

Texas GEAR UP: Beyond Grad

Annual Implementation Report

Evaluation of Year 7

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Acronyms and Abbreviations

AP	Advanced Placement
AVID	Advancement Via Individual Determination
CCMR	College, Career, and Military Readiness
COVID-19	Coronavirus Disease 2019
CCREC	College and Career Readiness Evaluation Consortium
CTE	Career and Technical Education
EAF	Effective Advising Framework
ED	U.S. Department of Education
EFC	Expected Family Contribution
ELA	English Language Arts
ESC	Education Service Center
ESSER	Elementary and Secondary School Emergency Relief
FAFSA	Free Application for Federal Student Aid
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
GED	General Education Development
GPA	Grade Point Average
IB	International Baccalaureate
ISD	Independent School District
NHI	National Hispanic Institute
P-TECH	Pathways in Technology Early College High Schools
PD	Professional Development
PLC	Professional Learning Community
PSAT	Preliminary SAT
PSE	Postsecondary Education
STAAR	State of Texas Assessments of Academic Readiness
STEM	Science, Technology, Engineering, and Mathematics
TASFA	Texas Application for State Financial Aid
TASFAA	Texas Association of Student Financial Aid Administrators
TEA	Texas Education Agency
TEC	Texas Education Code
TNTP	Formerly referred to as The New Teacher Project
TSI	Texas Success Initiative
TxCAN	Texas College Access Network
TXOC	Texas OnCourse
TXOC Academy	Texas OnCourse Academy Counselor and Advisor Program
uAspire	University Aspire

Executive Summary

In its seventh and final year, the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad (referred to as “GEAR UP” in this report) made significant strides in promoting college and career readiness among students from low-income schools in Texas during the 2024–25 school year. Funded by a \$24.5 million grant from the U.S. Department of Education awarded to the Texas Education Agency in 2017, GEAR UP aims to narrow the state's college achievement gap. It offers services to around 10,000 students across twelve campuses within six rural Texas independent school districts located in West Texas, Southeast Texas, and the Coastal Bend region.

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**) 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). Core GEAR UP strategies intended to close the college achievement gap include: 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 (a full description of GEAR UP strategies, goals, and objectives is listed in Appendix A).

The Texas Education Agency (TEA) is working with six participating districts to provide a range of programs and services aligned with these core strategies 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 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. In Year 7, TEA partnered with College Possible to provide access to advising specialists for

Grant Goals and Objectives

By implementing 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.

class of 2024 students who graduated from high school last year. Advising specialists helped class of 2024 students navigate their postsecondary options, including college and career processes and decisions. TEA also continued to partner with TNTP (formerly referred to as The New Teacher Project) to provide targeted PD related to various components of the grant.¹ Finally, TEA partnered with Texas OnCourse (TXOC) to develop curricula, including the TXOC Academy Counselor and Advisor Program (TXOC Academy).

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 such as MapMyGrad).² Resources have been developed in partnership with the Texas Higher Education Coordinating Board.

Evaluation of Texas GEAR UP: Beyond Grad

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). This report presents findings from the implementation study during the seventh year—school year 2024–25. Findings were derived from data collected via online stakeholder surveys and virtual interviews and focus groups (see Appendix B for full methodological details). The report highlights GEAR UP implementation, promising practices, and sustainability planning initiatives occurring during Year 7 (see Appendix B for the list of evaluation questions used to guide the implementation study).

Key Findings

In its final year, participating districts continued to show progress with secondary initiatives focused on professional development, college and career readiness and awareness, and financial aid, and postsecondary initiatives focused on student success.

Professional Development

The majority of core content teachers participated in PD sessions focused on academic rigor (85%), particularly in English Language Arts (ELA), with substantial growth attributed to TNTP support. Dual credit or Advanced Placement (AP) courses were offered at all districts, with enrollment increasing due to early exposure and support from advisors and educators. Students appreciated dual credit courses in high school and were satisfied with personalized and targeted tutoring in mathematics and science.

¹ 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.

² For more information about MapMyGrad, please visit the Texas OnCourse [website](#).

College and Career Readiness and Awareness

Preparation for college entrance exams, such as the SAT, ACT, and the Texas Success Initiative (TSI) Assessment, included bootcamps, practice tests, and financial support for test fees. College and career activities, including individual advising, college visits, college fairs, and work-based learning, provided essential postsecondary information to high school students. Parents also engaged in special events and advising sessions, though communication delays and limited information were noted.

Financial Aid

Financial aid initiatives continued to help students and families complete FAFSA or Texas Application for State Financial Aid (TASFA) applications through workshops and outreach. Despite challenges with FAFSA availability impacting submission timelines nationwide for the second year in a row, most parents and students found financial aid resources to be useful. High school students showed positive postsecondary aspirations, with many planning to continue their education after high school, despite expressing some uncertainty about post-high school plans and financial concerns.

Postsecondary Success

The Year 7 evaluation of GEAR UP also highlighted the postsecondary experiences of the class of 2024 in their first year of college. Most surveyed students were enrolled in college full-time (65%), had chosen majors (85%), and planned to re-enroll next year (80%). GEAR UP supports provided during high school, such as college fairs, advisors, and college visits, were reportedly instrumental for class of 2024 students in preparing them for their plans after high school. Balancing academics and work remained challenging for class of 2024 students; however, advising specialists played a crucial role in addressing these challenges, providing career planning, study skills, emotional support, and financial aid guidance. Barriers to postsecondary support included outdated contact information and students' limited awareness of the availability of advising services.

As the grant comes to its conclusion, participating districts also reflected on sustainability of grant initiatives and activities and promising practices.

Sustainability Reflections

As participating districts reflected on the sustainability of grant initiatives and activities, districts highlighted key barriers, including financial constraints, staff shortages, and leadership turnover. Early grant initiatives such as algebra camps and middle school advising showed success in preparing students for high school. TNTP's support was seen as essential but uncertain for future sustainability as districts were not sure they would be able to continue receiving the same level of TNTP support. In-person college tours also faced funding challenges as visits are generally costly and virtual visits were perceived to be less effective. School personnel valued college advising and college visits as key priorities for sustainability but also noted they are the most challenging to sustain without GEAR UP support.

Differences between Year 6 and Year 7 data for the class of 2024 and class of 2025 revealed insights into grant priorities and sustainability. Both cohorts found their courses moderately challenging, with similar tutoring participation. Class of 2024 students had higher engagement in

test preparation and advising activities, and more had completed at least one college application than the class of 2025. Postsecondary plans and aspirations were aligned for both cohorts. However, in terms of college and career advising, more class of 2024 students had met with counselors, participated in college and career fairs and visits, completed college applications, and college entrance exams, compared to the class of 2025. Even so, FAFSA/TASFA completion rates were similar.

Promising Practices Reflections

Reflecting on the entirety of the grant, GEAR UP stakeholders shared valuable promising practices such as securing early buy-in, effective communication, and data-driven decisions. Essential GEAR UP initiatives included college visits, financial aid guidance, and personalized advising support. TEA staff and coordinators noted the transformative impact of GEAR UP, fostering a college-going culture and providing crucial support, especially in smaller and rural districts. Overall, district staff expressed satisfaction with grant progress noting how the grant empowered and improved opportunities for students.

Promising Practices During Year 7

Promising practices cited throughout this report in call-out boxes reflect various innovative strategies reported as successful by grant stakeholders who participated in interviews and focus groups. In Year 7, the evaluation team noted several promising practices by districts that align with different GEAR UP strategies:

- **Tailor PD to each school and assign one TNTP staff person to each district.** GEAR UP schools appreciated a more tailored approach to PD that addresses districts' unique needs rather than imposing a one-size-fits all solution on supporting schools. Having one TNTP staff assigned to a school reportedly helped to garner buy-in and build relationships and trust over the course of the grant.
- **Strengthen partnerships with colleges to enhance dual credit options.** A school administrator with District 1 described how over time they built a stronger relationship with an advisor at a local college that is known for its workforce training programs. Over time, they have enhanced their communication and frequently text with the advisor to discuss programs such as welding and ways to expand these programs to other schools and districts.
- **Help students transition to college through networking opportunities with current college students.** Participating staff from two districts (Districts 3 and 6) expressed the value of opportunities in which high school students were able to network and communicate directly with current college students, either during college visits or by participating in summer programs located on college campuses. District 6 used grant funds for high school students to experience summer programs on college campuses, which helped students transition into college life more smoothly.
- **Use a near-peer mentor model for students.** To help build trust, District 4 partnered with Advancement Via Individual Determination (AVID) tutors who were high school alumni. The alumni visited high schools to provide mentoring to current students, particularly in science, technology, engineering, and mathematics (STEM) related subjects. Advising specialists from College Possible also noted the importance of being closer in age to the college

students they were providing postsecondary support to as it helped them connect and build rapport more easily.

Recommendations

The evaluation team has identified the following recommendations for TEA to consider in future grant implementation and similar programming outside of GEAR UP. Recommendations are grouped into three categories.

ACADEMIC RIGOR AND INSTRUCTIONAL QUALITY

- **Initiate early and consistent dialogue among staff to define and maintain a common vision for academic rigor.** Academic rigor was a key focus of GEAR UP from the beginning of the grant; however, districts reported the greatest success when they continuously refined their vision for academic rigor each year through ongoing conversations and by participating in PD aimed at increasing rigor. This was especially important during this grant cycle as districts experienced ongoing challenges related to the teacher shortages, district leadership turnover, and the Coronavirus Disease 2019 (COVID-19) pandemic. Districts found success enhancing rigor by implementing high-quality instructional materials with fidelity to ensure effective teaching and to promote students' academic success. Establishing these practices early in the grant period and maintaining them throughout its duration can help enhance outcomes and sustain progress. Even though personnel believed teachers were teaching at higher levels, students continued to struggle to meet expectations, suggesting a need for additional support and vertical alignment.
- **Prioritize providing adequate support for students taking advanced courses and earning dual credits.** Ensuring that dual credit courses are offered in person rather than virtually can mitigate challenges and improve students' academic success by allowing them to experience both the workload and the atmosphere of a college campus. This approach not only prepares students academically but also helps them acclimate to the environment of higher education, fostering a deeper understanding of college life and expectations. While not always possible, having, at a minimum, a qualified teacher in the classroom with the students during the dual credit courses would provide additional support for students completing courses in a virtual environment.
- **Adapt teaching methods and advising supports to align with students' technology-driven learning styles.** As with previous years, there were ongoing reported challenges with student engagement and academic readiness in Year 7. One GEAR UP coordinator discussed how students' learning styles were heavily influenced by technology and described an opportunity to better engage students by more effectively using technology in the classroom. An advising specialist also noted the advantage of engaging with postsecondary students via technology, explaining how this prompted students to feel more comfortable and open up more. Ensuring equitable access to updated technology can also help bridge socioeconomic gaps that affect education. Particularly with the advent and rapid growth of artificial intelligence, teachers need PD to effectively keep pace with new technology tools to help foster creativity and active learning among students.
- **Dedicate ample time building relationships, learning about districts' unique local contexts, and demonstrating the value of PD to garner buy-in.** There was improved

growth in the relationship between TNTP and districts over the course of the GEAR UP grant, culminating in observations by TNTP staff that “this has been by far the most impactful of any of the years I’ve been on the project.” TNTP and districts attribute this growth to investing time fostering strong relationships and by TNTP being able to demonstrate the value of PD and coaching over time. Building this trust required adaptability to staff turnover and consistently seeking to better understand the local context and needs of schools. Investing in these relationships and showcasing the impact of PD has the potential to lead to cultural shifts within schools, encouraging higher levels of staff engagement and buy-in over time.

COLLEGE AND CAREER ADVISING AND EXPLORATION

- **Prioritize defining and aligning the roles of advisors and counselors throughout the duration of the grant period and especially as the grant ends.** Establishing a clear and unified vision for responsibilities is essential to ensuring the sustainability of college and career advising and counseling initiatives once grant funding ends. Over the course of the grant period, some districts successfully transitioned college preparedness and readiness activities to a team of college and career advisors allowing counselors to focus on the students they were already serving with course enrollment. Regular joint meetings between advisors and counselors helped align their activities and improve outcomes. Miscommunications and a lack of shared vision between district personnel and coordinators can create difficulties in scheduling and implementing activities. Fostering consistent communication and collaboration among staff to maintain a cohesive approach to counseling and college and career advising can ensure that the progress made during the grant period is sustained, and students continue to benefit from well-coordinated college and career advising services.
- **Prioritize assessing students' career interests to ensure alignment with career fairs and work-based learning opportunities.** In Year 7, fewer students reported that their career was not represented at career fairs compared to Year 6, suggesting improved inclusivity and planning by districts. Additionally, districts are encouraged to schedule college and career fairs earlier in the school year to foster greater student engagement as districts shared that they had seen less student engagement when these events are held at the end of the school year.
- **Adopt an inclusive approach and cast a wider net when selecting students to participate in college visits, ensuring opportunities are open to all students—not just those excelling academically.** Allowing a diverse range of students, including those who may not traditionally be considered “college-bound,” to attend college visits may broaden their perspectives and inspire future aspirations. For example, staff from one district emphasized the value of including students beyond the typical “A-student” category on college visits. Additionally, students from rural areas or smaller schools highlighted the transformative impact of visiting colleges as these opportunities provided exposure to possibilities they might not have envisioned otherwise. One student remarked, “[The college visit] helped me realize that there is life after a small town and it’s okay to leave and go experience these things.” By embracing inclusivity, districts can ensure that every student, regardless of their academic standing, has the chance to explore postsecondary options.

POSTSECONDARY READINESS AND AWARENESS

- **Effective communication with parents is a cornerstone of building strong support systems for student success.** More than half of parents surveyed during Year 7 expressed the need for more comprehensive information about college and financial aid opportunities. Another half emphasized the importance of improving the overall quality of communication between schools and families. To address these concerns, school districts can take meaningful steps to bridge the communication gap and foster deeper connections with families. Recognizing the diversity of families, districts should also prioritize accessibility in communication. Newsletters can streamline the dissemination of updates and resources and providing materials in multiple languages can help ensure inclusivity. Regular updates through emails, text messages, and social media platforms can keep parents informed about critical deadlines, upcoming events, and financial aid opportunities. Strengthening these communication systems not only benefits families but also creates a collaborative educational environment where students are better prepared to transition into higher education and career paths.
- **Continue to offer support to postsecondary students on the complexities of financial aid to reduce confusion.** Advising specialists described proactively educating students about financial aid concepts, particularly the distinctions between subsidized and unsubsidized loans and the implications of the expected family contribution (EFC) on their FAFSA. Students often overlook the step of accepting their financial aid through school portals after receiving award notifications, leading to unnecessary delays or missed opportunities. Postsecondary supports for students should continue to emphasize the importance of promptly accepting aid and ensuring students fully understand the types of assistance available, such as Pell Grants. A common misconception among students was interpreting a zero EFC as an indication that they would receive no financial aid. Addressing these misunderstandings and explaining how the EFC is calculated can enhance postsecondary students' ability to navigate their financial aid options effectively and with confidence.
- **Optimize postsecondary student engagement by obtaining high school students' contact information and buy-in before graduation.** In Year 7, TEA collaborated with College Possible to offer advising specialists for class of 2024 students who graduated from high school last year. Advising specialists helped students navigate their postsecondary options; however, a primary challenge faced by advising specialists was acquiring accurate contact information for students and the lack of awareness students had about the services available to them. Prior to graduating, actively advertising support options available to students after they graduate through texting platforms would be beneficial. Advising specialists discussed the effectiveness of text messaging, phone calls, emails, and webinars in reaching students, but they also mentioned the challenges of disconnected numbers, language barriers, and outdated contact information. Texting platforms have been successfully used by other GEAR UP grantees (for example, West Virginia's Txt 4 Success platform) to maintain access and engagement with students after high school. By employing innovating texting tools, districts can ensure that students stay informed about the resources available for navigating their postsecondary options.

1. Introduction

Now in its seventh and final year, the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad program (hereafter referred to as “GEAR UP”) made significant progress during the 2024–25 school year in promoting college and career readiness among students from low-income schools in Texas while continuing to prepare for the final year grant funding via sustainability initiatives. Funded by a \$24.5 million discretionary grant from the U.S. Department of Education (ED) awarded to the Texas Education Agency (TEA) in 2017, the GEAR UP program aims to narrow the state's college achievement gap. This is achieved by offering various services to roughly 10,000 students across twelve campuses within six rural Texas independent school districts (ISDs) located in West Texas, Southeast Texas, and the Coastal Bend region (Table 1.1). Schools with an average of 81% or more students from economically disadvantaged backgrounds and situated in rural or semi-rural communities were eligible to join the program.

Table 1.1. Texas Districts and Schools Participating in GEAR UP

School District	Region	Middle School(s)	High School
Culberson County-Allamore 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. ISD – Independent School District.

1.1. GEAR UP Overview

GEAR UP provides targeted services to a grade-specific primary cohort of students who were in Grade 7 during the 2018–19 school year (i.e., the class of 2024) 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). Core GEAR UP strategies intended to close the college achievement gap include: 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 (a full description of GEAR UP strategies, goals, and objectives is listed in Appendix A).

TEA is working with six participating districts to provide a range of programs and services aligned with these core strategies 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 of class of 2024 and priority cohort

students also have access to individualized college and career counseling and a variety of parent workshops/events.³ 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. In Year 7, TEA partnered with College Possible to provide access to advising specialists for class of 2024 students who graduated from high school last year. Advising specialists helped class of 2024 students navigate their postsecondary options, including college and career processes and decisions. TEA also continued to partner with TNTP (formerly referred to as The New Teacher Project) to provide targeted PD related to various components of the grant.⁴ Finally, TEA 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 such as MapMyGrad).⁵ Resources have been developed in partnership with the Texas Higher Education Coordinating Board.

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 implementation reports have been published since then to document progress toward program implementation through data collected via surveys and site visits with a variety of GEAR UP program stakeholders. A summary of the major findings from the most recent reports (Year 4 and Year 5) is presented in Table 1.2; detailed findings may be found in the published reports. Implementation reports have been published on an annual basis describing activities for each year of the grant through Year 6 (2023–24), please see the Years 1–2, Year 3, Year 4, Year 5, and Year 6 implementation reports (Spinney et al., 2021a; Spinney et al., 2021b; Spinney et al., 2022; Lamb et al., 2023; Kennedy et al., 2024).

³ Throughout this report, references to “parents” include parents and legal guardians.

⁴ 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.

⁵ For more information about MapMyGrad, please visit the Texas OnCourse [website](#).

Findings from other components of the evaluation have been 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 5 years of program implementation, please see the Years 1–2, Year 3, Year 4, and Year 5 project outcomes reports (Sun et al., 2021; Sun et al., 2022; Lamb et al., 2023; Wang et al., 2024) and the Biennial Impact Report Evaluation of Years 1–2, and Years 3–4 (Hutson et al., 2021; Hutson et al., 2023).⁶ In addition, a Biennial Impact Report of Years 5–6 is under development and scheduled to be published on TEA’s website in 2025.

⁶ All of the published reports from the current GEAR UP evaluation, including Year 1–Year 6 Annual Implementation Reports, and forthcoming reports are/will be posted online at the [TEA website](#).

Table 1.2. Summary of Findings from the Years 5–6 Annual Implementation Reports

Topic	Year 5 Summary of Findings	Year 6 Summary of Findings
General Implementation	• 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 College Possible staff during the implementation of the new data management system.	• Participants described differing definitions of rigor, strategies to increase rigor, and improvements to rigor. • The importance of increasing and maintaining rigor was perceived by some districts as a cornerstone to increasing students' college and career readiness and preparing them to succeed in their postsecondary plans.
Academic Initiatives	• Generally, students who completed Algebra I in Grade 8 were reported to be 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. • Students reported mainly participating in after-school tutoring, with tutoring for mathematics courses being the most prominent subject reported by students. • 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.	• Participating districts continued to focus on academic initiatives including offering advanced courses, the provision of targeted tutoring, and student preparation for college entrance exams. • Some districts were moving away from offering AP courses—due to challenges with staffing and student success—in favor of dual credit courses. • Districts continued to provide test preparation resources and support to class of 2024 and priority cohort students. Despite the rise of test-optional and test-blind postsecondary institutions, participating districts continued to communicate the value of college entrance exams for students' postsecondary plans.
College and Career Advising and Career Exploration Initiatives	• Topics discussed in one-on-one advising transitioned from students' grades and course selection to include more postsecondary-education-related topics. • College visits, college and career fairs, summer programming, and work-based learning continued to be offered in Year 5. Students and parents were satisfied with each of the activities in which they participated, but did share challenges with staffing, transportation, and a lack of opportunities to learn about trade schools. • Parent events mainly focused on FAFSA completion, college options, and the availability of college and career advising. Parent survey respondents cited a lack of awareness about parent/family events being offered as the primary reason for not participating.	• Participating statewide initiatives survey respondents reported being <i>Slightly familiar</i> with TEA's EAF. Of the respondents who had reported using TEA's EAF previously, respondents reported that they were generally <i>Satisfied</i>. • College and career exploration initiatives included one-on-one advising, college visits, college and career fairs, summer programs, work-based learning opportunities, and parent/family events. • Student and parent survey respondents were generally <i>Satisfied</i> with college and career activities. Initiatives exposed students to different postsecondary options and provided opportunities to experience the culture of colleges.

Note. Table continues. TEA – Texas Education Agency. TNTP – Founded originally as The New Teacher Project (TNTP), the organization changed its name to TNTP after its mission expanded beyond serving new teachers. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. AP – Advanced Placement. EAF – Effective Advising Framework. 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 5–6 Annual Implementation Reports, Cont.

Topic	Year 5 Summary of Findings	Year 6 Summary of Findings
Professional Development Initiatives	- TNTP provided individualized support to districts, with a specific focus on academic rigor, and shifted to a systems-based approach, which was appreciated by participants. - As with previous years, participants generally agreed that the vertical teaming they participated in helped to align curriculum and reduce the need for remediation at the postsecondary level; however, 13% of respondents disagreed with this notion.	Participants described that professional development for teachers to enhance rigor in classrooms was critical given the ongoing challenges districts were experiencing with teacher shortages and students' lack of academic readiness.
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.	As districts looked ahead to the last year of the grant, they were at different stages of their planning and priorities for sustaining activities. Sustainability conversations were primarily occurring between coordinators and their respective central offices to discuss what activities had shown the most promise and should be sustained. Four districts had begun planning for sustainability while the remaining districts were in the nascent stages of planning. Some districts were seeking or had secured additional grant funding to help sustain activities. The two most commonly cited factors affecting a school's ability to sustain activities included cost and staffing.
Statewide Initiatives Across Texas	- To support Texas law requiring Grade 12 students to complete a FAFSA, TASFA, or sign an opt-out form in order to graduate high school, the most widely used resources were the Federal Student Aid website and the ApplyTexas Counselor Suite. - District respondents to a statewide survey 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.	The impact of the FAFSA delay was widely felt across the nation, state, and participating GEAR UP districts during Year 6. School personnel described how the delay had made it difficult for students to submit college applications, to engage students in discussions about the affordability of college, and to provide students with adequate support. Persistent technical issues with the FAFSA created confusion and frustration among parents, students, and staff for some districts. Even with the delays and challenges reported by districts, most of the districts had already started or were about to begin providing services and events focused on FAFSA completion at the time of the site visits.

Note. TEA – Texas Education Agency. GEAR UP – Gaining Early Awareness and Readiness for 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. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. AP – Advanced Placement. 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.

1.2. Report Overview and Considerations

This report presents findings from the implementation study during the seventh and final year of the current grant—school year 2024–25—when the **class of 2024** students were in their first postsecondary year and the **priority cohort** students were in Grades 9–12. It is important to note that at this stage in the grant, all participating cohorts served by the grant were in high school or their first year following high school graduation. The middle school GEAR UP initiatives that did continue were all efforts that were sustained by the schools who participated in Years 1–2. Findings presented in the Year 7 report derive from multiple sources of data collected, including stakeholder surveys and virtual focus groups and 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). Year 7 data collection included more targeted questions related to promising practices, sustainability, and overall reflections across the entire span of the grant, with less emphasis on specific GEAR UP activities compared to previous years of the evaluation. Findings across the chapters triangulate relevant quantitative and qualitative data to highlight key insights and themes.

In most chapters, findings are presented at the program level in the report narrative and broken out at the district level in the appendices. Two exceptions are that notable findings from individual districts, identified as “promising practices,” and class of 2024 “student snapshots” are highlighted in call-out boxes throughout the report narrative. Additionally, program-level findings disaggregated by grade level or respondent’s role are presented in figures throughout the narrative.^{7,8} Results are also disaggregated by grade level for items that were grade-level specific (e.g., items concerning postsecondary education applications, which most typically apply to Grade 12 students).

Year-to-year comparisons (i.e., findings from Year 6 to Year 7) showing changes over time are presented at the program level in figures in the narrative and in tables in appendices. In addition to program level year-to-year analysis, the Year 7 report includes a Grade 12 cohort comparison between class of 2024 students (in Grade 12 in Year 6) and priority cohort

Terms of Approximation

To enhance clarity and consistency in the interpretation of findings, the following terms of approximation are used in the report when describing qualitative data collected from the six participating districts.

- *Some* refers to 2–3 districts.
- *Several/many/most* refers to 4–5 districts.
- *All* refers to 6 districts.

When findings apply to only one district, said district number is noted.

⁷ Some figures do not have corresponding tables in an appendix since appendix tables only present results for all respondents who answered the question by district.

⁸ For the personnel survey, some findings are reported by respondents’ self-identified role (e.g., teacher, counselor, administrator) to compare perceptions by various types of school personnel.

Grade 12 students (in Grade 12 in Year 7), offering insights into the extent to which grant priorities and initiatives were sustained after the class of 2024 graduated. In this report, “significance” refers to findings that were determined to be statistically significant using statistical tests to assess whether responses differed from one year to the next (i.e., findings from Year 6 to Year 7). 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., Districts 1 and 2).

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 with a mean score 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. In descriptions of the mean scores within the report narrative, mean scores at or above a value of 3.50 are considered *Strongly agree*; mean scores valued between 2.50 and 3.49 are considered *Agree*; mean scores valued between 1.50 and 2.49 are considered *Disagree*; and mean scores valued at or below 1.49 are considered *Strongly disagree*.

The following chapters present implementation findings regarding secondary GEAR UP initiative at the six participating high schools (Chapter 2), postsecondary GEAR UP initiative with the class of 2024 students (Chapter 3), sustainability initiatives (Chapter 4), and reflections on overall grant implementation (Chapter 5). The report concludes with a summary of findings, promising practices, and recommendations (Chapter 6). 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); priority student survey findings are presented in Appendix D (Tables D.1–D.76); class of 2024 survey findings are presented in Appendix E (Tables E.1–E.10); parent survey findings are presented in Appendix F (Tables F.1–F.39); school personnel survey findings are presented in Appendix G (Tables G.1–G.53); and, statewide initiative district survey findings are presented in Appendix H (Tables H.1–H.9). A summary of survey respondents is presented in the first few tables of each survey results appendix (i.e., Table D.1, Appendix D; Table E.1, Appendix E; Tables F.1–F.2, Appendix F; Tables G.1–G.4, Appendix G; and Tables H.1–H.2, Appendix H).

1.2.1. Reflections on Year 7 Implementation and Contextual Factors Influencing Implementation

Year 7 was the first year that the primary cohort (i.e., class of 2024 students) had graduated high school and thus GEAR UP initiatives within high schools were focused on supporting

priority cohort students in Grades 9–12.⁹ Despite this shift, most districts (Districts 1, 2, 3, 4, and 5) shared they made no changes or minimal changes to activities or priorities from Year 6 to Year 7. In general, participants reported GEAR UP initiatives were going well, attributing continued success to the dedicated efforts of school personnel, TNTP, and GEAR UP coordinators. Participating districts continued implementation in Year 7 with various priorities for grant implementation. District 1 shared their key priorities included restructuring the English Language Arts (ELA) and algebra teams to ensure the right personnel were assigned to appropriate classes and maintaining software subscriptions such as Xello to help promote college and career readiness. District 4 staff reported they were mainly focused on enhancing instruction within English and mathematics courses but also sought to increase the number of students enrolled in dual credit courses and prepare students for college entrance exams.

Some districts (Districts 2 and 5) expressed key successes they had already achieved in Year 7 at the time of site visits. Participating District 2 staff indicated Year 7 had been a year of growth for both students and teachers, noting that teachers were less afraid of changes and able to be more innovative. District 2 participants noted that Year 7 challenges had been minimal, with one saying, “We have hiccups here and there, but we are able to keep moving forward.” District 5 staff reported that Year 7 grant implementation was going well, and the high school anticipated having the same number of graduates as the previous academic year, which they attributed to the hard work of the GEAR UP coordinator and school personnel. District 2 staff noted that grant buy-in had not been affected despite all the leadership changes they had experienced during Year 7 thus far. District 2 staff noted a heightened focus on promoting a culture of learning—a continued priority from the previous year.

Two districts shared key challenges that influenced grant implementation in Year 7. District 3 cited challenges with leadership changes over the course of the grant, noting how each new leader brought in a new vision and district staff had to work to meet the new expectations. High school enrollment also continued to increase rapidly in District 3, posing continued challenges. As the student population has continued to grow, District 3 has had to implement new systems and adjust staffing to adequately reach all students.

Year 7 GEAR UP implementation also faced several challenges unique to Texas’s educational context. Following the Coronavirus Disease 2019 (COVID-19) pandemic, the United States Congress allocated over \$13 billion in 2020 from the Coronavirus Aid Relief, and Economic Security Act to the Elementary and Secondary School Emergency Relief (ESSER) Fund that was used to fund grants to state education agencies—including TEA—with the purpose of providing local education agencies emergency relief funds to address the impacts of the pandemic. In March 2025, ED modified the period to liquidate grant funds from March 2026 (the previously granted extension period) to March 2025 (U.S. Department of Education, 2025). Alongside the loss of ESSER funds, districts in Texas experienced uncertainties with the state’s education budget allocations (Edison, 2025). With rising inflation across the country, Texas House of Representatives House Bill 2 (HB 2) was introduced, in part, to increase public school funding. While the bill was signed into law in June 2025, at the time of data collection, districts

⁹ Class of 2024 students continued to receive postsecondary support services from College Possible’s advising specialists (see Chapter 3, Postsecondary GEAR UP Initiatives).

were still waiting for it to pass. Amidst the concerns of ESSER funds, the statewide education budget, and the conclusion of the GEAR UP grant funding, participating districts reported substantial uncertainties regarding access to consistent and available funding.

As with previous years, there were ongoing reported challenges with student engagement, academic readiness, and teacher shortages. The teacher shortages across the state since the COVID-19 pandemic have continued to increase as districts have had to rely on hiring new teachers. According to the *Dallas Morning News*, “The percentage of uncertified teachers in Texas public schools has reached a new high, with 12% of the 350,000 teachers lacking certification” (Richman, 2025). Teacher shortages and the challenges associated with onboarding new or uncertified teachers presented ongoing difficulties for the GEAR UP school districts.

In addition, this was the fourth year that a financial aid requirement, Texas Education Code (TEC) § 28.0256 (2025), had been in 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 the third year of implementation of the requirement (2023–24 school year), ED executed extensive changes to the FAFSA with the intention of streamlining the process, resulting in substantial delays and technical issues with the application in the 2024–25 school year (Wood, 2024). The FAFSA serves as a pivotal component in students’ postsecondary plans and eligibility to receive additional federal financial aid, such as the Pell Grant, especially for students who come from families with lower incomes. More than 17 million students were expected to fill out the FAFSA in the 2023–24 school year in the United States (Turner, 2024). Similar to the 2023–24 school year, the opening of FAFSA was delayed again during the 2024–25 school year and did not open as expected in October but instead was delayed until December 2024 (Wood, 2024). This created ongoing challenges for GEAR UP districts providing support to students who were uncertain about their financial aid options.

1.2.3. Limitations and Considerations of Findings

There are some limitations regarding Year 7 implementation findings. Although site visits were conducted virtually in December–March 2025, some participants were unable to participate due to scheduling conflicts. Additionally, response rates for parent surveys continued to be low as in prior years. One district did not have any respondents for the parent survey; as a result, the district does not have any findings from parents. Additionally in Year 7, a class of 2024 student survey was administered through College Possible that generated a low response rate. Due to the low numbers of parent surveys and class of 2024 student surveys, caution should be exercised when interpreting these results. For surveys with small numbers of respondents, data were not disaggregated by subgroups to keep responses anonymized. Another limitation is that the report presents year-to-year comparisons (i.e., Year 6 to Year 7) rather than longitudinal trends. Year-to-year comparisons identify if survey findings are significantly different from one year to the next; however, it is important to consider external factors (such as contextual ones noted in Section 1.2.1) that make year-to-year comparisons more challenging.

2. Secondary GEAR UP Initiatives

This chapter presents various initiatives and priorities that shaped Year 7 GEAR UP implementation in six participating high schools. Key initiatives that occurred within participating high schools included PD provided to educators through TNTP; academic initiatives aimed at increasing access to, support of, and success in academic rigor; advanced coursework; and college entrance exams. Each of the following sections will highlight successes, challenges, and key takeaways from the implementation efforts across different districts as well as promising practices that could be replicated in other contexts.

2.1 Professional Development Initiatives

PD is a crucial component for achieving GEAR UP goals and objectives as it directly affects how educators deliver academic and advising initiatives.¹⁰ In Year 7, GEAR UP continued to support various PD initiatives across all six districts, including initiatives and activities aimed at enhancing academic rigor, teacher PD, educator individualized coaching/mentoring, TNTP support and services, and vertical teaming and alignment.¹¹

2.1.1 Academic Rigor

A core strategy of GEAR UP is to increase academic rigor by providing extensive PD to a variety of school personnel. This section describes efforts by schools and districts to determine a shared definition of academic rigor, the current levels of academic rigor at the participating schools and districts, school and district goals for enhancing academic rigor, and specific PD strategies to increase academic rigor.

As in past years, participating TEA staff emphasized the importance of maintaining a consistent definition of academic rigor, focusing on grade-appropriate assignments, strong instruction, and student ownership of learning. Over the course of the grant, TEA noted they had observed positive growth in districts' shifting mindsets toward these goals. In Year 7, enhancing academic rigor of ELA classes was a particular focus, with TEA staff noting a substantial growth in academic rigor within ELA classes. TEA attributed the observed positive growth to the concerted and heightened

Rigor is probably one of the most important aspects; if we're not getting [high school students] where they need to be, they're not going to be successful in college. [TNTP] has offered a multitude of monthly meetings, a professional learning community (PLC) for district leadership, a literacy PD for all literacy teachers, coaching PLC for all instructional coaches, [and] they have staff who go to the campuses and live teach so teachers can watch and see things in action.

– TEA staff

¹⁰ The relevant goal is Project Goal 3: Provide educator training and PD for rigorous academic programs.

¹¹ 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.

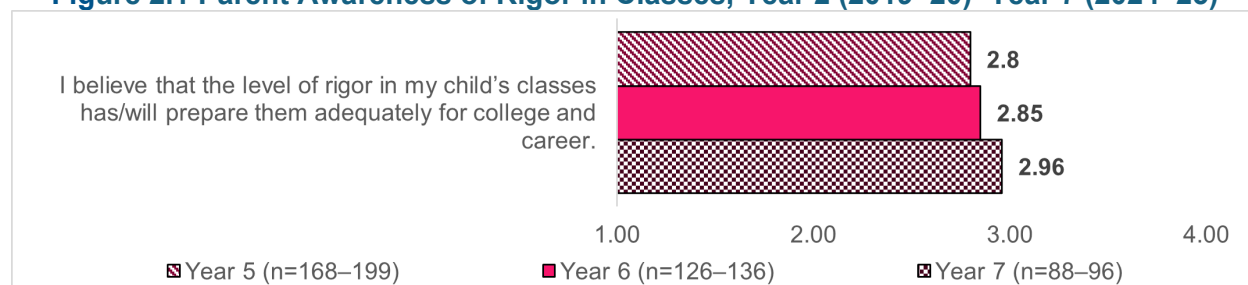
support offered by TNTP. Additional findings on the support and PD offered by TNTP are provided in Section 2.1.2: TNTP Support and Services.

Over four-fifths of personnel survey respondents (85%) who taught core content classes reported they had participated in at least one PD session designed to increase the academic rigor of their classroom curriculum (Table G.5, Appendix G). Over time, the percentage of core content staff who participated in professional development aimed at increasing rigor ranged anywhere from 78% (Year 3) to 95% (Year 2; Table G.6, Appendix G). Most commonly across all six districts, PD was offered in both in-person and online/virtual environments (46% and 47%, respectively) with only a small percentage of personnel receiving PD only online (Table G.7, Appendix G). Similar training formats were seen across all 7 years of the grant with the exception of Year 3 when there was a larger proportion of personnel taking online trainings due to the influence of COVID-19 (Table G.8, Appendix G).

Four GEAR UP coordinators (Districts 2, 3, 4 and 5) discussed having ongoing conversations about and receiving PD around defining and maintaining academic rigor in their districts. One GEAR UP coordinator mentioned they had PD around defining academic rigor from the very first year of the grant and have continued to communicate its importance to staff. Another GEAR UP coordinator stated that conversations about academic rigor were a central topic and had been ongoing throughout the grant, with a recent resurgence in focus during Year 7. These GEAR UP coordinators emphasized the importance of high-quality instruction and materials as well as the need for maintaining high expectations for both teachers and students. The coordinator from District 2 emphasized the need for teachers to use curriculum with fidelity to ensure high-quality instruction and student success.

Parents generally believed that the level of rigor in their child's classes has or will prepare them adequately for college and career (with a mean score of 2.96). Figure 2.1 presents parent survey respondents mean agreement in the level of rigor from Year 5 through Year 7 (Tables F.5–F.6, Appendix F).

Figure 2.1 Parent Awareness of Rigor in Classes, Year 2 (2019–20)–Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Parent Survey administered in Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. Parents of students in Grades 9–12 responded to this item in Year 5–Year 7. 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*.

While there have been important gains with academic rigor, there is still progress that needs to be made. Participating TEA staff noted that subject areas besides ELA still have lower levels of rigor. Staff were hopeful there would be a “trickle-down effect” from the improvements they were seeing with ELA classrooms to other subject areas. The GEAR UP

coordinator from District 4 shared that their district had a defined vision of academic excellence, which is reviewed annually by curriculum and district leaders. This vision set the standard for academic rigor across different content areas. However, the District 4 coordinator also noted that while they believed teachers were teaching at higher levels, students were still struggling to meet teachers' higher expectations as evidenced by continued inadequate student performance on the SAT and Texas Success Initiative (TSI) Assessment. A participating TEA staff described the challenge of enhancing rigor in smaller districts, where the same staff attended multiple meetings, making it difficult to effectively manage time.

2.1.2 TNTP Support and Services

TNTP continued to play a critical role with the provision of various PD initiatives during Year 7. Participants from all six district focus groups described various PD opportunities facilitated by TNTP that centered around increasing academic rigor (as noted above), offering coaching on lesson planning, and conducting walkthroughs with ELA teachers. Three TNTP staff participated in a virtual focus group and described their experiences having worked on the grant for the past 2 to 3 years on average.

TNTP utilized a comprehensive approach to student success that fostered a sense of belonging and promoted consistency in high-quality instruction. High-quality instruction included grade-appropriate assignments, strong instruction, and teachers who set high expectations for students' academic performance. A participating TNTP staff member described the importance of promoting a rigorous school experience for students, whereby there is "coherence" between what students get in their regular classes, how they are supported during tutoring, and what they experience at home. Similar to Year 6, TNTP continued supporting PD through individualized coaching with district/school staff and by promoting effective vertical teams. TNTP also focused on monitoring high-quality instructional material usage by providing districts with training on an ELA assignment evaluation protocol. TNTP staff indicated that the protocol has been successful as it relates to vertical teaming especially compared to previous years when they were less prescriptive when working with districts:

This year [TNTP] supports [were] around learning how to use the TNTP's ELA Assignment evaluation protocol. . . . We help[ed] [schools] complete a protocol for analysis of their data so that they could look for trends and possible opportunities to increase alignment of assignments. . . . The analysis help[ed] them look at data by campus level [and] whether or not teachers were using the adopted high-quality instructional materials to see if there's any discrepancy between kids in general education, kids in special education, [and] multilingual learners. Once they did that level of analysis, they then work[ed] to put together an action plan working in vertical teams.

Additionally, an administrator collaborated with TNTP to develop a form for capturing "quick wins" to provide teachers with immediate feedback. The form has reportedly increased dialogue between teachers and administrators.

In addition to rigor, TNTP support and PD in Year 7 also focused on literacy, leadership, and coaching. TNTP developed a PD series around best practices in literacy, instructional leadership, and coaching, inviting various district roles to participate. One of the series

developed by TNTP and offered to districts focused on coaching, specifically for instructional coaches, using the “see it, name it, do it” model.¹² The series provided participants with the opportunity to practice the model and receive feedback.

TNTP offered a tailored approach, working with individual campuses to ensure buy-in and address specific needs, rather than imposing a one-size-fits-all solution.

TNTP staff cited successful collaboration with various district-level positions, such as instructional coaches, assistant superintendents, principals, deans of instruction, and assistant principals in Year 7. Participating TNTP staff reflected on improved relationships with three districts (Districts 2, 3, and 4), attributing the shift to frequent communication, changes in district leadership, and raising expectations for participation with the grant. A TNTP staff member emphasized the benefit of consistency and suggested that districts engaging with the same dedicated TNTP staff helped to establish trust.

Promising Practice: Tailor PD to each school and assign one TNTP staff person to each district.

Schools appreciate a tailored approach to PD that addresses districts' unique needs rather than imposing a one-size-fits-all solution to supporting schools. Having one TNTP staff assigned to schools also helps to garner buy-in and build relationships and trust.

District staff from two of these districts (Districts 2 and 4) affirmed this sentiment reflecting on the positive growth they experienced with TNTP's services over the course of the grant. District 2 staff described a strengthened partnership with TNTP noting that TNTP and district staff appeared to be more on the same page during the latter years of the grant, which they thought helped to drive improvement. According to district staff, teachers were more “bought-in” to grant objectives and goals and more supportive of the partnership with TNTP, which had a “rocky start” at the beginning of the grant. This partnership and alignment culminated in Year 7 with teachers from District 2 seeing value in TNTP support and being more open to coaching. District 4 noted they had been increasingly satisfied with TNTP support over time as it had become more tailored to the unique needs of their district.

Another TNTP staff member highlighted the strategy of moving from optional to mandatory participation with TNTP for districts, which helped shift the culture toward higher engagement and investment in the program. According to a TNTP staff member, “This year's engagement has been by far the most, the highest level, and most impactful of any of the years I've been on the project.”

GEAR UP coordinators also cited the positive influence of TNTP on their assigned districts. Two GEAR UP coordinators (from Districts 2 and 3) cited having increased buy-in and support from school administration (e.g., central administration, academic deans) for TNTP coaching and professional development. One of the GEAR UP coordinators pointed out how TNTP is helping administrators focus on what rigorous instruction should look like and improve their practices through continuous support and feedback. Three GEAR UP coordinators (from Districts 1, 2, and 5) emphasized the value of TNTP's coaching, which was seen as being

¹² The “see it, name it, do it” model involves modeling effective practices to teachers (see it), discussing and naming the effective practices (name it), and then providing opportunities for practice (do it) (Center for Education Policy Research at Harvard University, n.d.).

instrumental in improving academic rigor, instructional leadership, and administrative practices. A GEAR UP coordinator from a smaller district (District 5) noted the positive value of having access to TNTP supports, particularly given the size of their school and limited access to resources.

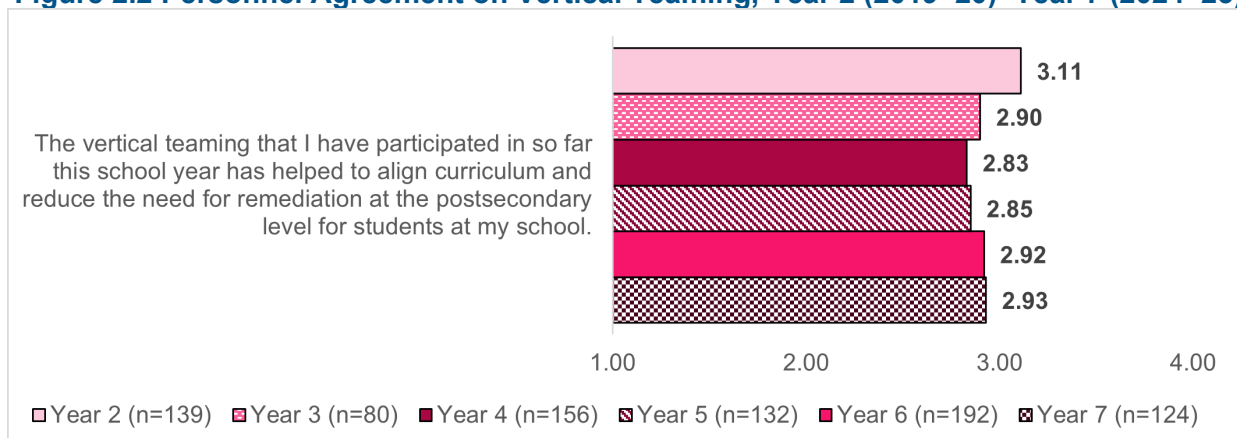
Despite these various successes, TNTP staff and district staff noted challenges and areas for growth. One participating teacher from District 1 indicated they wanted more feedback and insights from TNTP after each walkthrough. A TNTP staff member also noted that some districts were participating less consistently or were not bringing as many people to PD sessions. Another district staff member highlighted the challenge of managing annual school calendars, particularly at the high school level, where competing priorities can lead to the de-prioritization of PD.

2.1.3 Vertical Alignment and Teaming Supports

Vertical teaming is an approach wherein educators from various grade levels within a specific subject area collaborate to align their instructional methods, curricula, standards, and assessments. This practice aims to equip students with essential skills to ensure smooth progression from one grade level to the next. A GEAR UP program objective has been set to implement vertical teaming in middle schools, high schools, and higher education institutions, with the ultimate goal of minimizing remediation requirements at the postsecondary level.¹³

Personnel across all six districts were most likely to participate with other high school teachers (61%) while just under one-third cited they participated in vertical teams with high school administrators (31%), middle school teachers (30%), or district staff (28%). About one-quarter of school personnel had not participated in any vertical teaming since summer 2022 (Tables G.17–G.18, Appendix G). These findings remained mostly unchanged from Year 6. As depicted in Figure 2.2, perceptions of vertical teaming and the extent to which it has helped to align curriculum and reduce the need for remediation has remained fairly consistent over time with most personnel across all districts indicating they *Agree* during Year 7 (with a mean score of 2.93; Figure 2.2; Tables G.19–G.20, Appendix G).

¹³ 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.

Figure 2.2 Personnel Agreement on Vertical Teaming, Year 2 (2019–20)–Year 7 (2024–25)

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), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Personnel who worked with Grades 7–12 responded to this item in Year 2; personnel who worked with Grades 9–12 responded to this item in Year 3, Year 4, Year 5, Year 6, and Year 7. 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.

Staff responsible for rigor in one district (District 6) described the use of instructional walks to help middle school and high school teachers vertically align research-based instructional strategies in English and social studies, “So instruction has been calibrated [by] instructional walks with our administrative team and supporting English teachers vertically throughout the high school and also middle school.”

Working with schools, TNTP collected and analyzed assignment data to identify trends and opportunities for vertical alignment, creating action plans to address discrepancies and improve instructional quality. One TNTP staff member described that they managed the relationship with District 2 staff, engaging primarily with instructional coaches and district-level administrators to oversee content for vertical teams. TNTP staff emphasized how virtual support for vertical teaming was less effective than on-site engagement, which tends to result in higher levels of participation and enthusiasm for vertical teaming. TNTP staff also noted how some districts chose to work independently while others collaborated with TNTP on vertical teaming, with one saying, “Three districts said we’re already rocking and rolling with our own vertical team that is aligned to the things that we want to be doing.” District 3 staff intentionally and purposefully applied Year 6 data and recommendations provided by TNTP to identify new opportunities for vertical alignment. A GEAR UP coordinator from District 4 described how the curriculum team has been more involved and collaborative with TNTP this year, which has resulted in meeting more goals related to professional development, coaching, and vertical teaming.

2.1.4 Teacher and Administrator Professional Development Including Individualized Educator Coaching/Mentoring

School personnel also rated the overall success of various aspects of PD they received including its applicability, influence on increased rigor, and ease of implementation.

School personnel mainly **Agreed** that they have been able to successfully implement PD, that it has increased rigor, and it has been easy to implement. These findings were also similar across districts and over time (Figure 2.3; Tables G.9–G.10, Appendix G).

Figure 2.3 Personnel Agreement regarding Professional Development, Year 2 (2019–20)–Year 7 (2024–25)

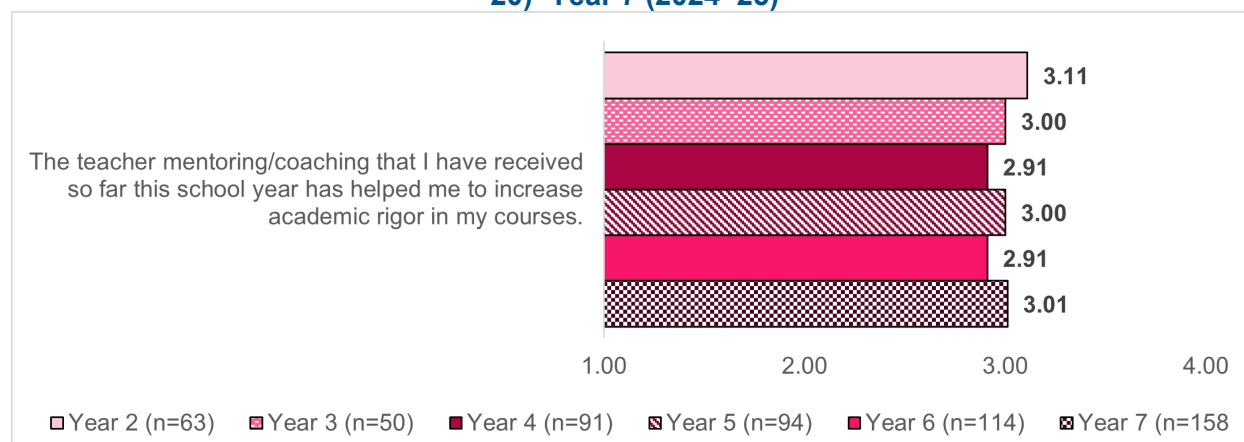


Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Personnel who worked with Grades 7–12 students responded to this item in Year 2; personnel who worked with Grades 9–12 students responded to this item in Year 3, Year 4, Year 5, Year 6, and Year 7. 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.

Overall, about one-third of school personnel participated in 1–2 coaching sessions while just under one-quarter of school personnel participated in 3–4 or 5 or more coaching sessions (34%, 22%, and 24%, respectively). About one-fifth of school personnel indicated they had not participated in any coaching sessions this year. These findings were similar over time; however, there was some variation in Year 7 by district. Nearly one-half (46%) of District 1 school personnel had not participated in any coaching sessions during Year 7. In contrast, 67% of school personnel from District 4 had participated in 5 or more coaching sessions during Year 7 (Tables G.11–12, Appendix G). In general, most school personnel across districts and over time **Agreed** that the teacher mentoring/coaching they had received so far this school year had helped them to increase academic rigor in their courses (with a mean score of 3.01), as presented in Figure 2.4 (Tables G.15–G.16, Appendix G).

Figure 2.4 Personnel Agreement regarding Mentoring/Coaching Sessions, Year 2 (2019–20)–Year 7 (2024–25)

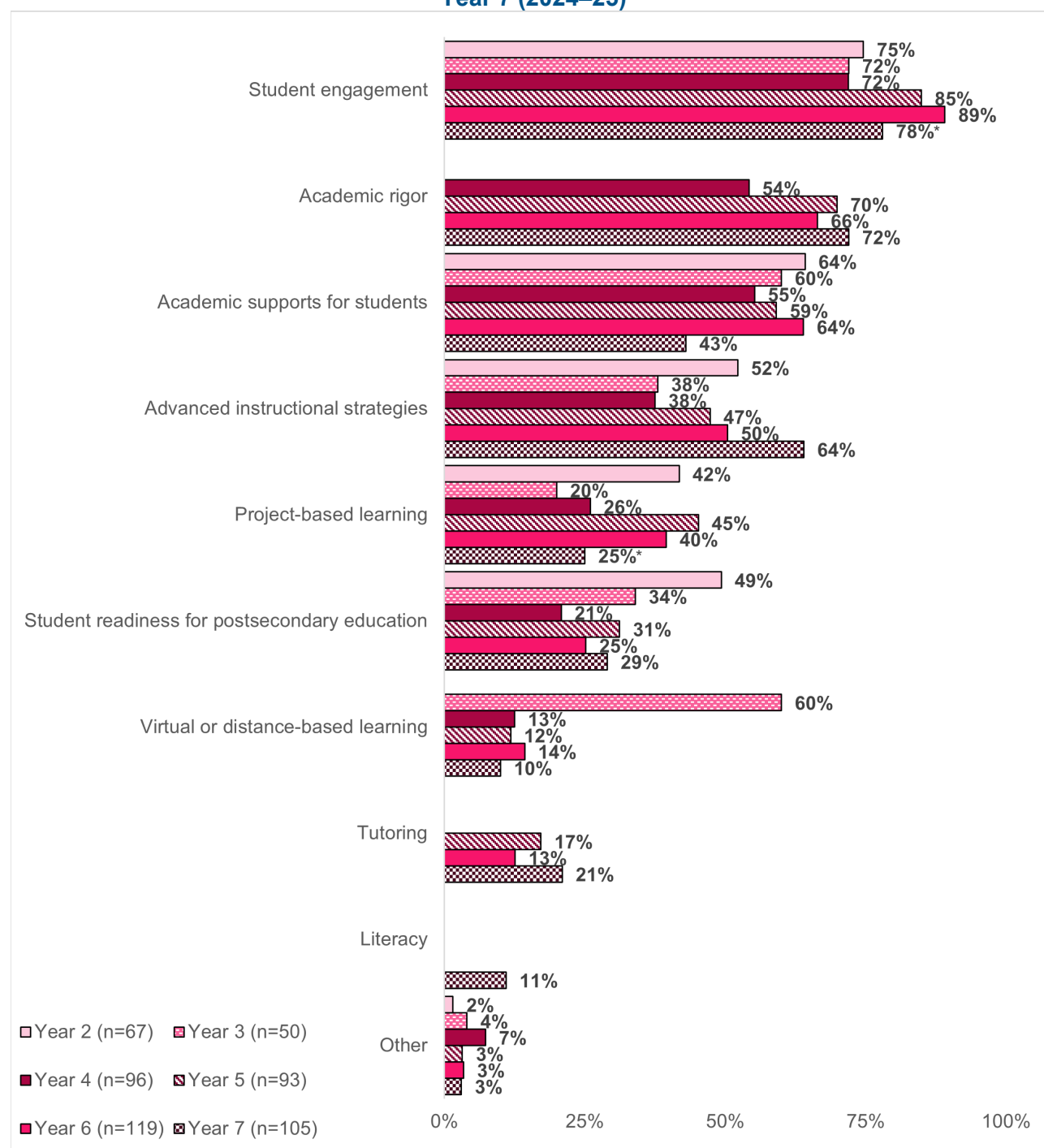


Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Personnel who worked with Grades 7–12 responded to this item in Year 2; personnel who worked with Grades 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*.

School personnel also identified the topics they had discussed during coaching/mentoring sessions during Year 7. The most common topics that were discussed included student engagement (78%), academic rigor (72%), and academic supports for students (64%; Figure 2.5, Tables G.13–G.14, Appendix G). From Year 6 to Year 7, there were significantly fewer school personnel who reported discussing *Project-based learning* (40% and 25%, respectively) and *Student engagement* (89% and 78%, respectively). Figure 2.5 provides a complete breakdown of all reported topics discussed during teacher coaching/mentoring across the grant.

Figure 2.5 Topics Discussed during Teacher Coaching/Mentoring Sessions, Year 2 (2019–20)–Year 7 (2024–25)



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), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Personnel who worked with Grades 7–12 responded to this item in Year 2; personnel who worked with Grades 9–12 responded to this item in Year 3, Year 4, Year 5, Year 6, and Year 7. *Academic rigor* was asked about from Year 4, *Tutoring* was asked from Year 5, and *Literacy* was only asked in Year 7.

*Responses for *Project-based learning* differed significantly from Year 6 to Year 7: $\chi^2(1) = 5.5$, $p < .05$; responses for *Student engagement* differed significantly from Year 6 to Year 7: $\chi^2(1) = 4.9$, $p < .05$.

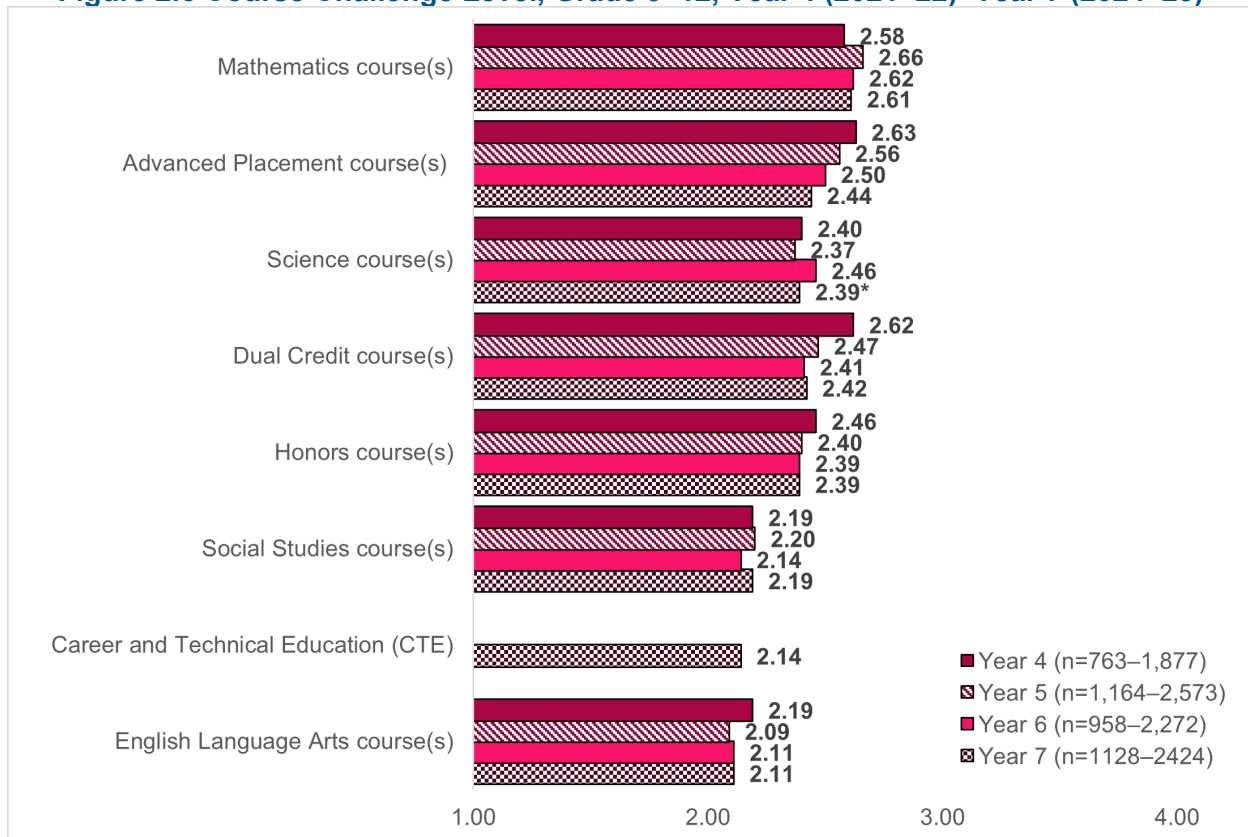
In Year 7, participating counselors attended several career and technical education workshops and were focused on helping to align student pathways according to student interest surveys (District 6). Despite the many reported gains with PD during Year 7, there remained room for improvements. Participating District 1 staff noted that professional development opportunities within the district were insufficient. A staff member explained that teachers were “hungry” for additional PD opportunities and needed high-quality curriculum, especially in mathematics.

2.2 Academic Initiatives

In Year 7, initiatives continued to promote advanced high school course offerings, opportunities for high school students to earn college credits, and preparation for college entrance exams. Findings related to each of these academic initiatives are detailed in the following sections.

2.2.1. Advanced Coursework and Opportunities to Earn College Credit

There was variation in terms of the perceived difficulty of and student enrollment in advanced courses. All six participating districts offered advanced and dual credit courses for priority cohort students in Grade 9–12 during Year 7. Similar to previous years, mathematics courses continued to be rated as *Moderately Challenging* while students generally felt that ELA courses and social studies courses were *Slightly Challenging* during Year 7. The perceived level of difficulty for science courses was significantly lower in Year 7 compared to Year 6 (with mean scores of 2.46 in Year 6 versus 2.39 in Year 7; Figure 2.6; Tables D.2–D.3, Appendix D).

Figure 2.6 Course Challenge Level, Grade 9–12, Year 4 (2021–22)–Year 7 (2024–25)

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. The item *Career and Technical Education (CTE)* was only asked in Year 7. 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.

*Responses for Science course(s) differed significantly from Year 6 to Year 7: $t(4606) = 2.45$, $p < .05$.

Participating priority cohort students described during focus groups that Advanced Placement (AP) courses they were enrolled in were challenging but noted that they were able to manage the difficulty level due to the support provided to them by their teachers or due to the fact that teachers set clear expectations and had clear expectations. A priority cohort student participant expressed concern over insufficient support for a trigonometry course taken as part of a dual credit program at a local college. They attributed their challenges in the course to the online format provided by their high school, which only offered a proctor unable to address their questions effectively.

ADVANCED PLACEMENT, HONORS, AND DUAL CREDIT COURSE OFFERINGS

All districts offered dual credit courses or AP courses, with many of the participating students sharing they were enrolled in at least one advanced course. Most priority cohort students who participated in focus groups noted they were enrolled in either advanced, honors, and/or dual credit courses. District 1 staff explained how they expanded their dual credit programming in partnership with Texas College Bridge, further enhancing the educational opportunities available to students.¹⁴ District 2 staff described working during Year 7 to enhance and expand their partnership with a local partner college for dual credit courses. District 3 staff described a large increase over time in dual credit enrollment, which was attributed to exposing students to dual credit opportunities as early as in Grade 9. District 3 priority cohort students also described being well-informed about dual credit and knowing what to look for as they transitioned to high school from middle school.

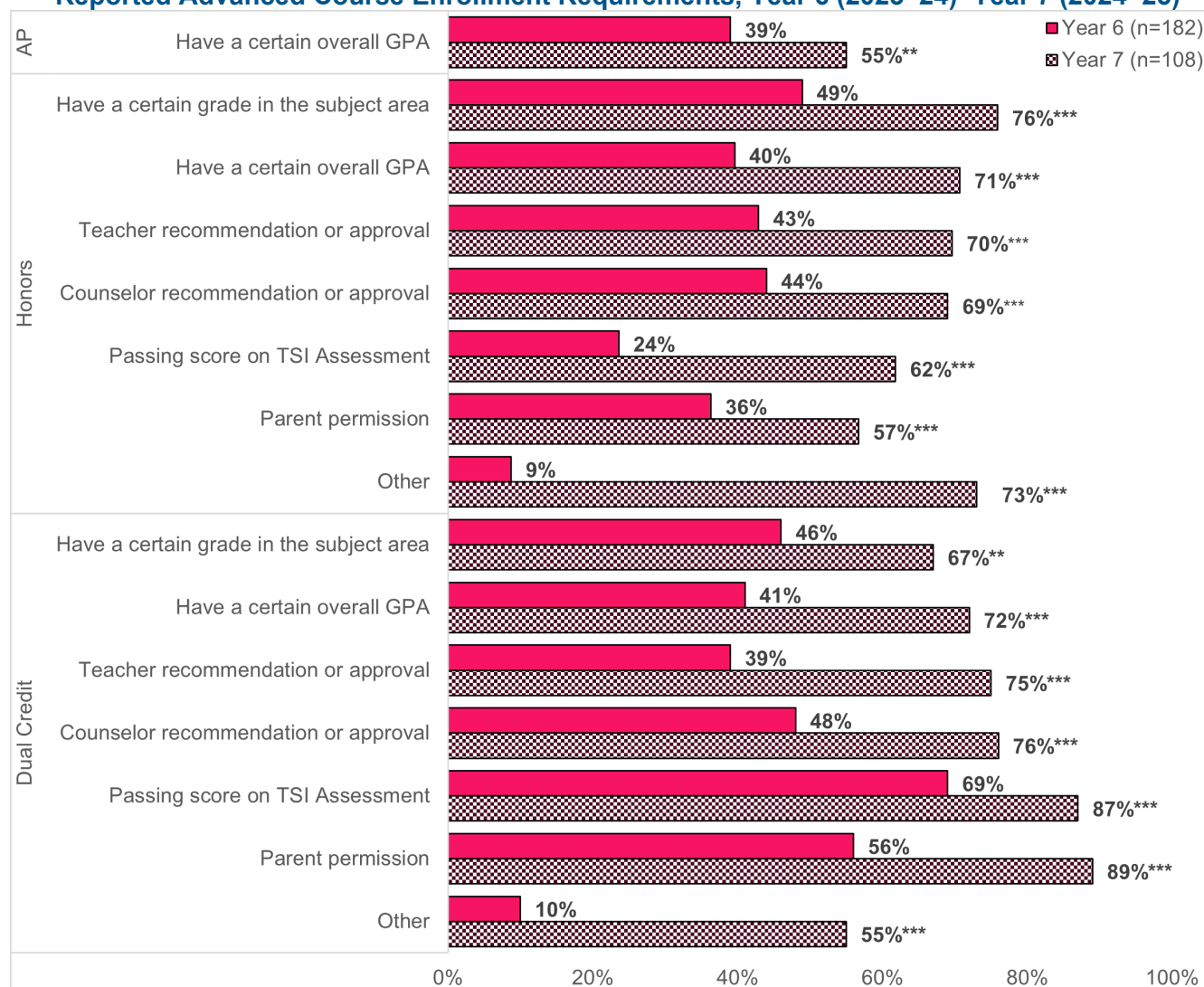
Promising Practice: Strengthen partnerships with colleges to enhance dual credit options.

A school administrator with District 1 described how they built a stronger relationship with an advisor at a local college that is known for its workforce training programs. Over time, they have enhanced their communication and frequently text with the advisor to discuss programs such as welding and ways to expand them to other schools and districts.

School personnel reported on the requirements that students had to meet in order to enroll in AP, honors, or dual credit courses. For AP courses, more than half of school personnel during Year 7 indicated that students needed to have a certain grade in the subject area or have a certain overall grade point average (GPA). Large proportions of school personnel during Year 7 indicated honors courses required a certain grade (76%), a certain overall GPA (71%), teacher recommendation or approval (70%), or counselor recommendation or approval (69%). The majority of Year 7 school personnel indicated that in order to enroll in dual credit courses, students needed parent permission (89%) or a passing score on the TSI Assessment (87%; Tables G.42–G.43, Appendix G). School personnel survey findings related to enrollment requirements for AP courses, honors courses, and dual credit courses differed significantly from Year 6 to Year 7 (Figure 2.7, Tables G.42–G.43, Appendix G). Having a certain overall GPA for enrolling in AP courses was significantly higher in Year 6 (55%) compared to Year 7 (39%). The percentage of school personnel who indicated the following were requirements for enrolling in honors was significantly higher in Year 7 compared to Year 6: having a certain grade in the subject area; having a certain overall GPA; teacher recommendation or approval; counselor recommendation or approval; having a passing score on TSI Assessment; parent permission; and other types of requirements. Finally, the percentage of school personnel who indicated the following were requirements for enrolling in dual credit courses was significantly higher in Year 7 than in Year 6: having a certain grade in the subject area; teacher recommendation or approval; counselor recommendation or approval; passing score on TSI Assessment; parent permission; and other types of enrollment requirements (Figure 2.7, Tables G.42–G.43, Appendix G).

¹⁴ Texas College Bridge is an online program that offers self-paced courses to help high school students prepare for college-level mathematics and English and College and Career Military Readiness benchmarks.

Figure 2.7 Statistically Significant Differences in Personnel Survey Respondents Reported Advanced Course Enrollment Requirements, Year 6 (2023–24)–Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. AP – Advanced Placement. GPA – Grade Point Average. TSI – Texas Success Initiative.

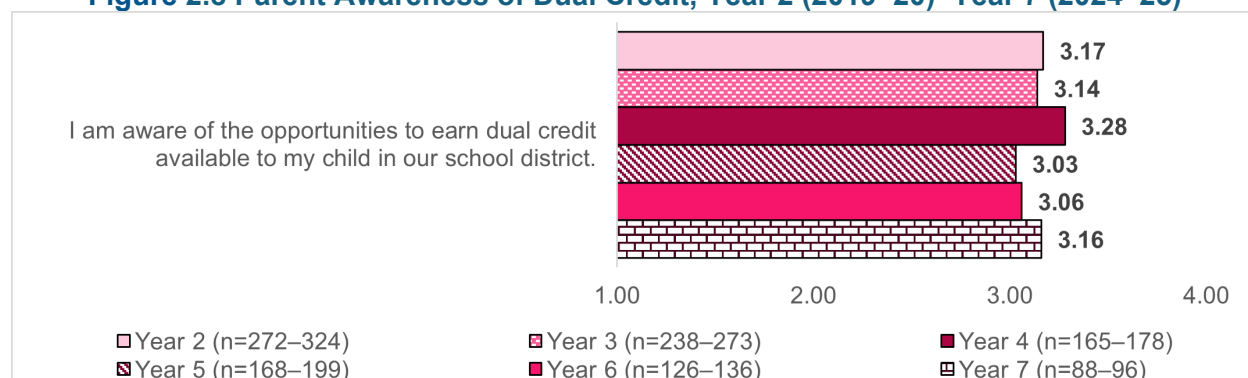
*Responses for *Passing score on the TSI Assessment* (Honors) differed significantly from Year 6 to Year 7: $\chi^2(1) = 4.69, p < .05$.

**Responses for *Have a certain grade in the subject area* (Dual Credit) differed significantly from Year 6 to Year 7: $\chi^2(1) = 12.09, p < .01$; *Have a certain overall GPA* (AP) differed significantly from Year 6 to Year 7: $\chi^2(1) = 6.73, p < .01$; *Parent permission* (Honors) differed significantly from Year 6 to Year 7: $\chi^2(1) = 11.27, p < .01$.

***Responses for *Have a certain grade in the subject area* (Honors) differed significantly from Year 6 to Year 7: $\chi^2(1) = 20.46, p < .001$; *Have a certain overall GPA* (Honors) differed significantly from Year 6 to Year 7: $\chi^2(1) = 24.89, p < .001$; *Have a certain overall GPA* (Dual Credit) differed significantly from Year 6 to Year 7: $\chi^2(1) = 23.91, p < .001$; *Teacher recommendation or approval* (Honors) differed significantly from Year 6 to Year 7: $\chi^2(1) = 17.46, p < .001$; *Teacher recommendation or approval* (Dual credit) differed significantly from Year 6 to Year 7: $\chi^2(1) = 32.64, p < .001$; *Counselor recommendation or approval* (Honors) differed significantly from Year 6 to Year 7: $\chi^2(1) = 16.24, p < .001$; *Counselor recommendation or approval* (Dual Credit) differed significantly from Year 6 to Year 7: $\chi^2(1) = 21.04, p < .001$; *Passing score on the TSI Assessment* (Dual Credit) differed significantly from Year 6 to Year 7: $\chi^2(1) = 12.96, p < .001$; *Parent permission* (Dual Credit) differed significantly from Year 6 to Year 7: $\chi^2(1) = 31.87, p < .001$; *Other* (Honors) differed significantly from Year 6 to Year 7: $\chi^2(1) = 33.66, p < .001$; *Other* (Dual Credit) differed significantly from Year 6 to Year 7: $\chi^2(1) = 21.65, p < .001$.

Parents were aware of the opportunities available to their child to earn dual credit in the school over time (with a mean score of 3.16). Figure 2.8 presents parent survey respondents' mean awareness of dual credit from Year 2 through Year 7 (Tables F.5–F.6, Appendix F).

Figure 2.8 Parent Awareness of Dual Credit, Year 2 (2019–20)–Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. Parents of students in Grades 8–12 responded to this item in Year 2; parents of students in Grades 9–12 responded to this item in Year 3–Year 7. Scale used to determine mean rating: 1–*Strongly Disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly Agree*.

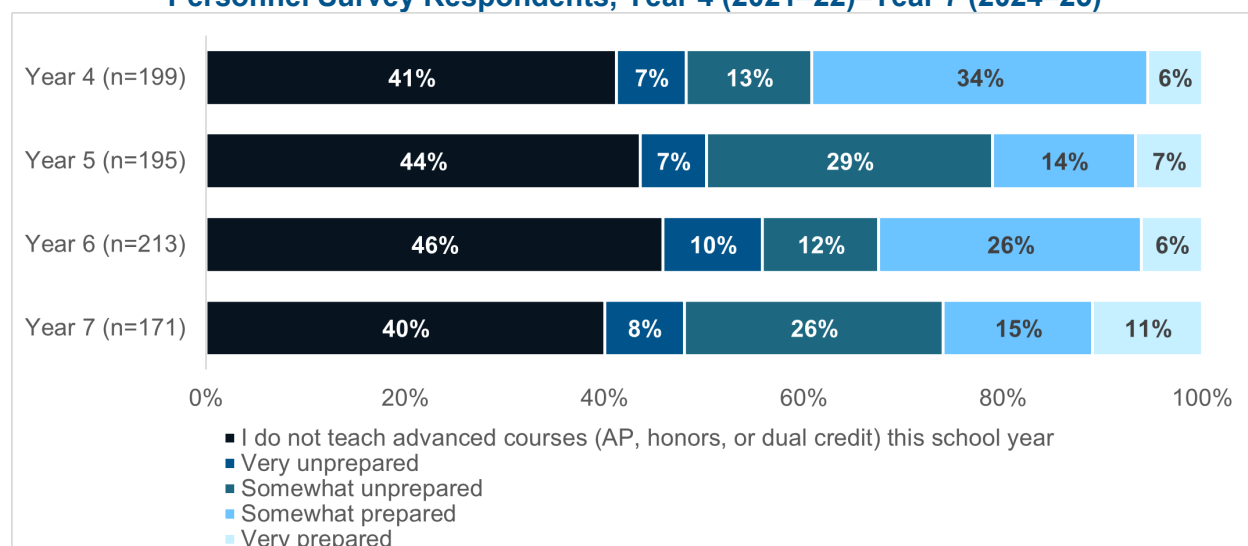
STUDENT READINESS FOR ADVANCED COURSES

School personnel survey respondents were asked to reflect on how prepared they felt their students were to participate in advanced courses.

