

# Texas GEAR UP: Beyond Grad

## Annual Implementation Report

### Evaluation of Year 6

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**Submitted:**

August 2024



## **ACKNOWLEDGEMENTS**

The ICF evaluation team would like to acknowledge the many members of the Texas Education Agency (TEA), site/campus staff, and collaborative organizations for their support of this evaluation. They provided valuable information and feedback to ensure that the evaluation team had a full understanding of the goals/objectives and implementation of Texas GEAR UP: Beyond Grad across participating sites and campuses. The evaluation team looks forward to the continued collaboration with TEA staff, site/campus staff, and other collaborators to provide a high-quality evaluation that can inform policy and practice for schools, nationally and in Texas.

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Evaluation funded by the Texas Education Agency through funds provided by the U.S. Department of Education for the Texas GEAR UP: Beyond Grad State Grant.

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## Acronyms and Abbreviations

AP	Advanced Placement
AVID	Advancement Via Individual Determination
CCMR	College, Career, and Military Readiness
CFES	CFES Brilliant Pathways
COVID-19	Coronavirus Disease 2019
CCREC	College and Career Readiness Evaluation Consortium
CTE	Career and Technical Education
E2E Partners	Education to Employment Partners
EAF	Effective Advising Framework
EB/EL	Emergent bilingual students/English learners
ED	U.S. Department of Education
ELA	English Language Arts
EOC	End-of-Course
ESC	Education Service Center
FAFSA	Free Application for Federal Student Aid
FTE	Full-Time Equivalent
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
GED	General Education Development
GPA	Grade Point Average
HQIM	High-Quality Instructional Materials
IB	International Baccalaureate
ISD	Independent School District
NHI	National Hispanic Institute
PD	Professional Development
PGP	Personal Graduation Plan
PLC	Professional Learning Community
PSAT	Preliminary SAT
PSE	Postsecondary Education
QR Code	Quick Response Code
STAAR	State of Texas Assessments of Academic Readiness
STEM	Science, Technology, Engineering, and Mathematics
TA	Technical Assistance
TASFA	Texas Application for State Financial Aid
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
TNTP	Formerly referred to as The New Teacher Project
TSIA	Texas Success Initiative Assessment
TXOC	Texas OnCourse
TXOC Academy	Texas OnCourse Academy Counselor and Advisor Program

## Executive Summary

The Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad program (referred to as “GEAR UP” in this report) was in its sixth year of program implementation during the 2023–24 school year. The program continued to make important strides to increase early college awareness, readiness, and success for low-income and historically underrepresented students in Texas. Despite its successes in Year 6, the program faced ongoing challenges related to staffing school personnel and student engagement as well as new challenges that arose due to delays with Free Application for Federal Student Aid (FAFSA).

## Program Overview

The aim of GEAR UP is to provide targeted services to a grade-specific primary cohort of students who were in Grade 7 during the 2018–19 school year (i.e., the class of 2024) to high school graduation and through their first year of postsecondary education (i.e., through the 2024–25 academic year). GEAR UP also provides basic services to a priority cohort of students consisting of all other students in Grades 9–12 attending participating high schools in the grantee districts during each year of the 7-year grant (i.e., from school years 2018–19 to 2024–25). The following are core strategies integrated into GEAR UP programming to close the college achievement gap: 1) increasing academic rigor, 2) preparing middle school students, 3) expanding college and career advising and resources for high school students, 4) leveraging technology to expand advising capacity, and 5) developing local alliances (a full description of GEAR UP strategies, goals, and objectives is listed in Appendix A).

To reach these goals, the Texas Education Agency (TEA) is working with six participating districts to provide a range of programs and services aligned with these core strategies to class of 2024 and priority cohort students. These strategies include comprehensive individualized college and career counseling, college visits, and opportunities to participate in an academic enrichment or college exploration summer program. Additionally, as part of GEAR UP programming, parents of class of 2024 and priority cohort students also have access to individualized college and career counseling and a variety of parent workshops/events.<sup>1</sup> Another integral component of GEAR UP programming is offering teachers and personnel at GEAR UP campuses access to professional development (PD) to improve academic rigor and college and career counseling services.

To successfully implement the programs and services, TEA has partnered with local and national organizations. TEA has partnered with CFES Brilliant Pathways (CFES) and Advise TX to implement college and career counseling/advising services at the high schools. Previously, CFES and Advise TX provided nonprofit advisors to each of the participating districts to support

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<sup>1</sup> Throughout this report, references to “parents” include parents and legal guardians.

individual college- and career-related advising for students and parents.<sup>2,3</sup> In Year 6, the partnerships pivoted to focus on providing technical assistance for district-based college and career advisors. TEA has also partnered with College Possible (formerly College Forward) to use its data management system, CoPilot. CoPilot was first used by participating districts in Year 5 to track student data and enhance reporting. Districts continued using CoPilot in Year 6. To provide targeted PD related to various components of the grant, TEA has also partnered with TNTP.<sup>4</sup> Finally, TEA has partnered with Texas OnCourse (TXOC) to develop curricula, including the TXOC Academy Counselor and Advisor Program (TXOC Academy).

## Evaluation of Texas GEAR UP: Beyond Grad

This report presents findings from the implementation study during the sixth year—school year 2023–24—when the class of 2024 students were in Grade 12 and the priority cohort students were in Grade 9, Grade 10, and Grade 11. Findings were derived from data collected via online stakeholder surveys, in-person site visits, and virtual interviews (see Appendix B for full methodological details). The report highlights GEAR UP implementation, promising practices, and sustainability planning initiatives occurring during Year 6 (see Appendix B for the list of evaluation questions used to guide the implementation study).

## Key Findings

Academic rigor was an important focus in Year 6 within the participating districts. Participants described PD for teachers to enhance rigor in classrooms that was seen as especially critical given the ongoing challenges districts were experiencing with teacher shortages and students' lack of academic readiness. Participants described differing definitions of rigor, instructional strategies to increase rigor, and improvements to rigor that resulted from this heightened focus. The importance of increasing and maintaining rigor was perceived by some districts as a cornerstone to increasing students' college and career readiness and preparing them to succeed in their postsecondary

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*It's not necessarily the amount of work or how difficult a kid may perceive it to be, but rather how we're asking them to think and what type of assignments we're asking them to complete. That's where the level of rigor is going to come in. Are they thinking creatively? Are they thinking collaboratively? Are they thinking outside of the box ... and thinking about things in a way that we might need them to problem solve for the future, for the jobs that they have coming up, for the college courses that they're going to be experiencing? – District principal*

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<sup>2</sup> Founded initially as College For Every Student, the organization changed its name in 2018 to [CFES Brilliant Pathways](#) to better reflect its expanded mission to support students in both college and career.

<sup>3</sup> In Years 1–4, TEA additionally partnered with a third organization, College Advising Corps, to provide college and career counseling/advising services.

<sup>4</sup> Founded originally as The New Teacher Project (TNTP) in 1997, [TNTP](#) is an organization that helps educators improve effectiveness in classroom teaching. The organization changed its name to simply TNTP after its mission expanded beyond serving new teachers.

plans, be that pursuing a college degree or entering the workforce. Additional key findings from the evaluation are as follows:

- **PD initiatives.** To support educators and schools in implementing rigorous academic programs that boost student achievement, GEAR UP continued to implement several PD initiatives in Year 6, including activities led by TNTP, teacher coaching/mentoring, vertical teaming, and the TXOC Academy. TNTP provided individualized support to districts with a specific focus on academic rigor and high-quality instructional materials (HQIM). Previous changes to TNTP support and services implemented in Year 5 (e.g., having a liaison dedicated to each district serve as a primary point of contact) continued to be positively received by districts during Year 6. Some participating teachers suggested there was a need for PD to be directed to new teachers in order to maintain high rigor as staffing turnover and teacher shortages persisted in Year 6. Overall, personnel survey respondents had positive perceptions of the PD, coaching/mentoring, and vertical teaming they received or participated in during Year 6. Counselors and other student service personnel generally *Agreed* that the TXOC Academy helped them learn new information for postsecondary education advising and that they felt better prepared to deliver individualized postsecondary education and career advising to parents.
- **Academic initiatives.** Participating districts continued to focus on academic initiatives including offering advanced courses (e.g., Advanced Placement [AP], honors, dual credit, advanced mathematics), the provision of targeted tutoring, and student preparation for college entrance exams. Some districts were moving away from offering AP courses—due to challenges with staffing and student success—in favor of dual credit courses. Student respondents generally found advanced course offerings in their school to be *Slightly to Moderately challenging*. While personnel survey respondents perceived that students were *Somewhat prepared to Very prepared* for advanced coursework, site visit participants shared that staff turnover posed a primary challenge to offering and supporting students taking advanced courses. In support of student readiness and preparedness for college entrance exams, districts continued to provide test preparation resources and support to class of 2024 and priority cohort students. Despite the rise of test-optional and test-blind postsecondary institutions, participating districts continued to communicate the value of college entrance exams for students' postsecondary plans.
- **College and career advising initiatives.** TEA's Effective Advising Framework (EAF) was designed to support the planning and implementation of school counseling programs that promote promising and proven career and technical education programs (TEA, 2024). Participating statewide initiatives survey respondents reported being *Slightly familiar* with the EAF. Of the respondents who had reported using TEA's EAF previously, respondents reported that they were generally *Satisfied*. Among participating GEAR UP districts, as in past years, college and career exploration initiatives offered in Year 6 included one-on-one advising, college visits, college and career fairs, summer programs, work-based learning opportunities, and parent/family events. Overall, student and parent survey respondents and site visit participants were generally *Satisfied* with each of the activities in which they participated. Initiatives exposed students to different postsecondary options, provided opportunities to learn about and experience the culture of colleges or specific industries, and



allowed students to interact with current college students. Summer programming primarily focused on supporting students' transitions to high school and college and supporting academic initiatives. Similar to previous years, parent/family events focused on financial aid, availability of college and career advising, and programs available to students.

- **Sustainability initiatives.** As districts looked ahead to the last year of the grant, they were at different stages of their planning and priorities for sustaining activities. Sustainability conversations were primarily occurring between coordinators and their respective central offices to discuss what activities had shown the most promise and should be sustained. Four districts had begun planning for sustainability while the remaining districts were in the nascent stages of planning. Some districts were seeking or had secured additional grant funding to help sustain activities. Site visit participants highlighted that their priorities for sustainability included career and college advising, dual credit and AP courses, student events and trips/college tours, PD offered by TNTP, and Algebra I access for Grade 8 students. The two most commonly cited factors affecting a school's ability to sustain activities included cost and staffing.
- **Financial aid initiatives.** The impact of the FAFSA delay was widely felt across the nation, state, and participating GEAR UP districts during Year 6. School personnel described how the delay had made it difficult for students to submit college applications, engage students in discussions about the affordability of college, and provide students with adequate support. Persistent technical issues with the FAFSA created confusion and frustration among parents, students, and staff for some districts. Even with the delays and challenges reported by districts, most of the districts had already started or were about to begin providing services and events focused on FAFSA completion at the time of the site visits.
- **Grant implementation support.** Participants provided reflections on implementation supports provided from Year 6. District staff continued to note that GEAR UP was integrated into their school's existing college and career initiatives, which supported their college-going culture. TNTP supported the establishment of a culture of high expectations through the facilitation of professional learning communities with GEAR UP coordinators and other district staff in academic leadership roles. TEA continued to support improved data tracking with the use of the CoPilot data management system. Participants shared the helpfulness of CoPilot staff, especially with data entry; however, the time involved and duplication of data entry created challenges with districts' use of CoPilot.

GEAR UP evaluation findings stemmed from a robust set of qualitative and quantitative data. That said, there are some limitations regarding the Annual Implementation Report for Year 6 which should be considered in the interpretation of those findings. Survey response rates, particularly for parents, continued to be low. In Year 6, one of the six participating districts did not have any respondents for the student, parent, and personnel survey; as a result, all findings for the district originate from the site visit. Due to the low numbers of respondents on the parent survey as well as small numbers of respondents in particular groups (e.g., counselors participating in TXOC and questions in which all respondents were from a single district), caution must be taken when interpreting these results.



## Promising Practices

Promising practices include innovative practices or strategies described anecdotally by grant stakeholders as being successful. The evaluation team identified several promising practices implemented by districts in Year 6 in alignment with GEAR UP core strategies:

- **Include teachers who teach non-tested courses into PD initiatives that aim to increase academic rigor to establish a schoolwide culture of rigor.** In District 4, site visit participants noted they had seen positive improvements in the level of rigor in their non-tested courses. This increase in rigor was attributed to the fact that along with teachers from end of course (EOC)-tested courses, teachers from non-tested courses were included in conversations related to rigor and encouraged to collect and analyze data in manners traditionally only done with EOC-tested subjects. Incorporating staff across departments and courses helped build and reinforce a culture of high expectations and rigorous instruction across the district.
- **Promote opportunities to provide real-time feedback to teachers through walkthroughs and debriefs.** Several districts (Districts 2, 3, 4, and 5) utilized data walkthroughs in collaboration with TNTP staff, district instructional coaches, and/or school administrators to assess the level of rigor in courses throughout the district, identify areas of growth related to rigor, assess the implementation of specific strategies, and provide feedback for teachers on the components of courses that were rigorous and areas for improvement. Participating core content teachers from Districts 2 and 5 expressed the benefits of this feedback in improving the flow of their courses and allowing for collaborative discussions on how to adapt strategies to fit the context and needs for their specific courses or departments.
- **Involve middle school students in high school dual credit events.** District 4 hosted early college program events in which Grade 8 students and parents/families and the district's dual credit and community partners participated. During these events, students learned about the district's dual credit course offerings, asked questions of dual credit and community partners, and celebrated their acceptance into dual credit courses upon entry to the high school. These events helped increase awareness of dual credit courses for middle school students and their families, helped set expectations for success in these advanced courses, and supported the transition from middle school to high school.
- **Track student performance on and completion of college entrance exams to inform one-on-one advising.** Students' completion of college entrance exams as well as their performance on these tests are stored in a data repository in District 2. This repository is a living document that is updated every time a student takes a test. This dataset is then used by advisors in individualized advising sessions to facilitate more targeted conversations about students' college and career plans and whether the student would want to take or retake an entrance exam to meet their postsecondary goals.
- **Utilize easy and quick sign-up options for college visits.** The District 3 College and Career Center utilized quick response, or QR, codes posted throughout the high school to advertise and have students sign up for college visits. Class of 2024 students from the

district described this as an effective method for alerting students to upcoming college visits and allowing them to sign up for those in which they are interested in attending.

- **Invite alumni and current college students to discuss their postsecondary experiences.** In the Year 5 Annual Implementation Report, evaluation findings highlighted the promising practice of inviting alumni to participate in vertical alignment discussions to identify areas of growth for increased college readiness (Lamb et al., 2023). In Year 6, districts continued to utilize alumni and provided opportunities for alumni and current college students to talk about their college and career experiences to enhance student engagement with postsecondary college and career planning (Districts 4 and 5). District 5 held an alumni mixer for their class of 2024 students to allow students to hear directly from alumni about their postsecondary experiences. District 5 also held an event where previous alumni from the high school, who worked at a large local employer, came back to the campus to discuss their career paths after high school.
- **Secure buy-in from leadership to support grant sustainability.** In District 5, district leadership ensured there was leadership buy-in and a plan for sustainability from the beginning of the grant. The superintendent from District 5 had a vision for grant implementation that included securing funding from a foundation to continue supporting advanced courses, dual credit course offerings, and key positions (e.g., advisors and a middle school counselor) after the conclusion of the GEAR UP grant.
- **Design special events and creative ways to promote FAFSA completion.** Districts implemented various activities and events focused on encouraging FAFSA completion such as holding “senior expos” or “FAFSA nights”; offering dedicated time frames for families to come to the school to complete the FAFSA; using thermometer wall displays to illustrate how many students have completed their FAFSA; and, creating spreadsheets for school personnel to track completion of the FAFSA.
- **Conduct joint staff meetings for counseling and advising staff.** Districts 4, 5, and 6 explained how combined meetings were used to foster smooth collaboration between the high school counselors and college and career advisors. The District 4 principal explained that they attended weekly meetings with advisors, counselors, and the assistant principal of curriculum and instruction to ensure all staff were on the same page and to “look for opportunities for additional support or to fortify the support already in place.”

## Recommendations

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

- **Continue to support collaborative discussions with district staff and teachers to enhance academic rigor.** Continued collaboration between TNTF and districts could lead to the development of a shared understanding of academic rigor that acknowledges the unique contextual factors of each district. Incorporating teachers into discussions on academic rigor and strategies to increase rigor can provide an opportunity for teachers to share insights on what they are experiencing in the classroom and help tailor strategies and priorities to districts’ needs. Without a shared understanding, there may

be a lack of clarity about the supports and needs of staff within the district, such as the divide described by participating teachers from two districts who cited a discrepancy between the PD being offered and their PD needs.

- **Providing support and guidance for districts focused on prioritizing and implementing HQIM.** Participants largely identified HQIM as a cornerstone to rigorous instruction. TNTP and participating staff reflected on how they observed positive increases in rigor when HQIM was adopted and marked differences in rigor between districts implementing HQIM and those not. Providing districts with additional resources and guidance on the identification, selection, and implementation of HQIM may help support increased use of HQIM across participating districts.
- **Despite the rise of test-optional and test-blind postsecondary institutions, emphasize the value and benefits of college entrance exams for students and families to increase buy-in.** Despite the rise in test-optional and test-blind institutions, test scores are still often needed to qualify for scholarships. As such, districts continued to encourage students to complete entrance exams due to the potential benefit for students such as being able to participate in dual credit courses and scholarship opportunities. Focusing communication on these benefits may promote buy-in from students and families.
- **Expand tutoring opportunities by leveraging partnerships and/or by building in time during the school day.** Near-peer tutoring models can be leveraged via existing partnerships with organizations such as College Possible or through new partnerships with AmeriCorps volunteer programs.<sup>5</sup> These partnerships could offer additional tutoring opportunities to students without placing added burden on teachers. Additionally, participating students reported they did not feel as though they were getting the adequate support needed to succeed in courses, especially for advanced mathematics courses. Utilizing available in-school opportunities, such as the flex time offered in several districts, may help facilitate more productive and accessible tutoring support. However, it is important to note that while flex time can be used for students who need tutoring, the time should also be a productive use of time for students who do not need tutoring.
- **Invite college and career representatives to fairs based on students' interests.** Students expressed appreciation when college and career fairs included representatives from institutions and industries in which they were interested in pursuing. The coordinator from District 4 shared how generally they invited college representatives to the district based on students' interests in various colleges; while participating priority cohort students from District 2 suggested a similar approach would be beneficial for college and career fairs. Using students' interests to inform the institutions and industries invited to college and career fairs could help enhance student engagement with the events.

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<sup>5</sup> Near-peer models include relationships between students with mentors who are closer in age.

- **Ensure linguistic accessibility to college and career programming and services for students and parents in the community.** The provision of materials and communications in multiple languages (e.g., English and Spanish) was widely seen as a benefit across districts; however, limited access to bilingual staff who provide college and career advising/services were noted in some districts. For the districts in which services were provided in multiple languages, participants' trust was built and they were able to more easily complete the FAFSA. Expanding access to bilingual staff and/or interpretive services and activities (e.g., bilingual counselors/advisors, translated materials, events offered in Spanish, Spanish-speaking community/parent liaisons) may enhance student and parental awareness and engagement in postsecondary college and career planning activities.
- **Explore how the financial aid graduation requirement has influenced students' beliefs on the viability of college enrollment following high school.** Anecdotally, participants shared positive beliefs and stories regarding how the requirement has affected students' postsecondary plans, sharing how completion of the requirement alerted students to the affordability of postsecondary institutions given the amount of financial aid they were awarded that resulted in additional students enrolling in college. In the final year of the evaluation, the evaluation team could explore how the requirement has affected students' and parents' perceptions of the affordability and feasibility of receiving a postsecondary degree.
- **Establish connections between GEAR UP and existing programs/initiatives within the state that are focused on addressing the teacher shortage to promote a stronger pipeline of teachers.** Teacher shortages have continued to place strain on the GEAR UP districts as they struggle to identify qualified staff who are interested in working in the rural, high-need communities. Establishing connections with existing programs in the state already actively seeking to address the teacher shortage may help identify new resources, programs, or incentives available to districts to promote a pipeline of qualified teachers.<sup>6</sup>
- **Consider further programming or initiatives focused on sustaining efforts to increase rigor after the grant ends.** Although academic rigor was a focus area of GEAR UP at the start of the grant, learning loss associated with the Coronavirus Disease 2019 pandemic and the ongoing teacher shortage exacerbated the need to reprioritize academic rigor within GEAR UP districts. In Year 6, districts shared positive progress related to addressing rigor, supported by their partnerships with TNTP and TNTP-led activities such as train-the-trainer models. Continuing to explore programming or initiatives centered around implementing, assessing, and increasing rigor may help to drive improvements in student college and career readiness beyond the grant cycle.
- **Consider expanding the use of individualized and targeted approaches to providing PD from the onset of college and career advising initiatives.** Early in

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<sup>6</sup> The [Teacher Incentive Allotment](#), established through House Bill 3, 86th Texas Legislature, and [Grow Your Own](#) are existing initiatives focused on providing supports to promote teacher staffing in high-need and rural districts across the state.

grant implementation, as reported in the Year 3 Annual Implementation Report, district participants reflected on how TNTP services did not always reflect a deep understanding of the unique context and needs of districts (Spinney et al., 2021). In subsequent grant years, TNTP shifted their approach to a more individualized district-led approach, which has continued to be appreciated by districts. The provision of individualized and targeted PD that is specially tailored to districts' needs and contexts may enhance buy-in and PD effectiveness.

- **Explore ways to gather feedback on the implementation and perceived success of persistence coaches.** To support students' transition from high school to college, TEA noted they were in the planning phase of connecting with persistence coaches who would be working with the class of 2024 students for the latter half of Year 6 through their first year in college. Year 7 evaluation activities may be designed to gather feedback on the extent to which planned activities were implemented and perceptions regarding the success of these types of postsecondary supports.

## 1. Introduction

Currently in its sixth year of program implementation, the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad program (referred to as “GEAR UP” in this report) continued to make important progress during the 2023–24 school year to support college and career readiness for students from low-income schools in Texas. As described in previous annual implementation reports, the GEAR UP program in Texas is funded through a U.S. Department of Education (ED) GEAR UP discretionary grant, worth \$24.5 million over 7 years, which was awarded to the Texas Education Agency (TEA) in 2017. As a result of securing these funds, TEA is striving to close the state’s college achievement gap by providing a variety of services to approximately 10,000 students from six Texas independent school districts (ISDs), including 12 school campuses, in rural communities in West Texas, Southeast Texas, and the Coastal Bend (Table 1.1). Schools with a high proportion of students who come from an economically disadvantaged area (total average 81% or greater) and a campus location in a rural or semi-rural community were eligible to participate in the program.

**Table 1.1. Texas Districts and Schools Participating in GEAR UP**

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

Note. ISD – Independent School District.

### 1.1. GEAR UP Overview

The aim of GEAR UP is to provide targeted services to a grade-specific primary cohort of students who were in Grade 7 during the 2018–19 school year (i.e., the class of 2024) to high school graduation and through their first year of postsecondary education (i.e., through the 2024–25 academic year). GEAR UP also provides basic services to a priority cohort of students consisting of all other students in Grades 9–12 attending participating high schools in the grantee districts during each year of the 7-year grant (i.e., from school years 2018–19 to 2024–25). The following are core strategies integrated into GEAR UP programming to close the college achievement gap: 1) increasing academic rigor, 2) preparing middle school students, 3) expanding college and career advising and resources for high school students, 4) leveraging technology to expand advising capacity, and 5) developing local alliances (a full description of GEAR UP strategies, goals, and objectives is listed in Appendix A).

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



students. These strategies include comprehensive individualized college and career counseling, college visits, and opportunities to participate in an academic enrichment or college exploration summer program. Additionally, as part of GEAR UP programming, parents of class of 2024 and priority cohort students also have access to individualized college and career counseling and a variety of parent workshops/events.<sup>7</sup> Another integral component of GEAR UP programming is offering teachers and personnel at GEAR UP campuses access to professional development (PD) to improve academic rigor and college and career counseling services.

To successfully implement the programs and services, TEA has partnered with local and national organizations. TEA has partnered with CFES Brilliant Pathways (CFES) and Advise TX to implement college and career counseling/advising services at the high schools. Previously, CFES and Advise TX provided nonprofit advisors to each of the participating districts to support individual college- and career-related advising for students and parents.<sup>8,9</sup> In Year 6, the partnerships pivoted to focus on providing technical assistance (TA) for district-based college and career advisors. TEA has also partnered with College Possible (formerly College Forward) to use its data management system, CoPilot. CoPilot was first used by participating districts in Year 5 to track student data and enhance reporting. Districts continued using CoPilot in Year 6. To provide targeted PD related to various components of the grant, TEA has also partnered with TNTP.<sup>10</sup> Finally, TEA has partnered with Texas OnCourse (TXOC) to develop curricula, including the TXOC Academy Counselor and Advisor Program (TXOC Academy).

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

Importantly, TEA envisioned using GEAR UP to not only improve college access and success at all six participating grantee districts but also to implement successful college access strategies statewide. To do so, GEAR UP program staff are piloting a range of innovations at the grantee districts, including efficient advising models, strategic partnerships, and different technology solutions (which include solutions offered through TXOC such as MapMyGrad).<sup>11</sup> Resources have been developed in partnership with the Texas HighTASer Education Coordinating Board.

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<sup>7</sup> Throughout this report, references to "parents" include parents and legal guardians.

<sup>8</sup> Founded initially as College For Every Student, the organization changed its name in 2018 to [CFES Brilliant Pathways](#) to better reflect its expanded mission to support students in both college and career.

<sup>9</sup> In Years 1–4, TEA additionally partnered with a third organization, College Advising Corps, to provide college and career counseling/advising services.

<sup>10</sup> Founded originally as The New Teacher Project (TNTP) in 1997, [TNTP](#) is an organization that helps educators improve effectiveness in classroom teaching. The organization changed its name to simply TNTP after its mission expanded beyond serving new teachers.

<sup>11</sup> For more information about MapMyGrad, please visit their [website](#).



## 1.2. Evaluating GEAR UP

In November 2019, TEA contracted with ICF and Agile Analytics to conduct an external, mixed-method evaluation of GEAR UP to measure program impact, implementation, and sustainability, with a focus on identifying best and promising practices and examining statewide reach (see Appendix B for a program logic model that depicts the evaluation design). Annual implementation reports have been published since then to document progress toward program implementation through data collected via surveys and site visits with a variety of GEAR UP program stakeholders. A summary of the major findings from the most recent reports (Year 4 and Year 5) is presented in Table 1.2; detailed findings may be found in the published reports. Implementation reports are to be published on an annual basis describing activities for each year of the grant through Year 7 (2024–25).

Findings from other components of the evaluation are being published in separate reports. For findings related to progress in meeting project objectives and those regarding the impact of the GEAR UP program on student outcomes during the first 4 years of program implementation, please see the Years 1–2, Year 3, and Year 4 Annual Project Outcomes Reports (Sun et al., 2021; Sun et al., 2022; Lamb et al., 2023) and the Biennial Impact Report Evaluation of Years 1–2, and Years 3–4 (Hutson et al., 2021; Hutson et al., 2023).<sup>12</sup>

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<sup>12</sup> All of the published reports from the current GEAR UP evaluation, including Year 1–Year 5 Annual Implementation Reports, and forthcoming reports are/will be posted online at the TEA [website](#).

**Table 1.2. Summary of Findings from the Years 4–5 Annual Implementation Reports**

Topic	Year 4 Summary of Findings	Year 5 Summary of Findings
<b>General Implementation</b>	<ul style="list-style-type: none"> <li>School principals continued to note that GEAR UP was integrated into their school’s existing college and career initiatives, which supported their college-going culture.</li> <li>TEA and TNTP supported implementation of GEAR UP through the continued facilitation of professional learning communities and progress monitoring with GEAR UP coordinators.</li> </ul>	<ul style="list-style-type: none"> <li>TEA and TNTP supported implementation of GEAR UP through the continued facilitation of monthly progress monitoring meetings with GEAR UP coordinators and improved data tracking with the implementation of a new data management system, CoPilot.</li> <li>Coordinators emphasized the helpfulness and flexibility of College Possible staff during the implementation of the new data management system.</li> </ul>
<b>Academic Initiatives</b>	<ul style="list-style-type: none"> <li>Grade 9 priority cohort students who were enrolled in Algebra I generally agreed that they were prepared for the course but reported lower levels of agreement that their Algebra I course was challenging when compared to students from previous years.</li> <li>GEAR UP continued to provide targeted tutoring support to students with a failing grade to succeed academically in Year 4. Most students who reported participating in tutoring found it to be helpful and were satisfied with tutoring supports they received.</li> <li>Students reported that the test preparation they received helped them prepare for college entrance exams and that they know where to find Texas Success Initiative Assessment resources; a significant increase from Year 3.</li> </ul>	<ul style="list-style-type: none"> <li>Generally, students who completed Algebra I in Grade 8 were reported to be more prepared for high school-level mathematics courses upon entry into high school compared to those students who did not complete Algebra I in Grade 8. Key challenges with academic initiatives across the participating districts focused on barriers related to staffing and teacher shortages.</li> <li>Students reported mainly participating in after-school tutoring, with tutoring for mathematics courses being the most prominent subject reported by students.</li> <li>Class of 2024 parent respondents were more familiar with college entrance exams and where to find test preparation resources compared to priority cohort Grade 10 and Grade 12 parents.</li> </ul>
<b>College and Career Advising and Career Exploration Initiatives</b>	<ul style="list-style-type: none"> <li>In Year 4, student satisfaction with one-on-one counseling sessions significantly decreased. Among parents who were surveyed, parents of class of 2024 students reported higher satisfaction with one-on-one advising compared to those of priority cohort students.</li> <li>College visits, college and career fairs, and work-based learning activities were offered in addition to advising in Year 4.</li> <li>In Year 4, there was a significant increase in the number of parents who reported participating in a parent/family event. Parent satisfaction with parent/family events in Year 4 was similar to Year 3 levels, with parents of priority cohort students reporting higher satisfaction than the class of 2024 parents.</li> <li>Despite the Coronavirus Disease 2019 pandemic continuing to restrict GEAR UP activities and services, the most common reason students and parents cited for not participating in college and career advising and exploration initiatives related to lack of awareness of these offerings.</li> </ul>	<ul style="list-style-type: none"> <li>Topics discussed in one-on-one advising transitioned from students’ grades and course selection to include more postsecondary-education-related topics such as college applications and college plans or interests.</li> <li>College visits, college and career fairs, summer programming, and work-based learning continued to be offered in Year 5. Students and parents were satisfied with each of the activities in which they participated, but did share challenges with staffing, transportation, and a lack of opportunities to learn about trade schools.</li> <li>Parent events mainly focused on FAFSA completion, different types of college options, and the availability of college and career advising. As with other college and career exploration initiatives, parent survey respondents cited a lack of awareness about parent/family events being offered as the primary reason for not participating.</li> </ul>

Note. Table continues. TEA – Texas Education Agency. GEAR UP – Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad program. TNTP – Founded originally as The New Teacher Project (TNTP), the organization changed its name to TNTP after its mission expanded beyond serving new teachers. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. Vertical teaming is a strategy in which educators in one subject from multiple grade levels collaborate to align their curricula to better enable students to progress from one grade level to the next.

**Table 1.2. Summary of Findings from the Years 4–5 Annual Implementation Reports, Cont.**

Topic	Year 4 Summary of Findings	Year 5 Summary of Findings
<b>Professional Development (PD) Initiatives</b>	<ul style="list-style-type: none"> <li>Personnel survey respondents agreed that the PD they participated in provided strategies for increasing rigor and the strategies they acquired to increase their rigor from PD were easy to implement.</li> <li>Similar to Year 3, vertical teaming participants generally agreed with the statement on the personnel survey that the vertical teaming they participated in helped to align curriculum and reduce the need for remediation at the postsecondary level.</li> </ul>	<ul style="list-style-type: none"> <li>TNTP provided individualized support to districts, with a specific focus on academic rigor and shifted to a systems-based approach, which was appreciated by participants.</li> <li>As with previous years, participants generally agreed that the vertical teaming they participated in helped to align curriculum and reduce the need for remediation at the postsecondary level; however, 13% of respondents disagreed with this notion.</li> </ul>
<b>Sustainability Initiatives</b>	<ul style="list-style-type: none"> <li>Participants from site visits reported sustaining GEAR UP activities for middle school students in follow-on cohorts, with a focus on offering supports for Algebra I and providing individual advising. Some site visit participants expressed concerns regarding sustaining these efforts in the future due to limited resources.</li> </ul>	<ul style="list-style-type: none"> <li>Participating districts reported efforts to sustain GEAR UP initiatives for the follow-on cohort in middle schools, specifically focusing on continuing to offer Algebra I in Grade 8 and providing individual advising. Although site visit participants reported offering these initiatives, some initiatives were adapted to support sustainability, such as broadening the scope of individual advising or using a different college and career course curriculum.</li> </ul>
<b>Statewide Initiatives Across Texas</b>	<ul style="list-style-type: none"> <li>A new Texas law went into effect in Year 4 that requires Grade 12 students (beginning in the 2021–22 school year) to complete a FAFSA, TASFA, or sign an opt-out form in order to graduate high school. TEA developed and disseminated resources to support compliance with the new requirement, including toolkits for families, counselors, and community partners.</li> <li>More than two-thirds (70%) of Texas districts who responded to a statewide survey on the topic indicated they accessed these toolkits or other resources. Respondents reported that they were satisfied with the financial aid resources they used.</li> </ul>	<ul style="list-style-type: none"> <li>To support Texas law requiring Grade 12 students to complete a FAFSA, TASFA, or sign an opt-out form in order to graduate high school, the most widely used resources were the Federal Student Aid website and the ApplyTexas Counselor Suite.</li> <li>District respondents to a statewide survey were generally satisfied with the financial aid resources they used in the 2022–23 school year. Participants noted the need for additional resources for families in other languages, particularly Spanish, and resources for parents and families to address concerns regarding sharing their income tax information.</li> </ul>

*Note.* TEA – Texas Education Agency. GEAR UP – Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad program. TNTP – Founded originally as The New Teacher Project (TNTP), the organization changed its name to TNTP after its mission expanded beyond serving new teachers. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid. Vertical teaming is a strategy in which educators in one subject from multiple grade levels collaborate to align their curricula to better enable students to progress from one grade level to the next.

### 1.2.1. Contextual Factors Influencing Implementation

GEAR UP implementation in Year 6 was shaped by various contextual factors in Texas. As with previous years, there were ongoing challenges with student engagement, academic readiness, and teacher shortages. Since the Coronavirus Disease 2019 (COVID-19) pandemic, there has been a steady increase in teacher shortages that has resulted in a reliance on hiring new teachers who do not always possess a state certification to fill vacancies. According to the Dallas Morning News, “in two dozen school systems, mostly small charters and rural districts, two-thirds of new teacher hires were uncertified” (Richman, 2023). As discussed in further detail in the following pages, teacher shortages and the difficulties associated with new or uncertified teachers presented ongoing challenges for the GEAR UP school districts. One district, District 1, had even transitioned at the beginning of Year 6 to a 4-day schedule in the hopes of incentivizing new teachers and retaining existing teachers.

In addition, this was the third year that a financial aid requirement, Texas Education Code (TEC) § 28.0256 (2024), had been in effect in Texas. Specifically, this requirement states that beginning with students enrolled in Grade 12 during the 2021–22 school year, each student is required to either complete and submit a financial aid application or waiver consisting of a FAFSA, a Texas Application for State Financial Aid (TASFA), or a signed opt-out form to graduate from high school.

The FAFSA serves as a pivotal component in students’ postsecondary plans and eligibility to receive additional federal financial aid, such as the Pell grant, especially for students who come from families with lower incomes. More than 17 million students were expected to fill out the FAFSA this year in the United States (Turner, 2024). FAFSA submission became more complicated during the 2023–24 school year as ED implemented substantial changes to the application with the goal of streamlining the form. Due to the changes, the 2024–25 FAFSA submissions were delayed until December 2023. However, following the release of the updated application, students and parents across the United States experienced substantial challenges with technical issues and errors (Wood, 2024). While it was initially announced that FAFSA data would be provided to postsecondary institutions in January 2024, ED continued to announce delays thereafter. It was not until late March 2024 that ED began sending the majority of processed 2024–25 FAFSAs to postsecondary institutions (Wood, 2024). Across the country, concerns over the impacts that the FAFSA delay may have on students’ ability to enroll in a postsecondary institution after high school have led to institutions and states adjusting or waiving FAFSA deadlines and requirements. While the impact of these FAFSA challenges are still being explored, many educators from Texas and around the country are concerned about how the delayed rollout has affected students’ postsecondary plans as early sources point toward lower FAFSA completion rates compared to last year (Rodrigues, 2024). An overview of how the delay has affected the participating GEAR UP districts is explored in subsequent sections of this report.

Finally, a law requiring counselors to spend at least 80% of their time on defined counseling services (e.g., guidance curriculum, responsive services, individual planning, system support), TEC § 33.005 (2024), went into effect in the fall of 2021. Given that counselors are some of the key personnel responsible for implementing GEAR UP, the extent to which this law affected

their responsibilities in providing advising services to students is also explored in the forthcoming pages.

### 1.2.2. Limitations and Considerations of Findings

There are some limitations regarding the Annual Implementation Report for Year 6. Although site visits were conducted in person in February–March 2024, some participants were unable to make these visits. While multiple efforts were made to reschedule the meetings to a virtual setting, some groups (e.g., parents) were unable to participate. Additionally, survey response rates, particularly for parents, continued to be low as in prior years. In Year 6, one of the six participating districts did not have any respondents for the student, parent, and personnel survey; as a result, all findings for the district originate from the site visit. Due to the low numbers of respondents on the parent survey as well as small numbers of respondents in particular groups (e.g., counselors participating in TXOC and questions in which all respondents were from a single district), caution must be taken when interpreting these results. For surveys with small numbers of respondents, data were not disaggregated by subgroups to keep responses anonymized. Another limitation is that the report presents year-to-year comparisons (i.e., Year 5 to Year 6) rather than longitudinal trends. Instead of focusing on change over time, year-to-year comparisons identify if the survey findings are significantly different from one year to the next.

### 1.3. Report Overview

This report presents findings from the implementation study during the sixth year—school year 2023–24—when the **class of 2024** students were in Grade 12 and the **priority cohort** students were in Grade 9–Grade 11. It is important to note that at this stage in the grant, all participating cohorts served by the grant were in high school. Those middle school GEAR UP initiatives that did continue were all efforts that were sustained by the schools who participated in Years 1–2. Findings presented in the Year 6 report derive from multiple sources of data collected, including stakeholder surveys, in-person site visits, and virtual interviews (see Appendix B for full methodological details).

At a high level, this report describes how GEAR UP is being implemented, how the program is being sustained and what activities should be sustained, how program activities are being scaled across the state, and an overview of promising practices (see Appendix B for the list of evaluation questions used to guide the implementation study). In most chapters, findings are presented at the program level in the report narrative and broken out at the district level in the appendices.

#### Terms of Approximation

In order to enhance clarity and consistency in the interpretation of findings, the following terms of approximation are used throughout the report when describing qualitative data collected from the site visits with six participating districts.

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

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

One exception is that notable findings from individual districts, identified as promising practices, are highlighted in the main narrative in callout boxes. Additionally, program-level findings disaggregated by cohort, grade level, or respondent's role are presented in figures throughout the narrative.<sup>13,14</sup> It is important to note that findings may be disaggregated by cohort for select items (e.g., items concerning college and career activities). Finally, results are disaggregated by grade level for other items that are grade-level specific (e.g., items concerning postsecondary education applications, which most typically apply to Grade 12 students).

Longitudinal findings (i.e., findings from Year 5 to Year 6) are presented at the program level in figures in the narrative and in tables in appendices. In this report, "significance" refers to findings that were determined to be statistically significant using statistical tests to assess whether responses differed from one year to the next (i.e., findings from Year 5 to Year 6). A difference is considered statistically significant if there is a low probability, or  $p$ , that the difference occurred due to chance (the chance level is set to 5%). To protect the anonymity of school districts and personnel, districts are not referred to by name but according to a randomly generated number that serves as a pseudonym (e.g., District 1, District 2).

Important to note is that several survey questions used Likert scales to assess respondents' level of agreement (on a scale of 1–4 with 1 representing *Strongly disagree* and 4 representing *Strongly agree*) and satisfaction (also on a scale of 1–4 with 1 representing *Strongly dissatisfied* and 4 representing *Strongly satisfied*) regarding a variety of topics. When reporting responses by mean in the narrative, means are rounded to the nearest hundredth value to correspond with the appropriate scale value. It is important to note that doing so simplifies results and the full distributions are presented in the appendices. In the forthcoming pages of this report narrative, those results are presented as mean scores for ease of interpretation; the corresponding appendices include results presented as both mean scores and the percentages for each response option in the Likert scale. In descriptions of the mean scores within the report narrative, mean scores at or above a value of 3.50 are considered *Strongly agree*; mean scores valued between 2.50 and 3.49 are considered *Agree*; mean scores valued between 1.50 and 2.49 are considered *Disagree*; and mean scores valued at or below 1.49 are considered *Strongly disagree*.

The following chapters present implementation findings regarding PD initiatives (Chapter 2), academic initiatives (Chapter 3), college and career advising and exploration initiatives (Chapter 4), sustainability initiatives (Chapter 5), financial aid initiatives (Chapter 6), and grant implementation support (Chapter 7). The report concludes with a summary of findings, promising practices, and recommendations (Chapter 8). Additional details are presented as appendices, including GEAR UP strategies, goals, and objectives (Appendix A); the evaluation design, methods, and analytics (Appendix B); evaluation instruments (Appendix C); and technical details for each type of survey analysis (Appendices D–G). A summary of respondents

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<sup>13</sup> Many of these figures do not have corresponding tables in an appendix since appendix tables only present results for all respondents who answered the question by district.

<sup>14</sup> For the personnel survey, some findings are reported by respondents' self-identified role (e.g., teacher, counselor, administrator) to compare perceptions by various types of school personnel.



to each of the surveys is presented in the first few tables of each survey results appendix (i.e., Table D.1, Appendix D; Tables E.1–E.2, Appendix E; Tables F.1–F.4, Appendix F; and Tables G.1–G.2, Appendix G).



## 2. Professional Development Initiatives

As depicted in the logic model in Appendix B, PD is a critical input that is foundational to many of the GEAR UP goals and objectives.<sup>15</sup> PD delivered to educators affects how educators in turn deliver a variety of academic and advising initiatives (such as those discussed in Chapters 3 and 4). GEAR UP supported various PD initiatives in Year 6, including PD to enhance academic rigor, the TXOC Academy, and vertical teaming.<sup>16</sup> This chapter provides an overview of the PD initiatives used in Year 6, including teacher and personnel PD, individualized educator coaching/mentoring to improve academic rigor, TNTP support and services, and vertical alignment.

### 2.1. Building Academic Rigor

A core strategy of GEAR UP is to increase academic rigor by providing extensive PD to a variety of school personnel. This goal seemed to take on even greater importance following the COVID-19 pandemic as districts sought to recover from the learning loss associated with the pandemic and hire new staff to fill gaps left by the teacher shortage. This section describes efforts by schools and districts to determine a shared definition of academic rigor, the current levels of academic rigor at the participating schools and districts, school and district goals for enhancing academic rigor, and specific PD strategies to increase academic rigor.

#### 2.1.1. Defining Academic Rigor

Key to improving academic rigor is establishing a clear and consistent definition of rigor within districts.<sup>17</sup> During site visits, participants widely agreed that academic rigor can be fostered through establishing and promoting critical thinking skills, increasing demonstrated knowledge of course material through standardized assessments, and student-led learning. However, participants from some districts (Districts 3, 4, and 6) had varying levels of awareness about their district's conceptualizations of academic rigor as well as shared varying descriptions of what rigor looked like in the classroom. Participants shared that their district's conceptualizations of academic rigor involved encouraging students to think critically and creatively, and the application of these skills in their learning to be better prepared for the future. A District 6 principal shared the importance of how rigorous instruction prepares students:

*It's not necessarily the amount of work or how difficult a kid may perceive it to be, but rather how it is that we're asking them to think and what type of assignments we're asking them to complete. That's where the level of rigor is going to come in. Are they thinking creatively? Are they thinking collaboratively? Are they thinking outside of the box ... and thinking about things in a way that we might*

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<sup>15</sup> The relevant goal is Project Goal 3: Provide educator training and PD for rigorous academic programs.

<sup>16</sup> The relevant strategy is GEAR UP Strategy 1: Increasing academic rigor by facilitating an increase in access to, perceived value of, and student success in academically rigorous courses through extensive PD for teachers, counselors, and administrators and targeted tutoring for students.

<sup>17</sup> The relevant goal is Project Goal 1: Increase access to rigorous courses in order to reduce the need for remediation.

*need them to problem solve for the future, for the jobs that they have coming up, for the college courses that they're going to be experiencing?*

Conversely, participants from Districts 2 and 5 noted that while they did not have a districtwide definition of rigor, school or district personnel were taking steps to align expectations of academic rigor in an effort to move toward a shared definition. For instance, a District 2 coordinator shared that while their district did not have a shared definition of rigor, they were part of the district's curriculum team who held a common vision of increasing the level of academic rigor in the district and improving communication toward creating a shared definition of rigor. In both districts, site visit participants shared that Year 6 was pivotal in their districts' efforts to develop a common definition of academic rigor.

Due to their collaboration with TNTP, coordinators from Districts 2 and 5 shared that their school was becoming more engaged in efforts to define expectations for rigor. A District 5 coordinator noted that because of the results from TNTP's Insight Survey, administered a few years ago, their district leadership realized that there was a lack of clarity surrounding rigor. In Year 6, because of the training from TNTP, they were able to all get "on the same page." Even with a definition of academic rigor established, the District 5 coordinator explained that communicating expectations for academic rigor to teachers and school staff was a continuous process. District 5 staff responsible for academic rigor shared the importance of continually reinforcing a definition of academic rigor over time:

*You always think, "Okay, we've defined academic rigor. We did that 6 years ago." And so, we kind of check that off and it's not a check-off kind of thing. It's a continual process for us as leadership ... I think I've learned that more than anything through this process with TNTP. It is a continual process, and evaluating where we are, where our needs are, where our support is, because you just kind of think, "Okay, we know what it is." But we may not have communicated that with the people that need to know that.*

The subsequent sections present findings related to the current level of academic rigor within the districts, their goals related to increasing rigor, and strategies implemented in Year 6 focused on increasing academic rigor, as reported by site visit participants and survey respondents.

### **2.1.1. Current Level of Academic Rigor**

In describing the current level of academic rigor in place in their respective districts, participants from two districts (Districts 4 and 6) discussed the ways in which they assessed the level of rigor in their classrooms. For instance, a District 4 principal shared that they used the statewide standards, the Texas Essential Knowledge and Skills (TEKS), to measure the current level of rigor in classrooms. Alternatively, District 6 staff responsible for academic rigor noted the use of teacher benchmark data entered into their regional education service center's (ESC's) online student data management tool to gauge strengths and areas for growth in instruction.

During site visits, participants in some districts (Districts 4 and 6) shared positive reflections on the improvements the districts had achieved related to the level of rigor within their schools. In District 6, with implementation of a new curriculum, site visit participants noted that they had

seen improvement in rigor in their English department, particularly with experienced teachers; however, participants noted there was continued need for improvement. In District 4, participants noted substantial improvements in the current level of rigor in the non-tested courses in their school as a result of efforts taken within the school to include teachers from non-tested courses into conversations about rigor that typically occurred only with teachers in State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC)-tested subjects. District 4 staff responsible for academic rigor shared that, in the current year, teachers of non-tested courses had begun the practice of analyzing academic data and disseminating it in a similar manner as teachers from EOC-tested courses, so that the data can be understood consistently across the district. District 4 staff responsible for academic rigor also emphasized the positive that influence instructional coaches in the district had on the level of rigor, as they worked with teachers in their school.

**Promising Practice: Include teachers who teach non-tested courses in PD initiatives that aim to increase academic rigor to establish a schoolwide culture of rigor.**

In District 4, site visit participants noted they had seen positive improvements in the level of rigor in their non-tested courses. This increase in rigor was attributed to the fact that along with teachers from EOC-tested courses, teachers from non-tested courses were included in conversations related to rigor and encouraged to collect and analyze data in manners traditionally only done with EOC-tested subjects. Incorporating staff across departments and courses helped build and reinforce a culture of high expectations and rigorous instruction across the district.

## CHALLENGES WITH RIGOR

Across all districts, site visit participants expressed challenges related to the current level of rigor, sharing the level of rigor was inconsistent within and across classes. Prominent challenges shared by site visit participants included challenges related to inadequate teacher staffing and skills (cited by three districts), low student readiness and motivation (cited by three districts), and the lack of high-quality instructional materials (HQIM) aligned across departments (cited by one district and TNTP staff).

### *Inadequate Teacher Staffing and Skills*

Participants from some districts (Districts 3, 4, and 6) expressed how they experienced staffing challenges in Year 6 that impacted rigor, as there were not consistently strong teachers in the classroom. A District 3 coordinator was concerned that inconsistencies in rigor were due to varying teachers' skills with "certain teachers who were just amazing, and then [the district] had certain teachers who seemed to struggle more, and then everything in between." Site visit participants in District 6 reported that they had unfilled staffing positions in the mathematics department and were struggling to find certified teachers. To make up for staffing shortages, District 6 brought in virtual teachers in the classroom through Zoom. A District 6 staff member responsible for academic rigor shared that with these virtual teachers it was challenging to maintain high-level expectations for rigorous instruction. Participating priority cohort students in this district echoed these concerns, sharing that they did not prefer this virtual learning mode as they felt confused and lost with the course material.

### ***Low Student Readiness and Motivation***

Core content teachers from some districts (Districts 1, 3, and 5) attributed inconsistencies in rigor within and across classes to the need to adapt instruction according to students' skill levels. In District 1, the coordinator noted that some students were below grade level in reading, explaining that their Grade 11 students were reading at a Grade 9 level. Participating core content teachers in District 3 explained that it was necessary for them to adapt their standards according to students' varying levels of readiness to account for "high-level" students who were self-directed and other students who needed more learning supports. Furthermore, participating core content teachers in various departments in District 3 discussed the need to reprioritize their focus on rigor to address learning gaps so that students could reach grade level. A District 3 core content teacher shared how they had to lower their standards to ensure they would be successful in later higher-level courses.

*I had to lower my standards because they came to me with no skills and so I'm having to teach elementary and middle school skills in order to make them successful doing the high school math that's expected.*

Participating teachers attributed these gaps in student knowledge to the lasting influence of remote learning during the COVID-19 pandemic. A District 3 core content teacher explained they heard from students that during the pandemic—while students logged on to virtual lessons—they reportedly did not learn anything. This teacher also shared that another reason for these gaps in student knowledge could be due to students' lack of motivation; the District 3 core content teacher described it as "a battle" because teachers were "trying to get [students] to do [assigned schoolwork], if they even know how to do it, and then dealing with behavior issues." Core content teachers from Districts 3 and 5 also shared concerns about students' disinterest in course material either because students felt college was unattainable or they had "checked out." Additionally, participating staff in District 3 shared that a high number of emergent bilingual students (EB)/English learners (EL) in the school influenced the level of rigor across departments. Regardless of the reasons for learning gaps, District 5 staff responsible for academic rigor emphasized the need to support students in reaching grade-level outcomes by adopting instructional practices that prioritized scaffolding of student learning to close knowledge gaps.

### ***Lack of HQIM Aligned across Departments***

Finally, participants from District 3 noted a lack of rigorous curricula that aligned either between prerequisites and their subsequent courses (i.e., precalculus and AP [Advanced Placement] calculus) or between the curriculum and the TEKS. A participating core content teacher in this district further explained that their curriculum was sourced from a different state and lacked alignment with the TEKS; in some instances, the curriculum did not have units that covered the TEKS and vice versa. Participating TNTP staff echoed this concern, noting that in Year 6 they saw a decrease in the use of HQIM compared to Year 5 based on TNTP's classroom observations. TNTP staff also noted that this observed decline should be interpreted with caution as there were different classroom observers each year, which could lead to less consistency with the ratings, making year-to-year comparisons less reliable. TNTP staff emphasized the importance of prioritizing the access to and implementation of HQIM in districts, noting that without curricula deemed adequately rigorous or if teachers did not have access to

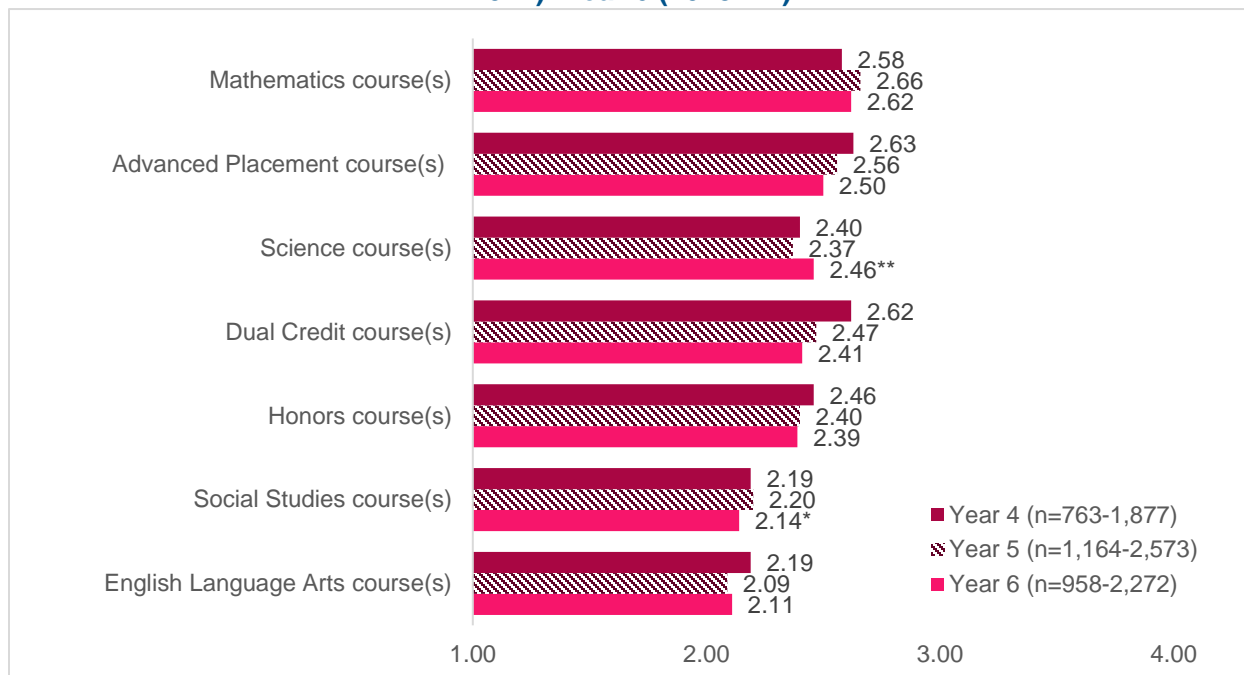
HQIM, “how can [staff] really push this instructional needle further?” Participating TNTP staff further added that there was a clear distinction between districts who adopted HQIM and those who had not, as the latter’s “instructional practices were not the best.”

### PERCEIVED LEVEL OF DIFFICULTY

While rigorous instruction is not intended to be beyond the capabilities of students, as previously shared by site visit participants, student’s perceptions of the level of difficulty of courses provides insight into their perceived level of rigor of associated courses. Student survey respondents reported mathematics to be *Moderately challenging* (with a mean score of 2.62), and as the most challenging reported subject area by student survey respondents in Year 5 and Year 6 (Figure 2.1; Tables D.2–D.3, Appendix D). Even so, participating staff from Districts 3 and 6 noted low levels of rigor in mathematics in their respective districts.

On the other hand, student respondents found English Language Arts (ELA) to be the least challenging, rating it as *Slightly challenging* (with a mean score of 2.11; Figure 2.1; Tables D.2–D.3, Appendix D). Site visit participants from Districts 4 and 6 noted low levels of rigor in their respective ELA departments, which they mainly attributed to the necessity of bringing new teachers up to speed.

**Figure 2.1 High School Students’ Perceptions of Course Challenge Level, Year 4 (2021–2022)–Year 6 (2023–24)**



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

Note. Scale used to determine mean rating: 1–*Not challenging at all*, 2–*Slightly challenging*, 3–*Moderately challenging*, 4–*Very challenging*. Respondents who selected *I don’t know/Not applicable* were not included in this analysis.

\*Responses for Social Studies differed significantly from Year 5 to Year 6:  $t(4759) = -2.1, p < .05$ .

\*\*Responses for Science differed significantly from Year 5 to Year 6:  $t(4822) = 3.2, p < .01$ .



### 2.1.2. District and School Goals for Academic Rigor

Site visit participants in most districts (Districts 1, 2, 3, 4, and 6) described districtwide or campuswide goals related to academic rigor. These goals included a focus on transforming staff perceptions of rigor, updating curricula in use to align with state standards, and identifying an appropriate level of rigor.

Some districts (Districts 1, 3, and 6) outlined aspirations centered on shifting staffs' perceptions of the capabilities of students to engage in rigorous instruction. Staff from these districts shared that teachers must have high expectations for their students so that students are adequately challenged and “can rise to the standard and above the standard, whether it be a regular course or an AP or dual credit course.” Participants noted this shift in mindsets was an area of growth for their teachers. Furthermore, the District 3 principal added that career and technical education (CTE) teachers in the district exhibited trust in their students to meet a high level of rigor, but this level of trust was a continued area of growth for their core content teachers who struggled to find the right balance of challenging their students for fear of students becoming disheartened by failing test scores:

*Our CTE [teacher] for the most part goes, “[Student], you got to get certified. You're going to have to pass the test. You want this, and I can't do it for you.” It's funny how CTE people can do it, they trust their kids. But when it comes to core [content teachers], sometimes it's like, “I'm afraid to let the [student] come up [to the front of the class] and [answer a question or problem] themselves.”*

A second goal noted by districts focused on ensuring that the curriculum in use aligned with the TEKS and increased the level of rigor in the classroom. Staff from Districts 2 and 4 discussed the need to revise existing curriculum or identify new curriculum that was aligned with the TEKS to increase the level of academic rigor in the districts. Specifically, District 2 staff responsible for academic rigor explained that they were aiming to ensure that all departments had access to and were implementing HQIM. The District 4 principal explained that they were exploring ways to revise existing English and mathematics curricula to ensure that students were successful on the Texas Success Initiative Assessment (TSIA) and college entrance exams.

A third goal shared during site visits focused on the use of specific practices that fostered academic rigor. These included supporting student-led learning (District 1), implementing student contracts for those in advanced courses to ensure that students were aware of their requirements and expectations (District 2), incorporating more vocabulary and writing into instruction across departments (Districts 2 and 6), and using ‘exit tickets’ in all classrooms to monitor student learning (District 4).

Finally, a principal from District 3 emphasized the goal of identifying the optimum level of academic rigor for students, one that challenged students at the right level without discouraging them:

*Challenging the students where the students have to reach up; I want to tell the [school personnel] that the rigor is challenging the students, but not to a point where [teachers] need to be up here and [students are] way down here, but*



*[teachers] come down to where [students are] at, just a little bit above that and just make them reach up.*

### 2.1.3. Professional Development Strategies Designed to Increase Rigor

As part of GEAR UP's strategy to increase academic rigor, PD initiatives are provided to various school personnel, such as teachers and administrators. This section details the PD strategies adopted at various districts to improve rigor, such as TNTP support and services, other PD for teachers and administrators offered through the district or third parties, individualized coaching and mentoring, and vertical teaming.

#### TNTP SUPPORT AND SERVICES

In Year 6, TNTP, the PD provider for GEAR UP, adopted a multipronged approach to provide support and services to participating districts. As a part of this approach, TNTP employed individualized support to districts and conducted data walkthroughs with teachers, district curriculum specialists, and/or district administrators. TNTP training—delivered to district leadership and staff, including instructional coaches—included strategies to increase academic rigor, best practices, and resources.

The individualized approach provided by TNTP to districts in Year 6 was tailored according to the needs and preferences of districts. In Year 6, Districts 4 and 6 first focused on training leadership and district staff. District 6 then planned to expand TNTP's reach to working directly with teachers during the latter half of the school year. District 4 planned to have staff trained by TNTP support teachers in the district using a train-the-trainer model. Participating staff at District 4 shared their appreciation for the train-the-trainer approach as they were able to build rigorous instruction and then train teachers in their district on these practices to increase staff capacity. Alternatively, District 5 had TNTP collaborate directly with teachers from the start by providing them with resources and strategies to help enhance instructional practices used in the classroom. Participating staff at District 5 added that TNTP had been helpful in ensuring leadership from the district understood the resources and strategies well enough to ensure they could continue to support teachers in the district as needed.

TNTP also supported several of the participating districts (Districts 2, 3, 4, and 5) in their in-person classroom walkthroughs, which were aimed at collecting data on how rigorous instructional strategies or practices were being used. A District 3 staff member shared that TNTP helped them understand data from

**Promising Practice: Promote opportunities to provide real-time feedback to teachers through walkthroughs and debriefs.**

Several districts (Districts 2, 3, 4, and 5) utilized data walkthroughs in collaboration with TNTP staff, district instructional coaches, and/or school administrators to assess the level of rigor in courses throughout the district; identify areas of growth related to rigor; assess the implementation of specific strategies; and provide feedback for teachers on the components of courses that were rigorous and areas for improvement. Participating core content teachers from District 2 and 5 expressed the benefits of this feedback in improving the flow of their courses and allowing for collaborative discussions on how to adapt strategies to fit the context and needs for their specific courses or departments.

the walkthroughs to describe the current status of instructional strategies and classroom practices:

*[They] take all the walkthrough data after a month and then say, “Hey, guess what? This is what we’re seeing across the content areas: 88% of [teachers] are doing warmups, and that’s fantastic, but look, only 17% of them are doing any kind of exit ticket or closure. So, what are we going to do about that?: Then we have breakout sessions and beyond just saying, “Hey, you need to have an exit ticket.” They’re going to go, “Okay, what would it look like for [students] to understand [course material].”*

Core content teachers from Districts 2 and 5, noted that post-walkthrough conversations with TNTP staff were helpful in facilitating collaboration and planning. A participating core content teacher from District 5 shared that “after [TNTP staff conducted their walkthrough], we’ll come together and see what other things we can change or make better or if we can keep things the same.” A principal from District 4 shared how the district had collaborated with TNTP to develop a rubric for walkthroughs that incorporated components the principal was interested in along with TNTP recommended components.

