

Texas GEAR UP: Beyond Grad

Annual Implementation Report

Evaluation of Year 5

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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
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
GPA	Grade Point Average
IAT	Interim Assignment Teachers
IB	International Baccalaureate
ISD	Independent School District
LEARN	LEARN Center out of Lubbock, Inc
MAP	Measures of Academic Progress
PD	Professional Development
PIN	Personal Identification Number
PLC	Professional Learning Community
PSAT	Preliminary SAT
STAAR	State of Texas Assessments of Academic Readiness
STEM	Science, Technology, Engineering, and Mathematics
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 serving new teachers
TSIA	Texas Success Initiative Assessment
TXOC	Texas OnCourse
TXOC Academy	Texas OnCourse Academy

Executive Summary

Now in its fifth 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 2022–23 school year to support college and career readiness for students from low-income schools in Texas. Even so, in Year 5, challenges with teacher and counselor staffing were a prominent barrier in programming and services.

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** consisting of all other students in Grades 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 six Texas independent school districts (ISDs) in West Texas, Southeast Texas, and the Coastal Bend to implement a range of services aligned with these core strategies to class of 2024 and priority cohort students. These services include comprehensive individualized college and career counseling, college visits, and opportunities to participate in an academic enrichment or college exploration summer program, among other services. 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. In Year 5, TEA partnered with two non-profit organizations—CFES Brilliant Pathways and Advise TX—to implement college and career counseling/advising services at the high school level.^{1,2} Advise TX served four of the six participating districts and CFES Brilliant Pathways served the remaining two districts and provided at least one full-time advisor to serve each GEAR UP high

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.

² In Years 1–4, TEA additionally partnered with a third organization, College Advising Corps (CAC), to provide college and career counseling/advising services.

school. TEA also partnered with TNTP, a non-profit organization, to implement various PD components of the grant.³

Evaluation of Texas GEAR UP: Beyond Grad

This report presents findings from the implementation study during the fifth year—school year 2022–23 (Year 5)—when the class of 2024 students were in Grade 11 and the priority cohort students were in Grade 9, Grade 10, 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

Due to the low numbers of parent respondents and particular groups of respondents (e.g., counselors participating in Texas OnCourse, students indicating their plans to complete Algebra II in the upcoming year) interpretation of these results should be considered cautiously. Additionally, in Year 5, more students participated in the student survey than in Year 4. As these groups of students may be different, longitudinal results should be interpreted with caution as well.

- **Academic preparedness among students.** Personnel survey respondents generally perceived students were *Somewhat Prepared* to take advanced courses. Site visit participants said that students who completed Algebra I in Grade 8 were more prepared for high school-level mathematics courses upon entry into high school compared to those students who did not complete Algebra I in Grade 8. Key challenges with academic initiatives across the participating districts focused on barriers related to staffing and teacher shortages.
- **Tutoring opportunities offered to students.** Across all subjects, student survey respondents reported mainly participating in after-school tutoring, with tutoring for mathematics courses being the most prominent subject reported by students. While the majority of students who reported participating in tutoring found it to be helpful, site visit participants said that due to some students' family responsibilities, participating in after-school tutoring was a challenge as students sought to balance their academic and family needs.
- **Test preparation support.** The majority of students who reported participating in SAT, ACT, or the Texas Success Initiative Assessment (TSIA) test preparation activities reported the test preparation helped them prepare for college entrance exams. Class of 2024 parent respondents were more familiar with college entrance exams and where to

³ Founded originally as The New Teacher Project (TNTP) in 1997, [TNTP](#) is an organization that helps educators improve effectiveness in classroom teaching. The organization changed its name to simply TNTP after its mission expanded beyond serving new teachers.

find test preparation resources compared to priority cohort Grade 10 and Grade 12 parents.

- **Advising services.** As students progressed through high school, topics discussed in one-on-one advising transitioned from student's grades and course selection to include more postsecondary-education-related topics such as college applications and college plans or interests. Students reported being *Satisfied* with their advising sessions. As in past years, among students and parents who did not participate in one-on-one advising, the most common reason for not participating was a lack of awareness that the meetings were offered.
- **College and career readiness activities.** College visits, college and career fairs, summer programming, and work-based learning activities continued to be offered in Year 5. Overall, student and parent survey respondents and site visit participants were generally *Satisfied* with each of the activities in which they participated. Participants noted that challenges with staffing the non-profit advisor position within the district, transportation for off-site activities, and a lack of availability of college tours at trade schools affected the districts' abilities to implement programming in Year 5. Across the college and career exploration initiatives, students and parents reported the most common reason they did not participate was that they were unaware the activity was being offered.
- **Parent activities.** Parent events mainly focused on Free Application for Federal Student Aid (FAFSA) completion, different types of college options, and the availability of college and career advising, as reported by site visit participants and/or survey respondents. As with other college and career exploration initiatives, parent survey respondents cited a lack of awareness about family events being offered as the primary reason for not participating.
- **PD and vertical teaming initiatives.** TNTP provided individualized support to districts, with a specific focus on academic rigor. In Year 5, TNTP's PD strategy shifted to a systems-based approach. Overall, personnel survey respondents had positive perceptions of the PD and coaching/mentoring they received. Respondents *Agreed* the PD provided strategies that increased rigor and were easy to implement. Respondents also *Agreed* the coaching/mentoring helped them to increase the rigor in their courses. Alternatively, while participants generally *Agreed* that the vertical teaming they participated in helped to align curriculum and reduce the need for remediation at the postsecondary level, 13% of respondents disagreed with this notion.
- **Sustainability initiatives.** Participating districts reported efforts to sustain GEAR UP initiatives for the follow-on cohort in middle schools, specifically focusing on continuing to offer Algebra I in Grade 8 and providing individual advising. Although site visit participants reported offering these initiatives, some initiatives were adapted to support sustainability, such as broadening the scope of individual advising or using a different college and career course curriculum.
- **Statewide financial aid initiatives.** The Texas law that went into effect in the 2020–21 school year required Grade 12 students to complete a FAFSA, a Texas Application for State Financial Aid (TASFA), or an opt-out form in order to graduate from high school. The most widely used resources to support completion of this requirement, as reported

by district respondents to a statewide survey administered by ICF, were the Federal Student Aid website and the ApplyTexas Counselor Suite. Respondents were generally satisfied with the financial aid resources they used in the 2022–23 school year.

Participants noted the need for additional resources for families in other languages, particularly Spanish, and resources for parents and families to address concerns regarding sharing their income tax information.

- **Grant implementation support.** TEA and TNTP supported implementation of GEAR UP through the continued facilitation of monthly progress monitoring meetings with GEAR UP coordinators and improved data tracking with the implementation of a new data management system, CoPilot. Coordinators emphasized the helpfulness and flexibility of CoPilot staff during the implementation of the new system.

Promising Practices

The evaluation team identified several promising practices implemented by districts in Year 5 in alignment with GEAR UP core strategies:

- **Provide preparatory tests during school days to increase participation.** A District 6 coordinator shared that this year SAT preparatory tests were offered during in-school days to increase access to preparation activities. The coordinator noted that SAT preparatory tests were offered on Saturdays in previous years, which contributed to low student participation.
- **Leverage vertical teaming to improve academic rigor.** District 2 staff said that they leveraged vertical teams to improve academic rigor in their coursework, specifically in mathematics. As a result of vertical teaming, participating mathematics teachers reported they saw increased alignment across middle and high schools and improved rigor in middle school mathematics coursework.
- **Use interactive learning techniques to engage students.** The non-profit advisor serving District 2 described “one of the [students’] favorite” activities was college and career bingo, where the advisor would call out definitions and students had to find the associated word on their board, and then the class would engage in a discussion on the term. The advisor used college and career paraphernalia as prizes for students. The advisor said the students “really enjoyed [the activity], and I think it helped them to grasp the content of what I was talking about. I did that on all grade levels, but had different discussion at the grade levels.” Class of 2024 student participants also described the activity as “fun.”
- **Meet parents “where they are” in advising to establish trust.** The non-profit advisor from District 2 described the importance of meeting families where they are to establish trust. The advisor mentioned sharing their own background as a first-generation college student with parents: “I was first generation. I told [families] that my parents weren’t able to help me. It’s fortunate that I’m available to help them. I tell them they can ask me any questions, email me, text me at any time. I’m open to them, their needs, and concerns.”
- **Break up FAFSA nights into multiple events to scaffold completion.** To make completing the FAFSA less challenging for families, Districts 1 and 2 offered a series of events to help families complete the FAFSA, each focused on a different aspect of

completion such as creating their account or completing student sections first before transitioning to parent-based events.

- **Use “data walks” to provide feedback to teachers and inform their coaching and mentoring sessions.** A District 2 site visit participant reported the district employed “data walks” to provide teachers with constructive feedback following classroom observations. Administrators observed classrooms using phones and Google tablets to record perceptions and feedback. After observations, teachers participated in a post-conference and received a PDF copy of the report showcasing areas of needed improvement that informed their coaching and mentoring sessions.
- **Invite alumni to vertical alignment discussions to identify areas of growth for increased college readiness.** Alumni from Districts 2 and 3 were invited to participate in vertical alignment teams to share their feedback on how prepared they were for college and career as well as to highlight areas of improvement for the districts. Participating alumni shared the need for increased consistency of expectations from middle to high school along with additional focus on rigor, time management, notetaking, and other writing skills.
- **Continue to offer Algebra I in Grade 8.** Site visit and/or phone interview participants from Districts 1, 3, and 4 noted the benefits of continuing to offer Algebra I in Grade 8, such as providing students with more flexibility in their schedules in high school for other courses of interest and preparing them for high school-level mathematics courses upon entry into high school.
- **Offer financial aid information at every school event to support increased access to information and resources for parents.** The District 3 coordinator said that they always had financial aid information at every event, regardless of targeted grade or event type, such as dual credit nights or student art fairs. Every opportunity to engage with families was viewed as an opportunity to share college- and career-related resources because many families had students in multiple grades. The coordinator used the initial event to spark conversations with parents and then provided additional financial aid information if applicable.

Recommendations

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

- **Provide support for establishing alignment with advanced courses and state standards, especially for those offered in a virtual setting.** Additional resources and support to ensure alignment between new advanced course programs or curricula for participating districts may increase rigor in advanced courses. For example, one district utilized an online program to overcome barriers with staffing advanced courses; however, they expressed additional needs for standardization across the teachers and with state standards.
- **Expand opportunities for students to learn about and understand the requirements and expectations of participating in dual credit courses.** While some districts acknowledged the benefits of dual credit opportunities, there were still concerns

that students may not be prepared for—or understand—the benefits of such courses. Emphasizing the expectations of students in dual credit courses along with the benefits of enrollment may support increased success among participating students.

- **Leverage existing opportunities for in-class tutoring.** As site visit participants emphasized that students' competing priorities (e.g., childcare, part-time job) conflicted with after-school tutoring opportunities, leveraging existing opportunities during the school day and expanding them to include tutoring services may increase access to those students for whom after-school offerings are not feasible. For example, site visit participants from one district described having allocated time within school hours for test preparation.
- **Prepare new teachers for a successful year through a New Teacher Academy.** As teacher shortages and staffing concerns were prominent challenges across districts in Year 5, continuing to offer supports focused on classroom management skills and how to establish and maintain rigorous instruction, such as through TNTP's New Teacher Academy, would help ensure new and/or interim teachers were supported, especially non-certified Interim Assignment Teachers.
- **Increase awareness among district teachers and administrators of the definition of academic rigor.** TNTP should consider collaborating with the districts to establish a plan for how district administrators will support a shared understanding of academic rigor across teachers and staff. While TNTP provided participating districts with an overview and definition of academic rigor, site visit participants did not appear to be aware of the shared definition. TNTP recognized that this conceptualization of academic rigor may not have trickled down to teachers or staff within the districts.
- **Increase communication and collaboration between non-profit advisors and district teachers and staff.** Personnel survey respondents emphasized the need for improved communication with non-profit advisors, specifically regarding identifying an appropriate time for advising and college and career activities based on course and testing schedules.
- **Expand training and resources available to counselors and administrators on components related to allocating their work time.** Participating counselors discussed the need for more information regarding the Texas Education Code (TEC) § 33.006 relating to the use of public school counselor's work time.⁴ Counselors believed there were still duties they were responsible for that, from their assessment of the statute, they believed should have no longer been under their purview. Across districts, counselors were concerned with a lack of clear understanding of specific activities counselors should (or should not) be responsible for under the statute.
- **Expand opportunities for college and career activities available to students.** Broadly, student participants stated they want additional opportunities to learn about postsecondary options. Students expressed the desire for increased hands-on and

⁴ Since [Texas Senate Bill 179 from the 87th Legislature](#) has been codified into law in September of 2021, Texas school counselors must now spend at least 80% of their total work time on duties that are components of a counseling program developed under TEC § 33.006, including guidance curriculum, responsive services, individual planning, and system support.

interactive opportunities, such as the inclusion of classroom observations in college visits.

- **Continue to provide TNTP liaisons to districts to establish strong partnerships and buy-in between participating districts and PD providers.** With the use of district liaisons in Year 5, district staff participating in site visits reported their appreciation for the support they received from TNTP and praised the promptness of that support. Site visit participants noted that, in the past, building a strong relationship with TNTP staff was a challenge, but having a dedicated liaison in Year 5 helped improve the support and services received from TNTP.

1. Introduction

Currently in its fifth 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) continued to make important progress during the 2022–23 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. As a result of securing these funds, TEA is striving 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). Only schools with a high economically disadvantaged student population (total average 81.32%) and a campus location in a rural or semi-rural community were eligible to participate in the program.

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

The aim of GEAR UP is to provide 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**) to high school graduation and 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 Grades 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 following are core strategies integrated into GEAR UP programming to close the college achievement gap: 1) increasing academic rigor, 2) preparing middle school students, 3) expanding college and career advising and resources for high school students, 4) leveraging technology to expand advising capacity, and 5) developing local alliances (the full description of GEAR UP strategies is listed in Appendix A).

To reach these goals, TEA is working with participating districts to provide a range of programs and services aligned with these core strategies available to class of 2024 and priority cohort students. These strategies include comprehensive individualized college and career counseling, college visits, and opportunities to participate in an academic enrichment or college exploration summer program. Additionally, as part of GEAR UP programming, 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. Another integral component of GEAR UP programming is offering teachers and personnel at GEAR UP campuses access to professional development (PD) to improve academic rigor and college and career counseling services.

To successfully implement the programs and services, TEA has partnered with local and national organizations. For example, TEA has partnered with CFES Brilliant Pathways and Advise TX to implement college and career counseling/advising services at the high school level.^{5,6} Advise TX served two districts and CFES Brilliant Pathways served the remaining four districts. To provide targeted PD related to various components of the grant, TEA has also partnered with TNTP.⁷ Finally, TEA has partnered with Texas OnCourse (TXOC) to develop curricula, including the TXOC Academy Counselor and Advisor Program (TXOC Academy).

By implementing these core strategies and grant activities, GEAR UP seeks to meet several project goals and objectives related to: 1) rigorous coursework; 2) promotion, graduation, and postsecondary outcomes; 3) educator training; 4) college entrance exams; 5) activities and services that provide information to students and families; 6) Free Application for Federal Student Aid (FAFSA) and college application completion; 7) community partnerships; and 8) statewide college- and career-readiness activities.

Importantly, TEA envisioned using GEAR UP to not only improve college access and success at all six participating grantee districts but also to implement successful college access strategies statewide. To do so, GEAR UP program staff are piloting a range of innovations at the grantee districts, including efficient advising models, strategic partnerships, and different technology solutions (which include solutions offered through TXOC and MapMyGrad⁸). Resources have been developed in partnership with the Texas Higher Education Coordinating Board).

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). Annual

⁵ 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.

⁶ In Years 1–4, TEA additionally partnered with a third organization, CAC, to provide college and career counseling/advising services.

⁷ Founded originally as The New Teacher Project (TNTP) in 1997, [TNTP](#) is an organization that helps educators improve effectiveness in classroom teaching. The organization changed its name to simply TNTP after its mission expanded beyond serving new teachers.

⁸ For more information about MapMyGrad, please visit their [website](#).

implementation reports have been published since then to document progress toward program implementation since the inception of the grant.⁹ A summary of the major findings from the most recent reports (Year 3 and Year 4) 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).¹⁰

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, Year 3, and Year 4 Annual Project Outcomes Reports (Sun et al., 2021; Sun et al., 2022; Lamb, 2023) and the Biennial Impact Report Evaluation of Years 1 and 2 (Hutson et al., 2021).¹¹ Currently, the Years 3–4 Biennial Impact Evaluation Report is under review and will be published in 2023.

⁹ Year 1–Year 4 [annual implementation reports](#) are posted online at the TEA website.

¹⁰ Forthcoming reports are expected to be published on TEA's [website](#).

¹¹ All of the [published reports](#) from the current GEAR UP evaluation can be found on TEA's website.

Table 1.2. Summary of Findings from the Years 3–4 Annual Implementation Reports

Topic	Year 3 Summary of Findings	Year 4 Summary of Findings
General Implementation	<ul style="list-style-type: none"> The implementation of GEAR UP was viewed positively, with high school principals reporting they perceived GEAR UP goals aligned with campus goals. Many personnel, students, and parents were unfamiliar with GEAR UP services and activities. Progress-monitoring meetings and coordinator professional learning communities (PLCs) were facilitated by TNTP, which offered opportunities to reflect on grant implementation progress and collaboratively brainstorm. 	<ul style="list-style-type: none"> 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. The Texas Education Agency (TEA) and TNTP supported implementation of GEAR UP through the continued facilitation of PLCs and progress monitoring with GEAR UP coordinators.
Academic Initiatives	<ul style="list-style-type: none"> Class of 2024 students enrolled in Algebra I as Grade 9 students 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 in class and after school, across subjects, to students with a failing grade. Students reported that they agreed that they knew where to find college entrance examination preparation resources, which increased significantly from Year 2. 	<ul style="list-style-type: none"> 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. GEAR UP continued to provide targeted tutoring support to students with a failing grade to succeed academically in Year 4. Most students who reported participating in tutoring found it to be helpful and were satisfied with tutoring supports they received. Students reported that the test preparation they received helped them prepare for college entrance exams and know where to find TSIA resources; a significant increase from Year 3.
College and Career Advising and Career Exploration Initiatives	<ul style="list-style-type: none"> Non-profit GEAR UP advisors worked with students from both cohorts using in-person and virtual advising services and disseminated college and career information via Zoom meetings, newsletters, and texting. College visits, college and career fairs, and work-based learning activities were offered, though mostly in virtual formats. College visits consisted mostly of virtual campus tours and speaker sessions. Work-based learning included meetings with local businesses on job application processes. 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 parents who did not attend a parent or family event reported they did not know about it. Students and parents reported low awareness of postsecondary education financing topics. 	<ul style="list-style-type: none"> In Year 4, 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 visits, college and career fairs, and work-based learning activities were offered in addition to advising in Year 4. 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. Despite the COVID-19 pandemic continuing to restrict GEAR UP activities and services, the most common reason students and parents cited for not participating in college and career advising and exploration initiatives related to lack of awareness of these offerings.

Note. GEAR UP – Gaining Early Access to Undergraduate Programs (GEAR UP); Beyond Grad program; TNTP – Founded originally as The New Teacher Project (TNTP), the organization changed its name to TNTP after its mission expanded beyond serving new teachers. Table continues. 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.

Table 1.2. Summary of Findings from the Years 3–4 Annual Implementation Reports, Cont.

Topic	Year 3 Summary of Findings	Year 4 Summary of Findings
Professional Development (PD) Initiatives	<ul style="list-style-type: none"> 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 Texas OnCourse (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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> All six GEAR UP districts sustained the TXOC College and Career Readiness (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. 	<ul style="list-style-type: none"> Participants from site visits 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 due to limited resources.
Statewide Initiatives Across Texas	<ul style="list-style-type: none"> 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 they recommended that more training be developed for teachers. 	<ul style="list-style-type: none"> 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.

Note. GEAR UP – Gaining Early Access to Undergraduate Programs (GEAR UP): Beyond Grad program; TNTP – Founded originally as The New Teacher Project (TNTP), the organization changed its name to TNTP after its mission expanded beyond serving new teachers. 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.

1.3. Report Overview

This report presents findings from the implementation study during the fifth year—school year 2022–23 (Year 5)—when the class of 2024 students were in Grade 11 and the priority cohort students were in Grade 9, Grade 10, and Grade 12. It is important to note that at this stage in the grant, all participating cohorts served by the grant were in high school. Those middle school GEAR UP initiatives that did continue were all efforts that were sustained by the schools that participated in Years 1–2. Findings presented in the Year 5 report derive from multiple sources of data collected including stakeholder surveys, in-person site visits, and virtual interviews (see Appendix B for full methodological details). At a high level, this report describes 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 most chapters, findings are presented at the program level in the report narrative and broken out at the district level in the appendices. One exception is that notable findings from individual districts, identified as promising practices, are highlighted in the main narrative in callout boxes. Additionally, program-level findings disaggregated by cohort or grade level are presented in figures throughout the narrative.¹² It is important to note that findings may be disaggregated by cohort for items that apply to all grade levels (e.g., items concerning academics or grades). Finally, results are disaggregated 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 4 to Year 5) are presented at the program level in figures in the narrative or in tables in appendices. In this report, “significance” refers to findings that were determined to be statistically significant using statistical tests. A difference is considered statistically significant if there is a low probability, or p , that the difference occurred due to chance (the chance level is set to 5%). 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).

GEAR UP implementation in Year 5 was shaped by various contextual factors in Texas. The long-term effects of the Coronavirus Disease 2019 (COVID-19) pandemic continued to pose some challenges and affect GEAR UP implementation, mostly in relation to staffing and student engagement. As discussed in further detail in the following pages, teacher shortages and the difficulties associated with hiring and maintaining staff posed challenges for the GEAR UP school districts. In addition, this was the second year that a financial aid requirement, Texas Education Code (TEC) § 28.0256 (2022), went into effect in Texas. Specifically, this requirement states that 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. In addition, a new law requiring counselors to spend at least

¹² Many of these figures do not have corresponding tables in an appendix since appendix tables only present results for all respondents who answered the question by district.

80% of their time on defined counseling services (e.g., guidance curriculum, responsive services, individual planning, system support), TEC § 33.005 (2022), went into effect in the fall of 2021. Given that counselors are some of the key personnel responsible for implementing GEAR UP, the extent to which this law affected their responsibilities in providing advising services to students is explored in the forthcoming pages.

There are some limitations regarding the Annual Implementation Report for Year 5. For example, although site visits were conducted in person in March 2023, some participants were unable to make these visits. Although multiple efforts were made to reschedule the meetings to a virtual setting, some groups (e.g., parents) were unable to participate. Survey response rates, especially among parents, continued to be low. Due to the low numbers of respondents on the parent survey as well as small numbers of respondents in particular groups (e.g., counselors participating in TXOC and students indicating their plans to complete Algebra II in the upcoming year), caution must be taken when interpreting these results as well as other results with small n-counts. Another limitation is that in Year 5, more students responded to the student survey than in Year 4, suggesting caution when interpreting longitudinal trends. Finally, this report is limited to findings describing how the program was implemented in Year 5 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. When reporting responses by mean in the narrative, means are rounded to the nearest hundredth value to correspond with the appropriate scale value. It is important to note that doing so simplifies results and the full distributions are presented in the appendices. 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 in Year 5 included advanced coursework and opportunities to earn college credit, targeted tutoring support for students who are failing one or more of their courses to support an increase in their academic standing, and college examination preparation. Additionally, efforts to improve academic rigor in coursework in Year 5 are discussed.

2.1. Advanced Coursework and Opportunities to Earn College Credit

This section includes findings on initiatives related to advanced coursework and opportunities to earn college credit, particularly advanced mathematics coursework with a focus on Algebra I and Algebra II course taking, Advanced Placement (AP) and honors courses, and dual credit courses.

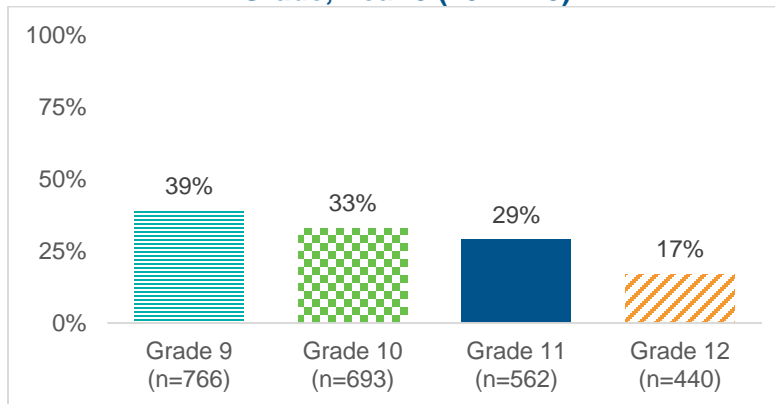
2.1.1. Advanced Mathematics: Algebra I and Algebra II Course Taking

Completion of Algebra I in a timely manner is a priority for GEAR UP, as it paves the way for more advanced coursework, such as Algebra II.¹³ This section provides findings specific to Algebra I and Algebra II course enrollment across grade levels as well as student and personnel perceptions regarding student achievement in the courses.

In Year 5, at least one-third of Grade 9 and Grade 10 priority cohort students who responded to the student survey reported completing Algebra I by Grade 8 (39% and 33%, respectively), a higher percentage than the class of 2024 students (in Grade 11) and Grade 12 priority cohort students (Figure 2.1, Tables D.2-D.5, Appendix D), indicating an increased focus on completing Algebra I by Grade 8. Among Grade 9 priority cohort students who indicated that they had not completed Algebra I by Grade 8 or earlier, 94% reported being currently enrolled in Algebra I (Table D.6, Appendix D), which was significantly higher than Year 4 (72%) (Table D.7, Appendix D).

¹³ 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.

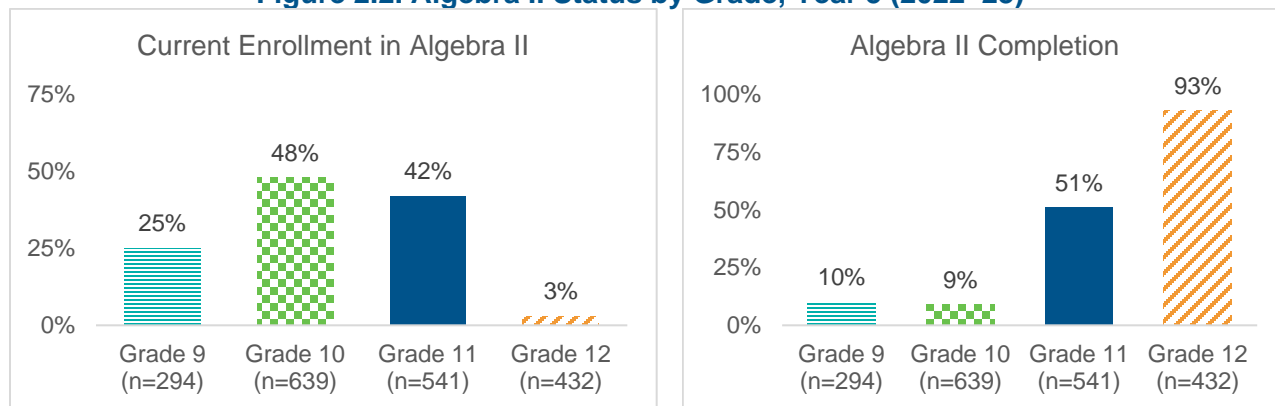
Figure 2.1. Algebra I Completion by Grade 8 or Earlier by Grade, Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Students in Grades 9–12 responded to this item. Class of 2024 students were in Grade 11 in Year 5.

To determine if students who enrolled in Algebra I continued on to take Algebra II, students were asked to indicate whether they completed Algebra II. About a quarter of Grade 9 (25%) and less than half of Grade 10 priority cohort students (48%), reported being currently enrolled in Algebra II (Figure 2.2, Tables D.8–D.9, Appendix D). The percentage of students who indicated that they already completed Algebra II was larger in upper grades with about half of the class of 2024 students (51%) and nearly all (93%) of Grade 12 priority cohort students reporting the completion of Algebra II (Figure 2.2, Tables D.10–D.11, Appendix D). Simply put, the combined percentage of students in Grade 11 and 12 who indicated that they either completed or are currently enrolled in Algebra II was 93% and 96%, respectively (Figure 2.2). Students who had not yet completed Algebra II were asked if they were planning to do so in the subsequent year. Among students who reported that they had not yet completed Algebra II, three-fourths of Grade 9 and Grade 10 priority cohort students (78% and 79%, respectively) along with fewer than half of class of 2024 students (47%) indicated that they planned to complete Algebra II the following year (Tables D.12–D.14, Appendix D). It is important to note that the number of students who responded to this question was small and must be interpreted with caution.

Figure 2.2. Algebra II Status by Grade, Year 5 (2022–23)

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Students in Grades 9–12 responded to this item. Class of 2024 students were in Grade 11 in Year 5. Algebra II completion status indicates completion of Algebra II by a prior grade level (e.g., Grade 12 priority student respondents reported having completed Algebra II in Grade 11 or earlier).

During site visits, participants from Districts 1, 2, 4, 5, and 6 discussed their perceptions of student readiness and performance for those who completed Algebra I in Grade 8. District 1 teacher participants and a District 4 counselor shared that, in general, students who completed Algebra I in Grade 8 appeared to be more prepared for high school-level courses upon entry into high school compared to those students who did not complete Algebra I in Grade 8. Furthermore, a District 1 mathematics teacher noted that, in their experience, students who completed Algebra I in middle school were better prepared for geometry compared to those who completed Algebra I in Grade 9. In addition, the District 4 coordinator praised their middle school's efforts to prepare students for advanced high school mathematics courses.

Site visit participants discussed challenges that affected advanced mathematics courses in Year 5. Participants from Districts 2 and 5 shared that the ongoing staffing shortage posed a challenge to student enrollment and preparation for advanced mathematics courses. For instance, the coordinator from District 5 noted their middle school experienced staffing challenges and so they anticipate some difficulties among incoming Grade 9 students who completed Algebra I in Grade 8 with respect to their level of preparation for advanced mathematics courses. Similarly, District 2 participants shared that their high school experienced staffing vacancies in their mathematics program, which impacted student preparation for advanced mathematics courses. The principal explained:

[The mathematics program] has been lacking hugely because—and no fault of anyone—we were vacant a geometry teacher, [a position that] has yet to be filled. Then in the middle of the year we had a teacher in the upper-level courses that left ... that was in Algebra II [and] pre-calculus level. That hurts big time ... [students are] not getting what they need and they're not being prepared.

Another barrier described by a participating mathematics teacher (District 6) related to the substantial variation in student skills upon completion of Algebra I in middle school, which stemmed from students not moving together as a homogenous group anymore. The District 6 mathematics teachers explained that when the class of 2024 students completed Algebra I in Grade 8, they continued on as a homogenous group into Algebra II in Grade 9. However, the

practice of moving students together from Algebra I into Algebra II as a group has since changed; now, when students complete Algebra I in Grade 8, they do not necessarily move on to Algebra II in Grade 9 and are instead grouped together with students of varying skill levels in subsequent years when they elect to take subsequent mathematics classes. This requires the teacher to identify ways for classes to be more self-paced.

Additional information on the sustainability of Algebra I in middle school is outlined in Section 5.2.1. Algebra I Course Taking.

2.1.2. Advanced Placement (AP) and Honors Courses

Among the districts that offered AP and honors courses in Year 5, students generally reported these courses as *Moderately* and *Slightly Challenging*, with mean scores of 2.56 and 2.40, respectively. Ratings by course type ranged from 2.20 to 2.74 for AP courses and from 2.30 to 2.68 for honors courses across districts (Table D.15, Appendix D). It is important to note that a considerable percentage of student respondents indicated that AP and honors courses were *Slightly Challenging* and *Moderately Challenging* (28% and 35%, respectively; Table D.15, Appendix D). In Year 5, nearly a third of personnel survey respondents perceived that students were generally prepared to take advanced courses; the distribution of responses was significantly different when compared to Year 4 with changes in the *Somewhat Prepared* category driving the difference (34% and 29% in Year 4 and Year 5) (Tables F.5–F.6, Appendix F).

According to school personnel survey respondents, the most common requirements that qualified a student to enroll in AP courses were that students have a certain grade in the subject area, a teacher or a counselor recommendation or approval, or parent permission (each at 44%) (Table F.7, Appendix F). Specific to enrolling in honors courses, school personnel survey respondents identified parent permission (58%) as the most common requirement that qualified students to take an honors course (Table F.7, Appendix F).

During site visits, four of the six participating districts (Districts 1, 2, 3, 4) shared that they offered AP and/or honors courses, while the remaining two district staff shared that AP courses were not currently offered. Among these districts, participants from Districts 1, 2, and 3 discussed challenges with the implementation of these advanced courses in Year 5 related to staffing shortages and identifying qualified teachers—which participants noted affected AP course standards. A District 1 coordinator expressed concerns in identifying and retaining qualified teachers to teach advanced courses given high turnover rates. As a strategy for addressing the teacher shortage, District 2 used an online program, Proximity Learning, to teach advanced mathematics courses such as Pre-Calculus and Calculus, two courses that did not otherwise have staffed teachers. There were three virtual teachers, not employed by the district, for each of the Pre-Calculus classes through this program. A District 2 mathematics teacher shared concerns regarding the advanced mathematics course offerings in their district through this program. They noted that the virtual teachers used a Texas Essential Knowledge and Skills (TEKS)-based database where they were given access to all the standards; however, the District 2 mathematics teacher noted that instruction was not standard across the three virtual teachers given that one of the virtual teachers was in a different state. The teacher described:

Honestly, this year, it's been a complete mess for us, but it's finally getting more organized. [The new virtual advanced mathematics teachers] are not all on the same exact page.

Student site visit participants from Districts 2 and 3 shared their motivations for participating in advanced classes. A Grade 10 priority student from District 2 shared that they believed enrolling in advanced classes would help them increase their chances of getting an academic scholarship. Class of 2024 students from District 3 shared that enrolling in advanced classes helps better prepare them for each school year. A District 3 student shared that advanced classes help them to develop time management skills and that they appreciated the opportunity to take responsibility for their own learning. Another class of 2024 student participant reported that they appreciated that the environment in AP classes was more participatory, which motivated them to be better prepared for classes.

Of the districts that currently do not offer AP courses, the coordinator from District 5 expressed concern over whether they were doing their students a disservice by not providing them with an opportunity for AP courses, specifically whether they were not holding students to a higher standard. Conversely, the District 6 coordinator explained that they do not offer AP courses intentionally; their district previously offered AP courses and the coordinator perceived that students were not successful in these courses. Instead, the district's strategy has been to focus on dual credit courses as the primary advanced course option.

2.1.3. Dual Credit Courses

Dual credit courses offer students the opportunity to earn college credit while still in high school. Student survey respondents generally reported that these courses were *Slightly Challenging* (a mean score of 2.47), though a substantial proportion of respondents (36%) indicated that these courses were *Moderately Challenging* (Table D.15, Appendix D). Of the student survey respondents, approximately one-third (36%) reported discussing dual credit courses during their one-on-one advising sessions in Year 5, similar to Year 4 (35%) (Tables D.16–D.18, Appendix D). According to personnel surveys, 75% 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.7, Appendix F).

All six participating districts shared that students were offered dual credit courses in Year 5. Site visit participants from Districts 3, 4, and 6 described the activities they undertook to inform students of dual credit course offerings and requirements. These activities generally took the form of classroom and group presentations. For instance, a non-profit advisor for District 3 shared that they did class visits with students to highlight the different types of dual credit opportunities available to them in the district. During these visits, non-profit advisors also discussed the benefits of enrolling in dual credit courses and how the courses align with their college and career goals. Site visit participants from Districts 4 and 6 reported that they organized meetings to provide students with information on the various dual credit opportunities and requirements. Parent participants shared that they attended dual credit meetings in District 6, where they provided information relating to dual credit course offerings and requirements for enrolling, but also completed the necessary paperwork for enrollment.

Participating districts also reported the support they provided to students to enroll in dual credit courses in Year 5. Districts 1, 2, 4, and 5 offered tutoring to students focused on TSIA preparation. A District 4 coordinator shared that they offered tutoring opportunities to help students interested in enrolling in dual credit courses to prepare for the TSIA since they perceived that the TSIA seemed to be more difficult this year. Additionally, the coordinator shared that they offered Saturday sessions to help students prepare to take the TSIA.

Student site visit participants from three districts (Districts 3, 5, and 6) described their motivation for participating in dual credit courses. Class of 2024 students from District 5 shared that receiving an associate degree was their primary motivation for participating in dual credit courses. Grade 10 priority cohort students from District 6 noted they were motivated to participate in dual credit courses to help save money long-term because they would not have to pay for college credit. Class of 2024 parents from District 6 expressed similar appreciation for the fact that the district paid for their child's dual credit courses. Grade 10 priority students from District 3 reported they viewed dual credit course offerings as an exploratory endeavor where their participation would help them better understand if they were interested in and prepared to attend college. Although students reported interest in enrolling in dual credit courses, some staff shared concerns about whether students were adequately prepared for these courses. For instance, the District 3 coordinator expressed concern that students may not fully understand what dual credit coursework entailed, specifically that these courses received both high school and college credits and can be challenging. As a result, students may drop out or fail these courses because of their lack of knowledge.

Teacher shortages also affected dual credit courses. Participating staff from District 1 noted that the district was struggling to identify qualified teachers for dual credit courses.

2.2. Targeted Tutoring

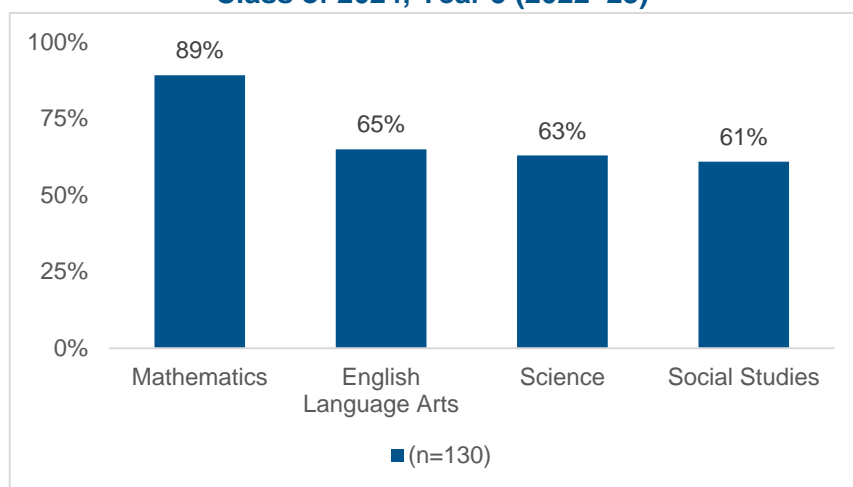
Targeted tutoring provides students who are failing one or more of their courses with extra opportunities to increase their academic standing and ultimately their ability to succeed in secondary and postsecondary education. Targeted tutoring was established by GEAR UP as a project objective for the class of 2024 students; GEAR UP aims to meet that goal by offering various tutoring supports.¹⁴ Separately, but in alignment with this objective, two districts 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. At the time of the site visits, participants from these two districts were unaware of the degree to which tutoring through TCLAS funding coordinated with GEAR UP tutoring. A limitation to this section is therefore that some of the findings stemming from

¹⁴ The relevant objective is 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.

these two districts may be related to TCLAS tutoring efforts rather than GEAR UP tutoring efforts.

Overall, nearly a quarter of class of 2024 students (24%) reported participating in targeted tutoring initiatives in Year 5 (Table D.19, Appendix D), which was significantly lower than in Year 4 (50%) (Table D.20, Appendix D). Participation in tutoring was the highest for mathematics (89%) followed by English language arts (ELA) (65%), as shown in Figure 2.3. Site visit participants from District 3 described their after-school tutoring offering in Year 5. District 3 offered a “tutorial hub” after school every day from Monday to Thursday for 2 hours. During this time, students would stay to receive targeted support for grade-level content, advanced courses, end-of-course (EOC) exams, or to fulfill hours required by House Bill 4545.¹⁵

Figure 2.3. Subjects in Which Students Received Tutoring, Class of 2024, Year 5 (2022–23)

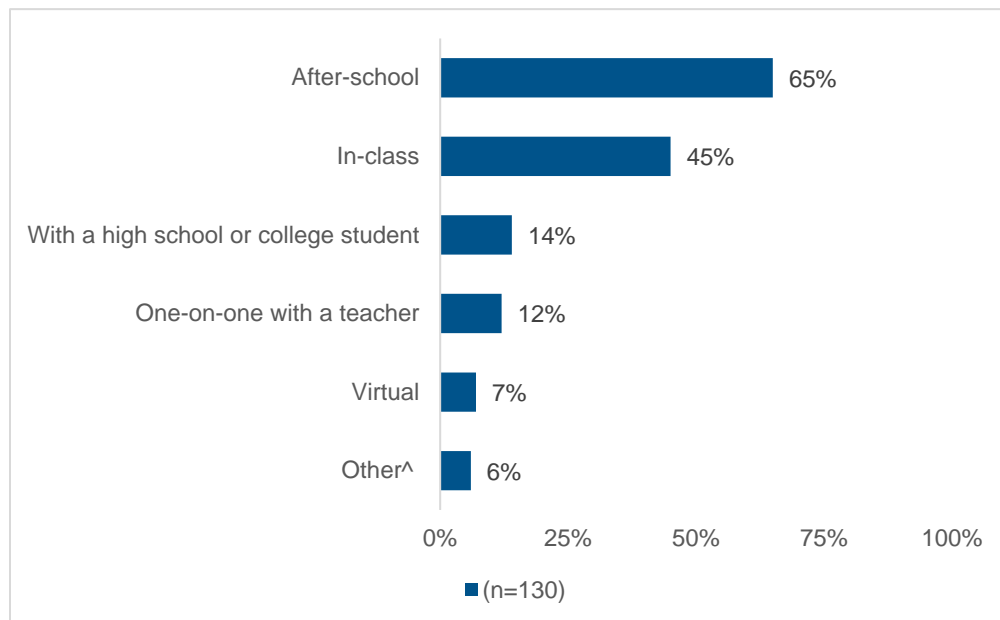


Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Among the class of 2024 students who reported participating in tutoring, the most common type of tutoring received in Year 5 was after-school tutoring (Figure 2.4), with 32% to 57% of students reporting that option across all subject areas (Table D.21, Appendix D). In-class tutoring was the second most common tutoring support received in Year 5 (Figure 2.4), with 34% to 54% participation levels across all subject areas (Table D.21, Appendix D). Interestingly, student participation in after-school tutoring was significantly lower in Year 5 in mathematics, science, and ELA (57%, 32%, and 38% respectively) when compared to Year 4 (Table D.22, Appendix D).

¹⁵ House Bill 4545 went into effect June 16, 2021, and established new requirements for accelerated instruction for students who do not pass State of Texas Assessments of Academic Readiness (STAAR). For information, visit [this TEA website post about the bill's implementation](#).

Figure 2.4. Types of Tutoring Students Received, Class of 2024, Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

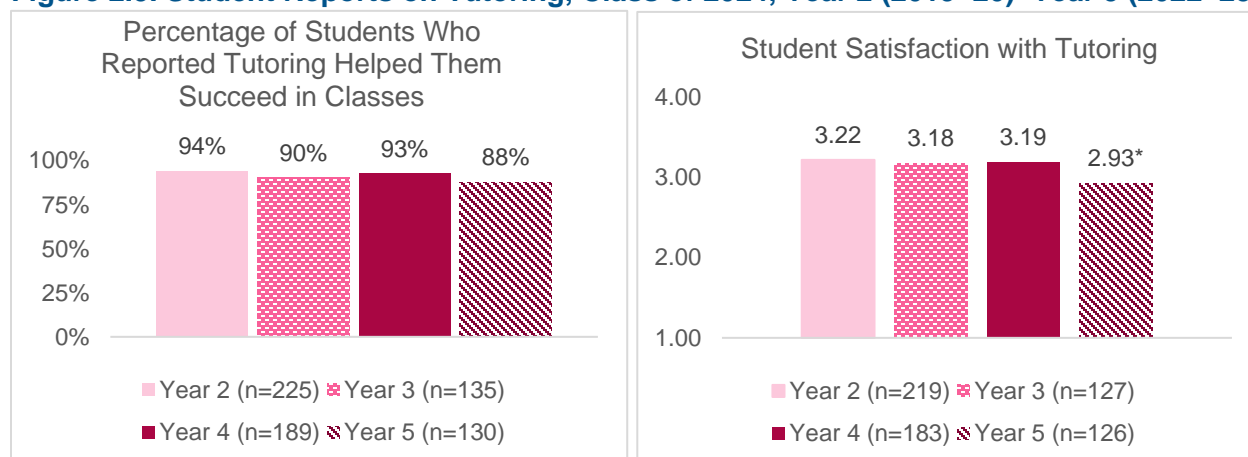
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

^Although participants selected other, they did not provide additional descriptions.

Site visit participants from several districts shared that tutoring support was a focus for their district in Year 5 and described their efforts to track student attendance in tutoring offerings. The District 4 principal shared that they had students use QR codes¹⁶ to track their attendance in tutoring services. Participating TEA staff described that TNTP had developed improved mechanisms (such as the QR codes) to easily track not only student attendance in tutoring but also the subjects in which students received services. TEA staff added that TNTP also ensured districts were examining the correlation between tutoring services received and whether students passed those courses. This type of tracking was not offered in previous years and was seen as an improvement by TEA staff in “services that [were] being provided through the GEAR UP program.”

Of the class of 2024 students who reported receiving tutoring, 88% of Year 5 students reported that tutoring helped them succeed in classes (Figure 2.5; Tables D.23–D.24, Appendix D). Moreover, class of 2024 students reported that they were generally *Satisfied* with tutoring (mean score 2.93; Figure 2.5; Table D.25, Appendix D); however, the Year 5 mean score was significantly smaller when compared to Year 4 (2.93 versus 3.19; Figure 2.5; Table D.26, Appendix D).

¹⁶ Square pixel designs that store data such as URLs so digital devices can take a photo of the code and open a corresponding website.

Figure 2.5. Student Reports on Tutoring, Class of 2024, Year 2 (2019–20)–Year 5 (2022–23)

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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.

*Student satisfaction with tutoring significantly differed from Year 4 to Year 5: $t(307) = 3.7, p < .001$.

District staff described challenges they faced in engaging students' parents and families to support students to participate regularly in tutoring services. In addition to family support, the District 4 principal noted that some students were taking on more responsibilities at home (e.g., childcare, part-time job), preventing them from participating in after-school tutoring opportunities offered at their school. As a result, some students who were in most need of tutoring could not access these supports. The principal explained:

I think that's one of the challenges we have [had] because quite a few of our juniors and seniors help out parents, either taking care of younger siblings or actually working. So, from time to time, they tell us, "Yes, I'm struggling in my physics classes, but I can't find time to go the tutorials because I am working to support my family..." So, challenges are externally imposed, not necessarily that kids are having challenges in school, but because there are other reasons.

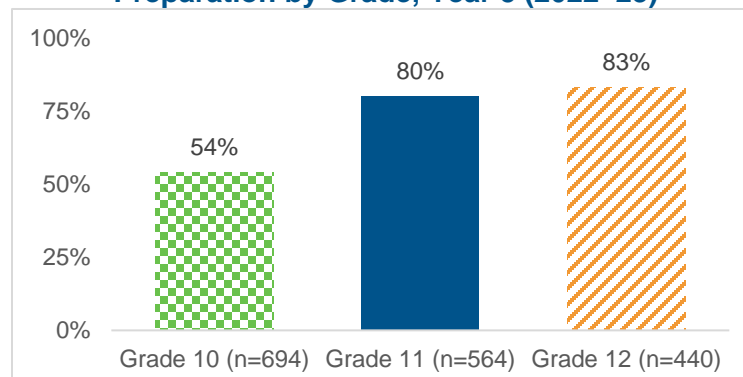
2.3. Preparation for College Entrance Exams

Preparation for college entrance examination includes activities that focus on 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 exams. GEAR UP includes project objectives regarding participation in and successful performance on college entrance exams—including the Preliminary SAT (PSAT), ACT Aspire, SAT, ACT, and TSIA—emphasizing the importance of preparation activities for these exams.¹⁷

¹⁷ The relevant objectives are Project Objective 5.1: Each year, 85% of tenth graders will take the PSAT or ACT Aspire exam. Each year, 85% of eleventh-grade students 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 TSIA.

GEAR UP established as a project objective that class of 2024 students, who were in Grade 11 in Year 5, would complete the SAT or ACT. In Year 5, 70% of student survey respondents reported completing preparation for a college entrance exam (Table D.27, Appendix D). As seen in Figure 2.6, 80% of the class of 2024 who were in Grade 11 in Year 5 reported completing test preparation, a rate slightly lower than Grade 12 priority students. Compared to the previous year, students who reported completing test preparation in Year 5 significantly differed from that of Year 4, with a smaller percentage of Grade 10 students reporting completion test preparation for the PSAT or ACT Aspire in Year 5 and a larger rate of Grade 11–12 students reporting completion of the SAT or ACT in Year 5 (Table D.28, Appendix D).

Figure 2.6. Students Who Reported Completing Test Preparation by Grade, Year 5 (2022–23)

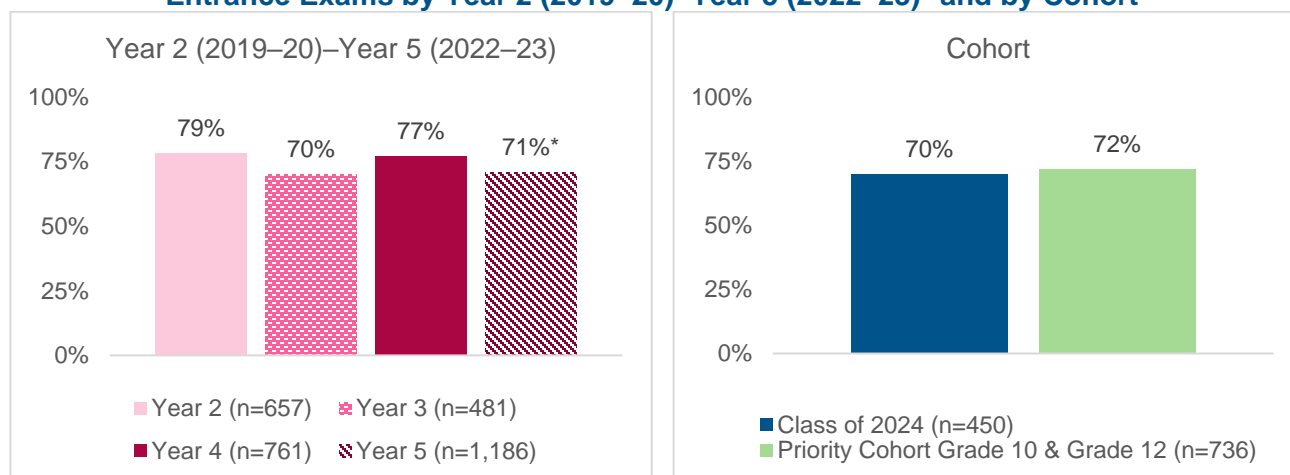


Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Grade 10–12 students responded to this item. Class of 2024 students were in Grade 11 in Year 5.

Of the students who participated in test preparation in Year 5, fewer than three-quarters (71%) reported that test preparation helped them prepare for college entrance exams, a rate significantly lower than in Year 4 (77%) (Figure 2.7; Tables D.29–D.30, Appendix D). With respect to cohort, as seen in Figure 2.7, 70% of class of 2024 students expressed that the test preparation they received helped prepare them for college entrance exams, which was similar to the 72% of Grades 10 and 12 priority cohort students who reported the same.

Figure 2.7. Students Who Reported Test Preparation Helped Prepare Them for College Entrance Exams by Year 2 (2019–20)–Year 5 (2022–23)* and by Cohort



Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Students in Grades 10–12 responded to this item. Class of 2024 students were in Grade 11 in Year 5.

*Responses differed significantly from Year 4 to Year 5: $\chi^2(1) = 10.0, p < .01$.

During site visits, participants across all six districts described providing support to students in preparation for college entrance exams. One such support included exam fee waivers as reported by participants in Districts 3 and 6. Additionally, in-school testing days were offered to students in Districts 1, 2, 3, 4, and 6. A District 6 coordinator clarified that, in earlier years, Saturdays were used for SAT preparatory tests, but these events tended to have low attendance; this year they were able to use a school day for this purpose. In addition to preparatory test days, some districts offered online test preparation resources, such as Khan Academy and Edgenuity, as reported by participants in Districts 2, 3, 4, and 6. Furthermore, site visit participants from District 5 described having allocated time within school hours, which constituted a 45-minute daily intervention time for students to complete test preparation. Finally, the class of 2024 students in their junior year from District 4 reported that their district offers an SAT preparation class to interested students. The non-profit advisor serving District 2 noted that every year they hold grade-level meetings with students and parents in which they outline the college entrance exams. Student and personnel site visit participants in District 2 expressed hope that their district would offer preparatory classes or employ tutors who specialize in preparation for college entrance exams to aid in test preparation.

Promising Practice: Provide preparatory tests during school days to increase participation.

A District 6 coordinator shared that this year SAT preparatory tests were offered during in-school days to increase access to preparation activities. The coordinator noted that SAT preparatory tests were offered on Saturdays in previous years, which contributed to low student participation.

In addition to support provided within the school year, participants from Districts 1, 3, and 5 shared that they provided summer programming focused on preparing for college entrance exams. Participants from Districts 1 and 5 reported providing summer boot camps to students to

help prepare them for TSIA, whereas participants from District 3 shared that they provided preparation for the SAT through summer workshops for students.

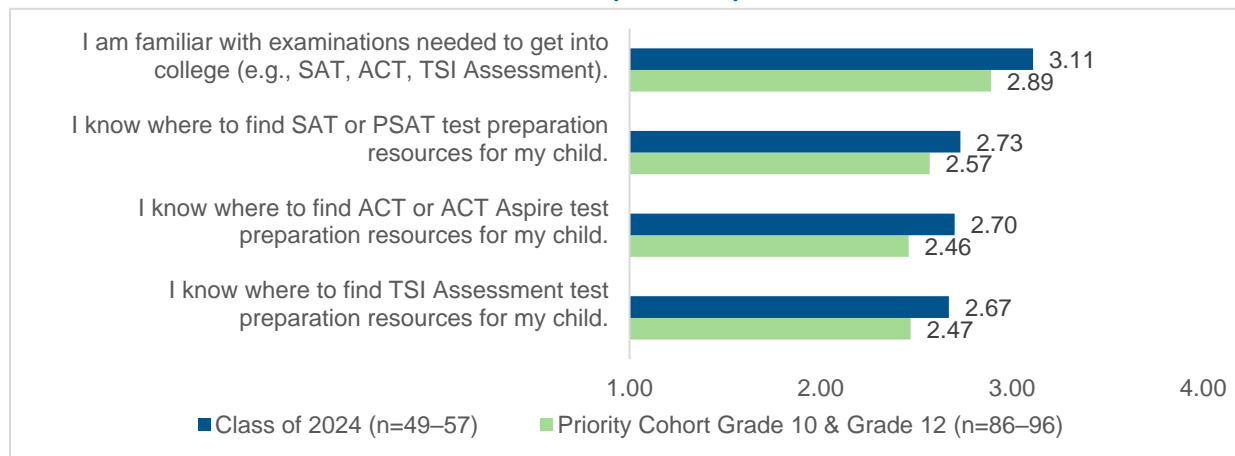
Student survey respondents rated their agreement regarding test preparation resources available to them and their knowledge of the required college entrance exams they would need to take in Year 5. Students reported low levels of agreement or disagreement that they knew where to find test preparation resources for PSAT or SAT (a mean score of 2.60), TSIA (a mean score of 2.57), ACT Aspire or ACT test preparation resources (a mean score of 2.45) (Table D.31, Appendix D). Student agreement on knowing where to find PSAT or SAT and ACT or ACT Aspire test preparation resources was significantly lower in Year 5 (mean scores of 2.60 and 2.45, respectively) than Year 4 (mean scores of 2.66 and 2.54, respectively) (Table D.32, Appendix D). Students in Year 5 generally *Agreed* that they knew which college entrance exam they wanted to take (a mean score of 2.57), although a substantial portion of respondents (34%) also reported that they *Disagreed* with the same. The mean scores for the level of agreement in Year 5 was similar to that of Year 4 (a mean score of 2.62) (Tables D.31–D.32, Appendix D).

Among the student survey respondents, fewer than one-third (29%) discussed topics related to preparing for college entrance exams in their one-on-one advising sessions (Tables D.16–D.18, Appendix D), though students generally *Agreed* that counseling or advising sessions helped them decide which college entrance exams to take and provided them with information about ways to prepare for college entrance exams (mean scores of 2.67 and 2.75, respectively) (Table D.33, Appendix D). Student responses on whether the counselling or advising session provided them with information about ways to prepare for college entrance exams were significantly lower in Year 5 (a mean score of 2.75) than in Year 4 (a mean score of 2.83) (Table D.34, Appendix D).

Student site visit participants shared that they need additional support to better prepare for college entrance exams. Class of 2024 students from Districts 1, 2, 4, and 5 shared that they wanted more opportunities to practice for entrance exams in order to feel more prepared. Additionally, class of 2024 students from District 5 indicated that they need more support on mathematics-related topics to feel more prepared. District 2 student site visit participants noted that it would be helpful to have a course dedicated to preparing for college entrance exams. The coordinator from District 2 shared that students had to attend a specific number of tutoring sessions offered through the district before they can take the exam.

Parents rated their level of awareness of college entrance exams for their child. Figure 2.8 presents mean responses for parents of priority students in Grade 10 and Grade 12 compared to parents of class of 2024 students. The figure indicates parents of class of 2024 students were more aware of test preparation resources and the necessary college entrance exams in comparison to parents of Grade 10 and 12 priority students.

Figure 2.8. Parent Agreement on College Entrance Exams for Their Child by Cohort, Year 5 (2022–23)

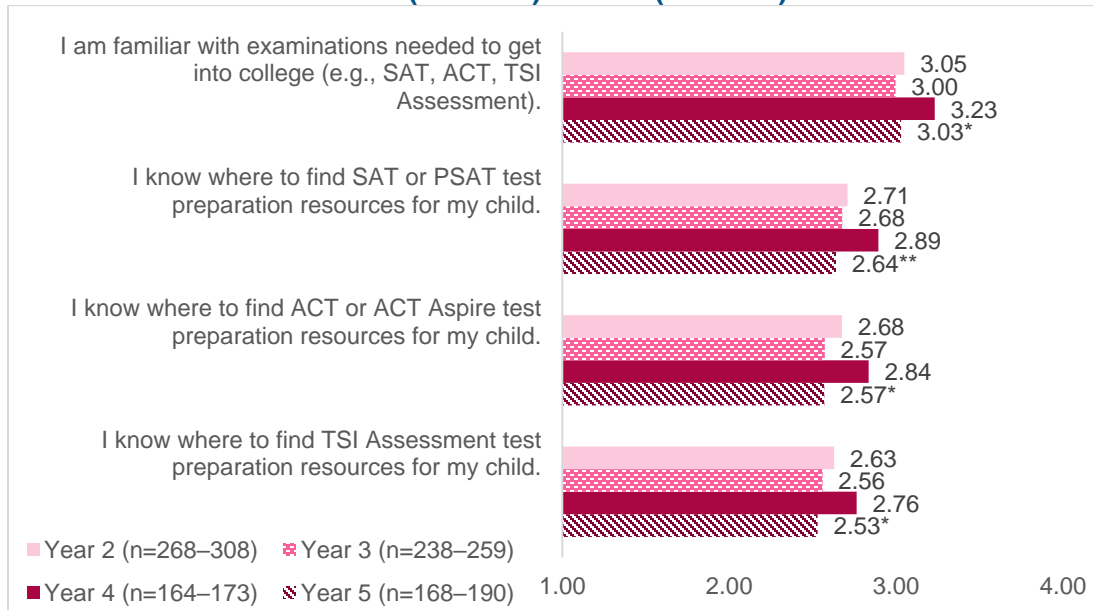


Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Note. Scale used to determine mean rating: 1–Strongly Disagree, 2–Disagree, 3–Agree, 4–Strongly Agree. TSI Assessment – Texas Success Initiative Assessment. PSAT – Preliminary SAT. Respondents who selected I don’t know/Not applicable were not included in this analysis. Class of 2024 students were in Grade 11 in Year 5.

Overall, parents generally *Agreed* that they were aware of where to find test preparation resources for SAT or PSAT, ACT or ACT Aspire, and TSIA (mean scores of 2.64, 2.57, and 2.53, respectively) (Table E.3, Appendix E). Parents also *Agreed* with the statement that they were familiar with examinations needed to get into college (a mean score of 3.03) (Table E.3, Appendix E). As seen in Figure 2.9, parents’ awareness of test preparation resources was significantly lower in Year 5 compared to Year 4 for SAT or PSAT (mean score 2.64), ACT or ACT Aspire (mean score 2.57), and TSIA (mean score 2.53). Parents’ familiarity with the examinations students needed to get into college was also significantly lower in Year 5 than parents’ ratings in Year 4 (mean score 3.23) (Table E.4, Appendix E). Additionally, parents had lower participation rates in counseling and advising sessions than in Year 5 (Table E.5, Appendix E), where 29% of parents discussed topics pertaining to preparation for college entrance exams (Tables E.6–E.8, Appendix E).

Figure 2.9. Parent Agreement on College Entrance Exams for Their Child, Year 2 (2019–20)–Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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 am familiar with examinations needed to get into college (e.g., SAT, ACT, TSI Assessment) differed significantly from Year 4 to Year 5: $t(361) = 2.25, p < .05$; I know where to find ACT or ACT Aspire test preparation resources for my child differed significantly from Year 4 to Year 5: $t(331) = 2.56, p < .01$; I know where to find TSI Assessment test preparation resources for my child differed significantly from Year 4 to Year 5: $t(331) = 2.31, p < .05$.

**I know where to find SAT or PSAT test preparation resources for my child differed significantly from Year 4 to Year 5: $t(338) = 2.64, p < .01$.

With respect to personnel survey respondents, one-tenth (10%) reported being responsible for helping students sign up for or determine which college entrance exams to take (Tables F.8–F.10, Appendix F) with counselors and student services personnel being the most common personnel responsible for providing this type of help for students (31%) (Table F.9, Appendix F). The primary way that personnel reported helping students was to provide information on how to access practice tests at home (36%) followed by providing opportunities to participate in practice tests (35%) (Tables F.11–F.13, Appendix F). The main factors that personnel used to encourage students to consider which college entrance examination to take were the type of postsecondary education institution in which the student plans to enroll (67%), which college degree the student plans to pursue (63%), college requirement for entrance exams (63%), and opportunities to participate in the examination during the school day (52%; Tables F.14–F.16, Appendix F).

2.4. Embedding Academic Rigor

In Year 5, participants in all districts discussed efforts taken in their district to improve academic rigor in their offerings. As a part of this endeavor, having a definition of academic rigor was key. It appeared that districts were at different stages in the development of schoolwide and/or districtwide definitions of academic rigor. For instance, the District 1 coordinator shared that they collaborated with key staff in their district to establish their definition of academic rigor. Site visit participants from other districts, specifically Districts 3 and 5, shared that their districts had a working definition of academic rigor:

I would say that by definition, [academic rigor] is defined in the district as an advanced-level course.

A commitment from the teachers to maintain grade-level instruction, engage students in grade-level rich text, and utilize student-centered activities.

Conversely, participants from Districts 2, 4, and 6 noted that they did not have a schoolwide or districtwide conceptualization of academic rigor. Even so, site visit participants from these districts indicated that efforts were still undertaken to improve rigor. For instance, a District 4 mathematics curriculum coordinator noted that while they did not have a definition of rigor, they had various measures in place to assess rigor in their offerings. Additionally, the District 2 coordinator shared that because staff at the district level are new this year, they have not had time to arrive at a definition of rigor. TNTP staff also shared that from their internal survey data collected in the previous year, it appeared that school staff did not think that their district held a common definition of academic rigor. Indeed, as part of TNTP's support to districts, they provide a vision of academic rigor with districts; however, they recognized that this conceptualization of academic rigor may not trickle down to school staff. TNTP staff noted that many teachers in their school indicated that they did not have a common definition of academic rigor. A TNTP staff member described:

When we present that [staff did not know of a definition of academic rigor] to school administrators ... they were surprised ... because they're like, "We have one."

Regardless of a common definition of academic rigor, staff across participating districts shared that efforts were taken at their district to improve rigor. For instance, a District 4 coordinator reported that improving academic rigor was a key focus for the district in Year 5, particularly in core content areas, and indicated that they were working with TNTP to create a plan for excellent instruction in these subjects. In addition to working to improve academic rigor at the planning stage, participating staff in some districts described methods through which they assess the quality of rigor within their classes. District 1 staff shared that they employ informal formative and summative assessments regularly to

Promising Practice: Leverage vertical teaming to improve academic rigor.

District 2 staff said that they leveraged vertical teams to improve academic rigor in their coursework, specifically in mathematics. As a result of vertical teaming, participating mathematics teachers reported they saw increased alignment across middle and high schools and improved rigor in middle school mathematics coursework.

assess the quality of rigor in their classes. Besides the use of assessments, District 4 staff shared that they use crosswalks to check alignment with the TEKS standards. Participating staff in District 2 shared that they leverage vertical teaming to improve academic rigor where the vertical mathematics team focuses on preparing students for both the EOC assessments and college entrance exams, such as the SAT and TSIA.

Participants across a few districts reported that because of these efforts in improving academic rigor they observed some successes. For instance, participating mathematics teachers in District 2 shared that because they leveraged vertical teaming in their district to improve academic rigor, they had seen increased alignment between the middle and high schools. The District 5 coordinator shared that since program implementation, the district had taken efforts to incorporate appropriate levels of rigor vertically and horizontally across grade levels. The District 6 coordinator noted that when they first started in the district, the rigor was not at grade level. However, slowly across the last 5 years of GEAR UP implementation, the district had been able to increase rigor to a place where students were being academically challenged.

During site visits, participants discussed challenges they faced in their efforts to improve rigor in Year 5. A prominent concern across most districts related to staffing challenges, specifically the ongoing staffing shortage and staff turnover. Participants from several districts (Districts 1, 2, 3, 4, and 6) expressed concern that any effort to improve academic rigor was impeded by the shortage of qualified teachers. Districts reported that, because of the ongoing staff shortage, several positions have remained unfilled, and they had to rely on long-term substitute teachers and Interim Assignment Teachers (IATs). Indeed, District 3 participants shared that they have had to rely heavily on IATs and recognized that these staff may not be certified teachers and may not have had formal education in the content area they were teaching. As such, District 3 participants explained IATs had limited classroom management and teaching skills, which impacted the level of rigor in classrooms. Similarly, at the time of the site visit to District 6, only about half of the positions in the mathematics department were filled and two teachers were certified. At the time of the site visit, District 1 was considering transitioning to online courses to help alleviate this concern or transitioning to a 4-day schedule in the hope of incentivizing new teachers to join the district and to retain existing teachers.

In addition to staffing challenges, other challenges noted by participating staff during site visits related to implementing the state standards¹⁸ and the increasing population of emergent bilingual students (EB)/English learners (EL). The District 2 coordinator shared that there were some challenges related to implementing the new Texas state standards for mathematics and English, specifically that some teachers were slow to implement the required standards and that some teachers needed clarity on how these standards would improve rigor. Participating staff in Districts 1 and 3 shared that their districts had seen an increase in the number of EB/ EL students over the years and expressed concern about possible impacts on providing rigorous coursework because some students require additional supports.

Participants across districts noted that the COVID-19 pandemic adversely impacted rigor within classrooms. Participants in District 5 reported that in Year 5 they had to adapt their focus on

¹⁸ In 2023, the [mathematics TEKS](#) were revised.

rigor to address learning gaps. Participating staff in District 1 shared that prior to the pandemic, benchmarks were in place regarding the levels of rigor within the content. The participant reported that as a result of the pandemic, there was a large learning gap for some students in specific content areas, particularly in mathematics. A mathematics teacher in this district said:

Mathematics is a content where everything builds upon one other subject. So having that gap and having to fill in and teach the current material has been a little bit of a challenge that we've had to adjust how rigorous we truly are for these kids until they start to fill in those gaps.

Program participants indicated other areas of continuous growth for the future, particularly student-led learning and setting clear expectations for students. The District 5 coordinator noted that an area for continued growth for the district focused on student engagement, specifically that there were more opportunities to allow for student-led learning as opposed to teacher-led instruction. Furthermore, staff from District 3 shared that they need to improve efforts to identify teachers with certain skill sets necessary to better prepare students for advanced coursework and provide students with improved notetaking and writing skills. In addition, this participant emphasized the importance of setting consistent and clear expectations across grade levels in the school.

2.5. Summary

GEAR UP academic initiatives reported in the 2022–23 school year focused on providing opportunities for students to take advanced coursework and earn college credit, increasing efforts toward Algebra I and Algebra II enrollment, providing targeted tutoring opportunities to students receiving failing grades, and preparing all students for college entrance exams. Furthermore, discussions with site visit participants focused on improving academic rigor in GEAR UP academic initiatives.

At least one-third of Grade 9 and Grade 10 priority cohort students (39% and 33%, respectively), reported completing Algebra I by Grade 8 or earlier. Among Grade 9 priority students who reported not having completed Algebra I in Grade 8, around 90% reported being currently enrolled in Algebra I in Year 5, which was significantly higher than Year 4. With respect to Algebra II, a majority of class of 2024 students and Grade 12 priority cohort students reported completing Algebra II (51% and 93%, respectively), whereas 10% and 9% of Grade 9 and 10 priority cohort students reported completing Algebra II. Site visit participants noted that student interest in advanced courses, namely AP and honors courses as well as dual credit courses, increased in Year 5, with student survey respondents perceiving AP courses in general as *Moderately Challenging* and honors and dual credit courses as *Slightly Challenging*. Students qualifying for targeted tutoring services was significantly smaller in Year 5, with the most common subject being mathematics and the most common mode being after-school tutoring. Of the students who received tutoring, most felt that the tutoring helped them to succeed in their class; however, student satisfaction with tutoring significantly differed in Year 5 compared to Year 4, with mean scores in Year 5 being smaller than in Year 4 (2.93 versus 3.19, Table D.26, Appendix D). More students reported participating in test preparation in general in Year 5 versus Year 4. The class of 2024 was expected to complete the SAT or the ACT in Year 5. Eighty

percent of the class of 2024 students reported completing SAT or ACT test preparation. Seventy-one percent of students reported that the test preparation they received helped them prepare for college entrance exams in Year 5, which was significantly lower than in Year 4. Student site visit participants shared that additional support was necessary to better prepare for college entrance exams. School personnel may consider offering more opportunities to practice for entrance exams. Finally, staff participating in site visits discussed district-led and school-led efforts to improve academic rigor. Factors related to the COVID-19 pandemic, specifically the resulting learning loss and the ongoing shortage of qualified teachers, posed considerable challenges to improving academic rigor.

3. College and Career Advising and Exploration Initiatives

The six participating districts reported implementing various college and career advising and exploration initiatives in Year 5, 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 GEAR UP goals, including providing postsecondary and career information to students and families and increasing educational expectations for and awareness about postsecondary and career options.¹⁹ This chapter provides an overview of the advising and exploration initiatives delivered in Year 5.

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, financial aid opportunities available to students). Across districts, advising services were offered primarily in person. Students, parents, and/or personnel from all six districts reported in site visits and surveys that students and parents participated in at least one college and career advising activity in Year 5.

3.1.1. Non-Profit Advisers at GEAR UP High Schools

Districts participating in GEAR UP in Year 5 continued their partnership with one of two non-profit advising organizations—Advise TX or CFES Brilliant Pathways—to provide advising services to students and parents within the district. CFES Brilliant Pathways continued to serve two districts and Advise TX took on two new districts, serving a total of four districts. At the time of the site visit, only half of the districts (Districts 2, 3, and 4) had at least one full-time advisor serving the high school.²⁰ District 4 was the only district with two current non-profit advisors, one who served Grade 9–11 students and one who served Grade 12 students.

Generally, non-profit advisors serving Districts 2, 3, and 4 provided in-person advising services, with the non-profit advisors for Districts 2 and 3 being housed at the high school within their district. The non-profit advisors serving District 4 noted they provided mainly in-person support at the district, with occasional days in which they provided virtual support.

