SECTION I: EXECUTIVE SUMMARY

Improving the academic performance of GEAR UP students:

The Bibb County School District improved the academic performance of 6th- and 7th-grade teachers by providing STEM-based professional learning to increase instructional support in mathematics and to further develop instructional practices that positively impact student success. GEAR UP funding was also used to support an intensive focus on developing building and system-level leadership structures to support district-wide college and career readiness for cohort students. Further, GEAR UP funded intensive academic enrichment and acceleration programs in district middle schools. The purpose of these supplemental educational programs was to provide cohort students with opportunities to increase academic proficiency in core content subjects, boost content mastery, enhance individualized instruction (remediation, enrichment, and acceleration), and promote confidence in learning, including social and emotional learning.

Increasing educational expectations of participating students and their parents, guardians, or family members:

The GU B4B Steering Committee, GU B4B project partners, and BCSD staff collaborated strategically to build District infrastructure to begin the process of providing GEAR UP programming at each GEAR UP school for the grant cycle. GEAR UP students and their parents gained valuable information about the college exploration process, financial aid, scholarships, and graduation requirements. Student-led Parent Conferences enabled students and parents to share the responsibility for improving student learning. The GEAR UP programming activities implemented include college fairs, STEM Family events, social media engagement, and parent communication platforms to notify parents of upcoming events and information. Homework Help was also implemented to strengthen academic support opportunities, disseminate college-readiness information, facilitate parent and student workshops, support students and families in post-secondary engagement workshops, plan College and Career Days, and sponsor “I Have a Plan to Graduate” events. During the reporting period, GEAR UP B4B allowed students and parents to participate in the GEAR UP parent engagement workshops to increase education expectations for post-secondary success.

To improve knowledge regarding postsecondary education preparation and financing for students and their parents, guardians, or family members:

GEAR UP B4B curated and designed activities to eliminate the barriers regarding financial requirements to postsecondary education by offering quality workshops and programming. In partnership with MidSouth Community Federal Credit Union, GEAR UP B4B hosted financial aid exploration workshops at GEAR UP B4B middle schools. Students, parents, and guardians were provided with an exclusive opportunity to receive personalized assistance in obtaining information on financial aid options, including public and private opportunities, as well as financial literacy support for future college planning.

Working to improve high school graduation and postsecondary enrollment rates:

As GEAR UP B4B worked to improve high school graduation and college enrollment rates, project staff and community partners carefully monitored student performance and provided needed services to our most at-risk students. The GU B4B team matched cohort students with academic support opportunities based on their individual needs, interests, and goals. This year, the GU B4B team provided GU students with significant academic support to improve course performance in core content areas, prepare for standardized assessments, and develop college readiness and talent development for post-secondary transition.

What aspects of your program do you think are most successful (have the greatest impact) and why?

The most successful aspect of the GEAR UP B4B project includes academic enrichment and acceleration activities during the afterschool program, as well as the implementation of the Saturday school model to support cohort students. During the implementation of these GU B4B program services, student performance and participation have been critical in achieving successful program outcomes during this reporting period. By providing students with robust college readiness and talent development experiences during out-of-school hours, the GEAR UP B4B program offered a safe learning environment, academic support, and a sense of community and belonging for GEAR UP cohort students to increase their overall development, well-being, and success.

SECTION IV: STUDENTS' DEMOGRAPHIC DATA

Number of Participating Students

1. 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	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0
6	1,577	1,556	99	107	0	1,655	1,762
7	1,727	1,625	132	139	0	1,757	1,896
8	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0
1st Year of PSE	0	0	0	0	[redacted]	0	0
Total	3,304	3,181	231	246	0	3,412	3,658

(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)].

