Texas GEAR UP: Beyond Grad
Annual Implementation Report
Evaluation of Year 4

ICF

ACKNOWLEDGEMENTS

ICF (NASDAQ: ICFI) partners with government and commercial clients to deliver consulting services and technology solutions in the social programs, health, energy, climate change, environment, transportation, defense, and emergency management markets. The firm combines passion for its work with industry expertise and innovative analytics to produce compelling results throughout the entire program life cycle—from analysis and design through implementation and improvement.

For additional information about ICF, please contact:

ICF
9300 Lee Highway
Fairfax, VA 22031
Phone: 703-934-3603 or 1-800-532-4783
Fax: 703-934-3740
Email: info@icf.com

Contributing Authors

Samantha Spinney, PhD
Brooke Shelley
Lauren Kennedy
Samira Rajesh Syal, PhD
Michael Vanic
Kimberly Cook
Denise Rovzar
Thomas J. Horwood

Prepared for

Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494
Phone: 512-463-9734

COPYRIGHT NOTICE

ICF

Table of Contents

Tables

Figures

Acronyms and Abbreviations

AP	Advanced Placement
AVID	Advancement Via Individual Determination
CAC	College Advising Corps
CFES Brilliant Pathways	Formerly referred to as College for Every Student, the organization changed its name to CFES Brilliant Pathways after expanding its mission to support students in both college and career.
COVID-19	Coronavirus Disease 2019
CTE	Career and Technical Education
ELA	English language arts
EOC	End-of-course exam
ESC	Education Service Center
FAFSA	Free Application for Federal Student Aid
FTE	Full time equivalent
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
GO Center	Although not technically an acronym, GO Centers are college and career centers located in high schools.
GPA	Grade Point Average
IB	International Baccalaureate
ISD	Independent School District
PD	Professional Development
PLC	Professional Learning Community
PSAT	Preliminary SAT
STAAR	State of Texas Assessments of Academic Readiness
TAPR	Texas Academic Performance Report
TASFA	Texas Application for State Financial Aid
TCLAS	Texas COVID Learning Acceleration Supports
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
TNTP	Formerly referred to as The New Teacher Project, the organization changed its name to simply TNTP after its mission expanded beyond only serving new teachers.
TSIA	Texas Success Initiative Assessment
TXOC	Texas OnCourse
TXOC CCR	Texas OnCourse College and Career Readiness
TXOC Academy	Texas OnCourse Academy

Executive Summary

Now in its fourth year of program implementation, the Texas Gaining Early Access to Undergraduate Programs (GEAR UP): Beyond Grad program (referred to as "GEAR UP" in this report) made important progress during the 2021–22 school year to support college and career readiness for students from low-income schools in Texas.

Program Overview

GEAR UP provides targeted services to a grade-specific primary cohort of students who were in Grade 7 during the 2018–19 school year (i.e., the class of 2024) through their first year of postsecondary education (i.e., through the 2024–25 academic year). GEAR UP also provides basic services to a priority cohort of students consisting of all other students in Grade 9–12 attending participating high schools in the grantee districts during each year of the 7-year grant (i.e., from school years 2018–19 to 2024–25). The core strategies conceptualized in GEAR UP to close the college achievement gap include increasing academic rigor, preparing middle school students, expanding college and career advising and resources for high school students, leveraging technology to expand advising capacity, and developing local alliances (the full description of GEAR UP strategies is listed in Appendix A).

The Texas Education Agency (TEA) is working with participating districts to make a range of programs and services aligned with these core strategies available to class of 2024 and priority cohort students, such as comprehensive individualized college and career counseling, college visits, and opportunities to participate in an academic enrichment or college exploration summer program. Parents/guardians of class of 2024 and priority cohort students also have access to individualized college and career counseling and a variety of parent workshops/events. In addition, teachers and personnel at GEAR UP campuses have access to professional development (PD) to improve academic rigor and college and career counseling services.

To implement the programs and services, TEA has partnered with several organizations. TEA has partnered with three non-profit organizations—CFES Brilliant Pathways, Advise TX, and College Advising Corps (CAC)—to implement college and career counseling/advising services at the high school level.[1] Each organization is serving two districts and providing at least one full-time advisor to serve each GEAR UP high school. TEA has also partnered with TNTP to implement various PD components of the grant.[2] Finally, TEA has partnered with Texas OnCourse (TXOC) to develop curricula, including the TXOC Academy Counselor and Advisor Program (TXOC Academy).

---

[1] Founded initially as College For Every Student, the organization changed its name in 2018 to CFES Brilliant Pathways to better reflect its expanded mission to support students in both college and career. For more information, please visit https://brilliantpathways.org/faq-items/what-does-cfes-stand-for/.

[2] Founded originally as the New Teacher Project (TNTP) in 1997, TNTP is an organization that helps educators improve effectiveness in classroom teaching: https://tntp.org/. The organization changed its name to simply TNTP after its mission expanded beyond only serving new teachers.

Evaluation of Texas GEAR UP: Beyond Grad

This report presents findings from the implementation study during the fourth year—school year 2021–22 (Year 4)—when the class of 2024 students were in Grade 10 and the priority cohort students were in Grade 9, Grade 11, and Grade 12. Findings were derived from data collected via stakeholder surveys, virtual site visits, and telephone interviews (see Appendix B for full methodological details). The report highlights how GEAR UP is being implemented, promising practices, how the program is being sustained and what activities should be sustained, and how program activities are being scaled across the state (see Appendix B for the list of evaluation questions used to guide the implementation study).

Key Findings

- **Academic preparedness among students.** Grade 9 priority cohort students who were enrolled in Algebra I generally *Agreed* that they were prepared for the course but reported lower levels of agreement that their Algebra I course was challenging when compared to students from previous years. Additionally, personnel from District 4 shared that student enrollment in dual credit courses increased in Year 4, which could be due to enrollment not being contingent upon meeting a certain Texas Success Initiative Assessment (TSIA) score.
- **Tutoring opportunities offered to students.** GEAR UP continued to provide targeted tutoring support to students with a failing grade to succeed academically in Year 4. Participation in tutoring services increased in Year 4, with students receiving tutoring support mainly through after school and in class formats across subject areas. A majority of students who reported participating in tutoring found it to be *Helpful* and were *Satisfied* with tutoring supports they received.
- **Test preparation support.** Participation in test preparation significantly increased in Year 4.[3] A majority of student survey respondents in Year 4 reported that the test preparation they received helped them prepare for college entrance examinations, which was a significant increase from Year 3. Additionally, students were more aware of where to find TSIA resources in Year 4 versus Year 3. However, some student site visit participants shared that they felt they were not adequately prepared for the college entrance examinations.
- **Advising services.** In Year 4, although there was a significant increase in students participating in one-on-one advising sessions with their counselor or advisor, student satisfaction with one-on-one counseling sessions significantly decreased. Among parents who were surveyed, parents of class of 2024 students reported higher satisfaction with one-on-one advising compared to those of priority cohort students.
- **College and career readiness activities.** College visits, college and career fairs, and work-based learning activities were offered in addition to advising in Year 4. Coronavirus Disease 2019 (COVID-19)-related restrictions continued to disrupt college and career

---

[3] Throughout this report, "significance" refers to findings that were determined to be statistically significant through the use of statistical tests.

readiness activities impacting participation levels. Students reported increased satisfaction levels with college visits, but satisfaction levels for work-based learning activities and college fairs decreased in Year 4.

- **Parent activities.** In Year 4, there was a significant increase in parents who reported participating in a parent/family event. Parent satisfaction with parent/family events in Year 4 was of similar levels as in Year 3, with parents of priority cohort students reporting higher satisfaction than the class of 2024 parents. However, class of 2024 parent survey respondents were more likely to plan to attend future events, were more comfortable asking questions, and found the information in the parent/family events to be more helpful.

- **Student and parent awareness.** Despite COVID-19 continuing to restrict GEAR UP activities and services, the most common reason for not participating in college and career advising and exploration initiatives cited by students and parents related to them being unaware that such initiatives were offered.

- **PD and vertical teaming initiatives.** Personnel survey respondents *Agreed* that the PD they participated in provided strategies for increasing rigor and the strategies they acquired to increase their rigor from PD were easy to implement. Similar to Year 3, vertical teaming participants generally *Agreed* with the statement on the personnel survey that the vertical teaming they participated in helped to align curriculum and reduce the need for remediation at the postsecondary level.

- **Sustainability initiatives.** All six participating districts reported sustaining GEAR UP activities for middle school students in follow-on cohorts, with a focus on offering supports for Algebra I and providing individual advising. Some site visit participants expressed concerns regarding sustaining these efforts in the future on account of limited resources.

- **Statewide financial aid initiatives.** A new Texas law went into effect in Year 4 that requires Grade 12 students (beginning in the 2021–22 school year) to complete a Free Application for Federal Student Aid (FAFSA), complete a Texas Application for State Financial Aid (TASFA), or sign an opt-out form in order to graduate high school. TEA developed and disseminated resources to support compliance with the new requirement, including toolkits for families, counselors, and community partners. More than two-thirds (70%) of Texas districts that responded to a statewide survey on the topic indicated they accessed these toolkits or other resources. Respondents reported that they were satisfied with the financial aid resources they used.

- **Grant implementation support.** Site visit participants and others provided reflection on overall implementation of GEAR UP in Year 4. Findings suggest that these supports evolved in Year 4 to meet the needs of GEAR UP coordinators and their districts and were described as helpful.

Promising Practices

Based on an analysis of implementation in Year 4, the evaluation team identified the following set of promising practices:

- **Increase readiness for Algebra I through a summer bridge camp.** The District 3 principal reported organizing a summer bridge camp for students who struggled in the course or test to increase readiness for advanced coursework.
- **Increase awareness of dual credit programs among students and parents through dual credit parent nights.** Dual credit parent nights were provided (in both English and Spanish) for students and parents in District 4 to increase awareness and enrollment in the dual credit program.
- **Assist students with TSIA test preparation through a TSIA boot camp.** TSIA bootcamps were conducted to help students in District 2 prepare for the TSIA. According to a high school counselor, the school had the highest passing rate in the TSIA when they held a bootcamp (this finding was not independently verified by the evaluation team). Similar bootcamps for ACT and SAT test preparation may occur in future years.
- **Use targeted subject lines for college and career messaging to parents.** Parents in District 5 described the necessity of having clear and succinct subject lines in the school's messaging to parents so as to emphasize relevant subjects and/or grades and distinguish it from other messaging from the school.
- **Offer grade-specific parent and family events.** Several districts offered parent and family events specific to a certain grade level in order to provide targeted resources and services for parents and families. District 2 site visit participants explained that these efforts helped tailor topics to the needs of students and parents at that grade level.
- **Utilize a train-the-trainer method to involve school personnel in PD.** Staff from District 6 noted that TNTP utilized a train-the-trainer approach wherein TNTP staff met with school personnel to explain the PD, answer questions, and customize materials to the district. A District 6 coordinator described this approach as helpful to build understanding and buy-in.

Recommendations

The evaluation team identified the following recommendations for TEA to consider in future grant implementation and implementation of similar programming outside of GEAR UP:

- **Provide support for Algebra I to combat learning loss and student apathy associated with COVID-19.** Grade 9 priority cohort students reported being more prepared to take Algebra I in Year 4 when compared to Year 3. However, personnel described students as being less prepared for Algebra I and advanced coursework, and also noted apathy among Grade 9 priority cohort students since they were learning in virtual settings for the previous two years. Future efforts may focus on providing academic supports to ensure students from follow-on cohorts succeed in advanced mathematics coursework.
- **Expand access to and clarify requirements for accessing advanced courses.** Participating districts may consider loosening restrictions on qualifying for Advanced Placement (AP) and honors courses or potentially opening enrollment for these advanced courses in order to increase access to the courses. All six districts reported offering dual credit courses in Year 4; however, there were variations on how students

could qualify for these courses. In addition, some core content teacher participants in District 1 shared having a limited understanding of how students could qualify for dual credit courses. Possible efforts to increase enrollment in dual credit and AP courses may focus on providing more information on how students can qualify for these courses.

- **Offer check-ins to ensure students are provided appropriate levels of academic rigor in advanced coursework.** Site visit participants cited the necessity of providing appropriate levels of rigor in advanced coursework to ensure students gain confidence in their skill and do not feel defeated. A counselor recommended that students are offered regular check-ins to gauge optimum levels of rigor and provide necessary supports.

- **Continue to offer virtual tutoring as an option.** Providing virtual tutoring services may increase access since this mode of tutoring affords flexibility.

- **Expand opportunities for test preparation for college entrance examination.** Personnel and some students reported that students were not adequately prepared for college entrance examinations. Recommendations for increased test preparation include leveraging existing electives and free periods, embedding test preparation materials within core content courses, and having a dedicated class for test preparation.

- **Investigate the extent to which tutoring initiatives funded through Texas COVID Learning Acceleration Supports (TCLAS) intersects with GEAR UP targeted tutoring services.** In Year 4, two GEAR UP schools received funds through TCLAS to support tutoring initiatives. Looking ahead, the external evaluation team could explore how tutoring services funded through TCLAS augment GEAR UP tutoring services.

- **Increase awareness of college and career advising and exploration initiatives.** Students and parents cited that the main reason for not being involved in college and career services was being unaware that the services were offered. Recommendations include establishing an annual dissemination plan, offering more methods of communicating, and improving the quality of communication with parents and family.

- **Expand options to new college and career fields available to students.** Personnel recommended including out-of-state universities and non-traditional work-based learning opportunities to expand options for students.

- **Highlight approaches to modify or adapt PD strategies.** While personnel generally agreed that the strategies they acquired to help increase rigor were easy to implement, site visit participants recommended that TNTP provide more support to help teachers adapt or modify strategies and curriculum to meet the specific needs of their students.

- **Clarify the vision for PD as a component of the GEAR UP grant and the role of TNTP in GEAR UP.** TNTP staff noted that some districts chose not to participate or did not seek out PD supports. TEA may wish to clarify for districts how PD supports the vision for GEAR UP as well as TNTP's role in supporting that vision to build buy-in.

- **Leverage existing resources to sustain existing GEAR UP activities and services for follow-on cohorts.** District coordinators recommended leveraging limited resources, through establishing timelines and benchmarks for one-on-one advising sessions, conducting small group advising consisting of two to three students, and involving parents, to sustain GEAR UP efforts for follow-on cohorts.

- **Provide tools and strategies to help school and district staff efficiently track student and parent completion of financial aid forms.** Some respondents of the statewide financial aid survey expressed frustration in comments with the information reflected in the ApplyTexas Counselor Suite. Tools to help school and district staff track completion of these forms may help minimize energy spent contacting students and their parents to determine the status of their forms.
- **Develop resources targeted to students and parents to highlight the requirement to submit financial aid forms and the benefits received from the forms.** Respondents of the statewide financial aid survey reported challenges related to low parental buy-in for the new requirement. Information targeted for students and parents about the requirement and the benefits may help students and parents increase their knowledge and willingness to submit the forms in a timely manner.

1. Introduction

Now in its fourth year of program implementation, the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad program (referred to as "GEAR UP" in this report) made important progress during the 2021–22 school year to support college and career readiness for students from low-income schools in Texas. As described in previous annual implementation reports, the GEAR UP program in Texas is funded through a U.S. Department of Education GEAR UP discretionary grant, worth $24.5 million over 7 years, which was awarded to the Texas Education Agency (TEA) in 2017. With this grant, TEA is aiming to close the state's college achievement gap by providing a variety of services to approximately 10,000 students from six Texas independent school districts (ISDs), including 12 school campuses, in rural communities in West Texas, Southeast Texas, and the Coastal Bend (Table 1.1). The criteria for selecting these schools included a high economically disadvantaged student population (total average 81.32%) and a campus location in a rural or semi-rural community.

Table 1.1. Texas Districts and Schools Participating in GEAR UP

School District	Region	Middle School(s)	High School
Culberson County-Allamoore ISD	West	Van Horn School	Van Horn School
Education Service Center 19 with San Elizario ISD	West	Ann M. Garcia-Enriquez Middle School	San Elizario High School
Mathis ISD	Coastal Bend	Mathis Middle School	Mathis High School
Sinton ISD	Coastal Bend	E. Merle Smith Middle School	Sinton High School
Sheldon ISD	Southeast	C.E. King Middle School, Michael R. Null Middle School	C.E. King High School
Cleveland ISD	Southeast	Cleveland Middle School	Cleveland High School

Note. GEAR UP = Gaining Early Awareness and Readiness for Undergraduate Programs. ISD = Independent School District.

1.1. GEAR UP Overview

GEAR UP provides targeted services to a grade-specific primary cohort of students who were in Grade 7 during the 2018–19 school year (i.e., the **class of 2024**) through their first year of postsecondary education (i.e., through the 2024–25 academic year). GEAR UP also provides basic services to a **priority cohort** of students consisting of all other students in Grade 9–12 attending participating high schools in the grantee districts during each year of the 7-year grant (i.e., from school years 2018–19 to 2024–25). The core strategies conceptualized in GEAR UP to close the college achievement gap include increasing academic rigor, preparing middle school students, expanding college and career advising and resources for high school students, leveraging technology to expand advising capacity, and developing local alliances (the full description of GEAR UP strategies is listed in Appendix A).

TEA is working with participating districts to make a range of programs and services aligned with these core strategies available to class of 2024 and priority cohort students, such as

comprehensive individualized college and career counseling, college visits, and opportunities to participate in an academic enrichment or college exploration summer program. Parents/guardians of class of 2024 and priority cohort students also have access to individualized college and career counseling and a variety of parent workshops/events. In addition, teachers and personnel at GEAR UP campuses have access to professional development (PD) to improve academic rigor and college and career counseling services.

To implement the programs and services, TEA has partnered with several organizations. TEA has partnered with three non-profit organizations—CFES Brilliant Pathways, Advise TX, and College Advising Corps (CAC)—to implement college and career counseling/advising services at the high school level.[4] Each organization is serving two districts and providing at least one full-time advisor to serve each GEAR UP high school. TEA has also partnered with TNTP to implement various PD components of the grant.[5] Finally, TEA has partnered with Texas OnCourse (TXOC) to develop curricula, including the TXOC Academy Counselor and Advisor Program (TXOC Academy).

Through implementation of the core strategies and activities of the grant, GEAR UP seeks to meet several project goals and objectives related to rigorous coursework; promotion, graduation, and postsecondary outcomes; educator training; college entrance examinations; activities and services that provide information to students and families; Free Application for Federal Student Aid (FAFSA) and college application completion; community partnerships; and statewide college and career readiness activities.

TEA envisioned using GEAR UP to not only improve college access and success at the six grantee districts but also to identify the most successful college access and success strategies at those districts that can be scaled statewide. GEAR UP program staff are testing a range of innovations at the grantee districts, including efficient advising models, strategic partnerships, and different technology solutions—including the solutions offered through TXOC.

1.2. Evaluating GEAR UP

In November 2019, TEA contracted with ICF and Agile Analytics to conduct an external, mixed-method evaluation of GEAR UP to measure program impact, implementation, and sustainability, with a focus on identifying best and promising practices and examining statewide reach (see Appendix B for a program logic model that depicts the evaluation design). The ICF team published the first GEAR UP implementation report in April 2021, which presented findings from the first two program years—school years 2018–19 (Year 1) and 2019–20 (Year 2), when the class of 2024 students were in Grade 7 and Grade 8, respectively, and the priority cohort students were in Grade 9–12 (Spinney et al., 2021a). Of note, the Coronavirus Disease 2019 (COVID-19) pandemic spread across the United States during that reporting period and led to

---

[4] Founded initially as College For Every Student, the organization changed its name in 2018 to CFES Brilliant Pathways to better reflect its expanded mission to support students in both college and career. For more information, please visit https://brilliantpathways.org/faq-items/what-does-cfes-stand-for/.
[5] Founded originally as the New Teacher Project (TNTP) in 1997, TNTP is an organization that helps educators improve effectiveness in classroom teaching: https://tntp.org/. The organization changed its name to simply TNTP after its mission expanded beyond only serving new teachers.

school closures across Texas in March 2020, which substantially disrupted all aspects of schooling, including GEAR UP implementation and the ICF team's evaluation. The effect of the pandemic is reflected in the report's findings. The ICF team then published the second implementation report in August 2021, representing the third program year, 2020–21, when the class of 2024 students were in Grade 9 and the priority cohort students were in Grade 10–12 (Spinney et al., 2021b). The COVID-19 pandemic continued to interrupt implementation of GEAR UP in Year 3, with many GEAR UP activities and services either being canceled or taking place virtually. A summary of the major findings from the first two reports is presented in Table 1.2; detailed findings may be found in the published reports.

Future implementation reports will be published on an annual basis describing implementation for each year of the grant through Year 7 (2024–25).[6]

Findings from other components of the evaluation are being published in separate reports. For findings related to progress in meeting project objectives and those regarding the impact of the GEAR UP program on student outcomes during the first 2 years of program implementation, please see the Years 1–2 Annual Project Outcomes Report (Sun et al., 2021) and the Biennial Impact Report Evaluation of Years 1 and 2 (Hutson et al., August 2021).[7]

---

[6] Forthcoming reports are expected to be published at https://tea.texas.gov/reports-and-data/program-evaluations/program-evaluations-middle-school-high-school-and-college-preparation/program-evaluation-middle-school-high-school-and-college-preparation-initiatives.

[7] To access all of the published reports from the current GEAR UP evaluation, please visit https://tea.texas.gov/reports-and-data/program-evaluations/program-evaluations-middle-school-high-school-and-college-preparation/program-evaluation-middle-school-high-school-and-college-preparation-initiatives.

Table 1.2. Summary of Findings from the Years 1–3 Annual Implementation Reports

Topic	Years 1–2 Summary of Findings	Year 3 Summary of Findings
General Implementation	• In Year 1, Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad districts were selected through a competitive grant process. • Implementation focused on planning for the integration of the grant into existing college and career readiness programs. • TNTP conducted a needs assessment to help inform the professional development (PD) to be delivered in Year 2; most districts reported that their needs assessment findings revealed the need to increase academic rigor.	• The implementation of GEAR UP was viewed positively, with high school principals reporting they felt GEAR UP goals aligned with campus goals and that the integration between the two was mutually beneficial. Many personnel, students, and parents were unfamiliar with GEAR UP services and activities, however. • Progress-monitoring meetings and coordinator professional learning communities (PLCs) were facilitated by TNTP, which offered coordinators and other personnel opportunities to reflect on grant implementation progress and collaboratively brainstorm.
Academic Initiatives	• School principals credited an increase in Algebra I enrollment among Grade 8 students in Year 2 compared to previous years with their district's focus on GEAR UP goals and objectives. • Districts aligned middle school and high school academic language and curriculum and focusing on increasing Advanced Placement (AP) test scores to help increase preparedness and success in advanced courses among students. • Districts provided individualized college entrance examination preparation using different online platforms; despite positive feedback on the platforms, students and parents reported needing additional test preparation resources.	• Class of 2024 students enrolled in Algebra I in Year 3 (as Grade 9 students) generally agreed that they were prepared for the course but had lower levels of agreement that the course was challenging. • Dual credit enrollment in two districts continued to increase due to partnerships with local community colleges and increased Texas Success Initiative Assessment (TSIA) testing. • GEAR UP continued to offer tutoring for students with a failing grade, across subjects and in different formats such as in class and after school. • Students reported that they agreed that they knew where to find college entrance examination preparation resources, which increased significantly from Year 2.
College and Career Advising and Career Exploration Initiatives	• Class of 2024 students met one-on-one with middle school counselors, GEAR UP coordinators, and district advisors in Year 2 to discuss topics such as the transition to high school, endorsements, career interests, and postsecondary education plans. • Priority cohort students met one-on-one with non-profit advisors and high school counselors to discuss postsecondary education options, financial aid, career plans, and other related topics. • Most teachers of the new Texas OnCourse College and Career Readiness (TXOC CCR) curriculum in GEAR UP schools reported that the curriculum was a good fit for their school and provided opportunities for class of 2024 students to learn more about postsecondary education and explore their career interests.	• Non-profit GEAR UP advisors worked with students from both cohorts using in-person and virtual advising services and spaces to offer college and career information. Zoom meetings, newsletters, and texting were used to disseminate information and provide advising. • College visits, college and career fairs, and work-based learning activities were offered, with most of these activities being offered virtually. College visits consisted mostly of virtual campus tours and speaker sessions. Work-based learning activities included meetings with local businesses on job application processes and virtual learning sessions. • Parent events hosted by GEAR UP schools included topics on college and career advising, high school course alignment with certain careers, and different college options. Nearly half of

ICF

Topic	Years 1–2 Summary of Findings	Year 3 Summary of Findings
	• Students who reported that they participated in college visits, work-based learning activities, and summer programming were satisfied with their experiences. • The Coronavirus Disease 2019 (COVID-19) school closures ultimately led to the cancellation of some college visits and individualized advising sessions with students.	parents who did not attend a parent or family event reported they did not know about it. • Among a variety of postsecondary education topics, students and parents reported low awareness of postsecondary education financing topics.
PD Initiatives	• All districts offered PD activities related to academic rigor in core content classes and individualized educator coaching and/or mentoring. • Counselors were offered training in college and career advising. • Teachers and school personnel reported that vertical alignment activities helped them to align their curriculum across grades and support student preparedness and achievement. • Through the delivery of PD, TNTP worked with districts to strengthen their PLCs.	• A noted challenge with PD in Year 3 was that substitute teachers were not available to provide coverage for personnel participating in PD activities. Personnel agreement levels decreased from Year 2 to Year 3 regarding how PD-provided strategies increased rigor in their courses and how easy those strategies were to implement. • Counselors and other school staff participated in a 31-module self-paced TXOC Academy to learn about a range of postsecondary advising topics. • Vertical teaming participants agreed that the vertical teaming they participated in was helpful in aligning curriculum.
Sustainability Initiatives	• The implementation of GEAR UP in Year 2 provided important opportunities for some personnel to reflect on how their district could improve college and career readiness across the district, including in elementary grades. • Middle school personnel shared plans to sustain the following middle school initiatives: increased Algebra I enrollment, continued high school Spanish I courses for Grade 8 students, one-on-one middle school advising, and the TXOC CCR.	• All six GEAR UP districts sustained the TXOC CCR curriculum for Grade 8 students, with one coordinator noting its helpfulness to expose younger students to college and career topics. • Four of the six districts continued to enroll Grade 8 students in Algebra I, with some districts increasing the number of sections of the course. One district added a summer bridge program to remediate rising Grade 9 students who had not been successful in Algebra I in Grade 8.
Scaling Initiatives Across Texas	• The TXOC CCR curriculum was piloted by the Texas Education Agency (TEA) in the six GEAR UP districts in Year 2 as well as three additional school districts in Texas with the intention that such services may be able to be scaled statewide. • Feedback from districts that participated in the TXOC CCR pilot program indicated that they agreed that the curriculum provided opportunities to learn about careers and endorsements; however, they reported lower levels of agreement that the materials were grade-appropriate. They were also generally satisfied with the instructor resources, student resources, and the trainings they received.	• TXOC added nine new districts to the TXOC CCR curriculum scaling initiative for a total of 18 districts piloting the curriculum in Year 3. • Teachers who implemented the TXOC CCR in GEAR UP schools felt that the curriculum was ready to be scaled more widely though recommended that more training be developed for teachers. While district scaling survey respondents agreed that the curriculum provided students information on college and financial aid options, they reported lower levels of agreement that the curriculum offered grade-appropriate materials.

ICF

1.3. Purpose of this Report

This report presents findings from the implementation study during the fourth year—school year 2021–22 (Year 4)—when the class of 2024 students were in Grade 10 and the priority cohort students were in Grade 9, Grade 11, and Grade 12. At this stage in the grant, all cohorts served by the grant were in high school; middle school GEAR UP initiatives that continued were all efforts sustained by the schools that participated in Years 1–2. Findings presented in the Year 4 report were derived from data collected via stakeholder surveys, virtual site visits, and telephone interviews (see Appendix B for full methodological details). The report highlights how GEAR UP is being implemented, how the program is being sustained and what activities should be sustained, how program activities are being scaled across the state, and an overview of promising practices (see Appendix B for the list of evaluation questions used to guide the implementation study). In general, findings are presented at the program level in the report narrative in subsequent chapters and broken out at the district level in the appendices. Notable findings that stem from individual districts, however, are highlighted in the main narrative. Program-level findings broken out by cohort or grade level are presented in figures throughout the narrative.[8] Findings may be broken out by cohort for items that apply to all grade levels (e.g., items concerning academics or grades). Findings are broken out by grade level for other items that are grade-level specific (e.g., items concerning postsecondary education applications, which most typically apply to Grade 12 students). Longitudinal findings (i.e., findings from Year 3 to Year 4) are presented at the program level in figures in the narrative or in tables in appendices. Throughout this report, "significance" refers to findings that were determined to be statistically significant through the use of statistical tests. To protect the anonymity of school districts and personnel, districts are not referred to by name but according to a randomly generated number that serves as a pseudonym (e.g., District 1, District 2).

In Year 4, the COVID-19 pandemic continued to pose some challenges and affect GEAR UP implementation. As discussed in further detail in the following pages, the lingering academic impacts of COVID-19, in particular, posed challenges for the GEAR UP school districts. In Year 4, there was also a new financial aid requirement, Texas Education Code (TEC) § 28.0256 (2019), that went into effect in Texas. Beginning with students enrolled in Grade 12 during the 2021–22 school year, each student is required to either complete and submit a financial aid application or waiver; consisting of a FAFSA,, a Texas Application for State Financial Aid (TASFA), or a signed opt-out form to graduate from high school. Findings on the implementation and perceptions of the new requirement from participating GEAR UP school districts and other districts across Texas are presented in this report.

There are some limitations regarding the Annual Implementation Report for Year 4. Survey response rates and virtual focus group participation levels were lower than expected, especially among parents. Further, the data for this report were collected in February and March 2022, whereas Year 4 implementation continued on through the end of the school year. Therefore, the implementation findings provided in this report only represent part of the school year (summer

---

[8] Many of these figures do not have corresponding tables in an appendix since tables only present results for all respondents who answered the question by district.

2021 through February/March 2022), rather than the full year. Ultimately, because of these factors, the findings shared in this report must be interpreted with caution. This report is limited to findings describing how the program was implemented in Year 4 and the associated evaluation methodology.

The following chapters present implementation findings regarding academic initiatives (Chapter 2), college and career advising and exploration initiatives (Chapter 3), PD initiatives (Chapter 4), sustainability initiatives (Chapter 5), state financial aid initiatives (Chapter 6), and grant implementation support (Chapter 7). The report concludes with a summary of findings, promising practices, and recommendations (Chapter 8). Additional details are presented as appendices, including GEAR UP strategies, goals, and objectives (Appendix A); the evaluation design, methods, and analytics (Appendix B); evaluation instruments (Appendix C); and the survey analysis technical details (Appendices D–G). A summary of respondents to each of the surveys is presented in the first few tables of each survey results appendix (i.e., Table D.1, Appendix D; Tables E.1–E.2, Appendix E; Tables F.1–F.4, Appendix F; and Table G.1, Appendix G). One important note is that several survey questions used Likert scales to assess respondents' level of agreement (on a scale of 1–4 with 1 representing *Strongly Disagree* and 4 representing *Strongly Agree*) and satisfaction (also on a scale of 1–4 with 1 representing *Strongly Dissatisfied* and 4 representing *Strongly Satisfied*) regarding a variety of topics. In the forthcoming pages of this report narrative, those results are presented as mean scores for ease of interpretation; the corresponding appendices include results presented as both mean scores and the percentages for each response option in the Likert scale.

2. Academic Initiatives

GEAR UP academic initiatives implemented in Year 4 included offering advanced coursework and providing opportunities to earn college credit, providing targeted tutoring, and preparing students for college entrance examinations. This chapter provides an overview of how each of these initiatives was implemented. In Year 4, schools were coping with the effects of COVID-related learning loss, which necessitated schools and GEAR UP staff to implement strategies to address this.

2.1. Advanced Coursework and Opportunities to Earn College Credit

2.1.1. Advanced Mathematics

Completion of Algebra I in a timely manner is a priority for GEAR UP.[9] This section provides findings about Grade 9 priority student perceptions regarding Algebra I in comparison to the class of 2024 students in Years 2 and 3, student readiness for advanced mathematics courses upon completion of Algebra I, and promising practices to improve readiness for advanced mathematics coursework.

In Year 4, nearly three-quarters (72%) of Grade 9 student survey respondents reported being enrolled in Algebra I (Tables D.2–D.3, Appendix D). Of those who reported taking Algebra I in Year 4, Grade 9 priority students generally *Agreed* that they received enough support to succeed in Algebra I (50%), that their Algebra I class was challenging (40%), and that they felt prepared to take Algebra I (56%) (Table D.4, Appendix D). In comparison to previous years, Year 4 Grade 9 priority students expressed a lower level of agreement that they received enough support to succeed in Algebra I (a mean score of 3.24) (Figure 2.1; Table D.5, Appendix D). They also reported lower levels of agreement that their Algebra I class was challenging (mean score of 2.54) (Figure 2.1; Table D.5, Appendix D). Year 4 Grade 9 priority students' agreement levels pertaining to the statement that they felt prepared to take Algebra I were similar to that of Year 3 but decreased from Year 2 (mean score 3.05) (Figure 2.1; Table D.5, Appendix D).

---

[9] The relevant objective is as follows: Project Objective 1.1: By the end of the class of 2024's second year (Grade 8), 30% of class of 2024 students will complete Algebra I. By the end of the class of 2024's third year (Grade 9), 85% of class of 2024 students will complete Algebra I.

**Figure 2.1. Student Agreement Levels Regarding Algebra I,
Year 2 (2019–20)–Year 4 (2021–22)**
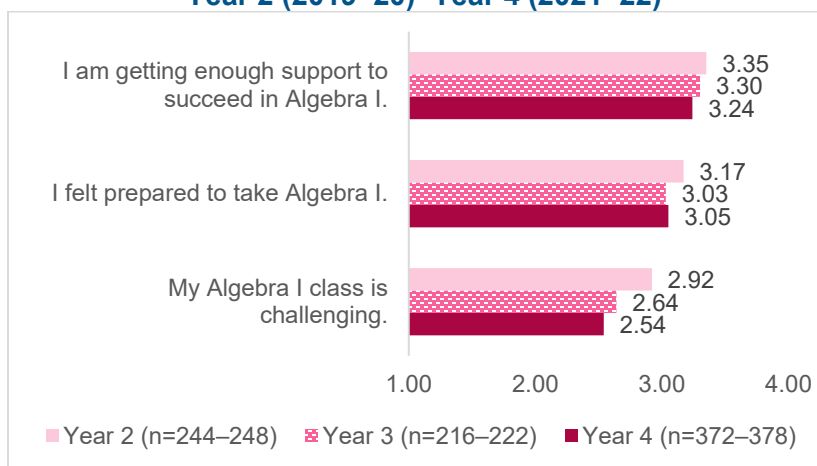
Source. GEAR UP: Beyond Grad Student Survey administered in Year 2
(spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Class of 2024 Grade 8 and Grade 9 students responded to this item in
Year 2 and Year 3, respectively; Grade 9 priority students responded in Year
4. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–
Agree, 4–*Strongly Agree*. Respondents who selected I don't know/Not
applicable were not included in this analysis.

During site visits, some participating districts reported a lack of preparation of Grade 9 priority
cohort students for advanced mathematics due to learning loss associated with COVID-19. For
instance, core content teachers in District 5 noted that some students were academically behind

and that their level of understanding of algebra
concepts was suboptimal. To better prepare students
for advanced coursework, site visit participants from
this district reported employing external supports,
namely the "Agile Mind" program that uses Grades 7
and 8 math concepts to aid in Algebra I.

In contrast, participants in two other districts noted
their students who completed Algebra I the previous
year were prepared and subsequently enrolled in
geometry, honors geometry, or advanced geometry
(Districts 1 and 3). Although students were prepared
for advanced mathematics courses, the principal from
District 1 noted that their current Grade 9 priority
cohort students were "very apathetic" to learning in
comparison to other grade levels, especially since
these students were in virtual learning for the past two
years. A principal from this same district reported
leveraging vertical alignment to ensure that students
had the necessary skills, such as calculator skills, to
succeed in advanced coursework.

> **Promising Practice: Increase
> readiness for Algebra I through a
> summer bridge camp**
>
> The District 3 site visit participants
> held a summer bridge camp for
> students who struggled in the course
> or test to increase readiness for
> advanced mathematics coursework.
> The principal noted, "There were
> some students that were able to pass
> the course at eighth grade, but not
> pass the Algebra I exam. And so we
> provided a bridge camp over the
> summer to help get them ready for the
> Algebra I EOC [End of Course
> examination]…or it could have been
> vice versa. They could have passed
> the test; if they were still struggling in
> the content, that bridge camp was still
> for them."

Participants also noted the importance of providing the optimal levels of challenge and rigor in courses. Counselors from District 2 described that they met with their students at regular intervals to gauge rigor. A counselor from this district expanded on this process:

> *At the three-week mark [and] if they're not successful, we notify the parent. At the six-week mark, if they're not successful, we pull them out of the course. So, we do have things set in place to have the kids be successful, but for them to be also gaining that confidence of knowing that they can have a challenge in rigorous course[s], and not just being defeated.*

2.1.2. Advanced Placement (AP) and Honors Courses

Among the districts that offered Advanced Placement (AP) and honors courses, students generally reported these courses as *Moderately Challenging* with mean scores ranging from 2.44 to 2.88 for AP courses and from 2.36 to 2.79 for honors courses (Table D.6, Appendix D). According to school personnel survey respondents, the most common requirement that qualified a student to enroll in AP and honors courses was that the student have a certain grade in a specific subject area (64% and 70%, respectively) (Table F.5, Appendix F). The second most common requirement for a student to enroll in AP courses was a counselor recommendation or approval (62%) and for a student to enroll in honors courses was a teacher recommendation or approval (65%).

Personnel site visit participants from Districts 3 and 4 reported an increase in enrollment in AP courses in Year 4. A District 4 counselor attributed this increase in enrollment to a district-wide initiative:

> *The district initiative is to get our [AP enrollment] numbers increased. This year is the first year that any child that is enrolled in an AP course will be required to test. In the past, it was an option. So the district is pushing more towards higher enrollment. And then of course, attaining credit with those threes and higher. If they get a three, four or five, they can get the college credit. And of course, this year, everybody has tests. So, they're working towards those tests right now.*

Not all districts that offered AP and honors courses reported increased student enrollment. District 1 described a low enrollment in AP and honors courses. Core content teacher participants expressed that this could be due to students not having access to AP courses. For example, more than two-fifths (41%) of personnel survey respondents reported not teaching advanced courses in Year 4 (Table F.6, Appendix F), which may be a reason for students not having access to AP courses. Student site visit participants in the class of 2024 from Districts 1 and 4 and priority cohort students from District 1 who were enrolled or were planning to enroll in AP courses expressed their motivation to enroll because of the credit they would receive upon completion, which is achieved when students pass the necessary tests.

2.1.3. Dual Credit Courses

Dual credit courses offer students the opportunity to earn college credit while still in high school. All six participating districts reported offering dual credit courses in Year 4.

Student survey respondents generally reported that these courses were *Moderately Challenging* (Table D.6, Appendix D). Of the student survey respondents, approximately one-third (35%) reported discussing dual credit courses during their one-on-one advising sessions (Tables D.7–D.9, Appendix D). According to personnel surveys, 80% of respondents reported the most common requirement for dual credit courses was having a certain score on the Texas Success Initiative Assessment (TSIA) (Table F.5, Appendix F).

> **Promising Practice: Increase awareness of dual credit programs among students and parents through dual credit parent nights**
>
> The non-profit advisor from District 4 organized dual credit parent nights for students and parents interested in learning more about dual credit courses and enrolling in the program. Dual credit parent night events included sessions in both English and Spanish to ensure information about the program was accessible to all families.

All six of the participating districts mentioned that students were offered dual credit courses in Year 4, with slight differences in the students who are eligible to participate. District 2 participants reported that dual credit courses were made available to students after Grade 9, and students in District 6 could qualify for dual credit courses beginning in Grade 11. Site visit participants from two districts described changes in Year 4 student enrollment in dual credit courses. Participants in District 4 reported increased enrollment in Year 4. This increase was because participation in dual credit courses was not based on student scores on the TSIA in Year 4. A counselor from this district noted, "This year, they didn't have to take the TSI[A], this coming up this year, they will have to take the TSI[A], but they don't have to have a certain score."

Participants from District 1 reported decreased student enrollment in dual credit courses. A principal from this district described challenges associated with offering dual credit courses because of the limited number of qualified teachers to teach these advanced courses. Core content teachers from this district also shared concerns regarding a limited understanding on how students qualify for dual credit courses. A core content teacher expressed,

> *If all the expectations or requirements are clarified, not only to the student but to the teacher as to how to get involved in the dual credit program and we go back and touch base as to how to refer those students so that we can help support that decision. Because our students, not only our higher achiever students, [are] interested in dual credit. There're some kids that they can handle it because they'll work for it…if they're invested and if it's voluntary and they want to get into these dual credit programs. They want the rigor, they're ready for it and we see it in the classroom.*

Priority cohort student site visit participants from Districts 3, 4, and 6, who participated in dual credit courses in Year 4, were motivated to enroll in these programs because it offered opportunities to earn college credit and save money in the long run.

2.2. Targeted Tutoring

Tutoring supports refer to supplementary academic instruction designed to increase the academic achievement of students. Targeted tutoring provides students who are failing one or more of their courses with extra opportunities to increase their academic standing and ultimately

their ability to succeed in secondary and postsecondary education. Targeted tutoring was established by GEAR UP as a project objective for the class of 2024 students and aims to meet that goal by offering various tutoring supports.[10] Separately, but in alignment with this objective, two districts (District 5 and District 6) received additional funds in fall 2021 through Texas COVID Learning Acceleration Supports (TCLAS) for tutoring supports (Decision 6). TCLAS Decision 6 provides subsidized funding for high-quality instructional materials, tutors, and platforms for in-person and remote tutoring sessions with vetted tutoring providers. The goal of this funding is to provide opportunities for high-impact tutoring by supplementing students' classroom experiences. TCLAS funds were disseminated during Year 4. The external evaluation team did not obtain information about whether any TCLAS-funded tutoring services had been offered to students at Districts 5 and 6 prior to the Year 4 data collection (in February and March 2022). The degree to which they were jointly coordinated with GEAR UP tutoring is also unknown. More information will be provided on this topic in the Year 5 implementation report.

In regard to the tutoring provided in Year 4, half of class of 2024 students (50%) reported participating in targeted tutoring initiatives in Year 4 (Table D.10, Appendix D), a significant increase from previous years (Table D.11, Appendix D). Participation in tutoring was the highest for mathematics (81%) followed by English language arts (ELA) (76%), as shown Figure 2.2.

Figure 2.2. Subjects in Which Students Received Tutoring, Class of 2024, Year 4 (2021–22)
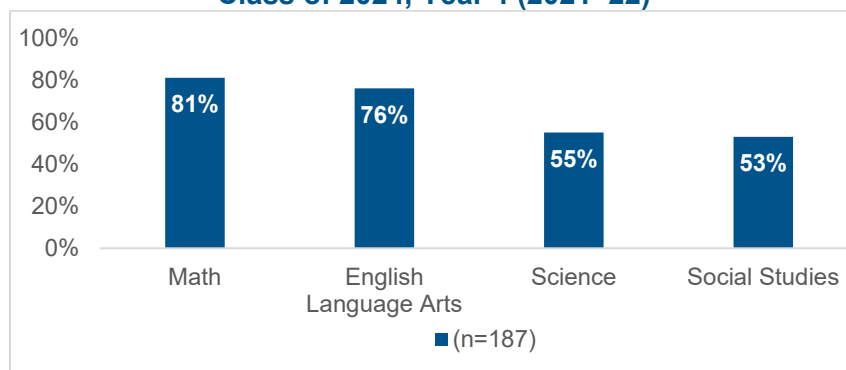
Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).

Of the class of 2024 students who reported participating in tutoring, the most common type of tutoring received in Year 4 was after-school tutoring (Figure 2.3), with 49% to 73% students reporting that option across all subject areas (Tables D.12–D.13, Appendix D). In-class tutoring was the second most common tutoring support received in Year 4 (Figure 2.3), with 25% to 34% participation levels across all subject areas (Tables D.12–D.13). Although virtual tutoring supports were offered, virtual participation decreased across subject areas from Year 3 to Year 4 (Table D.13, Appendix D). Site visit participants from District 1 reported that in lieu of their conference period, teachers offered virtual tutoring for students.

---

[10] The relevant objective is as follows: Project Objective 1.3: Each year, 90% of primary cohort students who receive a failing grade on a progress report will receive targeted academic tutoring.

Figure 2.3. Types of Tutoring Students Received, Class of 2024, Year 4 (2021–22)
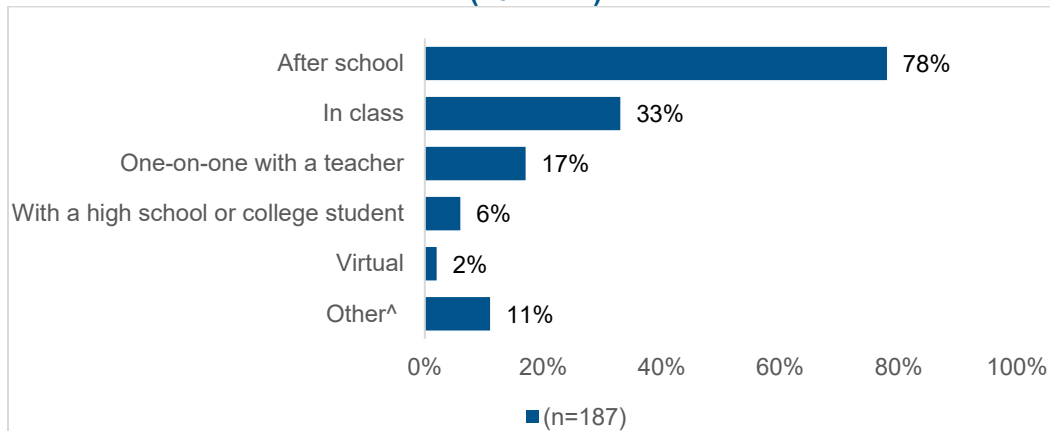
After school — 78%
In class — 33%
One-on-one with a teacher — 17%
With a high school or college student — 6%
Virtual — 2%
Other^ — 11%

(n=187)

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.
^Although participants selected other, they did not provide additional descriptions.

Of the class of 2024 students who reported receiving tutoring, 93% of Year 4 students reported that tutoring helped them succeed in classes (Figure 2.4; Tables D.14–D.15, Appendix D), with most students reporting that they were generally *Satisfied* with tutoring (mean score 3.19) (Figure 2.4; Tables D.16–D.17, Appendix D). Site visit participants noted that they offered tutoring supports specific to advanced coursework and preparation for college entrance examinations (Chapters 2.1 and 2.3). Participants from District 4 noted that they engaged high school alumni who were enrolled in college to serve as tutors in school.

Figure 2.4. Student Reports on Tutoring, Class of 2024, Year 2 (2019–20)–Year 4 (2021–22)
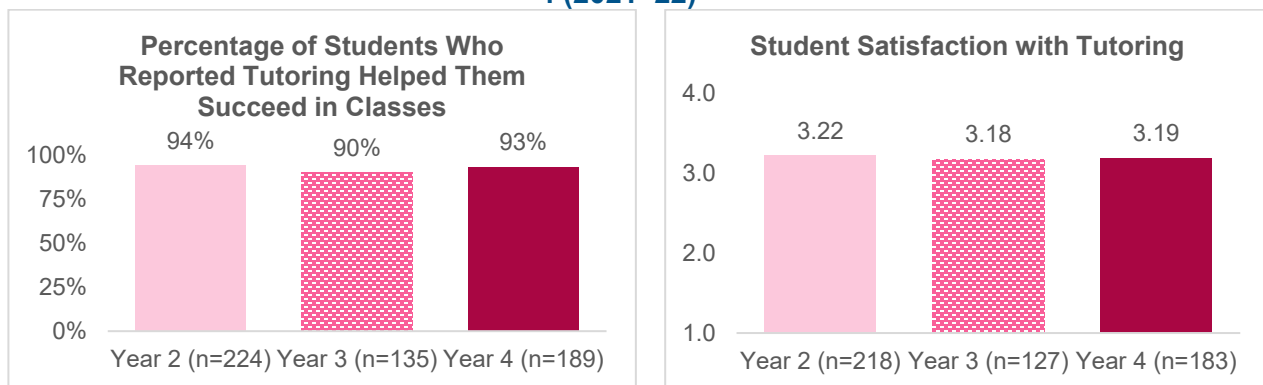
Percentage of Students Who Reported Tutoring Helped Them Succeed in Classes

Year 2 (n=224) — 94%
Year 3 (n=135) — 90%
Year 4 (n=189) — 93%

Student Satisfaction with Tutoring

Year 2 (n=218) — 3.22
Year 3 (n=127) — 3.18
Year 4 (n=183) — 3.19

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Class of 2024 students responded to this item. Scale used to determine satisfaction mean rating: *1–Strongly Dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly Satisfied.* Respondents who selected I don't know/Not applicable were not included in this analysis.

2.3. Preparation for College Entrance Examinations

College entrance examination preparation activities may include teaching students test-taking strategies, offering practice tests for students to complete, and providing students with other resources to help improve student success on college entrance examinations. GEAR UP includes project objectives regarding participation in and successful performance on college entrance examinations—including the Preliminary SAT (PSAT), ACT Aspire, SAT, ACT, and TSIA—emphasizing the importance of preparation activities for these examinations.[11]

In Year 4, of the students who participated in test preparation, 62% students of the class of 2024 and 72% of the Grades 11 and 12 priority cohort students reported completing preparation for college entrance examination, a significant increase from Year 3 (Tables D.18–D.19, Appendix D). Of the students who participated in test preparation in Year 4, about three-quarters (77%) reported that test preparation helped prepare them for college entrance examinations, a significant increase from Year 3 (70%), but not quite at the level of Year 2 (79%) (Figure 2.5; Tables D.20–D.21, Appendix D).

Figure 2.5. Students Who Reported Test Preparation Helped Prepare them for College Entrance Examinations, Year 2 (2019–20)–Year 4 (2021–22)
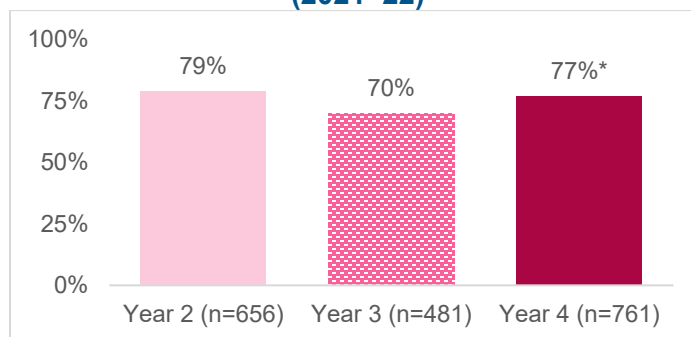
Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Students in Grades 10–12 responded to this item.
* Responses differed significantly from Year 3 to Year 4: $\chi^2(1) = 7.9$, $p<.01$.

GEAR UP established as a project objective that Class of 2024 students, who were in Grade 10 in Year 4, would complete the PSAT or ACT Aspire.[12] As seen in Figure 2.6, 86% of class of 2024 students expressed that the test preparation they received helped prepare them for

---

[11] The relevant objectives are as follows: Project Objective 5.1: Each year, 85% of tenth graders will take the PSAT or ACT Aspire exam. Each year, 85% of eleventh graders will take the SAT or ACT exam; Project Objective 5.2: By the end of the primary cohort's sixth year (Grade 12), 50% of primary cohort students will meet the college readiness criterion on the SAT, ACT, or the Texas Success Initiative Assessment.

[12] The relevant objective is as follows: Project Objective 5.1: Each year, 85% of tenth graders will take the PSAT or ACT Aspire exam. Each year, 85% of eleventh graders will take the SAT or ACT exam.

college entrance examinations, which was 12 percentage points more than the 74% of Grades 11 and 12 priority cohort students who reported the same.

Figure 2.6. Students Who Reported Test Preparation Helped Prepare them for College Entrance Exams by Cohort, Grade 10–12, Year 4 (2021–22)
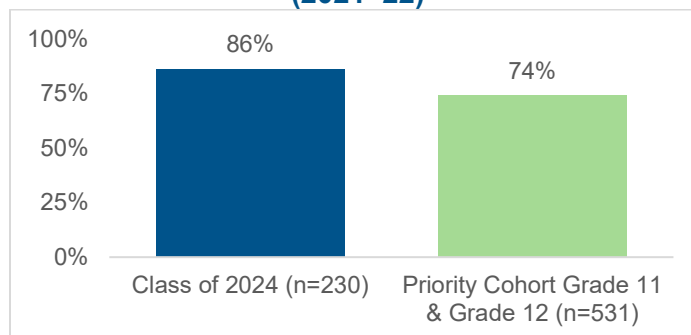
Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).

Site visit participants from Districts 3 and 5 described supports offered to the class of 2024 students to prepare for college entrance examinations. District 3 provided a week-long PSAT preparation summer program for class of 2024 students. High school counselors from District 5 shared that they offered a 30-minute intervention period built into the school day where class of 2024 students rotated between teachers of different subjects. During this intervention period, students underwent various examination preparation activities focused on various areas, such as vocabulary. Despite these efforts, class of 2024 students in one district, District 5, felt that they were not sufficiently prepared. As one class of 2024 student in this district noted, "We've talked about [college entrance examinations], but we haven't really prepared for them."

Student survey respondents rated their agreement regarding test preparation resources available to them and their knowledge of the required college entrance examinations they would need to take in Year 4. Students generally *Agreed* with the statement that they knew where to find test preparation resources for PSAT or SAT (42%), ACT Aspire or ACT (38%), and TSIA (40%) (Tables D.22–D.23, Appendix D). The second most common response was that students *Disagreed* with the statement that they knew where to find test preparation resources—PSAT or SAT (32%), ACT Aspire or ACT (37%), and TSIA (34%) (Tables D.22–D.23, Appendix D). Students were significantly more aware of where to find TSIA test preparation resources in Year 4 when compared to Year 3 (Table D.23, Appendix D).

Of the student survey respondents, 40% *Agreed* and 33% *Disagreed* with the statement that they knew which college entrance examination they wanted to take (Tables D.22–D.23, Appendix D). Approximately one-third of students (32%) in Year 4 discussed topics related to preparing for college entrance examinations in their one-on-one advising sessions (Tables D.7–D.9, Appendix D), where students generally *Agreed* that counseling or advising sessions helped them decide which college entrance examinations they must take (51%) and that counseling or advising sessions provided them with information about ways to prepare for college entrance examinations (56%) (Table D.24, Appendix D). A counselor from District 3 shared that students were offered a quiz to help them identify which college entrance examination they must take,

after which the student and counselor discuss the difference between the various college entrance examinations, such as the SAT versus the ACT. This counselor also noted that they would prefer students take both examinations.

Parents rated their level of awareness of college entrance examinations for their child. As seen in Figure 2.7, parents of class of 2024 students were more aware of test preparation resources and the necessary college entrance examinations in comparison to parents of Grades 11 and 12 priority students. A class of 2024 student reported that they felt prepared since their family had already established a study schedule for test preparation. A class of 2024 parent from District 5 shared that their child set up their College Board account which included practice tests and was aware that it could be used to improve their score.

Figure 2.7. Parent Agreement on College Entrance Examinations for their Child by Grade, Grade 10–12, Year 4 (2021–22)
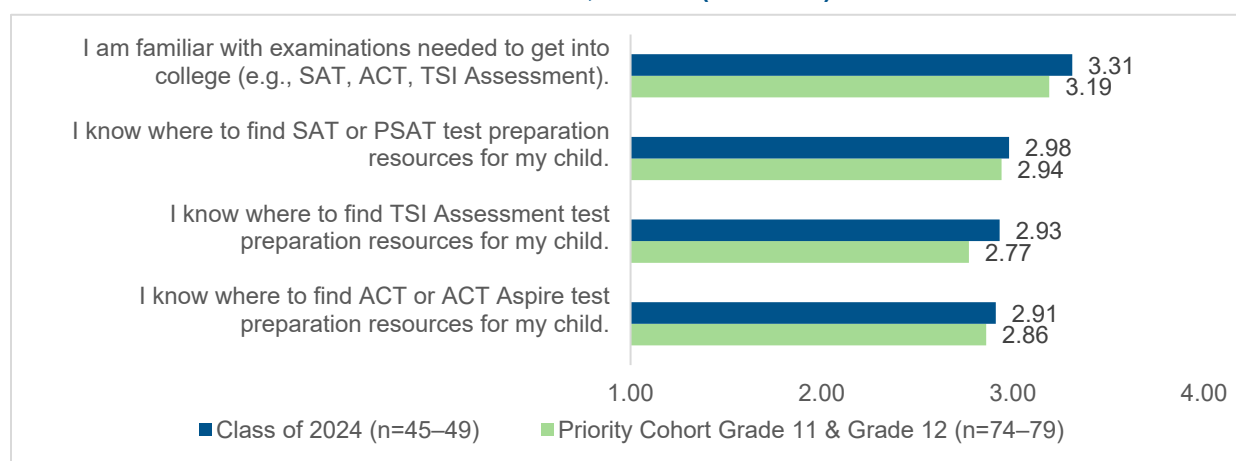
Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. TSIA = Texas Success Initiative Assessment. PSAT = Preliminary SAT. Respondents who selected I don't know/Not applicable were not included in this analysis.

Overall, parents generally *Agreed* that they were aware of where to find test preparation resources for SAT or PSAT (43%), ACT or ACT Aspire (38%), and TSIA (38%) (Table E.3, Appendix E). Parents also *Strongly Agreed* with the statement that they were familiar with examinations needed to get into college (43%) (Table E.3, Appendix E). As seen in Figure 2.8, parents' awareness of test preparation resources was significantly higher in Year 4 for SAT or PSAT (mean score 2.89), ACT or ACT Aspire (mean score 2.84), and TSIA (mean score 2.76). Parents' familiarity with examinations needed to get into college also significantly increased in Year 4 (mean score 3.23) (Table E.4, Appendix E). Additionally, parents had increased participation in counseling and advising sessions (Table E.12, Appendix E), where 46% of parents discussed topics pertaining to preparation for college entrance examinations (Tables E.5–E.7, Appendix E). Indeed, parents generally *Agreed* that the counseling and advising sessions provided them with information that could help their child choose the right college entrance examination (48%) and that these sessions provided them with information that could help their child prepare for college entrance examinations (48%) (Tables E.8–E.9, Appendix E).

Figure 2.8. Parent Agreement on College Entrance Examinations for their Child, Year 2 (2019–20)–Year 4 (2021–22)
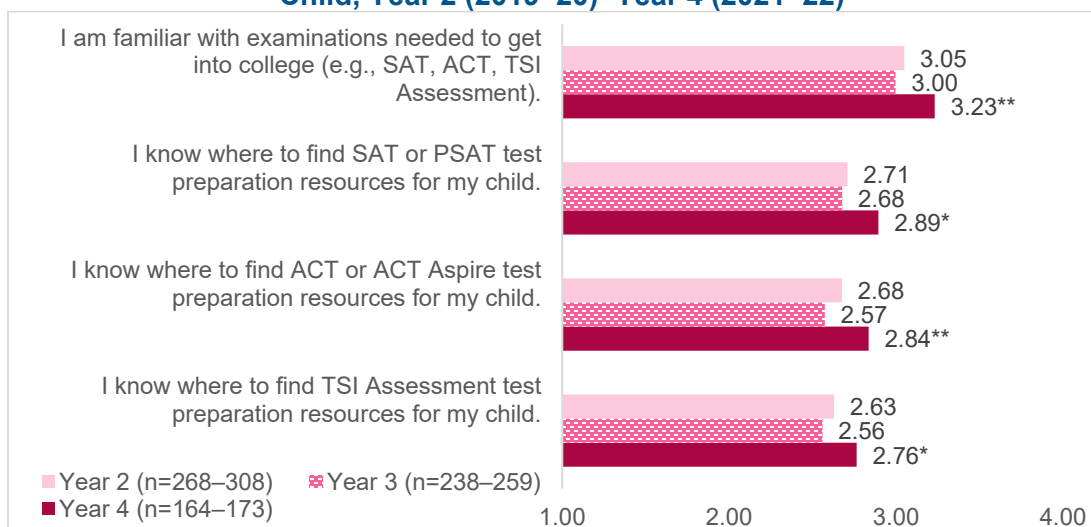
Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).

Note. Year 2 responses included parents of students in Grade 8–12. Years 3 and 4 responses included parents of students in Grade 9–12. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. TSIA = Texas Success Initiative Assessment. PSAT = Preliminary SAT. Respondents who selected I don't know/Not applicable were not included in this analysis.

*I know where to find TSIA test preparation resources for my child differed significantly from Year 3 to Year 4: $t(401) = 2.18$, $p<.05$; I know where to find SAT or PSAT test preparation resources for my child differed significantly from Year 3 to Year 4: $t(381) = 2.36$, $p<.05$.

** I know where to find ACT or ACT Aspire test preparation resources for my child differed significantly from Year 3 to Year 4: $t(366) = 2.75$, $p<.01$; I am familiar with examinations needed to get into college (e.g., SAT, ACT, TSI Assessment) differed significantly from Year 3 to Year 4: $t(430) = 2.73$, $p<.01$.

Of personnel survey respondents, one-tenth (10%) reported being responsible for helping students sign up for or determine which college entrance examinations to take (Tables F.7–F.8, Appendix F) with counselors and student services personnel being the most common personnel responsible (42%) (Table F.8, Appendix F). The primary way that personnel reported helping students was to provide review content during classes (40%) followed by providing opportunities for practice tests (30%) (Tables F.9–F.10, Appendix F). Among personnel, teachers and instructional support personnel were cited the most often for help related to reviewing content during classes (42%) and counselors and student services personnel were cited as the most responsible for providing information on accessing and providing opportunities for practice tests (50% and 39%, respectively) (Table F.10, Appendix F). The main factors that personnel used to encourage students to consider which college entrance examination to take were which college degree the student plans to pursue (67%), opportunities to participate in the examination during the school day (52%), the type of postsecondary education institution in which the student plans to enroll (52%), and grades or grade point average (GPA) (48%) (Tables F.11–F.12, Appendix F).

Test preparation initiatives for college entrance examinations varied across districts. As described by site visit participants, test preparation resources typically include practice tests, access to online learning materials like Khan Academy, access to College Board, and tutorial sessions through the school and GEAR UP. In addition to these resources, schools adopted innovative initiatives like that of "prep nights" in District 3. Priority cohort students from District 3 described SAT and ACT "prep nights" offered on Saturdays leading up to the examination. Similar events were also offered in District 4 where TSIA tutorials were offered to students on Saturdays. School-wide testing days that were offered were found to be beneficial, according to participants from three districts (Districts 2, 4, and 5), considering that the ensuing data could be used to offer remediation and tailor tutoring efforts.

> **Promising Practice: Assist students with TSIA test preparation through a TSIA boot camp**
>
> Site visit participants in District 2 reported holding boot camps to help students prepare for the TSIA. These boot camps were typically held before the TSIA. High school counselors noted, "We have [a good] success rate with our TSI[A] boot camps. Whenever they give a bootcamp, right before the TSI[A], we do have the highest passing rate." (Note that the passing rates following bootcamps were not independently verified by the evaluation team.) The counselors expressed wanting to hold similar boot camps for ACT and SAT test preparation in future years.

Despite these initiatives, site visit participants from Districts 1, 2, 5, and 6 described their students as not being adequately prepared for college entrance examinations. A counselor in District 5 noted that they could do better in preparing their students:

> *Top students are scoring 700 and 800 [on the SAT], then we're obviously not doing something correct because, you should have the college entrance exam[ination] scores to reflect that as well. So, that's something we need to work on, I think.*

In a similar vein, priority cohort students from Districts 2 and 5 also felt that they were not adequately prepared for the examinations, despite having access to test preparation resources. For example, a District 2 student shared that they completed practice examinations in Grade 9 and 10 Advancement Via Individual Determination (AVID) courses but noted that students did not take them seriously. A class of 2024 student from District 6 shared that they did not have sufficient time to prepare. Some site visit participants noted that students would be better prepared if test preparation was offered as a class rather than as additional supports. A District 5 coordinator noted that it might be beneficial to offer a mandatory class for test preparation. A priority cohort student from this district explained,

> *For example, for math, we're given Study Island assignments that'll help us for our PSAT. It gives us questions, but we don't actually have the help to go through them. We can ask for help, but it's hard to do that one-on-one when you're in a class and you only have a certain amount of time to answer questions.*

A District 1 priority student expressed that it might be beneficial for students to embed preparation for these college entrance examinations within core content courses as it might ensure students are better prepared.

2.4. Summary

GEAR UP academic initiatives reported in the 2021–22 school year focused on providing opportunities for students to take up advanced coursework and to earn college credit, sustaining efforts towards Algebra I enrollment among Grade 9 priority cohort students, assisting students receiving failing grades through targeted tutoring, and preparing all students for college entrance examinations through test preparation activities.

Approximately 72% of Grade 9 priority cohort students reported being enrolled in Algebra I in Year 4 . While Grade 9 priority students generally felt supported and prepared to take Algebra I, levels of agreement were lower in Year 4 in comparison to prior years. GEAR UP coordinators and counselors reported that student interest and enrollment in dual credit courses increased in this school year. Students qualifying for targeted tutoring services increased in Year 4 perhaps because of COVID-related learning losses. Students participated in mostly after-school tutoring services. Of the students who received tutoring, most felt that the tutoring helped them to succeed in their class. More students participated in test preparation in Year 4 versus Year 3. The class of 2024 was expected to complete the PSAT or the ACT Aspire in Year 4. The percentage of class of 2024 students who felt that test preparation helped them prepare for college entrance examinations was more than for the Grade 11 and 12 priority cohort students. School personnel may wish to consider offering more innovative solutions to help students prepare more for advanced coursework and the college entrance examinations along with providing more assistance through targeted tutoring services.

3. College and Career Advising and Exploration Initiatives

The six participating districts reported implementing various college and career advising and exploration initiatives in Year 4, including advising, college visits, college and career fairs, summer programs, work-based learning activities, and parent events. College and career advising and exploration initiatives were provided to students and parents of both the class of 2024 and the priority cohort. These initiatives supported multiple goals of GEAR UP, including providing postsecondary and career information to students and families and increasing educational expectations for and awareness about postsecondary and career options.[13] This chapter provides an overview of the advising and exploration initiatives delivered in Year 4.

3.1. College and Career Advising

College and career advising activities ranged from virtual dissemination of information to individual advising sessions for students and focused on providing information on college and career planning and preparation (e.g., course selection, postsecondary education and career plans or interests, and financial aid opportunities available to students). Across districts, advising services were offered either virtually or in person. Students, parents, and/or personnel from all six districts reported in site visits and surveys that students and parents participated in a least one college and career advising activity in Year 4.

3.1.1. Non-Profit Advisers at GEAR UP High Schools

Districts participating in GEAR UP in Year 4 continued their partnership with one of three non-profit advising organizations—Advise TX, CFES Brilliant Pathways, or CAC—to provide advising services to students and parents within the district. Each organization served two districts and provided at least one full-time advisor to serve each GEAR UP high school, except for one in District 1 whose advisor had resigned from the organization.[14]

In Year 4, personnel across five of the six districts reported on their perceptions and awareness of the non-profit advisors within their district. About one-third (35%) of personnel survey respondents noted they were somewhat familiar with the information and support the college advisors provided (Table F.13, Appendix F). In comparing across personnel roles, administrator survey respondents reported the most familiarity with non-profit advisors (Table F.14, Appendix F).

Personnel survey respondents *Agreed* that the non-profit GEAR UP advisors informed students of their postsecondary education options (with a mean score of 3.39) and helped the school increase the number of opportunities students of all grades have to receive postsecondary education and career advising (with a mean score of 3.39) (Figure 3.1; Tables F.15–F.17, Appendix F). Personnel survey respondents also *Agreed* that the advisors were able to inform

---

[13] The relevant goals are as follows: Project Goal 6: Provide postsecondary and career preparation information to students and families; Project Goal 7: Increase educational expectations for and awareness about postsecondary and career options.

[14] At the time of the virtual site visits for Year 4, District 1 did not have a non-profit advisor.

student awareness and understanding of career opportunities (a mean score of 3.35) and provide students with grade-appropriate information regarding postsecondary education and career readiness (with a mean score of 3.33) (Figure 3.1; Table F.15, Appendix F). Personnel perceptions of the advisors in Year 4 were similar to reported personnel perceptions in Year 3 (Table F.16, Appendix F).

Figure 3.1. Personnel Perceptions of Non-Profit Advisors, Grade 9–12, Year 4 (2021–22)
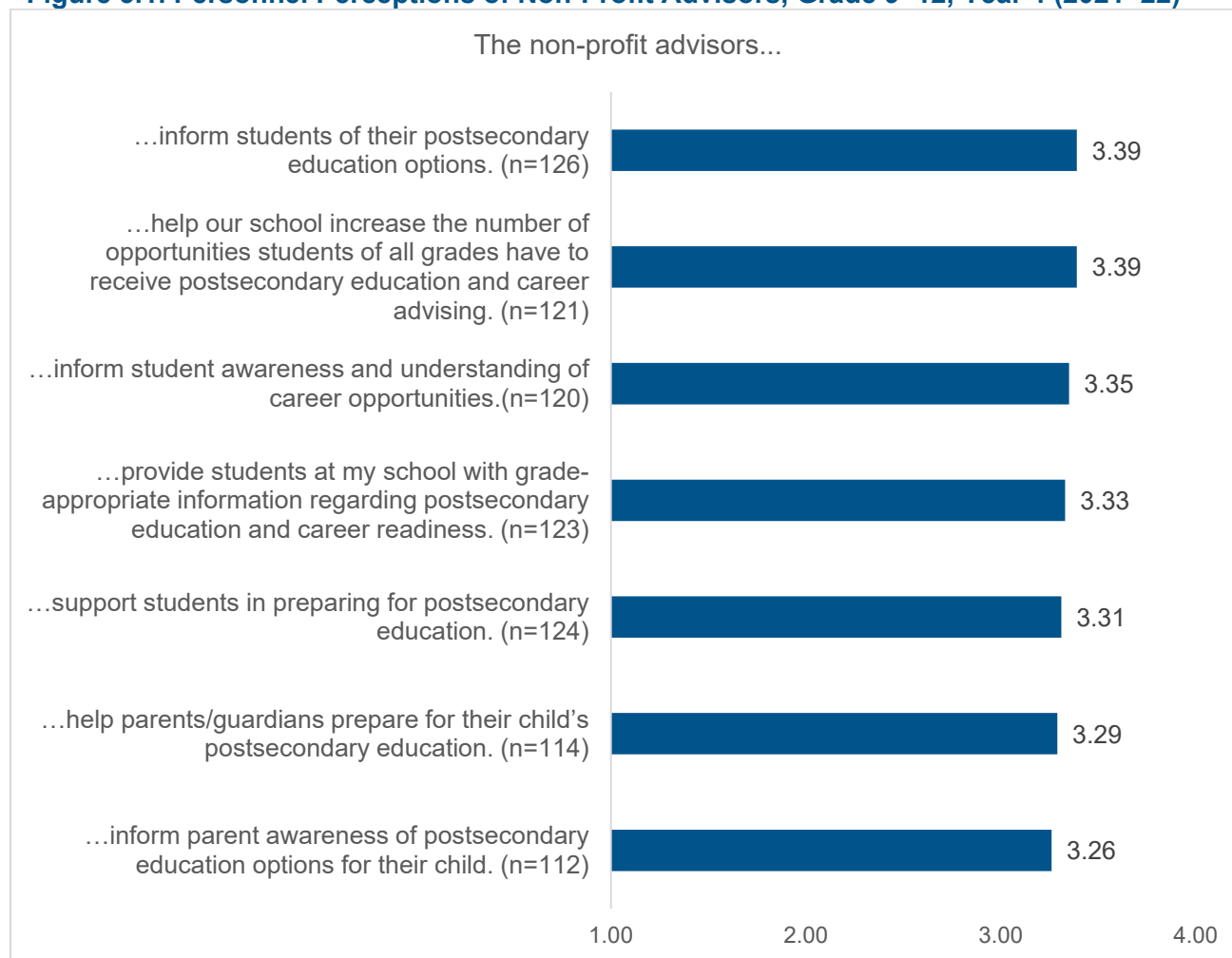
Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Respondents who selected I don't know/Not applicable were not included in this analysis. The number of respondents who selected I don't know/Not applicable for each item listed was <10, <10, 17, <10, 18, 11, and 10, respectively. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–S*trongly Agree*.

In site visits and/or surveys, personnel across the districts provided feedback on their non-profit advisor and their perceptions of the relationship between the district and non-profit advisor. In the survey, many participants described their non-profit advisor's commitment to students, staff, and parents, with one participant sharing that the non-profit advisor's "enthusiasm is contagious and [they] always go beyond [their] normal responsibilities to assist students and teachers with college advising." Survey respondents also described non-profit advisors as professional and knowledgeable. Representative comments regarding personnel perceptions of the advisors are as follows:

> *I like that [the non-profit advisors] are an outside source directly connected to a university. They are the experts on current college admission processes.*
>
> *[The non-profit advisors] never make a student feel like a bother, they make them feel welcomed even if they are in the middle of five other things.*

During the site visits, several site visit participants from District 2 also described their strong working relationship with the nonprofit advisors. A counselor from the district shared that in previous years, it was challenging to establish a relationship with their non-profit advisors who were seen as "outsiders"; however, now the district developed a positive relationship with the advisors, who are now welcomed into the community.

Personnel survey respondents also shared recommendations for how the district's work with their non-profit advisor(s) could be improved. Many personnel survey respondents shared the need for improved communication and visibility for college and career services within the district, including the non-profit advisors. Personnel from one district noted they believed students were not aware of what was available to them, emphasizing the need for the college and career center to do a better job communicating with students. Furthermore, one personnel respondent indicated, "I have no clue who [the non-profit advisors] are or what they do. From talking with my students, they only help a select few." Additional personnel recommendations focused on:

- Increasing resources and staff who can provide college and career information and services to be able to adequately serve all students;
- Enhancing collaboration among school personnel who provide advising services, such as improved planning and scheduling; and
- Expanding the scope of college and career services available to students to include out-of-state universities and additional work-based learning opportunities.

Generally, personnel survey respondents described recommendations centered on enhancing the partnership and cooperation between the team of staff and personnel providing advising services in their district. As various entities provide college and career advising services throughout the district, personnel noted the need for all staff to be aware of available services and events so they can "play an active role [in] motivating students towards postsecondary learning." Lastly, personnel survey respondents described the need for additional focus on parental engagement in college and career planning. One staff member shared,

> *I believe that trying to guide students into a career path is very difficult, and I think the school does a great job. Paramount to this is parental support and parental involvement. Providing more opportunities for this kind of support would tip the scale to a more informed and college-ready student.*

However, parental engagement and involvement in college and career advising services, especially for non-profit advisors, continued to be a challenge in Year 4. Additional findings on parental engagement and perceptions of parent one-on-one advising with non-profit advisors are presented in Section 3.1.4, Individualized Advising Services for Students and Parents.

3.1.2. College and Career Information Dissemination

School personnel and non-profit advisors across the six districts provided relevant information related to educational expectations for, and awareness about, postsecondary and career options in several formats. GEAR UP established an objective regarding disseminating information on postsecondary education and careers to students and parents.[15] During the site visits and phone interviews, participants across the six participating districts described the various methods used in Year 4, incorporating strategies such as written and electronic mail, text messaging with students and parents, and social media campaigns.

Overall, personnel survey respondents reported providing parents with information through email (58%), in-person meetings/conversations (49%), and phone (47%) (Tables F.18–F.19, Appendix F). In site visits, participants across all six districts also noted using email to provide college- and career-related information to students and parents, with varying levels of success.

Generally, class of 2024 parents from Districts 2, 4, and 5 expressed that one of the best methods of communication to reach them by was email, with many parents also describing phone calls as a good method. Priority cohort student participants from District 4 shared the college and career center in the school distributed resources via email to students and parents on various scholarship and financial aid opportunities available. Class of 2024 parents from District 4 mentioned the need for email messaging to parents to indicate the intended population or grade level clearly and succinctly to ensure the correct parents and families receive the information. One class of 2024 parent explained it may not be that the district is not disseminating information, but that the parent just may not be aware of it or missing how it is communicated. For example, class of 2024 parents from District 5 shared that they were not familiar with social media, nor do they check it regularly, and therefore are most likely missing information disseminated through various social media platforms.

> **Promising Practice: Use targeted subject lines for college and career messaging to parents**
>
> District 5 class of 2024 parent site visit participants emphasized the need for clear and succinct subject lines in messaging to parents to highlight the relevant group or grade. One class of 2024 parent explained, "A lot of parents, we just kind of skim. I know I've gotten a couple of messages and I'm like 'Oh, says ninth graders, not my kid, not my problem.' And I know that [District 5] is probably offering a lot more opportunities than we're even aware of."

School personnel and non-profit advisors from Districts 2, 5, and 6 also described other electronic dissemination of resources used in Year 4. Districts 2 and 5 mentioned using texting to communicate with parents and/or students, such as the "Remind app." Non-profit advisors serving Districts 2 and 6 described distributing a monthly student newsletter with a variety of topics for all grade levels, a corresponding parent newsletter, and sharing videos and resources on the advising organization's website and YouTube channel.

In addition to electronic dissemination of college and career information, site visit participants from Districts 2, 4 and 6 also described providing written materials or resources to students and parents. Participating counselors from District 2 described sending out flyers to students and

---

[15] The relevant objective is as follows: Project Objective 6.2: Each year, students and parents will receive information about postsecondary and career options, preparation, and financing.

ICF

parents to provide notifications of upcoming events. The GEAR UP coordinator from District 6 explained they frequented campus events that are largely attended by parents, such as sporting events, to disseminate paper resources. However, the coordinator noted it largely had no success as parents were not engaged with the information.

Overall, many of the districts shared using a variety of methods to disseminate college and career information. The GEAR UP coordinator from District 4 explained that they intentionally try to provide college- and career-related information in a multitude of ways to ensure accessibility to all students and parents. The coordinator noted,

> *Well, if we do it in multiple ways then those people that don't answer the call might see the Facebook post, or they might see the Twitter, or the student may come home and say, 'Hey, mom, we need to go here tomorrow.' So just having it various ways will get our message across.*

Class of 2024 and priority cohort parent survey respondents indicated their overall satisfaction with their child's school's efforts to inform parents in Year 4 on important college and career information, deadlines, and events. Generally, class of 2024 parent survey respondents reported they were *Dissatisfied* to *Satisfied* with their schools' efforts (with a mean score of 2.82) while priority cohort parent survey respondents reported slightly higher satisfaction (with a mean score of 3.08; Figure 3.2). Figure 3.2 provides a breakdown of mean satisfaction score by cohort, as well as the overall satisfaction level across parent survey respondents.

