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OMB Approval No: 1840-0777  
ExpirationDate: 2/28/2010

**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>	Kathleen Fisher
<b>Phone Number:</b>	( 203 ) 737 - 3463
<b>E-Mail Address:</b>	Kathleen.Fisher@yale.edu
<b>6. Reporting Period:</b>	04/01/2010 to 03/31/2011

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

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0777. The time required to complete this information collection is estimated to average 35 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, DC 20202-4651. **If you have comments or concerns regarding the status of your individual submission of the form, write directly to:** The GEAR UP Program, U.S. Department of Education, 1990 K Street, N.W., Suite 6101, Washington, DC 20006-8524.

**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 Grant Award Notification (GAN))	Carryover Funds Available (Include Funds Carried Over from Previous Budget Period(s))	Actual Federal Expenditures from Current Budget Period (GAN Start Date) thru March of APR Submission Year	Anticipated Federal Expenditures from April to Current Budget Period End Date	Anticipated Carryover to Next Budget Period (if applicable)
1. Salaries and Wages	447,974.00		355,428.00	92,546.00	
2. Employee Benefits	134,610.00		104,225.00	30,385.00	
3. Travel	17,500.00		13,234.00	4,266.00	
4. Materials and Supplies	53,079.00		10,527.00	42,552.00	
5. Consultants and Contracts	325,112.00		112,355.00	212,757.00	
6. Other	97,215.00		20,679.00	76,536.00	
<b>A. Total Direct Cost (1-6) (Read Only)</b>	<b>1,075,490.00</b>		<b>616,448.00</b>	<b>459,042.00</b>	
<b>B. Total Indirect Costs (less than 8% of A)</b>	<b>82,110.00</b>		<b>0.00</b>	<b>82,110.00</b>	
<b>C. Equipment</b>	<b>0.00</b>		<b>0.00</b>	<b>0.00</b>	
<b>D. Scholarships/Tuition Assistance</b>	<b>0.00</b>		<b>0.00</b>	<b>0.00</b>	
<b>E. Total Costs (A+B+C+D) (Read Only)</b>	<b>1,157,600.00</b>	<b>0.00</b>	<b>616,448.00</b>	<b>541,152.00</b>	<b>0.00</b>

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#### 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 Current Budget Period (GAN Start Date) thru March of APR Submission Year	Anticipated Matching Contributions from April to Current Budget Period End Date
1. Salaries and Wages	436,421.00	465,759.00	461,354.00
2. Employee Benefits	127,441.00	69,775.00	50,527.00
3. Travel	17,500.00	0.00	0.00
4. Materials and Supplies	43,601.00	0.00	0.00
5. Consultants and Contracts	338,738.00	4,469.00	75,000.00
6. Other	108,151.00	43,175.00	0.00
<b>A. Total Direct Cost (1-6) (Read Only)</b>	<b>1,071,852.00</b>	<b>583,178.00</b>	<b>586,881.00</b>
<b>B. Total Indirect Costs (less than 8% of A)</b>	<b>85,748.00</b>	<b>2,796.00</b>	<b>0.00</b>

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	585,974.00	586,881.00

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

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#### 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 2010, the Year 1 budget period would be July 2010 through June 2011. **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	580,902.00	1,300,007.00	0.00	0.00
2. Employee Benefits	53,178.00	53,776.00	152,810.00	66,957.00	0.00	0.00
3. Travel	28,809.00	6,037.00	65,989.00	550.00	0.00	0.00
4. Materials and Supplies	51,504.00	10,448.00	34,707.00	250.00	0.00	0.00
5. Consultants and Contracts	109,061.00	63,629.00	618,448.00	25,000.00	0.00	0.00
6. Other	27,552.00	1,575.00	43,929.00	126,711.00	0.00	0.00
A. Total Direct Cost (1-6) (Read Only)	550,355.00	589,062.00	1,496,785.00	1,519,475.00	0.00	0.00
B. Total Indirect Costs (less than 8% of A)	44,028.00	0.00	119,743.00	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)	594,383.00	589,062.00	1,616,528.00	1,519,475.00	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 : \$ 2,210,911.00 dollars

Total Actual Matching Contributions : \$ 2,108,537.00 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.

n/a

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?

There are no changes to our project design since the approval of our grant application. Nor do we do not anticipate making any changes to our project design in the coming year.

