U.S. DEPARTMENT OF EDUCATION

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
Annual Performance Report for Partnership and State Projects

COVER SHEET

1. PR/Award Number: _____
   (Located in box 2 of your grant award notification (GAN))

2. Name of Grantee: _____

3. Address: _____

4. Name of Project Director/Contact Person: _____

   Telephone Number: _____   E-mail Address: _____

5. Name of Authorized Representative: _____

   Telephone Number: _____   E-mail Address: _____

6. Report Period: _____ to _____
   Month/Day/Year   Month/Day/Year

To the best of my knowledge and belief, by signing below I certify that (1) all information in this annual performance report is true and correct, and my entity will remain in compliance with the terms and conditions of this grant described in the Grant Award Notification (GAN), applicable GEAR UP competition Notice Inviting Applications (NIA), GEAR UP Statute (20 U.S.C. 1070a-21—1070a-28), GEAR UP regulations in 34 CFR part 694, and all other applicable statutory and regulatory requirements.

I acknowledge that failure to submit true and correct information, failure to operate the GEAR UP program in accordance with the statute and regulations described above, or failure to remain in compliance with the terms and conditions of this grant may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 C.F.R. part 180, as adopted and amended as regulations of the Department in 2 C.F.R. part 3485; and 18 U.S.C. § 1001, as appropriate, and/or other enforcement actions.

Name of Project Director (Print)   Name of Authorizing Representative (Print)

Signature and Date   Signature and Date

INSTRUCTIONS:

The U.S. Department of Education's (Department) regulations at 34 CFR § 75.720 requires Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) State and Partnership grantees to submit an Annual Performance Report (APR). The Department uses APRs to help determine if projects are making substantial progress in accomplishing the goals and objectives of the project. Continuation funding is based on, in part, grantees making annual substantial progress.

The APR consists of a cover sheet and seven sections. The cover sheet must be completed and signed by the project director and the authorized representative and returned to the Department along with the seven sections on or before the due date. A separate announcement including these instructions and the due date will be emailed to each grantee annually. Grantees must complete all questions in the APR except when otherwise stated. In your responses, please define all terms specific to your program and spell out all acronyms the first time they are used.

Reporting Period		Relevant Sections
New Grantee (Year 1) From start date of performance period to March 31	If you are reporting on your first year of implementation, the reporting period includes the time period from the beginning of the grant through March 31st of the current calendar year. Example: For new awards issued in FY 2022, the reporting period will be from October 2022 to March 31, 2023.	Sections I, II, IV, and V
Continuing Grantee (Years 2 thru 6 or 7) From the beginning to end of the previous academic school year	If you are reporting on years two through six or seven, your reporting period is the prior academic school year for Sections I, II, III (question 13 only), IV, V, VI, and VII which would traditionally include the fall, spring, and summer term of the prior academic school year.	Sections I, II, IV, V, VI, VII, and Section III, question 13

Budget Period		Relevant Section
New and Continuing Grantee (Years 1 thru 6/7) From the beginning to the end of the budget reporting period	The budget reporting period is consistent with the annual budget periods established by your new and continuation Grant Award Notification (GAN). New and continuing grantees must report on actual and anticipated expenditures, matching contribution as well as any anticipated carryover.	Section III, excluding question 13.

SECTION I: EXECUTIVE SUMMARY

The mission of the GEAR UP program is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Please provide a brief description (no more than 8,000 characters) of the current status of your project. Describe the extent to which you have implemented all program activities and components planned for this reporting period, highlighting your major outcomes, successes, and challenges as they pertain to:

      (a) Improving the academic performance of GEAR UP students;
      (b) Increasing educational expectations of participating students and their parents, guardians, or family members;
      (c) Improving knowledge regarding postsecondary education preparation and financing for students and their parents, guardians, or family members; and
      (d) Working to improve high school graduation and postsecondary enrollment rates.

What aspects of your program do you think are most successful (have the greatest impact) and why? (no more than 8,000 characters)

SECTION II: ADMINISTRATIVE INFORMATION

1. Describe any significant changes in your project design since the approval of your grant application that did not require prior approval from the Department- e.g., changing from individual tutoring to group tutoring or placing more emphasis on enrichment activities rather than remediation (no more than 8,000 characters).

Note: Changes that require prior approval from the Department should be submitted directly to your program specialist and not through your APR.

2. Describe the most significant barriers or challenges that were encountered while implementing and/or administering your project. Please describe what steps you have taken to address these barriers and challenges (no more than 8,000 characters).