Figure 3.2. Parent Satisfaction with School Efforts to Inform Parents by Cohort, Grade 9–12, Year 4 (2021–22)
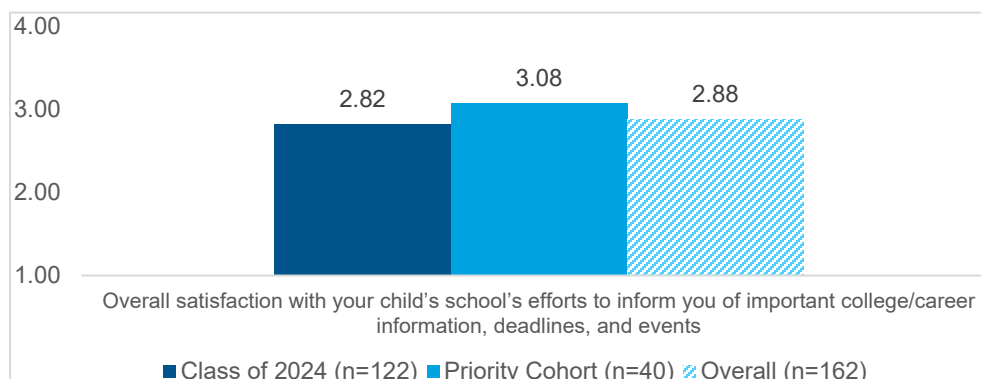
Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied*, 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis. Overall *n* for Figure 3.2 differs than the overall *n* in appendix Table E.10 due to one respondent not reporting their child's grade.

During the site visits, most student participants across the districts noted learning about college- and career-related information through a staff member at their school including counselors, advisors, and teachers. Priority cohort students from District 3 noted they learned about career options available to them through the career pathway programs available at their school in Year 4. Additionally, some student participants described completing their own research into college- and career-related information. For example, a priority cohort student from District 4 noted they competed their own research into available scholarships for postsecondary education.

3.1.3. Dedicated Advising Spaces

As a strategy for expanding high school advising, GEAR UP aimed to establish a dedicated physical space for advising at participating high schools. In Year 3, during the COVID-19 pandemic, participating districts adapted this strategy to include virtual advising spaces for students and parents. In Year 4, districts have transitioned back to dedicated in-person advising spaces; however, some have continued to offer virtual space(s) as well, including online platforms like Google Classroom.

During the site visits, five of the six participating districts (Districts 1, 2, 3, 4, and 5) described their dedicated advising space available to students and parents in Year 4. Spaces included college and career centers or wings and repurposed classrooms. Examples of the dedicated advising spaces included:

- A college and career center off the back of the school's college and career classroom;
- A college and career center with computers, desks, and conference rooms for students to use; and
- A GO Center which housed the high school counselor's office.

The remaining district (District 6) described the other spaces within the high school in which advising services were provided, such as the counselor's office. Class of 2024 student participants noted that while they were aware students could visit the office for advising, many students did not.

Districts 1, 4, and 5 shared parents need an appointment to visit their dedicated advising spaces, with some site visit participants noting the need for an appointment was only due to remaining COVID-19 restrictions. For example, high school counselors from District 4 mentioned that parents needed an appointment to visit the space; however, the coordinator explained it was only during COVID. Additionally, participating school staff from District 4 noted that the space is also sometimes open to parents on the weekend or evenings during events, in which case parents can access the space without an appointment.

Conversely for students, site visit participants described that students could access the spaces through a variety of means, such as walk-ins or appointments. Class of 2024 students from District 3 shared that students could walk into the space in between classes if they had questions or needed further information on anything. Several of the priority cohort students from District 3 shared that they visited their college and career advising space almost daily. Similarly, the GEAR UP coordinator from District 1 noted students could visit the GO Center whenever they have free time during the school day.

3.1.4. Individualized Advising Services for Students and Parents

Individualized college and career advising was provided to students and parents during Year 4. GEAR UP established individualized college and career advising services as project objectives for class of 2024 and priority cohort students and parents.[16] Students, parents, and personnel

---

[16] The relevant objectives are as follows: Project Objective 6.3: Each year, 90% of class of 2024 students will receive at least one comprehensive, individualized college and career counseling session; Project Objective 6.4: By the end of the third year, 50% of class of 2024 parents will receive at least one individualized college and career counseling session.

from all six districts reported during site visits and/or in surveys that individual advising sessions were conducted in Year 4.

STUDENT ADVISING

In Year 4, all six districts delivered individualized advising sessions to students. Site visit participants from across the six districts shared that individual advising services were offered by either the non-profit advisors or high school counselors. Across the districts, 49% of student survey respondents reported meeting one-on-one with their school counselor, advisor, or GEAR UP staff in Year 4, a significant increase compared to Year 3 (Tables D.25–D.26, Appendix D). Class of 2024 and priority cohort student participants from District 1 mentioned that they had not met with their non-profit advisor in Year 4 since they did not have a non-profit advisor after the previous advisor resigned.

Non-profit advisors from the partnering advising organizations described the various formats used to offer individual advising sessions to students in Year 4, including in person and virtually. Non-profit advisors serving Districts 2, 3, 4, and 5 described that individual advising sessions were held in person in the district's college and career center, a classroom in the district's college and career wing, or the school's library. One of the non-profit advisors serving District 2 noted they began to meet with students in person due to difficulties of virtual sessions and the advisor being behind on student sessions.

Alternatively, non-profit advisors from Districts 2 and 6 described that individual student sessions were offered virtually in Year 4. One of the non-profit advisors serving District 2 shared that some student sessions were also completed virtually as a group. The advisor was displayed on a screen at the front of the room and each student had their own laptop. Some of the class of 2024 students from District 2 mentioned the group sessions were largely unhelpful due to classroom disruptions among other students. Class of 2024 student participants shared that they would prefer individual or small group sessions in the future. Non-profit advisors serving District 6 mentioned that advising sessions were completed virtually, with students sitting in the hallway to join their session. One non-profit advisor noted this format may have limited student engagement during sessions, sharing,

> *I think a lot of times students are a little timid to share if there's people walking down the hallway, they're a little embarrassed. I think that's definitely detracting a little bit, even though the students want to engage. Sometimes they may feel shy or embarrassed.*

Student survey respondents from across the districts who reported participating in one-on-one counseling indicated the topics they discussed during their session. Figure 3.3 provides an overview of the top three topics students reported discussing by grade. For Grades 9–11, the most frequently reported topic by student survey respondents was their grades (69%–74%), followed by course selection and scheduling for Grade 9 and Grade 10 (62% and 58%, respectively) (Figure 3.3; Tables D.7–D.9, Appendix D). Among Grade 12 student respondents, the top three topics were focused on the student's postsecondary plans, with the most commonly reported topics being college plans or interests (62%) and college applications (62%), followed by their grades (61%) (Figure 3.3; Tables D.7–D.9, Appendix D). Figure 3.3

provides additional details on the top three topics students reported discussing in one-on-one advising sessions by grade.

Figure 3.3. Top Three Topics Students Discussed in One-on-One Counseling/Advising Sessions by Grade, Grade 9–12, Year 4 (2021–22)

Grade 9 (n=222)	Grade 10 (n=201)	Grade 11 (n=165)	Grade 12 (n=253)
• My grades (71.6%) • Course selection/scheduling (61.7%) • Career plans or interests (52.3%)	• My grades (74.1%) • Course selection/scheduling (58.2%) • College plans or interests (57.7%)	• My grades (68.5%) • College plans or interests (53.9%) • Career plans or interests (47.3%)	• College plans or interests (61.7%) • College applications (61.7%) • My grades (60.1%)

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

During the site visits, non-profit advisors and student participants also described the topics addressed during individual advising sessions. Broadly, student participants shared they discussed topics relating to postsecondary education and career readiness. Class of 2024 students from District 3 described discussing their path after high school with their non-profit advisor. Priority cohort students from District 4 mentioned their sessions with non-profit advisors included college and career consultations. Comparing topics discussed across the years, some topics had a significant increase from Year 3 to Year 4, including grades, course selection/scheduling, jobs and internships, and enlisting in the military (Table D.8, Appendix D).

Of the students who reported participating in one-on-one advising, there was a significant decrease in satisfaction from Year 3 to Year 4 on the helpfulness and information provided in sessions (Figure 3.4; Tables D.27, Appendix D). Figure 3.4 provides additional detail about the breakdown for each year as well as additional student perceptions of one-on-one advising.

Figure 3.4. Student Agreement Levels Regarding One-on-One Counseling Sessions, Year 2 (2019–20)–Year 4 (2021–22)

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).

Note. Year 2 responses included students in Grade 8–12. Years 3 and 4 responses included students in Grade 9–12. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Respondents who selected I don't know/Not applicable were not included in this analysis.

*The counseling/ advising session(s) helped me to develop a plan for my education differed significantly from Year 3 to Year 4: t(1,309) = 5.6, p<.001; The counseling/ advising session(s) provided me with information on what grades and testing scores are needed to achieve my goals for my education and career differed significantly from Year 3 to Year 4: t(1,291) = 3.9, p<.001; The counseling/ advising session(s) helped me to select the best classes to take to achieve my goals for my education and career differed significantly from Year 3 to Year 4: t(1,287) = 3.6, p<.001; The counseling/ advising session(s) provided me with information that was specific to my individual needs/ interests differed significantly from Year 3 to Year 4: t(1,298) = 4.1, p<.001; I spoke with my family about some of the topics that were covered in my counseling/advising session(s) differed significantly from Year 3 to Year 4: t(1,298) = 4.1, p<.001.

Overall, student survey respondents who reported participating in a one-on-one counseling session reported being *Satisfied* with their session with a mean score of 3.01 (Table D.28, Appendix D). However, in comparing student satisfaction among grades, Grade 12 student survey respondents reported the highest mean satisfaction score, followed by class of 2024 student survey respondents (Figure 3.5). Figure 3.5 provides additional details on the breakdown of student satisfaction by grade.

Figure 3.5. Student Satisfaction with One-on-One Counseling Sessions by Grade, Grade 9–12, Year 4 (2021–22)
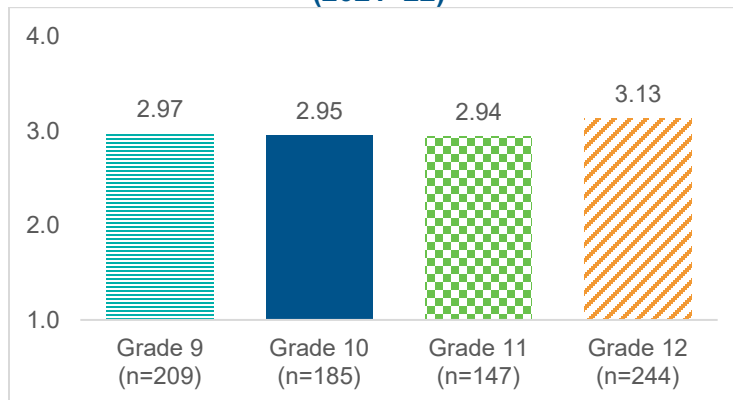
Source. GEAR UP: Beyond Grad Student Survey administered in and Year 4 (spring 2022).*Note.* Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied,* 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis.

Non-profit advisors from District 6 also shared key challenges and successes with student one-on-one advising in Year 4. Non-profit advisors noted that teachers within the district were encouraging students to participate and engage in advising sessions with non-profit advisors. However, non-profit advisors serving District 6 also described the following challenge:

> *Really high turnover of phone numbers, the student's phone will be turned off for a while, and the school has very rigid phone policies that can lead to their phone being taken up for up to like three weeks or so. So, that really limits [non-profit advisors'] ability to interact with students.*

Overall, while student survey respondents who indicated participating in one-on-one advising reported they were *Satisfied* with one-on-one advising in Year 4 (with a mean score of 3.01), there was a significant decrease compared to Year 3 (Figure 3.6; Table D.29, Appendix D).

Figure 3.6. Student Satisfaction with One-on-One Counseling Sessions, Year 2 (2019–20)–Year 4 (2021–22)
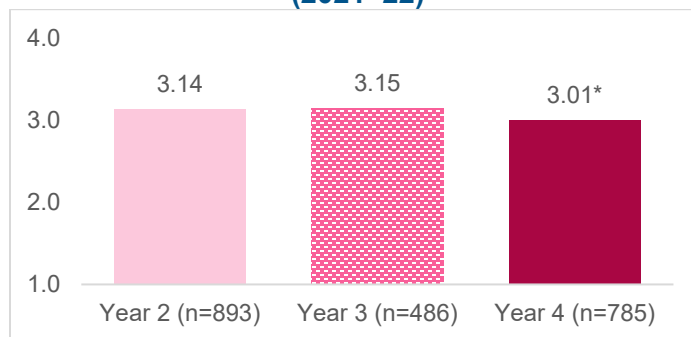
Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Year 2 responses included students in Grade 8–12. Years 3 and 4 responses included students in Grade 9–12. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied,* 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis.
*Satisfaction differed significantly from Year 3 to Year 4: t(1269) = 3.7, p<.01.

Outside of advising with non-profit advisors, several districts noted other staff at the school who provided individual student advising in Year 4. Participating high school counselors from District 2 mentioned they conducted individual, small-group, and large-group advising sessions with students regularly. Additionally, participating high school counselors from District 5 shared that they met with students on a regular basis to discuss college and career advising topics such as grades, attendance, schedules, setting up virtual tutors with a local college, and various other academic needs. Many of the participating priority cohort students from District 5 also mentioned meeting mainly with their school counselors for advising sessions instead of with non-profit advisors.

Of the student survey respondents who reported not participating in one-on-one advising in Year 4, the most common reason reported was not knowing the meetings were being offered (54%), an increase from Year 3 (Tables D.30–D.31, Appendix D). Additional information on reasons students did not participate in college visits is presented in Section 3.7, Reasons for Not Participating in College and Career Advising and Exploration Initiatives.

PARENT ADVISING

Overall, nearly half (46%) of parent survey respondents, across districts, reported meeting one-on-one with their child's counselor, advisor, and/or GEAR UP coordinator in Year 4, a significant increase from Year 3 (Tables E.11–E.12, Appendix E). None of the parent participants who participated in the site visits reported participating in any one-on-one advising sessions in Year 4.

During the site visits, non-profit advisors from the partnering advising organizations described the individual advising that was provided to parents in Year 4, with limited levels of success. Participating non-profit advisors from across the districts described how individual advising

sessions with parents were scheduled, ranging from parents reaching out to advisors through email to advisors cold-calling parents. Non-profit advisors from Districts 5 and 6 shared that they had limited success with scheduling individual advising sessions with parents. A non-profit advisor serving District 5 shared that parents typically emailed the advisor if they were interested in one-on-one advising to schedule an in-person session or continued the discussion via email. The non-profit advisors serving District 6 also mentioned very little success with one having scheduled a few virtual parent advising sessions and the other noting they had met with less than 10% of parents from Grade 9 and Grade 10.

Conversely, non-profit advisors serving Districts 2 and 3 indicated that at the time of the interview they had not met with any parents for individual advising. A non-profit advisor serving District 2 noted they cold-called parents for individual advising sessions; however, no parents scheduled follow-up meetings. The non-profit advisor serving District 3 noted that initially they were unaware that they needed to meet one-on-one with parents but would begin sessions with parents in the spring.

Parent survey respondents from across the districts who reported participating in one-on-one counseling indicated the topics they discussed during their session. Figure 3.7 provides an overview of the top three topics parents reporting discussing by grade. For Grades 9–11, the most frequently reported topic by parent survey respondents was course selection or scheduling for their child (81%–88%) (Figure 3.7; Tables E.5–E.6, Appendix E). Among Grade 12 parent respondents, the top three topics were focused on student postsecondary plans, with the most commonly reported topic being their child's college plans or interests (87%), followed by their grades (65%), and college entrance examinations (61%) (Figure 3.7; Tables E.5–E.6, Appendix E). Topics parents reported discussing in Year 4 were similar to those reported in Year 3 (Table E.7, Appendix E).

Figure 3.7. Top Three Topics Parents Discussed in One-on-One Counseling/Advising Sessions by Grade, Grade 9–12, Year 4 (2021–22)

Grade 9 (n=21)	Grade 10 (n=17)	Grade 11 (n=13)	Grade 12 (n=23)
• Course selection/ scheduling for your child (81.0%) • Your child's grades (76.2%) • Your child's Personal Graduation Plan (71.4%)	• Course selection/ scheduling for your child (88.2%) • Dual credit opportunities (82.4%) • Your child's career plans or interests (76.5%)	• Course selection/ scheduling for your child (84.6%) • Your child's Personal Graduation Plan (76.9%) • Your child's grades (69.2%)	• Your child's college plans or interests (87.0%) • Your child's grades (65.2%) • PSAT, SAT, ACT Aspire, or ACT (60.9%)

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. PSAT = Preliminary SAT.

During the site visits, the non-profit advisors also described the topics they had discussed with parents during individual advising sessions in Year 4. Non-profit advisors serving District 5 noted that the topics discussed with parents were the same as those discussed with students, along with sharing what their child had discussed with the advisor, to ensure all information reaches parents. Non-profit advisors serving Districts 3 and 4 also described that during parent

advising sessions they liked to share what they had discussed with the child. Additionally, a non-profit advisor serving District 4 noted that the topics discussed with parents varied depending on their child's grade and the parents' awareness of the college process.

Of the parents who reported participating in one-on-one advising, there was variation in their satisfaction and agreement levels across cohorts. Generally, class of 2024 parent survey respondents indicated higher satisfaction compared to priority cohort students. Class of 2024 parents reported being *Satisfied* (with a mean score of 3.24) compared to priority cohort parents who reported lower levels of satisfaction (with a mean score of 3.14) (Figure 3.8). Parents from both cohorts *Agreed* that the session(s) helped them and their child understand the best classes they should take to achieve their college/career goals with a mean score of 3.42 for class of 2024 parents and 3.23 for priority cohort parents (Figure 3.8). Figure 3.8 provides additional detail about the breakdown for each cohort as well as additional parent perceptions of one-on-one advising.

Figure 3.8. Parent Agreement on One-on-One Counseling/Advising Session by Cohort, Grade 9–12, Year 4 (2021–22)
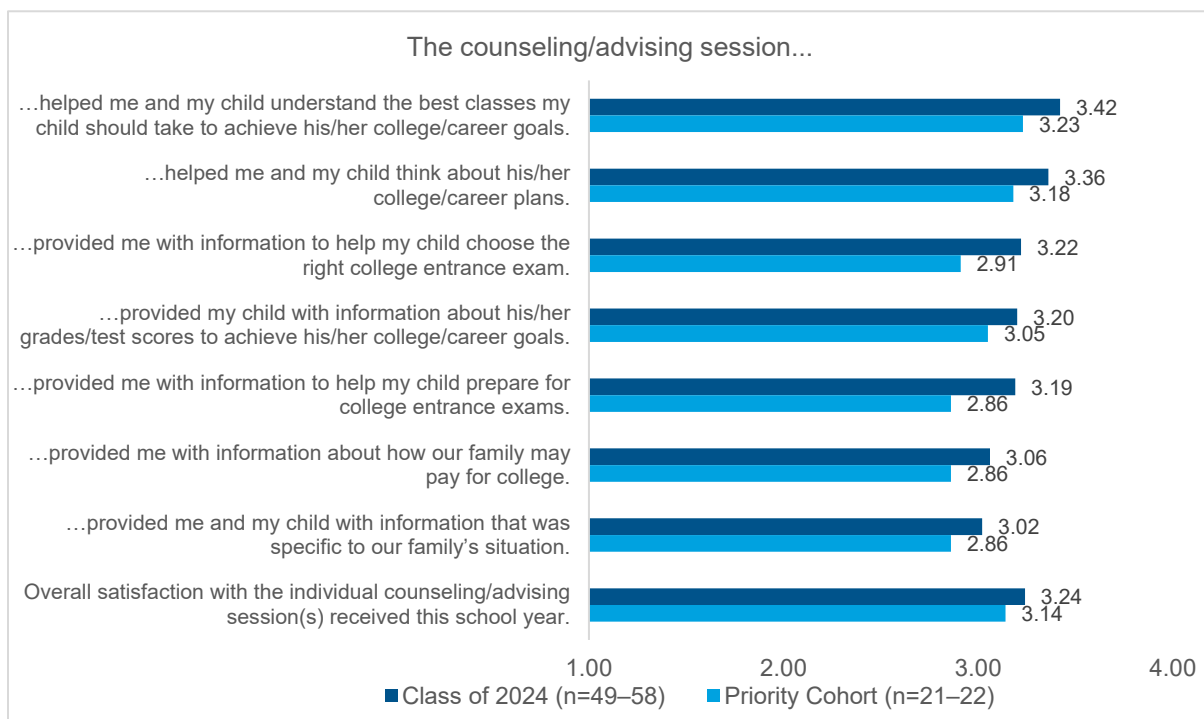
Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. Scale used to determine agreement mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Scale used to determine satisfaction mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied*, 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis.

During the site visits, several participants shared the challenges they experienced with parent advising in Year 4, including issues on contacting and engaging parents in individual sessions. Non-profit advisors serving Districts 2 and 5 mentioned that parents' busy schedules were a significant barrier in parent participation and engagement in individual advising. A non-profit advisor serving District 2 shared,

> *A lot of parents may work multiple jobs, or they work a job after school hours or during the hours when we would be texting them or they work nontraditional work hours. So, it's just a matter of finding the right time.*

The non-profit advisor serving District 5 also mentioned that scheduling with parents was a barrier and it was important for the advisor to work with parents to identify the time that worked best for that specific individual.

Additionally non-profit advisors noted other challenges with parent advising sessions. Barriers and challenges included:

- Outdated parent contact information;
- Limited support/advertisement from the district on the role and usefulness of non-profit advisors; and
- Limited familiarity with postsecondary education, especially among first-generation families.

In comparing parent perceptions of one-on-one advising across years, parent satisfaction and agreement increased from Year 3 to Year 4 (Figure 3.9; Tables E.8–E.9, Appendix E). Figure 3.9 provides additional details on the changes in parent perceptions throughout program implementation.

Figure 3.9. Parent Agreement on One-on-One Counseling/Advising Session, Year 2 (2019–20)–Year 4 (2021–22)

The counseling/advising session...

…helped me and my child understand the best classes my child should take to achieve his/her college/career goals.
- 3.31
- 3.11
- 3.36

…helped me and my child think about his/her college/career plans.
- 3.26
- 3.10
- 3.31

…provided my child with information about his/her grades/test scores to achieve his/her college/career goals.
- 3.25
- 3.13
- 3.15

…provided me with information to help my child choose the right college entrance exam.
- 3.13

…provided me with information to help my child prepare for college entrance exams.
- 3.09

…provided me with information about how our family may pay for college.
- 3.02
- 2.88
- 3.00

…provided me and my child with information that was specific to our family's situation.
- 2.98
- 2.88
- 2.97

Overall satisfaction with the individual counseling/advising session(s) received this school year.
- 3.30
- 3.24
- 3.29

Year 2 (n=50–55)   Year 3 (n=56–65)   Year 4 (n=69–78)

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Year 2 responses included parents of students in Grade 8–12. Years 3 and 4 responses included parents of students in Grade 9–12. Items "provided me with information to help my child choose the right college entrance exam" and "provided me with information to help my child prepare for college entrance exams" were only included on the Year 4 survey. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Respondents who selected I don't know/Not applicable were not included in this analysis.

Of the parent survey respondents who reported not participating in a one-on-one advising session in Year 4, the most common reasons reported were not knowing the visits were being offered (50%), which was dissimilar from reasons reported in Year 3 (Tables E.15–E.16, Appendix E). Additional information on reasons students did not participate in college visits are presented in Section 3.7, Reasons for Not Participating in College and Career Advising and Exploration Initiatives.

3.2. College Visits

College visits offer students exposure to a college campus, which may include a tour of the campus, classroom observations, and presentations by different college departments (e.g., admissions, financial aid, academic departments). GEAR UP established college visit

participation as a project objective for class of 2024 students; however, this was an activity delivered to both the class of 2024 and priority cohort students.[17] Students from all six participating districts noted in surveys and/or site visits that they had attended at least one college visit in Year 4. Site visit participants from most of the districts described only in-person college visits offered in Year 4, except priority cohort students from District 4 who noted the district offered virtual college tours offered through the college and career center in addition to in-person visits.

Overall, more than one-quarter (28%) of student survey respondents, across all districts, reported they participated in a college visit in Year 4, which is similar to Year 3 (Tables D.32–D.33, Appendix D). During the site visits, several student and parent participants shared the types of college visits offered to students in Year 4, along with how often visits were provided to the students. Class of 2024 parents from District 3 described that college visits were offered to students about once a month and class of 2024 and priority cohort students from District 2 described that college visits were offered through AVID for juniors and seniors. Survey respondents reported the types of activities they participated in during college visits. Of the student survey respondents who reported participating in a college visit, two-thirds (65%) noted they completed a campus tour (Figure 3.10; Table D.34, Appendix D). Class of 2024 students from District 3 who participated in a college visit shared they received in a campus tour led by an alumnus of their high school who was currently enrolled at the college. Outside of campus tours, survey respondents also reported listening to speakers (52%) and attending class observations (20%) as part of their college visits (Figure 3.10; Table D.34, Appendix D).

Figure 3.10. Types of Activities Students Participated in During College Visits, Grade 9–12, Year 4 (2021–22)
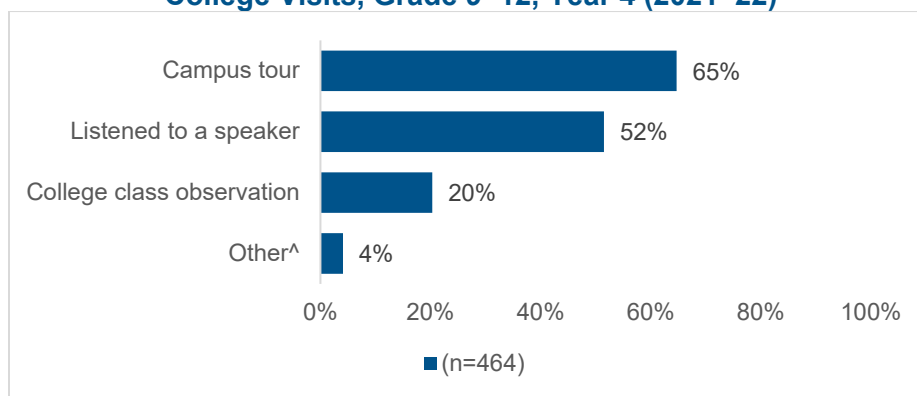
Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.
^Examples of other responses included: Virtual college fair (1) and Engineering competition (1).

Student survey respondents also shared the types of information they learned about during their college visits. Of the class of 2024 and priority cohort student survey respondents who reported participating in college visits, about two-thirds of respondents shared learning about various

---

[17] The relevant objective is as follows: Project Objective 7.1: Each year, 75% of class of 2024 students will attend at least one college visit.

academic programs or areas of study (60%) and the layout or environment of the campus (59%) (Figure 3.11; Table D.35, Appendix D). A little less than half of student survey respondents who reported participating in a college visit also noted that they learned about student clubs and organizations (49%), campus diversity (48%), and student academic services (48%) (Figure 3.11; Table D.35, Appendix D). Figure 3.11 provides additional detail on the types of information students learned during college visits.

Figure 3.11. Types of Information Learned During College Visits, Grade 9–12, Year 4 (2021–22)
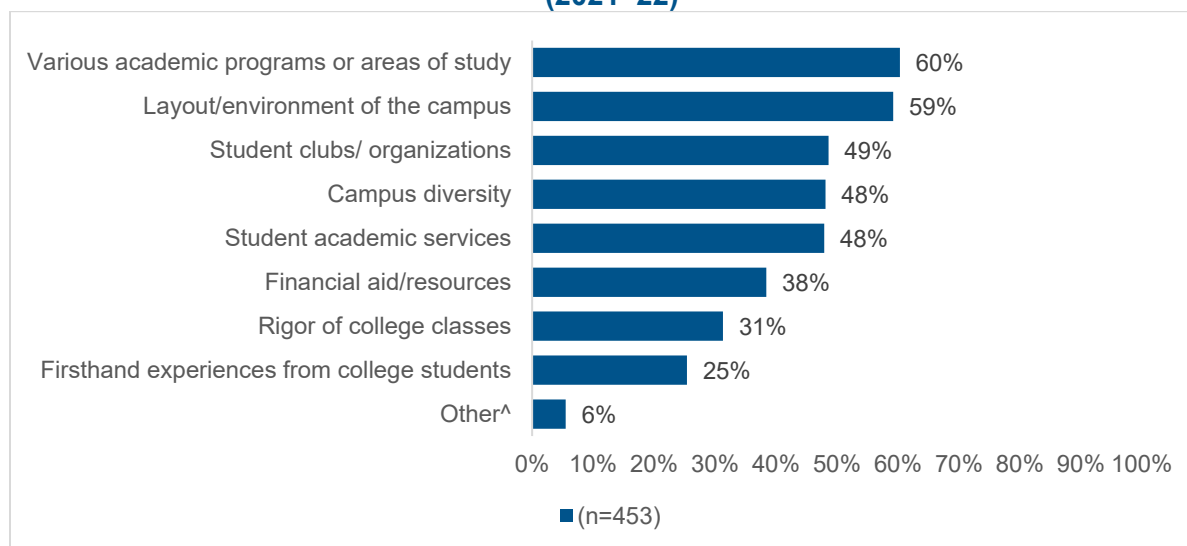
Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.
^Although participants selected other, they did not provide additional descriptions.

In addition to advising services provided by the districts, non-profit advisors from one non-profit organization noted they offered virtual campus tours to students through an online website. Additionally, one of the non-profit advisors shared they were planning on getting virtual reality headsets to be used in student classrooms or the college and career center to provide students with more realistic virtual college tours in the future. The non-profit advisor described,

> *The kids put on the headset, and they'll be plopped into a college campus. They'll be able to walk around [and] see the campus from the point of view of actually being there. Just because of COVID, we haven't had any physical campus tours. So, we want to take that opportunity to hopefully get those students interested. And then maybe in the future whenever we do have campus tours, [students] can be interested in those as well.*

Overall, participating students had varying levels of satisfaction with college visits offered in Year 4. Among student survey respondents who indicated participating in a college visit, priority cohort students reported being *Satisfied* to *Strongly Satisfied* (with a mean score of 3.30) with their visit (Figure 3.12). Class of 2024 student survey respondents reported slightly lower satisfaction with college visits (with a mean score of 3.02) (Figure 3.12). During site visits, several students noted the visits they participated in were helpful and informational, especially those held in person with opportunities for students to interact with current college students.

Class of 2024 students from District 1 shared it was most helpful to speak with college students and staff face to face, noting, "It gives you an idea of [the types of students] they're accepting into the college and what [students] can receive from the different colleges." Additionally, priority cohort students from District 3 noted the college students they met during their visit helped encourage and motivate priority cohort students to attend the university, as they shared the college's traditions and opportunities available to students.

Figure 3.12. Student Satisfaction with College Visits by Cohort, Grade 9–12, Year 4 (2021–22)
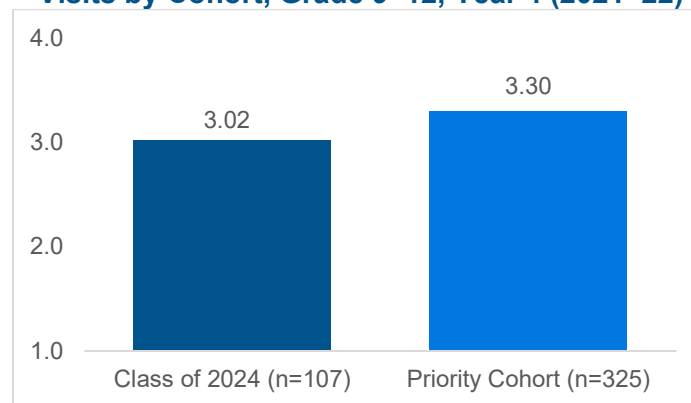
Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied,* 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis.

Student satisfaction with college visits increased in Year 4. Student survey respondents who indicated participating in a college visit in Year 4, reported they were *Satisfied* to *Strongly Satisfied* with their college visit (with a mean score of 3.23), a significant increase compared to student satisfaction in Year 3 (with a mean score of 3.11) (Figure 3.13; Tables D.36–D.37, Appendix D). Even so, some participants shared barriers to college visits in Year 4 related to COVID-19 and time constraints. The GEAR UP coordinator from District 4 explained in-person college visits were still difficult to offer in Year 4 due to COVID-19 restrictions. Similar to students' perceptions, the coordinator mentioned they believed students did not get an accurate feel of a college campus through a virtual college tour. Another challenge noted by a non-profit advisor was while some students were able to participate in college tours in Year 4, there was not enough time in the year to take as many students on college visits as they would have liked.

Figure 3.13. Student Satisfaction with College Visits, Year 2 (2019–20)–Year 4 (2021–22)
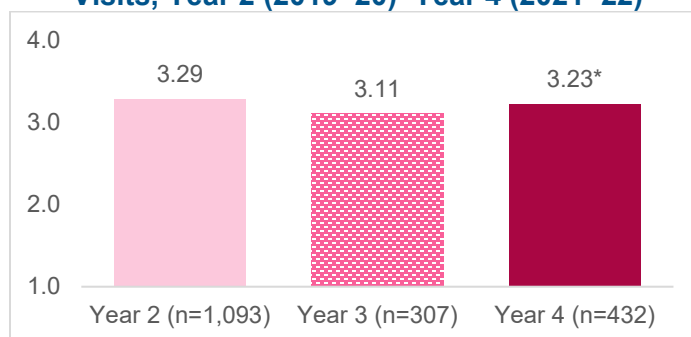
Bar chart showing mean satisfaction ratings on a scale from 1.0 to 4.0: Year 2 (n=1,093) = 3.29, Year 3 (n=307) = 3.11, Year 4 (n=432) = 3.23*.

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Year 2 responses included students in Grade 8–12. Years 3 and 4 responses included students in Grade 9–12. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied*, 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis.
*Responses differed significantly from Year 3 to Year 4: $t(737) = 2.4$, $p<.05$.

In the site visits, participants from four of the six districts (Districts 1, 3, 4, and 6) provided suggestions for how college visits or tours could be improved. Suggestions focused on locations visited during the campus tour and the duration, frequency, and format of the visit(s). Students from District 3 mentioned they would have liked to sit in on a college class during their visit. As noted previously in Figure 3.10, only 20% of student survey respondents who participated in a visit observed a class during their visit. Student participants from District 3 also shared they would have liked to view key interest areas on the campus such as sports fields or the buildings of their program of interest, such as nursing.

As indicated previously, several student participants from Districts 1 and 4 emphasized their preference of in-person visits compared to virtual. One priority cohort student from District 4 explained that although students can ask questions during in-person college visits, they are not responded to specifically:

> *On the virtual tour, you do learn, [but] it's not interactive in the sense that if you have a specific, unique question you can't really exactly get an answer that's geared to that question. It's more of a general base for tours.*

In addition to the types of activities provided during the visits, class of 2024 students from District 1 mentioned they would have liked more time to tour the campus during their visit since they believed the session(s) completed in Year 4 were "very short." Finally, priority cohort students from District 6 noted that, generally, they would like college visits to be offered more frequently so they can learn about more colleges available to them.

Of the student survey respondents who reported not participating in a college visit in Year 4, the most common reasons reported for not participating were not knowing the visits were being offered (48%) and being busy with school/family/work or their schedule did not allow them to participate (24%) (Tables D.38–D.39, Appendix D). Student participants from three districts

(Districts 4, 5, and 6) noted they did not participate in a college visit in Year 4. Priority cohort students from District 6 mentioned they were aware of virtual college tours offered; however, they chose not to participate. Alternatively, class of 2024 students from District 5 noted at the time of the site visit they were unaware of any college visits offered in Year 4. Additional information on reasons students did not participate in college visits are presented in Section 3.7, Reasons for Not Participating in College and Career Advising and Exploration Initiatives.

3.3. College and Career Fairs

College and career fairs provide students with the ability to learn about different postsecondary educational opportunities or career opportunities available to students centrally located in one event. Generally, for college and career fairs, booths are set up with representatives from participating organizations so students may visit booths to receive informational handouts and ask questions individually. Some participating districts choose to group college and career fairs into a single event, while other districts offer separate events for college fairs and career fairs.

In Year 4, across districts, one-third (30%) of class of 2024 and priority cohort student survey respondents reported participating in a college and career fair (Tables D.40–D.41, Appendix D). Site visit participants from four of the districts (Districts 1, 3, 5, and 6) mentioned combined college and career fairs with representatives from both postsecondary institutions and local businesses. One of the districts (District 5) offered a virtual college and career fair in Year 4. Overall, priority cohort students from District 5 noted the in-person events were more helpful, as they provided more opportunities for students to ask questions. Conversely, site visit participants from four of the districts (Districts 2, 4, 5, and 6) noted they offered specific college or career events for students or parents, including college fairs, career fairs, and career days.

Student survey respondents reported the types of information they learned about in college and career fairs. Of the student survey respondents who reported participating in a college and career fair, three-quarters (76%) of students from both cohorts reported the fairs provided information on one or more colleges (Figure 3.14; Table D.42, Appendix D). During the site visits, students across the six participating districts mentioned that college and career fairs were helpful in providing information such as the programs available and the costs. Class of 2024 students from District 4 shared that college fairs helped them identify what distinguished various colleges from each other as the college representatives would share what "makes them different from other colleges [and] give their website to sign up or to see what you like about [the college]." Figure 3.14 provides additional detail on types of information students learned during college and career fairs.

Figure 3.14. Types of Information Learned During College and Career Fairs, Grade 9–12, Year 4 (2021–22)
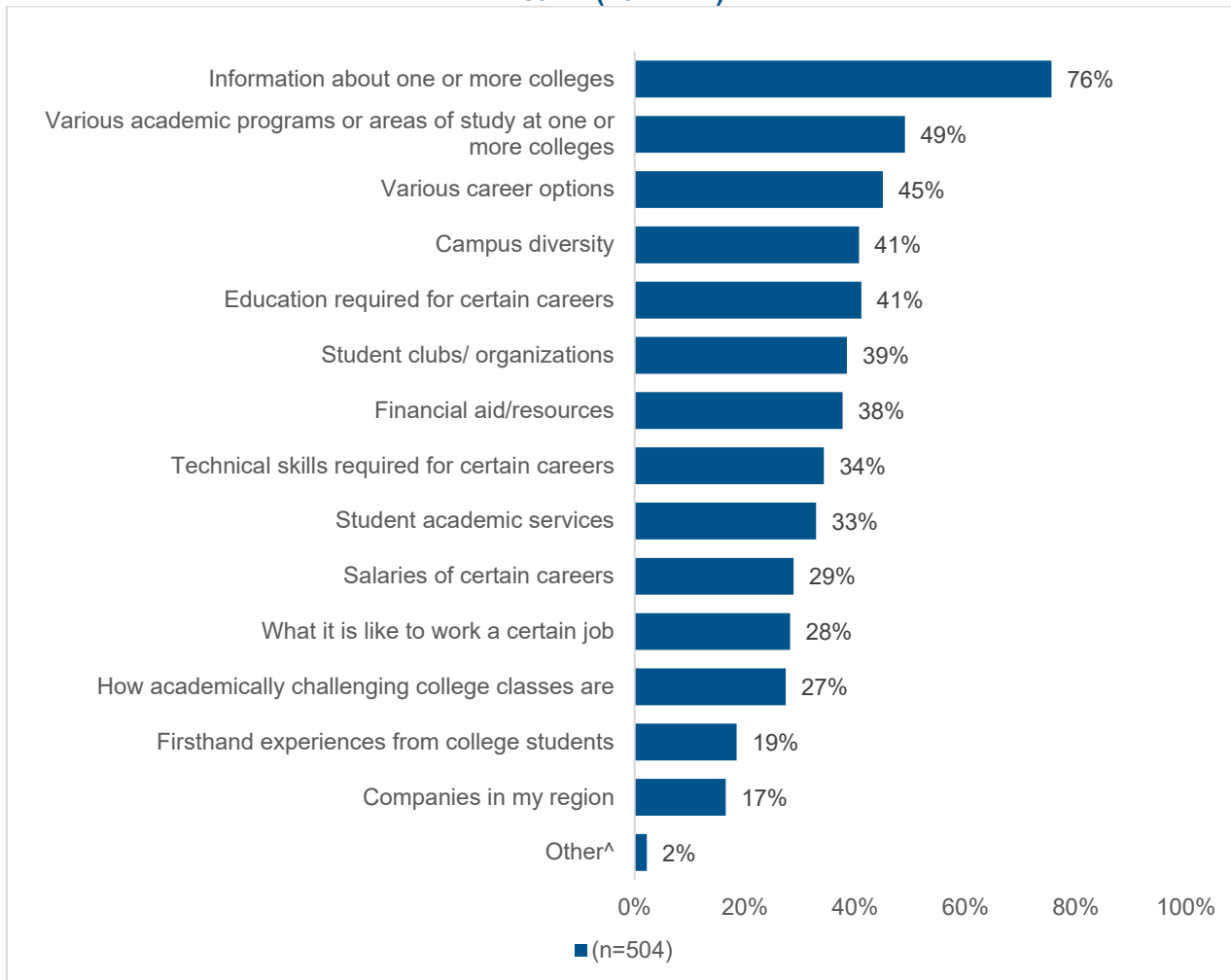
Type of Information	Percentage
Information about one or more colleges	76%
Various academic programs or areas of study at one or more colleges	49%
Various career options	45%
Campus diversity	41%
Education required for certain careers	41%
Student clubs/ organizations	39%
Financial aid/resources	38%
Technical skills required for certain careers	34%
Student academic services	33%
Salaries of certain careers	29%
What it is like to work a certain job	28%
How academically challenging college classes are	27%
Firsthand experiences from college students	19%
Companies in my region	17%
Other^	2%

■ (n=504)

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. ^Although participants selected other, they did not provide additional descriptions.

Class of 2024 and priority cohort student site visit participants from District 3 described the college and career fair they attended had representatives from local business, the military, trade schools, and colleges. The student participants mentioned that they were excused from a class period during the school day to walk around the event, visit tables, and receive pamphlets and information from the representatives. A class of 2024 student from District 6 shared that students who attended the school's college and career event received a prize for participation.

Overall, class of 2024 and priority cohort student survey respondents who participated across the districts reported they were *Satisfied* with the college and career fairs they participated in during Year 4 (with mean scores of 3.05 and 3.08, respectively) (Figure 3.15).

Figure 3.15. Student Satisfaction With College and Career Fairs by Cohort, Grade 9–12, Year 4 (2021–22)
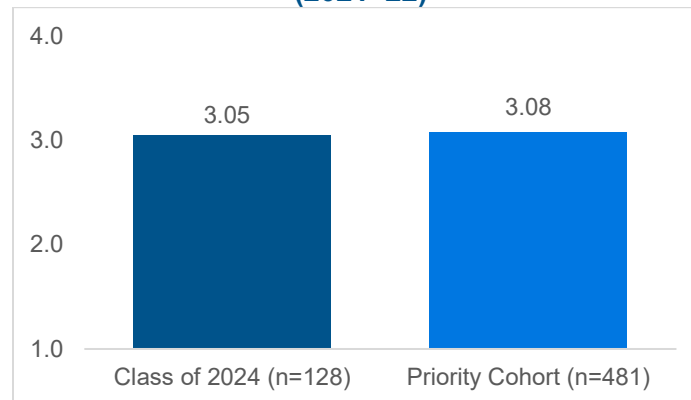
Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied,* 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis.

Comparing across years, while student survey respondents reported they were *Satisfied* with college and career fairs they had attended in Year 4 (a mean score of 3.08), there was a significant decline in student satisfaction compared to Year 3 (a mean score of 3.19) (Figure 3.16; Tables D.43–D.44, Appendix D). During the site visits, participants from two districts (Districts 2 and 6) described challenges with college and career fairs offered in Year 4. Class of 2024 and priority cohort students from District 2 noted that the college fair event was very busy with one student commenting, "It was kind of harder to get a better grasp over the college and what your career is." Additionally, the GEAR UP coordinator from District 6 shared that parent engagement specifically in college and career fairs was particularly challenging due to restrictions with COVID-19. The coordinator noted they wished they could have done more but were limited since they were not able to bring parents into the school for the college fair due to a spike in COVID-19 cases.

Figure 3.16. Student Satisfaction With College and Career Fairs, Year 3 (2020–21)–Year 4 (2021–22)
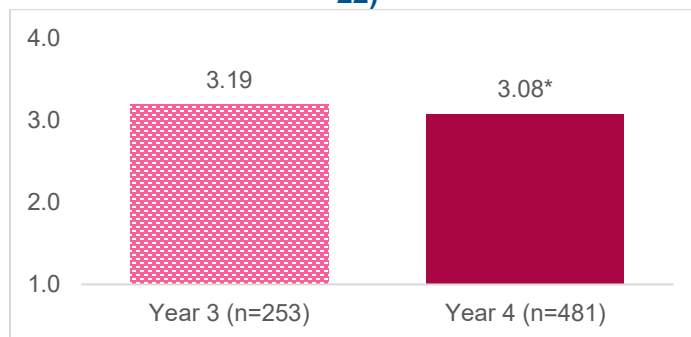
Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021) and Year 4 (spring 2022).
Note. Students in Grade 9–12 responded to this item. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied,* 3–*Satisfied*, 4–*Strongly Satisfied.* Respondents who selected I don't know/Not applicable were not included in this analysis.
*Responses differed significantly from Year 3 to Year 4: $t(732)$ = 2.5, $p<.05$.

Of the student survey respondents who reported not participating in a college and career fair in Year 4, the most common reasons reported were not knowing the fairs were being offered (52%) and were busy with school/family/work or their schedule (21%) (Tables D.45–D.46, Appendix D). Additional information on reasons students did not participate in college and career fairs are presented in Section 3.7, Reasons for Not Participating in College and Career Advising and Exploration Initiatives.

3.4. Summer Programming

Summer programming provides students with activities and services to address gaps in knowledge between academic years, covering topics such as academic acceleration, enrichment, and college exploration. Activities and services can range from brief 1-day courses to longer multi-day summer courses or camps. GEAR UP established participation in summer programming for class of 2024 and priority cohort students as a project objective.[18] Several districts described summer programming for students offered in Year 4 related to academic initiatives; findings are included in Chapter 2 (Academic Initiatives). Outside of summer programming related to academic initiatives, one district (District 4) mentioned summer programming related to college and career initiatives and the continuing impact COVID-19 had on programming.

During the site visits, the GEAR UP coordinator from District 4 noted that COVID-19 brought additional challenges to summer programming as staff had to think creatively, "because there's this percentage of students that we have [to] do some type of enrichment [with] and we can't do

---

[18] The relevant objective is as follows: Project Objective 7.4: Each year, 30% of class of 2024 students will attend a summer program (academic acceleration, enrichment, college exploration, etc.).

it all at the same time because we have so many students." With the COVID-related occupancy restrictions, the coordinator shared that the school had challenges altering programming.

3.5. Work-Based Learning

Work-based learning offers students exposure to the workplace in a field of interest as well as reinforcing students' understanding of classroom learning, work requirements, and the importance of postsecondary education. GEAR UP established work-based learning as a project objective for class of 2024 students and priority cohort students.[19]

Across all six districts, slightly more than one-fourth (27%) of student participants from both class of 2024 and priority cohorts reported participating in work-based learning activities, which was slightly lower than Year 3 and Year 2 (Tables D.47–D.48, Appendix D). Five of the six participating districts (Districts 1, 2, 3, 4, and 6) described work-based learning opportunities offered to students in Year 4. Curriculum specialists from District 1 shared that they partnered with several industries through their advisory board so "workforce solutions [were] embedded in the high school, [and District 1 was] sending people within the program areas to do presentations and lesson plans with [students]." Students from Districts 2 and 6 described a Women in Industry conference offered to female students focused on industrial careers, such as welding and plumbing. Class of 2024 students from District 6 noted the conference focused on increasing female involvement in those fields/industries. The GEAR UP coordinator from District 4 described a work-based learning coordinator housed in the district's college and career center who "assists with making sure that students have those opportunities to be exposed to different careers and internships." Priority cohort students from District 3 described virtual work-based learning, with various professionals, such as a military member and nurse, providing virtual meetings to discuss their professions with students.

Of the student survey respondents who reported participating in work-based learning activities, more than half of students noted learning about various career options (57%) and education required for certain careers (52%) during work-based learning activities (Figure 3.17; Table D.49, Appendix D). Figure 3.17 provides additional detail on the types of information students reported learning about while participating in work-based learning activities.

---

[19] The relevant objective is as follows: Project Objective 7.5: Each year, 30% of class of 2024 and priority cohort students will participate in a work-based learning opportunity.

Figure 3.17. Types of Information Learned During Work-Based Learning Activities, Grade 9–12, Year 4 (2021–22)
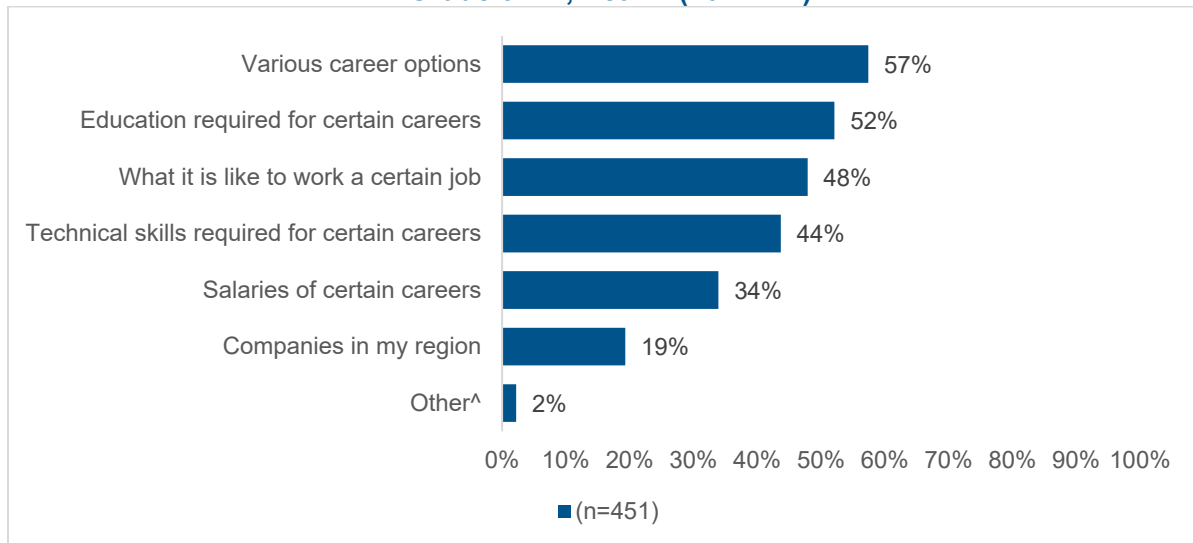
Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.
^ Although participants selected other, they did not provide additional descriptions.

Overall, student survey respondents were pleased with the work-based learning activities offered to them. Class of 2024 and priority cohort students reported being *Satisfied* with their work-based learning activities in Year 4 (with mean scores of 3.01 and 3.07, respectively) (Figure 3.18).

Figure 3.18. Student Satisfaction with Work-Based Learning Activities by Cohort, Grade 9–12, Year 4 (2021–22)

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied,* 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis.

Comparing longitudinally, there was a slight decrease in student satisfaction from Year 3 (3.09) to Year 4 (3.05) (Figure 3.19; Tables D.50–D.51, Appendix D). Figure 3.19 provides additional

detail on student satisfaction with work-based learning activities from Year 2 to Year 4 of program implementation (Tables D.50–D.51, Appendix D).

Figure 3.19. Student Satisfaction with Work-Based Learning Activities, Year 2 (2019–20)–Year 4 (2021–22)
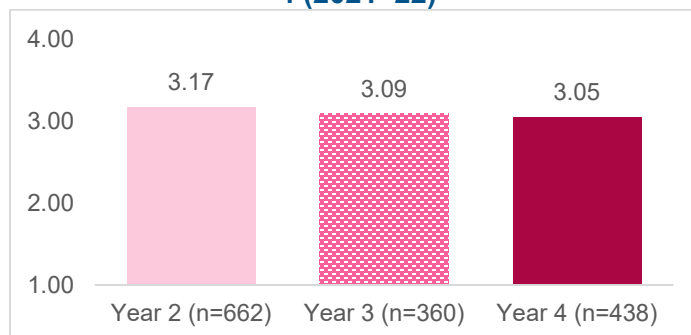
Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Year 2 responses included students in Grade 8–12. Years 3 and 4 responses included students in Grade 9–12. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied*, 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis.

During site visits, several participants noted they did not participate in work-based learning activities in Year 4, including participating class of 2024 students from Districts 1 and 2 and priority cohort students from Districts 1 and 6. Of the student survey respondents who reported not participating in a work-based learning activity in Year 4, the most common reasons reported were not knowing the work-based learning activities were being offered (53%) and not being interested in any work-based learning activities (22%) (Tables D.52–D.53, Appendix D). Additional information on reasons students did not participate in work-based learning activities are presented in Section 3.7, Reasons for Not Participating in College and Career Advising and Exploration Initiatives.

3.6. Parent and Family Events

Parent events provide parents and families with the academic supports and resources needed to help their child with college and career preparation (e.g., navigating the education system, assisting their student with college preparation and financial aid processes). GEAR UP established a project objective that class of 2024 parent attendance at GEAR UP events and services would increase each year.[20] Class of 2024 parents and/or personnel from all six districts reported in site visit and/or survey data that the district held at least one parent event in Year 4.

Two-fifths (40%) of parent survey respondents, across districts, reported participating in a parent/family event at their child's school in Year 4, a significant increase compared to Year 3

---

[20] The relevant objective is as follows: Project Objective 6.5: Each year, class of 2024 parent attendance at Texas GEAR UP events and services will increase.

(Tables E.17–E.18, Appendix E). Parent survey respondents from five of the six districts (Districts 2, 3, 4, 5, and 6) reported participating in at least one event in Year 4 (Tables E.17–E.18, Appendix E). Among those respondents that participated in an event in Year 4, they reported they learned about the different types of college options (66%) and the availability of college and career advising (55%) during the parent/family events (Figure 3.20; Tables E.19–E.20, Appendix E).

Figure 3.20. Types of Information Learned During Parent/Family Events, Grade 9–12, Year 4 (2021–22)
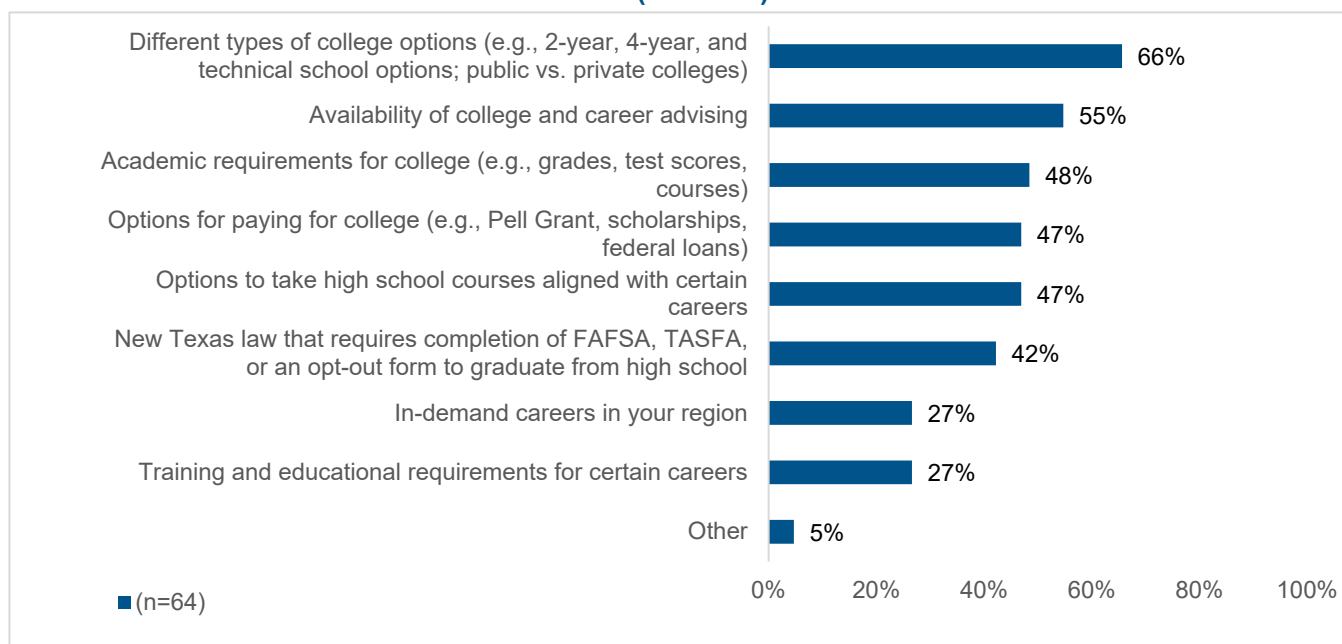
Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Other responses included: Dual credit (2).
FAFSA = Free Application for Federal Student Aid. TSIA = Texas Success Initiative Assessment. PSAT = Preliminary SAT. TASFA = Texas Application for State Financial Aid.

During the site visits and phone interviews, participants also described the variety of in-person parent/family events offered in Year 4 focused primarily on financial aid and preparing parents for their child college and career plans. Site visit and phone interview participants across all six districts held in-person financial aid and/or FAFSA events for students and parents in Year 4, with varying levels of success and engagement. Two districts (Districts 5 and 6) offered financial aid workshops to students and families that incorporated food incentives. Site visit participants from District 6 noted they held a financial aid workshop for students and families that offered ice cream floats for participants and the non-profit advisor serving District 5 described a FAFSA event held in the school's college and career wing that included food, drinks, and music while families completed their applications. The GEAR UP coordinator from District 6 mentioned they had the largest participation at the event they had seen, which they attributed to the fact that by Grade 11 parents had already been hearing about financial aid for the past 2 years and were more aware.

Site visit participants from District 4 noted they held FAFSA and TASFA nights twice a month in the evening for students and families. District 4 offered sessions for both events in both English

and Spanish to increase the accessibility for parents and families in their community. A non-profit advisor serving District 4 also mentioned parents were offered an ApplyTexas night in Year 4.

Outside of financial aid parent/family events, site visit participants from Districts 1, 2 and 4 also described offering events focused on preparing parents for their child's college and career plans. Site visit participants from Districts 2 and 4 described a parent dual credit night to provide parents and families with information on the programs available to their child. Participants from Districts 1 and 2 also described parent/family event(s) focused on a specific grade level and the associated priorities for each grade level. Nonprofit advisors serving District 2 explained that they visited the district once per month for 2 days, working with school staff to plan grade-specific parent events. By focusing on a specific grade level each month, site visit participants noted that topics could be tailored to the needs of each grade. For example, for the Grade 9 students, District 2 held a "What to expect your freshman year" family night that included a visual depiction of an individual's lifetime to facilitate a discussion on how a student's time in high school helped determine their path forward. The non-profit advisor serving District 2 shared that the parents who attended the event were "super engaged [and] asked really excellent questions."

> **Promising Practice: Offer grade-specific parent and family events**
>
> Several districts shared that they offered parent and family events specific to a certain grade level to provide targeted resources and services for parents and families. Site visit participants from District 2 explained that in focusing on one grade at a time, the topics could be tailored to the needs of students and parents at that grade level.

Overall, parent survey respondents who reported participating in a parent/family event reported positively on questions about the events (Tables E.21–E.24, Appendix E). Priority cohort parent survey respondents reported being overall *Satisfied* to *Strongly Satisfied* with the event(s) they participated in (with a mean score of 3.59), a higher overall satisfaction compared to class of 2024 parent survey respondents (with a mean score of 3.26) (Figure 3.21). Alternatively, class of 2024 parent survey respondents reported higher agreement on their plans to attend future events (with mean scores of 3.45 for class of 2024 and 3.41 for priority cohort), comfort asking questions (with mean scores of 3.42 and 3.35, respectively), and helpfulness of the provided information (with mean scores of 3.27 and 3.18, respectively) (Figure 3.21).

Figure 3.21. Parent Agreement on Parent/Family Events by Cohort, Grade 9–12, Year 4 (2021–22)
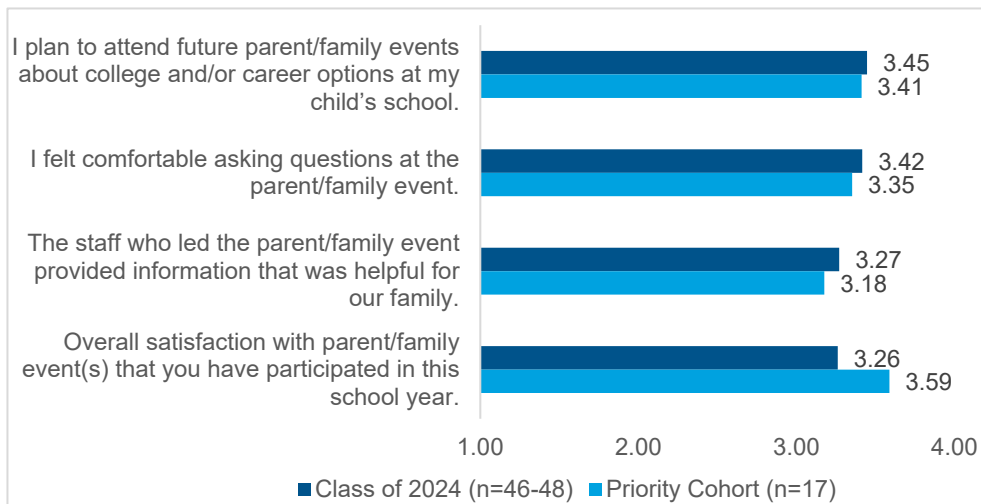
Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Scale used to determine mean satisfaction rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied*, 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis.

During the site visits, high school counselors from District 2 shared parent engagement and participation in parent and family events continued to be a challenge in Year 4. Counselors noted that only a subsection of parents were involved in events at the district, and it had been difficult to foster more engagement across parents and families. One counselor explained,

> *Usually when we have our parents' night, they're not a lot of parents involved….You'll have the 20%, the ones that they need to know or they already know what their child's doing. They know what the next step is, they need to get that next step completed. But trying to get them here is hard. We are a rural area; our kids are involved in a lot of things and trying to find a time that's conducive to everyone is very hard.*

Comparing parent agreement on parent and family events across years shows there has been little variation from Year 2 to Year 4. Generally, parent survey respondents *Agree* to *Strongly Agree* that they plan to attend future events (with mean scores of 3.42–3.44) and that they are overall *Satisfied* with the event(s) they attended (with mean scores of 3.31–3.36) (Figure 3.22; Tables E.22–E.24, Appendix E). Figure 3.22 provides additional detail on parental agreement on parent and family events across the years.

Figure 3.22. Parent Agreement on Parent/Family Events, Year 2 (2019–20)–Year 4 (2021–22)
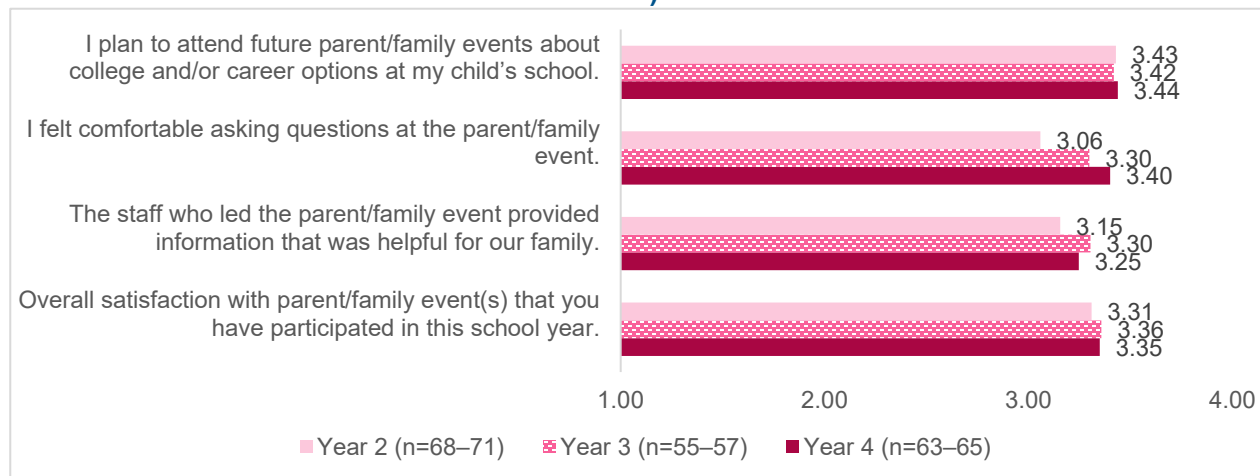
I plan to attend future parent/family events about college and/or career options at my child's school. — 3.43 / 3.42 / 3.44

I felt comfortable asking questions at the parent/family event. — 3.06 / 3.30 / 3.40

The staff who led the parent/family event provided information that was helpful for our family. — 3.15 / 3.30 / 3.25

Overall satisfaction with parent/family event(s) that you have participated in this school year. — 3.31 / 3.36 / 3.35

■ Year 2 (n=68–71)   ▒ Year 3 (n=55–57)   ■ Year 4 (n=63–65)

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Year 2 responses included parents of students in Grade 8–12. Years 3 and 4 responses included parents of students in Grade 9–12. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Respondents who selected I don't know/Not applicable were not included in this analysis.

Of the parent survey respondents who reported not participating in a parent/family event in Year 4, the most common reasons reported for not attending were not knowing the visits were being offered (45%), which was similar to Year 3, and being busy with family/work (38%) which was an increase from Year 3 (22%) (Tables E.25–E.26, Appendix E). Additional information on reasons parents did not participate in parent/family events are presented in Section 3.7, Reasons for Not Participating in College and Career Advising and Exploration Initiatives.

Class of 2024 and priority cohort parents also mentioned in site visits and/or surveys several recommendations and suggestions on college and career activities and services, including parent and family events; findings are presented in Section 3.9, Recommendations for College and Career Initiatives.

3.7. Reasons for Not Participating in College and Career Advising and Exploration Initiatives

Across the college and career initiatives, student and parent participants who did not attend reported on the reasons for not participating for each applicable event or service. As described in Sections 3.1–3.6, for both student and parent survey participants, the most frequently reported reason for not participating across events was that the individual was not aware the event/service was being offered. Figure 3.23 and Figure 3.24 highlight the reasons students and parents reported not participating in the various college and career activities/services offered in Year 4.

Of the student survey respondents from both cohorts who reported not attending one-on-one counseling, college visits, college and career fairs, or work-based learning activities, approximately half (48%–54%) reported the reason for not participating was that they did not know the event was being offered (Figure 3.23). Following being unaware the events were

49

offered, the next most common reason reported was being busy with school, family, or work (21%–24%) (Figure 3.23). Figure 3.23 provides additional detail on the reasons students reported they did not participate in the various college and career activities or services.

Figure 3.23. Reasons Students Did Not Participate in College and Career Activities/Services, Grade 9–12, Year 4 (2021–22)
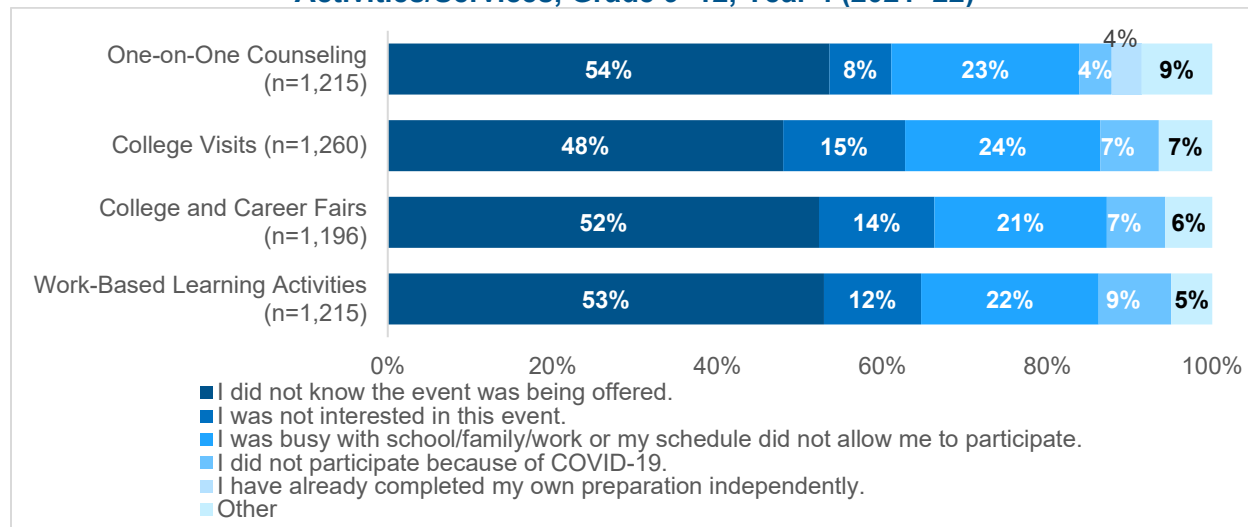
Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. The response option "I have already completed my own preparation independently" was only offered as an option for one-on-one counseling. COVID-19 = Coronavirus Disease 2019.

During the site visits, many student survey participants who noted not attending an activity/service did not provide a reason as to why they did not attend or shared they were not aware it was offered in Year 4. Generally, across the participating districts, students appeared to only be aware of the events that were offered during the school day in which students attended as a class or were excused from class to participate.

Site visit participants generally described that engaging parents in college and career advising and exploration initiatives was a significant challenge in Year 4. Parents, students, and personnel across the districts described, in site visit and/or survey findings, several challenges that they believed may have impacted parent participation. For parent participation, similar to student survey respondents, the most common reason for not participating was that parents were unaware. Of the parent survey respondents from both cohorts who reported not attending one-on-one counseling or parent/family events, more than two-fifths (49% and 45%, respectively) reported the reason for not participating was that they did not know the event was being offered (Figure 3.24). Broadly, during the site visits, parents from Districts 2, 4, and 5 mentioned they were unaware of any activities or services offered in Year 4. When asked if parent participants were invited to any activities in Year 4, one class of 2024 parent from District 2 qualified that while they were not aware of any events, "that doesn't mean [they] didn't miss something." A priority cohort student from District 6 shared they did not believe any events were offered to their parents in Year 4, suggesting that had there been, parents would have attended.

Figure 3.24. Reasons Parents Did Not Participate in College and Career Activities/Services, Grade 9–12, Year 4 (2021–22)
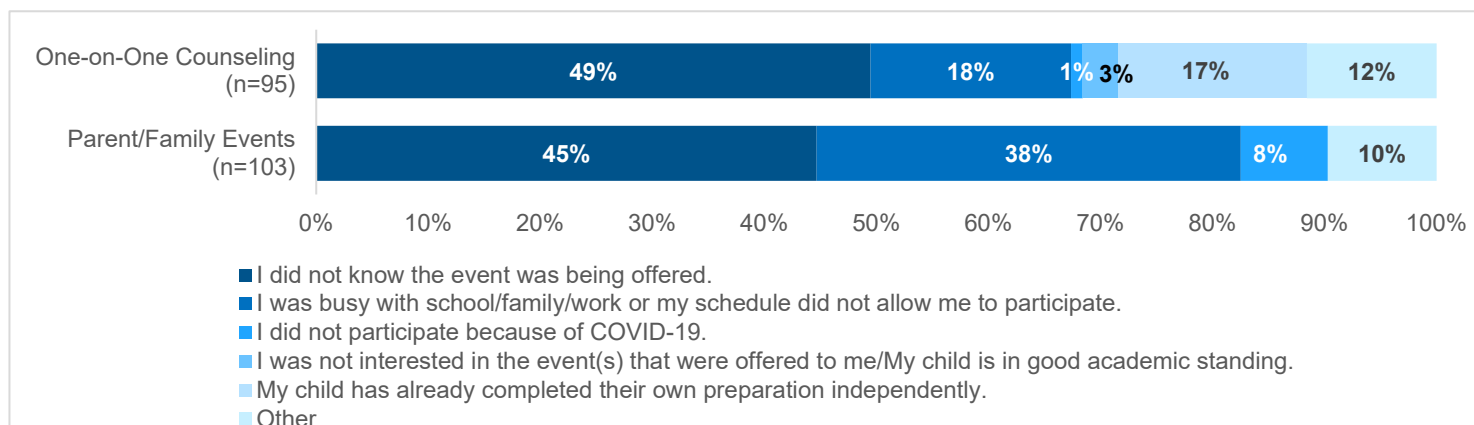
Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. COVID-19 = Coronavirus Disease 2019. The response option "My child already completed their own preparation independently" was only offered as an option for one-on-one counseling.

Following parents being unaware the events were being offered, the next most common reasons parent survey respondents reported not attending one-on-one counseling and parent/family events were they were busy with school, family, and work, and their schedule did not allow them to participate (18% and 38%, respectively) (Figure 3.24). During the site visits, priority cohort students from District 6 noted that they believed their parents did not attend any college and career events at the school since they had busy schedules and limited availability to make it on campus. Additionally, a priority cohort student from District 4 noted,

> I can't speak for everybody, but in my personal experience, my parents only speak Spanish, and they're not from this country. So, it's very hard for them to understand or know the experience of colleges and what it takes to apply and scholarships and all those things.

Across the participating districts, in site visits and phone interviews, several school-based personnel mentioned that COVID-19 was, and continues to be, a significant barrier impacting parent engagement and participation. GEAR UP coordinators from Districts 4 and 6 and TEA staff described how COVID-19 continued to be a significant barrier for parent engagement in Year 4, with the coordinator from District 6 noting large in-person parent events were still restricted at the school due to COVID-19.

However, even though school-personnel indicated COVID-19 was a significant barrier for participation, across events there was a significant decrease from Year 3 to Year 4 in students and parent survey respondents who reported COVID-19 as the primary reason they did not attend an event/service (Figure 3.25). In Year 3, of student survey respondents who reported not attending work-based learning activities, college and career fairs, college visits, and one-on-one counseling, fewer than one quarter (16%–23%) noted the primary reason was COVID-19 (Figure 3.25). Conversely, in Year 4, fewer than one-tenth (4%–9%) of student survey respondents reported COVID-19 as the reason for not participating (Figure 3.25). A similar decrease was also seen among parent survey respondents from Year 3 to Year 4 for parent/family events and one-on-one counseling. Figure 3.25 provides additional details on the

changes in reasons for not attending events/services among students and parents from Year 3 to Year 4.

Figure 3.25. Events for Which COVID-19 Was a Reason Students and Parents Did Not Participate, Year 3 (2020–21)–Year 4 (2021–22)
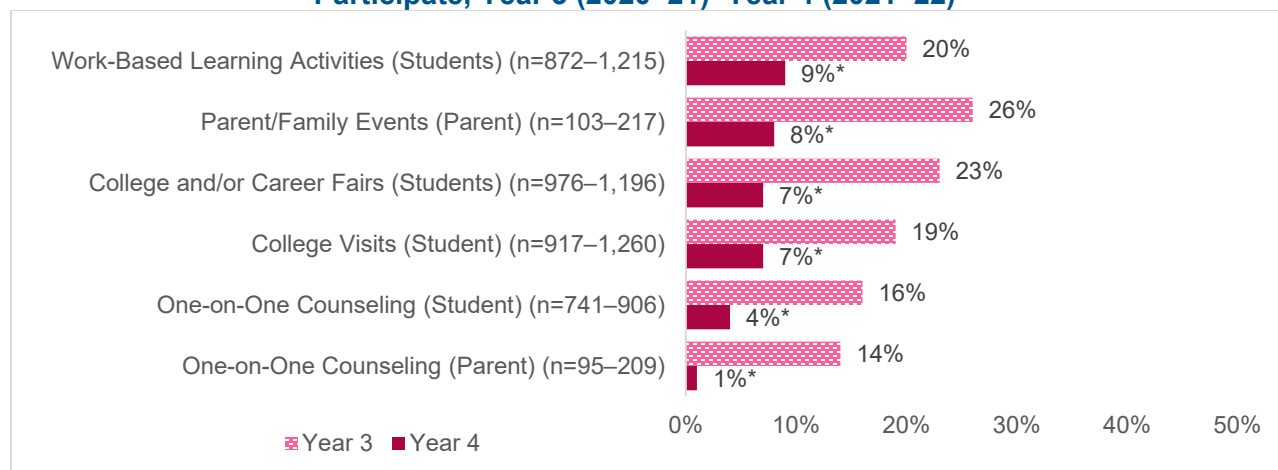
Source. GEAR UP: Beyond Grad Student and Parent Surveys administered in Year 3 (spring 2021) and Year 4 (spring 2022).
Note. Students and parents of students in Grade 9–12 responded to this item. COVID-19 = Coronavirus Disease 2019.
*One-on-One Counseling (student) differed significantly from Year 3 to Year 4: $\chi^2(1) = 71.5$, *p*<.001; One-on-one counseling for parents differed significantly from Year 3 to Year 4: $\chi^2(1) = 12.6$, *p*<.001; College visits differed significantly from Year 3 to Year 4: $\chi^2(1) = 74.1$, *p*<.001; College and/or Career Fairs differed significantly from Year 3 to Year 4: $\chi^2(1) = 112.8$, *p*<.001; Work-based learning activities differed significantly from Year 3 to Year 4: $\chi^2(1) = 58.0$, *p*<.001; Parent/family events differed significantly from Year 3 to Year 4: $\chi^2(1) = 14.8$, *p*<.001.

3.8. Student and Parent Awareness of College and Career Topics

Overall, students and parents participated in a range of college and career advising and exploration initiatives in Year 4, as described in the previous sections. Student and parent survey respondents were also asked about their awareness of various college and career topics.

3.8.1. Student Awareness

Overall, across the participating districts, students from both cohorts reported varying levels of awareness of college and career topics. Similarly, there were variations in student awareness across grades, with Grade 12 student survey respondents reporting the highest mean composite score for agreement on postsecondary education and awareness (with a mean composite score of 3.03; Table D.54, Appendix D). During the Year 4 site visits, priority cohort students from Districts 3 and 4 reported they were familiar with college- and career-related topics. Students from Districts 1, 2, and 4 indicated generally low or limited levels of awareness of college and career services or options available to them. Class of 2024 and priority cohort students from District 1 indicated that no one at the district told them about their college and career options, including financial aid opportunities; they were only told of the requirements for graduating. However, students across the cohorts expressed that they were aware of the dual credit program available at their school. Similarly, class of 2024 students from District 4 reported limited awareness of financial aid options and the requirements for college acceptance, such as

entrance examinations. However, students did note they were aware of how to find more information—the GO Center in the school.

Comparing across years, generally there was a decrease in student awareness from Year 3 to Year 4 across college- and career-related topics with the exception of some financial aid-related topics, including the FAFSA and TASFA (Figure 3.26; Table D.23, Appendix D). In Year 4, significantly more student respondents compared to Year 3 reported they were aware of the FAFSA and TASFA (Figure 3.26; Tables D.22–D.23, Appendix D). Figure 3.26 provides additional detail regarding significant differences in student awareness items.