From Year 6 to Year 7, a larger percentage of school personnel indicated they felt students were *Somewhat prepared* or *Very prepared* for advanced coursework.

Additionally, more school personnel in Year 7 felt students were either *Somewhat unprepared* or *Very unprepared* for advanced coursework (Figure 2.9, Tables G.44–G.45, Appendix G).

Figure 2.9 Student Preparedness to Participate in Advanced Courses according to Personnel Survey Respondents, Year 4 (2021–22)–Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

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

Participating priority cohort students expressed the value of the courses they were taking for dual enrollment credits. Students shared how they found dual credit courses challenging, especially when offered online, but they were grateful for the opportunity to take dual credit courses as it better prepared them for postsecondary education and allowed some to graduate high school with an associate degree (District 1). One District 2 priority cohort student described the importance of working hard and getting recommended by their teachers in order to take honors and advanced coursework:

[Honors courses] hold you to a higher standard than non-honors because we chose to sign up for honors. And if our teachers think we're ready for that advanced learning, then we should be ready. It's not just handed to you. You have to put the work in to get good grades in those courses.

For student participants who were enrolled in dual credit courses, they shared it was useful to be able to see a college academic experience through the courses (District 2). Participating students were on track to complete 45 credits by their graduation, well on their way to completing the 60 credits typically required for an associate degree (District 3). A participating priority cohort student explained that dual credit courses helped them know the expectations of college professors and what course materials will look like (District 5). A District 5 priority cohort student discussed the high level of rigor with dual credit courses that better prepared them for college:

I would say [a dual credit course] just raises your quality of work overall. Because I mean, obviously, it's more rigorous courses and so doing it more over time, that's like the level that you're gonna meet. So even in your normal high school classes, you're already gonna be at the same intelligence level of possibly a college student."

The District 2 coordinator highlighted the value of their partnership with their Pathways in Technology Early College High Schools program (P-TECH). P-TECH has complemented GEAR UP initiatives and provided additional career-focused opportunities for students and an opportunity to receive both a high school diploma and a credential and/or an associate degree.

Increasing AP exam scores and attendance was described as an area of growth. Some District 4 staff described that some students who signed up for AP exams did not show up. The district wanted to identify more ways for students to internalize the benefits of not just taking the test but doing well on the test; one idea shared by participants was establishing a new AP department.

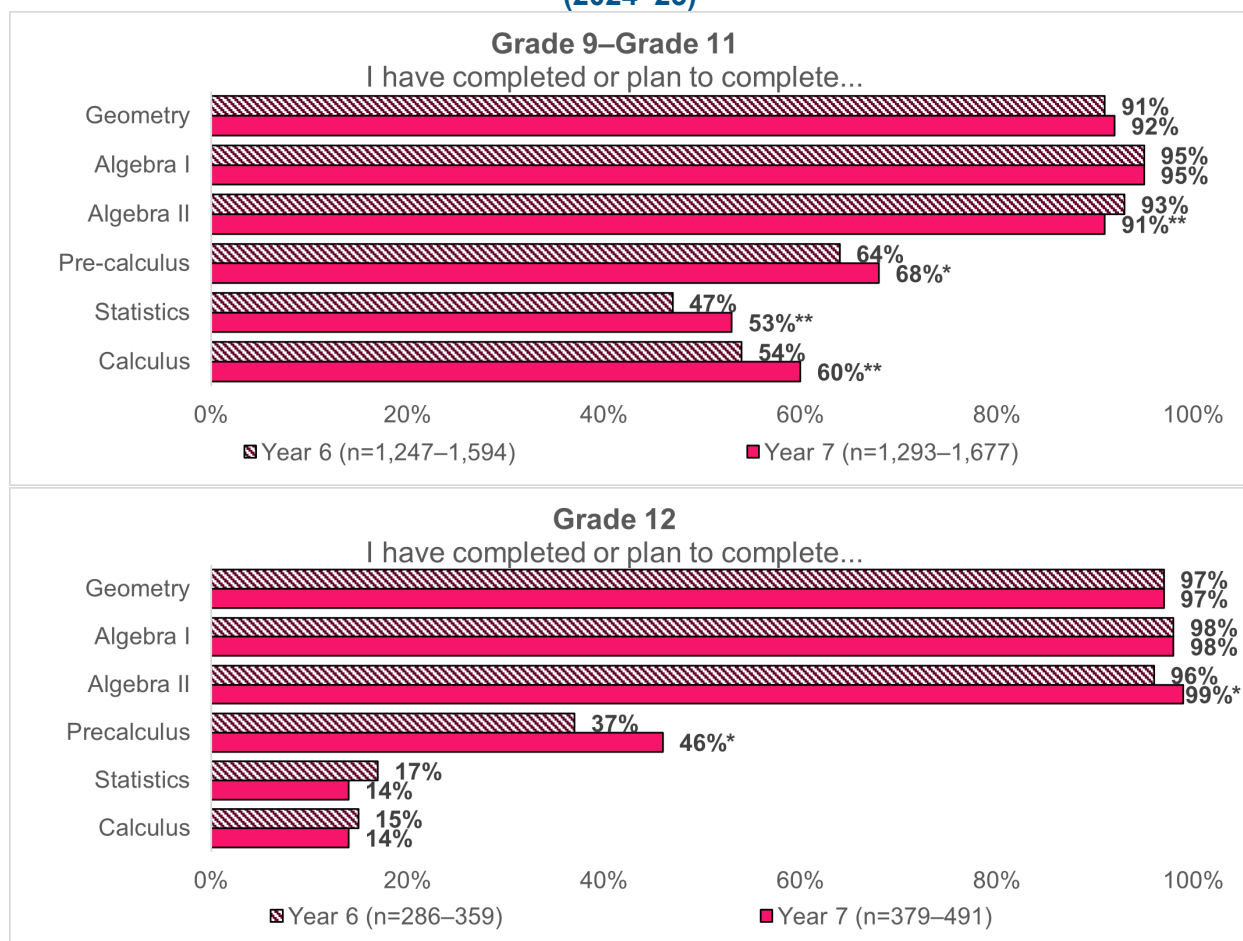
STUDENT ENROLLMENT IN ADVANCED MATHEMATICS COURSES

Priority cohort student survey respondents reflected on which mathematics courses they had already completed or had a plan to complete.

From Year 6 to Year 7, there was little change in the percentage of students who had already completed or had a plan to complete Algebra I, Geometry, and Algebra II with more than 90% of students in Grades 9–11 during Year 6 and Year 7 indicating that they had completed or had a plan to complete a type of mathematics course. In both Year 6 and Year 7, the vast majority of Grade 12 priority cohort students indicated they had completed or planned

to complete Algebra I, Geometry, and Algebra II. With regard to precalculus, statistics, and calculus, large proportions of priority cohort students in Grades 9–11 had completed or planned to complete these more advanced levels of courses which demonstrates how these students see value in taking these courses (Figure 2.10, Tables D.54–D.59, Appendix D).

Figure 2.10 Students Enrollment Plans for Mathematics Courses, Year 6 (2023–24)–Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. Response options were combined to support easier interpretation of findings: the category “I have completed or plan to complete ...” includes combined response options *I am currently enrolled in this course, I completed this course in a prior year or semester, and I have not completed this course yet, but I plan to in the next year*, which was only offered to Grades 9–11 students.

* Responses for Grades 9–11 was significantly different for precalculus: $\chi^2(1) = 3.90, p < .05$; Responses for Grade 12 was significantly different for Algebra II: $\chi^2(1) = 4.39, p < .05$, and precalculus: $\chi^2(1) = 5.68, p < .05$.

** Responses for Grades 9–11 was significantly different for Algebra II: $\chi^2(1) = 8.64, p < .01$, calculus: $\chi^2(1) = 10.04, p < .01$, and statistics: $\chi^2(1) = 9.12, p < .01$.

2.2.2. Targeted Tutoring

GEAR UP districts continued to provide tutoring support to priority cohort students who were either failing one or more of their courses or who needed additional support to pass courses.

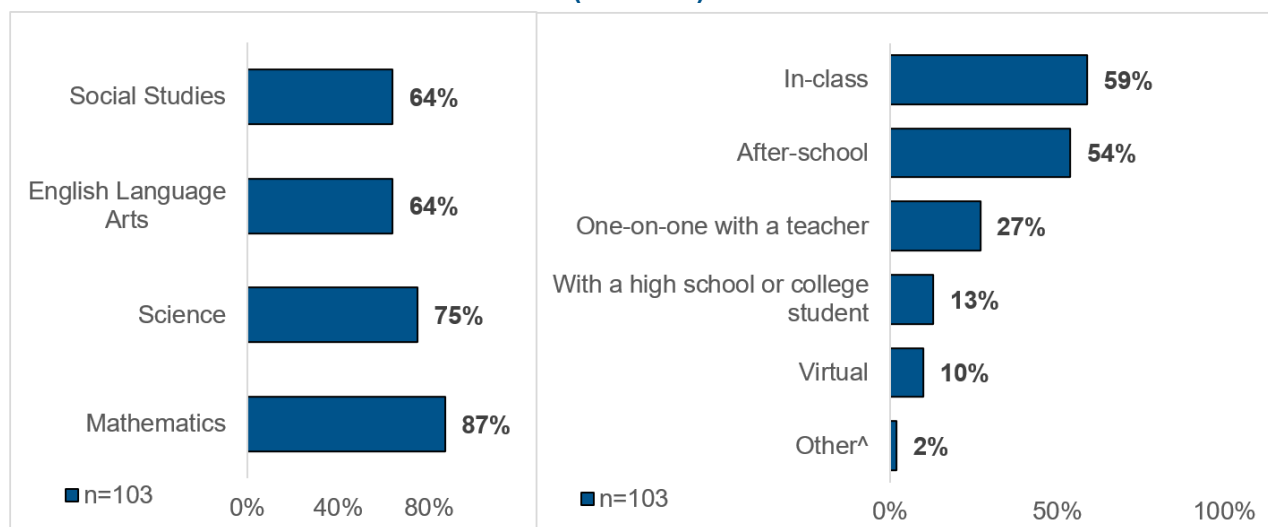
These tutoring supports are designed to help struggling students achieve their postsecondary goals and aspirations.¹⁵

About one-fifth of Grade 12 students (21%) reported participating in targeted tutoring initiatives in Year 7, which was slightly less than Year 6 (23%; Tables D.60–D.61, Appendix D). Among those who reported receiving targeted tutoring, the most common subjects students received tutoring for were mathematics (87%) and science (75%). Across subject areas, respondents most frequently reported receiving in-class tutoring (59%) and after-school tutoring (54%; Figure 2.11; Tables D.62–D.63, Appendix D). Tutoring with a high school or college student differed significantly from Year 6 to Year 7 for science courses (15% and 5%, respectively; Table D.63, Appendix D).

Promising Practice: Use a near-peer mentor model for students.

To help build trust, District 4 partnered with Advancement Via Individual Determination (AVID) tutors who were high school alumni. The alumni visited high schools to provide mentoring to current students, particularly in STEM related subjects. Advising specialists from College Possible also noted the importance of being closer in age to the college students they were providing postsecondary support to as it helped them connect and build rapport more easily.

Figure 2.11 Mode and Subjects in Which Students Received Tutoring, Grade 12, Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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.

The majority (87%) of Grade 12 priority cohort students indicated that tutoring helped them succeed in their classes during Year 7, which was the same percentage as Year 6 (Tables D.64–D.65, Appendix D). Student satisfaction with tutoring remained high in Year 7 with 89% of Grade 12 students indicating they were *Satisfied* or *Strongly satisfied*, which was slightly higher than in Year 6 (86%, Tables D.66–D.67, Appendix D). Of the small number of Grade 12

¹⁵ 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.

students who expressed dissatisfaction with targeted tutoring, they most commonly indicated that they did not understand the tutoring (40%), that the times offered did not work with their schedule (27%), and that the tutoring was not long enough (27%; Table D.68, Appendix D). During site visits, a District 4 school administrator reflected on the success of having alumni serve as tutors, particularly in science, technology, engineering, and mathematics (STEM), but also wanting to institute more structure by having it focused more on ELA and helping students be prepared for college level courses. For example, the school administrator cited the need for high school students to learn how to search online journal databases and cite sources of information correctly. A District 4 student shared a similar sentiment regarding wanting additional tutoring on topics beyond STEM—typically provided by Advancement Via Individual Determination (AVID) tutors. A District 3 student shared how their college and career advisors offer tutoring in class and help them learn about college and career decisions, and how they feel comfortable reaching out to advisors for support: “You can ask [college and career advisors] anything ... I'm just able to talk to them.”

2.2.3. Preparation for College Entrance Exams

GEAR UP project objectives focus on helping to promote student participation in and performance on college entrance exams—including the Preliminary SAT (PSAT), SAT, ACT, and TSI Assessment.¹⁶ Despite test-optional policies with many colleges, GEAR UP schools continued to emphasize the value of these exams. GEAR UP schools continued to provide priority cohort students with various resources and supports—such as workbooks, bootcamps, practice tests, and teaching students test-taking strategies—during Year 7 to help prepare them for college entrance exams.

Nearly one-half of students in Grades 10–12 had participated in some form of test preparation compared to 64% of students in Year 6. Districts provided bootcamps, workbooks, and financial support for college entrance exams (i.e., ACT and SAT). A District 4 student shared how they felt very comfortable visiting the college and career center to receive support for TSI Assessment preparation and that their school does a good job advertising resources via handouts posted around the school and in newsletters. According to a District 2 participating student, “I was pretty prepared [for college entrance exams] ... throughout the years since I'm a senior, you can take it multiple times. I feel like the more you take it, the more experienced you are with the test.”

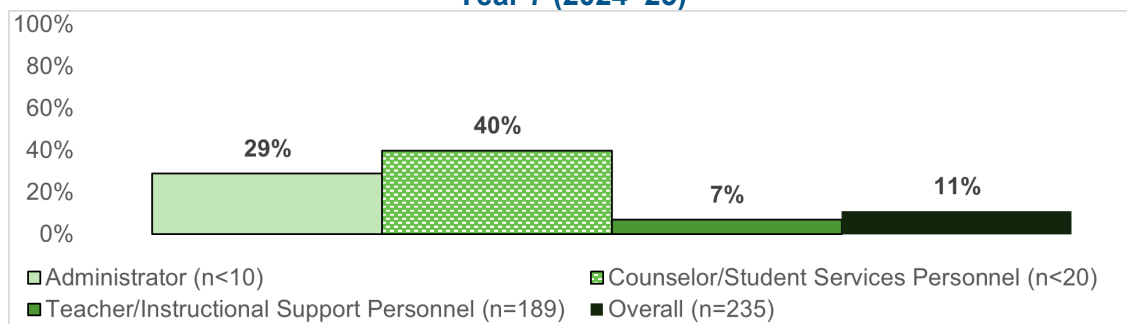
District 1 staff described providing TSI Assessment workbooks and bootcamps to students, along with financial support for ACT and SAT exams. District 2 staff described how students had been “boosted up” by the TSI Assessment and SAT exam preparation activities they had offered via GEAR UP. District 3 offered college entrance exam workshops according to students' schedules. Responses for participation in PSAT/ACT and TSI Assessment test preparation had statistically significant differences from Year 6 to Year 7 (Tables D.69–D.70, Appendix D). Despite these differences, among students in Grades 10–12 who had completed test

¹⁶ The relevant objectives are Project Objective 5.1: Each year, 85% of tenth-grade students 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 TSI Assessment.

preparation, similar proportions of students reported that it has prepared them, or they expect it to prepare them for college entrance exams during Year 6 and Year 7 (74% and 76%, respectively; Tables D.71–D.72, Appendix D). Even with support, participating District 3 students expressed the need for additional SAT, ACT and TSI Assessment preparation and support, noting having a course or additional time dedicated to test preparation would have been useful in supporting them to achieve higher scores.

About one-tenth of school personnel surveyed were responsible for helping students determine the college entrance exams in which to participate. Most often, counselors and student services personnel were responsible for helping students sign up for college entrance exams, followed by school administrators. These findings were fairly consistent across districts and over time (Figure 2.12, Tables G.46–G.51, Appendix G).

Figure 2.12 Personnel Responsible for Helping Students Sign Up for College Entrance Exams or Determine Which to Participate in by Position, Grades 9–12, Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

Note. Participants who selected *Other* as their primary position were not included.

Of the school personnel who indicated they play a role in helping students sign up for entrance exams, the two most common factors that school personnel encourage students to consider when determining which college entrance exam to participate in include the type of postsecondary education institution in which the student plans to enroll (79%) and the type of college degree a student plans to pursue (67%; Tables G.49–G.50, Appendix G).

District 6 staff described how a main priority in Year 7 was increasing TSI Assessment scores, since many students were not “college ready” when it came to their college entrance exams. District 6 was focused on TSI Assessment preparation to help students become eligible to enroll in dual credit since they can no longer use State of Texas Assessments of Academic Readiness (STAAR®) end-of-course assessments to do so.¹⁷ Among parent survey respondents, parents generally reported they were aware of where to find TSI Assessment test preparation resources for their child (with a mean score of 2.58), which was similar to previous years (Tables F.6–F.7, Appendix D).

District 6 staff also noted that students who were deemed “not college ready” were taking a mathematics preparatory course so that they did not have to take a remedial course their first year in college. District 1 staff shared they did not believe the district was taking full advantage

¹⁷ This is a new regulation as of as of May 16, 2024. See the Texas Higher Education Coordinating Boards’ [Dual Credit Frequently Asked Questions](#).

of GEAR UP funding and indicated there have been substantial challenges with administering funding and using it to pay for what was needed (e.g., SAT school days).

2.2.4. Completion of College Entrance Exams

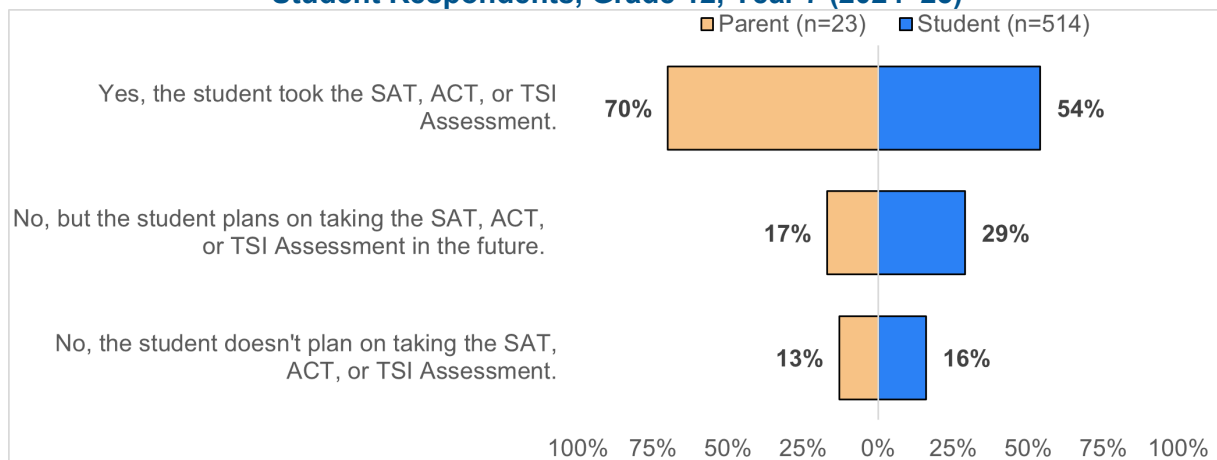
The distribution of responses differed significantly from Year 6 to Year 7 for Grade 12 student survey respondents regarding their completion of college entrance exams.

This finding is not surprising given that most students take college entrance exams in Grade 11. During Year 6, nearly three-quarters of Grade 12 students had taken a college entrance exam compared to 54% of Grade 12 students during Year 7. Similarly, 9% of Grade 12 students did not plan to take a college entrance exam during Year 6 compared to 16% of Grade 12 students in Year 7 (Tables D.20–D.21, Appendix D). Parents of Grade 12 students survey respondents were also asked to describe if their students had taken the SAT, ACT, or TSI Assessment. A larger proportion of parents of Grade 12 students indicated their child had completed a college entrance exam compared to Grade 12 student respondents during Year 7. However, these survey findings should be considered with caution given the small sample of parents compared to Grade 12 students. Similar proportions of parents indicated their child had already taken or planned to take one of these college entrance exams in Year 6 and Year 7 (Figure 2.13, Tables F.20–F.21, Appendix F).

[I wish I would have known] how your SAT or ACT is crucial to scholarships and grants ... I had no idea that that was important. Not just for admission, but for financial aid and scholarships and merits ... I didn't realize how important that was for the college process in paying for college.

– District 4 priority cohort student

Figure 2.13 Student Completion of College Entrance Exams according to Parent and Student Respondents, Grade 12, Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Student and Parent Surveys administered in Year 7 (spring 2022).

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

Parent survey respondents described the number of college or trade school applications their Grade 12 students had completed. A higher proportion of parent survey respondents in Year 6 indicated their Grade 12 student had completed college or trade school applications compared to Year 7 parent survey respondents. Specifically, about one-quarter of parent survey respondents during Year 7 indicated that their child does not plan to complete a college or trade

school application this school year compared to 6% in Year 6. Furthermore, more than one-half (56%) of parent survey respondents indicated their Grade 12 student had completed two or more applications in Year 6 compared to just over one-third (36%) of parent survey respondents in Year 7 (Tables F.22–F.23, Appendix F).

2.3. College and Career Advising and Exploration Initiatives

This section provides an overview of the college and career advising and exploration initiatives delivered in Year 7 to priority cohort students and parents. 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. To begin, findings from the six participating districts highlight various targeted college and career exploration activities and services provided in Year 7—such as college and career advising, college visits, college and career fairs, summer programming, work-based learning, and parent/family events—including variations across grant implementation. Next, a description of findings on financial aid initiatives for each of the six participating districts are described.

2.3.1. College and Career Activities & Services

College and career activities and services ranged from advising activities inclusive of both virtual dissemination of information and individual student sessions, college visits, college and career fairs, work-based learning, and parent and family events all focused on providing information on college and career planning and preparation (e.g., postsecondary education awareness and career plans or interests). In surveys and/or focus groups, all of the participating districts described how they continued to offer priority cohort students various college and career activities and services in Year 7.

Overall, more than one-fifth of student and/or parent survey respondents reported they participated in each type of college and career activity and service provided in Year 7. Overall, student participation included individual advising (37%), college visits (22%), college and career fairs (26%), and work-based learning (25%). There was a significant decrease across most activity types for student surveys from Year 6 to Year 7 (Tables D.24–D.25, D.33–D.34, D.41–D.42, D.47–D.48, Appendix D). These significant changes in student participation may be related to the fact that Year 7 was the first year that class of 2024 students were no longer in high school, having graduated in Year 6. Parent participation with college and career services during Year 7 included individual advising (28%) and parent/family events (26%; Tables F.24–F.25, F.30–F.31, Appendix F). Across districts, activities and services were primarily offered in person. Findings specific to each of the activities and services are noted in the following.

Class of 2024 Student Snapshot

A class of 2024 student from District 3, who attends a local public community college, reflected on their high school experience. They reported that the top three most helpful activities were individualized advising, college visits, and opportunities for work-based learning.

Source. GEAR UP: Beyond Grad Class of 2024 Student Survey administered in Year 7 (spring 2025).

Student and Parent Individual Advising. Overall, participating TEA staff emphasized the importance of establishing supportive relationships with students and parents as a crucial component for successful engagement and advising, highlighting the need for consistent presence and interaction to build relationships between students/families and advising staff. As students progressed throughout high school, survey respondents reported higher participation in individual advising sessions, culminating in Grade 12 students having the highest reported participation, at close to half (49%; Table D.26, Appendix D). During focus groups, priority cohort student survey respondents from two districts (Districts 2 and 3), described the positive interactions they had with their college and career advisors, as advisors reportedly made the students feel at ease with their postsecondary plans. Of those student survey respondents who participated in a session in Year 7, they *Agreed* that it helped them to develop a plan for their education, including tailored information, and support selecting classes, entrance exams, and financing (with mean scores ranging from 2.81 to 2.97; Tables D.27–D.28, Appendix D). Figure 2.14 provides a complete breakdown of reported mean agreement from Year 2–Year 7, noting significant differences between Year 6 and Year 7. In Year 7, there was significantly higher agreement that counseling/advising sessions helped students decide what college entrance exams to take compared to Year 6 (with mean scores of 2.81 and 2.70, respectively). Participating district staff from District 3 described that they continued to track student performance on college entrance exams and used this data to help inform advising conversations with students. Participating staff from District 1 emphasized that poor student attendance and large class sizes both made individualized attention and support challenging in Year 7. Additionally, there was significantly higher agreement that counseling/advising sessions provided information on how to pay for college from Year 6 to Year 7 (with mean scores of 2.77 and 2.87, respectively).

Class of 2024 Student Snapshot

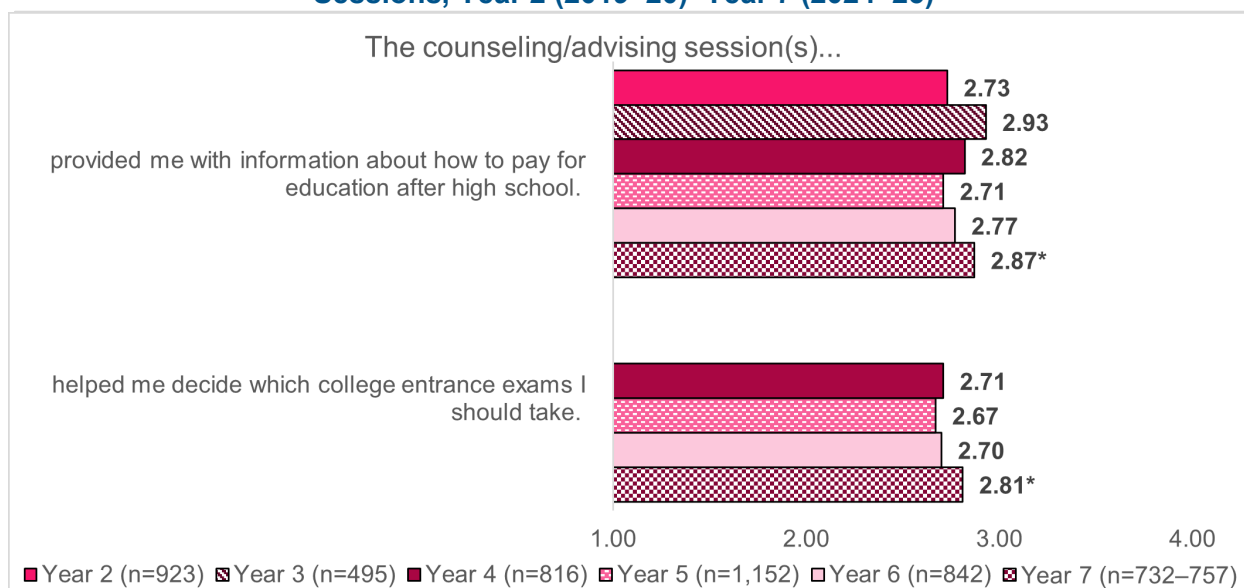
A class of 2024 student who is pursuing a bachelor's degree in education at a local community college reflected on their experience meeting with an advising specialist. They reported that they received social-emotional support and study skills/academic support during their weekly meetings, and that they were “strongly satisfied” with their interactions with their coach.

Source. GEAR UP: Beyond Grad Class of 2024 Student Survey administered in Year 7 (spring 2025).

[The career center] is always helpful. I always ask a lot of questions ... and I thought people would judge me for asking dumb or simple questions, but it is a safe space. They break it down for me and you know they have patience as well. That's one big thing this year and that's been helping me all throughout high school.

– District 3 priority cohort student

Figure 2.14 Significant Student Agreement Levels regarding One-on-One Counseling Sessions, Year 2 (2019–20)–Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

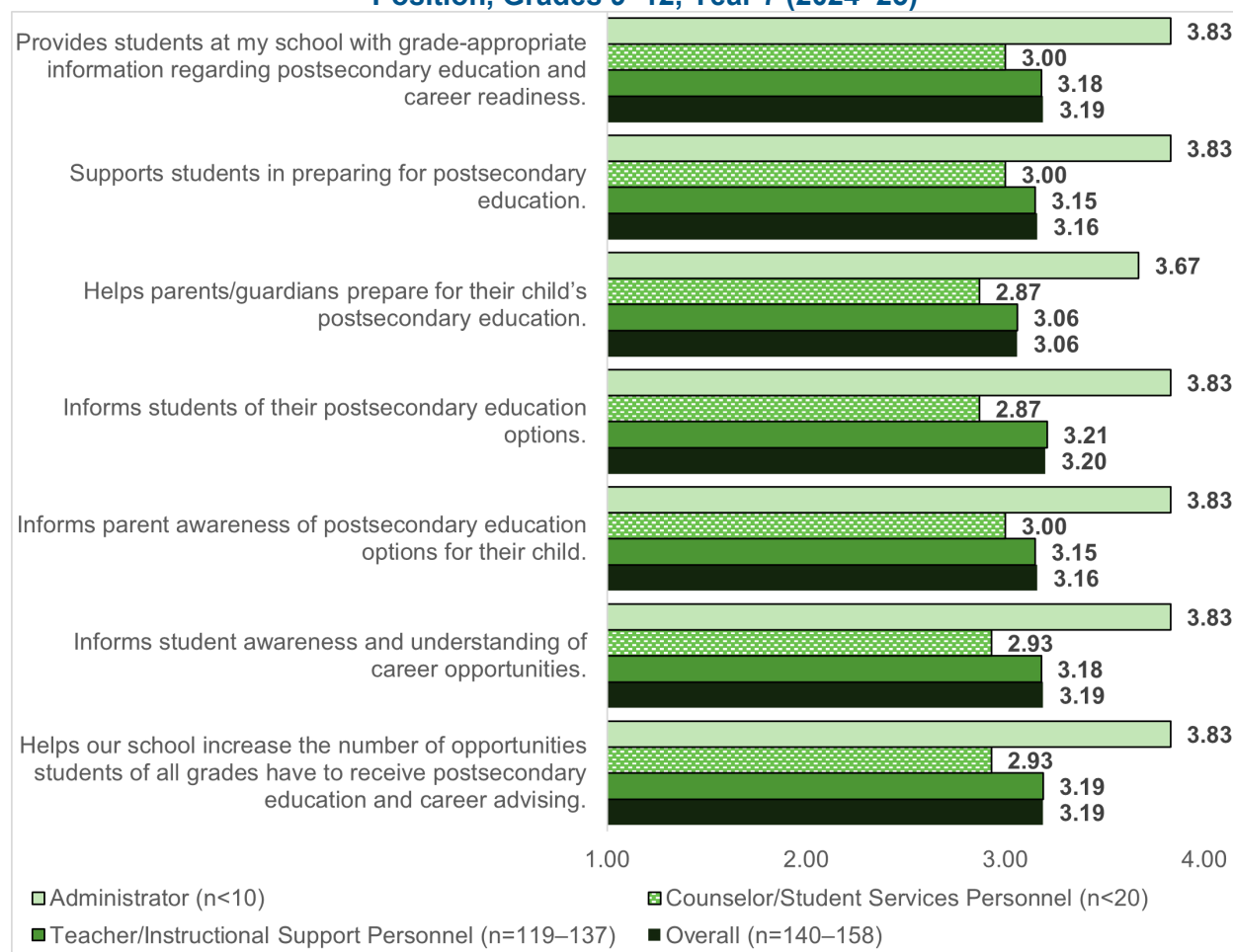
Note. Students in Grades 8–12 responded to these items in Year 2; students in Grades 9–12 responded to these items in Year 3, Year 4, Year 5, Year 6, and Year 7. Scale used to determine mean rating: 1–*Strongly disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly agree*. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

*Responses for ... *how to pay for education after high school* differed significantly from Year 6 to Year 7: $t(1540) = -2.6, p < .01$; responses for ... *helped me decide which college entrance exams to take* differed significantly from Year 6 to Year 7: $t(1485.48) = -2.9, p < .01$.

Similar to student surveys, parent survey respondents generally *Agreed* that the counseling and advising session(s) in which they participated in helped them think about their child's college and career plans (with a mean score of 3.00), the best classes to achieve their goals (with a mean score of 3.00), the college entrance exams they should take (2.96), and information on how their family may pay for college (2.96; Tables F.26–F.27, Appendix F).

Personnel survey respondents also reported their perceptions of the college and career advising services offered in their school in Year 7. The majority of school personnel survey respondents (81%) reported they were *Somewhat familiar* or *Very familiar* with the college and career advising services offered at their school in Year 7, which was similar to Year 6 personnel survey findings (Tables G.21–G.23, Appendix G). Overall, personnel mainly *Agreed* that advising informs and supports students and parents in their college and career opportunities and planning; however, there were substantial variations in with these findings when broken down by personnel respondents' roles (Figure 2.15, Tables G.24–G.26, Appendix G). In comparison to counselors and teachers, administrators consistently reported the highest average agreement regarding the various benefits of college advising services. However, these findings should be considered with caution given the small sample of administrators compared to counselors and teachers.

Figure 2.15 Personnel Agreement on College Advising Services Offered in School by Position, Grades 9–12, Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

Note. 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. 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* for each item listed was 10, 11, 25, 11, 27, 17, and 15, respectively.

Participating staff from District 4 shared that they worked on shifting college preparedness and readiness activities to their “GEAR UP team” since counselors had a large number of students they were already serving. Throughout the grant period, this district had seen success in hiring personnel through the grant, having been able to expand their college advising team to six people. Joint staff meetings between advisors and counselors also helped to ensure success. Alternatively, participating district staff from one district (District 4) noted challenges in Year 7 regarding communication between district personnel and the coordinator, resulting in different visions for activities, and challenges with communication and scheduling of events.

College Visits. When asked to describe the most helpful college and career activities/services, one-third of priority cohort student survey respondents (33%) reported college visits were most helpful, which—across activities—was the second-most commonly reported after college and

career fairs (35%). However, a smaller percentage of students in Year 7 reported college visits to be helpful compared to students in Year 6 (43%; Tables D.75–D.76, Appendix D).

Participants from all six districts discussed the importance of college visits. Participating Grade 12 priority cohort students from Districts 2 and 3 shared that college visits were key to determining their postsecondary plans, to finding a place that feels like “home,” to increasing their firsthand exposure to future options, and in enabling them to make more informed decisions. Of the student survey respondents who reported participating in a college visit in Year 7, most students reported that on their visit they completed a campus tour (75%) versus listening to a speaker (32%) or observing a class (22%). These findings are similar to Year 6 (Tables D.35–D.36, Appendix D).

Three districts (Districts 2, 3, and 4) described how they worked to identify quick and easy ways for students to sign up for college visits, such as using Quick Response codes (commonly referred to as QR codes) or a student newsletter. District 3 personnel described the importance of supplementing college visits with conversations involving staff and students, which aligned with priority cohort students’ preference for activities and services that foster direct interaction and networking opportunities (e.g., college visits with current college students). District 6 used grant funds to continue National Hispanic Institute (NHI) programming, where students were able experience the program on college campuses for three summers. According to District 6 staff, one student was able to transition into college life more easily due to their involvement with NHI as the student had been exposed to college-level courses through prior dual credit opportunities.

College and Career Fairs. College and career fairs were most frequently cited as being the most helpful by priority cohort student survey respondents (35%) during Year 7 compared to other types of activities. This finding is similar to the proportion of students who found college and career fairs to be most helpful in Year 6 (Tables D.75–D.76, Appendix D). As with previous years, about one-third (32%) of personnel survey respondents also

noted that college and career fairs were one of the most helpful activities for students (Tables G.27–G.28, Appendix G). Priority cohort student focus group participants from one district (District 3) explained that college and career fairs provided students with the opportunities to learn about various postsecondary institutions and make informed decisions about their plans

Promising Practice: Help students transition to college with networking with current college students.

Participating staff from two districts (Districts 3 and 6) expressed the value of opportunities in which high school students were able to network and communicate directly with current college students, either during college visits or by participating in summer programs located on college campuses. District 6 used grant funds for high school students to experience summer programs on college campuses, which helped students transition into college life more smoothly.

College fairs [are the best way to receive information] because a lot of [the college representatives] have business cards so they can provide you with their emails. If you have any questions you can reach out to them. I feel like in our college fair, they do really—like they're really good at explaining stuff, especially answering questions that you have.

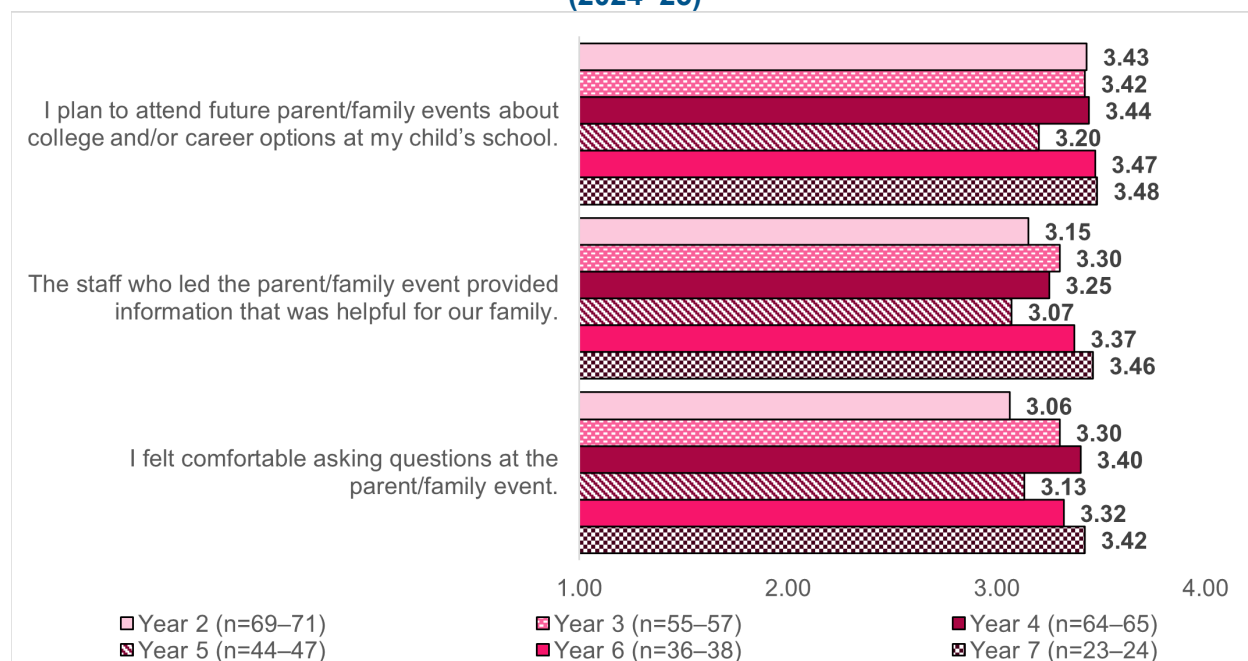
– District 2 priority cohort student

after graduation. One recommendation made by District 1 staff included the utility of having career fairs at the beginning or middle of the year instead of the very end of the year when students tend to be less engaged in school activities and events.

Work-Based Learning. Of the priority cohort students who reported participating in work-based learning in Year 7, the most common types were a professional visiting the school (35%), some other type (34%), and job shadowing (28%; Tables D.49, Appendix D). Priority cohort students from two districts (District 3 and 5) shared that representatives from various industries (e.g., military, technical schools) and postsecondary institutions (e.g., 2-year and 4-year) visited their school to provide information and answer students' questions on educational opportunities and career pathways. Additionally, priority cohort students from one district (District 5) noted that as part of a biomedical course, students visited the local hospital to see different professions working within medicine. One student from the same district was also participating in a welding internship, facilitated by their counselor and a welding teacher.

Parent and Family Events. Participating TEA staff emphasized the importance of establishing supportive relationships with parents in college and career activities and services. Parent survey respondents reported they were *Satisfied* (with a mean score of 2.76) with the level of information provided by the school about college and career information and events in Year 7, which was similar to Year 6 (Tables F.36–F.37, Appendix F). Overall, parent survey respondents *Agreed* that they planned to attend future parent/family events, that the staff who led the event provided helpful information, and that they felt comfortable asking questions (with mean scores of 3.48, 3.46, and 3.42, respectively). Figure 2.16 presents mean scores for parent survey respondents' agreement on parent/family events from Year 2 of the grant through the final year of the grant (Year 7); there were no significant differences in parent agreement from Year 6 to Year 7 (Tables F.32–F.33, Appendix F).

Figure 2.16 Parent Agreement on Parent/Family Events, Year 2 (2019–20)–Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

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. The number of overall respondents who selected *I don't know/Not applicable* in Year 7 was 0, 0, and 0, respectively.

Overall, in Year 7, participating students and/or parents reported they were *Satisfied* with each of the college and career activities and services in which they participated, which was similar to Year 6 for all but one. For students, mean satisfaction ranged from 3.01 for both individual advising and one-on-one counseling, to 3.03 for both college and career fairs and work-based learning, to 3.15 for college visits (Tables D.29–D.30, D.37–D.38, D.43–D.44, D.50–D.51, Appendix D). In Year 7, there was a significant difference in student satisfaction with college and career fairs (Table D.44, Appendix D). For parents, mean satisfaction was 3.24 for individual advising and 3.46 for parent/family events (Tables F.28–F.29, F.34–F.35, Appendix F).

Across activities and services, respondents who were reportedly *Dissatisfied* or *Strongly dissatisfied*, were asked to report the reason for their dissatisfaction. Those reasons varied by activity, for example:

- For individual advising, college visits, and work-based learning, student survey respondents most commonly indicated they were **not provided with useful or relevant information** (54%, 45%, and 46% respectively), which was similar to Year 6 (Tables D.31–D.32, D.39–D.40, D.52–D.53, Appendix D).
- For college and career fairs, the most common reason for dissatisfaction was that there were **too many students at the event** (38%). From Year 6 to Year 7, there was a significant change in the proportion of student respondents who reported their career was not included, which had been the most common response in Year 6 (50% in Year 6 and 31% in Year 7; Tables D.45–D.46, Appendix D).

- Among parent survey respondents, the most common reason parents were dissatisfied with schools' communications included **there being a delay in sending college/career information** (50%; Table F.38, Appendix F).
- When asked how to improve college and career activities, the most commonly cited suggestion made by parent survey respondents included providing more information on college and financial aid (57%) and improving the quality of communication with parents and families (51%; Table F.39, Appendix D).

2.3.2. Financial Aid Initiatives

An important aspect of GEAR UP includes the provision of resources and services to help students understand and navigate how to apply for financial aid and complete FAFSA or TASFA applications. As noted in Chapter 1, Introduction, this was the fourth year that TEC § 28.0256 (2025) required Grade 12 students to either complete and submit a FAFSA, a TASFA, or submit a signed opt-out form in order to graduate. To support district staff with the implementation of this requirement, TEA has developed financial aid resources and toolkits for families, counselors, and community partners to use. As with the delays experienced during the 2023–24 school year, the 2024–25 school year has also faced setbacks due to the application being released later than expected.

This section describes the financial aid resources and supports offered to students and families in Year 7 and their awareness of said resources and supports. The section also describes the continued impacts of the nationwide FAFSA delays and districts' perceptions of available financial aid resources. It concludes with detailed findings from a statewide survey that examined the availability and usefulness of financial aid resources for high school students across Texas.

Awareness and Implementation of Financial Aid Initiatives

TEA staff, GEAR UP coordinators, district staff, and priority cohort students described a combination of strategies that were used to help ensure FAFSA completion in Year 7, including hosting FAFSA events, communication via newsletters, one-on-one support from college and career advisors, and collaboration with local colleges and partnership with other college readiness programs (e.g., AVID).

Many districts continued to offer FAFSA special events and workshops in Year 7 (Districts 1, 2, 3, and 4). The District 2 coordinator mentioned that they host multiple FAFSA nights with the help of local colleges to assist parents and students in completing the financial aid applications. Financial aid workshops were offered to students and families, typically after school to accommodate families' schedules in District 3. The District 4 coordinator explained that they have focused on increasing the number of financial aid

Class of 2024 Student Snapshot

Class of 2024 student survey respondents reported FAFSA and TASFA workshops (75%) and information provided by high school counselors and/or advisors (60%) were the most useful support they had received in high school for completing financial aid applications (Table E.5, Appendix E).

Source. GEAR UP: Beyond Grad Class of 2024 Student Survey administered in Year 7 (spring 2025).

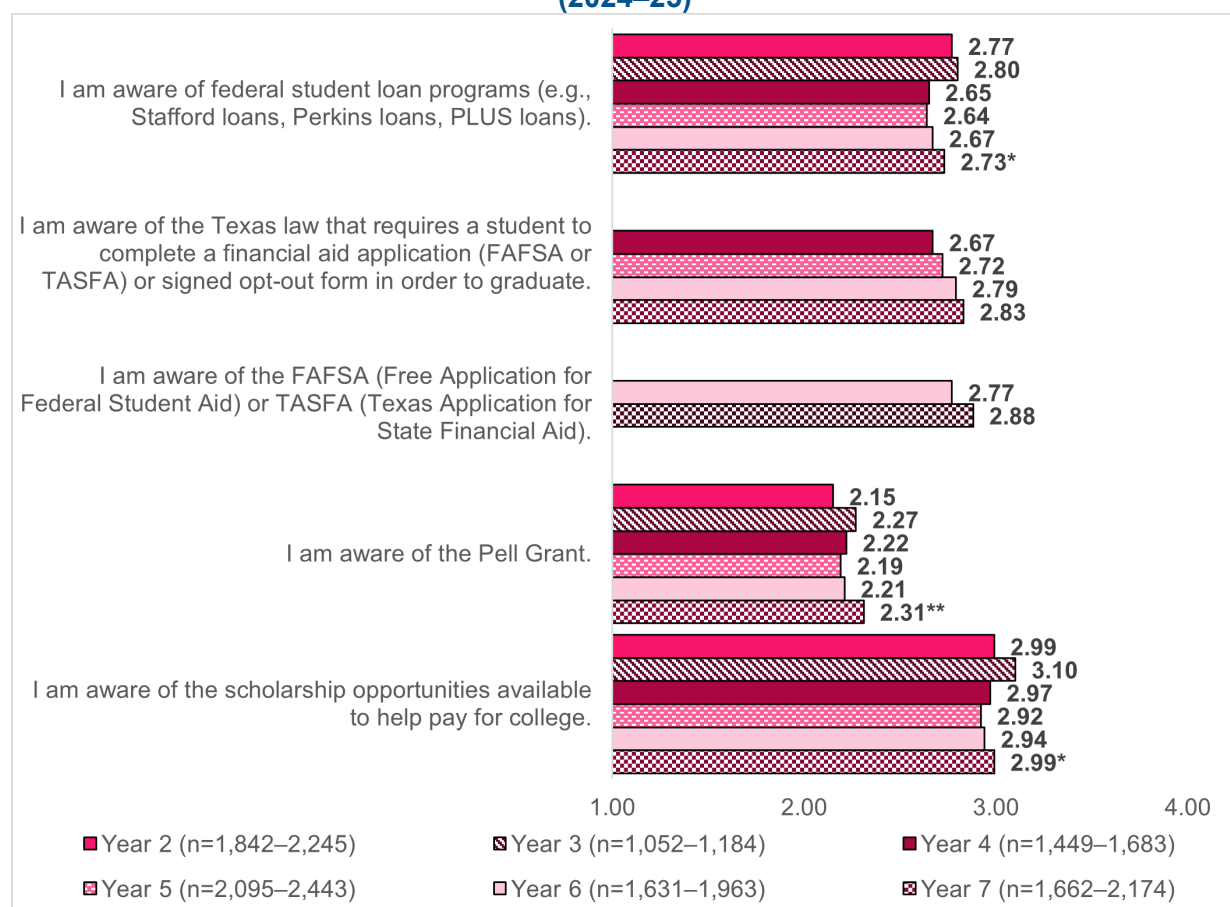
workshops offered through the college and career center to promote FAFSA completion. A staff member from the district shared:

The completion of the FAFSA is a graduation requirement and GEAR UP has played an integral role in ensuring that parents and students have opportunities to receive assistance and help with [the FAFSA]. [The GEAR UP coordinator] has done a great job in offering [financial aid workshop] opportunities.

TEA staff described various financial aid resources and toolkits that were provided to districts, including a monthly newsletter that is shared with GEAR UP coordinators. District 2 hosts grade-specific events for parents to promote awareness of FAFSA and creates a monthly counselor newsletter. District 4 created a new student newsletter touted as “for students and by students” that included information on financial aid. The District 2 coordinator also highlighted the use of ParentSquare and Facebook to communicate with parents and encourage them to complete their portion of the FAFSA.

Priority cohort students described their awareness of various financial aid resources. Students mainly *Agreed* that they were aware of scholarship opportunities, the FAFSA or TASFA, and the Texas law requiring students to complete the FAFSA or TASFA during Year 7 (with mean scores of 2.99, 2.88, and 2.83, respectively). Students’ awareness of federal student loan programs differed significantly from Year 6 to Year 7 (with mean scores of 2.67 and 2.73, respectively); awareness of the Pell Grant differed significantly (with mean scores of 2.21 and 2.31, respectively); and awareness of scholarship opportunities available to help pay for college differed significantly from Year 6 to Year 7 (with mean scores of 2.94 and 2.99, respectively; Figure 2.17; Tables D.6–D.8, Appendix D).

Figure 2.17 Student Awareness of Financial Aid Resources, Year 2 (2019–20)–Year 7 (2024–25)



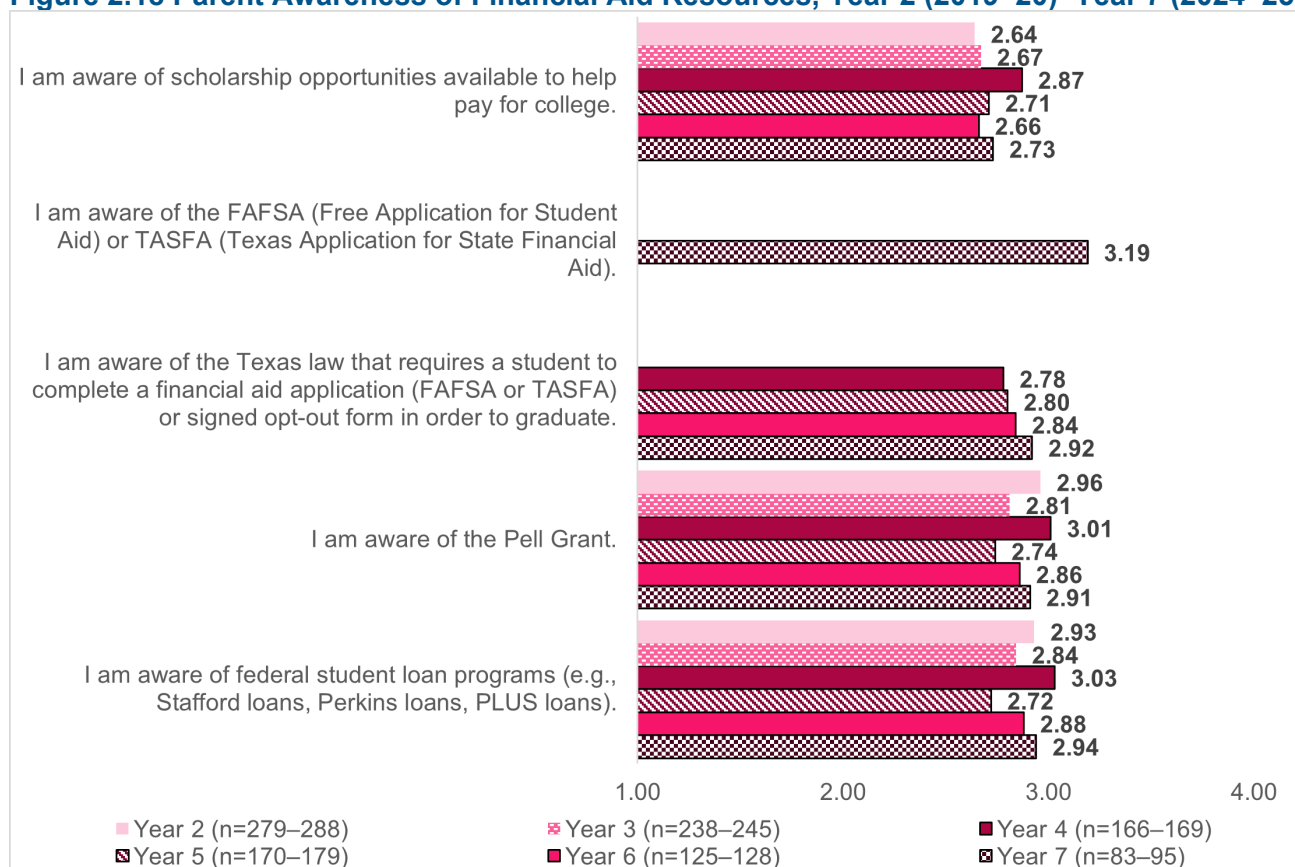
Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Students in Grades 8–12 responded to these items in Year 2; students in Grades 9–12 responded to these items in Year 3, Year 4, Year 5, Year 6, and Year 7. The item *I am aware of the FAFSA (Free Application for Federal Student Aid) or TASFA (Texas Application for State Financial Aid)* was only included in the Year 6 and Year 7 survey, and the item *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 to graduate* was included in the Year 4, Year 5, Year 6, and Year 7 survey. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

*Responses for *I am aware of the scholarship opportunities available to help pay for college* differed significantly from Year 6 to Year 7: $t(4135) = -2.18, p < .05$; *I am aware of federal student loan programs* differed significantly from Year 6 to Year 7: $t(3731.79) = -2.13, p < .05$.

**Responses for *I am aware of the Pell Grant* differed significantly from Year 6 to Year 7: $t(3290.86) = -3.31, p < .001$.

Parents of priority cohort students also described their awareness of various financial aid resources. In Year 7, parents most often *Agreed* that they were aware of the FAFSA or TASFA, federal student loan programs, and the Texas law requiring students to complete a financial aid application (with mean scores of 3.19, 2.94, 2.92, respectively; Figure 2.18; Tables F.5–F.6, Appendix D).

Figure 2.18 Parent Awareness of Financial Aid Resources, Year 2 (2019–20)–Year 7 (2024–25)

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

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.

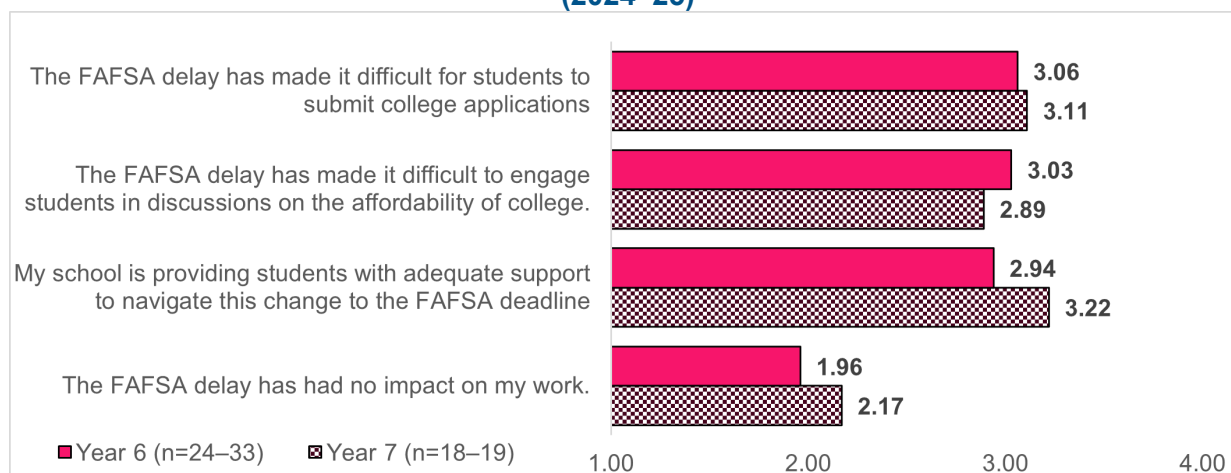
Grade 12 students also indicated whether or not they had already completed or planned to complete the FAFSA or TASFA this year. Overall, the majority of Grade 12 students already completed the FAFSA or TASFA (54%) or planned to complete it (41%; Table D.18, Appendix D). These findings were similar to Year 6 student surveys. Two districts (Districts 6 and 2) had the largest percentage of students who had already completed the FAFSA or TASFA (85% and 77%, respectively; Table D.17, Appendix D). Parents of Grade 12 students also reflected on whether their child has completed the FAFSA or TASFA during Year 7. Smaller percentages of parents indicated their child had already completed the FAFSA during Year 7 compared to Year 6 (54% and 70%, respectively; Tables F.17–F.18, Appendix F). However, these findings should be considered with caution given the small sample of parent survey respondents during Year 6 and Year 7.

Impact of Continued FAFSA Delays

During Year 6, the continued effects of the FAFSA delay were noted by all GEAR UP districts. Similar to Year 6, school personnel in Year 7 shared how delays associated with FAFSA made it difficult for students to submit college applications (with a mean score of 3.11). School personnel also largely disagreed that the FAFSA delay had no impact on their work (with a

mean score of 2.17). Despite these challenges stemming from the FAFSA delay, school personnel also tended to *Agree* that their school was providing students with adequate support to navigate changes to the FAFSA deadline (with a mean score of 3.22; Figure 2.19; Tables G.52–G.53, Appendix G).

Figure 2.19 Personnel Agreement regarding the FAFSA Delay, Year 6 (2023–24)–Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).
Note. This question was only asked to administrators and counselor/student services. 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.

Perceptions of Financial Aid Resources

Grade 12 students and parents of Grade 12 students reflected on which financial aid supports were most useful. The most useful supports identified by Grade 12 students in Year 7 included Information and resources provided to me by my high school counselor and/or advisor (57%) and FAFSA/TASFA special events/workshops/information sessions hosted by my high school (32%; Table D.19, Appendix D). Parents of Grade 12 students found the FAFSA/TASFA special events/workshops/information sessions most useful (44%), while one-third of parents also found information and resources provided by school counselors, and other online resources to be useful. One-third (33%) of parent survey respondents indicated they had not received or used any resources (Table F.19, Appendix F).

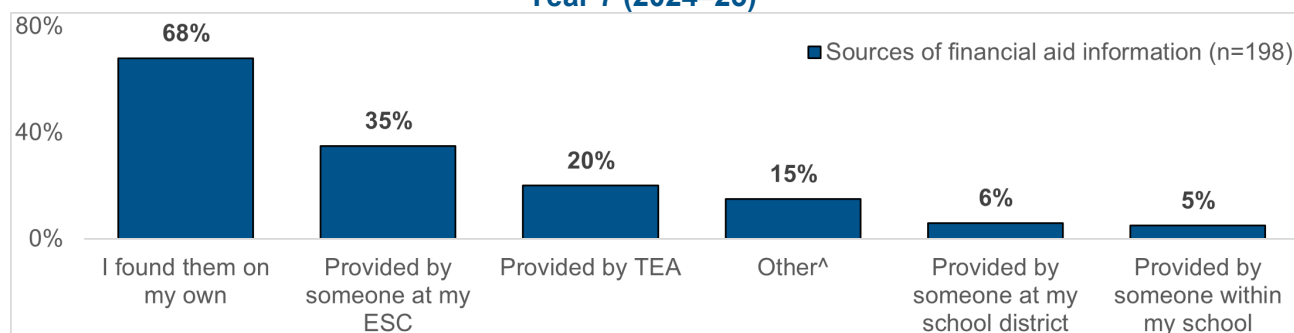
Participating priority cohort students shared how their college and career advisors provided critical support and resources to complete FAFSAs. One participating District 5 student described how they were initially unfamiliar with the FAFSA and how it worked, but due to the support and guidance they received from their advisor, they were now knowledgeable about not only the FAFSA application but also available scholarships. Participating students also described how their advisors held parent nights to help families learn about financial aid and stay informed on their students' postsecondary plans. The District 4 coordinator explained that their district's college and career center provides one-on-one appointments to help students and parents complete FAFSA or TASFA forms. District 4 also partnered with College Possible to help reach students not on campus and support seniors enrolled in AVID classes with FAFSA completion.

Statewide Perceptions of TEA Financial Aid Resources

TEA has developed various financial aid resources to assist students and families meet this graduation requirement, such as websites, toolkits, and training modules. A statewide initiatives survey was administered to school district staff across Texas to better understand the use and perceptions of TEA's financial aid resources and toolkits. Nearly three-fourths of education service centers (ESCs) from the state (75%) were represented in the sample (Table H.1, Appendix H) with just more than 250 survey responses (n=254) submitted. Respondents primarily identified as counselors/student success support staff (82%), with smaller proportions of administrators and curriculum and instruction coordinators (Table H.2, Appendix H). Just over three-quarters (79%) of respondents had used financial aid application completion resources to support implementation of financial aid requirements in the last 12 months and were asked subsequent questions about what they used, perceptions of usefulness, and any challenges they had experienced (Table H.3, Appendix H). The survey was concluded if respondents had not used any resources within the last 12 months.

Survey respondents most often found financial aid resources on their own (68%) or through someone at their ESC (35%). About one-fifth of respondents indicated they used resources provided by TEA, while only small proportions received financial aid completion resources from someone at their school district or within their school (Figure 2.20; Table H.4, Appendix H).

Figure 2.20 Statewide Initiatives Survey Respondents' Sources, Use, and Perceived Successfulness of Financial Aid Application Completion Resources in Past 12 Months, Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 7 (spring 2025).

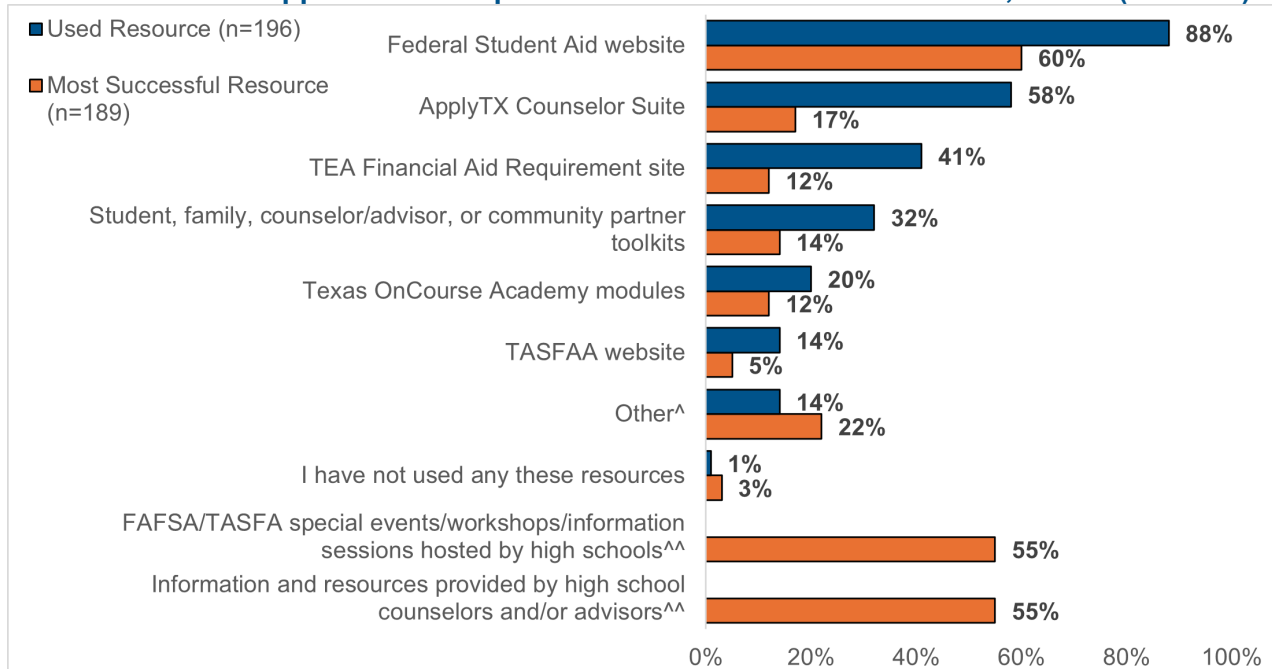
Note. Response percentages may not total to 100% due to rounding. ESC – Education Service Center.

^Examples of other responses included: Presentations or interactions with colleges (17), Emails from providers (3), TxCAN (2), and ApplyTexas (2).

The top three most commonly used resources included a federal student aid website (88%), ApplyTX Counselor Suite (58%), and TEA's financial aid requirement website (41%). About one-third indicated they had used student, family counselor/advisor, or community partner toolkits; one-fifth indicated they had used Texas OnCourse Academy modules; and a small proportion had used the Texas Association of Student Financial Aid Administrators (TASFAA) website (Figure 2.21; Table H.5, Appendix H). Overall, respondents were *Satisfied* with financial aid completion resources (with a mean score of 3.04; Table H.6, Appendix H). Respondents also indicated which supports were the most helpful for families with over one-half indicating a federal student aid website (60%), FAFSA/TASFA special events hosted by high schools (55%), and information and resources provided by high school counselors/advisors (55%; Figure 2.21;

Table H.7, Appendix H). Less than one-fifth of respondents identified other resources as being successful.

Figure 2.21 Statewide Initiatives Survey Respondents' Use, and Perceived Successfulness of Financial Aid Application Completion Resources in Past 12 Months, Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 7 (spring 2025).

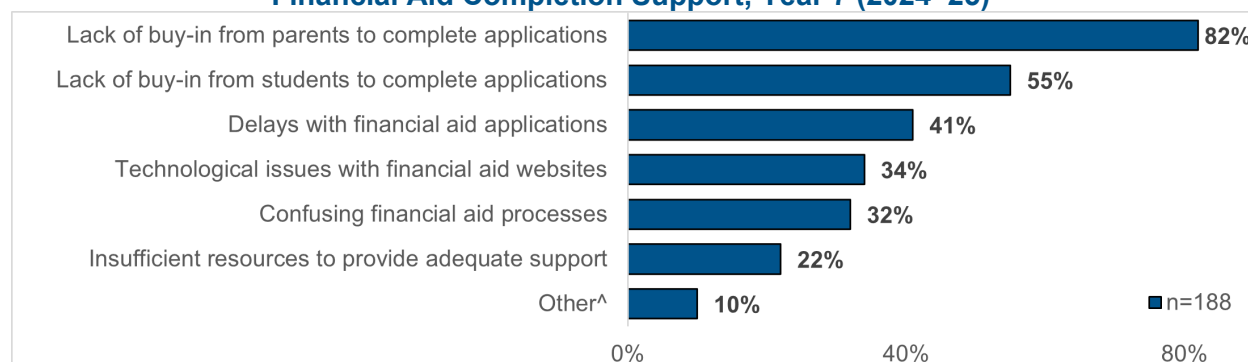
Note. Response percentages may not total to 100% due to rounding. ESC – Education Service Center.

^Examples of other responses for resourced used included: College financial aid departments (9), UAspire (3), TRIO (3), and TxCAN (2); Examples of other responses for most successful supports included: College Financial Aid Departments (10), TRIO (3), UAspire (3), TxCAN (2).

^^These response options were not asked for resources used question.

The majority of respondents (82%) indicated that lack of buy-in from parents to complete financial aid applications was the biggest challenge in providing financial aid support. Other common challenges included lack of buy-in from students to complete applications (55%) and delays with financial aid applications (41%; Figure 2.22; Table H.9, Appendix H).

Figure 2.22 Statewide Initiatives Survey Respondents' Biggest Challenges in Providing Financial Aid Completion Support, Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 7 (spring 2025).

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

^Examples of other responses included: Fear among undocumented families (4), ApplyTexas (3), Complexity for families' unique situations (2).

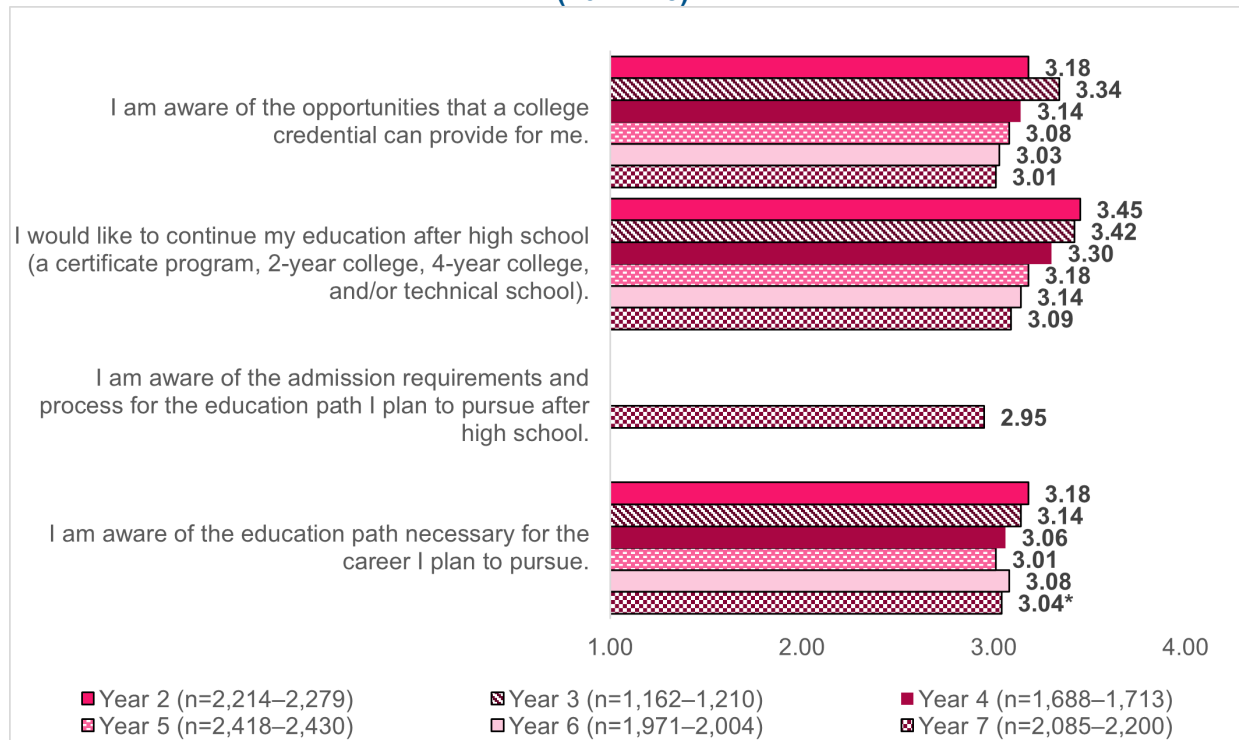
Looking ahead to next school year, most survey respondents indicated they were planning to continue providing information via counselors and/or advisors (74%), using federal student aid websites (71%), and hosting FAFSA/TASFA special events or workshops (69%) (Table H.8, Appendix H).

2.4. Priority Cohort Students' Postsecondary Plans and Awareness

Supporting participation in postsecondary education and enhancing career preparation are key goals of GEAR UP. This section explores students' and parents' hopes and expectations related to postsecondary education and careers, whether students have identified a desired career path, the extent to which students have completed college or trade school applications, and reasons preventing students from pursuing postsecondary education.

In general, across the participating districts, student and parents reported varying levels of awareness of college and career topics, agreement on the value of a postsecondary education, and the steps needed to achieve their desired postsecondary and career plans. Overall, more than three-quarters (77%) of parent survey respondents reported that their child planned to pursue a postsecondary education (Tables F.7–F.8, Appendix F); student survey respondents on average *Agreed* that they planned to continue their education after high school (with a mean score of 3.09; Tables D.6–D.7, Appendix D). Figure 2.23 provides a complete breakdown of related awareness items from Year 2 through Year 7. Student survey respondents also reported they *Agreed* that they were aware of the opportunities a college credential could provide them (with a mean score of 3.01) and the admission requirements and process for their desired education path (with a mean score of 2.95). In Year 7, student awareness of the education path necessary for the career plan they wanted to pursue was significantly lower than Year 6 (with a mean score of 3.04 and 3.08, respectively).

