

Texas GEAR UP: Beyond Grad

Annual Implementation Report

Evaluation of Years 1 and 2

Submitted to:

Texas Education Agency
William B. Travis Building
1701 North Congress
Avenue
Austin, TX 78701-1494

Submitted by:

ICF
9300 Lee Highway
Fairfax, VA 22031

and

Agile Analytics
1621 West 6th Street
Austin, TX 78703

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For additional information about ICF, please contact:

ICF

9300 Lee Highway

Fairfax, VA 22031

Phone: 703-934-3603 or 1-800-532-4783

Fax: 703-934-3740

Email: info@icf.com

Contributing Authors

Samantha Spinney, PhD

Brooke Shelley

Matt McKinney

Lauren Kennedy

Bianka Michalski

Jing Sun

Denise Rozvar

Thomas J. Horwood

Prepared for

Texas Education Agency

1701 North Congress Avenue

Austin, TX 78701-1494

Phone: 512-463-9734

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Acronyms and Abbreviations

AP	Advanced Placement
AVID	Advancement Via Individual Determination
CAC	College Advising Corps
CFES Brilliant Pathways	College for Every Student Brilliant Pathways
COVID-19	Coronavirus Disease 2019
ED	U.S. Department of Education
FAFSA	Free Application for Federal Student Aid
GEAR UP	Gaining Early Access to Undergraduate Programs
IB	International Baccalaureate
ISD	Independent School District
LOI	Letters of Interest
PLC	Professional Learning Community
PD	Professional Development
PSAT	Preliminary SAT
STEM	Science, Technology, Engineering, and Mathematics
TAPR	Texas Academic Performance Report
TASFA	Texas Application for State Financial Aid
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
THECB	Texas Higher Education Coordinating Board
TNTP	Formerly referred to as The New Teacher Project, the organization changed its name to simply TNTP after its mission expanded beyond only serving new teachers.
TSIA	Texas Success Initiative Assessment
TWC	Texas Workforce Commission
TXOC CCR	Texas OnCourse College and Career Readiness
UT-Austin	The University of Texas at Austin

Executive Summary

A.1 Program Overview

The Texas Education Agency’s (TEA) Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant program (referred to as “GEAR UP” in this report) serves approximately 10,000 students from six Texas independent school districts (ISDs), including 12 middle schools and high schools in rural communities in West Texas, Southeast Texas, and the Coastal Bend.¹

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

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

To implement the programs and services, TEA has partnered with several organizations. TEA has partnered with three non-profit organizations—College for Every Student (CFES) Brilliant Pathways, Advise TX, and College Advising Corps (CAC)—to implement college and career counseling/advising services at the high school level. Each organization is serving two districts and providing at least one full-time advisor to serve each GEAR UP high school. TEA has also partnered with Texas OnCourse to develop the new college and career exploration course

¹ The school districts participating in TEA’s GEAR UP grant include Culberson County-Allamore ISD, Education Service Center 19 with San Elizario ISD, Mathis ISD, Sinton ISD, Sheldon ISD, and Cleveland ISD.

through the Texas OnCourse platform. Finally, TEA has partnered with TNTP to implement various PD components of the grant.²

One of TEA's ultimate purposes in implementing the GEAR UP grant is not only to support college and career readiness initiatives at the six participating grantee districts but to also identify the most successful initiatives at those districts that can be scaled statewide.

Evaluation of Texas GEAR UP: Beyond Grad

This report presents findings from the implementation study during the first two program years—school years 2018–19 (Year 1) and 2019–20 (Year 2) based on data collected via stakeholder surveys, site visits (in-person and virtual), and telephone interviews (see Appendix B for full methodological details). The report highlights how GEAR UP is being implemented, potential best and promising practices, how the program is being sustained, what activities should be sustained, and how program activities are being scaled across the state (see Appendix B for the list of evaluation questions used to guide the implementation study).³

There are some notable limitations to the findings presented in this report. Since ICF and Agile Analytics did not begin the evaluation until November 2019, fall of Year 2, the findings regarding program implementation during Year 1 are somewhat limited and rely on stakeholders' recollections of implementation during the first year of the program. In addition, the coronavirus disease 2019 (COVID-19) pandemic and subsequent school closures in March 2020 interrupted the planned Year 2 data collection activities which were take place in March and April 2020. Many of those activities were postponed to fall 2020 and prompted participants to recollect their experiences and perceptions during Year 2, the prior year. Retrospective perceptions of grant implementation were most likely not as accurate or comprehensive as if the evaluation team had collected stakeholder perceptions about activities while those activities were underway. In addition, the Grade 12 students and their parents/guardians from Year 2 were largely excluded from make-up data collection activities in fall 2020 since most of those Grade 12 students graduated the previous spring. Exclusion of their perspectives is another notable limitation. Ultimately, because of these factors, the findings shared in this report must be interpreted with caution.

Key Findings: Program Year 1

- ▶ **Grant Start-Up and Initial Implementation.** Districts to participate in GEAR UP were selected through a competitive grant process in Year 1. Once awarded, implementation focused primarily on planning for the integration of the grant into existing college and career

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

³ In general, findings are presented at the program level in the report narrative and broken out at the district level in the appendices. Notable findings that stem from individual districts, however, are highlighted in the main narrative. To protect the anonymity of school districts and personnel, districts are not referred to by name but according to a randomly generated number that serves as a pseudonym (e.g., District 1, District 2).

readiness programs. TNTP also conducted a needs assessment in Year 1 to help inform the PD to be delivered in Year 2; most districts reported that their needs assessment findings revealed the need to increase rigor.

Key Findings: Program Year 2

- ▶ **Academic Initiatives.** School principals credited the increase in Algebra I enrollment among Grade 8 students in Year 2 compared to previous years in the district with their district’s focus on GEAR UP goals and objectives. Districts also implemented strategies such as aligning middle school and high school academic language and curriculum and focusing on increasing Advanced Placement (AP) test scores to help increase preparedness and success in advanced courses among students. Districts highlighted efforts to provide individualized college entrance examination preparation using different online platforms; despite positive feedback on the online platforms, students and parents reported needing additional test preparation resources.
- ▶ **College and Career Advising and Career Exploration Initiatives.** Class of 2024 students met one-on-one with middle school counselors, GEAR UP coordinators, and district advisors in Year 2 to discuss topics such as the transition to high school, endorsements, career interests, and postsecondary education plans. Priority cohort students met one-on-one with non-profit advisors and high school counselors to discuss postsecondary education options, financial aid, career plans, and other related topics. Most teachers of the new Texas OnCourse College and Career Readiness (TXOC CCR) curriculum in GEAR UP schools reported that the curriculum was a good fit for their school and provided opportunities for class of 2024 students to learn more about postsecondary education and explore their career interests. Students who reported that they participated in GEAR UP activities such as college visits, work-based learning activities, and summer programming, were satisfied with their experiences. The COVID-19 school closures ultimately led to the cancellation of some college visits in Year 2. In addition, some districts noted that they were not able to complete all planned individualized advising sessions with students due to the COVID-19 school closures.
- ▶ **PD Initiatives.** All districts reported offering PD activities related to academic rigor in core content classes and individualized educator coaching and/or mentoring. Counselors were also offered training in college and career advising. Teachers and school personnel reported that they found vertical alignment activities helped them to align their curriculum across grades and support student preparedness and achievement. Through the delivery of PD, TNTP worked with districts to strengthen their professional learning communities (PLCs).
- ▶ **Sustainability Initiatives.** Some site visit participants commented that the implementation of GEAR UP in Year 2 provided important opportunities to reflect on how their district could improve college and career readiness across the district, including in elementary grades. Some of the GEAR UP initiatives that site visit participants said they plan to sustain after Year 2 included increased Algebra I enrollment, continued high school Spanish I courses for Grade 8 students, one-on-one middle school advising, and the TXOC CCR curriculum.

- ▶ **Scaling Initiatives Across Texas.** Services provided by GEAR UP, such as TXOC CCR curriculum, were piloted by TEA in the six GEAR UP districts in Year 2 as well as three additional school districts in Texas with the intention that such services may be able to be scaled statewide. Feedback from districts that participated in the TXOC CCR pilot program in Year 2 indicated that they agreed that the curriculum provided opportunities to learn about careers and endorsements; however, they less frequently agreed that the materials were grade-appropriate. They were also generally satisfied with the instructor resources, student resources, and the trainings they received.

Promising Practices

Based on an analysis of implementation in Years 1 and 2, the evaluation team identified the following set of promising practices:

- ▶ **Hire current personnel within the district to serve in the GEAR UP coordinator role.** The District 5 principal explained that because the GEAR UP coordinator previously held a role in the district before GEAR UP, personnel in the school knew the coordinator and did not have to spend time to build a relationship. The existing relationships help to expedite buy-in to the grant and the integration of the program at the high school.
- ▶ **Increase AP class rigor and student expectations to increase AP scores.** To help increase rigor in AP classes and the number of students who passed AP exams, District 3 personnel conducted a book study on *All 4s and 5s: A Guide to Teaching and Leading Advanced Placement Programs* by Andrew Sharos. A high school administrator said that this study helped their school to understand how to set higher expectations for their students enrolled in AP courses and also increase the rigor of the courses. The administrator credited this new approach as leading to an increase in AP examination scores.
- ▶ **Use online test preparation tools to provide personalized test preparation for students.** Staff at District 6 highlighted their use of an online test preparation program to support individualized college entrance examination preparation for students. The program provided individualized results to students which identified needed areas for improvement. Staff also used aggregate results to shape course instruction to close the gaps in students' test scores.
- ▶ **Integrate TXOC CCR curriculum into existing college and career readiness curricula.** GEAR UP districts were able to design their own their format for implementing the TXOC CCR curriculum. Some districts incorporated the TXOC CCR curriculum into existing Advancement Via Individual Determination (AVID) or other college and career readiness classes already in place, which staff reported worked well.
- ▶ **Supplement college visit experiences with additional conversations with college staff and students.** Staff from Districts 1 and 3 described events in which they coordinated guest speakers, including local college students, to speak with students in their district as a low-cost measure to increase students' exposure to college and career options.
- ▶ **Implement college and career readiness activities earlier in students' education.** The District 5 coordinator commented that the first two years of GEAR UP allowed their district to reflect on the importance of implementing college and career readiness activities for

students across all grades. As part of their GEAR UP sustainability planning, the coordinator added that the district planned to implement the AVID curriculum in the Kindergarten through Grade 5 classes to help enhance the college-going culture across the district.

- ▶ **Make statewide services and resources easily accessible for all educators.** To help increase successful scaling of resources, Texas OnCourse provided their curriculum and related resources on their public-facing website that can be accessed by anyone. This effort increased the accessibility of all of the components of their TXOC CCR curriculum work to not only those who participated in the pilot, but anyone interested in the resources.
- ▶ **Provide question and answer sessions for parents/guardians with older students and/or recent graduates during parent events.** District 6 personnel held an event in which parents and families were able to ask recent college graduates from the district questions about their experiences and recommendations for future students. Class of 2024 parents who attended the event noted that it was helpful and “an eye-opener” to hear students’ experiences.
- ▶ **Provide activities to actively engage students and parents in college and career events.** Districts 2, 5, and 6 reported that they used scavenger hunts in student and parent events to help maintain participant engagement and received positive feedback regarding these activities.
- ▶ **Pair college and career family events with existing parent events.** Districts described connecting with parents and families to provide them with information about GEAR UP and college and career options during events held for other purposes. Providing information at events where parents and families are most likely to be in attendance for other purposes, such as school performances or athletic events, may help personnel connect with parents and families they may otherwise never have reached.

Recommendations

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

- ▶ **Integrate TXOC CCR curriculum and resources with other existing college and career readiness initiatives and activities.** Strategically aligning TXOC CCR curriculum with other college and career readiness initiatives and activities already implemented at schools, such as AVID courses, may help schools build on their college-going culture and streamline efforts to communicate information to students about postsecondary education, careers, and the transition to high school.
- ▶ **Provide additional training to TXOC CCR teachers and administrators to help them expand on and adapt lessons to make them relevant to students across Texas.** To increase the usability of the TXOC CCR resources in a wide variety of settings, trainings on how to adapt lessons so that they may be expanded may be helpful. In addition, providing guidance on how to adapt the content so that it may resonate with students of different backgrounds with different experiences may help to enhance the implementation of the curriculum.

- ▶ **Provide grade-relevant college and career readiness services and activities as early as possible.** Districts should consider developing a college-going culture across students of all grades in a grade-appropriate manner. This approach may potentially mitigate common barriers to postsecondary education, such as limited information regarding school types and available financial aid.
- ▶ **Increase awareness of parent events.** As GEAR UP becomes more prominent and integrated in each district, personnel may consider a variety of outreach messaging to reach all parents, such as email, phone, text, social media, direct mail, and flyers around school and the local neighborhoods and community. Schools may also consider how to collaborate with other events that have higher parent engagement—which may help them to connect with parents and families more frequently and those who are less aware of programs such as GEAR UP.
- ▶ **Incorporate parents’ schedules and availability into planning of parent events.** Some parents noted in site visits that they were either not aware of or available for scheduled events. To help address this challenge, parents recommended for schools to offer multiple sessions of parent events and to provide more flexible meeting times to better suit the schedules of parents.
- ▶ **Increase awareness among high school students of Federal Pell Grants.** Out of the financial aid topics students were asked about on the student survey, all grade levels were least aware of Federal Pell Grants. Because the grants do not have to be repaid and are targeted for low-income students, these students may benefit from increased knowledge of the Pell Grant and other financial aid available to them.
- ▶ **Provide more substantive college visits that align to student and parent interests and questions.** Students suggested college visits include more time visiting colleges and visiting different parts of campuses—including visits to classes. Parents suggested schools strategically align college visits to student interests as well as career and education plans.
- ▶ **Explore the implementation of college fairs more in the evaluation of GEAR UP.** College and career fairs were widely implemented in Year 2 to increase student and parent exposure to different opportunities within and outside their local community as well as their knowledge of how to pursue these opportunities. As the implementation of GEAR UP activities and services continues to be evaluated, considerations should be made for continued monitoring of these events as well as an understanding of the role of GEAR UP in hosting or planning of these events.

1. Introduction

Nationally and in Texas, individuals living in poverty are underrepresented in college, compared to their peers. In 2016, 65% of low-income recent high school completers in the U.S. were enrolled in college, compared to 83% of their high-income peers (National Center for Education Statistics, 2017). In Texas, based on a cohort analysis of Grade 8 students enrolled in fall 2008, only 74% of economically disadvantaged students graduated high school (compared to 85% of their middle- and high-income peers), 43% enrolled in higher education in Texas (compared to 65% of their peers), and 14% received a higher education degree or certificate (compared to 34% of their peers) (Texas Higher Education Coordinating Board, 2020). There are several potential reasons for this disparity. Schools in low-income communities often lack necessary resources, which negatively impacts student outcomes (Aikens & Barbarin, 2008). Evidence shows that years of teaching experience and quality of teacher training are associated with students' academic achievement, and many high-poverty schools have been found to have less-prepared teachers (Clotfelter, Ladd, & Vigdor, 2006; Gimbert, Bol, & Wallace, 2007). In addition, prospective college students considered economically disadvantaged often lack access to informational resources about college compared to their peers (Brown, Wohn, & Ellison, 2016).

Because of these factors, the long-term goal of enrolling in college is a distant dream for many economically disadvantaged students in Texas. As a strategy to overcome the college achievement gap for many low-income students, the U.S. Department of Education's (ED) Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) discretionary grant program provides six- or seven-year grants to states to provide services to students in high-poverty middle and high schools and through the first year of postsecondary education. The most recent GEAR UP state grant awarded to the Texas Education Agency (TEA) in 2017 provides \$24.5 million over seven years to close the college achievement gap for low-income students in Texas.⁴

1.1. The Texas GEAR UP: Beyond Grad Program

TEA's GEAR UP: Beyond Grad grant program (referred to as "GEAR UP" in this report) serves approximately 10,000 students from six Texas independent school districts (ISDs), including 12 middle schools and high schools, in rural communities in West Texas, Southeast Texas, and the Coastal Bend (Table 1.1). The criteria for selecting these schools included a high economically disadvantaged student population (total average 81.32%) and a campus location in a rural or semi-rural community.

⁴ For information about TEA's last GEAR UP state grant, awarded in 2012, please visit <https://tea.texas.gov/reports-and-data/program-evaluations/program-evaluations-middle-school-high-school-and-college-preparation/program-evaluation-middle-school-high-school-and-college-preparation-initiatives>.

Table 1.1. Texas Districts and Schools Participating in GEAR UP

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

Note: ISD stands for independent school district.

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

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

To implement the programs and services, TEA has partnered with several organizations. TEA has partnered with three non-profit organizations—College for Every Student (CFES) Brilliant Pathways, Advise TX, and College Advising Corps (CAC)—to implement college and career counseling/advising services at the high school level. Each organization is serving two districts and providing at least one full-time advisor to serve each GEAR UP high school. TEA has also partnered with Texas OnCourse to develop the new college and career exploration course

through the Texas OnCourse platform. Finally, TEA has partnered with TNTP to implement various PD components of the grant.⁵

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

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

1.2. Evaluating GEAR UP and Purpose of this Report

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 first two program years—school years 2018–19 (Year 1) and 2019–20 (Year 2) based on data collected via stakeholder surveys, site visits (in-person and virtual), and telephone interviews (see Appendix B for full methodological details). The report highlights how GEAR UP is being implemented, best and promising practices, how the program is being sustained and what activities should be sustained, and how program activities are being scaled across the state (see Appendix B for the list of evaluation questions used to guide the implementation study). In general, findings are presented at the program level in the report narrative in subsequent chapters and broken out at the district level in the appendices. Notable findings that stem from individual districts, however, are highlighted in the main narrative. To protect the anonymity of school districts and personnel, districts are not referred to by name but according to a randomly generated number that serves as a pseudonym (e.g., District 1, District 2).

There are some notable limitations regarding the Annual Implementation Report for Years 1–2. Since ICF and Agile Analytics did not begin the evaluation until November 2019, fall of Year 2, the findings regarding program implementation during Year 1 are somewhat limited and rely on stakeholders' recollections of implementation during the first year of the program. Such retrospective perceptions of grant implementation were most likely not as accurate or

⁵ Founded originally as the New Teacher Project (TNTP) in 1997, TNTP is an organization that helps educators improve effectiveness in classroom teaching: <https://tntp.org/>. The organization changed its name to simply TNTP after its mission expanded beyond only serving new teachers.

comprehensive as if the evaluation team had collected stakeholder perceptions about Year 1 activities while those activities were underway.

In addition, findings from Year 2 were substantially complicated by the coronavirus disease 2019 (COVID-19) pandemic and subsequent March 2020 school closures across the U.S. that disrupted all aspects of schooling. Normal school operations ceased and academics and other activities, including GEAR UP, largely pivoted to online formats—to the extent possible—for the remainder of the academic year.

The pandemic not only interrupted schooling but also the ICF and Agile Analytics team’s school-based data collection efforts. Specifically, the evaluation team was in the middle of conducting spring on-site school site visits and surveying students, parents, and personnel when the pandemic shuttered schools.⁶ Data collection for Year 2 did not resume until fall 2020, technically during Year 3, and consisted of retrospective insights about program implementation during the previous school year. As with the Year 1 data, retrospective perceptions of grant implementation in Year 2 were most likely not as accurate or comprehensive as if the evaluation team had collected stakeholder perceptions about Year 2 activities while those activities were underway. Also, by fall 2020, the Grade 12 students in Year 2 who made up part of the priority cohort, had already graduated and so many of the findings presented in this report do not include their perspectives or the perspectives of their parents/guardians.⁷ In addition, because schooling continued to be interrupted by the pandemic in fall 2020—resulting in schools having to pivot between in-person and virtual schooling to prevent and contain exposure to the COVID-19 virus—survey response rates and focus group participation levels were lower than expected. Ultimately, because of these factors, the findings shared in this report must be interpreted with caution.

This report is limited to findings describing how the program was implemented in Years 1–2 and the associated evaluation methodology. Findings from Year 1 are presented in the next chapter, Chapter 2. Findings from Year 2 are presented in Chapters 3–7. A summary of findings is presented in Chapter 8. Future implementation reports will be published on an annual basis describing implementation for each year of the grant through Year 7 (2024–25). Findings from other components of the evaluation are being published in separate reports. For findings related to progress in meeting project objectives and those regarding the impact of the GEAR UP program on student outcomes during the first two years of program implementation, please see the forthcoming outcomes and impact reports (expected summer 2021).⁸

⁶ At the time of the mid-March 2020 school closures, the evaluation team had conducted three of the six site visits in person and received student survey data from one high school student at only one school district.

⁷ Only District 1 surveyed Grade 12 students in spring 2020; all Grade 12 student findings presented in this report are therefore limited to District 1.

⁸ Forthcoming reports are expected to be published at <https://tea.texas.gov/reports-and-data/program-evaluations>.

2. Grant Start-Up and Initial Implementation

This chapter presents findings regarding GEAR UP program implementation during Year 1 of the program, the 2018–19 school year. Implementation during this first year was focused primarily on assessing needs and planning for subsequent years.

2.1. Planning and Grant Implementation in Year 1

When applying for the GEAR UP grant from ED, TEA chose not to preselect sites to participate in the program. Upon receipt of the Federal GEAR UP grant award, TEA put out a request for Letters of Interest (LOI) to participate in the program. The LOI process allowed districts to apply and explain how GEAR UP would assist them in preparing their students to be college-, career-, and military-ready upon graduation.

According to TEA, the time to respond to the LOI, evaluate the responses, and select the districts created a delay in sending grant funds to the districts selected for participation. Personnel from all six districts reported that because they did not receive grant money until the middle of the fall semester in Year 1, it was difficult to implement many activities. A middle school principal from District 6 added that their entire school year was already planned out by the time the district received funding, which made implementation difficult.

For several districts, much of Year 1 was spent familiarizing personnel, students, and families with the purpose of the grant. Grant coordinators attended staff meetings to introduce GEAR UP to teachers and met regularly with administrators to help them become familiar with the grant objectives and goals to be met each year. A principal from District 2 commented that the meetings with the coordinator in Year 1 were key to jump-starting the planning and visioning for the grant in their district. The principal went on to explain that the meetings with the coordinator were helpful, but the hiring of a coordinator who was already a school personnel member worked well for their district; because the coordinator was already well-known and trusted by other personnel, the coordinator did not have to spend additional time to build relationships and gain trust from other personnel. In contrast, the District 6 coordinator explained that without previous experience in the district, it was difficult to get personnel to understand the coordinator's new role and the new grant in their district. Most coordinators reported that they attended existing school events and meetings or asked for time to speak at these meetings to introduce and explain the purpose of the grant to families and students.

Promising Practice:

Hire Current Personnel within the District to Serve in the GEAR UP Coordinator Role

School and district staff from District 5 who participated in site visits commented that they had existing strong relationships with their GEAR UP coordinator due to the individual's previous role in the high school. The high school principal noted that because they worked together previously, the coordinator had a strong understanding of the information the principal would expect to hear about regarding grant progress and the information expected when a request was made. The principal also noted that because school staff had relationships with the coordinator, they were more likely to help with activities and provide classroom time when asked.

Site visit participants across all six districts explained that their districts had college and career readiness programs and initiatives already in place before the GEAR UP grant. However, many explained further that their district sought to become GEAR UP grantees to expand the college and career readiness opportunities and increase the number of students and families who had access to the opportunities and information provided by a grant like GEAR UP. Districts 2, 4, 5, and 6 reported college and career curricula, such as Advancement Via Individual Determination (AVID), were already in place in their districts; participants from District 6 also described the Federal TRIO programs as their existing college and career readiness programs, including Talent Search, which provided advising services to students.⁹

2.2. Assessing Needs

In addition to the internal planning conducted by districts in Year 1, TNTP conducted needs assessments in the high school of each district to better understand the types of PD to offer and tailor to the specific needs of the district. Needs assessment data were collected by TNTP through class observations and student achievement data, as well as interviews and focus groups with teachers, students, and administrators. During site visits, school and district personnel shared their perspectives on the needs assessments conducted by TNTP.

TNTP delivered findings from the needs assessments to different personnel in each district and relied on the recipients to determine how best to share the findings and recommendations with the rest of the district. Personnel from Districts 1, 5, and 6 noted that the findings from their needs assessments indicated that the rigor of instruction and curriculum in some of their courses—specifically English Language Arts in District 1 and dual credit courses in District 6—was not high enough to adequately prepare students for postsecondary education. The District 3 coordinator reported that they were initially skeptical of TNTP’s work as an outsider, but they were very impressed with the thoroughness of the data collection and findings. Some district personnel and school administrators, such as District 1 curriculum officers and District 4 school personnel, reported that they were not familiar with the findings and were unsure who received the findings in their district. They added, though, that they would like to see the TNTP findings and understand how their district planned to address the findings.

2.3. Summary

Chapter 2 provided an overview of implementation during Year 1 of the GEAR UP program. Site visit participants explained that because they received GEAR UP funding in the middle of their first semester of the school year of Year 1, they were unable to implement many new GEAR UP activities or initiatives. Much of their time, instead, was spent introducing the grant to the personnel in their districts and school as well as the students and their families. TNTP conducted needs assessments at each of the high schools across the districts. Findings from these needs assessments helped inform the PD to be implemented, which focused on efforts to support academic readiness for postsecondary education. Common findings from the TNTP

⁹ The Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. More information can be found at <https://www2.ed.gov/about/offices/list/ope/trio/index.html>.

needs assessment reported by districts highlighted needs to increase rigor in their instruction and curriculum. District personnel who were familiar with the needs assessment findings reported that they accurately reflected their district.

Findings discussed in the next set of chapters will all pertain to grant implementation in Year 2.

3. Academic Initiatives

GEAR UP academic initiatives implemented in Year 2 included increasing Algebra I enrollment, providing opportunities for students to earn college credit, offering targeted tutoring to students, and preparing students for college entrance exams. This chapter provides an overview of how each of these initiatives were implemented.

3.1. Timely Participation in Algebra I

A priority of the GEAR UP program is increasing the number of students from the class of 2024 who participate in and successfully complete Algebra I in Grade 8.¹⁰ Overall, Year 2 efforts to increase the number of class of 2024 students who took Algebra I in Grade 8 included ensuring there were enough adequately prepared and interested students, building course availability into the master schedule, and supporting students while they were taking the course. Across districts, personnel and students provided insights about these different efforts in Year 2 site visits and surveys.

GEAR UP stakeholders shared perspectives on making sure that there were enough adequately prepared and interested class of 2024 students to take Algebra I in Grade 8. For example, according to a principal in District 3, the number of class of 2024 students who were eligible to enroll in Algebra I was initially very small. Through GEAR UP, the district sought to expand enrollment by hosting an Algebra I summer bridge camp to prepare more students for the course. According to the principal,

We had a very small group of students [who] could go into the Algebra I course. And now we've opened up that window....So we opened up a bridge camp for students who were maybe on the bubble. And so we started the bridge camp last summer and found that to be successful for those students who were going into Algebra I.

Overall, approximately two-thirds of counselors, administrators, and teachers across all six districts expressed agreement in the personnel survey that the class of 2024 students who took Algebra I in Year 2 were academically ready for the course (Figure 3.1). Of the class of 2024 student survey respondents who indicated having enrolled in Algebra I in the 2019–20 school year, students reported that they mostly *Agree* when it came to feeling prepared to take Algebra I, with a mean score on a four-point Likert score at 3.17 (Figure 3.2).

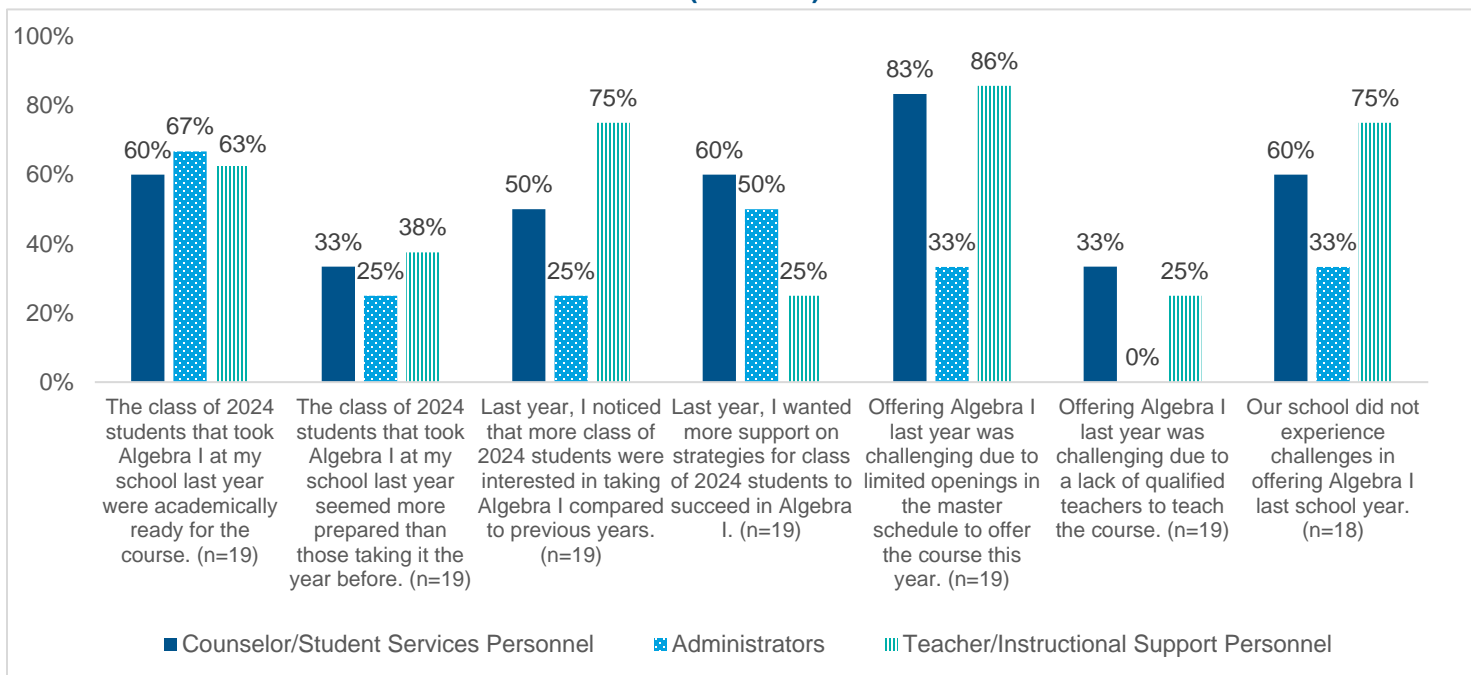
Additionally, half of the counselors and three-quarters of the teachers noted higher levels of interest to take Algebra I among class of 2024 students compared to previous years, as shown in Figure 3.1 (Table F.14, Appendix F).

While having more academically prepared and interested students eligible to take Algebra I helped to increase the number of students who wanted to enroll in the course, school personnel faced challenges in building course availability into the master schedule to accommodate this

¹⁰ The relevant objective is as follows: Project Objective 1.1: By the end of the class of 2024's second year (Grade 8), 30% of class of 2024 students will complete Algebra I.

increase. More than four-fifths of counselors (83%) and teachers (86%) reported in the personnel survey that there were challenges offering the course due to limitations in the master schedule—though only one-third of administrators reported this (Figure 3.1). Personnel at Districts 5 and 6 shared in site visits that they had to adjust the middle school schedule to offer Algebra I to a larger pool of students.

Figure 3.1. Personnel Agreement Regarding Algebra I Statements Last School Year by Position, Year 2 (2019–20)

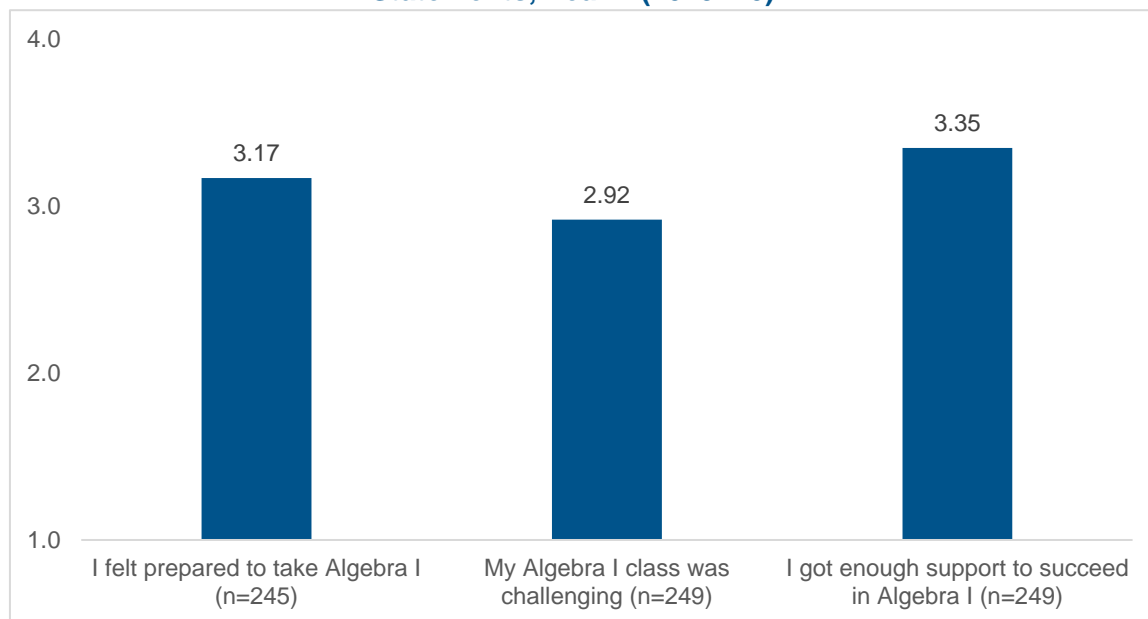


Source. Year 2 GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Note. Agreement in this table is calculated by combining *Agree* and *Strongly Agree*.

Overall, class of 2024 students felt academically supported when taking Algebra I. As shown in Figure 3.2, of the class of 2024 student survey respondents who indicated having enrolled in Algebra I in the 2019–20 school year, students reported a high level of agreement (a mean score of 3.35 on a scale of 1–4, with 3 equaling *Agree* and 4 equaling *Strongly Agree*) regarding receiving enough support to succeed in Algebra I. In addition, students expressed a lower level of agreement regarding their Algebra I class being challenging (a mean score of 2.92 on a scale of 1–4, with 2 equaling *Disagree* and 3 equaling *Agree*) (Tables D.27–D.28, Appendix D).

Figure 3.2. Class of 2024 Student Agreement Regarding Algebra I Statements, Year 2 (2019–20)



Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – *Strongly Disagree*, 2 – *Disagree*, 3 – *Agree*, 4 – *Strongly Agree*. The *n* listed in the figure may be different than the *n* listed in the *All Districts* column in the corresponding Appendix Table D.28. The figure represents all cases that completed the survey regardless of whether or not the student selected the school in which they are enrolled. In Year 2, class of 2024 students were in Grade 8.

Overall, personnel from Districts 3, 5, and 6 reported in site visits that the Algebra I student enrollment levels among class of 2024 students, the format of Algebra I courses, and the performance of class of 2024 students in their Algebra I courses had positive changes in Year 2 as a result of GEAR UP initiatives. In addition, principals from Districts 5 and 6 reported in site visits that increasing Algebra I enrollment among the class of 2024 students was already beginning to yield positive outcomes at the school level. According to one principal, there was an increase in students who were interested in science, technology, engineering, and mathematics (STEM) courses, which the principal felt could be attributed to the class of 2024's increased student enrollment in Algebra I. The increased enrollment in the Algebra I course, which is a prerequisite for more advanced STEM courses in the district, has allowed for a greater number of students to be eligible to take those higher-level STEM courses. This trend has led the district to consider adding a new biomedical pathway in the high school curriculum and ultimately form a collaborative partnership with the local hospital to offer more scholarships. Another principal also highlighted their school's newfound ability to offer more advanced mathematics courses, such as college-level algebra and trigonometry, as a result of increased Algebra I enrollment among class of 2024 students.

3.2. Advanced Coursework and Opportunities to Earn College Credit

To better prepare students for postsecondary education, GEAR UP offered students the opportunity to participate in rigorous coursework and to earn college credit through Advanced Placement (AP) and dual credit courses.

3.2.1. Advanced Placement, Honors, and International Baccalaureate Courses

AP, International Baccalaureate (IB), and other advanced courses offer students a higher level of rigor in their coursework and prepare them academically for the challenges of postsecondary education. GEAR UP established a project objective for class of 2024 students to enroll in AP courses in their fifth year, and also cited AP enrollment as a means to earn college credit.¹¹ Two of the six districts (2 and 3) noted in their site visits that strategic changes were made to increase student preparedness for their future advanced coursework and to facilitate higher academic achievement in advanced courses to meet Project Objectives 1.2 and 2.1.

Promising Practice: Increase AP Class Rigor and Student Expectations to Increase AP Scores

To help increase rigor in AP classes and the number of students who passed AP exams, District 3 staff conducted a book study for *All 4s and 5s: A Guide to Teaching and Leading Advanced Placement Programs* by Andrew Sharos. A high school administrator said that this study helped their school to understand how to set higher expectations for their students enrolled in AP courses and also increase the rigor of the courses. These shifts in expectations and rigor, along with other TNTP-recommended strategies to help increase rigor, contributed to a 53% increase in priority cohort students who passed AP exams according to District 3 site visit participant.

While AP courses are typically not offered at the middle school level, a middle school in District 1 noted that class of 2024 students were given the option to enroll in AP Spanish in Grade 8. For the most part, however, efforts in Year 2 to support advanced course enrollment focused on preparing for class of 2024 students to enroll in these courses in later years. For example, school personnel and administrators from District 2 noted during their site visit that they aligned the course names used in their middle school advanced courses to match those in the high school in which the class of 2024 students would be attending in the future, saying, “The high school has had honors classes. We used to call them pre-AP. We’re now titling them ‘honors’ so that it streamlines [it] so that [it’s clear that] we’re talking about the same thing.” According to one school personnel member, renaming the courses helped facilitate alignment between the middle schools’ honors courses and high schools’ honor courses for class of 2024 students. In addition to vertically aligning advanced honors courses, one administrator in District 2 noted that honors courses were also expanded to science and social studies courses in Grades 6 and 7.

¹¹ The relevant objectives are as follows: Project 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-AP, Pre-IB, AP, or IB course; Project 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.

After completing a book study on *All 4s and 5s: A Guide to Teaching and Leading Advanced Placement Programs*, personnel in District 3 also described an increase in the rigor of AP courses which led to better student performance on AP exams. Specifically, District 3 personnel reported a 53% increase in the number of priority cohort students who passed their AP exam (a score of at least a 3), which they attributed to their new approach as a result of the book study and advising and PD from TNTP (for more information about TNTP’s role delivering educator PD, please see Chapter 5).

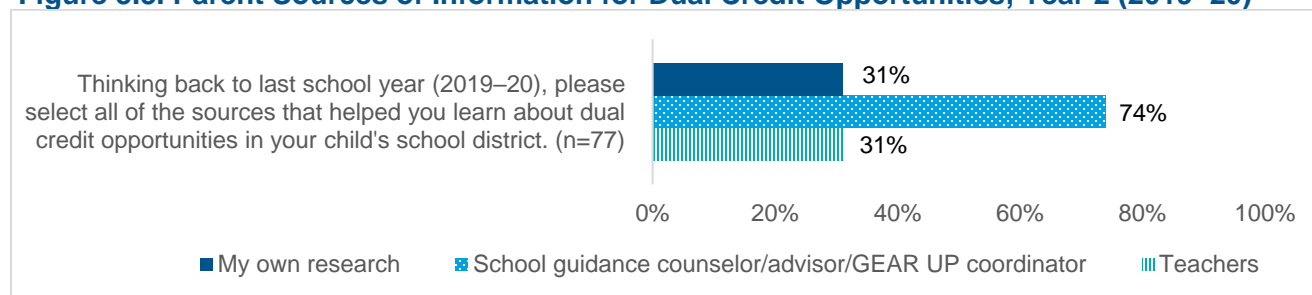
3.2.2. Dual Credit Courses

Dual credit courses offer students the opportunity to earn college credit while still in high school. GEAR UP established college credit attainment through dual credit courses as a project objective for the class of 2024 students; however, the opportunity to take dual credit has only been offered to priority cohort students in Years 1 and 2, with class of 2024 students given the option to enroll when they begin high school in Year 3.¹² This has not prevented some districts, however, from preparing class of 2024 students for future dual credit opportunities in high school. A middle school principal in District 6 noted that Spanish I, normally just offered in high school, was offered to class of 2024 students in Grade 8 with the hopes of preparing them to complete dual credit Spanish in high school.

In order to build student interest in dual credit opportunities, disseminating information to students about dual credit is an important strategy. Nearly all (96%) high school personnel survey respondents reported that their school disseminated dual credit information to priority cohort students in Year 2 (Table F.18, Appendix F).

As shown in Figure 3.3, nearly three-quarters of parent survey respondents reported receiving information about dual credit opportunities in their child’s school district from their child’s school guidance counselors, advisors, or GEAR UP coordinators. Approximately one-third of parents also reported their own personal research and teachers as sources of information about dual credit opportunities (Table E.6, Appendix E).

Figure 3.3. Parent Sources of Information for Dual Credit Opportunities, Year 2 (2019–20)



Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

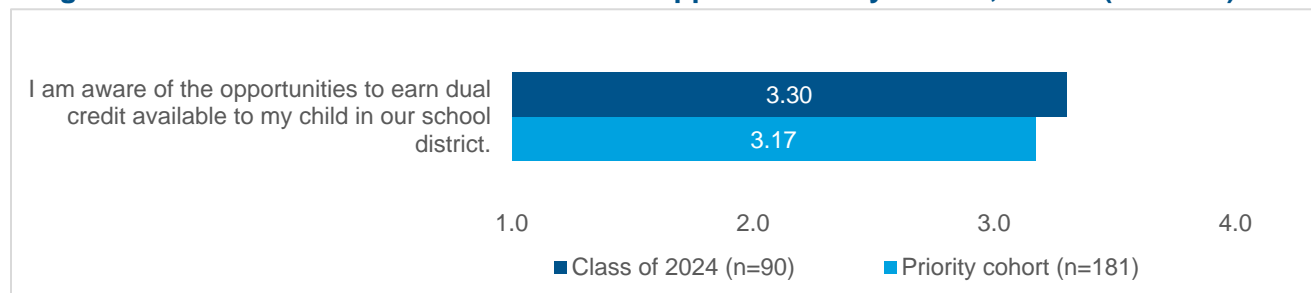
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. GEAR UP = Gaining Early Access to Undergraduate Programs.

As shown in Figure 3.4, parents of class of 2024 students and priority cohort students across all districts *Agreed* that they were aware of the opportunities for their child to earn dual credit with

¹² The relevant objective is as follows: Project 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.

the average mean rating of class of 2024 parents at 3.30 (on a scale of 1–4, with a mean score of 3.30 being between *Agree* and *Strongly Agree*; see Tables E.3–E.4, Appendix E for breakdown by district). Parents in District 5, however, expressed some confusion in the site visit about how and when students enroll in dual credit, with some parents expressing that at one point their student was enrolled but they are no longer sure if that is the case.

Figure 3.4. Parent Awareness of Dual Credit Opportunities by Cohort, Year 2 (2019–20)



Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – *Strongly Disagree*, 2 – *Disagree*, 3 – *Agree*, 4 – *Strongly Agree*. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12.

Class of 2024 students from Districts 5 and 6 also reported during site visits of being aware of the basic benefits of enrolling and passing a dual credit course, citing that they would be able to graduate high school with an associate’s degree.

During the site visits, there were mixed reports regarding the level of interest of class of 2024 students in enrolling in dual credit courses in the future. For example, school personnel from District 5 reported that class of 2024 students demonstrated their interest in dual credit courses by frequently asking questions about when they could take the Texas Success Initiative Assessment (TSIA; a prerequisite for dual credit) and when they would be able to enroll in dual credit courses. Interest in dual credit was not universal, however. Some class of 2024 students from District 6 expressed uncertainty about whether they would enroll in the dual credit program upon entering high school.

In terms of the priority cohort, the number of high school students who have enrolled in dual credit has surprised some school personnel, with one District 5 high school counselor expressing that every time the school pays for student enrollment in dual credit, the total cost doubles because the number of students enrolled in dual credit has quickly increased over the years. The District 5 high school counselor attributed the successful dual credit offerings to regular student check-ins to discuss grades, course load, and upcoming courses needed to graduate. A high school principal from District 5 also noted that several high school students were on track to graduate with the Core 42, a 42-credit core curriculum for all undergraduate students in Texas public higher education institutions.¹³

¹³ For more information about the core curriculum for undergraduate students in Texas public higher education institutions, please visit <http://board.theccb.state.tx.us/apps/TCC/>

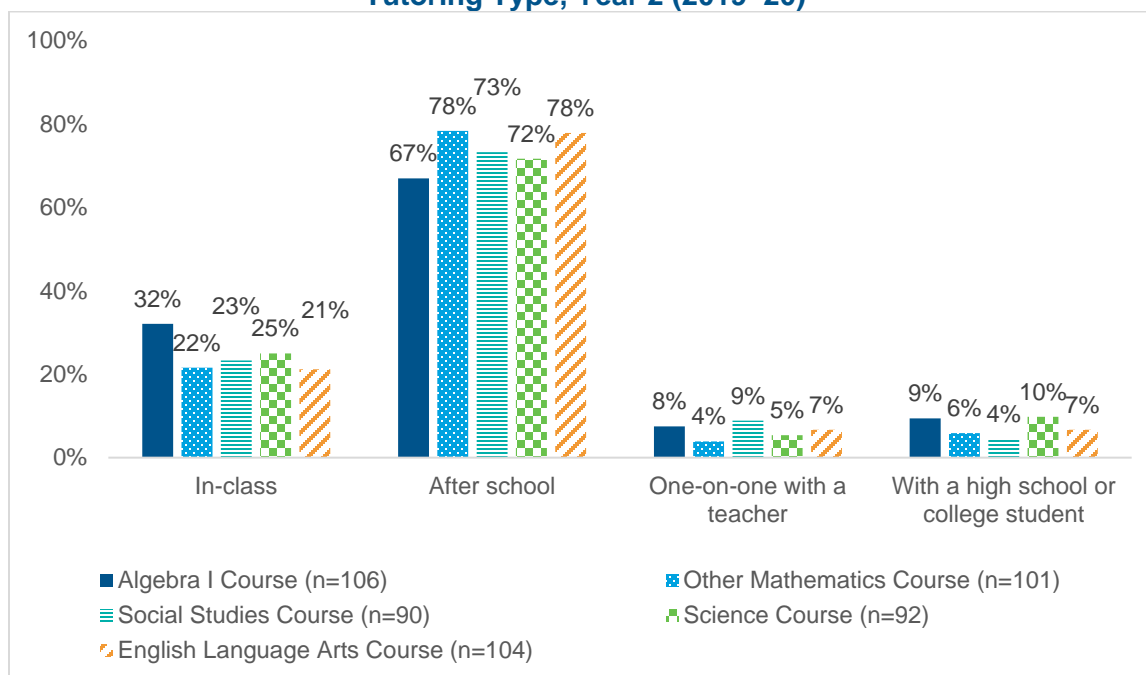
3.3. Targeted Tutoring

Targeted tutoring provides students who are failing one or more of their courses with extra opportunities to increase their academic standing and ultimately their ability to succeed in secondary and postsecondary education. Targeted tutoring was established by GEAR UP as a project objective for the class of 2024 students and aims to meet that goal by offering different types of tutoring.¹⁴

Of the approximately one-third of class of 2024 student survey respondents who reported participating in tutoring for any class in the 2019–20 school year, respondents shared what types of tutoring they participated in for different courses (Table D.30–D.34, Appendix D). The most common type of tutoring students received for all courses was after school tutoring, with approximately two-thirds to three-quarters of students reporting that option across subject areas (Figure 3.5). In-class tutoring was the second most prevalent type of tutoring (with one-fifth to one-third of students reporting this type of tutoring across subject areas, see Figure 3.5). Of all subjects, Algebra I had the highest rate of in-class tutoring (seven to 11 percentage points higher than the other subjects) and the lowest rate of after school tutoring (five to 10 percentage points lower than the other subjects). The in-class support may have contributed to the high level of agreement among Algebra I student survey respondents who felt supported in the course (for more information regarding student perceptions of support in Algebra I, see Section 3.1 regarding Timely Participation in Algebra I). Tutoring one-on-one with a teacher and tutoring with a high school or college student were not widely used types of tutoring in Year 2, as 10% or fewer students reported engaging in these types of tutoring. Due to COVID-19, students may have found it more difficult to receive in-person or personalized tutoring in spring of the 2019–20 school year.

¹⁴ The relevant objective is as follows: Project 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.

Figure 3.5. Class of 2024 Tutoring Participation Across Course Subjects by Tutoring Type, Year 2 (2019–20)



Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. In Year 2, class of 2024 students were in Grade 8.

3.4. Preparation for College Entrance Examinations

College entrance examination preparation activities may include teaching students test-taking strategies, offering practice tests for students to complete, and providing students with other resources to help improve student success on college entrance examinations. GEAR UP includes project objectives regarding participation in and successful performance on college entrance examinations—including the Preliminary SAT (PSAT), ACT Aspire, SAT, ACT, and TSIA—emphasizing the importance of preparation activities for these examinations.¹⁵

Priority cohort student survey respondents in Grades 10–12 reported participating in test preparation in Year 2. More than one-half (52%) of Grade 10 priority cohort students reported completing preparation for the PSAT or ACT Aspire (Table D.47, Appendix D). In addition, more than one-half (53%) of Grade 11 and two-thirds (65%) of Grade 12 priority cohort students reported completing SAT or ACT test preparation (Tables D.48–D.49, Appendix D). Due to limited Grade 12 student survey response rates, these participation rates should be interpreted with extreme caution.

¹⁵ The relevant objectives are as follows: Project Objective: 5.1: Each year, 85% of tenth graders will take the PSAT or ACT Aspire exam. Each year, 85% of eleventh graders will take the SAT or ACT exam; Project Objective 5.2: By the end of the 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..

Districts worked to provide information about college entrance examinations to class of 2024 and priority cohort students to help boost awareness about these examinations. Nearly all (93%) personnel survey respondents agreed that their school is in some way providing students with information about postsecondary education entrance examinations (see Table F.18, Appendix F for breakdown by district and Table F.27, Appendix F for breakdown by personnel grade level).

In terms of what test preparation consisted of, various stakeholders described other methods of delivering test preparation. In particular, personnel from Districts 3, 4, and 6 described use of Khan Academy and Edgenuity, two online platforms, to support preparation for college entrance examinations. According to non-profit advising personnel in Districts 3 and 4, Khan Academy was used to help students review their PSAT scores and help prepare students to improve their scores. In the individualized advising sessions that the non-profit advising personnel had with students in Districts 3 and 4, advising personnel had discussions with each Grade 9 and Grade 10 student about the PSAT, creating a College Board account, and how to link College Board to Khan Academy. In one instance, a non-profit advisor posted a recorded video for students explaining how to create a College Board account and link it to an existing Khan Academy account. Students from District 3 noted that their counselors sent them to websites like Khan Academy for test preparation after school went virtual following the COVID-19 school closures.

A principal in District 6 noted that they used Edgenuity to provide individualized results to students, which were then used to identify needed areas for improvement for college entrance examinations. School personnel used the results to determine individualized focus areas for the test preparation and then supplied students with materials in those areas. According to one District 6 personnel member, “So we can actually look at their individual.... We're looking at their individual findings, their results and saying, okay, this is the area you're working on. That you need to work on. Then we're assigning them to that.”

Personnel from District 6 also used the test results in the aggregate to shape course instruction. According to a District 6 principal, “[Teachers are] actually even focusing on looking at the weaknesses now and saying, ‘Okay, what categories are we struggling in?’ And then teaching is going to carve them out to try to close those gaps.”

In addition to the school’s use of system tools to provide students with individualized feedback, a student in District 3 reported their experience on receiving college entrance examination

Promising Practice: Use Online Test Preparation Tools to Provide Personalized Test Preparation for Students

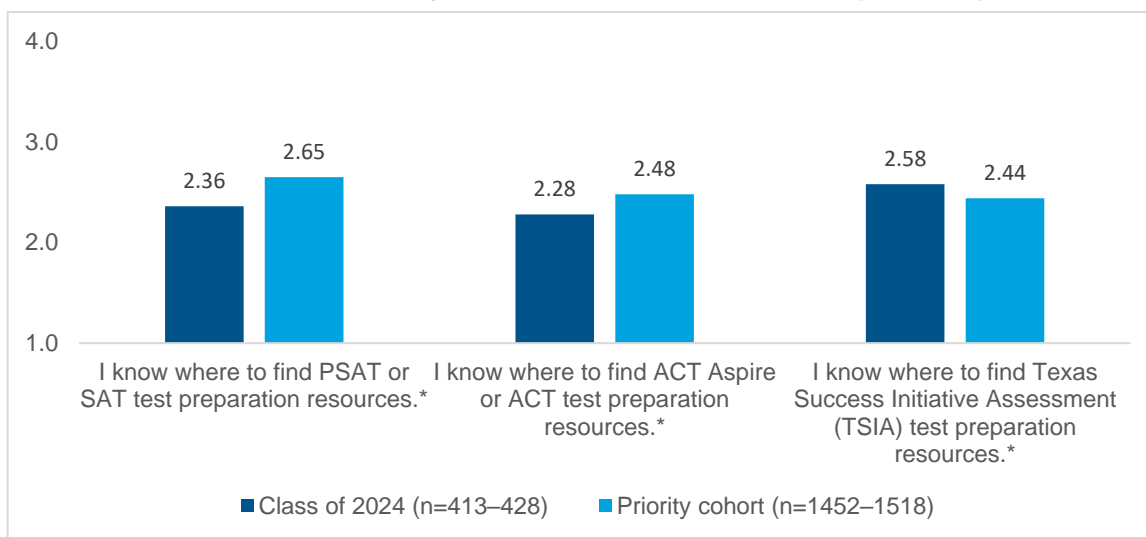
Staff at District 6 highlighted their use of an online test preparation program to support individualized college entrance examination preparation for students. The program provided individualized results to students which identified needed areas for improvement. Staff also used the results in the aggregate to shape course instruction to close the gaps in students’ test scores. One staff member noted that the program offered a more realistic testing environment than other test preparation tools as it allowed students to be easily monitored as they completed assignments. Of the student survey respondents in District 6 who participated in test preparation, 100% reported feeling prepared for a college entrance examination as a result of the test preparation, more than any other district (Table D.50, Appendix D). The use of tools to help students receive individualized test preparation, tailored to their needs, may help them feel more prepared for entrance examinations.

feedback in which their test scores were discussed with their counselor and compared to other students, ultimately leading to the counselor helping identify areas of growth for future examinations.

Finally, district and school personnel described changing the timing in which they offered college entrance examination preparation, with one academic dean from District 3 specifically highlighting that TSIA preparation and online PSAT preparation services were being offered earlier than in previous years.

Despite test preparation efforts reported by districts, overall, student respondents from the class of 2024 and priority cohorts across all six districts expressed uncertainty (mean scores ranged from 2.28 to 2.65 on a scale of 1–4, with 2 equating to *Disagree* and 3 equating to *Agree*) regarding knowing where to find test preparation resources for various college entrance examinations (Figure 3.6). Students in the priority cohort seemed to have higher agreement levels than their class of 2024 counterparts regarding knowledge on where to find test preparation resources for PSAT, ACT Aspire, SAT, and ACT—which is not unexpected given that they are in grade levels that take these examinations. The class of 2024, however, seemed to have slightly higher agreement levels than the priority cohort regarding knowledge on where to find TSIA test preparation resources (Table D.2, Appendix D). Because TSIA is also used to measure a student’s ability to participate in dual credit courses, the class of 2024 may be more focused on preparing for dual credit opportunities in high school than on college entrance examinations.

Figure 3.6. Student Agreement Regarding Knowledge of Test Preparation Resource Items by Cohort, Grades 8–12, Year 2 (2019–20)



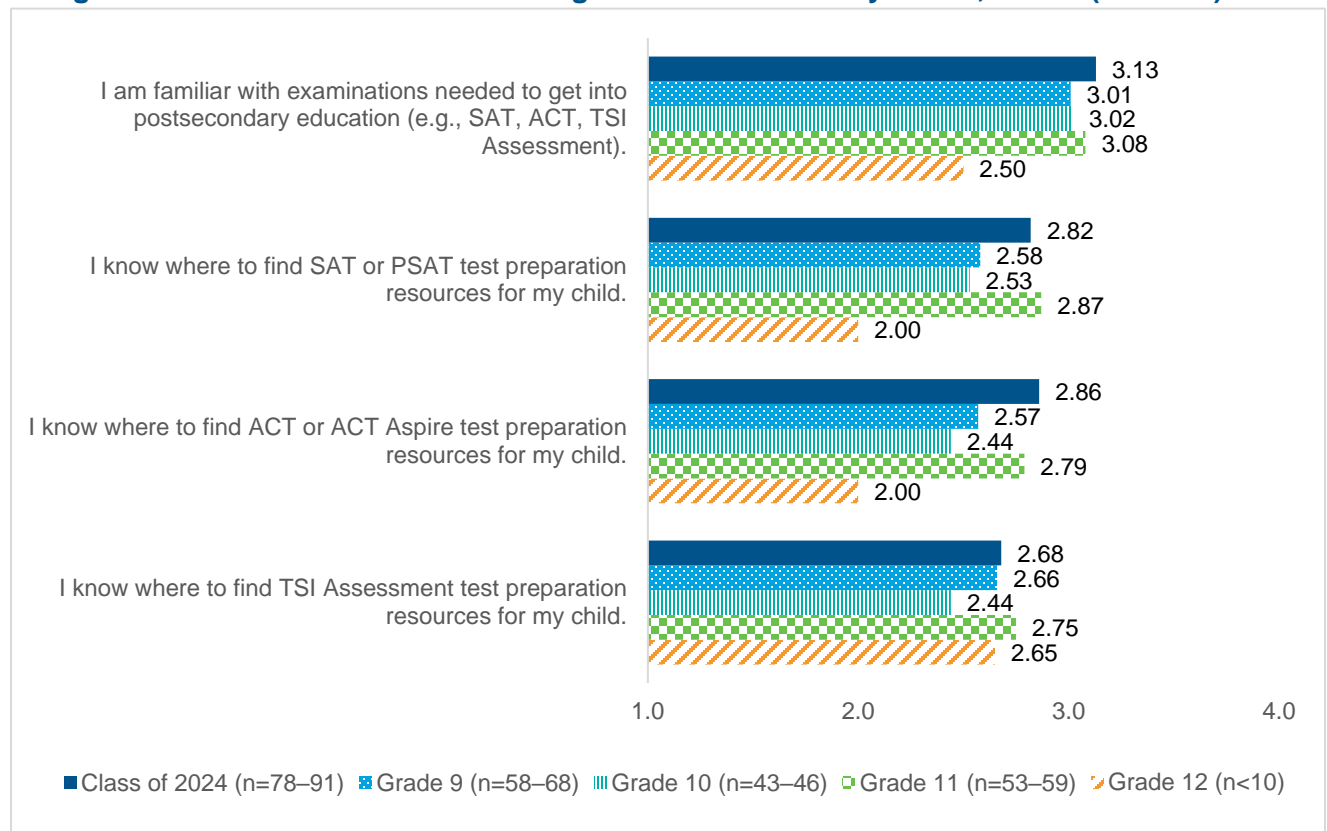
Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – *Strongly Disagree*, 2 – *Disagree*, 3 – *Agree*, 4 – *Strongly Agree*. All *I don't know/Not applicable* responses are not included in the table or significance testing. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12. PSAT = Preliminary SAT.

* Students' mean level of agreement with the postsecondary education items differed significantly across cohorts: I know where to find PSAT or SAT test preparation resources: $F(1, 1944) = 36.1, p < .01$; I know where to find ACT Aspire or ACT test preparation resources: $F(1, 1865) = 18.8, p < .01$; I know where to find TSIA test preparation resources: $F(1, 1868) = 17.0, p < .01$. Throughout this report, "significance" refers to findings that were determined to be statistically significant through the use of statistical testing.

Parents shared a similar sentiment as students regarding having a lack of information about college entrance examinations. Parents from District 5 reported during the site visits that they needed more information on the process and timeline for test preparation, especially the TSIA since it has implications regarding a student's ability to participate in dual credit courses. And while parent respondents across grade levels largely expressed familiarity with college entrance examinations, parent respondents were less familiar with where to find related test preparation materials (Figure 3.7; Tables E.3–E.4, Appendix E).

Figure 3.7. Parent Awareness of College Entrance Exams by Grade, Year 2 (2019–20)



Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – *Strongly Disagree*, 2 – *Disagree*, 3 – *Agree*, 4 – *Strongly Agree*. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12. Extreme caution should be used when interpreting data from Grade 12 since there were fewer than 10 respondents. TSI Assessment = Texas Success Initiative Assessment. PSAT = Preliminary SAT.

During site visits, students from Districts 1, 2, and 5 expressed their need for additional resources and information before they felt prepared to take any college entrance examinations. Parents also expressed the need for their child to receive additional resources and information before they felt their child was ready to take any college entrance examinations. Students from Districts 1 and 2 emphasized that their feelings of being unprepared were due to not having practiced enough and their general lack of knowledge around the content included in the exams.

Overall, 79% of Grades 10–12 student respondents who participated in test preparation reported that the test preparation did prepare them/will prepare them to take a college entrance examination. Of the students in District 6 (a district touting the use of Edgenuity) who responded

to this question, 100% reported feeling prepared (Table D.50, Appendix D), more than any other district.

Site visit participants from Districts 3, 4, and 6 shared feedback on the specific online test preparation tools, Khan Academy and Edgenuity, that were used in their districts. Students from District 3 noted that Khan Academy helped them feel more prepared to take the TSIA and PSAT. While Khan Academy was used in various capacities, some personnel noted the gaps in Khan Academy’s ability to prepare students for realistic testing environments. According to one GEAR UP coordinator, Edgenuity offered a more realistic testing environment than Khan Academy by requiring personnel to monitor students as they completed assignments, whereas Khan Academy allowed students more opportunities to step away.

3.5. Summary

GEAR UP academic initiatives reported in the 2019–20 school year focused on Algebra I enrollment among class of 2024 students, engaging opportunities for students to earn college credit through advanced and dual credit courses, assisting students receiving failing grades through targeted tutoring, and preparing all students for college entrance examinations through test preparation activities.

Students were generally satisfied with Algebra I support, and personnel reported that students seemed academically prepared for and interested in taking algebra. The book study on *All 4s and 5s: A Guide to Teaching and Leading Advanced Placement Programs* inspired one district to improve the academic rigor of AP courses—which district personnel credit as improving AP exam scores. School personnel described efforts to prepare for class of 2024 students to enroll in dual credit courses in the future, with personnel from District 5 adding that dual credit enrollment has increased more than expected among priority cohort students in Year 2. Despite efforts to inform and prepare students for test preparation opportunities, including use of online test preparation platforms that received generally positive feedback, students and parents expressed the need for additional resources.

4. College and Career Advising and Exploration Initiatives

Participating districts reported implementing several college and career advising and exploration initiatives in Year 2, including advising, a new college and career course curriculum for middle school students, high school and college tours, college and career fairs, and work-based learning activities. College and career advising and exploration initiatives were provided to students and parents of both the class of 2024 and the priority cohort. These initiatives supported multiple goals of GEAR UP, including providing postsecondary education and career information to students and families and increasing awareness about postsecondary and career options.¹⁶ This chapter provides an overview of the various advising and exploration initiatives delivered in Year 2. In addition, this chapter also covers summer programming delivered in summer 2019, which is technically part of Year 1.

4.1. College and Career Advising

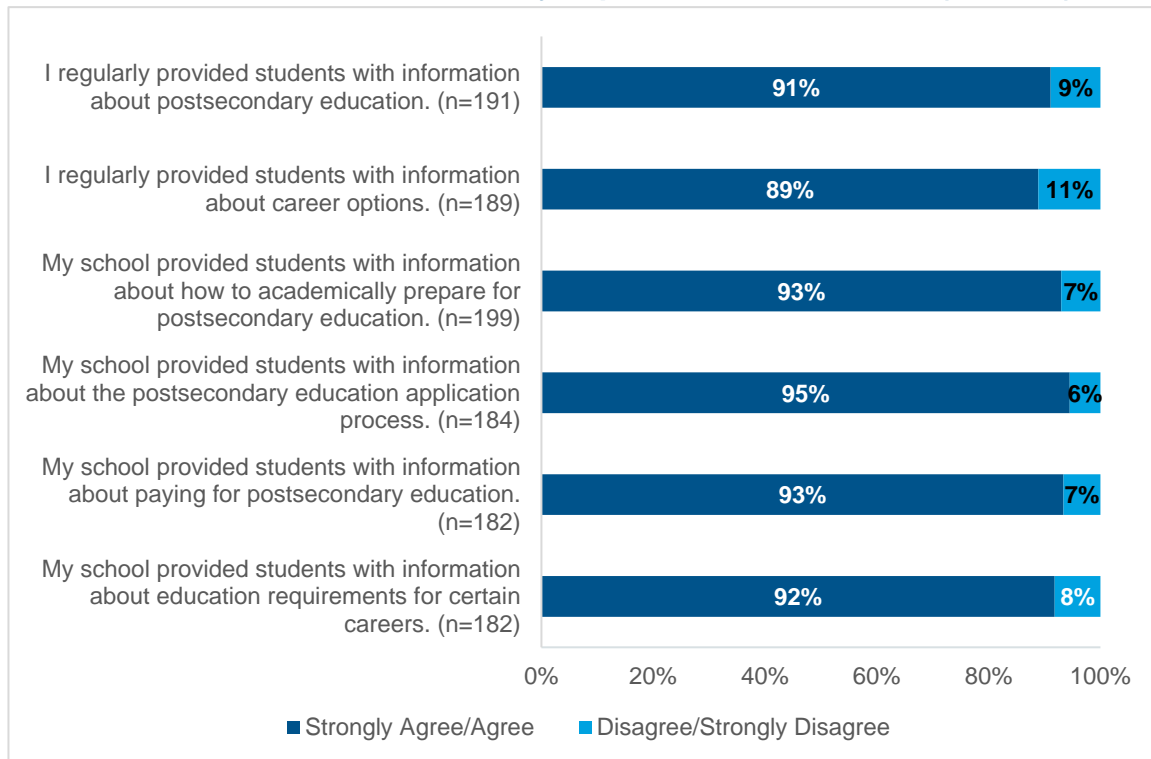
College and career advising activities ranged from small group presentations to individual advising sessions for students, focused on providing information on college and career planning and preparation (e.g., internships, coursework selection, college major selection, standardized and pre-college assessment advising and/or interpretation of scores). GEAR UP established a project objective of expanding college and career advising for both the class of 2024 and priority cohort students.¹⁷ Students, parents, and/or personnel from all six districts reported in site visits and surveys that students and parents participated in a least one college and career advising activity in Year 2.

Of the high school personnel who participated in the survey, 89–95% reported regularly providing the priority cohort with information on postsecondary education, including how to academically prepare, apply, and pay for postsecondary education as well as information about careers (including the postsecondary education required for certain careers) (Figure 4.1; Table F.18, Appendix F).

¹⁶ The relevant GEAR UP goals are as follows: Project Goal 6: Provide postsecondary and career preparation information to students and families; Project Goal 7: Increase educational expectations for and awareness about postsecondary and career options.

¹⁷ The relevant project objective is as follows: Project Objective 6.2: Each year, students and parents will receive information about postsecondary and career options, preparation, and financing.

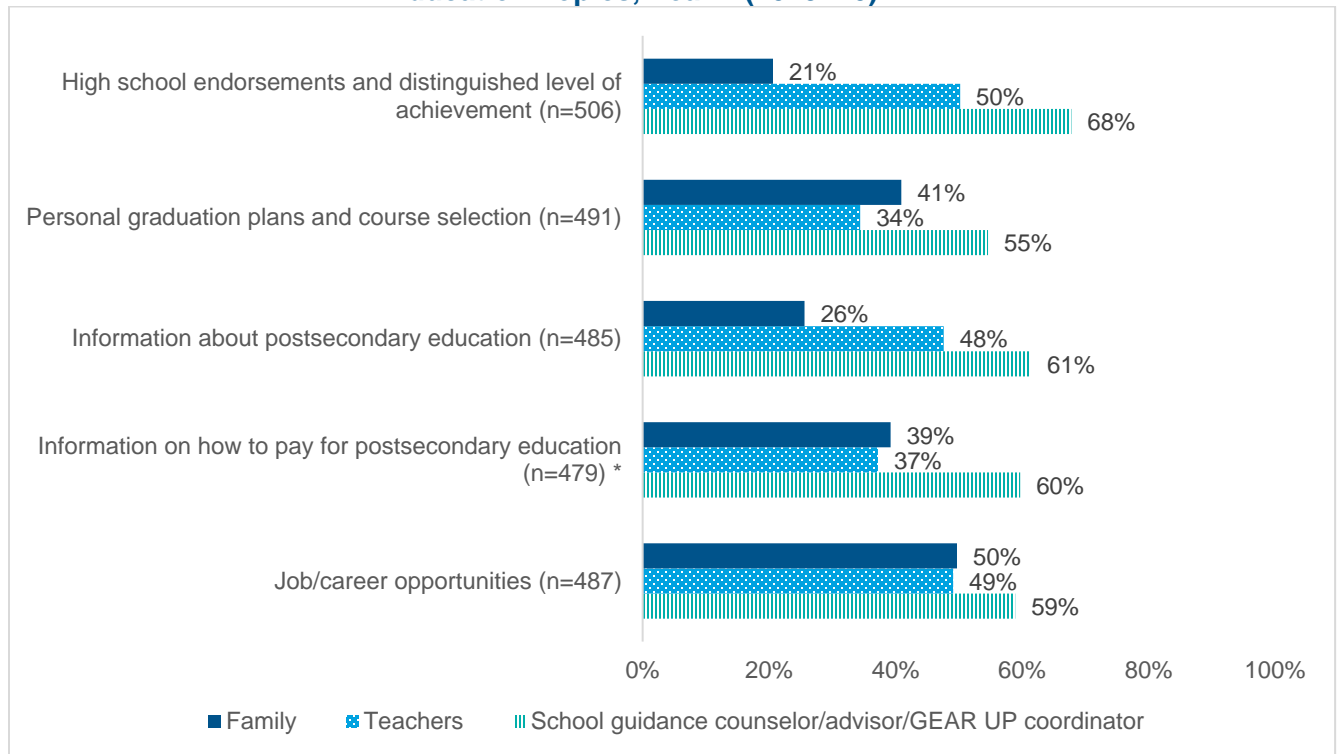
Figure 4.1. Agreement Level of High School Personnel Regarding the Dissemination of Postsecondary Topics to Students, Year 2 (2019–20)



Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Information was disseminated to class of 2024 students who received college and career advising services in Year 2. Of the students who participated in the survey, three-fifths to a little more than two-thirds reported receiving information about high school endorsements (68%), postsecondary education (61%), and how to pay for postsecondary education (60%) from a school counselor, advisor, or GEAR UP coordinator (Figure 4.2; Table D.43, Appendix D). Across the postsecondary education and career topics, class of 2024 students reported relying on school counselors, advisors, or GEAR UP coordinators—more than teachers or family—to provide this information. Figure 4.2 provides additional detail about the breakdown for each source of information as well as additional education topics.

Figure 4.2. Sources of Information Who Helped Class of 2024 Students Learn About Education Topics, Year 2 (2019–20)



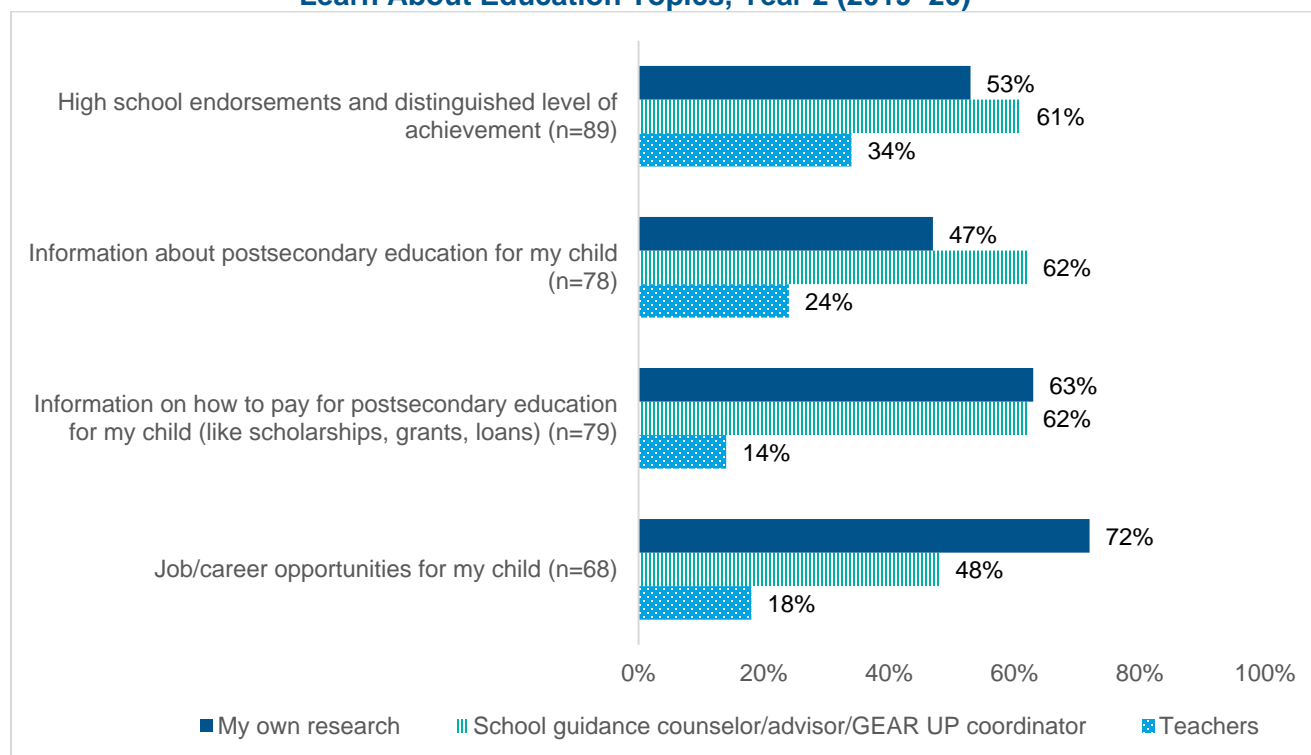
Source. Year 2 Texas GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. In Year 2, class of 2024 students were in Grade 8. GEAR UP = Gaining Early Access to Undergraduate Programs.

* Student-reported individuals who provided information on postsecondary education differed significantly across districts: School guidance counselor/advisor/GEAR UP staff: $\chi^2(5) = 14.11, p < .05$.

Information was also disseminated to class of 2024 parents who received college and career advising services through GEAR UP in Year 2. Of the parents who responded to the survey, more reported receiving information on postsecondary education (62%) and high school endorsements (61%) from a school counselor, advisor, or GEAR UP coordinator compared to other information sources (Figure 4.3; Table E.6, Appendix E). For other topics, such as job/career opportunities for their child, class of 2024 parents reported relying more on other sources of information, such as their own research. Figure 4.3 provides additional detail about the breakdown for each source of information as well as additional education topics.

Figure 4.3. Sources of Information Who Class of 2024 Parents Reported Helped Them Learn About Education Topics, Year 2 (2019–20)



Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. In Year 2, class of 2024 students were in Grade 8. GEAR UP = Gaining Early Access to Undergraduate Programs.

4.1.1. College and Career Readiness Advising Models

Districts participating in GEAR UP in Year 2 partnered with one of three non-profit advising organizations, Advise TX, CFES Brilliant Pathways, or CAC, to test out different advising models, ranging from complete on-site advising to a hybrid model with virtual and in-person components. Each organization served two districts and provided at least one full-time advisor to serve each GEAR UP high school. During the site visits, districts described their current advising models, noting the barriers and facilitators of each model, particularly regarding communication.

One non-profit advising organization worked with two districts, using a full-time, on-site advising model. School personnel from both districts noted that their non-profit advisor(s) was housed within the school and able to provide easy and direct face-to-face services for priority cohort students. Feedback from the districts on this model was generally positive, with non-profit advisors and school personnel noting strong school buy-in.

