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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

1. PR/Award Number:	P334A080071
2. Name of Grantee	Yale University
3. Address:	389 Whitney Avenue New Haven, CT 06511
4. Name of Project Director/Contact Person:	Nadia L Ward
Phone Number:	(203) 789 - 7645
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5. Name of Certifying Official:	Kathleen Fisher
Phone Number:	(203) 737 - 3463
E-Mail Address:	Kathleen.Fisher@yale.edu
6. Reporting Period:	04/01/2011 to 03/31/2012

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	481,882.00		265,088.00	216,794.00	
2. Employee Benefits	152,180.00		79,424.00	72,756.00	
3. Travel	17,500.00		9,230.00	8,270.00	
4. Materials and Supplies	29,181.00		28,546.00	635.00	
5. Consultants and Contracts	310,410.00		2,500.00	307,910.00	
6. Other	80,698.00		22,071.00	58,627.00	
A. Total Direct Cost (1-6) (Read Only)	1,071,851.00		406,859.00	664,992.00	
B. Total Indirect Costs (less than 8% of A)	85,748.00		32,419.00	53,329.00	
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)	1,157,599.00	0.00	439,278.00	718,321.00	0.00

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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	533,788.00	485,326.00	403,109.00
2. Employee Benefits	60,474.00	44,138.00	32,681.00
3. Travel	12,373.00	0.00	15,500.00
4. Materials and Supplies	31,472.00	360.00	260.00
5. Consultants and Contracts	172,392.00	520.00	730.00
6. Other	14,235.00	3,318.00	4,253.00
A. Total Direct Cost (1-6) (Read Only)	824,734.00	533,662.00	456,533.00
B. Total Indirect Costs (less than 8% of A)	8,979.00	539.00	831.00

C. Equipment	0.00	0.00	0.00
D. Scholarships/Tuition Assistance	323,887.00	0.00	0.00
E. Total Costs (A+B+C+D) (Read Only)	1,157,600.00	534,201.00	457,364.00

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 2011, the Year 1 budget period would be July 2011 through June 2012. **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	610,337.00	1,300,007.00	606,224.00	927,113.00
2. Employee Benefits	53,178.00	53,776.00	152,214.00	66,957.00	178,495.00	120,303.00
3. Travel	28,809.00	6,037.00	65,974.00	550.00	28,946.00	0.00
4. Materials and Supplies	51,504.00	10,448.00	84,085.00	250.00	90,614.00	0.00
5. Consultants and Contracts	109,061.00	63,629.00	621,899.00	25,000.00	2,750.00	79,469.00
6. Other	27,552.00	1,575.00	9,306.00	126,711.00	89,526.00	43,175.00
A. Total Direct Cost (1-6) (Read Only)	550,355.00	589,062.00	1,543,815.00	1,519,475.00	996,555.00	1,170,060.00
B. Total Indirect Costs (less than 8% of A)	44,028.00	0.00	123,413.00	0.00	62,376.00	2,796.00
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	1,667,228.00	1,519,475.00	1,058,931.00	1,172,856.00

	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 : \$ 3,320,542.00 dollars
 Total Actual Matching Contributions : \$ 3,281,393.00 dollars

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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.

Federal and matching funds for the project are being expended as originally budgeted.

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 in our project design since the approval of our grant application.

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 L Ward	Project Director	50.0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Ruth Garth	District Coordinator	50.0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Barbara Nangle	Project Coordinator	10.0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	John DiDonato	Assistant Superintert	10.0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	Michael Mulford	Executive Director of Student Services	10.0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6	Lance Linke	Program Evaluator	100.0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Eddie Quiles	Cluster Liaison	60.0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Kai Perry	Cluster Liaison	60.0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Alsiha Smith	Cluster Liaison	60.0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Beth Funari	Curriculum Specialist-English	100.0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	John Brockenberry	Curriculum Specialist-English	100.0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Ricardo Rosa	Director, Mathematics Department	20.0	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13	Victoria Egri	Director, English Department	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.)

The following changes in key personnel have occurred as a result of significant changes in the district's central office administration. These individuals were contributing in-kind effort toward fulfillment of grant objectives. These changes will go into effect as of June 30, 2012. John Di Donato, Assistant Superintendent of Youth Development will no longer be the district point of contact for the project; Michael Mulford, Executive Director of Student Services, will assume this role. In addition, Ricardo Rosa, Ph.D., Director of Mathematics K-12 has been reassigned within the district. Replacing him will be Angela Bushan, Director of Science and Mathematics as of June 30, 2012. Victoria Egri has also been reassigned within the district. A replacement will be identified by June 30, 2012. None of these changes will impact the project's ongoing programming efforts.