Participant Distribution by Ethnic Background

2. 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	292
American Indian or Alaska Native, non-Hispanic/Latino	6
Asian, non-Hispanic/Latino	55
Black or African American, non-Hispanic/Latino	2,625
Native Hawaiian or Other Pacific Islander, non-Hispanic/Latino	0
White, non-Hispanic/Latino	295
Two or more races,	139
Race and/or ethnicity unknown	0
Total	3,412

Participation by Sex

3. Please complete the following table regarding the sex of GEAR UP students.

Sex	Unduplicated Number of GEAR UP Students
Male	1,831
Female	1,581
Total	3,412

Participants with Limited English Proficiency

4. 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	216

Participants with Individualized Education Programs (IEPs) as Required by the Individuals with Disabilities in Education Act, as amended (IDEA)

5. 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)	506

Homeless and Foster Care Students

6. 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	88
GEAR UP Students who were in foster care	19

Target Schools Served

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 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 #
Ballard-Hudson Middle School	Macon	GA	31204	Middle	6, 7, 8	130042003667
Howard Middle School	Macon	GA	31210	Middle	6, 7, 8	130042003290
Weaver Middle School	Macon	GA	31206	Middle	6, 7, 8	130042001416
Miller Magnet Middle School	Macon	GA	31204	Middle	6, 7, 8	130042002234
Appling Middle School	Macon	GA	31211	Middle	6, 7, 8	130042000212
Rutland Middle School	Macon	GA	31216	Middle	6, 7, 8	130043002620
VIP Academy	Macon	GA	31204	Middle, High, Virtual	6, 7, 8, 9, 10, 11, 12	130042004410
Southwest High School	Macon	GA	31206	High	9, 10, 11, 12	130042001944
Howard High School	Macon	GA	31210	High	9, 10, 11, 12	130042003726
Westside High School	Macon	GA	31206	High	9, 10, 11, 12	130042001918
Central High School	Macon	GA	31204	High	9, 10, 11, 12	130042001942
Northeast High School	Macon	GA	31211	High	9, 10, 11, 12	130042001943
Rutland High School	Macon	GA	31216	High	9, 10, 11, 12	130042002610

SECTION V: OBJECTIVES AND SERVICES

Objectives

8. 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 or the required action(s) necessary to improve results.

(A) Objectives:	(B) Activities, Outreach and Support Services:	(C) Results:	(D) Progress/Required Action:
1.1: Increase by at least 10% over baseline GU students who pass pre-Algebra by the end of 8th grade.	Supplemental Services: Instructional support	GEAR UP B4B 6th and 7th students were provided opportunities to develop foundational mathematics skills to prepare them for Pre-Algebra in future grade levels. As a result of GEAR UP sessions, 6th and 7th grade students strengthened their numeracy and literacy foundations by developing critical thinking skills essential for success in pre-Algebra. Through the integration of cross-curricular strategies like the RACES writing method, students demonstrated improved ability to analyze word problems, explain their reasoning, and communicate mathematical thinking with clarity and confidence, laying the foundation for passing pre-Algebra by the end of 8th grade. Therefore, the actions to achieve results for Objective 1:1 are in progress.	**Progress.** Baseline Year 1 STAR Math data from the Winter assessment demonstrates a significant need for mathematics intervention for GEAR UP students, as 42.5% (1,395) of GEAR UP students were identified as beginning learners. In addition, STAR Math data also demonstrates that there is a significant need for enrichment for GEAR UP students, as 27.09% (889) of GEAR UP students were identified as developing learners; and there is a significant need for acceleration, as 12.43% (408) of GEAR UP students were identified as proficient learners and 5.36% (176) students were identified as distinguished learners. **Required Action.** Develop tiered, differentiated interventions and supports for GEAR UP students that increase numeracy and literacy skills by collaborating with school level staff during the traditional instructional day, in additional to out-of-school time settings; Provide tiered professional learning for BCSD staff; and continue to implement programming to support GEAR UP students.

1.2: Increase by at least 10% over baseline GU students who pass Algebra 1 by the end of 9th grade.	Supplemental Services: Instructional support	The GEAR UP program is equipping students with the foundational skills necessary and the required academic schema for them to succeed in Algebra 1 by the end of 9th grade. By integrating activities such as goal setting into GEAR UP workshop sessions, students are developing a growth mindset and taking ownership of their learning – building the skills and confidence needed to master Algebra 1 concepts in high school. Therefore, the actions to achieve results for Objective 1:2 are in progress.	**Progress**. The baseline iReady data from the Spring assessment shows that the average overall scale score of 6th grade GEAR UP students is 460.99 (slightly higher from 452.14 in the Fall assessment), which corresponds to a Grade 4 placement. For 7th graders, data shows an average of 468.01 (slightly higher from 457.61 in the Fall assessment), which corresponds to a Grade 5 placement. These baseline data for year 1 informs the strategic planning actions for the GEAR UP team to close the achievement and student growth gaps related to student performance on standardized assessments. **Required Action.** Partner with middle school math teachers and instructional leaders (building and system-level) to support students in academic preparation for Algebra 1 readiness, including interventions and supports during the instructional day, in addition to out-of-school time settings.

