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Expiration Date: 02/28/2010

**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)

2. Name of Grantee: \_\_\_\_\_

3. Address: \_\_\_\_\_

4. Name of Project Director/Contact Person: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

5. Name of Certifying Official: \_\_\_\_\_

Phone 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 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.

## **INSTRUCTIONS:**

This set of forms is 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 has been made toward meeting the objectives of your project as outlined in your grant application or work plan for this reporting period. 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 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. Please write "Not Applicable" or "N/A" if a question does not pertain to your project.

Except where otherwise indicated, the reporting period for this report is as follows:

- 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 30<sup>th</sup> of this year.
- If this is the second through sixth award year of your grant, the reporting period includes the period of time from the end of your last reporting period through March 30<sup>th</sup> of this year.

## **SECTION I: EXECUTIVE SUMMARY**

1. Please provide a brief description (1-2 pages) 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. Highlight your major outcomes, successes, and concerns.

## **SECTION II: NARRATIVE INFORMATION**

1. 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. Briefly describe how your project is furthering the mission of the GEAR UP program. Specifically, address how your project is: (a) improving academic performance of students in the GEAR UP cohort; (b) increasing educational expectations of participating students; (c) improving student and family knowledge regarding postsecondary education preparation and financing; and (d) working to improve high school graduation and college enrollment rates.
2. What aspects of your program do you think are most successful (have the greatest impact)? Why?
3. What barriers or problems have you encountered in administering your grant, and how have you addressed these problems?
4. Describe briefly the progress that you have made in implementing your evaluation plan as described in your application for GEAR UP funding.
5. Describe how your project's activities and outcomes are likely to be sustained over time. What systemic changes have occurred in your school(s)?
6. 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.

7. 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). You may extend this table on to another page as needed.

<b>Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.</b>	<b>Activities: List the activities that have been conducted to meet the objective.</b>	<b>Results: Has the objective been met? If not, what progress have you made in reaching the objective?</b>	<b>Actions required: Are you planning to make changes to the grant in response to the results?</b>
Example: 1. Enrollment in 7 <sup>th</sup> grade pre-algebra, 8 <sup>th</sup> grade algebra, and 8 <sup>th</sup> grade advanced science classes will increase by 5% by next year. Baseline: Pre-algebra 7 <sup>th</sup> grade -- 10% Algebra 8 <sup>th</sup> grade -- 5% Adv. Sci. 8 <sup>th</sup> grade -- 20%	Example: Instructional support services, staff development to improve instruction, and articulation with elementary schools	Example: Enrollment changes from 2000/01 to 2001/02: 1) 7 <sup>th</sup> grade pre-algebra: +65% 2) 8 <sup>th</sup> grade algebra: +5% 3) 8 <sup>th</sup> grade advanced science: -6% (due to increased standards for enrollment).	Example: Continue to identify students needing intervention services based on achievement scores. Add science component to after school tutoring program.
1.			
2.			
3.			
4.			
5.			
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*. You do not need to fill in the shaded boxes, but please indicate total amounts in line D for all columns.

#### Federal Budget Summary

	Total Federal Funds Awarded for Current Budget Period (September-August)	Total Federal Funds Available (Include Funds Awarded this Period and Funds Carried Over From Previous Budget Period(s))	Actual Federal Expenditures for September - March of Current Budget Period	Anticipated Federal Expenditures for April -August of Current Budget Period	Anticipated Carryover to Next Budget Period (if applicable)
1. Salaries and Wages					
2. Employee Benefits					
3. Travel					
4. Equipment Purchase					
5. Materials & Supplies					
6. Consultants & Contracts					
7. Other					
A. Total Direct Costs: (Lines 1 – 7)					
B. Total Indirect Costs:					
C. Scholarships/ Tuition Assistance					
D. Total Costs (A+B+C)					

2. In the following table, provide information about your actual and anticipated non-Federal matching contributions for the *current budget period*:

**Non-Federal Matching Budget Summary**

	Matching Contributions Proposed For Current Budget Period (September-August)	Actual Matching Contributions for September-March of Current Budget Period	Anticipated Matching Contributions for April – August of Current Budget Period
<b>1. Salaries and Wages</b>			
<b>2. Employee Benefits</b>			
<b>3. Travel</b>			
<b>4. Equipment Purchase</b>			
<b>5. Materials &amp; Supplies</b>			
<b>6. Consultants &amp; Contracts</b>			
<b>7. Other</b>			
<b>A. Total Direct Costs: (Lines 1 – 7)</b>			
<b>B. Total Indirect Costs:</b>			
<b>C. Scholarships/ Tuition Assistance</b>			
<b>D. TOTAL COSTS (A+B+C)</b>			