- 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 three partners that have been added to our grant. The first organization, Build On, Story-to-College and Kaplan K-12 Learning Services.

- 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 continues to use Microsoft Access to track and monitor student enrollment and participation in GEAR UP activities. Student participation is collected weekly and entered into databases either directly through Microsoft Access or by service providers (e.g., advisors or tutors) via an on-line data entry portal. Teacher, counselor and parent participation in planned trainings and activities is captured by sign-in sheets and entered into Excel spreadsheets. Survey data from all facets of program implementation (e.g., students, parents, and teachers) is primarily collected using optical character recognition software that allows surveys to be scanned and electronically loaded into a working database. Student achievement data from the district is sent via a secure file transfer protocol. Our own data collection initiatives utilize optical character recognition software that electronically scan surveys and load the results into Excel compatible databases.

- 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 student, teacher, and parent data are used to enhance and improve implementation across program components. In addition, outcome variables (e.g., grades, standardized test scores, reported absences) are used formatively to facilitate service implementation and to identify students who may benefit from specific services. Our outcome evaluation strategy examines the relationship between students' exposure to GEAR UP services and their academic performance and social-behavioral indicators. Primary performance indicators include grades, state standardized assessments (CMT, CAPT), college admissions tests scores (PSAT and SAT), student "on track/off-track" measures, behavioral incident reports, and attendance. Data are received 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 are collected annually.

- 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?**

The university uses 'Oracle' reporting and record-keeping system to maintain source documentation for all federal and non-federal expenditures. Kim Jones, fiscal manager is responsible for maintaining records and copies of all expenditures on file within Oracle. Expenses are reviewed and approved by Nadia Ward, project director.

- 12. If your project has a scholarship component for postsecondary education, please provide: a) information about the amount of scholarship money (Federal and non-Federal matching funds) that has been reserved and/or 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. NOTE: Scholarship funds are subject to audits or monitoring by authorized representatives of the Secretary throughout the life of the funds.**

Our project does not include a scholarship component.

13. Please indicate the number of GEAR UP students who have completed the Free Application for Federal Student Aid (FAFSA): 0
14. 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. If any of these partners have become inactive and are no longer participating in the grant, please indicate this by checking in the column provided. If a partner is new, indicate with a check if you have provided the program office with a Partner Identification Form and Cost Share Worksheet to update the application.

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 checked="" type="checkbox"/>	C: Community Organization
2	Bridgeport Board of Education	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	C: Community Organization
4	Bridgeport Higher Education Alliance	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input checked="" type="checkbox"/>	P: Other Postsecondary Institute
5	Bridgeport Public Education Fund	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input checked="" type="checkbox"/>	C: Community Organization
6	Bridgeport Regional Business Council	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input checked="" type="checkbox"/>	C: Community Organization
7	Charter Oak Challenge Foundation	<input checked="" type="radio"/> Original <input type="radio"/> New	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	O: Other type of Organization
8	Fairfield Country Community Foundation	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input checked="" type="checkbox"/>	O: Other type of Organization
9	Fairfield University	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input checked="" type="checkbox"/>	P: Other Postsecondary Institute
10	Family Services of Woodfield	<input checked="" type="radio"/> Original <input type="radio"/> New	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	O: Other type of Organization
11	Housatonic Community College	<input type="radio"/> Original <input checked="" type="radio"/> New	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	O: Other type of Organization
13	Institute for Urban and Minority Education	<input checked="" type="radio"/> Original <input type="radio"/> New	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	P: Other Postsecondary Institute
14	Junior Achievement of Western CT	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input checked="" type="checkbox"/>	C: Community Organization
15	Lighthouse Program (City of Bridgeport)	<input checked="" type="radio"/> Original <input type="radio"/> New	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C: Community Organization
16	Ralphola Taylor Community Center	<input checked="" type="radio"/> Original <input type="radio"/> New	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C: Community Organization
17	State Education Resource Center	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input checked="" type="checkbox"/>	O: Other type of Organization
18	United Way of Coastal Fairfield County	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input checked="" type="checkbox"/>	C: Community Organization
19	University of Bridgeport	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	O: Other type of Organization