Figure 3.26. Significant Changes in Student Agreement Regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 4 (2021–22)

	Year 2	Year 3	Year 4
I would like to continue my education after high school.	3.45	3.42	3.30**
I am aware of what grades I need to earn in high school so that I can enroll in college after high school.	3.30	3.35	3.24**
I am aware of the opportunities that a college credential can provide for me.	3.18	3.34	3.14**
I am aware of the education path necessary for the career I plan to pursue.	3.17	3.14	3.06**
I know what subject area I would like to study in college after high school.	3.14	3.10	3.01*
I am aware of the scholarship opportunities available to help pay for college.	2.99	3.10	2.97**
I am aware of the FAFSA.	2.56	2.72	2.82*
I am aware of federal student loan programs.	2.76	2.80	2.65**
I am aware of the TASFA.	2.28	2.35	2.65**
I know where to find TSIA test preparation resources.	2.40	2.50	2.60**
Composite mean score	2.88	2.91	2.83**

■ Year 2 (n=1,543-1,743) ▨ Year 3 (n=1,058-1,215) ■ Year 4 (n=1,860-2,319)

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Year 2 responses included students in Grade 8–12. Years 3 and 4 responses included students in Grade 9–12. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Respondents who selected I don't know/Not applicable were not included in this analysis. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid. PSAT = Preliminary SAT. TSIA = Texas Success Initiative Assessment.
* I know what subject area I would like to study in college after high school was significantly different from Year 3 to Year 4: $t(2,698) = 3.0$, $p<.01$; I am aware of the FAFSA was significantly different from Year 3 to Year 4: $t(2,693) = 2.8$, $p<.01$.
**I would like to continue my education after high school was significantly different from Year 3 to Year 4: $t(2,819) = 4.4$, $p<.001$; I am aware of what grades I need to earn in high school so that I can enroll in college after high school was significantly different from Year 3 to Year 4: $t(2,956) = 4.1$, $p<.001$; I am aware of the opportunities that a college credential can provide for me was significantly different from Year 3 to Year 4: $t(2,921) = 7.3$, $p<.001$; I am aware of the education path necessary for the career I plan to pursue was significantly different from Year 3 to Year 4: $t(2,698) = 2.9$, $p<.001$; I am aware of the scholarship opportunities available to help pay for college was significantly different from Year 3 to Year 4: $t(2,865) = 4.4$, $p<.001$; I am aware of federal student loan programs was significantly different from Year 3 to Year 4: $t(2,921) = 4.4$, $p<.001$; I am aware of the TASFA was significantly different from Year 3 to Year 4: $t(2,616) = 8.5$, $p<.001$; I know where to find TSIA test preparation resources was significantly different from Year 3 to Year 4: $t(2,622) = 2.9$, $p<.01$; Composite score significantly different from Year 3 to Year 4: $t(3,067) = 3.4$, $p<.001$.

Additionally, student site visit participants also had varying levels of awareness of the new financial aid requirement, which is further described in Chapter 6, State Financial Aid Initiatives. Overall, in Year 4, student survey respondents indicated they *Disagreed* to *Agreed* that they were aware of the new Texas financial aid law (with a mean score of 2.67) (Tables D.22–D.23, Appendix D). During site visits, generally, priority cohort students indicated higher awareness of the new requirement than class of 2024 student participants. All participating priority cohort students from District 3 shared they were familiar with the new graduation requirement and some class of 2024 students from the district were also aware through current Grade 12 students who have been working to complete the required forms. A few of the class of 2024 students from District 6 also noted they were aware of the new financial aid requirement as the counselors had been working with the current Grade 12 students. Alternatively, class of 2024 students from Districts 4 and 5 noted they were unaware of the requirement. Class of 2024 students from District 5 added they had not received any information on the new law.

3.8.2. Parent Awareness

For parent awareness levels of general postsecondary education and career options, awareness varied across survey respondents and site visit participants. Overall, in Year 4, parent survey respondents *Agreed* that they were aware of the college- and career-related topics (with a mean composite score of 3.08), a significant increase from Year 3 (Figure 3.27; Table E.4, Appendix E).

Conversely, in site visits, many parent participants across the districts indicated a low level of awareness of college and career services, with the exception of some parent awareness of dual credit. District 1 class of 2024 parents mentioned they desired more information on their child's postsecondary education, career opportunities, and financial aid options. Class of 2024 parents from District 4 shared their belief that there was a disconnect between the information provided by the school and what they received, explaining that the school shared resources or announcements with their children, but that in many instances students did not relay the information. Class of 2024 parents from District 1 also noted general awareness of the new financial aid requirement but indicated that they would still like additional information. However, class of 2024 parents from Districts 2, 3, and 5 noted they were unaware of the new law. Figure 3.27 provides additional detail regarding significant differences in parent awareness items over time.

Figure 3.27. Significant Changes in Parent Agreement Regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 4 (2021–22)

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).

Note. Year 2 responses included parents of students in Grade 8–12. Years 3 and 4 responses included parents of students in Grade 9–12. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Respondents who selected I don't know/Not applicable were not included in this analysis. FAFSA = Free Application for Federal Student Aid. TSIA = Texas Success Initiative Assessment. PSAT = Preliminary SAT. TASFA = Texas Application for State Financial Aid.

* I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans) college differed significantly from Year 3 to Year 4: $t(408) = 1.99$, $p<.05$; I am aware of the Pell Grant differed significantly from Year 3 to Year 4: $t(385) = 2.15$, $p<.05$; I know where to find SAT or PSAT test preparation resources for my child differed significantly from Year 3 to Year 4: $t(381) = 2.36$, $p<.05$; I am aware of scholarship opportunities available to help pay for college differed significantly from Year 3 to Year 4: $t(418) = 2.18$, $p<.05$; I know where to find TSIA test preparation resources for my child differed significantly from Year 3 to Year 4: $t(401) = 2.18$, $p<.05$.

**I am aware of the education path necessary for the career my child plans to pursue differed significantly from Year 3 to Year 4: $t(430) = 2.73$, $p<.01$; I am familiar with examinations needed to get into college (e.g., SAT, ACT, TSIA) differed significantly from Year 3 to Year 4: $t(430) = 2.73$, $p<.01$; I know where to find ACT or ACT Aspire test preparation resources for my child differed significantly from Year 3 to Year 4: $t(366) = 2.75$, $p<.01$; Composite mean score of all items differed significantly from Year 3 to Year 4: $t(416) = 2.86$, $p<.01$.

***I am aware of the FAFSA differed significantly from Year 3 to Year 4: $t(428) = 3.44$, $p<.001$; I am aware of the TASFA differed significantly from Year 3 to Year 4: $t(399) = 4.03$, $p<.001$.

3.9. Recommendations for College and Career Initiatives

Class of 2024 and priority cohort students and parents offered several recommendations regarding the college and career initiatives outlined in Sections 3.1–3.6. Respondent recommendations referred to additional opportunities for students for college and career exploration and increased communication with parents on the opportunities available to their child.

3.9.1. Student Recommendations

Across site visits and survey responses, class of 2024 and priority cohort students provided various suggestions on improving college and career activities and services for upcoming years. Broadly, student suggestions included recommendations for additional college and career activities to be offered at their school, including individual advising.

Overall, slightly more than two-fifths (43%) of student survey respondents across cohorts suggested their school provide more opportunities to learn about college and careers, such as guest speakers or college visits (Figure 3.28; Table D.55, Appendix D). During site visits, students across four of the districts (Districts 1, 2, 3, and 5) echoed similar sentiments on desiring more college and career activities and services. Events and services shared during site visits included college visits, events focused on specific careers or fields (e.g., agriculture and medicine), and job shadowing/career exploration. Additionally, about two-fifths of class of 2024 (38%) and priority cohort (40%) student respondents suggested their school offer more opportunities to receive one-on-one advising on college and career options (Figure 3.28). Priority cohort students from District 6 agreed, sharing that in future years they would like more opportunities to meet with the non-profit advisor to help students be certain of their career choices and options. Figure 3.28 provides additional details on student suggestions for improving college and career activities by cohort.

Figure 3.28. Student Suggestions for Improving College and Career Activities/Services, Grade 9–12, Year 4 (2021–22)
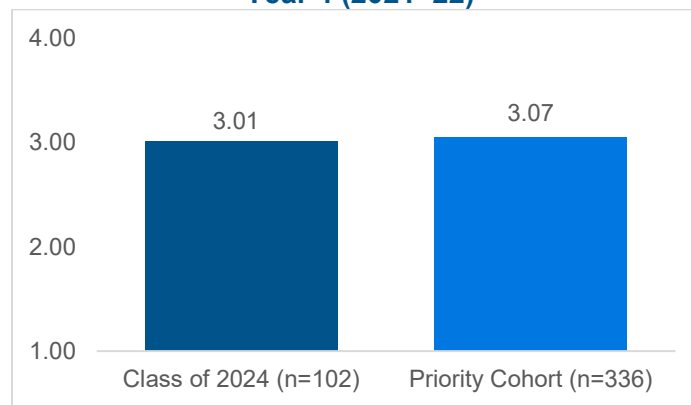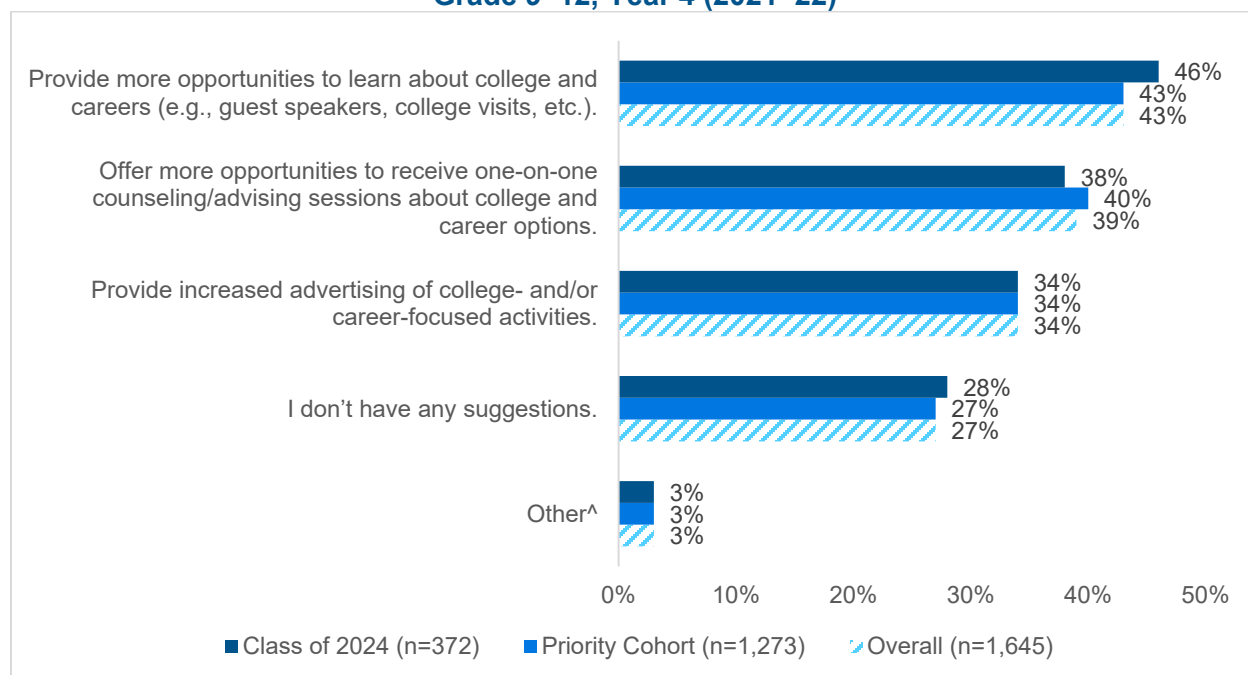

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.
^Although participants selected other, they did not provide additional descriptions.

In addition to activities and services, during site visits students from Districts 2 and 3 also described that they would like more information on the transition from high school to college. Students across cohorts shared that their district focused a lot on postsecondary education and how that affects students plans after college; however, they did not discuss the transition to college. A class of 2024 student from District 3 shared how, "we've been talking about what we're going to do after college and college classes, but I feel like just learning how the exact transition will go" would have been helpful to prepare the students. A priority cohort student from District 2 also noted, specifically, they would like more information on how to be successful in the transition to college as a first-year student.

3.9.2. Parent Recommendations

In Year 4, parent participation and engagement in college and career activities was a significant challenge for many of the participating districts. Parent site visit participants and survey respondents also offered suggestions for improving college and career activities and services offered in upcoming years and potentially increasing parent engagement.

Overall, more than half (55%) of parent survey respondents across cohorts suggested their child's school provide more information on college and financial aid (Figure 3.29; Table E.27, Appendix E). Additionally, approximately two-fifths of parent survey respondents suggested their child's school offer more modes of communication (42%) and improve communication quality with parents and families (39%) (Figure 3.29; Table E.27, Appendix E). Figure 3.29 provides additional detail on the suggestions reported by parent survey respondents for improving college and career activities/services by cohort.

Figure 3.29. Parent Suggestions for Improving College and Career Activities/Services by Cohort, Grade 9–12, Year 4 (2021–22)
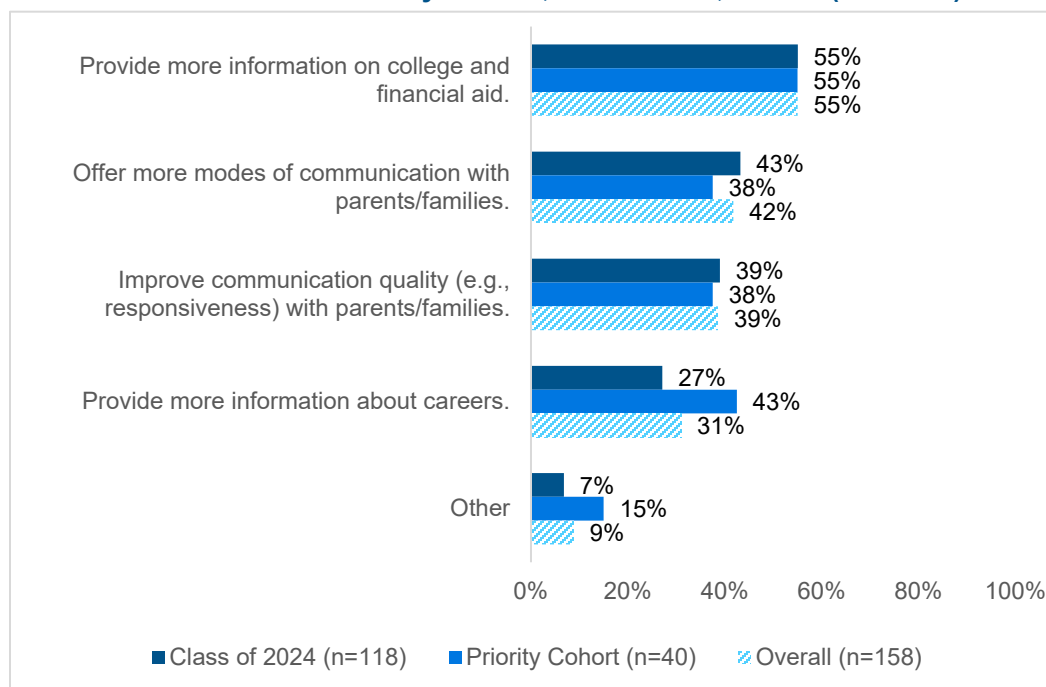
Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Overall *n* for Figure 3.29 differs than the overall *n* in appendix Table E.27 due to one respondent not reporting their child's grade.

During site visits, class of 2024 parents from District 2 also provided suggestions related to improving communication between parents and their child's school. One class of 2024 parent noted they would like to receive a notice or alert when their child meets with a GEAR UP advisor so they know to speak with their child regarding the conversation. Overall, the parent described how, at a minimum, it would be helpful to know the school's timeline for advising sessions at the beginning of the academic year so they are aware when their child will receive certain services, including one-on-one advising. Another class of 2024 parent from District 2 mentioned it was difficult to know if their child was on track for their postsecondary education or career plans and suggested the school offer a meeting or event for parents on what they or their child should be focusing on at each grade level. As noted in Section 3.6, Parent and Family Events, some districts did implement these types of events in Year 4.

As noted in Section 3.7, Reasons for Not Participating in College and Career Advising and Exploration Initiatives, the second most common reason parent survey respondents reported for not participating was that the event did not fit into their schedule. A District 6 class of 2024 parent suggested that the school improve communication with parents on their availability early in the academic year to ensure events and services offered fit into parents' schedules. The class of 2024 parent suggested the district administer a parent survey to identify the days and times that work best for students and their families.

District 2 class of 2024 parents also suggested the district provide more comprehensive resources to parents and families, specifically documentation of the scholarships and financial resources available to students and their associated application requirements.

3.10. Summary

GEAR UP college and career advising and exploration initiatives during Year 4 focused on providing postsecondary and career information to students and families. Initiatives centered on providing relevant information and introducing students and parents to the various options available. Activities were provided to students and parents from the class of 2024 and priority cohort with the goal of expanding students' and parents' awareness and understanding of postsecondary education and career options. Some activities and services were provided in person and virtually in Year 4; however, the majority of participants shared that they preferred in-person sessions and events.

Class of 2024 and priority cohort students received advising services to discuss available postsecondary education and career options. Class of 2024 and priority cohort students and parents also received one-on-one advising sessions, discussing topics related to students' course selection and scheduling, grades, and college and career interests. Student and parent survey respondents across the districts reported the most common reason they did not participate in an individual advising session was that they did not know the meetings were being offered.

Class of 2024 and priority cohort students were exposed to various types of postsecondary education opportunities through college visits and fairs and work-based learning opportunities. Students were able to engage with current college students and college administrators to learn about postsecondary education requirements and course offerings through speaker sessions, classroom observations, or campus tours. Generally, students shared their desire for more opportunities to visit campuses and expand their understanding of postsecondary education options available. Students were also able to engage in work-based learning opportunities in Year 4, learning about career options and the education or technical skills needed for each career. Similar to individual advising sessions, the most common reason students reported for not participating in college visits, college and career fairs, and work-based learning opportunities was that they did not know the activities were being offered. Site visit participants and survey respondents across the districts mentioned improved awareness of postsecondary education and financing items, especially among parents, compared to Year 3. Although COVID-19 disrupted some student activities such as college visits, summer programming, and individual advising, student and parent respondents did not note it as a primary reason for not participating in college and career activities and services offered in Year 4.

4. Professional Development Initiatives

A core strategy of GEAR UP is to increase academic rigor by providing extensive PD to a variety of school personnel.[21] This strategy is designed to help GEAR UP meet a variety of goals and objectives.[22,23] This chapter provides an overview of the PD initiatives used in Year 4, including teacher and personnel PD, individualized educator coaching/mentoring to improve academic rigor, TXOC Academy counselor and advisor program, and vertical alignment.

4.1. Teacher and Personnel Professional Development

PD activities in GEAR UP aimed to provide personnel with teaching strategies, a firm understanding of how to best implement a rigorous curriculum, and college and career advising techniques. As the PD provider for GEAR UP, TNTP was responsible for helping facilitate PD at the participating districts through training and coaching opportunities. Based on school personnel survey data and site visit interviews, all districts offered PD activities related to increasing academic rigor in core content classes and individualized educator coaching and/or mentoring. Counselors were also offered training in college and career advising.

Across the five districts that were represented in the personnel survey, varying percentages (40% to 86%) of personnel survey respondents indicated that they participated in one or more PD sessions intended to increase the academic rigor of their curriculum (Table F.20, Appendix F). Overall, 81% of personnel survey respondents indicated that they participated in one or more PD sessions in Year 4, which was three percentage points higher than Year 3 (Table F.21, Appendix F). For those who did not participate in one or more PD sessions in Year 4, 69% reported that they did not know the PD was being offered (Table F.22, Appendix F), which was also the most common reason in Year 3 (73%) (Table F.23, Appendix F).

According to personnel survey respondents, most participated in both in-person and virtual PD sessions in Year 4 (55%), followed by only in person (37%) (Figure 4.1; Table F.24, Appendix F). This was significantly higher than in Year 3 implementation, in which 45% participated in both in-person and virtual PD sessions and 24% participated in in-person PD sessions. Conversely, participation in virtual-only PD sessions significantly decreased in Year 4, which

---

[21] The relevant strategy is as follows: GEAR UP Strategy 1: Increasing academic rigor by facilitating an increase in access to, perceived value of, and student success in academically rigorous courses through extensive PD for teachers, counselors, and administrators and targeted tutoring for students.

[22] The relevant goal is as follows: Project Goal 3, Provide educator training and PD for rigorous academic programs.

[23] The relevant objectives are as follows: Project Objective 3.1: Each year, 50% of high school core content teachers will participate in PD that supports a rigorous curriculum (e.g., project-based learning, advanced instructional strategies, teacher externships, student engagement, etc.); Project Objective 3.2: Each year, teams of educators and administrators (middle school, high school, and institutions of higher education) will complete at least five days of vertical teaming in order to align curriculum and reduce the need for remediation at the postsecondary level; Project Objective 3.3: Each year, 20% of high school class of 2024 core content teachers will participate in at least three individualized educator coaching and/or mentoring sessions; Project Objective 3.4: By the end of the project's second year, all high school counselors will complete training in college and career advising.

was 24 percentage points lower than the 32% reported in Year 3 (Figure 4.1; Table F.25, Appendix F).

Figure 4.1. Format of Professional Development Participated in by Personnel, Year 3 (2020–21)–Year 4 (2021–22)
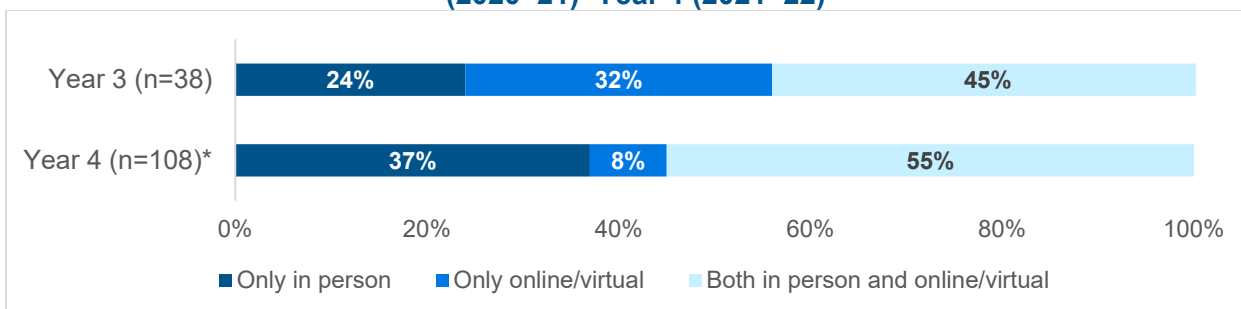
Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021) and Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Personnel who worked with Grade 9–12 students responded to this item in Year 3 and Year 4.
*The distribution of responses differed significantly from Year 3 to Year 4: $\chi^2(2) = 12.6$, $p<.01$.

Site visit participants reported that in the first 4 months of Year 4 implementation, TNTP offered resources and materials that aligned with a monthly theme related to ELA rigor. To accomplish this, TNTP established relationships with those in the district responsible for ELA instruction, including coaches, school leaders, and instructional officers. TNTP offered PD sessions in which districts could register their teachers or PD teams to participate; however, none of the districts opted to participate. TNTP staff also described leading PLCs for ELA teachers at Districts 2 and 6. At District 2, TNTP provided PD focused on the implementation of a new ELA curriculum. TNTP staff completed classroom observations and facilitated PD with participating staff on how to choose and conduct activities succinctly and efficiently. However, TNTP staff noted participating staff did not respond positively to TNTP feedback, which led to district leaders working with school leaders to establish a culture that values feedback in the school using specific techniques from Cain and Laird's (2011) Fundamental Five framework.

At District 6, TNTP provided PD focused on the power zone, a component of the instructional framework implemented at the district. TNTP staff covered aggressive monitoring and "Your Favorite No," a lesson on how to review incorrect student answers. One TNTP staff member described aggressive monitoring in more detail:

> There's a component of the Fundamental Five called the power zone where teachers are supposed to be up and out of their desk during student independent work time, but it's not really clear what they're supposed to be doing. It's just clear that they're not supposed to be at their desk. So, we worked on a technique called aggressive monitoring for them to actually practice doing during their PLC for them to use during power zone time during their lessons.

In December, TNTP modified their strategy to offer a more individualized approach, since academic rigor at each district is at different levels and therefore needs a specialized plan. TNTP staff explained,

> Districts are probably in different enough places that they don't need or want to be moving through this work as a cohort of six different districts. And so, we took to more

individualization and making sure that we get into the district, see what's going on in the classrooms so that we can really personalize a development plan related to what their needs are.

TNTP staff indicated that Districts 1 and 4 held a planning meeting and identified the PD their district would like, but did not follow through the planning of the logistics of the PD session:

The[se] two districts that have been the most hands off, have reached out by email asking which PDs their teachers have done and so [TNTP] just responded that that's their role is to sign their teachers up for PDs, but let's have a meeting and figure out what those PDs can be. And then that's sort of where the communication stops.

District 6 described how during one of the TNTP meetings, former high school students spoke with faculty about their experience during high school and their readiness for college. This was well received by participants, as the GEAR UP coordinator noted that the experience was "eye-opening" for teachers as they heard that students needed more assignments in high school and a stronger vocabulary. TNTP also noted that District 2 worked with district coaches to develop a team approach for academic coaching and key staff at Districts 5 and 6 worked with TNTP staff to strengthen their coaching skills through co-coaching with teachers. TNTP commented that District 3 was "relatively hands off this year," but TNTP staff noted that they were "not stressed about that because [the district] is at a good place."

Site visit participants also provided feedback on this new approach to the PD in Year 4. One participant from District 3 described a data analysis PD offered by TNTP that focused on how to use data to assess and improve academic rigor. A curriculum specialist from the same district shared that, after the training, the district purchased Newsela to provide engaging and rigorous text to their students, especially to the district's emerging bilingual population.[24]

When asked about the status of academic rigor during site visits, participants from Districts 1, 3, and 5 noted that COVID-19 continued to be a significant challenge. For example, high school counselor participants and the GEAR UP coordinator from District 1 described the staffing changes caused by the pandemic, specifically staff turnover and some open positions, as challenges for rigor in the district. Additionally, participants from District 3 and 5 described how the pandemic led to decreased student engagement and motivation in academics, including becoming accustomed to failing classes and still being able to continue to the next grade. High school core content teachers from District 5 described how this mentality carried over to in-person learning in Year 4. As for other COVID-related challenges, the GEAR UP coordinator from District 1 noted they tried to provide additional PD on rigor through their regional Education Service Center (ESC) consultant, but due to COVID and staffing issues, it did not occur.

Outside of TNTP-led PD, Districts 3, 4, and 5 described PD focused on academic rigor provided by the district or school. District 3 offered three PD days for teachers. The GEAR UP coordinator for this district noted that while rigor was included in the PD, it could be a larger focus to ensure teachers understand the need for and importance of increasing rigor. District 4

---

[24] Newsela supports literacy instruction by providing access to real world texts according to various reading levels and aligned with different state standards. For more information, please visit https://newsela.com.

offered monthly PD opportunities for staff through "Power-Ups" in each content area. Finally, core content teacher participants from District 5 reported that while the district offered PD in Year 4, it was not suited towards their needs and had too many resources. Core content teacher participants from this district expressed feeling overwhelmed with the number of resources available to them from their PD. One core content teacher noted that the numerous resources made it difficult to identify which resources were required and it was difficult to filter through the resources to identify the ones that worked for their classroom.

Some participants noted other non-COVID-related challenges and concerns regarding the PD offered in Year 4 and specifically the focus on academic rigor in PD. For example, one core content teacher from District 2 shared that the constant focus on increasing rigor was demoralizing when teachers felt there was already rigor in the classroom. Teachers from District 2 also shared that it would be helpful to discuss how to adapt the curriculum or to receive TNTP feedback that meets the specific needs of the district. Instructional coaches from District 3 indicated that they were unaware of how TNTP defined rigor. These instructional coaches noted that the definition of "rigorous" was different to different individuals across departments and requested further clarification from TNTP on their focus and definition of rigor. In addition, some teacher participants shared that TNTP activities did not meet their definition of rigor, resulting in some confusion over whether they should be maintaining rigor or implementing TNTP activities that, in their view, were not rigorous.

Personnel survey respondents offered feedback on the effectiveness of the PD sessions on increasing academic rigor in their courses. Overall, personnel survey respondents *Agreed* that the PD provided strategies to increase rigor in their courses as the highest among the items asked (mean score of 3.09) (Figure 4.2; Table F.26, Appendix F). Comparing personnel perceptions of PD from Year 3 to Year 4, personnel survey respondents had significantly higher agreement that they were able to successfully implement the strategies they have learned in a virtual setting in Year 4 than they did in Year 3 (mean scores of 2.97 and 2.63, respectively) (Figure 4.2; Table F.27, Appendix F). During site visits, TNTP staff shared that they had seen growth in Year 4 over the quality of instruction and "meaningful implementation" of TNTP materials compared to previous years.

Figure 4.2. Personnel Agreement Regarding Professional Development, Year 2 (2019–20)–Year 4 (2021–22)
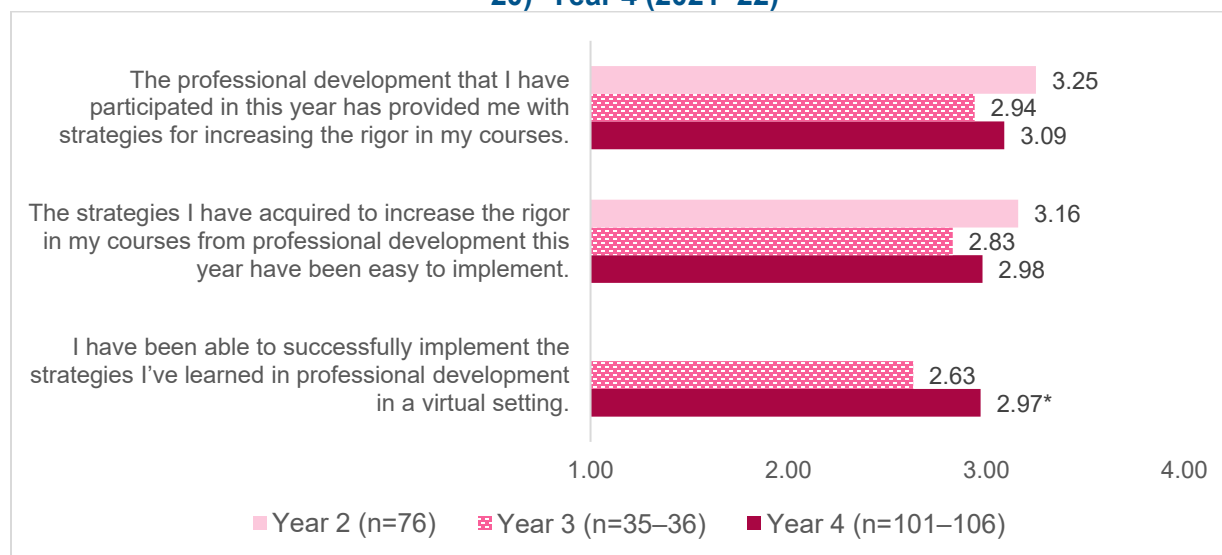
Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–S*trongly Agree*. Personnel who worked with Grade 7–12 students responded to this item in Year 2; personnel who worked with Grade 9–12 students responded to this item in Year 3 and Year 4.
*I have been able to successfully implement the strategies I've learned in professional development in a virtual setting differed significantly from Year 3 to Year 4: *t*(134) = 2.2, *p*<.05.

Site visit participants from Districts 1, 2, 4, 5 and 6 shared recommendations on how their relationship with TNTP could be strengthened or improved. Participants from two districts (Districts 2 and 4) described that in-person PD was more useful for districts than virtual sessions. The high school principal from District 2 explained that many of the TNTP services and supports provided in Year 4 were virtual, such as virtual walkthroughs. The principal mentioned that students disliked the TNTP virtual walkthroughs and often felt uneasy as they were observed. The principal added that they would like more in-person TNTP services/supports (like walkthroughs) since they allow for immediate feedback and a complete understanding of the context of the district. The coordinator from District 4 mentioned they believe the hardest part of GEAR UP was increasing rigor and it would be helpful to have more local support to train the district teachers and staff in person, which they believed to be more effective than virtual.

Another recommendation was provided by the GEAR UP coordinator from District 1, who described that it can be difficult to coordinate everyone at the district to participate in TNTP services due to the busy schedules of administrators and staff. This coordinator shared that it would be helpful for TNTP to schedule their monthly sessions in advance to ensure that everyone is available.

Core content teachers from District 5 also noted that it often felt like staff received PD focused on one framework or activity and then another session focused on a different framework or activity with no time for staff to adequately implement or understand the first session. As one teacher expressed, "It'd be a lot better if we had like two, three or something else, but we're always starting something else."

> **Promising Practice: Utilize a train-the-trainer method to involve school personnel in PD**
>
> The GEAR UP coordinator from District 6 noted that TNTP used a train-the-trainer method in which TNTP met with key staff to walk through the PD, answer questions, and modify the materials for each district. The coordinator explained that they would like more of this method since it was "really helpful because [district staff] didn't feel like they were going in and just trying to convince teachers of something that they didn't truly understand."

4.2. Individualized Educator Coaching/Mentoring to Improve Academic Rigor

Across the five districts that were represented in the personnel survey, more than half of personnel survey respondents (56%) reported participating in between one and four educator coaching sessions and an additional 17% of respondents reported participating in five or more sessions (Table F.28, Appendix F). Compared to the previous year, the number of personnel respondents who reported participating in five or more educator coaching sessions decreased by 10 percentage points, while the number of personnel respondents who reported participating in between three and four sessions increased by nine percentage points (Figure 4.3; Table F.29, Appendix F).

Figure 4.3. Number of Coaching Sessions in Which Teachers Participated, Year 2 (2019–20)–Year 4 (2021–22)
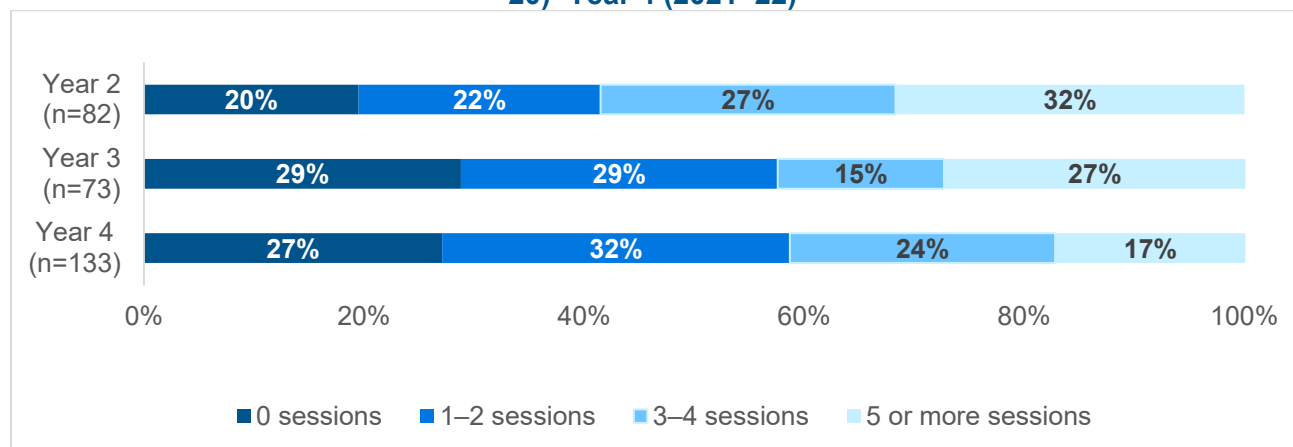
Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding.

The teacher coaching/mentoring sessions addressed a range of topics in Year 4; according to personnel survey respondents, the most popular topics were student engagement, academic supports for students, and academic rigor, with 72%, 55%, and 54% of personnel reporting discussing each topic, respectively (Table F.30, Appendix F). Topics reported in Year 4 were similar to those in Year 3, except in Year 4 there was a significant decline in virtual or distance-based learning topics discussed (Table F.31, Appendix F). During site visits, participants were asked to provide more detail regarding the individualized coaching/mentoring sessions. The GEAR UP coordinator from District 5 reported the district participated in a coaching institute with TNTP. They mentioned that TNTP conducted virtual classroom observations and coaching conversations that included role-playing instructional strategies to be used in the classroom and noted that the services were very helpful for identifying areas of growth and supporting teachers in facilitating student learning. The coordinator shared that, as a small district, it was very beneficial to be connected with TNTP, an organization that specializes in curriculum improvement and training.

The GEAR UP coordinator from District 6 emphasized that TNTP provided individualized coaching/mentoring to the participating districts based on the district's needs. The GEAR UP coordinator from District 2 explained that the greatest area of improvement for academic rigor in their district was coaching, which they relied on TNTP to support.

In Year 4, personnel survey respondents generally *Agreed* that the teacher mentoring/coaching they received from TNTP helped them to increase the academic rigor in their courses (with a mean score of 2.91) (Table F.32, Appendix F). Additionally, there was slightly less agreement in Year 4 compared to Years 2 and 3, which had mean scores of 3.11 and 3.00, respectively (Figure 4.4; Table F.33, Appendix F).

Figure 4.4. Personnel Agreement Regarding Mentoring/Coaching Sessions, Year 2 (2019–20)–Year 4 (2021–22)
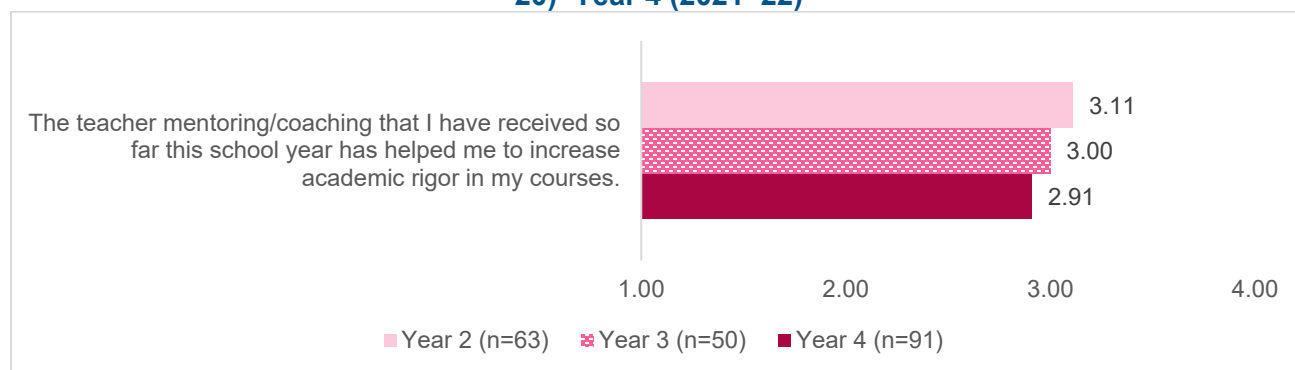
Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–S*trongly Agree*. Personnel who worked with Grade 7–12 students responded to this item in Year 2; personnel who worked with Grade 9–12 students responded to this item in Year 3 and Year 4.

4.3. Texas OnCourse Academy Counselor and Advisor Program

As a strategy for providing training to counselors and advisors in college and career advising, a GEAR UP project objective, counselors and advisors continued to participate in the TXOC

Academy that was piloted to the GEAR UP districts in Year 3.[25] In the personnel survey, representatives from four of the five districts (Districts 2, 3, 5, and 6) that responded to the survey reported participating in the TXOC Academy in Year 4 (Table F.34, Appendix F). Personnel participation in the TXOC Academy also slightly increased compared to Year 3, with 20% of personnel survey respondents reported participating in Year 4 compared to 18% in Year 3 (Table F.35, Appendix F).

In Year 4, personnel survey respondents who took part in the TXOC Academy *Agreed* (a mean score of 3.25) that their participation in the Advisor training helped them feel prepared to deliver individualized postsecondary education and career advising to parents and students (Figure 4.5; Tables F.36–F.37, Appendix F). In addition, they *Agreed* (a mean score of 3.25) that they had learned new information for career advising and postsecondary education advising (Figure 4.5; Tables F.36–F.37, Appendix F). Level of agreement for all items was slightly lower in Year 4 than in Year 3 (Figure 4.5; Table F.37, Appendix F).

Figure 4.5. Personnel Agreement Regarding Texas OnCourse Academy Advisor Training, Year 3 (2020–21)–Year 4 (2021–22)
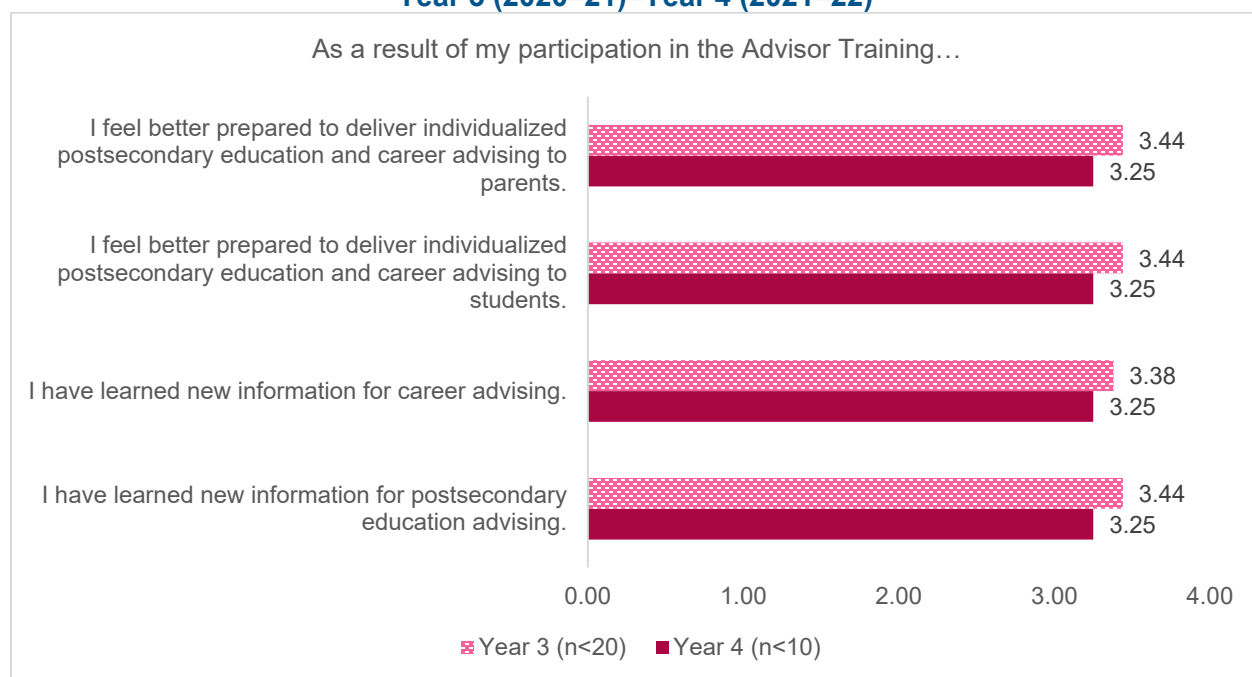
Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021) and Year 4 (spring 2022).
Note. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree.*

4.4. Vertical Alignment

Vertical teaming is a strategy in which educators in one subject from multiple grade levels collaborate to align their curricula to better enable students to progress from one grade level to the next. This helps ensure that students have the requisite skills to succeed in each grade and are also adequately challenged. GEAR UP established a project objective regarding the use of

---

[25] The relevant objective is as follows: Project Objective 3.4: By the end of the project's second year, all high school counselors will complete training in college and career advising.

vertical teaming at middle schools, high schools, and institutions of higher education, with the ultimate goal of reducing the need for remediation at the postsecondary level.[26]

As the PD provider to GEAR UP, TNTP was responsible for supporting vertical teaming at the participating districts. Participating TNTP staff explained they provided materials with suggestions for vertical teams related to their selected monthly theme, which are stored on a shared folder. For example, in November, TNTP focused on "Just In Time" instruction and thus provided resources focused on standards progressions, how teachers can identify students' unfinished learning, and building out time in the beginning of units to get back on grade level.

TNTP staff also described how participating districts scheduled and completed their own vertical teaming independently and had access to TNTP-provided resources but may not have used these resources.

Personnel survey respondents were asked to select the staff with whom they participated in vertical teaming in Year 4. As shown in Figure 4.6, most respondents selected high school teachers in Years 2 through 4 (67%, 65%, and 68%, respectively). In Year 4, that was followed by high school administrators (34%) and district staff (24%) (Figure 4.6; Tables F.38–F.39, Appendix F). Only 5% of respondents reported participating in vertical teaming with middle school administrators or staff from postsecondary institutions in Year 4 (Figure 4.6; Table F.39, Appendix F). Additionally, compared to Year 3, there was a statistically significant decrease in Year 4 of the percentage of district staff who participated in vertical teaming according to personnel respondents (Figure 4.6; Table F.39, Appendix F). Other than this difference, rates of participation for different roles in Year 4 were similar to what they were in Year 3. Figure 4.9 provides additional detail about the breakdown for each year as well as other personnel who were reported to participate in vertical teaming activities.

---

[26] The relevant objective is as follows: Project Objective 3.2: Each year, teams of educators and administrators (middle school, high school, and institutions of higher education) will complete at least five days of vertical teaming in order to align curriculum and reduce the need for remediation at the postsecondary level.

Figure 4.6. Staff Who Participated in Vertical Teaming According to Personnel Survey Respondents, Year 2 (2019–20)–Year 4 (2021–22)

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Personnel who worked with Grade 7–12 students responded to this item in Year 2; personnel who worked with Grade 9–12 students responded to this item in Year 3 and Year 4.

*District staff responses differed significantly from Year 3 to Year 4: $\chi^2(1) = 6.6$, *p*<.01

In Year 4, personnel survey respondents who participated in vertical teaming reported slightly lower levels of agreement, compared to previous years, that vertical teaming helped align curriculum and reduce the need for future remediation at the postsecondary level among students within their respective schools (a mean score of 2.83 in Year 4, 2.90 in Year 3, and 3.11 in Year 2) (Figure 4.7; Tables F.40–F.41, Appendix F). In Year 4, personnel survey respondents who were administrators reported higher levels of agreement that vertical teaming helped align curriculum and reduce the need for future remediation at the postsecondary level among students within their respective schools compared to personnel who were

teachers/instructional support staff (mean scores of 3.18 and 2.80, respectively) (Table F.42, Appendix F).

Figure 4.7. Personnel Agreement Regarding Vertical Teaming, Year 2 (2019–20)–Year 4 (2021–22)
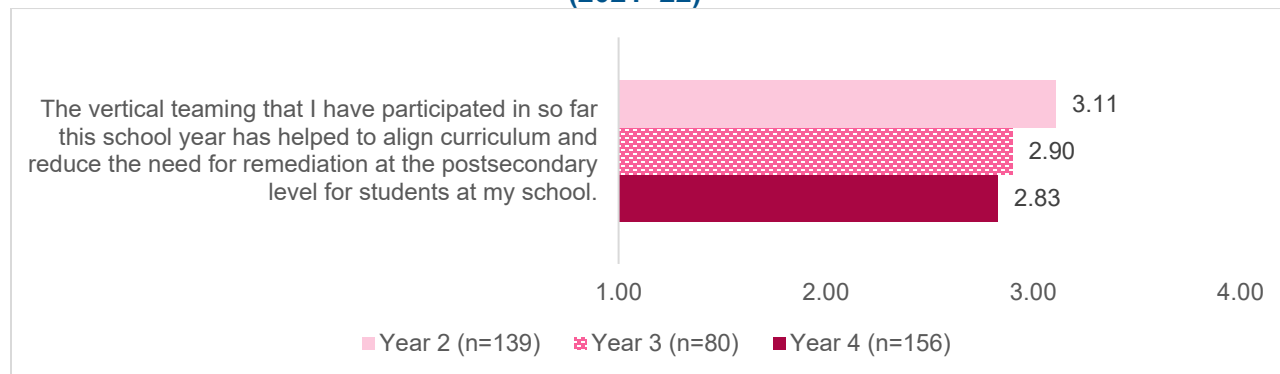
Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Respondents who selected I don't know/Not applicable were not included in this analysis. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–S*trongly Agree*. Personnel who worked with Grade 7–12 students responded to this item in Year 2; personnel who worked with Grade 9–12 students responded to this item in Year 3 and Year 4.

Two of the participating districts, Districts 1 and 4, described vertical teaming/alignment that occurred in Year 4, with the GEAR UP coordinator from District 3 noting that in upcoming years they plan to focus on vertical teaming to organize the mathematics curriculum and pathway for middle school students.

4.5. Summary

PD initiatives in Year 4 included teacher and administrator PD sessions dedicated to increasing academic rigor, individualized educator coaching/mentoring, the TXOC Academy, and vertical teaming. A higher percentage of PD was offered in person compared to Year 3, which site visit participants said was more useful than virtual sessions. As the PD provider, TNTP worked with the districts, with many site visit participants and personnel survey respondents reporting positive perceptions of TNTP-led PD. Some participants shared challenges regarding the ongoing pandemic and some misunderstanding of how to define rigor in the classroom. Some recommendations for future PD sessions included more in-person sessions, more use of the "train-the-trainer" method of PD, and more flexible schedules for teachers, including limiting the PD sessions to once a month.

5. Sustainability Initiatives

A main goal of GEAR UP is to foster sustainable college and career readiness strategies and practices at participating schools and districts that persist beyond the life of the grant. This chapter covers findings related to efforts for sustaining GEAR UP services offered in participating districts and efforts to sustain middle school initiatives that could work to strengthen GEAR UP services for incoming high school students.

5.1. Planning for Sustainability of Services and Advising

In the Year 4 site visits, participating districts shared the GEAR UP initiatives they hoped would still be sustained in the forthcoming 5 to 10 years. Coordinators from Districts 1, 2, and 6 shared that they hoped to sustain all GEAR UP initiatives in future years. Additionally, the District 1 coordinator reported a focus on implementing initiatives that increase college and career readiness among students. A District 4 coordinator expressed sustaining one-on-one advising sessions with students. A coordinator from District 2 shared that continuing with providing students field trips would be beneficial since it would expose students to various opportunities that are available to them.

In addition, coordinators from Districts 2 and 3 expressed the continuing partnership with non-profit advisors because not only do they bring a different perspective, but they also provide additional personnel to support students and establish relationships. Although the partnership with non-profit advisors was seen as advantageous, the District 3 coordinator expressed concerns about the sustainability of this partnership. The partnership could be impacted by the restricted budget, considering that staff positions were grant-funded.

5.2. Sustaining Middle School Initiatives

While middle schools are no longer receiving GEAR UP services in Year 4, participating TEA staff shared the need to provide continued support for Algebra I in Grade 8 for follow-on cohorts. Although TEA staff were unaware if individual advising for middle school students was still being provided in participating districts, they expressed hope that in the upcoming years, the new data management system would help shed light on the services incoming high school students receive in middle school and would provide information on the courses students complete in middle school.

In the Year 4 site visits, Districts 2, 3, 4, and 6 indicated that current middle school students still receive supports for Algebra I. The District 6 coordinator noted a slight decrease in middle school student enrollment in Algebra I compared to past years. The District 2 coordinator noted that they had sustained student enrollment in Algebra I in Year 4 at approximately 30%, the target established by GEAR UP.[27] A coordinator from District 4 noted that seventh-grade students were tested to assess whether they would be prepared for Algebra I and those who were not adequately prepared would receive enrichment.

---

[27] The relevant objective is as follows: Project Objective 1.1: By the end of the class of 2024's second year (Grade 8), 30% of class of 2024 students will complete Algebra I.

With respect to individual advising initiatives for middle school students, three districts (Districts 2, 3, and 4) reported that advising efforts continued in Year 4.

Three districts (Districts 2, 3, and 4) described the status of individual advising for middle school students. A coordinator from District 4 shared that one-on-one advising with middle school students sometimes did not occur. Advising sometimes occurred in small groups of about two to three students. A District 2 coordinator noted that counselors held one-on-one advising sessions with students. The coordinator noted that their counselor utilized a Google form to keep track of the topics discussed:

> *Every time she meets with a student, she's able to go in and fill in when they talk about their pathways, and what kind of careers and/or are they wanting to go to college? Are they not wanting to go to college? Those types of things.*

The coordinator from this district also noted the importance of establishing benchmarks and timelines for advising sessions: "Because one year she didn't. ... Well, I think it was the year of the pandemic. She only got like 40 of them done. And so we learned, definitely get half done by Christmas."

Although some participating districts reported sustaining middle school initiatives, participants from two districts (Districts 2 and 4) recognized some challenges pertaining to the sustainability of middle school initiatives. A principal from District 2 noted the importance of parental support for these initiatives. A coordinator from District 4 highlighted the importance of oversight for middle school initiatives to ensure that activities and services were being offered.

5.3. Summary

Following the class of 2024 cohort's transition to Grade 10 in Year 4, implementation of GEAR UP activities and services moved to high school. Participating districts described efforts to sustain GEAR UP initiatives for the follow-on cohort. Site visit participants described continuing efforts to increase student enrollment in Algebra I and individual advising for middle school students.

6. State Financial Aid Initiatives

In accordance with TEC § 28.0256 (2019), Grade 12 students enrolled during the 2021–22 school year must do one of the following to graduate: complete and submit a FAFSA, complete and submit a TASFA, or submit a signed opt-out form. To support the implementation of this new requirement, TEA developed financial aid resources and toolkits for families, counselors, and community partners. As of April 2022, TEA reported that Texas is ranked number one in the United States for year-over-year change in FAFSA completions.[28] This chapter provides feedback on the implementation of this requirement and financial aid resources made available to support the implementation.

6.1. Implementation and Perceptions from GEAR UP High Schools

Site visit participants across GEAR UP schools provided insights on their district's approach to implementing this new law. Counselors from District 2 as well as counselors and the principal from District 4 noted that their districts made efforts in Year 4 to provide students and parents with information about the FAFSA and the new requirement via social media, weekly announcements, and evening family meetings. Personnel from Districts 1, 3, 4, and 5 reported that they provided support for implementation by assistance with FAFSA nights and other financial aid informational meetings, meeting one-on-one with students and parents to complete their financial aid forms. The District 5 GEAR UP coordinator and non-profit advisors from Districts 3 and 4 also reported that they assisted their district with tracking the students who had and had not submitted their financial aid or opt-out forms.

TEA staff shared reminders about the requirement in monthly newsletters. The reminder included a link to the TEA financial aid requirement webpage, which also provided access to training and resources such as TEA tools and resources for implementation, TXOC resources and trainings, the ApplyTexas Counselor Suite, and the Federal Student Aid website. Overall, TEA staff believed the resources and trainings had been helpful for GEAR UP schools. The District 4 counselor noted that they found the TXOC Academy modules to be a helpful resource for learning more about the FAFSA. Non-profit advisors from District 5 explained that they also used the information from the TXOC Academy in handouts and presentations for students and parents. A counselor from District 4 recommended that the TEA resource webpage be easier to navigate so that users have fewer places to look for information.

6.2. Implementation and Perceptions from Across Texas

Feedback about the new financial aid requirement and financial aid resources was also collected from districts across Texas via an online scaling survey (Appendix G). Among the responses, 16 of the 20 ESC regions were represented (Table G.1, Appendix G). More than one-third of respondents (38%) indicated they faced no challenges in the implementation of the new financial aid requirements. Response options regarding challenges related to access and

---

[28] For more information, see https://tea.texas.gov/sites/default/files/fafsa-completions-2022.pdf.

use of the resources were each selected by fewer than 20% of respondents; however, 39% of respondents indicated other challenges such as parental buy in, lack of student compliance, and challenges related to logistics in the collection process (Figure 6.1; Table G.2, Appendix G).

Figure 6.1. Challenges Faced by District Scaling Survey Respondents in Implementing the New Financial Aid Requirements, Year 4 (2021–22)

Source. GEAR UP: Beyond Grad Scaling Survey for Districts administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.
^Examples of other responses included: Parental buy-in (48), Lack of compliance by students (27), Getting information to parents (48), Logistics of the collection process (15), and Students have had many technology issues with FAFSA (Free Application for Federal Student Aid) (4).

More than two-thirds (70%) of respondents indicated that they accessed financial aid completion resources. Respondents said that information and resources were most often provided by someone at their ESC (45%) or that they found the information on their own (41%); fewer than one-tenth (7%) indicated they did not learn about any resources this year (Tables G.3–G.4, Appendix G). Respondents were then asked if they used resources such as the Federal Student Aid website and ApplyTexas Counselor Suite. The most widely used resources among the scaling survey respondents were the Federal Student Aid website (95%) and the ApplyTexas Counselor Suite (91%) (Figure 6.2; Table G.5, Appendix G). For the resources they indicated they used, respondents ranked the frequency in which they used the resources (with scores assigned ranging from 1 for the lowest to 6 for the highest frequency of use). As documented in Table G.6, the four ESCs with respondents that indicated they used other resources, these other resources had the highest score for frequency of use (5.17). Of the specific resources asked about, the ApplyTexas Counselor Suite and the Federal Student Aid website had the highest scores for frequency of use (4.74 and 4.74, respectively) (Table G.6, Appendix G).

Figure 6.2. Resources Used by District Scaling Survey Respondents in Implementing the New Financial Aid Requirements, Year 4 (2021–22)
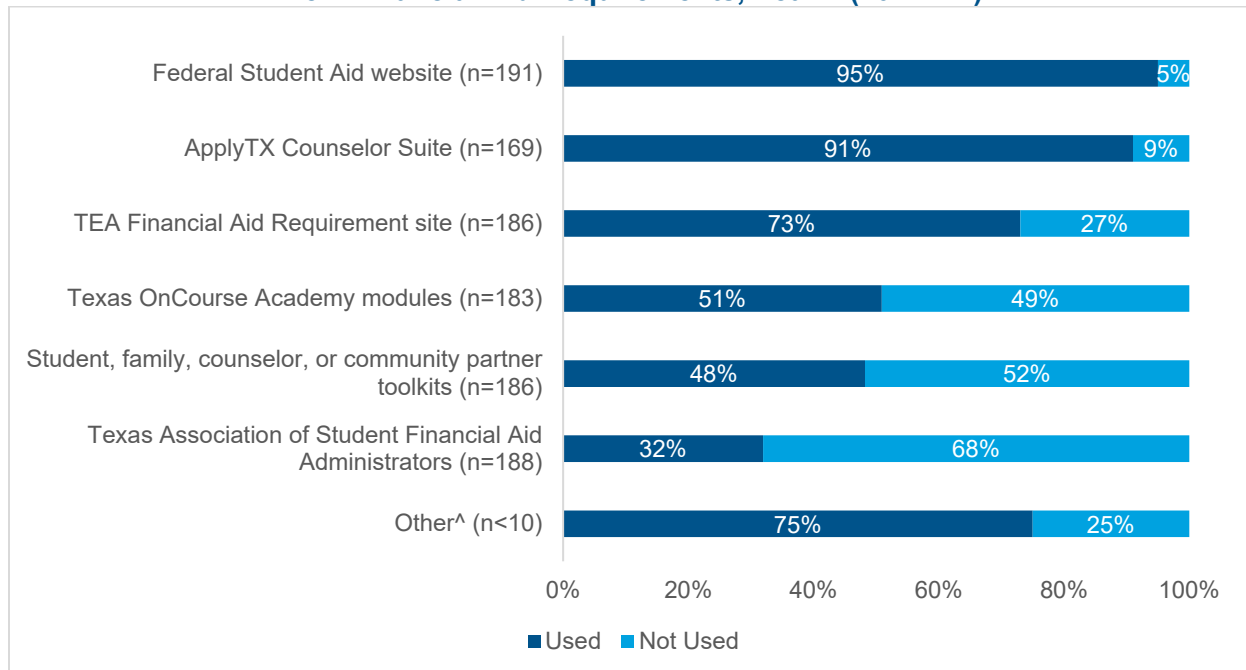
Source. GEAR UP: Beyond Grad Scaling Survey for Districts administered in Year 4 (spring 2022).
Note. TEA = Texas Education Agency.
^Examples of other responses included: Going Merry (2), College advisor (2), and Studentaid.org (1).

The 49% of respondents who indicated they used the student, family, counselor, and/or the community partner toolkits reported their level of agreement with statements regarding the use of the toolkits, as seen in Figure 6.3 (Table G.7, Appendix G). The highest mean agreement was for the statements "I found the materials useful" (3.23) and "the materials were/will be useful for high school counselors/advisors" (3.22) (Table G.8, Appendix G). Respondents also rated their level of agreement regarding the sufficiency of resources and information to support the financial aid completion recommendations; the overall mean score was 3.01, indicating respondents *Agreed* that the resources and information were sufficient (Table G.9, Appendix G). Similarly, respondents' satisfaction with the financial aid resources they used in the 2021–22 school year was 3.02, or *Satisfied* (Table G.10, Appendix G).

Figure 6.3. District Scaling Survey Respondent Agreement About the Student, Family, Counselor, and/or Community Partner Toolkits, Year 4 (2021–22)
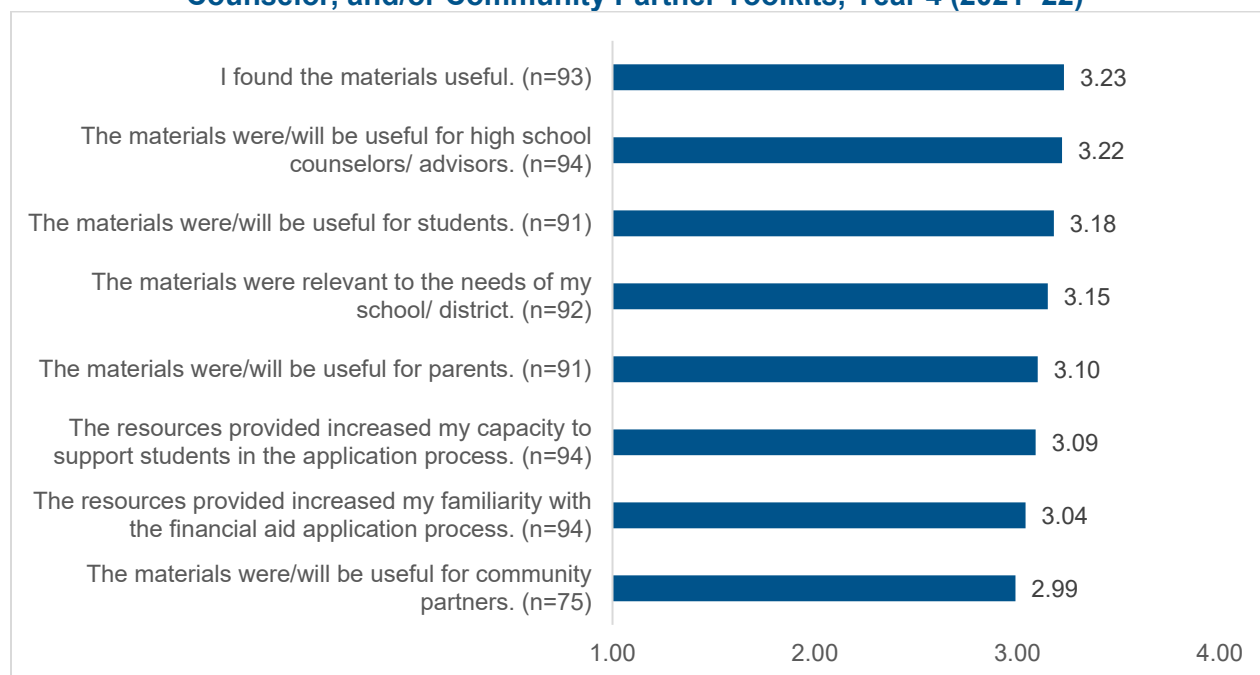
Source. GEAR UP: Beyond Grad Scaling Survey for Districts administered in Year 4 (spring 2022).
Note. Respondents who selected I don't know/Not applicable were not included in this analysis. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. The number of overall respondents who selected I don't know/Not applicable in Year 4 was <10, <10, <10, <10, <10, 18, <10, <10, and 0, respectively.

Survey respondents also provided suggestions on how to improve the student, family, counselor, and community partner toolkits as well as recommendations for additional statewide resources to support implementation of the new financial aid requirements. Some respondents suggested materials that use simple language to help students and families understand the purpose of the FAFSA and TASFA forms, how their personal information will be used on their forms, and whose income information is needed for the forms; two respondents suggested instructional videos for students and families as well. Some of these suggestions stemmed from respondents who noted difficulty obtaining parental buy-in for the requirement. Other suggestions provided by survey respondents highlighted the need to provide step-by-step guidance for students and parents, especially tailored for unique situations that families may have. Overall, 81 District Scaling Survey respondents provided recommendations. Recommendations included:

- Parent and family resources for FAFSA and TASFA completion that provide step-by-step guidance, highlighting the importance of the FAFSA and TASFA and demonstrating how personal income information on the forms will be used;
- Improved systems to help schools better track the students and parents who completed financial aid forms as some respondents indicate the ApplyTexas information was not always accurate since it did not include TASFA completions and frequently had technical glitches;

- Further guidance and training on topics such as the difference between the FAFSA and TASFA, the verification process, and the documentation required to complete the forms; and
- Extended person-to-person support for the ApplyTexas platform, additional in-person support to fill out forms, and a point of contact to answer questions about unique family situations.

Among the 81 respondents to this question, 18 also expressed dissatisfaction with the requirements because they were time-consuming, especially for students who do not plan to go to college, and it was difficult to gain parent and family buy-in and engagement with the requirement.

6.3. Summary

In Year 4, TEA released resources across Texas to support schools in implementing the new high school graduation requirement. Staff from GEAR UP noted that they continued to implement supports for FAFSA completion; non-profit advisors also provided support to their districts in tracking completions. The most frequently reported resources from scaling survey respondents for complying with this requirement were the Federal Student Aid website and the ApplyTexas Counselor Suite. Their feedback indicated that the student, family, counselor, and community partner toolkits were helpful and the group that respondents *Agreed* would find the toolkits useful were counselors. Among the recommendations for future resources and toolkits were more resources tailored for students and parents, improved tracking tools, trainings, and person-to-person support.

7. Grant Implementation Support

This chapter provides an overview of grant implementation in the broad sense, including efforts to integrate GEAR UP into campus plans as well as support provided by TNTP and TEA to strengthen planning and effective implementation strategies.

7.1. Integrating GEAR UP into Schools and Districts

Integration of GEAR UP services and activities into existing school and district plans and goals is essential to ensuring that grant implementation is successful, the support is tailored to the needs of the district, and the support can be sustained long-term after the end of the grant. Principals from Districts 1 and 5 described initiatives that were implemented before GEAR UP began at their school. The District 1 principal noted that GEAR UP was integrated into many existing college and career readiness initiatives and was not seen as separate to these initiatives. The District 5 principal helped to build a college and career culture by highlighting events such as college day when school staff wear college t-shirts. Additionally, GEAR UP helped to support the efforts of the school's career pathways initiatives; the principal said, "It's a domino effect and [students] move straight on into their career path."

7.2. Support for GEAR UP Coordinators

TEA staff noted that PLCs and progress monitoring with GEAR UP coordinators continued from Year 3 into Year 4; site visit participants explained that administrators, instructional coaches, and other staff also participated in the PLCs. Topics covered in Year 4 PLCs included academic rigor as well as student and parent engagement. The District 1 Coordinator reported that staff who participated in these sessions found the discussions and guidance from TNTP to be helpful. While progress-monitoring meetings were still held in Year 4, TNTP staff said that their organization took a "hands-off approach" to them and progress check-ins were integrated instead into regular monthly check-ins with GEAR UP coordinators. When explaining this approach, a TNTP staff member said, "We let [the districts] come to us if there's issues or let them come to us for support, and they just haven't. So, whether that's good or bad, I don't know, because that was the goal to put the ball in their court and us to just lend a hand. When you ask for progress, they're just constantly, 'Oh, we're good. We don't need anything,' which may be true."

7.3. Summary

In Year 4, school and GEAR UP staff continued to integrate GEAR UP services and activities into district goals to help ensure the long-term sustainment of GEAR UP initiatives. PLCs and progress monitoring also continued to be implemented as supports for GEAR UP coordinators; however, TNTP indicated they took a lesser role in these activities than in previous years. Coordinators who had participated in these activities indicated they found them helpful.

8. Summary of Findings, Recommendations, and Next Steps

This chapter provides an overview of the findings and a description of promising practices from Year 4 as well as recommendations for consideration in upcoming years.

8.1. Summary of Findings

Completion of Algebra I in a timely manner by follow-on cohorts continued to be a priority for the GEAR UP program in Year 4. Approximately three-fourths of Grade 9 priority cohort students reported enrolling in Algebra I in Year 4 (72%) (Table D.3, Appendix D). Overall, Grade 9 priority students generally felt supported and prepared to take Algebra I and generally *Agreed* that Algebra I was challenging. However, student agreement on how challenging their Algebra I class was and being supported to succeed in Algebra I were lower in Year 4 in comparison to prior years (Tables D.4–D.5, Appendix D). Regarding AP, honors, and dual credit courses, students generally felt that these courses were *Moderately Challenging* (Table D.6, Appendix D). According to personnel surveyed, the most common requirement for students to enroll in AP and honors courses was that the student have a certain grade in a specific subject area (64% and 70%, respectively), and the most common requirement for students to enroll in dual credit courses was based on having a certain score on the TSIA (80%) (Table F.5, Appendix F). In Year 4, a priority of GEAR UP is to continue to provide targeted tutoring support to students with a failing grade in order to succeed academically. Half of class of 2024 survey respondents reported receiving tutoring support (50%), a significant increase from Year 3 (Tables D.10–D.11, Appendix D). Students received tutoring support mainly through after school and in class formats across subject areas (Figures 2.2 and 2.3; Tables D.12–D.13, Appendix D). A majority of students who reported participating in tutoring found it to be helpful and they reported being satisfied with tutoring supports (Figure 2.4; Tables D.14–D.17, Appendix D). Another academic support that continued to be a focus of the GEAR UP program in Year 4 was preparing students for college entrance examinations. Participation in test preparation increased significantly from Year 3 to Year 4 for all examinations (Tables D.18–D.19, Appendix D). Of the students who participated in test preparation, approximately three-fourths reported that test preparation helped them prepare for college entrance examinations, a significant increase from Year 3 (Figure 2.5; Tables D.20–D.21, Appendix D). Students were more aware of where to find TSIA resources in Year 4 versus Year 3 (a mean score of 2.60)[29] (Table D.23, Appendix D). Some students expressed not being adequately prepared for college entrance examinations and recommended having more opportunities to ask questions and review content to increase test preparation.

In Year 4, GEAR UP college and career advising and exploration initiatives focused on providing postsecondary and career information to class of 2024 and priority cohort students and their families along with increasing educational expectations for and awareness about

---

[29] All mean scores presented in this report were on a scale of 1–4 with 1 representing *Strongly Disagree* and 4 representing *Strongly Agree* or 1 representing *Strongly Dissatisfied* and 4 representing *Strongly Satisfied*.

postsecondary and career options. With respect to college and career advising services, the percentage of student survey respondents who reported having one-on-one meetings with their school counselor, advisor, or GEAR UP staff increased significantly in Year 4 (Tables D.25–D.26, Appendix D), with grades, course selection, and scheduling being cited as common topics among students in Grades 9–11. For students in Grade 12, common topics related to postsecondary plans, including college plans or interests, college applications, and grades (Figure 3.3; Tables D.7–D.9, Appendix D). Student satisfaction with one-on-one counseling sessions significantly decreased in Year 4 (mean score 3.01) (Figure 3.6; Table D.29, Appendix D). A significant increase in parental participation in one-on-one advising was also seen in Year 4 (Tables E.11–E.12, Appendix E). Generally, parents of class of 2024 students indicated higher satisfaction with one-on-one advising compared to those of priority cohort students (Figure 3.8). Among students and parents who did not participate in one-on-advising, the most common reason for not participating was a lack of awareness that the meetings were offered (Tables D.30–D.31, Appendix D; Tables E.15–E.16, Appendix E). Parents of class of 2024 students were less satisfied than those of priority cohort students with schools' efforts to provide college and career information (Figure 3.2). Personnel site visit participants reported having a better relationship with their non-profit advisors in Year 4 when compared to previous years when they were seen as "outsiders."

With respect to college visits, the most common activity that students participated in was campus tours (Figure 3.10; Table D.34, Appendix D). Student satisfaction with college visits significantly increased in Year 4 compared to previous years (a mean score of 3.23) (Figure 3.13; Tables D.36–D.37, Appendix D). Despite this, COVID-related restrictions were still a barrier to in-person college visits with limited opportunities offered. A main reason for not participating in college visits was that students were not aware that such visits were offered (Tables D.38–D.39, Appendix D). Student participation in college fairs increased significantly in Year 4 (Table D. 41, Appendix D). Of the students who reported participating in college fairs, satisfaction levels decreased significantly in Year 4 (a mean score of 3.08) (Table D.44, Appendix D), with class of 2024 students reporting lower satisfaction levels than priority cohort students (Figure 3.15). As with other college and career services, the main reason for not participating in college fairs was because students reported not being aware of the college and/or career fair (Tables D.45–D.46, Appendix D).

Several districts also reported offering summer programming, which was primarily related to academic initiatives. COVID-19 continued to limit summer programming related to college and career initiatives in Year 4. Regarding work-based learning activities, participation across the class of 2024 and priority cohort decreased in Year 4 (Tables D.47–D.48, Appendix D). Of the one-quarter of students (27%) who reported participating in work-based learning activities, satisfaction levels were lower in Year 4 when compared to prior years (Figure 3.19; Tables D.50–D.51, Appendix D) with the class of 2024 students reporting lower satisfaction than priority cohort students (Figure 3.18). Among students who reported not participating in work-based learning activities in Year 4, the chief reason reported was that students were not aware of such activities (Tables D.52–D.53, Appendix D).

Specific to parent and family events, there was a significant increase in parents who reported participating in a parent/family event in Year 4 (Table E.18, Appendix E). Parent satisfaction

with parent/family events in Year 4 were of similar levels as in Year 3 (Figure 3.22; Table E.22, Appendix E). However, parents of priority cohort students reported being more satisfied with parent/family events they participated in (Figure 3.21; Tables E.21–E.24, Appendix E). Class of 2024 parent survey respondents were more likely to plan to attend future events, were more comfortable asking questions, and found the information in the parent/family event to be helpful (Figure 3.21; Tables E.21–E.24, Appendix E). Overall, student and parent survey respondents cited a lack of information about college and career initiatives and activities being offered as the chief reason for not participating despite the disruption of some activities by COVID-19.

To support educators and schools in implementing rigorous academic programs that boost student achievement, GEAR UP continued to implement several PD initiatives in Year 4, including activities led by TNTP, teacher coaching/mentoring, the TXOC Academy, and vertical teaming. TNTP provided individualized support to districts, with a specific focus on rigor for ELA. Personnel survey respondents *Agreed* that the PD they participated in provided strategies for increasing rigor and the strategies they acquired to increase their rigor from PD were easy to implement (mean scores of 3.09 and 2.98, respectively) (Table F.26, Appendix F). Personnel respondents' agreement that they were able to successfully implement the strategies they learned in a virtual setting increased significantly from a mean score of 2.63 in Year 3 to 2.97 in Year 4 (Figure 4.2; Table F.27, Appendix F). The 73% of personnel survey respondents that reported they participated in at least one coaching/mentoring session mostly *Agreed* in Year 4 that their coaching/mentoring helped them to increase the rigor in their courses (mean score of 2.91) (Figure 4.4; Table F.32, Appendix F). The personnel survey respondents that reported that they participated in TXOC Academy trainings mostly *Agreed* that the trainings helped them feel better prepared to deliver individualized advising to students and parents (mean scores of 3.25 and 3.25, respectively) and that they learned new information for career and postsecondary advising (mean scores of 3.25 and 3.25, respectively) (Figure 4.5; Tables F.36–37, Appendix F). Similar to the previous year, vertical teaming participants generally *Agreed* on the personnel survey that the vertical teaming they participated in helped to align curriculum and reduce the need for remediation at the postsecondary level (2.83) (Figure 4.6; Table F.42, Appendix F).

Since the class of 2024 cohort's transition to Grade 10 in Year 4, implementation of GEAR UP activities and services moved to high school. Participating districts reported efforts to sustain GEAR UP initiatives for the follow-on cohort in middle schools, specifically focusing on increasing college and career readiness by way of offering supports for Algebra I and providing individual advising. Although site visit participants reported offering these initiatives, some expressed concerns regarding the sustainability of such initiatives given the limited nature of resources and budget.

A new Texas law went into effect in Year 4 requiring Grade 12 students in the 2021–22 school year to complete one of the following: a FAFSA, a TASFA, or an opt-out form. Among the resources made available by TEA to support the implementation of this requirement were toolkits for families, counselors, and community partners. More than two-thirds (70%) of district scaling survey respondents indicated they accessed these toolkits or other resources, which they were most often provided with by someone at their ESC (45%) (Tables G.3–G.4, Appendix G). The most widely used resources among the scaling survey respondents was the Federal Student Aid website (95%) and the ApplyTexas Counselor Suite (91%) (Figure 6.2; Table G.5,

Appendix G). Respondents' satisfaction with the financial aid resources they used in the 2021–22 school year was a mean score 3.02 (Table G.10, Appendix G). Among the recommendations for future resources from district scaling survey respondents were resources for parents and families to understand the requirement, improved tracking systems, trainings, and more one-to-one person support.

Site visit participants and others provided reflection on overall implementation of GEAR UP in Year 4. School principals continued to note that GEAR UP was integrated into their school's existing college and career initiatives, which supported their college-going culture. TEA and TNTP supported implementation of GEAR UP through the continued facilitation of PLCs and progress monitoring with GEAR UP coordinators. Findings suggest that these supports evolved in Year 4 to meet the needs of GEAR UP coordinators and their districts and were described as helpful.

8.2. Promising Practices

Promising practices include innovative practices or strategies described anecdotally by grant stakeholders as successful. While stakeholders perceived these promising practices as facilitators to successful implementation, the evaluation team has not independently assessed whether the promising practices are associated with improved grant outcomes. The promising practices identified in Year 4 are as follows:

- **Increase readiness for Algebra I through a summer bridge camp.** The District 3 site visit participants held a summer bridge camp for students who struggled in the course or test to increase readiness for advanced mathematics coursework. The principal noted, "There were some students that were able to say, pass the course at eighth grade, but not pass the Algebra I exam. And so we provided a bridge camp over the summer to help get them ready for the Algebra I EOC…or it could have been vice versa. They could have passed the test; if they were still struggling in the content, that bridge camp was still for them."
- **Increase awareness of dual credit programs among students and parents through dual credit parent nights.** The non-profit advisor from District 4 organized dual credit parent nights for students and parents interested in learning more about dual credit courses and enrolling in the program. Dual credit parent night events included sessions in both English and Spanish to ensure information about the program was accessible to all families.
- **Assist students with TSIA test preparation through a TSIA boot camp.** Site visit participants in District 2 reported holding boot camps to help students prepare for the TSIA. These boot camps were typically held before the TSIA. High school counselors noted, "We have [a good] success rate with our TSI[A] boot camps. Whenever they give a bootcamp, right before the TSI[A], we do have the highest passing rate." (Note that the rates following bootcamps were not independently verified by the evaluation team.) The counselors expressed wanting to hold similar boot camps for ACT and SAT test preparation in future years.
- **Use targeted subject lines for college and career messaging to parents.** District 5 class of 2024 parent site visit participants emphasized the need for clear and succinct

subject lines in messaging to parents to highlight the relevant group or grade. One class of 2024 parent explained, "A lot of parents, we just kind of skim. I know I've gotten a couple of messages and I'm like 'Oh, says ninth graders, not my kid, not my problem.' And I know that [District 5] is probably offering a lot more opportunities than we're even aware of."

- **Offer grade-specific parent and family events.** Several districts shared that they offered parent and family events specific to a certain grade level to provide targeted resources and services for parents and families. Site visit participants from District 2 explained that in focusing on one grade at a time, the topics could be tailored to the needs of students and parents at that grade level.
- **Utilize a train-the-trainer method to involve school personnel in PD.** The GEAR UP coordinator from District 6 noted that TNTP used a train-the-trainer method in which TNTP met with key staff to walk through the PD, answer questions, and modify the materials for each district. The coordinator explained that they would like more of this method since it was "really helpful because [district staff] didn't feel like they were going in and just trying to convince teachers of something that they didn't truly understand."

