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The Ins and Outs of Federal GEAR UP Reporting: Lessons and Tips

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Welcome & Introductions

About Us...

Chicago GEAR UP is currently serving



- 5,012 first year college students (2011)
- 8,423 10th and 11th graders (2014)

- 14 high schools, most of which are persistently low achieving

- A strong partnership with the Chicago Public Schools, 2- and 4-year colleges and universities, community-based organizations and businesses



Chicago GEAR UP Partners



- Northeastern Illinois University, lead partner and fiscal agent
- Chicago Public Schools (District 299)
- City Colleges of Chicago
- Illinois Students Assistance Commission (ISAC)
- DePaul University
- Loyola University Chicago
- Roosevelt University
- University of Illinois at Chicago
- Brighton Park Neighborhood Council
- Heartland Human Care Services, Inc.
- Ann & Robert H. Lurie Children's Hospital of Chicago
- Youth Guidance

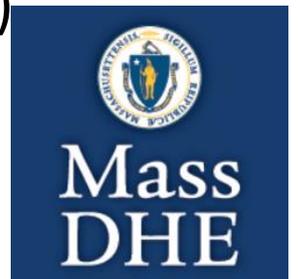


About Us...

GEAR UP Massachusetts



- GEAR UP Massachusetts (GU MA) is administered through the Massachusetts Department of Higher Education's Office of Student Financial Assistance (OSFA). GU MA is currently operating a FY 2018 seven-year grant.
- GU MA serves over 6,300, low-income students in seven high-poverty, urban school districts (Lawrence, Lowell, Boston, New Bedford, Worcester, Springfield & Holyoke) in grades 7-1st year of postsecondary education (7th year) as we are a priority model.
- The GU MA staff is comprised of approximately 30 (middle and high school) site-based advisors who provide direct student services and ten regional program managers.





AGENDA

Our Role in Federal Reporting

Basic Foundational Information

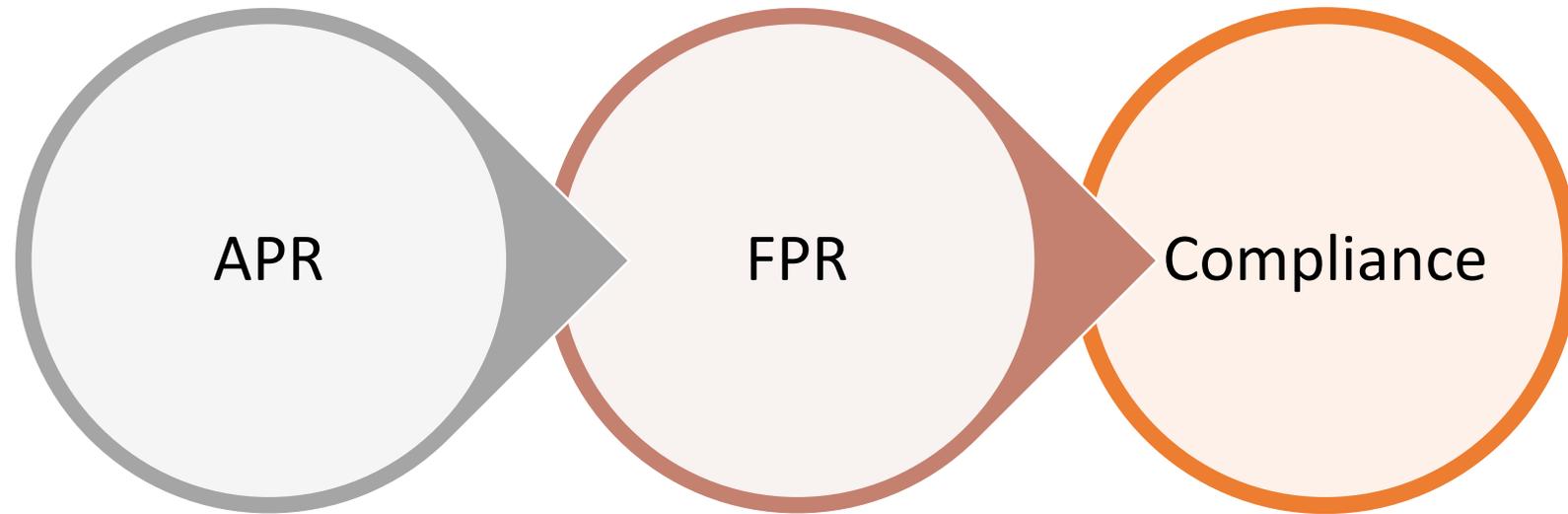
Lessons Learned

Q&A



GEAR UP FEDERAL REPORTING BASICS

Federal Reporting Overview



Annual Performance Report (APR)



