

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

Submitted on:

April 2021



COPYRIGHT NOTICE

The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions:

- 1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA;
- 2) residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA;
- 3) any portion reproduced must be reproduced in its entirety and remain unedited, unaltered, and unchanged in any way; and
- 4) no monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are **not** Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located **outside the state of Texas** *MUST* obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

For information contact: Copyrights Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701-1494; phone 512-463-9041; email: copyrights@tea.texas.gov.

State of Texas Assessments of Academic Readiness® (STAAR®) is a registered trademark of TEA. Other product and company names mentioned in this report may be the trademarks of their respective owners.



Table of Contents

Table of Contents	iv
Tables	vii
Figures	xii
Acronyms and Abbreviations	xiv
Executive Summary	xv
Program Overview	xv
Evaluation of Texas GEAR UP: Beyond Grad	xvi
Key Findings: Program Year 1	xvi
Key Findings: Program Year 2	xvii
Promising Practices	xviii
Recommendations	xix
1. Introduction	1
1.1. The Texas GEAR UP: Beyond Grad Program	1
1.2. Evaluating GEAR UP and Purpose of this Report.....	3
2. Grant Start-Up and Initial Implementation	5
2.1. Planning and Grant Implementation in Year 1.....	5
2.2. Assessing Needs.....	6
2.3. Summary	6
3. Academic Initiatives	8
3.1. Timely Participation in Algebra I.....	8
3.2. Advanced Coursework and Opportunities to Earn College Credit.....	11
3.2.1. Advanced Placement, Honors, and International Baccalaureate Courses	11
3.2.2. Dual Credit Courses	12
3.3. Targeted Tutoring	14
3.4. Preparation for College Entrance Examinations.....	15
3.5. Summary	19
4. College and Career Advising and Exploration Initiatives	20
4.1. College and Career Advising.....	20
4.1.1. College and Career Readiness Advising Models.....	23
4.1.2. Creating a Dedicated Physical Space for Advising.....	26
4.1.3. Individualized Advising Services for Students and Parents	27
4.2. Texas OnCourse College and Career Readiness Curriculum.....	37
4.3. Personal Graduation Plan Development	39
4.4. High School Tours	41
4.5. College Visits.....	41
4.6. College and Career Fairs .	



Tables

Table 1.1. Texas Districts and Schools Participating in GEAR UP	2
Table B.1. GEAR UP: Beyond Grad Evaluation Questions	B-3
Table D.1. Grade by District, Year 2 (2019–20).....	D-1
Table D.2. Postsecondary Education Levels of Agreement by District, Grades 8–12, Year 2 (2019–20).....	D-2
Table D.3. Mean Level of Agreement to Postsecondary Education Items by District, Grades 8– 12, Year 2 (2019–20)	D-4
Table D.4. Composite Score Agreement Level Regarding to Postsecondary Education Items by District, Grades 7–	



Table D.22. Work-Based Learning Participation by District, Grades 8–12, Year 2 (2019–20) D-14

Table D.23. Type of Information Learned About on Work-Based Learning Activity, Grades 8–12, Year 2 (2019–20) D-14

Table D.24. Work-Based Learning Activity Satisfaction Levels by District, Grades 8–12, Year 2 (2019–20)..... D-15

Table D.25. Mean Satisfaction Levels by District, Grades 8–12, Year 2 (2019–20)..... D-15

Table D.23. Type of Information Learned About on Work-Based Learning Activity, Grades 8–12, Year 2 (2019–20) D-14



Table D.46. Mean Level of Satisfaction with the Virtual or Online Advising Tool, Grades 9–12, Year 2 (2019–20) D-24

Table D.47. PSAT or ACT Aspire Test Prep Completion by District, Grade 10, Year 2 (2019–20) D-25

Table D.48. SAT or ACT Test Prep Completion by District, Grades 11 and 12, Year 2 (2019–20) D-25

Table D.49. SAT or ACT Test Prep Completion by Grade, Grades 11 and 12, Year 2 (2019–20) D-25

Table D.50. SAT or ACT Test Prep Completion by District, Grades 10, 11 and 12, Year 2 (2019–20)..... D-26

Table E.1. Respondents by Grade and District, Year 2 (2019–20)..... E-1

Table E.2. Number of Children in Grades 7–12 in District, Year 2 (2019–20) E-1

Table E.3. Parent Awareness of Postsecondary Education and Career Topics and Information by District, Grades 8–12, Year 2 (2019–20) E-2

Table E.4. Parent Mean Awareness of Postsecondary Education and Career Topics and Information by District, Grades 8–12, Year 2 (2019–20) E-4

Table E.5. Composite College and Career Readiness Scores by Grade, by District, Year 2 (2019–20)..... E-5

Table E.6. Sources of Information That Class of 2024 Parents Reported Helped Them Learn About Education Topics by District, Year 2 (2019–20) E-6

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 [



Figures

Figure 3.1. Personnel Agreement Regarding Algebra I Statements Last School Year by Position, Year 2 (2019–20) 9

Figure 3.2. Class of 2024 Student Agreement Regarding Algebra I Statements, Year 2 (2019–20)..... 10

Figure 3.3. Parent Sources of Information for Dual Credit Opportunities, Year 2 (2019–20)..... 12

Figure 3.4. Parent Awareness of Dual Credit Opportunities by Cohort, Year 2 (2019–20)..... 13

Figure 3.5. Class of 2024 Tutoring Participation Across Course Subjects by Tutoring Type, Year 2 (2019–20)..... 15

Figure 3.6. Student Agreement Regarding Knowledge of Test Preparation Resource Items by Cohort, Grades 8–12, Year 2 (2019–20) 17

Figure 3.7. Parent Awareness of College Entrance Exams by Grade, Year 2 (2019–20) 18

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

.4Year 2 (215215 BDC /TT0 10.98 Tf-467.58 -14.58 Td(Fi)-2.004 (gur)-1.995 (e 4)-2.004



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



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



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 for the 2014-15 school year. The Texas State Board of Education (TSBES) also reported that the state's graduation rate for students who are high-achievers (95 percent) increased from 68.6 percent in 2010 to 74.4 percent in 2014.