3. Describe your project's successes and challenges in advancing your approved project evaluation plan for program improvement during the activity reporting period. (no more than 8,000 characters).

4. Please provide any additional information about your project that you think would be helpful to the Department in evaluating your performance or understanding the contents of your annual report (no more than 3,000 characters).

5. Please list the names and titles of <u>key</u> personnel, mark the source of payment (GEAR UP Federal funds or non-Federal funds), and the percentage of time each individual spends working on the grant. (If the percentage of time is not available, you may indicate the number of hours that individual was paid with GEAR UP funds instead.)

Personnel Names	Titles	% of Time	Federal (Mark x)	Non-Federal (Mark x)

6. 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 (no more than 3,000 characters).

Note: Do not request changes of key personnel or the addition/elimination of position(s) here. As required by the Uniform Guidance (200.308(c)(ii)), that type of request is a change that requires prior approval by the Department before the personnel action is taken and must be addressed separately from this report. Your response here should be a summary of approved and completed changes that have taken place during this reporting period.

7. Please complete the following table. List all partners and indicate with an "**X**" 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 with an "**X**" in the column provided. If a partner is new, indicate with an "**X**" if you have provided the program

office with a Partner Identification Form and Cost Share Worksheet to update the application. Rows can be added to this table if you have more partners.

Note: Do not request changes of grant partners here. As required by the Uniform Guidance (2 CFR 200.308(c)(1) and (c)(7)), that type of request is a change that requires prior approval by the Department and must be addressed separately from this report. Your response here should be a summary of approved and completed changes that have taken place during this reporting period.

	Partner Name	Original	New	Inactive	Submitted Partner Identification Form and Cost Share Worksheet	Type of Partner (e.g., IHE)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Please indicate the type of partner from the following options and enter the letter(s) in the column provided:

CBO=Community-Based Organization; **NPO**=Not-For-Profit Organization, non-CBO; **FBO**=Faith-based Organization; **HBCU**=Historically Black College or University; **TCCU**=American Indian Tribally Controlled College or University; **HSI**=Hispanic Serving Institution; **IHE**=Institution of Higher Education; **SCH**=School; **LEA**=School District; **ACY**=State Agency; **BUS**=Business; **PO**=Professional Organization; **O**=Other Type of Organization

SECTION III: FISCAL MANAGEMENT

8. 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 the current calendar year.**

Federal Budget Summary

	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 for Current Budget Period from 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					
2. Employee Benefits					
3. Travel					
4. Materials & Supplies					
5. Consultants & Contracts					
6. Other					
A. Total Direct Costs (Lines 1-6)					
B. Total Indirect Costs					
C. Equipment					
D. Scholarships/ Tuition Assistance					
E. Total Costs (A+B+C+D)					

6

9. Budgetary Modifications. If you are not expending Federal or non-Federal funds as originally planned for the current budget period, please provide an explanation. Describe how you plan to expend any carryover funds and/or how you plan to meet your matching requirements (no more than 4,000 characters).

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

Non-Federal Matching Budget Summary

	Matching Contributions Proposed for Current Budget Period (See Current GAN)	Actual Matching Contributions for Current Budget Period from GAN Start Date through March of APR Submission Year	Anticipated Matching Contributions from April to Current Budget Period End Date
1. Salaries and Wages			
2. Employee Benefits			
3. Travel			
4. Materials & Supplies			
5. Consultants & Contracts			
6. Other			
A. Total Direct Costs (Lines 1-6)			
B. Total Indirect Costs			
C. Equipment			
D. Scholarships/Tuition Assistance			
E. Total Costs (A+B+C+D)			

☐ *If you requested a match reduction in your original application and the match waiver was approved, please check the box.*

If you have an approved match waiver for the current budget period, provide the percentage of waiver approved. _____

11. Previous Budget Periods. In the following table, please provide information regarding: a) the actual

total Federal expenditures and b) the actual total non-Federal contributions for ***completed budget periods***. Actual expenditures are a final account of all funds obligated for previous budget periods. The grantee is responsible for ensuring finances are accurate and reconciling financial expenditures annually.

Note: First year grantees do not need to fill out this table.

Budget Period	(a) __Actual__ Total Federal Expenditures	(b) __Actual__ Total Matching Contributions	(c) Difference between Actual Federal Expenditures and Matching Contributions
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			
Year 7			
Total			

12. Indirect Cost Agreement. For State GEAR UP grantees and for projects that designate an LEA as the fiscal agent, the GEAR UP program regulations at 34 CFR section 694.11 limit indirect cost reimbursement to the rate determined in the agency of a State or local government's negotiated indirect cost rate agreement or eight percent of a modified total direct cost base, whichever amount is less. For projects that designate an IHE as the fiscal agent, the GEAR UP program uses a training indirect cost rate. Indirect cost reimbursement on a training grant is limited to the recipient's actual indirect costs (see EDGAR section 75.562), as determined by its negotiated indirect cost agreement, or eight percent of the modified total cost base, whichever amount is less.