1. Completed annually.
2. Sections I, II, IV, V, and VI are completed based on the prior academic year.
3. Sections IV, V, and VI are completed for cohort and priority students.
4. Section III (Parts 1 and 2) is completed based on the grant's fiscal year and Section III (Parts 3 and 4) is cumulative.
5. Helpful hint: Document how you collect each data point so you can use the same process in subsequent years.



Annual Performance Report

<https://www2.ed.gov/programs/gearup/performance.html#apr>

Skip to main content | About Us | Contact Us | FAQs | Language Assistance

 U.S. Department of Education

Student Loans | Grants | Laws | Data

PROGRAMS
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

- Purpose
- Eligibility
- Applicant Info
- Awards
- Performance
- Funding Status
- Laws, Regs, & Guidance
- Resources
- FAQs
- Contacts

Office of Postsecondary Education Home >>

Performance

| Annual Performance Report |
| Performance Results | GEAR UP Success Stories |

Annual Performance Report

The following text versions of the Annual Performance Report (APR) can be used as working copies to compile information for entry into the Web-based APR.

- MS Word (417K) | PDF (588K)

Grantee-Level Performance Results:

Being Updated.

Financial Status and Program Performance Final Report For State and Partnership GEAR UP Grants

- MS Word (177K)

GEAR UP Success Stories

Being Updated.

[Top](#)
[Student Service Home](#)

How Do I Find...

- Student loans, forgiveness
- College accreditation
- Every Student Succeeds Act (ESSA)
- FERPA
- FAFSA

More >

Information About...

- Transforming Teaching
- Family and Community Engagement
- Early Learning

Related Topics

No Related Topics Found

Annual Performance Report (APR)

SECTION III: GRANT ADMINISTRATION AND BUDGET INFORMATION

Question 11: GEAR UP Scholarship Funds



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.

Final Performance Report (FPR)



1. Completed once at the close of your grant.
2. You should go ahead and review the FPR so you are able to collect data that is not asked for in the APR reporting.

GEAR UP Objectives, Indicators, Performance Measures



The progress of all GEAR UP grants is measured by:

3 National GEAR UP Objectives

GPR Performance Indicators

Program Measures Defined in the
GEAR UP Application

Project-Specific Measures Identified by
Grantee at Time of Application

National GEAR UP Objectives



- **National Objective 1:** Increase the academic performance and preparation for postsecondary education for GEAR UP students.
- **National Objective 2:** Increase the rate of high school graduation and participation in postsecondary education for GEAR UP students.
- **National Objective 3:** Increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation and financing.

Government Performance and Results Act Performance Indicators*



1. The percentage of GEAR UP students who pass Pre-Algebra by the end of 8th grade.
2. The percentage of GEAR UP students who pass Algebra 1 by the end of 9th grade.
3. The percentage of GEAR UP students who take two years of mathematics beyond Algebra 1 by 12th grade.
4. The percentage of GEAR UP students who are on track for graduation at the end of each grade.
5. The percentage of GEAR UP students who are on track to apply for college as measured by completion of the SAT or ACT by the end of 11th grade.
6. The percentage of GEAR UP students who graduate from high school.
7. The percentage of GEAR UP students who complete the Free Application for Federal Student Aid.
8. The percentage of GEAR UP students and former GEAR UP students who are enrolled at an IHE.
9. The percentage of GEAR UP students who place into college-level math and English without need for remediation.
10. The percentage of current GEAR UP students and former GEAR UP students who are on track to graduate from an IHE one year after enrolling in an IHE.

*Performance Indicators from the FY 2018 Applications.