8.3. Recommendations

The evaluation team identified the following recommendations for TEA to consider in future grant implementation and implementation of similar programming outside of GEAR UP:

- **Provide support for Algebra I to combat learning loss and student apathy associated with COVID-19.** Although Grade 9 priority cohort students reported being more prepared to take Algebra I in Year 4 when compared to Year 3, preparation levels were generally lower than in the pre-pandemic Year 2. Personnel shared that Grade 9 priority cohort students were less prepared for advanced mathematics coursework and attributed this to learning loss associated with COVID-19. Furthermore, Grade 9 priority students reported lower levels of agreement that their Algebra I class was challenging. Personnel site visit participants also noted apathy among Grade 9 priority cohort students since they were learning in virtual settings for the previous 2 years. In the forthcoming years, participating districts may consider providing academic supports to ensure students from follow-on cohorts succeed in advanced mathematics coursework.
- **Expand access to and clarify requirements for accessing advanced courses.** Noting that Year 4 was the first year that students enrolled in AP courses will be required to take AP examinations, a District 4 counselor described district-wide efforts to increase enrollment could potentially see an increase in students getting credits. Participating districts may consider loosening restrictions on qualifying for AP and honors courses or potentially opening enrollment for these advanced courses in order to increase access to the courses. In addition, some core content teacher participants in District 1 shared having a limited understanding of how students can qualify for dual credit courses, especially since in Year 4 enrollment in dual credit courses was not based on a required score on the TSIA. Future efforts to increase enrollment in dual credit and AP courses might potentially focus on providing more information on how students can qualify for these courses.

- **Offer check-ins to ensure students are provided appropriate levels of academic rigor in advanced coursework.** Site visit participants emphasized the importance of providing optimum levels of academic rigor in advanced coursework to avoid feelings of defeat when the courses were too rigorous, especially in the face of initiatives for increasing student enrollment. A counselor from District 2 recommended check-ins at regular intervals to gauge optimum levels of rigor and provide supports to help students succeed.
- **Continue to offer virtual tutoring as an option.** Although virtual tutoring decreased in Year 4 in all subject areas, it was still provided as a support. Continuing to offer opportunities for targeted tutoring through virtual spaces in forthcoming years may be beneficial since it affords flexible access to tutoring support.
- **Expand opportunities for test preparation for college entrance examinations.** Students and personnel recommended more opportunities for test preparation considering students felt unprepared for college entrance examinations. Students and personnel recommended having a dedicated required class for test preparation where students could review test preparation materials and ask questions pertaining to these materials in order to be better prepared for the examinations. This could be accomplished by leveraging AVID courses, utilizing free periods, and embedding test preparation within core content courses.
- **Investigate the extent to which tutoring initiatives funded through TCLAS intersect with GEAR UP targeted tutoring services**. In Year 4, two participating schools received additional funds through TCLAS to support accelerated learning through high impact tutoring. In the forthcoming years, the external evaluation team could seek to understand the extent to which TCLAS supports augment GEAR UP services.
- **Increase awareness of college and career advising and exploration initiatives.** The main reason for students and parents not participating in college and career advising and exploration initiatives was being unaware that the initiatives were offered. Recommendations from parents include putting forth a dissemination plan at the beginning of the school year related to college and career events planned for the year. Parents also recommended that schools offer more modes of communication and improved quality of communication with parents and families.
- **Expand options to new college and career fields available to students.** Personnel survey respondents generally *Agreed* that non-profit advisors were able to inform student awareness and understanding of career opportunities and provide students with grade-appropriate information regarding postsecondary education and career readiness. Some personnel recommendations for college and career advising focused on expanding the scope of college and career services to include out-of-state universities and non-traditional work-based learning opportunities. Additionally, student participation in work-based learning opportunities decreased in Year 4 when compared to previous years. Students from Districts 2 and 6 described attending a Women in Industry conference that focused on increasing female involvement in industries in which they were traditionally underrepresented, such as welding and plumbing. Future college and career exploration initiatives may focus on providing an array of opportunities to increase

student exposure to postsecondary options which they may not have previously considered.

- **Highlight approaches to modify or adapt PD strategies.** TNTP and teachers at GEAR UP schools described the Year 4 PD as a more individualized approach, in which districts initiated the request for support. While personnel survey respondents generally *Agreed* that the strategies they acquired to help increase rigor were easy to implement, site visit participants recommended that TNTP provide more support to help teachers adapt or modify strategies and curriculum so that teachers are able to use them to meet the specific needs of their students. Some teachers commented that they struggled to visualize how to modify PD topics and suggestions to their content areas and preferred PD tailored to their content area or specific examples from TNTP for how to modify the strategy.

- **Clarify the vision for PD as a component of the GEAR UP grant and the role of TNTP in GEAR UP**. TNTP provided support for multiple initiatives in Year 4, including PD and PLC facilitation for ELA staff, coaching and mentoring, and resources for vertical teaming. However, TNTP staff noted that some districts chose not to participate or did not seek out some of these supports, such as vertical teaming resources and PD sessions. Site visit participants also reported that they were familiar with the focus on rigor in PD but were unsure about the definition of rigor and how to apply it to their schools' expectations regarding rigor. Clarification from TEA about how PD supports the vision for implementation of GEAR UP as well as the role that TNTP is intended to have in PD may build districts' interest and engagement with TNTP resources and support.

- **Leverage existing resources to sustain existing GEAR UP activities and services for follow-on cohorts.** While participating districts expressed hope for continuing GEAR UP activities for follow-on cohorts, some expressed concerns relating to sustainability efforts in the long run, specifically with sustaining partnerships with non-profit advisors. District coordinators recommended leveraging limited resources—through establishing timelines and benchmarks for one-on-one advising sessions, conducting small group advising consisting of two to three students, and involving parents—to sustain GEAR UP efforts for follow-on cohorts.

- **Provide tools and strategies to help school and district staff efficiently track student and parent completion of financial aid forms.** Some district scaling survey respondents noted challenges with tracking the students and parents who completed the FAFSA, TASFA, or an opt-out form. Respondents expressed frustration in comments with the information reflected in the ApplyTexas Counselor Suite, which did not always include up-to-date information and did not include information about the students who submitted a TASFA or opt-out form. Tools to help school and district staff track completion of these forms may help staff work efficiently and minimize energy spent contacting students and their parents to determine the status of their forms.

- **Develop resources targeted to students and parents to highlight the requirement to submit financial aid forms and the benefits received from the forms.** District scaling survey respondents indicated challenges related to their implementation of the financial aid form requirement such as low parental buy-in, lack of student compliance, informing parents about the requirement, and parent resistance to submitting personal

financial information. Information targeted for students and parents about the requirement and the benefits may help students and parents increase their knowledge and willingness to submit the forms in a timely manner. Respondents suggested that information for students and parents use clear and plain language, provide step-by-step guidance, and contact information for unique circumstances families may experience.

REFERENCES

Cain, S. & Laird, M. (2011). *The fundamental 5: The formula for quality instruction*. CreateSpace Independent Publishing Platform.

Hutson, A., Sun, J., Spinney, S., Kennedy, L.,& Horwood, T (2021). *Texas GEAR UP: Beyond Grad: Biennial impact report: Evaluation of years 1 and 2.* Retrieved June 2022 from https://tea.texas.gov/sites/default/files/gubg-yr1and2-impact.pdf

Spinney, S., Shelley, B., McKinney, M., Kennedy, L., Michalski, B., Sun, J., Rovzar, D.,& Horwood, T. (2021a). *Texas GEAR UP: Beyond Grad: Annual implementation report: Evaluation of years 1 and 2.* Retrieved June 2022 from https://tea.texas.gov/sites/default/files/GUBG-Yrs12AIR.pdf

Spinney, S., Shelley, B., McKinney, M., Kennedy, L., Rovzar, D., Sun, J.,& Horwood, T. (2021b). *Texas GEAR UP: Beyond Grad: Annual implementation report: Evaluation of Year 3.* Retrieved June 2022 from https://tea.texas.gov/sites/default/files/gubg-yr3air.pdf

Sun, J., Spinney, S.,& Kennedy, L (2021). *Texas GEAR UP: Beyond Grad: Annual project outcomes report: Evaluation of years 1 and 2.* Retrieved June 2022 from https://tea.texas.gov/sites/default/files/gubg-yrs12apor.pdf

Texas Education Code. (2019). Texas school law bulletin. Charlottesville, VA: Matthew Bender.

APPENDIX A: GEAR UP: Beyond Grad Strategies and Project Goals and Objectives

A.1 GEAR UP: Beyond Grad Strategies

The core strategies conceptualized in the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad program to close the college achievement gap are as follows:

1) Increasing academic rigor by facilitating an increase in access to, perceived value of, and student success in academically rigorous courses through extensive professional development for teachers, counselors, and administrators and targeted tutoring for students;

2) Preparing middle school students by empowering them with pathway information early on, through individualized college and career advising in middle school and adoption of a high-quality, Texas Essential Knowledge and Skills (TEKS)-aligned career exploration course;

3) Expanding college and career advising and resources for high school students by mitigating the effects of high student-to-counselor ratios and providing robust, individualized college and career advising through the adoption of a college and career readiness advising model in GEAR UP: Beyond Grad;

4) Leveraging technology by expanding advisor capacity and amplifying high-quality resources through the adoption of targeted, user-centered technology tools for advisors, counselors, administrators, students, and parents; and

5) Developing local alliances by establishing or expanding existing alliances with business, higher education, and community partners that support student achievement and offer opportunities for career exploration.

A.2 Project Goals and Objectives

The Texas Education Agency (TEA) established the following goals and objectives for GEAR UP:

Project Goal 1: Increase access to rigorous courses in order to reduce the need for remediation

- Objective 1.1: By the end of the class of 2024's second year (Grade 8), 30% of class of 2024 students will complete Algebra I. By the end of the class of 2024's third year (Grade 9), 85% of class of 2024 students will complete Algebra I.[30]

---

[30] The goals and objectives originally referred to the class of 2024 as the "primary cohort." These have been edited here to use "class of 2024" for consistency with the rest of the report and to clearly distinguish this cohort from the priority cohort.

- Objective 1.2: By the end of the class of 2024's fifth year (Grade 11), 60% of class of 2024 students will complete a Pre-Advanced Placement (AP), Pre-International Baccalaureate (IB), AP, or IB course.

- Objective 1.3: Each year, 90% of class of 2024 students who receive a failing grade on a progress report will receive targeted academic tutoring.

Project Goal 2: Graduating prepared for college and career

- Objective 2.1: By the end of the project's sixth year, 60% of class of 2024 students will be eligible to earn college credit through achievement of a passing score on the AP exam, IB exam, or completion of a rigorous dual credit course.

- Objective 2.2: By the end of the project's sixth year, the percentage of class of 2024 students graduating on the Foundation High School Program with an endorsement and/or receiving the Distinguished Level of Achievement will meet or exceed the baseline state average.

Project Goal 3: Provide educator training and professional development for rigorous academic programs

- Objective 3.1: Each year, 50% of high school core content teachers will participate in professional development that supports a rigorous curriculum (e.g., project-based learning, advanced instructional strategies, teacher externships, student engagement, etc.).

- Objective 3.2: Each year, teams of educators and administrators (middle school, high school, and institutions of higher education) will complete at least five days of vertical teaming in order to align curriculum and reduce the need for remediation at the postsecondary level.

- Objective 3.3: Each year, 20% of high school class of 2024 core content teachers will participate in at least three individualized educator coaching and/or mentoring sessions.

- Objective 3.4: By the end of the project's second year, all high school counselors will complete training in college and career advising.

Project Goal 4: Increase high school graduation

- Objective 4.1: The class of 2024 completion rate will meet or exceed the baseline state average completion rate.

- Objective 4.2: At the end of the class of 2024's second year (Grade 8), the on-time promotion rate will exceed the baseline state average promotion rate.

Project Goal 5: Support participation in postsecondary education and career preparation

- Objective 5.1: Each year, 85% of tenth graders will take the Preliminary SAT (PSAT) or ACT Aspire exam. Each year, 85% of eleventh graders will take the SAT or ACT exam.

- Objective 5.2: By the end of the class of 2024's sixth year (Grade 12), 50% of class of 2024 students will meet the college readiness criterion on the SAT, ACT, or the Texas Success Initiative Assessment (TSIA).

- Objective 5.3: At least 60% of class of 2024 students will enroll in postsecondary education in the fall after high school graduation.

- Objective 5.4: At least 60% of class of 2024 students who enroll in postsecondary education will place into college-level courses without the need for remediation.

- Objective 5.5: The number of class of 2024 students who complete the first year of college will meet or exceed the baseline district average.

Project Goal 6: Provide postsecondary and career preparation information to students and families

- Objective 6.1: Each year in ninth grade, students will receive information about the school's high-quality pathways and programs of study that align to postsecondary programs and high-demand careers available to them.

- Objective 6.2: Each year, students and parents will receive information about postsecondary and career options, preparation, and financing.

- Objective 6.3: Each year, 90% of class of 2024 students will receive at least one comprehensive, individualized college and career counseling session.

- Objective 6.4: By the end of the third year, 50% of class of 2024 parents will receive at least one individualized college and career counseling session.

- Objective 6.5: Each year, class of 2024 parent attendance at Texas GEAR UP events and services will increase.

Project Goal 7: Increase educational expectations for and awareness about postsecondary and career options

- Objective 7.1: Each year, 75% of class of 2024 students will attend at least one college visit.

- Objective 7.2: By the end of the class of 2024's sixth year (Grade 12), 85% of class of 2024 students will complete the Federal Application for Federal Student Aid (FAFSA).

- Objective 7.3: By the end of the class of 2024's sixth year (Grade 12), 85% of class of 2024 students will complete at least two college applications.

- Objective 7.4: Each year, 30% of class of 2024 students will attend a summer program (academic acceleration, enrichment, college exploration, etc.).

- Objective 7.5: Each year, 30% of class of 2024 and priority cohort students will participate in a work-based learning opportunity.

Project Goal 8: Build and expand community partnerships

- Objective 8.1: All participating districts will form business alliances that support higher student achievement and offer opportunities for career exploration.

- Objective 8.2: All participating districts will form alliances with governmental entities and community groups to enhance the information available to students regarding high school pathways, scholarships, financial aid, and college awareness.

Project Goal 9: Enhance statewide college and career readiness

- Objective 9.1: Each year, tri-agency partners (TEA, Texas Higher Education Coordinating Board, and Texas Workforce Commission) will convene quarterly to ensure alignment of statewide initiatives around college and career readiness.

- Objective 9.2: By the end of the project's fourth year, class of 2024 and priority cohort students will have access to a student-focused online resource to assist them in making informed decisions about their education and career pathway options.

- Objective 9.3: Annually increase the number of educators, counselors, and community members that complete specialized college and career readiness training.

APPENDIX B: Evaluation Design, Methods, and Analytics

The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad evaluation is designed to produce credible, timely, and actionable information to support successful implementation, inform project personnel and stakeholders of the program's outcomes and impact, identify potential best/promising practices, and support program sustainability. Evaluation findings will support program improvement in the six districts participating in GEAR UP and also help the Texas Education Agency (TEA) scale initiatives across the state.

This appendix describes the evaluation design, methodology, and analytic approach used for the implementation study component of the evaluation—the findings of which are shared in this report.

B.1. GEAR UP Logic Model

Figure B.1 presents the GEAR UP logic model. This logic model depicts the ICF team's conceptualization about how change is likely to occur as a result of the GEAR UP program.

Figure B.1. Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad Logic Model

Mission: Texas GEAR UP: Beyond Grad seeks to accomplish the three main goals of the Federal GEAR UP program: (1) increase the academic performance and preparation for postsecondary education of participating students; (2) increase the rate of high school graduation and participation in postsecondary education; and (3) increase the educational expectations and family knowledge of postsecondary education options, preparation, and financing.

Inputs	Outputs	Outcomes		
Resources	**Participants & Activities**	**Middle School**	**High School**	**Postsecondary**

SITUATION
Many low-income students throughout Texas are not prepared to enter and succeed in postsecondary education

STRATEGIES
1) increasing academic rigor
2) preparing middle school students
3) expanding college and career advising and resources for high school students
4) leveraging technology
5) developing local alliances

Resources
Federal GEAR UP grant funding of $24.5M

Texas Education Agency, Texas Higher Education Coordinating Board, Texas Workforce Commission staff

Texas GEAR UP: Beyond Grad program staff

Community partners

College and Career Readiness advising organizations

TNTP technical assistance provider

High-quality tools and resources for advisors

High-quality tools and resources for students

Participants & Activities
Students (class of 2024 and priority cohort)
- Targeted academic tutoring
- Preliminary SAT, ACT Aspire, SAT, ACT completion
- Information about options/preparation/financing
- Information about pathways/programs (Grade 9)
- Individualized college & career counseling
- College visits
- Financial assistance for postsecondary enrollment and Free Application for Federal Student Aid /Texas Application for State Financial Aid) completion
- College application completion
- Summer programs
- Work-based learning opportunities

Parents/families
- Postsecondary education and career information
- Individualized college and career counseling
- Texas GEAR UP event attendance

School staff
- Teacher professional development (PD)
- Vertical teaming
- Individualized educator coaching/mentoring
- Counselor training in college and career advising
- College and career readiness training

Districts
- Business, government, and community alliances

State
- Quarterly convenings to align statewide college and career readiness initiatives
- Statewide expansion of college and career readiness PD
- Statewide access to student-focused online resources

Middle School
Grade 8 Algebra I completion (target = 30% class of 2024)

Grade 8 on-time promotion

High School
Grade 9 Algebra I completion (target = 85% class of 2024)

Pre-Advanced Placement (AP), Pre-International Baccalaureate (IB), AP, & IB course completion

College credits earned for AP/IB/dual credit courses

Graduation on Foundation High School Program or Distinguished Level of Achievement

High school completion

College-ready on SAT/ACT/Texas Success Initiative Assessment

Financial aid literacy for postsecondary enrollment

Postsecondary
Postsecondary enrollment

Placement into college-level courses

Completion of first year of college

Assumptions
Targeted and statewide activities can benefit students and families to improve academic and economic futures

External Factors
Schools/districts may offer and students may participate in other college and career readiness activities or programs

Feedback Loop
The evaluation will provide feedback to program leaders about impact implementation, best and high-impact practices, practices related to sustainability within, and use of statewide resources to understand the perceived impact and explore strategies for improving statewide reach.

ICF

B.2. Evaluation Questions

The evaluation questions addressed in this report are listed in Table B.1..[31]

Table B.1. Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad Evaluation Questions

Research Questions
Q1.2. What is the impact of GEAR UP: Beyond Grad on families? • How do the perceptions and knowledge of class of 2024 parents compare to perceptions of priority cohort parents?
Q1.3. What is the impact of GEAR UP: Beyond Grad on school communities? • What is core content teachers' perceived impact of professional development and training on instructional strategies and improved academic rigor? • What is counselors' perceived impact of professional development and training on student access to information about college and career pathways?
Q3.1. What are the potential best or promising practices of the GEAR UP: Beyond Grad program? • What are the contextual factors that contributed to the best or promising practice? • Which stakeholders identified the practice as contributing to a positive outcome? • What positive outcomes occurred as a result of the practice? • In what ways does the best or promising practice apply to different sites? • Which best or promising practices are recommended for scaling across the state? Why?
Q4.1. How is the GEAR UP: Beyond Grad program being sustained? • In what ways are grantee districts sustaining GEAR UP: Beyond Grad activities and strategies? • How do school personnel perceive the feasibility of sustaining GEAR UP: Beyond Grad activities and strategies? • What facilitators/barriers do grantees face to sustaining implementation? • Which strategies/activities had increased stakeholder engagement over time? Why? • Which strategies/activities had reduced stakeholder engagement over time? Why?
Q4.2. What strategies or practices should be sustained? • How does the strategy or practice contribute to positive outcomes? • In what ways is the strategy or practice sustainable beyond the life of the grant?
Q4.3. What strategies or practices should not be sustained? • In what ways is the strategy or practice inefficient?
Q5.1. How has GEAR UP: Beyond Grad affected non-GEAR UP: Beyond Grad schools and districts regarding college and career readiness? • To what extent do Texas public school districts other than GEAR UP: Beyond Grad grantees utilize GEAR UP: Beyond Grad resources and strategies? • What is the perceived impact of the GEAR UP: Beyond Grad resources and strategies implemented on a statewide basis? • What statewide resources and strategies are most effective?

B.3. Evaluation Methods

The ICF team used a mixed-method evaluation approach that reflects the diversity of the evaluation objectives and research questions. Mixed-method studies are preferable in evaluations of complex programs such as GEAR UP because they employ a variety of data

---

[31] Note that there are additional evaluation questions guiding other aspects of the evaluation which is why the question numbers in Table B.1 are not listed sequentially. Additional evaluation questions will be presented in other reports, as applicable.

collection and analysis strategies that capitalize on the strengths and account for the weaknesses inherent in individual methods (Creswell & Plano Clark, 2007; Tashakkori & Teddlie, 1998). This approach has allowed the ICF team to reach study conclusions by triangulating findings across multiple data sources.

The ICF team used an array of qualitative and quantitative data collection and analytic methods to describe the implementation and sustainability of GEAR UP and to identify best/promising practices. Details regarding specific data collection and analytic methods are described in the following subsections.

B.3.1. Data Collection

To address the evaluation questions in Table B.1, the evaluation team collected a range of quantitative and qualitative data from surveys, site visits, and phone interviews. Details regarding each type of data collection are described below.

Surveys. The evaluation team conducted online surveys with class of 2024 and priority cohort students (via a student survey), class of 2024 and priority cohort parents (via a parent survey), school personnel serving class of 2024 and priority cohort students (via a personnel survey), and personnel from Texas public school districts not participating in the TEA GEAR UP grant who were implementing GEAR UP-supported statewide initiatives (via a scaling survey for districts). The surveys were designed to ask stakeholders about perspectives on grant implementation during the 2021–22 academic year. The evaluation team initially opened the online surveys on March 1, 2022 and surveys remained open through March 31, 2022. Surveys were provided in English and Spanish for students and parents and were provided in English for other stakeholders. School and district personnel obtained passive parent consent through a survey opt-out form prior to surveying students. Appendix C includes copies of all survey instruments.

Overall, ICF received 1,955 surveys from students, representing 26.4% of the total number of eligible student participants; 205 surveys from parents, representing 2.8% of the total number of eligible parent participants; and 313 surveys from personnel, representing 55.4% of the total number of eligible full-time employees (FTEs) at the participating schools.[32] In addition, ICF received 310 district personnel survey responses from the scaling survey for districts. Additional details about survey respondents may be found in Appendices D–G.

Site Visits. The evaluation team conducted virtual site visits via the Zoom virtual meeting platform with each of the six participating grantee districts in February and March 2022 to conduct interviews and focus groups with a variety of GEAR UP stakeholders to understand program implementation during Year 4. Final copies of all protocols used for the site visits may be found in Appendix C.

Overall, the evaluation team:

---

[32] Denominators used in calculating personnel survey response rates at each school were determined using the number of full time equivalents (FTEs) reported in 2020–21 Texas Academic Performance Report (TAPR) data found at https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html. The number of FTEs does not represent the number of individual staff members in the schools and so is not a precise denominator; however, it serves as a reasonable approximation.

- Interviewed six Texas GEAR UP coordinators (representing each participating district)[33];
- Interviewed six high school principals (representing each participating high school from each district) [34];
- Conducted five focus groups/interviews with high school counselor(s) responsible for implementing the new Texas financial aid requirement (representing five participating districts) with a total of 14 participants[35];
- Conducted 12 student focus groups with a total of 90 students from the class of 2024 and the priority cohort (Grade 9, Grade 10, Grade 11, and Grade 12);
- Conducted five focus groups with core content teachers who participated in TNTP PD with a total of 23 participants;
- Conducted six parent focus groups with a total of 15 parents of students from the class of 2024; and
- Conducted four focus groups/interviews with school/district-based curriculum director(s) with a total of six participants.[36]

In total, 160 individuals participated in interviews and focus groups across the six districts. Additionally, at three districts several individuals served multiple roles and so interviews/focus groups were combined accordingly for those roles.

Phone/Virtual Interviews and Focus Groups

In practice, the evaluation team conducted virtual interviews/focus groups using the Zoom virtual meeting platform in February and March 2022. The virtual interviews/focus groups took place with the following stakeholders:

- College for Every Student (CFES) Brilliant Pathways Advisors (one participant)
- Advise TX Advisors (two participants)
- College Advising Corps (CAC) Advisors (four participants)
- TNTP (four participants)
- TEA (one participant)

In total, 12 individuals participated in the virtual interviews/focus groups. Final copies of all protocols used for the virtual interviews/focus groups may be found in Appendix C.

B.3.2. Data Analytics

To analyze quantitative survey data, the evaluation team primarily conducted descriptive analysis, including means, standard deviations, and percentages. Results were provided at the program level and broken down by relevant groups (e.g., districts, grade levels, personnel job

---

[33] Two of the participants also served as the school/district-based curriculum director and one participant also served as the individual responsible for the new Texas financial aid requirement, so the interviews were adapted to incorporate both roles.

[34] In order to conveniently schedule sessions with the districts, principal interviews were combined with the site visit virtual interviews and focus groups instead of phone interviews.

[35] Not scheduled at one of the districts prior to March 11, the end of the data collection window.

[36] In order to conveniently schedule sessions with the districts, curriculum director interviews/focus groups were combined with the site visit virtual interviews and focus groups instead of phone interviews.

categories, grade levels taught). Results are presented in tables in Appendices D–G as well as in the main body of this report.

In addition to descriptive analysis, the evaluation team examined longitudinal differences over time using statistical tests. Throughout this report, "significance" refers to findings that were determined to be statistically significant through the use of these types of statistical tests. Nonparametric tests, such as Chi square, were used for comparisons of categorical variables. T-test/Analysis of Variance were used for comparisons of continuous variables. For additional details on statistical tests used for specific comparisons, please refer to table and figure notes. Note that there are only details about statistical tests presented when those results indicated a statistically significant difference.

The evaluation team coded all qualitative data from site visits and phone interviews according to a list of codes articulated in a codebook. The evaluation team developed the codebook based on etic codes (from the perspective of the evaluation team) aligned with the evaluation questions, program goals and objectives, and other key constructs from the interview/focus group protocols. As the team began coding, the team revised the codebook to include emic codes (from the perspective of the research participants), or themes that emerged based on the perceptions of participations. Two members of the evaluation team conducted the coding and had frequent check-ins to discuss new emic codes and other revisions to the codebook and to align interpretations of codes. Members of the evaluation team who led the interviews and focus groups conducted oversight of the coded data to ensure that the coding aligned with their interpretations and notes as well. Findings from the qualitative analysis are presented in the body of the report.

B.4. References

Creswell, J., & Plano Clark, V. (2007). *Designing and conducting mixed methods research.* Thousand Oaks, CA: Sage.

Tashakkori, A., & Teddlie, C. (1998). *Applied social research methods series, Vol. 46. Mixed methodology: Combining qualitative and quantitative approaches.* Thousand Oaks, CA, US: Sage Publications, Inc.

APPENDIX C: Evaluation Instruments

C.1 Consent Forms

C.1.1 Adult Interview/Focus Group Consent Form

Texas GEAR UP: Beyond Grad Evaluation
Adult Interview/Focus Group Consent Form, 2022

Your school/district/organization is participating in the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant program, led by the Texas Education Agency (TEA). TEA has contracted with ICF and Agile Analytics to conduct a study of the GEAR UP program to understand how the program is working, successful strategies that are being used to meet program goals, and the impact of the program on students, parents, and schools. As part of this important research, you are being asked to participate in an interview/focus group which should take approximately 30–60 minutes. The discussion will include questions about your opinions and experiences with the GEAR UP program during the 2021–22 school year. Please consider the details below prior to deciding to participate in this interview/focus group:

• **Confidentiality**: Your individual answers during the interview/focus group will be kept in confidence from anyone outside of the research team to the extent permitted by law. The interview/focus group discussion will be recorded either by audio file or written notes after obtaining your verbal consent (and for focus groups, the consent of all participants). The recordings of what you share will only be used by the ICF and Agile Analytics research team. Transcripts of audio recordings will be provided to TEA at the conclusion of the study; however, these transcripts will be deidentified prior to being shared. In other words, all names of persons, schools, districts, organizations, locations, job titles, or any other identifying details of what you share will be removed prior to sharing the transcript with TEA. In written reports, the data collected by researchers will be reported in a manner that summarizes across participants. We will not include participant names or any other personally identifiable information about you in written reports. If you are participating in a focus group, please keep in mind that what individuals talk about during the focus group is private and you should not discuss it with anyone after the session is finished.

• **Risks**: The study presents minimal risk to you. Participants will not be identified. Interview notes and/or recordings will be stored in a secure area accessible only to ICF and Agile Analytics. Please note that if you participate in a focus group, while we will ask all individuals who participate to not discuss any of the information after the session is finished, we cannot guarantee that all participants will keep information private.

• **Benefits**: The information provided by participants will help the GEAR UP program improve and provide better services to students and their families in the future.

• **Voluntary Participation**: Your participation in this interview/focus group is voluntary, meaning that you do not have to participate if you do not want to. If you decide to participate then change your mind, you can stop participating at any time. We hope you will participate in the conversation, but you do not have to share information that makes you feel uncomfortable. Your decision to participate or withdraw from the study at any time will not affect your involvement with TEA, the GEAR UP program, or your school/district/organization.

By signing below, you are consenting to participate. If you have any questions about the interview/focus group, you can contact Samantha Spinney at ICF at samantha.spinney@icf.com or 703-272-6681. If you have questions about your rights as a research subject, you can contact Christine Walrath at christine.walrath@icf.com or (646) 695-8154.

To indicate your consent to participate in this interview/focus group, please sign your name below in black/blue ink pen.

_____   _____
Sign your name here   **Date**

_____
Clearly print your name here

C.1.2 Parent Notification for Student Survey

Texas GEAR UP: Beyond Grad
Parent Notification for Student Survey, 2022

<Date>, 2022

Dear Parent or Guardian:

Your child's school is participating in the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant program this year, which aims to improve the postsecondary education and career readiness of middle school and high school students. This program is being led by the Texas Education Agency (TEA). To better understand how the GEAR UP grant program is working, TEA has contracted with a research company, ICF, to survey students. This spring, your child will be given the opportunity to complete a survey which should take approximately 10 minutes. This survey asks your child questions about his or her school experiences and postsecondary education and career goals. All students in your child's grade level at this school are being asked to participate in this study. We encourage students to take the voluntary survey since students' experiences will be important to understanding the program.

Please consider the details below prior to deciding to allow your child to participate in the survey:

- **Confidentiality**: Data collected by researchers will be kept confidential to the extent permitted by law. Neither your name nor your child's name is collected on the survey so the researchers will not be able to identify your child in written reports. All findings related to short-answer or multiple-choice questions will be summarized across respondents in study reports. Your child's individual answers to open-ended questions could be shared anonymously in study reports. We will not share individual survey responses with your child's school. Data from this survey will be stored in a secure area accessible only to the researchers during the study.
- **Risks/Benefits**: The study presents minimal risk to your child. Researchers will not identify specific children in order to maintain confidentiality. Your child's participation helps build knowledge in the state and nationally about how to support students to prepare for postsecondary education and career. Where appropriate, GEAR UP schools can use the information learned from the study to adjust their GEAR UP activities, events, and/or resources.
- **Voluntary Participation**: Participation in this study is voluntary. If a student does not participate in the study, he or she will still receive the academic and non-academic supports offered at his or her school. Additionally, you may withdraw your child from the study at any time with no consequences. Even if you consent for your child to participate, your child will also have an opportunity to decide if she/he wants to complete the survey. Your child will be able to skip any survey item that she/he does not wish to answer and withdraw at any time.

If you have any questions about the study, you can contact Samantha Spinney at samantha.spinney@icf.com or (703) 272-6681. She is the project manager for the study. If you have questions about your rights as a research subject, you can contact Christine Walrath at christine.walrath@icf.com or (646) 695-8154.

If you agree with your child participating in the survey, you do not have to do anything in response to this letter. If you **do not** want your child to complete the survey for research purposes, even if this information is confidential, please complete the form on the following page and return to *<School Designee>* by *<Date, 2022>*. Our team will work with the school to ensure that your child does not complete the survey if you do not want them to do so.

Sincerely,
Samantha Spinney

If you agree with your child participating in the survey, you do not have to do anything in response to this letter. If you **do not** want your child to complete the survey, even if this information is confidential, please complete and return to *<School Designee>* by *<date>*.

I **do not** want my child, _____,
[Please Print Full Student Name]

to participate in the Texas GEAR UP survey in spring 2022.

Your name (Please Print):

_____

Your signature: _____ Date: _____

C.1.3 Parent Consent Form

Texas GEAR UP: Beyond Grad Evaluation
Parent Consent Form, 2022

Date: Month X, 2022

Dear Parent or Guardian:

Your child's school is participating in the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant program this year, which aims to improve the college and career readiness of middle school and high school students. This program is being led by the Texas Education Agency (TEA). To better understand how GEAR UP is working, TEA has contracted with ICF and Agile Analytics to interview students. Your child has been invited to participate in a focus group with about 5 to 10 other students. The focus group will be like a class discussion with other students in the school and the ICF/Agile Analytics representative(s) will focus on students' opinions and experiences with college and career activities at school. The school has worked with ICF and Agile Analytics to set an appropriate time and location (or virtual communication platform) for the focus group, which will last about 30–45 minutes and will take place during the school day. The information provided by the students will be used to improve the college and career activities at your child's school in the future. Please consider the details below prior to deciding to participate in this focus group:

• **Confidentiality**: ICF and Agile Analytics will not collect your child's full name but will collect your child's first name. All information about your child (first name, grade level, etc.) will remain confidential to the extent permitted by law. Student names or other personal information will not be included in the final reports. If the focus group is recorded, the recording will not be shared with the school or other students. It will be kept securely by ICF and Agile Analytics. Transcripts of audio recordings will be provided to TEA at the conclusion of the study; however, these transcripts will be deidentified prior to being shared. In other words, all names of persons, schools, districts, organizations, locations, job titles, or any other identifying details of what your student shares will be deleted from the transcripts before sharing the transcript with TEA.

• **Risks**: The study presents minimal risk to your child. Individual students will not be identified. Focus group notes and/or recordings will be stored in a secure area accessible only to ICF and Agile Analytics. While we will ask all students who participate to not discuss any of the information after the session is finished, we cannot guarantee that all participants will keep information private.

• **Benefits:** The information provided by participants will help the GEAR UP program improve and provide better services to students and their families in the future.

• **Voluntary Participation**: Participation in the focus group is voluntary. If a student does not participate in the focus group, **he or she can still participate in GEAR UP program activities.** You may withdraw your child from participating in the focus group at any time without any consequences. If you agree that your child may participate in the focus group, your child will still have the chance to decide if they want to participate. Your child can choose not to answer any question that he or she does not wish to or they can choose to not participate at all.

If you have any questions about the study, please contact Samantha Spinney, ICF, at samantha.spinney@icf.com or (703) 272-6681. If you have questions about your students' rights as a research subject, please contact Christine Walrath at christine.walrath@icf.com or (646) 695-8154. Please complete the form on the following page and turn in the completed form to [coordinator/site contact] by ___date___. Your student will not be able to participate in the focus group without your signed consent to do so.

Sincerely,

[Insert appropriate signatory]

To indicate your consent to have your child participate in this GEAR UP focus group in spring 2022, please sign your name below in black/blue ink pen.

☐ YES, I will allow my child, _____,
[Please Print Full Student Name]
to participate in this student focus group.

☐ NO, I do not want my child, _____,
[Please Print Full Student Name]
to participate in this student focus group.

Your name (Please Print):
_____

Your signature: _____ Date: _____

C.1.4 Student Focus Group Assent

Texas GEAR UP: Beyond Grad Evaluation
Student Focus Group Assent Form, 2022

Welcome!

Your school is participating in Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant program this year. This program is being led by the Texas Education Agency (TEA). This program tries to prepare middle school and high school students for college and career. TEA hired ICF and Agile Analytics to interview students to learn more about how the GEAR UP grant program is working. The information that you share in this group interview, called a focus group, will be used to improve the college and career activities for future students and families. In today's focus group, we will be asking about your experiences this school year, 2021–22.

Please read the following information before agreeing to participate in this student focus group.

• **Confidentiality**: Your answers during the focus group will be kept confidential from anyone outside of the evaluation team to the extent permitted by law. The focus group discussion will be recorded either by an audio recording or written notes after all participants agree. The information that you share will only be used by our research team. Written transcripts of audio recordings will be provided to TEA at the end of the study, but these transcripts will have all identifying details removed before they are shared. In other words, all names of people, schools, districts, organizations, locations, job titles, or any other identifying details that you share will be deleted from the transcript before it is given to TEA. Information shared during the focus group will be summarized across students when it is shared in written reports. We will not include any student names or personal details about you (that could suggest who you are) in written reports. Please keep in mind that what other students talk about during the focus group is private and you should not discuss it with anyone after the discussion is over.

• **Risks**: The study presents very little risk to you. Individual students will not be identified. Interview notes and/or recordings will be stored in a secure area that only ICF and Agile Analytics can access. We will ask all students who participate in the focus group to not discuss any of the information shared in the focus group. But, we cannot guarantee that all students will keep information private.

• **Benefits**: The information provided by you and other students will be used to provide better college and career activities to students and their families in the future.

• **Voluntary Participation**: Your participation in this focus group is voluntary. This means that you do not have to participate in this focus group if you do not want to. If you decide to participate then change your mind, you can stop participating at any time. We hope you will participate in the conversation, but you do not have to share information that makes you feel uncomfortable. Your decision to participate will not affect you at school or your participation in any college or career activities at your school.

By signing below, you are consenting to participate (this means you are agreeing to join the focus group discussion). If you have any questions about the focus group, you can contact Samantha Spinney at ICF at samantha.spinney@icf.com or 703-272-6681. If you have

questions about your rights as a research subject, you can contact Christine Walrath at christine.walrath@icf.com or (646) 695-8154.

To indicate your consent to participate in this focus group, please sign your name below in black/blue ink pen and return the form to the focus group leader.

_____   _____

Sign your name here   **Date**

_____

Clearly print your name here

C.2 Survey Instruments

C.2.1 Student Survey

Texas GEAR UP: Beyond Grad Evaluation
Student Survey (Grades 9–12), 2022

Your school is a recipient of the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant. The program is run by the Texas Education Agency (TEA). TEA hired a company named ICF to study how the GEAR UP grant program is working.

This survey asks you questions about your current school year experiences and any plans you have after graduating from high school. Your plans could include attending college (2-year or 4-year college), attaining a career certification (for example: nursing, welding, computer programming certificate), starting your career, or enlisting in the military. This survey takes about 10 minutes to complete. Your parent or guardian has been informed that you will be asked to complete this survey and your school has not received an objection to your participation from your parent or guardian. Filling out this survey is voluntary—you do not have to do it if you do not want to. You can skip questions or stop taking the survey at any time. There are no consequences if you do not take the survey or finish the survey. Your answers to the survey questions will be kept private to the extent permitted by law. We will only summarize answers to questions across groups of students. Your individual answers will not be shared. Your name will not be on the survey and your individual answers will not be shared with anyone at your school or your parents/guardians. Completing the survey presents very little risk to you. Completing the survey will help to improve college and career programs at your school and other schools in Texas.

If you have any questions about the survey, you can contact Samantha Spinney at samantha.spinney@icf.com or (703) 272-6681. If you have questions about your rights as a research subject, you can contact Christine Walrath at christine.walrath@icf.com or (646) 695-8154.

By selecting "I agree to take this survey," you are indicating that you agree to the terms as described and agree to take the survey.

- ○ I agree to take this survey.

- ○ I do not agree to take this survey. *(Skip to the end of the survey.)*

Section I: Background

1. **What is your grade level this school year?**
   a. Grade 9
   b. Grade 10
   c. Grade 11
   d. Grade 12

2. **Please select the school you attend this school year.**
   a. C.E. King High School
   b. Cleveland High School
   c. Mathis High School
   d. San Elizario High School
   e. Sinton High School
   f. Van Horn School
   g. None of the above *(Skip to the end of the survey)*

3. **How challenging are the following classes that you are enrolled in this school year? If you are not enrolled in this type of class, please select "I don't know/Not Applicable."**

	Not challenging	*Slightly challenging*	*Moderately challenging*	*Very challenging*	*I don't know/Not applicable*
Mathematics course(s)	☐	☐		☐	☐
Social Studies course(s)	☐	☐		☐	☐
Science course(s)	☐	☐		☐	☐
English Language Arts course(s)	☐	☐		☐	☐
Advanced Placement (AP) course(s)	☐	☐		☐	☐
Honors course(s)	☐	☐		☐	☐
Dual credit course(s)	☐	☐		☐	☐

Section II: College and Career

The following set of questions asks about your planning for college and career. Many careers require some type of education after high school, like nursing, welding, accounting, etc. College refers to *any education after high school* (a certificate program, 2-year college, 4-year college, or technical school). Think about that type of education when answering the questions in this section.

4. **Please rate your level of agreement on the following statements about college (i.e., 2-year college, 4-year college, and/or technical school), career, and financial aid.**

	Strongly disagree	*Disagree*	*Agree*	*Strongly agree*	*I don't know/ Not applicable*
I would like to continue my education after high school (a certificate program, 2-year college, 4-year college, or technical school).	☐	☐	☐	☐	☐
I am aware of what grades I need to earn in high school so that I can enroll in college after high school.		☐	☐	☐	☐
I know what subject area I would like to study in college after high school.	☐	☐	☐	☐	☐
I am aware of the opportunities that a college credential can provide for me.	☐	☐	☐	☐	☐
I am aware of the education path necessary for the career I plan to pursue.	☐	☐	☐	☐	☐
I know where to find PSAT (Preliminary SAT) or SAT test preparation resources.	☐	☐	☐	☐	☐
I know where to find ACT Aspire or ACT test preparation resources.	☐	☐	☐	☐	
I know where to find Texas Success Initiative (TSI) Assessment test	☐	☐	☐	☐	☐

preparation resources.					
I know which college entrance exam(s) I want to take (SAT/PSAT, ACT/ACT Aspire, and/or TSI Assessment).	☐	☐	☐	☐	☐
I am aware of the scholarship opportunities available to help pay for college.	☐	☐	☐	☐	☐
I am aware of the Pell Grant.	☐	☐	☐	☐	☐
I am aware of the FAFSA (Free Application for Federal Student Aid).	☐	☐	☐	☐	☐
I am aware of the TASFA (Texas Application for State Financial Aid).	☐	☐	☐	☐	☐
I am aware of the new Texas law that requires me to complete a FAFSA, TASFA, or signed opt-out form in order to graduate.	☐	☐		☐	☐
I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).	☐	☐		☐	☐

5. **Have you met one-on-one (in person or virtually/online/on the phone) with a school counselor, college/career advisor, or other staff member about planning for college and/or career this school year?**
    a. Yes
    b. No

6. **[If respondent selected option 'b' in Question 5] Please select the most accurate explanation for why you have not participated in a one-on-one meeting with your counselor, college/career advisor, or other staff member about planning for college and/or career.**
    a. I did not know meetings were being offered.
    b. I was not interested because my grades are not good enough to get into college.

    c. I was busy with school/family/work or my schedule did not allow me to participate.
    d. I did not participate because of COVID-19.
    e. I have already completed my own preparation independently.
    f. Other (please describe): _____

7. **[If respondent selected option 'a' in Question 5] Please select the topics you have discussed during your one-on-one counseling/advising session(s) this school year.** *(Select all that apply.)*
    a. My grades
    b. Course selection/scheduling
    c. Personal Graduation Plan
    d. PSAT, SAT, ACT Aspire, ACT, or TSI Assessment
    e. Dual credit opportunities
    f. Career and technical education (CTE) programs of study
    g. Changing/dropping an endorsement
    h. College plans or interests
    i. College applications
    j. Career plans or interests
    k. Enlisting in the military
    l. Job/internship/shadowing applications
    m. Financial aid for college
    n. The new Texas law that requires me to complete a FAFSA, TASFA, or signed opt-out form in order to graduate
    o. Other (please describe): _____

8. **[If respondent selected option 'a' in Question 5] Please rate your level of agreement with the following statements about your one-on-one counseling/advising session(s) this school year.**

	Strongly disagree	*Disagree*	*Agree*	*Strongly agree*	*I don't know/Not applicable*
The counseling/advising session(s) helped me to develop a plan for my education.	☐	☐	☐	☐	☐
The counseling/advising session(s) helped me to select the best classes to take to achieve my goals for my education and career.	☐	☐	☐	☐	☐
The counseling/advising session(s) provided me with information on what grades and testing scores are needed to achieve my goals for my education and career.	☐	☐	☐	☐	☐
The counseling/advising session(s) provided me with information about how to pay for education after high school.	☐	☐	☐	☐	☐

The counseling/advising session(s) helped me decide which college entrance exams I should take.	☐	☐	☐	☐	☐
The counseling/advising session(s) provided me with information about ways to prepare for college entrance exams.	☐	☐	☐	☐	☐
The counseling/advising session(s) provided me with information that was specific to my individual needs/interests.	☐	☐	☐	☐	☐
I spoke with my family about some of the topics that were covered in my counseling/advising session(s).	☐	☐	☐	☐	☐

9. **[If respondent selected option 'a' in Question 5] Overall, how satisfied have you been with your individual counseling/advising session(s) this school year?**
   a. Strongly dissatisfied
   b. Dissatisfied
   c. Satisfied
   d. Strongly satisfied
   e. I don't know/Not Applicable

10. **Have you participated in an in-person or virtual (online) college visit(s) this school year?**
    a. Yes
    b. No

11. **[If respondent selected option 'b' in Question 10] Please select the most accurate explanation for why you have not participated in an in-person or virtual (online) college visit this year.**
    a. I did not know college visits were being offered.
    b. I was not interested in any college visits.
    c. I was busy with school/family/work or my schedule did not allow me to participate.
    d. I did not participate because of COVID-19.
    e. Other (please describe): _____

12. **[If respondent selected option 'a' in Question 10] Please select each of the activities you have participated in during your virtual or on-campus college visit(s) this school year. *(Select all that apply.)***
    a. Campus tour
    b. College class observation
    c. Listened to a speaker (e.g., admissions officer, professor, student)
    d. Other (please describe): _____

13. **[If respondent selected option 'a' in Question 10] Please select the types of information you have learned about on your college visit(s) this school year.** *(Select all that apply.)*
    a. Layout/environment of the campus
    b. Various academic programs or areas of study
    c. How academically challenging college classes are
    d. Student academic services
    e. Campus diversity
    f. Firsthand experiences from college students
    g. Student clubs/organizations
    h. Financial aid/resources
    i. Other (please describe): _____

14. **[If respondent selected option 'a' in Question 10] Please rate your level of satisfaction with the college visit(s) that you have participated in this school year.**
    a. Strongly dissatisfied
    b. Dissatisfied
    c. Satisfied
    d. Strongly satisfied
    e. I don't know/Not applicable

15. **Have you participated in one or more virtual or in-person (on site) college and/or career fairs this school year?**
    a. Yes
    b. No

16. **[If respondent selected option 'b' in Question 15] Please select the most accurate explanation for why you have not participated in a college and/or career fair this year.**
    a. I did not know college and/or career fairs were being offered.
    b. I was not interested in college and/or career fairs.
    c. I was busy with school/family/work or my schedule did not allow me to participate.
    d. I did not participate because of COVID-19.
    e. Other (please describe): _____

17. **If respondent selected option 'a' in Question 15] Please select the types of information you have learned about during the college and/or career fairs this school year.** *(Select all that apply.)*
    a. Information about one or more colleges
    b. Various academic programs or areas of study at one or more colleges
    c. How academically challenging college classes are
    d. Student academic services
    e. Campus diversity
    f. Firsthand experiences from college students
    g. Student clubs/organizations
    h. Financial aid/resources
    i. Various career options
    j. What it is like to work a certain job
    k. Companies in my region
    l. Education required for certain careers

      m. Technical skills required for certain careers
      n. Salaries of certain careers
      o. Other (please describe):_____

18. **If respondent selected option 'a' in Question 15] Please rate your level of satisfaction with the college and/or career fairs that you have participated in this school year.**
      a. Strongly dissatisfied
      b. Dissatisfied
      c. Satisfied
      d. Strongly satisfied
      e. I don't know/Not applicable

19. **Have you participated in one or more virtual or in-person (on site) work-based learning activities (e.g., job site visit, job shadowing, career day/fair, presentations about different career options, online discussions with professionals in a field of your interest) this school year?**
      a. Yes
      b. No

20. **[If respondent selected option 'b' in Question 19] Please select the most accurate explanation for why you have not participated in a work-based learning activity this year.**
      a. I did not know work-based learning activities were being offered.
      b. I was not interested in any work-based learning activities.
      c. I was busy with school/family/work or my schedule did not allow me to participate.
      d. I did not participate because of COVID-19.
      e. Other (please describe): _____

21. **If respondent selected option 'a' in Question 19] Please select the types of information you have learned about during the work-based learning activity/activities this school year. *(Select all that apply.)***
      a. Various career options
      b. What it is like to work a certain job
      c. Companies in my region
      d. Education required for certain careers
      e. Technical skills required for certain careers
      f. Salaries of certain careers
      g. Other (please describe):_____

22. **If respondent selected option 'a' in Question 19] Please rate your level of satisfaction with the work-based learning activity/activities that you have participated in this school year.**
      a. Strongly dissatisfied
      b. Dissatisfied
      c. Satisfied
      d. Strongly satisfied
      e. I don't know/Not applicable

Grade 9 ONLY
(Only students who selected option 'a' in Q1 will see questions in this section.)

23. **[If respondents selected option 'a' in Question 1] Are you enrolled in Algebra I this school year?**
    a. Yes
    b. No

24. **[If respondent selected option 'a' in Question 23] Please rate your level of agreement with the following statements about Algebra I this school year.**

	Strongly disagree	*Disagree*	*Agree*	*Strongly agree*	*I don't know/Not Applicable*
I felt prepared to take Algebra I.	☐	☐	☐	☐	☐
My Algebra I class is challenging.	☐	☐	☐	☐	☐
I am getting enough support to succeed in Algebra I.	☐	☐	☐	☐	☐

Grade 10 ONLY
(Only students who selected option 'b' in Q1 will see questions in this section.)

25. **[If respondents selected option 'b' in Question 1] Have you participated in tutoring for any of your classes this school year?**
    a. Yes
    b. No

26. **[If respondent selected option 'a' in Question 25] What type(s) of tutoring have you participated in this school year?** *(Select all that apply.)*

		Type of Tutoring				
	In class	**After school**	**One-on-one with a teacher**	**With a high school or college student**	**Virtual**	**Other:** _____
Mathematics course	☐	☐	☐	☐	☐	☐
Social Studies course	☐	☐	☐	☐	☐	☐
Science course	☐	☐	☐	☐	☐	☐
English Language Arts course	☐	☐	☐	☐	☐	☐

27. **[If respondent selected option 'a' in Question 25] Has the tutoring you received this year helped you succeed in your classes?**
    a. Yes
    b. No

28. **[If respondent selected option 'a' in Question 25] Please rate your level of satisfaction with the tutoring that you participated in this school year.**
    a. Strongly dissatisfied
    b. Dissatisfied
    c. Satisfied
    d. Strongly satisfied
    e. I don't know/Not applicable

Grades 10–12 ONLY
(Only students who selected this as the grade they are currently in will see questions in this section.)

29. **[If respondent selected option 'b' in Question 1] Have you completed any type of PSAT/ACT Aspire/TSI Assessment test prep (e.g., online lessons, practice tests, prep courses, test prep books, prep in your math and/or English/language arts classes) this school year?**
    a. Yes
    b. No

30. **[If respondent selected option 'c' or 'd' in Question 1] Have you completed any type of SAT/ACT/TSI Assessment test prep (e.g., online lessons, practice tests, prep courses, test prep books, prep in your math and/or English/language arts classes) this school year?**
    a. Yes
    b. No

31. **[If respondent selected option 'a' in Question 29 or Question 30] Do you believe the test prep you have completed this school year has prepared you/will prepare you for the test?**
    a. Yes
    b. No

Grades 9–12: Final question

32. **What suggestions do you have for improving college and career activities/services at your school*? (Select all that apply.)***
    a. Provide increased advertising of college- and/or career-focused activities.
    b. Offer more opportunities to receive one-on-one counseling/advising sessions about college and career options.
    c. Provide more opportunities to learn about college and careers (e.g., guest speakers, college visits, etc.).
    d. I don't have any suggestions.
    e. Other (please describe):

    _____

Thank you for your time!

C.2.2 Parent Survey

Texas GEAR UP: Beyond Grad Evaluation
Parent Survey (Grades 9–12), 2022

Your child's school is a recipient of the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant. The program is run by the Texas Education Agency (TEA). TEA hired a company named ICF to study how the GEAR UP grant program is working.

This survey includes questions about your interactions with your child's school during the current school year regarding college and career information as well as your perspectives on your child's plans for after high school. These plans could include attending college (2-year or 4-year college), attaining a career certification (for example: nursing, welding, computer programming certificate), starting a career, or enlisting in the military. This survey takes about 5–10 minutes to complete. Filling out this survey is voluntary—you do not have to do it if you do not want to. You can skip questions or stop taking the survey at any time. There are no consequences if you do not take the survey or finish the survey. Your answers to the survey questions will be kept private to the extent permitted by law. Your name will not be collected with the survey. We will summarize answers to short-answer or multiple-choice questions across respondents in study reports. Your individual answers to open-ended questions could be shared anonymously in study reports. We will not share individual survey responses with your child's school. Completing the survey presents very little risk to you. Completing the survey will help to improve college and career programs at your school and other schools in Texas.

If you have any questions about the survey, you can contact Samantha Spinney at samantha.spinney@icf.com or (703) 272-6681. If you have questions about your rights as a research subject, you can contact Christine Walrath at christine.walrath@icf.com or (646) 695-8154.

By selecting "I agree to take this survey," you are indicating that you agree to the terms as described and agree to take the survey.

- o   I agree to take this survey.
- o   I do not agree to take this survey. (Skip to the end of the survey.)

Section I: Background

1. **How many children do you have attending Grades 9–12 in this school district?**
   a. 1
   b. 2
   c. More than 2

[If respondent selected 'b' or 'c' in Question 1, display following message] *Choose one of your children to answer this survey about (if you have a Grade 10 student, please complete the survey for that student). Then, if you want to, complete the survey again by using the same survey link provided to you for another one of your children.*

2. **What is your child's grade level this school year?**
   e. Grade 9
   f. Grade 10
   g. Grade 11
   h. Grade 12

3. **Please select the school your child attends this school year.**
   a. C.E. King High School
   b. Cleveland High School
   c. Mathis High School
   d. San Elizario High School
   e. Sinton High School
   f. Van Horn School
   g. None of the above *(Skip to end of survey)*

Section II: College and Career

The following set of questions ask about your child's planning for college and career. Many careers require some type of education after high school, like nursing, welding, accounting, etc. In this survey "college" refers to *any education after high school* (certificate program, 2-year college, 4-year college). Think about that type of education when answering the questions in this section.

4. **Please rate your level of agreement with the following statements about college and financial aid options for your child.**

	Strongly disagree	Disagree	Agree	Strongly agree	I don't know/Not applicable
My child will receive/is receiving a high school education that will adequately prepare him/her for college and career.	☐	☐	☐	☐	☐
I am aware of what grades my child will need to earn in high school so that they could enroll in college.	☐	☐	☐	☐	☐

I am aware of the opportunities to earn dual credit available to my child in our school district.	☐	☐	☐	☐	☐
I am aware of the opportunities that a college degree can provide for my child.	☐	☐	☐	☐	☐
I am aware of the education path necessary for the career my child plans to pursue.	☐	☐	☐	☐	☐
I will be able to guide my child through the college application process.	☐	☐	☐	☐	☐
I am familiar with examinations needed to get into college (e.g., SAT, ACT, TSI [Texas Success Initiative] Assessment).	☐	☐	☐	☐	☐
I know where to find SAT or PSAT (Preliminary SAT) test preparation resources for my child.	☐	☐	☐	☐	☐
I know where to find ACT or ACT Aspire test preparation resources for my child.	☐	☐	☐	☐	☐
I know where to find TSI Assessment test preparation resources for my child.	☐	☐	☐	☐	☐
am aware of scholarship opportunities available to help pay for college.	☐	☐	☐	☐	☐
I am aware of the FAFSA (Free Application for Student Aid).	☐	☐	☐	☐	☐
I am aware of the TASFA (Texas Application for Student Financial Aid).	☐	☐	☐	☐	☐
I am aware of the new Texas law that requires my child to complete a FAFSA, TASFA, or signed opt-out form in order to graduate.	☐	☐	☐	☐	☐
I am aware of the Pell Grant.	☐	☐	☐	☐	☐

I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).	☐	☐	☐	☐	☐

5. **Have you met one-on-one (in person or virtually/online/on the phone) with your child's counselor, advisor, or other school staff member about your child's college and/or career options or plans this school year?**
    c. Yes
    d. No

6. **[If respondent selected option 'b' in Question 5] Please select the most accurate explanation for why you have not participated in a one-on-one meeting with your child's counselor, advisor, or other school staff member.**
    a. I did not know meetings were being offered.
    b. I was not interested because my child is in good academic standing.
    c. I was busy with family/work or my schedule did not allow me to participate.
    d. I did not participate because of COVID-19.
    e. Other (please describe): _____

7. **[For parents who selected option 'a' in Question 5] Please select the topics you have discussed during the one-on-one counseling/advising session(s) that you have received this school year.** *(Select all that apply.)*
    a. Your child's grades
    b. Course selection/scheduling for your child
    c. How academically challenging your child's courses are
    d. Opportunities for you as a parent to participate in activities/events
    e. Your child's Personal Graduation Plan
    f. PSAT, SAT, ACT Aspire, ACT, or TSI Assessment
    g. Dual credit opportunities
    h. Career and technical education (CTE) programs of study
    i. Changing/dropping an endorsement
    j. Your child's college plans or interests
    k. College applications
    l. New Texas law that requires completion of FAFSA, TASFA, or an opt-out form to graduate from high school
    m. Enlisting in the military
    n. Your child's career plans or interests
    o. Job/internship/shadowing applications
    p. Financial aid for college, including FAFSA, TAFSA, Pell Grant, etc.
    q. Other (please describe): _____

8. **[If respondent selected option 'a' in Question 5] Please rate your level of agreement with the following statements about the one-on-one counseling/advising session(s) that you have received this school year.**

	Strongly disagree	*Disagree*	*Agree*	*Strongly agree*	*I don't know/Not applicable*

The counseling/advising session…					
…helped me think about my child's college/career plans.	☐	☐	☐	☐	☐
…helped me understand the best classes my child should take to achieve their college/career goals.	☐	☐	☐	☐	☐
…provided me with information to help my child choose the right college entrance exam.	☐	☐	☐	☐	☐
…provided me with information to help my child prepare for college entrance exams.	☐	☐	☐	☐	☐
…provided me with information about my child's grades/test scores to achieve their college/career goals.	☐	☐	☐	☐	☐
…provided me with information about how our family may pay for college.	☐	☐	☐	☐	☐
…provided me with information that was specific to our family's situation.	☐	☐	☐	☐	☐

9. **[If respondent selected option 'a' in Question 5] Overall, how satisfied have you been with the individual counseling/advising session(s) that you have received this school year?**
   a. Strongly dissatisfied
   b. Dissatisfied
   c. Satisfied
   d. Strongly satisfied
   e. I don't know/Not applicable

10. **Have you participated in a parent/family event at your child's school this school year that provided college or career information for your child?**
   c. Yes
   d. No

11. **[If respondent selected option 'a' in Question 10] Please select the types of information you have learned about at the parent/family event(s) that you attended this school year. *(Select all that apply.)***
   j. Availability of college and career advising

     k.   Different types of college options (e.g., 2-year, 4-year, and technical school options; public vs. private colleges)
     l.   Options for paying for college (e.g., Pell Grant, scholarships, federal loans)
     m. New Texas law that requires completion of FAFSA, TASFA, or an opt-out form to graduate from high school
     n.   Academic requirements for college (e.g., grades, test scores, courses)
     o.   In-demand careers in your region
     p.   Training and educational requirements for certain careers
     q.   Options to take high school courses aligned with certain careers
     r.   Other (please describe): _____

12. **[If respondent selected option 'a' in Question 10] Please rate your level of agreement with the following statements about the parent/family event(s) that you have participated in this school year.**

	Strongly disagree	Disagree	Agree	Strongly agree	I don't know/Not applicable
I felt comfortable asking questions at the parent/family event.	☐	☐	☐	☐	☐
The staff who led the parent/family event provided information that was helpful for our family.	☐	☐	☐	☐	☐
I plan to attend future parent/family events about college and/or career options at my child's school.	☐	☐	☐	☐	☐

13. **Overall, how satisfied are you with your child's school's efforts to inform you of important college/career information, deadlines, and events?**
     a.   Strongly dissatisfied
     b.   Dissatisfied
     c.   Satisfied
     d.   Strongly satisfied
     e.   I don't know/Not applicable

14. **[If respondent selected option 'a' in Question 10] Please rate your level of satisfaction with the parent/family event(s) that you have participated in this school year.**
     f.   Strongly dissatisfied
     g.   Dissatisfied
     h.   Satisfied
     i.   Strongly satisfied
     j.   I don't know/Not Applicable

15. **[If respondent selected option 'b' in Question 10] Please select the most accurate reason for why you have not participated in a parent/family event this school year.**
     a.   I did not know about any parent/family event(s).
     b.   I was not interested in the parent/family event(s) that were offered to me.

c. I was busy with family/work.
d. I did not participate because of COVID-19.
e. Other (please describe):_____

16. What suggestions do you have for improving college and career activities/services at your child's school?
   a. Provide more information on college and financial aid.
   b. Provide more information about careers.
   c. Offer more modes of communication with parents/families.
   d. Improve communication quality (e.g., responsiveness) with parents/families.
   e. Other (please describe):

Thank you for your time!

C.2.3 Personnel Survey

**Texas GEAR UP: Beyond Grad Evaluation
School Personnel Survey (HS only), 2022**

Your school is a recipient of the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant, which aims to improve college and career advising in middle school and high school. To better understand how the program is working, the Texas Education Agency (TEA) has contracted with ICF to survey your school's personnel. This survey asks you questions about professional development as well as postsecondary education and career advising at your school during the current school year. It takes about 15–20 minutes to complete. Your answers to the questions will be used to help improve the GEAR UP program at your school and across Texas.

Filling out this survey is voluntary. You can skip questions or stop taking the survey at any time. There are no consequences if you do not take the survey or finish the survey. Your answers to these questions will be kept private to the extent permitted by law. Your name will not be collected with the survey. We will summarize answers to short-answer or multiple-choice questions across respondents in study reports. Your individual answers to open-ended questions could be shared anonymously in study reports. We will not share individual survey responses with your school/district. Completing the survey presents very little risk to you but may help to improve postsecondary education and career programming at your school and other schools in Texas.

If you have any questions about the survey, you can contact Samantha Spinney at samantha.spinney@icf.com or (703) 272-6681. If you have questions about your rights as a research subject, you can contact Christine Walrath at christine.walrath@icf.com or (646) 695-8154.

By selecting "I agree to take this survey," you are indicating that you agree to the terms as described and agree to take the survey.

- ○ I agree to take this survey.

- ○ I do not agree to take this survey. *(Skip to the end of the survey.)*

Background

1. **What is your primary position at this school this year? Please select the option that *best* categorizes your position, even if the option is not your *exact* position.**
   a. Administrator (e.g., principal, assistant principal)
   b. Counselor/Student Services Personnel (e.g., head of student services office, advisor, career center staff)
   c. Teacher/Instructional Support Personnel (e.g., English Language Arts teacher, literacy specialist, instructional assistant)
   d. Other (please describe): _____

2. <u>**How many years have you worked in this position <u>at this school</u>?**</u>
[Numeric value]

3. **How many years have you worked in this position <u>overall</u>?**
[Numeric value]

4. **Which Texas GEAR UP Beyond Grad school do you work at this school year?**
   (Select all that apply.)
   a. C.E. King High School
   b. Cleveland High School
   c. Mathis High School
   d. San Elizario High School
   e. Sinton High School
   f. Van Horn School
   g. None of the above *(Skip to the end of the survey.)*

5. **What grades do <u>you</u> serve in your position at your school this year?** *(Select all that apply.)*
   a. Kindergarten–Grade 8 (If only response selected, skip to the end of the survey.)
   b. Grade 9
   c. Grade 10
   d. Grade 11
   e. Grade 12

6. If respondent is a teacher [selected 'c' in Question 1]: **What subjects do you teach this school year?** *(Select all that apply.)*
   a. English Language Arts
   b. Mathematics
   c. Social studies
   d. Science
   e. Arts (e.g., music, drama, fine art)
   f. Physical education
   g. Business/marketing
   h. English as a Second Language (ESL)
   i. AVID
   j. Other (please describe):

   _____

Professional Development and Vertical Teaming

The next set of questions ask about your experiences with professional development and other training experiences.

7. Ask only of core content teachers [selected option 'a', 'b', 'c', or 'd' in Question 6']: **So far in the school year, have you participated in one or more professional development sessions intended to increase the academic rigor of your curriculum?**
   a. Yes
   b. No
   c. I'm not sure

8. If respondent selected option 'b' in Question 7: **Please select the most accurate explanation for why you have not participated in professional development intended to increase the academic rigor of your curriculum.**
   a. I did not know such professional development was being offered.
   b. I was not interested in the professional development.
   c. I was busy with school/family/work, or my schedule did not allow me to participate.
   d. I did not participate because of COVID-19.
   e. Other (please describe): _____

9. For respondents who selected option 'a' in Question 7: **Please select the mode, either in person or virtual (online), in which you have received professional development intended to increase the academic rigor of your curriculum?**
   a. Only in person
   b. Only online/virtual
   c. Both in person and online/virtual

10. Ask only to those who selected option 'a' in Question 7: **Please rate your level of agreement with the following statements about professional development.**

	Strongly disagree	Disagree	Agree	Strongly agree	I don't know/ Not applicable
a. The professional development that I have participated in this year has provided me with strategies for increasing the rigor in my courses.	☐	☐	☐	☐	☐
b. The strategies I have acquired to increase the rigor in my courses from professional development this year have been easy to implement.	☐	☐		☐	☐
c. I have been able to successfully implement the strategies I've learned in professional development in a virtual setting.				☐	☐

11. Ask only core content teachers [selected option 'a', 'b', 'c', or 'd' in Question 6]: **Please indicate the number of teacher coaching and/or mentoring sessions that you have received so far this school year.**

a. None
b. 1–2
c. 3–4
d. 5 or more

12. Ask only of those who participated in question 11 [selected option 'b,' 'c,' or 'd']: **Please select the topics you have discussed or learned about in your teacher coaching/mentoring sessions this school year. *(Select all that apply.)***
a. Academic rigor
b. Project-based learning
c. Advanced instructional strategies
d. Student engagement
e. Student readiness for postsecondary education
f. Academic supports for students
g. Virtual- or distance-based learning
h. Other (please describe): _____

13. Ask only of those who selected option 'b', 'c', or 'd' in Question 11: **Please rate your level of agreement regarding the following statement:**

The teacher mentoring/coaching that I have received so far this school year has helped me to increase academic rigor in my courses.
a. Strongly disagree
b. Disagree
c. Agree
d. Strongly agree
e. I don't know/Not applicable

14. Ask only of counselors [selected option 'b' in Question 1]: **Have you participated in the Texas OnCourse Academy Advisor Training this year?**
a. Yes
b. No
c. I'm not sure

15. Ask only of those who participated in Question 14 [selected option 'a']: **Please rate your level of agreement regarding the following statements about the Advisor Training.**

As a result of my participation in the Advisor Training…	Strongly disagree	Disagree	Agree	Strongly agree	I don't know/ Not applicable
a. I have learned new information for <u>postsecondary education</u> advising.	☐	☐	☐	☐	☐
b. I have learned new information for <u>career</u> advising.	☐	☐	☐	☐	☐
c. I feel better prepared to deliver individualized postsecondary education and career advising to <u>students</u>.	☐	☐	☐	☐	☐
d. I feel better prepared to deliver individualized	☐	☐	☐	☐	☐

postsecondary education and
career advising to <u>parents</u>.

16. Ask only of teachers and administrators [selected option 'a' or 'c' in Question 1]: **Please select all the people with whom you have participated in vertical teaming from summer 2021 to the present.** *(Select all that apply.)*
    a. Middle school teachers
    b. High school teachers
    c. Middle school administrators
    d. High school administrators
    e. District staff
    f. Staff from postsecondary institutions
    g. None of the above
    h. I have not participated in vertical teaming since summer 2021

17. Ask only of those who selected option 'a', 'b', 'c', 'd', 'e', or 'f' in Question 16: **Rate your level of agreement regarding the following statement.**

    The vertical teaming that I have participated in so far this school year has helped to align curriculum and reduce the need for remediation at the postsecondary level for students at my school.
    a. Strongly disagree
    b. Disagree
    c. Agree
    d. Strongly agree
    e. I don't know/Does not apply

Providing Postsecondary Education and Career Information to Students

18. For administrators, counselors, and teachers [selected option 'a', 'b, or 'c' in Question 1]: **Please rate your level of familiarity with the information and support that the contracted external college advisor(s) from [name of GEAR UP advising organization] at your school provides students and parents/guardians.**
    a. I'm not sure if my school has a college advisor from any of these organizations.
    b. I know our school has a college advisor from one of these organizations, but I am not at all familiar with the information or support they provide.
    c. I am somewhat familiar with the information and support the college advisor(s) provide.
    d. I am very familiar with the information and support the college advisor(s) provide.

19. For administrators, counselors, and teachers [selected option 'a', 'b', or c in Question 1] familiar with college advisors [selected option 'c' or 'd' in Question 18]:**Please rate your level of agreement with the following statements about college advisor(s) from** **[name of GEAR UP advising organization]** **at your school this school year.**

	Strongly disagree	Disagree	Agree	Strongly agree	I don't know/ Not applicable
The advisor(s)…					
a. …provide students at my school with grade-appropriate information	☐	☐	☐	☐	☐

regarding postsecondary education and career readiness.

b. …support students in preparing for postsecondary education.   ☐   ☐   ☐   ☐   ☐

c. …help parents/guardians prepare for their child's postsecondary education.   ☐   ☐   ☐   ☐   ☐

d. …inform students of their postsecondary education options.   ☐   ☐   ☐   ☐   ☐

e. …inform parent awareness of postsecondary education options for their child.   ☐   ☐   ☐   ☐   ☐

f. …inform student awareness and understanding of career opportunities.   ☐   ☐   ☐   ☐   ☐

g. …help our school increase the number of opportunities students of all grades have to receive postsecondary education and career advising.   ☐   ☐   ☐   ☐   ☐

20. For administrators, counselors, and teachers [selected option 'a', 'b', or 'c' in Question 1]: **What do you like best about your college advisor(s)?**

21. For administrators, counselors, and teachers [selected option 'a', 'b', or 'c' in Question 1]: **What are the areas of improvement that you see in working with your college advisor(s)?**

Parental Engagement

22. For administrators, counselors, and teachers [selected option 'a', 'b', or 'c' in Question 1]: **Which communication methods have you used to provide parents/guardians with information regarding how to prepare their child for college and career this year?** *(Select all that apply.)*
   a. Phone
   b. In-person meeting/conversation
   c. Virtual meeting platform (e.g., Zoom)
   d. Email
   e. Text message
   f. Social media
   g. Newsletters
   h. Group meetings
   i. One-on-one meeting

     j.   Hard copy letters, handouts, or packets
     k. Website links
     l.   Other (please describe):

    _____

Advanced Placement (AP), Honors, and Dual Credit Courses

23. For teachers [selected option 'c' in Question 1]: **Which requirements must students meet to enroll in AP, honors, or dual credit courses?**

	AP	Honors	Dual Credit
Have a certain grade in the subject area	☐	☐	☐
Have a certain overall GPA	☐	☐	☐
Teacher recommendation or approval	☐	☐	☐
Counselor recommendation or approval	☐	☐	☐
Passing score on Texas Success Initiative (TSI) Assessment	☐	☐	☐
Parent permission	☐	☐	☐
Other (please describe):	☐	☐	☐

24. For teachers [selected option 'c' in Question 1]: **How prepared were students this year to participate in advanced courses (AP, honors, and dual credit)?**
     a. I do not teach advanced courses (AP, honors, or dual credit) this school year
     b. Very prepared
     c. Somewhat prepared
     d. Somewhat unprepared
     e. Very unprepared

College Entrance Exams

25. For counselors and teachers [selected option 'b' or 'c' in Question 1]: **Select the ways you personally helped or will help students prepare for college entrance exams such as the SAT, PSAT, TSI Assessment, ACT, and ACT Aspire this school year?** *(Select all that apply.)*
     a. Review content during class
     b. Tutoring
     c. Provide opportunities to participate in practice tests
     d. Provide information on how to access practice tests at home
     e. Provide test preparation books
     f. Discuss practice test results with students
     g. Discuss results from previous exam results to identify areas to focus test preparation efforts
     h. Provide access to Kahn Academy
     i. Other (please describe): _____
     j. N/A; I have not helped students prepare for college entrance exams

26. In your role at school, are you responsible for helping students sign up for or determine which college entrance exams to participate in?
   a. Yes
   b. No

27. If yes to Question 26: **Which factors do you encourage students to consider when determining which college entrance exam to participate in? *(Select all that apply.)***
   a. Registration fee
   b. Amount or type of test preparation in which the student participated
   c. Grades or GPA
   d. College degree student plans to pursue (e.g., Certificate, Associate's, Bachelor's)
   e. Type of postsecondary education institution in which the student plans to enroll (e.g., 2-year community college, 4-year college or university, technical college/trade school)
   f. Student's previous test scores
   g. Location where entrance exam will be administered
   h. Timing of administration
   i. College requirement for entrance exams
   j. Opportunity to participate in exam during the school day (e.g., SAT School Day)
   k. Other (please describe): _____

Thank you for your time!

C.2.4 District Survey

In accordance with Texas Education Code (TEC), §28.0256, Grade 12 students enrolled during the 2021–2022 school year must do one of the following to graduate: complete and submit a Free Application for Federal Student Aid (FAFSA); complete and submit a Texas Application for State Financial Aid (TASFA); or submit a signed opt-out form. To better understand the use and perceptions of TEA's new financial aid resources and toolkits, TEA has contracted with ICF to survey personnel in your school district. This survey asks you questions about your district's experience this school year. It takes about 5–10 minutes to complete. Your answers to the questions will be used to help improve the financial aid resources for districts and students across Texas. Filling out this survey is voluntary. You can skip questions or stop taking the survey at any time. There are no consequences if you do not take the survey or finish the survey. Your answers to these questions will be kept private to the extent permitted by law. Your name will not be collected with the survey. We will summarize answers to short-answer or multiple-choice questions across respondents in study reports. Your individual answers to open-ended questions could be shared anonymously in study reports. We will not share individual survey responses with your school district. Completing the survey presents very little risk to you but may help to improve college and career programming in Texas. If you have any questions about the survey, you can contact Samantha Spinney at samantha.spinney@icf.com or (703) 272-6681. If you have questions about your rights as a research subject, you can contact Christine Walrath at christine.walrath@icf.com or (646) 695-8154.

By selecting "I agree to take this survey," you are indicating that you agree to the terms as described and agree to take the survey.

- ○ I agree to take this survey.
- ○ I do not agree to take this survey.

Please select your region and district from the list below.

▼ ESC 01 - Edinburg ... ESC 20 - San Antonio ~ UVALDE CISD, (232903)

What is your primary position at your school district during the 2021–2022 school year?

- ○ Administrator
- ○ Counselor/Student Support Services Staff
- ○ Curriculum & Instruction Coordinator
- ○ Other (please describe): _____

Please select all of the challenges you have faced this year in implementing the new financial aid requirements. (Select all that apply.)

- ☐ I did not learn about any resources related to financial aid completion.
- ☐ I was not able to provide resources or support to students and families.
- ☐ The resources I accessed were not helpful in supporting financial aid completion.
- ☐ I experienced technological issues in accessing the resources.
- ☐ I faced no challenges.
- ☐ I was unaware of the new financial aid requirements.

☐ Other (please describe): _____

The next set of questions is about financial aid completion resources, including toolkits for students, families, counselors, and community partners; related Texas OnCourse Academy modules; the ApplyTX Counselor Suite; the Federal Student Aid website; the TEA Financial Aid site; the Texas Association of Student Financial Aid Administrators (TASFAA) website; and other materials. Please keep these materials in mind when answering the following set of questions.

How did you learn about financial aid completion resources this year? (Select all that apply.)

☐ Provided by someone at my Education Service Center (ESC)

☐ Provided by someone at my school district

☐ Provided by someone within my school

☐ Provided by TEA

☐ I found them on my own

☐ I have not learned about any financial aid completion resources this year

☐ Other (please describe): _____

Have you accessed any financial aid completion resources to support implementation of the new financial aid requirements?

○ Yes

○ No

○ I do not know

Please review the following list of resources for completing the financial aid application to meet the new graduation requirement. If you have used the resource, please drag it to the box that says, "I have used this resource" and then rank the resources in the order in which you have used them the most frequently this year (1 = you have used the resource the most). If you have not used the resource, please drag it to the box that says, "I have not used this resource" (and do not worry about the order of the items in this box).

I have used this resource	*I have not used this resource*
_____ Student, family, counselor, or community partner toolkits (https://texasoncourse.org/educators/popular-links/the-new-financial-aid-graduation-requirement/)	_____ Student, family, counselor, or community partner toolkits (https://texasoncourse.org/educators/popular-links/the-new-financial-aid-graduation-requirement/)
_____ Texas OnCourse Academy modules (Basic Principles of Financial Aid, FAFSA, TASFA module, located here: https://texasoncourse.org/educators/educator-development/texas-oncourse-academy/)	_____ Texas OnCourse Academy modules (Basic Principles of Financial Aid, FAFSA, TASFA module, located here: https://texasoncourse.org/educators/educator-development/texas-oncourse-academy/)
_____ ApplyTX Counselor Suite	_____ ApplyTX Counselor Suite
_____ Federal Student Aid website (https://studentaid.gov/)	_____ Federal Student Aid website (https://studentaid.gov/)

_____ TEA Financial Aid Requirement site (https://tea.texas.gov/academics/ college-career-and-military-prep/financial-aid-requirement)	_____ TEA Financial Aid Requirement site (https://tea.texas.gov/academics/ college-career-and-military-prep/financial-aid-requirement)
_____ Texas Association of Student Financial Aid Administrators (TASFAA) website (https://www.tasfaa.org/)	_____ Texas Association of Student Financial Aid Administrators (TASFAA) website (https://www.tasfaa.org/)
_____ Other:	_____ Other:

The next set of questions is about use of one category of financial aid completion resources, the Student, Family, Counselor and Community Partner Toolkits. Please respond to the following questions with these toolkits in mind.

Have you used any of these toolkits?

- ○ Yes

- ○ No

Please rate your level of agreement with the following statements about the Student, Family, Counselor, and/or Community Partner Toolkits.

	Strongly disagree	Disagree	Agree	Strongly Agree	I don't know/NA
I found the materials useful.	○	○	○	○	○
The materials were/will be useful for high school counselors/advisors.	○	○	○	○	○
The materials were/will be useful for students.	○	○	○	○	○
The materials were/will be useful for parents.	○	○	○	○	○
The materials were relevant to the needs of my school/district.	○	○	○	○	○
The materials were/will be useful for community partners.	○	○	○	○	○
The resources provided increased my familiarity with the financial aid application process.	○	○	○	○	○
The resources provided increased my capacity to support students in the application process.	○	○	○	○	○

Please rate your level of agreement about whether the toolkits had sufficient resources and information to support the financial aid completion recommendations.

- ○ Strongly disagree

- ○ Disagree

- ○ Agree

- ○ Strongly agree

In what ways could the toolkits be improved to better support your needs?

_____

Overall, how satisfied were you with the financial aid completion resources you used this school year?

- ○ Strongly dissatisfied

- ○ Dissatisfied

- ○ Satisfied

- ○ Strongly satisfied

- ○ I don't know/Not applicable

What recommendations do you have for additional statewide resources to support implementation of the new financial aid requirements?