Additionally, participating site visit staff from Districts 4 and 5 appreciated the technical support and expertise that TNTP provided in Year 6, particularly with the resources and strategies they shared. Staff noted that these strategies were grounded in research and that TNTP helped translate research findings into practice.

## **DISTRICTS’ PERCEPTIONS OF TNTP**

In Year 5, TNTP changed their approach to PD initiatives available to staff at GEAR UP districts. Some of the changes to TNTP support and services implemented in Year 5 included having a liaison dedicated to each district who served as a primary point of contact (Lamb et al., 2023). Participating GEAR UP staff in Year 5 site visits shared their appreciation for the support they received from TNTP that resulted from the changes TNTP implemented in Year 5 and these positive sentiments continued to be expressed during Year 6 during site visits. During site visits, staff from several participating districts (Districts 1, 4, 5, and 6) shared that they were satisfied with TNTP’s support in Year 6, valuing their willingness to understand the goals of the district and its unique contexts and needs before delivering training. Site visit participants from Districts 4 and 5 shared how they valued the TNTP partnership, especially as they helped hold the districts accountable. Participating site visit staff from these districts appreciated the technical support and expertise that TNTP provided in Year 6, particularly with the resources and strategies they shared. Staff noted that these strategies were grounded in research and that TNTP helped translate research findings into practice. Additionally, as evidence of their satisfaction, participating staff from Districts 1 and 5 noted they wished to continue their partnership with TNTP after the culmination of the grant. A District 5 coordinator shared, “It’s making us better. It’s keeping that academic rigor; it’s keeping us accountable to that.”

Similar to Year 5, in Year 6, site visit participants cited staffing as a primary challenge related to TNTP’s support and services. TNTP staff noted that in recent years they had to begin anew at building relationships with districts due to new staff both at the school and district level. This was

especially prevalent in District 4 where the district had been experiencing staff turnover at the leadership level.

*This year it's been really hard to get things going in District 4 and a lot of that is because of turnover and leadership. I would say at least 50%, if not more, are new leaders in that building and I'm not sure they have a true understanding of all the services that [TNTP] could offer through the GEAR UP grant.*

Participating staff from Districts 1 and 6 also agreed with TNTP staff about the importance of stability in school staff presence to continue to build and strengthen partnerships with TNTP and see positive outcomes. District 1 staff recommended an increase of TNTP's presence on the school campus, citing fatigue from online meetings.

## TEACHER AND ADMINISTRATOR PROFESSIONAL DEVELOPMENT

PD activities offered in Year 6 were focused on equipping teachers and administrators with strategies and resources to enhance the academic rigor within the participating schools, a key project objective of the grant, and to support college readiness, social and emotional learning, and other priority areas.<sup>18</sup> Overall, a majority (89%) of personnel survey respondents indicated that they participated in one or more PD sessions in Year 6, a proportion that was slightly lower than in Year 5 (92%; Tables F.5–F.6, Appendix F). Staff from participating districts offered various examples of the PD they had participated in during Year 6. For example, site visit participants discussed attending Advancement Via Individual Determination (AVID) Summer Institutes (Districts 4 and 5), participating in training on the district's new science curriculum (District 1), attending workshops to enhance teachers' abilities to teach STEM (District 3), participating in training for students with diverse learning needs, specifically for EB/EL students (Districts 1 and 3), and training provided to special education teachers (Districts 5 and 6). Some districts also reported offering PD opportunities focused on creating supportive classroom environments, such as a training on behavior management through CHAMPS (District 3) and a social and emotional learning intervention through 7 Mindsets (District 4).<sup>19</sup> In addition to these teacher PD opportunities, District 3 continued with the New Teacher Academy that began in Year 5 with the support of TNTP; in Year 6 the program continued with oversight from the district instead of the school.<sup>20</sup>

With respect to the format of PD, slightly fewer than half of personnel survey respondents reported participating in in-person PD (48%) and both in-person and virtual PD (46%; Tables F.7– F.8, Appendix F). Personnel survey respondents offered feedback on the effectiveness of the PD sessions that focused on rigor. In general, personnel survey respondents *Agreed* that

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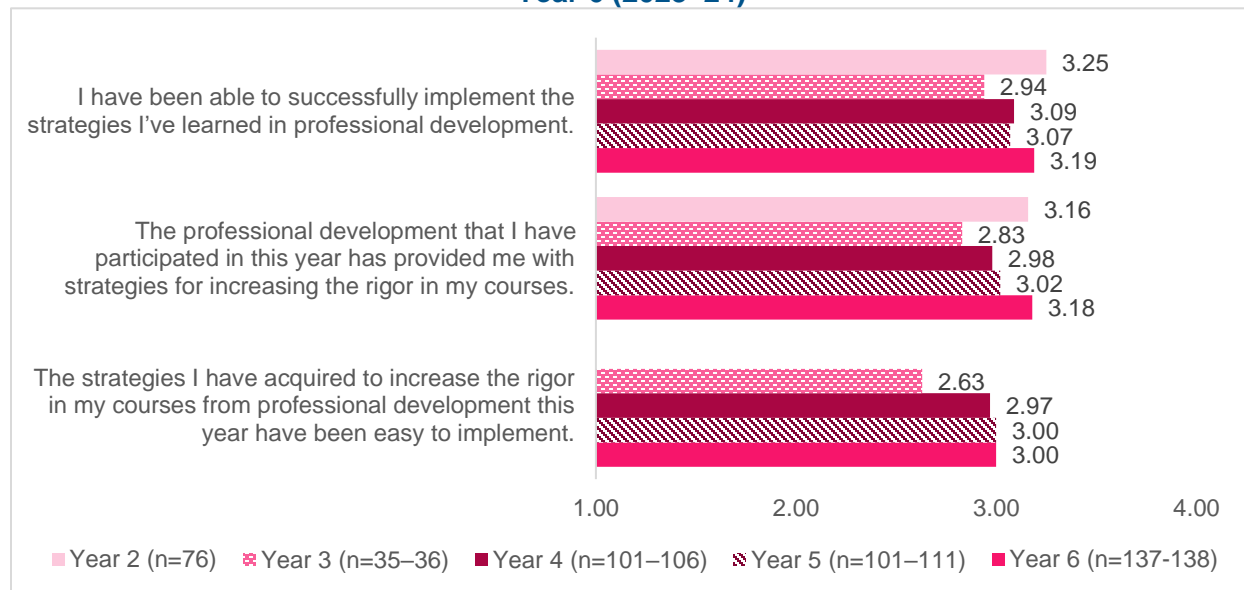
<sup>18</sup> The relevant objective is Project Objective 3.1: Each year, 50% of high school core content teachers will participate in PD that supports a rigorous curriculum (e.g., project-based learning, advanced instructional strategies, teacher externships, student engagement, etc.).

<sup>19</sup> For more information on [CHAMPS](#) and [7 Mindsets](#), please visit their associated webpages and resources.

<sup>20</sup> The New Teacher Academy leveraged the period before the beginning of the school year to prepare new teachers and focus on enhancing academic rigor in the classroom.

they were able to successfully implement strategies from PD (with a mean score of 3.19), that the PD they participated in provided them with strategies to improve rigor (with a mean score of 3.18), and that the strategies to increase rigor in courses were easy to implement (with a mean score of 3.00; Figure 2.2; Tables F.9–F.10, Appendix F). In Year 6, personnel perceptions that the strategies learned increased rigor and were able to be successfully implemented were slightly more positive compared to Year 5, while personnel perceptions of the ease of implementing strategies was similar across the years (with mean scores of 3.00; Figure 2.2; Table F.9–F.10, Appendix F).

**Figure 2.2. Personnel Agreement regarding Professional Development, Year 2 (2019–20)–Year 6 (2023–24)**



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

*Note.* Personnel who worked with Grade 7–12 students responded to this item in Year 2; personnel who worked with Grade 9–12 students responded to this item in Year 3, Year 4, Year 5, and Year 6. Scale used to determine mean rating: 1–*Strongly disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly agree*. Respondents who selected *I don't know/Not applicable* were not included in this analysis. Mean scores are only presented for items asked in the respective year survey.

In general, participating teachers across most districts (Districts 1, 2, 3, and 4) expressed satisfaction with the PD in which they participated. However, site visit participants shared concerns about the relevance of PD offered and the time needed to complete PD. Participants from several districts (Districts 1, 3, 4, 5 and 6) shared concerns about the lack of adequate school support in relation to the PD offered. Core content teachers across some districts (Districts 3 and 4) explained that they needed more targeted opportunities for their content areas, reporting that the PD offered was not relevant to their instructional or professional needs. A core content teacher from District 3 expressed concern that there appeared to be a divide between district staff and teachers on what PD was actually needed. A District 6 core content teacher shared that they had experienced challenges in getting district approval to participate in the PD in which they were interested.

Site visit participants also expressed concerns about the lack of time to undertake PD, which was exacerbated by challenges related to staffing. Staff from District 1 shared that since moving to a 4-day week they have not been able to find time to engage in PD as there were not a lot of days available to offer PD. Participating teachers in District 4 shared that they were experiencing a staffing shortage and suggested that there was a need for PD to be directed to new teachers' experience levels and needs, specifically "how to connect with students while managing a classroom and maintain high rigor, how to adapt and overcome particular situations." Participating teachers in Districts 3 and 4 recommended tapping into current teachers' experience in core content areas to provide targeted training but added that finding time to serve in a mentoring capacity was a challenge. This was exemplified by a participating District 4 teacher who shared, "I was asked to be a mentor teacher; I don't have time to do it, but I would love to do that." Furthermore, core content teachers from District 1 shared additional areas for improvement of their district's PD offering such as PD on student engagement and instruction to non-English-speaking students.

Among personnel survey respondents who indicated not participating in PD sessions in Year 6, slightly more than half (55%) reported that they did not know the PD was being offered. This was the most common reason cited by school personnel in both Year 5 and Year 6 for not participating in PD sessions (Tables F.11–F.12, Appendix F).

### **INDIVIDUALIZED EDUCATOR COACHING/MENTORING TO IMPROVE ACADEMIC RIGOR**

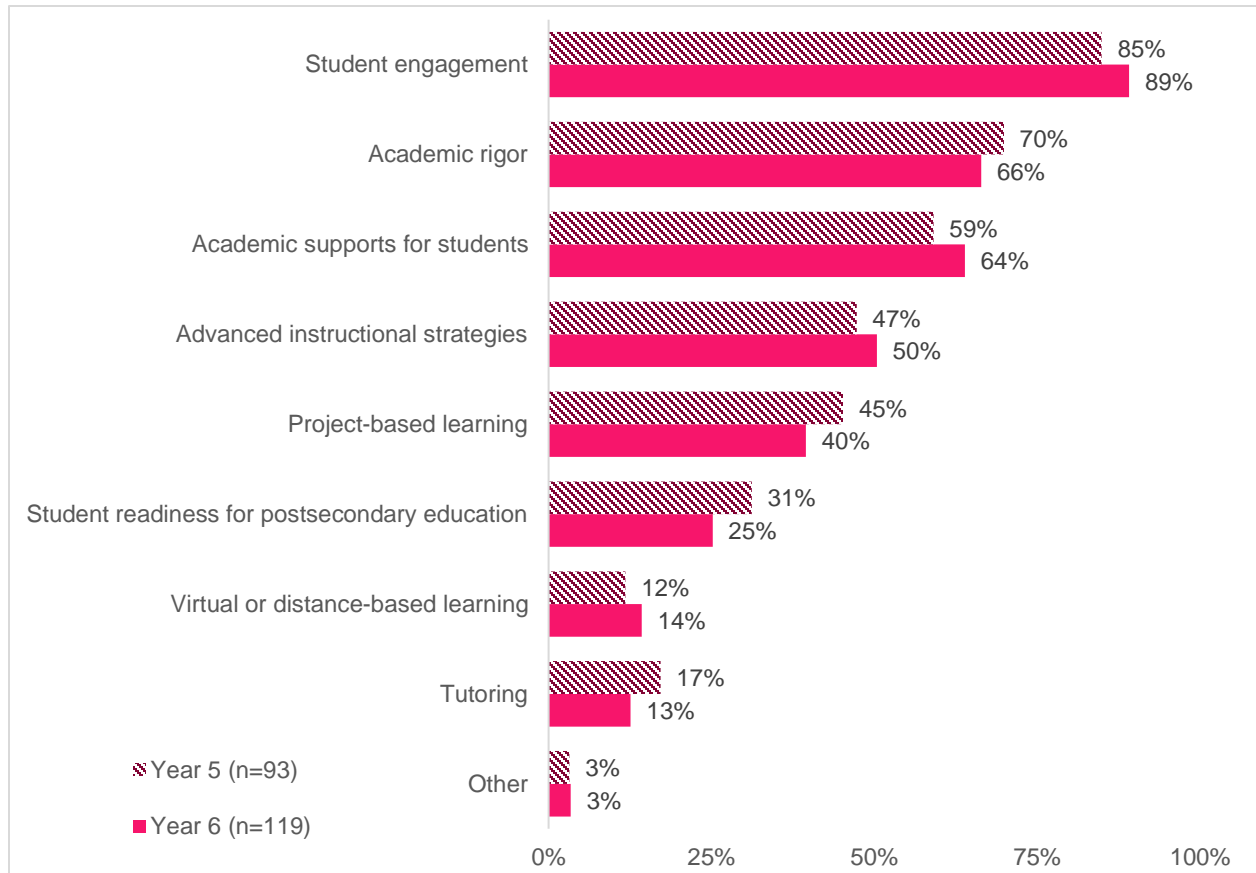
As part of a grant objective, educator coaching and mentoring is provided to support improvements in academic rigor.<sup>21</sup> Slightly fewer than half (45%) of personnel survey respondents reported participating in one to four coaching sessions and an additional 30% of respondents reported participating in five or more sessions (Table F.13, Appendix F). The proportion of personnel who reported participating in five or more educator coaching sessions was six percentage points greater in Year 6 compared to Year 5 (30% and 24%, respectively). Alternatively, the number of personnel respondents who reported not participating in any coaching or mentoring sessions was the same in Year 5 and Year 6 (24%; Tables F.14, Appendix F).

The teacher coaching/mentoring sessions covered a range of topics in Year 6 with the most popular topics being student engagement (89%), academic rigor (66%), and academic supports for students (64%); the distribution of reported topics discussed in Year 6 did not significantly differ from that of Year 5 (Figure 2.3; Tables F.15–F.16, Appendix F).

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<sup>21</sup> The relevant objective is Project Objective 3.3: Each year, 20% of high school class of 2024 core content teachers will participate in at least three individualized educator coaching and/or mentoring sessions.

**Figure 2.3. Topics Personnel Discussed during Teacher Coaching/Mentoring Sessions, Year 5 (2022–23)–Year 6 (2023–24)**

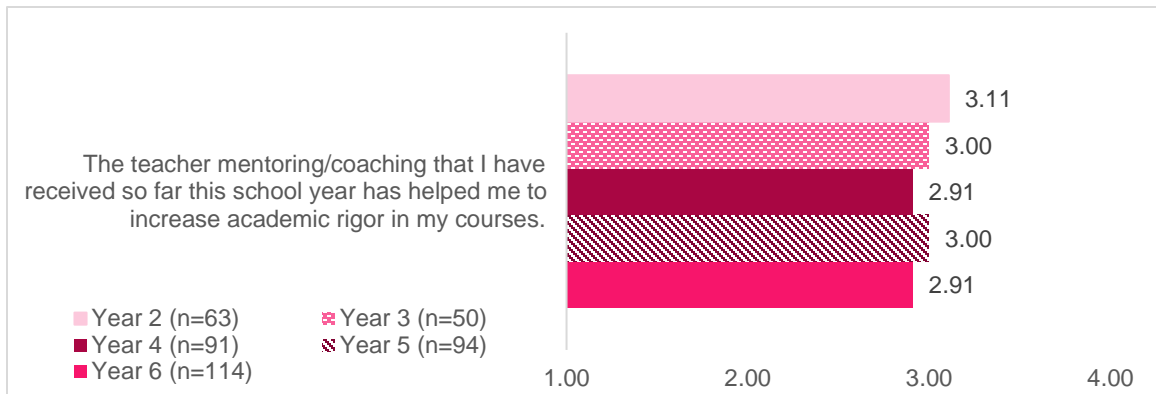


Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 5 (spring 2023) and Year 6 (spring 2024). Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Only survey response options from Year 5 and Year 6 are presented since response options changed from previous years.

In Year 6, personnel respondents generally *Agreed* that the teacher mentoring/coaching they received helped them to increase the academic rigor in their courses (with a mean score of 2.91; Figure 2.4; Tables F.17, Appendix F). This agreement level from personnel in Year 6 was slightly lower than in Year 5 (with a mean score of 3.00), though the difference was not statistically significant (Table F.18, Appendix F).



**Figure 2.4. Personnel Agreement regarding Mentoring/Coaching Sessions, Year 2 (2019–20)–Year 6 (2023–24)**



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

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

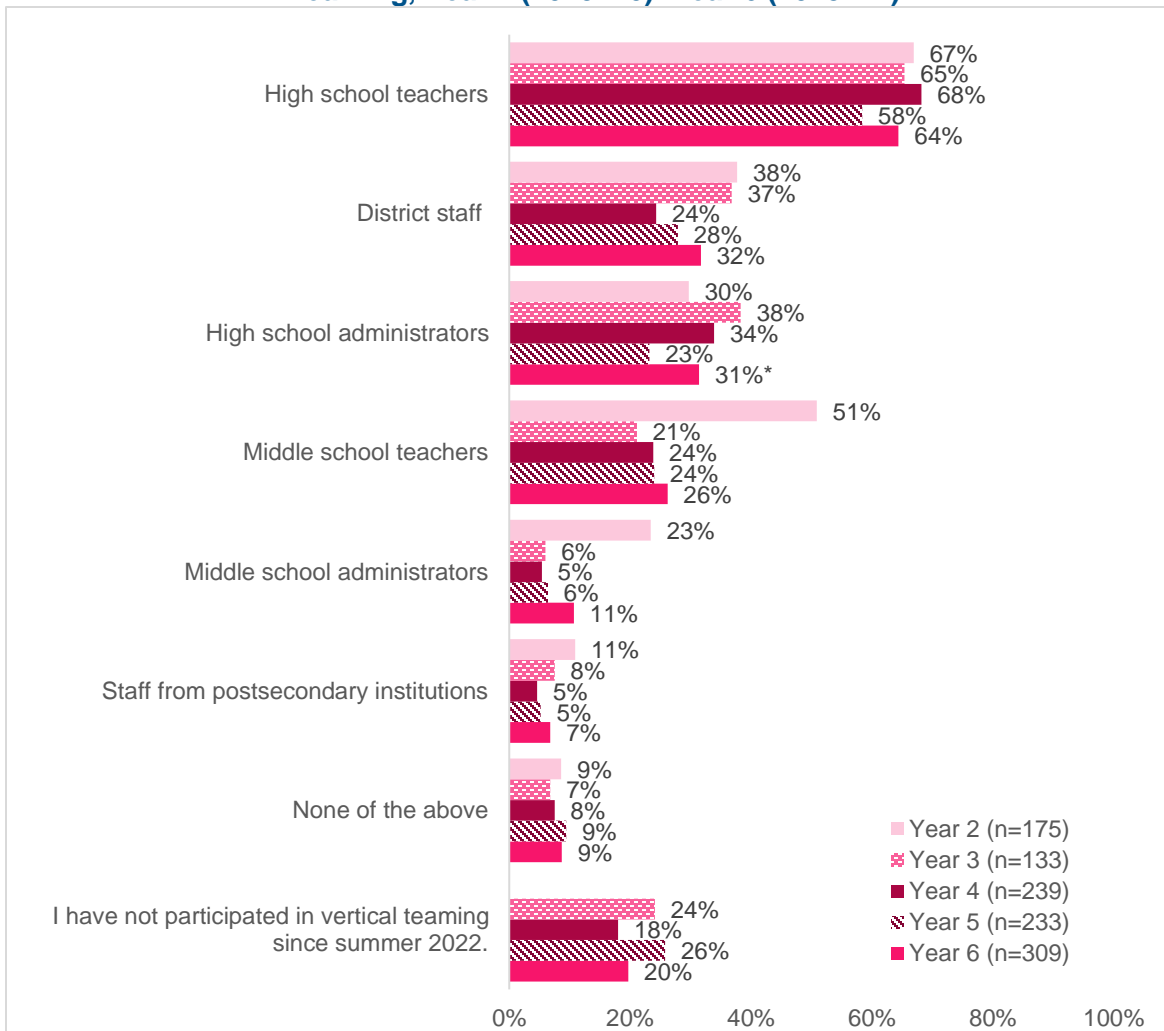
## VERTICAL ALIGNMENT

Vertical teaming is a practice where a team of different grade-level educators in a particular subject area collaborate to align their instruction, curricula, standards, and assessment. This ensures that students are equipped with the necessary skills and are better supported so that they can progress from one grade level to the next and are also adequately challenged. A project objective was established regarding the use of vertical teaming at middle schools, high schools, and institutions of higher education, with the ultimate goal of reducing the need for remediation at the postsecondary level.<sup>22</sup>

Personnel survey respondents were asked to select the staff with whom they participated in vertical teaming in Year 6. About two-thirds of respondents (64%) selected high school teachers, followed by district staff (32%; Figure 2.5; Table F.19, Appendix F). Compared to Year 5, a significantly higher proportion of personnel survey respondents selected participating in vertical teaming with high school administrators (23% and 31%, respectively; Figure 2.5; Table F.20, Appendix F). Other than this difference, rates of participation for different roles in Year 6 were similar to Year 5. Figure 2.5 provides additional detail about the breakdown for each year as well as other personnel who were reported to have participated in vertical teaming activities.

<sup>22</sup> The relevant objective is Project Objective 3.2: Each year, teams of educators and administrators (middle school, high school, and institutions of higher education) will complete at least five days of vertical teaming in order to align curriculum and reduce the need for remediation at the postsecondary level.

**Figure 2.5. Staff with Whom Personnel Survey Respondents Participated in Vertical Teaming, Year 2 (2019–20)–Year 6 (2023–24)**



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

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Personnel who worked with Grade 7–12 responded to this item in Year 2; personnel who worked with Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. The response option *I have not participated in vertical teaming since summer 2022* was not asked in Year 2.

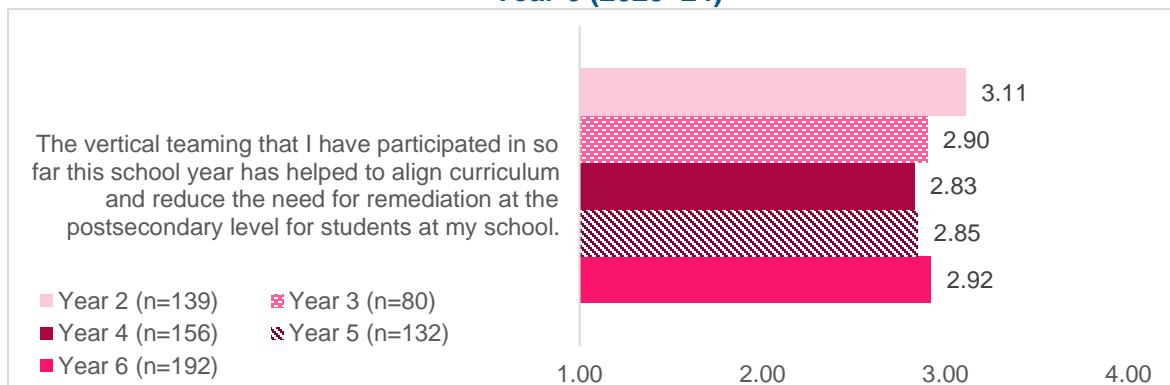
\*Responses for high school administrators differed significantly from Year 5 to Year 6:  $\chi^2(1)=4.5, p<.05$ .

During site visits, participants from most districts (Districts 1, 2, 4, 5, and 6) described vertical alignment efforts as well as interdepartmental collaboration to foster a unified vision across staff and departments in various grade levels. A District 2 principal shared they held meetings to ensure that curricula across AP and honors courses were better aligned. District 1 staff described holding vertical alignment meetings for English and mathematics departments where they had incorporated task analysis protocols into their lesson planning to ensure materials were on grade level mapped to STAAR test questions. Additionally, participants from Districts 1 and 6 shared employing professional learning communities (PLCs) as a strategy to ensure vertical alignment and enhance rigor. Core content teachers from District 6 described planning days with their PLC, comprised of curriculum specialists from the district as well as teachers

across the district. During PLCs, discussions focused on ensuring vertical alignment in teachers' content area across grades. In addition to these planning days, participating teachers in District 6 also had scheduled planning periods to ensure that their courses were in alignment with the TEKS standards and that instruction was rigorous.

In Year 6, personnel survey respondents who participated in vertical teaming generally *Agreed* that the vertical teaming they participated in helped align curriculum and reduce the need for future remediation at the postsecondary level for students within their respective schools, which was similar to the mean score in Year 5 (with mean scores of 2.92 and 2.85, respectively; Figure 2.6; Tables F.21–F.22, Appendix F).

**Figure 2.6. Personnel Agreement regarding Vertical Teaming, Year 2 (2019–20)–Year 6 (2023–24)**



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

*Note.* Personnel who worked with Grade 7–12 responded to this item in Year 2; personnel who worked with Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Scale used to determine mean rating: 1–*Strongly disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly agree*. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

## 2.2. Texas OnCourse Academy Counselor and Advisor Program

Some counselors and advisors continued to participate in the TXOC Academy that was initially piloted with GEAR UP districts in Year 3.<sup>23</sup> In the personnel survey, counselors and student services personnel from only one of six districts (District 3) reported participating in the TXOC Academy in Year 6 (Table F.23, Appendix F); the overall participation rate for Year 6 (9%) was lower than in Year 5 (25%; Table F.24, Appendix F). It is important to note that because of the small number of personnel (i.e., counselors/student services personnel) who reported participating in the TXOC Academy, findings in this section must be interpreted with caution.

In Year 6, counselors and other student services personnel were asked to indicate their agreement on various statements related to their participation in the TXOC Academy. Respondents generally *Agreed* that they learned new information for postsecondary education advising and that they felt better prepared to deliver individualized postsecondary education and

<sup>23</sup> The relevant objective is Project Objective 3.4: By the end of the project's second year, all high school counselors will complete training in college and career advising.

career advising to parents (with mean scores of 3.00; Table F.25, Appendix F). Additionally, respondents *Strongly agreed* that they learned new information for career advising and felt better prepared to deliver individualized postsecondary education and career advising to students (with mean scores of 3.50; Table F.25, Appendix F).

### 2.3. Summary

PD initiatives in Year 6 focused largely on efforts to foster academic rigor in instructional practice. A majority of personnel survey respondents indicated having participated in one or more PD sessions and personnel participation in individualized coaching and mentoring sessions was higher in Year 6 compared to Year 5. Common topics discussed during these individualized sessions included student engagement, academic rigor, and academic student support. Overall, site visit participants at various districts appreciated the support and services provided by TNTP in Year 6, particularly with TNTP's individualized approach. However, staffing challenges experienced at some districts hindered the effectiveness of TNTP's services. One district reported participating in the TXOC Academy, and nearly two-thirds of personnel survey respondents reported participating in vertical teams in Year 6.

## 3. Academic Initiatives

GEAR UP academic initiatives in Year 6 focused on the promotion of advanced course offerings at high schools, opportunities for high school students to earn college credits, targeted tutoring support for high school students who were failing one or more of their courses, and high school student preparation for college entrance exams. Year 6 findings for each of these academic initiatives are detailed in the sections that follow.

### 3.1. Advanced Coursework and Opportunities to Earn College Credit

GEAR UP program objectives promote students taking AP and advanced mathematics courses and earning college credit through the achievement of a passing score on an AP exam or the completion of a dual credit course.<sup>24</sup> This section includes findings about initiatives specific to advanced course offerings, such as AP and honors courses, advanced mathematics courses, and dual credit courses. Additional findings on perceptions about student preparedness for advanced courses are presented as well.

#### 3.1.1. Advanced Course Offerings

All six participating districts offered advanced and dual credit courses to class of 2024 and priority cohort students during Year 6; however, there was some variation in the types of courses and subjects offered across districts that is discussed below.

#### **ADVANCED PLACEMENT (AP) AND HONORS COURSES**

Four out of six districts offered AP courses during Year 6. Districts 5 and 6 did not offer AP courses and District 5 site visit participants shared that while both dual credit and AP courses promoted academic rigor, the district felt that AP tests being the sole measure for receiving college credit was unfair. Among the four participating districts that offered AP and honors courses (Districts 1, 2, 3, and 4), District 3 noted they planned to discontinue their AP program at the end of Year 6 as they were not seeing students receive college credit. District 3 staff noted that challenges related to the staff shortage and turnover along with training and PD for available staff were among the reasons they believed they were not seeing expected results. While participating TEA staff recognized the shift away from AP courses across participating districts, they noted the benefits of offering advanced courses, especially in increasing students' postsecondary readiness. TEA staff emphasized the importance of continuing to offer advanced courses as "students will be more prepared and more willing to take that step of applying to

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<sup>24</sup> The relevant objectives are Project Objective 1.2: By the end of the class of 2024's fifth year (Grade 11), 60% of class of 2024 students will complete a Pre-Advanced Placement (AP), Pre-International Baccalaureate (IB), AP, or IB course; Project Objective 2.1: By the end of the project's sixth year, 60% of class of 2024 students will be eligible to earn college credit through achievement of a passing score on the AP exam, IB exam, or completion of a rigorous dual credit course.

college, and going to college, and being successful that first year,” having already seen and completed a college-level course.

Roughly one-half of school personnel survey respondents indicated that the most common requirement that qualified a student to enroll in AP and honors courses was that students had a certain grade in the subject area (Tables F.26–F.27, Appendix F). During site visits, among the four districts that reported offering AP and honors courses, all shared that there were no prerequisites for enrolling in AP courses at their school. A District 1 core content teacher shared that the decision to enroll in an AP course was left up to the student and their parent. A District 4 coordinator noted that while advanced courses such as AP and honors were open-enrollment, school staff worked with students to ensure that these courses were at an optimal level of challenge:

*If [the] student, wants to take an advanced course, [they] can take an advanced course. We just make sure that we look at their grades and their transcript and instead of trying to take every single class AP or pre-AP, let's pick one that [the student is] really good at and see. It's a lot of advising and a lot of counseling.*

District 2 core content teachers noted that while the district did not have any prerequisites for AP, it might be helpful for the district to require pre-AP or honors courses be completed as this could help ensure that students were aware of the level of academic rigor expected in AP courses. Participating District 3 staff responsible for rigor shared that while the district offered AP and honors courses, they did not have pre-AP courses and expressed that students may not have been primed for the level of rigor expected from them in the advanced courses. Alternatively, a District 2 core content teacher felt that prerequisites could act as a deterrent to enrolling in advanced courses:

*But I think it would be a deterrent to many of the students from attempting to even sign up for them. And I do find that those who choose to be in AP do tend to put forth more effort to do well in that class than those who are just in on-level classes.*

Student survey respondents generally reported AP and honors courses they were currently enrolled in were *Moderately* and *Slightly challenging* (means of 2.50 and 2.39, respectively; Table D.2, Appendix D). These levels were slightly lower, albeit not statistically significant, compared to Year 5 for both AP and honors courses (mean scores of 2.56 and 2.40, respectively; Table D.3, Appendix D).

## **DUAL CREDIT COURSES**

Dual credit courses provide students with the opportunity to earn college credit while still in high school and all participating districts offered dual credit courses in Year 6. During site visits, two participating districts (Districts 2 and 4) described changes with student participation in dual credit courses. A District 4 coordinator shared that enrollment in their dual credit courses was increasing again after they had declined following COVID-19. The coordinator shared that from Year 1 to Year 6, enrollment in their early college program almost tripled. The District 4 coordinator noted that this increase could be attributed to the support provided by the GEAR UP



grant allowing school staff to increase capacity and monitor student progress and academic achievements.

Conversely, the District 2 coordinator noted more students were dropping out of dual credit courses in Year 6 even though enrollment levels had been consistent in previous years. The District 2 coordinator shared that this may be due in part to a recent policy change whereby students are no longer required to pay for dual credit courses they do not complete. The coordinator expressed the desire to continue to monitor enrollment and completion trends to accurately determine if student dropouts are being driven by this policy change. A class of 2024 student from District 6 who dropped out of a dual credit course cited changing career plans as their reason for not completing the course. This student shared they were “focused on the military aspect” now as they “didn’t really care for college that much.”

Student survey respondents generally reported that dual credit courses were *Slightly challenging* (with a mean score of 2.41), which was slightly lower than in Year 5 (with a mean score of 2.47; Tables D.2–D.3, Appendix D). More than two-thirds (69%) of personnel survey respondents reported the most common requirement for dual credit courses was having a certain score on the TSIA (Tables F.26–F.27, Appendix F).

## ADVANCED MATHEMATICS

In order to graduate from the Foundation High School Program, Texas high school students must complete three mathematics credits including Algebra I, geometry, and an advanced mathematics course (TEA, 2020). Furthermore, in order to receive a distinguished level of achievement, Texas high school students are expected to earn four credits in mathematics, including Algebra II (TEA, 2020).<sup>25</sup> As such, completion of Algebra I in a timely manner is a priority for GEAR UP as it paves the way for more advanced coursework, such as Algebra II and geometry.<sup>26</sup> This section provides findings specific to enrollment in various advanced mathematics courses across grades as well as student and personnel perceptions regarding student achievement in the courses.

### Promising Practice: Involve middle school students in high school dual credit events.

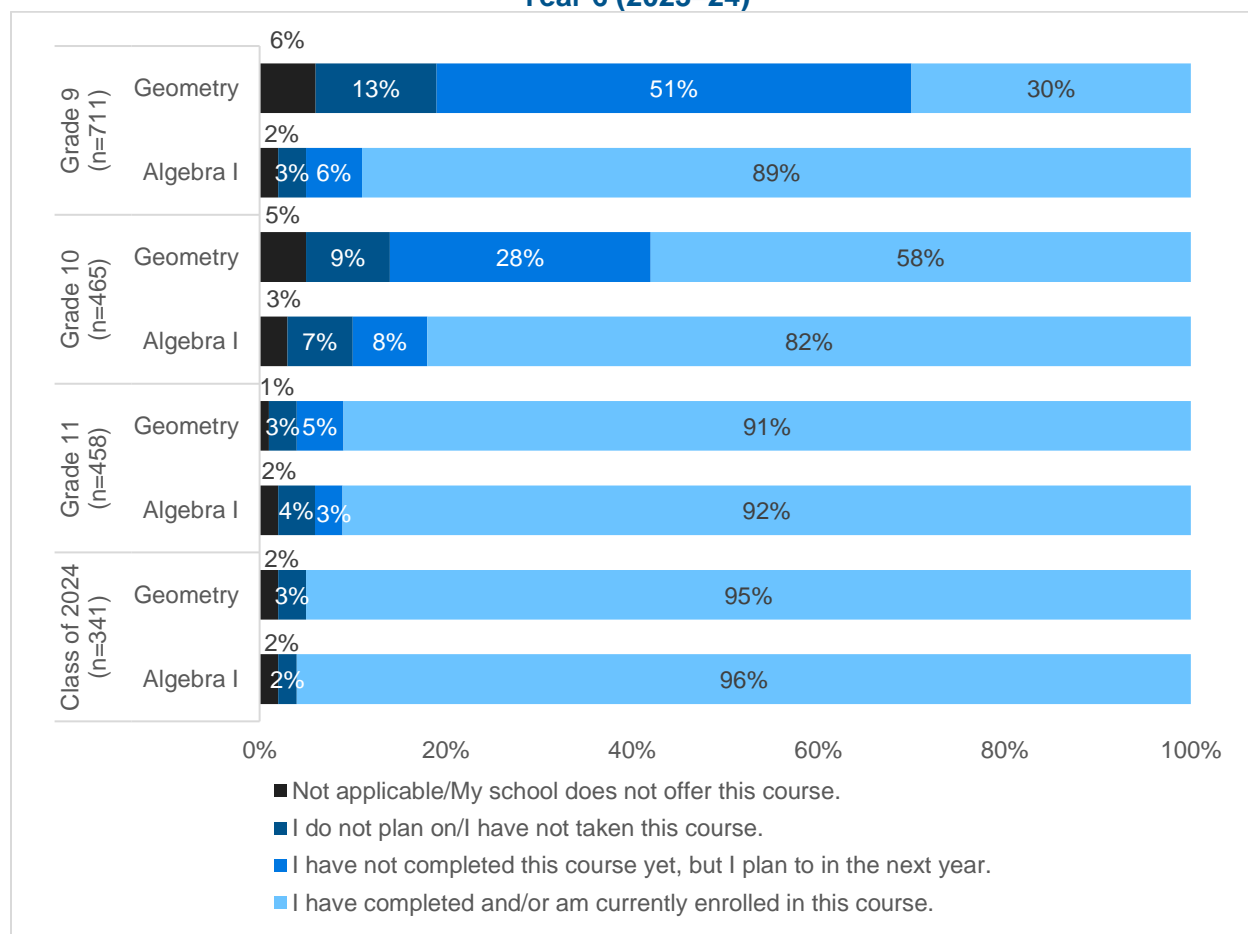
District 4 hosted Early College Program events in which Grade 8 students, parents/families, and the district’s dual credit and community partners participated. During these events, students learned about the district’s dual credit course offerings, asked questions of dual credit and community partners, and celebrated their acceptance into dual credit courses upon entry to the high school. These events helped increase awareness of dual credit courses for middle school students and their families, helped set expectations for success in these advanced courses, and supported the transition from middle school to high school.

<sup>25</sup> The relevant objective is Project Objective 2.2: By the end of the project’s sixth year, the percentage of class of 2024 students graduating on the Foundation High School Program with an endorsement and/or receiving the Distinguished Level of Achievement will meet or exceed the baseline state average.

<sup>26</sup> The relevant objective is Project Objective 1.1: By the end of the class of 2024’s second year (Grade 8), 30% of class of 2024 students will complete Algebra I. By the end of the class of 2024’s third year (Grade 9), 85% of class of 2024 students will complete Algebra I.

As seen in Figure 3.1, nearly all class of 2024 student survey respondents reported being currently enrolled in or having already completed Algebra I and geometry (96% and 95%, respectively; Table D.4, Appendix D). Beyond class of 2024 students, the majority of Grade 9–Grade 11 respondents (82%–92%) had completed or were currently enrolled in Algebra I (Tables D.5–D.6, Appendix D). Alternatively, completion of geometry had more substantial variations by grade as fewer than a third (30%) of Grade 9 students were to complete geometry by the end of their freshman year. Additional information is presented in Figure 3.1 on students’ reported completion of Algebra I and geometry for student survey respondents by grade.

**Figure 3.1. Student Enrollment Plans for Mathematics Courses by Grade, Grade 9–12, Year 6 (2023–24)**



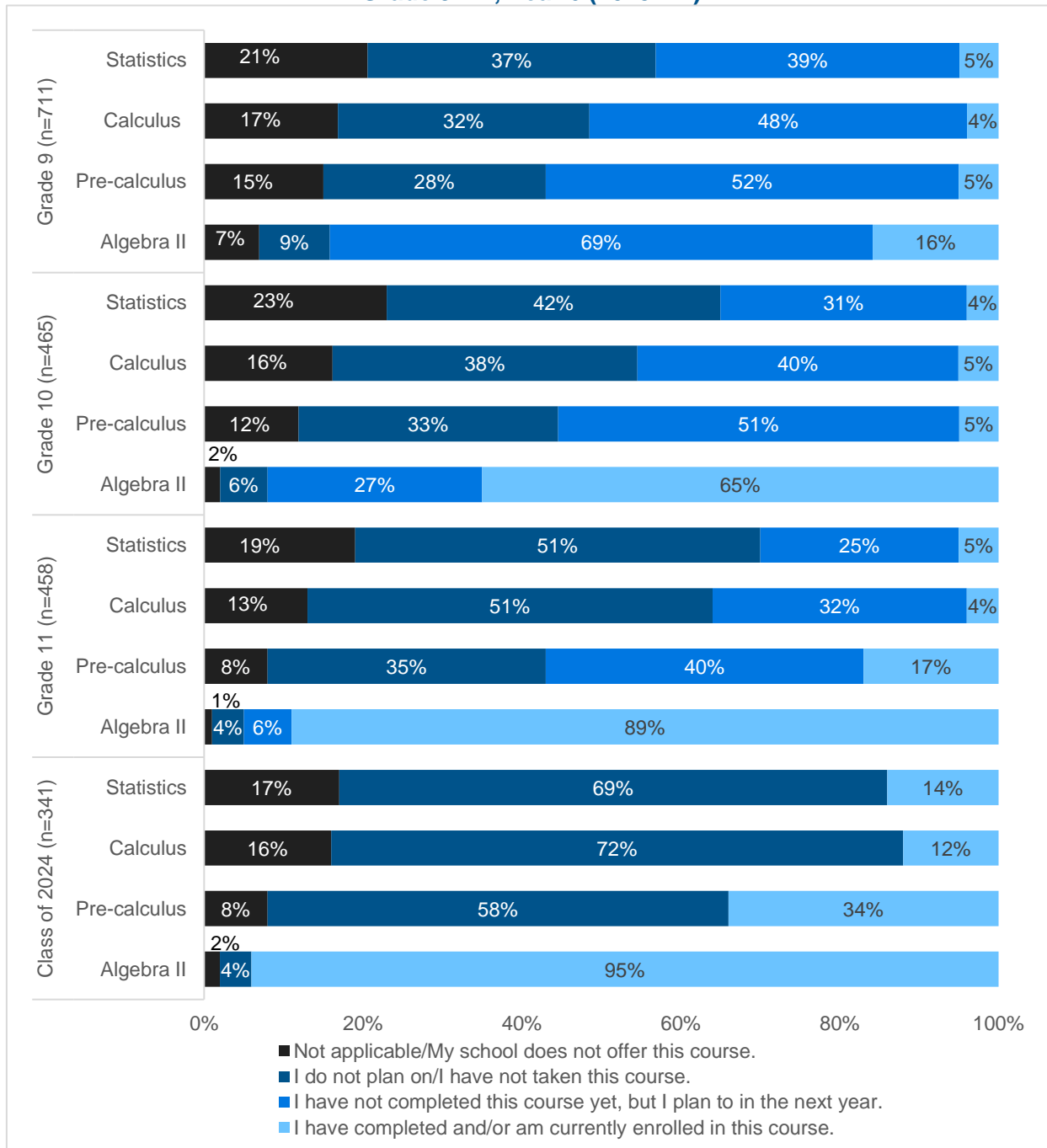
Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024).

Note. Response percentages may not total to 100% due to rounding. Class of 2024 students were in Grade 12 in Year 6. Response options were combined to support easier interpretation of findings: the category “I do not plan on/I have not taken this course” includes combined response options *I do not plan on taking this course* and *I have not taken this course*, which were offered to Grade 9–11 and class of 2024 students, respectively; the category “I have completed and/or am currently enrolled in this course” combined response options *I am currently enrolled in this course* and *I completed this course in a prior year or semester*, which was presented to Grade 9–12 students. The response option *I have not completed this course yet, but I plan to in the next year* was only presented to Grade 9–11 students.

With respect to Algebra II, a high school graduation requirement for the distinguished level of achievement, a higher proportion of class of 2024 students (95%) indicated having completed or

being currently enrolled in Algebra II compared to priority cohort students in Grade 9–Grade 11 (16%, 65%, and 89%, respectively; Figure 3.2; Tables D.4–D.6, Appendix D). Current enrollment and/or completion levels for class of 2024 students for other advanced mathematics courses, specifically, precalculus, calculus, and statistics, were lower compared to mathematics courses that are a high school graduation requirement (34%, 12% and 14%, respectively; Table D.4, Appendix D). For class of 2024 and priority cohort students, nearly half or more of respondents across grades reported their school did not offer or they did not plan on taking calculus (48%–88%) or statistics (57%–86%). Figure 3.2 provides a more detailed breakdown of students' enrollment plans for advanced mathematics courses by grade.

**Figure 3.2. Student Enrollment Plans for Advanced Mathematics Courses by Grade, Grade 9–12, Year 6 (2023–24)**



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

Note. Response percentages may not total to 100% due to rounding. Class of 2024 students were in Grade 12 in Year 6. Response options were combined to support easier interpretation of findings: the category “I do not plan on/I have not taken this course” includes combined response options *I do not plan on taking this course* and *I have not taken this course*, which were offered to Grade 9–11 and class of 2024 students, respectively; the category “I have completed and/or am currently enrolled in this course” combined response options *I am currently enrolled in this course* and *I completed this course in a prior year or semester*, which was presented to Grade 9–12 students. The response option *I have not completed this course yet, but I plan to in the next year* was only offered to Grade 9–Grade 11 students.

Participating TEA staff noted the importance of providing access to advanced course offerings for students in middle school, cautioning that exclusive accelerated mathematics programs can discourage students and serve as a barrier for completing advanced mathematics courses:

*There's a lot of barriers that exist to where if a student is not enrolled in accelerated math in sixth and seventh grade, they don't allow them the opportunity to take algebra in eighth grade. ... I think that those are challenges and barriers that middle schools should work to eliminate ...*

Site visit participants from District 4 adopted multiple avenues to overcome barriers to middle school students' Algebra I enrollment. The coordinator in District 4 shared that their middle school offered students entering Grade 6 an opportunity to apply for a STEM program that automatically enrolled them in advanced courses in English, mathematics, science, and social studies. Participation in this STEM program ensured that students were on track to enroll in Algebra I in Grade 8. For students who were not a part of this STEM program, Grade 7 test scores were used as another on-ramp to enroll in Algebra I in Grade 8. For students whose scores did not meet the target, the district offered a 3-week summer bridge program at the end of which students completed a test and if their score met the target they could enroll in Algebra I in Grade 8.

Beyond completion of advanced mathematics courses in middle school, student site visit participants from Districts 3 and 6 shared that while the content covered in advanced mathematics courses was challenging, they experienced different levels of support. For instance, District 3 class of 2024 students shared that they received an appropriate level of support while District 6 class of 2024 students noted how they could not access timely support for their remote precalculus class as their course was staffed by a virtual teacher.

Site visit participants from Districts 2 and 6 cited identifying and recruiting qualified teachers as a primary challenge to offering advanced mathematics courses in Year 6. The District 6 principal explained that they had difficulties hiring qualified teachers to teach secondary mathematics courses and had to resort to hiring remote teachers from other parts of the country to teach virtual classes. As a result of the shortage of qualified mathematics teachers and reliance on virtual teachers, the principal shared they were seeing gaps in student knowledge. The District 2 coordinator shared how the district hired a lot of teachers, such as mathematics teachers, who were also athletic coaches for the high school. As a result of away games and tournaments, the coordinator noted coaches often ended up being out of school with their teams and having substitutes in the classroom, which can “kill the momentum” of student learning. The District 3 principal shared the importance of having qualified teachers for advanced mathematics courses so students can be successful in the courses:

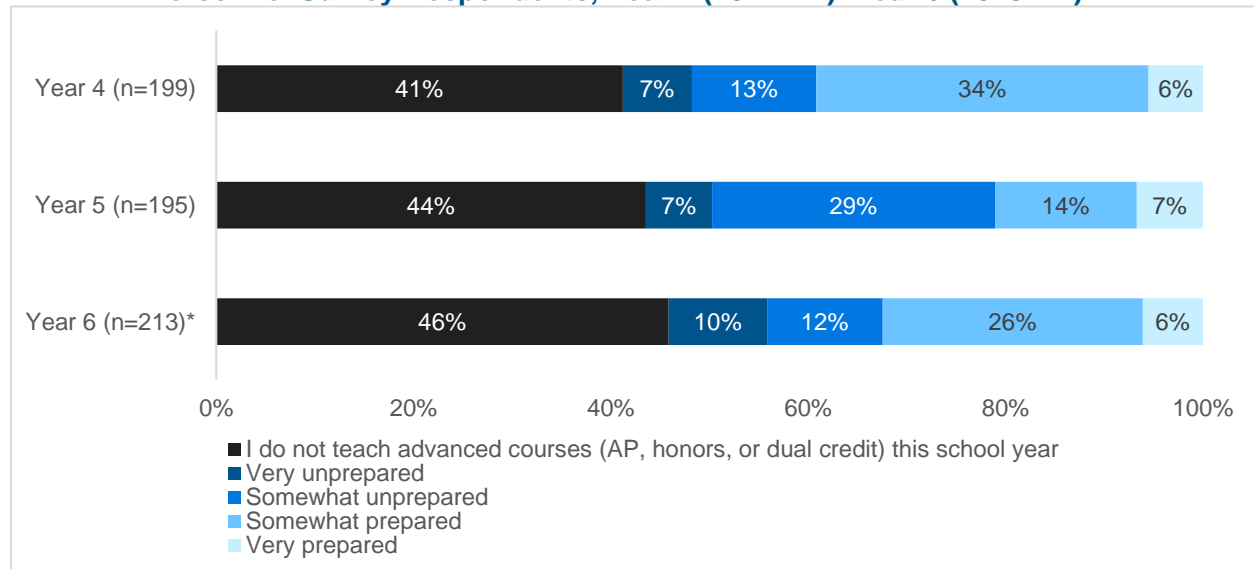
*I think it comes down to the teacher on that one. I think the kids that we put in those [mathematics] classes can do it, but if you have a teacher that doesn't know how to teach advanced—the kid suffers, not the teacher.*

In addition to staffing challenges, site visit participants in District 2 shared that a lack of student interest in advanced mathematics courses led to some high schools not offering certain courses. For example, District 2 offered precalculus as an honors course but not as a regular course.

### 3.1.2. Student Readiness for Advanced Courses

In Year 6, nearly a third (32%) of personnel survey respondents perceived that, in general, high school students were *Somewhat prepared to Very prepared* for advanced coursework (Figure 3.3; Table F.28, Appendix F). The distribution of responses in Year 6 was significantly different than in Year 5, with a smaller proportion of personnel reporting that students were *Somewhat unprepared* (29% and 12% in Year 5 and Year 6, respectively) and a larger proportion of personnel reporting that students were *Somewhat prepared* for advanced courses (14% and 26% in Year 5 and Year 6, respectively; Figure 3.3; Table F.29, Appendix F).

**Figure 3.3. Student Preparedness to Participate in Advanced Courses according to Personnel Survey Respondents, Year 4 (2021–22)–Year 6 (2023–24)**



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

Note. Response percentages may not total to 100% due to rounding. AP – Advanced Placement.

\*The distribution of responses differed significantly from Year 5 to Year 6:  $\chi^2(4) = 148.6, p < .001$ .

As described in Section 2.1., Building Academic Rigor, participating teachers shared how students’ knowledge gaps, which they attributed partially to the residual effects of the COVID-19 pandemic, affected the level of rigor in the classroom. Moreover, the persistent knowledge gaps highlight declines in students’ academic readiness for advanced courses, as described by site visit participants from some districts (Districts 2 and 3). In addition to observed gaps in students’ knowledge, participating teachers mentioned a lack of student motivation to succeed and pursue advanced courses stemming from a prevalence of student beliefs that college was not attainable.

Core content teachers in District 2 shared that they had noticed that, in general, students’ “prior knowledge, math skills, reasoning, higher-order thinking skills, problem solving” were still not on the level of the previous graduating class and, as a result, they believed that these students may be less academically prepared for advanced coursework. A District 2 core content teacher further added that, with the ease of access to information through social media and the Internet in general, they noticed students were not “using their critical thinking skills” as evident by the increase in the number of students having trouble passing the TSIA to get into dual credit



classes. Perceptions of student readiness for advanced courses also appeared to vary across subjects with participants in Districts 2 and 3 sharing mathematics and writing were areas of concern. A District 3 core content teacher described challenges with student readiness in mathematics courses:

*[Students] still struggle making connections from Algebra I. They can do the calculus ... but they can't do the basic math to be able to get to [the] answer.*

Student and parent participants reflected on students' motivations for participating in advanced coursework. Students in Districts 2, 3, 5, and 6 described how advanced courses and dual credit enrollment options helped prepare them for their postsecondary plans. According to a priority cohort student from District 3, they were able to learn key skills, such as time management, through their participation in dual credit courses:

*When I took my first dual credit course, it showed me how much of a difference it was between normal high school courses and then dual credit, because just everything is at your own pace and it is really—you learn a lot of skills such as time management and other things to help you really prepare for after high school.*

District 2 priority cohort students shared that their main reasons for participating in advanced courses were wanting to please their parents, wanting their college applications to look more desirable, and teacher encouragement. District 6 parents shared that they wanted their child to be enrolled in advanced courses to be better prepared for college and their career and to receive college credits. A District 6 parent shared that advanced courses were used for “promotion in the military” so that their child could “graduate and get to [a higher rank] faster than anybody else [who] doesn't have any college behind them.”

### 3.2. Targeted Tutoring

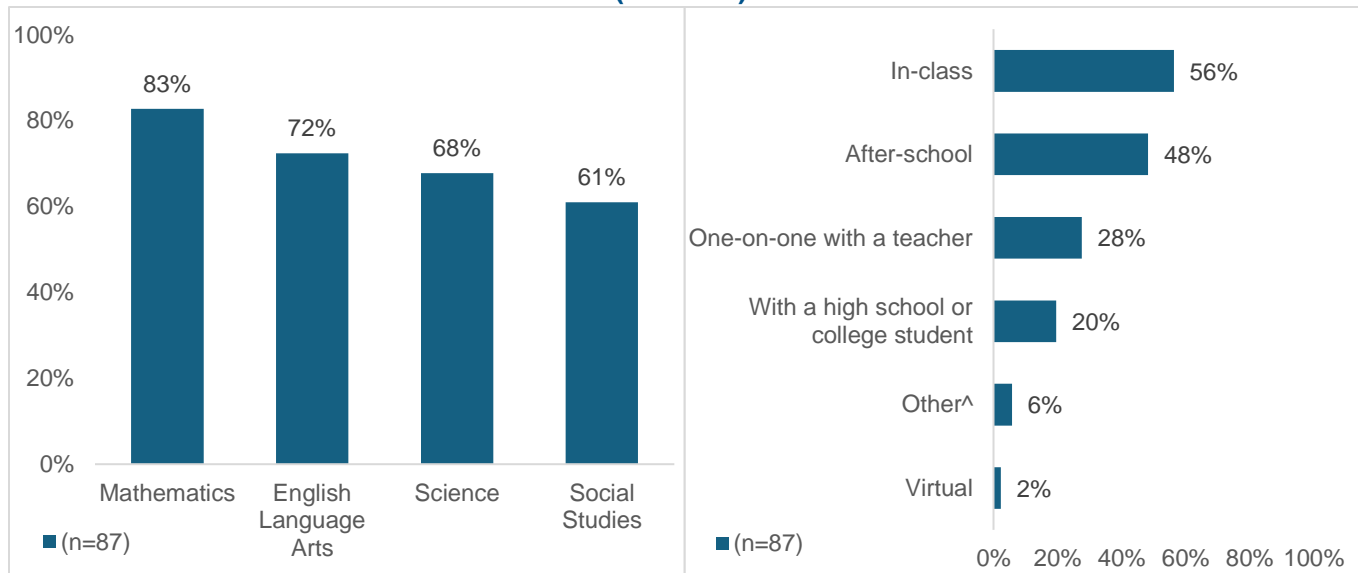
Targeted tutoring is designed to provide students who are failing one or more of their courses with additional support in hopes of helping them pass courses and achieve their postsecondary goals. GEAR UP aims to offer various tutoring supports to students and is included as one of the project objectives for the class of 2024 students.<sup>27</sup>

Fewer than a quarter of class of 2024 students (23%) reported participating in targeted tutoring initiatives in Year 6, which was similar to Year 5 (24%; Table D.7–D.8, Appendix D). Among those who reported receiving targeted tutoring support, the most common subjects students received tutoring for were mathematics (83%) and ELA (72%). Across subject areas, respondents most frequently reported receiving in-class tutoring (56%; Figure 3.4; Table D.9, Appendix D). Furthermore, across all subject areas, one-on-one tutoring with a teacher was higher in Year 6 than Year 5, with one-on-one tutoring with a teacher in mathematics and social studies being significantly higher in Year 6 (22% and 21%, respectively) than in Year 5 (9% each; Table D.10, Appendix D).

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<sup>27</sup> The relevant objective is Project Objective 1.3: Each year, 90% of primary cohort students who receive a failing grade on a progress report will receive targeted academic tutoring.

**Figure 3.4. Mode and Subjects in Which Students Received Tutoring, Class of 2024, Year 6 (2023–24)**



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

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Class of 2024 students were in Grade 12 in Year 6.

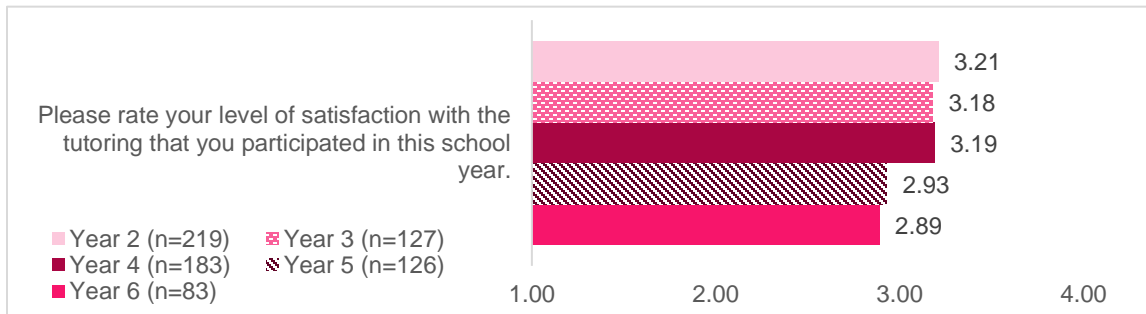
^Although participants selected *Other*, they did not provide additional descriptions.

During site visits, several participating districts (Districts 2, 3, 4, and 6) shared that most targeted tutoring initiatives focused on improving academic performance in high school courses. District 2 student participants described how their school offered “flex time,” a free period during which students could receive tutoring support as needed. Class of 2024 site visit participants from District 2 shared that while having this flex period may be beneficial for other students, they did not find this time productive as they were doing well in their coursework. In addition to utilizing school time during the week, participants from some districts (Districts 3, 4, and 6) described how their school offered tutoring during outside school hours either after school or during weekends. Site visit participants from Districts 3 and 4 noted offering tutoring initiatives on Saturdays in addition to during the week. District 6 offered after-school study halls every day to ensure that students without access to computers and the internet at home would have an opportunity to complete their coursework and assignments. In addition, these study halls were mandated for students with grades lower than an A. The District 6 coordinator noted that this requirement was to ensure that students knew “what [was] expected out of them.” The coordinator added further that as a result of this requirement “[the school] had not had many failures” in dual credit courses. However, priority cohort students during site visits were unaware of this requirement, sharing that students could attend of their own volition. It is unclear from data collection if this was a requirement for all students or only for those in dual credit courses.

In Year 6, of the class of 2024 students who reported receiving tutoring, a majority (87%) reported that tutoring helped them succeed in classes (Tables D.11–D.12, Appendix D). Moreover, class of 2024 students reported they were generally *Satisfied* with tutoring (with a mean score of 2.89), which was similar to the reported mean score from Year 5 (with a mean score of 2.93; Figure 3.5; Table D.13–D.14, Appendix D). Among class of 2024 students who

indicated being dissatisfied with the tutoring support they received, the most common reason related to not understanding the tutoring (55%; Table D.15, Appendix D).

**Figure 3.5. Student Satisfaction with Tutoring, Year 2 (2019–20)–Year 6 (2023–24)**



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

Note. Class of 2024 students responded to this item each year. Scale used to determine mean rating: 1–Strongly dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly satisfied. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

Participating TEA staff shared the need for a customized approach for targeted tutoring initiatives in Year 6. TEA staff acknowledged that districts had varying strengths and areas for growth related to targeted tutoring, and described adopting a flexible approach to provide assistance that is contextualized for the districts. For instance, TEA staff shared while one district reported that all students with a failing grade were receiving targeted tutoring, another district reported no students with a failing grade were reported to be receiving tutoring. TEA staff described having to work with districts individually to understand their facilitators that were supporting their successes in offering targeted tutoring or their barriers contributing to a lack of services reported.

Site visit participants from District 4 shared that they were able to mitigate challenges in tracking student attendance at tutoring experienced last year (Year 5) with the help of TNTP. At the time, TNTP helped the district realize that it was not that students were not attending tutoring, rather their attendance was not being captured. The district, through collaboration with TNTP, developed a QR code system for students to scan when they attended a tutoring session to support improved tracking—a practice which continued in Year 6. A coordinator from District 4 noted that the implementation of this system helped teachers as they were not responsible for tracking and logging student attendance:

*[The QR code system] helped us a lot. The students were going, but the teachers were just working because they don't have time [to track sign-ins]; we're helping [teachers] keep up with that. It wasn't that it wasn't being done. It was just that we needed a system, and [TNTP] helped us build that system.*

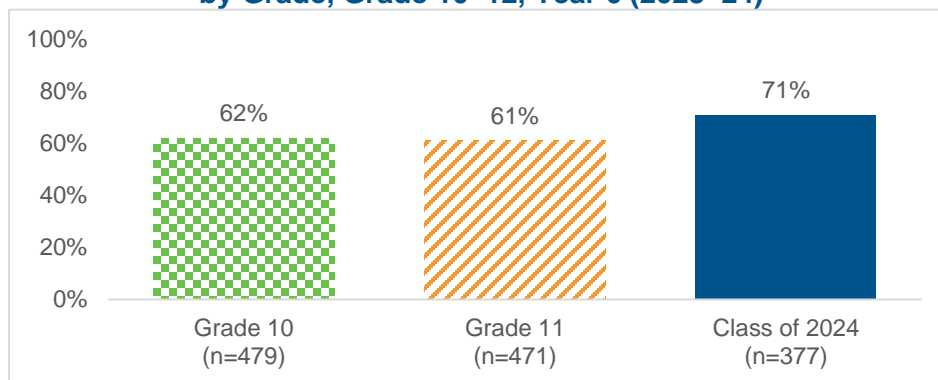
Beyond tutoring initiatives specific to academic courses, districts also offered tutoring to help students prepare for college entrance exams. These initiatives are discussed in the next section (Section 3.3., Preparation for College Entrance Exam).