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.



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 scho(h A (n)3.a3.p-2.9904 (di)a



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->





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





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



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



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



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)



Figure 3.2.



3.2. Advanced Coursework and Opportunities to Earn College Credit

To better prepare students for postsecondary



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



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



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



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 (65.32%) of Grade 12 students reported completing preparation for the PSAT or ACT Aspire (Table D.47, Appendix D).



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.



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



4. College and Career Advising and Exploration Initiatives

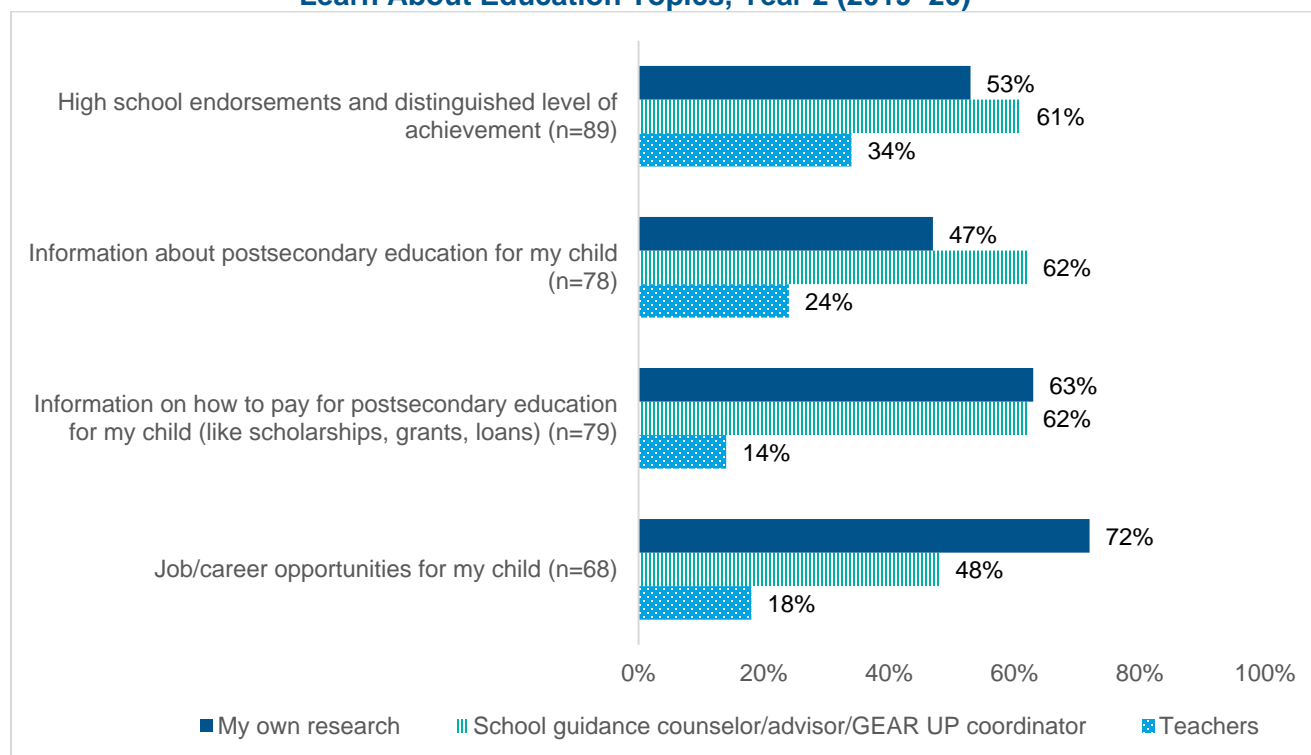
Participating districts reported implementing several college and career advising and exploration initiatives in Year 2, including advising, a new college and career course curriculum for middle







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



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



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



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 that the dedicated advising space was available to



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 s ante505 (vi552 (one)1.33 (-)JTJ0.01 (ssed)i po)- 004o tdi(224 Tc 29.-11-4 sobodi(2)-3.99(quude)-2.996 ched and



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



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-one



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.



the class of 2024 parent respondents reprtq bc



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.