In Year 5, personnel across all of the six districts reported on their perceptions and awareness of the non-profit advisors within their district. Nearly half (47%) of personnel survey respondents

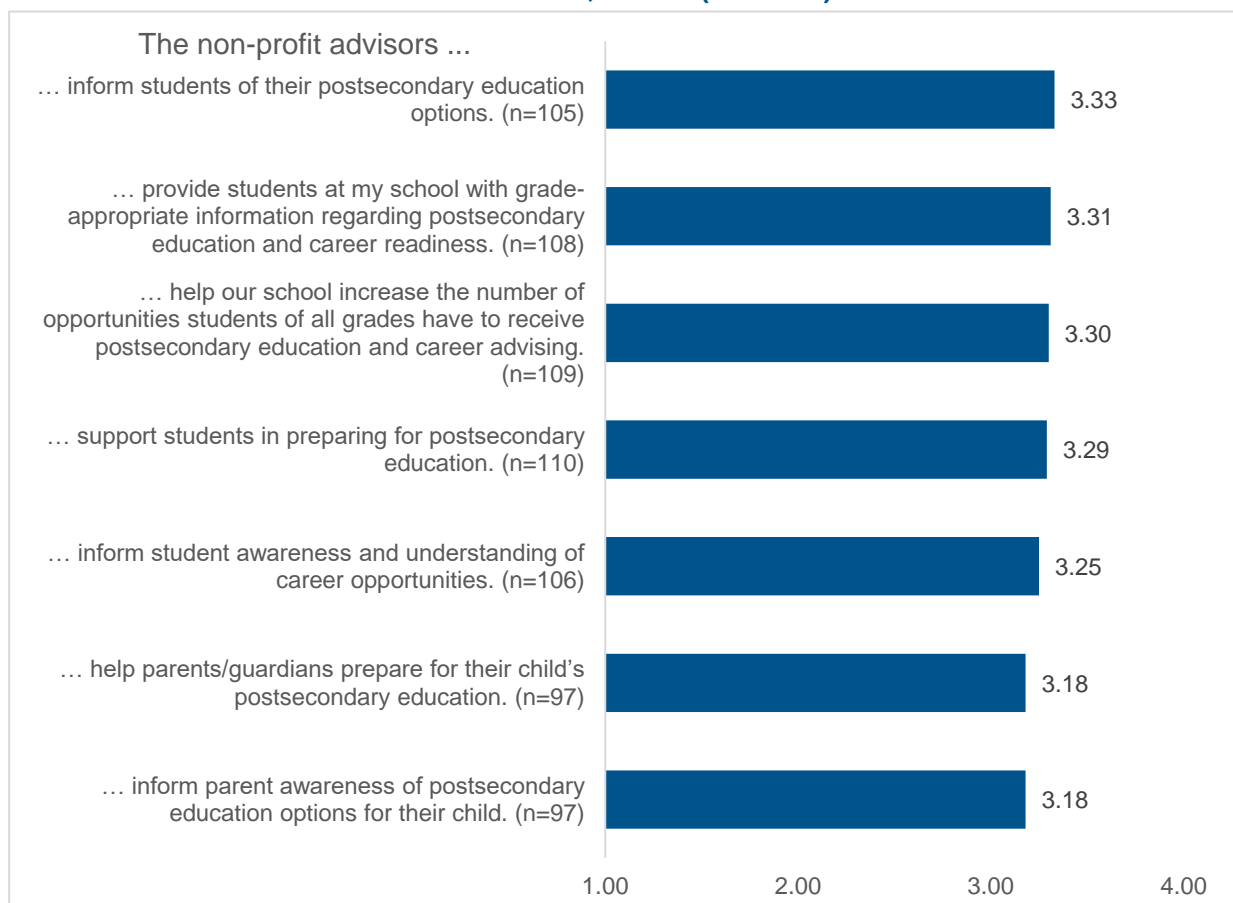
¹⁹ The relevant goals are as follows: Project Goal 6: Provide postsecondary and career preparation information to students and families; Project Goal 7: Increase educational expectations for and awareness about postsecondary and career options.

²⁰ Shortly following the site visit, the District 3 non-profit advisor left the district. The District 6 coordinator mentioned their initial non-profit advisor started in October 2022 and left 2 months later in December 2022, with the district just recently scheduled to get a new non-profit advisor around the time of the site visit.

noted they were somewhat or very familiar with the information and support the college advisors provided—a decline from reported personnel familiarity in Year 4—while the rest were not familiar at all with them (28%) or were not sure of their existence (25%) (Table F.17–F.18, 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 3.33) and provided students with grade-appropriate information on postsecondary education and career readiness (with a mean score of 3.31) (Figure 3.1; Table F.19, Appendix F). Personnel survey respondents also *Agreed* that the advisors were able to help the school increase the number of opportunities students have to receive postsecondary education and career advising (a mean score of 3.30) (Figure 3.1; Table F.19, Appendix F). In comparing personnel roles, administrator survey respondents reported the highest agreement on the helpfulness of the non-profit advisors (Table F.20, Appendix F). Personnel perceptions of the advisors in Year 5 were similar to reported personnel perceptions in Year 4 (Table F.21, Appendix F).

Figure 3.1. Personnel Perceptions of Non-profit Advisors, Grade 9–12, Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

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, <10, <10, <10, 14, and 14, respectively. Scale used to determine mean rating: 1–Strongly Disagree, 2–Disagree, 3–Agree, 4–Strongly 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 positive perceptions regarding their non-profit advisor's availability to support students and staff, noting they were regularly accessible. During the site visits, participating counselors from District 3 described the strong collaboration between the district's counselors and college/career advising team—which included the non-profit advisor—to provide support for students. District 3 counselors met with seniors to initiate conversations, and then students were handed over to the college/career advisors to finish the process. The District 3 counselors and college/career advisors, who the district referred to as the “counseling team,” noted that strong collaboration and communication between counselors and advisors allowed them to successfully address any emerging student needs throughout the school year.

Personnel survey respondents also described their non-profit advisor's extensive knowledge of the college and career process, with one participant sharing that the non-profit advisor was “knowledgeable of all requirements. If [they] don't know an answer, [they] will find it.”

Representative comments regarding personnel perceptions of the advisors are as follows:

They are always available for the students and help them continuously throughout the process.

[They are] very friendly and seem to be quite knowledgeable about postsecondary preparedness.

During the site visits, participants from District 2 mentioned how in Year 5, with the shift to two non-profit advising organizations, the district transitioned from a virtual non-profit advisor to an on-campus non-profit advisor. Participating high school counselors from the district described how the presence of an on-campus non-profit advisor increased student and parent comfort and familiarity with the advisor. Additionally, participating District 2 counselors expressed gratitude that the non-profit advisor was available to students and parents, since even though counselors wanted to meet with students to provide college and career advising, most of their day was filled with social, emotional, and health crises or scheduling. Therefore, the non-profit advisor was able to provide more immediate and direct support to students in Year 5.

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, specifically the non-profit advisor's communication with parents and staff. Personnel from one district noted the need for improved communication with non-English speaking parents within the district. Furthermore, one personnel respondent indicated it would be helpful for teachers to be provided with a schedule of events so all staff could be “on the same page playing an active role motivating our students towards postsecondary learning.” Additional personnel recommendations focused on:

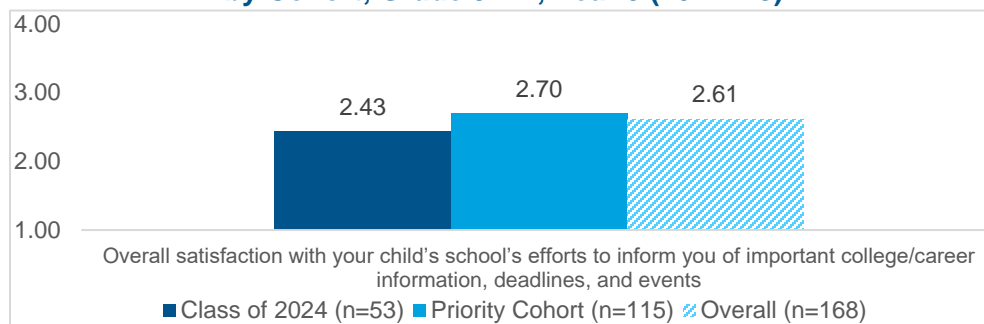
- Improved coordination and scheduling of college and career field trips, such as college visits, to avoid conflicts with standardized testing (e.g., Measures of Academic Progress (MAP) testing, EOC testing, SAT testing, PSAT testing, and so forth);
- Increased visibility within the school among students; and
- Enhanced communication with staff within the district to identify ideal times to pull students from coursework.

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.²¹ During the site visits and phone interviews, participants across the six participating districts described the variety of methods used in Year 5 to disseminate college and career information to students, including group/classroom presentations, highlighting student successes within the school, and a focus on college readiness.

Overall, personnel survey respondents reported providing parents with information through email (66%), phone calls (49%), and in-person meetings/conversations (41%) (Tables F.22–F.23, Appendix F). In Year 5, the distribution of communication methods used by personnel to provide parents and guardians with information on college and career topics was similar to that of Year 4, though a few—including text messages, in-person meetings, and email—differed by more than five percentage points (Table F.24, Appendix F). Class of 2024 and priority cohort parent survey respondents indicated they were generally *Dissatisfied* to *Satisfied* with their child’s school’s efforts to inform parents of important college and career information, deadlines, and events (Table E.9, Appendix E). Generally, class of 2024 parent survey respondents reported they were *Dissatisfied* with their schools’ efforts (with a mean score of 2.43), while priority cohort parent survey respondents reported higher satisfaction (with a mean score of 2.70; 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 5 (2022–23)



Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).
 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. Class of 2024 students were in Grade 11 in Year 5.

²¹ The relevant objective is Project Objective 6.2: Each year, students and parents will receive information about postsecondary and career options, preparation, and financing.

In site visits, participants across most of the districts (Districts 1, 2, 3, 4, and 5) described the use of classroom presentations and/or group meetings to provide students with college- and career-related information. Participants from Districts 1 and 2 described that the high school counselors or non-profit advisors regularly provided classroom presentations to class of 2024 and priority cohort students in Year 5. Presentations covered topics such as choosing a career pathway/certification program, college and career bingo, discussions on reasons why to choose college, and certifications and associate degrees. Similar to classroom/group presentations from counselors or advisors, District 3 held “alumni day” during which alumni came back to the high school to visit classrooms and discuss with current students their postsecondary paths following graduation. The District 3 coordinator said that during these discussions, alumni shared with students how to plan and be prepared for postsecondary paths. The coordinator explained the value of alumni discussions, as students appeared to be more responsive and give more weight to the comments of recent alumni closer to their age. Class of 2024 students from District 5 discussed how local community members visited their school to provide classroom presentations focused on people from small towns, their careers, and career paths. One student participant shared that they learned a lot, adding they learned “they can go far away, even though you’re from a small town.” Lastly, non-profit advisors serving District 4 noted they also provided group presentations to students at the start of the year to introduce themselves and provide grade-specific information. For example, the Grade 12 presentations included information on graduation requirements, college applications, and financial aid. The Grades 9–11 presentations focused on providing an overview of the college and career center within the high school and the services available through the center.

In addition to presentations of college and career information, site visit participants from Districts 3 and 4 described providing visual information throughout the school and embedding college and career information into courses or programs within the school. District 4 reported they use announcements to highlight student accomplishments, for example posting student achievement, such as receiving a scholarship or being accepted into college, on the student wall of fame in school. Grade 10 priority cohort students from District 4 also described a program the district created, the GEAR UP Ambassador program, wherein student representatives from each grade level were invited to help coordinate with the school to provide and share college- and career-related information and opportunities. Lastly, class of 2024 students from District 3 noted the district provided college- and career-related information through the college readiness course available to students.

Promising Practice: Use interactive learning techniques to engage students.

The non-profit advisor serving District 2 described “one of the [students’] favorite” activities was college and career bingo, where the advisor would call out definitions and students had to find the associated word on their board, and then the class would engage in a discussion on the term. The advisor used college and career paraphernalia as prizes for students. The advisor said the students “really enjoyed [the activity], and I think it helped them to grasp the content of what I was talking about. I did that on all grade levels but had different discussion at the grade levels.” Class of 2024 student participants also described the activity as “fun.”

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 transitioned back to dedicated in-person advising spaces; however, some continued to offer virtual space(s) as well, including online platforms such as Google Classroom, which remained consistent in Year 5.

During the site visits, all six participating districts noted they had a dedicated advising space available to students and parents in Year 5. Spaces included college and career centers or repurposed classrooms within the school or library. In Year 5, the dedicated advising space in District 1 moved to a space that was slightly bigger and closer to the school counselors' offices. The District 1 coordinator explained the hope for the shift:

What they're trying to work on this year [is determining] if [the advising space] worked better if it was closer to the counselors. If the kid went in there with a counselor to ask a question, they could just directly send them across the hallway instead of across the school.

A participating District 5 counselor said the college and career center had an open-door policy as students were encouraged to stop in at any time with a question. Overwhelmingly, across several of the participating districts (Districts 3, 4, 5, and 6) students shared they were comfortable visiting their district's college and career advising centers. A class of 2024 student from District 3 said, "It's never intimidating, it's never like, 'Oh, I'm scared to go.' It's a friendly environment, so you have the confidence to actually go [in] and ask." Participating students noted they would visit their college and career centers for help with scholarship applications, for guidance on whether they should take dual credit courses, to check their transcripts or grades, to borrow a school Chromebook, or to see upcoming events posted on the bulletin board. Priority cohort Grade 10 students from District 4 reported the college and career center disseminated relevant information via email to all students as well.

Conversely, class of 2024 students from Districts 1 and 2 noted while they knew where the college and career centers were, they visited infrequently. A class of 2024 student from District 1 mentioned the school did not advertise the center:

It's very weird; they put it out there, but they don't really tell people about it. So as a student, if you know about it, you can go to it. Not very inviting.

Class of 2024 student participants from District 2 noted the site visit focus group was the first time they had been in the college and career center.

3.1.4. Individualized Advising Services for Students and Parents

Individualized college and career advising continued to be provided to students and parents during Year 5. GEAR UP established individualized college and career advising services as

project objectives for class of 2024 and priority cohort students and parents.²² Students, parents, and personnel from all six districts reported during site visits and/or in surveys that individual advising sessions were conducted in Year 5.

STUDENT ADVISING

In Year 5, 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 5, a similar frequency compared to Year 4 (Tables D.35–D.36, Appendix D). During site visits, most, if not all, of the class of 2024 and priority cohort student participants from Districts 2 and 3 noted they had met with their non-profit advisor for an individual advising session at least once in Year 5, either through a formal meeting or informally when stopping by the college and career center to ask a question. Class of 2024 students from District 2 said that they completed career interest surveys that their non-profit advisor used to guide individual advising sessions. Surveys included questions on students' desired graduation and/or career plans. For the District 2 students who had not yet met individually with their non-profit advisor at the time of the site visit, they had interacted with the advisor through group sessions or presentations. Participating students from Districts 1 and 6 reported that at the time of the site visit, they had not yet met with their non-profit advisor in Year 5.

Student survey respondents from across the districts who reported participating in one-on-one counseling reported the topics they discussed during their session. Figure 3.3 provides an overview of the top three topics students reported discussing by grade. For all students, regardless of grade, the most frequently reported topic by student survey respondents was their grades (68%–81%). For Grade 9–11 students, that was followed by course selection and scheduling (58%–70%) and college plans (51%–59%) (Figure 3.3; Tables D.16 and D.18, 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 following grades being college applications (57%) and college plans or interests (55%) (Figure 3.3; Tables D.16 and D.18, Appendix D).

²² The relevant objectives are 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 primary cohort parents will receive at least one individualized college and career counseling session.

Figure 3.3. Top Three Topics Students Discussed in One-on-One Counseling/Advising Sessions by Grade, Grade 9–12, Year 5 (2022–23)

Grade 9 (n=389)	Grade 10 (n=256)	Grade 11 (n=272)	Grade 12 (n=309)
<ul style="list-style-type: none"> • My grades (68.1%) • Course selection/scheduling (57.6%) • College plans or interests (50.9%) 	<ul style="list-style-type: none"> • My grades (74.6%) • Course selection/scheduling (69.5%) • College plans or interests (58.6%) 	<ul style="list-style-type: none"> • My grades (80.9%) • Course selection/scheduling (59.9%) • College plans or interests (50.7%) 	<ul style="list-style-type: none"> • My grades (72.8%) • College applications (57.0%) • College plans or interests (54.7%)

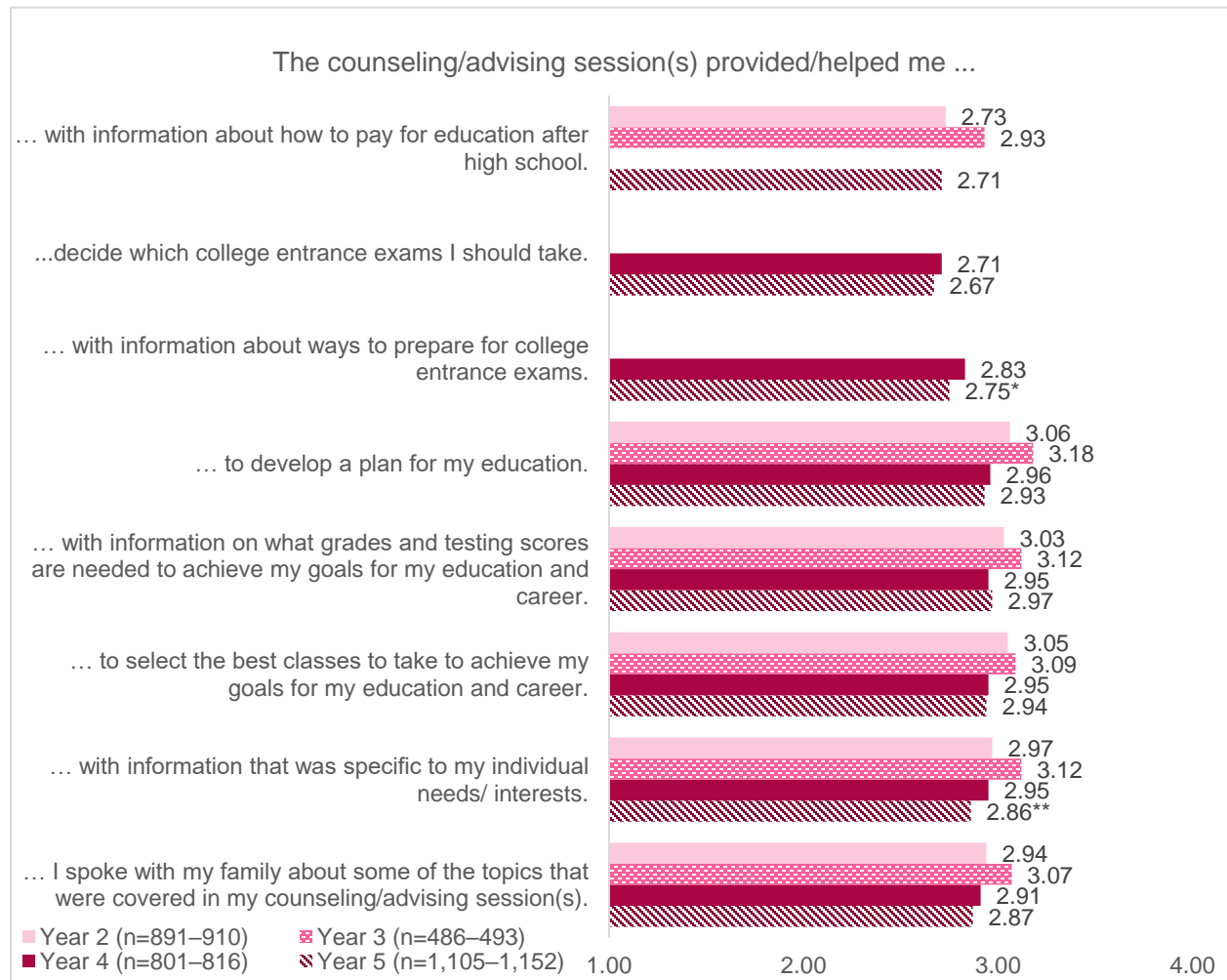
Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Class of 2024 students were in Grade 11 in Year 5.

Comparing topics discussed during advising sessions across the years, some topics were significantly different from Year 4 to Year 5, where a higher percentage of students in Year 5 indicated that they discussed student's grades (74%) and course selection/scheduling (58%) when compared to Year 4 (68% and 53%, respectively) (Table D.17, Appendix D). Conversely, significantly fewer student respondents reported discussing their personal graduation plan (37%), college applications (30%), financial aid for college (23%), and the Texas financial aid graduation requirement (12%) (Table D.17, Appendix D).

Year 5 student survey respondents who reported participating in an individual advising session, reported the highest mean agreement that the session(s) provided them with information on the grades and test scores needed to achieve their college and career goals (with a mean score of 2.97), helped them select the best classes to take to achieve their college and career goals (with a mean score of 2.94), and helped them develop a plan for their education (with a mean score of 2.93) (Table D. 33, Appendix D). Comparing agreement across years, although students generally *Agreed* that the sessions provided information on ways to prepare for college entrance exams and information that was specific to a student's individual needs or interests, the level of agreement was significantly lower in Year 5 (mean scores of 2.75 and 2.86, respectively) than in Year 4 (mean scores of 2.83 and 2.95, respectively) (Figure 3.4; Table D.34, Appendix D). However, it should be noted that in Year 5, more students participated in the student survey than in Year 4. Since these groups of students may be different, longitudinal results should be interpreted with caution. 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 5 (2022–23)



Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

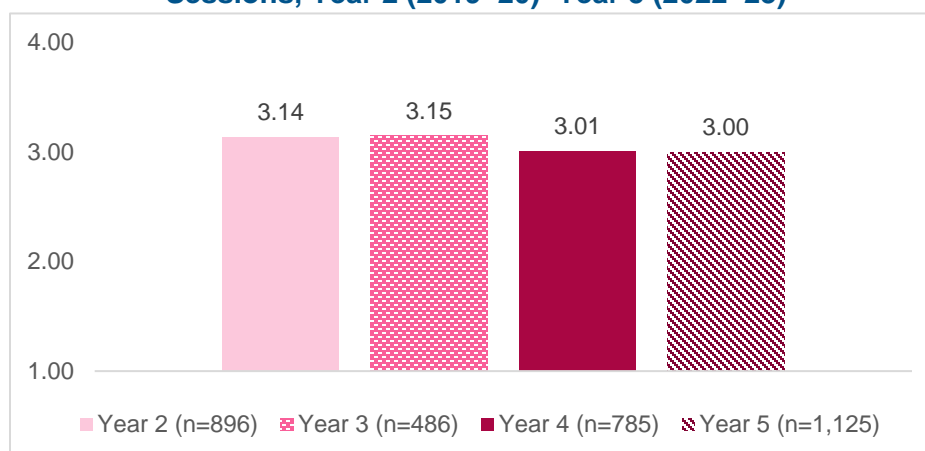
Note. Year 2 responses included students in Grade 8–12. Year 3, Year 4, and Year 5 responses included students in Grade 9–12. Items “The counseling/advising session(s) helped me decide which college entrance exams I should take,” and “The counselling/advising session(s) provided me with information about ways to prepare for college entrance exams” were asked only in Year 4 and Year 5. The item “The counselling/advising session(s) provided me with information about how to pay for education after high school” was not asked 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.

*The counseling/advising session(s) provided me with information about ways to prepare for college entrance exams significantly differed from Year 4 to Year 5: $t(1,725.54) = 2.5, p < .05$.

**The counseling/advising session(s) provided me with information that was specific to my individual needs/interests significantly differed from Year 4 to Year 5: $t(1,744.90) = 2.6, p < .01$.

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 3.00, which was similar to student satisfaction in Year 4 (Figure 3.5; Tables D.37–D.38, Appendix D).

Figure 3.5. Student Satisfaction with One-on-One Counseling Sessions, Year 2 (2019–20)–Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Year 2 responses included students in Grade 8–12. Year 3, Year 4, and Year 5 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.

Outside of advising with non-profit advisors, several district staff noted other staff at their school who provided individual student advising in Year 5. For example, participants from Districts 1, 2, and 4 described student individual advising sessions with school counselors; the topics covered in the sessions varied by district. Participating District 1 students noted they met with their school counselor to discuss graduation requirements and academic performance but had not discussed their college and/or career paths after graduation. The District 1 counselor said, as they were new to the district this year, one of the biggest barriers in advising was the time it takes to fully get to know the students. Student participants from District 2 shared that they met with their school counselors exclusively for course scheduling. District 4 student participants described how they typically were pulled out of class every 4 to 5 weeks to meet individually with a counselor, mainly to discuss their grades, transcripts, and future aspirations. District 4 students said the most useful part of the discussions was having an individual who was knowledgeable of the college application process let them know if they were on track and to provide specific tasks on which to focus.

In addition to counselors, District 5 class of 2024 and priority cohort students who participated in the site visit reported that they met with their district's college and career advisor individually and through larger group presentations in Year 5. Class of 2024 students from District 5 explained the group sessions focused predominantly on broad topics while the individual sessions were more specific to the students' needs and aspirations. Even so, a District 5 counselor noted that advising high school students in Year 5 was challenging due to issues with student attendance. For example, they said it was hard to meet with several students or to hold them accountable through email, phone calls, or even home visits; the counselor attributed this to lasting impacts from the COVID-19 pandemic.

Of the student survey respondents who reported not participating in one-on-one advising in Year 5, the most common reason reported was not knowing the meetings were being offered

(57%) (Tables D.39–D.40, Appendix D). However, overall student survey responses on reasons they did not participate in one-on-one advising significantly differed from Year 4 to Year 5 (Table D.40, Appendix D). Due to barriers with staffing non-profit advisors, class of 2024 and priority cohort student participants from Districts 1, 4, 5, and 6 noted they had not met with their non-profit advisor in Year 5. Additional information on reasons students did not participate in advising is presented in Section 3.8.1. Student Recommendations.

PARENT ADVISING

Overall, more than one-fifth (27%) of parent survey respondents, across districts, reported meeting one-on-one with their child’s counselor, advisor, and/or GEAR UP coordinator in Year 5, a rate significantly lower compared to Year 4 (Tables E.5 and E.10, Appendix E). Almost half (49%) of Grade 12 parents and fewer than one-fifth (18%) of class of 2024 parents reported meeting one-on-one with their child’s counselor, advisor, or GEAR UP coordinator (Table E.11, Appendix E).

During the site visits, non-profit advisors from the partnering advising organizations described the individual advising that was provided to parents in Year 5. Participating non-profit advisors from District 4 described how individual advising sessions with parents were primarily conducted through text messaging, which resulted in some successes with sustained parent engagement. The non-profit advisor described a separate event for Grade 9 students:

I had a couple of parents come in just because after seeing so many messages from me, they wanted to get to meet me and see what other additional information I could give them about their student. So that’s been really nice to see because while a majority of the parents aren’t responding, I’m at least getting a couple of [parents] that are getting the information and are interested in what I do and what I’m providing for them and the students.

The non-profit advisor from District 2 emphasized the importance of establishing relationships with parents to build trust and comfort, especially with parents of first-generation college students. The non-profit advisor shared that at times the district’s parents of first-generation college students were hesitant to come into the school and uncomfortable meeting with the advisor as they did not want to appear like they did not know something about the college process. To overcome this barrier, the advisor noted working to establish trust by helping them to understand they can figure it out together. Additionally, to account for parents’ busy schedules, the District 2 non-profit advisor noted they try to be available to parents at any time, morning to evening, particularly due to the continued challenge of parental engagement in education within rural communities.

Promising Practice: Meet parents “where they are” in advising.

The nonprofit advisor from District 2 described the importance of meeting families where they are to establish trust. The advisor mentioned sharing their own background as a first-generation college student with parents: “I was first generation. I told [families] that my parents weren’t able to help me. It’s fortunate that I’m available to help them. I tell them they can ask me any questions, email me, text me at any time. I’m open to them, their needs, and concerns.”

I think in education, [we] always want more parent involvement and it's just hard in a rural community because our students are so involved in so many activities and then our parents are always working so [its] really hard ... to figure out. Sometimes just being available later in the evening to wait until parents get off work—to meet them when they're available.

Parent survey respondents from across the districts who reported participating in one-on-one counseling indicated the topics they discussed during their session. Figure 3.6 provides an overview of the top topics parents reporting discussing by grade. For Grades 9–10, the most frequently reported topic by parent survey respondents was their child's grade (75% and 73%, respectively) (Figure 3.6; Tables E.6 and E.8, Appendix E). Among Grade 11 parent respondents, the most frequently reported topic was course selection and scheduling for their child (88%), while among Grade 12 parent respondents, it was their child's Personal Graduation Plan (73%) (Figure 3.6; Tables E.6 and E.8, Appendix E). A majority of topics parents reported discussing in Year 5 were similar to those reported in Year 4, except their child's college plans or interests, which was significantly lower in Year 5 (Table E.7, Appendix E).

Figure 3.6. Top Topics Parents Discussed in One-on-One Counseling/Advising Sessions by Grade, Grade 9–12, Year 5 (2022–23)

Grade 9 (n<10)	Grade 10 (n=15)	Grade 11 (n<10)	Grade 12 (n=15)
<ul style="list-style-type: none"> Your child's grades (75.0%) Course selection/scheduling for your child (50.0%) Your child's college plans or interests (25.0%); Career plans or interests (25.0%) 	<ul style="list-style-type: none"> Your child's grade (73.3%); Course selection/scheduling for your child (73.3%) Your child's Personal Graduation Plan (40.0%); Your child's college plans or interests (40.0%) 	<ul style="list-style-type: none"> Course selection/scheduling for your child (87.5%) Your child's Personal Graduation Plan (62.5%); Your child's career plans or interests (62.5%) 	<ul style="list-style-type: none"> Your child's Personal Graduation Plan (73.3%) Course selection/scheduling for your child (66.7%); Your child's career plans or interests (66.7%)

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Class of 2024 parents were in Grade 11 in Year 5.

Of the parents who reported participating in one-on-one advising, there was variation in their satisfaction and agreement levels across cohorts. Generally, priority cohort parent survey respondents indicated higher satisfaction compared to class of 2024 parents. Even so, class of 2024 and priority cohort parents reported being *Satisfied* (with mean scores of 3.36 and 3.39, respectively) (Figure 3.7). Figure 3.7 provides additional detail about the breakdown for each cohort as well as additional parent perceptions of one-on-one advising.

Figure 3.7. Parent Agreement on One-on-One Counseling/Advising Session by Cohort, Grade 9–12, Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).
 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. Class of 2024 students were in Grade 11 in Year 5.

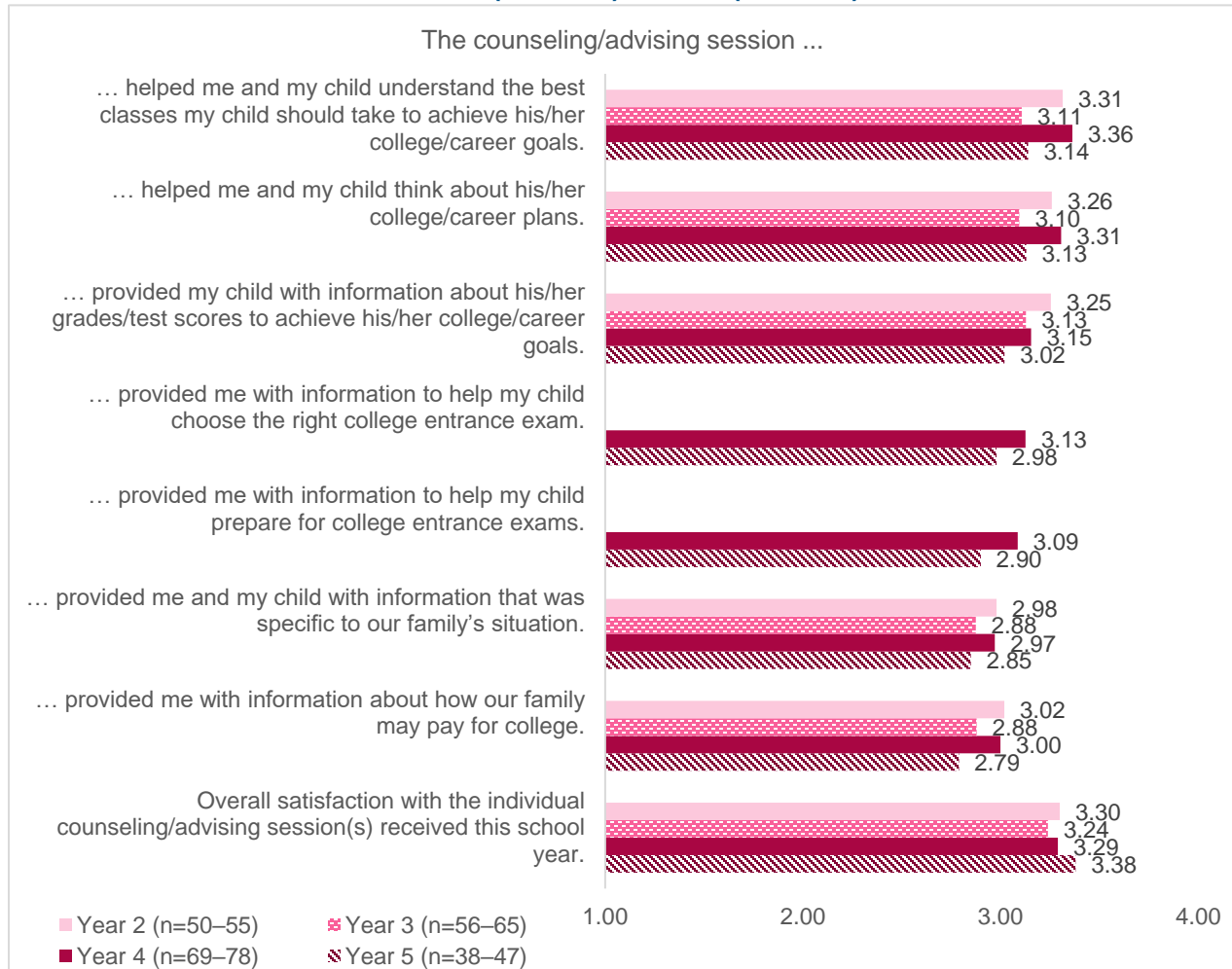
During the site visits, several participants shared that parent engagement and participation continued to be a challenge in Year 5. In the hopes of improving parent engagement, District 4 utilized a new approach in which they had students call or message their families while they were meeting with college and career staff. As the district was not having success with direct messaging to parents, the non-profit advisor serving District 4 said:

Something the GEAR UP team [has] been doing [is] having the students text the parents so that way they could get that conversation going; that way the parents were not opening their phone and it's a random number—it comes from the students themselves and they have a higher chance of answering.

The coordinator from District 5 shared the district struggled to get parents to visit the campus for meetings. However, the coordinator from District 5 noted they took responsibility for the challenge, believing the district may not be communicating effectively with parents regarding the things the district needed from parents for their students to be college and career ready.

In comparing parent perceptions of one-on-one advising across years, generally parent agreement on advising sessions' helpfulness and information declined from Year 4 to Year 5 (Figure 3.8; Tables E.12–E.13, Appendix E). Even so, overall parent satisfaction with the individual advising session(s) among those surveyed was higher in Year 5 compared to Year 4 (mean scores of 3.38 and 3.29, respectively) (Figure 3.8; Tables E.14–E.16, Appendix E). Figure 3.8 provides additional details on the changes in parent perceptions throughout program implementation.

Figure 3.8. Parent Agreement on One-on-One Counseling/Advising Session, Year 2 (2019–20)–Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Year 2 responses included parents of students in Grade 8–12. Year 3, Year 4, and Year 5 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 and Year 5 surveys. 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 5, the most common reasons reported were not knowing the visits were being offered (69%), which was dissimilar from reasons reported in Year 4 (Tables E.17–E.18,

Appendix E). Additional information on reasons parents did not participate in individual advising is presented in Section 3.8.2. Parent Recommendations.

3.1.5. Counselor Perceptions of Statutory Changes to Work Time

This section of the report describes counselors' perceptions of Senate Bill 179, 87th Texas Legislature. Additional information regarding services provided by counselors is presented in Section 3.1.4., which focuses on individualized advising services.

Since the implementation of Senate Bill 179 in September 2021, Texas school counselors must now spend at least 80% of their total work time on duties that are components of a counseling program developed under TEC § 33.006 (2022), including guidance curriculum, responsive services, individual planning, and system support.²³ Enacted in 2021–22, this bill directly supports Objective 6.3, which promotes individualized college and career counseling sessions for class of 2024 students.²⁴ By ensuring that counselors spend 80% of their total work time on activities deemed critical components of counseling, it seems likely that GEAR UP would meet this target in Year 5 and subsequent years. However, many of participating counselors noted the new bill had little to no impact on the services provided to students or their responsibilities. A counselor from District 2 explained that it was unrealistic that they would be able to spend 80% of their time on the components of a counseling program in addition to their other duties, describing if they spent 80% of their time on crises or intervention, they would still have to complete scheduling paperwork at night or on the weekend.

While most participating counselors believed the bill was needed, they noted barriers with the implementation, mainly regarding increased understanding and buy-in among administrators. A District 1 counselor said:

I think that once the role of a counselor is understood—primarily by our administration—and what it is to be a school counselor, what it entails and what it doesn't, I think that's going to really impact the 80% and how it affects the kids.

In addition to increased information and buy-in among administrators, participating District 3 and 4 counselors expressed the need for increased clarity on the bill components. The counselors noted they needed more information about the bill, because they were still assigned duties that they believed should no longer have been under their purview from their reading of the bill. For example, the District 3 counselor said they were still conducting services required for the Section 504 Rehabilitation Act of 1973 (e.g., how a school supports students identified as having barriers to learning), which they acknowledged “is a clear no-no, that really shouldn't be a counselor ... duty.” To garner increased buy-in, participating counselors from Districts 2 and 3 suggested funding be tied to bill implementation. The participating District 2 counselor said:

I think realistically with the bill, they could make that work by requiring specific counselors—such as a social emotional crisis counselor, a college career

²³ More information regarding this statute can be found in subsection (e) of [TEC § 33.006 \(2022\)](#), which outlines the exceptions to when a school counselor may spend less than 80% of their total work time on duties that are components of a counseling program developed under Section 33.005.

²⁴ The relevant objective is Project Objective 6.3: Each year, 90% of primary cohort students will receive at least one comprehensive, individualized college and career counseling session.

[counselor]. Instead of just putting that law out there, counselors in general can only do 80/20, well then on top of that, we need to specify who's doing what. Add the funding on top of the requirements because it's not going to be enforced and then I heard there are opportunities for waivers.²⁵

To support the implementation of the bill, participating counselors from Districts 1 and 4 shared recommendations for additional resources or supports that would aid in the implementation.

Recommendations included:

- Training for administrators on the bill components outlining what a school counselor is and is not supposed to be responsible for;
- Information for administrators on the differences between responsive, direct, proactive, and reactive services, especially since following the pandemic there was an increased need for social emotional counseling in addition to academic; and
- Funding new staff to take on responsibilities that counselors would no longer be overseeing with the implementation of the bill.

Even so, the participating District 3 counselors shared some successes with the implementation of the bill, including removing counselors from testing duties and increased awareness of a counselor's job role and responsibilities. Regarding the District 3 testing coordinator in Year 5, the counselor noted they did an "excellent job" keeping counselors away from testing coordination. Additionally, the participating counselor shared the bill helped generate conversations with school and district administrators on counselor responsibilities. The counselor described sharing Senate Bill 179 with administrators to enhance their knowledge of the bill and guide conversations. While the counselor noted the bill implementation was not perfect, they noted it was a work in progress and moving in the right direction.

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.²⁶ Participants from all six of the participating districts described visits they participated in and/or were offered in Year 5.

Overall, fewer than one-third (32%) of student survey respondents reported they participated in a college visit in Year 5, a rate significantly higher than in Year 4 (Tables D.41–D.42, Appendix D). Several Grade 10 students from Districts 4 and 6 noted they participated in a college visit in Year 5; however, it was offered through other programs, one of which was for potential first-

²⁵ It should be noted that while there are no waivers provided to districts regarding compliance with the law, a district can develop their own local plan and state what percentage counselors will work on counseling duties.

²⁶ The relevant objective is Project Objective 7.1: Each year, 75% of class of 2024 students will attend at least one college visit.

generation college students within the district. The principal from District 2 emphasized the importance of college visits for their students:

If we didn't provide [college visits] for [students], where else are they going to get it? You can do it virtually, but that's not the true sense or the true feeling of stepping into a dorm and feeling what the bed looks like and [or what it] feels like inside of a hall. Those experiences are huge with our kids because that's something that's going to be memorable. It sticks in their head, and it helps them make their decision, and that's crucial.

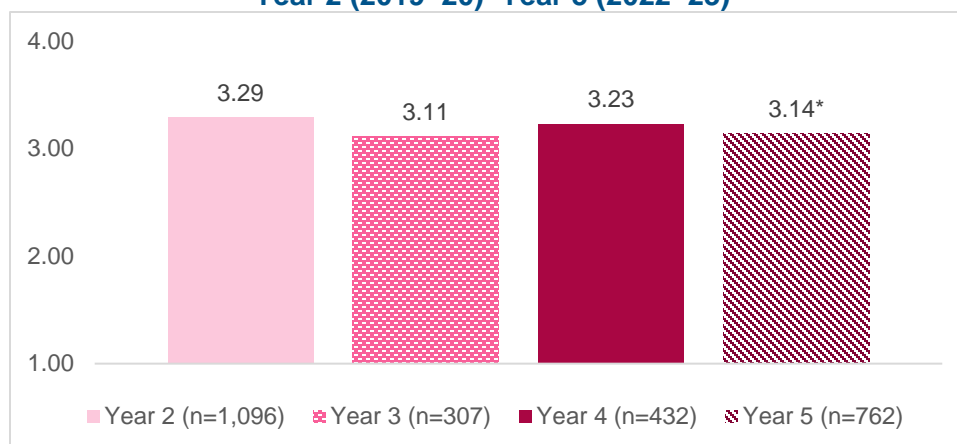
Student survey respondents also reported the types of activities they participated in during college visits. Of the student survey respondents who reported participating in a college visit, 80% noted they completed a campus tour, 39% listened to a speaker, and 15% observed classes (Table D.43, Appendix D). Students reported learning about a wide variety of information; it included the layout/environment of the campus (70%), academic programs/areas of study (58%), student clubs/organizations (47%), and campus diversity (47%) (Table D.44, Appendix D).

During the site visits, class of 2024 students from several districts (Districts 2, 3 and 6) shared aspects of their trip they enjoyed, including seeing the college campus, learning about the program offerings, and visiting a college course. One District 3 class of 2024 student highlighted how being able to walk around the campus and go into buildings gave them the opportunity to feel like they were college students already. Other students from the district enjoyed learning about the “urban legends” or school traditions at the university as well as the local community surrounding the college campus. Finally, students were given the opportunity to meet directly with current college students and ask questions about their personal experiences at each college, which they enjoyed (Districts 2, 3, and 6). In District 6, one school's student alumni met with current high school students during their college visit.

Site visit participants shared suggestions for how college visits could be improved. For example, class of 2024 students from Districts 2 and 3 mentioned it would be nice to sit in on a class with other students during a college visit, stating that they “think learning the class environment is important, too.” It should be noted that only 15% of students who participated in college visits indicated that they attended classes during their visit (Table D.43, Appendix D). A class of 2024 student from District 3 noted it would be helpful to see the dorms within the college as part of the visit. District 2 class of 2024 students requested more time for college visits, noting they felt visits included a tight schedule with a time crunch. A class of 2024 parent from District 6 suggested that college visits may be more beneficial for students if students' parents were invited to participate in the college visits with them.

Overall, participating students reported positive levels of satisfaction with college visits offered in Year 5 (mean score of 3.14; Tables D.45–D.46, Appendix D). Students' satisfaction levels were significantly lower in Year 5 compared to Year 4 as shown in Figure 3.9.

Figure 3.9. Student Satisfaction with College Visits, Year 2 (2019–20)–Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Year 2 responses included students in Grade 8–12. Year 3, Year 4, and Year 5 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 4 to Year 5: $t(1,192) = 2.4, p < .05$.

Two districts shared challenges related to college visits. One coordinator in District 3 cited transportation as being their largest challenge; they cancelled a college tour because of issues finding transportation. Meanwhile, a District 2 coordinator highlighted the lack of availability of college tours for trade schools, noting that although trades are very prominent careers in their area, local trade schools were not prepared for student tours of their facilities.

Among those who did not participate in a college visit in Year 5, about half (49%) did so because they did not know visits were being offered, 23% were too busy to participate, 17% were not interested, and 4% did not participate due to concerns over COVID-19 (Table D.63, Appendix D).

3.3. College and Career Fairs

College and career fairs provide students and families with the opportunity to learn about different paths that are available to them after high school. The benefit of these types of events is providing students with information about postsecondary institutions and/or career opportunities in one setting based on students’ postsecondary goals. During these events, booths are set up with representatives from participating postsecondary institutions and organizations so that students may get informational handouts from the representative or have a more in-depth conversation with them about their postsecondary plans. Although some participating districts combined college and career fairs, other participating districts held these events separately.

In Year 5, 36% of student survey respondents reported participating in a college and career fair, which was significantly higher than in Year 4 (30%) (Tables D.47–D.48, Appendix D). Site visit participants from five of the six participating districts (Districts 2, 3, 4, 5, and 6) described college and/or career fairs that were offered to students in Year 5. For example, the District 5

and 6 coordinators discussed the importance of combining college and career fairs into one event because not all of their students intended to apply for college. As the District 6 coordinator stated:

I know these kids. ... They're not going to go to college, but what can we do to get them career-ready? What can we do to help them maybe find that job or go to a technical school?

The District 6 coordinator described how students enjoyed participating in an off-site job convention:

Every ninth- through twelfth-grade student went [to the convention], and it was really great; the kids enjoyed it. There were all kinds of government agencies represented there, other different jobs. The teachers and the kids came back saying that they really enjoyed it.

Some participating districts offered on-site college and career fairs in ways to accommodate students and families to increase participation. For example, District 3 staff noted that they always invited parents to attend college and career fairs resulting in good parent turnout. Class of 2024 students and non-profit advisors serving District 3, as well as District 4 counselors, said that their district invited college and military recruiters to visit during lunch to increase student exposure to various opportunities. In District 5, staff hosted a “student empowerment tailgate” with representatives from colleges and local businesses and students would walk around to get “goodies” and information from the various representatives. District 6 hosted a “fall fest” where college- and career-related information was shared. A District 6 class of 2024 parent described the event:

A whole festival for the town. They got people to come across the table, not only just our students. They got community members and other people surrounding because it wasn't just to our school district. The fall festival was open to the whole city, and we have a couple of nearby towns. Parents can stop by, so I thought that probably was a plus.

Some districts (Districts 5 and 6) also provided students with virtual college and/or career fairs.

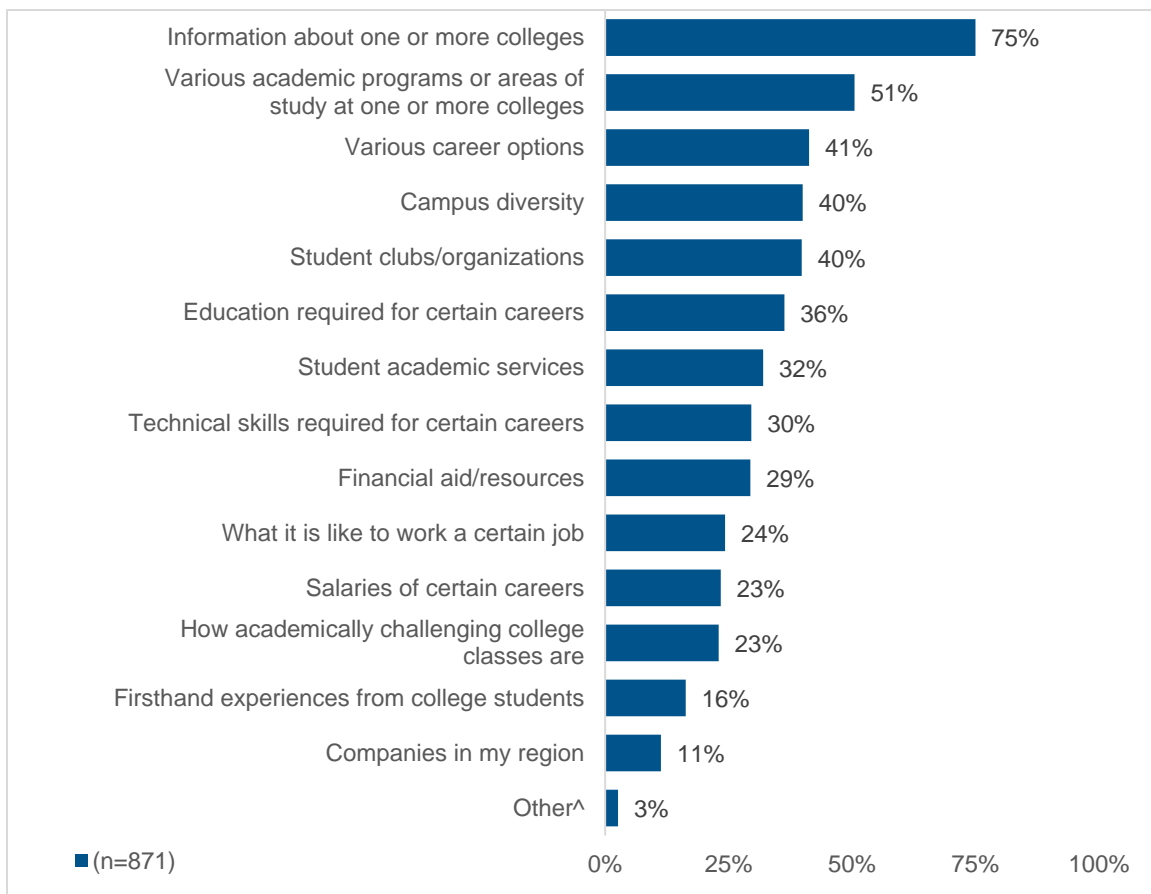
Student survey respondents reported the types of information they learned about in college and career fairs. Of the student survey respondents who reported participating in a college and career fair, three-fourths (75%) of students reported the fairs provided information on one or more colleges, and half (51%) stated that they learned about various academic programs or areas of study at one or more colleges (Figure 3.11; Table D.49, Appendix D). During the site visits, students shared the type of information they received during the college and career fairs, including the types of programs offered, application requirements (i.e., standard test scores, grade-point average), and the types of classes and the corresponding credits that were transferable. A class of 2024 student from District 2 shared the following experience at a college fair:

I learned that you can take basics at [local community college] and you can transfer to another school and they'll accept your credits. I didn't really understand that process, but I was talking to [local college representative] and

[they] were telling me that I can take the basics there and basically transfer and my credits will transfer. So, I wouldn't be starting as a freshman at another college.

Figure 3.10 provides additional detail on types of information students learned during college and career fairs.

Figure 3.10. Types of Information Learned during College and Career Fairs, Grade 9–12, Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

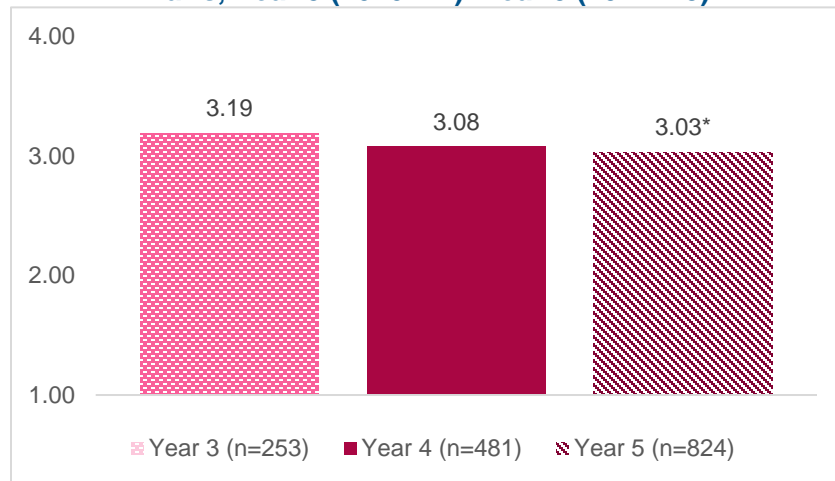
^Examples of other responses included: NA/Don't know (3) and Army (1).

For those students who did not attend a college/career fair, the most commonly cited reason they provided for not attending was that they were not aware they were being offered, which was similar to student responses in Year 4 (53%; Tables D.50–51, Appendix D).

Comparing across years, student survey respondents reported that they were *Satisfied* with college and career fairs they had attended in Year 5, which was significantly lower than were survey responses to this item from students in Year 4 (a mean score of 3.03; Figure 3.11) (Tables D.52–D.53, Appendix D). This sentiment was supported in site visits. For example, the District 6 coordinator noted that their non-profit advising partner provided college fairs with schools from outside of the state, which they believed was not very useful or practical for their

specific student population. However, a class of 2024 student liked that there were colleges from “everywhere,” appreciating the variety.

Figure 3.11. Student Satisfaction with College and Career Fairs, Year 3 (2020–21)–Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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 4 to Year 5: $t(732) = 2.5, p < .05$.

Finally, site visit participants reported on challenges they experienced with college and career fairs offered in Year 5. For example, class of 2024 students from Districts 2, 3, and 4 discussed that they would have liked more time at the fair or have fewer students in attendance in a given time frame to make it easier to access booths. A class of 2024 student said:

I always just feel like it’s so chaotic, cause the whole junior class is in there all at once in the gym. ... Sometimes one station gets overcrowded. ... We have only a limited amount of time there—only a class period.

Other suggestions included offering more career fairs targeted to industries or careers of interest to students such as business, the medical field, and education. Additionally, class of 2024 students from Districts 1 and 5 wanted more information on financial aid and scholarships to be provided during college and career fairs. Many of the Grade 10 student participants (Districts 4 and 6) noted they had not participated in a college or career fair in Year 5. As one Grade 10 student said:

I think the fair is only for juniors and seniors. And since we’re sophomores, we don’t really get that opportunity because they’re like, yeah, we’re still young, so we’re going to try and get people who are already out the door more opportunities, which is fair.

3.4. Summer Programming

One way school districts address learning gaps between school years as well as provide additional academic support for students is to offer targeted summer programming. Activities during summer programming often include academic acceleration, enrichment, and college exploration. These services often ranged from short 1-day courses to longer multiday summer courses or camps. Recognizing the importance of these services for students, GEAR UP established participation in summer programming as a project objective for class of 2024 and priority cohort students.²⁷ Several districts described summer programming for students offered in Year 5 related to academic initiatives; findings were included in Chapter 2. Outside of summer programming related to academic initiatives, one district (District 5) mentioned summer programming focused on college and career initiatives.

During site visits, a District 5 counselor described a summer bridge program for incoming Grade 9 students enrolling in dual credit courses. As the District 5 counselor said:

[The summer bridge program is] the third event that we have for our incoming freshmen; that event really kicks off their dual credit career with us here at our high school. By that point, they've already completed their application for [College name], we've already taken them to their tour of [College name] so they could see the facilities and the different labs.

Additionally, during site visits, several of the Grade 10 student participants from District 5 stated that they participated in a summer program (not provided by GEAR UP) in which students stayed at a college for a month to help prepare them for college.

3.5. Work-Based Learning

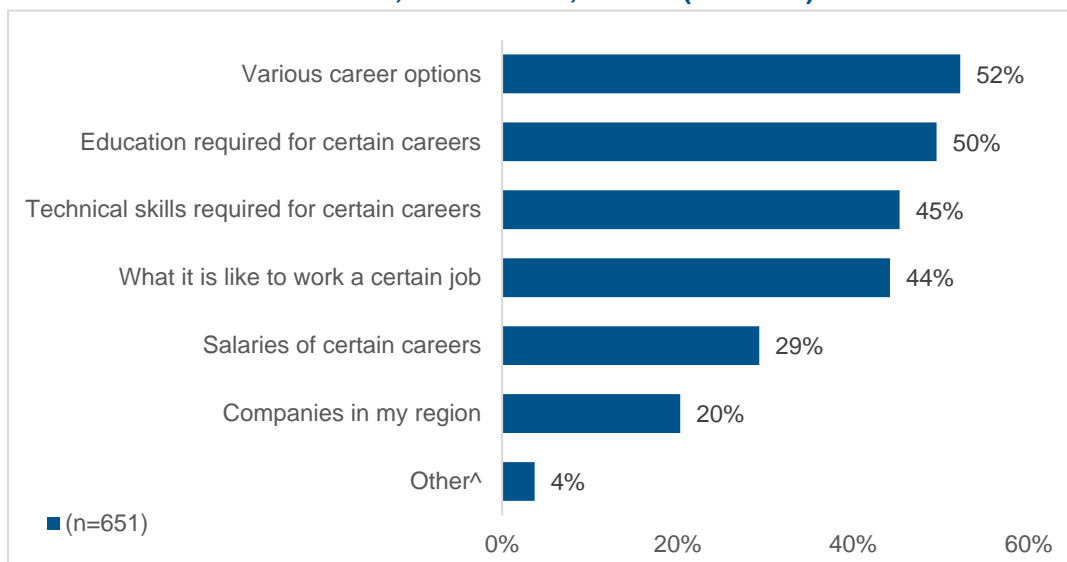
Work-based learning provides students with the opportunity to engage in real-world work experiences in a field of interest to them and reinforces the connections between students' understanding of classroom learning, work requirements, and the importance of postsecondary education. Acknowledging work-based learning experiences as important for students, GEAR UP established work-based learning as a project objective for class of 2024 students and priority cohort students.²⁸

In Year 5, across all districts, more than a quarter (27%) of students responding to the survey stated they participated in a work-based learning program; this was the same percentage reported in Year 4 (Tables D.54–D.55, Appendix D). When asked what types of information they learned during their work-based learning programs, half of students who reported participating in work-based learning stated they learned about various career options (52%) and education required for certain careers (50%) (Figure 3.12; Table D.56, Appendix D).

²⁷ The relevant objective is Project Objective 7.4: Each year, 30% of class of 2024 students will attend a summer program (academic acceleration, enrichment, college exploration, etc.).

²⁸ The relevant objective is Project Objective 7.5: Each year, 30% of class of 2024 and priority cohort students will participate in a work-based learning opportunity.

Figure 3.12. Types of Information Learned during Work-Based Learning Activities, Grade 9–12, Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

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.

During site visits, staff from three of the six participating districts (Districts 2, 3, and 5) described work-based learning opportunities offered to students in Year 5. Two districts (Districts 4 and 6) reported having work-based learning related programs or staff but didn't provide any other specific information about offered activities. Staff from District 1 did not mention work-based learning in their site visit.

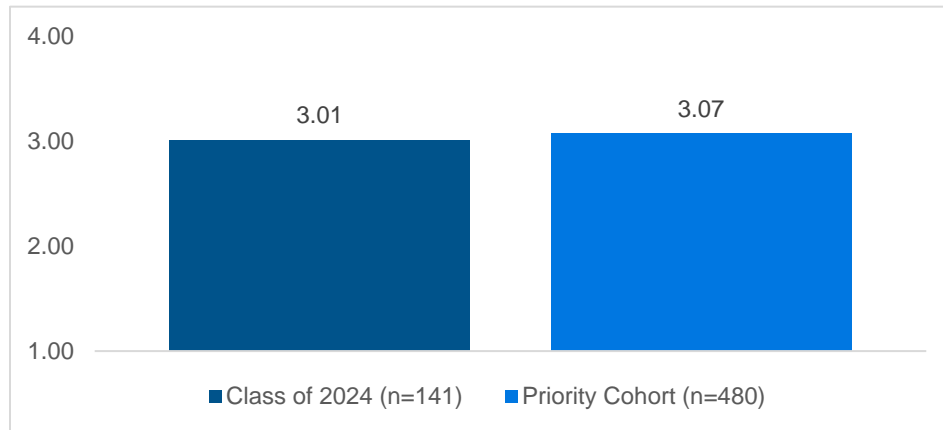
In District 2, as part of the work-based learning pathway program, students were required to job shadow to receive their certification. A class of 2024 student noted that during their job shadowing they not only observed workers, but also engaged in hands-on learning. Staff from District 3 stated that they provided seminars with workforce representatives who came and spoke with students about their careers and provided insights on their career paths. A District 5 coordinator described a program, Project Lead The Way, which provides work-based learning opportunities for the district's biomedical and computer science courses. The District 5 coordinator described some of the activities students engaged in as part of this course:

[Students had to] peel the banana and suture the banana up. That's a work-based learning and it was intense. They had to video themselves doing it and use the vocabulary and speak to what they were doing and stitch them perfectly like a nurse would have to do. ... They did an autopsy on a pig, but it was like you would do it if you were in that field. So Project Lead The Way is all hands on, all skills based—really great program.

Also of note, in District 5, the coordinator discussed work-based learning opportunities with local businesses that were available to Grade 8 students; the district hopes to offer these opportunities at the high school level next year. Class of 2024 and priority cohort students

reported being *Satisfied* with their work-based learning activities in Year 5 (with mean scores of 3.01 and 3.07, respectively) (Figure 3.13).

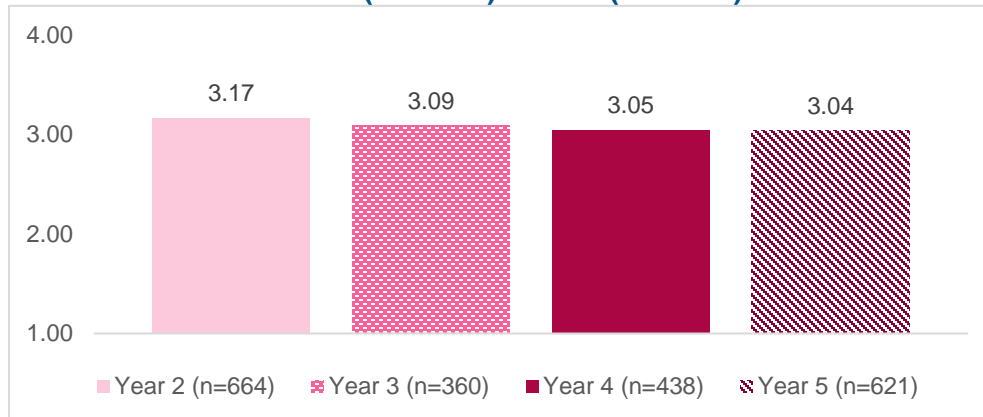
Figure 3.13. Student Satisfaction with Work-Based Learning Activities by Cohort, Grade 9–12, Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).
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. Class of 2024 students were in Grade 11 in Year 5.

An examination of students' responses over time found similar ratings for student satisfaction from Year 4 (3.05) to Year 5 (3.04; Figure 3.14) (Tables D.57–D.58, Appendix D). Figure 3.14 provides additional detail on student satisfaction with work-based learning activities from Year 2 to Year 5 of program implementation (Tables D.57–D.58, Appendix D).

Figure 3.14. Student Satisfaction with Work-Based Learning Activities, Year 2 (2019–20)–Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).
Note. Year 2 responses included students in Grade 8–12. Year 3, Year 4, and Year 5 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.

Some students did not participate in work-based learning activities in Year 5. Of the student survey respondents who reported that they did not participate in a work-based learning activity in Year 5, the most common reasons reported were not knowing the work-based learning activities were being offered (60%), being busy with school/family/work or their schedule did not allow them to participate (20%), and not being interested in any work-based learning activities (12%) (Tables D.59–D.60, Appendix D). Additional information on reasons students did not participate in work-based learning activities are presented in Section 3.8. Recommendations for College and Career Initiatives.

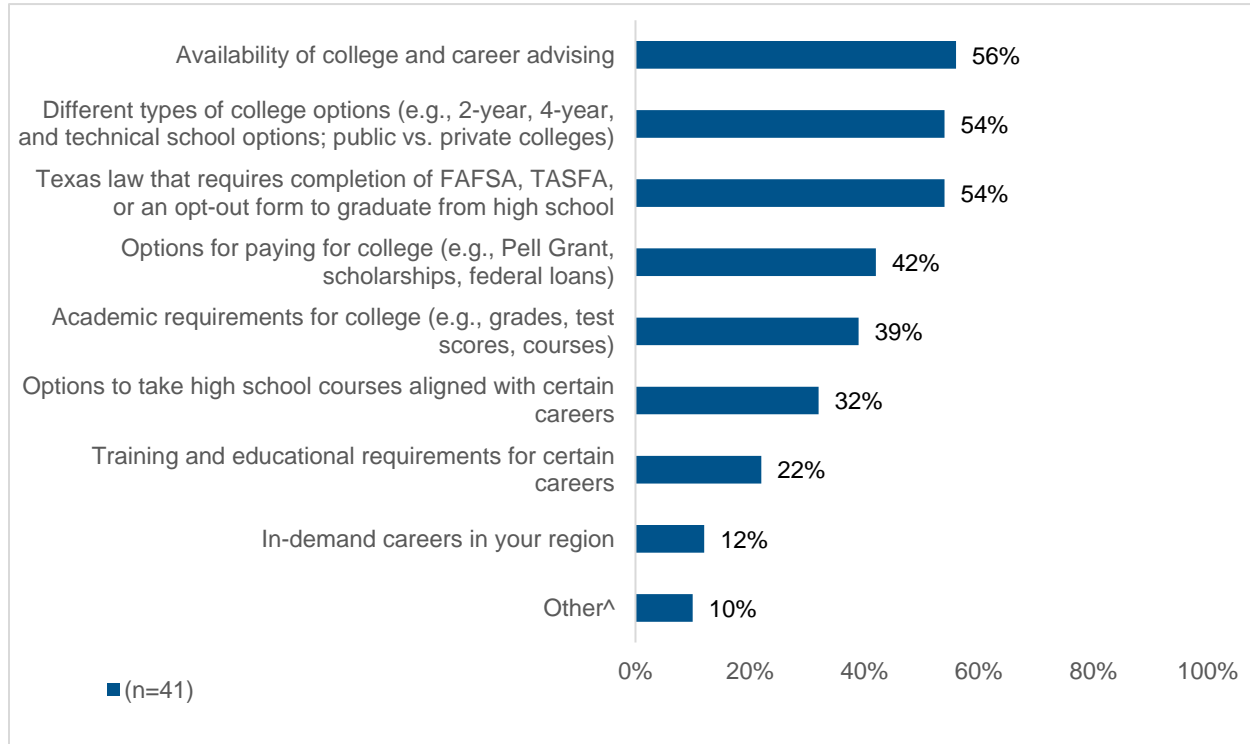
3.6. Parent and Family Events

Parent events provide opportunities for parents and families to explore 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.²⁹ Site visit and phone interview participants from all districts held in-person financial aid and/or FAFSA events for students and parents in Year 5.

In Year 5, across all districts, 20% of parent survey respondents reported participating in a parent/family event at their child's school, a significantly lower percentage compared to Year 4 (Tables E.19–E.21, Appendix E). Among those respondents who participated in an event in Year 5, the most common topics they learned about were the availability of college and career advising (56%) and different types of college options (54%) (Figure 3.15; Tables E.22–E.23, Appendix E). Given the low numbers of parent respondents, results should be interpreted with caution.

²⁹ The relevant objective is Project Objective 6.5: Each year, class of 2024 parent attendance at Texas GEAR UP events and services will increase.

Figure 3.15. Types of Information Learned during Parent/Family Events, Grade 9–12, Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Note. 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.

^Other responses included: Early college courses (1), NA (1), and Open house (1).

During site visits, participants discussed the various parent/family events that worked best in their communities. For example, District 1 staff broke their large FAFSA events into a series of smaller events to make the process more inviting and manageable for families. The District 1 counselor described how the events worked: “We’ve had the pre-FAFSA night where we had them come in and get their [personal identification number] PIN number and provide information for them. And then we had the actual FAFSA night.” During the “actual” FAFSA night, students and families worked with counselors to finalize their FAFSA applications. Similarly, the District 2 non-profit advisor described breaking down their larger FAFSA events into smaller sessions with various incentives to increase family participation.

Promising Practice: Break up FAFSA nights into multiple events to scaffold completion.

To make completing the FAFSA less challenging for families, Districts 1 and 2 offered a series of events to help families complete the FAFSA, each focused on a different aspect of completion such as creating their account or completing student sections first before transitioning to parent-based events.

We did lots of FAFSA nights at the beginning, had lots of parents there; do your FAFSA, get a pie. We have little mini pies if they completed their FAFSA that night. Then I also do some drawings for different prizes for our students as

they've completed stuff ... [when the parent part is completed] we've [offered] gift cards, we've had [Apple] AirPods, all kinds of things.

Districts 4 and 5 described the individualized support provided to parents during their FAFSA events. For example, the principal from District 5 stated that the FAFSA night was their biggest parent event. “The students come in, they sit down with their parents, they fill out all the FAFSA online and so forth. That’s one of our big events,” the principal said. The District 4 coordinator discussed the various workshops they had to help families complete the FAFSA, including events on Saturday and offering events in both English and Spanish. Additionally, to encourage FAFSA completion, District 4 staff held a celebratory event with coffee and donuts for parents who have created and submitted to ApplyTexas.

We have workshops. We have Saturday when the advisors come in. We have experts that we bring in ... financial aid experts that we bring in from the college. All of our team is trained on helping the students apply. We meet with parents one-on-one if they don't trust the kids with their paperwork or if there's a problem, we do help you call, write that letter back to financial aid, turn in your paperwork; we'll help with all that.

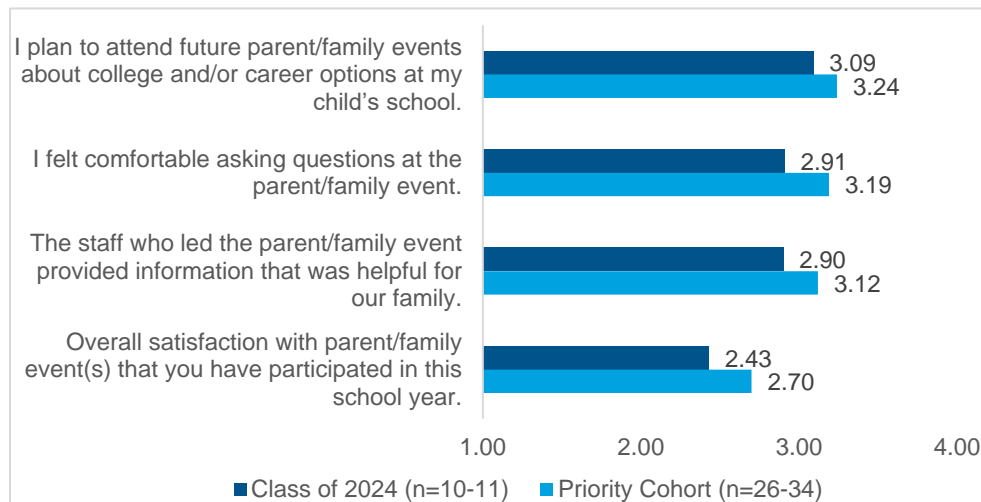
One class of 2024 parent from District 3 highlighted the importance of these FAFSA nights, because they noted the application was very difficult to complete. When discussing the FAFSA, this parent said, “It’s not easy to apply. They make it as difficult as possible. There are so many different pieces of paperwork you have to do—and then forget about the FAFSA. You have to have a doctorate degree to figure that thing out.”

Outside of parent events focused on financial aid, during the site visits a District 5 principal described offering events for incoming Grade 9 parents focused on pathway selection. At District 4, the principal described how “every quarter or so, we have events where parents have an opportunity to come and see all the great opportunities our students have as they leave high school or during their junior and senior year.” Additionally, the District 4 principal also discussed offering GEAR UP parent nights. These events helped build a sense of community and belonging for the school and families. In District 2, the coordinator described parent nights that were specialized by grade level:

We do a grade-level meeting for all the different grade levels and talk about what to expect throughout the school year—what's coming up, what do they need to look for. Because [these meetings are] at each grade level, you have different focuses. We do that always at the beginning of the year.

Overall, parent survey respondents who reported participating in a parent/family event responded positively to questions about the events (Tables E.25–E.26, Appendix E). Both priority cohort parent survey respondents and class of 2024 parent survey respondents generally *Agreed* that they planned to attend parent/family events in the future, that they were comfortable asking questions at the event they attended, and that staff at the event were helpful (means ranged from 3.12 to 3.24 and 2.90 to 3.09; respectively) (Figure 3.16). In contrast, class of 2024 parent survey respondents generally *Disagreed* that they were satisfied with the events they had participated in, while priority cohort parents generally *Agreed* they were satisfied with the events in which they had participated (2.43 and 2.70, respectively) (Figure 3.16).

Figure 3.16. Parent Agreement on Parent/Family Events by Cohort, Grade 9–12, Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Note. 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. Class of 2024 students were in Grade 11 in Year 5.