_____

C.3 Focus Group Instruments

C.3.1 Primary Cohort Student & Parents, Priority Cohort Students Focus Group

Texas GEAR UP: Beyond Grad Evaluation
Focus Group Protocol: Primary Cohort Student & Parents, Priority Cohort Students
2022

➢ <u>Introduce yourself</u>: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e., Facilitator).

➢ <u>Student Assent and Parent Consent</u>: Only students with signed parent consent can participate in the focus group. Confirm that you have collected signed consent forms for each participating student and walk student through their assent to participate.

➢ <u>Briefly discuss the purpose of the focus group</u>: *Your school/your child's school is participating in the Texas GEAR UP: Beyond Grad grant program this year. The program is run by the Texas Education Agency (TEA). To better understand how the GEAR UP program is working, TEA hired ICF to conduct a focus group interview (i.e., a group interview) with students/parents who may have participated in college and career awareness activities and services that were part of the program this school year. The purpose of this focus group is to learn about student/parent opinions of those activities and services. Please know that there are no right or wrong answers. The goal of this focus group is to hear as many different viewpoints as possible. This focus group will take approximately 30–45 minutes.*

➢ <u>Convey to each participant our confidentiality policy</u>: *(1) The focus group is voluntary; (2) you can decline to answer any questions, or you can stop participating in the focus group at any time without any consequences; (3) the information will be held in confidence to the extent permitted by law by members of the ICF team who have signed confidentiality agreements ensuring the protection of data; (4) focus group data will be maintained in secure areas; and (5) please respect others' privacy by not sharing any information outside of the focus group.*

➢ <u>Ask permission to participate in the focus group</u>: *Now that you have heard about the content of this focus group and the confidentiality provisions, do you agree to participate?*

➢ <u>Ask permission to record the focus group</u>: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If at least one person chooses not to have the focus group recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify specific people will be removed from transcripts prior to being shared. Do I have permission to record the session?*

➢ <u>Ask if they have any questions for you before you begin</u>.

➢ **Start the recording.**

> ➤ <u>Notes to facilitator</u>: This year, primary cohort students are in Grade 10 and priority cohort students are in Grades 9, 11, and 12. Italicized questions are to be used as probes to encourage respondents to expand on their responses. Also, when conducting focus groups with Grade 10 participants, be sure to check for understanding and define, as needed, key terms like "postsecondary education," "financial aid," etc. Please refrain from using "GEAR UP" in any questions or probes. Please consult the list of staff names and roles for each school—students may need prompting to understand who their advisors are versus other staff (and may not be familiar with job titles).

All Participants

Introduction (~3 mins)

1. Let's start with introductions. Please tell me your first name and your grade/child's grade.

We all know that this has continued to be a challenging year with school attendance, in-person school days, and virtual school days. As we discuss the school's college and career programming, we are interested in all services provided either in-person or virtually (for example by phone, video call, text, social media etc.).

2. How familiar are you with the college and career activities and services (e.g., college and career day, college fair, college visits, business site visits, internships, ACT/SAT test prep activities) at your/your child's school?
    a. *What are some of the goals associated with school's college and career activities and services that you may know of? What college and career activities and services are you familiar with?*

Postsecondary Education, Career, and Financial Aid Understanding (~10 mins)

3. During this school year, what, if anything, have you learned about your/your child's postsecondary education (i.e., 2-year college, 4-year college, and/or technical school) opportunities, career opportunities, and financial aid (i.e., how you will pay for postsecondary education) options?
    a. *What have you learned about the preparation needed for postsecondary education (e.g., grades, exams, types of courses)?*
    b. *What types of postsecondary education options have you learned about and what have you learned (e.g., 2-year, 4-year, technical school; public vs. private)?*
    c. *What have you learned about education needed for different types of careers?*
    d. *What have you learned about financial aid resources available to help pay for postsecondary education?*
    e. *What, if anything, do you know about the new Texas Law requiring Grade 12 students to submit a FAFSA, TASFA, or opt-out form in order to graduate high school?*
        i. *What resources, if any, have you received from your/your child's school regarding this new requirement?*
        ii. *How prepared do you feel to meet this requirement?*
        iii. *If opted out: Please explain why you and/or your child decided to opt out?*
    f. <u>For participants who have not learned about one or more of these topics:</u>
        i. *Is this something you would like to receive information about?*

ii. *What is the best way for you to learn this information (e.g., events hosted by the school, email, social media, school website, texting, newsletters, handouts provided by the school)?*

4. <u>For participants who have learned about postsecondary education opportunities and financial aid</u>: How have you learned information about pursuing a postsecondary education degree and receiving financial aid this school year?
   a. *What types of resources have you received about these topics (e.g., web-based or print communication)? Which were the most helpful? Why?*
   b. *What types of events have you attended to learn about these topics (e.g., FAFSA nights, college fairs, college and career days)? Were these events in-person or virtual? Which events were the most helpful? Why?*
   c. *Who has provided you with information on <u>postsecondary education opportunities and financial aid</u> (e.g., counselor, advisor, other school staff, others)?*

5. <u>For participants who have learned about career opportunities</u>: How have you learned information about exploring career options this school year?
   a. *What types of resources have you received about exploring potential careers (e.g., web-based or print communication)? Which were the most helpful? Why?*
   b. *What types of events have you attended to learn about this information (e.g., career fairs, college and career day, job site visits)? Were these events in-person or virtual? Which were the most helpful? Why?*
   c. *Who has provided you with this information (e.g., counselor, advisor, other school staff, others)?*

6. *Have you visited a college and career advising space (e.g., GO Center) at your/your child's school?*
   [If yes, refer to the following probes:]
   a. *Please describe the space.*
        i. *Where is it located?*
        ii. *What types of school staff work in the advising space?*
        iii. *What college and career resources are in the advising space?*
   b. *Why did you visit the advising space? Specific topic?*
   c. *How helpful was your visit to the advising space?*

Primary Cohort Parents

Parent Engagement (~15 mins)

7. **[Ask only of those who indicated they participated in events or received web-based or print communication in Questions 4, 5, and 6]** For those of you who mentioned participating in events or receiving resources to learn about postsecondary education, careers, or financial aid information this school year, what was your impression of these events and/or resources?
   a. *What idwas provided that was new to you? What types of information did you already know?*
   b. *Did the information learned from the event and/or resource cause you to think differently about your child's future plans? How so?*

    c. Were there opportunities to follow up or ask questions? For those of you who attended events, did you feel comfortable asking questions at the event? Did you get the sense that other parents felt comfortable asking questions? Why or why not?

    d. For any events conducted virtually—via webinar, over the phone, surveys, etc.— how effective were they in conveying information? How effective were any in-person events in conveying information?

    e. Did any of the events include time to hear from former students from the district or students who are currently enrolled in college? If so, did you find these speakers helpful?

    f. What could be improved about future parent events and/or resources?

8. For those of you who have not participated in a parent event about postsecondary education, career, or financial aid information this school year, what were the main reasons for not participating?

    a. What would make it easier for you to attend future events?

i

9. In what ways has your child's school tried to engage you in discussions regarding postsecondary education and career planning this school year?

    a. In your opinion, what are the best ways to engage parents in your community in discussions about college and career planning for their children (e.g., events, emails/text/social media communications, one-on-one meetings, other)?

    b. What types of topics do you wish you had more information on?

    c. How can your school improve the way they engage parents in discussions about student postsecondary education/career planning?

IF PARENT/GUARDIAN FOCUS GROUP, SKIP TO QUESTION 22

Primary Cohort and Priority Cohort Students

Postsecondary Education and Career Advising (~15 mins)

NOTE to interviewer: Van Horn & San Elizario have college and career readiness advisors (nonprofit) from CFES Brilliant Pathways, Mathis & Sinton have advisors from College Advising Corps, Sheldon & Cleveland have advisors from Advise Texas. Reference list of advisor names if students do not recognize organization name.

10. The next questions are about interactions with your college and career readiness advisor, from (*<mention advisor group and advisor names>*). Have you interacted with your advisor this year, in person or virtually (text, video/Zoom, social media [Instagram, Twitter, etc.], Google classroom/Canvas)?

    a. In what ways have you interacted (e.g., one-on-one, groups, on the phone, virtual)?

    b. How was the relationship with your advisor established? Did they reach out to you?

    c. How is the relationship with your advisor different than your relationship with your high school counselor?

11. For those of you who had an in-person or virtual one-on-one college and career advising session with your advisor this school year, what postsecondary education and career topics did you discuss?
    a. *Topics include:*
        i. *Financial aid*
        ii. *The new Texas Law requiring Grade 12 students to submit a FAFSA, TASFA, or opt-out form in order to graduate high school*
        iii. *Rigorous or challenging course load*
        iv. *Advanced courses (e.g., AP, honors, dual credit)*
        v. *College entrance exams*
    b. *What did you learn in your advising session that you found the most helpful? The least?*
    c. *What did you tell your parents/family about your advising session?*
    d. *What topics do you still want more information on?*
    e. *In what ways would you have changed your one-on-one advising session?*
    f. *How often have you met to discuss college- and career-related topics with your advisor?*
        i. *Is this schedule consistent? How do you work with the advisor to determine best times?*
        ii. *How long are your meetings usually?*

12. **[THIS QUESTION IS ONLY FOR 11th and 12th GRADE PRIORITY COHORT STUDENT PARTICIPANTS WHO HAVE MET WITH THEIR ADVISOR; IF NONE, SKIP QUESTION]** For those of you in 11th or 12th grade who have met with your advisor, in what ways has your advisor worked with you this year to support planning for your future?
    a. *How has your advisor helped you plan for postsecondary education and financial aid applications (e.g., FAFSA/TASFA submission, scholarship or grant applications, finalizing your postsecondary education list and/or helping with postsecondary education applications, helping with personal essays)?*
    b. *How have they helped you plan for and explore career options?*

13. For those of you that have <u>not</u> had a one-on-one college and career advising session with your advisor this school year, is that something you would be interested in?
    a. *Were you aware of these types of advising sessions?*
    b. *Is there any reason why you have not participated in these advising sessions?*

14. Overall, in what ways has your advisor supported you in your postsecondary education and career planning?
    a. *How do you think you could be better supported by your advisor?*

15. Have you used any web-based tools—like websites with resources, Google Classroom, etc.—to receive information about postsecondary education and career from your advisor?
    a. *<u>If yes: Describe your experience using these tools</u>. How did you like these tools/experience?*

College- and Career-Focused Activities (~7 mins)

16. If you attended a virtual or in-person college visit this school year, please describe your experience.
    a. *Was the college visit conducted in person or virtually? How effective was the in-person/virtual format of the college visit?*
    b. *What did you learn from the college visit?*
    c. *Can you imagine yourself attending this campus—why or why not?*
    d. *How can your school improve college visits for students?*

17. If you participated in a college and/or career fair this year, please describe your experience.
    a. *Was the fair conducted in person or virtually? How effective was this format for the event?*
    b. *What did you learn from the college and/or career fair? Is there anything you wish you had learned but did not learn?*
    c. *What would improve this activity?*

18. If you participated in any work-based learning activities (e.g., job site visit, job shadowing, career day, presentations about different career options, online/virtual discussions with professionals in a field of your interest) this school year, please describe your experience.
    a. *Was this an in-person or virtual experience? How effective was the format?*
    b. *What did you learn?*
    c. *What would improve this activity?*

Advanced Coursework (~4 minutes)

19. **[Note that Mathis ISD does not offer AP, only dual credit]** Are you taking any Advanced Placement, honors, dual credit, or IB courses?
    a. *If yes: How challenging are your advanced classes? Compared to your regular classes?*
        i. *What makes your advanced classes easy or challenging?*
        ii. *What motivated you to enroll in advanced courses?*
        iii. *Do you intend to take advanced classes in the future? Why or why not?*
    b. *If no: How challenging are your classes?*
        i. *What makes your classes easy or challenging?*
        ii. *Do you intend to take advanced classes in the future? Why or why not?*

Parent Engagement (~2 minutes)

20. Based on your experience, how often do your parents participate in parent activities at your school related to college and career (e.g., FAFSA nights, advising sessions, workshops)?
    a. *What are the topics your parents seem the most interested in as it relates to your postsecondary education and career planning?*
    b. *What are some of the reasons they are unable to participate?*

THE FOLLOWING QUESTIONS ARE FOR 10th, 11th, AND 12th GRADE STUDENTS ONLY. IF NOT APPLICABLE, SKIP TO QUESTION 22.

21. This year, in what ways, if any, have you prepared for postsecondary education entrance exams—PSAT/SAT, ACT Aspire/ACT, TSIA (e.g., online lessons, practice tests, prep courses, test prep books; prep in your math and/or English/language arts classes)?
    a. *Have you taken any of these exams this year? Which ones? How prepared did you feel to take the exams?*
        i. *How did you decide which college entrance exams you should take?*
    b. *What types of information, if any, has your advisor, school counselor, and/or teachers provided you about these exams (e.g., test prep, discussion about scores, strategies for improvement)? How did this information compare to similar information you received in previous years? Was it different? Was it more helpful? What recommendations did they make to you about which exam(s) you should participate in this year?*
    c. *If you have taken any of these exams, how do you think your school could have helped you better prepare for these exams?*
    d. <u>If any students suggest that they have not prepared for exams</u>: *Were you offered any opportunities to prepare for exams? What were the reasons you did not participate in these test prep opportunities? Would you be interested in participating in test preparation activities in the future?*

All Respondents

Conclusion (~5 mins)

22. Do you have any additional comments about postsecondary education and career awareness/preparation activities and services provided by your school/your child's school or college and career readiness advisor this year?

Thank you for your time!

C.3.2 High School Principal Interview

Texas GEAR UP: Beyond Grad Evaluation
High School Principal Interview Protocol
2022

Setup

➢ <u>Introduce yourself</u>: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e., Facilitator).

➢ <u>Briefly discuss the purpose of the focus group/interview</u>: *The district/school(s) you serve is/are participating in Texas GEAR UP: Beyond Grad this year, a grant program which aims to improve postsecondary education and career readiness in middle school and high school. To better understand how the program is working, the Texas Education Agency (TEA) has contracted with ICF to conduct an interview with principals. The purpose of this interview is to learn about how grant implementation is going in your school and to better understand the context of teaching and learning during the COVID-19 pandemic. Please know that there are no right or wrong answers. This interview will take approximately 30–40 minutes.*

  ➢ <u>Convey to each participant our confidentiality policy</u>: *(1) The interview is voluntary; (2) you can decline to answer any questions, or you can stop participating in the focus group/interview at any time without any consequences; (3) the information will be held in confidence by members of the ICF team, to the extent permitted by law, who have signed confidentiality agreements ensuring the protection of data; (4) interview data will be maintained in secure areas.*

  ➢ <u>Ask permission to participate in the focus group/interview</u>: *Now that you have heard about the content of this focus group/interview and the confidentiality provisions, do you consent to participate?*

➢ <u>Ask permission to record the focus group/interview</u>: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If at least one person chooses/if you choose not to have the focus group/interview recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify specific people will be removed from transcripts prior to being shared. Do I have permission to record the interview?*

➢ <u>Ask if they have any questions for you before you begin</u>.

➢ **Start the recording.**

<u>Note to facilitator</u>: Italicized questions are to be used as probes to encourage respondents to expand upon their responses.

Background (~8 mins)

1. Briefly tell me about your role and responsibilities in your school.
   a. *How long have you been at your school? In this role?*

2. During this academic year, how has teaching and learning been taking place so far at your school? In-person? Virtual? Hybrid?
   a. *In your opinion, how has this format been impacting students? In what ways do you expect that this format may impact educational outcomes?*
   b. *How has the pandemic impacted extracurricular activities at your school—athletics, field trips, parent events, etc.?*
   c. *What do you believe are the greatest challenges facing your school community as a result of the pandemic? (Probe for challenges facing students, families, and faculty/staff).*
   d. *Do you think there is any other contextual information about the operations of your school during the pandemic that may be helpful for me to understand?*

GEAR UP Implementation (~10 mins)

3. Tell me how implementing the GEAR UP program in your school/district is going so far.
   a. *How have GEAR UP goals or initiatives been integrated into your school or district structure?*
   b. *Have you observed any promising practices that have emerged in the implementation of GEAR UP activities and services to support college and career preparation efforts for students and their families at your school? If so, please describe.*
   c. *Have you observed any challenges in implementing GEAR UP activities and services? If yes, please describe.*

4. In what way, if any, has there been alignment between GEAR UP and any school and/or district strategic plans?
   [If there is alignment, refer to the following probes:]
   a. *How does GEAR UP support the initiatives and goals of this plan, if at all?*
   b. *How does the strategic plan support the implementation of GEAR UP at your school?*
   c. *Who in your school and/or district was involved in aligning GEAR UP with the strategic plan?*
   d. *What suggestions would you make to help them align even more?*
   e. *Do you believe the existing alignment will support a successful implementation of GEAR UP?*
   f. *Have the goals of the GEAR UP program been integrated into the school culture or framework? If so, how?*

Parent Engagement (~5 mins)

5. Please describe the level of parent engagement in college and career events/services at your school this academic year.
   a. *In your opinion, what have been the greatest challenges in engaging parents in college and career events and services?*
   b. *In what ways has your school worked to increase parent engagement?*
      i. *Please describe the approaches/activities you have used to engage parents this year.*
   c. *Are there any promising practices or lessons learned in engaging with parents that your school has identified? If so, please describe.*

Advanced Courses (~10 mins)

6. How would you describe the current level of academic rigor for core content classes taught at your school?
    a. *Over the course of the year, what are some changes you have observed in academic rigor within your school?*
    b. *In your opinion, how could core content courses be improved?*

7. Please describe the advanced courses (AP/Honors/dual credit) offered at your school during this academic year.
    a. *Approximately what percentage of students are enrolled in advanced courses? How does this compare to previous years?*
        ii. *[If the enrollment has increased] Have you had any challenges in offering enough sections of advanced courses?*
    b. *[Mathis ISD, San Elizario ISD, Sheldon ISD, and Culberson County-Allamoore ISD respondents] Are students who are not enrolled in the Early College High School able to enroll in dual credit courses?*

8. What changes in enrollment and offering of these advanced courses has your school experienced this school year?
    a. *What have been the greatest barriers your school has faced in implementing the advanced courses this year? Successes?*

The next question focuses specifically on current Grade 9 students who completed Algebra I in middle school.

9. Overall, how would you describe the readiness of Grade 9 students, who completed Algebra I in middle school, for advanced math courses?
    a. *Do they seem prepared for course curricula/rigor upon arriving to Grade 9?*
    b. *In what ways could students be more prepared?*

10. What have been the greatest challenges with Grade 9 students' participation in advanced courses? Successes?

Financial Resources (~8 mins)

For the next few questions, we want to ask about your experience supporting implementation of the new Texas financial aid requirement. As you may know, with Texas Education Code (TEC), §28.0256, beginning with students enrolled in 12th grade during the 2021–22 school year, each student must either complete and submit a FAFSA, TASFA, or a signed opt-out form in order to graduate.

11. What has your role been, if any, in supporting implementation at your high school?
    a. *How is implementation going? In what ways are Grade 12 students and their families ready or not ready to meet this requirement?*

12. TEA and Texas OnCourse have developed financial aid completion resources and toolkits. Have you heard of these resources and toolkits? Have you accessed any of the resources or toolkits?

13. **[IF PARTICIPANTS HAVE USED ANY OF THE RESOURCES/TOOLKITS]** Please describe the resources or toolkits you used.
    a. *What was the target audience for the resources you have accessed (i.e., for students, parents, educators, or community partners)?*
    b. *Did you use the resources provided by TEA? Texas OnCourse? Why or why not?*
    c. *Overall, how satisfied are you with the financial aid resources TEA has provided?*
    d. *Did you find the resources provided helpful? Why or why not?*
    e. *How could you be better supported by TEA in providing financial aid support for students and families?*
    f. *What has been the impact of the financial aid resources or toolkits on the services you provide to students and parents?*

14. Have you used any other resources to support the implementation of the new Texas financial aid requirement? If so, please describe the resource and how it was used.

Conclusion (~3 mins)

15. Do you have anything else to add regarding GEAR UP initiatives at your high school?

Thank you for your time!

C.3.3 Core Content Teachers Interview/Focus Group
Texas GEAR UP: Beyond Grad Evaluation
Interview/Focus Group Protocol: Core Content Teachers
2022

Setup

➢ Introduce yourself: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e., Facilitator).

➢ Briefly discuss the purpose of the focus group: *Your school is participating in GEAR UP: Beyond Grad grant program this year, which aims to improve college and career counseling in middle school, and high school. To better understand how the GEAR UP grant program is working, the Texas Education Agency (TEA) has contracted with ICF to conduct an interview/focus group with educators who are a part of your school's GEAR UP grant program. The purpose of this focus group is to learn about educator perceptions of the professional development delivered at your school this school year (2021–22). Please know that there are no right or wrong answers. The goal of this interview/focus group is to hear as many different viewpoints as possible. This interview/focus group will take approximately 35–45 minutes.*

➢ Convey to each participant our confidentiality policy: *(1) The interview/focus group is voluntary; (2) you can decline to answer any questions, or you can stop participating in the interview/focus group at any time without any consequences; (3) the information will be held in confidence to the extent permitted by law by members of the ICF team who have signed confidentiality agreements ensuring the protection of data; (4) interview/focus group data will be maintained in secure areas; [IF FOCUS GROUP] and (5) please respect others' privacy by not sharing any information outside of the focus group.*

➢ Ask permission to participate in the interview/focus group: *Now that you have heard about the content of this interview/focus group and the confidentiality provisions, do you consent to participate?*

➢ Ask permission to record the interview/focus group: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If you/at least one person choose(s) not to have the interview/focus group recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify specific people will be removed from transcripts prior to being shared. Do I have permission to record the interview/focus group?*

➢ Ask if they have any questions for you before you begin.

➢ **Start the recording.**

Note to facilitator: Italicized questions are to be used as probes to encourage respondents to expand on their responses.

Introduction (~8 mins)

1. Please introduce yourself, including your first name, the subject(s) you are teaching this year, and how long you have been an educator.

2. In general, how would you describe the current level of academic rigor in your school?
    a. *What are some changes you have observed in academic rigor within your school this school year?*
    b. *What changes have you made, if any, to increase the level of academic rigor in your classes?*
    c. *In your opinion, how could the level of rigor in core content courses be improved?*

Advanced Courses (~12 mins)

3. Please describe the advanced courses (AP/honors/dual credit) offered at your school during this academic year.
    c. *Generally, about what percentage of students are participating? Have you seen any changes in students' participation levels compared to previous years?*
    d. *Were students more or less academically prepared this year to be successful in advanced courses compared to previous years?*

4. For those who offer dual credit: What have been the greatest challenges/successes in engaging students in dual credit this academic year?
    a. *In your opinion, how could students be better supported to be successful in dual credit courses?*
    b. *What promising practices have you identified in increasing student engagement and participation in dual credit?*

5. For those who offer AP/honors courses: What have been the greatest challenges/successes in engaging students in AP/honors courses this academic year?
    a. *In your opinion, how could students be better supported to be successful in AP/Honors courses?*
    b. *What promising practices have you identified in increasing student engagement and participation?*

 The next question is for those of you who are teaching advanced math courses during this school year.

6. Overall, how would you describe the academic readiness for advanced math courses of Grade 9 students who completed Algebra I in Grade 8?
    a. *Do the students seem prepared for course curricula? The level of rigor in the courses?*
    b. *In what ways could students be more prepared?*
    c. *What have been the greatest challenges with Grade 9 students' participation in advanced math courses? Successes?*

Professional Development (~10 mins)

7. Please describe any professional development you have received this year.
    a. *How and when were the professional development events offered?*
    b. *What topics were addressed at these events?*
    c. *How effective were the events in helping you to teach your respective courses?*

     d. How might future professional development events be improved?
     e. What suggestions would you have to improve the quality of the professional development?

8. Please describe any components of the professional development you participated in that were related to increasing the level of rigor in core content classes.
     a. What are some of the impacts of these professional development events on your classes?
     b. In your opinion, have the professional development events helped increase the academic rigor within your school?
     c. Have you been able to successfully apply strategies you've learned in professional development sessions to increase rigor of your courses?
          i. What were some of the key successes and major challenges in implementing the strategies learned during professional development?
     d. What areas of academic rigor still need to be addressed?

Additional Comments (~3 mins)

9. Is there anything else that you would like to add about the course that we have not yet discussed?

Thank you for your time!

C.3.4 High School Counselors Focus Group/Interview Protocol
**Interview/Focus Group Protocol: District Curriculum & Instruction Coordinators
2022**

Setup

➢ <u>Introduce yourself</u>: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e., Facilitator).

➢ <u>Briefly discuss the purpose of the focus group/interview</u>: *The school(s) you serve is/are participating in Texas GEAR UP: Beyond Grad, which aims to improve college and career readiness in middle school and high school. To better understand how the program is working, the Texas Education Agency (TEA) has contracted with ICF to conduct a focus group/interview with high school counselors. The purpose of this focus group/interview is to learn about your experiences with and perceptions of the new Texas financial aid requirement (as required by Texas Education Code (TEC), §28.0256) as well as the college and career advising services offered this school year. Please know that there are no right or wrong answers. The goal of this focus group/interview is to hear as many different viewpoints as possible. This focus group/interview will take approximately 35–45 minutes.*

➢ <u>Convey to each participant our confidentiality policy</u>: *(1) The focus group/interview is voluntary; (2) you can decline to answer any questions, or you can stop participating in the focus group/interview at any time without any consequences; (3) the information will be held in confidence to the extent permitted by law by members of the ICF team who have signed confidentiality agreements ensuring the protection of data; (4) focus group/interview data will be maintained in secure areas; and (5) please respect others' privacy by not sharing any information outside of the focus group.*

➢ <u>Ask permission to participate in the focus group/interview</u>: *Now that you have heard about the content of this focus group/interview and the confidentiality provisions, do you consent to participate?*

➢ <u>Ask permission to record the focus group/interview</u>: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If at least one person chooses/if you choose not to have the focus group/interview recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify specific people will be removed from transcripts prior to being shared. Do I have permission to record the interview?*

➢ <u>Ask if they have any questions for you before you begin</u>.

➢ **Start the recording.**

<u>Note to facilitator</u>: Italicized questions are to be used as probes to encourage respondents to expand on their responses.

Introduction (~5 minutes)

1. Briefly tell me about the role you serve in your school this school year.

    a. *Please describe your experience at your high school providing college and career advising and/or counseling to high school students.*

College and Career Advising Services (~20 minutes)

2. In what ways have you provided <u>students</u> with college and career information this year?
   a. *Please describe students' interest and engagement.*
   b. *What topics have you been addressing with students?*
   c. *What have been the greatest challenges with student college and career counseling this year? Successes?*

3. In what ways have you provided <u>parents/guardians</u> with college and career information this year?
   a. *Please describe parents'/guardians' interest and engagement with college and career counseling.*
   b. *What topics have you been covering with parents?*
   c. *What have been the greatest successes with parent college and career counseling this year? Challenges?*
   d. *Have you found any promising strategies or practices for successful, quality engagements with parents and families?*

4. Please describe the AP/honors courses and/or dual credit opportunities available to students at your school this academic year.

   a. *Have you provided any services for students or parents related to AP, honors, or dual credit offerings to increase awareness or participation? If so, please describe.*
   b. *Please describe the requirements needed for students to enroll in AP, honors, or dual credit courses (e.g., have certain grades in subjects, GPA, teacher or counselor recommendation/approval, parent permission).*
   c. *Have you seen any changes in students' participation or engagement with AP or dual credit this year?*
   d. *What have been the greatest barriers related to advanced courses this year? How has your school worked to overcome them?*

The next question focuses specifically on current Grade 9 students who completed Algebra I in middle school.

5. Overall, how would you describe the readiness of Grade 9 students for advanced math courses?
   a. *Do they seem prepared for course curricula/rigor?*
   b. *In what ways could students be more prepared?*
   c. *What have been the greatest challenges with Grade 9 students' participation in advanced courses? Successes?*

6. What advising services or activities have you participated in this year related to college entrance examinations?
   a. *For those working with Grade 10 students, what services have been offered to prepare students to take the PSAT or ACT Aspire? Choose an exam?*
   b. *For those working with Grade 11 and Grade 12 students, what services have been offered to prepare students to take the SAT or ACT? Choose an exam?*

    c. *Has your district participated in any SAT school days? If yes, how, if at all, did it affect the recommendations you made regarding exam choice?*

    d. *For those working with students attempting to qualify for dual credit courses, what services have been offered to prepare students for qualification exams such as the TSIA?*

    e. *In accordance with Texas Education Code (TEC) §48.155 and §48.156 (House Bill 3), a school district is entitled to reimbursement to help defray the cost of the administration of college preparation assessments (SAT, ACT, and TSIA) AND industry-based certification (IBC) examinations to eligible students. Have you utilized this reimbursement opportunity? If so, how have these reimbursements affected student participation in the exams?*

    f. *In your opinion, do you believe students are prepared for college entrance exams?*

    g. *How could students be better prepared?*

    h. *Are there any additional resources you would like to support students' readiness for college entrance examinations? If so, what?*

    i. *In what ways have you or anyone else at your school helped prepare students for college entrance exams?*

7. Describe the space at the school(s) you work in which you usually conduct postsecondary and career activities this year (e.g., individual advising sessions, family meetings, group meetings). Are these physical spaces? Virtual spaces?

    a. *How are the advising spaces used?*

    b. *At what times during the day can students and parent access the spaces?*

        i. *How do students and parents access the space (i.e., appointments, walk-ins, combination)?*

    c. *Is there a difference between this year and last year in terms of where advising is taking place?*

        i. <u>*If there is a difference*</u>*: How have the changes this year impacted your ability to provide relevant and timely information to students and their families?*

        ii. *Have you been able to fully support students and their families with the space you have available?*

TEA Financial Resources (~6 minutes)

For the next few questions, we want to ask about your experience supporting implementation of the new Texas financial aid application requirement. As you may know, with Texas Education Code (TEC), §28.0256, beginning with students enrolled in 12th grade during the 2021–22 school year, each student must either complete and submit a FAFSA, TASFA, or a signed opt-out form in order to graduate..

8. What has your role been, if any, in supporting implementation of the financial aid application requirement at your high school?

    a. *How is implementation going? In what ways are Grade 12 students and their families ready or not ready to meet this requirement?*

9. TEA and Texas OnCourse have developed financial aid completion resources and toolkits. Have you heard of these resources and toolkits? Have you accessed any of the resources or toolkits?

10. **[IF PARTICIPANTS HAVE USED ANY OF THE RESOURCES/TOOLKITS]** Please describe the resources or toolkits you used.
    a. *What was the target audience for the resources you have accessed (i.e., for students, parents, educators, or community partners)?*
    b. *Did you use the resources provided by TEA? Texas OnCourse? Why or why not?*
    c. *Overall, how satisfied are you with the financial aid resources TEA has provided?*
    d. *Did you find the resources provided helpful? Why or why not?*
    e. *How could you be better supported by TEA in providing financial aid support for students and families?*
    f. *What has been the impact of the financial aid resources or toolkits on the services you provide to students and parents?*

11. Have you used any other resources to support the implementation of the new Texas financial aid requirement? If so, please describe the resource and how it was used.

Closing (~2 minutes)

12. Do you have anything else to add regarding postsecondary education and career advising services for students and parents this year?

Thank you for your time!

C.3.5 District Curriculum & Instruction Coordinators Interview/Focus Group

Texas GEAR UP: Beyond Grad Evaluation
Interview/Focus Group Protocol: District Curriculum & Instruction Coordinators
2022

Setup

➢ <u>Introduce yourself</u>: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e., Facilitator).

➢ <u>Briefly discuss the purpose of the focus group/interview</u>: *The Texas GEAR UP: Beyond Grad program, led by the Texas Education Agency (TEA), aims to improve postsecondary education and career readiness in middle school and high school. To better understand how the program is working, TEA has contracted with ICF to conduct a focus group/interview with district curriculum and instructional staff to understand program implementation this year. The purpose of this focus group/interview is to better understand your role in the grant and perceptions about grant implementation. Please know that there are no right or wrong answers. [IF FOCUS GROUP] The goal of this focus group is to hear as many different viewpoints as possible. This focus group/interview will take approximately 30–45 minutes.*

➢ <u>Convey to each participant our confidentiality policy</u>: *(1) The focus group/interview is voluntary; (2) you can decline to answer any questions, or you can stop participating in the focus group/interview at any time without any consequences; (3) the information will be held in confidence by members of the ICF team,* to the extent permitted by law, *who have signed confidentiality agreements ensuring the protection of data; (4) focus group/interview data will be maintained in secure areas; [IF FOCUS GROUP ONLY] and (5) please respect others' privacy by not sharing any information outside of the focus group.*

➢ <u>Ask permission to participate in the focus group/interview</u>: *Now that you have heard about the content of this focus group/interview and the confidentiality provisions, do you consent to participate?*

➢ <u>Ask permission to record the focus group/interview</u>: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If at least one person chooses/if you choose not to have the focus group/interview recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify specific people will be removed from transcripts prior to being shared. Do I have permission to record the interview?*

➢ <u>Ask if they have any questions for you before you begin</u>.

➢ **Start the recording.**

<u>Note to facilitator</u>: Italicized questions are to be used as probes to encourage respondents to expand on their responses.

Introduction

1. Please tell me about your role in the district. What are your primary responsibilities?

2. How would you describe the level of academic rigor this school year? How, if at all, has the level of academic rigor in courses changed from last year to this year?
    a. *From your perspective, how has the pandemic affected academic rigor in your district?*

3. Who, within and outside of your organization (e.g., TEA, TNTP, coordinators, advisors, teachers, other district staff), do you primarily work or collaborate with on efforts to increase academic rigor?
    a. *What is your level of satisfaction with these collaborative relationships?*
    b. *How could these collaborative relationships be strengthened or improved?*

4. What are the goals and expectations for your work related to increasing course rigor?
    a. *What are the strategies your school/district has been implementing this year to meet these goals?*
    b. *How satisfied are you with the implementation of these strategies?*
    c. *What goals have been the most challenging to attain? Why?*

5. In what ways has your district worked with TNTP to increase rigor in courses?
    a. *Do the areas identified in need of support by TNTP align with the areas other district or school staff have identified as in need of support?*
    b. *Do you believe the strategies recommended by TNTP to increase course rigor work well for your district?*
    c. *Who from your district does TNTP work directly with? How do information, resources, and trainings provided by TNTP get disseminated to other staff?*
    d. *Overall, how satisfied are you with the support provided by TNTP to help your district increase course rigor?*

6. What professional development has been provided or will be provided this school year to help increase academic rigor?
    a. *Who has facilitated the professional development?*
    b. *How, if at all, were recommendations or resources provided to the district incorporated into this professional development?*
    c. *What have been the outcomes or changes in rigor as a result of teacher participation in this professional development?*

7. What information and data are you using from this school year to assess the level of rigor in core content classes?
    a. *Based on what you know from this information, how satisfied are you with the level of rigor in classes this school year?*
    b. *How satisfied are you with the change in rigor in core content classes since you began working with the GEAR UP schools in Year 1 of the grant?*
    c. *What are challenges that schools have faced when implementing strategies to increase rigor?*
    d. *What are factors that have helped facilitate increases in rigor in GEAR UP schools?*

8. How satisfied are you with the level of rigor in advanced courses (AP, honors, and dual credit)? Why?

9. In which subjects are advanced courses, including AP/Pre-AP, honors, and/or dual credit, offered in your district/at your school?

      a. *Which grade levels are able to take each of these types of advanced courses?*
      b. *[Culberson County-Allamoore ISD, Mathis ISD, San Elizario ISD, Sheldon ISD, and respondents] Are students not enrolled in the Early College High School able to enroll in dual credit courses?*

10. What changes in enrollment and offering of these advanced courses has your district/school experienced this school year?
      a. *How have these changes affected your school's ability to increase rigor?*

Final Reflections

11. How would you like to see academic rigor improve in future years in your district?
      a. *What resources would you like to have to make these improvements?*

Thank you for your time!

C.3.6 Coordinator Interview

Texas GEAR UP: Beyond Grad Evaluation
Interview Protocol: Year 4 Coordinator Interview
2022

➢ Introduce yourself: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e., Facilitator).

➢ Briefly discuss the purpose of the interview: *Your district is participating in the Texas GEAR UP: Beyond Grad grant program this year, led by the Texas Education Agency (TEA). To better understand how the GEAR UP program is working, TEA hired ICF to conduct an interview with grant coordinators knowledgeable about their district's implementation of the program. The purpose of this interview is to learn about grant implementation in Year 4 of the grant—the 2021–22 school year. Please know that there are no right or wrong answers. This interview will take approximately 60 minutes.*

➢ Convey to the participant our confidentiality policy: *(1) The interview is voluntary; (2) you can decline to answer any questions, or you can stop participating in the interview at any time without any consequences; (3) the information will be held in confidence by members of the ICF team, to the extent permitted by law, who have signed confidentiality agreements ensuring the protection of data; and (4) interview data will be maintained in secure areas.*

➢ Ask permission to participate in the interview: *Now that you have heard about the content of this interview and the confidentiality provisions, do you agree to participate?*

➢ Ask permission to record the interview: *In order to accurately capture your responses, I would like to record the interview. Only evaluation team members will have access to the recording. If you do not want the interview to be audio recorded, we will not record the interview but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify you will be removed from transcripts prior to being shared. Do I have permission to record the interview?*

➢ Ask if they have any questions for you before you begin.

➢ **Start the recording.**

Note to facilitator: Italicized questions are to be used as probes to encourage respondents to expand on their responses.

Introduction (~2 mins)

1. What role do you have in supporting GEAR UP programming, objectives, and activities this school year?
   a. *Who else is involved in coordinating GEAR UP activities this year at your school/district? What are their roles?*
   b. *[If returning coordinator] How has your role or responsibilities as a coordinator changed since last year?*

Academic Rigor (~20 mins)

2. How would you describe the current level of academic rigor within core content classes within your school?
   a. *Are there any changes you have observed in academic rigor within your school? If yes, please describe.*
   b. *Are there any areas that still need improvement? If yes, please describe.*
   c. *What PD events have been offered related to increasing the level of rigor in core content classes?*
   d. *In your opinion, are teachers adequately supported to increase the academic rigor within their courses?*
      i. *If no, what additional supports do teachers need to increase the academic rigor in the school?*

3. How has TNTP supported your school's efforts to increase course rigor?
   a. *How satisfied are you with the level and type of support they have offered this school year?*
   b. *In what ways would you improve or change the support provided by TNTP?*

4. Please describe the advanced courses (AP/honors/dual credit) offered at your school during this academic year.
   a. *Generally, what percentage of students across Grades 9–12 are participating?*
   b. *Have you seen any changes in students' participation levels this year?*

5. What have been the greatest barriers your school has faced in implementing the advanced courses this year? Greatest successes?

The next question focuses specifically on current Grade 9 students who completed Algebra I in middle school.

6. Overall, how would you describe the readiness of Grade 9 students, who completed Algebra I in middle school, for advanced math courses?
   a. *Did they seem prepared for course curricula/rigor upon arriving to Grade 9?*
   b. *In what ways could students be more prepared?*

7. What have been the greatest challenges with Grade 9 (who have completed Algebra I in middle school) students' participation in advanced courses? Successes?

GEAR UP Experiences in Year 4 (~24 mins)

Next, I'd like to learn more about your experiences implementing GEAR UP in Year 4 (the 2021–22 school year).

8. Tell me how implementing the GEAR UP program has been going in your district this year.
   a. *What challenges have you experienced in carrying out GEAR UP initiatives and activities? What successes have you experienced?*
   b. *How have GEAR UP initiatives supported the postsecondary education and career preparation needs of the participating students?*
   c. *How has COVID-19, school closures, and virtual learning (if applicable) impacted implementation?*

      d.   *In what ways have you been able to continue delivering GEAR UP services during the pandemic?*

      e.   *Have any of your program goals and objectives shifted as a result of COVID-19? How so?*

9. Describe the space at the school(s) in which postsecondary and career activities and services have been conducted this year (e.g., individual advising sessions, family meetings, group meetings). Are these physical spaces? Virtual spaces?

      a.   *Does your school have a dedicated physical or virtual space where students and parents can find information or someone to speak with regarding postsecondary education and career readiness? If yes, please describe the space(s).*

            ii.   *At what times during the day can students and parents access the spaces?*

            iii.   *How do students and parents access the space? (i.e., appointments, walk-ins, combination)*

      b.   *Is there a difference between this year and last year in terms of where advising is taking place?*

            i.   *[If there is a difference]* *How have the changes this year impacted the ability to provide relevant and timely information to students and their families?*

            ii.   *Have students and their families been fully supported with the space available?*

      c.   *[If no dedicated space]* *Please describe other spaces you use to provide postsecondary and career readiness information to students and parents (i.e., an office, classroom, website, library, virtual meeting, etc.).*

10. [TBD If there is a new data management system in place] With the new GEAR UP data management system in place, what types of training or support did you receive?

      a.   *How and when did you have this training?*

      b.   *What topics were addressed at the event?*

      c.   *In what ways, if any, was the training effective in helping you use the new system?*

      d.   *In your opinion, could future trainings be improved? If so, how?*

      e.   *What additional supports, if any, do you need to effectively use the new system?*

11. Describe your outreach strategies for student and parent events/services this year.

      a.   *[If returning coordinator]* *How have your outreach strategies evolved to build on the successes and address the challenges experienced in previous years?*

      b.   *Have you had any successes using this approach/type of event? If so, please describe.*

            iii.   *Why do you believe these approaches/types of events have been successful?*

      c.   *What challenges have you faced in Year 4? How have you planned to modify your approach for Year 5 to address these challenges?*

      d.   *In what ways, if any, have you used non-face-to-face communication to conduct student and parent outreach during the pandemic (e.g., virtual communication platforms, phone, mail, newsletters, email, social media, text)?*

      e. *Have you engaged high school alumni, who are currently enrolled in college, in any activities/events for parents and/or students? If so, how did this work? What was the role of the alumni in the activity/event?*

12. What advising services or activities have you provided this year related to college entrance examinations?
      a. *What services have been offered to students to prepare them to take the college examinations? Choose an exam?*
           i. *With the primary cohort in Grade 10 this year, what new activities or services, if any, are being used to prepare them for the PSAT and/or ACT Aspire?*
      b. *Please describe your perception of students' level of preparedness for college entrance exams.*
      c. *Do you feel students could be better prepared? If so, how?*
      d. *Are there any additional resources you would like to support students' readiness for college entrance examinations? If so, what?*

13. Overall, how would you describe parents' engagement in college and career activities and services this year?
      a. *What have been the greatest challenges or barriers with engaging parents this academic year? Successes?*
      b. *Have you identified any promising practices or lessons learned related to engaging with parents this year? If so, please describe.*
      c. *What strategies, if any, have you found work well for engaging parents at your school?*

14. In considering various college and career advising resources and tools, how do you assess the quality and efficacy of resources and tools?
      a. *In what ways, if at all, have you used asset maps or quality rubrics to select resources and tools?*
      b. *To what degree do you explore if resources/tools have a research basis?*
      c. *What other strategies are you using to identify/select tools to use?*

15. What outcomes related to postsecondary education and career readiness and awareness have you seen for <u>students</u> this year? (e.g., college and career aspirations and expectations, awareness of financial aid/scholarships, academic preparedness, etc.)
      a. *How have these outcomes differed from those of previous years?*
      b. *How have you adapted to achieve these outcomes?*
      c. *What outcomes have been the hardest to achieve? The easiest?*
      d. *What outcomes have you been unable to obtain this year? Has the inability to obtain these outcomes been related to the COVID-19 pandemic? How so?*

16. What outcomes related to postsecondary education and career readiness and awareness have you seen for <u>parents/guardians</u> this year? (e.g., college and career aspirations and expectations, awareness of financial aid/scholarships, academic preparedness, etc.)
      a. *How have these outcomes differed from those of previous years?*
      b. *How have you adapted to achieve these outcomes?*
      c. *What outcomes have been the hardest to achieve? The easiest?*

  d. *What outcomes have you been unable to obtain this year? Has the inability to obtain these outcomes been related to the COVID-19 pandemic? How so?*

Financial Resources (~6 mins)

For the next few questions, we want to ask about your experience supporting implementation of the new Texas financial aid requirement. As you may know, with Texas Education Code (TEC), §28.0256, beginning with students enrolled in 12th grade during the 2021–22 school year, each student must either complete and submit a FAFSA, TASFA, or a signed opt-out form in order to graduate.

17. What has your role been, if any, in supporting implementation of the requirement at your high school?
  a. *How is implementation going? In what ways are Grade 12 students and their families ready or not ready to meet this requirement?*

18. TEA and Texas OnCourse have developed financial aid completion resources and toolkits. Have you heard of these resources and toolkits? Have you accessed any of the resources or toolkits?

19. **[IF PARTICIPANTS HAVE USED ANY OF THE RESOURCES/TOOLKITS]** Please describe the resources or toolkits you used.
  a. *What was the target audience for the resources you have accessed (i.e., for students, parents, educators, or community partners)?*
  b. *Did you use the resources provided by TEA/Texas OnCourse? Why or why not?*
  c. *Overall, how satisfied are you with the financial aid resources TEA has provided?*
  d. *Did you find the resources provided helpful? Why or why not?*
  e. *How could you be better supported by TEA in providing financial aid support for students and families?*
  f. *What has been the impact of the financial aid resources or toolkits on the services you provide to students and parents?*

20. Have you used any other resources to support the implementation of the new Texas financial aid requirement? If so, please describe the resource and how it was used.

Sustainability (~4 mins)

21. [If returning coordinator] Which, if any, middle school GEAR UP initiatives have been sustained?
  a. *Has Algebra I enrollment in Grade 8 been sustained this academic year? If so, how?*
  b. *Have individualized advising services for middle school students been sustained? If so, how?*

22. What GEAR UP initiatives do you hope are still sustained in the next 5 to 10 years?
  a. *Do you have concerns about the sustainability of GEAR UP initiatives?*

23. [If returning coordinator] Have there been any past recommendations or suggestions from previous GEAR UP evaluation reports that you have implemented? If so, please tell me about how that has gone. *(Note for facilitator: Reference list of past recommendations in Appendix A to help prompt discussion).*
    a. *In what ways have you adjusted the GEAR UP implementation based on feedback from TEA? Other resources or partners?*

Wrap Up (~4 mins)

24. In your opinion, what were the most promising components of GEAR UP in Year 4 to improve postsecondary education preparation for the primary cohort (students in Grade 10, the class of 2024) and the priority cohorts (students in Grades 9, 11, and 12)?
    a. *Would you recommend GEAR UP to others? Why or why not?*
    b. *In what ways would you change GEAR UP? Why?*
    c. *What aspect or activity of GEAR UP will have the greatest impact for students, schools, and/or districts?*

25. Is there anything else that can help us understand more about your district's GEAR UP program in Year 4?

Thank you for your time!

Appendix A: Overview of Recommendations from Year 1–2 and Year 3 Annual Implementation Report

Year 1–2 Recommendations

▶   **Integrate TXOC CCR curriculum and resources with other existing college and career readiness initiatives and activities.** Strategically aligning TXOC CCR curriculum with other college and career readiness initiatives and activities already implemented at schools, such as AVID courses, may help schools build on their college-going culture and streamline efforts to communicate information to students about postsecondary education, careers, and the transition to high school.

▶   **Provide additional training to TXOC CCR teachers and administrators to help them expand on and adapt lessons to make them relevant to students across Texas.** To increase the usability of the TXOC CCR resources in a wide variety of settings, trainings on how to adapt lessons so that they may be expanded may be helpful. In addition, providing guidance on how to adapt the content so that it may resonate with students of different backgrounds with different experiences may help to enhance the implementation of the curriculum.

▶   **Provide grade-relevant college and career readiness services and activities as early as possible.** Districts should consider developing a college-going culture across students of all grades in a grade-appropriate manner. This approach may potentially mitigate common barriers to postsecondary education, such as limited information regarding school types and available financial aid.

▶   **Increase awareness of parent events.** As GEAR UP becomes more prominent and integrated in each district, personnel may consider a variety of outreach messaging to reach all parents, such as email, phone, text, social media, direct mail, and flyers around school and the local neighborhoods and community. Schools may also consider how to collaborate with other events that have higher parent engagement—which may help them to connect with parents and families more frequently and those who are less aware of programs such as GEAR UP.

▶   **Incorporate parents' schedules and availability into planning of parent events.** Some parents noted in site visits that they were either not aware of or available for scheduled events. To help address this challenge, parents recommended for schools to offer multiple sessions of parent events and to provide more flexible meeting times to better suit the schedules of parents.

▶   **Increase awareness among high school students of Federal Pell Grants.** Out of the financial aid topics students were asked about on the student survey, all grade levels were least aware of Federal Pell Grants. Because the grants do not have to be repaid and are targeted for low-income students, these students may benefit from increased knowledge of the Pell Grant and other financial aid available to them.

▶   **Provide more substantive college visits that align to student and parent interests and questions.** Students suggested college visits include more time visiting colleges and visiting different parts of campuses—including visits to classes. Parents suggested schools strategically align college visits to student interests as well as career and education plans.

▶   **Explore the implementation of college fairs more in the evaluation of GEAR UP.** College and career fairs were widely implemented in Year 2 to increase student and parent exposure to different opportunities within and outside their local community as well as their knowledge of how to pursue these opportunities. As the implementation of GEAR UP activities and services continues to be evaluated, considerations should be made for continued

monitoring of these events as well as an understanding of the role of GEAR UP in hosting or planning of these events.

Year 3 Recommendations

▶ **Reprioritize GEAR UP goals in Year 4.** While many schools were focused on transitioning to virtual instruction and maintaining student attendance and engagement during the COVID-19 pandemic in Year 3, school and GEAR UP personnel have the opportunity to reprioritize GEAR UP goals in Year 4 that were difficult to achieve this year. Feedback from students and staff indicated that they preferred to participate in meetings and class while in person instead of virtually. As it is safe to do so, GEAR UP staff should consider how to engage with stakeholders in person. When it may not yet be safe to meet in person, GEAR UP coordinators may consider collecting feedback on other innovative ways to meet and increase engagement in a virtual setting.

▶ **Ensure recommendations made by external partners, such as TNTP, take state and local context into consideration.** Some school and GEAR UP personnel commented in site visits that TNTP did not always provide relevant or applicable recommendations, noting specifically that vertical alignment recommendations made by TNTP did not align with the needs of the district or that TNTP suggestions were not provided through the lens of a Texas context. As external organizations provide recommendations and support implementation in GEAR UP districts, they may increase buy-in if they frame ideas and suggestions in state and local contexts to demonstrate their understanding of how they are tailored to fit specific student and school needs.

▶ **Provide more opportunities for students to participate in practice PSAT, SAT, ACT, or TSIA exams.** Student site visit participants recommended their school provide them with practice tests to help them become more prepared for college entrance exams. Students commented that they either did not participate in any test preparation activities or did not receive test preparation resources to prepare them for the content of the exams or the types of questions to expect.

▶ **Align college and career communication topics and timing with the interests and values of students and parents.** Understanding that not all parents have interest in college or career information, it may be helpful for coordinators and non-profit advisors to consider strategies for tailoring communications to better resonate with student and family values and address any historical or cultural sentiments towards postsecondary education among community members. Tailoring the communications to specific grade levels of students may be another way to enhance the relevance of messages. Tailoring communication to students and families may help generate interest and better prepare them for postsecondary education, while preventing them from becoming overwhelmed.

▶ **Increase student and parent awareness of financial aid topics through one-on-one advising and enhanced information dissemination.** Student and parent survey responses point to a lack of understanding regarding available financial aid topics as well as limited events in which they received information regarding how to pay for postsecondary education, which may serve as barriers in the pursuit of postsecondary education. Non-profit advisors and high school counselors may consider incorporating these topics in a grade-appropriate manner in one-on-one advising sessions, other activities and events, and information dissemination efforts to help increase student and parent awareness and understanding of options to fund college.

▶ **Use data to inform how successful GEAR UP services and activities may be sustained.** Progress-monitoring meetings were well received by TEA and most coordinators in

Year 3. Looking ahead to Year 4, TNTP, TEA, and GEAR UP coordinators may find it helpful to build time into these meetings to reflect on successful GEAR UP activities and services that should be sustained. As some district and school administrators also attend these progress-monitoring meetings, this may be an ideal time to provide data-driven recommendations regarding services to those who will oversee the implementation and funding after the completion of the grant.

▶ **Address technical issues in the TXOC Academy Counselor and Advisor Program.** Some TXOC Academy Counselor and Advisor Program participants reported that they experienced technical issues in the online module. TXOC may consider addressing these issues as the academy is accessed by other districts across Texas.

▶ **Offer parent events at flexible times in various formats.** Parents continued to suggest for schools to host parent events at multiple times to accommodate varying work schedules, family schedules, and COVID-19 concerns. Feedback from school personnel and GEAR UP coordinators suggest schools may consider offering sessions both in person and virtually (such as Zoom meetings, conference calls, etc.) to increase the opportunities for parents to attend meetings and events. Schools may also consider recording events for parents to view if they were not able to attend the live event.

▶ **Host PD events or trainings at times that cause minimal disruption.** Personnel and TXOC Academy participants reported in the survey and site visits that PD events and trainings (such as the TXOC Academy) were not always conducive to staff schedules and availability. Participants suggested that the summer or before school would be ideal times to complete the TXOC Academy Counselor and Advisor Program modules in a timely manner instead of at the beginning of the school year, which is when participants reported they were required to participate. Those at TXOC and in schools that schedule such PD events may consider times that align with the workflow of school staff to ensure participants have adequate availability and time to participate fully.

▶ **Build awareness of GEAR UP-supported services and activities with a sustainability lens.** Districts are encouraged to think strategically and intentionally about how to name and brand their GEAR UP-supported college and career readiness programming with a sustainability lens in mind. That is, districts should consider how they want students, parents, and school personnel to recognize college and career programming after the grant ends and build out their naming/branding strategy accordingly. It is recommended that districts strategically embed GEAR UP-supported services into structures that exist within their districts. Ultimately, the external evaluation team will also need to adjust site visit and survey instruments to ensure that the team is asking questions about awareness of GEAR UP and/or college and career programming that reflect the intended naming/branding strategy for that programming.

C.3.7 TEA Interview

Texas GEAR UP: Beyond Grad Evaluation
Interview/Focus Group Protocol: TEA, 2022

Setup

➢ Introduce yourself: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e., Facilitator).

➢ Briefly discuss the purpose of the focus group/interview: *The Texas GEAR UP: Beyond Grad program, led by the Texas Education Agency (TEA), aims to improve postsecondary education and career readiness in middle school and high school. To better understand how the program is working, TEA has contracted with ICF to conduct a focus group/interview with TEA program staff who are involved in program implementation this year. The purpose of this focus group/interview is to better understand your role in the grant and perceptions about grant implementation. Please know that there are no right or wrong answers. [IF FOCUS GROUP] The goal of this focus group is to hear as many different viewpoints as possible. This focus group/interview will take approximately 35–45 minutes.*

➢ Convey to each participant our confidentiality policy: *(1) The focus group/interview is voluntary; (2) you can decline to answer any questions, or you can stop participating in the focus group/interview at any time without any consequences; (3) the information will be held in confidence by members of the ICF team,* to the extent permitted by law, *who have signed confidentiality agreements ensuring the protection of data; (4) focus group/interview data will be maintained in secure areas; [IF FOCUS GROUP ONLY] and (5) please respect others' privacy by not sharing any information outside of the focus group.*

➢ Ask permission to participate in the focus group/interview: *Now that you have heard about the content of this focus group/interview and the confidentiality provisions, do you consent to participate?*

➢ Ask permission to record the focus group/interview: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If at least one person chooses/if you choose not to have the focus group/interview recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify specific people will be removed from transcripts prior to being shared. Do I have permission to record the interview?*

➢ Ask if they have any questions for you before you begin.

➢ **Start the recording.**

Note to facilitator: Italicized questions are to be used as probes to encourage respondents to expand on their responses.

Introduction (~5 mins)

1. Please tell me about your role related to the GEAR UP grant program.
    a. *What role do you have in supporting GEAR UP programming, objectives, and activities at TEA?*

b. *Who else at TEA is involved in coordinating GEAR UP activities? What are their roles? Are any of these individuals/roles new in Year 4?*

Year 4 Implementation (~15 mins)

Next, I'd like to learn more about your experiences implementing GEAR UP in Year 4.

2. Tell me how implementing the GEAR UP program has been going across the districts this year.
    a. *What are the major priorities for Year 4 of the grant?*
    b. *What challenges have you experienced in implementing GEAR UP initiatives and activities? What successes have you experienced?*

3. What has been the impact of COVID-19 on activities/services planned for Year 4?
    a. *What challenges/barriers, if any, have you faced due to COVID-19?*
    b. *What types of strategies have you used to address these challenges?*

4. Overall, how would you describe parents' engagement in college and career activities and services across the districts this year?
    a. *What have been the greatest challenges or barriers with parent engagement? Successes?*
    b. *Have the districts identified any promising practices or lessons learned related to engaging with parents this year? If so, please describe.*

5. How have TEA and TNTP supported schools this year in their efforts to increase the academic rigor of core content classes?
    a. *To your knowledge, what are some changes in academic rigor that have occurred this year at the schools? How satisfied are you with the changes and outcomes of this work this school year?*
    b. *What areas of academic rigor still need to be addressed?*
    c. *How satisfied are you with the efforts to increase rigor this year?*

6. Please describe financial aid completion resources and toolkits TEA has provided districts this year to support the new state financial aid application requirement.
    a. *Please describe your perceptions on the degree to which districts throughout Texas are using the toolkits and other resources? What about the six GEAR UP districts?*
    b. *What kind of support have you provided to help districts across the state implement these resources? Have the six GEAR UP districts been provided any additional or different types of support? If yes, what kind?*
    c. *What type of feedback, if any, have you received from districts across Texas regarding the financial aid resources and support from TEA? What about feedback from the six GEAR UP districts?*
    d. *How could you better support the districts in meeting the new Texas financial aid requirement?*

7. [TBD If there is a new data management system in place] With the new data management system in place, what types of training or support did you offer to GEAR UP districts?
    a. *How and when did you deliver this training?*
    b. *What topics were addressed at the training?*

      c. In your opinion, how effective was the training in helping the districts use the new system?

      d. How might future trainings on the system be improved?

      e. What additional supports do districts need to effectively use the new system?

Sustainability (~5 mins)

8. How have GEAR UP initiatives from middle school been sustained during this academic year?

      a. How has Algebra I enrollment in Grade 8 been sustained? How satisfied are you with Algebra I initiatives that have been sustained so far?

      b. How hashave individualized advising services for middle school students been sustained?

      c. What do you hope is still sustained in the next 5 to 10 years?

      d. Do you have concerns about the sustainability of these GEAR UP initiatives?

9. To your knowledge, have there been any past recommendations or suggestions from previous reports that have been implemented within the participating districts? *(Note for facilitator: Reference list of past recommendations in Appendix A to help prompt discussion).*

Final Reflections (~5 mins)

10. What do you think is the most promising component of the GEAR UP program to improve postsecondary education and career readiness for students?

      a. What aspect or activity of GEAR UP will have the greatest impact for students, schools, and/or districts? How has this changed from Year 3?

11. Is there anything else about GEAR UP grant implementation that you think is important for me to know?

Thank you for your time!

Appendix A: Overview of Recommendations from Year 1–2 and Year 3 Annual Implementation Report

Year 1–2 Recommendations

▶ **Integrate TXOC CCR curriculum and resources with other existing college and career readiness initiatives and activities.** Strategically aligning TXOC CCR curriculum with other college and career readiness initiatives and activities already implemented at schools, such as AVID courses, may help schools build on their college-going culture and streamline efforts to communicate information to students about postsecondary education, careers, and the transition to high school.

▶ **Provide additional training to TXOC CCR teachers and administrators to help them expand on and adapt lessons to make them relevant to students across Texas.** To increase the usability of the TXOC CCR resources in a wide variety of settings, trainings on how to adapt lessons so that they may be expanded may be helpful. In addition, providing guidance on how to adapt the content so that it may resonate with students of different backgrounds with different experiences may help to enhance the implementation of the curriculum.

▶ **Provide grade-relevant college and career readiness services and activities as early as possible.** Districts should consider developing a college-going culture across students of all grades in a grade-appropriate manner. This approach may potentially mitigate common barriers to postsecondary education, such as limited information regarding school types and available financial aid.

▶ **Increase awareness of parent events.** As GEAR UP becomes more prominent and integrated in each district, personnel may consider a variety of outreach messaging to reach all parents, such as email, phone, text, social media, direct mail, and flyers around school and the local neighborhoods and community. Schools may also consider how to collaborate with other events that have higher parent engagement—which may help them to connect with parents and families more frequently and those who are less aware of programs such as GEAR UP.

▶ **Incorporate parents' schedules and availability into planning of parent events.** Some parents noted in site visits that they were either not aware of or available for scheduled events. To help address this challenge, parents recommended for schools to offer multiple sessions of parent events and to provide more flexible meeting times to better suit the schedules of parents.

▶ **Increase awareness among high school students of Federal Pell Grants.** Out of the financial aid topics students were asked about on the student survey, all grade levels were least aware of Federal Pell Grants. Because the grants do not have to be repaid and are targeted for low-income students, these students may benefit from increased knowledge of the Pell Grant and other financial aid available to them.

▶ **Provide more substantive college visits that align to student and parent interests and questions.** Students suggested college visits include more time visiting colleges and visiting different parts of campuses—including visits to classes. Parents suggested schools strategically align college visits to student interests as well as career and education plans.

▶ **Explore the implementation of college fairs more in the evaluation of GEAR UP.** College and career fairs were widely implemented in Year 2 to increase student and parent exposure to different opportunities within and outside their local community as well as their knowledge of how to pursue these opportunities. As the implementation of GEAR UP activities and services continues to be evaluated, considerations should be made for continued

monitoring of these events as well as an understanding of the role of GEAR UP in hosting or planning of these events.

Year 3 Recommendations

▶   **Reprioritize GEAR UP goals in Year 4.** While many schools were focused on transitioning to virtual instruction and maintaining student attendance and engagement during the COVID-19 pandemic in Year 3, school and GEAR UP personnel have the opportunity to reprioritize GEAR UP goals in Year 4 that were difficult to achieve this year. Feedback from students and staff indicated that they preferred to participate in meetings and class while in person instead of virtually. As it is safe to do so, GEAR UP staff should consider how to engage with stakeholders in person. When it may not yet be safe to meet in person, GEAR UP coordinators may consider collecting feedback on other innovative ways to meet and increase engagement in a virtual setting.

▶   **Ensure recommendations made by external partners, such as TNTP, take state and local context into consideration.** Some school and GEAR UP personnel commented in site visits that TNTP did not always provide relevant or applicable recommendations, noting specifically that vertical alignment recommendations made by TNTP did not align with the needs of the district or that TNTP suggestions were not provided through the lens of a Texas context. As external organizations provide recommendations and support implementation in GEAR UP districts, they may increase buy-in if they frame ideas and suggestions in state and local contexts to demonstrate their understanding of how they are tailored to fit specific student and school needs.

▶   **Provide more opportunities for students to participate in practice PSAT, SAT, ACT, or TSIA exams.** Student site visit participants recommended their school provide them with practice tests to help them become more prepared for college entrance exams. Students commented that they either did not participate in any test preparation activities or did not receive test preparation resources to prepare them for the content of the exams or the types of questions to expect.

▶   **Align college and career communication topics and timing with the interests and values of students and parents.** Understanding that not all parents have interest in college or career information, it may be helpful for coordinators and non-profit advisors to consider strategies for tailoring communications to better resonate with student and family values and address any historical or cultural sentiments towards postsecondary education among community members. Tailoring the communications to specific grade levels of students may be another way to enhance the relevance of messages. Tailoring communication to students and families may help generate interest and better prepare them for postsecondary education, while preventing them from becoming overwhelmed.

▶   **Increase student and parent awareness of financial aid topics through one-on-one advising and enhanced information dissemination.** Student and parent survey responses point to a lack of understanding regarding available financial aid topics as well as limited events in which they received information regarding how to pay for postsecondary education, which may serve as barriers in the pursuit of postsecondary education. Non-profit advisors and high school counselors may consider incorporating these topics in a grade-appropriate manner in one-on-one advising sessions, other activities and events, and information dissemination efforts to help increase student and parent awareness and understanding of options to fund college.

▶   **Use data to inform how successful GEAR UP services and activities may be sustained.** Progress-monitoring meetings were well received by TEA and most coordinators in

Year 3. Looking ahead to Year 4, TNTP, TEA, and GEAR UP coordinators may find it helpful to build time into these meetings to reflect on successful GEAR UP activities and services that should be sustained. As some district and school administrators also attend these progress-monitoring meetings, this may be an ideal time to provide data-driven recommendations regarding services to those who will oversee the implementation and funding after the completion of the grant.

▶ **Address technical issues in the TXOC Academy Counselor and Advisor Program.** Some TXOC Academy Counselor and Advisor Program participants reported that they experienced technical issues in the online module. TXOC may consider addressing these issues as the academy is accessed by other districts across Texas.

▶ **Offer parent events at flexible times in various formats.** Parents continued to suggest for schools to host parent events at multiple times to accommodate varying work schedules, family schedules, and COVID-19 concerns. Feedback from school personnel and GEAR UP coordinators suggest schools may consider offering sessions both in person and virtually (such as Zoom meetings, conference calls, etc.) to increase the opportunities for parents to attend meetings and events. Schools may also consider recording events for parents to view if they were not able to attend the live event.

▶ **Host PD events or trainings at times that cause minimal disruption.** Personnel and TXOC Academy participants reported in the survey and site visits that PD events and trainings (such as the TXOC Academy) were not always conducive to staff schedules and availability. Participants suggested that the summer or before school would be ideal times to complete the TXOC Academy Counselor and Advisor Program modules in a timely manner instead of at the beginning of the school year, which is when participants reported they were required to participate. Those at TXOC and in schools that schedule such PD events may consider times that align with the workflow of school staff to ensure participants have adequate availability and time to participate fully.

▶ **Build awareness of GEAR UP-supported services and activities with a sustainability lens.** Districts are encouraged to think strategically and intentionally about how to name and brand their GEAR UP-supported college and career readiness programming with a sustainability lens in mind. That is, districts should consider how they want students, parents, and school personnel to recognize college and career programming after the grant ends and build out their naming/branding strategy accordingly. It is recommended that districts strategically embed GEAR UP-supported services into structures that exist within their districts. Ultimately, the external evaluation team will also need to adjust site visit and survey instruments to ensure that the team is asking questions about awareness of GEAR UP and/or college and career programming that reflect the intended naming/branding strategy for that programming.

C.3.8 TNTP Focus Group

Texas GEAR UP: Beyond Grad Evaluation
Interview/Focus Group Protocol: TNTP
2022

Setup

➢ Introduce yourself: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e., Facilitator).

➢ Briefly discuss the purpose of the focus group/interview: *The Texas GEAR UP: Beyond Grad program, led by the Texas Education Agency (TEA), aims to improve postsecondary education and career readiness in middle school and high school. To better understand how the program is working, TEA has contracted with ICF to conduct a focus group/interview with TNTP to understand program implementation this year. The purpose of this focus group/interview is to better understand your role in the grant and perceptions about grant implementation. Please know that there are no right or wrong answers. [IF FOCUS GROUP] The goal of this focus group is to hear as many different viewpoints as possible. This focus group/interview will take approximately 50–60 minutes.*

➢ Convey to each participant our confidentiality policy: *(1) The focus group/interview is voluntary; (2) you can decline to answer any questions, or you can stop participating in the focus group/interview at any time without any consequences; (3) the information will be held in confidence by members of the ICF team,* to the extent permitted by law, *who have signed confidentiality agreements ensuring the protection of data; (4) focus group/interview data will be maintained in secure areas; [IF FOCUS GROUP ONLY] and (5) please respect others' privacy by not sharing any information outside of the focus group.*

➢ Ask permission to participate in the focus group/interview: *Now that you have heard about the content of this focus group/interview and the confidentiality provisions, do you consent to participate?*

➢ Ask permission to record the focus group/interview: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If at least one person chooses/if you choose not to have the focus group/interview recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify specific people will be removed from transcripts prior to being shared. Do I have permission to record the interview?*

➢ Ask if they have any questions for you before you begin.

➢ **Start the recording.**

Note to facilitator: Italicized questions are to be used as probes to encourage respondents to expand on their responses.

Introduction (~5 mins)

1. Please tell me about your role related to the GEAR UP grant program.
    a. *What role do you have in supporting GEAR UP programming, objectives, and activities at your organization?*

        b. Who else at your organization is involved in coordinating GEAR UP activities? What are their roles?

General Background Questions (~10 mins)

2. Who, within and outside of your organization (e.g., TEA, coordinators, advisors), do you primarily work or collaborate with for Texas GEAR UP tasks or activities?
   a. What is your level of satisfaction with these collaborative relationships?
   b. How could these collaborative relationships be strengthened or improved?

3. What are your goals and expectations for your work on the grant in Year 4?
   a. What outcomes do you expect to achieve by the end of the year for:
      i. Teacher professional development and vertical teaming
      ii. Other supports to help increase course rigor
      iii. Performance management for district implementation of GEAR UP objectives
      iv. Facilitation of the Effective Advising Framework
   b. What are expected outcomes for different stakeholders with whom you work (e.g., school and district staff)?
   c. How satisfied are you with the progress towards meeting these goals this year?
   d. What goals have been the most challenging to attain? Why?

Professional Development (~20 mins)

4. What professional development activities have you conducted or facilitated so far this year?
   a. Which stakeholders (e.g., teachers, counselors/advisors, administrators, coordinators) have you trained?
   b. What types of professional development have you delivered to staff? What were the key topics addressed?
      i. What training topics were covered with core content teachers (e.g., project-based learning, advanced instructional strategies, student engagement, teacher externships, increasing academic rigor)?
      ii. What training topics were covered with to high school counselors (e.g., enrollment, readiness, scheduling)?
      iii. What training topics were covered with GEAR UP coordinators?
      iv. What training topics were covered with district curriculum specialists?
      v. What individualized educator coaching and/or mentoring sessions were provided to high school core content teachers? What topics were addressed through these sessions?
      vi. What type of support was provided for vertical teaming? What was the focus of this support?
   c. In what format were the different types of professional development delivered?
   d. What feedback have you received from the various stakeholders regarding the quality and relevancy of the professional development you have delivered?

5. Who at the district have you collaborated with to coordinate or deliver professional development in Year 4? How satisfied are you with this collaboration?

6. What impact, if any, has COVID-19 had on the implementation of this year's professional development?

a. *How has the delivery of professional development changed/adapted to accommodate?*
b. *Has the design/format of professional development been altered?*
c. *Has enrollment in professional development/attendance at professional development trainings been impacted?*
d. *Have you seen any changes in the effects of the professional development as a result?*

7. Overall, what have been your biggest challenges so far in delivering professional development this year? Biggest successes?

Course Rigor (~10 minutes)

8. We heard in last year's interviews about how rigor was affected by COVID-19. How has the pandemic affected academic rigor this school year at the GEAR UP schools, if at all?
   a. *How, if at all, has the level of academic rigor in courses changed from last year to this year?*
   b. *How would you rate the level of academic rigor in general education courses? Advanced courses?*

9. What information and data are you using this school year to assess the level of rigor in all core content classes?
   a. *Based on what you know from this information, how satisfied are you with the level of rigor in classes this school year?*
   b. *How satisfied are you with the change in rigor in core content classes this school year?*
   c. *What are challenges that schools have faced when implementing strategies to increase rigor?*
   d. *If rigor has increased in GEAR UP schools, what are factors that have helped facilitate increases in rigor?*

10. How satisfied are you with the level of rigor in advanced courses (AP, honors, and dual credit)? Why?

Progress Monitoring (~10 mins)

11. How effective have the progress monitoring meetings been with districts?
    a. *Please describe the vision and goals of these meetings.*
       i. *In what ways are these meetings intended to serve GEAR UP coordinators and other district or school staff? Do you feel that these stakeholders benefit from these meetings? In what ways do you feel they benefit? What are the unintended benefits of these meetings?*
    b. *Who usually participates in these meetings?*
    c. *What are some of the areas of strength that were identified that stand out to you?*
    d. *What kinds of strategies were identified to address challenges? How satisfied are you with the implementation of these strategies?*
    e. *Have there been any other changes in implementation as a result of these meetings? If so, please describe these changes.*

Final Reflections (~5 mins)

12. What do you think is the most promising component of the GEAR UP program to improve postsecondary education and career readiness for students?

    a. *What aspect or activity of GEAR UP will have the greatest impact for students, schools, and/or districts?*

13. How would you like to see academic rigor improved in future years at the GEAR UP schools?
    a. *What resources would you like to have to make these improvements?*

14. Is there anything else about GEAR UP grant implementation that you think is important for me to know?

Thank you for your time!

C.3.9 Nonprofit Advising Staff Interview/Focus Group Protocol
Texas GEAR UP: Beyond Grad Evaluation
Phone Interview/Focus Group Protocol: Nonprofit Advising Staff
2022

Setup

➢ <u>Introduce yourself</u>: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e., Facilitator).

➢ <u>Briefly discuss the purpose of the focus group/interview</u>: *At least one of the school(s) you serve is/are participating in Texas GEAR UP: Beyond Grad, which aims to improve college and career readiness in middle school and high school. To better understand how the program is working, the Texas Education Agency (TEA) has contracted with ICF to conduct a focus group/interview with advisors. The purpose of this focus group/interview is to learn about the college and career counseling/advising services that you are delivering this year. Please know that there are no right or wrong answers. [IF FOCUS GROUP] The goal of this focus group is to hear as many different viewpoints as possible. This focus group/interview will take approximately 35–45 minutes.*

➢ <u>Convey to each participant our confidentiality policy</u>: *(1) The focus group/interview is voluntary; (2) you can decline to answer any questions, or you can stop participating in the focus group/interview at any time without any consequences; (3) the information will be held in confidence to the extent permitted by law by members of the ICF team who have signed confidentiality agreements ensuring the protection of data; (4) focus group/interview data will be maintained in secure areas; [IF FOCUS GROUP ONLY] and (5) please respect others' privacy by not sharing any information outside of the focus group.*

➢ <u>Ask permission to participate in the focus group/interview</u>: *Now that you have heard about the content of this focus group/interview and the confidentiality provisions, do you consent to participate?*

➢ <u>Ask permission to record the focus group/interview</u>: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If at least one person chooses/if you choose not to have the focus group/interview recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify specific people will be removed from transcripts prior to being shared. Do I have permission to record the interview?*

➢ <u>Ask if they have any questions for you before you begin</u>.

➢ **Start the recording.**

<u>Note to facilitator</u>: Italicized questions are to be used as probes to encourage respondents to expand upon their responses.

Introduction (~5 mins)

1. **Briefly tell me about the role you serve in your organization related to the GEAR UP program.**
   a. *What grade levels are you currently serving?*

      b. What role did you have last year in supporting GEAR UP at your organization?

Postsecondary Education and Career Advising (~20–25 mins)

2. How have the individualized advising sessions for <u>students</u> been going this year?
       a. Please describe students' interest and motivation for these sessions.
       b. What topics have you been addressing with students in their one-on-one sessions?
       c. Have your sessions been conducted virtually, in person, or both this year?

3. How have the individualized advising sessions for <u>parents/guardians</u> been going this year?
       a. Please describe parents'/guardians' interest and motivation for these sessions.
       b. What topics have you been covering with parents in their one-on-one sessions?
       c. Please describe parents' engagement in advising sessions.
       d. Have your sessions been conducted virtually, in person, or both this year?

4. What challenges have you had connecting with students or parents/guardians this school year?
       a. Describe any challenges you've had in scheduling one-on-one advising sessions this school year.
       b. Have you been able to overcome these challenges? If so, how?

5. What impact, if any, have this year's advising sessions had on <u>students</u>':
       a. Knowledge of postsecondary options?
       b. Knowledge of financial aid?
       c. Knowledge of career options and pathways?
       d. Academic readiness?
       e. Understanding of how to successfully prepare for the transition to postsecondary education or career?

6. What impact, if any, have this year's advising sessions had on <u>parents'/guardians'</u>:
       a. Knowledge of postsecondary options?
       b. Knowledge of financial aid?
       c. Knowledge of career options and pathways?
       d. Understanding of how to successfully prepare for the transition to postsecondary education or career?

7. Other than the individualized advising sessions, what other types of advising services have you been providing this year to students and/or parents?
       a. How have these services been going?
       b. What impacts have these services had on students and parents/guardians?
       c. How would you describe parents' engagement and participation in said events?

8. Please describe any services offered to students or parents related to advanced course offerings including Advanced Placement (AP), honors, or dual credit courses.

       a. *Have you seen any changes in students' participation or engagement in advanced courses this year? If so, please describe.*

9. What advising services or activities have you provided this year related to college entrance examinations?
   a. *What services have been offered to prepare and encourage students to take college entrance exams? Choose an exam?*
      i. *What new resources/services, if any, have been provided to support the primary cohort/class of 2024 in taking the PSAT or ACT Aspire?*
   b. *Please describe your perception of students' level of preparedness for college entrance exams.*
   c. *Could students be better prepared? How?*
   d. *Are there any additional resources you would like to support students' readiness for college entrance examinations? If so, what?*

10. How do you collaborate with other staff at your school or district who also provide students and parents/guardians with information about college and career preparation?
    a. *What are the roles of the school/district staff with whom you collaborated?*
    b. *How satisfied are you with the collaborations or relationships you have with these staff this school year?*

11. Describe the space at the school(s) you work in at which you usually conduct postsecondary and career activities this year (e.g., individual advising sessions, family meetings, group meetings). Are these physical spaces? Virtual spaces?
    a. *How are the advising spaces used? What other staff are using these spaces?*
    b. *Is there a difference between this year and last year in terms of where advising is taking place?*
       i. *If there is a difference: How have the changes this year impacted your ability to provide relevant and timely information to students and their families?*
    c. *Please describe how you have been able to support students and their families with the space you have available.*
       i. *In your opinion, in what ways could the available spaces be better utilized in the future to fully support students and their families?*

TEA Financial Aid Resources (~5 mins)

For the next few questions, we want to ask about your experience supporting implementation of the new Texas financial aid requirement. As you may know, with Texas Education Code (TEC), §28.0256, beginning with students enrolled in 12th grade during the 2021–22 school year, each student must either complete and submit a FAFSA, TASFA, or a signed opt-out form in order to graduate.

12. What has your role been, if any, in supporting implementation of the financial aid requirement at your high school?
    a. *How is implementation going? In what ways are Grade 12 students and their families ready or not ready to meet this requirement?*

13. TEA and Texas OnCourse have developed financial aid completion resources and toolkits. Have you heard of these resources and toolkits? Have you accessed any of the resources or toolkits?

14. **[IF PARTICIPANTS HAVE USED ANY OF THE RESOURCES/TOOLKITS]** Please describe the resources or toolkits you used.
      a. *What was the target audience for the resources you have accessed (i.e., for students, parents, educators, or community partners)?*
      b. *Did you use the resources provided by TEA/Texas OnCourse? Why or why not?*
      c. *Overall, how satisfied are you with the financial aid resources TEA has provided?*
      d. *Did you find the resources provided helpful? Why or why not?*
      e. *How could you be better supported by TEA in providing financial aid support for students and families?*
      f. *What has been the impact of the financial aid resources or toolkits on the services you provide to students and parents?*

15. Have you used any other resources to support the implementation of the new Texas financial aid requirement? If so, please describe the resource and how it was used.

Closing (~3 mins)

16. Do you have anything else to add regarding postsecondary education and career advising services at the school(s) you serve this year?

Thank you for your time!