### 3.3. Preparation for College Entrance Exams

Student preparation for college entrance exams consisted of teaching test-taking strategies to students, offering practice tests for students to complete in school or at home, and providing students with resources and support to help them succeed on college entrance exams. GEAR UP includes project objectives regarding participation in and successful performance on college entrance exams—including the Preliminary SAT (PSAT), ACT Aspire, SAT, ACT, and TSIA—emphasizing the importance of preparation activities for these exams.<sup>28</sup>

In Year 6, more than half (64%) of student survey respondents reported completing test preparation for college entrance exams (Table D.16, Appendix D). Student survey respondents in Grade 10 reported on test preparation for preliminary exams, namely the PSAT, ACT Aspire, and TSIA. Students in Grade 11 and Grade 12 reported on test preparation for SAT, ACT, and TSIA. When looking at participation in test preparation by grade, a greater percentage of class of 2024 students (71%) reported completing test preparation compared to Grade 10 and Grade 11 priority cohort students (62% and 61%, respectively; Figure 3.6).

**Figure 3.6. Students Who Reported Completing Test Preparation by Grade, Grade 10–12, Year 6 (2023–24)**



*Source.* GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024).  
*Note.* This question was presented to students in Grade 10–12. Class of 2024 students were in Grade 12 in Year 6.

Compared to Year 5, overall, a significantly smaller proportion of student survey respondents reported participating in test preparation for college entrance exams in Year 6 (70% and 64%, respectively; Table D.17, Appendix D). Breaking this out by grade level, a significantly smaller percentage of Grade 11 priority cohort students and class of 2024 students who were in Grade 12 in Year 6, reported participating in test preparation for the SAT, ACT, or TSIA compared to students from those grade levels in Year 5 (66% and 82%, respectively; Table D.17, Appendix D). Conversely, a significantly larger proportion of Grade 10 priority cohort students reported

<sup>28</sup> The relevant objectives are Project Objective 5.1: Each year, 85% of tenth graders will take the PSAT or ACT Aspire exam. Each year, 85% of eleventh-grade students will take the SAT or ACT exam; Project Objective 5.2: By the end of the primary cohort's sixth year (Grade 12), 50% of primary cohort students will meet the college readiness criterion on the SAT, ACT, or the TSIA.

participating in test preparation for preliminary exams in Year 6 compared to Grade 10 priority cohort students in Year 5 (62% and 54%, respectively).

Site visit participants from all six districts described efforts taken to support class of 2024 and priority cohort students in their preparation for college entrance exams. District 1 site visit participants described plans to hold a TSIA bootcamp to provide extra support to students. District 2 provided students with “flex time” where, in addition to receiving tutoring for academic courses, students could access test preparation services. A District 2 coordinator described this flex time as “25 minutes in the middle of the day” where students could “choose where they want to go during that time” and includes support for college entrance exams. Core content teachers from District 2 explained that the focus of this flex time shifted to College, Career, and Military Readiness (CCMR) as well as TSIA preparation through the Edgenuity program, which has curriculum and resources on mathematics TSIA, EOC assessments, SAT, ACT, and PSAT. District 2 tracks students’ completion of college entrance exams as well as their performance on tests in a data repository that is used by advisors to facilitate conversations with students’ about their college and career plans.

**Promising Practice: Track student performance on and completion of college entrance exams to inform one-on-one advising.**

Students’ completion of college entrance exams as well as their performance on these tests are stored in a data repository in District 2. This repository is a living document that is updated every time a student takes a test. This dataset is then used by advisors in individualized advising sessions to facilitate more targeted conversations about students’ college and career plans and whether the student would want to take or retake an entrance exam to meet their postsecondary goals.

Additional test preparation efforts included test preparation packets (Districts 3, 4, and 6), online practice tests and resources through Edgenuity (Districts 3 and 5), and time for students to access test preparation support on Saturdays (District 4). District 4 provided students with an opportunity to participate in an optional SAT preparatory course. In addition to the SAT preparatory course, the district offered students an opportunity to participate in preparatory courses for the TSIA on Saturdays with an interventionist.

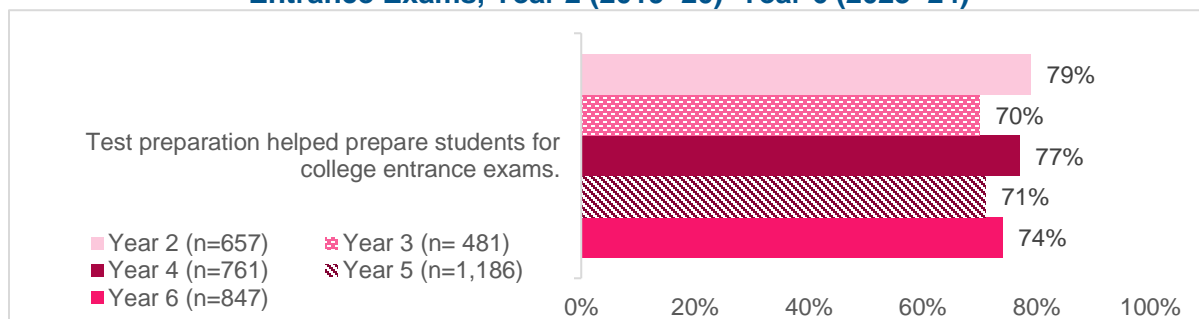
### 3.3.1. Perceptions of College Entrance Exam Preparation Activities

Student and parent survey respondents rated their agreement regarding test preparation resources available to them and their knowledge of the college entrance exams they would need to take in Year 6. Student and parent survey respondents generally *Agreed* that they knew where to find test preparation resources for PSAT or SAT (mean scores of 2.57 and 2.71, respectively) and TSIA (mean scores of 2.58 and 2.56) and knew which college entrance exams were needed (mean scores of 2.55 and 3.15, respectively; Table D.18–D.20, Appendix D; Tables E.3–E.5, Appendix E). Furthermore, student survey respondents generally *Disagreed* that they knew where to find test preparation resources for ACT Aspire or ACT whereas parent respondents *Agreed* that they knew where to find test preparation resources (mean scores of 2.47 and 2.69, respectively). Student and parent agreement reported in Year 6 on knowing where to find entrance exams and knowledge of which exams to take was similar to that of Year 5 (Table D.19, Appendix D; Table E.4, Appendix E).

In Year 6, just over one-tenth (12%) of personnel survey respondents reported being responsible for helping students sign up for or determine which college entrance exams to take with counselors and student services personnel being the most common personnel (50%) responsible for providing this type of help for students (Tables F.30–F.32, Appendix F). The primary method through which personnel reported helping students was providing information on how to access practice tests at home, reviewing content during class, and providing opportunities to participate in practice tests (28% each; Tables F.33–F.34, Appendix F).

Of the student survey respondents who indicated participating in test preparation in Year 6, approximately three-quarters (74%) reported that test preparation helped them prepare for college entrance exams, which was slightly higher than in Year 5 (71%), though not statistically significant Figure 3.7; Tables D.21–D.22, Appendix, D).

**Figure 3.7. Students Who Reported Test Preparation Helped Prepare Them for College Entrance Exams, Year 2 (2019–20)–Year 6 (2023–24)**



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

Note. Students in Grade 10–12 responded to this item each year.

Despite efforts to support student preparation for college entrance exams, site visit participants expressed some concerns. Class of 2024 students in District 2 described the district’s flex time as unhelpful, further adding that this time was “kind of like a filler class.” Students expressed the desire for more support during flex time to go over materials for college entrance exams. District 2 class of 2024 site visit participants shared that while they received a booklet for the mathematics TSIA, they had not received support in reviewing the materials. A class of 2024 student reflected on needing specialized tutoring or a dedicated class to help with their TSIA preparation after experiencing multiple unsuccessful attempts to pass the test.

Participants in Districts 4 and 5 also provided recommendations for improving college entrance exam support. The District 5 coordinator shared that over the years they attempted various approaches such as partnering with community professionals to tutor students, providing a bootcamp, and offering daily targeted tutoring in mathematics for seniors who needed to pass the TSIA, some of which were not successful. The District 5 coordinator shared they only had “two or three students” each year “out of about 20” who met the college criterion on the SAT. District 4’s current approach to preparation for college entrance exams included tutoring but in Year 6 the principal shared that they were shifting focus to curriculum revision as many students found it challenging to attend tutoring sessions after school or over the weekend:

*It's a little challenging to get kids to come here on the weekend or stay after school. Some of them have jobs and other responsibilities. Some of them are just*

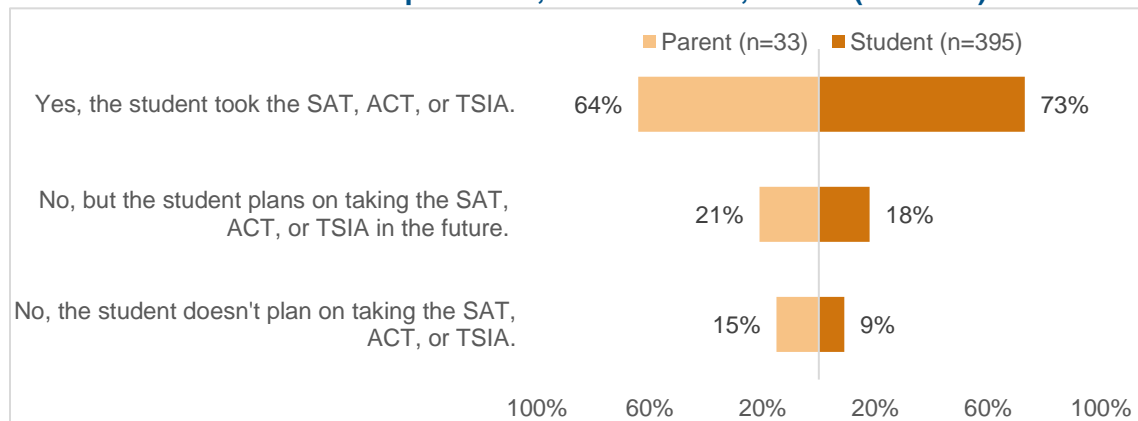


*tired of school. So, we know that we've got to maximize opportunities during class, during instructional time, during Tier 1 instruction. So that's why the push and the move is to revise the curriculum in the areas of English and math to more align with some of those college entry exams so that students are more successful.*

### 3.3.2. Student Completion of College Entrance Exams

In light of many schools not requiring college entrance exams for admittance, there was an expressed need to consider how best to encourage students to take college entrance exams. Despite the rise of test-optional entrance requirements at postsecondary institutions, staff continued to communicate the value of college entrance exams. A large proportion of class of 2024 student and parent survey respondents reported that they or their student completed a college entrance exam (73% and 64%, respectively; Figure 3.8; Table D.23, Appendix D; Table E.6, Appendix E).

**Figure 3.8. Student Completion of College Entrance Exams according to Parent and Student Respondents, Class of 2024, Year 6 (2023–24)**



*Source.* GEAR UP: Beyond Grad Student and Parent Surveys administered in Year 6 (spring 2024).  
*Note.* Response percentages may not total to 100% due to rounding. Class of 2024 students were in Grade 12 in Year 6. TSIA – Texas Success Initiative Assessment.

The main factors that personnel survey respondents used to encourage students to consider when taking college entrance exams included the type of postsecondary education institution in which the student plans to enroll (71%) and which college degree the student plans to obtain (66%; Table F.35–F.37, Appendix F).

Site visit participants from some districts (Districts 2, 3, 4) discussed their districts' efforts to encourage students to take college entrance exams. Counselors and advisors from Districts 2 and 4 described how they still advocated for the TSIA by highlighting its benefits to students. The District 4 coordinator noted they do not communicate that entrance exams are optional, especially since some exams are required for admission to specific programs. District 3 participants described focusing on increasing students' awareness that these exams are needed for scholarships, including local and larger scholarships. Alternatively, District 1 college and career counselors shared that they were leaving the decision to take college entrance exams up to students, noting the need for students to determine if they are needed given their postsecondary plans.

Regardless of the approach that districts adopted in communicating about and preparing students for college entrance exams, participating TEA staff emphasized the importance of advocating for not only student completion of college entrance exams, but also for districts to communicate the benefits of taking these exams to students and their families:

*Districts would tell me what they think needs to be reevaluated is universal testing or screening ... [instead I would] advocate incentivizing students in some form. What is the value-add for [students] taking this test? What is the return that the student could get? [We] don't want to exclude anyone. We want to make sure that policies are supporting all students.*

### 3.4. Summary

Year 6 GEAR UP academic initiatives focused on providing opportunities for students to enroll in and complete advanced coursework, earn college credits via dual credit courses, receive targeted tutoring, and prepare for college entrance exams. All six districts offered advanced and dual credit courses to class of 2024 and priority cohort students during Year 6. Student respondents generally found advanced course offerings in their school to be challenging. Nearly all of class of 2024 student survey respondents reported completing Algebra I, geometry, and Algebra II mathematics courses, while completion of more advanced courses, such as precalculus, calculus, and statistics, were reported substantially less frequently. While a higher proportion of personnel respondents in Year 6 reported students were prepared for advanced courses compared to Year 5, site visit participants continued to express challenges with students' academic readiness. In-class tutoring continued to be the most common mode of tutoring across subject areas during Year 6 and students who participated in test preparation generally reported that it helped prepare for college entrance exams. Despite the rise of test-optional entrance requirements, staff continued to communicate the value of college entrance exams and a large proportion of class of 2024 students and parent survey respondents reported students had completed a college entrance exam.

## 4. College and Career Advising and Exploration Initiatives

This chapter provides an overview of the college and career advising and exploration initiatives delivered in Year 6. To begin, a description of findings from the statewide initiatives survey will explore the perceived status of counseling and advising initiatives across the state. Next, a description of findings on college and career advising initiatives specific to the six participating GEAR UP schools is described, followed by targeted activities such as college visits, college and career fairs, summer programming, work-based learning, and parent/family events. College and career advising and exploration initiatives were provided to students and parents of both the class of 2024 and the priority cohort. These initiatives supported multiple GEAR UP goals, including providing postsecondary and career information to students and families and increasing educational expectations for and awareness about postsecondary and career options.<sup>29</sup>

### 4.1. Statewide Counseling/Advising Initiatives

According to the College and Career Readiness Evaluation Consortium (CCREC), counseling/advising services include a range of activities geared toward both individuals and small groups of students and may include discussions around personal growth, problem solving, behavior concerns, course selection, information related to standardized assessments, and the provision of activities geared toward college and/or career postsecondary planning (CCREC, 2020). TEA promotes statewide counseling initiatives via the implementation of frameworks such as the Effective Advising Framework (EAF). The EAF is intended to provide districts and schools across Texas with an individual planning system within their school counseling program by providing educators with resources and supports to enhance students' preparing and planning for postsecondary options (TEA, 2024).

To gather feedback on statewide perceptions of career and advising activities and services, a statewide initiatives survey was administered to school district staff across Texas. Nearly three-fourths of ESCs from the state (70%) were represented (Table G.1, Appendix G) with just more than two hundred survey responses ( $n=212$ ) submitted. Respondents primarily identified as counselors/student success support staff (80%), with smaller proportions of administrators and curriculum and instruction coordinators (Table G.2, Appendix G).

Nearly three-quarters (72%) of statewide initiatives survey respondents indicated that they worked at a campus with a college readiness counselor, with fewer than half (44%) reporting their district partnered with an external organization to provide college/career advising services (Tables G.3–G.4, Appendix G). Among those respondents who indicated their district had external partnerships, small proportions indicated that they partnered with Advise Texas (8%) or

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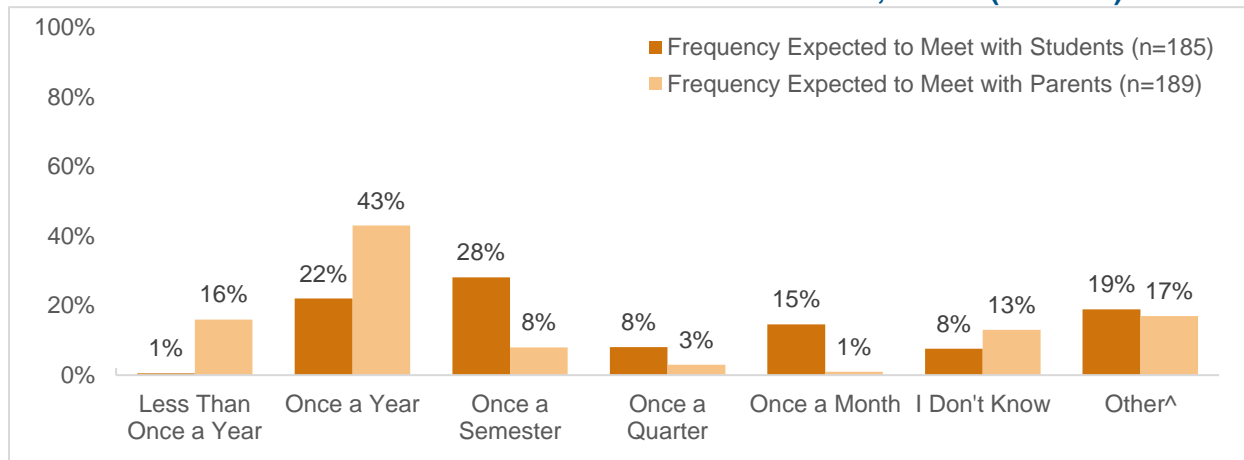
<sup>29</sup> The relevant goals are as follows: Project Goal 6: Provide postsecondary and career preparation information to students and families; Project Goal 7: Increase educational expectations for and awareness about postsecondary and career options.

College Advising Corps (2%); the majority (93%) indicated they partnered with another external entity such as other colleges/universities, AmeriCorps, Texas Workforce Commission and the Texas Workforce Solutions, Ranger College Upward Bound, or the Federal TRIO programs (Table G.5, Appendix G).<sup>30</sup>

#### 4.1.1. Expectations for Counselors/Advisors to Meet with Students and Parents

Statewide initiatives survey respondents reflected on how often counselors/advisors were expected to meet with students and parents. Survey respondents reported counselors/advisors were expected to meet with students more regularly compared to parents, expecting to meet with students *Once a Semester* (28%) and parents *Once a Year* (43%; Figure 4.1; Tables G.6–G.7, Appendix G). Participating counselors/advisors indicated *Other* responses related to the frequency by which they are expected to meet with students, sharing examples such as they only met as needed or that they did not have a required frequency for meeting with students or parents.

**Figure 4.1. Statewide Initiatives Survey Respondents' Expectations of How Often Counselors/Advisors Meet with Students and Parents, Year 6 (2023–24)**



*Source.* GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 6 (spring 2024).

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

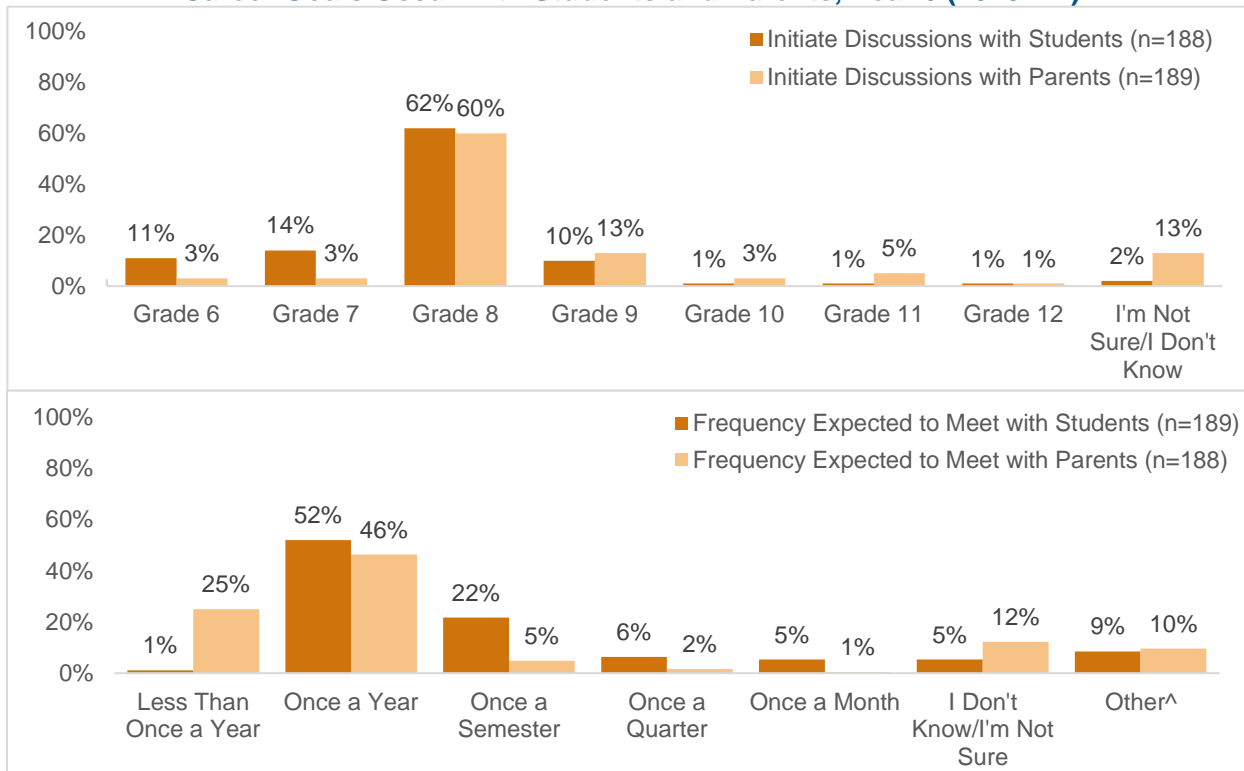
<sup>^</sup>Examples of other responses included: As needed (10), Daily (10), and No set number of times (5); examples of other responses pertaining to parents included: As needed (15), Not required (5), and Once in eighth grade and the end of senior year (2).

Statewide initiatives survey respondents also specified the frequency by which counselors/advisors were expected to meet with students and parents to discuss graduation plans and/or career goals (Figure 4.2; Tables G.8–G.9, Appendix G). The most common response for both students and parents included *Once a Year*, with roughly half of counselors/advisors providing this response (52% and 46%, respectively). Statewide initiatives scaling survey respondents also indicated with what grade level they were expected to initiate conversations with students and parents about students' career goals and graduation plans.

<sup>30</sup> For more information, visit the [Texas Workforce Commission and the network of Texas Workforce Solutions website](#) and the [Federal TRIO Programs website](#).

Across respondents, the most common grade level with which counselors/advisors initiated these discussions was Grade 8 for students (62%) and parents (60%; Figure 4.2; Tables G.10–G.11, Appendix G). This finding aligns with TEC § 28.016 (2024) that indicates that counselors are required to provide Grade 7 or Grade 8 students with information to help with college and career planning.<sup>31</sup>

**Figure 4.2. Statewide Initiatives Survey Respondents’ Perceived Expectations of When Counselors/Advisors Initiate and How Often Discussions about Graduation Plans and Career Goals Occur with Students and Parents, Year 6 (2023–24)**



Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 6 (spring 2024).

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

<sup>^</sup>Examples of other responses for frequency of counselor/advisor discussions with students included: As needed (16) and Not required (5); examples of other responses for frequency of counselor/advisor discussions with parents included: As needed (11), No policy (3), At least 4 times a year (1).

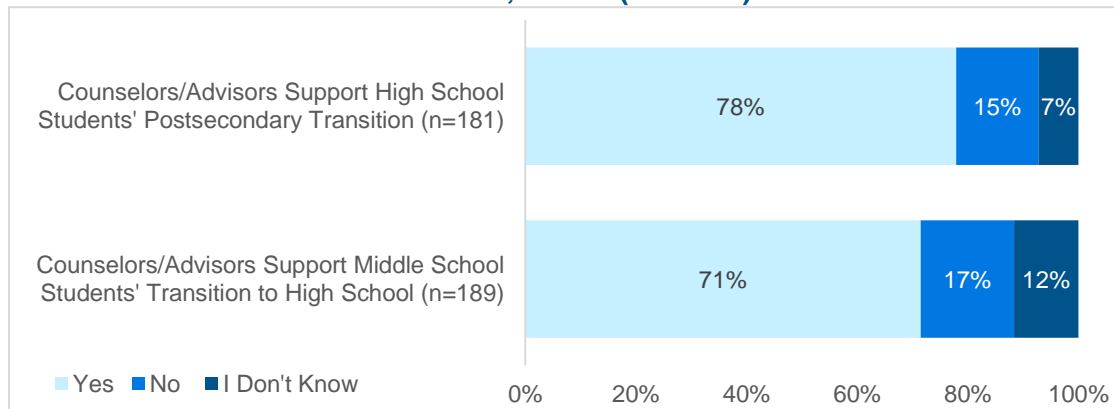
#### 4.1.2. Counselor Supports of Students Transitioning to High School and College and/or Career

Statewide initiative survey respondents also described the extent to which their districts offered services to support students’ transitions from middle school to high school and from high school to a postsecondary institution. The majority of respondents reported counselors/advisors supported students with the transition to high school (71%) and to postsecondary institutions

<sup>31</sup> More information regarding this statute can be found in subsection (b) of [TEC § 28.016 \(2024\)](#), which outlines how each school district shall provide instruction to Grade 7 or Grade 8 students in preparing for high school, college, and a career.

(78%). A higher percentage of respondents indicated they were unsure if transitional supports were provided for middle school students compared to high school students (12% and 7%, respectively) (Figure 4.3; Tables G.12–G.13, Appendix G).

**Figure 4.3. Statewide Initiatives Survey Respondents' Views on the Availability of District Resources for Counselors/Advisors to Support Transitional Services, Year 6 (2023–24)**



Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 6 (spring 2024).

Of the statewide initiatives survey respondents who reported their district had resources for counselors/advisors to support students' transitions, respondents also provided examples of resources and supports offered (Figure 4.4). In some instances, similar supports were provided for both transitions to high school and to postsecondary institutions. As noted above, under TEC § 28.016 (2024), districts are required to provide middle school students with information to help create a high school personal graduation plan (PGP).<sup>32</sup> For middle school students transitioning to high school, some of the participating high school counselor survey respondents reported their district dedicated 2 days for counselors to visit middle schools and support the development of a PGP with Grade 8 students. Alternatively, for high school students transitioning to college and/or career, respondents shared using college and career exploration tools and assessments to help students align key skills and interests with postsecondary options, including the military. A selection of the most common examples provided to support students is presented in Figure 4.4.

<sup>32</sup> More information regarding this statute can be found in subsection (b) of [TEC § 28.016 \(2024\)](#), which outlines how each school district shall provide instruction to Grade 7 or Grade 8 students in preparing for high school, college, and a career including information on the creation of a high school PGP.



**Figure 4.4. Examples of Supports for Transitional Services according to Statewide Initiatives Survey Respondents, Year 6 (2023–24)**

Common Supports Provided for Middle School Students' Transition to High School	Common Supports Provided for High School Students' Transition to Postsecondary
<ul style="list-style-type: none"> <li>▪ <b>Counselor support:</b> Counselors are involved with course selections and college/career planning.</li> <li>▪ <b>Career readiness:</b> Career readiness activities include career investigations, interest inventories, and interpersonal studies courses for Grade 7 students.</li> <li>▪ <b>Educational tools:</b> Career exploration tools including programs like Xello and Choices 360 help middle school students to understand their skills, interests, and potential career paths.</li> <li>▪ <b>Orientations and high school campus tours:</b> Orientations and campus tours are organized to familiarize middle school students with high school life.</li> <li>▪ <b>Parent engagement and special events:</b> Parent nights, one-on-one meetings with parents, and annual parent events for parents with rising Grade 9 students are held to meet with high school staff to discuss high school expectations and requirements.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Career and college fairs:</b> These events provide high students with an opportunity to explore various career paths and colleges.</li> <li>▪ <b>College tours:</b> Schools organize visits to colleges and universities, including virtual tours, to help students explore their options.</li> <li>▪ <b>Educational tools:</b> Career exploration tools including programs like Xello and Naviance help high school students align their strengths and interests to postsecondary options.</li> <li>▪ <b>Go Centers:</b> Go Centers include spaces in high schools where students can research colleges, scholarships, financial aid, and career opportunities.</li> <li>▪ <b>Military assessments and vocational aptitude tests:</b> The Armed Services Vocational Aptitude Battery and meeting criteria for CCMR on the TSIA are used to determine abilities for the military.</li> <li>▪ <b>Dedicated staff:</b> Some high schools have dedicated staff including postsecondary advisors and dual enrollment coordinators.</li> <li>▪ <b>Testing and preparation:</b> High schools offer testing prep sessions/boot camps and in some instances pay for students to take ACT and TSIA tests.</li> <li>▪ <b>Partnerships:</b> High schools partner with local colleges to assist with the FAFSA/TASFA process, college applications, and scholarship applications. Some schools also partner with organizations such as Texas Workforce Commission to help students explore careers.</li> </ul>

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 6 (spring 2024). Note. Note. CCMR – College, Career, and Military Readiness. TSIA – Texas Success Initiative Assessment. FAFSA – Free Application or Federal Student Aid. TASFA – Texas Application for State Financial Aid.

### 4.1.3. Statewide Initiatives Survey Respondents' Perceptions of TEA's Effective Advising Framework

As noted previously, TEA's EAF was designed, in part, to support the planning and implementation of school counseling programs that promote promising and proven CTE programs (TEA, 2024). Participating statewide initiatives survey respondents indicated their familiarity with their district's use of and their perceptions of the framework. Survey respondents reported to be *Slightly familiar* (with a mean score of 2.19) with the EAF, with just more than one-third of respondents (37%) reporting they had never used the framework (Tables G.14–G.15, Appendix G). Of the respondents who had reported using TEA's EAF previously, they reported generally that they were *Satisfied* (with a mean score of 3.17; Table G.16, Appendix

G). Among respondents who reported to be dissatisfied, comments suggested the time needed to plan and implement the framework was a barrier. Comments that typify this sentiment include:

*We are still trying to get the implementation ramped up and moving responsibilities around to give our counselors the ability to implement the framework better.*

*I do not have enough time to take care of what is happening on my campus. Adding something else (even though it makes sense and is well thought out) that I have to refer back to and plan using is not completely possible at this time.*

Three-quarters of respondents (75%) indicated that they wanted more information on the EAF (Table G.17, Appendix G). Most statewide initiatives survey respondents suggested they wanted basic information about the EAF as they had little to no background knowledge of the framework including how it worked, how it could be implemented, and what resources were available. Beyond basic knowledge of the framework components, survey respondents also wanted to know more about the implementation of the framework, such as how it could help districts with limited resources, how other schools were implementing the framework, and the effectiveness of the framework thus far. Survey respondents indicated they wanted to receive updates on the EAF and would like to learn more via workshops and easy-to-read guides to help see what other schools were doing to help apply the EAF to enhance postsecondary planning.

#### 4.1.4. Statewide Initiatives Survey Respondents' Perceptions of College and Career Advising Services

Outside of the EAF, participating survey respondents reflected more broadly on their satisfaction with the college and career advising services offered in their district. Overall, respondents reported to be *Satisfied* (with a mean score of 3.09; Table G.18, Appendix G).

Of those who reported to be dissatisfied, respondents indicated that their district did not have enough counselors/advisors to effectively support students and their families (36%) or that there was not enough time for counselors/advisors to discuss college and career plans with students and their families (36%). Fewer than one-tenth of respondents (9%) indicated there was a shortage of college and career advising resources for students and families (Table G.19, Appendix G).

Statewide initiatives survey respondents provided recommendations for the college and career advising services offered by their district. The most commonly reported recommendations by survey respondents are as follows:

- **More time, resources, and information on colleges:** Respondents expressed a need for more time and resources so that they would be able to provide individual advising to students. Survey respondents indicated that they would like to diversify the colleges that counselors were familiar with so that they would be better able to assist students with finding colleges and careers that align with skills and interests.

- **Specialized counselors:** Survey respondents expressed that there was a need to hire college and career counselors who could focus specifically on providing college and career advising services to students.
- **FAFSA updates:** Survey respondents shared that staying updated with the frequently changing FAFSA requirements was crucial for counselors to be able to provide accurate financial aid guidance to students and families.
- **More information on the EAF:** Survey respondents expressed a desire to receive additional information on the EAF and ways to apply the framework to enhance college and career advising for students.
- **Reduced testing burden:** Participants suggested counselors would be more effective if they were not required to plan and coordinate testing at the school, allowing them to focus on individual student advising and mental health issues.

## 4.2. College and Career Advising at GEAR UP High Schools

College and career advising activities ranged from virtual dissemination of information to individual advising sessions and focused on providing information on college and career planning and preparation (e.g., course selection, postsecondary education and career plans or interests, financial aid opportunities available to students). Across districts, advising services were offered in person. Students, parents, and/or personnel from all six districts reported in site visits and/or surveys that students and parents participated in college and career advising in Year 6.

### 4.2.1. District Partnerships with Nonprofit Advising Organizations

Over the grant cycle, districts' partnerships with nonprofit advising organizations have evolved. While districts continued their partnership with one of the two nonprofit advising organizations—Advise TX or CFES—the type of support provided shifted in Year 6. In previous years, advisors from the non-profit advising organizations delivered services directly to students and parents within the district; in Year 6, advising organizations instead provided TA for advisors hired and staffed by the districts. Through the provision of TA, CFES continued to serve two districts and Advise TX continued to serve the remaining four districts. A college and career advisor from District 2 shared that they met monthly and virtually with CFES, participated in workshops provided by CFES, and were generally satisfied with the supports provided:

*They're very good about if I have questions or need help with anything, I can email them. And they're very good about either meeting with me or emailing if I need something. So, there's open communication with CFES, definitely.*

District 2 college and career advisors described the type of support provided by CFES, which predominantly focused on brainstorming ideas for how to engage parents in the FAFSA process. A participating college and career advisor from the district shared how in their community they had a lot of parents with no previous experience with the FAFSA, having not attended college themselves, and who at times lacked an understanding of the purpose and value of the application. CFES worked with District 2 to identify ways to “counteract” this mentality and explain to parents the value of the FAFSA and the important information their student needed from them in order to complete the application.

Regardless of the participating districts' continued collaboration with the nonprofit advising organizations, in Year 6, all districts were to hire their own college and career advisor in place of the previous nonprofit advisors. Districts were in various stages of bringing on a college and career advisor at the time of the site visit, including those with vacant advisor positions or interim advisors hired (two districts) and those who had hired college and career advisors (four districts).

Administrators, counselors, and teachers from across the districts who responded to the personnel survey described the aspects of their college and career advisors (previously nonprofit advisors) that they liked in open-ended survey questions. Survey respondents shared positive reflections on the information advisors were able to provide students and families, their accessibility and availability, and their ability to customize support according to students' and/or family's' needs.

Open-ended comments from respondents in all of the districts reflected on how personnel appreciated that advisors provided information and resources to improve postsecondary awareness for students and their families through advising services and organizing college and career activities. A District 6 administrator survey respondent noted this type of support was especially helpful for students with parents who had not attended college.

Personnel survey respondents from some of the participating districts (Districts 3, 4, and 6) described how they liked the accessibility and availability of the advisor in their school. Respondents from these districts shared how as the advisors were on campus, students were able to drop into their office and easily access them with questions or concerns. Respondents reflected on the approachability and trust established between advisors and students, along with their accessibility to families in the community:

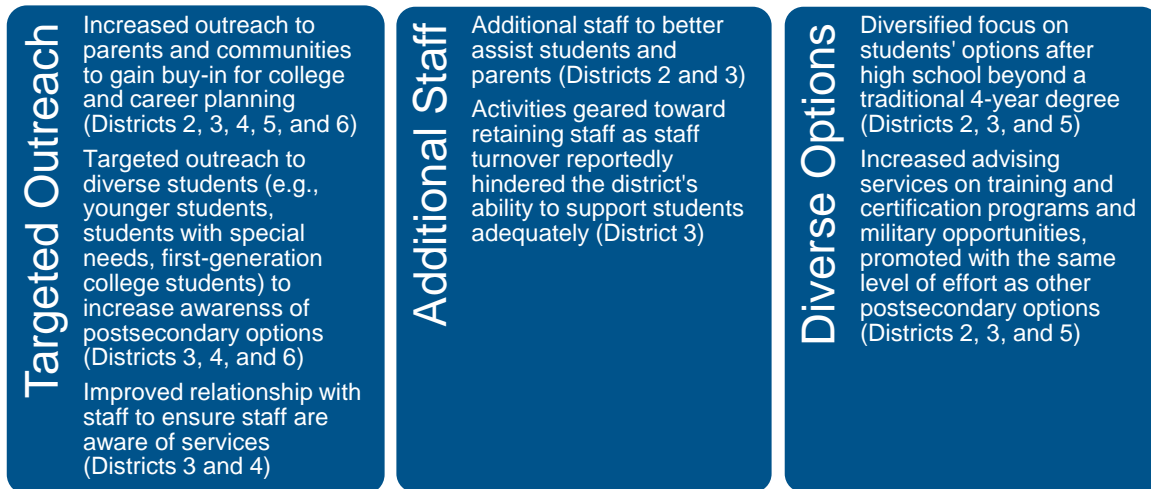
*Advisors are always available and there is no bias attached to any student regardless of a student's academic or behavioral circumstances.*

*What I like the best is that the advisors speak Spanish and are able to communicate with students and parents.*

Additionally, personnel survey respondents from many districts (Districts 3, 4, 5 and 6) noted they liked the dedication and personalization of the advisors' support, citing that the advisors went "above and beyond" to assist students and create individual postsecondary plans.

Even with personnel survey respondents' positive perceptions of the advisors, survey respondents were asked to reflect on recommendations to improve the work with their advisors. Common suggestions for improvement focused on enhanced communication with students, families, and personnel; additional staff to support advisors; and more diversity of information and programs shared. Select explanations from personnel survey respondents on recommendations are presented in Figure 4.5.

**Figure 4.5. Personnel Recommendations for Improved Relationships with Advisors, Grade 9–12, Year 6 (2023–24)**



Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

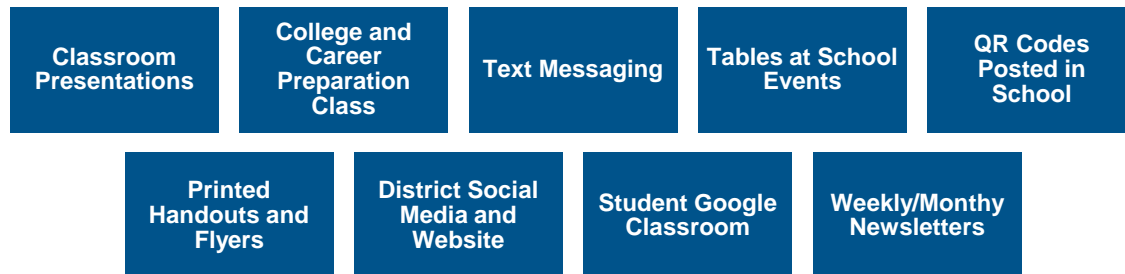
#### 4.2.2. College and Career Information Dissemination

School personnel across the six districts provided relevant information related to educational expectations for and awareness about postsecondary and career options in several formats. GEAR UP established an objective regarding disseminating information on postsecondary education and careers to students and parents.<sup>33</sup> During the site visits and virtual interviews, participants across the six participating districts described the variety of methods used in Year 6 to disseminate college and career information to students.

Overall, personnel survey respondents reported providing parents with information through email (57%), phone calls (42%), and in-person meetings/conversations (39%; Tables F.38–F.40, Appendix F). The reported use of email for personnel to communicate with parents and guardians was significantly lower compared to Year 5 (57% and 66%, respectively; Table F.39, Appendix F). In Year 6, class of 2024 and priority cohort parent survey respondents indicated they were generally *Satisfied* with their child's school's efforts to inform parents of important college and career information, deadlines, and events (with a mean score of 2.70; Tables E.7–E.8, Appendix E). During site visits, participants also described the variety of channels through which the districts disseminated college- and career-related information. Figure 4.6 provides an overview of the different channels described during site visits.

<sup>33</sup> The relevant objective is Project Objective 6.2: Each year, students and parents will receive information about postsecondary and career options, preparation, and financing.

**Figure 4.6. Channels Used by Districts to Disseminate College and Career Information and Activities according to Site Visit Participants, Grade 9–12, Year 6 (2023–24)**



Source. GEAR UP: Beyond Grad site visits with personnel held in Year 6 (spring 2024). QR Codes – Quick Response Codes.

Site visit participants across all districts described the use of classroom presentations and/or group meetings to provide students with college- and career-related information. Group presentations covered topics such as college entrance exams, pathways and graduation plans, advanced classes and dual credit classes, FAFSA, TASFA, and other graduation requirements. College and career advisors in Districts 1, 3, and 4 mentioned holding targeted informative sessions with every grade level. A college and career advisor from District 3 noted that classroom presentations also incorporated individual advising components with students:

*Every year we meet with every single class, and what we do is small sessions too. After our presentation, we do go to their tables; we'll go over how to read a transcript, things like that that we do one-on-one with the kids.*

College and career preparation classes were also utilized by some districts (Districts 3, 4, and 5) to provide students with college and career information. Districts 4 and 5 offered AVID classes and District 3 held a college readiness class, an elective open to students in all grades. As part of the curriculum, the class provided information and opportunities to work on college and career readiness assignments such as applying to different colleges. The AVID class in Districts 4 and 5 had a similar purpose. Collaboration between teachers of college and career preparation courses and the college and career advisors appeared to be close as they worked together to increase college and career awareness among students.

Some of the districts (Districts 2 and 5) shared the use of ParentSquare, an application that sends text messages to parents about invitations to events and important dates. The District 2 coordinator shared that the application was the best way for them to communicate with parents.

Additionally, some districts (Districts 3 and 4) set information tables at athletic gatherings and other school events to spread awareness of college and career programming. A District 3 college and career advisor took these opportunities to get to know the families they served, "piggyback[ing] right on other events that do not necessarily pertain to [college and career], but just so we can have exposure and parents have access to [advisors] whenever they can't make it into events."



District 3 created QR codes to disseminate information about incoming college and career events and sign-up lists that the district displays in the halls and classrooms. A priority cohort student noticed that even teachers knew and talked about the QR codes since “they put the QR codes everywhere. They will give out the QR codes to put in every teacher’s classroom and the teachers advertise it and everything.”

Districts also reported using handouts for students to take home (Districts 1, 3, and 4), a Google Classroom page for students (Districts 1, 2, and 4), and weekly or monthly electronic newsletters (Districts 3, 4, and 6). District 4 tailored the content of their newsletter by grade. A District 4 college and career advisor described

how they included information about all the activities and events organized by the College and Career Center and important deadlines in their newsletters. Written communications were regularly provided in English and Spanish in some districts (Districts 1, 4, and 6).

Site visit participants had different opinions about the most effective modes through which to disseminate information on college and career events and activities for students and parents. District 4 class of 2024 student participants reflected on the district’s use of social media, suggesting it was an ineffective way to communicate with students:

*I feel like social media, even though we use it as often as we do, if it's not interesting to us through social media, we're not going to acknowledge it, rather than when it's in person where it's kind of like we can't ignore it, it has to be acknowledged.*

In general, student and parent site visit participants wanted to receive communications through as many channels as possible to accommodate diverse preferences. In general, students, parents, and district staff agreed that the more informational channels districts used, the better the likelihood that the information reached students and families. Participating class of 2024 parent participants across districts mentioned that some parents are not technologically savvy and communications with families should be done using an assortment of methods.

#### 4.2.3. Dedicated Advising Spaces

As a strategy for expanding high school advising, GEAR UP aimed to establish a dedicated physical space for advising at participating high schools. During the COVID-19 pandemic, participating districts adapted this strategy to include virtual advising spaces for students and parents; however, in subsequent years districts have transitioned back to a hybrid of in-person and virtual advising spaces such as Google Classroom. In Year 6, all districts described the use of an in-person dedicated advising space available to students and parents. Site visit participants from District 1 described that due to the expansion of the student population, the previous dedicated advising space was repurposed to host the school band practices and the college and career advisor was moved to an office next to the counselors. The college and career advisor from District 1 noted that in Year 6 they did not have access to a lab with

#### **Promising Practice: Utilize easy and quick sign-up options for college visits.**

The District 3 College and Career Center utilized QR codes posted throughout the high school to advertise and have students sign up for college visits. Class of 2024 students from the district described this as an effective method for alerting students to upcoming college visits and allowing them to sign up for those in which they are interested in attending.

computers to work in with groups of students as in the past. Both counselors and the advisor from District 6 noted they found the new arrangement difficult due to the inability to work with students in groups and that it was challenging to hold impromptu meetings with students and parents:

*I think that's something that we need to build up again. ... Because before, somebody was always in there to help. Whether it was a parent who just happened to show up ... it used to be available after school. It was available at certain times, and I think we're missing that.*

The majority of districts (Districts 2, 4, 5, and 6) noted that advisors shared their space with counselors although advising staff had individual offices. In these advising spaces, the common areas were equipped with computers to work with students and spacious enough to hold events. District 4 used this common space to host representatives from colleges and businesses every Friday to talk with small groups of students. The District 5 coordinator defined the district's space for college and career services as "a wing" in which students could find counselors and advisors' offices with an open space, couches, futons, and tables where students could gather:

*What I love about this side of the pod, is [students] know that this is the college and career wing. So, they know that anytime they're over here, it's always like we're pushing for that college and career readiness. Any events, we like to keep here, and we do here just because they know that "Hey, we're going up there, it's an event. It's for college and career."*

Participating District 4 college and career advisors encouraged parents to visit the dedicated advising space in person, transitioning away from the virtual option provided in previous years.

Participants from all districts described how advisors/counselors had an open-door policy; however, to ensure individual students were served on time, districts encouraged students to make appointments in advance. To speed the process, District 4 had a Google Classroom document available to students to book individual appointments but held an open-door policy as well. Alternatively, counselors in District 2 mentioned they no longer used a Google form for scheduling sessions but instead had an open-door policy and tried to "be present in the hallway" to ensure they were accessible to students.

Participating students described different levels of success accessing counselors or college and career advisors. Class of 2024 students from District 1 mentioned that counselors and college and career advisors always appeared to be busy and when they tried to write an email, they often did not receive a response for days. Alternatively, students from some districts (Districts 2 and 3) reported college and career advisors or counselors were always responsive to their needs and requests. A District 3 priority cohort student commented that "even if they were seeing three or four to five kids, they were still going to get to you."

#### **4.2.4. Individualized Advising Services for Students and Parents**

GEAR UP established individualized college and career advising services as project objectives for class of 2024 and priority cohort students and parents. As with previous grant years, individualized college and career advising continued to be provided to students and parents

during Year 6 across all six districts.<sup>34</sup> Furthermore, since the implementation of Texas Senate Bill 179 in September of 2021, Texas school counselors must now spend at least 80% of their total work time on duties that are components of a counseling program developed under TEC § 33.005 (2024) to support individualized college and career counseling (e.g., guidance curriculum, responsive services, individual planning, system support).<sup>35</sup> This section describes participating counselor and administrator feedback on the implementation of Texas Senate Bill 179. Next, school personnel respondents' familiarity and perceptions of college and advising services offered at their school are described. Finally, findings related to individualized advising services for students are described followed by findings related to individualized advising services for parents.

During site visits, participating counselors or administrators from five of the six districts (Districts 1, 2, 3, 4, and 5) provided feedback on how the implementation of the law affected their responsibilities. Participating counselors from some districts (Districts 1, 2 and 4) shared there were still components of their work that had not been offloaded, which they believed as a result of the bill should be reassigned. Counselors from District 4 noted there was a plan in place to reallocate the responsibility of remaining components, such as Section 504 plans. Counselors from District 2 noted the tasks that took up the majority of their time were Section 504 plans and coordinating testing, suggesting that other individuals in the district take on those roles. Participating counselors from District 2 shared there had not yet been an adequate plan established to redistribute the tasks that prevented them from dedicating the assigned 80% of time to advising students. Counselors showed frustration when dealing with other, "non-counseling" tasks:

*Honestly, it's been really hard for us to get into the classrooms because we get stuck with non-counseling duties ... we have such a behavioral issue here at this school, we need to get in there and start talking about the issues at hand. And not to say that's going to solve it. But even if it just saves one or two from going to Disciplinary Alternative Educational Program, we've done a pretty good job. But we don't have time to do that. And that's why it's so frustrating knowing that we have this program, but we need the help.*

Additionally, District 2 counselors felt powerless in the face of administrators' inability to enforce the rule. A counselor from the districts shared, "We have been told, because we're such a small rural district, that it's hard for them to make us abide by the 80/20 rule."

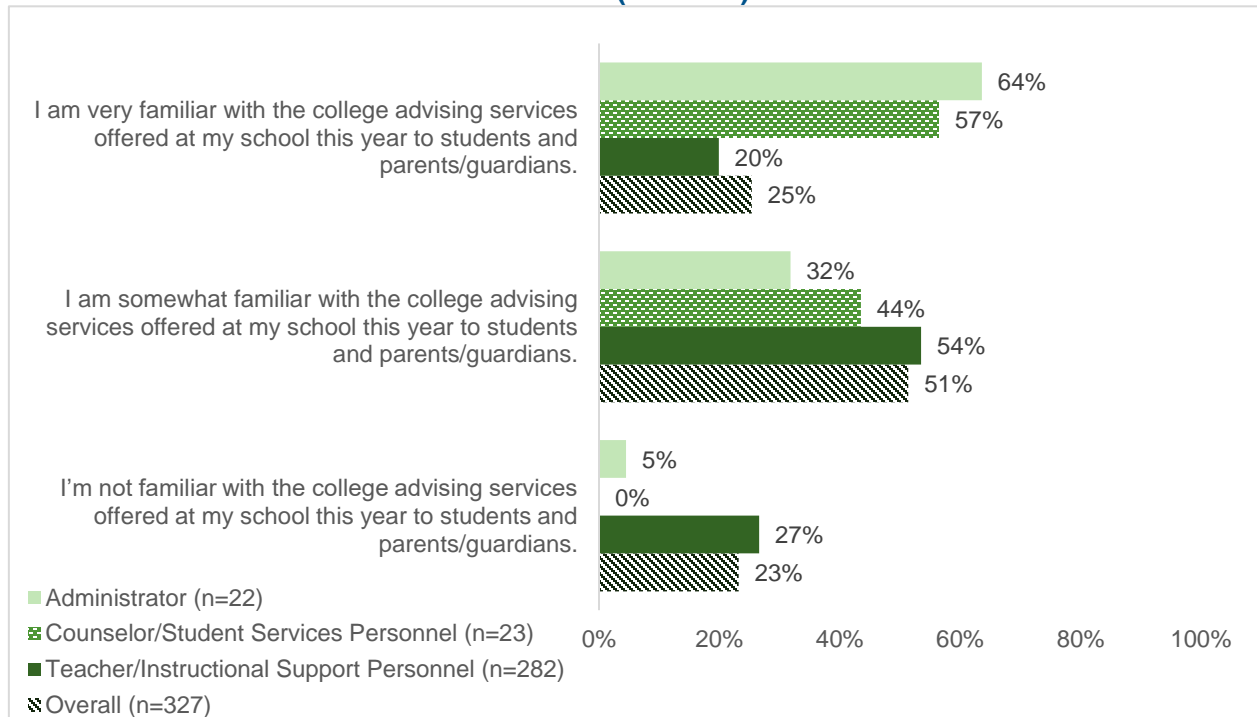
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<sup>34</sup> The relevant objectives are Project Objective 6.3: Each year, 90% of class of 2024 students will receive at least one comprehensive, individualized college and career counseling session; Project Objective 6.4: By the end of the third year, 50% of primary cohort parents will receive at least one individualized college and career counseling session.

<sup>35</sup> More information regarding this statute can be found in subsection (e) of [TEC § 33.006](#) (2024), which outlines the exceptions to when a school counselor may spend less than 80% of their total work time on duties that are components of a counseling program.

Overall, more than half (51%) of school personnel respondents noted they are somewhat familiar with the college advising services offered at their district to students and parents (Figure 4.7; Table F.41 Appendix F). The majority of administrators and more than half of counselors/student services personnel (64% and 57%, respectively) reported being very familiar with college advising services (Figure 4.7; Table F.42 Appendix F). About half of teachers/instructional support staff reported being somewhat familiar (54%) with college advising services (Figure 4.7; Table F.42, Appendix F).

**Figure 4.7. Personnel Familiarity with College Advising Services by Position, Grade 9–12, Year 6 (2023–24)**

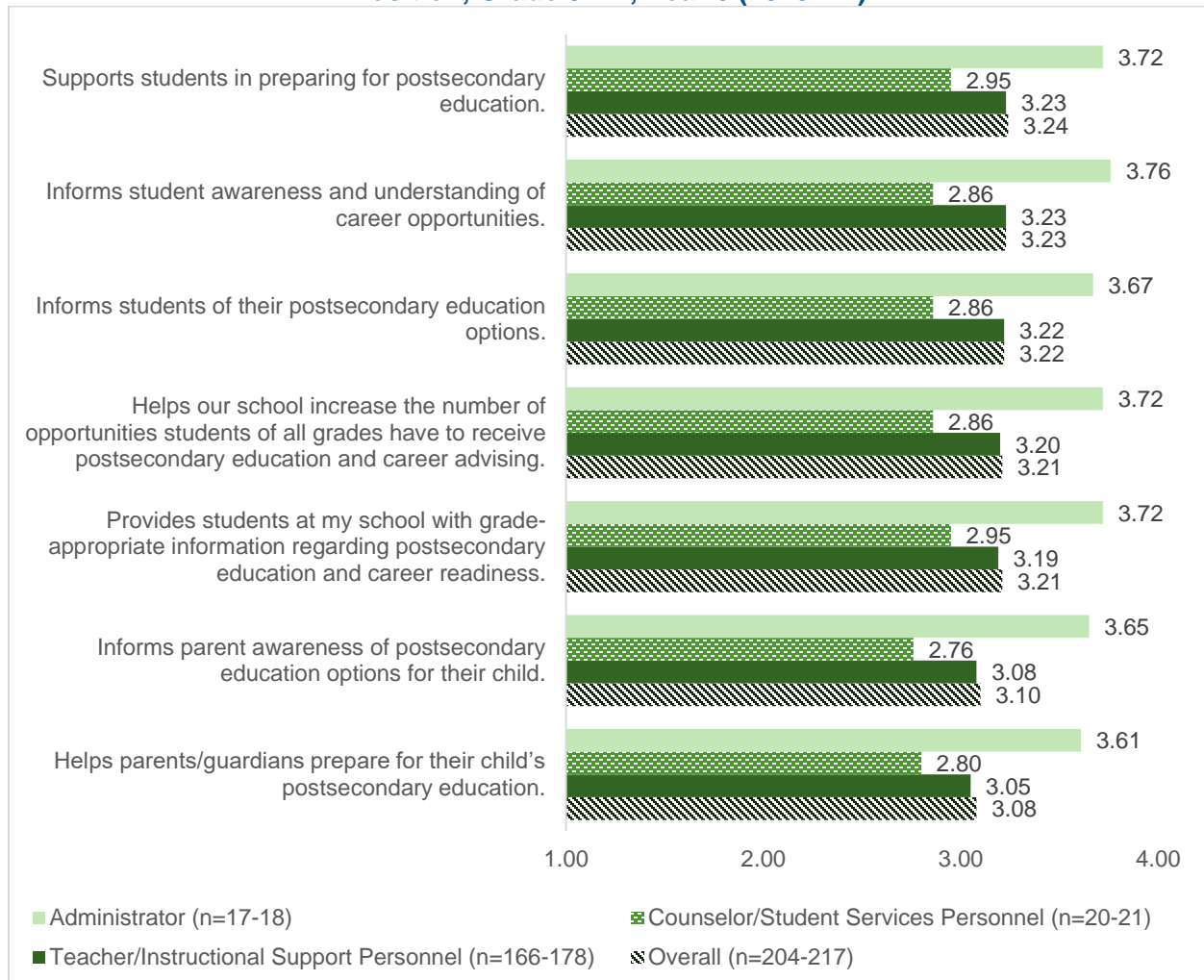


*Source.* GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

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

School personnel shared their perceptions of the overall quality of college advising services offered in their school by describing the extent to which they felt it prepared students for postsecondary careers and education. Overall, personnel survey respondents' perceptions for college advising services were generally positive (with mean scores ranged from 3.08 to 3.24; Figure 4.8; Table F.43–F.44, Appendix F). Broken down by position, administrators provided the highest agreement with survey items describing the quality of college advising services offered in their school (mean scores ranged from 3.61 to 3.76; Figure 4.8; Table F.45, Appendix F), while counselor/student services personnel reported the lowest levels of agreement (mean scores ranged from 2.76 to 2.95; Figure 4.8; Table F.45, Appendix F).

**Figure 4.8. Personnel Agreement of College Advising Services Offered in School by Position, Grade 9–12, Year 6 (2023–24)**



Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. This question was only asked to Administrators, Counselor/Student Services Personnel, and Teacher/Instructional Support Personnel who are familiar with GEAR UP advisors; respondents who selected “Other” as their primary position were not included. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don’t know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don’t know/Not applicable* for each item listed was 11, <10, 16, 10, 22, 13, and 11, respectively.

### INDIVIDUALIZED ADVISING FOR STUDENTS

Site visit participants from all six districts shared that individual advising services were offered by either advisors or high school counselors, with more than one-third (43%) of student survey respondents reporting meeting one-on-one with their school counselor, advisor, or GEAR UP staff—a statistically smaller proportion of students compared to Year 5 (49%; Tables D.24–D.26, Appendix D). Broken down by grade, a higher proportion of class of 2024 respondents appeared to have had an individualized advising session (60%) compared to priority cohort students (a range of 39%–41% of students) (Table D.26, Appendix D). During site visits, students from most districts (Districts 2, 3, 4, and 5) described having had an individual meeting with a college and career advisor or counselor in Year 6. District 1 class of 2024 students

reported not having met individually with their advisors yet and some of the priority cohort students did not know who their college and career advisor was. District 6 priority cohort students mentioned that they have not talked with the college and career advisors since their freshman year. Conversely, participating District 5 class of 2024 students reported having met individually with their advisors multiple times in Year 6.

Advisors from several districts (Districts 2, 3, 4, and 6) described the various strategies they used to organize student advising sessions, guide individual conversations, and track progress. Advisors from Districts 2 and 6 used a spreadsheet to track student completion of tasks such as entrance exam testing. Additionally, District 2 college and career advisors held daily meetings to discuss which students' questions were still unresolved. Districts 3 and 4 counselors/advisors shared it was important to establish trust and find personal connections with students. An advisor from District 4 noted how they talk to students about their experience in college, "It's very important to connect with those students because I'm able to tell them I just went through it; this is my experience. ... that gets them a little bit more excited about the whole process." A District 3 advisor noted how word-of-mouth among students was the most effective method for attracting students to participate with counseling and advising services, "Word-of-mouth is the best way; the kids, they bring everybody."

Student survey respondents described the topics they discussed during their advising sessions. Figure 4.9 provides an overview of the top topics students reported discussing by grade. Overall, students most frequently discussed their grades during one-on-one counseling/advising sessions (a range of 60%–69% of students; Figure 4.9; Tables D.27– D.29, Appendix D). For priority cohort students in Grades 9–11, they also commonly discussed course selection and scheduling (range 43%–54%). Class of 2024 students also frequently discussed college applications (54%) and college plans or interests (53%; Figure 4.9; Tables D.27–D.29, Appendix D).

**Figure 4.9. Top Topics Students Discussed in One-on-One Counseling/Advising Sessions by Grade, Grade 9–12, Year 6 (2023–24)**

Grade 9 (n=301)	Grade 10 (n=185)	Grade 11 (n=192)	Class of 2024 (n=228)
<ul style="list-style-type: none"> <li>• My grades (66%)</li> <li>• Course selection/scheduling (54%)</li> <li>• Dual credit opportunities (44%)</li> </ul>	<ul style="list-style-type: none"> <li>• My grades (60%)</li> <li>• Course selection/scheduling (50%)</li> <li>• Dual credit opportunities (41%)</li> </ul>	<ul style="list-style-type: none"> <li>• My grades (69%)</li> <li>• Course selection/scheduling (43%)</li> <li>• Career plans/interests (35%)</li> </ul>	<ul style="list-style-type: none"> <li>• My grades (62%)</li> <li>• College applications (54%)</li> <li>• College plans or interests (53%)</li> </ul>

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

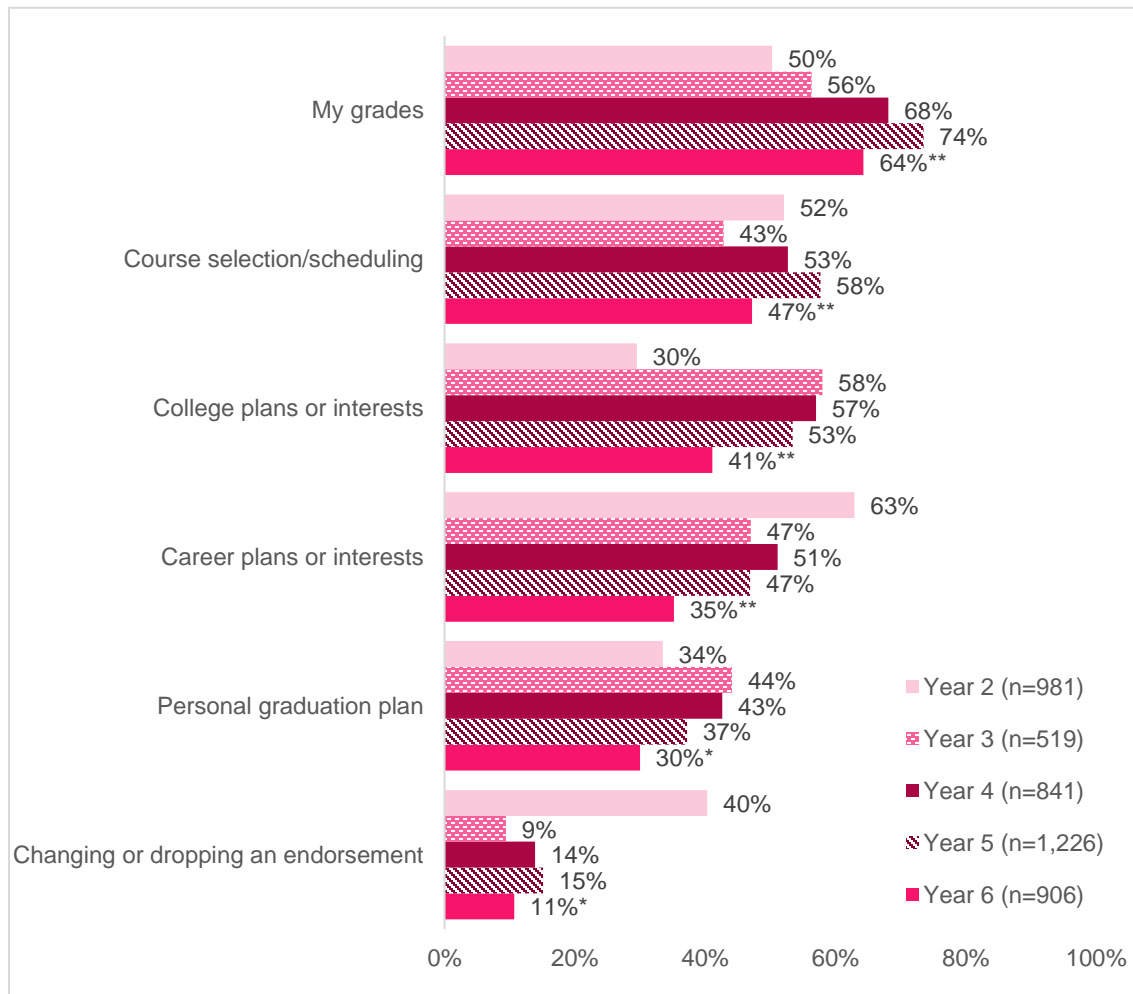
Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Class of 2024 students were in Grade 12 in Year 6.