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Barbara Nangle	Program Assistant	75.0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Lance Linke	Associate Research Scientist	100.0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Eddie Quiles	Research Assistant I	100.0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Kai Perry	Research Assistant I	100.0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Alisha Smith	Research Assistant I	100.0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Ruth Garth	District Coordinator	100.0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Beth Furnari	English Curriculum Specialist	100.0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	John Brockenberry	English Curriiculum Specialist	50.0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Pedro Vazquez	Math Curriculum Specialist	50.0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Margherita Lisi	Math Curriculum Specialist	50.0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	John DiDonato	Asst. Superintendent	5.0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13	Alice Daniels	English Dept. Director	20.0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14	Ricardo Rosa	Math Dept. Director	20.0	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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.)

There have been only two changes to the project's key personnel over the past year. Mr. James Shannon, Director of Pupil Services retired in 2009. The district has since hired Mr. Michael Mulford as of January 2011 to be the new Director of Pupil Services. He will retain the same in-kind allocation as held by Mr. Shannon. Charlayne Hayling is no longer on the project as she was a pre-doctoral student and has moved on to another placement.

- 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?**

There have been no new partners added to our grant this period. We have discontinued our partnership with the Lighthouse program this year as they only committed to a 2 year partner agreement with our project. In addition, ASPIRA will no longer be partner because the agency has been closed per the decision of their Board of Directors. We are in the process of identifying another partner to replace this organization.

- 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 GEAR UP activities. Student participation is collected weekly and entered into databases directly through Microsoft Access or by service providers (e.g., advisors or tutors) via an on-line data entry portal. This method of data entry was introduced during the last year and is intended to enhance ease of data entry and increase data accuracy by minimizing data entry procedures. That is, service providers are able to enter data on-line, on a daily basis, in formats that offer drop-down menus and often require specific fields to be completed, thereby yielding more accurate and comprehensive datasets. Teacher, counselor and parent participation in planned trainings and activities is captured by sign-in sheets and entered into Excel spreadsheets. Student achievement data from the district (collected quarterly) and from our own data collection initiatives (collected annually at various time po

- 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 team has developed a detailed process and outcome evaluation plan. The process evaluation guides the manner in which we provide ongoing monitoring of all program components. This information, described above, is used to enhance and improve implementation and monitoring participation, of students, teachers, parents, and counselors across program components. Our outcome evaluation strategy examines the relationship between students' exposure to various aspects of our GEAR UP services and their academic performance. Our primary performance indicators involve grades, state-developed standardized test scores (CMT, CAPT), college admissions tests scores (PSAT, and SAT), and attendance, all of which we receive from the district and are linked to our program exposure data. Additionally, we examine the degree to which associations between program exposure and academic performance can be explained by changes in social-behavioral indicators which we collect from students on an annual

- 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 individual expenditure documentation is Kim Jones, 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	C: Community Organization
2	Bridgeport Board of Ed.	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input type="checkbox"/>	S: School/District
3	Bridgeport Board of Ed. Parent Center	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input type="checkbox"/>	C: Community Organization
4	Bridgeport Higher Education Alliance	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input type="checkbox"/>	P: Other Postsecondary Institute
5	Bridgeport Public Education Fund	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input type="checkbox"/>	C: Community Organization
6	Bridgeport Regional Business Council	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input type="checkbox"/>	C: Community Organization
7	Charter Oak Foundation	<input checked="" type="radio"/> Original <input type="radio"/> New	<input checked="" type="checkbox"/>	<input type="checkbox"/>	O: Other type of Organization
8	Fairfield County Community Foundation	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input type="checkbox"/>	O: Other type of Organization
9	Fairfield University	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input type="checkbox"/>	P: Other Postsecondary Institute
10	Family Services of Woodfield	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input type="checkbox"/>	O: Other type of Organization
11	Housatonic Community College	<input type="radio"/> Original <input checked="" type="radio"/> New	<input type="checkbox"/>	<input type="checkbox"/>	P: Other Postsecondary Institute
12	Housatonic Community College Foundation	<input checked="" type="radio"/> Original <input type="radio"/> New	<input checked="" type="checkbox"/>	<input type="checkbox"/>	O: Other type of Organization
13	Institute for Minority and Urban Education	<input checked="" type="radio"/> Original <input type="radio"/> New	<input checked="" type="checkbox"/>	<input type="checkbox"/>	P: Other Postsecondary Institute
14	Junior Achievement for Western CT	<input type="radio"/> Original <input type="radio"/> New	<input checked="" type="checkbox"/>	<input type="checkbox"/>	C: Community Organization
15	Lighthouse Program (City of Bridgeport)	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input type="checkbox"/>	C: Community Organization
16	R. Taylor Community Center	<input type="radio"/> Original <input type="radio"/> New	<input checked="" type="checkbox"/>	<input type="checkbox"/>	C: Community Organization
17	State Education Resource Center	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input type="checkbox"/>	O: Other type of Organization
18	United Way of Eastern Fairfield County	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input type="checkbox"/>	C: Community Organization
19	University of Bridgeport	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input type="checkbox"/>	P: Other Postsecondary Institute
20	Valerie Purdie-Vaughns, Ph.D.	<input checked="" type="radio"/> Original <input type="radio"/> New	<input checked="" type="checkbox"/>	<input type="checkbox"/>	O: Other type of Organization
21	VIP College Preparatory Program	<input checked="" type="radio"/> Original <input type="radio"/> New	<input checked="" type="checkbox"/>	<input type="checkbox"/>	O: Other type of Organization
22	Yale University	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input type="checkbox"/>	P: Other Postsecondary Institute
23	RYASAP	<input type="radio"/> Original <input checked="" type="radio"/> New	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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: 09/08/2008 Ending date: 09/08/2014