GEAR UP Student Service Data



- Supportive services*
- Rigorous academic curricula*
- Comprehensive mentoring*
- Financial aid counseling/advising*
- Counseling/advising/academic planning/career counseling
- College visit/college student shadowing
- Job site visit/job shadowing
- Summer programs
- Educational field trips
- Workshops
- Family/cultural events

*Required GEAR UP Services

GEAR UP Family Service Data and Professional Development



Family/Parent Services

- Workshops on college preparation/financial aid
- Counseling/advising
- College visits
- Family events

Professional Development Services

- Number of educators that participated in GEAR UP sponsored professional development during reporting period

GEAR UP APR: Types of Data



School
Data

Demographic
Data

Service
Activity
Data

Outcome
Data

Postsecondary
Data

Professional
Development
Data

GEAR UP APR: Budget Data



Budget

Match

Scholarship

GEAR UP Data Mapping



School Data	• APR
Demographic Data	• APR & FPR
Service Activity Data	• APR
Student Outcome Data	• APR & FPR
Postsecondary Data	• APR & FPR
Professional Development Data	• APR
Budget and Administrative Data	• APR & FPR



LESSONS LEARNED

Lessons Learned: What to Do



Start data collection and analysis early. Sections I, II, IV, V, and VI are based on the previous school year (e.g., April 2019 APR covers 2017-18 school year).

Meet with staff. Gather your direct service people and discuss accomplishments and stories that are meaningful for your narrative and connect data to these stories.

Define your services. Operationalize for consistency from year to year, school to school, and provider to provider – e.g. financial aid workshops classified as financial aid counseling/advising or workshop category. Does your data clearly communicate what you are doing?

Align data systems to the APR. Develop reports in your documentation system that match the APR charts and tables. Put your data system in place and negotiate any data agreements early.

Pay special attention to the Budget (Section III #1-3) and Objectives Progress Table (Section II #5). The Program Officer will likely focus on these when reading the report. These are places that can alert the Program Officer to issues.

Lessons Learned: What Not to Do



Do not wait until April to begin your report!

Do not wait too long to work on your narrative. Because it covers the previous school year, you might lose some information from your staff if you wait too long.

Do not wait until last minute to enter data into ED's online APR/FPR system web portal. You can always change data or upload a new version of the Executive Summary/Narrative if revisions are needed.

Do not change Key Personnel, Partners, or Objectives in a federal report. Any changes must be approved by your Program Officer prior; requests cannot be made on a report or assumed as changed if reported.

Do not assume that the Word version of the report matches the online web portal. Check the web portal as soon as it is available to ensure there are no changes.

Lessons Learned: Over the Years



- **Open and review the online APR form early.** When you receive the email that the APR is open on the web portal, go and log in immediately and enter your data into the portal. Having a Data Entry Person in addition to Project Director (Grantee Profile) will add an approved person to communicate with the website support.
- **Enter data into the website early.** The USDOE might make changes on the portal that differ from the printable PDF/Word version. There may also be some unexpected quirks like prepopulated fields or fields in different tables that must match in number.
- **Keep documentation on your calculations.** What are the parameters that were defined? What years were used for baselines? How was your cohort defined?
- **Be consistent from year to year.** Do students advance grade levels in June or in August? Decide on the first day of the school year (e.g. August 15 or September 1). Identify a method and stay consistent for “Performing at Grade Level...” in English and Math (Section VI #3).
- **Keep a file with school data for Section IV #7.** This will allow you to copy and paste School Name, ZIP, and NCES Code into this tedious table. Save this table often, perhaps after every five schools.

Lessons Learned: Over the Years (continued)



- **Be exact.** The APR is a public document and it is the only report ED receives on your project outcomes so it must be accurately done and concise.
- **Know the limits and requirements.** For example, there is a limit of four “Other Activities” in Tables V #6 and V #7. When completing your Objectives chart in the APR, if you have met your objective there is no need to complete the last column and put in changes you want to make.
- **Get help.** The website support is very responsive. Also, other grantees may be able to help you understand confusing sections. NCCEP is also a great resource for technical assistance via The Quad.
- **Keep submission records.** Print a date/time stamped version of the “Submitted” screen from the website. You should also file the email marked “APR Submission Confirmation”. An auditor might request these to prove you submitted on time.



Q&A

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W W W . E D P A R T N E R S H I P S . O R G

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