Comparing topics discussed during advising sessions over time, some topics were significantly different from Year 5 to Year 6. A significantly lower percentage of students in Year 6 indicated that they discussed their grades (64%), course selection/scheduling (47%), college



plans/interests (41%), career plans/interests (35%), PGP (30%), and changing or dropping an endorsement (11%) as compared to Year 5 (74%, 58%, 53%, 47%, 37%, and 15%, respectively; Figure 4.10; Table D.28, Appendix D). Figure 4.10 provides detailed information about the different topics discussed during one-on-one advising sessions as reported by students from Year 2 to Year 6.

**Figure 4.10. Significant Differences in Topics Students Discussed during One-on-One Advising Sessions, Year 2 (2019–20)–Year 6 (2023–24)**



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

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6.

\*Personal graduation plan was significantly different from Year 5 to Year 6:  $\chi^2(1)=11.9, p<.01$ ; Changing or dropping an endorsement was significantly different from Year 5 to Year 6:  $\chi^2(1)=8.7, p<.01$ .

\*\*My grades was significantly different from Year 5 to Year 6:  $\chi^2(1)=20.6, p<.001$ ; College plans or interests significantly differed from Year 5 to Year 6:  $\chi^2(1)=31.9, p<.001$ ; Career plans or interests significantly differed from Year 5 to Year 6:  $\chi^2(1)=29.2, p<.001$ ; Course selection/scheduling was significantly different Year 5 to Year 6:  $\chi^2(1)=22.3, p<.001$ .

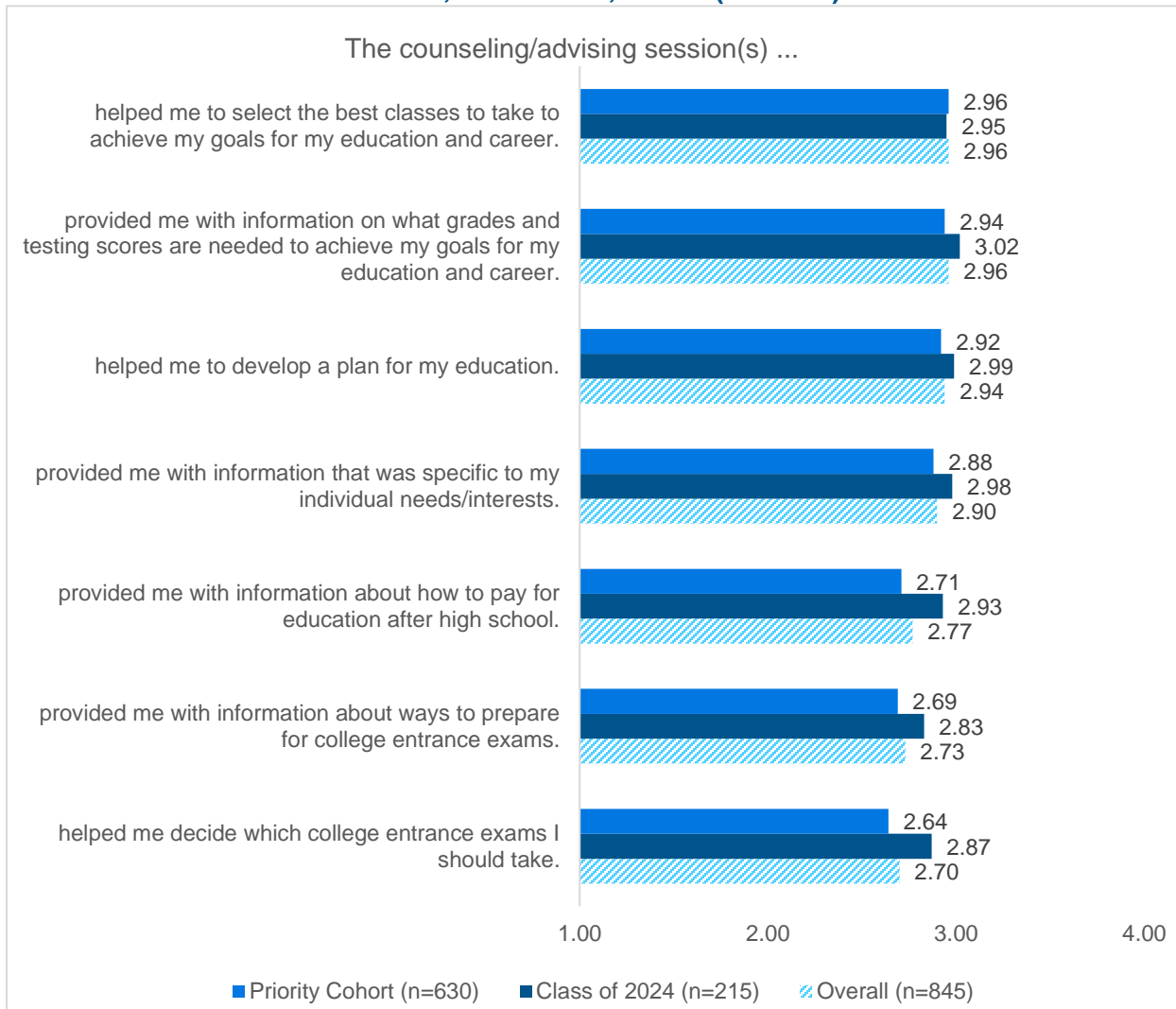
Similar to student survey respondents, students who participated in site visits also commonly discussed college entrance exams, career pathways options, dual credit and other advanced

classes, FAFSA/TASFA forms, required steps to graduation, and scholarships and financial aid resources with their counselors and advisors. Participating students from Districts 2, 3, and 4 recalled conversations with advisors regarding college entrance exams. A District 5 priority cohort student and a District 4 class of 2024 student both described talking with their advisors about how to reach their desired career and what postsecondary pathway would be required. According to a priority cohort student from District 5:

*A lot of the times that I've gone to talk with our advisor, we talk about our pathways, the classes she can put us on to achieve our goals. She talks to us about time management to get our assignments done. Really, it's just our conversations are mainly just about us getting through college and what we can do to better ourselves throughout our courses and to manage our college courses with our already high school courses. And just to stay ahead basically.*

Year 6 student survey respondents who reported participating in individual advising generally *Agreed* that the session(s) helped them select the best classes to take and provided them with information on the grades and test scores needed to achieve their college and career goals (with a mean score of 2.96 in both items; Figure 4.11; Tables D.30–D.31, Appendix D). When comparing student survey responses by cohort, class of 2024 respondents provided mostly higher ratings for the overall helpfulness of one-on-one counseling sessions compared to priority cohort students (Figure 4.11).

**Figure 4.11. Student Agreement Levels regarding One-on-One Counseling Sessions by Cohort, Grade 9–12, Year 6 (2023–24)**

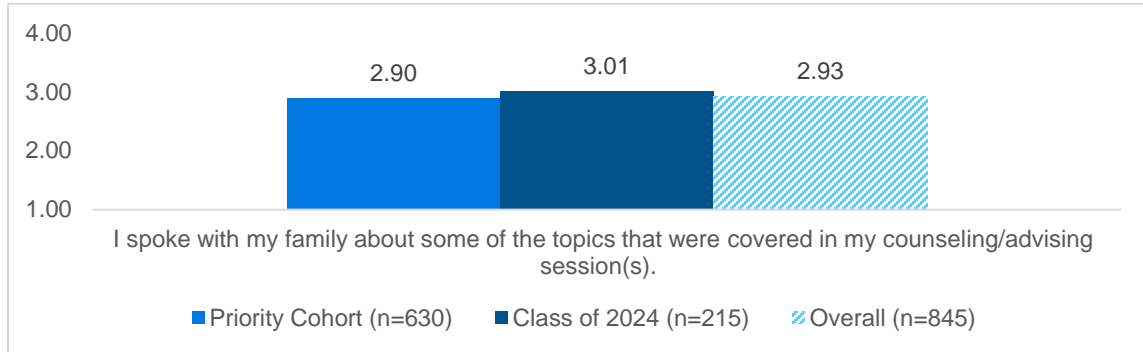


Source. GEAR UP: Beyond Grad Student Survey administered in Year 6 (spring 2024).

Note Class of 2024 students were in Grade 12 in Year 6. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don’t know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don’t know/Not applicable* in Year 6 was 64, 76, 63, 90, 123, 114, and 86, respectively.

Overall, students *Agreed* that they had spoken with their family about the topics discussed in their counseling or advising sessions (with a mean score of 2.93), a level that was similar to that of Year 5 (mean score of 2.87; Tables D.30–D.31, Appendix D). Class of 2024 students reported higher agreement that they shared information discussed during counseling sessions with their family than priority cohort students (mean scores of 3.01 and 2.90, respectively; Figure 4.12).

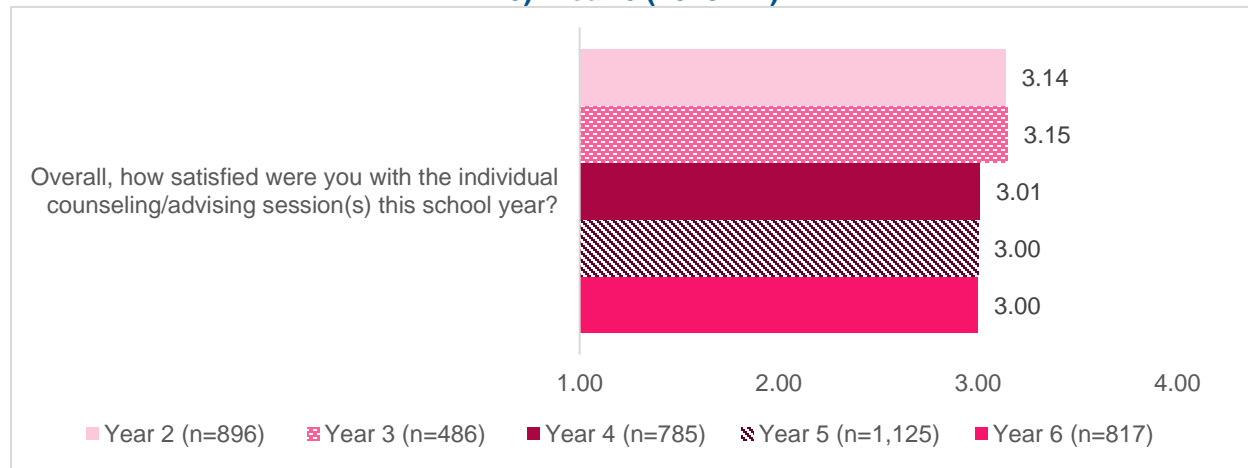
**Figure 4.12. Student Agreement Levels regarding Discussion of Topics in One-on-One Counseling Sessions with Family by Cohort, Grade 9–12, Year 6 (2023–24)**



Source. GEAR UP: Beyond Grad Student Survey administered in and Year 6 (spring 2024).  
 Note. Class of 2024 students were in Grade 12 in Year 6. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 75.

Overall, student survey respondents who reported participating in a one-on-one counseling session reported being *Satisfied* with their session (with a mean score of 3.00), which was similar to student satisfaction in Year 5 (mean score of 3.00; Figure 4.13; Tables D.32–D.33, Appendix D).

**Figure 4.13. Student Satisfaction with One-on-One Counseling Sessions, Year 2 (2019–20)–Year 6 (2023–24)**



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

Note. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. The number of Year 2 student respondents are updated in this table. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly satisfied. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

Similarly, in site visits students from all districts (except District 1) generally reported being satisfied with individual advising as advisors helped answer students’ broad questions about college and career issues and provided help with specific tasks such as completing a scholarship form or contacting a college representative. A class of 2024 student from District 4 noted that among their friends many received support from the College and Career Center and

that, “most of my friends ... already got accepted into colleges and universities because they got help from the College and Career Center.”

Among the students who reported they were dissatisfied with one-on-one counseling sessions, approximately half indicated that the counselor/advisor did not provide useful information (55%) and that students did not have enough time to meet with the counselor/advisor (47%; Table D.34, Appendix D). District 1 students reported that they did not have regular contact with their counselors or advisors which aligns with the challenge discussed during the District 1 advisor interview who indicated they struggled to meet with the large volume of students but tried to prioritize meeting with class of 2024 students. The District 1 advisor explained, “I prioritize. I've tried to prioritize seniors obviously. At the end of the year, that's when I start talking to juniors.” During the site visit, District 1 class of 2024 students expressed how they believed advisors should initiate advising sessions with students more often instead of students having to reach out to schedule sessions. Some of the class of 2024 students from District 6 believed that the college and career advisors in their district were too focused on students planning to attend college and did not pay sufficient attention to students interested in the military or career certification.

The most common reason for not participating in one-on-one advising was student survey respondents not knowing the meetings were being offered (54%; Table D.35, Appendix D). Overall, the distribution of responses for reasons students did not participate in one-on-one advising differed significantly from Year 5 to Year 6 (Table D.36, Appendix D).

## **INDIVIDUALIZED ADVISING FOR PARENTS**

In addition to individualized advising for students, GEAR UP also established goals related to individualized college and career advising services for parents. During site visits and in survey responses, all six districts described providing individualized advising services for parents during Year 6. While individualized college and career advising continued to be provided to parents during Year 6, all six districts also described continued challenges related to engaging parents in sessions during site visits and on surveys. Among parents who completed surveys, fewer than two-fifths (19%) reported having participated in a one-on-one meeting with their child's advisor/counselor during Year 6, which was a smaller proportion compared to Year 5 (27%; Tables E.9–E.10, Appendix E). Parents of class of 2024 students more frequently reported having met with their child's counselor/advisor (43%) compared to priority cohort students (a range from 6% in Grade 9 to 16% in Grade 11; Table E.11, Appendix E).

Topics that parents discussed with advisors/counselors varied somewhat depending on the grade in which a parent's child was currently enrolled. For example, class of 2024 parents most commonly discussed their child's grades (73%), PGPs (60%) and college plans or interests (60%), while parents of priority cohort students often discussed their child's grades and course selection/scheduling (Figure 4.14; Tables E.12–E.14, Appendix E).

**Figure 4.14. Top Topics Parents Discussed in One-on-One Counseling/Advising Sessions by Grade, Grade 9–12, Year 6 (2023–24)**

Grade 9 (n<10)	Grade 10 (n<10)	Grade 11 (n<10)	Class of 2024 (n=15)
<ul style="list-style-type: none"> <li>• Course selection/scheduling for your child (100%); Dual credit opportunities (100%)</li> <li>• Your child's grades (50%); How academically challenging your child's courses are (50%); Opportunities as a parent to participate in activities/events (50%); Your child's personal graduation plan (50%); CTE programs of study (50%); Changing/dropping an endorsement (50%); Your child's college plans or interests (50%)</li> </ul>	<ul style="list-style-type: none"> <li>• Your child's grade (67%); Your child's personal graduation plan (67%); Dual credit opportunities (67%); CTE programs of study (67%); Your child's college plans or interests (67%); Your child's career plans or interests (67%)</li> <li>• Course selection/scheduling for your child (33%); Enlisting in the military (33%); Financial aid for college, including FAFSA, TASFA, Pell Grant (33%)</li> </ul>	<ul style="list-style-type: none"> <li>• Course selection/scheduling for your child (83%)</li> <li>• Dual credit opportunities (67%)</li> <li>• Your child's grades (50%); Your child's career plans or interests (50%)</li> </ul>	<ul style="list-style-type: none"> <li>• Your child's grades (73%)</li> <li>• Your child's personal graduation plan (60%); Your child's college plans or interests (60%)</li> <li>• College applications (53%); Texas law that requires completion of FAFSA, TASFA, or an opt-out form to graduate (53%); Financial aid for college, including FAFSA, TASFA, Pell Grant (53%)</li> </ul>

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

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Class of 2024 parents were in Grade 12 in Year 6. CTE – Career and Technical Education. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

During site visits, participants across all six districts revealed various strengths and challenges related to individualized advising services for parents. For example, while District 1 class of 2024 parents reported attending an individualized advising session with their students and the college and career advisor/counselor, they noted the district only requested meeting with parents when there was a problem with students, such as absenteeism. District 2 class of 2024 parents reported not being aware that college and careers advisors called parents to attend individualized meetings in Year 6, but they recalled having done this in the past:

*I don't remember if it's been 2 years, but we no longer have the college advisors call us ... I guess [previously] another agency did like a virtual session and then they would be on campus so many times and they would meet one-on-one with the kids.*

District 3 advisors described positive experiences talking with students and parents about post-graduation plans as they worked with students to identify how they could best support their postsecondary aspirations and associated conversations with their families:



*There's actually been students, one specifically this year that I've helped open that conversation with his parents, because [the] parents already had a plan, and I was like, "Well, let's talk about how we can open that door for you. Let's talk about how we could potentially start that conversation with them." And he was actually able to end up going to the school that he wanted to go to just by starting that conversation.*

Additionally, site visit participants mentioned the need for more Spanish-speaking staff. Parents from District 5 mentioned that even though all written communications were in English and Spanish, they attended a counselor meeting entirely held in English. Staff from District 4 described how in Year 6 they had made additional efforts to have more bilingual staff in the building. The coordinator acknowledged the presence of bilingual staff helped in connecting with parents and establishing trust and familiarity:

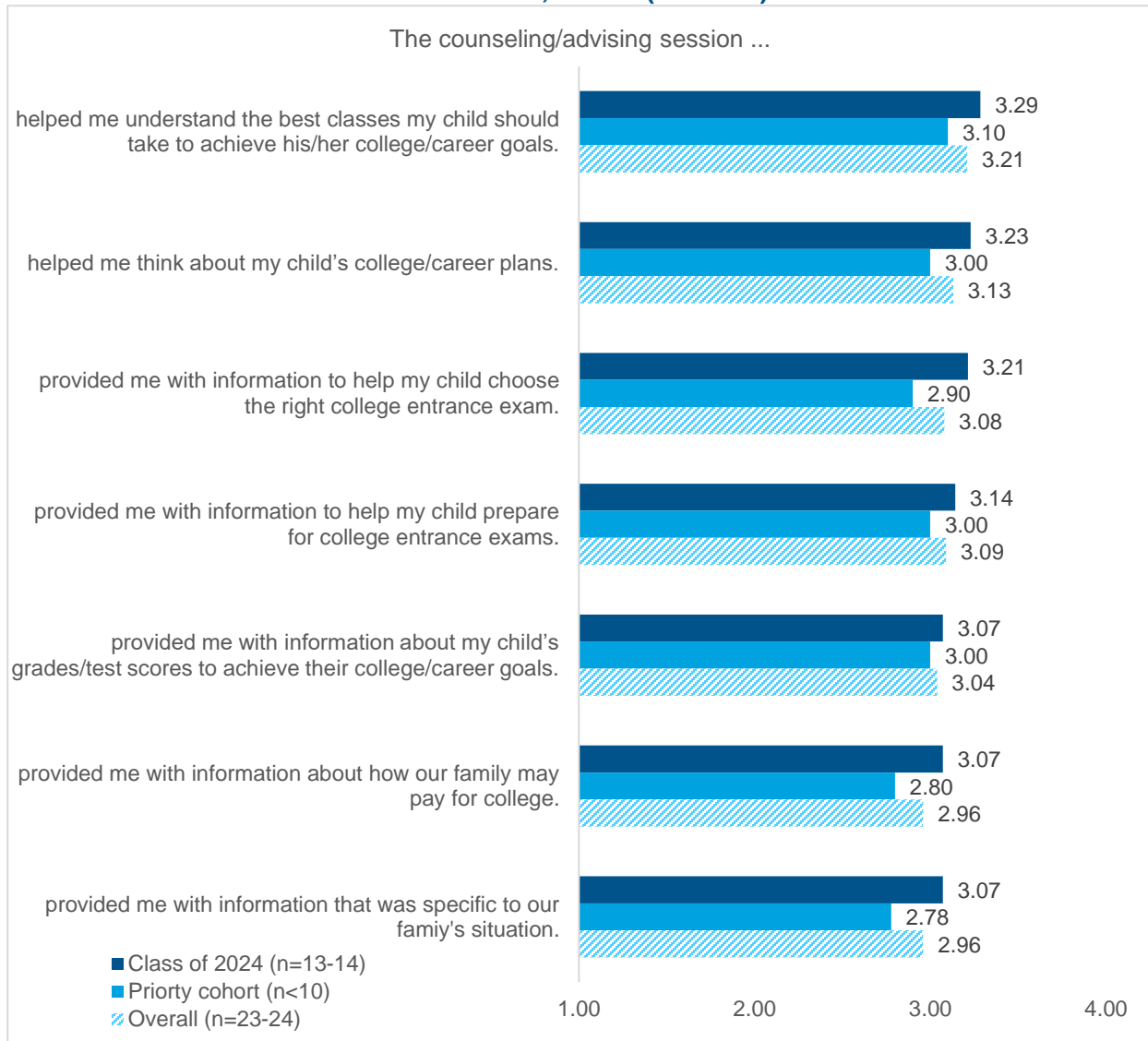
*This year we have a lot of Spanish-speaking staff. We have [staff 1], [staff 2], [staff 3], and me. When [parents] come, it's like they feel comfortable talking to us because we speak Spanish and we're able to help them with FAFSA or applications.*

District 5 advisors indicated that they were able to do more sessions with parents during the summer when scheduling was more flexible. Parents in District 6 were aware that their students met regularly with the college and career advisor and some of them had been able to talk with an advisor on the phone to respond to questions. College and career advisors from District 6 mentioned that they had meetings with parents to explain the various scholarships students had received and how to calculate the cost of attending college. District 6 also partnered with Education to Employment Partners—a local nonprofit organization that provided educational services to high school students—to have these meetings with parents:

*We have a partner called E2E [Education to Employment Partners] who helps me out. We were supposed to hire an advisor. The advisor that we went through, Brilliant Pathways, was horrible. Never came to work. Well, now with this new program, E2E, who doesn't charge us, it's free: [The advisor] comes in, [they are] very knowledgeable. We work together. [They] come in on Mondays and Thursdays. We do our parent meetings [and] functions together.*

Parent survey respondents reported their perceptions of the overall quality of college advising services offered in their school by describing the extent to which they felt they prepared their children for postsecondary careers and education. Overall, parent survey respondents who reported participating in one-on-one advising had generally positive perceptions about various aspects of the advising sessions (mean scores ranging from 2.96 to 3.21) (Figure 4.15; Tables E.15–E.16, Appendix E). Broken down by cohort, parents of class of 2024 students reported higher agreement for each survey item related to counseling services (mean scores ranged from 3.07 to 3.29) compared to parents of priority cohort students (mean scores ranged from 2.78 to 3.10; Figure 4.15).

**Figure 4.15. Parent Agreement on One-on-One Counseling/Advising Session by Cohort, Grade 9–12, Year 6 (2023–24)**

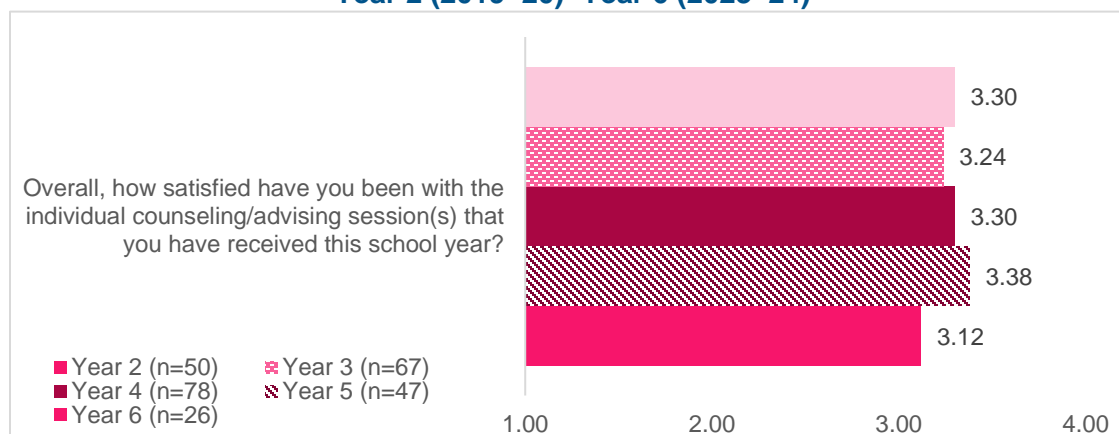


Source. GEAR UP: Beyond Grad Parent Survey administered in Year 6 (spring 2024).

Note. Class of 2024 parents were in Grade 12 in Year 6. Scale used to determine satisfaction mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 <10, 0, 0, <10, 0, 0, and <10, respectively.

Overall, parent survey respondents reported being *Satisfied* with the individual counseling/advising sessions during Year 6 (mean score of 3.12). Although not statistically significant, parent satisfaction in Year 6 (with a mean score of 3.12) was lower than in Year 5 (mean score of 3.38; Figure 4.16; Tables E.17–E.18, Appendix E). Among those parents who reported being dissatisfied with advising sessions, half of respondents reported they did not receive useful information or clear guidance (Table E.19, Appendix E). However, it must be noted that because of the small number of parent respondents, results related to this question must be interpreted with caution.

**Figure 4.16. Parent Satisfaction with One-on-One Counseling/Advising Sessions, Year 2 (2019–20)–Year 6 (2023–24)**



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

Note. Scale used to determine mean rating: 1–Strongly dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly satisfied. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

Parent survey respondents who reported not participating in an advising session also noted the reasons for their lack of participation. Nearly three-quarters (73%) of parent survey respondents indicated that they did not know the meetings were being offered in Year 6, which was also the most frequently reported reason in Year 5 (69%) (Tables E.20–E.21, Appendix E). The distribution of reasons for parents not participating in an advising session was found to be statistically significant from Year 5 to Year 6 (Table E.21, Appendix E).

### 4.3. College Visits

College visits offer students exposure to a college campus, which may include a tour of the campus, classroom observations, and presentations by different college departments (e.g., admissions, financial aid, academic departments). GEAR UP established college visit participation as an objective for class of 2024 students; however, this was an activity delivered to both the class of 2024 and priority cohort students.<sup>36</sup> Participants from all six of the participating districts described college visits/tours offered and/or planned in Year 6.

Overall, more than a quarter of student survey respondents (26%) reported they participated in a college visit in Year 6, a proportion significantly smaller than in Year 5 (32%; Tables D.37–D.38, Appendix D). The number of campus visits offered in Year 6 and students who participated in said visits varied across districts. For example, at the time of the site visit in February–March 2024, District 1 had not yet offered any college visits; the District 1 coordinator noted implementation of college and career activities had started out “slow” due to financial constraints, but the district had two planned visits for spring of 2024 with local colleges. During

<sup>36</sup> The relevant objective is Project Objective 7.1: Each year, 75% of class of 2024 students will attend at least one college visit.

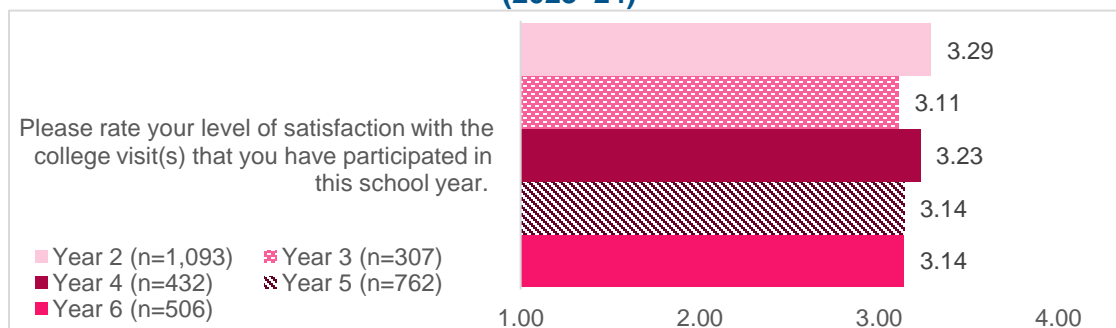
the site visit, District 5 had plans for Grade 8 and Grade 9 students to visit a college and talk with a recruiter from the campus. Participating District 6 class of 2024 students noted a small select group of 15 class of 2024 students were taken on a college visit thus far in Year 6. Participating students were unclear on how they were selected or invited to participate. Alternatively, District 2 priority cohort students shared that several college visits were offered in Year 6 through the Upward Bound program. Class of 2024 students from District 3 shared that their College and Career Center did a great job advertising college visits.

Student survey respondents who participated in a college visit noted the types of activities they participated in during the visit; most frequently survey respondents reported touring the campus (71%), listening to a speaker (37%), and observing a class (19%; Tables D.39–D.40, Appendix D). When compared to Year 5, a significantly smaller proportion of respondents reported participating in a campus tour (80% and 71%, respectively) and a significantly larger proportion of respondents reported other activities (4% and 6%, respectively) in Year 6 (Table D.40, Appendix D).

Student survey respondents also reported on the information they learned during the college visits; most frequently student respondents mentioned learning about the layout or environment of the campus (60%), a proportion significantly lower than in Year 5 (70%; Tables D.41–D.42, Appendix D). In addition, other commonly reported types of information learned during college visits included the various academic programs/areas of study (55%), campus diversity (45%), and student clubs and organizations (45%). During focus groups, class of 2024 and/or priority cohort students from two districts (Districts 3 and 4) also shared the components of college visits they enjoyed participating in, many of which aligned with survey findings. Student participants shared that they enjoyed seeing the campus building and facilities, talking with current students at the colleges, and learning about the college’s culture.

Overall, in Year 6, participating students reported they were *Satisfied* with college visits offered in Year 6 (with a mean score of 3.14), which was similar to students’ reported satisfaction with college visits in Year 5 (with a mean score of 3.14; Figure 4.17; Tables D.43–D.44, Appendix D).

**Figure 4.17. Student Satisfaction with College Visits, Year 2 (2019–20)–Year 6 (2023–24)**



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

Note. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Scale used to determine mean rating: 1–*Strongly dissatisfied*, 2–*Dissatisfied*, 3–*Satisfied*, 4–*Strongly satisfied*. Respondents who selected *I don’t know/Not applicable* were not included in this analysis.

Of the student survey respondents who reported they were dissatisfied with the college visits, respondents mentioned not receiving useful information (39%) and not having enough time to see the campus and have their questions answered (33%) as common reasons for dissatisfaction with college visits (Table D.45, Appendix D). Even so, during site visits participants described positive outcomes they had observed from college visits among students as they increased awareness and perceived accessibility of colleges. A participating counselor from District 2 noted that in previous years, several students ultimately applied to the colleges they visited through GEAR UP. The District 5 principal described the value of college visits for students to reinforce what was taught in the classroom:

*You can talk all day long about this college and that college and you can show them pictures and this, but it's not until you get them on the campus ... and they see the green campuses, they see all these huge buildings, they see the cultural diversity of the students walking, they see that there's a student union building there, a student university center where they can go and eat lunch.*

Additionally, site visit participants shared suggestions for how college visits could be improved. A class of 2024 student from District 3 noted it would be helpful to see more of the living areas for students, such as a tour of the dorms on campus. Class of 2024 students from District 2 mentioned they would like more information on college tours about the process after a student is accepted and the support from acceptance to attendance, with one student sharing, “I wish there was someone there that could explain more in depth on, okay, you've been accepted, now who do I need to talk to, to go there.”

Among those who reported in the student survey that they had not participated in a college visit in Year 6, more than half (51%) noted it was because they had not known the visits were being offered, followed by students reporting they were busy with school/family/work (24%; Table D.46, Appendix D). This distribution of responses for students not participating in a college visit was significantly different from that of Year 5 (Table D.47, Appendix D).

#### 4.4. College and Career Fairs

College and career fairs give students and families the opportunity to learn about different paths available to them after high school—including information about postsecondary institutions and/or career opportunities—in a single setting and based on students’ postsecondary goals. During these events, booths are set up with representatives from participating postsecondary institutions and organizations so that students may get informational handouts from the representative or have a more in-depth conversation with them about their postsecondary plans. During the site visits and/or surveys, class of 2024 and priority cohort students from all six districts reported attending college and career fairs in varied capacities.

In Year 6, over one-third (36%) of student survey respondents reported participating in a college and career fair, similar to Year 5 (36%; Table D.48–D.49, Appendix D). Whereas Districts 3 and 4 organized the events at the schools, the rest of the participating districts (Districts 1, 2, 5 and 6) visited existing fairs hosted locally in their town or surrounding areas.

The number of students who participated in college and career fairs varied across districts. For example, all class of 2024 students from Districts 2 and 5 attended their college and career

expos, but class of 2024 students from District 1 noted only the top 10 students were invited to attend the only college fair they were aware of offered in Year 6. District 5 extended the invitation to college and career fairs to Grade 7 and Grade 8 students when possible. Generally, most fairs offered in Year 6 combined college and career representatives, but class of 2024 students from District 5 mentioned attending a “job con” event that was exclusively career oriented with representatives from various careers and industries in attendance. At the beginning of Year 6, District 1 invited students and families to explore all the career path options the district offered. The district set up tables with information in the halls, as reported by priority cohort students and class of 2024 parents. The coordinator from District 1 noted they would like to host a college and career fair to be held on campus, like they did in Year 1 of the grant. District 6 reported that they invited parents to come along to college and career fairs.

Student survey respondents reported the types of information they learned about at college and career fairs. The most common types of information respondents reported learning about included one or more colleges (69%), followed by academic programs or areas of study in colleges (45%), and various career options (43%; Table D.50, Appendix D). However, compared with Year 5, in Year 6 a significantly smaller proportion of students reported learning about information on one or more colleges (75% and 69%, respectively), academic programs or areas of study in colleges (51% and 45%, respectively), and student clubs and organizations (40% and 35%, respectively; Table D.51, Appendix D). During site visits, participating class of 2024 students also shared the information they learned about when interacting with college representatives during visits, such as college application requirements and components, like entrance exams and Grade Point Average (GPA) benchmarks, that some colleges are test-optional, and more general information on colleges’ size, location, and tuition cost.

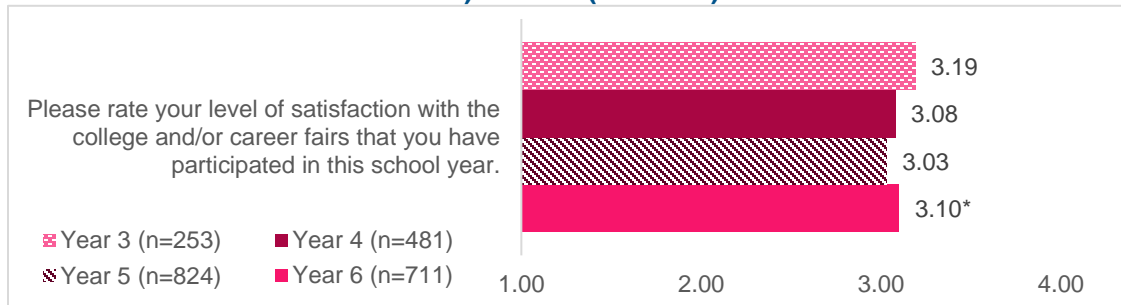
A priority cohort student from District 5 shared that the value they had seen from college and career fairs is that they helped expose students to different options following high school, which was especially useful for students who were unsure of their college and/or career aspirations. A priority cohort student from District 5 explained,

*I think [college and career fairs] really helps out too because of course, we're still not at that age where we're going to graduate. And of course, it's amazing to prepare for the future, but not all of us know exactly what we want. So, [college and career fairs] give everybody a little view on what's going to work best for them and their interests.*

Overall, student survey respondents reported to be *Satisfied* with the college and career fairs they attended in Year 6 (with a mean score of 3.10), significantly higher compared to Year 5 (with mean score of 3.03; Figure 4.18; Table D.52–D.53, Appendix D).



**Figure 4.18. Student Satisfaction with College and Career Fairs, Year 3 (2020–21)–Year 6 (2023–24)**



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

Note. Scale used to determine mean rating: 1–Strongly dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly satisfied. Mean scores are only presented for items included in the respective year survey. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

\*Responses differed significantly from Year 5 to Year 6:  $t(1533) = 2.3, p < .05$ .

Of the student survey respondents who reported they were dissatisfied with the college and career fairs, respondents mentioned that their career of interest was not included in the event (50%), events were too crowded (25%), and events were not long enough (23%) as the main reasons for dissatisfaction (Table D.54, Appendix D). During site visits, participating students shared challenges they experienced when attending college and career fairs, which aligned with survey respondents' reported reasons for dissatisfaction. Class of 2024 students from District 2 noted that events were very crowded, and it was at times challenging to visit booths they were interested in and chat with the representatives. Similarly, priority cohort students in Districts 2 and 3 suggested adding more time at the event for students to participate. District 3 class of 2024 students suggested releasing students at different times to attend the event in smaller groups. Outside of the time and crowds at college and career fairs, class of 2024 and priority cohort students from District 3 also suggested more representation from technical schools at future events. To align the college and career fairs to students' postsecondary aspirations, priority cohort students from District 2 suggested the district survey students to determine the colleges and professions of most interest to students.

For student survey respondents who reported they had not attended a college/career fair in Year 6, the most commonly cited reason for not attending was that they were not aware they were being offered (53%), which was also the most common reason for not participating in Year 5 (53%; Table D.55–D.56, Appendix D). Even so, there was a significant difference in the distribution of reasons student survey respondents reported for not participating in a college or career fair (Table D.56, Appendix D).

In addition to large college and/or career fairs, several districts (Districts 1, 4, 5, and 6) had college representatives visit the campus and meet with students. At District 4, the invited college representatives supported interested students with applications to their respective colleges. In addition to colleges, District 5 also had representatives from trade schools provide information to interested students. The District 4 coordinator shared that the colleges they invited to the campus were based on students' interests:

*If we see a lot of students apply to let's say, Texas Tech [University], then we'll try to invite someone out to come and talk to those kids that are interested in Texas Tech. ... We'll invite the [students] that have applied or shown interest, but if other students want to come, they can come; it's open.*

## 4.5. Summer Programming

One way school districts address learning gaps between school years and provide additional academic support for students is to offer targeted summer programming. Activities during summer programming often include academic acceleration, enrichment, and college exploration, which is an objective of the grant.<sup>37</sup> These services often range from short 1-day courses to longer multiday summer courses or camps. Beyond summer programming related to academic initiatives (presented in Chapter 3), several districts (Districts 1, 3, 5 and 6) mentioned summer programming related to college and career initiatives focused on the transition from middle school to high school, increasing leadership skills, and the transition from high school to college.

As with previous years, District 5 continued to provide a summer bridge event for incoming Grade 9 students. During the summer bridge event, parents and Grade 8 students were invited to receive an overview of the different pathways available for students prior to the student entering the high school in the fall of their Grade 9 year. This event helped students and families get to know the high school staff and offerings. Similarly, District 1 hosted an event for incoming Grade 9 students who had been accepted into the high school's early college program. During the event, participating students were given a tour of the high school and program orientation.

In partnership with GEAR UP and the National Hispanic Institute (NHI), the District 6 principal shared that students participated in the NHI summer program the summer before Grade 10 to provide students with leadership opportunities. Additionally, a class of 2024 student from District 3 attended the National Council for Community and Education Partnerships GEAR UP summer conference in San Francisco after winning an essay competition. While attending the event, the class of 2024 student learned leadership skills and public speaking skills.

For the upcoming summer, the coordinator from District 5 noted they planned to host an event for their graduating class of 2024 students to make sure they were remaining on track after graduating, providing supports such as ensuring students completed necessary forms for enrollment and communicated with their postsecondary education institutions of their choice.

## 4.6. Work-Based Learning

Work-based learning provides students with the opportunity to engage in real-world work experiences in a field of interest to them and reinforces the connections between students' understanding of classroom learning, work requirements, and the importance of postsecondary

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<sup>37</sup> The relevant objective is Project Objective 7.4: Each year, 30% of class of 2024 students will attend a summer program (academic acceleration, enrichment, college exploration, etc.).

education. Acknowledging work-based learning experiences as important for students, GEAR UP established work-based learning as a project objective for class of 2024 students and priority cohort students.<sup>38</sup>

In Year 6, across all districts, nearly a third (32%) of students responding to the survey stated they participated in a work-based learning program, a significantly larger percentage compared to Year 5 (27%; Tables D.57–D.58, Appendix D). When asked what types of information they learned during their work-based learning programs, half of the students who reported participating in work-based learning stated they learned about various career options (51%), followed by education requirements for certain careers (45%), and what is like to work a certain job (43%) (Tables D.59–D.60, Appendix D).

During site visits, all six participating districts described work-based learning opportunities offered to students in Year 6. District 4 had a work-based learning coordinator facilitate workshops on resume writing, interview skills, and other related topics to support students. These activities were housed in the College and Career Center and often planned in collaboration with the District 4 college and career advisors.

Students in Districts 3 and 6 often participated in work-based learning opportunities as part of their CTE program, which for District 6 students in the culinary and welding programs included competitions and workplace visits.

Several districts (Districts 1, 2, 3 and 5) provided seminars with workforce representatives on campus who spoke with students about their careers and provided insights into their career paths. Class of 2024 students from District 3 mentioned having attended presentations with a firefighter who was also a teacher at a local community college, military representatives, and other CTE teachers for local community college certification programs (e.g., welding). Priority cohort students from District 1 who were part of the yearbook course reported having guest speakers from the journalism program from a local postsecondary institution. Priority cohort students from District 2, who were part of an engineering class, noted that their teacher had engineers to present on their career paths from high school to their current positions. Finally, class of 2024 District 5 students described an event in which previous alumni from the high school who work at a large local employer come back to the campus and discuss their career paths after high school. Regarding work-based learning activities, the District 5 coordinator commented:

*[Students] were able to go to [local employer] and [have] exposure and talk to people that do welding and are emergency medical technicians and paramedics and clerks and inventory people and engineers that fly the rockets, and fabrication. It was really cool.*

When asking class of 2024 parents from District 3 what high school resources they thought were the most helpful for their child in determining their career path, parents shared the positive

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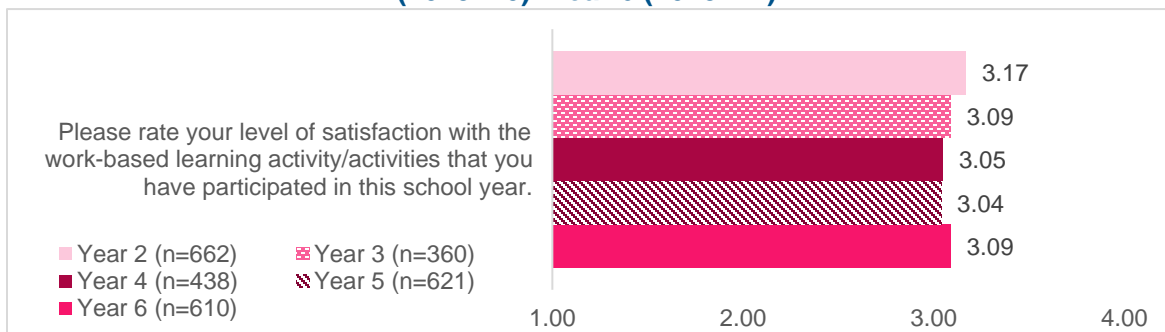
<sup>38</sup> The relevant objective is Project Objective 7.5: Each year, 30% of class of 2024 and priority cohort students will participate in a work-based learning opportunity.

benefits of work-based learning opportunities offered through the district's CTE programs. A class of 2024 parent from District 3 noted how for both their children the CTE courses helped them determine their desired career path:

*The health classes here, to give [my child] a pathway to nursing and exposure to what it [is] going to look like. And for my [other child], from the very beginning, [they] understood that [they] liked working with [their] hands. So welding was something that [they] started, once [they] found passion and especially going to competitions, winning scholarships due to the competitions getting certified in welding. So definitely [the] CTE program.*

Class of 2024 and priority cohort students reported being *Satisfied* with their work-based learning activities in Year 6 (with a mean score of 3.09), which was slightly higher than in Year 5 (with a mean score of 3.04; Figure 4.19; Tables D.61–D.62, Appendix D). Figure 4.19 provides additional detail on student satisfaction with work-based learning activities across years.

**Figure 4.19. Student Satisfaction with Work-Based Learning Activities, Year 2 (2019–20)–Year 6 (2023–24)**



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

Note. Students in Grades 8–12 responded to this item in Year 2; students in Grades 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Scale used to determine mean rating: 1–*Strongly dissatisfied*, 2–*Dissatisfied*, 3–*Satisfied*, 4–*Strongly satisfied*. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

Of the student survey respondents who reported they were dissatisfied with the work-based learning opportunities, the most common reason cited by student respondents was that the experience was too long (33%) followed by the work they did was not aligned to their career of interest (28%; Table D.63, Appendix D). Students from District 3 noted they would like more work-based learning opportunities and participating class of 2024 parents from the same district suggested adding additional certification courses to expose students to more career paths.

For the student survey respondents who reported they had not participated in a work-based learning activity in Year 6, the most common reasons reported were not knowing the work-based learning activities were being offered (57%) followed by the student being busy with school/family/work or their schedule did not allow them to participate (22%) (Table D.64, Appendix D). This distribution of reasons for not participating in a work-based learning activity was significantly different from Year 5 to Year 6 (Table D.65, Appendix D).

## 4.7. Parent/Family Events

Parent/family events provide opportunities for students' families to explore the academic supports and resources needed to help their child with college and career preparation (e.g., navigating the education system and assisting their student with college preparation and financial aid processes). GEAR UP established a project objective that class of 2024 parent attendance at GEAR UP events and services would increase each year.<sup>39</sup> Most districts (Districts 1, 2, 4, 5, and 6) reported having had different college and career events for parents and families beyond financial aid and/or FAFSA events. More information on FAFSA-related parent events is included in Section 6, Financial Aid Initiatives.

In Year 6, across all districts, nearly one-third (30%) of parent survey respondents reported participating in a parent/family event at their child's school, which was a statistically significant larger proportion compared to Year 5 (20%; Tables E.22–E.23, Appendix E). Among those parent survey respondents who participated in an event in Year 6, the top three most common topics parents reported learning about were the availability of college and career advising (58%) and different types of college options (58%), followed by Texas law requirements for FAFSA and TASFA completion or opt-out (53%), which were similar to those in Year 5 (Tables E.24–E.25, Appendix E). Given the low numbers of parent respondents, these results should be interpreted with caution.

During site visits, participants described variations in parental participation at parent/family events. Whereas half of the districts (Districts 3, 4 and 6) reported having seen more parents involved in events than the previous year, the District 2 coordinator noted they were seeing a decline in parent attendance at events. Site visit participants from Districts 4 and 6 reflected on the positive growth they had seen in parent attendance at college and career events, especially among class of 2024 parents. One of the District 6 counselors credited the increase to the district's leadership efforts to reach out to families, rebuild trust, and create a welcoming environment for parents. Coordinators from Districts 3 and 4 mentioned that college and career events were well attended when they were combined with ceremony awards and other school events. All districts mentioned that they had difficulties reaching out to the students and families. A class of 2024 parent from District 5 mentioned that parents appeared to lose interest in school events as their kids grew up, but then felt the urgency to be more involved in their last year of high school. The District 1 coordinator reflected that they were seeking to engage all of their students' parents, but especially trying to engage parents of students in the "bottom half" of the class, which they noted were traditionally harder to engage.

During site visits, participants discussed the various parent/family events offered in Year 6. Parent/family events included those providing general information about college and career options, information on programs available in the school, and others that targeted class of 2024 students specifically. All districts held senior and FAFSA nights. District 2 organized a parent/family night at the beginning of the academic year for each grade level during which they

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<sup>39</sup> The relevant objective is Project Objective 6.5: Each year, class of 2024 parent attendance at Texas GEAR UP events and services will increase.

provided parents with the key information, deadlines, and expectations for students according to their grade level:

*We gave them handouts—what to expect freshman year, things they need to pay attention to sophomore year, what you need to focus on junior year, what's going to be occurring senior year. All the different testing availabilities. It had a calendar of events, so it was literally broken down: "In September, we're going to do a field trip here, this is when we'll have testing, this is when you need to have scholarships, start applying." That was also shared with students through our Google Classrooms.*

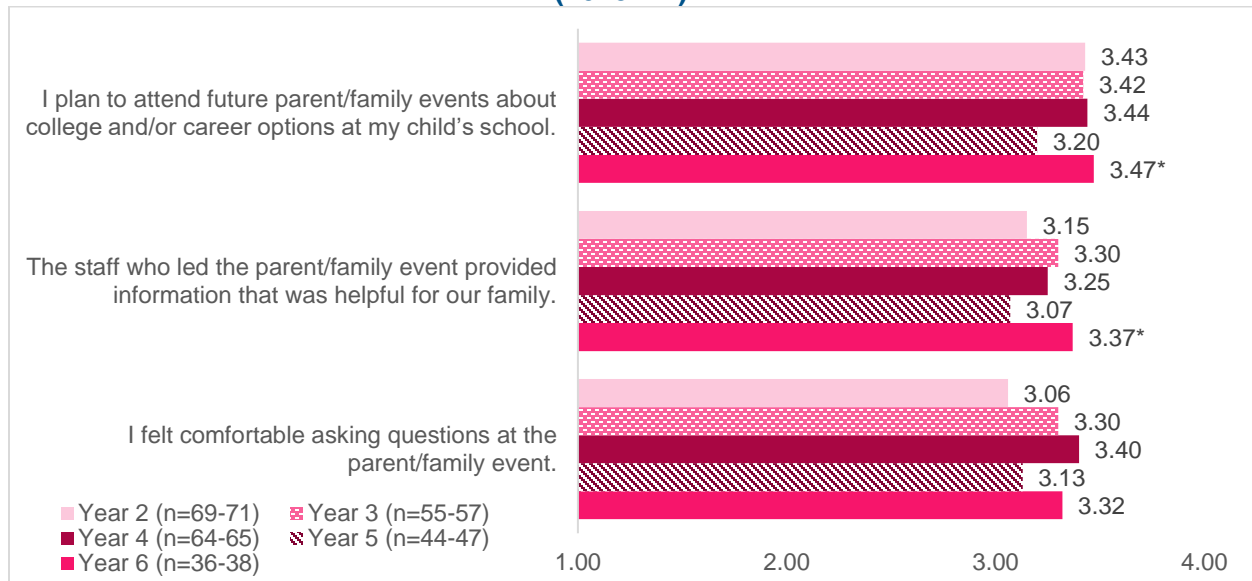
Alternatively, Districts 2 and 4 described parent/family events focused on providing parents with information on programs and courses available at the districts. District 2 held a health science night in which parents and students learned about the district's offerings in the health science program. District 3 hosted informational events in which students and parents were invited to learn about college entrance exam testing and advanced classes/dual credit options. District 4 had a "Parent University" night, in which students and parents learned about the dual credit options at the school. The college and career advisors from District 5 organized an award night for students and parents to celebrate seniors' accomplishments, called "Fuel Your Future." For the coordinator, this annual event was an opportunity to show school pride and show students and families the support available for various career paths.

More generally, District 4 reported offering financial aid and college application workshops to students and parents and District 5 organized a summer bridge program for incoming freshmen and their families, as described in Section 4.5, Summer Programming.

Overall, parent survey respondents who reported participating in a parent/family event reported positive experiences. Parent survey respondents generally *Agreed* that they planned to attend parent/family events in the future (with a mean score of 3.47) and that staff at the event were helpful (with a mean score of 3.37), both of which were significantly higher in Year 6 compared to Year 5 (mean scores of 3.20 and 3.07, respectively; Figure 4.20; Tables E.26–E.27, Appendix E).



**Figure 4.20. Parent Agreement on Parent/Family Events, Year 2 (2019–20)–Year 6 (2023–24)**



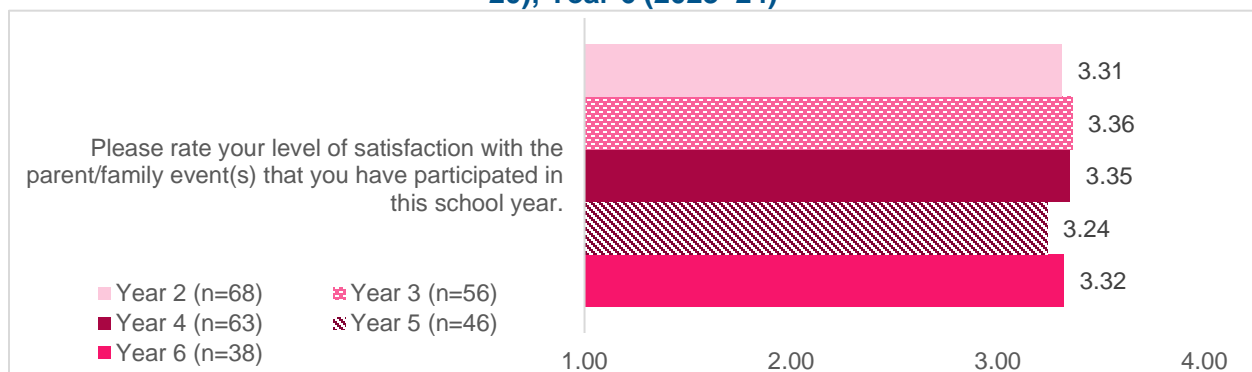
Source. GEAR UP: Beyond Grad Parent Survey administered in Year 2 (spring/fall 2020), Year 3 (spring 2021), Year 4 (spring 2022), Year 5 (spring 2023), and Year 6 (spring 2024).

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

\*The staff who led the parent/family event provided information that was helpful for our family significantly differed from Year 5 to Year 6:  $t(80) = 2.3, p < .05$ ; I plan to attend future parent/family events about college and/or career options at my child's school significantly differed from Year 5 to Year 6:  $t(78) = 2.1, p < .05$ .

Parent survey respondents reported being *Satisfied* with the events they had participated in (with mean of 3.32), which is slightly larger compared to the previous year (a mean score of 3.24; Figure 4.21; Tables E.28–E.29, Appendix E).

**Figure 4.21. Parent Satisfaction with Experiences at Parent/Family Events, Year 2 (2019–20), Year 6 (2023–24)**



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

Note. Parents of students in Grades 8–12 responded to this item in Year 2; parents of students in Grades 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Scale used to determine mean rating: 1–Strongly dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly satisfied. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

Among those parent survey respondents who indicated being dissatisfied with the parent/family events they participated in in Year 6, all of them cited not enough available staff as the main reason for their dissatisfaction (100%; Table E.30, Appendix E). However, due to the small sample size, these results should be considered with caution.

Among those parent survey respondents who indicated not attending a parent/family event, the most common reasons included not knowing that the events were being held (57%) followed by that they were busy with family/work (36%); these reasons were also commonly cited in Year 5. The distribution of reasons for not participating in parent/family events significantly differed from Year 5 to Year 6 (Table E.31–Table E.32, Appendix E). To address the barrier of events being scheduled at times that were inconvenient to families, the District 6 coordinator reported a plan for the next year to hold the same events—such as FAFSA sessions and other informative meetings—at different times in the day to allow parents with different work shifts to attend the events: “We need to have something in the mornings or before lunchtime or something for the people that work in the evenings. We usually have everything in the evenings.” A District 1 class of 2024 parent also shared the same idea.

## 4.8. Student and Parent Awareness of College and Career Topics

As described throughout this chapter, students and parents participated in a range of college and career advising initiatives during Year 6. A desired participation outcome is increased student and parent awareness of various college and career topics. Accordingly, student and parent survey respondents and site visit participants were asked about their level of awareness for various topics related to college and career planning such as where to find college and career resources, student loan information, and testing preparation.

### 4.8.1. Student Awareness

In general, across the participating districts, students from both cohorts reported varying levels of awareness of college and career topics such as which exams to take, financial aid requirements, and where to find additional college and career resources. During site visits, participating class of 2024 students appeared to have the most familiarity with the requirements needed to graduate (e.g., completion of FAFSA/TASFA forms), advanced classes and dual credit requirements, information on college entrance exams, different career paths offered in their districts and their local communities, and opportunities for attending activities such as college visits and college and career fairs.

Overall, student agreement on various aspects of postsecondary education and awareness in Year 6 was similar to that of Year 5 (composite mean score of 2.81 and 2.79, respectively (Tables D.18–D.20, Appendix D). In Year 6 student awareness of the Texas law that requires students to complete a financial aid application or signed opt-out form to graduate (mean score of 2.79) along with student awareness of the educational path needed for them to pursue their career of interest (mean score of 3.08) were significantly higher than in Year 5 (mean scores of 2.72 and 3.01, respectively; Table D.19, Appendix D). Conversely, student awareness of opportunities that college credentials can provide them was significantly lower in Year 6 than in Year 5 (3.03 and 3.08, respectively; Table D.19, Appendix D).

During site visits, class of 2024 students and priority cohort students who expressed having a plan after graduation appeared to be more knowledgeable of various college and career advising topics compared to those who did not have a plan. Class of 2024 students from District 4 seemed to be knowledgeable about college entrance requirements and opportunities, such as the Texas Top 10% rule and the test-optional policies in place at some higher education institutions.<sup>40</sup> Class of 2024 students from District 3 provided examples of what they learned this year, such as the possibility of transferring from a community college to a 4-year college, GPA requirements for college majors, and the different options for financial aid.

In District 4, the college and career advisor noticed a change in the scope of questions students asked compared to previous years, which made advisors believe that the district was doing a better job disseminating college and career information:

*There are a lot better questions asked of me ... before, it was just "What's a 2-year or what's a 4-year [college]?" And now they're asking questions like, "What kind of programs do they offer? Do they offer physical therapy? Do they offer nursing?" So, it's the level of question and the level of knowledge that they've had has really grown [in] just the little while that I've been here.*

The District 1 college and career advisor also saw differences in the types of questions asked by students, mentioning that "most of [seniors' questions] are [about] FAFSA information. Mostly that's what the conversation is about ... I have more questions regarding career exploration from the lower, the 11th, 10th, and 9th grade."

Students across cohorts and districts reported that their family members, college and career advisors, teachers, and the internet were their main sources of information regarding college and career topics. Class of 2024 and priority students in District 3 seemed to be very satisfied with the knowledge and availability of their college and career advisors. A class of 2024 student noted, "They're very adamant in showing us how to apply to colleges, telling us everything we need to do and if you ever want to [get] help, you could just go on there and [they] just show you how to do it step by step."

Additionally, class of 2024 and priority cohort students in Districts 4 and 5 mentioned the AVID class was an important source of information. On the other hand, whereas class of 2024 participating students from District 1 reported they did not have many opportunities to discuss college and career topics in school, priority cohort students participating in the Upward Bound Math and Science program cited it as the best resource for preparing them for a STEM career.

#### **4.8.2. Parent Awareness**

Among parents, survey respondents generally *Agreed* that they were aware of various postsecondary college and career planning topics (with a composite mean score of 2.94), which

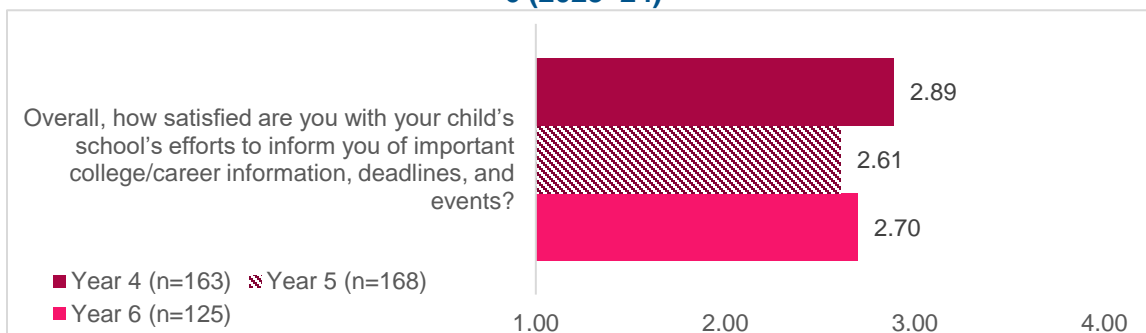
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<sup>40</sup> More information regarding this statute can be found in subsection (b) of [TEC § 51.803](#) (2024), which outlines how each general academic teaching institution shall admit an applicant if the applicant graduated with a GPA in the top 10% of the student's high school graduating class in one of the two school years preceding the academic year for which the applicant is applying for admission.

was slightly higher than in Year 5 (with a composite mean score of 2.87; Tables E.3–E.4, Appendix E). When broken down by grade, parents of class of 2024 students who were in Grade 12 reported the highest degree of awareness of postsecondary college and career planning topics (with a composite mean score of 3.13) compared to Grades 9–11 students (with composite mean scores of 2.91, 3.03, and 2.71, respectively; Table E.5, Appendix E).

During site visits, parents of class of 2024 students expressed being knowledgeable about college and career services available to their children; however, not all class of 2024 parents knew if parents were invited or were expected to attend events. Overall, parent survey respondents reported they were *Satisfied* with their child’s school’s efforts to inform them of important college/career information, deadlines, and events (with a mean score of 2.70), which was slightly higher than in Year 5 (with a mean score of 2.61; Figure 4.22; Table E.7, Appendix E). The primary reason for parents’ dissatisfaction with their school’s communication efforts related to other responses (54%), such as not receiving information, followed by a delay in sending college/career information (42%; Table E.33, Appendix E).