Figure 2.23 Student Awareness of College and Career Plans, Year 2 (2019–20)–Year 7 (2024–25)



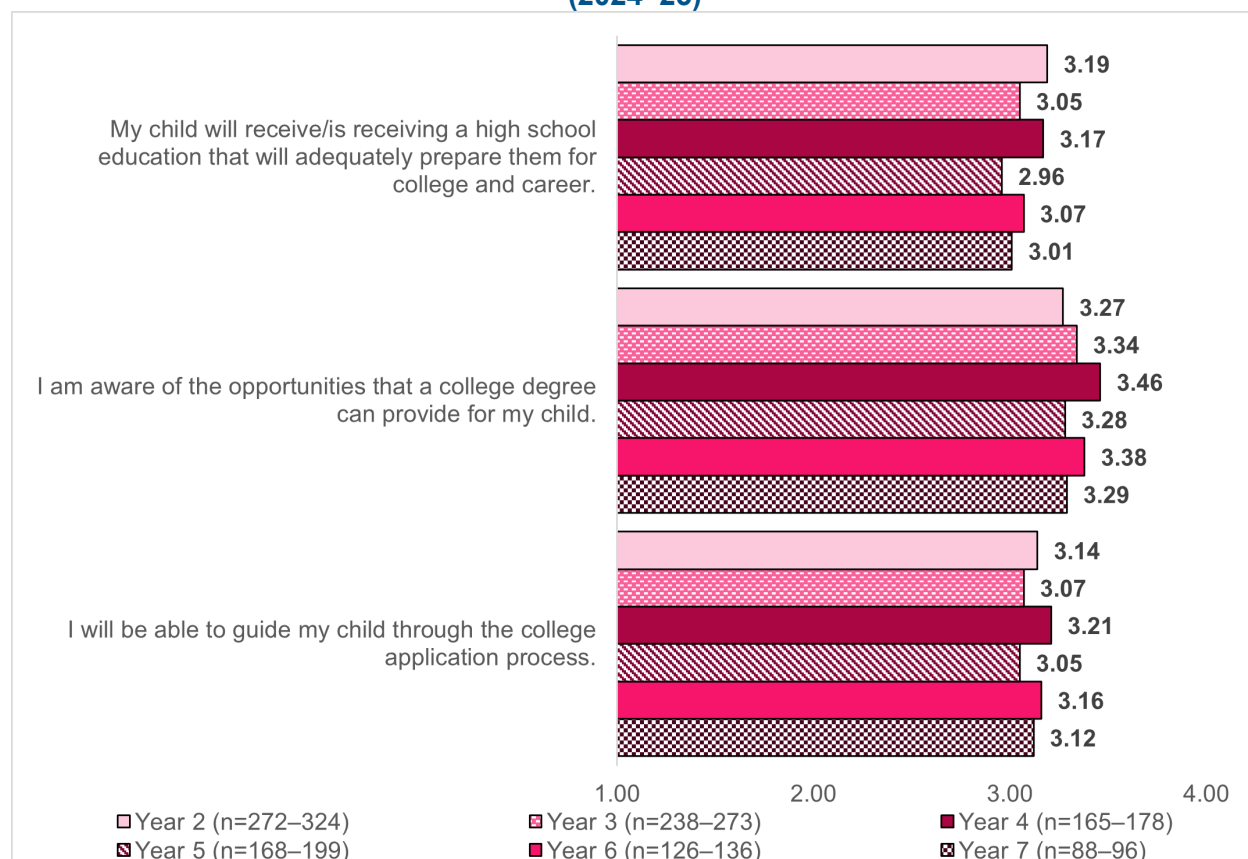
Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Students in Grades 8–12 responded to these items in Year 2; students in Grade 9–12 responded to these items in Year 3, Year 4, Year 5, Year 6, and Year 7. The item *I am aware of the admission requirements and process for the education path I plan to pursue after high school* was a new item in Year 7. 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.

*Responses for *I am aware of the education path necessary for the career I plan to pursue* differed significantly from Year 6 to Year 7: $t(4188) = 1.98, p < .05$.

Among parents, survey respondents generally *Agreed* that they were aware of various postsecondary college and career planning topics, as presented in Figure 2.24. In Year 7, as with previous years, parent survey respondents had the highest agreement that they were aware of the opportunities a college degree can provide for their child (with a mean score of 3.29; Tables F.5–F.6, Appendix F).

Figure 2.24 Parent Awareness of College and Career Options, Year 2 (2019–20)–Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

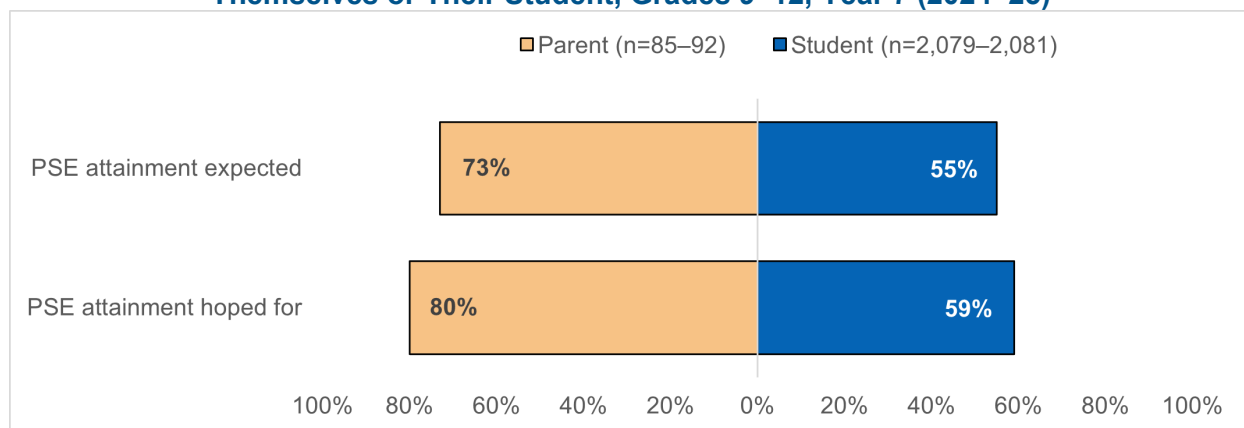
Note. Response percentages may not total to 100% due to rounding. Parents of students in Grades 8–12 responded to this item in Year 2; parents of students in Grades 9–12 responded to this item in Year 3–Year 7. Respondents who selected *I don't know/Not applicable* were not included in this analysis. Scale used to determine mean rating: 1–Strongly Disagree, 2–Disagree, 3–Agree, 4–Strongly Agree.

Similar to the previous year, in Year 7 about two-thirds (66%) of priority cohort student survey respondents reported they had identified a career path they were interested in pursuing after high school (Tables D.4–D.5, Appendix D). Among parent survey respondents, almost three-quarters (74%) of respondents reported their child had identified a career path (Tables F.3–F.4, Appendix F). In focus groups, priority cohort students shared the various careers and college degrees they were interested in pursuing, including education, military, agriculture, political science, theater, pediatric nursing, and so on—with some priority cohort students planning to enter the workforce immediately after completing high school.

Student and parent survey respondents indicated the highest educational degree they hoped and expected to attain (for either themselves or their child). Overall, more than half of students indicated they hoped (59%) or expected (55%) to attain a postsecondary education (i.e., at least 2-year college degree or more; Figure 2.25; Tables D.12–D.15, Appendix D). Overall, parents hoped (80%) and expected (73%) their children would attain a postsecondary education (Figure 2.25; Tables F.11–F.14, Appendix F). These findings should be considered with caution given

the small sample of parents survey respondents compared to student survey respondents during Year 7.

Figure 2.25 Student and Parent Educational Expectations and Aspirations for Themselves or Their Student, Grades 9–12, Year 7 (2024–25)



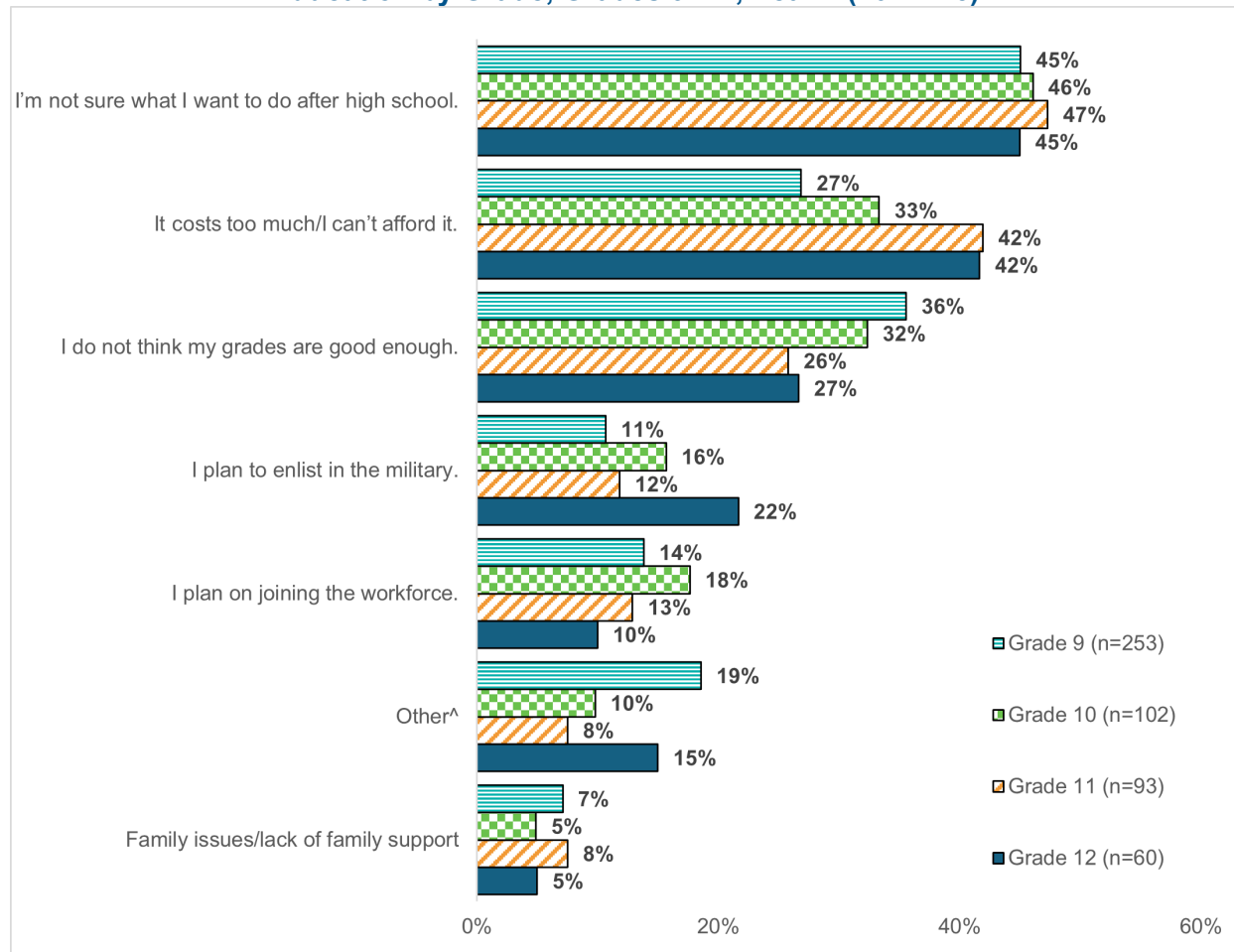
Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

Note. PSE – Postsecondary Education. Responses categorized as at least a PSE included 2-year college or an associate degree, 4-year college or a bachelor's degree, Graduate degree (master's degree or above), and Professional degree (e.g., law, medicine, etc.). Responses categorized as less than a PSE included Less than high school, High school diploma or a General Education Development (GED) and Some college or career/technical institute (e.g., occupational certificate).

To explore how parents' educational aspirations for their children compared to their own personal educational attainment, parent survey respondents shared the highest level of education they had attained. About one-quarter of parents surveyed (24%) indicated they had a high school diploma or a General Education Development (GED), while similar proportions had completed some college or trade school classes (22%) or had reported earning either an associate or a bachelor's degree (22%; Tables F.15–F.16, Appendix F).

Student survey respondents were asked about reasons preventing them from pursuing postsecondary education. Being unsure about what to do after high school was the most common reason reported by students across Grades 9–12 with nearly half (46%) citing this as a reason across all student survey respondents (Figure 2.26; Tables D.9–D.11, Appendix D). For Grade 11 and Grade 12 students, uncertainty about what they wanted to do after high school was followed by concerns related to cost and affordability. For Grade 9 and Grade 10 students, uncertainty of their postsecondary plans was followed by concerns regarding their grades being insufficient. Among parent survey respondents, the most common reason in Year 7 was that their child planned to work (43%; Tables F.9–F.10, Appendix F). Figure 2.26 presents the complete breakdown of the reasons that priority cohort students reported were preventing them from continuing their education for each grade level.

Figure 2.26 Reasons Students Reported Preventing Them from Continuing Their Education by Grade, Grades 9–12, Year 7 (2024–25)



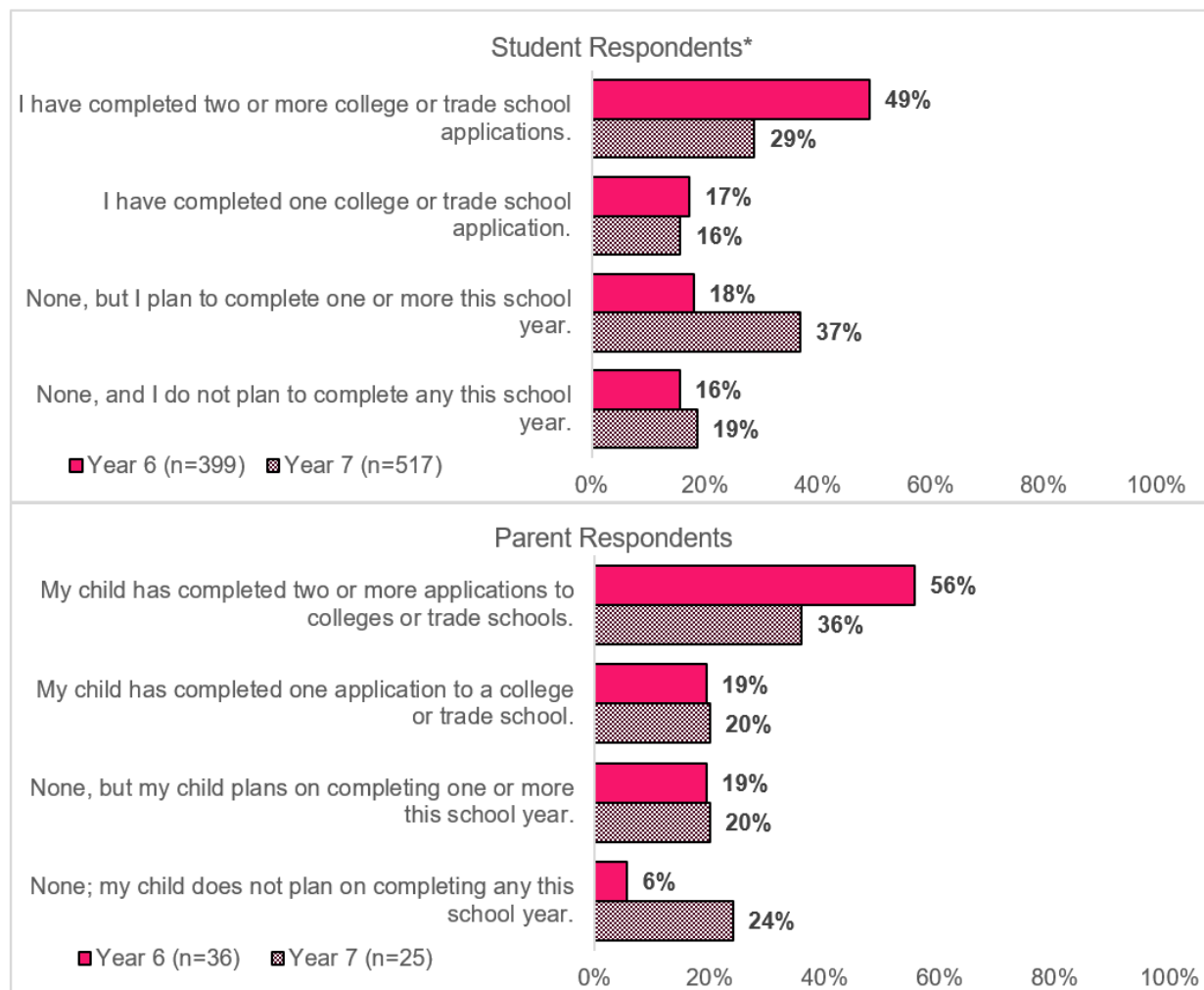
Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% because respondents were able to select multiple response options.

^Examples of other responses included: I don't know where to start (2), Need to make money (2), and Football (2).

Over two-fifths (45%) of the priority cohort student survey respondents and just more than half (56%) of parent survey respondents noted that they/their student had already completed one or more college or trade school applications (Figure 2.27; Tables D.22–D.23, Appendix D; Tables F.22–F.23, Appendix F). Among student survey respondents there was a significant difference in the distribution of reported completion of college applications from Year 6 to Year 7, as presented in Figure 2.27. During site visits, participating staff from one district (District 2) shared students at the high school were reportedly very engaged and excited to apply to as many colleges as possible.

Figure 2.27 Completion of Postsecondary Applications according to Student and Parent Respondents, Year 6 (2023–24)–Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Parent Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. Parents of class of 2024 students responded to this item in Year 6; Grade 12 priority cohort parents responded in Year 7.

*The distribution of responses differed from Year 6 to Year 7: $\chi^2(3) = 54.22, p < .001$.

2.5. Summary: Secondary GEAR UP Initiatives

Year 7 implementation findings identified various areas of progress and challenges across secondary GEAR UP initiatives. PD efforts continued to emphasize enhancing academic rigor, particularly in ELA, with significant growth attributed to support from TNTP. Over 85% of core content teachers engaged in PD sessions focused on academic rigor. Dual credit and AP courses were offered across all districts, with increased enrollment reportedly driven by early exposure in middle school and consistent support from advisors and educators. Students expressed gratitude for the opportunity to earn college credits while still in high school, but some expressed concerns about insufficient support for online courses. Tutoring described by students primarily focused on mathematics and science, with students reporting high satisfaction with the personalized help provided. Despite challenges such as scheduling

conflicts, tutoring remained a critical component for students struggling to achieve their academic goals.

Preparation for college entrance exams—such as the SAT, ACT, and TSI Assessment—included bootcamps, practice tests, and financial support for test fees. While participation rates varied, students acknowledged the value of these efforts in navigating the college admissions process. College and career activities for students, including individual advising, college visits, college and career fairs, and work-based learning, provided essential information on postsecondary pathways. Parents also participated in family events and advising sessions, though communication delays and limited information emerged as areas needing improvement.

Financial aid initiatives focused on helping students and families complete FAFSA or TASFA applications, with districts hosting workshops and leveraging newsletters and social media for outreach. However, continued delays with FAFSA availability posed challenges, impacting application submission timelines. Despite these obstacles, students and parents largely agreed that districts provided financial aid resources and supports that were useful.

Finally, findings related to priority cohort students' postsecondary plans showed positive awareness and aspirations for pursuing postsecondary education. Over three-quarters of parents and more than half of students indicated they (or their child) planned to continue their education after high school. However, uncertainty about post-high school plans and financial concerns remained prominent barriers.

3. Postsecondary GEAR UP Initiatives

This section explores the postsecondary experiences of class of 2024 students in Year 7 as they transitioned from high school to college, trade school, or university. Two forms of data collection were used to understand these postsecondary experiences—surveys with class of 2024 students being served by College Possible and a focus group with College Possible’s advising

specialists. The class of 2024 student surveys were administered by College Possible using extant email addresses and/or cell phone numbers students provided to College Possible. The survey included questions about what supports students received in high school that they perceived to be most helpful, postsecondary challenges they were experiencing, how prepared they felt for college, and any supports they may have received from College Possible’s advising specialists. To complement class of 2024 surveys, a focus group with eight advising specialists from College Possible explored the services they provided to class of 2024 students and insights into effective ways to engage students and support postsecondary success. The section that follows provides a summary of these findings related to postsecondary GEAR UP initiatives.

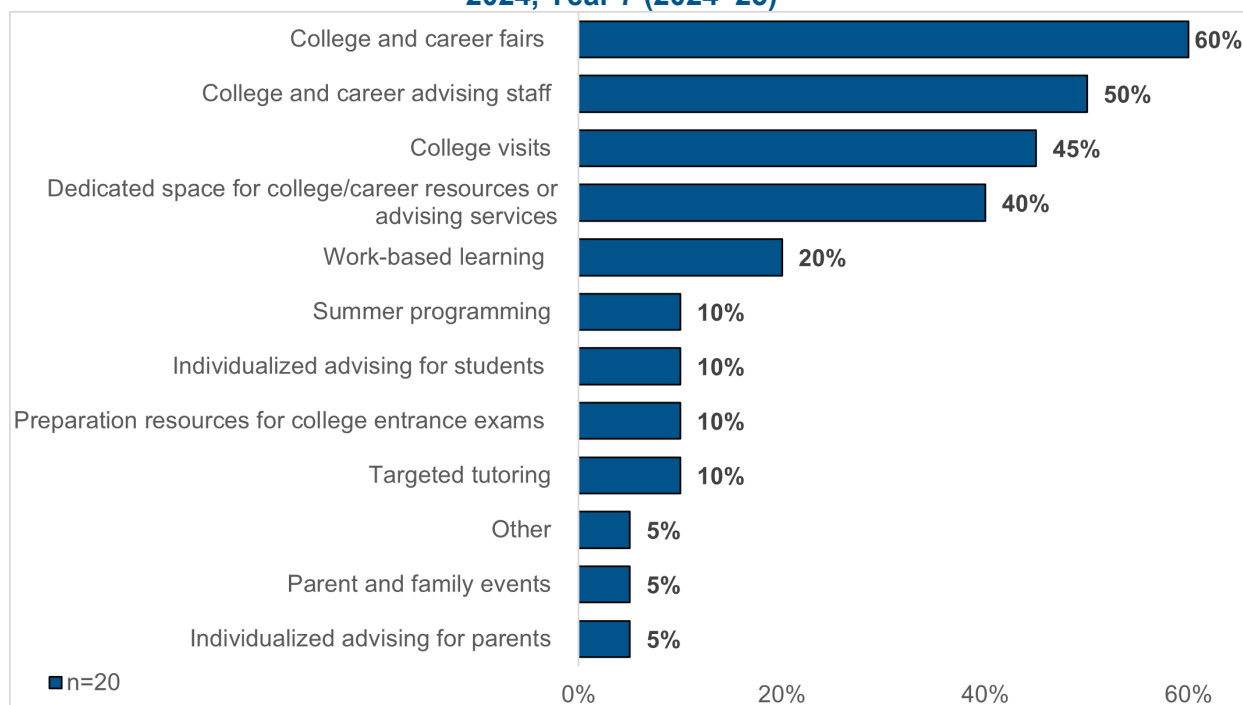
I felt prepared and confident coming to [technical college] on the first day. I felt happy and ready to start a new journey. If you ever feel nervous or anxious about starting college just know that everyone else starting feels just the same as you, you'll meet new friends and people just like you along the way!

– Class of 2024 student survey respondent

The majority of the 2024 student survey respondents were enrolled in college full-time (65%), had decided on a college major (85%) and a career (80%), and planned to return to college next year (80%). One-half attended school in person (50%), just under one-half were pursuing an associate degree (45%), one-quarter were pursuing a bachelor’s degree (25%), and one-fifth were attending trade school (20%; Table E.1, Appendix E).

Class of 2024 survey respondents also reflected on their high school experiences. College and career fairs, college and career advisors, college visits, and access to a college/career resource center at high schools were cited as the most useful supports class of 2024 survey respondents received in high school (reported by 60%, 50%, 45%, and 40% of students, respectively; Figure 3.1; Table E.2, Appendix, E).

Figure 3.1 Most Helpful Career Activities/Services Received in High School, Class of 2024, Year 7 (2024–25)



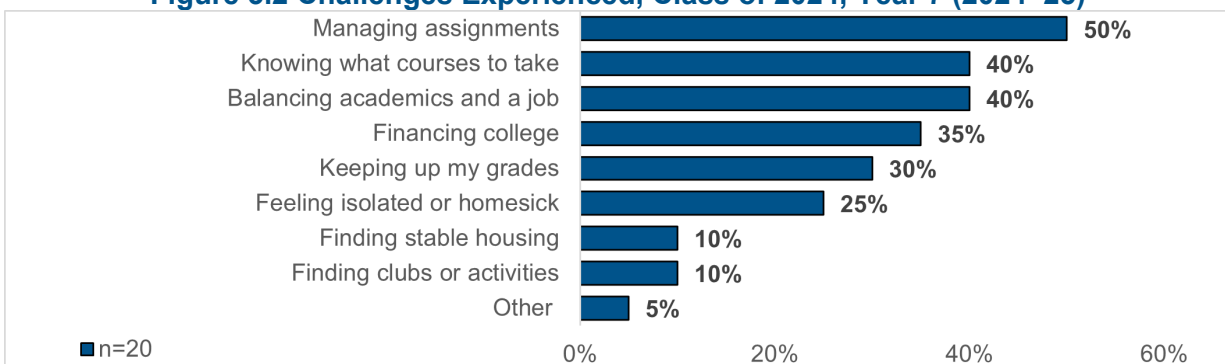
Source. GEAR UP: Beyond Grad Class of 2024 Student Survey administered in Year 7 (spring 2025).

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

The majority of class of 2024 students *Agreed or Strongly Agreed* that their college experience had met their expectations so far (with a mean score of 3.26) and that their high school experience had prepared them for college (with a mean score of 3.00; Table E.4, Appendix E).

Considering the various challenges students face in their first year of college, class of 2024 student survey respondents were asked to describe what challenges they had experienced so far in the school year. Most commonly, they reported challenges with managing assignments (50%), knowing what courses to take (40%), and balancing academics and a job (40%; Figure 3.2; Table E.3, Appendix E).

Figure 3.2 Challenges Experienced, Class of 2024, Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Class of 2024 Student Survey administered in Year 7 (spring 2025).

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

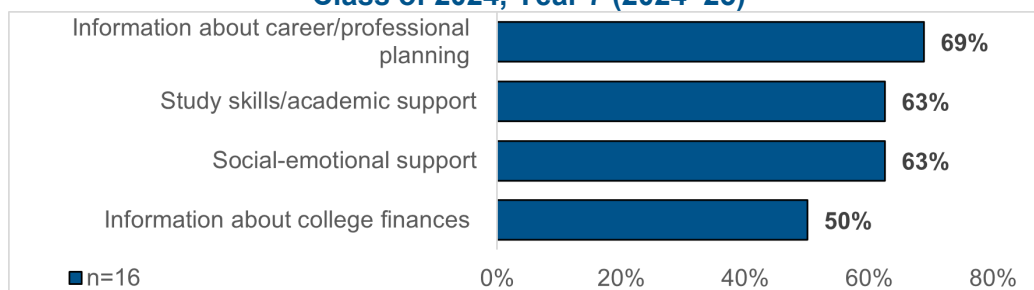
Amid these challenges, class of 2024 students were offered support via advising specialists. The majority of survey respondents (80%) received supports/services from an advising specialist (Table E.6, Appendix E). All students who had not received services from an advising specialist noted that it was because they were not aware these services were available to them (Table E.10, Appendix E).

Information about career/professional planning, social-emotional support, and study skills/academic support were the most common supports/services that class of 2024 survey respondents had received from advising specialists (Figure 3.3; Table E.7, Appendix E). About one-third of class of 2024 survey respondents met with an advising specialist *Once a week* or *Monthly* (Table E.8, Appendix E) and all respondents were either *Strongly satisfied* or *Satisfied* with these interactions (with a mean score of 3.50; Table E.9, Appendix E).

A lot of the time I'm helping GEAR UP students when they want somebody to make sure they're not doing it wrong, they're just like, 'Did I fill this part right?' And it's like, 'Yeah, you did... Like, we got this.'

– Advising specialist

Figure 3.3 Types of Supports/Services Received from Advising Specialist, Class of 2024, Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Class of 2024 Student Survey administered in Year 7 (spring 2025).

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

Support Provided by Advising Specialists from College Possible

Across the eight advising specialists who participated in a focus group in Year 7, their average case load ranged from 300 to 883 students per year, and they had served as advising specialists anywhere from less than 1 year to 5 years. A subset of the advising specialists' caseloads included GEAR UP students. For example, one advising specialist serves 400 students, 90 of whom were from a GEAR UP district, while another advising specialist noted that 137 out of 400 students on their caseload were from a participating district. Advising specialists noted the importance of

Class of 2024 Student Snapshot

A class of 2024 student who is a pre-pharmacy chemistry major at a private HBCU (i.e., historically Black college or university), received social-emotional support along with information about college finances and career/professional planning from their advising specialist during their first year of college.

Source. GEAR UP: Beyond Grad Class of 2024 Student Survey administered in Year 7 (spring 2025).

being closer in age to the students they were providing support to and shared that they felt it helped build trust.

Advising specialists described helping students navigate their post-graduation plans, whether workforce-oriented or in pursuit of higher education, by doing things such as assisting students in finding local trade schools and job opportunities, particularly in nursing and health-related fields. Advising specialists also help students seeking workforce, military, or trade school opportunities as well as those looking to transfer credits and re-enroll in school. Another advising specialist assists students with financial aid, class registration, study tips, and finding campus resources. Advising specialists assist students who are unsure about their post-high school plans and support them in enrolling or re-enrolling in school. Advising specialists also described collaboration with other organizations for training purposes, including partnerships with organizations such as National College Attainment Network and University Aspire (or uAspire) for financial aid training and other topics.

Class of 2024 Student Snapshot

A class of 2024 student who is pursuing a bachelor's degree in education at a local community college reflected on their experience meeting with an advising specialist. They reported that they received social-emotional support and study skills/academic support during their weekly meetings, and that they were "strongly satisfied" with their interactions with their coach.

Source. GEAR UP: Beyond Grad Class of 2024 Student Survey administered in Year 7 (spring 2025).

Communication with Postsecondary Students. Advising specialists were asked to describe effective ways of reaching students. Three advising specialists discussed the effectiveness of text messaging, phone calls, emails, and webinars in reaching students. They also mentioned the challenges of disconnected numbers, language barriers, and outdated contact information. Advisors used follow-up texts in Spanish to address language barriers, as needed. Another advising specialist explained that text messaging was their main approach for student engagement, using Mowgli SMS and Mowgli 360 systems as texting was preferred since students were often busy with classes or work and may not answer phone calls from unknown numbers. Emailing was cited as the least effective method of communication with class of 2024 students, but it was used when no other contact information was available. Some students did engage through email, but it was rare. Advising specialists discussed challenges with students having outdated high school email addresses and the need for better contact information to improve outreach effectiveness.

During Year 7, advising specialists provided a variety of activities and services to class of 2024 students, including webinars and newsletters, financial aid support, and academic support. Each of the activities and services are outlined in the following.

Webinars and Newsletters. Two advising specialists highlighted the use of webinars to engage students, covering topics such as job applications and student involvement. Webinars were promoted through mass text messages and offered gift cards as incentives for attendance. They shared details about the topics covered in webinars, such as job applications, student involvement, and graduate school applications. They also mentioned the use of gift cards as incentives for webinar attendance. One advising specialist mentioned that the last webinar had about 12 students attending, which was considered "a good turnout." Webinars were promoted

through mass text messages with RSVP links, and students who attended the entire session received a \$25 gift card.

Financial Aid Support. Five advising specialists described how they assisted students with financial aid support including completing applications such as FAFSA. They highlighted the importance of providing “peace of mind” to students, helping them understand the process, and ensuring they accept their aid through their school portals. One advising specialist mentioned that they conduct video calls with students to walk them through the financial aid application process, ensuring they understand each step and can ask questions in real time. This approach helps streamline the process and provides clarity for students. Another advising specialist emphasized that students often seek reassurance while completing their financial aid applications. Advising specialists provided support by confirming their entries and guiding them through the process, which helped alleviate student concerns. Another advising specialist emphasized that the advising specialists have solid financial aid knowledge and regularly received training and resources related to financial aid. One College Possible advising specialist highlighted a common issue where students forgot to accept their financial aid through their school portals after receiving award notifications. They educated students on the importance of accepting aid and explained the differences between subsidized and unsubsidized loans as well as Pell Grants. This advising specialist noted that some students misunderstand the expected family contribution (EFC) on their FAFSA, thinking a zero EFC means they receive no aid. This advising specialist helped students understand that a zero EFC qualifies them for the maximum Pell Grant and explained how EFC was calculated.

Academic supports. Advising specialists discussed the academic supports provided to students, including degree audits, study skills, financial aid knowledge, and academic advising. They emphasized the importance of helping students understand their academic progress and the resources available to them. One advising specialist highlighted the importance of teaching students about degree audits, which help them understand their academic progress and the credit hours needed to complete their major. A campaign focused on degree audits was conducted to educate students on this topic. Advising specialists also provide curriculum on study skills and success strategies to help students improve their academic performance. This includes guidance on effective study habits and time management. Advising specialists offer comprehensive academic advising, covering topics such as applying to colleges, competitive admissions, and career exploration. They provide guidance on academic requirements and help students navigate their postsecondary educational journey. Advising specialists discussed professional supports offered to students, such as career exploration, job application materials, and interview preparation. They emphasized the importance of helping students understand their career paths and the steps needed to achieve their goals. One advising specialist explained that career exploration is a significant aspect of professional support, helping students identify their interests and the paths to achieve their career goals. This includes discussions on whether college, trade school, or other options are suitable for their desired careers.

Advising specialists also assist students with job applications, financial budgeting, and social-emotional support. One advising specialist mentioned that they assist students with job application materials, including resumes, cover letters, and interview preparation. They provide guidance on creating effective application documents and preparing for job interviews. Two

advising specialists conducted a joint webinar on financial budgeting before and after graduation. The webinar covered topics such as managing savings, understanding loan repayment, and budgeting for graduation expenses. Two advising specialists highlighted the importance of providing social and emotional supports to students. They discussed the use of empathy and rapport-building to help students navigate their personal lives and academic challenges and noted how students likely feel more comfortable opening up when communicating via text or using technology versus in person.

It's how we build rapport and to make sure [students] feel comfortable to talk with us; we practice empathy with students. I tend to give students real-world examples or my own personal experience, like if I had a hard time in school similar to them and I tell them like how it happened with me and how I, like, overcame it.

– Advising specialist

Recommendations related to postsecondary support provided by advising specialists.

Advising specialists underscored the challenge and importance of maintaining accurate contact information and ensuring students understand the supports available through GEAR UP. Two advising specialists suggested improvements for offering support such as obtaining accurate contact information for college students, understanding students' schedules, and ensuring students are aware of the partnership with GEAR UP. They emphasized the need for better contact data and communication with high schools and students. They suggested doing a better job informing students about GEAR UP's partnership with College Possible and the support they will receive post-graduation to enhance their understanding and engagement. Advising specialists recommended collecting and providing information on students' availability and when they would like to receive calls and developing a more efficient system for accommodating Spanish-speaking students and their parents during phone calls and follow-ups.

3.1 Summary: Postsecondary GEAR UP Initiatives

The Year 7 evaluation of GEAR UP focused on the postsecondary experiences of the class of 2024, highlighting both their successes and challenges during postsecondary transition. The majority of surveyed class of 2024 students were enrolled full-time in college, had decided on majors, and had clear career plans. Additionally, the majority intended to return to college the following year. Class of 2024 students also noted the important role of GEAR UP supports—college and career fairs, college and career advisors, and college visits—in preparing them for their academic journeys, although challenges such as balancing academics and work, managing assignments, and selecting courses remained prevalent during their first year in college. Support from advising specialists played an important role in addressing these challenges. The majority of surveyed class of 2024 students received services from advising specialists and found the engagement valuable. Advising specialist services ranged from career planning and study skills to emotional support. Advising specialists also guided students through FAFSAs and aided them in understanding financial aid processes. Advising specialists underscored the importance of personalized and proactive methods to connect with students after high school, using tools such as text messaging and webinars. However, challenges such as outdated student contact information, language barriers, and limited awareness of available postsecondary services were highlighted areas for improvement.

4. Sustainability Initiatives

A key goal of GEAR UP is to foster sustainable college and career readiness strategies and practices at participating schools and districts that persist beyond the grant. As the grant was in its final year, participating districts and key partners were in the process of determining their key priorities for sustaining and initiating planning. This chapter covers findings related to districts' planning and efforts for sustaining said GEAR UP services offered in participating districts, their reflections on the key priorities for sustaining, and sustainability related challenges.

4.1 District Sustainability Planning and Perspectives

In the previous year (Year 6), there was a heightened shift toward sustainability planning, as described by TEA. As part of planning, this year, TEA worked with participating districts to find alternative funding sources, such as the Effective Advising Framework (EAF) Planning Grant and College, Career, or Military Readiness (CCMR) outcomes bonus funds.¹⁸ One of the participating districts (District 4) shared they were looking into both of these funding sources, having applied to EAF and planning to be more intentional about fostering college and career readiness for students with special needs to help sustain select activities and services. Alternatively, a coordinator from District 5 noted they were using a different grant, from Sam Houston State University's Garrett Center, to supplement funding for the district's college and career director position.

Amid concerns over identifying new funding, participating TEA staff also noted districts were losing their ESSER funds from the U.S. Department of Education, which added to the uncertainty of sustainability.¹⁹ Furthermore, TEA highlighted the importance of using CCMR outcomes bonus funds to continue activities and services—such as advising practices, increasing career and technical education (CTE) and dual credit course offerings, and continuing to provide test preparation—to ensure grant benefits are sustained. Additionally, as part of sustainability planning, participating TEA staff noted they were supporting districts in preparing the infrastructure needed to maintain successful programs (i.e., partnering with local colleges and key partners).

It feels like this is the best year. [GEAR UP] has been very instrumental in building a college-going culture. We've put things in place that were not in place prior. It's afforded us experience for our students that they wouldn't have gotten otherwise ... I am confident there are pieces that we will be able to sustain. I'm concerned about the sustainability for some areas.

– District 3 coordinator

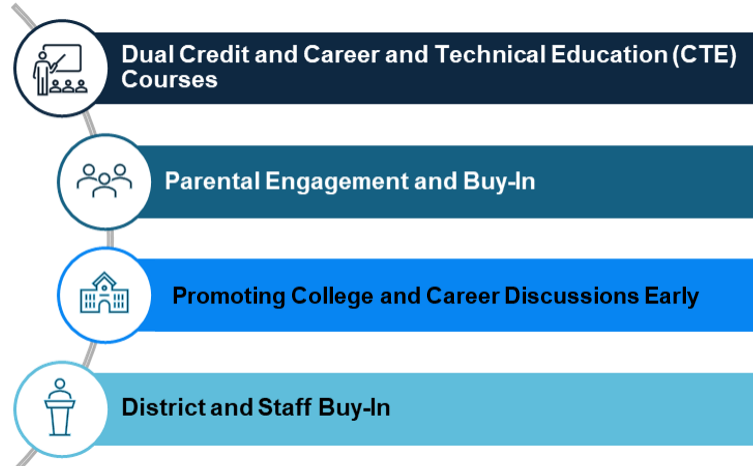
¹⁸ CCMR bonus funds are awarded annually and based on the number of high school graduates who demonstrate college, career, or military readiness in excess of a threshold for graduates who are economically disadvantaged; graduates who are not economically disadvantaged; and graduates who are enrolled in a special education program—ranging from \$2,000–\$5,000 per graduate. See [TEA's Accountability Manual](#) for more information.

¹⁹ In 2020, \$13.2 billion was allotted to the ESSER fund, from which the U.S. Department of Education awarded grants to state educational agencies for emergency relief funds to address the impact of COVID-19.

While three of the districts (Districts 1, 2, and 5) shared they believed that most activities would be able to continue without grant funding, several districts expressed challenges or concerns for sustainability. Three coordinators (Districts 1, 2, and 3) shared that while they felt this year of implementation had been the best year yet, they were worried about maintaining the positive momentum.

Specifically, the coordinator from District 1 noted that due to turnover at the district level, it had become difficult to determine who was responsible for closing out the grant.

Figure 4.1 Key Priorities to Sustain, District Staff, Year 7 (2024–25)



Source. District Personnel Year 7 focus group (spring 2025).

Across the multitude of college and career activities and services implemented to achieve grant goals and objectives, participants from the six districts and TEA expressed various activities or initiatives as their sustainability priorities. Amid reflections, several themes emerged. Participants highlighted four key priorities as presented in Figure 4.1. However, with each one of the priorities, participants from several of the districts noted the challenges that would potentially influence the districts' ability to sustain them without additional funding or support. Each one of these priority areas for sustainability and associated challenges are detailed here.

Dual Credit and CTE Courses. Participants from four of the districts (Districts 1, 2, 3, 5) expressed the importance of sustaining and continuing to grow their districts' dual credit and CTE course offerings. Participating District 5 staff hoped to continue their dual credit program, which staff noted would be particularly challenging for a district of their size. Even so, District 5 benefited from buy-in and support from their superintendent, which they believed would allow them to be successful in sustaining. Participants from TEA agreed on the importance of sustaining dual credit courses and were encouraging districts to work with their partnering local community colleges to identify what can be sustained. However, participating District 1 staff mentioned that without additional funding, costly activities such as buying TSI Assessment preparation workbooks may not be possible, potentially influencing the number of students able to participate in dual credit courses.

Parental Engagement and Buy-In. Participants from three of the districts (Districts 2, 3, and 6) expressed the need for effective communication of college- and career-related information, activities, and deadlines, especially among parents. Keeping all stakeholders informed not only ensures that everyone is on the same page but also working toward common goals. District 3 participating staff noted a key priority for sustainability was engaging their students' families and community members to build parental engagement and trust through continued access to translators for their large emergent bilingual students/English learners. Participating district staff

from District 3 stressed that there will always be hurdles and challenges that districts will have to face, but a key factor is the establishment of strong parental relationships as those relationships will help the districts to be successful. As one staff member said:

There are a lot of challenges that you will face. Every class is different, and you have to learn to take each class as they are; each parent as they are. FAFSA was a hot mess last year; you have to take those challenges as they are and just kind of rock with them because you never know what's going to happen. We had the COVID year, no one expected that, you have to take each challenge as it comes. The positive aspect of it, the relationships that you're building, no matter how you're having to build those relationships, and just maintaining them. The best thing that I have learned in my 2 years with the grant is maintaining those relationships that I'm building with parents.

Participating district staff from two districts (Districts 2 and 6) expressed that while parent engagement is important, gaining parent buy-in continued to be a challenge as parents either lacked knowledge about the grants' goals and objectives or more broadly were not involved in the process of preparing their children for college and career opportunities.

Promoting College and Career Discussion Early. Participants from two of the districts (Districts 3 and 4) highlighted sustainability priorities related to promoting college and career readiness early for students and families. The coordinator from District 4 mentioned the district planned to sustain their Algebra Camp for Grade 7 students, which helped identify students who were ready for Algebra I in Grade 8 and provided additional support to students on the cusp of readiness. Additionally, the district planned to sustain middle school advising, which helped students and parents understand the academic and career pathways available, setting them up for success in high school and beyond. Staff noted that both these opportunities were particularly beneficial. Furthermore, participating district staff from District 3 shared they had seen “such a significant jump in numbers for dual credit,” which they attributed to the exposure their students were getting in Grade 9, encouraging them to continue promoting and exposing students early to the various programs available.

District and Staff Buy-In. Participating TEA staff shared their ongoing emphasis on ensuring the districts are able to sustain their efforts after the grant ends, including the funding of positions or staff—such as college and career advisors—who are fully or partially funded with districts' grant funds. Participants from five of the districts (Districts 2, 3, 4, 5, and 6) echoed this sentiment, with one district staff member (District 3) sharing “regardless of the funding source being there, it's a matter of the staff size ratio” being able to effectively reach and support all students.

Funding for District 4 staffing was critical as District 4 already had two counselors who served 600 students. Participating priority cohort students echoed this fact, emphasizing that their counselors were very busy, students would only interact with counselors in emergency situations, and relied on college and career advisors for day-to-

My relationship with [college advisor] is positive, helpful and encouraging ... they check my essays, they send me scholarships as well as providing my transcript faster than the counselor would ... my counselor's so busy ... so [college advisor] is my everything that a counselor can't do due to the fact that the counselor is so busy.

– District 4 priority cohort student

day questions and support. Participants from District 2 noted that continuing grant activities would be very difficult without a dedicated coordinator, as they believed having a dedicated staff member focused on college and career activities and services was the most important facilitator for sustainability. Districts were working on finalizing their sustainability planning to understand the specific roles and responsibilities that coordinators, advising staff, and other positions previously funded by the grant would have after the grant ends. District 2 staff shared they believed the reason they would be able to sustain large portions of grant objectives and activities was due to their administration's support of the grant goals.

Participants stressed the importance of maintaining strong buy-in at the district and campus level for grant goals and objectives. Several districts emphasized a challenge with high staff turnover and following the grant, this will only continue to be a challenge if buy-in is not maintained. According to District 6 staff:

We've now had three superintendents throughout this grant and so not only at the district level was leadership changing, but also on the campus level. Leadership is changing, teachers are changing, and so what do you do as a district to make sure that those goals are laid out and that you are able to have the processes in place so that when there is change, you're able to sustain the work that you've done instead of having to restart? . . . So, I think if the district understands that this is a part of education, there is going to be turnover and have that long-term plan in place, so regardless of the turnover that's occurring, the goals and priorities that the district has set, stay in place.

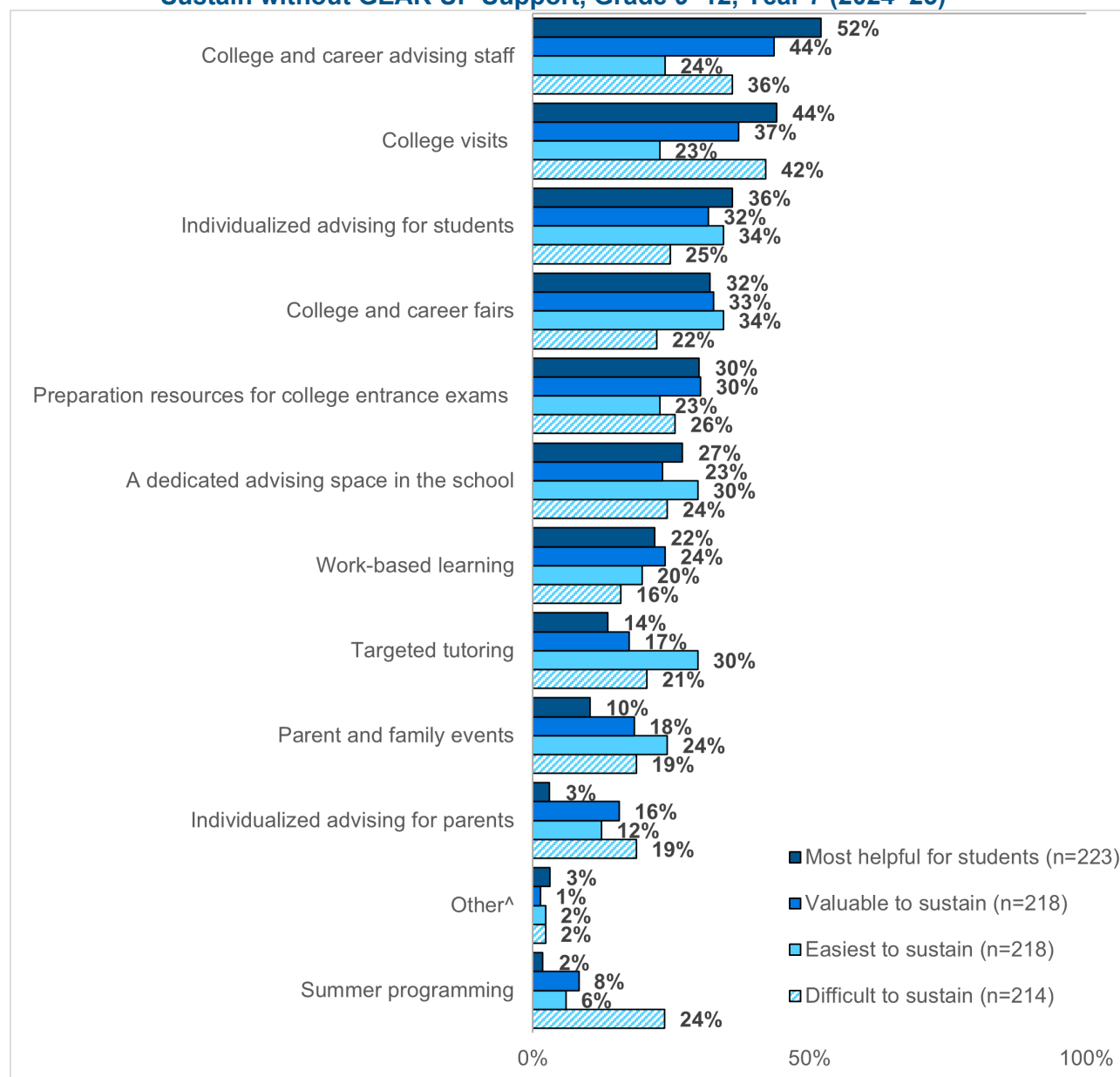
Participants noted that early buy-in was crucial for the sustainability of the grant and believed that engaging stakeholders early and explaining the benefits and goals of the program helped in gaining their support and commitment. Part of the establishment of staff buy-in was the professional development provided by TNTF. The District 3 coordinator expressed concerns about the loss of TNTF support, which had been crucial for PD, not only at the campus level, but districtwide.

However, what stood out far above the rest regarding concerns for sustainability of specific college and career activities were college tours and visits. Participating district staff from four of the districts (Districts 1, 3, 4, and 5) expressed substantial concerns that the district would not be able to sustain college visits without additional funding—especially in the face of cuts to the Texas budget, as shared by District 4 participants. District 5 typically offered college trips for two grade levels each year, but district participants shared they did not anticipate being able to sustain these visits without additional funding next year as larger universities were a long distance away and trips were costly. While District 3 had tried virtual visits in the past, they believed them to be less effective as a tool and had substantial concerns that without in-person college visits, there would be a decline in students' postsecondary exposure. As one staff member said:

My biggest fear is not having the grant; is that it's going to have a huge effect on our postsecondary exposure as far as college visits. We do a lot of virtual visits, which are good but not the same.

Personnel survey respondents were asked to rate which postsecondary education and career readiness services they believed were the most helpful to students, most valuable to sustain, easiest to sustain, and which ones would be most difficult to sustain without GEAR UP support. The top services that school personnel indicated were most helpful for students included college and career advising staff (52%) and college visits (44%). Similarly, the services that school personnel rated as being most valuable to sustain included college and career advising staff (44%) and college visits (37%). The same proportion (34%) of school personnel thought that individualized advising for students and college and career fairs would be easiest to sustain. Finally, school personnel identified that college visits and college and career advising staff would be the most difficult services to sustain without GEAR UP support (42% and 36%, respectively; Figure 4.2; Tables G.27–G.36, Appendix G).

Figure 4.2. Postsecondary Education and Career Readiness Services Rated As Most Helpful for Students, Most Valuable to Sustain, Easiest to Sustain, and Most Difficult to Sustain without GEAR UP Support, Grade 9–12, Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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

^Examples of other responses for activities most helpful for students included: Not sure (3), Informal discussion with students about schools (1), and the Xello app (1). Other responses for most valuable to sustain included: None (1). Other response for easiest to sustain included: None (2). Other responses for most difficult to sustain included: Not sure (2).

School personnel were also asked to rank the factors affecting their school's ability to sustain GEAR UP activities and services. Just over three-quarters of school personnel (77%) indicated that activities costing too much was the number one factor affecting a school's ability to sustain GEAR UP activities. Just under one-quarter of school personnel (72%) indicated that not having enough staff to support activities was the second most common reason GEAR UP activities might not be sustained (Tables G.37–G.38, Appendix G).

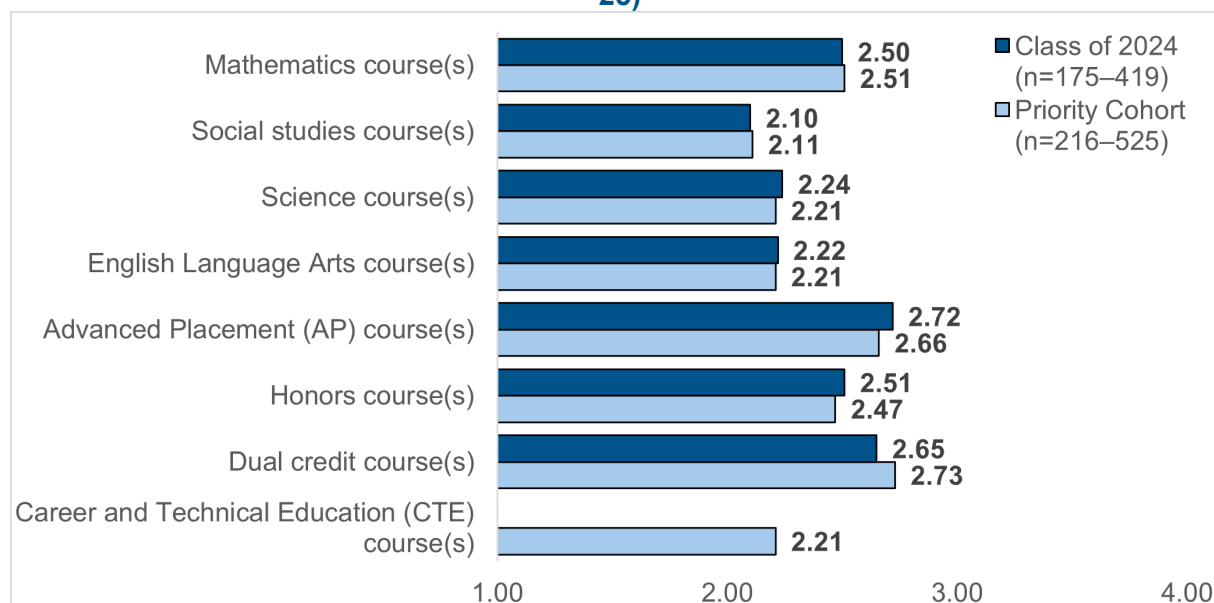
4.1 Class of 2024 and Priority Cohort Grade 12 Survey Spotlight

This year was the first year in which the class of 2024 students had graduated from high school and only priority cohort students were at the high school.²⁰ Understanding differences among the class of 2024 students in their final year of high school (Year 6) compared to the priority cohort students currently in Grade 12 in Year 7 provides key insights on how grant priorities and initiatives were sustained. This section will provide a sub-analysis of a Grade 12 year-wise comparison for three key components of the grant: academic initiatives, college and career advising and exploration initiatives, and postsecondary plans.

ACADEMIC INITIATIVES

For academic initiatives, as presented in Chapter 2.2, Academic Initiatives, a key component of the grant is focused on increasing academic rigor and thus students' access to, perceived value of, and success in academically rigorous courses. Figure 4.3 presents Grade 12 student respondents' perceived difficulty level of various academic courses broken out by class of 2024 students in Year 6 and priority cohort students in Year 7. While overall Grade 12 students from Year 6 and Year 7 generally reported courses to be *Slightly Challenging* to *Moderately Challenging*, there was very little variation between the class of 2024 students, which is promising. The perceived difficulty of dual credit courses had the largest difference in mean score between priority cohort and class of 2024 students (with a mean score of 2.73 and 2.65, respectively). However, it is important to note that the difference was not statistically significant, neither were the mean scores across courses. Across both class of 2024 students in Year 6 and Grade 12 priority cohort students in Year 7 about one-fifth (23% and 21%, respectively) reported participating in tutoring during their senior year, with no significant variations between groups.

²⁰ In Years 1–2 of the grant, class of 2024 students were in Grade 7 and 8, respectively, while priority cohort students were in high school in Grades 9–12. From Years 3–6, both class of 2024 and priority cohort students were in high school.

Figure 4.3 Course Challenge Level by Cohort, Grade 12, Year 6 (2023–24)–Year 7 (2024–25)

Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

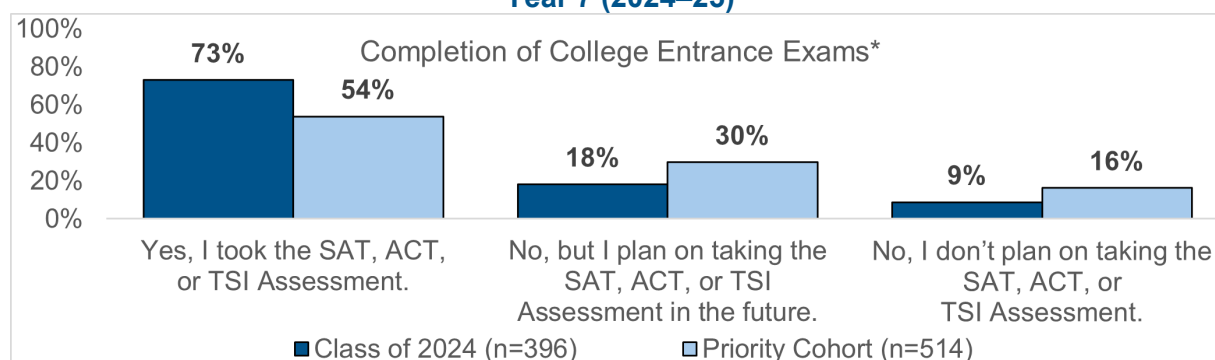
Note. Class of 2024 students were in Grade 12 in Year 6 and priority cohort students were in Grade 12 in Year 7.

Career and Technical Education (CTE) course(s) was a new item in Year 7. 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.

In addition to rigorous coursework, another key component of the grants' academic initiatives is supporting participation in postsecondary education and career preparation through test preparation and participation in college entrance exams and practice entrance exams. Student survey respondents reported if they had completed any type of SAT, ACT, or TSI Assessment test prep within their mathematics or ELA classes, such as online lessons, practice tests, prep courses, or activities within test prep books. For Grade 12 class of 2024 students, close to three-quarters (71%) reported participating in test prep, while a significantly lower percentage of Grade 12 priority cohort students indicated the same (53%).²¹ In terms of completion of a college entrance exam at the time of the survey—spring 2024 and spring 2025—there was a similar significant difference between Grade 12 class of 2024 and priority cohort students, as presented in Figure 4.4. Over nine-tenths (91%) of class of 2024 students planned to take an exam, with almost three-quarters (73%) having already completed this by spring 2024. For Grade 12 priority cohort students, over four-fifths (84%) planned to complete, with 50% of respondents having already completed an exam.

²¹ The distribution of responses of participating in test preparation was significant: $\chi^2(1) = 31.27$, $p < .001$.

Figure 4.4 College Entrance Exam Completion by Cohort, Grade 12, Year 6 (2023–24)–Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

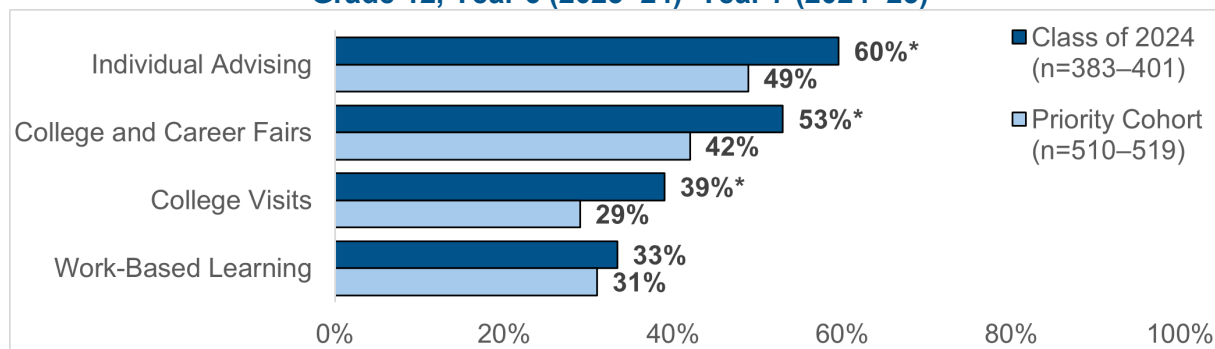
Note. Class of 2024 students were in Grade 12 in Year 6 and priority cohort students were in Grade 12 in Year 7.

*The distribution of responses was significant: $\chi^2(2) = 34.88, p < .001$.

COLLEGE AND CAREER ADVISING AND EXPLORATION INITIATIVES

For college and career advising and exploration initiatives, as presented in Chapter 2.3, College and Career Advising and Exploration Initiatives, a key component of the grant is focused on increasing educational expectations for and awareness about postsecondary and career options through various services and activities. Individual advising is one of the primary college and career awareness activities for students, which becomes exceedingly important for Grade 12 students as they determine their postsecondary plans. While three-fifths (60%) of class of 2024 survey respondents reported meeting with their counselor or advisor in their senior year, significantly fewer Grade 12 priority cohort students reported the same (49%). Other key activities for students are college and career fairs, college visits, and work-based learning, for all of which Grade 12 class of 2024 students reported higher participation than priority cohort students. Figure 4.5 presents reported participation in various college and career activities and services for Grade 12 class of 2024 and priority cohort students. For all activities, except work-based learning, there were significantly more class of 2024 students compared to priority cohort students. Students in Grade 12 class of 2024 and priority cohorts showed no large differences in the types of college visit activities they participated in during their senior year.

Figure 4.5 Student Participation in Various College and Career Activities by Cohort, Grade 12, Year 6 (2023–24)–Year 7 (2024–25)



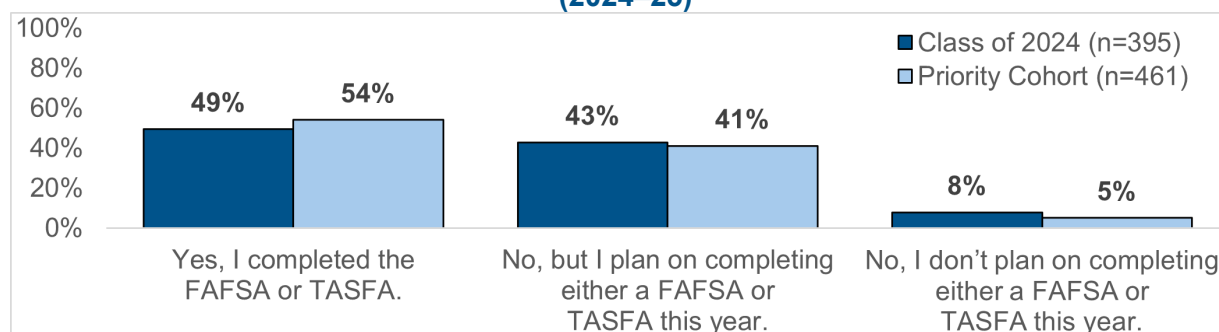
Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Class of 2024 students were in Grade 12 in Year 6 and priority cohort students were in Grade 12 in Year 7.

*The distribution of responses was significant for individual advising: $\chi^2(1) = 10.34, p < .01$; college and career fairs $\chi^2(1) = 11.26, p < .01$; and college visits: $\chi^2(1) = 9.43, p < .01$.

Another important set of components of the college and career advising and exploration initiatives provided through the grant are the awareness of financial aid information and the completion of financial aid applications. In terms of completion or intended completion of the FAFSA or TASFA at the time of the survey—spring 2024 and spring 2025—there was no difference between Grade 12 class of 2024 and priority cohort students, as presented in Figure 4.6. Over nine-tenths (92%) of class of 2024 students had or planned to complete one of the applications, with close to half (49%) having already completed one by spring 2024. For Grade 12 priority cohort students, over nine-tenths (95%) had or planned to complete one, with over half (54%) of respondents having already completed.

Figure 4.6 Financial Aid Completion by Cohort, Grade 12, Year 6 (2023–24)–Year 7 (2024–25)



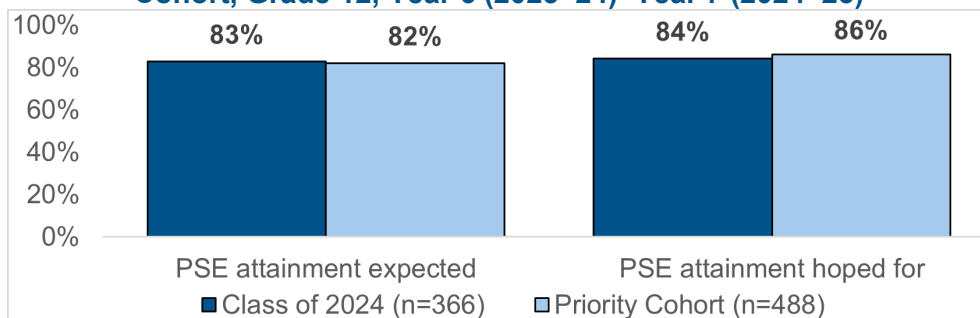
Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Class of 2024 students were in Grade 12 in Year 6 and priority cohort students were in Grade 12 in Year 7.

STUDENTS' POSTSECONDARY PLANS

Finally, students' postsecondary plans, as presented in Chapter 2.3, College and Career Advising and Exploration Initiatives, a key component of the grant is focused on increasing educational expectations for and awareness about postsecondary and career options. Figure 4.7 presents Grade 12 class of 2024 and priority cohort students perceived aspiration and expectations to attain a postsecondary education. Generally, over four-fifths of Grade 12 class of 2024 and priority cohort students aspired to attain a postsecondary education (84% and 86%, respectively) or expected to attain a postsecondary education (83% and 82%, respectively).

Figure 4.7. Student Educational Expectations and Aspirations by Cohort, Grade 12, Year 6 (2023–24)–Year 7 (2024–25)



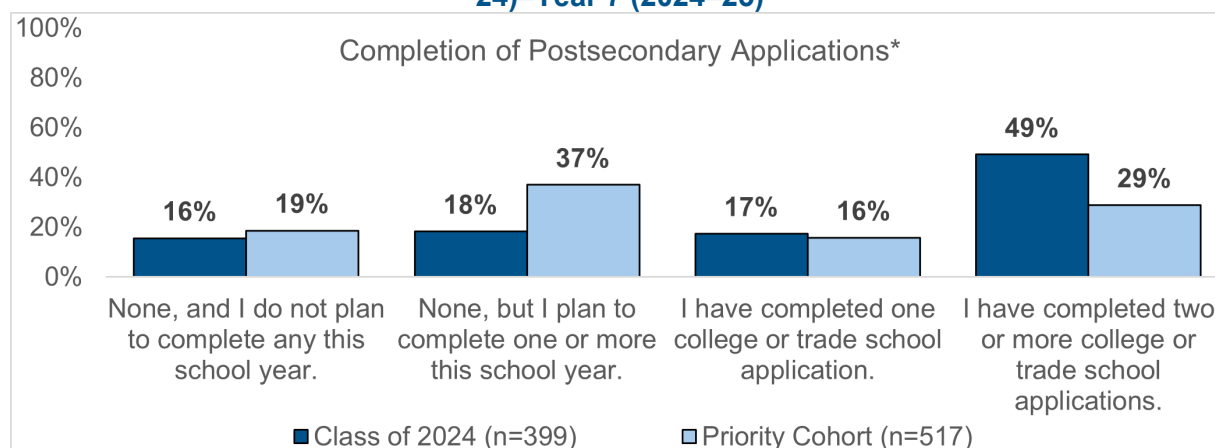
Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. PSE – Postsecondary Education, which includes certificate programs, 2-year colleges, 4-year colleges, or technical schools. Class of 2024 students were in Grade 12 in Year 6 and priority cohort students were in Grade 12 in Year 7.

District 6 staff shared that they were seeing some academic growth with Grade 12 students this year, but also noted that Grade 12 students were not as engaged in reaching out for scholarships compared to class of 2024 students who were “hungry looking for scholarships.” District 6 participants attributed this difference to the overall current senior class just having a “different personality” than last year’s class of 2024 cohort.

Grade 12 student survey respondents also reported on their completion of a postsecondary application at the time of the survey—spring 2024 and spring 2025—as presented in Figure 4.8. For Grade 12 class of 2024 students, over three-fifths (66%) reported they had completed at least one college application, while less than half (45%) of Grade 12 priority cohort students indicated the same. Even so, over four-fifths of Grade 12 class of 2024 and priority cohort students reported they planned to or had already completed at least one or more applications (84% and 82%, respectively). There was a significant difference in responses between Grade 12 class of 2024 and priority cohort students.

Figure 4.8. Postsecondary Applications Completed by Cohort, Grade 12, Year 6 (2023–24)–Year 7 (2024–25)



Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Class of 2024 students were in Grade 12 in Year 6 and priority cohort students were in Grade 12 in Year 7.

*The distribution of responses was significant: $\chi^2(3) = 54.22, p < .001$.

4.2. Summary: Sustainability Initiatives

Districts reported various barriers to sustaining GEAR UP activities due to financial constraints, staffing shortages, and leadership turnover. Parent engagement remained a struggle, with many parents being uninformed about GEAR UP grant goals. However, early college readiness initiatives, such as algebra camps and middle school advising, had reported success in preparing students and families for academic success. Staff turnover at the district and campus level challenged continuity with GEAR UP activities, but long-term planning for turnover helped to mitigate these challenges. PD provided by TNTP was seen widely as essential, but districts were uncertain if it could be sustained. College tours also will face significant funding issues after the grant ends, with a potential for virtual visits, which are seen as less effective than in-person tours. School personnel rated college and career advising staff and college visits as the most helpful postsecondary services and the most valuable to sustain. Equal proportions of

personnel believed individualized advising and college fairs would be easiest to sustain, and identified college visits and advising staff as the most difficult to sustain.

Comparing the experiences of class of 2024 students in their final year of high school with priority cohort students currently in Grade 12 in Year 7 provides insights into sustainability. Year 7 data highlighted key differences and similarities between their experiences in terms of participation with academic initiatives, college and career advising activities, and postsecondary plans. Both class of 2024 and class of 2025 students found courses slightly to moderately challenging, with minimal differences in perceived difficulty. Tutoring participation was similar; however, the class of 2024 had higher engagement in test preparation and college entrance exam completion. In terms of college and career advising, more class of 2024 students had met with counselors, compared to the class of 2025. The class of 2024 also participated more in college and career fairs and visits, but FAFSA/TASFA completion rates were similar. The postsecondary plans and aspirations were aligned for the class of 2024 and class of 2025 students. However, class of 2024 Grade 12 students were more likely to have completed at least one college application than the class of 2025.

6. Reflections on Overall Grant Implementation

A key focus for this final year of data collection involved asking participating districts to reflect on their overall experiences implementing GEAR UP activities and services, considering lessons learned and promising practices they have observed over the course of the grant. This section provides a summary of these reflections offered during focus groups and interviews with TEA staff, TNTF staff, GEAR UP coordinators, and district staff including staff responsible for academic rigor, career advisors, counselors, and school administrators. The section concludes with a discussion of common challenges that affected implementation, such as COVID-19, turnover, and FAFSA delays, factors that helped to mitigate their effects and perceptions of impacts.

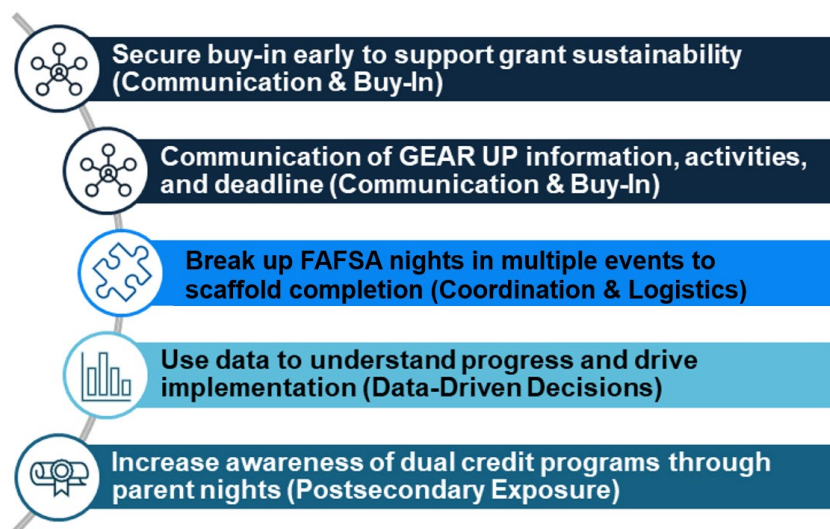
5.1. Promising Practices and Lessons Learned

Promising practices from the previous six annual implementation reports were compiled to inform Year 7 data collection. This list of promising practices was reviewed and practices that were similar across years were combined to reduce duplication. This resulted in a list of 37 unique promising practices that were grouped into seven overarching categories related to: communication and buy-in, coordination and logistics, data-driven decisions, enhancing a culture of rigor, mentorship and alumni, and postsecondary exposure. These promising practices were shared

with district staff using the online whiteboard, Mural, during focus groups. Then, district staff were asked to identify which three promising practices were of greatest value (presented in Figure 5.1). Across all six districts, the promising practices that reportedly added the greatest value according to district staff who participated in focus groups included:

- Securing buy-in early to support grant sustainability
- Communication of GEAR UP information, activities, and deadlines
- Breaking up FAFSA nights into multiple events to scaffold completion
- Supporting the use of data to understand progress and drive implementation (e.g., providing real-time feedback to teachers through data walkthroughs and supporting the use of data to understand progress)
- Increasing awareness of dual credit programs through parent nights

Figure 5.1 Practices with the Perceived Greatest Value, District Staff, Year 7 (2024–25)



Source. District Personnel Year 7 focus group (spring 2025).

Note. FAFSA – Free Application for Federal Student Aid.

GEAR UP coordinators reviewed the promising practices identified by district staff and agreed that securing buy-in, effective communication, and data-driven decisions were all valuable ingredients for success, emphasizing the importance of sustaining these practices moving forward. TEA staff reflected on the most promising components of the GEAR UP program, emphasizing **the importance of individual advising**, which provides tailored support to students based on their specific needs to help them navigate postsecondary options and processes. TEA staff highlighted the importance of the **financial support provided by the grant**, enabling districts to offer services such as college visits, standardized test fees, and bringing in specialists to improve academic rigor. TEA staff highlighted the **impact of algebra and advising on student success**, noting that early completion of algebra increases the likelihood of success in higher-level mathematics and college readiness.

Two TNTP staff highlighted the most promising components of the GEAR Up program, including the leadership mindset shift toward continuous improvement, focus on rigorous instruction, and the development of high-quality leadership and coaching practices.

Five participating districts discussed **the importance of college visits and the value they have for the students they serve**. District 1 staff believed allowing more students to go to college visits—even if they were not “A-students”—was one of the practices with the greatest value. Participating Grade 12 priority cohort students from Districts 2 and 3 also reflected how college visits were key to increasing their firsthand exposure to future options. For District 5, given the school has a smaller enrollment and is located in a rural region, a participating priority cohort student indicated they would not have been able to visit a college campus otherwise: “[The college visit] helped me realize that there is life after a small town and it’s okay to leave and go experience these things.”

Three participating districts discussed the importance of **offering financial aid information through a variety of formats**. District 3 mentioned the importance of having multiple FAFSA nights since they served a large population and wanted to make sure they could provide undivided attention to students and families. District 4 staff expressed the value of providing financial aid information at every school event and even engaging with parents at concession stands to provide information on scholarships and college planning. District 5 staff noted that breaking up FAFSA nights into multiple events to scaffold completion was a practice that had great value to their students and families.

Two participating districts discussed the importance of having staff **dedicated to supporting students’ college and career readiness**, such as their college and career advisors often located in the district’s college and career center. District 2 Grade 12 priority cohort students emphasized the value of their district’s college and career advisor. A priority cohort student who transferred into the district explained how having a college and career advisor was a “game changer” for them and their family, having not had one at their previous district. Participating priority cohort students from District 4 noted their college and career center and advisors were an amazing resource for students, with Grade 12 students describing the responsiveness of advisors in providing key information. Advisors at their college and career center provided students with information about postsecondary opportunities and helped navigate discussions on determining students’ postsecondary plans and associated next steps.