1.3: Increase by at least 10% over baseline the percentage of GU students who pass two years of Algebra 1 by the 12th grade.	Supplemental Services: Instructional support	The GEAR UP program is strategically preparing 6th and 7th grade students not only to succeed in Algebra 1 by the end of 9th grade, but to progress through two additional years of rigorous mathematics by 12th grade through our afterschool tutoring sessions. The GEAR UP grant is achieving this by helping students foster a deep conceptual understanding of mathematical principles to support their long-term academic success. Through integrated literacy strategies such as annotation and academic vocabulary development, the GEAR UP program is making progress to cultivate students' mathematical confidence and readiness for postsecondary opportunities that require higher-level math proficiency. Therefore, the actions to achieve results for Objective 1:3 are in progress.	**Progress.** Course grades for Math show that 607 GEAR UP students have a grade of 90 or above in their Math class at the end of the school year, which is an increase from 551 after the 4-6 weeks term. **Required Action.** Implement additional literacy strategies into Math tutoring and other supplemental services. Scale PBIS related to academic growth and educational persistence of students demonstrating progress.
1.4: 90% of GU students will be on track for graduation at the end of each grade (i.e., passing core subject area classes [Math, English, Science, History/Social Studies]), annually.	Supplemental Services: Instructional support	To ensure that 90% of GEAR UP students are on track for graduation at the end of each academic year, GEAR UP is providing targeted academic support through after-school tutoring sessions with a focus on reading. These structured learning opportunities are designed to reinforce instruction in core content areas while helping students complete homework, strengthen foundational skills, and become better readers. Therefore, the actions to achieve results for Objective 1:4 are in progress.	**Progress.** Course grades show 91% of students (2,827 of 3,099) are passing ELA with a C or higher. **Required Action.** Align afterschool writing supports across the curriculum with classroom writing assessments in various content areas.

1.5: 90% of GU students will complete the pre-SAT during their 10th grade year.	Supplemental Services: Instructional support	To support our goal of having 90% of GEAR UP students complete the Pre-SAT during their 10th-grade year, GEAR UP is laying the groundwork early by using Write Score with 6th and 7th-grade students to build the critical writing and reasoning skills needed for success on standardized assessments. The GEAR UP academic sessions help students strengthen idea development by guiding them to craft clear, focused responses supported by relevant evidence. Therefore, the actions to achieve results for Objective 1:5 are in progress.	**Progress.** Write Score data shows the following average of scores in the area of Key Ideas and Details by GEAR UP students at each school: Appling: 2.73 Ballard: 2.48 Howard: 3.45 Miller: 4.18 Rutland: 3.65 SOAR: 2.36 VIP Academy: 4.25 Weaver: 3.36 Required Action. Provide tiered interventions and supports related to writing, in addition to celebrating writing growth among the GEAR UP cohort. Provide professional development for GEAR UP staff to support students demonstrating need related to writing in all content areas.
1.6: 90% of GU students will complete a college entrance exam (i.e., ACT, SAT) by the end of 11th grade.	Supplemental Services: Instructional support	To support our goal of having 90% of GU students complete a college entrance exam by the end of their 11th grade, GU is using Star Reading data in 6th and 7th grade to support future success on standardized assessments to identify early literacy gaps. As the GEAR UP team address academic gaps, GU continues to celebrate incremental academic achievements (e.g., Lexile increases). Therefore, the actions to achieve results for Objective 1:6 are in progress.	**Progress.** 18.57% of GEAR UP students are performing at proficiency and above on their Star Reading assessment. Additionally, 30.57% of GEAR UP students are performing at/above the district benchmark. However, 36.29% of GEAR UP students need interventions. **Required Action.** Provide students with access to additional digital tools such as Edmentum, Accuplacer support, and even free tools such as Khan Academy (SAT).