**Figure 4.22. Parent Satisfaction with Level of Information Provided by School about Important College/Career Information and Events, Year 4 (2021–2022)–Year 6 (2023–24)**



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

Note. Response percentages may not total to 100% due to rounding. Mean scores are only presented for items included in the respective year survey. Scale used to determine mean rating: 1–*Strongly dissatisfied*, 2–*Dissatisfied*, 3–*Satisfied*, 4–*Strongly satisfied*. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

Parents and/or personnel from many districts (Districts 1, 3, 4, and 6) discussed the challenge of the parents’/guardians’ perceptions of the high cost of attending college. A class of 2024 parent from District 6 reflected on the benefit of a technical certification as compared to a 4-year college degree due to the certainty of a profession without going into debt:

*When [students] go to college and they get that 4-year degree and they get it in something that they have no idea what it is and they come out and they're \$50,000 in debt, they don't know what they're going to do with that degree. So, in my opinion, it is better for them to go to technical school and learn a trade that is going to last for the rest of their life.*

A District 4 college and career advisor described how parents in their community have similar sentiments and often did not see the value in their child applying to a 2-year or 4-year institution; the parents would rather their child enter the workforce as that is going to better help their

family. Overcoming this challenge was described as a barrier for the district. Other parents from Districts 1 and 3 also mentioned that college is “too much money” (District 3, class of 2024 parent) and that receiving more information about scholarships and financial aid would help, “even if it is only \$500” (District 1, class of 2024 parent).

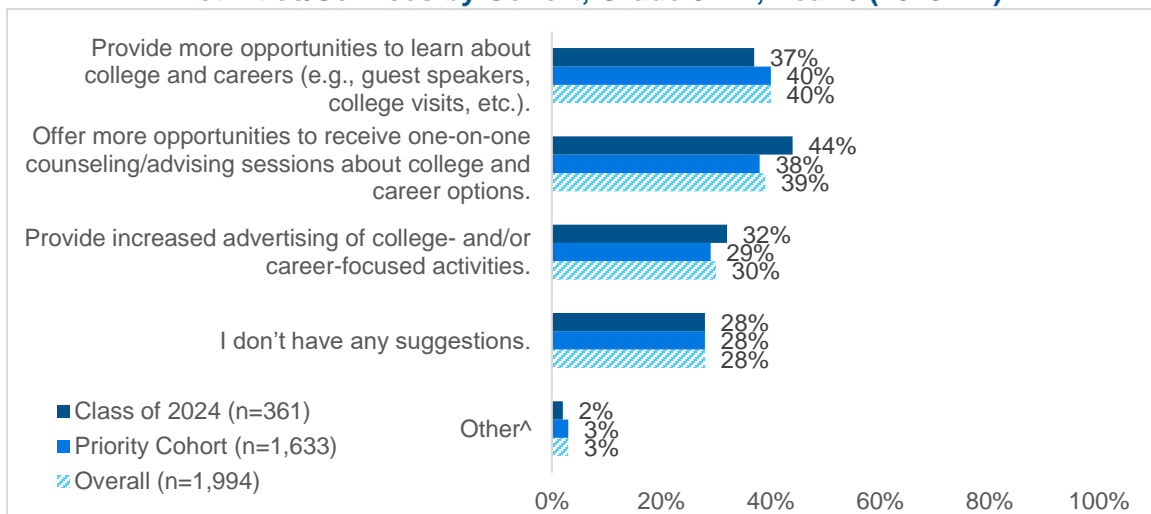
## 4.9. Recommendations for College and Career Initiatives

Both the class of 2024 and priority cohort students and parents offered various recommendations regarding the college and career initiatives offered in Year 6. In general, students requested more opportunities to learn about college and careers, greater access to their college counselor/advisor via one-on-one sessions, and more information on scholarships and financial aid. Parents recommended that districts offer more modes of communication in English and Spanish, a central location for all information, and more information on college applications and financial aid.

### 4.9.1. Student Recommendations

Overall, approximately two-fifths of Year 6 student survey respondents across both cohorts suggested their school should provide more opportunities to learn about college and careers (40%) and should offer more opportunities to receive one-on-one counseling sessions about college and career options (39%; Table D.66, Appendix D). A higher percentage of class of 2024 students (44%) recommended offering more opportunities for one-on-one counseling/advising sessions—six percentage points higher than for Grades 9–11 priority cohort students (38%; Figure 4.23).

**Figure 4.23. Student Suggestions for Improving College and Career Activities/Services by Cohort, Grade 9–12, Year 6 (2023–24)**



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

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Class of 2024 students were in Grade 12 in Year 6.

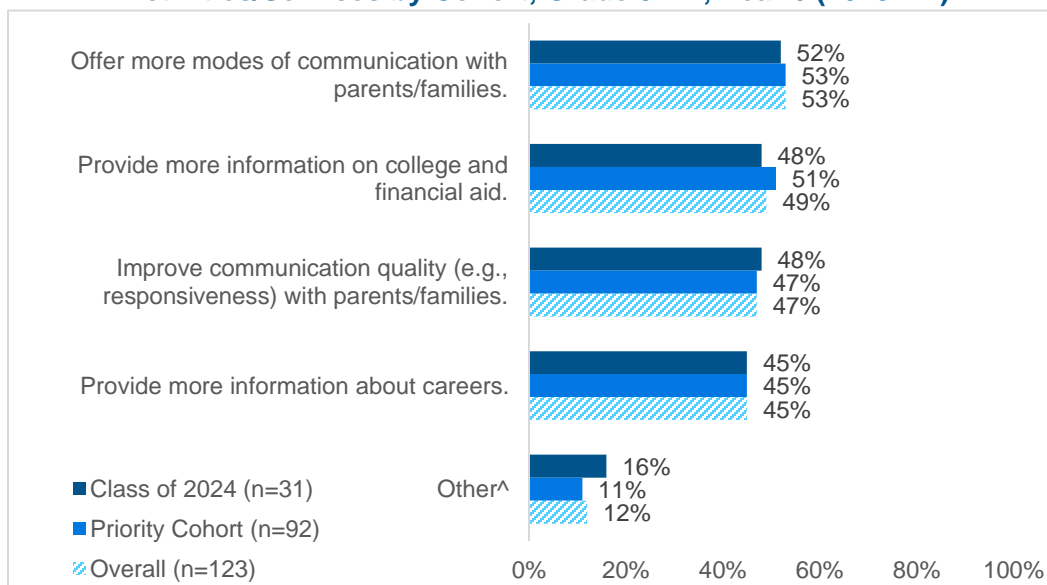
<sup>^</sup>Examples of other responses included: Offer more career options (2) and Offer more information about test prep resources (1).

During site visits, students across most districts (Districts 2, 3, 4, and 5) shared they were generally satisfied with the number and quality of college and career activities available in their districts. Students expressed the desire to receive more information about scholarships and financial aid and how to discern which college was the best for their career interests. Lack of availability for counselor and/or college and career advising was the most common barrier shared by both class of 2024 and priority cohort students from District 1 and by priority cohort students in District 6. District 2 class of 2024 students suggested creating a timeline with all the requirements and deadlines for seniors and providing more time in school for students to complete applications with the help of school staff. Both class of 2024 and priority cohort students from District 5 wanted more college trips and opportunities for job shadowing. District 6 class of 2024 students and District 3 priority cohort students described how hearing directly from current college students was the best way to have an accurate idea of what college was like.

#### 4.9.2. Parent Recommendations

Similar to students, parent survey respondents reported recommendations for improving the college and career activities offered in their district. Approximately half of parent survey respondents suggested their child's school should provide more modes of communication (53%), more information on college and financial aid (49%), improved communication quality (47%), and more information about careers (45%; Figure 4.24; Table E.34, Appendix E); these ratings were similar for parents of Class of 2024 and priority cohort students.

**Figure 4.24. Parent Suggestions for Improving College and Career Activities/Services by Cohort, Grade 9–12, Year 6 (2023–24)**



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

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Class of 2024 students were in Grade 12 in Year 6.

^Examples for other responses included: Provide paper copies of communications (1), More user-friendly apps (1), More lines of communication for parents who work (1).

Similar to survey respondents, class of 2024 parents who participated in site visits expressed the desire for more information and resources that would be accessible in one location. As noted by a class of 2024 parent from District 2, "I'd like to have all the information in one place.



Like knowing when they're going on college visits, knowing how to sign up for the TSIA, knowing when SAT [and] ACT are, are offered, how often they can take it, what the school provides.” Parents from some districts (Districts 1, 5 and 6) noted the importance of translating all parent communications into Spanish.

District 1 class of 2024 parents also expressed mixed opinions about the quality of college and career services provided to their students. Some District 1 class of 2024 parents noted being satisfied with the responsiveness of college counselors and advisors while others felt excluded from communications about services and activities. Parents from District 3 noted that multiple modes of communication— phone calls, text messages, website announcements, in-person meetings, and virtual meetings—should be used to connect with parents, noting that many parents are not tech savvy.

## 4.10. Students' Postsecondary Plans

Supporting participation in postsecondary education and enhancing career preparation are key goals of GEAR UP.<sup>41</sup> Students' postsecondary plans were an important focus during Year 6 as class of 2024 students were in Grade 12 and nearing graduation. This section explores students' and parents' hopes and expectations related to postsecondary education and careers, whether students have identified a desired career path, the extent to which students have completed college or trade school applications, and reasons preventing students from pursuing postsecondary education.

### 4.10.1. Postsecondary Hopes and Expectations

Overall, the majority (87%) of parent survey respondents reported that their child planned to pursue a postsecondary education (Table E.35, Appendix E); student survey respondents on average *Agreed* that they planned to continue their education after high school (with a mean score of 3.14) (Table D.18, Appendix D). During site visits, students mentioned how their plans for after they graduated high school were influenced by their personal interests, their perceived ability to financially support themselves in a given career, and their parents' expectations. Class of 2024 and priority cohort students from all districts mentioned that having one or more family members in a specific profession sparked their interest in seeking a similar profession. Conversely, a class of 2024 parent from District 6 described how their experience working in law enforcement was a deterrent to their children since they did not enjoy their job.

During site visits, two districts (Districts 4 and 5) described having high school alumni and current college students talk about their college and career experiences, which reportedly

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<sup>41</sup>The relevant objectives are Objective 5.3: At least 60% of class of 2024 students will enroll in postsecondary education in the fall after high school graduation; Objective 5.4: At least 60% of class of 2024 students who enroll in postsecondary education will place into college-level courses without the need for remediation; Objective 5.5: The number of class of 2024 students who complete the first year of college will meet or exceed the baseline district average; Objective 7.3: By the end of the class of 2024's sixth year (Grade 12), 85% of class of 2024 students will complete at least two college applications.

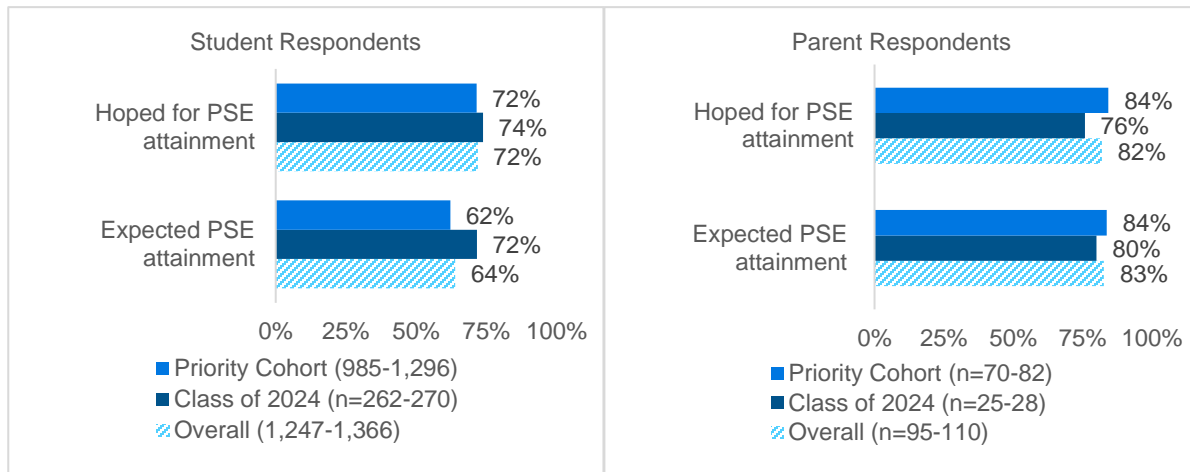
helped to enhance student engagement with postsecondary college and career planning. District 5 held an alumni mixer for their class of 2024 students to allow students to hear directly from alumni about their postsecondary experiences.

Student and parent survey respondents indicated the highest educational degree they hoped and expected (for either themselves or their child) to attain. Overall, more than half of students indicated they hoped (72%) or expected (64%) to attain a postsecondary education (i.e., at least 2-year college degree or more) (Figure 4.25; Tables D.67–D.70, Appendix D). Overall, parents hoped (82%) and expected (83%) their children would attain a postsecondary education (Figure 4.25; Tables E.36–E.37, Appendix E). Parents of priority cohort students reported slightly higher percentages than parents of class of 2024 students in regard to their hopes and expectations for their children to attain a postsecondary education; however, these findings should be interpreted with caution due to the small sample size of parents of class of 2024 students (Figure 4.25).

**Promising Practice: Invite alumni and current college students to discuss their postsecondary experiences.**

In the Year 5 Annual Implementation Report, evaluation findings highlighted the promising practice of inviting alumni to participate in vertical alignment discussions to identify areas of growth for increased college readiness. In Year 6, districts continued to utilize alumni and provided opportunities for alumni and current college students to talk about their college and career experiences to enhance student engagement with postsecondary college and career planning (Districts 4 and 5). District 5 held an alumni mixer for their class of 2024 students to allow students to hear directly from alumni about their postsecondary experiences. District 5 also held an event where previous alumni from the high school, who worked at a large local employer, came back to the campus to discuss their career paths after high school.

**Figure 4.25. Hope and Expectation that Student Will Attain at Least a Postsecondary Education according to Student and Parent Respondents by Cohort, Grade 9–12, Year 6 (2023–24)**



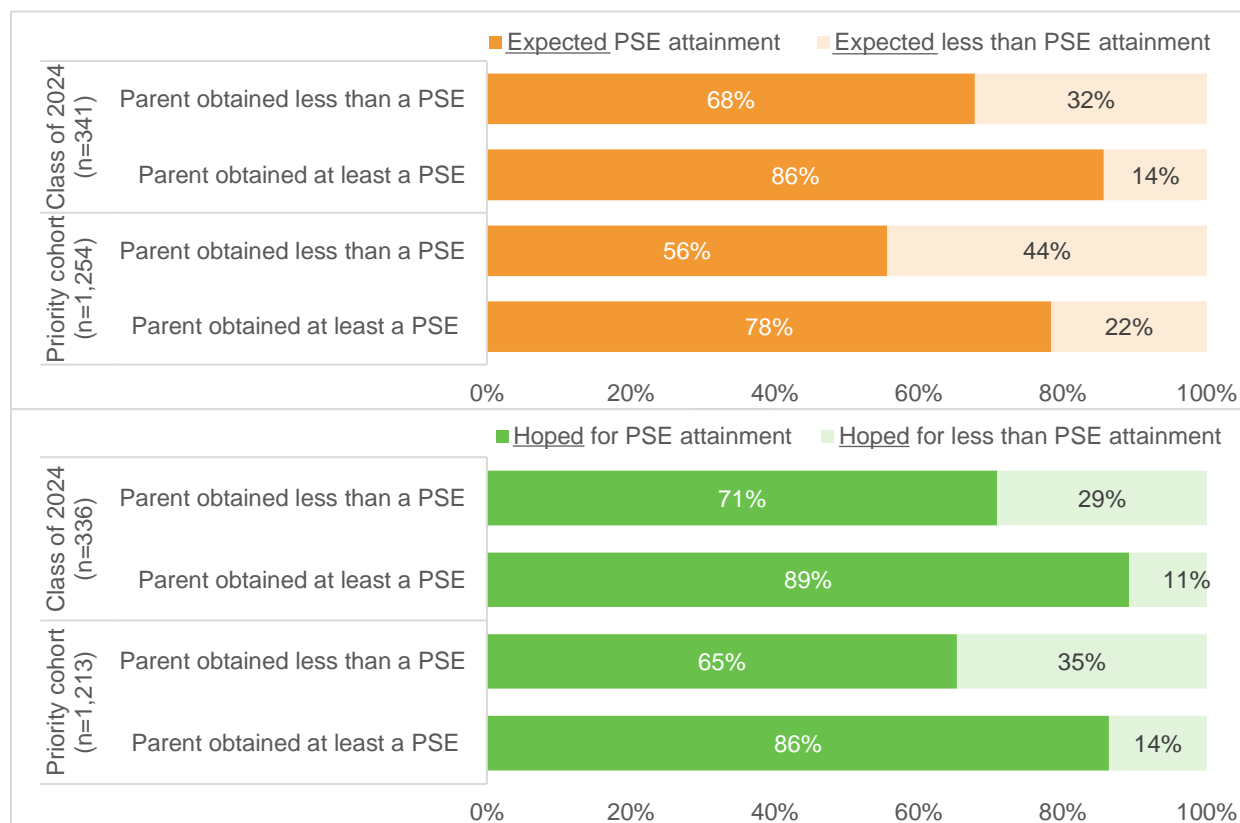
Source. GEAR UP: Beyond Grad Student and Parent Surveys administered in Year 6 (spring 2024).

Note. Class of 2024 students were in Grade 12 in Year 6. Respondents who selected *I don't know/I'm not sure* were excluded from analysis. The number of overall student respondents who selected *I don't know/I'm not sure* for hoped for and expected PSE attainment was 266 and 193, respectively. The number of overall parent respondents who selected *I don't know/I'm not sure* for hoped for and expected PSE attainment was <10 and <10, respectively. PSE – Postsecondary Education. Responses categorized as PSE attainment included 2-year college or an associate degree, 4-year college or a bachelor's degree, Graduate degree (master's degree or above), and Professional degree (e.g., law, medicine, etc.).

To help contextualize students' postsecondary plans, student and parent surveys included questions about the highest level of education parents had obtained. Most of the parent respondents indicated they had not achieved a postsecondary degree, one-quarter of parent respondents (25%) indicated they completed some college or career/technical institute, and one-fifth (22%) reported they had a high school diploma or General Educational Development (GED) (Table E.38, Appendix E). For students, most were either unsure of their parents' educational level (23%) or reported they had a high school diploma or GED (24%; Table D.71–D.72, Appendix D).

Figure 4.26 compares students' educational expectations and aspirations by cohort and by whether students' parents had obtained a postsecondary degree, as reported by the student respondent. Class of 2024 students whose parents had not obtained a postsecondary degree reported higher educational expectations and aspirations than priority cohort students whose parents had also not obtained a postsecondary degree (Figure 4.26; Table D.68–D.72, Appendix D; Tables E.36–E.37, Appendix E).

**Figure 4.26. Student Educational Expectations and Aspirations by Parental Educational Attainment according to Student Respondents by Cohort, Grade 9–12, Year 6 (2023–24)**



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

Note. Respondents who selected *I don't know/Not applicable* were not included in this analysis. Class of 2024 students were in Grade 12 in Year 6. Respondents who selected *I don't know/I'm not sure* were excluded from analysis. PSE – Postsecondary Education. Responses categorized as at least a PSE included *2-year college or an associate degree, 4-year college or a bachelor's degree, Graduate degree (master's degree or above), and Professional degree (e.g., law, medicine, etc.)*. Responses categorized as less than a PSE included *Less than high school, High school diploma or a GED and Some college or career/technical institute (e.g., occupational certificate)*.

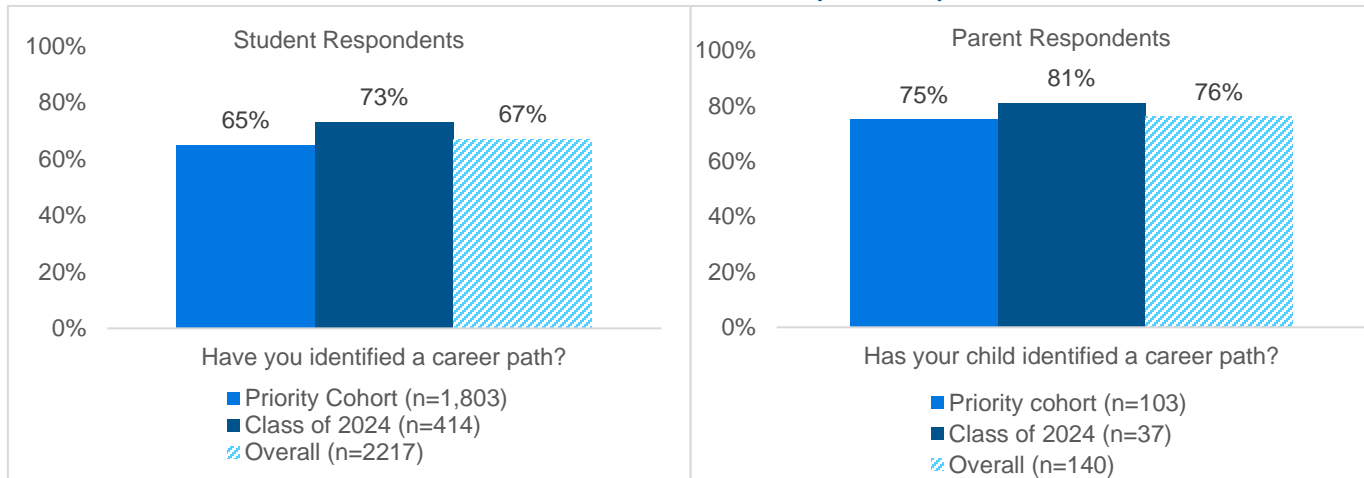
Students also reflected on both the added pressure and added motivation of being a first-generation college student. A District 2 priority cohort student noted, “Being a first-generation college student is just kind of scary because you don't know what to expect and you don't have family members that can help guide you with that.”

#### 4.10.2. Students’ Identified Career Paths

A majority of student and parent survey respondents (67% and 76%, respectively) indicated identifying a career path (Figure 4.27; Table D.73, Appendix D; Table E.39, Appendix E). As seen in Figure 4.27, approximately two-thirds of class of 2024 students (65%) and just more than three-quarters of class of 2024 parents (75%) indicated that their child had identified a career path (Figure 4.27). Similarly, across districts and cohorts, the majority of class of 2024 students (except four students from Districts 1 and 2) shared during site visits that they had made postsecondary plans already at the time of the visit. A higher proportion of class of 2024 students reported to have identified a career path compared to their priority cohort counterparts

(Figure 4.27). This may be influenced by the fact that Grade 12 students, the class of 2024 students, were the closest to embarking on their plans after high school.

**Figure 4.27. Student Identified Career Path according to Student and Parent Respondents by Cohort, Grade 9–12, Year 6 (2023–24)**



Source. GEAR UP: Beyond Grad Student and Parent Surveys administered in Year 6 (spring 2024).

Note. The item included three response options: Yes, No, and I'm not sure. Priority cohort students were in Grades 9–11 and class of 2024 students were in Grade 12 in Year 6.

Class of 2024 and priority cohort students commonly described how their high school experience was an important influence in the career path they desired. For example, a priority cohort student from District 4 described how they wanted to pursue a career in welding after taking a welding class. A priority cohort student from District 6 had a similar experience with a medical class: “[District 6] offers medical classes, and so when I was a freshman, I discovered I was actually pretty good at all the terms and stuff and that made me want to go into the medical field.” Another priority cohort student from District 6 described how an after-school activity facilitated by their business teacher triggered their interest in pursuing a degree in accounting and payroll.

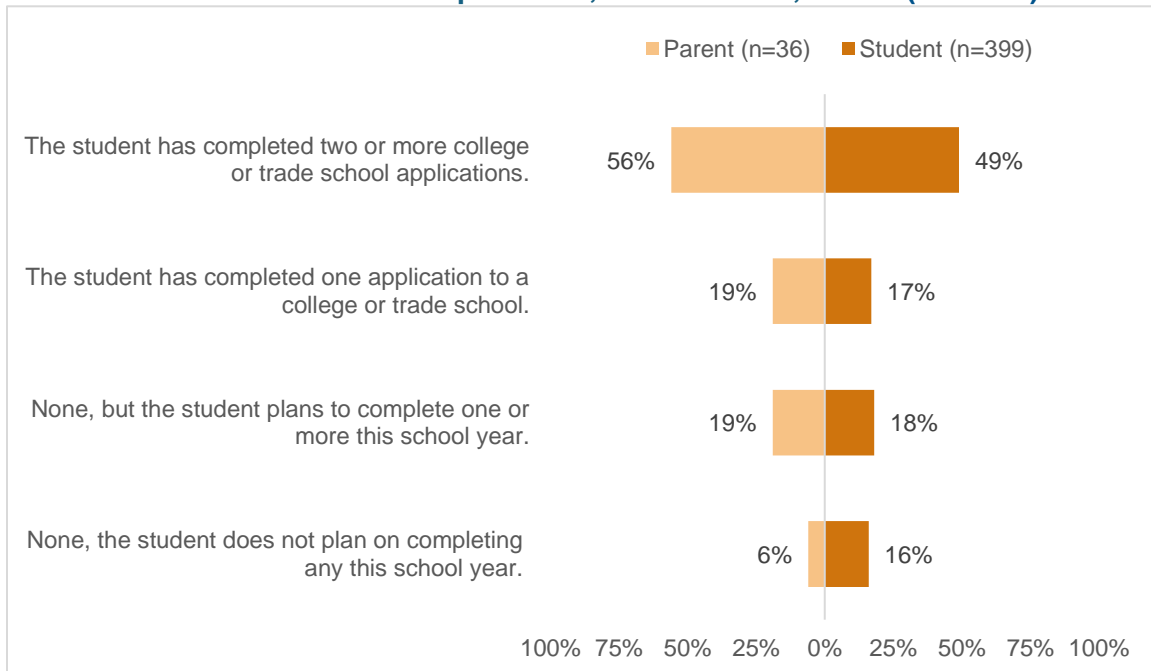
Other students shared how being exposed to different career paths during high school broadened their awareness of possible career options to explore and consider. As noted by a District 5 priority cohort student, “This school provides more opportunities than they did at my old school. And then especially learning about the trade schools they offer also helped my interests.” Students from Districts 4 and 5 took advantage of the AVID class to explore different college and career options. As a District 4 priority cohort student noted, “I feel like AVID really exposes you to prep for college and they tell you things about certain colleges either in Texas or some out of state.”

#### 4.10.3. Completion of Postsecondary Applications

Almost half (49%) of the class of 2024 student survey respondents and just more than half (56%) of parent survey respondents noted that they/their student had already completed two or more college or trade school applications (Figure 4.28; Table D.74, Appendix D; Table E.40, Appendix E). Several site visit class of 2024 students from Districts 4, 5, and 6 reported having

completed an application for a college while on a campus tour or when a college representative visited their school.

**Figure 4.28. Student Completion of Postsecondary Applications according to Student and Parent Respondents, Class of 2024, Year 6 (2023–24)**



Source. GEAR UP: Beyond Grad Student and Parent Surveys administered in Year 6 (spring 2024).

Note. Response percentages may not total to 100% due to rounding. Class of 2024 students were in Grade 12 in Year 6.

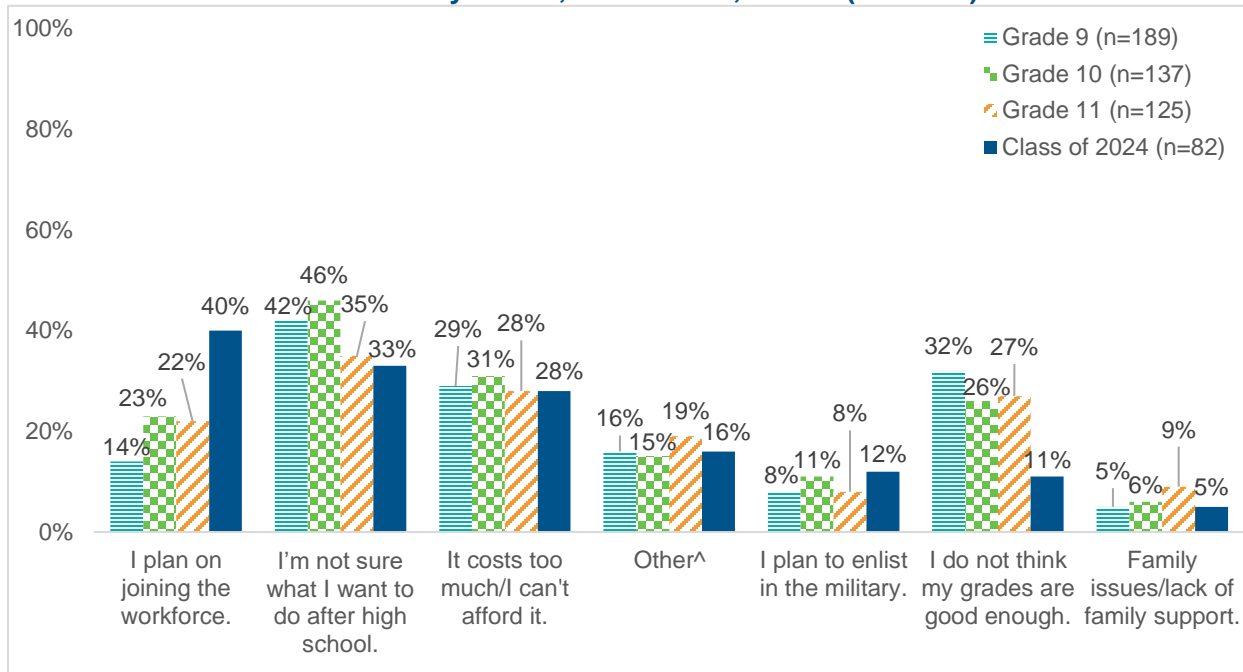
Taking college entrance exams was another indicator of students' willingness to pursue postsecondary education. In Year 6, nearly three-quarters (73%) of student survey respondents reported taking the SAT, ACT, or TSIA (Table D.23, Appendix D).

#### 4.10.4. Reasons Preventing Students from Pursuing Postsecondary Education

Students and parent survey respondents were asked about their reasons preventing students from pursuing postsecondary education. The most common reason according to both student and parent respondents related to being unsure about what to do after high school (Tables D.75–D.76, Appendix D; Table E.41, Appendix E). The two most commonly selected reasons that class of 2024 students cited for not wanting to continue their education after high school included wanting to join the workforce (40%) and being unsure of what they wanted to do after high school (33%) (Figure 4.29; Table D.75, Appendix D). For priority cohort students, being uncertain about what they wanted to do after high school was the most commonly cited reason for not wanting to pursue a postsecondary education (range 35% to 46%) (Figure 4.29; Table D.76, Appendix D).



**Figure 4.29. Reasons Students Reported Preventing Them from Continuing Their Education by Grade, Grade 9–12, Year 6 (2023–24)**



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

Note. Response percentages may not total to 100% because respondents were able to select multiple response options. Class of 2024 students were in Grade 12 in Year 6.

### 4.11. Summary

GEAR UP college and career advising and exploration initiatives during Year 6 focused on providing postsecondary and career information to students and families. Initiatives centered on providing relevant information and introducing students and parents to the various options available. Activities were provided to students and parents from the class of 2024 and priority cohort with the goal of expanding students’ and parents’ awareness and understanding of postsecondary education and career options.

Class of 2024 and priority cohort students received advising services to discuss available postsecondary education and career options. Class of 2024 and priority cohort students and parents also received one-on-one advising sessions, discussing topics related to students’ grades, course selection and scheduling, dual credit opportunities, and college and career interests. In Year 6 instead of nonprofit advisor partners providing individual advising, districts hired their own college and career advisors. A major challenge in Year 6 regarding advising was the inability to adequately serve the high number of students in districts with the current number of advisors. Student and parent survey respondents across districts reported the most common reason they did not participate in an individual advising session was that they did not know the meetings were being offered.

Class of 2024 and priority cohort students were exposed to various types of postsecondary education opportunities through college visits and fairs, summer programming, and work-based learning opportunities. Students were able to learn about postsecondary education requirements and course offerings through speaker sessions, classroom observations, or campus tours. Generally, students shared their desire for more opportunities to visit campuses,

to expand their understanding of available postsecondary education options, and to learn how to finance them. Students were also able to engage in work-based learning opportunities in Year 6, learning about career options and the education or technical skills needed for each career. Similar to individual advising sessions, the most common reason students reported not participating in college visits, college and career fairs, and work-based learning opportunities was that they did not know the activities were being offered. Survey respondents across the districts reported low awareness of postsecondary education and financing items, especially among parents. During site visits, students who expressed having a plan after graduation seemed to be more knowledgeable of various college and career advising topics compared to students who did not have plan.

## 5. Sustainability Initiatives

An important goal of GEAR UP is to foster sustainable college and career readiness strategies that continue beyond the life of the grant at participating schools and districts. This chapter describes sustainability planning efforts currently underway, sustainability priorities, and perceptions of the most helpful and difficult to sustain activities. It concludes with a summary of factors that were cited as facilitators or challenges/barriers, and lessons learned related to sustaining GEAR UP activities.

### 5.1. Planning and Priorities for Sustaining GEAR UP Services and Activities

The Year 6 evaluation continued to explore how districts were planning for the end of the grant given that districts were working in the sixth year of a 7-year grant. This section highlights the extent to which sustainability planning was occurring across districts, the different approaches districts were taking related to sustainability planning, and the GEAR UP activities that were identified as being a priority for sustaining after the grant ends.

Participating TEA staff shared that within the districts, sustainability conversations were primarily occurring between coordinators and their respective central offices to discuss what activities had shown the most promise and should be sustained. TEA staff indicated that their approach to sustainability planning had been to provide districts with an overall view of promising practices and allow each district to look at their own district-level data and tailor their decision to what will work for their community and their school. TEA encouraged districts to consider ways to reprioritize budgets, secure additional grant funds, and advocate with their administrators on the value that has been provided to students to ensure that the "meat" of the grant was sustained.

During site visits, participants from the districts described approaches and priorities related to sustainability planning. Four of the six districts (Districts 3, 4, 5, and 6) noted they had begun planning for sustainability while two districts (Districts 1 and 2) reported they had made no plans thus far or that they were in the initial stages of planning for sustainability. Some of the districts (Districts 3, 4, and 5) were seeking or had secured additional grant funding to help sustain activities. Two districts were seeking the EAF grant (Districts 1 and 2) and District 3 was seeking an unspecified grant. District 4 indicated they would be applying for an EAF grant to continue funding for an interventionist position in their school to help students enroll in AP classes.

#### **PRIORITIES FOR SUSTAINING**

When asked about sustainability priorities, several themes emerged during site visits and virtual interviews. Participants highlighted the importance of sustaining career and college advising (cited by Districts 1, 2, 4, and 5), dual credit and AP courses (cited by TEA staff and Districts 5 and 6), student events and trips/college tours (cited by TEA staff and Districts 3, 5, and 6), PD offered by TNTP (cited by Districts 4 and 5), and Algebra I access for Grade 8 students (cited by TEA staff). Each one of these priority areas for sustainability is detailed below.

### ***Career and College Advising***

Several districts (Districts 1, 2, 4, and 5) cited career and college advising as a top priority for sustainability especially given the high volume of students with whom high school counselors reportedly worked. District 5 staff responsible for academic rigor indicated they were already planning to sustain their college and career advisor and director. The District 4 principal would like to create strategic plans for student advising and plans to continue with advising supports, keeping those staff in place as some counselors have a substantial number of students in their roster.

### ***Dual Credits and AP Courses***

Some districts (Districts 2, 5, and 6) and TEA staff described that dual credit and AP courses were priorities for sustainability. The superintendent from District 5 had already secured funds from a foundation to sustain dual credit offerings and their early college program. A principal from District 6 described how they would be able to sustain their dual credit offerings due to the partnerships they had established with local community colleges and universities. The District 2 coordinator noted that they believed they would be able to continue advising related to CCMR to encourage students to move into postsecondary paths with certifications.

### ***Events and Trips/College Visits***

Another priority for sustainability reported by three districts (Districts 3, 5, and 6) included sustaining student events and trips. The District 6 principal noted the importance of continuing their NHI summer program, college visits, and the opportunities for students to see different careers through CTE programs (e.g., welding, culinary competitions, business competitions) citing that their students would not have had these opportunities given their district's rural setting and the socioeconomic status of most families in the community. Similarly, a District 5 advisor emphasized the benefits of continuing with college visits after the grant ends: "To think we can't have the trip now because of this or we don't have enough funds or stuff like that, it would really be heartbreaking because it's been beneficial for our students."

### ***PD Offered by TNTP***

Some districts (Districts 4 and 5) and staff from the TNTP focus group cited sustaining PD for teachers as a key priority. The District 5 principal shared they would like to sustain TNTP support with or without the grant so they could continue to enhance staff development and provide staff with regular feedback. A coordinator from District 5 also highlighted how they would like to sustain PD to ensure that high academic rigor and student engagement were upheld, emphasizing that TNTP has had a great influence on enhancing rigor and accountability in their district. The District 4 coordinator indicated that PD was already going to be sustained since it was already built into their existing coaching cycle.

### ***Algebra I Access for Grade 8 Students***

TEA staff were focused on the importance of retaining Algebra I access for Grade 8 students. TEA staff explained the importance of continuing to ensure that all Grade 8 students had access to and were able to succeed in Algebra I by providing several opportunities for students to receive support if struggling academically. Participants emphasized the importance of creating an expectation within schools that students would be supported and able to succeed in Algebra I in Grade 8 regardless of the grant.

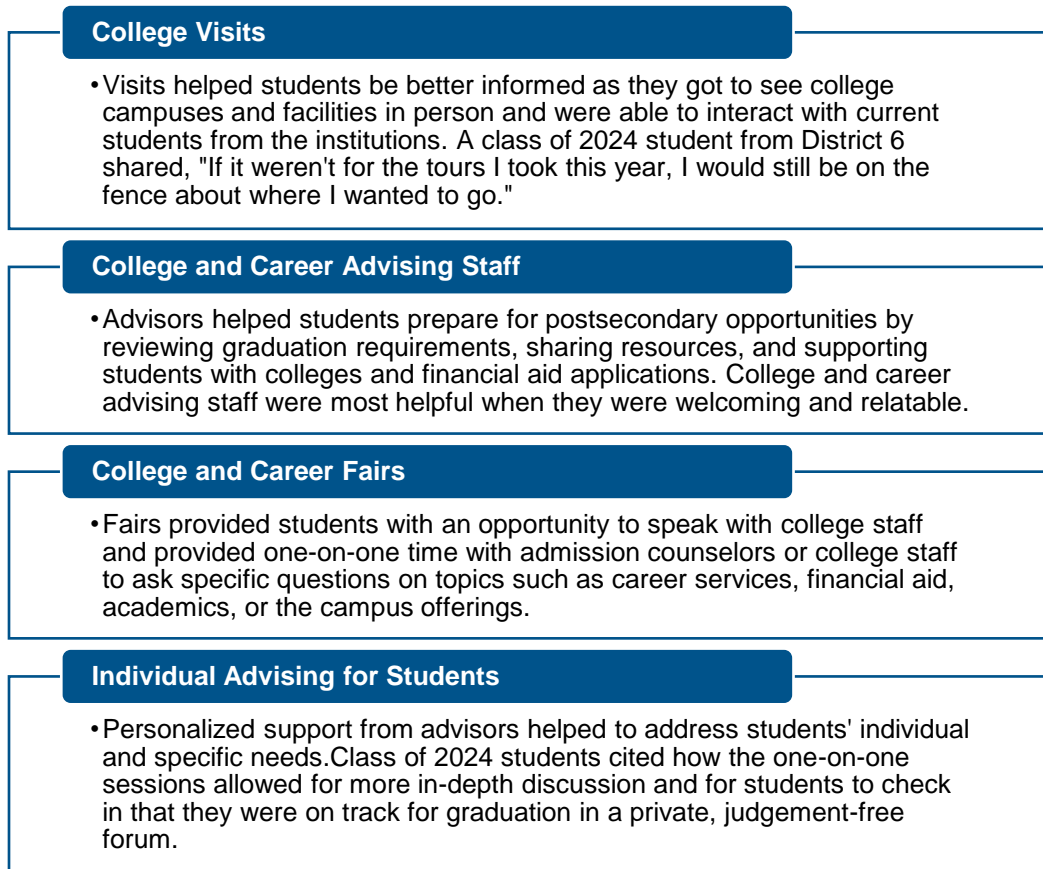
## 5.2. Perceptions of Sustainability

Year 6 survey respondents and site visit participants provided insight into their perceptions of sustaining GEAR UP activities. This section highlights which GEAR UP activities were reported as being the most helpful as well as which activities were perceived to be the most difficult to sustain. Finally, factors reported as being facilitators or challenges/barriers for sustaining GEAR UP activities as well as lessons learned and recommendations regarding sustainability are described.

### 5.2.1. GEAR UP Activities Perceived to Be Most Helpful and Difficult to Sustain

As described in Section 4, College and Career Advising and Exploration Initiatives, participating districts provided a variety of activities and services to class of 2024 and priority cohort students and parents. Class of 2024 student survey respondents were asked to select up to three college and career activities that they found to be the most helpful to them during their high school experience (Table D.77, Appendix D). Across the five districts who had students participate in the survey, the activities that were the most commonly cited included college visits (43%), college and career advising staff (34%), college and career fairs (34%), and individualized advising for students (20%; Table D.77, Appendix D). Select explanations from class of 2024 student respondents for reasons why they found these activities to be helpful are described below in Figure 5.1.

**Figure 5.1. Most Helpful GEAR UP Activities according to Student Respondents, Class of 2024, Year 6 (2023–24)**



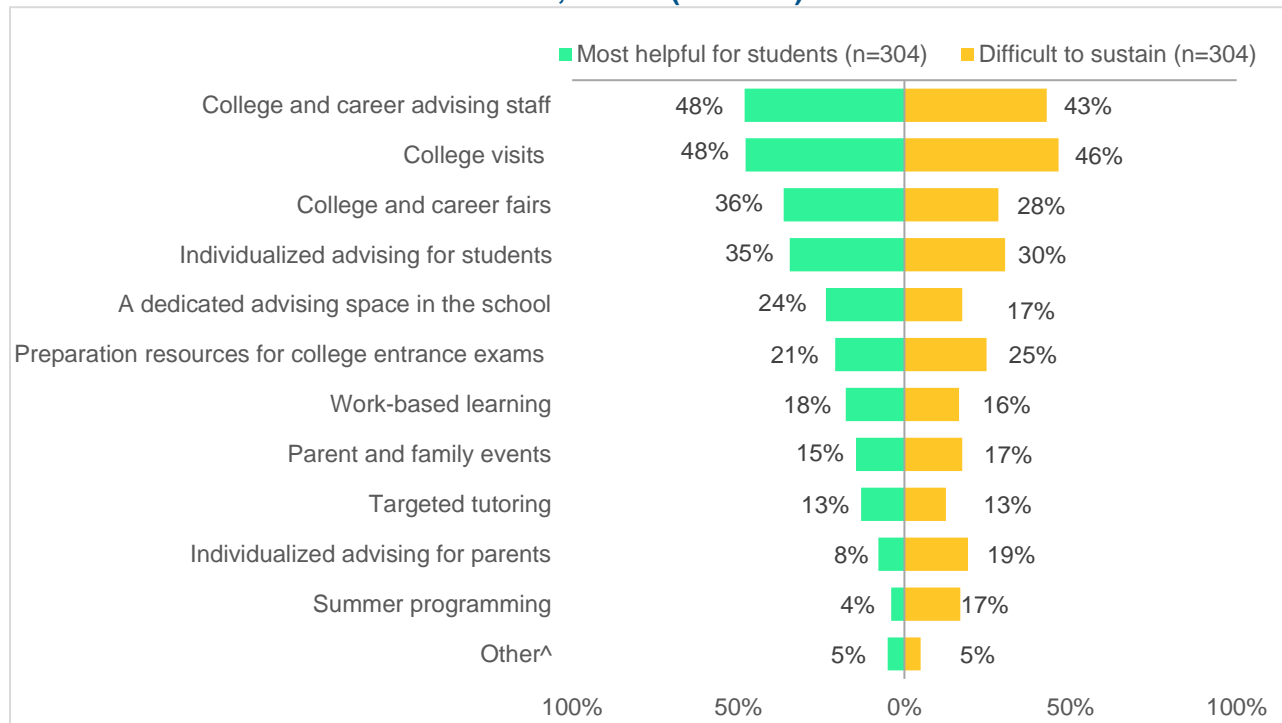
*Source.* GEAR UP: Beyond Grade Student Survey administered in Year 6 (spring 2024).

*Note.* Class of 2024 students were in Grade 12 in Year 6. GEAR UP – Gaining Early Awareness and Readiness for Undergraduate Programs.

School personnel also reported on which postsecondary education and career readiness services they perceived to be most helpful and, alternatively, which services would be the most difficult to sustain (Figure 5.2; Tables F.46–F.49, Appendix F). Nearly half of school personnel (48%) cited college and career advising staff and college visits (48%) as being the most helpful for students (Tables F.46–F.47, Appendix F). Similar proportions of school personnel also cited these two services as being the most difficult to sustain (43% and 46%, respectively) (Tables F.48–F.49, Appendix F). Just more than one-third of school personnel cited college and career fairs (36%) and individualized advising for students (35%) as being the most helpful activities, while fewer than one-third reported these activities would be the most difficult to sustain (28% and 30%, respectively).



**Figure 5.2. Personnel Ratings of Postsecondary Education and Career Readiness That Are Most Helpful for Students and Most Difficult to Sustain without GEAR UP Support, Grade 9–12, Year 6 (2023–24)**



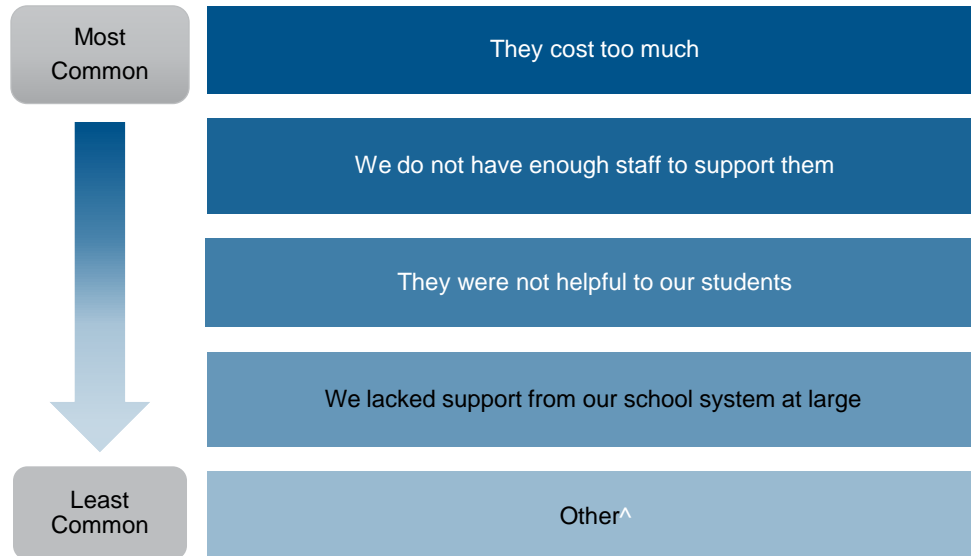
Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. GEAR UP – Gaining Early Awareness and Readiness for Undergraduate Programs.

^Examples of other responses for activities most helpful for students include: Don't know (5), Not applicable or None (2), and Time management (1); examples of other responses for activities most difficult to sustain without GEAR UP support include: Don't know (5), Not applicable (2), and Extra resources and materials that the grant has helped fund (1).

School personnel survey respondents also ranked factors according to the extent to which they would affect their school's ability to sustain services and activities. The two most commonly cited factors affecting a school's ability to sustain activities included cost and staffing (Figure 5.3; Tables F.50–F.51, Appendix F). Less commonly ranked factors reported to affect a school's ability to sustain GEAR UP services included perceptions that activities were not helpful or that the school lacked support from their school system at large.

**Figure 5.3. Personnel Rankings of Factors Affecting School’s Ability to Sustain GEAR UP Services and Activities, Grade 9–12, Year 6 (2023–24)**



Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. This question was only asked to Administrators, Counselor/Student Services Personnel, and Teacher/Instructional Support Personnel who are familiar with GEAR UP advisors; respondents who selected “Other” as their primary position were not included. GEAR UP – Gaining Early Awareness and Readiness for Undergraduate Programs.

^Examples of other responses include: Don’t know (5), Lack of transportation (3), and Not enough information on activities (3).

### 5.2.2. Sustainability Facilitators, Challenges/Barriers, and Lessons Learned

During site visits, participants shared factors that would help sustain activities, challenges/barriers to sustainability, and lessons learned. Staff from some districts (Districts 3, 5, and 6) indicated that ensuring consistent buy-in from leadership was key for sustaining activities. The District 6 principal noted the importance of establishing and sustaining partnerships, including a relationship with TNTP. TNTP staff highlighted the importance that the grant places on collaborating with the entire school system and students across grades as a key element for sustainability success:

*The grant focuses not just on Grade 11 and Grade 12 students but takes a systemic approach to working with the entire school, professional development, and leadership team ... [GEAR UP] really focuses on the big bucket systems in place at a school and the development of the leadership team.*

Several districts (Districts 2, 3, 4, and 6) described concerns about their district’s ability to sustain activities without grant funding. Specifically, District 3 staff

**Promising Practice: Secure buy-in from leadership to support grant sustainability.**

In District 5, district leadership ensured there was leadership buy-in and a plan for sustainability from the beginning of the grant. The superintendent from District 5 had a vision for grant implementation that included securing funding from a foundation to continue advanced courses, dual credit course offerings, and key positions (e.g., advisors and a middle school counselor) after the conclusion of the GEAR UP grant.

discussed concerns about not being able to continue college trips; dual credits; test preparation activities; or to secure computers, training, and equipment without funding. The District 3 coordinator shared how these college visits were able to expose students to opportunities of which they would have otherwise been unaware:

*We take kids to school that have never been out of [District 3] and those kids end up enrolling in [local community college] or we have a kid who graduated a few years ago, [they] went to a welding school. [They] are making \$80,000 a year now welding. [They] had no idea that there was a welding school even to go to, but [they] were able to do that because we were able to go there and visit the school.*

The District 4 coordinator expressed concern about being able to continue student events and college tours without grant funding, while the District 2 coordinator worried about their district's ability to fund full-time advisors who they deemed as being instrumental in teaching students about various postsecondary options. The District 1 coordinator also highlighted the challenge of having only one staff person to manage all of the tasks related to dual credit and early college in addition to TSIA and SAT testing. Therefore, having funds to hire various staff was important for sustaining activities and services for the district. The District 6 coordinator expressed concern that recent turnover within their district's leadership team could result in there being less buy-in for sustaining college and career activities and services.

In addition to describing challenges and facilitators related to sustainability, participants highlighted lessons and recommendations. TEA staff emphasized the importance of districts evaluating their partnerships and considering which ones have worked well and should be sustained versus partnerships that have been more challenging and less successful. Additionally, TNTF staff described the importance of planning for turnover early on and continuing that planning over the course of the entire grant citing how turnover was inevitable.

### 5.3. Summary

As districts looked toward next year, the last year of the grant, they were reportedly at different stages of their planning and priorities for sustaining activities. Most districts were actively planning for sustainability by seeking additional grant funding and/or by identifying which GEAR UP practices seemed most promising and should be sustained. Site visit participants identified a variety of priorities for sustainability including career and college advising, dual credit and AP courses, student events and trips/college tours, and PD offered by TNTF. Securing funding and staffing were cited as the most common barriers to sustainability. Key lessons for sustaining GEAR UP activities included planning for turnover early on and securing leadership buy-in over the course of the entire grant.

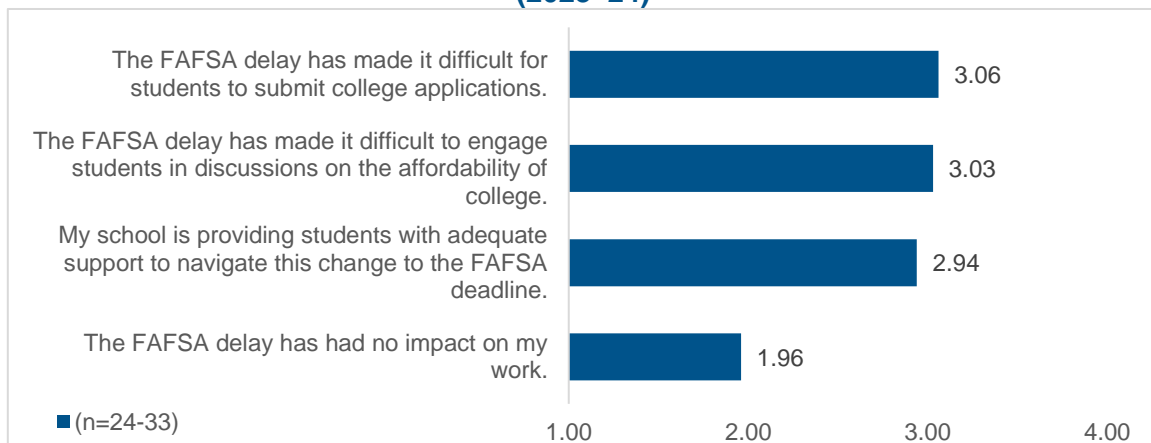
## 6. Financial Aid Initiatives

An important aspect of GEAR UP includes the provision of counseling/advising services to help students understand and navigate how to apply for financial aid and complete FAFSA or TASFA applications (CCREC, 2020). As noted in Chapter 1, this was the third year that TEC § 28.0256 (2024) required Grade 12 students to either complete and submit a FAFSA, a TASFA, or submit a signed opt-out form in order to graduate. To support district staff with the implementation of this requirement, TEA developed financial aid resources and toolkits for families, counselors, and community partners to use. The 2024–25 FAFSA was delayed until December 2023 to account for updates to the application intended to streamline the process. Following the release of the updated application, users experienced substantial challenges with technical issues and errors. This section provides findings on the perceived impacts of the FAFSA delay on participating districts and perceptions on the continued implementation of the Texas financial aid graduation requirement.

### 6.1. Impact of FAFSA Delay

School personnel survey respondents largely *Disagreed* that the FAFSA delay had no impact on their work (with a mean score of 1.96), reporting they *Agreed* it had made it difficult for students to submit college applications (with a mean score 3.06), to engage students in discussions about the affordability of college (with a mean score 3.03), and to provide students with adequate support (with a mean score of 2.94; Figure 6.1; Table F.52, Appendix F).

**Figure 6.1. Personnel Agreement regarding the FAFSA Delay, Grade 9–12, Year 6 (2023–24)**



Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. This question was only asked to Administrators and Counselor/Student Services. Scale used to determine mean rating: 1–*Strongly disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly agree*. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of respondents who selected *I don't know/Not applicable* for each item listed was <10, <10, <10, and 15, respectively. FAFSA – Free Application for Federal Student Aid.

Site visit participants also reflected on the extent to which the FAFSA delay was affecting students. Persistent technical issues with the application created confusion and frustration among parents, students, and staff for some districts (Districts 1, 2, 3, and 6). Personnel often

struggled when providing families with outdated or inaccurate information following the re-release of the FAFSA. The District 3 coordinator reflected that generally the process had been challenging this year due to continued delays with the new FAFSA and persistent technical issues that created frustrations for advisors, students, and families alike. The District 3 coordinator expressed how “the biggest challenge has been for our immigrant parents who were told they must do [the FAFSA], but it’s not working.” Similarly, the District 6 coordinator noted how the challenges with the FAFSA have “not helped us to bridge this gap between us and parents.” District 1 participating high school counselors also mentioned that families usually had problems completing the FAFSA since family members were dispersed and/or had difficulties accessing the required documentation. District 3 advisors shared they held FAFSA events for parents/families earlier in the year to prepare for the updates but none of the information was accurate following the re-release:

*We've had a couple of FAFSA information nights, and I felt like we lied to them all because we had our parents come in and it was pretty successful. And we told them, “There are changes and you're going to be able to do this, and it's going to be easier and even if you're undocumented, you have to do [FAFSA], but it's no big deal.” Now it's here, and everything we said is not exactly what we said it was going to be.*

Some districts (Districts 2 and 3) noted how students were unaware of the delay in the FAFSA. District 2 counselors described that students were generally unaware of the delay but panicked when they were not able to access the application.

## 6.2. Awareness and Implementation of Financial Aid Initiatives

This was the third year that TEC § 28.0256 (2024) required Grade 12 students to either complete and submit a FAFSA, complete and submit a TASFA, or submit a signed opt-out form in order to graduate. However, in addition to the state requirement, completion of the FAFSA was a grant objective for class of 2024 students.<sup>42</sup> This section describes students’ and parents’ awareness of this requirement and whether or not they had already completed it. Findings on ways site visit participants encouraged implementation of this requirement across participating districts are also presented.

Student survey respondents *Agreed* that they were aware of the FAFSA or TASFA (with a mean score of 2.77) and most students were also aware of the Texas requirement for its completion (with a mean score of 2.79; Table D.18, Appendix D), the latter of which was significantly higher in Year 6 compared to Year 5 (with mean scores of 2.78 and 2.72, respectively; Table D.19, Appendix D). Compared to students, parent survey respondents had higher mean agreement on their awareness of the FAFSA (with a mean score of 3.21), but lower on awareness of the TASFA (with a mean score of 2.66). Parent survey

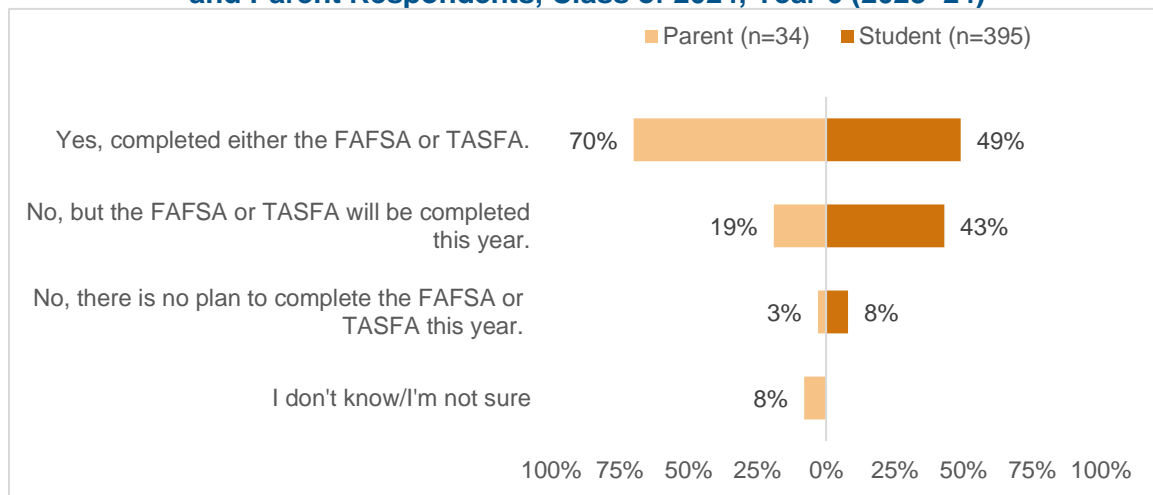
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<sup>42</sup> The relevant objective is Project Objective 7.2: By the end of the class of 2024’s sixth year (Grade 12), 85% of class of 2024 students will complete the Federal Application for Federal Student Aid (FAFSA).

respondents also reported they were aware of the Texas requirement regarding applying for financial aid (with a mean score of 2.84, respectively; Table E.3, Appendix E).

Student and parent survey respondents also indicated whether they had completed a FAFSA or TASFA at the time of data collection or planned to this academic year. Nearly three-quarters of parent survey respondents (70%) compared to about half (49%) of students indicated they had already completed either the FAFSA or TASFA. Including students and parents who planned to complete it, the majority of students (92%) and parents (89%) indicated that they had or would be completed this year (Figure 6.2; Table D.78, Appendix D; Table E.42, Appendix E).

**Figure 6.2. Student Completion of a Financial Aid Application according to Student and Parent Respondents, Class of 2024, Year 6 (2023–24)**



Source. GEAR UP: Beyond Grad Student and Parent Surveys administered in Year 6 (spring 2024).

Note. Response percentages may not total to 100% due to rounding. Class of 2024 students were in Grade 12 in Year 6. Class of 2024 students were not presented the response option *I don't know/I'm not sure*.

FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

During Year 6 site visits, participants across districts provided insights about their district's approach to implementing the financial aid requirement. One of the participating districts (District 2) expressed confusion over the division of responsibilities for completing the requirement and expressed the need for additional communication between advisors and counselors. Participating counselors from District 2 noted they were unaware of the district's progress toward meeting the FAFSA requirement and desired more communication with college and career advisors who were responsible for completing the requirement.

Alternatively, several of the districts (Districts 4, 5, and 6) described the strong collaborative relationships established between staff within the district and/or with local colleges in the community to support the completion of the requirement amid the delays. At District 4, all high school counselors and college and career coordinators collaborated to help students and families complete the requirement. The district also received additional support from a specialist from a local community college. For several of the districts (Districts 1, 3, 4 and 6), coordinators and/or college and career advisors relied on the help of higher education institution representatives to help parents navigate the FAFSA form.



FAFSA and financial aid nights continued to be important events for seniors' families and, in the case of District 5, the parent/family event most attended, according to its coordinator. By the time of the site visits (mid-February through the beginning of March), all districts had already held or were planning to hold at least one or more FAFSA information nights explaining the changes and new deadlines. All districts but District 5 had already started to host one or more working sessions to help families complete the forms at school. District 5 postponed these working sessions until the start of March hoping the updated FAFSA platform would present fewer problems:

*With all the information that we've received, we decided to hold off. We haven't done ours yet. A lot of the updates that we got were talking about glitches in the system or people going to log in and it wasn't working.*

The District 4 principal and coordinator shared several strategies they utilized to foster parent attendance at FAFSA-related events. The district organized an after-school event with students and parents, which was well attended. The coordinator credited the success of the event to the incorporation of a fun activity. The district provided pies and other sweets, but students couldn't eat them until they finished their college applications:

*It just depends on the event, but that's why we try to have community days where everybody can come and have fun. Then, we try to include the school stuff, the important things like, "Hey, come see what we got going on," like any festival that we had. Last semester, we had three and we were able to go out there and share with parents what we're doing.*

Even with the delays and challenges reported by districts, most of the districts (Districts 1, 3, 4, 5, and 6) had already started or were about to begin providing services and events focused on FAFSA completion at the time of the site visits. The District 4 principal explained how the district held a "senior expo" in which parents were assisted in completing their FAFSA. District 5 decided to wait until March 2024 to organize their FAFSA night with the hope that all glitches with the new FAFSA would be solved by that time. District 6 had already held two FAFSA nights for parents and guardians at the time of the site visit in mid-February 2024. The coordinator noted that they planned to hold additional days on which families could come to the school at any time to complete the FAFSA in support of the requirement. Two districts (Districts 5 and 6) partnered with local community colleges to help students complete the requirement. One college created a thermometer display for the school to use to illustrate how many class of 2024 students had completed their FAFSA and another district created a spreadsheet available for all school personnel to track students' completion of the requirement.