3. In the following table, please provide information about your Federal and matching expenditures for *previous, completed budget periods*. For example, for grants that began in Fiscal Year 2005, the Year 1 budget period would be September 2005 through August 2006. 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 six 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
1. Salaries and Wages										
2. Employee Benefits										
3. Travel										
4. Equipment Purchase										
5. Materials & Supplies										
6. Consultants & Contracts										
7. Other										
A. Total Direct Costs: (Add lines 1-7)										
B. Total Indirect Costs										
C. Scholarships/ Tuition Assistance										
D. TOTAL COSTS (A+B+C)										



4. If you are not expending Federal or matching funds as originally budgeted, please provide an explanation for the change and describe how you plan to expend carryover funds and meet your matching requirements.
5. Describe any significant changes in your project design since the approval of your grant application (e.g., changing from individual tutoring to group tutoring or placing more emphasis on enrichment activities rather than remediation). Do you anticipate making changes to your project design in the coming year? If so, please describe. How have any changes or anticipated changes affected your budget? How will these changes impact quantitative outcomes and your ability to meet the project's goals.
6. 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.)
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 year. (*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.*)
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?
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? 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?
10. If your project has a scholarship component for postsecondary education, please provide: a) information about the amount of scholarship money (Federal and/or matching funds) that has been obligated; b) information regarding where scholarship funds are held pending distribution to former GEAR UP students (e.g., are the funds in a trust account?); and c) how the funds will be disbursed and to whom. If you have already disbursed scholarship money to students, please indicate the

amount of money disbursed, the number of students who received scholarships, and the average amount of the scholarships awarded.

11. 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.

	<b>Partner Name</b>	<b>Original</b>	<b>New</b>	<b>No Longer Active</b>	<b>Submitted Partner Identification Form and Cost Share Worksheet</b>
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

## 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.

	<b>Number of Students</b>
Number of students you proposed to serve during the reporting period <i>(information supplied from application by the program office)</i>	
Actual number of students in your cohort(s) during the reporting period <i>(i.e., number of students served)</i>	

**State grants only:** If you are serving students through a statewide initiative please indicate that number here. These numbers do not include those students stated on the Student Served Form in your proposal and reported in the actual students served count shown above.

(An example of this may be a statewide homework hotline where students can call in and receive assistance with their assignments.)

**Students served under statewide initiatives**                      **Number of Students** \_\_\_\_\_

**B. Participant Distribution by Ethnic Background:** The following table regarding the ethnic background of GEAR UP students is not mandatory, but is extremely helpful to the Department of Education in reporting on the ethnic characteristics of students served by the program. The race/ethnicity 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:

**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.

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

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

**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.

<b>Ethnicity:</b>	<b>Number of GEAR UP Students</b>
American Indian or Alaska Native	
Asian	
Black or African American	
Hispanic or Latino	
White	
Native Hawaiian or Other Pacific Islander	
<b>Total</b>	

**C. Participation by Gender:** Complete the following table regarding the gender of GEAR UP students.

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

**D. Participant Distribution by Grade and New or Continuing Status:** Please complete the following table indicating the number of students in each grade that are new to GEAR UP (received GEAR UP services for the first time during the reporting period) and the number of current students who are continuing (received GEAR UP services during a prior period).

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

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

**Limited English Proficiency:** 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.

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

**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	

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 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 7<sup>th</sup> 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

**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. State Grants only: Number of Schools Participating in State GEAR UP Projects** Please indicate the number of schools participating in your GEAR UP project during the current year. ***Partnership grants do not complete this table.***

<b>Number of Schools Participating in the State GEAR UP Project</b>	
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- 3. Services Provided to Students:** In the following table, place an “X” in the first column next to the types of services provided by your project with GEAR UP Federal or matching funds. For each type of service provided, 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 reporting period.

Place an “X” in this column if your project provides this type of service	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/academic enrichment		
	Computer assisted lab		
	Mentoring		
	Counseling/advising/academic planning/career counseling		
	College visit/college student shadowing		
	Job site visit/job shadowing		
	Summer programs		
	Educational field trips		
	Workshops		
	Family events		
	Cultural events		
	Other (please specify)		

- 4. Services Provided to Parents:** In the following table, place an “X” in the first column next to the types of services provided by your project using GEAR UP Federal or matching funding. For each type of service provided, 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.

Place an “X” in this column if your project provides this type of service	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		
	Counseling/advising		
	College visits		
	Family events		
	Other (please specify)		

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

6. **Services Provided to Schools:** Please complete the following table indicating services provided to GEAR UP schools.

Place an "X" in this column if your project provides this type of service	Type of Service
	Curriculum development
	School reform efforts
	Other (please specify)



## 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 table 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. If an advanced course is not offered, please respond “N/A.”

