Number who Graduated with High School Diploma	Number Enrolled in Post Secondary Institution
		0	0	0
Graduation Rate: 0.0% - Enrollment Rate: 0.0%				

P334A080071 - Section VI

**SECTION VI: SURVEY DATA**

In order to complete the APR, you will need to administer surveys to GEAR UP students and parents at least every two years. Separate surveys should be provided to GEAR UP students and parents.

*Each survey must include certain mandatory questions.* Mandatory questions for the student survey are listed in Appendix A. Mandatory questions for the parent survey are listed in Appendix B. If desired, you may translate these questions into other languages. If you would like to add additional questions to the survey for your internal purposes, you may do so. If you are in the first award period of your grant and you have not yet conducted student and parent surveys, you may respond "N/A" to the survey description in this page.

*Please aim to give a copy of the survey to each cohort student and one of his/her parents.*

**1. Survey Administration:**

In the following box, please describe how your student and parent surveys are administered. When are the surveys distributed and how (e.g., are the surveys distributed in the classroom, at GEAR UP events, through the mail, or during home visits)? How are you ensuring an adequate response rate?

**Describe the Administration of Your Surveys**

Student Survey Administration. Student surveys were conducted during the MAAX classroom period with students over 2-3 class periods in December and January. The required questions were included, along with a number of questions about academics, behavior and identity. 1,516 surveys were distributed and 1,249 were collected, which is a response rate of 82.4%. Parent Survey Administration. The parent surveys were mailed in February to the parents' homes and a business reply envelope with paid postage was included. The required questions were included, along with a number of questions about the types of services parents are seeking in support of their children's academic development. 1,401 surveys were mailed in but only 100 have been received to date.

P334A080071 - Section VI

**2. Student Survey Results:**

Please complete the following tables indicating the results of your student survey.

**A. Grade Level of Survey Respondents:**

Please complete the following table indicating the number of GEAR UP students at each grade level who were given and responded to the survey.

Grade Level	Number of Students Given the Survey	Number of Students who Responded to the Survey
6	0	0
7	0	0
8	1516	1249
9	0	0
10	0	0
11	0	0
12	0	0
Other	0	0
<b>Total</b>	<b>1516</b>	<b>1249</b>

<b>Student Response Rate:</b>	<b>82 %</b>
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Adequate response rates for the student survey is 80%.

If you did not meet adequate response rate of 80%, please answer the following:

Explain why the target survey response rates(s) was not met.

What steps will you take to ensure that rates will increase the next time the survey(s) is administered?

**B. Number of Students who Have Spoken with Someone about College Entrance Requirements and Financial Aid:**

Please complete the following table indicating student response to survey questions 2 and 3 in Appendix A.

Grade Level	Number of Students who have Spoken with Someone about College Entrance Requirements	Number of Students who have NOT Spoken with Someone about College Entrance Requirements	Number of Students who have Spoken with Someone about the Availability of Financial Aid	Number of Students who have NOT Spoken with Someone about the Availability of Financial Aid
6	0	0	0	0
7	0	0	0	0
8	1031	184	815	400
9	0	0	0	0
10	0	0	0	0
11	0	0	0	0
12	0	0	0	0
Other	0	0	0	0
<b>Total</b>	<b>1031</b>	<b>184</b>	<b>815</b>	<b>400</b>

## P334A080071 - Section VI

## 2. Student Survey Results:

## C. Educational Expectations:

Please complete the following table indicating student responses to survey question number 4 in Appendix A regarding educational expectations.

Response	Total Number of Students Grades 6-8 Responding	Total Number of Students Grades 9-10 Responding	Total Number of Students Grades 11-12 Responding
High school or less	65	0	0
Some college, but less than a 4-year college degree	216	0	0
4-year college degree or higher	929	0	0

## D. Perceptions of Affordability:

Please complete the following table indicating student response to question number 5 from Appendix A, "Do you think that you could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources?"

Response	Number of Students Responding
Definitely	300
Probably	534
Not Sure	305
Probably Not	56
Definitely Not	27

## P334A080071 - Section VI

**3. Parent Survey Results:**

Please complete the following tables indicating the results of your parent survey.

**A. Number of Parents who Were Given and Completed the Survey:**

Please complete the following table indicating the number of parents who were given and completed the survey.

Number of Parents Given Survey	Number of Parents Who Completed Survey
1401	100

Parent Response Rate:	7 %
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Adequate response rates for the parent survey is 50%.

If you did not meet adequate response rate of 50%, please answer the following:

Explain why the target survey response rates(s) was not met.

We are still in the process of receiving parent surveys.

What steps will you take to ensure that rates will increase the next time the survey(s) is administered?

We are employing a multi-pronged approach to collecting data from parents, which includes administering surveys to parents at parent workshops, family events, open houses and GEAR UP information sessions.

**B. Number of Parents who Have Spoken with Someone about College Entrance Requirements and Financial Aid:**

Please complete the following table indicating parent response to survey questions 1 and 2 from Appendix B.

Response	Total Number of Parents Responding
Question 1, Yes (have spoken with someone about college entrance requirements)	0
Question 1, No (have not spoken with someone about college entrance requirements)	0
Question 2, Yes (have spoken with someone about financial aid)	0
Question 2, No (have not spoken with someone about financial aid)	0

**C. Number of Parents who Have Spoken with Their Children about College:**

Please complete the following table indicating parent response to survey question number 3 from Appendix B, "Have you talked with your children about attending college?"

Response	Total Number of Parents Responding
Yes	0
No	0

**D. Educational Expectations:**

Please complete the following table indicating parent responses to survey question number 4 in Appendix B, "What is the highest level of education that you think your child will achieve?"

Response	Total Number of Parents Responding
High school or less	0
Some college, but less than a 4-year college degree	0
4-year college degree or higher	0

**P334A080071 - Section VI****E. Perceptions of Affordability:**

Please complete the following table indicating parent response to question number 5 from Appendix B, "Do you think that your child could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources?"

<b>Response</b>	<b>Number of Parents Responding</b>
<b>Definitely</b>	<b>0</b>
<b>Probably</b>	<b>0</b>
<b>Not Sure</b>	<b>0</b>
<b>Probably Not</b>	<b>0</b>
<b>Definitely Not</b>	<b>0</b>