Site visit participants from Districts 3 and 4 shared the positive outcomes they had observed from the implementation of the requirement as students and/or

**Promising Practice: Design special events and creative ways to promote FAFSA completion.**

Districts implemented various activities and events focused on encouraging FAFSA completion such as holding "senior expos" or "FAFSA nights"; offering dedicated time frames for families to come to the school to complete the FAFSA; using thermometer wall displays to illustrate how many students have completed their FAFSA; and, creating spreadsheets for school personnel to track completion of the FAFSA.

families viewed college as a viable option for themselves or their child. The coordinator from District 3 shared how students were gaining a new interest in postsecondary institutions after receiving financial aid due to the requirement. The coordinator said, “Last year it was insanely successful, and we were very, very proud and even our parents who are undocumented, when their student is a citizen and they see that, for the most part, they trust us.” District 4 advisors shared the successes they had observed with the requirement, increasing the share of families who saw college as a viable option for their student:

*I think it's just getting our families to consider opportunities that they never thought about, because a lot of our families are first generation. So again, just them realizing like, “Oh, I didn't realize my student had these opportunities.” Or, “Oh, if my child does want to go to college, [it] is actually attainable for our family without our student being put in debt significantly or without our family going into debt significantly, this is something that we could actually afford.”*

Conversely, this year's changes in the FAFSA process were not helping schools to strengthen their relationships with parents as observed by some of the districts (Districts 1, 2, and 6). The District 6 coordinator noted that “the FAFSA has not helped us to bridge this gap between us and parents.” Despite challenges with FAFSA delays, most of the districts (Districts 1, 4, 5, and 6) noted they still believed they would be able to complete the requirement. Participating District 1 high school counselors anticipated having similar participation levels as the previous year. With the FAFSA delay, site visit participants from District 1 noted counselors and the college and career advisors would need to concentrate their efforts in the weeks after the opening of the new FAFSA to reach out to families and students to get the requirement completed on time. District 4 expected to reach similar completion rates to last year as well. The district shared that to help boost completion rates they did not mention the opt-out form option until later in the school year. For District 5, all Grade 12 students completed the FAFSA last year and the coordinator anticipated the same rate of completion this year regardless of the delay. The relatively smaller student population size in District 5 enabled them to track and encourage students' progress toward completion more easily than larger districts.

### 6.3. Summary

The impact of the FAFSA delay was widely felt across GEAR UP districts during Year 6. School personnel described how the delay had made it difficult for students to submit college applications, to engage students in discussions about the affordability of college, and to provide students with adequate support. Persistent technical issues with the FAFSA created confusion and frustration among parents, students, and staff for some districts. Even with the delays and challenges reported by districts, most of the districts had already started or were about to begin providing services and events focused on FAFSA completion at the time of the site visits. Students were mainly aware of the FAFSA or TASFA and of the Texas requirement regarding applying for financial aid and were working toward completion at the time of Year 6 data collection.

## 7. Grant Implementation Support

This chapter provides an overview of grant implementation in a broad sense, including efforts to integrate GEAR UP into campus plans as well as support provided by TNTP and TEA to strengthen planning and effective implementation strategies such as TNTP-facilitated PLCs for coordinators. Efforts related to the implementation of CoPilot, the data management system first introduced in Year 5 to track student data, are also discussed.

### 7.1. Integrating GEAR UP into Schools and Districts

Throughout prior sections of the report, findings have been presented on how the districts were implementing GEAR UP services and activities. The integration of said services and activities into the existing school and district plans and goals is essential to sustaining the successes of the grant. Additionally, the integration allows districts to tailor supports to the unique needs of the district and facilitates sustainability of activities and supports after the end of the grant. TEA and partner TNTP provided an overview of the key implementation goals for Year 6 during virtual interviews, many of which aligned to the focus areas of the districts as they sought to integrate GEAR UP into their school and community.

**Establishing a framework for supporting academic rigor.** An objective of the grant was the class of 2024 completing Algebra I in Grade 8; as such it is important that students feel empowered to complete and succeed in Algebra I and then continue on to the subsequent advanced courses (i.e., honors, AP, dual credit) in mathematics and other content areas. TNTP staff shared how they collaborated with districts to provide PD opportunities on the premise that students needed “regular access to grade-appropriate assignments, strong instruction, deep engagement in their classwork, and teachers who had high expectations of them and hold them to those high expectations.” As noted previously, several of the districts (Districts 2, 3, 4, and 5) mentioned the use of walkthroughs or observations to provide coaching and mentoring for teachers that was either conducted or supported by TNTP.

**Promoting college-entrance testing as beneficial for students and the district.** Even as postsecondary institutions across the country and state were transitioning to test-optional or test-blind application processes, as noted by TEA staff, testing remained a component of the grant. A participating TEA staff member shared, “Testing is still a component of the grant, not because of the test, but because it provides data and information to the student. It also helps them with their application and can help their applications be more competitive.” Beyond helping students, testing also serves as a useful indicator for the participating districts in regard to students’ college readiness. As previously mentioned, participating districts continued to offer and advise students to complete college entrance exams and some districts (Districts 5 and 6) were using the data to inform their services provided to students. College and career advisors from Districts 5 and 6 described how they used and shared the data collected on CoPilot, the grant data management system, with their colleagues to track students’ performance and areas for growth. The coordinator from District 6 described the process of how testing was being used to increase students’ readiness:

*I see the TSIA right now and why are my kids not doing well on the diagnostic for English? So, I go back to TSIA and decipher, it's saying that [the students] don't understand context clues. They don't understand the vocabulary. That needs to then go back to our English department.*

**Using college and career advising to establish personal graduation plans and support students in transition from high school.** College and career advising and services remained a key component of the grant in Year 6; however, as the class of 2024 is in their final year at the high school considerations are occurring as to how to support students' postsecondary enrollment. Participating TEA staff emphasized the importance of college and career advising initiatives despite the negative effect of the COVID-19 pandemic on postsecondary enrollment and concerns about the return on investment:

*Post-2020 and even prior to 2020, there's been a decline in enrollment with 4-year universities across the board. It dramatically dropped after spring of 2020, and so, any positive momentum that was gained within the first year and a half of the grant was diminished. ... I don't know that the enrollment will ever be the same because there's such a large expense to attend [college] and there are other opportunities that may make more economic sense for students.*

To support this transition from high school to college, in Year 6 at the time of data collection, TEA noted they were in the planning phase of connecting with persistence coaches who would be working with the class of 2024 students for the latter half of Year 6 through their first year in college. Even amid this challenge, some districts (Districts 3, 5, and 6) shared positive successes related to their district's development of a strong college-going culture supported by the college and career initiatives offered. Site visit participants noted the importance of exposing all students to postsecondary activities and services. Participants from Districts 3, 5, and 6 described how students across the high school, from Grade 9 to Grade 12, were provided with opportunities to help drive excitement for postsecondary opportunities. A participating parent from District 3 explained how college and career information and resources were consistently available to students and families:

*The information that's provided to the students, [the district is] always pushing material out or having a program, a field trip or something that's exposing these kids to postsecondary education, whether it is trade or college or just career in general.*

On the other hand, site visit participants from most of the districts (Districts 1, 2, 4, and 6) noted challenges with the integration of GEAR UP into the school or district. Challenges shared by site visit participants centered on unclear roles and division of responsibilities among staff, specifically counselors and college and career advisors, and a lack of knowledge and awareness of the grant with new leadership at the school and/or district.

**Promising Practice: Conduct joint staff meetings for counseling and advising staff.**

Districts 4, 5, and 6 explained how combined meetings were used to foster smooth collaboration between the high school counselors and college and career advisors. The District 4 principal explained that they attended weekly meetings with advisors, counselors, and the assistant principal of curriculum and instruction to ensure all staff were on the same page and to "look for opportunities for additional support or to fortify the support already in place."

Collaboration between high school counselors and college and career advisors was mentioned as a key component for success but the relationship between these two groups also presented challenges when roles and the distribution of tasks was unclear. The participating Districts 1 and 2 high school counselors expressed some confusion regarding which tasks were under their purview and which were the responsibility of college and career advisors at the district, such as scholarship and FAFSA-related information. Nonetheless, participating staff still shared gratitude that the grant was able to support additional staff who were especially needed among small districts. The District 2 principal shared, “In [our] district, we wear multiple hats and having staff from GEAR UP helps tremendously.” Some districts (Districts 4, 5, and 6) had regular meetings that included both high school counselors and college and career advisors to support increased collaboration.

Another challenge mentioned by site visit participants at two districts (Districts 1, 4, and 6) was a lack of awareness or understanding of the GEAR UP program and grant among new leadership or staff. The District 4 principal acknowledged this barrier sharing, “Honestly, the biggest challenge is associated with me and my newness, and truly understanding how to utilize the GEAR UP team, how they fit into my overall vision for postsecondary readiness and maximizing graduation rates.” Even more broadly with new teachers, students, or families within the district, a site visit participant from District 6 suggested the district create a brief introductory resource on what the GEAR UP program is at the school and the associated opportunities it provides.

## 7.2. Coordinator Professional Learning Communities

As had been done in previous years of the grant, TNTP-facilitated virtual coordinator PLCs were held with all district coordinators and other key staff on a monthly basis. TNTP staff described how the theme of the coordinator PLCs was “elevating high expectations on campus.” Participating TNTP staff described that at least two individuals per district in leadership roles within the school/district were required to attend but the district could invite additional staff to participate if desired. For District 6, the principal said they required all staff involved in academic rigor to attend the meetings to ensure that everyone in their district was on the same page and establishing high expectations within schools.

Participating TNTP staff stressed how this year they wanted to ensure the coordinator PLC sessions were successful and impactful for the participating districts. As such, in the planning of the sessions TNTP staff decided they would use the sessions to not only discuss the theme of elevating high expectations but also to model this idea in the implementation of the PLC so participants “understood that it was valuable, it’s important, it’s expected, and that they must meet the expectation.” Participating TNTP staff described how high expectations were modeled across the PLC:

*The way that the communication strategy that [TNTP staff] developed, the way that [TNTP staff] are following up and helping to collect data on the PLCs has really changed the culture of PLC participation this year, and it is something that I’m very proud of that our team has done. When [District 4] didn’t send someone to the January PLC, that was the first time all year one of our districts didn’t*



*participate and we immediately followed up by getting [TEA] involved, by sending an email to the principal and holding follow-up office hours for that campus so that the message was being reinforced to them.*

Overall, site visit participants from many of the districts (Districts 1, 2, 3, 4, and 6) reported positive impacts from their participation in the coordinator PLCs. Participants from Districts 1 and 2 noted the benefit of being able to hear about and learn about the successes and challenges other districts were experiencing. A core content teacher from District 2 noted that having staff from districts share their struggles and successes helped them gauge how their district was doing in comparison to the others. Similarly, District 1 staff noted how it was beneficial to replicate strategies being used by other districts with similar demographics and/or schedules:

*That's been great support from other neighboring districts who have similar demographics as we ... or speaking with other districts who have a similar schedule to us now, just kind of seeing what's worked, what hasn't worked, how we can adjust our curriculum, our scope and sequence.*

District 1 staff responsible for rigor described how these opportunities also helped gain teacher buy-in and instill a mindset of continuous improvement among teachers to ensure teachers and the district were continuously striving to improve academic rigor. Additionally, TNTP collected participant satisfaction data following PLCs and noted how they had consistently received positive feedback on the coordinator PLC sessions with participants. Participants noted how they thought they were a good use of their time and aligned with the work they were doing.

To conclude the Year 6 coordinator PLCs, TNTP staff described how they are going to “pull back the curtain” and explicitly call out how they had been modeling the creation of a culture of high expectations throughout the year. TNTP staff hoped to use this as a springboard for the districts to reflect on the culture of setting expectations at their own campuses/districts. TNTP planned to use the district-level high expectations data from January 2022—which participants had reflected on in their first PLC and used to identify goals for the year as a benchmark to compare the current 2023 data—to assess if districts were able to achieve their intended goals.

### 7.3. Data Management System

In Year 6, participating districts continued to utilize CoPilot, the data management system first introduced in Year 5 to track student data, participation, and college- and career-related activities and services offered.<sup>43</sup> All of the participating districts noted they were currently entering information into the CoPilot system regularly and did not express the need for additional training. Across all districts, site visit participants shared how they were generally satisfied with the TA they had received from the CoPilot team and the usability of the database.

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<sup>43</sup> CoPilot is a data management system created by College Forward, which as of September 2023 changed its name to [College Possible Texas](#).



The coordinator from District 4 shared the benefit of having a CoPilot dashboard to track the completion of a goal quickly and easily.

The individual in charge of entering the data into CoPilot was different in every district. Whereas college and career advisors in several of the districts (Districts 2, 3, 5 and 6) were responsible for entering data, District 4 had a staff person exclusively dedicated to data entry and other administrative tasks, and in District 1 the site coordinator entered the data. When the college and career advisors from District 2 felt overwhelmed with data entry they noted they could send the data files to the CoPilot team who would support them with data entry.

Site visit participants from several participants (Districts 1, 3, 4, and 5) noted a challenge with CoPilot not integrating with other data management systems used by districts. As a result, college and career advisors and those responsible for entering data often needed to enter the same data in two or more different data management systems; a concern that TEA was aware of regarding the burden of duplication.

In addition to the burden of entering data in multiple systems, participants from some districts (Districts 1 and 2) expressed challenges with the amount of time needed to enter required data in CoPilot. The District 2 coordinator suggested that it would require approximately a full day of dedicated data entry to complete entry of a week's worth of data. However, allocating time for data entry was a challenge for staff who were also tasked with other competing responsibilities. For example, a District 1 college and career advisor noted they had approximately 2 weeks' worth of data that still needed to be entered into CoPilot but they had not yet found the time to do so.

## 7.4. Summary

In Year 6, participating districts continued to integrate GEAR UP services and initiatives into the district and school culture to help support the sustainability of initiatives and goals. TNTP staff offered monthly virtual coordinator PLCs focused on creating a culture of high expectations in participating campuses. PLCs included staff in leadership roles across the six districts and were found to be mainly beneficial for participants to learn from other districts. The data management system, CoPilot, continued to be used by districts in Year 6. While district staff shared mostly positive perceptions of CoPilot, the lack of integration with existing school/district data management systems and the time needed for manual data entry were noted as challenges by staff.

## 8. Summary of Findings, Promising Practices, and Recommendations

This chapter provides an overview of findings and a description of promising practices from Year 6 as well as recommendations for consideration in upcoming years.

### 8.1. Findings

Academic rigor was an important focus in Year 6 within the participating districts. Participants described PD for teachers to enhance rigor in classrooms that was seen as especially critical given the ongoing challenges districts were experiencing with teacher shortages and students' lack of academic readiness. Participants described differing definitions of rigor, instructional strategies to increase rigor, and improvements to rigor that resulted from this heightened focus. The importance of increasing and maintaining rigor was perceived by some districts as a cornerstone to increasing students' college and career readiness and preparing them to succeed in their postsecondary plans, be that pursuing a college degree or entering the workforce.

Participating districts continued to focus on academic initiatives including offering advanced courses (e.g., AP, honors, dual credit, advanced mathematics), the provision of targeted tutoring, and student preparation for college entrance exams. Some districts were moving away from offering AP courses, due to challenges with staffing and student success, in favor of dual credit courses. Student respondents generally found advanced course offerings in their school to be *Slightly to Moderately challenging* (Table D.2–D.3, Appendix D). While personnel survey respondents perceived that students were *Somewhat prepared to Very prepared* for advanced coursework (Figure 3.3; Table F.28, Appendix F), site visit participants shared that staff turnover posed a primary challenge to offering and supporting students taking advanced courses. Across all subjects, student survey respondents reported mainly participating in in-class tutoring. In support of student readiness and preparedness for college entrance exams, districts continued to provide test preparation resources and support to class of 2024 and priority cohort students (Figure 3.7). Despite the rise of test-optional and test-blind postsecondary institutions, participating districts continued to communicate the value of college entrance exams for students' postsecondary plans.

TEA's EAF was designed to support the planning and implementation of school counseling programs that promote promising and proven CTE programs (TEA, 2024). Participating statewide initiatives survey respondents reported being *Slightly familiar* with the EAF (Tables G.14–G.15, Appendix G). Of the respondents who had reported using TEA's EAF previously, respondents said that they were generally *Satisfied* (Table G.16, Appendix G). To support educators and schools in implementing rigorous academic programs that boost student achievement, GEAR UP continued to implement several PD initiatives in Year 6, including activities led by TNTP, teacher coaching/mentoring, vertical teaming, and the TXOC Academy. TNTP provided individualized support to districts with a specific focus on academic rigor and HQIM. Previous changes to TNTP support and services implemented in Year 5 (e.g., having a liaison dedicated to each district serve as a primary point of contact) continued to be positively

received by districts during Year 6. Some participating teachers suggested there was a need for PD to be directed to new teachers in order to maintain high rigor as staffing turnover and teacher shortages persisted in Year 6.

Overall, personnel survey respondents had positive perceptions of the PD, coaching/mentoring, and vertical teaming they received or participated in during Year 6. School personnel largely *Agreed* that PD provided strategies that increased rigor and were easy to implement (Figure 2.2; Tables F.9–F.10, Appendix F), that the coaching/mentoring helped them to increase the rigor in their courses (Figure 2.4; Tables F.17–F.18, Appendix F), and that the vertical teaming they participated in helped to align curriculum and reduce the need for remediation at the postsecondary level (Figure 2.6; Tables F.21–F.22, Appendix F). Counselors and other student service personnel generally *Agreed* that the TXOC Academy helped them learn new information for postsecondary education advising and that they felt better prepared to deliver individualized postsecondary education and career advising to parents (Table F.25, Appendix F).

As students progressed through high school, topics discussed in one-on-one advising transitioned from students' grades and course selection to include more postsecondary-education-related topics such as college plans/interests, PGPs, and college applications (Figure 4.9; Tables D.27–Table D.29, Appendix D). Grades and course scheduling remained a consistent topic during advising sessions regardless of students' reported grade level. During college visits, students shared how they participated in campus tours and speaker sessions, remarking how they enjoyed being able to see and learn about the campus culture from current students. In college and career fairs, students valued being able to learn about and being exposed to different postsecondary options, academic programs, and career options (Tables D.50–D.51, Appendix D).

In Year 6, summer programming primarily focused on supporting students' transitions to high school and college and supporting academic initiatives. Similar to previous years, parent/family events focused on financial aid, availability of college and career advising, and programs available to students (Tables E.24–E.25, Appendix E). Across the college and career exploration initiatives, students and parents reported the most common reason they did not participate was that they were unaware the activity was being offered. Additional barriers participants noted related to college and career exploration initiatives were that events or information learned did not align with participants interests, the duration of events were either too short or too long, and that there were continued challenges with parental engagement. Class of 2024 students whose parents had not obtained a postsecondary degree reported higher educational expectations and aspirations than priority cohort students whose parents had also not obtained a postsecondary degree.

As districts looked ahead toward the last year of the grant, they were at different stages of their planning and priorities for sustaining activities. Sustainability conversations were primarily occurring between coordinators and their respective central offices to discuss what activities had shown the most promise and should be sustained. Four districts had begun planning for sustainability while the remaining districts were in the nascent stages of planning. Some districts were seeking or had secured additional grant funding to help sustain activities. Site visit participants highlighted that their priorities for sustainability included career and college advising (cited by four districts), dual credit and AP courses (cited by three districts), student events and

trips/college tours (cited by three districts), PD offered by TNTP (cited by two districts), and Algebra I access for Grade 8 students (cited by TEA staff). The two most commonly cited factors affecting a school's ability to sustain activities were cost and staffing.

The impact of the FAFSA delay was widely felt across the nation, state, and participating GEAR UP districts during Year 6. School personnel described how the delay had made it difficult for students to submit college applications, to engage students in discussions about the affordability of college, and to provide students with adequate support. Persistent technical issues with the FAFSA created confusion and frustration among parents, students, and staff for some districts. Even with the delays and challenges reported by districts, most of the districts had already started or were about to begin providing services and events focused on FAFSA completion at the time of the site visits. Lastly, participants provided reflections on implementation supports provided from Year 6. District staff continued to note that GEAR UP was integrated into their school's existing college and career initiatives, which supported their college-going culture. TNTP supported the establishment of a culture of high expectations through the facilitation of PLCs with GEAR UP coordinators and other district staff in academic leadership roles. TEA continued to support improved data tracking with the use of the CoPilot data management system. Participants shared the helpfulness of CoPilot staff, especially with data entry; however, the time involved and duplication of data entry created challenges with districts' use of CoPilot.

## 8.2. Promising Practices

Promising practices include innovative practices or strategies described anecdotally by grant stakeholders as being successful. The evaluation team identified several promising practices implemented by districts in Year 6 in alignment with GEAR UP core strategies:

- **Include teachers who teach non-tested courses into PD initiatives that aim to increase academic rigor to establish a schoolwide culture of rigor.** In District 4, site visit participants noted they had seen positive improvements in the level of rigor in their non-tested courses. This increase in rigor was attributed to the fact that along with teachers from EOC-tested courses, teachers from non-tested courses were included in conversations related to rigor and encouraged to collect and analyze data in manners traditionally only done with EOC-tested subjects. Incorporating staff across departments and courses helped build and reinforce a culture of high expectations and rigorous instruction across the district.
- **Promote opportunities to provide real-time feedback to teachers through walkthroughs and debriefs.** Several districts (Districts 2, 3, 4, and 5) utilized data walkthroughs in collaboration with TNTP staff, district instructional coaches, and/or school administrators to assess the level of rigor in courses throughout the district, identify areas of growth related to rigor, assess the implementation of specific strategies, and provide feedback for teachers on the components of courses that were rigorous and areas for improvement. Participating core content teachers from Districts 2 and 5 expressed the benefits of this feedback in improving the flow of their courses and allowing for collaborative discussions on how to adapt strategies to fit the context and needs for their specific courses or departments.

- **Involve middle school students in high school dual credit events.** District 4 hosted early college program events in which Grade 8 students and parents/families and the district's dual credit and community partners participated. During these events, students learned about the district's dual credit course offerings, asked questions of dual credit and community partners, and celebrated their acceptance into dual credit courses upon entry to the high school. These events helped increase awareness of dual credit courses for middle school students and their families, helped set expectations for success in these advanced courses, and supported the transition from middle school to high school.
- **Track student performance on and completion of college entrance exams to inform one-on-one advising.** Students' completion of college entrance exams as well as their performance on these tests are stored in a data repository in District 2. This repository is a living document that is updated every time a student takes a test. This dataset is then used by advisors in individualized advising sessions to facilitate more targeted conversations about students' college and career plans and whether the student would want to take or retake an entrance exam to meet their postsecondary goals.
- **Utilize easy and quick sign-up options for college visits.** The District 3 College and Career Center utilized QR codes posted throughout the high school to advertise and have students sign up for college visits. Class of 2024 students from the district described this as an effective method for alerting students to upcoming college visits and allowing them to sign up for those in which they are interested in attending.
- **Invite alumni and current college students to discuss their postsecondary experiences.** In the Year 5 Annual Implementation Report, evaluation findings highlighted the promising practice of inviting alumni to participate in vertical alignment discussions to identify areas of growth for increased college readiness (Lamb et al., 2023). In Year 6, districts continued to utilize alumni and provided opportunities for alumni and current college students to talk about their college and career experiences to enhance student engagement with postsecondary college and career planning (Districts 4 and 5). District 5 held an alumni mixer for their class of 2024 students to allow students to hear what they needed to do directly from alumni. District 5 also held an event where previous alumni from the high school, who worked at a large local employer, came back to the campus to discuss their career paths after high school. These events exposed students to opportunities after high school through the experiences of individuals from their community.
- **Secure buy-in from leadership to support grant sustainability.** In District 5, district leadership ensured there was leadership buy-in and a plan for sustainability from the beginning of the grant. The superintendent from District 5 had a vision for grant implementation that included securing support from a foundation to continue funding advanced courses, dual credit course offerings, and key positions (e.g., advisors and a middle school counselor) after the conclusion of the GEAR UP grant.
- **Design special events and creative ways to promote FAFSA completion.** Districts implemented various activities and events focused on encouraging FAFSA completion such as: holding "senior expos" or "FAFSA nights"; offering dedicated time frames for families to come to the school to complete the FAFSA; using thermometer wall displays

to illustrate how many students have completed their FAFSA; and, creating spreadsheets for school personnel to track completion of the FAFSA.

- **Conduct joint staff meetings for counseling and advising staff.** Districts 4, 5, and 6 explained how combined meetings were used to foster smooth collaboration between the high school counselors and college and career advisors. The District 4 principal explained that they attended weekly meetings with advisors, counselors, and the assistant principal of curriculum and instruction to ensure all staff were on the same page and to “look for opportunities for additional support or to fortify the support already in place.”

### 8.3. Recommendations

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

- **Continue to support collaborative discussions with district staff and teachers to enhance academic rigor.** Continued collaboration between TNTP and districts could lead to the development of a shared understanding of academic rigor that acknowledges the unique contextual factors of each district. Incorporating teachers into discussions on academic rigor and strategies to increase rigor can provide an opportunity for teachers to share insights on what they are experiencing in the classroom and help tailor strategies and priorities to districts’ needs. Without a shared understanding, there may be a lack of clarity about the supports and needs of staff within the district, such as the divide described by participating teachers from two districts who cited a discrepancy between the PD being offered and their PD needs.
- **Providing support and guidance for districts focused on prioritizing and implementing HQIM.** Participants largely identified HQIM as a cornerstone to rigorous instruction. TNTP and participating staff reflected on how they observed positive increases in rigor when HQIM was adopted and marked differences in rigor between districts implementing HQIM and those not. Providing districts with additional resources and guidance on the identification, selection, and implementation of HQIM may help support increased use of HQIM across participating districts.
- **Despite the rise of test-optional and test-blind postsecondary institutions, emphasize the value and benefits of college entrance exams for students and families to increase buy-in.** Despite the rise in test-optional and test-blind institutions, test scores are still often needed to qualify for scholarships. As such, districts continued to encourage students to complete entrance exams due to the potential benefit for students such as being able to participate in dual credit courses and scholarship opportunities. Focusing communication on these benefits may promote buy-in from students and families.
- **Expand tutoring opportunities by leveraging partnerships and/or by building in time during the school day.** Near-peer tutoring models can be leveraged via existing partnerships with organizations such as College Possible or through new partnerships



with AmeriCorps volunteer programs.<sup>44</sup> These partnerships could offer additional tutoring opportunities to students without placing further burden on teachers. Additionally, participating students reported they did not feel as though they were getting the adequate support needed to succeed in courses, especially for advanced mathematics courses. Utilizing available in-school opportunities, such as the flex time offered in several districts, may help facilitate more productive and accessible tutoring support. However, it is important to note that while flex time can be used for students who need tutoring, the time should also be a productive use of time for students who do not need tutoring.

- **Invite college and career representatives to fairs based on students' interests.** Students expressed appreciation when college and career fairs included representatives from institutions and industries in which they were interested in pursuing. The coordinator from District 4 shared how generally they invited college representatives to the district based on students' interests in various colleges; while participating priority cohort students from District 2 suggested a similar approach would be beneficial for college and career fairs. Using students' interests to inform the institutions and industries invited to college and career fairs could help enhance student engagement with the events.
- **Ensure linguistic accessibility to college and career programming and services for students and parents in the community.** The provision of materials and communications in multiple languages (e.g., English and Spanish) was widely seen as a benefit across districts; however, limited access to bilingual staff who provide college and career advising/services was noted in some districts. For the districts in which services were provided in multiple languages, participants' trust was built, and they were able to more easily complete the FAFSA. Expanding access to bilingual staff and/or interpretive services and activities (e.g., bilingual counselors/advisors, translated materials, events offered in Spanish, Spanish-speaking community/parent liaisons) may enhance student and parental awareness and engagement in postsecondary college and career planning activities.
- **Explore how the financial aid graduation requirement has influenced students' beliefs on the viability of college enrollment following high school.** Anecdotally, participants shared positive beliefs and stories regarding how the requirement has affected students' postsecondary plans, sharing how completion of the requirement alerted students of the affordability of postsecondary institutions given the amount of financial aid they were awarded that resulted in additional students enrolling in college. In the final year of the evaluation, the evaluation team could explore how the requirement has affected students' and parents' perceptions of the affordability and feasibility of receiving a postsecondary degree.
- **Establish connections between GEAR UP and existing programs/initiatives within the state that are focused on addressing the teacher shortage to promote a**

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<sup>44</sup> Near-peer models include relationships between students with mentors who are closer in age.

**stronger pipeline of teachers.** Teacher shortages have continued to place strain on the GEAR UP districts as they struggle to identify qualified staff who are interested in working in the rural, high-need communities. Establishing connections with existing programs in the state already actively seeking to address the teacher shortage may help identify new resources, programs, or incentives available to districts to promote a pipeline of qualified teachers.<sup>45</sup>

- **Consider further programming or initiatives focused on sustaining efforts to increase rigor after the grant ends.** Although academic rigor was a focus area of GEAR UP at the start of the grant, learning loss associated with COVID-19 pandemic and the ongoing teacher shortage exacerbated the need to reprioritize academic rigor within GEAR UP districts. In Year 6, districts shared positive progress related to addressing rigor, supported by their partnerships with TNTP and TNTP-led activities such as train-the-trainer models. Continuing to explore programming or initiatives centered around implementing, assessing, and increasing rigor may help to drive improvements in student college and career readiness beyond the grant cycle.
- **Consider expanding the use of individualized and targeted approaches to providing PD from the onset of college and career advising initiatives.** Early in grant implementation, as reported in the Year 3 Annual Implementation Report, district participants reflected on how TNTP services did not always reflect a deep understanding of the unique context and needs of districts (Spinney et al., 2021). In subsequent grant years, TNTP shifted their approach to a more individualized district-led approach, which has continued to be appreciated by districts. The provision of individualized and targeted PD that is specifically tailored to districts' needs and contexts may enhance buy-in and PD effectiveness.
- **Explore ways to gather feedback on the implementation and perceived success of persistence coaches.** To support students' transition from high school to college, TEA noted they were in the planning phase of connecting with persistence coaches who would be working with the class of 2024 students for the latter half of Year 6 through their first year in college. Year 7 evaluation activities may be designed to gather feedback on the extent to which planned activities were implemented and perceptions regarding the success of these types of postsecondary supports.

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<sup>45</sup> The [Teacher Incentive Allotment](#), established through House Bill 3, 86<sup>th</sup> Texas Legislature, and [Grow Your Own](#) are existing initiatives focused on providing supports to promote teacher staffing in high need and rural districts across the state.

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

## A.1 GEAR UP: Beyond Grad Strategies

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

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

## A.2 Project Goals and Objectives

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

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

- Objective 1.1: By the end of the class of 2024's second year (Grade 8), 30% of class of 2024 students will complete Algebra I. By the end of the class of 2024's third year (Grade 9), 85% of class of 2024 students will complete Algebra I.<sup>46</sup>

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<sup>46</sup> The goals and objectives originally referred to the class of 2024 as the "primary cohort." These have been edited here to use "class of 2024" for consistency with the rest of the report and to clearly distinguish this cohort from the priority cohort.

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

### **Project Goal 2: Graduating prepared for college and career**

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

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

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

### **Project Goal 4: Increase high school graduation**

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

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

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



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

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

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

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

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

**Project Goal 8: Build and expand community partnerships**

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

**Project Goal 9: Enhance statewide college and career readiness**

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

## APPENDIX B: Evaluation Design, Methods, and Analytics

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

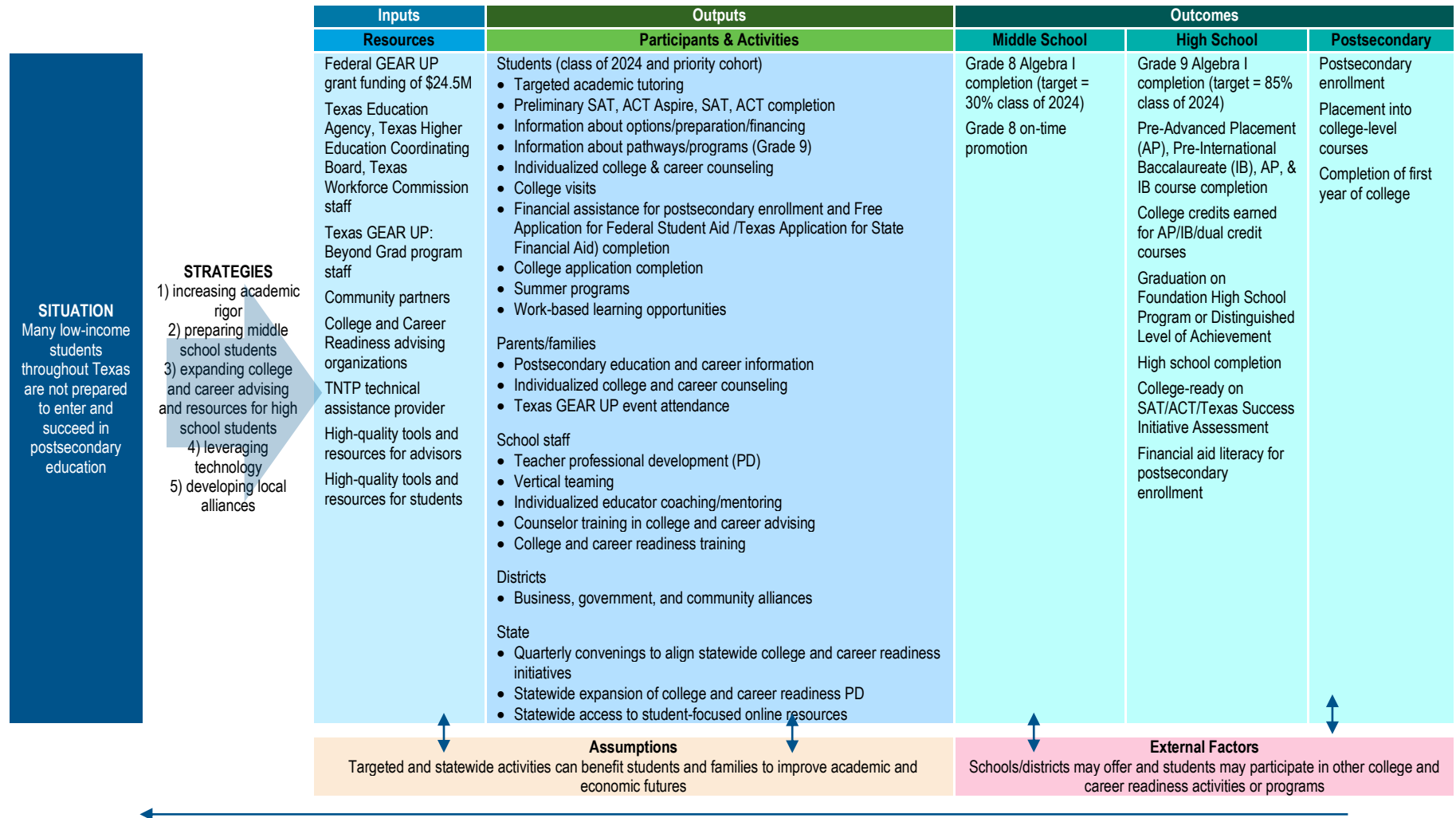
This appendix describes the evaluation design, methodology, and analytic approach used for the implementation study component of the evaluation—the findings of which are shared in this report.

### B.1. GEAR UP Logic Model

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

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

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



**Feedback Loop**

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

## B.2. Evaluation Questions

Table B.1 lists the primary and sub-questions addressed by the evaluation.<sup>47</sup>

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

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

<sup>47</sup> Note that there are additional evaluation questions guiding other aspects of the evaluation, which is why the question numbers in Table B.1 are not listed sequentially. Additional evaluation questions will be presented in other reports, as applicable.

### Research Questions

- What are the contextual factors that contributed to the best or promising practice?
  - Which stakeholders identified the practice as contributing to a positive outcome?
  - What positive outcomes occurred because of the practice?
  - In what ways does the best or promising practice apply to different sites?
  - Which best or promising practices are recommended for scaling across the state? Why?
- Q4.1. How is the GEAR UP: Beyond Grad program being sustained?**
- In what ways are grantee districts sustaining GEAR UP: Beyond Grad activities and strategies?
  - How do school personnel perceive the feasibility of sustaining GEAR UP: Beyond Grad activities and strategies?
  - To what degree is the GEAR UP: Beyond Grad model, or components of the model, sustainable in participating schools and/or transferrable to other schools?
  - What facilitators/barriers do grantees face to sustaining implementation?
  - To what extent are students encouraged to take Algebra I in middle school? For those students who took Algebra I in middle school, did they continue to take Algebra II?
- Q4.2. What strategies or practices should be sustained?**
- How does the strategy or practice contribute to positive outcomes?
  - In what ways is the strategy or practice sustainable beyond the life of the grant?
- Q4.3. What strategies or practices should not be sustained?**
- In what ways is the strategy or practice inefficient?
- Q5.1. How has GEAR UP: Beyond Grad affected non-GEAR UP: Beyond Grad schools and districts regarding college and career readiness?**
- To what extent do Texas public school districts other than GEAR UP: Beyond Grad grantees utilize GEAR UP: Beyond Grad resources and strategies?
  - What is the perceived impact of the GEAR UP: Beyond Grad resources and strategies implemented on a statewide basis?
  - What statewide resources and strategies are most effective?

## B.3. Evaluation Methods

The ICF team used a mixed-method evaluation approach that reflects the diversity of the evaluation objectives and research questions. Mixed-method studies are preferable in evaluations of complex programs such as GEAR UP because they employ a variety of data collection and analysis strategies that capitalize on the strengths and account for the weaknesses inherent in individual methods (Creswell & Plano Clark, 2007; Tashakkori & Teddlie, 1998). This approach has allowed the ICF team to reach study conclusions by triangulating findings across multiple data sources.

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

### B.3.1. Data Collection

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

**Surveys.** The evaluation team conducted online surveys with class of 2024 and priority cohort students (via a student survey), class of 2024 and priority cohort parents (via a parent survey), school personnel serving class of 2024 and priority cohort students (via a personnel survey),



and personnel from Texas public school districts not participating in the TEA GEAR UP grant to assess explore districts' statewide use of college/career advising services and to better understand perceptions of Texas's Effective Advising Framework. The surveys were designed to ask stakeholders about perspectives on grant implementation during the 2023–24 academic year. The evaluation team initially opened the online surveys on February 26, 2024 and surveys remained open through March 31, 2024. Statewide district staff surveys were disseminated to contacts throughout the state between March 4, 2024 through April 7, 2024. A purposive sampling method was used whereby the statewide district survey was distributed via counselor specialists at ESCs who were asked to identify contacts that would have knowledge of counseling/advising services in their districts. Surveys were provided in English and Spanish for students and parents and were provided in English for other participant groups. School and district personnel obtained passive parent consent through a survey opt-out form prior to surveying students. Appendix C includes copies of all survey instruments.

Overall, ICF received 2,436 surveys from students, representing 27.2% of the total number of eligible student participants; 152 surveys from parents, representing 1.7% of the total number of eligible parent participants; and 397 school personnel surveys, representing 56.2% of the total number of eligible full-time employees at the participating schools.<sup>48</sup> One district had no responses to student, parent, and personnel surveys. In addition, ICF received 217 district personnel survey responses from the statewide initiatives survey representing 70% of ESCs in the state of Texas.

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

**Site Visits.** The evaluation team coordinated in-person site visits with each of the six participating grantee districts in February–March 2024 to conduct interviews and focus groups with a variety of GEAR UP stakeholders to understand program implementation during Year 6. Final copies of all protocols used for the site visits may be found in Appendix C.

Overall, the evaluation team:

- Interviewed six GEAR UP coordinators (representing each participating district);
- Interviewed six high school principals (representing each participating high school from each district);
- Conducted five focus groups/interviews with high school counselor(s) with a total of 17 participants;<sup>49</sup>

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<sup>48</sup> Denominators used in calculating personnel survey response rates at each school were determined using the number of full-time equivalents (FTEs) reported in 2022–23 [Texas Academic Performance Report](#) data. The number of FTEs does not represent the number of individual staff members in the schools and so is not a precise denominator; however, it serves as a reasonable approximation.

<sup>49</sup> At one district, the high school counselor only provided social and emotional services and did not provide any services related to college and career advising, so they elected not to have a session with high school counselors.

- Conducted 13 student focus groups with a total of 99 students in Grades 9–12;<sup>50</sup>
- Conducted six focus groups with core content teachers with a total of 24 participants;
- Conducted five focus groups/interviews with district staff responsible for academic rigor with a total of 30 participants;
- Conducted five class of 2024 parent focus groups with a total of 18 parents of in Grade 12 students;<sup>51</sup> and
- Conducted six focus groups/interviews with high school college and career advisors with a total of 11 participants.<sup>52</sup>

In total, 211 individuals participated in interviews and focus groups across the six districts. Additionally, at three districts one individual served multiple roles and so interviews/focus groups were combined accordingly for those roles.

**Phone/Virtual Interviews and Focus Groups.** The evaluation team conducted virtual interviews/focus groups using the Microsoft Teams virtual meeting platform in January 2024. The virtual interviews/focus groups took place with the following participant groups:

- TNTP (four participants)
- TEA (one participants)

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

### B.3.2. Data Analytics

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

In addition to descriptive analysis, the evaluation team examined longitudinal differences using statistical tests. Throughout this report, “significance” refers to findings that were determined to be statistically significant through the use of statistical tests. Nonparametric tests, such as Chi square, were used for year-to-year comparisons of categorical variables and *t*-tests were used for year-to-year comparisons of continuous variables. For additional details on statistical tests

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<sup>50</sup> At one district, the priority student focus group was split into two sessions, one for students in Grade 11 and one for students in Grade 9 and Grade 10; however, findings are reported together as priority cohort students.

<sup>51</sup> At one district, the parent focus group had no parents show up to participate with either the initial or rescheduled sessions.

<sup>52</sup> At three of the districts, the college and career advisors were also the GEAR UP coordinators and thus two interviews were completed at the district with the coordinator—one focused on their role as the coordinator and one focused on their role as an advisor. Additionally, at one district the college and career advisor participated in the counselor focus group, instead of a separate interview. At another district, the advisors were split into two sessions, one for GEAR UP advisors and one for those funded through another grant.

used for specific comparisons, please refer to table and figure notes. Note that details about statistical tests are presented when those results indicated a statistically significant difference.

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

## APPENDIX C: Evaluation Instruments

### C.1. Consent Forms

#### C.1.1 Adult Interview/Focus Group Consent Form

##### Texas GEAR UP: Beyond Grad Evaluation Adult Interview/Focus Group Consent Form, 2024

Your school/district/organization is participating in the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant program, led by the Texas Education Agency (TEA). TEA has contracted with ICF and Agile Analytics to conduct a study of the GEAR UP program to understand how the program is working, successful strategies that are being used to meet program goals, and the impact of the program on students, parents, and schools. As part of this important research, you are being asked to participate in an interview/focus group which should take approximately 30–60 minutes. The discussion will include questions about your insights and experiences with the GEAR UP program during the 2023–24 school year. Please consider the details below prior to deciding to participate in this interview/focus group:

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

By signing below, you are consenting to participate. If you have any questions about the survey, you can contact Kathleen Wang, ICF, at [kathleen.wang@icf.com](mailto:kathleen.wang@icf.com) or (703) 785-5550. For

questions regarding your rights related to this evaluation, you can contact ICF's Institutional Review Board at [IRB@icf.com](mailto:IRB@icf.com).

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

\_\_\_\_\_  
**Sign your name here**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Clearly print your name here**

## C.1.2 Parent Notification for Student Survey

### Texas GEAR UP: Beyond Grad Evaluation Parent Notification for Student Survey, 2024

<Date>, 2024

Dear Parent or Guardian:

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

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

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

If you have any questions about the survey, you can contact Kathleen Wang, ICF, at [kathleen.wang@icf.com](mailto:kathleen.wang@icf.com) or (703) 785-5550. She is the project manager for the study. For questions regarding your rights related to this evaluation, you can contact ICF's Institutional Review Board at [IRB@icf.com](mailto:IRB@icf.com). If you agree with your child participating in the survey, you do not have to do anything in response to this letter. If you **do not** want your child to complete the



survey for research purposes, even if this information is confidential, please complete the form on the following page and return to **<School Designee>** by **<Date, 2024>**. Our team will work with the school to ensure that your child does not complete the survey if you do not want them to do so.

Sincerely,  
Kathleen Wang

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

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

to participate in the Texas GEAR UP survey in spring 2024.

Your name (Please Print): \_\_\_\_\_

Your signature: \_\_\_\_\_

Date: \_\_\_\_\_

### C.1.3. Parent Consent Form

#### Texas GEAR UP: Beyond Grad Evaluation Parent Consent Form, 2024

Date: **Month X**, 2024

Dear Parent or Guardian:

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

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

If you have any questions about the study, please contact Kathleen Wang, ICF, at [kathleen.wang@icf.com](mailto:kathleen.wang@icf.com) or (703) 785-5550. For questions regarding your rights related to this evaluation, you can contact ICF's Institutional Review Board at [IRB@icf.com](mailto:IRB@icf.com). Please complete the form on the following page and turn in the completed form to [coordinator/site contact] by date. Your student will not be able to participate in the focus group without your signed consent to do so.

Sincerely,

[Insert appropriate signatory]

**To indicate your consent to have your child participate in this GEAR UP focus group in spring 2024, please sign your name below in black/blue ink pen.**

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

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

Your name (Please Print): \_\_\_\_\_

Your signature: \_\_\_\_\_

Date: \_\_\_\_\_

## C.1.4 Student Focus Group Assent

### Texas GEAR UP: Beyond Grad Evaluation Student Focus Group Assent Form, 2024

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Welcome!

Your school is participating in Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant program this year. This program is led by the Texas Education Agency (TEA). This program tries to prepare middle school and high school students for college and career. TEA hired ICF and Agile Analytics to interview students to learn more about how the GEAR UP grant program is working. The information that you share in this group interview, called a focus group, will be used to improve the future college and career activities for students and families. In today's focus group, we will be asking about your experiences this school year, 2023–24.

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

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

If you have any questions about the study, please contact Kathleen Wang, ICF, at [kathleen.wang@icf.com](mailto:kathleen.wang@icf.com) or (703) 785-5550. For questions regarding your rights related to this evaluation, you can contact ICF's Institutional Review Board at [IRB@icf.com](mailto:IRB@icf.com).

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

\_\_\_\_\_  
**Sign your name here**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Clearly print your name here**

## C.2. Survey Instruments

### C.2.1 Student Survey

#### **Texas GEAR UP: Beyond Grad Evaluation Student Survey (Grades 9–12), 2024**

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

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

If you have any questions about the survey, you can contact Kathleen Wang at [Kathleen.Wang@icf.com](mailto:Kathleen.Wang@icf.com) or (703) 785-5550. For questions regarding your rights related to this evaluation, you can contact ICF's Institutional Review Board at [IRB@icf.com](mailto:IRB@icf.com).

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

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



**Section I: Background****1. What is your grade level this school year?**

- a. Grade 9
- b. Grade 10
- c. Grade 11
- d. Grade 12

**2. Please select the school you attend this school year.**

- a. C.E. King High School
- b. Cleveland High School
- c. Mathis High School
- d. San Elizario High School
- e. Sinton High School
- f. Van Horn School
- g. None of the above *(Skip to the end of the survey.)*

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

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

## Section II: College and Career

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

### 4. Have you identified a career path that you are interested in pursuing after high school?

- Yes
- No
- Maybe/I'm not sure

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

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

I know where to find PSAT (Preliminary SAT) or SAT test preparation resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to find ACT Aspire or ACT test preparation resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to find Texas Success Initiative (TSI) Assessment test preparation resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know which college entrance exam(s) I want to take (SAT/PSAT, ACT/ACT Aspire, and/or TSI Assessment).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the scholarship opportunities available to help pay for college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the Pell Grant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the FAFSA (Free Application for Federal Student Aid) or TASFA (Texas Application for State Financial Aid).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

form in order to graduate.					
I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

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

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

**9. What is the highest level of education completed by your parent(s)/guardian(s)? Please answer this question for the parent/guardian who achieved the highest level of education. For example, if your mother has a 4-year college degree and your father has a high school diploma, select 4-year college degree.**

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

**Grade 12 ONLY**

***(Only students who selected this as the grade they are currently in will see questions 9–11.)***

**10. [If respondent selected option 'd' in Question 1] Have you completed either the Free Application for Federal Student Aid (FAFSA) or the Texas Application for State Financial Aid (TASFA)?**

- a. Yes, I completed the FAFSA or TASFA.
- b. No, but I plan on completing either a FAFSA or TASFA this year.
- c. No, I don't plan on completing either a FAFSA or TASFA this year.

**11. [If respondent selected option 'd' in Question 1] Have you taken a college entrance exam?**

- a. Yes, I took the SAT, ACT, or TSI Assessment.
- b. No, but I plan on taking the SAT, ACT, or TSI Assessment in the future.
- c. No, I don't plan on taking the SAT, ACT, or TSI Assessment.

**12. [If respondent selected option 'd' in Question 1] How many college (2-year or 4-year programs) or trade school applications have you completed?**

- a. None, and I do not plan to complete any this school year.
- b. None, but I plan to complete one or more this school year.
- c. I have completed one college or trade school application.
- d. I have completed two or more college or trade school applications.

**Section III: Participation in GEAR UP Activities/Services**

***College or Career Advising***

**13. Have you met one-on-one (in person or virtually/online/on the phone) with a school counselor, college/career advisor, or other staff member about planning for college and/or career this school year?**

- a. Yes
- b. No

**14. [If respondent selected option 'b' in Question 13] Please select the most accurate explanation for why you have not participated in a one-on-one meeting with your counselor, college/career advisor, or other staff member about planning for college and/or career.**

- a. I did not know meetings were being offered.
- b. I was not interested.
- c. I was busy with school/family/work, or my schedule did not allow me to participate.
- d. I have already completed my own preparation independently.
- e. Other (please describe): \_\_\_\_\_

**15. [If respondent selected option 'a' in Question 13] Please select the topic(s) you discussed during the one-on-one counseling/advising session(s) this school year. (Select all that apply.)**

- a. My grades
- b. Course selection/scheduling
- c. Personal Graduation Plan
- d. PSAT, SAT, ACT Aspire, ACT, or TSI Assessment
- e. Dual credit opportunities
- f. Career and technical education (CTE) programs of study
- g. Changing/dropping an endorsement
- h. College plans or interests
- i. College applications
- j. Career plans or interests
- k. Enlisting in the military
- l. Job/internship/shadowing applications
- m. Financial aid for college
- n. The Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate
- o. Other (please describe): \_\_\_\_\_

**16. [If respondent selected option 'a' in Question 13] Please rate your level of agreement with the following statements about your one-on-one counseling/advising session(s) this school year.**

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>I don't know/Not applicable</i>
The counseling/advising session(s) helped me to develop a plan for my education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The counseling/advising session(s) helped me to select the best classes to take to achieve my goals for my education and career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The counseling/advising session(s) provided me with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

17. **[If respondent selected option 'a' in Question 13]** Overall, how satisfied have you been with your individual counseling/advising session(s) this school year?

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

18. **[If respondent selected option 'a' or 'b' in Q17]** Please tell us why you were dissatisfied with your individual counseling/advising session(s). *(Select all that apply.)*

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

**College Visit(s)**

19. Have you participated in an in-person or virtual (online) college visit(s) this school year?
- Yes
  - No
20. **[If respondent selected option 'b' in Question 19] Please select the most accurate explanation for why you have not participated in an in-person or virtual (online) college visit this year.**
- I did not know college visits were being offered.
  - I was not interested in any college visits.
  - I was busy with school/family/work or my schedule did not allow me to participate.
  - Other (please describe): \_\_\_\_\_
21. **[If respondent selected option 'a' in Question 19] Please select each of the activities you have participated in during your virtual or on-campus college visit(s) this school year. (Select all that apply.)**
- Campus tour
  - College class observation
  - Listened to a speaker (e.g., admissions officer, professor, student)
  - Other (please describe): \_\_\_\_\_
22. **[If respondent selected option 'a' in Question 19] Please select the types of information you have learned about on your college visit(s) this school year. (Select all that apply.)**
- Layout/environment of the campus
  - Various academic programs or areas of study
  - How academically challenging college classes are
  - Student academic services
  - Campus diversity
  - Firsthand experiences from college students
  - Student clubs/organizations
  - Financial aid/resources
  - Other (please describe): \_\_\_\_\_
23. **[If respondent selected option 'a' in Question 19] Please rate your level of satisfaction with the college visit(s) that you have participated in this school year.**
- Strongly dissatisfied
  - Dissatisfied
  - Satisfied
  - Strongly satisfied
  - I don't know/Not applicable

24. **[If respondent selected option 'a' or 'b' in Q23] Please tell us why you were dissatisfied with the college visit(s) you participated in this school year. (Select all that apply.)**
- The school we visited was not welcoming.
  - The trip did not provide me with useful information.
  - There was not enough time to see the campus and answer my questions.
  - Other (please describe): \_\_\_\_\_

### ***College and/or Career Fairs***

25. **Have you participated in one or more virtual or in-person (on site) college and/or career fairs this school year?**
- Yes
  - No
26. **[If respondent selected option 'b' in Question 25] Please select the most accurate explanation for why you have not participated in a college and/or career fair this year.**
- I did not know college and/or career fairs were being offered.
  - I was not interested in college and/or career fairs.
  - I was busy with school/family/work or my schedule did not allow me to participate.
  - Other (please describe): \_\_\_\_\_
27. **[If respondent selected option 'a' in Question 25] Please select the types of information you have learned about during the college and/or career fairs this school year. (Select all that apply.)**
- Information about one or more colleges
  - Various academic programs or areas of study at one or more colleges
  - How academically challenging college classes are
  - Student academic services
  - Campus diversity
  - Firsthand experiences from college students
  - Student clubs/organizations
  - Financial aid/resources
  - Various career options
  - What it is like to work a certain job
  - Companies in my region
  - Education required for certain careers
  - Technical skills required for certain careers
  - Salaries of certain careers
  - Other (please describe): \_\_\_\_\_

28. **[If respondent selected option 'a' in Question 25]** Please rate your level of satisfaction with the college and/or career fairs that you have participated in this school year.
- Strongly dissatisfied
  - Dissatisfied
  - Satisfied
  - Strongly satisfied
  - I don't know/Not applicable
29. **[If respondent selected option 'a' or 'b' in Q28]** Please tell us why you were dissatisfied with the college and/or career fairs you participated in this school year. **(Select all that apply.)**
- There was not enough available staff.
  - The event was not long enough.
  - There were too many students at the event.
  - My career of interest was not included.
  - My college of interest was not included.
  - Other (please describe): \_\_\_\_\_

### ***Work-Based Learning***

30. Have you participated in one or more virtual or in-person (on-site) work-based learning activities (e.g., job site visit, job shadowing, career day/fair, presentations about different career options, online discussions with professionals in a field of your interest) this school year?
- Yes
  - No
31. **[If respondent selected option 'b' in Question 30]** Please select the most accurate explanation for why you have not participated in a work-based learning activity this year.
- I did not know work-based learning activities were being offered.
  - I was not interested in any work-based learning activities.
  - I was busy with school/family/work or my schedule did not allow me to participate.
  - Other (please describe): \_\_\_\_\_
32. **[If respondent selected option 'a' in Question 30]** Please select the types of information you have learned about during the work-based learning activity/activities this school year. **(Select all that apply.)**
- Various career options
  - What it is like to work a certain job
  - Companies in my region
  - Education required for certain careers
  - Technical skills required for certain careers
  - Salaries of certain careers
  - Other (please describe): \_\_\_\_\_

33. **[If respondent selected option 'a' in Question 30]** Please rate your level of satisfaction with the work-based learning activity/activities that you have participated in this school year.
- Strongly dissatisfied
  - Dissatisfied
  - Satisfied
  - Strongly satisfied
  - I don't know/Not applicable
34. **[If respondent selected option 'a' or 'b' in Q33]** Please tell us why you were dissatisfied with the work-based learning activity/activities you participated in this school year. *(Select all that apply.)*
- I did not like the job.
  - The work I did was not aligned to my career of interest.
  - The experience was too long.
  - The experience was not long enough.
  - Other (please describe): \_\_\_\_\_

#### Section IV: Academic initiatives

##### Grade 9-11 ONLY

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

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

**Grade 12 ONLY**

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

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

**Grade 12 ONLY**

*(Only students who selected option 'd' in Q1 will see questions 37–41.)*

**37. [If respondents selected option 'd' in Question 1] Have you participated in tutoring for any of your classes this school year?**

- a. Yes
- b. No

**38. [If respondent selected option 'a' in Question 37] What type(s) of tutoring have you participated in this school year? *(Select all that apply.)***

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



39. **[If respondent selected option 'a' in Question 37]** Has the tutoring you received this year helped you succeed in your classes?
- Yes
  - No
40. **[If respondent selected option 'a' in Question 37]** Please rate your level of satisfaction with the tutoring that you participated in this school year.
- Strongly dissatisfied
  - Dissatisfied
  - Satisfied
  - Strongly satisfied
  - I don't know/Not applicable
41. **[If respondent selected option 'a' or 'b' in Q40]** Please tell us why you were dissatisfied with the tutoring you participated in this school year. *(Select all that apply.)*
- I did not understand the tutoring.
  - The tutoring did not support my academic needs.
  - The times that tutoring was offered were not good for my schedule.
  - The tutoring was too long.
  - The tutoring was not long enough.
  - Other (please describe): \_\_\_\_\_

**Grades 10–12 ONLY**

*(Only students who selected the grades indicated in Questions 42 and 43 will see the questions below.)*

42. **[GRADE 10 only: If respondent selected option 'b' in Question 1]** Have you completed any type of PSAT/ACT Aspire/TSI Assessment test prep (e.g., online lessons, practice tests, prep courses, test prep books) in your math and/or English/language arts classes this school year?
- Yes
  - No
43. **[Grade 11 or 12 only: If respondent selected option 'c' or 'd' in Question 1]** Have you completed any type of SAT/ACT/TSI Assessment test prep (e.g., online lessons, practice tests, prep courses, test prep books) in your math and/or English/language arts classes this school year?
- Yes
  - No
44. **[If respondent selected option 'a' in Question 42 or Question 43]** Do you believe the test prep you have completed this school year has prepared you/will prepare you for the test?
- Yes
  - No

**Grades 9–12: Final question**

**45. What suggestions do you have for improving college and career activities/services at your school? (*Select all that apply.*)**

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

**Grade 12 ONLY**

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

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

**47. Please tell us why [PIPED TEXT FROM PREVIOUS RESPONSES TO Q46] were the most helpful for you? \_\_\_\_\_**

**Thank you for your time!**

## C.2.2 Parent Survey

### Texas GEAR UP: Beyond Grad Evaluation Parent/Guardian Survey (Grades 9–12), 2024

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Your child’s school is a recipient of the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad grant. Run by the Texas Education Agency (TEA), the GEAR UP program is focused on increasing college and career awareness, readiness, and success. TEA hired a company named ICF to study how the GEAR UP grant program is working.

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

If you have any questions about the survey, you can contact Kathleen Wang at [Kathleen.Wang@icf.com](mailto:Kathleen.Wang@icf.com) or (703) 785-5550. For questions regarding your rights related to this evaluation, you can contact ICF’s Institutional Review Board at [IRB@icf.com](mailto:IRB@icf.com).

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

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

**Section I: Background**

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

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

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

**Section II: College and Career**

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

4. Has your child identified a career path they are interested in pursuing after high school?
- Yes
  - No
  - Maybe/I'm not sure

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

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

SAT) test preparation resources for my child.					
I know where to find ACT or ACT Aspire test preparation resources for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where to find TSI Assessment test preparation resources for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of scholarship opportunities available to help pay for college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the FAFSA (Free Application for Student Aid).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the TASFA (Texas Application for Student Financial Aid).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the Pell Grant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. Is your child planning to continue their education (e.g., 2-year or 4-year college, and/or certificate program) after high school?**

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



**7. [If respondent selects 'no' or 'I'm not sure' in Question 6] Please select the reason(s) that may prevent your child from continuing their education after high school.**

- a. My child's grades are not good enough.
- b. My child plans to enlist in the military.
- c. It costs too much.
- d. My child plans to work.
- e. I'm not sure what my child plans to do after high school.
- f. Other (please describe): \_\_\_\_\_

**8. What is the highest level of education you hope your child completes?**

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

**9. What is the highest level of education you expect your child to complete?**

- i. Less than high school
- j. High school diploma or a GED
- k. Some college or career/technical institute (e.g., occupational certificate)
- l. 2-year college or an associate degree
- m. 4-year college or a bachelor's degree
- n. Graduate degree (master's degree or above)
- o. Professional degree (e.g., law, medicine, etc.)
- p. I don't know/I'm not sure

**10. What is the highest level of education you completed?**

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

**Grade 12 ONLY**

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

11. **[If respondent selected option 'd' in Question 2 and 'Yes' or 'I'm not sure' on Question 6] Have you/another family member or your child completed the Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA) this year for your child's education?**
- Yes, my child or I/another family member have completed the FAFSA or TASFA.
  - No, but my child or I/another family member plan on completing either a FAFSA or TASFA this year.
  - No, neither my child nor I/another family member plan on completing either a FAFSA or TASFA this year.
  - I don't know/I'm not sure.
12. **[If respondent selected option 'd' in Question 2] Has your child taken a college entrance exam?**
- Yes, my child took the SAT, ACT, or TSI Assessment.
  - No, but my child plans on taking the SAT, ACT, or TSI Assessment in the future.
  - No, my child doesn't plan on taking the SAT, ACT, or TSI Assessment.
13. **[If respondent selected option 'd' in Question 2] How many college (2-year or 4-year programs) or trade school applications has your child completed?**
- None; my child does not plan on completing any this school year.
  - None, but my child plans on completing one or more this school year.
  - My child has completed one application to a college or trade school.
  - My child has completed two or more applications to colleges or trade schools.