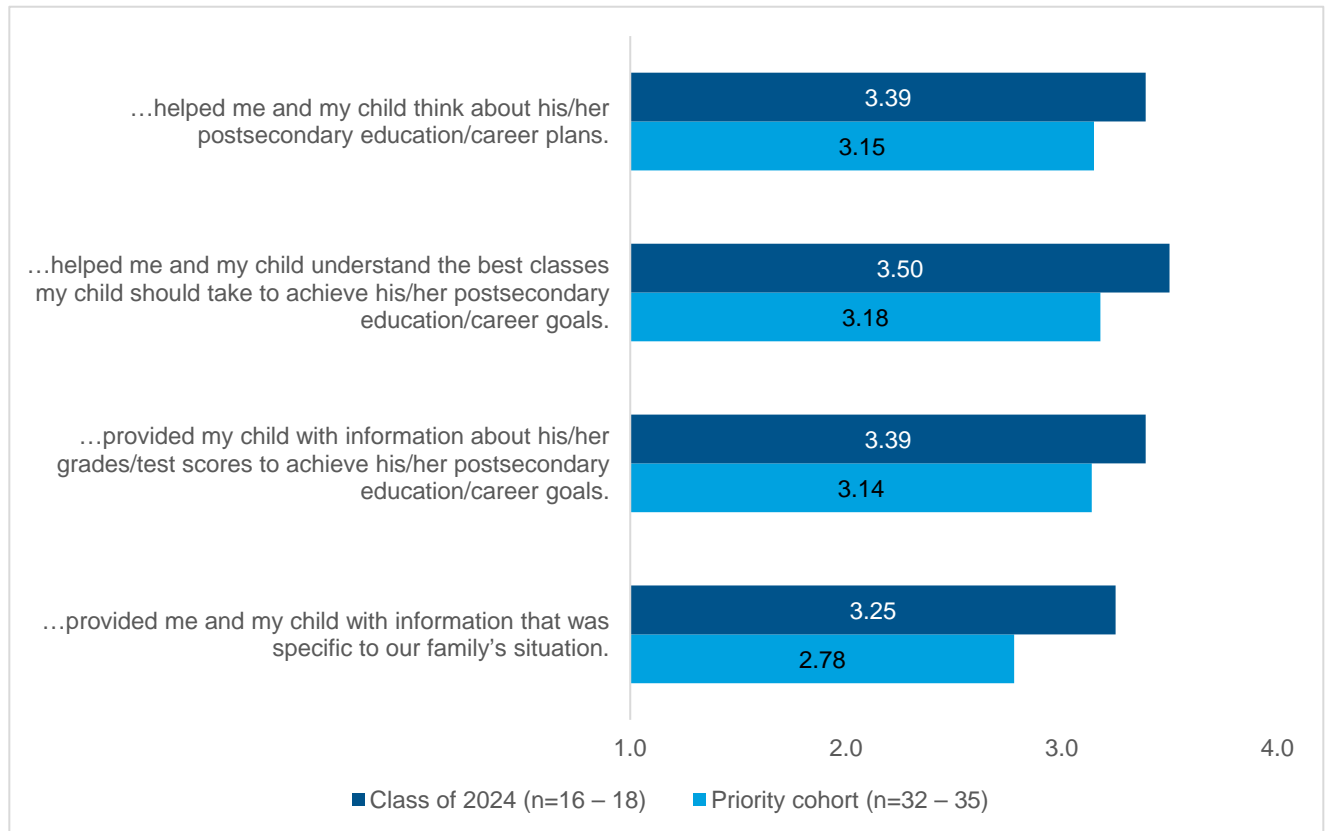
Of the parents who reported participating in one-on-one advising, there was variation in parents' satisfaction level across cohorts and grade levels. Overall, class of 2024 parents who reported participating in individual advising reported being *Satisfied* (a mean score of 3.19 on a scale of 1–4 with 3 representing *Satisfied* and 4 representing *Strongly Satisfied*). The priority cohort



Figure 4.13. Parent Satisfaction Level



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

paraptsc inn tom



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



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



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





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 a



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



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

with top in in District 6 (an 83.692 (par)-2.20151 Tc 208.58 10Td [(Grade), 5 eer 6 (in)-2.)0151 T.58 46n44.nd)TjTc [(Tc 42.78 Oste6and



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



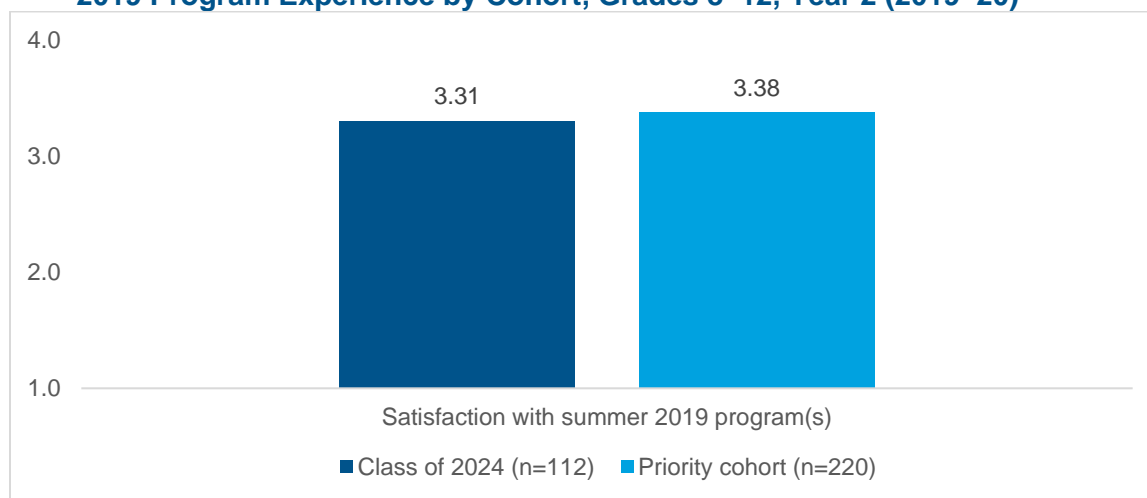
Figure 4.21. Percentage of Students Selecting Reasons For Not Participating in a Summer 2019 Program by Cohort, Grades 8–12, Year 2 (2019–20)*

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

Note.



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.





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 s 3s1nN2.0e37 ()JTJ0.015102.14



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



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



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



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.









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



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



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).

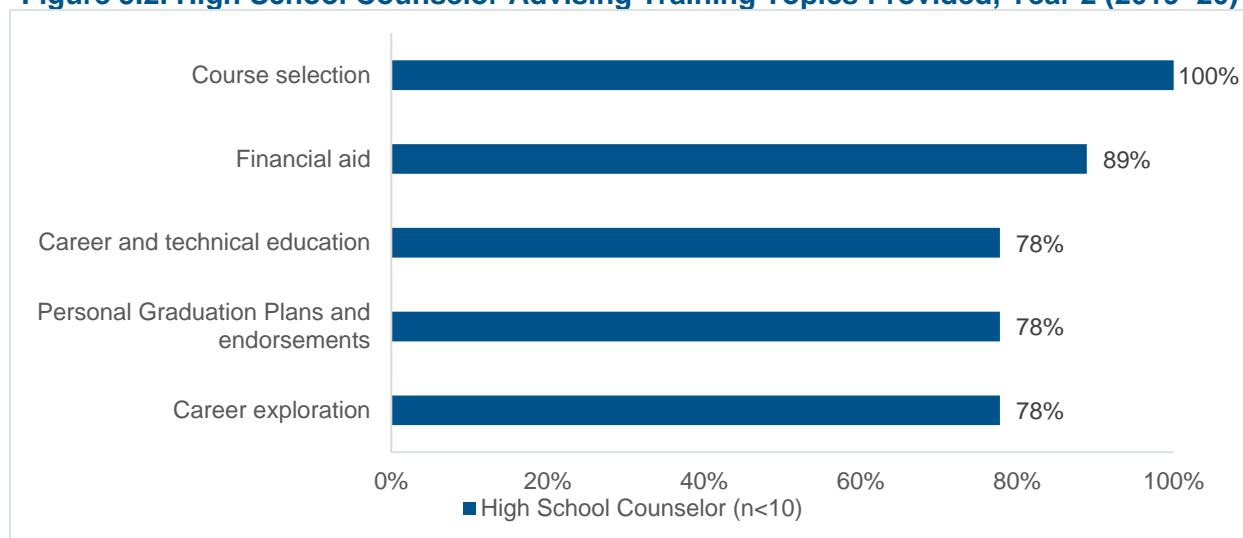
The coaching/mentoring sessions addressed a range of topics; according to personnel survey respondents, the most popular topics were student engagement, academic supports for students, and advanced instructional strategies, with 76%, 64%, and 52% of personnel reporting discussing