Another non-profit advising organization worked with two districts, using an on-site advising model. During the site visits, school personnel from one of the districts highlighted strong positive relationships with their non-profit advisor(s). District personnel noted that prior to GEAR UP, the school already had a relationship with their non-profit advising organization which facilitated strong communication from the beginning, allowing the district to leverage the relationship to enhance the success of the program. Non-profit advisors from the organization

noted, however, that in early implementation of the advising services, both districts lacked a clear understanding about how to integrate the advising organization into their district. In the other district, a non-profit advisor noted an initial lack of school buy-in, which the advisor suspected was the result of inadequate introduction of the advising organization to school administrators and personnel.

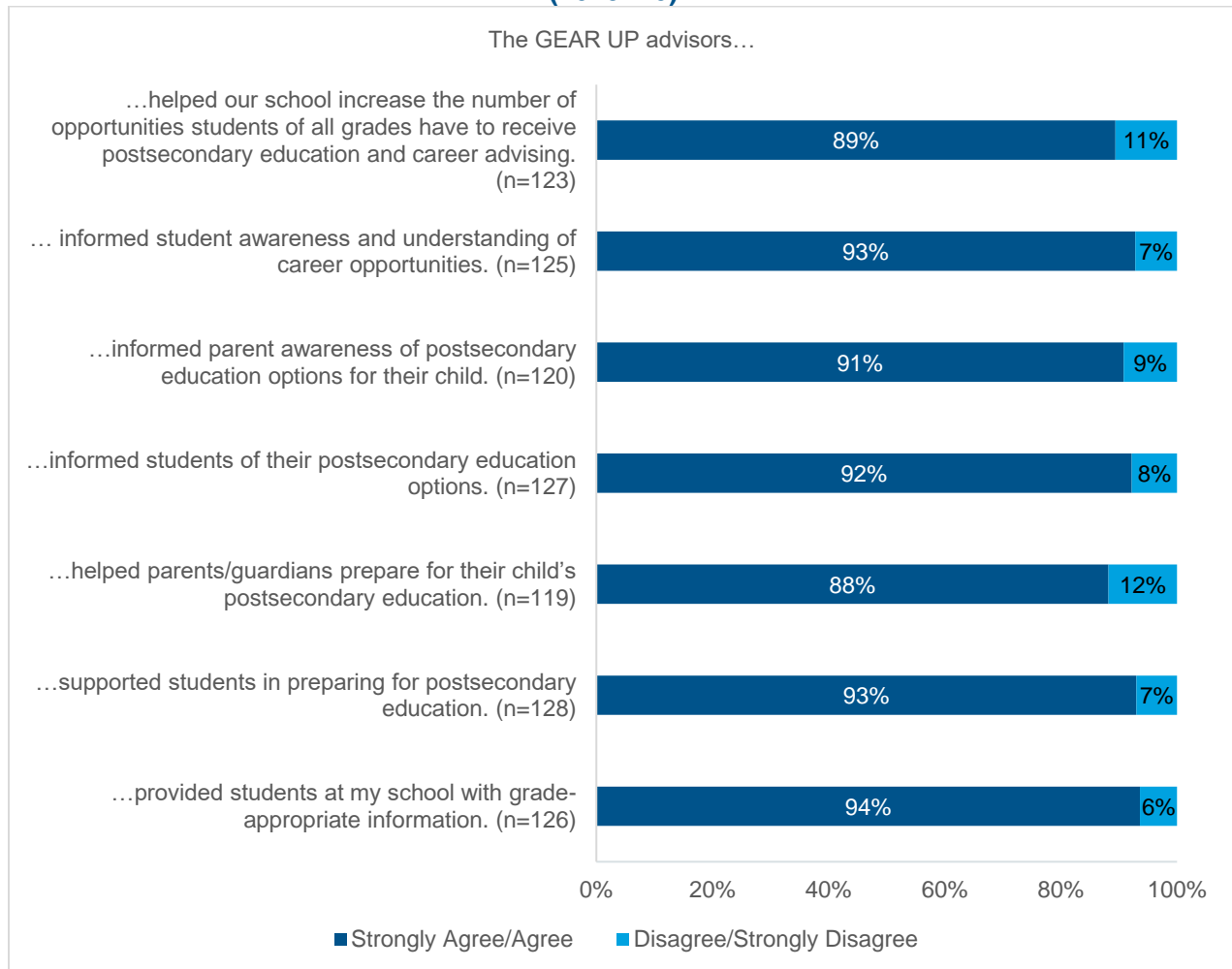
The third non-profit advising organization worked with two districts using a hybrid advising model. School personnel from one of the districts explained that the non-profit advisor(s) visited campus once a month to meet with priority cohort students individually or to facilitate group sessions within classes. When the non-profit advisors were not on campus, a high school principal noted that the advisors held virtual meetings with students. Feedback from the districts on this model noted differing levels of awareness and communication between non-profit advisor(s) and students.

Non-profit advisors from the districts reported strong positive relationships with the priority cohort students. Some district personnel agreed, adding that even with the hybrid advising model, the priority cohort students still recognized the non-profit advisors and knew them by name. Conversely, counselors noted that this advising model was challenging for priority students and counselors, due to the lack of cohesion and communication between non-profit advisors and counseling personnel. In particular, counselors indicated that they were not aware of the schedule for one-on-one advising services or the information non-profit advisor(s) shared with priority students. Counselors from one of the districts also reported that students and parents told their personnel that they were reluctant to meet with the non-profit advisors because they did not know them or have a relationship with them. Both districts agreed, however, that the hybrid advising model created a barrier for non-profit advisors' engagement and communication with school personnel.

Non-profit advisors from the two districts noted that early in grant implementation the schools were closed off, hesitant to provide access to students and resources. A non-profit advisor from one of the districts added that access to test scores, an important part of Grades 11–12 advising, was challenging and resulted in non-profit advisors having to rely on students to provide the necessary information. School personnel from the district also reported communication challenges between non-profit advisors and school personnel, indicating that with the hybrid advising model and virtual meetings, school personnel needed more communication with non-profit advisors, specifically around scheduling advising sessions.

High school personnel survey respondents reported positive perceptions of the non-profit advisors. Of the school personnel, respondents expressed highest overall agreement (*Agree* or *Strongly Agree*) that their non-profit advisor(s) provided students with grade-appropriate information (94%), supported students in preparing for postsecondary education (93%), and informed student awareness and understanding of career opportunities (93%) (Figure 4.4; Table F.22, Appendix F). Figure 4.4 provides additional detail about school personnel's perceptions of the non-profit advisors.

Figure 4.4. High School Personnel Perceptions of Non-Profit GEAR UP Advisors, Year 2 (2019–20)

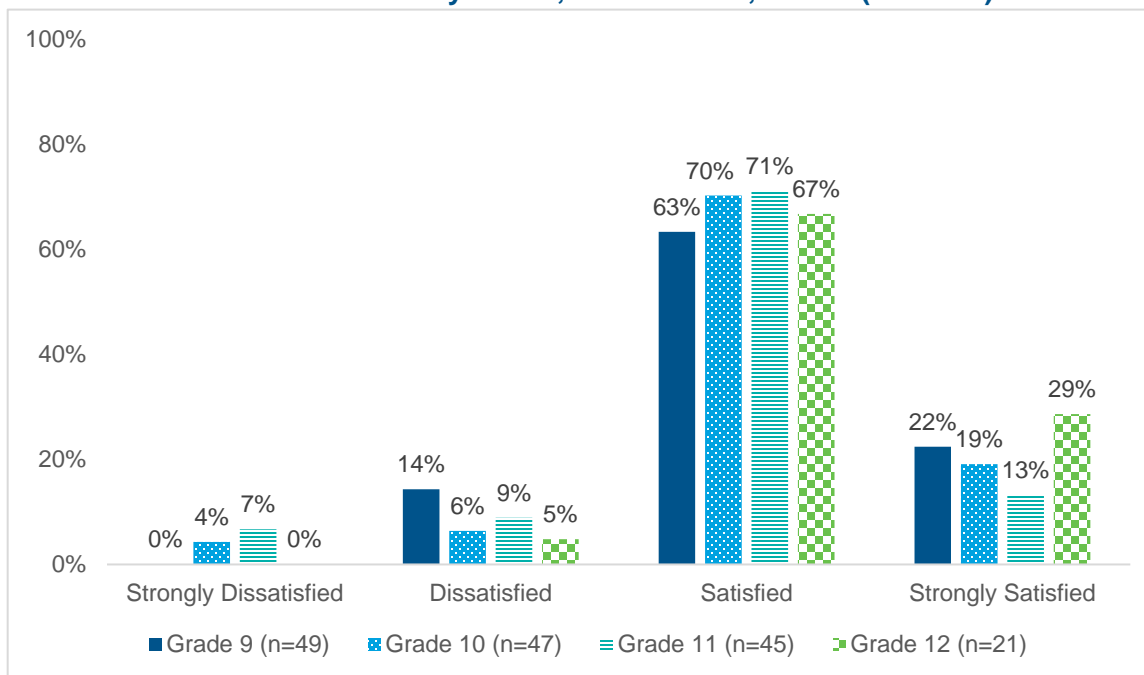


Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Note. GEAR UP = Gaining Early Access to Undergraduate Programs

In addition to providing different advising models, GEAR UP also provided priority cohort students with access to online advising tools and resources. Although the COVID-19 pandemic and subsequent school closures ultimately led to virtual advising, these online advising tools and resources were intended to be virtual from the start. Of the priority cohort students who reported accessing the virtual postsecondary education and career advising tools and resources, the vast majority (84–96%) reported that they were either *Satisfied* or *Strongly Satisfied* with the virtual tools and resources (Figure 4.5; Tables D.45–D.46, Appendix D). Figure 4.5 provides additional detail about the breakdown for each grade level.

Figure 4.5. Satisfaction Levels Among Students Who Indicated They Accessed Virtual/Online Postsecondary Education and Career Advising Tools or Resources Last School Year by Grade, Grades 9–12, Year 2 (2019–20)



Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Response percentages may not add up to 100% due to rounding.

4.1.2. Creating a Dedicated Physical Space for Advising

As a strategy for expanding advising for the priority cohort, GEAR UP aimed to establish a dedicated physical space for advising at participating high schools. School personnel from all six districts reported in site visits and/or surveys that their school had a dedicated space for advising in Year 2. During site visits, school personnel from District 4 noted that they already had a dedicated space prior to GEAR UP.

More than 90% of school personnel respondents reported that in Year 2, prior to COVID-19 school closures, their school had a dedicated space for students and parents to find information on postsecondary education and career readiness (Table F.19, Appendix F). During the site visits, school personnel from District 1 described their advising space, the Go Center, as a place for priority cohort students to find information related to financial aid, college applications, entrance examinations (e.g., ACT, SAT, and TSIA), and other postsecondary-education-related information. School personnel from District 4 noted that prior to GEAR UP, the dedicated advising space, the College and Career Center, primarily targeted students in Grades 11–12. High school counselors from District 4 mentioned that with GEAR UP, the student population using the space expanded to include the entire priority cohort (i.e., Grades 9–12), increasing the number of students receiving support.

School personnel respondents reported that the dedicated advising space for students and parents were primarily located in an office or other space within the school (Table F.20, Appendix F). School personnel participating in the Districts 1 and 4 site visits mentioned various personnel were housed in their dedicated advising center, including non-profit advisors, school

counselors, and other district personnel. District 1 personnel added they also had a local university student who worked part-time in the center in Year 2. Additionally, the majority of school personnel respondents reported that the dedicated advising space was available to students and parents during regular school hours, as well as before and after school (Table F.21, Appendix F). Only in District 4 did personnel report that the advising space was not open to parents before school hours (Table F.21, Appendix F).

4.1.3. Individualized Advising Services for Students and Parents

Individualized college and career advising was provided to students and parents during Year 2. GEAR UP established individualized college and career advising services as project objectives for class of 2024 and priority cohort students and parents.¹⁸ Students, parents, and personnel from all six districts reported in site visits and/or surveys that individual advising sessions were initiated in Year 2. Middle school counselors from three districts (Districts 2, 3, and 6) serving class of 2024 students noted that they had planned to complete one-on-one advising with all class of 2024 students but were not able to complete the sessions due to COVID-19.

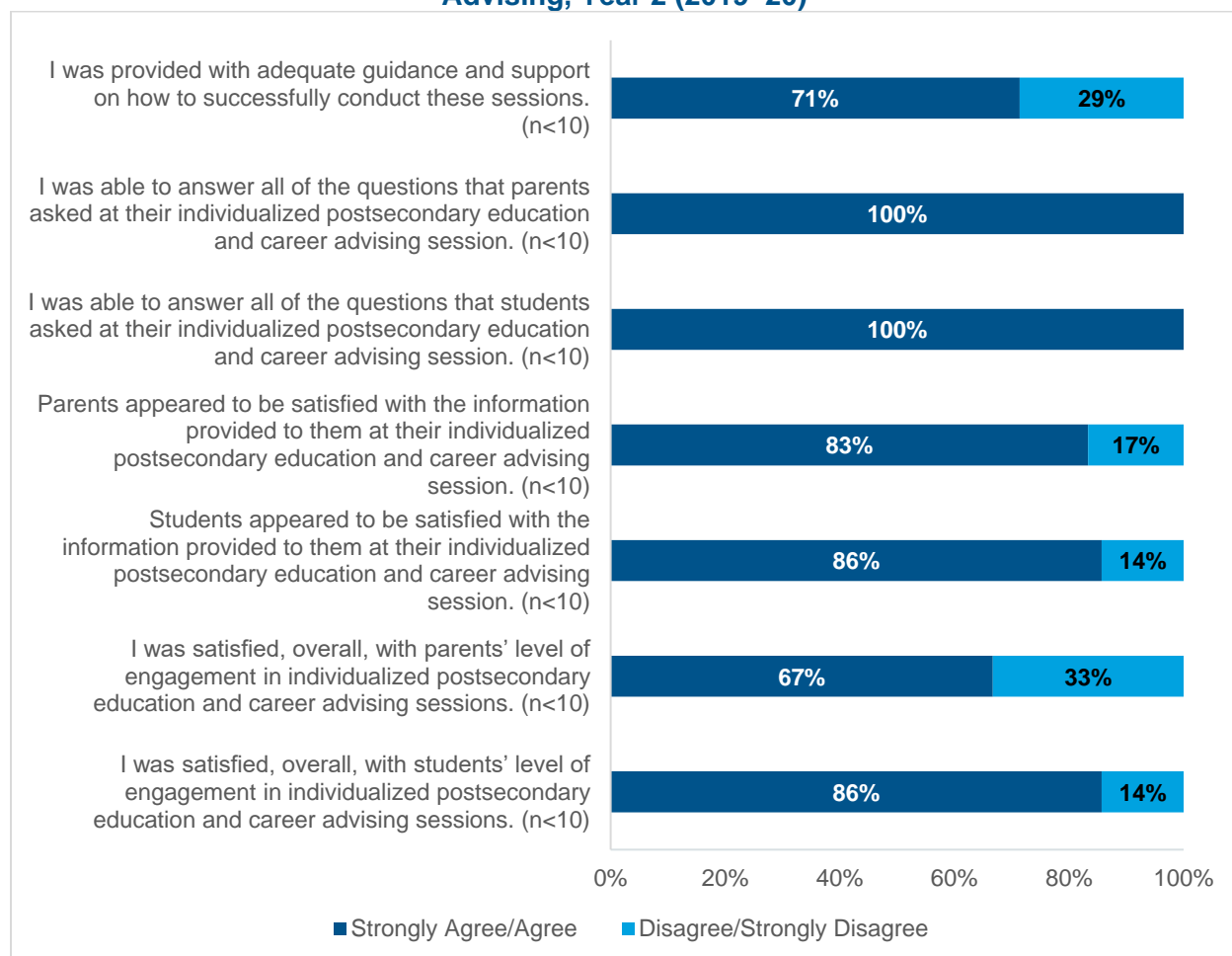
INDIVIDUALIZED ADVISING FOR STUDENTS

In Year 2, all six districts delivered individualized advising sessions to students. School/district personnel (e.g., counselors, GEAR UP coordinators, district advisors) delivered individualized advising services for class of 2024 students whereas non-profit advisors (supplemented by school/district personnel) delivered those services to priority cohort students.

During the site visits, four of the six districts (Districts 2, 3, 4, and 6) provided details about their one-on-one advising sessions with class of 2024 students. Of those districts, most of them (Districts 2, 3, and 6) reported that one-on-one advising was facilitated by middle school counselors. The majority (71%) of middle school personnel survey respondents reported that they were provided with adequate guidance and support on how to conduct the sessions (Figure 4.6; Table F.25, Appendix F). Additionally, all of the middle school counselor respondents reported that they were able to answer students' questions during their individualized advising session (Figure 4.6; Table F.25, Appendix F). The remaining district (District 4) noted that one-on-one advising for class of 2024 students was primarily conducted by visiting high school counselors. District 4 counselors added that this approach worked well for their district, since one-on-one advising for class of 2024 students in Grade 8 was primarily used to plan for high school course selection. Middle school counselors from the district added that if they had additional information on high school courses, they would be able to continue to provide guidance to middle school students about high school course selection after the advising by the visiting high school counselors had concluded.

¹⁸ The relevant objectives are as follows: Project Objective 6.3: Each year, 90% of class of 2024 students will receive at least one comprehensive, individualized college and career counseling session; Project Objective 6.4: By the end of the third year, 50% of class of 2024 parents will receive at least one individualized college and career counseling session.

Figure 4.6. Middle School Counselor Agreement to Statements on Postsecondary Advising, Year 2 (2019–20)

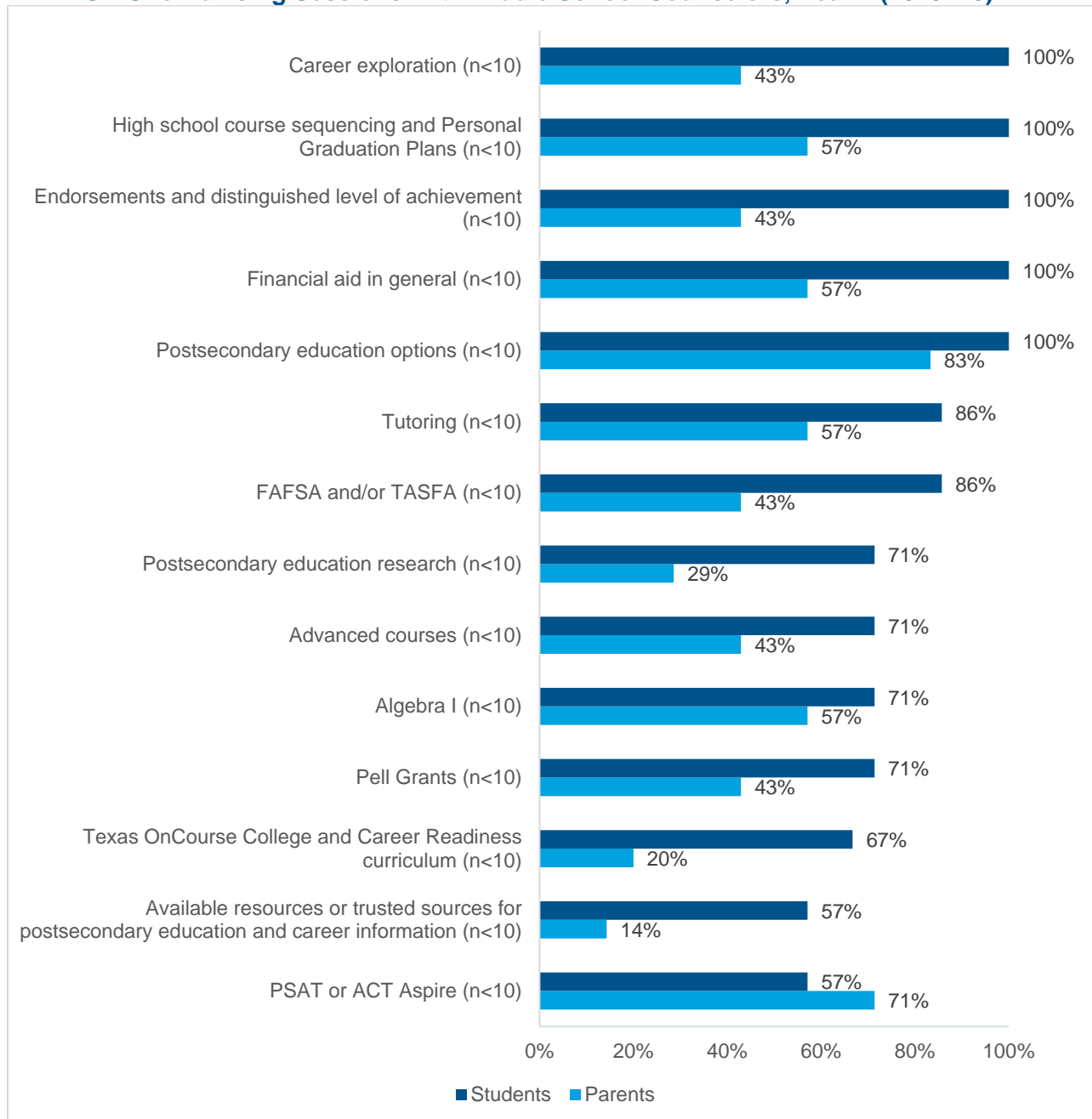


Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Non-profit advisors were tasked with delivering individualized advising services for priority cohort students. During the site visits, two of the six districts (Districts 2 and 3) reported providing one-on-one advising through their non-profit advisor(s). Outside of the non-profit advisors, many students from District 3 also indicated that they found it easy to meet with high school counselors to discuss college and career readiness, due to their open-door policy.

During one-on-one advising sessions, the class of 2024 and priority cohort students discussed differing topics based on their planning and preparation needs. Class of 2024 students reported in site visits and the student survey that they discussed topics that help in the transition to high school, such as endorsements, high school course selection, and course sequencing and personal graduation plans (Table D.7, Appendix D). Additionally, school personnel respondents reported that other popular topics addressed with class of 2024 students during individual advising sessions were career exploration, general financial aid, and postsecondary education options (Figure 4.7; Table F.24, Appendix F). For additional topics addressed with class of 2024 students during one-on-one advising, see Figure 4.7 (note that analysis of the parent topics addressed in Figure 4.7 will be included in the following section, Individualized Advising for Parents).

Figure 4.7. Topics Addressed With Class of 2024 Students and/or Parents During One-On-One Advising Sessions With Middle School Counselors, Year 2 (2019–20)



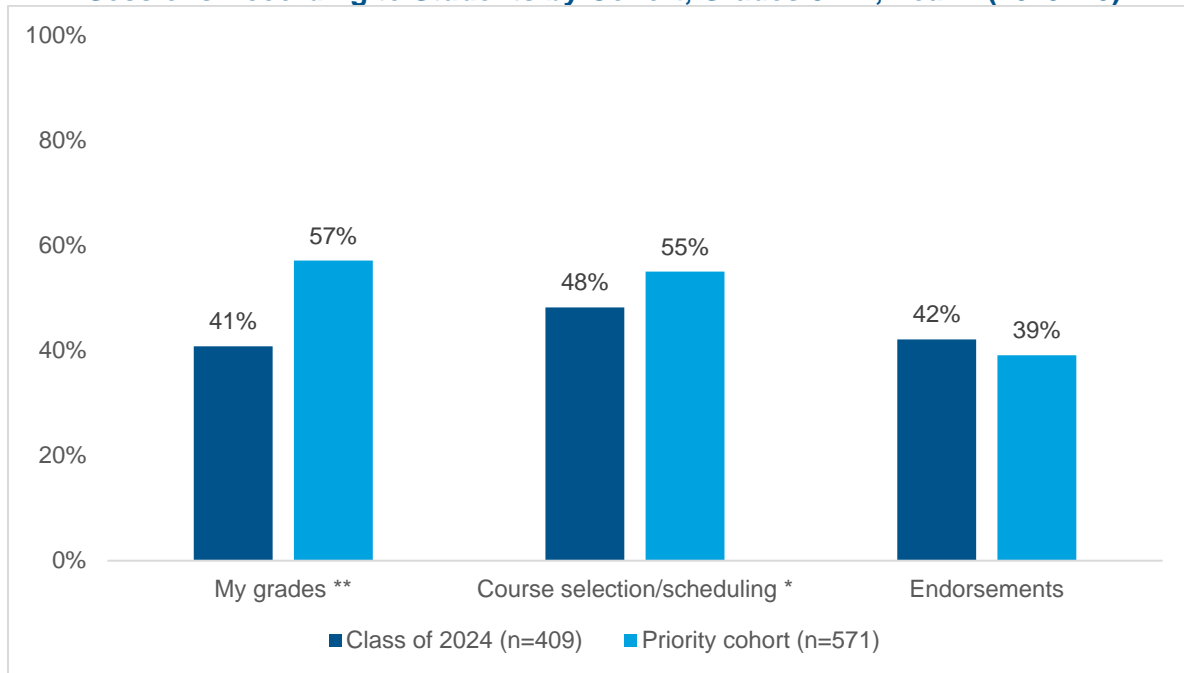
Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. In Year 2, class of 2024 students were in Grade 8. FAFSA = Free Application for Student Aid. TASFA = Texas Application for State Financial Aid. PSAT = Preliminary SAT.

For the priority cohort, according to site visit data, students across the districts reported that they primarily discussed topics focused on postsecondary education, such as entrance examinations, degree plans, scholarship opportunities, and their personal graduation plans. Survey data point to variations in discussion topics by cohort. Of all the students who reported participating in individual advising, significantly more priority cohort students reported discussing

their grades and course selection/scheduling than the class of 2024 students. Figure 4.8 provides additional detail about the breakdown for each cohort and additional detail on some topics discussed during individual advising.

Figure 4.8. Counseling Topics Discussed During One-On-One Advising Sessions According to Students by Cohort, Grades 8–12, Year 2 (2019–20)



Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

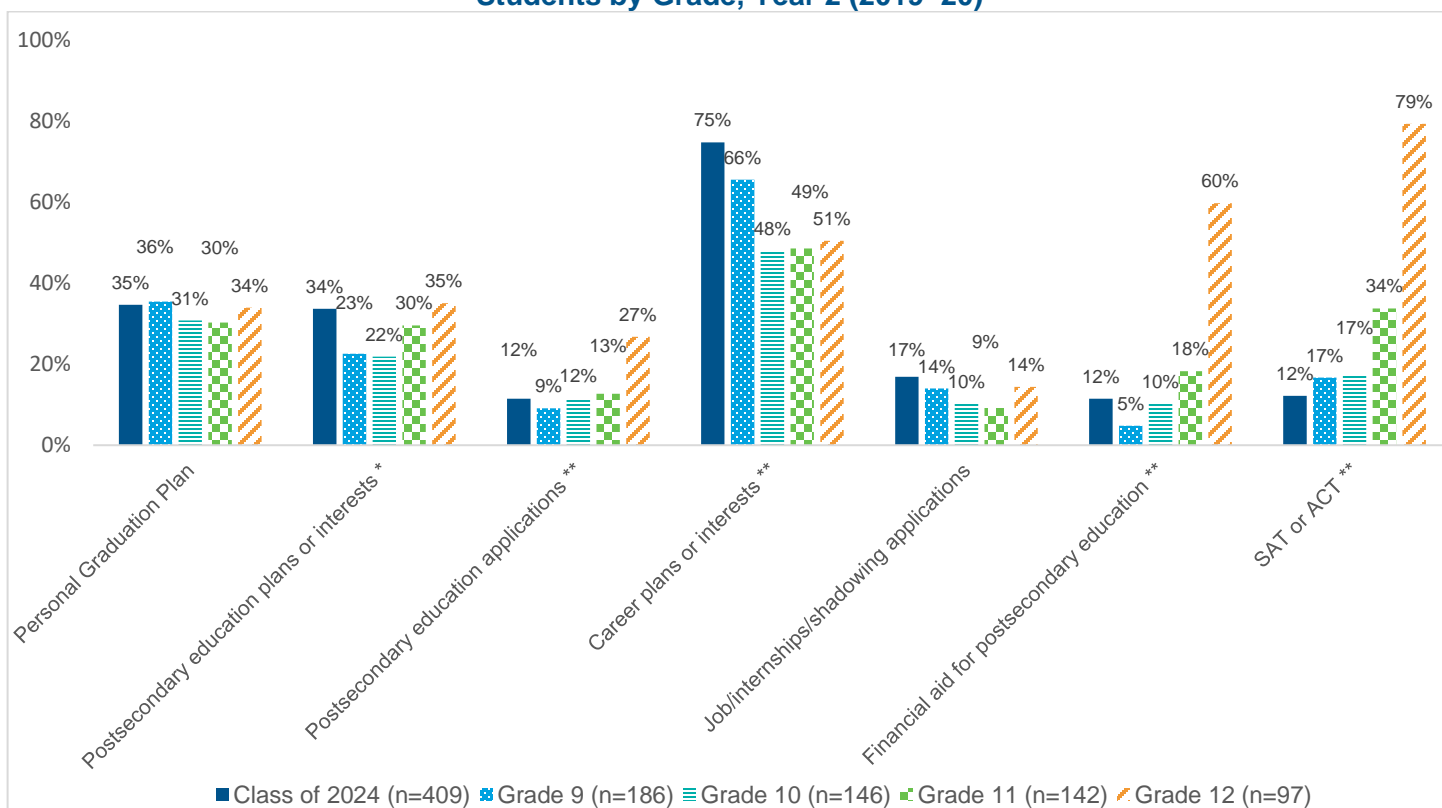
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12.

* Topics discussed during one-on-one counseling sessions differed significantly across cohorts: Course selection/scheduling: $\chi^2(1) = 4.45, p < .05$.

** Topics discussed during one-on-one counseling sessions differed significantly across cohorts: My grades: $\chi^2(1) = 25.21, p < .01$.

Additionally, there were variations across grade levels on the topics covered during one-on-one advising sessions with students. Of the Grade 12 students who reported participating in individual advising, 60% reported discussing financial aid for postsecondary education, 42–55 percentage points more than Grades 8–11 students. For the class of 2024 student respondents, three-fourths (75%) reported discussing career plans or interests, which was nine percentage points more than Grade 9 students and 24–27 percentage points more than Grades 10–12 students. Of the Grade 12 students who reported participating in individual advising, more than three-fourths (79%) reported discussing the SATs or ACTs, 45–67 percentage points more than Grades 8–11 students (Table D.7, Appendix D). Figure 4.9 provides additional detail about the breakdown for each grade level as well as additional topics discussed during one-on-one advising.

Figure 4.9. Counseling Topics Discussed During One-On-One Advising Sessions According to Students by Grade, Year 2 (2019–20)



Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12.

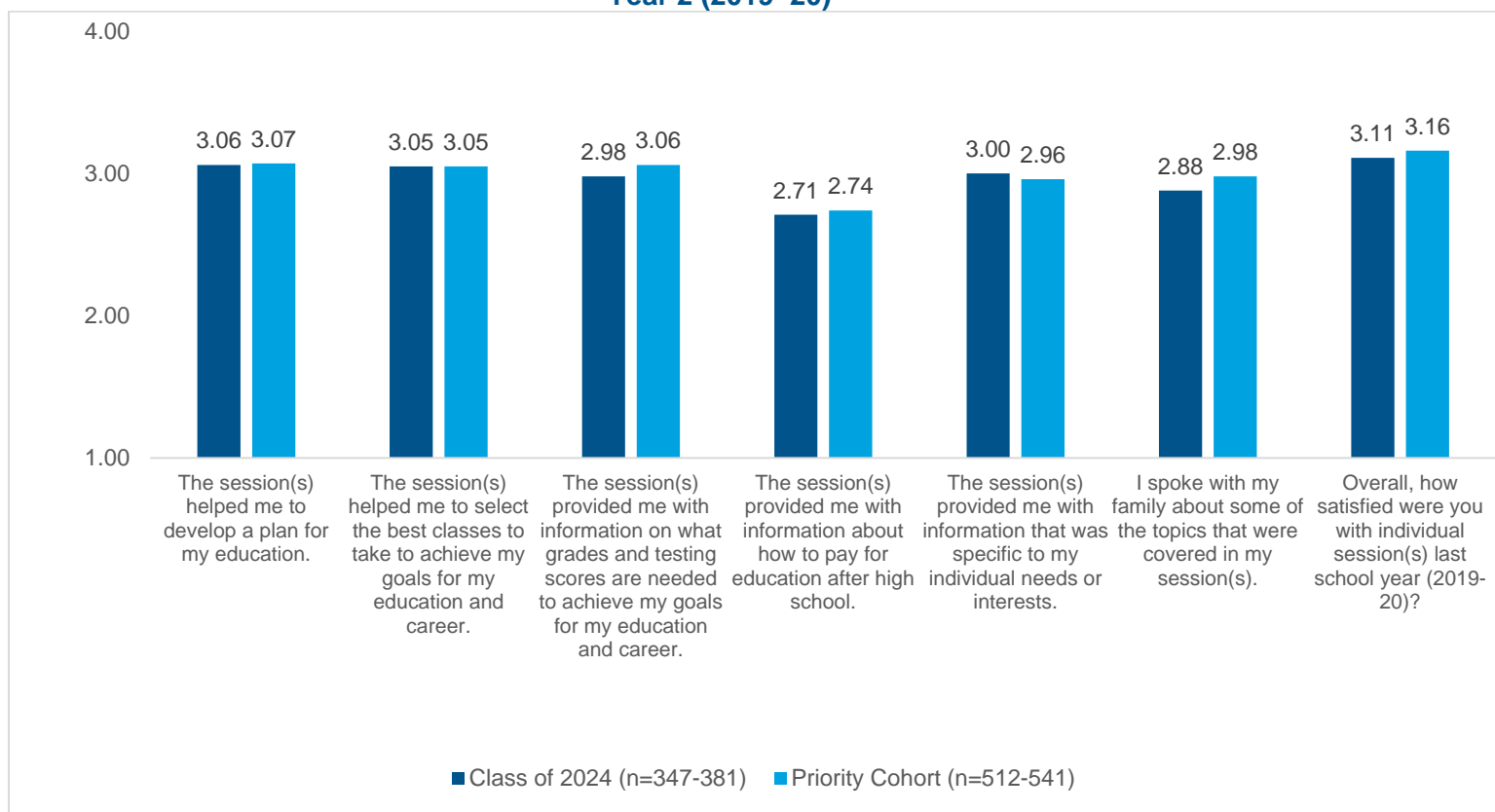
* Topics discussed during one-on-one counseling sessions differed significantly across grades: Postsecondary education plans or interests: $\chi^2(4) = 13.32, p < .05$.

** Topics discussed during one-on-one counseling sessions differed significantly across grades: Postsecondary education applications: $\chi^2(4) = 20.14, p < .01$; Career plans or interests: $\chi^2(4) = 58.26, p < .01$; Financial aid for postsecondary education: $\chi^2(4) = 167.51, p < .01$; SAT or ACT: $\chi^2(4) = 213.48, p < .01$.

Overall, class of 2024 and priority cohort students who reported participating in one-on-one advising reported that they were *Satisfied* with the experience (with mean scores of 3.11 and 3.16, respectively, on a scale of 1–4, with 3 equaling *Satisfied* and 4 equaling *Very Satisfied*). Students from both cohorts *Agreed* that the counseling/advising session(s) helped them to develop a plan for their education (with a mean score of 3.06 for class of 2024 students and 3.07 for priority cohort students). Students from both cohorts also *Agreed* that counseling/advising session(s) helped them understand the courses and grades needed to achieve their education and career goals, with a mean score of 3.05 for both cohorts (Figure 4.10; Tables D.8–D.9, Appendix D). Student respondents from both cohorts also *Agreed* that the sessions provided them with information that was specific to their individual needs or interests (a mean score of 3.00 for class of 2024 students and 2.96 for priority cohort students). Students from both cohorts reported lower levels of agreement that the session(s) provided them with information about how to pay for education after high school (a mean score of 2.71 for class of 2024 students and 2.74 for priority cohort students). There were no significant differences between the cohorts for students' perceptions for individual advising. Figure 4.10

provides additional detail about the breakdown for each cohort as well as additional perceptions of individual advising sessions. During site visits, students echoed the survey findings, expressing that the material covered during the one-on-one counseling sessions was useful for their future planning.

Figure 4.10. Student Perceptions Regarding Their Satisfaction with Advising Sessions, Grades 8–12, Year 2 (2019–20)



Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

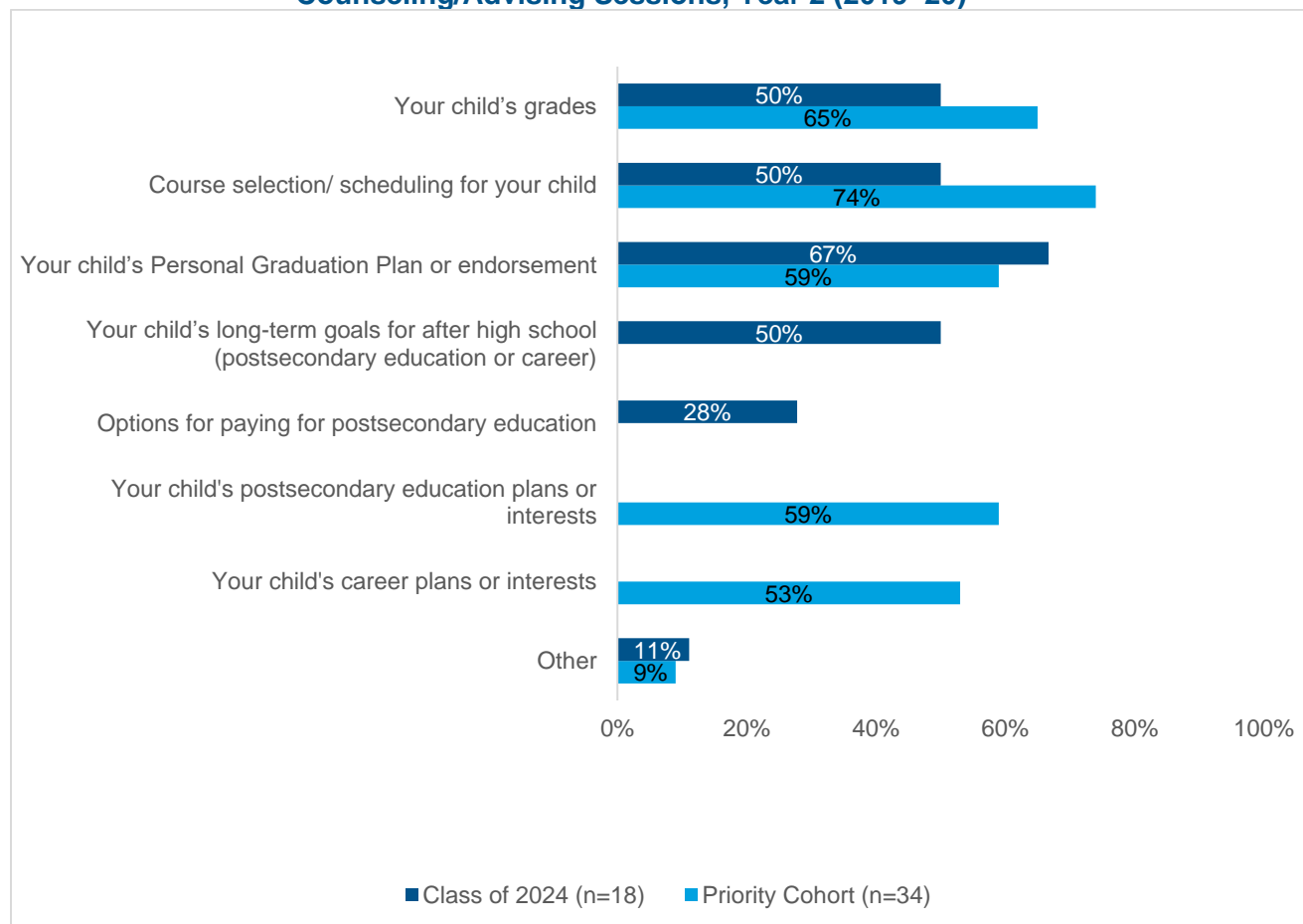
Note. Scale used to determine mean rating for perceptions: 1 – *Strongly Disagree*, 2 – *Disagree*, 3 – *Agree*, 4 – *Strongly Agree*. Scale used to determine mean rating for satisfaction: 1 – *Strongly Dissatisfied*, 2 – *Dissatisfied*, 3 – *Satisfied*, 4 – *Very Satisfied*. *I don't know/Not applicable* responses are not included in the table or significance testing. The satisfaction item in the figure was asked of students as a separate question from the advising items, resulting in means that are not dependent on the preceding items. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12.

INDIVIDUALIZED ADVISING FOR PARENTS

Similar to students, there were a few variations in the topics discussed during class of 2024 and priority cohort parents' individual advising sessions. Topics covered with class of 2024 parents, like class of 2024 students, focused on topics related to their child's transition to high school. As shown in Figure 4.7 from the previous section, school personnel respondents reported that the top topics addressed with class of 2024 parents during individual sessions were their child's postsecondary education options, PSAT or ACT Aspire, high school course sequencing for their student's personal graduation plan, general financial aid, tutoring, and Algebra I (Figure 4.7; Table F.24, Appendix F). Of the class of 2024 parents who reported participating in one-on-one advising, approximately two-thirds (67%) of parents reported discussing their child's personal graduation plan or endorsement (Figure 4.11; Tables E.8–E.9, Appendix E). Additionally, half of

the class of 2024 parent respondents reported discussing their child's grades, course selection/scheduling, and long-term goals (Figure 4.11; Tables E.8–E.9, Appendix E). Figure 4.11 provides additional detail about the topics class of 2024 parents reported discussing.

Figure 4.11. Topics Parents Reported They Discussed During One-On-One Counseling/Advising Sessions, Year 2 (2019–20)



Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

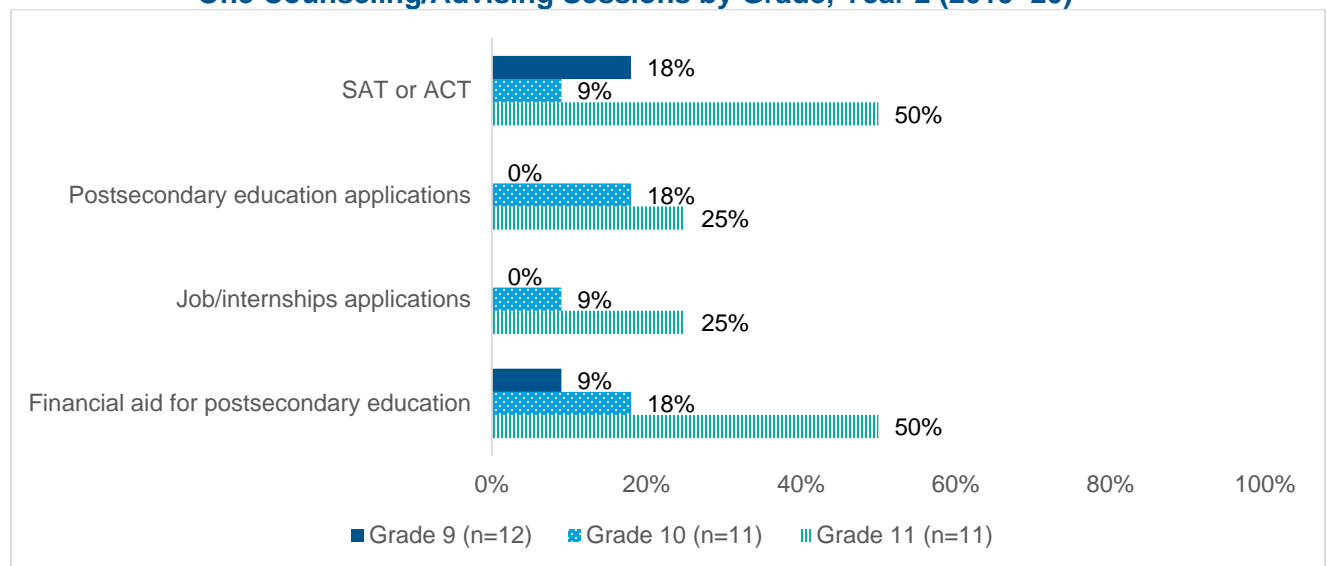
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. *Your child's long-term goals for after high school* and *Options for paying for postsecondary education* were asked only of class of 2024 parents. *Your child's postsecondary education* and *Your child's postsecondary education plans or interests* were asked only of priority cohort parents. There are additional items regarding topics discussed during one-on-one sessions in Figure 4.12. Items were broken out by grade level since the topics were more likely to be grade-level specific. Items presented in this figure, applicable across grade levels, were broken out by cohort. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12.

Priority cohort parents reported discussing topics similar to those reported by the class of 2024 parents. Of the priority cohort parents who reported participating in individual advising, nearly three-quarters (74%) reported discussing their child's course selection and scheduling (Figure 4.11). More than half of the priority cohort parent respondents (59%-65%) also reported discussing their child's grades, personal graduation plan, and postsecondary education and career plans or interests (Figure 4.11).

Priority cohort parent respondents were asked a particular subset of questions related to the topics they discussed during one-on-one counseling/advising sessions. A grade-level breakdown shows that there were variations across grade levels on the topics covered during

one-on-one advising sessions. In general, Grade 11 parents who reported participating in individual advising noted discussing all topics more than parents from other grade levels (Figure 4.12). The most frequently reported topics for Grade 11 parents were financial aid for postsecondary education (50%) and SAT or ACT (50%). Figure 4.12 provides additional detail about the breakdown for each grade level as well as additional topics discussed during one-on-one advising.

Figure 4.12. Topics Priority Cohort Parents Reported They Discussed During One-On-One Counseling/Advising Sessions by Grade, Year 2 (2019–20)

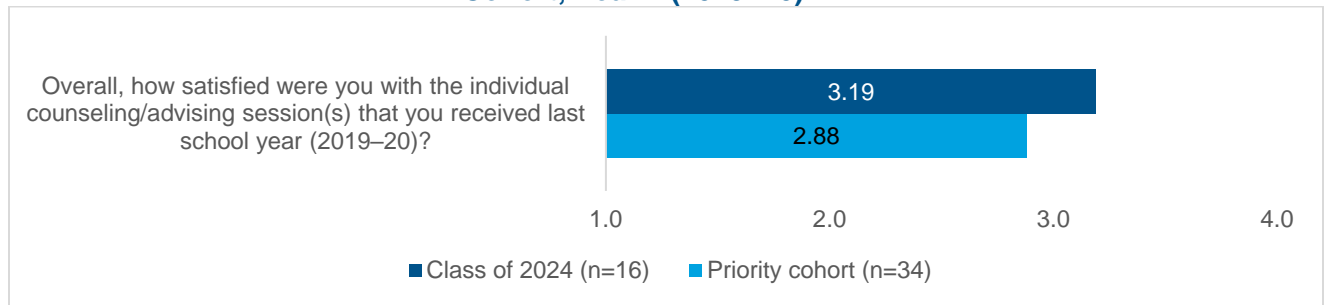


Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. No parents of Grade 12 students responded to these items. The results presented in this figure were broken out by grade level since the items presented here are more likely to be specific to a particular grade level. To see additional items discussed during one-on-one sessions (that were less specific to a particular grade level), see Figure 4.11.

Of the parents who reported participating in one-on-one advising, there was variation in parents’ satisfaction level across cohorts and grade levels. Overall, class of 2024 parents who reported participating in individual advising reported being *Satisfied* (a mean score of 3.19 on a scale of 1–4 with 3 representing *Satisfied* and 4 representing *Strongly Satisfied*). The priority cohort parents reported lower overall satisfaction (a mean score of 2.88; Figure 4.13; Tables E.12–E.13, Appendix E).

Figure 4.13. Parent Satisfaction Level with Individual Counseling/Advising Sessions by Cohort, Year 2 (2019–20)

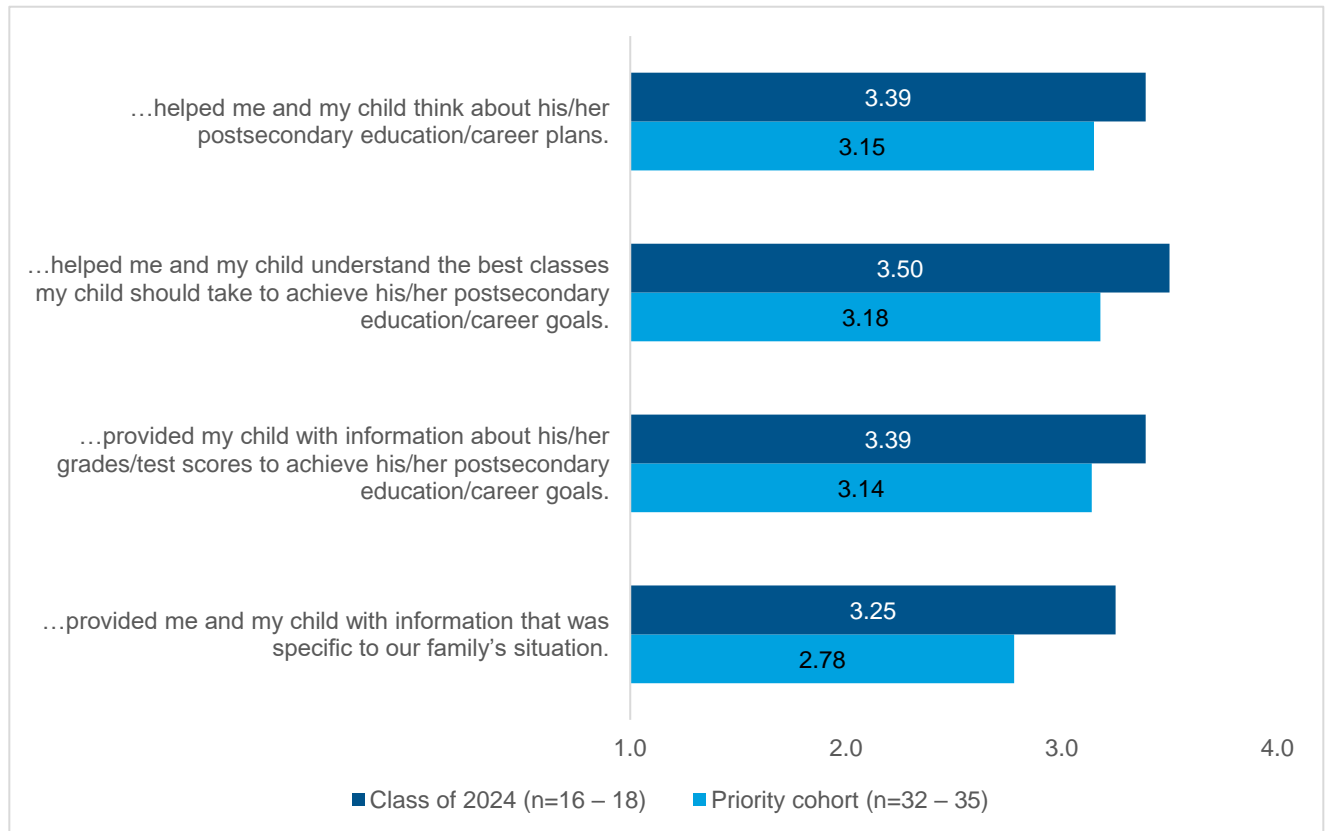


Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – *Strongly Dissatisfied*, 2 – *Dissatisfied*, 3 – *Satisfied*, 4 – *Strongly Satisfied*. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12.

Both class of 2024 and priority cohort parents *Agreed to Strongly Agreed* (mean scores ranged from 3.14 to 3.50 on a scale of 1–4 with 3 representing *Agree* and 4 representing *Strongly Agree*) that the individual advising sessions helped facilitate discussion around their child’s college and career plans, build understanding of course scheduling needed to achieve said plans, and provide information on how their child’s grades/test scores aligned with their plans for the future (Tables E.10–E.11, Appendix E). Class of 2024 parents also expressed high level of agreement (between *Agree* and *Strongly Agree*) that the individual advising sessions provided information specific to their child and family; however, priority cohort parents had lower levels of agreement on this point (between *Disagree* and *Agree*). Figure 4.14 provides additional detail about the breakdown for each cohort.

Figure 4.14. Parent Perceptions of One-On-One Counseling/Advising Sessions by Cohort, Year 2 (2019–20)

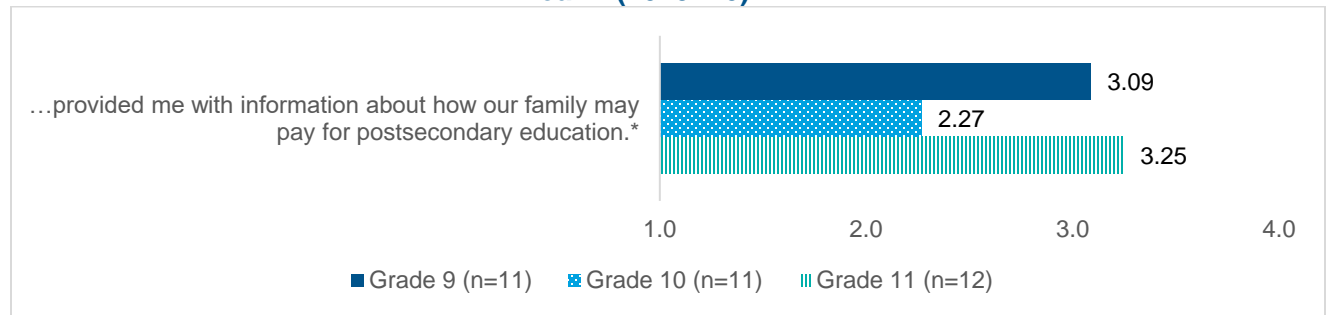


Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – *Strongly Disagree*, 2 – *Disagree*, 3 – *Agree*, 4 – *Strongly Agree*. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12.

For the priority cohort parents, there was significant variation across grade levels for parent perceptions of one-on-one advising sessions, specifically related to financing postsecondary education. Both Grade 9 and Grade 11 parents *Agreed to Strongly Agreed* that the individual advising sessions provided them with information about how their family may pay for postsecondary education; however, Grade 10 parents *Disagreed* that the session provided them with this information (Tables E.10–E.11, Appendix E). Figure 4.15 provides additional detail about the breakdown for each grade level.

Figure 4.15. Parent Perceptions of One-On-One Counseling/Advising Sessions by Grade, Year 2 (2019–20)



Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – Strongly Disagree, 2 – Disagree, 3 – Agree, 4 – Strongly Agree. No parents of Grade 12 students responded to these items.

*Differed significantly across grades $F(3, 46) = 3.09, p < .05$

4.2. Texas OnCourse College and Career Readiness Curriculum

According to the requirements set forth in Title 2, Chapter 28, Subchapter A of the Texas Education Code (TEC) (2019), each school district in Texas is required to provide instruction to students in Grade 7 or 8 on preparation for high school, college, and a career. In response to this requirement, and in an effort to develop a high-quality curriculum to prepare middle school students accordingly, TEA partnered with the Texas OnCourse to develop the Texas OnCourse College and Career (TXOC CCR) curriculum. GEAR UP established participation in the curriculum for class of 2024 students as a core GEAR UP strategy.¹⁹

The TXOC CCR curriculum was launched and piloted with 13 districts across Texas, including the six GEAR UP districts. The TXOC CCR curriculum was created, according to Texas OnCourse personnel, the curriculum developer, to help educators successfully implement the middle school college and career readiness Texas Essential Knowledge and Skills (TEKS) to prepare students for their education after middle school and high school.

Schools were recruited by TEA and Texas OnCourse to participate in the pilot; personnel from Texas OnCourse provided training to partner districts. Districts were divided into a “low-touch group” and a “high-touch group.” The low-touch group received one three-hour training which provided a general overview of the curriculum. The high-touch group, which included Districts 3, 4, and 6, received the same training as well as additional PD that provided a more in-depth look at the units in the curriculum. The partner districts that received training were invited to a two-and-a-half-day PD session that provided information on the cost and the curriculum and also participated in webinars to receive more information about the curriculum.

Texas OnCourse also collected data on participants (such as through a high school readiness survey) in the pilot program.

¹⁹ GEAR UP Strategy 2 is as follows: 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, TEKS-aligned career exploration course.

All the districts administered the TXOC CCR curriculum in Year 2 using an assortment of course formats. Four of the six districts (Districts 1, 2, 5, and 6) integrated the TXOC CCR curriculum into an existing course for class of 2024 students. During the site visits, the four districts described that the TXOC CCR curriculum was either combined with the existing course curriculum or the two curricula were alternated throughout the semester. Districts 2, 5, and 6 described integrating the TXOC CCR curriculum into an existing career exploration course. For example, Districts 2 and 5 incorporated TXOC CCR and AVID curricula creating a required semester-long course for all class of 2024 students. A TXOC CCR teacher from District 5 explained the combination of the two curricula worked well since AVID helped students learn how to become more self-directed, while the TXOC CCR curriculum introduced postsecondary education vocabulary to students and helped them understand the importance of preparing for postsecondary education in middle school. School personnel from District 1 noted that the TXOC CCR curriculum was paired with an existing class of 2024 art course, with the TXOC CCR curriculum administered once or twice a week. The remaining two districts (Districts 3 and 4) reported implementing the TXOC CCR curriculum in a class of 2024 semester-long “GEAR UP course.” A TXOC CCR teacher from District 3 explained that the course goal was to incorporate technology into each unit of the curriculum to allow teachers to tailor the course curriculum to students’ needs.

Promising Practice: Integrate TXOC CCR into Existing College and Career Readiness Curricula

Districts 2 and 5 incorporated the TXOC CCR and AVID curricula into a course for all class of 2024 students. A TXOC CCR teacher from District 5 noted that AVID introduced the organizational skills, while TXOC CCR introduced the vocabulary and thinking about what postsecondary education means to the class of 2024 students.

Of the class of 2024 student survey respondents who reported participating in the TXOC CCR curriculum, the majority (84%) *Agreed* that the course taught them important information about different postsecondary education and career options that might be a “good fit” as well as helped them decide high school course and endorsement selection (Tables D.39–D.40, Appendix D).

During the site visits, two of the six districts (Districts 4 and 6) reflected on the rigor of the TXOC CCR curriculum. A TXOC CCR teacher from District 6 noted that some of the components of the curriculum were too basic for class of 2024 students, noting the curriculum needs to focus on strengthening class of 2024 students’ communication skills, interpersonal skills, and soft skills. Class of 2024 students who reported participating in the TXOC CCR curriculum reported that they *Agreed* that the course was interesting and kept their attention (with a mean score of 2.92 on a scale of 1–4, with 3 representing *Agreed*; Tables D.39–D.40, Appendix D). Additionally, many participants from District 4 noted that the new version of the TXOC CCR curriculum, released in the spring 2020 semester, was better catered to students’ needs since the course topic and materials were more advanced.

Overall, of the class of 2024 students who reported participating in the TXOC CCR curriculum, about 91% reported that they would recommend this class to other Grade 8 students (Tables D.39–D.40, Appendix D). In site visits and survey responses, students and teachers reported being satisfied, overall, with the TXOC CCR curriculum (Tables D.41–D.42, Appendix D and

Table F.17, Appendix F). During the site visits, class of 2024 students added that extending the course to a full year would be helpful in providing more time for students to learn about postsecondary education and careers.

Despite overall satisfaction, some site visit participants also noted some challenges related to the curriculum. TXOC CCR teachers from three of the districts (Districts 1, 2, and 4) reported challenges they encountered with the curriculum regarding course materials and student testing. During the site visits, TXOC CCR teachers from Districts 2 and 4 noted that the TXOC CCR curriculum did not have enough material or topics to cover the entire semester. These two TXOC CCR teachers provided strategies that they used to address the identified barrier. The TXOC CCR teacher from District 4 mentioned that they incorporated other components, such as an additional textbook, to enhance the course. The TXOC CCR teacher from District 2 noted that the combination of the curricula with AVID helped build out the class materials to cover the entire semester.

Another challenge noted during site visits was related to the districtwide student benchmark testing creating a compressed schedule. A TXOC CCR teacher from District 1 noted that in planning for the frequent benchmark testing, it was difficult to incorporate the curriculum into an existing course while still completing both course curricula in entirety.

Regarding the challenges in implementing the curriculum, personnel from Texas OnCourse echoed that there were different barriers to implementation depending on the format school districts employed in teaching the curriculum. Texas OnCourse personnel noted that they have been incorporating the feedback they have received into new iterations of the curriculum.

Participants also discussed the use of training to help with implementation of the TXOC CCR curriculum. While many participants noted that they received the preliminary training offered by Texas OnCourse and TEA, two districts (Districts 2 and 4) indicated that additional training opportunities on the curriculum would be helpful. A TXOC CCR teacher from District 2 indicated that training specifically on ways to expand shorter lesson plans and maintain student engagement would be beneficial. Texas OnCourse personnel noted that the scheduling of those PD opportunities has been challenging, since PD was not scheduled far enough in advance for some of the districts to be able to get substitute teachers.

4.3. Personal Graduation Plan Development

According to the requirements set forth in Title 2, Chapter 28, Subchapter A of the TEC (2019), a high school personal graduation plan is defined as a course of study that facilitates a student's transition from secondary to postsecondary education and promotes a student's college and workforce readiness and career placement and advancement. This course of study is determined by the Foundation High School Program, which outlines the requirements for earning a high school diploma. Students have different graduation options under the Foundation High School Program that allow them to prepare for college and career. For example, students may earn one or more endorsements, which is a thematic sequence of courses aligned to a subject area or occupation (e.g., STEM, Business and Industry, Public Service, Arts and Humanities, Multidisciplinary Studies). Another option is graduating with the Distinguished Level of Achievement, which requires a total of four credits in math, including Algebra II; a total of four

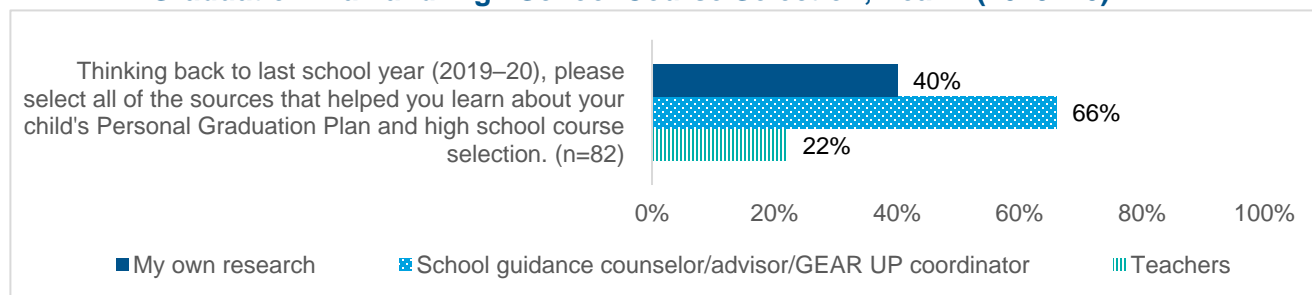
credits in science; and successful completion of an endorsement in the student’s area of interest.²⁰

GEAR UP has established a project objective regarding the percentage of class of 2024 students who graduate on the Foundation High School Program with an endorsement and/or with the Distinguished Level of Achievement.²¹ A key step in meeting this objective is in informing and advising students and their parents/guardians on the development of a personal graduation plan that includes coursework supporting an endorsement or the Distinguished Level of Achievement.

During individual advising sessions, students, and parents from both the class of 2024 and priority cohort reported examining their own/their child’s personal graduation plan. More than 90% of school personnel respondents agreed that their school provided students with information about creating a personal graduation plan (Table F.18, Appendix F).

During site visits, class of 2024 students noted that these discussions predominantly took place with either their middle school counselor or GEAR UP personnel. Of the class of 2024 parent survey respondents, more than 60% of parents identified school guidance counselors, advisors, or GEAR UP coordinators as their source of information for their child’s personal graduation plan (Figure 4.16; Table E.6, Appendix E).

Figure 4.16. Class of 2024 Parent Sources of Information for Their Child’s Personal Graduation Plan and High School Course Selection, Year 2 (2019–20)



Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. In Year 2, class of 2024 students were in Grade 8.

During the site visits, class of 2024 students shared information about how they developed a personal graduation plan in Year 2. Class of 2024 students from Districts 2 and 3 noted that they were excused from their class to meet with their middle school counselor for a brief session to discuss their personal graduation plan. A middle school counselor from District 2 added that they would begin discussions of the student’s personal graduation plan by first exploring the student’s current hobbies and interests.

²⁰ For more information about the Foundation High School Program, please visit

<https://tea.texas.gov/academics/graduation-information/house-bill-5-foundation-high-school-program>

²¹ The relevant objective is as follows: Project 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.

Of the class of 2024 students and the priority cohort students who reported participating in one-on-one advising, approximately one-third reported discussing their personal graduation plan (Figure 4.9 in Section 4.1.3; Table D.7, Appendix D). There were no significant differences between the class of 2024 students and the priority cohort students.

4.4. High School Tours

High school tours provide incoming students with the opportunity to acclimate to the space, learn about programs, and begin planning course enrollment. While high school tours are not included as a GEAR UP project objective, two districts (Districts 1 and 3) reported implementing high school tours as a transitional tool for the class of 2024 students.

During site visits, middle school counselors from District 3 reported that class of 2024 students visited the high school in small groups to allow students to see the layout, class offerings, and other activities available. Counselors emphasized that students could learn about course offerings through their GEAR UP class, but firsthand exposure to the high school increased students' comprehension. Class of 2024 students from District 1 reported visiting their high school with counselors and GEAR UP personnel to experience high-school-level courses. Class of 2024 students from the district noted that this experience helped them feel more prepared for the transition to high school.

4.5. College Visits

College visits offer students exposure to a college campus, which may include a tour of the campus and presentations by different college departments (e.g., admissions, financial aid, academic departments). GEAR UP established college visit participation as a project objective for class of 2024 students; however, this was an activity delivered to both the class of 2024 and priority cohort students.²² Students and/or personnel from all six districts reported in site visits and surveys that students attended at least one college visit in Year 2. In addition, class of 2024 parents from at least two districts were invited to attend college visits along with their students (Districts 4 and 6).

²² The relevant objective is as follows: Project Objective 7.1: Each year, 75% of class of 2024 students will attend at least one college visit.

During site visits, class of 2024 students from Districts 2, 3, and 6 reported attending at least one in-person college visit through GEAR UP prior to the COVID-19 school closures in March 2020. Representatives from Districts 2 and 3 noted that additional visits were scheduled but were canceled due to COVID-19.

Personnel from District 1 noted that the cost of transportation was a significant barrier to increasing opportunities for students to participate in college visits, with a middle school counselor noting they would like to do more trips based on students' areas of interest (e.g., military college and engineering).

Of the student survey respondents who reported participating in college visits, more than 90% of students from both the class of 2024 cohort and the priority cohort noted their college visit included an in-person campus tour (Figure 4.17; Table D.18, Appendix D). Approximately one-fifth of students from both cohorts reported listening to a speaker on the visit. Although virtual college visits are a potential adaptation for the college visit activity during the COVID-19 pandemic and school closures, fewer than 10% of students from both cohorts reported participating in a virtual college tour in Year 2. Figure 4.17 provides additional detail about the breakdown for each cohort as well as additional activities that occurred during college visits (Table D.18, Appendix D).

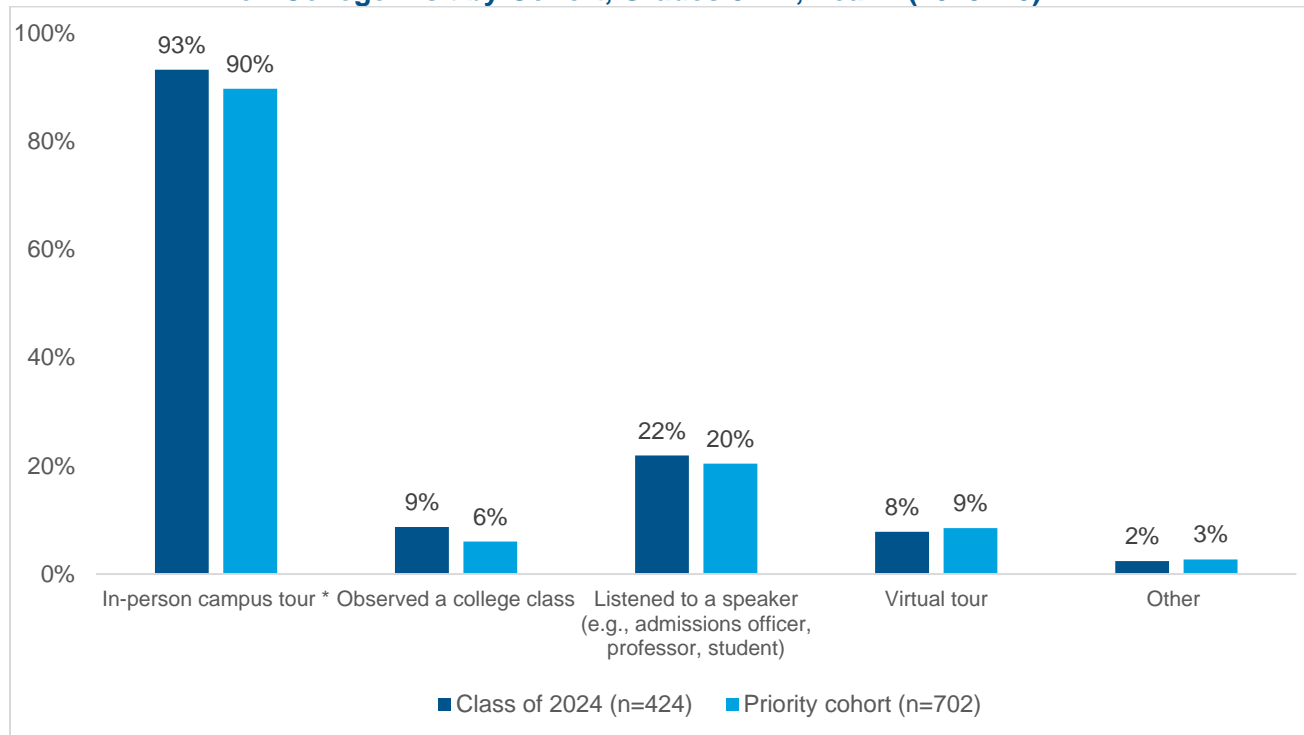
Promising Practice: Supplement College Visit Experiences with Additional Conversations with College Staff and Students

District 1 personnel noted that the high costs of transportation limited the number of visits and number of students who could participate in visits. To extend the college visit experience, they utilized guest speakers from four-year and two-year universities to educate and inform class of 2024 students.

District 3 also used a guest speaker to supplement a college visit. Following one college visit, class of 2024 students participated in a virtual question and answer session with a student from the university after returning home to their middle school.

Although guest speakers and virtual question and answer sessions may not provide the same type of experience as discussions on campus during a visit, they offer a low-cost strategy for increasing exposure to colleges when more or longer visits are not possible.

Figure 4.17. Percentage of Students Selecting Activities That They Participated in During Their College Visit by Cohort, Grades 8–12, Year 2 (2019–20)



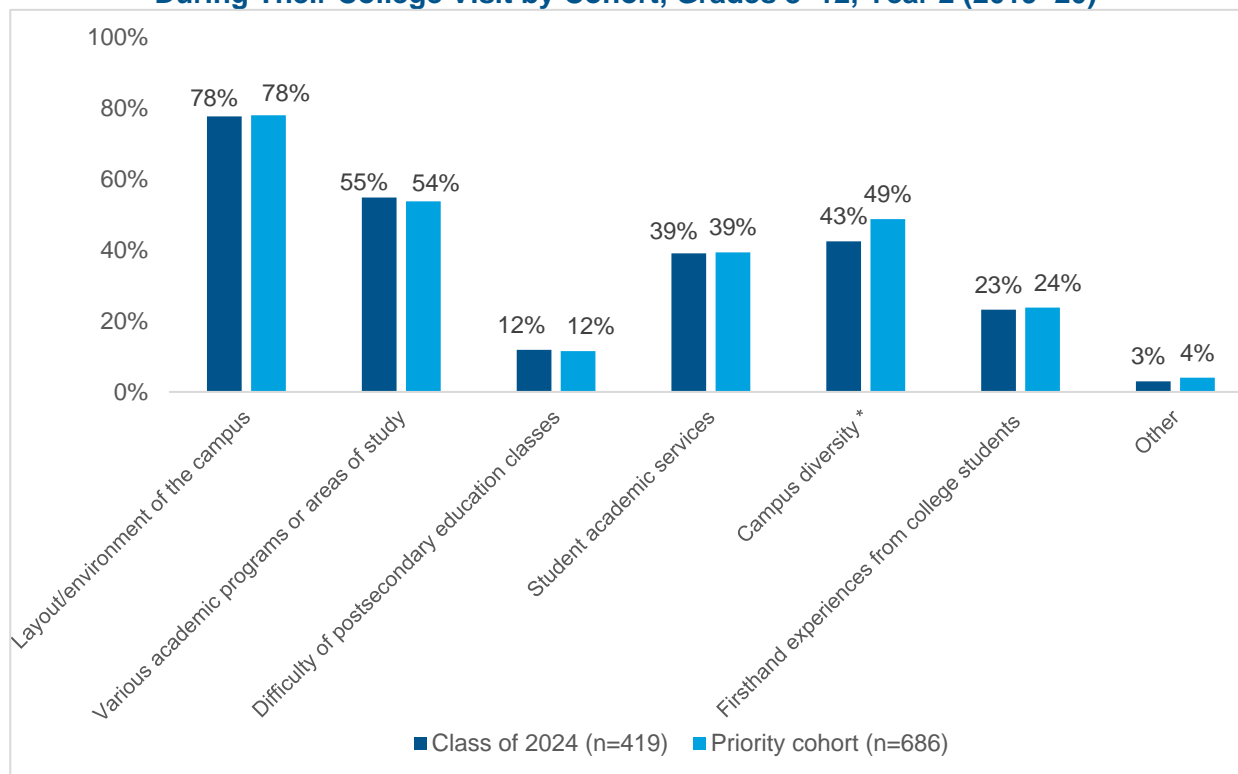
Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12.

* Activities participated in by students during their college visit differed significantly across cohorts: In-person campus tour: $\chi^2(1) = 3.78, p < .05$.

Of the class of 2024 and priority cohort student survey respondents who reported participating in college visits, more than three-quarters of students from both cohorts reported that their college visit provided them with information about the layout/environment of the campus (Figure 4.18; Table D.19, Appendix D). More than half of students from both cohorts said that their visit provided them information about academic programs and just under half of students from both cohorts said it provided information about campus diversity. Figure 4.18 provides the breakdown by cohort as well as additional activities that occurred on college visits. Class of 2024 students who participated in the site visits additionally reported learning about college requirements, course offerings and schedules, activities available on college campuses, and dormitory living through the college visits.

Figure 4.18. Percentage of Students Selecting What Types of Information They Learned During Their College Visit by Cohort, Grades 8–12, Year 2 (2019–20)



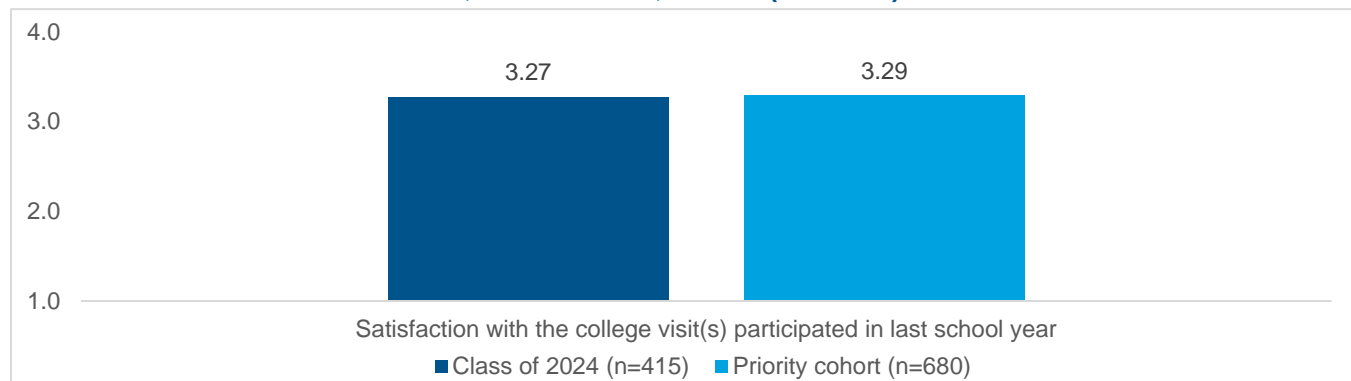
Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12.