**Section III: College or Career Counseling/Advising**

14. **Have you met one-on-one (in person or virtually/online/on the phone) with your child's counselor, advisor, or other school staff member about your child's college and/or career options or plans this school year?**
- Yes
  - No
15. **[If respondent selected option 'b' in Question 14] Please select the most accurate explanation for why you have not participated in a one-on-one meeting with your child's counselor, advisor, or other school staff member.**
- I did not know meetings were being offered.
  - I was not interested because my child is in good academic standing.
  - I was busy with family/work or my schedule did not allow me to participate.
  - Other (please describe): \_\_\_\_\_

**16. [For parents who selected option ‘a’ in Question 14] Please select the topics you have discussed during the one-on-one counseling/advising session(s) this school year. (Select all that apply.)**

- a. Your child’s grades
- b. Course selection/scheduling for your child
- c. How academically challenging your child’s courses are
- d. Opportunities for you as a parent to participate in activities/events
- e. Your child’s Personal Graduation Plan
- f. PSAT, SAT, ACT Aspire, ACT, or TSI Assessment
- g. Dual credit opportunities
- h. Career and technical education (CTE) programs of study
- i. Changing/dropping an endorsement
- j. Your child’s college plans or interests
- k. College applications
- l. The Texas law that requires completion of FAFSA, TASFA, or an opt-out form to graduate from high school
- m. Enlisting in the military
- n. Your child’s career plans or interests
- o. Job/internship/shadowing applications
- p. Financial aid for college, including FAFSA, TASFA, Pell Grant, etc.
- q. Other (please describe): \_\_\_\_\_

**17. [If respondent selected option ‘a’ in Question 14] Please rate your level of agreement with the following statements about the one-on-one counseling/advising session(s) that you participated in this school year.**

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

child prepare for college entrance exams.					
provided me with information about my child's grades/test scores to achieve their college/career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provided me with information about how our family may pay for college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provided me with information that was specific to our family's situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

**19. [If respondent selected option 'a' or 'b' in Q18] Please tell us why you were dissatisfied with your individual counseling/advising session(s).**

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

**Section IV: Parent/Family Events**

**20. Have you participated in a parent/family event at your child's school this school year that provided college or career information for your child?**

- a. Yes
- b. No

**21. [If respondent selected option 'a' in Question 20] Please select the types of information you have learned about at the parent/family event(s) that you attended this school year. (Select all that apply.)**

- a. Availability of college and career advising
- b. Different types of college options (e.g., 2-year, 4-year, and technical school options; public vs. private colleges)
- c. Options for paying for college (e.g., Pell Grant, scholarships, federal loans)
- d. Texas law that requires completion of FAFSA, TASFA, or an opt-out form to graduate from high school
- e. Academic requirements for college (e.g., grades, test scores, courses)
- f. In-demand careers in your region
- g. Training and educational requirements for certain careers
- h. Options to take high school courses aligned with certain careers
- i. Other (please describe): \_\_\_\_\_

**22. [If respondent selected option 'a' in Question 20] Please rate your level of agreement with the following statements about the parent/family event(s) that you have participated in this school year.**

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

**23. [If respondent selected option 'a' in Question 20] Please rate your level of satisfaction with the parent/family event(s) that you have participated in this school year.**

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

24. **[If respondent selected option 'a' or 'b' in Q23]** Please tell us why you were dissatisfied with the parent/family event(s) that you have participated in this school year. *(Select all that apply.)*
- There was not enough available staff.
  - The event was not long enough.
  - There were too many students at the event.
  - My child's career of interest was not included.
  - My child's college of interest was not included.
  - Other (please describe): \_\_\_\_\_
25. **[If respondent selected option 'b' in Question 20]** Please select the most accurate reason for why you have not participated in a parent/family event this school year.
- I did not know about any parent/family event(s).
  - I was not interested in the parent/family event(s) that were offered to me.
  - I was busy with family/work or my schedule did not allow me to participate.
  - Other (please describe): \_\_\_\_\_
26. Overall, how satisfied are you with your child's school's efforts to inform you of important college/career information, deadlines, and events?
- Strongly dissatisfied
  - Dissatisfied
  - Satisfied
  - Strongly satisfied
  - I don't know/Not applicable
27. **[If respondent selected option 'a' or 'b' in Q26]** Please tell us why you were dissatisfied with your child's school's efforts to inform you of important college/career information, deadlines, and events. *(Select all that apply.)*
- There was a delay in sending college/career information.
  - My child's career of interest was not included.
  - My child's college of interest was not included.
  - Other (please describe): \_\_\_\_\_
28. What suggestions do you have for improving college and career activities/services at your child's school?
- Provide more information on college and financial aid.
  - Provide more information about careers.
  - Offer more modes of communication with parents/families.
  - Improve communication quality (e.g., responsiveness) with parents/families.
  - Other (please describe): \_\_\_\_\_

Thank you for your time!

### C.2.3 Personnel Survey

#### **Texas GEAR UP: Beyond Grad Evaluation School Personnel Survey (High School only), 2024**

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

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

If you have any questions about the survey, you can contact Kathleen Wang at [Kathleen.Wang@icf.com](mailto:Kathleen.Wang@icf.com) or (703) 785-5550. For questions regarding your rights related to this evaluation, you can contact ICF's Institutional Review Board at [IRB@icf.com](mailto:IRB@icf.com).

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

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



## Background

1. **What is your primary position at this school this year? Please select the option that *best* categorizes your position, even if the option is not your *exact* position.**
  - a. Administrator (e.g., principal, assistant principal)
  - b. Counselor/Student Services Personnel (e.g., head of student services office, advisor, career center staff)
  - c. Teacher/Instructional Support Personnel (e.g., English Language Arts teacher, literacy specialist, instructional assistant)
  - d. Other (please describe): \_\_\_\_\_
  
2. **How many years have you worked in this position at this school?**
  
3. **How many years have you worked in this position overall?**
  
4. **Which Texas GEAR UP: Beyond Grad school do you work at this school year? (*Select all that apply.*)**
  - a. C.E. King High School (including 9<sup>th</sup> grade campus)
  - b. Cleveland High School (including 9<sup>th</sup> grade campus)
  - c. Mathis High School
  - d. San Elizario High School
  - e. Sinton High School
  - f. Van Horn School
  - g. None of the above (*Skip to the end of the survey.*)
  
5. **What grades do you serve in your position at your school this year? (*Select all that apply.*)**
  - a. Kindergarten–Grade 8 (*If only response selected, skip to the end of the survey.*)
  - b. Grade 9
  - c. Grade 10
  - d. Grade 11
  - e. Grade 12
  
6. **[*If respondent is a teacher [selected 'c' in Question 1]:* What subjects do you teach this school year? (*Select all that apply.*)**
  - a. English Language Arts
  - b. Mathematics
  - c. Social studies
  - d. Science
  - e. Arts (e.g., music, drama, fine art)
  - f. Physical education
  - g. Business/marketing
  - h. English as a Second Language (ESL)
  - i. Advancement Via Individual Determination (AVID)
  - j. Other (please describe):  


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## Professional Development and Vertical Teaming

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

7. **[Ask only of core content teachers; selected option 'a', 'b', 'c', or 'd' in Question 6']:** So far in the school year, have you participated in one or more professional development sessions intended to increase the academic rigor of your curriculum?
- Yes
  - No
  - I'm not sure
8. **[If respondent selected option 'b' in Question 7:]** Please select the most accurate explanation for why you have not participated in professional development intended to increase the academic rigor of your curriculum.
- I did not know such professional development was being offered.
  - I was not interested in the professional development.
  - I was busy with school/family/work, or my schedule did not allow me to participate.
  - Other (please describe): \_\_\_\_\_
9. **For respondents who selected option 'a' in Question 7:** Please select the mode, either in person or virtual (online), in which you have received professional development intended to increase the academic rigor of your curriculum.
- Only in person
  - Only online/virtual
  - Both in person and online/virtual
10. **Ask only of those who selected option 'a' in Question 7:** Please rate your level of agreement with the following statements about professional development.

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

- 11. Ask only of core content teachers [selected option 'a', 'b', 'c', or 'd' in Question 6]:**  
Please indicate the number of teacher coaching and/or mentoring sessions that you have received so far this school year.
- None
  - 1–2
  - 3–4
  - 5 or more
- 12. Ask only of those who participated in question 11 [selected option 'b,' 'c,' or 'd']:**  
Please select the topics you have discussed or learned about in your teacher coaching/mentoring sessions this school year. *(Select all that apply.)*
- Academic rigor
  - Project-based learning
  - Advanced instructional strategies
  - Student engagement
  - Student readiness for postsecondary education
  - Academic supports for students
  - Virtual or distance-based learning
  - Tutoring
  - Other (please describe): \_\_\_\_\_
- 13. Ask only of those who selected option 'b', 'c', or 'd' in Question 11:** Please rate your level of agreement regarding the following statement:
- The teacher mentoring/coaching that I have received so far this school year has helped me to increase academic rigor in my courses.*
- Strongly disagree
  - Disagree
  - Agree
  - Strongly agree
  - I don't know/Not applicable
- 14. Ask only of counselors [selected option 'b' in Question 1]:** Have you participated in the Texas OnCourse modules this year?
- Yes
  - No
  - I'm not sure

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

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

**16. Ask only of teachers and administrators [selected option ‘a’ or ‘c’ in Question 1]: Please select all the people with whom you have participated in vertical teaming from summer 2022 to the present. (Select all that apply.)**

- a. Middle school teachers
- b. High school teachers
- c. Middle school administrators
- d. High school administrators
- e. District staff
- f. Staff from postsecondary institutions
- g. None of the above
- h. I have not participated in vertical teaming since summer 2022.

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

***The vertical teaming that I have participated in so far this school year has helped to align curriculum and reduce the need for remediation at the postsecondary level for students at my school.***

- a. Strongly disagree
- b. Disagree
- c. Agree
- d. Strongly agree
- e. I don't know/Not applicable

**Providing Postsecondary Education and Career Information to Students**

**18. For administrators, counselors, and teachers [selected option ‘a’, ‘b’, or ‘c’ in Question 1]: Please rate your level of familiarity with the college advising services offered at your school this year to students and parents/guardians.**

- a. I’m not familiar with the college advising services offered at my school this year to students and parents/guardians.
- b. I am somewhat familiar with the college advising services offered at my school this year to students and parents/guardians.
- c. I am very familiar with the college advising services offered at my school this year to students and parents/guardians.

**19. For administrators, counselors, and teachers [selected option ‘a’, ‘b’, or ‘c’ in Question 1] familiar with college advisors [selected option ‘b’ or ‘c’ in Question 18]: Please rate your level of agreement with the following statements about the college advising services offered at your school this year to students and parents/guardians.**

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

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

- 21. For administrators, counselors, and teachers [selected option 'a', 'b', or 'c' in Question 1] familiar with college advisors [selected option 'b' or 'c' in Question 18]: What are the areas of improvement that you see in the college advising services offered at your school?**

- 22. Please select the top three postsecondary education and career readiness services that you believe have been most helpful for students and/or the district.**

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

- 23. Please select the top three postsecondary education and career readiness services that you believe will be the most difficult to sustain without GEAR UP support.**

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

- 24. For administrators, counselors, and teachers [selected option 'a', 'b', or 'c' in Question 1]: Please order these factors according to the extent to which you believe they will influence your school's ability to sustain GEAR UP services and activities from most influential to least influential.**
- They cost too much.
  - We do not have enough staff to support them.
  - They were not helpful for our students.
  - We lacked support from school system at large.
  - Other (please describe): \_\_\_\_\_

### Parental Engagement

- 25. For administrators, counselors, and teachers [selected option 'a', 'b', or 'c' in Question 1]: Which communication methods have you used to provide parents/guardians with information regarding how to prepare their child for college and career this year? (Select all that apply.)**
- Phone calls
  - In-person meeting/conversation
  - Virtual meeting platform (e.g., Zoom)
  - Email
  - Text message
  - Social media
  - Newsletters
  - Group meetings
  - One-on-one meetings
  - Hard copy letters, handouts, or packets
  - Website links
  - Other (please describe):  
\_\_\_\_\_

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

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

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



**27. For teachers [selected option 'c' in Question 1, and if selected 'Yes' for any course in Question 26]: Which requirements must students meet to enroll in AP, honors, or dual credit courses?**

	<i>AP</i>	<i>Honors</i>	<i>Dual Credit</i>
a. Have a certain grade in the subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Have a certain overall GPA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teacher recommendation or approval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Counselor recommendation or approval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Passing score on Texas Success Initiative (TSI) Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Parent permission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (please describe): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

### College Entrance Exams

**29. For counselors and teachers [selected option 'b' or 'c' in Question 1]: Select the ways you personally helped or will help students prepare for college entrance exams such as the SAT, PSAT, TSI Assessment, ACT, and ACT Aspire this school year. (Select all that apply.)**

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

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

- a. Yes
- b. No

**31. If yes to Question 30: Which factors do you encourage students to consider when determining which college entrance exam to participate in? (*Select all that apply.*)**

- a. Registration fee
- b. Amount or type of test preparation in which the student participated
- c. Grades or GPA
- d. College degree student plans to pursue (e.g., certificate, associate's, bachelor's)
- e. Type of postsecondary education institution in which the student plans to enroll (e.g., 2-year community college, 4-year college or university, technical college/trade school)
- f. Student's previous test scores
- g. Location where entrance exam will be administered
- h. Timing of administration
- i. College requirement for entrance exams
- j. Opportunity to participate in exam during the school day (e.g., SAT School Day)
- k. Other (please describe): \_\_\_\_\_

#### FAFSA Delay

**32. For administrators and counselors [selected option 'a' or 'b' in Question 1]: The 2024–25 Free Application for Federal Student Aid (FAFSA) applications were delayed until December 2023 due to changes the US Department of Education is implementing to make the application more streamlined. Please rate your level of agreement with the following statements regarding possible ways this delay has affected students and/or your work.**

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

**Thank you for your time!**

## C.2.4 Statewide Initiative District Survey

The goal of an effective advising program is that all students are empowered to engage in academic and career planning, and educators are equipped with the knowledge, resources, and time to support all students in planning and preparing for postsecondary success. The Texas Education Agency (TEA) has contracted with a company called ICF to survey personnel in your school district to gather feedback that will help improve its statewide advising initiatives. You are receiving this survey because you have been identified by your Education Service Center (ESC) as someone with knowledge of advising services in your district. This survey asks you questions about your perceptions of your district's advising services this school year. It takes about 5–10 minutes to complete. Your answers to the questions will be used to help improve advising services for districts and students across Texas.

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

If you have any questions about the survey, you can contact Kathleen Wang at [Kathleen.Wang@icf.com](mailto:Kathleen.Wang@icf.com) or (703) 785-5550. For questions regarding your rights related to this evaluation, you can contact ICF's Institutional Review Board at [IRB@icf.com](mailto:IRB@icf.com).

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

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

## Background

1. **What is your primary position at your school district during the 2023–24 school year?**
  - a. Administrator
  - b. Counselor/Student Support Services Staff
  - c. Curriculum & Instruction Coordinator
  - d. Other (please describe) \_\_\_\_\_

## College and Career Counseling/Advising Services

*The next set of questions relates to the college and career counseling/advising services offered in your district.*

2. **Does each campus employ a counselor or an advisor dedicated to providing college/career advising services?**
  - a. Yes
  - b. No
  - c. Don't know
3. **Does your district partner with external organizations or other agencies to provide college/career advising services?**
  - a. Yes
  - b. No
  - c. Don't know
4. **[If respondent selected option 'a' in Q3] What is the name of the external partner(s) that your district coordinates with to provide college/career advising? (*Select all that apply.*)**
  - a. Advise Texas
  - b. CFES Brilliant Pathways
  - c. College Advising Corps (CAC)
  - d. Other (please describe) \_\_\_\_\_

*The following questions ask more broadly about any of the counseling/advising services provided by counselors/advisors in your district.*

5. **On average, how frequently are counselors/advisors in your district expected to meet with *students*?**
  - a. Less than once a year
  - b. Once a year
  - c. Once a semester
  - d. Once a quarter
  - e. Once a month
  - f. I don't know/I'm not sure
  - g. Other (please describe) \_\_\_\_\_

6. **Typically, when are counselors/advisors in your district expected to initiate discussions with *students* about their graduation plans and/or career goals?**
- Grade 6
  - Grade 7
  - Grade 8
  - Grade 9
  - Grade 10
  - Grade 11
  - Grade 12
  - I don't know/I'm not sure
7. **How frequently are counselors/advisors in your district expected to meet with *students* to discuss their graduation plans and/or career goals?**
- Less than once a year
  - Once a year
  - Once a semester
  - Once a quarter
  - Once a month
  - I don't know/I'm not sure
  - Other (please describe) \_\_\_\_\_
8. **On average, how frequently are counselors/advisors expected to meet with *parents/guardians*?**
- Less than once a year
  - Once a year
  - Once a semester
  - Once a quarter
  - Once a month
  - I don't know/I'm not sure
  - Other (please describe) \_\_\_\_\_
9. **Typically, when are counselors/advisors expected to initiate college and career counseling/advising sessions for *parents/guardians* in your district?**
- Grade 6
  - Grade 7
  - Grade 8
  - Grade 9
  - Grade 10
  - Grade 11
  - Grade 12
  - I don't know/I'm not sure
10. **How frequently are counselors/advisors expected to meet with *parents/guardians* to discuss their child's graduation plans and/or career goals?**
- Less than once a year
  - Once a year
  - Once a semester
  - Once a quarter
  - Once a month
  - I don't know/I'm not sure
  - Other (please describe) \_\_\_\_\_

**11. Does your district have resources for counselors/advisors to support *middle school students*' transition to high school?**

- a. Yes
- b. No
- c. I don't know/I'm not sure

**12. If respondent selected option 'a' in Q11] Please describe your district's resources for counselors/advisors to support *middle school students*' transition to high**

**school.**

**13. Does your district have resources for counselors/advisors to support *high school students*' postsecondary transition to college and/or career?**

- a. Yes
- b. No
- c. I don't know/I'm not sure

**14. [If respondent selected option 'a' in Q13] Please describe your district's resources for counselors/advisors to support *high school students*' postsecondary transition to college and/or career.**

### **Effective Advising Framework**

*The next set of questions relates to the Effective Advising Framework offered through the Texas Education Agency (TEA). The Effective Advising Framework (EAF) supports implementation of an individual student planning system within the context of a comprehensive school counseling program so that students' academic, career, personal, and social developmental needs are met.*

**15. How familiar are you with TEA's Effective Advising Framework?**

- a. Not at all familiar
- b. Slightly familiar
- c. Somewhat familiar
- d. Moderately familiar
- e. Very familiar

**16. Is your district using TEA's Effective Advising Framework?**

- a. Yes
- b. No
- c. I don't know/I'm not sure

17. **[If respondent selected option 'a' in Q16]** How satisfied are you with your district's implementation of TEA's Effective Advising Framework?

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

18. **[If respondent selected option 'a' or 'b' in Q17]** Please tell us why you were dissatisfied with your district's implementation of TEA's Effective Advising

Framework.

19. Would you like more information on TEA's Effective Advising Framework?

- a. Yes
- b. No

20. **[If respondent selected option 'a' in Q19]** Please describe what more you would like to know about TEA's Effective Advising Framework.

## Conclusion

21. Overall, how satisfied were you with the college and career advising services offered in your district?

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

22. **[If respondent selected option 'a' or 'b' in Q21]** Please indicate why you were dissatisfied with the college and career advising offered in your district.

- a. The district did not have enough counselors/advisors to effectively support students and their families.
- b. There was a shortage of college and career advising resources for students and their families.
- c. There was not enough time for counselors/advisors to discuss college and career plans with students and their families.
- d. Other (please describe) \_\_\_\_\_



**23. What recommendation(s), if any, do you have for the college and career advising services offered by your district?**

**Thank you for your time!**

## C.3. Focus Group Instruments

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

#### Texas GEAR UP: Beyond Grad Evaluation Focus Group Protocol: Primary Cohort Student & Parent/Guardian (Grade 12), Priority Cohort Student (Grades 9, 10, and 11), 2024

#### Setup

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

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

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## All Participants

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### Introduction (~5 mins)

1. Let’s start with introductions. Please tell me your first name, your grade/child’s grade, and your plans/child’s plans after high school. If you aren’t sure what your plans/child’s plans are yet, please let us know that as well.
  - a. *What career do you/your child plan to pursue after high school?*
  - b. *[For students who said they want to attend college/postsecondary education (i.e., 2-year college, 4-year college, and/or technical school):*
    - i. *What motivates you/your child to continue your education after high school?*
    - ii. *How prepared do you think you are/your child is to succeed in college/postsecondary education? Why?*
    - iii. *[Only for priority cohort students] How are you preparing to attend college/postsecondary education?*
  - c. *[If students do not want to attend college/postsecondary education]*
    - i. *What are the reasons you/your child wants to pursue that path?*
    - ii. *What are the main reasons you have/your child has for not wanting to pursue college/postsecondary education? Would you consider attending college at a later time? Why or why not?*
    - iii. *[Only for priority cohort students (Grades 9, 10, and 11)] In what ways, if any, are you preparing now for your plans after graduating high school?*

*During today’s session, we will talk more about the services and activities your high school offers to help students and families to prepare your/your child’s postsecondary plans. As we discuss the school’s college and career programming, please note we are interested in all services provided either in person or virtually (for example, by phone, video call, text, social media, etc.).*

2. How familiar are you with the college and career activities and services (for example, college and career day, college fair, college visits, business site visits, internships, ACT/SAT test prep activities) at your/your child’s school?
  - a. *What do you think is the purpose of these college and career activities and services that you may know of?*
  - b. *What, if any, college and career activities and services have you/your child participated in?*

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

3. During this school year, what, if anything, have you learned about your/your child's postsecondary education (i.e., 2-year college, 4-year college, and/or technical school) opportunities, career opportunities, and financial aid (i.e., how you will pay for postsecondary education) options, from any sources?
  - a. *What have you learned about the preparation needed for postsecondary education (for example, grades, exams, types of courses)?*
  - b. *What types of postsecondary education options have you learned about (for example, 2-year, 4-year, technical school; public vs. private) and what have you learned?*
  - c. *What have you learned about education needed for different types of careers?*
  - d. *What have you learned about the financial aid resources available to help pay for postsecondary education?*
  - e. *[For participants who have not learned about one or more of these topics]*
    - i. *Is this something you would like to receive information about?*
    - ii. *What is the best way for you to learn this information (for example, events hosted by the school, email, social media, school website, texting, newsletters, handouts provided by the school)?*
  
4. *[For participants who have learned about postsecondary education opportunities and financial aid]* How have you learned information about pursuing a postsecondary education degree, receiving financial aid, or exploring career options this school year?
  - a. *What types of resources have you received about these topics (for example, web-based or print communication)? Which were the most helpful? Why?*
  - b. *What types of events have you attended to learn about these topics (for example, college fairs, college and career days, job fairs, site visits)? Were these events in person or virtual? Which events were the most helpful? Why?*
  - c. *Who has provided you with information on postsecondary education opportunities, financial aid, and career opportunities (for example, counselor, advisor, other school staff, others)?*
  
5. *Have you visited a college and career advising space (for example, GO Center) at your/your child's school?*  
*[If yes, refer to the following probes]*
  - a. *Please describe the space.*
    - i. *Where is it located?*
    - ii. *What types of school staff work in the advising space?*
    - iii. *What college and career resources are in the advising space?*
  - b. *Why did you visit the advising space? Specific topic?*
  - c. *How helpful was your visit to the advising space?*

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**Primary Cohort Parents/Guardians**

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**Parent/Guardian Engagement (~15 mins)**

6. *[Ask only of those who indicated they participated in events or received web-based or print communication in Questions 3, 4, and 5]* For those of you who mentioned participating in events or receiving resources to learn about postsecondary education, careers, or financial aid information this school year, what was your impression of these events and/or resources?
  - a. *What information was provided that was new to you? What types of information did you already know?*
  - b. *Did the information learned from the event and/or resource cause you to think differently about your child's future plans? How so?*
  - c. *Were there opportunities to follow up or ask questions? For those of you who attended events, did you feel comfortable asking questions at the event? Did you get the sense that other parents/guardians felt comfortable asking questions? Why or why not?*
  - d. *Did any of the events include time to hear from former students from the district or students who are currently enrolled in college? If so, did you find these speakers helpful?*
  - e. *What could be improved about future parent/guardian events and/or resources?*
7. For those of you who have not participated in a parent/guardian event about postsecondary education, career, or financial aid information this school year, what were the main reasons for not participating?
  - a. *What would make it easier for you to attend future events?*
8. In what ways could your child's school better engage you in discussions regarding postsecondary education and career planning this school year?
  - a. *In your opinion, what are the best ways to engage parents/guardians in your community in discussions about college and career planning for their children (for example, events, email/text/social media communications, one-on-one meetings, other)?*
  - b. *What types of topics do you wish you had more information on?*
  - c. *How can your child's school improve the way they engage parents/guardians in discussions about student postsecondary education/career planning/activities/services?*

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

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### Primary Cohort and Priority Cohort Students

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#### Postsecondary Education and Career Advising (~15 mins)

**NOTE to interviewer: All schools should have their own advisors this year.**

9. The next questions are about interactions with your college and career readiness advisor, (<mention advisor name(s) if known>). Have you interacted with your advisor this year, in person or virtually (text, video/Zoom, social media [Instagram, Twitter, etc.], Google classroom/Canvas)?
  - a. *In what ways have you interacted (for example, one-on-one, groups, web-based platforms, on the phone, virtual)?*
    - i. *Describe your experience using these tools. How did you like these tools/experiences?*
  - b. *How was the relationship with your advisor established? Did they reach out to you?*
  - c. *How is the relationship with your advisor different than or similar to your relationship with your high school counselor?*
  
10. For those of you who had an in-person or virtual one-on-one college and career advising session with your counselor or advisor this school year, what postsecondary education and career topics did you discuss?
  - a. Topics include:
    - i. *Financial aid applications and requirements (e.g., Free Application for Federal Student Aid [FAFSA]/Texas Application for State Financial Aid [TASFA] submission, scholarship, or grant applications)*
    - ii. *Rigorous or challenging course load*
    - iii. *Advanced courses (for example, Advanced Placement [AP], honors, dual credit)*
    - iv. *College entrance exams (including college entrance exam preparation)*
    - v. *[Only for primary cohort (Grade 12)] Your postsecondary plans (e.g., finalizing your postsecondary education list and/or helping with postsecondary education applications, helping with personal essays, career exploration)*
  - b. *What did you learn in your advising session that you found the most helpful? The least?*
  - c. *What did you tell your parents/guardian/family about your advising session? What topics do you still want more information on?*
  - d. *In what ways would you have changed your one-on-one advising session?*
  - e. *How often have you met to discuss college- and career-related topics with your advisor?*
    - i. *Is this schedule consistent? How do you work with the advisor to determine best times?*
    - ii. *How long are your meetings usually?*
  - f. *What, if any, additional supports do you wish your counselor or advisor provided to be better prepared?*

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

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

12. If you attended an in-person or virtual college visit this school year, please describe your experience.
- Was the college visit conducted in person or virtually? How effective was the in-person/virtual format of the college visit?*
  - What did you learn from the college visit?*
  - Can you imagine yourself attending this college campus? Why or why not?*
  - How can your school improve college visits for students?*
13. If you participated in a college and/or career fair this year, please describe your experience.
- Was the fair conducted in person or virtually? How effective was this format for the event?*
  - What did you learn from the college and/or career fair? Is there anything you wish you had learned but did not learn?*
  - What would improve this activity?*
14. If you participated in any work-based learning activities (for example, job site visit, job shadowing, career day, presentations about different career options, online/virtual discussions with professionals in a field of your interest) this school year, please describe your experience.
- Was this an in person or virtual experience? How effective was the format?*
  - What did you learn?*
  - What would improve this activity?*

### **Advanced Coursework (~3 minutes)**

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



**Advanced Mathematics (~4 minutes)**

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

**Parent/Guardian Engagement (~2 minutes)**

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

**Preparation for Postsecondary Education Entrance Exams (~4 minutes)**

18. This year, in what ways, if any, have you prepared for postsecondary education entrance exams—SAT, ACT, Texas Success Initiative Assessment (TSIA) (for example, online lessons, practice tests, prep courses, test prep books, prep in your math and/or English/language arts classes)?
- Have you taken any of these exams this year? Which ones? How prepared did you feel to take the exams?*
    - How did you decide which college entrance exams you should take?*
  - What types of information, if any, have your advisor, school counselor, and/or teachers provided you about these exams (for example, test prep, discussion about scores, strategies for improvement)? How did this information compare to similar information you received in previous years? Was it different? Was it more helpful? What recommendations did they make to you about which exam(s) you should participate in this year?*
  - If you have taken any of these exams, how do you think your school could have helped you better prepare for these exams?*

- d. *[If any students suggest that they have not prepared for exams] Were you offered any opportunities to prepare for exams? What were the reasons you did not participate in these test prep opportunities? Would you be interested in participating in test prep activities in the future?*

**THE FOLLOWING QUESTIONS ARE FOR PRIMARY COHORT GRADE 12 STUDENTS AND PARENTS/GUARDIANS ONLY. IF NOT APPLICABLE, SKIP TO QUESTION 23 (~4 minutes)**

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

19. What high school resources were most useful in helping you/your child decide your/their desired college or career path? *[Probe: school staff, websites, other resources]*
20. Are there other resources or activities the school could have offered to help you/your child decide on your/their college and career path? If so, please describe what could have been helpful.
21. What has been most effective in preparing you/your child for your/their education/career? What was least effective?
22. Is there anything that your school could have done differently to help you/your child feel more prepared to pursue your/their desired college or career path?

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**All Respondents**

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**Conclusion (~5 mins)**

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

**Thank you for your time!**

### C.3.2 High School Principal Interview

#### Texas GEAR UP: Beyond Grad Evaluation High School Principal Interview Protocol 2024

##### Setup

- Introduce yourself: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e., Facilitator).
- Briefly discuss the purpose of the interview: *The school you serve is participating in the Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad this year, a grant program which aims to improve postsecondary education and career readiness in middle school and high school. To better understand how the program is working, the Texas Education Agency (TEA) has contracted with ICF to conduct an interview with principals. The purpose of this interview is to learn about how grant implementation is going in your school. Please know that there are no right or wrong answers. This interview will take approximately 30–40 minutes.*
- Convey to 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 consent to participate?*
- Ask permission to record the interview: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If you choose not to have the interview recorded, we will not record the session but will take notes. We will not include your name in these notes. Any information that can be used to identify you will be removed from transcripts prior to being shared. Do I have permission to record the interview?*
- Ask if they have any questions for you before you begin.
- **Start the recording.**

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

**Introduction (~5 mins)**

1. Briefly tell me about your role and responsibilities in your school.
  - *How long have you been at your school? In this role?*

**GEAR UP Implementation (~10 mins)**

2. Tell me how implementing the GEAR UP program in your school/district is going so far, this academic year.
  - *How have GEAR UP goals or initiatives been integrated into your school or district structure?*
  - *Have you observed any promising practices that have emerged in the implementation of GEAR UP activities and services to support college and career preparation efforts for students and their families at your school? If so, please describe.*
  - *Have you observed any challenges in implementing GEAR UP activities and services? If so, please describe.*
3. In what way, if any, has there been alignment between GEAR UP and any school and/or district strategic plans?  
*[If there is alignment, refer to the following probes]*
  - *How does GEAR UP support the initiatives and goals of this plan, if at all? And vice versa, how does the strategic plan support the implementation of GEAR UP at your school?*
  - *Who in your school and/or district was involved in aligning GEAR UP with the strategic plan?*
  - *What suggestions would you make to help them align even more?*
  - *Do you believe the existing alignment will support a successful implementation of GEAR UP?*
  - *Have the goals of the GEAR UP program been integrated into the school culture or framework? If so, how?*

**Parent/Guardian Engagement (~5 mins)**

4. Please describe the level of parent/guardian engagement in college and career events/services at your school this academic year.
  - *In your opinion, what have been the greatest challenges in engaging parents/guardians in college and career events and services?*
  - *In what ways has your school worked to increase parent/guardian engagement?*
  - *Please describe the approaches/activities you have used to engage parents/guardians this year.*
  - *Are there any promising practices or lessons learned in engaging with parents/guardians that your school has identified? If so, please describe.*

**Academic Rigor and Advanced Courses (~10 mins)**

5. This set of questions refers to academic rigor and how it relates to how your school district defines academic rigor, if at all.
  - *In what ways has your school district defined academic rigor? How do YOU define academic rigor?*
  - *[For those with a definition for rigor] How did the district establish a definition for rigor? Who participated in the discussion?*

- *Over the course of the year, what are some changes you have implemented or observed regarding the academic rigor within your school?*
  - *In your opinion, how could the rigor in core content courses be improved?*
6. Please describe the advanced courses (Advanced Placement[AP]/honors/dual credit) offered at your school during this academic year.
- *Approximately what percentage of students are enrolled in advanced courses? How does this compare to previous years?*
  - *[If the advanced course enrollment has increased] What, if any, challenges have you experienced in offering enough sections of advanced courses?*
  - *[Culberson County-Allamore ISD, Mathis ISD, San Elizario ISD, and Sheldon ISD respondents] Are students who are not enrolled in the Early College High School able to enroll in dual credit courses?*
7. What changes in enrollment and offering of these advanced courses has your school experienced this school year?
- *What have been the greatest barriers your school has faced in implementing the advanced courses this year? Successes?*

*The next question focuses specifically on advanced math courses. For the purpose of this discussion, we are considering advanced math courses to be those completed after Algebra I and Geometry, including any Advanced Placement, honors, or dual credit math courses offered through the high school.*

8. What advanced math courses are currently offered at your high school (e.g., Algebra II, calculus, statistics)?
- *Approximately what percentage of students are enrolled in advanced math courses (e.g., Algebra II, calculus, statistics)? How does this compare to previous years?*
  - *Overall, how would you describe students' readiness for advanced math courses (e.g., Algebra II, calculus, statistics) this year? How does this compare to previous years?*
  - *In what ways could students be more prepared for advanced math courses (e.g., Algebra II, calculus, statistics)?*

### **TEA Financial Aid Resources (~5 mins)**

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

9. What has your role been, if any, in supporting implementation of the financial aid application requirement at your high school?
- *Overall, how satisfied are you with the implementation of the financial aid requirement?*
  - *What have been the greatest successes in the implementation of the requirement? Challenges?*
  - *What supports or resources were provided to Grade 12 students and their families to support the completion of this requirement? [Probe for the use of TEA and Texas*

*OnCourse financial aid completion resources and toolkits]*

10. As you know, the 2024–25 FAFSA applications will be delayed until December 2023 due to changes the US Department of Education is implementing to make the application more streamlined. In what ways, if any, is this delay affecting students?
- *How are you helping students and your school navigate this change?*
  - *What additional supports, if any, could help your students and your school navigate this change?*
11. How could your school be better supported by TEA in providing financial aid support for students and families?

**Sustainability (~5 mins)**

12. Now thinking about the future of GEAR UP initiatives in your high school...
- *Is the high school interested in sustaining any GEAR UP services/activities after the primary cohort graduates? If so, which ones?*
  - *What factors will influence your high school's ability to sustain GEAR UP services and activities? [Probe for affordability, ease of use]*
  - *What steps, if any, is your high school taking to sustain GEAR UP services and activities?*
  - *What additional supports (e.g., resources, services, tools, staffing, funding) will your high school need to keep offering GEAR UP services and activities in the future?*
    - *How can the district and the TEA support your high school to sustain GEAR UP services and activities?*
    - *How would your high school use these additional supports?*
13. To your knowledge, have there been any past recommendations or suggestions from previous annual evaluation reports that have been implemented at your school? *[Note for facilitator: Reference list of past recommendations in Appendix A to help prompt discussion.]*
- *How, if at all, are recommendations and findings provided to participating districts?*

**Conclusion (~3 mins)**

14. Do you have anything else to add regarding GEAR UP initiatives at your high school?

**Thank you for your time!**



## Appendix: Overview of Recommendations from Year 5 Annual Implementation Report

### Year 5 Recommendations

- **Provide support for establishing alignment with advanced courses and state standards, especially for those offered in a virtual setting.** Additional resources and support to ensure alignment between new advanced course programs or curricula for participating districts may increase rigor in advanced courses. For example, one district utilized an online program to overcome barriers with staffing advanced courses; however, they expressed additional needs for standardization across the teachers and with state standards.
- **Expand opportunities for students to learn about and understand the requirements and expectations of participating in dual credit courses.** While some districts acknowledged the benefits of dual credit opportunities, there were still concerns that students may not be prepared for—or understand—the benefits of such courses. Emphasizing the expectations of students in dual credit courses along with the benefits of enrollment may support increased success among participating students.
- **Leverage existing opportunities for in-class tutoring.** As site visit participants emphasized that students' competing priorities (e.g., childcare, part-time job) conflicted with after-school tutoring opportunities, leveraging existing opportunities during the school day and expanding them to include tutoring services may increase access to those students for whom after-school offerings are not feasible. For example, site visit participants from one district described having allocated time within school hours for test preparation.
- **Prepare new teachers for a successful year through a New Teacher Academy.** As teacher shortages and staffing concerns were prominent challenges across districts in Year 5, continuing to offer supports focused on classroom management skills and how to establish and maintain rigorous instruction, such as through TNTP's New Teacher Academy, would help ensure new and/or interim teachers were supported, especially non-certified Interim Assignment Teachers.
- **Increase awareness among district teachers and administrators of the definition of academic rigor.** TNTP should consider collaborating with the districts to establish a plan for how district administrators will support a shared understanding of academic rigor across teachers and staff. While TNTP provided participating districts with an overview and definition of academic rigor, site visit participants did not appear to be aware of the shared definition. TNTP recognized that this conceptualization of academic rigor may not have trickled down to teachers or staff within the districts.
- **Increase communication and collaboration between non-profit advisors and district teachers and staff.** Personnel survey respondents emphasized the need for improved communication with non-profit advisors, specifically regarding identifying an



appropriate time for advising and college and career activities based on course and testing schedules.

- **Expand training and resources available to counselors and administrators on components related to allocating their work time.** Participating counselors discussed the need for more information regarding the Texas Education Code (TEC) § 33.006 relating to the use of public school counselor’s work time. Counselors believed there were still duties they were responsible for that, from their assessment of the statute, they believed should have no longer been under their purview. Across districts, counselors were concerned with a lack of clear understanding of specific activities counselors should (or should not) be responsible for under the statute.
- **Expand opportunities for college and career activities available to students.** Broadly, student participants stated they want additional opportunities to learn about postsecondary options. Students expressed the desire for increased hands-on and interactive opportunities, such as the inclusion of classroom observations in college visits.
- **Continue to provide TNTP liaisons to districts to establish strong partnerships and buy-in between participating districts and PD providers.** With the use of district liaisons in Year 5, district staff participating in site visits reported their appreciation for the support they received from TNTP and praised the promptness of that support. Site visit participants noted that, in the past, building a strong relationship with TNTP staff was a challenge, but having a dedicated liaison in Year 5 helped improve the support and services received from TNTP

### C.3.3 Core Content Teachers Interview/Focus Group

#### Texas GEAR UP: Beyond Grad Evaluation Focus Group/Interview Protocol: Core Content Teachers 2024

##### Setup

- Introduce yourself: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e., Facilitator).
- Briefly discuss the purpose of the focus group/interview: *Your 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 college and career counseling in middle school and high school. To better understand how the GEAR UP grant program is working, the Texas Education Agency (TEA) has contracted with ICF to conduct a focus group/interview with educators who are a part of your school's GEAR UP grant program. The purpose of this focus group/interview is to learn about educator perceptions of the professional development delivered at your school this school year (2023–24). Please know that there are no right or wrong answers. [IF FOCUS GROUP] The goal of this focus group is to hear as many different viewpoints as possible. This focus group/interview will take approximately 35–45 minutes.*
- Convey to each participant our confidentiality policy: *(1) The focus group/interview is voluntary; (2) you can decline to answer any questions, or you can stop participating in the focus group/interview at any time without any consequences; (3) the information will be held in confidence, to the extent permitted by law, by members of the ICF team who have signed confidentiality agreements ensuring the protection of data; (4) focus group/interview data will be maintained in secure areas; [IF FOCUS GROUP ] and (5) please respect others' privacy by not sharing any information outside of the focus group.*
- Ask permission to participate in the focus group/interview: *Now that you have heard about the content of this focus group/interview and the confidentiality provisions, do you consent to participate?*
- Ask permission to record the focus group/interview: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If at least one person chooses/if you choose not to have the focus group/interview recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify specific people will be removed from transcripts prior to being shared. Do I have permission to record the focus group/interview?*
- Ask if they have any questions for you before you begin.
- **Start the recording.**

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

**Introduction (~3 mins)**

1. Please introduce yourself, including your first name, the subject(s) you are teaching this year, and how long you have been an educator.
  - a. *How long have you worked in this school district?*

**Academic Rigor (~5 of minutes)**

2. This first set of questions refers to academic rigor, how rigor is defined in the district, and how it relates to the subjects you teach. Also, for the purposes of these questions, academic rigor refers to core content classes. There is no right or wrong answer; we just want to know your perceptions. How does your school define academic rigor, if at all?
  - a. *In what ways, if at all, has your school's definition of rigor changed since you have worked at the school/district?*
  - b. *[For those with a definition for rigor] How did your school establish a definition for rigor? Who participated in the discussion?*
3. In general, how would you describe the current level of academic rigor as it relates to the core content courses you teach?
  - a. *What are some changes you have observed in the academic rigor of core content courses within your school this school year?*
  - b. *What changes have you made, if any, to the level of academic rigor in your core content courses?*
  - c. *In your opinion, how could the level of rigor in your school's core content courses be improved?*

**Advanced Courses (~12 mins)**

4. Please describe the advanced courses (Advanced Placement [AP]/honors/dual credit) offered at your school during this academic year.
  - a. *Generally, about what percentage of students are participating? Have you seen any changes in students' participation levels compared to previous years?*
  - b. *Were students more or less academically prepared this year to be successful in advanced courses compared to previous years?*
  - c. *In your opinion, how could students be better prepared for advanced courses?*
5. *[For those who offer dual credit]* What have been the greatest challenges/successes in engaging students in dual credit this academic year?
  - a. *In your opinion, how could students be better supported to be successful in dual credit courses?*
  - b. *What promising practices have you identified in increasing student engagement and participation in dual credit?*

6. *[For those who offer AP/honors courses]* What have been the greatest challenges/successes in engaging students in AP/honors courses this academic year?
  - a. *In your opinion, how could students be better supported to be successful in AP/honors courses?*
  - b. *What promising practices have you identified in increasing student engagement and participation in AP/honors courses?*

### **Professional Development (~10 mins)**

7. Please describe any professional development you have received this year.
  - a. *How and when were the professional development events offered?*
  - b. *What topics were addressed at these events?*
    - i. *Did these events support a broader professional development topic for the year in your district? If so, what was the theme?*
  - c. *How effective were the events in helping you to teach your respective courses?*
  - d. *How might future professional development events be improved?*
  - e. *What suggestions would you have to improve the quality of the professional development?*
8. What, if any, were some of the impacts of these professional development events on your classes?
9. In your opinion, have the professional development events helped increase the academic rigor within your school?
  - a. *What components, if any, of the professional development that you participated in were related to increasing the level of rigor in core content classes?*
  - b. *Have you been able to successfully apply strategies you've learned in professional development sessions to increase the rigor of your courses?*
  - c. *What were some of the key successes and major challenges in implementing the strategies learned during professional development?*
10. What areas of academic rigor still need to be addressed?

### **Additional Comments (~3 mins)**

11. Is there anything else that you would like to add about the courses and professional development that we have not yet discussed?

**Thank you for your time!**

### C.3.4 High School Counselors Focus Group/Interview Protocol

#### Texas GEAR UP: Beyond Grad Evaluation Focus Group/Interview Protocol: High School Counselors 2024

##### Setup

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

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

**Introduction (~5 minutes)**

1. Briefly tell me about the role you serve in your school this school year.
  - *Please describe your experience at your high school providing college and career advising and/or counseling to high school students.*

**College and Career Advising Services (~20 minutes)**

2. In what ways have you provided students with college and career information this year?
  - *Please describe students' interest and engagement.*
  - *What topics have you been addressing with students?*
  - *What have been the greatest challenges with student college and career counseling this year? Successes?*
3. In what ways have you provided parents/guardians with college and career information this year?
  - *Please describe parents'/guardians' interest and engagement with college and career counseling.*
  - *What topics have you been covering with parents/guardians?*
  - *What have been the greatest successes with parent/guardian college and career counseling this year? Challenges?*
  - *Have you found any promising strategies or practices for successful, quality engagements with parents/guardians and families?*
4. Please describe the Advanced Placement (AP)/honors courses and/or dual credit opportunities available to students at your school this academic year.
  - *Have you provided any services for students or parents/guardians related to AP, honors, or dual credit offerings to increase awareness or participation? If so, please describe.*
  - *Please describe the requirements needed for students to enroll in AP, honors, or dual credit courses (e.g., have certain grades in subjects, grade-point average [GPA], teacher or counselor recommendation/approval, parent/guardian permission).*
  - *Have you seen any changes in students' participation or engagement with AP or dual credit this year?*
  - *What have been the greatest barriers related to advanced courses this year? How has your school worked to overcome them?*

*The next question focuses specifically on student readiness for advanced math courses. For the purpose of this discussion, we are considering advanced math courses to be those completed after Algebra I and Geometry, including any AP, honors, or dual credit math courses offered through the high school.*

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



6. What advising services or activities have you participated in this year related to college entrance exams?
  - *For those working with Grade 10 students, what services have been offered to prepare students to take the preliminary SAT (PSAT) or ACT Aspire? Choose an exam?*
  - *For those working with Grade 11 and Grade 12 students, what services have been offered to prepare students to take the SAT or ACT? Choose an exam?*
  - *In what ways, if any, has the fact that many colleges now consider SAT/ACT scores optional changed your approach toward the services or activities provided to students on college entrance exams?*
    - *What services were offered to help students choose if they should submit their entrance exam score(s)?*
  - *Has your district participated in any SAT school days? If yes, how, if at all, did it affect the recommendations you made regarding exam choice?*
  - *For those working with students attempting to qualify for dual credit courses, what services have been offered to prepare students for qualification exams such as the Texas Success Initiative Assessment (TSIA)?*
  - *In general, do you believe students are prepared for college entrance exams?*
  - *How could students be better prepared?*
  - *Are there any additional resources you would like to support students' readiness for college entrance exams? If so, what?*
    - *In what ways have you or anyone else at your school helped prepare students for college entrance exams?*
7. Describe the space at the school(s) you work in which you usually conduct postsecondary and career activities this year (e.g., individual advising sessions, family meetings, group meetings). Are these physical spaces? Virtual spaces?
  - *How are the advising spaces used?*
  - *At what times during the day can students and parents/guardians access the spaces?*
    - *How do students and parents/guardians access the space (i.e., appointments, walk-ins, combination)?*
  - *Is there a difference between this year and last year in terms of where advising is taking place?*
    - *[If there is a difference] How have the changes this year impacted your ability to provide relevant and timely information to students and their families?*
    - *Have you been able to fully support students and their families with the space you have available? Why or why not?*
8. As you may know, Texas school counselors are now expected to spend at least 80% of their total work time on duties that are components of a counseling program (e.g., guidance curriculum, responsive services, individual planning, system support).
  - *What activities, if any, have you implemented to help achieve this expectation?*
  - *In what ways, if any, has this requirement impacted your ability to support students?*
  - *Are there any additional supports or resources needed to further support the implementation of this requirement? If so, what?*



**TEA Financial Aid Resources (~5 minutes)**

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

9. As you may know, the 2024–25 FAFSA applications will be delayed until December 2023 due to changes the US Department of Education is implementing to make the application more streamlined. In what ways, if any, is this delay affecting students?
  - *How are you helping students and schools navigate this change?*
  - *What additional supports, if any, could help you navigate this change?*
10. Additionally, many higher education sites are pushing back their application priority deadlines in response to the delay in FAFSA applications. In what ways, if any, is this delay affecting students?
11. What has your role been in supporting students to complete a financial aid application (FAFSA or TASFA) over the past 12 months?
  - *In the past 12 months, what supports or resources were provided for Grade 12 students and their families to meet this requirement? [Probe for the use of TEA and Texas OnCourse financial aid completion resources and toolkits over the last 12 months]*

*Overall, how satisfied are you with the financial aid resources TEA has provided?  
How could you be better supported by TEA in providing financial aid support for students and families?*
12. Overall, how satisfied are you with the implementation of the financial aid requirement? What have been the greatest successes in the implementation of the requirement? Challenges?

**Closing (~2 minutes)**

13. Do you have anything else to add regarding postsecondary education and career advising services for students and parents/guardians this year?

**Thank you for your time!**

### C.3.5 Coordinator Interview

#### Texas GEAR UP: Beyond Grad Evaluation Interview Protocol: Year 6 Coordinator 2024

##### 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: *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 6 of the grant—the 2023–24 school year. Please know that there are no right or wrong answers. This interview will take approximately 60 minutes.*
- Convey to the participant our confidentiality policy: *(1) The interview is voluntary; (2) you can decline to answer any questions, or you can stop participating in the interview at any time without any consequences; (3) the information will be held in confidence by members of the ICF team, to the extent permitted by law, who have signed confidentiality agreements ensuring the protection of data; and (4) interview data will be maintained in secure areas.*
- Ask permission to participate in the interview: *Now that you have heard about the content of this interview and the confidentiality provisions, do you agree to participate?*
- Ask permission to record the interview: *In order to accurately capture your responses, I would like to record the interview. Only evaluation team members will have access to the recording. If you do not want the interview to be audio-recorded, we will not record the interview but will take notes. We will not include your name in these notes. Any information that can be used to identify you will be removed from transcripts prior to being shared. Do I have permission to record the interview?*
- Ask if they have any questions for you before you begin.
- **Start the recording.**

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

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### Introduction (~2 mins)

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1. What role do you have in supporting GEAR UP programming, objectives, and activities this school year?
  - *Who else is involved in coordinating GEAR UP activities this year at your school/district? What are their roles?*
  - *Are you a returning coordinator this year?*
    - *[If returning coordinator] How long have you been involved in GEAR UP within the district?*
    - *[If returning coordinator] How have your roles or responsibilities as a coordinator changed since last year?*

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### Academic Rigor (~20 mins)

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2. This first set of questions refers to academic rigor, how rigor is defined in the district, and whether this definition has changed since you have been involved in GEAR UP. For the purposes of these questions, academic rigor refers to core content classes. There are no right or wrong answers, we just want to know your perceptions. To begin, how has your school district defined rigor, if at all?
  - *In what ways, if at all, has your school district's definition of rigor changed since you have been involved?*
  - *[For those with a definition for rigor] How did the school district establish a definition for rigor? Who participated in the discussion?*
3. How would you describe the current level of academic rigor in core content classes?
  - *Are there any changes you have observed in academic rigor within your school district since being involved in GEAR UP? If yes, please describe.*
  - *Are there any areas that still need improvement? If yes, please describe.*
  - *What professional development (PD) events have been offered related to increasing the level of rigor in core content classes?*
  - *In your opinion, are teachers adequately supported to increase the academic rigor within their courses?*
    - *[If no] What additional supports do teachers need to increase the academic rigor in the school?*
4. How has TNTP supported your school's efforts to increase course rigor?
  - *How satisfied are you with the level and type of support they have offered this school year?*
  - *In what ways would you improve or change the support provided by TNTP?*
5. Please describe the advanced courses (Advanced Placement [AP]/honors/dual credit) offered at your school during this academic year.
  - *Generally, what percentage of students across Grades 9–12 are participating?*
  - *Have you seen any changes in students' participation levels this year?*
  - *Have you seen any changes in student retention in advanced courses this school year?*
  - *[If not offering AP, honors, and/or dual credit] Is there interest in adding these types of classes in the future?*

6. What have been the greatest barriers your school district has faced in implementing the advanced courses this year? Greatest successes?

*The next question focuses specifically on student readiness for advanced math courses. For the purpose of this discussion, we are considering advanced math courses to be those completed after Algebra I and Geometry, including any AP, honors, or dual credit math courses offered through the high school.*

7. Overall, how would you describe the readiness of students for advanced math courses?
- *Do they seem prepared for the course curricula or level of rigor?*
  - *In what ways could students be more prepared?*
  - *In what ways, if any, does students' readiness differ for those who completed Algebra I in Grade 8?*
  - *What have been the greatest challenges with students participation in advanced courses? Greatest successes?*

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### GEAR UP Experiences in Year 6 (~24 mins)

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*Next, I'd like to learn more about your experiences implementing GEAR UP in Year 6 (the 2023–24 school year).*

8. Tell me how implementing the GEAR UP program has been going in your school/district this year.
- *What challenges have you experienced in carrying out GEAR UP initiatives and activities? What successes have you experienced?*
  - *How have GEAR UP initiatives supported the postsecondary education and career preparation needs of the participating students?*
9. Describe the space at the school(s) in which postsecondary and career activities and services have been conducted this year (e.g., individual advising sessions, family meetings, group meetings). Are these physical spaces? Virtual spaces?
- *How well did these spaces work for participants during sessions and meetings?*
  - *[If returning coordinator] Is there a difference between this year and last year in terms of where advising is taking place?*
    - *[If there is a difference] How have the changes this year impacted the ability to provide relevant and timely information to students and their families?*
    - *Have students and their families been fully supported with the space available?*
  - *[If no dedicated space] Please describe other spaces you use to provide postsecondary and career readiness information to students and parents/guardians (i.e., an office, classroom, website, library, virtual meeting, etc.).*
10. With the GEAR UP data management system in place, CoPilot, what data are you entering into the system?
- *How are you tracking and managing the data to be submitted to CoPilot?*
  - *What barriers, if any, have you faced in managing and tracking data for CoPilot?*
  - *Roughly how much time do you spend managing and entering data in CoPilot? In your opinion, how could CoPilot be improved?*

11. Describe your outreach strategies for student and parent/guardian events/services this year.
- *[If returning coordinator] How have your outreach strategies evolved to build on the successes and address the challenges experienced in previous years?*
  - *Have you had any successes using this approach/type of event? If so, please describe.*
  - *Why do you believe these approaches/types of events have been successful?*
    - *What challenges have you faced in Year 6?*
  - *How, if at all, have you planned to modify your approach for Year 7 to address these challenges?*
  - *In what ways, if any, have you used non-face-to-face communication to conduct student and parent/guardian outreach (e.g., virtual communication platforms, phone, mail, newsletters, email, social media, text)?*
  - *Have you engaged high school alumni, who are currently enrolled in college, in any activities/events for parents/guardians and/or students? If so, how did this work? What was the role of the alumni in the activity/event?*
12. What advising services or activities have you provided this year related to college entrance exams such as SAT and ACT exams?
- *What college entrance exams have been offered to students this school year?*
  - *What services, if any, were offered to help students choose and prepare for different college entrance exams?*
  - *What new resources/services, if any, have been provided to support the primary cohort/class of 2024 in taking the SAT or ACT?*
  - *What services have been provided to support Grade 12 class of 2024 students who did not demonstrate college readiness criterion after the exam?*
  - *Please describe your perception of students' level of preparedness for college entrance exams.*
  - *Do you feel students could be better prepared? If so, how?*
  - *Are there any additional resources you would like to support students' readiness for college entrance exams? If so, what?*
13. In what ways, if any, has the fact that many colleges now consider SAT/ACT scores optional changed your approach toward the services or activities provided to students on college entrance exams?
- *What services were offered to help students decide if they should submit their entrance exam score(s)?*
14. Overall, how would you describe parents'/guardians' engagement in college and career activities and services this year?
- *What have been the greatest challenges or barriers with engaging parents/guardians this academic year? Successes?*
  - *Have you identified any promising practices or lessons learned related to engaging with parents/guardians this year? If so, please describe.*
  - *What strategies, if any, have you found work well for engaging parents/guardians at your school?*

15. What outcomes related to postsecondary education and career readiness and awareness have you seen for students this year (e.g., college and career aspirations and expectations, awareness of financial aid/scholarships, academic preparedness, dual credit classes, Texas Success Initiative Assessment [TSIA] testing, etc.)?
- *[If returning coordinator] How have these outcomes differed from those of previous years?*
  - *How have you adapted to achieve these outcomes?*
  - *What outcomes have been the hardest to achieve? The easiest?*
  - *What outcomes have you been unable to obtain this year? What barriers have prevented these outcomes this year? How so?*
16. What outcomes related to postsecondary education and career readiness and awareness have you seen for parents/guardians this year (e.g., college and career aspirations and expectations, awareness of financial aid/scholarships, academic preparedness, etc.)?
- *[If returning coordinator] How have these outcomes differed from those of previous years?*
  - *How have you adapted to achieve these outcomes?*
  - *What outcomes have been the hardest to achieve? The easiest?*
  - *What outcomes have you been unable to obtain this year? What barriers have prevented these outcomes this year? How so?*

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#### TEA Financial Aid Resources (~5 mins)

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

17. As you know, the 2024–25 FAFSA applications will be delayed until December 2023 due to changes the US Department of Education is implementing to make the application more streamlined. In what ways, if any, is this delay affecting students?
- *How are you helping students and the school navigate this change?*
  - *What additional supports, if any, could help you navigate this change?*
18. What has your role been, if any, in supporting implementation of the requirement at your high school this year?
- *What supports or resources were provided for Grade 12 students and their families related to this requirement?*
  - *TEA and Texas OnCourse have developed financial aid completion resources and toolkits.*
    - *Have you heard of these resources and toolkits?*
    - *[If heard of the resources] Were the TEA and Texas OnCourse financial aid completion resources and toolkits provided to your high school?*
    - *[If heard of the resources] Have you accessed any of the resources or toolkits in the past 12 months?*
  - *Overall, how satisfied are you with your high school's implementation of the financial aid requirement?*



- *What have been the greatest successes in the implementation of the requirement? Challenges?*
- *How could you be better supported by TEA in providing financial aid support for students and families?*

19. [If participants have used any of the resources/toolkits] Please describe the resources or toolkits you used.

- *What was the target audience for the resources you have accessed (i.e., for students, parents/guardians, educators, or community partners)?*
- *Did you use the resources provided by TEA/Texas OnCourse? Why or why not?*
- *Overall, how satisfied are you with the financial aid resources TEA has provided?*

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### Sustainability (~4 mins)

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20. With Year 6 being the final year the class of 2024 cohort will be at the high school, what are your perceptions of how GEAR UP initiatives might be sustained at your school/district in the future?

- *Do you have concerns about the sustainability of GEAR UP? If yes, what are the initiatives that will be the hardest to sustain? The easiest?*

21. Have you and/or the school/district begun sustainability planning? If yes, please describe what sustainability planning has looked like for your school/district.

- *[If yes] Who has been involved in sustainability planning discussions?*
- *[If no] What role do you envision for school and district staff in sustainability planning? For community and government alliances?*
- *What additional resources or information, if any, do you need from TEA to support sustainability and sustainability planning?*

22. In your opinion, what were the most promising components of GEAR UP in Year 6 to improve college and career planning and readiness for the class of 2024 (students in Grade 12) and the priority cohorts (students in Grades 9, 10, and 11)?

- *Would you recommend GEAR UP to others? Why or why not?*
- *In what ways would you change GEAR UP? Why?*
- *What aspect or activity of GEAR UP had the greatest impact for students, schools, and/or districts?*

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### Wrap Up (~4 mins)

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23. Is there anything else you want to share that might help us understand more about your district's GEAR UP program in Year 6?

Thank you for your time!



### C.3.6 TEA Interview

#### Texas GEAR UP: Beyond Grad Evaluation Focus Group/Interview Protocol: TEA 2024

##### Setup

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

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

**Introduction (~5 mins)**

1. Please tell me about your role related to the GEAR UP grant program.
  - a. *What role do you have in supporting GEAR UP programming, objectives, and activities at TEA?*
  - b. *Who else at TEA is involved in coordinating GEAR UP activities? What are their roles? Are any of these individuals/roles new in Year 6?*

**Year 6 Implementation (~15 mins)**

*Next, I'd like to learn more about your experiences implementing GEAR UP in Year 6.*

2. Tell me how implementing the GEAR UP program has been going across the districts this year.
  - a. *What are the major priorities for Year 6 of the grant?*
  - b. *What challenges have you experienced in implementing GEAR UP initiatives and activities? What successes have you experienced?*
3. Overall, how would you describe students' engagement in college and career activities and services across the districts this year?
  - a. *What have been the greatest challenges or barriers with student engagement? Successes?*
  - b. *Have the districts identified any promising practices or lessons learned related to engaging with student this year? If so, please describe.*
  - c. *What about parents'/guardians' engagement? What have been the greatest challenges/barriers? Successes?*
  - d. *Have the districts identified any promising practices or lessons learned related to engaging with parents/guardians this year? If so, please describe.*
4. Earlier this year, your team shared with ICF that, based on TNTP's assessment of academic rigor within the districts last year, there was a decline in rigor across all six GEAR UP districts. How have TEA and TNTP supported schools this year in their efforts to increase the academic rigor of core content classes?
  - a. *To your knowledge, what are some changes in academic rigor that have occurred this year at the schools? How satisfied are you with the changes and outcomes of this work this school year?*
  - b. *What areas of academic rigor still need to be addressed?*
  - c. *How satisfied are you with the efforts to increase rigor this year?*
5. As you know, the 2024–25 Free Application for Federal Student Aid (FAFSA) applications will be delayed until December 2023 due to changes the US Department of Education is implementing to make the application more streamlined. How has this delay impacted participating districts and the services provided?
  - a. *How are you helping students and the school navigate this change?*
  - b. *What additional supports, if any, could help you navigate this change?*
6. Please describe financial aid application completion resources and toolkits TEA has provided districts this year to support the state financial aid application requirement.
  - a. *Please describe your perceptions of the degree to which districts throughout Texas are using the toolkits and other resources. What about the six GEAR UP districts?*

- b. *What type of feedback, if any, have you received from districts across Texas regarding the financial aid resources and support from TEA? What about feedback from the six GEAR UP districts?*
  - c. *How could you better support the districts in meeting the new Texas financial aid requirement?*
7. With the GEAR UP data management system in place, CoPilot, to your knowledge, what has been users' experience with the system?
  - a. *What data are districts required to submit through the system?*
  - b. *What are the main challenges districts have shared regarding their use of the data management system? The main successes?*
  - c. *How much time do you estimate districts should spend managing and entering data in CoPilot?*
  - d. *In your opinion, what additional supports do districts need to effectively use CoPilot?*

### Sustainability (~5 mins)

8. In what ways have TEA and/or the participating districts begun sustainability planning?
  - a. *Who has been involved in sustainability planning discussions?*
  - b. *What role do you envision for school and district staff in sustainability planning? For community and government alliances?*
  - c. *How have GEAR UP initiatives from middle school been sustained during this academic year? [Probe for Algebra I in Grade 8 and individualized advising]*
9. In your opinion, what have been the most promising components of GEAR UP to improve postsecondary education preparation for the class of 2024 (students in Grade 12) and the priority cohorts (students in Grades 9, 10, and 11) so far this year?
10. In what ways have participating districts discussed the sustainability of high school activities and services?
  - a. *What successes have districts had in incorporating GEAR UP goals and initiatives into their schools for future years? Challenges?*
  - b. *In your opinion, in what ways could districts better plan/prepare for the sustainability of key aspects of GEAR UP?*
    - i. *Individual advising*
    - ii. *Academic rigor*
    - iii. *Advanced math*
    - iv. *College and career activities (e.g., college fairs, tours, work-based learning)*
    - v. *Academic tutoring*
11. To your knowledge, have there been any past recommendations or suggestions from previous annual evaluation reports that have been implemented within the participating districts? *[Note for facilitator: Reference list of past recommendations in Appendix A to help prompt discussion.]*
  - a. *How, if at all, are recommendations and findings provided to participating districts?*

**Final Reflections (~5 mins)**

12. What do you think is the most promising component of the GEAR UP program to improve postsecondary education and career readiness for students?
  - a. *What aspect or activity of GEAR UP will have the greatest impact for students, schools, and/or districts? How has this changed from previous years?*
  
13. Is there anything else about GEAR UP grant implementation that you think is important for me to know?

**Thank you for your time!**

## Appendix: Overview of Recommendations from Year 5 Annual Implementation Report

### Year 5 Recommendations

- **Provide support for establishing alignment with advanced courses and state standards, especially for those offered in a virtual setting.** Additional resources and support to ensure alignment between new advanced course programs or curricula for participating districts may increase rigor in advanced courses. For example, one district utilized an online program to overcome barriers with staffing advanced courses; however, they expressed additional needs for standardization across the teachers and with state standards.
- **Expand opportunities for students to learn about and understand the requirements and expectations of participating in dual credit courses.** While some districts acknowledged the benefits of dual credit opportunities, there were still concerns that students may not be prepared for—or understand—the benefits of such courses. Emphasizing the expectations of students in dual credit courses along with the benefits of enrollment may support increased success among participating students.
- **Leverage existing opportunities for in-class tutoring.** As site visit participants emphasized that students' competing priorities (e.g., childcare, part-time job) conflicted with after-school tutoring opportunities, leveraging existing opportunities during the school day and expanding them to include tutoring services may increase access to those students for whom after-school offerings are not feasible. For example, site visit participants from one district described having allocated time within school hours for test preparation.
- **Prepare new teachers for a successful year through a New Teacher Academy.** As teacher shortages and staffing concerns were prominent challenges across districts in Year 5, continuing to offer supports focused on classroom management skills and how to establish and maintain rigorous instruction, such as through TNTP's New Teacher Academy, would help ensure new and/or interim teachers were supported, especially non-certified Interim Assignment Teachers.
- **Increase awareness among district teachers and administrators of the definition of academic rigor.** TNTP should consider collaborating with the districts to establish a plan for how district administrators will support a shared understanding of academic rigor across teachers and staff. While TNTP provided participating districts with an overview and definition of academic rigor, site visit participants did not appear to be aware of the shared definition. TNTP recognized that this conceptualization of academic rigor may not have trickled down to teachers or staff within the districts.
- **Increase communication and collaboration between non-profit advisors and district teachers and staff.** Personnel survey respondents emphasized the need for

improved communication with non-profit advisors, specifically regarding identifying an appropriate time for advising and college and career activities based on course and testing schedules.