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)	1493

**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	581
<b>Race</b>	
American Indian or Alaska Native	1
Asian	36
Black or African American	567
Native Hawaiian or Pacific Islander	0
White	93
Two or More Races	0
Race and/or Ethnicity Unknown	215
<b>Total</b>	<b>1493</b>

**C. Participation by Gender:**

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

<b>Gender:</b>	<b>Number of GEAR UP Students</b>
<b>Male</b>	<b>775</b>
<b>Female</b>	<b>718</b>
<b>Total Students Served</b> (should equal total number of students in cohort in Section IV, 1A)	<b>1493</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).

<b>Grade Level</b>	<b>Number of New GEAR UP Students</b>	<b>Number of Continuing GEAR UP Students</b>
<b>K-4</b>	<b>0</b>	<b>0</b>
<b>5</b>	<b>0</b>	<b>0</b>
<b>6</b>	<b>0</b>	<b>0</b>
<b>7</b>	<b>0</b>	<b>0</b>
<b>8</b>	<b>0</b>	<b>0</b>
<b>9</b>	<b>0</b>	<b>1493</b>
<b>10</b>	<b>0</b>	<b>0</b>
<b>11</b>	<b>0</b>	<b>0</b>
<b>12</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>0</b>	<b>1493</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.

	<b>Number of GEAR UP Students</b>
<b>GEAR UP students with Limited English Proficiency</b>	<b>219</b>

**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.

	<b>Number of GEAR UP Students</b>
<b>GEAR UP students with Individualized Education Programs</b>	<b>202</b>

**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	k-8	7,8	100.0	Bridgeport	CT	06608
Bassick	9-12	9	100.0	Bridgeport	CT	06605
Batalla	pk-8	7,8	100.0	Bridgeport	CT	06605
Blackham	k-8	7,8	100.0	Bridgeport	CT	06606
Central	9-12	9	100.0	Bridgeport	CT	06606
Columbus	pk-8	7,8	100.0	Bridgeport	CT	06604
Cross	k-8	7,8	100.0	Bridgeport	CT	06606
Curiale	k-8	7,8	100.0	Bridgeport	CT	06604
Dunbar	k-8	7,8	100.0	Bridgeport	CT	06607
Harding	9-12	9	100.0	Bridgeport	CT	06610
High Horizons	k-8	7,8	100.0	Bridgeport	CT	06610
Hooker	k-8	7,8	100.0	Bridgeport	CT	06610
Johnson	k-8	7,8	100.0	Bridgeport	CT	06604
Longfellow	pk-8	7,8	100.0	Bridgeport	CT	06605
Marin	pk-8	7,8	100.0	Bridgeport	CT	06608
Multicultural	pk-8	7,8	100.0	Bridgeport	CT	06606
Park City Magnet	pk-8	7,8	100.0	Bridgeport	CT	06606
Read	k-8	7,8	100.0	Bridgeport	CT	06606
Roosevelt	pk-8	7,8	100.0	Bridgeport	CT	06604
Tisdale	pk-8	7,8	100.0	Bridgeport	CT	06607
Waltersville	pk-8	7,8	100.0	Bridgeport	CT	06608
Winthrop	k-8	7,8	100.0	Bridgeport	CT	06608

### 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	212	3.8
Rigorous academic curricula	447	97.5
Comprehensive mentoring	315	2.1
Financial aid counseling/advising	0	0.0
Counseling/advising /academic planning/career counseling	872	3.2
College visit/college student shadowing	489	5.1
Job site visit/job shadowing	0	0.0
Summer programs	225	61.9
Educational field trips	410	4.1
Workshops	0	0.0
Family/cultural events	367	6.6
MAAX Program	1499	7.2

## 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	40	2.5
Counseling/advising	83	1.0
College visits	0	0.0
Family events	97	7.5
Report Card Conferences	39	0.3
PAC meetings	131	4.5
Phone contact	872	0.4
Parent survey via phone	408	0.1