* Activities participated in by students during their college visit differed significantly across cohorts: Campus diversity: $\chi^2(1) = 4.22, p < .05$.

Overall, students, parents, and personnel had favorable perceptions about GEAR UP college visits. Student survey respondents from both cohorts reported being *Satisfied to Strongly Satisfied* (with mean scores of 3.27 and 3.29 on a scale of 1–4, with 3 representing *Satisfied* and 4 representing *Strongly Satisfied*) with their college visit experiences in Year 2 (Figure 4.19; Tables D.20–D.21, Appendix D).

Figure 4.19. Level of Satisfaction Among Students Regarding Their College Visit by Cohort, Grades 8–12, Year 2 (2019–20)



Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12.

Note. Scale used to determine mean rating for satisfaction: 1 – *Strongly Dissatisfied*, 2 – *Dissatisfied*, 3 – *Satisfied*, 4 – *Very Satisfied*. All *I don't know/Not applicable* responses are not included in the table or significance testing.

Personnel expressed the belief that the visits had a positive impact on students' college and career readiness, knowledge, and expectations. Personnel from Districts 1, 3, and 5 noted that through college visits, class of 2024 students were able to expand their expectations of what types of students attend college and begin to visualize themselves on a college campus. A middle school teacher from District 3 noted that college visits offered a narrative that was counter to a common misconception in the community—that “if you're Hispanic, you can't go to college, can't afford it.” The teacher noted that college visits allowed Hispanic and Latino students to see students at college who shared their ethnicity and background.

Middle school personnel from Districts 3 and 5 and class of 2024 parents from Districts 1 and 6 identified college visits as the key activity that piqued student curiosity in learning about college and career. Exposing class of 2024 students to a variety of postsecondary education institutions allowed students to see the variety of postsecondary options available. A middle school teacher from District 3 noted that for many students in the district, GEAR UP college visits are the first time they will view a college campus. The teacher went on to explain that while learning about college is helpful, the experience of visiting a college is when students truly get invested.

Class of 2024 parents also shared their reflections about the college visits. A parent from District 1 noted after their child participated in a college visit, he/she saw an increase in their desire to pursue a higher degree. Parents from District 6 also remarked how a visit to a local college helped both the parent and student understand that going to college does not have to mean going far away.

At the high school level, priority cohort students from District 3 reported that the visit helped them visualize themselves on campus and better understand the daily life of a college student. In addition, high school counselors from Districts 1 and 3 mentioned that they have seen a significant impact in high school student engagement after a college visit. Specifically, the counselors mentioned that college visits acted as a catalyst for student engagement, initiating increased focus on postsecondary education opportunities.

Student and parent participants provided various recommendations for how to improve college visits:

- ▶ Class of 2024 students from District 1 mentioned that they would like the opportunity to participate in additional college visits and those from District 3 wanted more time at the college visit beyond the college tour, noting that for colleges located far away most of the visit was spent traveling to and from the campus. Similarly, priority cohort students also noted that they wished the visits had been longer so they could have seen additional aspects of the campus, such as the sports center.
- ▶ Class of 2024 students from Districts 1 and 5 expressed interest in observing college courses as a part of future college visits to better understand the format.
- ▶ Class of 2024 parents from District 5 requested more information on the purpose of the college visits for students in Grade 8 and as well more resources on costs and financial aid on the college that students were visiting.

4.6. College and Career Fairs

College fairs provide students with the ability to learn about different postsecondary educational and/or career opportunities centrally located in one event. In general, booths are set up with representatives from participating institutions/organizations and students are able to visit each booth to receive informational handouts and ask questions individually.

During site visits, five of the six districts (Districts 2, 3, 4, 5, and 6) reported holding a college fair during Year 2. Across the five districts, college fairs were delivered to class of 2024 students and/or priority cohort students along with, in some cases, students' parents and families. Participants from the districts explained the following college fair participant formats used:

- ▶ A college fair held at the high school with both class of 2024 and priority cohort students in attendance
- ▶ Two separate college fairs held at each school providing each cohort their own event
- ▶ A college fair held at the middle school with class of 2024 students and parents in attendance

Overall, class of 2024 students who mentioned attending a college fair during the site visits noted that the events helped them learn about postsecondary college and career options available to them.

Site visit participants from three districts (Districts 2, 5 and 6) added that in addition to a college fair, they held a career fair with a similar structure. Class of 2024 parents from District 2 mentioned that during the career fair event, the students participated in a scavenger hunt in

Promising Practice: Provide Activities to Actively Engage Students and Parents in College and Career Events

Class of 2024 parents from District 2 mentioned the use of a scavenger hunt during a college fair to encourage student engagement. Similarly, a District 5 coordinator mentioned a parent event focused on introducing parents to GEAR UP, which also included a scavenger hunt.

A District 6 TXOC CCR teacher noted that this practice will be incorporated into upcoming virtual activities, with an internet scavenger hunt. Class of 2024 students will be assigned five different colleges and tasked with finding specific information on those colleges' websites.

which they received a prize if they visited one table from each career category/field. Through the scavenger hunt, students were encouraged to engage with booth representatives.

4.7. Summer Programming

Summer programming provides students with activities and services to bridge gaps in knowledge between academic years, covering topics such as academic acceleration, enrichment, and college exploration. Activities and services can range from brief one-day courses to longer multi-day courses during the summer. GEAR UP established participation in summer programming for class of 2024 and priority cohort students as a program objective.²³ Students and/or personnel from all six districts reported in surveys that class of 2024 and priority cohort students participated in summer programming in summer 2019—Year 1.²⁴

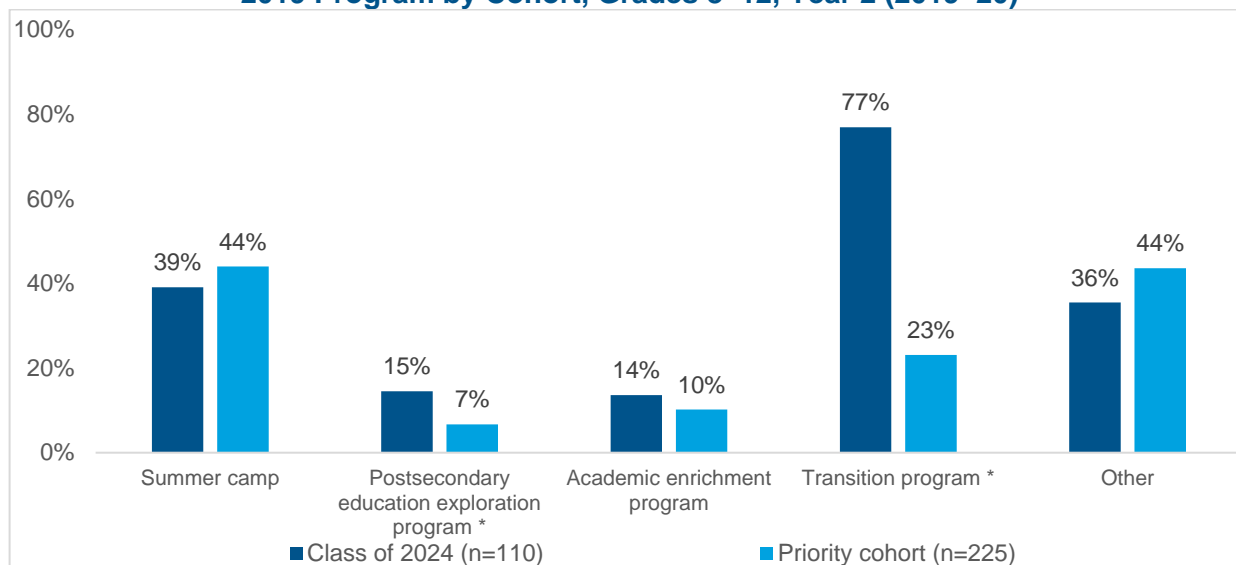
As shown in Figure 4.20, students who reported participating in a summer program attended different types of programming with various focus areas and goals, with some significant differences between cohorts (Table D.13, Appendix D). The most frequently reported type of summer program attended by class of 2024 survey respondents was a summer transition program (77%). The most frequently reported types of summer programs attended by priority cohort survey respondents were summer camps (44%) and other types of programs (44%). Figure 4.20 provides additional detail about the breakdown for each cohort as well as additional summer program types (Table D.13, Appendix D).

Stakeholders elaborated on the topics addressed in summer programs during site visits. School personnel from District 1 described a postsecondary education exploration program that they held in summer 2019, a robotics summer camp. Personnel mentioned that during the summer program students learned about drone capabilities, high school and postsecondary educational opportunities, and related career paths and fields. In addition, school personnel from District 3 mentioned holding a three-day TSIA summer camp focused on providing students with additional support on one of the three sections of the test. Personnel noted that during summer 2019, the summer camp targeted about 25 students who had been identified as needing assistance on the reading section, not all of whom enrolled.

²³ The relevant objective is as follows: Project Objective 7.4: Each year, 30% of class of 2024 students will attend a summer program.

²⁴ Summer programming is the one activity presented in Chapter 4 that is considered a Year 1 activity; all other activities are part of Year 2.

Figure 4.20. Percentage of Students Participating in a Specific Type of Summer 2019 Program by Cohort, Grades 8–12, Year 2 (2019–20)



Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

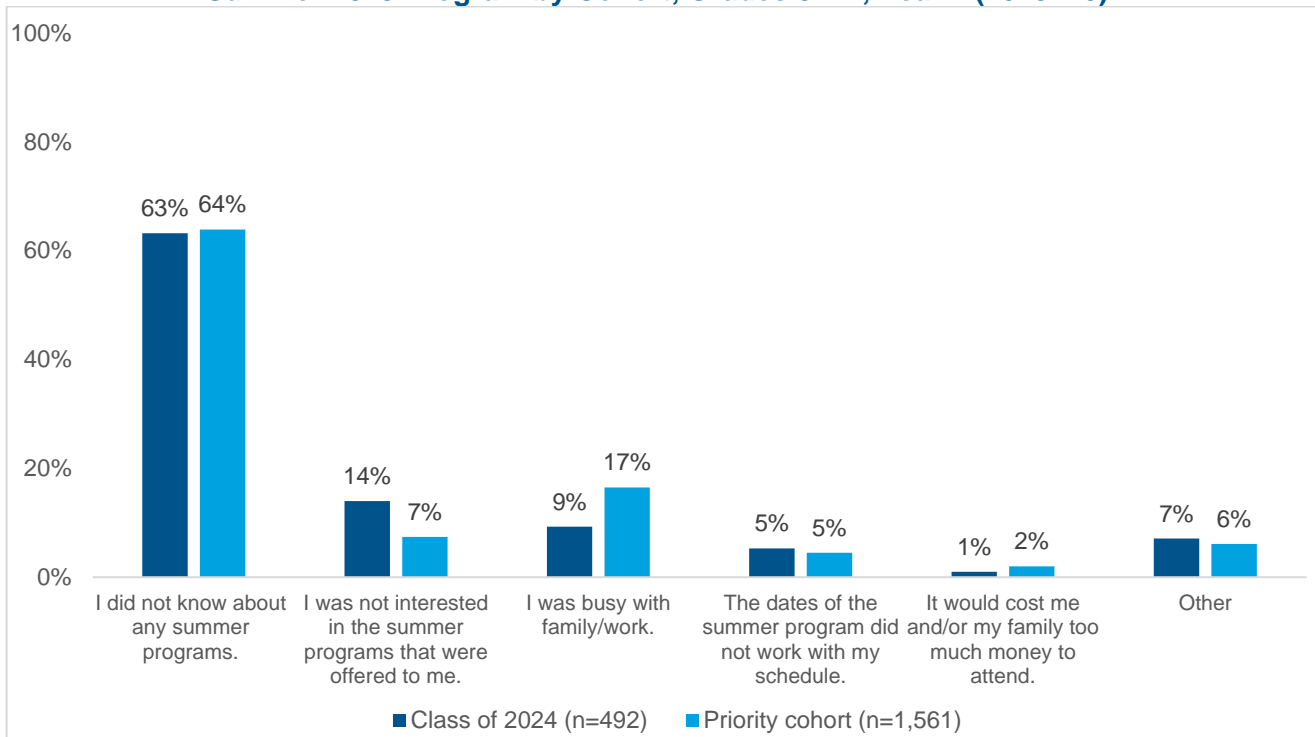
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. In summer 2019, class of 2024 students were rising Grade 8 students and priority cohort students were rising Grades 9–12 students.

* Types of summer programs participated in among students differed significantly across grades:

Postsecondary education exploratory program: $\chi^2(4) = 5.46, p < .05$; Transition program: $\chi^2(4) = 11.92, p < .05$.

The students who participated in the survey reported various reasons as to why they did not attend a summer program in summer 2019. Nearly two-thirds of students, from both class of 2024 and priority cohorts, reported that they did not participate since they did not know about any summer programs (Figure 4.21; Table D.16, Appendix D). After lack of awareness, each cohort noted differing reasons as to why they did not participate in any summer programs. More than one-tenth of class of 2024 students reported that they were not interested in the summer programs offered to them and almost one-fifth of priority cohort students reported that they were busy with family/work. Figure 4.21 provides additional detail about the breakdown for each cohort as well as additional reasons students did not participate in summer programming.

Figure 4.21. Percentage of Students Selecting Reasons For Not Participating in a Summer 2019 Program by Cohort, Grades 8–12, Year 2 (2019–20)*



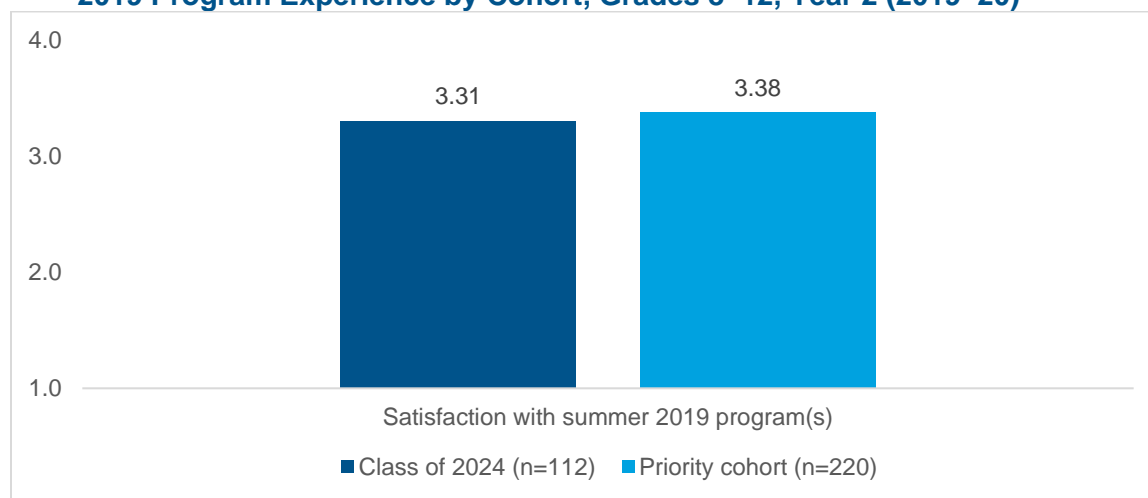
Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. In summer 2019, class of 2024 students were rising Grade 8 students and priority cohort students were rising Grades 9–12 students. Response percentages may not add up to 100% due to rounding.

* Reasons for not participating in a summer program differed significantly across cohorts: $\chi^2(5) = 33.29, p < .01$.

Overall, students who reported attending a summer program, had favorable perceptions of GEAR UP summer programming. Students from both cohorts reported being *Satisfied* to *Strongly Satisfied* with the summer program that they participated in during summer 2019 (with mean scores of 3.31 and 3.38, respectively, on a scale of 1–4, with 3 representing *Satisfied* and 4 representing *Strongly Satisfied*; Figure 4.22; Tables D.14–D.15, Appendix D). A principal from District 3 did provide some critical feedback, however. The principal noted that the program did not result in a positive impact on participating students’ TSIA scores. Middle school personnel noted that moving forward, they plan on restructuring aspects of the TSIA summer camp prior to offering it again.

Figure 4.22. Level of Satisfaction Among Students Towards Their Summer 2019 Program Experience by Cohort, Grades 8–12, Year 2 (2019–20)



Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating for satisfaction: 1 – *Strongly Dissatisfied*, 2 – *Dissatisfied*, 3 – *Satisfied*, 4 – *Strongly Satisfied*. In summer 2019, class of 2024 students were rising Grade 8 students and priority cohort students were rising Grades 9–12 students.

4.8. Work-Based Learning

Work-based learning offers students exposure to the workplace in a field of interest as well as reinforcing student’s understanding of classroom learning, work requirements, and the importance of postsecondary education. GEAR UP established work-based learning as a project objective for class of 2024 students and priority cohort students.²⁵

Across all six districts, about one-third of students from both class of 2024 and priority cohorts reported participating in work-based learning activities (Table D.22, Appendix D).²⁶ In addition, 87% of middle school and high school personnel respondents, across districts, reported that the school provided students with information about work-based learning opportunities (Table F.27, Appendix F).

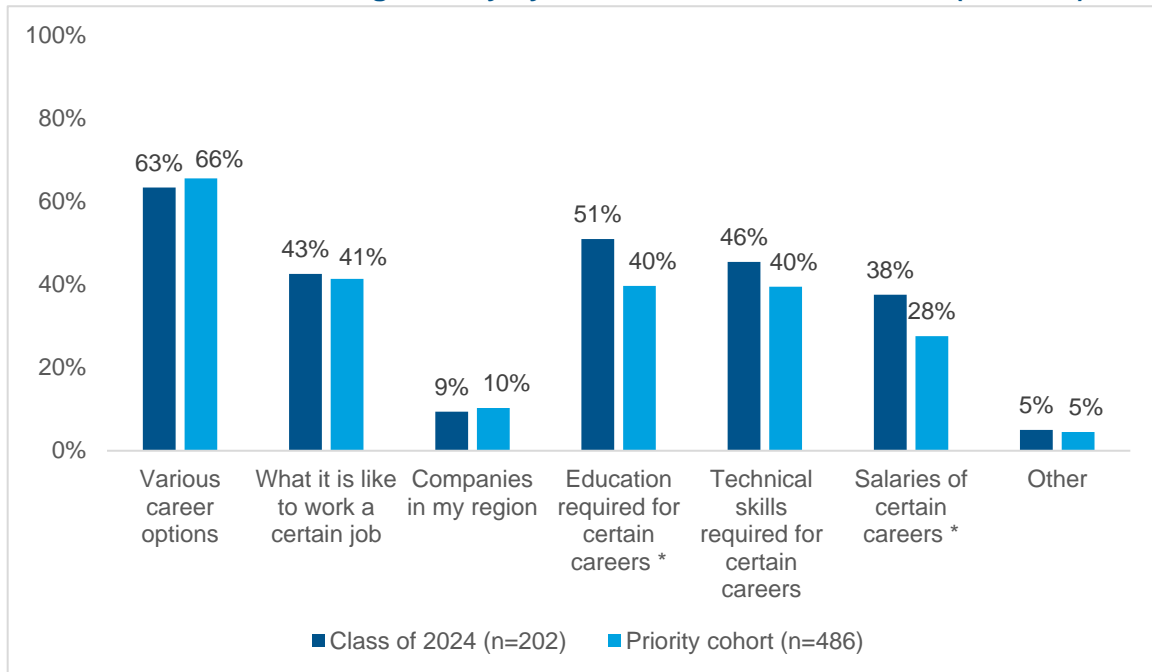
Of the student survey respondents who reported participating in work-based learning activities, approximately two-thirds of students from both the class of 2024 and priority cohorts noted learning about various career options while participating in work-based learning activities (Table D.23, Appendix D). More than 40% of students from both cohorts said that work-based learning allowed them to see what it was like to work in a certain career, as well as learn about the technical skills required for the career. Additionally, more than half of the class of 2024 student respondents noted that their work-based learning provided information on the education required for certain careers. Figure 4.23 provides additional detail about the breakdown for each

²⁵ The relevant project is as follows: Project Objective 7.5: Each year, 30% of class of 2024 and priority cohort students will participate in a work-based learning opportunity.

²⁶ Work-based learning activities include activities such as job site visits, job shadowing, career day, presentations about different career options, and online discussions with professionals in a field of student’s interest.

cohort as well as additional topics learned during work-based learning opportunities (Table D.23, Appendix D).

Figure 4.23. Types of Information Students Learned While Participating in a Work-Based Learning Activity by Cohort, Grades 8–12, Year 2 (2019–20)



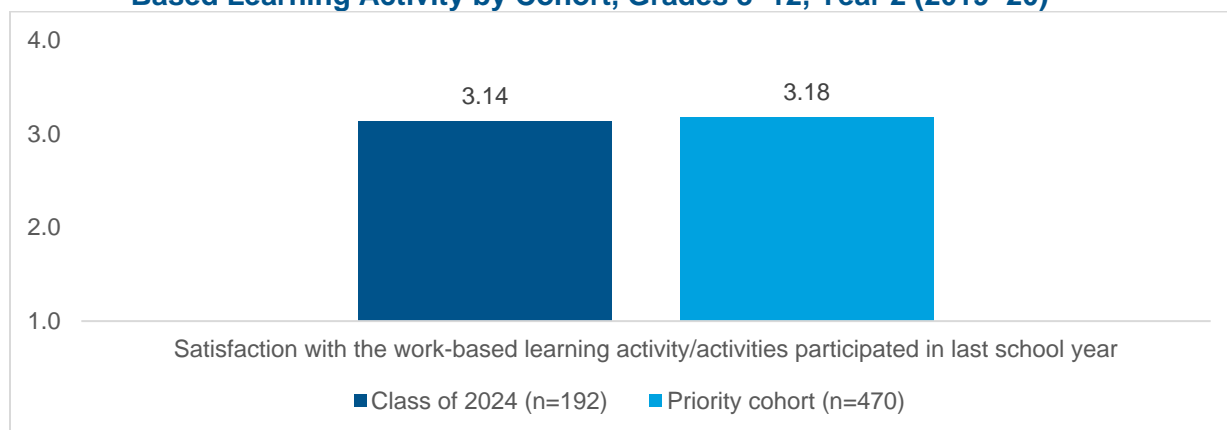
Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12.

* The types of information students learned about while participating in a work-based learning activity differed significantly across cohorts: Education required for certain careers: $\chi^2(1) = 7.40, p < .01$; Salaries of certain careers: $\chi^2(1) = 6.80, p < .01$.

Overall, student survey respondents were pleased with their work-based learning activities. Class of 2024 students and the priority cohort both reported being *Satisfied* with their work-based learning activities in Year 2 (with mean scores of 3.14 and 3.18 on a scale of 1–4, with 3 representing *Satisfied* and 4 representing *Strongly Satisfied*; Figure 4.24; Tables D.24–D.25, Appendix D).

Figure 4.24. Level of Satisfaction Among Students Towards Their Work-Based Learning Activity by Cohort, Grades 8–12, Year 2 (2019–20)



Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating for satisfaction: 1 – *Strongly Dissatisfied*, 2 – *Dissatisfied*, 3 – *Satisfied*, 4 – *Strongly Satisfied*. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12.

4.9. Parent Events

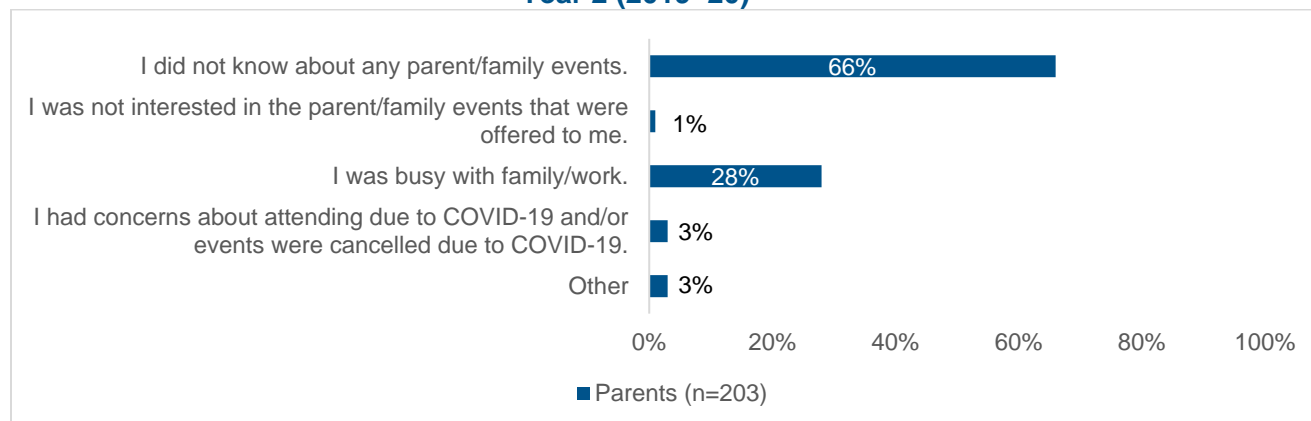
Parent events provide GEAR UP parents and families with the academic supports and resources needed to help their child with college and career preparation (e.g., navigate the K-12 education system, assist their student with college preparation and financial aid processes). GEAR UP established a project objective that class of 2024 and priority cohort parents would receive college and career information along with their students.²⁷ Parents and/or personnel from all six districts reported in site visit and survey data that the district held at least one parent event in Year 2, with varying levels of success.

4.9.1. Participation

During the site visits, two districts (Districts 1 and 3) reported they found engaging class of 2024 parents to participate in scheduled parent events to be quite challenging. As shown in Figure 4.25, of the majority of parent survey respondents who reported not participating in a parent/family event at their child's school, approximately two-thirds (66%) said that they did not know about any parent/family events (Table E.20, Appendix E). Another one-fourth (28%) of parent respondents reported they did not participate because they were busy with their family/work (Figure 4.25; Table E.20, Appendix E). During the site visits, class of 2024 parents from District 1 noted that the low participation from parents may be attributed to the time parent events were scheduled. One parent explained that events scheduled for the early evening conflicted with many parents' work schedule.

²⁷ The relevant objective is as follows: Project Objective 6.2: Each year, students and parents will receive information about postsecondary and career options, preparation and financing.

Figure 4.25. Reasons Parents Reported They Did Not Participate in Family/Parent Events, Year 2 (2019–20)



Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Note. Response percentages may not add up to 100% due to rounding. COVID-19 = Coronavirus Disease 2019.

During the site visits, many of the districts mentioned employing various strategies to facilitate greater parent engagement. Two districts (Districts 1 and 5) mentioned using food and beverages as an incentive for class of 2024 and priority parent participation, ranging from coffee breaks to breakfast buffets. Additionally, for the class of 2024, a middle school principal from District 1 added that teachers and personnel were encouraged to offer bonus points for students to promote parent/family engagement. Aside from incentives, school personnel shared other strategies they used to increase parent participation:

- ▶ Parent events were incorporated into existing events with high parent participation (e.g., band events, health fairs).
- ▶ Parent events were held in multiple languages to expand access to parents and families.

4.9.2. Event Types

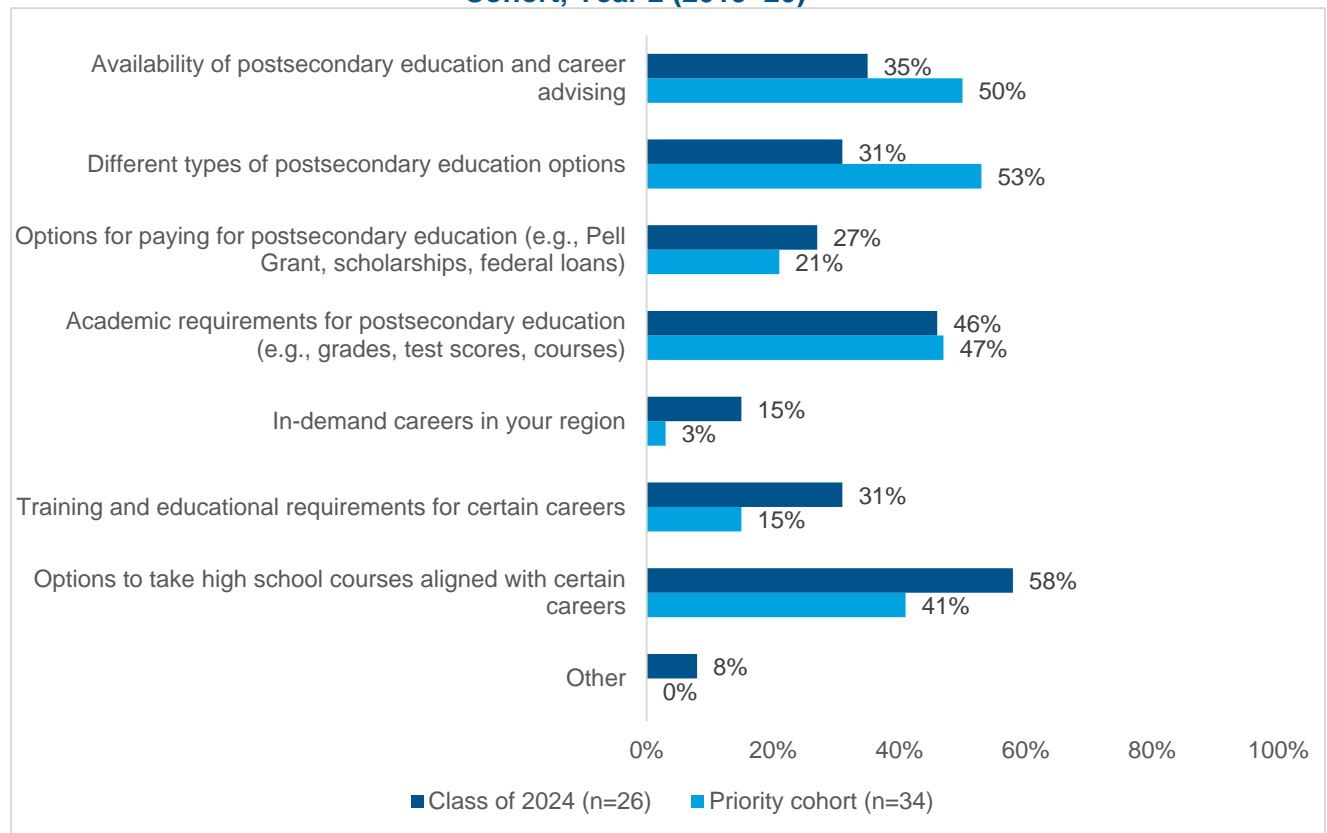
During the site visits, various stakeholders described several types of parent events held during Year 2, including financing, course registration, dual credit enrollment, college requirements, and available programs. Parent survey respondents also reported on the different topics covered by events and included a range of topics supporting postsecondary education and

Promising Practice: Pair College and Career Family Events with Existing Parent Events

High school staff from District 2 mentioned that they tended to have strong parent engagement in school events but saw a decline in parent engagement at the high school level. To encourage parent engagement, parent events were often paired with existing events, such as a health fair. A middle school principal from District 3 noted that the GEAR UP coordinator identified events on the school and district event calendar where parents were likely to be in attendance. For these events, the coordinator provided pamphlets and other handouts about GEAR UP or other college and career readiness materials. The coordinator was also able to have one-on-one conversations with parents at these events. The principal specifically highlighted the community pep rally hosted by the district each year. The pep rally included performances from the high school band and cheerleaders, both of which usually facilitated higher parent attendance at events. GEAR UP was able to set up a table and distribute information at this event.

career (Figure 4.26; Table E.15, Appendix E). Based on survey data, the most popular topics addressed in parent events for class of 2024 parents/guardians were on options to take high school courses aligned with certain careers (58%), academic requirements for postsecondary education (46%), the availability of postsecondary education and career advising (35%). The most popular topics addressed in parent events for priority cohort parents/guardians were different types of postsecondary education options (53%), the availability of postsecondary education and career advising (50%), and academic requirements for postsecondary education (47%).

Figure 4.26. Topics Parents Reported They Learned About at a Parent/Family Event by Cohort, Year 2 (2019–20)



Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12.

More than one-quarter of class of 2024 parents (27%) and more than one-fifth (21%) of priority cohort parents reported that they learned about options for paying for postsecondary education in a parent event (Figure 4.26; Table E.15, Appendix E). During site visits, parents from both cohorts reported that parent events covered topics like financial aid applications, savings practices, and scholarship opportunities. District 1 offered class of 2024 parents a course on the “Wells Fargo model,” which was focused on educating parents about best practices for saving for their child’s postsecondary education. Districts 1, 2, and 5 reported holding at least one financial aid event for priority cohort parents focused on the FAFSA application, with personnel from District 2 noting that they have seen significant increases in the number of students submitting a FAFSA application, from 30% to 58%, according to one focus group participant.

**Promising Practice:
Provide Question and Answer
Sessions for Parents/Guardians with
Older Students/Recent Graduates**

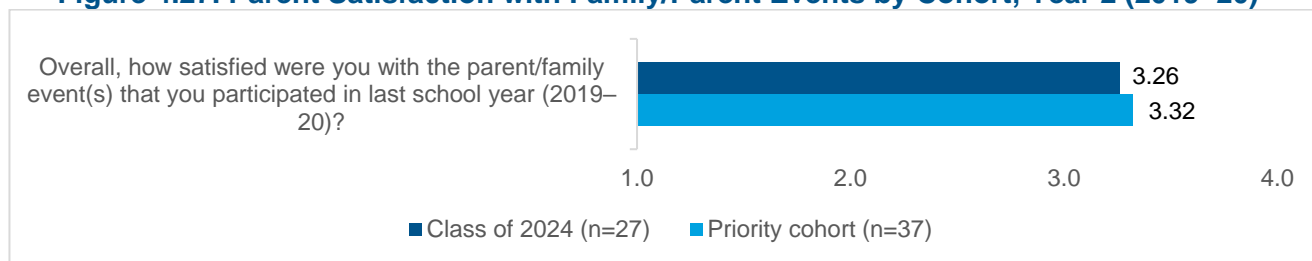
District 6 personnel held an event in which parents and families were able to ask recent college graduates questions about their experiences and recommendations. Class of 2024 parents noted they asked questions related to student preparedness, lessons learned, and potential areas for growth. This provides parents with the opportunity to gain the perspective of students. Class of 2024 parents who attended the event noted that it was helpful and “an eye-opener” to hear students’ experiences.

Stakeholders also described class of 2024 parent events as providing an opportunity for parents to ask questions. School personnel from District 6 described an event for class of 2024 parents and recent college graduates in which parents were able to ask the graduates questions about their experiences and recommendations. A middle school principal from one district (District 4) noted that the school holds a class of 2024 parent event every nine weeks to provide updated information on activities, as well as a space for parents to voice concerns and questions.

4.9.3. Event Perceptions and Recommendations

While parents from both cohorts who reported attending a parent event reported being *Satisfied* to *Strongly Satisfied* (with mean scores of 3.26 and 3.32 on a scale of 1–4, with 3 representing *Satisfied* and 4 representing *Strongly Satisfied*) (Figure 4.27; Tables E.18–E.19, Appendix E), many also provided recommendations for how to improve parent/family events. Parents from three of the five districts (Districts 1, 4 and 5) provided recommendations on how to improve participation among parents during events. Recommendations focused on strengthening communication, increasing options for families, and providing individualized feedback.

Figure 4.27. Parent Satisfaction with Family/Parent Events by Cohort, Year 2 (2019–20)



Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

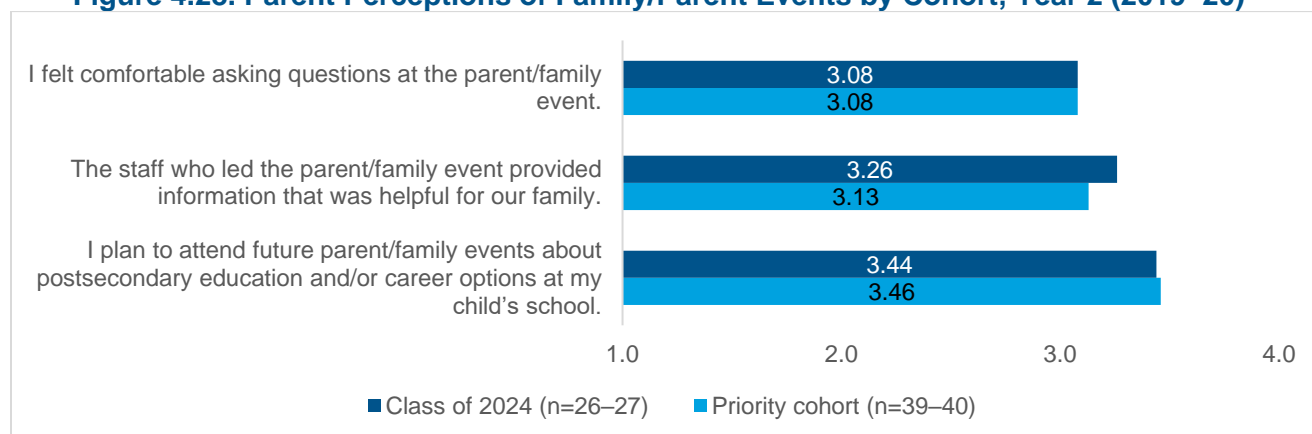
Note. Scale used to determine mean rating: 1 – *Strongly Disagree*, 2 – *Disagree*, 3 – *Agree*, 4 – *Strongly Agree*. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12.

During site visits, parents from Districts 1 and 5 indicated that they would like stronger communication with their child’s school to provide clear and direct communication of upcoming parent events. Priority cohort parents from the two districts mentioned that they received most of their information from the school indirectly, noting that “the school never gives [parents] information directly. If [parents] learn about something, it is because they go and ask for that information, but they wouldn’t learn about it otherwise.” Class of 2024 parents from District 5 echoed this sentiment, adding that it would be helpful for school personnel to provide a calendar at the beginning of the academic year outlining upcoming meetings and events for parents to plan to attend in advance.

Site visit participants from District 5 also noted that offering multiple parent event sessions and flexible meeting times would increase the options available to families. Class of 2024 parents suggested that offering additional sessions of parent/family events would allow parents to choose the session time or date that best suits their schedule. Class of 2024 parents also suggested that providing more flexible meeting times would better suit working parents, who may not be available until later in the evening.

Lastly, parents agreed that limiting the size of parent events or group discussions would provide more time for parents to ask individual questions and receive more specialized attention and feedback. While parents from both cohorts agreed that they felt comfortable asking questions at the parent/family events, class of 2024 parents from District 4 mentioned that breaking out larger events into smaller sessions would allow for more individualized feedback (Figure 4.28; Tables E.16–E.17, Appendix E). Figure 4.28 provides additional parent perceptions of parent/family events as well as details about the breakdown for each cohort.

Figure 4.28. Parent Perceptions of Family/Parent Events by Cohort, Year 2 (2019–20)



Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – *Strongly Disagree*, 2 – *Disagree*, 3 – *Agree*, 4 – *Strongly Agree*. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12.

4.10. Student and Parent Awareness of College and Career

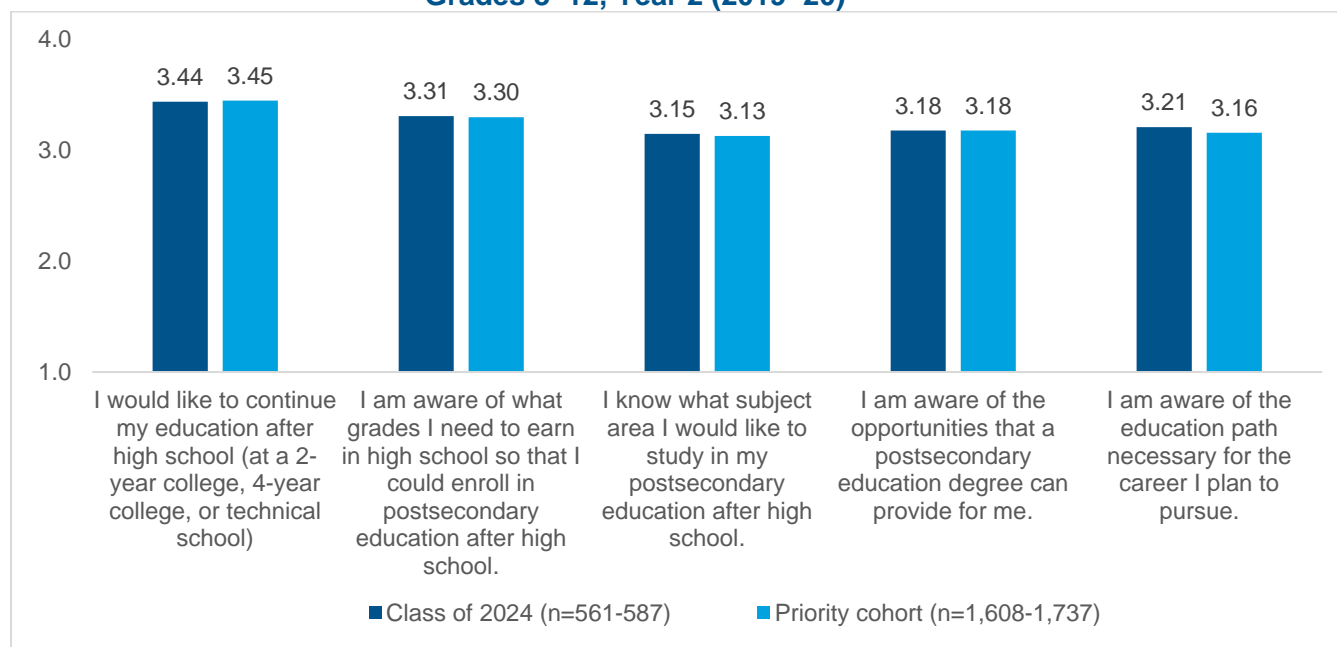
Overall, students and parents participated in a range of college and career advising and exploration initiatives in Year 2, as described in the previous sections. Such activities may have contributed to students’ and parents’ awareness of key college and career topics, such as financial aid opportunities and requirements for entry, which is an established goal of GEAR

UP.²⁸ Students and parents from all six districts reported in surveys about their college and career awareness in Year 2.

4.10.1. Student Awareness

Overall, students from both cohorts reported that they were aware of general postsecondary education and career options, with no significant differences between the class of 2024 and priority cohort students. Both the class of 2024 and priority cohort students *Agreed to Strongly Agreed* (with mean scores of 3.44 and 3.45 on a scale of 1–4 with 3 representing *Agreed* and 4 representing *Strongly Agreed*) that they would like to continue their education after high school, noting that they are aware of the high school grades needed to enroll in postsecondary education (Figure 4.29; Tables D.2–D.3, Appendix D). Figure 4.29 provides additional detail about the breakdown for each cohort regarding awareness of postsecondary education and career options.

Figure 4.29. Level of Student Agreement to Postsecondary Education Items by Cohort, Grades 8–12, Year 2 (2019–20)



Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

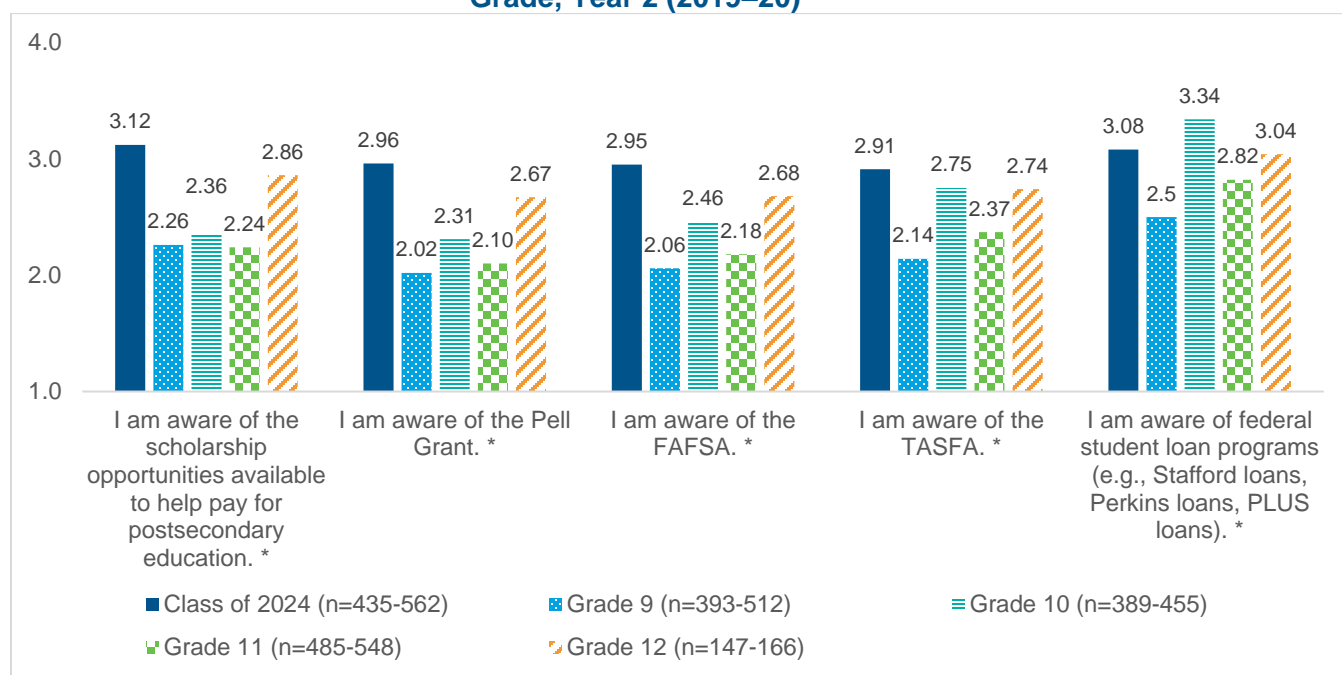
Note. Scale used to determine mean rating: 1 – *Strongly Disagree*, 2 – *Disagree*, 3 – *Agree*, 4 – *Strongly Agree*. All *I don't know/Not applicable* responses are not included in the table or significance testing. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12.

Student awareness of several financial aid topics varied greatly across the class of 2024 and priority cohorts. For most financial aid topics (i.e., scholarships, Pell Grant, Texas Application for State Financial Aid (TASFA), FAFSA), class of 2024 student respondents reported significantly higher levels of awareness than priority cohort students (Figure 4.30; Table D.2, Appendix D). There was just one topic in which priority cohort students reported higher levels of awareness than class of 2024 students—federal student loan programs. Overall, class of 2024 students

²⁸ GEAR UP Project Goal 7 is as follows: Increase educational expectations for and awareness about postsecondary and career options.

reported that they *Agreed* that they were aware of all financial aid topics whereas priority cohort student respondents from Grades 9–11 generally *Disagreed* that they were aware of scholarship opportunities, the Pell Grant, and the FAFSA (agreement was represented by mean scores on a scale of 1–4 with 1 representing *Strongly Disagree* and 4 representing *Strongly Agree*) which may be a result of the targeted services provided to the class of 2024 cohort. Grade 12 student respondents *Agreed* that they were aware of Federal student loan programs, with Grade 12 respondents expressing lower levels of agreement regarding awareness of the other financial aid topics.²⁹ The topic that consistently had the lowest level of agreement regarding awareness for Grades 9–12 respondents was the Pell Grant. Figure 4.30 provides additional detail about the breakdown for each grade level regarding awareness of postsecondary education financing opportunities (Tables D.2–D.3, Appendix D).

Figure 4.30. Level of Student Agreement to Postsecondary Education Financing Items by Grade, Year 2 (2019–20)



Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – *Strongly Disagree*, 2 – *Disagree*, 3 – *Agree*, 4 – *Strongly Agree*. All *I don't know/Not applicable* responses are not included in the table or significance testing. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.

* Students' mean level of agreement with the postsecondary education items differed significantly across grades: I am aware of the scholarship opportunities available to help pay for postsecondary education: $F(4, 2238) = 6.5, p < .01$; I am aware of the Pell Grant: $F(4, 1835) = 11.5, p < .01$; I am aware of the FAFSA: $F(4, 1966) = 52.0, p < .01$; I am aware of the TASFA: $F(4, 1858) = 22.6, p < .01$; I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, Plus loans): $F(4, 2115) = 8.8, p < .01$.

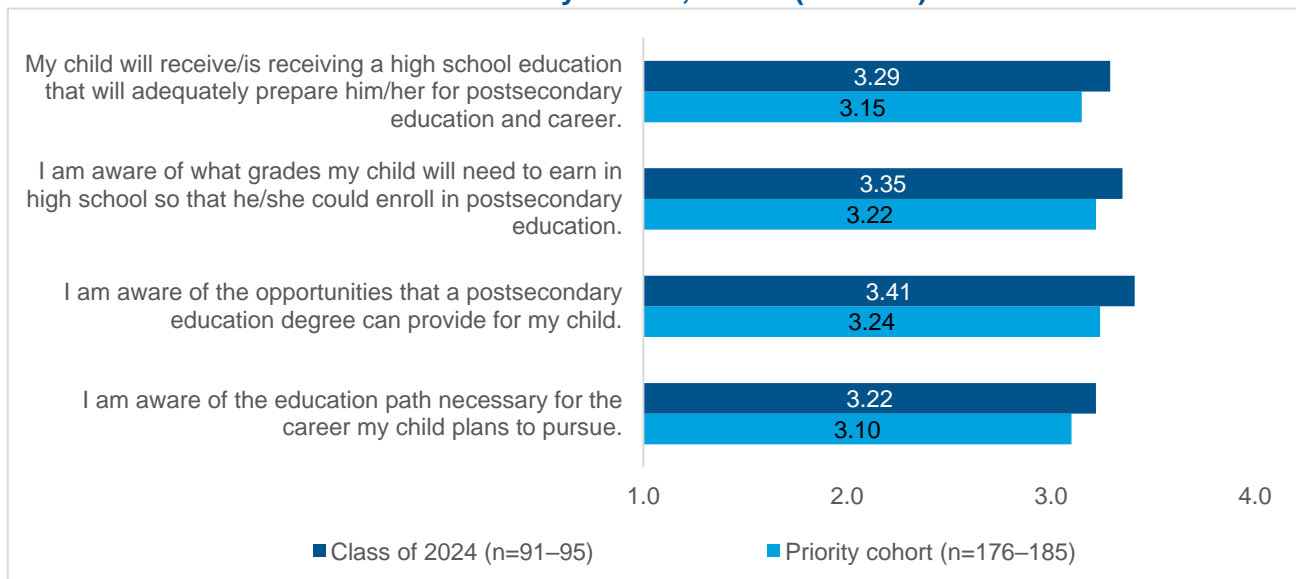
4.10.2. Parent Awareness

For parent awareness levels of general postsecondary education and career options, there were no significant differences between the class of 2024 and priority cohort parents. Overall, parents

²⁹ Grade 12 student survey responses only represented one school district so any findings regarding Grade 12 student survey data must be interpreted with extreme caution.

from both cohorts reported that they were aware of the grades needed for their child to enroll in postsecondary education, the opportunities that a postsecondary education degree would provide their child, and the education path needed for their child’s desired career (a mean score of 3.10–3.41 on a scale of 1–4 with 1 representing *Strongly Disagree* and 4 representing *Strongly Agree*). Figure 4.31 provides additional detail about the breakdown for each cohort as well as additional postsecondary education and career topics (Tables E.3–E.4, Appendix E).

Figure 4.31. Parent Awareness of Postsecondary Education and Career Topics and Information by Cohort, Year 2 (2019–20)

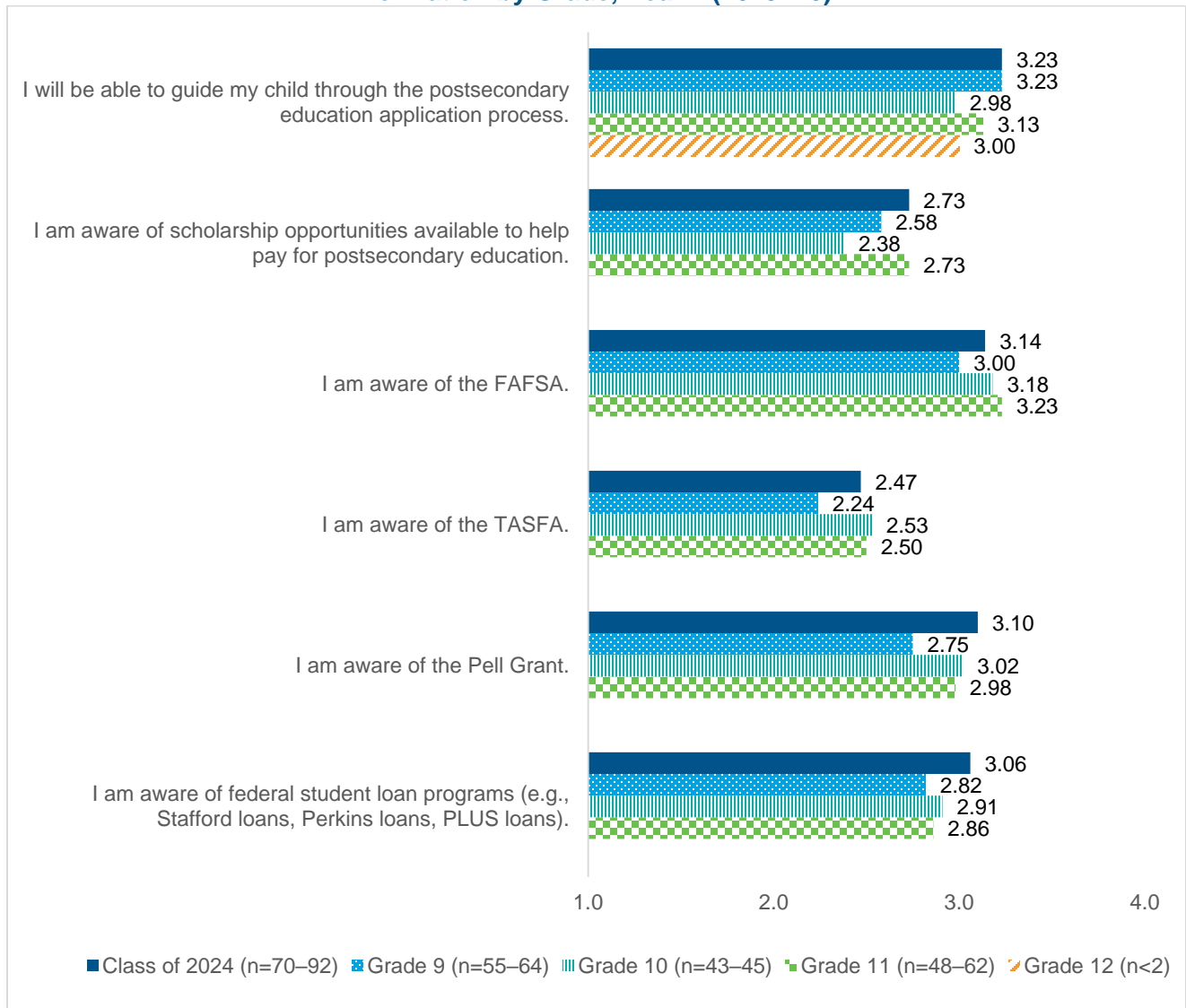


Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – *Strongly Disagree*, 2 – *Disagree*, 3 – *Agree*, 4 – *Strongly Agree*. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12.

Additionally, for class of 2024 and priority cohort parents, there were no significant differences between grade levels regarding awareness of financial aid opportunities and applications (Figure 4.32; Table E.3, Appendix E). Overall, Grade 8–12 parents *Agreed* that they were aware of the FAFSA (with mean scores of 3.00–3.23 on a scale of 1–4 with 3 representing *Agree*). Parents from across the grade levels reported slightly lower levels of agreement regarding their awareness for other financial aid topics, such as the TASFA (with mean scores of 2.24–2.53), Pell Grant (with mean scores of 2.75–3.10), and other Federal loan programs (with mean scores of 2.86–3.06). Figure 4.32 provides additional detail on the grade level breakdown and postsecondary education and career opportunities (Tables E.3–E.4, Appendix E).

Figure 4.32. Parent Awareness of Postsecondary Education and Career Topics and Information by Grade, Year 2 (2019–20)



Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – Strongly Disagree, 2 – Disagree, 3 – Agree, 4 – Strongly Agree. Parents of Grade 12 students only responded to the first item. In Year 2, class of 2024 students were in Grade 8 and priority cohort students were in Grades 9–12. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.

4.11. Summary

GEAR UP college and career advising and exploration initiatives during Year 2 focused on providing postsecondary and career information to students and families. Initiatives centered on not only providing information but also exposing students and parents to the various options available. Activities were provided to students and parents from the class of 2024 and priority cohort with the goal of expanding students’ and parents’ awareness and understanding of postsecondary education and career options.

Class of 2024 and priority cohort students received advising services to discuss available postsecondary education and career options. Class of 2024 students and parents also received one-on-one advising sessions, discussing topics related to the transition to high school and their personal graduation plans.

Class of 2024 students participated in the TXOC CCR curriculum, reporting that the course helped inform students of postsecondary education and career opportunities for which they are well suited. Generally, TXOC CCR teachers also reported positively on the curriculum, with some mentioning a need for an expanded course with increased rigor.

Class of 2024 and priority cohort students were exposed to various types of postsecondary education opportunities through college visits and fairs. Students were able to engage with current college students to learn about postsecondary education requirements, course offerings and schedules, activities available on college campuses, and dormitory living. Even though COVID-19 disrupted some student activities, such as college visits and individual advising, districts were able to adapt some programming for virtual learning through virtual advising sessions. Coordinators from across the six districts also noted that in Year 2 many scheduled college and career initiatives were canceled or postponed due to COVID-19 school closures.

5. Professional Development Initiatives

A core strategy of GEAR UP is to increase academic rigor by providing extensive PD to a variety of school personnel.³⁰ This strategy is designed to help GEAR UP meet a variety of goals and objectives.^{31,32} This chapter provides an overview of the PD initiatives used in Year 2, including teacher and personnel PD, vertical alignment, and use of professional learning communities (PLCs).

It is important to note that PD initiatives were not only targeted to individual teachers and personnel but also to PLCs. PLCs provided opportunities for teachers to collaborate with one another in their subject areas—for specific grade levels or vertically. As the PD provider for GEAR UP, TNTP worked with schools to establish or strengthen their PLCs. For example, school personnel from District 3 noted that while the high school already had PLCs in place prior to GEAR UP, TNTP was able to shift the mindset of teachers regarding the value of collaborative teaming through the PLCs. TNTP also worked with districts to help facilitate data sharing through PLCs.

5.1. Teacher and Personnel Professional Development

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

5.1.1. Teacher and Administrator Professional Development and Individualized Educator Coaching/Mentoring to Improve Academic Rigor in Core Content Classes

Across all six districts, the majority of high school teacher survey respondents indicated that they participated in one or more PD sessions intended to increase the academic rigor of their curriculum (Table F.3, Appendix F). According to personnel survey data, each district also implemented individualized educator coaching/mentoring in Year 2 (Table F.4, Appendix F).

³⁰ The relevant strategy is as follows: GEAR Strategy 1: Increasing academic rigor by facilitating an increase in access to, perceived value of, and student success in academically rigorous courses through extensive PD for teachers, counselors, and administrators and targeted tutoring for students.

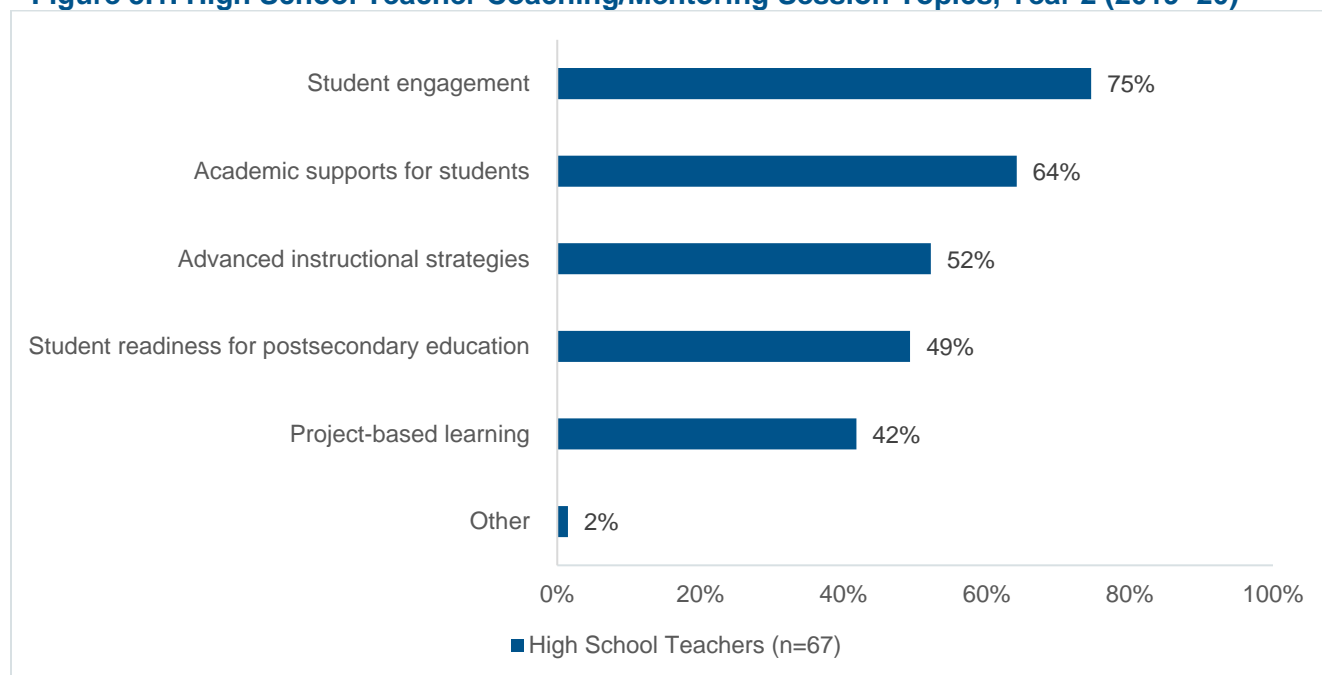
³¹ The relevant goal is as follows: Project Goal 3, Provide educator training and PD for rigorous academic programs.

³² The relevant objectives are as follows: Project Objective 3.1: Each year, 50% of high school core content teachers will participate in PD that supports a rigorous curriculum (e.g., project-based learning, advanced instructional strategies, teacher externships, student engagement, etc.); Project Objective 3.3: Each year, 20% of high school class of 2024 core content teachers will participate in at least three individualized educator coaching and/or mentoring sessions; Project Objective 3.4: By the end of the project's second year, all high school counselors will complete training in college and career advising.

Across districts, 49% of high school teacher survey respondents reported participating in between one and four educator coaching/mentoring sessions (Table F.4, Appendix F).

The coaching/mentoring sessions addressed a range of topics; according to personnel survey respondents, the most popular topics were student engagement, academic supports for students, and advanced instructional strategies, with 76%, 64%, and 52% of personnel reporting discussing this topic, respectively (Figure 5.1; Table F.7, Appendix F).

Figure 5.1. High School Teacher Coaching/Mentoring Session Topics, Year 2 (2019–20)



Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

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

Administrators and teachers were asked in the personnel survey about their overall perceptions of the PD activities they participated in Year 2. The administrators and teachers who participated in a PD activity in Year 2 *Agreed* that PD provided them with strategies for increasing the rigor in their courses (a mean score of 3.25 on a scale of 1–4) and that the strategies acquired in PD were easy to implement (with a mean score of 3.16; Tables F.5–F.6, Appendix F).

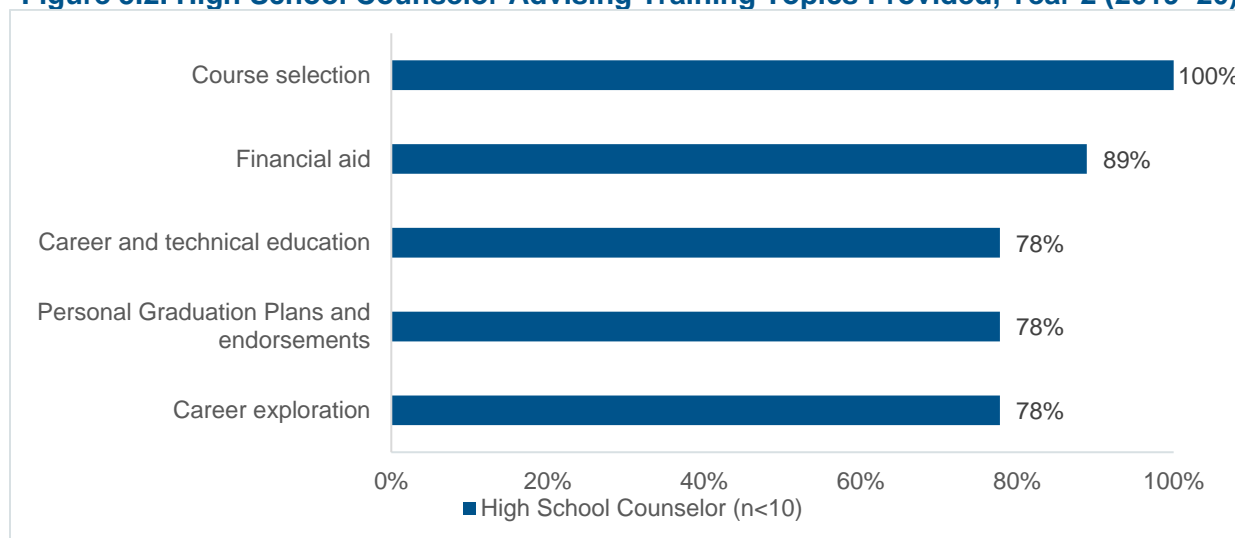
In addition, of the high school teachers who indicated having participated in coaching/mentoring, 90% of the participants either *Agreed* or *Strongly Agreed* that the coaching/mentoring they received helped them to increase the academic rigor in their courses (Table F.8, Appendix F).

During site visit discussions with Districts 1 and 6, school personnel noted a general receptiveness among personnel regarding the content of the PD offered. A principal in District 6 noted that teachers were open to the PD offered by TNTP, particularly with newer personnel and first year teachers at the school. In District 1, a principal shared similar sentiments around the PD offered to teachers, citing that once the PD started, participating teachers found it helpful.

5.1.2. High School Counselor Professional Development on College and Career Advising

Personnel survey respondents who identified as high school counselors were also asked about the training topics provided to them in the 2019–20 school year. As shown in Figure 5.2, the most common advising training topics provided to high school counselors included course selection (100%) and financial aid (89%). More than three-quarters (78%) of high school counselor respondents also reported receiving training on career and technical education, personal graduation plans and endorsements, and career exploration (Figure 5.2; Table F.12, Appendix F)

Figure 5.2. High School Counselor Advising Training Topics Provided, Year 2 (2019–20)

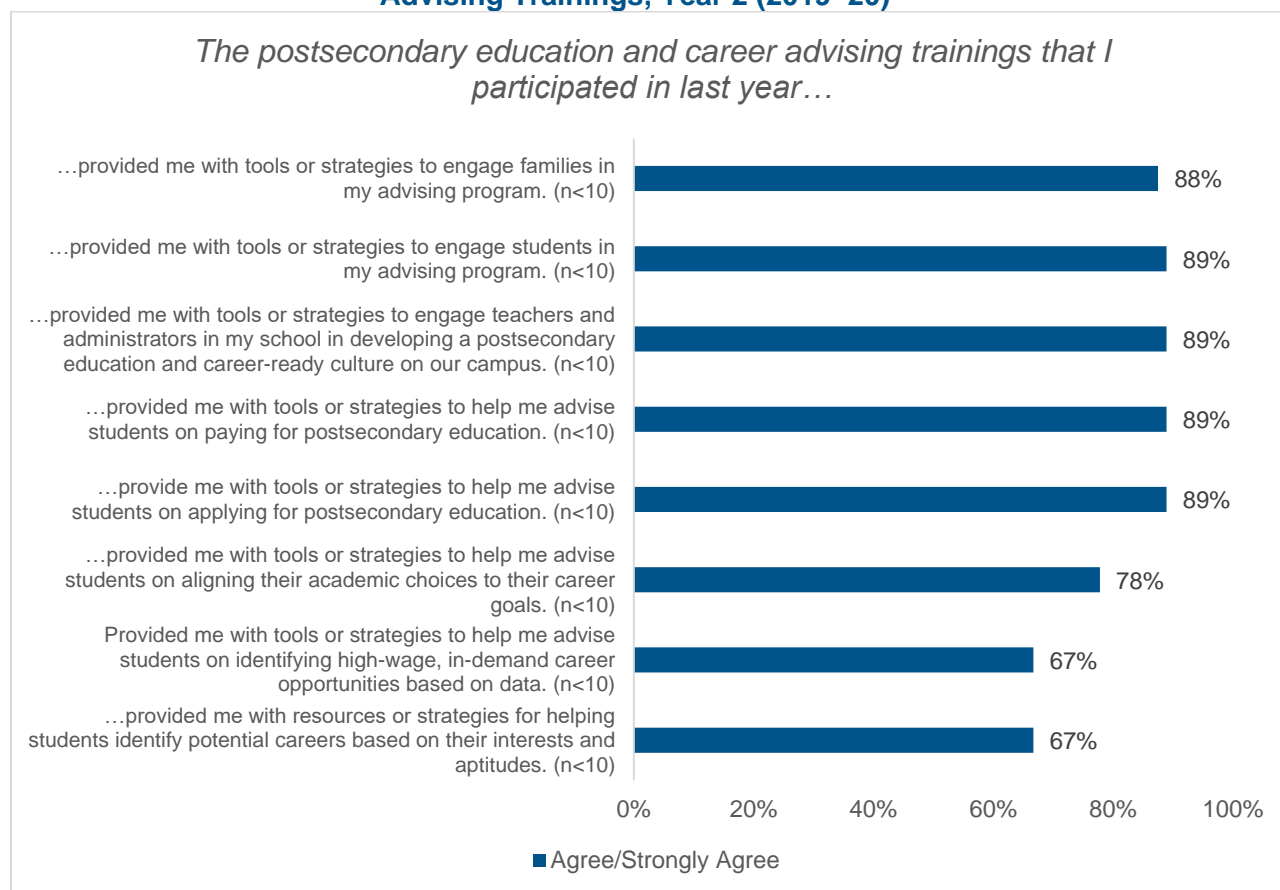


Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

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

High school counselors were also asked in the personnel survey about their perceptions of the postsecondary education and career advising trainings they received during the 2019–20 school year, as shown in Figure 5.3. Almost all (89%) high school counselors *Agreed* or *Strongly Agreed* that the trainings provided them with tools or strategies to advise students on applying to postsecondary education, advise students on paying for postsecondary education, engage teachers and administrators in developing a postsecondary education and career-ready culture at their school, and engaging students in advising (Figure 5.3; Table F.13, Appendix F). Figure 5.3 provides additional information about high school counselor perceptions on the trainings.

Figure 5.3. High School Counselor Perceptions of Postsecondary Education and Career Advising Trainings, Year 2 (2019–20)



Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

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

5.2. Vertical Alignment

Vertical teaming is a strategy in which educators in one subject across grade levels collaborate to align their curricula to better enable students to progress from one grade level to the next. This helps ensure that students have the requisite skills to succeed in each grade and are also adequately challenged. GEAR UP established a project objective regarding the use of vertical teaming at middle schools, high schools, and institutions of higher education, with the ultimate goal of reducing the need for remediation at the postsecondary level.³³ Personnel from all six districts reported participating in some type of vertical teaming activity in Year 2.

As the PD provider to GEAR UP, TNTP was responsible for supporting vertical teaming at the participating districts. During site visits, personnel from Districts 1, 2, 3, and 4 noted that their school's or district's collaboration with TNTP on PD initiatives promoted vertical teaming

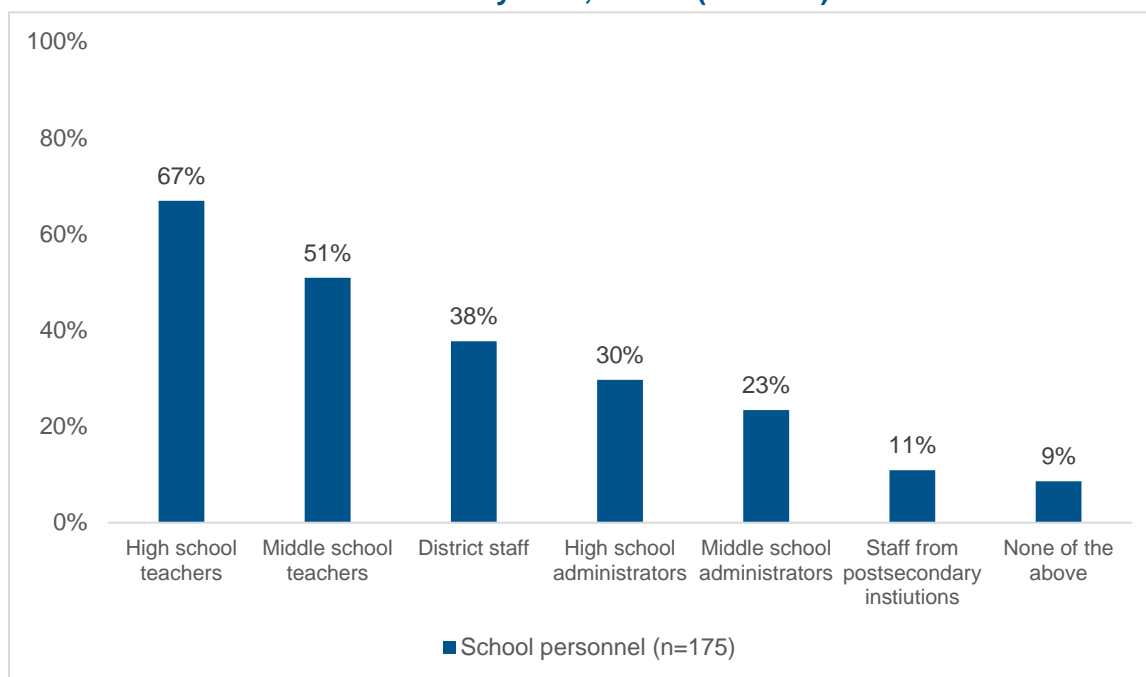
³³ The relevant objective is as follows: Project Objective 3.2: Each year, teams of educators and administrators (middle school, high school, and institutions of higher education) will complete at least five days of vertical teaming in order to align curriculum and reduce the need for remediation at the postsecondary level..

activities. In some cases, vertical teaming occurred through PLCs. Personnel reported in the site visits that vertical alignment was integrated with PLC annual meetings, citing a more intentional approach to aligning curricula through PLCs.

Personnel from District 2 described how they aligned the names and language used to describe middle school and high school advanced courses. According to one school personnel member, renaming the courses helped facilitate alignment between the middle and high school honors courses for class of 2024 students.

Personnel survey respondents were asked to select the people with whom they participated in vertical teaming in Year 2. As shown in Figure 5.4, most respondents selected high school teachers (67%), followed by middle school teachers (51%) and district personnel (38%) (Table F.10, Appendix F). Only 11% of respondents reported participating in vertical teaming with personnel from postsecondary institutions.

Figure 5.4. Personnel Who Were Reported to Participate in Vertical Teaming Activities by Role, Year 2 (2019–20)



Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses.

Of the personnel survey respondents who participated in vertical teaming, 88% *Agreed* or *Strongly Agreed* that vertical teaming helped align curriculum and reduce the need for future remediation at the postsecondary level among students within their respective schools (Table F.9, Appendix F).

One GEAR UP coordinator from District 4 reported that the feedback received from TNTP on how to properly conduct vertical teaming and course alignment was comprehensive and clearly outlined. High school counselors from District 3 also reported that TNTP highlighted the importance of vertical teaming at a district level.

5.3. Summary

PD initiatives in Year 2 included teacher and administrator PD sessions dedicated to increasing academic rigor, individualized educator coaching/mentoring, high school counselor PD on college and career advising, and vertical teaming. PD was provided not just to individuals, but also to members of PLCs. As the PD provider, TNTP worked to strengthen PLCs as part of PD delivery and served as the major provider/facilitator of PD. Overall, personnel survey respondents who participated in PD generally reported positive perceptions regarding the PD.

6. Sustainability Initiatives

As the evaluation of GEAR UP examined the implementation and effectiveness of services and initiatives, insight was also collected from site visit personnel on their plans related to sustainability of services and initiatives. This chapter provides an overview of efforts to plan for sustainability as well as efforts to sustain GEAR UP services. In this chapter, sustainability refers to sustaining GEAR UP services in middle school grades after the class of 2024 students move on from Grade 8 to high school. It also refers to building long-term sustainability of college and career readiness initiatives as the grant is implemented in the future.