APPENDIX D: Student Survey Analyses Technical Detail

Table D.1. Student Grade by District, Grade 9–12, Year 4 (2021–22)

Grade	District 1 (*n*=491)	District 2 (*n*=245)	District 3 (*n*=680)	District 4 (*n*=164)	District 5 (*n*=77)	District 6 (*n*=342)	Overall (*n*=1,999)
Grade 9	40.1%	35.5%	36.6%	0.6%	27.3%	25.4%	32.1%
Grade 10	21.2%	22.4%	18.2%	37.2%	37.7%	26.6%	23.2%
Grade 11	14.5%	21.2%	20.4%	54.9%	15.6%	24.3%	22.4%
Grade 12	24.2%	20.8%	24.7%	7.3%	19.5%	23.7%	22.3%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding.

Table D.2. Algebra I Enrollment by District, Grade 9, Year 4 (2021–22)

Response Option	District 1 (*n*=185)	District 2 (*n*=48)	District 3 (*n*=203)	District 4 (*n*<10)	District 5 (*n*>30)	District 6 (*n*=87)	Overall (*n*=545)
Yes	76.8%	64.6%	66.5%	100.0%	19.0%	88.5%	71.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).

Table D.3. Algebra I Enrollment, Year 2 (2019–20)–Year 4 (2021–22)

Response Option	Year 2 (*n*=605)	Year 3 (*n*=353)	Year 4 (*n*=545)
Yes	43.0%	65.4%	71.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Class of 2024 students responded to this item in Year 2 and Year 3; Grade 9 priority students responded in Year 4.

Table D.4. Algebra I Levels of Agreement by District, Grade 9, Year 4 (2021–22)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*=138)	(*n*=29)	(*n*=129)	(*n*<10)	(*n*<10)	(*n*=77)	(*n*=378)
I felt prepared to take Algebra I.	Strongly agree	37.7%	34.5%	13.2%	0.0%	0.0%	27.3%	26.5%
	Agree	50.7%	55.2%	55.8%	100.0%	100.0%	63.6%	56.1%
	Disagree	8.7%	10.3%	23.3%	0.0%	0.0%	7.8%	13.5%
	Strongly disagree	2.9%	0.0%	7.8%	0.0%	0.0%	1.3%	4.0%
	Mean	3.23	3.24	2.74	3.00	3.00	3.17	3.05
		(*n*=136)	(*n*=31)	(*n*=126)	(*n*<10)	(*n*<10)	(*n*=76)	(*n*=374)
My Algebra I class is challenging.	Strongly agree	6.6%	16.1%	16.7%	0.0%	0.0%	15.8%	12.6%
	Agree	33.1%	38.7%	43.7%	0.0%	50.0%	46.1%	39.8%
	Disagree	39.0%	38.7%	32.5%	100.0%	25.0%	36.8%	36.4%
	Strongly disagree	21.3%	6.5%	7.1%	0.0%	25.0%	1.3%	11.2%
	Mean	2.25	2.65	2.70	2.00	2.25	2.76	2.54
		(*n*=138)	(*n*=29)	(*n*=125)	(*n*<10)	(*n*<10)	(*n*=75)	(*n*=372)
I am getting enough support to succeed in Algebra I.	Strongly agree	49.3%	27.6%	28.8%	0.0%	25.0%	42.7%	39.0%
	Agree	46.4%	55.2%	52.0%	100.0%	50.0%	48.0%	49.5%
	Disagree	2.2%	13.8%	12.8%	0.0%	25.0%	9.3%	8.3%
	Strongly disagree	2.2%	3.4%	6.4%	0.0%	0.0%	0.0%	3.2%
	Mean	3.43	3.07	3.03	3.00	3.00	3.33	3.24

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree,* 3–*Agree*, 4–*Strongly Agree*. Respondents who selected I don't know/Not applicable were not included in this analysis. The number of overall respondents who selected I don't know/Not applicable in Year 4 was <10, 10, and <10, respectively.

Table D.5. Algebra I Levels of Agreement, Year 2 (2019–20)–Year 4 (2021–22)

Item	Response Option	Year 2 Grade 8	Year 3 Grade 9	Year 4 Grade 9
		(*n*=244)	(*n*=216)	(*n*=378)
I felt prepared to take Algebra I.	Strongly agree	33.6%	27.3%	26.5%
	Agree	52.5%	53.2%	56.1%
	Disagree	11.5%	14.8%	13.5%
	Strongly disagree	2.5%	4.6%	4.0%
	Mean	3.17	3.03	3.05
		(*n*=248)	(*n*=222)	(*n*=374)
My Algebra I class is challenging.	Strongly agree	24.6%	16.2%	12.6%
	Agree	47.2%	38.7%	39.8%
	Disagree	23.4%	38.3%	36.4%
	Strongly disagree	4.8%	6.8%	11.2%
	Mean	2.92	2.64	2.54
		(*n*=248)	(*n*=216)	(*n*=372)
I am getting enough support to succeed in Algebra I.	Strongly agree	44.0%	41.2%	39.0%
	Agree	48.8%	49.5%	49.5%
	Disagree	5.6%	7.4%	8.3%
	Strongly disagree	1.6%	1.9%	3.2%
	Mean	3.35	3.30	3.24

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Class of 2024 Grade 8 and 9 students responded to this item in Year 2 and Year 3, respectively; Grade 9 priority students responded in Year 4. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree,* 3–*Agree*, 4–*Strongly Agree*. Respondents who selected I don't know/Not applicable were not included in this analysis.

Table D.6. Course Challenge Level by District, Grade 9–12, Year 4 (2021–22)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*=473)	(*n*=219)	(*n*=623)	(*n*=157)	(*n*=74)	(*n*=331)	(*n*=1,877)
Mathematics course(s)	Very challenging	13.3%	16.9%	14.4%	19.1%	33.8%	14.5%	15.6%
	Moderately challenging	33.4%	47.5%	36.9%	41.4%	43.2%	45.3%	39.4%
	Slightly challenging	33.8%	28.3%	35.8%	29.9%	20.3%	32.6%	32.8%
	Not challenging at all	19.5%	7.3%	12.8%	9.6%	2.7%	7.6%	12.3%
	Mean	2.41	2.74	2.53	2.70	3.08	2.67	2.58
		(*n*=461)	(*n*=216)	(*n*=608)	(*n*=158)	(*n*=58)	(*n*=330)	(*n*=1,831)
Social studies course(s)	Very challenging	10.6%	5.6%	7.4%	13.9%	5.2%	4.2%	7.9%
	Moderately challenging	28.2%	24.5%	30.4%	27.2%	32.8%	30.9%	29.1%
	Slightly challenging	37.7%	44.0%	33.4%	40.5%	36.2%	39.7%	37.6%
	Not challenging at all	23.4%	25.9%	28.8%	18.4%	25.9%	25.2%	25.5%
	Mean	2.26	2.10	2.16	2.37	2.17	2.14	2.19
		(*n*=458)	(*n*=218)	(*n*=627)	(*n*=157)	(*n*=75)	(*n*=333)	(*n*=1,868)
Science course(s)	Very challenging	9.8%	13.8%	13.7%	15.3%	13.3%	12.9%	12.7%
	Moderately challenging	31.9%	33.9%	26.8%	33.1%	33.3%	44.4%	32.8%
	Slightly challenging	38.0%	34.9%	37.0%	40.1%	36.0%	32.7%	36.5%
	Not challenging at all	20.3%	17.4%	22.5%	11.5%	17.3%	9.9%	18.0%
	Mean	2.31	2.44	2.32	2.52	2.43	2.60	2.40
		(*n*=462)	(*n*=218)	(*n*=624)	(*n*=160)	(*n*=73)	(*n*=328)	(*n*=1,865)
English Language Arts course(s)	Very challenging	5.6%	7.3%	8.7%	12.5%	8.2%	12.5%	8.7%
	Moderately challenging	23.2%	20.6%	29.0%	33.8%	35.6%	33.5%	28.0%
	Slightly challenging	38.7%	39.4%	36.2%	33.1%	39.7%	33.8%	36.7%
	Not challenging at all	32.5%	32.6%	26.1%	20.6%	16.4%	20.1%	26.5%
	Mean	2.02	2.03	2.20	2.38	2.36	2.38	2.19
		(*n*=289)	(*n*=116)	(*n*=266)	(*n*=138)	(*n*=25)	(*n*=85)	(*n*=919)
Advanced Placement course(s)	Very challenging	21.1%	14.7%	21.4%	23.2%	12.0%	16.5%	20.0%
	Moderately challenging	38.4%	33.6%	30.8%	48.6%	68.0%	45.9%	38.6%
	Slightly challenging	25.3%	32.8%	28.9%	21.7%	16.0%	15.3%	25.6%
	Not challenging at all	15.2%	19.0%	18.8%	6.5%	4.0%	22.4%	15.8%
	Mean	2.65	2.44	2.55	2.88	2.88	2.56	2.63

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Not Challenging at All*, 2–*Slightly Challenging*, 3–*Moderately Challenging*, 4–*Very Challenging.* Respondents who selected I don't know/Not applicable were not included in this analysis. The number of overall respondents who selected I don't know/Not applicable in Year 4 was 55, 82, 47, 43, 968, 1,076, and 1,125, respectively.

Table D.6. Course Challenge Level by District, Grade 9–12, Year 4 (2021–22), Cont.

Item	Response Option	District 1 (*n*=212)	District 2 (*n*=142)	District 3 (*n*=301)	District 4 (*n*=54)	District 5 (*n*=21)	District 6 (*n*=80)	Overall (*n*=810)
Honors course(s)	Very challenging	11.8%	16.9%	14.0%	9.3%	14.3%	25.0%	14.7%
	Moderately challenging	31.1%	32.4%	34.2%	51.9%	52.4%	42.5%	35.6%
	Slightly challenging	38.2%	34.5%	27.6%	35.2%	28.6%	18.8%	31.2%
	Not challenging at all	18.9%	16.2%	24.3%	3.7%	4.8%	13.8%	18.5%
	Mean	2.36	2.50	2.38	2.67	2.76	2.79	2.46
		(*n*=232)	(*n*=62)	(*n*=234)	(*n*=79)	(*n*=59)	(*n*=97)	(*n*=763)
Dual credit course(s)	Very challenging	19.8%	33.9%	18.8%	16.5%	13.6%	30.9%	21.2%
	Moderately challenging	31.9%	29.0%	33.3%	44.3%	37.3%	45.4%	35.5%
	Slightly challenging	29.7%	19.4%	30.8%	26.6%	35.6%	13.4%	27.3%
	Not challenging at all	18.5%	17.7%	17.1%	12.7%	13.6%	10.3%	16.0%
	Mean	2.53	2.79	2.54	2.65	2.51	2.97	2.62

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Not Challenging at All*, 2–*Slightly Challenging*, 3–*Moderately Challenging*, 4–*Very Challenging.* Respondents who selected I don't know/Not applicable were not included in this analysis. The number of overall respondents who selected I don't know/Not applicable in Year 4 was 55, 82, 47, 43, 968, 1,076, and 1,125, respectively.

Table D.7. Topics Discussed in One-on-One Advising Session by District, Grade 9–12, Year 4 (2021–22)

Item	District 1 (*n*=143)	District 2 (*n*=64)	District 3 (*n*=241)	District 4 (*n*=77)	District 5 (*n*=51)	District 6 (*n*=265)	Overall (*n*=841)
My grades	81.8%	45.3%	66.8%	79.2%	78.4%	62.3%	68.1%
College plans or interests	39.2%	60.9%	46.1%	64.9%	54.9%	73.6%	57.0%
Course selection/ scheduling	50.3%	51.6%	53.5%	49.4%	51.0%	54.7%	52.7%
Career plans or interests	37.8%	50.0%	39.8%	58.4%	47.1%	67.5%	51.1%
Personal Graduation Plan	31.5%	35.9%	35.7%	50.6%	25.5%	57.4%	42.6%
College applications	32.9%	45.3%	34.9%	27.3%	41.2%	36.6%	35.6%
Dual credit opportunities	28.7%	25.0%	29.9%	42.9%	70.6%	37.0%	35.2%
PSAT, SAT, ACT Aspire, or ACT	32.2%	35.9%	26.6%	45.5%	25.5%	34.3%	32.3%
Financial aid for college	27.3%	32.8%	29.5%	19.5%	35.3%	30.2%	29.0%
Career and technical education programs of study	15.4%	14.1%	18.3%	20.8%	15.7%	25.3%	19.7%
The new Texas law that requires me to complete a FAFSA, TASFA, or signed opt-out form in order to graduate	9.8%	12.5%	24.5%	16.9%	15.7%	12.8%	16.2%
Job/internships/ shadowing applications	14.7%	18.8%	14.9%	14.3%	11.8%	17.7%	15.8%
Changing or dropping an endorsement	17.5%	6.3%	12.9%	15.6%	3.9%	16.2%	13.9%
Enlisting in the military	11.2%	6.3%	14.9%	7.8%	9.8%	13.2%	12.1%
Other^	0.7%	3.1%	5.0%	0.0%	2.0%	1.1%	2.3%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.
PSAT = Preliminary SAT. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.
^Examples of other responses included: Scholarships (4), Camps (1), and Transcript (1).

Table D.8. Topics Discussed During One-on-One Advising Session, Year 2 (2019–20)– Year 4 (2021–22)

Item	Year 2 (*n*=978)	Year 3 (*n*=519)	Year 4 (*n*=841)
My grades	50.3%	56.3%	68.1%**
College plans or interests	29.4%	58.0%	57.0%
Course selection/scheduling	52.0%	42.8%	52.7%***
Career plans or interests	62.8%	47.4%	51.1%
Personal Graduation Plan	33.5%	44.1%	42.6%
College applications	12.8%	33.7%	35.6%
Dual credit opportunities	--	35.1%	35.2%
PSAT, SAT, ACT Aspire, or ACT	23.6%	30.4%	32.3%
Financial aid for college	15.8%	30.8%	29.0%
Career and technical education programs of study	--	17.3%	19.7%
Job/internships/shadowing applications	13.9%	10.8%	15.8%**
Changing or dropping an endorsement	40.3%	9.4%	13.9%*
Enlisting in the military	--	6.0%	12.1%***
The new Texas law that requires me to complete a FAFSA, TASFA, or signed opt-out form in order to graduate	--	--	16.2%
Other	3.4%	2.5%	2.3%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).

Note. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3 and Year 4. "The new Texas law that requires me to complete a FAFSA, TASFA, or signed opt-out form in order to graduate" was only asked in Year 4. Response percentages will not add up to 100% because respondents were able to select multiple responses. PSAT = Preliminary SAT. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.

*Changing or dropping an endorsement differed significantly from Year 3 to Year 4: $\chi^2(1) = 6.0$, *p*<.05.

** My grades differed significantly from Year 3 to Year 4: $\chi^2(1) = 19.5$, *p*<.01; Job/internships/shadowing applications differed significantly from Year 3 to Year 4: $\chi^2(1) = 6.8$, *p*<.01.

***Course selection/scheduling differed significantly from Year 3 to Year 4: $\chi^2(1) = 12.6$, *p*<.001; Enlisting in the military differed significantly from Year 3 to Year 4: $\chi^2(1) = 13.8$, *p*<.001.

Table D.9. Topics Students Discussed in One-on-One Counseling/Advising Sessions by Grade, Year 4 (2021–22)

	Grade 9 (*n*=222)	Grade 10 (*n*=201)	Grade 11 (*n*=165)	Grade 12 (*n*=253)	Overall (*n*=841)
My grades	71.6%	74.1%	68.5%	60.1%	68.1%
College plans or interests	53.2%	57.7%	53.9%	61.7%	57.0%
Course selection/scheduling	61.7%	58.2%	43.6%	46.2%	52.7%
Career plans or interests	52.3%	55.7%	47.3%	49.0%	51.1%
Personal Graduation Plan	35.1%	46.3%	37.0%	49.8%	42.6%
College applications	23.9%	23.9%	25.5%	61.7%	35.6%
Dual credit opportunities	41.9%	49.3%	35.8%	17.8%	35.2%
PSAT, SAT, ACT Aspire, or ACT	14.9%	31.3%	38.2%	44.7%	32.3%
Financial aid for college	16.7%	14.4%	20.0%	57.3%	29.0%
Career and technical education programs of study	18.9%	23.4%	20.0%	17.4%	19.7%
The new Texas law that requires me to complete a FAFSA, TASFA, or signed opt-out form in order to graduate	7.2%	8.0%	9.1%	35.2%	16.2%
Job/internships/ shadowing applications	20.3%	16.9%	13.3%	12.6%	15.8%
Changing or dropping an endorsement	19.8%	13.4%	10.3%	11.5%	13.9%
Enlisting in the military	13.5%	11.4%	10.9%	12.3%	12.1%
*Other^*	2.7%	2.5%	3.0%	1.2%	2.3%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.
PSAT = Preliminary SAT. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.
^Examples of other responses included: Scholarships (4), Camps (1), and Transcript (1).

Table D.10. Tutoring Participation by District, Class of 2024, Year 4 (2021–22)

Response Option	District 1 (*n*=88)	District 2 (*n*=38)	District 3 (*n*=98)	District 4 (*n*=42)	District 5 (*n*=29)	District 6 (*n*=90)	Overall (*n*=385)
Yes	55.7%	28.9%	23.5%	81.0%	55.2%	64.4%	49.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).

Table D.11. Tutoring Participation, Year 2 (2019–20)–Year 4 (2021–22)

Response Option	Year 2 (*n*=601)	Year 3 (*n*=352)	Year 4 (*n*=385)
Yes	37.9%	38.9%	49.6%*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Class of 2024 responded to this item each year.
*Responses differed significantly from Year 3 to Year 4: $\chi^2(1) = 8.5$, $p<.01$.

Table D.12. Types of Tutoring Participated In by District, Class of 2024, Year 4 (2021–22)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*=30)	(*n*=11)	(*n*=21)	(*n*=32)	(*n*=16)	(*n*=42)	(*n*=152)
Mathematics course	In class	30.0%	63.6%	42.9%	28.1%	18.8%	23.8%	30.9%
	After school	73.3%	45.5%	42.9%	87.5%	87.5%	76.2%	72.4%
	One-on-one with a teacher	10.0%	36.4%	23.8%	18.8%	12.5%	9.5%	15.8%
	With a high school or college student	3.3%	9.1%	9.5%	9.4%	0.0%	0.0%	4.6%
	Virtual	3.3%	0.0%	4.8%	0.0%	0.0%	0.0%	1.3%
	Other	13.3%	0.0%	14.3%	0.0%	0.0%	4.8%	5.9%
		(*n*=23)	(*n*<10)	(*n*=13)	(*n*=24)	(*n*<10)	(*n*=28)	(*n*=99)
Social Studies course	In class	34.8%	50.0%	61.5%	8.3%	42.9%	39.3%	34.3%
	After school	47.8%	50.0%	23.1%	66.7%	57.1%	42.9%	48.5%
	One-on-one with a teacher	8.7%	25.0%	15.4%	4.2%	0.0%	10.7%	9.1%
	With a high school or college student	4.3%	25.0%	7.7%	4.2%	0.0%	0.0%	4.0%
	Virtual	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%
	Other	17.4%	0.0%	15.4%	20.8%	0.0%	10.7%	14.1%
		(*n*=24)	(*n*<10)	(*n*=14)	(*n*=26)	(*n*<10)	(*n*=37)	(*n*=116)
Science course	In class	33.3%	42.9%	57.1%	26.9%	37.5%	27.0%	33.3%
	After school	41.7%	14.3%	7.1%	73.1%	62.5%	62.2%	50.9%
	One-on-one with a teacher	8.3%	28.6%	14.3%	3.8%	0.0%	8.1%	8.6%
	With a high school or college student	4.2%	14.3%	7.1%	11.5%	0.0%	0.0%	5.2%
	Virtual	8.3%	14.3%	0.0%	0.0%	0.0%	0.0%	2.6%
	Other	25.0%	0.0%	21.4%	7.7%	0.0%	5.4%	11.2%
		(*n*=41)	(*n*<10)	(*n*<20)	(*n*=23)	(*n*<20)	(*n*=48)	(*n*=142)
English Language Arts course	In class	26.8%	20.0%	53.8%	17.4%	16.7%	22.9%	25.4%
	After school	68.3%	20.0%	46.2%	82.6%	91.7%	70.8%	69.7%
	One-on-one with a teacher	4.9%	40.0%	7.7%	4.3%	8.3%	8.3%	7.7%
	With a high school or college student	2.4%	20.0%	7.7%	0.0%	0.0%	0.0%	2.1%
	Virtual	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Other	7.3%	0.0%	0.0%	8.7%	0.0%	2.1%	4.2%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.
^Although participants selected other, they did not provide additional descriptions.

Table D.13. Types of Tutoring Participated In, Class of 2024, Year 2 (2019–20)–Year 4 (2021–22)

Item	Response Option	Year 2 (n=102)	Year 3 (n=104)	Year 4 (n=152)
Mathematics course	In class	21.6%	44.2%	30.9%*
	After school	78.4%	65.4%	72.4%
	One-on-one with a teacher	3.9%	18.3%	15.8%
	With a high school or college student	5.9%	9.6%	4.6%
	Virtual	0.0%	37.5%	1.3%***
	Other	2.0%	2.9%	5.9%
		(n=90)	**(n=63)**	**(n=99)**
Social Studies course	In class	23.3%	36.5%	34.3%
	After school	73.3%	44.4%	48.5%
	One-on-one with a teacher	8.9%	12.7%	9.1%
	With a high school or college student	4.4%	7.9%	4.0%
	Virtual	0.0%	41.3%	1.0%***
	Other	0.0%	3.2%	14.1%**
		(n=92)	**(n=87)**	**(n=116)**
Science course	In class	25.0%	43.7%	33.6%
	After school	71.7%	56.3%	50.9%
	One-on-one with a teacher	5.4%	14.9%	8.6%
	With a high school or college student	9.8%	10.3%	5.2%
	Virtual	0.0%	34.5%	2.6%***
	Other	0.0%	4.6%	11.2%
		(n=104)	**(n=86)**	**(n=142)**
English Language Arts course	In class	21.2%	46.5%	25.4%**
	After school	77.9%	60.5%	69.7%
	One-on-one with a teacher	6.7%	14.0%	7.7%
	With a high school or college student	6.7%	8.1%	2.1%*
	Virtual	0.0%	27.9%	0.0%***
	Other	1.9%	3.5%	4.2%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Class of 2024 students responded to this item each year. Response percentages will not add up to 100% because respondents were able to select multiple responses.
*In class mathematics tutoring differed significantly from Year 3 to Year 4: $\chi^2(1) = 4.7$, *p*<.05; High school or college student English Language Arts tutoring differed significantly from Year 3 to Year 4: P=0.04, Fisher's Exact Test.
** Other social studies tutoring differed significantly from Year 3 to Year 4: $\chi^2(1) = 5.2$, *p*<.01; In class English Language Arts tutoring differed significantly from Year 3 to Year 4: $\chi^2(1) = 10.8$, *p*<.01.
*** Virtual mathematics tutoring differed significantly from Year 3 to Year 4: $\chi^2(1) = 60.1$, *p*<.001; Virtual social studies tutoring differed significantly from Year 3 to Year 4: $\chi^2(1) = 44.9$, *p*<.001; Virtual science tutoring differed significantly from Year 3 to Year 4: $\chi^2(1) = 37.2$, *p*<.001; Virtual English Language Arts tutoring differed significantly from Year 3 to Year 4: $\chi^2(1) = 44.3$, *p*<.001.

Table D.14. Tutoring Helped Succeed In Classes by District, Class of 2024, Year 4 (2021–22)

Response Option	District 1 (*n*=48)	District 2 (*n*=11)	District 3 (*n*=23)	District 4 (*n*=33)	District 5 (*n*=16)	District 6 (*n*=58)	Overall (*n*=189)
Yes	87.5%	90.9%	91.3%	93.9%	100.0%	94.8%	92.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).

Table D.15. Tutoring Helped Succeed In Classes, Year 2 (2019–20)–Year 4 (2021–22)

Response Option	Year 2 (*n*=224)	Year 3 (*n*=135)	Year 4 (*n*=189)
Yes	94.2%	90.4%	92.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Class of 2024 students responded to this item each year.

Table D.16. Student Satisfaction With Tutoring by District, Class of 2024, Year 4 (2021–22)

Item	Response Option	District 1 (*n*=45)	District 2 (*n*=11)	District 3 (*n*=22)	District 4 (*n*=33)	District 5 (*n*=16)	District 6 (*n*=56)	Overall (*n*=183)
Please rate your level of satisfaction with the tutoring that you participated in this school year.	Strongly satisfied	24.4%	9.1%	13.6%	21.2%	25.0%	33.9%	24.6%
	Satisfied	73.3%	81.8%	72.7%	72.7%	75.0%	62.5%	70.5%
	Dissatisfied	2.2%	9.1%	9.1%	6.1%	0.0%	1.8%	3.8%
	Strongly dissatisfied	0.0%	0.0%	4.5%	0.0%	0.0%	1.8%	1.1%
	Mean	3.22	3.00	2.95	3.15	3.25	3.29	3.19

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied,* 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis. The number of overall respondents who selected I don't know/Not applicable in Year 4 was <10.

Table D.17. Student Satisfaction With Tutoring, Year 2 (2019–20)–Year 4 (2021–22)

Item	Response Option	Year 2 (*n*=218)	Year 3 (*n*=127)	Year 4 (*n*=183)
Please rate your level of satisfaction with the tutoring that you participated in this school year.	Strongly satisfied	28.9%	26.8%	24.6%
	Satisfied	65.1%	66.9%	70.5%
	Dissatisfied	4.6%	3.9%	3.8%
	Strongly dissatisfied	1.4%	2.4%	1.1%
	Mean	3.22	3.18	3.19

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Class of 2024 students responded to this item each year. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied,* 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis.

Table D.18. PSAT, ACT Aspire, SAT, ACT, or Texas Success Initiative Assessment (TSIA) Test Preparation Completion by District, Grade 10–12, Year 4 (2021–22)

Item	District 1 (*n*=87)	District 2 (*n*=37)	District 3 (*n*=97)	District 4 (*n*=41)	District 5 (*n*=29)	District 6 (*n*=90)	Overall (*n*=381)
Participated in PSAT/ACT Aspire/TSIA test preparation (Grade 10)	36.8%	73.0%	46.4%	85.4%	89.7%	77.8%	61.7%
	(*n*=151)	(*n*=78)	(*n*=245)	(*n*=88)	(*n*=25)	(*n*=160)	(*n*=747)
Participated in SAT/ACT/TSIA test preparation (Grade 11–12)	45.7%	66.7%	75.1%	80.7%	96.0%	83.8%	71.5%
	(*n*=238)	(*n*=115)	(*n*=342)	(*n*=129)	(*n*=54)	(*n*=250)	(*n*=1,128)
Participated in PSAT/ACT Aspire/ SAT/ACT/TSIA test preparation (Grades 10–12)	42.4%	68.7%	67.0%	82.2%	92.6%	81.6%	68.2%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. PSAT = Preliminary SAT. TSIA = Texas Success Initiative Assessment.

Table D.19. PSAT, ACT Aspire, SAT, ACT, or Texas Success Initiative Assessment (TSIA) Test Preparation Completion by District, Year 2 (2019–20)–Year 4 (2021–22)

Item	Year 2 (*n*=487)	Year 3 (*n*=353)	Year 4 (*n*=381)
Participated in PSAT/ACT Aspire/TSIA test preparation (Grade 10)	51.7%	52.1%	61.7%*
	(*n*=740)	(*n*=531)	(*n*=747)
Participated in SAT/ACT/TSIA test preparation (Grade 11–12)	55.5%	47.1%	71.5%***
	(*n*=1,227)	(*n*=885)	(*n*=1,128)
Participated in PSAT/ACT Aspire/ SAT/ACT/TSIA test preparation (Grades 10–12)	54.0%	50.4%	68.2%***

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Students in Grades 10–12 responded to these items. PSAT = Preliminary SAT. TSIA = Texas Success Initiative Assessment.
*Participation in PSAT/ACT Aspire/TSIA differed significantly from Year 3 to Year 4: $\chi^2(1) = 16.8$, *p*<.01
***Participation in SAT/ACT/TSIA differed significantly from Year 3 to Year 4: $\chi^2(1) = 78.0$, *p*<.001; PSAT/ACT Aspire/ SAT/ACT/TSIA Test Preparation differed significantly from Year 3 to Year 4: $\chi^2(1) = 65.5$, *p*<.001.

Table D.20. Test Preparation Has or Will Prepare Students for Entrance Exams by District, Grade 10–12, Year 4 (2021–22)

Response Option	District 1 (*n*=100)	District 2 (*n*=79)	District 3 (*n*=228)	District 4 (*n*=103)	District 5 (*n*=50)	District 6 (*n*=201)	Overall (*n*=761)
Yes	81.0%	73.4%	71.9%	76.7%	100.0%	78.1%	77.4%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).

Table D.21. Test Preparation Has or Will Prepare Students for Entrance Exams, Year 2 (2019–20)–Year 4 (2021–22)

Response Option	Year 2 (*n*=656)	Year 3 (*n*=481)	Year 4 (*n*=761)
Yes	78.5%	70.3%	77.4%*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Students in Grades 10–12 responded to this item.
* Responses differed significantly from Year 3 to Year 4: $\chi^2(1) = 7.9$, *p*<.01.

Table D.22. Student Agreement Regarding Postsecondary Education and Awareness Levels by District, Grade 9–12, Year 4 (2021–22)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*=424)	(*n*=183)	(*n*=529)	(*n*=139)	(*n*=70)	(*n*=308)	(*n*=1,653)
I would like to continue my education after high school (at a 2-year college, 4-year college, or technical school).	Strongly agree	47.2%	55.2%	38.4%	48.2%	52.9%	44.5%	45.1%
	Agree	41.5%	37.2%	48.8%	42.4%	40.0%	45.5%	44.1%
	Disagree	6.1%	3.3%	8.3%	4.3%	4.3%	7.1%	6.5%
	Strongly disagree	5.2%	4.4%	4.5%	5.0%	2.9%	2.9%	4.4%
	Mean	3.31	3.43	3.21	3.34	3.43	3.31	3.30
		(*n*=442)	(*n*=183)	(*n*=566)	(*n*=150)	(*n*=74)	(*n*=328)	(*n*=1,743)
I am aware of what grades I need to earn in high school so that I can enroll in college after high school.	Strongly agree	38.0%	43.7%	29.2%	34.0%	55.4%	41.5%	36.8%
	Agree	52.7%	49.2%	60.6%	54.7%	41.9%	50.6%	54.2%
	Disagree	5.4%	4.4%	7.1%	5.3%	2.7%	5.5%	5.7%
	Strongly disagree	3.8%	2.7%	3.2%	6.0%	0.0%	2.4%	3.3%
	Mean	3.25	3.34	3.16	3.17	3.53	3.31	3.24
		(*n*=409)	(*n*=173)	(*n*=504)	(*n*=141)	(*n*=69)	(*n*=298)	(*n*=1,594)
I know what subject area I would like to study in college after high school.	Strongly agree	27.6%	36.4%	26.2%	28.4%	34.8%	33.6%	29.6%
	Agree	43.3%	48.0%	50.0%	51.8%	46.4%	44.3%	47.0%
	Disagree	22.5%	12.1%	17.5%	12.8%	17.4%	18.5%	17.9%
	Strongly disagree	6.6%	3.5%	6.3%	7.1%	1.4%	3.7%	5.5%
	Mean	2.92	3.17	2.96	3.01	3.14	3.08	3.01
		(*n*=435)	(*n*=177)	(*n*=564)	(*n*=146)	(*n*=74)	(*n*=317)	(*n*=1,713)
I am aware of the opportunities that a college credential can provide for me.	Strongly agree	31.5%	32.8%	24.6%	29.5%	43.2%	36.6%	30.6%
	Agree	55.2%	51.4%	60.3%	61.0%	51.4%	52.4%	56.3%
	Disagree	10.3%	11.9%	10.6%	6.2%	5.4%	9.8%	9.9%
	Strongly disagree	3.0%	4.0%	4.4%	3.4%	0.0%	1.3%	3.2%
	Mean	3.15	3.13	3.05	3.16	3.38	3.24	3.14

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Respondents who selected I don't know/Not applicable were not included in this analysis. The number of overall respondents who selected I don't know/Not applicable in Year 4 was 173, 80, 220, 99, 124, 258, 288, 262, 279, 123, 350, 210, 245, 236, and 232, respectively. PSAT = Preliminary SAT. TSIA = Texas Success Initiative Assessment. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.

Table D.22. Student Agreement Regarding Postsecondary Education and Awareness Levels by District, Grade 9–12, Year 4 (2021–22), Cont.

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*=429)	(*n*=183)	(*n*=545)	(*n*=141)	(*n*=72)	(*n*=318)	(*n*=1,688)
I am aware of the education path necessary for the career I plan to pursue.	Strongly agree	28.9%	33.3%	21.1%	31.2%	40.3%	33.6%	28.4%
	Agree	50.6%	49.2%	57.1%	55.3%	50.0%	51.6%	53.1%
	Disagree	15.9%	14.2%	16.9%	7.8%	9.7%	12.9%	14.5%
	Strongly disagree	4.7%	3.3%	5.0%	5.7%	0.0%	1.9%	4.0%
	Mean	3.04	3.13	2.94	3.12	3.31	3.17	3.06
		(*n*=393)	(*n*=161)	(*n*=497)	(*n*=139)	(*n*=68)	(*n*=297)	(*n*=1,555)
I know where to find PSAT or SAT test preparation resources.	Strongly agree	14.5%	21.7%	11.7%	16.5%	29.4%	22.9%	16.8%
	Agree	39.4%	36.0%	38.0%	54.7%	36.8%	50.8%	42.1%
	Disagree	35.6%	33.5%	36.8%	23.7%	27.9%	21.2%	31.6%
	Strongly disagree	10.4%	8.7%	13.5%	5.0%	5.9%	5.1%	9.5%
	Mean	2.58	2.71	2.48	2.83	2.90	2.92	2.66
		(*n*=386)	(*n*=153)	(*n*=485)	(*n*=134)	(*n*=67)	(*n*=295)	(*n*=1,520)
I know where to find ACT Aspire or ACT test preparation resources.	Strongly agree	12.4%	15.7%	10.1%	11.2%	17.9%	20.3%	13.7%
	Agree	36.0%	28.1%	36.7%	37.3%	40.3%	46.1%	37.7%
	Disagree	41.2%	43.8%	37.7%	41.8%	29.9%	26.8%	37.1%
	Strongly disagree	10.4%	12.4%	15.5%	9.7%	11.9%	6.8%	11.5%
	Mean	2.51	2.47	2.41	2.50	2.64	2.80	2.54
		(*n*=402)	(*n*=167)	(*n*=487)	(*n*=137)	(*n*=64)	(*n*=286)	(*n*=1,543)
I know where to find TSIA test preparation resources.	Strongly agree	12.9%	25.1%	10.3%	18.2%	21.9%	18.9%	15.4%
	Agree	37.8%	41.9%	36.8%	42.3%	40.6%	46.2%	40.0%
	Disagree	38.8%	24.6%	39.8%	29.9%	26.6%	26.2%	34.0%
	Strongly disagree	10.4%	8.4%	13.1%	9.5%	10.9%	8.7%	10.7%
	Mean	2.53	2.84	2.44	2.69	2.73	2.75	2.60
		(*n*=388)	(*n*=157)	(*n*=488)	(*n*=136)	(*n*=69)	(*n*=293)	(*n*=1,531)
I know which college entrance exam(s) I want to take (SAT/PSAT, ACT/ACT Aspire, and/or TSIA).	Strongly agree	16.2%	14.0%	11.5%	16.9%	20.3%	23.2%	16.1%
	Agree	31.2%	43.3%	38.9%	52.9%	50.7%	44.7%	40.3%
	Disagree	41.2%	35.7%	35.2%	22.1%	26.1%	24.2%	33.1%
	Strongly disagree	11.3%	7.0%	14.3%	8.1%	2.9%	7.8%	10.5%
	Mean	2.52	2.64	2.48	2.79	2.88	2.83	2.62

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Respondents who selected I don't know/Not applicable were not included in this analysis. The number of overall respondents who selected I don't know/Not applicable in Year 4 was 173, 80, 220, 99, 124, 258, 288, 262, 279, 123, 350, 210, 245, 236, and 232, respectively. PSAT = Preliminary SAT. TSIA = Texas Success Initiative Assessment. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.

Table D.22. Student Agreement Regarding Postsecondary Education and Awareness Levels by District, Grade 9–12, Year 4 (2021–22), Cont.

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*=430)	(*n*=172)	(*n*=550)	(*n*=140)	(*n*=72)	(*n*=319)	(*n*=1,683)
I am aware of the scholarship opportunities available to help pay for college.	Strongly agree	26.5%	26.7%	19.1%	20.0%	36.1%	33.5%	25.3%
	Agree	48.6%	49.4%	55.1%	57.1%	52.8%	51.1%	52.2%
	Disagree	18.4%	17.4%	18.2%	14.3%	9.7%	11.9%	16.3%
	Strongly disagree	6.5%	6.4%	7.6%	8.6%	1.4%	3.4%	6.2%
	Mean	2.95	2.97	2.86	2.89	3.24	3.15	2.97
		(*n*=379)	(*n*=147)	(*n*=470)	(*n*=123)	(*n*=62)	(*n*=268)	(*n*=1,449)
I am aware of the Pell Grant.	Strongly agree	8.2%	10.2%	8.3%	7.3%	14.5%	17.5%	10.4%
	Agree	19.3%	19.7%	29.4%	20.3%	30.6%	29.1%	25.0%
	Disagree	49.1%	36.7%	39.6%	43.1%	38.7%	33.2%	40.9%
	Strongly disagree	23.5%	33.3%	22.8%	29.3%	16.1%	20.1%	23.8%
	Mean	2.12	2.07	2.23	2.06	2.44	2.44	2.22
		(*n*=402)	(*n*=168)	(*n*=521)	(*n*=140)	(*n*=70)	(*n*=291)	(*n*=1,592)
I am aware of the FAFSA.	Strongly agree	21.4%	28.6%	19.0%	26.4%	30.0%	25.4%	22.9%
	Agree	38.6%	41.1%	51.2%	57.9%	45.7%	44.0%	46.0%
	Disagree	28.1%	20.2%	20.5%	7.9%	18.6%	21.0%	21.3%
	Strongly disagree	11.9%	10.1%	9.2%	7.9%	5.7%	9.6%	9.8%
	Mean	2.69	2.88	2.80	3.03	3.00	2.85	2.82
		(*n*=397)	(*n*=167)	(*n*=505)	(*n*=138)	(*n*=68)	(*n*=285)	(*n*=1,560)
I am aware of the TASFA.	Strongly agree	17.1%	16.2%	14.5%	23.2%	25.0%	21.1%	17.8%
	Agree	37.0%	35.9%	47.9%	45.7%	47.1%	38.9%	42.0%
	Disagree	31.7%	31.1%	25.7%	23.2%	23.5%	28.8%	28.1%
	Strongly disagree	14.1%	16.8%	11.9%	8.0%	4.4%	11.2%	12.2%
	Mean	2.57	2.51	2.65	2.84	2.93	2.70	2.65
		(*n*=404)	(*n*=166)	(*n*=508)	(*n*=137)	(*n*=66)	(*n*=293)	(*n*=1,574)
I am aware of the new Texas law that requires me to complete a FAFSA, TASFA, or signed opt-out form in order to graduate.	Strongly agree	15.6%	23.5%	16.1%	20.4%	27.3%	22.9%	18.9%
	Agree	37.4%	31.3%	46.1%	53.3%	45.5%	41.3%	42.0%
	Disagree	33.2%	28.3%	23.4%	16.8%	22.7%	25.3%	26.2%
	Strongly disagree	13.9%	16.9%	14.4%	9.5%	4.5%	10.6%	13.0%
	Mean	2.55	2.61	2.64	2.85	2.95	2.76	2.67

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Respondents who selected I don't know/Not applicable were not included in this analysis. The number of overall respondents who selected I don't know/Not applicable in Year 4 was 173, 80, 220, 99, 124, 258, 288, 262, 279, 123, 350, 210, 245, 236, and 232, respectively. PSAT = Preliminary SAT. TSIA = Texas Success Initiative Assessment. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.

Table D.22. Student Agreement Regarding Postsecondary Education and Awareness Levels by District, Grade 9–12, Year 4 (2021–22), Cont.

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*=406)	(*n*=162)	(*n*=514)	(*n*=134)	(*n*=66)	(*n*=290)	(*n*=1,572)
I am aware of Federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).	Strongly agree	16.0%	14.2%	10.1%	11.9%	19.7%	20.7%	14.6%
	Agree	44.3%	33.3%	52.3%	50.7%	57.6%	46.6%	47.3%
	Disagree	30.3%	35.2%	25.9%	25.4%	16.7%	22.8%	27.0%
	Strongly disagree	9.4%	17.3%	11.7%	11.9%	6.1%	10.0%	11.1%
	Mean	2.67	2.44	2.61	2.63	2.91	2.78	2.65
		(*n*=456)	(*n*=191)	(*n*=608)	(*n*=158)	(*n*=76)	(*n*=334)	(*n*=1,810)
Composite mean score of all items	Mean	2.78	2.87	2.76	2.87	3.01	2.97	2.83

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Respondents who selected I don't know/Not applicable were not included in this analysis. The number of overall respondents who selected I don't know/Not applicable in Year 4 was 173, 80, 220, 99, 124, 258, 288, 262, 279, 123, 350, 210, 245, 236, and 232, respectively. PSAT = Preliminary SAT. TSIA = Texas Success Initiative Assessment. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.

Table D.23. Student Agreement Regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 4 (2021–22)

Item	Response Option	Year 2	Year 3	Year 4
		(*n*=2,272)	(*n*=1,168)	(*n*=1,653)
I would like to continue my education after high school (at a 2-year college, 4-year college, or technical school).	Strongly agree	54.5%	52.7%	45.1%
	Agree	38.9%	39.9%	44.1%
	Disagree	3.5%	4.4%	6.5%
	Strongly disagree	3.1%	3.0%	4.4%
	Mean	3.45	3.42	3.30**
		(*n*=2,319)	(*n*=1,215)	(*n*=1,743)
I am aware of what grades I need to earn in high school so that I can enroll in college after high school.	Strongly agree	39.5%	43.8%	36.8%
	Agree	53.3%	49.7%	54.2%
	Disagree	4.9%	4.3%	5.7%
	Strongly disagree	2.3%	2.2%	3.3%
	Mean	3.30	3.35	3.24**
		(*n*=2,121)	(*n*=1,106)	(*n*=1,594)
I know what subject area I would like to study in college after high school.	Strongly agree	33.0%	34.7%	29.6%
	Agree	51.2%	45.2%	47.0%
	Disagree	12.2%	15.8%	17.9%
	Strongly disagree	3.5%	4.2%	5.5%
	Mean	3.14	3.10	3.01*
		(*n*=2,207)	(*n*=1,210)	(*n*=1,713)
I am aware of the opportunities that a college credential can provide for me.	Strongly agree	33.8%	42.7%	30.6%
	Agree	53.3%	50.2%	56.3%
	Disagree	9.8%	5.0%	9.9%
	Strongly disagree	3.1%	2.1%	3.2%
	Mean	3.18	3.34	3.14**
		(*n*=2,214)	(*n*=1,162)	(*n*=1,688)
I am aware of the education path necessary for the career I plan to pursue.	Strongly agree	32.9%	33.0%	28.4%
	Agree	54.7%	51.7%	53.1%
	Disagree	9.5%	12.0%	14.5%
	Strongly disagree	2.9%	3.4%	4.0%
	Mean	3.17	3.14	3.06**

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).

Note. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3 and Year 4. Items "I am aware of the new Texas law that requires me to complete a FAFSA, TASFA, or signed opt-out form in order to graduate" and "I know which college entrance exam(s) I want to take" were only included on the Year 4 survey. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Respondents who selected I don't know/Not applicable were not included in this analysis. PSAT = Preliminary SAT. TSIA = Texas Success Initiative Assessment. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.

* I know what subject area I would like to study in college after high school was significantly different from Year 3 to Year 4: $t(2,698) = 3.0$, $p<.01$; I am aware of the FAFSA was significantly different from Year 3 to Year 4: $t(2,693) = 2.8$, $p<.01$.

**I would like to continue my education after high school was significantly different from Year 3 to Year 4: $t(2,819) = 4.4$, $p<.001$; I am aware of what grades I need to earn in high school so that I can enroll in college after high school was significantly different from Year 3 to Year 4: $t(2,956) = 4.1$, $p<.001$; I am aware of the opportunities that a college credential can provide for me was significantly different from Year 3 to Year 4: $t(2,921) = 7.3$, $p<.001$; I am aware of the education path necessary for the career I plan to pursue was significantly different from Year 3 to Year 4: $t(2,698) = 2.9$, $p<.001$; I know where to find TSIA test preparation resources was significantly different from Year 3 to Year 4: $t(2,622) = 2.9$, $p<.001$; I am aware of the scholarship opportunities available to help pay for college was significantly different from Year 3 to Year 4: $t(2,865) = 4.4$, $p<.001$; I am aware of the TASFA was significantly different from Year 3 to Year 4: $t(2,616) = 8.5$, $p<.001$; I am aware of federal student loan programs was significantly different from Year 3 to Year 4: $t(2,921) = 4.4$, $p<.001$; Composite score significantly different from Year 3 to Year 4: $t(3,067) = 3.4$, $p<.001$.

Table D.23. Student Agreement Regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 4 (2021–22), Cont.

Item	Response Option	Year 2	Year 3	Year 4
		(*n*=1,944)	(*n*=1,103)	(*n*=1,555)
I know where to find PSAT or SAT test preparation resources.	Strongly agree	16.0%	19.5%	16.8%
	Agree	36.2%	37.0%	42.1%
	Disagree	37.9%	34.1%	31.6%
	Strongly disagree	9.9%	9.4%	9.5%
	Mean	2.58	2.67	2.66
		(*n*=1,865)	(*n*=1,088)	(*n*=1,520)
I know where to find ACT Aspire or ACT test preparation resources.	Strongly agree	12.6%	16.5%	13.7%
	Agree	30.6%	32.1%	37.7%
	Disagree	44.7%	40.1%	37.1%
	Strongly disagree	12.1%	11.4%	11.5%
	Mean	2.44	2.54	2.54
		(*n*=1,868)	(*n*=1,081)	(*n*=1,543)
I know where to find TSIA test preparation resources.	Strongly agree	11.6%	14.5%	15.4%
	Agree	29.1%	32.9%	40.0%
	Disagree	47.3%	40.6%	34.0%
	Strongly disagree	12.1%	11.9%	10.7%
	Mean	2.40	2.50	2.60**
		--	--	(*n*=1,531)
I know which college entrance exam(s) I want to take (SAT/PSAT, ACT/ACT Aspire, and/or TSIA.)	Strongly agree	--	--	16.1%
	Agree	--	--	40.3%
	Disagree	--	--	33.1%
	Strongly disagree	--	--	10.5%
	Mean	--	--	2.62
		(*n*=2,238)	(*n*=1,184)	(*n*=1,683)
I am aware of the scholarship opportunities available to help pay for college.	Strongly agree	26.3%	32.2%	25.3%
	Agree	52.1%	49.9%	52.2%
	Disagree	16.3%	13.5%	16.3%
	Strongly disagree	5.4%	4.4%	6.2%
	Mean	2.99	3.10	2.97**

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).

Note. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3 and Year 4. Items "I am aware of the new Texas law that requires me to complete a FAFSA, TASFA, or signed opt-out form in order to graduate" and "I know which college entrance exam(s) I want to take" were only included on the Year 4 survey. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Respondents who selected I don't know/Not applicable were not included in this analysis. PSAT = Preliminary SAT. TSIA = Texas Success Initiative Assessment. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.

* I know what subject area I would like to study in college after high school was significantly different from Year 3 to Year 4: $t(2,698) = 3.0$, $p<.01$; I am aware of the FAFSA was significantly different from Year 3 to Year 4: $t(2,693) = 2.8$, $p<.01$.
**I would like to continue my education after high school was significantly different from Year 3 to Year 4: $t(2,819) = 4.4$, $p<.001$; I am aware of what grades I need to earn in high school so that I can enroll in college after high school was significantly different from Year 3 to Year 4: $t(2,956) = 4.1$, $p<.001$; I am aware of the opportunities that a college credential can provide for me was significantly different from Year 3 to Year 4: $t(2,921) = 7.3$, $p<.001$; I am aware of the education path necessary for the career I plan to pursue was significantly different from Year 3 to Year 4: $t(2,698) = 2.9$, $p<.001$; I know where to find TSIA test preparation resources was significantly different from Year 3 to Year 4: $t(2,622) = 2.9$, $p<.001$; I am aware of the scholarship opportunities available to help pay for college was significantly different from Year 3 to Year 4: $t(2,865) = 4.4$, $p<.001$; I am aware of the TASFA was significantly different from Year 3 to Year 4: $t(2,616) = 8.5$, $p<.001$; I am aware of federal student loan programs was significantly different from Year 3 to Year 4: $t(2,921) = 4.4$, $p<.001$; Composite score significantly different from Year 3 to Year 4: $t(3,067) = 3.4$, $p<.001$.

Table D.23. Student Agreement Regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 4 (2021–22), Cont.

Item	Response Option	Year 2	Year 3	Year 4
		(*n*=1,837)	(*n*=1,052)	(*n*=1,449)
I am aware of the Pell Grant.	Strongly agree	8.6%	11.5%	10.4%
	Agree	19.4%	23.3%	25.0%
	Disagree	50.7%	46.4%	40.9%
	Strongly disagree	21.3%	18.8%	23.8%
	Mean	2.15	2.27	2.22
		(*n*=1,968)	(*n*=1,103)	(*n*=1,592)
I am aware of the FAFSA.	Strongly agree	18.0%	23.5%	22.9%
	Agree	33.5%	36.1%	46.0%
	Disagree	34.7%	29.3%	21.3%
	Strongly disagree	13.9%	11.2%	9.8%
	Mean	2.56	2.72	2.82*
		(*n*=1,860)	(*n*=1,058)	(*n*=1,560)
I am aware of the TASFA.	Strongly agree	10.4%	12.6%	17.8%
	Agree	24.7%	25.9%	42.0%
	Disagree	47.4%	45.3%	28.1%
	Strongly disagree	17.5%	16.3%	12.2%
	Mean	2.28	2.35	2.65**
		(*n*=2,116)	(*n*=1,132)	(*n*=1,572)
I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).	Strongly agree	17.6%	20.1%	14.6%
	Agree	49.2%	47.9%	47.3%
	Disagree	25.0%	24.0%	27.0%
	Strongly disagree	8.1%	8.0%	11.1%
	Mean	2.76	2.80	2.65**
		--	--	(*n*=1,574)
I am aware of the new Texas law that requires me to complete a FAFSA, TASFA, or signed opt-out form in order to graduate.	Strongly agree	--	--	18.9%
	Agree	--	--	42.0%
	Disagree	--	--	26.2%
	Strongly disagree	--	--	13.0%
	Mean	--	--	2.67
		(*n*=2,477)	(*n*=1,259)	(*n*=1,810)
Composite score of all mean scores	Mean	2.88	2.91	2.83**

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).

Note. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3 and Year 4. Items "I am aware of the new Texas law that requires me to complete a FAFSA, TASFA, or signed opt-out form in order to graduate" and "I know which college entrance exam(s) I want to take" were only included on the Year 4 survey. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Respondents who selected I don't know/Not applicable were not included in this analysis. PSAT = Preliminary SAT. TSIA = Texas Success Initiative Assessment. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.

* I know what subject area I would like to study in college after high school was significantly different from Year 3 to Year 4: $t(2,698) = 3.0$, $p<.01$; I am aware of the FAFSA was significantly different from Year 3 to Year 4: $t(2,693) = 2.8$, $p<.01$.

****I would like to continue my education after high school was significantly different from Year 3 to Year 4: $t(2,819) = 4.4$, $p<.001$; I am aware of what grades I need to earn in high school so that I can enroll in college after high school was significantly different from Year 3 to Year 4: $t(2,956) = 4.1$, $p<.001$; I am aware of the opportunities that a college credential can provide for me was significantly different from Year 3 to Year 4: $t(2,921) = 7.3$, $p<.001$; I am aware of the education path necessary for the career I plan to pursue was significantly different from Year 3 to Year 4: $t(2,698) = 2.9$, $p<.001$; I know where to find TSIA test preparation resources was significantly different from Year 3 to Year 4: $t(2,622) = 2.9$, $p<.001$; I am aware of the scholarship opportunities available to help pay for college was significantly different from Year 3 to Year 4: $t(2,865) = 4.4$, $p<.001$; I am aware of the TASFA was significantly different from Year 3 to Year 4: $t(2,616) = 8.5$, $p<.001$; I am aware of federal student loan programs was significantly different from Year 3 to Year 4: $t(2,921) = 4.4$, $p<.001$; Composite score significantly different from Year 3 to Year 4: $t(3,067) = 3.4$, $p<.001$.

Table D.24. Student Agreement Levels Regarding One-on-One Counseling Sessions by District, Grade 9–12, Year 4 (2021–22)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*=136)	(*n*=62)	(*n*=237)	(*n*=74)	(*n*=50)	(*n*=257)	(*n*=816)
The counseling/ advising session(s) helped me to develop a plan for my education.	Strongly agree	17.6%	14.5%	16.5%	14.9%	28.0%	18.7%	17.8%
	Agree	63.2%	69.4%	65.8%	68.9%	68.0%	65.4%	65.9%
	Disagree	14.0%	12.9%	10.1%	9.5%	2.0%	12.1%	11.0%
	Strongly disagree	5.1%	3.2%	7.6%	6.8%	2.0%	3.9%	5.3%
	Mean	2.93	2.95	2.91	2.92	3.22	2.99	2.96
		(*n*=135)	(*n*=62)	(*n*=232)	(*n*=74)	(*n*=48)	(*n*=250)	(*n*=801)
The counseling/ advising session(s) helped me to select the best classes to take to achieve my goals for my education and career.	Strongly agree	19.3%	16.1%	15.1%	9.5%	29.2%	20.4%	17.9%
	Agree	62.2%	64.5%	65.5%	63.5%	64.6%	62.8%	63.8%
	Disagree	14.1%	14.5%	12.9%	21.6%	4.2%	13.2%	13.6%
	Strongly disagree	4.4%	4.8%	6.5%	5.4%	2.1%	3.6%	4.7%
	Mean	2.96	2.92	2.89	2.77	3.21	3.00	2.95
		(*n*=136)	(*n*=60)	(*n*=231)	(*n*=77)	(*n*=49)	(*n*=254)	(*n*=807)
The counseling/ advising session(s) provided me with information on what grades and testing scores are needed to achieve my goals for my education and career.	Strongly agree	17.6%	20.0%	14.3%	14.3%	28.6%	20.9%	18.2%
	Agree	63.2%	63.3%	64.9%	64.9%	69.4%	62.2%	63.9%
	Disagree	14.0%	15.0%	13.9%	11.7%	0.0%	13.4%	12.8%
	Strongly disagree	5.1%	1.7%	6.9%	9.1%	2.0%	3.5%	5.1%
	Mean	2.93	3.02	2.87	2.84	3.24	3.00	2.95
		(*n*=138)	(*n*=60)	(*n*=231)	(*n*=77)	(*n*=50)	(*n*=254)	(*n*=810)
The counseling/ advising session(s) provided me with information that was specific to my individual needs/ interests.	Strongly agree	15.2%	15.0%	16.0%	16.9%	28.0%	23.6%	19.0%
	Agree	55.8%	65.0%	66.2%	62.3%	60.0%	61.0%	62.0%
	Disagree	22.5%	16.7%	10.8%	14.3%	10.0%	11.8%	13.8%
	Strongly disagree	6.5%	3.3%	6.9%	6.5%	2.0%	3.5%	5.2%
	Mean	2.80	2.92	2.91	2.90	3.14	3.05	2.95
		(*n*=136)	(*n*=59)	(*n*=229)	(*n*=77)	(*n*=51)	(*n*=255)	(*n*=807)
I spoke with my family about some of the topics that were covered in my counseling/advising session(s).	Strongly agree	21.3%	18.6%	14.8%	14.3%	29.4%	20.0%	18.7%
	Agree	61.0%	61.0%	65.1%	67.5%	54.9%	50.6%	59.1%
	Disagree	11.0%	18.6%	14.4%	10.4%	11.8%	22.7%	16.2%
	Strongly disagree	6.6%	1.7%	5.7%	7.8%	3.9%	6.7%	5.9%
	Mean	2.97	2.97	2.89	2.88	3.10	2.84	2.91

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Respondents who selected I don't know/Not applicable were not included in this analysis. The number of overall respondents who selected I don't know/Not applicable in Year 4 was 33, 49, 37, 34, 39, 66, and 47, respectively.

Table D.24. Student Agreement Levels Regarding One-on-One Counseling Sessions by District, Grade 9–12, Year 4 (2021–22)\, Cont.

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*=131)	(*n*=59)	(*n*=222)	(*n*=75)	(*n*=46)	(*n*=247)	(*n*=780)
The counseling/ advising session(s) helped me decide which college entrance exams I should take.	Strongly agree	12.2%	18.6%	13.1%	8.0%	19.6%	15.0%	13.8%
	Agree	53.4%	50.8%	50.0%	46.7%	58.7%	49.8%	50.8%
	Disagree	25.2%	25.4%	27.0%	37.3%	17.4%	29.6%	27.8%
	Strongly disagree	9.2%	5.1%	9.9%	8.0%	4.3%	5.7%	7.6%
	Mean	2.69	2.83	2.66	2.55	2.93	2.74	2.71
		(*n*=138)	(*n*=58)	(*n*=222)	(*n*=75)	(*n*=50)	(*n*=252)	(*n*=795)
The counseling/ advising session(s) provided me with information about ways to prepare for college entrance exams.	Strongly agree	16.7%	19.0%	13.5%	9.3%	26.0%	18.7%	16.5%
	Agree	55.1%	53.4%	55.4%	50.7%	62.0%	57.1%	55.7%
	Disagree	21.7%	22.4%	23.9%	36.0%	10.0%	20.2%	22.5%
	Strongly disagree	6.5%	5.2%	7.2%	4.0%	2.0%	4.0%	5.3%
	Mean	2.82	2.86	2.75	2.65	3.12	2.90	2.83

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Respondents who selected I don't know/Not applicable were not included in this analysis. The number of overall respondents who selected I don't know/Not applicable in Year 4 was 33, 49, 37, 34, 39, 66, and 47, respectively.

Table D.25. Students Who Met One-on-One with School Counselor, College/Career Advisor, or Other Staff by District, Grade 9–12, Year 4 (2021–22)

Response Option	District 1 (*n*=460)	District 2 (*n*=196)	District 3 (*n*=613)	District 4 (*n*=150)	District 5 (*n*=77)	District 6 (*n*=339)	Overall (*n*=1,835)
Yes	33.3%	38.3%	44.0%	56.0%	68.8%	79.1%	49.2%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).

Table D.26. Students Who Met One-on-One with School Counselor, College/Career Advisor, or Other Staff, Year 2 (2019–20)–Year 4 (2021–22)

Response Option	Year 2 (*n*=2,439)	Year 3 (*n*=1,262)	Year 4 (*n*=1,835)
Yes	40.6%	41.1%	49.2%*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3 and Year 4.
*Responses differed significantly from Year 3 to Year 4: $\chi^2(1) = 19.7$, *p*<.001.

Table D.27. Student Agreement Levels Regarding One-on-One Counseling Sessions, Year 2 (2019–20)–Year 4 (2021–22)

Item	Response Option	Year 2	Year 3	Year 4
		(*n*=910)	(*n*=495)	(*n*=816)
The counseling/ advising session(s) helped me to develop a plan for my education.	Strongly agree	21.4%	29.7%	17.8%
	Agree	66.6%	60.6%	65.9%
	Disagree	8.7%	7.7%	11.0%
	Strongly disagree	3.3%	2.0%	5.3%
	Mean	3.06	3.18	2.96*
		(*n*=906)	(*n*=488)	(*n*=801)
The counseling/ advising session(s) helped me to select the best classes to take to achieve my goals for my education and career.	Strongly agree	23.8%	27.7%	17.9%
	Agree	60.6%	56.6%	63.8%
	Disagree	12.5%	13.3%	13.6%
	Strongly disagree	3.1%	2.5%	4.7%
	Mean	3.05	3.09	2.95*
		(*n*=907)	(*n*=486)	(*n*=807)
The counseling/ advising session(s) provided me with information on what grades and testing scores are needed to achieve my goals for my education and career.	Strongly agree	23.2%	29.6%	18.2%
	Agree	59.6%	55.1%	63.9%
	Disagree	13.8%	12.3%	12.8%
	Strongly disagree	3.4%	2.9%	5.1%
	Mean	3.03	3.12	2.95*
		(*n*=891)	(*n*=490)	(*n*=810)
The counseling/ advising session(s) provided me with information that was specific to my individual needs/ interests.	Strongly agree	20.9%	28.0%	19.0%
	Agree	59.3%	58.0%	62.0%
	Disagree	16.2%	11.8%	13.8%
	Strongly disagree	3.7%	2.2%	5.2%
	Mean	2.97	3.12	2.95*
		(*n*=891)	(*n*=493)	(*n*=807)
I spoke with my family about some of the topics that were covered in my counseling/advising session(s).	Strongly agree	20.9%	29.8%	18.7%
	Agree	59.3%	51.5%	59.1%
	Disagree	16.2%	14.2%	16.2%
	Strongly disagree	3.7%	4.5%	5.9%
	Mean	2.94	3.07	2.91*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).

Note. Students in Grade 8–12 responded to these items in Year 2; students in Grade 9–12 responded to these items in Year 3 and Year 4. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Respondents who selected I don't know/Not applicable were not included in this analysis.

* The counseling/ advising session(s) helped me to develop a plan for my education differed significantly from Year 3 to Year 4: $t(1,309) = 5.6$, $p<.001$; The counseling/ advising session(s) helped me to select the best classes to take to achieve my goals for my education and career differed significantly from Year 3 to Year 4: $t(1,287) = 3.6$, $p<.001$; The counseling/ advising session(s) provided me with information on what grades and testing scores are needed to achieve my goals for my education and career differed significantly from Year 3 to Year 4: $t(1,291) = 3.9$, $p<.001$; The counseling/ advising session(s) provided me with information that was specific to my individual needs/ interests differed significantly from Year 3 to Year 4: $t(1,298) = 4.1$, $p<.001$; I spoke with my family about some of the topics that were covered in my counseling/advising session(s) differed significantly from Year 3 to Year 4: $t(1,298) = 4.1$, $p<.001$.

Table D.28. Student Satisfaction With One-on-One Counseling Sessions by District, Grade 9–12, Year 4 (2021–22)

Item	Response Option	District 1 (*n*=127)	District 2 (*n*=57)	District 3 (*n*=228)	District 4 (*n*=70)	District 5 (*n*=50)	District 6 (*n*=253)	Overall (*n*=785)
Overall, how satisfied were you with the individual counseling/ advising session(s) this school year?	Strongly satisfied	15.0%	14.0%	20.6%	17.1%	36.0%	14.2%	17.8%
	Satisfied	69.3%	73.7%	68.4%	64.3%	60.0%	70.8%	68.8%
	Dissatisfied	9.4%	10.5%	9.2%	15.7%	4.0%	9.5%	9.7%
	Strongly dissatisfied	6.3%	1.8%	1.8%	2.9%	0.0%	5.5%	3.7%
	Mean	2.93	3.00	3.08	2.96	3.32	2.94	3.01

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied,* 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis. The number of overall respondents who selected I don't know/Not applicable in Year 4 was 63.

Table D.29. Student Satisfaction With One-on-One Counseling Sessions, Year 2 (2019–20)–Year 4 (2021–22)

Item	Response Option	Year 2 (*n*=893)	Year 3 (*n*=486)	Year 4 (*n*=785)
Overall, how satisfied were you with the individual counseling/ advising session(s) this school year?	Strongly satisfied	22.6%	29.8%	17.8%
	Satisfied	69.8%	58.8%	68.8%
	Dissatisfied	6.3%	8.0%	9.7%
	Strongly dissatisfied	1.3%	3.3%	3.7%
	Mean	3.14	3.15	3.01*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3 and Year 4. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied,* 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis.
*Satisfaction differed significantly from Year 3 to Year 4: $t(1269) = 3.7$, $p<.01$.

Table D.30. Reasons for Students Not Meeting for a One-on-One Advising Session by District, Grade 9–12, Year 4 (2021–22)

Item	District 1 (*n*=301)	District 2 (*n*=116)	District 3 (*n*=331)	District 4 (*n*=63)	District 5 (*n*=24)	District 6 (*n*=71)	Overall (*n*=906)
I did not know meetings were being offered.	59.1%	43.1%	57.4%	47.6%	54.2%	33.8%	53.5%
I was not interested because my grades are not good enough to get into college.	8.3%	7.8%	7.9%	11.1%	0.0%	1.4%	7.5%
I was busy with school/family/work or my schedule did not allow me to participate.	17.9%	24.1%	22.7%	31.7%	20.8%	35.2%	22.8%
I did not participate because of COVID-19.	5.6%	2.6%	1.8%	0.0%	4.2%	11.3%	3.9%
I have already completed my own preparation independently.	3.7%	6.9%	2.1%	3.2%	8.3%	4.2%	3.6%
*Other^*	5.3%	15.5%	8.2%	6.3%	12.5%	14.1%	8.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. COVID-19 = Coronavirus Disease 2019.
^Examples of other responses included: Not interested (1), It's hard to get a hold of the counselor (1), The counselor hasn't reached out to me (1), and I don't want to go to college (1).

Table D.31. Reasons for Students Not Meeting for a One-On-One Advising Session by District, Year 3 (2020–21)–Year 4 (2021–22)

Item	Year 3 (*n*=741)	Year 4* (*n*=906)
I did not know meetings were being offered.	49.0%	53.5%
I was not interested because my grades are not good enough to get into college.	7.8%	7.5%
I was busy with school/family/work or my schedule did not allow me to participate.	20.5%	22.8%
I did not participate because of COVID-19.	16.1%	3.9%
I have already completed my own preparation independently.	--	3.6%
*Other^*	6.6%	8.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Students in Grade 9–12 responded to this item. Response percentages may not total to 100% due to rounding. COVID-19 = Coronavirus Disease 2019.^Examples of other responses included: Not interested (1), It's hard to get a hold of the counselor (1), The counselor hasn't reached out to me (1), and I don't want to go to college (1).
*Responses differed significantly from Year 3 to Year 4: $\chi^2(5) = 96.5$, *p*<.001.

Table D.32. College Visit Participation by District, Grade 9–12, Year 4 (2021–22)

Response Option	District 1 (*n*=447)	District 2 (*n*=183)	District 3 (*n*=586)	District 4 (*n*=140)	District 5 (*n*=76)	District 6 (*n*=339)	Overall (*n*=1,771)
Yes	16.8%	32.2%	24.9%	29.3%	60.5%	36.9%	27.8%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).

Table D.33. College Visit Participation, Year 2 (2019–20)–Year 4 (2021–22)

Response Option	Year 2 (*n*=2,421)	Year 3 (*n*=1,262)	Year 4 (*n*=1,771)
Yes	46.9%	27.0%	27.8%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3 and Year 4.

Table D.34. Types of Activities Students Participated in During College Visit by District, Grade 9–12, Year 4 (2021–22)

Response Option	District 1 (*n*=67)	District 2 (*n*=57)	District 3 (*n*=133)	District 4 (*n*=40)	District 5 (*n*=46)	District 6 (*n*=121)	Overall (*n*=464)
Campus tour	47.8%	71.9%	78.2%	72.5%	82.6%	46.3%	64.7%
College class observation	32.8%	17.5%	15.0%	22.5%	26.1%	17.4%	20.3%
Listened to a speaker	49.3%	54.4%	40.6%	57.5%	58.7%	58.7%	51.5%
*Other^*	4.5%	5.3%	3.8%	0.0%	2.2%	5.8%	4.1%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021).
Note. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3 and Year 4.
Response percentages will not add up to 100% because respondents were able to select multiple responses.
^Examples of other responses included: Virtual college fair (1) and Engineering competition (1).

Table D.35. Types of Information Learned During College Visits by District, Grade 9–12, Year 4 (2021–22)

Response Option	District 1 (*n*=64)	District 2 (*n*=57)	District 3 (*n*=132)	District 4 (*n*=40)	District 5 (*n*=46)	District 6 (*n*=114)	Overall (*n*=453)
Layout/environment of the campus	46.9%	56.1%	71.2%	60.0%	71.7%	48.2%	59.2%
Various academic programs or areas of study	54.7%	61.4%	67.4%	62.5%	60.9%	53.5%	60.3%
Rigor of college classes	29.7%	24.6%	37.1%	37.5%	28.3%	28.1%	31.3%
Student academic services	46.9%	54.4%	50.0%	42.5%	65.2%	37.7%	47.9%
Campus diversity	39.1%	52.6%	53.8%	62.5%	58.7%	35.1%	48.1%
Firsthand experiences from college students	17.2%	21.1%	35.6%	20.0%	21.7%	23.7%	25.4%
Student clubs/ organizations	35.9%	52.6%	54.5%	52.5%	56.5%	42.1%	48.6%
Financial aid/resources	32.8%	43.9%	42.4%	42.5%	28.3%	36.8%	38.4%
*Other^*	6.3%	7.0%	4.5%	0.0%	0.0%	9.6%	5.5%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.
^Although participants selected other, they did not provide additional descriptions.

Table D.36. Student Satisfaction With College Visits by District, Grade 9–12, Year 4 (2021–22)

Item	Response Option	District 1 (*n*=63)	District 2 (*n*=55)	District 3 (*n*=124)	District 4 (*n*=39)	District 5 (*n*=44)	District 6 (*n*=107)	Overall (*n*=432)
Please rate your level of satisfaction with the college visit(s) that you have participated in this school year.	Strongly satisfied	31.7%	25.5%	40.3%	33.3%	40.9%	27.1%	33.3%
	Satisfied	61.9%	65.5%	51.6%	56.4%	59.1%	63.6%	59.0%
	Dissatisfied	4.8%	5.5%	4.0%	10.3%	0.0%	6.5%	5.1%
	Strongly dissatisfied	1.6%	3.6%	4.0%	0.0%	0.0%	2.8%	2.5%
	Mean	3.24	3.13	3.28	3.23	3.41	3.15	3.23

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied,* 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis. The number of overall respondents who selected I don't know/Not applicable in Year 4 was 36.

Table D.37. Student Satisfaction With College Visits, Year 2 (2019–20)–Year 4 (2021–22)

Item	Response Option	Year 2 (*n*=1,093)	Year 3 (*n*=307)	Year 4 (*n*=432)
Please rate your level of satisfaction with the college visit(s) that you have participated in this school year.	Strongly satisfied	33.5%	23.5%	33.3%
	Satisfied	62.5%	67.4%	59.0%
	Dissatisfied	3.3%	6.2%	5.1%
	Strongly dissatisfied	0.7%	2.9%	2.5%
	Mean	3.29	3.11	3.23*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3 and Year 4. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied,* 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis.
*Responses differed significantly from Year 3 to Year 4: $t(737) = 2.4$, $p<.05$.

Table D.38. Reasons for Students Not Participating in a College Visit by District, Grade 9–12, Year 4 (2021–22)

Response Option	District 1 (*n*=369)	District 2 (*n*=119)	District 3 (*n*=431)	District 4 (*n*=97)	District 5 (*n*=30)	District 6 (*n*=214)	Overall (*n*=1,260)
I did not know college visits were being offered.	56.9%	32.8%	53.4%	40.2%	26.7%	36.9%	48.0%
I was not interested in any college visits.	13.8%	18.5%	13.5%	15.5%	10.0%	17.3%	14.8%
I was busy with school/family/work or my schedule did not allow me to participate.	17.6%	35.3%	22.3%	36.1%	23.3%	24.8%	23.7%
I did not participate because of COVID-19.	7.6%	5.0%	3.7%	5.2%	23.3%	12.6%	7.1%
*Other^*	4.1%	8.4%	7.2%	3.1%	16.7%	8.4%	6.5%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. COVID-19 = Coronavirus Disease 2019.
^Examples of other responses included: They were not offered (1), I'm not going to college (1), and I cannot miss class (1).

Table D.39. Reasons for Students Not Participating in a College Visit, Year 3 (2020–21)– Year 4 (2021–22)

Item	Year 3 (*n*=917)	Year 4 (*n*=1,260)*
I did not know college visits were being offered.	41.1%	48.0%
I was not interested in any college visits.	11.5%	14.8%
I was busy with school/family/work or my schedule did not allow me to participate.	23.0%	23.7%
I did not participate because of COVID-19.	19.3%	7.1%
Other	5.1%	6.5%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021) and Year 4 (spring 2022).
Note. Students in Grade 9 responded to this item. Response percentages may not total to 100% due to rounding.
COVID-19 = Coronavirus Disease 2019. Examples of other responses included: They were not offered (1), I'm not going to college (1), and I cannot miss class (1).
*Responses differed significantly from Year 3 to Year 4: $\chi^2(4)$ = 76.8, *p*<.001.

Table D.40. College and Career Fair Participation by District, Grade 9–12, Year 4 (2021–22)

Response Option	District 1 (*n*=439)	District 2 (*n*=179)	District 3 (*n*=567)	District 4 (*n*=136)	District 5 (*n*=76)	District 6 (*n*=338)	Overall (*n*=1,735)
Yes	13.4%	60.3%	28.6%	43.4%	42.1%	30.5%	30.1%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).

Table D.41. College and Career Fair Participation, Year 3 (2020–21)–Year 4 (2021–22)

Response Option	Year 3 (*n*=1,252)	Year 4 (*n*=1,735)
Yes	21.2%	30.1%*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Students in Grade 9–12 responded to this item.
*Responses differed significantly from Year 3 to Year 4: $\chi^2(1)$ = 30.2, *p*<.001.

Table D.42. Types of Information Learned During College and Career Fairs by District, Grade 9–12, Year 4 (2021–22)

Response Option	District 1 (*n*=56)	District 2 (*n*=103)	District 3 (*n*=155)	District 4 (*n*=57)	District 5 (*n*=31)	District 6 (*n*=102)	Overall (*n*=504)
Information about one or more colleges	66.1%	72.8%	78.1%	89.5%	80.6%	70.6%	75.6%
Various academic programs or areas of study at one or more colleges	41.1%	47.6%	47.7%	73.7%	51.6%	42.2%	49.0%
How academically challenging college classes are	35.7%	17.5%	22.6%	45.6%	32.3%	28.4%	27.4%
Student academic services	42.9%	25.2%	27.1%	42.1%	45.2%	35.3%	32.9%
Campus diversity	33.9%	30.1%	35.5%	73.7%	67.7%	36.3%	40.7%
Firsthand experiences from college students	12.5%	12.6%	23.2%	17.5%	22.6%	19.6%	18.5%
Student clubs/ organizations	39.3%	29.1%	34.8%	59.6%	48.4%	38.2%	38.5%
Financial aid/ resources	39.3%	39.8%	29.7%	43.9%	41.9%	42.2%	37.7%
Various career options	41.1%	48.5%	42.6%	57.9%	48.4%	39.2%	45.0%
What it is like to work a certain job	19.6%	28.2%	25.8%	28.1%	41.9%	32.4%	28.2%
Companies in my region	14.3%	17.5%	16.8%	14.0%	22.6%	15.7%	16.5%
Education required for certain careers	39.3%	42.7%	34.8%	57.9%	48.4%	38.2%	41.1%
Technical skills required for certain careers	25.0%	35.9%	26.5%	40.4%	61.3%	38.2%	34.3%
Salaries of certain careers	25.0%	34.0%	23.9%	38.6%	29.0%	27.5%	28.8%
*Other^*	3.6%	0.0%	3.2%	0.0%	0.0%	3.9%	2.2%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.
^Although participants selected other, they did not provide additional descriptions.

Table D.43. Student Satisfaction With College and Career Fairs by District, Grade 9–12, Year 4 (2021–22)

Item	Response Option	District 1 (*n*=52)	District 2 (*n*=100)	District 3 (*n*=146)	District 4 (*n*=56)	District 5 (*n*=31)	District 6 (*n*=96)	Overall (*n*=481)
Please rate your level of satisfaction with the college and/or career fairs that you have participated in this school year.	Strongly satisfied	25.0%	24.0%	14.4%	23.2%	32.3%	17.7%	20.4%
	Satisfied	61.5%	70.0%	72.6%	75.0%	67.7%	67.7%	69.9%
	Dissatisfied	9.6%	5.0%	10.3%	1.8%	0.0%	7.3%	6.9%
	Strongly dissatisfied	3.8%	1.0%	2.7%	0.0%	0.0%	7.3%	2.9%
	Mean	3.08	3.17	2.99	3.21	3.32	2.96	3.08

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied,* 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis. The number of overall respondents who selected I don't know/Not applicable in Year 4 was 18.

Table D.44. Student Satisfaction With College and Career Fairs, Year 3 (2020–21)–Year 4 (2021–22)

Item	Response Option	Year 3 (*n*=253)	Year 4 (*n*=481)
Please rate your level of satisfaction with the college and/or career fairs that you have participated in this school year.	Strongly satisfied	28.1%	20.4%
	Satisfied	64.4%	69.9%
	Dissatisfied	6.3%	6.9%
	Strongly dissatisfied	1.2%	2.9%
	Mean	3.19	3.08*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021) and Year 4 (spring 2022).
Note. Students in Grade 9–12 responded to this item. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied,* 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis.
*Responses differed significantly from Year 3 to Year 4: t(732) = 2.5, p<.05.

Table D.45. Reasons for Students Not Participating in a College or Career Fair by District, Grade 9–12, Year 4 (2021–22)

Response Option	District 1 (*n*=374)	District 2 (*n*=69)	District 3 (*n*=398)	District 4 (*n*=77)	District 5 (*n*=44)	District 6 (*n*=234)	Overall (*n*=1,196)
I did not know college and/or career fairs were being offered.	61.2%	34.8%	57.3%	48.1%	59.1%	34.6%	52.3%
I was not interested in college and/or career fairs.	15.5%	14.5%	12.8%	10.4%	6.8%	16.2%	14.0%
I was busy with school/family/work or my schedule did not allow me to participate.	14.2%	34.8%	19.1%	31.2%	6.8%	29.9%	20.9%
I did not participate because of COVID-19.	5.3%	5.8%	4.0%	9.1%	11.4%	14.1%	7.1%
*Other^*	3.7%	10.1%	6.8%	1.3%	15.9%	5.1%	5.7%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. COVID-19 = Coronavirus Disease 2019.
^Examples of other responses included: They were not offered (1), I'm not going to college (1), and I cannot miss class (1).

Table D.46. Reasons for Students Not Participating in a College or Career Fair, Year 3 (2020–21)–Year 4 (2021–22)

Item	Year 3 (n=976)	Year 4 (n=1,196)*
I did not know college and/or career fairs were being offered.	44.3%	52.3%
I was not interested in college and/or career fairs.	10.7%	14.0%
I was busy with school/family/work or my schedule did not allow me to participate.	17.6%	20.9%
I did not participate because of COVID-19.	23.2%	7.1%
Other	4.3%	5.7%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021) and Year 4 (spring 2022).
Note. Students in Grade 9–12 responded to this item. Response percentages may not total to 100% due to rounding. COVID-19 = Coronavirus Disease 2019.
* Responses differed significantly from Year 3 to Year 4: $\chi^2(4) = 113.7$, $p<.001$.

Table D.47. Work-Based Learning Activity Participation by District, Grade 9–12, Year 4 (2021–22)

Response Option	District 1 (*n*=431)	District 2 (*n*=170)	District 3 (*n*=553)	District 4 (*n*=132)	District 5 (*n*=75)	District 6 (*n*=337)	Overall (*n*=1,698)
Yes	26.0%	35.9%	22.8%	24.2%	36.0%	31.8%	27.4%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).