Despite the efforts made to engage families, site visit participants shared challenges around parent and family events, mainly due to barriers in parent engagement and participation. For example, although the non-profit advisor serving District 2 offered a parent engagement activity monthly and used incentives to increase participation, parent engagement was still lacking:

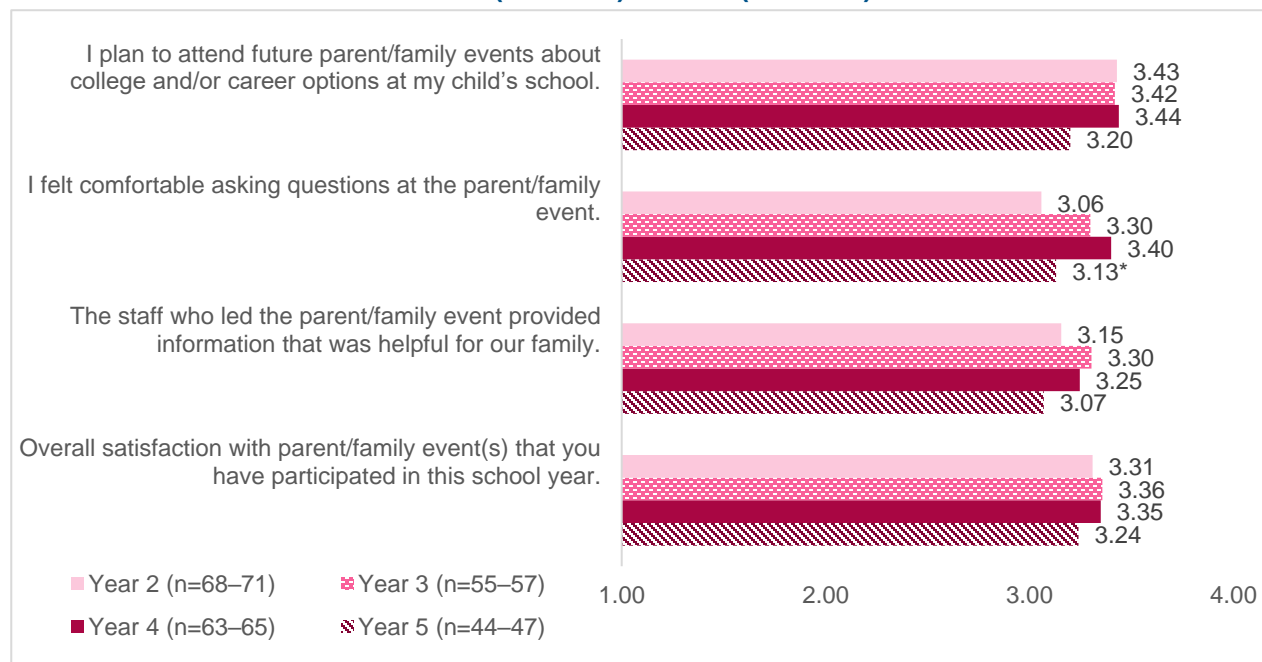
It's really, really hard to get them in. I do door prizes and things such as that ... [I am also] ... trying to do different topics. The most recent one I did was "Your child's been accepted. Now what?" Kind of going through reading the financial aid award letter; accepting that; with the loans, kind of doing that part where they have to go online and do the little study; talking to them about orientation; talking to them about housing; all of those things that happen, they kind of feel excited, they got accepted, but now "What's my next step? I don't know how to do this." I worked through that with them.

The District 2 principal echoed this challenge stating, "It's always tough to get kids and parents to come in the evenings, but [the non-profit advisor] had some successes, and [they were] very creative on titling [parent events with] cutesy titles and theme[s]."

Comparing parent agreement on parent and family events across years found some variation from Year 4 to Year 5. For example, Year 4 parent survey respondents differed slightly from Year 5 parent survey respondents in their level of *Agreement* to attend future family events (with mean scores of 3.44 and 3.20, respectively) and that overall they were *Satisfied* with the event(s) they attended (with mean scores of 3.35 and 3.24, respectively) (Figure 3.17; Tables E.25–E.28, Appendix E). Interestingly, in Year 5, parent respondents reported significantly lower levels of comfort in asking a question at a parent/family event than did parent survey respondents in Year 4 (3.13, and 3.40, respectively). Figure 3.17 provides additional details on parental agreement on parent and family events across the years. As noted previously, due to

the low numbers of parent respondents, interpretation of these results should be considered cautiously.

Figure 3.17. Parent Agreement on Parent/Family Events, Year 2 (2019–20)–Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Year 2 responses included parents of Grade 8–12 students. Year 3 and Year 4 responses included parents of Grade 9–12 students. 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.

*I felt comfortable asking questions at the parent/family event differed significantly from Year 4 to Year 5: $t(105) = 2.22, p < .05$.

Finally, parents who did not attend a parent/family event were asked to provide reasons as to why they were unable to participate. Similar to previous years, the most common response was that they did not know the event was being held (60%) (Tables E.29–30; Appendix E).

3.7. 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 5, as described in previous sections. Student and parent survey respondents were also asked about their awareness of various college and career topics.

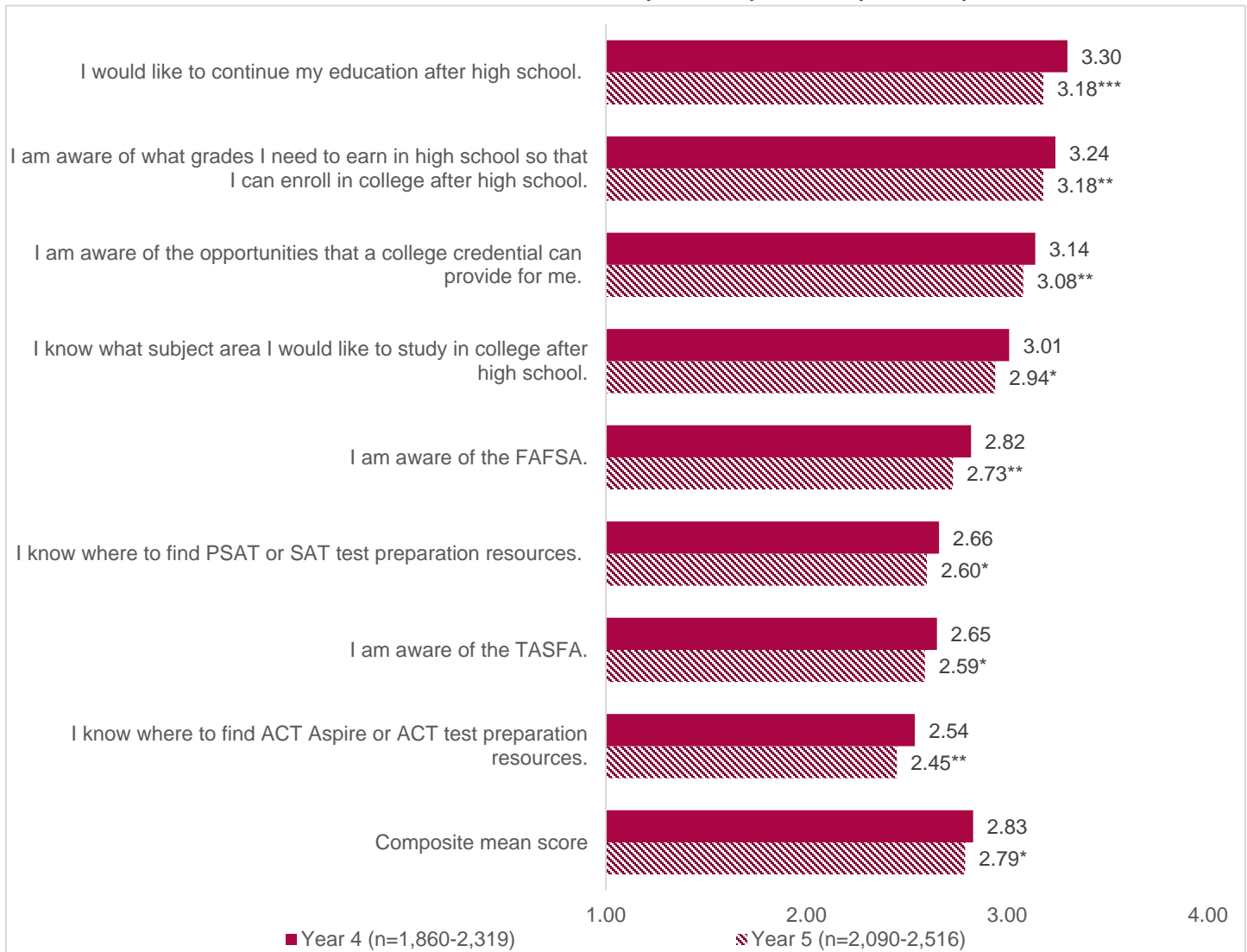
3.7.1. Student Awareness

In general, across the participating districts, students from both cohorts reported varying levels of awareness of college and career topics such as which exams to take, financial aid requirements, and where to find additional college and career resources. 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 2.99) (Table D.61, Appendix D). In site visits, class of 2024 and priority cohort students from Districts 2, 3, and 5 reported they were familiar with

college- and career-related topics. Participating site visit students appeared to have the most familiarity with dual credit, TSIA, college visits, and college and career fairs. The District 2 non-profit advisor shared key successes related to shifting Grade 12 students' perceptions of college affordability. By helping students apply to community colleges, complete FAFSAs, and accept Pell grants, many seniors began to understand that college was financially accessible to them, when previously they had written it off due to cost. During site visits, students reiterated the need for learning this type of information. Indeed, the most common thing that students wanted to learn more about regarding college was more detailed information about financial aid and scholarships—topics which they also reported lower awareness of in survey data compared to other areas (Table D.31, Appendix D). Class of 2024 and priority cohort students from District 1 shared that at the time of the site visit they had not had any college and career activities/events since the previous academic year (2021–22).

Comparing across years, student awareness of postsecondary education among survey respondents was lower in Year 5 compared to student survey respondents in Year 4 across all college- and career-related topics, with a significant difference in the composite mean score from 2.83 in Year 4 to 2.79 in Year 5 (Figure 3.18; Table D.32, Appendix D). Figure 3.18 provides additional detail regarding significant differences in student awareness items.

Figure 3.18. Significant Differences in Student Agreement regarding Postsecondary Education and Awareness Levels, Year 4 (2021–22)–Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023). For ease of readability, data are only presented for Year 4 and Year 5.

Note. Grade 8–12 students responded to this item in Year 2; Grade 9–12 students responded to this item in Year 3, Year 4, and Year 5. 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. To improve readability of the figure, only Year 4 and Year 5 data labels are included.

*I know what subject area I would like to study in college after high school was significantly different from Year 4 to Year 5: $t(3,546.69) = 2.6, p < .05$; I know where to find PSAT or SAT test preparation resources was significantly different from Year 4 to Year 5: $t(3,404.65) = 2.2, p < .05$; I am aware of the TASFA was significantly different from Year 4 to Year 5: $t(3798) = 2.0, p < .05$; Composite score significantly different from Year 4 to Year 5: $t(4,443) = 2.2, p < .05$.

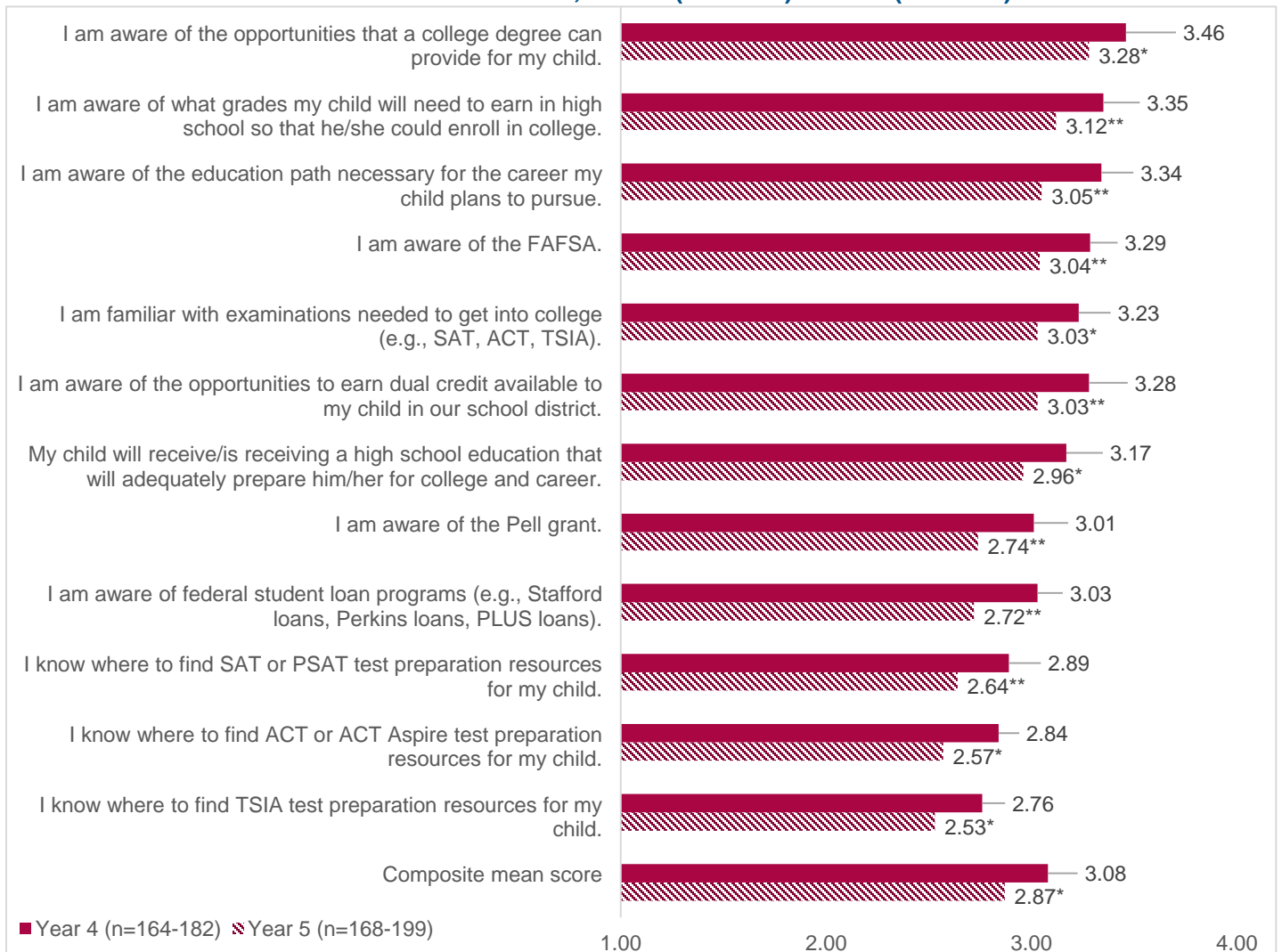
**I am aware of what grades I need to earn in high school so that I can enroll in college after high school was significantly different from Year 4 to Year 5: $t(4,257) = 2.7, p < .01$; I am aware of the opportunities that a college degree can provide for me was significantly different from Year 4 to Year 5: $t(4,141) = 2.9, p < .01$; I know where to find ACT Aspire or ACT test preparation resources was significantly different from Year 4 to Year 5: $t(3,704) = 2.9, p < .01$; I am aware of the FAFSA was significantly different from Year 4 to Year 5: $t(3,851) = 3.1, p < .01$.

***I would like to continue my education after high school was significantly different from Year 4 to Year 5: $t(4,036) = 4.5, p < .001$.

3.7.2. Parent Awareness

Overall, many parent participants across the districts indicated a low level of awareness of college and career services. In Year 5, parent survey responses were mixed in their awareness of the college- and career-related topics (with a mean composite score of 2.87). In Year 5, the mean composite score was significantly lower than in Year 4 (Figure 3.19; Table E.4, Appendix E). It should be noted that in Year 5 there were multiple parent respondents (or their family members) who worked at the participating GEAR UP school as a counselor or administrator and were therefore very aware of college and career services available to students due to their role. When asked how familiar they were with college and career activities, survey respondents reported varying levels of familiarity with these topics across grades (Table E.31, Appendix E). Parents with the most familiarity with college and career activities were parents of Grade 12 students (mean composite score 3.01), and the lowest were class of 2024 students (mean composite score 2.72) (Table E.31, Appendix E). Parent familiarity levels also varied across districts, with District 2 reporting the highest level of familiarity (mean score of 4.00) and District 3 providing the lowest (mean score of 2.61) (Table E.3, Appendix E).

Figure 3.19. Significant Differences in Parent Agreement regarding Postsecondary Education and Awareness Levels, Year 4 (2021–22)–Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023). For ease of readability, data are only presented for Year 4 and Year 5.

Note. Year 2 responses included parents of Grade 8–12 students. Year 3 and Year 4 responses included parents of Grade 9–12 students. 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. To improve readability of the figure, only Year 4 and Year 5 data labels are included.

*My child will receive/is receiving a high school education that will adequately prepare him/her for college and career differed significantly from Year 4 to Year 5: $t(372) = 2.24, p < .05$; I am aware of the opportunities that a college degree can provide for my child differed significantly from Year 4 to Year 5: $t(373) = 1.96, p < .05$; I am familiar with examinations needed to get into college (e.g., SAT, ACT, TSIA) differed significantly from Year 4 to Year 5: $t(361) = 2.25, p < .05$; I know where to find ACT or ACT Aspire test preparation resources for my child differed significantly from Year 4 to Year 5: $t(331) = 2.56, p < .05$; I know where to find TSIA test preparation resources for my child differed significantly from Year 4 to Year 5: $t(331) = 2.31, p < .05$.

**I am aware of what grades my child will need to earn in high school so that he/she could enroll in college differed significantly from Year 4 to Year 5: $t(370) = 2.64, p < .01$; I am aware of the opportunities to earn dual credit available to my child in our school district differed significantly from Year 4 to Year 5: $t(362) = 2.80, p < .01$; I am aware of the education path necessary for the career my child plans to pursue differed significantly from Year 4 to Year 5: $t(363) = 3.19, p < .01$; I know where to find SAT or PSAT test preparation resources for my child differed significantly from Year 4 to Year 5: $t(338) = 2.64, p < .01$; I am aware of the FAFSA differed significantly from Year 4 to Year 5: $t(359) = 2.89, p < .01$; I am aware of the Pell grant differed significantly from Year 4 to Year 5: $t(337) = 2.81, p < .01$; I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans) differed significantly from Year 4 to Year 5: $t(335) = 3.17, p < .01$; Composite mean score differed significantly from Year 4 to Year 5: $t(384) = 2.97, p < .01$.

Survey findings were supported in site visit discussions. Specifically, many parent site visit participants had not attended a parent/family event in Year 5. For example, District 4 parents said they were aware of college- and career-related topics and events through district communications via email and text messaging, not from attending an event. A class of 2024 parent from District 3 knew the district's GEAR UP coordinator and trusted that they would keep their students on track and reach out to parents as needed but did not engage in college or career events.

The topics parents appeared to have the most familiarity with overall were dual credit and college visits. Similar to students, class of 2024 parents had the least familiarity with financial aid-related topics, noting it was the area in which they would like additional information from their child's school. The non-profit advisor serving District 4 described how parents often had a limited understanding of the possibilities available to them to finance their child's postsecondary education.

I think the question I get most often from parents is anything regarding scholarships or free tuition, because whenever we mention financial aid, a lot of parents think of loans immediately and then they're going off like, "Oh, I don't want my student getting into student debt."

Despite these barriers, non-profit advisors such as the one serving District 2 were able to engage with students and families in meaningful conversations about specific financial aid possibilities, such as the Pell grant, which made college seem like an option for a student.

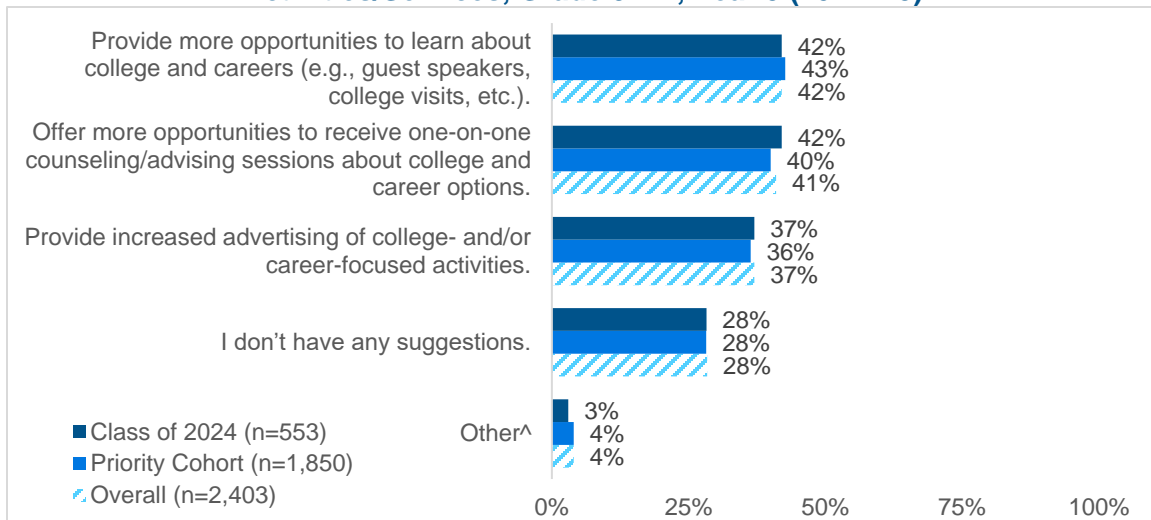
3.8. Recommendations for College and Career Initiatives

Class of 2024 and priority cohort students and parents offered several recommendations regarding the college and career initiatives outlined in Sections 3.1–3.7. Students requested more hands-on-learning opportunities with regard to college and career exploration while parents discussed a need for increased communication on the opportunities available to their child.

3.8.1. Student Recommendations

Overall, 42% 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 3.20; Table D.62, Appendix D). Student site visit participants across the districts also mentioned they would like more college and career events/services to be offered at their school. A request for more college visits was noted by most of the student participants. Class of 2024 students from District 6 shared a desire for more college and career opportunities focused on the transition from high school to college. Additionally, 42% of class of 2024 and 40% of priority cohort student respondents suggested that their school offer more opportunities to receive one-on-one advising on college and career options. Figure 3.20 provides additional details on student suggestions for improving college and career activities by cohort.

Figure 3.20. Student Suggestions for Improving College and Career Activities/Services, Grade 9–12, Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

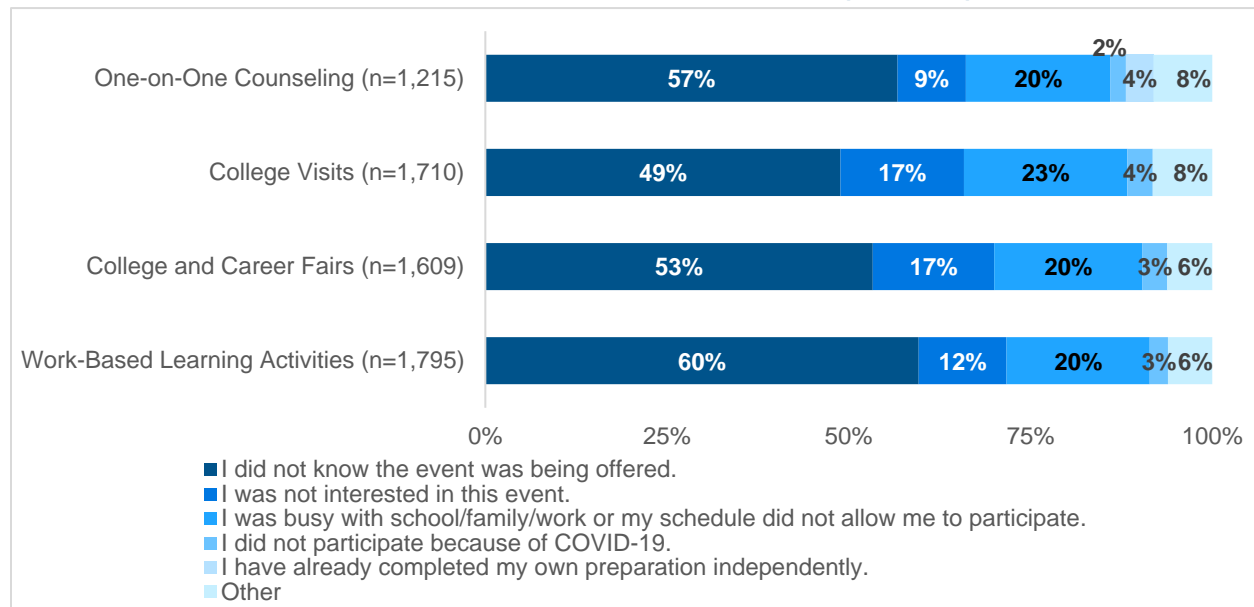
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

^Examples for Other responses include: More advertisements for college and career activities/services (4) and Better accessibility to counselors (3).

During site visits, a theme that emerged among multiple students regarding college and career activities was a desire for additional hands-on/interactive learning opportunities. Students from Districts 2 and 3 provided recommendations on increasing interactive learning by providing students with opportunities to visit classes and facilities during college visits. District 5 class of 2024 students suggested more hands-on learning opportunities be available. Student participants across the districts also noted they would like more opportunities for work-based learning activities.

Limited awareness among students continues to be a prominent reason for their non-participation in college and career activities. Students who did not participate in activities were asked to describe their reasons for not attending. Of the student survey respondents from both cohorts who reported not participating in one-on-one counseling, college visits, college and career fairs, or work-based learning activities, approximately half (49%–60%) reported the reason for not participating was that they did not know the event was being offered (Figure 3.21, Table D.39, Table D.50, Table D.60, Table D.63, Appendix D). The next most common reason students gave for not attending college and career activities/services was being busy with school, family, or work (20%–23%) (Figure 3.21). Figure 3.21 provides additional detail on the reasons students reported they did not participate in the various college and career activities or services. For details on students' reasons for not participating in college and career activities or services by program year see Tables D.40, D.51, D.60, and D.64 in Appendix D.

Figure 3.21. Reasons Students Did Not Participate in College and Career Activities/Services, Grade 9–12, Year 5 (2022–23)



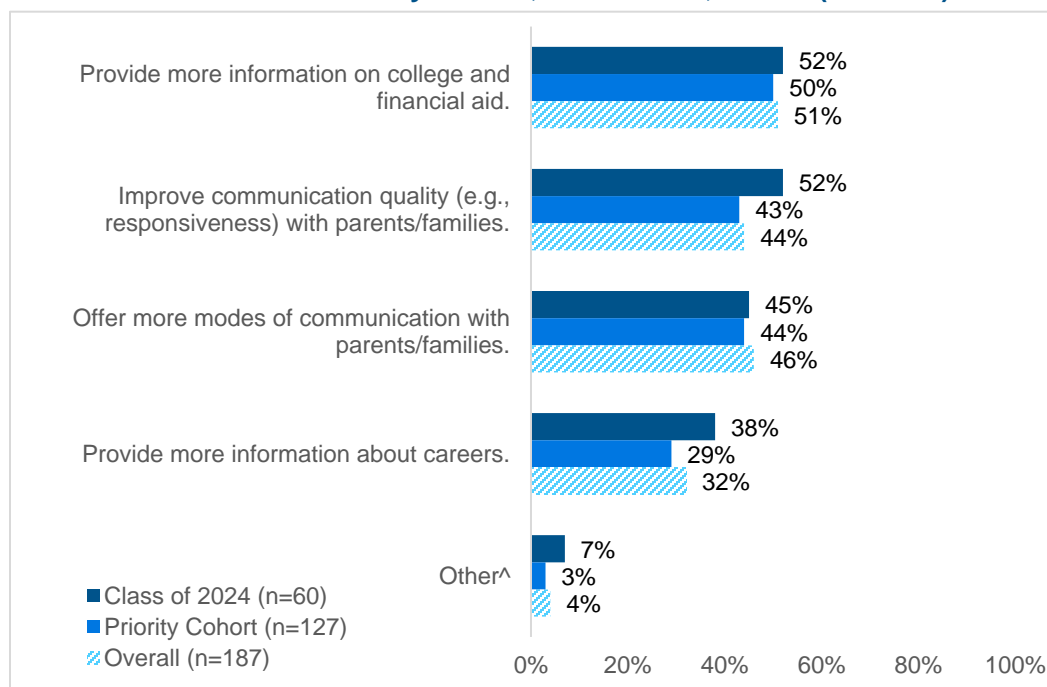
Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

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.

3.8.2. Parent Recommendations

During site visits, class of 2024 parent participants shared various recommendations for how college and career initiatives could be improved, which centered on increased opportunities for parents to participate in college and career programming, and more information and communication to be provided to parents. Overall, more than half (51%) of parent survey respondents across cohorts suggested their child’s school provide them with additional information on college and financial aid (Figure 3.22; Table E.32, Appendix E). Moreover, almost half of parent survey respondents suggested their child’s school improve the quality of communication with parents and families (44%) and offer more modes of communication (46%) (Figure 3.22; Table E.32, Appendix E). Figure 3.22 provides additional detail on the suggestions reported by parent survey respondents for improving college and career activities/services by cohort.

Figure 3.22. Parent Suggestions for Improving College and Career Activities/Services by Cohort, Grade 9–12, Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

^Examples for Other responses included: Improved teachers (1), Improved counseling services (1), and Expanded career pathways such as an associate degree or license (1).

In site visits, Districts 1 and 4 class of 2024 parents suggested parents be invited to more events. District 4 parents requested to be included in conversations around student course and pathway selection and scheduling. A District 1 parent noted there should be more events for students and parents to attend together:

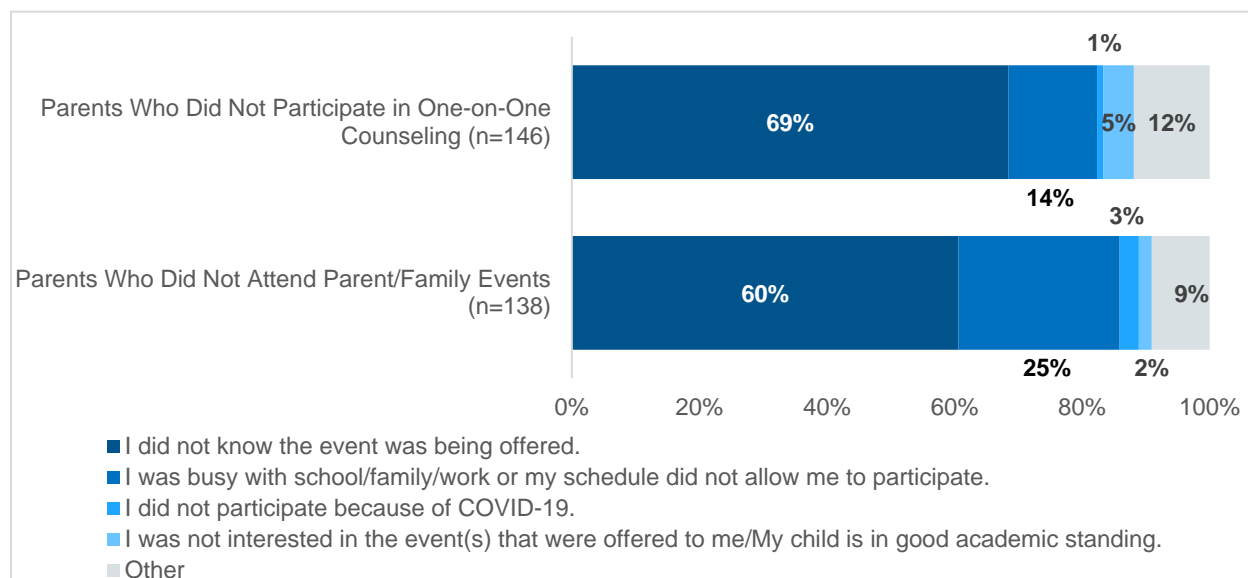
There should be meetings where [parents] can go with [their] children, that they're not just for parents because sometimes the children ... they exclude us a lot. ... I think it is essential for the kids to see that we are present. Just as they saw that we were present from kindergarten and also because you lose communication sometimes.

Class of 2024 student participants shared recommendations for how to increase participation among their parents. For example, a priority cohort student from District 4 suggested making events virtual because their parent works late nights and is rarely available to attend in person at the times events are held.

Parents who did not participate in activities were asked their reasons for not attending. Similar to student survey respondents, the most common reason parents shared for not participating was that they were unaware events were being offered. Of the parent survey respondents from both cohorts who reported not attending one-on-one counseling or parent/family events, approximately two-thirds reported the reason for not participating was that they did not know the event was being offered (69% and 60%, respectively; Figure 3.23) (Tables E.17–E.18 and

E.29–E.30, Appendix E). See Tables E.29–E.30 in Appendix E for detail on parent reasons for not participating in college and career activities/services by program year.

Figure 3.23. Reasons Parents Did Not Participate in College and Career Activities/Services, Grade 9–12, Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

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.

3.9. Summary

GEAR UP college and career advising and exploration initiatives during Year 5 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.

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. A major challenge in Year 5 regarding advising was achieving adequate staffing of non-profit advisors. 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 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 available postsecondary education options. Students were also able to engage in work-based learning opportunities in Year 5, 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 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 reported low awareness of postsecondary education and financing items, especially among parents.

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.³⁰ This strategy is designed to help GEAR UP meet a range of goals and objectives.^{31,32} This chapter provides an overview of the PD initiatives used in Year 5, including teacher and personnel PD, individualized educator coaching/mentoring to improve academic rigor, TNTP support and services, TXOC Academy counselor and advisor program, and vertical alignment.

4.1. Teacher and Personnel Professional Development

PD activities in GEAR UP focus on providing 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. This chapter provides an overview of personnel PD initiatives, including PD for teachers and administrators, counselor training in college and career advising through the TXOC Academy, and vertical teaming.

4.1.1. Teacher and Administrator Professional Development

In Year 5, all districts offered PD activities related to increasing academic rigor in core content classes and individualized educator coaching and/or mentoring. This section uses data gathered from the personnel survey and site visit interviews to describe district staff experiences with PD in Year 5. Additionally, this section includes discussions from site visit participants about supports and services they received from TNTP in Year 5.

Across all districts, varying percentages (69% to 100%) 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.25, Appendix F). Overall, 92% of personnel survey respondents indicated that they participated in one or more PD sessions in Year 5, which was significantly different than the percentage of personnel survey respondents in Year 4 (81%) (Table F.26, Appendix F). For those who did not participate in one or more PD sessions in Year 5, all respondents (100%) reported that they did not know the PD was being offered (Table

³⁰ The relevant strategy is 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.

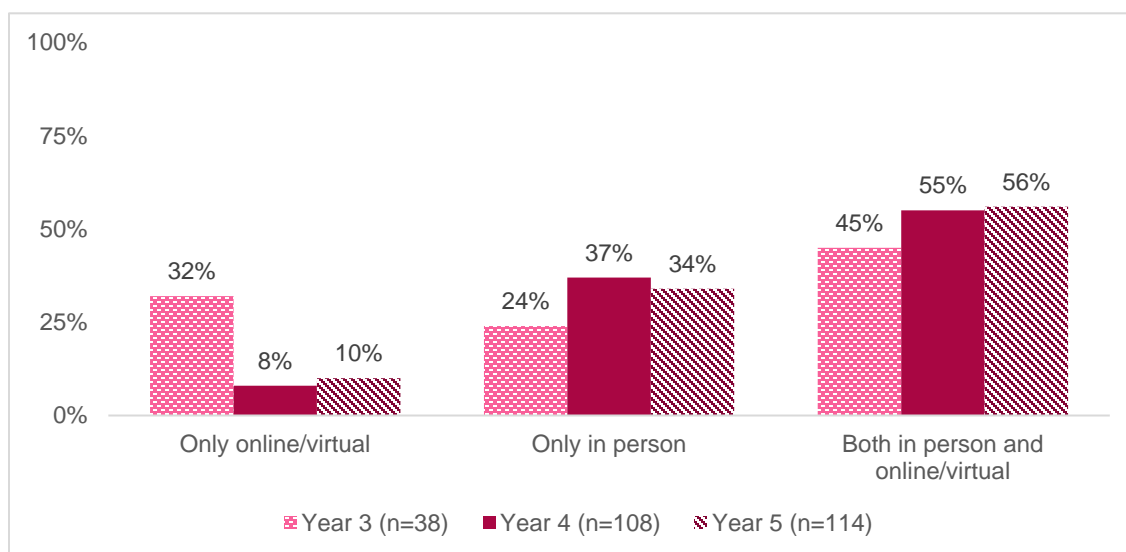
³¹ The relevant goal is Project Goal 3, Provide educator training and PD for rigorous academic programs.

³² The relevant objectives are 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.

F.27, Appendix F), which was also the most common reason in Year 3 and Year 4 (73% and 69%, respectively) (Table F.28, Appendix F).

According to personnel survey respondents, most participated in both in-person and virtual PD sessions in Year 5 (56%), followed by only in-person (34%) (Figure 4.1; Table F.29, Appendix F). Year 5 participation in both in-person and virtual PD sessions was similar to that of Year 4, in which 55% of personnel participated. Conversely, personnel participation in only in-person PD session in Year 5 was lower in comparison to that of Year 4 (37%). Participation in virtual-only PD sessions slightly increased in Year 5 at 10%, 2 percentage points higher than the 8% reported in Year 4 (Figure 4.1; Table F.30, Appendix F).

Figure 4.1. Format of Professional Development Participated in by Personnel, Year 3 (2020–21)–Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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, Year 4, and Year 5.

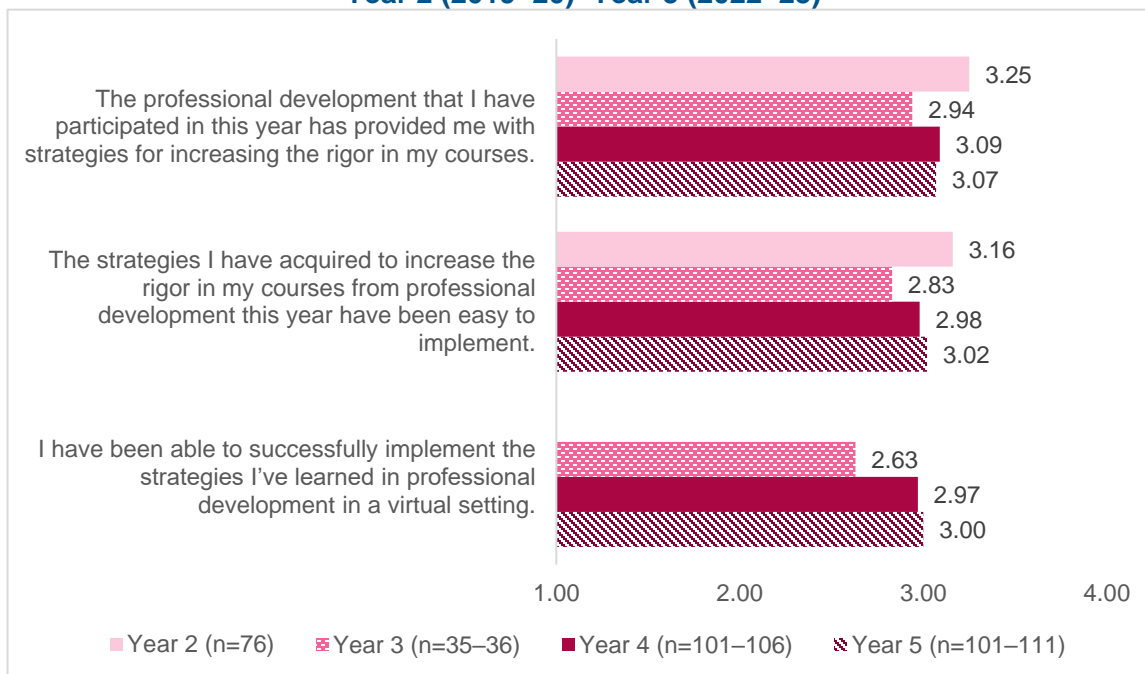
Site visit participants from Districts 1, 2, 5, and 6 reported participating in other PD initiatives beyond those offered by TNTP. Participants in Districts 1, 2, and 5 described participating in PD related to preparing for the State of Texas Assessments of Academic Readiness (STAAR®) 2.0 (in 2022–23, TEA redesigned the STAAR test to more closely align with students' experiences in the classroom including online testing accommodations, new question types, cross-curricular passages, and evidence-based writing³³) and using the STAAR assessment data to better prepare students for success by differentiating instruction to address diverse learning needs and engage students. Additionally, participants in District 2 described participating in PD that focused on understanding the TEKS.

Personnel survey respondents offered feedback on the effectiveness of the PD sessions they attended, which focused on increasing academic rigor in their courses. Overall, personnel survey respondents *Agreed* that the PD they engaged in provided strategies to increase rigor in

³³ For more information, see TEA's [STAAR resources](#).

their courses as the highest among the items asked (mean score of 3.07) (Figure 4.2; Table F.31, Appendix F). Comparing personnel perceptions of PD from Year 4 to Year 5, personnel survey respondents had slightly higher agreement that they were able to successfully implement the strategies they have learned in a virtual setting in Year 5 than they did in Year 4 (mean scores of 3.00 and 2.97, respectively), and that the strategies to increase rigor in courses were easy to implement (mean scores of 3.02 and 2.98, respectively) (Figure 4.2; Table F.32, Appendix F).

Figure 4.2. Personnel Agreement regarding Professional Development, Year 2 (2019–20)–Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. 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, Year 4, and Year 5.

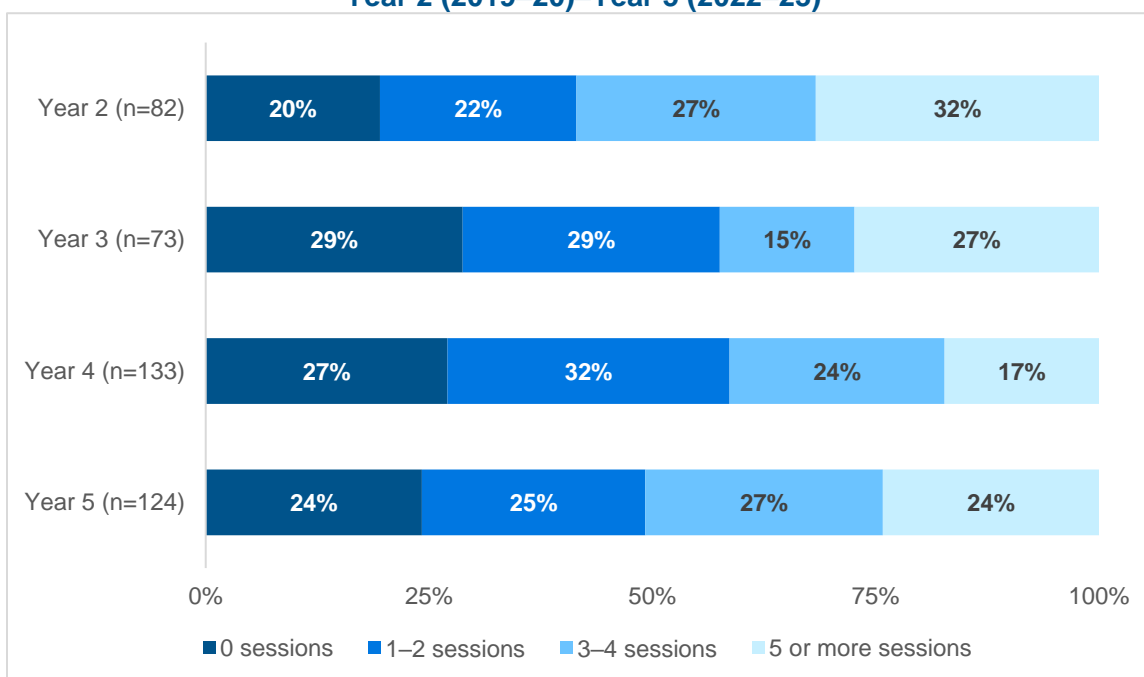
Despite these positive responses, during site visits some participants (Districts 1 and 6) noted challenges with PD, specifically related to ongoing staffing shortages and student engagement. A District 1 site visit participant described the consequences of teacher turnover: because of the ongoing staffing shortages they had to rely on long-term substitute teachers to deliver instruction. A District 6 site visit participant shared that while additional PD is beneficial, they faced challenges in engaging students. The participant said:

We need to actually focus more on, “What do we do about the apathy? What do we do to make [students] curious again? What do we do to motivate them again?” And maybe, go that way when tackling that problem. The PD, it’s good. I think it helps me, and I try to put reminders to do all this critical thinking and questioning and all that kind of stuff. But yeah, I feel the pushback from the kids, though.

4.1.2. Individualized Educator Coaching/Mentoring to Improve Academic Rigor

Approximately half of personnel survey respondents (52%) from the six districts reported participating in between one and four educator coaching sessions and an additional 24% of respondents reported participating in five or more sessions (Tables F.33–34, Appendix F). Compared to Year 4, in Year 5 the number of personnel survey respondents who reported participating in five or more educator coaching sessions was larger by seven percentage points, while the number of personnel respondents who reported not participating in any coaching or mentoring sessions was smaller by three percentage points (Figure 4.3; Tables F.33–34, Appendix F).

Figure 4.3. Number of Coaching Sessions in Which Teachers Participated, Year 2 (2019–20)–Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding.

The teacher coaching/mentoring sessions covered a range of topics in Year 5 with the most popular topics being student engagement, academic rigor, and academic supports for students—at 85%, 70%, and 59%, respectively (Table F.35, Appendix F). There were significant differences in three topics discussed in teacher coaching and mentoring sessions reported in Year 5, namely topics related to student engagement, academic rigor, and project-based learning, which were higher in Year 5 compared to responses in Year 4 (Tables F.35–F.36, Appendix F). During site visits, participants were asked to provide more detail regarding the individualized coaching/mentoring sessions they received. Participants from Districts 1, 2, 5, and 6 described using walkthroughs and observations to provide coaching and mentoring for teaching staff. For instance, District 2 participants shared that “data walks” were used in which

teachers received feedback after administrators observed their classrooms, which served to inform their coaching and mentoring sessions. Additionally, participants from Districts 1, 2, and 4 shared that professional learning communities (PLCs) were leveraged to provide coaching and mentoring to teachers. A District 1 mathematics teacher explained:

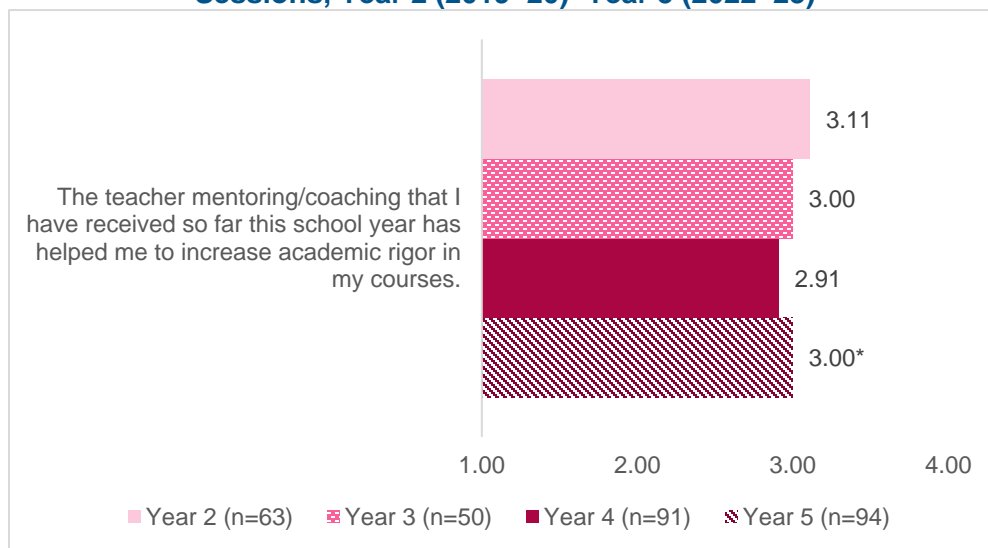
We've also revamped our PLCs a little bit. So, we've been leaning towards looking at the data, versus as strategies, or tips in the classroom. So, we've really [homed] in on streamlining that, and being on the same page for our mathematics department.

Promising Practice: Use “data walks” to provide feedback to teachers and inform their coaching and mentoring sessions.

A District 2 site visit participant reported the district employed “data walks” to provide teachers with constructive feedback, as administrators observed classrooms using phones and Google tablets to record perceptions and feedback. After observations, teachers participated in a post-conference and received a PDF copy of the report showcasing areas of needed improvement that informed their coaching and mentoring sessions.

In Year 5, personnel survey respondents generally *Agreed* that the teacher mentoring/coaching they received helped them to increase the academic rigor in their courses (with a mean score of 3.00) (Figure 4.4; Table F.37, Appendix F). Responses from personnel in Year 5 were significantly higher than responses in Year 4 (a mean score of 2.91) (Figure 4.4; Table F.38, Appendix F).

Figure 4.4. Personnel Agreement regarding Mentoring/Coaching Sessions, Year 2 (2019–20)–Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).
 Note. 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, Year 4, and Year 5.
 *The teacher mentoring/coaching that I have received so far this school year has helped me to increase academic rigor in my courses differed significantly from Year 4 to Year 5: $t(162.18) = 2.23, p < .05$.

Site visit participants also expressed appreciation for the coaching and mentoring they received in Year 5. The District 5 coordinator said:

And the coaching, I mean I do want to say that [TNTP was] very patient and we feel like we're still rookies. But as far as the coaching piece ... we are seeing how important it is to give that support to our teachers, and they've been really great for that, too.

4.1.3. TNTP Support and Services

In Year 5 TNTP, the PD provider for GEAR UP, changed their approach to PD initiatives available to staff at GEAR UP districts. During site visits, TNTP staff described this shift to a system-based approach where they took a long-term view of providing support and services to better address instructional needs. A TNTP staff member explained that in earlier years the PD initiatives they provided were held in a one-off offering and after a period of time, the impact of the PD on learning was measured. As shared by the TNTP staff:

It's like we put these PDs into the black box on this side, and then several months later, we go into classrooms and measure how it was spit out, but we don't really know what's happening inside this black box or I will say we know, but we don't have a ton of control over that. So, when we switch to this systems approach that really kind of took hold this year, we looked at it as though we're playing the long game where we also have Year 6 and Year 7 to build out what's happening inside this black box.

Participating GEAR UP staff in site visits shared their appreciation for the support they received from TNTP that resulted from the changes TNTP implemented in Year 5. Coordinators from Districts 4 and 5 praised the prompt support and access to TNTP staff along with the flexibility and freedom offered to the districts to implement PD within the districts' contexts. Some of the changes to TNTP support and services implemented in Year 5 included having a liaison dedicated to each district who served as a primary point of contact. Site visit participants in Districts 1 and 6 noted that because of TNTP's turnover in the past, building a strong relationship with TNTP staff was a challenge. Participants explained that having a dedicated liaison in Year 5 helped improve support and services from TNTP.

In addition to liaisons specific to each district, TNTP offered other supports and services to districts. Site visit participants from Districts 1 and 2 described receiving twice-a-year walkthroughs (one per semester) in which district staff walked through the coaching cycle and model strategies in person with TNTP. Site visit participants in Districts 2 and 6 shared that they held monthly meetings with TNTP staff in which district staff, including instructional coaches, served as a sounding board when challenges arose. Districts 4 and 5 site visit participants described having PD training opportunities through TNTP for district teachers, instructional specialists, and staff. A District 5 participant described examples of these training opportunities, such as STEM [science, technology, engineering, and mathematics] Revolution, project-based learning training on how to incorporate Positive-Based Learning into the classroom, language oracy development training (training to develop spoken language expression and comprehension) from TNTP, and training from the regional education service center focused on understanding the new STAAR test. TNTP also provides vertical teaming support to district

staff, which is discussed in detail in Chapter 4.3. A District 3 site visit participant shared that they implemented a New Teacher Academy through TNTP where TNTP staff provided training and PD to new teachers in the district. The goal for the New Teacher Academy is to leverage the period before the beginning of the school year to better prepare new teachers and focus on providing rigor. A site visit teacher in District 3 believed that the New Teacher Academy was effective in preparing teachers for challenges they will likely face during their first year of teaching. A TNTP staff member agreed with this sentiment, explaining:

[Even] though we already know we're not going to go into the first-year teacher classrooms in [District 3] and see wild, amazing things happening as a result of our PD, we do feel like there was a strong foundation set for the system of having a New Teacher Academy, and we've already started conversations with [the principal] about how we can start that earlier in the year for next year's new teachers and get a lot of that work done before school even starts so that we can have stronger systems in place—or I should say stronger PDs in place—for the first few months of school where we're already focusing on rigor instead of waiting until December and January to be focusing on rigor.

Site visit staff participants from Districts 3, 4, and 5 shared recommendations to improve the support and services from TNTP. Staff from Districts 3 and 5 expressed the desire to have more targeted support specific to implementing strategies learned in PD in their classrooms. Staff from these districts valued the strategies they learned in PD and described it as “useful”; they reported feeling challenged when applying these strategies in their lessons given the unique contexts of their classes. However, the District 3 site visit participant noted that the PD setting was not conducive to seeking information specific to their unique cases as they could not ask questions given time constraints in these sessions. A second recommendation related to organizing PD around specific topics. Some suggestions included focusing PD on supporting EB/EL, strategies on differentiating instruction within classes (shared by District 3 participants), and subject-specific PD (recommended by a District 5 site visit teacher). A core content teacher from District 3 also shared that visual demonstrations in TNTP offerings tend to employ students who are not in high school. The teacher noted that it would be helpful to visualize the impact of the strategy if they could see reaction from high school students. A final recommendation focused on the use of surveys in gauging areas of need and interest in planning PD. The District 5 coordinator said that the “TNTP Insight” survey (i.e., TNTP Instructional Culture Insight Survey) provided insight into the areas of improvement for teachers. However, the coordinator felt that this information may not provide a complete understanding of the PD needs of teachers and suggested that, in addition to the TNTP survey, teachers be asked what kind of support they needed. The coordinator shared:

We realize that we misunderstand and I think the teachers feel like there's still a gap in the support that they need. So, we're trying to change that, and we really have involved them in the conversations of what do you feel like you need? Do you need curriculum support; do you need the strategy support? Do you need the check for learning support? What is it that you need? And we try to do that.

4.2. 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 3.³⁴ In the personnel survey, counselors and student services personnel from two of the six districts (Districts 3 and 6) reported participating in the TXOC Academy in Year 5 (Table F.39, Appendix F). The participation rate in the TXOC Academy was slightly higher in Year 5 compared to Year 4, with 25% of survey respondents reporting participation in Year 5 compared to 20% in Year 4 (Table F.40, Appendix F). It is important to note that the number of personnel (i.e., counselors and non-profit advisors) who reported participating in the TXOC Academy was small and must be interpreted with caution.

In Year 5, personnel survey respondents who participated in the TXOC Academy generally *Agreed* to *Strongly Agreed* that they learned new information for postsecondary education advising (a mean score of 3.67) (Tables F.41–F.42, Appendix F). Additionally, they *Agreed* that they learned new information for career advising (a mean score of 3.33) and felt better prepared to deliver individualized postsecondary education and career advising to students and parents (mean scores of 3.33) (Tables F.41–F.42, Appendix F). Personnel survey respondents' level of agreement was slightly higher in Year 5 than respondents' level of agreement in Year 4 (Table F.42, Appendix F), however, given the small number of respondents to this question interpretations must be made with caution.

4.3. 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 students have the necessary skills to succeed in each grade and are also adequately challenged. GEAR UP established a project objective regarding the use of 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.³⁵

As the PD provider to GEAR UP, TNTP was responsible for supporting vertical teaming at the participating districts. Participating TNTP staff described the level of vertical teaming support they provided to three districts, managing vertical teaming directly with Districts 2 and 6, and providing a lesser degree of support to District 3.

³⁴ The relevant objective is 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.

³⁵ The relevant objective is 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.

During site visits, teachers in Districts 1, 2, 3, and 6 shared their use of vertical teams to promote increased alignment across the district or departments. For instance, a District 1 teacher noted that the district had a Mathematics Vertical Alignment Team in which the team discussed mathematics-related instructional practices for their classes and participated in mathematics-related PD (e.g., promoting mathematics mindsets). Additionally, teachers from Districts 2 and 6 reported that the vertical alignments in their respective schools were done with middle schools in order to ensure that appropriate levels of rigor and any necessary scaffolding were provided to help ease students into high school expectations. Finally, during site visits, staff from Districts 2 and 3 shared that they invited alumni to participate in a district vertical team to discuss topics they wish they would have known in high school to increase college and career readiness. Some participants described this experience as “eye-opening,” where they learned that schools could do more to help prepare students. A district coordinator said:

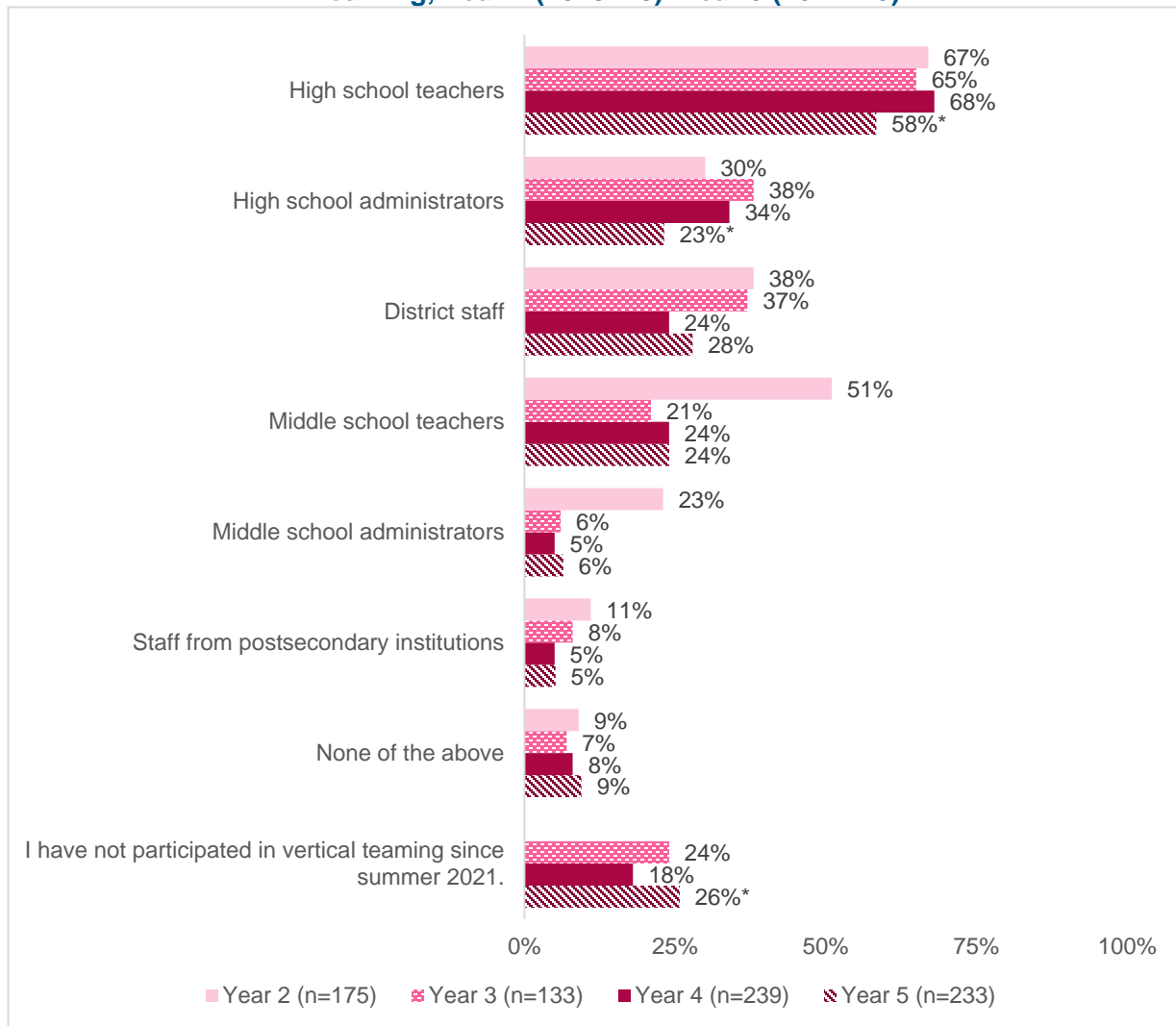
My goal for that meeting was for [the alumni] to come back and give us feedback, very honest feedback, on what did we do and what could we do better. It was very clear, it was the same from all of them—from the junior college to the university—writing was a huge thing that they all talked about: taking notes, time management, rigor, increasing rigor. None of them felt like they were fully prepared.

Personnel survey respondents were asked to select the staff with whom they participated in vertical teaming in Year 5. As shown in Figure 4.5, most respondents selected high school teachers in Year 5 at 58%, followed by district staff at 28% (Tables F.43–F.44, Appendix F). Additionally, compared to Year 4, in Year 5 there were significant differences in the percentage of high school teachers and high school administrators who participated in vertical teams according to personnel respondents (Figure 4.5; Table F.44, Appendix F). The percentage of personnel respondents who reported not participating in vertical teaming since summer 2021 was larger in Year 5 compared to that of Year 4 (Figure 4.5; Table F.44, Appendix F). Other than this difference, rates of participation for different roles in Year 5 were similar to what they were in Year 4. Figure 4.6 provides additional detail about the breakdown for each year as well as other personnel who were reported to have participated in vertical teaming activities.

Promising Practice: Invite alumni to vertical alignment discussions to identify areas of growth for increased college readiness.

Alumni from Districts 2 and 3 were invited to participate in vertical alignment teams to share their feedback on how prepared they were for college and career as well as to highlight areas of improvement for the districts. Participating alumni shared the need for increased consistency of expectations from middle to high school along with additional focus on rigor, time management, notetaking, and other writing skills.

Figure 4.5. Staff with Whom Personnel Survey Respondents Participated in Vertical Teaming, Year 2 (2019–20)–Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023).

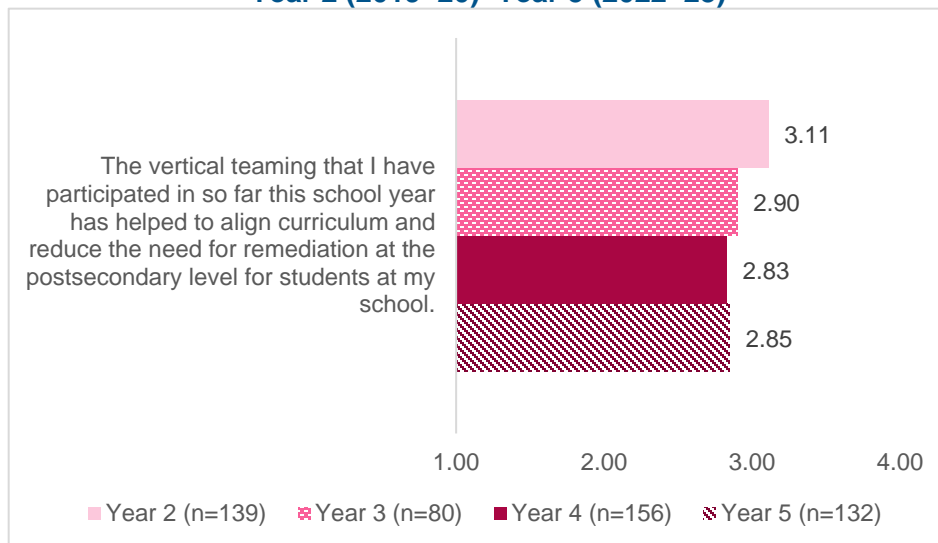
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Administrators and teachers/instructional support personnel who worked with Grade 7–12 students responded to this item in Year 2; administrators and teachers/instructional support personnel who worked with Grade 9–12 students responded to this item in Year 3, Year 4, and Year 5.

*High school teachers differed significantly from Year 4 to Year 5: $\chi^2(1)=4.9, p<.05$; High school administrators differed significantly from Year 4 to Year 5: $\chi^2(1)=6.6, p<.05$; and, I have not participated in vertical teaming since summer 2021 differed significantly from Year 4 to Year 5: $\chi^2(1) = 4.2, p<.05$.

In Year 5, personnel survey respondents who participated in vertical teaming generally *Agreed* that the vertical teaming they participated in helped align curriculum and reduce the need for future remediation at the postsecondary level among students within their respective schools (a mean score of 2.85), which was similar to the mean score in Year 4 (2.83) (Figure 4.6; Tables F.45–F.46, Appendix F). Further examination of the distribution of scores indicated a notable percentage of personnel respondents in Year 5 (13%) disagreed with the statement (Tables F.45–F.46, Appendix F). In Year 5, 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 3.00 and 2.91, respectively) (Table F.47, Appendix F).

Figure 4.6. Personnel Agreement regarding Vertical Teaming, Year 2 (2019–20)–Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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*. 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, Year 4, and Year 5.

4.4. Summary

PD initiatives in Year 5 included teacher and personnel PD, specifically teacher and administrator PD and individualized educator coaching/mentoring as well as changes to TNTP-provided support and services, the TXOC Academy for counselors and advisors training, and vertical teaming. A majority of personnel survey respondents (92%) indicated having participated in one or more PD sessions; a rate that was significantly higher than Year 4 (81%). The Year 5 participation rate of personnel survey respondents in both in-person and virtual PD was similar to that of Year 4. The number of personnel respondents who reported participating in five or more educator coaching sessions was higher in Year 5 than Year 4. Additionally, participation in teacher coaching/mentoring sessions covering topics related to student engagement, academic rigor, and project-based learning were significantly higher in Year 5 than in Year 4. Site visit participants across districts expressed praise for the support and services offered by TNTP in Year 5. Some participants reported challenges specific to engaging students and teacher shortages as barriers to PD participation. Some recommendations for future PD included additional support targeted to implementing strategies, organizing PD around specific topics, and augmenting information from the TNTP Insight survey with teacher perspective to gain a better understanding of PD needs.

5. Sustainability Initiatives

A goal of GEAR UP is to foster sustainable college and career readiness strategies and practices that persist beyond the life of the grant at participating schools and districts. 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 and Perceptions of Sustainability of Services

In the Year 5 site visits, participants from several districts (Districts 1, 2, and 3) described general concerns they had regarding the sustainability of GEAR UP services. Concerns centered on staffing, transportation, and, more generally, funding. The coordinators from Districts 1 and 2 noted challenges with funding due to the extensive costs of subsidizing entrance examination costs, college visits, and field trips. The District 2 coordinator said:

My only concern was the money piece, with the [TSIA], offering the SAT to the students, and technically even the field trip piece, because I mean, it takes money to do those types of things. I hope that as a district, they see the value in it, and I hope that we're able to figure that out. I guess the money piece is always going to be the biggest problem or the biggest barrier.

Additionally, a District 3 coordinator reported their primary sustainability concerns were related to staffing, and the individuals within the school directly employed and funded by GEAR UP. The coordinator noted that without GEAR UP funds the district would struggle to sustain the positions.

As a strategy for alleviating challenges with sustainability, the coordinator from District 4 described that they were able to sustain initiatives by distributing responsibilities across different areas of the district and school staff.

5.2. Sustaining Middle School Initiatives

While middle schools were no longer receiving GEAR UP services in Year 5, the two main middle school initiatives, Grade 8 Algebra I course taking and individual advising, were sustained across the six participating districts to various extents. In addition to Grade 8 Algebra I course taking and individual advising, the TXOC College and Career Readiness curriculum for middle school students was sustained in limited capacity. Participating TEA staff shared some districts were still engaging in a college and career advising course, though it may not be the original TXOC curriculum implemented while the class of 2024 was at the middle school. During interviews with TEA staff, they discussed how they were unaware of the extent to which middle school students continued to be offered and/or participated in college fairs and visits. As one TEA staff member said, "My impression is some campuses are providing the middle school students access to college fairs, but I don't know about college visits per se."

Additional findings on the sustainability of the main initiatives are further described in the next two sections.

5.2.1. Algebra I Course Taking

In the Year 5 site visits and phone interviews, participants from all six GEAR UP districts shared that they were still offering Algebra I at the middle school level for Grade 8 students. The participating District 1 middle school mathematics teachers described how, in Year 5, middle and high school mathematics teachers continued to collaborate with each other to ensure alignment for those students completing Algebra I in Grade 8. While the District 6 coordinator noted that students continued to complete Algebra I in Grade 8, they noticed a decline in the number of students that continued their mathematics course path to take advanced mathematics courses in high school. The District 6 coordinator said they were not sure why there appeared to be a decline in the overall number of students continuing on to take advanced mathematics courses. However, with the district's new mathematics curriculum director, they hoped to establish stronger alignment in mathematics teaching from middle school to high school.

Overall, several participants expressed their satisfaction and positive perceptions of the continued implementation of Algebra I in Grade 8. High school mathematics teachers from District 1 shared appreciation for the opportunity for students to complete Algebra I in Grade 8. A class of 2024 parent from District 3 echoed similar sentiments, noting that taking Algebra I in Grade 8 increased opportunities for students to take additional courses in high school, such as career path courses that are extended 2-hour blocks.

Promising Practice: Continue to offer Algebra I in Grade 8.

Site visit and/or phone interview participants from Districts 1, 3, and 4 noted the benefits of continuing to offer Algebra I in Grade 8, such as providing students with more flexibility in their schedules in high school for other courses of interest and preparing them for high school-level mathematics courses upon entry into high school.

5.2.2. Individual Advising

With respect to individual advising initiatives for middle school students, three districts (Districts 2, 3, and 4) reported that advising efforts continued in Year 5. However, a coordinator from District 1 mentioned they were unsure if middle school advising had been sustained in Year 5. The District 3 coordinator reported that the middle school's college counselor continued to meet with each Grade 8 student individually at least twice during the school year to provide advising services. Similarly, the District 2 coordinator said that while advising was still occurring at the middle school, the scope of the conversations had broadened to focus on pathway selection as well as general college and career advising.

5.3. Summary

As the class of 2024 is in Grade 11 in Year 5, several middle school initiatives have continued to be sustained in their implementation following the class of 2024 departure from middle school. All districts sustained the program element of offering Algebra I in Grade 8 and a few districts sustained other initiatives such as individual advising. Alternatively, at the high school level in Year 5, participating districts described their perceptions of the sustainability of GEAR UP initiatives and services. Participating coordinators shared that their primary concerns regarding sustainability included staffing, transportation, and, more generally, funding.

6. State Financial Aid Initiatives

In support of TEC § 28.0256 (2022), Grade 12 students 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 district staff with the implementation of this requirement, TEA developed financial aid resources and toolkits for families, counselors, and community partners. This chapter provides feedback on the implementation of this requirement as well as perceptions of the various financial aid resources made available to support its implementation.

6.1. Implementation and Perceptions from GEAR UP High Schools

During the Year 5 site visits, participants across GEAR UP schools provided insights about their district's approach to implementing this law. The services and supports provided to GEAR UP districts and districts across the state remained consistent in Year 5. However, the online TASFA tool (which the Texas Higher Education Coordinating Board oversees) was delayed due to challenges with staffing. Despite this challenge, TEA has continued to provide ongoing support to school districts across the state. TEA staff shared their experiences with providing support to participating school districts to fulfill this requirement. For example, TEA staff noted that due to the changes in FAFSA calculations, the rollout of resources and toolkits was negatively impacted as they sought to ensure resources provided to district staff were accurate. TEA staff reflected on the progress made in implementing this requirement, noting there was "a steep learning curve" not only for GEAR UP districts, but also for districts across the state to learn how to use the TEA and ApplyTexas websites to track if a student had successfully submitted their FAFSA, TASFA, or the opt-out form.

Promising Practice: Offer financial aid information at every school event.

The District 3 coordinator said that they always had financial aid information at every event, regardless of targeted grade or event type, such as dual credit nights or student art fairs. Every opportunity to engage with families was viewed as an opportunity to share college- and career-related resources because families had students in multiple grades. The coordinator used the initial event to spark conversations with parents and then provided additional financial aid information if applicable.

Although district staff still had trouble with this requirement, TEA staff reported they had not heard the same level of concerns or questions regarding the financial aid completion graduation requirement in Year 5 compared to Year 4 (the first year the requirement was implemented). Importantly, GEAR UP school districts received resources and various tailored supports in their monthly communicate newsletter provided by TEA staff. Some information typically shared in these newsletters were links to the TEA website on the financial aid applications, from which districts also had access to ApplyTexas and other related support documents.

During site visits, participating district and school staff were asked about their use and perceptions of the resources and toolkits developed by TEA to support the implementation of the Texas financial aid requirement. In their discussion, a few participating districts (Districts 1, 2, and 4) and non-profit advisors serving District 4 noted that while they were aware of the toolkits and resources, they were not utilizing them. For example, a non-profit advisor serving

District 2 said that they planned to review the resources and identify how they would utilize the resources next year:

That is my goal, over the summer, to really delve into it a little bit more and make sure that I'm using those resources because they're amazing resources. It's just with the time constraints ... I haven't had enough time to really look at it and kind of map it out properly within the school year, map out the different resources I want to use at different times and make available for my parents and students outside of the school.

Conversely, three districts (Districts 3, 5, and 6) reported they provided the resources to students and/or parents. For example, counselors from Districts 3 and 5 noted they printed out resources from TXOC to hand out to students or parents during events (e.g., FAFSA events). A counselor from District 3 said they always had financial aid resources on hand regardless of the event focus as parents may have students in multiple grade levels, stating:

If we have parents, no matter what we're doing, we have financial aid resources available. If we have a parent who has questions, they may be over there for an event at the ninth-grade campus, and of course a ninth-grader doesn't need to know a lot about financial aid, but they may have a junior or a senior and the parent may need—so I can always say, "Oh, hey, by the way [here are some resources]."