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			
7			
8			
9			
10			
11			
12			
<b>Total</b>			

**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. **New grantees in their first year would wait until the second year and report on the course completions of their cohort(s) occurring at the end of the first year, since June of the first year is after the first report’s due date. 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								
7								
8								
9								
10								
11								
12								
<b>Total</b>								

Grade student was in when course was completed	Trigonometry	Pre-Calculus	Biology	At least one International Baccalaureate class
6				
7				
8				
9				
10				
11				
12				
<b>Total</b>				

3. **Educational Progress by Current 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. Wait until the second year APR then use the most recent standardized test results. Enter the numbers 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 7<sup>th</sup> 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 5 or More Unexcused Absences During the First 2 Quarters of the School Year	Number of Students Taking the PSAT	Number of Students Taking ACT or SAT Exam
6						
7						
8						
9						
10						
11						
12						
<b>Total</b>						

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 11<sup>th</sup> graders.

**For each target high school,** give the number of 12<sup>th</sup> graders \*, the number graduating with a high school diploma, and the number enrolled in postsecondary institutions (enrollment in < 2 year, 2 year, and 4 year institutions) for the previous two years (e.g., if your first cohort are 11<sup>th</sup> graders in the 2006-2007 school year then you would complete the table in the 2007 APR, using figures from the 2004-2005 and 2005-2006 school years).

**Note: 2002 grantees whose cohort is in 12<sup>th</sup> grade in this 2006-2007 school year, please provide graduation and enrollment information for 2004-2005 and 2005-2006.**

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

Example

High School	School year	Number of 12 <sup>th</sup> grade students	Number who graduated	Number enrolled in post-secondary institution
Madison H.S	2004-2005	1050	725	750
Madison H.S	2005-2006	950	802	670
Fulton H.S.	2004-2005	750	500	125
Fulton H.S.	2005-2006	807	567	145

Graduation rate and enrollment rates will be calculated.

Graduation rate	72.9%	Enrollment rate	47.5%
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Rows can be added to the table.

High School	School year	Number of 12 <sup>th</sup> grade students	Number who graduated	Number enrolled in post-secondary institution

Graduation rate and enrollment rates will be calculated.

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

**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		
7		
8		
9		
10		
11		
12		
Other		
Total		

**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 <i>have</i> spoken with someone about college entrance requirements. (Students who responded positively to question No. 2 from Appendix A.)	Number of students who <i>have not</i> spoken with someone about college entrance requirements. (Students who responded negatively to question No. 2 from Appendix A.)	Number of students who <i>have</i> spoken with someone about the availability of financial aid. (Students who responded positively to question No. 3 from Appendix A.)	Number of students who <i>have not</i> spoken with someone about the availability of financial aid. (Students who responded negatively to question No. 3 from Appendix A.)
6				
7				
8				
9				
10				
11				
12				
Other				
Total				

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

**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	
Probably	
Not sure	
Probably not	
Definitely not	

**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 responded to the survey.

Number of Parents Given Survey	Number of Parents Who Completed Survey

**B. Number of Parents who Have Spoken with Someone about College Entrance Requirements and Financial Aid:** Please complete the following table indicating parent response to survey questions 1 and 2 from Appendix B.

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

**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 child about attending college?”

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

**D. Educational Expectations:** Please complete the following table indicating parent responses to survey question number 4 in Appendix B, “What is the highest level of education that you think your child will achieve?”

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



**E. Perceptions of Affordability:** Please complete the following table indicating parent response to question number 5 from Appendix B, “Do you think that your child could afford to attend a public 4-year college using financial aid, scholarships, and your family’s resources?”

<b>Response</b>	<b>Number of Parents Responding</b>
Definitely	
Probably	
Not sure	
Probably not	
Definitely not	

## APPENDIX A

The student survey must contain the following questions:

1. What is your current grade level?
  - a. Grade 6
  - b. Grade 7
  - c. Grade 8
  - d. Grade 9
  - e. Grade 10
  - f. Grade 11
  - g. Grade 12
  - h. Other
  
2. Has anyone from your school or GEAR UP ever spoken with you about college entrance requirements?
  - a. Yes
  - b. No
  
3. Has anyone from your school or GEAR UP ever spoken with you about the availability of financial aid to help you pay for college?
  - a. Yes
  - b. No
  
4. What is the highest level of education that you expect to obtain?
  - a. High school or less
  - b. Some college but less than a 4-year college degree
  - c. 4-year college degree or higher
  
5. Do you think that you could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources?
  - a. Definitely
  - b. Probably
  - c. Not sure
  - d. Probably not
  - e. Definitely not

## APPENDIX B

The parent survey must contain the following questions:

1. Has anyone from your child's school or GEAR UP ever spoken with you about college entrance requirements?
  - a. Yes
  - b. No
  
2. Has anyone from your child's school or GEAR UP ever spoken with you about the availability of financial aid to help you pay for college?
  - a. Yes
  - b. No
  
3. Have you talked with your child about attending college?
  - a. Yes
  - b. No
  
4. What is the highest level of education that you think your child will achieve?
  - a. High school or less
  - b. Some college but less than a 4-year college degree
  - c. 4-year college degree or higher
  
5. Do you think that your child could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources?
  - a. Definitely
  - b. Probably
  - c. Not sure
  - d. Probably not
  - e. Definitely not