For any grantee, in order to claim an indirect cost on next year's budget, the grantee must provide information on their current negotiated indirect cost rate agreement. **Check one of the three options.**

(a) ☐ Current Negotiated Indirect Cost Agreement: Effective date of agreement: Beginning date: _____,
Ending date: _____, Current rate: _____

(b) ☐ Requesting Negotiated Indirect Cost Agreement: If you have requested to negotiate an indirect cost agreement but have not finalized one, you should provide your program officer with evidence of your contact with the cognizant agency and their response. Please indicate whether your program officer has documentation of your attempt to secure an indirect cost agreement: Yes ☐   No ☐

(c) ☐ Do not claim indirect cost.

13. Scholarship Component. If your grant has a GEAR UP scholarship component, as defined by

Section 404E of the Higher Education Act of 1965, as amended (HEA), please fill out 13a-13e, regardless of scholarship waiver or exception status of State grantees. Partnership grantees that did not opt into the scholarship program can move on to Section IV.

13a. Funding Allocation:

13a.1. Does this grant have an approved waiver of the requirement that at least 50% of grant funds be allocated to the GEAR UP scholarship component?

13a.2. If yes, what is the approved percentage allocation of federal GEAR UP grant funds to the scholarship component?

13a.3. Please outline in the table below the amount and percentage of Federal funds that were expended on activities and scholarships (either reserved or disbursed) during the prior academic year.

	Amount	Percentage
Activities	$	
Scholarships Disbursed	$	
Scholarships Reserved	$	

13b. Scholarship Eligibility:

13b.1 Number of students estimated to be eligible to receive a scholarship (either with GEAR UP funds or non-GEAR UP funds) based on the definition of eligible student (see note below), over the entire grant performance period.

Note: "eligible student" means a student eligible for assistance under this section who— (1) is less than 22 years old at the time of first scholarship award under this section; (2) receives a secondary school diploma or its recognized equivalent on or after January 1, 1993 (3); is enrolled or accepted for enrollment in a program of undergraduate instruction at an institution of higher education that is located within the State's boundaries, except that, at the State's option, an eligible entity may offer scholarship program portability for recipients who attend institutions of higher education outside such State; and (4) who participated in the activities required under section 1070a-24(a) of this title.

13b.2 Number of students who met the requirements to receive a scholarship (either with GEAR UP funds or non-GEAR UP funds) in the prior academic year.

13c. Scholarships Received:
Answer questions under 13c only if your GEAR UP project was approved for a waiver of the scholarship requirement in 2019 or later.

13c.1. How many students received a scholarship that meets the GEAR UP scholarship requirements (either with GEAR UP funds or non-GEAR UP funds) during the prior academic year?

Note: Eligible students must receive a scholarship (with GEAR UP funds or non-GEAR UP funds) of an

amount that is equal to or greater than the minimum Pell award at the time the student attends college.

13c.2. Of the students counted in 13c.1, how many received a scholarship funded entirely from GEAR UP project funds during the prior academic year?

13c.3. Of the students counted in 13c.1, how many received a scholarship using non-GEAR UP funds which were supplemented with GEAR UP project funds to meet the GEAR UP scholarship requirements during the prior academic year?

13c.4. Of the students counted in 13c.1, how many received a scholarship using non-GEAR UP funds, without supplemental GEAR UP project funds, to meet the GEAR UP scholarship requirements during the prior academic year?

13c.5. For the scholarship funds that came from outside of GEAR UP project funds, please list the sources for those funds, and the amount of aid and number of scholarships provided to GEAR UP students from those sources. If providing an estimate, please describe the methodology used for estimating these figures. (no more than 5,000 characters)

13d. Scholarships Expected in Future:
Answer questions under 13d only if your GEAR UP project was approved for a waiver of the scholarship requirement in 2023 or later.