6.1. Planning for Sustainability of Services and Activities

TEA personnel noted in an interview for the evaluation that while they hoped GEAR UP districts had emphasized sustainability more in the first two years of the grant, districts made important strides in planning for sustainability in Year 2. The planning and documentation TEA required of districts to implement GEAR UP services, TEA commented, played an important role in supporting districts' focus on sustainability. Plans for sustainability were encouraged by TEA to be integrated into this documentation and planning so that it would be regularly considered and monitored throughout the grant.

Middle school principals from Districts 2 and 4 both reported that their districts began planning in Year 2 how to sustain GEAR UP services and initiatives in Year 3. The District 2 principal added that GEAR UP allowed their district to closely examine how to better prepare students for high school and postsecondary education and put in new processes, such as more targeted one-on-one counseling sessions, to support the transition into high school. Similarly, the Districts 2 and 5 GEAR UP coordinators noted that as their districts started to think about sustainability of grant activities and services, the districts noted the importance of preparing students sooner than high school for postsecondary education and career. The District 5 GEAR UP coordinator added that after examining GEAR UP activities, the district attributed the new services and activities to increased awareness and understanding among more students in lower grades than in previous years. The coordinator went on to explain that sustainability in their district will include a focus on awareness efforts in earlier grades that they previously did not prioritize in the college and career readiness efforts.

Site visit participants provided further feedback on specific services and activities that they had already begun to sustain in Year 2 or had plans to sustain in Year 3. Site visit participants from Districts 3, 5, and 6 all referenced efforts to sustain offering Algebra I to Grade 8 students. A District 6 principal also discussed the district's plan to continue to offer Spanish I to Grade 8 students, which will continue to increase the opportunities middle school students have to enroll in advanced courses and potentially earn college credit.

Districts also spoke of their efforts to sustain the one-on-one counseling conducted by middle school counselors in Years 1 and 2. The District 1 middle school counselor noted that the counseling sessions that focused specifically on preparing for high school and students' postsecondary plans were very helpful to better understand how to guide students. Personnel in District 4 also commented that they noticed the effectiveness of the one-on-one counseling sessions in increasing Grade 8 students' awareness and understanding for how to prepare for postsecondary education and career; their district planned to explore how to implement these counseling sessions without adding additional burden to the counselors.

The TXOC CCR curriculum was mentioned by Districts 1 and 6 as GEAR UP initiatives they planned to sustain. Grant personnel in District 1 noted that the middle school will continue to offer the curriculum to students in Grades 7 and 8 in Year 3. Personnel in District 6 commented that they will continue to integrate TXOC CCR curriculum into their existing college and career readiness course. The challenge in using the curriculum, a principal said, was that it was only built for one semester, but their master schedule only allowed for a course to take place over the full year. To address this challenge, the district will rely on the TXOC CCR curriculum for three days a week and AVID curriculum two days a week.

Speaking more broadly, personnel in District 2 noted that they purchased TNTP resources to help them sustain initiatives to increase rigor in classes that they will continue to implement in Year 3. The resources will help the district target students who do not meet college and career readiness benchmarks with earlier interventions. As District 5 noted the importance of introducing college and career readiness as early as possible, they planned to implement AVID's college and career readiness curriculum in Kindergarten through Grade 5 in Year 3, in addition to the existing implementation in Grades 6 through 12.

Districts 1 and 6 discussed the plans they had for activities such as college trips and others that expose students to colleges and college life. While they would like to sustain college trips, both districts noted that they would be difficult to sustain at the middle school level due to funding. However, both districts reported that they will continue to coordinate guest speakers that can speak to students regarding college.

Promising Practice: Implement College and Career Readiness Activities Earlier in Students' Education

Staff in Districts 2 and 5 noted the change in their understanding, through GEAR UP, of the importance of exposing students to college and career readiness information relevant to a students' age and grade as early as possible. Providing discussions that help students explore their career interests and understand the education path to achieve their career plans (including high school endorsements and pathways) earlier than high school would provide students more time to explore more options and opportunities to determine which options are the best fit for them and their families.

6.2. Summary

As GEAR UP began to be fully implemented in Year 2, some districts discussed initiatives and activities to sustain. Site visit participants noted that GEAR UP provided opportunities for their

districts to reflect on how to best prepare all students in the district for postsecondary education and careers, even in middle school. Specific services and activities that site visit participants commented that they would like to or plan to sustain included one-on-one counseling sessions with Grade 8 students focused specifically on postsecondary education and careers as they relate to the transition into high school, increased Algebra I enrollment, Spanish I in Grade 8, and the TXOC CCR curriculum.

7. Scaling Initiatives Across Texas

One of the intentions of TEA’s GEAR UP grant is to pilot various activities and services in the six participating districts to determine which services should be scaled to other districts in Texas. In Year 2, one initiative was piloted to other districts in the state—the TXOC CCR curriculum. This chapter provides an overview of findings regarding scaling the curriculum to additional sites in Texas. For more information regarding implementation of TXOC CCR curriculum in the six GEAR UP districts, please see Section 4.2.

7.1. Scaling the Texas OnCourse College and Career Readiness Curriculum

The TXOC CCR curriculum was piloted in Year 2 across 13 high schools in Texas, including the six GEAR UP districts (see Section 4.2 for details regarding implementation at the GEAR UP districts) and three additional districts—San Antonio ISD, Houston ISD, and Wichita Falls ISD. While the GEAR UP districts implemented the curriculum in middle schools both semesters of Year 2, the three additional districts began implementation in the spring semester. As the developers of the curriculum, personnel at Texas OnCourse worked in Year 2 to plan to continue to scale the implementation of the 4.0 version of their curriculum to 100 districts in Year 3. Updated curriculum, resources, and tools are maintained on the public-facing TXOC CCR website to help make the materials and information accessible to as many districts as possible. Looking to the future regarding recruitment of districts as the curriculum continues to be scaled, Texas OnCourse personnel stated they would like to be included in the recruitment process so that they have a better understanding of the schools targeted for the pilot and the expectations for the schools recruited.

**Promising Practice:
Make Statewide Services and
Resources Easily Accessible for all
Educators**

Texas OnCourse continued to make plans in Year 2 of GEAR UP to refine their TXOC CCR curriculum and prepare to scale the implementation in upcoming years. To help increase the successful scaling of resources, Texas OnCourse provided their TXOC CCR curriculum and related resources on their public-facing website that can be accessed by anyone. They commented that this effort increased the accessibility of all of the components of their TXOC CCR curriculum to not only those who participated in the pilot, but anyone interested in the resources.

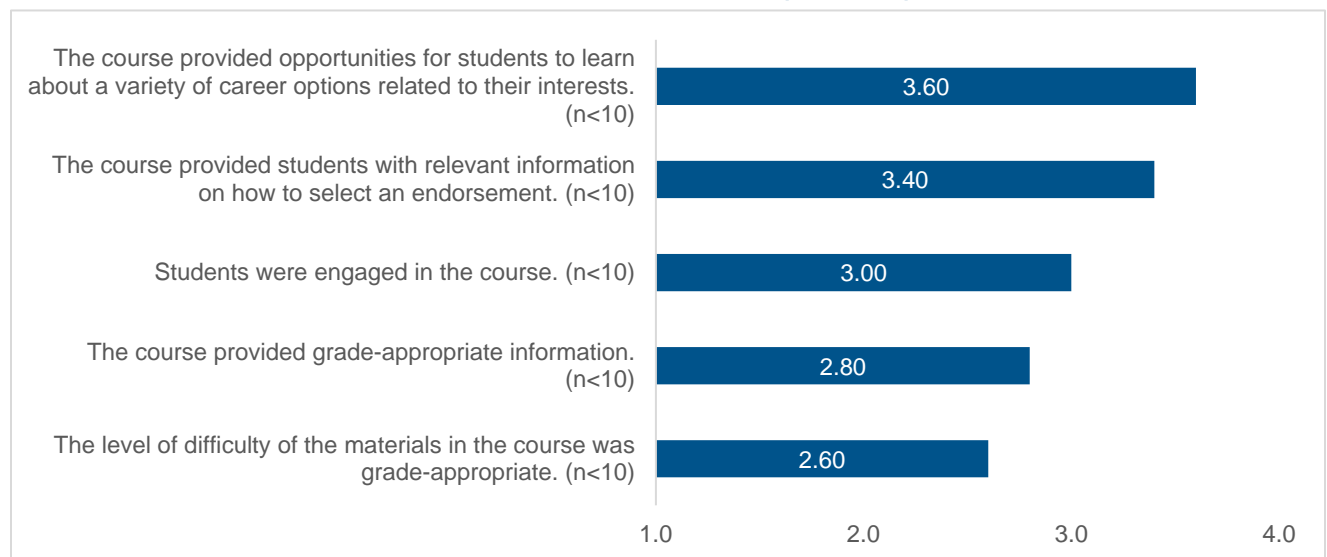
7.2. Perceptions of Texas OnCourse College and Career Readiness Curriculum from New Sites Across Texas

Most teachers implementing the TXOC CCR curriculum in the GEAR UP districts said that they felt the TXOC CCR curriculum could successfully be implemented in other districts across Texas. A TXOC CCR teacher from District 1 noted that in a full-scale implementation of the curriculum for all Grade 8 students, districts should hire a teacher who focuses solely on the TXOC CCR curriculum and/or college and career readiness instead of asking teachers of other subjects to implement the curriculum into their regular courses. A District 4 teacher added that for the curriculum to work across districts in the state, other supplemental activities and

resources must be added to enhance the efficacy of the curriculum and meet the differing needs of each district.

Feedback on the TXOC CCR curriculum was also collected from school personnel who implemented the curriculum in Year 2 in Texas school districts that were not part of TEA’s GEAR UP state grant. Due to low response rates, these responses should be interpreted with extreme caution. On a four-point scale from *Strongly Disagree* (1) to *Strongly Agree* (4), respondents were asked to report their agreement with statements regarding their and their students’ experiences with the curriculum, as seen in Figure 7.1. The highest mean agreement was for the statements “The course provided opportunities for students to learn about a variety of career options related to their interests” (3.60) and “The course provided students with relevant information on how to select an endorsement” (3.40). Fewer respondents agreed that the course provided grade-appropriate information (2.80) and that the level of difficulty of the materials in the course was grade-appropriate (2.60) (Figure 7.1; Tables G.2–G.3, Appendix G).

Figure 7.1. Respondent Feedback Regarding Texas OnCourse College and Career Readiness Curriculum, Year 2 (2019–20)

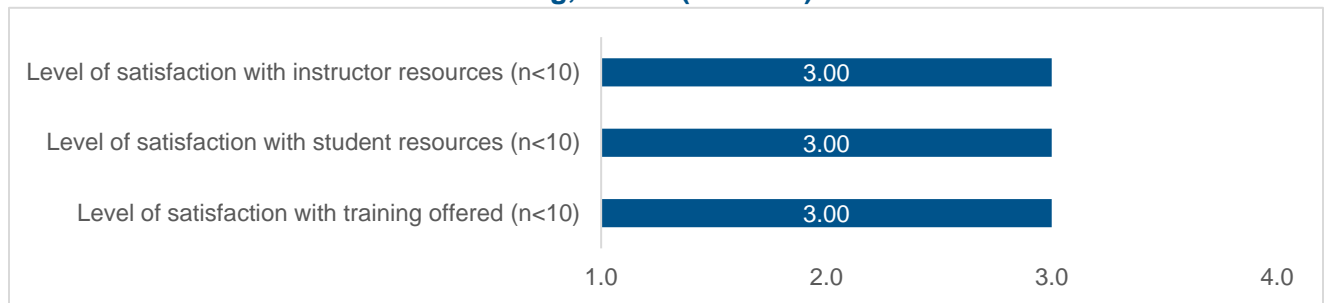


Source. Year 2 Texas GEAR UP: Beyond Grad Scaling Survey for Districts administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – *Strongly Disagree*, 2 – *Disagree*, 3 – *Agree*, 4 – *Strongly Agree*. All *I don't know/Not applicable* responses are not included in the table or significance testing.

Respondents were also asked to provide feedback on their level of satisfaction with resources and training. As seen in Figure 7.2, on a four-point scale from *Strongly Dissatisfied* (1) to *Strongly Satisfied* (4), the mean satisfaction ratings for instructor resources, student resources, and the trainings were all 3.00 (Table G.4–G.5, Appendix G).

Figure 7.2. Respondent Satisfaction with Texas OnCourse College and Career Readiness Training, Year 2 (2019–20)



Source. Year 2 Texas GEAR UP: Beyond Grad Scaling Survey for Districts administered in spring and fall 2020.
Note. Scale used to determine mean rating: 1 – *Strongly Dissatisfied*, 2 – *Dissatisfied*, 3 – *Satisfied*, 4 – *Strongly Satisfied*.

7.3. Summary

Year 2 of grant implementation included the launch of a pilot program to scale the TXOC CCR curriculum to three new districts (six new schools) that were not part of TEA’s GEAR UP grant. In addition, personnel at Texas OnCourse, the curriculum developers, continued to provide curriculum and other related resources on their public-facing website to increase accessibility to these items across Texas. Feedback from pilot participants (in districts that were not GEAR UP grantees) indicated that they *Agreed* that the curriculum provided opportunities to learn about careers and endorsements. However, they less frequently *Agreed* that the curriculum provided grade-appropriate materials. Respondents were also generally *Satisfied* with the instructor resources, student resources, and the trainings they received. Due to low response rates, these responses should be interpreted with extreme caution.

8. Summary of Findings, Recommendations, and Next Steps

This chapter provides an overview of the findings across Years 1 and 2 as well as a description of promising practices from Year 2 and recommendations for consideration in upcoming years. Applicable years are referenced accordingly.

8.1. Findings

Year 1 of GEAR UP for district personnel, school personnel, and GEAR UP coordinators focused primarily on planning for the integration of the grant into existing college and career readiness programming at each campus as well as introducing GEAR UP to school personnel, students, and their families. To prepare for the implementation of PD to be administered by TNTP in upcoming years, TNTP conducted a needs assessment in each of the districts in Year 1. Most districts reported during site visits that findings from their needs assessment revealed the need for support to increase the rigor of their instruction and curriculum, which they felt accurately reflected their district.

In Year 2, site visit participants credited GEAR UP with increasing Algebra I enrollment among the class of 2024. While site visit participants cited adjustments to the master schedule to accommodate more sections of Algebra I, more than four-fifths of counselors (83%) and teachers (86%) reported in the personnel survey that the master schedule adjustments were a barrier to offering the necessary courses (Figure 3.1; Table F.14, Appendix F). Site visit participants also discussed strategies they implemented in Year 2 to ensure that the class of 2024 would be prepared for advanced courses in high school. District 2 aligned language used in advanced-level middle school courses to that used in advanced-level high school courses while District 3 implemented a PD curriculum to help increase rigor in high school AP courses and help students increase their AP scores. Approximately one-third of class of 2024 students reported on the student survey that they participated in targeted tutoring in Year 2 in any of their classes; the most often reported type of tutoring received was after-school tutoring (Tables D.29–D.34, Appendix D). To further explore academic readiness, students were asked about their awareness of test preparation materials for the PSAT/SAT, ACT/ACT Aspire, and the TSIA. Compared to class of 2024 student survey respondents, priority cohort student survey respondents were more likely to agree that they knew how to access test preparation resources for the PSAT/SAT and the ACT/ACT Aspire (Figure 3.6; Table D.2, Appendix D). However, class of 2024 students who responded to the student survey were more likely than priority cohort student respondents to agree that they knew how to access test preparation materials for the TSIA (Figure 3.6; Table D.2, Appendix D). In site visits, personnel described using online platforms such as Khan Academy and Edgenuity to provide individualized test preparation for students, which received positive feedback. In one instance, students reported that their counselors sent them to the Khan Academy website after their schooling went virtual following the COVID-19 school closures.

Middle school counselors worked in Year 2 to meet with all class of 2024 students to help them prepare for high school and discuss their future academic and career plans. However,

complications due to COVID-19 made this a difficult objective to meet. All (100%) middle school counselors who responded to the personnel survey reported that they most frequently discussed career explorations, high school courses and endorsements, financial aid, and postsecondary education with class of 2024 students (Figure 4.7; Table F.24, Appendix F). With parents, they most frequently discussed postsecondary education options (83%), PSAT/ACT Aspire (71%), Algebra I (57%), and tutoring (57%) (Figure 4.7; Table F.24, Appendix D). Individual advising with priority cohort students was conducted by non-profit advisors (employed by Advise TX, CFES Brilliant Pathways, and CAC) and high school counselors. Each non-profit advising organization served two GEAR UP districts; two organizations provided in-person services while another organization provided primarily hybrid (in-person and virtual) advising. On the student survey, priority cohort students frequently reported that they discussed topics such as career plans and personal graduation plans in their advising sessions (Figure 4.9; Table D.7, Appendix D). Priority cohort students who responded to the survey reported that they were *Satisfied* overall with their individualized advising session(s) in Year 2 (Figure 4.10; Tables D.8–D.9, Appendix D).

The TXOC CCR curriculum was implemented across the six GEAR UP districts as well as the three other districts in Texas for class of 2024 students as part of a pilot program. The goal of the pilot was to better understand how to refine the curriculum and other TXOC CCR resources so that they could be scaled and used in a variety of districts and settings across Texas. The courses in which the curriculum was implemented in the GEAR UP schools were structured in a variety of formats—including as their own stand-alone one-semester course, integrated with other subjects, and integrated with other college and career readiness curricula. During site visits, most teachers at GEAR UP schools said the TXOC CCR curriculum worked well for their class and played an important role in preparing students for high school, postsecondary education, and career. Teachers from Districts 2 and 4 suggested that additional training on how to expand the lessons and maintain student engagement would be helpful. Educators from the other districts that implemented the curriculum also mostly *Agreed* that the curriculum provided opportunities for students to learn about different career options (Figure 7.1; Tables G.2–G.3, Appendix G). When asked about the perceived scalability of the curriculum, teachers from the GEAR UP schools reported that they felt it could be used in other districts with support to adapt and make the material relevant to the students with a variety of backgrounds.

In addition to advising, GEAR UP districts offered a variety of activities to help support college and career readiness, including college visits, summer programming, and work-based learning activities. While on college visits, most students who responded to the student survey reported that they learned about the layout/environment of the campus (78% of class of 2024 students and 78% of priority cohort students); approximately half who responded to the student survey reported that they learned about various academic programs or areas of study (55% of class of 2024 students and 54% of priority cohort students) as well as campus diversity (43% of class of 2024 students and 49% of priority cohort students) (Figure 4.18; Table D.19, Appendix D). Overall, students in both cohorts who responded to the student survey reported that they were satisfied with their college visit (Figure 4.19; Tables D.20–D.21, Appendix D). Of the students who reported that they participated in a summer program on the student survey, class of 2024 students most frequently reported that they participated in a transition program (77%) while

priority cohort students most frequently reported a summer camp (44%) and other (44%) (Figure 4.20; Table D.13, Appendix D). Most students who reported on the student survey that they participated in work-based learning activities further reported that they learned about various career options (63% of class of 2024 students and 66% of priority cohort students), education required for certain careers (51% of class of 2024 students and 40% of priority cohort students), and technical skills required for certain careers (46% of class of 2024 students and 40% of priority cohort students) (Figure 4.23; Table D.23, Appendix D). While COVID-19 disrupted the individual advising sessions, districts were able to continue to conduct individual advising in virtual formats. Coordinators from across the six districts also noted that in Year 2 many scheduled college and career initiatives, such as college visits, were canceled or postponed due to COVID-19 school closures.

To support educators and schools in implementing rigorous academic programs that boost student achievement, GEAR UP implemented several PD initiatives in Year 2. At least half of personnel survey respondents indicated that they participated in PD sessions on student engagement (75%), academic supports for students (64%), and advanced instructional strategies (52%) (Figure 5.1; Table F.7, Appendix F). Vertical alignment was another PD initiative implemented by teachers in Year 2; 88% of personnel who responded to the personnel survey from all districts agreed that the vertical teaming they participated in during Year 2 helped to align their curriculum and reduce the need for remediation at the postsecondary level for students at their school (Table F.9, Appendix F). Site visit participants also noted that PLCs were an important way for teachers in the schools to learn from one another and were often recommended by TNTP.

8.2. Promising Practices

Based on an analysis of implementation in Years 1 and 2, the evaluation team identified the following set of promising practices:

- ▶ **Hire current personnel within the district to serve in the GEAR UP coordinator role.** School and district personnel from District 5 who participated in site visits described their existing strong relationships with their GEAR UP coordinator due to the previous role the coordinator held in the high school. The high school principal noted that because they previously worked together, the coordinator had a strong understanding of the information the principal would expect to hear about the grant progress and the information expected when making a request. For example, the principal explained, that if the coordinator wanted to send students on a GEAR UP trip off of the school campus, the coordinator knew the principal's expected logistical information and information on how disruption to instructional time would be minimized; because the coordinator was familiar with expectations, implementation was much smoother. The principal also noted that because school personnel had relationships with the coordinator, they were more likely to help with activities and provide classroom time for GEAR UP-related announcements and presentations when asked. Conversely, the District 6 coordinator commented that the first year of the grant was difficult due to lack of time in the district. As the coordinator began implementation, time was spent to build relationships with district and school personnel so they would understand the role of GEAR UP in their district. Prioritizing personnel already in schools or districts for

consideration for future grant roles, in GEAR UP or other similar programs, may help to minimize disruption to implementation.

- ▶ **Increase AP class rigor and student expectations to increase AP scores.** To help increase rigor in AP classes and the number of students who passed AP exams, District 3 personnel conducted a book study for *All 4s and 5s: A Guide to Teaching and Leading Advanced Placement Programs* by Andrew Sharos. A high school administrator said that this study helped their school to understand how to set higher expectations for their students enrolled in AP courses and also increase the rigor of the courses. These shifts in expectations and rigor, along with other TNTP-recommended strategies to help increase rigor, contributed to a 53% increase in students who passed AP exams. The development of consistent high expectations for student achievement may help further support positive outcomes to come from increased rigor.
- ▶ **Use online test preparation tools to provide personalized test preparation for students.** Personnel at District 6 highlighted their use of an online program to support individualized college entrance examination preparation for students. This program provided individualized results to students which identified needed areas for improvement. Personnel also used the results in the aggregate to shape course instruction to close the gaps in students' test scores. One personnel member noted that the program offered a more realistic testing environment than other test preparation tools as it allowed students to be easily monitored as they completed assignments. Of the student survey respondents in District 6 who participated in test preparation, 100% reported feeling prepared for a college entrance examination as a result of the test preparation, more than any other district (Table D.50, Appendix D). The use of tools to help students receive individualized test preparation, tailored to their needs, may help them feel more prepared for entrance examinations.
- ▶ **Integrate TXOC CCR curriculum into existing college and career readiness curricula.** GEAR UP districts were able to design their own their format for implementing the TXOC CCR curriculum. Some districts incorporated the TXOC CCR curriculum into existing AVID or other college and career readiness classes. A TXOC CCR teacher in District 5 explained this format worked well because AVID helped students learn how to become more self-directed while the TXOC CCR curriculum introduced postsecondary education and career vocabulary. As more districts across Texas begin to implement the TXOC CCR curriculum, they should consider how to do so strategically so that it aligns with existing college and career readiness curricula.
- ▶ **Supplement college visit experiences with additional conversations with college personnel and students.** A District 1 counselor reported that they sometimes coordinate with the schools' clubs and organizations to bring guest speakers to meet with students as a way to continue to increase students' exposure to potential education and career opportunities. While the counselor went on to describe how college visits contribute to the increased exposure, the guest speakers were a low-cost activity that provided some of the same benefits. Class of 2024 students in District 3 explained that after a college visit, they were able to meet virtually with a student from the college. The student spoke about living in a dorm, class schedules, and college life. The middle school principal added that the school's counselors and teachers asked former graduates from the district to also speak with students about their college experience and how they prepared for college. Although guest speakers may not provide the same type of experience as discussions on campus

during a college visit, they may be a low-cost option for schools to consider in order to increase exposure and understanding of different college options.

- ▶ **Implement college and career readiness activities earlier in students' education.** Personnel in Districts 2 and 5 noted the change in their understanding, through GEAR UP, of the importance of exposing students to college and career readiness information relevant to a students' age and grade as early as possible. Providing discussions that help students explore their career interests and understand the education path to achieve their career plans (including high school endorsements and pathways) earlier than high school would provide students more time to explore more options and opportunities to determine which options are the best fit for them and their families.
- ▶ **Make statewide services and resources easily accessible for all educators.** Texas OnCourse continued to make plans in Year 2 of GEAR UP to refine their TXOC CCR curriculum and resources and prepare to scale the implementation in upcoming years. To help increase the successful scaling of resources, Texas OnCourse provided their TXOC CCR curriculum and related resources on their public-facing website that can be accessed by anyone. They commented that this effort increased the accessibility of all of the components of their TXOC CCR curriculum to not only those who participated in the pilot, but anyone interested in the resources.
- ▶ **Provide question and answer sessions for parents/guardians with older students/recent graduates during parent events.** District 6 personnel held an event in which parents and families were able to ask recent college graduates from the district questions about their experiences and recommendations. Class of 2024 parents noted they asked questions related to student preparedness, lessons learned, and potential areas for growth. This provided parents with the opportunity to gain the perspective of students. Class of 2024 parents who attended the event noted that it was helpful and “an eye-opener” to hear students' experiences.
- ▶ **Provide activities to actively engage students and parents in college and career events.** District 2 class of 2024 parents mentioned the use of a scavenger hunt during a career fair to encourage student participation. Students were required to visit booths from different career types to become eligible for a prize at the end of the fair. Similarly, a District 5 coordinator mentioned a parent event in Year 1 focused on introducing parents to GEAR UP, which also included a scavenger hunt. A District 6 TXOC CCR teacher noted that this practice was incorporated into upcoming virtual activities, with an internet scavenger hunt. Class of 2024 students were assigned five different colleges and tasked with finding specific information on those colleges' websites.
- ▶ **Pair college and career family events with existing parent events.** High school personnel from District 2 mentioned that they tended to have strong parent engagement at school events but saw a decline in parent engagement at the high school level. To encourage parent engagement, parent events were often paired with existing events, such as a health fair. A middle school principal from District 3 noted that the GEAR UP coordinator identified events on the school and district event calendar where parents were likely to be in attendance. For these events, the coordinator provided pamphlets and other

handouts about GEAR UP or other college and career readiness materials. The coordinator was also able to have one-on-one conversations with parents at these events. The principal specifically highlighted the community pep rally hosted by the district each year. The pep rally included performance from the high school band and cheerleaders, both of which usually facilitated higher parent attendance at events. GEAR UP was able to set up a table and distribute information at this event. Providing information at events where parents and families are most likely to be in attendance for other purposes, such as school performances or athletic events, may help personnel connect with parents and families they may otherwise never have reached.

8.3. Recommendations

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

- ▶ **Integrate TXOC CCR curriculum and resources with other existing college and career readiness initiatives and activities.** Strategically aligning TXOC CCR curriculum with other college and career readiness already implemented at schools, such as AVID courses, may help schools build on their college-going culture and streamline efforts to communicate information to students about postsecondary education, careers, and the transition to high school. This alignment may also help ensure that the messaging regarding these topics is consistent and not duplicated.
- ▶ **Provide additional training to TXOC CCR teachers and administrators to help them expand on and adapt lessons to make them relevant to students across Texas.** To increase the usability of the TXOC CCR resources in a wide variety of settings, particularly as this initiative scales across the state, trainings on how to adapt and expand on lessons will help teachers align the curriculum to the needs of students with diverse backgrounds. These trainings may include support for both teachers and administrators so that they may discuss as a school or district how to frame the information in a manner that will maximize the engagement and interest of the students they serve.
- ▶ **Provide grade-relevant college and career readiness services and activities as early as possible.** Districts should consider developing a college-going culture across students of all grades in a grade-appropriate manner. This approach may help to better prepare students for advanced courses in high school. Further, it may also encourage students to think more frequently about their interests and thus explore which careers are a best fit for them and the education path needed for that career. These strategies may also potentially help to mitigate common barriers to postsecondary education, such as limited information regarding school types and available financial aid.
- ▶ **Increase awareness of parent events.** Parents reported in site visits and in surveys that they or other parents did not attend GEAR UP parent events because they did not know about the events. As GEAR UP becomes more prominent and integrated in each district, personnel may consider a variety of outreach messaging to reach all parents, such as email, phone, text, social media, direct mail, and flyers around school and the local neighborhoods and community. Schools may also consider how to collaborate with other events that have higher parent engagement—which may help them to connect with parents and families more frequently and who are less aware of programs such as GEAR UP.

- ▶ **Incorporate parents’ schedules and availability into planning of parent events.** Parent participation at GEAR UP events was reported across districts as a challenge. Some parents noted in site visits that they were either not aware or available for scheduled events. Site visit participants from one district recommended for schools to offer multiple parent event sessions with flexible meeting times that would increase the options available to families. Class of 2024 parents suggested for schools to offer additional parent/family event sessions and allow parents to choose the session time or date that best suits their schedule. Class of 2024 parents also suggested to provide more flexible meeting times to better suit working parents who may not be available until later in the evening.
- ▶ **Increase awareness among high school students of Federal Pell Grants.** Figure 4.30 indicates that out of the financial aid topics students were asked about on the student survey, all grade levels were least aware of Federal Pell Grants. Because the grants do not have to be repaid and are targeted for low-income students, these students may benefit from increased knowledge of Pell Grants and other financial aid available to them. Lack of understanding of available financial aid, particularly grants, may be a barrier for some students to pursue postsecondary education.
- ▶ **Provide more substantive college visits that align to student and parent interests and questions.** Students and parents provided recommendations for improving college visits in the future. Some students suggested that they would like to spend more time at colleges and to see more aspects of the colleges they visit, such as the sports complex. Similarly, other students suggested the inclusion of class observations on future college visits. Class of 2024 parents recommended for the school to strategically plan which students would participate in each college visit so that the visits are relevant to student interests and education or career plans.
- ▶ **Explore the implementation of college fairs more in the evaluation of GEAR UP.** College and career fairs were widely implemented in Year 2 to increase student and parent exposure to different opportunities within and outside of their local community as well as their knowledge of how to pursue these opportunities. As the implementation of GEAR UP activities and services continues to be evaluated, consideration for continued monitoring of these events as well as understanding of the role of GEAR UP in hosting or planning of these events should be made.

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

A.2 GEAR UP: Beyond Grad Strategies

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

- 1) Increasing academic rigor by facilitating an increase in access to, perceived value of, and student success in academically rigorous courses through extensive professional development for teachers, counselors, and administrators and targeted tutoring for students;
- 2) Preparing middle school students by empowering them with pathway information early on, through individualized college and career advising in middle school and adoption of a high-quality, Texas Essential Knowledge and Skills (TEKS)-aligned career exploration course;
- 3) Expanding college and career advising and resources for high school students by mitigating the effects of high student-to-counselor ratios and providing robust, individualized college and career advising through the adoption of a college and career readiness advising model in GEAR UP: Beyond Grad;
- 4) Leveraging technology by expanding advisor capacity and amplifying high-quality resources through the adoption of targeted, user-centered technology tools for advisors, counselors, administrators, students, and parents; and
- 5) Developing local alliances by establishing or expanding existing alliances with business, higher education, and community partners that support student achievement and offer opportunities for career exploration.

A.3 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.³⁴

³⁴ The goals and objectives originally referred to the class of 2024 as the "primary cohort." These have been edited here to use "class of 2024" for consistency with the rest of the report and to clearly distinguish this cohort from the priority cohort.

- ▶ Objective 1.2: By the end of the class of 2024's fifth year (Grade 11), 60% of class of 2024 students will complete a Pre-Advanced Placement (AP), Pre-International Baccalaureate (IB), AP, or IB course.
- ▶ Objective 1.3: Each year, 90% of class of 2024 students who receive a failing grade on a progress report will receive targeted academic tutoring.

Project Goal 2: Graduating prepared for college and career

- ▶ Objective 2.1: By the end of the project's sixth year, 60% of class of 2024 students will be eligible to earn college credit through achievement of a passing score on the AP exam, IB exam, or completion of a rigorous dual credit course.
- ▶ Objective 2.2: By the end of the project's sixth year, the percentage of class of 2024 students graduating on the Foundation High School Program with an endorsement and/or receiving the Distinguished Level of Achievement will meet or exceed the baseline state average.

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

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

Project Goal 4: Increase high school graduation

- ▶ Objective 4.1: The class of 2024 completion rate will meet or exceed the baseline state average completion rate.
- ▶ Objective 4.2: At the end of the class of 2024's second year (Grade 8), the on-time promotion rate will exceed the baseline state average promotion rate.

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

- ▶ Objective 5.1: Each year, 85% of tenth graders will take the Preliminary SAT (PSAT) or ACT Aspire exam. Each year, 85% of eleventh graders will take the SAT or ACT exam.
- ▶ Objective 5.2: By the end of the class of 2024's sixth year (Grade 12), 50% of class of 2024 students will meet the college readiness criterion on the SAT, ACT, or the Texas Success Initiative Assessment.

- ▶ Objective 5.3: At least 60% of class of 2024 students will enroll in postsecondary education in the fall after high school graduation.
- ▶ Objective 5.4: At least 60% of class of 2024 students who enroll in postsecondary education will place into college-level courses without the need for remediation.
- ▶ Objective 5.5: The number of class of 2024 students who complete the first year of college will meet or exceed the baseline district average.

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

- ▶ Objective 6.1: Each year in ninth grade, students will receive information about the school's high-quality pathways and programs of study that align to postsecondary programs and high-demand careers available to them.
- ▶ Objective 6.2: Each year, students and parents will receive information about postsecondary and career options, preparation, and financing.
- ▶ Objective 6.3: Each year, 90% of class of 2024 students will receive at least one comprehensive, individualized college and career counseling session.
- ▶ Objective 6.4: By the end of the third year, 50% of class of 2024 parents will receive at least one individualized college and career counseling session.
- ▶ Objective 6.5: Each year, class of 2024 parent attendance at Texas GEAR UP events and services will increase.

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

- ▶ Objective 7.1: Each year, 75% of class of 2024 students will attend at least one college visit.
- ▶ Objective 7.2: By the end of the class of 2024's sixth year (Grade 12), 85% of class of 2024 students will complete the Federal Application for Federal Student Aid (FAFSA).
- ▶ Objective 7.3: By the end of the class of 2024's sixth year (Grade 12), 85% of class of 2024 students will complete at least two college applications.
- ▶ Objective 7.4: Each year, 30% of class of 2024 students will attend a summer program (academic acceleration, enrichment, college exploration, etc.).
- ▶ Objective 7.5: Each year, 30% of class of 2024 and priority cohort students will participate in a work-based learning opportunity.

Project Goal 8: Build and expand community partnerships

- ▶ Objective 8.1: All participating districts will form business alliances that support higher student achievement and offer opportunities for career exploration.
- ▶ Objective 8.2: All participating districts will form alliances with governmental entities and community groups to enhance the information available to students regarding high school pathways, scholarships, financial aid, and college awareness.

Project Goal 9: Enhance statewide college and career readiness

- ▶ Objective 9.1: Each year, tri-agency partners (TEA, Texas Higher Education Coordinating Board, and Texas Workforce Commission) will convene quarterly to ensure alignment of statewide initiatives around college and career readiness.
- ▶ Objective 9.2: By the end of the project's fourth year, class of 2024 and priority cohort students will have access to a student-focused online resource to assist them in making informed decisions about their education and career pathway options.
- ▶ Objective 9.3: Annually increase the number of educators, counselors, and community members that complete specialized college and career readiness training.

APPENDIX B: Evaluation Design, Methods, and Analytics

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

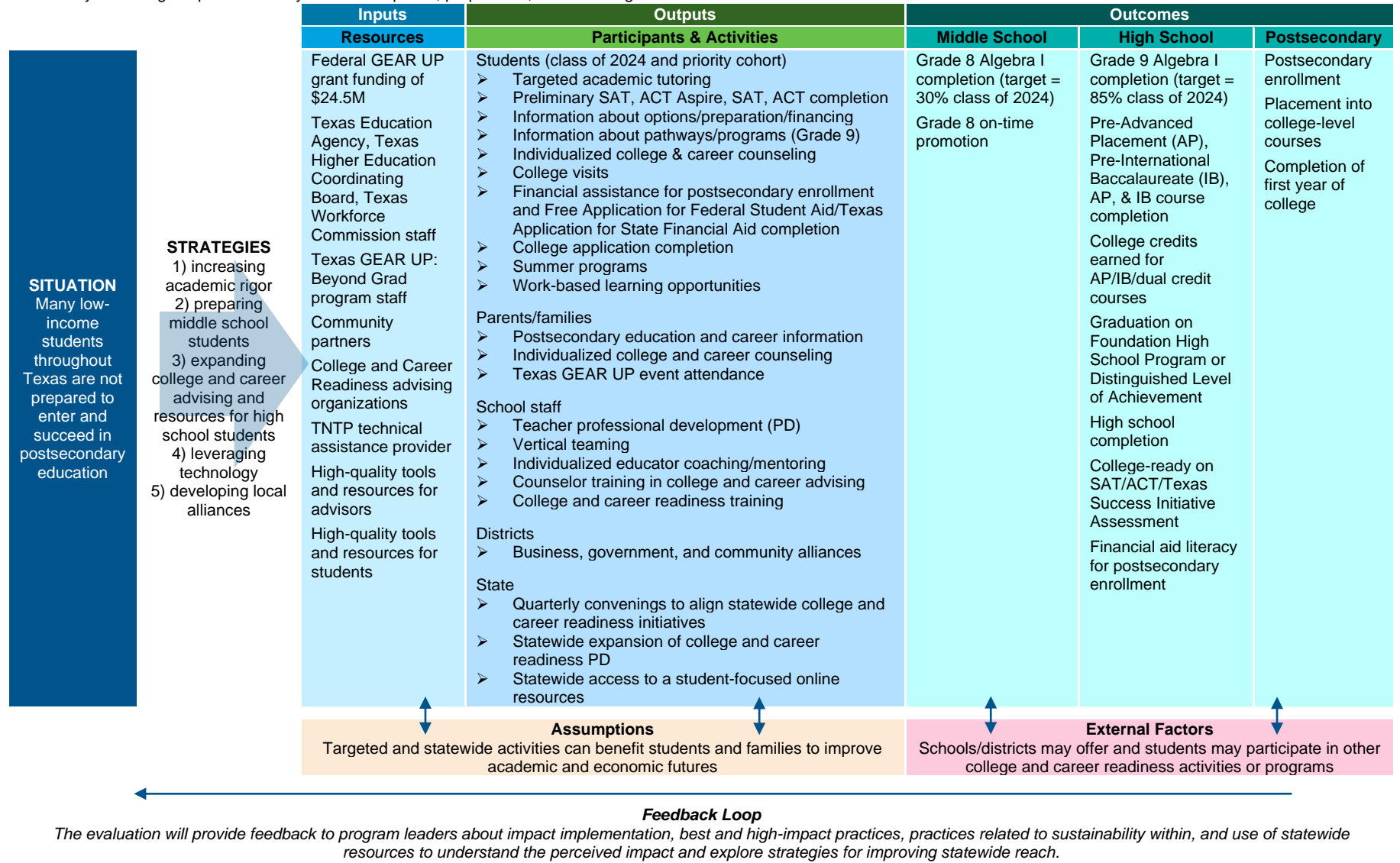
This appendix describes the evaluation design, methodology, and analytic approach used for the implementation study component of the evaluation—the findings of which are shared in this report.

B.1. GEAR UP Logic Model

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

Figure B.1. Texas Gaining Early Access to Undergraduate Programs (GEAR UP): Beyond Grad Logic Model

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



B.2. Evaluation Questions

The evaluation questions addressed in this report are listed in Table B.1.³⁵

Table B.1. GEAR UP: Beyond Grad Evaluation Questions

Research Questions
<p>Q1.2. What is the impact of GEAR UP: Beyond Grad on families?</p> <ul style="list-style-type: none"> ▪ How do the perceptions and knowledge of class of 2024 parents compare to perceptions of priority cohort parents? <p>Q1.3. What is the impact of GEAR UP: Beyond Grad on school communities?</p> <ul style="list-style-type: none"> ▪ What is core content teachers' perceived impact of professional development and training on instructional strategies and improved academic rigor? ▪ What are counselors' perceived impact of professional development and training on student access to information about college and career pathways? <p>Q3.1. What are the potential best or promising practices of the GEAR UP: Beyond Grad program?</p> <ul style="list-style-type: none"> ▪ What are the contextual factors that contributed to the best or promising practice? ▪ Which stakeholders identified the practice as contributing to a positive outcome? ▪ What positive outcomes occurred as a result of the practice? ▪ In what ways does the best or promising practice apply to different sites? ▪ Which best or promising practices are recommended for scaling across the state? Why? <p>Q4.1. How is the GEAR UP: Beyond Grad program being sustained?</p> <ul style="list-style-type: none"> ▪ In what ways are grantee districts sustaining GEAR UP: Beyond Grad activities and strategies? ▪ How do school personnel perceive the feasibility of sustaining GEAR UP: Beyond Grad activities and strategies? ▪ What facilitators/barriers do grantees face to sustaining implementation? ▪ Which strategies/activities had increased stakeholder engagement over time? Why? ▪ Which strategies/activities had reduced stakeholder engagement over time? Why? <p>Q4.2. What strategies or practices should be sustained?</p> <ul style="list-style-type: none"> ▪ 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? <p>Q4.3. What strategies or practices should not be sustained?</p> <ul style="list-style-type: none"> ▪ In what ways is the strategy or practice inefficient? <p>Q5.1. How has GEAR UP: Beyond Grad affected non-GEAR UP: Beyond Grad schools and districts regarding college and career readiness?</p> <ul style="list-style-type: none"> ▪ To what extent do Texas public school districts other than GEAR UP: Beyond Grad grantees utilize GEAR UP: Beyond Grad resources and strategies? ▪ What is the perceived impact of the GEAR UP: Beyond Grad resources and strategies implemented on a statewide basis? ▪ What statewide resources and strategies are most effective?

B.3. Evaluation Methods

The ICF team used a mixed-method evaluation approach that reflects the diversity of the evaluation objectives and research questions. Mixed-method studies are preferable in evaluations of complex programs such as GEAR UP because they employ a variety of data collection and analysis strategies that capitalize on the strengths and account for the weaknesses inherent in individual methods (Creswell & Plano Clark, 2007; Tashakkori &

³⁵ 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.

Teddlie, 1998). This approach has allowed the ICF team to reach study conclusions by triangulating findings across multiple data sources.

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

B.3.1. Data Collection

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

Surveys. The evaluation team conducted online surveys with class of 2024 and priority cohort students (via a student survey), class of 2024 and priority cohort parents (via a parent survey), school personnel serving class of 2024 and priority cohort students (via a personnel survey), and personnel from Texas public school districts not participating in the Texas Education Agency's (TEA) GEAR UP grant who were scaling GEAR UP strategies (via a scaling survey for districts). The surveys were designed to ask stakeholders about perspectives on grant implementation during the 2019–20 academic year. The evaluation team initially opened the online surveys on March 9, 2020; however, the coronavirus disease 2019 (COVID-19) pandemic and subsequent school closures resulted in unexpectedly suspending the surveys on April 10, 2020. The surveys were reopened on August 24, 2020 and remained open through November 9, 2020. The only differences between the survey instruments used in spring 2020 and fall 2020 is that questions were revised in the fall 2020 versions to ask respondents to answer each question for the prior academic year. Surveys were provided in English and Spanish for students and parents and were provided in English for other stakeholders. School and district personnel obtained passive parent consent through a survey opt-out form prior to surveying students. Appendix C includes copies of all survey instruments.

Because Grade 12 students from the priority cohort graduated in spring 2020, Grade 12 priority cohort students and parents from Year 2 were not offered the opportunity to complete the survey in fall 2020. Just one district, District 1, had Grade 12 priority cohort students take the survey in March 2020 prior to the survey suspension. Any Grade 12 survey findings should be interpreted with caution as they only represent that one district, not the program overall.

Overall, ICF received 3,230 surveys from students, representing 26.0% of the total number of eligible student participants; 422 surveys from parents, representing 3.4% of the total number of eligible parent participants; and 147 surveys from personnel, representing 14.5% of the total number of eligible full-time employees (FTEs) at the participating schools.³⁶ In addition, ICF received five personnel survey responses from the scaling survey for districts (out of 15 possible

³⁶ Denominators used in calculating personnel survey response rates at each school were determined using the number of FTEs reported in 2018–19 Texas Academic Performance Report (TAPR) data found at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/srch.html?srch=C>. The number of FTEs does not represent the number of individual staff members in the schools and so is not a precise denominator; however, it serves as a reasonable approximation.

respondents spread across six middle schools from three districts). Additional details about survey respondents may be found in Appendices D–G.

Site Visits. The evaluation team had planned to conduct in-person site visits at each of the six participating grantee districts in March 2020 to conduct interviews and focus groups with a variety of GEAR UP stakeholders to understand program implementation during Years 1 and 2. The evaluation team had completed the first three site visits in person in early March but had to cancel the remaining three in-person visits scheduled for later in March due to the COVID-19 pandemic and subsequent school closures. The three visits that were canceled were rescheduled as virtual site visits, conducted via the Zoom virtual meeting platform, in September–November 2020. Although the content of the interview and focus group protocols was largely the same between March 2020 and fall 2020, the evaluation team added a few new questions to the GEAR UP coordinators' interview protocol to learn about the impact of the COVID-19 pandemic on grant implementation during the remainder of the 2019–20 school year. For those GEAR UP coordinators who had already been interviewed in early March 2020, the evaluation team created a short follow-up questionnaire about the impact of the COVID-19 pandemic on grant implementation to obtain their perspectives as well. Final copies of all protocols used for the site visits may be found in Appendix C.

Overall, the evaluation team:

- ▶ Interviewed six GEAR UP coordinators (representing each participating district);
- ▶ Interviewed 12 school administrators (representing each participating middle and high school from each district) during Year 1 of the grant;
- ▶ Conducted 11 school counselor focus groups (representing each participating middle and high school from each district) with a total of 22 participants;
- ▶ Conducted 11 student focus groups with a total of 86 students from the class of 2024 and the priority cohort (Grade 8–12);
- ▶ Conducted seven focus groups with teachers implementing the Texas OnCourse College and Career Readiness curriculum with a total of 12 participants;
- ▶ Conducted five district curriculum and instructional staff focus groups with a total of 12 participants; and
- ▶ Conducted seven parent focus groups with a total of 30 parents of students from the class of 2024 and the priority cohort (Grades 8–12).

In total, 180 individuals participated in interviews and focus groups across the six districts. In addition, ICF received three completed follow-up questionnaire responses from the GEAR UP coordinators who had been interviewed prior to the COVID-19 pandemic.

Phone/Virtual Interviews and Focus Groups

The evaluation team planned to conduct phone interviews in March 2020 to understand grant implementation. In practice, the evaluation team conducted virtual interviews/focus groups using the Zoom virtual meeting platform. The virtual interviews/focus groups took place between March 12, 2020 and March 31, 2020 with the following stakeholders:

- ▶ College for Every Student (CFES) Brilliant Pathways Advisors (two participants)
- ▶ CFES Brilliant Pathways Leadership (three participants)
- ▶ Advise TX Leadership (two participants)
- ▶ Advise TX Advisors (two participants)
- ▶ College Advising Corps Leadership (two participants)
- ▶ College Advising Corps Advisors (four participants)
- ▶ TNTP (six participants)
- ▶ Texas OnCourse (two participants)
- ▶ Texas Education Agency (two participants)

In total, 25 individuals participated in the virtual interviews/focus groups. Final copies of all protocols used for the virtual interviews/focus groups may be found in Appendix C.

B.3.2. Data Analytics

To analyze quantitative survey data, the evaluation team primarily conducted descriptive analysis, including means, standard deviations, and percentages. Results were provided at the program level and broken down by relevant groups (e.g., districts, grade levels, personnel job categories, grade levels taught). Results are presented in tables in Appendices D–G as well as in the main body of this report.

In addition to descriptive analysis, the evaluation team examined significant differences between relevant groups (e.g., districts, grade levels, personnel job categories) using statistical tests. Throughout this report, “significance” refers to findings that were determined to be statistically significant through the use of these types of statistical tests. Nonparametric tests, such as Chi square, were used for comparisons of categorical variables. T-test/Analysis of Variance (ANOVA) were used for comparisons of continuous variables. In this first implementation report, the evaluation team avoided using statistical tests to compare class of 2024 and priority cohorts since class of 2024 students were in middle school during Years 1–2 and priority cohort students were in high school during this time (in other words, we would expect to see differences). For additional details on statistical tests used for specific comparisons, please refer to table and figure notes. Note that there are only details about statistical tests presented when those results indicated a statistically significant difference.

The evaluation team coded all qualitative data from site visits (in-person and virtual) 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

C.1 Instruments Used Prior to the Coronavirus Disease 2019 (COVID-19) Pandemic and Subsequent School Closures (Spring 2020)

C.1.1 Adult Interview/Focus Group Consent Form, 2019–20

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

- **Confidentiality:** Your individual answers during the interview/focus group will be kept in confidence from anyone outside of the research team to the extent permitted by law. The interview/focus group discussion will be recorded either by audio file or written notes after obtaining your verbal consent (and for focus groups, the consent of all participants). The recordings of what you share will only be used by the ICF and Agile Analytics research team. Transcripts of audio recordings will be provided to TEA at the conclusion of the study; however, these transcripts will be deidentified prior to being shared. In other words, all names of persons, schools, districts, organizations, locations, job titles, or any other identifying details of what you share will be removed prior to sharing the transcript with TEA. In written reports, the data collected by researchers will be reported in a manner that summarizes across participants. We will not include participant names or any other personally identifiable information about you in written reports. If you are participating in a focus group, please keep in mind that what individuals talk about during the focus group is private and you should not discuss it with anyone after the session is finished.
- **Risks:** The study presents minimal risk to you. Participants will not be identified. Interview notes and/or recordings will be stored in a secure area accessible only to ICF and Agile Analytics. Please note that if you participate in a focus group, while we will ask all individuals who participate to not discuss any of the information after the session is finished, we cannot guarantee that all participants will keep information private.
- **Benefits:** The information provided by participants will help the GEAR UP program improve and provide better services to students and their families in the future.
- **Voluntary Participation:** Your participation in this interview/focus group is voluntary, meaning that you do not have to participate if you do not want to. If you decide to participate then change your mind, you can stop participating at any time. We hope you will participate in the conversation, but you do not have to share information that makes you feel uncomfortable. Your decision to participate or withdraw from the study at any time will not affect your involvement with TEA, the GEAR UP program, or your school/district/organization.

By signing below, you are consenting to participate. If you have any questions about the interview/focus group, you can contact Samantha Spinney at ICF at samantha.spinney@icf.com or 703-272-6681. If you have questions about your rights as a research subject, you can contact Carole Harris at carole.harris@icf.com or (404) 321-3211.

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

Sign your name here

Date

Clearly print your name here

C.1.2 Parent Consent Form, 2019–20

Date: Month X, 2020

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, the TEA has contracted with ICF and Agile Analytics to interview students. Your child has been invited to participate in a focus group with about 5 to 10 other students. The focus group will be like a classroom discussion with other students in the school and the ICF/Agile Analytics representative(s) and will focus on students' opinions and experiences with college and career activities at school. The school has set an appropriate time and place for the focus group, which will last about 30–45 minutes and will take place during the school day. The information provided by the students will be used to improve the college and career activities at your child's school in the future. Please consider the details below prior to deciding to participate in this focus group:

- **Confidentiality:** ICF and Agile Analytics will not collect your child's full name, but will collect your child's first name. All information about your child (first name, grade level, etc.) will remain confidential to the extent permitted by law. Student names or other personal information will not be included in the final reports. If the focus group is recorded, the recording will not be shared with the school or other students. It will be kept securely by ICF and Agile Analytics. Transcripts of audio recordings will be provided to TEA at the conclusion of the study; however, these transcripts will be deidentified prior to being shared. In other words, all names of persons, schools, districts, organizations, locations, job titles, or any other identifying details of what your student shares will be deleted from the transcripts before sharing the transcript with TEA.
- **Risks:** The study presents minimal risk to your child. Individual students will not be identified. Focus group notes and/or recordings will be stored in a secure area accessible only to ICF and Agile Analytics. While we will ask all students who participate to not discuss any of the information after the session is finished, we cannot guarantee that all participants will keep information private.
- **Benefits:** The information provided by participants will help the GEAR UP Beyond Grad provide improve and provide better services to students and their families in the future.
- **Voluntary Participation:** Participation in the focus group is voluntary. If a student does not participate in the focus group, **he or she can still participate in GEAR UP program activities.** You may withdraw your child from participating in the focus group at any time without any consequences. If you agree that your child may participate in the focus group, your child will still have the chance to decide if they want to participate. Your child can choose not to answer any question that he or she does not wish to or they can choose to not participate at all.

If you have any questions about the study, please contact Samantha Spinney, ICF, at samantha.spinney@icf.com or (703) 272-6681. If you have questions about your students' rights as a research subject, please contact Carole Harris at carole.harris@icf.com or (404) 321-3211. 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 2020, please sign your name below in black/blue ink pen.

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

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

Your name (Please Print): _____

Your signature: _____ Date: _____

C.1.3 Student Focus Group Assent Form, 2019–20

Welcome!

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

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

- **Confidentiality:** Your answers during the focus group will be kept confidential from anyone outside of the evaluation team to the extent permitted by law. The focus group discussion will be recorded either by an audio recording or written notes after all participants agree. The information that you share will only be used by our research team. Written transcripts of audio recordings will be provided to TEA at the end of the study, but these transcripts will have all identifying details removed before they are shared. In other words, all names of people, schools, districts, organizations, locations, job titles, or any other identifying details that you share will be deleted from the transcript before it is given to TEA. Information shared during the focus group will be summarized across students when it is shared in written reports. We will not include any student names or personal details about you (that could suggest who you are) in written reports. Please keep in mind that what other students talk about during the focus group is private and you should not discuss it with anyone after the discussion is over.
- **Risks:** The study presents very little risk to you. Individual students will not be identified. Interview notes and/or recordings will be stored in a secure area that only ICF and Agile Analytics can access. We will ask all students who participate in the focus group to not discuss any of the information shared in the focus group. But, we cannot guarantee that all students will keep information private.
- **Benefits:** The information provided by you and other students will be used to provide better college and career activities to students and their families in the future.
- **Voluntary Participation:** Your participation in this focus group is voluntary. This means that you do not have to participate in this focus group if you do not want to. If you decide to participate then change your mind, you can stop participating at any time. We hope you will participate in the conversation, but you do not have to share information that makes you feel uncomfortable. Your decision to participate will not affect you at school or your participation in any college or career activities at your school.

By signing below, you are consenting to participate (this means you are agreeing to join the focus group discussion). If you have any questions about the focus group, you can contact Samantha Spinney at ICF at samantha.spinney@icf.com or 703-272-6681. If you have questions about your rights as a research subject, you can contact Carole Harris at carole.harris@icf.com or (404) 321-3211.

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

Sign your name here

Date

Clearly print your name here

C.1.4 Parent Notification for Student Survey, 2019–20

<Date>, 2020

Dear Parent or Guardian:

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

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

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

If you have any questions about the study, you can contact Samantha Spinney at samantha.spinney@icf.com or (703) 272-6681. She is the project manager for the study. If you have questions about your rights as a research subject, you can contact Carole Harris at carole.harris@icf.com or (404) 321-3211.

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, 2020>. Our team will work with the school to ensure that your child does not complete the survey if you do not want them to do so.

Sincerely,

Samantha Spinney

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

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

to participate in the Texas GEAR UP survey in spring 2018.

Your name (Please Print): _____

Your signature: _____ Date: _____

C.1.5 MS Counselor & Nonprofit Advising Staff, 2019–20

Setup:

- Introduce yourself: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e. Facilitator)

- Briefly discuss the purpose of the focus group/interview: *The school(s) you serve is/are participating in Texas GEAR UP: Beyond Grad this year, which aims to improve college and career readiness in middle school and high school. To better understand how the program is working, the Texas Education Agency (TEA) has contracted with ICF to conduct a focus group/interview with counselors and advisors who are providing services this year. The purpose of this focus group/interview is to learn about the college and career counseling/advising services at your school. Please know that there are no right or wrong answers. [IF FOCUS GROUP] The goal of this focus group is to hear as many different viewpoints as possible. This focus group/interview will take approximately 35–45 minutes.*
 - Convey to each participant our confidentiality policy: *(1) the focus group/interview is voluntary; (2) you can decline to answer any questions, or you can stop participating in the focus group/interview at any time without any consequences; (3) the information will be held in confidence to the extent permitted by law by members of the ICF team who have signed confidentiality agreements ensuring the protection of data; (4) focus group/interview data will be maintained in secure areas; [IF FOCUS GROUP ONLY] and (5) please respect others' privacy by not sharing any information outside of the focus group.*

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

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

 - Ask if they have any questions for you before you begin.

 - **Start the recording.**
 - Notes to facilitator:
 - Italicized questions are to be used as probes to encourage respondents to expand upon their responses.

 - Middle school counselors should refer to their counseling sessions conducted with Grade 8 students this school year when responding to questions. Non-profit advisors serve only high school students and should respond to questions regarding the students they have advised this year.

Introduction (~5 mins)

Briefly tell me about your role in your school/district/organization related to the GEAR UP program.

- a. *What role do you have in supporting GEAR UP at your school/district/organization?*

Goals and Outcomes (~5–10 mins)

Please describe your primary goals for counseling/advising this year through the GEAR UP program.

- a. *What outcomes do you expect the students you counsel/advise to achieve this year (e.g., knowledge of postsecondary options, high school education plan/course sequencing, increased knowledge of career options, etc.)?*
- b. *What outcomes do you expect the parents/guardians you counsel/advise to achieve this year (e.g., knowledge of postsecondary options, high school education plan/course sequencing, increased knowledge of career options, etc.)?*

Please describe the progress you or your school has made in achieving these goals and helping students and parent/guardians achieve the outcomes this past year.

- b. *Which objectives have been the easiest to meet? Which have been the most challenging? Why?*

For nonprofit advisors: What challenges have you had in aligning your organization’s advising metrics with the metrics required to track progress this year for federal reporting required by GEAR UP? How have you overcome these challenges?

Postsecondary Education and Career Counseling/Advising (~15–20 mins)

How have the individualized counseling/advising sessions for students been going so far this year?

- c. *Please describe student interest and motivation for these sessions.*
- d. *What topics have you addressed with students in their one-on-one sessions?*

How have the individualized advising sessions for parents/guardians been going so far this year?

- e. *Please describe parents’/guardians’ interest and motivation for these sessions.*
- f. *What topics have you covered with parents in their one-on-one sessions this year?*

What impact, if any, have advising sessions had on students’ or parents’/guardians’:

- g. *Knowledge of postsecondary options?*
- h. *Knowledge of financial aid?*
- i. *Knowledge of career options and pathways?*
- j. *Academic readiness?*
- k. *Understanding how to...*
 - i. For MS counselors: *successfully transition to high school?*
 - ii. For HS Nonprofit advisors: *successfully prepare for the transition to postsecondary education or career?*

Other than the individualized advising sessions, what other types of advising/counseling services have you provided this year?

- l. *How has that been going?*

m. What impacts have these services had on students and parents/guardians?

Who from your school, district, and/or community have you collaborated with this year to conduct postsecondary education and career counseling/advising for students and/or parents/guardians?

n. Describe your collaboration.

o. How effective has this collaboration been in meeting your counseling/advising goals?

For nonprofit advisors: Describe the physical space at the school(s) you work in which you usually conduct postsecondary and career activities (e.g., individual advising sessions, family meetings, group meetings).

p. If you conduct virtual advising sessions, can you describe the space available for students and/or parents/guardians have to participate virtually?

MS Counselors: Texas On-Course Middle School Curriculum (~10 mins)

How has the implementation of the new Texas OnCourse College and Career Readiness course been going this year?

q. What types of feedback about the course have you heard from students? Teachers?

What challenges have you or your school had in implementing the course?

In what ways has the course helped students better understand:

r. Career options?

s. Pathways from high school to postsecondary education to career?

t. High school graduation requirements?

u. Other topics?

Closing (~3 mins)

Do you have anything else to add regarding postsecondary education and career advising/counseling services at your school?

Thank you for your time!

C.1.6 Primary Cohort Student & Parents, Priority Cohort Students, 2019–20

- Introduce yourself: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e., Facilitator)
- Student Assent and Parent Consent: Only students with signed parent consent can participate in the focus group. Confirm that you have collected signed consent forms for each participating student and walk student through their assent to participate.
- Briefly discuss the purpose of the focus group: *Your school/your child’s school is participating in the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant program this year. The program is run by the Texas Education Agency (TEA). To better understand how the GEAR UP program is working, TEA hired ICF to conduct a focus group interview (i.e., a group interview) with students/parents who may have participated in college and career awareness activities and services that are part of the program. The purpose of this focus group is to learn about student/parent options of those activities and services. Please know that there are no right or wrong answers. The goal of this focus group is to hear as many different viewpoints as possible. This focus group will take approximately 30–45 minutes.*
- Convey to each participant our confidentiality policy: *(1) the focus group is voluntary; (2) you can decline to answer any questions, or you can stop participating in the focus group at any time without any consequences; (3) the information will be held in confidence to the extent permitted by law by members of the ICF team who have signed confidentiality agreements ensuring the protection of data; (4) focus group data will be maintained in secure areas; and (5) please respect others’ privacy by not sharing any information outside of the focus group.*
- Ask permission to participate in the focus group: *Now that you have heard about the content of this focus group and the confidentiality provisions, do you agree to participate?*
- Ask permission to record the focus group: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If at least one person chooses not to have the focus group recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify specific people will be removed from transcripts prior to being shared. Do I have permission to record the session?*
- Ask if they have any questions for you before you begin.
- **Start the recording.**
- Notes to facilitator: Italicized questions are to be used as probes to encourage respondents to expand upon their responses. Also, when conducting focus groups with Grade 8 participants, be sure to check for understanding and define, as needed, key terms like “postsecondary education,” “financial aid,” etc.

All Respondents

Introduction (~3 mins)

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

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

2. During this school year, what have you learned about your/your child's postsecondary education (i.e., 2-year college, 4-year college, and/or technical school), career and financial aid (i.e., how you will pay for postsecondary education) options?
 - a. *What have you learned about the preparation needed for postsecondary education? (grades, exams, types of courses)*
 - b. *What types of postsecondary education options have you learned about and what have you learned? (2-year, 4-year, technical school; public vs. private)*
 - c. *What have you learned about education needed for different types of careers?*
 - d. *What have you learned about financial aid resources?*
 - e. *How confident are you that you and/or your family will be able to afford postsecondary education after the scholarships and other financial aid you may receive?*
3. How have you learned information about pursuing a postsecondary education degree and receiving financial aid?
 - a. *What types of resources have you received about these topics? (web-based or print communication)*
 - b. *What types of events have you attended? (community events, GEAR UP events)*
 - c. *Who has provided you with this information? (counselor, advisor, GEAR UP staff, others)*
4. How have you learned information about exploring career options?
 - a. *What types of resources have you received about exploring potential careers (web-based or print communication)?*
 - b. *Why types of events have you attended to learn about this information? (community events, GEAR UP events)*
 - c. *Who has provided you with this information? (counselor, advisor, GEAR UP staff, others)*

Primary Cohort Parents

Parent Engagement (~15 mins)

5. **[Ask only of those who indicated they participated in events or received web-based or print communication in questions 3 and 4]** For those of you who mentioned participating in events or receiving resources to learn about postsecondary education, careers, or financial aid information, what was your impression of these events and/or resources?
 - a. *What information was provided that was new to you? What types of information did you already know?*
 - b. *Did the information learned from the event and/or resource cause you to think differently about your child's future plans? How so?*
 - c. *What was the format of the event and/or resource? (large group, small group, lecture/presentation, discussion, opportunities for one-on-one engagement, handout, email)*
 - i. *Were there opportunities to follow-up or ask questions? For those of you who attended events, did you feel comfortable asking questions at the event? Did you get the sense that other parents felt comfortable asking questions? Why or why not?*
 - d. *What could be improved about future parent events and/or resources?*

6. For those of you who have not participated in a parent event about postsecondary education, career, or financial aid information, what are the main reasons for not participating?
 - a. What would make it easier for you to attend future events?
7. A goal of GEAR UP is to engage parents in discussions about postsecondary education and career planning for their children. In what ways has your child’s school tried to engage you in these types of discussions?
 - a. *In your opinion, what are the best ways to engage parents in your community in discussions about college and career planning for their children? (events, emails/text/social media communications, one-on-one meetings, other)*
 - b. *What types of topics do you wish you had more information on?*
 - c. *How can your school improve the way they engage parents in discussions about student postsecondary education/career planning?*

IF PARENT/GUARDIAN FOCUS GROUP, SKIP TO QUESTION 17

All Students

Postsecondary Education and Career Advising/Counseling (~7 mins)

8. Who participated in a one-on-one college and career counseling/advising session this year with your counselor, advisor, or GEAR UP staff—can I see a show of hands? What postsecondary education and career topics did you discuss?
 - a. *What did you learn in your counseling/advising session that you found the most helpful? The least?*
 - b. *What did you tell your parents/family about your counseling/advising session?*
 - c. *In what ways did your counseling/advising session help you begin planning for college or career?*
 - d. *What topics do you still want more information on?*
 - e. *In what ways would you have changed your one-on-one counseling/advising session?*

GEAR UP Activities (~7 mins)

9. For those of you who participated in a summer program last summer (summer 2019), what type of summer program did you participate in? (academic acceleration, enrichment, postsecondary education exploration, etc.)
 - a. *Why did you choose this specific summer program?*
 - b. *What types of things did you learn in the program?*
 - c. *What was your favorite thing about the program?*
 - d. *If given the opportunity, would you attend the summer program again? Why or why not?*
10. If you attended a college visit during this past year, please describe your experience.
 - a. *What did you learn from the college visit?*
 - b. *Can you imagine yourself attending this campus—why or why not?*
 - c. *How can your school improve college visits for students?*

Primary Cohort Students

MS Curriculum (~7 minutes)

11. All middle school students took the Texas OnCourse College and Career Readiness course this year. Can you tell me about what you learned in this class? (pathways/endorsements, types of college/postsecondary education, financial aid, career information, Personal Graduation Plan)
 - a. *Of the topics that you learned about, which ones were most helpful? Why?*
 - b. *Which topics were least helpful? Why?*
 - c. *What types of interactive activities did you do as part of the class? How did you like those activities?*

12. How did the information that you learned in the class affect your plans?
 - a. *What information do you now know that you didn't know before?*
 - b. *In what ways did your class help you develop your Personal Graduation Plan?*
 - c. *In what ways did your class shape your postsecondary education plans? What about your career goals?*

High School Students

Interactions with College and Career Readiness (Nonprofit) Advisors (~10 mins)

NOTE to interviewer: Van Horn & San Elizario have advisors from CFES Brilliant Pathways, Mathis & Sinton have advisors from College Advising Corps, Sheldon & Cleveland have advisors from Advise Texas.

13. The next questions are about interactions with your college and career readiness advisor, from (<mention advisor group>). Have you interacted with your advisor yet this year? If so, in what ways has your advisor supported you in your postsecondary education and career planning?
 - a. *In what ways have you interacted (e.g., one-on-one, groups)?*
 - b. *How do you think you could have been better supported by your advisor?*

14. Have you used any web-based tools to participate in advising sessions?
 - a. *If yes: Describe your experience using these tools. How did you like these tools/experience?*

THE FOLLOWING QUESTIONS ARE FOR 10th, 11th AND 12th GRADE STUDENTS ONLY. IF NOT APPLICABLE, SKIP TO QUESTION 17

15. During this past academic year, in what ways have you prepared for postsecondary education entrance exams—PSAT/SAT, ACT Aspire/ACT, TSIA? (online lessons, practice tests, prep courses, test prep books? Prep in your math and/or English/language arts classes?)
 - a. *If you have taken any of these exams yet, how prepared did you feel to take these exams?*

- b. *What types of information, if any, did your advisor, school counselor, and/or teachers provide you about these exams? (test prep, discussion about scores, strategies for improvement)*
- c. *If you have taken any of these exams yet, how do you think your school could have helped you better prepare for these exams?*

THE FOLLOWING QUESTIONS ARE FOR 11TH AND 12TH GRADE STUDENTS ONLY. IF NOT APPLICABLE, SKIP TO QUESTION 17

16. In what ways has your advisor supported planning for your future?
- a. *How has your advisor helped you plan for postsecondary education and financial aid planning/applications? (FAFSA/TASFA submission, scholarship or grant applications, finalizing your postsecondary education list and/or helping with postsecondary education applications, helping with personal essays)*
 - b. *How have they helped you plan for and explore career options?*

All Respondents

Conclusion (~5 mins)

17. Do you have any additional comments about postsecondary education and career awareness/preparation activities and services provided by your school/your child's school?

Thank you for your time!

C.1.7 Year 1 Principal, Curriculum & Instruction Coordinators & HS Counselors, 2019–20

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 district/school(s) you serve is/are participating in Texas GEAR UP: Beyond Grad this year, which aims to improve postsecondary education and career readiness in middle school and high school. To better understand how the program is working, the Texas Education Agency (TEA) has contracted with ICF to conduct a focus group/interview with principals/curriculum & instruction coordinators/high school counselors who had a role in grant implementation in Year 1 (2018–19 school year). The purpose of this focus group/interview is to learn about how grant implementation progressed in Year 1 and, to a lesser extent, any updates in Year 2. 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 30–40 minutes.*
 - **Convey to each participant our confidentiality policy:** *(1) the focus group/interview is voluntary; (2) you can decline to answer any questions, or you can stop participating in the focus group/interview at any time without any consequences; (3) the information will be held in confidence by members of the ICF team to the extent permitted by law who have signed confidentiality agreements ensuring the protection of data; (4) focus group/interview data will be maintained in secure areas; [IF FOCUS GROUP ONLY] and (5) please respect others' privacy by not sharing any information outside of the focus group.*
 - **Ask permission to participate in the focus group/interview:** *Now that you have heard about the content of this focus group/interview and the confidentiality provisions, do you consent to participate?*
 - **Ask permission to record the focus group/interview:** *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If at least one person chooses/if you choose not to have the focus group/interview recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify specific people will be removed from transcripts prior to being shared. Do I have permission to record the interview?*
 - **Ask if they have any questions for you before you begin.**
 - **Start the recording.**

Note to facilitator:

- Italicized questions are to be used as probes to encourage respondents to expand upon their responses.
- Only participants who were at the district and/or school in Year 1 of the grant should be interviewed.

Introduction (~3 mins)

Briefly tell me about your role in your school/district related to the GEAR UP program in Year 1.

- v. *What role did you have in supporting GEAR UP programming, objectives, and activities at your school/district in Year 1?*
- w. *Who else was involved in coordinating GEAR UP activities in the first year of the grant (i.e., the 2018–19 school year)? What are their roles?*

Past Experiences (~6 mins)

Now, I'd like to know a little more about past experiences with postsecondary education preparation programs or initiatives similar to GEAR UP ...

Describe how your school/district has historically prepared students for postsecondary education, before GEAR UP?

- x. *How did your school/district/organization support academic rigor, postsecondary education preparation, and/or career guidance?*

How has your school/district sustained postsecondary education preparation programs or initiatives that were implemented in the past?

- y. *What challenges have you experienced with supporting postsecondary education preparation programs long-term? What did you find that supported sustainability?*
- z. *What needs still existed before starting GEAR UP?*

Year 1 Experiences (~6 mins)

Next, I'd like to learn more about your experiences with GEAR UP in Year 1 of the program, the 2018–19 school year...

Tell me how implementing the GEAR UP program went in your school/district last year.

- aa. *What challenges did you experience in carrying out GEAR UP initiatives and activities? What successes did you experience?*
- bb. *How did GEAR UP initiatives support or not support the postsecondary education preparation needs of the students participating in grant programming and services in Year 1?*

How did TEA GEAR UP staff support your needs in Year 1?

- cc. *What supports from TEA GEAR UP were the most helpful? What needs were not met by TEA last year?*

Skip to the appropriate interviewee role (Principals, Curriculum & Instruction Coordinators, or High School Counselors).

Principals and Curriculum & Instruction Coordinators (~12–15 mins)

Principals only: Are you familiar with the reasons your district applied for the GEAR UP grant? In what ways did staff in your district work to align with existing school and/or district objectives?

dd. How, if at all, have GEAR UP objectives driven any changes that have been made to school and/or district objectives?

Tell me about your experience last year with offering advanced/rigorous coursework and appropriately aligned rigorous instruction at your school.

ee. What helped drive decision-making for which courses to offer, such as dual credit courses? What successes did you experience? Did you encounter any challenges?

Describe your experience working with the GEAR UP technical assistance provider, TNTP, in Year 1.

ff. How did you coordinate with TNTP to provide professional development and other services at your district?

gg. Were you able to make their professional development recommendations? Please explain what difficulties or successes you encountered and describe how you see these changing or continuing in future years working with TNTP.

hh. How could the working relationship with TNTP be improved to complete GEAR UP-related programming, objectives, and activities?

Describe your relationship with the GEAR UP Grant Coordinator at your district in Year 1.

ii. What worked well in this relationship?

jj. How could the working relationship with the coordinator be improved to complete GEAR UP Beyond Grad-related programming, objectives, and activities?

If interviewee is a Curriculum and Instruction Coordinator,

The enhanced Texas OnCourse College and Career Readiness course was implemented this school year (i.e., 2019–20). What are your thoughts about the new curriculum?

kk. How was implementation of this new curriculum successful?

ll. What challenges surfaced in the implementation of this curriculum?

Proceed to Future anticipations section below

High School Counselors (~5 mins)

At the end of Year 1/start of Year 2, how did you feel about partnering with your selected advising partner?

mm. How did you anticipate the advising organizations would help you meet the goals and objectives for GEAR UP?

nn. What challenges did you anticipate in establishing this new relationship between your school and your non-profit organization partner?

oo. How has the experience gone so far—have you been able to meet goals and objectives of the grant? What challenges have emerged in establishing the relationship?

Proceed to Future anticipations section below

Future anticipations (~6 mins)

As you closed out Year 1 of the grant (2018–19), we want to know the types of things you may have anticipated...

At the end of Year 1, were you thinking about how to sustain GEAR UP initiatives?

pp. What were your thoughts about sustainability at that time? Did you have concerns?

qq. How have your thoughts about sustainability evolved this year? How do you envision sustaining GEAR UP initiatives in the next year or two? What do you hope is still sustained in the next 5 to 10 years?

At the end of the Year 1, what did you think was the most promising component of the GEAR UP program to improve postsecondary education preparation?

- a. What aspect or activity of GEAR UP did you think would have the greatest impact for students, schools, and/or districts?*
- b. Has your thinking evolved on this now that we're in spring of Year 2?*

Is there anything else about GEAR UP grant implementation—particularly in the first year of the grant—that you think is important for me to know?

Thank you for your time.

C.1.8 Year 1 & 2 Coordinator Interview, 2019–20

- Introduce yourself: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e., Facilitator)
- Briefly discuss the purpose of the interview: *Your district is participating in the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant program this year, led by the Texas Education Agency (TEA). To better understand how the GEAR UP program is working, TEA hired ICF to conduct an interview with grant coordinators knowledgeable about their district’s implementation of the program. The purpose of this interview is to learn about grant implementation—in Year 1 and Year 2 of the grant. Please know that there are no right or wrong answers. This interview will take approximately 60 minutes.*
- Convey to the participant our confidentiality policy: *(1) the interview is voluntary; (2) you can decline to answer any questions, or you can stop participating in the interview at any time without any consequences; (3) the information will be held in confidence by members of the ICF team to the extent permitted by law who have signed confidentiality agreements ensuring the protection of data; and (4) interview data will be maintained in secure areas.*
- Ask permission to participate in the interview: *Now that you have heard about the content of this interview and the confidentiality provisions, do you agree to participate?*
- Ask permission to record the interview: *In order to accurately capture your responses, I would like to record the interview. Only evaluation team members will have access to the recording. If you do not want the interview to be audio recorded, we will not record the interview but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify you will be removed from transcripts prior to being shared. Do I have permission to record the interview?*
- Ask if they have any questions for you before you begin.
- **Start the recording.**

Notes to facilitator:

- Italicized questions are to be used as probes to encourage respondents to expand upon their responses.
- Some questions are intended to probe about Year 1 experiences. May need to adjust questions for any coordinators that are new in Year 2 (as of 2/3/2020, there was just one in Sinton ISD).
- Page 5 of this protocol is a handout of Year 1 goals and objectives to help facilitate the discussion of outcomes (see Q7).