One participating district discussed the importance of **engaging parents and fostering parental support**. District 3 staff emphasized that parental engagement was key as many parents did not trust the school system at large. They emphasized it was very important to meet parents and establish trust, so parents felt comfortable asking questions. To foster stronger connections between parents and the educational process, Q&A sessions were provided for parents with students or graduates, creating an open dialogue and greater understanding of the school's objectives and achievements.

5.2. Overcoming Challenges and Perceptions of Impact

TEA staff, coordinators, and district staff reflected on factors that had facilitated and hindered overall grant implementation. TEA staff highlighted the importance of **consistent communication** with districts, including scheduled monthly check-ins and a monthly newsletter to keep them updated on various topics such as FAFSA updates. One counselor/advising staff member from District 3 emphasized the **importance of relationships** for overcoming challenges stemming from things such as FAFSA delays and COVID-19:

There are a lot of challenges that you will face . . . Every class is different and it's; you just have to kind of learn to take each class as they are, each parent as they are . . . FAFSA was a hot mess last year. . . . I mean, we had the COVID year . . . it's the best thing that I have learned in just my 2 years with the grant, is just maintaining those relationships that I'm building with, not only with the students, but with the parents.

TEA reflected on the challenges over the course of the grant, which included turnover both with TEA program staff and with district staff, which made it difficult to hold individuals accountable and meet high standards. TEA staff reflected on the importance of providing districts with consistent communication and support. TEA staff emphasized the challenges posed by turnover at the district level, including changes in principals and superintendents who may not share the same vision or understand the program, leading to inconsistent progress. TEA staff also discussed the lack of structure during the pandemic, particularly in the spring of 2020 and the following school year, which led to 2 years of minimal structure and unclear direction for the program. Overall, TEA staff expressed their satisfaction with the progress made by the districts despite these challenges.

District coordinators (Districts 2, 3, and 5) mainly shared a positive view regarding the impact of GEAR UP on their respective districts. The District 2 coordinator shared they felt their district “finally got everything in place” and was finishing strong. The District 3 coordinator stated that this year has been the best out of the 7 years of the GEAR UP program and highlighted the significant impact of the GEAR UP program in building a college-going culture. The District 5 coordinator highlighted the immense value of the GEAR UP grant for their small school, which typically does not receive large nationwide grants. They noted how the grant has helped them re-evaluate and improve their approach to instruction, ensuring they serve all students to the best of their ability. District 5 staff reported that the grant helped to change their school climate: “It takes a village to graduate those individuals with associate degrees and certifications . . . it

felt a little overwhelming at first, but because we went all in 100% with all programs it really helped change the school climate.”

5.3 Summary: Reflections on Overall Grant Implementation

Year 7 evaluation activities asked GEAR UP stakeholders to reflect on the grant as a whole, shedding light on key promising practices and valuable lessons learned over the course of the grant. Key promising practices that were seen as most valuable included securing early buy-in for grant sustainability, effective communication of grant information, and using data-driven decisions to inform implementation. Districts also underscored the importance of college visits, financial aid guidance, and personalized support from dedicated college and career advisors, which significantly strengthened students' postsecondary readiness. Parental engagement and fostering trust between schools and families were also identified as pivotal for the grant's success. Despite challenges such as turnover, FAFSA delays, and the disruptions caused by COVID-19, maintaining strong relationships with students, parents, and staff helped mitigate these barriers to grant implementation.

Reflections from TEA staff and coordinators underscored GEAR UP's transformative impact on districts and students. The grant fostered a college-going culture, improved academic rigor, and provided financial and logistical support crucial for student success, particularly in smaller and rural districts. Advisors and staff noted that the grant empowered schools to better serve students, with testimonials from participating students and staff highlighting the positive changes in school climate and expanded opportunities. Despite obstacles, districts expressed satisfaction with their progress and the lasting benefits of the GEAR UP program.

7. Summary of Year 7 Implementation Findings

This chapter summarizes findings and promising practices from Year 7 grant implementation and provides recommendations for future grants.

6.1. Findings

In its final year, participating districts continued to show progress with secondary and postsecondary initiatives. The majority of core content teachers participated in PD sessions focused on academic rigor (85%), particularly in ELA, with substantial growth attributed to TNTP support. Dual credit or AP courses were offered at all districts, with enrollment increasing due to early exposure and support from advisors and educators. Students appreciated dual credit courses in high school and were satisfied with personalized and targeted tutoring in mathematics and science.

Preparation for college entrance exams, such as the SAT, ACT, and TSI Assessment, included bootcamps, practice tests, and financial support for test fees. College and career activities, including individual advising, college visits, college fairs, and work-based learning, provided essential postsecondary information to high school students. Parents also engaged in special events and advising sessions, though communication delays and limited information were noted.

Financial aid initiatives continued to help students and families complete FAFSA or TASFA applications through workshops and outreach. Despite challenges with FAFSA availability impacting submission timelines nationwide for the second year in a row, most parents and students found financial aid resources to be useful. High school students showed positive postsecondary aspirations, with many planning to continue their education after high school, despite expressing some uncertainty about post-high school plans and financial concerns.

The Year 7 evaluation of GEAR UP also highlighted the postsecondary experiences of the class of 2024 in their first year of college. Most surveyed students were enrolled in college full-time (65%), had chosen majors (85%), and planned to re-enroll next year (80%). GEAR UP supports provided during high school, such as college fairs, advisors, and college visits, were reportedly instrumental for class of 2024 students in preparing them for their plans after high school. Balancing academics and work remained challenging for class of 2024 students; however, advising specialists played a crucial role in addressing these challenges, providing career planning, study skills, emotional support, and financial aid guidance. Barriers to postsecondary support included outdated contact information and students' limited awareness of the availability of advising services.

As participating districts reflected on the sustainability of grant initiatives and activities, districts highlighted key barriers, including financial constraints, staff shortages, and leadership turnover. Early grant initiatives such as algebra camps and middle school advising showed success in preparing students for high school. TNTP's support was seen as essential but uncertain for future sustainability as districts were not sure they would be able to continue receiving the same level of TNTP support. In-person college tours also faced funding challenges as visits are generally costly, and virtual visits were perceived to be less effective. School personnel valued

college advising and college visits as key priorities for sustainability but also noted they were the most challenging to sustain without GEAR UP support.

Differences between Year 6 and Year 7 data for the class of 2024 and class of 2025 revealed insights into grant priorities and sustainability. Both cohorts found their courses moderately challenging, with similar tutoring participation. Class of 2024 students had higher engagement in test preparation and advising activities, and more had completed at least one college application than the class of 2025. Postsecondary plans and aspirations were aligned for both cohorts. However, in terms of college and career advising, more class of 2024 students had met with counselors, participated in college and career fairs and visits, completed college applications, and completed college entrance exams, compared to the class of 2025. Even so, FAFSA/TASFA completion rates were similar.

Reflecting on the entirety of the grant, GEAR UP stakeholders shared valuable promising practices such as securing early buy-in, effective communication, and data-driven decisions. Essential GEAR UP initiatives included college visits, financial aid guidance, and personalized advising support. TEA staff and coordinators noted the transformative impact of GEAR UP, fostering a college-going culture and providing crucial support, especially in smaller and rural districts. Overall, district staff expressed satisfaction with grant progress noting how the grant empowered and improved opportunities for students.

6.2. Promising Practices

Promising practices cited throughout this report in call-out boxes reflect various innovative strategies reported as successful by grant stakeholders who participated with interviews and focus groups. In Year 7, the evaluation team noted several promising practices by districts that align with different GEAR UP strategies:

- **Tailor PD to each school and assign one TNTP staff person to each district.** GEAR UP schools appreciated a more tailored approach to PD that addresses districts' unique needs rather than imposing a one-size-fits-all solution to supporting schools. Having one TNTP staff assigned to a school reportedly helped to garner buy-in and build relationships and trust over the course of the grant.
- **Strengthen partnerships with colleges to enhance dual credit options.** A school administrator with District 1 described how over time they built a stronger relationship with an advisor at a local college that is known for their workforce training programs. Over time, they have enhanced their communication and frequently text with the advisor to discuss programs such as welding and ways to expand them to other schools and districts.
- **Help students transition to college through networking with current college students.** Participating staff from two districts (Districts 3 and 6) expressed the value of opportunities in which high school students were able to network and communicate directly with current college students, either during college visits or by participating in summer programs located on college campuses. District 6 utilized grant funds for high school students to experience summer programs on college campuses, which helped students transition into college life more smoothly.

- **Use a near-peer mentor model for students.** To help build trust, District 4 partnered with AVID tutors who were high school alumni. The alumni visited high schools to provide mentoring to current students, particularly in STEM related subjects. Advising specialists from College Possible also noted the importance of being closer in age to the students they were providing postsecondary support to as it helped them connect and build rapport more easily.

6.3. Recommendations

The evaluation team has identified the following recommendations for TEA to consider in future grant implementation and similar programming outside of GEAR UP. Recommendations are grouped into three categories.

ACADEMIC RIGOR AND INSTRUCTIONAL QUALITY

- **Initiate early and consistent dialogue among staff to define and maintain a common vision for academic rigor.** Academic rigor was a key focus of GEAR UP from the beginning of the grant; however, districts reported the greatest success when they continuously refined their vision for academic rigor each year through ongoing conversations and by participating in PD aimed at increasing rigor. This was especially important during this grant cycle as districts experienced ongoing challenges related to teacher shortages, district leadership turnover, and the COVID-19 pandemic. Districts found success enhancing rigor by implementing high-quality instructional materials with fidelity to ensure effective teaching and promote students' academic success. Establishing these practices early in the grant period and maintaining them throughout its duration can help enhance outcomes and sustain progress. Even though personnel believed teachers were teaching at higher levels, students continued to struggle to meet expectations, suggesting a need for additional support and vertical alignment.
- **Prioritize providing adequate support for students taking advanced courses and earning dual credits.** Ensuring that dual credit courses are offered in person rather than virtually can mitigate challenges and improve students' academic success by allowing them to experience both the workload and the atmosphere of a college campus. This approach not only prepares students academically but also helps them acclimate to the environment of higher education, fostering a deeper understanding of college life and expectations. While not always possible, having, at a minimum, a qualified teacher in the classroom with the students during the dual credit courses would provide additional support for students completing courses in a virtual environment.
- **Adapt teaching methods and advising supports to align with students' technology-driven learning styles.** As with previous years, there were ongoing reported challenges with student engagement and academic readiness in Year 7. One GEAR UP coordinator discussed how students' learning styles were heavily influenced by technology and described an opportunity to better engage students by more effectively using technology in the classroom. An advising specialist also noted the advantage of engaging with postsecondary students via technology, explaining how this prompted students to feel more comfortable and open up more. Ensuring equitable access to updated technology can also help bridge socioeconomic gaps that affect education. Particularly with the advent and rapid

growth of artificial intelligence, teachers need PD to effectively keep pace with new technology tools to help foster creativity and active learning among students.

- **Dedicate ample time building relationships, learning about districts' unique local contexts, and demonstrating the value of PD to garner buy-in.** There was improved growth in the relationship between TNTP and districts over the course of the GEAR UP grant, culminating in observations by TNTP staff that, "This has been by far the most the impactful of any of the years I've been on the project." TNTP and districts attribute this growth to investing time fostering strong relationships and by TNTP being able to demonstrate the value of PD and coaching over time. Building this trust required adaptability to staff turnover and consistently seeking to better understand the local context and needs of schools. Investing in these relationships and showcasing the impact of PD has the potential to lead to cultural shifts within schools, encouraging higher levels of staff engagement and buy-in over time.

COLLEGE AND CAREER ADVISING AND EXPLORATION

- **Prioritize defining and aligning the roles of advisors and counselors throughout the duration of the grant period and especially as the grant ends.** Establishing a clear and unified vision for responsibilities is essential to ensuring the sustainability of college and career advising and counseling initiatives once grant funding ends. Over the course of the grant period, some districts successfully transitioned college preparedness and readiness activities to a team of college and career advisors, allowing counselors to focus on the students they were already serving with course enrollment. Regular joint meetings between advisors and counselors helped align their activities and improve outcomes. Miscommunications and a lack of shared vision between district personnel and coordinators can create difficulties in scheduling and implementing activities. Fostering consistent communication and collaboration among staff to maintain a cohesive approach to counseling and college and career advising can ensure that the progress made during the grant period is sustained, and students continue to benefit from well-coordinated college and career advising services.
- **Prioritize assessing students' career interests to ensure alignment with career fairs and work-based learning opportunities.** In Year 7, fewer students reported that their career was not represented at career fairs compared to Year 6, suggesting improved inclusivity and planning by districts. Additionally, districts are encouraged to schedule college and career fairs earlier in the school year to foster greater student engagement as districts shared that they had seen less student engagement when these events are held at the end of the school year.
- **Adopt an inclusive approach and cast a wider net when selecting students to participate in college visits, ensuring opportunities are open to all students—not just those excelling academically.** Allowing a diverse range of students, including those who may not traditionally be considered "college-bound," to attend college visits may broaden their perspectives and inspire future ambitions. For example, staff from one district emphasized the value of including students beyond the typical "A-student" category on college visits. Additionally, students from rural areas or smaller schools highlighted the transformative impact of visiting colleges, as these opportunities provided exposure to possibilities they might not have envisioned. One student remarked that the college visit

“helped me realize that there is life after a small town and it’s okay to leave and go experience these things.” By embracing inclusivity, districts can ensure that every student, regardless of their academic standing, has the chance to explore postsecondary options.

POSTSECONADRY READINESS AND AWARENESS

- **Effective communication with parents is a cornerstone of building strong support systems for student success.** More than half of parents surveyed during Year 7 expressed the need for more comprehensive information about college and financial aid opportunities. Another half emphasized the importance of improving the overall quality of communication between schools and families. To address these concerns, school districts can take meaningful steps to bridge the communication gap and foster deeper connections with families. Recognizing the diversity of families, districts should also prioritize accessibility in communication. Newsletters can streamline the dissemination of updates and resources, and providing materials in multiple languages can help ensure inclusivity. Regular updates through emails, text messages, and social media platforms can keep parents informed about critical deadlines, upcoming events, and financial aid opportunities. Strengthening these communication systems not only benefits families but also creates a collaborative educational environment where students are better prepared to transition into higher education and career paths.
- **Continue to offer support to postsecondary students on the complexities of financial aid to reduce confusion.** Advising specialists described proactively educating students about financial aid concepts, particularly the distinctions between subsidized and unsubsidized loans and the implications of the EFC on their FAFSA. Students often overlook the step of accepting their financial aid through school portals after receiving award notifications, leading to unnecessary delays or missed opportunities. Postsecondary supports for students should continue to emphasize the importance of promptly accepting aid and ensuring students fully understand the types of assistance available, such as Pell Grants. A common misconception among students was interpreting a zero EFC as an indication that they would receive no financial aid. Addressing these misunderstandings and explaining how the EFC is calculated can enhance postsecondary students’ ability to navigate their financial aid options effectively and with confidence.
- **Optimize postsecondary student engagement by obtaining high school students’ contact information and buy-in before graduation.** In Year 7, TEA collaborated with College Possible to offer postsecondary advising for class of 2024 students who graduated from high school last year. Advising specialists helped students navigate their postsecondary options; however, a primary challenge faced by advising specialists was acquiring accurate contact information for students and the lack of student awareness about available postsecondary services. Prior to graduating, actively advertising postsecondary supports available to students through texting platforms would be beneficial. Advising specialists discussed the effectiveness of text messaging, phone calls, emails, and webinars in reaching students, but they also mentioned the challenges of disconnected numbers, language barriers, and outdated contact information. Texting platforms have been successfully utilized by other GEAR UP grants (for example, West Virginia’s Txt 4 Success platform) to maintain engagement with students after high school.

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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-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.²²

²² 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 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.

- 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 Grade 9, 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.
- 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 who complete specialized college and career readiness training.

APPENDIX B: Evaluation Design, Methods, and Analytics

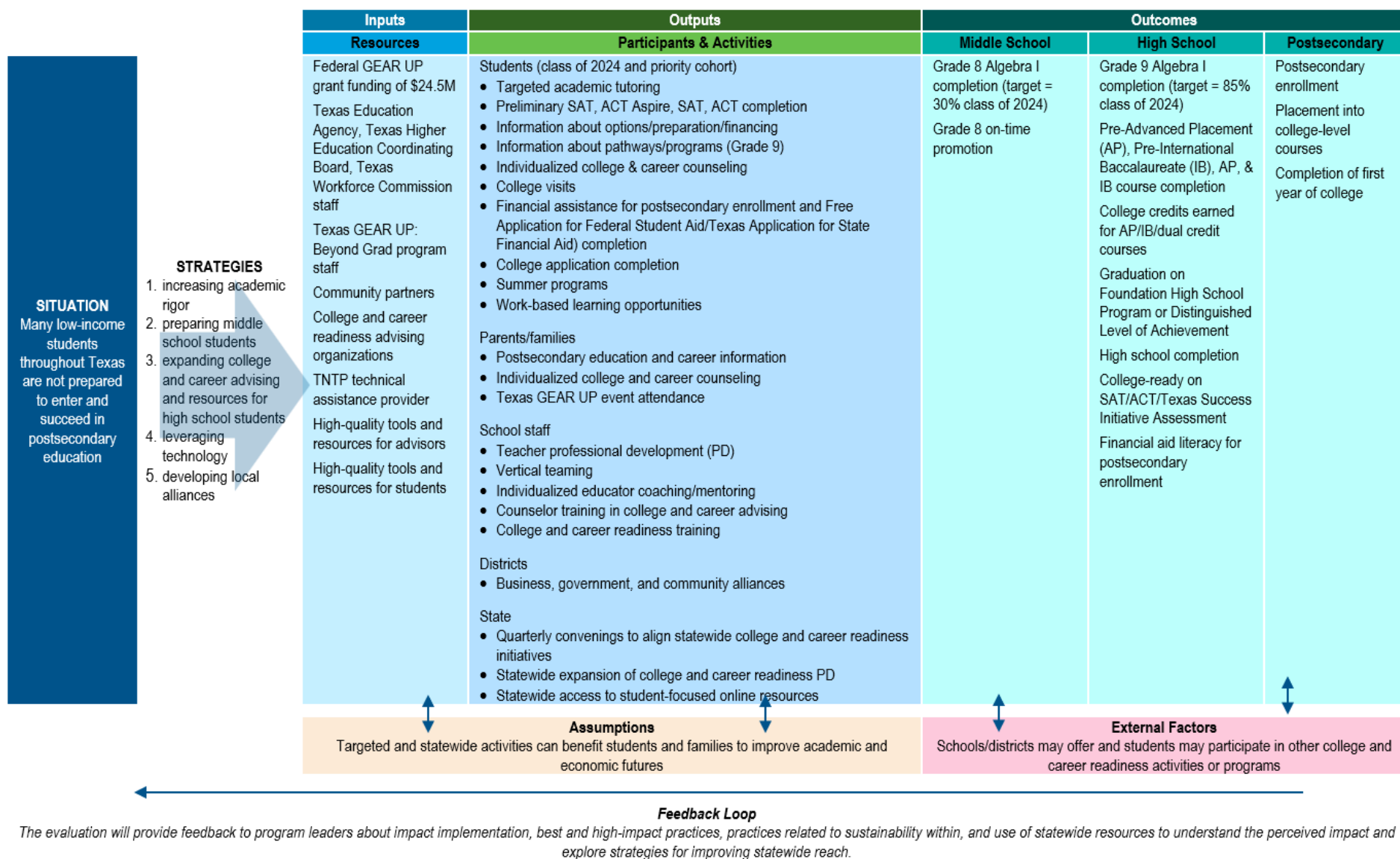
The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad evaluation is designed to produce credible, timely, and actionable information to support successful implementation, inform project personnel and stakeholders of the program's outcomes and impact, identify potential 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 GEAR UP.

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



B.2. Evaluation Questions

Table B.1 lists the primary and sub-questions addressed by the evaluation.²³

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

Research Questions
Q1.2. What is the impact of GEAR UP: Beyond Grad on families? - 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? Q1.3. What is the impact of GEAR UP: Beyond Grad on school communities? - 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? Q2.1 How is GEAR UP: Beyond Grad being implemented? - 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 TNTTP)? - 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)? Q2.2 To what extent are project objectives achieved? - 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? Q3.1. What are the potential best or promising practices of the GEAR UP: Beyond Grad program? - What are the contextual factors that contributed to the best or promising practice? - Which stakeholders identified the practice as contributing to a positive outcome? - What positive outcomes occurred because of the practice?

²³ 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

- 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 range 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 (Plano Clark & Ivankova, 2016). 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 in this section.

Surveys. The evaluation team conducted online surveys with priority cohort students (via a student survey), priority cohort parents (via a parent survey), school personnel serving priority cohort students (via a personnel survey), class of 2024 students, and personnel from Texas public school districts not participating in the TEA GEAR UP grant to assess districts' perceptions of financial aid resources. The surveys were designed to ask stakeholders about perspectives on grant implementation during the 2024–25 academic year. The evaluation team

initially opened the priority cohort student and parent online surveys on February 10, 2025, and surveys remained open through March 12, 2025. Surveys were disseminated to school personnel across the six districts and district staff representatives throughout the state between February 10, 2025 through March 10, 2025. A purposive sampling method was used whereby the statewide district survey was distributed to education service centers (ESCs) that were asked to identify contacts who would have knowledge of financial aid services in their districts. Surveys were provided in English and Spanish for students and parents and were provided in English for other participant groups. School and district personnel obtained passive parent consent through a survey opt-out form prior to surveying students. Class of 2024 surveys were open from January 14, 2025, through February 15, 2025.²⁴ The survey instruments and response items still contain the former term, “success coach.” Appendix C includes copies of all survey instruments.

Overall, ICF received 20 surveys from class of 2024 students, representing 3% of students who were sent survey invitations; 2,600 surveys from priority cohort students, representing 27.7% of the total number of eligible student participants; 116 surveys from parents, representing 1.2% of the total number of eligible parent participants; and 264 school personnel surveys, representing 36.8% of the total number of eligible full-time employees at the participating schools. In addition, ICF received 262 district personnel survey responses from the statewide initiatives survey representing 241 districts in the state of Texas.

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

Site Visits. The evaluation team coordinated two rounds of virtual site visits with each of the six participating grantee districts in December 2024 and February–March 2025 to conduct interviews and focus groups with a variety of GEAR UP stakeholders to understand program implementation during Year 7. Final copies of all protocols used for the site visits may be found in Appendix C.

Overall, the evaluation team:

- Conducted five focus groups with 32 priority cohort students in Grades 9–12;
- Conducted one cross-district focus group with five coordinators;
- Conducted six focus groups with 55 district personnel, including a range of personnel:
 - High school core content teachers
 - High school counselors
 - High school college and career advisors
 - High school principals
 - District staff responsible for academic rigor
 - Coordinators
 - Assistant Principals; and,
- Conducted focus groups with TEA (2 participants) and TNTP (3 participants).

In total, 92 individuals participated in interviews and focus groups across the six districts.

²⁴ The position “success coach” was originally used on the class of 2024 survey, which is a dated term used by College Possible, which has been replaced by “advising specialist.” This term was updated to refer to “advising specialists” throughout this report.

B.3.2. Data Analytics

To analyze quantitative survey data, the evaluation team primarily conducted descriptive analysis, including means and percentages. Results were provided at the program level and broken down by relevant groups (e.g., districts, grade levels, cohort, personnel role). 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 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 year-to-year comparisons of categorical variables and *t*-tests were used for year-to-year 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.

APPENDIX C: Evaluation Instruments

Consent & Assent

Adult Interview Consent Form

Texas GEAR UP: Beyond Grad Evaluation, Adult Interview/Focus Group Consent Form, 2025

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 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 2024–25 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 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. Please note that if you participate in a focus group, while we will ask all individuals who participate not to 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 Kathleen Wang, ICF, at kathleen.wang@icf.com or (703) 785-5550. 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.

Sign your name here

Clearly print your name here

Date

Parent Consent for Student Focus Group Form

Texas GEAR UP: Beyond Grad Evaluation, Parent Consent Form, 2025

Date: Month X, 2025

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 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 representative(s) will focus on students' opinions and experiences with college and career activities at school. The school has worked with ICF 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 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. 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. While we will ask all students who participate not to 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, they **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 they do not wish to or they can choose to not participate at all.

If you have any questions about the study, please contact Kathleen Wang, ICF, at kathleen.wang@icf.com or (703) 785-5550. 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 2025, please sign your name below in black/blue ink.

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

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

Your name (Please Print): _____

Your signature: _____ Date: _____

Student Focus Group Assent Form**Texas GEAR UP: Beyond Grad Evaluation, Student Focus Group Assent Form, 2025**

Welcome! Your school is participating in the 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 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 future college and career activities for students and families. In today's focus group, we will be asking about your experiences this school year, 2024–25.

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 can access. We will ask all students who participate in the focus group not to 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 Kathleen Wang, ICF, at kathleen.wang@icf.com or (703) 785-5550. 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 and return the form to the focus group leader.

Sign your name here

Date

Clearly print your name here

Focus Group Protocols

District Focus Group Protocol

Texas GEAR UP: Beyond Grad Evaluation, District Focus Group Protocol, 2025

Setup (~5 minutes)

- 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: *Your school(s) is participating in the 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 focus groups. The purpose of this focus group is to have you reflect on all years of this grant, that began in 2019, and consider things that have worked well and should be sustained as well as challenges and lessons learned. 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 60 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/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 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/interview: 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/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 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 focus group/interview?*
- Do you have any questions about the purpose of today's focus group before we begin?
- Share link to Mural board: *During today's focus group, we will be using an online whiteboard called Mural to help capture and guide our conversation [facilitator puts Mural board online link in the Microsoft Teams comment box]. The information captured on the Mural board will be anonymous. [Insert name of focus group facilitator] will also be taking notes on the Mural board to capture the group discussion. Please note that if for some reason you are not able to access Mural during the focus group, you will still be able to participate verbally.*
- Facilitator orients focus group participants to Mural board: *The Mural board contains instructions for using the online tool. Before we begin, can everyone confirm that they are able to open the Mural board link? Please take a few minutes to orient yourself to the online tool. Ensure that you are able to move around, zoom in to view content, and try typing on one of the sticky notes.*
- Do you have any questions about how to use Mural before we 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 district related to the GEAR UP program.
 - a. *How long have you supported GEAR UP?*
 - b. *To what extent, if any, has your role supporting GEAR UP changed throughout your time involved in grant implementation?*

Year 7 GEAR UP Implementation (~10 minutes)

2. As the grant is in its final year, tell me how implementing the GEAR UP program in your school/district is going so far this academic year.
 - a. What have been your school/district's priorities this year?
 - b. How have GEAR UP goals or initiatives been integrated into your school or district structure in this final year?
 - c. What has worked well this year?
 - d. What challenges have you faced this year?

Promising Practices and Lessons Learned (~25 minutes)

Over the course of the grant, the evaluation team has highlighted promising practices described by participating schools/districts each year. Promising practices have been provided to TEA to inform planning for subsequent years and similar initiatives. Looking at the Mural board, you'll see seven categories of promising practices reported over time. Acknowledging that each district has a unique context for implementation; during this focus group, the goal will be to understand your perceptions of the successfulness and feasibility of the identified promising practices.

[Ask the series of questions below for each of the seven groupings of promising practices listed in Appendix and on Mural board]

3. Based on your experience, which of these promising practices, if any, do you believe added the greatest value to your school/district? Please use a star icon on Mural to mark the top 3 promising practices for each category that you felt added the greatest value. If you are not able to select any promising practices based on your experience, please mark the box for "not applicable/don't know" on Mural.
 - a. *What about the practices you noted in your top 3 led them to have the greatest value in your opinion?*
 - b. *What practices had the greatest value to students in successfully increasing their college and career readiness? Are there any that are different from the three you selected?*
4. From what you have learned implementing GEAR UP programming, which of these promising practices, if any, have you not tried but you would be interested in learning more about? Why?
5. Have you observed any promising practices in the implementation of GEAR UP activities and services to support college and career preparation efforts for students and their families at your school that are not listed? If so, please describe.

Sustainability (~10 minutes)

6. Considering all of the promising practices that you starred on Mural that you felt added the greatest value, which ones do you think are the greatest priority to sustain?
 - a. *What factors are you using to assess the priority level of these promising practices?*
 - b. *What challenges, if any, do you see with sustaining these promising practices in your school?*
7. Now thinking about the future of all GEAR UP initiatives and activities in your school/district...
8. Is the high school interested in sustaining any GEAR UP services/activities after the grant ends? If so, which ones?
9. What factors will influence your high school's ability to sustain GEAR UP services and activities? *[Probe for affordability, ease of use]*
 - c. What are the key facilitators, in your opinion, to support sustaining GEAR UP services and activities? Barriers?
10. What steps, if any, is your high school taking to sustain GEAR UP services and activities?

- d. *What additional supports (e.g., resources, services, tools, staffing, funding) will your high school need to keep offering GEAR UP services and activities in the future? Resources from TEA? From school/district leadership?*
- e. *How would your high school use these additional supports?*

Closing (~5 minutes)

- 11. What lessons would you have for another school/district just starting to implement GEAR UP at their school(s)?
- 12. Do you have anything else to add regarding GEAR UP services/activities?

Thank you for your time!

Appendix A: List of Promising Practices from Mural Board

Communication and Buy-In

- Secure buy-in from leadership to support grant sustainability from the beginning of a grant.
- Make statewide services and resources easily accessible for all educators (e.g., Texas OnCourse provided curriculum on their public-facing website).
- Provide monthly student and parent newsletters dedicated to college and career readiness.
- Establish monthly communications to share GEAR UP program-wide updates, upcoming activities, and deadlines.
- Use targeted subject lines for college and career messaging to parents.

Coordination and Logistics

- Utilize easy and quick sign-up options for college visits (e.g., QR codes posted throughout a high school).
- Break up FAFSA nights into multiple events to scaffold completion.
- Hire current personnel within the district to serve in the GEAR UP coordinator role.
- Establish a dedicated work-based learning coordinator.
- Conduct joint staff meetings for counseling and advising staff to enhance role clarity.

Data-driven Decisions

- Promote opportunities to provide real-time feedback to teachers through data walkthroughs and debriefs.
- Use online test preparation tools to provide personalized test preparation for students.
- Support districts in the use of data to understand progress and drive implementation.
- Track student performance on and completion of college entrance exams to inform one-on-one advising.

Enhancing Parental Engagement

- Provide question and answer sessions for parents/guardians with older students and/or recent graduates during parent events.
- Pair college and career family events with existing parent events.
- Offer grade-specific parent and family events.
- Provide financial aid information at every school event to support increased access to information and resources for parents.
- Design special events and creative ways to promote FAFSA completion (e.g., holding “senior expos” or “FAFSA nights”; offering dedicated time frames for families to come to the school to complete the FAFSA, etc.).
- Meet parents “where they are” in advising to establish trust.

Establishing a Culture of Academic Rigor

- Increase AP class rigor and student expectations to increase AP scores.
- Increase readiness for Algebra I through a summer bridge camp.
- Leverage vertical teaming to improve academic rigor.
- Include teachers who teach non-tested courses into PD initiatives that aim to increase academic rigor.
- Sustain efforts to increase Algebra I enrollment rates among Grade 8 students.

Mentorship and Alumni Involvement

- Mentor high school dual credit students with college students who are alumni.
- Invite former students to participate in vertical teaming.
- Invite alumni and current college students to discuss their postsecondary experiences.
- Invite alumni to vertical alignment discussions to identify areas of growth for increased college readiness.

Postsecondary Opportunities/Exposure

- Increase awareness of dual credit programs among students and parents through dual credit parent nights.
- Involve middle school students in high school dual credit events.
- Provide preparatory tests during school days to increase participation.
- Supplement college visit experiences with additional conversations with college staff and students.
- Use a virtual college visit program to increase exposure.
- Integrate TXOC CCR curriculum into existing college and career readiness curricula.
- Implement college and career readiness activities earlier in students' education.
- Invite guest speakers to supplement the TXOC CCR curriculum and increase exposure to postsecondary education and career options.

GEAR UP Coordinator Focus Group Protocol

Texas GEAR UP: Beyond Grad Evaluation, GEAR UP Coordinator Focus Group Protocol, 2025

Setup (~5 minutes)

- 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: *Your school district is participating in the 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 focus groups. The purpose of this focus group is to have you reflect on all years of this grant, which began in 2019, and consider things that have worked well and should be sustained as well as challenges and lessons learned. 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 60 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/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 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/interview: 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/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 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 focus group/interview?*
- Do you have any questions about the purpose of today's focus group before we begin?
- **Start the recording.**

Note to facilitator: Italicized questions (in brackets) are to be used as probes to encourage respondents to expand on their responses.

Introduction (~5 minutes)

1. What role do you have in supporting GEAR UP programming, objectives, and activities this school year?
2. Are you a returning coordinator this year?
 - a. *[If returning coordinator]* How long have you been involved in GEAR UP within the district?
 - b. *[If returning coordinator]* In what ways, if any, have your roles or responsibilities as a coordinator changed over time?
 - c. *[If not returning coordinator]* Prior to your role as a coordinator this year, what, if any, involvement did you have with GEAR UP in previous years?

Year 7 GEAR UP Implementation (~8 minutes)

3. Tell me how implementing the GEAR UP program in your school/district is going so far this academic year.
 - a. *[If returning coordinator]* In what ways, if any, has GEAR UP programming changed since your school/district is no longer offering targeted services to the class of 2024 students who graduated last year?
 - i. *What GEAR UP activities and supports are continuing to be offered this year to priority cohort students in grade 9 through grade 12?*
 - b. What are your school's/district's priorities this year as it relates to career and college readiness?

- i. *What has worked well this year?*
- ii. *What challenges have you faced this year?*

Academic Rigor (~9 minutes)

4. This next set of questions refers to academic rigor. For the purposes of these questions, academic rigor refers to core content classes. There are no right or wrong answers; we just want to know your perceptions. We can skip to the next set of questions if you feel that you cannot answer questions related to academic rigor given your role.

To begin, how has your school/district defined rigor, if at all?

- a. *[For those with a definition for rigor] How did the school/district establish a definition for rigor? Who participated in the discussion?*
- b. *[For those with a definition for rigor] In what ways, if at all, has your school's/district's definition of rigor changed since you have been involved with GEAR UP?*
5. How would you describe the current level of academic rigor in core content classes?
 - a. *Are there any changes you have observed in academic rigor within your school/district since being involved in GEAR UP? If yes, please describe.*
 - b. *Are there any areas that still need improvement? If yes, please describe.*
6. What professional development (PD) events have been offered related to increasing the level of rigor in core content classes?
 - a. *In your opinion, are teachers adequately supported to increase the academic rigor within their courses?*
 - i. *[If no] What additional supports do teachers need to increase academic rigor?*

TEA Financial Aid Resources (~8 minutes)

For the next few questions, we want to ask about your experience supporting implementation of the Texas financial aid application requirement that requires students to 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.

7. What has your role been, if any, in supporting implementation of the requirement in your district this year?
8. What supports or resources are provided for Grade 12 students and their families related to this requirement this school year?
 - a. *Which of these supports or resources are most useful? Least useful?*
 - b. *What additional supports are needed?*

Promising Practices and Lessons Learned (~10 minutes)

Over the course of the grant, the evaluation team has highlighted promising practices described by participating schools/districts each year. Promising practices have been provided to TEA to inform planning for subsequent years and similar initiatives. We recently conducted focus groups with school personnel from each GEAR UP district and asked them to reflect on which promising practices they believed to have the greatest value. Overall, the top promising practices that were cited as having the greatest value included these: *[List top promising practices based on analysis of district focus groups and paste them into the virtual meeting room comment box for reference].*

9. Based on your experience, would you agree that these promising practices have had the greatest value? Why or why not?
 - a. *[If they do not agree] What GEAR UP activities do you personally believe have had the greatest value to students, schools, and/or districts?*
10. Which GEAR UP activities do you personally believe should be prioritized for future grant programs or initiatives?

11. What other promising practices have you observed in the implementation of GEAR UP activities and services to support college and career preparation efforts for students and their families?

Sustainability (~10 minutes)

Now, thinking about the future of all GEAR UP initiatives and activities in your district ...

12. Which GEAR UP activities would you like to sustain?
13. Have you and/or the school/district begun sustainability planning for any activities implemented as part of the GEAR UP grant? If yes, please describe what sustainability planning has looked like for your district.
- a. *[If yes] Who has been involved in sustainability planning discussions?*
 - b. *[If yes] Which GEAR UP activities, if any, have you decided to sustain?*
 - c. *[If yes] Which GEAR UP activities, if any, have you decided not to sustain?*
 - d. *[If no] What role do you envision for school and district staff in sustainability planning? For community and government alliances?*
14. What factors will influence your district's ability to sustain GEAR UP services and activities? *[Probe for affordability, ease of use]*
- a. *What are the key facilitators, in your opinion, to support sustaining GEAR UP services and activities? Barriers?*
15. What additional supports (e.g., resources, services, tools, staffing, funding) will your district need in order to keep offering GEAR UP services and activities in the future? Resources from TEA? From school/district leadership?
- a. *How would your district use these additional supports?*

Closing (~5 minutes)

16. What lessons would you have to share with another school/district just starting to implement GEAR UP?
17. Is there anything else you want to share that might help us understand more about your district's GEAR UP program in Year 7?

Thank you for your time!

Priority Cohort Student Focus Group Protocol

Texas GEAR UP: Beyond Grad Evaluation, Focus Group Protocol: Priority Cohort Student (Grades 9, 10, 11, and 12), 2025

Setup

- Introduce yourself: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e., Facilitator).
- Student Assent: Only students with signed parent/guardian consent can participate in the focus group. Confirm that you have collected signed consent forms for each participating student and walk students through their assent to participate.
- Briefly discuss the purpose of the focus group: *Your 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 led 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 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 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.**
- Note to facilitator: This year, primary cohort students have graduated high school and priority cohort students are in Grades 9, 10, 11, and 12. Italicized questions are to be used as probes to encourage respondents to expand on their responses. Also, when conducting focus groups with 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).

Introduction (~5 mins)

1. Let's start with introductions. Please tell me your first name, your grade, and your plans after graduating high school. If you aren't sure what your plans are yet, please let us know that as well.
 - a. *What career path do you plan to pursue after high school?*
 - b. *[For students who said **they want to attend college/postsecondary education (i.e., 2-year college, 4-year college, and/or technical school)**:*
 - i. *What motivates you to continue your education after high school?*
 - ii. *How prepared do you think you are to succeed in college/postsecondary education? Why?*
 - iii. *How are you preparing to attend college/postsecondary education?*
 - c. *[If students **do not want to attend college/postsecondary education**]*
 - i. *What are the reasons you want to pursue that path?*

- ii. *What are the main reasons you have for not wanting to pursue college/postsecondary education? Would you consider attending college at a later time? Why or why not?*
- iii. *In what ways, if any, are you preparing now for your plans after graduating high school?*

During today's session, we will talk more about the services and activities your high school offers to help students and families to prepare your postsecondary plans. 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 school?
 - a. *What do you think is the purpose of these college and career activities and services that you may know of?*
 - b. *What, if any, college and career activities and services have you participated in?*

Postsecondary Education, Career, and Financial Aid Understanding (~7 mins)

- 3. During this school year, what, if anything, have you learned about your 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 from any sources?
 - 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 the 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, receiving financial aid, or exploring career options this school year?
 - a. *What types of resources have you received about these topics (for example, web-based or print communication)? Which were the most helpful? Why?*
 - b. *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?*
 - c. *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 school?*
[If yes, refer to the following probes]
 - a. *Please describe the space.*
 - i. *Where is it located?*
 - ii. *What types of school staff work in the advising space?*
 - iii. *What college and career resources are in the advising space?*
 - b. *Why did you visit the advising space? Specific topic?*
 - c. *How helpful was your visit to the advising space?*

Postsecondary Education and Career Advising (~7 mins)

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

- a. *How was the relationship with your advisor established? Did they reach out to you?*
 - b. *How is the relationship with your advisor different than or similar to your relationship with your high school counselor?*
7. For those of you who had an in-person or virtual one-on-one college and career advising session with your counselor or advisor this school year, what postsecondary education and career topics did you discuss?
 - a. Topics include:
 - i. *Financial aid applications and requirements (e.g., Free Application for Federal Student Aid [FAFSA]/Texas Application for State Financial Aid [TASFA] submission, scholarship, or grant applications)*
 - ii. *Rigorous or challenging course load*
 - iii. *Advanced courses (for example, Advanced Placement [AP], honors, dual credit)*
 - iv. *College entrance exams (including college entrance exam preparation)*
 - v. *[Only for Grade 12 students] Your postsecondary plans (e.g., finalizing your postsecondary education list and/or helping with postsecondary education applications, helping with personal essays, career exploration)*
 - b. *What did you learn in your advising session that you found the most helpful? The least?*
 - c. *What did you tell your parents/guardian/family about your advising session? What topics do you still want more information on?*
 - d. *In what ways would you have changed your one-on-one advising session?*
 - e. *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?*
 - f. *What, if any, additional supports do you wish your counselor or advisor provided for you to be better prepared?*
8. For those of you who 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?
 - a. *Were you aware of these types of advising sessions?*
 - b. *Is there any reason why you have not participated in these advising sessions?*

College- and Career-Focused Activities (~5 mins)

9. If you attended an in-person or virtual college visit this school year, please describe your experience.
 - a. *Was the college visit conducted in person or virtually? How effective was the in-person/virtual format of the college visit?*
 - b. *What did you learn from the college visit?*
 - c. *Can you imagine yourself attending this college campus? Why or why not?*
 - d. *How can your school improve college visits for students?*
10. If you participated in a college and/or career fair this year, please describe your experience.
 - a. *Was the fair conducted in person or virtually? How effective was this format for the event?*
 - b. *What did you learn from the college and/or career fair? Is there anything you wish you had learned but did not learn?*
 - c. *What would improve this activity?*
11. 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.
 - a. *Was this an in-person or virtual experience? How effective was the format?*
 - b. *What did you learn?*
 - c. *What would improve this activity?*

Advanced Coursework (~3 minutes)

12. *[Note that Mathis ISD does not offer AP, only dual credit]* Are you taking any AP, honors, or dual credit courses?

- a. *[If yes] How challenging are your advanced classes? Compared to your regular classes?*
 - i. *What makes your advanced classes easy or challenging?*
 - ii. *What motivated you to enroll in advanced courses?*
 - iii. *Do you intend to take advanced classes in the future? Why or why not?*
- b. *[If no] How challenging are your classes?*
 - i. *What makes your classes easy or challenging?*
 - ii. *Do you intend to take advanced classes in the future? Why or why not?*

Advanced Mathematics (~4 minutes)

13. Let's talk now about advanced math classes. For the purpose of our discussion, we are considering advanced math courses to be those completed after Algebra I and Geometry, including any AP, honors, or dual credit math courses. Which advanced math classes, if any, have you taken so far?
 - a. *[For those who took advanced math courses] Why did you pick these classes?*
 - b. *Which advanced math classes are offered this year at your school?*
Note to facilitator: Use the following list to probe for courses, but you do not need to list all offerings—Algebra II, Precalculus, Advanced Quantitative Reasoning, Discrete Mathematics for Problem Solving, Algebraic Reasoning, Statistics, AP Computer Science, IB Computer Science Higher Level, Engineering Mathematics, Statistics and Business, Mathematics for Medical Professionals, Discrete Mathematics for Computer Science, etc.
 - c. *Are you happy with the advanced course options? Why or why not?*
 - d. *[For those who took advanced math courses] How challenging are advanced math classes in this school?*
 - e. *In your opinion, which other advanced math classes should the school offer?*
 - f. *[For Grade 12 students] For those who are thinking about continuing studying after graduation, do you feel prepared to take college math classes next year? In what ways could you have been better prepared for taking college math classes?*

Preparation for Postsecondary Education Entrance Exams (~5 minutes)

14. 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)?
 - a. *Have you taken any of these exams this year? Which ones? How prepared did you feel to take the exams?*
 - i. *How did you decide which college entrance exams you should take?*
 - b. *What types of information, if any, have 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 GRADE 12 STUDENTS ONLY. IF NOT APPLICABLE, SKIP TO QUESTION 19 (~4 minutes)

Now that you are finishing your journey as high school students ...

15. What high school resources were most useful in helping you decide your desired college or career path? *[Probe: school staff, websites, other resources]*
16. Are there other resources or activities the school could have offered to help you decide on your college and career path? If so, please describe what could have been helpful.
17. What has been most effective in preparing you for your education/career? What was least effective?

18. Is there anything that your school could have done differently to help you feel more prepared to pursue your desired college or career path?

Conclusion (~5 mins)

19. Do you have any additional comments about postsecondary education and career awareness/prep activities and services provided by your school or college and career readiness advisor this year?

Thank you for your time!

College Possible Success Coaches Focus Group/Interview Protocol

Texas GEAR UP: Beyond Grad Evaluation, Focus Group/Interview Protocol: College Possible Success Coaches, 2025

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 College Possible's Success Coaches to understand program implementation this year. As a reminder, the GEAR UP: Beyond Grad program is currently being implemented in the following six school districts: Cleveland ISD, Culberson County-Allamore ISD, San Elizario ISD, Mathis ISD, Sheldon ISD, Sinton ISD, and Van Horn ISD.*
- The purpose of this focus group/interview is to better understand your role in the grant and your 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 will take approximately 30 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 focus group/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. *How long have you served in this role?*

Student Outreach and Engagement (~5 mins)

2. How do you engage with GEAR UP students?
 - a. *How many students do you work with?*
 - b. *How do you conduct outreach with students?*
 - c. *How many times do you attempt to reach students?*
 - d. *What types of outreach work well?*

College Possible Student Supports (~10 mins)

3. What types of supports have you already offered or do you plan to offer this year to students from GEAR UP districts who graduated high school last year?
 - a. What types of academic supports did you/will you offer students?
 - i. *(For example: class registration, connecting to campus resources, choosing a major, and navigating degree and graduation requirements)*
 - b. What types of financial aid supports did you/will you offer students?
 - i. *(For example, financial aid guidance, understanding budgeting and savings, FAFSA [Free Application for Federal Student Aid] and other scholarship applications and renewals, and work-study opportunities)*
 - c. What types of professional supports did you/will you offer students?
 - i. *(For example, post-graduation employment, securing internships, working with the campus career services office, loan repayment, potential job opportunities, job search support, resume building, and networking and connections to college career centers and on-campus resources)*
 - d. What types of social-emotional supports did you/will you offer students?
 - i. *(For example, on-campus networks for support, ways to increase their self-advocacy and confidence, ways to get involved on campus and manage their time and stress effectively)*

Collaboration (~5 mins)

4. Who, within and outside of your organization (e.g., TEA, coordinators, advisors), do you primarily work or collaborate with?
 - a. *What is your level of satisfaction with these collaborative relationships?*
 - b. *How could these collaborative relationships be strengthened or improved?*

Final Reflections (~5 mins)

5. How would you rate the overall impact of college success coaching?
 - a. What has worked well?
 - b. What could be improved?
6. Is there anything else that you would like to share with me today about your experiences working as a success coach?

Thank you for your time!

TEA Focus Group/Interview Protocol

Texas GEAR UP: Beyond Grad Evaluation, Focus Group/Interview Protocol: TEA, 2025

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 your perceptions about grant implementation. Please know that there are no right or wrong answers. [IF FOCUS GROUP] The goal of this focus group is to hear as many different viewpoints as possible. This focus group/interview will take approximately 30–45 minutes.*
- 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 focus group/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 and how long you have been involved in the grant.
 - 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 7?*

Year 7 Implementation (~15 mins)

Next, I'd like to learn more about your experiences implementing GEAR UP in Year 7.

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 7 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 students' engagement in college and career activities and services across the districts this year?
 - a. *What have been the greatest challenges or barriers with student engagement? Successes?*
 - b. *Have the districts identified any promising practices or lessons learned related to engaging with students this year? If so, please describe.*
 - c. *What about parents'/guardians' engagement? What have been the greatest challenges/barriers? Successes?*
 - d. *Have the districts identified any promising practices or lessons learned related to engaging with parents/guardians this year? If so, please describe.*
4. How have TEA and TNTF 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 of 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. Overall, how satisfied are you with the progress made by participating grantees across your experience with the grant? The entire grant?

Sustainability (~5 mins)

7. As the grant is in the final year, in what ways have TEA and/or the participating districts begun sustainability planning?
 - a. *Who has been involved in sustainability planning discussions?*
 - b. *What role will school and district staff play in sustainability planning? For community and government alliances?*
 - c. *How have GEAR UP initiatives from middle school been sustained during this academic year?*
[Probe for Algebra I in Grade 8 and individualized advising]
 - d. *How have GEAR UP initiatives from high school been sustained during this academic year as the class of 2024 has graduated?*
8. In your opinion, what have been the most promising components of GEAR UP to improve postsecondary education preparation for the class of 2024 (college freshman) and the priority cohorts (students in Grades 9, 10, 11, and 12) so far this year?
 - a. *Reflecting on the grant as a whole, what aspect or activity of GEAR UP will have the greatest impact for students, schools, and/or districts?*

9. 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 schools 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. *Academic rigor*
 - iii. *Advanced math*
 - iv. *College and career activities (e.g., college fairs, tours, work-based learning)*
 - v. *Academic tutoring*

Final Reflections (~5 mins)

10. Is there anything else about GEAR UP grant implementation that you think is important for me to know?

Thank you for your time!

TNTP Focus Group Protocol

Texas GEAR UP: Beyond Grad Evaluation, Focus Group/Interview Protocol: TNTP, 2025

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 your perceptions about grant implementation. Please know that there are no right or wrong answers. [IF FOCUS GROUP] The goal of this focus group/interview 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 focus group/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 and how long you have been involved with the grant.
 - 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 7?
 - a. *What outcomes do you expect to achieve by the end of the year/grant 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*
 - 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?*

- i. *How satisfied are you with the progress made by participating grantees across your experience with the grant?*
- 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, individualized educator coaching/mentoring)?*
 - 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?*
5. *What type of support was provided for vertical teaming? What was the focus of this support?*
 - a. *In what format were the different types of professional development delivered?*
 - b. *What feedback have you received from the various stakeholders regarding the quality and relevancy of the professional development you have delivered?*
6. What were the key considerations in what professional development was offered to districts in Year 7?
 - a. *Describe the role districts played in the decision of what professional development was offered/completed in Year 7.*
7. Overall, what have been your biggest challenges so far in delivering professional development this year? Biggest successes?
 - a. *In what ways, if any, are these different or similar to those challenges/successes across your experience with the grant?*

Academic Rigor (~10 minutes)

8. How, if at all, has TNTP's conceptualization or definition academic rigor changed since last year?
 - a. *In what ways, if any, has the definition of rigor been discussed with participating districts in Year 7?*
 - b. *[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?*
9. Based on what you know from this information, how satisfied are you with the level of rigor in core content classes offered by participating districts this school year?
 - a. *How would you rate the level of academic rigor in general education core content courses?*
 - b. *Regarding advanced courses (Advanced Placement [AP], honors, and dual credit) specifically, how satisfied are you with the level of rigor?*
 - i. *How would you rate the level of academic rigor in advanced courses?*
10. What changes have you observed regarding participating districts rigor? Changes in the last year? Across your experience with the grant?
 - a. *What information and data were used to assess the level of rigor?*
 - b. *In what ways were you able to address any observed declines in rigor?*
11. What are challenges that participating districts have faced when implementing strategies to increase and/or maintain academic rigor this year? Successes?
 - a. *If rigor has increased in GEAR UP schools, what are factors that have helped facilitate increases in rigor?*
 - b. *How if at all do these challenges/successes differ for core content classes and advanced courses?*
 - c. *In what ways, if any, are these different or similar to those challenges/successes across your experience with the grant?*

Monthly Planning Meetings (~10 mins)

12. How effective have the monthly planning 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)

13. As the grant is in its final year, 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?*

14. 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?*

15. Is there anything else about GEAR UP grant implementation that you think is important for me to know?

Thank you for your time!

Survey Instruments

Primary Cohort Student Survey²⁵

Texas GEAR UP: Beyond Grad Evaluation, Survey: Primary Cohort Student (College Freshman), 2025

Your high school participated in the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant program while you were in high school. The program is led by the Texas Education Agency (TEA). To better understand how the GEAR UP program is working, TEA hired ICF to conduct surveys with students who may have participated in college and career awareness activities and services that were part of the program at your high school. We are interested in learning more about your college journey from middle and high school to your current college, trade school, or university.

This survey takes about 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. 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 may 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 Kathleen Wang at Kathleen.Wang@icf.com or (703) 785-5550. For questions regarding your rights related to this evaluation, you can contact ICF's Institutional Review Board at IRB@icf.com.

Are you at least 18 years of age?

- ☐ Yes
- ☐ No *(Skip to the end of the survey.)*

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. Please select the school you attended last 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.)*

The following set of questions asks about your education since completing high school. Throughout the survey, references to “college” include *any education after high school* (e.g., a certificate program, 2-year college, 4-year college, or technical school).

2. Are you attending college on a full- or part-time basis?
 - a. Full-time basis
 - b. Part-time basis

²⁵ This and following surveys include skip pattern logic information for the online survey platform. It appears in parentheses or brackets

3. What format of college are you attending? *(Select all that apply.)*
 - a. In-person
 - b. Virtual
 - c. Hybrid (e.g., combination of in-person and virtual)
 - d. Other (please describe):
4. What college are you attending? _____
5. What kind of degree or certificate are you seeking? *(Select all that apply.)*
 - a. Trade school/certification (please describe):
 - b. Associate's degree
 - c. Bachelor's degree
 - d. Other (please describe):
6. Have you decided on a major?
 - a. Yes (please describe):
 - b. No
7. Do you have a career in mind?
 - a. Yes (please describe):
 - b. No
8. Looking back on your high school experience, which college and career activities/services do you think were the most helpful for you? *(Select up to three.)*
 - a. Targeted tutoring
 - b. Preparation resources for college entrance exams
 - c. College and career advising staff
 - d. A place in your school where you knew you could go for college/career resources or advising services
 - e. Individualized advising for students
 - f. Individualized advising for parents
 - g. College visits
 - h. College and career fairs
 - i. Summer programming
 - j. Work-based learning
 - k. Parent and family events
 - l. Other (please describe):
9. Have you experienced challenges this year with any of the following? *(Select all that apply.)*
 - a. Knowing what courses to take
 - b. Managing assignments
 - c. Keeping up my grades
 - d. Balancing academics and a job
 - e. Feeling isolated or homesick
 - f. Finding clubs or activities
 - g. Finding stable housing
 - h. Financing college
 - i. Other (please describe):

10. Please rate your level of agreement on the following statements.

Statement	Strongly disagree	Disagree	Agree	Strongly agree	I don't know/Not applicable
My high school experience prepared me for college.	☐	☐	☐	☐	☐
My college experience has met my expectations so far.	☐	☐	☐	☐	☐

11. What were the most useful supports you received in high school for completing a financial aid application (i.e., FAFSA or TASFA)? *(Select all that apply.)*

- a. Information and resources provided to me by my high school counselor and/or advisor
- b. FAFSA/TASFA special events/workshops/information sessions hosted by my high school
- c. Online resources (e.g., TEA website, Federal website, other websites)
- d. Other (please describe):

Experience with Success Coaches

As a part of the GEAR UP grant, Class of 2024 students who graduated high school from one of the six participating school districts have access to a trained success coach to receive individualized coaching and support throughout college.

12. Have you received supports/services from your success coach?

- a. Yes
- b. No *[If selected, survey will skip to question 16]*
- c. I'm not sure *[If selected, survey will skip to question 17]*

13. *[For those who selected "yes" to working with a success coach]* What type of supports/services have you received from your success coach? *(Select all that apply.)*

- a. Social-emotional support
- b. Study skills/academic support
- c. Information about college finances
- d. Information about career/professional planning
- e. Other (please describe):

14. *[For those who selected "yes" to working with a success coach]* Please describe the frequency of your interactions with your success coach.

- a. Once a week
- b. Monthly
- c. Once a quarter
- d. I've interacted with my success coach one time.

15. *[For those who selected "yes" to working with a success coach]* How satisfied are you with your interactions with your success coach so far this year?

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

16. [For those who selected “no” to working with a success coach] What was the primary reason(s) you did not participate in any success coaching so far this year?
- a. I did not know about success coaching
 - b. I am too busy to participate with success coaching
 - c. I do not think it would be useful to work with a success coach
 - d. Other (please describe):
17. What additional supports/services would you like to receive to feel more prepared to succeed in college?
18. Do you plan to return to college next fall?
- a. Yes
 - b. No
 - c. I'm not sure/Don't know
19. Is there anything else we should know about what your experience is like at college this year and how prepared you feel?

In addition to collecting surveys, we will also be conducting focus groups with class of 2024 students. If you would be interested in participating in a focus group, please provide your email address in the space provided and someone from ICF will contact you. Please note that your email address will not be connected with any of your survey responses. **Email address:** _____

Thank you for your time!

Priority Cohort Student Survey

Texas GEAR UP: Beyond Grad Evaluation, Student Survey (Grades 9–12), 2025

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 experiences so far this school year 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 may 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 Kathleen Wang at Kathleen.Wang@icf.com or (703) 785-5550. 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 this school year? If you are not enrolled in this type of class this year, please select "I don't know/Not applicable."

Class	<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)	☐	☐	☐	☐	☐
Social Studies course(s)	☐	☐	☐	☐	☐
Science course(s)	☐	☐	☐	☐	☐
English Language Arts course(s)	☐	☐	☐	☐	☐
Advanced Placement (AP) course(s)	☐	☐	☐	☐	☐
Honors course(s)	☐	☐	☐	☐	☐
Dual credit course(s)	☐	☐	☐	☐	☐
Career and Technical Education (CTE) course(s)	☐	☐	☐	☐	☐

Section II: College and Career

The following set of questions asks about your planning for college and career. Many careers require some type of education after high school, like nursing, welding, accounting, etc. College refers to *any education after high school* (that is, 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. Have you identified a career path that you are interested in pursuing after high school?
- Yes
 - No
 - Maybe/I'm not sure
5. 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.

Statement	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>I don't know/Not applicable</i>
I am aware of the education path necessary for the career I plan to pursue.	☐	☐	☐	☐	☐
I am aware of the admission requirements and process for the education path I plan to pursue after high school.	☐	☐	☐	☐	☐
I would like to continue my education after high school (a certificate program, 2-year college, 4-year college, and/or technical school).	☐	☐	☐	☐	☐

Statement	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>I don't know/Not applicable</i>
I am aware of the opportunities that a college credential can provide for me.	☐	☐	☐	☐	☐
I am aware of the scholarship opportunities available to help pay for college.	☐	☐	☐	☐	☐
I am aware of the Pell Grant.	☐	☐	☐	☐	☐
I am aware of the FAFSA (Free Application for Federal Student Aid) or TASFA (Texas Application for State Financial Aid).	☐	☐	☐	☐	☐
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 am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).	☐	☐	☐	☐	☐

6. [If respondent selected 'Strongly disagree', 'Disagree', or 'I don't know/Not applicable' on the first item in Question 5] Please select the reason(s) that may prevent you from continuing your education after high school. (*Select all that apply.*)

- a. I do not think my grades are good enough.
- b. I plan to enlist in the military.
- c. It costs too much/I can't afford it.
- d. I plan on joining the workforce.
- e. Family issues/lack of family support
- f. I'm not sure what I want to do after high school.
- g. Other (please describe): _____

7. What is the highest level of education you hope to complete?

- a. Less than high school
- b. High school diploma or a GED
- c. Some college or career/technical institute (e.g., occupational certificate)
- d. 2-year college or an associate degree
- e. 4-year college or a bachelor's degree
- f. Graduate degree (master's degree or above)
- g. Professional degree (e.g., law, medicine, etc.)
- h. I don't know/I'm not sure

8. What is the highest level of education you expect to complete?

- a. Less than high school
- b. High school diploma or a GED
- c. Some college or career/technical institute (e.g., occupational certificate)
- d. 2-year college or an associate degree
- e. 4-year college or a bachelor's degree

- f. Graduate degree (a master's degree or above)
 - g. Professional degree (e.g., law, medicine, etc.)
 - h. I don't know/I'm not sure
9. What is the highest level of education completed by your parent(s)/guardian(s)? Please answer this question for the parent/guardian who achieved the highest level of education. For example, if your mother has a 4-year college degree and your father has a high school diploma, select 4-year college degree.
- a. Less than high school
 - b. High school diploma or a GED
 - c. Some college or career/technical institute (e.g., occupational certificate)
 - d. 2-year college or an associate degree
 - e. 4-year college or a bachelor degree
 - f. Graduate degree (a master's degree or above)
 - g. Professional degree (e.g., law, medicine, etc.)
 - h. I don't know/I'm not sure

[Grade 12 ONLY]

(Only students who selected this as the grade they are currently in will see questions 10–13.)

10. ***[If respondent selected option 'd' in Question 1 and 'Strongly agree' or 'Agree' on the first item in Question 5]*** Have you completed either the Free Application for Federal Student Aid (FAFSA) or the Texas Application for State Financial Aid (TASFA)?
- a. Yes, I completed the FAFSA or TASFA.
 - b. No, but I plan on completing either a FAFSA or TASFA this year.
 - c. No, I don't plan on completing either a FAFSA or TASFA this year.
11. ***[If respondent selected options 'a' or 'b' in Question 10]*** What were the most useful supports you received in high school for completing a financial aid application (that is, FAFSA or TASFA)? ***(Select all that apply.)***
- a. Information and resources provided to me by my high school counselor and/or advisor
 - b. FAFSA/TASFA special events/workshops/information sessions hosted by my high school
 - c. Online resources (e.g., TEA website, Federal website, other websites)
 - d. I did not receive or use supports.
 - e. Other (please describe): _____
12. ***[If respondent selected option 'd' in Question 1]*** Have you taken a college entrance exam?
- a. Yes, I took the SAT, ACT, or TSI Assessment.
 - b. No, but I plan on taking the SAT, ACT, or TSI Assessment in the future.
 - c. No, I don't plan on taking the SAT, ACT, or TSI Assessment.
13. ***[If respondent selected option 'd' in Question 1]*** How many college (2-year or 4-year programs) or trade school applications have you completed?
- a. None, and I do not plan to complete any this school year.
 - b. None, but I plan to complete one or more this school year.
 - c. I have completed one college or trade school application.
 - d. I have completed two or more college or trade school applications.

Section III: Participation in GEAR UP Activities/Services***College or Career Advising***

14. Have you met one-on-one (that is, 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

15. [If respondent selected option 'a' in Question 14] Please rate your level of agreement with the following statements about your one-on-one counseling/advising session(s) this school year.

Statement	Strongly disagree	Disagree	Agree	Strongly agree	I don't know/Not applicable
The counseling/advising session(s) helped me to develop a plan for my education.	☐	☐	☐	☐	☐
The counseling/advising session(s) helped me to select the best classes to take to achieve my goals for my education and career.	☐	☐	☐	☐	☐
The counseling/advising session(s) provided me with information on the academic requirements to achieve my goals for education and career.	☐	☐	☐	☐	☐
The counseling/advising session(s) provided me with information about how to pay for education after high school.	☒	☐	☐	☐	☐
The counseling/advising session(s) helped me decide which college entrance exams I should take.	☐	☐	☐	☐	☐
The counseling/advising session(s) provided me with information that was specific to my individual needs/interests.	☐	☐	☐	☐	☐

16. [If respondent selected option 'a' in Question 14] Overall, how satisfied have you been with your individual counseling/advising session(s) this school year?

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

17. [If respondent selected option 'a' or 'b' in Q16] Please tell us why you were dissatisfied with your individual counseling/advising session(s). (*Select all that apply.*)

- a. I did not get along with my counselor/advisor.
- b. My counselor/advisor did not provide me with useful information.
- c. I did not have enough time to meet with my counselor/advisor.
- d. Other (please describe): _____

College Visit(s)

18. Have you participated in an in-person or virtual (online) college visit(s) this school year?

- a. Yes
- b. No

19. [If respondent selected option 'a' in Question 18] Please select each of the activities you have participated in during your virtual and/or on-campus college visit(s) this school year. (*Select all that apply.*)

- a. Campus tour
- b. College class observation
- c. Listened to a speaker (e.g., admissions officer, professor, student)
- d. Other (please describe): _____

20. **[If respondent selected option 'a' in Question 18]** Please rate your level of satisfaction with the college visit(s) that you have participated in this school year.
- a. Strongly dissatisfied
 - b. Dissatisfied
 - c. Satisfied
 - d. Strongly satisfied
 - e. I don't know/Not applicable
21. **[If respondent selected option 'a' or 'b' in Q20]** Please tell us why you were dissatisfied with the college visit(s) you participated in this school year. *(Select all that apply.)*
- a. The school we visited was not welcoming.
 - b. The trip did not provide me with useful information.
 - c. There was not enough time to see the campus and answer my questions.
 - d. Other (please describe): _____

College and/or Career Fairs

22. Have you participated in one or more virtual or in-person (on site) college and/or career fairs this school year?
- a. Yes
 - b. No
23. **[If respondent selected option 'a' in Question 22]** Please rate your level of satisfaction with the college and/or career fairs that you have participated in this school year.
- a. Strongly dissatisfied
 - b. Dissatisfied
 - c. Satisfied
 - d. Strongly satisfied
 - e. I don't know/Not applicable
24. **[If respondent selected option 'a' or 'b' in Q23]** Please tell us why you were dissatisfied with the college and/or career fairs you participated in this school year. *(Select all that apply.)*
- a. There was not enough available staff.
 - b. The event was not long enough.
 - c. There were too many students at the event.
 - d. My career of interest was not included.
 - e. My college of interest was not included.
 - f. Other (please describe): _____

Work-Based Learning

25. Have you participated in one or more virtual or in-person (on-site) work-based learning activities (e.g., job site visit, job shadowing, career day/fair, presentations about different career options, online discussions with professionals in a field of your interest) this school year?
- a. Yes
 - b. No
26. **[If respondent selected option 'a' in Question 25]** Please select the type of work-based learning activities you have participated in this school year. *(Select all that apply.)*
- a. Job shadowing
 - b. Professional visiting your school
 - c. Internship
 - d. Other (please describe): _____
27. **[If respondent selected option 'a' in Question 25]** Please rate your level of satisfaction with the work-based learning activity/activities that you have participated in this school year.
- a. Strongly dissatisfied
 - b. Dissatisfied
 - c. Satisfied

- d. Strongly satisfied
- e. I don't know/Not applicable

28. [If respondent selected option 'a' or 'b' in Q27] Please tell us why you were dissatisfied with the work-based learning activity/activities you participated in this school year. *(Select all that apply.)*
- a. I did not like the job.
 - b. The work I did was not aligned to my career of interest.
 - c. The experience was too long.
 - d. The experience was not long enough.
 - e. Other (please describe): _____

Section IV: Academic initiatives

Grades 9–11 ONLY

29. [If respondent selected option 'a', 'b', or 'c' in Q1] Please indicate your current enrollment plans for the following mathematics courses.

Course	<i>Not applicable/My school does not offer this course.</i>	<i>I do not plan on taking this course.</i>	<i>I have not completed this course yet, but I plan to in the next year.</i>	<i>I am currently enrolled in this course.</i>	<i>I completed this course in a prior year or semester.</i>
Algebra I	☐	☐	☐	☐	☐
Algebra II	☐	☐	☐	☐	☐
Geometry	☐	☐	☐	☐	☐
Precalculus	☐	☐	☐	☐	☐
Calculus	☐	☐	☐	☐	☐
Statistics	☐	☐	☐	☐	☐

Grade 12 ONLY

30. [If respondent selected option 'd' in Q1] Please indicate your current enrollment plans for the following mathematics courses.

Course	<i>Not applicable/My school does not offer this course.</i>	<i>I have not taken this course.</i>	<i>I am currently enrolled in this course.</i>	<i>I completed this course in a prior year or semester.</i>
Algebra I	☐	☐	☐	☐
Algebra II	☐	☐	☐	☐
Geometry	☐	☐	☐	☐
Precalculus	☐	☐	☐	☐
Calculus	☐	☐	☐	☐
Statistics	☐	☐	☐	☐

Grade 12 ONLY

[Only students who selected option 'd' in Q1 will see questions 31–35.]

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

32. [If respondent selected option 'a' in Question 31] What type(s) of tutoring have you participated in this school year? *(Select all that apply.)*

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

33. [If respondent selected option 'a' in Question 31] Has the tutoring you received this year helped you succeed in your classes?
- Yes
 - No
34. [If respondent selected option 'a' in Question 31] 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
35. [If respondent selected option 'a' or 'b' in Q34] Please tell us why you were dissatisfied with the tutoring you participated in this school year. *(Select all that apply.)*
- I did not understand the tutoring.
 - The tutoring did not support my academic needs.
 - The times that tutoring was offered were not good for my schedule.
 - The tutoring was too long.
 - The tutoring was not long enough.
 - Other (please describe): _____

Grades 10–12 ONLY

(Only students who selected the grades indicated in Questions 35 and 36 will see the questions below.)

36. [Grade 10 only: 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
37. [Grade 11 or 12 only: 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
38. [If respondent selected option 'a' in Question 35 or Question 36] 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 questions

39. What suggestions do you have for improving college and career activities/services at your school?

(Select all that apply.)

- a. Provide increased advertising of college- and/or career-focused activities.
- b. Offer more opportunities to receive one-on-one counseling/advising sessions about college and career options.
- c. Provide more opportunities to learn about college and careers (e.g., guest speakers, college visits, etc.).
- d. I don't have any suggestions.
- e. Other (please describe):

Grade 12 ONLY

40. *[If respondent selected option 'd' in Question 1]* Looking back on your high school experience, which college and career activities/services do you think were the most helpful for you? *(Select up to three.)*

- a. Targeted tutoring
- b. Preparation resources for college entrance exams
- c. College and career advising staff
- d. A dedicated advising space in the school
- e. Individualized advising for students
- f. Individualized advising for parents
- g. College visits
- h. College and career fairs
- i. Summer programming
- j. Work-based learning
- k. Parent and family events
- l. Other (please describe):

41. Please tell us why *[PIPED TEXT FROM RESPONSES TO Q40]* were the most helpful for you?

Thank you for your time!

Parent Notification for Student Survey

Texas GEAR UP: Beyond Grad Evaluation, Parent Notification for Student Survey, 2025

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 their 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 they want to complete the survey. Your child will be able to skip any survey item that they do not wish to answer and withdraw at any time.

If you have any questions about the survey, you can contact Kathleen Wang, ICF, at kathleen.wang@icf.com or (703) 785-5550. 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, 2025>. 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,
Kathleen Wang

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, _____, to participate in the Texas GEAR UP survey in spring 2025.
[Please Print Full Student Name]

Your name (Please Print): _____

Your signature: _____ Date: _____

Parent/Guardian Survey

Texas GEAR UP: Beyond Grad Evaluation, Parent/Guardian Survey (Grades 9–12), 2025

Your child's school is a recipient of the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant. Run by the Texas Education Agency (TEA), the GEAR UP program is focused on increasing college and career awareness, readiness, and success. 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 (i.e., 2-year or 4-year college), attaining a career certification (e.g., 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 may 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 Kathleen Wang at Kathleen.Wang@icf.com or (703) 785-5550. 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?
 - a. 1
 - b. 2
 - c. More than 2

[If respondent selected 'b' or 'c' in Question 1, display following message] Choose one of your children to answer this survey about (if you have a Grade 12 student, please complete the survey for that student). Then, if you want to, complete the survey again for another one of your children by using the same survey link provided to you.

2. What is your child's grade level this school year?
 - e. Grade 9
 - f. Grade 10
 - g. Grade 11
 - h. Grade 12
3. Please select the school your child attends this school year.
 - a. C.E. King High School
 - b. Cleveland High School
 - c. Mathis High School
 - d. San Elizario High School
 - e. Sinton High School
 - f. Van Horn School
 - g. None of the above *(Skip to the end of the survey.)*

Section II: College and Career

The following set of questions asks 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* (i.e., a certificate program, 2-year college, 4-year college, and/or technical school). Think about that type of education when answering the questions in this section.

4. Has your child identified a career path they are interested in pursuing after high school?

- a. Yes
- b. No
- c. Maybe/I'm not sure

5. Please rate your level of agreement with the following statements about college, career, and financial aid options for your child.

Statement	<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.	☐	☐	☐	☐	☐
I believe that the level of rigor in my child's classes has/will prepare them adequately for college and career.	☐	☐	☐	☐	☐
I am aware of the opportunities to earn dual credit available to my child in our school district.	☐	☐	☐	☐	☐
I am aware of the opportunities that a college degree can provide for my child.	☐	☐	☐	☐	☐
I will be able to guide my child through the college application process.	☐	☐	☐	☐	☐
I know where to find TSI Assessment test preparation resources for my child.	☐	☐	☐	☐	☐
I am aware of scholarship opportunities available to help pay for college.	☐	☐	☐	☐	☐
I am aware of the FAFSA (Free Application for Federal Student Aid) or TASFA (Texas Application for State Financial Aid).	☐	☐	☐	☐	☐
I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or	☐	☐	☐	☐	☐

Statement	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>I don't know/Not applicable</i>
TASFA) or signed opt-out form in order to graduate.					
I am aware of the Pell Grant.	☐	☐	☐	☐	☐
I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).	☐	☐	☐	☐	☐

6. Is your child planning to continue their education (i.e., a certificate program, 2-year college, 4-year college, and/or technical school) after high school?
- Yes
 - No
 - I'm not sure.
7. **[If respondent selects 'no' or 'I'm not sure' in Question 6]** Please select the reason(s) that may prevent your child from continuing their education after high school. *(Select all that apply.)*
- My child's grades are not good enough.
 - My child plans to enlist in the military.
 - It costs too much.
 - My child plans to work.
 - I'm not sure what my child plans to do after high school.
 - Other (please describe): _____
8. What is the highest level of education you hope your child completes?
- Less than high school
 - High school diploma or a GED
 - Some college or career/technical institute (e.g., occupational certificate)
 - 2-year college or an associate degree
 - 4-year college or a bachelor's degree
 - Graduate degree (master's degree or above)
 - Professional degree (e.g., law, medicine, etc.)
 - I don't know/I'm not sure
9. What is the highest level of education you expect your child to complete?
- Less than high school
 - High school diploma or a GED
 - Some college or career/technical institute (e.g., occupational certificate)
 - 2-year college or an associate degree
 - 4-year college or a bachelor's degree
 - Graduate degree (master's degree or above)
 - Professional degree (e.g., law, medicine, etc.)
 - I don't know/I'm not sure
10. What is the highest level of education you completed?
- Less than high school
 - High school diploma or a GED
 - Some college or career/technical institute (e.g., occupational certificate)
 - 2-year college or an associate degree
 - 4-year college or a bachelor's degree
 - Graduate degree (master's degree or above)
 - Professional degree (e.g., law, medicine, etc.)