13d.1. Of the scholarships expected to be awarded in future years, how many students are expected to receive a scholarship funded entirely from GEAR UP project funds? If providing an estimate, please describe the methodology used for estimating the number of students who will receive scholarships. (no more than 5,000 characters)

13d.2. Of the scholarships expected to be awarded in future years, how many students are expected to receive a scholarship using non-GEAR UP funds that will be supplemented with GEAR UP project funds to meet the GEAR UP scholarship requirements? If providing an estimate, please describe the methodology used for estimating the number of students receiving scholarships. (no more than 5,000 characters)

13d.3. Of the scholarships expected to be awarded in future years, how many are expected to receive a scholarship using non-GEAR UP funds without supplemental GEAR UP project funds to meet the GEAR UP scholarship requirements? If providing an estimate, please describe the methodology used for estimating the number of students receiving scholarships. (no more than 5,000 characters)

13d.4. For the scholarship funds that will come from outside of GEAR UP project funds, please list the sources for those funds, and the estimated amount of aid and number of scholarships expected to be provided to GEAR UP students from those sources, as applicable. If providing an estimate, please describe the methodology used for estimating these figures. (no more than 5,000 characters)

13e. Location of Scholarship Funds. Please provide in the table below (1) the information on where scholarship funds, both federal and non-federal, if applicable, are held pending distribution to GEAR UP students (e.g., are the funds in an interest-bearing account?) and (2) how the funds will be disbursed (no more than 5,000 characters).

Organization Name	Address (Street, City, State, Zip Code)	Contact Person's Name, Phone Number and Email
Do you have a contractual agreement with the organization? _____Yes or ____ No		
How will the funds be disbursed?		

SECTION IV: STUDENTS' DEMOGRAPHIC DATA

Number of Participating Students

14. Does your state or partnership grant serve students under the GEAR UP **cohort** approach? If yes, complete the table below. If no, skip the question.

Participant Distribution by Grade and Status (Cohort Students)

Grade Level	(a) # of GEAR UP Students Proposed	(b) # of Continuing GEAR UP Students	(c) # of New GEAR UP Students	(d) # of GEAR UP Students who Withdrew	(e) # of GEAR UP Students who Dropped Out	(f) # of Active GEAR UP Students [(b)+(c)]	(g) # of Total GEAR UP Students [(b)+(c)+(d)+(e)]
K-4							
5							
6							
7							
8							
9							
10							
11							
12							
1st Year of PSE					■		
Total							

(a) The total number of unduplicated students proposed to participate in the GEAR UP cohort(s) during the reporting period, as expressed in your approved GEAR UP application, or as amended with the approval of the Department of Education.

(b) The total number of unduplicated students participating in the GEAR UP cohort(s) during the reporting period, who also previously participated in GEAR UP during any prior reporting period. For cohort students who were promoted ahead of their expected grade level, repeated their grade level, or were demoted to a lower grade level, please count them as continuing students.

(c) The total number of unduplicated students participating in the GEAR UP cohort(s) during the reporting period who did not participate in any prior reporting period, i.e., new students.

(d) The total number of unduplicated students who withdrew from the GEAR UP cohort(s) during the reporting period for any school-recognized reason, but will not be defined as a "dropout." This may include students who transferred to a school not served by GEAR UP, students who left to be homeschooled, other educational transfers, students who passed away, or a temporary school-recognized absence.

(e) The total number of unduplicated students who withdrew from the GEAR UP cohort(s) during the reporting period and are recognized as "drop-outs," as they are no longer enrolled in school and

have not graduated from high school or completed a state or district-approved educational program.

(f) The total number of unduplicated students who participated in the GEAR UP cohort(s) who are considered "active" as of the end of the reporting period [the sum of columns (b) and (c)].

(g) The total number of unduplicated students who participated in the GEAR UP cohort(s), regardless of their status as of the end of the reporting period [the sum of columns (b) through (e)].

15. Does your state grant serve students under the GEAR UP **priority** approach? If yes, complete the table below. If no, skip the question.

Participant Distribution by Grade and Status (Priority Students)

Grade Level	(a) # of GEAR UP Students Proposed	(b) # of Continuing GEAR UP Students	(c) # of New GEAR UP Students	(d) # of GEAR UP Students who Withdrew	(e) # of GEAR UP Students who Dropped Out	(f) # of Active GEAR UP Students [(b)+(c)]	(g) # of Total GEAR UP Students [(b)+(c)+(d)+(e)]
K-4							
5							
6							
7							
8							
9							
10							
11							
12							
1st Year of PSE					■		
Total							

(a) The total number of unduplicated priority students proposed to participate in GEAR UP during the reporting period, as expressed in your approved GEAR UP application, or as amended with the approval of the Department of Education.

(b) The total number of unduplicated priority students participating in GEAR UP during the reporting period, who also previously participated in GEAR UP during any prior reporting period. For priority students who were promoted ahead of their expected grade level, repeated their grade level, or were demoted to a lower grade level, please count them as continuing students.