Introduction (~6 mins)

Let’s start with introductions. Briefly tell me about your role in your district related to the GEAR UP program.

- rr. What role do you have in supporting GEAR UP programming, objectives, and activities?*
- ss. Who else is involved in coordinating GEAR UP activities? What are their roles?*

Please provide me with a brief overview of your district that may help set the stage for our discussion about GEAR UP implementation. [Probe for size, demographics, population growth, leadership, etc.]

Past experiences (~6 mins)

First, I'd like to know a little more about past experiences with postsecondary education (2-year colleges, 4-year colleges, and/or technical schools) and career preparation programs in your district—before your district received a GEAR UP Grad grant...

Describe how your district has historically prepared students for postsecondary education and career, before GEAR UP?

tt. How did your school/district/organization support academic rigor, postsecondary education preparation, and/or career guidance?

How has your school/district sustained postsecondary education and career preparation programs or initiatives that were implemented in the past?

uu. What challenges have you experienced with supporting postsecondary education and career preparation programs long-term? What did you find that supported sustainability?

vv. What needs still existed before starting GEAR UP Grad?

GEAR UP Experiences in Year 1 (~12 mins)

This section is for returning coordinators: *Next, I'd like to learn more about your experiences with GEAR UP in Year 1 (the 2018–19 school year).*

How did implementation go, overall in Year 1 of the grant program?

ww. What challenges did you experience in carrying out GEAR UP initiatives and activities? What successes were you able to achieve?

xx. How did GEAR UP initiatives support the postsecondary education preparation needs of the participating students?

2. How did TEA GEAR UP staff support your needs during Year 1?

a. What supports from TEA were the most helpful?

How did you engage educators and administrators to meet the Year 1 goals and objectives of the GEAR UP program?

b. In what ways were educators and administrators engaged in the goals and objectives of the GEAR UP program?

c. What strategies did you use to engage educators and administrators?

d. What roles did administrators and educators play in grant implementation in Year 1?

e. What successes did you experience in terms of educator and administrator engagement?

f. What challenges did you face in your efforts to engage educators and administrators in the goals of the GEAR UP program?

Describe your outreach strategies for student and parent events in Year 1.

- g. What successes did you have when reaching out to students and parents about GEAR UP events?*
- h. What challenges did you face in reaching out to students and parents?*

As you were wrapping up Year 1, did you engage in any planning work to sustain GEAR UP initiatives for future years? Please describe that planning work.

- i. Who in your district did you work with to conduct the sustainability planning?*
- j. Describe the GEAR UP initiatives that you suggested the district sustain? Why did you suggest these initiatives?*

GEAR UP: Beyond Grad Experiences in Year 2 (~30 mins)

Next, I'd like to learn more about your current experiences implementing GEAR UP, in Year 2 (the 2019–20 school year).

Tell me how implementing the GEAR UP program is currently going in your district this school year.

- k. What challenges have you experienced in carrying out GEAR U initiatives and activities so far? What successes have you experienced so far?*
 - l. How are GEAR UP initiatives currently supporting or the postsecondary education and career preparation needs of the participating students*
3. How have TEA GEAR UP staff supported your needs in Year 2?
 - a. [If returning coordinator] In what ways has this support changed from Year 1?*
 - b. What supports from TEA have been the most helpful? What needs are not being met by TEA?*
 4. How are you currently engaging educators and administrators to meet the goals and objectives of the GEAR UP program (e.g., increasing academic rigor, preparing middle school students, and expanding advising to high school students)?
 - a. Describe the ways that educators and administrators are engaged with implementation.*
 - b. [If returning coordinator] How have these efforts evolved from Year 1?*
 - i. [If returning coordinator] What new strategies are you using to meet the goals and objectives of the GEAR UP program?*
 - ii. [If returning coordinator] How has educators' and administrators' level or type of engagement in grant implementation changed in Year 2?*
 - c. What successes have you experienced so far in Year 2?*
 - d. What challenges have you faced in Year 2?*
 - e. How knowledgeable are educators and administrators about GEAR UP goals and services?*

What businesses has your district engaged to support GEAR UP goals and strategies?

- f. What have you communicated to businesses about GEAR UP goals and strategies? How has this information been communicated?*
- g. How are they supporting grant implementation?*

What government entities and community groups has your district engaged to support GEAR UP goals and strategies?

- h. What have you communicated to government entities and community groups about GEAR UP goals and strategies? How has this information been communicated?*

- i. How have these alliances provided information to students regarding high school pathways, scholarships, financial aid, and postsecondary education awareness?*
- j. What other ways, if any, are they supporting grant implementation?*

Describe your outreach strategies for student and parent events in Year 2.

- k. [If returning coordinator] How have your outreach strategies evolved in Year 2 to build on the successes and address the challenges experienced in Year 1?*
- l. What successes have you had so far in Year 2 using this approach?*
 - i. Why do you believe these events were successful?*
- m. What challenges have you faced in Year 2? How do you plan to modify your approach next year to address these challenges?*

Tell me how implementing Texas OnCourse College and Career Readiness course is currently going in your district.

- n. What challenges have you experienced in implementing the curriculum so far? What successes have you experienced so far?*
- o. How is the curriculum supporting or not supporting the postsecondary education preparation needs of the students participating in the course?*

What outcomes related to postsecondary education and career readiness and awareness do you expect to see for students, school staff, and parents/guardians in Year 2?

- p. How are these outcomes different than those of year 1?*
- q. How are you adapting to achieve these outcomes?*
- r. What outcomes will be the hardest to achieve? The easiest?*

Have you thought about how GEAR UP initiatives might be sustained in the future?

- s. How do you think GEAR UP initiatives will be sustained in middle school in the next year or two? What do you hope is still sustained in the next 5 to 10 years?*
- t. Do you have concerns about the sustainability of the GEAR UP?*
- u. What role do you envision for school and district staff in sustainability planning?*
- v. What role do you envision for community and government alliances in sustainability planning?*

Wrap Up (~6 mins)

- 5. In your opinion what were the most promising components of the GEAR UP to improve postsecondary education preparation?
 - a. Would you recommend the GEAR UP to others? Why or why not?*
 - b. In what ways would you change the GEAR UP? Why?*
 - c. What aspect or activity of GEAR UP will have the greatest impact for students, schools, and/or districts?*

Is there anything else that can help us understand more about your school's Texas GEAR UP?

Thank you for your time!

Handout on GEAR UP Year 1 Goals/Objectives

GEAR UP: Beyond Grad Year 1 Goals/Objectives included:

- Increasing academic rigor
- Providing education training and professional development
- Preparing middle school students for high school
- Increasing on-time promotion rates
- Providing postsecondary education and career information to students and families
- Increasing educational expectations and awareness of postsecondary education and career options
- Building and expanding community and government partnerships

C.1.9 Middle School Texas OnCourse College and Career Readiness Course Teachers, 2019–20

Setup:

- Introduce yourself: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e. Facilitator)
- Briefly discuss the purpose of the interview/focus group: *Your school is participating in Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant program this year, which aims to improve college and career counseling in middle school, high school, and community college. To better understand how the GEAR UP grant program is working, the Texas Education Agency (TEA) has contracted with ICF to conduct an interview/focus group with educators who may be part of your school's GEAR UP grant program. The purpose of this focus group is to learn about educator perceptions of the Texas OnCourse College and Career Readiness course at your school. Please know that there are no right or wrong answers. The goal of this interview/focus group is to hear as many different viewpoints as possible. This interview/focus group will take approximately 35–45 minutes.*
- Convey to each participant our confidentiality policy: *(1) the interview/focus group is voluntary; (2) you can decline to answer any questions, or you can stop participating in the interview/focus group at any time without any consequences; (3) the information will be held in confidence to the extent permitted by law by members of the ICF team who have signed confidentiality agreements ensuring the protection of data; (4) interview/focus group data will be maintained in secure areas; [IF FOCUS GROUP] and (5) please respect others' privacy by not sharing any information outside of the focus group.*
- Ask permission to participate in the interview/focus group: *Now that you have heard about the content of this interview/focus group and the confidentiality provisions, do you consent to participate?*
- Ask permission to record the interview/focus group: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If you/at least one person choose(s) not to have the interview/focus group recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify specific people will be removed from transcripts prior to being shared. Do I have permission to record the interview?*
- Ask if they have any questions for you before you begin.
- **Start the recording.**
- Note to facilitator: *Italicized questions are to be used as probes to encourage respondents to expand upon their responses.*

Introduction (~5 mins)

2. Please introduce yourself, including your first name, the subject(s) you teach, and how long you have been an educator.
3. When did you teach the Texas OnCourse College and Career Readiness course—the fall and/or spring semester?

Texas OnCourse Middle School Curriculum Implementation (~10 mins)

4. How did you implement this course? Was it offered as a standalone course or did you implement it with AVID or another class?
 - a. *Why did your school choose to implement the course this way?*
5. What do you think were the most valuable components of the course?
 - a. *In what ways were they valuable?*
 - b. *Were there any components that you supplemented with other curriculum? Please describe.*
6. For teachers who taught the course in both the fall and spring semester: What did you perceive to be the major changes to the course between the fall and spring semester?
 - a. *In what ways did these changes improve the course?*
 - b. *What additional changes would you like to see to the course?*
7. Please describe any training you received regarding the course and/or how to teach it.
 - a. *How and when did you have this training?*
 - b. *What topics were addressed at these events?*
 - c. *How effective was the training in helping you to teach the course?*
 - d. *How might future trainings on this course be improved?*

Perceived Effectiveness of Student Competencies on Postsecondary Education and Career Information (~12 mins)

8. Please describe some of the key successes and major challenges in teaching this course.
 - a. *Please describe students' level of engagement in the course—how did it compare to any other courses you have taught?*
 - b. *What topics resonated with students the most? Least?*
 - c. *In what ways did you observe students learning and retaining the postsecondary education and career information provided in the course?*
 - d. *What are some challenges that you have encountered while teaching the course?*
 - e. *What have you done to overcome these challenges?*
 - f. *What would you do to improve the course and how it can help students understand postsecondary education and career information?*
9. How well did the assessments for this class align with the curriculum?
 - a. *Did the assessments appropriately measure student competencies in postsecondary education and career exploration?*
 - b. *How have your students been performing on the assessments?*
10. In what ways do you think this course affects students' overall academic achievement?
11. How does the course improve students' high school readiness? Postsecondary readiness?

Perceived Scalability of the Texas OnCourse Middle School Curriculum (~5 mins)

12. The Texas Education Agency worked to develop this curriculum with the goal of making it available to school districts across the state. Do you believe this curriculum is ready to be rolled out statewide? Why or why not?
 - a. *What necessary changes need to be made to see this curriculum before it should be made available across the state?*
 - b. *What kind of support should TEA be prepared to provide to districts to support using this new curriculum?*

Additional Comments (~3 mins)

13. Is there anything else that you would like to add about the course that we have not yet discussed?

Thank you for your time!

C.1.10 TEA, TNTP, UT-Austin, Nonprofit Advising Leadership, 2019–20

Setup:

- Introduce yourself: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e. Facilitator)
- Briefly discuss the purpose of the focus group/interview: *The Texas GEAR UP: Beyond Grad program, led by the Texas Education Agency (TEA), aims to improve postsecondary education and career readiness in middle school and high school. To better understand how the program is working, TEA has contracted with ICF to conduct a focus group/interview with TEA program staff/advising organization leadership/TNTP/UT-Austin who are involved in program implementation this year. The purpose of this focus group/interview is to better understand your role in the grant and perceptions about grant implementation. Please know that there are no right or wrong answers. [IF FOCUS GROUP] The goal of this focus group is to hear as many different viewpoints as possible. This focus group/interview will take approximately 35–45 minutes.*
- Convey to each participant our confidentiality policy: *(1) the focus group/interview is voluntary; (2) you can decline to answer any questions, or you can stop participating in the focus group/interview at any time without any consequences; (3) the information will be held in confidence by members of the ICF team, to the extent permitted by law, who have signed confidentiality agreements ensuring the protection of data; (4) focus group/interview data will be maintained in secure areas; [IF FOCUS GROUP ONLY] and (5) please respect others' privacy by not sharing any information outside of the focus group.*
- Ask permission to participate in the focus group/interview: *Now that you have heard about the content of this focus group/interview and the confidentiality provisions, do you consent to participate?*
- Ask permission to record the focus group/interview: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If at least one person chooses/if you choose not to have the focus group/interview recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify specific people will be removed from transcripts prior to being shared. Do I have permission to record the interview?*
- Ask if they have any questions for you before you begin.
- **Start the recording.**

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

All: Introduction (~5 mins)

14. Please tell me about your role related to the GEAR UP grant program.
 - a. *What role do you have in supporting GEAR UP programming, objectives, and activities at your organization?*
 - b. *Who else at your organization is involved in coordinating GEAR UP activities? What are their roles?*

All: General Background Questions (~10 mins)

15. Who, within and outside of your organization (e.g., TEA, TNTP, 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?

16. What were your goals and expectations for your work on the grant in Year 2? What outcomes do you expect to achieve by the end of the year?
 - a. *What were expected outcomes for different stakeholders with whom you work?*
 - i. *For TEA: Districts, grant coordinators, non-profit advising organizations, students, school staff, and parents/guardians*
 - ii. *For Nonprofit Advising Leadership: Advisors, school staff, students, parents*
 - iii. *For TNTP: School and district staff*
 - b. *How satisfied are you with the progress towards meeting these goals this year?*
 - c. *What goals have been the most challenging to attain? Why?*

TEA Program Staff Only: Grant Setup and Year 2 Implementation (~15 mins)

17. Please provide an overview of how the grant has been set up in Years 1 and 2 and how services are provided.
 - a. *How satisfied are you with this program model? In what ways would you like to adjust the model, if at all?*

18. Describe how implementation of the Texas OnCourse College and Career Readiness class has been going this year. How is it going at each of the GEAR UP middle schools? How is it going at the non-GEAR UP middle schools?
 - a. *How satisfied are you with implementation?*
 - b. *What feedback about the curriculum have you received from district and/or school staff?*
 - c. *How have you engaged with UT-Austin, related to this curriculum to oversee the implementation of this curriculum?*

19. Please describe progress that you have made in Year 2 to convene quarterly with Tri-agency partners (TEA, THECB and TWC) to ensure alignment of statewide initiatives around college and career readiness.

20. What role have you played in sustaining (or planning to sustain) GEAR UP initiatives (e.g., district-level sustainability planning, program wide sustainability planning) across GEAR UP middle and high schools?
 - a. *How satisfied are you with the progress made so far?*

21. What initiatives do you hope to see strengthened, enhanced, and/or scaled in Year 3?
 - a. *What initiatives, if any, would you like to alter in Year 3?*

UT-Austin Only: Texas OnCourse College and Career Readiness Course Implementation (~20 mins)

22. Please describe the major curricular components of the Texas OnCourse College and Career Readiness course.
- What are the main topics or units covered in the course? (Probe for pathways and/or endorsements, information on career fields, education trajectory needed for different career fields, self-efficacy, student competencies from the Texas model.)*
 - What are the main student activities in the course?*
 - Did the curriculum prescribe specific instructional strategies? If so, please elaborate.*
 - Do you have a vision or guidance regarding best practices for implementation? If so, what are they?*
23. What were the primary reasons for developing this curriculum with TEA?
- What factors were considered when developing the course?*
 - What are the intended outcomes of the course?*
 - How will this course support postsecondary education and career awareness for middle school students across the state?*
24. What were the major changes to the course between the fall 2019 and spring 2020?
- In what ways did these changes improve the course?*
 - What additional changes would you like to see to the course?*
25. Describe the role you had in developing and redesigning the middle school curriculum?
- Who did UT-Austin collaborate with to develop/redesign and/or implement the curriculum?*
26. How has implementation of the curriculum been going in Year 2?
- In what ways have you been involved in providing any support to districts and schools regarding implementation of the curriculum?*
 - What feedback on implementation have you received?*
27. What were the pre-test and post-test results? How satisfied are you with those results?
- How satisfied are you with the outcomes of the curriculum so far?*
28. How has scaling of the curriculum been going?
- What factors are you considering in thinking about scaling this curriculum to school districts across the state (e.g., access to technology, rural vs. urban school districts, variation in access to postsecondary education, variation in high-need career opportunities)?*
 - Is the curriculum ready to be scaled statewide? Why or why not?*

Nonprofit Advising Leadership Staff Only: Year 2 Implementation (~15 mins)

29. Describe the services the advisors from your organization are providing this school year.
- What are the unique features of your organization's advising model?*
30. What insight do you have on the impact of your organization's advising model on GEAR UP students' and parent/guardians' knowledge about postsecondary education and careers?
- How do these impacts align with the advising metrics used by your organization? What about the metrics needed to measure the federal GEAR UP project objectives?*

- b. How does your organization help advisors at the GEAR UP schools to meet their goals and objectives in Year 2?*
31. What role has your organization played in districts' efforts to plan for sustaining advising activities?
- a. From what you have seen, what progress has been made so far in sustaining GEAR UP advising services/activities? Are you satisfied with this level of progress?*
32. What is your overall satisfaction with implementation of the advising model this year?
- a. What successes have you had?*
b. What challenges have you had?
33. What are your takeaways, if any, regarding the advising model innovation you are testing through the GEAR UP grant? Is there anything you have taken from the GEAR UP model that you are considering applying to the traditional advising model your organization uses? If so, please describe.

TNTP Only: Past Experiences, Year 1, and Year 2 (~20 mins)

34. First, I'd like to know a little more about past experiences with postsecondary education preparation programs or initiatives similar to GEAR UP. Describe how your organization has historically worked with schools/districts to increase academic rigor in courses?
- a. How did your organization support academic rigor?*
35. Next, I'd like to hear more about your work in Year 1 (2018–19 school year). What professional development activities did you conduct with the districts in Year 1?
- a. It is our understanding that you led needs assessments in each of the districts—can you talk more about that process?*
- b. What were the primary professional development needs identified in the districts in Year 1?*
- c. What was your experience like working with the districts in Year 1?*
- i. Describe your experience specifically with the partnership between ESC 19 and San Elizario ISD in implementing the GEAR UP grant objectives. What has been working and what has not been working?*
- d. What were your biggest challenges in Year 1? Biggest successes?*
- e. Had you started thinking about how GEAR UP initiatives your organization worked on in Year 1 might be sustained in the future?*
- f. As you wrapped up Year 1, how did you anticipate working with GEAR UP grantee districts and campuses in the future? Do you recall having any specific concerns or looking forward to anything in particular?*
36. Now I'd like to fast-forward to Year 2 (2019–20 school year). What professional development activities have you conducted so far this year?
- a. What types of professional development have you trained staff on? Which stakeholders (e.g., teachers, counselors/advisors, administrators) have you trained?*
- i. Training topics for core content teachers (e.g., project-based learning, advanced instructional strategies, student engagement, teacher externships)?*

- ii. *Individualized educator coaching and/or mentoring sessions for HS core content teachers?*
 - iii. *Support for vertical teaming?*
 - iv. *Training topics for high school counselors?*
 - v. *Format of delivery?*
 - b. *How have various stakeholders received the professional development you have delivered?*
 - c. *How did the needs assessment conducted in Year 1 inform professional development services in Year 2?*
 - d. *In what ways are the professional development services designed to increase student academic achievement?*
 - e. *How has it been to work with the districts in Year 2?*
 - i. *How has the situation with the partnership between ESC 19 and San Elizario ISD evolved in Year 2? What has been working and what has not been working?*
 - f. *Who at the district have you collaborated with to deliver PD in Year 2? How satisfied are you with this collaboration?*
 - g. *What have been your biggest challenges so far in Year 2? Biggest successes?*
 - h. *How do you think GEAR UP initiatives will be sustained in the next year or two? In the next 5 to 10 years?*
37. Describe the support you have received from TEA GEAR UP staff.
- a. *In Year 1? In Year 2?*
 - b. *How has this support met your needs?*
 - c. *What additional support would you like to receive?*
38. What are your professional development plans for Year 3?
- ALL: Final Reflections (~5 mins)**
39. 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?*
40. Is there anything else about GEAR UP grant implementation that you think is important for me to know?

Thank you for your time!

C.1.11 School Personnel Survey (MS & HS), 2019–20

Your school is participating in Texas GEAR UP: Beyond Grad program this year, which aims to improve college and career counseling 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. It takes about 10–15 minutes to complete. Your answers to the questions will be used to help improve the GEAR UP program at your school and across Texas.

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

If you have any questions about the survey, you can contact Samantha Spinney at samantha.spinney@icf.com or (703) 272-6681. If you have questions about your rights as a research subject, you can contact Carole Harris at carole.harris@icf.com or (404) 321-3211.

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

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

Background

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

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

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

4. **Select the Texas GEAR UP Beyond Grad school where you work. *(Select all that apply.)***
 - a. Ann M. Garcia Enriquez Middle School
 - b. C.E. King High School
 - c. C.E. King Middle School
 - d. Cleveland High School
 - e. Cleveland Middle School
 - f. E. Merle Smith Middle School
 - g. Mathis High School
 - h. Mathis Middle School
 - i. Michael R. Null Middle School
 - j. San Elizario High School
 - k. Sinton High School
 - l. Van Horn School

5. **What grades do you serve in your position at your school? *(Select all that apply.)***
 - a. Kindergarten–6th grade *(If only response selected, skip to the end of the survey.)*
 - b. 7th grade *(If only response selected, skip to Q12.)*
 - c. 8th grade
 - d. 9th grade
 - e. 10th grade
 - f. 11th grade
 - g. 12th grade

6. **If respondent is a teacher [selected c in Q1]: What subjects are you teaching this school year? *(Select all that apply.)***
 - a. English Language Arts
 - b. Mathematics
 - c. Social studies
 - d. Science
 - e. Arts (e.g., music, drama, fine art)

- f. Physical education
- g. Business/marketing
- h. English as a Second Language (ESL)
- i. AVID
- j. Texas OnCourse College and Career Readiness course
- k. Other (please describe): _____

Professional Development and Vertical Teaming

7. **Ask only of HS core content teachers [Selected 5 d-g and 6 a-d]: So far in the 2019–20 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. **Ask only to those who selected a in question 7: Please rate your level of agreement with the following statements about professional development.**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not applicable	I don't know/
a. <i>The professional development that I participated in this year provided me with strategies for increasing the rigor in my courses.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <i>The strategies I acquired in professional development this year were easy to implement.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. **Ask only high school core content teachers [Selected 5 d-g and 6 a-d]: 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

10. **Ask only of those who participated in question 9 [selected options b-d]: Please select the topics you discussed or learned about in your teacher coaching/mentoring sessions. (Select all that apply)**

- a. Project-based learning
- b. Advanced instructional strategies

- c. Student engagement
- d. Student readiness for postsecondary education
- e. Academic supports for students
- f. Other: _____

11. **Ask only of those who participated in question 9 [selected options b-d]: Please rate your level of agreement regarding the following statement.**

Teacher mentoring/coaching 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

12. **Ask only of MS and HS teachers and administrators [selected 1 a or 1c and 5 b-g]: Please select all the people with whom you have participated in vertical teaming since summer 2019. (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 2019

13. **Ask only of those who selected a-f in question 12: Rate your level of agreement regarding the following statement.**

Vertical teaming helped to align curriculum and reduce the need for remediation at the postsecondary level for students at my school.

- a. Strongly disagree
- b. Disagree
- c. Agree
- d. Strongly agree
- e. I don't know/Does not apply

[Note: Q13 is the last question that Grade 7 personnel (selected b on Q5) will see.]

14. **Ask only of high school counselors and student support services staff [selected 1 b and 5 d-g]: So far in the 2019 – 20 school year, have you received any training on how to conduct advising on topics related to postsecondary education (education at 2-year colleges, 4-year colleges, and technical schools) and career?**

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

15. **Ask only of those who participated in Q14 [selected option a]: Please select the topics you discussed or learned about during your postsecondary education and career advising trainings. (Select all that apply.)**

- a. Course selection
- b. Career exploration
- c. Texas and regional Labor market information
- d. Personal Graduation Plans and endorsements
- e. Advanced academics (Dual Credit, AP and IB courses)
- f. Career and technical education
- g. Career clusters and programs of study
- h. Assessments (e.g., SAT, ACT, TSIA, STAAR)
- i. Postsecondary education applications (ApplyTexas, Common Application, Coalition Application)
- j. Writing recommendations
- k. Financial aid (Scholarships, FAFSA, TASFA)
- l. Postsecondary education research
- m. Helping students develop a list of postsecondary education institutions to which to apply
- n. Work-based learning
- o. Student engagement strategies
- p. Parent engagement strategies
- q. School culture strategies

16. **Ask only of those who participated in Q14 [selected option a]: Please rate your level of agreement with the following statements regarding the postsecondary education and career advising trainings.**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not applicable	I don't know/
<i>The postsecondary education and career advising trainings that I participated in this year...</i>						
a. ...provided me with resources or strategies for helping students identify potential careers based on their interests and aptitudes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ...provided me with tools or strategies to help me advise students on identifying high-wage, in-demand career opportunities based on data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ...provided me with tools or strategies to help me advise students on aligning their academic choices to their career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| d. ...provided me with tools or strategies to help me advise students on applying for postsecondary education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. ...provided me with tools or strategies to help me advise students on paying for postsecondary education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. ...provided me with tools or strategies to engage teachers and administrators in my school in developing a postsecondary education and career-ready culture on our campus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. ...provided me with tools or strategies to engage students in my advising program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. ...provided me with tools or strategies to engage families in my advising program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Middle School Curricula

17. Ask only of Grade 8 counselors/student support services staff [selected 1 b & 5 c], administrators [selected 1 a & 5 c], and math/Algebra I teachers [selected 1 c, 5 c, and 6 b]: Please rate your level of agreement with the following statements about Algebra I.

- | | Strongly Disagree | Disagree | Agree | Strongly Agree | Not applicable | I don't know/ |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. The Grade 8 students taking Algebra I at my school this year were academically ready for the course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The Grade 8 students taking Algebra I at my school this year seemed more prepared than those taking it the year before. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. More Grade 8 students now are interested in taking Algebra I compared to previous years. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. I would like more support on strategies for helping Grade 8 students to succeed in Algebra I. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Offering Algebra I this year was challenging due to limited openings in the master schedule to offer the course this year. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Offering Algebra I this year was challenging due to a lack of qualified teachers to teach the course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- g. Our school did not experience challenges in offering Algebra I this school year.*
18. Ask only of Grade 8 counselors/student support services staff [selected 1 b & 5 c], administrators [selected 1 a & 5 c], and math/Algebra I teachers [selected 1 c, 5 c, and 6 b]: **Does your school offer Algebra I tutoring, targeted for students who are failing the course or may be in danger of failing the course?**
- a. Yes
 - b. No
 - c. I’m not sure
19. For respondents who selected 18 a: **Please rate the effectiveness of the Algebra I tutoring offered at your school in helping students to grasp the concepts and earn good grades in the course.**
- a. Very Ineffective
 - b. Ineffective
 - c. Effective
 - d. Very Effective
 - e. I don’t know/Not applicable
20. Ask only of those teaching Texas OnCourse College and Career Readiness Course [selected 6 j]. **Please rate your level of agreement with the following statements about the Texas OnCourse College and Career Readiness course.**

	Strongly Disagree	Disagree	Agree	Strongly Agree	I don't know/Not applicable
<i>a. Students were engaged in the course.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>b. The course provided students with relevant information on how to select an endorsement.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>c. The course provided grade-appropriate information.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>d. The level of difficulty of the materials in the course was grade-appropriate.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>e. The course provided opportunities for students to learn about a variety of career options related to their interests.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>f. The course effectively informed students on how to achieve career goals.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>g. The course provided students with information about different types of postsecondary education options,</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

including two-year, four-year, and technical schools.

- h. *The course helped students understand how to pay for postsecondary education.*

21. **Ask only of Grade 8 administrators and counselors [selected 1 a-b & 5 c] or those teaching Texas OnCourse College and Career Readiness Course [selected 6 j]: Please describe any challenges that your school experienced in offering the Texas OnCourse College and Career Readiness course.**

Providing Postsecondary Education and Career Information to Students

22. **(For administrators, counselors, teachers of students in Grades 8–12 [selected 1 a-c, 5 c-g]) Please rate your level of agreement with the following statements about information provided to students on postsecondary education and career this school year.**

	Strongly Disagree	Disagree	Agree	Strongly Agree	I don't know/Not applicable	I don't know/Not applicable
a. <i>I regularly provide students with information about postsecondary education.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <i>I regularly provide students with information about career options.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <i>My school provides students with information about how to academically prepare for postsecondary education.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. <i>My school provides students with information about high school graduation requirements.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. <i>My school provides students with information about creating a Personal Graduation Plan.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. <i>My school provides students with information about opportunities to earn dual credit.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. <i>My school provides students with information about the postsecondary education application process.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. <i>My school provides students with information about paying for</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

postsecondary education (e.g., FAFSA, loans, scholarships, grants)

- i. *My school provides students with information about education requirements for certain careers.*
- j. *My school provides students with information about internships, job shadowing opportunities, or other work-based learning opportunities.*
- k. *My school provides students with information about postsecondary education entrance exams (e.g., SAT, ACT, TSI Assessment)*
- l. *My school provides parents with a range of information related to postsecondary education options for their child.*
- m. *My school provides parents with a range of information related to how to pay for postsecondary education.*
- n. *My school provides parents with a range of information related to career options for their child.*

23. **Ask only of high school administrators as well as counselors and student support services staff [selected 1 a-b, 5 d-g] Does your school have a dedicated space where students and parents can find information or someone to speak to regarding postsecondary education and career readiness?**

- a. Yes
- b. No
- c. I’m not sure

24. **For respondents who selected a in Q23: Where is the space where students and parents can find information or someone to speak to regarding postsecondary education and career readiness?**

- a. In an office
- b. In a classroom
- c. In the library
- d. In the Go Center
- e. Other (please describe): _____

25. **For respondents who selected a in Q23: When can students and parents access the space that provides postsecondary education and career readiness information? (Select all that apply.)**

	Stu dents	Parents/Guard ians
a. <i>During regular school hours</i>	<input type="checkbox"/>	<input type="checkbox"/>
b. <i>Before school</i>	<input type="checkbox"/>	<input type="checkbox"/>
c. <i>After school</i>	<input type="checkbox"/>	<input type="checkbox"/>

26. For high school administrators, counselors, and teachers [selected 1 a-c and 5 d-g]: Please rate your level of agreement with the following statements about the GEAR UP advisors (CFES, CAC, or Advise TX) at your school.

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

27. For 8th grade counselors/student support staff [selected 1 b and 5 c]: Did you provide one-on-one postsecondary education/career advising to students and/or parents/guardians this year?

- a. Yes
- b. No
- c. I don't know

28. For 8th grade counselors/student support staff who delivered individualized advising [selected 27 a]: Please select all the topics addressed with students and/or parents/guardians during one-on-one individualized postsecondary education/career advising sessions this year.

	<i>Students</i>	<i>Parents/ Guardians</i>
<i>a. Texas OnCourse College and Career Readiness curriculum</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>b. Postsecondary education options (e.g., 4-year colleges, 2-year colleges, technical schools, etc.)</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>c. Financial aid in general</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>d. FAFSA and/or TASFA</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>e. Pell grants</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>f. Endorsements and distinguished level of achievement</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>g. High school course sequencing and Personal Graduation Plans</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>h. PSAT or ACT Aspire</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>i. Algebra I</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>j. Tutoring</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>k. Advanced courses</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>l. Postsecondary education research</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>m. Career exploration</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>n. Available resources or trusted sources for postsecondary education and career information</i>	<input type="checkbox"/>	<input type="checkbox"/>

29. For 8th grade counselors/student support staff who delivered individualized advising [selected 27 a]: Please rate your level of agreement regarding the following statements about individualized postsecondary education and career advising sessions at your school.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Not applicable</i>	<i>I don't know/</i>
<i>a. I was satisfied with students' level of engagement in individualized postsecondary education and career advising sessions.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>b. I was satisfied, overall, with parents' level of engagement in individualized postsecondary education and career advising sessions.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>c. Students appeared to be satisfied with the information provided to them at</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- their individualized postsecondary education and career advising session.*
- d. *Parents appeared to be satisfied with the information provided to them at their individualized postsecondary education and career advising session.*
- e. *I was able to answer all of the questions that students asked at their individualized postsecondary education and career advising session.*
- f. *I was able to answer all of the questions that parents asked at their individualized postsecondary education and career advising session.*
- g. *I was provided with adequate guidance and support on how to successfully conduct these sessions.*

Thank you for your time!

C.1.12 Student Survey (Grades 8–12), 2019–20

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 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 school experiences and college and career goals. It takes about 10 minutes to complete. Your parent or guardian has been informed that you will be asked to complete this survey and will let your school know if they would not like you to participate. Filling out this survey is voluntary—you do not have to do it if you do not want to. You can skip questions or stop taking the survey at any time. There are no consequences if you do not take the survey or finish the survey. Your answers to the survey questions will be kept private to the extent permitted by law. We will only summarize answers to questions across groups of students. Your individual answers will not be shared. Your name will not be on the survey and your individual answers will not be shared with anyone at your school or your parents/guardians. Completing the survey presents very little risk to you. Completing the survey will help to improve college and career programs at your school and other schools in Texas.

If you have any questions about the survey, you can contact Samantha Spinney at samantha.spinney@icf.com or (703) 272-6681. If you have questions about your rights as a research subject, you can contact Carole Harris at carole.harris@icf.com or (404) 321-3211.

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

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

1. What is your current grade level?

- a. Grade 7
- b. Grade 8
- c. Grade 9
- d. Grade 10
- e. Grade 11
- f. Grade 12

2. [If respondent selected a-b in Q1] Please select the school you are currently attending.

- a. Ann M. Garcia-Enriquez Middle School
- b. Mathis Middle School
- c. C.E. King Middle School
- d. Michael R. Null Middle School
- e. E. Merle Smith Middle School
- f. Cleveland Middle School
- g. Van Horn School

3. [If respondent selected c-f in Q1] Please select the school you are currently attending.

- a. San Elizario High School

- b. Mathis High School
- c. C.E. King High School
- d. Sinton High School
- e. Cleveland High School
- f. Van Horn School

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

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

Assessment (TSIA) test preparation resources.					
I am aware of the scholarship opportunities available to help pay for postsecondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the Pell Grant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the FAFSA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the TASFA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

5. Did you meet one-on-one with a school counselor, advisor, or GEAR UP staff during the 2019–20 school year about planning for postsecondary education and/or career?

- a. Yes
- b. No

6. **[If respondent selected a in Q5]** Please select the topics you discussed during your one-on-one counseling/advising session(s). *(Select all that apply.)*

- a. My grades
- b. Course selection/scheduling
- c. Endorsements
- d. Personal Graduation Plan
- e. SAT or ACT
- f. Postsecondary education plans or interests
- g. Postsecondary education applications
- h. Career plans or interests
- i. Job/internships/shadowing applications
- j. Financial aid for postsecondary education
- k. Other (please explain): _____

7. **[If respondent selected a in Q5]** Please rate your level of agreement with the following statements about your one-on-one counseling/advising session(s).

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>I don't know/ Not Applicable</i>
The counseling/advising session(s) helped me to develop a plan for my education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The counseling/advising session(s) helped me to select the best classes to take to achieve my goals for my education and career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The counseling/advising session(s) provided me with information on what grades and testing scores are needed to achieve my goals for my education and career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The counseling/advising session(s) provided me with information about how to pay for education after high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The counseling/advising session(s) provided me with information that was specific to my individual needs/interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spoke with my family about some of the topics that were covered in my counseling/advising session(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. **[If respondent selected a in Q5]** Overall, how satisfied have you been with individual counseling/advising session(s)?
- Strongly Dissatisfied
 - Dissatisfied
 - Satisfied
 - Strongly Satisfied
 - I don't know/Not applicable
9. **Did you participate in a summer program last summer (summer 2019)?**
- Yes
 - No
10. **[If respondent selected a in Q9]** What type of summer program did you participate in? *(Select all that apply.)*
- Summer camp
 - Postsecondary education exploration program
 - Academic enrichment program
 - Transition program
 - Other: _____

11. **[If respondent selected a in Q9]** Please rate your level of satisfaction with the summer program(s) that you participated in.
- Strongly Dissatisfied
 - Dissatisfied
 - Satisfied
 - Strongly Satisfied
 - I don't know/Not applicable
12. **[If respondent selected b in Q9]** Please select the most accurate explanation why you did not participate in a summer program last summer (summer 2019).
- I did not know about any summer programs.
 - I was not interested in the summer programs that were offered to me.
 - I was busy with family/work.
 - The dates of the summer program did not work with my schedule.
 - It would cost me and/or my family too much money to attend.
 - Other: _____
13. **Did you participate in a college visit(s) this school year?**
- Yes
 - No
14. **[If respondent selected a in Q13]** Please select each of the activities you participated in during your college visit(s). ***(Select all that apply.)***
- In-person campus tour
 - Observed a college class
 - Listened to a speaker (e.g., admissions officer, professor, student)
 - Virtual tour
 - Other: _____
15. **[If respondent selected a in Q13]** Please select the types of information you learned about on your college visit(s). ***(Select all that apply.)***
- Layout/environment of the campus
 - Various academic programs or areas of study
 - Difficulty of postsecondary education classes
 - Student academic services
 - Campus diversity
 - Firsthand experiences from college students
 - Other: _____
16. **[If respondent selected a in Q13]** Please rate your level of satisfaction with the college visit(s) that you participated in.
- Strongly Dissatisfied
 - Dissatisfied
 - Satisfied
 - Strongly Satisfied
 - I don't know/Not applicable

17. Did you participate in one or more work-based learning activities (e.g., job site visit, job shadowing, career day, presentations about different career options, online discussions with professionals in a field of your interest) this school year?

- a. Yes
- b. No

18. **If respondent selected a in Q17]** Please select the types of information you learned about during the work-based learning activity/activities. *(Select all that apply.)*

- a. Various career options
- b. What it is like to work a certain job
- c. Companies in my region
- d. Education required for certain careers
- e. Technical skills required for certain careers
- f. Salaries of certain careers
- g. Other: _____

19. **If respondent selected a in Q17]** Please rate your level of satisfaction with the work-based learning activity/activities that you participated in.

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

Grade 8 ONLY

(Only students who selected Grade 8 in Q1 will see questions in this section.)

20. **[If respondents selected b in Q1]** Are you currently enrolled in Algebra I?

- a. Yes
- b. No

21. **[If respondent selected b in Q20]** Please rate your level of agreement with the following statements about Algebra I.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>I don't know/Not Applicable</i>
I felt prepared to take Algebra I.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Algebra I class is challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am getting enough support to succeed in Algebra I.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. **[If respondents selected b in Q1]** Have you participated in tutoring for any of your classes this school year?

- a. Yes
- b. No

23. **[If respondent selected a in Q22]** What type(s) of tutoring have you participated in this school year? *(Select all that apply.)*

	Type of Tutoring				
	In-class	After school	One-on-one with a teacher	With a high school or college student	Other: _____
Algebra I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Mathematics course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language Arts course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. **[If respondent selected a in Q22]** Has the tutoring you received helped you succeed in your classes?

- a. Yes
- b. No

25. **[If respondent selected a in Q22]** Please rate your level of satisfaction with the tutoring that you participated in.

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

26. **[If respondents selected b in Q1]** This year, you took the Texas OnCourse College and Career Readiness Course at school. Were you enrolled in this class in the fall semester or spring semester?

- a. Fall
- b. Spring

27. **[If respondents selected b in Q1]** Please rate your level of agreement with the following statements about the class.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>I don't know/Not Applicable</i>
I learned important information about different education options after high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The class helped me explore options for postsecondary education that might be a good fit for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned important information about career options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The class helped me explore careers that might be a good fit for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The class helped me decide what courses to enroll in next year in high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The class helped me select an endorsement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The class presented information that was relevant to me and my interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I found the class interesting—it kept my attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this class to other 8 th grade students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. [If respondents selected b in Q1] Please rate your level of satisfaction with the class.

- a. Strongly Dissatisfied
- b. Dissatisfied
- c. Satisfied
- d. Strongly Satisfied
- e. Not applicable

29. **[If respondents selected b in Q1]** Please identify the individuals who provided you with information about the following topics related to postsecondary education and career. *(Select all that apply.)*

	School guidance counselor/advisor/GEAR UP staff	Teachers	Family
High school endorsements and distinguished level of achievement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Graduation Plan and course selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about postsecondary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on how to pay for postsecondary education (like scholarships, grants, loans)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job/career opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade 9–12 ONLY

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

30. **[If respondent selected c–f in Q1]** Have you accessed any *virtual/online* postsecondary education and career advising tools or resources this school year?

- Yes
- No

31. **[If respondent selected a in Q30]** In what ways did virtual/online advising tools/resources help you with postsecondary education/career planning?

32. **[If respondent selected a in Q30]** Please rate your level of satisfaction with the virtual advising tools/resources.

- Strongly Dissatisfied
- Dissatisfied
- Satisfied
- Strongly Satisfied
- I don't know/Not applicable

Grades 10–12 ONLY

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

33. **[If respondent selected d in Q1]** Have you completed any type of PSAT/ACT Aspire 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

34. [If respondent selected e or f in Q1] Have you completed any type of SAT/ACT test prep (e.g., online lessons, practice tests, prep courses, test prep books, prep in your math and/or English/language arts classes) this school year?

- a. Yes
- b. No

35. [If respondent selected a in Q33 or Q34] Do you believe the test prep has prepared you/will prepare for the test?

- a. Yes
- b. No

Grades 7–12: Final question

36. What suggestions do you have for improving postsecondary education and career activities/services at your school?

Thank you for your time!

C.1.13 Scaling Survey for Districts, 2019–20

Your school district is piloting the Texas OnCourse College and Career Readiness course this year as part of the Texas GEAR UP: Beyond Grad initiative led by the Texas Education Agency (TEA). To better understand perspectives of the new course, TEA has contracted with ICF to survey personnel in your school district who are knowledgeable about implementation of the pilot course. This survey asks you questions about your district’s experience piloting the course in spring 2020. It takes about 5–10 minutes to complete. Your answers to the questions will be used to help improve the college and career curricula for middle school students across Texas.

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

If you have any questions about the survey, you can contact Samantha Spinney at samantha.spinney@icf.com or (703) 272-6681. If you have questions about your rights as a research subject, you can contact Carole Harris at carole.harris@icf.com or (404) 321-3211.

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

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

Background

1. **What is your current primary position at your school/district?**
 - a. Administrator
 - b. Counselor/Student Support Services Staff
 - c. Teacher
 - d. Curriculum & Instruction Coordinator
 - e. Other: _____

Perceived Effectiveness of Texas OnCourse College and Career Readiness Course

2. Please rate your level of agreement with the following statements about the Texas OnCourse College and Career Readiness course piloted at your district in spring 2020.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>I don't know</i>
i. Students were engaged in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. The course provided students with relevant information on how to select an endorsement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The course provided grade-appropriate information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. The level of difficulty of the materials in the course was grade-appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. The course provided opportunities for students to learn about a variety of career options related to their interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. The course effectively informed students on how to achieve career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. The course provided students with information about different types of postsecondary education options, including two-year, four-year, and technical schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. The course helped students understand how to pay for postsecondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please describe any challenges that your school experienced in offering the course.

Max characters = 1200

4. Overall, how satisfied are you with the course?

	<i>Strongly dissatisfi ed</i>	<i>Dissatisf ied</i>	<i>Satisfied</i>	<i>Strongly satisfied</i>	<i>I don't know/N ot applicab le</i>
a. <i>Level of satisfaction with training offered</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <i>Level of satisfaction with instructor resources</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <i>Level of satisfaction with student resources</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Do you plan on continuing using the course during the next academic year?

- Yes *(complete question 6, skip question 7)*
- No *(skip question 6, complete question 7)*

6. [If respondent selected Yes in Q5] What are your plans for using the course next year?

Max characters = 1200

Max characters = 1200

7. [If respondent selected No in Q5] Why do you not plan on continuing to use the Texas On-Course college and career exploration course next year?

8. What recommendations do you have for improving the Texas On-Course college and career exploration course?

Max characters = 1200

Thank you for your time!

C.1.14 Parent Survey (Grades 8–12), 2019–20

Your child’s school is participating in the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant program this year. The program is run by the Texas Education Agency (TEA). 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 regarding college and career information as well as your perspectives on college and career planning for your child. It takes about 5–10 minutes to complete. Filling out this survey is voluntary—you do not have to do it if you do not want to. You can skip questions or stop taking the survey at any time. There are no consequences if you do not take the survey or finish the survey. Your answers to the survey questions will be kept private, to the extent permitted by law. Your name will not be collected with the survey. We will summarize answers to short-answer or multiple-choice questions across respondents in study reports. Your individual answers to open-ended questions could be shared anonymously in study reports. We will not share individual survey responses with your child’s school. Completing the survey presents very little risk to you. Completing the survey will help to improve college and career programs at your school and other schools in Texas.

If you have any questions about the survey, you can contact Samantha Spinney at samantha.spinney@icf.com or (703) 272-6681. If you have questions about your rights as a research subject, you can contact Carole Harris at carole.harris@icf.com or (404) 321-3211.

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

- I agree to take this survey.
- I do not agree to take this survey (skip to end)

1. How many children do you have attending Grades 8–12 in this school district?

- a. 1
- b. 2
- c. 3
- d. More than 3

[If respondent selected b–d in Q1, display following message] Choose one of your children to answer this survey about (if you have a Grade 8 student, please complete the survey for that student). Then, if you want to, complete the survey again for another one of your children.

2. What is your child’s current grade level?

- g. Grade 7
- h. Grade 8
- i. Grade 9
- j. Grade 10
- k. Grade 11
- l. Grade 12

3. [If respondent selected a–b in Q1] Please select the school your child is currently attending.

- a. Ann M. Garcia-Enriquez Middle School
- b. Mathis Middle School

- c. C.E. King Middle School
- d. Michael R. Null Middle School
- e. E. Merle Smith Middle School
- f. Cleveland Middle School
- g. Van Horn School

4. [If respondent selected c–f in Q1] Please select the school your child is currently attending.

- a. San Elizario High School
- b. Mathis High School
- c. C.E. King High School
- d. Sinton High School
- e. Cleveland High School
- f. Van Horn School

5. Please rate your level of agreement with the following statements about postsecondary education and financial aid options for your child.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>I don't know/Not applicable</i>
My child will receive/is receiving a high school education that will adequately prepare him/her for postsecondary education and career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of what grades my child will need to earn in high school so that he/she could enroll in postsecondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the opportunities to earn dual credit opportunities available to my child in our school district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the opportunities that a postsecondary education degree can provide for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the education path necessary for the career my child plans to pursue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will be able to guide my child through the postsecondary education application process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I am familiar with examinations needed to get into postsecondary education (e.g., SAT, ACT, TSI Assessment).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to find SAT or PSAT test preparation resources for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to find ACT or ACT Aspire test preparation resources for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to find TSI Assessment test preparation resources for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of scholarship opportunities available to help pay for postsecondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the FAFSA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the TASFA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the Pell Grant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. **[For parents of 8th graders (selected b in Q1)]** Please select all of the sources that have helped you learn about each type of information for your child. *(Select all sources that apply)*

	My own research	School guidance counselor/advisor/GEAR UP coordinator	Teachers
High school endorsements and distinguished level of achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child’s Personal Graduation Plan and high school course selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual credit opportunities in my child’s school district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about postsecondary education for my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on how to pay for postsecondary education for my child (like scholarships, grants, loans)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job/career opportunities for my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---------------------------------------	--------------------------	--------------------------	--------------------------

7. Did you meet one-on-one with your child’s counselor, advisor, or GEAR UP coordinator during the 2019–20 school year about your child’s postsecondary education and/or career options or plans?

- c. Yes
- d. No

8. **[For parents of 8th graders (selected ab in Q1) who also selected a in Q6]** Please select the topics you discussed during the one-on-one counseling/advising session(s). *(Select all that apply.)*

- l. Your child’s grades
- m. Course selection/scheduling for your child
- n. Your child’s Personal Graduation Plan or endorsement
- o. Your child’s long-term goals for after high school (postsecondary education or career)
- p. Options for paying for postsecondary education
- q. Other (please explain): _____

9. **[For parents of high school students (selected c-f on Q1) who also selected a in Q6]** Please select the topics you discussed during the one-on-one counseling/advising session(s). *(Select all that apply.)*

- a. Your child’s grades
- b. Course selection/scheduling for your child
- c. Your child’s Personal Graduation Plan
- d. SAT or ACT
- e. Your child’s postsecondary education plans or interests
- f. Postsecondary education applications
- g. Your child’s career plans or interests
- h. Job/internships applications
- i. Financial aid for postsecondary education
- j. Other (please explain): _____

10. **[If respondent selected a in Q6]** Please rate your level of agreement with the following statements about the one-on-one counseling/advising session(s).

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>I don’t know/Not Applicable</i>
The counseling/advising session...					
...helped me and my child think about his/her postsecondary education/career plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...helped me and my child understand the best classes my child should take to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

achieve his/her postsecondary education/career goals.					
...provided my child with information about his/her grades/test scores to achieve his/her postsecondary education/career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...provided me with information about how our family may pay for postsecondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...provided me and my child with information that was specific to our family’s situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Overall, how satisfied have you been with the individual counseling/advising session(s)?

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

12. Did you participate in a parent/family event at your child’s school this school year that provided postsecondary education or career information for your child?

- c. Yes
- d. No

13. [If respondent selected a in Q11] Please select the types of information you learned about at the parent/family event(s). (Select all that apply.)

- h. Availability of postsecondary education and career advising
- i. Different types of postsecondary education options (e.g., 2-year, 4-year and technical school options; public vs. private colleges)
- j. Options for paying for postsecondary education (e.g., Pell Grant, scholarships, federal loans)
- k. Academic requirements for postsecondary education (e.g., grades, test scores, courses)
- l. In-demand careers in your region
- m. Training and educational requirements for certain careers
- n. Options to take high school courses aligned with certain careers
- o. Other: _____

14. [If respondent selected a in Q11] Please rate your level of agreement with the following statements about the parent/family event(s) that you participated in.

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

15. [If respondent selected a in Q11] Please rate your level of satisfaction with the parent/family event(s) that you participated in.

- f. Strongly Dissatisfied
- g. Dissatisfied
- h. Satisfied
- i. Strongly Satisfied
- j. I don't know/Not applicable

16. [If respondent selected b in Q11] Please select the best reason why you have not participated in a parent/family event so far this school year.

- a. I did not know about any parent/family event(s).
- b. I was not interested in the parent/family event(s) that were offered to me.
- c. I was busy with family/work.
- d. Other: _____

17. What suggestions do you have for improving postsecondary education and career activities/services at your child's school?

Thank you for your time!

C.2 Revised Instruments Used During the COVID-19 Pandemic for Rescheduled Data Collection Activities (Fall 2020)

C.2.1 Adult Interview/Focus Group Consent Form, Fall 2020

Your school/district/organization is participating in the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant program, led by the Texas Education Agency (TEA). TEA has contracted with ICF and Agile Analytics to conduct a study of the GEAR UP program to understand how the program is working, successful strategies that are being used to meet program goals, and the impact of the program on students, parents, and schools. As part of this important research, you are being asked to participate in an interview/focus group which should take approximately 30–60 minutes. The discussion will include questions about your opinions and experiences with the GEAR UP program during the 2019–20 school year. Please consider the details below prior to deciding to participate in this interview/focus group:

- **Confidentiality:** Your individual answers during the interview/focus group will be kept in confidence from anyone outside of the research team to the extent permitted by law. The interview/focus group discussion will be recorded either by audio file or written notes after obtaining your verbal consent (and for focus groups, the consent of all participants). The recordings of what you share will only be used by the ICF and Agile Analytics research team. Transcripts of audio recordings will be provided to TEA at the conclusion of the study; however, these transcripts will be deidentified prior to being shared. In other words, all names of persons, schools, districts, organizations, locations, job titles, or any other identifying details of what you share will be removed prior to sharing the transcript with TEA. In written reports, the data collected by researchers will be reported in a manner that summarizes across participants. We will not include participant names or any other personally identifiable information about you in written reports. If you are participating in a focus group, please keep in mind that what individuals talk about during the focus group is private and you should not discuss it with anyone after the session is finished.
- **Risks:** The study presents minimal risk to you. Participants will not be identified. Interview notes and/or recordings will be stored in a secure area accessible only to ICF and Agile Analytics. Please note that if you participate in a focus group, while we will ask all individuals who participate to not discuss any of the information after the session is finished, we cannot guarantee that all participants will keep information private.
- **Benefits:** The information provided by participants will help the GEAR UP program improve and provide better services to students and their families in the future.
- **Voluntary Participation:** Your participation in this interview/focus group is voluntary, meaning that you do not have to participate if you do not want to. If you decide to participate then change your mind, you can stop participating at any time. We hope you will participate in the conversation, but you do not have to share information that makes you feel uncomfortable. Your decision to participate or withdraw from the study at any time will not affect your involvement with TEA, the GEAR UP program, or your school/district/organization.

By signing below, you are consenting to participate. If you have any questions about the interview/focus group, you can contact Samantha Spinney at ICF at samantha.spinney@icf.com or 703-272-6681. If you have questions about your rights as a research subject, you can contact Carole Harris at carole.harris@icf.com or (404) 321-3211.

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

Sign your name here

Date

Clearly print your name here

C.2.2 Parent Consent Form, Fall 2020

Date: **Month X**, 2020

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, the TEA has contracted with ICF and Agile Analytics to interview students. Your child has been invited to participate in a focus group with about 5 to 10 other students. The focus group will be like a class discussion with other students in the school and the ICF/Agile Analytics representative(s) and will focus on students' opinions and experiences with college and career activities at school. The school has worked with ICF and Agile Analytics to set an appropriate time and virtual communication platform for the focus group, which will last about 30–45 minutes and will take place during the school day. The information provided by the students will be used to improve the college and career activities at your child's school in the future. Please consider the details below prior to deciding to participate in this focus group:

- **Confidentiality:** ICF and Agile Analytics will not collect your child's full name, but will collect your child's first name. All information about your child (first name, grade level, etc.) will remain confidential to the extent permitted by law. Student names or other personal information will not be included in the final reports. If the focus group is recorded, the recording will not be shared with the school or other students. It will be kept securely by ICF and Agile Analytics. Transcripts of audio recordings will be provided to TEA at the conclusion of the study; however, these transcripts will be deidentified prior to being shared. In other words, all names of persons, schools, districts, organizations, locations, job titles, or any other identifying details of what your student shares will be deleted from the transcripts before sharing the transcript with TEA.
- **Risks:** The study presents minimal risk to your child. Individual students will not be identified. Focus group notes and/or recordings will be stored in a secure area accessible only to ICF and Agile Analytics. While we will ask all students who participate to not discuss any of the information after the session is finished, we cannot guarantee that all participants will keep information private.
- **Benefits:** The information provided by participants will help the GEAR UP Beyond Grad program improve and provide better services to students and their families in the future.
- **Voluntary Participation:** Participation in the focus group is voluntary. If a student does not participate in the focus group, **he or she can still participate in GEAR UP program activities.** You may withdraw your child from participating in the focus group at any time without any consequences. If you agree that your child may participate in the focus group, your child will still have the chance to decide if they want to participate. Your child can choose not to answer any question that he or she does not wish to or they can choose to not participate at all.

If you have any questions about the study, please contact Samantha Spinney, ICF, at samantha.spinney@icf.com or (703) 272-6681. If you have questions about your students' rights as a research subject, please contact Carole Harris at carole.harris@icf.com or (404) 321-3211. 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 fall 2020, please sign your name below in black/blue ink pen.

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

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

Your name (Please Print): _____

Your signature: _____ Date: _____

C.2.3 Student Focus Group Assent Form, Fall 2020

Welcome!

Your school is participating in Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant program this year. This program is being led by the Texas Education Agency (TEA). This program tries to prepare middle school and high school students for college and career. TEA hired ICF and Agile Analytics to interview students like you to learn more about how the GEAR UP grant program is working. The information that you share in this group interview, called a focus group, will be used to improve the college and career activities for future students and families. In today's focus group, we will be asking about your experiences during the last school year, 2019–20.

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

- **Confidentiality:** Your answers during the focus group will be kept confidential from anyone outside of the evaluation team to the extent permitted by law. The focus group discussion will be recorded either by an audio recording or written notes after all participants agree. The information that you share will only be used by our research team. Written transcripts of audio recordings will be provided to TEA at the end of the study, but these transcripts will have all identifying details removed before they are shared. In other words, all names of people, schools, districts, organizations, locations, job titles, or any other identifying details that you share will be deleted from the transcript before it is given to TEA. Information shared during the focus group will be summarized across students when it is shared in written reports. We will not include any student names or personal details about you (that could suggest who you are) in written reports. Please keep in mind that what other students talk about during the focus group is private and you should not discuss it with anyone after the discussion is over.
- **Risks:** The study presents very little risk to you. Individual students will not be identified. Interview notes and/or recordings will be stored in a secure area that only ICF and Agile Analytics can access. We will ask all students who participate in the focus group to not discuss any of the information shared in the focus group. But, we cannot guarantee that all students will keep information private.
- **Benefits:** The information provided by you and other students will be used to provide better college and career activities to students and their families in the future.
- **Voluntary Participation:** Your participation in this focus group is voluntary. This means that you do not have to participate in this focus group if you do not want to. If you decide to participate then change your mind, you can stop participating at any time. We hope you will participate in the conversation, but you do not have to share information that makes you feel uncomfortable. Your decision to participate will not affect you at school or your participation in any college or career activities at your school.

By signing below, you are consenting to participate (this means you are agreeing to join the focus group discussion). If you have any questions about the focus group, you can contact Samantha Spinney at ICF at samantha.spinney@icf.com or 703-272-6681. If you have questions about your rights as a research subject, you can contact Carole Harris at carole.harris@icf.com or (404) 321-3211.

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

Sign your name here

Date

Clearly print your name here

C.2.4 Parent Notification for Student Survey, 2020

<Date>, 2020

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 fall, your child will be given the opportunity to complete a survey which should take approximately 10 minutes. This survey asks your child questions about his or her school experiences and postsecondary education and career goals. All students in your child's grade level at this school are being asked to participate in this study. We encourage students to take the voluntary survey since students' experiences will be important to understanding the program.

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

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

If you have any questions about the study, you can contact Samantha Spinney at samantha.spinney@icf.com or (703) 272-6681. She is the project manager for the study. If you have questions about your rights as a research subject, you can contact Carole Harris at carole.harris@icf.com or (404) 321-3211.

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, 2020>. Our team will work with the school to ensure that your child does not complete the survey if you do not want them to do so.

Sincerely,

Samantha Spinney

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

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

to participate in the Texas GEAR UP survey in fall 2020.

Your name (Please Print): _____

Your signature: _____ Date: _____

<Fecha>, 2020

Estimado Padre o Tutor:

La escuela de su hijo(a) esta participando este año en el programa de subsidio Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad, el cuál tiene como meta mejorar la preparación para la universidad y carrera de los estudiantes de secundaria y preparatoria. Este programa lo esta llevando a cabo la Agencia de Educación de Texas (TEA por sus siglas en inglés). Para entender mejor como esta funcionando, TEA ha contratado a una compañía de investigación, ICF para darles una encuesta a los estudiantes. Esta primavera, se le dará a su hijo(a) la oportunidad de completar una encuesta que tomará aproximadamente 10 minutos. La encuesta le hace preguntas acerca de las experiencias en la escuela y educación postsecundaria y metas de carreras. Se les pedirá su participación en este estudio a todos los estudiantes del grado de su hijo(a). Estamos motivando a los estudiantes a tomar esta encuesta voluntaria debido a que sus experiencias serán importantes para entender el programa.

Favor de considerar los detalles que abajo se enlistan antes de decidir si permite a su hijo(a) participar en la encuesta:

- **Confidencialidad:** La información recopilada por medio de los investigadores se mantendrá en privado en la medida que lo permite la ley. Ni su nombre ni el de su hijo será capturado en la encuesta así es que los investigadores no serán capaces de identificar a su hijo en los reportes escritos. Todos los resultados relacionados a respuestas cortas o de opciones múltiples serán resumidas de todos los participantes en los reportes del estudio. Las respuestas individuales de su hijo(a) a preguntas abiertas pueden ser compartidas anónimamente en los reportes del estudio. No compartiremos respuestas individuales con la escuela de su hijo(a). La información de esta encuesta será guardada en un área segura accesible solamente a los investigadores durante el estudio.
- **Riesgos/Beneficios:** Este estudio presenta un riesgo mínimo para su hijo(a). Los investigadores no identificaran niños en especifico para mantener la confidencialidad. La participación de su hijo(a) nos ayuda a obtener conocimiento a nivel estatal y nacional acerca de como apoyar a los estudiantes para que se preparen mejor para la educación postsecundaria y carrera. Las escuelas GEAR UP donde sea apropiado pueden usar esta información del estudio para ajustar las actividades, eventos y/o recursos.
- **Participación Voluntaria:** La participación en el estudio es voluntaria. Si un estudiante no participa en el estudio, el o ella seguirán recibiendo el apoyo académico y no-académico que ofrece su escuela. Adicionalmente, usted puede retirar a su hijo(a) del estudio en cualquier momento sin ninguna consecuencia. Aunque usted haya consentido la participación de su hijo(a), su hijo(a) también tendrá la oportunidad de decidir si ella/el quiere completar la encuesta. Su hijo(a) va a poder saltarse cualquier elemento de la encuesta que ella/el no quiera contestar y retirarse en cualquier momento.

Si tiene cualquier pregunta acerca del estudio, favor de contactar a Samantha Spinney, ICF, a samantha.spinney@icf.com o (703) 272-6681. Ella es la coordinadora de este estudio. Si tiene preguntas acerca de los derechos de su estudiante como participante en el estudio, favor de contactar a Carole Harris a carole.harris@icf.com o (404) 321-3211.

Si usted esta de acuerdo con la participación de su hijo(a) en la encuesta, no tiene que hacer nada en respuesta a esta carta. Si usted no quiere que su hijo(a) complete esta encuesta para propósitos de

investigación, aún cuando esta información es confidencial, favor de completar el formato en la siguiente pagina y regréselo a la <Escuela Designada> el <Fecha, 2020>. Nuestro equipo trabajara con su escuela para asegurarse que su hijo(a) no complete la encuesta si usted no quiere que lo haga.

Atentamente,

Samantha Spinney

Si usted esta de acuerdo con la participación de su hijo(a) en la encuesta, no tiene que hacer nada en respuesta a esta carta. Si usted **no quiere** que su hijo(a) complete la encuesta, aunque esta información es confidencial, favor de completar y regresar a <Escuela designada> el <fecha>.

No quiero que mi hijo(a), _____
[Favor de escribir con letra de molde el nombre completo del estudiante]

participe en la encuesta de Texas GEAR UP de la primavera del 2020.

Nombre del Padre: _____

(Favor de escribir con letra de molde):

Firma del Padre: _____ Fecha: _____

C.2.5 MS Counselor & Nonprofit Advising Staff, Fall 2020

Setup:

- Introduce yourself: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e. Facilitator)

- Briefly discuss the purpose of the focus group/interview: *The school(s) you serve is/are participating in Texas GEAR UP: Beyond Grad, which aims to improve college and career readiness in middle school and high school. To better understand how the program is working, the Texas Education Agency (TEA) has contracted with ICF to conduct a focus group/interview with counselors and advisors who provided services during the previous school year, 2019–20. The purpose of this focus group/interview is to learn about the college and career counseling/advising services delivered at your school last year. Please know that there are no right or wrong answers. [IF FOCUS GROUP] The goal of this focus group is to hear as many different viewpoints as possible. This focus group/interview will take approximately 35–45 minutes.*
 - Convey to each participant our confidentiality policy: *(1) the focus group/interview is voluntary; (2) you can decline to answer any questions, or you can stop participating in the focus group/interview at any time without any consequences; (3) the information will be held in confidence to the extent permitted by law by members of the ICF team who have signed confidentiality agreements ensuring the protection of data; (4) focus group/interview data will be maintained in secure areas; [IF FOCUS GROUP ONLY] and (5) please respect others' privacy by not sharing any information outside of the focus group.*

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

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

 - Ask if they have any questions for you before you begin.

 - **Start the recording.**
 - Notes to facilitator:
 - Italicized questions are to be used as probes to encourage respondents to expand upon their responses.

 - Middle school counselors should refer to their counseling sessions conducted with Grade 8 students last school year when responding to questions. Non-profit advisors serve only high school students and should respond to questions regarding the students they advised last year.

- Only counselors and advisors who worked in the school/district last year should be interviewed.

Introduction (~5 mins)

Briefly tell me about the role you served in your school/district/organization related to the GEAR UP program during the previous school year (2019–20).

- b. *What role did you have last year in supporting GEAR UP at your school/district/organization?*

Goals and Outcomes (~5–10 mins)

Please describe your primary goals for counseling/advising last year through the GEAR UP program.

- a. *What outcomes did you expect the students you counseled/advised to achieve last year (e.g., knowledge of postsecondary options, high school education plan/course sequencing, increased knowledge of career options, etc.)?*
- b. *What outcomes did you expect the parents/guardians you counseled/advised to achieve last year (e.g., knowledge of postsecondary options, high school education plan/course sequencing, increased knowledge of career options, etc.)?*

Please describe the progress you or your school made in achieving these goals and helping students and parent/guardians achieve the outcomes last year.

- c. *Which objectives were the easiest to meet? Which were the most challenging? Why?*

For nonprofit advisors: What challenges did you have in aligning your organization’s advising metrics with the metrics required to track progress last year for federal reporting required by GEAR UP? How did you overcome these challenges?

Postsecondary Education and Career Counseling/Advising (~15–20 mins)

How did the individualized counseling/advising sessions for students go last year?

- d. *Please describe student interest and motivation for these sessions last year.*
- e. *What topics did you address with students in their one-on-one sessions last year?*

How did the individualized advising sessions for parents/guardians go last year?

- f. *Please describe parents’/guardians’ interest and motivation for these sessions last year.*
- g. *What topics did you cover with parents in their one-on-one sessions last year?*

What impact, if any, did last year’s advising sessions have on students’ or parents’/guardians’:

- h. *Knowledge of postsecondary options?*
- i. *Knowledge of financial aid?*
- j. *Knowledge of career options and pathways?*
- k. *Academic readiness?*
- l. *Understanding how to...*
 - i. For MS counselors: *successfully transition to high school?*
 - ii. For HS Nonprofit advisors: *successfully prepare for the transition to postsecondary education or career?*

Other than the individualized advising sessions, what other types of advising/counseling services did you provide last year?

m. How did that go?

n. What impacts did these services have on students and parents/guardians?

Who from your school, district, and/or community did you collaborate with last year to conduct postsecondary education and career counseling/advising for students and/or parents/guardians?

o. Describe your collaboration.

p. How effective was this collaboration in meeting your counseling/advising goals?

For nonprofit advisors: Describe the physical space at the school(s) you worked in which you usually conducted postsecondary and career activities last year (e.g., individual advising sessions, family meetings, group meetings).

q. If you conducted virtual advising sessions, can you describe the space available for students and/or parents/guardians had to participate virtually?

MS Counselors: Texas On-Course Middle School Curriculum (~10 mins)

How did the implementation of the new Texas OnCourse College and Career Readiness course go last year?

r. What types of feedback about the course did you hear from students? Teachers?

What challenges did you or your school have in implementing the course?

In what ways did the course help students better understand:

s. Career options?

t. Pathways from high school to postsecondary education to career?

u. High school graduation requirements?

v. Other topics?

Closing (~3 mins)

Do you have anything else to add regarding postsecondary education and career advising/counseling services at your school last year?

Thank you for your time!

C.2.6 Primary Cohort Student & Parents, Priority Cohort Students, Fall 2020

- Introduce yourself: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e., Facilitator)
- Student Assent and Parent Consent: Only students with signed parent consent can participate in the focus group. Confirm that you have collected signed consent forms for each participating student and walk student through their assent to participate.
- Briefly discuss the purpose of the focus group: *Your school/your child’s school is participating in the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant program this year. The program is run by the Texas Education Agency (TEA). To better understand how the GEAR UP program is working, TEA hired ICF to conduct a focus group interview (i.e., a group interview) with students/parents who may have participated in college and career awareness activities and services that were part of the program in the previous school year (2019–20). The purpose of this focus group is to learn about student/parent options of those activities and services. Please know that there are no right or wrong answers. The goal of this focus group is to hear as many different viewpoints as possible. This focus group will take approximately 30–45 minutes.*
- Convey to each participant our confidentiality policy: *(1) the focus group is voluntary; (2) you can decline to answer any questions, or you can stop participating in the focus group at any time without any consequences; (3) the information will be held in confidence to the extent permitted by law by members of the ICF team who have signed confidentiality agreements ensuring the protection of data; (4) focus group data will be maintained in secure areas; and (5) please respect others’ privacy by not sharing any information outside of the focus group.*
- Ask permission to participate in the focus group: *Now that you have heard about the content of this focus group and the confidentiality provisions, do you agree to participate?*
- Ask permission to record the focus group: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If at least one person chooses not to have the focus group recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify specific people will be removed from transcripts prior to being shared. Do I have permission to record the session?*
- Ask if they have any questions for you before you begin.
- **Start the recording.**
- Notes to facilitator: Only students/parents who attended one of the participating schools last year (2019–20) should be interviewed. Italicized questions are to be used as probes to encourage respondents to expand upon their responses. Also, when conducting focus groups with Grade 9 participants, be sure to check for understanding and define, as needed, key terms like “postsecondary education,” “financial aid,” etc.

All Respondents

Introduction (~3 mins)

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

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

19. During last school year (2019–20), what did you learn about your/your child's postsecondary education (i.e., 2-year college, 4-year college, and/or technical school), career and financial aid (i.e., how you will pay for postsecondary education) options?
- What did you learn about the preparation needed for postsecondary education? (grades, exams, types of courses)*
 - What types of postsecondary education options did you learn about and what did you learn? (2-year, 4-year, technical school; public vs. private)*
 - What did you learn about education needed for different types of careers?*
 - What did you learn about financial aid resources?*
 - How confident are you that you and/or your family will be able to afford postsecondary education after the scholarships and other financial aid you may receive?*
20. How did you learn information about pursuing a postsecondary education degree and receiving financial aid last school year?
- What types of resources did you receive about these topics? (web-based or print communication)*
 - What types of events did you attend? (community events, GEAR UP events)*
 - Who provided you with this information? (counselor, advisor, GEAR UP staff, others)*
21. How did you learn information about exploring career options last school year?
- What types of resources did you receive about exploring potential careers (web-based or print communication)?*
 - Why types of events did you attend to learn about this information? (community events, GEAR UP events)*
 - Who provided you with this information? (counselor, advisor, GEAR UP staff, others)*

Primary Cohort Parents

Parent Engagement (~15 mins)

22. **Ask only of those who indicated they participated in events or received web-based or print communication in questions 3 and 4** For those of you who mentioned participating in events or receiving resources to learn about postsecondary education, careers, or financial aid information last school year, what was your impression of these events and/or resources?
- What information was provided that was new to you? What types of information did you already know?*
 - Did the information learned from the event and/or resource cause you to think differently about your child's future plans? How so?*
 - What was the format of the event and/or resource? (large group, small group, lecture/presentation, discussion, opportunities for one-on-one engagement, handout, email)*
 - Were there opportunities to follow-up or ask questions? For those of you who attended events, did you feel comfortable asking questions at the event? Did you get the sense that other parents felt comfortable asking questions? Why or why not?*
 - What could be improved about future parent events and/or resources?*

23. For those of you who did not participate in a parent event about postsecondary education, career, or financial aid information last school year, what were the main reasons for not participating?
- What would make it easier for you to attend future events?*
24. A goal of GEAR UP is to engage parents in discussions about postsecondary education and career planning for their children. In what ways did your child’s school try to engage you in these types of discussions last school year?
- In your opinion, what are the best ways to engage parents in your community in discussions about college and career planning for their children? (events, emails/text/social media communications, one-on-one meetings, other)*
 - What types of topics do you wish you had more information on?*
 - How can your school improve the way they engage parents in discussions about student postsecondary education/career planning?*

IF PARENT/GUARDIAN FOCUS GROUP, SKIP TO QUESTION 17

All Students

Postsecondary Education and Career Advising/Counseling (~7 mins)

25. Who participated in a one-on-one college and career counseling/advising session last year, the 2019–20 school year, with your counselor, advisor, or GEAR UP staff—can I see a show of hands? What postsecondary education and career topics did you discuss?
- What did you learn in your counseling/advising session that you found the most helpful? The least?*
 - What did you tell your parents/family about your counseling/advising session?*
 - In what ways did your counseling/advising session help you begin planning for college or career?*
 - What topics do you still want more information on?*
 - In what ways would you have changed your one-on-one counseling/advising session?*

GEAR UP Activities (~7 mins)

26. For those of you who participated in a summer program in summer 2019, what type of summer program did you participate in? (academic acceleration, enrichment, postsecondary education exploration, etc.)
- Why did you choose this specific summer program?*
 - What types of things did you learn in the program?*
 - What was your favorite thing about the program?*
 - If given the opportunity, would you attend the summer program again? Why or why not?*
27. If you attended a college visit last school year, please describe your experience.
- What did you learn from the college visit?*
 - Can you imagine yourself attending this campus—why or why not?*

- c. *How can your school improve college visits for students?*

Primary Cohort Students in Grade 9 in Fall 2020

MS Curriculum (~7 minutes)

28. All middle school students took the Texas OnCourse College and Career Readiness course last year. Can you tell me about what you learned in this class? (pathways/endorsements, types of college/postsecondary education, financial aid, career information, Personal Graduation Plan)
- Of the topics that you learned about, which ones were most helpful? Why?*
 - Which topics were least helpful? Why?*
 - What types of interactive activities did you do as part of the class? How did you like those activities?*
29. How did the information that you learned in the class affect your plans?
- What information do you now know that you didn't know before?*
 - In what ways did your class help you develop your Personal Graduation Plan?*
 - In what ways did your class shape your postsecondary education plans? What about your career goals?*

High School Students in Grades 10–12 in Fall 2020

Interactions with College and Career Readiness (Nonprofit) Advisors (~10 mins)

NOTE to interviewer: *Van Horn & San Elizario have advisors from CFES Brilliant Pathways, Mathis & Sinton have advisors from College Advising Corps, Sheldon & Cleveland have advisors from Advise Texas.*

30. The next questions are about interactions with your college and career readiness advisor, from (<mention advisor group>). Did you interact with your advisor last year? If so, in what ways did your advisor support you in your postsecondary education and career planning?
- In what ways did you interact (e.g., one-on-one, groups)?*
 - How did you think you could have been better supported by your advisor?*
31. Did you use any web-based tools to participate in advising sessions last year?
- If yes: Describe your experience using these tools. How did you like these tools/experience?*

THE FOLLOWING QUESTIONS ARE FOR 11TH AND 12TH GRADE STUDENTS ONLY (AS OF FALL 2020). IF NOT APPLICABLE, SKIP TO QUESTION 17

32. Last year, in what ways did you prepare for postsecondary education entrance exams—PSAT/SAT, ACT Aspire/ACT, TSIA? (online lessons, practice tests, prep courses, test prep books? Prep in your math and/or English/language arts classes?)
- If you took any of these exams, how prepared did you feel to take these exams?*

- e. *What types of information, if any, did your advisor, school counselor, and/or teachers provide you about these exams? (test prep, discussion about scores, strategies for improvement)*
- f. *If you took any of these exams, how do you think your school could have helped you better prepare for these exams?*

THE FOLLOWING QUESTIONS ARE FOR 12TH GRADE STUDENTS ONLY (AS OF FALL 2020). IF NOT APPLICABLE, SKIP TO QUESTION 17

33. In what ways, last year, did your advisor support planning for your future?
- a. *How did your advisor help you plan for postsecondary education and financial aid planning/applications? (FAFSA/TASFA submission, scholarship or grant applications, finalizing your postsecondary education list and/or helping with postsecondary education applications, helping with personal essays)*
 - b. *How did they help you plan for and explore career options?*

All Respondents

Conclusion (~5 mins)

34. Do you have any additional comments about postsecondary education and career awareness/preparation activities and services provided by your school/your child's school last year?

Thank you for your time!