Table D.48. Work-Based Learning Activity Participation, Year 2 (2019–20)–Year 4 (2021–22)

Response Option	Year 2 (*n*=2,408)	Year 3 (*n*=1,259)	Year 4 (*n*=1,698)
Yes	29.2%	30.1%	27.4%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3 and Year 4.

Table D.49. Types of Information Learned During Work-Based Learning Activities by District, Grade 9–12, Year 4 (2021–22)

Response Option	District 1 (*n*=109)	District 2 (*n*=57)	District 3 (*n*=120)	District 4 (*n*=32)	District 5 (*n*=27)	District 6 (*n*=106)	Overall (*n*=451)
Various career options	56.9%	66.7%	50.0%	71.9%	81.5%	50.9%	57.4%
What it is like to work a certain job	42.2%	59.6%	50.0%	53.1%	48.1%	43.4%	47.9%
Companies in my region	15.6%	26.3%	20.0%	15.6%	25.9%	17.9%	19.3%
Education required for certain careers	56.0%	50.9%	38.3%	68.8%	74.1%	53.8%	52.1%
Technical skills required for certain careers	36.7%	43.9%	39.2%	56.3%	66.7%	46.2%	43.7%
Salaries of certain careers	34.9%	47.4%	28.3%	43.8%	40.7%	27.4%	33.9%
*Other^*	0.0%	0.0%	5.0%	0.0%	3.7%	2.8%	2.2%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.
^Although participants selected other, they did not provide additional descriptions.

Table D.50. Student Satisfaction With Work-Based Learning Activities by District, Grade 9–12, Year 4 (2021–22)

Item	Response Option	District 1 (*n*=105)	District 2 (*n*=54)	District 3 (*n*=118)	District 4 (*n*=32)	District 5 (*n*=27)	District 6 (*n*=102)	Overall (*n*=438)
Please rate your level of satisfaction with the work-based learning activity/activities that you have participated in this school year.	Strongly satisfied	12.4%	22.2%	16.9%	9.4%	37.0%	17.6%	17.4%
	Satisfied	75.2%	63.0%	75.4%	84.4%	63.0%	74.5%	73.5%
	Dissatisfied	9.5%	11.1%	5.1%	6.3%	0.0%	3.9%	6.4%
	Strongly dissatisfied	2.9%	3.7%	2.5%	0.0%	0.0%	3.9%	2.7%
	Mean	2.97	3.04	3.07	3.03	3.37	3.06	3.05

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied,* 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis. The number of overall respondents who selected I don't know/Not applicable in Year 4 was 16.

Table D.51. Student Satisfaction With Work-Based Learning Activities, Year 2 (2019–20)–Year 4 (2021–22)

Item	Response Option	Year 2 (*n*=662)	Year 3 (*n*=360)	Year 4 (*n*=438)
Please rate your level of satisfaction with the work-based learning activity/activities that you have participated in this school year.	Strongly satisfied	21.8%	21.9%	17.4%
	Satisfied	74.5%	68.1%	73.5%
	Dissatisfied	2.4%	6.7%	6.4%
	Strongly dissatisfied	1.4%	3.3%	2.7%
	Mean	3.17	3.09	3.05

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3 and Year 4. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied,* 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis.

Table D.52. Reasons for Students Not Participating in a Work-Based Learning Activity by District, Grade 9–12, Year 4 (2021–22)

Response Option	District 1 (*n*=313)	District 2 (*n*=105)	District 3 (*n*=419)	District 4 (*n*=100)	District 5 (*n*=48)	District 6 (*n*=230)	Overall (*n*=1,215)
I did not know work-based learning activities were being offered.	56.5%	48.6%	57.3%	55.0%	52.1%	41.7%	53.0%
I did not know work-based learning activities were being offered.	13.1%	9.5%	11.5%	12.0%	8.3%	12.2%	11.8%
I was not interested in any work-based learning activities.	16.3%	26.7%	22.2%	22.0%	12.5%	27.0%	21.6%
I did not participate because of COVID-19.	10.2%	8.6%	4.3%	7.0%	18.8%	13.0%	8.6%
*Other^*	3.8%	6.7%	4.8%	4.0%	8.3%	6.1%	5.0%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. COVID-19 = Coronavirus Disease 2019.
^Examples of other responses included: They were not offered (13) and I don't know what that is (2).

Table D.53. Reasons for Students Not Participating in Work-Based Learning Activities, Year 3 (2020–21)–Year 4 (2021–22)

Item	Year 3 (*n*=872)	Year 4 (*n*=1,215)*
I did not know work-based learning activities were being offered.	46.7%	53.0%
I was not interested in any work-based learning activities.	9.3%	11.8%
I was busy with school/family/work or my schedule did not allow me to participate.	18.8%	21.6%
I did not participate because of COVID-19.	20.2%	8.6%
Other	5.0%	5.0%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021) and Year 4 (spring 2022).
Note. Students in Grade 9–12 responded to this item. Response percentages may not total to 100% due to rounding. COVID-19 = Coronavirus Disease 2019.
*Responses differed significantly from Year 3 to Year 4: $\chi^2(4) = 59.1$, $p<.001$.

Table D.54. Mean Student Agreement Regarding Postsecondary Education and Awareness by Grade, Grade 9–12, Year 4 (2021–22)

Item	Grade 9 (*n*=585)	Grade 10 (*n*=421)	Grade 11 (*n*=399)	Grade 12 (*n*=405)
Mean Composite Score	2.77	2.77	2.80	3.03

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).

Table D.55. Student Suggestions for Improving College and Career Activities/Services by District, Grade 9–12, Year 4 (2021–22)

Response Option	District 1 (*n*=414)	District 2 (*n*=157)	District 3 (*n*=536)	District 4 (*n*=127)	District 5 (*n*=75)	District 6 (*n*=336)	Overall (*n*=1,645)
Provide increased advertising of college- and/or career-focused activities.	32.6%	35.0%	34.3%	30.7%	33.3%	35.1%	33.8%
Offer more opportunities to receive one-on-one counseling/advising sessions about college and career options.	35.7%	41.4%	38.8%	56.7%	33.3%	38.7%	39.4%
Provide more opportunities to learn about college and careers (e.g., guest speakers, college visits, etc.).	40.8%	46.5%	39.7%	40.9%	52.0%	50.0%	43.4%
I don't have any suggestions.	30.2%	22.9%	28.5%	21.3%	36.0%	24.7%	27.4%
*Other^*	2.9%	4.5%	3.2%	0.8%	2.7%	3.0%	3.0%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.
^Although participants selected other, they did not provide additional descriptions.

APPENDIX E: Parent Survey Analyses Technical Detail

Table E.1. Number of Children Attending School by District, Grade 9–12, Year 4 (2021–22)

Number of Children	District 1 (*n*<10)	District 2 (*n*=32)	District 3 (*n*=23)	District 4 (*n*=48)	District 5 (*n*<10)	District 6 (*n*=69)	Overall (*n*=182)
1	60.0%	78.1%	52.2%	75.0%	80.0%	85.5%	76.4%
2	40.0%	18.8%	43.5%	20.8%	20.0%	8.7%	19.2%
More than 2	0.0%	3.1%	4.3%	4.2%	0.0%	5.8%	4.4%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).

Table E.2. Grade of Parent's Child by District, Grade 9–12, Year 4 (2021–22)

Grade	District 1 (*n*<10)	District 2 (*n*=32)	District 3 (*n*=23)	District 4 (*n*=48)	District 5 (*n*<10)	District 6 (*n*=68)	Overall (*n*=181)
Grade 9	40.0%	28.1%	34.8%	18.8%	20.0%	25.0%	25.4%
Grade 10	20.0%	28.1%	26.1%	35.4%	60.0%	22.1%	28.2%
Grade 11	20.0%	21.9%	17.4%	18.8%	20.0%	23.5%	21.0%
Grade 12	20.0%	21.9%	21.7%	27.1%	0.0%	29.4%	25.4%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding.

Table E.3. Parent Agreement Regarding Postsecondary Education and Awareness Levels, by District, Grade 9–12, Year 4 (2021–22)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*<10)	(*n*=30)	(*n*=23)	(*n*=45)	(*n*<10)	(*n*=67)	(*n*=175)
My child will receive/is receiving a high school education that will adequately prepare him/her for college and career.	Strongly agree	40.0%	46.7%	52.2%	40.0%	20.0%	34.3%	40.0%
	Agree	60.0%	43.3%	39.1%	40.0%	80.0%	47.8%	45.1%
	Disagree	0.0%	3.3%	0.0%	2.2%	0.0%	14.9%	6.9%
	Strongly disagree	0.0%	6.7%	8.7%	17.8%	0.0%	3.0%	8.0%
	Mean	3.40	3.30	3.35	3.02	3.20	3.13	3.17
		(*n*<10)	(*n*=31)	(*n*=23)	(*n*=46)	(*n*<10)	(*n*=67)	(*n*=177)
I am aware of what grades my child will need to earn in high school so that he/she could enroll in college.	Strongly agree	40.0%	58.1%	65.2%	45.7%	20.0%	43.3%	48.6%
	Agree	60.0%	32.3%	26.1%	39.1%	80.0%	53.7%	43.5%
	Disagree	0.0%	6.5%	0.0%	2.2%	0.0%	1.5%	2.3%
	Strongly disagree	0.0%	3.2%	8.7%	13.0%	0.0%	1.5%	5.6%
	Mean	3.40	3.45	3.48	3.17	3.20	3.39	3.35
		(*n*<10)	(*n*=31)	(*n*=23)	(*n*=45)	(*n*<10)	(*n*=67)	(*n*=176)
I am aware of the opportunities to earn dual credit available to my child in our school district.	Strongly agree	40.0%	45.2%	60.9%	44.4%	20.0%	41.8%	44.9%
	Agree	60.0%	48.4%	30.4%	33.3%	80.0%	50.7%	44.3%
	Disagree	0.0%	0.0%	0.0%	13.3%	0.0%	4.5%	5.1%
	Strongly disagree	0.0%	6.5%	8.7%	8.9%	0.0%	3.0%	5.7%
	Mean	3.40	3.32	3.43	3.13	3.20	3.31	3.28
		(*n*<10)	(*n*=31)	(*n*=23)	(*n*=47)	(*n*<10)	(*n*=68)	(*n*=178)
I am aware of the opportunities that a college degree can provide for my child.	Strongly agree	50.0%	71.0%	73.9%	57.4%	20.0%	50.0%	57.9%
	Agree	50.0%	25.8%	17.4%	29.8%	80.0%	44.1%	34.8%
	Disagree	0.0%	0.0%	0.0%	2.1%	0.0%	4.4%	2.2%
	Strongly disagree	0.0%	3.2%	8.7%	10.6%	0.0%	1.5%	5.1%
	Mean	3.50	3.65	3.57	3.34	3.20	3.43	3.46
		(*n*<10)	(*n*=31)	(*n*=23)	(*n*=45)	(*n*<10)	(*n*=67)	(*n*=176)
I am aware of the education path necessary for the career my child plans to pursue.	Strongly agree	60.0%	48.4%	65.2%	51.1%	20.0%	46.3%	50.0%
	Agree	40.0%	38.7%	26.1%	33.3%	80.0%	46.3%	39.8%
	Disagree	0.0%	9.7%	0.0%	4.4%	0.0%	4.5%	4.5%
	Strongly disagree	0.0%	3.2%	8.7%	11.1%	0.0%	3.0%	5.7%
	Mean	3.60	3.32	3.48	3.24	3.20	3.36	3.34

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. TSIA = Texas Success Initiative Assessment. PSAT = Preliminary SAT. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid. Response percentages may not total to 100% due to rounding. The number of overall respondents who selected I don't know/Not applicable in Year 4 was <10, <10, <10, <10, <10, <10, <10, 10, 14, 12, 13, <10, <10, 11, 10, and 14, respectively. Respondents who selected I don't know/Not applicable were not included in this analysis.

Table E.3. Parent Agreement Regarding Postsecondary Education and Awareness Levels, by District, Grade 9–12, Year 4 (2021–22), Cont.

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*<10)	(*n*=31)	(*n*=22)	(*n*=43)	(*n*<10)	(*n*=62)	(*n*=167)
I will be able to guide my child through the college application process.	Strongly agree	0.0%	48.4%	40.9%	51.2%	20.0%	41.9%	43.7%
	Agree	50.0%	38.7%	50.0%	25.6%	80.0%	41.9%	39.5%
	Disagree	50.0%	12.9%	0.0%	9.3%	0.0%	12.9%	10.8%
	Strongly disagree	0.0%	0.0%	9.1%	14.0%	0.0%	3.2%	6.0%
	Mean	2.50	3.35	3.23	3.14	3.20	3.23	3.21
		(*n*<10)	(*n*=31)	(*n*=22)	(*n*=45)	(*n*<10)	(*n*=66)	(*n*=173)
I am familiar with examinations needed to get into college (e.g., SAT, ACT, TSIA).	Strongly agree	0.0%	58.1%	59.1%	40.0%	0.0%	39.4%	43.4%
	Agree	50.0%	29.0%	31.8%	35.6%	100.0%	51.5%	42.2%
	Disagree	50.0%	6.5%	0.0%	13.3%	0.0%	7.6%	8.7%
	Strongly disagree	0.0%	6.5%	9.1%	11.1%	0.0%	1.5%	5.8%
	Mean	2.50	3.39	3.41	3.04	3.00	3.29	3.23
		(*n*<10)	(*n*=30)	(*n*=23)	(*n*=42)	(*n*<10)	(*n*=64)	(*n*=169)
I know where to find SAT or PSAT test preparation resources for my child.	Strongly agree	20.0%	33.3%	43.5%	31.0%	0.0%	17.2%	26.6%
	Agree	20.0%	33.3%	39.1%	33.3%	80.0%	54.7%	43.2%
	Disagree	40.0%	23.3%	8.7%	26.2%	20.0%	25.0%	23.1%
	Strongly disagree	20.0%	10.0%	8.7%	9.5%	0.0%	3.1%	7.1%
	Mean	2.40	2.90	3.17	2.86	2.80	2.86	2.89
		(*n*<10)	(*n*=29)	(*n*=23)	(*n*=41)	(*n*<10)	(*n*=62)	(*n*=164)
I know where to find ACT or ACT Aspire test preparation resources for my child.	Strongly agree	0.0%	34.5%	43.5%	29.3%	0.0%	19.4%	26.8%
	Agree	25.0%	24.1%	39.1%	29.3%	80.0%	46.8%	37.8%
	Disagree	50.0%	34.5%	8.7%	31.7%	20.0%	27.4%	27.4%
	Strongly disagree	25.0%	6.9%	8.7%	9.8%	0.0%	6.5%	7.9%
	Mean	2.00	2.86	3.17	2.78	2.80	2.79	2.84
		(*n*<10)	(*n*=30)	(*n*=23)	(*n*=40)	(*n*<10)	(*n*=62)	(*n*=165)
I know where to find TSIA test preparation resources for my child.	Strongly agree	20.0%	36.7%	26.1%	30.0%	0.0%	14.5%	23.6%
	Agree	0.0%	26.7%	52.2%	30.0%	80.0%	41.9%	37.6%
	Disagree	60.0%	26.7%	13.0%	27.5%	20.0%	38.7%	30.3%
	Strongly disagree	20.0%	10.0%	8.7%	12.5%	0.0%	4.8%	8.5%
	Mean	2.20	2.90	2.96	2.78	2.80	2.66	2.76

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. TSIA = Texas Success Initiative Assessment. PSAT = Preliminary SAT. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid. Response percentages may not total to 100% due to rounding. The number of overall respondents who selected I don't know/Not applicable in Year 4 was <10, <10, <10, <10, <10, <10, <10, 10, 14, 12, 13, <10, <10, 11, 10, and 14, respectively. Respondents who selected I don't know/Not applicable were not included in this analysis.

ICF

Table E.3. Parent Agreement Regarding Postsecondary Education and Awareness Levels, by District, Grade 9–12, Year 4 (2021–22), Cont.

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*<10)	(*n*=28)	(*n*=23)	(*n*=43)	(*n*<10)	(*n*=62)	(*n*=166)
I am aware of scholarship opportunities available to help pay for college.	Strongly agree	0.0%	32.1%	39.1%	34.9%	0.0%	19.4%	27.1%
	Agree	40.0%	32.1%	43.5%	25.6%	100.0%	43.5%	38.6%
	Disagree	60.0%	32.1%	13.0%	32.6%	0.0%	29.0%	28.3%
	Strongly disagree	0.0%	3.6%	4.3%	7.0%	0.0%	8.1%	6.0%
	Mean	2.40	2.93	3.17	2.88	3.00	2.74	2.87
		(*n*<10)	(*n*=31)	(*n*=22)	(*n*=46)	(*n*<10)	(*n*=66)	(*n*=175)
I am aware of the FAFSA.	Strongly agree	20.0%	51.6%	54.5%	50.0%	0.0%	39.4%	44.6%
	Agree	60.0%	38.7%	31.8%	37.0%	100.0%	50.0%	44.0%
	Disagree	20.0%	6.5%	4.5%	4.3%	0.0%	9.1%	6.9%
	Strongly disagree	0.0%	3.2%	9.1%	8.7%	0.0%	1.5%	4.6%
	Mean	3.00	3.39	3.32	3.28	3.00	3.27	3.29
		(*n*<10)	(*n*=30)	(*n*=23)	(*n*=45)	(*n*<10)	(*n*=62)	(*n*=169)
I am aware of the TASFA.	Strongly agree	25.0%	33.3%	30.4%	33.3%	0.0%	21.0%	27.2%
	Agree	25.0%	30.0%	34.8%	28.9%	100.0%	41.9%	36.7%
	Disagree	50.0%	23.3%	30.4%	20.0%	0.0%	29.0%	25.4%
	Strongly disagree	0.0%	13.3%	4.3%	17.8%	0.0%	8.1%	10.7%
	Mean	2.75	2.83	2.91	2.78	3.00	2.76	2.80
		(*n*<10)	(*n*=29)	(*n*=23)	(*n*=45)	(*n*<10)	(*n*=62)	(*n*=169)
I am aware of the new Texas law that requires my child to complete a FAFSA, TASFA, or signed opt-out form in order to graduate.	Strongly agree	20.0%	31.0%	39.1%	28.9%	0.0%	22.6%	27.2%
	Agree	40.0%	27.6%	34.8%	33.3%	100.0%	32.3%	34.3%
	Disagree	40.0%	34.5%	17.4%	17.8%	0.0%	37.1%	27.8%
	Strongly disagree	0.0%	6.9%	8.7%	20.0%	0.0%	8.1%	10.7%
	Mean	2.80	2.83	3.04	2.71	3.00	2.69	2.78
		(*n*<10)	(*n*=31)	(*n*=23)	(*n*=39)	(*n*<10)	(*n*=66)	(*n*=169)
I am aware of the Pell Grant.	Strongly agree	20.0%	45.2%	39.1%	35.9%	0.0%	27.3%	33.1%
	Agree	0.0%	38.7%	43.5%	28.2%	100.0%	51.5%	42.6%
	Disagree	40.0%	16.1%	8.7%	20.5%	0.0%	16.7%	16.6%
	Strongly disagree	40.0%	0.0%	8.7%	15.4%	0.0%	4.5%	7.7%
	Mean	2.00	3.29	3.13	2.85	3.00	3.02	3.01

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. TSIA = Texas Success Initiative Assessment. PSAT = Preliminary SAT. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid. Response percentages may not total to 100% due to rounding. The number of overall respondents who selected I don't know/Not applicable in Year 4 was <10, <10, <10, <10, <10, <10, <10, 10, 14, 12, 13, <10, <10, 11, 10, and 14, respectively. Respondents who selected I don't know/Not applicable were not included in this analysis.

Table E.3. Parent Agreement Regarding Postsecondary Education and Awareness Levels, by District, Grade 9–12, Year 4 (2021–22), Cont.

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*<10)	(*n*=30)	(*n*=21)	(*n*=41)	(*n*<10)	(*n*=63)	(*n*=165)
I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).	Strongly agree	20.0%	40.0%	52.4%	36.6%	0.0%	30.2%	35.2%
	Agree	20.0%	36.7%	38.1%	36.6%	80.0%	46.0%	41.2%
	Disagree	20.0%	16.7%	4.8%	14.6%	20.0%	17.5%	15.2%
	Strongly disagree	40.0%	6.7%	4.8%	12.2%	0.0%	6.3%	8.5%
	Mean	2.20	3.10	3.38	2.98	2.80	3.00	3.03
		(*n*<10)	(*n*=32)	(*n*=23)	(*n*=48)	(*n*<10)	(*n*=69)	(*n*=182)
Composite mean score of all items	Mean	2.79	3.18	3.26	2.97	3.03	3.07	3.08

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).

Note. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. TSIA = Texas Success Initiative Assessment. PSAT = Preliminary SAT. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid. Response percentages may not total to 100% due to rounding. The number of overall respondents who selected I don't know/Not applicable in Year 4 was <10, <10, <10, <10, <10, <10, <10, 10, 14, 12, 13, <10, <10, 11, 10, and 14, respectively. Respondents who selected I don't know/Not applicable were not included in this analysis.

Table E.4. Parent Agreement Regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 4 (2021–22)

Item	Response Option	Year 2	Year 3	Year 4
		(*n*=324)	(*n*=270)	(*n*=175)
My child will receive/is receiving a high school education that will adequately prepare him/her for college and career.	Strongly agree	38.0%	32.6%	40.0%
	Agree	49.1%	48.9%	45.1%
	Disagree	6.5%	9.6%	6.9%
	Strongly disagree	6.5%	8.9%	8.0%
	Mean	3.19	3.05	3.17
		(*n*=321)	(*n*=265)	(*n*=177)
I am aware of what grades my child will need to earn in high school so that he/she could enroll in college.	Strongly agree	41.1%	40.0%	48.6%
	Agree	47.4%	47.5%	43.5%
	Disagree	5.3%	6.0%	2.3%
	Strongly disagree	6.2%	6.4%	5.6%
	Mean	3.23	3.21	3. 35
		(*n*=315)	(*n*=264)	(*n*=176)
I am aware of the opportunities to earn dual credit available to my child in our school district.	Strongly agree	36.2%	36.4%	44.9%
	Agree	50.5%	47.0%	44.3%
	Disagree	7.9%	11.0%	5.1%
	Strongly disagree	5.4%	5.7%	5.7%
	Mean	3.17	3.14	3.28
		(*n*=317)	(*n*=273)	(*n*=178)
I am aware of the opportunities that a college degree can provide for my child.	Strongly agree	42.0%	50.9%	57.9%
	Agree	48.6%	38.8%	34.8%
	Disagree	4.1%	4.0%	2.2%
	Strongly disagree	5.4%	6.2%	5.1%
	Mean	3.27	3.34	3.46
		(*n*=307)	(*n*=264)	(*n*=176)
I am aware of the education path necessary for the career my child plans to pursue.	Strongly agree	35.2%	38.6%	50.0%
	Agree	46.9%	43.9%	39.8%
	Disagree	11.7%	10.6%	4.5%
	Strongly disagree	6.2%	6.8%	5.7%
	Mean	3.11	3.14	3.34**

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).

Note. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3 and Year 4. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. TSIA = Texas Success Initiative Assessment. PSAT = Preliminary SAT. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid. Response percentages may not total to 100% due to rounding. Item "I am aware of the new Texas law that requires me to complete a FAFSA, TASFA, or signed opt-out form in order to graduate" was only included on the Year 4 survey. Respondents who selected I don't know/Not applicable were not included in this analysis.

*I know where to find SAT or PSAT test preparation resources for my child differed significantly from Year 3 to Year 4: $t(381) = 2.36$, $p<.05$; I know where to find TSIA test preparation resources for my child differed significantly from Year 3 to Year 4: $t(401) = 2.18$, $p<.05$; I am aware of scholarship opportunities available to help pay for college differed significantly from Year 3 to Year 4: $t(418) = 2.18$, $p<.05$; I am aware of the Pell Grant differed significantly from Year 3 to Year 4: $t(385) = 2.15$, $p<.05$; I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans) college differed significantly from Year 3 to Year 4: $t(408) = 1.99$, $p<.05$.

**I am aware of the education path necessary for the career my child plans to pursue differed significantly from Year 3 to Year 4: $t(430) = 2.73$, $p<.01$; I am familiar with examinations needed to get into college (e.g., SAT, ACT, TSIA) differed significantly from Year 3 to Year 4: $t(430) = 2.73$, $p<.01$; I know where to find ACT or ACT Aspire test preparation resources for my child differed significantly from Year 3 to Year 4: $t(366) = 2.75$, $p<.01$; Composite mean score of all items differed significantly from Year 3 to Year 4: $t(416) = 2.86$, $p<.01$.

***I am aware of the FAFSA differed significantly from Year 3 to Year 4: $t(428) = 3.44$, $p<.001$; I am aware of the TASFA differed significantly from Year 3 to Year 4: $t(399) = 4.03$, $p<.001$.

Table E.4. Parent Agreement Regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 4 (2021–22), Cont.

Item	Response Option	Year 2	Year 3	Year 4
		(*n*=309)	(*n*=256)	(*n*=167)
I will be able to guide my child through the college application process.	Strongly agree	35.0%	34.0%	43.7%
	Agree	50.2%	45.7%	39.5%
	Disagree	9.1%	14.1%	10.8%
	Strongly disagree	5.8%	6.3%	6.0%
	Mean	3.14	3.07	3.21
		(*n*=308)	(*n*=259)	(*n*=173)
I am familiar with examinations needed to get into college (e.g., SAT, ACT, TSIA).	Strongly agree	28.2%	31.3%	43.4%
	Agree	53.6%	46.3%	42.2%
	Disagree	13.0%	13.1%	8.7%
	Strongly disagree	5.2%	9.3%	5.8%
	Mean	3.05	3.00	3.23**
		(*n*=278)	(*n*=245)	(*n*=169)
I know where to find SAT or PSAT test preparation resources for my child.	Strongly agree	20.9%	23.3%	26.6%
	Agree	37.4%	33.1%	43.2%
	Disagree	33.5%	31.8%	23.1%
	Strongly disagree	8.3%	11.8%	7.1%
	Mean	2.71	2.68	2.89*
		(*n*=268)	(*n*=241)	(*n*=164)
I know where to find ACT or ACT Aspire test preparation resources for my child.	Strongly agree	19.8%	21.2%	26.8%
	Agree	36.6%	29.5%	37.8%
	Disagree	35.1%	34.9%	27.4%
	Strongly disagree	8.6%	14.5%	7.9%
	Mean	2.68	2.57	2.84**
		(*n*=272)	(*n*=238)	(*n*=165)
I know where to find TSIA test preparation resources for my child.	Strongly agree	18.8%	18.9%	23.6%
	Agree	34.9%	31.1%	37.6%
	Disagree	36.8%	37.0%	30.3%
	Strongly disagree	9.6%	13.0%	8.5%
	Mean	2.63	2.56	2.76*

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).

Note. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3 and Year 4. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. TSIA = Texas Success Initiative Assessment. PSAT = Preliminary SAT. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid. Response percentages may not total to 100% due to rounding. Item "I am aware of the new Texas law that requires me to complete a FAFSA, TASFA, or signed opt-out form in order to graduate" was only included on the Year 4 survey. Respondents who selected I don't know/Not applicable were not included in this analysis.

*I know where to find SAT or PSAT test preparation resources for my child differed significantly from Year 3 to Year 4: $t(381) = 2.36$, $p<.05$; I know where to find TSIA test preparation resources for my child differed significantly from Year 3 to Year 4: $t(401) = 2.18$, $p<.05$; I am aware of scholarship opportunities available to help pay for college differed significantly from Year 3 to Year 4: $t(418) = 2.18$, $p<.05$; I am aware of the Pell Grant differed significantly from Year 3 to Year 4: $t(385) = 2.15$, $p<.05$; I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans) college differed significantly from Year 3 to Year 4: $t(408) = 1.99$, $p<.05$.

**I am aware of the education path necessary for the career my child plans to pursue differed significantly from Year 3 to Year 4: $t(430) = 2.73$, $p<.01$; I am familiar with examinations needed to get into college (e.g., SAT, ACT, TSIA) differed significantly from Year 3 to Year 4: $t(430) = 2.73$, $p<.01$; I know where to find ACT or ACT Aspire test preparation resources for my child differed significantly from Year 3 to Year 4: $t(366) = 2.75$, $p<.01$; Composite mean score of all items differed significantly from Year 3 to Year 4: $t(416) = 2.86$, $p<.01$.

***I am aware of the FAFSA differed significantly from Year 3 to Year 4: $t(428) = 3.44$, $p<.001$; I am aware of the TASFA differed significantly from Year 3 to Year 4: $t(399) = 4.03$, $p<.001$.

Table E.4. Parent Agreement Regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 4 (2021–22), Cont.

Item	Response Option	Year 2	Year 3	Year 4
		(*n*=282)	(*n*=254)	(*n*=166)
I am aware of scholarship opportunities available to help pay for college.	Strongly agree	17.7%	20.1%	27.1%
	Agree	39.0%	40.6%	38.6%
	Disagree	32.6%	25.2%	28.3%
	Strongly disagree	10.6%	14.2%	6.0%
	Mean	2.64	2.67	2.87*
		(*n*=294)	(*n*=255)	(*n*=175)
I am aware of the FAFSA.	Strongly agree	36.1%	33.7%	44.6%
	Agree	43.5%	41.2%	44.0%
	Disagree	14.6%	15.3%	6.9%
	Strongly disagree	5.8%	9.8%	4.6%
	Mean	3.10	2.99	3.29***
		(*n*=248)	(*n*=232)	(*n*=169)
I am aware of the TASFA.	Strongly agree	14.5%	16.8%	27.2%
	Agree	26.6%	24.6%	36.7%
	Disagree	49.2%	41.8%	25.4%
	Strongly disagree	9.7%	16.8%	10.7%
	Mean	2.46	2.41	2.80***
		--	--	(*n*=169)
I am aware of the new Texas law that requires my child to complete a FAFSA, TASFA, or signed opt-out form in order to graduate.	Strongly agree	--	--	27.2%
	Agree	--	--	34.3%
	Disagree	--	--	27.8%
	Strongly disagree	--	--	10.7%
	Mean	--	--	2.78

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).

Note. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3 and Year 4. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. TSIA = Texas Success Initiative Assessment. PSAT = Preliminary SAT. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid. Response percentages may not total to 100% due to rounding. Item "I am aware of the new Texas law that requires me to complete a FAFSA, TASFA, or signed opt-out form in order to graduate" was only included on the Year 4 survey. Respondents who selected I don't know/Not applicable were not included in this analysis.

*I know where to find SAT or PSAT test preparation resources for my child differed significantly from Year 3 to Year 4: $t(381) = 2.36$, $p<.05$; I know where to find TSIA test preparation resources for my child differed significantly from Year 3 to Year 4: $t(401) = 2.18$, $p<.05$; I am aware of scholarship opportunities available to help pay for college differed significantly from Year 3 to Year 4: $t(418) = 2.18$, $p<.05$; I am aware of the Pell Grant differed significantly from Year 3 to Year 4: $t(385) = 2.15$, $p<.05$; I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans) college differed significantly from Year 3 to Year 4: $t(408) = 1.99$, $p<.05$.

**I am aware of the education path necessary for the career my child plans to pursue differed significantly from Year 3 to Year 4: $t(430) = 2.73$, $p<.01$; I am familiar with examinations needed to get into college (e.g., SAT, ACT, TSIA) differed significantly from Year 3 to Year 4: $t(430) = 2.73$, $p<.01$; I know where to find ACT or ACT Aspire test preparation resources for my child differed significantly from Year 3 to Year 4: $t(366) = 2.75$, $p<.01$; Composite mean score of all items differed significantly from Year 3 to Year 4: $t(416) = 2.86$, $p<.01$.

***I am aware of the FAFSA differed significantly from Year 3 to Year 4: $t(428) = 3.44$, $p<.001$; I am aware of the TASFA differed significantly from Year 3 to Year 4: $t(399) = 4.03$, $p<.001$.

Table E.4. Parent Agreement Regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 4 (2021–22), Cont.

Item	Response Option	Year 2	Year 3	Year 4
		(*n*=279)	(*n*=238)	(*n*=169)
I am aware of the Pell Grant.	Strongly agree	28.7%	29.0%	33.1%
	Agree	44.1%	36.6%	42.6%
	Disagree	22.2%	20.6%	16.6%
	Strongly disagree	5.0%	13.9%	7.7%
	Mean	2.96	2.81	3.01*
		(*n*=288)	(*n*=245)	(*n*=165)
I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).	Strongly agree	25.3%	26.9%	35.2%
	Agree	48.3%	42.0%	41.2%
	Disagree	20.1%	19.2%	15.2%
	Strongly disagree	6.3%	11.8%	8.5%
	Mean	2.93	2.84	3.03*
		(*n*=248)	(*n*=232)	(*n*=182)
Composite mean score of all items	Mean	2.98	2.90	3.08**

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).

Note. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3 and Year 4. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. TSIA = Texas Success Initiative Assessment. PSAT = Preliminary SAT. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid. Response percentages may not total to 100% due to rounding. Item "I am aware of the new Texas law that requires me to complete a FAFSA, TASFA, or signed opt-out form in order to graduate" was only included on the Year 4 survey. Respondents who selected I don't know/Not applicable were not included in this analysis.

*I know where to find SAT or PSAT test preparation resources for my child differed significantly from Year 3 to Year 4: t(381) = 2.36, p<.05; I know where to find TSIA test preparation resources for my child differed significantly from Year 3 to Year 4: t(401) = 2.18, p<.05; I am aware of scholarship opportunities available to help pay for college differed significantly from Year 3 to Year 4: t(418) = 2.18, p<.05; I am aware of the Pell Grant differed significantly from Year 3 to Year 4: t(385) = 2.15, p<.05; I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans) college differed significantly from Year 3 to Year 4: t(408) = 1.99, p<.05.

**I am aware of the education path necessary for the career my child plans to pursue differed significantly from Year 3 to Year 4: t(430) = 2.73, p<.01; I am familiar with examinations needed to get into college (e.g., SAT, ACT, TSIA) differed significantly from Year 3 to Year 4: t(430) = 2.73, p<.01; I know where to find ACT or ACT Aspire test preparation resources for my child differed significantly from Year 3 to Year 4: t(366) = 2.75, p<.01; Composite mean score of all items differed significantly from Year 3 to Year 4: t(416) = 2.86, p<.01.

***I am aware of the FAFSA differed significantly from Year 3 to Year 4: t(428) = 3.44, p<.001; I am aware of the TASFA differed significantly from Year 3 to Year 4: t(399) = 4.03, p<.001.

Table E.5. Topics Parents Discussed in One-on-One Counseling/Advising Sessions by District, Grade 9–12, Year 4 (2021–22)

Item	District 1 (*n*<10)	District 2 (*n*=10)	District 3 (*n*=14)	District 4 (*n*=13)	District 5 (*n*<10)	District 6 (*n*=35)	Overall (*n*=74)
Your child's grades	0.0%	70.0%	92.9%	84.6%	0.0%	60.0%	70.3%
Course selection/scheduling for your child	0.0%	80.0%	92.9%	69.2%	0.0%	74.3%	75.7%
How academically challenging your child's courses are	0.0%	30.0%	50.0%	46.2%	0.0%	34.3%	37.8%
Opportunities for you as a parent to participate in activities/events	0.0%	40.0%	78.6%	38.5%	0.0%	20.0%	36.5%
Your child's Personal Graduation Plan	0.0%	60.0%	85.7%	61.5%	0.0%	68.6%	67.6%
PSAT, SAT, ACT Aspire, or ACT	0.0%	50.0%	78.6%	53.8%	0.0%	31.4%	45.9%
Dual credit opportunities	0.0%	60.0%	71.4%	38.5%	100.0%	51.4%	54.1%
Career and technical education (CTE) programs of study	100.0%	30.0%	71.4%	15.4%	100.0%	17.1%	31.1%
Changing/dropping an endorsement	0.0%	40.0%	28.6%	15.4%	0.0%	17.1%	21.6%
Your child's college plans or interests	0.0%	70.0%	85.7%	84.6%	0.0%	57.1%	67.6%
College applications	0.0%	40.0%	64.3%	23.1%	0.0%	20.0%	31.1%
New Texas law that requires completion of FAFSA, TASFA, or an opt-out form to graduate from high school	0.0%	20.0%	42.9%	23.1%	0.0%	14.3%	21.6%
Enlisting in the military	0.0%	10.0%	14.3%	23.1%	0.0%	5.7%	10.8%
Your child's career plans or interests	0.0%	50.0%	92.9%	38.5%	0.0%	48.6%	54.1%
Job/internship/shadowing applications	0.0%	20.0%	28.6%	23.1%	0.0%	5.7%	14.9%
Financial aid for college including FAFSA, TASFA, Pell Grant, etc.	0.0%	30.0%	64.3%	23.1%	0.0%	22.9%	31.1%
*Other^*	0.0%	0.0%	0.0%	0.0%	0.0%	2.9%	1.4%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. PSAT = Preliminary SAT. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.

^Other responses included: FAFSA requirement to graduate but believed it was a school requirement, not statewide requirement (1).

Table E.6. Topics Parents Discussed in One-on-One Counseling/Advising Session(s) by Grade, Grade 9–12, Year 4 (2021–22)

Item	Grade 9 (*n*=21)	Grade 10 (*n*=17)	Grade 11 (*n*=13)	Grade 12 (*n*=23)	Overall (*n*=74)
Your child's grades	76.2%	70.6%	69.2%	65.2%	70.3%
Course selection/scheduling for your child	81.0%	88.2%	84.6%	56.5%	75.7%
How academically challenging your child's courses are	52.4%	41.2%	15.4%	34.8%	37.8%
Opportunities for you as a parent to participate in activities/events	38.1%	41.2%	23.1%	39.1%	36.5%
Your child's Personal Graduation Plan	71.4%	70.6%	76.9%	56.5%	67.6%
PSAT, SAT, ACT Aspire, or ACT	23.8%	52.9%	46.2%	60.9%	45.9%
Dual credit opportunities	42.9%	82.4%	61.5%	39.1%	54.1%
Career and technical education (CTE) programs of study	33.3%	41.2%	30.8%	21.7%	31.1%
Changing/dropping an endorsement	23.8%	17.6%	23.1%	21.7%	21.6%
Your child's college plans or interests	61.9%	64.7%	46.2%	87.0%	67.6%
College applications	19.0%	29.4%	15.4%	52.2%	31.1%
New Texas law that requires completion of FAFSA, TASFA, or an opt-out form to graduate from high school	9.5%	29.4%	7.7%	34.8%	21.6%
Enlisting in the military	9.5%	5.9%	15.4%	13.0%	10.8%
Your child's career plans or interests	47.6%	76.5%	46.2%	47.8%	54.1%
Job/internship/shadowing applications	14.3%	11.8%	15.4%	17.4%	14.9%
Financial aid for college including FAFSA, TASFA, Pell Grant, etc.	19.0%	29.4%	15.4%	52.2%	31.1%
*Other^*	0.0%	0.0%	0.0%	4.3%	1.4%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. PSAT = Preliminary SAT. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.
^Other responses included: FAFSA requirement to graduate but believed it was a school requirement, not statewide requirement (1).

Table E.7. Topics Parents Discussed in One-on-One Counseling/Advising Sessions, Year 2 (2019–20)–Year 4 (2021–22)

Response Option	Year 2 (*n*=50)	Year 3 (*n*=57)	Year 4 (*n*=74)
Your child's grades	62.0%	61.4%	70.3%
Course selection/scheduling for your child	68.0%	63.2%	75.7%
How academically challenging your child's courses are	--	--	37.8%
Opportunities for you as a parent to participate in activities/events	--	--	36.5%
Your child's Personal Graduation Plan	64.0%	46.4%	67.6%*
PSAT, SAT, ACT Aspire, or ACT	18.0%	36.8%	45.9%
Dual credit opportunities	0.0%	56.1%	54.1%
Career and technical education (CTE) programs of study	0.0%	19.3%	31.1%
Changing/dropping an endorsement	0.0%	12.3%	21.6%
Your child's college plans or interests	0.0%	48.4%	67.6%*
College applications	10.0%	27.9%	31.1%
New Texas law that requires completion of FAFSA, TASFA, or an opt-out form to graduate from high school	--	--	21.6%
Enlisting in the military	0.0%	0.0%	10.8%**
Your child's career plans or interests	36.0%	39.3%	54.1%
Job/internship/shadowing applications	8.0%	5.4%	14.9%
Financial aid for college including FAFSA, TASFA, Pell Grant, etc.	18.0%	25.9%	31.1%
Other	10.0%	5.2%	1.4%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).

Note. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3 and Year 4. Response percentages will not add up to 100% because respondents were able to select multiple responses. PSAT = Preliminary SAT. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.

Other responses included: FAFSA requirement to graduate but believed it was a school requirement, not statewide requirement (1).

*Your child's Personal Graduation Plan differed significantly from Year 3 to Year 4: χ^2 (1) = 5.8, *p*<.05; Your child's college plans or interests differed significantly from Year 3 to Year 4: χ^2 (1) = 5.1, *p*<.05.

**Enlisting in the military differed significantly from Year 3 to Year 4: χ^2 (1) = 6.6, *p*<.01.

Table E.8. Parent Agreement on One-on-One Counseling/Advising Session(s), by District, Grade 9–12, Year 4 (2021–22)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*<10)	(*n*=11)	(*n*=14)	(*n*=12)	(*n*=0)	(*n*=37)	(*n*=75)
…helped me and my child think about his/her college/career plans.	Strongly agree	0.0%	27.3%	57.1%	58.3%	--	32.4%	40.0%
	Agree	100.0%	54.5%	35.7%	33.3%	--	64.9%	53.3%
	Disagree	0.0%	18.2%	0.0%	0.0%	--	2.7%	4.0%
	Strongly disagree	0.0%	0.0%	7.1%	8.3%	--	0.0%	2.7%
	Mean	3.00	3.09	3.43	3.42	--	3.30	3.31
		(*n*<10)	(*n*=12)	(*n*=14)	(*n*=12)	(*n*=0)	(*n*=38)	(*n*=77)
…helped me and my child understand the best classes my child should take to achieve his/her college/career goals.	Strongly agree	0.0%	50.0%	64.3%	41.7%	--	39.5%	45.5%
	Agree	100.0%	33.3%	28.6%	41.7%	--	60.5%	48.1%
	Disagree	0.0%	16.7%	0.0%	8.3%	--	0.0%	3.9%
	Strongly disagree	0.0%	0.0%	7.1%	8.3%	--	0.0%	2.6%
	Mean	3.00	3.33	3.50	3.17	--	3.39	3.36
		(*n*<10)	(*n*=11)	(*n*=14)	(*n*=12)	(*n*=0)	(*n*=33)	(*n*=71)
…provided my child with information about his/her grades/test scores to achieve his/her college/career goals.	Strongly agree	0.0%	36.4%	57.1%	33.3%	--	27.3%	35.2%
	Agree	100.0%	45.5%	35.7%	50.0%	--	57.6%	50.7%
	Disagree	0.0%	18.2%	0.0%	0.0%	--	12.1%	8.5%
	Strongly disagree	0.0%	0.0%	7.1%	16.7%	--	3.0%	5.6%
	Mean	3.00	3.18	3.43	3.00	--	3.09	3.15
		(*n*<10)	(*n*=12)	(*n*=14)	(*n*=12)	(*n*=0)	(*n*=32)	(*n*=71)
…provided me with information to help my child choose the right college entrance exam.	Strongly agree	0.0%	33.3%	50.0%	41.7%	--	25.0%	33.8%
	Agree	100.0%	41.7%	42.9%	50.0%	--	50.0%	47.9%
	Disagree	0.0%	25.0%	0.0%	0.0%	--	25.0%	15.5%
	Strongly disagree	0.0%	0.0%	7.1%	8.3%	--	0.0%	2.8%
	Mean	3.00	3.08	3.36	3.25	--	3.00	3.13
		(*n*<10)	(*n*=12)	(*n*=14)	(*n*=11)	(*n*=0)	(*n*=31)	(*n*=69)
…provided me with information to help my child prepare for college entrance exams.	Strongly agree	0.0%	33.3%	50.0%	27.3%	--	25.8%	31.9%
	Agree	100.0%	41.7%	42.9%	54.5%	--	48.4%	47.8%
	Disagree	0.0%	25.0%	0.0%	9.1%	--	25.8%	17.4%
	Strongly disagree	0.0%	0.0%	7.1%	9.1%	--	0.0%	2.9%
	Mean	3.00	3.08	3.36	3.00	--	3.00	3.09

Note. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Response percentages may not total to 100% due to rounding. The number of overall respondents who selected I don't know/Not applicable in Year 4 was <10, <10, <10, <10, <10, <10, and <10, respectively. Respondents who selected I don't know/Not applicable were not included in this analysis.

Table E.8. Parent Agreement on One-on-One Counseling/Advising Session(s), by District, Grade 9–12, Year 4 (2021–22), Cont.

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall	
		(*n*<10)	(*n*=11)	(*n*=14)	(*n*=11)	(*n*=0)	(*n*=33)	(*n*=70)	
…provided me with information about how our family may pay for college.	Strongly agree	0.0%	36.4%	50.0%	27.3%	--	27.3%	32.9%
	Agree	100.0%	36.4%	42.9%	36.4%	--	36.4%	38.6%
	Disagree	0.0%	18.2%	0.0%	27.3%	--	36.4%	24.3%
	Strongly disagree	0.0%	9.1%	7.1%	9.1%	--	0.0%	4.3%
	Mean	3.00	3.00	3.36	2.82	--	2.91	3.00
		(*n*<10)	(*n*=10)	(*n*=14)	(*n*=12)	(*n*=0)	(*n*=33)	(*n*=70)	
…provided me and my child with information that was specific to our family's situation.	Strongly agree	0.0%	40.0%	50.0%	25.0%	--	24.2%	31.4%
	Agree	100.0%	30.0%	42.9%	41.7%	--	39.4%	40.0%
	Disagree	0.0%	20.0%	0.0%	25.0%	--	33.3%	22.9%
	Strongly disagree	0.0%	10.0%	7.1%	8.3%	--	3.0%	5.7%
	Mean	3.00	3.00	3.36	2.83	--	2.85	2.97

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).

Note. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Response percentages may not total to 100% due to rounding. The number of overall respondents who selected I don't know/Not applicable in Year 4 was <10, <10, <10, <10, <10, <10, and <10, respectively. Respondents who selected I don't know/Not applicable were not included in this analysis.

Table E.9. Parent Agreement on One-on-One Counseling/Advising Session(s), Year 2 (2019–20)–Year 4 (2021–22)

Item	Response Option	Year 2	Year 3	Year 4
		(*n*=54)	(*n*=63)	(*n*=75)
…helped me and my child think about his/her college/career plans.	Strongly agree	48.1%	34.9%	40.0%
	Agree	35.2%	49.2%	53.3%
	Disagree	11.1%	6.3%	4.0%
	Strongly disagree	5.6%	9.5%	2.7%
	Mean	3.26	3.10	3.31
		(*n*=54)	(*n*=65)	(*n*=77)
…helped me and my child understand the best classes my child should take to achieve his/her college/career goals.	Strongly agree	50.0%	36.9%	45.5%
	Agree	37.0%	46.2%	48.1%
	Disagree	7.4%	7.7%	3.9%
	Strongly disagree	5.6%	9.2%	2.6%
	Mean	3.31	3.11	3.36
		(*n*=55)	(*n*=62)	(*n*=71)
…provided my child with information about his/her grades/test scores to achieve his/her college/career goals.	Strongly agree	45.5%	38.7%	35.2%
	Agree	40.0%	43.5%	50.7%
	Disagree	9.1%	9.7%	8.5%
	Strongly disagree	5.5%	8.1%	5.6%
	Mean	3.25	3.13	3.15
		--	--	(*n*=71)
…provided me with information to help my child choose the right college entrance exam.	Strongly agree	--	--	33.8%
	Agree	--	--	47.9%
	Disagree	--	--	15.5%
	Strongly disagree	--	--	2.8%
	Mean	--	--	3.13
		--	--	(*n*=69)
…provided me with information to help my child prepare for college entrance exams.	Strongly agree	--	--	31.9%
	Agree	--	--	47.8%
	Disagree	--	--	17.4%
	Strongly disagree	--	--	2.9%
	Mean	--	--	3.09
		(*n*=52)	(*n*=58)	(*n*=70)
…provided me with information about how our family may pay for college.	Strongly agree	38.5%	31.0%	32.9%
	Agree	30.8%	37.9%	38.6%
	Disagree	25.0%	19.0%	24.3%
	Strongly disagree	5.8%	12.1%	4.3%
	Mean	3.02	2.88	3.00
		(*n*=50)	(*n*=56)	(*n*=70)
…provided me and my child with information that was specific to our family's situation.	Strongly agree	40.0%	26.8%	31.4%
	Agree	26.0%	42.9%	40.0%
	Disagree	26.0%	21.4%	22.9%
	Strongly disagree	8.0%	8.9%	5.7%
	Mean	2.98	2.88	2.97

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3 and Year 4. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Response percentages may not total to 100% due to rounding. Respondents who selected I don't know/Not applicable were not included in this analysis.

Table E.10. Parent Satisfaction with Child's School Efforts to Inform Parents by District, Grade 9–12, Year 4 (2021–22)

Item	Response Option	District 1 (*n<10*)	District 2 (*n=27*)	District 3 (*n=21*)	District 4 (*n=45*)	District 5 (*n<10*)	District 6 (*n=62*)	Overall (*n=163*)
Overall, how satisfied are you with your child's school's efforts to inform you of important college/ career information, deadlines, and events?	Strongly satisfied	0.0%	18.5%	52.4%	17.8%	0.0%	24.2%	23.9%
	Satisfied	75.0%	44.4%	38.1%	51.1%	75.0%	48.4%	48.5%
	Dissatisfied	0.0%	22.2%	9.5%	26.7%	25.0%	19.4%	20.2%
	Strongly dissatisfied	25.0%	14.8%	0.0%	4.4%	0.0%	8.1%	7.4%
	Mean	2.50	2.67	3.43	2.82	2.75	2.89	2.89

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied*, 3–*Satisfied*, 4–*Strongly Satisfied*. Response percentages may not total to 100% due to rounding. Response percentages may not total to 100% due to rounding. The number of overall respondents who selected I don't know/Not applicable in Year 4 was <10. Respondents who selected I don't know/Not applicable were not included in this analysis.

Table E.11. Parent Met One-on-One with their Child's Counselor, Advisor, or GEAR UP Coordinator by District, Grade 9–12, Year 4 (2021–22)

Response Option	District 1 (*n<10*)	District 2 (*n=32*)	District 3 (*n=23*)	District 4 (*n=48*)	District 5 (*n<10*)	District 6 (*n=69*)	Overall (*n=182*)
Yes	20.0%	43.8%	60.9%	31.3%	20.0%	55.1%	45.6%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. GEAR UP = Gaining Early Awareness and Readiness for Undergraduate Programs.

Table E.12. Parent Met One-on-One with their Child's Counselor, Advisor, or GEAR UP Coordinator, Year 2 (2019–20)–Year 4 (2021–22)

Response Option	Year 2 (*n=335*)	Year 3 (*n=283*)	Year 4 (*n=182*)
Yes	16.4%	24.7%	45.6%*

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3 and Year 4. GEAR UP = Gaining Early Awareness and Readiness for Undergraduate Programs.
*Responses differed significantly from Year 3 to Year 4: $\chi^2(1) = 21.9$, *p*<.001.

Table E.13. Parent Satisfaction with Counseling/Advising by District, Grade 9–12, Year 4 (2021–22)

Item	Response Option	District 1 (*n*<10)	District 2 (*n*=12)	District 3 (*n*=14)	District 4 (*n*=13)	District 5 (*n*<10)	District 6 (*n*=37)	Overall (*n*=78)
Overall, how satisfied have you been with the individual counseling/advising session(s) that you have received this school year (2020–21)?	Strongly satisfied	0.0%	33.3%	92.9%	38.5%	0.0%	24.3%	39.7%
	Satisfied	100.0%	50.0%	0.0%	46.2%	100.0%	70.3%	51.3%
	Dissatisfied	0.0%	16.7%	0.0%	15.4%	0.0%	5.4%	7.7%
	Strongly dissatisfied	0.0%	0.0%	7.1%	0.0%	0.0%	0.0%	1.3%
	Mean	3.00	3.17	3.79	3.23	3.00	3.19	3.29

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied*, 3–*Satisfied*, 4–*Strongly Satisfied*. The number of overall respondents who selected I don't know/Not applicable in Year 4 was <10. Respondents who selected I don't know/Not applicable were not included in this analysis.

Table E.14. Parent Satisfaction with Counseling/Advising, Year 2 (2019–20)–Year 4 (2021–22)

Item	Response Option	Year 2 (*n*=50)	Year 3 (*n*=67)	Year 4 (*n*=78)
Overall, how satisfied have you been with the individual counseling/advising session(s) that you have received this school year (2020–21)?	Strongly satisfied	48.0%	43.3%	39.7%
	Satisfied	36.0%	43.3%	51.3%
	Dissatisfied	14.0%	7.5%	7.7%
	Strongly dissatisfied	2.0%	6.0%	1.3%
	Mean	3.30	3.24	3.29

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).

Note. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3 and Year 4. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied*, 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis.

Table E.15. Parent Reasons for Not Participating in a One-on-One Meeting with their Child's Counselor, Advisor, or GEAR UP Staff Member by District, Grade 9–12, Year 4 (2021–22)

Item	District 1 (*n<10*)	District 2 (*n=18*)	District 3 (*n<10*)	District 4 (*n=33*)	District 5 (*n<10*)	District 6 (*n=30*)	Overall (*n=95*)
My child has already completed their own preparation independently.	0.0%	16.7%	28.6%	3.0%	66.7%	26.7%	16.8%
I did not know meetings were being offered.	75.0%	55.6%	14.3%	60.6%	33.3%	40.0%	49.5%
I was not interested because my child is in good academic standing.	0.0%	0.0%	0.0%	9.1%	0.0%	0.0%	3.2%
I was busy with family/work or my schedule did not allow me to participate.	25.0%	16.7%	28.6%	21.2%	0.0%	13.3%	17.9%
I did not participate because of COVID-19.	0.0%	0.0%	0.0%	0.0%	0.0%	3.3%	1.1%
*Other^*	0.0%	11.1%	28.6%	6.1%	0.0%	16.7%	11.6%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. GEAR UP = Gaining Early Awareness and Readiness for Undergraduate Programs. COVID-19 = Coronavirus Disease 2019. Response percentages may not total to 100% due to rounding.
^Examples of other responses included: Have already gone through the process with another child (2), Counselors only reach out to select students/parents (2), and Child is joining the military (1).

Table E.16. Parent Reasons for Not Participating in a One-on-One Meeting with their Child's Counselor, Advisor, or GEAR UP Staff Member, Year 2 (2019–20)–Year 4 (2021–22)

Item	Year 2 --	Year 3 (*n=209*)	Year 4* (*n=95*)
My child has already completed their own preparation independently.	--	--	16.8%
I did not know meetings were being offered.	--	62.2%	49.5%
I was not interested because my child is in good academic standing.	--	0.5%	3.2%
I was busy with family/work or my schedule did not allow me to participate.	--	15.3%	17.9%
I did not participate because of COVID-19.	--	14.4%	1.1%
Other	--	7.7%	11.6%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3 and Year 4. GEAR UP = Gaining Early Awareness and Readiness for Undergraduate Programs. COVID-19 = Coronavirus Disease 2019. Response percentages may not total to 100% due to rounding.
*Responses differed significantly from Year 3 to Year 4: χ^2 (5) = 53.3, *p*<.001.

Table E.17. Parents who Participated in a College or Career Parent/Family Event by District, Grade 9–12, Year 4 (2021–22)

Response Option	District 1 (*n<10*)	District 2 (*n=30*)	District 3 (*n=23*)	District 4 (*n=47*)	District 5 (*n<10*)	District 6 (*n=69*)	Overall (*n=179*)
Yes	0.0%	46.7%	52.2%	34.0%	20.0%	40.6%	39.7%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).

Table E.18. Parents who Participated in a College or Career Parent/Family Event, Year 2 (2019–20)–Year 4 (2021–22)

Response Option	Year 2 (*n=323*)	Year 3 (*n=282*)	Year 4* (*n=179*)
Yes	22.9%	20.9%	39.7%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3 and Year 4.
*Responses differed significantly from Year 3 to Year 4: $\chi^2(1) = 18.9$, $p<.001$.

Table E.19. Types of Information Parents Learned at Parent/Family Events by District, Grade 9–12, Year 4 (2021–22)

Item	District 1 (*n=0*)	District 2 (*n=13*)	District 3 (*n=12*)	District 4 (*n=16*)	District 5 (*n<10*)	District 6 (*n=22*)	Overall (*n=64*)
Availability of college and career advising	--	61.5%	75.0%	37.5%	100.0%	50.0%	54.7%
Different types of college options (e.g., 2-year, 4-year, and technical school options; public vs. private colleges)	--	46.2%	83.3%	75.0%	100.0%	59.1%	65.6%
Options for paying for college (e.g., Pell Grant, scholarships, federal loans)	--	38.5%	66.7%	37.5%	100.0%	45.5%	46.9%
New Texas law that requires completion of FAFSA, TASFA, or an opt-out form to graduate from high school	--	23.1%	50.0%	75.0%	100.0%	22.7%	42.2%
Academic requirements for college (e.g., grades, test scores, courses)	--	46.2%	75.0%	31.3%	0.0%	50.0%	48.4%
In-demand careers in your region	--	23.1%	25.0%	37.5%	0.0%	22.7%	26.6%
Training and educational requirements for certain careers	--	30.8%	16.7%	37.5%	0.0%	22.7%	26.6%
Options to take high school courses aligned with certain careers	--	38.5%	75.0%	43.8%	0.0%	40.9%	46.9%
*Other^*	--	15.4%	0.0%	6.3%	0.0%	0.0%	4.7%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.
^Other responses included: Dual credit (2). FAFSA = Free Application for Federal Student Aid. TASFA = Texas application for State Financial Aid.

Table E.20. Types of Information Parents Learned at Parent/Family Events, Year 2 (2019–20)–Year 4 (2021–22)

Item	Year 2 (*n*=64)	Year 3 (*n*=54)	Year 4 (*n*=64)
Availability of college and career advising	43.8%	18.5%	54.7%**
Different types of college options (e.g., 2-year, 4-year, and technical school options; public vs. private colleges)	42.2%	22.2%	65.6%**
Options for paying for college (e.g., Pell Grant, scholarships, federal loans)	23.4%	7.4%	46.9%**
New Texas law that requires completion of FAFSA, TASFA, or an opt-out form to graduate from high school	--	--	42.2%
Academic requirements for college (e.g., grades, test scores, courses)	45.3%	16.7%	48.4%**
In-demand careers in your region	7.8%	1.9%	26.6%**
Training and educational requirements for certain careers	21.9%	7.4%	26.6%*
Options to take high school courses aligned with certain careers	48.4%	20.4%	46.9%*
Other	3.1%	7.4%	4.7%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).

Note. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3 and Year 4. Response percentages will not add up to 100% because respondents were able to select multiple responses. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.

*Training and educational requirements for certain careers differed significantly from Year 3 to Year 4: $\chi^2(1)$ = 7.3, *p*<.01; Options to take high school courses aligned with certain careers differed significantly from Year 3 to Year 4: $\chi^2(1)$ = 9.1, *p*<.01

**Availability of college and career advising differed significantly from Year 3 to Year 4: $\chi^2(1)$ = 16.2, *p*<.001; Different types of college options (e.g., 2-year, 4-year and technical school options; public vs. private colleges) differed significantly from Year 3 to Year 4: $\chi^2(1)$ = 22.2, *p*<.001; Options for paying for college (e.g., Pell Grant, scholarships, federal loans) differed significantly from Year 3 to Year 4: $\chi^2(1)$ = 22.2, *p*<.001; Academic requirements for college (e.g., grades, test scores, courses) differed significantly from Year 3 to Year 4: $\chi^2(1)$ = 13.2, *p*<.001; In-demand careers in your region differed significantly from Year 3 to Year 4: $\chi^2(1)$ = 13.8, *p*<.001.

Table E.21. Parent Agreement on Parent/Family Events, by District, Grade 9–12, Year 4 (2021–22)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*=0)	(*n*=13)	(*n*=12)	(*n*=16)	(*n*<10)	(*n*=23)	(*n*=65)
I felt comfortable asking questions at the parent/family event.	Strongly agree	--	38.5%	50.0%	50.0%	0.0%	52.2%	47.7%
	Agree	--	46.2%	41.7%	50.0%	100.0%	47.8%	47.7%
	Disagree	--	7.7%	0.0%	0.0%	0.0%	0.0%	1.5%
	Strongly disagree	--	7.7%	8.3%	0.0%	0.0%	0.0%	3.1%
	Mean	--	3.15	3.33	3.50	3.00	3.52	3.40
		(*n*=0)	(*n*=13)	(*n*=12)	(*n*=15)	(*n*<10)	(*n*=24)	(*n*=65)
The staff who led the parent/family event provided information that was helpful for our family.	Strongly agree	--	23.1%	58.3%	40.0%	0.0%	33.3%	36.9%
	Agree	--	61.5%	33.3%	53.3%	100.0%	62.5%	55.4%
	Disagree	--	7.7%	0.0%	0.0%	0.0%	4.2%	3.1%
	Strongly disagree	--	7.7%	8.3%	6.7%	0.0%	0.0%	4.6%
	Mean	--	3.00	3.42	3.27	3.00	3.29	3.25
		(*n*=0)	(*n*=13)	(*n*=12)	(*n*=15)	(*n*<10)	(*n*=23)	(*n*=64)
I plan to attend future parent/family events about college and/or career options at my child's school.	Strongly agree	--	46.2%	66.7%	66.7%	0.0%	43.5%	53.1%
	Agree	--	46.2%	25.0%	26.7%	100.0%	52.2%	40.6%
	Disagree	--	0.0%	0.0%	6.7%	0.0%	4.3%	3.1%
	Strongly disagree	--	7.7%	8.3%	0.0%	0.0%	0.0%	3.1%
	Mean	--	3.31	3.50	3.60	3.00	3.39	3.44

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Response percentages may not total to 100% due to rounding. The number of overall respondents who selected I don't know/Not applicable in Year 4 was <10, <10, and <10, respectively. Respondents who selected I don't know/Not applicable were not included in this analysis.

Table E.22. Parent Agreement on Parent/Family Events, Year 2 (2019–20)–Year 4 (2021–22)

Item	Response Option	Year 2	Year 3	Year 4
		(*n*=69)	(*n*=57)	(*n*=65)
I felt comfortable asking questions at the parent/family event.	Strongly agree	34.8%	45.6%	47.7%
	Agree	46.4%	43.9%	47.7%
	Disagree	8.7%	5.3%	1.5%
	Strongly disagree	10.1%	5.3%	3.1%
	Mean	3.06	3.30	3.40
		(*n*=71)	(*n*=56)	(*n*=65)
The staff who led the parent/family event provided information that was helpful for our family.	Strongly agree	36.6%	44.6%	36.9%
	Agree	47.9%	46.4%	55.4%
	Disagree	9.9%	3.6%	3.1%
	Strongly disagree	5.6%	5.4%	4.6%
	Mean	3.15	3.30	3.25
		(*n*=70)	(*n*=55)	(*n*=64)
I plan to attend future parent/family events about college and/or career options at my child's school.	Strongly agree	52.9%	52.7%	53.1%
	Agree	41.4%	40.0%	40.6%
	Disagree	1.4%	3.6%	3.1%
	Strongly disagree	4.3%	3.6%	3.1%
	Mean	3.43	3.42	3.44

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3 and Year 4. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Response percentages may not total to 100% due to rounding. Respondents who selected I don't know/Not applicable were not included in this analysis.

Table E.23. Parent Satisfaction with Parent/Family Events by District, Grade 9–12, Year 4 (2021–22)

Item	Response Option	District 1 (*n*=0)	District 2 (*n*=13)	District 3 (*n*=12)	District 4 (*n*=14)	District 5 (*n*<10)	District 6 (*n*=23)	Overall (*n*=63)
Rate your level of satisfaction with the parent/family event(s) that you have participated in this school year (2020–21).	Strongly satisfied	--	7.7%	66.7%	57.1%	0.0%	39.1%	41.3%
	Satisfied	--	76.9%	25.0%	35.7%	100.0%	60.9%	52.4%
	Dissatisfied	--	15.4%	8.3%	7.1%	0.0%	0.0%	6.3%
	Strongly dissatisfied	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	--	2.92	3.58	3.50	3.00	3.39	3.35

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied*, 3–*Satisfied*, 4–*Strongly Satisfied*. The number of overall respondents who selected I don't know/Not applicable in Year 4 was <10. Respondents who selected I don't know/Not applicable were not included in this analysis.

Table E.24. Parent Satisfaction with Parent/Family Events, Year 2 (2019–20)–Year 4 (2021–22)

Item	Response Option	Year 2 (*n*=68)	Year 3 (*n*=56)	Year 4 (*n*=63)
Rate your level of satisfaction with the parent/family event(s) that you have participated in this school year (2020–21).	Strongly satisfied	36.8%	41.1%	41.3%
	Satisfied	57.4%	53.6%	52.4%
	Dissatisfied	5.9%	5.4%	6.3%
	Strongly dissatisfied	0.0%	0.0%	0.0%
	Mean	3.31	3.36	3.35

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3 and Year 4. Response options may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied*, 3–*Satisfied*, 4–*Strongly Satisfied*. Respondents who selected I don't know/Not applicable were not included in this analysis.

Table E.25. Parent Reasons for Not Participating in Parent/Family Events by District, Grade 9–12, Year 4 (2021–22)

Item	District 1 (*n*<10)	District 2 (*n*=15)	District 3 (*n*=11)	District 4 (*n*=31)	District 5 (*n*<10)	District 6 (*n*=39)	Overall (*n*=103)
I did not know about any parent/family event(s).	25.0%	60.0%	45.5%	32.3%	100.0%	46.2%	44.7%
I was not interested in the parent/family event(s) that were offered to me.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
I was busy with family/work.	75.0%	33.3%	45.5%	38.7%	0.0%	35.9%	37.9%
I did not participate because of COVID-19.	0.0%	6.7%	0.0%	16.1%	0.0%	5.1%	7.8%
*Other^*	0.0%	0.0%	9.1%	12.9%	0.0%	12.8%	9.7%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. COVID-19 = Coronavirus Disease 2019. Response percentages may not total to 100% due to rounding.
^Examples of other responses included: New to the district (2), Events were not offered (1), and Limited electronic access (1).

Table E.26. Parent Reasons for Not Participating in Parent/Family Events, Year 2 (2019–20)–Year 4 (2021–22)

Item	Year 2 (*n*=247)	Year 3 (*n*=217)	Year 4 (*n*=103)
I did not know about any parent/family event(s).	65.2%	46.1%	44.7%
I was not interested in the parent/family event(s) that were offered to me.	0.4%	0.9%	0.0%
I was busy with family/work.	27.1%	21.7%	37.9%
I did not participate because of COVID-19.	7.3%	26.3%	7.8%
Other	0.0%	5.1%	9.7%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3 and Year 4. COVID-19 = Coronavirus Disease 2019. Response percentages may not total to 100% due to rounding.

Table E.27. Parent Suggestions for Improving College and Career Activities/Services by District, Grade 9–12, Year 4 (2021–22)

Item	District 1 (*n*<10)	District 2 (*n*=26)	District 3 (*n*=20)	District 4 (*n*=44)	District 5 (*n*<10)	District 6 (*n*=63)	Overall (*n*=159)
Provide more information about careers.	25.0%	34.6%	35.0%	27.3%	0.0%	33.3%	31.4%
Provide more information on college and financial aid.	75.0%	61.5%	30.0%	68.2%	100.0%	49.2%	55.3%
Offer more modes of communication with parents/families.	25.0%	30.8%	55.0%	45.5%	0.0%	42.9%	42.1%
Improve communication quality (e.g., responsiveness) with parents/families.	25.0%	46.2%	25.0%	29.5%	0.0%	49.2%	39.0%
*Other^*	25.0%	0.0%	20.0%	2.3%	0.0%	12.7%	8.8%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

^Examples of other responses included: None (3), All of the above (2), Provide more notice before events (2), and More intervention support for entrance examinations (2).

APPENDIX F: School Personnel Survey Analyses Technical Detail

Table F.1. Personnel Demographics by District, Grade 9–12, Year 4 (2021–22)

Item	District 1	District 2	District 3	District 4	District 5	District 6	Overall
Primary Position	**(*n*=49)**	**(*n*=36)**	**(*n*=168)**	**(*n*=0)**	**(*n*=17)**	**(*n*=43)**	**(*n*=313)**
Administrator	6.1%	5.6%	3.0%	–	5.9%	7.0%	4.5%
Counselor/Student Services Personnel	4.1%	5.6%	6.0%	–	11.8%	9.3%	6.4%
Teacher/Instructional Support Personnel	67.3%	88.9%	75.6%	–	70.6%	74.4%	75.4%
*Other^*	22.4%	0.0%	15.5%	–	11.8%	9.3%	13.7%
Number of Years at School	**(*n*=49)**	**(*n*=36)**	**(*n*=168)**	**(*n*=0)**	**(*n*=17)**	**(*n*=43)**	**(*n*=313)**
1–2 years	38.8%	30.6%	57.7%	–	23.5%	46.5%	48.2%
3–5 years	22.4%	38.9%	26.8%	–	11.8%	20.9%	25.9%
6–10 years	14.3%	19.4%	8.3%	–	41.2%	14.0%	13.1%
More than 10 years	24.5%	11.1%	7.1%	–	23.5%	18.6%	12.8%
Number of Total Years	**(*n*=49)**	**(*n*=36)**	**(*n*=168)**	**(*n*=0)**	**(*n*=17)**	**(*n*=43)**	**(*n*=313)**
1–2 years	26.5%	16.7%	36.3%	–	17.6%	23.3%	29.7%
3–5 years	16.3%	19.4%	22.6%	–	11.8%	16.3%	19.8%
6–10 years	18.4%	27.8%	19.6%	–	29.4%	20.9%	21.1%
More than 10 years	38.8%	36.1%	21.4%	–	41.2%	39.5%	29.4%
Grade Level	**(*n*=49)**	**(*n*=36)**	**(*n*=167)**	**(*n*=0)**	**(*n*=17)**	**(*n*=43)**	**(*n*=312)**
Grade 9	95.9%	75.0%	62.3%	–	88.2%	76.7%	72.4%
Grade 10	91.8%	75.0%	69.5%	–	82.4%	74.4%	75.0%
Grade 11	89.8%	72.2%	70.1%	–	82.4%	81.4%	75.6%
Grade 12	87.8%	69.4%	69.5%	–	70.6%	83.7%	74.4%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).

Note. Response percentages for primary position items, number of years at school items, and number of total years items may not total to 100% due to rounding. Response percentages for grade items will not add up to 100% because respondents were able to select multiple responses.

^Although participants selected other, they did not provide additional descriptions.

Table F.2. Personnel Demographics, Year 2 (2019–20)–Year 4 (2021–22)

Item	Year 2	Year 3	Year 4
Primary Position	**(*n*=267)**	**(*n*=151)**	**(*n*=313)**
Administrator	5.6%	7.9%	4.5%
Counselor/Student Services Personnel	6.7%	11.3%	6.4%
Teacher/Instructional Support Personnel	77.9%	80.8%	75.4%
*Other^*	9.7%	0.0%	13.7%
Number of Years at School	**(*n*=174)**	**(*n*=146)**	**(*n*=313)**
1–2 years	44.8%	44.5%	48.2%
3–5 years	39.7%	30.1%	25.9%
6–10 years	15.5%	11.6%	13.1%
More than 10 years	–	13.7%	12.8%
Number of Total Years	**(*n*=172)**	**(*n*=144)**	**(*n*=313)**
1–2 years	32.6%	29.2%	29.7%
3–5 years	40.1%	18.1%	19.8%
6–10 years	27.3%	17.4%	21.1%
More than 10 years	–	35.4%	29.4%
Grade Level	**(*n*=266)**	**(*n*=151)**	**(*n*=312)**
Grade 9	45.9%	72.8%	72.4%
Grade 10	47.7%	78.1%	75.0%
Grade 11	50.0%	78.1%	75.6%
Grade 12	50.4%	69.5%	74.4%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).

Note. Response percentages for primary position items, number of years at school items, and number of total years items may not total to 100% due to rounding. Response percentages for grade items will not add up to 100% because respondents were able to select multiple responses. Personnel who worked with Grade 7–12 students responded to this item in Year 2; personnel who worked with Grade 9–12 students responded to this item in Year 3 and Year 4.

^Although participants selected other, they did not provide additional descriptions.

Table F.3. Subjects Teachers Taught by District, Grade 9–12, Year 4 (2021–22)

Subject	District 1 (*n*=33)	District 2 (*n*=32)	District 3 (*n*=126)	District 4 (*n*=0)	District 5 (*n*=12)	District 6 (*n*=31)	Overall (*n*=234)
English Language Arts	36.4%	28.1%	22.2%	–	16.7%	9.7%	23.1%
Mathematics	18.2%	25.0%	16.7%	–	25.0%	6.5%	17.1%
Social Studies	15.2%	9.4%	19.0%	–	16.7%	9.7%	15.8%
Science	12.1%	6.3%	15.9%	–	0.0%	19.4%	13.7%
AVID	0.0%	0.0%	0.8%	–	16.7%	0.0%	1.3%
Arts	0.0%	3.1%	9.5%	–	8.3%	9.7%	7.3%
Physical Education	9.1%	3.1%	1.6%	–	0.0%	0.0%	2.6%
Business/Marketing	0.0%	0.0%	4.0%	–	0.0%	6.5%	3.0%
English as a Second Language	12.1%	0.0%	2.4%	–	0.0%	0.0%	3.0%
*Other^*	36.4%	31.3%	34.1%	–	41.7%	48.4%	36.3%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

AVID = Advancement Via Individual Determination

^Examples of other responses included: Career & Technical Education (23) Special Education (11), Spanish (11), Welding (4), Culinary Arts (4), and Agriculture (4).

Table F.4. Subjects Teachers Taught, Year 2 (2019–20)–Year 4 (2021–22)

Subject	Year 2 (*n*=198)	Year 3 (*n*=123)	Year 4 (*n*=234)
English Language Arts	23.2%	20.3%	23.1%
Mathematics	16.7%	18.7%	17.1%
Social Studies	15.7%	8.9%	15.8%
Science	13.6%	18.7%	13.7%
AVID	6.1%	5.7%	1.3%*
Arts	5.1%	7.3%	7.3%
Physical Education	3.5%	2.4%	2.6%
Business/Marketing	1.5%	0.0%	3.0%
English as a Second Language	1.5%	0.8%	3.0%
*Other^*	29.8%	35.0%	36.3%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Personnel who worked with Grade 7–12 students responded to this item in Year 2; personnel who worked with Grade 9–12 students responded to this item in Year 3 and Year 4. AVID = Advancement Via Individual Determination.
^Examples of other responses included: Career & Technical Education (23) Special Education (11), Spanish (11), Welding (4), Culinary Arts (4), and Agriculture (4).

Table F.5. Requirements Students Must Meet to Enroll in AP, Honors, or Dual Credit Courses According to Personnel Survey Respondents by District, Grade 9–12, Year 4 (2021–22)

Course	Requirement	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*=20)	(*n*=20)	(*n*=57)	(*n*=0)	(*n*<10)	(*n*<10)	(*n*=102)
Advanced Placement	Have a certain grade in the subject area	60.0%	55.0%	71.9%	–	0.0%	33.3%	63.7%
	Have a certain overall GPA	50.0%	35.0%	52.6%	–	50.0%	33.3%	48.0%
	Teacher recommendation or approval	60.0%	55.0%	52.6%	–	50.0%	66.7%	54.9%
	Counselor recommendation or approval	70.0%	50.0%	61.4%	–	100.0%	66.7%	61.8%
	Passing score on Texas Success Initiative (TSI) Assessment	35.0%	30.0%	33.3%	–	50.0%	33.3%	33.3%
	Parent permission	55.0%	70.0%	40.4%	–	50.0%	66.7%	50.0%
	Other^	5.0%	0.0%	7.0%	–	0.0%	0.0%	4.9%
		(*n*=16)	(*n*=27)	(*n*=54)	(*n*=0)	(*n*<10)	(*n*<10)	(*n*=102)
Honors	Have a certain grade in the subject area	81.3%	70.4%	64.8%	–	50.0%	100.0%	69.6%
	Have a certain overall GPA	81.3%	44.4%	51.9%	–	0.0%	100.0%	54.9%
	Teacher recommendation or approval	62.5%	70.4%	64.8%	–	0.0%	66.7%	64.7%
	Counselor recommendation or approval	68.8%	55.6%	55.6%	–	50.0%	66.7%	57.8%
	Passing score on Texas Success Initiative (TSI) Assessment	43.8%	33.3%	22.2%	–	50.0%	33.3%	29.4%
	Parent permission	62.5%	59.3%	48.1%	–	50.0%	33.3%	52.9%
	Other^	0.0%	3.7%	5.6%	–	0.0%	0.0%	3.9%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. GPA = Grade Point Average. TSIA = Texas Success Initiative Assessment.
^Examples of other responses included: Unsure/unknown (7) and No requirements/Not Applicable (4).

Table F.5. Requirements Students Must Meet to Enroll in AP, Honors, or Dual Credit Courses According to Personnel Survey Respondents by District, Grade 9–12, Year 4 (2021–22), Cont.

Course	Requirement	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*=19)	(*n*=20)	(*n*=62)	(*n*=0)	(*n*<10)	(*n*<20)	(*n*=127)
Dual Credit	Have a certain grade in the subject area	63.2%	45.0%	54.8%	–	12.5%	50.0%	51.2%
	Have a certain overall GPA	36.8%	35.0%	50.0%	–	12.5%	44.4%	42.5%
	Teacher recommendation or approval	47.4%	25.0%	41.9%	–	25.0%	16.7%	35.4%
	Counselor recommendation or approval	52.6%	50.0%	62.9%	–	62.5%	83.3%	62.2%
	Passing score on Texas Success Initiative (TSI) Assessment	57.9%	90.0%	83.9%	–	75.0%	83.3%	80.3%
	Parent permission	57.9%	60.0%	61.3%	–	75.0%	94.4%	66.1%
	Other^	0.0%	0.0%	1.6%	–	12.5%	0.0%	1.6%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. GPA = Grade Point Average. TSIA = Texas Success Initiative Assessment.
^Examples of other responses included: Unsure/unknown (7) and No requirements/Not Applicable (4).

Table F.6. Student Preparedness to Participate in Advanced Courses According to Personnel Survey Respondents by District, Grade 9–12, Year 4 (2021–22)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*=30)	(*n*=30)	(*n*=101)	(*n*=0)	(*n*=11)	(*n*=27)	(*n*=199)
How prepared were students this year to participate in advanced courses (AP, honors, and dual credit)?	Very prepared	6.7%	3.3%	5.9%	–	18.2%	0.0%	5.5%
	Somewhat prepared	26.7%	53.3%	29.7%	–	27.3%	37.0%	33.7%
	Somewhat unprepared	20.0%	13.3%	9.9%	–	27.3%	7.4%	12.6%
	Very unprepared	16.7%	3.3%	5.9%	–	0.0%	7.4%	7.0%
	I do not teach advanced courses (AP, honors, or dual credit) this school year.	30.0%	26.7%	48.5%	–	27.3%	48.1%	41.2%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. AP = Advanced Placement.