(c) The total number of unduplicated priority students participating in GEAR UP during the reporting period who did not participate in any prior reporting period, i.e., new students.

(d) The total number of unduplicated priority students who withdrew from GEAR UP during the reporting period for any school-recognized reason, but will not be defined as a "dropout." This may include students who transferred to a school not served by GEAR UP, students who left to be homeschooled, other educational transfers, students who passed away, or a temporary school-recognized absence.

(e) The total number of unduplicated priority students who withdrew from GEAR UP during the reporting period and are recognized as "drop-outs," as they are no longer enrolled in school and have not graduated from high school or completed a state or district-approved educational program.

(f) The total number of unduplicated priority students who participated in GEAR UP who are considered "active" as of the end of the reporting period [the sum of columns (b) and (c)].

(g) The total number of unduplicated priority students who participated in GEAR UP, regardless of their status as of the end of the reporting period [the sum of columns (b) through (e)].

Participant Distribution by Ethnic Background

16. The following table regarding the ethnicity/race background of GEAR UP students is mandatory and will be used by the Department in reporting on the ethnicity/race characteristics of students participating in the program. For students who do not self-identify their race/ethnicity, use the race/ethnicity unknown category. The ethnicity/race categories used in this section are consistent with the Department's policy on the collection of racial and ethnic information. These categories are defined as follows:

Ethnicity
Hispanic or Latino – A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

Race
American Indian or Alaska Native – A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition.

Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, and the Philippine Islands.

Black or African American – A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii or other pacific islands such as Samoa and Guam.

White – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Two or more races

Ethnicity and/or race unknown

Race and Ethnicity	Number of Students
Hispanic or Latino of any race	
American Indian or Alaska Native, non-Hispanic/Latino	
Asian, non-Hispanic/Latino	
Black or African American, non-Hispanic/Latino	
Native Hawaiian or Other Pacific Islander, non-Hispanic/Latino	
White, non-Hispanic/Latino	
Two or more races,	
Race and/or ethnicity unknown	
Total	

Participation by Gender

17. Please complete the following table regarding the gender of GEAR UP students.

Gender	Unduplicated Number of GEAR UP Students
Male	
Female	
Nonbinary	
Unknown	
Total	

Participants with Limited English Proficiency

18. Please complete the following table indicating the unduplicated number of GEAR UP students with Limited English Proficiency served by your project during the reporting period.

For the purposes of this table, Limited English Proficiency means a person whose native language is other than English and who has sufficient difficulty speaking, reading, writing, or understanding the English language to deny that individual the opportunity to learn successfully in classrooms in which English is the language of instruction.

If this information is unavailable, please explain (no more than 3,000 characters, or approximately one page): _____

	Unduplicated Number of GEAR UP Students
GEAR UP Students with Limited English Proficiency	

Participants with Individualized Education Programs (IEPs) as Required by the Individuals

with Disabilities in Education Act, as amended (IDEA)

19. Please complete the following table indicating the unduplicated number of GEAR UP students with Individualized Education Programs (IEPs).

If this information is unavailable, please explain why (no more than 3,000 characters, or approximately one page): _____

	Unduplicated Number of GEAR UP Students
GEAR UP Students with Individualized Education Programs (IEPs)	

Participants Who Meet Unique Priority Student Designations

20. If you are implementing a State project with a priority students model, please mark in the table below the type(s) of priority or disconnected students the project served during the reporting period.

Mark (x)	Type of Priority/Disconnected Student
	Free or reduced-priced lunch
	State program funded in part by the Temporary Assistance for Needy Families (TANF) program
	State program funded in part by foster care
	Homeless
	Students with disabilities
	Otherwise considered to be a disconnected student (please specify the type of student below):

Homeless and Foster Care Students

21. Please complete the following table indicating the unduplicated number of GEAR UP students who have been identified as homeless (as defined by the McKinney-Vento Homeless Assistance Act) or were in foster care (as defined by Title IV of the Social Security Act).

If this information is unavailable, please explain (no more than 3,000 characters):

Homeless and Foster Care Students	Unduplicated Number of GEAR UP Students
GEAR UP Students who were identified as homeless	
GEAR UP Students who were in foster care	

Target Schools Served

22. 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 a school in which GEAR UP activities are provided. Please include all schools you identified in your application, including their NCES school ID codes, 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, and 8).

Name of School	City	State	Zip Code	Type of School (e.g., middle school)	Grade Levels Served	NCES ID #

Public Housing Projects Served

23. 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, and 8).