- h. I don't know/I'm not sure

Grade 12 ONLY

(Only parents/families who selected this as the grade their child is currently in will see questions 11–13.)

11. [If respondent selected option 'd' in Question 2 and 'Yes' or 'I'm not sure' on Question 6] Have you/another family member or your child completed the Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA) this year for your child's education?
- Yes, my child or I/another family member have completed the FAFSA or TASFA.
 - No, but my child or I/another family member plan on completing either a FAFSA or TASFA this year.
 - No, neither my child nor I/another family member plan on completing either a FAFSA or TASFA this year.
 - I don't know/I'm not sure
12. [If respondent selected option 'd' in Question 2 and if respondent selected options 'a' or 'b' in Question 10] What were the most useful supports you received from your child's high school for completing a financial aid application (i.e., FAFSA or TASFA)? **(Select all that apply.)**
- Information and resources provided to me by my high school counselor and/or advisor
 - FAFSA/TASFA special events/workshops/information sessions hosted by my high school
 - Online resources (e.g., TEA website, Federal website, other websites)
 - I did not receive or use supports.
 - Other (please describe): _____
13. [If respondent selected option 'd' in Question 2] Has your child taken a college entrance exam?
- Yes, my child took the SAT, ACT, or TSI Assessment.
 - No, but my child plans on taking the SAT, ACT, or TSI Assessment in the future.
 - No, my child doesn't plan on taking the SAT, ACT, or TSI Assessment.
14. [If respondent selected option 'd' in Question 2] How many college (i.e., 2-year or 4-year programs) or trade school applications has your child completed?
- None; my child does not plan on completing any this school year.
 - None, but my child plans on completing one or more this school year.
 - My child has completed one application to a college or trade school.
 - My child has completed two or more applications to colleges or trade schools.

Section III: College or Career Counseling/Advising

15. Have you met one-on-one (i.e., 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?
- Yes
 - No
16. [If respondent selected option 'a' in Question 14] Please rate your level of agreement with the following statements about the one-on-one counseling/advising session(s) that you participated in this school year.

The counseling/advising session ...	Strongly disagree	Disagree	Agree	Strongly agree	I don't know/Not applicable
helped me think about my child's college/career plans.	☐	☐	☐	☐	☐
helped me understand the best classes my child should take to achieve their college/career goals.	☐	☐	☐	☐	☐

The counseling/advising session ...	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>I don't know/Not applicable</i>
provided me with information to help my child choose the right college entrance exam.	☐	☐	☐	☐	☐
provided me with information about how our family may pay for college.	☐	☐	☐	☐	☐

17. **[If respondent selected option 'a' in Question 14]** 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

Section IV: Parent/Family Events

18. 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

19. **[If respondent selected option 'a' in Question 18]** Please rate your level of agreement with the following statements about the parent/family event(s) that you have participated in this school year.

Statement	<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.	☐	☐	☐	☐	☐
The staff who led the parent/family event provided information that was helpful for our family.	☐	☐	☐	☐	☐
I plan to attend future parent/family events about college and/or career options at my child's school.	☐	☐	☐	☐	☐

20. **[If respondent selected option 'a' in Question 18]** 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

21. 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

22. **[If respondent selected option 'a' or 'b' in Q21]** Please tell us why you were dissatisfied with your child's school's efforts to inform you of important college/career information, deadlines, and events. *(Select all that apply.)*
- a. There was a delay in sending college/career information.
 - b. My child's career of interest was not included.
 - c. My child's college of interest was not included.
 - d. Other (please describe): _____
23. 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!

District Survey

Texas GEAR UP: Beyond Grad Evaluation, District Survey, 2025

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 (TASFA). To better understand the use and perceptions of the Texas Education Agency's (TEA's) 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 anonymously in reports at an aggregated level. 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 Kathleen Wang at Kathleen.Wang@icf.com or (703) 785-5550. 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 in your school district during the 2024–25 school year?
 - a. Administrator
 - b. Counselor/Student Support Services Staff
 - c. Curriculum & Instruction Coordinator
 - d. Other (please describe): _____

Financial Aid Application Completion Resources

The next set of questions is about financial aid application resources, including toolkits for students, families, counselors/advisors, and community partners; related Texas OnCourse Academy modules; the ApplyTX Counselor Suite; the Federal Student Aid website; the TEA Financial Aid Requirement website; 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.

2. Have you accessed any financial aid application completion resources to support implementation of financial aid requirements in the last 12 months?
 - a. Yes
 - b. No *(Skip to the end of the survey.)*
 - c. I do not know.
3. 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. Other (please describe): _____
4. Please indicate which of the following resources for completing financial aid applications you have used in the past 12 months. *(Select all that apply.)*
- a. Student, family, counselor/advisor, or community partner toolkits
(<https://texasoncourse.org/educators/popular-links/the-texas-financial-aid-graduation-requirement/>)
 - b. Texas OnCourse Academy modules (Basic Principles of Financial Aid, FAFSA, TASFA module, located here: <https://texasoncourse.org/educators/educator-development/texas-oncourse-academy/>)
 - c. ApplyTX Counselor Suite (<https://counselor.applytexas.org/>)
 - d. Federal Student Aid website (<https://studentaid.gov/>)
 - e. TEA Financial Aid Requirement site (<https://tea.texas.gov/academics/college-career-and-military-prep/financial-aid-requirement>)
 - f. Texas Association of Student Financial Aid Administrators (TASFAA) website
(<https://www.tasfaa.org/>)
 - g. Other (please describe): _____
 - h. I have not used any these resources for completing financial aid applications.
5. *[Ask only if respondent used at least one resource in Question #4]* Overall, how satisfied were you with the financial aid application completion resources you used this school year?
- a. Strongly dissatisfied
 - b. Dissatisfied
 - c. Satisfied
 - d. Strongly satisfied
 - e. I don't know/Not applicable
6. In your opinion, what were the most successful supports for helping families complete a financial aid application (i.e., FAFSA or TASFA) this school year? *(Select all that apply.)*
- a. Information and resources provided by high school counselors and/or advisors
 - b. FAFSA/TASFA special events/workshops/information sessions hosted by high schools
 - c. Student, family, counselor/advisor, or community partner toolkits
(<https://texasoncourse.org/educators/popular-links/the-texas-financial-aid-graduation-requirement/>)
 - d. Texas OnCourse Academy modules (Basic Principles of Financial Aid, FAFSA, TASFA module, located here: <https://texasoncourse.org/educators/educator-development/texas-oncourse-academy/>)
 - e. ApplyTX Counselor Suite (<https://counselor.applytexas.org/>)
 - f. Federal Student Aid website (<https://studentaid.gov/>)
 - g. TEA Financial Aid Requirement site (<https://tea.texas.gov/academics/college-career-and-military-prep/financial-aid-requirement>)
 - h. Texas Association of Student Financial Aid Administrators (TASFAA) website
(<https://www.tasfaa.org/>)
 - i. I don't know/not applicable
 - j. Other (please describe): _____
7. What financial aid completion supports do you plan to continue offering after this school year? *(Select all that apply.)*
- a. Information and resources provided by high school counselors and/or advisors
 - b. FAFSA/TASFA special events/workshops/information sessions hosted by high schools

- c. Student, family, counselor/advisor, or community partner toolkits (<https://texasoncourse.org/educators/popular-links/the-texas-financial-aid-graduation-requirement/>)
 - d. Texas OnCourse Academy modules (Basic Principles of Financial Aid, FAFSA, TASFA module, located here: <https://texasoncourse.org/educators/educator-development/texas-oncourse-academy/>)
 - e. ApplyTX Counselor Suite (<https://counselor.applytexas.org/>)
 - f. Federal Student Aid website (<https://studentaid.gov/>)
 - g. TEA Financial Aid Requirement site (<https://tea.texas.gov/academics/college-career-and-military-prep/financial-aid-requirement>)
 - h. Texas Association of Student Financial Aid Administrators (TASFAA) website (<https://www.tasfaa.org/>)
 - i. I don't know/not applicable
 - j. Other (please describe): _____
8. What are the biggest challenges you face to providing financial aid completion support? *(Select all that apply.)*
- a. Technological issues with financial aid websites
 - b. Delays with financial aid applications
 - c. Insufficient resources (e.g., funding, staffing) to provide adequate financial aid support
 - d. Confusing financial aid processes
 - e. Lack of buy-in from students to complete financial aid applications
 - f. Lack of buy-in from parents to complete financial aid applications
 - g. Other (please describe): _____
9. What recommendations do you have for additional statewide resources to support implementation of financial aid application completion requirements?

Thank you for your time!

School Personnel Survey

Texas GEAR UP: Beyond Grad Evaluation, School Personnel Survey (High School Only), 2025

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 Kathleen Wang at Kathleen.Wang@icf.com or (703) 785-5550. 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

- 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.
 - Administrator (e.g., principal, assistant principal)
 - Counselor/Student Services Personnel (e.g., head of student services office, advisor, career center staff)
 - Teacher/Instructional Support Personnel (e.g., English Language Arts teacher, literacy specialist, instructional assistant)
 - Other (please describe): _____
- How many years have you worked in this position at this school?

[Numeric value]
- How many years have you worked in this position overall?

[Numeric value]
- Which Texas GEAR UP: Beyond Grad school do you work at this school year? *(Select all that apply.)*
 - C.E. King High School (including 9th grade campus)
 - Cleveland High School (including 9th grade campus)
 - Mathis High School
 - San Elizario High School
 - Sinton High School
 - Van Horn School
 - 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. If you are an administrator and serve all grades, please select all grades.)*
- 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. Advancement Via Individual Determination (AVID)
 - j. Career and Technical Education (CTE)
 - k. 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?
- a. Yes
 - b. No
 - c. I'm not sure
8. *[For respondents who selected option 'a' in Question 7]:* Please select the mode, either in person or virtual (online), in which you have received professional development intended to increase the academic rigor of your curriculum.
- a. Only in person
 - b. Only online/virtual
 - c. Both in person and online/virtual

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

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

11. [Ask only of core content teachers [selected option 'a', 'b', 'c', or 'd' in Question 6]: Please indicate the number of teacher coaching and/or mentoring sessions that you have received so far this school year.
- a. None
 - b. 1–2
 - c. 3–4
 - d. 5 or more

12. [Ask only of those who participated in question 10 [selected option 'b,' 'c,' or 'd']]: Please select the topics you have discussed or learned about in your teacher coaching/mentoring sessions this school year. *(Select all that apply.)*
- a. Academic rigor
 - b. Project-based learning
 - c. Advanced instructional strategies
 - d. Student engagement
 - e. Student readiness for postsecondary education
 - f. Academic supports for students
 - g. Virtual- or distance-based learning
 - h. Tutoring
 - i. Literacy
 - j. Other (please describe): _____

13. [Ask only of those who selected option 'b', 'c', or 'd' in Question 10]: Please rate your level of agreement regarding the following statement:

The teacher mentoring/coaching that I have received so far this school year has helped me to increase academic rigor in my courses.

- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
 - e. I don't know/Not applicable
14. [Ask only of administrators and teachers [selected option 'a' or 'c' in Question 1]: Please select all the people with whom you have participated in vertical teaming from summer 2022 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 2022.

15. **[Ask only of those who selected option 'a', 'b', 'c', 'd', 'e', or 'f' in Question 13]:** 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

16. **[For administrators, counselors, and teachers [selected option 'a', 'b', or 'c' in Question 1]:** Please rate your level of familiarity with the college advising services offered at your school this year to students and parents/guardians.
- a. Not familiar
 - b. Somewhat familiar
 - c. Very familiar
17. **[For administrators, counselors, and teachers [selected option 'a', 'b', or 'c' in Question 1] familiar with college advisors [selected option 'b' or 'c' in Question 15]:** Please rate your level of agreement with the following statements about the college advising services offered at your school this year to students and parents/guardians.

College advising at my school ...	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>I don't know/ Not applicable</i>
a. provides students at my school with grade-appropriate information regarding postsecondary education and career readiness.	☐	☐	☐	☐	☐
b. supports students in preparing for postsecondary education.	☐	☐	☐	☐	☐
c. helps parents/guardians prepare for their child's postsecondary education.	☐	☐	☐	☐	☐
d. informs students of their postsecondary education options.	☐	☐	☐	☐	☐
e. informs parent awareness of postsecondary education options for their child.	☐	☐	☐	☐	☐
f. informs student awareness and understanding of career opportunities.	☐	☐	☐	☐	☐
g. helps our school increase the number of opportunities students of all grades have to receive postsecondary education and career advising.	☐	☐	☐	☐	☐

18. [For administrators, counselors, and teachers [selected option 'a', 'b', or 'c' in Question 1] familiar with college advisors [selected option 'b' or 'c' in Question 15]: What do you like best about the college advising services offered at your school?

19. [For administrators, counselors, and teachers [selected option 'a', 'b', or 'c' in Question 1] familiar with college advisors [selected option 'b' or 'c' in Question 15]: What are the areas of improvement that you see in the college advising services offered at your school?

20. Please select the top three GEAR UP postsecondary education and career readiness services that you believe have been most helpful for students and/or the district. (Select up to three options)

- a. Targeted tutoring
- b. Preparation resources for college entrance exams
- c. College and career advising staff
- d. A dedicated advising space in the school
- e. Individualized advising for students
- f. Individualized advising for parents
- g. College visits
- h. College and career fairs
- i. Summer programming
- j. Work-based learning
- k. Parent and family events
- l. Other (please describe): _____

21. Please select the top three GEAR UP services that you believe would be the most valuable to sustain. (Select up to three options)

- a. Targeted tutoring
- b. Preparation resources for college entrance exams
- c. College and career advising staff
- d. A dedicated advising space in the school
- e. Individualized advising for students
- f. Individualized advising for parents
- g. College visits
- h. College and career fairs
- i. Summer programming
- j. Work-based learning
- k. Parent and family events
- l. Other (please describe): _____

22. Please select the top three postsecondary education and career readiness services that you believe will be the most difficult to sustain without GEAR UP support. (Select up to three options)

- a. Targeted tutoring
- b. Preparation resources for college entrance exams
- c. College and career advising staff
- d. A dedicated advising space in the school
- e. Individualized advising for students
- f. Individualized advising for parents
- g. College visits
- h. College and career fairs
- i. Summer programming

- j. Work-based learning
- k. Parent and family events
- l. Other (please describe): _____

23. Please select the top three postsecondary education and career readiness services that you believe will be the easiest to sustain without GEAR UP support. (Select up to three options)

- a. Targeted tutoring
- b. Preparation resources for college entrance exams
- c. College and career advising staff
- d. A dedicated advising space in the school
- e. Individualized advising for students
- f. Individualized advising for parents
- g. College visits
- h. College and career fairs
- i. Summer programming
- j. Work-based learning
- k. Parent and family events
- l. Other (please describe): _____

24. [For administrators, counselors, and teachers [selected option 'a', 'b', or 'c' in Question 1]: In general, what factors do you believe will have the greatest influence on your school's ability to sustain GEAR UP services and activities (Please order these factors from most to least influential).

- a. They cost too much.
- b. We do not have enough staff to support them.
- c. They were not helpful for our students.
- d. We lacked support from the school system at large.
- e. Other (please describe): _____

Parental Engagement

25. [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. Emails
- e. Text messages
- 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

26. [For teachers [selected option 'c' in Question 1]: Does your district offer the following courses?

Course	Yes	No
AP		
Honors		
Dual Credit		

27. [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?

Requirements	AP	Honors	Dual Credit
a. Have a certain grade in the subject area			
b. Have a certain overall GPA			
c. Teacher recommendation or approval			
d. Counselor recommendation or approval			
e. Passing score on Texas Success Initiative (TSI) Assessment			
f. Have a certain score on the State of Texas Assessments of Academic Readiness (STAAR) exam			
g. Parent permission			
h. Other (please describe): _____			

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

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

College Entrance Exams

29. 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

30. [If yes to Question 28]: Which factors do you encourage students to consider when determining which college entrance exam they should 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, bachelor's)
- e. Type of postsecondary education institution in which the student plans to enroll (i.e., a certificate program, 2-year college, 4-year college, and/or technical 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): _____

FAFSA Delay

31. **[For administrators and counselors [selected option 'a' or 'b' in Question 1]:** Similar to the 2024–25 Free Application for Federal Student Aid (FAFSA) applications, the 2025-26 FAFSA applications continued to be delayed again this year. Please rate your level of agreement with the following statements regarding possible ways these delays have affected students and/or your work.

Statement	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>I don't know/ Not applicable</i>
a. The FAFSA delays have made it difficult for students to submit college applications.	☐	☐	☐	☐	☐
b. The FAFSA delays have made it difficult to engage students in discussions on the affordability of college.	☐	☐	☐	☐	☐
c. My school is providing students with adequate support to navigate this change to the FAFSA deadline.	☐	☐	☐	☐	☐
d. The FAFSA delays have had no impact on my work.	☐	☐	☐	☐	☐

Thank you for your time!

APPENDIX D: Priority Student Survey Analyses

Technical Detail

Table D.1. Student Grade by District, Grades 9–12, Year 7 (2024–25)

Grade	District 1 (n=378)	District 2 (n=282)	District 3 (n=1,639)	District 4 (n=50)	District 5 (n=91)	District 6 (n=92)	Overall (n=2,382)
Grade 9	7.9%	34.0%	50.9%	0.0%	25.3%	33.7%	35.7%
Grade 10	15.6%	29.1%	16.5%	34.0%	38.5%	22.8%	23.0%
Grade 11	36.5%	12.1%	15.6%	58.0%	15.4%	9.8%	23.1%
Grade 12	39.9%	24.8%	17.0%	8.0%	20.9%	33.7%	18.2%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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

Table D.2. Course Challenge Level by District, Grades 9–12, Year 7 (2024–25)

Item	Response Option	District 1 (n=351)	District 2 (n=274)	District 3 (n=1,553)	District 4 (n=48)	District 5 (n=87)	District 6 (n=86)	Overall (n=2,399)
Mathematics course(s)	Very challenging	16.0%	21.2%	17.1%	8.3%	12.6%	10.5%	16.8%
	Moderately challenging	40.2%	39.1%	39.0%	39.6%	50.6%	45.3%	39.8%
	Slightly challenging	31.6%	29.2%	31.3%	41.7%	31.0%	30.2%	31.3%
	Not challenging at all	12.3%	10.6%	12.6%	10.4%	5.7%	14.0%	12.1%
	Mean	2.60	2.71	2.61	2.46	2.70	2.52	2.61
Item	Response Option	(n=349)	(n=261)	(n=1,534)	(n=48)	(n=73)	(n=78)	(n=2,343)
Social studies course(s)	Very challenging	6.9%	1.9%	7.2%	10.4%	8.2%	10.3%	6.8%
	Moderately challenging	28.9%	23.4%	32.3%	25.0%	13.7%	41.0%	30.4%
	Slightly challenging	37.8%	36.4%	36.9%	43.8%	53.4%	29.5%	37.4%
	Not challenging at all	26.4%	38.3%	23.5%	20.8%	24.7%	19.2%	25.4%
	Mean	2.16	1.89	2.23	2.25	2.05	2.42	2.19
Item	Response Option	(n=351)	(n=274)	(n=1,548)	(n=46)	(n=90)	(n=88)	(n=2,397)
Science course(s)	Very challenging	8.5%	15.3%	9.2%	13.0%	16.7%	19.3%	10.5%
	Moderately challenging	33.6%	40.5%	35.5%	45.7%	38.9%	38.6%	36.3%
	Slightly challenging	37.3%	30.3%	35.8%	30.4%	32.2%	29.5%	34.9%
	Not challenging at all	20.5%	13.9%	19.5%	10.9%	12.2%	12.5%	18.3%
	Mean	2.30	2.57	2.34	2.61	2.60	2.65	2.39
Item	Response Option	(n=365)	(n=275)	(n=1,558)	(n=49)	(n=88)	(n=89)	(n=2,424)
English Language Arts course(s)	Very challenging	6.0%	5.8%	7.0%	0.0%	6.8%	10.1%	6.7%
	Moderately challenging	31.2%	34.2%	24.8%	26.5%	28.4%	33.7%	27.3%
	Slightly challenging	31.2%	34.5%	37.7%	49.0%	36.4%	32.6%	36.4%
	Not challenging at all	31.5%	25.5%	30.5%	24.5%	28.4%	23.6%	29.6%
	Mean	2.12	2.20	2.08	2.02	2.14	2.30	2.11
Item	Response Option	(n=233)	(n=129)	(n=751)	(n=24)	(n=32)	(n=30)	(n=1,199)
Advanced Placement course(s)	Very challenging	17.6%	17.8%	11.6%	29.2%	6.3%	13.3%	13.7%
	Moderately challenging	42.9%	36.4%	36.4%	29.2%	40.6%	40.0%	37.7%
	Slightly challenging	24.0%	23.3%	29.4%	20.8%	25.0%	16.7%	27.1%
	Not challenging at all	15.5%	22.5%	22.6%	20.8%	28.1%	30.0%	21.5%
	Mean	2.63	2.50	2.37	2.67	2.25	2.37	2.44

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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 7 was 96, 126, 69, 54, 1,242, 1,133, 1,306, and 902, respectively.

Table D.2. Course Challenge Level by District, Grades 9–12, Year 7 (2024–25), Cont.

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(n=161)	(n=170)	(n=909)	(n=18)	(n=30)	(n=22)	(n=1,310)
<i>Honors course(s)</i>	Very challenging	15.5%	14.7%	11.8%	11.1%	3.3%	4.5%	12.3%
	Moderately challenging	34.2%	39.4%	35.1%	33.3%	46.7%	50.0%	36.0%
	Slightly challenging	30.4%	28.2%	31.0%	33.3%	33.3%	13.6%	30.4%
	Not challenging at all	19.9%	17.6%	22.1	22.2%	16.7%	31.8%	21.3%
	Mean	2.45	2.51	2.37	2.33	2.37	2.27	2.39
Item	Response Option	(n=180)	(n=109)	(n=702)	(n=22)	(n=83)	(n=32)	(n=1,128)
<i>Dual credit course(s)</i>	Very challenging	20.0%	13.8%	14.0%	9.1%	6.0%	25.0%	14.5%
	Moderately challenging	37.2%	41.3%	34.8%	36.4%	36.1%	25.0%	35.6%
	Slightly challenging	28.9%	19.3%	27.8%	31.8%	31.3%	21.9%	27.3%
	Not challenging at all	13.9%	25.7%	23.5%	22.7%	26.5%	28.1%	22.5%
	Mean	2.63	2.43	2.39	2.32	2.22	2.47	2.42
Item	Response Option	(n=229)	(n=116)	(n=1,046)	(n=29)	(n=53)	(n=66)	(n=1,539)
<i>Career and Technical Education (CTE) course(s)</i>	Very challenging	9.6%	7.8%	5.6%	6.9%	9.4%	4.5%	6.5%
	Moderately challenging	31.0%	34.5%	30.5%	24.1%	28.3%	36.4%	30.9%
	Slightly challenging	34.5%	30.2%	32.1%	37.9%	35.8%	24.2%	32.2%
	Not challenging at all	24.9%	27.6%	31.7%	31.0%	26.4%	34.8%	30.3%
	Mean	2.25	2.22	2.10	2.07	2.21	2.11	2.14

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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 7 was 96, 126, 69, 54, 1,242, 1,133, 1,306, and 902, respectively.

Table D.3. Course Challenge Level, Year 4 (2021–22)–Year 7 (2024–25)

Item	Response Option	Year 4 (n=1,877)	Year 5 (n=2,564)	Year 6 (n=2,265)	Year 7 (n=2,399)
<i>Mathematics course(s)</i>	Very challenging	15.6%	19.7%	17.2%	16.8%
	Moderately challenging	39.4%	38.3%	39.0%	39.8%
	Slightly challenging	32.8%	30.7%	32.5%	31.3%
	Not challenging at all	12.3%	11.4%	11.3%	12.1%
	Mean	2.58	2.66	2.62	2.61
Item	Response Option	(n=1,831)	(n=2,531)	(n=2,230)	(n=2,343)
<i>Social Studies course(s)</i>	Very challenging	7.9%	7.3%	6.3%	6.8%
	Moderately challenging	29.1%	29.9%	29.1%	30.4%
	Slightly challenging	37.6%	37.9%	37.0%	37.4%
	Not challenging at all	25.5%	24.9%	27.6%	25.4%
	Mean	2.19	2.20	2.14	2.19
Item	Response Option	(n=1,868)	(n=2,570)	(n=2,254)	(n=2,397)
<i>Science course(s)</i>	Very challenging	12.7%	12.3%	14.1%	10.5%
	Moderately challenging	32.8%	32.6%	34.6%	36.3%
	Slightly challenging	36.5%	34.5%	34.1%	34.9%
	Not challenging at all	18.0%	20.5%	17.2%	18.3%
	Mean	2.40	2.37	2.46	2.39*
Item	Response Option	(n=1,865)	(n=2,573)	(n=2,272)	(n=2,424)
<i>English Language Arts course(s)</i>	Very challenging	8.7%	7.4%	6.6%	6.7%
	Moderately challenging	28.0%	25.7%	28.2%	27.3%
	Slightly challenging	36.7%	35.7%	34.4%	36.4%
	Not challenging at all	26.5%	31.3%	30.8%	29.6%
	Mean	2.19	2.09	2.11	2.11
Item	Response Option	(n=919)	(n=1,321)	(n=1,126)	(n=1,199)
<i>Advanced Placement course(s)</i>	Very challenging	20.0%	17.8%	16.7%	13.7%
	Moderately challenging	38.6%	37.0%	35.9%	37.7%
	Slightly challenging	25.6%	28.2%	28.4%	27.1%
	Not challenging at all	15.8%	17.0%	19.0%	21.5%
	Mean	2.63	2.56	2.50	2.44
Item	Response Option	(n=810)	(n=1,194)	(n=1,056)	(n=1,310)
<i>Honors course(s)</i>	Very challenging	14.7%	13.4%	12.5%	12.3%
	Moderately challenging	35.6%	34.5%	31.5%	36.0%
	Slightly challenging	31.2%	31.2%	30.9%	30.4%
	Not challenging at all	18.5%	20.9%	21.5%	21.3%
	Mean	2.46	2.40	2.39	2.39

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2025), and Year 7 (spring 2025).

Note. Table continues. Response percentages may not total to 100% due to rounding. The item career and technical education (CTE) was only asked in Year 7. 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.

*Responses for Science differed significantly from Year 6 to Year 7: $t(4,605.6) = 2.45$, $p < .05$.

Table D.3. Course Challenge Level, Year 4 (2021–22)–Year 7 (2024–25), Cont.

Item	Response Option	Year 4	Year 5	Year 6	Year 7
		(n=763)	(n=1,141)	(n=958)	(n=1,128)
<i>Dual credit course(s)</i>	Very challenging	21.2%	15.7%	14.2%	14.5%
	Moderately challenging	35.5%	36.0%	34.2%	35.6%
	Slightly challenging	27.3%	27.8%	29.4%	27.3%
	Not challenging at all	16.0%	20.5%	22.1%	22.5%
	Mean	2.62	2.47	2.41	2.42
Item	Response Option	--	--	--	(n=1,539)
<i>Career and Technical Education (CTE) course(s)</i>	Very challenging	--	--	--	6.5%
	Moderately challenging	--	--	--	30.9%
	Slightly challenging	--	--	--	32.2%
	Not challenging at all	--	--	--	30.3%
	Mean	--	--	--	2.14

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. The item career and technical education (CTE) was only asked in Year 7. 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.

*Responses for *Science* differed significantly from Year 6 to Year 7: $t(4,605.6) = 2.45, p < .05$.

Table D.4 Student Identified Career Path by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n=358)	District 2 (n=273)	District 3 (n=1,544)	District 4 (n=42)	District 5 (n=90)	District 6 (n=88)	Overall (n=2,395)
Yes	69.3%	64.5%	64.9%	66.7%	73.3%	75.0%	66.2%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. The item included three response options: Yes, No, and *I'm not sure*.

Table D.5 Student Identified Career Path, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=2,217)	Year 7 (n=2,395)
Yes	66.6%	66.2%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. The item included three response options: Yes, No, and *I'm not sure*.

Table D.6. Student Agreement regarding Postsecondary Education and Awareness Levels by District, Grades 9–12, Year 7 (2024–25)

Item	Response Option	District 1 (n=329)	District 2 (n=245)	District 3 (n=1,384)	District 4 (n=39)	District 5 (n=88)	District 6 (n=86)	Overall (n=2,171)
<i>I am aware of the education path necessary for the career I plan to pursue.</i>	Strongly agree	23.1%	28.6%	21.9%	20.5%	37.5%	19.8%	23.4%
	Agree	65.3%	60.4%	61.9%	66.7%	58.0%	68.6%	62.5%
	Disagree	8.5%	6.5%	9.8%	5.1%	3.4%	3.5%	8.6%
	Strongly disagree	3.0%	4.5%	6.4%	7.7%	1.1%	8.1%	5.6%
	Mean	3.09	3.13	2.99	3.00	3.32	3.00	3.04
Item	Response Option	(n=325)	(n=239)	(n=1,382)	(n=39)	(n=89)	(n=86)	(n=2,160)
<i>I am aware of the admission requirements and process for the education path I plan to pursue after high school.</i>	Strongly agree	16.3%	22.2%	18.0%	15.4%	32.6%	15.1%	18.7%
	Agree	65.2%	63.6%	62.4%	66.7%	58.4%	70.9%	63.2%
	Disagree	14.5%	11.3%	13.5%	12.8%	6.7%	8.1%	12.9%
	Strongly disagree	4.0%	2.9%	6.1%	5.1%	2.2%	5.8%	5.2%
	Mean	2.94	3.05	2.92	2.92	3.21	2.95	2.95
Item	Response Option	(n=320)	(n=236)	(n=1,330)	(n=37)	(n=82)	(n=80)	(n=2,085)
<i>I would like to continue my education after high school (a certificate program, 2-year college, 4-year college, and/or technical school).</i>	Strongly agree	36.6%	42.8%	31.0%	45.9%	39.0%	27.5%	33.6%
	Agree	52.2%	46.6%	50.1%	40.5%	46.3%	58.8%	50.0%
	Disagree	6.6%	4.2%	10.2%	0.0%	8.5%	3.8%	8.5%
	Strongly disagree	4.7%	6.4%	8.7%	13.5%	6.1%	10.0%	7.9%
	Mean	3.21	3.26	3.03	3.19	3.18	3.04	3.09
Item	Response Option	(n=333)	(n=248)	(n=1,405)	(n=39)	(n=88)	(n=87)	(n=2,200)
<i>I am aware of the opportunities that a college credential can provide for me.</i>	Strongly agree	24.0%	27.8%	21.6%	25.6%	39.8%	17.2%	23.3%
	Agree	63.4%	60.5%	59.9%	56.4%	51.1%	72.4%	60.63%
	Disagree	10.5%	7.7%	11.4%	10.3%	6.8%	3.4%	10.3%
	Strongly disagree	2.1%	4.0%	7.0%	7.7%	2.3%	6.9%	5.8%
	Mean	3.09	3.12	2.96	3.00	3.28	3.00	3.01
Item	Response Option	(n=332)	(n=241)	(n=1,389)	(n=38)	(n=87)	(n=87)	(n=2,174)
<i>I am aware of the scholarship opportunities available to help pay for college.</i>	Strongly agree	20.5%	25.3%	23.3%	31.6%	39.1%	23.0%	23.8%
	Agree	63.3%	58.5%	57.24%	47.4%	47.1%	66.7%	58.0%
	Disagree	12.3%	10.0%	12.4%	10.5%	10.3%	4.6%	11.7%
	Strongly disagree	3.9%	6.2%	7.2%	10.5%	3.4%	5.7%	6.4%
	Mean	3.00	3.03	2.96	3.00	3.22	3.07	2.99

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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 7 was 226, 229, 306, 184, 202, 703, 370, 355, and 404, respectively. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

Table D.6. Student Agreement regarding Postsecondary Education and Awareness Levels by District, Grades 9–12, Year 7 (2024–25), Cont.

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(n=256)	(n=165)	(n=1,081)	(n=33)	(n=64)	(n=63)	(n=1,662)
<i>I am aware of the Pell Grant.</i>	Strongly agree	4.3%	8.5%	6.8%	6.1%	12.5%	6.3%	6.7%
	Agree	37.1%	32.7%	37.5%	33.3%	31.3%	52.4%	37.2%
	Disagree	41.8%	36.4%	34.9%	30.3%	40.6%	33.3%	36.2%
	Strongly disagree	16.8%	22.4%	20.9%	30.3%	15.6%	7.9%	19.9%
	Mean	2.29	2.27	2.30	2.15	2.41	2.57	2.31
Item	Response Option	(n=315)	(n=206)	(n=1,290)	(n=39)	(n=78)	(n=80)	(n=2,008)
<i>I am aware of the FAFSA or TASFA.</i>	Strongly agree	15.2%	16.5%	17.4%	17.9%	25.6%	20.0%	17.4%
	Agree	67.0%	56.8%	59.3%	56.4%	52.6%	68.8%	60.3%
	Disagree	14.0%	17.0%	15.7%	17.9%	14.1%	5.0%	15.1%
	Strongly disagree	3.8%	9.7%	7.7%	7.7%	7.7%	6.3%	7.2%
	Mean	2.94	2.80	2.86	2.85	2.96	3.03	2.88
Item	Response Option	(n=317)	(n=211)	(n=1,297)	(n=39)	(n=79)	(n=80)	(n=2,023)
<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	13.9%	17.1%	15.8%	17.9%	30.4%	17.5%	16.3%
	Agree	62.8%	58.8%	57.1%	53.8%	50.6%	71.3%	58.4%
	Disagree	18.0%	15.6%	19.0%	12.8%	12.7%	3.8%	17.5%
	Strongly disagree	5.4%	8.5%	8.1%	15.4%	6.3%	7.5%	7.8%
	Mean	2.85	2.84	2.81	2.74	3.05	2.99	2.83
Item	Response Option	(n=304)	(n=211)	(n=1,261)	(n=38)	(n=83)	(n=77)	(n=1,974)
<i>I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).</i>	Strongly agree	10.2%	12.8%	12.0%	15.8%	22.9%	16.9%	12.5%
	Agree	59.9%	57.8%	55.5%	44.7%	56.6%	68.8%	56.8%
	Disagree	23.7%	19.9%	22.8%	23.7%	14.5%	9.1%	21.7%
	Strongly disagree	6.3%	9.5%	9.8%	15.8%	6.0%	5.2%	9.0%
	Mean	2.74	2.74	2.70	2.61	2.96	2.97	2.73

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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 7 was 226, 229, 306, 184, 202, 703, 370, 355, and 404, respectively. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

Table D.7. Student Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 7 (2024–25)

Item	Response Option	Year 2 (n=2,221)	Year 3 (n=1,162)	Year 4 (n=1,688)	Year 5 (n=2,418)	Year 6 (n=2,019)	Year 7 (n=2,171)
<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%	25.3%	23.4%
	Agree	54.6%	51.7%	53.1%	53.0%	61.5%	62.5%
	Disagree	9.5%	12.0%	14.5%	14.7%	9.2%	8.6%
	Strongly disagree	2.9%	3.4%	4.0%	5.5%	4.1%	5.6%
	Mean	3.18	3.14	3.06	3.01	3.08	3.04*
Item	Response Option	(n=0)	(n=0)	(n=0)	(n=0)	(n=0)	(n=2,160)
<i>I am aware of the admission requirements and process for the education path I plan to pursue after high school.</i>	Strongly agree	--	--	--	--	--	18.7%
	Agree	--	--	--	--	--	63.2%
	Disagree	--	--	--	--	--	12.9%
	Strongly disagree	--	--	--	--	--	5.2%
	Mean	--	--	--	--	--	2.95
Item	Response Option	(n=2,279)	(n=1,168)	(n=1,653)	(n=2,385)	(n=1,971)	(n=2,085)
<i>I would like to continue my education after high school (a certificate program, 2-year college, 4-year college, and/or technical school).</i>	Strongly agree	54.5%	52.7%	45.1%	40.4%	34.9%	33.6%
	Agree	38.9%	39.9%	44.1%	44.3%	50.2%	50.0%
	Disagree	3.5%	4.4%	6.5%	8.3%	8.7%	8.5%
	Strongly disagree	3.1%	3.0%	4.4%	7.0%	6.1%	7.9%
	Mean	3.45	3.42	3.30	3.18	3.14	3.09
Item	Response Option	(n=2,214)	(n=1,210)	(n=1,713)	(n=2,430)	(n=2,004)	(n=2,200)
<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%	24.0%	5.8%
	Agree	53.3%	50.2%	56.3%	57.1%	59.4%	10.3%
	Disagree	9.8%	5.0%	9.9%	11.2%	12.1%	60.6%
	Strongly disagree	3.1%	2.1%	3.2%	4.3%	4.5%	23.3%
	Mean	3.18	3.34	3.14	3.08	3.03	3.01

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

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. The item *I am aware of the admission requirements and process for the education path I plan to pursue after high school* was a new item in Year 7. 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.

*I am aware of the education path necessary for the career I plan to pursue was significantly different from Year 6 to Year 7: $t(4188) = 1.98, p < .05$; I am aware of the scholarship opportunities available to help pay for college was significantly different from Year 6 to Year 7: $t(4135) = -2.18, p < .05$; I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans) was significantly different from Year 6 to Year 7: $t(3731.79) = -2.13, p < .05$.

**I am aware of the Pell Grant was significantly different from Year 6 to Year 7: $t(3290.9) = -3.31, p < .01$.

***I am aware of the FAFSA or TASFA was significantly different from Year 6 to Year 7: $t(3828) = -4.24, p < .001$.

Table D.7. Student Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2021–22)–Year 7 (2024–25), Cont.

Item	Response Option	Year 2 (n=2,245)	Year 3 (n=1,184)	Year 4 (n=1,683)	Year 5 (n=2,443)	Year 6 (n=1,963)	Year 7 (n=2,174)
<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%	20.7%	23.8%
	Agree	52.1%	49.9%	52.2%	52.8%	58.4%	58.0%
	Disagree	16.2%	13.5%	16.3%	17.2%	14.9%	11.7%
	Strongly disagree	5.3%	4.4%	6.2%	7.0%	5.9%	6.4%
	Mean	2.99	3.10	2.97	2.92	2.94	2.99*
Item	Response Option	(n=1,842)	(n=1,052)	(n=1,449)	(n=2,090)	(n=1,631)	(n=1,662)
<i>I am aware of the Pell Grant.</i>	Strongly agree	8.6%	11.5%	10.4%	9.1%	6.1%	6.7%
	Agree	19.4%	23.3%	25.0%	25.9%	30.6%	37.2%
	Disagree	50.7%	46.4%	40.9%	40.3%	41.3%	36.2%
	Strongly disagree	21.3%	18.8%	23.8%	24.7%	22.0%	19.9%
	Mean	2.15	2.27	2.22	2.19	2.21	2.31**
Item	Response Option	(n=0)	(n=0)	(n=0)	(n=0)	(n=1,822)	(n=2,008)
<i>I am aware of the FAFSA or TASFA.</i>	Strongly agree	--	--	--	--	17.1%	17.4%
	Agree	--	--	--	--	52.0%	60.3%
	Disagree	--	--	--	--	21.5%	15.1%
	Strongly disagree	--	--	--	--	9.4%	7.2%
	Mean	--	--	--	--	2.77	2.88***
Item	Response Option	(n=0)	(n=0)	(n=1,574)	(n=2,293)	(n=1,845)	(n=2,023)
<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%	16.2%	13.0%
	Agree	--	--	42.0%	46.3%	54.6%	46.6%
	Disagree	--	--	26.2%	24.3%	20.8%	14.0%
	Strongly disagree	--	--	13.0%	11.1%	8.3%	6.2%
	Mean	--	--	2.67	2.72	2.79	2.83

Source. GEAR UP: Beyond Grad Student Survey administered Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Table continues. Response percentages may not total to 100% due to rounding. The item *I am aware of the admission requirements and process for the education path I plan to pursue after high school was a new item in Year 7*. 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.

*I am aware of the education path necessary for the career I plan to pursue was significantly different from Year 6 to Year 7: $t(4188) = 1.98, p < .05$; I am aware of the scholarship opportunities available to help pay for college was significantly different from Year 6 to Year 7: $t(4135) = -2.18, p < .05$; I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans) was significantly different from Year 6 to Year 7: $t(3731.79) = -2.13, p < .05$.

**I am aware of the Pell Grant was significantly different from Year 6 to Year 7: $t(3290.9) = -3.31, p < .01$.

***I am aware of the FAFSA or TASFA was significantly different from Year 6 to Year 7: $t(3828) = -4.24, p < .001$.

Table D.7. Student Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2021–22)–Year 7 (2024–25), Cont.

Item	Response Option	Year 2 (n=2,122)	Year 3 (n=1,132)	Year 4 (n=1,572)	Year 5 (n=2,269)	Year 6 (n=1,804)	Year 7 (n=1,974)
<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%	11.6%	12.5%
	Agree	49.2%	47.9%	47.3%	46.7%	53.9%	56.8%
	Disagree	25.0%	24.0%	27.0%	27.3%	24.5%	21.7%
	Strongly disagree	8.1%	8.0%	11.1%	11.6%	9.9%	9.0%
	Mean	2.77	2.80	2.65	2.64	2.67	2.73*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. The item *I am aware of the admission requirements and process for the education path I plan to pursue after high school was a new item in Year 7*. 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.

*I am aware of the education path necessary for the career I plan to pursue was significantly different from Year 6 to Year 7: $t(4188) = 1.98, p < .05$; I am aware of the scholarship opportunities available to help pay for college was significantly different from Year 6 to Year 7: $t(4135) = -2.18, p < .05$; I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans) was significantly different from Year 6 to Year 7: $t(3731.79) = -2.13, p < .05$.

**I am aware of the Pell Grant was significantly different from Year 6 to Year 7: $t(3290.9) = -3.31, p < .01$.

***I am aware of the FAFSA or TASFA was significantly different from Year 6 to Year 7: $t(3828) = -4.24, p < .001$.

**Table D.8. Student Agreement regarding Postsecondary Education and Awareness
Levels by Grade, Grades 9–12, Year 7 (2024–25)**

Item	Response Option	Grade 9	Grade 10	Grade 11	Grade 12	Overall
		(n=842)	(n=406)	(n=413)	(n=510)	(n=2,171)
<i>I am aware of the education path necessary for the career I plan to pursue.</i>	Strongly agree	22.0%	21.4%	25.7%	25.3%	23.4%
	Agree	60.9%	63.8%	59.3%	66.5%	62.5%
	Disagree	9.4%	10.1%	9.4%	5.5%	8.6%
	Strongly disagree	7.7%	4.7%	5.6%	2.7%	5.6%
	Mean	2.97	3.02	3.05	3.14	3.04
Item	Response Option	(n=843)	(n=404)	(n=410)	(n=503)	(n=2,160)
<i>I am aware of the admission requirements and process for the education path I plan to pursue after high school.</i>	Strongly agree	18.4%	14.1%	19.5%	22.1%	18.7%
	Agree	61.8%	67.3%	59.0%	65.8%	63.2%
	Disagree	13.2%	13.1%	16.1%	9.5%	12.9%
	Strongly disagree	6.6%	5.4%	5.4%	2.6%	5.2%
	Mean	2.92	2.90	2.93	3.07	2.95
Item	Response Option	(n=800)	(n=395)	(n=405)	(n=485)	(n=2,085)
<i>I would like to continue my education after high school (a certificate program, 2-year college, 4-year college, and/or technical school).</i>	Strongly agree	30.8%	34.9%	39.0%	32.8%	33.6%
	Agree	48.1%	50.4%	47.2%	55.3%	50.0%
	Disagree	10.3%	8.4%	7.2%	6.8%	8.5%
	Strongly disagree	10.9%	6.3%	6.7%	5.2%	7.9%
	Mean	2.99	3.14	3.19	3.16	3.09
Item	Response Option	(n=851)	(n=421)	(n=422)	(n=506)	(n=2,200)
<i>I am aware of the opportunities that a college credential can provide for me.</i>	Strongly agree	22.6%	21.6%	25.6%	24.1%	5.8%
	Agree	57.6%	63.9%	57.3%	65.6%	10.3%
	Disagree	11.4%	10.2%	10.9%	8.1%	60.6%
	Strongly disagree	8.5%	4.3%	6.2%	2.2%	23.3%
	Mean	2.94	3.03	3.02	3.12	3.01
Item	Response Option	(n=841)	(n=412)	(n=410)	(n=511)	(n=2,174)
<i>I am aware of the scholarship opportunities available to help pay for college.</i>	Strongly agree	26.5%	20.9%	22.9%	22.5%	23.8%
	Agree	54.3%	61.9%	54.4%	64.0%	58.0%
	Disagree	11.2%	11.9%	14.9%	9.8%	11.7%
	Strongly disagree	8.0%	5.3%	7.8%	3.7%	6.4%
	Mean	2.99	2.98	2.92	3.05	2.99
Item	Response Option	(n=599)	(n=305)	(n=331)	(n=427)	(n=1,662)
<i>I am aware of the Pell Grant.</i>	Strongly agree	6.5%	4.6%	3.6%	11.0%	6.7%
	Agree	37.6%	33.4%	32.3%	43.1%	37.2%
	Disagree	34.4%	42.3%	39.6%	31.6%	36.2%
	Strongly disagree	21.5%	19.7%	24.5%	14.3%	19.9%
	Mean	2.29	2.23	2.15	2.51	2.31

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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 7 was 226, 229, 306, 184, 202, 703, 370, 355, and 404, respectively. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

Table D.8. Student Agreement regarding Postsecondary Education and Awareness Levels by Grade, Grades 9–12, Year 7 (2024–25), Cont.

Item	Response Option	Grade 9	Grade 10	Grade 11	Grade 12	Overall
		(n=726)	(n=366)	(n=404)	(n=512)	(n=2,008)
<i>I am aware of the FAFSA or TASFA.</i>	Strongly agree	12.1%	13.9%	17.6%	27.1%	17.4%
	Agree	55.8%	58.7%	61.4%	67.0%	60.3%
	Disagree	21.3%	18.9%	13.9%	4.5%	15.1%
	Strongly disagree	10.7%	8.5%	7.2%	1.4%	7.2%
	Mean	2.69	2.78	2.89	3.20	2.88
Item	Response Option	(n=740)	(n=370)	(n=406)	(n=507)	(n=2,023)
<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	13.2%	10.5%	15.5%	25.6%	13.0%
	Agree	54.6%	60.5%	53.0%	66.7%	46.6%
	Disagree	21.2%	20.3%	22.7%	6.1%	14.0%
	Strongly disagree	10.9%	8.6%	8.0%	1.6%	6.2%
	Mean	2.70	2.73	2.75	3.16	2.83
Item	Response Option	(n=736)	(n=366)	(n=384)	(n=488)	(n=1,974)
<i>I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).</i>	Strongly agree	12.2%	10.4%	10.7%	16.0%	12.5%
	Agree	55.7%	56.6%	51.6%	62.7%	56.8%
	Disagree	21.2%	24.0%	28.1%	15.8%	21.7%
	Strongly disagree	10.9%	9.0%	9.6%	5.5%	9.0%
	Mean	2.69	2.68	2.63	2.89	2.73

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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 7 was 226, 229, 306, 184, 202, 703, 370, 355, and 404, respectively. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

Table D.9. Reasons Preventing Students from Continuing Education by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n=64)	District 2 (n=48)	District 3 (n=372)	District 4 (n<10)	District 5 (n<15)	District 6 (n<15)	Overall (n=508)
<i>I do not think my grades are good enough.</i>	31.3%	29.2%	33.9%	14.3%	0.0%	18.2%	32.1%
<i>I plan to enlist in the military.</i>	17.2%	8.3%	12.9%	0.0%	0.0%	36.4%	13.2%
<i>It costs too much/I can't afford it.</i>	35.9%	27.1%	33.1%	28.6%	33.3%	27.3%	32.7%
<i>I plan on joining the workforce.</i>	9.4%	20.8%	13.4%	14.3%	16.7%	27.3%	14.0%
<i>Family issues/lack of family support</i>	3.1%	6.9%	6.2%	3.1%	4.3%	18.2%	6.5%
<i>I'm not sure what I want to do after high school.</i>	42.2%	62.5%	43.8%	57.1%	50.0%	45.5%	45.7%
<i>Other[^]</i>	12.5%	10.4%	15.3%	14.3%	16.7%	9.1%	14.4%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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

[^]Examples of other responses included: I don't know where to start (2), Need to make money (2), Football (2).

Table D.10. Reasons Preventing Students from Continuing Education, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=533)	Year 7 (n=508)
<i>I do not think my grades are good enough.</i>	27.4%	32.1%
<i>I plan to enlist in the military.</i>	9.4%	13.2%
<i>It costs too much/I can't afford it.</i>	28.9%	32.7%
<i>I plan on joining the workforce.</i>	22.3%	14.0%*
<i>Family issues/lack of family support</i>	6.0%	6.5%
<i>I'm not sure what I want to do after high school.</i>	40.2%	45.7%
<i>Other[^]</i>	16.7%	14.4%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

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

*I plan on joining the workforce differed significantly from Year 6 to Year 7: $\chi^2(1) = 12.16, p < .001$.

Table D.11. Reasons Preventing Students from Continuing Education by Grade, Grades 9–12, Year 7 (2024–25)

Response Option	Grade 9 (n=253)	Grade 10 (n=102)	Grade 11 (n=93)	Grade 12 (n=60)	Overall (n=508)
<i>I do not think my grades are good enough.</i>	35.6%	32.4%	25.8%	26.7%	32.1%
<i>I plan to enlist in the military.</i>	10.7%	15.7%	11.8%	21.7%	13.2%
<i>It costs too much/I can't afford it.</i>	26.9%	33.3%	41.9%	41.7%	32.7%
<i>I plan on joining the workforce.</i>	13.8%	17.6%	12.9%	10.0%	14.0%
<i>Family issues/lack of family support</i>	7.1%	4.9%	7.5%	5.0%	6.5%
<i>I'm not sure what I want to do after high school.</i>	45.1%	46.1%	47.3%	45.0%	45.7%
<i>Other[^]</i>	18.6%	9.8%	7.5%	15.0%	14.4%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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

[^]Examples of other responses included: I don't know where to start (2), Need to make money (2), and Football (2).

Table D.12. Highest Level of Education Students Hope to Complete by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n=353)	District 2 (n=268)	District 3 (n=1,519)	District 4 (n=40)	District 5 (n=90)	District 6 (n=88)	Overall (n=2,358)
<i>Less than high school</i>	1.1%	0.7%	2.0%	0.0%	1.1%	1.1%	1.7%
<i>High school diploma or a GED</i>	11.6%	12.7%	16.7%	17.5%	14.1%	13.6%	15.3%
<i>Some college or career/technical institute (e.g., occupational certificate)</i>	12.2%	10.4%	12.7%	12.5%	11.1%	6.8%	12.0%
<i>2-year college or an associate degree</i>	8.8%	9.3%	9.6%	20.0%	11.1%	15.9%	9.9%
<i>4-year college or a bachelor's degree</i>	23.2%	23.9%	20.5%	25.0%	34.4%	34.1%	22.4%
<i>Graduate degree (master's degree or above)</i>	15.0%	16.4%	11.0%	7.5%	14.4%	12.5%	12.3%
<i>Professional degree (e.g., law, medicine, etc.)</i>	15.3%	16.0%	14.6%	12.5%	11.1%	10.2%	14.5%
<i>I don't know/I'm not sure</i>	12.7%	10.4%	13.0%	5.0%	2.2%	5.7%	11.8%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. GED – General Education Development.

**Table D.13. Highest Level of Education Students Hope to Complete, Year 6
(2023–24)–Year 7 (2024–25)**

Response Option	Year 6 (n=2,165)	Year 7* (n=2,358)
<i>Less than high school</i>	1.5%	1.7%
<i>High school diploma or a GED</i>	13.8%	15.3%
<i>Some college or career/technical institute (e.g., occupational certificate)</i>	9.3%	12.0%
<i>2-year college or an associate degree</i>	11.0%	9.9%
<i>4-year college or a bachelor's degree</i>	24.3%	22.4%
<i>Graduate degree (master's degree or above)</i>	14.6%	12.3%
<i>Professional degree (e.g., law, medicine, etc.)</i>	13.2%	14.5%
<i>I don't know/I'm not sure</i>	12.3%	11.8%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. GED – General Education Development.

*The distribution of responses differed significantly from Year 6 to Year 7: $\chi^2(7) = 18.66, p < .01$.

**Table D.14. Highest Level of Education Students Expect to Complete by District, Grades
9–12, Year 7 (2024–25)**

Response Option	District 1 (n=350)	District 2 (n=264)	District 3 (n=1502)	District 4 (n=40)	District 5 (n=88)	District 6 (n=84)	Overall (n=2,328)
<i>Less than high school</i>	0.9%	1.1%	2.0%	0.0%	1.1%	1.2%	1.6%
<i>High school diploma or a GED</i>	15.1%	20.8%	22.2%	35.0%	21.6%	19.0%	21.0%
<i>Some college or career/technical institute (e.g., occupational certificate)</i>	12.0%	10.2%	12.8%	10.0%	9.1%	7.1%	12.0%
<i>2-year college or an associate degree</i>	15.1%	14.0%	12.4%	25.0%	18.2%	20.2%	13.7%
<i>4-year college or a bachelor's degree</i>	25.7%	30.7%	19.6%	20.0%	33.0%	27.4%	22.6%
<i>Graduate degree (master's degree or above)</i>	12.3%	8.0%	9.1%	5.0%	5.7%	13.1%	9.4%
<i>Professional degree (e.g., law, medicine, etc.)</i>	10.3%	8.7%	9.3%	0.0%	9.1%	6.0%	9.1%
<i>I don't know/I'm not sure</i>	8.6%	6.4%	12.7%	5.0%	2.3%	6.0%	10.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. GED – General Education Development.

Table D.15. Highest Level of Education Students Expect to Complete, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=2,145)	Year 7 (n=2,328)
<i>Less than high school</i>	1.0%	1.6%
<i>High school diploma or a GED</i>	19.8%	21.0%
<i>Some college or career/technical institute (e.g., occupational certificate)</i>	12.0%	12.0%
<i>2-year college or an associate degree</i>	14.8%	13.7%
<i>4-year college or a bachelor's degree</i>	25.1%	22.6%
<i>Graduate degree (master's degree or above)</i>	9.7%	9.4%
<i>Professional degree (e.g., law, medicine, etc.)</i>	8.6%	9.1%
<i>I don't know/I'm not sure</i>	9.0%	10.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. GED – General Education Development.

Table D.16. Student Reported Highest Level of Parental Education by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n=352)	District 2 (n=267)	District 3 (n=1,511)	District 4 (n=40)	District 5 (n=90)	District 6 (n=88)	Overall (n=2,348)
<i>Less than high school</i>	19.3%	6.4%	22.2%	22.5%	7.8%	11.4%	19.0%
<i>High school diploma or a GED</i>	26.7%	25.1%	25.0%	20.0%	31.1%	22.7%	25.3%
<i>Some college or career/technical institute (e.g., occupational certificate)</i>	13.4%	13.1%	7.6%	7.5%	15.6%	19.3%	9.8%
<i>2-year college or an associate degree</i>	5.7%	9.0%	4.9%	12.5%	7.8%	8.0%	5.8%
<i>4-year college or a bachelor's degree</i>	8.5%	12.7%	6.1%	2.5%	16.7%	14.8%	7.9%
<i>Graduate degree (master's degree or above)</i>	5.1%	7.1%	4.0%	2.5%	4.4%	4.5%	4.6%
<i>Professional degree (e.g., law, medicine, etc.)</i>	2.3%	3.4%	2.8%	2.5%	0.0%	1.1%	2.6%
<i>I don't know/I'm not sure</i>	19.0%	23.2%	27.5%	30.0%	16.7%	18.2%	25.0%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. GED – General Education Development.

Table D.17. Financial Aid Completion by District, Grade 12, Year 7 (2024–25)

Response Option	District 1 (n=131)	District 2 (n=57)	District 3 (n=223)	District 4 (n<10)	District 5 (n<20)	District 6 (n=27)	Overall (n=461)
<i>Yes, I completed the FAFSA or TASFA.</i>	54.2%	77.2%	46.2%	50.0%	31.6%	85.2%	54.0%
<i>No, but I plan on completing either a FAFSA or TASFA this year.</i>	42.7%	21.1%	55.6%	25.0%	68.4%	7.4%	41.0%
<i>No, I don't plan on completing either a FAFSA or TASFA this year.</i>	3.1%	1.8%	65.2%	25.0%	0.0%	7.4%	5.0%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

Table D.18. Financial Aid Completion by District, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=395)	Year 7 (n=461)
<i>Yes, I completed the FAFSA or TASFA.</i>	49.4%	54.0%
<i>No, but I plan on completing either a FAFSA or TASFA this year.</i>	42.8%	41.0%
<i>No, I don't plan on completing either a FAFSA or TASFA this year.</i>	7.8%	5.0%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. Class of 2024 students responded to this item in Year 6 and priority cohort grade 12 students responded in Year 7. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

Table D.19. Most Useful Supports in Completing FAFSA by District, Grade 12, Year 7 (2024–25)

Response Option	District 1 (n=127)	District 2 (n=55)	District 3 (n=203)	District 4 (n<10)	District 5 (n<20)	District 6 (n=25)	Overall (n=432)
<i>Information and resources provided to me by my high school counselor and/or advisor</i>	57.5%	54.5%	55.2%	33.3%	73.7%	68.0%	57.2%
<i>FAFSA/TASFA special events/workshops/information sessions hosted by my high school</i>	32.3%	30.9%	32.0%	66.7%	26.3%	40.0%	32.4%
<i>Online resources (e.g., TEA website, Federal website, other websites)</i>	14.2%	9.1%	16.3%	0.0%	15.8%	20.0%	14.8%
<i>I did not receive or use supports.</i>	11.0%	14.5%	17.2%	0.0%	15.8%	0.0%	13.9%
<i>Other[^]</i>	1.6%	1.8%	3.0%	0.0%	0.0%	4.0%	2.3%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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

[^]Examples of other responses included: College and Career Center Department (1), Friends who graduated before me (1), and Google (1).

Table D.20. Completion of College Entrance Exams by District, Grade 12, Year 7 (2024–25)

Response Option	District 1 (n=147)	District 2 (n=65)	District 3 (n=251)	District 4 (n<10)	District 5 (n<20)	District 6 (n=29)	Overall (n=514)
<i>Yes, I took the SAT, ACT, or TSI Assessment.</i>	32.0%	73.8%	56.6%	0.0%	100.0%	72.4%	53.9%
<i>No, but I plan on taking the SAT, ACT, or TSI Assessment in the future.</i>	46.9%	3.9%	30.3%	0.0%	0.0%	6.9%	29.8%
<i>No, I don't plan on taking the SAT, ACT, or TSI Assessment.</i>	21.1%	13.1%	13.1%	100.0%	0.0%	20.7%	16.3%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. TSI – Texas Success Initiative.

Table D.21. Completion of College Entrance Exams, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=396)	Year 7* (n=514)
<i>Yes, I took the SAT, ACT, or TSI Assessment.</i>	73.0%	53.9%
<i>No, but I plan on taking the SAT, ACT, or TSI Assessment in the future.</i>	18.2%	29.8%
<i>No, I don't plan on taking the SAT, ACT, or TSI Assessment.</i>	8.8%	16.3%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. Class of 2024 students responded to this item in Year 6 and priority cohort grade 12 students responded in Year 7. TSI – Texas Success Initiative.

*The distribution of responses differed significantly from Year 6 to Year 7: $\chi^2(2) = 34.88, p < .001$.

Table D.22. Completion of Postsecondary Applications by District, Grade 12, Year 7 (2024–25)

Response Option	District 1 (n=147)	District 2 (n=65)	District 3 (n=253)	District 4 (n<10)	District 5 (n<20)	District 6 (n=29)	Overall (n=517)
<i>None, and I do not plan to complete any this school year.</i>	21.1%	20.0%	15.4%	50.0%	10.5%	31.0%	18.6%
<i>None, but I plan to complete one or more this school year.</i>	39.5%	32.3%	40.3%	0.0%	26.3%	17.2%	36.9%
<i>I have completed one college or trade school application.</i>	13.6%	21.5%	14.6%	2.5%	10.5%	20.7%	15.7%
<i>I have completed two or more college or trade school applications.</i>	25.9%	26.2%	29.6%	0.0%	6.7%	31.0%	28.8%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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

Table D.23. Completion of Postsecondary Applications, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=399)	Year 7* (n=517)
<i>None, and I do not plan to complete any this school year.</i>	15.5%	18.6%
<i>None, but I plan to complete one or more this school year.</i>	18.0%	36.9%
<i>I have completed one college or trade school application.</i>	17.3%	15.7%
<i>I have completed two or more college or trade school applications.</i>	49.1%	28.8%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. Class of 2024 students responded to this item in Year 6 and Priority Cohort Grade 12 students responded in Year 7.

*The distribution of responses differed significantly from Year 6 to Year 7: $\chi^2(3) = 54.22, p < .001$.

Table D.24. Students Who Met One-on-One with School Counselor, College/Career Advisor, or Other Staff by District, Grade 9–12, Year 7 (2024–25)

Response Option	District 1 (n=351)	District 2 (n=271)	District 3 (n=1,521)	District 4 (n=35)	District 5 (n=89)	District 6 (n=88)	Overall (n=2,360)
Yes	30.5%	35.4%	35.6%	37.5%	62.9%	51.5%	36.5%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

Note. The item included two response options: Yes and No.

Table D.25. Students Who Met One-on-One with School Counselor, College/Career Advisor, or Other Staff, Year 2 (2019–20)–Year 7 (2024–25)

Response Option	Year 2 (n=2,447)	Year 3 (n=1,262)	Year 4 (n=1,835)	Year 5 (n=2,670)	Year 6 (n=2,185)	Year 7 (n=2,360)
Yes	40.7%	41.1%	49.2%	49.4%	43.3%	36.5%*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. The item included two response options: Yes and No

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, Year 5, Year 6 and Year 7.

*Response differed significantly from Year 6 to Year 7: $\chi^2(1) = 22.27, p < .001$.

Table D.26. Students Who Met One-on-One with School Counselor, College/Career Advisor, or Other Staff by Grade, Grades 9–12, Year 7 (2024–25)

Response Option	Grade 9 (n=951)	Grade 10 (n=448)	Grade 11 (n=442)	Grade 12 (n=519)	Overall (n=2,360)
Yes	35.5%	31.9%	28.5%	48.9%	36.5%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

Note. The item included two response options: Yes and No.

Table D.27. Student Agreement Levels regarding One-on-One Counseling Sessions by District, Grades 9–12, Year 7 (2024–25)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
The counseling/advising session(s)...		(n=98)	(n=78)	(n=470)	(n=13)	(n=50)	(n=41)	(n=750)
<i>helped me to develop a plan for my education.</i>	Strongly agree	9.2%	20.5%	15.3%	23.1%	24.0%	17.1%	15.9%
	Agree	72.4%	71.8%	64.9%	53.8%	62.0%	80.5%	67.1%
	Disagree	16.3%	1.3%	12.1%	7.7%	14.0%	0.0%	10.9%
	Strongly disagree	2.0%	6.4%	7.7%	15.4%	0.0%	2.4%	6.1%
	Mean	2.89	3.06	2.88	2.85	3.10	3.12	2.93
The counseling/advising session(s)...		(n=97)	(n=79)	(n=464)	(n=13)	(n=55)	(n=40)	(n=749)
<i>helped me to select the best classes to take to achieve my goals for my education and career.</i>	Strongly agree	6.2%	24.1%	17.2%	28.6%	27.3%	20.0%	17.6%
	Agree	70.1%	62.0%	65.9%	42.9%	60.0%	72.5%	65.6%
	Disagree	16.5%	11.4%	10.8%	14.3%	12.7%	5.0%	11.5%
	Strongly disagree	7.2%	2.5%	6.0%	14.3%	0.0%	2.5%	5.3%
	Mean	2.75	3.08	2.94	2.86	3.15	3.10	2.97
The counseling/advising session(s)...		(n=96)	(n=78)	(n=473)	(n=13)	(n=54)	(n=42)	(n=757)
<i>provided me with information on what grades and testing scores are needed to achieve my goals for my education and career.</i>	Strongly agree	9.4%	16.7%	17.3%	14.3%	16.7%	16.7%	17.4%
	Agree	76.0%	78.6%	63.4%	50.0%	78.6%	78.6%	66.2%
	Disagree	10.4%	2.4%	14.8%	21.4%	2.4%	2.4%	12.4%
	Strongly disagree	4.2%	2.4%	4.4%	14.3%	2.4%	2.4%	4.0%
	Mean	2.91	3.08	2.94	2.64	3.22	3.10	2.97

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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 7 was 82, 79, 64, 92, 105, and 88, respectively.

Table D.27. Student Agreement Levels regarding One-on-One Counseling Sessions by District, Grades 9–12, Year 7 (2024–25), Cont.

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
The counseling/advising session(s)...		(n=97)	(n=71)	(n=459)	(n=13)	(n=51)	(n=41)	(n=757)
<i>provided me with information about how to pay for education after high school.</i>	Strongly agree	8.2%	15.5%	17.0%	14.3%	21.6%	14.6%	15.8%
	Agree	70.1%	56.3%	59.7%	50.0%	60.8%	73.2%	61.4%
	Disagree	16.5%	23.9%	16.1%	21.4%	15.7%	7.3%	16.5%
	Strongly disagree	5.2%	4.2%	7.2%	14.3%	2.0%	4.9%	6.3%
	Mean	2.81	2.83	2.86	2.64	3.02	2.98	2.87
The counseling/advising session(s)...		(n=90)	(n=73)	(n=448)	(n=13)	(n=51)	(n=42)	(n=718)
<i>helped me decide which college entrance exams I should take.</i>	Strongly agree	6.7%	15.1%	16.1%	21.4%	21.6%	14.3%	15.2%
	Agree	62.6%	56.2%	55.6%	35.7%	58.8%	73.8%	57.4%
	Disagree	26.7%	26.0%	20.8%	28.6%	17.6%	4.8%	21.0%
	Strongly disagree	4.4%	2.7%	7.6%	14.3%	2.0%	7.1%	6.4%
	Mean	2.71	2.84	2.80	2.64	3.00	2.95	2.81
The counseling/advising session(s)...		(n=95)	(n=75)	(n=455)	(n=13)	(n=51)	(n=42)	(n=732)
<i>provided me with information that was specific to my individual needs/interests.</i>	Strongly agree	8.4%	20.0%	16.9%	21.4%	35.3%	16.7%	17.5%
	Agree	73.7%	62.7%	64.2%	57.1%	51.0%	73.8%	64.8%
	Disagree	16.8%	13.3%	12.3%	7.1%	13.7%	4.8%	12.6%
	Strongly disagree	1.1%	4.0%	6.6%	14.3%	0.0%	4.8%	5.2%
	Mean	2.89	2.99	2.91	2.86	3.22	3.02	2.95

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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 7 was 82, 79, 64, 92, 105, and 88, respectively.

Table D.28. Student Agreement Levels regarding One-on-One Counseling Sessions, Year 2 (2019–20)–Year 7 (2024–25)

Item	Response Option	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
The counseling/advising session(s)...		(n=913)	(n=495)	(n=816)	(n=1,144)	(n=842)	(n=750)
<i>helped me to develop a plan for my education.</i>	Strongly agree	21.6%	29.7%	17.8%	15.5%	14.6%	15.9%
	Agree	66.5%	60.6%	65.9%	66.3%	70.2%	67.1%
	Disagree	8.7%	7.7%	11.0%	13.9%	9.7%	10.9%
	Strongly disagree	3.3%	2.0%	5.3%	4.3%	5.5%	6.1%
	Mean	3.06	3.18	2.96	2.93	2.94	2.93
The counseling/advising session(s)...		(n=909)	(n=488)	(n=801)	(n=1,135)	(n=828)	(n=749)
<i>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%	15.5%	17.6%
	Agree	60.6%	56.6%	63.8%	64.3%	69.1%	65.6%
	Disagree	12.4%	13.3%	13.6%	15.5%	11.0%	11.5%
	Strongly disagree	3.1%	2.5%	4.7%	3.4%	4.5%	5.3%
	Mean	3.05	3.09	2.95	2.94	2.96	2.97
The counseling/advising session(s)...		(n=910)	(n=486)	(n=807)	(n=1,152)	(n=842)	(n=757)
<i>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%	17.5%	17.4%
	Agree	59.7%	55.1%	63.9%	64.7%	66.3%	66.2%
	Disagree	13.7%	12.3%	12.8%	14.1%	11.3%	12.4%
	Strongly disagree	3.4%	2.9%	5.1%	3.5%	5.0%	4.0%
	Mean	3.03	3.12	2.95	2.97	2.96	2.97
The counseling/advising session(s)...		(n=860)	(n=484)	(n=22)	(n=1,105)	(n=809)	(n=757)
<i>provided me with information about how to pay for education after high school.</i>	Strongly agree	17.4%	23.6%	13.6%	12.9%	12.2%	15.8%
	Agree	45.6%	49.4%	59.1%	52.7%	58.7%	61.4%
	Disagree	29.7%	23.1%	22.7%	27.1%	22.9%	16.5%
	Strongly disagree	7.3%	3.9%	4.5%	7.4%	6.2%	6.3%
	Mean	2.73	2.93	2.82	2.71	2.77	2.87*
The counseling/advising session(s)...		(n=0)	(n=0)	(n=780)	(n=1,092)	(n=776)	(n=718)
<i>helped me decide which college entrance exams I should take.</i>	Strongly agree	--	--	13.8%	12.3%	11.9%	15.2%
	Agree	--	--	50.8%	49.6%	53.6%	57.4%
	Disagree	--	--	27.8%	30.5%	27.1%	21.0%
	Strongly disagree	--	--	7.6%	7.6%	7.5%	6.4%
	Mean	--	--	2.71	2.67	2.70	2.81**

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Table continues. Response percentages may not total to 100% due to rounding. 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, Year 5, and Year 6. 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.

*Responses for *How to pay for education after high school* differed significantly from Year 6 to Year 7: $t(1540) = -2.6, p < .05$.

**Responses for *Helped me decide which college entrance exams I should take* differed significantly from Year 6 to Year 7: $t(1485.48) = -2.9, p < .01$.

Table D.28. Student Agreement Levels regarding One-on-One Counseling Sessions, Year 2 (2019–20)–Year 7 (2024–25), Cont.

Item	Response Option	Year 2 (n=894)	Year 3 (n=490)	Year 4 (n=810)	Year 5 (n=1,123)	Year 6 (n=815)	Year 7 (n=732)
<i>provided me with information that was specific to my individual needs/interests.</i>	Strongly agree	20.9%	28.0%	19.0%	15.0%	14.2%	17.5%
	Agree	59.3%	58.0%	62.0%	61.9%	67.0%	64.8%
	Disagree	16.1%	11.8%	13.8%	17.4%	13.5%	12.6%
	Strongly disagree	3.7%	2.2%	5.2%	5.8%	5.3%	5.2%
	Mean	2.97	3.12	2.95	2.86	2.90	2.95

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. 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, Year 5, Year 6, and Year 7. 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 how to pay for education after high school differed significantly from Year 6 to Year 7: $t(1540) = -2.6, p < .05$.

**The counseling/advising session(s) helped me decide which college entrance exams I should take differed significantly from Year 6 to Year 7: $t(1485.48) = -2.9, p < .01$.

Table D.29. Student Satisfaction with One-on-One Counseling Sessions by District, Grades 9–12, Year 7 (2024–25)

Item	Response Option	District 1 (n=94)	District 2 (n=85)	District 3 (n=457)	District 4 (n=36)	District 5 (n=52)	District 6 (n=45)	Overall (n=747)
<i>Overall, how satisfied were you with the individual counseling/advising session(s) this school year?</i>	Strongly satisfied	6.4%	22.4%	18.4%	35.7%	26.9%	17.8%	18.2%
	Satisfied	80.9%	70.6%	66.1%	57.1%	67.3%	80.0%	69.2%
	Dissatisfied	8.5%	4.7%	9.6%	7.1%	5.8%	0.0%	8.0%
	Strongly dissatisfied	4.3%	2.4%	5.9%	0.0%	0.0%	2.2%	4.6%
	Mean	2.89	3.13	2.97	3.29	3.21	3.13	3.01

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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 7 was 86.

Table D.30. Student Satisfaction with One-on-One Counseling Sessions, Year 2 (2019–20)–Year 7 (2024–25)

Item	Response Option	Year 2 (n=896)	Year 3 (n=486)	Year 4 (n=785)	Year 5 (n=1,125)	Year 6 (n=817)	Year 7 (n=747)
<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%	16.3%	18.2%
	Satisfied	69.8%	58.8%	68.8%	69.8%	70.5%	69.2%
	Dissatisfied	6.3%	8.0%	9.7%	9.6%	10.0%	8.0%
	Strongly dissatisfied	1.3%	3.3%	3.7%	3.6%	3.2%	4.6%
	Mean	3.14	3.15	3.01	3.00	3.00	3.01

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. 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, Year 5, Year 6, and Year 7. 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.31. Reasons Students Were Dissatisfied With One-on-One Counseling Sessions by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n=11)	District 2 (n<10)	District 3 (n=71)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=93)
<i>I did not get along with my counselor/advisor.</i>	27.3%	0.0%	16.9%	0.0%	0.0%	0.0%	16.1%
<i>My counselor/advisor did not provide me with useful information.</i>	54.5%	83.3%	52.1%	0.0%	33.3%	100.0%	53.8%
<i>I did not have enough time to meet with my counselor/advisor.</i>	36.4%	16.7%	36.6%	100.0%	66.7%	23.5%	36.6%
<i>Other</i> [^]	9.1%	33.3%	15.5%	0.0%	0.0%	5.9%	15.1%

Source. GEAR UP: Beyond Grad Student Survey administered Year 7 (spring 2025).

Note. Response percentages may not total to 100% because respondents were able to select multiple responses.

[^]Examples of other responses included: Didn't explain payment (1), My counselor did not help with going into workforce just college (1).