## 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.

<b>Number of Teachers who Taught GEAR UP Students during the Reporting Period</b>	<b>Number of Teachers of GEAR UP Students who Participated in GEAR UP Sponsored Professional Development during the Reporting Period (April through March)</b>	<b>Average Hours of Professional Development per Participating Teacher during the Reporting Period</b>
203	206	9.8

#### 6. Services Provided to Schools:

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

<b>Click the Checkbox in this column if your project provides this type of service</b>	<b>Type of Service</b>
<input checked="" type="checkbox"/>	<b>Curriculum development</b>
<input type="checkbox"/>	<b>Dual or current enrollment programs</b>
<input checked="" type="checkbox"/>	<b>School Transformation Programs (CommPACT and GPS)</b>

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	0	0	0
9	157	275	140
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total</b>	<b>157</b>	<b>275</b>	<b>140</b>

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#### 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	807	606	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>807</b>	<b>606</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	0	0	0		
9	0	0	980		

10	0	0	0	0	
11	0	0	0	0	0
12	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>980</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 2010-2011 APR, you would report those students promoted in June of 2010. The number promoted must be entered in the grade that they were in June 2010. For example, the 7th graders promoted to 8th grade in June 2010 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	0
8	1354
9	0
10	0
11	0
12	0
<b>Total</b>	<b>1354</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 (2010-2011), then you would complete this table using figures from the 2008-2009 and 2009-2010 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. The students were given a survey that included the five questions required by the USDOE in June of 2010 in an on-line format. There were 914 students responding to the survey. The survey was available in both English and Spanish. Parent Survey. Our team utilized several methods for gathering parent survey data. This includes mailing surveys via postal service and including a postage paid business reply envelope; posting the survey on-line and placing a link to the survey on our website; administering surveys to parents at parent workshops, PTSO meetings and community meetings; offering incentives; calling parents during; and translating the parent survey and cover letter into Spanish and having a Spanish-speaking staff member available to field phone calls from Spanish-speaking parents.

## 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	1149	914
9	0	0
10	0	0
11	0	0
12	0	0
Other	0	0
<b>Total</b>	<b>1149</b>	<b>914</b>

<b>Student Response Rate:</b>	<b>80 %</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.**

n/a

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

n/a

### 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	769	134	774	133
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>769</b>	<b>134</b>	<b>774</b>	<b>133</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	62	0	0
Some college, but less than a 4-year college degree	166	0	0
4-year college degree or higher	686	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	231
Probably	377
Not Sure	227
Probably Not	48
Definitely Not	17

**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.

<b>Number of Parents Given Survey</b>	<b>Number of Parents Who Completed Survey</b>
<b>1404</b>	<b>450</b>

<b>Parent Response Rate:</b>	<b>32 %</b>
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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.**

Parent Survey. The target survey response rate was not met by our parents for several reasons. Most significant is that our families are transient. The district reports that approximately 90 families change residence each week. Additionally, phone numbers and contact information gleaned from the district's Power School database are unreliable. Although we did not meet our expected target, we made significant improvement from last year. Of the 1404 surveys administered, 450 were completed. Our team utilized several methods to collect parent survey data. This included: mailing via the postal service, emailing surveys, completion of surveys at family/cultural events, and calling parents to complete the survey by phone.

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

Parent Survey. We will continue to reach out to parent leaders and home-school coordinators to connect with parents, as well as continue the multi-pronged strategies we've used in the past. In addition, we will include the parent survey in the registration packet at the beginning of the school year.

**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.

<b>Response</b>	<b>Total Number of Parents Responding</b>
<b>Question 1, Yes (have spoken with someone about college entrance requirements)</b>	<b>330</b>
<b>Question 1, No (have not spoken with someone about college entrance requirements)</b>	<b>119</b>
<b>Question 2, Yes (have spoken with someone about financial aid)</b>	<b>327</b>
<b>Question 2, No (have not spoken with someone about financial aid)</b>	<b>121</b>

**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?"

<b>Response</b>	<b>Total Number of Parents Responding</b>
<b>Yes</b>	<b>175</b>
<b>No</b>	<b>275</b>

**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?"

<b>Response</b>	<b>Total Number of Parents Responding</b>
<b>High school or less</b>	<b>36</b>
<b>Some college, but less than a 4-year college degree</b>	<b>110</b>
<b>4-year college degree or higher</b>	<b>297</b>



**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>133</b>
<b>Probably</b>	<b>143</b>
<b>Not Sure</b>	<b>129</b>
<b>Probably Not</b>	<b>33</b>
<b>Definitely Not</b>	<b>7</b>