C.2.7 Year 1 Principal, Curriculum & Instruction Coordinators & HS Counselors, Fall 2020

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 district/school(s) you serve is/are participating in Texas GEAR UP: Beyond Grad this year, which aims to improve postsecondary education and career readiness in middle school and high school. To better understand how the program is working, the Texas Education Agency (TEA) has contracted with ICF to conduct a focus group/interview with principals/curriculum & instruction coordinators/high school counselors who had a role in grant implementation in Year 1 (2018–19 school year). The purpose of this focus group/interview is to learn about how grant implementation progressed in Year 1 and, to a lesser extent, any updates in Year 2 (2019–20). 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 30–40 minutes.*
 - Convey to each participant our confidentiality policy: *(1) the focus group/interview is voluntary; (2) you can decline to answer any questions, or you can stop participating in the focus group/interview at any time without any consequences; (3) the information will be held in confidence by members of the ICF team to the extent permitted by law who have signed confidentiality agreements ensuring the protection of data; (4) focus group/interview data will be maintained in secure areas; [IF FOCUS GROUP ONLY] and (5) please respect others' privacy by not sharing any information outside of the focus group.*
 - Ask permission to participate in the focus group/interview: *Now that you have heard about the content of this focus group/interview and the confidentiality provisions, do you consent to participate?*
 - Ask permission to record the focus group/interview: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If at least one person chooses/if you choose not to have the focus group/interview recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify specific people will be removed from transcripts prior to being shared. Do I have permission to record the interview?*
 - Ask if they have any questions for you before you begin.
 - **Start the recording.**

Note to facilitator:

- Italicized questions are to be used as probes to encourage respondents to expand upon their responses.
- Only participants who were at the district and/or school in Year 1 of the grant should be interviewed.

Introduction (~3 mins)

Briefly tell me about your role in your school/district related to the GEAR UP program in Year 1.

- w. *What role did you have in supporting GEAR UP programming, objectives, and activities at your school/district in Year 1?*
- x. *Who else was involved in coordinating GEAR UP activities in the first year of the grant (i.e., the 2018–19 school year)? What are their roles?*

Past Experiences (~6 mins)

Now, I'd like to know a little more about past experiences with postsecondary education preparation programs or initiatives similar to GEAR UP ...

Describe how your school/district has historically prepared students for postsecondary education, before GEAR UP?

- y. *How did your school/district/organization support academic rigor, postsecondary education preparation, and/or career guidance?*

How has your school/district sustained postsecondary education preparation programs or initiatives that were implemented in the past?

- z. *What challenges have you experienced with supporting postsecondary education preparation programs long-term? What did you find that supported sustainability?*
- aa. *What needs still existed before starting GEAR UP?*

Year 1 Experiences (~6 mins)

Next, I'd like to learn more about your experiences with GEAR UP in Year 1 of the program, the 2018–19 school year...

Tell me how implementing the GEAR UP program went in your school/district last year.

- bb. *What challenges did you experience in carrying out GEAR UP initiatives and activities? What successes did you experience?*
- cc. *How did GEAR UP initiatives support or not support the postsecondary education preparation needs of the students participating in grant programming and services in Year 1?*

How did TEA GEAR UP staff support your needs in Year 1?

- dd. *What supports from TEA GEAR UP were the most helpful? What needs were not met by TEA last year?*

Skip to the appropriate interviewee role (Principals, Curriculum & Instruction Coordinators, or High School Counselors).

Principals and Curriculum & Instruction Coordinators (~12–15 mins)

Principals only: Are you familiar with the reasons your district applied for the GEAR UP grant? In what ways did staff in your district work to align with existing school and/or district objectives?

ee. How, if at all, did GEAR UP objectives drive any changes made to school and/or district objectives?

Tell me about your experience in Year 1, the 2018–19 school year, with offering advanced/rigorous coursework and appropriately aligned rigorous instruction at your school.

ff. What helped drive decision-making for which courses to offer, such as dual credit courses? What successes did you experience? Did you encounter any challenges?

Describe your experience working with the GEAR UP technical assistance provider, TNTP, in Year 1.

gg. How did you coordinate with TNTP to provide professional development and other services at your district?

hh. Were you able to make their professional development recommendations? Please explain what difficulties or successes you encountered and describe how you see these changing or continuing in future years working with TNTP.

ii. How could the working relationship with TNTP be improved to complete GEAR UP-related programming, objectives, and activities?

Describe your relationship with the GEAR UP Grant Coordinator at your district in Year 1.

jj. What worked well in this relationship?

kk. How could the working relationship with the coordinator be improved to complete GEAR UP Beyond Grad-related programming, objectives, and activities?

If interviewee is a Curriculum and Instruction Coordinator,

The enhanced Texas OnCourse College and Career Readiness course was implemented last school year (i.e., 2019–20). What are your thoughts about the new curriculum?

ll. How was implementation of this new curriculum successful?

mm. What challenges surfaced in the implementation of this curriculum?

Proceed to Future anticipations section below

High School Counselors (~5 mins)

At the end of Year 1/start of Year 2, how did you feel about partnering with your selected advising partner?

nn. How did you anticipate the advising organizations would help you meet the goals and objectives for GEAR UP?

oo. What challenges did you anticipate in establishing this new relationship between your school and your non-profit organization partner?

pp. How has the experience gone so far—have you been able to meet goals and objectives of the grant? What challenges have emerged in establishing the relationship?

Proceed to Future anticipations section below

Future anticipations (~6 mins)

As you closed out Year 1 of the grant (2018–19), we want to know the types of things you may have anticipated...

At the end of Year 1, were you thinking about how to sustain GEAR UP initiatives?

qq. What were your thoughts about sustainability at that time? Did you have concerns?

rr. How have your thoughts about sustainability evolved this year? How do you envision sustaining GEAR UP initiatives in the next year or two? What do you hope is still sustained in the next 5 to 10 years?

At the end of Year 1, what did you think was the most promising component of the GEAR UP program to improve postsecondary education preparation?

- c. What aspect or activity of GEAR UP did you think would have the greatest impact for students, schools, and/or districts?*
- d. Did your thinking evolve on this as you progressed through Year 2 (2019–20)?*

Is there anything else about GEAR UP grant implementation—particularly in the first year of the grant—that you think is important for me to know?

Thank you for your time.

C.2.8 Year 1 & 2 Coordinator Interview, Fall 2020

- Introduce yourself: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e., Facilitator)
- Briefly discuss the purpose of the interview: *Your district is participating in the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant program this year, led by the Texas Education Agency (TEA). To better understand how the GEAR UP program is working, TEA hired ICF to conduct an interview with grant coordinators knowledgeable about their district’s implementation of the program. The purpose of this interview is to learn about grant implementation—in Year 1 and Year 2 of the grant—the 2018–19 school year and the 2019–20 school year. Please know that there are no right or wrong answers. This interview will take approximately 60 minutes.*
- Convey to the participant our confidentiality policy: *(1) the interview is voluntary; (2) you can decline to answer any questions, or you can stop participating in the interview at any time without any consequences; (3) the information will be held in confidence by members of the ICF team to the extent permitted by law who have signed confidentiality agreements ensuring the protection of data; and (4) interview data will be maintained in secure areas.*
- Ask permission to participate in the interview: *Now that you have heard about the content of this interview and the confidentiality provisions, do you agree to participate?*
- Ask permission to record the interview: *In order to accurately capture your responses, I would like to record the interview. Only evaluation team members will have access to the recording. If you do not want the interview to be audio recorded, we will not record the interview but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify you will be removed from transcripts prior to being shared. Do I have permission to record the interview?*
- Ask if they have any questions for you before you begin.
- **Start the recording.**

Notes to facilitator:

- Italicized questions are to be used as probes to encourage respondents to expand upon their responses.
- These questions are about Years 1 and 2. If a coordinator is new in Year 3 or was new in Year 2, questions will need to be adjusted (as of 2/3/2020, there was just one in Sinton ISD).
- Page 6 of this protocol is a handout of Year 1 goals and objectives to help facilitate the discussion of outcomes (see Q7).
- There are new questions and prompts related to the impact of COVID-19 school closures on GEAR UP implementation as of summer 2020.

Introduction (~6 mins)

Let’s start with introductions. Briefly tell me about your role in your district related to the GEAR UP program.

- ss. *What role did you have in supporting GEAR UP programming, objectives, and activities last school year?*
- tt. *Who else was involved in coordinating GEAR UP activities? What are their roles?*

Please provide me with a brief overview of your district that may help set the stage for our discussion about GEAR UP implementation. [Probe for size, shifts in services, support, and instruction during the COVID-19 shutdown last spring, demographics, population growth, leadership, etc.]

Past experiences (~6 mins)

First, I'd like to know a little more about past experiences with postsecondary education (2-year colleges, 4-year colleges, and/or technical schools) and career preparation programs in your district—before your district received a GEAR UP Grad grant...

Describe how your district has historically prepared students for postsecondary education and career, before GEAR UP?

- uu. *How did your school/district/organization support academic rigor, postsecondary education preparation, and/or career guidance?*

How has your school/district sustained postsecondary education and career preparation programs or initiatives that were implemented prior to GEAR UP?

- vv. *What challenges have you experienced with supporting postsecondary education and career preparation programs long-term? What did you find that supported sustainability?*
- ww. *What needs still existed before starting GEAR UP Grad?*

GEAR UP Experiences in Year 1 (~12 mins)

This section is for returning coordinators: *Next, I'd like to learn more about your experiences with GEAR UP in Year 1 (the 2018–19 school year).*

How did implementation go, overall in Year 1 of the grant program?

- xx. *What challenges did you experience in carrying out GEAR UP initiatives and activities? What successes were you able to achieve?*
- yy. *How did GEAR UP initiatives support the postsecondary education preparation needs of the participating students?*

6. How did TEA GEAR UP staff support your needs during Year 1?

- a. *What supports from TEA were the most helpful?*

How did you engage educators and administrators to meet the Year 1 goals and objectives of the GEAR UP program?

- b. *In what ways were educators and administrators engaged in the goals and objectives of the GEAR UP program?*
- c. *What strategies did you use to engage educators and administrators?*
- d. *What roles did administrators and educators play in grant implementation in Year 1?*
- e. *What successes did you experience in terms of educator and administrator engagement?*

- f. *What challenges did you face in your efforts to engage educators and administrators in the goals of the GEAR UP program?*

Describe your outreach strategies for student and parent events in Year 1.

- g. *What successes did you have when reaching out to students and parents about GEAR UP events?*
 h. *What challenges did you face in reaching out to students and parents?*

As you were wrapping up Year 1, did you engage in any planning work to sustain GEAR UP initiatives for future years? Please describe that planning work.

- i. *Who in your district did you work with to conduct the sustainability planning?*
 j. *Describe the GEAR UP initiatives that you suggested the district sustain? Why did you suggest these initiatives?*

GEAR UP: Beyond Grad Experiences in Year 2 (~30 mins)

Next, I'd like to learn more about your experiences implementing GEAR UP, in Year 2 (the 2019–20 school year).

Tell me how implementing the GEAR UP program went in your district during last school year.

- k. *What challenges did you experience in carrying out GEAR UP initiatives and activities? What successes did you experience?*
 l. *How did GEAR UP initiatives support the postsecondary education and career preparation needs of the participating students?*
 m. *How did COVID-19 and school closures impact implementation in the second semester?*
 n. *In what ways were you able to continue delivering GEAR UP services following school closures, if any?*
 o. *Did any of your program goals and objectives shift as a result of COVID-19? How so?*
7. How did TEA GEAR UP staff support your needs in Year 2?
 a. *[If returning coordinator] In what ways was this support different from Year 1?*
 b. *What supports from TEA were the most helpful? What needs were not met by TEA?*
 c. *What types of support, if any, did you receive from TEA or other GEAR UP partners on grant implementation following the school closures?*
8. How did you engage educators and administrators to meet the goals and objectives of the GEAR UP program (e.g., increasing academic rigor, preparing middle school students, and expanding advising to high school students) during Year 2?
 a. *Describe the ways that educators and administrators were engaged with implementation.*
 b. *[If returning coordinator] How did these efforts evolve from Year 1?*
 i. *[If returning coordinator] What new strategies did you use to meet the goals and objectives of the GEAR UP program?*
 ii. *[If returning coordinator] How did educators' and administrators' level or type of engagement in grant implementation change in Year 2?*
 c. *What successes did you experience in Year 2?*
 d. *What challenges did you face in Year 2?*
 e. *How knowledgeable were educators and administrators about GEAR UP goals and services?*

What businesses did your district engage to support GEAR UP goals and strategies?

- f. *What did you communicate to businesses about GEAR UP goals and strategies? How was this information communicated?*
- g. *How did they support grant implementation?*
- h. *Were you able to sustain these partnerships/alliances through the end of Year 2? How did COVID-19 impact how these were/were not sustained?*

What government entities and community groups did your district engage to support GEAR UP goals and strategies?

- i. *What did you communicate to government entities and community groups about GEAR UP goals and strategies? How was this information communicated?*
- j. *How did these alliances provide information to students regarding high school pathways, scholarships, financial aid, and postsecondary education awareness?*
- k. *What other ways, if any, did they support grant implementation?*

Describe your outreach strategies for student and parent events in Year 2.

- l. *[If returning coordinator] How did your outreach strategies evolve in Year 2 to build on the successes and address the challenges experienced in Year 1?*
- m. *What successes did you have in Year 2 using this approach?*
 - i. *Why do you believe these events were successful?*
- n. *What challenges did you face in Year 2? How have you planned to modify your approach for Year 3 to address these challenges?*
- o. *In what ways, if any, did you use non-face-to-face communication to conduct student and parent outreach following the school closures last spring (e.g., virtual communication platforms, phone, mail, email, social media, text)?*
- p. *What GEAR UP program activities were canceled as a result of school closing/COVID-19? What steps were taken to replace these activities with alternative or virtual activities?*

From your perspective, tell me how implementation of the Texas OnCourse College and Career Readiness course went in your district in Year 2.

- q. *What challenges did you experience in implementing the curriculum? What successes did you experience in Year 2?*
- r. *How did the curriculum support or not support the postsecondary education preparation needs of the students who participated in the course?*

What outcomes related to postsecondary education and career readiness and awareness did you see for students, school staff, and parents/guardians in Year 2?

- s. *How were these outcomes different than those of Year 1?*
- t. *How did you adapt to achieve these outcomes?*
- u. *What outcomes were the hardest to achieve? The easiest?*
- v. *What outcomes were you unable to obtain in Year 2? Was the inability to obtain these outcomes related to the school closures? How so?*

Have you thought about how GEAR UP initiatives might be sustained in the future?

- w. *How do you think GEAR UP initiatives will be sustained in middle school in the next year or two? What do you hope is still sustained in the next 5 to 10 years?*
- x. *Do you have concerns about the sustainability of the GEAR UP?*

- y. *What role do you envision for school and district staff in sustainability planning?*
- z. *What role do you envision for community and government alliances in sustainability planning?*

Wrap Up (~6 mins)

9. In your opinion, what were the most promising components of GEAR UP to improve postsecondary education preparation for the primary cohort (class of 2024) and the priority cohorts (grades 9–12)?
 - a. *Would you recommend the GEAR UP to others? Why or why not?*
 - b. *In what ways would you change the GEAR UP? Why?*
 - c. *What aspect or activity of GEAR UP will have the greatest impact for students, schools, and/or districts?*

Is there anything else you'd like to share about the impact of COVID-19 school closures last spring on your district's GEAR UP program?

Is there anything else that can help us understand more about your district's GEAR UP program?

Thank you for your time!

Handout on GEAR UP Year 1 Goals/Objectives

GEAR UP: Beyond Grad Year 1 Goals/Objectives included:

- Increasing academic rigor
- Providing education training and professional development
- Preparing middle school students for high school
- Increasing on-time promotion rates
- Providing postsecondary education and career information to students and families
- Increasing educational expectations and awareness of postsecondary education and career options
- Building and expanding community and government partnerships

C.2.9 Middle School Texas OnCourse College and Career Readiness Course Teachers, Fall 2020

Setup:

- **Introduce yourself:** Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e. Facilitator)
- **Briefly discuss the purpose of the interview/focus group:** *Your school is participating in Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant program this year, which aims to improve college and career counseling in middle school, high school, and community college. To better understand how the GEAR UP grant program is working, the Texas Education Agency (TEA) has contracted with ICF to conduct an interview/focus group with educators who may be part of your school's GEAR UP grant program. The purpose of this focus group is to learn about educator perceptions of the Texas OnCourse College and Career Readiness course delivered at your school last school year (2019–20). Please know that there are no right or wrong answers. The goal of this interview/focus group is to hear as many different viewpoints as possible. This interview/focus group will take approximately 35–45 minutes.*
- **Convey to each participant our confidentiality policy:** *(1) the interview/focus group is voluntary; (2) you can decline to answer any questions, or you can stop participating in the interview/focus group at any time without any consequences; (3) the information will be held in confidence to the extent permitted by law by members of the ICF team who have signed confidentiality agreements ensuring the protection of data; (4) interview/focus group data will be maintained in secure areas; [IF FOCUS GROUP] and (5) please respect others' privacy by not sharing any information outside of the focus group.*
- **Ask permission to participate in the interview/focus group:** *Now that you have heard about the content of this interview/focus group and the confidentiality provisions, do you consent to participate?*
- **Ask permission to record the interview/focus group:** *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If you/at least one person choose(s) not to have the interview/focus group recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify specific people will be removed from transcripts prior to being shared. Do I have permission to record the interview?*
- **Ask if they have any questions for you before you begin.**
- **Start the recording.**
- **Notes to facilitator:**
 - Italicized questions are to be used as probes to encourage respondents to expand upon their responses.
 - Only participants who were at the district and/or school in Year 2 of the grant should be interviewed.

Introduction (~5 mins)

41. Please introduce yourself, including your first name, the subject(s) you taught last year, and how long you have been an educator.
42. When did you teach the Texas OnCourse College and Career Readiness course—the fall and/or spring semester?

Texas OnCourse Middle School Curriculum Implementation (~10 mins)

43. How did you implement this course last year? Was it offered as a standalone course or did you implement it with AVID or another class?
 - a. *Why did your school choose to implement the course this way?*
44. What do you think were the most valuable components of the course?
 - a. *In what ways were they valuable?*
 - b. *Were there any components that you supplemented with other curriculum? Please describe.*
45. For teachers who taught the course in both the fall and spring semester: What did you perceive to be the major changes to the course between the fall and spring semester?
 - a. *In what ways did these changes improve the course?*
 - b. *What additional changes would you like to see to the course?*
46. Please describe any training you received last year regarding the course and/or how to teach it.
 - a. *How and when did you have this training?*
 - b. *What topics were addressed at these events?*
 - c. *How effective was the training in helping you to teach the course?*
 - d. *How might future trainings on this course be improved?*

Perceived Effectiveness of Student Competencies on Postsecondary Education and Career Information (~12 mins)

47. Please describe some of the key successes and major challenges in teaching this course last year.
 - a. *Please describe students' level of engagement in the course—how did it compare to any other courses you have taught?*
 - b. *What topics resonated with students the most? Least?*
 - c. *In what ways did you observe students learning and retaining the postsecondary education and career information provided in the course?*
 - d. *What are some challenges that you have encountered while teaching the course?*
 - e. *What have you done to overcome these challenges?*
 - f. *What would you do to improve the course and how it can help students understand postsecondary education and career information?*
48. How well did the assessments for this class align with the curriculum?
 - a. *Did the assessments appropriately measure student competencies in postsecondary education and career exploration?*
 - b. *How did your students perform on the assessments?*

49. In what ways do you think this course affected students' overall academic achievement?

50. How did the course improve students' high school readiness? Postsecondary readiness?

Perceived Scalability of the Texas OnCourse Middle School Curriculum (~5 mins)

51. The Texas Education Agency worked to develop this curriculum with the goal of making it available to school districts across the state. Based on your experience teaching the course last year, do you believe this curriculum is ready to be rolled out statewide? Why or why not?

- c. *What necessary changes need to be made to see this curriculum before it should be made available across the state?*
- d. *What kind of support should TEA be prepared to provide to districts to support using this new curriculum?*

Additional Comments (~3 mins)

52. Is there anything else that you would like to add about the course that we have not yet discussed?

Thank you for your time!

C.2.10 School Personnel Survey (MS & HS), Fall 2020

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 counseling 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 previous school year (2019–20). It takes about 10–15 minutes to complete. Your answers to the questions will be used to help improve the GEAR UP program at your school and across Texas.

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

If you have any questions about the survey, you can contact Samantha Spinney at samantha.spinney@icf.com or (703) 272-6681. If you have questions about your rights as a research subject, you can contact Carole Harris at carole.harris@icf.com or (404) 321-3211.

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

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

Background

1. **What was your primary position at this school last school year (2019–20)? Please select the option that *best* categorizes your position, even if the option is not your *exact* position.**
 - a. Administrator (e.g., principal, assistant principal)
 - b. Counselor/Student Services Personnel (e.g., head of student services office, advisor, career center staff)
 - c. Teacher/Instructional Support Personnel (e.g., English Language Arts teacher, literacy specialist, instructional assistant)
 - d. Other: _____
 - e. I did not work at this school last year (*Skip to end*)
2. **How many years have you worked in this position at this school?**
3. **How many years have you worked in this position in total?**

4. Which Texas GEAR UP Beyond Grad school did you work at last school year (2019–20)? *(Select all that apply.)*
- a. Ann M Garcia Enriquez Middle School
 - b. C.E. King High School
 - c. C.E. King Middle School
 - d. Cleveland High School
 - e. Cleveland Middle School
 - f. E. Merle Smith Middle School
 - g. Mathis High School
 - h. Mathis Middle School
 - i. Michael R. Null Middle School
 - j. San Elizario High School
 - k. Sinton High School
 - l. Van Horn School
 - m. None of the above *(Skip to end)*
5. What grades did you serve in your position at your school last year (2019–20)? *(Select all that apply.)*
- a. Kindergarten–6th grade *(If only response selected, skip to the end of the survey.)*
 - b. 7th grade *(If only response selected, skip to Q12.)*
 - c. 8th grade
 - d. 9th grade
 - e. 10th grade
 - f. 11th grade
 - g. 12th grade
6. *If respondent is a teacher [selected c in Q1]:* What subjects did you teach last school year (2019–20)? *(Select all that apply.)*
- a. English Language Arts
 - b. Mathematics
 - c. Social studies
 - d. Science
 - e. Arts (e.g., music, drama, fine art)
 - f. Physical education
 - g. Business/marketing
 - h. English as a Second Language (ESL)
 - i. AVID
 - j. Texas OnCourse College and Career Readiness course
 - k. Other (please describe): _____

Professional Development and Vertical Teaming

7. *Ask only of HS core content teachers [Selected 5 d-g and 6 a-d]:* During the 2019–20 school year, did you participate 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. **Ask only to those who selected a in question 7: Please rate your level of agreement with the following statements about professional development.**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not applicable	I don't know/
c. <i>The professional development that I participated in last year provided me with strategies for increasing the rigor in my courses.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. <i>The strategies I acquired in professional development last year were easy to implement.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. **Ask only high school core content teachers [Selected 5 d-g and 6 a-d]: Please indicate the number of teacher coaching and/or mentoring sessions that you received last school year (2019–20).**

- a. None
- b. 1–2
- c. 3–4
- d. 5 or more

10. **Ask only of those who participated in question 9 [selected options b-d]: Please select the topics you discussed or learned about in your teacher coaching/mentoring sessions last school year (2019–20). (Select all that apply)**

- a. Project-based learning
- b. Advanced instructional strategies
- c. Student engagement
- d. Student readiness for postsecondary education
- e. Academic supports for students
- f. Other: _____

11. **Ask only of those who participated in question 9 [selected options b-d]: Please rate your level of agreement regarding the following statement.**

The teacher mentoring/coaching that I received last school year (2019–20) 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

12. **Ask only of MS and HS teachers and administrators [selected 1 a or 1c and 5 b-g]: Please select all the people with whom you have participated in vertical teaming between summer 2019 and the end of the 2019–20 school year. (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 2019

13. **Ask only of those who selected a-f in question 12: Rate your level of agreement regarding the following statement.**

The vertical teaming that I participated in last school year (2019–20) helped to align curriculum and reduce the need for remediation at the postsecondary level for students at my school.

- a. Strongly disagree
- b. Disagree
- c. Agree
- d. Strongly agree
- e. I don't know/Does not apply

[Note: Q13 is the last question that Grade 7 personnel (selected b on Q5) will see.]

14. **Ask only of high school counselors and student support services staff [selected 1 b and 5 d-g]: In the 2019–20 school year, did you receive any training on how to conduct advising on topics related to postsecondary education (education at 2-year colleges, 4-year colleges, and technical schools) and career?**
- a. Yes
 - b. No
 - c. I'm not sure

15. **Ask only of those who participated in Q14 [selected option a]: Please select the topics you discussed and/or learned about during your postsecondary education and career advising trainings from the 2019–20 school year. (Select all that apply.)**
- a. Course selection
 - b. Career exploration
 - c. Texas and regional Labor market information
 - d. Personal Graduation Plans and endorsements
 - e. Advanced academics (Dual Credit, AP and IB courses)
 - f. Career and technical education
 - g. Career clusters and programs of study
 - h. Assessments (e.g., SAT, ACT, TSIA, STAAR)
 - i. Postsecondary education applications (ApplyTexas, Common Application, Coalition Application)
 - j. Writing recommendations

- k. Financial aid (Scholarships, FAFSA, TASFA)
- l. Postsecondary education research
- m. Helping students develop a list of postsecondary education institutions to which to apply
- n. Work-based learning
- o. Student engagement strategies
- p. Parent engagement strategies
- q. School culture strategies

16. Ask only of those who participated in Q14 [selected option a]: Please rate your level of agreement with the following statements regarding the postsecondary education and career advising trainings received last school year (2019–20).

	Strongly Disagree	Disagree	Agree	Strongly Agree	I don't know/Not applicable
<i>The postsecondary education and career advising trainings that I participated in last year...</i>					
i. ...provided me with resources and/or strategies for helping students identify potential careers based on their interests and aptitudes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. ...provided me with tools and/or strategies to help me advise students on identifying high-wage, in-demand career opportunities based on data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. ...provided me with tools and/or strategies to help me advise students on aligning their academic choices to their career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. ...provided me with tools and/or strategies to help me advise students on applying for postsecondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. ...provided me with tools and/or strategies to help me advise students on paying for postsecondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. ...provided me with tools and/or strategies to engage teachers and administrators in my school in developing a postsecondary education and career-ready culture on our campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| o. ...provided me with tools and/or strategies to engage students in my advising program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p. ...provided me with tools and/or strategies to engage families in my advising program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Middle School Curricula

17. Ask only of Grade 8 counselors/student support services staff [selected 1 b & 5 c], administrators [selected 1 a & 5 c], and math/Algebra I teachers [selected 1 c, 5 c, and 6 b]: Please rate your level of agreement with the following statements about Algebra I during the 2019–20 school year.

- | | Strongly Disagree | Disagree | Agree | Strongly Agree | I don't know/Not applicable |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| h. The Grade 8 students that took Algebra I at my school last year were academically ready for the course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. The Grade 8 students that took Algebra I at my school last year seemed more prepared than those taking it the year before. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Last year I noticed that more Grade 8 students are interested in taking Algebra I compared to previous years. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Last year, I wanted more support on strategies for helping Grade 8 students to succeed in Algebra I. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Offering Algebra I last year was challenging due to limited openings in the master schedule to offer the course this year. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Offering Algebra I last year was challenging due to a lack of qualified teachers to teach the course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Our school did not experience challenges in offering Algebra I last school year. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

18. Ask only of Grade 8 counselors/student support services staff [selected 1 b & 5 c], administrators [selected 1 a & 5 c], and math/Algebra I teachers [selected 1 c, 5 c, and 6 b]: Last school year (2019–20), did your school offer Algebra I tutoring, targeted for students who are failing the course or may be in danger of failing the course?

- a. Yes
- b. No

c. I’m not sure

19. **For respondents who selected 18 a: Please rate the effectiveness of the Algebra I tutoring offered at your school last year (2019–20) in helping students to grasp the concepts and earn good grades in the course.**

- a. Very Ineffective
- b. Ineffective
- c. Effective
- d. Very Effective
- e. I don’t know/Not applicable

20. **Ask only of those teaching Texas OnCourse College and Career Readiness Course [selected 6 j]. Please rate your level of agreement with the following statements about the Texas OnCourse College and Career Readiness course offered last school year (2019–20).**

	Strongly Disagree	Disagree	Agree	Agree Strongly	Not applicable	I don't know/
q. <i>Students were engaged in the course.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. <i>The course provided students with relevant information on how to select an endorsement.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. <i>The course provided grade-appropriate information.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. <i>The level of difficulty of the materials in the course was grade-appropriate.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. <i>The course provided opportunities for students to learn about a variety of career options related to their interests.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. <i>The course effectively informed students on how to achieve career goals.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. <i>The course provided students with information about different types of postsecondary education options, including two-year, four-year, and technical schools.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. <i>The course helped students understand how to pay for postsecondary education.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. **Ask only of Grade 8 administrators and counselors [selected 1 a-b & 5 c] or those teaching Texas OnCourse College and Career Readiness Course [selected 6 j]: Please describe any challenges that your school experienced in offering the Texas OnCourse College and Career Readiness course last school year (2019–20).**

Providing Postsecondary Education and Career Information to Students

22. **(For administrators, counselors, teachers of students in Grades 8–12 [selected 1 a-c, 5 c-g])**
Please rate your level of agreement with the following statements about information provided to students on postsecondary education and career last school year (2019–20).

	Strongly Disagree	Disagree	Agree	Strongly Agree	I don't know/Not applicable
o. I regularly provided students with information about postsecondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. I regularly provided students with information about career options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. My school provided students with information about how to academically prepare for postsecondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. My school provided students with information about high school graduation requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. My school provided students with information about creating a Personal Graduation Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. My school provided students with information about opportunities to earn dual credit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. My school provided students with information about the postsecondary education application process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. My school provided students with information about paying for postsecondary education (e.g., FAFSA, loans, scholarships, grants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. My school provided students with information about education requirements for certain careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. My school provided students with information about internships, job shadowing opportunities, and/or other work-based learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. My school provided students with information about postsecondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

education entrance exams (e.g., SAT, ACT, TSI Assessment)

- z. *My school provided parents with a range of information related to postsecondary education options for their child.*
- aa. *My school provided parents with a range of information related to how to pay for postsecondary education.*
- bb. *My school provided parents with a range of information related to career options for their child.*

23. **Ask only of high school administrators as well as counselors and student support services staff [selected 1 a-b, 5 d-g] Last school year (2019–20), before the COVID-19 school closures, did your school have a dedicated space where students and parents could find information or someone to speak to regarding postsecondary education and career readiness?**

- a. Yes
- b. No
- c. I’m not sure

24. **For respondents who selected a in Q23: Where was the space where students and parents could find information or someone to speak to regarding postsecondary education and career readiness?**

- a. In an office
- b. In a classroom
- c. In the library
- d. In the Go Center
- e. Other (please describe): _____

25. **For respondents who selected a in Q23: When could students and parents access the space that provides postsecondary education and career readiness information? (Select all that apply.)**

	<i>Students</i>	<i>Parents/Guardians</i>
d. <i>During regular school hours</i>	<input type="checkbox"/>	<input type="checkbox"/>
e. <i>Before school</i>	<input type="checkbox"/>	<input type="checkbox"/>
f. <i>After school</i>	<input type="checkbox"/>	<input type="checkbox"/>

26. **For high school administrators, counselors, and teachers [selected 1 a-c and 5 d-g]: Please rate your level of agreement with the following statements about the GEAR UP advisors (CFES, CAC, or Advise TX) at your school last school year (2019–20).**

	Strongly Disagree	Disagree	Agree	Strongly Agree	I don't know/Not applicable
<i>The GEAR UP advisors...</i>					
<i>h. ...provided students at my school with grade-appropriate information regarding postsecondary education and career readiness.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>i. ...supported students in preparing for postsecondary education.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>j. ...helped parents/guardians prepare for their child's postsecondary education.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>k. ...informed students of their postsecondary education options.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>l. ...informed parent awareness of postsecondary education options for their child.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>m. ... informed student awareness and understanding of career opportunities.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>n. ...helped our school increase the number of opportunities students of all grades have to receive postsecondary education and career advising.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. For 8th grade counselors/student support staff [selected 1 b and 5 c]: Did you provide one-on-one postsecondary education/career advising to students and/or parents/guardians last school year (2019–20)?

- a. Yes
- b. No
- c. I don't know

28. For 8th grade counselors/student support staff who delivered individualized advising [selected 27 a]: Please select all the topics addressed with students and/or parents/guardians during one-on-one individualized postsecondary education/career advising sessions last school year (2019–20).

	Students	Parents/ Guardians
<i>o. Texas OnCourse College and Career Readiness curriculum</i>	<input type="checkbox"/>	<input type="checkbox"/>

- p. Postsecondary education options (e.g., 4-year colleges, 2-year colleges, technical schools, etc.)
- q. Financial aid in general
- r. FAFSA and/or TASFA
- s. Pell grants
- t. Endorsements and distinguished level of achievement
- u. High school course sequencing and Personal Graduation Plans
- v. PSAT and/or ACT Aspire
- w. Algebra I
- x. Tutoring
- y. Advanced courses
- z. Postsecondary education research
- aa. Career exploration
- bb. Available resources and/or trusted sources for postsecondary education and career information

29. For 8th grade counselors/student support staff who delivered individualized advising [selected 27 a]: Please rate your level of agreement regarding the following statements about individualized postsecondary education and career advising sessions at your school last school year (2019–20).

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not applicable	I don't know/	I don't
h. I was satisfied, overall, with students' level of engagement in individualized postsecondary education and career advising sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I was satisfied, overall, with parents' level of engagement in individualized postsecondary education and career advising sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Students appeared to be satisfied with the information provided to them at their individualized postsecondary education and career advising session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Parents appeared to be satisfied with the information provided to them at their individualized postsecondary education and career advising session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I was able to answer all of the questions that students asked at their	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

individualized postsecondary education and career advising session.

m. I was able to answer all of the questions that parents asked at their individualized postsecondary education and career advising session.

n. I was provided with adequate guidance and support on how to successfully conduct these sessions.

Thank you for your time!

C.2.12 Student Survey (Grades 8–12), Fall 2020

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 school experiences and college and career goals during the last school year (2019–20). It takes about 10 minutes to complete. Your parent or guardian has been informed that you will be asked to complete this survey and will let your school know if they would not like you to participate. Filling out this survey is voluntary—you do not have to do it if you do not want to. You can skip questions or stop taking the survey at any time. There are no consequences if you do not take the survey or finish the survey. Your answers to the survey questions will be kept private to the extent permitted by law. We will only summarize answers to questions across groups of students. Your individual answers will not be shared. Your name will not be on the survey and your individual answers will not be shared with anyone at your school or your parents/guardians. Completing the survey presents very little risk to you. Completing the survey will help to improve college and career programs at your school and other schools in Texas.

If you have any questions about the survey, you can contact Samantha Spinney at samantha.spinney@icf.com or (703) 272-6681. If you have questions about your rights as a research subject, you can contact Carole Harris at carole.harris@icf.com or (404) 321-3211.

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

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

1. What was your grade level last school year (2019–20)?

- m. Grade 7
- n. Grade 8
- o. Grade 9
- p. Grade 10
- q. Grade 11
- r. Grade 12

2. [If respondent selected a-b in Q1] Please select the school you attended last school year (2019–20).

- a. Ann M. Garcia-Enriquez Middle School
- b. Mathis Middle School
- c. C.E. King Middle School
- d. Michael R. Null Middle School
- e. E. Merle Smith Middle School
- f. Cleveland Middle School
- g. Van Horn School
- h. None of the above (*Skip to end of survey*)

3. [If respondent selected c–f in Q1] Please select the school you attended last school year (2019–20).

- a. San Elizario High School
- b. Mathis High School
- c. C.E. King High School
- d. Sinton High School
- e. Cleveland High School
- f. Van Horn School
- g. None of the above *(Skip to end of survey)*

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

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

I know where to find ACT Aspire or ACT test preparation resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to find Texas Success Initiative Assessment (TSIA) test preparation resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the scholarship opportunities available to help pay for postsecondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the Pell Grant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the FAFSA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the TASFA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Did you meet one-on-one with a school counselor, advisor, or GEAR UP staff about planning for postsecondary education and/or career last school year (2019–20)?
- e. Yes
 - f. No
6. **[If respondent selected a in Q5]** Please select the topics you discussed during your one-on-one counseling/advising session(s) last school year (2019–20). *(Select all that apply.)*
- r. My grades
 - s. Course selection/scheduling
 - t. Endorsements
 - u. Personal Graduation Plan
 - v. SAT or ACT
 - w. Postsecondary education plans or interests
 - x. Postsecondary education applications
 - y. Career plans or interests
 - z. Job/internships/shadowing applications
 - aa. Financial aid for postsecondary education
 - bb. Other (please explain): _____
7. **[If respondent selected a in Q5]** Please rate your level of agreement with the following statements about your one-on-one counseling/advising session(s) last school year (2019–20).

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>I don't know/ Not Applicable</i>
The counseling/advising session(s) helped me to develop a plan for my education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The counseling/advising session(s) helped me to select the best classes to take to achieve my goals for my education and career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The counseling/advising session(s) provided me with information on what grades and testing scores are needed to achieve my goals for my education and career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The counseling/advising session(s) provided me with information about how to pay for education after high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The counseling/advising session(s) provided me with information that was specific to my individual needs/interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spoke with my family about some of the topics that were covered in my counseling/advising session(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. [If respondent selected a in Q5] Overall, how satisfied were you with individual counseling/advising session(s) last school year (2019–20)?

- f. Strongly Dissatisfied
- g. Dissatisfied
- h. Satisfied
- i. Strongly Satisfied
- j. I don't know/Not applicable

9. Did you participate in a summer program during summer 2019?

- c. Yes
- d. No

10. [If respondent selected a in Q9] What type of summer program did you participate in during summer 2019? (Select all that apply.)

- f. Summer camp
- g. Postsecondary education exploration program
- h. Academic enrichment program
- i. Transition program
- j. Other: _____

11. **[If respondent selected a in Q9]** Please rate your level of satisfaction with the summer program(s) that you participated in during summer 2019.
- f. Strongly Dissatisfied
 - g. Dissatisfied
 - h. Satisfied
 - i. Strongly Satisfied
 - j. I don't know/Not applicable
12. **[If respondent selected b in Q9]** Please select the most accurate explanation why you did not participate in a summer program during summer 2019.
- a. I did not know about any summer programs.
 - b. I was not interested in the summer programs that were offered to me.
 - c. I was busy with family/work.
 - d. The dates of the summer program did not work with my schedule.
 - e. It would cost me and/or my family too much money to attend.
 - f. Other: _____
13. **Did you participate in a college visit(s) last school year (2019–20)?**
- e. Yes
 - f. No
14. **[If respondent selected a in Q13]** Please select each of the activities you participated in during your college visit(s) last school year (2019–20). *(Select all that apply.)*
- f. In-person campus tour
 - g. Observed a college class
 - h. Listened to a speaker (e.g., admissions officer, professor, student)
 - i. Virtual tour
 - j. Other: _____
15. **[If respondent selected a in Q13]** Please select the types of information you learned about on your college visit(s) last school year (2019–20). *(Select all that apply.)*
- p. Layout/environment of the campus
 - q. Various academic programs or areas of study
 - r. Difficulty of postsecondary education classes
 - s. Student academic services
 - t. Campus diversity
 - u. Firsthand experiences from college students
 - v. Other: _____
16. **[If respondent selected a in Q13]** Please rate your level of satisfaction with the college visit(s) that you participated in last school year (2019–20).
- k. Strongly Dissatisfied
 - l. Dissatisfied
 - m. Satisfied
 - n. Strongly Satisfied
 - o. I don't know/Not applicable

17. Did you participate in one or more work-based learning activities (e.g., job site visit, job shadowing, career day, presentations about different career options, online discussions with professionals in a field of your interest) last school year (2019–20)?

- c. Yes
- d. No

18. **If respondent selected a in Q17]** Please select the types of information you learned about during the work-based learning activity/activities last school year (2019–20). *(Select all that apply.)*

- h. Various career options
- i. What it is like to work a certain job
- j. Companies in my region
- k. Education required for certain careers
- l. Technical skills required for certain careers
- m. Salaries of certain careers
- n. Other: _____

19. **If respondent selected a in Q17]** Please rate your level of satisfaction with the work-based learning activity/activities that you participated in last school year (2019–20).

- f. Strongly Dissatisfied
- g. Dissatisfied
- h. Satisfied
- i. Strongly Satisfied
- j. I don't know/Not applicable

Grade 8 ONLY

(Only students who selected Grade 8 in Q1 will see questions in this section.)

20. **[If respondents selected b in Q1]** Were you enrolled in Algebra I last school year (2019–20)?

- c. Yes
- d. No

21. **[If respondent selected b in Q20]** Please rate your level of agreement with the following statements about Algebra I last school year (2019–20).

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>I don't know/Not Applicable</i>
I felt prepared to take Algebra I.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Algebra I class was challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I got enough support to succeed in Algebra I.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. **[If respondents selected b in Q1]** Did you participate in tutoring for any of your classes last school year (2019–20)?

- c. Yes

d. No

23. **[If respondent selected a in Q22]** What type(s) of tutoring did you participate in last school year (2019–20)? *(Select all that apply.)*

	Type of Tutoring				
	In-class	After school	One-on-one with a teacher	With a high school or college student	Other: _____
Algebra I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Mathematics course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language Arts course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. **[If respondent selected a in Q22]** Did the tutoring you received last year help you succeed in your classes?

- a. Yes
- b. No

25. **[If respondent selected a in Q22]** Please rate your level of satisfaction with the tutoring that you participated in last school year (2019–20).

- f. Strongly Dissatisfied
- g. Dissatisfied
- h. Satisfied
- i. Strongly Satisfied
- j. I don't know/Not applicable

26. **[If respondents selected b in Q1]** Last school year (2019–20), you took the Texas OnCourse College and Career Readiness Course at school. Were you enrolled in this class in the fall semester or spring semester?

- c. Fall
- d. Spring

27. **[If respondents selected b in Q1]** Please rate your level of agreement with the following statements about the Texas OnCourse College and Career Readiness Course.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>I don't know/Not Applicable</i>
I learned important information about different education options after high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The class helped me explore options for postsecondary education that might be a good fit for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned important information about career options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The class helped me explore careers that might be a good fit for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The class helped me decide what courses to enroll in next year in high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The class helped me select an endorsement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The class presented information that was relevant to me and my interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I found the class interesting—it kept my attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this class to other 8 th grade students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. [If respondents selected b in Q1] Please rate your level of satisfaction with the Texas OnCourse College and Career Readiness Course.

- f. Strongly Dissatisfied
- g. Dissatisfied
- h. Satisfied
- i. Strongly Satisfied
- j. Not applicable

29. [If respondents selected b in Q1] Please identify the individuals who provided you with information about the following topics related to postsecondary education and career during the last school year (2019–20). (Select all that apply.)

	School guidance counselor/advisor/GEAR UP staff	Teachers	Family
High school endorsements and distinguished level of achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Graduation Plan and course selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Information about postsecondary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on how to pay for postsecondary education (like scholarships, grants, loans)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job/career opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade 9–12 ONLY

(Only students who selected this as the grade they were in last year will see questions in this section.)

30. [If respondent selected c–f in Q1] Did you access any virtual/online postsecondary education and career advising tools or resources last school year (2019–20)?

- c. Yes
- d. No

31. [If respondent selected a in Q30] In what ways did virtual/online advising tools/resources help you with postsecondary education/career planning last school year (2019–20)?

32. [If respondent selected a in Q30] Please rate your level of satisfaction with the virtual advising tools/resources last school year (2019–20).

- f. Strongly Dissatisfied
- g. Dissatisfied
- h. Satisfied
- i. Strongly Satisfied
- j. I don't know/Not applicable

Grades 10–12 ONLY

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

33. [If respondent selected d in Q1] Did you complete any type of PSAT/ACT Aspire test prep (e.g., online lessons, practice tests, prep courses, test prep books, prep in your math and/or English/language arts classes) last school year (2019–20)?

- c. Yes
- d. No

34. [If respondent selected e or f in Q1] Did you complete any type of SAT/ACT test prep (e.g., online lessons, practice tests, prep courses, test prep books, prep in your math and/or English/language arts classes) last school year (2019–20)?

- c. Yes
- d. No

35. [If respondent selected a in Q33 or Q34] Do you believe the test prep you completed last school year (2019–20) prepared you/will prepare for the test?

- a. Yes
- b. No

Grades 7–12: Final question

36. What suggestions do you have for improving postsecondary education and career activities/services at your school?

Thank you for your time!

C.2.13 Scaling Survey for Districts, Fall 2020

Your school district piloted the Texas OnCourse College and Career Readiness course last school year (2019–20) as part of the Texas GEAR UP: Beyond Grad initiative led by the Texas Education Agency. To better understand perspectives of the new course, TEA has contracted with ICF to survey personnel in your school district who are knowledgeable about implementation of the pilot course. This survey asks you questions about your district’s experience piloting the course in spring 2020. It takes about 5–10 minutes to complete. Your answers to the questions will be used to help improve the college and career curricula for middle school students across Texas.

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

If you have any questions about the survey, you can contact Samantha Spinney at samantha.spinney@icf.com or (703) 272-6681. If you have questions about your rights as a research subject, you can contact Carole Harris at carole.harris@icf.com or (404) 321-3211.

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

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

Background

1. **What was your primary position at your school/district during the 2019–20 school year?**
 - a. Administrator
 - b. Counselor/Student Support Services Staff
 - c. Teacher
 - d. Curriculum & Instruction Coordinator
 - e. Other: _____
 - f. I was not working at this school or district during the 2019 – 20 school year (*Skip to end*)

Perceived Effectiveness of Texas OnCourse College and Career Readiness Course

2. **Please rate your level of agreement with the following statements about the Texas OnCourse College and Career Readiness course piloted at your district in spring 2020.**

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>I don't know</i>
y. Students were engaged in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- z. The course provided students with relevant information on how to select an endorsement.
- aa. The course provided grade-appropriate information.
- bb. The level of difficulty of the materials in the course was grade-appropriate.
- cc. The course provided opportunities for students to learn about a variety of career options related to their interests.
- dd. The course effectively informed students on how to achieve career goals.
- ee. The course provided students with information about different types of postsecondary education options, including two-year, four-year, and technical schools.
- ff. The course helped students understand how to pay for postsecondary education.

3. **Please describe any challenges that your school experienced in offering the course in spring 2020.**

4. **Overall, how satisfied were you with the course in spring 2020?**

- | | <i>Strongly
dissatisfi
ed</i> | <i>Dissatisf
ied</i> | <i>Satisfied</i> | <i>Strongly
satisfied</i> | <i>I don't
know/N
ot
applicab
le</i> |
|---|---------------------------------------|--------------------------|--------------------------|-------------------------------|--|
| d. <i>Level of satisfaction with training offered</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. <i>Level of satisfaction with instructor resources</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. <i>Level of satisfaction with student resources</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. **Do you plan on continuing using the course during this school year?**

- Yes *(complete question 6, skip question 7)*
- No *(skip question 6, complete question 7)*

6. **[If respondent selected Yes in Q5] What are your plans for using the course this year?**

7. **[If respondent selected No in Q5] Why are you not continuing to use the Texas On-Course college and career exploration course this year?**

8. **What recommendations do you have for improving the Texas On-Course college and career exploration course?**

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Thank you for your time!

C.2.14 Parent Survey (Grades 8–12), Fall 2020

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

This survey includes questions about your interactions with your child’s school during the previous school year (2019–20) regarding college and career information as well as your perspectives on college and career planning for your child. It takes about 5–10 minutes to complete. Filling out this survey is voluntary—you do not have to do it if you do not want to. You can skip questions or stop taking the survey at any time. There are no consequences if you do not take the survey or finish the survey. Your answers to the survey questions will be kept private, to the extent permitted by law. Your name will not be collected with the survey. We will summarize answers to short-answer or multiple-choice questions across respondents in study reports. Your individual answers to open-ended questions could be shared anonymously in study reports. We will not share individual survey responses with your child’s school. Completing the survey presents very little risk to you. Completing the survey will help to improve college and career programs at your school and other schools in Texas.

If you have any questions about the survey, you can contact Samantha Spinney at samantha.spinney@icf.com or (703) 272-6681. If you have questions about your rights as a research subject, you can contact Carole Harris at carole.harris@icf.com or (404) 321-3211.

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

- I agree to take this survey.
- I do not agree to take this survey (skip to end)

1. What was your child’s grade level last school year (2019–20)?

- s. Grade 7
- t. Grade 8
- u. Grade 9
- v. Grade 10
- w. Grade 11
- x. Grade 12

2. [If respondent selected a–b in Q1] Please select the school your child attended last school year (2019–20).

- a. Ann M. Garcia-Enriquez Middle School
- b. Mathis Middle School
- c. C.E. King Middle School
- d. Michael R. Null Middle School
- e. E. Merle Smith Middle School
- f. Cleveland Middle School
- g. Van Horn School
- h. None of the above (*Skip to end of survey*)

3. [If respondent selected c–f in Q1] Please select the school your child attended last school year (2019–20).

- a. San Elizario High School
- b. Mathis High School
- c. C.E. King High School
- d. Sinton High School
- e. Cleveland High School
- f. Van Horn School
- g. None of the above (*Skip to end of survey*)

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

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>I don't know/Not applicable</i>
My child will receive/is receiving a high school education that will adequately prepare him/her for postsecondary education and career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I am aware of what grades my child will need to earn in high school so that he/she could enroll in postsecondary education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the opportunities to earn dual credit opportunities available to my child in our school district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the opportunities that a postsecondary education degree can provide for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the education path necessary for the career my child plans to pursue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will be able to guide my child through the postsecondary education application process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am familiar with examinations needed to get into postsecondary education (e.g., SAT, ACT, TSI Assessment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I know where to find SAT or PSAT test preparation resources for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to find ACT or ACT Aspire test preparation resources for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to find TSI Assessment test preparation resources for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of scholarship opportunities available to help pay for postsecondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the FAFSA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the TASFA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the Pell Grant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. **[For parents of 8th graders last year (selected b in Q1)]** Thinking back to last school year (2019–20), please select all of the sources that helped you learn about each type of information for your child. *(Select all sources that apply)*

	My own research	School guidance counselor/advisor/GEAR UP coordinator	Teachers
High school endorsements and distinguished level of achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child's personal Graduation Plan and high school course selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual credit opportunities in my child's school district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about postsecondary education for my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on how to pay for postsecondary education for my child (like scholarships, grants, loans)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job/career opportunities for my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. **[For parents of students in Grades 8–12]** Did you meet one-on-one with your child’s counselor, advisor, or GEAR UP coordinator about your child’s postsecondary education and/or career options or plans last school year (2019–20)?
- g. Yes
 - h. No
7. **[For parents of 8th graders (selected b in Q1) who also selected a in Q6]** Please select the topics you discussed during the one-on-one counseling/advising session(s) that you received last school year (2019–20). *(Select all that apply.)*
- cc. Your child’s grades
 - dd. Course selection/scheduling for your child
 - ee. You child’s Personal Graduation Plan or endorsement
 - ff. Your child’s long-term goals for after high school (postsecondary education or career)
 - gg. Options for paying for postsecondary education
 - hh. Other (please explain): _____
8. **[For parents of high school students (selected c-f on Q1) who also selected a in Q6]** Please select the topics you discussed during the one-on-one counseling/advising session(s) that you received last school year (2019–20). *(Select all that apply.)*
- a. Your child’s grades
 - b. Course selection/scheduling for your child
 - c. You child’s Personal Graduation Plan
 - d. SAT or ACT
 - e. Your child’s postsecondary education plans or interests
 - f. Postsecondary education applications
 - g. Your child’s career plans or interests
 - h. Job/internships applications
 - i. Financial aid for postsecondary education
 - j. Other (please explain): _____
9. **[If respondent selected a in Q6]** Please rate your level of agreement with the following statements about the one-on-one counseling/advising session(s) that you received last school year (2019–20).

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>I don’t know/Not Applicable</i>
The counseling/advising session...					
...helped me and my child think about his/her postsecondary education/career plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...helped me and my child understand the best classes my child should take to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

achieve his/her postsecondary education/career goals.					
...provided my child with information about his/her grades/test scores to achieve his/her postsecondary education/career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...provided me with information about how our family may pay for postsecondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...provided me and my child with information that was specific to our family’s situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. [If respondent selected a in Q6] Overall, how satisfied were you with the individual counseling/advising session(s) that you received last school year (2019–20)?

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

11. Did you participate in a parent/family event at your child’s school last school year (2019–20) that provided postsecondary education or career information for your child?

- g. Yes
- h. No

12. [If respondent selected a in Q11] Please select the types of information you learned about at the parent/family event(s) that you attended last school year (2019–20). (Select all that apply.)

- w. Availability of postsecondary education and career advising
- x. Different types of postsecondary education options (e.g., 2-year, 4-year and technical school options; public vs. private colleges)
- y. Options for paying for postsecondary education (e.g., Pell Grant, scholarships, federal loans)
- z. Academic requirements for postsecondary education (e.g., grades, test scores, courses)
- aa. In-demand careers in your region
- bb. Training and educational requirements for certain careers
- cc. Options to take high school courses aligned with certain careers
- dd. Other: _____

13. [If respondent selected a in Q11] Please rate your level of agreement with the following statements about the parent/family event(s) that you participated in last school year (2019–20).

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

14. [If respondent selected a in Q11] Please rate your level of satisfaction with the parent/family event(s) that you participated in last school year (2019–20).

- p. Strongly Dissatisfied
- q. Dissatisfied
- r. Satisfied
- s. Strongly Satisfied
- t. I don't know/Not applicable

15. [If respondent selected b in Q11] Please select the best reason why you did not participate in a parent/family event last school year (2019–20).

- a. I did not know about any parent/family event(s).
- b. I was not interested in the parent/family event(s) that were offered to me.
- c. I was busy with family/work.
- d. Other: _____

16. What suggestions do you have for improving postsecondary education and career activities/services at your child's school?

Thank you for your time!

APPENDIX D: Student Survey Analyses Technical Detail

Table D.1. Grade by District, Year 2 (2019–20)

Item	District 1 (n=402)	District 2 (n=330)	District 3 (n=467)	District 4 (n=1,479)	District 5 (n=81)	District 6 (n=136)	All Districts (n=2,895)
Grade 7	0.2%	0.0%	65.1%	0.1%	8.6%	69.1%	14.1%
Grade 8	1.2%	28.2%	18.6%	26.9%	32.1%	15.4%	21.8%
Grade 9	0.2%	23.9%	4.7%	31.1%	14.8%	4.4%	20.0%
Grade 10	19.9%	21.2%	4.5%	21.9%	16.0%	4.4%	17.8%
Grade 11	36.6%	26.7%	7.1%	20.0%	28.4%	6.6%	20.6%
Grade 12	41.8%	0.0%	0.0%	0.0%	0.0%	0.0%	5.8%
All Grades	100%	100%	100%	100%	100%	100%	100%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Grade 7 students are not included in the subsequent tables unless otherwise specified.

Table D.2. Postsecondary Education Levels of Agreement by District, Grades 8–12, Year 2 (2019–20)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	All Districts
<i>n</i>		(n=378)	(n=301)	(n=143)	(n=1,342)	(n=70)	(n=38)	(n=2,272)
<i>I would like to continue my education after high school (at a 2-year college, 4-year college, or technical school).</i>	Strongly agree	54.5%	59.1%	52.4%	53.7%	57.1%	52.6%	54.5%
	Agree	36.2%	34.2%	39.2%	40.6%	35.7%	44.7%	38.9%
	Disagree	3.2%	4.3%	3.5%	3.4%	4.3%	2.6%	3.5%
	Strongly disagree	6.1%	2.3%	4.9%	2.4%	2.9%	0.0%	3.1%
<i>n</i>		(n=391)	(n=311)	(n=148)	(n=1,362)	(n=67)	(n=40)	(n=2,319)
<i>I am aware of what grades I need to earn in high school so that I could enroll in postsecondary education after high school.</i>	Strongly agree	38.6%	47.3%	33.1%	38.1%	41.8%	52.5%	39.5%
	Agree	53.7%	46.0%	54.7%	54.9%	52.2%	47.5%	53.3%
	Disagree	4.3%	5.1%	8.1%	4.9%	3.0%	0.0%	4.9%
	Strongly disagree	3.3%	1.6%	4.1%	2.1%	3.0%	0.0%	2.3%
<i>n</i>		(n=362)	(n=275)	(n=141)	(n=1,244)	(n=63)	(n=36)	(n=2,121)
<i>I know what subject area I would like to study in my postsecondary education after high school.*</i>	Strongly agree	35.4%	41.1%	25.5%	30.9%	38.1%	38.9%	33.0%
	Agree	50.6%	40.7%	52.5%	53.5%	50.8%	55.6%	51.2%
	Disagree	10.2%	12.0%	17.0%	12.7%	9.5%	2.8%	12.2%
	Strongly disagree	3.9%	6.2%	5.0%	2.8%	1.6%	2.8%	3.5%
<i>n</i>		(n=377)	(n=297)	(n=145)	(n=1,285)	(n=66)	(n=37)	(n=2,207)
<i>I am aware of the opportunities that a postsecondary education degree can provide for me.</i>	Strongly agree	31.6%	40.4%	31.7%	32.5%	39.4%	51.4%	33.8%
	Agree	54.4%	48.1%	50.3%	55.0%	47.0%	45.9%	53.3%
	Disagree	9.3%	8.8%	13.1%	10.0%	9.1%	2.7%	9.8%
	Strongly disagree	4.8%	2.7%	4.8%	2.5%	4.5%	0.0%	3.1%
<i>n</i>		(n=369)	(n=294)	(n=140)	(n=1,310)	(n=65)	(n=36)	(n=2,214)
<i>I am aware of the education path necessary for the career I plan to pursue.*</i>	Strongly agree	32.2%	35.0%	29.3%	32.1%	43.1%	44.4%	32.9%
	Agree	54.2%	52.7%	50.0%	56.0%	50.8%	52.8%	54.7%
	Disagree	8.7%	8.2%	17.9%	9.7%	3.1%	2.8%	9.5%
	Strongly disagree	4.9%	4.1%	2.9%	2.2%	3.1%	0.0%	2.9%
<i>n</i>		(n=362)	(n=282)	(n=122)	(n=1,091)	(n=56)	(n=31)	(n=1,944)
<i>I know where to find PSAT or SAT test preparation resources.*</i>	Strongly agree	23.2%	22.3%	14.8%	11.6%	17.9%	29.0%	16.0%
	Agree	49.4%	41.8%	30.3%	30.6%	41.1%	41.9%	36.2%
	Disagree	21.3%	25.9%	39.3%	46.8%	33.9%	29.0%	37.9%
	Strongly disagree	6.1%	9.9%	15.6%	10.9%	7.1%	0.0%	9.9%
<i>n</i>		(n=356)	(n=267)	(n=115)	(n=1,042)	(n=55)	(n=30)	(n=1,865)
<i>I know where to find ACT Aspire or ACT test preparation resources.*</i>	Strongly agree	21.3%	19.1%	10.4%	7.6%	14.5%	30.0%	12.6%
	Agree	46.6%	37.5%	27.0%	23.4%	34.5%	36.7%	30.6%
	Disagree	24.7%	32.2%	45.2%	55.1%	43.6%	33.3%	44.7%
	Strongly disagree	7.3%	11.2%	17.4%	13.9%	7.3%	0.0%	12.1%
<i>n</i>		(n=341)	(n=277)	(n=112)	(n=1,054)	(n=56)	(n=28)	(n=1,868)
<i>I know where to find Texas Success Initiative Assessment (TSIA) test preparation resources.*</i>	Strongly agree	17.0%	20.9%	9.8%	7.3%	10.7%	21.4%	11.6%
	Agree	39.0%	41.9%	20.5%	23.0%	33.9%	35.7%	29.1%
	Disagree	36.7%	28.5%	53.6%	55.0%	48.2%	42.9%	47.3%
	Strongly disagree	7.3%	8.7%	16.1%	14.7%	7.1%	0.0%	12.1%
<i>n</i>		(n=382)	(n=304)	(n=151)	(n=1,298)	(n=67)	(n=36)	(n=2,238)
<i>I am aware of the scholarship</i>	Strongly agree	26.7%	27.6%	24.5%	25.4%	34.3%	36.1%	26.3%
	Agree	53.7%	54.9%	49.7%	51.2%	52.2%	50.0%	52.1%

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	All Districts
<i>opportunities available to help pay for postsecondary education.</i>	Disagree	13.9%	11.5%	17.9%	18.3%	9.0%	13.9%	16.3%
	Strongly disagree	5.8%	5.9%	7.9%	5.0%	4.5%	0.0%	5.4%
n		(n=326)	(n=252)	(n=123)	(n=1,050)	(n=53)	(n=33)	(n=1,837)
<i>I am aware of the Pell Grant.*</i>	Strongly agree	12.0%	10.7%	8.9%	6.8%	9.4%	15.2%	8.6%
	Agree	21.8%	21.4%	29.3%	16.5%	26.4%	27.3%	19.4%
	Disagree	48.2%	42.5%	46.3%	54.1%	54.7%	39.4%	50.7%
	Strongly disagree	18.1%	25.4%	15.4%	22.7%	9.4%	18.2%	21.3%
n		(n=360)	(n=275)	(n=130)	(n=1,117)	(n=55)	(n=31)	(n=1,968)
<i>I am aware of the FAFSA.*</i>	Strongly agree	29.2%	19.6%	19.2%	13.2%	20.0%	35.5%	18.0%
	Agree	39.4%	34.9%	40.0%	30.8%	29.1%	29.0%	33.5%
	Disagree	21.9%	27.3%	30.8%	40.9%	41.8%	25.8%	34.7%
	Strongly disagree	9.4%	18.2%	10.0%	15.0%	9.1%	9.7%	13.9%
N		(n=336)	(n=255)	(n=123)	(n=1,062)	(n=52)	(n=32)	(n=1,860)
<i>I am aware of the TASFA.*</i>	Strongly agree	16.4%	9.4%	10.6%	8.4%	13.5%	15.6%	10.4%
	Agree	31.5%	27.1%	25.2%	21.9%	23.1%	28.1%	24.7%
	Disagree	40.5%	39.6%	48.8%	51.2%	51.9%	40.6%	47.4%
	Strongly disagree	11.6%	23.9%	15.4%	18.5%	11.5%	15.6%	17.5%
n		(n=366)	(n=287)	(n=140)	(n=1,225)	(n=62)	(n=36)	(n=2,116)
<i>I am aware of Federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).*</i>	Strongly agree	23.5%	16.7%	20.7%	14.9%	24.2%	33.3%	17.6%
	Agree	49.2%	49.1%	47.1%	49.5%	53.2%	44.4%	49.2%
	Disagree	21.0%	23.7%	27.1%	26.9%	19.4%	11.1%	25.0%
	Strongly disagree	6.3%	10.5%	5.0%	8.7%	3.2%	11.1%	8.1%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. All *I don't know/Not applicable* responses are not included in the table or the significance testing. An additional 208, 158, 353, 254, 256, 519, 589, 598, 232, 633, 501, 605, and 356 respondents selected *I don't know/Not applicable* for the 13 items in the table, respectively. PSAT = Preliminary SAT. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.

* Student levels of agreement with postsecondary education topics differed significantly across districts: I know what subject area I would like to study in my postsecondary education after high school: $\chi^2(15) = 34.37, p < .01$; I am aware of the education path necessary for the career I plan to pursue: $\chi^2(15) = 31.22, p < .01$; I know where to find PSAT or SAT test preparation resources: $\chi^2(15) = 141.59, p < .01$; I know where to find ACT Aspire or ACT test preparation resources: $\chi^2(15) = 196.17, p < .01$; I know where to find Texas Success Initiative Assessment (TSIA) test preparation resources: $\chi^2(15) = 157.67, p < .01$; I am aware of the Pell Grant: $\chi^2(15) = 43.84, p < .01$; I am aware of the FAFSA: $\chi^2(15) = 101.81, p < .01$; I am aware of the TASFA: $\chi^2(15) = 52.86, p < .01$; I am aware of Federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans): $\chi^2(15) = 36.06, p < .01$.

Table D.3. Mean Level of Agreement to Postsecondary Education Items by District, Grades 8–12, Year 2 (2019–20)

	District 1	District 2	District 3	District 4	District 5	District 6	All Districts
<i>n</i>	(<i>n</i> =378)	(<i>n</i> =301)	(<i>n</i> =143)	(<i>n</i> =1,342)	(<i>n</i> =70)	(<i>n</i> =38)	(<i>n</i> =2,272)
<i>I would like to continue my education after high school (at a 2-year college, 4-year college, or technical school).</i>	3.39	3.50	3.39	3.46	3.47	3.50	3.45
<i>n</i>	(<i>n</i> =391)	(<i>n</i> =311)	(<i>n</i> =148)	(<i>n</i> =1,362)	(<i>n</i> =67)	(<i>n</i> =40)	(<i>n</i> =2,319)
<i>I am aware of what grades I need to earn in high school so that I could enroll in postsecondary education after high school.**</i>	3.28	3.39	3.17	3.29	3.33	3.53	3.30
<i>n</i>	(<i>n</i> =362)	(<i>n</i> =275)	(<i>n</i> =141)	(<i>n</i> =1,244)	(<i>n</i> =63)	(<i>n</i> =36)	(<i>n</i> =2,121)
<i>I know what subject area I would like to study in my postsecondary education after high school.</i>	3.17	3.17	2.99	3.13	3.25	3.31	3.14
<i>n</i>	(<i>n</i> =377)	(<i>n</i> =297)	(<i>n</i> =145)	(<i>n</i> =1,285)	(<i>n</i> =66)	(<i>n</i> =37)	(<i>n</i> =2,207)
<i>I am aware of the opportunities that a postsecondary education degree can provide for me.*</i>	3.13	3.26	3.09	3.17	3.21	3.49	3.18
<i>n</i>	(<i>n</i> =369)	(<i>n</i> =294)	(<i>n</i> =140)	(<i>n</i> =1,310)	(<i>n</i> =65)	(<i>n</i> =36)	(<i>n</i> =2,214)
<i>I am aware of the education path necessary for the career I plan to pursue.*</i>	3.14	3.19	3.06	3.18	3.34	3.42	3.17
<i>n</i>	(<i>n</i> =362)	(<i>n</i> =282)	(<i>n</i> =122)	(<i>n</i> =1,091)	(<i>n</i> =56)	(<i>n</i> =31)	(<i>n</i> =1,944)
<i>I know where to find PSAT or SAT test preparation resources.**</i>	2.90	2.77	2.44	2.43	2.70	3.00	2.58
<i>n</i>	(<i>n</i> =356)	(<i>n</i> =267)	(<i>n</i> =115)	(<i>n</i> =1,042)	(<i>n</i> =55)	(<i>n</i> =30)	(<i>n</i> =1,865)
<i>I know where to find ACT Aspire or ACT test preparation resources.**</i>	2.82	2.64	2.30	2.25	2.56	2.97	2.44
<i>n</i>	(<i>n</i> =341)	(<i>n</i> =277)	(<i>n</i> =112)	(<i>n</i> =1,054)	(<i>n</i> =56)	(<i>n</i> =28)	(<i>n</i> =1,868)
<i>I know where to find Texas Success Initiative Assessment (TSIA) test preparation resources.**</i>	2.66	2.75	2.24	2.23	2.48	2.79	2.40
<i>n</i>	(<i>n</i> =382)	(<i>n</i> =304)	(<i>n</i> =151)	(<i>n</i> =1,298)	(<i>n</i> =67)	(<i>n</i> =36)	(<i>n</i> =2,238)
<i>I am aware of the scholarship opportunities available to help pay for postsecondary education.</i>	3.01	3.04	2.91	2.97	3.16	3.22	2.99
<i>n</i>	(<i>n</i> =326)	(<i>n</i> =252)	(<i>n</i> =123)	(<i>n</i> =1,050)	(<i>n</i> =53)	(<i>n</i> =33)	(<i>n</i> =1,837)
<i>I am aware of the Pell grant.**</i>	2.28	2.17	2.32	2.07	2.36	2.39	2.15
<i>n</i>	(<i>n</i> =360)	(<i>n</i> =275)	(<i>n</i> =130)	(<i>n</i> =1,117)	(<i>n</i> =55)	(<i>n</i> =31)	(<i>n</i> =1,968)
<i>I am aware of the FAFSA.**</i>	2.88	2.56	2.68	2.42	2.60	2.90	2.56
<i>n</i>	(<i>n</i> =336)	(<i>n</i> =255)	(<i>n</i> =123)	(<i>n</i> =1,062)	(<i>n</i> =52)	(<i>n</i> =32)	(<i>n</i> =1,860)
<i>I am aware of the TASFA.**</i>	2.53	2.22	2.31	2.20	2.38	2.44	2.28
<i>n</i>	(<i>n</i> =366)	(<i>n</i> =287)	(<i>n</i> =140)	(<i>n</i> =1,225)	(<i>n</i> =62)	(<i>n</i> =36)	(<i>n</i> =2,116)
<i>I am aware of Federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).**</i>	2.90	2.72	2.84	2.71	2.98	3.00	2.76
<i>n</i>	(<i>n</i> =399)	(<i>n</i> =325)	(<i>n</i> =163)	(<i>n</i> =1,467)	(<i>n</i> =74)	(<i>n</i> =42)	(<i>n</i> =2,470)
<i>Composite Score of all Items**</i>	2.95	2.93	2.82	2.84	3.01	3.12	2.88

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – Strongly Disagree, 2 – Disagree, 3 – Agree, 4 – Strongly Agree. All *I don't know/Not applicable* responses are not included in the table or significance testing. PSAT = Preliminary SAT. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.

* Students' mean level of agreement with the postsecondary education items differed significantly across districts: I am aware of the opportunities that a postsecondary education degree can provide for me: $F(5, 2201) = 3.0, p < .05$; I am aware of the education path necessary for the career I plan to pursue: $F(5, 2208) = 2.5, p < .05$.

** Students' mean level of agreement with the postsecondary education items differed significantly across districts: I am aware of what grades I need to earn in high school so that I could enroll in postsecondary education after high school: $F(5, 2313) = 1.5, p < .01$; I know where to find PSAT or SAT test preparation resources: $F(5, 1938) = 22.0, p < .01$; I know where to find ACT Aspire or ACT test preparation resources: $F(5, 1859) = 33.1, p < .01$; I know where to find Texas Success Initiative Assessment (TSIA) test preparation resources: $F(5, 1862) = 28.6, p < .01$; I am aware of the Pell grant: $F(5, 1831) = 5.3, p < .01$; I am aware of the FAFSA: $F(5, 1962) = 12.9, p < .01$; I am aware of the TASFA: $F(5, 1854) = 7.8, p < .01$; I am aware of Federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans): $F(5, 2110) = 3.4, p < .01$; $F(5, 2464) = 1.89, p < .01$.

Table D.4. Composite Score Agreement Level Regarding to Postsecondary Education Items by District, Grades 7–12, Year 2 (2019–20)*

Item	District 1	District 2	District 3	District 4	District 5	District 6	All Districts
<i>n</i>	(<i>n</i> =0)	(<i>n</i> =0)	(<i>n</i> =302)	(<i>n</i> <10)	(<i>n</i> <10)	(<i>n</i> =94)	(<i>n</i> =404)
Grade 7*	--	--	2.83	2.92	3.15	3.09	2.90
<i>n</i>	(<i>n</i> <10)	(<i>n</i> =92)	(<i>n</i> =87)	(<i>n</i> =394)	(<i>n</i> =26)	(<i>n</i> <30)	(<i>n</i> =625)
Grade 8	2.99	2.83	2.75	2.91	2.90	3.10	2.88
<i>n</i>	(<i>n</i> <10)	(<i>n</i> =77)	(<i>n</i> =22)	(<i>n</i> =455)	(<i>n</i> =12)	(<i>n</i> <10)	(<i>n</i> =573)
Grade 9	3.00	2.94	2.81	2.81	2.93	2.82	2.83
<i>n</i>	(<i>n</i> =79)	(<i>n</i> =70)	(<i>n</i> =21)	(<i>n</i> =322)	(<i>n</i> <20)	(<i>n</i> <10)	(<i>n</i> =511)
Grade 10	2.78	2.91	2.78	2.84	2.98	2.85	2.84
<i>n</i>	(<i>n</i> =146)	(<i>n</i> =86)	(<i>n</i> =33)	(<i>n</i> =296)	(<i>n</i> <30)	(<i>n</i> <10)	(<i>n</i> =593)
Grade 11*	2.93	3.04	3.03	2.80	3.18	3.55	2.91
<i>n</i>	(<i>n</i> =168)	(<i>n</i> =0)	(<i>n</i> =0)	(<i>n</i> =0)	(<i>n</i> =0)	(<i>n</i> =0)	(<i>n</i> =168)
Grade 12	3.06	--	--	--	--	--	3.06
<i>n</i>	(<i>n</i> =399)	(<i>n</i> =325)	(<i>n</i> =465)	(<i>n</i> =1,468)	(<i>n</i> =81)	(<i>n</i> =136)	(<i>n</i> =2,874)
Overall*	2.95	2.93	2.83	2.84	3.02	3.10	2.88

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – *Strongly Disagree*, 2 – *Disagree*, 3 – *Agree*, 4 – *Strongly Agree*. All *I don't know/Not applicable* responses are not included in the table or significance testing.

* Students' composite mean agreement level across all 13 postsecondary education items differed significantly across districts by each of the following grades: Grade 7: $F(3, 400) = 1.7, p < .01$; Grade 11: $F(5, 587) = 2.2, p < .01$; Overall: $F(5, 2889) = 200.9, p < .01$.

Table D.5. Composite Score of Mean Agreement Level of All Postsecondary Education Items Among Students Who Met with a School Counselor, Advisor, or GEAR UP Staff by District, Grades 8–12, Year 2 (2019–20)

Item	Met	Did NOT Meet
<i>n</i>	(<i>n</i> =153)	(<i>n</i> =244)
District 1**	3.05	2.89
<i>n</i>	(<i>n</i> =134)	(<i>n</i> =179)
District 2**	3.06	2.82
<i>n</i>	(<i>n</i> =58)	(<i>n</i> =98)
District 3*	2.98	2.76
<i>n</i>	(<i>n</i> =592)	(<i>n</i> =849)
District 4**	2.92	2.78
<i>n</i>	(<i>n</i> =24)	(<i>n</i> =50)
District 5	2.99	3.02
<i>n</i>	(<i>n</i> =19)	(<i>n</i> =21)
District 6	3.09	3.15
<i>n</i>	(<i>n</i> =983)	(<i>n</i> =1,444)
Overall**	2.97	2.82

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – *Strongly Disagree*, 2 – *Disagree*, 3 – *Agree*, 4 – *Strongly Agree*. All I don't know/Not applicable responses are not included in the table or significance testing.

* Students' composite mean agreement level across all 13 postsecondary education items differed significantly across students who met with a school counselor, advisor, or GEAR UP staff: District 3: $t(154) = 2.4, p < .05$.

** Students' composite mean agreement level across all 13 postsecondary education items differed significantly across students who met with a school counselor, advisor, or GEAR UP staff: District 1: $t(395) = 2.73, p < .01$; District 2: $t(311) = 3.45, p < .01$; District 4: $t(1439) = 4.79, p < .01$; Overall: $t(2425) = 6.59, p < .01$

Table D.6. Met One-On-One with School Counselor, Advisor, or GEAR UP Staff by District, Grades 8–12, Year 2 (2019–20)

Item	District 1 (<i>n</i> =399)	District 2 (<i>n</i> =318)	District 3 (<i>n</i> =156)	District 4 (<i>n</i> =1,452)	District 5 (<i>n</i> =74)	District 6 (<i>n</i> =40)	All Districts (<i>n</i> =2,439)
Yes	38.8%	42.5%	37.2%	41.3%	32.4%	47.5%	40.6%
No	61.2%	57.5%	62.8%	58.7%	67.6%	52.5%	59.4%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Table D.7. Topics Discussed During One-On-One Advising Session by District, Grades 8–12, Year 2 (2019–20)

Item	District 1 (n=155)	District 2 (n=135)	District 3 (n=58)	District 4 (n=587)	District 5 (n=24)	District 6 (n=219)	All Districts (n=978)
<i>My grades**</i>	70.3%	51.9%	56.9%	42.6%	75.0%	63.2%	50.3%
<i>Course selection/scheduling**</i>	52.9%	31.9%	53.4%	56.4%	41.7%	63.2%	52.0%
<i>Endorsements**</i>	61.9%	17.8%	41.4%	40.0%	16.7%	57.9%	40.3%
<i>Personal Graduation Plan**</i>	28.4%	28.9%	37.9%	34.2%	29.2%	78.9%	33.5%
<i>SAT or ACT**</i>	56.8%	24.4%	24.1%	13.5%	45.8%	31.6%	23.6%
<i>Postsecondary education plans or interests**</i>	30.3%	41.5%	34.5%	25.4%	25.0%	52.6%	29.4%
<i>Postsecondary education applications*</i>	20.0%	16.3%	15.5%	10.2%	8.3%	5.3%	12.8%
<i>Career plans or interests**</i>	45.8%	71.1%	67.2%	63.7%	79.2%	78.9%	62.8%
<i>Job, internships, or shadowing applications</i>	11.6%	16.3%	22.4%	12.6%	12.5%	31.6%	13.9%
<i>Financial aid for postsecondary education**</i>	40.0%	14.8%	31.0%	8.0%	16.7%	21.1%	15.8%
<i>Other</i>	3.2%	3.0%	3.4%	3.6%	4.2%	0.0%	3.4%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

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

* Topics discussed during one-one-one counseling sessions differed significantly across districts: Postsecondary education applications: $\chi^2(5) = 13.97, p < .05$.