Table D.32. Reasons Students Were Dissatisfied With One-on-One Counseling Sessions, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=103)	Year 7 (n=93)
<i>I did not get along with my counselor/advisor.</i>	8.7%	16.1%
<i>My counselor/advisor did not provide me with useful information.</i>	55.3%	53.8%
<i>I did not have enough time to meet with my counselor/advisor.</i>	46.6%	36.6%
<i>Other[^]</i>	11.7%	15.1%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Response percentages may not total to 100% because respondents were able to select multiple responses.

Table D.33. College Visit Participation by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n=350)	District 2 (n=269)	District 3 (n=1,499)	District 4 (n=34)	District 5 (n=89)	District 6 (n=88)	Overall (n=2,335)
Yes	14.9%	22.7%	21.3%	17.5%	49.4%	37.5%	22.1%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

Note. The item included two response options: Yes and No.

Table D.34. College Visit Participation, Year 2 (2019–20)–Year 7 (2024–25)

Response Option	Year 2 (n=2,429)	Year 3 (n=1,262)	Year 4 (n=1,771)	Year 5 (n=2,570)	Year 6 (n=2,140)	Year 7 (n=2,335)
Yes	46.9%	27.0%	27.8%	32.4%	26.4%	22.1%*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

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, Year 5, Year 6, and Year 7. The item included two response options: Yes and No.

*Responses differed significantly from Year 6 to Year 7: $\chi^2(1) = 11.05, p < .01$.

Table D.35. Types of Activities Students Participated in during College Visit by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n=50)	District 2 (n=61)	District 3 (n=313)	District 4 (n<10)	District 5 (n=43)	District 6 (n<40)	Overall (n=507)
<i>Campus tour</i>	48.0%	82.0%	75.7%	85.7%	76.7%	81.8%	74.4%
<i>College class observation</i>	28.0%	19.7%	18.8%	28.6%	25.6%	33.3%	21.5%
<i>Listened to a speaker</i>	40.0%	36.1%	29.1%	28.6%	37.2%	39.4%	32.3%
<i>Other[^]</i>	8.0%	3.3%	3.8%	0.0%	4.7%	12.1%	4.7%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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

[^]Examples of other responses included: Shown a video (3), Reserve Officers' Training Corps event (2), Watched a play (1).

Table D.36. Types of Activities Students Participated in during College Visit, Year 2 (2019–20)–Year 7 (2024–25)

Response Option	Year 2 (n=1,140)	Year 3 (n=341)	Year 4 (n=464)	Year 5 (n=805)	Year 6 (n=550)	Year 7 (n=507)
<i>Campus tour</i>	92.9%	56.6%	64.7%	80.0%	70.7%	74.4%
<i>College class observation</i>	6.9%	19.6%	20.3%	15.4%	19.1%	21.5%
<i>Listened to a speaker</i>	20.7%	59.5%	51.5%	39.4%	36.7%	32.3%
<i>Other</i>	2.5%	5.0%	4.1%	3.5%	6.2%	4.7%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. 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, Year 5, Year 6, and Year 7.

Table D.37. Student Satisfaction with College Visits by District, Grades 9–12, Year 7 (2024–25)

Item	Response Option	District 1 (n=47)	District 2 (n=60)	District 3 (n=294)	District 4 (n<10)	District 5 (n=42)	District 6 (n<40)	Overall (n=482)
<i>Please rate your level of satisfaction with the college visit(s) that you have participated in this school year.</i>	Strongly satisfied	21.3%	41.7%	29.3%	42.9%	11.9%	21.9%	28.2%
	Satisfied	70.2%	58.3%	57.5%	57.1%	85.7%	62.5%	61.6%
	Dissatisfied	8.5%	0.0%	8.2%	0.0%	2.4%	15.6%	7.1%
	Strongly dissatisfied	0.0%	0.0%	5.1%	0.0%	0.0%	0.0%	3.1%
	Mean	3.13	3.42	3.11	3.43	3.10	3.06	3.15

Source. GEAR UP: Beyond Grad Student Survey administered Year 7 (spring 2025).

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 7 was 28.

Table D.38. Student Satisfaction with College Visits, Year 2 (2019–20)–Year 7 (2024–25)

Item	Response Option	Year 2 (n=1,096)	Year 3 (n=307)	Year 4 (n=432)	Year 5 (n=762)	Year 6 (n=506)	Year 7 (n=482)
<i>Please rate your level of satisfaction with the college visit(s) that you have participated in this school year.</i>	Strongly satisfied	33.5%	23.5%	33.3%	26.5%	25.1%	28.2%
	Satisfied	62.5%	67.4%	59.0%	63.9%	67.0%	61.6%
	Dissatisfied	3.3%	6.2%	5.1%	6.2%	4.3%	7.1%
	Strongly dissatisfied	0.8%	2.9%	2.5%	3.4%	3.6%	3.1%
	Mean	3.29	3.11	3.23	3.14	3.14	3.15

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

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, Year 5, Year 6, and Year 7. 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 Students Were Dissatisfied with College Visits by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n=0)	District 3 (n=39)	District 4 (n=0)	District 5 (n<10)	District 6 (n<10)	Overall (n=49)
<i>The school we visited was not welcoming.</i>	50.0%	--	15.4%	--	0.0%	20.0%	18.4%
<i>The trip did not provide me with useful information.</i>	25.0%	--	46.2%	--	0.0%	60.0%	44.9%
<i>There was not enough time to see the campus and answer my questions.</i>	0.0%	--	35.9%	--	100.0%	80.0%	38.8%
<i>Other[^]</i>	25.0%	--	20.5%	--	0.0%	20.0%	20.4%

Source. GEAR UP: Beyond Grad Student Survey administered Year 7 (spring 2025).

Note. Response percentages may not total to 100% because respondents could select multiple responses.

[^]Examples of other responses included: Virtual Tour (2), Didn't tour sports facility (1).

Table D.40. Reasons Students Were Dissatisfied with College Visits, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=36)	Year 7 (n=49)
<i>The school we visited was not welcoming.</i>	5.6%	18.4%
<i>The trip did not provide me with useful information.</i>	38.9%	44.9%
<i>There was not enough time to see the campus and answer my questions.</i>	33.3%	38.8%
<i>Other[^]</i>	25.0%	20.4%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Response percentages may not total to 100% because respondents could select multiple responses.

Table D.41. College and Career Fair Participation by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n=348)	District 2 (n=269)	District 3 (n=1,491)	District 4 (n=40)	District 5 (n=88)	District 6 (n=88)	Overall (n=2,324)
Yes	10.9%	56.1%	22.3%	5.0%	42.0%	38.6%	25.6%

Source. GEAR UP: Beyond Grad Student Survey administered Year 7 (spring 2025).

Note. The item included two response options: Yes and No.

Table D.42. College and Career Fair Participation, Year 3 (2020–21)–Year 7 (2024–25)

Response Option	Year 3 (n=1,252)	Year 4 (n=1,735)	Year 5 (n=2,538)	Year 6 (n=2,123)	Year 7 (n=2,324)
Yes	21.2%	30.1%	35.6%	35.9%	25.6%*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

*Responses differed significantly from Year 6 to Year 7: $\chi^2(1) = 11.05, p < .01$.

Note. The item included two response options: Yes and No.

Table D.43. Student Satisfaction with College and Career Fairs by District, Grades 9–12, Year 7 (2024–25)

Item	Response Option	District 1 (n<35)	District 2 (n=146)	District 3 (n=296)	District 4 (n<10)	District 5 (n=37)	District 6 (n<35)	Overall (n=548)
<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	24.2%	23.3%	15.2%	50.0%	16.2%	11.8%	17.9%
	Satisfied	63.6%	68.5%	70.9%	50.0%	83.8%	73.5%	70.8%
	Dissatisfied	6.1%	6.8%	10.1%	0.0%	0.0%	8.8%	8.2%
	Strongly dissatisfied	6.1%	1.4%	3.7%	0.0%	0.0%	5.9%	3.1%
	Mean	3.06	3.14	2.98	3.50	3.16	2.91	3.03

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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 7 was 43.

Table D.44. Student Satisfaction with College and Career Fairs, Year 3 (2020–21)–Year 7 (2024–25)

Item	Response Option	Year 3 (n=253)	Year 4 (n=481)	Year 5 (n=824)	Year 6 (n=711)	Year 7 (n=548)
<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%	20.3%	17.9%
	Satisfied	64.4%	69.9%	73.1%	71.7%	70.8%
	Dissatisfied	6.3%	6.9%	8.1%	6.0%	8.2%
	Strongly dissatisfied	1.2%	2.9%	2.4%	2.0%	3.1%
	Mean	3.19	3.08	3.03	3.10	3.03*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024) and Year 7 (spring 2025).

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.

*Responses differed significantly from Year 6 to Year 7: $t(1257) = 2.01, p < .05$.

Table D.45. Reasons for Students Dissatisfied with College and Career Fairs by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n=12)	District 3 (n=40)	District 4 (n=0)	District 5 (n=0)	District 6 (n<10)	Overall (n=61)
<i>There was not enough available staff.</i>	0.0%	16.7%	25.0%	--	--	20.0%	21.3%
<i>The event was not long enough.</i>	50.0%	33.3%	25.0%	--	--	60.0%	31.1%
<i>There were too many students at the event.</i>	25.0%	75.0%	30.0%	--	--	20.0%	37.7%
<i>My career of interest was not included.</i>	25.0%	25.0%	32.5%	--	--	40.0%	31.1%
<i>My college of interest was not included.</i>	25.0%	0.0%	15.0%	--	--	20.0%	13.1%
<i>Other</i> [^]	0.0%	0.0%	7.5%	--	--	20.0%	9.8%

Source. GEAR UP: Beyond Grad Student Survey administered Year 7 (spring 2025).

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

[^]Examples of other responses included: Didn't go to any (2) and Too crowded (1).

Table D.46. Reasons for Students Dissatisfied with College and Career Fairs, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=56)	Year 7 (n=61)
<i>There was not enough available staff.</i>	16.1%	21.3%
<i>The event was not long enough.</i>	23.2%	31.1%
<i>There were too many students at the event.</i>	25.0%	37.7%
<i>My career of interest was not included.</i>	50.0%	31.1%*
<i>My college of interest was not included.</i>	19.6%	13.1%
<i>Other</i>	7.1%	9.8%

Source. GEAR UP: Beyond Grad Student Survey administered Year 6 (spring 2024) and Year 7 (spring 2025).

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

*Responses for *My career of interest was not included* differed significantly from Year 6 to Year 7: $\chi^2(1) = 4.32$, $p < .05$.

Table D.47 Work-Based Learning Activity Participation by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n=348)	District 2 (n=268)	District 3 (n=1,485)	District 4 (n=40)	District 5 (n=88)	District 6 (n=88)	Overall (n=2,317)
Yes	18.4%	39.6%	23.3%	27.5%	43.2%	23.9%	25.3%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

Note. The item included two response options: Yes and No.

Table D.48. Work-Based Learning Activity Participation, Year 2 (2019–20)–Year 7 (2024–25)

Response Option	Year 2 (n=2,416)	Year 3 (n=1,259)	Year 4 (n=1,698)	Year 5 (n=2,499)	Year 6 (n=2,102)	Year 7 (n=2,317)
Yes	29.3%	30.1%	27.4%	27.1%	31.6%	25.3%*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025)

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, Year 5, Year 6, and Year 7. The item included two response options: Yes and No.

*Responses differed significantly from Year 6 to Year 7: $\chi^2(1) = 21.55, p < .001$.

Table D.49. Type of Work Based Learning by District, Grades 9–12, Year 7 (2024–2025)

Response Option	District 1 (n=268)	District 2 (n=225)	District 3 (n=1,221)	District 4 (n=36)	District 5 (n=81)	District 6 (n=77)	Overall (n=1,908)
Job shadowing	27.6%	23.6%	28.3%	41.7%	25.9%	22.1%	27.6%
Professional visiting your school	39.6%	50.7%	30.0%	25.0%	51.9%	45.5%	35.2%
Internship	9.3%	8.9%	13.6%	13.9%	6.2%	14.3%	12.2%
Other [^]	28.7%	25.8%	37.3%	25.0%	22.2%	31.2%	33.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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

[^]Examples of other responses included: I don't know (10), Career fair (5), and Cosmetology (4).

Table D.50. Student Satisfaction with Work-Based Learning Activities by District, Grades 9–12, Year 7 (2024–25)

Item	Response Option	District 1 (n=57)	District 2 (n=97)	District 3 (n=309)	District 4 (n=11)	District 5 (n=37)	District 6 (n=20)	Overall (n=531)
Please rate your level of satisfaction with the work-based learning activity/activities that you have participated in this school year.	Strongly satisfied	15.8%	18.6%	17.2%	27.3%	10.8%	10.0%	16.8%
	Satisfied	77.2%	75.3%	68.3%	54.5%	89.2%	85.0%	72.3%
	Dissatisfied	5.3%	5.2%	9.7%	18.2%	0.0%	5.0%	7.7%
	Strongly dissatisfied	1.8%	1.0%	4.9%	0.0%	0.0%	0.0%	3.2%
	Mean	3.07	3.11	2.98	3.09	3.11	3.05	3.03

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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 7 was 45.

Table D.51. Student Satisfaction with Work-Based Learning Activities, Year 2 (2019–20)–Year 7 (2024–25)

Item	Response Option	Year 2 (n=662)	Year 3 (n=360)	Year 4 (n=438)	Year 5 (n=621)	Year 6 (n=610)	Year 7 (n=531)
<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%	19.8%	16.8%
	Satisfied	74.4%	68.1%	73.5%	70.4%	72.1%	72.3%
	Dissatisfied	2.4%	6.7%	6.4%	8.5%	4.8%	7.7%
	Strongly dissatisfied	1.4%	3.3%	2.7%	2.7%	3.3%	3.2%
	Mean	3.17	3.09	3.05	3.04	3.09	3.03

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. 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, Year 5, Year 6, and Year 7. Scale used to determine mean rating: 1–Strongly dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly satisfied. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

Table D.52. Reasons Students Were Dissatisfied with Work-Based Learning Activity by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n<10)	District 3 (n=42)	District 4 (n<10)	District 5 (n=0)	District 6 (n<10)	Overall (n=55)
<i>I did not like the job.</i>	0.0%	0.0%	26.2%	0.0%	--	0.0%	20.0%
<i>The work I did was not aligned to my career of interest.</i>	25.0%	50.0%	47.6%	50.0%	--	0.0%	45.5%
<i>The experience was too long.</i>	50.0%	16.7%	19.0%	0.0%	--	0.0%	20.0%
<i>The experience was not long enough.</i>	0.0%	33.3%	19.0%	50.0%	--	100.0%	21.8%
<i>Other</i> ^a	25.0%	0.0%	11.9%	0.0%	--	0.0%	10.9%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

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

^aExamples of other responses included: Content with job (1).

Table D.53. Reasons Students Were Dissatisfied with Work-Based Learning Activity, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=46)	Year 7 (n=55)
<i>I did not like the job.</i>	10.9%	20.0%
<i>The work I did was not aligned to my career of interest.</i>	28.3%	45.5%
<i>The experience was too long.</i>	32.6%	20.0%
<i>The experience was not long enough.</i>	23.9%	21.8%
<i>Other</i>	13.0%	10.9%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

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

Table D.54. Student Current Plans for Enrollment in Mathematics Courses by District, Grades 9–11, Year 7 (2024–25)

Course	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(n=193)	(n=189)	(n=1,137)	(n=34)	(n=66)	(n=58)	(n=1,677)
<i>Algebra I</i>	I do not plan on taking this course.	4.1%	1.6%	6.6%	5.9%	3.0%	1.7%	5.4%
	I have not completed this course yet, but I plan to in the next year.	3.6%	3.2%	8.4%	0.0%	3.0%	0.9%	6.6%
	I am currently enrolled in this course.	4.1%	31.2%	39.3%	2.9%	15.2%	4.2%	32.7%
	I completed this course in a prior year or semester.	88.1%	64.0%	45.7%	91.2%	78.2%	3.6%	55.3%
Course	Response Option	(n=195)	(n=169)	(n=1,056)	(n=33)	(n=66)	(n=57)	(n=1,576)
<i>Algebra II</i>	I do not plan on taking this course.	6.2%	8.9%	11.0%	6.1%	4.5%	3.5%	9.5%
	I have not completed this course yet, but I plan to in the next year.	14.9%	50.9%	55.5%	0.0%	9.1%	35.1%	46.1%
	I am currently enrolled in this course.	53.3%	20.7%	21.4%	33.3%	30.3%	45.6%	26.8%
	I completed this course in a prior year or semester.	25.6%	19.5%	12.1%	60.6%	56.1%	15.8%	17.6%
Course	Response Option	(n=192)	(n=181)	(n=1,051)	(n=34)	(n=60)	(n=53)	(n=1,571)
<i>Geometry</i>	I do not plan on taking this course.	4.7%	6.6%	9.7%	5.9%	3.3%	0.0%	8.1%
	I have not completed this course yet, but I plan to in the next year.	9.4%	24.9%	35.7%	17.6%	25.0%	81.1%	32.0%
	I am currently enrolled in this course.	26.0%	44.2%	30.3%	41.2%	53.3%	11.3%	31.8%
	I completed this course in a prior year or semester.	59.9%	24.3%	24.4%	35.3%	18.3%	7.5%	28.1%
Course	Response Option	(n=180)	(n=162)	(n=908)	(n=27)	(n=56)	(n=50)	(n=1,383)
<i>Precalculus</i>	I do not plan on taking this course.	18.9%	32.7%	35.5%	44.4%	25.0%	24.0%	32.3%
	I have not completed this course yet, but I plan to in the next year.	61.1%	58.6%	55.0%	51.9%	50.0%	72.0%	56.5%
	I am currently enrolled in this course.	15.0%	5.6%	6.1%	3.7%	23.2%	0.0%	7.6%
	I completed this course in a prior year or semester.	5.0%	3.1%	3.5%	0.0%	1.8%	4.0%	3.5%
Course	Response Option	(n=168)	(n=160)	(n=886)	(n=28)	(n=53)	(n=44)	(n=1,339)
<i>Calculus</i>	I do not plan on taking this course.	31.0%	40.0%	43.1%	57.1%	24.5%	27.3%	40.3%
	I have not completed this course yet, but I plan to in the next year.	65.5%	53.8%	48.6%	39.3%	69.8%	65.9%	52.6%
	I am currently enrolled in this course.	0.6%	1.9%	4.1%	0.0%	1.9%	4.5%	3.2%
	I completed this course in a prior year or semester.	3.0%	4.4%	4.2%	3.6%	3.8%	2.3%	4.0%

Source. GEAR UP: Beyond Grad Student Survey administered Year 7 (spring 2025).

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

Table D.55. Student Current Plans for Enrollment in Mathematics Courses by District, Grades 9–11, Year 7 (2024–25), Cont.

Course	Response Option	District 1 (n=152)	District 2 (n=143)	District 3 (n=887)	District 4 (n=42)	District 5 (n=42)	District 6 (n=41)	Overall (n=1,293)
Statistics	I do not plan on taking this course.	48.7%	49.7%	47.5%	57.1%	38.1%	31.7%	47.3%
	I have not completed this course yet, but I plan to in the next year.	47.4%	42.0%	43.1%	39.3%	61.9%	61.0%	44.5%
	I am currently enrolled in this course.	0.7%	4.2%	4.7%	0.0%	0.0%	0.0%	3.8%
	I completed this course in a prior year or semester.	3.3%	4.2%	4.7%	3.6%	0.0%	7.3%	4.4%

Source. GEAR UP: Beyond Grad Student Survey administered Year 7 (spring 2025).

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

Table D.56. Student Current Plans for Enrollment in Mathematics Courses, Grades 9–11, Year 6 (2023–24)–Year 7 (2024–25)

Course	Response Option	Year 6	Year 7
		(n=1,634)	(n=1,677)*
<i>Algebra I</i>	I do not plan on taking this course.	4.5%	5.4%
	I have not completed this course yet, but I plan to in the next year.	5.6%	6.6%
	I am currently enrolled in this course.	27.1%	32.7%
	I completed this course in a prior year or semester.	60.3%	55.3%
Course	Response Option	(n=1,549)	(n=1,576)**
<i>Algebra II</i>	I do not plan on taking this course.	6.4%	9.5%
	I have not completed this course yet, but I plan to in the next year.	38.7%	46.1%
	I am currently enrolled in this course.	28.7%	26.8%
	I completed this course in a prior year or semester.	22.3%	17.6%
Course	Response Option	(n=1,535)	(n=1,571)
<i>Geometry</i>	I do not plan on taking this course.	9.0%	8.1%
	I have not completed this course yet, but I plan to in the next year.	31.2%	32.0%
	I am currently enrolled in this course.	31.5%	31.8%
	I completed this course in a prior year or semester.	23.9%	28.1%
Course	Response Option	(n=1,388)	(n=1,383)
<i>Precalculus</i>	I do not plan on taking this course.	31.5%	32.3%
	I have not completed this course yet, but I plan to in the next year.	48.0%	56.5%
	I am currently enrolled in this course.	6.0%	7.6%
	I completed this course in a prior year or semester.	2.3%	3.5%
Course	Response Option	(n=1,334)	(n=1,339)*
<i>Calculus</i>	I do not plan on taking this course.	39.1%	40.3%
	I have not completed this course yet, but I plan to in the next year.	41.2%	52.6%
	I am currently enrolled in this course.	2.5%	3.2%
	I completed this course in a prior year or semester.	1.6%	4.0%
Course	Response Option	(n=1,247)	(n=1,293)*
<i>Statistics</i>	I do not plan on taking this course.	42.2%	47.3%
	I have not completed this course yet, but I plan to in the next year.	32.5%	44.5%
	I am currently enrolled in this course.	2.7%	3.8%
	I completed this course in a prior year or semester.	1.8%	4.4%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. This question was only asked to Grade 9–11 priority cohort students.

*Responses for *Algebra I* differed significantly from Year 6 to Year 7: $\chi^2(3) = 14.60$, $p < .01$; Responses for *Calculus* differed significantly from Year 6 to Year 7: $\chi^2(3) = 17.62$, $p < .01$; Responses for *Statistics* differed significantly from Year 6 to Year 7: $\chi^2(3) = 15.43$, $p < .01$.

**Responses for *Algebra II* differed significantly from Year 6 to Year 7: $\chi^2(3) = 29.23$, $p < .001$.

Table D.57. Student Current Plans for Enrollment in Mathematics Courses by Grade, Grades 9–11, Year 7 (2024–25)

Course	Response Option	Grade 9 (n=864)	Grade 10 (n=404)	Grade 11 (n=409)	Overall (n=1,677)
<i>Algebra I</i>	I do not plan on taking this course.	6.5%	4.5%	4.2%	5.4%
	I have not completed this course yet, but I plan to in the next year.	8.0%	6.4%	3.9%	6.6%
	I am currently enrolled in this course.	59.3%	5.4%	3.4%	32.7%
	I completed this course in a prior year or semester.	26.3%	83.7%	88.5%	55.3%
Course	Response Option	(n=775)	(n=399)	(n=402)	(n=1,576)
<i>Algebra II</i>	I do not plan on taking this course.	13.3%	7.3%	4.5%	9.5%
	I have not completed this course yet, but I plan to in the next year.	71.6%	35.1%	8.0%	46.1%
	I am currently enrolled in this course.	9.4%	40.9%	46.3%	26.8%
	I completed this course in a prior year or semester.	5.7%	16.8%	41.3%	17.6%
Course	Response Option	(n=760)	(n=413)	(n=398)	(n=1,571)
<i>Geometry</i>	I do not plan on taking this course.	13.8%	2.9%	2.5%	8.1%
	I have not completed this course yet, but I plan to in the next year.	53.8%	14.8%	8.0%	32.0%
	I am currently enrolled in this course.	27.9%	55.9%	14.3%	31.8%
	I completed this course in a prior year or semester.	4.5%	26.4%	67.6%	28.1%
Course	Response Option	(n=653)	(n=356)	(n=374)	(n=1,383)
<i>Pre-calculus</i>	I do not plan on taking this course.	35.1%	28.1%	31.6%	32.3%
	I have not completed this course yet, but I plan to in the next year.	57.1%	65.7%	46.8%	56.5%
	I am currently enrolled in this course.	3.4%	4.8%	17.6%	7.6%
	I completed this course in a prior year or semester.	4.4%	1.4%	4.0%	3.5%
Course	Response Option	(n=637)	(n=353)	(n=349)	(n=1,339)
<i>Calculus</i>	I do not plan on taking this course.	36.9%	36.5%	50.1%	40.3%
	I have not completed this course yet, but I plan to in the next year.	54.0%	58.6%	43.8%	52.6%
	I am currently enrolled in this course.	3.8%	3.1%	2.3%	3.2%
	I completed this course in a prior year or semester.	5.3%	1.7%	3.7%	4.0%
Course	Response Option	(n=630)	(n=328)	(n=335)	(n=1,293)
<i>Statistics</i>	I do not plan on taking this course.	41.3%	48.8%	57.0%	47.3%
	I have not completed this course yet, but I plan to in the next year.	49.0%	47.0%	33.7%	44.5%
	I am currently enrolled in this course.	4.1%	3.0%	3.9%	3.8%
	I completed this course in a prior year or semester.	5.6%	1.2%	5.4%	4.4%

Source. GEAR UP: Beyond Grad Student Survey administered Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. This question was only asked to Grade 9–11 priority cohort students.

Table D.58. Student Current Plans for Enrollment in Mathematics Courses by District, Grade 12, Year 7 (2024–25)

Course	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(n=141)	(n=62)	(n=238)	(n<10)	(n<20)	(n=24)	(n=488)
Algebra I	I have not taken this course.	2.1%	0.0%	2.9%	0.0%	0.0%	0.0%	2.0%
	I am currently enrolled in this course.	2.8%	3.2%	3.4%	25.0%	6.3%	0.0%	3.3%
	I completed this course in a prior year or semester.	95.0%	96.8%	93.7%	75.0%	3.9%	100.0%	94.7%
Course	Response Option	(n=141)	(n=62)	(n=239)	(n<10)	(n<20)	(n=25)	(n=489)
Algebra II	I have not taken this course.	1.4%	0.0%	1.7%	25.0%	0.0%	0.0%	1.4%
	I am currently enrolled in this course.	9.2%	3.2%	8.8%	0.0%	5.6%	4.0%	7.8%
	I completed this course in a prior year or semester.	89.4%	96.8%	89.5%	75.0%	94.4%	96.0%	90.8%
Course	Response Option	(n=140)	(n=61)	(n=241)	(n<10)	(n<20)	(n=27)	(n=491)
Geometry	I have not taken this course.	2.9%	1.6%	4.1%	0.0%	0.0%	3.1%	3.3%
	I am currently enrolled in this course.	2.9%	0.0%	6.2%	25.0%	0.0%	11.1%	4.7%
	I completed this course in a prior year or semester.	94.3%	98.4%	89.6%	75.0%	100.0%	85.2%	92.1%
Course	Response Option	(n=134)	(n=55)	(n=221)	(n<10)	(n<20)	(n=21)	(n=453)
Pre-calculus	I have not taken this course.	38.8%	67.3%	62.4%	100.0%	11.1%	57.1%	54.1%
	I am currently enrolled in this course.	33.6%	5.5%	15.4%	0.0%	5.6%	19.0%	19.2%
	I completed this course in a prior year or semester.	27.6%	27.3%	22.2%	0.0%	83.3%	23.8%	26.7%
Course	Response Option	(n=118)	(n=55)	(n=212)	(n<10)	(n=15)	(n<15)	(n=418)
Calculus	I have not taken this course.	83.9%	72.7%	88.7%	100.0%	86.7%	72.7%	85.6%
	I am currently enrolled in this course.	8.5%	20.0%	1.4%	0.0%	0.0%	20.0%	5.7%
	I completed this course in a prior year or semester.	7.6%	7.3%	9.9%	0.0%	13.1%	7.3%	8.6%
Course	Response Option	(n=100)	(n=39)	(n=210)	(n<10)	(n<15)	(n<15)	(n=379)
Statistics	I have not taken this course.	93.0%	82.1%	81.9%	100.0%	100.0%	92.3%	86.0%
	I am currently enrolled in this course.	3.0%	15.4%	4.8%	0.0%	0.0%	7.7%	5.3%
	I completed this course in a prior year or semester.	4.0%	2.6%	13.3%	0.0%	0.0%	0.0%	8.7%

Source. GEAR UP: Beyond Grad Student Survey administered Year 7 (spring 2025).

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

Table D.59. Student Current Plans for Enrollment in Mathematics Courses, Grade 12, Year 6 (2023–24)–Year 7 (2024–25)

Course	Response Option	Year 6	Year 7
		(n=359)	(n=488)
<i>Algebra I</i>	I do not plan on taking this course.	2.2%	2.0%
	I am currently enrolled in this course.	2.8%	3.3%
	I completed this course in a prior year or semester.	95.0%	94.7%
Course	Response Option	(n=356)	(n=489)*
<i>Algebra II</i>	I do not plan on taking this course.	3.7%	1.4%
	I am currently enrolled in this course.	5.3%	7.8%
	I completed this course in a prior year or semester.	91.0%	90.8%
Course	Response Option	(n=355)	(n=491)*
<i>Geometry</i>	I do not plan on taking this course.	3.1%	3.3%
	I am currently enrolled in this course.	9.3%	4.7%
	I completed this course in a prior year or semester.	87.6%	92.1%
Course	Response Option	(n=324)	(n=453)
<i>Pre-calculus</i>	I do not plan on taking this course.	62.7%	54.1%
	I am currently enrolled in this course.	14.8%	19.2%
	I completed this course in a prior year or semester.	22.5%	26.7%
Course	Response Option	(n=294)	(n=418)
<i>Calculus</i>	I do not plan on taking this course.	85.4%	85.6%
	I am currently enrolled in this course.	4.1%	5.7%
	I completed this course in a prior year or semester.	10.5%	8.6%
Course	Response Option	(n=286)	(n=379)
<i>Statistics</i>	I do not plan on taking this course.	82.9%	86.0%
	I am currently enrolled in this course.	3.8%	5.3%
	I completed this course in a prior year or semester.	13.3%	8.7%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. This question was only asked to class of 2024 students who were in Grade 12 in Year 6 and Grade 12 priority cohort students in Year 7.

*Responses for *Algebra II* differed significantly from Year 6 to Year 7: $\chi^2(2) = 6.10$, $p < .05$; Responses for *Geometry* differed significantly from Year 6 to Year 7: $\chi^2(2) = 7.08$, $p < .05$.

Table D.60. Tutoring Participation by District, Grade 12, Year 7 (2024–25)

Response Option	District 1 (n=146)	District 2 (n=62)	District 3 (n=246)	District 4 (n<10)	District 5 (n<20)	District 6 (n=29)	Overall (n=506)
Yes	32.2%	16.1%	11.8%	100.0%	15.8%	37.9%	20.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

Note. This question was only presented to priority cohort students who were in Grade 12 in Year 7. Note. The item included two response options: Yes and No.

Table D.61. Tutoring Participation, Year 2 (2019–20)–Year 7 (2024–25)

Response Option	Year 2 (n=604)	Year 3 (n=352)	Year 4 (n=385)	Year 5 (n=561)	Year 6 (n=377)	Year 7 (n=506)
Yes	37.9%	38.9%	49.6%	23.7%	23.1%	20.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Class of 2024 responded to this item in Year 2 to Year 6 and Grade 12 priority cohort students responded in Year 7. The item included two response options: Yes and No.

Table D.62. Types of Tutoring Participation by District, Grade 12, Year 7 (2024–25)

Item	Response Option	District 1 (n=40)	District 2 (n<10)	District 3 (n=26)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=90)
<i>Mathematics course</i>	In class	42.5%	66.7%	53.8%	66.7%	66.7%	55.6%	51.1%
	After school	55.0%	44.4%	46.2%	33.3%	33.3%	0.0%	44.4%
	One-on-one with a teacher	17.5%	22.2%	30.8%	0.0%	33.3%	33.3%	23.3%
	With a high school or college student	5.0%	22.2%	7.7%	0.0%	33.3%	0.0%	7.8%
	Virtual	12.5%	0.0%	0.0%	0.0%	0.0%	22.2%	7.8%
	Other	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%
Item	Response Option	(n=33)	(n<10)	(n=18)	(n<10)	(n<10)	(n<10)	(n=66)
<i>Social Studies course</i>	In class	63.6%	66.7%	50.0%	0.0%	100.0%	42.9%	59.1%
	After school	39.4%	33.3%	16.7%	0.0%	0.0%	0.0%	27.3%
	One-on-one with a teacher	0.0%	0.0%	22.2%	0.0%	0.0%	42.9%	10.6%
	With a high school or college student	0.0%	16.7%	22.2%	0.0%	0.0%	14.3%	9.1%
	Virtual	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%	4.5%
	Other	3.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%
Item	Response Option	(n=37)	(n<10)	(n=21)	(n<10)	(n<10)	(n<10)	(n=77)
<i>Science course</i>	In class	48.6%	57.1%	38.1%	33.3%	100.0%	37.5%	45.5%
	After school	32.4%	42.9%	33.3%	33.3%	0.0%	25.0%	32.5%
	One-on-one with a teacher	10.8%	0.0%	28.6%	33.3%	0.0%	37.5%	18.2%
	With a high school or college student	2.7%	14.3%	9.5%	0.0%	0.0%	0.0%	5.2%
	Virtual	10.8%	0.0%	0.0%	0.0%	0.0%	0.0%	5.2%
	Other	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Item	Response Option	(n=30)	(n<10)	(n<10)	(n=16)	(n<10)	(n=10)	(n=66)
<i>English Language Arts course</i>	In class	56.7%	60.0%	50.0%	56.3%	33.3%	50.0%	54.5%
	After school	43.3%	40.0%	25.0%	100.0%	0.0%	10.0%	33.3%
	One-on-one with a teacher	6.7%	0.0%	18.8%	0.0%	0.0%	40.0%	13.6%
	With a high school or college student	10.0%	20.0%	6.3%	0.0%	0.0%	0.0%	7.6%
	Virtual	10.0%	0.0%	0.0%	0.0%	66.7%	0.0%	7.6%
	Other	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% because respondents were able to select multiple responses. Grade 12 priority cohort students responded to this item in Year 7.

Table D.63. Types of Tutoring Participation, Year 2 (2019–20)–Year 7 (2024–25)

Item	Response Option	Year 2 (n=102)	Year 3 (n=104)	Year 4 (n=152)	Year 5 (n=116)	Year 6 (n=72)	Year 7 (n=90)
<i>Mathematics course</i>	In class	21.6%	44.2%	30.9%	33.6%	44.4%	51.1%
	After school	78.4%	65.4%	72.4%	56.9%	45.8%	44.4%
	One-on-one with a teacher	3.9%	18.3%	15.8%	8.6%	22.2%	23.3%
	With a high school or college student	5.9%	9.6%	4.6%	10.3%	13.9%	7.8%
	Virtual	0.0%	37.5%	1.3%	5.2%	1.4%	7.8%
	Other	2.0%	2.9%	5.9%	2.6%	2.8%	1.1%
Item	Response Option	(n=90)	(n=63)	(n=99)	(n=79)	(n=58)	(n=66)
<i>Social Studies course</i>	In class	23.3%	36.5%	34.3%	48.1%	56.9%	59.1%
	After school	73.3%	44.4%	48.5%	38.0%	31.0%	27.3%
	One-on-one with a teacher	8.9%	12.7%	9.1%	8.9%	20.7%	10.6%
	With a high school or college student	4.4%	7.9%	4.0%	6.3%	5.2%	9.1%
	Virtual	0.0%	41.3%	1.0%	2.5%	0.0%	4.5%
	Other	0.0%	3.2%	14.1%	2.5%	5.2%	1.5%
Item	Response Option	(n=92)	(n=87)	(n=116)	(n=82)	(n=59)	(n=77)
<i>Science course</i>	In class	25.0%	43.7%	33.6%	53.7%	55.9%	45.5%
	After school	71.7%	56.3%	50.9%	31.7%	30.5%	32.5%
	One-on-one with a teacher	5.4%	14.9%	8.6%	9.2%	13.6%	18.2%
	With a high school or college student	9.8%	10.3%	5.2%	6.1%	15.3%	5.2%*
	Virtual	0.0%	34.5%	2.6%	2.4%	0.0%	5.2%
	Other	0.0%	4.6%	11.2%	2.4%	3.4%	0.0%
Item	Response Option	(n=104)	(n=86)	(n=142)	(n=84)	(n=63)	(n=66)
<i>English Language Arts course</i>	In class	21.2%	46.5%	25.4%	47.6%	50.8%	54.5%
	After school	77.9%	60.5%	69.7%	38.1%	38.1%	33.3%
	One-on-one with a teacher	6.7%	14.0%	7.7%	9.5%	15.9%	13.6%
	With a high school or college student	6.7%	8.1%	2.1%	8.3%	7.9%	7.6%
	Virtual	0.0%	27.9%	0.0%	3.6%	1.6%	7.6%
	Other	1.9%	3.5%	4.2%	3.6%	0.0%	0.0%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Class of 2024 responded to this item in Year 2 to Year 6 and Grade 12 priority cohort students responded in Year 7.

*Responses for *Science* – *With a high school or college student* was statistically different from Year 6 to Year 7: $\chi^2(1) = 3.91, p < .05$.

Table D.64. Tutoring Helped Succeed In Classes by District, Grade 12, Year 7 (2024–25)

Response Option	District 1 (n=47)	District 2 (n=10)	District 3 (n=28)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=101)
Yes	89.4%	100.0%	75.0%	100.0%	100.0%	88.9%	87.1%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

Note. This question was only presented to Grade 12 priority cohort students in Year 7. The item included two response options: Yes and No.

Table D.65. Tutoring Helped Succeed In Classes, Year 2 (2019–20)–Year 7 (2024–25)

Response Option	Year 2 (n=225)	Year 3 (n=135)	Year 4 (n=189)	Year 5 (n=130)	Year 6 (n=84)	Year 7 (n=101)
Yes	94.2%	90.4%	92.6%	87.7%	86.9%	87.1%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Class of 2024 responded to this item in Year 2 to Year 6 and Grade 12 priority cohort students responded in Year 7. The item included two response options: Yes and No.

Table D.66. Student Satisfaction with Tutoring by District, Grade 12, Year 7 (2024–25)

Item	Response Option	District 1 (n=47)	District 2 (n=10)	District 3 (n=28)	District 4 (n<10)	District 5 (n<10)	District 6 (n=10)	Overall (n=102)
<i>Please rate your level of satisfaction with the tutoring that you participated in this school year.</i>	Strongly satisfied	10.6%	50.0%	17.9%	50.0%	33.3%	10.0%	18.6%
	Satisfied	76.6%	50.0%	64.3%	50.0%	66.7%	90.0%	70.6%
	Dissatisfied	10.6%	0.0%	14.3%	0.0%	0.0%	0.0%	8.8%
	Strongly dissatisfied	2.1%	0.0%	3.6%	0.0%	0.0%	0.0%	2.0%
	Mean	2.96	3.50	2.96	3.50	3.33	3.10	3.06

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. This question was only presented to Grade 12 priority cohort students in Year 7. 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 7 was <10.

Table D.67. Student Satisfaction with Tutoring, Year 2 (2019–20)–Year 7 (2024–25)

Item	Response Option	Year 2 (n=219)	Year 3 (n=127)	Year 4 (n=183)	Year 5 (n=126)	Year 6 (n=83)	Year 7 (n=102)
<i>Please rate your level of satisfaction with the tutoring that you participated in this school year.</i>	Strongly satisfied	28.8%	26.8%	24.6%	12.7%	15.7%	18.6%
	Satisfied	65.3%	66.9%	70.5%	73.8%	69.9%	70.6%
	Dissatisfied	4.6%	3.9%	3.8%	7.1%	2.4%	8.8%
	Strongly dissatisfied	1.4%	2.4%	1.1%	6.3%	12.0%	2.0%
	Mean	3.21	3.18	3.19	2.93	2.89	3.06

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. Class of 2024 students responded to this item in Year 2 to Year 7 and Grade 12 priority cohort students responded to this item in Year 7. 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.68. Reasons for Students Dissatisfied with Tutoring by District, Grade 12, Year 7 (2024–25)

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=0)	Overall (n=11)
<i>I did not understand the tutoring.</i>	66.7%	--	0.0%	--	--	--	40.0%
<i>The tutoring did not support my academic needs.</i>	0.0%	--	40.0%	--	--	--	18.2%
<i>The times that tutoring was offered were not good for my schedule.</i>	16.7%	--	40.0%	--	--	--	27.3%
<i>The tutoring was too long.</i>	0.0%	--	20.0%	--	--	--	9.1%
<i>The tutoring was not long enough.</i>	33.3%	--	20.0%	--	--	--	27.3%
<i>Other[^]</i>	16.7%	--	0.0%	--	--	--	9.1%

Source. GEAR UP: Beyond Grad Student Survey administered Year 7 (spring 2025).

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.69. PSAT, ACT Aspire, SAT, ACT, or Texas Success Initiative Assessment Test Preparation Completion by District, Grades 10–12, Year 7 (2024–25)

Item	District 1 (n=56)	District 2 (n=77)	District 3 (n=236)	District 4 (n<10)	District 5 (n=34)	District 6 (n=20)	Overall (n=432)
<i>Participated in PSAT/ACT Aspire/TSI Assessment test preparation (Grade 10)</i>	55.4%	35.1%	33.1%	55.6%	35.3%	55.0%	38.0%
Item	(n=274)	(n=90)	(n=456)	(n=30)	(n=32)	(n=38)	(n=920)
<i>Participated in SAT/ACT/TSI Assessment test preparation (Grade 11–12)</i>	46.0%	60.0%	43.6%	76.7%	90.6%	57.9%	49.2%
Item	(n=330)	(n=167)	(n=692)	(n=39)	(n=66)	(n=58)	(n=1,352)
<i>Participated in PSAT/ACT Aspire/SAT/ACT/TSI Assessment test preparation (Grade 10–12)</i>	47.6%	48.5%	40.0%	71.8%	62.1%	56.9%	45.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. This question was presented to students in Grade 10–12. PSAT – Preliminary SAT. TSI – Texas Success Initiative.

Table D.70. PSAT, ACT Aspire, SAT, ACT, or Texas Success Initiative Assessment Test Preparation Completion, Year 2 (2019–20)–Year 7 (2024–25)

Item	Year 2 (n=487)	Year 3 (n=353)	Year 4 (n=381)	Year 5 (n=694)	Year 6 (n=479)	Year 7 (n=432)
<i>Participated in PSAT/ACT Aspire/TSI Assessment test preparation (Grade 10)</i>	51.7%	49.5%	61.7%	54.2%	61.8%	38.0%*
Item	(n=740)	(n=881)	(n=747)	(n=1,004)	(n=848)	(n=920)
<i>Participated in SAT/ACT/TSI Assessment test preparation (Grade 11–12)</i>	55.5%	41.1%	71.5%	81.6%	65.7%	49.2%*
Item	(n=1,227)	(n=885)	(n=1,128)	(n=1,698)	(n=1,327)	(n=1,352)
<i>Participated in PSAT/ACT Aspire/SAT/ACT/TSI Assessment test preparation (Grade 10–12)</i>	54.0%	50.4%	68.2%	70.4%	64.3%	45.6%*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. Students in Grade 10–12 responded to these items each year. PSAT– Preliminary SAT. TSI – Texas Success Initiative.

*Responses for *Participation in PSAT/ACT Aspire/TSI Assessment test preparation (Grade 10)* were statistically different from Year 6 to Year 7: $\chi^2(1) = 51.61, p < .001$; Responses for *Participation in SAT/ACT/TSI Assessment test preparation (Grade 11–12)* were statistically different from Year 6 to Year 7: $\chi^2(1) = 48.72, p < .001$; Responses for *Participation in PSAT/ACT Aspire/SAT/ACT/TSI Assessment test preparation (Grade 10–12)* were statistically different from Year 6 to Year 7: $\chi^2(1) = 94.01, p < .001$.

Table D.71. Test Preparation Has or Will Prepare Students for Entrance Exams by District, Grades 10–12, Year 7 (2024–25)

Response Option	District 1 (n=157)	District 2 (n=79)	District 3 (n=276)	District 4 (n=28)	District 5 (n=41)	District 6 (n=33)	Overall (n=614)
Yes	73.2%	81.0%	72.1%	82.1%	85.4%	97.0%	76.2%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. The item included two response options: Yes and No.

Table D.72. Test Preparation Has or Will Prepare Students for Entrance Exams, Year 2 (2019–20)–Year 7 (2024–25)

Response Option	Year 2 (n=657)	Year 3 (n=481)	Year 4 (n=761)	Year 5 (n=1,186)	Year 6 (n=847)	Year 7 (n=614)
Yes	78.5%	70.3%	77.4%	70.9%	74.1%	76.2%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. Students in Grade 10–12 responded to this item each year. The item included two response options: Yes and No.

Table D.73. Suggestions for Improving College and Career Activities at School by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n=333)	District 2 (n=252)	District 3 (n=1,403)	District 4 (n=37)	District 5 (n=87)	District 6 (n=86)	Overall (n=2,198)
<i>Provide increased advertising of college-and/or career-focused activities.</i>	24.3%	23.8%	19.7%	27.0%	19.5%	34.9%	21.6%
<i>Offer more opportunities to receive one-on-one counseling/advising sessions about college and career options.</i>	33.3%	32.5%	32.4%	48.6%	29.9%	39.5%	33.0%
<i>Provide more opportunities to learn about college and careers (e.g., guest speakers, college visits, etc.).</i>	36.0%	42.9%	33.7%	37.8%	35.6%	43.0%	35.6%
<i>I don't have any suggestions.</i>	32.7%	30.2%	35.1%	21.6%	31.0%	23.3%	33.3%
<i>Other[^]</i>	3.0%	3.2%	5.6%	2.7%	3.4%	2.3%	4.6%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025)

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

[^]Examples of other responses included: I don't know (6), More college tours (5), and More career skills classes (2).

Table D.74. Suggestions for Improving College and Career Activities at School, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=349)	Year 7 (n=2,198)
<i>Provide increased advertising of college-and/or career-focused activities.</i>	8.6%	21.6%**
<i>Offer more opportunities to receive one-on-one counseling/advising sessions about college and career options.</i>	17.5%	33.0%**
<i>Provide more opportunities to learn about college and careers (e.g., guest speakers, college visits, etc.).</i>	34.4%	35.6%*
<i>I don't have any suggestions.</i>	14.3%	33.3%*
<i>Other[^]</i>	20.1%	4.6%*

Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025)

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

*Responses for *Provide more opportunities to learn about college and careers (e.g., guest speakers, college visits, etc.)* differed significantly from Year 6 to Year 7: $\chi^2(1) = 6.94$, $p < .01$; Responses for *I don't have any suggestions* differed significantly from Year 6 to Year 7: $\chi^2(1) = 11.83$, $p < .01$; Responses for *Other* differed significantly from Year 6 to Year 7: $\chi^2(1) = 7.00$, $p < .01$.

**Responses for *Provide increased advertising of college-and/or career-focused activities* differed significantly from Year 6 to Year 7: $\chi^2(1) = 35.40$, $p < .001$; Responses for *Offer more opportunities to receive one-on-one counseling/advising sessions about college and career options* differed significantly from Year 6 to Year 7: $\chi^2(1) = 17.36$, $p < .001$.

Table D.75. Most Helpful College and Career Activities/Services by District, Grade 12, Year 7 (2024–25)

Response Option	District 1 (n=135)	District 2 (n=58)	District 3 (n=227)	District 4 (n<10)	District 5 (n<20)	District 6 (n=29)	Overall (n=471)
<i>Targeted tutoring</i>	18.5%	3.4%	7.0%	0.0%	0.0%	10.3%	9.8%
<i>Preparation resources for college entrance exams</i>	10.4%	13.8%	8.8%	0.0%	22.2%	6.9%	10.2%
<i>College and career advising staff</i>	24.4%	27.6%	38.3%	25.0%	50.0%	24.1%	32.5%
<i>A dedicated advising space in the school</i>	10.4%	10.3%	11.0%	50.0%	22.2%	10.3%	11.5%
<i>Individualized advising for students</i>	16.3%	7.4%	14.5%	25.0%	22.2%	10.3%	14.4%
<i>Individualized advising for parents</i>	1.5%	0.0%	0.9%	25.0%	0.0%	0.0%	1.1%
<i>College visits</i>	17.8%	43.1%	35.2%	50.0%	44.4%	55.2%	32.9%
<i>College and career fairs</i>	11.9%	53.4%	40.1%	0.0%	55.6%	55.2%	34.8%
<i>Summer programming</i>	10.4%	1.7%	4.4%	0.0%	0.0%	3.4%	5.5%
<i>Work-based learning</i>	13.3%	15.5%	13.7%	25.0%	16.7%	20.7%	14.4%
<i>Parent and family events</i>	8.1%	6.9%	9.3%	25.0%	0.0%	6.9%	8.3%
<i>Other[^]</i>	8.1%	6.9%	9.7%	0.0%	0.0%	3.4%	8.1%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 7 (spring 2025)

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

[^]Examples of other responses included: None/nothing (2), Staff who want to help students (1) and I don't know (1).

Table D.76. Most Helpful College and Career Activities/Services, Grade 12, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=349)	Year 7 (n=471)
<i>Targeted tutoring</i>	8.6%	9.8%
<i>Preparation resources for college entrance exams</i>	17.5%	10.2%**
<i>College and career advising staff</i>	34.4%	32.5%
<i>A dedicated advising space in the school</i>	14.3%	11.5%
<i>Individualized advising for students</i>	20.1%	14.4%*
<i>Individualized advising for parents</i>	3.4%	1.1%*
<i>College visits</i>	42.7%	32.9%**
<i>College and career fairs</i>	33.5%	34.8%
<i>Summer programming</i>	4.6%	5.5%
<i>Work-based learning</i>	14.0%	14.4%
<i>Parent and family events</i>	8.3%	8.3%
<i>Other[^]</i>	8.0%	8.1%

Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025)

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

*Responses for participation in *Individualized advising for students* differed significantly from Year 6 to Year 7: $\chi^2(1) = 4.52$, $p < .05$; Responses for participation in *Individualized advising for parents* significantly differed from Year 6 to Year 7: $\chi^2(1) = 5.58$, $p < .05$.

**Responses for participation in *Preparation resources for college entrance exams* differed significantly from Year 6 to Year 7: $\chi^2(1) = 9.24$, $p < .01$; Responses for participation in *College visits* differed significantly from Year 6 to Year 7: $\chi^2(1) = 35.40$, $p < .01$.

APPENDIX E: Class of 2024 Student Survey Analyses Technical Detail

Table E.1. Survey Respondent Demographics, Class of 2024, Year 7 (2024–25)

District	(n=20)
<i>District 1</i>	--
<i>District 2</i>	10.0%
<i>District 3</i>	30.0%
<i>District 4</i>	50.0%
<i>District 5</i>	5.0%
<i>District 6</i>	5.0%
College Enrollment Status	(n=20)
<i>Full-Time</i>	65.0%
<i>Part-Time</i>	35.0%
College Format	(n=20) †
<i>In-person</i>	50.0%
<i>Hybrid (e.g., in-person and virtual)</i>	30.0%
<i>Virtual</i>	20.0%
<i>Other</i>	0.0%
Degree Pursuing	(n=20) †
<i>Trade school/certification</i>	20.0%
<i>Bachelor's degree</i>	25.0%
<i>Associate's degree</i>	45.0%
<i>Other</i>	20.0%
Major Decided	(n=20)
<i>Yes</i>	85.0%
Career In Mind	(n=20)
<i>Yes</i>	80.0%
Plan to Return to College	(n=20)
<i>Yes</i>	80.0%
<i>No</i>	0.0%
<i>I'm not sure/Don't know</i>	20.0%

Source. GEAR UP: Beyond Grad Class of 2024 Student Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. †Response percentages will not add up to 100% because respondents were able to select multiple responses.

Table E.2. Perceived Most Useful Supports Received in High School, Class of 2024, Year 7 (2024–25)

Item	(n=20)
Targeted tutoring	10.0%
Preparation resources for college entrance exams	10.0%
College and career advising staff	50.0%
A place in your school where you knew you could go for college/career resources or advising services	40.0%
Individualized advising for students	10.0%
Individualized advising for parents	5.0%
College visits	45.0%
College and career fairs	60.0%
Summer programming	10.0%
Work-based learning	20.0%
Parent and family events	5.0%
Other	5.0%

Source. GEAR UP: Beyond Grad Class of 2024 Student Survey administered in Year 7 (spring 2025).

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

Table E.3. Challenges Experienced, Class of 2024, Year 7 (2024–25)

Response Option	(n=20)
Knowing what courses to take	40.0%
Managing assignments	50.0%
Keeping up my grades	30.0%
Balancing academics and a job	40.0%
Feeling isolated or homesick	25.0%
Finding clubs or activities	10.0%
Finding stable housing	10.0%
Financing college	35.0%
Other	5.0%

Source. GEAR UP: Beyond Grad Class of 2024 Student Survey administered in Year 7 (spring 2025).

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

Table E.4. Agreement on College Readiness and Preparedness, Class of 2024, Year 7 (2024–25)

Item	Response Option	n (n=20)
My high school experience prepared me for college.	Strongly agree	20.0%
	Agree	65.0%
	Disagree	10.0%
	Strongly disagree	5.0%
	Mean	3.00
Item	Response Option	(n=19)
My college experience has met my expectations so far.	Strongly agree	32.0%
	Agree	63.0%
	Disagree	5.0%
	Strongly disagree	0.0%
	Mean	3.26

Source. GEAR UP: Beyond Grad Class of 2024 Student Survey administered in Year 7 (spring 2025).

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 7 was 0, and <10, respectively.

Table E.5. Most Useful Supports Received in High School for Completing Financial Aid Application, Class of 2024, Year 7 (2024–25)

Response Option	(n=20)
<i>Information and resources provided to me by my high school counselor and/or advisor</i>	60.0%
<i>FAFSA/TASFA special events/workshops/information sessions hosted by my high school</i>	75.0%
<i>Online resources (e.g., TEA website, Federal website, other websites)</i>	45.0%
<i>Other</i>	0.0%

Source. GEAR UP: Beyond Grad Class of 2024 Student Survey administered in Year 7 (spring 2025).

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

Table E.6. Received Supports/Services from Advising Specialists, Class of 2024, Year 7 (2024–25)

Response Option	(n=20)
Yes	80.0%
No	15.0%
<i>I'm not sure</i>	5.0%

Source. GEAR UP: Beyond Grad Class of 2024 Student Survey administered in Year 7 (spring 2025).

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

Table E.7. Types of Supports/Services Received from Advising Specialists, Class of 2024, Year 7 (2024–25)

Response Option	(n=16)
<i>Social-emotional support</i>	62.5%
<i>Study skills/academic support</i>	62.5%
<i>Information about college finances</i>	50.0%
<i>Information about career/professional planning</i>	68.8%
<i>Other</i>	0.0%

Source. GEAR UP: Beyond Grad Class of 2024 Student Survey administered in Year 7 (spring 2025).

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

Table E.8. Frequency of Interaction with Advising Specialists, Class of 2024, Year 7 (2024–25)

Response Option	(n=16)
Once a week	31.3%
Monthly	31.3%
Once a quarter	12.5%
<i>I've interacted with my advising specialist one time.</i>	25.0%

Source. GEAR UP: Beyond Grad Class of 2024 Student Survey administered in Year 7 (spring 2025).

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

Table E.9. Satisfaction with Interactions with Advising Specialists, Class of 2024, Year 7 (2024–25)

Response Option	(n=16)
Strongly satisfied	50.0%
Satisfied	50.0%
Dissatisfied	0.0%
Strongly dissatisfied	0.0%
Mean	3.50

Source. GEAR UP: Beyond Grad Class of 2024 Student Survey administered in Year 7 (spring 2025).

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 7 was 0.

Table E.10. Primary Reason for Not Participating in Advising Specialist Coaching, Class of 2024, Year 7 (2024–25)

Response Option	(n<10)
<i>I did not know about advising specialists</i>	100.0%
<i>I am too busy to participate with an advising specialist</i>	0.0%
<i>I do not think it would be useful to work with an advising specialist</i>	0.0%
<i>Other</i>	0.0%

Source. GEAR UP: Beyond Grad Class of 2024 Student Survey administered in Year 7 (spring 2025).

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

APPENDIX F: Parent Survey Analyses Technical Detail

Table F.1. Number of Children Attending School by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n=14)	District 3 (n=51)	District 4 (n=16)	District 5 (n=10)	District 6 (n<10)	Overall (n=103)
1	100.0%	78.6%	58.8%	75.0%	100.0%	83.3%	71.8%
2	0.0%	21.4%	35.3%	12.5%	0.0%	16.7%	23.3%
More than 2	0.0%	0.0%	5.9%	12.5%	0.0%	0.0%	4.9%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

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

Table F.2. Grade of Parent's Child by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n=14)	District 3 (n=51)	District 4 (n=16)	District 5 (n=10)	District 6 (n<10)	Overall (n=103)
Grade 9	33.3%	0.0%	27.5%	43.8%	20.0%	33.3%	26.2%
Grade 10	33.3%	50.0%	13.7%	18.8%	30.0%	33.3%	23.3%
Grade 11	16.7%	14.3%	19.6%	18.8%	50.0%	0.0%	20.4%
Grade 12	16.7%	35.7%	39.2%	18.8%	0.0%	33.3%	30.1%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

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

Table F.3. Parent Awareness of Child's Career Path of Interest by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n=14)	District 3 (n=51)	District 4 (n=13)	District 5 (n=10)	District 6 (n<10)	Overall (n=99)
Yes	83.3%	57.1%	80.4%	58.3%	60.0%	100.0%	73.7%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

Note. The item included three response options: Yes, No, and Maybe/I'm not sure.

Table F.4. Parent Awareness of Child's Career Path of Interest, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=140)	Year 7 (n=99)
Yes	76.4%	73.7%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. The item included three response options: Yes, No, and Maybe/I'm not sure.

Table F.5. Parent Agreement regarding Postsecondary Education and Awareness Levels by District, Grades 9–12, Year 7 (2024–25)

Item	Response Option	District 1 (n<10)	District 2 (n=13)	District 3 (n=49)	District 4 (n=12)	District 5 (n=10)	District 6 (n<10)	Overall (n=96)
<i>My child will receive/is receiving a high school education that will adequately prepare them for college and career.</i>	Strongly agree	16.7%	23.1%	20.4%	33.3%	30.0%	16.7%	22.9%
	Agree	66.7%	46.2%	57.1%	66.7%	60.0%	83.3%	59.4%
	Disagree	16.7%	23.1%	16.3%	0.0%	10.0%	0.0%	13.5%
	Strongly disagree	0.0%	7.7%	6.1%	0.0%	0.0%	0.0%	4.2%
	Mean	3.00	2.85	2.92	3.33	3.20	3.17	3.01
Item	Response Option	(n<10)	(n=11)	(n=46)	(n=11)	(n=10)	(n<10)	(n=90)
<i>I believe that the level of rigor in my child's classes has/will prepare them adequately for college and career.</i>	Strongly agree	16.7%	36.4%	15.2%	18.2%	10.0%	16.7%	17.8%
	Agree	83.3%	45.5%	60.9%	81.8%	80.0%	66.7%	65.6%
	Disagree	0.0%	9.1%	15.2%	0.0%	10.0%	16.7%	11.1%
	Strongly disagree	0.0%	9.1%	8.7%	0.0%	0.0%	0.0%	5.6%
	Mean	3.17	3.09	2.83	3.18	3.20	3.00	2.96
Item	Response Option	(n<10)	(n=14)	(n=49)	(n=12)	(n=10)	(n<10)	(n=96)
<i>I am aware of the opportunities to earn dual credit available to my child in our school district.</i>	Strongly agree	20.0%	42.9%	30.6%	16.7%	60.0%	33.3%	33.3%
	Agree	60.0%	57.1%	57.1%	75.0%	30.0%	50.0%	56.3%
	Disagree	20.0%	0.0%	2.0%	8.3%	10.0%	16.7%	3.1%
	Strongly disagree	0.0%	0.0%	10.2%	0.0%	0.0%	0.0%	7.3%
	Mean	3.00	3.43	3.08	3.00	3.40	3.17	3.16
Item	Response Option	(n<10)	(n=13)	(n=49)	(n=12)	(n=10)	(n<10)	(n=96)
<i>I am aware of the opportunities that a college degree can provide for my child.</i>	Strongly agree	16.7%	46.2%	40.8%	25.0%	60.0%	66.7%	41.7%
	Agree	66.7%	38.5%	51.0%	75.0%	40.0%	33.3%	51.0%
	Disagree	16.7%	0.0%	2.0%	0.0%	0.0%	0.0%	2.1%
	Strongly disagree	0.0%	15.4%	6.1%	0.0%	0.0%	0.0%	5.2%
	Mean	3.00	3.15	3.27	3.25	3.60	3.67	3.29
Item	Response Option	(n<10)	(n=12)	(n=48)	(n=11)	(n=10)	(n<10)	(n=92)
<i>I will be able to guide my child through the college application process.</i>	Strongly agree	20.0%	41.7%	29.2%	9.1%	30.0%	50.0%	29.3%
	Agree	80.0%	58.3%	54.2%	72.7%	60.0%	33.3%	57.6%
	Disagree	0.0%	0.0%	10.4%	18.2%	0.0%	16.7%	8.7%
	Strongly disagree	0.0%	0.0%	6.3%	0.0%	10.0%	0.0%	4.3%
	Mean	3.20	3.42	3.06	2.91	3.10	3.33	3.12
Item	Response Option	(n<10)	(n=13)	(n=47)	(n<10)	(n<10)	(n<10)	(n=88)
<i>I know where to find TSI Assessment test preparation resources for my child.</i>	Strongly agree	0.0%	7.7%	12.8%	11.1%	25.0%	33.3%	13.6%
	Agree	100.0%	15.4%	40.4%	44.4%	37.5%	50.0%	40.9%
	Disagree	0.0%	76.9%	29.8%	44.4%	25.0%	16.7%	35.2%
	Strongly disagree	0.0%	0.0%	17.0%	0.0%	12.5%	0.0%	10.2%
	Mean	3.00	2.31	2.49	2.67	2.75	3.17	2.58
Item	Response Option	(n<10)	(n=11)	(n=48)	(n=10)	(n=10)	(n<10)	(n=90)
<i>I am aware of scholarship opportunities available to help pay for college.</i>	Strongly agree	20.0%	36.4%	16.7%	10.0%	20.0%	16.7%	18.9%
	Agree	80.0%	18.2%	43.8%	70.0%	50.0%	50.0%	46.7%
	Disagree	0.0%	18.2%	27.1%	20.0%	20.0%	33.3%	23.3%
	Strongly disagree	0.0%	27.3%	12.5%	0.0%	10.0%	0.0%	11.1%
	Mean	3.20	2.64	2.65	2.90	2.80	2.83	2.73

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

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 7 was <10, 10, <10, <10, <10, 12, 10, <10, <10, 15, and 16 respectively. TSI – Texas Success Initiative. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

Table F.5. Parent Agreement regarding Postsecondary Education and Awareness Levels by District, Grades 9–12, Year 7 (2024–25), Cont.

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(n<10)	(n=14)	(n=47)	(n=12)	(n<10)	(n<10)	(n=94)
<i>I am aware of the FAFSA or TASFA.</i>	Strongly agree	33.3%	50.0%	34.0%	25.0%	44.4%	33.3%	36.2%
	Agree	66.7%	42.9%	46.8%	58.3%	55.6%	66.7%	51.1%
	Disagree	0.0%	0.0%	12.8%	16.7%	0.0%	0.0%	8.5%
	Strongly disagree	0.0%	7.1%	6.4%	0.0%	0.0%	0.0%	4.3%
	Mean	3.33	3.36	3.09	3.08	3.44	3.33	3.19
Item	Response Option	(n<10)	(n=14)	(n=48)	(n=12)	(n<10)	(n<10)	(n=95)
<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	33.3%	21.4%	22.9%	16.7%	22.2%	33.3%	23.2%
	Agree	66.7%	57.1%	45.8%	58.3%	77.8%	66.7%	54.7%
	Disagree	0.0%	14.3%	16.7%	16.7%	0.0%	0.0%	12.6%
	Strongly disagree	0.0%	7.1%	14.6%	8.3%	0.0%	0.0%	9.5%
	Mean	3.33	2.93	2.77	2.83	3.22	3.33	2.92
Item	Response Option	(n<10)	(n=13)	(n=44)	(n=10)	(n<10)	(n<10)	(n=85)
<i>I am aware of the Pell Grant.</i>	Strongly agree	0.0%	15.4%	27.3%	10.0%	22.2%	33.3%	22.4%
	Agree	100.0%	61.5%	47.7%	50.0%	77.8%	66.7%	56.5%
	Disagree	0.0%	7.7%	11.4%	30.0%	0.0%	0.0%	10.6%
	Strongly disagree	0.0%	15.4%	13.6%	10.0%	0.0%	0.0%	10.6%
	Mean	3.00	2.77	2.89	2.60	3.22	3.33	2.91
Item	Response Option	(n<10)	(n=14)	(n=42)	(n<10)	(n<10)	(n<10)	(n=83)
<i>I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).</i>	Strongly agree	0.0%	14.3%	28.6%	0.0%	33.3%	33.3%	22.9%
	Agree	100.0%	64.3%	45.2%	50.0%	66.7%	66.7%	55.4%
	Disagree	0.0%	7.1%	16.7%	50.0%	0.0%	0.0%	14.5%
	Strongly disagree	0.0%	14.3%	9.5%	0.0%	0.0%	0.0%	7.2%
	Mean	3.00	2.79	2.93	2.50	3.33	3.33	2.94

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

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 7 was <10, 10, <10, <10, <10, 12, 10, <10, <10, 15, and 16 respectively. TSI – Texas Success Initiative. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

Table F.6 Parent Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 7 (2024–25)

Item	Response Option	Year 2 (n=324)	Year 3 (n=270)	Year 4 (n=175)	Year 5 (n=199)	Year 6 (n=132)	Year 7 (n=96)
<i>My child will receive/is receiving a high school education that will adequately prepare them for college and career.</i>	Strongly agree	38.0%	32.6%	40.0%	32.7%	31.1%	22.9%
	Agree	49.1%	48.9%	45.1%	40.7%	50.8%	59.4%
	Disagree	6.5%	9.6%	6.9%	16.6%	12.1%	13.5%
	Strongly disagree	6.5%	8.9%	8.0%	10.1%	6.1%	4.2%
	Mean	3.19	3.05	3.17	2.96	3.07	3.01
Item	Response Option	(n=0)	(n=0)	(n=0)	(n=194)	(n=131)	(n=90)
<i>I believe that the level of rigor in my child's classes has/will prepare them adequately for college and career.</i>	Strongly agree	--	--	--	22.2%	22.1%	17.8%
	Agree	--	--	--	43.8%	46.6%	65.6%
	Disagree	--	--	--	25.8%	25.2%	11.1%
	Strongly disagree	--	--	--	8.2%	6.1%	5.6%
	Mean	--	--	--	2.80	2.85	2.96
Item	Response Option	(n=315)	(n=264)	(n=176)	(n=188)	(n=132)	(n=96)
<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%	34.8%	33.3%
	Agree	50.5%	47.0%	44.3%	46.3%	43.2%	56.3%
	Disagree	7.9%	11.0%	5.1%	11.7%	15.2%	3.1%
	Strongly disagree	5.4%	5.7%	5.7%	9.0%	6.8%	7.3%
	Mean	3.17	3.14	3.28	3.03	3.06	3.16
Item	Response Option	(n=317)	(n=273)	(n=178)	(n=197)	(n=136)	(n=96)
<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%	50.7%	41.7%
	Agree	48.6%	38.8%	34.8%	36.0%	41.2%	51.0%
	Disagree	4.1%	4.0%	2.2%	5.6%	2.9%	2.1%
	Strongly disagree	5.4%	6.2%	5.1%	8.1%	5.1%	5.2%
	Mean	3.27	3.34	3.46	3.28	3.38	3.29
Item	Response Option	(n=309)	(n=256)	(n=167)	(n=183)	(n=135)	(n=92)
<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%	34.8%	29.3%
	Agree	50.2%	45.7%	39.5%	44.8%	49.6%	57.6%
	Disagree	9.1%	14.1%	10.8%	14.2%	11.9%	8.7%
	Strongly disagree	5.8%	6.3%	6.0%	7.1%	3.7%	4.3%
	Mean	3.14	3.07	3.21	3.05	3.16	3.12

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Table continues. Response percentages may not total to 100% due to rounding. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3–Year 7. The item *I am aware of the Texas law that requires a student to complete a financial aid application or signed opt-out form in order to graduate* was a new item in Year 4. The item *I believe that the level of rigor in my child's classes has/will prepare them adequately for college and career* was a new item in Year 5. The item *I am aware of the FAFSA or TASFA* was a new item in Year 7. 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. TSI – Texas Success Initiative. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

Table F.6. Parent Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 7 (2024–25), Cont.

Item	Response Option	Year 2 (n=272)	Year 3 (n=238)	Year 4 (n=165)	Year 5 (n=168)	Year 6 (n=126)	Year 7 (n=88)
<i>I know where to find TSI Assessment test preparation resources for my child.</i>	Strongly agree	18.8%	18.9%	23.6%	15.5%	16.7%	13.6%
	Agree	34.9%	31.1%	37.6%	37.5%	33.3%	40.9%
	Disagree	36.8%	37.0%	30.3%	31.5%	39.7%	35.2%
	Strongly disagree	9.6%	13.0%	8.5%	15.5%	10.3%	10.2%
	Mean	2.63	2.56	2.76	2.53	2.56	2.58
Item	Response Option	(n=282)	(n=254)	(n=166)	(n=179)	(n=127)	(n=90)
<i>I am aware of scholarship opportunities available to help pay for college.</i>	Strongly agree	17.7%	20.1%	27.1%	19.6%	21.3%	18.9%
	Agree	39.0%	40.6%	38.6%	44.7%	33.9%	46.7%
	Disagree	32.6%	25.2%	28.3%	22.9%	34.6%	23.3%
	Strongly disagree	10.6%	14.2%	6.0%	12.8%	10.2%	11.1%
	Mean	2.64	2.67	2.87	2.71	2.66	2.73
Item	Response Option	(n=0)	(n=0)	(n=0)	(n=0)	(n=0)	(n=94)
<i>I am aware of the FAFSA or TASFA.</i>	Strongly agree	--	--	--	--	--	36.2%
	Agree	--	--	--	--	--	51.1%
	Disagree	--	--	--	--	--	8.5%
	Strongly disagree	--	--	--	--	--	4.3%
	Mean	--	--	--	--	--	3.19
Item	Response Option	(n=0)	(n=0)	(n=169)	(n=179)	(n=128)	(n=95)
<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	--	--	27.2%	20.7%	22.7%	23.2%
	Agree	--	--	34.3%	49.2%	46.9%	54.7%
	Disagree	--	--	27.8%	19.6%	21.9%	12.6%
	Strongly disagree	--	--	10.7%	10.6%	8.6%	9.5%
	Mean	--	--	2.78	2.80	2.84	2.92
Item	Response Option	(n=279)	(n=238)	(n=166)	(n=179)	(n=127)	(n=85)
<i>I am aware of the Pell Grant.</i>	Strongly agree	28.7%	29.0%	33.1%	19.4%	25.4%	22.4%
	Agree	44.1%	36.6%	42.6%	46.5%	42.9%	56.5%
	Disagree	22.0%	20.6%	16.6%	22.4%	23.8%	10.6%
	Strongly disagree	5.0%	13.9%	7.7%	11.8%	7.9%	10.6%
	Mean	2.96	2.81	3.01	2.84	2.86	2.91
Item	Response Option	(n=288)	(n=245)	(n=165)	(n=172)	(n=125)	(n=83)
<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%	25.6%	22.9%
	Agree	48.3%	42.0%	41.2%	45.9%	44.0%	55.4%
	Disagree	20.1%	19.2%	15.2%	23.8%	23.2%	14.5%
	Strongly disagree	6.3%	11.8%	8.5%	11.6%	7.2%	7.2%
	Mean	2.93	2.84	3.03	2.72	2.88	2.94

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3–Year 7. The item *I am aware of the Texas law that requires a student to complete a financial aid application or signed opt-out form in order to graduate* was a new item in Year 4. The item *I believe that the level of rigor in my child's classes has/will prepare them adequately for college and career* was a new item in Year 5. The item *I am aware of the FAFSA or TASFA* was a new item in Year 7. 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. TSI – Texas Success Initiative. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

Table F.7. Parents Whose Children Plan to Continue Their Education by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n=14)	District 3 (n=51)	District 4 (n=13)	District 5 (n=10)	District 6 (n<10)	Overall (n=100)
Yes	100.0%	71.4%	72.5%	84.6%	70.0%	100.0%	77.0%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

Note. The item included three response options: Yes, No, and I'm not sure.

Table F.8 Parents Whose Children Plan to Continue Their Education, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=141)	Year 7 (n=100)
Yes	86.5%	77.0%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. The item included three response options: Yes, No, and I'm not sure.

Table F.9. Reasons Preventing Student from Continuing Their Education according to Parent Respondents by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n=0)	District 2 (n<10)	District 3 (n=13)	District 4 (n<10)	District 5 (n<10)	District 6 (n=0)	Overall (n=21)
<i>My child's grades are not good enough</i>	--	0.0%	7.7%	0.0%	0.0%	--	4.8%
<i>My child plans to enlist in the military</i>	--	0.0%	23.1%	0.0%	50.0%	--	19.0%
<i>It costs too much</i>	--	50.0%	23.1%	0.0%	100.0%	--	33.3%
<i>My child plans to work</i>	--	25.0%	61.5%	0.0%	0.0%	--	42.9%
<i>I'm not sure what my child plans to do after high school</i>	--	75.0%	23.1%	50.0%	50.0%	--	38.1%
<i>Other[^]</i>	--	0.0%	15.4%	50.0%	0.0%	--	14.3%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% because respondents were able to select multiple responses.

[^]Examples of other responses included: Not sure child will graduate (1) and Child will have a cosmetology license (1).

Table F.10. Reasons Preventing Student from Continuing Their Education according to Parent Respondents, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=19)	Year 7 (n=21)
<i>My child's grades are not good enough</i>	10.5%	4.8%
<i>My child plans to enlist in the military</i>	10.5%	19.0%
<i>It costs too much</i>	36.8%	33.3%
<i>My child plans to work</i>	31.6%	42.9%
<i>I'm not sure what my child plans to do after high school</i>	52.6%	38.1%
<i>Other[^]</i>	5.3%	14.3%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Response percentages may not total to 100% because respondents were able to select multiple responses.