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.

et 5.095 (ab(1))-5)-2.004at mid hsiod a TJ/C21 e7 (s-5 (r)6.00of h6 (-)-2.004 (er 56.084 ()atiata TJ/C21on,20)-2.996 with TJ/C21-



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



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



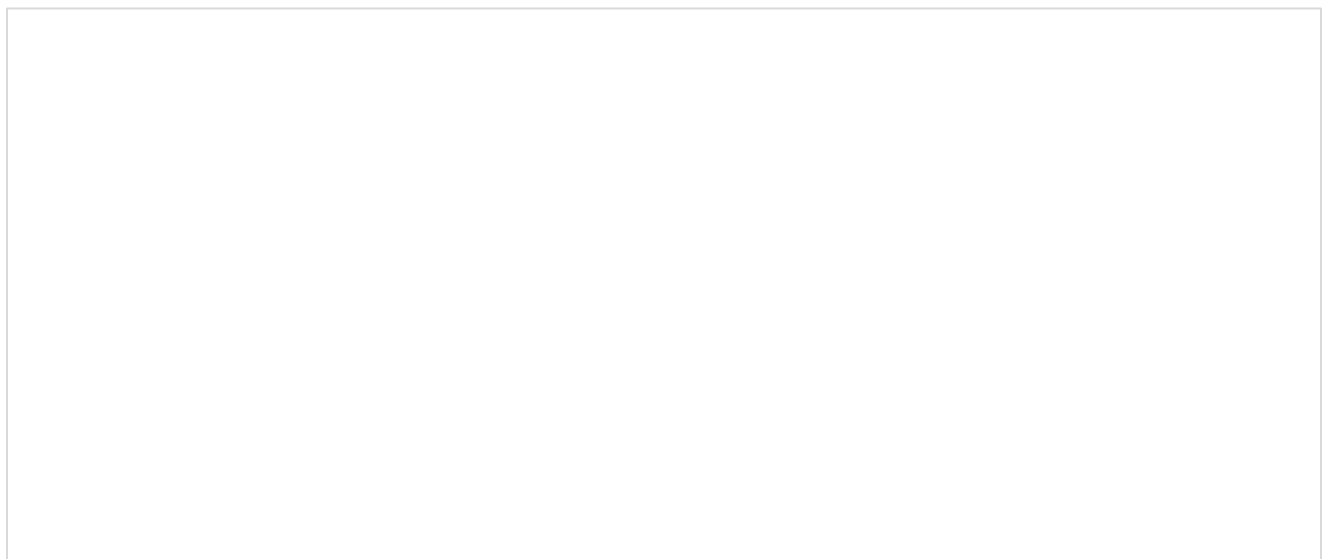
districts to reflect on how to best prepare all students in the district for postsecondary education and careers, even in middle school. Specific services and activities that site visit participants commented that they would like to or plan to sustain included one-on-



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*. / don’t know/Not applicable responses are not included in the table or significance testing.

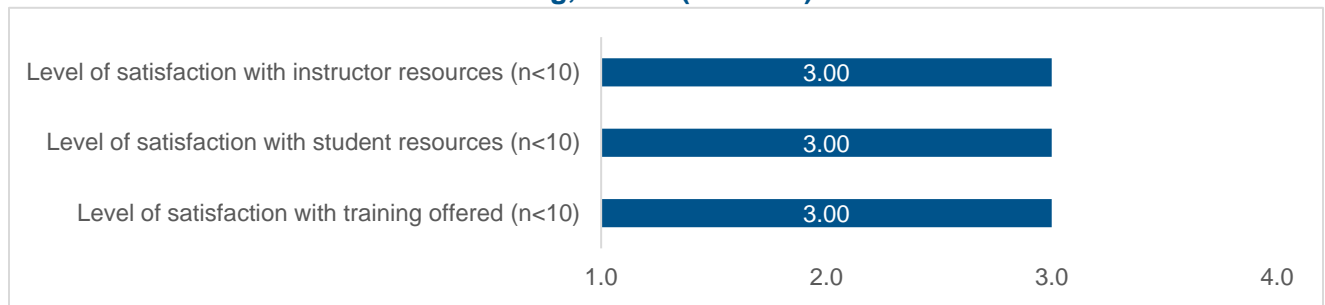
Respondents were also asked to provide feedback on their level of satisfaction with the course and training on a four-point scale from *Strongly Dissatisfied* (1) to

4 (e mean)-2.996 (s)-2.004 (ati)-2.996 (sf)-2.004 (ac)-2.996 (tio)-2.996 (n ra)-3.005 (t)5 (i)3.005 (ngs)-4.007 (for)-1.995

level of difficulty of the materials in the course was grade-appropriate. (n=10) The course provided grade-appropriate information. (n<10) The course provided



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 c (na.)-252tbeassg4.998 (s)-eseivi



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

simpletext (05) (0921) (005) (027) (055) (4-8) (3295) (a) 20170 (stovn-3.005 998-1.99585 18 (004 167.36 4991



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).

and t i96 vidua13, t t(Fi)-2.00sd foss oudewwer
prin24 2.23sd th
p(n(ta)-2.00.96) of 2024. 29610642(1.0)-tu21



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



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.