Staff from District 6 described how they shared financial aid resources in the various Google Classrooms students are already engaged in so that students and parents could easily access the information. Additionally, the District 6 principal noted that during events related to financial aid and scholarships, staff shared with participants where resources were available on Google Classrooms. Other non-TEA resources or activities that were used to support implementation of the requirement included FAFSA events, FAFSA days, visits from college financial aid officers and recruiters (Districts 4 and 5 coordinators) as well as resources from Education Service Centers (ESCs) (District 1 coordinator). For example, a District 3 coordinator discussed how they held FAFSA days in which staff sat in the school entrance so parents could drop in and receive support on FAFSA completion.

During the site visits, participants described additional resources or supports currently being utilized and resources that they felt would be helpful for continued implementation in subsequent years. For example, staff from Districts 3 and 5 said that it would be beneficial to have resources or supports for school and district staff who assist parents in completing the form, especially parents with unique needs or backgrounds (District 3 coordinator and District 5 counselor). As the District 3 coordinator said:

Sometimes parents have questions that I'm not comfortable answering, I'm not sure how to answer, and our parents can't afford to have a preparer, so that's why hopefully we can have the financial aid department from a college to help, but sometimes those questions are hard. It would be nice if there was a resource or even a place where we could email or call.

Similarly, the District 5 counselor said that they “don’t feel comfortable [completing the FAFSA] sometimes with parents just because they feel like we’re in their business, so to speak ... sometimes parents just don’t feel like they need to do that with us.” Another common request was to have resources translated into various languages, specifically Spanish. A non-profit advisor serving District 4 shared why having resources available in Spanish is critical to their school community: “The majority of our students and parents [come] from an Hispanic background [and know] Spanish a lot more than English, just having [resources] available to share with parents” is critical. In terms of existing resources that participants hope to continue using, a non-profit service provider from District 3 discussed the TEA and TXOC resources. Specifically, they said that although they personally do not use the TEA and TXOC resources, “I hope they continue to provide [them], especially coming up next year with FAFSA having a whole rebrand.³⁶ So hopefully, the FAFSA itself is a lot easier, but just in case, I do look forward to seeing the resources that TEA provides as well.” Another resource that was mentioned during the site visits was FELLO. The District 1 coordinator described using FELLO, an online platform that they use to monitor students’ completion of various graduation requirements that supports district tracking. In addition to the staff-facing side of the platform, there is a student-facing side where students create a profile and log in to monitor their own completion of various requirements.³⁷ This platform helped keep both students and staff updated on which requirements students had completed and which requirements they had yet to complete.

Section 6.2 describes statewide perceptions of the financial aid requirement and availability of resources to help districts achieve this requirement.

6.2. Implementation and Perceptions from Across Texas

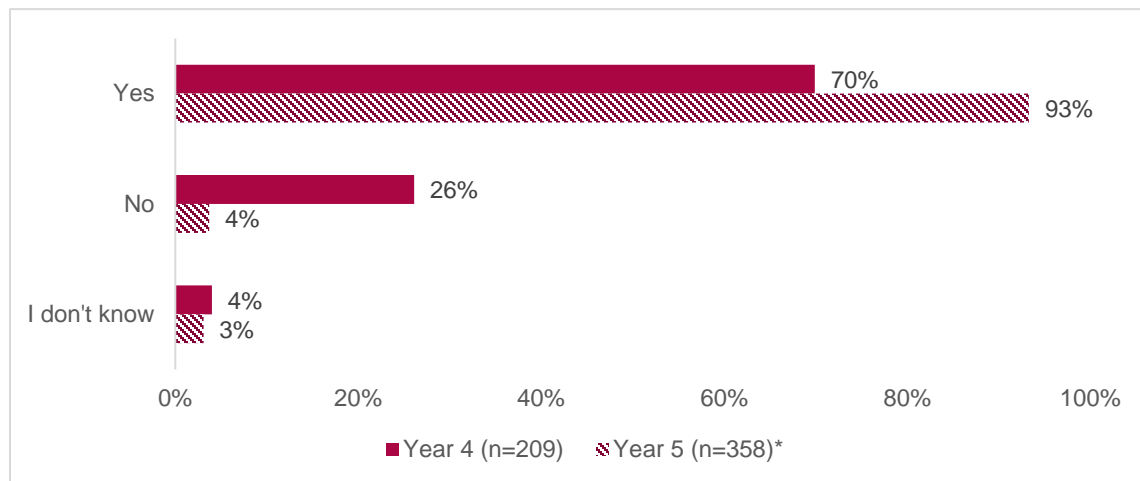
To gain insight into statewide perceptions of the financial aid requirement and financial aid resources, an online statewide initiatives survey was administered to school district staff across Texas. Nearly all ESCs (19 of 20, or 95%) were represented, which included 358 responses from the 1,222 districts (29%) (Table G.1, Appendix G).³⁸ As shown in Figure 6.1, when asked if participants accessed financial aid completion resources to help with the financial aid completion requirement, 93% of respondents indicated that they did, which was significantly higher compared to Year 4 (70%) (Table G.2, Appendix G).

³⁶ In 2021, the U.S. Department of Education’s Federal Student Aid office announced an overhaul of the FAFSA, known as the *FAFSA Simplification Act*, which will phase in changes to the form. Some of the major changes include replacing the Expected Family Contribution (EFC) with the Student Aid Index (SAI), expanding access to federal aid, and streamlining the form. Further information can be found on the [Federal Student Aid website](#).

³⁷ For information, visit [FELLO’s website](#).

³⁸ Some school districts had multiple respondents; this computation is based on the number of districts with at least one response to the survey.

Figure 6.1. Statewide Initiatives Survey Respondents Who Accessed Financial Aid Completion Resources to Support Implementation of the New Financial Aid Requirements, Year 4 (2021–22)–Year 5 (2022–23)



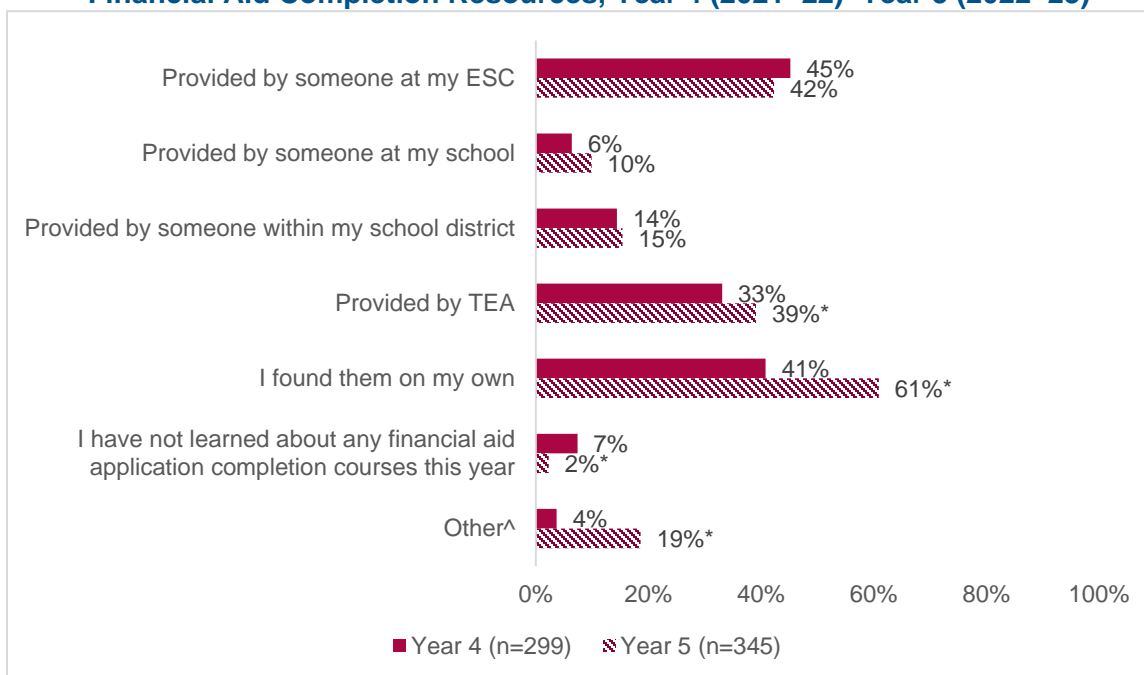
Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 4 (spring 2022) and Year 5 (spring 2023).

Note. * The distribution of responses differed significantly Year 4 to Year 5: $\chi^2(2) = 70.0, p < .001$.

To better understand how district staff learned about various financial aid resources, participants were asked to indicate where and from whom they learned about the financial aid resources they used (Figure 6.2) (Table G.5, Appendix G).³⁹ As shown in Figure 6.2, more than half of participants (61%) stated that they found the resources on their own, which was a significant increase from the previous year (41%) (Table G.5, Appendix G). More respondents indicated that they learned about financial aid completion resources from TEA in Year 5 (39%) than in Year 4 (33%; Figure 6.2; Table G.5, Appendix G). Fewer respondents stated that they had not learned about financial aid resources in Year 5 (2%) than in Year 4 (7%) (Figure 6.2) (Table G.5, Appendix G). Finally, a larger percentage of respondents in Year 5 (19%) stated that they learned about financial aid resources from other sources than in Year 4 (4%; Figure 6.2). When asked to disclose these other sources, common responses included, college/university, another organization, and TXOC.

³⁹ Not all figures have corresponding tables including Year 4 data in the appendix.

Figure 6.2. How Statewide Initiatives Survey Respondents Learned About Financial Aid Completion Resources, Year 4 (2021–22)–Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 4 (spring 2022) and Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. ESC – Education service center. TEA – Texas Education Agency.

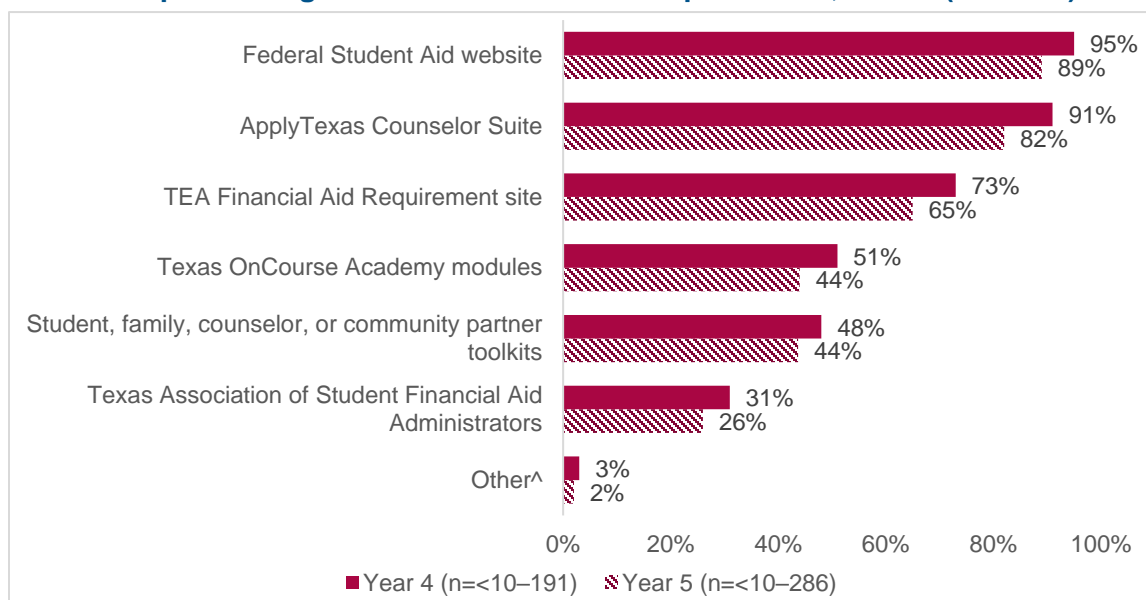
[^]Examples of Other responses included: College/university (25), Another organization (17), and Texas OnCourse (11).

*Provided by TEA differed significantly from Year 4 to Year 5: $\chi^2(1) = 7.4, p < .001$; I found them on my own differed significantly Year 4 to Year 5: $\chi^2(1) = 25.8, p < .001$; I have not learned about any financial aid application completion courses differed significantly Year 4 to Year 5: $\chi^2(1) = 9.2, p < .001$.

Next, district staff were asked to select the specific resources they used to aid them in helping students and families complete the financial aid requirement. Similar to Year 4, a majority (89%) of respondents stated that they used the Federal Student Aid website, followed by the ApplyTexas Counselor Suite (82%), and the TEA Financial Aid Requirement site (65%) (Figure 6.3) (Table G.3, Appendix G).⁴⁰ Participants were also asked to rank order which resources they used, with Federal Student Aid website and ApplyTexas Counselor Suite receiving high rankings (Table G.6, Appendix G). Also similar to Year 4, when asked if they had used a student, family, counselor, or community partner toolkit in the last 12 months, 49% stated they had (Table G.7, Appendix G), and 76% *Agreed* that these toolkits provided them with sufficient resources to complete the financial aid requirements (average mean rating across ESCs of 3.03) (Table G.8., Appendix G).

⁴⁰ Not all figures have corresponding tables including Year 4 data in the appendix.

Figure 6.3. Resources Used by Statewide Initiatives Survey Respondents in Implementing the New Financial Aid Requirements, Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 4 (spring 2022) and Year 5 (spring 2023).

Note. TEA – Texas Education Agency.

^Examples of Other responses included: Going Merry (4), College or university (3), the LEARN center out of Lubbock (1), and Panhandle Plains Higher Education Foundation (1).

Respondents were next asked if they faced any challenges while implementing the financial aid requirement. A higher percentage of respondents in Year 5 (42%) reported that they faced no challenges in implementing the new financial aid requirements compared to Year 4 (38%; Figure 6.4) (Table G.4, Appendix G).⁴¹ A high percentage of respondents (37%) also indicated that they faced “Other” challenges when implementing the new financial aid requirements. Notable responses included a lack of parent participation, lack of students complying with the requirement, and difficulty with obtaining financial aid information from parents. Despite these issues, fewer respondents in Year 5 (10%) believed that the resources they were provided with were *not* helpful in the second year of the requirement as compared to the first year of the requirement (i.e., GEAR UP Year 4; 15%; Figure 6.4) (Table G.4, Appendix G). When asked to elaborate on challenges with this requirement, several respondents stated that they would like to get rid of the requirement altogether, while others suggested offering more resources (including training for families) in other languages, particularly Spanish. Participants also described how some families were uncomfortable sharing their tax information for various reasons including fear of deportation or because they had not filed their income tax information that year.

⁴¹ Not all figures have corresponding tables including Year 4 data in the appendix.

Figure 6.4. Challenges Faced by Statewide Initiatives Survey Respondents in Implementing the New Financial Aid Requirements, Year 4 (2021–22)–Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 4 (spring 2022) and Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

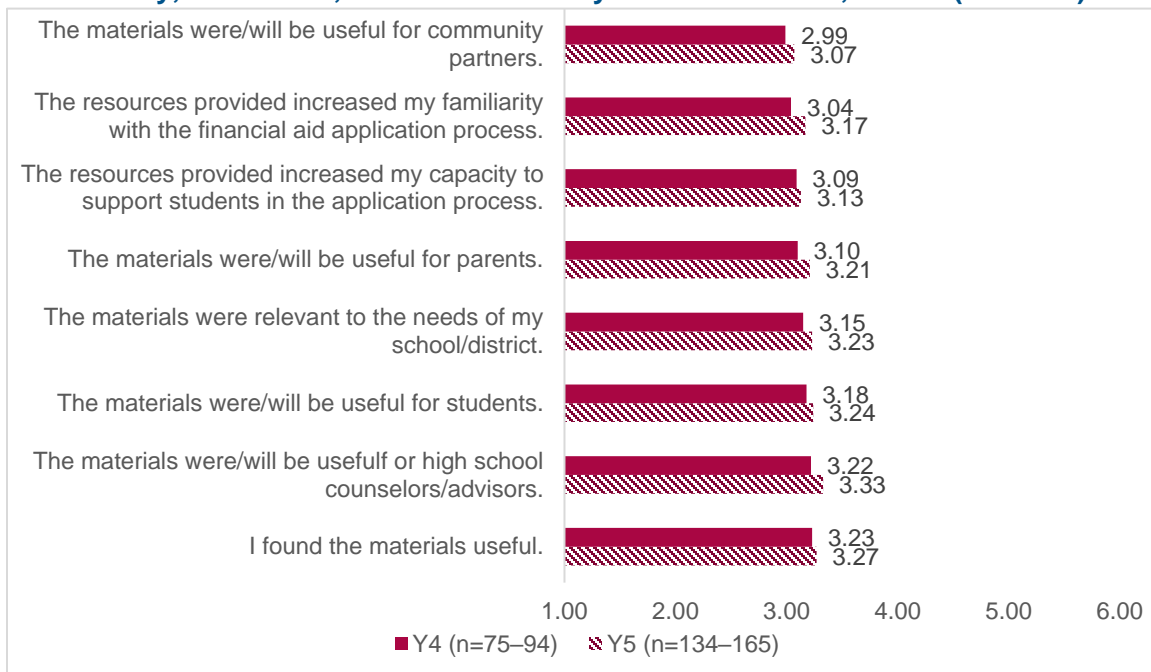
^Examples of other in 2023 responses included: Lack of parent participation (77), Lack of compliance by students (46), Difficulty getting financial information from parents (26), Students have had many technology issues with FAFSA [Free Application for Federal Student Aid] (8), and Issues tracking who completed the FAFSA (7).

*The resources I accessed were not helpful in supporting financial aid completion differed from Year 4 to Year 5: $\chi^2(1) = 4.7, p < .05$.

Despite these concerns, participants who used one of the family, counselor, and/or community partner toolkits generally *Agreed* that the materials were useful, relevant, and increased their knowledge and familiarity with the financial aid application process (average scores of 3.07 or above across all items) (Figure 6.5) (Table G.9, Appendix G).⁴² However, survey participants were less satisfied with the resources provided in the toolkits, with an average rating across districts in all ESCs of 2.84 (Table G.10, Appendix G).

⁴² Not all figures have corresponding tables including Year 4 data in the appendix.

Figure 6.5. Statewide Initiatives Survey Respondent Agreement about the Student, Family, Counselor, and/or Community Partner Toolkits, Year 5 (2022–23)



Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 4 (spring 2022) and Year 5 (spring 2023).

Note. Scale used to determine mean rating: 1–Strongly Disagree, 2–Disagree, 3–Agree, 4–Strongly Agree.

6.3. Summary

In Year 5, school districts across the state had 1 year of experience with implementing the new high school graduation requirement. Data from the statewide initiatives survey, along with data gathered from site visits and interviews, suggest that although some districts still faced challenges implementing this new requirement, district staff were more aware of and comfortable with this requirement. Indeed, district staff who participated in the statewide initiatives survey used the various toolkits that support implementation of this requirement. Staff from GEAR UP noted that they continued to advertise the various supports for FAFSA and TASFA completion. Similar to Year 4, the most frequently cited resources from statewide initiatives survey respondents for complying with this requirement in Year 5 were the Federal Student Aid website, the ApplyTexas Counselor Suite, and the TEA financial aid requirement website. Of those respondents who used the toolkits, they found the student, family, counselor, and community partner toolkits were helpful. The biggest challenge district staff faced in implementing this requirement was parental engagement, which included aversion to submitting tax information necessary for the FAFSA and having difficulty understanding the need to provide information. For future resources, training, and toolkits, recommendations included offering these types of materials in other languages, particularly Spanish.

7. Grant Implementation Support

This chapter provides an overview of grant implementation in a 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. Site visit participants from three of the participating districts (Districts 2, 3, and 5) discussed how the GEAR UP goals and initiatives were integrated into the school and/or district. For example, the coordinator from District 2 and staff from District 3 described initiatives embedded within the district to establish a college-going culture. In District 3, staff focused on establishing a college-going culture within the district by emphasizing student recognition of college acceptance. In District 2, staff integrated college and career readiness into all aspects of school communication and messaging, such as the school community journal that was regularly disseminated to parents and students and the staff journal that was disseminated to district staff members.

Additionally, staff from District 3 and the coordinator from District 5 described the strategies used to integrate GEAR UP, including vertical teams and GEAR UP-branded services. A District 3 administrator noted that vertical teams promoted planning across the district to ensure all staff were working in tandem toward the same goals and GEAR UP objectives. As a means to increase student awareness and understanding of GEAR UP initiatives and services across the school, the District 5 coordinator said they were always sure to brand college and career readiness activities as GEAR UP events so students recognized GEAR UP as a part of their school.

On the other hand, site visit participants from two districts (Districts 1 and 4) described the ways in which GEAR UP goals and initiatives were not yet fully integrated into the district and/or school, in terms of student and teacher awareness. A core content teacher from District 1 noted the district had not provided teachers with any GEAR UP-related information for them to discuss with their students. This teacher said, "I'm not sure how many of [the students] know about [GEAR UP], because when the counselor passed out permission slips, they were like, 'What are you talking about?'" A class of 2024 student from District 4 said they perceived school counselors and teachers were not familiar with GEAR UP initiatives or services.

7.2. TNTP Progress Reporting Meetings

TNTP staff said that in Year 5, progress reporting meetings continued to be held with the six participating districts; however, meetings were instead referred to as monthly planning meetings. During the meetings, TNTP staff checked in on the districts' progress with coaching and vertical teaming. Compared to previous years, TNTP staff noted they were able to focus more on quality instead of quantity in Year 5. One TNTP staff member said:

I feel like in years past, it has very much been about checking boxes. Have we done enough PDs? Can you submit or upload your forms? Very “paperwork-y” kinds of conversations. Whereas this year, because we are focusing more on a system in the district, we’re able to focus on the quality of that system.

As an example, TNTP described how in the monthly planning meetings with District 2, rather than discussing the number of staff who received coaching, they were working with the district’s instructional coach on their coaching strategy and outcomes, while making note of the various “check boxes” they had to account for, such as number of teachers who received coaching and the completed touchpoints thus far.

7.3. Data Management System

With the implementation of a new data management system, CoPilot, in Year 5, several training opportunities were offered to participating districts to familiarize them with the platform.⁴³ The CoPilot team also offered office hours for participating districts. Overall, site visit and phone interview participants across the six participating districts reported favorable perceptions of the training and support they received. The CoPilot team was described as helpful, supportive, attentive, and flexible. Representative comments regarding participating coordinators’ perceptions of the CoPilot team are as follows:

We have someone from CoPilot and [they’ve] been very supportive.

[The CoPilot team] has been such a blessing ... the support is awesome because [CoPilot] and I talked and now I send an Excel sheet and [they] import everything for me.

I mean they’re great and they’re continuing to improve the platform. Any suggestions that we make, they’re on it. It was great.

Site visit participants from two districts (Districts 3 and 6) noted that they faced several challenges in Year 5 related to the new data management system, specifically focused on the time required to enter data into the system. Coordinators from Districts 3 and 6 stressed that as they were the only individuals responsible for entering data in CoPilot, data entry had become a huge time constraint. A District 3 coordinator said:

My issue with CoPilot is time. I don’t have a lot of time. I have kids in and out all day. I’m doing a million things. So, I

’m logging and entering notes. It’s a little bit of an obstacle, honestly. I’ve started putting my notes in Word and saving them on a flash drive so I can just go back and copy and drop them in CoPilot.

The District 6 coordinator mentioned similar time constraints and shared much of the data entry had to be completed during the weekend as there was not enough time to do so during the workday in addition to their existing responsibilities. Additionally, the coordinator from District 3 noted that in Year 5 they had not logged any social-emotional services or activities due to the

⁴³ CoPilot is a data management system created by [College Forward](#).

time constraint and instead chose only to log academic-related services. In planning for upcoming years, the District 3 coordinator shared that they have set a personal goal to improve their data entry practices and incorporate social-emotional services provided to students into their CoPilot entries. Lastly, another challenge described by the coordinator at District 3 was the fact that CoPilot was implemented after the start of the school year and districts had to retrospectively add in previous data, which took a long time. The coordinator from District 3 said that it was unclear what data did or did not need to be retrospectively added, which led to confusion. Although this was challenging, it was seen as a situational issue and was not anticipated to be a continuing challenge next year since districts will have access to the system at the start of the school year.

Additionally, participating TEA staff described that they were facing new challenges with limited use of CoPilot and were working to increase districts' utilization of this new system on a regular basis. One participating TEA staff member said that in Year 5 they were not seeing as many counselors use CoPilot as they anticipated or desired and thought that in order to benefit from the system, more district staff should regularly engage with it.

7.4. Summary

In Year 5, participating districts continued to integrate GEAR UP services and initiatives into district and school culture to help ensure the long-term sustainment of GEAR UP initiatives and goals. Monthly planning meetings also continued to support districts' coaching and vertical teaming. TNTF staff described how meetings were more useful in Year 5 as compared to Year 4 because they focused on establishing quality systems of services with each district. In Year 5, a new data management system, CoPilot, was implemented at participating districts. District staff shared positive perceptions of the training and support they received in using CoPilot. Coordinators responsible for entering data into CoPilot reported the most prominent challenge they were facing was the time required to enter student data into the system.

8. Summary of Findings, Recommendations, and Next Steps

This chapter provides an overview of the findings and a description of promising practices from Year 5 as well as recommendations for consideration in upcoming years.

8.1. Findings

In Year 5, participating districts continued to focus on academic initiatives, including advanced courses (e.g., AP, honors, dual credit), targeted tutoring, and preparation for college entrance exams. Additionally, in Year 5 the GEAR UP evaluation included a focus on early completion of Algebra I to promote student continuation into more advanced mathematics courses. Personnel survey respondents generally believed students were *Somewhat Prepared* to take advanced courses (Tables F.5–F.6, Appendix F). Site visit participants shared that students who completed Algebra I in Grade 8 were more prepared for high school-level mathematics courses upon entry into high school compared to those students who did not complete Algebra I in Grade 8. Across all subjects, student survey respondents reported mainly participating in after-school tutoring, with tutoring for mathematics courses being the most prominent subject reported by students (Figures 2.3 and 2.4). While the majority of students who reported participating in tutoring found it to be helpful, site visit participants said that due to some students' family responsibilities, participating in after-school tutoring was a challenge as students sought to balance their academic and family needs (Figure 2.4; Table D.25, Appendix D). Similarly, 71% of students who reported participating in test preparation activities said the test preparation helped them prepare for college entrance exams (Figure 2.7; Tables D.29–D.30, Appendix D). Class of 2024 parent respondents were more familiar with college entrance exams and where to find test preparation resources compared to priority cohort Grade 10 and Grade 12 parents (Figure 2.8).⁴⁴ Key challenges with academic initiatives across the participating districts focused on barriers with staffing and teacher shortages.

As with past years, in Year 5, 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 postsecondary and career options. College and career exploration initiatives offered in Year 5 included one-on-one advising, college visits, college and career fairs, summer programs, work-based learning opportunities, and family events. Overall, student and parent survey respondents and site visit participants were generally satisfied with each of the activities in which they participated. As students progressed through high school, topics discussed in one-on-one advising transitioned from student's grades and course selection to include more postsecondary-education-related topics such as college applications and college plans or interests (Figure 3.3; Tables D.16–D.18, Appendix D). Within college visits, students noted they participated in campus tours and speaker sessions. Students explained they enjoyed being able

⁴⁴ 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*.

to see the college campus, learn about the program offerings, and observe a college course during their visit. In Year 5, summer programming primarily focused on closing learning gaps and providing targeted support; one district offered summer programming focused on college and career initiatives. Parent events focused on FAFSA completion, different types of college options, and availability of college and career advising (Figure 3.16; Tables E.23–E.24, Appendix E). Across the college and career exploration initiatives, students and parents reported the most common reason they did not participate was that they were unaware the activity was being offered. Additional barriers participants noted related to college and career exploration initiatives included staffing the non-profit advisor position within the district, challenges with transportation for off-site activities, and a lack of availability of tours at trade schools.

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, and vertical teaming. TNTP provided individualized support to districts, with a specific focus on academic rigor. In Year 5, TNTP's PD strategy shifted to a systems-based approach. Overall, personnel survey respondents had positive perceptions of the PD and coaching/mentoring they received. Respondents *Agreed* the PD provided strategies that increased rigor and were easy to implement (Figure 4.2; Table F.32, Appendix F). Respondents also *Agreed* the coaching/mentoring helped them to increase the rigor in their courses (Figure 4.4; Table F.38, Appendix F). Alternatively, while participants' generally *Agreed* that the vertical teaming they participated in helped to align curriculum and reduce the need for remediation at the postsecondary level, 13% of respondents disagreed with this notion (Tables F.45–F.46, Appendix F).

Since the class of 2024 cohort had transitioned out of middle school in Year 2, implementation of GEAR UP activities and services is concentrated in the participating high schools. Even so, participating districts reported efforts to sustain GEAR UP initiatives for the follow-on cohort in middle schools, specifically focusing on continuing to offer Algebra I in Grade 8 and providing individual advising. Although site visit participants reported offering these initiatives, some initiatives were adapted to support sustainability, such as broadening the scope of individual advising or using a different college and career course curriculum. Outside of middle school initiatives and services, participating districts shared their concerns, mainly having to do with funding, regarding the sustainability of other GEAR UP initiatives at the high schools.

The Texas law that went into effect during the 2020–21 school year requires Grade 12 students to complete a FAFSA, a TASFA, or an opt-out form in order to graduate from high school. Among the resources made available by TEA to support the implementation of this requirement were toolkits for families, counselors, and community partners. In Year 5, statewide initiatives survey respondents indicated they accessed these toolkits or other resources (Figure 6.1; Table G.2, Appendix G). The most widely used resources among the statewide initiatives survey respondents were the Federal Student Aid website (89%) and the ApplyTexas Counselor Suite (82%) (Figure 6.3; Table G.3, Appendix G). Respondents were generally satisfied with the financial aid resources they used in the 2022–23 school year (Table G.10, Appendix G). Among the recommendations for the future, participants noted needs for additional resources and

training for families in other languages, particularly Spanish, and resources for parents and families to address concerns regarding sharing their income tax information.

Lastly, site visit and phone interview participants provided reflections on overall implementation of GEAR UP in Year 5. District staff 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 monthly progress monitoring meetings with GEAR UP coordinators and improved data tracking with the implementation of a new data management system, CoPilot. Coordinators emphasized the helpfulness and flexibility of CoPilot staff during the implementation of the new system.

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 5 are as follows:

- **Provide preparatory tests during school days to increase participation.** A District 6 coordinator shared that this year SAT preparatory tests were offered during in-school days to increase access to preparation activities. The coordinator noted that SAT preparatory tests were offered on Saturdays in previous years, which contributed to low student participation.
- **Leverage vertical teaming to improve academic rigor.** District 2 staff said that they leveraged vertical teams to improve academic rigor in their coursework, specifically in mathematics. As a result of vertical teaming, participating mathematics teachers reported they saw increased alignment across middle and high schools and improved rigor in middle school mathematics coursework.
- **Use interactive learning techniques to engage students.** The non-profit advisor serving District 2 described “one of the [students’] favorite” activities was college and career bingo, where the advisor would call out definitions and students had to find the associated word on their board, and then the class would engage in a discussion on the term. The advisor used college and career paraphernalia as prizes for students. The advisor said the students “really enjoyed [the activity], and I think it helped them to grasp the content of what I was talking about. I did that on all grade levels but had different discussion at the grade levels.” Class of 2024 student participants also described the activity as “fun.”
- **Meet parents “where they are” in advising to establish trust.** The non-profit advisor from District 2 described the importance of meeting families where they are to establish trust. The advisor mentioned sharing their own background as a first-generation college student with parents: “I was first generation. I told [families] that my parents weren’t able to help me. I’m fortunate that I’m available to help them. I tell them they can ask me any questions, email me, text me at any time. I’m open to them, their needs, and concerns.”
- **Break up FAFSA nights into multiple events to scaffold completion.** To make completing the FAFSA less challenging for families, Districts 1 and 2 offered a series of events to help families complete the FAFSA, each focused on a different aspect of

completion, such as creating their account or completing student sections first before transitioning to parent-based events.

- **Use “data walks” to provide feedback to teachers and inform their coaching and mentoring sessions.** A District 2 site visit participant reported the district employed “data walks” to provide teachers with constructive feedback following classroom observations. Administrators observed classrooms using phones and Google tablets to record perceptions and feedback. After observations, teachers participated in a post-conference and received a PDF copy of the report showcasing areas of needed improvement that informed their coaching and mentoring sessions.
- **Invite alumni to vertical alignment discussions to identify areas of growth for increased college readiness.** Alumni from Districts 2 and 3 were invited to participate in vertical alignment teams to share their feedback on how prepared they were for college and career as well as to highlight areas of improvement for the districts. Participating alumni reported the need for increased consistency of expectations from middle to high school along with additional focus on rigor, time management, notetaking, and other writing skills.
- **Continue to offer Algebra I in Grade 8.** Site visit and/or phone interview participants from Districts 1, 3, and 4 noted the benefits of continuing to offer Algebra I in Grade 8, such as providing students with more flexibility in their schedules in high school for other courses of interest and preparing them for high school-level mathematics courses upon entry into high school.
- **Offer financial aid information at every school event to support increased access to information and resources for parents.** The District 3 coordinator said that they always had financial aid information at every event, regardless of targeted grade or event type, such as dual credit nights or student art fairs. Every opportunity to engage with families was viewed as an opportunity to share college- and career-related resources because many families had students in multiple grades. The coordinator used the initial event to spark conversations with parents and then provided additional financial aid information if applicable.

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 establishing alignment with advanced courses and state standards, especially for those offered in a virtual setting.** Additional resources and support to ensure alignment between new advanced course programs or curricula for participating districts may increase rigor in advanced courses. For example, one district utilized an online program to overcome barriers with staffing advanced courses; however, they expressed additional needs for standardization across the teachers and with state standards.
- **Expand opportunities for students to learn about and understand the requirements and expectations of participating in dual credit courses.** While some districts acknowledged the benefits of dual credit opportunities, there were still concerns that students may not be prepared for—or understand—the benefits of such courses.

Emphasizing the expectations of students in dual credit courses along with the benefits of enrollment may support increased success among participating students.

- **Leverage existing opportunities for in-class tutoring.** As site visit participants emphasized that students' competing priorities (e.g., childcare, part-time job) conflicted with after-school tutoring opportunities, leveraging existing opportunities during the school day and expanding them to include tutoring services may increase access to those students for whom after-school offerings are not feasible. For example, site visit participants from one district described having allocated time within school hours for test preparation.
- **Prepare new teachers for a successful year through a New Teacher Academy.** As teacher shortages and staffing concerns were prominent challenges across districts in Year 5, continuing to offer supports focused on classroom management skills and how to establish and maintain rigorous instruction, such as through TNTP's New Teacher Academy, would help ensure new and/or interim teachers were supported, especially non-certified IATs.
- **Increase awareness among district teachers and administrators of the definition of academic rigor.** TNTP should consider collaborating with the districts to establish a plan for how district administrators will support a shared understanding of academic rigor across teachers and staff. While TNTP provided participating districts with an overview and definition of academic rigor, site visit participants did not appear to be aware of the shared definition. TNTP recognized that this conceptualization of academic rigor may not have trickled down to teachers or staff within the districts.
- **Increase communication and collaboration between non-profit advisors and district teachers and staff.** Personnel survey respondents emphasized the need for improved communication with non-profit advisors, specifically regarding identifying an appropriate time for advising and college and career activities based on course and testing schedules.
- **Expand training and resources available to counselors and administrators on components related to allocating their work time.** Participating counselors discussed the need for more information regarding the TEC § 33.006 relating to the use of public school counselor's work time.⁴⁵ Counselors believed there were still duties they were responsible for that, from their assessment of the statute, they believed should have no longer been under their purview. Across districts, counselors were concerned with a lack of clear understanding of specific activities counselors should (or should not) be responsible for under the statute.
- **Expand opportunities for college and career activities available to students.** Broadly, student participants stated they want additional opportunities to learn about postsecondary options. Students expressed the desire for increased hands-on and

⁴⁵ Since the [Texas Senate Bill 179 from the 87th Legislature](#) has been codified into law in September of 2021, Texas school counselors must now spend at least 80% of their total work time on duties that are components of a counseling program developed under TEC § 33.006, including guidance curriculum, responsive services, individual planning, and system support.

interactive opportunities, such as the inclusion of classroom observations in college visits.

- **Continue to provide TNTP liaisons to districts to establish strong partnerships and buy-in between participating districts and PD providers.** With the use of district liaisons in Year 5, district staff participating in site visits reported their appreciation for the support they received from TNTP and praised the promptness of that support. Site visit participants noted that, in the past, building a strong relationship with TNTP staff was a challenge, but having a dedicated liaison in Year 5 helped improve the support and services received from TNTP.

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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.⁴⁶

⁴⁶ 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, and so forth).
- 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.

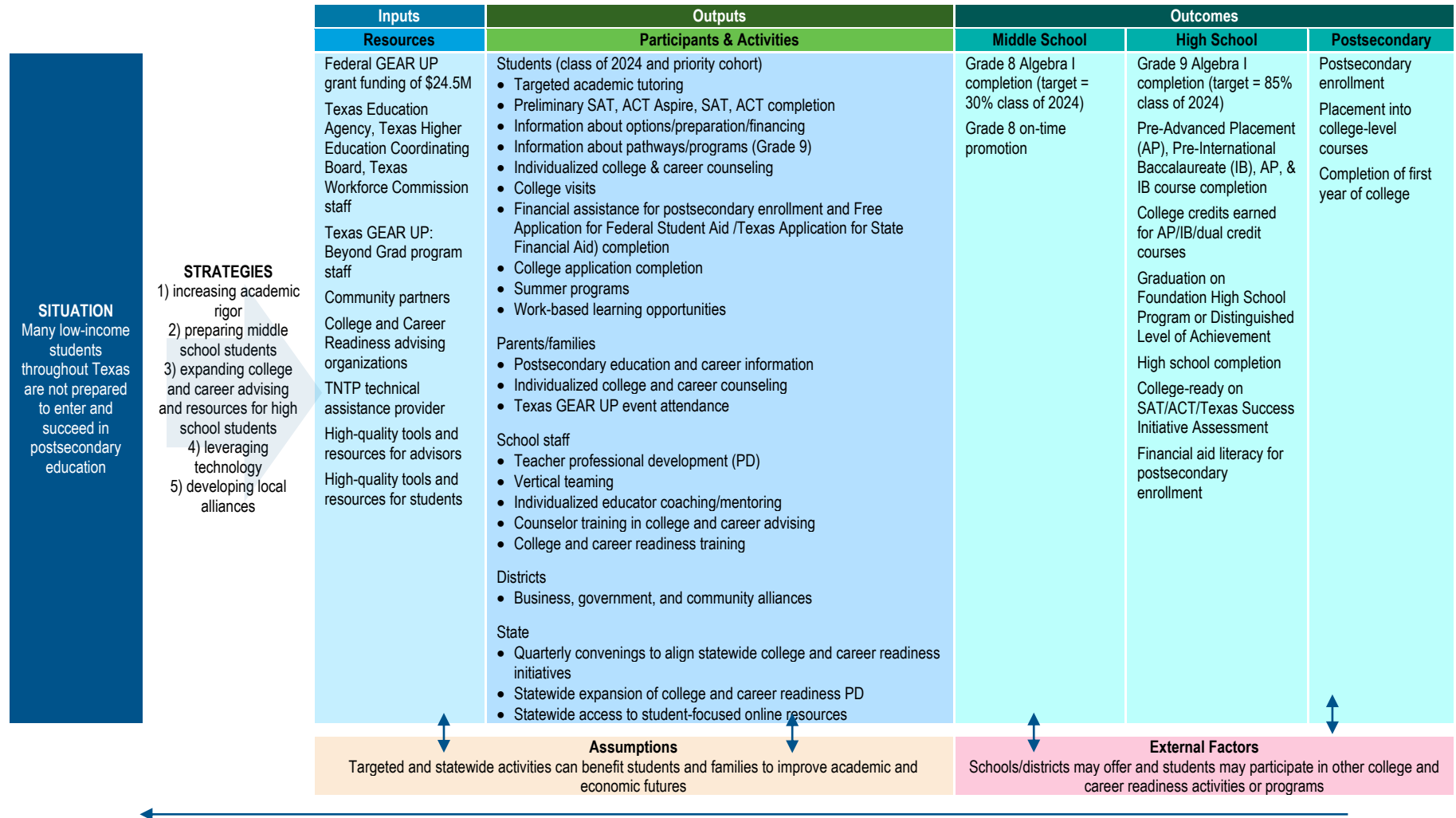
This appendix describes the evaluation design, methodology, and analytic approach used for the implementation study component of the evaluation—the findings of which are shared in this report.

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.



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.

B.2. Evaluation Questions

The evaluation questions addressed in this report are listed in Table B.1.⁴⁷

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

Research Questions
<p>Q1.2. What is the impact of GEAR UP: Beyond Grad on families?</p> <ul style="list-style-type: none"> ▪ To what extent does parent/guardian knowledge of postsecondary education options, preparation, and financing change over time? ▪ To what extent do parent/guardian expectations for their child’s postsecondary education and financing change over time? ▪ How do the perceptions and knowledge of primary cohort (i.e., class of 2024) parents compare to perceptions of priority cohort parents? <p>Q1.3. What is the impact of GEAR UP: Beyond Grad on school communities?</p> <ul style="list-style-type: none"> ▪ To what extent does staff knowledge about postsecondary education and expectations for students change over time? ▪ What is the perceived impact of GEAR UP: Beyond Grad on school leaders’ definitions of academic rigor? ▪ What is core content teachers’ perceived impact of professional development and training on instructional strategies and improved academic rigor? ▪ What is the mathematics vertical teams’ perceived impact of professional development and training on instructional strategies and improved academic rigor as it pertains to Algebra I and Algebra II course taking? ▪ What are counselors’ perceived impacts of professional development and training on student access to information about college and career pathways? ▪ What is the perceived impact of GEAR UP: Beyond Grad on college-going culture? <p>Q2.1 How is GEAR UP: Beyond Grad being implemented?</p> <ul style="list-style-type: none"> ▪ What are the major implementation practices of GEAR UP: Beyond Grad? ▪ Who are the major participants in GEAR UP: Beyond Grad? ▪ How are GEAR UP: Beyond Grad school districts implementing each of the state’s strategies used to achieve the program’s goals and objectives? ▪ To what extent are GEAR UP: Beyond Grad school districts responding to professional development needs through professional development offerings focused on improving academic rigor (i.e., those supported or recommended by TNTP)? ▪ What are the various stakeholders’ perceived effectiveness of program activities? ▪ To what extent does perceived effectiveness vary across schools? ▪ To what extent does implementation change over time? ▪ What facilitators and barriers are associated with implementation of specific strategies? ▪ How do districts and campuses work to create a culture focused on college and career awareness (e.g., level of rigor, expectations of students, visual cues, availability of resources)? <p>Q2.2 To what extent are project objectives achieved?</p> <ul style="list-style-type: none"> ▪ To what degree does students’ and parents’ knowledge of postsecondary education options, preparation, and financing increase? ▪ To what extent do educators perceive an increase in their knowledge for improving the academic rigor of their courses? <p>Q3.1. What are the potential best or promising practices of the GEAR UP: Beyond Grad program?</p> <ul style="list-style-type: none"> ▪ What are the contextual factors that contributed to the best or promising practice? ▪ Which stakeholders identified the practice as contributing to a positive outcome?

⁴⁷ 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.

Research Questions

- What positive outcomes occurred because 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?
- To what degree is the GEAR UP: Beyond Grad model, or components of the model, sustainable in participating schools and/or transferrable to other schools?
- What facilitators/barriers do grantees face to sustaining implementation?
- To what extent are students encouraged to take Algebra I in middle school? For those students who took Algebra I in middle school, did they continue to take Algebra II?
- 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 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 to assess their access to and experiences with financial aid resources and toolkits. The surveys

were designed to ask stakeholders about perspectives on grant implementation during the 2022–23 academic year. The evaluation team initially opened the online surveys on March 6, 2023 and surveys remained open through March 31, 2023. 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 2,670 surveys from students, representing 32.7% of the total number of eligible student participants; 205 surveys from parents, representing 2.8% of the total number of eligible parent participants; and 276 surveys from personnel, representing 45.2% of the total number of eligible full-time employees (FTEs) at the participating schools.⁴⁸ In addition, ICF received 358 district personnel survey responses from the statewide initiatives survey for districts.

Additional details about survey respondents may be found in Appendices D–G.

Site Visits. The evaluation team coordinated in-person site visits with each of the six participating grantee districts in February and March 2023 to conduct interviews and focus groups with a variety of GEAR UP stakeholders to understand program implementation during Year 5. Final copies of all protocols used for the site visits may be found in Appendix C.

Overall, the evaluation team:

- Interviewed six Texas GEAR UP coordinators (representing each participating district);
- Interviewed five high school principals (representing each participating high school from each district);⁴⁹
- Conducted six focus groups/interviews with high school counselor(s) responsible for implementing the Texas financial aid requirement with a total of 14 participants;
- Conducted 11 student focus groups with a total of 81 students in Grades 9–12;⁵⁰
- Conducted six focus groups with core content teachers who participated in TNTP PD with a total of 27 participants;
- Conducted six focus groups/interviews with Mathematics vertical teams with a total of 26 participants;
- Conducted six class of 2024 parent focus groups with a total of 22 parents of in Grade 11 students.⁵¹

⁴⁸ Denominators used in calculating personnel survey response rates at each school were determined using the number of full time equivalents (FTEs) reported in 2021–22 [Texas Academic Performance Report](#) (TAPR) data. 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.

⁴⁹ One of the districts opted to complete the session with their Dean of Instruction who was more directly related to the content to be discussed in the interview and another principal interview was not scheduled at one of the districts prior to March 23, the end of the data collection window.

⁵⁰ One of the districts was only able to receive signed consent from one Grade 10 student, who was included in the class of 2024 focus group, however responses are reported separately.

⁵¹ Two sessions were completed at one district, one in Spanish and one in English one session was not scheduled at one of the districts prior to March 23, the end of the data collection window.

In total, 181 individuals participated in interviews and focus groups across the six districts. Additionally, at one district one individual served multiple roles and so interviews/focus groups were combined accordingly for those roles.

Phone/Virtual Interviews and Focus Groups. The evaluation team conducted virtual interviews/focus groups using the Microsoft Teams virtual meeting platform in March 2023. 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)
- TNTP (four participants)
- TEA (two participants)

In total, nine 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 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 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 details about statistical tests are 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*. Sage.

Tashakkori, A., & Teddlie, C. (1998). *Applied social research methods series, Vol. 46. Mixed methodology: Combining qualitative and quantitative approaches*. 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, 2023

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 insights and experiences with the GEAR UP program during the 2022–23 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 survey, you can contact Lindsay Lamb, ICF, at lindsay.lamb@icf.com or (737)272-6769. For questions regarding your rights related to this evaluation, you can contact ICF's Institutional Review Board at IRB@icf.com.

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, 2023

<Date>, 2023

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 survey, you can contact Lindsay Lamb, ICF, at lindsay.lamb@icf.com or (737)272-6769. She is the project manager for the study. For questions regarding your rights related to this evaluation, you can contact ICF's Institutional Review Board at IRB@icf.com.

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, 2023>. 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,
Lindsay Lamb

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 2023.

Your name (Please Print):

Your signature: _____ Date:

C.1.3. Parent Consent Form

Texas GEAR UP: Beyond Grad Evaluation Parent Consent Form, 2023

Date: Month X, 2023

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 Lindsay Lamb, ICF, at lindsay.lamb@icf.com or (737)272-6769. For questions regarding your rights related to this

evaluation, you can contact ICF's Institutional Review Board at IRB@icf.com. 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 2023, 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, 2023

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 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, 2022–23.

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 included 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.

If you have any questions about the study, please contact Lindsay Lamb, ICF, at lindsay.lamb@icf.com or (737)272-6769. For questions regarding your rights related to this evaluation, you can contact ICF's Institutional Review Board at IRB@icf.com.

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), 2023

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 Lindsay Lamb at lindsay.lamb@icf.com or (737)272-6769. For questions regarding your rights related to this evaluation, you can contact ICF's Institutional Review Board at IRB@icf.com.

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. In general, 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."

	<i>Not challenging</i>	<i>Slightly challenging</i>	<i>Moderately challenging</i>	<i>Very challenging</i>	<i>I don't know/Not applicable</i>
Mathematics course(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies course(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science course(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language Arts course(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced Placement (AP) course(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors course(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual credit course(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 (that is, 2-year college, 4-year college, and/or technical school), career, and financial aid.

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

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>I don't know/ Not applicable</i>
I know where to find ACT Aspire or ACT test preparation resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to find Texas Success Initiative (TSI) Assessment test preparation resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know which college entrance exam(s) I want to take (SAT/PSAT, ACT/ACT Aspire, and/or TSI Assessment).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the scholarship opportunities available to help pay for college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the Pell Grant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the FAFSA (Free Application for Federal Student Aid).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the TASFA (Texas Application for State Financial Aid).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.
- c. I was busy with school/family/work or my schedule did not allow me to participate.
- d. I did not participate because of concerns about 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 Texas law that requires a student to complete a financial aid application (FAFSA or 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.

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>I don't know/Not applicable</i>
The counseling/advising session(s) helped me to develop a plan for my education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly disagree	Disagree	Agree	Strongly agree	I don't know/Not applicable
The counseling/advising session(s) helped me to select the best classes to take to achieve my goals for my education and career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The counseling/advising session(s) provided me with information about how to pay for education after high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The counseling/advising session(s) helped me decide which college entrance exams I should take.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The counseling/advising session(s) provided me with information about ways to prepare for college entrance exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The counseling/advising session(s) provided me with information that was specific to my individual needs/interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spoke with my family about some of the topics that were covered in my counseling/advising session(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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?
- Strongly dissatisfied
 - Dissatisfied
 - Satisfied
 - Strongly satisfied
 - I don't know/Not Applicable
10. Have you participated in an in-person or virtual (online) college visit(s) this school year?
- Yes
 - 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.
- I did not know college visits were being offered.
 - I was not interested in any college visits.
 - I was busy with school/family/work or my schedule did not allow me to participate.
 - I did not participate because of concerns about COVID-19.
 - 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.)***
- Campus tour
 - College class observation
 - Listened to a speaker (e.g., admissions officer, professor, student)
 - 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.)***
- Layout/environment of the campus
 - Various academic programs or areas of study
 - How academically challenging college classes are
 - Student academic services
 - Campus diversity
 - Firsthand experiences from college students
 - Student clubs/organizations
 - Financial aid/resources
 - 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.
- Strongly dissatisfied
 - Dissatisfied
 - Satisfied
 - Strongly satisfied
 - 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?**
- Yes
 - 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.**
- I did not know college and/or career fairs were being offered.
 - I was not interested in college and/or career fairs.
 - I was busy with school/family/work or my schedule did not allow me to participate.
 - I did not participate because of concerns about COVID-19.
 - 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.)**
- Information about one or more colleges
 - Various academic programs or areas of study at one or more colleges
 - How academically challenging college classes are
 - Student academic services
 - Campus diversity
 - Firsthand experiences from college students
 - Student clubs/organizations
 - Financial aid/resources
 - Various career options
 - What it is like to work a certain job
 - Companies in my region
 - Education required for certain careers
 - Technical skills required for certain careers
 - Salaries of certain careers
 - 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.**
- Strongly dissatisfied
 - Dissatisfied
 - Satisfied
 - Strongly satisfied
 - 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?**
- Yes
 - 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.
- I did not know work-based learning activities were being offered.
 - I was not interested in any work-based learning activities.
 - I was busy with school/family/work or my schedule did not allow me to participate.
 - I did not participate because of concerns about COVID-19.
 - 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.)*
- Various career options
 - What it is like to work a certain job
 - Companies in my region
 - Education required for certain careers
 - Technical skills required for certain careers
 - Salaries of certain careers
 - 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.
- Strongly dissatisfied
 - Dissatisfied
 - Satisfied
 - Strongly satisfied
 - 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]** Did you complete Algebra I in Grade 8 or earlier?
- Yes
 - No
24. **[If respondents selected option 'a' in Question 23]** Have you already completed Algebra II?
- Yes
 - No
 - I am currently enrolled
25. **[If respondents selected 'b' in Q 24]** Are you planning to take Algebra II next year?
- Yes
 - No
 - I don't know yet

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

Grade 10 ONLY

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

- 27. When did you complete Algebra I?**
- a) I have not taken Algebra I yet
 - b) I am currently enrolled in Algebra I
 - c) I completed Algebra I in Grade 9
 - d) I completed Algebra I in Grade 8 or earlier
- 28. [If respondents selected 'c' or 'd' in Q 27] Have you already completed Algebra II?**
- a) Yes
 - b) No
 - c) I am currently enrolled in Algebra II
- 29. [If respondents selected 'b' in 27 or 'b' in Q 28] Are you planning to take Algebra II next year?**
- a. Yes
 - b. No
 - c. I don't know yet

Grade 11 ONLY

(Only students who selected option 'c' in Q1 will see questions in this section.)

- 30. When did you complete Algebra I?**
- a) I have not taken Algebra I yet
 - b) I am currently enrolled in Algebra I
 - c) I completed Algebra I in Grade 10
 - d) I completed Algebra I in Grade 9
 - e) I completed Algebra I in Grade 8 or earlier
- 31. [If answered 'c', 'd', or 'e' in Q 30] Did you already complete Algebra II?**
- a. Yes
 - b. No
 - c. I am currently enrolled in Algebra II
- 32. [If answered 'b' in Q 30, or 'b' in Q 31] Are you planning to take Algebra II next year?**
- a. Yes
 - b. No
 - c. I don't know yet

Grade 12 ONLY***(Only students who selected option 'd' in Q1 will see questions in this section.)*****33. When did you complete Algebra I?**

- a) I have not taken Algebra I yet
- b) I am currently enrolled in Algebra I
- c) I completed it in Grade 11
- d) I completed it in Grade 10
- e) I completed it in Grade 9
- f) I completed it in Grade 8 or earlier

34. [If answered 'c', 'd', 'e', or 'f' in Q 33] Did you already complete Algebra II?

- a. Yes
- b. No
- c. I am currently enrolled in Algebra II

Grade 11 ONLY***(Only students who selected option 'c' in Q1 will see questions in this section.)*****35. [If respondents selected option 'c' in Question 1] Have you participated in tutoring for any of your classes this school year?**

- a. Yes
- b. No

36. [If respondent selected option 'a' in Question 35] 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language Arts course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. [If respondent selected option 'a' in Question 35] Has the tutoring you received this year helped you succeed in your classes?

- a. Yes
- b. No

38. **[If respondent selected option 'a' in Question 35]** Please rate your level of satisfaction with the tutoring that you participated in this school year.
- Strongly dissatisfied
 - Dissatisfied
 - Satisfied
 - Strongly satisfied
 - 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.)

39. **[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?
- Yes
 - No
40. **[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?
- Yes
 - No
41. **[If respondent selected option 'a' in Question 39 or Question 40]** Do you believe the test prep you have completed this school year has prepared you/will prepare you for the test?
- Yes
 - No

Grades 9–12: Final question

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

Thank you for your time!

C.2.2. Parent Survey

Texas GEAR UP: Beyond Grad Evaluation Parent Survey (Grades 9–12), 2023

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 Lindsay Lamb at lindsay.lamb@icf.com or (737) 272-6769. For questions regarding your rights related to this evaluation, you can contact ICF's Institutional Review Board at IRB@icf.com.

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. How many children do you have attending Grades 9–12 in this school district?
- 1
 - 2
 - 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 11 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?
- Grade 9
 - Grade 10
 - Grade 11
 - Grade 12

3. Please select the school your child attends this school year.
- C.E. King High School
 - Cleveland High School
 - Mathis High School
 - San Elizario High School
 - Sinton High School
 - Van Horn School
 - 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.

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>I don't know/Not applicable</i>
My child will receive/is receiving a high school education that will adequately prepare them for college and career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>I don't know/Not applicable</i>
I believe that the level of rigor in my child's classes has/will prepare them adequately for college and career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of what grades my child will need to earn in high school so that they could enroll in college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the opportunities to earn dual credit available to my child in our school district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the opportunities that a college degree can provide for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the education path necessary for the career my child plans to pursue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will be able to guide my child through the college application process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am familiar with examinations needed to get into college (e.g., SAT, ACT, TSI [Texas Success Initiative] Assessment).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to find SAT or PSAT (Preliminary SAT) test preparation resources for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to find ACT or ACT Aspire test preparation resources for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>I don't know/Not applicable</i>
I know where to find TSI Assessment test preparation resources for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of scholarship opportunities available to help pay for college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the FAFSA (Free Application for Student Aid).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the TASFA (Texas Application for Student Financial Aid).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TAFSA) or signed opt-out form in order to graduate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the Pell Grant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 concerns about 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.

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>I don’t know/Not applicable</i>
The counseling/advising session...					
...helped me think about my child’s college/career plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...helped me understand the best classes my child should take to achieve their college/career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...provided me with information to help my child choose the right college entrance exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...provided me with information to help my child prepare for college entrance exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly disagree	Disagree	Agree	Strongly agree	I don't know/Not applicable
...provided me with information about my child's grades/test scores to achieve their college/career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...provided me with information about how our family may pay for college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...provided me with information that was specific to our family's situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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. 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.

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

13. [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

14. [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.
- a. I was busy with family/work or my schedule did not allow me to participate.
- c. I did not participate because of concerns about COVID-19.
- d. Other (please describe): _____

15. 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

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), 2023

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 Lindsay Lamb at lindsay.lamb@icf.com or (737) 272-6769. For questions regarding your rights related to this evaluation, you can contact ICF's Institutional Review Board at IRB@icf.com.

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. **How many years have you worked in this position at this school?**

3. **How many years have you worked in this position overall?**

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 (including 9th grade campus)
 - b. Cleveland High School (including 9th grade campus)
 - 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 you 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 asks 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?
- Yes
 - No
 - 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.
- I did not know such professional development was being offered.
 - I was not interested in the professional development.
 - I was busy with school/family/work, or my schedule did not allow me to participate.
 - I did not participate because of concerns about COVID-19.
 - 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.
- Only in person
 - Only online/virtual
 - 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.

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

- 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.
- None
 - 1–2
 - 3–4
 - 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.)*
- Academic rigor
 - Project-based learning
 - Advanced instructional strategies
 - Student engagement
 - Student readiness for postsecondary education
 - Academic supports for students
 - Virtual- or distance-based learning
 - Tutoring
 - 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.*
- Strongly disagree
 - Disagree
 - Agree
 - Strongly agree
 - I don't know/Not applicable
- 14. Ask only of counselors [selected option 'b' in Question 1]:** Have you participated in the Texas OnCourse modules this year?
- Yes
 - No
 - I'm not sure

15. Ask only of those who participated in Question 14 [selected option 'a']: Please rate your level of agreement regarding using Texas OnCourse modules this year.

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

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/Not applicable

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.

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>I don’t know/ Not applicable</i>
<i>The advisor(s)...</i>					
a. ...provide students at my school with grade-appropriate information regarding postsecondary education and career readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ...support students in preparing for postsecondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ...help parents/guardians prepare for their child’s postsecondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. ...inform students of their postsecondary education options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. ...inform parent awareness of postsecondary education options for their child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. ...inform student awareness and understanding of career opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. ...help our school increase the number of opportunities students of all grades have to receive postsecondary education and career advising.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 calls
- 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 meetings
- 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]:** Does your district offer the following courses?

	Yes	No
AP	<input type="checkbox"/>	<input type="checkbox"/>
Honors	<input type="checkbox"/>	<input type="checkbox"/>
Dual Credit	<input type="checkbox"/>	<input type="checkbox"/>

24. For teachers [selected option 'c' in Question 1, and if selected 'Yes' for any course in Question 23]: 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have a certain overall GPA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher recommendation or approval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselor recommendation or approval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Passing score on Texas Success Initiative (TSI) Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent permission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please describe): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. For teachers [selected option 'c' in Question 1]: How prepared were students this year to participate in advanced courses (AP, honors, and dual credit)?

- Very unprepared
- Somewhat unprepared
- Somewhat prepared
- Very prepared
- I do not teach advanced courses (AP, honors, or dual credit) this school year.

College Entrance Exams

26. 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.)

- Review content during class
- Tutoring
- Provide opportunities to participate in practice tests
- Provide information on how to access practice tests at home
- Provide test preparation books
- Discuss practice test results with students
- Discuss results from previous exam results to identify areas to focus test preparation efforts
- Provide access to Khan Academy
- Other (please describe): _____
- N/A; I have not helped students prepare for college entrance exams

27. In your role at school, are you responsible for helping students sign up for college entrance exams or determine which college entrance exams to participate in?

- a. Yes
- b. No

28. If yes to Question 27: 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, before graduating from high school, each student must complete and submit a Free Application for Federal Student Aid (FAFSA) or a Texas Application for State Financial Aid (TAFSA). 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 Lindsay Lamb at lindsay.lamb@icf.com or (737) 272-6769. For questions regarding your rights related to this evaluation, you can contact ICF's Institutional Review Board at IRB@icf.com.

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 end of survey*).

Background

1. **What is your primary position at your school district during the 2022–23 school year?**
 - a. Administrator
 - b. Counselor/Student Support Services Staff
 - c. Curriculum & Instruction Coordinator
 - d. Other: _____

2. **Please select all of the challenges you have faced this year in implementing the new financial aid application completion requirements. (Select all that apply.)**
 - a. I did not learn about any resources related to financial aid application completion.
 - b. I was not able to provide resources or support to students and families.
 - c. The resources I accessed were not helpful in supporting financial aid application completion.
 - d. I experienced technological issues in accessing the resources.
 - e. Other: _____
 - f. I faced no challenges.
 - g. I was unaware of the new financial aid application completion requirements.

Financial Aid Application Completion Resources

The next set of questions is about financial aid application 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.

3. **Have you accessed any financial aid application completion resources to support implementation of the new financial aid requirements in the last 12 months?**
 - a. Yes
 - b. No (skip to end of survey)
 - c. I do not know

4. **How did you find information about financial aid application completion resources in the past 12 months? (Select all that apply.)**
 - a. Provided by someone at my Education Service Center (ESC).
 - b. Provided by someone at my school district.
 - c. Provided by someone within my school.
 - d. Provided by TEA.
 - e. I found them on my own.
 - f. I have not learned about any financial aid application completion in the last 12 months.
 - g. Other: _____

5. 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 in the past 12 months, 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).
- 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-oucourse-academy/>)
 - ApplyTX Counselor Suite (<https://counselor.applytexas.org/accessinfo>)
 - 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>)
 - Texas Association of Student Financial Aid Administrators (TASFAA) website (<https://www.tasfaa.org/>)
 - Other: _____

I have used this resource
I have not used this resource

Student, Family, Counselor and Community Partner Toolkits

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

6. Have you used any of these toolkits in the past 12 months?
- Yes
 - No (*skip ahead to end of survey*)

7. Please rate your level of agreement with the following statements about the Student, Family, Counselor, and/or Community Partner Toolkits. (Display if respondent selected 'a' in question 6).

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>I don't know/NA</i>
a. I found the materials useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The materials were/will be useful for high school counselors/advisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The materials were/will be useful for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The materials were/will be useful for parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The materials were relevant to the needs of my school/district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The materials were/will be useful for community partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The resources provided increased my <u>familiarity</u> with the financial aid application completion process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The resources provided increased my <u>capacity</u> to support students in the application process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Please rate your level of agreement about whether the toolkits had sufficient resources and information to support the financial aid application completion recommendations? (Display if respondent selected 'a' in question 6).

- a. Strongly Disagree
- b. Disagree
- c. Agree
- d. Strongly Agree

9. In what ways could the toolkits be improved to better support your needs? (Display if respondent selected 'a' in question 6).

Conclusion

10. Overall, how satisfied were you with the financial aid application completion resources you used this school year? *(Display if respondent selected 'a' in question 3).*

- a. Strongly dissatisfied
- b. Dissatisfied
- c. Satisfied
- d. Strongly satisfied
- e. I don't know/Not applicable

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

Thank you for your time!

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 & Parent (Grade 11), Priority
Cohort Students (Grade 10)
2023**

Setup

- Introduce yourself: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e., Facilitator).
- Student Assent and Parent Consent: 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.
- Briefly discuss the purpose of the focus group: *Your school/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. 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.*
- Convey to each participant our confidentiality policy: (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.*
- Ask permission to participate in the focus group: *Now that you have heard about the content of this focus group and the confidentiality provisions, do you agree to participate?*
- Ask permission to record the 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 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?*
- Ask if they have any questions for you before you begin.
- **Start the recording.**

- **Notes to facilitator:** This year, primary cohort students are in Grade 11 and priority cohort students are in Grades 9, 10, and 12. However, during this year’s priority cohort focus groups, we will only be speaking with Grade 10 students. Italicized questions are to be used as probes to encourage respondents to expand on their responses. Also, when conducting focus groups with student 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.

During today’s session, as we discuss the school’s college and career programming, please note 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 (for example, 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 the 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 (for example, grades, exams, types of courses)?*
 - b. *What types of postsecondary education options have you learned about (for example, 2-year, 4-year, technical school; public vs. private) and what have you learned?*
 - 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. *[For participants who have not learned about one or more of these topics]*
 - i. *Is this something you would like to receive information about?*
 - ii. *What is the best way for you to learn this information (for example, events hosted by the school, email, social media, school website, texting, newsletters, handouts provided by the school)?*

4. *[For participants who have learned about postsecondary education opportunities and financial aid]* How have you learned information about pursuing a postsecondary education degree, and receiving financial aid, or exploring career options this school year?
- What types of resources have you received about these topics (for example, web-based or print communication)? Which were the most helpful? Why?*
 - What types of events have you attended to learn about these topics (for example, college fairs, college and career days, job fairs, site visits)? Were these events in person or virtual? Which events were the most helpful? Why?*
 - Who has provided you with information on postsecondary education opportunities, financial aid, and career opportunities (for example, counselor, advisor, other school staff, others)?*
5. *Have you visited a college and career advising space (for example, GO Center) at your/your child's school?*
[If yes, refer to the following probes]
- Please describe the space.*
 - Where is it located?*
 - What types of school staff work in the advising space?*
 - What college and career resources are in the advising space?*
 - Why did you visit the advising space? Specific topic?*
 - How helpful was your visit to the advising space?*

Primary Cohort Parents

Parent Engagement (~15 mins)

6. *[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?
- What information was provided that was new to you? What types of information did you already know?*
 - Did the information learned from the event and/or resource cause you to think differently about your child's future plans? How so?*
 - 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?*
 - 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?*
 - What could be improved about future parent events and/or resources?*
7. 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?
- What would make it easier for you to attend future events?*

8. 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 (for example, 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 child's school improve the way they engage parents in discussions about student postsecondary education/career planning/activities/services?*

[IF PARENT/GUARDIAN FOCUS GROUP, SKIP TO QUESTION 23]

Primary Cohort and Priority Cohort Students

Postsecondary Education and Career Advising (~15 mins)

NOTE to interviewer: Sinton, Mathis, Van Horn, & San Elizario have advisors from CFES Brilliant Pathways; Sheldon & Cleveland have advisors from Advise Texas. Reference list of advisor names if students do not recognize organization name.

9. 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 (for example, one-on-one, groups, web-based platforms, on the phone, virtual)?*
 - i. *Describe your experience using these tools. How did you like these tools/experiences?*
 - 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?*

10. 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 applications and requirements*
 - ii. *Rigorous or challenging course load*
 - iii. *Advanced courses (for example, AP, honors, dual credit)*
 - iv. *College entrance exams (including college entrance exam preparation)*
 - 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?*

11. **[THIS QUESTION IS ONLY FOR PRIMARY COHORT GRADE 11 STUDENT PARTICIPANTS WHO HAVE MET WITH THEIR ADVISOR; IF NONE, SKIP QUESTION]** For those of you who have met with your advisor, in what ways has your advisor worked with you this year to support planning for your future?
- How has your advisor helped you plan for postsecondary education and financial aid applications (for example, FAFSA/Texas Application for State Financial Aid [TASFA] submission, scholarship or grant applications, finalizing your postsecondary education list and/or helping with postsecondary education applications, helping with personal essays)?*
 - How have they helped you plan for and explore career options?*
 - What, if any, additional supports do you wish your advisor provided to be better prepared?*
12. For those of you that have not had a one-on-one college and career advising session with your counselor or advisor this school year, is that something you would be interested in?
- Were you aware of these types of advising sessions?*
 - Is there any reason why you have not participated in these advising sessions?*
13. Overall, in what ways has your advisor supported you in your postsecondary education and career planning?
- How do you think you could be better supported by your advisor?*

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

14. If you attended an in-person or virtual college visit this school year, please describe your experience.
- Was the college visit conducted in-person or virtually? How effective was the in-person/virtual format of the college visit?*
 - What did you learn from the college visit?*
 - Can you imagine yourself attending this college campus? Why or why not?*
 - How can your school improve college visits for students?*
15. If you participated in a college and/or career fair this year, please describe your experience.
- Was the fair conducted in-person or virtually? How effective was this format for the event?*
 - What did you learn from the college and/or career fair? Is there anything you wish you had learned but did not learn?*
 - What would improve this activity?*
16. If you participated in any work-based learning activities (for example, 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.
- Was this an in person or virtual experience? How effective was the format?*
 - What did you learn?*
 - What would improve this activity?*

Advanced Coursework (~3 minutes)

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

Advanced Mathematics (~4 minutes)

18. Was Algebra I offered to you in middle school? Did you complete Algebra I in middle school or before high school?
- How challenging is/was Algebra I? Do you/did you feel prepared for the course? Why or why not?
 - In what ways could you have been better prepared for Algebra I?
19. **[If they have completed Algebra I]** Have you completed Algebra II?
- How challenging is Algebra II? Do you/did you feel prepared for the course? Why or why not?
 - In what ways could you have been better prepared for Algebra II?
 - Do you plan to continue taking advanced mathematics courses in the upcoming school years? If yes, what courses?

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 (for example, FAFSA nights, advising sessions, workshops)?
- What are the topics your parents seem the most interested in as it relates to your postsecondary education and career planning?
 - What are some of the reasons they are unable to participate?

Preparation for Postsecondary Education Entrance Exams (~4 minutes)

21. This year, in what ways, if any, have you prepared for postsecondary education entrance exams—SAT, ACT, Texas Success Initiative Assessment (TSIA) (for example, online lessons, practice tests, prep courses, test prep books, prep in your math and/or English/language arts classes)?
- Have you taken any of these exams this year? Which ones? How prepared did you feel to take the exams?
 - How did you decide which college entrance exams you should take?
 - What types of information, if any, has your advisor, school counselor, and/or teachers provided you about these exams (for example, 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. *If any students suggest that they have not prepared for exams 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 prep activities in the future?*

THE FOLLOWING QUESTIONS ARE FOR PRIMARY COHORT GRADE 11 STUDENTS ONLY. IF NOT APPLICABLE, SKIP TO QUESTION 23 (~4 minutes)

22. This year, in what ways, if any, have you prepared for postsecondary education plans (for example, identified schools to apply to, programs of interest, worked on your personal essay, etc.)?
 - a. *Do you know what you would like to do after graduating? 2-year or 4-year? Professional certification? Military?*
 - b. *What types of information, if any, has your advisor, school counselor, and/or teachers provided you about postsecondary education applications?*
 - c. *What additional information, if any, do you need to begin the application process?*

All Respondents

Conclusion (~5 mins)

23. Do you have any additional comments about postsecondary education and career awareness/prep 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 2023

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 interview: *The district/school(s) you serve is/are participating in Texas Gaining Early Awareness and Readiness for Undergraduate Programs (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. Please know that there are no right or wrong answers. This interview will take approximately 30–40 minutes.*
- Convey to each 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 focus group/interview: *Now that you have heard about the content of this interview and the confidentiality provisions, do you consent to participate?*
- Ask permission to record the 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 you choose not to have the interview recorded, we will not record the session but will take notes. We will not include your name 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 upon their responses.

Background (~5 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?*

GEAR UP Implementation (~10 mins)

2. 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 so, please describe.*

3. 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)

4. 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)

5. This set of questions refers to ‘academic rigor’ and how it relates to how your school district defines academic rigor, if at all.
 - a. *In what ways, has your school district defined academic rigor? How do YOU define academic rigor?*
 - b. *[For those with a definition for rigor] How did the district establish a definition for rigor? Who participated in the discussion?*
 - c. *Over the course of the year, what are some changes you have implemented or observed regarding the academic rigor within your school?*
 - d. *In your opinion, how could the rigor in core content courses be improved?*

6. *[Ask for all schools EXCEPT Mathis ISD]* Please describe the advanced courses (Advanced Placement/honors/dual credit) offered at your school during this academic year.
- Approximately what percentage of students are enrolled in advanced courses? How does this compare to previous years?*
 - [If the enrollment has increased] What, if any, challenges have you experienced in offering enough sections of advanced courses?*
 - [Mathis ISD, San Elizario ISD, Sheldon ISD, and Culberson County-Allamore ISD respondents]* Are students who are not enrolled in the Early College High School able to enroll in dual credit courses?
7. What changes in enrollment and offering of these advanced courses has your school experienced this school year?
- What have been the greatest barriers your school has faced in implementing the advanced courses this year? Successes?*

The next question focuses specifically on students who completed Algebra I in middle school.