** Topics discussed during one-one-one counseling sessions differed significantly across districts: My grades: $\chi^2(5) = 47.07, p < .01$; Course selection/scheduling: $\chi^2(5) = 28.56, p < .01$; Endorsements: $\chi^2(5) = 66.69, p < .01$; Personal Graduation Plan: $\chi^2(5) = 21.57, p < .01$; SAT or ACT: $\chi^2(5) = 135.33, p < .01$; Postsecondary education plans or interests: $\chi^2(5) = 19.99, p < .01$; Career plans or interests: $\chi^2(5) = 28.72, p < .01$; Financial aid for postsecondary education: $\chi^2(5) = 105.39, p < .01$.

Table D.8. Agreement Levels Regarding One-On-One Counseling Sessions by District, Grades 8–12, Year 2 (2019–20)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	All Districts
<i>n</i>		(n=151)	(n=128)	(n=52)	(n=540)	(n=22)	(n=17)	(n=910)
<i>The counseling /advising session(s) helped me to develop a plan for my education.*</i>	Strongly agree	27.8%	21.1%	23.1%	18.9%	31.8%	29.4%	21.4%
	Agree	58.9%	61.7%	61.5%	70.9%	59.1%	58.8%	66.6%
	Disagree	7.3%	11.7%	11.5%	8.3%	0.0%	11.8%	8.7%
	Strongly disagree	6.0%	5.5%	3.8%	1.9%	9.1%	0.0%	3.3%
<i>n</i>		(n=149)	(n=123)	(n=51)	(n=545)	(n=20)	(n=18)	(n=906)
<i>The counseling /advising session(s) helped me to select the best classes to take to achieve my goals for my education and career.*</i>	Strongly agree	24.8%	21.1%	19.6%	23.5%	45.0%	33.3%	23.8%
	Agree	56.4%	55.3%	60.8%	64.0%	40.0%	50.0%	60.6%
	Disagree	12.8%	19.5%	13.7%	10.8%	5.0%	16.7%	12.5%
	Strongly disagree	6.0%	4.1%	5.9%	1.7%	10.0%	0.0%	3.1%
<i>n</i>		(n=148)	(n=128)	(n=50)	(n=539)	(n=24)	(n=18)	(n=907)
<i>The counseling /advising session(s) provided me with information on what grades and testing scores are needed to achieve my goals for my education and career.</i>	Strongly agree	28.4%	22.7%	30.0%	20.6%	29.2%	33.3%	23.2%
	Agree	57.4%	60.9%	46.0%	61.6%	50.0%	61.1%	59.6%
	Disagree	8.1%	12.5%	22.0%	15.2%	12.5%	5.6%	13.8%
	Strongly disagree	6.1%	3.9%	2.0%	2.6%	8.3%	0.0%	3.4%
<i>n</i>		(n=148)	(n=122)	(n=51)	(n=498)	(n=21)	(n=17)	(n=857)
<i>The counseling /advising session(s) provided me with information about how to pay for education after high school.**</i>	Strongly agree	27.0%	17.2%	19.6%	14.3%	14.3%	23.5%	17.4%
	Agree	48.6%	54.9%	49.0%	42.0%	52.4%	35.3%	45.5%
	Disagree	16.9%	21.3%	23.5%	36.3%	23.8%	35.3%	29.8%
	Strongly disagree	7.4%	6.6%	7.8%	7.4%	9.5%	5.9%	7.4%
<i>n</i>		(n=147)	(n=128)	(n=52)	(n=522)	(n=24)	(n=18)	(n=891)
<i>The counseling/advising session(s) provided me with information that was specific to my individual needs/interests.</i>	Strongly agree	26.5%	18.0%	23.1%	19.0%	29.2%	33.3%	20.9%
	Agree	50.3%	68.0%	63.5%	60.2%	50.0%	44.4%	59.3%
	Disagree	17.7%	10.9%	11.5%	17.4%	12.5%	22.2%	16.2%
	Strongly disagree	5.4%	3.1%	1.9%	3.4%	8.3%	0.0%	3.7%
<i>n</i>		(n=151)	(n=126)	(n=50)	(n=552)	(n=22)	(n=19)	(n=920)
<i>I spoke with my family about some of the topics that were covered in my counseling/advising session(s).</i>	Strongly agree	28.5%	28.6%	36.0%	19.6%	45.5%	36.8%	24.1%
	Agree	49.0%	48.4%	46.0%	56.2%	40.9%	47.4%	52.8%
	Disagree	15.2%	15.9%	10.0%	17.4%	4.5%	10.5%	16.0%
	Strongly disagree	7.3%	7.1%	8.0%	6.9%	9.1%	5.3%	7.1%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. All *I don't know/Not applicable* responses are not included in the table or the significance testing. An additional 57, 61, 58, 110, 75, and 43 respondents selected *I don't know/Not applicable* for the six items in the table, respectively.

* Student levels of agreement regarding one-on-one counseling sessions differed significantly across districts: The counseling/advising session(s) helped me to develop a plan for my education: $\chi^2(15) = 25.74, p < .05$; The counseling/advising session(s) helped me to select the best classes to take to achieve my goals for my education and career: $\chi^2(15) = 29.55, p < .05$.

** Student levels of agreement regarding one-on-one counseling sessions differed significantly across districts: The counseling/advising session(s) provided me with information about how to pay for education after high school: $\chi^2(15) = 35.98, p < .01$.

Table D.9. Mean Level of Agreement to Counseling or Advising Session Items, Grades 8–12, Year 2 (2019–20)

	District 1	District 2	District 3	District 4	District 5	District 6	All Districts
<i>n</i>	(n=151)	(n=128)	(n=52)	(n=540)	(n=22)	(n=17)	(n=910)
<i>The counseling/advising session(s) helped me to develop a plan for my education.</i>	3.09	2.98	3.04	3.07	3.14	3.18	3.06
<i>n</i>	(n=149)	(n=123)	(n=51)	(n=545)	(n=20)	(n=18)	(n=906)
<i>The counseling/advising session(s) helped me to select the best classes to take to achieve my goals for my education and career.</i>	3.00	2.93	2.94	3.09	3.20	3.17	3.05
<i>n</i>	(n=148)	(n=128)	(n=50)	(n=539)	(n=24)	(n=18)	(n=907)
<i>The counseling/advising session(s) provided me with information on what grades and testing scores are needed to achieve my goals for my education and career.</i>	3.08	3.02	3.04	3.00	3.00	3.28	3.03
<i>n</i>	(n=148)	(n=122)	(n=51)	(n=498)	(n=21)	(n=17)	(n=857)
<i>The counseling/advising session(s) provided me with information about how to pay for education after high school.*</i>	2.95	2.83	2.80	2.63	2.71	2.76	2.73
<i>n</i>	(n=147)	(n=128)	(n=52)	(n=522)	(n=24)	(n=18)	(n=891)
<i>The counseling/advising session(s) provided me with information about how to pay for education after high school.</i>	2.98	3.01	3.08	2.95	3.00	3.11	2.97
<i>n</i>	(n=151)	(n=126)	(n=50)	(n=552)	(n=22)	(n=19)	(n=920)
<i>I spoke with my family about some of the topics that were covered in my counseling/advising session(s).</i>	2.99	2.98	3.10	2.88	3.23	3.16	2.94

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – Strongly Disagree, 2 – Disagree, 3 – Agree, 4 – Strongly Agree. All I don't know/Not applicable responses are not included in the table or significance testing.

* Students' mean level of agreement with counseling or advising session items differed significantly across districts: The counseling /advising session(s) provided me with information about how to pay for education after high school: $F(5, 851) = 4.0, p < .01$.

Table D.10. Satisfaction Levels Regarding One-On-One Counseling Sessions by District, Grades 8–12, Year 2 (2019–20)

Item	Response Option	District 1 (n=146)	District 2 (n=128)	District 3 (n=50)	District 4 (n=530)	District 5 (n=22)	District 6 (n=17)	All Districts (n=893)
<i>Overall, how satisfied were you with the individual counseling/ advising session(s) last school year (2019–20)?</i>	Strongly satisfied	31.5%	25.0%	28.0%	18.7%	27.3%	29.4%	22.6%
	Satisfied	61.0%	68.8%	62.0%	73.4%	72.7%	58.8%	69.8%
	Dissatisfied	4.8%	5.5%	8.0%	6.8%	0.0%	11.8%	6.3%
	Strongly dissatisfied	2.7%	0.8%	2.0%	1.1%	0.0%	0.0%	1.3%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. All I don't know/Not applicable responses are not included in the table or the significance testing. An additional 92 respondents selected I don't know/Not applicable for this item.

Table D.11. Mean Level of Satisfaction Regarding One-On-One Counseling Sessions by District, Grades 8–12, Year 2 (2019–20)

	District 1 (n=146)	District 2 (n=128)	District 3 (n=50)	District 4 (n=530)	District 5 (n=22)	District 6 (n=17)	All Districts (n=893)
Overall, how satisfied were you with the individual counseling/ advising session(s) last school year (2019–20)?	3.21	3.18	3.16	3.10	3.27	3.18	3.14

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – Strongly Dissatisfied, 2 – Dissatisfied, 3 – Satisfied, 4 – Strongly Satisfied. All I don’t know/Not applicable responses are not included in the table or significance testing.

Table D.12. Summer Program Participation by District, Grades 8–12, Year 2 (2019–20)

Item	Response Option	District 1 (n=398)	District 2 (n=314)	District 3 (n=153)	District 4 (n=1,450)	District 5 (n=74)	District 6 (n=40)	All Districts (n=2,429)
Did you participate in a summer program during summer 2019?*	Yes	12.8%	9.2%	5.2%	16.7%	16.2%	10.0%	14.2%
	No	87.2%	90.8%	94.8%	83.3%	83.8%	90.0%	85.8%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

* Student levels of participation in a summer program during 2019 differed significantly across districts: $\chi^2(5) = 25.22, p < .01$.

Table D.13. Type of Summer Program Participated in by District, Grades 8–12, Year 2 (2019–20)

Response Option	District 1 (n=51)	District 2 (n=28)	District 3 (n<10)	District 4 (n=232)	District 5 (n=12)	District 6 (n<10)	All Districts (n=334)
Summer camp*	54.9%	39.3%	28.6%	42.2%	0.0%	50.0%	42.2%
Postsecondary education exploration program*	2.0%	3.6%	14.3%	9.9%	33.3%	25.0%	9.3%
Academic enrichment program*	5.9%	3.6%	0.0%	14.2%	0.0%	25.0%	11.4%
Transition program	0.0%	0.0%	14.3%	4.7%	8.3%	0.0%	3.9%
Other	45.1%	60.7%	42.9%	36.6%	66.7%	25.0%	41.0%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

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

* Student participation across different types of summer programs during 2019 differed significantly across districts: Summer camp: $\chi^2(5) = 12.86, p < .05$; Postsecondary education exploration program: $\chi^2(5) = 14.07, p < .05$; Academic enrichment program: $\chi^2(5) = 16.45, p < .05$.

Table D.14. Summer Program Satisfaction Levels by District, Grades 8–12, Year 2 (2019–20)

Item	Response Option	District 1 (n=49)	District 2 (n=29)	District 3 (n<10)	District 4 (n=230)	District 5 (n=12)	District 6 (n<10)	All Districts (n=331)
<i>Please rate your level of satisfaction with the summer program(s) that you participated in during summer 2019.*</i>	Strongly satisfied	34.7%	62.1%	71.4%	34.8%	75.0%	25.0%	39.3%
	Satisfied	61.2%	31.0%	28.6%	63.0%	25.0%	75.0%	58.0%
	Dissatisfied	0.0%	3.4%	0.0%	2.2%	0.0%	0.0%	1.8%
	Strongly dissatisfied	4.1%	3.4%	0.0%	0.0%	0.0%	0.0%	0.9%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. All *I don't know/Not applicable* responses are not included in the table or the significance testing. An additional 11 respondents selected *I don't know/Not applicable* for this item.

* Student satisfaction regarding their summer program experience during 2019 differed significantly across districts: $\chi^2(5) = 31.17, p < .01$.

Table D.15. Mean Summer Program Satisfaction Levels by District, Grades 8–12, Year 2 (2019–20)

Item	District 1 (n=49)	District 2 (n=29)	District 3 (n<10)	District 4 (n=230)	District 5 (n=12)	District 6 (n<10)	All Districts (n=331)
<i>Please rate your level of satisfaction with the summer program(s) that you participated in during summer 2019.*</i>	3.27	3.52	3.71	3.33	3.75	3.25	3.36

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – *Strongly Dissatisfied*, 2 – *Dissatisfied*, 3 – *Satisfied*, 4 – *Strongly Satisfied*. All *I don't know/Not applicable* responses are not included in the table or significance testing.

* Students' mean level of satisfaction with their summer program differed significantly across districts: $F(5, 325) = 2.6, p < .05$.

Table D.16. Reasons for Not Participating in a Summer Program by District, Grades 8–12, Year 2 (2019–20)

Item	Response Option	District 1 (n=343)	District 2 (n=283)	District 3 (n=143)	District 4 (n=1,185)	District 5 (n=60)	District 6 (n=35)	All Districts (n=2,049)
<i>Please select the most accurate explanation why you did not participate in a summer program during summer 2019.*</i>	I did not know about any summer programs.	62.1%	65.7%	70.6%	64.5%	38.3%	60.0%	63.8%
	I was not interested in the summer programs that were offered to me.	8.2%	6.7%	7.0%	9.5%	16.7%	8.6%	8.9%
	I was busy with family/work.	19.8%	14.8%	12.6%	13.2%	20.0%	14.3%	14.7%
	The dates of the summer program did not work with my schedule.	4.7%	5.7%	3.5%	4.5%	5.0%	5.7%	4.6%
	It would cost me and/or my family too much money to attend.	0.6%	2.5%	1.4%	1.4%	0.0%	5.7%	1.5%
	Other	4.7%	4.6%	4.9%	6.8%	20.0%	5.7%	6.4%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

* Student reasons for not participating in a summer program during 2019 differed significantly across districts: $\chi^2(25) = 55.41, p < .01$.

Table D.17. College Visit Participation by District, Grades 8–12, Year 2 (2019–20)

Item	Response Option	District 1 (n=398)	District 2 (n=311)	District 3 (n=152)	District 4 (n=1,447)	District 5 (n=73)	District 6 (n=40)	All Districts (n=2,421)
<i>Did you participate in a college visit(s) last school year (2019–20)?*</i>	Yes	28.6%	37.9%	34.9%	55.6%	52.1%	20.0%	46.9%
	No	71.4%	62.1%	65.1%	44.4%	47.9%	80.0%	53.1%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

* Student participation in a college visit differed significantly across districts: $\chi^2(5) = 128.14, p < .01$.

Table D.18. Type of Activities Participated in During College Visit by District, Grades 8–12, Year 2 (2019–20)

Response Option	District 1 (n=114)	District 2 (n=118)	District 3 (n=53)	District 4 (n=794)	District 5 (n<50)	District 6 (n<10)	All Districts (n=1,124)
<i>In-person campus tour*</i>	78.9%	89.8%	92.5%	93.1%	83.8%	100.0%	91.0%
<i>Observed a college class</i>	6.1%	7.6%	5.7%	6.9%	8.1%	12.5%	6.9%
<i>Listened to a speaker (e.g., admissions officer, professor, student)*</i>	42.1%	23.7%	18.9%	17.4%	27.0%	25.0%	21.0%
<i>Virtual tour</i>	10.5%	11.9%	5.7%	7.8%	5.4%	0.0%	8.3%
<i>Other</i>	3.5%	2.5%	3.8%	2.4%	2.7%	0.0%	2.6%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

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

* Student participation across different types of college visit activities differed significantly across districts: In-person campus tour: $\chi^2(5) = 27.90, p < .01$; Listened to a speaker (e.g., admissions officer, professor, student): $\chi^2(5) = 38.45, p < .01$.

Table D.19. Type of Information Learned About On College Visit by District, Grades 8–12, Year 2 (2019–20)

Response Option	District 1 (n=111)	District 2 (n=117)	District 3 (n=52)	District 4 (n=778)	District 5 (n<50)	District 6 (n<10)	All Districts (n=1,103)
<i>Layout/environment of the campus</i>	75.7%	84.6%	84.6%	77.1%	70.3%	87.5%	78.0%
<i>Various academic programs or areas of study**</i>	68.5%	62.4%	67.3%	50.0%	51.4%	75.0%	54.2%
<i>Difficulty of postsecondary education classes</i>	17.1%	12.0%	19.2%	10.3%	10.8%	12.5%	11.6%
<i>Student academic services*</i>	41.4%	48.7%	48.1%	36.4%	43.2%	75.0%	39.3%
<i>Campus diversity</i>	52.3%	42.7%	53.8%	46.1%	32.4%	62.5%	46.4%
<i>Firsthand experiences from college students</i>	26.1%	23.1%	36.5%	22.0%	29.7%	37.5%	23.6%
<i>Other</i>	4.5%	1.7%	1.9%	3.9%	10.8%	12.5%	3.9%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

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

* Types of information learned about by students on college visits differed significantly across districts: Student academic services: $\chi^2(5) = 13.55, p < .05$.

** Types of information learned about by students on college visits differed significantly across districts: Various academic programs or areas of study: $\chi^2(5) = 22.91, p < .01$.

Table D.20. Satisfaction Level with College Visit by District, Grades 8–12, Year 2 (2019–20)

Item	Response Option	District 1 (n=111)	District 2 (n=115)	District 3 (n=52)	District 4 (n=771)	District 5 (n<50)	District 6 (n<10)	All Districts (n=1,093)
<i>Please rate your level of satisfaction with the college visit(s) that you participated in last school year (2019–20).</i>	Strongly satisfied	28.8%	35.7%	34.6%	33.2%	38.9%	62.5%	33.5%
	Satisfied	69.4%	62.6%	55.8%	62.3%	61.1%	37.5%	62.5%
	Dissatisfied	0.9%	0.9%	7.7%	3.9%	0.0%	0.0%	3.3%
	Strongly dissatisfied	0.9%	0.9%	1.9%	0.6%	0.0%	0.0%	0.7%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. All *I don't know/Not applicable* responses are not included in the table or the significance testing. An additional 26 respondents selected *I don't know/Not applicable* for this item.

Table D.21. Mean College Visit Satisfaction Levels with College Visits by District, Grades 8–12, Year 2 (2019–20)

	District 1 (n=111)	District 2 (n=115)	District 3 (n=52)	District 4 (n=771)	District 5 (n<50)	District 6 (n<10)	All Districts (n=1,093)
<i>Please rate your level of satisfaction with the college visit(s) that you participated in last school year (2019–20).</i>	3.26	3.33	3.23	3.28	3.39	3.62	3.29

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – *Strongly Dissatisfied*, 2 – *Dissatisfied*, 3 – *Satisfied*, 4 – *Strongly Satisfied*. All *I don't know/Not applicable* responses are not included in the table or significance testing.

Table D.22. Work-Based Learning Participation by District, Grades 8–12, Year 2 (2019–20)

Item	Response Option	District 1 (n=398)	District 2 (n=307)	District 3 (n=150)	District 4 (n=1,440)	District 5 (n=74)	District 6 (n=39)	All Districts (n=2,408)
<i>Did you participate in one or more work-based learning activities (e.g., job site visit, job shadowing, career day, presentations about different career options, online discussions with professionals in a field of your interest) last school year (2019–20)?*</i>	Yes	28.6%	36.2%	15.3%	27.1%	67.6%	41.0%	29.2%
	No	71.4%	63.8%	84.7%	72.9%	32.4%	59.0%	70.8%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

* Student participation in a work-based learning activity differed significantly across districts: $\chi^2(5) = 79.59, p < .01$.

Table D.23. Type of Information Learned About on Work-Based Learning Activity, Grades 8–12, Year 2 (2019–20)

Item	District 1 (n=112)	District 2 (n=111)	District 3 (n=21)	District 4 (n=378)	District 5 (n=50)	District 6 (n=16)	All Districts (n=688)
<i>Various career options*</i>	61.6%	72.1%	71.4%	61.1%	80.0%	75.0%	65.0%
<i>What it is like to work a certain job**</i>	39.3%	56.8%	33.3%	39.4%	30.0%	56.3%	41.7%
<i>Companies in my region**</i>	11.6%	14.4%	14.3%	6.1%	20.0%	25.0%	10.0%
<i>Education required for certain careers*</i>	34.8%	45.0%	66.7%	42.6%	42.0%	68.8%	43.0%
<i>Technical skills required for certain careers</i>	33.9%	46.8%	52.4%	40.7%	36.0%	68.8%	41.3%
<i>Salaries of certain careers</i>	25.9%	35.1%	42.9%	28.3%	34.0%	56.3%	30.5%
<i>Other</i>	4.5%	3.6%	0.0%	5.0%	4.0%	12.5%	4.7%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

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

* Types of information learned about by students on college visits differed significantly across districts: Various career options: $\chi^2(5) = 11.55, p < .05$; Education required for certain careers: $\chi^2(5) = 12.42, p < .05$.

** Types of information learned about by students on college visits differed significantly across districts: What it is like to work a certain job: $\chi^2(5) = 16.24, p < .01$; Companies in my region: $\chi^2(5) = 19.10, p < .01$.

Table D.24. Work-Based Learning Activity Satisfaction Levels by District, Grades 8–12, Year 2 (2019–20)

Item	Response Option	District 1 (n=112)	District 2 (n=106)	District 3 (n=21)	District 4 (n=359)	District 5 (n=49)	District 6 (n=15)	All Districts (n=662)
<i>Please rate your level of satisfaction with the work-based learning activity/activities that you participated in last school year (2019–20).</i>	Strongly satisfied	16.1%	25.5%	19.0%	20.1%	36.7%	33.3%	21.8%
	Satisfied	81.3%	67.9%	71.4%	77.2%	59.2%	60.0%	74.5%
	Dissatisfied	0.9%	4.7%	9.5%	1.7%	2.0%	6.7%	2.4%
	Strongly dissatisfied	1.8%	1.9%	0.0%	1.1%	2.0%	0.0%	1.4%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. All *I don't know/Not applicable* responses are not included in the table or the significance testing. An additional 26 respondents selected *I don't know/Not applicable* for this item.

Table D.25. Mean Satisfaction Levels with Work-Based Learning Activities by District, Grades 8–12, Year 2 (2019–20)

	District 1 (n=112)	District 2 (n=106)	District 3 (n=21)	District 4 (n=359)	District 5 (n=49)	District 6 (n=15)	All Districts (n=662)
<i>Please rate your level of satisfaction with the work-based learning activity/activities that you participated in last school year (2019–20).</i>	3.12	3.17	3.10	3.16	3.31	3.27	3.17

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – *Strongly Dissatisfied*, 2 – *Dissatisfied*, 3 – *Satisfied*, 4 – *Strongly Satisfied*. All *I don't know/Not applicable* responses are not included in the table or significance testing.

Table D.26. Algebra I Enrollment Last School Year by District, Class of 2024, Year 2 (2019–20)

Item	Response Option	District 1 (n<10)	District 2 (n=90)	District 3 (n=80)	District 4 (n=384)	District 5 (n=26)	District 6 (n<30)	All Districts (n=605)
<i>Were you enrolled in Algebra I last school year (2019–20)?*</i>	Yes	40.0%	44.4%	33.8%	42.4%	96.2%	15.0%	43.0%
	No	60.0%	55.6%	66.3%	57.6%	3.8%	85.0%	57.0%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

* Algebra I enrollment differed significantly across districts: Various career options: $\chi^2(5) = 39.31, p < .01$.

Table D.27. Algebra I Levels of Agreement by District, Class of 2024, Year 2 (2019–20)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	All Districts
<i>n</i>		(<i>n</i> <10)	(<i>n</i> =38)	(<i>n</i> =23)	(<i>n</i> =156)	(<i>n</i> =23)	(<i>n</i> <10)	(<i>n</i> =244)
<i>I felt prepared to take Algebra I.</i>	Strongly agree	50.0%	55.3%	21.7%	32.7%	13.0%	50.0%	33.6%
	Agree	50.0%	31.6%	56.5%	55.8%	60.9%	50.0%	52.5%
	Disagree	0.0%	7.9%	21.7%	9.6%	21.7%	0.0%	11.5%
	Strongly disagree	0.0%	5.3%	0.0%	1.9%	4.3%	0.0%	2.5%
<i>n</i>		(<i>n</i> <10)	(<i>n</i> =39)	(<i>n</i> =24)	(<i>n</i> =156)	(<i>n</i> =25)	(<i>n</i> <10)	(<i>n</i> =248)
<i>My Algebra I class was challenging.</i>	Strongly agree	0.0%	28.2%	37.5%	19.2%	40.0%	50.0%	24.6%
	Agree	100.0%	43.6%	45.8%	50.0%	36.0%	0.0%	47.2%
	Disagree	0.0%	17.9%	12.5%	26.9%	20.0%	50.0%	23.4%
	Strongly disagree	0.0%	10.3%	4.2%	3.8%	4.0%	0.0%	4.8%
<i>n</i>		(<i>n</i> <10)	(<i>n</i> =39)	(<i>n</i> =24)	(<i>n</i> =157)	(<i>n</i> =23)	(<i>n</i> <10)	(<i>n</i> =248)
<i>I got enough support to succeed in Algebra I.*</i>	Strongly agree	50.0%	59.0%	20.8%	42.0%	52.2%	66.7%	44.0%
	Agree	50.0%	30.8%	66.7%	52.2%	39.1%	33.3%	48.8%
	Disagree	0.0%	2.6%	12.5%	5.1%	8.7%	0.0%	5.6%
	Strongly disagree	0.0%	7.7%	0.0%	0.6%	0.0%	0.0%	1.6%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. All *I don't know/Not applicable* responses are not included in the table or the significance testing. An additional 8, 5, and 5 respondents selected *I don't know/Not applicable* for the three items in the table, respectively.

* Algebra I enrollment differed significantly across districts: *I got enough support to succeed in Algebra I*: $\chi^2(15) = 25.01$, $p < .05$.

Table D.28. Mean Level of Agreement for Algebra I Items, Class of 2024, Year 2 (2019–20)

	District 1	District 2	District 3	District 4	District 5	District 6	All Districts
<i>n</i>	(<i>n</i> <10)	(<i>n</i> =38)	(<i>n</i> =23)	(<i>n</i> =156)	(<i>n</i> =23)	(<i>n</i> <10)	(<i>n</i> =244)
<i>I felt prepared to take Algebra I.</i>	3.50	3.37	3.00	3.19	2.83	3.50	3.17
<i>n</i>	(<i>n</i> <10)	(<i>n</i> =39)	(<i>n</i> =24)	(<i>n</i> =156)	(<i>n</i> =25)	(<i>n</i> <10)	(<i>n</i> =248)
<i>My Algebra I class was challenging.</i>	3.00	2.90	3.17	2.85	3.12	3.00	2.92
<i>n</i>	(<i>n</i> <10)	(<i>n</i> =39)	(<i>n</i> =24)	(<i>n</i> =157)	(<i>n</i> =23)	(<i>n</i> <10)	(<i>n</i> =248)
<i>I got enough support to succeed in Algebra I.</i>	3.50	3.41	3.08	3.36	3.43	3.67	3.35

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – Strongly Disagree, 2 – Disagree, 3 – Agree, 4 – Strongly Agree. All *I don't know/Not applicable* responses are not included in the table or significance testing.

Table D.29. Tutoring Participation by District, Class of 2024, Year 2 (2019–20)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	All Districts
		(<i>n</i> <10)	(<i>n</i> =90)	(<i>n</i> =80)	(<i>n</i> =381)	(<i>n</i> <30)	(<i>n</i> =19)	(<i>n</i> =601)
<i>Did you participate in a tutoring for any of your classes last school year (2019–20)?*</i>	Yes	100.0%	36.7%	15.0%	39.6%	50.0%	73.7%	37.9%
	No	0.0%	63.3%	85.0%	60.4%	50.0%	26.3%	62.1%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

* Student participation in tutoring differed significantly across districts: $\chi^2(5) = 38.50$, $p < .01$.

Table D.30. Type of Tutoring Participated in for Algebra I by District, Class of 2024, Year 2 (2019–20)

Response Option	District 1 (n<10)	District 2 (n=19)	District 3 (n<10)	District 4 (n=64)	District 5 (n=11)	District 6 (n<10)	All Districts (n=106)
<i>Algebra I</i>	0.0%	47.4%	16.7%	35.9%	9.1%	0.0%	32.1%
<i>Algebra I after school</i>	50.0%	68.4%	83.3%	59.4%	90.9%	100.0%	67.0%
<i>Algebra I one-on-one with a teacher</i>	50.0%	10.5%	0.0%	7.8%	0.0%	0.0%	7.5%
<i>Algebra I with a high school or college student</i>	0.0%	0.0%	0.0%	15.6%	0.0%	0.0%	9.4%
<i>Algebra I other</i>	0.0%	5.3%	0.0%	1.6%	0.0%	0.0%	1.9%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

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

Table D.31. Type of Tutoring Participated in for Mathematics by District, Class of 2024, Year 2 (2019–20)

Response Option	District 1 (n<10)	District 2 (n=16)	District 3 (n<10)	District 4 (n=65)	District 5 (n<10)	District 6 (n<10)	All Districts (n=101)
<i>Mathematics course</i>	0.0%	31.3%	25.0%	21.5%	25.0%	11.1%	21.8%
<i>Mathematics course after school</i>	100.0%	81.3%	75.0%	75.4%	75.0%	88.9%	78.2%
<i>Mathematics course one-on-one with a teacher</i>	0.0%	6.3%	0.0%	4.6%	0.0%	0.0%	4.0%
<i>Mathematics course with a high school or college student</i>	0.0%	6.3%	0.0%	7.7%	0.0%	0.0%	5.9%
<i>Mathematics course other</i>	0.0%	0.0%	0.0%	3.1%	0.0%	0.0%	2.0%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

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

Table D.32. Type of Tutoring Participated in for Social Studies by District, Class of 2024, Year 2 (2019–20)

Response Option	District 1 (n<10)	District 2 (n=10)	District 3 (n<10)	District 4 (n=59)	District 5 (n<10)	District 6 (n<10)	All Districts (n=90)
<i>Social studies course</i>	0.0%	30.0%	25.0%	23.7%	12.5%	25.0%	23.3%
<i>Social studies course after school</i>	100.0%	60.0%	75.0%	72.9%	87.5%	75.0%	73.3%
<i>Social studies course one-on-one with a teacher</i>	0.0%	10.0%	0.0%	11.9%	0.0%	0.0%	8.9%
<i>Social studies course with a high school or college student</i>	0.0%	0.0%	0.0%	6.8%	0.0%	0.0%	4.4%
<i>Social studies course other</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

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

Table D.33. Type of Tutoring Participated in for Science by District, Class of 2024, Year 2 (2019–20)

Response Option	District 1 (n<10)	District 2 (n=10)	District 3 (n<10)	District 4 (n=61)	District 5 (n<10)	District 6 (n<10)	All Districts (n=92)
Science course	0.0%	40.0%	33.3%	24.6%	11.1%	25.0%	25.0%
Science course after school	100.0%	60.0%	66.7%	70.5%	88.9%	75.0%	71.7%
Science course one-on-one with a teacher	0.0%	10.0%	0.0%	6.6%	0.0%	0.0%	5.4%
Science course with a high school or college student	0.0%	0.0%	0.0%	14.8%	0.0%	0.0%	9.8%
Science course other	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

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

Table D.34. Type of Tutoring Participated in for English Language Arts by District, Class of 2024, Year 2 (2019–20)

Response Option	District 1 (n<10)	District 2 (n=12)	District 3 (n<10)	District 4 (n=68)	District 5 (n=10)	District 6 (n=10)	All Districts (n=104)
English Language Arts course	0.0%	16.7%	33.3%	25.0%	10.0%	10.0%	21.2%
English Language Arts course after school	100.0%	75.0%	66.7%	75.0%	90.0%	90.0%	77.9%
English Language Arts course one-on-one with a teacher	0.0%	8.3%	0.0%	8.8%	0.0%	0.0%	6.7%
English Language Arts course with a high school or college student	0.0%	0.0%	0.0%	10.3%	0.0%	0.0%	6.7%
English Language Arts course other	0.0%	8.3%	0.0%	1.5%	0.0%	0.0%	1.9%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

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

Table D.35. Tutoring Participation by District, Class of 2024, Year 2 (2019–20)

Item	Response Option	District 1 (n<10)	District 2 (n=30)	District 3 (n<20)	District 4 (n=140)	District 5 (n=13)	District 6 (n=14)	All Districts (n=211)
Did the tutoring you received last year (2019–20) help you succeed in your classes?	Yes	80.0%	90.9%	83.3%	95.2%	100.0%	100.0%	94.2%
	No	20.0%	9.1%	16.7%	4.8%	0.0%	0.0%	5.8%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Table D.36. Tutoring Activity Satisfaction Levels by District, Class of 2024, Year 2 (2019–20)

Item	Response Option	District 1 (n<10)	District 2 (n=32)	District 3 (n=12)	District 4 (n=144)	District 5 (n<20)	District 6 (n=13)	All Districts (n=218)
Please rate your level of satisfaction with the tutoring that you participated in last school year (2019–20).*	Strongly satisfied	0.0%	25.0%	25.0%	29.2%	50.0%	30.8%	28.9%
	Satisfied	100.0%	68.8%	33.3%	66.7%	50.0%	69.2%	65.1%
	Dissatisfied	0.0%	3.1%	25.0%	4.2%	0.0%	0.0%	4.6%
	Strongly dissatisfied	0.0%	3.1%	16.7%	0.0%	0.0%	0.0%	1.4%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. All I don't know/Not applicable responses are not included in the table or the significance testing. An additional 4 respondents selected I don't know/Not applicable for this item.

* Student satisfaction regarding the tutoring they participated in differed significantly across districts: $\chi^2(15) = 42.89, p < .01$.

Table D.37. Mean Level of Satisfaction on Tutoring, Class of 2024, Year 2 (2019–20)

Item	District 1 (n<10)	District 2 (n=32)	District 3 (n=12)	District 4 (n=144)	District 5 (n<20)	District 6 (n=13)	All Districts (n=218)
Please rate your level of satisfaction with the tutoring that you participated in last school year (2019–20).	3.00	3.16	2.67	3.25	3.50	3.31	3.22

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – Strongly Dissatisfied, 2 – Dissatisfied, 3 – Satisfied, 4 – Strongly Satisfied. All I don't know/Not applicable responses are not included in the table or significance testing.

Table D.38. Texas OnCourse College and Career Readiness Enrollment by District, Class of 2024, Year 2 (2019–20)

Item	Response Option	District 1 (n<10)	District 2 (n=74)	District 3 (n=58)	District 4 (n=318)	District 5 (n=23)	District 6 (n<20)	All Districts (n=493)
Last school year (2019–20), you took the Texas OnCourse College and Career Readiness Course at school. Were you enrolled in this class in the fall semester or spring semester? (Select all that apply.)	Fall	100.0%	62.2%	70.7%	62.6%	82.6%	56.3%	64.5%
	Spring	0.0%	37.8%	29.3%	37.4%	17.4%	43.8%	35.5%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Table D.39. Texas OnCourse College and Career Readiness Levels of Agreement by District, Class of 2024, Year 2 (2019–20)

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	All Districts
<i>n</i>		(<i>n</i> <10)	(<i>n</i> =72)	(<i>n</i> =54)	(<i>n</i> =302)	(<i>n</i> =21)	(<i>n</i> =20)	(<i>n</i> =464)
<i>I learned important information about different education options after high school.</i>	Strongly agree	50.0%	19.4%	22.2%	19.2%	33.3%	36.4%	20.9%
	Agree	50.0%	62.5%	64.8%	70.9%	61.9%	54.5%	67.9%
	Disagree	0.0%	16.7%	7.4%	9.3%	0.0%	9.1%	9.7%
	Strongly disagree	0.0%	1.4%	5.6%	.7%	4.8%	0.0%	1.5%
<i>n</i>		(<i>n</i> <10)	(<i>n</i> =73)	(<i>n</i> =54)	(<i>n</i> =300)	(<i>n</i> =20)	(<i>n</i> =20)	(<i>n</i> =464)
<i>The class helped me explore options for postsecondary education that might be a good fit for me.**</i>	Strongly agree	25.0%	23.3%	18.5%	18.0%	30.0%	38.5%	20.0%
	Agree	75.0%	58.9%	55.6%	67.7%	65.0%	53.8%	64.4%
	Disagree	0.0%	13.7%	18.5%	14.3%	5.0%	7.7%	14.0%
	Strongly disagree	0.0%	4.1%	7.4%	0.0%	0.0%	0.0%	1.5%
<i>n</i>		(<i>n</i> <10)	(<i>n</i> =75)	(<i>n</i> =55)	(<i>n</i> =310)	(<i>n</i> =22)	(<i>n</i> <20)	(<i>n</i> =479)
<i>I learned important information about career options.</i>	Strongly agree	50.0%	21.3%	21.8%	25.2%	31.8%	46.2%	25.3%
	Agree	50.0%	69.3%	65.5%	70.6%	68.2%	53.8%	69.1%
	Disagree	0.0%	5.3%	7.3%	4.2%	0.0%	0.0%	4.4%
	Strongly disagree	0.0%	4.0%	5.5%	0.0%	0.0%	0.0%	1.3%
<i>n</i>		(<i>n</i> <10)	(<i>n</i> =73)	(<i>n</i> =53)	(<i>n</i> =307)	(<i>n</i> =21)	(<i>n</i> <20)	(<i>n</i> =470)
<i>The class helped me explore careers that might be a good fit for me.*</i>	Strongly agree	33.3%	21.9%	18.9%	23.1%	23.8%	46.2%	23.2%
	Agree	66.7%	58.9%	62.3%	66.4%	76.2%	53.8%	64.9%
	Disagree	0.0%	16.4%	7.5%	9.4%	0.0%	0.0%	9.6%
	Strongly disagree	0.0%	2.7%	11.3%	1.0%	0.0%	0.0%	2.3%
<i>n</i>		(<i>n</i> <10)	(<i>n</i> =73)	(<i>n</i> =51)	(<i>n</i> =301)	(<i>n</i> =19)	(<i>n</i> <20)	(<i>n</i> =462)
<i>The class helped me decide what courses to enroll in next year in high school.*</i>	Strongly agree	50.0%	19.2%	19.6%	21.3%	26.3%	21.4%	21.2%
	Agree	50.0%	41.1%	66.7%	59.5%	57.9%	71.4%	57.6%
	Disagree	0.0%	32.9%	5.9%	17.6%	15.8%	7.1%	18.2%
	Strongly disagree	0.0%	6.8%	7.8%	1.7%	0.0%	0.0%	3.0%
<i>n</i>		(<i>n</i> <10)	(<i>n</i> =70)	(<i>n</i> =52)	(<i>n</i> =289)	(<i>n</i> =18)	(<i>n</i> <20)	(<i>n</i> =445)
<i>The class helped me select an endorsement.**</i>	Strongly agree	33.3%	18.6%	25.0%	21.8%	27.8%	46.2%	22.7%
	Agree	66.7%	34.3%	50.0%	55.4%	44.4%	53.8%	51.0%
	Disagree	0.0%	40.0%	15.4%	21.1%	27.8%	0.0%	22.9%
	Strongly disagree	0.0%	7.1%	9.6%	1.7%	0.0%	0.0%	3.4%
<i>n</i>		(<i>n</i> <10)	(<i>n</i> =75)	(<i>n</i> =51)	(<i>n</i> =297)	(<i>n</i> =20)	(<i>n</i> <20)	(<i>n</i> =460)
<i>The class presented information that was relevant to me and my interests.*</i>	Strongly agree	50.0%	20.0%	15.7%	20.9%	20.0%	53.8%	21.3%
	Agree	50.0%	52.0%	68.6%	59.6%	75.0%	38.5%	59.3%
	Disagree	0.0%	24.0%	7.8%	17.5%	5.0%	7.7%	16.5%
	Strongly disagree	0.0%	4.0%	7.8%	2.0%	0.0%	0.0%	2.8%
<i>n</i>		(<i>n</i> <10)	(<i>n</i> =73)	(<i>n</i> =54)	(<i>n</i> =293)	(<i>n</i> =22)	(<i>n</i> =20)	(<i>n</i> =458)
<i>I found the class interesting—it kept my attention.</i>	Strongly agree	0.0%	20.5%	16.7%	18.4%	22.7%	23.1%	18.8%
	Agree	100.0%	45.2%	55.6%	63.5%	59.1%	69.2%	59.8%
	Disagree	0.0%	21.9%	20.4%	15.0%	13.6%	7.7%	16.4%
	Strongly disagree	0.0%	12.3%	7.4%	3.1%	4.5%	0.0%	5.0%
<i>n</i>		(<i>n</i> <10)	(<i>n</i> =72)	(<i>n</i> =53)	(<i>n</i> =299)	(<i>n</i> =22)	(<i>n</i> =20)	(<i>n</i> =462)
<i>I would recommend this class to other 8th grade students.**</i>	Strongly agree	100.0%	31.9%	30.2%	28.1%	27.3%	61.5%	30.3%
	Agree	0.0%	51.4%	50.9%	65.9%	68.2%	38.5%	60.8%
	Disagree	0.0%	6.9%	11.3%	5.0%	4.5%	0.0%	5.8%
	Strongly disagree	0.0%	9.7%	7.5%	1.0%	0.0%	0.0%	3.0%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. All *I don't know/Not applicable* responses are not included in the table or the significance testing. An additional 58, 58, 43, 49, 56, 73, 57, 62, and 56 respondents selected *I don't know/Not applicable* for the nine items in the table, respectively.

* Student levels of agreement regarding Texas OnCourse College and Career Readiness course items differed significantly across districts: The class helped me explore options for postsecondary education that might be a good fit for me: $\chi^2(15) = 29.81, p < .05$; The class helped me decide what courses to enroll in next year in high school: $\chi^2(15) = 31.96, p < .05$; The class presented information that was relevant to me and my interests: $\chi^2(15) = 26.69, p < .05$.

** Student levels of agreement regarding Texas OnCourse College and Career Readiness course items differed significantly across districts: The class helped me explore careers that might be a good fit for me: $\chi^2(15) = 33.79, p < .01$; The class helped me select an endorsement: $\chi^2(15) = 36.38, p < .01$; I would recommend this class to other 8th grade students: $\chi^2(15) = 39.49, p < .01$.

Table D.40. Mean Level of Agreement of Texas OnCourse College and Career Readiness Course Items, Class of 2024, Year 2 (2019–20)

	District 1	District 2	District 3	District 4	District 5	District 6	All Districts
<i>n</i>	(n<10)	(n=72)	(n=54)	(n=302)	(n=21)	(n<20)	(n=464)
<i>I learned important information about different education options after high school.</i>	3.50	3.00	3.04	3.09	3.24	3.27	3.08
<i>n</i>	(n<10)	(n=73)	(n=54)	(n=300)	(n=20)	(n<20)	(n=464)
<i>The class helped me explore options for postsecondary education that might be a good fit for me.</i>	3.25	3.01	2.85	3.04	3.25	3.31	3.03
<i>n</i>	(n<10)	(n=75)	(n=55)	(n=310)	(n=22)	(n<20)	(n=479)
<i>I learned important information about career options.*</i>	3.50	3.08	3.04	3.21	3.32	3.46	3.18
<i>n</i>	(n<10)	(n=73)	(n=53)	(n=307)	(n=21)	(n<20)	(n=470)
<i>The class helped me explore careers that might be a good fit for me.*</i>	3.33	3.00	2.89	3.12	3.24	3.46	3.09
<i>n</i>	(n<10)	(n=73)	(n=51)	(n=301)	(n=19)	(n<20)	(n=462)
<i>The class helped me decide what courses to enroll in next year in high school.*</i>	3.50	2.73	2.98	3.00	3.11	3.14	2.97
<i>n</i>	(n<10)	(n=70)	(n=52)	(n=289)	(n=18)	(n<20)	(n=445)
<i>The class helped me select an endorsement.*</i>	3.33	2.64	2.90	2.97	3.00	3.46	2.93
<i>n</i>	(n<10)	(n=75)	(n=51)	(n=297)	(n=20)	(n<20)	(n=460)
<i>The class presented information that was relevant to me and my interests.*</i>	3.50	2.88	2.92	2.99	3.15	3.46	2.99
<i>n</i>	(n<10)	(n=73)	(n=54)	(n=293)	(n=22)	(n<20)	(n=458)
<i>I found the class interesting—it kept my attention.</i>	3.00	2.74	2.81	2.97	3.00	3.15	2.92
<i>n</i>	(n<10)	(n=72)	(n=53)	(n=299)	(n=22)	(n<20)	(n=462)
<i>I would recommend this class to other 8th grade students.**</i>	4.00	3.06	3.04	3.21	3.23	3.62	3.18

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – Strongly Disagree, 2 – Disagree, 3 – Agree, 4 – Strongly Agree. All I don't know/Not applicable responses are not included in the table or significance testing.

* Students' mean level of agreement with Texas OnCourse College and Career Readiness Course items differed significantly across districts: I learned important information about career options: $F(5, 473) = 2.6, p < .05$; The class helped me explore careers that might be a good fit for me: $F(5, 464) = 1.1, p < .05$; The class helped me decide what courses to enroll in next year in high school: $F(5, 456) = 2.6, p < .05$; The class helped me select an endorsement: $F(5, 439) = 3.7, p < .05$; $F(5, 454) = 2.3, p < .05$.

** Students' mean level of agreement with Texas OnCourse College and Career Readiness Course items differed significantly across districts: I would recommend this class to other 8th grade students: $F(5, 456) = 3.2, p < .01$.

Table D.41. Texas OnCourse College and Career Readiness Course Satisfaction Levels by District, Class of 2024, Year 2 (2019–20)

Item	Response Option	District 1 (n<10)	District 2 (n=74)	District 3 (n=54)	District 4 (n=306)	District 5 (n=19)	District 6 (n<20)	All Districts (n=470)
<i>Please rate your level of satisfaction with the Texas OnCourse College and Career Readiness Course.*</i>	Strongly satisfied	0.0%	23.0%	31.5%	15.0%	42.1%	23.1%	19.4%
	Satisfied	100.0%	55.4%	48.1%	76.8%	52.6%	76.9%	69.4%
	Dissatisfied	0.0%	14.9%	16.7%	6.2%	5.3%	0.0%	8.5%
	Strongly dissatisfied	0.0%	6.8%	3.7%	2.0%	0.0%	0.0%	2.8%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. All *I don't know/Not applicable* responses are not included in the table or the significance testing. An additional 13 respondents selected *I don't know/Not applicable* for this item.

* Student satisfaction with their Texas OnCourse College and Career Readiness course differed significantly across districts: $\chi^2(15) = 40.40$, $p < .01$.

Table D.42. Mean Level of Satisfaction with Texas OnCourse College and Career Readiness Course, Class of 2024, Year 2 (2019–20)

Item	District 1 (n<10)	District 2 (n=74)	District 3 (n=54)	District 4 (n=306)	District 5 (n=19)	District 6 (n<20)	All Districts (n=470)
<i>Please rate your level of satisfaction with the Texas OnCourse College and Career Readiness Course.</i>	3.00	2.95	3.07	3.05	3.37	3.23	3.05

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – *Strongly Dissatisfied*, 2 – *Dissatisfied*, 3 – *Satisfied*, 4 – *Strongly Satisfied*. All *I don't know/Not applicable* responses are not included in the table or significance testing

Table D.43. Sources of Information Who Class of 2024 Students Reported Helped Them Learn About Education Topics by District, Year 2 (2019–20)

Topic	Source	District 1 (n<10)	District 2 (n=73)	District 3 (n=56)	District 4 (n=334)	District 5 (n=24)	District 6 (n<20)	Overall (n=506)
<i>High school endorsements and Distinguished Level of Achievement</i>	School guidance counselor/advisor /GEAR UP coordinator	75.0%	67.1%	57.1%	70.1%	70.8%	53.3%	67.8%
	Teachers	75.0%	46.6%	64.3%	47.3%	62.5%	53.3%	50.2%
	Family	0.0%	26.0%	25.0%	20.1%	0.0%	26.7%	20.6%
<i>Personal Graduation Plans and course selection</i>		(n<10)	(n=70)	(n=51)	(n=328)	(n=24)	(n<20)	(n=491)
	School guidance counselor/advisor /GEAR UP coordinator	75.0%	52.9%	41.2%	57.6%	45.8%	50.0%	54.6%
	Teachers	50.0%	34.3%	41.2%	32.6%	37.5%	42.9%	34.4%
	Family	0.0%	44.3%	39.2%	41.2%	37.5%	42.9%	40.9%
<i>Information about postsecondary education</i>		(n<10)	(n=71)	(n=49)	(n=323)	(n=24)	(n<20)	(n=485)
	School guidance counselor/advisor /GEAR UP coordinator*	50.0%	59.2%	53.1%	64.1%	75.0%	21.4%	61.4%
	Teachers	50.0%	49.3%	51.0%	44.9%	50.0%	85.7%	47.6%
	Family	25.0%	33.8%	20.4%	24.8%	16.7%	35.7%	25.6%
<i>Information on how to pay for postsecondary education (like scholarships, grants, loans)</i>		(n<10)	(n=69)	(n=51)	(n=317)	(n=24)	(n<20)	(n=479)
	School guidance counselor/advisor /GEAR UP coordinator	50.0%	56.5%	58.8%	62.1%	62.5%	21.4%	59.7%
	Teachers	50.0%	39.1%	49.0%	32.8%	50.0%	57.1%	37.2%
	Family	25.0%	49.3%	37.3%	37.9%	25.0%	57.1%	39.2%
<i>Job/career opportunities</i>		(n<10)	(n=70)	(n=47)	(n=328)	(n=24)	(n<20)	(n=487)
	School guidance counselor/advisor /GEAR UP coordinator	25.0%	62.9%	48.9%	60.7%	62.5%	35.7%	58.9%
	Teachers	75.0%	42.9%	61.7%	47.9%	50.0%	57.1%	49.1%
	Family	25.0%	55.7%	38.3%	50.6%	37.5%	64.3%	49.7%

Source. Year 2 Texas GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. GEAR UP = Gaining Early Access to Undergraduate Programs

* Student reported individuals who provided information on postsecondary education differed significantly across districts: School guidance counselor/advisor/GEAR UP staff: $\chi^2(5) = 14.11, p < .05$.

Table D.44. Student Access to Virtual or Online Postsecondary Education and Career Advising Tools by District, Grades 9–12, Year 2 (2019–20)

Item	Response Option	District 1 (n=391)	District 2 (n=215)	District 3 (n=69)	District 4 (n=1,054)	District 5 (n=48)	District 6 (n=18)	All Districts (n=1,795)
<i>Did you access any virtual/online postsecondary education and career advising tools or resources last school year (2019–20)?*</i>	Yes	11.5%	14.4%	7.2%	8.2%	8.3%	16.7%	9.7%
	No	88.5%	85.6%	92.8%	91.8%	91.7%	83.3%	90.3%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

* Students who reported accessing virtual or online postsecondary education and career advising tools or resources differed significantly across districts: $\chi^2(5) = 11.36, p < .05$.

Table D.45. Virtual or Online Advising Tool Satisfaction Levels by District, Grades 9–12, Year 2 (2019–20)

Item	Response Option	District 1 (n=44)	District 2 (n=28)	District 3 (n<10)	District 4 (n=78)	District 5 (n<10)	District 6 (n<10)	All Districts (n=162)
<i>Please rate your level of satisfaction with the virtual advising tools/resources last school year (2019–20).^a</i>	Strongly satisfied	22.7%	10.7%	40.0%	19.2%	50.0%	0.0%	19.8%
	Satisfied	70.5%	78.6%	60.0%	64.1%	50.0%	66.7%	67.9%
	Dissatisfied	4.5%	7.1%	0.0%	12.8%	0.0%	33.3%	9.3%
	Strongly dissatisfied	2.3%	3.6%	0.0%	3.8%	0.0%	0.0%	3.1%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. All *I don't know/Not applicable* responses are not included in the table or the significance testing. An additional 5 respondents selected *I don't know/Not applicable* for this item.

Table D.46. Mean Level of Satisfaction with the Virtual or Online Advising Tool, Grades 9–12, Year 2 (2019–20)

	District 1 (n=44)	District 2 (n=28)	District 3 (n<10)	District 4 (n=78)	District 5 (n<10)	District 6 (n<10)	All Districts (n=162)
<i>Please rate your level of satisfaction with the virtual advising tools/resources last school year (2019–20).</i>	3.14	2.96	3.40	2.99	3.50	2.67	3.04

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – *Strongly Dissatisfied*, 2 – *Dissatisfied*, 3 – *Satisfied*, 4 – *Strongly Satisfied*. All *I don't know/Not applicable* responses are not included in the table or significance testing.

Table D.47. PSAT or ACT Aspire Test Prep Completion by District, Grade 10, Year 2 (2019–20)

Item	Response Option	District 1 (n=80)	District 2 (n=60)	District 3 (n=15)	District 4 (n=313)	District 5 (n<20)	District 6 (n<10)	All Districts (n=486)
<i>Did you complete any type of PSAT/ACT Aspire test Prep (e.g., online lessons, practice tests, prep courses, test prep books, prep in your math and/or English/language arts classes) last school year (2019–20)?*</i>	Yes	28.7%	55.0%	53.3%	58.8%	15.4%	20.0%	51.6%
	No	71.3%	45.0%	46.7%	41.2%	84.6%	80.0%	48.4%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Note. PSAT = Preliminary SAT.

* Students who completed any type of PSAT/ACT Aspire test prep differed significantly across districts: $\chi^2(5) = 32.32, p < .01$.

Table D.48. SAT or ACT Test Prep Completion by District, Grades 11 and 12, Year 2 (2019–20)

Item	Response Option	District 1 (n=310)	District 2 (n=78)	District 3 (n=28)	District 4 (n=293)	District 5 (n<30)	District 6 (n<10)	All Districts (n=740)
<i>Did you complete any type of SAT/ACT test Prep (e.g., online lessons, practice tests, prep courses, test prep books, prep in your math and/or English/language arts classes) last school year (2019–20)?</i>	Yes	54.5%	55.1%	60.7%	56.0%	56.5%	62.5%	55.5%
	No	45.5%	44.9%	39.3%	44.0%	43.5%	37.5%	44.5%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Table D.49. SAT or ACT Test Prep Completion by Grade, Grades 11 and 12, Year 2 (2019–20)

Item	Response Option	Grade 11	Grade 12	All Districts (n=740)
<i>Did you complete any type of SAT/ACT test Prep (e.g., online lessons, practice tests, prep courses, test prep books, prep in your math and/or English/language arts classes) last school year (2019–20)?</i>	Yes	52.8%	65.2%	55.5%
	No	47.2%	34.8%	44.5%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

Table D.50. SAT or ACT Test Prep Completion by District, Grades 10, 11 and 12, Year 2 (2019–20)

Item	Response Option	District 1 (n=192)	District 2 (n=74)	District 3 (n=24)	District 4 (n=346)	District 5 (n<20)	District 6 (n<10)	All Districts (n=656)
<i>Do you believe the test prep you completed last school year (2019–20) prepared you/will prepare you for the test?</i>	Yes	84.9%	79.7%	70.8%	74.9%	80.0%	100.0%	78.5%
	No	15.1%	20.3%	29.2%	25.1%	20.0%	0.0%	21.5%

Source. Year 2 GEAR UP: Beyond Grad Student Survey administered in spring and fall 2020.

APPENDIX E: Parent Survey Analyses Technical Detail

Table E.1. Respondents by Grade and District, Year 2 (2019–20)

Grade	District 1 (n=68)	District 2 (n=118)	District 3 (n<10)	District 4 (n=93)	District 5 (n<20)	District 6 (n=40)	Overall (n=341)
Grade 7	22.1%	5.9%	50.0%	2.2%	11.1%	55.0%	14.7%
Grade 8	33.8%	29.7%	25.0%	23.7%	50.0%	20.0%	28.7%
Grade 9	17.6%	25.4%	0.0%	31.2%	5.6%	10.0%	22.3%
Grade 10	13.2%	14.4%	0.0%	18.3%	11.1%	10.0%	14.4%
Grade 11	10.3%	24.6%	25.0%	24.7%	22.2%	5.0%	19.4%
Grade 12	2.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%
Overall	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Table E.2. Number of Children in Grades 7–12 in District, Year 2 (2019–20)

Grade	District 1 (n=68)	District 2 (n=118)	District 3 (n<10)	District 4 (n=93)	District 5 (n<20)	District 6 (n=40)	Overall (n=341)
1	57.4%	55.9%	50.0%	67.7%	72.2%	80.0%	63.0%
2	39.7%	33.1%	50.0%	24.7%	22.2%	15.0%	29.6%
More than 2	2.9%	11.0%	0.0%	7.5%	5.6%	5.0%	7.3%

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Table E.3. Parent Awareness of Postsecondary Education and Career Topics and Information by District, Grades 8–12, Year 2 (2019–20)

Topic	District 1	District 2	District 3	District 4	District 5	District 6	Overall	
<i>My child will receive/is receiving a high school education that will adequately prepare him/her for postsecondary education and career.</i>	(n=51)	(n=108)	(n<10)	(n=85)	(n<20)	(n<20)	(n=280)	
	Strongly agree	29.4%	42.6%	50.0%	42.4%	43.8%	27.8%	39.3%
	Agree	51.0%	46.3%	50.0%	48.2%	31.3%	66.7%	48.2%
	Disagree	9.8%	5.6%	0.0%	3.5%	12.5%	0.0%	5.7%
	Strongly disagree	9.8%	5.6%	0.0%	5.9%	12.5%	5.6%	6.8%
<i>I am aware of what grades my child will need to earn in high school so that he/she could enroll in postsecondary education.</i>	(n=49)	(n=105)	(n<10)	(n=86)	(n<20)	(n<20)	(n=276)	
	Strongly agree	32.7%	45.7%	50.0%	41.9%	37.5%	66.7%	43.1%
	Agree	53.1%	43.8%	50.0%	47.7%	43.8%	33.3%	46.0%
	Disagree	6.1%	4.8%	0.0%	3.5%	12.5%	0.0%	4.7%
	Strongly disagree	8.2%	5.7%	0.0%	7.0%	6.3%	0.0%	6.2%
<i>I am aware of the opportunities to earn dual credit available to my child in our school district.</i>	(n=50)	(n=104)	(n<10)	(n=82)	(n<20)	(n<20)	(n=271)	
	Strongly agree	24.0%	42.3%	100.0%	36.6%	43.8%	50.0%	38.0%
	Agree	58.0%	49.0%	0.0%	50.0%	50.0%	44.4%	50.6%
	Disagree	8.0%	4.8%	0.0%	7.3%	0.0%	5.6%	5.9%
	Strongly disagree	10.0%	3.8%	0.0%	6.1%	6.3%	0.0%	5.5%
<i>I am aware of the opportunities that a postsecondary education degree can provide for my child.</i>	(n=49)	(n=109)	(n<10)	(n=77)	(n<20)	(n<20)	(n=271)	
	Strongly agree	36.7%	41.3%	50.0%	48.1%	43.8%	61.1%	43.9%
	Agree	51.0%	52.3%	50.0%	40.3%	50.0%	38.9%	47.6%
	Disagree	4.1%	1.8%	0.0%	3.9%	0.0%	0.0%	2.6%
	Strongly disagree	8.2%	4.6%	0.0%	7.8%	6.3%	0.0%	5.9%
<i>I am aware of the education path necessary for the career my child plans to pursue.</i>	(n=46)	(n=104)	(n<10)	(n=82)	(n<20)	(n<20)	(n=267)	
	Strongly agree	32.6%	33.7%	50.0%	37.8%	46.7%	55.6%	37.1%
	Agree	41.3%	50.0%	50.0%	47.6%	40.0%	33.3%	46.1%
	Disagree	17.4%	9.6%	0.0%	8.5%	6.7%	11.1%	10.5%
	Strongly disagree	8.7%	6.7%	0.0%	6.1%	6.7%	0.0%	6.4%
<i>I will be able to guide my child through the postsecondary education application process.</i>	(n=47)	(n=102)	(n<10)	(n=82)	(n<20)	(n<20)	(n=265)	
	Strongly agree	34.0%	37.3%	50.0%	36.6%	40.0%	35.3%	36.6%
	Agree	46.8%	51.0%	50.0%	48.8%	40.0%	52.9%	49.1%
	Disagree	10.6%	6.9%	0.0%	7.3%	13.3%	11.8%	8.3%
	Strongly disagree	8.5%	4.9%	0.0%	7.3%	6.7%	0.0%	6.0%
<i>I am familiar with examinations needed to get into postsecondary education (e.g., SAT, ACT, TSI Assessment).</i>	(n=48)	(n=105)	(n<10)	(n=79)	(n<20)	(n<20)	(n=266)	
	Strongly agree	20.8%	30.5%	0.0%	34.2%	26.7%	35.3%	29.7%
	Agree	56.3%	52.4%	100.0%	48.1%	53.3%	58.8%	52.6%
	Disagree	16.7%	11.4%	0.0%	13.9%	6.7%	5.9%	12.4%
	Strongly disagree	6.3%	5.7%	0.0%	3.8%	13.3%	0.0%	5.3%

Topic		District 1	District 2	District 3	District 4	District 5	District 6	Overall
<i>I know where to find SAT or PSAT test preparation resources for my child.</i>		(n=45)	(n=92)	(n<10)	(n=75)	(n<20)	(n<20)	(n=243)
	Strongly agree	13.3%	23.9%	0.0%	26.7%	15.4%	25.0%	22.2%
	Agree	42.2%	38.0%	50.0%	25.3%	46.2%	43.8%	35.8%
	Disagree	33.3%	30.4%	50.0%	38.7%	30.8%	25.0%	33.3%
	Strongly disagree	11.1%	7.6%	0.0%	9.3%	7.7%	6.3%	8.6%
<i>I know where to find ACT or ACT Aspire test preparation resources for my child.</i>		(n=44)	(n=88)	(n<10)	(n=70)	(n<20)	(n<20)	(n=233)
	Strongly agree	15.9%	22.7%	0.0%	22.9%	15.4%	31.3%	21.5%
	Agree	43.2%	34.1%	50.0%	25.7%	46.2%	43.8%	34.8%
	Disagree	29.5%	35.2%	50.0%	41.4%	30.8%	25.0%	35.2%
	Strongly disagree	11.4%	8.0%	0.0%	10.0%	7.7%	0.0%	8.6%
<i>I know where to find TSI Assessment test preparation resources for my child.</i>		(n=45)	(n=92)	(n<10)	(n=70)	(n<20)	(n<20)	(n=238)
	Strongly agree	8.9%	20.7%	0.0%	21.4%	21.4%	33.3%	19.3%
	Agree	44.4%	38.0%	50.0%	24.3%	35.7%	40.0%	35.3%
	Disagree	35.6%	33.7%	50.0%	41.4%	35.7%	26.7%	36.1%
	Strongly disagree	11.1%	7.6%	0.0%	12.9%	7.1%	0.0%	9.2%
<i>I am aware of scholarship opportunities available to help pay for postsecondary education.</i>		(n=42)	(n=99)	(n<10)	(n=73)	(n<20)	(n<20)	(n=245)
	Strongly agree	7.1%	16.2%	0.0%	21.9%	23.1%	31.3%	17.6%
	Agree	50.0%	39.4%	50.0%	28.8%	53.8%	31.3%	38.4%
	Disagree	33.3%	35.4%	50.0%	34.2%	7.7%	31.3%	33.1%
	Strongly disagree	9.5%	9.1%	0.0%	15.1%	15.4%	6.3%	11.0%
<i>I am aware of the FAFSA.</i>		(n=41)	(n=103)	(n<10)	(n=76)	(n<20)	(n<20)	(n=253)
	Strongly agree	31.7%	38.8%	0.0%	43.4%	21.4%	47.1%	38.3%
	Agree	36.6%	41.7%	100.0%	44.7%	50.0%	35.3%	42.3%
	Disagree	24.4%	14.6%	0.0%	7.9%	14.3%	11.8%	13.8%
	Strongly disagree	7.3%	4.9%	0.0%	3.9%	14.3%	5.9%	5.5%
<i>I am aware of the TASFA.</i>		(n=37)	(n=82)	(n<10)	(n=66)	(n<20)	(n<20)	(n=216)
	Strongly agree	5.4%	14.6%	0.0%	18.2%	7.7%	18.8%	13.9%
	Agree	35.1%	24.4%	50.0%	19.7%	38.5%	18.8%	25.5%
	Disagree	54.1%	50.0%	50.0%	50.0%	38.5%	56.3%	50.5%
	Strongly disagree	5.4%	11.0%	0.0%	12.1%	15.4%	6.3%	10.2%
<i>I am aware of the Pell Grant.</i>		(n=40)	(n=95)	(n<10)	(n=74)	(n<20)	(n<20)	(n=242)
	Strongly agree	17.5%	27.4%	0.0%	33.8%	28.6%	47.1%	28.9%
	Agree	50.0%	45.3%	50.0%	40.5%	50.0%	35.3%	44.2%
	Disagree	27.5%	20.0%	50.0%	23.0%	14.3%	17.6%	21.9%
	Strongly disagree	5.0%	7.4%	0.0%	2.7%	7.1%	0.0%	5.0%
<i>I am aware of Federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).</i>		(n=41)	(n=101)	(n<10)	(n=74)	(n<20)	(n<20)	(n=248)
	Strongly agree	14.6%	22.8%	0.0%	32.4%	21.4%	35.3%	25.0%
	Agree	56.1%	47.5%	100.0%	47.3%	57.1%	41.2%	49.2%
	Disagree	24.4%	21.8%	0.0%	13.5%	14.3%	23.5%	19.4%
	Strongly disagree	4.9%	7.9%	0.0%	6.8%	7.1%	0.0%	6.5%

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Note. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of respondents who selected *I don't know/Not applicable* for each item listed was 15, 15, 19, 15, 26, 25, 26, 54, 64, 56, 51, 35, 84, 52, and 46, respectively. PSAT = Preliminary SAT. TSI Assessment = Texas Success Initiative Assessment. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.

Table E.4. Parent Mean Awareness of Postsecondary Education and Career Topics and Information by District, Grades 8–12, Year 2 (2019–20)

Topic	District 1	District 2	District 3	District 4	District 5	District 6	Overall
<i>My child will receive/is receiving a high school education that will adequately prepare him/her for postsecondary education and career.</i>	(n=51) 3.00	(n=108) 3.26	(n<10) 3.50	(n=85) 3.27	(n<20) 3.06	(n<20) 3.17	(n=280) 3.20
<i>I am aware of what grades my child will need to earn in high school so that he/she could enroll in postsecondary education.</i>	(n=49) 3.10	(n=105) 3.30	(n<10) 3.50	(n=86) 3.24	(n<20) 3.13	(n<20) 3.67	(n=276) 3.26
<i>I am aware of the opportunities to earn dual credit available to my child in our school district.</i>	(n=50) 3.26	(n=104) 2.96	(n<10) 3.30	(n=82) 4.00	(n<20) 3.17	(n<20) 3.31	(n=271) 3.44
<i>I am aware of the opportunities that a postsecondary education degree can provide for my child.</i>	(n=49) 3.16	(n=109) 3.30	(n<10) 3.50	(n=77) 3.29	(n<20) 3.31	(n<20) 3.61	(n=271) 3.30
<i>I am aware of the education path necessary for the career my child plans to pursue.</i>	(n=46) 2.98	(n=104) 3.11	(n<10) 3.50	(n=82) 3.17	(n<20) 3.27	(n<20) 3.44	(n=267) 3.14
<i>I will be able to guide my child through the postsecondary education application process.</i>	(n=47) 3.06	(n=102) 3.21	(n<10) 3.50	(n=82) 3.15	(n<20) 3.13	(n<20) 3.24	(n=265) 3.16
<i>I am familiar with examinations needed to get into postsecondary education (e.g., SAT, ACT, TSI Assessment).</i>	(n=48) 2.92	(n=105) 3.08	(n<10) 3.00	(n=79) 3.13	(n<20) 2.93	(n<20) 3.29	(n=266) 3.07
<i>I know where to find SAT or PSAT test preparation resources for my child.</i>	(n=45) 2.58	(n=92) 2.78	(n<10) 2.50	(n=75) 2.69	(n<20) 2.69	(n<20) 2.88	(n=243) 2.72
<i>I know where to find ACT or ACT Aspire test preparation resources for my child.</i>	(n=44) 2.64	(n=88) 2.72	(n<10) 2.50	(n=70) 2.61	(n<20) 2.69	(n<20) 3.06	(n=233) 2.69
<i>I know where to find TSI Assessment test preparation resources for my child.</i>	(n=45) 2.51	(n=92) 2.72	(n<10) 2.50	(n=70) 2.54	(n<20) 2.71	(n<20) 3.07	(n=238) 2.65
<i>I am aware of scholarship opportunities available to help pay for postsecondary education.</i>	(n=42) 2.55	(n=99) 2.63	(n<10) 2.50	(n=73) 2.58	(n<20) 2.85	(n<20) 2.88	(n=245) 2.62
<i>I am aware of the FAFSA.</i>	(n=41) 2.93	(n=103) 3.15	(n<10) 3.00	(n=76) 3.28	(n<20) 2.79	(n<20) 3.24	(n=253) 3.13
<i>I am aware of the TASFA.</i>	(n=37) 2.41	(n=82) 2.43	(n<10) 2.50	(n=66) 2.44	(n<20) 2.38	(n<20) 2.50	(n=216) 2.43
<i>I am aware of the Pell grant.</i>	(n=40) 2.80	(n=95) 2.93	(n<10) 2.50	(n=74) 3.05	(n<20) 3.00	(n<20) 3.29	(n=242) 2.97
<i>I am aware of Federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).</i>	(n=41) 2.80	(n=101) 2.85	(n<10) 3.00	(n=74) 3.05	(n<20) 2.93	(n<20) 3.12	(n=248) 2.93
<i>Overall Composite Score</i>	(n=52) 2.86	(n=111) 3.01	(n<10) 2.97	(n=90) 3.01	(n<20) 2.97	(n<20) 3.20	(n=289) 2.99

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – Strongly Disagree, 2 – Disagree, 3 – Agree, 4 – Strongly Agree. PSAT = Preliminary SAT. TSI Assessment = Texas Success Initiative Assessment. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid.

Table E.5. Composite College and Career Readiness Scores by Grade, by District, Year 2 (2019–20)

Topic	District 1	District 2	District 3	District 4	District 5	District 6	Overall
<i>Grade 7</i>	(n=15) 2.78	(n<10) 3.05	(n<10) 4.00	(n<10) 2.84	(n<10) 2.47	(n=22) 2.96	(n=49) 2.91
<i>Grade 8</i>	(n=23) 3.01	(n=35) 3.09	(n<10) 3.40	(n=22) 3.04	(n<10) 3.10	(n<10) 3.20	(n=98) 3.07
<i>Grade 9</i>	(n=11) 2.78	(n=30) 2.99	(n=0) -	(n=29) 3.06	(n<10) 3.57	(n=4) 2.93	(n=75) 2.99
<i>Grade 10</i>	(n<10) 2.71	(n=17) 2.89	(n=0) -	(n=17) 2.91	(n<10) 1.73	(n<10) 3.16	(n=49) 2.84
<i>Grade 11</i>	(n<10) 2.70	(n=29) 3.02	(n<10) 2.54	(n=22) 3.00	(n<10) 3.18	(n<10) 3.80	(n=65) 3.01
<i>Grade 12</i>	(n<10) 2.77	(n=0) -	(n=0) -	(n=0) -	(n=0) -	(n=0) -	(n<10) 2.77
<i>Overall</i>	(n=67) 2.84	(n=118) 3.02	(n<10) 3.31	(n=92) 3.01	(n=18) 2.91	(n=40) 3.07	(n=338) 2.98

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

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

Table E.6. Sources of Information That Class of 2024 Parents Reported Helped Them Learn About Education Topics by District, Year 2 (2019–20)

Topic	Source	District 1	District 2	District 3	District 4	District 5	District 6	Overall
<i>High school endorsements and Distinguished Level of Achievement</i>		(n=23)	(n=31)	(n=0)	(n=20)	(n<10)	(n<10)	(n=89)
	My own research	52.2%	45.2%	-	70.0%	44.4%	50.0%	52.8%
	School guidance counselor/advisor/GEAR UP coordinator	52.2%	71.0%	-	45.0%	77.8%	66.7%	60.7%
	Teachers	43.5%	32.3%	-	30.0%	0.0%	66.7%	33.7%
<i>My child's Personal Graduation Plan and high school course selection</i>		(n=16)	(n=31)	(n=0)	(n=20)	(n<10)	(n<10)	(n=82)
	My own research	37.5%	38.7%	-	50.0%	44.4%	16.7%	40.2%
	School guidance counselor/advisor/GEAR UP coordinator	62.5%	74.2%	-	50.0%	66.7%	83.3%	65.9%
	Teachers	25.0%	16.1%	-	35.0%	0.0%	33.3%	22.0%
<i>Dual credit opportunities in my child's school district</i>		(n=13)	(n=32)	(n=0)	(n=17)	(n<10)	(n<10)	(n=77)
	My own research	23.1%	31.3%	-	47.1%	22.2%	16.7%	31.2%
	School guidance counselor/advisor/GEAR UP coordinator	76.9%	78.1%	-	58.8%	77.8%	83.3%	74.0%
	Teachers	46.2%	21.9%	-	35.3%	33.3%	33.3%	31.2%
<i>Information about postsecondary education for my child</i>		(n=14)	(n=30)	(n=0)	(n=19)	(n<10)	(n<10)	(n=78)
	My own research	42.9%	46.7%	-	57.9%	44.4%	33.3%	47.4%
	School guidance counselor/advisor/GEAR UP coordinator	64.3%	66.7%	-	47.4%	66.7%	66.7%	61.5%
	Teachers	35.7%	20.0%	-	15.8%	33.3%	33.3%	24.4%
<i>Information on how to pay for postsecondary education for my child (like scholarships, grants, loans)</i>		(n=14)	(n=31)	(n=0)	(n=19)	(n<10)	(n<10)	(n=79)
	My own research	50.0%	61.3%	-	78.9%	66.7%	50.0%	63.3%
	School guidance counselor/advisor/GEAR UP coordinator	57.1%	51.6%	-	36.8%	33.3%	66.7%	48.1%
	Teachers	28.6%	9.7%	-	10.5%	11.1%	16.7%	13.9%
<i>Job/career opportunities for my child</i>		(n=11)	(n=30)	(n=0)	(n=15)	(n<10)	(n<10)	(n=68)
	My own research	63.6%	70.0%	-	86.7%	71.4%	60.0%	72.1%
	School guidance counselor/advisor/GEAR UP coordinator	45.5%	56.7%	-	33.3%	57.1%	60.0%	50.0%
	Teachers	36.4%	13.3%	-	13.3%	14.3%	20.0%	17.6%

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

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

GEAR UP = Gaining Early Access to Undergraduate Programs.