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 curriculumcoili 5 nprplimprbea6-10095 (n 2)-2.004(ns)- pmakehiyee

OnCourse c.TD-2-996 (Tir)2.996 (yigh s)-2.9nft (e (eiat)J-390.ei)6stase (ei)6.6s5 ((ed5 (ei)658 TD[TD-1cu



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 a hn, cTXOC004 0uo 4 (uat).6 (68n-3.3.00h ng.005.99(cally)-3.99 (si)-3gh Body <</MC4 (or)7.



Incorporate 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



REFERENCES

- Aikens, N. L., & Barbarin, O. (2008). Socioeconomic differences in reading trajectories: The contribution of family, neighborhood, and school contexts. *Journal of Educational Psychology, 100*(2), 235–251. <https://doi.apa.org/doiLanding?doi=10.1037%2F0022-0663.100.2.235>
- Brown, M. G., Wohn, D. Y., & Ellison, N. (2016). Without a map: College access and the online practices of youth from low-income communities. *Computers & Education, 92*, 104-116. doi:10.1016/j.compedu.2015.10.001
- Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2006). Teacher-student matching and the assessment of teacher effectiveness. *The Journal of Human Resources, 41*, 778–820. doi:10.3368/jhr.XLI.4.778
- Creswell, J., & Plano Clark, V. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Gimbert, B., Bol, L., & Wallace, D. (2007). The influence of teacher preparation on student achievement and the application of national standards by teachers of mathematics in urban secondary schools. *Education and Urban Society, 40*(1), 91–117. doi:10.1177/0013124507303993
- National Center for Education Statistics. (2017). Percentage of recent high school completers enrolled in college, by income level: 1975 through 2016. Retrieved June 15, 2019, from



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 thiddl



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 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



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.

	Inputs		Outputs		
	Resources	Participants & Activities	Middle School	High School	Postsecondary
<p>SITUATION Many low-income students throughout Texas are not prepared to enter and succeed in postsecondary education</p> <p>STRATEGIES 1) increasing academic rigor 2) preparing middle school students 3) expanding college and career advising and resources for high school students 4) leveraging technology 5) developing local alliances</p>	<p>Federal GEAR UP grant funding of \$24.5M</p> <p>Texas Education Agency, Texas Higher Education Coordinating Board, Texas Workforce Commission staff</p> <p>Texas GEAR UP: Beyond Grad program staff</p> <p>Community partners</p> <p>College and Career Readiness advising organizations</p> <p>TNTP technical assistance provider</p> <p>High-quality tools and resources for advisors</p> <p>High-quality tools and resources for students</p>	<p>Students (class of 2024 and priority cohort)</p> <p>Targeted academic interventions</p> <p>Participating families</p>			



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 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 visit 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.



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



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.



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:

- _____ : 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.
- _____ : 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.
- _____ 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.
- _____ : Participation in the focus group is voluntary. If a student does not participate in the focus group, _____ 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]

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





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:

- : 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.
- : 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.
- : 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 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 want your child to complete the survey, even if this information is confidential, please complete and return to *<School Designee>* by *<date>*.

I 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

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.

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.



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?

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

g

g

gn



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



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





-
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)
- 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?*
12. 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?*



b. What types of information, if any, did your advisor, school counselor, and/or teachers



C.1.7 Year 1 Principal, Curriculum & Instruction Coordinators & HS Counselors, 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 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 FOC exGRd a (wrong)-5 (ans)-2.996 (wers)-10.046 (.)-3.989 ([I]3.998 (F)-3.998 (F5yP] T6 (wers)- (xa2.9969cwm0 (2.9969*



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.



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.

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).

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.]

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?

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 enga4.007 (est-2.9 ())T#M>>BDC -18 -1 /Arti996 (st)5 (ra)-5 (teg)-5 (ie)2.99



- 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



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



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?*
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.



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



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

Introduce yourself: Introduce yourself as a representative of the I.239 EMC /lu



-
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?
- What is your level of satisfaction with these collaborative relationships?
 - 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?
- What were expected outcomes for different stakeholders with whom you work?*
 - For TEA: Districts, grant coordinators, non-profit advising organizations, students, school staff, and parents/guardians*
 - For Nonprofit Advising Leadership: Advisors, school staff, students, parents*
 - For TNTP: School and district staff*
 - How satisfied are you with the progress towards meeting these goals this year?*
 - What goals have been the most challenging to attain? Why?*
-
17. Please provide an overview of how the grant has been set up in Years 1 and 2 and how services are provided.
- 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?
- How satisfied are you with implementation?*
 - What feedback about the curriculum have you received from district and/or school staff?*
 - 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?
- How satisfied are you with the progress made so far?*
- 21.





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 about TexasTo be



- f. Physical education
- g. Business/marketing
- h. English as a Second Language (ESL)
- i. AVID
- j. Texas OnCourse Co



- 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]:

- 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]:

- 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:

- 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]:

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



15. Ask only of those who participated in Q14 [selected option a]:

- 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.

tn high(A)-waratie -demanstsTt



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]:

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

19. For respondents who selected 18 a:

- a.



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

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



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.*



26. For high school administrators, counselors, and teachers [selected 1 a-c and 5 d-g]:

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

27. For 8th grade counselors/student support staff [selected 1 b and 5 c]:

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

28. For 8th grade counselors/student support staff who delivered individualized advising [selected 27 a]:



- 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.



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.

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

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

- 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



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

I would like to continue my education after high school (at a 2-year college, 4-year college, or technical school).					
I am aware of what grades I need to earn in high school so that I could enroll in postsecondary education after high school.					
I know what subject area I would like to study in my postsecondary education after high school.					
I am aware of the opportunities that a postsecondary education degree can provide for me.					
I am aware of the education path necessary for the career I plan to pursue.					
I know where to find PSAT or SAT test preparation resources.					
I know where to find ACT Aspire or ACT test preparation resources.					
I know where to find Texas Success Initiative					



The counseling/advising session(s) helped me to develop a plan for my education.					
The counseling/advising session(s) helped me to select the best classes to take to achieve my goals for my education and career.					
The counseling/advising session(s) provided me with information on what grades and testing scores are needed to achieve my goals for my education and career.					
The counseling/advising session(s) provided me with information about how to pay for education after high school.					
The counseling/advising session(s) provided me with information that was specific to my individual needs/interests.					
I spoke with my family about some of the topics that were covered in my counseling/advising session(s).					



