



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 block 5 of your grant award notification) (Funding Year)

2. Name of Grantee: _____

3. Address: _____

4. Name of Project Director/Contact Person: _____

Telephone Number: _____ Fax: _____

E-mail Address: _____

5. Name of Certifying Official: _____

Telephone Number: _____ E-mail Address: _____

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

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 40 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, 400 Maryland Avenue, S.W., 5C133, Washington, DC 20202-4651.

INSTRUCTIONS:

The following set of forms are the Annual Performance Report (APR) for GEAR UP State and Partnership projects. The APR is used by the Department of Education to determine whether substantial progress is met when meeting the objectives of your project as outlined in your grant application and/or work plan for this reporting period. Under section 75.590 of Education Department General Administrative Regulations (EDGAR), each eligible recipient that is awarded a GEAR UP grant must submit an APR describing their progress in meeting project goals and objectives. As required by the Government Performance and Results Act of 1993, the APR is also used to collect data addressing the performance of the GEAR UP program on a national level. **Annual submission of the APR is a requirement of your grant and will be used to determine continuation of funding.**

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

Except where otherwise indicated, the reporting periods for this report generally follow these guidelines:

- 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.
- For Section III, if this is the second through sixth or seventh award year of your grant, the budget reporting period is aligned to the budget periods established by your Grant Award Notification (GAN).
- For Sections I, II, IV, V, and VI, if this is the second through sixth or seventh award year of your grant, the activity reporting period is aligned to your prior academic year as defined by your local policies, which would traditionally include the fall, spring, and summer term of the prior academic year.

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 1350 words, or approximately three pages) of the current status of your project. Describe the extent to which you have implemented all program activities and components planned for this activity reporting period, highlighting your major outcomes, successes, and challenges as it pertains 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.
- (e) What aspect of your program do you think are most successful (have the greatest impact) Why?

SECTION II: NARRATIVE INFORMATION

1. What are the most significant barriers or challenges your GEAR UP project has encountered in the implementation and/or administration of your grant? Please describe what steps you have taken to address these barriers and challenges.
2. Describe your project's success and challenges in advancing your approved project evaluation plan for program improvement during the activity reporting period. Topics to be addressed may include your processes for collecting, linking, and reporting GEAR UP participation and outcome data for students, family members, and educators; the availability of data; data sharing agreements; implementing evaluation methods; and how your evaluation efforts are informing project implementation and administration decisions.
3. Describe the extent to which key activities and outcomes from your GEAR UP project are likely to be sustained over time and how your sustainability goals will be achieved. What systemic changes have occurred in your school(s) that the Department of Education should be aware of that may not otherwise be captured in your annual report?
4. Please provide any additional information about your project that you think would be helpful to the Department of Education in evaluating your performance or understanding the contents of your annual report.
5. Describe the progress that your project has made towards accomplishing the objectives of your project for this reporting period as outlined in your grant application or work plan. Please list your objectives in the table below, and indicate what activities have taken place, the quantitative results of those activities, and actions required (what, if any, changes do you intend to make in response to the results that you have seen).

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? (Yes/No/Partially)	Results: Please describe, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?
<p>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%</p>	<p>Example: Instructional support services, staff development to improve instruction, and articulation with elementary schools</p>		<p>Example: Enrollment changes from 2008/09 to 2009/10: 1) 7th grade pre-algebra: +65% 2) 8th grade algebra: +5% 3) 8th grade advanced science: - 6% (due to increased standards for enrollment).</p>	<p>Example: Continue to identify students needing intervention services based on achievement scores. Add science component to after school tutoring program.</p>
1.				
2.				
3.				
4.				
5.				

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? (Yes/No/Partially)	Results: Please describe, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?
6.				
7.				
8.				

SECTION III: GRANT ADMINISTRATION AND BUDGET INFORMATION

1. 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 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					
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)					

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 April – March*	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, please check the box.

2. 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 2014, the Year 1 budget period would be July 2014 through June 2015. *First year grantees do not need to fill out this table*. If you are in the second through seventh years of your grant, fill out information only for completed budget periods.

	Actual Federal Expenditures Year 1	Actual Matching Contributions Year 1	Actual Federal Expenditures Year 2	Actual Matching Contributions Year 2	Actual Federal Expenditures Year 3	Actual Matching Contributions Year 3	Actual Federal Expenditures Year 4	Actual Matching Contributions Year 4	Actual Federal Expenditures Year 5	Actual Matching Contributions Year 5	Actual Federal Expenditures Year 6	Actual Matching Contributions Year 6
1. Salaries and Wages												
2. Employee Benefits												
3. Travel												
4. Materials & Supplies												
5. Consultants & Contracts												
6. Other												
A. Total Direct Costs: (Add lines 1 – 6)												
B. Total Indirect Costs												
C. Equipment												
D. Scholarships/ Tuition Assistance												
E. TOTAL COSTS (A+B+C+D)												

3. 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.