22	Yale University	<input checked="" type="radio"/> Original <input type="radio"/> New	<input type="checkbox"/>	<input checked="" type="checkbox"/>	P: Other Postsecondary Institute
23	RYASAP	<input type="radio"/> Original <input checked="" type="radio"/> New	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C: Community Organization
24	BuildOn	<input type="radio"/> Original <input checked="" type="radio"/> New	<input type="checkbox"/>	<input checked="" type="checkbox"/>	O: Other type of Organization
25	Kaplan K-12	<input type="radio"/> Original <input checked="" type="radio"/> New	<input type="checkbox"/>	<input checked="" type="checkbox"/>	O: Other type of Organization

15. 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: 09/07/2014

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)	1435

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	619
Race	
American Indian or Alaska Native	11
Asian	39
Black or African American	642
Native Hawaiian or Pacific Islander	0
White	117
Two or More Races	7
Race and/or Ethnicity Unknown	0
Total	1435

C. Participation by Gender:

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

Gender:	Number of GEAR UP Students
Male	703
Female	732
Total Students Served (should equal total number of students in cohort in Section IV, 1A)	1435

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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	0
9	0	0
10	0	1435
11	0	0
12	0	0
Total	0	1435

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	155

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	169

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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	9,10	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	9,10	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	9,10	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	PK-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	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	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	595	15.0
Rigorous academic curricula	366	93.8
Comprehensive mentoring	34	3.0
Financial aid counseling/advising	322	0.8
Counseling/advising /academic planning/career counseling	596	1.5
College visit/college student shadowing	255	4.7
Job site visit/job shadowing	0	0.0
Summer programs	0	0.0
Educational field trips	64	5.1
Workshops	0	0.0
Family/cultural events	12	2.0
The MAAX Program	1139	6.2
After School Programs	291	5.9

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	0	0.0
Counseling/advising	19	1.0
College visits	0	0.0
Family events	24	2.3
Parent/Teacher/Student org meetings	28	1.5
Misc. parent contact by advisors and liaisons	79	0.5
Report Card conferences	11	0.3
Phone contacts	341	35.0

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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
71	50	20.7

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 type="checkbox"/>	Curriculum development
<input type="checkbox"/>	Dual or current enrollment programs

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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.

Current Grade Level	Number of Students Enrolled in Advanced Mathematics Courses	Number of Students Enrolled in Advanced English/Language Arts Courses	Number of Students Enrolled in Advanced Science Courses
6	0	0	0
7	0	0	0

8	0	0	0
9	0	0	0
10	315	318	265
11	0	0	0
12	0	0	0
Total	315	318	265

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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	0	0	0	0	0	0	0	0
9	0	712	83	1	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
Total	0	712	83	1	0	0	0	0

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	204	0
10	0	0	0	0
11	0	0	0	0
12	0	0	0	0
Total	0	0	204	0

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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	0		
10	0	0	510	814	
11	0	0	0	0	0
12	0	0	0	0	0
Total	0	0	510	814	0

NOTE: For the table below, please enter the number promoted at the end of the most recent school year. For this 2011-2012 APR, you would report those students promoted in June of 2011. The number promoted must be entered in the grade that they were in June 2011. For example, the 7th graders promoted to 8th grade in June 2011 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	0
9	867
10	0
11	0
12	0
Total	867

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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 (2011-2012), then you would complete this table using figures from the 2009-2010 and 2010-2011 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%				

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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. Students were not administered a survey that included the five questions required by the USDOE this reporting year. We plan to administer this survey at the end of this academic year to be reported on in next year's APR. We did administer a social-behavioral survey to students that gauged dimensions of students' academic motivation, behavioral engagement and perceptions of school. These results are further reported on in the narrative section of this year's APR. Parent Survey. We did not collect additional parent survey data during this year's reporting period. We plan to collect data from parents during the next reporting period and provide these data in next year's APR.

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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	0	0
9	0	0
10	0	0
11	0	0
12	0	0
Other	0	0
Total	0	0

Student Response Rate:	0 %
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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	0	0	0	0
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
Total	0	0	0	0

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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	0	0	0
Some college, but less than a 4-year college degree	0	0	0
4-year college degree or higher	0	0	0

On a scale of 1 – 5, to what extent are you knowledgeable about financial aid and the cost and benefits to you in pursuing postsecondary education (1 = no knowledge to 5 = extremely knowledgeable) : 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	0
Probably	0
Not Sure	0

Probably Not	0
Definitely Not	0

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
0	0

Parent Response Rate:	0 %
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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.

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

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
Question 3, On a scale of 1 – 5, to what extent are you knowledgeable about financial aid and the cost and benefits of your child pursuing postsecondary education (1 = no knowledge to 5 = extremely knowledgeable)	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 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?"

Response	Number of Parents Responding
Definitely	0
Probably	0
Not Sure	0
Probably Not	0
Definitely Not	0