- a. Strongly Dissatisfied
 - b. Dissatisfied
 - c. Satisfied
 - d. Strongly Satisfied
 - e. I don't know/Not applicable
-
- 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 wouldg_Pc7 (umme)996 (pro)-stination wSo10 >>Belo3.005 (.)5 (su)-5.y998 42 0 r.wowosummed e.~~
- c.
 - d.
 - e.



- a. Yes
- b. No

- 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: _____

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



Algebra I Other Mathematics course					



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

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



- a. Yes
- b. No





2.

<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.
- j. The course provided students with relevant information on how to select an endorsement.
- k. The course provided grade-appropriate information.
- l. The level of difficulty of the materials in the course was grade-appropriate.
- m. The course provided opportunities for



4.

					<i>I don't know/Not applicable</i>
<i>Strongly dissatisfied</i>	<i>Dissatisfied</i>	<i>Satisfied</i>	<i>Strongly satisfied</i>		

- a. *Level of satisfaction with training offered*
- b. *Level of satisfaction with instructor resources*
- c. *Level of satisfaction with student resources*

5.

- Yes *(complete question 6, skip question 7)*
- No *(skip question 6, complete question 7)*

6.

Max characters = 1200
Max characters = 1200

7.

8.

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—



- 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

- 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

My child will receive/is receiving a high school education that will adequately prepare him/her for postsecondary education and career.					
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 am aware of the opportunities to earn dual credit opportunities available to my child in our school district.					
I am aware of the opportunities that a postsecondary education degree can provide for my child.					

I am aware of the education path necessary for the career my child plans to pursue.



I am familiar with examinations
needed to get into
postsecondary education (e.g.,



Job/career opportunities for my child			
---------------------------------------	--	--	--

- c. Yes
- d. No

l.



achieve his/her postsecondary education/career goals.					
---	--	--	--	--	--

.. provided my child with information about his/her grades/test scores to achieve his/her postsecondary

An11()T6 (nualuca[(grades/eA0003>]Tjv0)-3.93u3n (als)-2.996. [(g.996 ())TJEMC /P <</MCI2 1 >>BDC /C2T0 10.9



I felt comfortable asking questions at the parent/family event.					
The staff who led the parent/family event provided information that was helpful for our family.					
I plan to attend future parent/family events about postsecondary education and/or career options at my child's school.					

- f. Strongly Dissatisfied
- g. Dissatisfied
- h. Satisfied
- i. Strongly Satisfied
- j.



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.
- **Risk**: 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.
- **Benefit**: 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.





C.2.2 Parent Consent Form, Fall 2020Date: **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:

•



[Insert appropriate signatory]

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





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



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 want your child to complete the survey, even if this information is confidential, please complete and return to *<School Designee>* by *<date>*.

I 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: _____



investigación, aún cuando esta información es confidencial, favor de completar el formato en la



C.2.5 MS Counselor & Nonprofit Advising Staff, 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 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*



Ot





c. How can your school improve college visits for students?

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)
- 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?*
29. How did the information that you learned in the class affect your plans?



- 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*



C.2.7 Year 1 Principal, Curriculum & Instruction Coordinators & HS Counselors, 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 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.

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.



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



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.

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 3 w in Year 3rTlsTal



- 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?*
-

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!

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 a*



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?
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?*
47. Please describe some of the key successes and major challenges in teaching this course last year.
 - a.



49. In what ways do you think this course affected students' overall academic achievement?



12. Ask only of MS and HS teachers and administrators [selected 1 a or 1c and 5 b-g]:

- 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:

- 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]:

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

15. Ask only of those who participated in Q14 [selected option a]:

- 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





- o. *...provided me with tools and/or strategies to engage students in my advising program.*
 - p. *...provided me with tools and/or strategies to engage families in my advising program.*
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]:

- | | | | | | |
|-----|---|----------|-------|-------------------|---------------------------------------|
| | Strongly
Disagree | Disagree | Agree | Strongly
Agree | applicabl
Not
know/
I don' t |
| h. | <i>The Grade 8 students that took Algebra I at my school last year were academically ready for the course.</i> | | | | |
| i. | <i>The Grade 8 students that took Algebra I at my school last year seemed more prepared than those taking it the year before.</i> | | | | |
| j. | <i>Last year I noticed that more Grade 8 students are interested in taking Algebra I compared to previous years.</i> | | | | |
| k. | <i>Last year, I wanted more support on strategies for helping Grade 8 students to succeed in Algebra I.</i> | | | | |
| l. | <i>Offering Algebra I last year was challenging due to limited openings in the master schedule to offer the course this year.</i> | | | | |
| m. | <i>Offering Algebra I last year was challenging due to a lack of qualified teachers to teach the course.</i> | | | | |
| n. | <i>Our school did not experience challenges in offering Algebra I last school year.</i> | | | | |
| 18. | | | | | |



c. I'm not sure

19. For respondents who selected 18 a:

- a. Very Ineffective
- b. Ineffective
- c. Effective
- d. Very Effective
- e. I don't know/Not applicable

20.



22.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not applicable	I don't know/
o. <i>I regularly provided students with information about postsecondary education.</i>						
p. <i>I regularly provided students with information about career options.</i>						
q. <i>My school provided students with information about how to academically prepare for postsecondary education.</i>						
r. <i>My school provided students with information about high school graduation requirements.</i>						
s. <i>My school provided students with information about creating a Personal Graduation Plan.</i>						
t. <i>My school provided students with information about opportunities to earn dual credit.</i>						
u. <i>My school provided students with information about the postsecondary education application process.</i>						
v. <i>My school provided students with information about paying for postsecondary education (e.g., FAFSA, loans, scholarships, grants)</i>						
w. <i>My school provided students with information about education requirements for certain careers.</i>						
x. <i>My school provided students with information about internships, job shadowing opportunities, and/or other work-based learning opportunities.</i>						
y. <i>My school provided students with information about postsecondary</i>						



I don't know/
 Not applicabl
 Strongly Agree
 Agree
 Disagree
 Strongly Disagree

The GEAR UP advisors...