1.7: 80% of GU staff will participate in project-specific PD.	Staff development to improve program delivery	GU facilitated a 1:1 professional development session with middle school principals to strengthen partnerships between program staff and school leadership. The session began with a welcome and overview of the meeting's purpose, followed by a presentation of GEAR UP's objectives and program goals. Educators and GEAR UP staff then engaged in a school data discussion to review student outcomes and identify areas of need. The session concluded with a focus on opportunities for collaboration, aiming to align efforts and enhance students. Additionally, professional development sessions were held on topics related to PBIS, McKenny-Vento, etc. Therefore, the actions to achieve results for Objective 1:7 are in progress.	**Progress.** 100% of GU staff participated in project-specific PD. **Required Action.** Register staff for additional project-specific PD to increase student achievement outcomes as aligned to the grant.
2.1: Increase by at least 20% over baseline the percentage of GU students who graduate from high school.	College readiness activity	To support our goal of increasing by at least 20% over baseline the percentage of GEAR UP students who graduate from high school, the Gear Up grant team is implementing activities that build purpose, vision, and long-term motivation among cohort students. One initiative is entitled, "I Have a Plan" postcard activity, in which students articulate their future career goals and submit their responses to GU staff and school counselors. This simple yet powerful action has helped cultivate a school-wide culture of postsecondary planning and aspiration. Therefore, the actions to achieve results for Objective 2.1 are in progress.	**Progress.** 64% of GU students took part in this college readiness activity. **Required Action.** GU staff meet in small groups with students (based on their postcard responses) to discuss their stated career goals and outline a personalized postsecondary plan. Identify students who did not participate in this initiative and ensure supplemental services are provided to close the access and opportunity gap.

2.2: Average daily attendance for GU students will exceed the statewide average for same-grade students, annually.	Dropout prevention activities	GEAR UP helps to address and reduce attendance issues by focusing on building strong, trusting relationships with both students and parents. By maintaining consistent communication, showing genuine care for students' well-being, and involving families as partners in the educational process, GEAR UP creates a support system that encourages regular school attendance. Program staff build rapport through one-on-one check-ins, personalized encouragement, and involvement in school events, which helps students feel seen, valued, and motivated to attend school consistently. In addition, GEAR UP engages parents through workshops, conferences, and outreach efforts that emphasize the importance of attendance for long-term success. Therefore, the actions to achieve results for Objective 2.2 are in progress.	**Progress.** Unexcused absences for both 6th (1,211 to 1,330) and 7th graders (1,296 to 1,411) have increased from term 1 to term 2. The Year 1 baseline data shows that student attendance must be a focus for the grant program. Required Action. Provide additional incentives for students with good weekly attendance; collaborate with the student support teams to address individual barriers of specific student groups; and engage with external organizations to provide individualized case management and support services to meet the unique needs of cohort participants from a family and community perspective.

2.3: 90% of GU students will be promoted on time to the successive grade level (as measured by total number of credits earned), annually.	Supplemental Services: Instructional support	GEAR UP is actively supporting students in being promoted on time to the next grade level by placing a strong emphasis on literacy development through targeted activities such as Literacy Nights and after school tutoring sessions. These initiatives are designed to strengthen reading comprehension, vocabulary, fluency, phonological awareness and phonemic awareness. Additionally, our tutoring sessions provide individualized and small-group support that addresses students' specific needs, helping them close learning gaps and build the confidence necessary to succeed in the classroom. Therefore, the actions to achieve results for Objective 2.3 are in progress.	**Progress.** 91.22% of GU students show their ELA course grade as passing with C or higher. **Required Action.** Continue efforts to incorporate reading into every course of subject to support course completion.
2.4: Increase 5% from baseline the percentage of GU students who earn STEM-related credits in advance course work (i.e., Honors, Pathway, AP, IB, Dual Enrollment), annually.	Supplemental Services: Instructional support	To support your goal of increasing by 5% the percentage of GU students who earn STEM-related credits in advanced coursework annually, we have incorporated a focus on STEM programming into our after-school services. By laying this strong foundation in middle school, GU not only builds excitement for STEM but also ensures students recognize their own potential to succeed in and benefit from advanced STEM coursework later in their academic journey. Therefore, the actions to achieve results for Objective 2.4 are in progress.	**Progress**. Course grades show that over 88% of students (3.243 of 3,677) are passing Math with C or higher and 91% are passing Science (2,887 of 3,166) with C or higher. **Required Action.** Increase opportunities to inform families about the value of STEM fields and careers.
2.5: Increase by 10% over baseline GU students and former GU students who enroll in college.	Supplemental Services: Instructional support	The GU team is working to address this objective by helping students demonstrate high academic and social-emotional growth, both of which are critical for college and career readiness, through icebreaker activities that are implemented prior to all Saturday sessions. Therefore, the actions to achieve results for Objective 2.5 are in progress.	**Progress**. Behavior data shows that Year 1 incidents reached 1,913 incidents from the start of the school year to May. **Required Action.** Implement restorative practices, in addition to SEL and mentoring programming. Facilitate family engagement related to behavior/social-emotional growth.