8. How would you describe the readiness of students, who completed Algebra I in middle school, for advanced math courses?
- Do they seem prepared for course curricula/rigor upon arriving to high school?*
 - In what ways could students be more prepared? Do 9th grade students who completed Algebra I in middle school continue to take advanced math courses? What are their successes?*
9. *[If principal is from Sheldon or Cleveland]* Your school received Texas COVID Learning Acceleration Supports (TCLAS) funding this year to accelerate student learning in the wake of COVID-19-related learning loss.
- Are you aware of the TCLAS funding? [If no skip to question 11; if yes, continue with probes]*
 - Do you target different students with TCLAS funds?*
 - Do you offer different types of tutoring services with TCLAS funds?*
10. *What activities/tutoring does your school offer using TCLAS funds and how do the TCLAS services work with the existing GEAR UP tutoring services?*

Financial Resources (~5 mins)

For the next few questions, we want to ask about your experience supporting implementation of the recently enacted Texas financial aid requirement. As you may know, with Texas Education Code (TEC), §28.0256, each student must either complete and submit a Free Application for Federal Student Aid (FAFSA), Texas Application for State Financial Aid (TASFA), or a signed opt-out form in order to graduate.

11. What has your role been, if any, in supporting implementation of the requirement at your high school?
- Overall, how satisfied are you with the implementation of the financial aid requirement?*
 - What have been the greatest successes in the implementation of the requirement? Challenges?*

- b. What supports or resources were provided to Grade 12 students and their families to support the completion of this requirement?
 - i. Probe for the use of TEA and Texas OnCourse financial aid completion resources and toolkits.**

12. How could your school be better supported by TEA in providing financial aid support for students and families?

Conclusion (~3 mins)

13. 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 (excluding Mathematics) 2023

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 interview/focus group: *Your school is participating in Gaining Early Awareness and Readiness for Undergraduate Programs (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 interview/focus group is to learn about educator perceptions of the professional development delivered at your school this school year (2022–23). 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 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. This first set of questions refers to 'academic rigor' and how it relates to the subjects you teach and whether this definition has changed over time. Also, for the purposes of these questions, academic rigor refers to core content classes. There is no right or wrong answer, we just want to know your perceptions. How does your school define 'academic rigor', if at all?
 - a. *In what ways, if at all, has your school's definition of rigor changed over time?*
 - b. *[For those with a definition for rigor] How did your school establish a definition for rigor? Who participated in the discussion?*
3. In general, how would you describe the current level of academic rigor as it relates to the core content courses you teach?
 - a. *What are some changes you have observed in academic rigor of core content courses within your school this school year?*
 - b. *What changes have you made, if any, to increase the level of academic rigor in your core content course?*
 - c. *In your opinion, how could the level of rigor in your school's core content courses be improved?*

Advanced Courses (~12 mins)

4. Please describe the advanced courses (Advanced Placement [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?*
5. *[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?*
6. *[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?*

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?*
 - i. *Did these events support a broader professional development topic for the year in your district? If so, what was the theme?*
 - 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. What, if any, were some of the impacts of these professional development events on your classes?
9. In your opinion, have the professional development events helped increase the academic rigor within your school?
 - a. *What components, if any, of the professional development that you participated in were related to increasing the level of rigor in core content classes?*
 - b. *Have you been able to successfully apply strategies you've learned in professional development sessions to increase the rigor of your courses?*
 - c. *What were some of the key successes and major challenges in implementing the strategies learned during professional development?*
10. What areas of academic rigor still need to be addressed?

Additional Comments (~3 mins)

11. Is there anything else that you would like to add about the courses and professional development 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: High School Counselors 2023

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 school(s) you serve is/are participating in Texas Gaining Early Awareness and Readiness for Undergraduate Programs (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 the college and career advising services offered this school year and the impact of various new legislation on your work supporting students' college and career readiness. 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.*
- 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, 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] 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 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 students 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 parents/guardians 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 Advanced Placement (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, grade-point average [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 students who completed Algebra I in middle school.

5. Overall, how would you describe the readiness for advanced math courses (e.g., Algebra II, calculus, statistics) of students who completed Algebra I in middle school?
 - e. *Do they seem prepared for course curricula/rigor?*
 - f. *In what ways could students be more prepared?*
 - g. *What have been the greatest challenges with students' participation in advanced courses? Successes?*

6. What advising services or activities have you participated in this year related to college entrance exams?
 - a. *For those working with Grade 10 students, what services have been offered to prepare students to take the preliminary SAT (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 Texas Success Initiative Assessment (TSIA)?*
 - e. *In your opinion, do you believe students are prepared for college entrance exams?*
 - f. *How could students be better prepared?*
 - g. *Are there any additional resources you would like to support students' readiness for college entrance exams? If so, what?*
 - h. *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. *[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?*
 - ii. *Have you been able to fully support students and their families with the space you have available? Why or why not?*

8. *[If counselor is from Sheldon or Cleveland]* Your school received Texas COVID Learning Acceleration Supports (TCLAS) funding this year to accelerate student learning in the wake of COVID-19-related learning loss.
 - a. *Are you aware of the TCLAS funding? [If no skip to question 9; if yes, continue with probes]*
 - b. *Do you target different students with these funds?*
 - c. *Do you offer different types of tutoring services with these funds?*
 - d. *What activities/tutoring does your school offer using TCLAS funds?*
 - e. *In what ways, if any, do the TCLAS services work with the existing GEAR UP tutoring services?*
 - f. *How are TCLAS activities/tutoring offered to students this academic year?*
 - i. *How have TCLAS activities/services changed existing tutoring services provided at the district, if at all?*

9. Since the implementation of Texas Senate Bill 179 in September of 2021, Texas school counselors must now spend at least 80% of their total work time on duties that are components of a counseling program developed under section 33.005 (guidance curriculum, responsive services, individual planning, system support).
- How has this new requirement affected your work?*
 - Has your time spent day-to-day significantly changed with this new requirement? If so, how?*
 - What activities have you integrated into your work to fulfill this 80% requirement?*
 - In what ways has this new requirement impacted your ability to support students?*
 - Are there any additional supports or resources needed to support the implementation of this new requirement? If so, what?*

TEA Financial Resources (~5 minutes)

For the next few questions, we want to ask about your experience supporting implementation of the recently enacted Texas financial aid requirement. As you may know, with Texas Education Code (TEC), §28.0256, each student must either complete and submit a Free Application for Federal Student Aid (FAFSA), application, a Texas Application for State Financial Aid (TASFA), application, or a signed opt-out form in order to graduate.

10. What has your role been in supporting students to complete a financial aid application (FAFSA or TAFSA) over the past 12 months?
- In the past 12 months, what supports or resources were provided for Grade 12 students and their families to meet this requirement?*
 - Probe for the use of TEA and Texas OnCourse financial aid completion resources and toolkits over the last 12 months.*
11. Overall, how satisfied are you with the financial aid resources TEA has provided?
- How could you be better supported by TEA in providing financial aid support for students and families?*
12. Overall, how satisfied are you with the implementation of the financial aid requirement?
- What have been the greatest successes in the implementation of the requirement? Challenges?*

Closing (~2 minutes)

13. 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. Mathematics Vertical Team Focus Group

Texas GEAR UP: Beyond Grad Evaluation Focus Group Protocol: Math Teachers Vertical Team (Grade 8–12) 2023

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: *The Texas Gaining Early Awareness and Readiness for Undergraduate Programs (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 with math teacher vertical teams to understand program implementation this year. The purpose of this focus group is to better understand the professional development offered and the readiness of students for advanced mathematics courses. 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.*
- Convey to each participant our confidentiality policy: (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 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 data will be maintained in secure areas;* and (5) *please respect others' privacy by not sharing any information outside of the focus group.*
- Ask permission to participate in the focus group: *Now that you have heard about the content of this focus group and the confidentiality provisions, do you consent to participate?*
- Ask permission to record the 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 at least one person chooses/if you choose 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 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 (~10 mins)

1. Please introduce yourself, including your first name, the subject(s) you are teaching this year, grade level, and how long you have been an educator.
2. How, if it at all, does your school district define academic rigor as it relates to math instruction? How do YOU define academic rigor?
 - a. *[For those with a definition of rigor]: What are the challenges of implementing rigorous math instruction?*
 - b. *Has your ability to implement rigorous math instruction changed over time?*
 - c. *How has YOUR definition of academic rigor changed over time?*
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. What information and/or data are you using from this school year to assess the level of rigor in your mathematic classes?
 - a. *Based on what you know from this information, how satisfied are you with the level of rigor in your classes this school year?*
 - b. *Have you been teaching since Year 1 of the GEAR Up Grant? [if no, move on to next set of questions] How satisfied are you with the change in rigor since you began working with the GEAR UP schools in Year 1 of the grant?*

Professional Development (~10 mins)

6. What professional development has been provided to you this school year to help increase academic rigor as it pertains to math instruction?
 - a. *Who has facilitated the professional development?*
 - b. *What topics were addressed at these events?*
 - c. *How effective were the events in helping you to teach your respective courses?*
 - d. *What have been the outcomes or changes in rigor as a result this professional development?*
7. In what ways has your district worked with TNTP to increase rigor in math 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?*

Advanced Courses (~8-10 mins)

8. How satisfied are you with the level of rigor in advanced courses (Advanced Placement [AP], honors, and dual credit)? Why?
9. What branches of math are offered as advanced courses at your school/district?
 - a. *Which grade levels are able to take each of these types of advanced courses?*
 - b. *[Culberson County-Allamoore Independent School District (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?*

[For Grade 8 Math Teachers] The next questions are focusing on offering Algebra I in middle school to Grade 8 students.

10. Is Algebra I still being offered to Grade 8 students at your middle school?
 - a. **[If yes]** *Generally, about what percentage of students are participating?*
 - i. *Have you seen any changes in students' participation levels compared to previous years?*
 - ii. *How are students selected to participate in Algebra I in Grade 8?*

[For Grade 9–12 Math Teachers] The next questions are focusing on students who completed Algebra I in middle school.

11. 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 course?*
 - b. *In what ways could students be more prepared?*
 - c. *What have been the greatest challenges with Grade 9 students' participating in advanced math courses? Successes?*

Final Reflections (~5 mins)

12. 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 **Gaining Early Awareness and Readiness for Undergraduate Programs** (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 5 of the grant—the 2022–23 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 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?
 - i. *Who else is involved in coordinating GEAR UP activities this year at your school/district? What are their roles?*
 - ii. *Are you a returning coordinator this year?*
 1. *[If returning coordinator] How have your roles or responsibilities as a coordinator changed since last year?*

Academic Rigor (~20 mins)

2. This first set of questions refers to ‘academic rigor’ and how it relates to the subjects you teach and whether this definition has changed over time. For the purposes of these questions, academic rigor refers to core content classes. There is no right or wrong answer, we just want to know your perceptions How has your school district defined rigor, if at all?
 - iii. In what ways, if at all, has your school district’s definition of rigor changed over time?
 - iv. *[For those with a definition for rigor]* How did the school district establish a definition for rigor? Who participated in the discussion?
3. How would you describe the current level of academic rigor in core content classes?
 - b. Are there any changes you have observed in academic rigor within your school district? If yes, please describe.
 - c. Are there any areas that still need improvement? If yes, please describe.
 - d. What professional development (PD) events have been offered related to increasing the level of rigor in core content classes?
 - e. In your opinion, are teachers adequately supported to increase the academic rigor within their courses?
 1. *[If no]* What additional supports do teachers need to increase the academic rigor in the school?
4. How has TNTP supported your school’s efforts to increase course rigor?
 - f. How satisfied are you with the level and type of support they have offered this school year?
 - g. In what ways would you improve or change the support provided by TNTP?
5. Does your school district offer AP/honors/dual credit courses?
 - h. *[If yes]* Please describe the advanced courses (AP/honors/dual credit) offered at your school during this academic year.
 1. Generally, what percentage of students across Grades 9–12 are participating?
 2. Have you seen any changes in students’ participation levels this year?
 - ii. *[If no]* Is there interest in adding these types of classes in the future?
6. What have been the greatest barriers your school district has faced in implementing the advanced courses this year? Greatest successes?

The next question focuses specifically on students who completed Algebra I.

7. Overall, how would you describe the readiness of students, who completed Algebra I for advanced math courses?
 - i. Did they seem prepared for course curricula/rigor upon arriving to high school?
 - j. In what ways could students be more prepared?
 - k. What have been the greatest challenges with students who have completed Algebra I in middle school regarding their participation in advanced courses? Greatest successes?

GEAR UP Experiences in Year 5 (~24 mins)

Next, I'd like to learn more about your experiences implementing GEAR UP in Year 5 (the 2022–23 school year).

8. Tell me how implementing the GEAR UP program has been going in your district this year.
 - i. *What challenges have you experienced in carrying out GEAR UP initiatives and activities? What successes have you experienced?*
 - ii. *How have GEAR UP initiatives supported the postsecondary education and career preparation needs of the participating students?*
 - iii. *How has COVID-19, if at all, impacted implementation? For example, have any program goals or objectives shifted as a result of COVID-19?*
 - iv. *What, if anything, has your school district done to address concerns related to school safety?*

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?
 - l. *How well did these spaces work for participants during sessions and meetings?*
 - m. *Is there a difference between this year and last year in terms of where advising is taking place?*
 1. *[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?*
 2. *Have students and their families been fully supported with the space available?*
 - n. *[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. *[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?
 - o. *How and when did you have this training?*
 - p. *What topics were addressed at the event?*
 - q. *In what ways, if any, was the training effective in helping you use the new system?*
 - r. *In your opinion, could future trainings be improved? If so, how?*
 - s. *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.
 - t. *[If returning coordinator] How have your outreach strategies evolved to build on the successes and address the challenges experienced in previous years?*
 - u. *Have you had any successes using this approach/type of event? If so, please describe.*
 - v. *Why do you believe these approaches/types of events have been successful?*
 1. *What challenges have you faced in Year 5?*

- w. *How, if at all, have you planned to modify your approach for Year 6 to address these challenges?*
 - x. *In what ways, if any, have you used non-face-to-face communication to conduct student and parent outreach (e.g., virtual communication platforms, phone, mail, newsletters, email, social media, text)?*
 - y. *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 exams such as SAT and ACT exams?
- z. *What services have been offered to students to prepare them to take the college entrance exams? Choose an exam?*
 - 1. *With the class of 2024 in Grade 11 this year, what new activities or services, if any, are being used to prepare them for the SAT and/or ACT?*
 - aa. *Please describe your perception of students' level of preparedness for college entrance exams.*
 - bb. *Do you feel students could be better prepared? If so, how?*
 - cc. *Are there any additional resources you would like to support students' readiness for college entrance exams? If so, what?*
13. Overall, how would you describe parents' engagement in college and career activities and services this year?
- dd. *What have been the greatest challenges or barriers with engaging parents this academic year? Successes?*
 - ee. *Have you identified any promising practices or lessons learned related to engaging with parents this year? If so, please describe.*
 - ff. *What strategies, if any, have you found work well for engaging parents at your school?*
14. What outcomes related to postsecondary education and career readiness and awareness have you seen for students this year (e.g., college and career aspirations and expectations, awareness of financial aid/scholarships, academic preparedness, dual credit classes, TSIA testing, etc.)?
- gg. *How have these outcomes differed from those of previous years?*
 - hh. *How have you adapted to achieve these outcomes?*
 - ii. *What outcomes have been the hardest to achieve? The easiest?*
 - jj. *What outcomes have you been unable to obtain this year? What barriers have prevented these outcomes this year? How so?*
15. What outcomes related to postsecondary education and career readiness and awareness have you seen for parents/guardians this year (e.g., college and career aspirations and expectations, awareness of financial aid/scholarships, academic preparedness, etc.)?
- kk. *How have these outcomes differed from those of previous years?*
 - ll. *How have you adapted to achieve these outcomes?*
 - mm. *What outcomes have been the hardest to achieve? The easiest?*
 - nn. *What outcomes have you been unable to obtain this year? What barriers have prevented these outcomes this year? How so?*

16. *[If coordinator is from Sheldon or Cleveland]* Your school received Texas COVID Learning Acceleration Supports (TCLAS) funding this year to accelerate student learning in the wake of COVID-19-related learning loss.
- oo. Are you aware of the TCLAS funding? *[If no skip to question 17; if yes, continue with probes]*
 - pp. Do you target different students with TCLAS funds?
 - qq. Do you offer different types of tutoring services with TCLAS funds?
 - rr. What activities/tutoring does your school offer using TCLAS funds and how do the TCLAS services work with the existing GEAR UP tutoring services?

Financial Resources (~5 mins)

For the next few questions, we want to ask about your experience supporting implementation of the recently enacted Texas financial aid application requirement. As you may know, with Texas Education Code (TEC), §28.0256, each student must either complete and submit a Free Application for Federal Student Aid (FAFSA) application, a Texas Application for State Financial Aid (TASFA) application, 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 this year?
- ss. What supports or resources were provided for Grade 12 students and their families to this requirement?
 - 1. Were the TEA and Texas OnCourse financial aid completion resources and toolkits provided?
 - tt. Overall, how satisfied are you with your high school's implementation of the financial aid requirement?
 - 1. What have been the greatest successes in the implementation of the requirement? Challenges?
 - uu. How could you be better supported by TEA in providing financial aid support for students and families?
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 in the past 12 months?
19. **[IF PARTICIPANTS HAVE USED ANY OF THE RESOURCES/TOOLKITS]** Please describe the resources or toolkits you used.
- vv. What was the target audience for the resources you have accessed (i.e., for students, parents, educators, or community partners)?
 - ww. Did you use the resources provided by TEA/Texas OnCourse? Why or why not?
 - xx. Overall, how satisfied are you with the financial aid resources TEA has provided?

Sustainability (~4 mins)

20. *[If returning coordinator]* How familiar are you with GEAR UP initiatives in the middle school?
- yy. Which, if any, middle school GEAR UP initiatives have been sustained?

zz. Has Algebra I enrollment in Grade 8 been sustained this academic year? If so, how?

aaa. Have individualized advising services for middle school students been sustained? If so, how?

21. What GEAR UP initiatives do you hope are still sustained in the next 5 to 10 years?

bbb. Do you have concerns about the sustainability of GEAR UP initiatives?

ccc. [If returning coordinator] In what ways have you adjusted the GEAR UP implementation in Year 5 based on feedback from TEA? Other resources or partners?

Wrap Up (~4 mins)

22. In your opinion, what were the most promising components of GEAR UP in Year 5 to improve postsecondary education preparation for the class of 2024 (students in Grade 11) and the priority cohorts (students in Grades 9, 10, and 12)?

ddd. Would you recommend GEAR UP to others? Why or why not?

eee. In what ways would you change GEAR UP? Why?

fff. What aspect or activity of GEAR UP will have the greatest impact for students, schools, and/or districts?

23. Is there anything else you want to share that might help us understand more about your district's GEAR UP program in Year 5?

Thank you for your time!

C.3.7. TEA Interview

Texas GEAR UP: Beyond Grad Evaluation Focus Group Protocol: TEA, 2023

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 Gaining Early Awareness and Readiness for Undergraduate Programs (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 5?*

Year 5 Implementation (~15 mins)

Next, I'd like to learn more about your experiences implementing GEAR UP in Year 5.

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 5 of the grant?*
 - b. *What challenges have you experienced in implementing GEAR UP initiatives and activities? What successes have you experienced?*
3. 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.*
4. 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?*
5. Please describe financial aid application completion resources and toolkits TEA has provided districts this year to support the 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 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?*
 - c. *How could you better support the districts in meeting the new Texas financial aid requirement?*
6. **[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)

7. 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 have 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?*

8. In what ways have participating districts discussed the sustainability of high school activities and services?
 - a. *What successes have districts had in incorporating GEAR UP goals and initiatives into their school for future years? Challenges?*
 - b. *In your opinion, in what ways could districts better plan/prepare for the sustainability of key aspects of GEAR UP?*
 - i. *Individual advising*
 - ii. *College and career activities (e.g., college fairs, tours, work-based learning)*
 - iii. *Academic tutoring*

9. To your knowledge, have there been any past recommendations or suggestions from previous annual evaluation reports that have been implemented within the participating districts? *(Note for facilitator: Reference list of past recommendations in Appendix A to help prompt discussion).*
 - a. *How, if at all, are recommendations and findings provided to participating districts?*

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 previous years?*

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 3 and 4 Annual Implementation Report

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.

Year 4 Recommendations

- ▶ **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.

C.3.8. TNTP Focus Group

Texas GEAR UP: Beyond Grad Evaluation Focus Group Protocol: TNTP 2023

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 Gaining Early Awareness and Readiness for Undergraduate Programs (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 5?
 - 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 toward 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 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. What were the key considerations in what professional development was offered to districts in Year 5?
 - a. *How, if at all, did the professional development offered to districts support GEAR UP initiatives?*
 - b. *Describe the role districts played in the decision of what professional development was offered/completed in Year 5.*
6. With whom among GEAR-UP district personnel have you collaborated to coordinate or deliver professional development in year 5? How satisfied are you with this collaboration?
7. Overall, what have been your biggest challenges so far in delivering professional development this year? Biggest successes?

Course Rigor (~10 minutes)

8. Last year, we continued to hear about how rigor was affected by COVID-19. How has the pandemic continued to affect academic rigor this school year at the GEAR UP schools, if at all?
 - a. *How do you define academic rigor?*
 - i. *In what ways, if any, has the definition of rigor been discussed with participating districts?*
 - ii. *[If respondents note that the definition has been discussed with districts] How does TNTP's definition of rigor align or contrast with districts' own conceptualizations of academic rigor?*
 - b. *How, if at all, has the level of academic rigor in courses changed from last year to this year?*
 - c. *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 offered by participating districts 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 (Advanced Placement, 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 identified areas of strength 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 2023

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: *At least one of the school(s) you serve is/are participating in Texas Gaining Early Awareness and Readiness for Undergraduate Programs (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.*
- 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, 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] 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 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. *Did you support GEAR UP last year at your organization?*
 - i. *[If yes] 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 students been going this year?
 - a. *Please describe students' interest, motivation, and engagement in these sessions.*
 - b. *What topics have you been addressing with students in their one-on-one sessions?*
 - i. *College and career planning*
 - ii. *Entrance exam preparation*
 - iii. *Financial aid applications/scholarships*
 - c. *Have your sessions been conducted virtually, in person, or both this year?*
3. How have the individualized advising sessions for parents/guardians been going this year?
 - a. *Please describe parents'/guardians' interest, motivation, and engagement in these sessions.*
 - b. *What topics have you been covering with parents in their one-on-one sessions?*
 - i. *College and career planning*
 - ii. *Entrance exam preparation*
 - iii. *Financial aid applications/scholarships*
 - c. *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 students':
 - 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 parents'/guardians':
 - 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? (*Probe for any services specific to the class of 2024, Grade 11, college and career preparation.*)
 - a. *How have these services been going?*
 - b. *How, if at all, have services provided to the class of 2024 students changed since last year?*
 - c. *What impacts have these services had on students and parents/guardians?*
 - d. *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 or choose college entrance exams?*
 - i. *What new resources/services, if any, have been provided to support the primary cohort/class of 2024 in taking the SAT or ACT?*
 - 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 recommend to support students' readiness for college entrance exams? 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. *[If answered 'yes' to 1b] you were an advisor last year] 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 Texas financial aid requirement. As you may know, with Texas Education Code (TEC), §28.0256, 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 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?*
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 in the past 12 months?
14. **[IF PARTICIPANTS HAVE USED ANY OF THE RESOURCES/TOOLKITS]** Please describe the resources or toolkits you used in the past 12 months.
 - 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 over the past 12 months to support the implementation of the 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 5 (2022–23)

Grade	District 1 (n=171)	District 2 (n=120)	District 3 (n=1,649)	District 4 (n=430)	District 5 (n=76)	District 6 (n=224)	Overall (n=2,670)
Grade 9	24.6%	11.7%	31.5%	44.9%	28.9%	21.9%	31.5%
Grade 10	27.5%	52.5%	29.1%	21.6%	21.1%	20.5%	27.9%
Grade 11	22.8%	25.8%	20.0%	28.4%	27.6%	28.6%	22.7%
Grade 12	25.1%	10.0%	19.3%	5.1%	22.4%	29.0%	17.9%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding.

Table D.2. Algebra I Completion by Grade 8 or Earlier by District, Grade 9, Year 5 (2022–23)

Response Option	District 1 (n=39)	District 2 (n=13)	District 3 (n=478)	District 4 (n=169)	District 5 (n=22)	District 6 (n=45)	Overall (n=766)
Yes	30.8%	69.2%	36.0%	45.6%	90.9%	13.3%	38.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Table D.3. Algebra I Completion by District, Grade 10, Year 5 (2022–23)

Response Option	District 1 (n=42)	District 2 (n=62)	District 3 (n=444)	District 4 (n=87)	District 5 (n=15)	District 6 (n=43)	Overall (n=693)
<i>I have not taken Algebra I yet</i>	4.8%	1.6%	2.9%	0.0%	0.0%	0.0%	2.3%
<i>I am currently enrolled in Algebra I</i>	4.8%	4.8%	6.5%	2.3%	6.7%	2.3%	5.5%
<i>I completed Algebra I in Grade 9</i>	64.3%	77.4%	61.0%	35.6%	20.0%	74.4%	59.5%
<i>I completed Algebra I in Grade 8 or earlier</i>	26.2%	16.1%	29.5%	62.1%	73.3%	23.3%	32.8%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding.

Table D.4. Algebra I Completion Status by District, Grade 11, Year 5 (2022–23)

Response Option	District 1 (n=39)	District 2 (n=26)	District 3 (n=307)	District 4 (n=109)	District 5 (n=21)	District 6 (n=60)	Overall (n=562)
<i>I have not taken Algebra I yet</i>	0.0%	0.0%	1.6%	0.9%	0.0%	3.3%	1.4%
<i>I am currently enrolled in Algebra I</i>	5.1%	0.0%	2.6%	1.8%	0.0%	1.7%	2.3%
<i>I completed Algebra I in Grade 10</i>	17.9%	3.8%	17.3%	7.3%	9.5%	5.0%	13.2%
<i>I completed Algebra I in Grade 9</i>	61.5%	53.8%	55.4%	48.6%	23.8%	63.3%	54.1%
<i>I completed Algebra I in Grade 8 or earlier</i>	15.4%	42.3%	23.1%	41.3%	66.7%	26.7%	29.0%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding.

Table D.5. Algebra I Completion by District, Grade 12, Year 5 (2022–23)

Response Option	District 1 (n=37)	District 2 (n=11)	District 3 (n=295)	District 4 (n=19)	District 5 (n=17)	District 6 (n=61)	Overall (n=440)
<i>I have not taken Algebra I yet.</i>	0.0%	18.2%	0.7%	0.0%	0.0%	0.0%	.9%
<i>I am currently enrolled in Algebra I.</i>	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	.7%
<i>I completed it in Grade 11.</i>	5.4%	0.0%	8.1%	10.5%	17.6%	4.9%	7.7%
<i>I completed it in Grade 10.</i>	16.2%	9.1%	11.9%	0.0%	11.8%	16.4%	12.3%
<i>I completed it in Grade 9.</i>	73.0%	72.7%	55.3%	68.4%	64.7%	77.0%	61.1%
<i>I completed it in Grade 8 or earlier.</i>	5.4%	0.0%	23.1%	21.1%	5.9%	1.6%	17.3%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Response percentages may not total 100% due to rounding.

Table D.6. Algebra I Enrollment by District, Grade 9, Year 5 (2022–23)

Response Option	District 1 (n=27)	District 2 (n<10)	District 3 (n=303)	District 4 (n=90)	District 5 (n<10)	District 6 (n=39)	Overall (n=465)
Yes	96.3%	100.0%	94.4%	93.3%	50.0%	97.4%	94.4%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Table D.7. Algebra I Enrollment, Year 2 (2019–20)–Year 5 (2022–23)

Response Option	Year 2 (n=608)	Year 3 (n=353)	Year 4 (n=545)	Year 5 (n=465)
Yes	43.0%	65.4%	71.6%	94.4%*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Class of 2024 students responded to this item in Year 2 and Year 3; Grade 9 priority students responded in Year 4 and Year 5. The number of Year 2 student respondents is updated in this table.

*Responses differed significantly from Year 4 to Year 5: $\chi^2(1) = 89.0, p < .001$.

Table D.8. Algebra II Completion by District, Grade 9, Year 5 (2022–23)

Response Option	District 1 (n=12)	District 2 (n<10)	District 3 (n=171)	District 4 (n=76)	District 5 (n=20)	District 6 (n<10)	Overall (n=294)
Yes	8.3%	0.0%	8.2%	17.1%	0.0%	0.0%	9.5%
<i>I am currently enrolled.</i>	25.0%	11.1%	16.4%	22.4%	95.0%	83.3%	24.8%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Table D.9. Algebra II Completion by District, Grade 10, Year 5 (2022–23)

Response Option	District 1 (n=38)	District 2 (n=58)	District 3 (n=402)	District 4 (n=85)	District 5 (n=14)	District 6 (n=42)	Overall (n=639)
Yes	21.1%	6.9%	7.0%	3.5%	7.1%	26.2%	8.6%
<i>I am currently enrolled in Algebra II.</i>	31.6%	27.6%	39.1%	96.5%	85.7%	66.7%	48.0%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Table D.10. Algebra II Completion by District, Grade 11, Year 5 (2022–23)

Response Option	District 1 (n=37)	District 2 (n=26)	District 3 (n=294)	District 4 (n=106)	District 5 (n=21)	District 6 (n=57)	Overall (n=541)
Yes	29.7%	46.2%	34.0%	86.8%	52.4%	91.2%	51.4%
<i>I am currently enrolled in Algebra II.</i>	67.6%	53.8%	55.4%	11.3%	42.9%	5.3%	41.8%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Table D.11. Algebra II Completion by District, Grade 12, Year 5 (2022–23)

Response Option	District 1 (n=37)	District 2 (n<10)	District 3 (n=289)	District 4 (n<20)	District 5 (n<20)	District 6 (n=61)	Overall (n=432)
Yes	97.3%	100.0%	90.7%	94.7%	94.1%	100.0%	93.1%
<i>I am currently enrolled in Algebra II.</i>	2.7%	0.0%	3.8%	0.0%	0.0%	0.0%	2.8%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Table D.12. Plans for Completing Algebra II in the Upcoming Year by District, Grade 9, Year 5 (2022–23)

Response Option	District 1 (n<10)	District 2 (n<10)	District 3 (n=126)	District 4 (n=46)	District 5 (n<10)	District 6 (n<10)	Overall (n=190)
Yes	100.0%	100.0%	77.8%	71.7%	0.0%	100.0%	77.9%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Table D.13. Plans for Completing Algebra II in the Upcoming Year by District, Grade 10, Year 5 (2022–23)

Response Option	District 1 (n=19)	District 2 (n=41)	District 3 (n=246)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=314)
Yes	73.7%	90.2%	78.9%	0.0%	100.0%	25.0%	79.0%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Table D.14. Plans for Completing Algebra II in the Upcoming Year by District, Grade 11, Year 5 (2022–23)

Response Option	District 1 (n<10)	District 2 (n=0)	District 3 (n=36)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=47)
Yes	0.0%	--	50.0%	50.0%	0.0%	66.7%	46.8%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Table D.15. Course Challenge Level by District, Grade 9–12, Year 5 (2022–23)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(n=165)	(n=118)	(n=1,578)	(n=415)	(n=74)	(n=214)	(n=2,564)
<i>Mathematics course(s)</i>	Very challenging	17.0%	22.9%	18.9%	25.3%	12.2%	16.8%	19.7%
	Moderately challenging	30.9%	40.7%	38.5%	36.6%	45.9%	42.1%	38.3%
	Slightly challenging	39.4%	31.4%	30.7%	26.7%	36.5%	29.0%	30.7%
	Not challenging at all	12.7%	5.1%	11.9%	11.3%	5.4%	12.1%	11.4%
	Mean	2.52	2.81	2.64	2.76	2.65	2.64	2.66
		(n=155)	(n=118)	(n=1,574)	(n=410)	(n=64)	(n=210)	(n=2,531)
<i>Social studies course(s)</i>	Very challenging	6.5%	5.9%	6.9%	12.7%	4.7%	1.9%	7.3%
	Moderately challenging	29.0%	29.7%	30.6%	28.5%	26.6%	29.5%	29.9%
	Slightly challenging	34.8%	32.2%	37.5%	37.3%	48.4%	43.8%	37.9%
	Not challenging at all	29.7%	32.2%	25.0%	21.5%	20.3%	24.8%	24.9%
	Mean	2.12	2.09	2.19	2.32	2.16	2.09	2.20
		(n=165)	(n=119)	(n=1,590)	(n=406)	(n=74)	(n=216)	(n=2,570)
<i>Science course(s)</i>	Very challenging	4.2%	12.6%	12.7%	15.0%	10.8%	11.1%	12.3%
	Moderately challenging	33.9%	31.1%	31.9%	32.8%	35.1%	36.6%	32.6%
	Slightly challenging	38.2%	34.5%	34.2%	34.5%	41.9%	31.9%	34.5%
	Not challenging at all	23.6%	21.8%	21.2%	17.7%	12.2%	20.4%	20.5%
	Mean	2.19	2.34	2.36	2.45	2.45	2.38	2.37

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Table continues. 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 5 was 106, 139, 100, 97, 1,349, 1,476, and 1,529 respectively.

Table D.15. Course Challenge Level by District, Grade 9–12, Year 5 (2022–23), Cont.

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(n=166)	(n=115)	(n=1,589)	(n=420)	(n=74)	(n=209)	(n=2,573)
<i>English Language Arts course(s)</i>	Very challenging	6.0%	5.2%	8.1%	4.5%	9.5%	9.6%	7.4%
	Moderately challenging	29.5%	20.9%	26.7%	19.0%	20.3%	32.5%	25.7%
	Slightly challenging	32.5%	42.6%	35.2%	34.3%	54.1%	34.4%	35.7%
	Not challenging at all	31.9%	31.3%	30.1%	42.1%	16.2%	23.4%	31.3%
	Mean	2.10	2.00	2.13	1.86	2.23	2.28	2.09
		(n=99)	(n=55)	(n=749)	(n=312)	(n=27)	(n=79)	(n=1,321)
<i>Advanced Placement course(s)</i>	Very challenging	21.2%	20.0%	16.6%	22.8%	22.2%	2.5%	17.8%
	Moderately challenging	40.4%	29.1%	36.6%	37.5%	44.4%	38.0%	38.6%
	Slightly challenging	25.3%	25.5%	29.5%	25.3%	18.5%	36.7%	28.2%
	Not challenging at all	13.1%	25.5%	17.4%	14.4%	14.8%	22.8%	17.0%
	Mean	2.70	2.44	2.52	2.69	2.74	2.20	2.56
		(n=65)	(n=60)	(n=809)	(n=172)	(n=25)	(n=63)	(n=1,194)
<i>Honors course(s)</i>	Very challenging	21.5%	13.3%	13.6%	10.5%	24.0%	6.3%	13.4%
	Moderately challenging	32.3%	41.7%	33.5%	36.0%	36.0%	38.1%	34.5%
	Slightly challenging	24.6%	23.3%	32.6%	29.1%	24.0%	34.9%	31.2%
	Not challenging at all	21.5%	21.7%	20.3%	24.4%	16.0%	20.6%	20.9%
	Mean	2.54	2.47	2.40	2.33	2.68	2.30	2.40

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Table continues. 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 5 was 106, 139, 100, 97, 1,349, 1,476, and 1,529 respectively.

Table D.15. Course Challenge Level by District, Grade 9–12, Year 5 (2022–23), Cont.

Item	Response Option	District 1 (n=84)	District 2 (n=27)	District 3 (n=628)	District 4 (n=245)	District 5 (n=70)	District 6 (n=87)	Overall (n=1,141)
<i>Dual credit course(s)</i>	Very challenging	19.0%	44.4%	14.5%	14.3%	10.0%	20.7%	15.7%
	Moderately challenging	44.0%	22.2%	35.0%	33.9%	38.6%	43.7%	36.0%
	Slightly challenging	22.6%	14.8%	28.0%	31.8%	31.4%	20.7%	27.8%
	Not challenging at all	14.3%	18.5%	22.5%	20.0%	20.0%	14.9%	20.5%
	Mean	2.68	2.93	2.42	2.42	2.39	2.70	2.47

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

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 5 was 106, 139, 100, 97, 1,349, 1,476, and 1,529 respectively.

Table D.16. Topics Discussed in One-on-One Advising Session by District, Grade 9–12, Year 5 (2022–23)

Item	District 1 (n=63)	District 2 (n=50)	District 3 (n=619)	District 4 (n=299)	District 5 (n=61)	District 6 (n=134)	Overall (n=1,226)
<i>My grades</i>	81.0%	64.0%	65.8%	86.6%	82.0%	76.1%	73.5%
<i>College plans or interests</i>	42.9%	78.0%	46.5%	64.5%	49.2%	58.2%	53.4%
<i>Course selection/scheduling</i>	54.0%	66.0%	54.8%	61.2%	59.0%	61.2%	57.7%
<i>Career plans or interests</i>	30.2%	68.0%	42.2%	53.8%	49.2%	52.2%	46.9%
<i>Personal Graduation Plan</i>	31.7%	42.0%	31.2%	44.8%	27.9%	53.0%	37.2%
<i>College applications</i>	25.4%	32.0%	34.6%	18.1%	27.9%	41.8%	30.4%
<i>Dual credit opportunities</i>	36.5%	36.0%	33.4%	31.4%	83.6%	39.6%	36.4%
<i>PSAT, SAT, ACT Aspire, or ACT</i>	31.7%	32.0%	25.7%	27.1%	37.7%	38.8%	28.6%
<i>Financial aid for college</i>	28.6%	18.0%	22.3%	15.7%	31.1%	37.3%	22.9%
<i>Career and technical education programs of study</i>	12.7%	14.0%	18.6%	17.7%	8.2%	17.2%	17.2%
<i>The Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate</i>	9.5%	8.0%	12.4%	9.4%	16.4%	20.1%	12.4%
<i>Job/internships/shadowing applications</i>	14.3%	20.0%	12.4%	13.0%	8.2%	18.7%	13.5%
<i>Changing or dropping an endorsement</i>	12.7%	10.0%	16.6%	14.0%	6.6%	17.2%	15.1%
<i>Enlisting in the military</i>	23.8%	6.0%	10.7%	6.4%	8.2%	14.9%	10.4%
<i>Other[^]</i>	1.6%	2.0%	3.2%	2.7%	0.0%	0.7%	2.5%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

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* (3), *Credit recovery* (2), and *Transcript* (1).

**Table D.17. Topics Discussed in One-on-One Advising Session,
Year 2 (2019–20)–Year 5 (2022–23)**

Item	Year 2 (n=981)	Year 3 (n=519)	Year 4 (n=841)	Year 5 (n=1,226)
<i>My grades</i>	50.3%	56.3%	68.1%	73.5%**
<i>College plans or interests</i>	29.5%	58.0%	57.0%	53.4%
<i>Course selection/scheduling</i>	52.0%	42.8%	52.7%	57.7%*
<i>Career plans or interests</i>	62.8%	47.4%	51.1%	46.9%
<i>Personal Graduation Plan</i>	33.5%	44.1%	42.6%	37.2%*
<i>College applications</i>	12.8%	33.7%	35.6%	30.4%*
<i>Dual credit opportunities</i>	--	35.1%	35.2%	36.4%
<i>PSAT, SAT, ACT Aspire, or ACT</i>	23.6%	30.4%	32.3%	28.6%
<i>Financial aid for college</i>	15.8%	30.8%	29.0%	22.9%**
<i>Career and technical education programs of study</i>	--	17.3%	19.7%	17.2%
<i>Job/internships/shadowing applications</i>	13.9%	10.8%	15.8%	13.5%
<i>Changing or dropping an endorsement</i>	40.3%	9.4%	13.9%	15.1%
<i>Enlisting in the military</i>	--	6.0%	12.1%	10.4%
<i>The Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate</i>	--	--	16.2%	12.4%*
<i>Other</i>	3.4%	2.5%	2.3%	2.5%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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, Year 4, and Year 5. “I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate” was asked in Years 4 and Year 5. The number of Year 2 student respondents is updated in this table. 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.

*Course selection/scheduling differed significantly from Year 4 to Year 5: $\chi^2(1) = 5.0, p < .05$; Personal graduation plan differed significantly from Year 4 to Year 5: $\chi^2(1) = 6.0, p < .05$; College applications differed significantly from Year 4 to Year 5: $\chi^2(1) = 6.0, p < .05$; The Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate differed significantly from Year 4 to Year 5: $\chi^2(1) = 5.9, p < .05$.

**My grades differed significantly from Year 4 to Year 5: $\chi^2(1) = 7.0, p < .01$; Financial aid for college differed significantly from Year 4 to Year 5: $\chi^2(1) = 9.8, p < .01$.

Table D.18. Topics Discussed in One-on-One Counseling/Advising Sessions by Grade, Year 5 (2022–23)

Item	Grade 9 (n=389)	Grade 10 (n=256)	Grade 11 (n=272)	Grade 12 (n=309)	Overall (n=1,226)
<i>My grades</i>	68.1%	74.6%	80.9%	72.8%	73.5%
<i>College plans or interests</i>	50.9%	58.6%	50.7%	54.7%	53.4%
<i>Course selection/scheduling</i>	57.6%	69.5%	59.9%	46.0%	57.7%
<i>Career plans or interests</i>	47.8%	49.6%	46.3%	44.0%	46.9%
<i>Personal Graduation Plan</i>	31.6%	35.2%	32.4%	50.2%	37.2%
<i>College applications</i>	22.9%	19.1%	21.7%	57.0%	30.4%
<i>Dual credit opportunities</i>	42.7%	37.9%	36.4%	27.2%	36.4%
<i>PSAT, SAT, ACT Aspire, or ACT</i>	15.4%	31.3%	26.8%	44.7%	28.6%
<i>Financial aid for college</i>	11.8%	12.1%	15.1%	52.8%	22.9%
<i>Career and technical education programs of study</i>	21.3%	14.1%	14.7%	16.8%	17.2%
<i>Job/internships/shadowing applications</i>	13.4%	13.3%	12.5%	14.6%	13.5%
<i>Changing or dropping an endorsement</i>	15.7%	14.8%	14.7%	14.9%	15.1%
<i>Enlisting in the military</i>	8.7%	9.4%	7.7%	15.9%	10.4%
<i>The Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate</i>	4.1%	9.8%	6.3%	30.4%	12.4%
<i>Other[^]</i>	4.1%	3.5%	1.1%	1.0%	2.5%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

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* (3), *Credit recovery* (2), and *Transcript* (1).

Table D.19. Tutoring Participation by District, Class of 2024, Year 5 (2022–23)

Response Option	District 1 (n=39)	District 2 (n=26)	District 3 (n=307)	District 4 (n=109)	District 5 (n=21)	District 6 (n=59)	Overall (n=561)
Yes	38.5%	30.8%	14.3%	36.7%	38.1%	30.5%	23.7%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Table D.20. Tutoring Participation, Year 2 (2019–20)–Year 5 (2022–23)

Response Option	Year 2 (n=604)	Year 3 (n=352)	Year 4 (n=385)	Year 5 (n=561)
Yes	37.9%	38.9%	49.6%	23.7%*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Class of 2024 responded to this item each year. The number of Year 2 student respondents is updated in this table.

*Responses differed significantly from Year 4 to Year 5: $\chi^2(1) = 68.0, p < .001$.

Table D.21. Types of Tutoring Participated in by District, Class of 2024, Year 5 (2022–23)

Item	Response Option	District 1 (n=13)	District 2 (n<10)	District 3 (n=33)	District 4 (n=37)	District 5 (n<10)	District 6 (n=17)	Overall (n=116)
<i>Mathematics course</i>	In class	38.5%	12.5%	36.4%	37.8%	37.5%	23.5%	33.6%
	After school	69.2%	87.5%	39.4%	64.9%	25.0%	64.7%	56.9%
	One-on-one with a teacher	7.7%	0.0%	18.2%	0.0%	12.5%	11.8%	8.6%
	With a high school or college student	0.0%	0.0%	15.2%	13.5%	12.5%	5.9%	10.3%
	Virtual	0.0%	0.0%	12.1%	0.0%	25.0%	0.0%	5.2%
	Other^	0.0%	0.0%	3.0%	5.4%	0.0%	0.0%	2.6%
		(n=10)	(n<10)	(n=32)	(n=16)	(n<10)	(n=13)	(n=79)
<i>Social Studies course</i>	In class	60.0%	100.0%	43.8%	56.3%	57.1%	30.8%	48.1%
	After school	40.0%	0.0%	34.4%	37.5%	28.6%	53.8%	38.0%
	One-on-one with a teacher	0.0%	0.0%	15.6%	0.0%	14.3%	7.7%	8.9%
	With a high school or college student	0.0%	0.0%	9.4%	0.0%	14.3%	7.7%	6.3%
	Virtual	0.0%	0.0%	6.3%	0.0%	0.0%	0.0%	2.5%
	Other^	0.0%	0.0%	0.0%	6.3%	0.0%	7.7%	2.5%
		(n<10)	(n<10)	(n=31)	(n=23)	(n<10)	(n=11)	(n=82)
<i>Science course</i>	In class	55.6%	100.0%	48.4%	60.9%	57.1%	45.5%	53.7%
	After school	44.4%	0.0%	22.6%	39.1%	28.6%	36.4%	31.7%
	One-on-one with a teacher	0.0%	0.0%	19.4%	0.0%	14.3%	9.1%	9.8%
	With a high school or college student	0.0%	0.0%	6.5%	4.3%	14.3%	9.1%	6.1%
	Virtual	0.0%	0.0%	6.5%	0.0%	0.0%	0.0%	2.4%
	Other^	0.0%	0.0%	3.2%	4.3%	0.0%	0.0%	2.4%
		(n=12)	(n<10)	(n=33)	(n=18)	(n<10)	(n=13)	(n=84)
<i>English Language Arts course</i>	In class	50.0%	100.0%	48.5%	44.4%	42.9%	46.2%	47.6%
	After school	66.7%	0.0%	27.3%	44.4%	28.6%	38.5%	38.1%
	One-on-one with a teacher	0.0%	0.0%	18.2%	0.0%	14.3%	7.7%	9.5%
	With a high school or college student	0.0%	0.0%	12.1%	5.6%	14.3%	7.7%	8.3%
	Virtual	0.0%	0.0%	6.1%	0.0%	14.3%	0.0%	3.6%
	Other^	8.3%	0.0%	3.0%	5.6%	0.0%	0.0%	3.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

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.22. Types of Tutoring Participated in, Class of 2024,
Year 2 (2019–20)–Year 5 (2022–23)**

Item	Response Option	Year 2 (n=102)	Year 3 (n=104)	Year 4 (n=152)	Year 5 (n=116)
<i>Mathematics course</i>	In class	21.6%	44.2%	30.9%	33.6%
	After school	78.4%	65.4%	72.4%	56.9%**
	One-on-one with a teacher	3.9%	18.3%	15.8%	8.6%
	With a high school or college student	5.9%	9.6%	4.6%	10.3%
	Virtual	0.0%	37.5%	1.3%	5.2%
	Other	2.0%	2.9%	5.9%	2.6%
		(n=90)	(n=63)	(n=99)	(n=79)
<i>Social Studies course</i>	In class	23.3%	36.5%	34.3%	48.1%
	After school	73.3%	44.4%	48.5%	38.0%
	One-on-one with a teacher	8.9%	12.7%	9.1%	8.9%
	With a high school or college student	4.4%	7.9%	4.0%	6.3%
	Virtual	0.0%	41.3%	1.0%	2.5%
	Other	0.0%	3.2%	14.1%	2.5%**
		(n=92)	(n=87)	(n=116)	(n=82)
<i>Science course</i>	In class	25.0%	43.7%	33.6%	53.7%**
	After school	71.7%	56.3%	50.9%	31.7%**
	One-on-one with a teacher	5.4%	14.9%	8.6%	9.8%
	With a high school or college student	9.8%	10.3%	5.2%	6.1%
	Virtual	0.0%	34.5%	2.6%	2.4%*
	Other	0.0%	4.6%	11.2%	2.4%
		(n=104)	(n=86)	(n=142)	(n=84)
<i>English Language Arts course</i>	In class	21.2%	46.5%	25.4%	47.6%**
	After school	77.9%	60.5%	69.7%	38.1%***
	One-on-one with a teacher	6.7%	14.0%	7.7%	9.5%
	With a high school or college student	6.7%	8.1%	2.1%	8.3%*
	Virtual	0.0%	27.9%	0.0%	3.6%
	Other	1.9%	3.5%	4.2%	3.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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.

*Virtual science tutoring differed significantly from Year 4 to Year 5: $\chi^2(1) = 5.3, p < .05$; with a high school or college student English Language Arts tutoring differed significantly from Year 4 to Year 5 using Fisher's Exact Test (two tailed $p < .05$).

**After school mathematics tutoring differed significantly from Year 4 to Year 5: $\chi^2(1) = 7.0, p < .01$; other social studies tutoring differed significantly from Year 4 to Year 5: $\chi^2(1) = 7.2, p < .01$; in class science tutoring differed significantly from Year 4 to Year 5: $\chi^2(1) = 7.9, p < .01$; after school science tutoring differed significantly from Year 4 to Year 5: $\chi^2(1) = 7.2, p < .01$; in class English tutoring differed significantly from Year 4 to Year 5: $\chi^2(1) = 11.7, p < .01$.

***After school English tutoring differed significantly from Year 4 to Year 5: $\chi^2(1) = 21.7, p < .001$

Table D.23. Tutoring Helped Me Succeed in Classes by District, Class of 2024, Year 5 (2022–23)

Response Option	District 1 (n=14)	District 2 (n<10)	District 3 (n=43)	District 4 (n=39)	District 5 (n<10)	District 6 (n=18)	Overall (n=130)
Yes	100.0%	87.5%	74.4%	92.3%	87.5%	100.0%	87.7%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Table D.24. Tutoring Helped Succeed in Classes, Year 2 (2019–20)–Year 5 (2022–23)

Response Option	Year 2 (n=225)	Year 3 (n=135)	Year 4 (n=189)	Year 5 (n=130)
Yes	94.2%	90.4%	92.6%	87.7%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Class of 2024 students responded to this item each year. The number of Year 2 student respondents is updated in this table.

Table D.25. Student Satisfaction with Tutoring by District, Class of 2024, Year 5 (2022–23)

Item	Response Option	District 1 (n=15)	District 2 (n<10)	District 3 (n=40)	District 4 (n=38)	District 5 (n<10)	District 6 (n=17)	Overall (n=126)
Please rate your level of satisfaction with the tutoring that you participated in this school year.	Strongly satisfied	20.0%	12.5%	10.0%	7.9%	37.5%	11.8%	12.7%
	Satisfied	80.0%	75.0%	60.0%	81.6%	62.5%	88.2%	73.8%
	Dissatisfied	0.0%	12.5%	10.0%	10.5%	0.0%	0.0%	7.1%
	Strongly dissatisfied	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%	6.3%
	Mean	3.20	3.00	2.60	2.97	3.38	3.12	2.93

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

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 5 was <10.

Table D.26. Student Satisfaction with Tutoring, Year 2 (2019–20)–Year 5 (2022–23)

Item	Response Option	Year 2 (n=219)	Year 3 (n=127)	Year 4 (n=183)	Year 5* (n=126)
Please rate your level of satisfaction with the tutoring that you participated in this school year.	Strongly satisfied	28.8%	26.8%	24.6%	12.7%
	Satisfied	65.3%	66.9%	70.5%	73.8%
	Dissatisfied	4.6%	3.9%	3.8%	7.1%
	Strongly dissatisfied	1.4%	2.4%	1.1%	6.3%
	Mean	3.21	3.18	3.19	2.93*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Class of 2024 students responded to this item each year. The number of Year 2 student respondents is updated in this table. 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 4 to Year 5: $t(307) = 3.8, p < .001$.

Table D.27. PSAT, ACT Aspire, SAT, ACT, or Texas Success Initiative Assessment (TSIA) Test Preparation Completion by District, Grade 10–12, Year 5 (2022–23)

Item	District 1	District 2	District 3	District 4	District 5	District 6	Overall
	(n=42)	(n=62)	(n=443)	(n=87)	(n=15)	(n=45)	(n=694)
<i>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? (Grade 10)</i>	31.0%	72.6%	47.9%	87.4%	80.0%	40.0%	54.2%
	(n=76)	(n=37)	(n=604)	(n=129)	(n=38)	(n=120)	(n=1,004)
<i>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? (Grade 11–12)</i>	75.0%	75.7%	79.6%	85.3%	97.4%	88.3%	81.6%
	(n=118)	(n=99)	(n=1,047)	(n=216)	(n=53)	(n=165)	(n=1,698)
<i>Completion of PSAT/ACT Aspire/SAT/ACT/TSIA test preparation (Grade 10–12)</i>	59.3%	73.7%	66.2%	86.1%	92.5%	75.2%	70.4%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. PSAT – Preliminary SAT. TSIA – Texas Success Initiative Assessment.

Table D.28. PSAT, ACT Aspire, SAT, ACT, or Texas Success Initiative Assessment (TSIA) Test Preparation Completion, Year 2 (2019–20)–Year 5 (2022–23)

Item	Year 2 (n=487)	Year 3 (n=353)	Year 4 (n=381)	Year 5 (n=694)
Have you completed any type of PSAT/ACT Aspire/TSIA 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? (Grade 10)	51.7%	52.1%	61.7%	54.2%*
	(n=740)	(n=531)	(n=747)	(n=1,004)
Have you completed any type of SAT/ACT/TSIA 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? Grade 11–12)	55.5%	47.1%	71.5%	81.6%**
	(n=1,227)	(n=884)	(n=1,128)	(n=1,698)
Completion of PSAT/ACT Aspire/ SAT/ACT/TSIA test preparation (Grade 10–12)	54.0%	50.4%	68.2%	70.4%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Students in Grade 10–12 responded to these items. PSAT– Preliminary SAT. TSIA – Texas Success Initiative Assessment.

*Participation in PSAT/ACT Aspire/TSIA differed significantly from Year 4 to Year 5: $\chi^2(1) = 5.6, p < .05$

**Participation in SAT/ACT/TSIA differed significantly from Year 4 to Year 5: $\chi^2(1) = 24.8, p < .001$.

Table D.29. Test Preparation Has or Will Prepare Students for Entrance Exams by District, Grade 10–12, Year 5 (2022–23)

Response Option	District 1 (n=69)	District 2 (n=73)	District 3 (n=687)	District 4 (n=186)	District 5 (n=49)	District 6 (n=122)	Overall (n=1,186)
Yes	65.2%	79.5%	66.1%	78.5%	89.8%	77.0%	70.9%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Table D.30. Test Preparation Has or Will Prepare Students for Entrance Exams, Year 2 (2019–20)–Year 5 (2022–23)

Response Option	Year 2 (n=657)	Year 3 (n=481)	Year 4 (n=761)	Year 5 (n=1,186)
Yes	78.5%	70.3%	77.4%	70.9%*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Students in Grade 10–12 responded to this item. The number of Year 2 student respondents is updated in this table.

*Responses differed significantly from Year 4 to Year 5: $\chi^2(1) = 10.0, p < .01$.

Table D.31. Student Agreement regarding Postsecondary Education and Awareness Levels by District, Grade 9–12, Year 5 (2022–23)

Item	Response Option	District 1 (n=157)	District 2 (n=111)	District 3 (n=1,447)	District 4 (n=400)	District 5 (n=69)	District 6 (n=201)	Overall (n=2,385)
<i>I would like to continue my education after high school (at a 2-year college, 4-year college, or technical school).</i>	Strongly agree	38.9%	55.9%	37.7%	45.5%	50.7%	38.3%	40.4%
	Agree	51.0%	37.8%	44.8%	40.8%	39.1%	48.3%	44.3%
	Disagree	4.5%	4.5%	9.4%	6.5%	5.8%	10.4%	8.3%
	Strongly disagree	5.7%	1.8%	8.1%	7.3%	4.3%	3.0%	7.0%
	Mean	3.23	3.48	3.12	3.25	3.36	3.22	3.18
		(n=165)	(n=111)	(n=1,543)	(n=408)	(n=76)	(n=213)	(n=2,516)
<i>I am aware of what grades I need to earn in high school so that I can enroll in college after high school.</i>	Strongly agree	33.3%	57.7%	29.5%	39.2%	43.4%	36.2%	33.5%
	Agree	55.2%	37.8%	57.7%	52.0%	48.7%	55.9%	55.3%
	Disagree	6.1%	1.8%	8.4%	5.9%	2.6%	5.6%	7.2%
	Strongly disagree	5.5%	2.7%	4.4%	2.9%	5.3%	2.3%	4.0%
	Mean	3.16	3.50	3.12	3.27	3.30	3.26	3.18
		(n=146)	(n=108)	(n=1,420)	(n=389)	(n=70)	(n=199)	(n=2,332)
<i>I know what subject area I would like to study in college after high school.</i>	Strongly agree	28.1%	40.7%	26.1%	31.1%	37.1%	27.1%	28.1%
	Agree	45.9%	38.9%	44.3%	47.6%	40.0%	50.3%	45.1%
	Disagree	22.6%	15.7%	20.2%	15.7%	18.6%	16.6%	19.0%
	Strongly disagree	3.4%	4.6%	9.4%	5.7%	4.3%	6.0%	7.8%
	Mean	2.99	3.16	2.87	3.04	3.10	2.98	2.94
		(n=162)	(n=107)	(n=1,483)	(n=404)	(n=74)	(n=200)	(n=2,430)
<i>I am aware of the opportunities that a college credential can provide for me.</i>	Strongly agree	26.5%	38.3%	24.9%	32.9%	40.5%	25.0%	27.4%
	Agree	59.3%	50.5%	57.2%	55.7%	45.9%	64.5%	57.1%
	Disagree	7.4%	8.4%	13.4%	7.7%	10.8%	7.0%	11.2%
	Strongly disagree	6.8%	2.8%	4.5%	3.7%	2.7%	3.5%	4.3%
	Mean	3.06	3.24	3.03	3.18	3.24	3.11	3.08
		(n=158)	(n=109)	(n=1,475)	(n=399)	(n=71)	(n=206)	(n=2,418)
<i>I am aware of the education path necessary for the career I plan to pursue.</i>	Strongly agree	27.8%	36.7%	24.5%	31.8%	42.3%	22.3%	26.8%
	Agree	51.9%	47.7%	52.7%	53.4%	46.5%	60.2%	53.0%
	Disagree	15.2%	12.8%	16.5%	10.8%	9.9%	12.1%	14.7%
	Strongly disagree	5.1%	2.8%	6.3%	4.0%	1.4%	5.3%	5.5%
	Mean	3.03	3.18	2.95	3.13	3.30	3.00	3.01

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Table continues. 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 5 was 262, 133, 308, 200, 211, 399, 442, 424, 439, 188, 522, 350, 385, 333, and 352, 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.31. Student Agreement regarding Postsecondary Education and Awareness Levels by District, Grade 9–12, Year 5 (2022–23), Cont.

Item	Response Option	District 1 (n=139)	District 2 (n=99)	District 3 (n=1,369)	District 4 (n=368)	District 5 (n=72)	District 6 (n=188)	Overall (n=2,235)
<i>I know where to find PSAT or SAT test preparation resources.</i>	Strongly agree	7.2%	23.2%	14.5%	21.7%	20.8%	14.4%	15.8%
	Agree	43.9%	37.4%	37.3%	41.3%	44.4%	55.3%	40.1%
	Disagree	37.4%	30.3%	34.3%	27.4%	27.8%	24.5%	32.1%
	Strongly disagree	11.5%	9.1%	14.0%	9.5%	6.9%	5.9%	11.9%
	Mean	2.47	2.75	2.52	2.75	2.79	2.78	2.60
		(n=137)	(n=94)	(n=1,340)	(n=355)	(n=72)	(n=188)	(n=2,186)
<i>I know where to find ACT Aspire or ACT test preparation resources.</i>	Strongly agree	8.8%	16.0%	10.4%	11.5%	19.4%	16.0%	11.5%
	Agree	45.3%	38.3%	33.0%	37.5%	43.1%	48.9%	36.4%
	Disagree	36.5%	37.2%	39.6%	36.3%	30.6%	29.3%	37.6%
	Strongly disagree	9.5%	8.5%	16.9%	14.6%	6.9%	5.9%	14.5%
	Mean	2.53	2.62	2.37	2.46	2.75	2.75	2.45
		(n=143)	(n=107)	(n=1,342)	(n=361)	(n=71)	(n=182)	(n=2,206)
<i>I know where to find TSIA test preparation resources.</i>	Strongly agree	10.5%	27.1%	13.2%	24.7%	22.5%	11.0%	15.7%
	Agree	49.0%	46.7%	34.9%	43.2%	39.4%	42.9%	38.5%
	Disagree	31.5%	17.8%	36.7%	21.9%	35.2%	37.4%	33.0%
	Strongly disagree	9.1%	8.4%	15.3%	10.2%	2.8%	8.8%	12.8%
	Mean	2.61	2.93	2.46	2.82	2.82	2.56	2.57
		(n=140)	(n=96)	(n=1,326)	(n=373)	(n=72)	(n=187)	(n=2,194)
<i>I know which college entrance exam(s) I want to take (SAT/PSAT, ACT/ACT Aspire, and/or TSIA).</i>	Strongly agree	12.9%	26.0%	13.3%	17.2%	25.0%	17.1%	15.2%
	Agree	42.9%	38.5%	36.0%	44.8%	33.3%	49.7%	39.2%
	Disagree	32.9%	29.2%	36.1%	28.7%	37.5%	25.1%	33.5%
	Strongly disagree	11.4%	6.3%	14.5%	9.4%	4.2%	8.0%	12.2%
	Mean	2.57	2.84	2.48	2.70	2.79	2.76	2.57
		(n=155)	(n=106)	(n=1,493)	(n=408)	(n=70)	(n=211)	(n=2,443)
<i>I am aware of the scholarship opportunities available to help pay for college.</i>	Strongly agree	23.9%	23.6%	21.0%	28.7%	40.0%	20.4%	23.0%
	Agree	53.5%	56.6%	51.3%	52.2%	54.3%	61.6%	52.8%
	Disagree	16.1%	12.3%	19.5%	14.7%	4.3%	13.3%	17.2%
	Strongly disagree	6.5%	7.5%	8.2%	4.4%	1.4%	4.7%	7.0%
	Mean	2.95	2.96	2.85	3.05	3.33	2.98	2.92

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Table continues. 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 5 was 262, 133, 308, 200, 211, 399, 442, 424, 439, 188, 522, 350, 385, 333, and 352, 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.31. Student Agreement regarding Postsecondary Education and Awareness Levels by District, Grade 9–12, Year 5 (2022–23), Cont.

Item	Response Option	District 1 (n=129)	District 2 (n=91)	District 3 (n=1,283)	District 4 (n=335)	District 5 (n=69)	District 6 (n=183)	Overall (n=2,090)
<i>I am aware of the Pell Grant.</i>	Strongly agree	5.4%	9.9%	9.5%	6.6%	18.8%	9.3%	9.1%
	Agree	27.9%	18.7%	24.9%	24.2%	30.4%	36.6%	25.9%
	Disagree	45.7%	45.1%	39.4%	42.7%	40.6%	36.1%	40.3%
	Strongly disagree	20.9%	26.4%	26.3%	26.6%	10.1%	18.0%	24.7%
	Mean	2.18	2.12	2.18	2.11	2.58	2.37	2.19
		(n=142)	(n=102)	(n=1,378)	(n=371)	(n=73)	(n=195)	(n=2,261)
<i>I am aware of the FAFSA.</i>	Strongly agree	19.0%	25.5%	16.0%	24.3%	38.4%	19.5%	19.0%
	Agree	50.7%	43.1%	44.0%	46.9%	45.2%	55.4%	45.9%
	Disagree	25.4%	20.6%	26.6%	19.9%	15.1%	20.5%	24.3%
	Strongly disagree	4.9%	10.8%	13.4%	8.9%	1.4%	4.6%	10.8%
	Mean	2.84	2.83	2.63	2.87	3.21	2.90	2.73
		(n=139)	(n=98)	(n=1,372)	(n=368)	(n=73)	(n=190)	(n=2,240)
<i>I am aware of the TASFA.</i>	Strongly agree	14.4%	20.4%	13.9%	17.9%	26.0%	11.6%	15.1%
	Agree	45.3%	35.7%	40.6%	43.5%	45.2%	51.6%	42.2%
	Disagree	32.4%	31.6%	30.7%	25.3%	27.4%	28.4%	29.6%
	Strongly disagree	7.9%	12.2%	14.8%	13.3%	1.4%	8.4%	13.0%
	Mean	2.66	2.64	2.54	2.66	2.96	2.66	2.59

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Table continues. 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 5 was 262, 133, 308, 200, 211, 399, 442, 424, 439, 188, 522, 350, 385, 333, and 352, 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.31. Student Agreement regarding Postsecondary Education and Awareness Levels by District, Grade 9–12, Year 5 (2022–23), Cont.

Item	Response Option	District 1 (n=143)	District 2 (n=106)	District 3 (n=1,397)	District 4 (n=375)	District 5 (n=72)	District 6 (n=200)	Overall (n=2,293)
<i>I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate.</i>	Strongly agree	17.5%	21.7%	15.7%	24.8%	34.7%	17.0%	18.3%
	Agree	51.0%	47.2%	45.0%	44.5%	43.1%	56.0%	46.3%
	Disagree	23.8%	21.7%	26.1%	21.6%	19.4%	20.0%	24.3%
	Strongly disagree	7.7%	9.4%	13.1%	9.1%	2.8%	7.0%	11.1%
	Mean	2.78	2.81	2.63	2.85	3.10	2.83	2.72
		(n=138)	(n=103)	(n=1,395)	(n=367)	(n=70)	(n=196)	(n=2,269)
<i>I am aware of Federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).</i>	Strongly agree	13.0%	15.5%	12.5%	17.2%	35.7%	15.3%	14.4%
	Agree	52.2%	47.6%	45.7%	45.0%	55.7%	49.5%	46.7%
	Disagree	25.4%	26.2%	29.2%	27.2%	7.1%	23.0%	27.3%
	Strongly disagree	9.4%	10.7%	12.5%	10.6%	1.4%	12.2%	11.6%
	Mean	2.69	2.68	2.58	2.69	3.26	2.68	2.64
		(n=171)	(n=120)	(n=1,624)	(n=427)	(n=76)	(n=217)	(n=2,635)
<i>Composite mean score of all items</i>	Mean	2.83	2.98	2.73	2.89	3.06	2.89	2.79

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

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 5 was 262, 133, 308, 200, 211, 399, 442, 424, 439, 188, 522, 350, 385, 333, and 352, 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.32. Student Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 5 (2022–23)

Item	Response Option	Year 2 (n=2,279)	Year 3 (n=1,168)	Year 4 (n=1,653)	Year 5 (n=2,385)
<i>I would like to continue my education after high school (at a 2-year college, 4-year college, or technical school).</i>	Strongly agree	54.5%	52.7%	45.1%	40.4%
	Agree	38.9%	39.9%	44.1%	44.3%
	Disagree	3.5%	4.4%	6.5%	8.3%
	Strongly disagree	3.1%	3.0%	4.4%	7.0%
	Mean	3.45	3.42	3.30	3.18***
		(n=2,326)	(n=1,215)	(n=1,743)	(n=2,516)
<i>I am aware of what grades I need to earn in high school so that I can enroll in college after high school.</i>	Strongly agree	39.6%	43.8%	36.8%	33.5%
	Agree	53.2%	49.7%	54.2%	55.3%
	Disagree	4.9%	4.3%	5.7%	7.2%
	Strongly disagree	2.3%	2.2%	3.3%	4.0%
	Mean	3.3	3.35	3.24	3.18**
		(n=2,128)	(n=1,106)	(n=1,594)	(n=2,332)
<i>I know what subject area I would like to study in college after high school.</i>	Strongly agree	33.0%	34.7%	29.6%	28.1%
	Agree	51.3%	45.2%	47.0%	45.1%
	Disagree	12.2%	15.8%	17.9%	19.0%
	Strongly disagree	3.5%	4.2%	5.5%	7.8%
	Mean	3.14	3.10	3.01	2.94*
		(n=2,214)	(n=1,210)	(n=1,713)	(n=2,430)
<i>I am aware of the opportunities that a college credential can provide for me.</i>	Strongly agree	33.8%	42.7%	30.6%	27.4%
	Agree	53.3%	50.2%	56.3%	57.1%
	Disagree	9.8%	5.0%	9.9%	11.2%
	Strongly disagree	3.1%	2.1%	3.2%	4.3%
	Mean	3.18	3.34	3.14	3.08**

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Table continues. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, and Year 5. Items I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or 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 and Year 5 survey. The number of Year 2 student respondents is updated in this table. 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 4 to Year 5: $t(3,546.69) = 2.6, p < .05$; I know where to find PSAT or SAT test preparation resources was significantly different from Year 4 to Year 5: $t(3,404.65) = 2.2, p < .05$; I am aware of the TASFA was significantly different from Year 4 to Year 5: $t(3,798) = 2.0, p < .05$; Composite score significantly different from Year 4 to Year 5: $t(4,443) = 2.2, p < .05$.

**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 4 to Year 5: $t(4,257) = 2.7, p < .01$; I am aware of the opportunities that a college degree can provide for me was significantly different from Year 4 to Year 5: $t(4,141) = 2.9, p < .01$; I know where to find ACT Aspire or ACT test preparation resources was significantly different from Year 4 to Year 5: $t(3,704) = 2.9, p < .01$; I am aware of the FAFSA was significantly different from Year 4 to Year 5: $t(3,851) = 3.1, p < .01$.

***I would like to continue my education after high school was significantly different from Year 4 to Year 5: $t(4,036) = 4.5, p < .001$.

Table D.32. Student Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 5 (2022–23), Cont.

Item	Response Option	Year 2 (n=2,221)	Year 3 (n=1,162)	Year 4 (n=1,688)	Year 5 (n=2,418)
<i>I am aware of the education path necessary for the career I plan to pursue.</i>	Strongly agree	33.0%	33.0%	28.4%	26.8%
	Agree	54.6%	51.7%	53.1%	53.0%
	Disagree	9.5%	12.0%	14.5%	14.7%
	Strongly disagree	2.9%	3.4%	4.0%	5.5%
	Mean	3.17	3.14	3.06	3.01
		(n=1,948)	(n=1,103)	(n=1,555)	(n=2,235)
<i>I know where to find PSAT or SAT test preparation resources.</i>	Strongly agree	16.0%	19.5%	16.8%	15.8%
	Agree	36.2%	37.0%	42.1%	40.1%
	Disagree	37.9%	34.1%	31.6%	32.1%
	Strongly disagree	9.9%	9.4%	9.5%	11.9%
	Mean	2.58	2.67	2.66	2.60*
		(n=1,869)	(n=1,088)	(n=1,520)	(n=2,186)
<i>I know where to find ACT Aspire or ACT test preparation resources.</i>	Strongly agree	12.6%	16.5%	13.7%	11.5%
	Agree	30.6%	32.1%	37.7%	36.4%
	Disagree	44.8%	40.1%	37.1%	37.6%
	Strongly disagree	12.0%	11.4%	11.5%	14.5%
	Mean	2.44	2.54	2.54	2.45**
		(n=1,872)	(n=1,081)	(n=1,543)	(n=2,206)
<i>I know where to find TSIA test preparation resources.</i>	Strongly agree	11.6%	14.5%	15.4%	15.7%
	Agree	29.1%	32.9%	40.0%	38.5%
	Disagree	47.2%	40.6%	34.0%	33.0%
	Strongly disagree	12.1%	11.9%	10.7%	12.8%
	Mean	2.40	2.50	2.60	2.57
		--	--	(n=1,531)	(n=2,194)
<i>I know which college entrance exam(s) I want to take (SAT/PSAT, ACT/ACT Aspire, and/or TSIA.)</i>	Strongly agree	--	--	16.1%	15.2%
	Agree	--	--	40.3%	39.2%
	Disagree	--	--	33.1%	33.5%
	Strongly disagree	--	--	10.5%	12.2%
	Mean	--	--	2.62	2.57

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Table continues. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, and Year 5. Items *I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or 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 and Year 5 survey. The number of Year 2 student respondents is updated in this table. 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 4 to Year 5: $t(3,546.69) = 2.6, p < .05$; I know where to find PSAT or SAT test preparation resources was significantly different from Year 4 to Year 5: $t(3,404.65) = 2.2, p < .05$; I am aware of the TASFA was significantly different from Year 4 to Year 5: $t(3798) = 2.0, p < .05$; Composite score significantly different from Year 4 to Year 5: $t(4,443) = 2.2, p < .05$.