- h. ...provided students at my school with grade-appropriate information regarding postsecondary education and career readiness.*
- i. ...supported students in preparing for postsecondary education.*
- j. ...helped parents/guardians prepare for their child's postsecondary education.*
- k. ...informed students of their postsecondary education options.*
- l. ...informed parent awareness of postsecondary education options for their child.*
- m. ...informed student awareness and understanding of career opportunities.*
- n. ...helped our school increase the number of opportunities students of all grades have to receive postsecondary education and career advising.*

27. For 8th grade counselors/student support staff [selected 1 b and 5 c]:



- 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):

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not applicable	I don't know/
h. I was satisfied, overall, with students' level of engagement in individualized postsecondary education and career advising sessions.						
i. I was satisfied, overall, with parents' level of engagement in individualized postsecondary education and career advising sessions.						
j.						





- 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)*

I would like to continue my education after high school (at a 2-year college, 4-year college, or technical school).					



I know where to find ACT Aspire or ACT test preparation resources.					
I know where to find Texas Success Initiative Assessment (TSIA) test preparation resources.					



- f. Strongly Dissatisfied
- g. Dissatisfied
- h. Satisfied
- i. Strongly Satisfied



- c. Yes
- d. No

- 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: _____

- f. Strongly Dissatisfied
- g. Dissatisfied
- h. Satisfied
- i. Strongly Satisfied
- j. I don't know/Not applicable

- c. Yes
- d. No



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

Hi"tu6C

I found st
in339 4.3 0.48.4813.38 TD[(r





Thank you for your time!





6.

7.

8.

--

Thank you for your time!



- 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*)



I know where to find SAT or PSAT test preparation resources for my child.					
I know where to find ACT or ACT Aspire test preparation resources for my child.					
I know where to find TSI Assessment test preparation resources for my child.					
I am aware of scholarship opportunities available to help pay for postsecondary education.					
I am aware of the FAFSA.					
I am aware of the TASFA.					
I am aware of the Pell Grant.					
I am aware of federal student					



achieve his/her postsecondary education/career goals.					
---	--	--	--	--	--

.. provided my child with information about his/her grades/test scores to achieve his/her postsecondary



I felt comfortable asking questions at the parent/family event.					
The staff who led the parent/family event provided information that was helpful for our family.					
I plan to attend future parent/family events about postsecondary education and/or career options at my child's school.					

- p. Strongly Dissatisfied
- q. Dissatisfied
- r. Satisfied
- s. Strongly Satisfied
- t. I don't know/Not applicable

- 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: _____

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 (n=378)	District 2 (n=301)	District 3 (n=143)	District 4 (n=1,342)	District 5 (n=70)	District 6 (n=38)	All Districts (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 0.48 ref*464.2.48 652.72 0.48 0.48 .48 10.8 ref2 0.48 10.76 ref*212.6 6545.6 0 84 0 Td[g ()]TJEMC /TD[(d



Item	Response Option	District
------	-----------------	----------



Table D.3. Mean Level of Agreement to Postsecondary Education Items by District, Grades 8–12, Year 2 (2019–20)

	District 1	District
--	---------------	----------



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
------	------------	------------	------------	------------	------------	------------	---------------



Table D.7. Topics Discussed During One-On-One Advising Session by District, Grades 8–12, Year 2 (2019–20)

Item	District 1 (<i>n</i> =155)	District 2 (<i>n</i> =135)	District 3 (<i>n</i> =58)
------	--------------------------------	--------------------------------	-------------------------------



port

istrict, Grades 8 12, Year 2 (2019 20)

District 4	District 5	District 6	All Districts
------------	------------	------------	---------------

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.

*



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 2019–20.</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%



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%



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)
------	-----------------	-----------------------	-----------------------



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)
------	-----------------	-----------------------	-----------------------	-----------------------	-------------------------	----------------------	----------------------	----------------------------

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



Table D.24. Work-Based Learning Activity Satisfaction Levels by District, Grades 8–12, Year 2 (2019–20)

Item	Response Option	District 1 (<i>n</i> =112)	District 2 (<i>n</i> =106)	District 3 (<i>n</i> =21)	District 4
------	-----------------	--------------------------------	--------------------------------	-------------------------------	------------



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
------	-----------------	------------	------------	------------	------------	------------	----------



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%	0.0%

0.0%

7.8%

7.8%

7.8%



7.8%

0.0%

50.0%

Table D.33. Type of Tutoring Participated in for Science by District, Class of 2024, Year 2 (2019–20)

Response Option	District 1 (<i>n</i> <10)	District 2 (<i>n</i> =10)	District 3 (<i>n</i> <10)	District 4
-----------------	-------------------------------	-------------------------------	-------------------------------	------------



Table D.36. Tutoring Activity Satisfaction Levels by District, Class of 2024, Year 2 (2019–20) Stro .re.48 23.0

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)
<i>Please rate your level of satisfaction with the tutoring that you participated in last school year (2019–20).*</i>	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%



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	
------	-----------------	---------------	---------------	--



Table D.43. Sources of Information Who Class of 2024 Students Reported Helped Them Learn About Education Topics by District, Year 2 (2019–20)



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</i>	Yes	11.5%	14.4%	7.2%	8.2%	8.3%	16.7%	9.7%	11.5%