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

SECTION V: OBJECTIVES AND SERVICES

Objectives

24. Please complete the table below: a) list approved objectives from your grant application and/or approved modified objectives and provide baseline data where applicable; b) list the activities, outreach, and support services that were conducted to accomplish objectives; c) indicate if objectives have been met (e.g., yes/no/partially); and d) describe your progress in achieving objectives <u>or</u> the required action(s) necessary to improve results.

(A) Objectives:	(B) Activities, Outreach and Support Services:	(C) Results:	(D) Progress/Required Action:
Example: 1. Enrollment in 7th grade pre-algebra, 8th grade algebra, and 8th grade advanced science classes will increase by 5% by next year. Baseline: Pre-algebra 7th grade -- 10% Algebra 8th grade -- 5% Adv. Sci. 8th grade -- 20%	Example: Instructional support services, staff development to improve instruction, and articulation with elementary schools		Examples: <u>Progress</u>. Enrollment changes from 2008/09 to 2009/10: 1) 7th grade pre-algebra: +65% <u>Required Action</u>. Add science component to after school tutoring program.

Activities/Services

25. What is the total, unduplicated number of students that actively participated in one or more GEAR UP activities during the reporting period? _____

26. What is the total, unduplicated number of educators that actively participated in one or more GEAR UP activities during the reporting period? This can include either activities occurring alongside students and those apart, such as professional development. _____

27. What is the total, unduplicated number of students with parents, guardians, or other family members that actively participated in one or more GEAR UP activities during the reporting period? _____

28. What is the total number of GEAR UP participants served during the reporting period by another federally funded program? *(This question is optional.)*

Federally Funded Program	Number of GEAR UP Participants
Upward Bound (UB)	
Upward Bound Math-Science (UBMS)	
Veterans Upward Bound (VUB)	
Talent Search (TS)	
Other:	

29. In the following table, please list the activities/services that were implemented during the reporting period by your project in accordance with required activities under the GEAR UP statute. Note: Each of these activities/services are required during the life of the grant, however they are not each required every year of the grant.

Required Statutory Activities/Services	Summarize the Activities/Services Provided During the Reporting Period
Provided information regarding financial aid for postsecondary education to participating students	
Encouraged student enrollment in rigorous or challenging curricula and coursework	
Improved the number of participating students who obtain a secondary school diploma	
Improved the number of participating students who complete applications for and enroll in a program of postsecondary education	

30. In the following table, place an 'X' in the first column next to the types of activities/services provided by your project with GEAR UP Federal or matching funds during the reporting period. For

each type of activity/service provided, indicate (a) the unduplicated number of students who participated in the activity/service during the reporting period; and (b) the sum total of hours that students participated in the activity/service.

Mark (X)	Student Activities/Services	Unduplicated Number of GEAR UP students who participated in the activity/service	Sum total of hours that GEAR UP students participated in the activity/service
	College Visit		
	Counseling/Advising		
	Educational Field Trips		
	Financial Aid Counseling/Advising		
	Job Site Visit		
	Mentoring		
	Student Workshops		
	Summer Programs		
	Tutoring/Homework Assistance		
	Other (Please specify)		

31. Mark the activities/services in the table below that your project implemented for students who were enrolled in their first academic year of postsecondary education.

Mark X	Postsecondary Education Activities/Services	Summarize the Primary Activities/Services Provided During the Reporting Period
	Transition Activities	
	Academic Advising and Support	
	Social Integration	
	Financial Support	
	Family Engagement	
	Other	

Core Activities Provided to Parents, Guardians, and Family Members

32. In the following table, place an "X" in the first column next to the types of activities provided by your project with GEAR UP Federal or matching funds during the reporting period. For each type of activity provided, indicate (a) the unduplicated number of students whose parents, guardians, or family members participated in the activity during the reporting period; and (b) the sum total of hours that parents, guardians, and family members participated in the activity.

Mark (x)	Type of Activity	(a) Unduplicated Number of GEAR UP Students whose Parents, Guardians, or Family Members Participated in the Activity	(b) Sum Total of Hours that GEAR UP Parents, Guardians, or Family Members Participated in the Activity
	Workshops		
	Counseling/advising		
	College visits		
	Family events		
	Other (please specify)		

Professional Development Activities Provided to Educators

33. Please complete the following table indicating professional development provided to educators as part of your approved project design during the reporting period. Indicate the unduplicated number of educators who participated in GEAR UP-sponsored professional development.

GEAR UP Sponsored Professional Development	Unduplicated Number of Educators

The following activities are for State Grantees only:

34. In the following table, place an "X" in the first column next to the types of activities provided by your State project with GEAR UP Federal or matching funds during the reporting period.