2.6: Increase by 25% over baseline GU students who place into college-level Math and English without need for remediation.	Supplemental Services: Instructional support	GEAR UP afterschool events for families and students play a key role in boosting student performance on math exams by providing targeted academic support, building confidence, and engaging families as active partners in student success. GEAR UP events consist of interactive Math workshops that review key concepts aligned with classroom instruction and state standards. Therefore, the actions to achieve results for Objective 2.6 are in progress.	**Results**. Math achievement data from the Georgia Milestones show that 49.12% of 6th graders are averaging at the beginner's level. Additionally, the Math achievement data show that 48.89% of 7th graders are at the beginner's level. **Required Action.** Provide additional Math test-taking strategies for GU students; in addition, academic support to increase content mastery to close achievement gaps. Facilitate additional GU professional development for Math teachers to better equip students with test taking Strategies and course content.
2.7: Increase by 20% over baseline GU students and former GU students who enrolled in college who are on-track to graduate college.	College awareness activity	The GU team organized a College Gear Day, which served as a powerful and engaging strategy to promote college awareness and support our GU goal of increasing the number of students who enroll in and graduate from college. By encouraging students, faculty, and staff to wear apparel or colors representing their favorite colleges or universities, the event created a vibrant, school-wide display of postsecondary pride and possibility. Therefore, the actions to achieve results for Objective 2.7 are in progress.	**Progress.** 64% of GU students took part in this college readiness activity. **Required Action.** Facilitate college tours and summer residential programs on college campuses.
2.8: Increase by 20% over baseline GU students and former GU students who enrolled at an IHE and persisted to the second year of post-secondary education	Career awareness activity	To support our goal of increasing by 20% over baseline the number of GU students and former GU students who enroll and persist to their second year	**Progress.** 188 GU students attended 2 career fairs.

at the initial or subsequent IHE.		at a postsecondary institution, GEAR UP career fairs play a critical foundational role for our 6th and 7th-grade students, planting the seeds of long-term academic motivation, career purpose, and goal alignment. By exposing students early to a wide range of careers, many of which require postsecondary credentials, the fair helps them make meaningful connections between what they're learning now and the real-world opportunities that await them. Therefore, the actions to achieve results for Objective 2.8 are in progress.	**Required Action.** Plan industry tours with in-demand businesses and organizations in the community and throughout the state of Georgia.
2.9: Increase by 5% over baseline GU students who earn a nationally recognized postsecondary credential by the end of 12th grade.	College awareness activity	The College Conversations activity which we conducted during GEAR UP Week directly supports our goal to increase by 5% over baseline the number of GU students who earn a nationally recognized postsecondary credential by the end of 12th grade by fostering a strong foundation of college awareness, aspiration, and informed decision-making. During this activity, faculty and staff shared their personal college journeys—including the challenges they overcame, the decisions they made when choosing a major, and the persistence it took to complete their degrees. These authentic stories were delivered during advisory or homeroom, allowing students to hear real, relatable narratives from trusted adults they interact with daily. Therefore, the actions to achieve results for Objective 2.9 are in progress.	**Progress.** 64% of GU students took part in this college readiness activity. **Required Action.** Incorporate college readiness reflection journals and the use of Georgia Futures or a similar college readiness planning platform.