4. Describe any significant changes in your project design since the approval of your grant application that did not require prior-approval from the Department of Education (*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? (*Please note that changes that require prior approval from the Department of Education should be submitted directly to your Program Officer, and not through your annual performance report.*)

5. Please list the names and titles of all individuals paid by GEAR UP Federal or matching funds, and indicate the percentage of time each individual spends working on the GEAR UP 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.)

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. 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 taken place during this reporting period.*)

7. 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 the grant activities), transportation cost, equipment, supplies, college field trips, and other GEAR UP expenditures). Who is responsible for maintaining the documentation?

8. Please indicate the number of GEAR UP 12th grade students who have completed the Free Application for Federal Student Aid (FAFSA) during the prior academic year _____ (number of students).

9. 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.

	Partner Name	Original	New	Inactive	Submitted Partner Identification Form and Cost Share Worksheet	Type of Partner (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 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 Colleges and Universities; **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

10. Indirect Cost Agreement: 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. **Check one of the three options.**

- (a) Current Indirect Cost Agreement: Effective date of agreement: Beginning date: _____
Ending date: _____, Current rate: _____
- (b) Requesting indirect Cost Agreement: If you have requested an indirect cost rate agreement but have not receive 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
- (c) Do not claim indirect cost.

11. Do you offer a GEAR UP Scholarship as part of your program, as defined by Section 404E of the Higher Education Act of 1965 as Amended, and approved by the Department of Education? If No, skip to Section IV.

Scholarship Funds: Please report on all Federal and non-Federal funds reserved and held for GEAR UP Scholarships and the disbursement of those scholarship funds to eligible students. **NOTE: Scholarship funds are subject to audits or monitoring by authorized representatives of the Secretary throughout the life of the funds.**

(1) GEAR UP Scholarship Funds:

\$ _____: Amount of federal funds reserved for GEAR UP students

_____ : Total number of students receiving scholarships

\$ _____: Average scholarship award size per scholarship recipient

\$ _____: Amount of unexpended federal funds to be returned to the Department

(2) Non-Federal Scholarship Funds:

\$ _____: Amount of funds reserved for GEAR UP students

\$ _____: Amount of funds disbursed to GEAR UP students

\$ _____: Total number of students receiving scholarships

- (3) If you have not yet disbursed scholarship awards, please provide a narrative description of (1) where scholarship funds are held pending distribution to former GEAR UP students (e.g., are the funds in a trust account?) and (2) how the funds will be disbursed and to whom.

SECTION IV: GEAR UP DEMOGRAPHIC DATA

For the purposes of this section, if this is the first year of your grant, the activity reporting period includes the time period from the beginning of your grant through March 31st of this year. In some cases, data will not yet be available, so leave those responses blank.

If this is the second through sixth or seventh award year of your grant, the activity reporting period is based on your prior academic year, which would traditionally include a fall, spring, and summer term.

Please note that for State Grants supporting state-wide initiatives as part of their approved GEAR UP program, students who have not been formally designated as GEAR UP Cohort or Priority Students should be excluded from Section IV.

SECTION IV: DEMOGRAPHIC DATA

Participant Distribution by Ethnic Background

1. 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 participating in 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. 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

Ethnicity:	Number of GEAR UP Students
Hispanic or Latino	

Race:	Number of GEAR UP Students
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Two or More Races	
Race and/or Ethnicity Unknown	
Total	

Participation by Gender

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

Gender:	Unduplicated Number of GEAR UP Students
Male	
Female	
Total	

Participants with Limited English Proficiency

3. 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 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.

	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 Amendment of 1997 (IDEA).

4. 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 unduplicated number of GEAR UP students with Individualized Education Programs.

	Unduplicated Number of GEAR UP Students
GEAR UP Students with Individualized Education Programs	

Participants Who Meet Unique Priority Student Designations

5. 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 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).

	Unduplicated Number of GEAR UP Students
GEAR UP Students who were identified as homeless	
GEAR UP Students who were in foster care	

Participating Housing Projects

6. Does your GEAR UP project utilize the public housing model? If no, skip to question 7.

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, and 8).