Mark (x)	Activities/Services
	Provided technical assistance to secondary schools and GEAR UP partnership grantees
	Provided professional development for GEAR UP partnership grantees
	Disseminated information on the use of scientifically valid research and best practices to improve services for eligible students
	Aligned efforts in the State to prepare eligible students to attend and succeed in postsecondary education
	Disseminated information on effective coursework and support services
	Worked to align State academic standards and curricula with the expectations of postsecondary institutions and employers
	Developed alternatives to traditional secondary school
	Other (please specify)

35. In the following table, please list the types of statewide initiatives implemented by your State project with GEAR UP Federal or matching funds during the reporting period.

Statewide Initiatives

Please indicate the amount of federal funding allocated to statewide initiatives in the reporting year. _____

SECTION VI: GEAR UP STUDENT OUTCOMES

Please complete the following table indicating the number of GEAR UP students who enrolled in and/or completed Algebra I or its equivalent by the end of the 9th grade (this includes students who enrolled in and/or completed prior to 9th grade.)

36. Did your grant project serve 9th grade students during the reporting period?
   - Yes
   - No

If yes, please fill out the table below.

Status	Number
(a) Number of 9th grade students served by GEAR UP during the reporting period.	
(b) Number of students from row (a) for which enrollment/completion data are not available.	
(c) Number of students from row (a) who enrolled in Algebra I or its equivalent by the end of the 9th grade. (Includes 9th grade students who enrolled in Algebra I in grades 6-8).	
(d) Number of students from row (c) who completed Algebra I or its equivalent by the end of 9th grade. (Includes 9th grade students who completed Algebra I in grades 6-8).	

37. <u>Academic Engagement among GEAR UP Students</u>. Complete the table below indicating academic engagement of 6th through 10th grade GEAR UP students throughout the reporting period. Academic Engagement is defined as students who have not failed a term of their core English/Language Arts (ELA) or mathematics courses. *(This question is optional for the 2024 APR submission.)*

Instructions for completing the table
   a. In column (a), record the number of unduplicated GEAR UP students enrolled in the grade level.
   b. In column (b), record the number of unduplicated GEAR UP students for which ELA and Math grades are not available to report.
   c. In column (c), record the number of unduplicated GEAR UP students with enrollment in at least one term of a core ELA or math by grade level during the reporting period.
   d. In column (d) record the number of unduplicated GEAR UP students from column (c) who did <u>not</u> fail a term of their core ELA or math courses during the reporting period by grade level.

Note: "Term" refers to annual, semester, trimester, quarter, or other primary marking period used by school/district.

Grade Level of Students for Reporting Period	(a) Total # of unduplicated GEAR UP students	(b) # of unduplicated students for which ELA and Math grades are not available	(c) # of unduplicated students with enrollment in core ELA or Math for the reporting period	(d) # of unduplicated students with no failures in core ELA or Math for the reporting period
6				
7				
8				
9				
10				
Total				

FAFSA Completion

38. Please complete the following table by identifying (a) the total unduplicated number of 12th Grade GEAR UP students from the reporting period; (b) if applicable, the total unduplicated number of GEAR UP students for whom data are available; (c) the total unduplicated number of 12th grade students who completed the Free Application for Federal Student Aid (FAFSA) by the end of the reporting period; and (d) the total unduplicated number of 12th grade students who did not complete the Free Application for Federal Student Aid (FAFSA) by the end of the reporting period.

a. Did your grant serve high school seniors during the reporting period? (Yes or No)

● If No–do not need to answer questions related to FAFSA completion.
● If Yes–answer the next question based on cohort or priority designation.

b. Did your grant serve high school seniors as part of a cohort model?

● If No–do not need to answer questions related to cohort student FAFSA completion.
● If Yes–answer the next question.

38b. Cohort Students

(a) Total Unduplicated Number of 12th Grade GEAR UP Students Served During the Reporting Period	(b) Total Unduplicated Number of 12th Grade GEAR UP Students for Whom FAFSA Completion Data are available.	(c) Total Unduplicated Number of 12th Grade GEAR UP Students (from Column B) Who Completed the FAFSA by the end of the reporting period.	(d) Total Unduplicated Number of 12th Grade GEAR UP Students (from Column B) Who Did Not Complete the FAFSA by the end of the reporting period.

c. Did your grant serve high school seniors as part of a priority model?

- If No–do not need to answer questions related to priority student FAFSA completion.
- If Yes–answer the next question.