Table E.7. Percentage of Parents Who Met One-On-One With Their Child’s Counselor, Advisor, and/or GEAR UP Coordinator About Their Child’s Postsecondary Education and/or Career Options by District, Grades 8–12, Year 2 (2019–20)*

	District 1 (n=51)	District 2 (n=108)	District 3 (n<10)	District 4 (n=90)	District 5 (n<20)	District 6 (n<20)	Overall (n=284)
Yes	9.8%	16.7%	0.0%	17.8%	26.7%	55.6%	18.7%
No	90.2%	83.3%	100.0%	82.2%	73.3%	44.4%	81.3%

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

* The percentage of parents who met one-on-one with their child’s counselor, advisor, and/or GEAR UP coordinator significantly across districts: $\chi^2(5) = 20.20, p < .001$

Table E.8. Topics Class of 2024 Parents Reported They Discussed During One-On-One Counseling/Advising Sessions by District, Year 2 (2019–20)

	District 1 (n<10)	District 2 (n<10)	District 3 (n=0)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=18)
Your child’s grades	33.3%	33.3%	-	100.0%	0.0%	33.3%	50.0%
Course selection/ scheduling for your child	100.0%	50.0%	-	20.0%	0.0%	66.7%	50.0%
Your child’s Personal Graduation Plan or endorsement	66.7%	66.7%	-	40.0%	100.0%	100.0%	66.7%
Your child’s long-term goals for after high school (postsecondary education or career)	66.7%	66.7%	-	20.0%	0.0%	66.7%	50.0%
Options for paying for postsecondary education	33.3%	33.3%	-	20.0%	0.0%	33.3%	27.8%
Other	0.0%	0.0%	-	40.0%	0.0%	0.0%	11.1%

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

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

Table E.9. Topics High School Parents Reported They Discussed During One-On-One Counseling/Advising Sessions by District, Year 2 (2019–20)

	District 1 (n<10)	District 2 (n=12)	District 3 (n=0)	District 4 (n=10)	District 5 (n<10)	District 6 (n<10)	Overall (n=34)
Your child’s grades	50.0%	58.3%	-	80.0%	33.3%	71.4%	64.7%
Course selection /scheduling for your child	50.0%	66.7%	-	80.0%	66.7%	85.7%	73.5%
Your child’s Personal Graduation Plan	100.0%	41.7%	-	60.0%	33.3%	85.7%	58.8%
SAT or ACT	50.0%	25.0%	-	30.0%	33.3%	14.3%	26.5%
Your child’s postsecondary education plans or interests	100.0%	50.0%	-	40.0%	66.7%	85.7%	58.8%
Postsecondary education applications	50.0%	0.0%	-	30.0%	0.0%	14.3%	14.7%
Your child’s career plans or interests	100.0%	41.7%	-	50.0%	33.3%	71.4%	52.9%
Job/internships applications	0.0%	0.0%	-	30.0%	0.0%	14.3%	11.8%
Financial aid for postsecondary education	0.0%	33.3%	-	40.0%	0.0%	14.3%	26.5%
Other	0.0%	8.3%	-	10.0%	0.0%	14.3%	8.8%

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

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

Table E.10. Parent Perceptions of One-On-One Counseling/Advising Sessions by District, Grades 8–12, Year 2 (2019–20)

The counseling/ advising session ...		District 1	District 2	District 3	District 4	District 5	District 6	Overall
<i>...helped me and my child think about his/her postsecondary education/career plans.</i>		(n<10)	(n=18)	(n=0)	(n=15)	(n<10)	(n=10)	(n=52)
	Strongly agree	40.0%	38.9%	-	60.0%	75.0%	30.0%	46.2%
	Agree	60.0%	44.4%	-	26.7%	25.0%	30.0%	36.5%
	Disagree	0.0%	11.1%	-	6.7%	0.0%	30.0%	11.5%
	Strongly disagree	0.0%	5.6%	-	6.7%	0.0%	10.0%	5.8%
<i>...helped me and my child understand the best classes my child should take to achieve his/her postsecondary education/career goals.</i>		(n<10)	(n=18)	(n=0)	(n=15)	(n<10)	(n=10)	(n=52)
	Strongly agree	40.0%	50.0%	-	53.3%	75.0%	30.0%	48.1%
	Agree	60.0%	38.9%	-	33.3%	25.0%	40.0%	38.5%
	Disagree	0.0%	5.6%	-	6.7%	0.0%	20.0%	7.7%
	Strongly disagree	0.0%	5.6%	-	6.7%	0.0%	10.0%	5.8%
<i>...provided my child with information about his/her grades/test scores to achieve his/her postsecondary education/career goals.</i>		(n<10)	(n=18)	(n=0)	(n=16)	(n<10)	(n=10)	(n=53)
	Strongly agree	40.0%	38.9%	-	50.0%	75.0%	30.0%	43.4%
	Agree	60.0%	44.4%	-	37.5%	25.0%	40.0%	41.5%
	Disagree	0.0%	11.1%	-	6.3%	0.0%	20.0%	9.4%
	Strongly disagree	0.0%	5.6%	-	6.3%	0.0%	10.0%	5.7%
<i>...provided me with information about how our family may pay for postsecondary education.</i>		(n<10)	(n=16)	(n=0)	(n=16)	(n<10)	(n=10)	(n=50)
	Strongly agree	50.0%	37.5%	-	37.5%	50.0%	20.0%	36.0%
	Agree	25.0%	25.0%	-	43.8%	25.0%	30.0%	32.0%
	Disagree	25.0%	31.3%	-	12.5%	25.0%	40.0%	26.0%
	Strongly disagree	0.0%	6.3%	-	6.3%	0.0%	10.0%	6.0%
<i>...provided me and my child with information that was specific to our family's situation.</i>		(n<10)	(n=17)	(n=0)	(n=13)	(n<10)	(n=10)	(n=48)
	Strongly agree	25.0%	41.2%	-	46.2%	50.0%	20.0%	37.5%
	Agree	50.0%	29.4%	-	30.8%	0.0%	20.0%	27.1%
	Disagree	25.0%	23.5%	-	7.7%	50.0%	50.0%	27.1%
	Strongly disagree	0.0%	5.9%	-	15.4%	0.0%	10.0%	8.3%

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Note. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of respondents who selected *I don't know/Not applicable* for each item listed was 1, 2, and 4, respectively.

Table E.11. Mean Parent Perceptions of One-On-One Counseling/Advising Sessions by District, Grades 8–12, Year 2 (2019–20)

The counseling/ advising session ...	District 1	District 2	District 3	District 4	District 5	District 6	Overall
...helped me and my child think about his/her postsecondary education/career plans.	(n<10) 3.40	(n=18) 3.17	(n=0) -	(n=15) 3.40	(n<10) 3.75	(n=10) 2.80	(n=52) 3.23
...helped me and my child understand the best classes my child should take to achieve his/her postsecondary education/career goals.	(n<10) 3.40	(n=18) 3.33	(n=0) -	(n=15) 3.33	(n<10) 3.75	(n=10) 2.90	(n=52) 3.29
...provided my child with information about his/her grades/test scores to achieve his/her postsecondary education/career goals.	(n<10) 3.40	(n=18) 3.17	(n=0) -	(n=16) 3.31	(n<10) 3.75	(n=10) 2.90	(n=53) 3.23
...provided me with information about how our family may pay for postsecondary education.	(n<10) 3.25	(n=16) 2.94	(n=0) -	(n=16) 3.13	(n<10) 3.25	(n=10) 2.60	(n=50) 2.98
...provided me and my child with information that was specific to our family's situation.	(n<10) 3.00	(n=17) 3.06	(n=0) -	(n=13) 3.08	(n<10) 3.00	(n=10) 2.50	(n=48) 2.94

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

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

Table E.12. Parent Satisfaction With Individual Counseling/Advising Sessions by District, Grades 8–12, Year 2 (2019–20)

	District 1 (n<10)	District 2 (n=16)	District 3 (n=0)	District 4 (n=14)	District 5 (n<10)	District 6 (n=10)	Overall (n=48)
Strongly Satisfied	50.0%	37.5%	-	64.3%	75.0%	30.0%	47.9%
Satisfied	50.0%	56.3%	-	21.4%	25.0%	30.0%	37.5%
Dissatisfied	0.0%	6.3%	-	7.1%	0.0%	40.0%	12.5%
Strongly Dissatisfied	0.0%	0.0%	-	7.1%	0.0%	0.0%	2.0%

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Table E.13. Mean Parent Satisfaction With Individual Counseling/Advising Sessions by District, Grades 8–12 Year 2 (2019–20)

District 1 (n<10)	District 2 (n=16)	District 3 (n=0)	District 4 (n=14)	District 5 (n<10)	District 6 (n=10)	Overall (n=48)
3.50	3.31	0.00	3.43	3.75	2.90	3.31

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

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

Table E.14. Percentage of Parents Who Participated in a Parent/Family Event at Their Child's School by District, Grades 8–12, Year 2 (2019–20)

	District 1 (n=45)	District 2 (n=106)	District 3 (n<10)	District 4 (n=90)	District 5 (n<20)	District 6 (n<20)	Overall (n=275)
Yes	22.2%	23.6%	0.0%	30.0%	21.4%	27.8%	25.5%
No	77.8%	76.4%	100.0%	70.0%	78.6%	72.2%	74.5%

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Table E.15. Topics Parents Reported They Learned About at Parent/Family Events by District, Grades 8–12, Year 2 (2019–20)

Topic	District 1 (n<10)	District 2 (n=21)	District 3 (n=0)	District 4 (n=22)	District 5 (n<10)	District 6 (n<10)	Overall (n=60)
Availability of postsecondary education and career advising	66.7%	57.1%	-	27.3%	33.3%	20.0%	43.3%
Different types of postsecondary education options	44.4%	47.6%	-	45.5%	33.3%	20.0%	43.3%
Options for paying for postsecondary education (e.g., Pell grant, scholarships, Federal loans)	55.6%	23.8%	-	18.2%	0.0%	0.0%	23.3%
Academic requirements for postsecondary education (e.g., grades, test scores, courses)	55.6%	47.6%	-	45.5%	33.3%	40.0%	46.7%
In-demand careers in your region	22.2%	14.3%	-	0.0%	0.0%	0.0%	8.3%
Training and educational requirements for certain careers	11.1%	28.6%	-	22.7%	0.0%	20.0%	21.7%
Options to take high school courses aligned with certain careers	22.2%	42.9%	-	59.1%	66.7%	60.0%	48.3%
Other	0.0%	0.0%	-	9.1%	0.0%	0.0%	3.3%

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

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

Table E.16. Parent Perceptions of Family/Parent Events by District, Grades 8–12, Year 2 (2019–20)

		District 1 (n=10)	District 2 (n=24)	District 3 (n=0)	District 4 (n=23)	District 5 (n<10)	District 6 (n<10)	Overall (n=65)
<i>I felt comfortable asking questions at the parent/family event.</i>	Strongly agree	20.0%	33.3%	-	43.5%	33.3%	40.0%	35.4%
	Agree	50.0%	54.2%	-	43.5%	33.3%	20.0%	46.2%
	Disagree	0.0%	8.3%	-	8.7%	0.0%	40.0%	9.2%
	Strongly disagree	30.0%	4.2%	-	4.3%	33.3%	0.0%	9.2%
<i>The staff who led the parent/family event provided information that was helpful for our family.</i>		(n<10)	(n=24)	(n=0)	(n=26)	(n<10)	(n<10)	(n=67)
	Strongly agree	33.3%	33.3%	-	46.2%	33.3%	20.0%	37.3%
	Agree	44.4%	54.2%	-	46.2%	33.3%	40.0%	47.8%
	Disagree	0.0%	8.3%	-	7.7%	33.3%	40.0%	10.4%
<i>I plan to attend future parent/family events about postsecondary education and/or career options at my child's school.</i>		(n<10)	(n=23)	(n=0)	(n=27)	(n<10)	(n<10)	(n=70)
	Strongly agree	50.0%	52.2%	-	55.6%	33.3%	60.0%	53.0%
	Agree	37.5%	43.5%	-	44.4%	66.7%	20.0%	42.4%
	Disagree	0.0%	0.0%	-	0.0%	0.0%	20.0%	1.5%
	Strongly disagree	12.5%	4.3%	-	0.0%	0.0%	0.0%	3.0%

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Note. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of respondents who selected *I don't know/Not applicable* for each item listed was 3, 4, and 1, respectively.

Table E.17. Mean Parent Perceptions of Family/Parent Events by District, Grades 8–12, Year 2 (2019–20)

	District 1	District 2	District 3	District 4	District 5	District 6	Overall
<i>I felt comfortable asking questions at the parent/family event.</i>	(n=10) 2.60	(n=24) 3.17	(n=0) -	(n=23) 3.26	(n<10) 2.67	(n<10) 3.00	(n=65) 3.08
<i>The staff who led the parent/family event provided information that was helpful for our family.</i>	(n<10) 2.89	(n=24) 3.17	(n=0) -	(n=26) 3.38	(n<10) 3.00	(n<10) 2.80	(n=67) 3.18
<i>I plan to attend future parent/family events about postsecondary education and/or career options at my child's school.</i>	(n<10) 3.25	(n=23) 3.43	(n=0) -	(n=27) 3.56	(n<10) 3.33	(n<10) 3.40	(n=70) 3.45

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

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

Table E.18. Parent Satisfaction With Family/Parent Events by District, Grades 8–12, Year 2 (2019–20)

	District 1 (n<10)	District 2 (n=22)	District 3 (n=0)	District 4 (n=25)	District 5 (n<10)	District 6 (n<10)	Overall (n=64)
<i>Strongly Satisfied</i>	44.4%	31.8%	-	40.0%	33.3%	20.0%	35.9%
<i>Satisfied</i>	55.6%	63.6%	-	56.0%	33.3%	60.0%	57.8%
<i>Dissatisfied</i>	0.0%	4.5%	-	4.0%	33.3%	20.0%	6.3%
<i>Strongly Dissatisfied</i>	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Table E.19. Mean Parent Satisfaction With Family/Parent Events by District, Grades 8–12, Year 2 (2019–20)

District 1 (n<10)	District 2 (n=22)	District 3 (n=0)	District 4 (n=25)	District 5 (n<10)	District 6 (n<10)	Overall (n=64)
3.44	3.27	-	3.36	3.00	3.00	3.30

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – *Strongly Dissatisfied*, 2 – *Dissatisfied*, 3 – *Satisfied*, 4 – *Strongly Satisfied*.

Table E.20. Reasons Parents Reported They Did Not Participate in Family/Parent Events by District, Grades 8–12, Year 2 (2019–20)

	District 1 (n=35)	District 2 (n=81)	District 3 (n<10)	District 4 (n=61)	District 5 (n<20)	District 6 (n<20)	Overall (n=203)
<i>I did not know about any parent/family events.</i>	54.3%	66.7%	50.0%	73.8%	54.5%	69.2%	66.0%
<i>I was not interested in the parent/family events that were offered to me.</i>	0.0%	0.0%	0.0%	1.6%	0.0%	0.0%	0.5%
<i>I was busy with family/work.</i>	40.0%	28.4%	50.0%	19.7%	27.3%	23.1%	27.6%
<i>I had concerns about attending due to COVID-19 and/or events were cancelled due to COVID-19.¹</i>	0.0%	3.7%	0.0%	3.3%	9.1%	7.7%	3.4%
<i>Other</i>	5.7%	1.2%	0.0%	1.6%	9.1%	0.0%	2.5%

Source. Year 2 Texas GEAR UP: Beyond Grad Parent Survey administered in spring and fall 2020.

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

¹ This option was added during analysis and was not an option on the survey. Some respondents who provided open-ended comments to explain why they selected *Other* included insights related to concerns regarding COVID-19 and school closures. These comments were recoded into this new category. COVID-19 = Coronavirus Disease 2019

APPENDIX F: School Personnel Survey Analyses

Technical Detail

Table F.1. Personnel Demographics by District, Year 2 (2019–20)

	District 1	District 2	District 3	District 4	District 5	District 6	Overall
Primary Position	(n=56)	(n=63)	(n=78)	(n=25)	(n=21)	(n=24)	(n=267)
<i>Administrator</i>	1.8%	4.8%	6.4%	4.0%	4.8%	20.8%	5.6%
<i>Counselor/Student Services Personnel</i>	0.0%	4.8%	10.3%	8.0%	9.5%	8.3%	6.7%
<i>Teacher/Instructional Support Personnel</i>	98.2%	77.8%	65.4%	84.0%	85.7%	58.3%	77.9%
<i>Other</i>	0.0%	12.7%	17.9%	4.0%	0.0%	12.5%	9.7%
Number of Years at School	(n=0)	(n=61)	(n=78)	(n=24)	(n=21)	(n=21)	(n=206)
<i>1–2 years</i>	-	34.4%	50.0%	28.0%	19.0%	38.1%	38.3%
<i>3–5 years</i>	-	36.1%	34.6%	32.0%	28.6%	33.3%	34.0%
<i>6–10 years</i>	-	18.0%	7.7%	36.0%	23.8%	14.3%	16.5%
<i>More than 10 years</i>	-	11.5%	7.7%	4.0%	28.6%	14.3%	11.2%
Number of Total Years	(n=56)	(n=62)	(n=78)	(n=25)	(n=21)	(n=23)	(n=265)
<i>1–2 years</i>	16.1%	19.4%	30.8%	8.0%	14.3%	26.1%	21.1%
<i>3–5 years</i>	28.6%	29.0%	32.1%	16.0%	14.3%	13.0%	26.0%
<i>6–10 years</i>	16.1%	22.6%	14.1%	52.0%	9.5%	26.1%	20.8%
<i>More than 10 years</i>	39.3%	29.0%	23.1%	24.0%	61.9%	34.8%	32.1%
Grade Level	(n=56)	(n=62)	(n=78)	(n=25)	(n=21)	(n=24)	(n=262)
<i>K–6</i>	0.0%	3.2%	9.0%	0.0%	0.0%	0.0%	3.4%
<i>Middle school (7–8)</i>	3.6%	46.8%	41.0%	32.0%	38.1%	8.3%	30.5%
<i>High school (9–12)</i>	96.4%	46.8%	47.4%	68.0%	19.0%	83.3%	60.5%
<i>Both (7–12)</i>	0.0%	3.2%	2.6%	0.0%	42.9%	8.3%	5.6%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Note. "Number of total years" was only offered to respondents who completed the survey after September 2020.

Table F.2. Subjects Teachers Taught by District, Year 2 (2019–20)

Subject	District 1 (n=55)	District 2 (n=45)	District 3 (n=46)	District 4 (n=21)	District 5 (n=18)	District 6 (n=13)	Overall (n=198)
English Language Arts	18.2%	17.8%	32.6%	28.6%	22.2%	23.1%	23.2%
Mathematics	18.2%	17.8%	10.9%	19.0%	22.2%	15.4%	16.7%
Social Studies	18.2%	13.3%	15.2%	9.5%	16.7%	23.1%	15.7%
Science	10.9%	20.0%	8.7%	9.5%	16.7%	23.1%	13.6%
AVID	0.0%	6.7%	0.0%	14.3%	33.3%	0.0%	6.1%
Arts	7.3%	4.4%	4.3%	0.0%	0.0%	15.4%	5.1%
Physical Education	7.3%	0.0%	2.2%	0.0%	5.6%	7.7%	3.5%
Texas OnCourse	1.8%	2.2%	0.0%	0.0%	11.1%	0.0%	2.0%
English as a Second Language	1.8%	0.0%	4.3%	0.0%	0.0%	0.0%	1.5%
Business/Marketing	0.0%	0.0%	2.2%	9.5%	0.0%	0.0%	1.5%
Other	27.3%	31.1%	30.4%	23.8%	38.9%	30.8%	29.8%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

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

AVID = Advancement Via Individual Determination.

Table F.3. High School Teacher Participation in Professional Development (PD) Sessions by District, Year 2 (2019–20)

	District 1 (n=33)	District 2 (n=14)	District 3 (n=15)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=83)
<i>During the 2019–20 school year, did you participate in one or more PD sessions intended to increase the academic rigor of your curriculum?</i>	93.9%	85.7%	100.0%	100.0%	66.7%	85.7%	91.6%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Note. All *I don't know/Not applicable* responses are not included in the table or significance testing. An additional 3 respondents selected *I don't know/Not applicable* for this item.

Table F.4. Number of Coaching Sessions Participated in by High School Teachers by District, Year 2 (2019–20)

Number of Coaching Sessions	District 1 (n=32)	District 2 (n=14)	District 3 (n=15)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=82)
None	9.4%	14.3%	13.3%	37.5%	66.7%	28.6%	19.5%
1–2	12.5%	35.7%	26.7%	12.5%	16.7%	42.9%	22.0%
3–4	31.3%	28.6%	20.0%	37.5%	16.7%	14.3%	26.8%
5 or more	46.9%	21.4%	40.0%	12.5%	0.0%	14.3%	31.7%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Table F.5. Administrator and Teacher Perceptions of Professional Development (PD) Activities by District, Year 2 (2019–20)

Topic	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
<i>The PD that I participated in last year provided me with strategies for increasing the rigor in my courses.</i>		(n=31)	(n=12)	(n=15)	(n<10)	(n<10)	(n<10)	(n=76)
	Strongly agree	32.3%	16.7%	66.7%	50.0%	25.0%	33.3%	38.2%
	Agree	48.4%	75.0%	26.7%	37.5%	75.0%	66.7%	50.0%
	Disagree	19.4%	8.3%	0.0%	12.5%	0.0%	0.0%	10.5%
	Strongly disagree	0.0%	0.0%	6.7%	0.0%	0.0%	0.0%	1.3%
<i>The strategies I acquired in PD last year were easy to implement.</i>		(n=31)	(n=12)	(n=15)	(n<10)	(n<10)	(n<10)	(n=76)
	Strongly agree	29.0%	16.7%	40.0%	50.0%	0.0%	0.0%	27.6%
	Agree	61.3%	75.0%	53.3%	37.5%	75.0%	0.0%	63.2%
	Disagree	9.7%	8.3%	0.0%	12.5%	0.0%	100.0%	6.6%
	Strongly disagree	0.0%	0.0%	6.7%	0.0%	25.0%	0.0%	2.6%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Table F.6. Administrator and Teacher Mean Perceptions of Professional Development (PD) Activities by District, Year 2 (2019–20)

Topic	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
<i>The PD that I participated in last year provided me with strategies for increasing the rigor in my courses.</i>		(n=31)	(n=12)	(n=15)	(n<10)	(n<10)	(n<10)	(n=76)
	Mean	3.13	3.08	3.53	3.38	3.25	3.33	3.25
<i>The strategies I acquired in PD last year were easy to implement.</i>		(n=31)	(n=12)	(n=15)	(n<10)	(n<10)	(n<10)	(n=76)
	Mean	3.19	3.08	3.27	3.38	2.50	3.00	3.16

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Table F.7. Topics Discussed During High School Teacher Coaching/Mentoring Sessions by District, Year 2 (2019–20)

Session Discussion Topics	District 1	District 2	District 3	District 4	District 5	District 6	Overall
	(n=30)	(n=12)	(n=13)	(n<10)	(n<10)	(n<10)	(n=67)
<i>Student engagement</i>	76.7%	66.7%	84.6%	80.0%	50.0%	60.0%	74.6%
<i>Academic supports for students</i>	70.0%	58.3%	69.2%	60.0%	100.0%	20.0%	64.2%
<i>Advanced instructional strategies</i>	66.7%	41.7%	38.5%	20.0%	0.0%	0.0%	52.2%
<i>Student readiness for postsecondary education</i>	40.0%	66.7%	53.8%	40.0%	0.0%	80.0%	49.3%
<i>Project-based learning</i>	53.3%	16.7%	38.5%	60.0%	100.0%	0.0%	41.8%
<i>Other</i>	0.0%	8.3%	0.0%	0.0%	0.0%	0.0%	1.5%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

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

Table F.8. High School Teacher Perceptions on Mentoring/Coaching by District, Year 2 (2019–20)

Topic	Response Option	District 1 (n=28)	District 2 (n<20)	District 3 (n<20)	District 4 (n<20)	District 5 (n<20)	District 6 (n<20)	Overall (n=63)
<i>The teacher mentoring/coaching that I received last school year (2019–20) helped me to increase academic rigor in my courses.</i>	Strongly agree	18.5%	20.0%	53.8%	50.0%	0.0%	0.0%	27.1%
	Agree	66.7%	70.0%	38.5%	50.0%	100.0%	100.0%	62.7%
	Disagree	11.1%	10.0%	0.0%	0.0%	0.0%	0.0%	6.8%
	Strongly disagree	3.7%	0.0%	7.7%	0.0%	0.0%	0.0%	3.4%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Table F.9. Administrator and Teacher Perceptions on Vertical Teaming Activities by District, Year 2 (2019–20)

Topic	Response Option	District 1 (n=30)	District 2 (n=29)	District 3 (n=35)	District 4 (n=16)	District 5 (n=14)	District 6 (n=15)	Overall (n=139)
<i>The vertical teaming that I participated in last school year (2019–20) helped to align curriculum and reduce the need for remediation at the postsecondary level for students at my school.</i>	Strongly agree	33.3%	17.2%	22.9%	25.0%	28.6%	26.7%	25.2%
	Agree	53.3%	69.0%	68.6%	62.5%	64.3%	53.3%	62.6%
	Disagree	10%	13.8%	8.6%	12.5%	0.0%	13.3%	10.1%
	Strongly disagree	3.3%	0.0%	0.0%	0.0%	7.1%	5.9%	2.2%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Note. All I don't know/Not applicable responses are not included in the table or significance testing. An additional 18 respondents selected I don't know/Not applicable for this item.

Table F.10. Personnel Participation in Vertical Teaming Activities by District, Year 2 (2019–20)

Participated in Vertical Teaming	District 1 (n=43)	District 2 (n=39)	District 3 (n=43)	District 4 (n=18)	District 5 (n=15)	District 6 (n=17)	Overall (n=175)
<i>High school teachers</i>	74.4%	51.3%	55.8%	83.3%	80.0%	82.4%	66.9%
<i>Middle school teachers</i>	7.0%	64.1%	69.8%	61.1%	86.7%	41.2%	50.9%
<i>District staff</i>	20.9%	33.3%	53.5%	38.9%	46.7%	41.2%	37.7%
<i>High school administrators</i>	18.6%	23.1%	41.9%	16.7%	40.0%	47.1%	29.7%
<i>Middle school administrators</i>	0.0%	23.1%	37.2%	27.8%	46.7%	23.5%	23.4%
<i>Staff from postsecondary institutions</i>	2.3%	12.8%	9.3%	11.5%	13.3%	29.4%	10.9%
<i>None of the above</i>	18.6%	10.3%	0.0%	5.6%	6.7%	5.9%	8.6%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

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

Table F.11. High School Counselor Indication of Advising Training by District, Year 2 (2019–20)

	District 1 (n=0)	District 2 (n<10)	District 3 (n<10)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n<10)
<i>In the 2019–20 school year, did you receive any training on how to conduct advising on topics related to postsecondary education (education at 2-year colleges, 4-year colleges, and technical schools) and career?</i>	-	50.0%	80.0%	100.0%	100.0%	50.0%	81.8%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Note. All *I don't know/Not applicable* responses are not included in the table or significance testing. An additional 2 respondents selected *I don't know/Not applicable* for this item.

Table F.12. High School Counselor Advising Training Topics Provided by District, Year 2 (2019–20)

Advising Training Topics	District 1 (n=0)	District 2 (n<10)	District 3 (n<10)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n<10)
<i>Course selection</i>	-	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<i>Financial aid</i>	-	100.0%	75.0%	100.0%	100.0%	100.0%	88.9%
<i>Career exploration</i>	-	100.0%	75.0%	100.0%	50.0%	100.0%	77.8%
<i>Personal Graduation Plans and endorsements</i>	-	100.0%	100.0%	100.0%	0.0%	100.0%	77.8%
<i>Career and technical education</i>	-	100.0%	100.0%	100.0%	0.0%	100.0%	77.8%
<i>Advanced academics</i>	-	0.0%	75.0%	100.0%	50.0%	100.0%	66.7%
<i>Career clusters and programs of study</i>	-	100.0%	75.0%	0.0%	0.0%	100.0%	55.6%
<i>Assessments</i>	-	100.0%	25.0%	100.0%	50.0%	100.0%	55.6%
<i>Postsecondary education applications</i>	-	100.0%	25.0%	100.0%	0.0%	0.0%	33.3%
<i>School culture strategies</i>	-	0.0%	50.0%	0.0%	0.0%	100.0%	33.3%
<i>Postsecondary education research</i>	-	0.0%	50.0%	0.0%	0.0%	100.0%	33.3%
<i>Helping students develop a list of postsecondary education institutions to which to apply</i>	-	0.0%	25.0%	0.0%	50.0%	100.0%	33.3%
<i>Work-based learning</i>	-	0.0%	25.0%	100.0%	0.0%	100.0%	33.3%
<i>Student engagement strategies</i>	-	0.0%	25.0%	0.0%	50.0%	100.0%	33.3%
<i>Parent engagement strategies</i>	-	0.0%	25.0%	0.0%	0.0%	100.0%	22.2%
<i>Texas and regional labor market information</i>	-	0.0%	25.0%	0.0%	0.0%	100.0%	22.2%
<i>Writing recommendations</i>	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

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

Table F.13. High School Counselor Perceptions of Postsecondary Education and Career Advising Trainings by District, Year 2 (2019–20)

The postsecondary education and career advising trainings that I participated in last year...	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
...provided me with resources or strategies for helping students identify potential careers based on their interests and aptitudes.		(n=0)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Strongly agree	-	0.0%	25.0%	0.0%	0.0%	0.0%	11.1%
	Agree	-	0.0%	75.0%	0.0%	100.0%	0.0%	55.6%
	Disagree	-	100.0%	0.0%	100.0%	0.0%	0.0%	22.2%
...provided me with tools or strategies to help me advise students on identifying high-wage, in-demand career opportunities based on data.		(n=0)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Strongly agree	-	0.0%	25.0%	0.0%	0.0%	0.0%	11.1%
	Agree	-	100.0%	50.0%	0.0%	100.0%	0.0%	55.6%
	Disagree	-	0.0%	0.0%	100.0%	0.0%	0.0%	11.1%
...provided me with tools or strategies to help me advise students on aligning their academic choices to their career goals.*		(n=0)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Strongly agree	-	100.0%	25.0%	0.0%	0.0%	0.0%	22.2%
	Agree	-	0.0%	75.0%	0.0%	100.0%	0.0%	55.6%
	Disagree	-	0.0%	0.0%	100.0%	0.0%	0.0%	11.1%
...provided me with tools or strategies to help me advise students on applying for postsecondary education.		(n=0)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Strongly agree	-	100.0%	25.0%	0.0%	0.0%	100.0%	33.3%
	Agree	-	0.0%	75.0%	0.0%	100.0%	0.0%	55.6%
	Disagree	-	0.0%	0.0%	100.0%	0.0%	0.0%	11.1%
...provided me with tools or strategies to help me advise students on paying for postsecondary education.*		(n=0)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Strongly agree	-	0.0%	0.0%	0.0%	0.0%	100.0%	11.1%
	Agree	-	100.0%	100.0%	0.0%	100.0%	0.0%	77.8%
	Disagree	-	0.0%	0.0%	100.0%	0.0%	0.0%	11.1%
...provided me with tools or strategies to engage teachers and administrators in my school in developing a postsecondary education and career-ready culture on our campus.		(n=0)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Strongly agree	-	25.0%	0.0%	0.0%	0.0%	100.0%	22.2%
	Agree	-	50.0%	100.0%	0.0%	100.0%	0.0%	55.6%
	Disagree	-	25.0%	0.0%	100.0%	0.0%	0.0%	22.2%
...provided me with tools or strategies to engage students in my advising program.		(n=0)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Strongly agree	-	100.0%	25.0%	0.0%	0.0%	100.0%	33.3%
	Agree	-	0.0%	75.0%	0.0%	100.0%	0.0%	55.6%
	Disagree	-	0.0%	0.0%	100.0%	0.0%	0.0%	11.1%
...provided me with tools or strategies to engage families in my advising program.		(n=0)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Strongly agree	-	25.0%	100.0%	0.0%	0.0%	0.0%	25.0%
	Agree	-	75.0%	0.0%	0.0%	100.0%	100.0%	62.5%
	Disagree	-	0.0%	0.0%	100.0%	0.0%	0.0%	12.5%
...provided me with tools or strategies to engage families in my advising program.		(n=0)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Strongly agree	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Agree	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Disagree	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Note. All I don't know/Not applicable responses are not included in the table or significance testing. An additional <5 respondents selected I don't know/Not applicable for this item.

* Perceptions of Postsecondary Education and Career Advising Trainings differed significantly across districts: Provided me with tools or strategies to help me advise students on aligning their academic choices to their career goals: $\chi^2(12) = 22.28, p < .05$; Provided me with tools or strategies to help me advise students on paying for postsecondary education: $\chi^2(8) = 18.00, p < .05$.

Table F.14. Perceptions of Algebra I Among Middle School Personnel by District, Year 2 (2019–20)

Topic	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
<i>The Grade 8 students who took Algebra I at my school last year were academically ready for the course.</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n=19)
	Strongly agree	100.0%	0.0%	33.3%	0.0%	20.0%	0.0%	15.8%
	Agree	0.0%	60.0%	33.3%	100.0%	40.0%	33.3%	47.4%
	Disagree	0.0%	20.0%	33.3%	0.0%	40.0%	66.6%	31.6%
<i>The Grade 8 students who took Algebra I at my school last year seemed more prepared than those taking it the year before.</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n=19)
	Strongly agree	0.0%	0.0%	66.6%	0.0%	0.0%	0.0%	11.1%
	Agree	0.0%	20.0%	33.3%	50.0%	40.0%	50.0%	22.2%
	Disagree	100.0%	60.0%	0.0%	50.0%	60.0%	50.0%	55.6%
<i>Last year, I noticed that more Grade 8 students were interested in taking Algebra I compared to previous years.</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n=19)
	Strongly agree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.6%
	Agree	100.0%	40.0%	0.0%	100.0%	75.0%	0.0%	50.0%
	Disagree	0.0%	40.0%	66.7%	0.0%	25.0%	66.7%	33.3%
<i>Last year, I wanted more support on strategies for helping Grade 8 students to succeed in Algebra I.</i>		(n=0)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n=19)
	Strongly agree	-	0.0%	25.0%	0.0%	0.0%	100.0%	13.3%
	Agree	-	25.0%	25.0%	0.0%	50.0%	0.0%	26.7%
	Disagree	-	75.0%	50.0%	100.0%	50.0%	0.0%	60.0%
<i>Offering Algebra I last year was challenging due to limited openings in the master schedule to offer the course this year.</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n=19)
	Strongly agree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Agree	0.0%	0.0%	66.7%	0.0%	20.0%	0.0%	15.8%
	Disagree	100.0%	66.7%	0.0%	100.0%	60.0%	33.3%	52.6%
<i>Offering Algebra I last year was challenging due to a lack of qualified teachers to teach the course.</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n=19)
	Strongly agree	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	5.0%
	Agree	0.0%	16.7%	0.0%	0.0%	20.0%	0.0%	10.0%
	Disagree	100.0%	33.3%	66.7%	100.0%	60.0%	33.3%	55.0%
<i>Our school did not experience challenges in offering Algebra I last school year.*</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n=18)
	Strongly agree	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	10.5%
	Agree	0.0%	60.0%	33.3%	100.0%	33.3%	33.3%	47.4%
	Disagree	100.0%	20.0%	0.0%	0.0%	66.7%	0.0%	26.3%
		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n=18)
	Strongly agree	0.0%	0.0%	66.7%	0.0%	0.0%	66.6%	15.8%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Note. All *I don't know/Not applicable* responses are not included in the table or significance testing. An additional <10, <10, <10, <10, <10, and <10 respondents selected *I don't know/Not applicable* for the seven items in the table, respectively.

* Perceptions of Algebra I Among Middle School Personnel differed significantly across districts: Our school did not experience challenges in offering Algebra I last school year: $\chi^2(15) = 26.09, p < .05$

Table F.15. Algebra I Tutoring Offered by District, Year 2 (2019–20)

Question	District 1 (n=0)	District 2 (n<10)	District 3 (n<10)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=25)
<i>Last school year (2019–20), did your school offer Algebra I tutoring, targeted for students who are failing the course or may be in danger of failing the course?</i>	-	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Note. All *I don't know/Not applicable* responses are not included in the table or significance testing. An additional 2 respondents selected *I don't know/Not applicable* for this item.

Table F.16. Algebra I Tutoring Effectiveness Perceptions by Middle School Personnel by District, Year 2 (2019–20)

Topic	Response Option	District 1 (n<10)	District 2 (n<10)	District 3 (n<10)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=23)
<i>Please rate the effectiveness of the Algebra I tutoring offered at your school last year (2019–20) in helping students to grasp the concepts and earn good grades in the course.</i>	Very effective	100.0%	50.0%	25.0%	50.0%	0.0%	0.0%	30.4%
	Effective	0.0%	33.3%	75.0%	50.0%	100.0%	66.7%	60.9%
	Ineffective	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	4.3%
	Very ineffective	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%	4.3%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Note. All *I don't know/Not applicable* responses are not included in the table or significance testing. An additional 2 respondents selected *I don't know/Not applicable* for this item.

Table F.17. Middle School Teacher Perceptions on Texas OnCourse by District, Year 2 (2019–20)

Topic	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
<i>Students were engaged in the course.</i>		(n<10)	(n=0)	(n=0)	(n=0)	(n<10)	(n=0)	(n<10)
	Strongly agree	0.0%	-	-	-	0.0%	-	0.0%
	Agree	100.0%	-	-	-	100.0%	-	100.0%
	Disagree	0.0%	-	-	-	0.0%	-	0.0%
	Strongly disagree	0.0%	-	-	-	0.0%	-	0.0%
<i>The course provided students with relevant information on how to select an endorsement.</i>		(n<10)	(n=0)	(n=0)	(n=0)	(n<10)	(n=0)	(n<10)
	Strongly agree	0.0%	-	-	-	0.0%	-	0.0%
	Agree	100.0%	-	-	-	100.0%	-	100.0%
	Disagree	0.0%	-	-	-	0.0%	-	0.0%
	Strongly disagree	0.0%	-	-	-	0.0%	-	0.0%
<i>The course provided grade-appropriate information.</i>		(n<10)	(n=0)	(n=0)	(n=0)	(n<10)	(n=0)	(n<10)
	Strongly agree	0.0%	-	-	-	0.0%	-	0.0%
	Agree	100.0%	-	-	-	100.0%	-	100.0%
	Disagree	0.0%	-	-	-	0.0%	-	0.0%
	Strongly disagree	0.0%	-	-	-	0.0%	-	0.0%
<i>The level of difficulty of the materials in the course was grade-appropriate.</i>		(n<10)	(n=0)	(n=0)	(n=0)	(n<10)	(n=0)	(n<10)
	Strongly agree	0.0%	-	-	-	0.0%	-	0.0%
	Agree	100.0%	-	-	-	100.0%	-	100.0%
	Disagree	0.0%	-	-	-	0.0%	-	0.0%
	Strongly disagree	0.0%	-	-	-	0.0%	-	0.0%
<i>The course provided opportunities for students to learn about a variety of career options related to their interests.</i>		(n<10)	(n=0)	(n=0)	(n=0)	(n<10)	(n=0)	(n<10)
	Strongly agree	0.0%	-	-	-	50.0%	-	33.3%
	Agree	100.0%	-	-	-	50.0%	-	66.6%
	Disagree	0.0%	-	-	-	0.0%	-	0.0%
	Strongly disagree	0.0%	-	-	-	0.0%	-	0.0%
<i>The course effectively informed students on how to achieve career goals.</i>		(n<10)	(n=0)	(n=0)	(n=0)	(n<10)	(n=0)	(n<10)
	Strongly agree	0.0%	-	-	-	50.0%	-	33.3%
	Agree	100.0%	-	-	-	50.0%	-	66.6%
	Disagree	0.0%	-	-	-	0.0%	-	0.0%
	Strongly disagree	0.0%	-	-	-	0.0%	-	0.0%
<i>The course provided students with information about different types of postsecondary education options, including two-year, four-year, and technical schools.</i>		(n<10)	(n=0)	(n=0)	(n=0)	(n<10)	(n=0)	(n<10)
	Strongly agree	0.0%	-	-	-	50.0%	-	33.3%
	Agree	100.0%	-	-	-	50.0%	-	66.6%
	Disagree	0.0%	-	-	-	0.0%	-	0.0%
	Strongly disagree	0.0%	-	-	-	0.0%	-	0.0%
<i>The course helped students understand how to pay for postsecondary education.</i>		(n<10)	(n=0)	(n=0)	(n=0)	(n<10)	(n=0)	(n<10)
	Strongly agree	0.0%	-	-	-	50.0%	-	33.3%
	Agree	100.0%	-	-	-	50.0%	-	66.6%
	Disagree	0.0%	-	-	-	0.0%	-	0.0%
	Strongly disagree	0.0%	-	-	-	0.0%	-	0.0%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Table F.18. Agreement Level of High School Personnel Regarding the Dissemination of Postsecondary Education Information to Students by District, Year 2 (2019–20)

Topic	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
<i>I regularly provided students with information about postsecondary education.</i>		(n=52)	(n=37)	(n=45)	(n=21)	(n=18)	(n=18)	(n=191)
	Strongly agree	42.3%	27.%	42.22%	61.9%	50.%	44.4%	42.4%
	Agree	44.2%	64.9%	48.9%	38.1%	38.9%	50.0%	48.7%
	Disagree	7.7%	8.1%	8.9%	0.0%	5.6%	0.0%	6.3%
<i>I regularly provided students with information about career options.</i>	Strongly disagree	5.8%	0.0%	0.0%	0.0%	5.6%	5.6%	2.6%
		(n=53)	(n=36)	(n=45)	(n=21)	(n=18)	(n=16)	(n=189)
	Strongly agree	37.7%	25.0%	42.2%	57.1%	22.2%	37.5%	37.0%
	Agree	49.1%	58.3%	44.4%	38.1%	72.2%	62.5%	51.9%
<i>My school provided students with information about how to academically prepare for postsecondary education.</i>	Disagree	7.5%	16.7%	11.1%	4.8%	0.0%	0.0%	8.5%
	Strongly disagree	5.7%	0.0%	2.2%	0.0%	5.6%	0.0%	2.6%
		(n=54)	(n=39)	(n=48)	(n=21)	(n=18)	(n=19)	(n=199)
	Strongly agree	42.6%	43.6%	47.9%	0.0%	5.6%	0.0%	47.2%
<i>My school provided students with information about high school graduation requirements.</i>	Agree	48.1%	51.3%	45.8%	4.8%	0.0%	10.5%	45.7%
	Disagree	5.6%	2.6%	2.1%	33.3%	50.0%	36.8%	4.0%
	Strongly disagree	3.7%	2.6%	4.2%	61.9%	44.4%	52.6%	3.0%
		(n=54)	(n=37)	(n=46)	(n=18)	(n=18)	(n=19)	(n=192)
<i>My school provided students with information about creating a Personal Graduation Plan.</i>	Strongly agree	59.3%	54.1%	63.0%	61.1%	52.6%	59.3%	57.8%
	Agree	33.3%	40.5%	34.8%	38.9%	42.1%	33.3%	38.0%
	Disagree	3.7%	2.7%	0.%	0.0%	0.0%	3.7%	1.6%
	Strongly disagree	3.7%	2.7%	2.2%	0.0%	5.3%	3.7%	2.6%
<i>My school provided students with information about opportunities to earn dual credit.</i>		(n=52)	(n=36)	(n=45)	(n=19)	(n=17)	(n=18)	(n=187)
	Strongly agree	36.5%	47.2%	57.8%	52.6%	35.3%	55.6%	47.1%
	Agree	55.8%	44.4%	40.0%	36.8%	64.7%	38.9%	47.1%
	Disagree	3.8%	5.6%	2.2%	10.5%	0.0%	0.0%	3.7%
<i>My school provided students with information about the postsecondary education application process.</i>	Strongly disagree	3.8%	2.8%	0.0%	0.0%	0.0%	5.6%	2.1%
		(n=53)	(n=36)	(n=45)	(n=18)	(n=19)	(n=18)	(n=189)
	Strongly agree	3.8%	50.0%	57.8%	72.2%	52.6%	61.1%	56.6%
	Agree	3.8%	44.4%	37.8%	27.8%	47.4%	38.9%	39.2%
<i>My school provided students with information about paying for postsecondary education.</i>	Disagree	37.7%	2.8%	0.0%	0.0%	0.0%	0.0%	1.6%
	Strongly disagree	54.7%	2.8%	4.4%	0.0%	0.0%	0.0%	2.6%
		(n=53)	(n=35)	(n=44)	(n=18)	(n=16)	(n=18)	(n=184)
	Strongly agree	50.9%	42.9%	50.0%	61.1%	62.5%	50.0%	48.9%
<i>My school provided students with information about education requirements for certain careers.</i>	Agree	41.5%	48.6%	45.5%	33.3%	37.5%	50.0%	45.7%
	Disagree	3.8%	5.7%	2.3%	5.6%	0.0%	0.0%	3.3%
	Strongly disagree	3.8%	2.9%	2.3%	0.0%	0.0%	0.0%	2.2%
		(n=53)	(n=34)	(n=43)	(n=18)	(n=17)	(n=17)	(n=182)
<i>My school provided students with information about education requirements for certain careers.</i>	Strongly agree	47.2%	44.1%	58.1%	50.0%	35.3%	52.9%	48.9%
	Agree	49.1%	41.2%	37.2%	38.9%	58.8%	47.1%	44.5%
	Disagree	0.0%	11.8%	2.3%	11.1%	5.9%	0.0%	4.4%
	Strongly disagree	3.8%	2.9%	2.3%	0.0%	0.0%	0.0%	2.2%
<i>My school provided students with information about education requirements for certain careers.</i>		(n=52)	(n=35)	(n=42)	(n=18)	(n=17)	(n=18)	(n=182)
	Strongly agree	40.4%	42.9%	59.5%	50.0%	29.4%	50.0%	46.2%
	Agree	46.2%	51.4%	33.3%	44.4%	64.7%	44.4%	45.6%
	Disagree	9.6%	2.9%	4.8%	5.6%	5.9%	5.9%	6.0%
Strongly disagree	3.8%	2.9%	2.4%	0.0%	0.0%	0.0%	2.2%	

Topic	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
<i>My school provided students with information about internships, job shadowing opportunities, or other work-based learning opportunities.</i>		(n=53)	(n=33)	(n=39)	(n=18)	(n=16)	(n=17)	(n=176)
	Strongly agree	35.8%	36.4%	46.2%	44.4%	18.8%	17.6%	35.8%
	Agree	47.2%	48.5%	43.6%	50.0%	75.0%	64.7%	51.1%
	Disagree	15.1%	9.1%	10.3%	5.6%	6.3%	11.8%	10.8%
<i>My school provided students with information about postsecondary education entrance exams.</i>	Strongly disagree	1.9%	6.1%	0.0%	0.0%	0.0%	5.9%	2.3%
		(n=55)	(n=36)	(n=43)	(n=19)	(n=18)	(n=18)	(n=189)
	Strongly agree	47.3%	47.2%	58.1%	57.9%	38.9%	66.7%	51.9%
	Agree	47.3%	36.1%	37.2%	36.8%	55.6%	33.3%	41.3%
<i>My school provided parents with a range of information related to postsecondary education options for their child.</i>	Disagree	0.0%	11.1%	2.3%	5.3%	5.6%	0.0%	3.7%
	Strongly disagree	5.5%	5.6%	2.3%	0.0%	0.0%	0.0%	3.2%
		(n=52)	(n=34)	(n=40)	(n=19)	(n=17)	(n=16)	(n=178)
	Strongly agree	40.4%	35.3%	45.0%	36.8%	23.5%	43.8%	38.8%
<i>My school provided parents with a range of information related to how to pay for postsecondary education</i>	Agree	40.4%	47.1%	50.0%	57.3%	64.7%	50.0%	48.9%
	Disagree	13.5%	11.8%	2.5%	5.3%	11.8%	6.3%	9.0%
	Strongly disagree	5.8%	5.9%	2.5%	0.0%	0.0%	0.0%	3.4%
		(n=53)	(n=32)	(n=39)	(n=19)	(n=16)	(n=15)	(n=174)
<i>My school provided parents with a range of information related to career options for their child.</i>	Strongly agree	37.7%	34.4%	46.2%	36.8%	25.0%	26.7%	36.8%
	Agree	47.2%	50.0%	43.6%	52.6%	62.5%	60.0%	50.0%
	Disagree	9.4%	6.3%	10.3%	10.5%	12.5%	13.3%	9.8%
	Strongly disagree	5.7%	9.4%	0.0%	0.0%	0.0%	0.0%	3.4%
		(n=51)	(n=36)	(n=40)	(n=19)	(n=16)	(n=16)	(n=178)
	Strongly agree	33.3%	30.6%	42.5%	36.8%	18.8%	31.3%	33.7%
	Agree	52.9%	50.0%	55.0%	52.6%	68.8%	56.3%	54.5%
	Disagree	9.8%	13.9%	0.0%	10.5%	12.5%	6.3%	8.4%
Strongly disagree	3.9%	5.6%	2.5%	0.0%	0.0%	6.3%	3.4%	

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Note. All *I don't know/Not applicable* responses are not included in the table or significance testing. An additional 13, 15, 5, 12, 17, 15, 20, 22, 22, 27, 15, 26, 30, and 26 respondents selected *I don't know/Not applicable* for the 14 items in the table, respectively.

Table F.19. Consultation of Postsecondary Education Information Services Prior to COVID-19 by District, Year 2 (2019–20)

	District 1 (n<10)	District 2 (n<10)	District 3 (n<10)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=22)
<i>Last school year (2019–20), before the COVID-19 school closures, did your school have a dedicated space where students and parents could find information or someone to speak to regarding postsecondary education and career readiness?</i>	100.0%	100.0%	100.0%	100.0%	100.0%	80.0%	90.9%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Note. All *I don't know/Not applicable* responses are not included in the table or significance testing. An additional 1 respondent selected *I don't know/Not applicable* for this item. COVID-19 = Coronavirus Disease 2019.

Table F.20. Location of Postsecondary Education Information Consultation Services by District, Year 2 (2019–20)

Where was the space where students and parents could find information or someone to speak to regarding postsecondary education and career readiness?	District 1 (n=0)	District 2 (n<10)	District 3 (n<10)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=19)
<i>In an office</i>	-	66.7%	44.4%	0.0%	50.0%	0.0%	36.8%
<i>In a classroom</i>	-	33.3%	0.0%	0.0%	0.0%	0.0%	5.3%
<i>In the Go Center</i>	-	0.0%	11.1%	0.0%	0.0%	33.3%	10.5%
<i>Other</i>	-	0.0%	44.4%	100.0%	50.0%	66.7%	47.4%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Table F.21. When Students and Parents Can Access the Space That Provides Postsecondary Education and Career Readiness Information, Year 2 (2019–20)

Topic	Response Option	District 1 (n=0)	District 2 (n<10)	District 3 (n<10)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=18)
<i>During regular school hours</i>	Students	-	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	Parents	-	66.7%	87.5%	100.0%	100.0%	66.7%	83.3%
<i>Before school</i>	Students	-	33.3%	87.5%	50.0%	50.0%	100.0%	72.2%
	Parents	-	33.3%	75.0%	0.0%	50.0%	100.0%	61.1%
<i>After school</i>	Students	-	33.3%	87.5%	100.0%	100.0%	100.0%	83.3%
	Parents	-	66.7%	87.5%	100.0%	100.0%	100.0%	88.9%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

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

Table F.22. High School Personnel Perceptions of Non-Profit GEAR UP Advisors by District, Year 2 (2019–20)

The GEAR UP advisors...	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
<i>...provided students at my school with grade-appropriate information.</i>		(n=40)	(n=21)	(n=29)	(n<20)	(n<10)	(n<20)	(n=126)
	Strongly agree	32.5%	38.1%	72.4%	45.5%	22.2%	31.3%	42.9%
	Agree	57.5%	61.9%	20.7%	45.5%	77.8%	62.5%	50.8%
	Disagree	5.0%	0.0%	0.0%	0.0%	0.0%	6.3%	2.4%
	Strongly disagree	5.0%	0.0%	6.9%	9.1%	0.0%	0.0%	4.0%
<i>...supported students in preparing for postsecondary education.</i>		(n=40)	(n=24)	(n=29)	(n<20)	(n<10)	(n<20)	(n=128)
	Strongly agree	40.0%	45.8%	72.4%	40.0%	22.2%	37.5%	46.9%
	Agree	50.0%	50.0%	20.7%	50.0%	77.8%	56.3%	46.1%
	Disagree	5.0%	0.0%	3.4%	0.0%	0.0%	6.3%	3.1%
	Strongly disagree	5.0%	4.2%	3.4%	10.0%	0.0%	0.0%	3.9%
<i>...helped parents/guardians prepare for their child's postsecondary education.</i>		(n=37)	(n=23)	(n=26)	(n<20)	(n<10)	(n<20)	(n=119)
	Strongly agree	27.0%	43.5%	65.4%	33.3%	30.0%	28.6%	39.5%
	Agree	59.5%	47.8%	26.9%	55.6%	40.0%	64.3%	48.7%
	Disagree	8.1%	4.3%	3.8%	0.0%	30.0%	7.1%	7.6%
	Strongly disagree	5.4%	4.3%	3.8%	11.1%	0.0%	0.0%	4.2%
<i>...informed students of their postsecondary education options.</i>		(n=41)	(n=23)	(n=29)	(n<20)	(n<10)	(n<20)	(n=120)
	Strongly agree	31.7%	43.5%	72.4%	60.0%	22.2%	40.0%	45.7%
	Agree	58.5%	52.2%	20.7%	30.0%	66.7%	53.3%	46.5%
	Disagree	4.9%	0.0%	3.4%	0.0%	11.1%	6.7%	3.9%
	Strongly disagree	4.9%	4.3%	3.4%	10.0%	0.0%	0.0%	3.9%
<i>...informed parent awareness of postsecondary education options for their child.</i>		(n=39)	(n=23)	(n=29)	(n<20)	(n<10)	(n<20)	(n=127)
	Strongly agree	31.6%	39.1%	65.4%	33.3%	20.0%	28.6%	39.2%
	Agree	57.9%	52.2%	26.9%	55.6%	70.0%	64.3%	51.7%
	Disagree	5.3%	4.3%	3.8%	0.0%	10.0%	7.1%	5.0%
	Strongly disagree	5.3%	4.3%	3.8%	11.1%	0.0%	0.0%	4.2%
<i>... informed student awareness and understanding of career opportunities.</i>		(n=39)	(n=23)	(n=26)	(n<10)	(n<10)	(n<20)	(n=125)
	Strongly agree	33.3%	47.8%	72.4%	55.6%	33.3%	25.0%	45.6%
	Agree	59.0%	43.5%	20.7%	33.3%	66.7%	68.8%	47.2%
	Disagree	2.6%	4.3%	3.4%	0.0%	0.0%	6.3%	3.2%
	Strongly disagree	5.1%	4.3%	3.4%	11.1%	0.0%	0.0%	4.0%
<i>...helped our school increase the number of opportunities students of all grades have to receive postsecondary education and career advising.</i>		(n=40)	(n=23)	(n=28)	(n<10)	(n<10)	(n<20)	(n=123)
	Strongly agree	32.5%	47.8%	67.9%	55.6%	22.2%	42.9%	45.5%
	Agree	52.5%	43.5%	25.0%	33.3%	66.7%	50.0%	43.9%
	Disagree	10.0%	4.3%	7.1%	0.0%	11.1%	7.1%	7.3%
	Strongly disagree	5.0%	4.3%	0.0%	11.1%	0.0%	0.0%	3.3%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Note. All I don't know/Not applicable responses are not included in the table or significance testing. An additional 24, 23, 32, 23, 31, 26, and 28 respondents selected I don't know/Not applicable for the 7 items in the table, respectively. GEAR UP = Gaining Early Access to Undergraduate Programs.

Table F.23. Engagement in Postsecondary Advising of Middle School Counselors by District, Year 2 (2019–20)

	District 1 (n<10)	District 2 (n<10)	District 3 (n<10)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n<10)
<i>Did you provide one-on-one postsecondary education/career advising to students and/or parents/guardians last school year (2019–20)?</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Table F.24. Topics Addressed With Students and/or Parents During One-on-One Advising Sessions With Middle School Counselors by District, Year 2 (2019–20)

Topic	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
<i>Texas OnCourse College and Career Readiness curriculum</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Students	100.0%	0.0%	50.0%	100.0%	0.0%	100.0%	66.7%
	Parents	100.0	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%
<i>Postsecondary education options</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Students	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	Parents	100.0	0.0%	100.0%	100.0%	0.0%	100.0%	83.3%
<i>Financial aid in general</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Students	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	Parents	100.0%	0.0%	50.0%	0.0%	100.0%	100.0%	57.1%
<i>FAFSA and/or TASFA</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Students	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	85.7%
	Parents	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%	42.9%
<i>Pell Grants</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Students	0.0%	100.0%	50.0%	100.0%	100.0%	100.0%	71.4%
	Parents	0.0%	0.0%	50.0%	0.0%	100.0%	100.0%	42.9%
<i>Endorsements and Distinguished Level of Achievement</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Students	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	Parents	0.0%	0.0%	50.0%	0.0%	100.0%	100.0%	42.9%
<i>High school course sequencing and Personal Graduation Plans</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Students	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	Parents	100.0%	0.0%	0.0%	0.0%	100.0%	100.0%	57.1%
<i>PSAT or ACT Aspire</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Students	0.0%	0.0%	50.0%	100.0%	100.0%	100.0%	57.1%
	Parents	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%	71.4%
<i>Algebra I</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Students	100.0%	0.0%	50.0%	100.0%	100.0%	100.0%	71.4%
	Parents	100.0%	0.0%	50.0%	0.0%	100.0%	100.0%	57.1%
<i>Tutoring</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Students	100.0%	0.0%	100.0%	100.0%	100.0%	100.0%	85.7%
	Parents	100.0%	0.0%	50.0%	100.0%	100.0%	0.0%	57.1%
<i>Advanced courses</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Students	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%	71.4%
	Parents	100.0%	0.0%	50.0%	100.0%	0.0%	0.0%	42.9%
<i>Postsecondary education research</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Students	100.0%	0.0%	50.0%	100.0%	100.0%	100.0%	71.4%
	Parents	0.0%	0.0%	50.0%	100.0%	0.0%	0.0%	28.6%
<i>Career exploration</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Students	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	Parents	0.0%	0.0%	50.0%	100.0%	100.0%	0.0%	42.9%
<i>Available resources or trusted sources for postsecondary education and career information</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Students	100.0%	0.0%	50.0%	100.0%	0.0%	100.0%	57.1%
	Parents	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	14.3%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. FAFSA = Free Application for Federal Student Aid. TASFA = Texas Application for State Financial Aid. PSAT = Preliminary SAT.

Table F.25. Middle School Counselor Postsecondary Advising Satisfaction by District, Year 2 (2019–20)

	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
<i>I was satisfied, overall, with students' level of engagement in individualized postsecondary education and career advising sessions.</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Strongly agree	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	14.3%
	Agree	100.0%	100.0%	50.0%	100.0%	100.0%	0.0%	71.4%
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	14.3%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>I was satisfied, overall, with parents' level of engagement in individualized postsecondary education and career advising sessions.*</i>		(n<10)	(n=0)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Strongly agree	0.0%	-	50.0%	0.0%	0.0%	0.0%	16.7%
	Agree	0.0%	-	50.0%	100.0%	100.0%	0.0%	50.0%
	Disagree	100.0%	-	0.0%	0.0%	0.0%	100.0%	33.3%
	Strongly disagree	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Students appeared to be satisfied with the information provided to them at their individualized postsecondary education and career advising session.</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Strongly agree	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	28.6%
	Agree	0.0%	100.0%	50.0%	100.0%	100.0%	0.0%	57.1%
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	14.3%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Parents appeared to be satisfied with the information provided to them at their individualized postsecondary education and career advising session.*</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n=0)	(n<10)	(n<10)
	Strongly agree	100.0%	0.0%	0.0%	0.0%	-	0.0%	16.7%
	Agree	0.0%	0.0%	100.0%	100.0%	-	100.0%	66.7%
	Disagree	0.0%	100.0%	0.0%	0.0%	-	0.0%	16.7%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%
<i>I was able to answer all of the questions that students asked at their individualized postsecondary education and career advising session.</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Strongly agree	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	28.6%
	Agree	0.0%	100.0%	100.0%	100.0%	100.0%	0.0%	71.4%
	Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>I was able to answer all of the questions that parents asked at their individualized postsecondary education and career advising session.*</i>		(n<10)	(n=0)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Strongly agree	100.0%	-	0.0%	0.0%	0.0%	100.0%	33.3%
	Agree	0.0%	-	100.0%	100.0%	100.0%	0.0%	66.7%
	Disagree	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%
	Strongly disagree	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%
<i>I was provided with adequate guidance and support on how to successfully conduct these sessions.</i>		(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)	(n<10)
	Strongly agree	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	14.3%
	Agree	0.0%	0.0%	100.0%	100.0%	100.0%	0.0%	57.1%
	Disagree	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	28.6%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Note. All *I don't know/Not applicable* responses are not included in the table or significance testing.

*An additional <5, <5, and <5 respondents selected *I don't know/Not applicable* for the 3 items in the table, respectively.

Table F.26. Perceptions of Grade 8 Students in Algebra I by Position, Year 2 (2019–20)

Topic	Response Option	Administrators	Counselor/ Student Services Personnel	Teacher/ Instructional Support Personnel	Overall
<i>The Grade 8 students who took Algebra I at my school last year were academically ready for the course.</i>		(n<10)	(n<10)	(n<10)	(n=19)
	Strongly agree	0.0%	40.0%	12.5%	15.8%
	Agree	66.7%	20.0%	50.0%	47.4%
	Disagree	33.3%	40.0%	25.0%	31.6%
<i>The Grade 8 students who took Algebra I at my school last year seemed more prepared than those taking it the year before.</i>		(n<10)	(n<10)	(n<10)	(n=18)
	Strongly agree	25.0%	16.7%	0.0%	11.1%
	Agree	0.0%	16.7%	37.5%	22.2%
	Disagree	50.0%	66.7%	50.0%	55.6%
<i>Last year, I noticed that more Grade 8 students were interested in taking Algebra I compared to previous years.</i>		(n<10)	(n<10)	(n<10)	(n=18)
	Strongly agree	25.0%	0.0%	0.0%	5.6%
	Agree	0.0%	50.0%	75.0%	50.0%
	Disagree	50.0%	50.0%	12.5%	33.3%
<i>Last year, I wanted more support on strategies for helping Grade 8 students to succeed in Algebra I.</i>		(n<10)	(n<10)	(n<10)	(n=19)
	Strongly agree	50.0%	20.0%	0.0%	13.3%
	Agree	0.0%	40.0%	25.0%	26.7%
	Disagree	50.0%	40.0%	75.0%	60.0%
<i>Offering Algebra I last year was challenging due to limited openings in the master schedule to offer the course this year.</i>		(n<10)	(n<10)	(n<10)	(n=19)
	Strongly agree	0.0%	33.3%	14.3%	0.0%
	Agree	33.3%	50.0%	71.4%	15.8%
	Disagree	66.7%	16.7%	14.3%	52.6%
<i>Offering Algebra I last year was challenging due to a lack of qualified teachers to teach the course.</i>		(n<10)	(n<10)	(n<10)	(n=19)
	Strongly agree	0.0%	16.7%	0.0%	5.0%
	Agree	0.0%	16.7%	12.5%	10.0%
	Disagree	33.3%	66.7%	62.5%	55.0%
<i>Our school did not experience challenges in offering Algebra I last school year.</i>		(n<10)	(n<10)	(n<10)	(n=18)
	Strongly agree	0.0%	40.0%	0.0%	10.5%
	Agree	33.3%	20.0%	75.0%	47.4%
	Disagree	33.3%	20.0%	25.0%	26.3%
	Strongly disagree	33.3%	20.0%	0.0%	15.8%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Note. All *I don't know/Not applicable* responses are not included in the table or significance testing. An additional <10, <10, <10, <10, <10, <10, and <10 respondents selected *I don't know/Not applicable* for the 13 items in the table, respectively.

Table F.27. Agreement Level of Personnel Regarding the Dissemination of Postsecondary Education Information to Students by Grade Level, Year 2 (2019–20)

Topic	Response Option	Middle School Personnel (Grades 7–8)	High School Personnel (Grades 9–12)	Middle and High School Personnel (Grades 7–12)	Overall
<i>I regularly provided students with information about postsecondary education.</i>		(n=49)	(n=131)	(n=11)	(n=191)
	Strongly agree	32.7%	45.8%	45.5%	42.4%
	Agree	55.1%	46.6%	45.5%	48.7%
	Disagree	10.2%	5.3%	0.0%	6.3%
<i>I regularly provided students with information about career options.</i>	Strongly disagree	2.0%	2.3%	9.1%	2.6%
		(n=49)	(n=130)	(n=10)	(n=189)
	Strongly agree	22.4%	44.6%	10.0%	3.0%
	Agree	63.3%	44.6%	90.0%	51.9%
<i>My school provided students with information about how to academically prepare for postsecondary education.</i>	Disagree	12.2%	7.7%	0.0%	8.5%
	Strongly disagree	2.0%	3.1%	0.0%	2.6%
		(n=52)	(n=135)	n=12)	(n=199)
	Strongly agree	28.8%	54.1%	50.0%	47.2%
<i>My school provided students with information about high school graduation requirements.</i>	Agree	61.5%	39.3%	50.0%	45.7%
	Disagree	3.8%	4.4%	0.0%	4.0%
	Strongly disagree	5.8%	2.2%	0.0%	3.0%
		(n=48)	(n=132)	(n=12)	(n=192)
<i>My school provided students with information about creating a Personal Graduation Plan.</i>	Strongly agree	37.5%	65.2%	58.3%	57.8%
	Agree	60.4%	29.5%	41.7%	38.0%
	Disagree	0.0%	2.3%	0.0%	1.6%
	Strongly disagree	2.1%	3.0%	0.0%	2.6%
<i>My school provided students with information about opportunities to earn dual credit.</i>		(n=44)	(n=132)	(n=11)	(n=187)
	Strongly agree	34.1%	53.0%	27.3%	47.1%
	Agree	61.4%	40.2%	72.7%	47.1%
	Disagree	2.3%	4.5%	0.0%	3.7%
<i>My school provided students with information about the postsecondary education application process.</i>	Strongly disagree	2.3%	2.3%	0.0%	2.1%
		(n=46)	(n=132)	(n=11)	(n=189)
	Strongly agree	32.6%	62.9%	81.8%	56.6%
	Agree	60.9%	33.3%	18.2%	39.2%
<i>My school provided students with information about paying for postsecondary education</i>	Disagree	2.2%	1.5%	0.0%	1.6%
	Strongly disagree	4.3%	2.3%	0.0%	2.6%
		(n=42)	(n=132)	(n=10)	(n=184)
	Strongly agree	26.2%	56.8%	40.0%	48.9%
<i>My school provided students with information about education requirements for certain careers.</i>	Agree	61.9%	39.4%	60.0%	45.7%
	Disagree	9.5%	1.5%	0.0%	3.3%
	Strongly disagree	2.4%	2.3%	0.0%	2.2%
		(n=40)	(n=130)	(n=12)	(n=182)
<i>My school provided students with information about internships, job shadowing opportunities, or other work-based learning opportunities.</i>	Strongly agree	22.5%	57.7%	41.7%	48.9%
	Agree	60.0%	39.2%	50.0%	44.5%
	Disagree	15.0%	0.8%	8.3%	4.4%
	Strongly disagree	2.5%	2.3%	0.0%	2.2%
<i>My school provided students with information about dissemination of information regarding education requirements for certain careers.</i>		(n=44)	(n=127)	(n=11)	(n=182)
	Strongly agree	27.3%	54.3%	27.3%	2.2%
	Agree	65.9%	37.0%	63.6%	6.0%
	Disagree	2.3%	7.1%	9.1%	45.6%
<i>My school provided students with information about dissemination of information regarding education requirements for certain careers.</i>	Strongly disagree	4.5%	1.6%	0.0%	46.2%
		(n=40)	(n=125)	(n=11)	(n=176)
	Strongly agree	22.5%	40.8%	27.3%	35.8%
	Agree	60.0%	47.2%	63.6%	51.1%
<i>My school provided students with information about dissemination of information regarding education requirements for certain careers.</i>	Disagree	15.0%	9.6%	9.1%	10.8%
	Strongly disagree	2.5%	2.4%	0.0%	2.3%
		(n=43)	(n=134)	(n=12)	(n=189)
	Strongly agree	27.9%	60.4%	41.7%	3.2%

Topic	Response Option	Middle School Personnel (Grades 7–8)	High School Personnel (Grades 9–12)	Middle and High School Personnel (Grades 7–12)	Overall
<i>about postsecondary education entrance exams.</i>	Agree	55.8%	35.8%	50.0%	3.7%
	Disagree	9.3%	1.5%	8.3%	41.3%
	Strongly disagree	7.0%	2.2%	0.0%	51.9%
<i>My school provided parents with a range of information related to postsecondary education options for their child.</i>		(n=41)	(n=126)	(n=11)	(n=178)
	Strongly agree	29.3%	42.9%	27.3%	38.8%
	Agree	56.1%	45.2%	63.6%	48.9%
	Disagree	9.8%	8.7%	9.1%	9.0%
	Strongly disagree	4.9%	3.2%	0.0%	3.4%
<i>My school provided parents with a range of information related to how to pay for postsecondary education.</i>		(n=37)	(n=126)	(n=11)	(n=174)
	Strongly agree	24.3%	40.5%	36.4%	36.8%
	Agree	54.1%	48.4%	54.5%	50.0%
	Disagree	16.2%	7.9%	9.1%	9.8%
	Strongly disagree	5.4%	3.2%	0.0%	3.4%
<i>My school provided parents with a range of information related to career options for their child.</i>		(n=42)	(n=125)	(n=11)	(n=178)
	Strongly agree	23.8%	38.4%	18.2%	33.7%
	Agree	64.3%	51.2%	54.5%	54.5%
	Disagree	7.1%	7.2%	27.3%	8.4%
	Strongly disagree	4.8%	3.2%	0.0%	3.4%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Note. All *I don't know/Not applicable* responses are not included in the table or significance testing. An additional 13, 15, 5, 12, 17, 15, 20, 22, 22, 27, 15, 26, 30, and 26 respondents selected *I don't know/Not applicable* for the 14 items in the table, respectively.

Table F.28. Agreement Level Regarding GEAR UP Advisor Roles by High School Personnel Role, Year 2 (2019–20)

The GEAR UP advisors...	Response Option	Administrator (n=10)	Counselor/ Student Services Personnel (n=11)	Teacher/ Instructional Support Personnel (n=105)	Overall (n=126)
<i>...provided students at my school with grade-appropriate information.</i>	Strongly agree	60.0%	27.3%	42.9%	42.9%
	Agree	30.0%	63.6%	51.4%	50.8%
	Disagree	10.0%	0.0%	1.9%	2.4%
	Strongly disagree	0.0%	9.1%	3.8%	4.0%
<i>...supported students in preparing for postsecondary education.</i>	Strongly agree	60.0%	41.7%	46.2%	46.9%
	Agree	30.0%	50.0%	47.2%	46.1%
	Disagree	10.0%	0.0%	2.8%	3.1%
	Strongly disagree	0.0%	8.3%	3.8%	3.9%
<i>...helped parents/guardians prepare for their child's postsecondary education.</i>	Strongly agree	60.0%	20.0%	39.4%	39.5%
	Agree	20.0%	70.0%	49.5%	48.7%
	Disagree	20.0%	0.0%	7.1%	7.6%
	Strongly disagree	0.0%	10.0%	4.0%	4.2%
<i>...informed students of their postsecondary education options.</i>	Strongly agree	60.0%	45.5%	44.3%	45.7%
	Agree	30.0%	45.5%	48.1%	46.5%
	Disagree	10.0%	0.0%	3.8%	3.9%
	Strongly disagree	0.0%	9.1%	3.8%	3.9%
<i>...informed parent awareness of postsecondary education options for their child.</i>	Strongly agree	60.0%	36.4%	37.4%	39.2%
	Agree	30.0%	54.5%	53.5%	51.7%
	Disagree	10.0%	0.0%	5.1%	5.0%
	Strongly disagree	0.0%	9.1%	4.0%	4.2%
<i>... informed student awareness and understanding of career opportunities.</i>	Strongly agree	50.0%	33.3%	46.6%	45.6%
	Agree	40.0%	58.3%	46.6%	47.2%
	Disagree	10.0%	0.0%	2.9%	3.2%
	Strongly disagree	0.0%	8.3%	3.9%	4.0%
<i>...helped our school increase the number of opportunities students of all grades have to receive postsecondary education and career advising.</i>	Strongly agree	80.0%	27.3%	44.1%	45.5%
	Agree	10.0%	63.6%	45.1%	43.9%
	Disagree	10.0%	0.0%	7.8%	7.3%
	Strongly disagree	0.0%	9.1%	2.9%	3.3%

Source. Year 2 Texas GEAR UP: Beyond Grad Personnel Survey administered in spring and fall 2020.

Note. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of respondents who selected *I don't know/Not applicable* for each item listed was 24, 23, 32, 23, 31, 26, and 28 for the 7 items in the table, respectively. GEAR UP = Gaining Early Access to Undergraduate Programs.

APPENDIX G: Scaling Survey for Districts Analyses

Technical Detail

Table G.1. Scaling Survey for Districts Survey Respondent Primary Position, Year 2 (2019–20)

Position	(n<10)
Counselor	40.0%
Teacher	60.0%

Source. Year 2 Texas GEAR UP: Beyond Grad Scaling Survey for Districts administered in spring and fall 2020.

Table G.2. Respondent Feedback Regarding Texas OnCourse College and Career Readiness Curriculum, Year 2 (2019–20)

	n	Strongly agree	Agree	Disagree	Strongly disagree
<i>Students were engaged in the course.</i>	<10	0.0%	100.0%	0.0%	0.0%
<i>The course provided students with relevant information on how to select an endorsement.</i>	<10	40.0%	60.0%	0.0%	0.0%
<i>The course provided grade-appropriate information.</i>	<10	0.0%	60.0%	40.0%	0.0%
<i>The level of difficulty of the materials in the course was grade-appropriate.</i>	<10	0.0%	60.0%	40.0%	0.0%
<i>The course provided opportunities for students to learn about a variety of career options related to their interests.</i>	<10	0.0%	100.0%	0.0%	0.0%

Source. Year 2 Texas GEAR UP: Beyond Grad Scaling Survey for Districts administered in spring and fall 2020.

Table G.3. Respondent Feedback Regarding Texas OnCourse College and Career Readiness Curriculum, Year 2 (2019–20)

	n	Mean
<i>Students were engaged in the course.</i>	<10	3.00
<i>The course provided students with relevant information on how to select an endorsement.</i>	<10	3.40
<i>The course provided grade-appropriate information.</i>	<10	2.80
<i>The level of difficulty of the materials in the course was grade-appropriate.</i>	<10	2.60
<i>The course provided opportunities for students to learn about a variety of career options related to their interests.</i>	<10	3.60

Source. Year 2 Texas GEAR UP: Beyond Grad Scaling Survey for Districts administered in spring and fall 2020.

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

Table G.4. Respondent Satisfaction with Texas OnCourse College and Career Readiness Training, Year 2 (2019–20)

	n	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
<i>Level of satisfaction with training offered</i>	<10	0.0%	100.0%	0.0%	0.0%
<i>Level of satisfaction with student resources</i>	<10	0.0%	100.0%	0.0%	0.0%
<i>Level of satisfaction with instructor resources</i>	<10	0.0%	100.0%	0.0%	0.0%

Source. Year 2 Texas GEAR UP: Beyond Grad Scaling Survey for Districts administered in spring and fall 2020.

Table G.5. Respondent Satisfaction with Texas OnCourse College and Career Readiness Training, Year 2 (2019–20)

	<i>n</i>	Mean
<i>Level of satisfaction with training offered</i>	<10	3.00
<i>Level of satisfaction with student resources</i>	<10	3.00
<i>Level of satisfaction with instructor resources</i>	<10	3.00

Source. Year 2 Texas GEAR UP: Beyond Grad Scaling Survey for Districts administered in spring and fall 2020.

Note. Scale used to determine mean rating: 1 – *Very Dissatisfied*, 2 – *Dissatisfied*, 3 – *Satisfied*, 4 – *Very Satisfied*.

Table G.6. Percentage of Respondents Who Reported They Plan to Continue Texas OnCourse College and Career Readiness, Year 2 (2019–20)

Response	(<i>n</i> <10)
Yes	100.0%
No	0.0%

Source. Year 2 Texas GEAR UP: Beyond Grad Scaling Survey for Districts administered in spring and fall 2020.