Table F.7. Personnel Survey Respondents Who Are Responsible for Helping Students Sign Up For or Determine Which College Entrance Exams to Participate In by District, Grade 9–12, Year 4 (2021–22)

Response Option	District 1 (*n*=49)	District 2 (*n*=34)	District 3 (*n*=152)	District 4 (*n*=0)	District 5 (*n*=17)	District 6 (*n*=39)	Overall (*n*=291)
Yes	10.2%	17.6%	7.9%	–	17.6%	7.7%	10.0%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).

Table F.8. Personnel Survey Respondents Who Are Responsible for Helping Students Sign Up For or Determine Which College Entrance Exams to Participate In by Position, Grade 9–12, Year 4 (2021–22)

Response Option	Administrator (*n*=14)	Counselor/ Student Services Personnel (*n*=19)	Teacher/ Instructional Support Personnel (*n*=216)	Other (*n*=42)	Overall (*n*=291)
Yes	14.3%	42.1%	7.9%	4.8%	10.0%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding.

Table F.9. Ways in Which Personnel Personally Helped or Will Help Students Prepare for College Entrance Exams According to Personnel Survey Respondents by District, Grade 9–12, Year 4 (2021–22)

Method	District 1 (*n*=33)	District 2 (*n*=32)	District 3 (*n*=110)	District 4 (*n*=0)	District 5 (*n*=14)	District 6 (*n*=30)	Overall (*n*=219)
Review content during class	36.4%	40.6%	38.2%	–	21.4%	60.0%	40.2%
Tutoring	45.5%	25.0%	25.5%	–	14.3%	30.0%	28.3%
Provide opportunities to participate in practice tests	15.2%	34.4%	28.2%	–	21.4%	50.0%	29.7%
Provide information on how to access practice tests at home	30.3%	18.8%	31.8%	–	21.4%	23.3%	27.9%
Provide test preparation books	15.2%	28.1%	17.3%	–	14.3%	23.3%	19.2%
Discuss practice test results with students	21.2%	15.6%	19.1%	–	14.3%	23.3%	19.2%
Discuss results from previous exams to identify areas to focus test preparation efforts	9.1%	15.6%	10.9%	–	14.3%	6.7%	11.0%
Provide access to Kahn Academy	3.0%	28.1%	13.6%	–	14.3%	16.7%	14.6%
*Other^*	0.0%	3.1%	4.5%	–	0.0%	13.3%	4.6%
N/A; I have not helped students prepare for college entrance exams	30.3%	21.9%	33.6%	–	64.3%	23.3%	32.0%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.
^Examples of other responses included: Entrance exam test prep (3), Test questions (2), Response to Intervention (3), and Test-taking strategies (1).

Table F.10. Ways in Which Personnel Personally Helped or Will Help Students Prepare for College Entrance Exams According to Personnel Survey Respondents by Position, Grade 9–12, Year 4 (2021–22)

Method	Counselor/Student Services Personnel (*n*=18)	Teacher/ Instructional Support Personnel (*n*=201)	Overall (*n*=219)
Review content during class	22.2%	41.8%	40.2%
Tutoring	11.1%	29.9%	28.3%
Provide opportunities to participate in practice tests	38.9%	28.9%	29.7%
Provide information on how to access practice tests at home	50.0%	25.9%	27.9%
Provide test preparation books	33.3%	17.9%	19.2%
Discuss practice test results with students	27.8%	18.4%	19.2%
Discuss results from previous exams to identify areas to focus test preparation efforts	11.1%	10.9%	11.0%
Provide access to Kahn Academy	22.2%	13.9%	14.6%
*Other^*	0.0%	5.0%	4.6%
N/A; I have not helped students prepare for college entrance exams	33.3%	31.8%	32.0%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. This question was only asked to Counselor/Student Services Personnel and Teacher/Instructional Support Personnel; participants who selected "Administrator" or "Other" as their primary position were not included.
^Examples of other responses included: Entrance exam test prep (3), Test questions (2), Response to Intervention (3), and Test-taking strategies (1).

Table F.11. Factors Personnel Encourage Students to Consider When Determining Which College Entrance Exam to Participate in by District, Grade 9–12, Year 4 (2021–22)

Item	District 1 (*n*<10)	District 2 (*n*<10)	District 3 (*n*=12)	District 4 (*n*=0)	District 5 (*n*<10)	District 6 (*n*<10)	Overall (*n*=28)
Registration fee	25.0%	50.0%	41.7%	–	66.7%	0.0%	40.7%
Amount or type of test preparation in which the student participated	25.0%	16.7%	58.3%	–	66.7%	50.0%	44.4%
Grades or GPA	50.0%	33.3%	50.0%	–	66.7%	50.0%	48.1%
College degree student plans to pursue (e.g., Certificate, Associate's, Bachelor's)	25.0%	66.7%	91.7%	–	33.3%	50.0%	66.7%
Type of postsecondary education institution in which the student plans to enroll (e.g., 2-year community college, 4-year college or university, technical college/trade school)	0.0%	50.0%	75.0%	–	33.3%	50.0%	51.9%
Student's previous test scores	0.0%	33.3%	50.0%	–	66.7%	50.0%	40.7%
Location where entrance exam will be administered	0.0%	33.3%	33.3%	–	100.0%	0.0%	33.3%
Timing of administration	0.0%	0.0%	33.3%	–	33.3%	0.0%	18.5%
College requirement for entrance exams	25.0%	33.3%	41.7%	–	100.0%	50.0%	44.4%
Opportunity to participate in exam during the school day (e.g., SAT School Day)	25.0%	50.0%	50.0%		100.0%	50.0%	51.9%
*Other^*	20.0%	0.0%	8.3%		33.3%	0.0%	10.7%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. GPA = Grade Point Average.

^Although participants selected other, they did not provide additional descriptions.

Table F.12. Factors Personnel Encourage Students to Consider When Determining Which College Entrance Exam to Participate in by Position, Grade 9–12, Year 4 (2021–22)

Item	Administrator (*n*<10)	Counselor/ Student Services Personnel (*n*<10)	Teacher/ Instructional Support Personnel (*n*=15)	Other (*n*<10)	Overall (*n*=27)
Registration fee	100.0%	25.0%	46.7%	0.0%	40.7%
Amount or type of test preparation in which the student participated	50.0%	62.5%	40.0%	0.0%	44.4%
Grades or GPA	100.0%	62.5%	40.0%	0.0%	48.1%
College degree student plans to pursue (e.g., Certificate, Associate's, Bachelor's)	100.0%	87.5%	53.3%	50.0%	66.7%
Type of postsecondary education institution in which the student plans to enroll (e.g., 2-year community college, 4-year college or university, technical college/trade school)	100.0%	75.0%	40.0%	0.0%	51.9%
Student's previous test scores	100.0%	37.5%	33.3%	50.0%	40.7%
Location where entrance exam will be administered	50.0%	50.0%	26.7%	0.0%	33.3%
Timing of administration	50.0%	25.0%	13.3%	0.0%	18.5%
College requirement for entrance exams	100.0%	62.5%	33.3%	0.0%	44.4%
Opportunity to participate in exam during the school day (e.g., SAT School Day)	100.0%	75.0%	40.0%	0.0%	51.9%
*Other^*	50.0%	12.5%	6.3%	0.0%	10.7%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. This question was only asked to personnel who had a role in helping students sign up for entrance exams. GPA = Grade Point Average.
^Although participants selected other, they did not provide additional descriptions.

Table F.13. Personnel Familiarity with Non-Profit Advisors by District, Grade 9–12, Year 4 (2021–22)

Familiarity with Non-profit Advisor	District 1 (*n*=38)	District 2 (*n*=34)	District 3 (*n*=132)	District 4 (*n*=0)	District 5 (*n*=15)	District 6 (*n*=35)	Overall (*n*=254)
I'm not sure if my school has a college advisor from any of these organizations.	42.1%	17.6%	33.3%	–	0.0%	8.6%	27.2%
I know our school has a college advisor from one of these organizations, but I am not at all familiar with the information or support they provide.	15.8%	32.4%	19.7%	–	26.7%	14.3%	20.5%
I am somewhat familiar with the information and support the college advisor(s) provide.	36.8%	44.1%	28.0%	–	40.0%	48.6%	35.0%
I am very familiar with the information and support the college advisor(s) provide.	5.3%	5.9%	18.9%	–	33.3%	28.6%	17.3%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding.

Table F.14. Personnel Familiarity with Non-Profit Advisors by Position, Grade 9–12, Year 4 (2021–22)

Familiarity with Non-profit Advisor	Administrator (*n*=14)	Counselor/ Student Services Personnel (*n*=19)	Teacher/ Instructional Support Personnel (*n*=221)	Overall (*n*=254)
I'm not sure if my school has a college advisor from any of these organizations.	14.3%	5.3%	29.9%	27.2%
I know our school has a college advisor from one of these organizations, but I am not at all familiar with the information or support they provide.	14.3%	5.3%	22.2%	20.5%
I am somewhat familiar with the information and support the college advisor(s) provide.	7.1%	47.4%	35.7%	35.0%
I am very familiar with the information and support the college advisor(s) provide.	64.3%	42.1%	12.2%	17.3%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding.

Table F.15. Personnel Perceptions of Non-Profit Advisors by District, Grade 9–12, Year 4 (2021–22)

The non-profit advisors…	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*=16)	(*n*=17)	(*n*=54)	(*n*=0)	(*n*=10)	(*n*=26)	(*n*=123)
…provide students at my school with grade-appropriate information regarding postsecondary education and career readiness.	Strongly agree	18.8%	64.7%	42.6%	–	50.0%	46.2%	43.9%
	Agree	81.3%	35.3%	46.3%	–	50.0%	50.0%	50.4%
	Disagree	0.0%	0.0%	1.9%	–	0.0%	0.0%	0.8%
	Strongly disagree	0.0%	0.0%	9.3%	–	0.0%	3.8%	4.9%
	Mean	3.19	3.65	3.22	–	3.50	3.38	3.33
		(*n*=16)	(*n*=16)	(*n*=55)	(*n*=0)	(*n*=11)	(*n*=26)	(*n*=124)
…support students in preparing for postsecondary education.	Strongly agree	18.8%	62.5%	38.2%	–	54.5%	42.3%	41.1%
	Agree	81.3%	37.5%	50.9%	–	45.5%	53.8%	53.2%
	Disagree	0.0%	0.0%	3.6%	–	0.0%	0.0%	1.6%
	Strongly disagree	0.0%	0.0%	7.3%	–	0.0%	3.8%	4.0%
	Mean	3.19	3.63	3.20	–	3.55	3.35	3.31
		(*n*=16)	(*n*=14)	(*n*=51)	(*n*=0)	(*n*=10)	(*n*=23)	(*n*=114)
…help parents/guardians prepare for their child's postsecondary education.	Strongly agree	18.8%	64.3%	41.2%	–	40.0%	43.5%	41.2%
	Agree	81.3%	35.7%	47.1%	–	50.0%	52.2%	51.8%
	Disagree	0.0%	0.0%	2.0%	–	10.0%	0.0%	1.8%
	Strongly disagree	0.0%	0.0%	9.8%	–	0.0%	4.3%	5.3%
	Mean	3.19	3.64	3.20	–	3.30	3.35	3.29
		(*n*=16)	(*n*=17)	(*n*=56)	(*n*=0)	(*n*=11)	(*n*=26)	(*n*=126)
…inform students of their postsecondary education options.	Strongly agree	25.0%	70.6%	44.6%	–	45.5%	53.8%	47.6%
	Agree	68.8%	29.4%	48.2%	–	54.5%	42.3%	47.6%
	Disagree	6.3%	0.0%	0.0%	–	0.0%	0.0%	0.8%
	Strongly disagree	0.0%	0.0%	7.1%	–	0.0%	3.8%	4.0%
	Mean	3.19	3.71	3.30	–	3.45	3.46	3.39
		(*n*=15)	(*n*=13)	(*n*=50)	(*n*=0)	(*n*=10)	(*n*=24)	(*n*=112)
…inform parent awareness of postsecondary education options for their child.	Strongly agree	13.3%	69.2%	42.0%	–	40.0%	33.3%	39.3%
	Agree	86.7%	30.8%	46.0%	–	50.0%	58.3%	52.7%
	Disagree	0.0%	0.0%	2.0%	–	10.0%	4.2%	2.7%
	Strongly disagree	0.0%	0.0%	10.0%	–	0.0%	4.2%	5.4%
	Mean	3.13	3.69	3.20	–	3.30	3.21	3.26
		(*n*=15)	(*n*<20)	(*n*=55)	(*n*=0)	(*n*<10)	(*n*=26)	(*n*=120)
…inform student awareness and understanding of career opportunities.	Strongly agree	20.0%	73.3%	41.8%	–	55.6%	42.3%	44.2%
	Agree	80.0%	26.7%	50.9%	–	44.4%	50.0%	50.8%
	Disagree	0.0%	0.0%	0.0%	–	0.0%	3.8%	0.8%
	Strongly disagree	0.0%	0.0%	7.3%	–	0.0%	3.8%	4.2%
	Mean	3.20	3.73	3.27	–	3.56	3.31	3.35
		(*n*=15)	(*n*=16)	(*n*=54)	(*n*=0)	(*n*=10)	(*n*=26)	(*n*=121)
…help our school increase the number of opportunities students of all grades have to receive postsecondary education and career advising.	Strongly agree	26.7%	68.8%	50.0%	–	50.0%	42.3%	47.9%
	Agree	73.3%	31.3%	40.7%	–	50.0%	53.8%	47.1%
	Disagree	0.0%	0.0%	1.9%	–	0.0%	0.0%	0.8%
	Strongly disagree	0.0%	0.0%	7.4%	–	0.0%	3.8%	4.1%
	Mean	3.27	3.69	3.33	–	3.50	3.35	3.39

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).

Note. Response percentages may not total to 100% due to rounding. Respondents who selected I don't know/Not applicable were not included in this analysis. The number of respondents who selected I don't know/Not applicable for each item listed was <10, <10, 17, <10, 18, 11, and 10, respectively. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–S*trongly Agree*.

Table F.16. Personnel Perceptions of Non-Profit Advisors, Year 2 (2019–20)–Year 4 (2021–22)

The non-profit advisors…	Response Option	Year 2	Year 3	Year 4
		(*n*=126)	(*n*=125)	(*n*=123)
…provide students at my school with grade-appropriate information regarding postsecondary education and career readiness.	Strongly agree	42.9%	40.0%	43.9%
	Agree	50.8%	52.0%	50.4%
	Disagree	2.4%	4.8%	0.8%
	Strongly disagree	4.0%	3.2%	4.9%
	Mean	3.33	3.29	3.33
		(*n*=128)	(*n*=129)	(*n*=124)
…support students in preparing for postsecondary education.	Strongly agree	46.9%	45.7%	41.1%
	Agree	46.1%	47.3%	53.2%
	Disagree	3.1%	4.7%	1.6%
	Strongly disagree	3.9%	2.3%	4.0%
	Mean	3.36	3.36	3.31
		(*n*=119)	(*n*=118)	(*n*=114)
…help parents/guardians prepare for their child's postsecondary education.	Strongly agree	39.5%	40.7%	40.5%
	Agree	48.7%	49.2%	49.9%
	Disagree	7.6%	7.6%	5.7%
	Strongly disagree	4.2%	2.5%	4.0%
	Mean	3.24	3.28	3.29
		(*n*=127)	(*n*=126)	(*n*=126)
…inform students of their postsecondary education options.	Strongly agree	45.7%	43.7%	47.6%
	Agree	46.5%	49.2%	47.6%
	Disagree	3.9%	4.0%	0.8%
	Strongly disagree	3.9%	3.2%	4.0%
	Mean	3.34	3.33	3.39
		(*n*=120)	(*n*=120)	(*n*=112)
…inform parent awareness of postsecondary education options for their child.	Strongly agree	39.2%	39.2%	39.3%
	Agree	51.7%	47.5%	52.7%
	Disagree	5.0%	10.0%	2.7%
	Strongly disagree	4.2%	3.3%	5.4%
	Mean	3.26	3.23	3.26
		(*n*=125)	(*n*=125)	(*n*=120)
…inform student awareness and understanding of career opportunities.	Strongly agree	45.6%	40.8%	44.2%
	Agree	47.2%	51.2%	50.8%
	Disagree	3.2%	5.6%	0.8%
	Strongly disagree	4.0%	2.4%	4.2%
	Mean	3.34	3.30	3.35
		(*n*=123)	(*n*=128)	(*n*=121)
…help our school increase the number of opportunities students of all grades have to receive postsecondary education and career advising.	Strongly agree	45.5%	45.3%	47.9%
	Agree	43.9%	45.3%	47.1%
	Disagree	7.3%	5.5%	0.8%
	Strongly disagree	3.3%	3.9%	4.1%
	Mean	3.32	3.32	3.39

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Respondents who selected I don't know/Not applicable were not included in this analysis. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Personnel who worked with Grade 7–12 students responded to this item in Year 2; personnel who worked with Grade 9–12 students responded to this item in Year 3 and Year 4.

Table F.17. Personnel Perceptions of Non-Profit Advisors by Position, Grade 9–12, Year 4 (2021–22)

The non-profit advisors…	Response Option	Administrator	Counselor/ Student Services Personnel	Teacher/ Instructional Support Personnel	Overall
		(*n*<10)	(*n*<20)	(*n*=97)	(*n*=123)
…provide students at my school with grade-appropriate information regarding postsecondary education and career readiness.	Strongly agree	44.1%	29.4%	46.4%	43.9%
	Agree	44.4%	52.9%	50.5%	50.4%
	Disagree	0.0%	0.0%	1.0%	0.8%
	Strongly disagree	11.1%	17.6%	2.1%	4.9%
	Mean	3.22	2.94	3.41	3.33
		(*n*<10)	(*n*<20)	(*n*=98)	(*n*=124)
…support students in preparing for postsecondary education.	Strongly agree	33.3%	29.4%	43.9%	41.1%
	Agree	55.6%	52.9%	53.1%	53.2%
	Disagree	0.0%	0.0%	2.0%	1.6%
	Strongly disagree	11.1%	17.6%	1.0%	4.0%
	Mean	3.11	2.94	3.40	3.31
		(*n*<10)	(*n*<20)	(*n*=89)	(*n*=114)
…help parents/guardians prepare for their child's postsecondary education.	Strongly agree	22.2%	31.3%	44.9%	41.2%
	Agree	66.7%	50.0%	50.6%	51.8%
	Disagree	0.0%	0.0%	2.2%	1.8%
	Strongly disagree	11.1%	18.8%	2.2%	5.3%
	Mean	3.00	2.94	3.38	3.29
		(*n*<10)	(*n*<20)	(*n*=100)	(*n*=126)
…inform students of their postsecondary education options.	Strongly agree	44.4%	29.4%	51.0%	47.6%
	Agree	44.4%	52.9%	47.0%	47.6%
	Disagree	0.0%	0.0%	1.0%	0.8%
	Strongly disagree	11.1%	17.6%	1.0%	4.0%
	Mean	3.22	2.94	3.48	3.39
		(*n*<10)	(*n*<20)	(*n*=88)	(*n*=1112)
…inform parent awareness of postsecondary education options for their child.	Strongly agree	22.0%	26.7%	43.2%	39.3%
	Agree	66.7%	53.3%	51.1%	52.7%
	Disagree	0.0%	0.0%	3.4%	2.7%
	Strongly disagree	11.1%	20.0%	2.3%	5.4%
	Mean	3.00	2.87	3.35	3.26

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Respondents who selected I don't know/Not applicable were not included in this analysis. The number of respondents who selected I don't know/Not applicable for each item listed was <10, <10, 17, <10, 18, 11, and 10, respectively. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–S*trongly Agree*. This question was only asked to Administrators, Counselor/Student Services Personnel, and Teacher/Instructional Support Personnel who are familiar with GEAR UP advisors; participants who selected "Other" as their primary position were not included.

Table F.17. Personnel Perceptions of Non-Profit Advisors by Position, Grade 9–12, Year 4 (2021–22), Cont.

The non-profit advisors…	Response Option	Administrator	Counselor/ Student Services Personnel	Teacher/ Instructional Support Personnel	Overall
		(*n*<10)	(*n*<20)	(*n*=94)	(*n*=120)
…inform student awareness and understanding of career opportunities.	Strongly agree	44.4%	23.5%	47.9%	44.2%
	Agree	44.4%	58.8%	50.0%	50.8%
	Disagree	0.0%	0.0%	1.1%	0.8%
	Strongly disagree	11.1%	17.6%	1.1%	4.2%
	Mean	3.22	2.88	3.45	3.35
		(*n*<10)	(*n*<20)	(*n*=97)	(*n*=121)
…help our school increase the number of opportunities students of all grades have to receive postsecondary education and career advising.	Strongly agree	44.4%	26.7%	51.5%	47.9%
	Agree	44.4%	53.3%	46.4%	47.1%
	Disagree	0.0%	0.0%	1.0%	0.8%
	Strongly disagree	11.1%	20.2%	1.0%	4.1%
	Mean	3.22	2.87	3.48	3.39

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).

Note. Response percentages may not total to 100% due to rounding. Respondents who selected I don't know/Not applicable were not included in this analysis. The number of respondents who selected I don't know/Not applicable for each item listed was <10, <10, 17, <10, 18, 11, and 10, respectively. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–S*trongly Agree*. This question was only asked to Administrators, Counselor/Student Services Personnel, and Teacher/Instructional Support Personnel who are familiar with GEAR UP advisors; participants who selected "Other" as their primary position were not included.

Table F.18. Communication Methods Used by Personnel to Provide Parents/Guardians With Information Regarding How to Prepare Their Child for College and Career by District, Grade 9–12, Year 4 (2021–22)

Communication Method	District 1 (*n*=37)	District 2 (*n*=31)	District 3 (*n*=108)	District 4 (*n*=0)	District 5 (*n*=12)	District 6 (*n*=29)	Overall (*n*=217)
Phone	45.9%	45.2%	47.2%	–	58.3%	41.4%	46.5%
In-person meeting/conversation	51.4%	58.1%	39.8%	–	50.0%	69.0%	48.8%
Virtual meeting platform (e.g., Zoom)	18.9%	12.9%	22.2%	–	16.7%	13.8%	18.9%
Email	43.2%	67.7%	63.9%	–	58.3%	41.4%	57.6%
Text message	16.2%	16.1%	25.9%	–	33.3%	13.8%	21.7%
Social media	27.0%	19.4%	16.7%	–	33.3%	34.5%	22.1%
Newsletters	10.8%	6.5%	8.3%	–	8.3%	13.8%	9.2%
Group meetings	13.5%	16.1%	8.3%	–	16.7%	10.3%	11.1%
One-on-one meeting	13.5%	19.4%	15.7%	–	33.3%	20.7%	17.5%
Hard-copy letters, handouts, or packets	13.5%	19.4%	24.1%	–	33.3%	6.9%	19.8%
Website links	10.8%	12.9%	12.0%	–	50.0%	10.3%	13.8%
Other^	8.1%	9.7%	10.2%	–	33.3%	20.7%	12.4%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.
^Examples of other responses included: None/N/A (13), Remind application (2), Speak to students about it (2), and Google Classroom (1).

Table F.19. Communication Methods Used by Personnel to Provide Parents/Guardians With Information Regarding How to Prepare Their Child for College and Career by Position, Grade 9–12, Year 4 (2021–22)

Communication Method	Administrator (*n*=13)	Counselor/ Student Services Personnel (*n*=19)	Teacher/ Instructional Support Personnel (*n*=185)	Overall (*n*=217)
Phone	69.2%	89.5%	40.5%	46.5%
In-person meeting/conversation	84.6%	89.5%	42.2%	48.8%
Virtual meeting platform (e.g., Zoom)	53.8%	52.6%	13.0%	18.9%
Email	61.5%	78.9%	55.1%	57.6%
Text message	23.1%	26.3%	21.1%	21.7%
Social media	61.5%	68.4%	14.6%	22.1%
Newsletters	15.4%	15.8%	8.1%	9.2%
Group meetings	23.1%	47.4%	6.5%	11.1%
One-on-one meeting	53.8%	78.9%	8.6%	17.5%
Hard-copy letters, handouts, or packets	38.5%	63.2%	14.1%	19.8%
Website links	30.8%	47.4%	9.2%	13.8%
Other^	0.0%	0.0%	14.6%	12.4%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.
^Examples of other responses included: None/N/A (13), Remind (2), Speak to students about it (2), and Google Classroom (1). This question was only asked to Administrators, Counselor/Student Services Personnel, and Teacher/Instructional Support Personnel; participants who selected "Other" as their primary position were not presented with this question.

Table F.20. Personnel Participation in Professional Development by District, Grade 9–12, Year 4 (2021–22)

Item	District 1 (*n*=20)	District 2 (*n*=22)	District3 (*n*=78)	District 4 (*n*=0)	District 5 (*n*<10)	District 6 (*n*<15)	Overall (*n*=139)
Yes	75.0%	81.8%	84.6%	–	40.0%	85.7%	81.3%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. The item included three response options: *Yes*, *No*, and *I'm not sure.*

Table F.21. Personnel Participation in Professional Development, Year 2 (2019–20)–Year 4 (2021–22)

Item	Year 2 (*n*=80)	Year 3 (*n*=49)	Year 4 (*n*=139)
Yes	95.0%	77.6%	81.3%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. The item included three response options: *Yes*, *No*, and *I'm not sure.* Personnel who worked with Grade 7–12 students responded to this item in Year 2; personnel who worked with Grade 9–12 students responded to this item in Year 3 and Year 4.

Table F.22. Reasons Personnel Did Not Participate in Professional Development Intended to Increase Academic Rigor by District, Grade 9–12, Year 4 (2021–22)

Response Option	District 1 (*n*<10)	District 2 (*n*<10)	District 3 (*n*<10)	District 4 (*n*=0)	District 5 (*n*<10)	District 6 (*n*=0)	Overall (*n*=13)
I did not know such professional development was being offered.	50.0%	50.0%	83.3%	–	100.0%	–	69.2%
I was not interested in the professional development.	0.0%	0.0%	0.0%	–	0.0%	–	0.0%
I was busy with school/family/ work or my schedule did not allow me to participate.	0.0%	0.0%	16.7%	–	0.0%	–	7.7%
I did not participate because of COVID-19.	0.0%	0.0%	0.0%	–	0.0%	–	0.0%
Other^	50.0%	50.0%	0.0%	–	0.0%	–	23.1%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. COVID-19 = Coronavirus Disease 2019.
^Examples of other responses included: PD [professional development] was not offered (3).

Table F.23. Reasons Personnel Did Not Participate in Professional Development Intended to Increase Academic Rigor, Year 2 (2019–20)–Year 4 (2021–22)

Response Option	Year 3 (*n*=11)	Year 4 (*n*=13)
I did not know such professional development was being offered.	72.7%	69.2%
I was not interested in the professional development.	0.0%	0.0%
I was busy with school/family/work or my schedule did not allow me to participate.	9.1%	7.7%
I did not participate because of COVID-19.	0.0%	0.0%
Other^	18.2%	23.1%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021) and Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Personnel who worked with Grade 7–12 students responded to this item in Year 2; personnel who worked with Grade 9–12 students responded to this item in Year 3 and Year 4. COVID-19 = Coronavirus Disease 2019.

Table F.24. Format of Professional Development Participated in by Personnel by District, Grade 9–12, Year 4 (2021–22)

Format	District 1 (*n*=15)	District 2 (*n*=17)	District 3 (*n*=62)	District 4 (*n*=0)	District 5 (*n*<10)	District 6 (*n*<20)	Overall (*n*=108)
Only in person	20.0%	23.5%	43.5%	–	0.0%	50.0%	37.0%
Only online/virtual	6.7%	11.8%	6.5%	–	0.0%	16.7%	8.3%
Both in person and online/virtual	73.3%	64.7%	50.0%	–	100.0%	33.3%	54.6%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding.

Table F.25. Format of Professional Development Participated in by Personnel, Year 3 (2020–21)–Year 4 (2021–22)

Format	Year 3 (*n*=38)	Year 4 (*n*=108)*
Only in person	23.7%	37.0%
Only online/virtual	31.6%	8.3%
Both in person and online/virtual	44.7%	54.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021) and Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Personnel who worked with Grade 9–12 students responded to this item in Year 3 and Year 4.
*Responses differed significantly from Year 3 to Year 4: $\chi^2(2) = 12.6$, $p<.01$.

Table F.26. Personnel Agreement Regarding Professional Development by District, Grade 9–12, Year 4 (2021–22)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*=15)	(*n*=17)	(*n*=62)	(*n*=0)	(*n*<10)	(*n*<20)	(*n*=108)
The professional development that I have participated in this year has provided me with strategies for increasing the rigor in my courses.	Strongly agree	20.0%	0.0%	41.9%	–	50.0%	33.3%	31.5%
	Agree	73.3%	82.4%	45.2%	–	50.0%	33.3%	53.7%
	Disagree	0.0%	11.8%	3.2%	–	0.0%	33.3%	7.4%
	Strongly disagree	6.7%	5.9%	9.7%	–	0.0%	0.0%	7.4%
	Mean	3.07	2.76	3.19	–	3.50	3.00	3.09
		(*n*=15)	(*n*=17)	(*n*=61)	(*n*=0)	(*n*<10)	(*n*<20)	(*n*=106)
The strategies I have acquired to increase the rigor in my courses from professional development this year have been easy to implement.	Strongly agree	33.3%	0.0%	32.8%	–	0.0%	9.1%	24.5%
	Agree	60.0%	64.7%	50.8%	–	100.0%	45.5%	54.7%
	Disagree	0.0%	29.4%	9.8%	–	0.0%	45.5%	15.1%
	Strongly disagree	6.7%	5.9%	6.6%	–	0.0%	0.0%	5.7%
	Mean	3.20	2.59	3.10	–	3.00	2.64	2.98
		(*n*=14)	(*n*=16)	(*n*=60)	(*n*=0)	(*n*<10)	(*n*<10)	(*n*=101)
I have been able to successfully implement the strategies I've learned in professional development in a virtual setting.	Strongly agree	35.7%	0.0%	31.7%	–	50.0%	11.1%	25.7%
	Agree	35.7%	87.5%	43.3%	–	50.0%	55.6%	50.5%
	Disagree	21.4%	6.3%	20.0%	–	0.0%	33.3%	18.8%
	Strongly disagree	7.1%	6.3%	5.0%	–	0.0%	0.0%	5.0%
	Mean	3.00	2.81	3.02	–	3.50	2.78	2.97

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Respondents who selected *I don't know/Not applicable* were not included in this analysis. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*.

Table F.27. Personnel Agreement Regarding Professional Development, Grade 9–12, Year 2 (2019–20)–Year 4 (2021–22)

Item	Response Option	Year 2	Year 3	Year 4
		(*n*=76)	(*n*=36)	(*n*=108)
The professional development that I have participated in this year has provided me with strategies for increasing the rigor in my courses.	Strongly agree	38.2%	19.4%	31.5%
	Agree	50.0%	58.3%	53.7%
	Disagree	10.5%	19.4%	7.4%
	Strongly disagree	1.3%	2.8%	7.4%
	Mean	3.25	2.94	3.09
		(*n*=76)	(*n*=36)	(*n*=106)
The strategies I have acquired to increase the rigor in my courses from professional development this year have been easy to implement.	Strongly agree	27.6%	13.9%	24.5%
	Agree	63.2%	61.1%	54.7%
	Disagree	6.6%	19.4%	15.1%
	Strongly disagree	2.6%	5.6%	5.7%
	Mean	3.16	2.83	2.98
			(*n*=35)	(*n*=101)
I have been able to successfully implement the strategies I've learned in professional development in a virtual setting.	Strongly agree	–	11.4%	25.7%
	Agree	–	48.6%	50.5%
	Disagree	–	31.4%	18.8%
	Strongly disagree	–	8.6%	5.0%
	Mean	–	2.63	2.97*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–S*trongly Agree*. Personnel who worked with Grade 7–12 students responded to this item in Year 2; personnel who worked with Grade 9–12 students responded to this item in Year 3 and Year 4.
*I have been able to successfully implement the strategies I've learned in professional development in a virtual setting differed significantly from Year 3 to Year 4: $t(134) = 2.2$, $p<.05$.

Table F.28. Number of Coaching Sessions Teachers Participated in by Personnel by District, Grade 9–12, Year 4 (2021–22)

Number of Coaching Sessions	District 1 (*n*=20)	District 2 (*n*=21)	District 3 (*n*=73)	District 4 (*n*=0)	District 5 (*n*<10)	District 6 (*n*<20)	Overall (*n*=133)
None	35.0%	9.5%	28.8%	–	20.0%	35.7%	27.1%
1–2	35.0%	42.9%	27.4%	–	40.0%	28.6%	31.6%
3–4	30.0%	19.0%	23.3%	–	20.0%	28.6%	24.1%
5 or more	0.0%	28.6%	20.5%	–	20.0%	7.1%	17.3%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding.

Table F.29. Number of Coaching Sessions Teachers Participated in by Personnel, Year 2 (2019–20)–Year 4 (2021–22)

Number of Coaching Sessions	Year 2 (*n*=82)	Year 3 (*n*=73)	Year 4 (*n*=133)
None	19.5%	28.8%	27.1%
1–2	22.0%	28.8%	31.6%
3–4	26.8%	15.1%	24.1%
5 or more	31.7%	27.4%	17.3%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Personnel who worked with Grade 7–12 students responded to this item in Year 2; personnel who worked with Grade 9–12 students responded to this item in Year 3 and Year 4.

Table F.30. Topics Discussed During Teacher Coaching/Mentoring Sessions by District, Grade 9–12, Year 4 (2021–22)

Session Discussion Topic	District 1 (*n*=13)	District 2 (*n*=18)	District 3 (*n*=52)	District 4 (*n*=0)	District 5 (*n*<10)	District 6 (*n*<10)	Overall (*n*=96)
Academic rigor	46.2%	61.1%	51.9%	–	25.0%	77.8%	54.2%
Project-based learning	46.2%	5.6%	28.8%	–	25.0%	22.2%	26.0%
Student engagement	76.9%	16.7%	90.4%	–	50.0%	77.8%	71.9%
Academic supports for students	61.5%	27.8%	65.4%	–	50.0%	44.4%	55.2%
Advanced instructional strategies	38.5%	22.2%	38.5%	–	75.0%	44.4%	37.5%
Student readiness for postsecondary education	23.1%	5.6%	17.3%	–	25.0%	66.7%	20.8%
Virtual or distance-based learning	15.4%	5.6%	15.4%	–	0.0%	11.1%	12.5%
*Other^*	7.7%	11.1%	5.8%	–	0.0%	11.1%	7.3%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.
^Examples of other responses included: Inquiry-based learning for Social Studies (1), EOC (End of Course) Content learning strategies (1), Emergent bilingual and special education support (1), Differentiated Instruction (1), Classroom Management (1), Carnegie (1), and Blended learning (1).

Table F.31. Topics Discussed During Teacher Coaching/Mentoring Sessions, Year 2 (2019–20)–Year 4 (2021–22)

Session Discussion Topic	Year 2 (*n*=67)	Year 3 (*n*=50)	Year 4 (*n*=96)
Academic rigor	–	–	54.2%
Project-based learning	41.8%	20.0%	26.0%
Student engagement	74.6%	72.0%	71.9%
Academic supports for students	64.2%	60.0%	55.2%
Advanced instructional strategies	52.2%	38.0%	37.5%
Student readiness for postsecondary education	49.3%	34.0%	20.8%
Virtual or distance-based learning	–	60.0%	12.5%*
Other	1.5%	4.0%	7.3%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Personnel who worked with Grade 7–12 students responded to this item in Year 2; personnel who worked with Grade 9–12 students responded to this item in Year 3 and Year 4.
Examples of other responses included: Inquiry-based learning for Social Studies (1), EOC (End of Course) Content learning strategies (1), Emergent bilingual and special education support (1), Differentiated Instruction (1), Classroom Management (1), Carnegie (1), and Blended learning (1)
*Virtual or distance-based learning differed significantly from Year 3 to Year 4: $\chi^2(1) = 3.0$, $p<.05$.

Table F.32. Personnel Agreement Regarding Mentoring/Coaching Sessions by District, Grade 9–12, Year 4 (2021–22)

Item	Response Option	District 1 (*n*=13)	District 2 (*n*=17)	District 3 (*n*=49)	District 4 (*n*=0)	District 5 (*n*<10)	District 6 (*n*<10)	Overall (*n*=91)
The teacher mentoring/ coaching that I have received so far this school year has helped me to increase academic rigor in my courses.	Strongly agree	15.4%	0.0%	28.6%	–	25.0%	12.5%	19.8%
	Agree	61.5%	70.6%	55.1%	–	25.0%	50.0%	57.1%
	Disagree	15.4%	17.6%	12.2%	–	50.0%	37.5%	17.6%
	Strongly disagree	7.7%	11.8%	4.1%	–	0.0%	0.0%	5.5%
	Mean	2.85	2.59	3.08	–	2.75	2.75	2.91

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*.

Table F.33. Personnel Agreement Regarding Mentoring/Coaching Sessions, Grade 9–12, Year 2 (2019–20)–Year 4 (2021–22)

Item	Response Option	Year 2 (*n*=63)	Year 3 (*n*=50)	Year 4 (*n*=91)
The teacher mentoring/coaching that I have received so far this school year has helped me to increase academic rigor in my courses.	Strongly agree	27.0%	16.0%	19.8%
	Agree	60.3%	70.0%	57.1%
	Disagree	9.5%	12.0%	17.6%
	Strongly disagree	3.2%	2.0%	5.5%
	Mean	**3.11**	3.00	2.91

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–S*trongly Agree*. Personnel who worked with Grade 7–12 students responded to this item in Year 2; personnel who worked with Grade 9–12 students responded to this item in Year 3 and Year 4.

Table F.34. Personnel Participation in Texas OnCourse Academy Advisor Training by District, Grade 9–12, Year 4 (2021–22)

Item	District 1 (*n*<10)	District 2 (*n*<10)	District3 (*n*=10)	District 4 (*n*=0)	District 5 (*n*<10)	District 6 (*n*<10)	Overall (*n*=20)
Yes	0.0%	50.0%	10.0%	–	50.0%	25.0%	20.0%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. The item included three response options: *Yes*, *No*, and *I'm not sure.*

Table F.35. Personnel Participation in Texas OnCourse Academy Advisor Training, Year 2 (2019–20)–Year 4 (2021–22)

Item	Year 3 (*n*=17)	Year 4 (*n*=20)
Yes	17.6%	20.0%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021) and Year 4 (spring 2022).
Note. The item included three response options: *Yes*, *No*, and *I'm not sure.* Personnel who worked with Grade 9–12 students responded to this item in Year 3 and Year 4.

Table F.36. Personnel Agreement Regarding Texas OnCourse Academy Advisor Training by District, Grade 9–12, Year 4 (2021–22)

As a result of my participation in the Advisor Training…	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*=0)	(*n*<10)	(*n*<10)	(*n*=0)	(*n*<10)	(*n*<10)	(*n*<10)
I have learned new information for postsecondary education advising.	Strongly agree	--	100.0%	100.0%	--	100.0%	0.0%	75.0%
	Agree	--	0.00%	0.00%	--	0.00%	0.00%	0.00%
	Disagree	--	0.00%	0.00%	--	0.00%	0.00%	0.00%
	Strongly disagree	--	0.00%	0.00%	--	0.00%	100.00%	25.0%
	Mean	--	4.00	4.00	--	4.00	1.00	3.25
		(*n*=0)	(*n*<10)	(*n*<10)	(*n*=0)	(*n*<10)	(*n*<10)	(*n*<10)
I have learned new information for career advising.	Strongly agree	--	100.0%	100.0%	--	100.0%	0.0%	75.0%
	Agree	--	0.00%	0.00%	--	0.00%	0.00%	0.00%
	Disagree	--	0.00%	0.00%	--	0.00%	0.00%	0.00%
	Strongly disagree	--	0.00%	0.00%	--	0.00%	100.00%	25.0%
	Mean	--	4.00	4.00	--	4.00	1.00	3.25
		(*n*=0)	(*n*<10)	(*n*<10)	(*n*=0)	(*n*<10)	(*n*<10)	(*n*<10)
I feel better prepared to deliver individualized postsecondary education and career advising to students.	Strongly agree	--	100.0%	100.0%	--	100.0%	0.0%	75.0%
	Agree	--	0.00%	0.00%	--	0.00%	0.00%	0.00%
	Disagree	--	0.00%	0.00%	--	0.00%	0.00%	0.00%
	Strongly disagree	--	0.00%	0.00%	--	0.00%	100.00%	25.0%
	Mean	--	4.00	4.00	--	4.00	1.00	3.25
		(*n*=0)	(*n*<10)	(*n*<10)	(*n*=0)	(*n*<10)	(*n*<10)	(*n*<10)
I feel better prepared to deliver individualized postsecondary education and career advising to parents.	Strongly agree	--	100.0%	100.0%	--	100.0%	0.0%	75.0%
	Agree	--	0.00%	0.00%	--	0.00%	0.00%	0.00%
	Disagree	--	0.00%	0.00%	--	0.00%	0.00%	0.00%
	Strongly disagree	--	0.00%	0.00%	--	0.00%	100.00%	25.0%
	Mean	--	4.00	4.00	--	4.00	1.00	3.25

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Respondents who selected *I don't know/Not applicable* were not included in this analysis. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–S*trongly Agree*.

Table F.37. Personnel Agreement Regarding Texas OnCourse Academy Advisor Training, Year 3 (2020–21)–Year 4 (2021–22)

As a result of my participation in the Advisor Training…	Response Option	Year 3	Year 4
		(*n*<20)	(*n*<10)
I have learned new information for <u>postsecondary education</u> advising.	Strongly agree	44.4%	75.0%
	Agree	55.6%	0.00%
	Disagree	0.0%	0.00%
	Strongly disagree	0.0%	25.0%
	Mean	3.44	3.25
		(*n*<20)	(*n*<10)
I have learned new information for <u>career</u> advising.	Strongly agree	37.5%	75.0%
	Agree	62.5%	0.00%
	Disagree	0.0%	0.00%
	Strongly disagree	0.0%	25.0%
	Mean	3.38	3.25
		(*n*<20)	(*n*<10)
I feel better prepared to deliver individualized postsecondary education and career advising to <u>students</u>.	Strongly agree	44.4%	75.0%
	Agree	55.6%	0.00%
	Disagree	0.0%	0.00%
	Strongly disagree	0.0%	25.0%
	Mean	3.44	3.25
		(*n*<20)	(*n*<10)
I feel better prepared to deliver individualized postsecondary education and career advising to <u>parents</u>.	Strongly agree	44.4%	75.0%
	Agree	55.6%	0.00%
	Disagree	0.0%	0.00%
	Strongly disagree	0.0%	25.0%
	Mean	3.44	3.25

Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021) and Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–S*trongly Agree*.

Table F.38. Staff Who Participated in Vertical Teaming According to Personnel Survey Respondents by District, Grade 9–12, Year 4 (2021–22)

Session Discussion Topic	District 1 (*n*=36)	District 2 (*n*=32)	District 3 (*n*=125)	District 4 (*n*=0)	District 5 (*n*=13)	District 6 (*n*=33)	Overall (*n*=239)
High school teachers	52.8%	75.0%	69.6%	–	38.5%	84.8%	68.2%
Middle school teachers	22.2%	28.1%	20.0%	–	30.8%	33.3%	23.8%
District staff	22.2%	31.3%	24.0%	–	30.8%	18.2%	24.3%
High school administrators	36.1%	46.9%	32.0%	–	23.1%	30.3%	33.9%
Middle school administrators	2.8%	3.1%	4.0%	–	15.4%	12.1%	5.4%
Staff from postsecondary institutions	5.6%	0.0%	4.0%	–	7.7%	9.1%	4.6%
None of the above	13.9%	3.1%	8.0%	–	7.7%	3.0%	7.5%
I have not participated in vertical teaming since summer 2021.	22.2%	15.6%	16.0%	–	46.2%	12.1%	18.0%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

Table F.39. Staff Who Participated in Vertical Teaming According to Personnel Survey Respondents, Year 2 (2019–20)–Year 4 (2021–22)

Participated in Vertical Teaming	Year 2 (*n*=175)	Year 3 (*n*=133)	Year 4 (*n*=239)
High school teachers	66.9%	65.4%	68.2%
Middle school teachers	50.9%	21.1%	23.8%
District staff	37.7%	36.8%	24.3%*
High school administrators	29.7%	38.3%	33.9%
Middle school administrators	23.4%	6.0%	5.4%
Staff from postsecondary institutions	10.9%	7.5%	4.6%
None of the above	8.6%	6.8%	7.5%
I have not participated in vertical teaming since summer 2021.	–	24.1%	18.0%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Personnel who worked with Grade 7–12 students responded to this item in Year 2; personnel who worked with Grade 9–12 students responded to this item in Year 3 and Year 4.
*District staff responses differed significantly from Year 3 to Year 4: $\chi^2(1) = 6.6$, *p*<.01.

Table F.40. Personnel Agreement Regarding Vertical Teaming by District, Grade 9–12, Year 4 (2021–22)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(*n*<25)	(*n*=25)	(*n*=81)	(*n*=0)	(*n*<10)	(*n*<25)	(*n*=156)
The vertical teaming that I have participated in so far this school year has helped to align curriculum and reduce the need for remediation at the postsecondary level for students at my school.	Strongly agree	4.8%	12.0%	11.1%	–	0.0%	12.5%	10.3%
	Agree	76.2%	68.0%	65.4%	–	100.0%	62.5%	67.9%
	Disagree	19.0%	8.0%	16.0%	–	0.0%	25.0%	16.0%
	Strongly disagree	0.0%	12.0%	7.4%	–	0.0%	0.0%	5.8%
	Mean	2.86	2.80	2.80	–	3.00	2.88	2.83

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Respondents who selected I don't know/Not applicable were not included in this analysis. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*.

Table F.41. Personnel Agreement Regarding Vertical Teaming, Year 2 (2019–20)–Year 4 (2021–22)

Item	Response Option	Year 2 (*n*=139)	Year 3 (*n*=80)	Year 4 (*n*=156)
The vertical teaming that I have participated in so far this school year has helped to align curriculum and reduce the need for remediation at the postsecondary level for students at my school.	Strongly agree	25.2%	18.8%	10.3%
	Agree	62.6%	58.8%	67.9%
	Disagree	10.1%	16.3%	16.0%
	Strongly disagree	2.2%	6.3%	5.8%
	Mean	3.11	2.90	2.83

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), and Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Respondents who selected I don't know/Not applicable were not included in this analysis. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. Personnel who worked with Grade 7–12 students responded to this item in Year 2; personnel who worked with Grade 9–12 students responded to this item in Year 3 and Year 4.

Table F.42. Personnel Agreement Regarding Vertical Teaming by Position, Grade 9–12, Year 4 (2021–22)

Item	Response Option	Administrator (*n*=11)	Teacher/ Instructional Support Personnel (*n*=145)	Overall (*n*=156)
The vertical teaming that I have participated in so far this school year has helped to align curriculum and reduce the need for remediation at the postsecondary level for students at my school.	Strongly agree	18.2%	9.7%	10.3%
	Agree	81.8%	66.9%	67.9%
	Disagree	0.0%	17.2%	16.0%
	Strongly disagree	0.0%	6.2%	5.8%
	Mean	3.18	2.80	2.83

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. This question was only asked to Administrators and Teacher/Instructional Support Personnel who participated in vertical teaming; participants who selected "Counselor/Student Services Personnel" or "Other" as their primary position were not presented with this question.

APPENDIX G: Scaling Survey for Districts' Analyses Technical Detail

Table G.1 District Scaling Survey Respondents' Educational Service Center Region, Year 4 (2021–22)

Region	(*n*=312)
ESC 01 – Edinburg	5.4%
ESC 06 – Huntsville	9.3%
ESC 07 – Kilgore	11.9%
ESC 08 – Mount Pleasant	0.3%
ESC 09 – Wichita Falls	7.1%
ESC 10 – Richardson	7.4%
ESC 11 – Fort Worth	9.0%
ESC 12 – Waco	11.5%
ESC 13 – Austin	3.2%
ESC 14 – Abilene	6.4%
ESC 15 – San Angelo	0.6%
ESC 16 – Amarillo	10.9%
ESC 17 – Lubbock	2.6%
ESC 18 – Midland	2.2%
ESC 19 – El Paso	2.6%
ESC 20 – San Antonio	9.6%

Source. GEAR UP: Beyond Grad Scaling Survey for Districts administered in Year 4 (spring 2022).

Note. Response percentages may not total to 100% due to rounding. ESC = Education Service Center.

Table G.2. Challenges Faced by District Scaling Survey Respondents in Implementing the New Financial Aid Requirements, Year 4 (2021–22)

Region	n	I did not learn about any resources related to financial aid completion.	I was not able to provide resources or support to students and families.	The resources I accessed were not helpful in supporting financial aid completion.	I experienced technological issues in accessing the resources.	I faced no challenges.	I was unaware of the new financial aid requirements.	Other^
ESC 01 – Edinburg	(n=16)	18.8%	18.8%	18.8%	31.3%	37.5%	0.0%	56.3%
ESC 06 – Huntsville	(n=25)	24.0%	8.0%	20.0%	16.0%	28.0%	4.0%	36.0%
ESC 07 – Kilgore	(n=36)	13.9%	8.3%	22.2%	22.2%	41.7%	0.0%	36.1%
ESC 08 – Mount Pleasant	(n<10)	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%
ESC 09 – Wichita Falls	(n=22)	9.1%	0.0%	13.6%	9.1%	40.9%	0.0%	50.0%
ESC 10 – Richardson	(n=23)	4.3%	0.0%	21.7%	17.4%	43.5%	0.0%	39.1%
ESC 11 – Fort Worth	(n=28)	21.4%	10.7%	25.0%	7.1%	28.6%	3.6%	32.1%
ESC 12 – Waco	(n=35)	17.1%	5.7%	20.0%	20.0%	31.4%	0.0%	51.4%
ESC 13 – Austin	(n=10)	0.0%	0.0%	0.0%	20.0%	60.0%	0.0%	20.0%
ESC 14 – Abilene	(n=19)	10.5%	0.0%	15.8%	10.5%	47.4%	0.0%	21.1%
ESC 15 – San Angelo	(n<10)	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%
ESC 16 – Amarillo	(n=33)	27.3%	9.1%	9.1%	15.2%	33.3%	0.0%	33.3%
ESC 17 – Lubbock	(n<10)	12.5%	0.0%	0.0%	37.5%	0.0%	0.0%	62.5%
ESC 18 – Midland	(n<10)	14.3%	14.3%	0.0%	14.3%	57.1%	0.0%	28.6%
ESC 19 – El Paso	(n<10)	0.0%	0.0%	0.0%	42.9%	28.6%	0.0%	57.1%
ESC 20 – San Antonio	(n=29)	17.2%	6.9%	6.9%	10.3%	48.3%	0.0%	31.0%
Overall	(n=301)	15.6%	6.3%	15.3%	17.3%	37.5%	0.7%	38.9%

Source. GEAR UP: Beyond Grad Scaling Survey for Districts administered in Year 4 (spring 2022).

Note. ESC = Education Service Center. Response percentages will not add up to 100% because respondents were able to select multiple responses.

^ Examples of other responses included: Parental buy-in (48), Lack of compliance by students (27), Getting information to parents (48), Logistics of the collection process (15), and Students have had many technology issues with FAFSA (Free Application for Federal Student Aid) (4).

ICF

Table G.3. How District Scaling Survey Respondents Learned About Financial Aid Completion Resources, Year 4 (2021–22)

Region	n	Provided by someone at my ESC	Provided by someone at my school district	Provided by someone within my school	Provided by TEA	I found them on my own.	I have not learned about any financial aid completion resources this year.	Other^
ESC 01 – Edinburg	(n=16)	43.8%	12.5%	0.0%	31.3%	31.3%	12.5%	6.3%
ESC 06 – Huntsville	(n=26)	30.8%	19.2%	0.0%	30.8%	42.3%	7.7%	3.8%
ESC 07 – Kilgore	(n=37)	32.4%	16.2%	2.7%	29.7%	56.8%	10.8%	2.7%
ESC 08 – Mount Pleasant	(n<10)	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ESC 09 – Wichita Falls	(n=22)	45.5%	9.1%	4.5%	40.9%	31.8%	9.1%	9.1%
ESC 10 – Richardson	(n=23)	56.5%	39.1%	17.4%	52.2%	47.8%	0.0%	0.0%
ESC 11 – Fort Worth	(n=27)	22.2%	18.5%	11.1%	40.7%	48.1%	11.1%	0.0%
ESC 12 – Waco	(n=34)	64.7%	5.9%	2.9%	20.6%	44.1%	2.9%	5.9%
ESC 13 – Austin	(n=10)	30.0%	30.0%	0.0%	30.0%	40.0%	0.0%	10.0%
ESC 14 – Abilene	(n=19)	73.7%	5.3%	10.5%	26.3%	15.8%	0.0%	0.0%
ESC 15 – San Angelo	(n<10)	50.0%	0.0%	50.0%	0.0%	100.0%	0.0%	0.0%
ESC 16 – Amarillo	(n=32)	68.8%	6.3%	12.5%	12.5%	28.1%	12.5%	3.1%
ESC 17 – Lubbock	(n<10)	75.0%	0.0%	0.0%	62.5%	37.5%	0.0%	0.0%
ESC 18 – Midland	(n<10)	50.0%	0.0%	0.0%	50.0%	33.3%	16.7%	0.0%
ESC 19 – El Paso	(n<10)	25.0%	12.5%	12.5%	37.5%	75.0%	0.0%	12.5%
ESC 20 – San Antonio	(n=28)	21.4%	14.3%	3.6%	46.4%	35.7%	10.7%	3.6%
Overall	(n=299)	45.2%	14.4%	6.4%	33.1%	40.8%	7.4%	3.7%

Source. GEAR UP: Beyond Grad Scaling Survey for Districts administered in Year 4 (spring 2022).

Note. ESC = Education Service Center. TEA = Texas Education Agency. Response percentages will not add up to 100% because respondents were able to select multiple responses.

^Examples of other responses included: Texas OnCourse, Professional organization, Local university, and At a conference.

Table G.4. District Scaling Survey Respondents Who Accessed Financial Aid Completion Resources to Support Implementation of the New Financial Aid Requirements, Year 4 (2021–22)

Region	n	Yes	No	I don't know
ESC 01 – Edinburg	(n=16)	75.0%	18.8%	6.3%
ESC 06 – Huntsville	(n=26)	73.1%	19.2%	7.7%
ESC 07 – Kilgore	(n=37)	70.3%	29.7%	0.0%
ESC 08 – Mount Pleasant	(n<10)	100.0%	0.0%	0.0%
ESC 09 – Wichita Falls	(n=22)	63.6%	31.8%	4.5%
ESC 10 – Richardson	(n=23)	73.9%	26.1%	0.0%
ESC 11 – Fort Worth	(n=27)	48.1%	37.0%	14.8%
ESC 12 – Waco	(n=34)	79.4%	17.6%	2.9%
ESC 13 – Austin	(n=10)	50.0%	40.0%	10.0%
ESC 14 – Abilene	(n=19)	73.7%	26.3%	0.0%
ESC 15 – San Angelo	(n<10)	100.0%	0.0%	0.0%
ESC 16 – Amarillo	(n=32)	75.0%	21.9%	3.1%
ESC 17 – Lubbock	(n<10)	75.0%	12.5%	12.5%
ESC 18 – Midland	(n<10)	66.7%	33.3%	0.0%
ESC 19 – El Paso	(n<10)	87.5%	12.5%	0.0%
ESC 20 – San Antonio	(n=28)	64.3%	35.7%	0.0%
Overall	(n=209)	69.9%	26.1%	4.0%

Source. GEAR UP: Beyond Grad Scaling Survey for Districts administered in Year 4 (spring 2022).
Note. Response percentages may not total to 100% due to rounding. ESC = Education Service Center.

Table G.5. District Scaling Survey Respondents Who Have Used Resources for Completing Financial Aid Applications, Year 4 (2021–22)

Region		Student, family, counselor, or community partner toolkits	Texas OnCourse Academy modules	ApplyTX Counselor Suite	Federal Student Aid website	TEA Financial Aid Requirement site	Texas Association of Student Financial Aid Administrators	Other^
ESC 01 – Edinburg		(*n*=11)	(*n*<10)	(*n*<10)	(*n*=11)	(*n*<10)	(*n*=10)	(*n*=0)
	% Have Used	54.5%	55.6%	100.0%	100.0%	55.6%	70.0%	--
ESC 06 – Huntsville		(*n*=16)	(*n*=15)	(*n*=16)	(*n*=16)	(*n*=15)	(*n*=16)	(*n*=0)
	% Have Used	37.5%	33.3%	87.5%	93.8%	66.7%	25.0%	--
ESC 07 – Kilgore		(*n*=24)	(*n*=24)	(*n*=20)	(*n*=24)	(*n*=24)	(*n*=24)	(*n*<10)
	% Have Used	41.7%	37.5%	90.0%	95.8%	83.3%	25.0%	66.7%
ESC 08 – Mount Pleasant		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*=0)
	% Have Used	0.0%	0.0%	100.0%	100.0%	100.0%	0.0%	--
ESC 09 – Wichita Falls		(*n*=13)	(*n*=13)	(*n*=12)	(*n*=13)	(*n*=13)	(*n*=14)	(*n*<10)
	% Have Used	53.8%	53.8%	83.3%	100.0%	76.9%	42.9%	0.0%
ESC 10 – Richardson		(*n*=14)	(*n*=14)	(*n*=14)	(*n*=16)	(*n*=15)	(*n*=14)	(*n*<10)
	% Have Used	57.1%	78.6%	85.7%	93.8%	80.0%	28.6%	100.0%
ESC 11 – Fort Worth		(*n*=13)	(*n*=13)	(*n*=14)	(*n*=13)	(*n*=13)	(*n*=13)	(*n*<10)
	% Have Used	61.5%	53.8%	100.0%	100.0%	53.8%	23.1%	100.0%
ESC 12 – Waco		(*n*=24)	(*n*=23)	(*n*=22)	(*n*=25)	(*n*=24)	(*n*=25)	(*n*=0)
	% Have Used	62.5%	47.8%	95.5%	92.0%	66.7%	32.0%	--
ESC 13 – Austin		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*=0)
	% Have Used	60.0%	60.0%	100.0%	100.0%	100.0%	20.0%	--
ESC 14 – Abilene		(*n*=10)	(*n*=11)	(*n*=10)	(*n*=11)	(*n*=10)	(*n*=10)	(*n*=0)
	% Have Used	30.0%	54.5%	80.0%	100.0%	90.0%	20.0%	--
ESC 15 – San Angelo		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*=0)
	% Have Used	50.0%	50.0%	100.0%	100.0%	50.0%	0.0%	--
ESC 16 – Amarillo		(*n*=19)	(*n*=19)	(*n*=16)	(*n*=20)	(*n*=20)	(*n*=19)	(*n*<10)
	% Have Used	36.8%	52.6%	87.5%	90.0%	80.0%	31.6%	100.0%
ESC 17 – Lubbock		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*=0)
	% Have Used	71.4%	71.4%	83.3%	100.0%	42.9%	14.3%	--
ESC 18 – Midland		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*=0)
	% Have Used	33.3%	66.7%	75.0%	100.0%	75.0%	25.0%	--
ESC 19 – El Paso		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*=0)
	% Have Used	28.6%	28.6%	100.0%	100.0%	85.7%	42.9%	--
ESC 20 – San Antonio		(*n*=17)	(*n*=17)	(*n*=15)	(*n*=17)	(*n*=18)	(*n*=17)	(*n*=0)
	% Have Used	47.1%	52.9%	100.0%	88.2%	72.2%	47.1%	--
Overall		(*n*=186)	(*n*=183)	(*n*=169)	(*n*=191)	(*n*=186)	(*n*=188)	(*n*<10)
	% Have Used	48.4%	50.8%	91.1%	95.3%	73.1%	31.9%	75.0%

Source. GEAR UP: Beyond Grad Scaling Survey for Districts administered in Year 4 (spring 2022).
Note. ESC = Education Service Center. TEA = Texas Education Agency.
^ Examples of other responses included: Going Merry (2), College advisor (2), and Studentaid.org (1).

Table G.6. Average Rank Score for Frequency in Use of Resources for Completing Financial Aid Applications, Year 4 (2021–22)

Region		Student, family, counselor, or community partner toolkits	Texas OnCourse Academy modules	ApplyTX Counselor Suite	Federal Student Aid website	TEA Financial Aid Requirement site	Texas Association of Student Financial Aid Administrators	Other^
ESC 01 – Edinburg		(*n*=11)	(*n*<10)	(*n*<10)	(*n*=11)	(*n*<10)	(*n*=10)	(*n*=0)
	Score	4.67	4.40	4.11	4.73	4.40	4.57	--
ESC 06 – Huntsville		(*n*=16)	(*n*=15)	(*n*=16)	(*n*=16)	(*n*=15)	(*n*=16)	(*n*=0)
	Score	4.00	4.20	5.29	4.87	4.30	4.00	--
ESC 07 – Kilgore		(*n*=24)	(*n*=24)	(*n*=20)	(*n*=24)	(*n*=24)	(*n*=24)	(*n*<10)
	Score	4.40	4.11	4.89	4.65	4.80	3.67	6.00
ESC 08 – Mount Pleasant		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*=0)
	Score	--	0.00	6.00	5.00	4.00	0.00	--
ESC 09 – Wichita Falls		(*n*=13)	(*n*=13)	(*n*=12)	(*n*=13)	(*n*=13)	(*n*=14)	(*n*<10)
	Score	4.14	3.57	4.90	4.92	4.50	3.67	--
ESC 10 – Richardson		(*n*=14)	(*n*=14)	(*n*=14)	(*n*=16)	(*n*=15)	(*n*=14)	(*n*<10)
	Score	3.50	4.09	4.92	4.67	4.83	3.00	4.00
ESC 11 – Fort Worth		(*n*=13)	(*n*=13)	(*n*=14)	(*n*=13)	(*n*=13)	(*n*=13)	(*n*<10)
	Score	3.50	4.14	4.50	4.62	4.00	5.67	4.50
ESC 12 – Waco		(*n*=24)	(*n*=23)	(*n*=22)	(*n*=25)	(*n*=24)	(*n*=25)	(*n*=0)
	Score	4.00	3.45	4.76	4.83	4.38	4.63	--
ESC 13 – Austin		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*=0)
	Score	4.67	3.33	5.00	4.60	4.25	4.00	--
ESC 14 – Abilene		(*n*=10)	(*n*=11)	(*n*=10)	(*n*=11)	(*n*=10)	(*n*=10)	(*n*=0)
	Score	5.00	3.83	4.50	5.00	4.89	5.00	--
ESC 15 – San Angelo		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*=0)
	Score	4.00	3.00	4.50	5.50	6.00	0.00	--
ESC 16 – Amarillo		(*n*=19)	(*n*=19)	(*n*=16)	(*n*=20)	(*n*=20)	(*n*=19)	(*n*<10)
	Score	4.57	4.40	4.64	4.28	4.69	4.33	6.00
ESC 17 – Lubbock		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*=0)
	Score	4.40	4.80	3.40	5.17	3.67	2.00	--
ESC 18 – Midland		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*=0)
	Score	6.00	4.00	3.33	4.75	5.00	6.00	--
ESC 19 – El Paso		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*=0)
	Score	2.00	4.50	5.00	5.29	4.67	4.00	--
ESC 20 – San Antonio		(*n*=17)	(*n*=17)	(*n*=15)	(*n*=17)	(*n*=18)	(*n*=17)	(*n*=0)
	Score	4.63	4.11	5.13	4.47	4.00	3.25	--
Overall		(*n*=186)	(*n*=183)	(*n*=169)	(*n*=191)	(*n*=186)	(*n*=188)	(*n*<10)
	Score	4.17	4.03	4.74	4.74	4.51	4.07	5.17

Source. GEAR UP: Beyond Grad Scaling Survey for Districts administered in Year 4 (spring 2022).
Note. Respondents were asked to rank the resources they have used from based on frequency, with a rank of 1 indicating the resource they used most frequently. Responses were then recoded (rank of 1 = score of 6, rank of 2 = score of 5, rank of 3 = score of 4, rank of 4 = score of 3, rank of 5 = score of 2, and rank of 6 = score of 1) and averaged to create an average score. ESC = Education Service Center. TEA = Texas Education Agency.

Table G.7. District Scaling Survey Respondents Who Have Used the Student, Family, Counselor, and/or Community Partner Toolkits, Year 4 (2021–22)

Region	n	Percent
ESC 01 – Edinburg	(n=13)	46.2%
ESC 06 – Huntsville	(n=18)	44.4%
ESC 07 – Kilgore	(n=24)	50.0%
ESC 08 – Mount Pleasant	(n<10)	0.0%
ESC 09 – Wichita Falls	(n=15)	60.0%
ESC 10 – Richardson	(n=16)	43.8%
ESC 11 – Fort Worth	(n=16)	56.3%
ESC 12 – Waco	(n=28)	57.1%
ESC 13 – Austin	(n<10)	40.0%
ESC 14 – Abilene	(n=14)	42.9%
ESC 15 – San Angelo	(n<10)	50.0%
ESC 16 – Amarillo	(n=24)	41.7%
ESC 17 – Lubbock	(n<10)	57.1%
ESC 18 – Midland	(n<10)	25.0%
ESC 19 – El Paso	(n<10)	42.9%
ESC 20 – San Antonio	(n=18)	55.6%
Overall	(n=212)	49.1%

Source. GEAR UP: Beyond Grad Scaling Survey for Districts administered in Year 4 (spring 2022).
Note. ESC = Education Service Center.

Table G.8. District Scaling Survey Respondents' Agreement About the Student, Family, Counselor, and/or Community Partner Toolkits, Year 4 (2021–22)

Region	Response Option	I found the materials useful.	The materials were/will be useful for high school counselors/ advisors.	The materials were/will be useful for students.	The materials were/will be useful for parents.	The materials were relevant to the needs of my school/ district.	The materials were/will be useful for community partners.	The resources provided increased my familiarity with the financial aid application process.	The resources provided increased my capacity to support students in the application process.
		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)
ESC 01 – Edinburg	Strongly agree	50.0%	66.7%	66.7%	66.7%	66.7%	66.7%	33.3%	66.7%
	Agree	50.0%	33.3%	33.3%	33.3%	33.3%	33.3%	66.7%	33.3%
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.50	3.67	3.67	3.67	3.67	3.67	3.33	3.67
		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)
ESC 06 – Huntsville	Strongly agree	14.3%	14.3%	33.3%	16.7%	14.3%	0.0%	14.3%	42.9%
	Agree	85.7%	85.7%	66.7%	83.3%	85.7%	100.0%	71.4%	42.9%
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	14.3%	14.3%
	Strongly disagree	0.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%	0.0%
	Mean	3.14	3.14	3.33	3.17	3.14	3.00	3.00	3.29
		(*n*=10)	(*n*=11)	(*n*=10)	(*n*=10)	(*n*=10)	(*n*=10)	(*n*=10)	(*n*=10)
ESC 07 – Kilgore	Strongly agree	30.0%	27.3%	30.0%	30.0%	20.0%	22.2%	18.2%	18.2%
	Agree	70.0%	63.6%	70.0%	70.0%	70.0%	66.7%	63.6%	63.6%
	Disagree	0.0%	9.1%	0.0%	0.0%	10.0%	11.1%	18.2%	18.2%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.30	3.18	3.30	3.30	3.10	3.11	3.00	3.00
		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)
ESC 09 – Wichita Falls	Strongly agree	37.5%	37.5%	37.5%	12.5%	37.5%	20.0%	37.5%	25.0%
	Agree	62.5%	62.5%	62.5%	75.0%	62.5%	80.0%	62.5%	75.0%
	Disagree	0.0%	0.0%	0.0%	12.5%	0.0%	0.0%	0.0%	0.0%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.38	3.38	3.38	3.00	3.38	3.20	3.38	3.25

Source. GEAR UP: Beyond Grad Scaling Survey for Districts administered in Year 4 (spring 2022).
Note. ESC = Education Service Center. Response percentages may not total to 100% due to rounding. Respondents who selected I don't know/Not applicable were not included in this analysis. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. The number of overall respondents who selected I don't know/Not applicable in Year 4 was <10, <10, <10, <10, <10, 18, <10, and <10, respectively.

Table G.8. District Scaling Survey Respondents' Agreement About the Student, Family, Counselor, and/or Community Partner Toolkits, Year 4 (2021–22), Cont.

Region	Response Option	I found the materials useful.	The materials were/will be useful for high school counselors/ advisors.	The materials were/will be useful for students.	The materials were/will be useful for parents.	The materials were relevant to the needs of my school/ district.	The materials were/will be useful for community partners.	The resources provided increased my familiarity with the financial aid application process.	The resources provided increased my capacity to support students in the application process.
		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)
ESC 10 – Richardson	Strongly agree	33.3%	33.3%	33.3%	33.3%	33.3%	50.0%	16.7%	16.7%
	Agree	66.7%	66.7%	50.0%	50.0%	66.7%	25.0%	66.7%	50.0%
	Disagree	0.0%	0.0%	16.7%	16.7%	0.0%	25.0%	16.7%	33.3%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.33	3.33	3.17	3.17	3.33	3.25	3.00	2.83
		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)
ESC 11 – Fort Worth	Strongly agree	42.9%	57.1%	66.7%	50.0%	57.1%	50.0%	57.1%	57.1%
	Agree	57.1%	42.9%	16.7%	33.3%	28.6%	25.0%	28.6%	42.9%
	Disagree	0.0%	0.0%	16.7%	16.7%	14.3%	25.0%	14.3%	0.0%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.43	3.57	3.50	3.33	3.43	3.25	3.43	3.57
		(*n*=14)	(*n*=14)	(*n*=14)	(*n*=14)	(*n*=14)	(*n*=14)	(*n*=14)	(*n*=14)
ESC 12 – Waco	Strongly agree	7.1%	7.1%	7.1%	7.1%	0.0%	0.0%	7.1%	14.3%
	Agree	85.7%	85.7%	71.4%	64.3%	76.9%	41.7%	71.4%	42.9%
	Disagree	7.1%	9.1%	21.4%	28.6%	23.1%	58.3%	21.4%	42.9%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.00	3.00	2.86	2.79	2.77	2.42	2.86	2.71
		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)
ESC 13 – Austin	Strongly agree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Agree	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Strongly disagree	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%
	Mean	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00

Source. GEAR UP: Beyond Grad Scaling Survey for Districts administered in Year 4 (spring 2022).
Note. ESC = Education Service Center. Response percentages may not total to 100% due to rounding. Respondents who selected I don't know/Not applicable were not included in this analysis. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. The number of overall respondents who selected I don't know/Not applicable in Year 4 was <10, <10, <10, <10, <10, 18, <10, and <10, respectively.

Table G.8. District Scaling Survey Respondents' Agreement About the Student, Family, Counselor, and/or Community Partner Toolkits, Year 4 (2021–22), Cont.

Region	Response Option	I found the materials useful.	The materials were/will be useful for high school counselors/ advisors.	The materials were/will be useful for students.	The materials were/will be useful for parents.	The materials were relevant to the needs of my school/ district.	The materials were/will be useful for community partners.	The resources provided increased my familiarity with the financial aid application process.	The resources provided increased my capacity to support students in the application process.
		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)
ESC 14 – Abilene	Strongly agree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Agree	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)
ESC 15 – San Angelo	Strongly agree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Agree	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.00	3.00	3.00	3.00	3.00	2.00	2.00	2.00
		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)
ESC 16 – Amarillo	Strongly agree	33.3%	33.3%	22.2%	11.1%	22.2%	14.3%	11.1%	22.2%
	Agree	66.7%	66.7%	77.8%	88.9%	66.7%	85.7%	88.9%	77.8%
	Disagree	0.0%	0.0%	0.0%	0.0%	11.1%	0.0%	0.0%	0.0%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.33	3.33	3.22	3.11	3.11	3.14	3.11	3.22
		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)
ESC 17 – Lubbock	Strongly agree	50.0%	50.0%	50.0%	50.0%	50.0%	0.0%	25.0%	50.0%
	Agree	50.0%	50.0%	25.0%	25.0%	50.0%	100.0%	50.0%	25.0%
	Disagree	0.0%	0.0%	25.0%	25.0%	0.0%	0.0%	25.0%	25.0%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.50	3.50	3.25	3.25	3.50	3.00	3.00	3.25

Source. GEAR UP: Beyond Grad Scaling Survey for Districts administered in Year 4 (spring 2022).
Note. ESC = Education Service Center. Response percentages may not total to 100% due to rounding. Respondents who selected I don't know/Not applicable were not included in this analysis. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*. The number of overall respondents who selected I don't know/Not applicable in Year 4 was <10, <10, <10, <10, <10, 18, <10, and <10, respectively.

Table G.8. District Scaling Survey Respondents' Agreement About the Student, Family, Counselor, and/or Community Partner Toolkits, Year 4 (2021–22), Cont.

Region	Response Option	*I found the materials useful.*	*The materials were/will be useful for high school counselors/ advisors.*	*The materials were/will be useful for students.*	*The materials were/will be useful for parents.*	*The materials were relevant to the needs of my school/ district.*	*The materials were/will be useful for community partners.*	*The resources provided increased my familiarity with the financial aid application process.*	*The resources provided increased my capacity to support students in the application process.*
		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)
ESC 18 – Midland	Strongly agree	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Agree	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	4.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
		(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)	(*n*<10)
ESC 19 – El Paso	Strongly agree	33.3%	33.3%	33.3%	33.3%	33.3%	33.3%	33.3%	33.3%
	Agree	66.7%	66.7%	66.7%	66.7%	66.7%	66.7%	66.7%	66.7%
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33
		(*n*=10)	(*n*=10)	(*n*=10)	(*n*=10)	(*n*=10)	(*n*=10)	(*n*=10)	(*n*=10)
ESC 20 – San Antonio	Strongly agree	10.0%	10.0%	30.0%	20.0%	10.0%	10.0%	10.0%	10.0%
	Agree	90.0%	90.0%	40.0%	60.0%	90.0%	70.0%	70.0%	80.0%
	Disagree	0.0%	0.0%	30.0%	20.0%	0.0%	20.0%	20.0%	10.0%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.10	3.10	3.00	3.00	3.10	2.90	2.90	3.00
		(*n*=93)	(*n*=94)	(*n*=91)	(*n*=91)	(*n*=92)	(*n*=75)	(*n*=94)	(*n*=94)
Overall	Strongly agree	25.8%	26.6%	29.7%	23.1%	23.9%	18.7%	19.1%	25.5%
	Agree	72.0%	70.2%	59.3%	64.8%	68.5%	62.7%	67.0%	58.5%
	Disagree	1.1%	2.1%	9.9%	11.0%	6.5%	17.3%	12.8%	14.9%
	Strongly disagree	1.1%	1.1%	1.1%	1.1%	1.1%	1.3%	1.1%	1.1%
	Mean	3.23	3.22	3.18	3.10	3.15	2.99	3.04	3.09

Source. GEAR UP: Beyond Grad Scaling Survey for Districts administered in Year 4 (spring 2022).
Note. ESC = Education Service Center. Response percentages may not total to 100% due to rounding. Respondents who selected I don't know/Not applicable were not included in this analysis. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*.
The number of overall respondents who selected I don't know/Not applicable in Year 4 was <10, <10, <10, <10, <10, 18, <10, and <10, respectively.

Table G.9. District Scaling Survey Respondents' Agreement on Whether Toolkits Had Sufficient Resources and Information to Support the Financial Aid Completion Recommendations, Year 4 (2021–22)

Region	n	Strongly agree	Agree	Disagree	Strongly disagree	Mean
ESC 01 – Edinburg	(n<10)	33.3%	66.7%	0.0%	0.0%	3.33
ESC 06 – Huntsville	(n<10)	14.3%	85.7%	0.0%	0.0%	3.14
ESC 07 – Kilgore	(n=10)	9.1%	72.7%	18.2%	0.0%	2.91
ESC 08 – Mount Pleasant	(n=0)	--	--	--	--	--
ESC 09 – Wichita Falls	(n<10)	37.5%	62.5%	0.0%	0.0%	3.38
ESC 10 – Richardson	(n<10)	0.0%	85.7%	14.3%	0.0%	2.86
ESC 11 – Fort Worth	(n<10)	37.5%	50.0%	12.5%	0.0%	3.25
ESC 12 – Waco	(n=14)	7.1%	78.6%	14.3%	0.0%	2.93
ESC 13 – Austin	(n<10)	0.0%	50.0%	0.0%	50.0%	2.00
ESC 14 – Abilene	(n<10)	0.0%	100.0%	0.0%	0.0%	3.00
ESC 15 – San Angelo	(n<10)	0.0%	100.0%	0.0%	0.0%	3.00
ESC 16 – Amarillo	(n<10)	11.1%	88.9%	0.0%	0.0%	3.11
ESC 17 – Lubbock	(n<10)	0.0%	50.0%	25.0%	25.0%	2.25
ESC 18 – Midland	(n<10)	0.0%	100.0%	0.0%	0.0%	3.00
ESC 19 – El Paso	(n<10)	33.3%	66.7%	0.0%	0.0%	3.33
ESC 20 – San Antonio	(n=10)	0.0%	90.0%	10.0%	0.0%	2.90
Overall	(n=96)	13.5%	76.0%	8.3%	2.1%	3.01

Source. GEAR UP: Beyond Grad Scaling Survey for Districts administered in Year 4 (spring 2022).
Note. ESC = Education Service Center. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*.

Table G.10. District Scaling Survey Respondents' Satisfaction with the Financial Aid Completion Resources Used This School Year, Year 4 (2021–22)

Region	n	Strongly satisfied	Satisfied	Dissatisfied	Strongly dissatisfied	Mean
ESC 01 – Edinburg	(n=10)	40.0%	60.0%	0.0%	0.0%	3.40
ESC 06 – Huntsville	(n=14)	7.1%	64.3%	28.6%	0.0%	2.79
ESC 07 – Kilgore	(n=21)	14.3%	76.2%	9.5%	0.0%	3.05
ESC 08 – Mount Pleasant	(n<10)	0.0%	0.0%	100.0%	0.0%	2.00
ESC 09 – Wichita Falls	(n=13)	7.7%	92.3%	0.0%	0.0%	3.08
ESC 10 – Richardson	(n=16)	12.5%	56.3%	25.0%	6.3%	2.75
ESC 11 – Fort Worth	(n=13)	15.4%	53.8%	30.8%	0.0%	2.85
ESC 12 – Waco	(n=24)	8.3%	79.2%	12.5%	0.0%	2.96
ESC 13 – Austin	(n<10)	50.0%	50.0%	0.0%	0.0%	3.50
ESC 14 – Abilene	(n=12)	0.0%	100.0%	0.0%	0.0%	3.00
ESC 15 – San Angelo	(n<10)	0.0%	100.0%	0.0%	0.0%	3.00
ESC 16 – Amarillo	(n=22)	9.1%	90.9%	0.0%	0.0%	3.09
ESC 17 – Lubbock	(n<10)	42.9%	57.1%	0.0%	0.0%	3.43
ESC 18 – Midland	(n<10)	25.0%	50.0%	25.0%	0.0%	3.00
ESC 19 – El Paso	(n<10)	20.0%	60.0%	20.0%	0.0%	3.00
ESC 20 – San Antonio	(n=18)	11.1%	83.3%	5.6%	0.0%	3.06
Overall	(n=186)	14.0%	74.2%	11.3%	0.5%	3.02

Source. GEAR UP: Beyond Grad Scaling Survey for Districts administered in Year 4 (spring 2022).
Note. ESC = Education Service Center. Response percentages may not total to 100% due to rounding. Respondents who selected I don't know/Not applicable were not included in this analysis. Scale used to determine mean rating: 1–*Strongly Dissatisfied*, 2–*Dissatisfied*, 3–*Satisfied*, 4–*Strongly Satisfied*. The number of overall respondents who selected I don't know/Not applicable in Year 4 was 16.