Table F.11. Highest Level of Education Parents Hope Their Children Will Complete by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n=13)	District 3 (n=44)	District 4 (n=12)	District 5 (n<10)	District 6 (n<10)	Overall (n=87)
<i>Less than high school</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>High school diploma or a GED</i>	0.0%	0.0%	9.1%	0.0%	0.0%	0.0%	4.6%
<i>Some college or career/technical institute</i>	16.7%	23.1%	11.4%	8.3%	0.0%	20.0%	12.6%
<i>2-year college or an associate degree</i>	16.7%	7.7%	11.4%	0.0%	0.0%	0.0%	8.0%
<i>4-year college or a bachelor's degree</i>	66.7%	46.2%	27.3%	33.3%	57.1%	60.0%	37.9%
<i>Graduate degree (master's degree or above)</i>	0.0%	23.1%	34.1%	41.7%	42.9%	20.0%	31.0%
<i>Professional degree (e.g., law, medicine, etc.)</i>	0.0%	0.0%	6.8%	0.0%	0.0%	0.0%	3.4%
<i>I don't know/I'm not sure</i>	0.0%	0.0%	0.0%	16.7%	0.0%	0.0%	2.3%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. GED – General Education Development.

Table F.12. Highest Level of Education Parents Hope Their Children Will Complete, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=117)	Year 7 (n=87)
<i>Less than high school</i>	0.0%	0.0%
<i>High school diploma or a GED</i>	4.3%	4.6%
<i>Some college or career/technical institute</i>	13.7%	12.6%
<i>2-year college or an associate degree</i>	4.3%	8.0%
<i>4-year college or a bachelor's degree</i>	29.9%	37.9%
<i>Graduate degree (master's degree or above)</i>	39.3%	31.0%
<i>Professional degree (e.g., law, medicine, etc.)</i>	7.7%	3.4%
<i>I don't know/I'm not sure</i>	0.9%	2.3%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. GED – General Education Development.

Table F.13. Highest Level of Education Parents Expect Their Children to Complete by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n=14)	District 3 (n=49)	District 4 (n=12)	District 5 (n<10)	District 6 (n<10)	Overall (n=96)
<i>Less than high school</i>	0.0%	0.0%	2.0%	0.0%	0.0%	0.0%	1.0%
<i>High school diploma or a GED</i>	16.7%	7.1%	14.3%	8.3%	0.0%	0.0%	10.4%
<i>Some college or career/technical institute</i>	33.3%	0.0%	12.2%	8.3%	11.1%	16.7%	11.5%
<i>2-year college or an associate degree</i>	0.0%	21.4%	8.2%	0.0%	22.2%	0.0%	9.4%
<i>4-year college or a bachelor's degree</i>	50.0%	50.0%	32.7%	25.0%	33.3%	50.0%	36.5%
<i>Graduate degree (master's degree or above)</i>	0.0%	7.1%	16.3%	33.3%	22.2%	33.3%	17.7%
<i>Professional degree (e.g., law, medicine, etc.)</i>	0.0%	7.1%	12.2%	8.3%	11.1%	0.0%	9.4%
<i>I don't know/I'm not sure</i>	0.0%	7.1%	2.0%	16.7%	0.0%	0.0%	4.2%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. GED – General Education Development.

Table F.14. Highest Level of Education Parents Expect Their Children to Complete, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=139)	Year 7 (n=96)
<i>Less than high school</i>	0.0%	1.0%
<i>High school diploma or a GED</i>	5.0%	10.4%
<i>Some college or career/technical institute</i>	11.5%	11.5%
<i>2-year college or an associate degree</i>	10.1%	9.4%
<i>4-year college or a bachelor's degree</i>	41.0%	36.5%
<i>Graduate degree (master's degree or above)</i>	15.1%	17.7%
<i>Professional degree (e.g., law, medicine, etc.)</i>	12.9%	9.4%
<i>I don't know/I'm not sure</i>	4.3%	4.2%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. GED – General Education Development.

Table F.15. Highest Level of Education Parents Completed by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n=14)	District 3 (n=49)	District 4 (n=12)	District 5 (n<10)	District 6 (n<10)	Overall (n=96)
<i>Less than high school</i>	16.7%	7.1%	10.2%	25.0%	0.0%	0.0%	10.4%
<i>High school diploma or a GED</i>	0.0%	14.3%	34.7%	33.3%	0.0%	0.0%	24.0%
<i>Some college or career/technical institute (e.g., occupational certificate)</i>	50.0%	14.3%	22.4%	16.7%	22.2%	16.7%	21.9%
<i>2-year college or an associate degree</i>	33.3%	21.4%	2.0%	0.0%	0.0%	50.0%	9.4%
<i>4-year college or a bachelor's degree</i>	0.0%	28.6%	10.2%	8.3%	22.2%	0.0%	12.5%
<i>Graduate degree (master's degree or above)</i>	0.0%	14.3%	16.3%	0.0%	44.4%	33.3%	16.7%
<i>Professional degree (e.g., law, medicine, etc.)</i>	0.0%	0.0%	2.0%	8.3%	11.1%	0.0%	3.1%
<i>I don't know/I'm not sure</i>	0.0%	0.0%	2.0%	8.3%	0.0%	0.0%	2.1%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. GED – General Education Development.

Table F.16. Highest Level of Education Parents Completed, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=139)	Year 7 (n=96)
<i>Less than high school</i>	5.8%	10.4%
<i>High school diploma or a GED</i>	21.6%	24.0%
<i>Some college or career/technical institute (e.g., occupational certificate)</i>	24.5%	21.9%
<i>2-year college or an associate degree</i>	15.1%	9.4%
<i>4-year college or a bachelor's degree</i>	18.0%	12.5%
<i>Graduate degree (master's degree or above)</i>	10.8%	16.7%
<i>Professional degree (e.g., law, medicine, etc.)</i>	2.2%	3.1%
<i>I don't know/I'm not sure</i>	2.2%	2.1%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. GED – General Education Development.

Table F.17. Parents Whose Children Completed the FAFSA or TASFA by District, Grade 12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n<10)	District 3 (n=16)	District 4 (n<10)	District 5 (n=0)	District 6 (n<10)	Overall (n=26)
<i>Yes, my child or I/another family member have completed the FAFSA or TASFA.</i>	100%	60.0%	62.5%	0.0%	--	0.0%	53.8%
<i>No, but my child or I/another family member plan on completing either a FAFSA or TASFA this year.</i>	0.0%	20.0%	18.8%	100.0%	--	0.0%	23.1%
<i>No, neither my child nor I/another family member plan on completing either a FAFSA or TASFA this year.</i>	0.0%	20.0%	6.3%	0.0%	--	50.0%	11.5%
<i>I don't know/I'm not sure</i>	0.0%	0.0%	12.5%	0.0%	--	50.0%	11.5%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

Table F.18. Parents Whose Children Completed the FAFSA or TASFA, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=37)	Year 7 (n=26)
<i>Yes, my child or I/another family member have completed the FAFSA or TASFA.</i>	70.3%	53.8%
<i>No, but my child or I/another family member plan on completing either a FAFSA or TASFA this year.</i>	18.9%	23.1%
<i>No, neither my child nor I/another family member plan on completing either a FAFSA or TASFA this year.</i>	2.7%	11.5%
<i>I don't know/I'm not sure</i>	8.1%	11.5%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. This item was presented to parents of Class of 2024 students in Year 6 and those of priority cohort grade 12 students in Year 7. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

Table F.19. Most Useful Supports Parent Respondents Received from Their Child's High School for Completing a Financial Aid Application, Grade 12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n<10)	District 3 (n=11)	District 4 (n<10)	District 5 (n=0)	District 6 (n=0)	Overall (n=18)
<i>Information and resources provided to me by my high school counselor and/or advisor</i>	0.0%	25.0%	45.5%	0.0%	--	--	33.3%
<i>FAFSA/TASFA special events/workshops/information sessions hosted by my high school</i>	100.0%	50.0%	45.5%	0.0%	--	--	44.4%
<i>Online resources (e.g., TEA website, Federal website, other websites)</i>	0.0%	25.0%	45.5%	0.0%	--	--	33.3%
<i>I did not receive or use supports</i>	0.0%	50.0%	18.2%	100.0%	--	--	33.3%
<i>Other[^]</i>	0.0%	0.0%	9.1%	0.0%	--	--	5.6%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% because respondents were able to select multiple responses. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

[^]Examples of other responses included: Requested a meeting with high school staff but did not get a response (1).

Table F.20. Student Completion of College Entrance Exams according to Parent Respondents by District, Grade 12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n<10)	District 3 (n=15)	District 4 (n<10)	District 5 (n=0)	District 6 (n<10)	Overall (n=23)
<i>Yes, my child took the SAT, ACT, or TSI Assessment.</i>	100%	100%	66.7%	0.0%	--	100.0%	69.6%
<i>No, but my child plans on taking the SAT, ACT, or TSI Assessment in the future.</i>	0.0%	0.0%	13.3%	100.0%	--	0.0%	17.4%
<i>No, my child doesn't plan on taking the SAT, ACT, or TSI Assessment.</i>	0.0%	0.0%	20.0%	0.0%	--	0.0%	13.0%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. TSI – Texas Success Initiative.

Table F.21. Student Completion of College Entrance Exams according to Parent Respondents, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=33)	Year 7 (n=23)
<i>Yes, my child took the SAT, ACT, or TSI Assessment.</i>	63.6%	69.6%
<i>No, but my child plans on taking the SAT, ACT, or TSI Assessment in the future.</i>	21.2%	17.4%
<i>No, my child doesn't plan on taking the SAT, ACT, or TSI Assessment.</i>	15.2%	13.0%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. Parents of Class of 2024 students responded to this item in Year 6 and parents of grade 12 priority cohort students responded to this item in Year 7. TSI – Texas Success Initiative.

Table F.22. Number of College or Trade School Applications Completed by Child according to Parent Respondents by District, Grade 12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n<10)	District 3 (n=17)	District 4 (n<10)	District 5 (n=0)	District 6 (n<10)	Overall (n=25)
<i>None; my child does not plan on completing any this school year.</i>	0.0%	25.0%	29.4%	0.0%	--	0.0%	24.0%
<i>None, but my child plans on completing one or more this school year.</i>	100.0%	25.0%	11.8%	50.0%	--	0.0%	20.0%
<i>My child has completed one application to a college or trade school.</i>	0.0%	25.0%	17.6%	0.0%	--	100.0%	20.0%
<i>My child has completed two or more applications to colleges or trade schools.</i>	0.0%	25.0%	41.2%	50.0%	--	0.0%	36.0%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

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

Table F.23. Number of College or Trade School Applications Completed by Child according to Parent Respondents, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=36)	Year 7 (n=25)
<i>None; my child does not plan on completing any this school year.</i>	5.6%	24.0%
<i>None, but my child plans on completing one or more this school year.</i>	19.4%	20.0%
<i>My child has completed one application to a college or trade school.</i>	19.4%	20.0%
<i>My child has completed two or more applications to colleges or trade schools.</i>	55.6%	36.0%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. This item was presented to parents of Class of 2024 students in Year 6 and those of priority cohort grade 12 students in Year 7.

Table F.24 Parent Met One-on-One with their Child's Counselor, Advisor, or GEAR UP Coordinator by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n=14)	District 3 (n=47)	District 4 (n=13)	District 5 (n<10)	District 6 (n<10)	Overall (n=94)
Yes	66.7%	7.1%	29.8%	15.4%	22.2%	60.0%	27.7%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

Note. The item included two response options: Yes and No.

Table F.25. Parent Met One-on-One with their Child's Counselor, Advisor, or GEAR UP Coordinator, Year 2 (2019–20)–Year 7 (2024–25)

Response Option	Year 2 (n=335)	Year 3 (n=283)	Year 4 (n=182)	Year 5 (n=204)	Year 6 (n=139)	Year 7 (n=94)
Yes	16.4%	24.7%	45.6%	26.5%	19.4%	27.7%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, Year 6, and Year 7. The item included two response options: Yes and No.

Table F.26. Parent Agreement on One-on-One Counseling/Advising Session(s) by District, Grade 9–12, Year 7 (2024–25)

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=13)	(n<10)	(n<10)	(n<10)	(n=25)
<i>helped me think about my child's college/career plans.</i>	Strongly agree	0.0%	0.0%	46.2%	0.0%	50.0%	33.3%	32.0%
	Agree	100.0%	0.0%	30.8%	50.0%	50.0%	66.7%	48.0%
	Disagree	0.0%	100.0%	7.7%	0.0%	0.0%	0.0%	8.0%
	Strongly disagree	0.0%	0.0%	15.4%	50.0%	0.0%	0.0%	12.0%
	Mean	3.00	2.00	3.08	2.00	3.50	3.33	3.00
Item	Response Option	(n<10)	(n<10)	(n=13)	(n<10)	(n<10)	(n<10)	(n=25)
<i>helped me understand the best classes my child should take to achieve their college/career goals.</i>	Strongly agree	0.0%	0.0%	46.2%	0.0%	100.0%	33.3%	36.0%
	Agree	100.0%	0.0%	30.8%	50.0%	0.0%	33.3%	40.0%
	Disagree	0.0%	0.0%	15.4%	0.0%	0.0%	33.3%	12.0%
	Strongly disagree	0.0%	100.0%	7.7%	50.0%	0.0%	0.0%	12.0%
	Mean	3.00	1.00	3.15	2.00	4.00	3.00	3.00
Item	Response Option	(n<10)	(n<10)	(n=13)	(n<10)	(n<10)	(n<10)	(n=24)
<i>provided me with information to help my child choose the right college entrance exam.</i>	Strongly agree	0.0%	0.0%	46.2%	0.0%	0.0%	50.0%	29.2%
	Agree	100.0%	0.0%	30.8%	50.0%	100.0%	0.0%	45.8%
	Disagree	0.0%	100.0%	15.4%	0.0%	0.0%	50.0%	16.7%
	Strongly disagree	0.0%	0.0%	7.7%	50.0%	0.0%	0.0%	8.3%
	Mean	3.00	2.00	3.15	2.00	3.00	3.00	2.96
Item	Response Option	(n<10)	(n<10)	(n=13)	(n<10)	(n<10)	(n<10)	(n=25)
<i>provided me with information about how our family may pay for college.</i>	Strongly agree	0.0%	0.0%	46.2%	0.0%	0.0%	33.3%	28.0%
	Agree	100.0%	0.0%	30.8%	100.0%	100.0%	66.7%	48.0%
	Disagree	0.0%	0.0%	15.4%	0.0%	0.0%	0.0%	16.0%
	Strongly disagree	0.0%	100.0%	7.7%	0.0%	0.0%	0.0%	8.0%
	Mean	3.00	1.00	3.15	3.00	3.00	2.67	2.96

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

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. The number of overall respondents who selected *I don't know/Not applicable* in Year 7 was 0, 0, <10, and 0, respectively.

Table F.27. Parent Agreement on One-on-One Counseling/Advising Session(s), Year 2 (2019–20)–Year 7 (2024–25)

Item	Response Option	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
The counseling/advising session...		(n=54)	(n=63)	(n=75)	(n=45)	(n=23)	(n=25)
<i>helped me think about my child's college/career plans.</i>	Strongly agree	48.1%	34.9%	40.0%	37.8%	39.1%	32.0%
	Agree	35.2%	49.2%	53.3%	48.9%	43.5%	48.0%
	Disagree	11.1%	6.3%	4.0%	2.2%	8.7%	8.0%
	Strongly disagree	5.6%	9.5%	2.7%	11.1%	8.7%	12.0%
	Mean	3.26	3.10	3.31	3.13	3.13	3.00
The counseling/advising session...		(n=54)	(n=65)	(n=77)	(n=44)	(n=24)	(n=25)
<i>helped me understand the best classes my child should take to achieve their college/career goals.</i>	Strongly agree	50.0%	36.9%	45.5%	38.6%	37.5%	36.0%
	Agree	37.0%	46.2%	48.1%	45.5%	54.2%	40.0%
	Disagree	7.4%	7.7%	3.9%	6.8%	0.0%	12.0%
	Strongly disagree	5.6%	9.2%	2.6%	9.1%	8.3%	12.0%
	Mean	3.31	3.11	3.36	3.14	3.21	3.00
The counseling/advising session...		(n=0)	(n=0)	(n=71)	(n=40)	(n=24)	(n=24)
<i>provided me with information to help my child choose the right college entrance exam.</i>	Strongly agree	--	--	33.8%	32.5%	33.3%	29.2%
	Agree	--	--	47.9%	45.0%	50.0%	45.8%
	Disagree	--	--	15.5%	10.0%	8.3%	16.7%
	Strongly disagree	--	--	2.8%	12.5%	8.3%	8.3%
	Mean	--	--	3.13	2.98	3.08	2.96
The counseling/advising session...		(n=0)	(n=0)	(n=0)	(n=0)	(n=0)	(n=25)
<i>provided me with information about how our family may pay for college.</i>	Strongly agree	--	--	--	--	--	28.0%
	Agree	--	--	--	--	--	48.0%
	Disagree	--	--	--	--	--	16.0%
	Strongly disagree	--	--	--	--	--	8.0%
	Mean	--	--	--	--	--	2.96

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025)

Note. Response percentages may not total to 100% due to rounding. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, Year 6, and Year 7. The item *provided me with information about how our family may pay for college* was new in Year 7. The item *provided me with information to help my child choose the right college entrance exam* was new 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.

Table F.28. Parent Satisfaction with One-on-One Counseling/Advising Sessions by District, Grades 9–12, Year 7 (2024–25)

Item	Response Option	District 1 (n<10)	District 2 (n<10)	District 3 (n=13)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=25)
<i>Overall, how satisfied have you been with the individual counseling/advising session(s) that you have received this school year?</i>	Strongly satisfied	0.0%	0.0%	53.8%	50.0%	100.0%	0.0%	40.0%
	Satisfied	100.0%	0.0%	30.8%	50.0%	0.0%	66.7%	44.0%
	Dissatisfied	0.0%	100.0%	15.4%	0.0%	0.0%	33.3%	16.0%
	Strongly dissatisfied	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	3.00	2.00	3.38	3.50	4.00	2.67	3.24

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

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 7 was 0.

Table F.29. Parent Satisfaction with One-on-One Counseling/Advising Sessions, Year 2 (2019–20)–Year 7 (2024–25)

Item	Response Option	Year 2 (n=50)	Year 3 (n=67)	Year 4 (n=78)	Year 5 (n=47)	Year 6 (n=26)	Year 7 (n=25)
<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%	38.5%	40.0%
	Satisfied	36.0%	43.3%	51.3%	36.2%	42.3%	44.0%
	Dissatisfied	14.0%	7.5%	7.7%	6.4%	11.5%	16.0%
	Strongly dissatisfied	2.0%	6.0%	1.3%	4.3%	7.7%	0.0%
	Mean	3.30	3.24	3.30	3.38	3.12	3.24

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, Year 6, and Year 7. 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 F.30. Parents Who Participated in a College or Career Parent/Family Event by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n=14)	District 3 (n=46)	District 4 (n=12)	District 5 (n<10)	District 6 (n<10)	Overall (n=92)
Yes	83.3%	21.4%	30.4%	0.0%	11.1%	20.0%	26.1%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. The item included two response options: Yes and No.

Table F.31. Parents Who Participated in a College or Career Parent/Family Event, Year 2 (2019–20)–Year 7 (2024–25)

Response Option	Year 2 (n=323)	Year 3 (n=282)	Year 4 (n=179)	Year 5 (n=205)	Year 6 (n=138)	Year 7 (n=92)
Yes	22.9%	20.9%	39.7%	20.0%	29.7%	26.1%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, Year 6, and Year 7. The item included two response options: Yes and No.

Table F.32. Parent Agreement on Parent/Family Events, by District, Grades 9–12, Year 7 (2024–25)

Item	Response Option	District 1 (n<10)	District 2 (n<10)	District 3 (n<10)	District 4 (n=0)	District 5 (n<10)	District 6 (n<10)	Overall (n=24)
<i>I felt comfortable asking questions at the parent/family event.</i>	Strongly agree	80.0%	33.3%	42.9%	--	100.0%	100.0%	54.2%
	Agree	20.0%	66.7%	42.9%	--	0.0%	0.0%	37.5%
	Disagree	0.0%	0.0%	7.1%	--	0.0%	0.0%	4.2%
	Strongly disagree	0.0%	0.0%	7.1%	--	0.0%	0.0%	4.2%
	Mean	3.80	3.33	3.21	--	4.00	4.00	3.42
Item	Response Option	(n<10)	(n<10)	(n=14)	(n=0)	(n<10)	(n<10)	(n=24)
<i>The staff who led the parent/family event provided information that was helpful for our family.</i>	Strongly agree	80.0%	66.7%	42.9%	--	100.0%	100.0%	58.3%
	Agree	20.0%	33.3%	42.9%	--	0.0%	0.0%	33.3%
	Disagree	0.0%	0.0%	7.1%	--	0.0%	0.0%	4.2%
	Strongly disagree	0.0%	0.0%	7.1%	--	0.0%	0.0%	4.2%
	Mean	3.80	3.67	3.21	--	4.00	4.00	3.46
Item	Response Option	(n<10)	(n<10)	(n=14)	(n=0)	(n<10)	(n<10)	(n=23)
<i>I plan to attend future parent/family events about college and/or career options at my child's school.</i>	Strongly agree	50.0%	33.3%	57.1%	--	100.0%	100.0%	56.5%
	Agree	50.0%	66.7%	35.7%	--	0.0%	0.0%	39.1%
	Disagree	0.0%	0.0%	0.0%	--	0.0%	0.0%	0.0%
	Strongly disagree	0.0%	0.0%	7.1%	--	0.0%	0.0%	4.3%
	Mean	3.50	3.33	3.43	--	4.00	4.00	3.48

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

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 7 was 0, 0, and 0, respectively.

Table F.33. Parent Agreement on Parent/Family Events, Year 2 (2019–20)–Year 7 (2024–25)

Item	Response Option	Year 2 (n=69)	Year 3 (n=57)	Year 4 (n=65)	Year 5 (n=47)	Year 6 (n=37)	Year 7 (n=24)
<i>I felt comfortable asking questions at the parent/family event.</i>	Strongly agree	34.8%	45.6%	47.7%	21.3%	43.2%	54.2%
	Agree	46.4%	43.9%	47.7%	74.5%	45.9%	37.5%
	Disagree	8.7%	5.3%	1.5%	0.0%	10.8%	4.2%
	Strongly disagree	10.1%	5.3%	3.1%	4.3%	0.0%	4.2%
	Mean	3.06	3.30	3.40	3.13	3.32	3.42
Item	Response Option	(n=71)	(n=56)	(n=65)	(n=44)	(n=38)	(n=24)
<i>The staff who led the parent/family event provided information that was helpful for our family.</i>	Strongly agree	44.6%	44.6%	36.9%	18.2%	39.5%	58.3%
	Agree	46.4%	46.4%	55.4%	75.0%	57.9%	33.3%
	Disagree	3.6%	3.6%	3.1%	2.3%	2.6%	4.2%
	Strongly disagree	5.4%	5.4%	4.6%	4.5%	0.0%	4.2%
	Mean	3.15	3.30	3.25	3.07	3.37	3.46
Item	Response Option	(n=70)	(n=55)	(n=64)	(n=44)	(n=36)	(n=23)
<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%	44.4%	29.5%	47.2%	56.5%
	Agree	41.4%	40.0%	55.6%	63.6%	52.8%	39.1%
	Disagree	1.4%	3.6%	0.0%	4.5%	0.0%	0.0%
	Strongly disagree	4.3%	3.6%	14.3%	2.3%	0.0%	4.3%
	Mean	3.43	3.42	3.44	3.20	3.47	3.48

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, Year 6, and Year 7. Scale used to determine mean rating: 1–*Strongly disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly agree*.

Respondents who selected *I don't know/Not applicable* were not included in this analysis.

Table F.34. Parent Satisfaction with Experiences at Family Events by District, Grades 9–12, Year 7 (2024–25)

Item	Response Option	District 1 (n<10)	District 2 (n<10)	District 3 (n=14)	District 4 (n=0)	District 5 (n<10)	District 6 (n<10)	Overall (n=24)
<i>Please rate your level of satisfaction with the parent/family event(s) that you have participated in this school year.</i>	Strongly satisfied	40.0%	66.7%	57.1%	--	100.0%	100.0%	58.3%
	Satisfied	60.0%	0.0%	28.6%	--	0.0%	0.0%	29.2%
	Dissatisfied	0.0%	33.3%	14.3%	--	0.0%	0.0%	12.5%
	Strongly dissatisfied	0.0%	0.0%	0.0%	--	0.0%	0.0%	0.0%
	Mean	3.40	3.33	3.43	--	4.00	4.00	3.46

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

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 7 was 0.

Table F.35. Parent Satisfaction with Experiences at Family Events, Year 2 (2019–20)–Year 7 (2024–25)

Item	Response Option	Year 2 (n=68)	Year 3 (n=56)	Year 4 (n=63)	Year 5 (n=46)	Year 6 (n=38)	Year 7 (n=24)
<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%	34.2%	58.3%
	Satisfied	57.4%	53.6%	52.4%	65.2%	63.2%	29.2%
	Dissatisfied	5.9%	5.4%	6.3%	2.2%	2.6%	12.5%
	Strongly dissatisfied	0.0%	0.0%	0.0%	2.2%	0.0%	0.0%
	Mean	3.31	3.36	3.35	3.24	3.32	3.46

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, Year 6, and Year 7. 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 F.36. Parent Satisfaction with Child's School Efforts to Inform Parents by District, Grades 9–12, Year 7 (2024–25)

Item	Response Option	District 1 (n<10)	District 2 (n<10)	District 3 (n=14)	District 4 (n=11)	District 5 (n<10)	District 6 (n<10)	Overall (n=76)
<i>Overall, how satisfied are you with your child's school's efforts to inform you of important college/career information, deadlines, and events?</i>	Strongly satisfied	40.0%	0.0%	57.1%	9.1%	100.0%	100.0%	21.1%
	Satisfied	60.0%	0.0%	28.6%	54.5%	0.0%	0.0%	42.1%
	Dissatisfied	0.0%	33.3%	14.3%	36.4%	0.0%	0.0%	28.9%
	Strongly dissatisfied	0.0%	66.7%	0.0%	0.0%	0.0%	0.0%	7.9%
	Mean	3.17	2.67	2.74	2.73	2.83	2.67	2.76

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

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 7 was 14.

Table F.37. Parent Satisfaction with Child's School Efforts to Inform Parents, Year 4 (2021–22)–Year 7 (2024–25)

Item	Response Option	Year 4 (n=163)	Year 5 (n=168)	Year 6 (n=125)	Year 7 (n=76)
<i>Overall, how satisfied are you with your child's school's efforts to inform you of important college/career information, deadlines, and events?</i>	Strongly satisfied	23.9%	17.3%	17.6%	21.1%
	Satisfied	48.5%	41.1%	42.4%	42.1%
	Dissatisfied	20.2%	27.4%	32.0%	28.9%
	Strongly dissatisfied	7.4%	14.3%	8.0%	7.9%
	Mean	2.89	2.61	2.70	2.76

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

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.

Table F.38. Reasons Parents Were Dissatisfied with Schools Communication Efforts by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n<10)	District 3 (n=15)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=28)
<i>There was a delay in sending college/career information.</i>	0.0%	80.0%	60.0%	0.0%	0.0%	100.0%	50.0%
<i>My child's career of interest was not included.</i>	100.0%	0.0%	6.7%	0.0%	0.0%	0.0%	7.1%
<i>My child's college of interest was not included.</i>	0.0%	0.0%	6.7%	0.0%	0.0%	0.0%	3.6%
<i>Other</i> [^]	0.0%	20.0%	40.0%	100.0%	100.0%	100.0%	50.0%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% because respondents were able to select multiple options.

[^]Examples of other responses included: Have not received any information (9), Not enough options if not going for one of school's pathways (1), the GEAR UP advisor does not include all students (1).

Table F.39. Parent Suggestions for Improving College/Career Activities by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n=14)	District 3 (n=37)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=76)
<i>Provide more information about careers.</i>	50.0%	42.9%	48.6%	33.3%	44.4%	33.3%	44.7%
<i>Provide more information on college and financial aid.</i>	50.0%	57.1%	56.8%	77.8%	33.3%	66.7%	56.6%
<i>Offer more modes of communication with parents/families.</i>	0.0%	35.7%	59.5%	33.3%	33.3%	66.7%	46.1%
<i>Improve communication quality (for example, responsiveness) with parents/families.</i>	0.0%	35.7%	62.2%	44.4%	44.4%	100.0%	51.3%
<i>Other</i> [^]	0.0%	21.4%	8.1%	0.0%	22.2%	33.3%	11.8%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% because respondents were able to select multiple responses.

[^]Examples of other responses included: More college visits (2) and more information on scholarship opportunities (1).

APPENDIX G: School Personnel Survey Analyses

Technical Detail

Table G.1. Personnel Demographics by District, Grades 9–12, Year 7 (2024–25)

Item	District 1	District 2	District 3	District 4	District 5	District 6	Overall
Primary Position	(n<15)	(n=16)	(n=190)	(n<10)	(n<15)	(n=24)	(n=262)
<i>Administrator</i>	0.0%	0.0%	2.6%	0.0%	15.4%	4.2%	3.1%
<i>Counselor/Student Services Personnel</i>	0.0%	0.0%	6.3%	0.0%	0.0%	16.7%	6.1%
<i>Teacher/Instructional Support Personnel</i>	100.0%	100.0%	79.5%	60.0%	84.6%	66.7%	80.5%
<i>Other[^]</i>	0.0%	0.0%	11.6%	40.0%	0.0%	12.5%	10.3%
Number of Years at School	(n<15)	(n=16)	(n=188)	(n<10)	(n<15)	(n=23)	(n=174)
<i>1–2 years</i>	7.1%	31.3%	56.9%	60.0%	30.8%	65.2%	52.1%
<i>3–5 years</i>	50.0%	25.0%	27.7%	40.0%	23.1%	21.7%	28.2%
<i>6–10 years</i>	7.1%	18.8%	13.8%	0.0%	15.4%	8.7%	13.1%
<i>More than 10 years</i>	35.7%	25.0%	1.6%	0.0%	30.8%	4.3%	6.6%
Number of Total Years	(n<15)	(n=16)	(n=188)	(n<10)	(n<15)	(n=23)	(n=172)
<i>1–2 years</i>	0.0%	18.8%	30.3%	0.0%	15.4%	26.1%	26.3%
<i>3–5 years</i>	7.1%	25.0%	32.4%	40.0%	23.1%	13.0%	28.6%
<i>6–10 years</i>	21.4%	12.5%	19.7%	20.0%	23.1%	21.7%	19.7%
<i>More than 10 years</i>	71.4%	43.8%	17.6%	40.0%	38.5%	39.1%	25.5%
Grade Level	(n<15)	(n=16)	(n=190)	(n<10)	(n<15)	(n=24)	(n=262)
<i>Kindergarten–Grade 8</i>	0.0%	0.0%	0.5%	0.0%	23.1%	4.2%	1.9%
<i>Grade 9</i>	64.3%	68.8%	57.4%	40.0%	69.2%	75.0%	60.3%
<i>Grade 10</i>	50.0%	50.0%	48.4%	60.0%	84.6%	83.3%	53.8%
<i>Grade 11</i>	71.4%	50.0%	54.2%	80.0%	69.2%	83.3%	58.8%
<i>Grade 12</i>	78.6%	37.5%	52.1%	60.0%	69.2%	83.3%	56.5%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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: Special Education (4), foreign language (3), physical education (1), dance (1), and college readiness (1).

Table G.2. Personnel Respondent Demographics, Year 2 (2019–20)–Year 7 (2024–25)

Item	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Primary Position	(n=267)	(n=151)	(n=313)	(n=276)	(n=395)	(n=262)
<i>Administrator</i>	5.6%	7.9%	4.5%	3.3%	5.6%	3.1%
<i>Counselor/Student Services Personnel</i>	6.7%	11.3%	6.4%	5.8%	5.8%	6.1%
<i>Teacher/Instructional Support Personnel</i>	77.9%	80.8%	75.4%	81.2%	77.7%	80.5%
<i>Other</i>	9.7%	0.0%	13.7%	9.8%	10.9%	10.3%
Number of Years at School	(n=174)	(n=146)	(n=313)	(n=276)	(n=395)	(n=174)
<i>1–2 years</i>	44.8%	44.5%	48.2%	51.4%	55.7%	52.1%
<i>3–5 years</i>	39.7%	30.1%	25.9%	23.6%	19.7%	28.2%
<i>6–10 years</i>	15.5%	11.6%	13.1%	15.2%	15.7%	13.1%
<i>More than 10 years</i>	–	13.7%	12.8%	9.8%	9.1%	6.6%
Number of Total Years	(n=172)	(n=144)	(n=313)	(n=276)	(n=393)	(n=172)
<i>1–2 years</i>	32.6%	29.2%	29.7%	34.1%	31.8%	26.3%
<i>3–5 years</i>	40.1%	18.1%	19.8%	14.5%	20.4%	28.6%
<i>6–10 years</i>	27.3%	17.4%	21.1%	22.8%	20.1%	19.7%
<i>More than 10 years</i>	–	35.4%	29.4%	28.6%	27.7%	25.5%
Grade Level	(n=266)	(n=151)	(n=312)	(n=276)	(n=395)	(n=262)
<i>Kindergarten–Grade 8</i>	--	--	--	--	--	1.9%
<i>Grade 9</i>	45.9%	72.8%	72.4%	52.9%	58.5%	60.3%
<i>Grade 10</i>	47.7%	78.1%	75.0%	76.1%	67.1%	53.8%**
<i>Grade 11</i>	50.0%	78.1%	75.6%	78.3%	67.3%	58.8%*
<i>Grade 12</i>	50.4%	69.5%	74.4%	76.8%	65.1%	56.5%*

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), Year 6 (spring 2024), and Year 7 (spring 2025).

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, Year 5, Year 6, and Year 7.

*Personnel responses for grades they served differed significantly from Year 6 to Year 7 for Grade 11 and 12: $\chi^2(1) = 5.01$, $p < .05$ and $\chi^2(1) = 4.90$, $p < .05$ respectively.

**Personnel responses for grades they served differed significantly from Year 6 to Year 7 for Grade 10: $\chi^2(1) = 11.75$, $p < .01$.

Table G.3. Subjects Teachers Taught by District, Grades 9–12, Year 7 (2024–25)

Subject	District 1 (n<15)	District 2 (n=16)	District 3 (n=151)	District 4 (n<10)	District 5 (n<15)	District 6 (n=16)	Overall (n=211)
<i>English Language Arts</i>	42.9%	37.5%	17.9%	0.0%	27.3%	18.8%	21.3%
<i>Mathematics</i>	21.4%	25.0%	17.9%	0.0%	27.3%	37.5%	20.4%
<i>Social Studies</i>	7.1%	18.8%	14.6%	33.3%	18.2%	18.8%	15.2%
<i>Science</i>	7.1%	18.8%	9.3%	66.7%	18.2%	25.0%	12.3%
<i>AVID</i>	0.0%	0.0%	0.0%	33.3%	9.1%	0.0%	0.9%
<i>Arts (e.g., music, drama, fine art)</i>	0.0%	6.3%	4.0%	0.0%	0.0%	6.3%	3.8%
<i>Physical Education</i>	7.1%	0.0%	3.3%	0.0%	9.1%	6.3%	3.8%
<i>Business/Marketing</i>	0.0%	0.0%	2.0%	0.0%	0.0%	0.0%	1.4%
<i>English as a Second Language</i>	7.1%	0.0%	4.0%	0.0%	0.0%	0.0%	3.3%
<i>Career Technical Education</i>	21.4%	0.0%	21.9%	0.0%	18.2%	18.8%	19.4%
<i>Other[^]</i>	21.4%	0.0%	15.9%	0.0%	27.3%	12.5%	15.2%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. This question was only asked to participants who selected “Teacher/Instructional Support Personnel” as their primary position. AVID – Advancement Via Individual Determination.

[^]Examples of other responses included: Special education (4), Foreign language (3), College Readiness (1), Dance (1), and Health Science (1).

Table G.4. Subjects Teachers Taught, Year 2 (2019–20)–Year 7 (2024–25)

Subject	Year 2 (n=198)	Year 3 (n=123)	Year 4 (n=234)	Year 5 (n=224)	Year 6 (n=305)	Year 7 (n=211)
<i>English Language Arts</i>	23.2%	20.3%	23.1%	17.9%	14.4%*	21.3%
<i>Mathematics</i>	16.7%	18.7%	17.1%	13.8%	16.1%	20.4%
<i>Social Studies</i>	15.7%	8.9%	15.8%	19.2%	16.1%	15.2%
<i>Science</i>	13.6%	18.7%	13.7%	14.7%	13.1%	12.3%
<i>AVID</i>	6.1%	5.7%	1.3%	3.6%	2.6%	0.9%
<i>Arts (e.g., music, drama, fine art)</i>	5.1%	7.3%	7.3%	5.8%	7.9%	3.8%
<i>Physical Education</i>	3.5%	2.4%	2.6%	2.7%	2.6%	3.8%
<i>Business/Marketing</i>	1.5%	0.0%	3.0%	2.2%	4.9%*	1.4%
<i>English as a Second Language</i>	1.5%	0.8%	3.0%	2.7%	2.0%	3.3%
<i>Career Technical Education</i>	--	--	--	--	--	19.4%
<i>Other</i>	29.8%	35.0%	36.3%	36.2%	34.8%**	15.2%

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), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. This question was only asked to participants who selected Teacher/Instructional Support Personnel as their primary position. 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, Year 5, Year 6, and Year 7. AVID – Advancement Via Individual Determination. The item career and technical education was only asked in Year 7.

*Responses for *English Language Arts* differed significantly from Year 6 to Year 7: $\chi^2(1) = 4.16$, $p < .05$; Responses for *Business/Marketing* differed significantly from Year 6 to Year 7: $\chi^2(1) = 4.53$, $p < .05$.

**Responses for *Other* differed significantly from Year 6 to Year 7: $\chi^2(1) = 24.43$, $p < .001$.

Table G.5. Personnel Participation in Professional Development by District, Grades 9–12, Year 7 (2024–25)

Item	District 1 (n<15)	District 2 (n=16)	District 3 (n=87)	District 4 (n<10)	District 5 (n<10)	District 6 (n<15)	Overall (n=134)
Yes	90.9%	68.8%	86.2%	100.0%	71.4%	100.0%	85.1%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

Note. The item included three response options: *Yes*, *No*, and *I'm not sure*. This question was only asked to core content Teacher/Instructional Support Personnel. The number of overall respondents who selected *I don't know/Not applicable* in Year 7 was <10.

Table G.6. Personnel Participation in Professional Development, Year 2 (2019–20)–Year 7 (2024–25)

Item	Year 2 (n=80)	Year 3 (n=49)	Year 4 (n=139)	Year 5 (n=124)	Year 6 (n=165)	Year 7 (n=134)
Yes	95.0%	77.6%	81.3%	91.9%	89.1%	85.1%

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), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. The item included three response options: *Yes*, *No*, and *I'm not sure*. This question was only asked to core content Teacher/Instructional Support Personnel. 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, Year 5, Year 6, and Year 7.

Table G.7. Format of Professional Development Participated in by Personnel by District, Grades 9–12, Year 7 (2024–25)

Format	District 1 (n=10)	District 2 (n=11)	District 3 (n=74)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=112)
<i>Only in person</i>	60.0%	9.1%	47.3%	100.0%	40.0%	55.6%	46.4%
<i>Only online/virtual</i>	0.0%	9.1%	6.8%	0.0%	20.0%	0.0%	6.3%
<i>Both in person and online/virtual</i>	40.0%	81.8%	45.9%	0.0%	40.0%	44.4%	47.3%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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

Table G.8. Format of Professional Development Participated in by Personnel, Year 3 (2020–21)–Year 7 (2024–25)

Format	Year 3 (n=38)	Year 4 (n=108)	Year 5 (n=114)	Year 6 (n=142)	Year 7 (n=112)
<i>Only in person</i>	23.7%	37.0%	34.2%	47.9%	46.4%
<i>Only online/virtual</i>	31.6%	8.3%	9.6%	6.3%	6.3%
<i>Both in person and online/virtual</i>	44.7%	54.6%	56.1%	45.8%	47.3%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

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

Table G.9. Personnel Agreement regarding Professional Development by District, Grades 9–12, Year 7 (2024–25)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(n=10)	(n=11)	(n=72)	(n<10)	(n<10)	(n<10)	(n=110)
<i>I have been able to successfully implement the strategies I've learned in professional development.</i>	Strongly agree	20.0%	18.2%	29.2%	66.7%	40.0%	22.2%	28.2%
	Agree	80.0%	81.8%	61.1%	33.3%	40.0%	66.7%	63.6%
	Disagree	0.0%	0.0%	9.7%	0.0%	0.0%	11.1%	6.4%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	20.0%	0.0%	1.8%
	Mean	3.20	3.18	3.19	3.67	3.00	3.00	3.18
Item	Response Option	(n=10)	(n=10)	(n=71)	(n<10)	(n<10)	(n<10)	(n=107)
<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	20.2%	20.0%	19.7%	50.0%	40.0%	33.3%	22.4%
	Agree	80.0%	70.0%	64.8%	50.0%	40.0%	55.6%	64.5%
	Disagree	0.0%	10.0%	12.7%	0.0%	0.0%	11.1%	9.3%
	Strongly disagree	0.0%	0.0%	2.8%	0.0%	20.0%	0.0%	3.7%
	Mean	3.20	3.10	3.01	3.50	3.00	3.11	3.06
Item	Response Option	(n=10)	(n=10)	(n=70)	(n<10)	(n<10)	(n<10)	(n=107)
<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	30.0%	10.0%	15.7%	66.7%	40.0%	11.1%	18.7%
	Agree	60.0%	80.0%	65.7%	33.3%	40.0%	66.7%	64.5%
	Disagree	10.0%	10.0%	15.7%	0.0%	0.0%	11.1%	13.1%
	Strongly disagree	0.0%	0.0%	2.9%	0.0%	20.0%	11.1%	3.7%
	Mean	3.20	3.00	2.94	3.67	3.00	2.78	2.98

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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 7 was <10, <10, and <10, respectively.

Table G.10. Personnel Agreement regarding Professional Development, Year 2 (2019–20)–Year 7 (2024–25)

Item	Response Option	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
		(n=76)	(n=36)	(n=108)	(n=111)	(n=138)	(n=110)
<i>I have been able to successfully implement the strategies I've learned in professional development.</i>	Strongly agree	38.2%	19.4%	31.5%	23.4%	31.2%	28.2%
	Agree	50.0%	58.3%	53.7%	64.9%	60.1%	63.6%
	Disagree	10.5%	19.4%	7.4%	7.2%	5.1%	6.4%
	Strongly disagree	1.3%	2.8%	7.4%	4.5%	3.6%	1.8%
	Mean	3.25	2.94	3.09	3.07	3.19	3.18
Item	Response Option	(n=76)	(n=36)	(n=106)	(n=111)	(n=138)	(n=107)
<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	27.6%	13.9%	24.5%	19.8%	34.1%	22.4%
	Agree	63.2%	61.1%	54.7%	64.0%	53.6%	64.5%
	Disagree	6.6%	19.4%	15.1%	14.4%	8.7%	9.3%
	Strongly disagree	2.6%	5.6%	5.7%	1.8%	3.6%	3.7%
	Mean	3.16	2.83	2.98	3.02	3.18	3.06
Item	Response Option	(n=0)	(n=35)	(n=101)	(n=101)	(n=137)	(n=107)
<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	--	11.4%	25.7%	16.8%	24.8%	18.7%
	Agree	--	48.6%	50.5%	68.3%	56.2%	64.5%
	Disagree	--	31.4%	18.8%	12.9%	13.1%	13.1%
	Strongly disagree	--	8.6%	5.0%	2.0%	5.8%	3.7%
	Mean	--	2.63	2.97	3.00	3.00	2.98

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), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. 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, Year 5, Year 6, and Year 7. The item *The strategies I have acquired to increase the rigor in my courses from professional development this year have been easy to implement* was included in Year 3–Year 7. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree.

Table G.11. Number of Coaching Sessions Teachers Participated in by Personnel by District, Grades 9–12, Year 7 (2024–25)

Number of Coaching Sessions	District 1 (n=11)	District 2 (n=16)	District 3 (n=86)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=132)
<i>None</i>	45.5%	37.5%	15.1%	0.0%	28.6%	11.1%	20.5%
<i>1–2</i>	27.3%	31.3%	36.0%	0.0%	42.9%	33.3%	34.1%
<i>3–4</i>	18.2%	25.0%	19.8%	33.3%	28.6%	33.3%	22.0%
<i>5 or more</i>	9.1%	6.3%	29.1%	66.7%	0.0%	22.2%	23.5%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. This question was only asked to core content Teacher/Instructional Support Personnel.

Table G.12. Number of Coaching Sessions Teachers Participated in by Personnel, Year 2 (2019–20)–Year 7 (2024–25)

Number of Coaching Sessions	Year 2 (n=82)	Year 3 (n=73)	Year 4 (n=133)	Year 5 (n=124)	Year 6 (n=161)	Year 7 (n=132)
<i>None</i>	19.5%	28.8%	27.1%	24.2%	24.2%	20.5%
<i>1–2</i>	22.0%	28.8%	31.6%	25.0%	24.8%	34.1%
<i>3–4</i>	26.8%	15.1%	24.1%	26.6%	20.5%	22.0%
<i>5 or more</i>	31.7%	27.4%	17.3%	24.2%	30.4%	23.5%

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), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. This question was only asked to core content Teacher/Instructional Support Personnel. 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, Year 5, Year 6, and Year 7.

Table G.13. Topics Discussed during Teacher Coaching/Mentoring Sessions by District, Grades 9–12, Year 7 (2024–25)

Session Discussion Topic	District 1 (n<10)	District 2 (n=10)	District 3 (n=83)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=105)
<i>Academic rigor</i>	100.0%	70.0%	68.5%	100.0%	100.0%	62.5%	72.4%
<i>Project-based learning</i>	0.0%	30.0%	24.7%	0.0%	20.0%	50.0%	24.8%
<i>Student engagement</i>	16.7%	90.0%	79.5%	100.0%	100.0%	75.0%	78.1%
<i>Advanced instructional strategies</i>	50.0%	30.0%	43.8%	66.7%	20.0%	50.0%	42.9%
<i>Academic supports for students</i>	66.7%	50.0%	65.8%	100.0%	60.0%	50.0%	63.8%
<i>Student readiness for postsecondary education</i>	0.0%	20.0%	28.8%	33.3%	40.0%	50.0%	28.6%
<i>Virtual or distance-based learning</i>	0.0%	20.0%	11.0%	0.0%	0.0%	0.0%	9.5%
<i>Literacy</i>	16.7%	10.0%	27.4%	0.0%	0.0%	0.0%	21.0%
<i>Tutoring</i>	16.7%	20.0%	8.2%	0.0%	20.0%	25.0%	11.4%
<i>Other[^]</i>	0.0%	0.0%	2.7%	0.0%	0.0%	12.5%	2.9%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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

[^]Examples of other responses included: lesson planning (1) and Text-centric instruction (1).

Table G.14. Topics Discussed during Teacher Coaching/Mentoring Sessions, Year 2 (2019–20)–Year 7 (2024–25)

Session Discussion Topic	Year 2 (n=67)	Year 3 (n=50)	Year 4 (n=96)	Year 5 (n=93)	Year 6 (n=119)	Year 7 (n=105)
<i>Academic rigor</i>	--	--	54.2%	69.9%	66.4%	72.4%
<i>Project-based learning</i>	41.8%	20.0%	26.0%	45.2%	39.5%	24.8%*
<i>Student engagement</i>	74.6%	72.0%	71.9%	84.9%	89.1%	78.1%*
<i>Academic supports for students</i>	64.2%	60.0%	55.2%	59.1%	63.9%	42.9%
<i>Advanced instructional strategies</i>	52.2%	38.0%	37.5%	47.3%	50.4%	63.8%
<i>Student readiness for postsecondary education</i>	49.3%	34.0%	20.8%	31.2%	25.2%	28.6%
<i>Virtual or distance-based learning</i>	--	60.0%	12.5%	11.8%	14.3%	9.5%
<i>Tutoring</i>	--	--	--	17.2%	12.6%	21.0%
<i>Literacy</i>	--	--	--	--	--	11.4%
<i>Other</i>	1.5%	4.0%	7.3%	3.2%	3.4%	2.9

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), Year 6 (spring 2024), and Year 7 (spring 2025).

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, Year 5, Year 6, and Year 7. The item *Tutoring* was only asked in Year 5–Year 7. The item *Literacy* was only asked in Year 7.

*Responses for *Project-based learning* differed significantly from Year 6 to Year 7: $\chi^2(1) = 5.51$, $p < .05$; Responses for *Student engagement* differed significantly from Year 6 to Year 7: $\chi^2(1) = 4.99$, $p < .05$.

Table G.15. Personnel Agreement regarding Mentoring/Coaching Sessions by District, Grades 9–12, Year 7 (2024–25)

Item	Response Option	District 1 (n<10)	District 2 (n=10)	District 3 (n=67)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=104)
<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	16.7%	10.0%	19.4%	100.0%	0.0%	12.5%	18.3%
	Agree	83.3%	40.0%	61.2%	0.0%	80.0%	50.0%	55.8%
	Disagree	0.0%	30.0%	16.4%	0.0%	0.0%	25.0%	15.4%
	Strongly disagree	0.0%	20.0%	3.0%	0.0%	20.0%	12.5%	5.8%
	Mean	3.17	2.40	3.11	4.00	2.60	2.63	3.01

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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 7 was <10.

Table G.16. Personnel Agreement regarding Mentoring/Coaching Sessions, Year 2 (2019–20)–Year 7 (2024–25)

Item	Response Option	Year 2 (n=63)	Year 3 (n=50)	Year 4 (n=91)	Year 5 (n=91)	Year 6 (n=114)	Year 7 (n=104)
<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%	20.2%	18.3%
	Agree	60.3%	70.0%	57.1%	72.2%	60.5%	55.8%
	Disagree	9.5%	12.0%	17.6%	5.6%	9.6%	15.4%
	Strongly disagree	3.2%	2.0%	5.5%	1.1%	9.6%	5.8%
	Mean	3.11	3.00	2.91	3.00	2.91	3.01

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), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. 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, Year 5, Year 6, and Year 7. Scale used to determine mean rating: 1–*Strongly disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly agree*. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

Table G.17. Staff with Whom Personnel Survey Respondents Participated in Vertical Teaming by District, Grades 9–12, Year 7 (2024–25)

Participated in Vertical Teaming	District 1 (n<15)	District 2 (n=16)	District 3 (n=155)	District 4 (n<10)	District 5 (n<15)	District 6 (n=16)	Overall (n=217)
<i>High school teachers</i>	42.9%	43.8%	60.0%	100.0%	84.6%	81.3%	61.3%
<i>Middle school teachers</i>	21.4%	18.8%	27.7%	33.3%	61.5%	37.5%	29.5%
<i>District staff</i>	7.1%	25.0%	26.5%	66.7%	46.2%	43.8%	28.1%
<i>High school administrators</i>	14.3%	43.8%	29.7%	66.7%	46.2%	31.1%	31.3%
<i>Middle school administrators</i>	7.1%	0.0%	9.0%	66.7%	15.4%	6.3%	9.2%
<i>Staff from postsecondary institutions</i>	7.1%	0.0%	5.2%	33.3%	15.4%	6.3%	6.0%
<i>None of the above</i>	28.6%	18.8%	9.0%	0.0%	15.4%	6.3%	11.1%
<i>I have not participated in vertical teaming since summer 2022.</i>	21.4%	31.3%	26.5%	0.0%	0.0%	12.5%	23.5%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. This question was asked to personnel who identified as Administrators and Teacher/Instructional Support personnel.

Table G.18. Staff with Whom Personnel Survey Respondents Participated in Vertical Teaming, Year 2 (2019–20)–Year 7 (2024–25)

Participated in Vertical Teaming	Year 2 (n=175)	Year 3 (n=133)	Year 4 (n=239)	Year 5 (n=233)	Year 6 (n=309)	Year 7 (n=217)
High school teachers	66.9%	65.4%	68.2%	58.4%	64.4%	61.3%
Middle school teachers	50.9%	21.1%	23.8%	24.0%	26.2%	29.5%
District staff	37.7%	36.8%	24.3%	27.9%	31.7%	28.1%
High school administrators	29.7%	38.3%	33.9%	23.2%	31.4%*	31.3%
Middle school administrators	23.4%	6.0%	5.4%	6.4%	10.7%	9.2%
Staff from postsecondary institutions	10.9%	7.5%	4.6%	5.2%	6.8%	6.0%
None of the above	8.6%	6.8%	7.5%	9.4%	8.7%	11.1%
I have not participated in vertical teaming since summer 2022.	--	24.1%	18.0%	25.8%	19.7%	23.5%

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), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. This question was asked to personnel who identified as Administrators and Teacher/Instructional Support personnel.

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, Year 5, Year 6, and Year 7. The item *I have not participated in vertical teaming since summer 2022* was not asked in Year 2 and was presented to personnel from Year 4–Year 7. In Year 3, personnel were presented with the item *I have not participated in vertical teaming since summer 2021*.

Table G.19. Personnel Agreement regarding Vertical Teaming by District, Grades 9–12, Year 7 (2024–25)

Item	Response Option	District 1 (n<10)	District 2 (n<10)	District 3 (n=88)	District 4 (n<10)	District 5 (n=11)	District 6 (n=12)	Overall (n=124)
<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	25.0%	33.3%	12.5%	33.3%	9.1%	8.3%	13.7%
	Agree	50.0%	50.0%	71.6%	66.7%	72.7%	75.0%	70.2%
	Disagree	25.0%	16.7%	11.4%	0.0%	9.1%	8.3%	11.3%
	Strongly disagree	0.0%	0.0%	4.5%	0.0%	9.1%	8.3%	4.8%
	Mean	3.00	3.17	2.92	3.33	2.82	2.83	2.93

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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 7 was 17.

Table G.20. Personnel Agreement regarding Vertical Teaming, Year 2 (2019–20)–Year 7 (2024–25)

Item	Response Option	Year 2 (n=139)	Year 3 (n=80)	Year 4 (n=156)	Year 5 (n=132)	Year 6 (n=192)	Year 7 (n=124)
<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	53.0%	22.7%	24.2%	11.4%	17.7%	13.7%
	Agree	36.3%	19.6%	44.2%	68.9%	64.1%	70.2%
	Disagree	26.9%	25.0%	48.1%	12.9%	10.4%	11.3%
	Strongly disagree	11.5%	19.2%	34.6%	6.8%	7.8%	4.8%
	Mean	3.11	2.90	2.83	2.85	2.92	2.93

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), Year 6 (spring 2024), and Year 7 (spring 2025).

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, Year 5, Year 6, and Year 7. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

Table G.21. Personnel Familiarity with College Advising Services Offered in School by District, Grades 9–12, Year 7 (2024–25)

Items	District 1 (n<15)	District 2 (n=16)	District 3 (n=166)	District 4 (n<10)	District 5 (n<15)	District 6 (n=20)	Overall (n=232)
<i>I'm not familiar with the college advising services offered at my school this year to students and parents/guardians.</i>	28.6%	31.3%	22.9%	33.3%	7.7%	5.0%	19.0%
<i>I am somewhat familiar with the college advising services offered at my school this year to students and parents/guardians.</i>	64.3%	62.5%	58.4%	33.3%	46.2%	75.0%	59.5%
<i>I am very familiar with the college advising services offered at my school this year to students and parents/guardians.</i>	7.1%	6.3%	18.7%	33.3%	46.2%	20.0%	21.6%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. This question was only asked to Administrators, Counselor/Student Services Personnel, and Teacher/Instructional Support Personnel who are familiar with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) advisors; participants who selected "Other" as their primary position were not included.

Table G.22. Personnel Familiarity with College Advising Services, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=327)	Year 7 (n=232)
<i>I'm not familiar with the college advising services offered at my school this year to students and parents/guardians.</i>	23.2%	19.0%
<i>I am somewhat familiar with the college advising services offered at my school this year to students and parents/guardians.</i>	51.4%	59.5%
<i>I am very familiar with the college advising services offered at my school this year to students and parents/guardians.</i>	25.4%	21.6%

Source. GEAR UP: Beyond Grad Personnel Survey administered Year 6 (spring 2024) and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. This question was only asked to Administrators, Counselor/Student Services Personnel, and Teacher/Instructional Support Personnel who are familiar with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) advisors; participants who selected "Other" as their primary position were not included.

Table G.23. Personnel Familiarity with College Advising Services by Position, Grades 9–12, Year 7 (2024–25)

Response Option	Administrator (n=10)	Counselor/ Student Services Personnel (n=20)	Teacher/ Instructional Support Personnel (n=209)	Overall (n=232)
<i>I'm not familiar with the college advising services offered at my school this year to students and parents/guardians.</i>	14.3%	0.0%	23.4%	19.0%
<i>I am somewhat familiar with the college advising services offered at my school this year to students and parents/guardians.</i>	14.3%	68.8%	60.3%	59.5%
<i>I am very familiar with the college advising services offered at my school this year to students and parents/guardians.</i>	71.4%	31.3%	16.3%	21.6%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. This question was only asked to Administrators, Counselor/Student Services Personnel, and Teacher/Instructional Support Personnel who are familiar with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) advisors; participants who selected "Other" as their primary position were not included.

Table G.24. Personnel Agreement of College Advising Services Offered in School by District, Grades 9–12, Year 7 (2024–25)

Response Option		District 1	District 2	District 3	District 4	District 5	District 6	Overall
College advising at my school...		(n<10)	(n<10)	(n=111)	(n<10)	(n=12)	(n=18)	(n=158)
<i>Provides students at my school with grade-appropriate information regarding postsecondary education and career readiness.</i>	Strongly agree	14.3%	11.1%	28.8%	0.0%	75.0%	38.9%	31.6%
	Agree	71.4%	88.9%	64.9%	100.0%	16.7%	44.4%	60.8%
	Disagree	14.3%	0.0%	2.7%	0.0%	8.3%	16.7%	2.5%
	Strongly disagree	0.0%	0.0%	3.6%	0.0%	0.0%	0.0%	5.1%
	Mean	3.00	3.11	3.19	3.00	3.58	3.06	3.19
College advising at my school...		(n<10)	(n<10)	(n=111)	(n<10)	(n=12)	(n=17)	(n=157)
<i>Supports students in preparing for postsecondary education.</i>	Strongly agree	14.3%	11.1%	26.1%	0.0%	58.3%	41.2%	28.7%
	Agree	85.7%	88.9%	66.7%	100.0%	33.3%	41.2%	63.7%
	Disagree	0.0%	0.0%	3.6%	0.0%	0.0%	0.0%	2.5%
	Strongly disagree	0.0%	0.0%	3.6%	0.0%	8.3%	17.6%	5.1%
	Mean	3.14	3.11	3.15	3.00	3.42	3.06	3.16
College advising at my school...		(n<10)	(n<10)	(n=97)	(n<10)	(n=12)	(n=17)	(n=143)
<i>Helps parents/guardians prepare for their child's postsecondary education.</i>	Strongly agree	0.0%	11.1%	23.7%	0.0%	41.7%	35.3%	24.5%
	Agree	85.7%	77.8%	63.9%	100.0%	50.0%	47.1%	62.9%
	Disagree	14.3%	11.1%	8.2%	0.0%	0.0%	0.0%	7.0%
	Strongly disagree	0.0%	0.0%	4.1%	0.0%	8.3%	17.6%	5.6%
	Mean	2.86	3.00	3.07	3.00	3.25	3.00	3.06
College advising at my school...		(n<10)	(n<10)	(n=111)	(n=0)	(n=12)	(n=17)	(n=156)
<i>Informs students of their postsecondary education options.</i>	Strongly agree	14.3%	22.2%	29.7%	--	75.0%	35.3%	32.7%
	Agree	85.7%	66.7%	63.1%	--	16.7%	47.1%	59.0%
	Disagree	0.0%	11.1%	4.5%	--	0.0%	0.0%	3.8%
	Strongly disagree	0.0%	0.0%	2.7%	--	8.3%	17.6%	4.5%
	Mean	3.14	3.11	3.20	--	3.58	3.00	3.20

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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 respondents who selected *I don't know/Not applicable* for each item listed in Year 7 was 10, 11, 25, 11, 27, 17, and 15, respectively.

Table G.24. Personnel Agreement of College Advising Services Offered in School by District, Grades 9–12, Year 7 (2024–25), Cont.

Response Option		District 1	District 2	District 3	District 4	District 5	District 6	Overall
College advising at my school...		(n<10)	(n<10)	(n=96)	(n<10)	(n=11)	(n=17)	(n=140)
<i>Informs parent awareness of postsecondary education options for their child.</i>	Strongly agree	0.0%	11.1%	27.1%	0.0%	63.6%	35.3%	28.6%
	Agree	100.0%	77.8%	66.7%	100.0%	27.3%	47.1%	63.6%
	Disagree	0.0%	11.1%	4.2%	0.0%	0.0%	0.0%	3.6%
	Strongly disagree	0.0%	0.0%	2.1%	0.0%	9.1%	17.6%	4.3%
	Mean	3.00	3.00	3.19	3.00	3.45	3.00	3.16
College advising at my school...		(n<10)	(n<10)	(n=105)	(n<10)	(n=12)	(n=17)	(n=151)
<i>Informs student awareness and understanding of career opportunities.</i>	Strongly agree	14.3%	11.1%	30.5%	0.0%	58.3%	35.3%	31.1%
	Agree	85.7%	77.8%	62.9%	100.0%	33.3%	47.1%	60.9%
	Disagree	0.0%	11.1%	3.8%	0.0%	0.0%	0.0%	3.3%
	Strongly disagree	0.0%	0.0%	2.9%	0.0%	8.3%	17.6%	4.6%
	Mean	3.14	3.00	3.21	3.00	3.42	3.00	3.19
College advising at my school...		(n<10)	(n<10)	(n=108)	(n<10)	(n=12)	(n=17)	(n=153)
<i>Helps our school increase the number of opportunities students of all grades have to receive postsecondary education and career advising.</i>	Strongly agree	0.0%	22.2%	27.8%	0.0%	75.0%	41.2%	31.4%
	Agree	100.0%	66.7%	66.7%	100.0%	16.7%	35.3%	60.8%
	Disagree	0.0%	11.1%	2.8%	0.0%	0.0%	5.9%	3.3%
	Strongly disagree	0.0%	0.0%	2.8%	0.0%	8.3%	17.6%	4.6%
	Mean	3.00	3.11	3.19	3.00	3.58	3.00	3.19

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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 respondents who selected *I don't know/Not applicable* for each item listed in Year 7 was 10, 11, 25, 11, 27, 17, and 15, respectively.

Table G.25. Personnel Agreement of College Advising Services, Year 2 (2019–20)–Year 7 (2024–25)

Response Option		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
College advising at my school...		(n=126)	(n=125)	(n=123)	(n=108)	(n=215)	(n=158)
<i>Provides students at my school with grade-appropriate information regarding postsecondary education and career readiness.</i>	Strongly agree	42.9%	40.0%	43.9%	39.8%	38.6%	31.6%
	Agree	50.8%	52.0%	50.4%	53.7%	50.7%	60.8%
	Disagree	2.4%	4.8%	0.8%	3.7%	4.2%	2.5%
	Strongly disagree	4.0%	3.2%	4.9%	2.8%	6.5%	5.1%
	Mean	3.33	3.29	3.33	3.31	3.21	3.19
College advising at my school...		(n=128)	(n=129)	(n=124)	(n=110)	(n=217)	(n=157)
<i>Supports students in preparing for postsecondary education.</i>	Strongly agree	46.9%	45.7%	41.4%	38.2%	40.1%	28.7%
	Agree	46.1%	47.3%	53.2%	55.5%	49.8%	63.7%
	Disagree	3.1%	4.7%	1.6%	3.6%	4.6%	2.5%
	Strongly disagree	3.9%	2.3%	4.0%	2.7%	5.5%	5.1%
	Mean	3.36	3.36	3.31	3.29	3.24	3.16
College advising at my school...		(n=119)	(n=118)	(n=114)	(n=97)	(n=208)	(n=143)
<i>Helps parents/guardians prepare for their child's postsecondary education.</i>	Strongly agree	39.5%	40.7%	41.2%	32.0%	28.8%	24.5%
	Agree	49.7%	49.2%	51.8%	56.7%	57.2%	62.9%
	Disagree	7.6%	7.6%	1.8%	8.2%	6.7%	7.0%
	Strongly disagree	4.2%	2.5%	5.3%	3.1%	7.2%	5.6%
	Mean	3.24	3.28	3.29	3.18	3.08	3.06
College advising at my school...		(n=127)	(n=126)	(n=126)	(n=105)	(n=216)	(n=156)
<i>Informs students of their postsecondary education options.</i>	Strongly agree	45.7%	43.7%	47.6%	41.9%	38.9%	32.7%
	Agree	46.5%	49.2%	47.6%	52.4%	50.9%	59.0%
	Disagree	3.9%	4.0%	0.8%	2.9%	3.7%	3.8%
	Strongly disagree	3.9%	3.2%	4.0%	2.9%	6.5%	4.5%
	Mean	3.24	3.33	3.39	3.33	3.22	3.20
College advising at my school...		(n=120)	(n=120)	(n=112)	(n=97)	(n=204)	(n=140)
<i>Informs parent awareness of postsecondary education options for their child.</i>	Strongly agree	39.2%	39.2%	39.3%	32.0%	30.9%	28.6%
	Agree	51.7%	47.5%	52.7%	56.7%	54.9%	63.6%
	Disagree	5.0%	10.0%	2.7%	8.2%	7.4%	3.6%
	Strongly disagree	4.2%	3.3%	5.4%	3.1%	6.9%	4.3%
	Mean	3.26	3.23	3.26	3.18	3.10	3.16

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Table continues. 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, Year 5, Year 6, and Year 7. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

Table G.25. Personnel Agreement of College Advising Services, Year 2 (2019–20)–Year 7 (2024–25), Cont.

Response Option		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
College advising at my school...		(n=125)	(n=125)	(n=120)	(n=106)	(n=213)	(n=153)
<i>Informs student awareness and understanding of career opportunities.</i>	Strongly agree	45.6%	40.8%	44.2%	35.8%	39.4%	31.1%
	Agree	47.2%	51.2%	50.8%	55.7%	50.2%	60.9%
	Disagree	3.2%	5.6%	0.8%	5.7%	4.7%	3.3%
	Strongly disagree	4.0%	2.4%	4.2%	2.8%	5.6%	4.6%
	Mean	3.34	3.30	3.35	3.25	3.23	3.19
College advising at my school...		(n=123)	(n=128)	(n=121)	(n=109)	(n=215)	(n=153)
<i>Helps our school increase the number of opportunities students of all grades have to receive postsecondary education and career advising.</i>	Strongly agree	45.5%	45.3%	47.9%	41.3%	37.2%	31.4%
	Agree	43.9%	45.3%	47.1%	50.5%	52.6%	60.8%
	Disagree	7.3%	5.5%	0.8%	5.5%	4.7%	3.3%
	Strongly disagree	3.3%	3.9%	4.1%	2.8%	5.6%	4.6%
	Mean	3.32	3.32	3.39	3.30	3.21	3.19

Source. GEAR UP: Beyond Grad Student Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

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, Year 5, Year 6, and Year 7. Scale used to determine mean rating: 1–*Strongly disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly agree*. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

Table G.26. Personnel Agreement of College Advising Services Offered in School by Position, Grades 9–12, Year 7 (2024–25)

Response Option		Administrator	Counselor/ Student Services Personnel	Teacher/ Instructional Support Personnel	Overall
College advising at my school...		(n<10)	(n<20)	(n=137)	(n=158)
<i>Provides students at my school with grade-appropriate information regarding postsecondary education and career readiness.</i>	Strongly agree	83.3%	26.7%	29.9%	31.6%
	Agree	16.7%	60.0%	62.8%	60.8%
	Disagree	0.0%	0.0%	2.9%	2.5%
	Strongly disagree	0.0%	13.3%	4.4%	5.1%
	Mean	3.83	3.00	3.18	3.19
College advising at my school...		(n<10)	(n<20)	(n=136)	(n=157)
<i>Supports students in preparing for postsecondary education.</i>	Strongly agree	83.3%	26.7%	26.5%	28.7%
	Agree	16.7%	60.0%	66.2%	63.7%
	Disagree	0.0%	0.0%	2.9%	2.5%
	Strongly disagree	0.0%	13.3%	4.4%	5.1%
	Mean	3.83	3.00	3.15	3.16
College advising at my school...		(n<10)	(n<20)	(n=122)	(n=143)
<i>Helps parents/guardians prepare for their child's postsecondary education.</i>	Strongly agree	66.7%	13.3%	23.8%	24.5%
	Agree	33.3%	73.3%	63.1%	62.9%
	Disagree	0.0%	0.0%	8.2%	7.0%
	Strongly disagree	0.0%	13.3%	4.9%	5.6%
	Mean	3.67	2.87	3.06	3.06
College advising at my school...		(n<10)	(n<20)	(n=135)	(n=156)
<i>Informs students of their postsecondary education options.</i>	Strongly agree	83.3%	13.3%	32.6%	32.7%
	Agree	16.7%	73.3%	59.3%	59.0%
	Disagree	0.0%	0.0%	4.4%	3.8%
	Strongly disagree	0.0%	13.3%	3.7%	4.5%
	Mean	3.83	2.87	3.21	3.20
College advising at my school...		(n<10)	(n<20)	(n=119)	(n=140)
<i>Informs parent awareness of postsecondary education options for their child.</i>	Strongly agree	83.3%	13.3%	27.7%	28.6%
	Agree	16.7%	80.0%	63.9%	63.6%
	Disagree	0.0%	0.0%	4.2%	3.6%
	Strongly disagree	0.0%	6.7%	4.2%	4.3%
	Mean	3.83	3.00	3.15	3.16

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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* for each item listed in Year 7 was 10, 11, 25, 11, 27, 17, and 15, respectively. This question was only asked to Administrators, Counselor/Student Services Personnel, and Teacher/Instructional Support personnel who are familiar with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) advisors; participants who selected "Other" as their primary position were not included.

Table G.26. Personnel Agreement of College Advising Services Offered in School by Position, Grades 9–12, Year 7 (2024–25), Cont.

Response Option		Administrator	Counselor/ Student Services Personnel	Teacher/ Instructional Support Personnel	Overall
College advising at my school...		(n<10)	(n<20)	(n=130)	(n=153)
<i>Informs student awareness and understanding of career opportunities.</i>	Strongly agree	83.3%	20.0%	30.0%	31.1%
	Agree	16.7%	66.7%	62.3%	60.9%
	Disagree	0.0%	0.0%	3.8%	3.3%
	Strongly disagree	0.0%	0.0%	3.8%	4.6%
	Mean	3.83	2.93	3.18	3.19
College advising at my school...		(n<10)	(n<20)	(n=132)	(n=153)
<i>Helps our school increase the number of opportunities students of all grades have to receive postsecondary education and career advising.</i>	Strongly agree	83.3%	26.7%	29.5%	31.4%
	Agree	16.7%	53.3%	63.6%	60.8%
	Disagree	0.0%	6.7%	3.0%	3.3%
	Strongly disagree	0.0%	13.3%	3.8%	4.6%
	Mean	3.83	2.93	3.19	3.19

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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* for each item listed in Year 7 was 10, 11, 25, 11, 27, 17, and 15, respectively. This question was only asked to Administrators, Counselor/Student Services Personnel, and Teacher/Instructional Support personnel who are familiar with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) advisors; participants who selected “Other” as their primary position were not included.

Table G.27. Postsecondary Education and Career Readiness Services Rated as Most Helpful for Students by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n=15)	District 3 (n=163)	District 4 (n<10)	District 5 (n=13)	District 6 (n=20)	Overall (n=223)
<i>Targeted tutoring</i>	0.0%	26.7%	12.9%	0.0%	15.4%	15.0%	13.5%
<i>Preparation resources for college entrance exams</i>	37.5%	40.0%	29.4%	25.0%	23.1%	25.0%	29.6%
<i>College and career advising staff</i>	25.0%	53.3%	54.6%	75.0%	38.5%	45.0%	52.0%
<i>A dedicated advising space in the school</i>	25.0%	33.3%	25.2%	50.0%	38.5%	25.0%	26.9%
<i>Individualized advising for students</i>	25.0%	26.7%	32.5%	75.0%	61.5%	50.0%	35.9%
<i>Individualized advising for parents</i>	0.0%	0.0%	3.7%	0.0%	0.0%	5.0%	3.1%
<i>College visits</i>	37.5%	26.7%	49.7%	25.0%	23.1%	25.0%	43.5%
<i>College and career fairs</i>	12.5%	33.3%	33.1%	0.0%	23.1%	45.0%	32.3%
<i>Summer programming</i>	12.5%	0.0%	1.2%	0.0%	0.0%	5.0%	1.8%
<i>Work-based learning</i>	25.0%	20.0%	23.9%	25.0%	15.4%	10.0%	22.0%
<i>Parent and family events</i>	12.5%	13.3%	52.2%	25.0%	0.0%	35.0%	10.3%
<i>Other[^]</i>	0.0%	0.0%	4.3%	0.0%	0.0%	0.0%	3.1%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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

[^]Examples of other responses included: Not sure (3), Informal discussion with students about schools (1), and Xello app (1).

Table G.28. Postsecondary Education and Career Readiness Services Rated as Most Helpful for Students, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=322)	Year 7 (n=223)
<i>Targeted tutoring</i>	13.0%	13.5%
<i>Preparation resources for college entrance exams</i>	20.8%	29.6%*
<i>College and career advising staff</i>	48.1%	52.0%
<i>A dedicated advising space in the school</i>	23.6%	26.9%
<i>Individualized advising for students</i>	34.5%	35.9%
<i>Individualized advising for parents</i>	7.8%	3.1%*
<i>College visits</i>	47.8%	43.5%
<i>College and career fairs</i>	36.3%	32.3%
<i>Summer programming</i>	4.0%	1.8%
<i>Work-based learning</i>	17.7%	22.0%
<i>Parent and family events</i>	14.6%	10.3%
<i>Other</i>	5.0%	3.1%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

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

* Responses for *Preparation resources for college entrance exams* differed significantly from Year 6 to Year 7: $\chi^2(1) = 5.52, p < .05$; Responses for *Individualized advising for parents* differed significantly from Year 6 to Year 7: $\chi^2(1) = 5.10, p < .05$.