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

Participating GEAR UP Schools

7. 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 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	Active During Reporting Period (Yes/No)	Grade Levels Offered	Grade Levels Served by GEAR UP	% of Students Eligible for Free and Reduced Price Lunch	City	State	Zip Code	NCES CODE

Participant Distribution by Grade and Status

8. Does your state or partnership grant serve students under the GEAR UP **cohort** approach? If yes, complete the table below. If no, skip to question #9.

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 [Sum of (b) + (c)+(d)+(e)]
K-4							
5							
6							
7							
8							
9							
10							
11							
12							
1 st 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)].

9. Does your state grant serve **priority** students under the GEAR UP priority student approach? If yes, complete the table below. If no, skip to section V.

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 [Sum of (b) + (c)+(d)+(e)]
K-4							
5							
6							
7							
8							
9							
10							
11							
12							
1 st Year of PSE							
Total							

(a) The total number of unduplicated students expected to participate in the GEAR UP program 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 who participated in the GEAR UP program 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 who participated in the GEAR UP program during the reporting period who were not served in any prior reporting period, i.e., new students.

(d) The total number of unduplicated students who withdrew from the GEAR UP program during the reporting period for any school-recognized reason, but will not be defined as a “drop out.” 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 program 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 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, regardless of their status as of the end of the reporting period [the sum of columns (b) through (e)].

SECTION V: DATA REGARDING GEAR UP ACTIVITIES

For the purposes of this section, if this is the first year of your grant, the activity reporting period includes the time period from the beginning of your grant through March 31st of this year. In some cases, data will not yet be available, so leave those responses blank.

If this is the second through sixth or seventh award year of your grant, the activity reporting period is based on your prior academic year, which would traditionally include a fall, spring, and summer term of the previous academic year.

Active Participation in GEAR UP Activities

1. What is the total, unduplicated number of students that actively participated in one or more GEAR UP activities during the reporting period? _____
2. What is the total, unduplicated number of educators that actively participated in one or more GEAR UP activities during the reporting period? _____
3. What is 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? _____
4. What is the total number of GEAR UP participants served during the reporting period by another federally funded program? _____
5. **For state grants only:** Did your GEAR UP project support state-wide initiatives? If No, skip to question #6.

What is the total number of students served through GEAR UP statewide initiatives as during the reporting period? _____ Is this a duplicated, or unduplicated count of students? _____

(Note: These numbers may include those students stated on the Students Served Form in your proposal but could include other non-GEAR UP students as well, nor would these students be reported in Section IV of your annual report. An example of a statewide initiative may be a statewide homework hotline where students can call in and receive assistance with their assignments).

Core Activities Provided to Students

6. 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 who participated in the activity during the reporting period; and (b) the sum total of hours that students participated in the activity.

Place an "X" in this Column if Your Project Provides this Type of Activity	Type of Activity R= Required Activity	(a) Unduplicated Number of GEAR UP Students Who Participated in the Activity	(b) Sum Total of Hours that GEAR UP Students Participated in the Activity
	Supportive Services (R)		
	Rigorous Academic Curricula (R)		
	Comprehensive Mentoring (R)		
	Financial aid counseling/advising (R)		
	Counseling/advising/ academic planning/career counseling (R)		
	College visit/college student shadowing		
	Tutoring/Homework Assistance		
	Job site visit/job shadowing		
	Summer programs		
	Educational field trips		
	Workshops		
	Other (please specify)		

Core Activities Provided to Parents, Guardians, and Family Members

7. 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.

Place an "X" in this column if your project provides this type of service	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 on college preparation / financial aid		
	Counseling /advising		
	College visits		
	Family events		
	Other (please specify)		

Professional Development Activities Provided to Educators

8. Please complete the following table indicating professional development provided to educators as part of your approved project design during the reporting period. Include all educators who directly benefited from GEAR UP-sponsored professional development. Indicate (a) the unduplicated number of educators who participated in GEAR UP-sponsored professional development; and (b) the sum total of hours that educators participated in GEAR UP-sponsored professional development.

(a) Unduplicated Number of Educators Who Participated in GEAR UP-Sponsored Professional Development.	(b) Sum Total of Hours that Educators Participated in GEAR UP-Sponsored Professional Development

Other GEAR UP Activities

9. Review the list of common GEAR UP activities that are permissible by legislation and mark any activity you implemented during the reporting period with an “X”.