3.1: 80% of GU students will submit a FAFSA application by the end of 12th grade.	Financial literacy session	GEAR UP-sponsored financial literacy sessions for 6th and 7th graders lay a critical foundation for future success with the Free Application for Federal Student Aid (FAFSA) by introducing students early to the concepts of money management, college costs, and financial decision-making. While these students may not be completing the FAFSA yet, early exposure to financial terminology and responsible habits helps demystify the process and reduce anxiety about paying for college — GEAR UP financial literacy sessions in collaboration with MidSouth Bank do just that. Therefore, the actions to achieve results for Objective 3.1 are in progress.	**Progress.** 178 students attended a financial literacy session. **Required Action.** Coordinate with MidSouth Bank to provide additional financial literacy sessions to students and parents

3.2: 95% of GU students will indicate they plan to graduate from high school, annually.	Secondary diploma completion activities	The series of GEAR UP-sponsored family engagement activities across middle schools, including Lights on Afterschool, Literacy Nights, Math and Science Nights, and Student-Led Conferences are all critical to encourage students to indicate a clear intent to graduate from high school. These events are designed to strengthen the connection between schools, families, and students around a shared goal of academic achievement and long-term educational success. Therefore, the actions to achieve results for Objective 3.2 are in progress.	**Progress.** 87% of GU students through their engagement in our numerous sessions, events, and activities have indicated their desires to continue their education and graduate from high school. **Required Action.** Incorporate a commitment to complete high school at the start of each school year, in addition to programming at the mid-year and end-of-year point.
3.3: Each GU school will offer two college readiness planning workshops (e.g., college-fit, college and career planning, scholarship opportunities, financial planning, financial literacy, budgeting, tax preparation, FAFSA completion, student loans and repayment), annually.	College readiness workshop	The GU program successfully met its objective of offering two college readiness planning workshops through the delivery of "Diplomas to Degrees: My Beliefs About Postsecondary Education" and "My Beliefs." In the first workshop, students engaged in a myth-busting role-play activity that addressed common misconceptions about college, such as affordability, academic ability, and necessity. This interactive session encouraged critical thinking and self-reflection, allowing students to challenge limiting beliefs and replace them with facts, ultimately helping them see college as a real and achievable option. In the second session, students explored personal, academic, and family-related obstacles to postsecondary education through group discussions and visual brainstorming. They then developed actionable strategies to overcome these barriers. The session promoted resilience, goal setting, and problem-solving, key components of college planning. Therefore, the actions to achieve results for Objective 3.3 are in progress.	**Progress.** 129 GU students took part in at least one of the two college readiness planning workshops. **Action Required.** Allocate additional time to college readiness sessions during the out-of-school time sessions, in addition to the traditional instructional day.

3.4: 95% of GU students will participate in at least 4 lessons specific to college readiness (e.g. Lean Six Sigma curricular units, college-fit programming, college and career planning, financial planning, financial literacy, FAFSA completion, scholarships, annually.	College readiness activities	The GU program conducted over 10 lessons specific to college readiness throughout all site locations. The lessons covered topics related to college-fit programming, college and career planning, financial planning, and financial literacy. The GU team intentionally offered hands-on opportunities that not only reinforced learning but also equipped students with valuable skills for the future. Therefore, the actions to achieve results for Objective 3.4 are in progress.	**Progress.** 76% of GU students participated in at least 4 lessons specific to college readiness. **Action Required.** Incorporate additional lessons specific to college readiness in all GU activities and events.
3.5: The project will administer an instrument designed to measure GEAR UP related non-academic indicators (e.g. WorkKeys, YouScience, college readiness, student engagement, financial literacy, budgeting and saving).	Financial literacy assessment	Through our partnership with MidSouth Community Federal Credit Union, a pre-assessment instrument was administered to help students navigate non-academic indicators such as decision-making, responsibility, confidence, and goal setting by identifying their current understanding and attitudes toward money and financial behavior. The assessment provided us with a baseline for evaluating students' knowledge of key concepts like budgeting, saving, and spending. Therefore, the actions to achieve results for Objective 3.5 are in progress.	**Progress.** 174 GU participants took part in the MidSouth pre-assessment instrument. **Action Required.** Conduct a post-assessment for cohort students to plan for the next academic school year.