Table G.29. Postsecondary Education and Career Readiness Services Rated as Most Helpful for Students by Position, Grades 9–12, Year 7 (2024–25)

Response Option	Administrator (n=10)	Counselor/ Student Services Personnel (n=20)	Teacher/ Instructional Support Personnel (n=178)	Other (n=23)	Overall (n=223)
<i>Targeted tutoring</i>	0.0%	13.3%	13.5%	17.4%	13.5%
<i>Preparation resources for college entrance exams</i>	28.6%	26.7%	32.0%	13.0%	29.6%
<i>College and career advising staff</i>	57.1%	53.3%	50.6%	60.9%	52.0%
<i>A dedicated advising space in the school</i>	42.9%	33.3%	27.0%	17.4%	26.9%
<i>Individualized advising for students</i>	57.1%	53.3%	33.7%	34.8%	35.9%
<i>Individualized advising for parents</i>	28.6%	0.0%	2.8%	0.0%	3.1%
<i>College visits</i>	28.6%	66.7%	43.8%	30.4%	43.5%
<i>College and career fairs</i>	28.6%	33.3%	32.6%	30.4%	32.3%
<i>Summer programming</i>	0.0%	0.0%	1.1%	8.7%	1.8%
<i>Work-based learning</i>	14.3%	0.0%	20.2%	52.2%	22.0%
<i>Parent and family events</i>	14.3%	13.3%	9.6%	13.0%	10.3%
<i>Other</i> ^a	0.0%	0.0%	3.4%	4.3%	3.1%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

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

^aExamples of other responses included: Not sure (3), informal discussion with students about schools (1), and Xello app (1).

Table G.30. Postsecondary Education and Career Readiness Services Rated as Most Valuable to Sustain by District, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n=14)	District 3 (n=263)	District 4 (n<10)	District 5 (n=12)	District 6 (n=19)	Overall (n=218)
<i>Targeted tutoring</i>	37.5%	21.4%	16.8%	25.0%	16.7%	10.5%	17.4%
<i>Preparation resources for college entrance exams</i>	37.5%	35.7%	30.4%	50.0%	33.3%	15.8%	30.3%
<i>College and career advising staff</i>	25.0%	64.3%	43.5%	100.0%	50.0%	21.1%	43.6%
<i>A dedicated advising space in the school</i>	37.5%	28.6%	23.6%	0.0%	16.7%	21.1%	23.4%
<i>Individualized advising for students</i>	25.0%	7.1%	31.1%	25.0%	58.3%	42.1%	31.7%
<i>Individualized advising for parents</i>	12.5%	0.0%	18.6%	0.0%	0.0%	15.8%	15.6%
<i>College visits</i>	50.0%	35.7%	37.3%	0.0%	25.0%	47.4%	37.2%
<i>College and career fairs</i>	0.0%	50.0%	32.3%	0.0%	25.0%	47.4%	32.6%
<i>Summer programming</i>	25.0%	0.0%	8.7%	0.0%	0.0%	10.5%	8.3%
<i>Work-based learning</i>	12.5%	28.6%	23.0%	50.0%	25.0%	26.3%	23.9%
<i>Parent and family events</i>	12.5%	14.3%	16.8%	25.0%	25.0%	31.6%	18.3%
<i>Other[^]</i>	0.0%	0.0%	1.9%	0.0%	0.0%	0.0%	1.4%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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

[^]Examples of other responses included: None (1).

Table G.31. Postsecondary Education and Career Readiness Services Rated as Most Valuable to Sustain by Position, Grades 9–12, Year 7 (2024–25)

Response Option	Administrator (n<10)	Counselor/ Student Services Personnel (n<20)	Teacher/ Instructional Support Personnel (n=174)	Other (n=22)	Overall (n=218)
<i>Targeted tutoring</i>	0.0%	6.7%	19.0%	18.2%	17.4%
<i>Preparation resources for college entrance exams</i>	14.3%	26.7%	31.6%	27.3%	30.3%
<i>College and career advising staff</i>	71.4%	33.3%	44.3%	36.4%	43.6%
<i>A dedicated advising space in the school</i>	14.3%	20.0%	24.7%	18.2%	23.4%
<i>Individualized advising for students</i>	42.9%	33.3%	33.9%	9.1%	31.7%
<i>Individualized advising for parents</i>	42.9%	6.7%	14.9%	18.2%	15.6%
<i>College visits</i>	42.9%	46.7%	38.5%	18.2%	37.2%
<i>College and career fairs</i>	0.0%	40.0%	32.8%	36.4%	32.6%
<i>Summer programming</i>	0.0%	20.0%	8.0%	4.5%	8.3%
<i>Work-based learning</i>	0.0%	26.7%	21.3%	50.0%	23.6%
<i>Parent and family events</i>	42.9%	20.0%	15.5%	31.8%	18.3%
<i>Other[^]</i>	0.0%	0.0%	0.6%	9.1%	1.4%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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

[^]Examples of other responses included: None (1).

Table G.32. Postsecondary Education and Career Readiness Services Rated as Most Difficult to Sustain without GEAR UP Support by District, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n=14)	District 3 (n=159)	District 4 (n<10)	District 5 (n=11)	District 6 (n=18)	Overall (n=214)
<i>Targeted tutoring</i>	0.0%	14.3%	21.4%	0.0%	36.4%	22.2%	20.6%
<i>Preparation resources for college entrance exams</i>	25.0%	21.4%	25.2%	0.0%	36.4%	33.3%	25.7%
<i>College and career advising staff</i>	37.5%	57.1%	32.1%	75.0%	36.4%	44.4%	36.0%
<i>A dedicated advising space in the school</i>	25.0%	35.7%	23.9%	50.0%	0.0%	27.8%	24.3%
<i>Individualized advising for students</i>	12.5%	21.4%	23.9%	50.0%	9.1%	44.4%	24.8%
<i>Individualized advising for parents</i>	0.0%	0.0%	20.8%	25.0%	18.2%	22.2%	18.7%
<i>College visits</i>	62.5%	35.7%	42.8%	25.0%	63.6%	22.2%	42.1%
<i>College and career fairs</i>	37.5%	14.3%	22.0%	0.0%	27.3%	27.8%	22.4%
<i>Summer programming</i>	37.5%	28.6%	25.8%	0.0%	9.1%	11.1%	23.8%
<i>Work-based learning</i>	12.5%	21.4%	17.0%	0.0%	0.0%	16.7%	15.9%
<i>Parent and family events</i>	0.0%	14.3%	20.1%	50.0%	27.3%	5.6%	18.7%
<i>Other</i> [^]	0.0%	7.1%	2.5%	0.0%	0.0%	0.0%	2.3%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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

[^]Examples of other responses included: Not sure (2).

Table G.33. Postsecondary Education and Career Readiness Services Rated as Most Difficult to Sustain without GEAR UP Support, Year 6 (2023–24)–Year 7 (2024–25)

Response Option	Year 6 (n=218)	Year 7 (n=214)
<i>Targeted tutoring</i>	17.4%	20.6%*
<i>Preparation resources for college entrance exams</i>	30.3%	25.7%
<i>College and career advising staff</i>	43.6%	36.0%
<i>A dedicated advising space in the school</i>	23.4%	24.3%
<i>Individualized advising for students</i>	31.7%	24.8%
<i>Individualized advising for parents</i>	15.6%	18.7%
<i>College visits</i>	37.2%	42.1%
<i>College and career fairs</i>	32.6%	22.4%
<i>Summer programming</i>	8.3%	23.8%*
<i>Work-based learning</i>	23.6%	15.9%
<i>Parent and family events</i>	18.3%	18.7%
<i>Other</i> [^]	1.4%	2.3%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

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

*Responses for *Targeted tutoring* differed significantly from Year 6 to Year 7: $\chi^2(1) = 6.12, p < .05$; Responses for *Summer programming* differed significantly from Year 6 to Year 7: $\chi^2(1) = 3.95, p < .05$.

Table G.34. Postsecondary Education and Career Readiness Services Rated as Most Difficult to Sustain without GEAR UP Support by Position, Grades 9–12, Year 7 (2024–25)

Response Option	Administrator (n<10)	Counselor/ Student Services Personnel (n<15)	Teacher/ Instructional Support Personnel (n=172)	Other (n=21)	Overall (n=214)
<i>Targeted tutoring</i>	14.3%	0.0%	22.7%	19.0%	20.6%

Response Option	Administrator (n<10)	Counselor/ Student Services Personnel (n<15)	Teacher/ Instructional Support Personnel (n=172)	Other (n=21)	Overall (n=214)
<i>Preparation resources for college entrance exams</i>	28.6%	35.7%	25.0%	23.8%	25.7%
<i>College and career advising staff</i>	28.6%	50.0%	34.9%	38.1%	36.0%
<i>A dedicated advising space in the school</i>	14.3%	21.4%	25.0%	23.8%	24.3%
<i>Individualized advising for students</i>	14.3%	28.6%	23.8%	33.3%	24.8%
<i>Individualized advising for parents</i>	14.3%	21.4%	18.6%	19.0%	18.7%
<i>College visits</i>	71.4%	50.0%	40.7%	38.1%	42.1%
<i>College and career fairs</i>	14.3%	42.9%	22.1%	14.3%	22.4%
<i>Summer programming</i>	14.3%	21.4%	24.4%	23.8%	23.8%
<i>Work-based learning</i>	14.3%	7.1%	16.9%	14.3%	15.9%
<i>Parent and family events</i>	14.3%	14.3%	18.0%	28.6%	18.7%
<i>Other[^]</i>	0.0%	0.0%	2.3%	4.8%	2.3%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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

[^]Examples of other responses included: Not sure (2).

Table G.35. Postsecondary Education and Career Readiness Services Rated as Easiest to Sustain without GEAR UP Support by District, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n=14)	District 3 (n=159)	District 4 (n<10)	District 5 (n=12)	District 6 (n=20)	Overall (n=218)
<i>Targeted tutoring</i>	33.3%	35.7%	28.9%	25.0%	25.0%	35.0%	29.8%
<i>Preparation resources for college entrance exams</i>	22.2%	35.7%	25.8%	0.0%	16.7%	0.0%	22.9%
<i>College and career advising staff</i>	33.3%	7.1%	23.3%	25.0%	50.0%	20.0%	23.9%
<i>A dedicated advising space in the school</i>	33.3%	14.3%	32.1%	25.0%	25.0%	25.0%	29.8%
<i>Individualized advising for students</i>	11.1%	28.6%	35.2%	50.0%	50.0%	30.0%	34.4%
<i>Individualized advising for parents</i>	11.1%	14.3%	12.6%	0.0%	16.7%	10.0%	12.4%
<i>College visits</i>	11.1%	14.3%	23.3%	50.0%	25.0%	25.0%	22.9%
<i>College and career fairs</i>	11.1%	57.1%	32.1%	0.0%	41.7%	50.0%	34.4%
<i>Summer programming</i>	0.0%	0.0%	6.3%	0.0%	0.0%	15.0%	6.0%
<i>Work-based learning</i>	11.1%	21.4%	22.0%	25.0%	16.7%	5.0%	19.7%
<i>Parent and family events</i>	44.4%	35.7%	22.0%	0.0%	8.3%	40.0%	24.3%
<i>Other[^]</i>	0.0%	7.1%	1.9%	25.0%	0.0%	0.0%	2.3%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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

[^]Examples of other responses included: None (2) and Don't know (1).

Table G.36. Postsecondary Education and Career Readiness Services Rated as Easiest to Sustain without GEAR UP Support by Position, Grades 9–12, Year 7 (2024–25)

Response Option	Administrator (n<10)	Counselor/ Student Services Personnel (n<15)	Teacher/ Instructional Support Personnel (n=176)	Other (n=21)	Overall (n=218)
<i>Targeted tutoring</i>	42.9%	21.4%	30.1%	28.6%	29.8%
<i>Preparation resources for college entrance exams</i>	28.6%	35.7%	22.2%	19.0%	22.9%
<i>College and career advising staff</i>	14.3%	21.4%	26.1%	9.5%	23.9%
<i>A dedicated advising space in the school</i>	42.9%	42.9%	26.7%	42.9%	29.8%
<i>Individualized advising for students</i>	42.9%	42.9%	33.0%	38.1%	34.4%
<i>Individualized advising for parents</i>	14.3%	14.3%	13.1%	4.8%	12.4%
<i>College visits</i>	14.3%	28.6%	24.4%	9.5%	22.9%
<i>College and career fairs</i>	14.3%	14.3%	38.1%	23.8%	34.4%
<i>Summer programming</i>	14.3%	7.1%	4.5%	14.3%	6.0%
<i>Work-based learning</i>	14.3%	35.7%	16.5%	38.1%	19.7%
<i>Parent and family events</i>	14.3%	28.6%	22.7%	38.1%	24.3%
<i>Other[^]</i>	0.0%	0.0%	2.3%	4.8%	2.3%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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

[^]Examples of other responses included: None (2) and Don't know (1).

Table G.37. Personnel Rankings of Factors Affecting School's Ability to Sustain GEAR UP Services and Activities by District, Grades 9–12, Year 7 (2024–25)

Factors	Rank	District 1 (n<10)	District 2 (n=14)	District 3 (n=119)	District 4 (n<10)	District 5 (n=11)	District 6 (n=15)	Overall (n=168)
<i>They cost too much.</i>	1	85.7%	64.3%	76.5%	100.0%	72.7%	93.3%	77.4%
	2	14.3%	28.6%	16.0%	0.0%	9.1%	6.7%	15.5%
	3	0.0%	0.0%	5.9%	0.0%	0.0%	0.0%	4.2%
	4	0.0%	0.0%	1.7%	0.0%	18.2%	0.0%	2.4%
	5	0.0%	7.1%	0.6%	0.0%	0.0%	0.0%	0.6%
<i>We do not have enough staff to support them.</i>	1	14.3%	28.6%	16.8%	0.0%	18.2%	6.7%	16.7%
	2	85.7%	71.4%	68.9%	100.0%	63.6%	93.3%	72.0%
	3	0.0%	0.0%	10.1%	0.0%	18.2%	0.0%	8.3%
	4	0.0%	0.0%	4.2%	0.0%	0.0%	0.0%	3.0%
	5	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>They were not helpful for our students.</i>	1	0.0%	0.0%	0.8%	0.0%	9.1%	0.0%	1.2%
	2	0.0%	0.0%	3.4%	0.0%	27.3%	0.0%	4.2%
	3	57.1%	64.3%	58.0%	50.0%	54.5%	80.0%	60.1%
	4	14.3%	28.6%	31.9%	50.0%	9.1%	20.0%	28.6%
	5	28.6%	7.1%	5.9%	0.0%	0.0%	0.0%	6.0%
<i>We lacked support from school system at large.</i>	1	0.0%	0.0%	5.0%	0.0%	0.0%	0.0%	3.6%
	2	0.0%	0.0%	10.9%	0.0%	0.0%	0.0%	7.7%
	3	42.9%	35.7%	26.1%	50.0%	27.3%	20.0%	27.4%
	4	57.1%	64.3%	54.6%	50.0%	63.6%	80.0%	58.3%
	5	0.0%	0.0%	3.4%	0.0%	9.1%	0.0%	3.0%
<i>Other[^]</i>	1	0.0%	7.1%	0.8%	0.0%	0.0%	0.0%	1.2%
	2	0.0%	0.0%	0.8%	0.0%	0.0%	0.0%	0.6%
	3	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	4	28.6%	7.1%	7.6%	0.0%	9.1%	0.0%	7.7%
	5	71.4%	85.7%	90.8%	100.0%	90.9%	100.0%	90.5%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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

[^]Examples of other responses included: Don't know (5), Lack of transportation (3), and Not enough information (3).

Table G.38. Personnel Rankings of Factors Affecting School's Ability to Sustain GEAR UP Services and Activities by Position, Grades 9–12, Year 7 (2024–25)

Factors	Rank	Administrator (n<10)	Counselor/Student Services Personnel (n=11)	Teacher/Instructional Support Personnel (n=151)	Overall (n=168)
<i>They cost too much.</i>	1	100.0%	100.0%	74.8%	77.4%
	2	0.0%	0.0%	17.2%	15.5%
	3	0.0%	0.0%	4.6%	4.2%
	4	0.0%	0.0%	2.6%	2.4%
	5	0.0%	0.0%	0.7%	0.6%
<i>We do not have enough staff to support them.</i>	1	0.0%	0.0%	18.5%	16.7%
	2	66.7%	90.9%	70.9%	72.0%
	3	16.7%	9.1%	7.9%	8.3%
	4	16.7%	0.0%	2.6%	3.0%
	5	0.0%	0.0%	0.0%	0.0%
<i>They were not helpful for our students.</i>	1	0.0%	0.0%	1.3%	1.2%
	2	16.7%	0.0%	4.0%	4.2%
	3	33.3%	72.7%	60.3%	60.1%
	4	33.3%	27.3%	28.5%	28.6%
	5	16.7%	0.0%	6.0%	6.0%
<i>We lacked support from school system at large.</i>	1	0.0%	0.0%	4.0%	3.6%
	2	0.0%	9.1%	7.9%	7.7%
	3	50.0%	18.2%	27.2%	27.4%
	4	33.3%	72.7%	58.3%	58.3%
	5	16.7%	0.0%	2.6%	3.0%
<i>Other[^]</i>	1	0.0%	0.0%	1.3%	1.2%
	2	16.7%	0.0%	0.0%	0.6%
	3	0.0%	0.0%	0.0%	0.0%
	4	16.7%	0.0%	7.9%	7.7%
	5	66.7%	100.0%	90.7%	90.5%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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

[^]Examples of other responses included: Don't know (5), Lack of transportation (3), and Not enough information (3).

Table G.39. Communication Methods Used by Personnel to Provide Parents with Information regarding How to Prepare Their Child for College and Career by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n<10)	District 2 (n=13)	District 3 (n=134)	District 4 (n<10)	District 5 (n=10)	District 6 (n=13)	Overall (n=180)
Phone calls	62.5%	38.5%	38.8%	50.0%	50.0%	61.5%	42.2%
In-person meeting/conversation	87.5%	30.8%	34.3%	50.0%	60.0%	53.8%	39.4%
Virtual meeting platform (e.g., Zoom)	0.0%	7.7%	13.4%	0.0%	10.0%	15.4%	12.2%
Email	0.0%	69.2%	60.4%	100.0%	80.0%	61.5%	60.0%
Text message	0.0%	7.7%	19.4%	0.0%	60.0%	23.1%	20.0%
Social media	0.0%	30.8%	23.1%	0.0%	50.0%	53.8%	26.1%
Newsletters	0.0%	7.7%	11.2%	0.0%	0.0%	38.5%	11.7%
Group meetings	0.0%	7.7%	11.2%	0.0%	30.0%	30.8%	12.8%
One-on-one meeting	0.0%	7.7%	17.2%	0.0%	40.0%	30.8%	17.8%
Hard-copy letters, handouts, or packets	12.5%	15.4%	20.9%	0.0%	50.0%	38.5%	22.8%
Website links	12.5%	23.1%	14.9%	0.0%	20.0%	15.4%	15.6%
Other [^]	12.5%	15.4%	12.7%	0.0%	10.0%	15.4%	12.8%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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

[^]Examples of other responses included: Not applicable or None (8), I work with students, and Counselor takes care of it (1).

Table G.40. Communication Methods Used by Personnel to Provide Parents with Information regarding How to Prepare Their Child for College and Career, Year 4 (2021–22)–Year 7 (2024–25)

Response Option	Year 4 (n=217)	Year 5 (n=209)	Year 6 (n=256)	Year 7 (n=180)
Phone calls	46.5%	48.8%	41.8%	42.2%
In-person meeting/conversation	48.8%	40.7%	39.1%	39.4%
Virtual meeting platform (e.g., Zoom)	18.9%	13.4%	13.3%	12.2%
Email	57.6%	66.0%	56.6%	60.0%
Text message	21.7%	26.8%	23.0%	20.0%
Social media	--	22.0%	27.0%	26.1%
Newsletters	9.2%	9.6%	14.8%	11.7%
Group meetings	11.1%	16.3%	14.8%	12.8%
One-on-one meeting	17.5%	19.1%	18.8%	17.8%
Hard-copy letters, handouts, or packets	19.8%	23.4%	23.4%	22.8%
Website links	13.8%	14.4%	18.0%	15.6%
Other	12.4%	12.0%	14.5%	12.8%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

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

Table G.41. Communication Methods Used by Personnel to Provide Parents with Information regarding How to Prepare Their Child for College and Career by Position, Grade 9–12, Year 7 (2024–25)

Response Option	Administrator (n<10)	Counselor/ Student Services Personnel (n<15)	Teacher/ Instructional Support Personnel (n=159)	Overall (n=180)
<i>Phone calls</i>	85.7%	71.4%	37.7%	42.2%
<i>In-person meeting/conversation</i>	85.7%	85.7%	33.3%	39.4%
<i>Virtual meeting platform (e.g., Zoom)</i>	42.9%	42.9%	8.2%	12.2%
<i>Email</i>	85.7%	85.7%	56.6%	60.0%
<i>Text message</i>	28.6%	21.4%	19.5%	20.0%
<i>Social media</i>	85.7%	57.1%	20.8%	26.1%
<i>Newsletters</i>	42.9%	21.4%	9.4%	11.7%
<i>Group meetings</i>	71.4%	21.4%	9.4%	12.8%
<i>One-on-one meeting</i>	71.4%	50.0%	12.6%	17.8%
<i>Hard-copy letters, handouts, or packets</i>	71.4%	21.4%	20.8%	22.8%
<i>Website links</i>	42.9%	35.7%	12.6%	15.6%
<i>Other[^]</i>	0.0%	0.0%	14.5%	12.8%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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.

[^]Examples of other responses included: Not applicable or None (8), I work with students, and Counselor takes care of it (1).

Table G.42. Requirements Students Must Meet to Enroll in AP, Honors, or Dual Credit Courses according to Personnel Survey Respondents by District, Grades 9–12, Year 7 (2024–25)

Course	Requirement	District 1 (n<10)	District 2 (n<10)	District 3 (n=91)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=108)
<i>Advanced Placement</i>	Have a certain grade in the subject area	50.0%	83.3%	54.9%	0.0%	25.0%	40.0%	54.6%
	Have a certain overall GPA	50.0%	100.0%	54.8%	0.0%	40.0%	40.0%	54.5%
	Teacher recommendation or approval	100.0%	75.0%	48.8%	0.0%	33.3%	33.3%	50.0%
	Counselor recommendation or approval	100.0%	66.7%	48.8%	0.0%	20.0%	50.0%	49.0%
	Passing score on Texas Success Initiative (TSI) Assessment	0.0%	14.3%	33.0%	100.0%	22.2%	14.3%	29.4%
	Have a certain score on the State of Texas Assessments of Academic Readiness (STAAR) exam	100.0%	40.0%	44.6%	0.0%	20.0%	0.0%	41.2%
	Parent permission	50.0%	33.3%	55.3%	100.0%	0.0%	16.7%	50.0%
	Other^	0.0%	0.0%	22.2%	0.0%	0.0%	0.0%	18.2%
Course	Requirement	(n<10)	(n<10)	(n=91)	(n<10)	(n<10)	(n<10)	(n=108)
<i>Honors</i>	Have a certain grade in the subject area	0.0%	83.3%	80.2%	0.0%	50.0%	40.0%	75.9%
	Have a certain overall GPA	0.0%	66.7%	75.0%	0.0%	60.0%	40.0%	70.7%
	Teacher recommendation or approval	0.0%	75.0%	73.8%	0.0%	33.3%	33.3%	69.6%
	Counselor recommendation or approval	0.0%	50.0%	73.8%	0.0%	40.0%	50.0%	69.0%
	Passing score on Texas Success Initiative (TSI) Assessment	0.0%	0.0%	41.2%	0.0%	33.3%	14.3%	34.9%
	Have a certain score on the State of Texas Assessments of Academic Readiness (STAAR) exam	0.0%	60.0%	69.9%	0.0%	20.0%	14.3%	61.8%
	Parent permission	0.0%	16.7%	65.9%	0.0%	25.0%	16.7%	56.7%
	Other^	0.0%	0.0%	22.2%	0.0%	0.0%	0.0%	54.5%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

Note. Table continues. 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 (3) and Student just has to ask (1).

Table G.42. Requirements Students Must Meet to Enroll in AP, Honors, or Dual Credit Courses according to Personnel Survey Respondents by District, Grades 9–12, Year 7 (2024–25), Cont.

Course	Requirement	District 1 (n<10)	District 2 (n<10)	District 3 (n=91)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=108)
<i>Dual Credit</i>	Have a certain grade in the subject area	100.0%	33.3%	64.8%	0.0%	100.0%	100.0%	66.7%
	Have a certain overall GPA	100.0%	33.3%	69.0%	0.0%	100.0%	100.0%	71.7%
	Teacher recommendation or approval	100.0%	50.0%	73.8%	0.0%	100.0%	100.0%	75.0%
	Counselor recommendation or approval	100.0%	66.7%	75.0%	0.0%	80.0%	100.0%	76.0%
	Passing score on Texas Success Initiative (TSI) Assessment	100.0%	85.7%	83.5%	100.0%	100.0%	100.0%	86.5%
	Have a certain score on the State of Texas Assessments of Academic Readiness (STAAR) exam	50.0%	20.0%	72.3%	0.0%	80.0%	100.0%	71.6%
	Parent permission	100.0%	83.3%	87.1%	100.0%	100.0%	100.0%	88.5%
	Other^	0.0%	0.0%	44.4%	0.0%	100.0%	0.0%	54.5%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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 (3) and Student just has to ask (1).

Table G.43. Requirements Students Must Meet to Enroll in AP, Honors, or Dual Credit Courses according to Personnel Survey Respondents, Year 4 (2021–22)–Year 7 (2024–25)

Course	Requirement	Year 4	Year 5	Year 6	Year 7
		(n=127)	(n=144)	(n=182)	(n=108)
Advanced Placement	Have a certain grade in the subject area	63.7%	43.8%	51.6%	54.6%
	Have a certain overall GPA	48.0%	34.7%	38.5%	54.5%**
	Teacher recommendation or approval	54.9%	43.8%	46.2%	50.0%
	Counselor recommendation or approval	61.8%	43.8%	47.8%	49.0%
	Passing score on Texas Success Initiative (TSI) Assessment	33.3%	24.3%	30.8%	29.4%
	Have a certain score on the State of Texas Assessments of Academic Readiness (STAAR) exam	--	--	--	41.2%
	Parent permission	50.0%	43.8%	44.5%	50.0%
	Other	4.9%	10.4%	9.8%	18.2%
Course	Requirement	(n=127)	(n=144)	(n=182)	(n=108)
Honors	Have a certain grade in the subject area	69.6%	36.8%	48.9%	75.9%***
	Have a certain overall GPA	54.9%	28.5%	39.6%	70.7%***
	Teacher recommendation or approval	64.7%	36.8%	42.9%	69.6%***
	Counselor recommendation or approval	57.8%	36.8%	44.0%	69.0%***
	Have a certain score on the State of Texas Assessments of Academic Readiness (STAAR) exam	--	--	--	34.9%
	Passing score on Texas Success Initiative (TSI) Assessment	29.4%	18.8%	23.6%	61.8%*
	Parent permission	66.1%	31.9%	36.3%	56.7%**
	Other	1.6%	8.3%	8.7%	72.7%***

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Table continues. Response percentages will not add up to 100% because respondents were able to select multiple responses. AP – Advanced Placement. GPA – Grade Point Average.

Have a certain score on the State of Texas Assessments of Academic Readiness (STAAR) exam was asked only in Year 7.

*Responses for *Passing score on the Texas Success Initiative (TSI) Assessment - Honors* differed significantly from Year 6 to Year 7: $\chi^2(1) = 4.69, p < .05$.

**Responses for *Have a certain grade in the subject area - Dual Credit* differed significantly from Year 6 to Year 7: $\chi^2(1) = 12.09, p < .01$; Responses for *Have a certain overall GPA - AP* differed significantly from Year 6 to Year 7: $\chi^2(1) = 6.73, p < .01$; Responses for *Parent permission - Honors* differed significantly from Year 6 to Year 7: $\chi^2(1) = 11.27, p < .01$.

***Responses for *Have a certain grade in the subject area - Honors* differed significantly from Year 6 to Year 7: $\chi^2(1) = 20.46, p < .001$; Responses for *Have a certain overall GPA - Honors* differed significantly from Year 6 to Year 7: $\chi^2(1) = 24.89, p < .001$; Responses for *Have a certain overall GPA - Dual Credit* differed significantly from Year 6 to Year 7: $\chi^2(1) = 23.91, p < .001$; Responses for *Teacher recommendation or approval - Honors* differed significantly from Year 6 to Year 7: $\chi^2(1) = 17.46, p < .001$; Responses for *Teacher recommendation or approval - Dual credit* differed significantly from Year 6 to Year 7: $\chi^2(1) = 32.64, p < .001$; Responses for *Counselor recommendation or approval - Honors* differed significantly from Year 6 to Year 7: $\chi^2(1) = 16.24, p < .001$; Responses for *Counselor recommendation or approval - Dual Credit* differed significantly from Year 6 to Year 7: $\chi^2(1) = 21.04, p < .001$; Responses for *Passing score on the Texas Success Initiative (TSI) Assessment - Dual Credit* differed significantly from Year 6 to Year 7: $\chi^2(1) = 12.96, p < .001$; Responses for *Parent permission - Dual Credit* differed significantly from Year 6 to Year 7: $\chi^2(1) = 31.87, p < .001$; Responses for *Other - Honors* differed significantly from Year 6 to Year 7: $\chi^2(1) = 33.66, p < .001$; Responses for *Other - Dual Credit* differed significantly from Year 6 to Year 7: $\chi^2(1) = 21.65, p < .001$.

Table G.43. Requirements Students Must Meet to Enroll in AP, Honors, or Dual Credit Courses according to Personnel Survey Respondents, Year 4 (2021–22)–Year 7 (2024–25), Cont.

Course	Requirement	Year 4 (n=127)	Year 5 (n=144)	Year 6 (n=182)	Year 7 (n=108)
Dual Credit	Have a certain grade in the subject area	51.2%	36.8%	45.6%	66.7%**
	Have a certain overall GPA	42.5%	33.3%	41.2%	71.7%***
	Teacher recommendation or approval	35.4%	34.0%	38.5%	75.0%***
	Counselor recommendation or approval	62.2%	44.4%	47.8%	76.0%***
	Have a certain score on the State of Texas Assessments of Academic Readiness (STAAR) exam	--	--	--	71.6%
	Passing score on Texas Success Initiative (TSI) Assessment	80.3%	75.0%	68.7%	86.5%***
	Parent permission	52.9%	58.3%	56.0%	88.5%***
	Other	3.9%	7.6%	10.4%	54.5%***

Source. GEAR UP: Beyond Grad Student Survey administered in Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. AP – Advanced Placement. GPA – Grade Point Average.

Have a certain score on the State of Texas Assessments of Academic Readiness (STAAR) exam was a new item in Year 7.

*Responses for Passing score on the Texas Success Initiative (TSI) Assessment - Honors differed significantly from Year 6 to Year 7: $\chi^2(1) = 4.69, p < .05$

**Responses for Have a certain grade in the subject area – Dual Credit differed significantly from Year 6 to Year 7: $\chi^2(1) = 12.09, p < .01$; Responses for Have a certain overall GPA - AP differed significantly from Year 6 to Year 7: $\chi^2(1) = 6.73, p < .01$; Responses for Parent permission – Honors differed significantly from Year 6 to Year 7: $\chi^2(1) = 11.27, p < .01$

***Responses for Have a certain grade in the subject area - Honors differed significantly from Year 6 to Year 7: $\chi^2(1) = 20.46, p < .001$; Responses for Have a certain overall GPA - Honors differed significantly from Year 6 to Year 7: $\chi^2(1) = 24.89, p < .001$; Responses for Have a certain overall GPA – Dual Credit differed significantly from Year 6 to Year 7: $\chi^2(1) = 23.91, p < .001$; Responses for Teacher recommendation or approval – Honors differed significantly from Year 6 to Year 7: $\chi^2(1) = 17.46, p < .001$; Responses for Teacher recommendation or approval – Dual credit differed significantly from Year 6 to Year 7: $\chi^2(1) = 32.64, p < .001$; Responses for Counselor recommendation or approval – Honors differed significantly from Year 6 to Year 7: $\chi^2(1) = 16.24, p < .001$; Responses for Counselor recommendation or approval – Dual Credit differed significantly from Year 6 to Year 7: $\chi^2(1) = 21.04, p < .001$; Responses for Passing score on the Texas Success Initiative (TSI) Assessment – Dual Credit differed significantly from Year 6 to Year 7: $\chi^2(1) = 12.96, p < .001$; Responses for Parent permission – Dual Credit differed significantly from Year 6 to Year 7: $\chi^2(1) = 31.87, p < .001$; Responses for Other – Honors differed significantly from Year 6 to Year 7: $\chi^2(1) = 33.66, p < .001$; Responses for Other – Dual Credit differed significantly from Year 6 to Year 7: $\chi^2(1) = 21.65, p < .001$.

Table G.44. Student Preparedness to Participate in Advanced Courses according to Personnel Survey Respondents by District, Grades 9–12, Year 7 (2024–25)

Item	Response Option	District 1 (n<10)	District 2 (n=14)	District 3 (n=125)	District 4 (n<10)	District 5 (n=10)	District 6 (n=11)	Overall (n=171)
<i>How prepared were students this year to participate in advanced courses (AP, honors, and dual credit) that you teach?</i>	Very prepared	11.1%	14.3%	7.2%	0.0%	0.0%	9.1%	7.6%
	Somewhat prepared	11.1%	35.7%	24.0%	0.0%	70.0%	18.2%	26.3%
	Somewhat unprepared	11.1%	21.4%	15.2%	0.0%	10.0%	9.1%	14.6%
	Very Unprepared	22.2%	7.1%	11.2%	0.0%	10.0%	9.1%	11.1%
	I do not teach AP courses this school year.	44.4%	21.4%	42.4%	100.0%	10.0%	54.5%	40.4%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. AP – Advanced Placement.

Table G.45 Student Preparedness to Participate in Advanced Courses according to Personnel Survey Respondents, Year 4 (2021–22)–Year 7 (2024–25)

Item	Response Option	Year 4 (n=199)	Year 5 (n=195)	Year 6 (n=213)	Year 7 (n=171)
<i>How prepared were students this year to participate in advanced courses (AP, honors, and dual credit) that you teach?</i>	Very prepared	5.5%	6.7%	6.1%	7.6%
	Somewhat prepared	33.7%	14.4%	26.4%	26.3%
	Somewhat unprepared	12.6%	28.7%	11.7%	14.6%
	Very unprepared	7.0%	6.7%	10.0%	11.1%
	I do not teach advanced courses (AP, honors, or dual credit) this school year.	41.2%	43.6%	45.9%	40.4%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. AP – Advanced Placement.

Table G.46. Personnel Survey Respondents Who Are Responsible for Helping Students Sign up for or Determine Which College Entrance Exams to Participate in by District, Grades 9–12, Year 7 (2024–25)

Response Option	District 1 (n<15)	District 2 (n=16)	District 3 (n=172)	District 4 (n<10)	District 5 (n<15)	District 6 (n=20)	Overall (n=235)
Yes	90.0%	100.0%	88.4%	100.0%	76.9%	95.0%	10.6%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025). The item included two response options: Yes and No.

Table G.47. Personnel Survey Respondents Who Are Responsible for Helping Students Sign up for or Determine Which College Entrance Exams to Participate in, Year 4 (2021–22)–Year 7 (2024–25)

Response Option	Year 4 (n=291)	Year 5 (n=269)	Year 6 (n=324)	Year 7 (n=235)
Yes	10.0%	10.0%	12.3%	10.6%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

Note. Personnel who indicated having a role in helping students sign up for entrance exams answered this question in Year 4, Year 5, Year 6, and Year 7. The item included two response options: Yes and No.

Table G.48. Personnel Survey Respondents Who Are Responsible for Helping Students Sign up for or Determine Which College Entrance Exams to Participate in by Position, Grades 9–12, Year 7 (2024–25)

Response Option	Administrator (n<10)	Counselor/ Student Services Personnel (n<20)	Teacher/ Instructional Support Personnel (n=189)	Other (n=24)	Overall (n=235)
Yes	28.6%	40.0%	7.4%	12.5%	10.6%

Source. GEAR UP: Beyond Grad Parent Survey administered in Year 7 (spring 2025).

Note. participants who selected “Other” as their primary position were not included. The item included two response options: Yes and No.

Table G.49. Factors Personnel Encourage Students to Consider When Determining Which College Entrance Exam to Participate in by District, Grades 9–12, Year 7 (2024–25)

Item	District 1 (n<10)	District 2 (n=0)	District 3 (n=19)	District 4 (n=0)	District 5 (n<10)	District 6 (n<10)	Overall (n=24)
<i>Registration fee</i>	100.0%	--	31.6%	--	33.3%	0.0%	33.3%
<i>Amount or type of test preparation in which the student participated</i>	100.0%	--	36.8%	--	33.3%	0.0%	37.5%
<i>Grades or GPA</i>	100.0%	--	57.9%	--	33.3%	0.0%	54.2%
<i>College degree student plans to pursue (e.g., Certificate, Associate's, Bachelor's)</i>	100.0%	--	68.4%	--	66.7%	0.0%	66.7%
<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>	100.0%	--	73.7%	--	100.0%	100.0%	79.2%
<i>Student's previous test scores</i>	100.0%	--	42.1%	--	33.3%	0.0%	41.7%
<i>Location where entrance exam will be administered</i>	100.0%	--	36.8%	--	33.3%	0.0%	37.5%
<i>Timing of administration</i>	100.0%	--	31.6%	--	0.0%	0.0%	29.2%
<i>College requirement for entrance exams</i>	100.0%	--	57.9%	--	66.7%	0.0%	58.3%
<i>Opportunity to participate in exam during the school day (e.g., SAT School Day)</i>	100.0%	--	42.1%	--	100.0%	0.0%	50.0%
<i>Other</i>	0.0%	--	0.0%	--	0.0%	0.0%	0.0%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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 G.50. Factors Personnel Encourage Students to Consider When Determining Which College Entrance Exam to Participate in, Year 4 (2021–22)–Year 7 (2024–25)

Factor	Year 4 (n=27)	Year 5 (n=27)	Year 6 (n=38)	Year 7 (n=24)
<i>Registration fee</i>	40.7%	33.3%	13.2%	33.3%
<i>Amount or type of test preparation in which the student participated</i>	44.4%	33.3%	28.9%	37.5%
<i>Grades or GPA</i>	48.1%	48.1%	44.7%	54.2%
<i>College degree student plans to pursue (e.g., Certificate, Associate's, Bachelor's)</i>	66.7%	63.0%	65.8%	66.7%
<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>	51.9%	66.7%	71.1%	79.2%
<i>Student's previous test scores</i>	40.7%	33.3%	21.1%	41.7%
<i>Location where entrance exam will be administered</i>	33.3%	33.3%	15.8%	37.5%
<i>Timing of administration</i>	18.5%	14.8%	18.4%	29.2%
<i>College requirement for entrance exams</i>	44.4%	63.0%	50.0%	58.3%
<i>Opportunity to participate in exam during the school day (e.g., SAT School Day)</i>	51.9%	51.9%	50.0%	50.0%
<i>Other</i>	10.7%	11.1%	2.6%	0.0%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 4 (spring 2022), Year 5 (spring 2023), Year 6 (spring 2024), and Year 7 (spring 2025).

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 G.50. Factors Personnel Encourage Students to Consider When Determining Which College Entrance Exam to Participate in, Year 4 (2021–22)–Year 7 (2024–25)

Item	Administrator (n<10)	Counselor/ Student Services Personnel (n=10)	Teacher/ Instructional Support Personnel (n=22)	Other (n<10)	Overall (n=24)
Registration fee	50.0%	0.0%	38.5%	66.7%	33.3%
Amount or type of test preparation in which the student participated	50.0%	33.3%	38.5%	33.3%	37.5%
Grades or GPA	50.0%	66.7%	46.2%	66.7%	54.2%
College degree students plans to (e.g., Certificate, Associate's, Bachelor's)	100.0%	66.7%	61.5%	66.7%	66.7%
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%	66.7%	76.9%	100.0%	79.2%
Student's previous test scores	50.0%	50.0%	38.5%	33.3%	41.7%
Location where entrance exam will be administered	50.0%	33.3%	38.5%	33.3%	37.5%
Timing of administration	0.0%	16.7%	38.5%	33.3%	29.2%
College requirement for entrance exams	50.0%	50.0%	61.5%	66.7%	58.3%
Opportunity to participate in exam during the school (e.g., SAT School Day)	50.0%	50.0%	46.2%	66.7%	50.0%
Other^	0.0%	0.0%	0.0%	0.0%	0.0%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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 G.52. Personnel Agreement regarding the FAFSA Delay, Grade 9–12, Year 7 (2024–25)

Item	Response Option	District 1 (n=0)	District 2 (n=0)	District 3 (n=14)	District 4 (n=0)	District 5 (n<10)	District 6 (n<10)	Overall (n=19)
<i>The FAFSA delay has made it difficult for students to submit college applications.</i>	Strongly agree	--	--	42.9%	--	0.0%	0.0%	31.6%
	Agree	--	--	42.9%	--	100.0%	66.7%	52.6%
	Disagree	--	--	14.3%	--	0.0%	0.0%	10.5%
	Strongly disagree	--	--	0.0%	--	0.0%	33.3%	5.3%
	Mean	--	--	3.29	--	3.00	2.33	3.11
Item	Response Option	(n=0)	(n=0)	(n=14)	(n=0)	(n<10)	(n<10)	(n=19)
<i>The FAFSA delay has made it difficult to engage students in discussions on the affordability of college.</i>	Strongly agree	--	--	35.7%	--	0.0%	0.0%	26.3%
	Agree	--	--	42.9%	--	50.0%	66.7%	47.4%
	Disagree	--	--	14.3%	--	50.0%	0.0%	15.8%
	Strongly disagree	--	--	7.1%	--	0.0%	33.3%	10.5%
	Mean	--	--	3.07	--	2.50	2.33	2.89
Item	Response Option	(n=0)	(n=0)	(n=13)	(n=0)	(n<10)	(n<10)	(n=18)
<i>My school is providing students with adequate support to navigate this change to the FAFSA deadline.</i>	Strongly agree	--	--	38.5%	--	0.0%	0.0%	33.3%
	Agree	--	--	61.5%	--	50.0%	66.7%	61.6%
	Disagree	--	--	0.0%	--	50.0%	0.0%	0.0%
	Strongly disagree	--	--	0.0%	--	0.0%	33.3%	5.6%
	Mean	--	--	3.38	--	3.50	2.33	3.22
Item	Response Option	(n=0)	(n=0)	(n=13)	(n=0)	(n<10)	(n<10)	(n=18)
<i>The FAFSA delay has had no impact on my work.</i>	Strongly agree	--	--	0.0%	--	0.0%	33.3%	0.0%
	Agree	--	--	46.2%	--	0.0%	33.3%	38.9%
	Disagree	--	--	30.8%	--	100.0%	33.3%	38.9%
	Strongly disagree	--	--	23.1%	--	0.0%	0.0%	22.2%
	Mean	--	--	2.23	--	2.00	2.00	2.17

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 7 (spring 2025).

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, <10, and 15, respectively. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. This question was only asked to Administrators and Counselor/Student Services. FAFSA – Free Application for Federal Student Aid.

Table G.53. Personnel Agreement regarding the FAFSA Delay, Grades 9–12, Year 7 (2024–25)

Item	Response Option	Year 6	Year 7
		(n=32)	(n=19)
<i>The FAFSA delay has made it difficult for students to submit college applications.</i>	Strongly agree	40.6%	31.6%
	Agree	37.5%	52.6%
	Disagree	9.4%	10.5%
	Strongly disagree	12.5%	5.3%
	Mean	3.06	3.11
Item	Response Option	(n=32)	(n=19)
<i>The FAFSA delay has made it difficult to engage students in discussions on the affordability of college.</i>	Strongly agree	40.6%	26.3%
	Agree	28.1%	47.4%
	Disagree	25.0%	15.8%
	Strongly disagree	28.1%	10.5%
	Mean	3.03	2.89
Item	Response Option	(n=33)	(n=18)
<i>My school is providing students with adequate support to navigate this change to the FAFSA deadline.</i>	Strongly agree	39.4%	33.3%
	Agree	33.3%	61.6%
	Disagree	9.1%	0.0%
	Strongly disagree	18.2%	5.6%
	Mean	2.94	3.22
Item	Response Option	(n=24)	(n=18)
<i>The FAFSA delay has had no impact on my work.</i>	Strongly agree	8.3%	0.0%
	Agree	12.5%	38.9%
	Disagree	45.8%	38.9%
	Strongly disagree	33.3%	22.2%
	Mean	1.96	2.17

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024) and Year 7 (spring 2025).

Note. This question was only asked to Administrators and Counselor/Student Services. 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*. FAFSA – Free Application for Federal Student Aid.

APPENDIX H: Statewide Initiatives Survey for Districts Analyses Technical Detail

Table H.1 Survey Respondents by ESC, Year 7 (2024–2025)

Region	(n=254)
ESC 01 - Edinburg	4.3%
ESC 02 - Corpus Christi	0.0%
ESC 03 - Victoria	2.8%
ESC 04 - Houston	3.9%
ESC 05 - Beaumont	0.0%
ESC 06 - Huntsville	7.5%
ESC 07 - Kilgore	13.4%
ESC 08 - Mount Pleasant	1.2%
ESC 09 - Wichita Falls	4.7%
ESC 10 - Richardson	17.3%
ESC 11 - Fort Worth	11.4%
ESC 12 - Waco	0.4%
ESC 13 - Austin	4.7%
ESC 14 - Abilene	10.2%
ESC 15 - San Angelo	9.1%
ESC 16 - Amarillo	0.0%
ESC 17 - Lubbock	0.0%
ESC 18 - Midland	5.5%
ESC 19 - El Paso	3.5%
ESC 20 - San Antonio	0.0%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 7 (spring 2025).

Note. ESC – Education Service Center.

Table H.2. Survey Respondents' Position by ESC, Year 7 (2024–25)

Region	<i>n</i>	<i>Administrator</i>	<i>Counselor /Student Success Support Staff</i>	<i>Curriculum & Instruction Coordinator</i>	<i>Other[^]</i>
ESC 01 - Edinburg	(<i>n</i> =11)	27.3%	54.5%	0.0%	18.2%
ESC 02 - Corpus Christi	(<i>n</i> =0)	--	--	--	--
ESC 03 - Victoria	(<i>n</i> <10)	0.0%	100.0%	0.0%	0.0%
ESC 04 - Houston	(<i>n</i> =10)	50.0%	30.0%	0.0%	20.0%
ESC 05 - Beaumont	(<i>n</i> =0)	--	--	--	--
ESC 06 - Huntsville	(<i>n</i> =19)	5.3%	73.7%	0.0%	21.1%
ESC 07 - Kilgore	(<i>n</i> =34)	2.9%	94.1%	0.0%	2.9%
ESC 08 - Mount Pleasant	(<i>n</i> <10)	0.0%	100.0%	0.0%	0.0%
ESC 09 - Wichita Falls	(<i>n</i> =12)	8.3%	83.3%	0.0%	8.3%
ESC 10 - Richardson	(<i>n</i> =44)	9.1%	81.8%	2.3%	6.8%
ESC 11 - Fort Worth	(<i>n</i> =29)	13.8%	82.8%	0.0%	3.4%
ESC 12 - Waco	(<i>n</i> <10)	100.0%	0.0%	0.0%	0.0%
ESC 13 - Austin	(<i>n</i> =12)	8.3%	91.7%	0.0%	0.0%
ESC 14 - Abilene	(<i>n</i> =26)	7.7%	84.6%	0.0%	7.7%
ESC 15 - San Angelo	(<i>n</i> =23)	8.7%	87.0%	4.3%	0.0%
ESC 16 - Amarillo	(<i>n</i> =0)	--	--	--	--
ESC 17 - Lubbock	(<i>n</i> =0)	--	--	--	--
ESC 18 - Midland	(<i>n</i> =14)	0.0%	100.0%	0.0%	0.0%
ESC 19 - El Paso	(<i>n</i> <10)	0.0%	66.7%	0.0%	33.3%
ESC 20 - San Antonio	(<i>n</i> =0)	--	--	--	--
Overall	(<i>n</i> =254)	9.8%	81.9%	0.8%	7.5%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. ESC – Education Service Center.

[^]Examples of other responses included: College and Career Advisor (2), CCMR Coordinator (2), Teacher (2), Director of Specialized Instruction (1), and District College Readiness (1).

Table H.3 Access to Financial Aid Application Completion Resources in the Last 12 Months by ESC, Year 7 (2024–25)

Region	<i>n</i>	Yes	No
ESC 01 - Edinburg	(<i>n</i> =11)	100.0%	0.0%
ESC 02 - Corpus Christi	(<i>n</i> =0)	--	--
ESC 03 - Victoria	(<i>n</i> <10)	100.0%	0.0%
ESC 04 - Houston	(<i>n</i> =10)	100.0%	0.0%
ESC 05 - Beaumont	(<i>n</i> =0)	--	--
ESC 06 - Huntsville	(<i>n</i> =19)	84.2%	15.8%
ESC 07 - Kilgore	(<i>n</i> =33)	78.8%	21.2%
ESC 08 - Mount Pleasant	(<i>n</i> <10)	33.3%	66.7%
ESC 09 - Wichita Falls	(<i>n</i> =12)	58.3%	41.7%
ESC 10 - Richardson	(<i>n</i> =43)	76.7%	23.3%
ESC 11 - Fort Worth	(<i>n</i> =29)	86.2%	13.8%
ESC 12 - Waco	(<i>n</i> <10)	100.0%	0.0%
ESC 13 - Austin	(<i>n</i> =12)	66.7%	33.3%
ESC 14 - Abilene	(<i>n</i> =25)	76.0%	24.0%
ESC 15 - San Angelo	(<i>n</i> =23)	73.9%	26.1%
ESC 16 - Amarillo	(<i>n</i> =0)	--	--
ESC 17 - Lubbock	(<i>n</i> =0)	--	--
ESC 18 - Midland	(<i>n</i> =14)	71.4%	28.6%
ESC 19 - El Paso	(<i>n</i> <10)	66.7%	33.3%
ESC 20 - San Antonio	(<i>n</i> =0)	--	--
Overall	(<i>n</i> =251)	78.5%	21.5%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. ESC – Education Service Center.

Table H.4 How ESCs Found Information about Financial Aid Completion Resources in the Past 12 Months by ESC, Year 7 (2024–25)

Region	<i>n</i>	Someone at my ESC	Someone at my school district	Someone within my school	By TEA	On my own	Other^
ESC 01 - Edinburg	(<i>n</i> =11)	36.4%	18.2%	9.1%	36.4%	63.6%	9.1%
ESC 02 - Corpus Christi	(<i>n</i> =0)	--	--	--	--	--	--
ESC 03 - Victoria	(<i>n</i> <10)	28.6%	0.0%	0.0%	14.3%	71.4%	14.3%
ESC 04 - Houston	(<i>n</i> =10)	40.0%	0.0%	0.0%	20.0%	80.0%	0.0%
ESC 05 - Beaumont	(<i>n</i> =0)	--	--	--	--	--	--
ESC 06 - Huntsville	(<i>n</i> =15)	33.3%	6.7%	0.0%	20.0%	60.0%	26.7%
ESC 07 - Kilgore	(<i>n</i> =27)	25.9%	0.0%	0.0%	18.5%	59.3%	25.9%
ESC 08 - Mount Pleasant	(<i>n</i> <10)	100.0%	0.0%	0.0%	100.0%	100.0%	0.0%
ESC 09 - Wichita Falls	(<i>n</i> <10)	71.4%	14.3%	0.0%	14.3%	28.6%	28.6%
ESC 10 - Richardson	(<i>n</i> =34)	26.5%	5.9%	8.8%	17.6%	79.4%	23.5%
ESC 11 - Fort Worth	(<i>n</i> =25)	20.0%	16.0%	4.0%	20.0%	88.0%	4.0%
ESC 12 - Waco	(<i>n</i> <10)	0.0%	100.0%	100.0%	100.0%	100.0%	0.0%
ESC 13 - Austin	(<i>n</i> <10)	25.0%	0.0%	0.0%	25.0%	87.5%	0.0%
ESC 14 - Abilene	(<i>n</i> =20)	50.0%	0.0%	5.0%	35.0%	55.0%	10.0%
ESC 15 - San Angelo	(<i>n</i> =17)	58.8%	0.0%	11.8%	11.8%	52.9%	0.0%
ESC 16 - Amarillo	(<i>n</i> =0)	--	--	--	--	--	--
ESC 17 - Lubbock	(<i>n</i> =0)	--	--	--	--	--	--
ESC 18 - Midland	(<i>n</i> <10)	44.4%	0.0%	0.0%	0.0%	77.8%	11.1%
ESC 19 - El Paso	(<i>n</i> <10)	16.7%	16.7%	16.7%	0.0%	50.0%	33.3%
ESC 20 - San Antonio	(<i>n</i> =0)	--	--	--	--	--	--
Overall	(<i>n</i> =198)	34.8%	6.1%	5.1%	20.2%	68.2%	14.6%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. ESC – Education Service Center.

^Examples of other responses included: Presentations or interactions with colleges (17), emails from providers (3), TxCAN (2), and ApplyTexas (2).

Table H.5 Resources Used for Completing Financial Aid Applications in the Past 12 months by ESC, Year 7 (2024–25)

Region	<i>n</i>	Toolkits	TXOC Academy modules	Apply TX Counselor Suite	Federal Student Aid website	TEA Financial Aid website	TASFAA website	None of these resources	Other [^]
ESC 01 - Edinburg	(<i>n</i> =10)	40.0%	40.0%	70.0%	90.0%	50.0%	20.0%	10%	10.0%
ESC 02 - Corpus Christi	(<i>n</i> =0)	--	--	--	--	--	--	--	--
ESC 03 - Victoria	(<i>n</i> <10)	42.9%	14.3%	71.4%	85.7%	42.9%	14.3%	0.0%	14.3%
ESC 04 - Houston	(<i>n</i> =10)	40.0%	60.0%	30.0%	80.0%	30.0%	20.0%	0.0%	10.0%
ESC 05 - Beaumont	(<i>n</i> =0)	--	--	--	--	--	--	--	--
ESC 06 - Huntsville	(<i>n</i> =15)	20.0%	26.7%	53.3%	93.3%	60.0%	13.3%	0.0%	13.3%
ESC 07 - Kilgore	(<i>n</i> =27)	18.5%	7.4%	66.7%	92.6%	37.0%	18.5%	0.0%	11.1%
ESC 08 - Mount Pleasant	(<i>n</i> <10)	0.0%	0.0%	0.0%	100.0%	0.0%	--	--	0.0%
ESC 09 - Wichita Falls	(<i>n</i> <10)	28.6%	42.9%	85.7%	100.0%	28.6%	0.0%	0.0%	0.0%
ESC 10 - Richardson	(<i>n</i> =34)	41.2%	8.8%	47.1%	94.1%	50.0%	8.8%	0.0%	14.7%
ESC 11 - Fort Worth	(<i>n</i> =25)	40.0%	28.0%	56.0%	84.0%	40.0%	12.0%	0.0%	20.0%
ESC 12 - Waco	(<i>n</i> <10)	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%
ESC 13 - Austin	(<i>n</i> <10)	37.5%	37.5%	50.0%	100.0%	25.0%	12.5%	0.0%	12.5%
ESC 14 - Abilene	(<i>n</i> =20)	40.0%	10.0%	60.0%	75.0%	35.0%	5.0%	0.0%	20.0%
ESC 15 - San Angelo	(<i>n</i> =16)	12.5%	12.5%	81.3%	75.0%	43.8%	18.8%	0.0%	12.5%
ESC 16 - Amarillo	(<i>n</i> =0)	--	--	--	--	--	--	--	--
ESC 17 - Lubbock	(<i>n</i> =0)	--	--	--	--	--	--	--	--
ESC 18 - Midland	(<i>n</i> <10)	33.3%	0.0%	33.3%	88.9%	33.3%	11.1%	0.0%	11.1%
ESC 19 - El Paso	(<i>n</i> <10)	16.7%	16.7%	66.7%	83.3%	33.3%	33.3%	0.0%	0.0%
ESC 20 - San Antonio	(<i>n</i> =0)	--	--	--	--	--	--	0.0%	--
Overall	(<i>n</i> =196)	31.6%	19.9%	58.2%	87.8%	41.3%	13.8%	0.5%	13.8%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. ESC – Education Service Center. Toolkits – Student, family, counselor/advisor or community partner toolkits. TXOC –Texas OnCourse. TEA – Texas Education Administration. TASFAA – Texas Association of Student Financial Aid Administrators.

[^]Examples of other responses included: College financial aid departments (9), UAspire (3), TRIO (3), and TxCAN (2).

Table H.6. Statewide Initiatives Survey Respondents' Satisfaction with Financial Aid Completion Resources, Year 7 (2024–25)

Region	<i>n</i>	<i>Strongly dissatisfied</i>	<i>Dissatisfied</i>	<i>Satisfied</i>	<i>Strongly Satisfied</i>	Mean
ESC 01 - Edinburg	(<i>n</i> <10)	0.0%	0.0%	77.8%	22.2%	3.22
ESC 02 - Corpus Christi	(<i>n</i> =0)	--	--	--	--	--
ESC 03 - Victoria	(<i>n</i> <10)	0.0%	0.0%	100.0%	0.0%	3.00
ESC 04 - Houston	(<i>n</i> =10)	0.0%	0.0%	90.0%	10.0%	3.10
ESC 05 - Beaumont	(<i>n</i> =0)	--	--	--	--	--
ESC 06 - Huntsville	(<i>n</i> =14)	0.0%	0.0%	85.7%	14.3%	3.14
ESC 07 - Kilgore	(<i>n</i> =24)	0.0%	12.5%	79.2%	4.2%	2.91
ESC 08 - Mount Pleasant	(<i>n</i> <10)	0.0%	0.0%	100.0%	0.0%	3.00
ESC 09 - Wichita Falls	(<i>n</i> <10)	0.0%	14.3%	71.4%	14.3%	3.00
ESC 10 - Richardson	(<i>n</i> =33)	3.0%	12.1%	60.6%	21.2%	3.03
ESC 11 - Fort Worth	(<i>n</i> =24)	0.0%	8.3%	75.0%	16.7%	3.08
ESC 12 - Waco	(<i>n</i> <10)	0.0%	0.0%	0.0%	100.0%	4.00
ESC 13 - Austin	(<i>n</i> <10)	0.0%	12.5%	62.5%	12.5%	3.00
ESC 14 - Abilene	(<i>n</i> =19)	0.0%	10.5%	78.9%	10.5%	3.00
ESC 15 - San Angelo	(<i>n</i> =16)	6.3%	6.3%	81.3%	6.3%	2.88
ESC 16 - Amarillo	(<i>n</i> =0)	--	--	--	--	--
ESC 17 - Lubbock	(<i>n</i> =0)	--	--	--	--	--
ESC 18 - Midland	(<i>n</i> <10)	0.0%	0.0%	44.4%	44.4%	3.50
ESC 19 - El Paso	(<i>n</i> <10)	0.0%	66.7%	0.0%	33.3%	2.60
ESC 20 - San Antonio	(<i>n</i> =0)	--	--	--	--	--
Overall	(<i>n</i> =183)	1.6%	8.2%	74.9%	15.3%	3.04

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 7 (spring 2025).

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*, 5 – *Very familiar*. The number of respondents who selected I don't know/Not applicable was <10, <10, <10, <10, <10, <10, <10, <10, <10, <10, <10, <10, <10, <10, <10, and <10, respectively. ESC – Education Service Center.

Table H.7. Statewide Initiatives Survey Respondents' Most Successful Supports for Helping Families Complete a Financial Aid Application, Year 7 (2024–25)

Region	<i>n</i>	<i>Information/ Resources Provided by High School Counselors and/or Advisors</i>	<i>High School FAFSA/TAFSA Special Events/ Workshops/ Information Sessions</i>	<i>Student, family, counselor/ advisor, or community partner toolkits</i>	<i>TXOC Academy Modules</i>	<i>Apply TX Counselor Suite</i>	<i>Federal Student Aid Website</i>	<i>TEA Financial Aid Requirement Site</i>	<i>TASFAA website</i>	<i>I don't know/ NA</i>	<i>Other ^</i>
ESC 01 - Edinburg	(<i>n</i> =11)	54.5%	72.7%	27.3%	36.4%	36.4%	54.5%	18.2%	18.2%	0.0%	27.3%
ESC 02 - Corpus Christi	(<i>n</i> =0)	--	--	--	--	--	--	--	--	--	--
ESC 03 - Victoria	(<i>n</i> <10)	71.4%	42.9%	28.6%	14.3%	0.0%	85.7%	14.3%	0.0%	14.3%	14.3%
ESC 04 - Houston	(<i>n</i> =10)	80.0%	70.0%	10.0%	40.0%	30.0%	60.0%	20.0%	10.0%	0.0%	10.0%
ESC 05 - Beaumont	(<i>n</i> =0)	--	--	--	--	--	--	--	--	--	--
ESC 06 - Huntsville	(<i>n</i> =15)	66.7%	53.3%	0.0%	13.3%	20.0%	73.3%	0.0%	13.3%	0.0%	13.3%
ESC 07 - Kilgore	(<i>n</i> =24)	50.0%	45.8%	4.2%	8.3%	16.7%	54.2%	12.5%	8.3%	14.3%	54.2%
ESC 08 - Mount Pleasant	(<i>n</i> <10)	100.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	3.0%	0.0%
ESC 09 - Wichita Falls	(<i>n</i> <10)	71.4%	57.1%	0.0%	0.0%	0.0%	28.6%	0.0%	0.0%	0.0%	0.0%
ESC 10 - Richardson	(<i>n</i> =33)	54.5%	54.5%	6.1%	3.0%	15.2%	72.7%	6.1%	0.0%	0.0%	18.2%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 7 (spring 2025).

Note. Table Continues. Response percentages will not add up to 100% because respondents were able to select multiple responses. ESC – Education Service Center. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. TEA – Texas Education Administration. TASFAA – Texas Association of Student Financial Aid Administrators. TXOC – Texas OnCourse. NA – Not Applicable.

^Examples of other responses included: College Financial Aid Departments (10), TRIO (3), UAspire (3), TxCAN (2).

Table H.7. Statewide Initiatives Survey Respondents' Most Successful Supports for Helping Families Complete a Financial Aid Application, Year 7 (2024–25), Cont.

Region	<i>n</i>	<i>Information and Resources Provided by High School Counselors and/or Advisors</i>	<i>FAFSA/ TAFSA Special Events/ Workshops/ Information Sessions</i>	<i>Student, family, counselor/ advisor, or community partner toolkits</i>	<i>TXOC Academy Modules</i>	<i>Apply TX Counselor Suite</i>	<i>Federal Student Aid Website</i>	<i>TEA Financial Aid Requirement Site</i>	<i>TASFAA website</i>	<i>I don't know/ NA</i>	<i>Other^</i>
ESC 11 - Fort Worth	(<i>n</i> =23)	47.8%	52.2%	34.8%	17.4%	13.0%	52.5%	4.3%	0.0%	0.0%	13.0%
ESC 12 - Waco	(<i>n</i> <10)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%
ESC 13 - Austin	(<i>n</i> <10)	37.5%	75.0%	12.5%	12.5%	25.0%	50.0%	12.5%	0.0%	0.0%	50.0%
ESC 14 - Abilene	(<i>n</i> =19)	31.6%	47.4%	15.8%	5.3%	10.5%	36.8%	15.8%	0.0%	5.3%	31.6%
ESC 15 - San Angelo	(<i>n</i> =16)	37.5%	43.8%	12.5%	6.3%	18.8%	81.3%	25.0%	12.5%	0.0%	6.3%
ESC 16 - Amarillo	(<i>n</i> =0)	--	--	--	--	--	--	--	--	--	--
ESC 17 - Lubbock	(<i>n</i> =0)	--	--	--	--	--	--	--	--	--	--
ESC 18 - Midland	(<i>n</i> <10)	77.8%	33.3%	11.1%	0.0%	11.1%	55.6%	11.1%	0.0%	0.0%	22.2%
ESC 19 - El Paso	(<i>n</i> <10)	80.0%	100.0%	20.0%	20.0%	20.0%	40.0%	20.0%	20.0%	0.0%	0.0%
ESC 20 - San Antonio	(<i>n</i> =0)	--	--	--	--	--	--	--	--	0.0%	
Overall	(<i>n</i> =189)	54.5%	54.5%	13.8%	12.2%	16.9%	59.8%	11.6%	5.3%	2.6%	22.2%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. ESC – Education Service Center. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. TEA – Texas Education Administration. TASFAA – Texas Association of Student Financial Aid Administrators. TXOC – Texas OnCourse. NA – Not Applicable.

^Examples of other responses included: College Financial Aid Departments (10), TRIO (3), UAspire (3), TxCAN (2).

Table H.8. Statewide Initiatives Survey Respondents' Financial Aid Completion Supports To Offer After This School Year, Year 7 (2024–25)

Region	<i>n</i>	Information and Resources Provided by High School Counselors and/or Advisors	FAFSA/ TAFSA Special Events/ Workshops/Information Sessions	Student, family, counselor/ advisor, or community partner toolkits	TXOC Academy Modules	Apply TX Counselor Suite	Federal Student Aid Website	TEA Financial Aid Requirement Site	TASFAA website	I don't know/ NA	Other^
ESC 01 - Edinburg	(<i>n</i> =11)	81.8%	72.7%	27.3%	45.5%	72.7%	63.6%	36.4%	18.2%	0.0%	0.0%
ESC 02 - Corpus Christi	(<i>n</i> =0)	--	--	--	--	--	--	--	--	--	--
ESC 03 - Victoria	(<i>n</i> <10)	100.0%	66.7%	16.7%	16.7%	50.0%	83.3%	33.3%	33.3%	0.0%	16.7%
ESC 04 - Houston	(<i>n</i> =10)	70.0%	90.0%	40.0%	40.0%	40.0%	70.0%	20.0%	10.0%	0.0%	20.0%
ESC 05 - Beaumont	(<i>n</i> =0)	--	--	--	--	--	--	--	--	--	--
ESC 06 - Huntsville	(<i>n</i> =15)	80.0%	73.3%	33.3%	33.3%	40.0%	86.7%	33.3%	26.7%	0.0%	6.7%
ESC 07 - Kilgore	(<i>n</i> =24)	66.7%	66.7%	25.0%	8.3%	45.8%	66.7%	12.5%	12.5%	4.2%	33.3%
ESC 08 - Mount Pleasant	(<i>n</i> <10)	100.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
ESC 09 - Wichita Falls	(<i>n</i> <10)	85.7%	85.7%	28.6%	28.6%	42.9%	71.4%	14.3%	14.3%	0.0%	0.0%
ESC 10 - Richardson	(<i>n</i> =33)	75.8%	66.7%	39.4%	18.2%	39.4%	81.8%	27.3%	15.2%	3.0%	18.2%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 7 (spring 2025).

Note. Table Continues. Response percentages may not total to 100% due to rounding. TASFAA – Texas Association of Student Financial Aid Administrators. ESC – Education Service Center. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. TEA – Texas Education Administration. TXOC – Texas OnCourse. NA – Not Applicable.

^Examples of other responses include: Financial Aid Nights (3), TRIO Program (2), U-Aspire (2).

Table H.8. Statewide Initiatives Survey Respondents' Financial Aid Completion Supports To Offer After This School Year, Cont.

Region	<i>n</i>	<i>Information and Resources Provided by High School Counselors and/or Advisors</i>	<i>FAFSA/ TAFSA Special Events/ Workshops/Information Sessions</i>	<i>Student, family, counselor/ advisor, or community partner toolkits</i>	<i>TXOC Academy Modules</i>	<i>Apply TX Counselor Suite</i>	<i>Federal Student Aid Website</i>	<i>TEA Financial Aid Requirement Site</i>	<i>TASFAA website</i>	<i>I don't know/ NA</i>	<i>Other^</i>
ESC 11 - Fort Worth	(<i>n</i> =22)	68.2%	68.2%	40.9%	18.2%	40.9%	68.2%	22.7%	9.1%	0.0%	13.6%
ESC 12 - Waco	(<i>n</i> <10)	--	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
ESC 13 - Austin	(<i>n</i> <10)	87.5%	87.5%	25.0%	25.0%	25.0%	62.5%	12.5%	12.5%	0.0%	12.5%
ESC 14 - Abilene	(<i>n</i> =19)	73.7%	57.9%	21.1%	15.8%	42.1%	47.4%	15.8%	5.3%	0.0%	26.3%
ESC 15 - San Angelo	(<i>n</i> =16)	56.3%	50.0%	12.5%	6.3%	62.5%	68.8%	25.0%	18.8%	0.0%	12.5%
ESC 16 - Amarillo	(<i>n</i> =0)	--	--	--	--	--	--	--	--	--	--
ESC 17 - Lubbock	(<i>n</i> =0)	--	--	--	--	--	--	--	--	--	--
ESC 18 - Midland	(<i>n</i> <10)	62.5%	62.5%	12.5%	0.0%	37.5%	75.0%	25.0%	0.0%	12.5%	0.0%
ESC 19 - El Paso	(<i>n</i> <10)	100.0%	100.0%	40.0%	40.0%	60.0%	80.0%	20.0%	60.0%	0.0%	0.0%
ESC 20 - San Antonio	(<i>n</i> =0)	--	--	--	--	--	--	--	--	--	--
Overall	(<i>n</i> =186)	73.7%	69.4%	29.6%	20.4%	45.2%	71.0%	23.1%	15.6%	1.6%	15.6%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. TASFAA – Texas Association of Student Financial Aid Administrators. ESC – Education Service Center. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. TEA – Texas Education Administration. TXOC – Texas OnCourse. NA – Not Applicable.

^Examples of other responses include: Financial Aid Nights (3), TRIO Program (2), U-Aspire (2).

Table H.9 Statewide Initiative Survey Respondents' Biggest Challenges in Providing Financial Aid Completion Support, Year 7 (2024–25)

Region	<i>n</i>	<i>Technological Issues with Financial Aid Websites</i>	<i>Delays with Financial Aid Applications</i>	<i>Insufficient Resources to Provide Adequate Financial Aid Support</i>	<i>Confusing Financial Aid Processes</i>	<i>Lack of Buy-In From Students to complete Financial Aid Applications</i>	<i>Lack of Buy-In from Parents to Complete Financial Aid Applications</i>	<i>Other^</i>
ESC 01 - Edinburg	(n=10)	30.0%	10.0%	50.0%	10.0%	10.0%	50.0%	20.0%
ESC 02 - Corpus Christi	(n=0)	--	--	--	--	--	--	--
ESC 03 - Victoria	(n<10)	28.6%	57.1%	14.3%	42.9%	57.1%	71.4%	28.6%
ESC 04 - Houston	(n=10)	30.0%	60.0%	40.0%	40.0%	40.0%	60.0%	0.0%
ESC 05 - Beaumont	(n=0)	--	--	--	--	--	--	--
ESC 06 - Huntsville	(n=15)	46.7%	53.3%	6.7%	33.3%	66.7%	93.3%	6.7%
ESC 07 - Kilgore	(n=24)	37.5%	45.8%	25.0%	20.8%	54.2%	87.5%	12.5%
ESC 08 - Mount Pleasant	(n<10)	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
ESC 09 - Wichita Falls	(n<10)	16.7%	33.3%	0.0%	0.0%	66.7%	83.3%	0.0%
ESC 10 - Richardson	(n=33)	42.4%	51.5%	27.3%	42.4%	57.6%	78.8%	12.1%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 7 (spring 2025).

Note. Table continues. Response percentages may not total to 100% due to rounding. ESC – Education Service Center.

^Examples of other responses included: Fear among undocumented families (4), ApplyTexas (3), Complexity and Knowledge Gaps for families' unique situations (2).

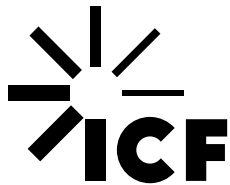
Table H.9 Statewide Initiative Survey Respondents' Biggest Challenges in Providing Financial Aid Completion Support, Year 7 (2024–25), Cont.

Region	<i>n</i>	<i>Technological Issues with Financial Aid Websites</i>	<i>Delays with Financial Aid Applications</i>	<i>Insufficient Resources to Provide Adequate Financial Aid Support</i>	<i>Confusing Financial Aid Processes</i>	<i>Lack of Buy-In from Students to complete Financial Aid Applications</i>	<i>Lack of Buy-In from Parents to Complete Financial Aid Applications</i>	<i>Other^</i>
ESC 11 - Fort Worth	(<i>n</i> =24)	33.3%	37.5%	20.8%	45.8%	83.3%	87.5%	4.2%
ESC 12 - Waco	(<i>n</i> <10)	--	--	--	--	100.0%	100.0%	100.0%
ESC 13 - Austin	(<i>n</i> <10)	50.0%	37.5%	25.0%	25.0%	62.5%	87.5%	12.5%
ESC 14 - Abilene	(<i>n</i> =19)	31.6%	26.3%	10.5%	31.6%	52.6%	94.7%	5.3%
ESC 15 - San Angelo	(<i>n</i> =16)	31.3%	31.3%	6.3%	43.8%	37.5%	87.5%	0.0%
ESC 16 - Amarillo	(<i>n</i> =0)	--	--	--	--	--	--	--
ESC 17 - Lubbock	(<i>n</i> =0)	--	--	--	--	--	--	--
ESC 18 - Midland	(<i>n</i> <10)	0.0%	33.3%	33.3%	11.1%	55.6%	88.9%	11.1%
ESC 19 - El Paso	(<i>n</i> <10)	20.0%	60.0%	40.0%	20.0%	40.0%	80.0%	0.0%
ESC 20 - San Antonio	(<i>n</i> =0)	--	--	--	--	--	--	--
Overall	(<i>n</i> =188)	34.0%	41.0%	21.8%	31.9%	55.3%	82.4%	9.6%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 7 (spring 2025).

Note. Response percentages may not total to 100% due to rounding. ESC – Education Service Center.

^Examples of other responses included: Fear among undocumented families (4), ApplyTexas (3), Complexity for families' unique situations (2).



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