**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 4 to Year 5: $t(4,257) = 2.7, p < .01$; I am aware of the opportunities that a college degree can provide for me was significantly different from Year 4 to Year 5: $t(4,141) = 2.9, p < .01$; I know where to find ACT Aspire or ACT test preparation resources was significantly different from Year 4 to Year 5: $t(3,704) = 2.9, p < .01$; I am aware of the FAFSA was significantly different from Year 4 to Year 5: $t(3,851) = 3.1, p < .01$.

***I would like to continue my education after high school was significantly different from Year 4 to Year 5: $t(4,036) = 4.5, p < .001$.

Table D.32. Student Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 5 (2022–23), Cont.

Item	Response Option	Year 2 (n=2,245)	Year 3 (n=1,184)	Year 4 (n=1,683)	Year 5 (n=2,443)
<i>I am aware of the scholarship opportunities available to help pay for college.</i>	Strongly agree	26.4%	32.2%	25.3%	23.0%
	Agree	52.1%	49.9%	52.2%	52.8%
	Disagree	16.2%	13.5%	16.3%	17.2%
	Strongly disagree	5.3%	4.4%	6.2%	7.0%
	Mean	2.99	3.1	2.97	2.92
		(n=1,842)	(n=1,052)	(n=1,449)	(n=2,090)
<i>I am aware of the Pell Grant.</i>	Strongly agree	8.6%	11.5%	10.4%	9.1%
	Agree	19.4%	23.3%	25.0%	25.9%
	Disagree	50.7%	46.4%	40.9%	40.3%
	Strongly disagree	21.3%	18.8%	23.8%	24.7%
	Mean	2.15	2.27	2.22	2.19
		(n=1,973)	(n=1,103)	(n=1,592)	(n=2,261)
<i>I am aware of the FAFSA.</i>	Strongly agree	18.0%	23.5%	22.9%	19.0%
	Agree	33.5%	36.1%	46.0%	45.9%
	Disagree	34.7%	29.3%	21.3%	24.3%
	Strongly disagree	13.8%	11.2%	9.8%	10.8%
	Mean	2.56	2.72	2.82	2.73**
		(n=1,865)	(n=1,058)	(n=1,560)	(n=2,240)
<i>I am aware of the TASFA.</i>	Strongly agree	10.4%	12.6%	17.8%	15.1%
	Agree	24.8%	25.9%	42.0%	42.2%
	Disagree	47.3%	45.3%	28.1%	29.6%
	Strongly disagree	17.5%	16.3%	12.2%	13.0%
	Mean	2.28	2.35	2.65	2.59*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Table continues. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, and Year 5. Items “I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or 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 and Year 5 survey. The number of Year 2 student respondents isare updated in this table. 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 4 to Year 5: $t(3,546.69) = 2.6, p < .05$; I know where to find PSAT or SAT test preparation resources was significantly different from Year 4 to Year 5: $t(3,404.65) = 2.2, p < .05$; I am aware of the TASFA was significantly different from Year 4 to Year 5: $t(3,798) = 2.0, p < .05$; Composite score significantly different from Year 4 to Year 5: $t(4,443) = 2.2, p < .05$.

** 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 4 to Year 5: $t(4,257) = 2.7, p < .01$; I am aware of the opportunities that a college degree can provide for me was significantly different from Year 4 to Year 5: $t(4,141) = 2.9, p < .01$; I know where to find ACT Aspire or ACT test preparation resources was significantly different from Year 4 to Year 5: $t(3,704) = 2.9, p < .01$; I am aware of the FAFSA was significantly different from Year 4 to Year 5: $t(3,851) = 3.1, p < .01$.

***I would like to continue my education after high school was significantly different from Year 4 to Year 5: $t(4,036) = 4.5, p < .001$.

Table D.32. Student Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 5 (2022–23), Cont.

Item	Response Option	Year 2	Year 3	Year 4	Year 5
		--	--	(n=1,574)	(n=2,293)
<i>I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate</i>	Strongly agree	--	--	18.9%	18.3%
	Agree	--	--	42.0%	46.3%
	Disagree	--	--	26.2%	24.3%
	Strongly disagree	--	--	13.0%	11.1%
	Mean	--	--	2.67	2.72
		(n=2,116)	(n=1,132)	(n=1,572)	(n=2,269)
<i>I am aware of Federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).</i>	Strongly agree	17.7%	20.1%	14.6%	14.4%
	Agree	49.2%	47.9%	47.3%	46.7%
	Disagree	25.0%	24.0%	27.0%	27.3%
	Strongly disagree	8.1%	8.0%	11.1%	11.6%
	Mean	2.76	2.80	2.65	2.64
		(n=2,477)	(n=1,259)	(n=1,810)	(n=2,635)
<i>Composite score of all means</i>	Mean	2.88	2.91	2.83	2.79*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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, Year 4, and Year 5. Items “I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or 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 and Year 5 survey. The number of Year 2 student respondents isare updated in this table. 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 4 to Year 5: $t(3,546.69) = 2.6, p < .05$; I know where to find PSAT or SAT test preparation resources was significantly different from Year 4 to Year 5: $t(3,404.65) = 2.2, p < .05$; I am aware of the TASFA was significantly different from Year 4 to Year 5: $t(3,798) = 2.0, p < .05$; Composite score significantly different from Year 4 to Year 5: $t(4,443) = 2.2, p < .05$.

** 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 4 to Year 5: $t(4,257) = 2.7, p < .01$; I am aware of the opportunities that a college degree can provide for me was significantly different from Year 4 to Year 5: $t(4,141) = 2.9, p < .01$; I know where to find ACT Aspire or ACT test preparation resources was significantly different from Year 4 to Year 5: $t(3,704) = 2.9, p < .01$; I am aware of the FAFSA was significantly different from Year 4 to Year 5: $t(3,851) = 3.1, p < .01$.

***I would like to continue my education after high school was significantly different from Year 4 to Year 5: $t(4,036) = 4.5, p < .001$.

Table D.33. Student Agreement Levels regarding One-on-One Counseling Sessions by District, Grade 9–12, Year 5 (2022–23)

Item	Response Option	District 1 (n=62)	District 2 (n=44)	District 3 (n=579)	District 4 (n=280)	District 5 (n=58)	District 6 (n=121)	Overall (n=1,144)
<i>The counseling/ advising session(s) helped me to develop a plan for my education.</i>	Strongly agree	14.5%	20.5%	12.1%	17.5%	37.9%	14.9%	15.5%
	Agree	66.1%	65.9%	64.8%	69.6%	53.4%	72.7%	66.3%
	Disagree	12.9%	13.6%	18.3%	10.4%	3.4%	6.6%	13.9%
	Strongly disagree	6.5%	0.0%	4.8%	2.5%	5.2%	5.8%	4.3%
	Mean	2.89	3.07	2.84	3.02	3.24	2.97	2.93
		(n=61)	(n=43)	(n=576)	(n=275)	(n=59)	(n=121)	(n=1,135)
<i>The counseling/ advising session(s) helped me to select the best classes to take to achieve my goals for my education and career.</i>	Strongly agree	16.4%	23.3%	14.6%	17.8%	35.6%	13.2%	16.7%
	Agree	65.6%	62.8%	63.9%	65.1%	55.9%	68.6%	64.3%
	Disagree	11.5%	14.0%	17.4%	15.6%	1.7%	15.7%	15.5%
	Strongly disagree	6.6%	0.0%	4.2%	1.5%	6.8%	2.5%	3.4%
	Mean	2.92	3.09	2.89	2.99	3.20	2.93	2.94
		(n=63)	(n=48)	(n=577)	(n=282)	(n=60)	(n=122)	(n=1,152)
<i>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.</i>	Strongly agree	17.5%	25.0%	13.9%	20.6%	43.3%	13.9%	17.7%
	Agree	61.9%	54.2%	64.3%	66.0%	50.0%	76.2%	64.7%
	Disagree	15.9%	20.8%	17.7%	10.6%	1.7%	8.2%	14.1%
	Strongly disagree	4.8%	0.0%	4.2%	2.8%	5.0%	1.6%	3.5%
	Mean	2.92	3.04	2.88	3.04	3.32	3.02	2.97
		(n=58)	(n=41)	(n=563)	(n=271)	(n=59)	(n=113)	(n=1,105)
<i>The counseling/ advising session(s) provided me with information about how to pay for education after high school.</i>	Strongly agree	12.1%	12.2%	11.2%	13.7%	32.2%	9.7%	12.9%
	Agree	50.0%	51.2%	52.8%	49.8%	47.5%	63.7%	52.7%
	Disagree	29.3%	34.1%	26.5%	29.9%	15.3%	25.7%	27.1%
	Strongly disagree	8.6%	2.4%	9.6%	6.6%	5.1%	0.9%	7.4%
	Mean	2.66	2.73	2.66	2.70	3.07	2.82	2.71
		(n=59)	(n=43)	(n=546)	(n=267)	(n=59)	(n=118)	(n=1,092)
<i>The counseling/ advising session(s) helped me decide which college entrance exams I should take.</i>	Strongly agree	16.9%	9.3%	10.4%	13.1%	30.5%	8.5%	12.3%
	Agree	44.1%	44.2%	49.1%	47.2%	40.7%	66.9%	49.6%
	Disagree	30.5%	46.5%	30.8%	33.0%	20.3%	22.9%	30.5%
	Strongly disagree	8.5%	0.0%	9.7%	6.7%	8.5%	1.7%	7.6%
	Mean	2.69	2.63	2.60	2.67	2.93	2.82	2.67

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Table continues. 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 5 was 90, 96, 75, 115, 130, 115, 100, and 100, respectively.

Table D.33. Student Agreement Levels Regarding One-on-One Counseling Sessions by District, Grade 9–12, Year 5 (2022–23), Cont.

Item	Response Option	District 1 (n=58)	District 2 (n=44)	District 3 (n=559)	District 4 (n=269)	District 5 (n=60)	District 6 (n=119)	Overall (n=1,109)
<i>The counseling/advising session(s) provided me with information about ways to prepare for college entrance exams.</i>	Strongly agree	10.3%	11.4%	12.0%	16.0%	31.7%	10.9%	13.8%
	Agree	53.4%	52.3%	52.4%	50.6%	51.7%	65.5%	53.4%
	Disagree	27.6%	36.4%	27.9%	27.5%	13.3%	20.2%	26.5%
	Strongly disagree	8.6%	0.0%	7.7%	5.9%	3.3%	3.4%	6.3%
	Mean	2.66	2.75	2.69	2.77	3.12	2.84	2.75
		(n=59)	(n=47)	(n=567)	(n=273)	(n=59)	(n=118)	(n=1,123)
<i>The counseling/advising session(s) provided me with information that was specific to my individual needs/interests.</i>	Strongly agree	11.9%	23.4%	12.9%	17.6%	27.1%	11.0%	15.0%
	Agree	64.4%	63.8%	59.8%	62.6%	54.2%	72.0%	61.9%
	Disagree	15.3%	12.8%	20.5%	15.4%	13.6%	11.9%	17.4%
	Strongly disagree	8.5%	0.0%	6.9%	4.4%	5.1%	5.1%	5.8%
	Mean	2.80	3.11	2.79	2.93	3.03	2.89	2.86
		(n=57)	(n=46)	(n=562)	(n=282)	(n=58)	(n=116)	(n=1,121)
<i>I spoke with my family about some of the topics that were covered in my counseling/advising session(s).</i>	Strongly agree	17.5%	26.1%	16.7%	18.4%	36.2%	16.4%	18.6%
	Agree	56.1%	54.3%	57.1%	56.7%	46.6%	66.4%	57.3%
	Disagree	10.5%	17.4%	18.0%	17.7%	12.1%	11.2%	16.5%
	Strongly disagree	15.8%	2.2%	8.2%	7.1%	5.2%	6.0%	7.7%
	Mean	2.75	3.04	2.82	2.87	3.14	2.93	2.87

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

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 5 was 90, 96, 75, 115, 130, 115, 100, and 100, respectively.

Table D.34. Student Agreement Levels regarding One-on-One Counseling Sessions, Year 2 (2019–20)–Year 5 (2022–23)

Item	Response Option	Year 2 (n=913)	Year 3 (n=495)	Year 4 (n=816)	Year 5 (n=1,144)
<i>The counseling/advising session(s) helped me to develop a plan for my education.</i>	Strongly agree	21.6%	29.7%	17.8%	15.5%
	Agree	66.5%	60.6%	65.9%	66.3%
	Disagree	8.7%	7.7%	11.0%	13.9%
	Strongly disagree	3.3%	2.0%	5.3%	4.3%
	Mean	3.06	3.18	2.96	2.93
		(n=909)	(n=488)	(n=801)	(n=1,135)
<i>The counseling/advising session(s) helped me to select the best classes to take to achieve my goals for my education and career.</i>	Strongly agree	23.9%	27.7%	17.9%	16.7%
	Agree	60.6%	56.6%	63.8%	64.3%
	Disagree	12.4%	13.3%	13.6%	15.5%
	Strongly disagree	3.1%	2.5%	4.7%	3.4%
	Mean	3.05	3.09	2.95	2.94
		(n=910)	(n=486)	(n=807)	(n=1,152)
<i>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.</i>	Strongly agree	23.2%	29.6%	18.2%	17.7%
	Agree	59.7%	55.1%	63.9%	64.7%
	Disagree	13.7%	12.3%	12.8%	14.1%
	Strongly disagree	3.4%	2.9%	5.1%	3.5%
	Mean	3.03	3.12	2.95	2.97
		(n=860)	(n=484)	--	(n=1,105)
<i>The counseling/advising session(s) provided me with information about how to pay for education after high school.</i>	Strongly agree	17.4%	23.6%	--	12.9%
	Agree	45.6%	49.4%	--	52.7%
	Disagree	29.7%	23.1%	--	27.1%
	Strongly disagree	7.3%	3.9%	--	7.4%
	Mean	2.73	2.93		2.71
		--	--	(n=780)	(n=1,092)
<i>The counseling/advising session(s) helped me decide which college entrance exams I should take.</i>	Strongly agree	--	--	13.8%	12.3%
	Agree	--	--	50.8%	49.6%
	Disagree	--	--	27.8%	30.5%
	Strongly disagree	--	--	7.6%	7.6%
	Mean	--	--	2.71	2.67

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Table continues. Students in Grade 8–12 responded to these items in Year 2; students in Grade 9–12 responded to these items in Year 3, Year 4, and Year 5. 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) provided me with information about ways to prepare for college entrance exams significantly differed from Year 4 to Year 5: $t(1,725.54) = 2.5, p < .05$.

**The counseling/advising session(s) provided me with information that was specific to my individual needs/interests significantly differed from Year 4 to Year 5: $t(1,744.90) = 2.6, p < .01$.

Table D.34. Student Agreement Levels regarding One-on-One Counseling Sessions, Year 2 (2019–20)–Year 5 (2022–23), Cont.

Item	Response Option	Year 2	Year 3	Year 4	Year 5
		--	--	(n=795)	(n=1,109)
<i>The counseling/advising session(s) provided me with information about ways to prepare for college entrance exams.</i>	Strongly agree	--	--	16.5%	13.8%
	Agree	--	--	55.7%	53.4%
	Disagree	--	--	22.5%	26.5%
	Strongly disagree	--	--	5.3%	6.3%
	Mean	--	--	2.83	2.75*
		(n=894)	(n=490)	(n=810)	(n=1,123)
<i>The counseling/advising session(s) provided me with information that was specific to my individual needs/interests.</i>	Strongly agree	20.9%	28.0%	19.0%	15.0%
	Agree	59.3%	58.0%	62.0%	61.9%
	Disagree	16.1%	11.8%	13.8%	17.4%
	Strongly disagree	3.7%	2.2%	5.2%	5.8%
	Mean	2.97	3.12	2.95	2.86**
		(n=923)	(n=493)	(n=807)	(n=1,121)
<i>I spoke with my family about some of the topics that were covered in my counseling/advising session(s).</i>	Strongly agree	24.2%	29.8%	18.7%	18.6%
	Agree	52.8%	51.5%	59.1%	57.3%
	Disagree	16.0%	14.2%	16.2%	16.5%
	Strongly disagree	7.0%	4.5%	5.9%	7.7%
	Mean	2.94	3.07	2.91	2.87

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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, Year 4, and Year 5. 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*. The number of Year 2 student respondents is updated in this table. Respondents who selected I don't know/Not applicable were not included in this analysis.

*The counseling/advising session(s) provided me with information about ways to prepare for college entrance exams significantly differed from Year 4 to Year 5: $t(1,725.54) = 2.5, p < .05$.

**The counseling/advising session(s) provided me with information that was specific to my individual needs/interests significantly differed from Year 4 to Year 5: $t(1,744.90) = 2.6, p < .01$.

Table D.35. Students Who Met One-on-One with School Counselor, College/Career Advisor, or Other Staff by District, Grade 9–12, Year 5 (2022–23)

Response Option	District 1 (n=171)	District 2 (n=120)	District 3 (n=1,649)	District 4 (n=430)	District 5 (n=76)	District 6 (n=224)	Overall (n=2,670)
Yes	40.9%	45.0%	40.6%	74.9%	81.6%	63.4%	49.4%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Table D.36. Students Who Met One-on-One with School Counselor, College/Career Advisor, or Other Staff, Year 2 (2019–20)–Year 5 (2022–23)

Response Option	Year 2 (n=2,447)	Year 3 (n=1,262)	Year 4 (n=1,835)	Year 5 (n=2,670)
Yes	40.6%	41.1%	49.2%	49.4%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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, Year 4, and Year 5. The number of Year 2 student respondents is updated in this table.

Table D.37. Student Satisfaction with One-on-One Counseling Sessions by District, Grade 9–12, Year 5 (2022–23)

Item	Response Option	District 1 (n=63)	District 2 (n=49)	District 3 (n=555)	District 4 (n=281)	District 5 (n=60)	District 6 (n=117)	Overall (n=1,125)
<i>Overall, how satisfied were you with the individual counseling/ advising session(s) this school year?</i>	Strongly satisfied	19.0%	24.5%	14.8%	13.2%	55.0%	12.8%	17.0%
	Satisfied	65.1%	69.4%	67.7%	79.4%	41.7%	73.5%	69.8%
	Dissatisfied	11.1%	6.1%	12.4%	5.0%	1.7%	12.0%	9.6%
	Strongly dissatisfied	4.8%	0.0%	5.0%	2.5%	1.7%	1.7%	3.6%
	Mean	2.98	3.18	2.92	3.03	3.50	2.97	3.00

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

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 5 was 117.

Table D.38. Student Satisfaction with One-on-One Counseling Sessions, Year 2 (2019–20)–Year 5 (2022–23)

Item	Response Option	Year 2 (n=896)	Year 3 (n=486)	Year 4 (n=785)	Year 5 (n=1,125)
<i>Overall, how satisfied were you with the individual counseling/ advising session(s) this school year?</i>	Strongly satisfied	22.7%	29.8%	17.8%	17.0%
	Satisfied	69.8%	58.8%	68.8%	69.8%
	Dissatisfied	6.3%	8.0%	9.7%	9.6%
	Strongly dissatisfied	1.3%	3.3%	3.7%	3.6%
	Mean	3.14	3.15	3.01	3.00

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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, Year 4, and Year 5. The number of Year 2 student respondents is updated in this table. 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.39. Reasons for Students Not Meeting for a One-on-One Advising Session by District, Grade 9–12, Year 5 (2022–23)

Item	District 1 (n=97)	District 2 (n=64)	District 3 (n=956)	District 4 (n=104)	District 5 (n=14)	District 6 (n=82)	Overall (n=1,317)
<i>I did not know meetings were being offered.</i>	49.5%	53.1%	59.4%	40.4%	28.6%	62.2%	56.7%
<i>I was not interested.</i>	15.5%	10.9%	8.7%	15.4%	7.1%	2.4%	9.4%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	22.7%	21.9%	18.9%	25.0%	35.7%	17.1%	19.9%
<i>I did not participate because of concerns about COVID-19.</i>	3.1%	0.0%	1.9%	4.8%	0.0%	1.2%	2.1%
<i>I have already completed my own preparation independently.</i>	7.2%	10.9%	7.6%	7.7%	21.4%	11.0%	8.1%
<i>Other[^]</i>	2.1%	3.1%	3.5%	6.7%	7.1%	6.1%	3.8%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding. COVID-19 – Coronavirus Disease 2019.

[^]Examples of other responses included: Not interested (15), I don't want to go to college (11), and The counselor hasn't reached out to me (7).

Table D.40. Reasons for Students Not Meeting for a One-On-One Advising Session by District, Year 3 (2020–21)–Year 5 (2022–23)

Item	Year 3 (n=741)	Year 4 (n=906)	Year 5* (n=1,317)
<i>I did not know meetings were being offered.</i>	49.0%	53.5%	56.7%
<i>I was not interested.</i>	7.8%	7.5%	9.4%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	20.5%	22.8%	19.9%
<i>I did not participate because of concerns about COVID-19.</i>	16.1%	3.9%	2.1%
<i>I have already completed my own preparation independently.</i>	--	3.6%	8.1%
<i>Other</i>	6.6%	8.6%	3.8%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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 4 to Year 5: $\chi^2(5) = 11.9, p < .05$.

Table D.41. College Visit Participation by District, Grade 9–12, Year 5 (2022–23)

Response Option	District 1 (n=162)	District 2 (n=115)	District 3 (n=1,590)	District 4 (n=410)	District 5 (n=75)	District 6 (n=218)	Overall (n=2,570)
Yes	17.9%	46.1%	28.1%	41.7%	73.3%	36.2%	32.4%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Table D.42. College Visit Participation, Year 2 (2019–20)–Year 5 (2022–23)

Response Option	Year 2 (n=2,429)	Year 3 (n=1,262)	Year 4 (n=1,771)	Year 5 (n=)
Yes	46.9%	27.0%	27.8%	32.4%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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, Year 4, and Year 5. The number of Year 2 student respondents is updated in this table.

*Responses differed significantly from Year 4 to Year 5: $\chi^2(1) = 10.6, p < .05$.

Table D.43. Types of Activities Students Participated in during College Visit by District, Grade 9–12, Year 5 (2022–23)

Response Option	District 1 (n=29)	District 2 (n=53)	District 3 (n=428)	District 4 (n=163)	District 5 (n=54)	District 6 (n=78)	Overall (n=805)
<i>Campus tour</i>	55.2%	90.6%	81.3%	81.0%	57.4%	88.5%	80.0%
<i>College class observation</i>	17.2%	13.2%	15.9%	15.3%	14.8%	14.1%	15.4%
<i>Listened to a speaker</i>	34.5%	43.4%	35.7%	44.2%	59.3%	34.6%	39.4%
<i>Other</i> [^]	13.8%	0.0%	3.5%	3.1%	5.6%	1.3%	3.5%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

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, Year 4, and Year 5. Response percentages will not add up to 100% because respondents were able to select multiple responses.

[^]Examples of other responses included: College fairs (3) and Career fair (2).

Table D.44. Types of Information Learned during College Visits by District, Grade 9–12, Year 5 (2022–23)

Response Option	District 1 (n=28)	District 2 (n=52)	District 3 (n=424)	District 4 (n=163)	District 5 (n=53)	District 6 (n=77)	Overall (n=797)
<i>Layout/environment of the campus</i>	39.3%	78.8%	70.5%	73.6%	60.4%	74.0%	70.3%
<i>Various academic programs or areas of study</i>	39.3%	63.5%	54.5%	65.6%	64.2%	57.1%	57.7%
<i>Rigor of college classes</i>	17.9%	34.6%	25.7%	28.8%	30.2%	24.7%	26.9%
<i>Student academic services</i>	32.1%	53.8%	40.6%	46.0%	56.6%	42.9%	43.5%
<i>Campus diversity</i>	32.1%	59.6%	46.5%	47.9%	49.1%	42.9%	46.9%
<i>Firsthand experiences from college students</i>	17.9%	26.9%	24.3%	27.0%	26.4%	22.1%	24.7%
<i>Student clubs/organizations</i>	21.4%	65.4%	46.2%	49.1%	52.8%	39.0%	46.9%
<i>Financial aid/resources</i>	35.7%	48.1%	32.3%	30.7%	49.1%	44.2%	35.4%
<i>Other</i> [^]	10.7%	0.0%	3.1%	3.7%	1.9%	1.3%	3.0%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

[^]Examples of other responses included: Not applicable/Don't know (4) and Information unrelated to college (1).

Table D.45. Student Satisfaction with College Visits by District, Grade 9–12, Year 5 (2022–23)

Item	Response Option	District 1 (n=25)	District 2 (n=53)	District 3 (n=400)	District 4 (n=160)	District 5 (n=51)	District 6 (n=73)	Overall (n=762)
Please rate your level of satisfaction with the college visit(s) that you have participated in this school year.	Strongly satisfied	28.0%	35.8%	26.8%	22.5%	45.1%	13.7%	26.5%
	Satisfied	64.0%	58.5%	63.5%	68.1%	49.0%	71.2%	63.9%
	Dissatisfied	4.0%	3.8%	6.5%	5.0%	3.9%	11.0%	6.2%
	Strongly dissatisfied	4.0%	1.9%	3.3%	4.4%	2.0%	4.1%	3.4%
	Mean	3.16	3.28	3.14	3.09	3.37	2.95	3.14

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

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 5 was 44.

Table D.46. Student Satisfaction with College Visits, Year 2 (2019–20)–Year 5 (2022–23)

Item	Response Option	Year 2 (n=1,096)	Year 3 (n=307)	Year 4 (n=432)	Year 5 (n=762)
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%	26.5%
	Satisfied	62.5%	67.4%	59.0%	63.9%
	Dissatisfied	3.3%	6.2%	5.1%	6.2%
	Strongly dissatisfied	0.7%	2.9%	2.5%	3.4%
	Mean	3.29	3.11	3.23	3.14*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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, Year 4, and Year 5. The number of Year 2 student respondents is updated in this table. 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 4 to Year 5: $t(1,192) = 2.4, p < .05$.

Table D.47. College and Career Fair Participation by District, Grade 9–12, Year 5 (2022–23)

Response Option	District 1 (n=160)	District 2 (n=115)	District 3 (n=1,571)	District 4 (n=400)	District 5 (n=75)	District 6 (n=217)	Overall (n=2,538)
Yes	15.0%	53.9%	35.3%	34.5%	80.0%	29.5%	35.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Table D.48. College and Career Fair Participation, Year 3 (2020–21)–Year 5 (2022–23)

Response Option	Year 3 (n=1,252)	Year 4 (n=1,735)	Year 5 (n=2,538)
Yes	21.2%	30.1%	35.6%*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Students in Grade 9–12 responded to this item.

*Responses differed significantly from Year 4 to Year 5: $\chi^2(1) = 13.7, p < .001$.

Table D.49. Types of Information Learned during College and Career Fairs by District, Grade 9–12, Year 5 (2022–23)

Response Option	District 1 (n=24)	District 2 (n=59)	District 3 (n=538)	District 4 (n=131)	District 5 (n=60)	District 6 (n=59)	Overall (n=871)
<i>Information about one or more colleges</i>	70.8%	74.6%	75.1%	74.8%	75.0%	76.3%	75.0%
<i>Various academic programs or areas of study at one or more colleges</i>	37.5%	54.2%	48.7%	54.2%	60.0%	50.8%	50.5%
<i>How academically challenging college classes are</i>	20.8%	32.2%	20.4%	28.2%	31.7%	23.7%	23.4%
<i>Student academic services</i>	29.2%	42.4%	30.3%	30.5%	38.3%	39.0%	32.3%
<i>Campus diversity</i>	16.7%	33.9%	39.2%	46.6%	38.3%	39.0%	39.3%
<i>Firsthand experiences from college students</i>	4.2%	22.0%	16.2%	14.5%	23.3%	13.6%	16.3%
<i>Student clubs/organizations</i>	29.2%	52.5%	35.7%	44.3%	60.0%	39.0%	39.8%
<i>Financial aid/resources</i>	20.8%	44.1%	26.4%	25.2%	50.0%	33.9%	29.4%
<i>Various career options</i>	20.8%	57.6%	40.0%	36.6%	48.3%	49.2%	41.3%
<i>What it is like to work a certain job</i>	37.5%	52.5%	17.7%	20.6%	43.3%	40.7%	24.3%
<i>Companies in my region</i>	0.0%	16.9%	8.9%	6.9%	31.7%	20.3%	11.3%
<i>Education required for certain careers</i>	33.3%	62.7%	31.0%	35.1%	58.3%	39.0%	36.3%
<i>Technical skills required for certain careers</i>	29.2%	42.4%	25.1%	29.8%	45.0%	42.4%	29.6%
<i>Salaries of certain careers</i>	29.2%	47.5%	20.1%	18.3%	41.7%	20.3%	23.4%
<i>Other[^]</i>	4.2%	0.0%	2.4%	4.6%	3.3%	1.7%	2.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

[^]Examples of other responses included: NA/Don't know (3) and Army (1).

Table D.50. Reasons for Students Not Participating in a College or Career Fair by District, Grade 9–12, Year 5 (2022–23)

Response Option	District 1 (n=135)	District 2 (n=53)	District 3 (n=999)	District 4 (n=257)	District 5 (n=15)	District 6 (n=150)	Overall (n=1,609)
<i>I did not know college and/or career fairs were being offered.</i>	49.6%	26.4%	55.7%	51.0%	46.7%	55.3%	53.3%
<i>I was not interested in college and/or career fairs.</i>	16.3%	28.3%	16.9%	15.2%	20.0%	13.3%	16.7%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	22.2%	37.7%	18.1%	24.9%	26.7%	19.3%	20.4%
<i>I did not participate because of concerns about COVID-19.</i>	4.4%	0.0%	3.4%	3.1%	0.0%	4.7%	3.4%
<i>Other[^]</i>	7.4%	7.5%	5.9%	5.8%	6.7%	7.3%	6.2%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

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 (12), I'm not going to college (2), and No time (2).

Table D.51. Reasons for Students Not Participating in a College or Career Fair, Year 3 (2020–21)–Year 5 (2022–23)

Item	Year 3 (n=976)	Year 4 (n=1,196)*	Year 5 (n=1,609)
<i>I did not know college and/or career fairs were being offered.</i>	44.3%	52.3%	53.3%
<i>I was not interested in college and/or career fairs.</i>	10.7%	14.0%	16.7%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	17.6%	20.9%	20.4%
<i>I did not participate because of concerns about COVID-19.</i>	23.2%	7.1%	3.4%
<i>Other</i>	4.3%	5.7%	6.2%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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 4 to Year 5: $\chi^2(4) = 22.3, p < .001$.

Table D.52. Student Satisfaction with College and Career Fairs by District, Grade 9–12, Year 5 (2022–23)

Item	Response Option	District 1 (n=23)	District 2 (n=58)	District 3 (n=503)	District 4 (n=125)	District 5 (n=58)	District 6 (n=57)	Overall (n=824)
<i>Please rate your level of satisfaction with the college and/or career fairs that you have participated in this school year.</i>	Strongly satisfied	21.7%	13.8%	14.1%	15.2%	46.6%	8.8%	16.4%
	Satisfied	73.9%	84.5%	74.2%	70.4%	48.3%	82.5%	73.1%
	Dissatisfied	0.0%	1.7%	8.9%	12.0%	3.4%	7.0%	8.1%
	Strongly dissatisfied	4.3%	0.0%	2.8%	2.4%	1.7%	1.8%	2.4%
	Mean	3.13	3.12	3.00	2.98	3.40	2.98	3.03

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

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 5 was 46.

Table D.53. Student Satisfaction with College and Career Fairs, Year 3 (2020–21)–Year 5 (2022–23)

Item	Response Option	Year 3 (n=253)	Year 4 (n=481)	Year 5 (n=824)
<i>Please rate your level of satisfaction with the college and/or career fairs that you have participated in this school year.</i>	Strongly satisfied	28.1%	20.4%	16.4%
	Satisfied	64.4%	69.9%	73.1%
	Dissatisfied	6.3%	6.9%	8.1%
	Strongly dissatisfied	1.2%	2.9%	2.4%
	Mean	3.19	3.08*	3.03

Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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 4 to Year 5: $t(732) = 2.5, p < .05$.

Table D.54. Work-Based Learning Activity Participation by District, Grade 9–12, Year 5 (2022–23)

Response Option	District 1 (n=157)	District 2 (n=113)	District 3 (n=1,551)	District 4 (n=390)	District 5 (n=75)	District 6 (n=213)	Overall (n=2,499)
Yes	28.7%	44.2%	22.6%	31.3%	72.0%	25.8%	27.1%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Table D.55. Work-Based Learning Activity Participation, Year 2 (2019–20)–Year 5 (2022–23)

Response Option	Year 2 (n=2,416)	Year 3 (n=1,259)	Year 4 (n=1,698)	Year 5 (n=2,499)
Yes	29.2%	30.1%	27.4%	27.1%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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, Year 4, and Year 5. The number of Year 2 student respondents is updated in this table.

Table D.56. Types of Information Learned during Work-Based Learning Activities by District, Grade 9–12, Year 5 (2022–23)

Response Option	District 1 (n=45)	District 2 (n=48)	District 3 (n=333)	District 4 (n=118)	District 5 (n=54)	District 6 (n=53)	Overall (n=651)
<i>Various career options</i>	55.6%	72.9%	45.9%	44.1%	87.0%	52.8%	52.2%
<i>What it is like to work a certain job</i>	37.8%	62.5%	41.4%	40.7%	68.5%	34.0%	44.2%
<i>Companies in my region</i>	13.3%	27.1%	15.0%	27.1%	40.7%	17.0%	20.3%
<i>Education required for certain careers</i>	37.8%	58.3%	46.2%	49.2%	77.8%	43.4%	49.5%
<i>Technical skills required for certain careers</i>	44.4%	50.0%	42.6%	41.5%	66.7%	45.3%	45.3%
<i>Salaries of certain careers</i>	33.3%	43.8%	22.2%	26.3%	70.4%	22.6%	29.3%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

Table D.57. Student Satisfaction with Work-Based Learning Activities by District, Grade 9–12, Year 5 (2022–23)

Item	Response Option	District 1 (n=43)	District 2 (n=46)	District 3 (n=314)	District 4 (n=112)	District 5 (n=53)	District 6 (n=53)	Overall (n=621)
<i>Please rate your level of satisfaction with the work-based learning activity/activities that you have participated in this school year.</i>	Strongly satisfied	20.9%	17.4%	15.6%	17.9%	47.2%	5.7%	18.4%
	Satisfied	72.1%	73.9%	71.3%	66.1%	52.8%	86.8%	70.4%
	Dissatisfied	4.7%	6.5%	9.9%	12.5%	0.0%	5.7%	8.5%
	Strongly dissatisfied	2.3%	2.2%	3.2%	3.6%	0.0%	1.9%	2.7%
	Mean	3.12	3.07	2.99	2.98	3.47	2.96	3.04

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

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 5 was 32.

Table D.58. Student Satisfaction with Work-Based Learning Activities, Year 2 (2019–20)–Year 5 (2022–23)

Item	Response Option	Year 2 (n=664)	Year 3 (n=360)	Year 4 (n=438)	Year 5 (n=621)
<i>Please rate your level of satisfaction with the work-based learning activity/activities that you have participated in this school year.</i>	Strongly satisfied	21.8%	21.9%	17.4%	18.4%
	Satisfied	74.5%	68.1%	73.5%	70.4%
	Dissatisfied	2.4%	6.7%	6.4%	8.5%
	Strongly dissatisfied	1.4%	3.3%	2.7%	2.7%
	Mean	3.17	3.09	3.05	3.04

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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, Year 4, and Year 5. The number of Year 2 student respondents is updated in this table. 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.59. Reasons for Students Not Participating in a Work-Based Learning Activity by District, Grade 9–12, Year 5 (2022–23)

Response Option	District 1 (n=112)	District 2 (n=63)	District 3 (n=1,179)	District 4 (n=265)	District 5 (n=20)	District 6 (n=156)	Overall (n=1,795)
<i>I did not know work-based learning activities were being offered.</i>	50.0%	49.2%	62.2%	53.2%	45.0%	64.1%	59.6%
<i>I was not interested in any work-based learning activities.</i>	14.3%	15.9%	11.8%	12.1%	15.0%	11.5%	12.1%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	24.1%	30.2%	17.6%	27.2%	25.0%	14.1%	19.7%
<i>I did not participate because of concerns about COVID-19.</i>	2.7%	0.0%	2.5%	2.6%	0.0%	3.8%	2.5%
<i>Other[^]</i>	8.9%	4.8%	5.9%	4.9%	15.0%	6.4%	6.1%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding. COVID-19 – Coronavirus Disease 2019.

[^]Examples of other responses included: They did not have the line of work I was interested in (2).

Table D.60. Reasons for Students Not Participating in Work-Based Learning Activities, Year 3 (2020–21)–Year 5 (2022–23)

Item	Year 3 (n=872)	Year 4 (n=1,215)	Year 5 (n=1,795)*
<i>I did not know work-based learning activities were being offered.</i>	46.7%	53.0%	59.6%
<i>I was not interested in any work-based learning activities.</i>	9.3%	11.8%	12.1%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	18.8%	21.6%	19.7%
<i>I did not participate because of concerns about COVID-19.</i>	20.2%	8.6%	2.5%
<i>Other</i>	5.0%	5.0%	6.1%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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 4 to Year 5: $\chi^2(4) = 63.0, p < .001$.

Table D.61. Mean Student Agreement regarding Postsecondary Education and Awareness by Grade, Grade 9–12, Year 5 (2022–23)

Item	Grade 9 (n=825)	Grade 10 (n=738)	Grade 11 (n=600)	Grade 12 (n=472)
<i>Mean Composite Score</i>	2.72	2.75	2.79	2.99

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Table D.62. Student Suggestions for Improving College and Career Activities/Services by District, Grade 9–12, Year 5 (2022–23)

Response Option	District 1 (n=154)	District 2 (n=108)	District 3 (n=1,484)	District 4 (n=379)	District 5 (n=75)	District 6 (n=203)	Overall (n=2,403)
<i>Provide increased advertising of college- and/or career-focused activities.</i>	31.8%	27.8%	36.5%	37.2%	40.0%	43.3%	36.6%
<i>Offer more opportunities to receive one-on-one counseling/advising sessions about college and career options.</i>	39.0%	43.5%	40.7%	38.3%	44.0%	45.3%	40.8%
<i>Provide more opportunities to learn about college and careers (e.g., guest speakers, college visits, etc.).</i>	41.6%	45.4%	40.7%	43.5%	54.7%	47.8%	42.4%
<i>I don't have any suggestions.</i>	25.3%	29.6%	30.2%	25.6%	22.7%	22.7%	28.3%
<i>Other[^]</i>	1.9%	2.8%	3.3%	4.7%	2.7%	5.4%	3.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

[^]Examples of other responses included: More advertisements for college and career activities/services (4) and Better accessibility to counselors (3).

Table D.63. Reasons for Students Not Participating in a College Visit by District, Grade 9–12, Year 5 (2022–23)

Response Option	District 1 (n=131)	District 2 (n=62)	District 3 (n=1,127)	District 4 (n=234)	District 5 (n=20)	District 6 (n=136)	Overall (n=1,710)
<i>I did not know college visits were being offered.</i>	48.9%	27.4%	51.9%	41.5%	40.0%	47.8%	48.9%
<i>I was not interested in any college visits.</i>	13.7%	32.3%	16.7%	16.7%	20.0%	15.4%	17.0%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	26.7%	35.5%	19.4%	32.1%	20.0%	22.1%	22.5%
<i>I did not participate because of concerns about COVID-19.</i>	3.1%	1.6%	3.6%	3.0%	0.0%	4.4%	3.5%
<i>Other[^]</i>	7.6%	3.2%	8.3%	6.8%	20.0%	10.3%	8.2%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding. COVID-19 – Coronavirus Disease 2019.

[^]Examples of other responses included: Students were not aware (9), They were not offered (9), and Grades were not good enough (2).

Table D.64. Reasons for Students Not Participating in a College Visit, Year 3 (2020–21)–Year 5 (2022–23)

Item	Year 3 (n=917)	Year 4 (n=1,260)	Year 5 (n=1,710)*
<i>I did not know college visits were being offered.</i>	41.1%	48.0%	48.9%
<i>I was not interested in any college visits.</i>	11.5%	14.8%	17.0%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	23.0%	23.7%	22.5%
<i>I did not participate because of concerns about COVID-19.</i>	19.3%	7.1%	3.5%
<i>Other</i>	5.1%	6.5%	8.2%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Students in Grade 9 responded to this item. Response percentages may not total to 100% due to rounding. COVID-19 – Coronavirus Disease 2019.

*Responses differed significantly from Year 4 to Year 5: $\chi^2(1) = 10.6, p < .01$.

APPENDIX E: Parent Survey Analyses Technical Detail

Table E.1. Number of Children Attending School by District, Grade 9–12, Year 5 (2022–23)

Number of Children	District 1 (n=51)	District 2 (n<10)	District 3 (n=32)	District 4 (n=29)	District 5 (n=82)	District 6 (n<10)	Overall (n=205)
1	82.4%	100.0%	81.3%	79.3%	70.7%	60.0%	76.1%
2	15.7%	0.0%	15.6%	17.2%	23.2%	40.0%	20.0%
More than 2	2.0%	0.0%	3.1%	3.4%	6.1%	0.0%	3.9%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding.

Table E.2. Grade of Parent's Child by District, Grade 9–12, Year 5 (2022–23)

Grade	District 1 (n=51)	District 2 (n<10)	District 3 (n=32)	District 4 (n=29)	District 5 (n=82)	District 6 (n<10)	Overall (n=205)
Grade 9	35.3%	0.0%	18.8%	10.3%	11.0%	40.0%	19.5%
Grade 10	21.6%	0.0%	34.4%	31.0%	39.0%	0.0%	30.7%
Grade 11	25.5%	0.0%	43.8%	24.1%	31.7%	30.0%	30.7%
Grade 12	17.6%	100.0%	3.1%	34.5%	18.3%	30.0%	19.0%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

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 5 (2022–23)

Item	Response Option	District 1 (n=49)	District 2 (n<10)	District 3 (n=32)	District 4 (n=29)	District 5 (n=78)	District 6 (n<10)	Overall (n=199)
<i>My child will receive/is receiving a high school education that will adequately prepare him/her for college and career.</i>	Strongly agree	42.9%	100.0%	31.3%	20.7%	29.5%	40.0%	32.7%
	Agree	42.9%	0.0%	43.8%	48.3%	34.6%	50.0%	40.7%
	Disagree	8.2%	0.0%	9.4%	17.2%	25.6%	10.0%	16.6%
	Strongly disagree	6.1%	0.0%	15.6%	13.8%	10.3%	0.0%	10.1%
	Mean	3.22	4.00	2.91	2.76	2.83	3.30	2.96
		(n=48)	(n<10)	(n=28)	(n=29)	(n=79)	(n<10)	(n=195)
<i>I am aware of what grades my child will need to earn in high school so that he/she could enroll in college.</i>	Strongly agree	43.8%	100.0%	17.9%	41.4%	32.9%	50.0%	35.9%
	Agree	45.8%	0.0%	64.3%	44.8%	48.1%	50.0%	49.2%
	Disagree	4.2%	0.0%	3.6%	6.9%	8.9%	0.0%	6.2%
	Strongly disagree	6.3%	0.0%	14.3%	6.9%	10.1%	0.0%	8.7%
	Mean	3.27	4.00	2.86	3.21	3.04	3.50	3.12
		(n=44)	(n<10)	(n=30)	(n=28)	(n=75)	(n<10)	(n=188)
<i>I am aware of the opportunities to earn dual credit available to my child in our school district.</i>	Strongly agree	43.2%	100.0%	16.7%	35.7%	26.7%	70.0%	33.0%
	Agree	45.5%	0.0%	56.7%	46.4%	45.3%	30.0%	46.3%
	Disagree	4.5%	0.0%	13.3%	7.1%	18.7%	0.0%	11.7%
	Strongly disagree	6.8%	0.0%	13.3%	10.7%	9.3%	0.0%	9.0%
	Mean	3.25	4.00	2.77	3.07	2.89	3.70	3.03
		(n=48)	(n<10)	(n=30)	(n=29)	(n=79)	(n<10)	(n=197)
<i>I am aware of the opportunities that a college degree can provide for my child.</i>	Strongly agree	60.4%	100.0%	36.7%	51.7%	45.6%	70.0%	50.3%
	Agree	31.3%	0.0%	46.7%	31.0%	38.0%	30.0%	36.0%
	Disagree	4.2%	0.0%	3.3%	3.4%	8.9%	0.0%	5.6%
	Strongly disagree	4.2%	0.0%	13.3%	13.8%	7.6%	0.0%	8.1%
	Mean	3.48	4.00	3.07	3.21	3.22	3.70	3.28
		(n=48)	(n<10)	(n=31)	(n=28)	(n=72)	(n<10)	(n=189)
<i>I am aware of the education path necessary for the career my child plans to pursue.</i>	Strongly agree	47.9%	100.0%	16.1%	25.0%	33.3%	66.7%	34.9%
	Agree	37.5%	0.0%	58.1%	60.7%	37.5%	33.3%	43.9%
	Disagree	8.3%	0.0%	12.9%	3.6%	20.8%	0.0%	12.7%
	Strongly disagree	6.3%	0.0%	12.9%	10.7%	8.3%	0.0%	8.5%
	Mean	3.27	4.00	2.77	3.00	2.96	3.67	3.05

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Note. Table continues. 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. TSIA – Texas Success Initiative Assessment. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. . The number of overall respondents who selected I don't know/Not applicable in Year 5 was 20, 25, 32, 10, 29, 47, 38, 73, 84, 84, 59, 44, 68, 74, 68, <10, and 29 respectively.

Table E.3. Parent Agreement regarding Postsecondary Education and Awareness Levels by District, Grade 9–12, Year 5 (2022–23), Cont.

Item	Response Option	District 1 (n=47)	District 2 (n<10)	District 3 (n=26)	District 4 (n=26)	District 5 (n=73)	District 6 (n<10)	Overall (n=183)
<i>I will be able to guide my child through the college application process.</i>	Strongly agree	38.3%	100.0%	19.2%	38.5%	30.1%	60.0%	33.9%
	Agree	46.8%	0.0%	50.0%	46.2%	43.8%	30.0%	44.8%
	Disagree	6.4%	0.0%	19.2%	7.7%	20.5%	10.0%	14.2%
	Strongly disagree	8.5%	0.0%	11.5%	7.7%	5.5%	0.0%	7.1%
	Mean	3.15	4.00	2.77	3.15	2.99	3.50	3.05
		(n=48)	(n<10)	(n=28)	(n=29)	(n=74)	(n<10)	(n=190)
<i>I am familiar with examinations needed to get into college (e.g., SAT, ACT, TSI Assessment).</i>	Strongly agree	29.2%	100.0%	14.3%	41.4%	27.0%	60.0%	30.0%
	Agree	54.2%	0.0%	67.9%	44.8%	45.9%	40.0%	50.5%
	Disagree	8.3%	0.0%	10.7%	3.4%	20.3%	0.0%	12.1%
	Strongly disagree	8.3%	0.0%	7.1%	10.3%	6.8%	0.0%	7.4%
	Mean	3.04	4.00	2.89	3.17	2.93	3.60	3.03
		(n=43)	(n<10)	(n=22)	(n=28)	(n=68)	(n<10)	(n=171)
<i>I know where to find SAT or PSAT test preparation resources for my child.</i>	Strongly agree	14.0%	100.0%	4.5%	14.3%	19.1%	44.4%	17.0%
	Agree	39.5%	0.0%	36.4%	57.1%	41.2%	33.3%	42.1%
	Disagree	27.9%	0.0%	36.4%	17.9%	32.4%	22.2%	28.7%
	Strongly disagree	18.6%	0.0%	22.7%	10.7%	7.4%	0.0%	12.3%
	Mean	2.49	4.00	2.23	2.75	2.72	3.22	2.64
		(n=43)	(n<10)	(n=20)	(n=28)	(n=68)	(n<10)	(n=169)
<i>I know where to find ACT or ACT Aspire test preparation resources for my child.</i>	Strongly agree	16.3%	100.0%	10.0%	10.7%	19.1%	44.4%	17.8%
	Agree	30.2%	0.0%	20.0%	60.7%	36.8%	33.3%	36.7%
	Disagree	34.9%	0.0%	50.0%	14.3%	30.9%	22.2%	30.8%
	Strongly disagree	18.6%	0.0%	20.0%	14.3%	13.2%	0.0%	14.8%
	Mean	2.44	4.00	2.20	2.68	2.62	3.22	2.57
		(n=41)	(n<10)	(n=21)	(n=28)	(n=68)	(n<10)	(n=168)
<i>I know where to find TSI Assessment test preparation resources for my child.</i>	Strongly agree	14.6%	100.0%	0.0%	14.3%	17.6%	33.3%	15.5%
	Agree	36.6%	0.0%	42.9%	53.6%	32.4%	22.2%	36.6%
	Disagree	31.7%	0.0%	33.3%	21.4%	33.8%	44.4%	31.5%
	Strongly disagree	17.1%	0.0%	23.8%	10.7%	16.2%	0.0%	15.5%
	Mean	2.49	4.00	2.19	2.71	2.51	2.89	2.53

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Note. Table continues. 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. TSIA – Texas Success Initiative Assessment. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. The number of overall respondents who selected I don't know/Not applicable in Year 5 was 20, 25, 32, 10, 29, 47, 38, 73, 84, 84, 59, 44, 68, 74, 68, <10, and 29 respectively.

Table E.3. Parent Agreement regarding Postsecondary Education and Awareness Levels by District, Grade 9–12, Year 5 (2022–23), Cont.

Item	Response Option	District 1 (n=45)	District 2 (n<10)	District 3 (n=24)	District 4 (n=29)	District 5 (n=70)	District 6 (l<10)	Overall (n=179)
<i>I am aware of scholarship opportunities available to help pay for college.</i>	Strongly agree	20.0%	100.0%	8.3%	10.3%	24.3%	30.0%	19.6%
	Agree	46.7%	0.0%	41.7%	62.1%	38.6%	40.0%	44.7%
	Disagree	20.0%	0.0%	29.2%	13.8%	25.7%	30.0%	22.9%
	Strongly disagree	13.3%	0.0%	20.8%	13.8%	11.4%	0.0%	12.8%
	Mean	2.73	4.00	2.38	2.69	2.76	3.00	2.71
		(n=48)	(n<10)	(n=23)	(n=29)	(n=75)	(l<10)	(n=186)
<i>I am aware of the FAFSA.</i>	Strongly agree	33.3%	100.0%	8.7%	20.7%	30.7%	50.0%	28.5%
	Agree	56.3%	0.0%	56.5%	62.1%	53.3%	40.0%	54.8%
	Disagree	6.3%	0.0%	17.4%	6.9%	9.3%	10.0%	9.1%
	Strongly disagree	4.2%	0.0%	17.4%	10.3%	6.7%	0.0%	7.5%
	Mean	3.19	4.00	2.57	2.93	3.08	3.40	3.04
		(n=45)	(n<10)	(n=23)	(n=28)	(n=72)	(n<10)	(n=179)
<i>I am aware of the TASFA.</i>	Strongly agree	24.4%	100.0%	0.0%	17.9%	18.1%	30.0%	18.4%
	Agree	48.9%	0.0%	34.8%	60.7%	40.3%	40.0%	44.7%
	Disagree	17.8%	0.0%	47.8%	14.3%	25.0%	20.0%	24.0%
	Strongly disagree	8.9%	0.0%	17.4%	7.1%	16.7%	10.0%	12.8%
	Mean	2.89	4.00	2.17	2.89	2.60	2.90	2.69
		(n=44)	(n<10)	(n=22)	(n=26)	(n=68)	(n<10)	(n=170)
<i>I am aware of the Pell Grant.</i>	Strongly agree	25.0%	100.0%	4.5%	7.7%	25.0%	11.1%	19.4%
	Agree	43.2%	0.0%	50.0%	65.4%	35.3%	88.9%	46.5%
	Disagree	18.2%	0.0%	27.3%	15.4%	29.4%	0.0%	22.4%
	Strongly disagree	13.6%	0.0%	18.2%	11.5%	10.3%	0.0%	11.8%
	Mean	2.80	4.00	2.41	2.69	2.75	3.11	2.74
		(n=46)	(n<10)	(n=23)	(n=26)	(n=67)	(n<10)	(n=172)
<i>I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).</i>	Strongly agree	23.9%	100.0%	0.0%	11.5%	23.9%	11.1%	18.6%
	Agree	50.0%	0.0%	52.2%	50.0%	35.8%	77.8%	45.9%
	Disagree	15.2%	0.0%	30.4%	26.9%	28.4%	11.1%	23.8%
	Strongly disagree	10.9%	0.0%	17.4%	11.5%	11.9%	0.0%	11.6%
	Mean	2.87	4.00	2.35	2.62	2.72	3.00	2.72

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Note. Table continues. 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. TSIA – Texas Success Initiative Assessment. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. The number of overall respondents who selected I don't know/Not applicable in Year 5 was 20, 25, 32, 10, 29, 47, 38, 73, 84, 84, 59, 44, 68, 74, 68, <10, and 29 respectively.

Table E.3. Parent Agreement regarding Postsecondary Education and Awareness Levels by District, Grade 9–12, Year 5 (2022–23), Cont.

Item	Response Option	District 1 (n=49)	District 2 (n<10)	District 3 (n=28)	District 4 (n=29)	District 5 (n=77)	District 6 (n<10)	Overall (n=194)
<i>I believe that the level of rigor in my child's classes has prepared/will prepare them adequately for college and career.</i>	Strongly agree	26.5%	100.0%	17.9%	13.8%	22.1%	30.0%	22.2%
	Agree	49.0%	0.0%	50.0%	44.8%	36.4%	60.0%	43.8%
	Disagree	18.4%	0.0%	21.4%	27.6%	33.8%	10.0%	25.8%
	Strongly disagree	6.1%	0.0%	10.7%	13.8%	7.8%	0.0%	8.2%
	Mean	2.96	4.00	2.75	2.59	2.73	3.20	2.80
		(n=44)	(n<10)	(n=26)	(n=26)	(n=72)	(n<10)	(n=179)
<i>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>	Strongly agree	27.3%	100.0%	0.0%	15.4%	23.6%	30.0%	20.7%
	Agree	52.3%	0.0%	57.7%	53.8%	44.4%	40.0%	49.2%
	Disagree	11.4%	0.0%	26.9%	19.2%	22.2%	20.0%	19.6%
	Strongly disagree	9.1%	0.0%	15.4%	11.5%	9.7%	10.0%	10.6%
	Mean	2.98	4.00	2.42	2.73	2.82	2.90	2.80
		(n=51)	(n<10)	(n=32)	(n=29)	(n=81)	(n<10)	(n=204)
<i>Composite mean score</i>	Mean	3.00	4.00	2.61	2.89	2.81	3.29	2.87

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

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. TSIA – Texas Success Initiative Assessment. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. The number of overall respondents who selected I don't know/Not applicable in Year 5 was 20, 25, 32, 10, 29, 47, 38, 73, 84, 84, 59, 44, 68, 74, 68, <10, and 29 respectively.

Table E.4. Parent Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 5 (2022–23)

Item	Response Option	Year 2 (n=324)	Year 3 (n=270)	Year 4 (n=175)	Year 5 (n=199)
<i>My child will receive/is receiving a high school education that will adequately prepare him/her for college and career.</i>	Strongly agree	38.0%	32.6%	40.0%	32.7%
	Agree	49.1%	48.9%	45.1%	40.7%
	Disagree	6.5%	9.6%	6.9%	16.6%
	Strongly disagree	6.5%	8.9%	8.0%	10.1%
	Mean	3.19	3.05	3.17	2.96*
		(n=321)	(n=265)	(n=177)	(n=195)
<i>I am aware of what grades my child will need to earn in high school so that he/she could enroll in college.</i>	Strongly agree	41.1%	40.0%	48.6%	35.9%
	Agree	47.4%	47.5%	43.5%	49.2%
	Disagree	5.3%	6.0%	2.3%	6.2%
	Strongly disagree	6.2%	6.4%	5.6%	8.7%
	Mean	3.23	3.21	3.35	3.12**
		(n=315)	(n=264)	(n=176)	(n=188)
<i>I am aware of the opportunities to earn dual credit available to my child in our school district.</i>	Strongly agree	36.2%	36.4%	44.9%	33.0%
	Agree	50.5%	47.0%	44.3%	46.3%
	Disagree	7.9%	11.0%	5.1%	11.7%
	Strongly disagree	5.4%	5.7%	5.7%	9.0%
	Mean	3.17	3.14	3.28	3.03**
		(n=317)	(n=273)	(n=178)	(n=197)
<i>I am aware of the opportunities that a college degree can provide for my child.</i>	Strongly agree	42.0%	50.9%	57.9%	50.3%
	Agree	48.6%	38.8%	34.8%	36.0%
	Disagree	4.1%	4.0%	2.2%	5.6%
	Strongly disagree	5.4%	6.2%	5.1%	8.1%
	Mean	3.27	3.34	3.46	3.28*

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Table continues. 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. TSIA – Texas Success Initiative Assessment. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. 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 5 was 20, 25, 32, 10, 29, 47, 38, 73, 84, 84, 59, 44, 68, 74, 68, <10, and 29 respectively.

*My child will receive/is receiving a high school education that will adequately prepare him/her for college and career differed significantly from Year 4 to Year 5: $t(372) = 2.24, p < .05$; I am aware of the opportunities that a college degree can provide for my child differed significantly from Year 4 to Year 5: $t(373) = 1.96, p < .05$; I am familiar with examinations needed to get into college (e.g., SAT, ACT, TSIA) differed significantly from Year 4 to Year 5: $t(361) = 2.25, p < .05$; I know where to find ACT or ACT Aspire test preparation resources for my child differed significantly from Year 4 to Year 5: $t(331) = 2.56, p < .05$; I know where to find TSIA test preparation resources for my child differed significantly from Year 4 to Year 5: $t(331) = 2.31, p < .05$.

**I am aware of what grades my child will need to earn in high school so that he/she could enroll in college differed significantly from Year 4 to Year 5: $t(370) = 2.64, p < .01$; I am aware of the opportunities to earn dual credit available to my child in our school district differed significantly from Year 4 to Year 5: $t(362) = 2.80, p < .01$; I am aware of the education path necessary for the career my child plans to pursue differed significantly from Year 4 to Year 5: $t(363) = 3.19, p < .01$; I know where to find SAT or PSAT test preparation resources for my child differed significantly from Year 4 to Year 5: $t(338) = 2.64, p < .01$; I am aware of the FAFSA differed significantly from Year 4 to Year 5: $t(359) = 2.89, p < .01$; I am aware of the Pell Grant differed significantly from Year 4 to Year 5: $t(337) = 2.81, p < .01$; I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans) differed significantly from Year 4 to Year 5: $t(335) = 3.17, p < .01$; Composite mean score differed significantly from Year 4 to Year 5: $t(384) = 2.97, p < .01$.

Table E.4. Parent Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 5 (2022–23), Cont.

Item	Response Option	Year 2 (n=307)	Year 3 (n=264)	Year 4 (n=176)	Year 5 (n=189)
<i>I am aware of the education path necessary for the career my child plans to pursue.</i>	Strongly agree	35.2%	38.6%	50.0%	34.9%
	Agree	46.9%	43.9%	39.8%	43.9%
	Disagree	11.7%	10.6%	4.5%	12.7%
	Strongly disagree	6.2%	6.8%	5.7%	8.5%
	Mean	3.11	3.14	3.34	3.05**
		(n=309)	(n=256)	(n=167)	(n=183)
<i>I will be able to guide my child through the college application process.</i>	Strongly agree	35.0%	34.0%	43.7%	33.9%
	Agree	50.2%	45.7%	39.5%	44.8%
	Disagree	9.1%	14.1%	10.8%	14.2%
	Strongly disagree	5.8%	6.3%	6.0%	7.1%
	Mean	3.14	3.07	3.21	3.05
		(n=308)	(n=259)	(n=173)	(n=190)
<i>I am familiar with examinations needed to get into college (e.g., SAT, ACT, TSI Assessment).</i>	Strongly agree	28.2%	31.3%	43.4%	30.0%
	Agree	53.6%	46.3%	42.2%	50.5%
	Disagree	13.0%	13.1%	8.7%	12.1%
	Strongly disagree	5.2%	9.3%	5.8%	7.4%
	Mean	3.05	3.00	3.23	3.03*

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Table continues. 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. TSIA – Texas Success Initiative Assessment. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. 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 5 was 20, 25, 32, 10, 29, 47, 38, 73, 84, 84, 59, 44, 68, 74, 68, <10, and 29 respectively.

*My child will receive/is receiving a high school education that will adequately prepare him/her for college and career differed significantly from Year 4 to Year 5: $t(372) = 2.24, p < .05$; I am aware of the opportunities that a college degree can provide for my child differed significantly from Year 4 to Year 5: $t(373) = 1.96, p < .05$; I am familiar with examinations needed to get into college (e.g., SAT, ACT, TSIA) differed significantly from Year 4 to Year 5: $t(361) = 2.25, p < .05$; I know where to find ACT or ACT Aspire test preparation resources for my child differed significantly from Year 4 to Year 5: $t(331) = 2.56, p < .05$; I know where to find TSIA test preparation resources for my child differed significantly from Year 4 to Year 5: $t(331) = 2.31, p < .05$.

**I am aware of what grades my child will need to earn in high school so that he/she could enroll in college differed significantly from Year 4 to Year 5: $t(370) = 2.64, p < .01$; I am aware of the opportunities to earn dual credit available to my child in our school district differed significantly from Year 4 to Year 5: $t(362) = 2.80, p < .01$; I am aware of the education path necessary for the career my child plans to pursue differed significantly from Year 4 to Year 5: $t(363) = 3.19, p < .01$; I know where to find SAT or PSAT test preparation resources for my child differed significantly from Year 4 to Year 5: $t(338) = 2.64, p < .01$; I am aware of the FAFSA differed significantly from Year 4 to Year 5: $t(359) = 2.89, p < .01$; I am aware of the Pell Grant differed significantly from Year 4 to Year 5: $t(337) = 2.81, p < .01$; I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans) differed significantly from Year 4 to Year 5: $t(335) = 3.17, p < .01$; Composite mean score differed significantly from Year 4 to Year 5: $t(384) = 2.97, p < .01$.

Table E.4. Parent Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 5 (2022–23), Cont.

Item	Response Option	Year 2 (n=278)	Year 3 (n=245)	Year 4 (n=169)	Year 5 (n=171)
<i>I know where to find SAT or PSAT test preparation resources for my child.</i>	Strongly agree	20.9%	23.3%	26.6%	17.0%
	Agree	37.4%	33.1%	43.2%	42.1%
	Disagree	33.5%	31.8%	23.1%	28.7%
	Strongly disagree	8.3%	11.8%	7.1%	12.3%
	Mean	2.71	2.68	2.89	2.64**
		(n=268)	(n=241)	(n=164)	(n=169)
<i>I know where to find ACT or ACT Aspire test preparation resources for my child.</i>	Strongly agree	19.8%	21.2%	26.8%	17.8%
	Agree	36.6%	29.5%	37.8%	36.7%
	Disagree	35.1%	34.9%	27.4%	30.8%
	Strongly disagree	8.6%	14.5%	7.9%	14.8%
	Mean	2.68	2.57	2.84	2.57*
		(n=272)	(n=238)	(n=165)	(n=168)
<i>I know where to find TSIA test preparation resources for my child.</i>	Strongly agree	18.8%	18.9%	23.6%	15.5%
	Agree	34.9%	31.1%	37.6%	36.6%
	Disagree	36.8%	37.0%	30.3%	31.5%
	Strongly disagree	9.6%	13.0%	8.5%	15.5%
	Mean	2.63	2.56	2.76	2.53*
		(n=248)	(n=232)	(n=182)	(n=179)
<i>Composite mean score of all items</i>	Mean	2.98	2.90	3.08	2.87**

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Table continues. 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. TSIA – Texas Success Initiative Assessment. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. 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 5 was 20, 25, 32, 10, 29, 47, 38, 73, 84, 84, 59, 44, 68, 74, 68, <10, and 29 respectively.

*My child will receive/is receiving a high school education that will adequately prepare him/her for college and career differed significantly from Year 4 to Year 5: $t(372) = 2.24, p < .05$; I am aware of the opportunities that a college degree can provide for my child differed significantly from Year 4 to Year 5: $t(373) = 1.96, p < .05$; I am familiar with examinations needed to get into college (e.g., SAT, ACT, TSIA) differed significantly from Year 4 to Year 5: $t(361) = 2.25, p < .05$; I know where to find ACT or ACT Aspire test preparation resources for my child differed significantly from Year 4 to Year 5: $t(331) = 2.56, p < .05$; I know where to find TSIA test preparation resources for my child differed significantly from Year 4 to Year 5: $t(331) = 2.31, p < .05$.

**I am aware of what grades my child will need to earn in high school so that he/she could enroll in college differed significantly from Year 4 to Year 5: $t(370) = 2.64, p < .01$; I am aware of the opportunities to earn dual credit available to my child in our school district differed significantly from Year 4 to Year 5: $t(362) = 2.80, p < .01$; I am aware of the education path necessary for the career my child plans to pursue differed significantly from Year 4 to Year 5: $t(363) = 3.19, p < .01$; I know where to find SAT or PSAT test preparation resources for my child differed significantly from Year 4 to Year 5: $t(338) = 2.64, p < .01$; I am aware of the FAFSA differed significantly from Year 4 to Year 5: $t(359) = 2.89, p < .01$; I am aware of the Pell Grant differed significantly from Year 4 to Year 5: $t(337) = 2.81, p < .01$; I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans) differed significantly from Year 4 to Year 5: $t(335) = 3.17, p < .01$; Composite mean score differed significantly from Year 4 to Year 5: $t(384) = 2.97, p < .01$.

Table E.4. Parent Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 5 (2022–23), Cont.

Item	Response Option	Year 2 (n=282)	Year 3 (n=254)	Year 4 (n=166)	Year 5 (n=179)
<i>I am aware of scholarship opportunities available to help pay for college.</i>	Strongly agree	17.7%	20.1%	27.1%	19.6%
	Agree	39.0%	40.6%	38.6%	44.7%
	Disagree	32.6%	25.2%	28.3%	22.9%
	Strongly disagree	10.6%	14.2%	6.0%	12.8%
	Mean	2.64	2.67	2.87	2.71
		(n=294)	(n=255)	(n=175)	(n=186)
<i>I am aware of the FAFSA.</i>	Strongly agree	36.1%	33.7%	44.6%	28.5%
	Agree	43.5%	41.2%	44.0%	54.8%
	Disagree	14.6%	15.3%	6.9%	9.1%
	Strongly disagree	5.8%	9.8%	4.6%	7.5%
	Mean	3.10	2.99	3.29	3.04**
		(n=248)	(n=232)	(n=169)	(n=179)
<i>I am aware of the TASFA.</i>	Strongly agree	14.5%	16.8%	27.2%	18.4%
	Agree	26.6%	24.6%	36.7%	44.7%
	Disagree	49.2%	41.8%	25.4%	24.0%
	Strongly disagree	9.7%	16.8%	10.7%	12.8%
	Mean	2.46	2.41	2.80	2.69
		(n=279)	(n=238)	(n=169)	(n=170)
<i>I am aware of the Pell Grant.</i>	Strongly agree	28.7%	29.0%	33.1%	19.4%
	Agree	44.1%	36.6%	42.6%	46.5%
	Disagree	22.2%	20.6%	16.6%	22.4%
	Strongly disagree	5.0%	13.9%	7.7%	11.8%
	Mean	2.96	2.81	3.01	2.74**

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Table continues. 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. TSIA – Texas Success Initiative Assessment. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. 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 5 was 20, 25, 32, 10, 29, 47, 38, 73, 84, 84, 59, 44, 68, 74, 68, <108, and 29 respectively.

*My child will receive/is receiving a high school education that will adequately prepare him/her for college and career differed significantly from Year 4 to Year 5: $t(372) = 2.24, p < .05$; I am aware of the opportunities that a college degree can provide for my child differed significantly from Year 4 to Year 5: $t(373) = 1.96, p < .05$; I am familiar with examinations needed to get into college (e.g., SAT, ACT, TSIA) differed significantly from Year 4 to Year 5: $t(361) = 2.25, p < .05$; I know where to find ACT or ACT Aspire test preparation resources for my child differed significantly from Year 4 to Year 5: $t(331) = 2.56, p < .05$; I know where to find TSIA test preparation resources for my child differed significantly from Year 4 to Year 5: $t(331) = 2.31, p < .05$.

**I am aware of what grades my child will need to earn in high school so that he/she could enroll in college differed significantly from Year 4 to Year 5: $t(370) = 2.64, p < .01$; I am aware of the opportunities to earn dual credit available to my child in our school district differed significantly from Year 4 to Year 5: $t(362) = 2.80, p < .01$; I am aware of the education path necessary for the career my child plans to pursue differed significantly from Year 4 to Year 5: $t(363) = 3.19, p < .01$; I know where to find SAT or PSAT test preparation resources for my child differed significantly from Year 4 to Year 5: $t(338) = 2.64, p < .01$; I am aware of the FAFSA differed significantly from Year 4 to Year 5: $t(359) = 2.89, p < .01$; I am aware of the Pell Grant differed significantly from Year 4 to Year 5: $t(337) = 2.81, p < .01$; I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans) differed significantly from Year 4 to Year 5: $t(335) = 3.17, p < .01$; Composite mean score differed significantly from Year 4 to Year 5: $t(384) = 2.97, p < .01$.

Table E.4. Parent Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 5 (2022–23), Cont.

Item	Response Option	Year 2 (n=288)	Year 3 (n=245)	Year 4 (n=165)	Year 5 (n=172)
<i>I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).</i>	Strongly agree	25.3%	26.9%	35.2%	18.6%
	Agree	48.3%	42.0%	41.2%	45.9%
	Disagree	20.1%	19.2%	15.2%	23.8%
	Strongly disagree	6.3%	11.8%	8.5%	11.6%
	Mean	2.93	2.84	3.03	2.72**
		--	--	--	(n=194)
<i>I believe that the level of rigor in my child's classes has prepared/will prepare them adequately for college and career.</i>	Strongly agree	--	--	--	22.2%
	Agree	--	--	--	43.8%
	Disagree	--	--	--	25.8%
	Strongly disagree	--	--	--	8.2%
	Mean	--	--	--	2.80
		--	--	(n=169)	(n=179)
<i>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>	Strongly agree	--	--	27.2%	20.7%
	Agree	--	--	34.3%	49.2%
	Disagree	--	--	27.8%	19.6%
	Strongly disagree	--	--	10.7%	10.6%
	Mean	--	--	2.78	2.80
		(n=248)	(n=232)	(n=182)	(n=179)
<i>Composite mean score of all items</i>	Mean	2.98	2.90	3.08	2.87**

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Table continues. 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. TSIA – Texas Success Initiative Assessment. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. 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 5 was 20, 25, 32, 10, 29, 47, 38, 73, 84, 84, 59, 44, 68, 74, 68, <108, and 29 respectively.

*My child will receive/is receiving a high school education that will adequately prepare him/her for college and career differed significantly from Year 4 to Year 5: $t(372) = 2.24, p < .05$; I am aware of the opportunities that a college degree can provide for my child differed significantly from Year 4 to Year 5: $t(373) = 1.96, p < .05$; I am familiar with examinations needed to get into college (e.g., SAT, ACT, TSIA) differed significantly from Year 4 to Year 5: $t(361) = 2.25, p < .05$; I know where to find ACT or ACT Aspire test preparation resources for my child differed significantly from Year 4 to Year 5: $t(331) = 2.56, p < .05$; I know where to find TSIA test preparation resources for my child differed significantly from Year 4 to Year 5: $t(331) = 2.31, p < .05$.

**I am aware of what grades my child will need to earn in high school so that he/she could enroll in college differed significantly from Year 4 to Year 5: $t(370) = 2.64, p < .01$; I am aware of the opportunities to earn dual credit available to my child in our school district differed significantly from Year 4 to Year 5: $t(362) = 2.80, p < .01$; I am aware of the education path necessary for the career my child plans to pursue differed significantly from Year 4 to Year 5: $t(363) = 3.19, p < .01$; I know where to find SAT or PSAT test preparation resources for my child differed significantly from Year 4 to Year 5: $t(338) = 2.64, p < .01$; I am aware of the FAFSA differed significantly from Year 4 to Year 5: $t(359) = 2.89, p < .01$; I am aware of the Pell Grant differed significantly from Year 4 to Year 5: $t(337) = 2.81, p < .01$; I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans) differed significantly from Year 4 to Year 5: $t(335) = 3.17, p < .01$; Composite mean score differed significantly from Year 4 to Year 5: $t(384) = 2.97, p < .01$.

Table E.5. Parent Met One-on-One with their Child’s Counselor, Advisor, or GEAR UP Coordinator, Year 2 (2019–20)–Year 5 (2022–23)

Response Option	Year 2 (n=335)	Year 3 (n=283)	Year 4 (n=182)	Year 5 (n=204)
Yes	16.4%	24.7%	45.6%	26.5%*

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

*Responses differed significantly from Year 4 to Year 5: $\chi^2(1) = 15.4, p < .001$.