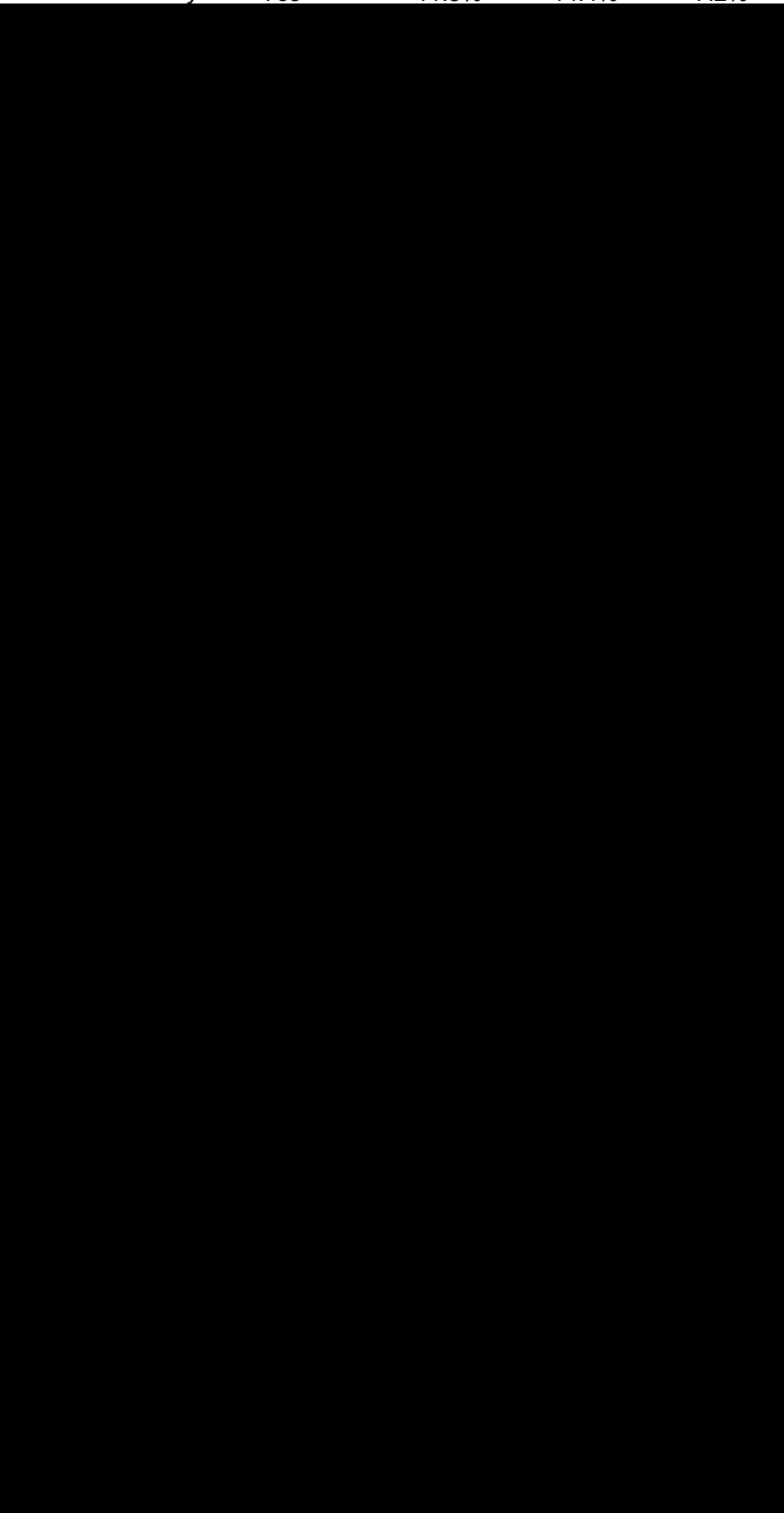


Table D.50. SAT or ACT Test Prep Completion by District, Grades 10, 11 and 12, Year 2 (2019–20)

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.







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=70)				



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)	(n=108)	(n<10)	(n=85)	(n<20)	(n<20)	(n=280)
	3.00	3.26	3.50	3.27	3.06	3.17	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)	(n=105)	(n<10)	(n=86)	(n<20)	(n<20)	(n=276)
	3.10	3.30					



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
Grade 7	(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
Grade 8	(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
Grade 9	(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
Grade 10							





Table E.7. Percentage of Parents Who Met One-On-One W

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)



Table E.10. Parent Perceptions of One-On-One Counseling/Advising Sessions by District, Grades 8–12, Year 2 (2019–20)

The counseling/



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)



Table E.15. Topics Parents Reported They Learned About at Parent/Family Events by District, Grades 8



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)	(n=24)	(n=0)	(n=26)	(n<10)		





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)



Table F.2. Subjects Teachers Taught by District, Year 2 (2019–20)

Subject	District 1 (<i>n</i> =55)	District 2 (<i>n</i> =45)	District 3 (<i>n</i> =46)	District 4 (<i>n</i> =21)	District 5 (<i>n</i> =18)	District 6 (<i>n</i> =13)	Overall (<i>n</i> =198)
---------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-----------------------------



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	
-------	-----------------	------------	--



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%	





Table F.14. Perceptions of Algebra I Among Middle School Personnel by District, Year 2 (2019–20)

Topic	

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=0)	
----------	---------------------	----------------------	----------------------	---------------------	--



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
-------	-----------------	------------	------------	------------	------------	------------	------------	---------





Topic	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
-------	-----------------	------------	------------	------------	------------	------------	------------	---------

My school provided



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	District 2	District 3	District 4	District 5	District 6	Overall
-------	-----------------	------------	------------	------------	------------	------------	------------	---------



Table F.22. High School Personnel Perceptions of Non-Profit GEAR UP Advisors by District, Year 2 (2019–20)

The GEAR UP	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
-------------	-----------------	------------	------------	------------	------------	------------	------------	---------

...provided students at my school with grade-appropriate information.



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	100.0%	100.0%	100.0%	100.0%		



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 was satisfied, overall, with students' level of engagement in individualized postsecondary education and career advising



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%
	Strongly disagree	0.0%	0.0%	0.0%	0.0%

.64 Td[(Stron)3 (gl)5 (y d)-5 (isa ref*37



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)	
-------	-----------------	---	--	--



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.





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
--	---	----------------



Table G.5. Respondent Satisfaction with Texas OnCourse College and Career Readiness Training, Year 2 (2019–20)

	<i>n</i>	Mean
--	----------	------