Activities/Services

9. What is the total, unduplicated number of students that actively participated in one or more GEAR UP activities during the reporting period? 3,412

10. 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. 87

11. 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? 317

12. 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	During this reporting period, our GU team provided activities and services that sought to provide early interventions to build financial awareness, reduce future anxiety about the FAFSA, and strengthen readiness to complete the financial aid process. GEAR UP supported early financial aid awareness by providing financial literacy sessions in partnership with MidSouth Community Federal Credit Union for 6th and 7th grade students, introducing key concepts such as money management, budgeting, college costs, and the financial aid process—laying a foundation for future FAFSA completion. In addition, college readiness workshops like "Diplomas to Degrees" and "My Beliefs" helped dispel financial aid myths and reinforced the idea that postsecondary education can be affordable with proper planning. Across all sites, more than 10 college and career lessons were delivered, covering topics such as financial planning and literacy, equipping students with knowledge to make informed decisions about college affordability and access.
Encouraged student enrollment in rigorous or challenging curricula and coursework	GU students enrolled in our program are being prepared academically and socially-emotionally to take on challenging high school coursework aligned with college readiness pathways. GEAR UP provided targeted academic support to 6th and 7th grade students through a combination of numeracy and literacy development sessions, growth mindset and goal-setting workshops, and after school tutoring. Students engaged in strategies like "RACES" and annotation to strengthen foundational skills for pre-Algebra, while goal-setting activities helped them take ownership of their learning and prepare for Algebra 1 and beyond. After school tutoring reinforced conceptual understanding and academic vocabulary, and integrated STEM programming fostered interest and readiness for advanced coursework (such as Honors, AP, and Dual Enrollment). As a result, students are being academically and socially-emotionally prepared to succeed in rigorous high school classes aligned with college and career readiness pathways.

Improved the number of participating students who obtain a secondary school diploma	GU students at all site locations are developing long-term motivation, academic identity, and family-supported engagement that increases their likelihood of graduating from high school. Students gained early career exposure through career fairs, which fostered purpose and highlighted the value of education. The "I Have a Plan" postcard activity encouraged students to set future goals, while College Conversations with faculty and staff normalized the college journey and helped students visualize their own paths to graduation and beyond.
Improved the number of participating students who complete applications for and enroll in a program of postsecondary education	GU students in grant program are developing the knowledge, planning habits, and awareness needed to prepare for and complete college applications — setting the stage for future enrollment in postsecondary education. GEAR UP promoted early college and career readiness through a range of activities designed to build student awareness, identity, and planning skills. College Gear Day encouraged a college-going culture by having students, staff, and faculty wear college apparel — while career fairs introduced 6th and 7th graders to various professions and the education required to pursue them. Across project schools, GEAR UP delivered over 10 hands-on college and career lessons, reinforcing concepts of college fitness and application planning. Additionally, the program used Star Reading and Write Score data to identify literacy gaps early and strengthen academic skills critical for success on future college entrance exams.

13. 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
X	College Visit	264	4 hours
X	Counseling/Advising	137	3 hours and 40 minutes
X	Educational Field Trips	136	21 hours and 15 minutes
X	Financial Aid Counseling/Advising	174	50 minutes
	Job Site Visit		
	Mentoring		
X	Student Workshops	2,197	16 hours
X	Summer Programs	174	800 hours
X	Tutoring/Homework Assistance	381	192 hours and 50 minutes
	Other (Please specify)		

Core Activities Provided to Parents, Guardians, and Family Members

14. 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
X	Workshops	70	6
	Counseling/advising		
	College visits		
X	Family events	113	13
X	Other (please specify)	294	10

Professional Development Activities Provided to Educators

15. 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
School Leadership Collaboration	6
Georgia Science Teachers Association Conference	2
National Council of Teachers of English	5
Georgia Council of Teachers of English	3
Georgia Mathematics Conference	2
Georgia TESOL Conference	1
District Effectiveness and Federal Programs	34
Connections Matter and McKinney Vento Professional Development	3
PBIS Training	3
After School Academy	34

SECTION VI: GEAR UP STUDENT OUTCOMES

16. Academic Engagement among GEAR UP Students. 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 not 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	1,655	105	1,551	1,375
7	1,757	145	1,621	1,245
8	0	0	0	0
9	0	0	0	0
10	0	0	0	0
Total	3,412	250	3,172	2,620