Table E.6. Topics Parents Discussed in One-on-One Counseling/Advising Session(s) by District, Grade 9–12, Year 5 (2022–23)

Item	District 1 (n=10)	District 2 (n<10)	District 3 (n<10)	District 4 (n=10)	District 5 (n=16)	District 6 (n<10)	Overall (n=42)
<i>Your child’s grades</i>	50.0%	100.0%	0.0%	60.0%	75.0%	50.0%	59.5%
<i>Course selection/scheduling for your child</i>	70.0%	100.0%	66.7%	80.0%	68.8%	50.0%	71.4%
<i>Your child’s Personal Graduation Plan</i>	50.0%	100.0%	0.0%	70.0%	43.8%	100.0%	52.4%
<i>PSAT, SAT, ACT Aspire, or ACT</i>	10.0%	100.0%	0.0%	50.0%	25.0%	50.0%	28.6%
<i>Dual credit opportunities</i>	10.0%	100.0%	0.0%	80.0%	18.8%	100.0%	35.7%
<i>Career and technical education (CTE) programs of study</i>	20.0%	100.0%	0.0%	10.0%	12.5%	100.0%	19.0%
<i>Changing/dropping an endorsement</i>	10.0%	100.0%	0.0%	20.0%	25.0%	50.0%	21.4%
<i>Your child’s college plans or interests</i>	30.0%	100.0%	33.3%	80.0%	37.5%	50.0%	47.6%
<i>College applications</i>	0.0%	100.0%	0.0%	30.0%	18.8%	50.0%	19.0%
<i>Enlisting in the military</i>	0.0%	100.0%	0.0%	0.0%	12.5%	50.0%	9.5%
<i>Your child’s career plans or interests</i>	30.0%	100.0%	0.0%	60.0%	31.3%	50.0%	38.1%
<i>Job/internship/shadowing applications</i>	0.0%	0.0%	0.0%	10.0%	6.3%	50.0%	7.1%
<i>Financial aid for college including FAFSA, TASFA, Pell Grant, etc.</i>	10.0%	100.0%	0.0%	40.0%	18.8%	100.0%	26.2%
<i>Other[^]</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

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: Early college courses (1), NA (1), and Open house (1).

Table E.7. Topics Parents Discussed in One-on-One Counseling/Advising Sessions, Year 2 (2019–20)–Year 5 (2022–23)

Response Option	Year 2 (n=50)	Year 3 (n=57)	Year 4 (n=74)	Year 5 (n=42)
<i>Your child's grades</i>	62.0%	61.4%	70.3%	59.5%
<i>Course selection/scheduling for your child</i>	68.0%	63.2%	75.7%	71.4%
<i>How academically challenging your child's courses are</i>	--	--	37.8%	--
<i>Opportunities for you as a parent to participate in activities/events</i>	--	--	36.5%	--
<i>Your child's Personal Graduation Plan</i>	64.0%	46.4%	67.6%	52.4%
<i>PSAT, SAT, ACT Aspire, or ACT</i>	18.0%	36.8%	45.9%	28.6%
<i>Dual credit opportunities</i>	0.0%	56.1%	54.1%	35.7%
<i>Career and technical education (CTE) programs of study</i>	0.0%	19.3%	31.1%	19.0%
<i>Changing/dropping an endorsement</i>	0.0%	12.3%	21.6%	21.4%
<i>Your child's college plans or interests</i>	0.0%	48.4%	67.6%	47.6%*
<i>College applications</i>	10.0%	27.9%	31.1%	19.0%
<i>New Texas law that requires completion of FAFSA, TASFA, or an opt-out form to graduate from high school</i>	--	--	21.6%	--
<i>Enlisting in the military</i>	0.0%	0.0%	10.8%	9.5%
<i>Your child's career plans or interests</i>	36.0%	39.3%	54.1%	38.1%
<i>Job/internship/shadowing applications</i>	8.0%	5.4%	14.9%	7.1%
<i>Financial aid for college including FAFSA, TASFA, Pell Grant, etc.</i>	18.0%	25.9%	31.1%	26.2%
<i>Other</i>	10.0%	5.2%	1.4%	0.0%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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.

*Your child's college plans or interests differed significantly from Year 4 to Year 5: $\chi^2(1) = 4.46, p < .05$.

Table E.8. Topics Parents Discussed in One-on-One Counseling/Advising Session(s) Grades 9–12 by Grade, Year 5 (2022–23)

Item	Grade 9 (n<10)	Grade 10 (n=15)	Grade 11 (n<10)	Grade 12 (n=15)	Overall (n=42)
Your child's grades	75.0%	73.3%	50.0%	46.7%	59.5%
Course selection/scheduling for your child	50.0%	73.3%	87.5%	66.7%	71.4%
Your child's Personal Graduation Plan	0.0%	40.0%	62.5%	73.3%	52.4%
PSAT, SAT, ACT Aspire, or ACT	0.0%	20.0%	50.0%	33.3%	28.6%
Dual credit opportunities	0.0%	26.7%	37.5%	53.3%	35.7%
Career and technical education (CTE) programs of study	0.0%	13.3%	25.0%	26.7%	19.0%
Changing/dropping an endorsement	0.0%	13.3%	37.5%	26.7%	21.4%
Your child's college plans or interests	25.0%	40.0%	37.5%	66.7%	47.6%
College applications	0.0%	6.7%	25.0%	33.3%	19.0%
Enlisting in the military	0.0%	13.3%	12.5%	6.7%	9.5%
Your child's career plans or interests	25.0%	26.7%	62.5%	40.0%	38.1%
Job/internship/shadowing applications	0.0%	6.7%	12.5%	6.7%	7.1%
Financial aid for college including FAFSA, TASFA, Pell Grant, etc.	0.0%	13.3%	25.0%	46.7%	26.2%
Other [^]	0.0%	0.0%	0.0%	0.0%	0.0%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

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: Early college courses (1), Open houses (1), NA (1).

Table E.9. Parent Satisfaction with Child's School Efforts to Inform Parents by District, Grade 9–12, Year 5 (2022–23)

Item	Response Option	District 1 (n=42)	District 2 (n<10)	District 3 (n=24)	District 4 (n=25)	District 5 (n=67)	District 6 (n<10)	Overall (n=168)
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	19.0%	100.0%	12.5%	8.0%	17.9%	33.3%	17.3%
	Satisfied	45.2%	0.0%	45.8%	68.0%	25.4%	55.6%	41.1%
	Dissatisfied	28.6%	0.0%	25.0%	16.0%	34.3%	11.1%	27.4%
	Strongly dissatisfied	7.1%	0.0%	16.7%	8.0%	22.4%	0.0%	14.3%
	Mean	2.76	4.00	2.54	2.76	2.39	3.22	2.61

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

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 5 was 23.

Table E.10. Parent Met One-on-One with Their Child's Counselor, Advisor, or GEAR UP Coordinator by District, Grade 9–12, Year 5 (2022–23)

Response Option	District 1 (n=51)	District 2 (n<10)	District 3 (n=32)	District 4 (n=29)	District 5 (n=81)	District 6 (n<10)	Overall (n=204)
Yes	23.5%	100.0%	18.8%	41.4%	23.5%	40.0%	26.5%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Note. GEAR UP – Gaining Early Awareness and Readiness for Undergraduate Programs.

Table E.11. Parent Met One-on-One with their Child's Counselor, Advisor, or GEAR UP Coordinator by Grade, Year 5 (2022–23)

Response Option	Grade 9 (n=40)	Grade 10 (n=62)	Grade 11 (n=63)	Grade 12 (n=39)	Overall (n=204)
Yes	17.5%	27.4%	17.5%	48.7%	26.5%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Table E.12. Parent Agreement on One-on-One Counseling/Advising Session(s) by District, Grade 9–12, Year 5 (2022–23)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
The counseling/ advising session ...		(n<10)	(n<10)	(n<10)	(n=11)	(n=17)	(n<10)	(n=45)
<i>... helped me and my child think about his/her college/career plans.</i>	Strongly agree	44.4%	100.0%	0.0%	36.4%	35.3%	66.7%	37.8%
	Agree	55.6%	0.0%	50.0%	45.5%	52.9%	33.3%	48.9%
	Disagree	0.0%	0.0%	0.0%	9.1%	0.0%	0.0%	2.2%
	Strongly disagree	0.0%	0.0%	50.0%	9.1%	11.8%	0.0%	11.1%
	Mean	3.44	4.00	2.00	3.09	3.12	3.67	3.13
		(n<10)	(n<10)	(n<10)	(n=12)	(n=17)	(n<10)	(n=44)
<i>... helped me and my child understand the best classes my child should take to achieve his/her college/career goals.</i>	Strongly agree	33.3%	100.0%	0.0%	33.3%	41.2%	66.7%	38.6%
	Agree	55.6%	0.0%	50.0%	50.0%	41.2%	33.3%	45.5%
	Disagree	11.1%	0.0%	0.0%	8.3%	5.9%	0.0%	6.8%
	Strongly disagree	0.0%	0.0%	50.0%	8.3%	11.8%	0.0%	9.1%
	Mean	3.22	4.00	2.00	3.08	3.12	3.67	3.14
		(n<10)	(n<10)	(n<10)	(n=11)	(n=16)	(n<10)	(n=42)
<i>... provided my child with information about his/her grades/test scores to achieve his/her college/career goals.</i>	Strongly agree	33.3%	100.0%	0.0%	18.2%	31.3%	66.7%	31.0%
	Agree	55.6%	0.0%	50.0%	63.6%	43.8%	33.3%	50.0%
	Disagree	11.1%	0.0%	0.0%	9.1%	12.5%	0.0%	9.5%
	Strongly disagree	0.0%	0.0%	50.0%	9.1%	12.5%	0.0%	9.5%
	Mean	3.22	4.00	2.00	2.91	2.94	3.67	3.02
		(n<10)	(n<10)	(n<10)	(n=12)	(n=13)	(n<10)	(n=40)
<i>... provided me with information to help my child choose the right college entrance exam.</i>	Strongly agree	22.2%	100.0%	0.0%	25.0%	38.5%	66.7%	32.5%
	Agree	55.6%	0.0%	50.0%	58.3%	30.8%	33.3%	45.0%
	Disagree	22.2%	0.0%	0.0%	8.3%	7.7%	0.0%	10.0%
	Strongly disagree	0.0%	0.0%	50.0%	8.3%	23.1%	0.0%	12.5%
	Mean	3.00	4.00	2.00	3.00	2.85	3.67	2.97
		(n<10)	(n<10)	(n<10)	(n=11)	(n=15)	(n<10)	(n=41)
<i>... provided me with information to help my child prepare for college entrance exams.</i>	Strongly agree	22.2%	100.0%	50.0%	9.1%	26.7%	66.7%	26.8%
	Agree	66.7%	0.0%	0.0%	54.5%	46.7%	33.3%	48.8%
	Disagree	11.1%	0.0%	0.0%	27.3%	6.7%	0.0%	12.2%
	Strongly disagree	0.0%	0.0%	50.0%	9.1%	20.0%	0.0%	12.2%
	Mean	3.11	4.00	2.50	2.64	2.80	3.67	2.90

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Note. Table continues. 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 5 was <10, <10, <10, <10, <10, <10, and <10, respectively.

Table E.12. Parent Agreement on One-on-One Counseling/Advising Session(s) by District, Grade 9–12, Year 5 (2022–23), Cont.

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
The counseling/ advising session ...		(n<10)	(n<10)	(n<10)	(n=10)	(n=15)	(n<10)	(n=38)
<i>... provided me with information about how our family may pay for college.</i>	Strongly agree	12.5%	100.0%	0.0%	20.0%	20.0%	66.7%	23.7%
	Agree	75.0%	0.0%	0.0%	40.0%	46.7%	33.3%	47.4%
	Disagree	12.5%	0.0%	0.0%	30.0%	6.7%	0.0%	13.2%
	Strongly disagree	0.0%	0.0%	100.0%	10.0%	26.7%	0.0%	15.8%
	Mean	3.00	4.00	1.00	2.70	2.60	3.67	2.79
		(n<10)	(n<10)	(n<10)	(n=12)	(n=16)	(n<10)	(n=40)
<i>... provided me and my child with information that was specific to our family's situation.</i>	Strongly agree	12.5%	100.0%	0.0%	16.7%	31.3%	50.0%	25.0%
	Agree	62.5%	0.0%	0.0%	58.3%	37.5%	50.0%	47.5%
	Disagree	25.0%	0.0%	0.0%	16.7%	12.5%	0.0%	15.0%
	Strongly disagree	0.0%	0.0%	100.0%	8.3%	18.8%	0.0%	12.5%
	Mean	2.88	4.00	1.00	2.83	2.81	3.50	2.85

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Note. Table continues. 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 5 was <10, <10, <10, <10, <10, <10, and <10, respectively.

Table E.13. Parent Agreement on One-on-One Counseling/Advising Session(s), Year 2 (2019–20)–Year 5 (2022–23)

Item	Response Option	Year 2	Year 3	Year 4	Year 5
The counseling/advising session ...		(n=54)	(n=63)	(n=75)	(n=45)
<i>... helped me and my child think about his/her college/career plans.</i>	Strongly agree	48.1%	34.9%	40.0%	37.8%
	Agree	35.2%	49.2%	53.3%	48.9%
	Disagree	11.1%	6.3%	4.0%	2.2%
	Strongly disagree	5.6%	9.5%	2.7%	11.1%
	Mean	3.26	3.10	3.31	3.13
		(n=54)	(n=65)	(n=77)	(n=44)
<i>... helped me and my child understand the best classes my child should take to achieve his/her college/career goals.</i>	Strongly agree	50.0%	36.9%	45.5%	38.6%
	Agree	37.0%	46.2%	48.1%	45.5%
	Disagree	7.4%	7.7%	3.9%	6.8%
	Strongly disagree	5.6%	9.2%	2.6%	9.1%
	Mean	3.31	3.11	3.36	3.14
		(n=55)	(n=62)	(n=71)	(n=42)
<i>... provided my child with information about his/her grades/test scores to achieve his/her college/career goals.</i>	Strongly agree	45.5%	38.7%	35.2%	31.0%
	Agree	40.0%	43.5%	50.7%	50.0%
	Disagree	9.1%	9.7%	8.5%	9.5%
	Strongly disagree	5.5%	8.1%	5.6%	9.5%
	Mean	3.25	3.13	3.15	3.02
		--	--	(n=71)	(n = 40)
<i>... provided me with information to help my child choose the right college entrance exam.</i>	Strongly agree	--	--	33.8%	32.5%
	Agree	--	--	47.9%	45.0%
	Disagree	--	--	15.5%	10.0%
	Strongly disagree	--	--	2.8%	12.5%
	Mean	--	--	3.13	2.98
		--	--	(n=69)	(n = 41)
<i>... provided me with information to help my child prepare for college entrance exams.</i>	Strongly agree	--	--	31.9%	26.8%
	Agree	--	--	47.8%	48.8%
	Disagree	--	--	17.4%	12.2%
	Strongly disagree	--	--	2.9%	12.2%
	Mean	--	--	3.09	2.90
		(n=52)	(n=58)	(n=70)	(n=38)
<i>... provided me with information about how our family may pay for college.</i>	Strongly agree	38.5%	31.0%	32.9%	23.7%
	Agree	30.8%	37.9%	38.6%	47.4%
	Disagree	25.0%	19.0%	24.3%	13.2%
	Strongly disagree	5.8%	12.1%	4.3%	15.8%
	Mean	3.02	2.88	3.00	2.79
		(n=50)	(n=56)	(n=70)	(n=40)
<i>... provided me and my child with information that was specific to our family's situation.</i>	Strongly agree	40.0%	26.8%	31.4%	25.0%
	Agree	26.0%	42.9%	40.0%	47.5%
	Disagree	26.0%	21.4%	22.9%	15.0%
	Strongly disagree	8.0%	8.9%	5.7%	12.5%
	Mean	2.98	2.88	2.97	2.85

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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 5 was 13, <10, 12, 23, and 25, respectively.

Table E.14. Parent Satisfaction with Counseling/Advising by District, Grade 9–12, Year 5 (2022–23)

Item	Response Option	District 1 (n=10)	District 2 (n<10)	District 3 (n<10)	District 4 (n=12)	District 5 (n=17)	District 6 (n<10)	Overall (n=47)
<i>Overall, how satisfied have you been with the individual counseling/advising session(s) that you have received this school year?</i>	Strongly satisfied	40.0%	100.0%	25.0%	66.7%	58.8%	33.3%	53.2%
	Satisfied	50.0%	0.0%	50.0%	25.0%	29.4%	66.7%	36.2%
	Dissatisfied	0.0%	0.0%	25.0%	8.3%	5.9%	0.0%	6.4%
	Strongly dissatisfied	10.0%	0.0%	0.0%	0.0%	5.9%	0.0%	4.3%
	Mean	3.20	4.00	3.00	3.58	3.41	3.33	3.38

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

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 5 was <10.

Table E.15. Parent Satisfaction with Counseling/Advising, Year 2 (2019–20)–Year 5 (2022–23)

Item	Response Option	Year 2 (n=50)	Year 3 (n=67)	Year 4 (n=78)	Year 5 (n=47)
<i>Overall, how satisfied have you been with the individual counseling/advising session(s) that you have received this school year?</i>	Strongly satisfied	48.0%	43.3%	39.7%	53.2%
	Satisfied	36.0%	43.3%	51.3%	36.2%
	Dissatisfied	14.0%	7.5%	7.7%	6.4%
	Strongly dissatisfied	2.0%	6.0%	1.3%	4.3%
	Mean	3.30	3.24	3.29	3.38

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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 5 was <10.

Table E.16. Parent Satisfaction with Counseling/Advising by Grade, Year 5 (2022–23)

Item	Response Option	Grade 9 (n<10)	Grade 10 (n=15)	Grade 11 (n=11)	Grade 12 (n=16)	Overall (n=47)
<i>Overall, how satisfied have you been with the individual counseling/advising session(s) that you have received this school year?</i>	Strongly satisfied	20.0%	46.7%	54.5%	68.8%	53.2%
	Satisfied	40.0%	46.7%	27.3%	31.3%	36.2%
	Dissatisfied	0.0%	6.7%	18.2%	0.0%	6.4%
	Strongly dissatisfied	40.0%	0.0%	0.0%	0.0%	4.3%
	Mean	2.40	3.40	3.36	3.69	3.38

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

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. 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 5 was <10.

Table E.17. 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 5 (2022–23)

Item	District 1 (n=38)	District 2 (n=0)	District 3 (n=26)	District 4 (n<20)	District 5 (n=59)	District 6 (n<10)	Overall (n=146)
<i>I did not know meetings were being offered.</i>	73.7%	--	53.8%	35.3%	83.1%	50.0%	68.5%
<i>I was not interested because my child is in good academic standing.</i>	5.3%	--	7.7%	17.6%	0.0%	0.0%	4.8%
<i>I was busy with family/work or my schedule did not allow me to participate.</i>	10.5%	--	23.1%	29.4%	3.4%	50.0%	13.7%
<i>I did not participate because of COVID-19.</i>	5.3%	--	0.0%	0.0%	0.0%	0.0%	1.4%
<i>Other[^]</i>	5.3%	--	15.4%	17.6%	13.6%	0.0%	11.6%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding. COVID-19 – Coronavirus Disease 2019.

[^]Other responses included: Challenging meeting scheduling for personal reasons (5), Difficulty contacting advisor/counselor (3), Limited career options guidance (1), and Interest in scheduling a meeting (1).

Table E.18. 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 5 (2022–23)

Item	Year 2 (n=0)	Year 3 (n=209)	Year 4 (n=95)	Year 5* (n=146)
<i>My child has already completed their own preparation independently.</i>	--	--	16.8%	--
<i>I did not know meetings were being offered.</i>	--	62.2%	49.5%	68.5%
<i>I was not interested because my child is in good academic standing.</i>	--	0.5%	3.2%	4.8%
<i>I was busy with family/work or my schedule did not allow me to participate.</i>	--	15.3%	17.9%	13.7%
<i>I did not participate because of COVID-19.</i>	--	14.4%	1.1%	1.4%
<i>Other</i>	--	7.7%	11.6%	11.6%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding. COVID-19 – Coronavirus Disease 2019.

*Responses differed significantly from Year 4 to Year 5: $\chi^2(29.1) = 5$, $p < .001$.

Table E.19. Parents Who Participated in a College or Career Parent/Family Event by District, Grade 9–12, Year 5 (2022–23)

Response Option	District 1 (n<10)	District 2 (n=0)	District 3 (n<10)	District 4 (n=13)	District 5 (n=10)	District 6 (n<10)	Overall (n=41)
Yes	13.7%	--	25.0%	44.8%	12.2%	30.0%	20.0%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Table E.20. Parents who Participated in a College or Career Parent/Family Event, Year 2 (2019–20)–Year 5 (2022–23)

Response Option	Year 2 (n=323)	Year 3 (n=282)	Year 4 (n=179)	Year 5* (n=41)
Yes	22.9%	20.9%	39.7%	20.0%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

*Responses differed significantly from Year 4 to Year 5: $\chi^2(1) = 17.89$, $p < .001$.

Table E.21. Parents Who Participated in a College or Career Parent/Family Event by Grade, Year 5 (2022–23)

Response Option	Grade 9 (n<10)	Grade 10 (n=14)	Grade 11 (n<10)	Grade 12 (n=13)	Overall (n=41)
Yes	15.0%	22.2%	12.7%	33.3%	20.0%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Table E.22. Types of Information Parents Learned at Parent/Family Events by District, Grade 9–12, Year 5 (2022–23)

Item	District 1 (n=10)	District 2 (n=0)	District 3 (n<10)	District 4 (n=10)	District 5 (n=16)	District 6 (n<10)	Overall (n=41)
<i>Availability of college and career advising</i>	71.4%	--	37.5%	61.5%	70.0%	0.0%	56.1%
<i>Different types of college options (e.g., 2-year, 4-year and technical school options; public vs. private colleges)</i>	71.4%	--	37.5%	61.5%	50.0%	33.3%	53.7%
<i>Options for paying for college (e.g., Pell Grant, scholarships, federal loans)</i>	57.1%	--	50.0%	38.5%	40.0%	0.0%	41.5%
<i>New Texas law that requires completion of FAFSA, TASFA, or an opt-out form to graduate from high school</i>	42.9%	--	50.0%	69.2%	50.0%	33.3%	53.7%
<i>Academic requirements for college (e.g., grades, test scores, courses)</i>	28.6%	--	37.5%	46.2%	40.0%	33.3%	39.0%
<i>In-demand careers in your region</i>	0.0%	--	12.5%	23.1%	10.0%	0.0%	12.2%
<i>Training and educational requirements for certain careers</i>	14.3%	--	12.5%	30.8%	20.0%	33.3%	22.0%
<i>Options to take high school courses aligned with certain careers</i>	14.3%	--	50.0%	23.1%	30.0%	66.7%	31.7%
<i>Other[^]</i>	14.3%	--	12.5%	7.7%	10.0%	0.0%	9.8%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Note. 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.

[^]Other responses included: Early college courses (1), NA (1), and Open house (1).

**Table E.23. Types of Information Parents Learned at Parent/Family Events,
Year 2 (2019–20)–Year 5 (2022–23)**

Item	Year 2 (n=64)	Year 3 (n=54)	Year 4 (n=64)	Year 5 (n=41)
<i>Availability of college and career advising</i>	43.8%	18.5%	54.7%	56.1%
<i>Different types of college options (e.g., 2-year, 4-year, and technical school options; public vs. private colleges)</i>	42.2%	22.2%	65.6%	53.7%
<i>Options for paying for college (e.g., Pell Grant, scholarships, federal loans)</i>	23.4%	7.4%	46.9%	41.5%
<i>New Texas law that requires completion of FAFSA, TASFA, or an opt-out form to graduate from high school</i>	--	--	42.2%	53.7%
<i>Academic requirements for college (e.g., grades, test scores, courses)</i>	45.3%	16.7%	48.4%	39.0%
<i>In-demand careers in your region</i>	7.8%	1.9%	26.6%	12.2%
<i>Training and educational requirements for certain careers</i>	21.9%	7.4%	26.6%	22.0%
<i>Options to take high school courses aligned with certain careers</i>	48.4%	20.4%	46.9%	31.7%
<i>Other</i>	3.1%	7.4%	4.7%	9.8%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. 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.

Table E.24. Parent Agreement on Parent/Family Events, by District, Grade 9–12, Year 5 (2022–23)

Item	Response Option	District 1 (n<10)	District 2 (n=0)	District 3 (n<10)	District 4 (n=15)	District 5 (n=11)	District 6 (n<10)	Overall (n=47)
<i>I felt comfortable asking questions at the parent/family event.</i>	Strongly agree	42.9%	--	0.0%	13.3%	36.4%	20.0%	21.3%
	Agree	57.1%	--	88.9%	80.0%	63.6%	80.0%	74.5%
	Disagree	0.0%	--	0.0%	0.0%	0.0%	0.0%	0.0%
	Strongly disagree	0.0%	--	11.1%	6.7%	0.0%	0.0%	4.3%
	Mean	3.43	--	2.78	3.00	3.36	3.20	3.13
		(n<10)	(n=0)	(n<10)	(n=13)	(n=10)	(n<10)	(n=44)
<i>The staff who led the parent/family event provided information that was helpful for our family.</i>	Strongly agree	28.6%	--	0.0%	7.7%	40.0%	20.0%	18.2%
	Agree	71.4%	--	77.8%	84.6%	60.0%	80.0%	75.0%
	Disagree	0.0%	--	11.1%	0.0%	0.0%	0.0%	2.3%
	Strongly disagree	0.0%	--	11.1%	7.7%	0.0%	0.0%	4.5%
	Mean	3.29	--	2.67	2.92	3.40	3.20	3.07
		(n<10)	(n=0)	(n<10)	(n=14)	(n<10)	(n<10)	(n=44)
<i>I plan to attend future parent/family events about college and/or career options at my child's school.</i>	Strongly agree	28.6%	--	0.0%	35.7%	22.2%	80.0%	29.5%
	Agree	71.4%	--	77.8%	64.3%	66.7%	20.0%	63.6%
	Disagree	0.0%	--	11.1%	0.0%	11.1%	0.0%	4.5%
	Strongly disagree	0.0%	--	11.1%	0.0%	0.0%	0.0%	2.3%
	Mean	3.29	--	2.67	3.36	3.11	3.80	3.20

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

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 5 was <10, <10, and <10 respectively.

**Table E.25. Parent Agreement on Parent/Family Events,
Year 2 (2019–20)–Year 5 (2022–23)**

Item	Response Option	Year 2 (n=69)	Year 3 (n=57)	Year 4 (n=65)	Year 5 (n=47)
<i>I felt comfortable asking questions at the parent/family event.</i>	Strongly agree	34.8%	45.6%	47.7%	21.3%
	Agree	46.4%	43.9%	47.7%	74.5%
	Disagree	8.7%	5.3%	1.5%	0.0%
	Strongly disagree	10.1%	5.3%	3.1%	4.3%
	Mean	3.06	3.30	3.40	3.13*
		(n=71)	(n=56)	(n=65)	(n=44)
<i>The staff who led the parent/family event provided information that was helpful for our family.</i>	Strongly agree	36.6%	44.6%	36.9%	18.2%
	Agree	47.9%	46.4%	55.4%	75.0%
	Disagree	9.9%	3.6%	3.1%	2.3%
	Strongly disagree	5.6%	5.4%	4.6%	4.5%
	Mean	3.15	3.30	3.25	3.07
		(n=70)	(n=55)	(n=64)	(n=44)
<i>I plan to attend future parent/family events about college and/or career options at my child's school.</i>	Strongly agree	52.9%	52.7%	53.1%	29.5%
	Agree	41.4%	40.0%	40.6%	63.6%
	Disagree	1.4%	3.6%	3.1%	4.5%
	Strongly disagree	4.3%	3.6%	3.1%	2.3%
	Mean	3.43	3.42	3.44	3.20

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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 5 was <10, <10, and <10 respectively.

*I felt comfortable asking questions at the parent/family event differed significantly from Year 4 to Year 5: $t(65) = 3.40$, $p < .05$.

**Table E.26. Parent Satisfaction with Parent/Family Events by District, Grade 9–12,
Year 5 (2022–23)**

Item	Response Option	District 1 (n<10)	District 2 (n=0)	District 3 (n<10)	District 4 (n=14)	District 5 (n=11)	District 6 (n<10)	Overall (n=46)
<i>Please rate your level of satisfaction with the parent/family event(s) that you have participated in this school year.</i>	Strongly satisfied	42.9%	--	22.2%	14.3%	54.5%	20.0%	30.4%
	Satisfied	57.1%	--	55.6%	85.7%	45.5%	80.0%	65.2%
	Dissatisfied	0.0%	--	11.1%	0.0%	0.0%	0.0%	2.2%
	Strongly dissatisfied	0.0%	--	11.1%	0.0%	0.0%	0.0%	2.2%
	Mean	3.43	--	2.89	3.14	3.55	3.20	3.24

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

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 5 was <10.

Table E.27. Parent Satisfaction with Parent/Family Events, Year 2 (2019–20)–Year 5 (2022–23)

Item	Response Option	Year 2 (n=68)	Year 3 (n=56)	Year 4 (n=63)	Year 5 (n=46)
<i>Please rate your level of satisfaction with the parent/family event(s) that you have participated in this school year.</i>	Strongly satisfied	36.8%	41.1%	41.3%	30.4%
	Satisfied	57.4%	53.6%	52.4%	65.2%
	Dissatisfied	5.9%	5.4%	6.3%	2.2%
	Strongly dissatisfied	0.0%	0.0%	0.0%	2.2%
	Mean	3.31	3.36	3.35	3.24

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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 5 was <10.

Table E.28. Parent Satisfaction with Parent/Family Events by Grade, Year 5 (2022–23)

Item	Response Option	Grade 9 (n<10)	Grade 10 (n=15)	Grade 11 (n<20)	Grade 12 (n=14)	Overall (n=46)
<i>Please rate your level of satisfaction with the parent/family event(s) that you have participated in this school year.</i>	Strongly satisfied	33.3%	26.7%	18.2%	42.9%	30.4%
	Satisfied	66.7%	66.7%	72.7%	57.1%	65.2%
	Dissatisfied	0.0%	6.7%	0.0%	0.0%	2.2%
	Strongly dissatisfied	0.0%	0.0%	9.1%	0.0%	2.2%
	Mean	3.33	3.20	3.00	3.43	3.24

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

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 5 was <10.

Table E.29. Parent Reasons for Not Participating in Parent/Family Events by District, Grade 9–12, Year 5 (2022–23)

Item	District 1 (n=41)	District 2 (n<10)	District 3 (n=18)	District 4 (n=12)	District 5 (n=62)	District 6 (n<10)	Overall (n=138)
<i>I did not know about any parent/family event(s).</i>	34.1%	100.0%	55.6%	50.0%	80.6%	50.0%	60.1%
<i>I was not interested in the parent/family event(s) that were offered to me.</i>	2.4%	0.0%	5.6%	0.0%	1.6%	0.0%	2.2%
<i>I was busy with family/work.</i>	43.9%	0.0%	27.8%	33.3%	11.3%	25.0%	25.4%
<i>I did not participate because of COVID-19.</i>	2.4%	0.0%	5.6%	8.3%	0.0%	25.0%	2.9%
<i>Other[^]</i>	17.1%	0.0%	5.6%	8.3%	6.5%	0.0%	9.4%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding. COVID-19 – Coronavirus Disease 2019.

[^]Other responses included: Child is not a senior (1), Lack of timely communication (2), Challenges due to personal circumstances (2), Concerns about organizational affiliations (1), and Limited support for college information (4).

**Table E.30. Parent Reasons for Not Participating in Parent/Family Events,
Year 2 (2019–20)–Year 5 (2022–23)**

Item	Year 2 (n=247)	Year 3 (n=217)	Year 4 (n=103)	Year 5* (n=138)
<i>I did not know about any parent/family event(s).</i>	65.2%	46.1%	44.7%	60.1%
<i>I was not interested in the parent/family event(s) that were offered to me.</i>	0.4%	0.9%	0.0%	2.2%
<i>I was busy with family/work.</i>	27.1%	21.7%	37.9%	25.4%
<i>I did not participate because of COVID-19.</i>	7.3%	26.3%	7.8%	2.9%
<i>Other</i>	0.0%	5.1%	9.7%	9.4%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding. COVID-19 – Coronavirus Disease 2019.

*Responses differed significantly from Year 4 to Year 5: $\chi^2(4) = 10.7, p < .05$.

Table E.31. Parent Agreement regarding Postsecondary Education and Awareness Levels by Grade, Year 5 (2022–23)

Item	Response Option	Grade 9 (n=33)	Grade 10 (n=54)	Grade 11 (n=49)	Grade 12 (n=35)	Overall (n=171)
<i>I know where to find SAT or PSAT test preparation resources for my child.</i>	Strongly agree	12.1%	16.7%	14.3%	25.7%	17.0%
	Agree	39.4%	48.1%	38.8%	40.0%	42.1%
	Disagree	33.3%	22.2%	36.7%	22.9%	28.7%
	Strongly disagree	15.4%	13.0%	10.2%	11.4%	12.3%
	Mean	2.48	2.69	2.57	2.80	2.64
		(n=31)	(n=53)	(n=50)	(n=35)	(n=169)
<i>I know where to find ACT or ACT Aspire test preparation resources for my child.</i>	Strongly agree	12.9%	20.8%	10.0%	28.6%	17.8%
	Agree	29.0%	39.6%	42.0%	31.4%	36.7%
	Disagree	41.9%	26.4%	32.0%	26.7%	30.8%
	Strongly disagree	16.1%	13.2%	16.0%	14.3%	14.8%
	Mean	2.39	2.68	2.46	2.74	2.57
		(n=33)	(n=51)	(n=49)	(n=35)	(n=168)
<i>I know where to find TSIA test preparation resources for my child.</i>	Strongly agree	9.1%	15.7%	10.2%	28.6%	15.5%
	Agree	24.2%	43.1%	44.9%	31.4%	37.5%
	Disagree	48.5%	27.5%	26.5%	28.6%	31.5%
	Strongly disagree	18.2%	13.7%	18.4%	11.4%	15.5%
	Mean	2.24	2.61	2.47	2.77	2.53
		(n=36)	(n=56)	(n=51)	(n=36)	(n=179)
<i>I am aware of scholarship opportunities available to help pay for college.</i>	Strongly agree	11.1%	26.8%	11.8%	27.8%	19.6%
	Agree	44.4%	46.4%	43.1%	44.4%	44.7%
	Disagree	33.3%	21.4%	23.5%	13.9%	22.9%
	Strongly disagree	11.1%	5.4%	21.6%	13.9%	12.8%
	Mean	2.56	2.95	2.45	2.86	2.71
		(n=37)	(n=57)	(n=55)	(n=37)	(n=186)
<i>I am aware of the FAFSA.</i>	Strongly agree	27.0%	35.1%	18.2%	35.1%	28.5%
	Agree	59.5%	52.6%	49.1%	62.2%	54.8%
	Disagree	8.1%	7.0%	18.2%	0.0%	9.1%
	Strongly disagree	5.4%	5.3%	14.5%	2.7%	7.5%
	Mean	3.08	3.18	2.71	3.30	3.04
		(n=35)	(n=54)	(n=55)	(n=35)	(n=179)
<i>I am aware of the TASFA.</i>	Strongly agree	8.6%	22.2%	12.7%	31.4%	18.4%
	Agree	54.3%	42.6%	43.6%	40.0%	44.7%
	Disagree	20.0%	25.9%	29.1%	17.1%	24.0%
	Strongly disagree	17.1%	9.3%	14.5%	11.4%	12.8%
	Mean	2.54	2.78	2.55	2.91	2.69
		(n=35)	(n=54)	(n=54)	(n=36)	(n=179)
<i>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>	Strongly agree	11.4%	24.1%	14.8%	33.3%	20.7%
	Agree	51.4%	48.1%	50.0%	47.2%	49.2%
	Disagree	25.7%	20.4%	22.2%	8.3%	19.6%
	Strongly disagree	11.4%	7.4%	13.0%	11.1%	10.6%
	Mean	2.63	2.89	2.67	3.03	2.80

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Note. Table continues. 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. PSAT – Preliminary SAT. TSIA – Texas Success Initiative Assessment. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. 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 5 was 20, 25, 32, 10, 29, 47, 38, 73, 84, 84, 59, 44, 68, 74, 68, <10, and 29 respectively.

Table E.31. Parent Agreement regarding Postsecondary Education and Awareness Levels by Grade, Year 5 (2022–23), Cont.

Item	Response Option	Grade 9 (n=39)	Grade 10 (n=62)	Grade 11 (n=61)	Grade 12 (n=37)	Overall (n=199)
<i>My child will receive/is receiving a high school education that will adequately prepare him/her for college and career.</i>	Strongly agree	17.9%	35.5%	36.1%	37.8%	32.7%
	Agree	56.4%	33.9%	36.1%	43.2%	40.7%
	Disagree	15.4%	19.4%	18.0%	10.8%	16.6%
	Strongly disagree	10.3%	11.3%	9.8%	8.1%	10.1%
	Mean	2.82	2.94	2.98	3.11	2.96
		(n=39)	(n=60)	(n=60)	(n=36)	(n=195)
<i>I am aware of what grades my child will need to earn in high school so that he/she could enroll in college.</i>	Strongly agree	25.6%	48.3%	23.3%	47.2%	35.9%
	Agree	64.1%	36.7%	60.0%	36.1%	49.2%
	Disagree	2.6%	6.7%	6.7%	8.3%	6.2%
	Strongly disagree	7.7%	8.3%	10.0%	8.3%	8.7%
	Mean	3.08	3.25	2.97	3.22	3.12
		(n=34)	(n=59)	(n=58)	(n=37)	(n=188)
<i>I am aware of the opportunities to earn dual credit available to my child in our school district.</i>	Strongly agree	26.5%	43.4%	22.4%	40.5%	33.0%
	Agree	52.9%	37.3%	22.4%	40.5%	33.0%
	Disagree	11.8%	11.9%	13.8%	8.1%	11.7%
	Strongly disagree	8.8%	8.5%	8.6%	10.8%	9.0%
	Mean	2.97	3.14	2.91	3.11	3.03
		(n=39)	(n=60)	(n=60)	(n=38)	(n=197)
<i>I am aware of the opportunities that a college degree can provide for my child.</i>	Strongly agree	48.7%	58.3%	41.7%	52.6%	50.3%
	Agree	46.2%	26.7%	41.7%	31.6%	36.0%
	Disagree	0.0%	6.7%	8.3%	5.3%	5.6%
	Strongly disagree	5.1%	8.3%	8.3%	10.5%	8.1%
	Mean	3.38	3.35	3.17	3.26	3.28
		(n=37)	(n=59)	(n=57)	(n=36)	(n=189)
<i>I am aware of the education path necessary for the career my child plans to pursue.</i>	Strongly agree	32.4%	37.3%	29.8%	41.7%	34.9%
	Agree	54.1%	42.4%	45.6%	33.3%	43.9%
	Disagree	8.1%	13.6%	15.8%	11.1%	12.7%
	Strongly disagree	5.4%	6.8%	8.8%	13.9%	8.5%
	Mean	3.14	3.10	2.96	3.03	3.05
		(n=34)	(n=58)	(n=56)	(n=35)	(n=183)
<i>I will be able to guide my child through the college application process.</i>	Strongly agree	29.4%	41.4%	25.0%	40.0%	33.9%
	Agree	55.9%	44.8%	41.1%	40.0%	44.8%
	Disagree	11.8%	8.6%	25.9%	8.6%	14.2%
	Strongly disagree	2.9%	5.2%	8.9%	11.4%	7.1%
	Mean	3.12	3.22	2.82	3.09	3.05
		(n=37)	(n=59)	(n=57)	(n=37)	(n=190)
<i>I am familiar with examinations needed to get into college (e.g., SAT, ACT, TSIA).</i>	Strongly agree	24.3%	28.8%	28.1%	40.5%	30.0%
	Agree	59.5%	57.6%	45.6%	37.8%	50.5%
	Disagree	10.8%	8.5%	14.0%	16.2%	12.1%
	Strongly disagree	5.4%	5.1%	12.3%	5.4%	7.4%
	Mean	3.03	3.10	2.89	3.14	3.03

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Note. Table continues. 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. PSAT – Preliminary SAT. TSIA – Texas Success Initiative Assessment. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. 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 5 was 20, 25, 32, 10, 29, 47, 38, 73, 84, 84, 59, 44, 68, 74, 68, <10, and 29 respectively.

Table E.31. Parent Agreement regarding Postsecondary Education and Awareness Levels by Grade, Year 5 (2022–23), Cont.

Item	Response Option	Grade 9 (n=35)	Grade 10 (n=53)	Grade 11 (n=49)	Grade 12 (n=33)	Overall (n=170)
<i>I am aware of the Pell Grant.</i>	Strongly agree	11.4%	26.4%	14.3%	24.2%	19.4%
	Agree	48.6%	52.8%	38.8%	45.5%	46.5%
	Disagree	34.3%	15.1%	28.6%	12.1%	22.4%
	Strongly disagree	5.7%	5.7%	18.4%	18.2%	11.8%
	Mean	2.66	3.00	2.49	2.76	2.74
<i>I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).</i>	Strongly agree	14.3%	27.3%	12.2%	18.2%	18.6%
	Agree	34.3%	50.9%	46.9%	48.5%	45.9%
	Disagree	42.9%	18.2%	24.5%	12.1%	23.8%
	Strongly disagree	8.6%	3.6%	16.3%	21.2%	11.6%
	Mean	2.54	3.02	2.55	2.64	2.72
<i>I believe that the level of rigor in my child's classes has prepared them adequately for college and career.</i>	Strongly agree	15.8%	23.7%	16.9%	34.2%	22.2%
	Agree	55.3%	33.9%	50.8%	36.8%	43.8%
	Disagree	23.7%	30.5%	25.4%	21.1%	25.8%
	Strongly disagree	5.3%	11.9%	6.8%	7.9%	8.2%
	Mean	2.82	2.69	2.78	2.97	2.80
Composite mean score of all items	Mean	2.77	2.98	2.72	3.01	2.87

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

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. PSAT – Preliminary SAT. TSIA – Texas Success Initiative Assessment. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. 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 5 was 20, 25, 32, 10, 29, 47, 38, 73, 84, 84, 59, 44, 68, 74, 68, <10, and 29 respectively.

Table E.32. Parent Suggestions for Improving College and Career Activities/Services by District, Grade 9–12, Year 5 (2022–23)

Item	District 1 (n=48)	District 2 (n<10)	District 3 (n=28)	District 4 (n=27)	District 5 (n=74)	District 6 (n<10)	Overall (n=187)
<i>Provide more information about careers.</i>	31.3%	100.0%	35.7%	25.9%	32.4%	33.3%	32.1%
<i>Provide more information on college and financial aid.</i>	60.4%	100.0%	57.1%	48.1%	41.9%	55.6%	50.8%
<i>Offer more modes of communication with parents/families.</i>	31.3%	100.0%	39.3%	44.4%	54.1%	66.7%	45.5%
<i>Improve communication quality (e.g., responsiveness) with parents/families.</i>	50.0%	100.0%	35.7%	44.4%	41.9%	55.6%	44.4%
<i>Other[^]</i>	2.1%	0.0%	3.6%	0.0%	8.1%	0.0%	4.3%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

[^]Other responses included: Improved teachers (1), Improved counseling services (1), Expanded career pathways such as an associate degree or license (1), Effective communication to parents (1), and Addressing issues of harassment (1).

APPENDIX F: School Personnel Survey Analyses

Technical Detail

Table F.1. Personnel Demographics by District, Grade 9–12, Year 5 (2022–23)

	District 1	District 2	District 3	District 4	District 5	District 6	Overall
Primary Position	(n=22)	(n=25)	(n=183)	(n=14)	(n=11)	(n=21)	(n=276)
<i>Administrator</i>	4.5%	0.0%	3.3%	0.0%	18.2%	0.0%	3.3%
<i>Counselor/Student Services Personnel</i>	0.0%	0.0%	6.0%	7.1%	9.1%	14.3%	5.8%
<i>Teacher/Instructional Support Personnel</i>	90.9%	96.0%	78.1%	92.9%	72.7%	76.2%	81.2%
<i>Other[^]</i>	4.5%	4.0%	12.6%	0.0%	0.0%	9.5%	9.8%
Number of Years at School	(n=22)	(n=25)	(n=183)	(n=14)	(n=11)	(n=21)	(n=276)
<i>1–2 years</i>	45.5%	32.0%	60.1%	28.6%	9.1%	42.9%	51.4%
<i>3–5 years</i>	18.2%	24.0%	22.4%	42.9%	18.2%	28.6%	23.6%
<i>6–10 years</i>	13.6%	24.0%	12.6%	14.3%	36.4%	19.0%	15.2%
<i>More than 10 years</i>	22.7%	20.0%	4.9%	14.3%	36.4%	9.5%	9.8%
Number of Total Years	(n=22)	(n=25)	(n=183)	(n=14)	(n=11)	(n=21)	(n=276)
<i>1–2 years</i>	9.1%	8.0%	45.9%	7.1%	9.1%	19.0%	34.1%
<i>3–5 years</i>	18.2%	16.0%	14.2%	21.4%	18.2%	4.8%	14.5%
<i>6–10 years</i>	18.2%	28.0%	21.3%	28.6%	36.4%	23.8%	22.8%
<i>More than 10 years</i>	54.5%	48.0%	18.6%	42.9%	36.4%	52.4%	28.6%
Grade Level	(n=22)	(n=25)	(n=183)	(n=14)	(n=11)	(n=21)	(n=276)
<i>Grade 9</i>	59.1%	72.0%	48.1%	42.9%	90.9%	52.4%	52.9%
<i>Grade 10</i>	72.7%	80.0%	77.6%	64.3%	90.9%	61.9%	76.1%
<i>Grade 11</i>	81.8%	80.0%	77.6%	92.9%	90.9%	61.9%	78.3%
<i>Grade 12</i>	90.9%	72.0%	77.0%	85.7%	72.7%	61.9%	76.8%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

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 level will not add up to 100% because respondents were able to select multiple responses.

[^]Examples of other responses included: Secretary (3), Paraprofessional (3), and Custodian (1).

Table F.2. Personnel Respondent Demographics, Year 2 (2019–20)–Year 5 (2022–23)

Item	Year 2	Year 3	Year 4	Year 5
Primary Position	(n=267)	(n=151)	(n=313)	(n=276)
<i>Administrator</i>	5.6%	7.9%	4.5%	3.3%
<i>Counselor/Student Services Personnel</i>	6.7%	11.3%	6.4%	5.8%
<i>Teacher/Instructional Support Personnel</i>	77.9%	80.8%	75.4%	81.2%
<i>Other[^]</i>	9.7%	0.0%	13.7%	9.8%
Number of Years at School	(n=174)	(n=146)	(n=313)	(n=276)
<i>1–2 years</i>	44.8%	44.5%	48.2%	51.4%
<i>3–5 years</i>	39.7%	30.1%	25.9%	23.6%
<i>6–10 years</i>	15.5%	11.6%	13.1%	15.2%
<i>More than 10 years</i>	–	13.7%	12.8%	9.8%
Number of Total Years	(n=172)	(n=144)	(n=313)	(n=276)
<i>1–2 years</i>	32.6%	29.2%	29.7%	34.1%
<i>3–5 years</i>	40.1%	18.1%	19.8%	14.5%
<i>6–10 years</i>	27.3%	17.4%	21.1%	22.8%
<i>More than 10 years</i>	–	35.4%	29.4%	28.6%
Grade Level	(n=266)	(n=151)	(n=312)	(n=276)
<i>Grade 9</i>	45.9%	72.8%	72.4%	52.9%*
<i>Grade 10</i>	47.7%	78.1%	75.0%	76.1%*
<i>Grade 11</i>	50.0%	78.1%	75.6%	78.3%*
<i>Grade 12</i>	50.4%	69.5%	74.4%	76.8%*

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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-level 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, Year 4, and Year 5.

[^]Examples of other responses included: Secretary (3), Paraprofessional (3), and Custodian (1).

*Personnel responses for grades they served differed significantly from Year 4 to Year 5 for Grade 9, 10, 11, and 12: $\chi^2(1) = 49.6, p < .001$, $\chi^2(1) = 61.7, p < .001$, $\chi^2(1) = 61.6, p < .001$, and $\chi^2(1) = 64.2, p < .001$, respectively.

Table F.3. Subjects Teachers Taught by District, Grade 9–12, Year 5 (2022–23)

Subject	District 1 (n=20)	District 2 (n=24)	District 3 (n=143)	District 4 (n<15)	District 5 (n<10)	District 6 (n=16)	Overall (n=224)
<i>English Language Arts</i>	15.0%	25.0%	19.6%	0.0%	12.5%	12.5%	17.9%
<i>Mathematics</i>	25.0%	8.3%	14.0%	7.7%	12.5%	12.5%	13.8%
<i>Social Studies</i>	20.0%	12.5%	20.3%	30.8%	12.5%	12.5%	19.2%
<i>Science</i>	25.0%	12.5%	13.3%	0.0%	12.5%	31.3%	14.7%
<i>AVID</i>	10.0%	4.2%	0.7%	7.7%	37.5%	0.0%	3.6%
<i>Arts</i>	10.0%	0.0%	7.0%	7.7%	0.0%	0.0%	5.8%
<i>Physical Education</i>	5.0%	8.3%	1.4%	0.0%	0.0%	6.3%	2.7%
<i>Business/Marketing</i>	5.0%	0.0%	1.4%	7.7%	0.0%	6.3%	2.2%
<i>English as a Second Language</i>	15.0%	0.0%	2.1%	0.0%	0.0%	0.0%	2.7%
<i>Other[^]</i>	15.0%	37.5%	39.9%	38.5%	37.5%	25.0%	36.2%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

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 (17), Special Education (6), *Spanish* (4), Welding (4), and Agriculture (4).

Table F.4. Subjects Teachers Taught, Year 2 (2019–20)–Year 5 (2022–23)

Subject	Year 2 (n=198)	Year 3 (n=123)	Year 4 (n=234)	Year 5 (n=224)
<i>English Language Arts</i>	23.2%	20.3%	23.1%	17.9%
<i>Mathematics</i>	16.7%	18.7%	17.1%	13.8%
<i>Social Studies</i>	15.7%	8.9%	15.8%	19.2%
<i>Science</i>	13.6%	18.7%	13.7%	14.7%
<i>AVID</i>	6.1%	5.7%	1.3%	3.6%
<i>Arts</i>	5.1%	7.3%	7.3%	5.8%
<i>Physical Education</i>	3.5%	2.4%	2.6%	2.7%
<i>Business/Marketing</i>	1.5%	0.0%	3.0%	2.2%
<i>English as a Second Language</i>	1.5%	0.8%	3.0%	2.7%
<i>Other</i>	29.8%	35.0%	36.3%	36.2%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

Personnel who worked with Grade 7–12 responded to this item in Year 2; personnel who worked with Grade 9–12 responded to this item in Year 3, Year 4, and Year 5. AVID – Advancement Via Individual Determination.

Table F.5. Student Preparedness to Participate in Advanced Courses According to Personnel Survey Respondents by District, Grade 9–12, Year 5 (2022–23)

Item	Response Option	District 1 (n=17)	District 2 (n=22)	District 3 (n=121)	District 4 (n<15)	District 5 (n<10)	District 6 (n<15)	Overall (n=195)
<i>How prepared were students this year to participate in advanced courses (AP, honors, and dual credit)?</i>	Very prepared	5.9%	0.0%	3.3%	0.0%	37.5%	35.7%	6.7%
	Somewhat prepared	23.5%	40.9%	24.8%	30.8%	50.0%	35.7%	28.7%
	Somewhat unprepared	11.8%	13.6%	14.9%	23.1%	12.5%	7.1%	14.4%
	Very Unprepared	23.5%	4.5%	5.0%	15.4%	0.0%	0.0%	6.7%
	I do not teach advanced courses (AP, honors, or dual credit) this school year	35.3%	40.9%	52.1%	30.8%	0.0%	21.4%	43.6%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding. AP – Advanced Placement.

Table F.6. Student Preparedness to Participate in Advanced Courses According to Personnel Survey Respondents, Year 4 (2021–22)–Year 5 (2022–23)

Item	Response Option	Year 4 (n=199)	Year 5* (n=195)
<i>How prepared were students this year to participate in advanced courses (AP, honors, and dual credit)?</i>	Very prepared	5.5%	6.7%
	Somewhat prepared	33.7%	28.7%
	Somewhat unprepared	12.6%	14.4%
	Very unprepared	7.0%	6.7%
	I do not teach advanced courses (AP, honors, or dual credit) this school year	41.2%	43.6%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022) and Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding. AP – Advanced Placement.

*Responses differed significantly from Year 4 to Year 5: $\chi^2(4) = 28.1, p < .001$

Table F.7. Requirements Students Must Meet to Enroll in AP, Honors, or Dual Credit Courses According to Personnel Survey Respondents by District, Grade 9–12, Year 5 (2022–23)

Course	Requirement	District 1 (n=15)	District 2 (n=19)	District 3 (n=78)	District 4 (n<15)	District 5 (n<10)	District 6 (n<15)	Overall (n=144)
<i>Advanced Placement</i>	Have a certain grade in the subject area	6.7%	31.6%	58.9%	45.5%	12.5%	23.1%	43.8%
	Have a certain overall GPA	13.3%	21.1%	47.4%	36.4%	12.5%	15.4%	34.7%
	Teacher recommendation or approval	26.7%	36.8%	51.2%	63.6%	12.5%	30.8%	43.8%
	Counselor recommendation or approval	46.7%	31.6%	52.6%	54.6%	0.0%	23.1%	43.8%
	Passing score on Texas Success Initiative (TSI) Assessment	6.7%	0.0%	38.5%	18.2%	0.0%	15.4%	24.3%
	Parent permission	40.0%	31.6%	55.1%	45.5%	0.0%	23.1%	43.8%
	Other^	13.3%	5.3%	15.4%	0.0%	0.0%	0.0%	10.4%
		(n=15)	(n=19)	(n=78)	(n<15)	(n<10)	(n<15)	(n=144)
<i>Honors</i>	Have a certain grade in the subject area	13.3%	31.6%	48.7%	45.5%	0.0%	15.4%	36.8%
	Have a certain overall GPA	6.7%	21.1%	39.7%	27.3%	0.0%	15.4%	28.5%
	Teacher recommendation or approval	13.3%	36.8%	47.4%	45.5%	0.0%	15.4%	36.8%
	Counselor recommendation or approval	26.7%	26.3%	46.2%	45.5%	12.5%	15.4%	36.8%
	Passing score on Texas Success Initiative (TSI) Assessment	6.7%	0.0%	28.2%	0.0%	12.5%	7.7%	18.8%
	Parent permission	46.7%	52.6%	56.4%	54.6%	75.0%	84.6%	58.3%
	Other^	6.7%	5.3%	11.5%	0.0%	0.0%	0.0%	7.6%
		(n=15)	(n=19)	(n=78)	(n<15)	(n<10)	(n<15)	(n=144)
<i>Dual Credit</i>	Have a certain grade in the subject area	20.0%	15.8%	50.0%	36.4%	25.0%	15.4%	36.8%
	Have a certain overall GPA	6.7%	5.3%	48.7%	18.2%	37.5%	23.1%	33.3%
	Teacher recommendation or approval	13.3%	5.3%	51.3%	45.5%	0.0%	7.7%	34.0%
	Counselor recommendation or approval	20.0%	31.6%	56.4%	36.4%	12.5%	46.2%	44.4%
	Passing score on Texas Success Initiative (TSI) Assessment	53.3%	73.7%	80.8%	54.6%	100.0%	69.2%	75.0%
	Parent permission	0.0%	31.6%	41.0%	54.6%	0.0%	15.4%	31.9%
	Other^	6.7%	5.3%	12.8%	0.0%	0.0%	0.0%	8.3%

Source. GEAR UP - Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. GPA – Grade Point Average.

^Examples of other responses included: Unsure/unknown (9) and No requirements/Not applicable (3).

Table F.8. Personnel Survey Respondents Who Indicated Being Responsible for Helping Students Sign Up for or Determine Which College Entrance Exams to Participate in by District, Grade 9–12, Year 5 (2022–23)

Response Option	District 1 (n=21)	District 2 (n=25)	District 3 (n=180)	District 4 (n=13)	District 5 (n=11)	District 6 (n=19)	Overall (n=269)
Yes	19.0%	4.0%	9.4%	7.7%	18.2%	10.5%	10.0%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

Note. This question was only asked to personnel who had a role in helping students sign up for entrance exams.

Table F.9. Personnel Survey Respondents Who Indicated Being Responsible for Helping Students Sign Up for or Determine Which College Entrance Exams to Participate in by Position, Grade 9–12, Year 5 (2022–23)

Response Option	Administrator (n<10)	Counselor/ Student Services Personnel (n<20)	Teacher/ Instructional Support Personnel (n=217)	Other (n=27)	Overall (n=261)
Yes	11.1%	31.3%	8.3%	11.1%	10.0%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

Table F.10. Personnel Survey Respondents Who Indicated Being Responsible for Helping Students Sign Up for or Determine Which College Entrance Exams to Participate in, Year 4 (2021–22)–Year 5 (2022–23)

Response Option	Year 4 (n=291)	Year 5 (n=269)
Yes	10.0%	10.0%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022) and Year 5 (spring 2023).

Note. Personnel who indicated having a role in helping students sign up for entrance exams answered this question in Year 4 and Year 5.

Table F.11. 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 5 (2022–23)

Options	District 1 (n=19)	District 2 (n=23)	District 3 (n=144)	District 4 (n<15)	District 5 (n<10)	District 6 (n=17)	Overall (n=223)
<i>Review content during class</i>	47.4%	34.8%	27.8%	45.5%	33.3%	17.6%	30.5%
<i>Tutoring</i>	42.1%	26.1%	22.9%	27.3%	22.2%	11.8%	24.2%
<i>Provide opportunities to participate in practice tests</i>	42.1%	26.1%	34.0%	63.6%	44.4%	17.6%	34.5%
<i>Provide information on how to access practice tests at home</i>	26.3%	17.4%	41.0%	45.5%	33.3%	29.4%	36.3%
<i>Provide test preparation books</i>	26.3%	13.0%	20.1%	18.2%	11.1%	17.6%	19.3%
<i>Discuss practice test results with students</i>	21.1%	8.7%	16.0%	18.2%	11.1%	11.8%	15.2%
<i>Discuss results from previous exams to identify areas to focus test preparation efforts</i>	10.5%	4.3%	17.4%	9.1%	0.0%	23.5%	14.8%
<i>Provide access to Kahn Academy</i>	15.8%	30.4%	19.4%	18.2%	22.2%	23.5%	20.6%
<i>Other[^]</i>	10.5%	4.3%	1.4%	0.0%	11.1%	5.9%	3.1%
<i>I have not helped students prepare for college entrance exams</i>	26.3%	26.1%	34.7%	18.2%	33.3%	58.8%	34.1%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

[^]Examples of other responses included: Computer assignments (1) and Not applicable (1).

Table F.12. 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 5 (2022–23)

Method	Counselor/Student Services Personnel (n=16)	Teacher/ Instructional Support Personnel (n=207)	Overall (n=223)
<i>Review content during class</i>	0.0%	32.9%	30.5%
<i>Tutoring</i>	0.0%	26.1%	24.2%
<i>Provide opportunities to participate in practice tests</i>	62.5%	32.4%	34.5%
<i>Provide information on how to access practice tests at home</i>	68.8%	33.8%	36.3%
<i>Provide test preparation books</i>	62.5%	15.9%	19.3%
<i>Discuss practice tests results with students</i>	18.8%	15.0%	15.2%
<i>Discuss results from previous exams to identify areas to focus test preparation efforts</i>	43.8%	12.6%	14.8%
<i>Provide access to Kahn Academy</i>	43.8%	18.8%	20.6%
<i>Other[^]</i>	0.0%	3.4%	3.1%
<i>I have not helped students prepare for college entrance exams</i>	25.0%	34.8%	34.1%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

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: Computer assignments (1) and Not applicable (1).

Table F.13. Ways in Which Personnel Personally Helped or Will Help Students Prepare for College Entrance Exams According to Personnel Survey Respondents, Year 4 (2021–22)–Year 5 (2022–23)

Method	Year 4 (n=219)	Year 5 (n=223)
<i>Review content during class</i>	40.2%	30.5%*
<i>Tutoring</i>	28.3%	24.2%
<i>Provide opportunities to participate in practice tests</i>	29.7%	34.5%
<i>Provide information on how to access practice tests at home</i>	27.9%	36.3%
<i>Provide test preparation books</i>	19.2%	19.3%
<i>Discuss practice results with students</i>	19.2%	15.2%
<i>Discuss results from previous exams to identify areas to focus test preparation efforts</i>	11.0%	14.8%
<i>Provide access to Kahn Academy</i>	14.6%	20.6%
<i>Other</i>	4.6%	3.1%
<i>I have not helped students for college entrance exams</i>	32.0%	34.1%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022) and Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

*Review content during class differed significantly from Year 4 to Year 5: $\chi^2(1) = 4.5, p < .05$.

Table F.14. Factors Personnel Encourage Students to Consider when Determining Which College Entrance Exam to Participate in by District, Grade 9–12, Year 5 (2022–23)

Item	District 1 (n<10)	District 2 (n<10)	District 3 (n=17)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=27)
<i>Registration fee</i>	50.0%	0.0%	35.3%	0.0%	0.0%	50.0%	33.3%
<i>Amount or type of test preparation in which the student participated</i>	50.0%	0.0%	35.3%	0.0%	0.0%	50.0%	33.3%
<i>Grades or GPA</i>	25.0%	100.0%	52.9%	0.0%	50.0%	50.0%	48.1%
<i>College degree student plans to pursue (e.g., Certificate, Associate's, Bachelor's)</i>	75.0%	0.0%	64.7%	0.0%	50.0%	100.0%	63.0%
<i>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)</i>	75.0%	0.0%	64.7%	100.0%	50.0%	100.0%	66.7%
<i>Student's previous test scores</i>	50.0%	0.0%	29.4%	0.0%	50.0%	50.0%	33.3%
<i>Location where entrance exam will be administered</i>	75.0%	0.0%	23.5%	0.0%	50.0%	50.0%	33.3%
<i>Timing of administration</i>	0.0%	0.0%	17.6%	0.0%	0.0%	50.0%	14.8%
<i>College requirement for entrance exams</i>	50.0%	0.0%	58.8%	100.0%	100.0%	100.0%	63.0%
<i>Opportunity to participate in exam during the school day (e.g., SAT School Day)</i>	50.0%	0.0%	41.2%	100.0%	100.0%	100.0%	51.9%
<i>Other[^]</i>	25.0%	0.0%	11.8%	0.0%	0.0%	0.0%	11.1%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

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.

[^]Examples of other responses included: Trade school (2) and Advanced Placement classes (1).

Table F.15. Factors Personnel Encourage Students to Consider when Determining Which College Entrance Exam to Participate in by Position, Grade 9–12, Year 5 (2022–23)

Item	Administrator	Counselor/Student Services Personnel	Teacher/ Instructional Support Personnel	Other	Overall
	(n<10)	(n<10)	(n=18)	(n<10)	(n=27)
Registration fee	0.0%	40.0%	27.8%	66.7%	33.3%
Amount or type of test preparation in which the student participated	100.0%	40.0%	16.7%	100.0%	33.3%
Grades or GPA	100.0%	40.0%	44.4%	66.7%	48.1%
College degree students plans to (e.g., Certificate, Associate's, Bachelor's)	100.0%	60.0%	61.1%	66.7%	63.0%
Type or postsecondary education institution in which student plans to enroll (e.g., 2-year community college, 4-year college or university, technical college/trade school)	100.0%	100.0%	55.6%	66.7%	66.7%
Student's previous test scores	100.0%	40.0%	22.2%	66.7%	33.3%
Location where entrance exam will be administered	0.0%	60.0%	22.2%	66.7%	33.3%
Timing of administration	0.0%	40.0%	5.6%	33.3%	14.8%
College requirement for entrance exams	100.0%	100.0%	50.0%	66.7%	63.0%
Opportunity to participate in exam during the school (e.g., SAT School Day)	100.0%	60.0%	44.4%	66.7%	51.9%
Other [^]	0.0%	0.0%	16.7%	0.0%	11.1%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

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.

[^]Examples of other responses included: Trade school (2) and Advanced Placement classes (1).

Table F.16. Factors Personnel Encourage Students to Consider when Determining Which College Entrance Exam to Participate in, Year 4 (2021–22)–Year 5 (2022–23)

Factor	Year 4 (n=27)	Year 5 (n=27)
Registration fee	40.7%	33.3%
Amount or type of test preparation in which the student participated	44.4%	33.3%
Grades or GPA	48.1%	48.1%
College degree student plans to pursue (e.g., Certificate, Associate's, Bachelor's)	66.7%	63.0%
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)	51.9%	66.7%
Student's previous test scores	40.7%	33.3%
Location where entrance exam will be administered	33.3%	33.3%
Timing of administration	18.5%	14.8%
College requirement for entrance exams	44.4%	63.0%
Opportunity to participate in exam during the school day (e.g., SAT School Day)	51.9%	51.9%
Other	10.7%	11.1%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022) and Year 5 (spring 2023).

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.

Table F.17. Personnel Familiarity with Non-profit Advisors by District, Grade 9–12, Year 5 (2022–23)

Familiarity with Nonprofit Advisor	District 1 (n=21)	District 2 (n=24)	District 3 (n=160)	District 4 (n=14)	District 5 (n=11)	District 6 (n=19)	Overall (n=249)
I'm not sure if my school has a college advisor from any of these organizations.	33.3%	20.8%	28.1%	14.3%	9.1%	10.5%	24.9%
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.	33.3%	25.0%	28.8%	42.9%	18.2%	15.8%	28.1%
I am somewhat familiar with the information and support the college advisor(s) provide.	14.3%	41.7%	25.6%	14.3%	45.5%	52.6%	28.5%
I am very familiar with the information and support the college advisor(s) provide.	19.0%	12.5%	17.5%	28.6%	27.3%	21.1%	18.5%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding.

**Table F.18. Personnel Familiarity with Nonprofit Advisors,
Year 4 (2021–22)–Year 5 (2022–23)**

Familiarity with Nonprofit Advisor	Year 4 (n=254)	Year 5 (n=249)
<i>I'm not sure if my school has a college advisor from any of these organizations.</i>	27.2%	24.9%
<i>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.</i>	20.5%	28.1%
<i>I am somewhat familiar with the information and support the college advisor(s) provide.</i>	35.0%	28.5%
<i>I am very familiar with the information and support the college advisor(s) provide.</i>	17.3%	18.5%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022) and Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding.

Table F.19. Personnel Perceptions of Non-profit Advisors by District, Grade 9–12, Year 5 (2022–23)

The non-profit advisors ...	Response Option	District 1 (n<10)	District 2 (n=11)	District 3 (n=65)	District 4 (n<10)	District 5 (n<10)	District 6 (n=12)	Overall (n=108)
<i>... provide students at my school with grade-appropriate information regarding postsecondary education and career readiness.</i>	Strongly agree	42.9%	36.4%	38.5%	66.7%	42.9%	33.3%	39.8%
	Agree	57.1%	63.6%	53.8%	33.3%	57.1%	50.0%	53.7%
	Disagree	0.0%	0.0%	4.6%	0.0%	0.0%	8.3%	3.7%
	Strongly disagree	0.0%	0.0%	3.1%	0.0%	0.0%	8.3%	2.8%
	Mean	3.43	3.36	3.28	3.67	3.43	3.08	3.31
		(n<10)	(n=13)	(n=65)	(n<10)	(n<10)	(n=12)	(n=110)
<i>... support students in preparing for postsecondary education</i>	Strongly agree	42.9%	38.5%	33.8%	66.7%	42.9%	41.7%	38.2%
	Agree	42.9%	53.8%	60.0%	33.3%	57.1%	50.0%	55.5%
	Disagree	14.3%	7.7%	3.1%	0.0%	0.0%	0.0%	3.6%
	Strongly disagree	0.0%	0.0%	3.1%	0.0%	0.0%	8.3%	2.7%
	Mean	3.29	3.31	3.25	3.67	3.43	3.25	3.29
		(n<10)	(n=11)	(n=59)	(n<10)	(n<10)	(n=12)	(n=97)
<i>... help parents/guardians prepare for their child's postsecondary education.</i>	Strongly agree	66.7%	36.4%	32.2%	20.0%	42.9%	16.7%	32.0%
	Agree	33.3%	54.5%	52.5%	80.0%	57.1%	75.0%	56.7%
	Disagree	0.0%	9.1%	10.2%	0.0%	0.0%	8.3%	8.2%
	Strongly disagree	0.0%	0.0%	5.1%	0.0%	0.0%	0.0%	3.1%
	Mean	3.67	3.27	3.12	3.20	3.43	3.08	3.18
		(n<10)	(n=13)	(n=61)	(n<10)	(n<10)	(n=12)	(n=105)
<i>... inform students of their postsecondary education options.</i>	Strongly agree	50.0%	38.5%	41.0%	66.7%	42.9%	33.3%	41.9%
	Agree	50.0%	61.5%	52.5%	33.3%	57.1%	50.0%	52.4%
	Disagree	0.0%	0.0%	3.3%	0.0%	0.0%	8.3%	2.9%
	Strongly disagree	0.0%	0.0%	3.3%	0.0%	0.0%	8.3%	2.9%
	Mean	3.50	3.38	3.31	3.67	3.43	3.08	3.33

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

Note. Table continues. 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, 14, <10, <10, and <10, respectively. Scale used to determine mean rating: 1–Strongly Disagree, 2–Disagree, 3–Agree, 4–Strongly Agree.

Table F.19. Personnel Perceptions of Non-profit Advisors by District, Grade 9–12, Year 5 (2022–23), Cont.

The nonprofit advisors ...	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(n<10)	(n=11)	(n=59)	(n<10)	(n<10)	(n=10)	(n=97)
<i>... inform parent awareness of postsecondary education options for their child.</i>	Strongly agree	50.0%	18.2%	32.2%	33.3%	42.9%	30.0%	32.0%
	Agree	25.0%	72.7%	52.5%	66.7%	57.1%	70.0%	56.7%
	Disagree	25.0%	0.0%	11.9%	0.0%	0.0%	0.0%	8.2%
	Strongly disagree	0.0%	9.1%	3.4%	0.0%	0.0%	0.0%	3.1%
	Mean	3.25	3.00	3.14	3.33	3.43	3.30	3.18
		(n<10)	(n=11)	(n=63)	(n<10)	(n<10)	(n=12)	(n=106)
<i>... inform student awareness and understanding of career opportunities.</i>	Strongly agree	42.9%	45.5%	34.9%	33.3%	42.9%	25.0%	35.8%
	Agree	57.1%	45.5%	55.6%	66.7%	57.1%	58.3%	55.7%
	Disagree	0.0%	9.1%	6.3%	0.0%	0.0%	8.3%	5.7%
	Strongly disagree	0.0%	0.0%	3.2%	0.0%	0.0%	8.3%	2.8%
	Mean	3.43	3.36	3.22	3.33	3.43	3.00	3.25
		(n<10)	(n=11)	(n=66)	(n<10)	(n<10)	(n=12)	(n=109)
<i>... help our school increase the number of opportunities students of all grades have to receive postsecondary education and career advising.</i>	Strongly agree	42.9%	36.4%	39.4%	66.7%	42.9%	41.7%	41.3%
	Agree	57.1%	63.6%	50.0%	33.3%	57.1%	41.7%	50.5%
	Disagree	0.0%	0.0%	6.1%	0.0%	0.0%	16.7%	5.5%
	Strongly disagree	0.0%	0.0%	4.5%	0.0%	0.0%	0.0%	2.8%
	Mean	3.43	3.36	3.24	3.67	3.43	3.25	3.30

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

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, 14, <10, 14, <10, and <10, respectively. Scale used to determine mean rating: 1–Strongly Disagree, 2–Disagree, 3–Agree, 4–Strongly Agree.