38c. Priority Students

(a) Total Unduplicated Number of 12th Grade GEAR UP Students Served During the Reporting Period	(b) Total Unduplicated Number of 12th Grade GEAR UP Students for Whom FAFSA Completion Data are Available.	(c) Total Unduplicated Number of 12th Grade GEAR UP Students (from Column B) Who Completed the FAFSA by the end of the reporting period.	(d) Total Unduplicated Number of 12th Grade GEAR UP Students (from Column B) Who Did Not Complete the FAFSA by the end of the reporting period.

High School Graduation

39. Please complete the following table by identifying (a) if you served 12th grade students during the reporting period; (b) if you served those 12th grade students as part of a cohort model; (c) the total number of students served during the reporting period who graduated with a high school diploma or equivalent, and (d) the number of students who were served as part of the cohort and graduated early with a high school diploma or equivalent. *(This question is optional for the 2024 APR submission.)*

a. Did your grant serve high school seniors during the reporting period? (Yes or No)

- If No–do not need to answer questions related to high school graduation.
- If Yes–answer the next question based on cohort or priority designation.

b. Did your grant serve high school seniors as part of a cohort model?

- If No–do not need to answer questions related to cohort student high school graduation.
- If Yes–answer the next question.

39b. Cohort Students	**Number**
(a) Total number of 12th grade students served during reporting period	
(b) Total number of 12th grade students served who withdrew for a school recognized reason during reporting period	
(c) Adjusted total number of active 12th grade students served during	

	Number
reporting period (a minus b)	
(d) Total number of active 12th grade students (c) who graduated with high school diploma or equivalent.	
(e) Total number of students from this cohort who graduated with high school diploma prior to senior year.	
(f) Total number of GEAR UP students who graduated with high school diploma or equivalent (d plus e)	

c. Did your grant serve high school seniors as part of a priority model?

● If No–do not need to answer questions related to priority student HS graduation.
● If Yes–answer the next question

39c. Priority Students

	Number
(a) Total number of 12th grade students served during reporting period	
(b) Total number of 12th grade students served who withdrew for a school recognized reason during reporting period	
(c) Adjusted total number of active 12th grade students served during reporting period (a minus b)	
(d) Total number of active 12th grade students (c) who graduated with high school diploma or equivalent.	
(e) Total number of students from this cohort who graduated with high school diploma prior to senior year.	
(f) Total number of GEAR UP students who graduated with high school diploma or equivalent (d plus e)	

SECTION VII: GEAR UP POSTSECONDARY EDUCATION PARTICIPATION

Postsecondary Enrollment

40. Please complete the following table by identifying the unduplicated number of GEAR UP high school graduates from the reporting period who enrolled in any institution of higher education (IHE) in the fall following the end of the reporting year.

a. Did your grant serve high school seniors during the reporting period? (Yes or No)

● If No–do not need to answer questions related to postsecondary enrollment.
● If Yes–answer the next question based on cohort or priority designation.

b. Did your grant serve high school seniors as part of a cohort model?

● If No–do not need to answer questions related to cohort student postsecondary enrollment.
● If Yes–answer the next question.

40b. Cohort Students	Number
a. Total number of GEAR UP high school graduates in the reporting period from High School Graduation Table (Section VI, question 4b, row f)	
b. Total number of GEAR UP high school graduates in the reporting period for whom postsecondary enrollment data are <u>not</u> available or unknown	
c. Total adjusted number of GEAR UP high school graduates in the reporting period for whom postsecondary enrollment data are available or known (a minus b)	
d. Total number of GEAR UP high school graduates in the reporting period who enrolled in a <u>2-year or less</u> IHE by the first fall after graduation	
e. Total number of GEAR UP high school graduates in the reporting period who enrolled in a <u>4-year</u> IHE by the first fall after graduation	

c. Did your grant serve high school seniors as part of a priority model?

● If No–do not need to answer questions related to priority student postsecondary enrollment.
● If Yes–answer the next question.

40c. Priority Students	Number
a. Total number of GEAR UP high school graduates in the reporting period from High School Graduation Table (Section VI, Question 4c, row f)	

b. Total number of GEAR UP high school graduates in the reporting period for whom postsecondary enrollment data are <u>not</u> available or unknown	
c. Total number of GEAR UP high school graduates in the reporting period for whom postsecondary enrollment data are available or known (a minus b)	
d. Total number of GEAR UP high school graduates in the reporting period who enrolled in a <u>2-year or less</u> IHE by the first fall after graduation	
e. Total number of GEAR UP high school graduates in the reporting period who enrolled in a <u>4-year</u> IHE by the first fall after graduation	