Type of Activity	Place an “X” in this Column if Your Project Implemented this Type of Activity During the Reporting Period
Encouraging student enrollment in rigorous and challenging curricula and coursework	
Providing services to students in their first year of postsecondary education	
Supporting the development or implementation of rigorous academic curricula, which may include college preparatory, Advanced Placement (AP), or International Baccalaureate (IB) programs, and providing participating students access to rigorous core academic courses that reflect challenging State academic standards.	
Supporting dual or concurrent enrollment programs	
Providing special programs or tutoring in science, technology, engineering, or math	
Providing an intensive extended school day or school year	
Providing skills assessments to students	
Activities specially designed for students who are limited English proficient	
Enabling eligible students to enroll in AP, IB, or college entrance examination preparation courses	
Disseminating information that promotes the importance of higher education, explains college preparation and admission requirements, and raises awareness of the resources and services provided by the eligible entities to eligible students, their families, and communities	
Credit recovery programs	
Other (Please Specify)	

The following activities are for State Grantees only

Type of Activity	Place an “X” in this Column if Your Project Implemented this Type of Activity During the Reporting Period
Providing technical assistance to secondary schools and GEAR UP partnership grantees	
Providing professional development for GEAR UP partnership grantees	

Type of Activity	Place an "X" in this Column if Your Project Implemented this Type of Activity During the Reporting Period
Align efforts in the State to prepare eligible students to attend and succeed in postsecondary education	
Disseminating information on the use of scientifically valid research and best practices to improve services for eligible students	
Disseminating information on effective coursework and support services	
Working to align State academic standards and curricula with the expectations of postsecondary institutions and employers	
Developing alternatives to traditional secondary school	
Other (Please Specify)	

SECTION VI: GEAR UP STUDENT OUTCOMES

For the purposes of this section, if this is the first year of your grant, the activity reporting period includes the time period from the beginning of your grant through March 31st of this year. In some cases, data will not yet be available, so leave those responses blank.

If this is the second through sixth or seventh award year of your grant, the activity reporting period is based on your prior academic year, which would traditionally include a fall, spring, and summer term of the prior academic year.

1. Course Enrollment: Please complete the following table indicating the number of GEAR UP students who have successfully enrolled in 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 numbers in the grade level the cohort was in when the student enrolled in the course.**

Grade student was in when course was taken	Pre-algebra	Algebra I or equivalent	Geometry	Algebra II	Calculus	Chemistry	Physics	At least one Advanced Placement class
6								
7								
8								
9								
10								
11								
12								
First Year IHE								
Total								

Grade student was in when course was taken	Trigonometry	Pre-Calculus	Biology	English & Language Arts	At least one International Baccalaureate class	At least two years of math beyond Algebra I	Number of Students who enrolled in non-credit bearing remedial courses
6							
7							
8							
9							
10							
11							
12							
First Year IHE							
Total							

2. Course Completion: Please complete the following table indicating the number of GEAR UP students who have successfully completed the courses identified, for the prior academic year. 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 numbers 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								
7								
8								
9								
10								
11								
12								
First Year IHE								
Total								

Grade student was in when course was completed	Trigonometry	Pre-Calculus	Biology	English & Language Arts	At least one International Baccalaureate class	At least two years of math beyond Algebra I	Number of Students who completed non-credit bearing remedial courses
6							
7							
8							
9							
10							
11							
12							
First Year IHE							
Total							

3. Educational Progress by GEAR UP Students: Please complete the table 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 numbers in the row that coincides with the grade the students are in during the prior school year** (e.g., *If you served sixth grade during the first year of the grant and a standardized test was administered the first year to that sixth grade, please report on results of that standardized test when submitting the APR in the second year placing the information in the row for 7th grade since those students would be seventh graders in the second year.*)

Current Grade	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 Promoted to the Next Grade Level at the End of the Prior School Year	Number of Students with 10 or More Unexcused Absences by the end of the prior School Year	Number of Students Taking the PSAT or PLAN by end of 10 th Grade	Number of Students Taking ACT or SAT Exam by the end of 11 th Grade
6						
7						
8						
9						
10						
11						
12						
Total						

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 9th 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 postsecondary institutions (enrollment in less than 2-year, 2-year, and 4-year institutions) for the previous two years (*For each GEAR UP project, the high school graduation rate is defined in the State's approved accountability plan under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA).*)

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

Example:

High School	School year	Number of 12 th grade students	Number who graduated	Number enrolled in postsecondary institution
Madison H.S	2014-2015	1050	955	750
Madison H.S	2015-2016	950	802	670
Fulton H.S.	2014-2015	750	500	125
Fulton H.S.	2015-2016	807	567	145

Graduation rate and enrollment rates will be calculated.

Graduation rate	79.4%	Enrollment rate	47.6%
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Rows can be added to the table.

High School	School year	Number of 12 th grade students	Number who graduated	Number enrolled in postsecondary institution

Graduation rate and enrollment rates will be calculated.

Graduation rate		Enrollment rate	
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