Table F.20. Personnel Perceptions of Non-profit Advisors by Position, Grade 9–12, Year 5 (2022–23)

The non-profit advisors ...	Response Option	Administrator	Counselor/ Student Services Personnel	Teacher/ Instructional Support Personnel	Overall
		(n<10)	(n<15)	(n=90)	(n=108)
<i>... provide students at my school with grade-appropriate information regarding postsecondary education and career readiness.</i>	Strongly agree	66.7%	33.3%	38.9%	39.8%
	Agree	33.3%	50.0%	55.6%	53.7%
	Disagree	0.0%	8.3%	3.3%	3.7%
	Strongly disagree	0.0%	8.3%	2.2%	2.8%
	Mean	3.50	2.92	3.20	3.18
		(n<10)	(n<15)	(n=92)	(n=110)
<i>... support students in preparing for postsecondary education.</i>	Strongly agree	50.0%	25.0%	39.1%	38.2%
	Agree	50.0%	58.3%	55.4%	55.5%
	Disagree	0.0%	8.3%	3.3%	3.6%
	Strongly disagree	0.0%	8.3%	2.2%	2.7%
	Mean	3.67	3.08	3.31	3.30
		(n<10)	(n<15)	(n=81)	(n=97)
<i>... help parents/guardians prepare for their child's postsecondary education.</i>	Strongly agree	50.0%	25.0%	32.1%	32.0%
	Agree	50.0%	50.0%	58.0%	56.7%
	Disagree	0.0%	16.7%	7.4%	8.2%
	Strongly disagree	0.0%	8.3%	2.5%	3.1%
	Mean	3.60	2.92	3.19	3.18
		(n<10)	(n<15)	(n=87)	(n=105)
<i>... inform students of their postsecondary education options.</i>	Strongly agree	66.7%	33.3%	41.4%	41.9%
	Agree	33.3%	50.0%	54.0%	52.4%
	Disagree	0.0%	8.3%	2.3%	2.9%
	Strongly disagree	0.0%	8.3%	2.3%	2.9%
	Mean	3.67	3.08	3.24	3.25
		(n<10)	(n<15)	(n=80)	(n=97)
<i>... inform parent awareness of postsecondary education options for their child.</i>	Strongly agree	60.0%	25.0%	31.3%	32.0%
	Agree	40.0%	50.0%	58.8%	56.7%
	Disagree	0.0%	16.7%	7.5%	8.2%
	Strongly disagree	0.0%	8.3%	2.5%	3.1%
	Mean	3.67	3.08	3.34	3.33

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

Note. Table continues. 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, 14, <10, 14, <10, and <10, respectively. Scale used to determine mean rating: 1–Strongly Disagree, 2–Disagree, 3–Agree, 4–Strongly 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.20. Personnel Perceptions of Non-profit Advisors by Position, Grade 9–12, Year 5 (2022–23), Cont.

The non-profit advisors ...	Response Option	Administrator	Counselor/ Student Services Personnel	Teacher/ Instructional Support Personnel	Overall
		(n<10)	(n<15)	(n=88)	(n=106)
<i>... inform student awareness and understanding of career opportunities.</i>	Strongly agree	66.7%	33.3%	34.1%	35.8%
	Agree	33.3%	50.0%	58.0%	55.7%
	Disagree	0.0%	8.3%	5.7%	5.7%
	Strongly disagree	0.0%	8.3%	2.3%	2.8%
	Mean	3.67	3.08	3.31	3.31
		(n<10)	(n<15)	(n=91)	(n=109)
<i>... help our school increase the number of opportunities students of all grades have to receive postsecondary education and career advising.</i>	Strongly agree	66.7%	41.7%	39.6%	41.3%
	Agree	33.3%	33.3%	53.8%	50.5%
	Disagree	0.0%	16.7%	4.4%	5.5%
	Strongly disagree	0.0%	8.3%	2.2%	2.8%
	Mean	3.50	3.00	3.32	3.29

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

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, 14, <10, 14, <10, and <10, respectively. Scale used to determine mean rating: 1–Strongly Disagree, 2–Disagree, 3–Agree, 4–Strongly 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.21. Personnel Perceptions of Non-profit Advisors, Year 2 (2019–20)–Year 5 (2022–23)

The non-profit advisors ...	Response Option	Year 2	Year 3	Year 4	Year 5
		(n=126)	(n=125)	(n=123)	(n=108)
... provide students at my school with grade-appropriate information regarding postsecondary education and career readiness.	Strongly agree	42.9%	40.0%	43.9%	39.8%
	Agree	50.8%	52.0%	50.4%	53.7%
	Disagree	2.4%	4.8%	0.8%	3.7%
	Strongly disagree	4.0%	3.2%	4.9%	2.8%
	Mean	3.33	3.29	3.33	3.31
		(n=128)	(n=129)	(n=124)	(n=110)
... support students in preparing for postsecondary education.	Strongly agree	46.9%	45.7%	41.4%	38.2%
	Agree	46.1%	47.3%	53.2%	55.5%
	Disagree	3.1%	4.7%	1.6%	3.6%
	Strongly disagree	3.9%	2.3%	4.0%	2.7%
	Mean	3.36	3.36	3.31	3.29
		(n=119)	(n=118)	(n=114)	(n=97)
... help parents/guardians prepare for their child's postsecondary education.	Strongly agree	39.5%	40.7%	41.2%	32.0%
	Agree	49.7%	49.2%	51.8%	56.7%
	Disagree	7.6%	7.6%	1.8%	8.2%
	Strongly disagree	4.2%	2.5%	5.3%	3.1%
	Mean	3.24	3.28	3.29	3.18
		(n=127)	(n=126)	(n=126)	(n=105)
... inform students of their postsecondary education options.	Strongly agree	45.7%	43.7%	47.6%	41.9%
	Agree	46.5%	49.2%	47.6%	52.4%
	Disagree	3.9%	4.0%	0.8%	2.9%
	Strongly disagree	3.9%	3.2%	4.0%	2.9%
	Mean	3.24	3.33	3.39	3.33
		(n=120)	(n=120)	(n=112)	(n=97)
... inform parent awareness of postsecondary education options for their child.	Strongly agree	39.2%	39.2%	39.3%	32.0%
	Agree	51.7%	47.5%	52.7%	56.7%
	Disagree	5.0%	10.0%	2.7%	8.2%
	Strongly disagree	4.2%	3.3%	5.4%	3.1%
	Mean	3.26	3.23	3.26	3.18
		(n=125)	(n=125)	(n=120)	(n=106)
... inform student awareness and understanding of career opportunities	Strongly agree	45.6%	40.8%	44.2%	35.8%
	Agree	47.2%	51.2%	50.8%	55.7%
	Disagree	3.2%	5.6%	0.8%	5.7%
	Strongly disagree	4.0%	2.4%	4.2%	2.8%
	Mean	3.34	3.30	3.35	3.25
		(n=123)	(n=128)	(n=121)	(n=109)
... 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%	41.3%
	Agree	43.9%	45.3%	47.1%	50.5%
	Disagree	7.3%	5.5%	0.8%	5.5%
	Strongly disagree	3.3%	3.9%	4.1%	2.8%
	Mean	3.32	3.32	3.39	3.30

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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, Year 4, and Year 5.

Table F.22. 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 5 (2022–23)

Communication Method	District 1 (n=17)	District 2 (n=18)	District 3 (n=138)	District 4 (n=12)	District 5 (n=11)	District 6 (n=13)	Overall (n=209)
Phone calls	52.9%	44.4%	47.8%	66.7%	45.5%	46.2%	48.8%
In-person meeting/conversation	23.5%	50.0%	39.9%	41.7%	45.5%	53.8%	40.7%
Virtual meeting platform (e.g., Zoom)	11.8%	11.1%	14.5%	33.3%	0.0%	0.0%	13.4%
Email	58.8%	77.8%	65.9%	58.3%	72.7%	61.5%	66.0%
Text message	5.9%	27.8%	31.2%	0.0%	36.4%	23.1%	23.1%
Newsletters	0.0%	5.6%	11.6%	16.7%	9.1%	0.0%	9.6%
Group meetings	0.0%	11.1%	15.9%	16.7%	45.5%	23.1%	16.3%
One-on-one meeting	11.8%	16.7%	18.8%	8.3%	27.3%	38.5%	19.1%
Hard-copy letters, handouts, or packets	17.6%	16.7%	29.0%	0.0%	9.1%	15.4%	23.4%
Website links	11.8%	16.7%	13.8%	33.3%	9.1%	7.7%	14.4%
Other [^]	35.3%	5.6%	11.6%	8.3%	0.0%	7.7%	12.0%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

[^]Examples of other responses included: No contact or Not applicable (13), Student progress (1), and the STEM [science technology, engineering, and mathematics] survey (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.23. 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 5 (2022–23)

Communication Method	Administrator (n<10)	Counselor/Student Services Personnel (n<20)	Teacher/ Instructional Support Personnel (n=184)	Overall (n=209)
Phone calls	66.7%	75.0%	45.7%	48.8%
In-person meeting/conversation	88.9%	87.5%	34.2%	40.7%
Virtual meeting platform (e.g., Zoom)	44.4%	43.7%	9.2%	13.4%
Email	89.9%	100.0%	62.0%	66.0%
Text message	44.4%	37.5%	25.0%	26.8%
Newsletters	33.3%	37.5%	6.0%	9.6%
Group meetings	55.6%	50.0%	11.4%	16.3%
One-on-one meeting	55.6%	81.3%	12.0%	19.1%
Hard-copy letters, handouts, or packets	66.7%	62.5%	17.9%	23.4%
Website links	55.6%	56.3%	8.7%	14.4%
Other [^]	0.0%	0.0%	13.6%	12.0%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

[^]Examples of other responses included: No contact or Not applicable (13), Student progress (1), and the STEM [science technology, engineering, and mathematics] survey (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.24. Communication Methods Used by Personnel to Provide Parents/Guardians with Information regarding How to Prepare Their Child for College and Career, Year 4 (2021–22)–Year 5 (2022–23)

Communication Method	Year 4 (n=217)	Year 5 (n=209)
Phone calls	46.5%	48.8%
In-person meeting/conversation	48.8%	40.7%
Virtual meeting platform (e.g., Zoom)	18.9%	13.4%
Email	57.6%	66.0%
Text message	21.7%	26.8%
Newsletters	9.2%	9.6%
Group meetings	11.1%	16.3%
One-on-one meeting	17.5%	19.1%
Hard-copy letters, handouts, or packets	19.8%	23.4%
Website links	13.8%	14.4%
Other	12.4%	12.0%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022) and Year 5 (spring 2023).
 Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. 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.25. Personnel Participation in Professional Development by District, Grade 9–12, Year 5 (2022–23)

Item	District 1 (n=13)	District 2 (n=14)	District 3 (n=77)	District 4 (n<10)	District 5 (n<10)	District 6 (n=11)	Overall (n=124)
Yes	69.2%	100.0%	94.8%	100.0%	100.0%	81.8%	91.9%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).
 Note. The item included three response options: Yes, No, and I'm not sure.

Table F.26. Personnel Participation in Professional Development, Year 2 (2019–20)–Year 5 (2022–23)

Item	Year 2 (n=80)	Year 3 (n=49)	Year 4 (n=139)	Year 5 (n=124)
Yes	95.0%	77.6%	81.3%	91.9%*

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).
 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, Year 4, and Year 5.

*Responses differed significantly from Year 4 to Year 5: $\chi^2(1) = 6.4, p < .05$.

Table F.27. Reasons Personnel Did Not Participate in Professional Development Intended to Increase Academic Rigor by District, Grade 9–12, Year 5 (2022–23)

Response Option	District 1 (n<10)	District 2 (n=0)	District 3 (n<10)	District 4 (n=0)	District 5 (n=0)	District 6 (n<10)	Overall (n<10)
<i>I did not know such professional development was being offered.</i>	100.0%	–	100.0%	–	–	100.0%	100.0%
<i>I was not interested in the professional development.</i>	0.0%	–	0.0%	–	–	0.0%	0.0%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	0.0%	–	0.0%	–	–	0.0%	0.0%
<i>I did not participate because of concerns about COVID-19.</i>	0.0%	–	0.0%	–	–	0.0%	0.0%
<i>Other</i>	0.0%	–	0.0%	–	–	0.0%	0.0%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding. COVID-19 – Coronavirus Disease 2019.

Table F.28. Reasons Personnel Did Not Participate in Professional Development Intended to Increase Academic Rigor, Year 3 (2020–21)–Year 5 (2022–23)

Response Option	Year 3 (n=11)	Year 4 (n=13)	Year 5 (n<10)
<i>I did not know such professional development was being offered.</i>	72.7%	69.2%	100.0%
<i>I was not interested in the professional development.</i>	0.0%	0.0%	0.0%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	9.1%	7.7%	0.0%
<i>I did not participate because of concerns about COVID-19.</i>	0.0%	0.0%	0.0%
<i>Other</i>	18.2%	23.1%	0.0%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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, Year 4, and Year 5. COVID-19 – Coronavirus Disease 2019.

Table F.29. Format of Professional Development Participated in by Personnel by District, Grade 9–12, Year 5 (2022–23)

Format	District 1 (n<10)	District 2 (n=14)	District 3 (n=73)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=114)
<i>Only in person</i>	11.1%	64.3%	26.0%	60.0%	0.0%	77.8%	34.2%
<i>Only online/virtual</i>	33.3%	7.1%	4.1%	20.0%	50.0%	11.1%	9.6%
<i>Both in person and online/virtual</i>	55.6%	28.6%	69.9%	20.0%	50.0%	11.1%	56.1%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding.

Table F.30. Format of Professional Development Participated in by Personnel, Year 3 (2020–21)–Year 5 (2022–23)

Format	Year 3 (n=38)	Year 4 (n=108)	Year 5 (n=114)
<i>Only in person</i>	23.7%	37.0%	34.2%
<i>Only online/virtual</i>	31.6%	8.3%	9.6%
<i>Both in person and online/virtual</i>	44.7%	54.6%	56.1%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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, Year 4, and Year 5.

Table F.31. Personnel Agreement Regarding Professional Development by District, Grade 9–12, Year 5 (2022–23)

Item	Response Option	District 1 (n<10)	District 2 (n=14)	District 3 (n=72)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=111)
<i>The professional development that I have participated in this year has provided me with strategies for increasing the rigor in my courses.</i>	Strongly agree	44.4%	7.1%	23.6%	20.0%	0.0%	42.9%	23.4%
	Agree	44.4%	85.7%	62.5%	60.0%	100.0%	57.1%	64.9%
	Disagree	11.1%	7.1%	8.3%	0.0%	0.0%	0.0%	7.2%
	Strongly disagree	0.0%	0.0%	5.6%	20.0%	0.0%	0.0%	4.5%
	Mean	3.33	3.00	3.04	2.80	3.00	3.43	3.07
		(n<10)	(n=14)	(n=71)	(n<10)	(n<10)	(n<10)	(n=111)
<i>The strategies I have acquired to increase the rigor in my courses from professional development this year have been easy to implement.</i>	Strongly agree	33.3%	0.0%	22.5%	20.0%	0.0%	25.0%	19.8%
	Agree	55.6%	92.9%	59.2%	80.0%	75.0%	50.0%	64.0%
	Disagree	11.1%	7.1%	15.5%	0.0%	25.0%	25.0%	14.4%
	Strongly disagree	0.0%	0.0%	2.8%	0.0%	0.0%	0.0%	1.8%
	Mean	3.22	2.93	3.01	3.20	2.75	3.00	3.02
		(n<10)	(n=13)	(n=63)	(n<10)	(n<10)	(n<10)	(n=101)
<i>I have been able to successfully implement the strategies I've learned in professional development in a virtual setting.</i>	Strongly agree	37.5%	0.0%	19.0%	0.0%	0.0%	25.0%	16.8%
	Agree	62.5%	92.3%	66.7%	80.0%	75.0%	37.5%	68.3%
	Disagree	0.0%	7.7%	11.1%	20.0%	25.0%	37.5%	12.9%
	Strongly disagree	0.0%	0.0%	3.2%	0.0%	0.0%	0.0%	2.0%
	Mean	3.38	2.92	3.02	2.80	2.75	2.88	3.00

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

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.32. Personnel Agreement regarding Professional Development, Year 2 (2019–20)–Year 5 (2022–23)

Item	Response Option	Year 2 (n=76)	Year 3 (n=36)	Year 4 (n=108)	Year 5 (n=111)
<i>The professional development that I have participated in this year has provided me with strategies for increasing the rigor in my courses.</i>	Strongly agree	38.2%	19.4%	31.5%	23.4%
	Agree	50.0%	58.3%	53.7%	64.9%
	Disagree	10.5%	19.4%	7.4%	7.2%
	Strongly disagree	1.3%	2.8%	7.4%	4.5%
	Mean	3.25	2.94	3.09	3.07
		(n=76)	(n=36)	(n=106)	(n=111)
<i>The strategies I have acquired to increase the rigor in my courses from professional development this year have been easy to implement.</i>	Strongly agree	27.6%	13.9%	24.5%	19.8%
	Agree	63.2%	61.1%	54.7%	64.0%
	Disagree	6.6%	19.4%	15.1%	14.4%
	Strongly disagree	2.6%	5.6%	5.7%	1.8%
	Mean	3.16	2.83	2.98	3.02
		(n=35)	(n=101)	(n=101)	
<i>I have been able to successfully implement the strategies I've learned in professional development in a virtual setting.</i>	Strongly agree	–	11.4%	25.7%	16.8%
	Agree	–	48.6%	50.5%	68.3%
	Disagree	–	31.4%	18.8%	12.9%
	Strongly disagree	–	8.6%	5.0%	2.0%
	Mean	–	2.63	2.97	3.00

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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. 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, Year 4, and Year 5.

Table F.33. Number of Coaching Sessions Teachers Participated in by District, Grade 9–12, Year 5 (2022–23)

Number of Coaching Sessions	District 1 (n=13)	District 2 (n=14)	District 3 (n=71)	District 4 (n<10)	District 5 (n<10)	District 6 (n=11)	Overall (n=124)
None	53.8%	7.1%	22.1%	0.0%	25.0%	36.4%	24.2%
1–2	23.1%	50.0%	20.8%	0.0%	50.0%	27.3%	25.0%
3–4	23.1%	14.3%	24.7%	80.0%	25.0%	36.4%	26.6%
5 or more	0.0%	28.6%	32.5%	20.0%	0.0%	0.0%	24.2%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding.

Table F.34. Number of Coaching Sessions Teachers Participated in, Year 2 (2019–20)–Year 5 (2022–23)

Number of Coaching Sessions	Year 2 (n=82)	Year 3 (n=73)	Year 4 (n=133)	Year 5 (n=124)
None	19.5%	28.8%	27.1%	24.2%
1–2	22.0%	28.8%	31.6%	25.0%
3–4	26.8%	15.1%	24.1%	26.6%
5 or more	31.7%	27.4%	17.3%	24.2%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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, Year 4, and Year 5.

Table F.35. Topics Discussed during Teacher Coaching/Mentoring Sessions by District, Grade 9–12, Year 5 (2022–23)

Session Discussion Topic	District 1 (n<10)	District 2 (n=13)	District 3 (n=59)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=93)
<i>Academic rigor</i>	50.0%	84.6%	64.4%	80.0%	100.0%	85.7%	69.9%
<i>Project-based learning</i>	16.7%	--	57.6%	20.0%	100.0%	42.9%	45.2%
<i>Student engagement</i>	50.0%	100.0%	86.4%	80.0%	66.7%	85.7%	84.9%
<i>Academic supports for students</i>	33.3%	46.2%	61.0%	80.0%	33.3%	85.7%	59.1%
<i>Advanced instructional strategies</i>	0.0%	23.1%	59.3%	40.0%	0.0%	57.1%	47.3%
<i>Student readiness for postsecondary education</i>	33.3%	23.1%	37.3%	0.0%	0.0%	28.6%	31.2%
<i>Virtual or distance-based learning</i>	0.0%	0.0%	18.6%	0.0%	0.0%	0.0%	11.8%
<i>Other[^]</i>	16.7%	0.0%	3.4%	0.0%	0.0%	0.0%	3.2%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

[^]Examples of other responses included: Class management (1) and Teacher mentoring (1).

Table F.36. Topics Discussed during Teacher Coaching/Mentoring Sessions, Year 2 (2019–20)–Year 5 (2022–23)

Session Discussion Topic	Year 2 (n=67)	Year 3 (n=50)	Year 4 (n=96)	Year 5 (n=93)
<i>Academic rigor</i>	–	–	54.2%	69.9%*
<i>Project-based learning</i>	41.8%	20.0%	26.0%	45.2%**
<i>Student engagement</i>	74.6%	72.0%	71.9%	84.9%*
<i>Academic supports for students</i>	64.2%	60.0%	55.2%	59.1%
<i>Advanced instructional strategies</i>	52.2%	38.0%	37.5%	47.3%
<i>Student readiness for postsecondary education</i>	49.3%	34.0%	20.8%	31.2%
<i>Virtual or distance-based learning</i>	–	60.0%	12.5%	11.8%
<i>Other</i>	1.5%	4.0%	7.3%	3.2%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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, Year 4, and Year 5.

*Academic rigor differed significantly from Year 4 to Year 5: $\chi^2(1) = 5.0$, $p < .05$; Student Engagement differed significantly from Year 4 to Year 5: $\chi^2(1) = 4.8$, $p < .05$.

**Project-based learning differed significantly from Year 4 to Year 5: $\chi^2(1) = 7.55$, $p < .01$.

Table F.37. Personnel Agreement regarding Mentoring/Coaching Sessions by District, Grade 9–12, Year 5 (2022–23)

Item	Response Option	District 1 (n<10)	District 2 (n=13)	District 3 (n=60)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=91)
<i>The teacher mentoring/ coaching that I have received so far this school year has helped me to increase academic rigor in my courses.</i>	Strongly agree	33.3%	0.0%	29.3%	0.0%	0.0%	0.0%	21.1%
	Agree	33.3%	92.3%	67.2%	100.0%	66.7%	100.0%	72.2%
	Disagree	33.3%	7.7%	1.7%	0.0%	33.3%	0.0%	5.6%
	Strongly disagree	0.0%	0.0%	1.7%	0.0%	0.0%	0.0%	1.1%
	Mean	3.00	2.92	3.13	3.00	2.67	2.14	3.00

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

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.38. Personnel Agreement regarding Mentoring/Coaching Sessions, Grade 9–12, Year 2 (2019–20)–Year 5 (2022–23)

Item	Response Option	Year 2 (n=63)	Year 3 (n=50)	Year 4 (n=91)	Year 5 (n=91)
<i>The teacher mentoring/coaching that I have received so far this school year has helped me to increase academic rigor in my courses.</i>	Strongly agree	27.0%	16.0%	19.8%	21.1%
	Agree	60.3%	70.0%	57.1%	72.2%
	Disagree	9.5%	12.0%	17.6%	5.6%
	Strongly disagree	3.2%	2.0%	5.5%	1.1%
	Mean	3.11	3.00	2.91	3.00*

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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. 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, Year 4, and Year 5.

*Responses differed significantly from Year 4 to Year 5: $t(161.18)=2.2, p<.05$.

Table F.39. Personnel Participation in Texas OnCourse Academy Advisor Training by District, Grade 9–12, Year 5 (2022–23)

Item	District 1 (n=0)	District 2 (n=0)	District 3 (n=11)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=16)
Yes	–	–	18.2%	0.0%	0.0%	66.7%	25.0%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

Note. The item included three response options: Yes, No, and I'm not sure. Counselors and student services personnel who worked with Grade 9–12 students responded to this item in Year 5.

Table F.40. Personnel Participation in Texas OnCourse Academy Advisor Training, Year 3 (2020–21)–Year 5 (2022–23)

Item	Year 3 (n=17)	Year 4 (n=20)	Year 5 (n=16)
Yes	52.9%^	20.0%	25.0%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. The item included three response options: Yes, No, and I'm not sure. Counselors and student services personnel who worked with Grade 9–12 students responded to this item in Year 3, Year 4, and Year 5.

^Year 3 participation rate was incorrectly reported as 17.6% in Year 4 Annual Implementation Report.

Table F.41. Personnel Agreement regarding Texas OnCourse Academy Advisor Training by District, Grade 9–12, Year 5 (2022–23)

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=0)	(n<10)	(n=0)	(n=0)	(n<10)	(n<10)
<i>I have learned new information for <u>postsecondary education</u> advising.</i>	Strongly agree	--	--	100.0%	--	--	50.0%	66.7%
	Agree	--	--	0.0%	--	--	50.0%	33.3%
	Disagree	--	--	0.0%	--	--	0.0%	0.0%
	Strongly disagree	--	--	0.0%	--	--	0.0%	0.0%
	Mean	--	--	4.00	--	--	3.50	3.67
		(n=0)	(n=0)	(n<10)	(n=0)	(n=0)	(n<10)	(n<10)
<i>I have learned new information for <u>career</u> advising.</i>	Strongly agree	--	--	100.0%	--	--	0.0%	33.3%
	Agree	--	--	0.0%	--	--	100.0%	66.7%
	Disagree	--	--	0.0%	--	--	0.0%	0.0%
	Strongly disagree	--	--	0.0%	--	--	0.0%	0.0%
	Mean	--	--	4.00	--	--	3.00	3.33
		(n=0)	(n=0)	(n<10)	(n=0)	(n=0)	(n<10)	(n<10)
<i>I feel better prepared to deliver individualized postsecondary education and career advising to <u>students</u>.</i>	Strongly agree	--	--	100.0%	--	--	0.0%	33.3%
	Agree	--	--	0.0%	--	--	100.0%	66.7%
	Disagree	--	--	0.0%	--	--	0.0%	0.0%
	Strongly disagree	--	--	0.0%	--	--	0.0%	0.0%
	Mean	--	--	4.00	--	--	3.00	3.33
		(n=0)	(n=0)	(n<10)	(n=0)	(n=0)	(n<10)	(n<10)
<i>I feel better prepared to deliver individualized postsecondary education and career advising to <u>parents</u>.</i>	Strongly agree	--	--	100.0%	--	--	0.0%	33.3%
	Agree	--	--	0.0%	--	--	100.0%	66.7%
	Disagree	--	--	0.0%	--	--	0.0%	0.0%
	Strongly disagree	--	--	0.0%	--	--	0.0%	0.0%
	Mean	--	--	4.00	--	--	3.00	3.33

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

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.42. Personnel Agreement regarding Texas OnCourse Academy Advisor Training, Year 3 (2020–21)–Year 5 (2022–23)

As a result of my participation in the Advisor Training ...	Response Option	Year 3	Year 4	Year 5
		(n<10)	(n<10)	(n<10)
<i>I have learned new information for <u>postsecondary</u> education advising.</i>	Strongly agree	44.4%	75.0%	66.7%
	Agree	55.6%	0.0%	33.3%
	Disagree	0.0%	0.0%	0.0%
	Strongly disagree	0.0%	25.0%	0.0%
	Mean	3.44	3.25	3.67
		(n<10)	(n<10)	(n<10)
<i>I have learned new information for <u>career</u> advising.</i>	Strongly agree	37.5%	75.0%	33.3%
	Agree	62.5%	0.0%	66.7%
	Disagree	0.0%	0.0%	0.0%
	Strongly disagree	0.0%	25.0%	0.0%
	Mean	3.38	3.25	3.33
		(n<10)	(n<10)	(n<10)
<i>I feel better prepared to deliver individualized postsecondary education and career advising to <u>students</u>.</i>	Strongly agree	44.4%	75.0%	33.3%
	Agree	55.6%	0.0%	66.7%
	Disagree	0.0%	0.0%	0.0%
	Strongly disagree	0.0%	25.0%	0.0%
	Mean	3.44	3.25	3.33
		(n<10)	(n<10)	(n<10)
<i>I feel better prepared to deliver individualized postsecondary education and career advising to <u>parents</u>.</i>	Strongly agree	44.4%	75.0%	33.3%
	Agree	55.6%	0.0%	66.7%
	Disagree	0.0%	0.0%	0.0%
	Strongly disagree	0.0%	25.0%	0.0%
	Mean	3.44	3.25	3.33

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

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. Personnel who worked with Grade 9–12 students responded to this item in Year 3, Year 4, and Year 5.

Table F.43. Staff with Whom Personnel Survey Respondents Participated in Vertical Teaming by District, Grade 9–12, Year 5 (2022–23)

Session Discussion Topic	District 1 (n=21)	District 2 (n=24)	District 3 (n=149)	District 4 (n=13)	District 5 (n=10)	District 6 (n=16)	Overall (n=233)
<i>High school teachers</i>	52.4%	75.0%	54.4%	69.2%	70.0%	62.5%	58.4%
<i>Middle school teachers</i>	38.1%	33.3%	20.8%	23.1%	20.0%	25.0%	24.0%
<i>District staff</i>	28.6%	45.8%	23.5%	30.8%	20.0%	43.8%	27.9%
<i>High school administrators</i>	19.0%	25.0%	21.5%	23.1%	40.0%	31.3%	23.2%
<i>Middle school administrators</i>	9.5%	4.2%	6.0%	0.0%	10.0%	12.5%	6.4%
<i>Staff from postsecondary institutions</i>	0.0%	0.0%	5.4%	15.4%	20.0%	0.0%	5.2%
<i>None of the above</i>	14.3%	0.0%	10.7%	15.4%	0.0%	6.3%	9.4%
<i>I have not participated in vertical teaming since summer 2021.</i>	28.6%	16.7%	28.9%	23.1%	20.0%	12.5%	25.8%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Administrators and teachers/instructional support personnel responded to this item in Year 5.

Table F.44. Staff with Whom Personnel Survey Respondents Participated in Vertical Teaming, Year 2 (2019–20)–Year 5 (2022–23)

Participated in Vertical Teaming	Year 2 (n=175)	Year 3 (n=133)	Year 4 (n=239)	Year 5 (n=233)
<i>High school teachers</i>	66.9%	65.4%	68.2%	58.4%*
<i>Middle school teachers</i>	50.9%	21.1%	23.8%	24.0%
<i>District staff</i>	37.7%	36.8%	24.3%	27.9%
<i>High school administrators</i>	29.7%	38.3%	33.9%	23.2%*
<i>Middle school administrators</i>	23.4%	6.0%	5.4%	6.4%
<i>Staff from postsecondary institutions</i>	10.9%	7.5%	4.6%	5.2%
<i>None of the above</i>	8.6%	6.8%	7.5%	9.4%
<i>I have not participated in vertical teaming since summer 2021.</i>	–	24.1%	18.0%	25.8%*

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Administrators and teachers/instructional support personnel who worked with Grade 7–12 responded to this item in Year 2; administrators and teachers/instructional support personnel who worked with Grade 9–12 responded to this item in Year 3, Year 4, and Year 5.

*High school teachers differed significantly from Year 4 to Year 5: $\chi^2(1)=4.9$, $p<.05$, High school administrators differed significantly from Year 4 to Year 5: $\chi^2(1)=6.6$, $p<.05$, and I have not participated in vertical teaming since summer 2021 differed significantly from Year 4 to Year 5: $\chi^2(1) = 4.2$, $p<.05$.

Table F.45. Personnel Agreement regarding Vertical Teaming by District, Grade 9–12, Year 5 (2022–23)

Item	Response Option	District 1 (n=12)	District 2 (n=12)	District 3 (n=86)	District 4 (n<10)	District 5 (n<10)	District 6 (n=10)	Overall (n=132)
<i>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.</i>	Strongly agree	0.0%	8.3%	14.0%	11.1%	33.3%	0.0%	11.4%
	Agree	75.0%	58.3%	70.9%	66.7%	66.7%	60.0%	68.9%
	Disagree	8.3%	33.3%	9.3%	22.2%	0.0%	20.0%	12.9%
	Strongly disagree	16.7%	0.0%	5.8%	0.0%	0.0%	20.0%	6.8%
	Mean	2.58	2.75	2.93	2.89	3.33	2.40	2.85

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

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.46. Personnel Agreement regarding Vertical Teaming,
Year 2 (2019–20)–Year 5 (2022–23)**

Item	Response Option	Year 2	Year 3	Year 4	Year 5
		(n=139)	(n=80)	(n=156)	(n=132)
<i>The vertical teaming that I have participated in so far this school year (2020–21) has helped to align curriculum and reduce the need for remediation at the postsecondary level for students at my school.</i>	Strongly agree	53.0%	22.7%	24.2%	11.4%
	Agree	36.3%	19.6%	44.2%	68.9%
	Disagree	26.9%	25.0%	48.1%	12.9%
	Strongly disagree	11.5%	19.2%	34.6%	6.8%
	Mean	3.11	2.90	2.83	2.85

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), and Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

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, Year 4, and Year 5.

**Table F.47. Personnel Agreement regarding Vertical Teaming by Position, Grade 9–12,
Year 5 (2022–23)**

Item	Response Option	Administrator	Teacher/ Instructional Support Personnel	Overall
		(n<10)	(n=109)	(n=112)
<i>The vertical teaming that I have participated in so far this school year (2020–21) has helped to align curriculum and reduce the need for remediation at the postsecondary level for students at my school.</i>	Strongly agree	0.0%	13.8%	13.4%
	Agree	100.0%	67.9%	68.8%
	Disagree	0.0%	13.8%	13.4%
	Strongly disagree	0.0%	4.6%	4.5%
	Mean	3.00	2.91	2.85

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023).

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: Statewide Initiatives Survey for Districts Analyses Technical Detail

Table G.1 Statewide Initiatives Survey Respondents' Education Service Center Region, Year 5 (2022–23)

Region	(n=358)
ESC 01 - Edinburg	3.6%
ESC 02 - Corpus Christi	3.4%
ESC 03 - Victoria	2.5%
ESC 04 - Houston	5.6%
ESC 05 - Beaumont	3.9%
ESC 06 - Huntsville	4.2%
ESC 07 - Kilgore	10.1%
ESC 08 - Mount Pleasant	3.1%
ESC 09 - Wichita Falls	3.1%
ESC 10 - Richardson	10.6%
ESC 11 - Fort Worth	8.1%
ESC 12 - Waco	3.1%
ESC 13 - Austin	5.6%
ESC 14 - Abilene	6.1%
ESC 15 - San Angelo	7.5%
ESC 16 - Amarillo	10.6%
ESC 17 - Lubbock	7.5%
ESC 19 - El Paso	1.1%
ESC 20 - San Antonio	0.3%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding. ESC – Education Service Center. There were no responses for ESC 18.

Table G.2. Statewide Initiatives Survey Respondents Who Accessed Financial Aid Completion Resources to Support Implementation of the New Financial Aid Requirements, Year 5 (2022–23)

Region	<i>n</i>	Yes	No	<i>I don't know</i>
ESC 01 - Edinburg	(<i>n</i> =13)	92.3%	0.0%	7.7%
ESC 02 - Corpus Christi	(<i>n</i> =12)	91.7%	0.0%	8.3%
ESC 03 - Victoria	(<i>n</i> <10)	100.0%	0.0%	0.0%
ESC 04 - Houston	(<i>n</i> =20)	90.0%	10.0%	0.0%
ESC 05 - Beaumont	(<i>n</i> =14)	78.6%	14.3%	7.1%
ESC 06 - Huntsville	(<i>n</i> =15)	100.0%	0.0%	0.0%
ESC 07 - Kilgore	(<i>n</i> =36)	100.0%	0.0%	0.0%
ESC 08 - Mount Pleasant	(<i>n</i> =11)	100.0%	0.0%	0.0%
ESC 09 - Wichita Falls	(<i>n</i> =11)	100.0%	0.0%	0.0%
ESC 10 - Richardson	(<i>n</i> =38)	97.3%	0.0%	2.7%
ESC 11 - Fort Worth	(<i>n</i> =29)	92.9%	3.6%	3.6%
ESC 12 - Waco	(<i>n</i> =11)	100.0%	0.0%	0.0%
ESC 13 - Austin	(<i>n</i> =20)	75.0%	20.0%	5.0%
ESC 14 - Abilene	(<i>n</i> =22)	81.8%	4.5%	13.6%
ESC 15 - San Angelo	(<i>n</i> =27)	92.6%	7.4%	0.0%
ESC 16 - Amarillo	(<i>n</i> =38)	100.0%	0.0%	0.0%
ESC 17 - Lubbock	(<i>n</i> =27)	92.6%	3.7%	3.7%
ESC 19 - El Paso	(<i>n</i> <10)	75.0%	0.0%	25.0%
ESC 20 - San Antonio	(<i>n</i> <10)	100.0%	0.0%	0.0%
Overall	(<i>n</i> =358)	93.3%	3.7%	3.1%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 5 (spring 2023).

Note. Response percentages may not total to 100% due to rounding. ESC – Education Service Center.

Table G.3. Statewide Initiatives Survey Respondents Who Have Used Resources for Completing Financial Aid Applications, Year 5 (2022–23)

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<10)	(n<10)	(n=10)	(n<10)	(n<10)	(n<10)	(n=0)
	% Have Used	45.5%	63.6%	90.9%	72.7%	63.6%	18.2%	--
ESC 02 - Corpus Christi		(n<10)	(n<10)	(n<10)	(n=10)	(n<10)	(n<10)	(n=0)
	% Have Used	36.4%	36.4%	72.7%	90.9%	63.6%	9.1%	--
ESC 03 - Victoria		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n=0)
	% Have Used	44.4%	66.7%	77.8%	88.9%	55.6%	44.4%	--
ESC 04 - Houston		(n<10)	(n<10)	(n=14)	(n=15)	(n=12)	(n<10)	(n=0)
	% Have Used	41.2%	52.9%	82.4%	88.2%	70.6%	41.2%	--
ESC 05 - Beaumont		(n<10)	(n<10)	(n=11)	(n=12)	(n<10)	(n<10)	(n=0)
	% Have Used	50.0%	66.7%	91.7%	100.0%	58.3%	41.7%	--
ESC 06 - Huntsville		(n<10)	(n<10)	(n=12)	(n=13)	(n=11)	(n<10)	(n=0)
	% Have Used	30.8%	30.8%	92.3%	100.0%	84.6%	53.8%	--
ESC 07 - Kilgore		(n=13)	(n<10)	(n=29)	(n=32)	(n=23)	(n<10)	(n=0)
	% Have Used	36.1%	25.0%	80.6%	88.9%	63.9%	22.2%	--
ESC 08 - Mount Pleasant		(n<10)	(n<10)	(n<10)	(n=11)	(n<10)	(n<10)	(n=0)
	% Have Used	18.2%	18.2%	81.8%	100.0%	54.5%	9.1%	--
ESC 09 - Wichita Falls		(n<10)	(n<10)	(n<10)	(n=10)	(n<10)	(n<10)	(n=0)
	% Have Used	70.0%	40.0%	90.0%	100.0%	80.0%	20.0%	--
ESC 10 - Richardson		(n<20)	(n=13)	(n=24)	(n=28)	(n=24)	(n<10)	(n=0)
	% Have Used	35.5%	38.2%	70.6%	82.4%	70.6%	23.5%	--
ESC 11 - Fort Worth		(n=12)	(n=10)	(n=24)	(n=22)	(n=18)	(n<10)	(n=0)
	% Have Used	44.4%	38.5%	92.3%	84.6%	66.7%	22.2%	--
ESC 12 - Waco		(n<10)	(n<10)	(n=16)	(n=10)	(n<10)	(n<10)	(n=0)
	% Have Used	50.0%	70.0%	87.5%	100.0%	70.0%	30.0%	--
ESC 13 - Austin		(n<10)	(n<10)	(n=10)	(n=12)	(n=10)	(n<10)	(n<10)
	% Have Used	43.8%	50.0%	100.0%	75.0%	62.5%	37.5%	6.3%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 5 (spring 2023).

Note. Table continues. ESC – Education Service Center. TEA – Texas Education Agency.

[^]Examples of other responses included: Going Merry (4), College or university (3), the LEARN center out of Lubbock (1), and Panhandle Plains Higher Education Foundation (1). This percentage was recomputed in Year 5 to align with other response options such that the denominator consisted of the number of responses to item.

Table G.3. Statewide Initiatives Survey Respondents Who Have Used Resources for Completing Financial Aid Applications, Year 5 (2022–23), Cont.

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 14 - Abilene		(n=11)	(n=13)	(n=12)	(n=17)	(n=14)	(n<10)	(n=0)
	% Have Used	55.0%	65.0%	60.0%	85.0%	70.0%	15.0%	--
ESC 15 - San Angelo		(n=13)	(n<10)	(n=16)	(n=20)	(n=16)	(n<10)	(n<10)
	% Have Used	56.5%	39.1%	69.6%	87.0%	69.6%	13.0%	4.3%
ESC 16 - Amarillo		(n=14)	(n=14)	(n=28)	(n=29)	(n=16)	(n=11)	(n<10)
	% Have Used	43.8%	43.8%	87.5%	90.6%	50.0%	34.4%	9.4%
ESC 17 - Lubbock		(n=13)	(n=14)	(n=22)	(n=26)	(n=18)	(n<10)	(n<10)
	% Have Used	50.0%	53.8%	84.6%	100.0%	69.2%	19.2%	3.8%
ESC 19 - El Paso		(n<10)	(n<10)	(n<10)	(n<10)	(n=0)	(n<10)	(n=0)
	% Have Used	50.0%	25.0%	100.0%	75.0%	0.0%	50.0%	--
ESC 20 - San Antonio		(n=0)	(n=0)	(n<10)	(n=0)	(n=0)	(n=0)	(n=0)
	% Have Used	--	--	100.0%	--	--	--	--
Overall		(n=141)	(n=142)	(n=264)	(n=286)	(n=209)	(n=84)	(n<10)
	% Have Used	43.7%	44.1%	82.0%	88.8%	64.7%	26.0%	1.9%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 5 (spring 2023).

Note. ESC – Education Service Center. TEA – Texas Education Agency.

[^]Examples of other responses included: Going Merry (4), College or university (3), the LEARN center out of Lubbock (1), and Panhandle Plains Higher Education Foundation (1). This percentage was recomputed in Year 5 to align with other response options such that the denominator consisted of the number of responses to item.

Table G.4. Challenges Faced by Statewide Initiatives Survey Respondents in Implementing the New Financial Aid Requirements, Year 5 (2022–23)

Region	n	<i>I did not learn about any resources related to financial aid application completion.</i>	<i>I was not able to provide resources or support to students and families.</i>	<i>The resources I accessed were not helpful in supporting financial aid application completion.</i>	<i>I experienced technological issues in accessing the resources.</i>	<i>I faced no challenges.</i>	<i>I was unaware of the new financial aid application completion requirements.</i>	<i>Other[^]</i>
ESC 01 - Edinburg	(n=12)	25.0%	0.0%	8.3%	25.0%	41.7%	0.0%	41.7%
ESC 02 - Corpus Christi	(n=12)	0.0%	16.7%	8.3%	8.3%	33.3%	0.0%	41.7%
ESC 03 - Victoria	(n<10)	22.2%	0.0%	22.2%	33.3%	22.2%	0.0%	33.3%
ESC 04 - Houston	(n=20)	15.0%	5.0%	20.0%	30.0%	25.0%	0.0%	20.0%
ESC 05 - Beaumont	(n=14)	14.3%	14.3%	7.1%	7.1%	50.0%	0.0%	28.6%
ESC 06 - Huntsville	(n=15)	6.7%	0.0%	6.7%	6.7%	60.0%	0.0%	53.3%
ESC 07 - Kilgore	(n=35)	11.4%	2.9%	28.6%	14.3%	40.0%	0.0%	31.4%
ESC 08 - Mount Pleasant	(n=11)	9.1%	0.0%	9.1%	18.2%	36.4%	0.0%	36.4%
ESC 09 - Wichita Falls	(n=11)	18.2%	0.0%	9.1%	9.1%	18.2%	0.0%	45.5%
ESC 10 - Richardson	(n=36)	11.1%	5.6%	8.3%	13.9%	44.4%	5.6%	44.4%
ESC 11 - Fort Worth	(n=28)	32.1%	7.1%	7.1%	10.7%	28.6%	0.0%	39.3%
ESC 12 - Waco	(n=11)	0.0%	0.0%	0.0%	27.3%	54.5%	0.0%	36.4%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 5 (spring 2023).

Note. Table continues. Response percentages will not add up to 100% because respondents were able to select multiple responses. ESC – Education Service Center.

[^]Examples of other responses included: Lack of parent participation (77), Lack of compliance by students (46), Difficulty getting financial information from parents (26), Students have had many technology issues with FAFSA (Free Application for Federal Student Aid) (8), and Issues tracking who completed the FAFSA (7).

Table G.4. Challenges Faced by Statewide Initiatives Survey Respondents in Implementing the New Financial Aid Requirements, Year 5 (2022–23), Cont.

Region	n	<i>I did not learn about any resources related to financial aid application completion.</i>	<i>I was not able to provide resources or support to students and families.</i>	<i>The resources I accessed were not helpful in supporting financial aid application completion.</i>	<i>I experienced technological issues in accessing the resources.</i>	<i>I faced no challenges.</i>	<i>I was unaware of the new financial aid application completion requirements.</i>	<i>Other^</i>
ESC 13 - Austin	(n=20)	30.0%	10.0%	10.0%	15.0%	40.0%	0.0%	50.0%
ESC 14 - Abilene	(n=22)	13.6%	4.5%	4.5%	13.6%	59.1%	4.5%	22.7%
ESC 15 - San Angelo	(n=26)	3.8%	0.0%	3.8%	11.5%	50.0%	0.0%	30.8%
ESC 16 - Amarillo	(n=36)	2.8%	2.8%	2.8%	11.1%	38.9%	0.0%	47.2%
ESC 17 - Lubbock	(n=27)	3.7%	3.7%	7.4%	18.5%	51.9%	0.0%	29.6%
ESC 19 - El Paso	(n<10)	0.0%	0.0%	0.0%	75.0%	25.0%	0.0%	0.0%
ESC 20 - San Antonio	(n<10)	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
Overall	(n=350)	12.3%	4.3%	9.7%	15.7%	41.7%	0.9%	36.9%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. ESC – Education Service Center.

^ Examples of other responses included: Lack of parent participation (77), Lack of compliance by students (46), Difficulty getting financial information from parents (26), Students have had many technology issues with FAFSA (Free Application for Federal Student Aid) (8), and Issues tracking who completed the FAFSA (7).

Table G.5. How Statewide Initiatives Survey Respondents Learned about Financial Aid Completion Resources, Year 5 (2022–23)

Region	n	Provided by someone at my ESC	Provided by someone at my school	Provided by someone within my school district	Provided by TEA	I found them on my own.	I have not learned about any financial aid application completion resources this year.	Other [^]
ESC 01 - Edinburg	(n=13)	76.9%	0.0%	38.5%	23.1%	46.2%	7.7%	23.1%
ESC 02 - Corpus Christi	(n=12)	33.3%	8.3%	16.7%	8.3%	75.0%	0.0%	33.3%
ESC 03 - Victoria	(n<10)	11.1%	22.2%	22.2%	11.1%	66.7%	0.0%	22.2%
ESC 04 - Houston	(n=18)	38.9%	16.7%	16.7%	22.2%	66.7%	0.0%	38.9%
ESC 05 - Beaumont	(n=12)	50.0%	0.0%	0.0%	16.7%	75.0%	0.0%	25.0%
ESC 06 - Huntsville	(n=15)	46.7%	0.0%	13.3%	13.3%	60.0%	0.0%	0.0%
ESC 07 - Kilgore	(n=36)	38.9%	11.1%	8.3%	19.4%	72.2%	2.8%	13.9%
ESC 08 - Mount Pleasant	(n=11)	27.3%	9.1%	0.0%	9.1%	54.5%	9.1%	27.3%
ESC 09 - Wichita Falls	(n=11)	27.3%	0.0%	18.2%	9.1%	54.5%	0.0%	27.3%
ESC 10 - Richardson	(n=37)	37.8%	18.9%	13.5%	51.4%	78.4%	0.0%	16.2%
ESC 11 - Fort Worth	(n=27)	33.3%	7.4%	14.8%	29.6%	59.3%	3.7%	18.5%
ESC 12 - Waco	(n=11)	54.5%	0.0%	18.2%	18.2%	54.5%	9.1%	18.2%
ESC 13 - Austin	(n=18)	50.0%	16.7%	55.6%	33.3%	55.6%	0.0%	22.2%
ESC 14 - Abilene	(n=21)	28.6%	28.6%	23.8%	23.8%	47.6%	9.5%	4.8%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 5 (spring 2023).

Note. Table continues. Response percentages will not add up to 100% because respondents were able to select multiple responses. ESC – Education TEA – Texas Education Agency.

[^]Examples of other responses included: College/university (25), Another organization (17), and Texas OnCourse (11).

Table G.5. How Statewide Initiatives Survey Respondents Learned about Financial Aid Completion Resources, Year 5 (2022–23), Cont.

Region	n	Provided by someone at my ESC	Provided by someone at my school	Provided by someone within my school district	Provided by TEA	I found them on my own.	I have not learned about any financial aid application completion resources this year.	Other^
ESC 15 - San Angelo	(n=21)	40.0%	4.0%	4.0%	16.0%	64.0%	0.0%	12.0%
ESC 16 - Amarillo	(n=25)	55.3%	10.5%	7.90%	15.8%	55.3%	0.0%	15.8%
ESC 17 - Lubbock	(n=38)	50.0%	0.0%	11.50%	26.9%	42.3%	3.8%	26.9%
ESC 19 - El Paso	(n<10)	50.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
ESC 20 - San Antonio	(n<10)	10.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%
Overall	(n=345)	42.3%	9.9%	15.4%	39.1%	60.9%	2.3%	18.6%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 5 (spring 2023).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. ESC – Education Service Center. TEA – Texas Education Agency.

^Examples of other responses included: Another college/university (25), Another organization (17), and Texas OnCourse (11).

Table G.6. Average Rank Score for Frequency in Use of Resources for Completing Financial Aid Applications, Year 5 (2022–23)

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	Score	(n=13) 4.20	(n<10) 4.14	(n<10) 5.30	(n=11) 5.25	(n<10) 3.29	(n=10) 1.50	(n=0) --
ESC 02 - Corpus Christi	Score	(n=12) 4.25	(n=15) 3.50	(n=16) 4.50	(n=16) 5.70	(n=15) 4.57	(n=16) 4.00	(n=0) --
ESC 03 - Victoria	Score	(n<10) 4.25	(n=24) 3.83	(n=20) 4.00	(n=24) 5.00	(n=24) 4.60	(n=24) 4.75	(n=0) --
ESC 04 - Houston	Score	(n=20) 4.14	(n<10) 4.44	(n<10) 4.86	(n<10) 4.73	(n<10) 3.83	(n<10) 4.00	(n=0) --
ESC 05 - Beaumont	Score	(n=14) 4.50	(n=13) 3.63	(n=12) 4.00	(n=13) 5.08	(n=13) 3.86	(n=14) 4.80	(n=0) --
ESC 06 - Huntsville	Score	(n=15) 3.50	(n=14) 3.00	(n=14) 4.42	(n=16) 5.31	(n=15) 4.64	(n=14) 4.00	(n<10) --
ESC 07 - Kilgore	Score	(n=36) 4.46	(n=13) 3.44	(n=14) 4.86	(n=13) 4.91	(n=13) 4.83	(n=13) 4.22	(n=0) --
ESC 08 - Mount Pleasant	Score	(n=11) 4.50	(n=23) 5.50	(n=22) 5.00	(n=25) 5.27	(n=24) 5.00	(n=25) 3.00	(n=0) --
ESC 09 - Wichita Falls	Score	(n=11) 4.00	(n<10) 4.50	(n<10) 4.11	(n<10) 4.50	(n<10) 4.50	(n<10) 5.50	(n=0) --
ESC 10 - Richardson	Score	(n=38) 3.91	(n=11) 3.46	(n=10) 4.75	(n=11) 4.89	(n=10) 4.43	(n=10) 4.71	(n=0) --
ESC 11 - Fort Worth	Score	(n=29) 4.09	(n<10) 4.50	(n<10) 4.79	(n<10) 4.82	(n<10) 4.28	(n<10) 4.50	(n=0) --
ESC 12 - Waco	Score	(n=11) 3.60	(n=19) 3.86	(n=16) 5.20	(n=20) 4.50	(n=20) 4.00	(n=19) 2.67	(n=0) --
ESC 13 - Austin	Score	(n=20) 4.29	(n<10) 4.25	(n<10) 4.36	(n<10) 5.08	(n<10) 4.70	(n<10) 4.60	(n=0) 6.00
ESC 14 - Abilene	Score	(n=22) 3.91	(n<10) 4.00	(n<10) 4.25	(n<10) 4.89	(n<10) 4.79	(n<10) 5.50	(n=0) --
ESC 15 - San Angelo	Score	(n=27) 4.23	(n<10) 4.44	(n<10) 4.88	(n<10) 4.85	(n<10) 4.31	(n<10) 3.33	(n=0) 5.00
ESC 16 - Amarillo	Score	(n=38) 3.92	(n=17) 3.93	(n=15) 5.07	(n=17) 4.79	(n=18) 3.93	(n=17) 3.92	(n=0) 4.67
ESC 17 - Lubbock	Score	(n=27) 4.00	(n=17) 4.29	(n=15) 4.45	(n=17) 4.77	(n=18) 4.28	(n=17) 4.40	(n=0) 5.00
ESC 19 - El Paso	Score	(n<10) 2.50	(n=17) 3.00	(n<20) 5.25	(n=17) 5.33	(n=18) --	(n=17) 5.00	(n=0) --
ESC 20 - San Antonio	Score	(n=0) --	(n=0) --	(n=15) 6.00	(n=0) --	(n=0) --	(n=0) --	(n=0) --
Overall	Score	(n=358) 4.07	(n=183) 4.00	(n=169) 4.71	(n=191) 4.92	(n=186) 4.37	(n=188) 4.20	(n<10) 5.00

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 5 (spring 2023).

Note. Respondents were asked to rank the resources they have used 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. ESC – Education Service Center. TEA – Texas Education Agency.

[^]Examples of other responses included: Going Merry (4), College or university (3), the LEARN center out of Lubbock (1), and Panhandle Plains Higher Education Foundation (1).

Table G.7. Statewide Initiatives Survey Respondents Who Have Used the Student, Family, Counselor, and/or Community Partner Toolkits in the Last 12 Months, Year 5 (2022–23)

Region	<i>n</i>	Percent
ESC 01 - Edinburg	(<i>n</i> <10)	61.5%
ESC 02 - Corpus Christi	(<i>n</i> <10)	33.3%
ESC 03 - Victoria	(<i>n</i> <10)	66.7%
ESC 04 - Houston	(<i>n</i> <10)	44.4%
ESC 05 - Beaumont	(<i>n</i> <10)	58.3%
ESC 06 - Huntsville	(<i>n</i> <10)	46.7%
ESC 07 - Kilgore	(<i>n</i> =16)	44.4%
ESC 08 - Mount Pleasant	(<i>n</i> <10)	36.4%
ESC 09 - Wichita Falls	(<i>n</i> <10)	54.5%
ESC 10 - Richardson	(<i>n</i> =16)	44.4%
ESC 11 - Fort Worth	(<i>n</i> =14)	51.9%
ESC 12 - Waco	(<i>n</i> <10)	54.5%
ESC 13 - Austin	(<i>n</i> <10)	27.8%
ESC 14 - Abilene	(<i>n</i> =10)	47.6%
ESC 15 - San Angelo	(<i>n</i> =13)	52.0%
ESC 16 - Amarillo	(<i>n</i> =20)	52.6%
ESC 17 - Lubbock	(<i>n</i> =15)	57.7%
ESC 19 - El Paso	(<i>n</i> <10)	75.0%
ESC 20 - San Antonio	(<i>n</i> <10)	0.0%
Overall	(<i>n</i> =168)	48.8%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 5 (spring 2023).

Note. ESC – Education Service Center.

Table G.8. Statewide Initiatives Survey Respondents' Agreement on whether Toolkits Had Sufficient Resources and Information to Support the Financial Aid Completion Recommendations, Year 5 (2022–23)

Region	<i>n</i>	Strongly agree	Agree	Disagree	Strongly disagree	Mean
ESC 01 - Edinburg	(<i>n</i> =13)	28.6%	71.4%	0.0%	0.0%	3.29
ESC 02 - Corpus Christi	(<i>n</i> =12)	0.0%	100.0%	0.0%	0.0%	3.00
ESC 03 - Victoria	(<i>n</i> <10)	14.3%	85.7%	0.0%	0.0%	3.14
ESC 04 - Houston	(<i>n</i> =20)	14.3%	85.7%	0.0%	0.0%	3.14
ESC 05 - Beaumont	(<i>n</i> =14)	0.0%	100.0%	0.0%	0.0%	3.00
ESC 06 - Huntsville	(<i>n</i> =15)	28.6%	57.1%	14.3%	0.0%	3.14
ESC 07 - Kilgore	(<i>n</i> =36)	6.7%	80.0%	6.7%	6.7%	2.87
ESC 08 - Mount Pleasant	(<i>n</i> =11)	0.0%	50.0%	50.0%	0.0%	2.50
ESC 09 - Wichita Falls	(<i>n</i> =11)	16.7%	66.7%	16.7%	0.0%	3.00
ESC 10 - Richardson	(<i>n</i> =38)	16.7%	72.2%	0.0%	11.1%	2.94
ESC 11 - Fort Worth	(<i>n</i> =29)	15.4%	69.2%	7.7%	7.7%	2.92
ESC 12 - Waco	(<i>n</i> =11)	0.0%	83.3%	16.7%	0.0%	2.83
ESC 13 - Austin	(<i>n</i> =20)	25.0%	75.0%	0.0%	0.0%	3.25
ESC 14 - Abilene	(<i>n</i> =22)	11.1%	77.8%	0.0%	11.1%	2.89
ESC 15 - San Angelo	(<i>n</i> =27)	16.7%	75.0%	0.0%	8.3%	3.00
ESC 16 - Amarillo	(<i>n</i> =38)	26.3%	73.7%	0.0%	0.0%	3.26
ESC 17 - Lubbock	(<i>n</i> =27)	20.0%	80.0%	0.0%	0.0%	3.20
ESC 19 - El Paso	(<i>n</i> <10)	0.0%	66.7%	0.0%	33.3%	2.33
ESC 20 - San Antonio	(<i>n</i> =0)	--	--	--	--	--
Overall	(<i>n</i> =166)	15.7%	75.9%	4.2%	4.2%	3.03

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 5 (spring 2023).

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. ESC – Education Service Center.

Table G.9. Statewide Initiatives Survey Respondents’ Agreement about the Student, Family, Counselor, and/or Community Partner Toolkits, Year 5 (2022–23)

Region	Response Option	<i>I found the materials useful.</i>	<i>The materials were/will be useful for high school counselors/ advisors.</i>	<i>The materials were/will be useful for students.</i>	<i>The materials were/will be useful for parents.</i>	<i>The materials were relevant to the needs of my school/ district.</i>	<i>The materials were/will be useful for community partners.</i>	<i>The resources provided increased my familiarity with the financial aid application process.</i>	<i>The resources provided increased my capacity to support students in the application process.</i>
		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
ESC 01 - Edinburg	Strongly agree	57.1%	57.1%	57.1%	57.1%	57.1%	50.0%	57.1%	57.1%
	Agree	42.9%	42.9%	28.6%	28.6%	42.9%	50.0%	14.3%	28.6%
	Disagree	0.0%	0.0%	14.3%	14.3%	0.0%	0.0%	28.6%	14.3%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.57	3.57	3.43	3.43	3.57	3.50	3.29	3.43
		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
ESC 02 - Corpus Christi	Strongly agree	25.0%	50.0%	25.0%	25.0%	25.0%	0.0%	25.0%	0.0%
	Agree	75.0%	50.0%	75.0%	75.0%	75.0%	100.0%	75.0%	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	3.25	3.50	3.25	3.25	3.25	0.75	3.25	3.00
		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
ESC 03 - Victoria	Strongly agree	14.3%	14.3%	14.3%	14.3%	0.0%	0.0%	14.3%	16.7%
	Agree	85.7%	85.7%	85.7%	85.7%	100.0%	100.0%	85.7%	66.7%
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	16.7%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.14	3.14	3.14	3.14	3.00	3.00	3.14	3.00
		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
ESC 04 - Houston	Strongly agree	14.3%	28.6%	14.3%	14.3%	14.3%	16.7%	14.3%	14.3%
	Agree	85.7%	71.4%	85.7%	85.7%	71.4%	50.0%	57.1%	57.1%
	Disagree	0.0%	0.0%	0.0%	0.0%	14.3%	33.3%	28.6%	28.6%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.14	3.29	3.14	3.14	3.00	2.43	2.86	2.86

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 5 (spring 2023).

Note. Table continues. 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 5 was <10, <10, <10, <10, <10, 32, <10, and <10, respectively. ESC – Education Service Center.

Table G.9. Statewide Initiatives Survey Respondents’ Agreement about the Student, Family, Counselor, and/or Community Partner Toolkits, Year 5 (2022–23), Cont.

Region	Response Option	<i>I found the materials useful.</i>	<i>The materials were/will be useful for high school counselors/ advisors.</i>	<i>The materials were/will be useful for students.</i>	<i>The materials were/will be useful for parents.</i>	<i>The materials were relevant to the needs of my school/ district.</i>	<i>The materials were/will be useful for community partners.</i>	<i>The resources provided increased my familiarity with the financial aid application process.</i>	<i>The resources provided increased my capacity to support students in the application process.</i>
		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
ESC 05 - Beaumont	Strongly agree	16.7%	16.7%	16.7%	0.0%	16.7%	0.0%	16.7%	0.0%
	Agree	83.3%	83.3%	83.3%	100.0%	83.3%	80.0%	66.7%	83.3%
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	16.7%	16.7%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.17	3.17	3.17	2.50	3.17	2.33	3.00	2.83
		(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%	28.6%	28.6%	14.3%	33.3%	28.6%	16.7%
	Agree	85.7%	85.7%	71.4%	71.4%	71.4%	66.7%	57.1%	66.7%
	Disagree	0.0%	0.0%	0.0%	0.0%	14.3%	0.0%	14.3%	16.7%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.14	3.14	3.29	3.29	3.00	1.43	3.14	2.57
		(n=15)	(n=15)	(n=14)	(n=15)	(n=15)	(n=15)	(n=15)	(n=15)
ESC 07 - Kilgore	Strongly agree	20.0%	20.0%	21.4%	14.3%	13.3%	12.5%	6.7%	6.7%
	Agree	66.7%	73.3%	71.4%	78.6%	66.7%	50.0%	73.3%	60.0%
	Disagree	6.7%	0.0%	0.0%	0.0%	13.3%	25.0%	6.7%	20.0%
	Strongly disagree	6.7%	6.7%	7.1%	7.1%	6.7%	12.5%	13.3%	13.3%
	Mean	2.81	2.88	2.69	2.63	2.69	2.63	2.56	2.44
		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
ESC 08 - Mount Pleasant	Strongly agree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%
	Agree	100.0%	100.0%	100.0%	75.0%	66.7%	33.3%	50.0%	75.0%
	Disagree	0.0%	0.0%	0.0%	25.0%	33.3%	66.7%	25.0%	25.0%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	2.25	2.25	2.25	2.75	2.00	1.75	3.00	2.75

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 5 (spring 2023).

Note. Table continues. 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 5 was <10, <10, <10, <10, <10, 32, <10, and <10, respectively. ESC – Education Service Center.

Table G.9. Statewide Initiatives Survey Respondents’ Agreement about the Student, Family, Counselor, and/or Community Partner Toolkits, Year 5 (2022–23), Cont.

Region	Response Option	<i>I found the materials useful.</i>	<i>The materials were/will be useful for high school counselors/ advisors.</i>	<i>The materials were/will be useful for students.</i>	<i>The materials were/will be useful for parents.</i>	<i>The materials were relevant to the needs of my school/ district.</i>	<i>The materials were/will be useful for community partners.</i>	<i>The resources provided increased my familiarity with the financial aid application process.</i>	<i>The resources provided increased my capacity to support students in the application process.</i>
		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
ESC 09 - Wichita Falls	Strongly agree	50.0%	50.0%	50.0%	33.3%	33.3%	33.3%	33.3%	50.0%
	Agree	33.3%	50.0%	50.0%	66.7%	66.7%	66.7%	50.0%	33.3%
	Disagree	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	16.7%	16.7%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.33	3.50	3.50	3.33	3.33	2.00	3.17	3.33
		(n=18)	(n=18)	(n=18)	(n=17)	(n=18)	(n=18)	(n=18)	(n=18)
ESC 10 - Richardson	Strongly agree	33.3%	38.9%	22.2%	23.5%	27.8%	28.6%	33.3%	27.8%
	Agree	61.1%	55.6%	61.1%	64.7%	61.1%	42.9%	61.1%	61.1%
	Disagree	0.0%	0.0%	11.1%	5.9%	5.6%	14.3%	0.0%	0.0%
	Strongly disagree	5.6%	5.6%	5.6%	5.9%	5.6%	14.3%	5.6%	11.1%
	Mean	3.22	3.28	3.00	2.89	3.11	2.22	3.22	3.06
		(n=13)	(n=13)	(n=13)	(n=13)	(n=13)	(n=13)	(n=13)	(n=13)
ESC 11 - Fort Worth	Strongly agree	53.8%	53.8%	53.8%	53.8%	53.8%	58.3%	53.8%	61.5%
	Agree	46.2%	46.2%	46.2%	46.2%	46.2%	33.3%	38.5%	38.5%
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	8.3%	7.7%	0.0%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.29	3.29	3.29	3.29	3.29	3.00	3.21	3.36
		(n=10)	(n=10)	(n=10)	(n=10)	(n=10)	(n=10)	(n=10)	(n=10)
ESC 12 - Waco	Strongly agree	33.3%	33.3%	16.7%	16.7%	16.7%	20.0%	16.7%	16.7%
	Agree	33.3%	66.7%	66.7%	50.0%	83.3%	40.0%	66.7%	50.0%
	Disagree	33.3%	0.0%	16.7%	33.3%	0.0%	40.0%	16.7%	33.3%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.00	3.33	3.00	2.83	3.17	2.33	3.00	2.83

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 5 (spring 2023).

Note. Table continues. 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 5 was <10, <10, <10, <10, <10, 32, <10, and <10, respectively. ESC – Education Service Center.

Table G.9. Statewide Initiatives Survey Respondents’ Agreement about the Student, Family, Counselor, and/or Community Partner Toolkits, Year 5 (2022–23), Cont.

Region	Response Option	<i>I found the materials useful.</i>	<i>The materials were/will be useful for high school counselors/ advisors.</i>	<i>The materials were/will be useful for students.</i>	<i>The materials were/will be useful for parents.</i>	<i>The materials were relevant to the needs of my school/ district.</i>	<i>The materials were/will be useful for community partners.</i>	<i>The resources provided increased my familiarity with the financial aid application process.</i>	<i>The resources provided increased my capacity to support students in the application process.</i>
		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
ESC 13 - Austin	Strongly agree	25.0%	37.5%	25.0%	37.5%	37.5%	14.3%	37.5%	25.0%
	Agree	75.0%	62.5%	75.0%	62.5%	50.0%	85.7%	62.5%	75.0%
	Disagree	0.0%	0.0%	0.0%	0.0%	12.5%	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	3.25	3.38	3.25	3.38	3.25	2.75	3.38	3.25
		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
ESC 14 - Abilene	Strongly agree	33.3%	44.4%	22.2%	33.3%	44.4%	11.1%	37.5%	37.5%
	Agree	66.7%	55.6%	77.8%	55.6%	55.6%	77.8%	62.5%	62.5%
	Disagree	0.0%	0.0%	0.0%	11.1%	0.0%	11.1%	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	3.44	3.22	3.22	3.44	3.00	3.00	3.00
		(n=12)	(n=12)	(n=12)	(n=12)	(n=12)	(n=12)	(n=12)	(n=12)
ESC 15 - San Angelo	Strongly agree	25.0%	25.0%	25.0%	25.0%	25.0%	37.5%	27.3%	27.3%
	Agree	66.7%	66.7%	66.7%	66.7%	66.7%	50.0%	54.5%	54.5%
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	12.5%	9.1%	9.1%
	Strongly disagree	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%	9.1%	9.1%
	Mean	2.85	2.85	2.85	2.85	2.85	2.00	2.54	2.54
		(n=19)	(n=19)	(n=18)	(n=17)	(n=19)	(n=19)	(n=17)	(n=18)
ESC 16 - Amarillo	Strongly agree	42.1%	47.4%	50.0%	41.2%	47.4%	46.2%	47.1%	50.0%
	Agree	57.9%	52.6%	50.0%	52.9%	47.4%	46.2%	41.2%	44.4%
	Disagree	0.0%	0.0%	0.0%	5.9%	5.3%	7.7%	11.8%	5.6%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.42	3.47	3.32	3.00	3.42	2.44	3.00	3.26

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 5 (spring 2023).

Note. Table continues. 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 5 was <10, <10, <10, <10, <10, 32, <10, and <10, respectively. ESC – Education Service Center. .

Table G.9. Statewide Initiatives Survey Respondents’ Agreement about the Student, Family, Counselor, and/or Community Partner Toolkits, Year 5 (2022–23), Cont.

Region	Response Option	<i>I found the materials useful.</i>	<i>The materials were/will be useful for high school counselors/ advisors.</i>	<i>The materials were/will be useful for students.</i>	<i>The materials were/will be useful for parents.</i>	<i>The materials were relevant to the needs of my school/ district.</i>	<i>The materials were/will be useful for community partners.</i>	<i>The resources provided increased my familiarity with the financial aid application process.</i>	<i>The resources provided increased my capacity to support students in the application process.</i>
		(n=15)	(n=15)	(n=15)	(n=15)	(n=15)	(n=15)	(n=15)	(n=15)
ESC 17 - Lubbock	Strongly agree	46.7%	47.4%	33.3%	33.3%	46.7%	30.8%	33.3%	26.7%
	Agree	53.3%	52.6%	66.7%	66.7%	53.3%	69.2%	60.0%	66.7%
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.7%	6.7%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.47	3.7	3.33	3.33	3.47	2.87	3.27	3.20
		(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%	33.3%	66.7%	66.7%	33.3%	66.7%	66.7%
	Disagree	0.0%	0.0%	33.3%	0.0%	0.0%	33.3%	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	3.00	3.33	3.33	3.00	3.33	3.33
		(n=165)	(n=165)	(n=163)	(n=161)	(n=165)	(n=134)	(n=162)	(n=161)
Overall	Strongly agree	32.7%	36.4%	30.7%	29.2%	31.5%	26.9%	31.5%	29.2%
	Agree	63.0%	61.8%	64.4%	64.6%	61.8%	56.7%	56.8%	57.8%
	Disagree	2.4%	0.0%	3.1%	4.3%	4.8%	13.4%	9.3%	9.9%
	Strongly disagree	1.8%	1.8%	1.8%	1.9%	1.8%	3.0%	2.5%	3.1%
	Mean	3.27	3.33	3.24	3.21	3.23	3.07	3.17	3.13

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 5 (spring 2023).

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. The number of overall respondents who selected I don’t know/Not applicable in Year 5 was <10, <10, <10, <10, <10, 32, <10, and <10, respectively. ESC – Education Service Center. Respondents from ESC 20 did not provide an answer this question.

Table G.10. Statewide Initiatives Survey Respondents' Satisfaction with the Financial Aid Completion Resources Used This School Year, Year 5 (2022–23)

Region	<i>n</i>	Strongly satisfied	Satisfied	Dissatisfied	Strongly dissatisfied	Mean
ESC 01 - Edinburg	(<i>n</i> =13)	20.0%	80.0%	0.0%	0.0%	2.91
ESC 02 - Corpus Christi	(<i>n</i> =12)	0.0%	100.0%	0.0%	0.0%	3.00
ESC 03 - Victoria	(<i>n</i> <10)	0.0%	88.9%	11.1%	0.0%	2.89
ESC 04 - Houston	(<i>n</i> =20)	15.4%	46.2%	38.5%	0.0%	2.25
ESC 05 - Beaumont	(<i>n</i> =14)	22.2%	66.7%	11.1%	0.0%	3.11
ESC 06 - Huntsville	(<i>n</i> =15)	13.3%	80.0%	6.7%	0.0%	3.07
ESC 07 - Kilgore	(<i>n</i> =36)	25.8%	61.3%	9.7%	3.2%	2.74
ESC 08 - Mount Pleasant	(<i>n</i> =11)	12.5%	75.0%	12.5%	0.0%	2.18
ESC 09 - Wichita Falls	(<i>n</i> =11)	0.0%	90.0%	10.0%	0.0%	2.90
ESC 10 - Richardson	(<i>n</i> =38)	6.3%	78.1%	12.5%	3.1%	2.63
ESC 11 - Fort Worth	(<i>n</i> =29)	26.1%	69.6%	0.0%	4.3%	2.81
ESC 12 - Waco	(<i>n</i> =11)	0.0%	90.9%	9.1%	0.0%	2.91
ESC 13 - Austin	(<i>n</i> =20)	17.6%	76.5%	5.9%	0.0%	3.12
ESC 14 - Abilene	(<i>n</i> =22)	18.8%	81.3%	0.0%	0.0%	3.00
ESC 15 - San Angelo	(<i>n</i> =27)	26.1%	60.9%	8.7%	4.3%	2.84
ESC 16 - Amarillo	(<i>n</i> =38)	21.6%	64.9%	13.5%	0.0%	3.08
ESC 17 - Lubbock	(<i>n</i> =27)	27.3%	68.2%	4.5%	0.0%	2.84
ESC 19 - El Paso	(<i>n</i> <10)	33.3%	66.7%	0.0%	0.0%	3.33
ESC 20 - San Antonio	(<i>n</i> <10)	100.0%	0.0%	0.0%	0.0%	4.00
Overall	(<i>n</i> =358)	17.6%	72.1%	9.0%	1.3%	2.84

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 5 (spring 2023).

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 Dissatisfied*, 2–*Dissatisfied*, 3–*Satisfied*, 4–*Strongly Satisfied*. The number of overall respondents who selected I don't know/Not applicable in Year 5 was 0. ESC – Education Service Center.