- **Expand training and resources available to counselors and administrators on components related to allocating their work time.** Participating counselors discussed the need for more information regarding the Texas Education Code (TEC) § 33.006 relating to the use of public school counselor’s work time. Counselors believed there were still duties they were responsible for that, from their assessment of the statute, they believed should have no longer been under their purview. Across districts, counselors were concerned with a lack of clear understanding of specific activities counselors should (or should not) be responsible for under the statute.
- **Expand opportunities for college and career activities available to students.** Broadly, student participants stated they want additional opportunities to learn about postsecondary options. Students expressed the desire for increased hands-on and interactive opportunities, such as the inclusion of classroom observations in college visits.
- **Continue to provide TNTP liaisons to districts to establish strong partnerships and buy-in between participating districts and PD providers.** With the use of district liaisons in Year 5, district staff participating in site visits reported their appreciation for the support they received from TNTP and praised the promptness of that support. Site visit participants noted that, in the past, building a strong relationship with TNTP staff was a challenge, but having a dedicated liaison in Year 5 helped improve the support and services received from TNTP

### C.3.7 TNTP Focus Groups

#### Texas GEAR UP: Beyond Grad Evaluation Focus Group/Interview Protocol: TNTP 2024

##### Setup

- Introduce yourself: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e., Facilitator).
- Briefly discuss the purpose of the focus group/interview: *The Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Beyond Grad program, led by the Texas Education Agency (TEA), aims to improve postsecondary education and career readiness in middle school and high school. To better understand how the program is working, TEA has contracted with ICF to conduct a focus group/interview with TNTP to understand program implementation this year.* The purpose of this focus group/interview is to better understand your role in the grant and your perceptions about grant implementation. Please know that there are no right or wrong answers. [IF FOCUS GROUP] The goal of this focus group/interview is to hear as many different viewpoints as possible. This focus group/interview will take approximately 50–60 minutes.
- Convey to each participant our confidentiality policy: *(1) The focus group/interview is voluntary; (2) you can decline to answer any questions, or you can stop participating in the focus group/interview at any time without any consequences; (3) the information will be held in confidence by members of the ICF team, to the extent permitted by law, who have signed confidentiality agreements ensuring the protection of data; (4) focus group/interview data will be maintained in secure areas; [IF FOCUS GROUP ONLY] and (5) please respect others' privacy by not sharing any information outside of the focus group.*
- Ask permission to participate in the focus group/interview: Now that you have heard about the content of this focus group/interview and the confidentiality provisions, do you consent to participate?
- Ask permission to record the focus group/interview: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If at least one person chooses/if you choose not to have the focus group/interview recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify specific people will be removed from transcripts prior to being shared. Do I have permission to record the focus group/interview?*
- Ask if they have any questions for you before you begin.
- **Start the recording.**

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



**Introduction (~5 mins)**

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

**General Background Questions (~10 mins)**

2. Who, within and outside of your organization (e.g., TEA, coordinators, advisors), do you primarily work or collaborate with for Texas GEAR UP tasks or activities?
  - a. *What is your level of satisfaction with these collaborative relationships?*
  - b. *How could these collaborative relationships be strengthened or improved?*
3. What are your goals and expectations for your work on the grant in Year 6?
  - a. *What outcomes do you expect to achieve by the end of the year for:*
    - i. *Teacher professional development and vertical teaming*
    - ii. *Other supports to help increase course rigor*
    - iii. *Performance management for district implementation of GEAR UP objectives*
    - iv. *Facilitation of the Effective Advising Framework*
  - b. *What are expected outcomes for different stakeholders with whom you work (e.g., school and district staff)?*
  - c. *How satisfied are you with the progress toward meeting these goals this year?*
  - d. *What goals have been the most challenging to attain? Why?*

**Professional Development (~20 mins)**

4. What professional development activities have you conducted or facilitated so far this year?
  - a. *Which stakeholders (e.g., teachers, counselors/advisors, administrators, coordinators) have you trained?*
  - b. *What types of professional development have you delivered to staff? What were the key topics addressed?*
    - i. *What training topics were covered with core content teachers (e.g., project-based learning, advanced instructional strategies, student engagement, teacher externships, increasing academic rigor)?*
    - ii. *What training topics were covered with high school counselors (e.g., enrollment, readiness, scheduling)?*
    - iii. *What training topics were covered with GEAR UP coordinators?*
    - iv. *What training topics were covered with district curriculum specialists?*
    - v. *What individualized educator coaching and/or mentoring sessions were provided to high school core content teachers? What topics were addressed through these sessions?*
    - vi. *What type of support was provided for vertical teaming? What was the focus of this support?*
  - c. *In what format were the different types of professional development delivered?*
  - d. *What feedback have you received from the various stakeholders regarding the quality and relevancy of the professional development you have delivered?*

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

### **Academic Rigor (~10 minutes)**

8. How does TNTP conceptualize or define academic rigor?
  - a. *In what ways, if any, has the definition of rigor been discussed with participating districts?*
  - b. *[If respondents note that the definition has been discussed with districts] How does TNTP's definition of rigor align or contrast with districts' own conceptualizations of academic rigor?*
9. Based on what you know from this information, how satisfied are you with the level of rigor in core content classes offered by participating districts this school year?
  - a. *How would you rate the level of academic rigor in general education core content courses?*
  - b. *Regarding advanced courses (Advanced Placement [AP], honors, and dual credit) specifically, how satisfied are you with the level of rigor?*
    - i. *How would you rate the level of academic rigor in advanced courses?*
10. TEA shared with our team that, based on your assessment of academic rigor within the districts last year, there was a decline in rigor across all six of GEAR UP the districts. Can you please describe the declines in rigor you observed?
  - a. *What information and data was used to assess the level of rigor?*
    - i. *In what ways, if any, does the data used this year to assess rigor differ from last year, Year 5?*
  - b. *In what ways were you able to address the observed declines in rigor?*
11. What are challenges that participating districts have faced when implementing strategies to increase and/or maintain academic rigor? Successes?
  - a. *If rigor has increased in GEAR UP schools, what are factors that have helped facilitate increases in rigor?*
  - b. *How if at all do these challenges/successes differ for core content classes and advanced courses?*

**Monthly Planning Meetings (~10 mins)**

12. How effective have the monthly planning meetings been with districts?
- a. *Please describe the vision and goals of these meetings.*
    - i. *In what ways are these meetings intended to serve GEAR UP coordinators and other district or school staff? Do you feel that these stakeholders benefit from these meetings? In what ways do you feel they benefit? What are the unintended benefits of these meetings?*
  - b. *Who usually participates in these meetings?*
  - c. *What are some of the identified areas of strength that stand out to you?*
  - d. *What kinds of strategies were identified to address challenges? How satisfied are you with the implementation of these strategies?*
  - e. *Have there been any other changes in implementation as a result of these meetings? If so, please describe these changes.*

**Final Reflections (~5 mins)**

13. What do you think is the most promising component of the GEAR UP program to improve postsecondary education and career readiness for students?
- a. *What aspect or activity of GEAR UP will have the greatest impact for students, schools, and/or districts?*
14. How would you like to see academic rigor improved in future years at the GEAR UP schools?
- a. *What resources would you like to have to make these improvements?*
15. Is there anything else about GEAR UP grant implementation that you think is important for me to know?

Thank you for your time!

### C.3.8 Nonprofit Advising Staff Interview/Focus Group Protocol

#### Texas GEAR UP: Beyond Grad Evaluation

#### Focus Group/Interview Protocol: Nonprofit Advising Staff

#### 2024

#### Setup

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

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

**Introduction (~5 mins)**

1. Briefly tell me about the role you serve in your organization related to the GEAR UP program.
  - *What grade levels are you currently serving?*
  - *Did you support GEAR UP last year at your organization?*
    - i. *[If yes] What role did you have last year in supporting GEAR UP at your organization?*
  - *Did you receive technical assistance from another organization such as Advise Texas or CFES (e.g., learning modules, other resources)?*
    - i. *[If yes] what type of technical assistance did you receive?*
    - ii. *[If yes] how would you describe the quality of technical assistance you receive?*

**Postsecondary Education and Career Advising (~20–25 mins)**

2. How have the individualized advising sessions for students been going this year?
  - *Please describe students' interest, motivation, and engagement in these sessions.*
  - *What topics have you been addressing with students in their one-on-one sessions?*
    - *College and career planning (e.g., postsecondary options, college/training institution options and selections, preparation resources for college entrance exams, etc.)*
    - *Entrance exam preparation*
    - *Financial aid applications/scholarships*
  - *What strategies do you think have made individualized advising sessions with students more successful?*
  - *Have your sessions been conducted virtually, in person, or both this year?*
3. How have the individualized advising sessions for parents/guardians been going this year?
  - *Please describe parents'/guardians' interest, motivation, and engagement in these sessions.*
  - *What topics have you been addressing with parents/guardians in their one-on-one sessions?*
    - *College and career planning*
    - *Entrance exam preparation*
    - *Financial aid applications/scholarships*
  - *What strategies do you think have made individualized advising sessions with parents/guardians more successful?*
  - *Have your sessions been conducted virtually, in person, or both this year?*
4. What challenges have you had connecting with students or parents/guardians this school year?
  - *Describe any challenges you've had in scheduling one-on-one advising sessions this school year.*
  - *Have you been able to overcome these challenges? If so, how?*

5. What impact, if any, have this year's advising sessions had on students:
  - *Knowledge of postsecondary options?*
  - *Knowledge of financial aid?*
  - *Knowledge of career options and pathways?*
  - *Academic readiness?*
  - *Understanding of how to successfully prepare for the transition to postsecondary education or career?*
  - *Can you think of any other ways that this year's advising sessions may have impacted students?*
  
6. What impact, if any, have this year's advising sessions had on parents'/guardians:
  - *Knowledge of postsecondary options?*
  - *Knowledge of financial aid?*
  - *Knowledge of career options and pathways?*
  - *Knowledge of your students' academic readiness?*
  - *Understanding of how to successfully prepare for the transition to postsecondary education or career?*
  - *Can you think of any other ways that this year's advising sessions may have impacted parents/guardians?*
  
7. Other than the individualized advising sessions, what other types of advising services have you been providing this year to students and/or parents/guardians? [*Probe for any services specific to the class of 2024, Grade 12, college and career preparation*]
  - *How have these services been going?*
  - *How, if at all, have services provided to the class of 2024 students changed since last year?*
  - *What impacts have these services had on students and parents/guardians?*
  - *How would you describe parents'/guardians' engagement and participation in said events?*
  
8. Please describe any services offered to students or parents/guardians related to advanced course offerings including Advanced Placement (AP), honors, or dual credit courses.
  - *Have you seen any changes in students' participation or engagement in advanced courses this year? If so, please describe.*
  
9. What advising services or activities have you provided this year related to college entrance exams such as SAT and ACT exams?
  - *What college entrance exams were offered to students this school year?*
  - *What services, if any, were offered to help students choose and prepare for different college entrance exams?*
    - *What new resources/services, if any, have been provided to support the class of 2024 in taking the SAT or ACT?*
    - *What services have been provided to support Grade 12 class of 2024 students who did not demonstrate college readiness criterion after the exam?*
  - *Please describe your perception of students' level of preparedness for college entrance exams.*
    - *Do you feel students could be better prepared? If so, how?*
  - *Are there any additional resources you would like to recommend to support students' readiness for college entrance exams? If so, what?*



10. In what ways, if any, has the fact that many colleges now consider SAT/ACT scores optional changed your approach toward advising students on college entrance exams?
- *What services were offered to help students decide if they should submit their entrance exam score(s)?*
11. How do you collaborate with other staff at your school or district who also provide students and parents/guardians with information about college and career preparation?
- *What are the roles of the school/district staff with whom you collaborated?*
  - *How satisfied are you with the collaborations or relationships you have with these staff this school year?*
  - *What strategies, if any, made the collaboration with other staff at your school or district successful?*
12. Describe the space at the school(s) you work in at which you usually conduct postsecondary and career activities this year (e.g., individual advising sessions, family meetings, group meetings). Are these physical spaces? Virtual spaces?
- *How are the advising spaces used? What other staff are using these spaces?*
  - *[If answered 'yes' to 1b] As you were an advisor last year, is there a difference between this year and last year in terms of where advising is taking place?*
    - *[If there is a difference] How have the changes this year impacted your ability to provide relevant and timely information to students and their families?*
  - *Please describe how you have been able to support students and their families with the space you have available.*
    - *In your opinion, in what ways could the available spaces be better utilized in the future to fully support students and their families?*

### TEA Financial Aid Resources (~5 mins)

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

13. As you know, the 2024–25 FAFSA applications will be delayed until December 2023 due to changes the US Department of Education is implementing to make the application more streamlined. In what ways, if any, is this delay affecting students?
- *How are you helping students and schools navigate this change?*
  - *What additional supports, if any, could help you navigate this change?*
14. What has your role been, if any, in supporting implementation of the financial aid application requirement at your high school?
- *How is implementation going? In what ways are Grade 12 students and their families ready or not ready to meet this requirement?*
15. Additionally, many higher education sites are pushing back their application priority deadlines in response to the delay in FAFSA applications. In what ways, if any, is this delay affecting students?



16. TEA and Texas OnCourse have developed financial aid completion resources and toolkits. Have you heard of these resources and toolkits? Have you accessed any of the resources or toolkits in the past 12 months?
17. *[If participants have used any of the resources/toolkits]* Please describe the resources or toolkits you used in the past 12 months.
- *What was the target audience for the resources you have accessed (i.e., for students, parents/guardians, educators, or community partners)?*
  - *Did you use the resources provided by TEA/Texas OnCourse? Why or why not?*
  - *Overall, how satisfied are you with the financial aid resources TEA has provided?*
  - *Did you find the resources provided helpful? Why or why not?*
  - *How could you be better supported by TEA in providing financial aid support for students and families?*
  
  - *What has been the impact of the financial aid resources or toolkits on the services you provide to students and parents/guardians?*
18. Have you used any other resources over the past 12 months to support the implementation of the Texas financial aid requirement? If so, please describe the resource and how it was used.

### **Closing (~3 mins)**

19. Do you have anything else to add regarding postsecondary education and career advising services at the school(s) you serve this year?

**Thank you for your time!**

### C.3.9 District Curriculum & Instruction Coordinators Focus Group Protocol

#### Texas GEAR UP: Beyond Grad Evaluation Focus Group/Interview Protocol: District Curriculum & Instruction Coordinators 2024

##### Setup

- Introduce yourself: Introduce yourself as a representative of the ICF evaluation team and explain your role (i.e., Facilitator).
- Briefly discuss the purpose of the focus group/interview: *The Texas Gaining Early Awareness and Readiness (GEAR UP): Beyond Grad program, led by the Texas Education Agency (TEA), aims to improve postsecondary education and career readiness in middle school and high school. To better understand how the program is working, TEA has contracted with ICF to conduct a focus group/interview with district curriculum and instructional staff to understand program implementation this year.* The purpose of this focus group/interview is to better understand your role in the grant and your perceptions about grant implementation. Please know that there are no right or wrong answers. [IF FOCUS GROUP] The goal of this focus group is to hear as many different viewpoints as possible. This focus group/interview will take approximately 30–45 minutes.
- Convey to each participant our confidentiality policy: *(1) The focus group/interview is voluntary; (2) you can decline to answer any questions, or you can stop participating in the focus group/interview at any time without any consequences; (3) the information will be held in confidence by members of the ICF team, to the extent permitted by law, who have signed confidentiality agreements ensuring the protection of data; (4) focus group/interview data will be maintained in secure areas; [IF FOCUS GROUP ONLY] and (5) please respect others' privacy by not sharing any information outside of the focus group.*
- Ask permission to participate in the focus group/interview: Now that you have heard about the content of this focus group/interview and the confidentiality provisions, do you consent to participate?
- Ask permission to record the focus group/interview: *In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If at least one person chooses/if you choose not to have the focus group/interview recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify specific people will be removed from transcripts prior to being shared. Do I have permission to record the focus group/interview?*
- Ask if they have any questions for you before you begin.
- **Start the recording.**

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

**Introduction (~5 minutes)**

1. Please tell me about your role in the school/district. What are your primary responsibilities?
2. How long have you been working in that role?

**Academic Rigor (~20 minutes)**

3. How would you describe the level of academic rigor this school year? How, if at all, has the level of academic rigor in courses changed from last year?
  - a. *How does your school/district measure or assess academic rigor?*
4. What are the goals and expectations for your work related to increasing academic rigor?
  - a. *What are the strategies your school/district has been implementing this year to meet these goals?*
  - b. *How satisfied are you with the implementation of these strategies?*
  - c. *What goals have been the most challenging to attain? Why?*
5. Who, within and outside of your organization (e.g., TEA, TNTP, coordinators, advisors, teachers, other district staff), do you primarily work or collaborate with on efforts to increase academic rigor?
  - a. *What is your level of satisfaction with these collaborative relationships?*
  - b. *How could these collaborative relationships be strengthened or improved?*
6. In what ways has your district worked with TNTP to increase rigor in courses?
  - a. *Do the areas identified in need of support by TNTP align with the areas other district or school staff have identified as in need of support?*
  - b. *Do you believe the strategies recommended by TNTP to increase course rigor work well for your district?*
  - c. *Who from your district does TNTP work directly with? How do information, resources, and trainings provided by TNTP get disseminated to other staff?*
  - d. *Overall, how satisfied are you with the support provided by TNTP to help your district increase course rigor?*
7. What professional development has been provided or will be provided this school year to help increase academic rigor?
  - a. *Who has facilitated the professional development?*
  - b. *How, if at all, were recommendations or resources provided to the school/district incorporated into this professional development?*
  - c. *What have been the outcomes or changes in rigor as a result of teacher participation in this professional development?*
8. What information and data are you using this school year to assess the level of rigor in core content classes?
  - a. *Based on what you know from this information, how satisfied are you with the level of rigor in classes this school year?*
  - b. *To the best of your knowledge, in what ways, if any, has the rigor in core content classes changed since the start of the GEAR UP grant (6 years ago)?*
  - c. *What are challenges that schools have faced when implementing strategies to increase rigor?*

- d. *What are factors that have helped facilitate increases in rigor in GEAR UP schools?*
9. How satisfied are you with the level of rigor in advanced courses (Advanced Placement [AP], honors, and dual credit)? Why?
10. In which subjects are advanced courses, including AP/Pre-AP, honors, and/or dual credit, offered in your district/at your school?
- Which grade levels are able to take each of these types of advanced courses?*
  - [Culberson County-Allamore ISD, Mathis ISD, San Elizario ISD, and Sheldon ISD respondents] Are students not enrolled in the Early College High School able to enroll in dual credit courses?*
11. What changes in enrollment and offering of these advanced courses has your school/district experienced this school year?
- How have these changes affected your school's ability to increase rigor?*
  - What strategies are used to support student success in rigorous advanced courses?*

### **Final Reflections (~5 minutes)**

12. How would you like to see academic rigor improve in future years in your school/district?
- What resources would you like to have to make these improvements?*
  - What could TEA and TNTP do to help your school/district reach your goals about academic rigor?*

**Thank you for your time!**

## APPENDIX D: Student Survey Analyses Technical Detail

**Table D.1. Student Grade by District, Grade 9–12, Year 6 (2023–24)**

Grade	District 1 (n=0)	District 2 (n=243)	District 3 (n=1,071)	District 4 (n=638)	District 5 (n=113)	District 6 (n=317)	Overall (n=2,382)
Grade 9	--	54.3%	33.4%	37.0%	43.4%	24.0%	35.7%
Grade 10	--	18.1%	24.3%	20.2%	23.0%	28.1%	23.0%
Grade 11	--	14.8%	24.1%	25.1%	12.4%	25.9%	23.1%
Grade 12	--	12.8%	18.2%	17.7%	21.2%	22.1%	18.2%

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

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

**Table D.2. Course Challenge Level by District, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(n=0)	(n=234)	(n=1,008)	(n=610)	(n=109)	(n=304)	(n=2,265)
<i>Mathematics course(s)</i>	Very challenging	--	27.8%	15.3%	13.9%	19.3%	21.4%	17.2%
	Moderately challenging	--	36.3%	37.5%	40.5%	43.1%	41.8%	39.0%
	Slightly challenging	--	29.9%	33.9%	34.3%	32.1%	26.3%	32.5%
	Not challenging at all	--	6.0%	13.3%	11.3%	5.5%	10.5%	11.3%
	Mean	--	2.86	2.55	2.57	2.76	2.74	2.62
		(n=0)	(n=234)	(n=993)	(n=602)	(n=97)	(n=304)	(n=2,230)
<i>Social studies course(s)</i>	Very challenging	--	2.1%	8.2%	7.1%	3.1%	3.0%	6.3%
	Moderately challenging	--	15.0%	30.5%	30.2%	30.9%	32.9%	29.1%
	Slightly challenging	--	36.8%	36.9%	37.0%	40.2%	36.2%	37.0%
	Not challenging at all	--	46.2%	24.5%	25.6%	25.8%	28.0%	27.6%
	Mean	--	1.73	2.22	2.19	2.11	2.11	2.14
		(n=0)	(n=236)	(n=999)	(n=610)	(n=104)	(n=305)	(n=2,254)
<i>Science course(s)</i>	Very challenging	--	12.3%	13.8%	15.1%	18.3%	13.1%	14.1%
	Moderately challenging	--	42.4%	31.8%	32.3%	49.0%	37.0%	34.6%
	Slightly challenging	--	29.7%	34.7%	34.6%	26.0%	37.4%	35.4%
	Not challenging at all	--	15.7%	19.6%	18.0%	6.7%	12.5%	15.9%
	Mean	--	2.51	2.40	2.44	2.79	2.51	2.46

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Not challenging at all, 2–Slightly challenging, 3–Moderately challenging, 4–Very challenging. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 86, 98, 77, 61, 1,180, 1,242, and 1,343, respectively.

**Table D.2. Course Challenge Level by District, Grade 9–12, Year 6 (2023–24), Cont.**

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(n=0)	(n=237)	(n=1,004)	(n=620)	(n=109)	(n=302)	(n=2,272)
<i>English Language Arts course(s)</i>	Very challenging	--	7.2%	5.7%	6.0%	6.4%	10.9%	6.6%
	Moderately challenging	--	34.6%	27.1%	22.7%	30.3%	37.1%	28.2%
	Slightly challenging	--	38.4%	33.9%	34.4%	37.6%	31.8%	34.4%
	Not challenging at all	--	19.8%	33.4%	36.9%	25.7%	20.2%	30.8%
	Mean	--	2.29	2.05	1.98	2.17	2.39	2.11
		(n=0)	(n=115)	(n=506)	(n=384)	(n=28)	(n=93)	(n=1,126)
<i>Advanced Placement course(s)</i>	Very challenging	--	20.9%	16.4%	18.8%	7.1%	7.5%	16.7%
	Moderately challenging	--	40.9%	33.8%	35.4%	28.6%	45.2%	35.9%
	Slightly challenging	--	24.3%	28.5%	29.7%	39.3%	24.7%	28.4%
	Not challenging at all	--	13.9%	21.3%	16.1%	25.0%	22.6%	19.0%
	Mean	--	2.69	2.45	2.57	2.18	2.38	2.50
		(n=0)	(n=185)	(n=541)	(n=225)	(n=29)	(n=76)	(n=1,056)
<i>Honors course(s)</i>	Very challenging	--	11.9%	13.1%	13.8%	6.9%	7.9%	12.5%
	Moderately challenging	--	40.0%	32.3%	32.4%	27.6%	53.9%	35.1%
	Slightly challenging	--	33.5%	31.6%	29.8%	44.8%	17.1%	30.9%
	Not challenging at all	--	14.6%	22.9%	24.0%	20.7%	21.1%	21.5%
	Mean	--	2.49	2.36	2.36	2.21	2.49	2.39

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Not challenging at all, 2–Slightly challenging, 3–Moderately challenging, 4–Very challenging. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 86, 98, 77, 61, 1,180, 1,242, and 1,343, respectively.



**Table D.2. Course Challenge Level by District, Grade 9–12, Year 6 (2023–24), Cont.**

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(n=0)	(n=73)	(n=395)	(n=286)	(n=105)	(n=99)	(n=958)
<i>Dual credit course(s)</i>	Very challenging	--	20.5%	14.2%	10.8%	7.6%	26.3%	14.2%
	Moderately challenging	--	27.4%	33.9%	33.2%	42.9%	34.3%	34.2%
	Slightly challenging	--	21.9%	30.1%	29.0%	40.0%	22.2%	29.4%
	Not challenging at all	--	30.1%	21.8%	26.9%	9.5%	17.2%	22.1%
	Mean	--	2.38	2.41	2.28	2.48	2.70	2.41

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

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Not challenging at all*, 2–*Slightly challenging*, 3–*Moderately challenging*, 4–*Very challenging*. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 86, 98, 77, 61, 1,180, 1,242, and 1,343, respectively.

**Table D.3. Course Challenge Level, Year 4 (2021–22)–Year 6 (2023–24)**

Item	Response Option	Year 4 (n=1,877)	Year 5 (n=2,564)	Year 6 (n=2,265)
<i>Mathematics course(s)</i>	Very challenging	15.6%	19.7%	17.2%
	Moderately challenging	39.4%	38.3%	39.0%
	Slightly challenging	32.8%	30.7%	32.5%
	Not challenging at all	12.3%	11.4%	11.3%
	Mean	2.58	2.66	2.62
		(n=1,831)	(n=2,531)	(n=2,230)
<i>Social Studies course(s)</i>	Very challenging	7.9%	7.3%	6.3%
	Moderately challenging	29.1%	29.9%	29.1%
	Slightly challenging	37.6%	37.9%	37.0%
	Not challenging at all	25.5%	24.9%	27.6%
	Mean	2.19	2.20	2.14*
		(n=1,868)	(n=2,570)	(n=2,254)
<i>Science course(s)</i>	Very challenging	12.7%	12.3%	14.1%
	Moderately challenging	32.8%	32.6%	34.6%
	Slightly challenging	36.5%	34.5%	34.1%
	Not challenging at all	18.0%	20.5%	17.2%
	Mean	2.40	2.37	2.46**
		(n=1,865)	(n=2,573)	(n=2,272)
<i>English Language Arts course(s)</i>	Very challenging	8.7%	7.4%	6.6%
	Moderately challenging	28.0%	25.7%	28.2%
	Slightly challenging	36.7%	35.7%	34.4%
	Not challenging at all	26.5%	31.3%	30.8%
	Mean	2.19	2.09	2.11
		(n=919)	(n=1,321)	(n=1,126)
<i>Advanced Placement course(s)</i>	Very challenging	20.0%	17.8%	16.7%
	Moderately challenging	38.6%	37.0%	35.9%
	Slightly challenging	25.6%	28.2%	28.4%
	Not challenging at all	15.8%	17.0%	19.0%
	Mean	2.63	2.56	2.50

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Not challenging at all*, 2–*Slightly challenging*, 3–*Moderately challenging*, 4–*Very challenging*. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

\*Responses for Social Studies differed significantly from Year 5 to Year 6:  $t(4759) = -2.1, p < .05$ .

\*\*Responses for Science differed significantly from Year 5 to Year 6:  $t(4822) = 3.2, p < .01$ .

**Table D.3. Course Challenge Level, Year 4 (2021–22)–Year 6 (2023–24), Cont.**

Item	Response Option	Year 4 (n=810)	Year 5 (n=1,194)	Year 6 (n=1,056)
<i>Honors course(s)</i>	Very challenging	14.7%	13.4%	12.5%
	Moderately challenging	35.6%	34.5%	31.5%
	Slightly challenging	31.2%	31.2%	30.9%
	Not challenging at all	18.5%	20.9%	21.5%
	Mean	2.46	2.40	2.39
<i>Dual credit course(s)</i>	Very challenging	21.2%	15.7%	14.2%
	Moderately challenging	35.5%	36.0%	34.2%
	Slightly challenging	27.3%	27.8%	29.4%
	Not challenging at all	16.0%	20.5%	22.1%
	Mean	2.62	2.47	2.41

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

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Not challenging at all*, 2–*Slightly challenging*, 3–*Moderately challenging*, 4–*Very challenging*. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

\*Responses for Social Studies differed significantly from Year 5 to Year 6:  $t(4759) = -2.1, p < .05$ .

\*\*Responses for Science differed significantly from Year 5 to Year 6:  $t(4822) = 3.2, p < .01$ .

**Table D.4. Student Current Plans for Enrollment in Mathematics Courses by District, Class of 2024, Year 6 (2023–24)**

Course	Response Option	District 1 (n=0)	District 2 (n=29)	District 3 (n=138)	District 4 (n=94)	District 5 (n=24)	District 6 (n=56)	Overall (n=341)
<i>Algebra I</i>	Not applicable/My school does not offer this course.	--	0.0%	2.7%	2.0%	0.0%	1.6%	1.9%
	I do not plan on taking this course.	--	0.0%	3.3%	0.0%	0.0%	4.7%	2.2%
	I am currently enrolled in this course.	--	0.0%	2.0%	3.0%	0.0%	6.3%	2.7%
	I completed this course in a prior year or semester.	--	100.0%	92.0%	94.9%	100.0%	87.5%	93.2%
<i>Algebra II</i>	Not applicable/My school does not offer this course.	--	0.0%	3.3%	1.0%	0.0%	1.6%	1.9%
	I do not plan on taking this course.	--	0.0%	5.3%	3.1%	0.0%	3.1%	3.6%
	I am currently enrolled in this course.	--	13.8%	3.3%	7.3%	0.0%	4.7%	5.2%
	I completed this course in a prior year or semester.	--	86.2%	88.0%	88.5%	100.0%	90.6%	89.3%
<i>Geometry</i>	Not applicable/My school does not offer this course.	--	0.0%	2.1%	2.0%	0.0%	1.6%	1.7%
	I do not plan on taking this course.	--	0.0%	6.2%	0.0%	0.0%	3.1%	3.0%
	I am currently enrolled in this course.	--	0.0%	3.4%	25.5%	0.0%	4.7%	9.1%
	I completed this course in a prior year or semester.	--	100.0%	88.4%	72.4%	100.0%	90.6%	86.1%
<i>Precalculus</i>	Not applicable/My school does not offer this course.	--	3.6%	5.4%	9.8%	10.5%	12.3%	8.0%
	I do not plan on taking this course.	--	53.6%	63.5%	72.8%	52.6%	26.2%	57.7%
	I am currently enrolled in this course.	--	7.1%	11.5%	5.4%	0.0%	36.9%	13.6%
	I completed this course in a prior year or semester.	--	35.7%	19.6%	12.0%	36.8%	24.6%	20.7%
<i>Calculus</i>	Not applicable/My school does not offer this course.	--	3.6%	9.4%	12.9%	11.1%	41.7%	15.5%
	I do not plan on taking this course.	--	92.9%	78.5%	75.3%	77.8%	40.0%	72.1%
	I am currently enrolled in this course.	--	3.6%	3.4%	2.2%	0.0%	6.7%	3.4%
	I completed this course in a prior year or semester.	--	0.0%	8.7%	9.7%	11.1%	11.7%	8.9%
<i>Statistics</i>	Not applicable/My school does not offer this course.	--	28.6%	7.5%	15.4%	27.8%	33.3%	16.9%
	I do not plan on taking this course.	--	71.4%	78.9%	70.3%	72.2%	40.0%	68.9%
	I am currently enrolled in this course.	--	0.0%	3.4%	2.2%	0.0%	6.7%	3.2%
	I completed this course in a prior year or semester.	--	0.0%	10.2%	12.1%	0.0%	20.0%	11.0%

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

Note. Response percentages may not total to 100% due to rounding. This question was only asked to class of 2024 students who were in Grade 12 in Year 6.

**Table D.5. Student Current Plans for Enrollment in Mathematics Courses by District, Grade 9–11, Year 6 (2023–24)**

Course	Response Option	District 1 (n=0)	District 2 (n=195)	District 3 (n=689)	District 4 (n=429)	District 5 (n=87)	District 6 (n=234)	Overall (n=1,634)
<i>Algebra I</i>	Not applicable/My school does not offer this course.	--	0.0%	3.5%	1.9%	1.1%	3.0%	2.4%
	I do not plan on taking this course.	--	0.5%	6.2%	5.6%	2.3%	1.3%	4.5%
	I have not completed this course yet, but I plan to in the next year.	--	3.1%	7.4%	6.8%	2.3%	1.7%	5.6%
	I am currently enrolled in this course.	--	41.5%	24.2%	27.7%	16.1%	26.5%	27.1%
	I completed this course in a prior year or semester.	--	54.9%	58.6%	58.0%	78.2%	67.5%	60.3%
<i>Algebra II</i>	Not applicable/My school does not offer this course.	--	2.6%	4.9%	4.1%	1.2%	2.2%	3.8%
	I do not plan on taking this course.	--	5.7%	7.7%	7.8%	1.2%	2.2%	6.4%
	I have not completed this course yet, but I plan to in the next year.	--	54.7%	44.1%	36.2%	11.6%	23.8%	38.7%
	I am currently enrolled in this course.	--	21.9%	26.8%	25.3%	51.2%	38.6%	28.7%
	I completed this course in a prior year or semester.	--	15.1%	16.6%	26.5%	34.9%	33.2%	22.3%
<i>Geometry</i>	Not applicable/My school does not offer this course.	--	1.6%	4.1%	5.4%	5.8%	6.2%	4.5%
	I do not plan on taking this course.	--	7.3%	8.1%	10.8%	17.4%	6.2%	9.0%
	I have not completed this course yet, but I plan to in the next year.	--	32.6%	24.7%	31.9%	32.6%	47.1%	31.2%
	I am currently enrolled in this course.	--	24.9%	32.1%	33.0%	29.1%	33.0%	31.5%
	I completed this course in a prior year or semester.	--	33.7%	30.8%	19.0%	15.1%	7.5%	23.9%
<i>Pre-Calculus</i>	Not applicable/My school does not offer this course.	--	6.3%	13.0%	13.6%	9.6%	12.3%	12.1%
	I do not plan on taking this course.	--	32.3%	35.6%	35.9%	19.3%	15.0%	31.5%
	I have not completed this course yet, but I plan to in the next year.	--	49.2%	41.5%	46.0%	54.2%	68.2%	48.0%
	I am currently enrolled in this course.	--	10.6%	6.2%	3.3%	14.5%	3.6%	6.0%
	I completed this course in a prior year or semester.	--	1.6%	3.8%	1.2%	2.4%	0.9%	2.3%
<i>Calculus</i>	Not applicable/My school does not offer this course.	--	9.0%	13.6%	15.3%	18.8%	26.7%	15.6%
	I do not plan on taking this course.	--	40.4%	44.6%	40.0%	28.2%	24.0%	39.1%
	I have not completed this course yet, but I plan to in the next year.	--	48.4%	36.4%	40.2%	51.8%	47.1%	41.2%
	I am currently enrolled in this course.	--	1.1%	2.9%	3.3%	1.2%	1.8%	2.5%
	I completed this course in a prior year or semester.	--	1.1%	2.6%	1.2%	0.0%	0.5%	1.6%
<i>Statistics</i>	Not applicable/My school does not offer this course.	--	24.7%	16.9%	17.8%	26.2%	33.2%	20.8%
	I do not plan on taking this course.	--	47.8%	46.6%	42.4%	36.9%	25.5%	42.2%
	I have not completed this course yet, but I plan to in the next year.	--	25.3%	31.2%	34.4%	35.7%	37.7%	32.5%
	I am currently enrolled in this course.	--	1.1%	2.6%	3.8%	1.2%	3.2%	2.7%
	I completed this course in a prior year or semester.	--	1.1%	2.7%	1.7%	0.0%	0.5%	1.8%

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

Note. Response percentages may not total to 100% due to rounding. This question was only asked to Grade 9–11 priority cohort students.

**Table D.6. Student Current Plans for Enrollment in Mathematics Courses by Grade, Grade 9–11, Year 6 (2023–24)**

Course	Response Option	Grade 9 (n=711)	Grade 10 (n=465)	Grade 11 (n=458)	Overall (n=1,634)
<i>Algebra I</i>	Not applicable/My school does not offer this course.	2.3%	3.2%	2.0%	2.4%
	I do not plan on taking this course.	3.4%	6.9%	3.7%	4.5%
	I have not completed this course yet, but I plan to in the next year.	5.9%	8.2%	2.6%	5.6%
	I am currently enrolled in this course.	56.7%	6.2%	2.4%	27.1%
	I completed this course in a prior year or semester.	31.8%	75.5%	89.3%	60.3%
<i>Algebra II</i>	Not applicable/My school does not offer this course.	6.9%	1.9%	1.3%	3.8%
	I do not plan on taking this course.	8.5%	5.8%	3.9%	6.4%
	I have not completed this course yet, but I plan to in the next year.	68.6%	27.1%	5.9%	38.7%
	I am currently enrolled in this course.	13.9%	51.5%	27.7%	28.7%
	I completed this course in a prior year or semester.	2.2%	13.7%	61.2%	22.3%
<i>Geometry</i>	Not applicable/My school does not offer this course.	6.4%	5.3%	1.1%	4.5%
	I do not plan on taking this course.	13.0%	8.8%	3.0%	9.0%
	I have not completed this course yet, but I plan to in the next year.	50.9%	27.6%	5.0%	31.2%
	I am currently enrolled in this course.	26.9%	34.6%	35.2%	31.5%
	I completed this course in a prior year or semester.	2.7%	23.9%	55.7%	23.9%
<i>Precalculus</i>	Not applicable/My school does not offer this course.	15.0%	11.9%	8.0%	12.1%
	I do not plan on taking this course.	28.1%	33.0%	35.2%	31.5%
	I have not completed this course yet, but I plan to in the next year.	51.9%	50.5%	39.6%	48.0%
	I am currently enrolled in this course.	2.5%	2.9%	14.4%	6.0%
	I completed this course in a prior year or semester.	2.4%	1.8%	2.9%	2.3%
<i>Calculus</i>	Not applicable/My school does not offer this course.	16.8%	16.3%	13.2%	15.6%
	I do not plan on taking this course.	31.6%	38.2%	51.0%	39.1%
	I have not completed this course yet, but I plan to in the next year.	47.7%	40.4%	32.3%	41.2%
	I am currently enrolled in this course.	2.2%	3.5%	2.0%	2.5%
	I completed this course in a prior year or semester.	1.6%	1.5%	1.5%	1.6%
<i>Statistics</i>	Not applicable/My school does not offer this course.	20.6%	23.2%	18.8%	20.8%
	I do not plan on taking this course.	36.5%	41.7%	51.0%	42.2%
	I have not completed this course yet, but I plan to in the next year.	38.5%	31.1%	25.1%	32.5%
	I am currently enrolled in this course.	2.5%	2.6%	3.1%	2.7%
	I completed this course in a prior year or semester.	1.9%	1.3%	2.0%	1.8%

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

Note. Response percentages may not total to 100% due to rounding. This question was only asked to Grade 9–11 priority cohort students.

**Table D.7. Tutoring Participation by District, Class of 2024, Year 6 (2023–24)**

Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
	(n=0)	(n=29)	(n=153)	(n=102)	(n=24)	(n=69)	(n=377)
Yes	--	13.8%	11.8%	45.1%	25.0%	18.8%	23.1%

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

Note. This question was only presented to class of 2024 students who were in Grade 12 in Year 6.

**Table D.8. Tutoring Participation, Year 2 (2019–20)–Year 6 (2023–24)**

Response Option	Year 2	Year 3	Year 4	Year 5	Year 6
	(n=604)	(n=352)	(n=385)	(n=561)	(n=377)
Yes	37.9%	38.9%	49.6%	23.7%	23.1%

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

Note. Class of 2024 responded to this item each year.



**Table D.9. Types of Tutoring Participated in by District, Class of 2024, Year 6 (2023–24)**

Item	Response Option	District 1 (n=0)	District 2 (n<10)	District 3 (n=14)	District 4 (n=39)	District 5 (n<10)	District 6 (n<10)	Overall (n=72)
<i>Mathematics course</i>	In class	--	75.0%	42.9%	43.6%	16.7%	55.6%	44.4%
	After school	--	75.0%	35.7%	51.3%	66.7%	11.1%	45.8%
	One-on-one with a teacher	--	25.0%	21.4%	17.9%	33.3%	33.3%	22.2%
	With a high school or college student	--	25.0%	21.4%	12.8%	0.0%	11.1%	13.9%
	Virtual	--	0.0%	0.0%	2.6%	0.0%	0.0%	1.4%
	Other	--	0.0%	7.1%	2.6%	0.0%	0.0%	2.8%
		(n=0)	(n=0)	(n=13)	(n=32)	(n<10)	(n<10)	(n=58)
<i>Social Studies course</i>	In class	--	--	61.5%	62.5%	25.0%	44.4%	56.9%
	After school	--	--	15.4%	34.4%	75.0%	22.2%	31.0%
	One-on-one with a teacher	--	--	23.1%	12.5%	25.0%	44.4%	20.7%
	With a high school or college student	--	--	7.7%	6.3%	0.0%	0.0%	5.2%
	Virtual	--	--	0.0%	0.0%	0.0%	0.0%	0.0%
	Other	--	--	7.7%	3.1%	25.0%	0.0%	5.2%
		(n=0)	(n<10)	(n=14)	(n=31)	(n<10)	(n<10)	(n=59)
<i>Science course</i>	In class	--	100.0%	50.0%	64.5%	25.0%	44.4%	55.9%
	After school	--	0.0%	14.3%	35.5%	75.0%	22.2%	30.5%
	One-on-one with a teacher	--	0.0%	21.4%	9.7%	25.0%	11.1%	13.6%
	With a high school or college student	--	0.0%	14.3%	12.9%	0.0%	33.3%	15.3%
	Virtual	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Other	--	0.0%	14.3%	0.0%	0.0%	0.0%	3.4%
		(n=0)	(n<10)	(n<10)	(n=36)	(n<10)	(n=13)	(n=63)
<i>English Language Arts course</i>	In class	--	100.0%	44.4%	55.6%	50.0%	38.5%	50.8%
	After school	--	0.0%	33.3%	41.7%	50.0%	30.8%	38.1%
	One-on-one with a teacher	--	0.0%	11.1%	11.1%	50.0%	23.1%	15.9%
	With a high school or college student	--	0.0%	11.1%	5.6%	25.0%	7.7%	7.9%
	Virtual	--	0.0%	11.1%	0.0%	0.0%	0.0%	1.6%
	Other	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

Note. Response percentages may not total to 100% because respondents were able to select multiple responses. This question was only presented to class of 2024 students who were in Grade 12 in Year 6.

**Table D.10. Types of Tutoring Participated In, Class of 2024, Year 2 (2019–20)–Year 6 (2023–24)**

Item	Response Option	Year 2 (n=102)	Year 3 (n=104)	Year 4 (n=152)	Year 5 (n=116)	Year 6 (n=72)
<i>Mathematics course</i>	In class	21.6%	44.2%	30.9%	33.6%	44.4%
	After school	78.4%	65.4%	72.4%	56.9%	45.8%
	One-on-one with a teacher	3.9%	18.3%	15.8%	8.6%	22.2%**
	With a high school or college student	5.9%	9.6%	4.6%	10.3%	13.9%
	Virtual	0.0%	37.5%	1.3%	5.2%	1.4%
	Other	2.0%	2.9%	5.9%	2.6%	2.8%
		<b>(n=90)</b>	<b>(n=63)</b>	<b>(n=99)</b>	<b>(n=79)</b>	<b>(n=58)</b>
<i>Social Studies course</i>	In class	23.3%	36.5%	34.3%	48.1%	56.9%
	After school	73.3%	44.4%	48.5%	38.0%	31.0%
	One-on-one with a teacher	8.9%	12.7%	9.1%	8.9%	20.7%*
	With a high school or college student	4.4%	7.9%	4.0%	6.3%	5.2%
	Virtual	0.0%	41.3%	1.0%	2.5%	0.0%
	Other	0.0%	3.2%	14.1%	2.5%	5.2%
		<b>(n=92)</b>	<b>(n=87)</b>	<b>(n=116)</b>	<b>(n=82)</b>	<b>(n=59)</b>
<i>Science course</i>	In class	25.0%	43.7%	33.6%	53.7%	55.9%
	After school	71.7%	56.3%	50.9%	31.7%	30.5%
	One-on-one with a teacher	5.4%	14.9%	8.6%	9.2%	13.6%
	With a high school or college student	9.8%	10.3%	5.2%	6.1%	15.3%
	Virtual	0.0%	34.5%	2.6%	2.4%	0.0%
	Other	0.0%	4.6%	11.2%	2.4%	3.4%
		<b>(n=104)</b>	<b>(n=86)</b>	<b>(n=142)</b>	<b>(n=84)</b>	<b>(n=63)</b>
<i>English Language Arts course</i>	In class	21.2%	46.5%	25.4%	47.6%	50.8%
	After school	77.9%	60.5%	69.7%	38.1%	38.1%
	One-on-one with a teacher	6.7%	14.0%	7.7%	9.5%	15.9%
	With a high school or college student	6.7%	8.1%	2.1%	8.3%	7.9%
	Virtual	0.0%	27.9%	0.0%	3.6%	1.6%
	Other	1.9%	3.5%	4.2%	3.6%	0.0%

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

Note. Class of 2024 students responded to this item each year. Response percentages will not add up to 100% because respondents were able to select multiple responses.

\*Responses for *Social Studies – One-on-One with a teacher* significantly differed from Year 5 to Year 6:  $\chi^2(1)=3.9$ ,  $p<.05$ .

\*\*Responses for *Mathematics – One-on-One with a teacher* significantly differed from Year 5 to Year 6:  $\chi^2(1)=6.9$ ,  $p<.01$ .

**Table D.11. Tutoring Helped Succeed In Classes by District, Class of 2024, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n<10)	District 3 (n=16)	District 4 (n=45)	District 5 (n<10)	District 6 (n=13)	Overall (n=84)
Yes	--	50.0%	100.0%	84.4%	100.0%	84.6%	86.9%

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

Note. This question was only presented to Class of 2024 students who were in Grade 12 in Year 6.

**Table D.12. Tutoring Helped Succeed In Classes, Year 2 (2019–20)–Year 6 (2023–24)**

Response Option	Year 2 (n=225)	Year 3 (n=135)	Year 4 (n=189)	Year 5 (n=130)	Year 6 (n=84)
Yes	94.2%	90.4%	92.6%	87.7%	86.9%

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

Note. Class of 2024 students responded to this item each year.

**Table D.13. Student Satisfaction with Tutoring by District, Class of 2024, Year 6 (2023–24)**

Item	Response Option	District 1 (n=0)	District 2 (n<10)	District 3 (n=17)	District 4 (n=44)	District 5 (n<10)	District 6 (n=12)	Overall (n=83)
<i>Please rate your level of satisfaction with the tutoring that you participated in this school year.</i>	Strongly satisfied	--	0.0%	5.9%	15.9%	33.3%	25.0%	15.7%
	Satisfied	--	75.0%	70.6%	70.5%	66.7%	66.7%	69.9%
	Dissatisfied	--	0.0%	0.0%	4.5%	0.0%	0.0%	2.4%
	Strongly dissatisfied	--	25.0%	23.5%	9.1%	0.0%	8.3%	12.0%
	Mean	--	2.50	2.59	2.94	3.33	3.08	2.89

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

Note. Response percentages may not total to 100% due to rounding. This question was only presented to Class of 2024 students who were in Grade 12 in Year 6. Scale used to determine mean rating: 1–Strongly dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly satisfied. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was <10.

**Table D.14. Student Satisfaction with Tutoring, Year 2 (2019–20)–Year 6 (2023–24)**

Item	Response Option	Year 2 (n=219)	Year 3 (n=127)	Year 4 (n=183)	Year 5 (n=126)	Year 6 (n=83)
<i>Please rate your level of satisfaction with the tutoring that you participated in this school year.</i>	Strongly satisfied	28.8%	26.8%	24.6%	12.7%	15.7%
	Satisfied	65.3%	66.9%	70.5%	73.8%	69.9%
	Dissatisfied	4.6%	3.9%	3.8%	7.1%	2.4%
	Strongly dissatisfied	1.4%	2.4%	1.1%	6.3%	12.0%
	Mean	3.21	3.18	3.19	2.93	2.89

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

Note. Class of 2024 students responded to this item each year. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly satisfied. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

**Table D.15. Reasons for Students Dissatisfied with Tutoring by District, Class of 2024, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n<10)	District 3 (n<10)	District 4 (n<10)	District 5 (n=0)	District 6 (n<10)	Overall (n=11)
<i>I did not understand the tutoring.</i>	--	100.0%	66.7%	50.0%	--	0.0%	54.5%
<i>The tutoring did not support my academic needs.</i>	--	100.0%	0.0%	33.3%	--	0.0%	27.3%
<i>The times that tutoring was offered were not good for my schedule.</i>	--	0.0%	33.3%	0.0%	--	0.0%	9.1%
<i>The tutoring was too long.</i>	--	0.0%	0.0%	50.0%	--	0.0%	27.3%
<i>The tutoring was not long enough.</i>	--	100.0%	33.3%	0.0%	--	0.0%	18.2%
<i>Other<sup>^</sup></i>	--	0.0%	0.0%	0.0%	--	100.0%	9.1%

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

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

<sup>^</sup>Although participants selected other, they did not provide additional descriptions.

**Table D.16. PSAT, ACT Aspire, SAT, ACT, or Texas Success Initiative Assessment Test Preparation Completion by District, Grade 10–12, Year 6 (2023–24)**

Item	District 1 (n=0)	District 2 (n=42)	District 3 (n=211)	District 4 (n=115)	District 5 (n=26)	District 6 (n=85)	Overall (n=479)
<i>Participated in PSAT/ACT Aspire/TSIA test preparation (Grade 10)</i>	--	69.2%	53.6%	63.5%	73.1%	75.3%	61.8%
<i>Participated in SAT/ACT/TSIA test preparation (Grade 11–12)</i>	--	27.7%	47.3%	24.8%	21.1%	25.0%	65.7%
<i>Participated in PSAT/ACT Aspire/SAT/ACT/TSIA test preparation (Grade 10–12)</i>	--	69.2%	53.0%	71.4%	76.6%	75.1%	64.3%

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

Note. This question was presented to students in Grade 10–12. PSAT – Preliminary SAT. TSIA – Texas Success Initiative Assessment.

**Table D.17. PSAT, ACT Aspire, SAT, ACT, or Texas Success Initiative Assessment Test Preparation Completion, Year 2 (2019–20)–Year 6 (2023–24)**

Item	Year 2 (n=487)	Year 3 (n=353)	Year 4 (n=381)	Year 5 (n=694)	Year 6 (n=479)
<i>Participated in PSAT/ACT Aspire/TSIA test preparation (Grade 10)</i>	51.7%	49.5%	61.7%	54.2%	61.8%*
	(n=740)	(n=881)	(n=747)	(n=1,004)	(n=848)
<i>Participated in SAT/ACT/TSIA test preparation (Grade 11–12)</i>	55.5%	47.1%	71.5%	81.6%	65.7%**
	(n=1,227)	(n=884)	(n=1,128)	(n=1,698)	(n=1,327)
<i>Participated in PSAT/ACT Aspire/SAT/ACT/TSIA test preparation (Grade 10–12)</i>	54.0%	50.4%	68.2%	70.4%	64.3%**

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

Note. Students in Grade 10–12 responded to these items each year. PSAT– Preliminary SAT. TSIA – Texas Success Initiative Assessment.

\*Responses for participation in PSAT/ACT Aspire/TSIA test preparation (Grade 10) significantly differed from Year 5 to Year 6:  $\chi^2(1)=6.7, p<.05$

\*\*Responses for participation in SAT/ACT/TSIA test preparation (Grade 11–12) significantly differed from Year 5 to Year 6:  $\chi^2(1)=60.8, p<.001$ ; Responses for participation in PSAT/ACT Aspire/SAT/ACT/TSIA test preparation (Grade 10–12) significantly differed from Year 5 to Year 6:  $\chi^2(1)=12.7, p<.001$ .

**Table D.18. Student Agreement regarding Postsecondary Education and Awareness Levels by District, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	District 1 (n=0)	District 2 (n=212)	District 3 (n=836)	District 4 (n=536)	District 5 (n=105)	District 6 (n=282)	Overall (n=1,971)
<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	--	51.4%	31.1%	32.1%	36.2%	38.7%	33.9%
	Agree	--	45.8%	51.1%	53.4%	49.5%	45.4%	50.2%
	Disagree	--	0.9%	10.6%	8.2%	10.5%	9.2%	8.7%
	Strongly disagree	--	1.9%	7.2%	6.3%	3.8%	6.7%	7.2%
	Mean	--	3.47	3.06	3.12	3.18	3.16	3.14
		(n=0)	(n=224)	(n=876)	(n=554)	(n=112)	(n=299)	(n=2,065)
<i>I am aware of what grades I need to earn in high school so that I can enroll in college after high school.</i>	Strongly agree	--	41.1%	24.9%	31.8%	30.4%	31.8%	30.7%
	Agree	--	50.9%	59.7%	57.2%	58.9%	56.5%	57.6%
	Disagree	--	5.8%	8.9%	7.8%	8.9%	3.3%	7.5%
	Strongly disagree	--	2.2%	6.5%	3.2%	1.8%	2.0%	4.3%
	Mean	--	3.30	3.03	3.18	3.18	3.31	3.15
		(n=0)	(n=194)	(n=783)	(n=500)	(n=109)	(n=277)	(n=1,863)
<i>I know what subject area I would like to study in college after high school.</i>	Strongly agree	--	30.4%	21.7%	25.2%	29.4%	25.6%	24.6%
	Agree	--	54.1%	55.3%	53.0%	47.7%	53.8%	53.9%
	Disagree	--	13.9%	15.5%	15.8%	20.2%	15.2%	15.6%
	Strongly disagree	--	1.5%	7.5%	6.0%	2.8%	5.4%	5.9%
	Mean	--	3.13	2.91	2.97	3.04	3.0	2.97

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 257, 156, 349, 204, 200, 462, 510, 457, 475, 232, 572, 381, 358, and 396, respectively. PSAT – Preliminary SAT. TSIA – Texas Success Initiative Assessment. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

**Table D.18. Student Agreement regarding Postsecondary Education and Awareness Levels by District, Grade 9–12, Year 6 (2023–24), Cont.**

Item	Response Option	District 1 (n=0)	District 2 (n=211)	District 3 (n=858)	District 4 (n=529)	District 5 (n=112)	District 6 (n=294)	Overall (n=2,004)
<i>I am aware of the opportunities that a college credential can provide for me.</i>	Strongly agree	--	34.6%	18.1%	23.4%	30.4%	32.0%	24.0%
	Agree	--	52.1%	62.0%	59.9%	58.0%	56.5%	59.4%
	Disagree	--	10.9%	14.1%	11.7%	10.7%	8.5%	12.1%
	Strongly disagree	--	2.4%	5.8%	4.9%	0.9%	3.1%	4.5%
	Mean	--	3.19	2.92	3.02	3.18	3.17	3.03
		(n=0)	(n=222)	(n=851)	(n=535)	(n=112)	(n=299)	(n=2,019)
<i>I am aware of the education path necessary for the career I plan to pursue.</i>	Strongly agree	--	30.2%	21.2%	27.9%	31.3%	26.8%	25.3%
	Agree	--	57.2%	61.3%	62.1%	64.3%	62.9%	58.5%
	Disagree	--	9.0%	11.5%	7.1%	3.6%	8.4%	9.2%
	Strongly disagree	--	3.6%	6.0%	3.0%	0.9%	2.0%	7.0%
	Mean	--	3.14	2.98	3.15	3.26	3.14	3.08
		(n=0)	(n=170)	(n=744)	(n=466)	(n=104)	(n=264)	(n=1,748)
<i>I know where to find PSAT or SAT test preparation resources.</i>	Strongly agree	--	8.2%	9.8%	12.9%	7.7%	11.0%	10.5%
	Agree	--	45.9%	42.9%	46.8%	45.2%	56.4%	46.4%
	Disagree	--	41.2%	33.5%	32.8%	37.5%	25.0%	33.0%
	Strongly disagree	--	4.7%	13.8%	7.5%	9.6%	7.6%	10.1%
	Mean	--	2.58	2.49	2.65	2.51	2.71	2.57

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 257, 156, 349, 204, 200, 462, 510, 457, 475, 232, 572, 381, 358, and 396, respectively. PSAT – Preliminary SAT. TSIA – Texas Success Initiative Assessment. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.



**Table D.18. Student Agreement regarding Postsecondary Education and Awareness Levels by District, Grade 9–12, Year 6 (2023–24), Cont.**

Item	Response Option	District 1 (n=0)	District 2 (n=164)	District 3 (n=728)	District 4 (n=444)	District 5 (n=102)	District 6 (n=257)	Overall (n=1,695)
<i>I know where to find ACT Aspire or ACT test preparation resources.</i>	Strongly agree	--	6.7%	7.7%	9.2%	2.9%	10.1%	8.1%
	Agree	--	43.3%	39.8%	38.1%	51.0%	53.7%	42.5%
	Disagree	--	45.7%	36.3%	43.7%	37.3%	28.4%	38.0%
	Strongly disagree	--	4.3%	16.2%	9.0%	8.8%	7.8%	11.4%
	Mean	--	2.52	2.39	2.48	2.48	2.66	2.47
		(n=0)	(n=186)	(n=737)	(n=361)	(n=71)	(n=182)	(n=1,748)
<i>I know where to find TSIA test preparation resources.</i>	Strongly agree	--	18.3%	8.1%	8.6%	6.7%	8.6%	10.3%
	Agree	--	59.7%	41.9%	31.5%	55.8%	51.4%	47.5%
	Disagree	--	18.8%	35.8%	47.6%	29.8%	30.4%	31.7%
	Strongly disagree	--	3.2%	14.1%	12.3%	7.7%	9.7%	10.5%
	Mean	--	2.93	2.44	2.64	2.62	2.59	2.58
		(n=0)	(n=174)	(n=734)	(n=463)	(n=105)	(n=257)	(n=1,733)
<i>I know which college entrance exam(s) I want to take (SAT/PSAT, ACT/ACT Aspire, and/or TSIA).</i>	Strongly agree	--	14.9%	9.3%	12.5%	5.7%	11.3%	10.8%
	Agree	--	50.0%	41.7%	44.9%	57.1%	46.7%	45.1%
	Disagree	--	29.3%	33.8%	34.6%	31.4%	29.6%	32.8%
	Strongly disagree	--	5.7%	15.3%	8.0%	5.7%	12.5%	11.4%
	Mean	--	2.74	2.45	2.62	2.63	2.57	2.55

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 257, 156, 349, 204, 200, 462, 510, 457, 475, 232, 572, 381, 358, and 396, respectively. PSAT – Preliminary SAT. TSIA – Texas Success Initiative Assessment. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

**Table D.18. Student Agreement regarding Postsecondary Education and Awareness Levels by District, Grade 9–12, Year 6 (2023–24), Cont.**

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(n=0)	(n=213)	(n=841)	(n=520)	(n=106)	(n=283)	(n=1,963)
<i>I am aware of the scholarship opportunities available to help pay for college.</i>	Strongly agree	--	28.2%	16.6%	21.3%	18.9%	26.9%	20.7%
	Agree	--	54.0%	55.8%	62.3%	70.8%	58.0%	58.4%
	Disagree	--	15.0%	18.5%	12.5%	8.5%	11.0%	14.9%
	Strongly disagree	--	2.8%	9.0%	3.8%	1.9%	4.2%	5.9%
	Mean	--	3.08	2.80	3.01	3.07	3.07	2.94
		(n=0)	(n=156)	(n=712)	(n=431)	(n=98)	(n=234)	(n=1,631)
<i>I am aware of the Pell Grant.</i>	Strongly agree	--	7.1%	5.3%	7.2%	3.1%	7.3%	6.1%
	Agree	--	23.7%	29.8%	30.2%	41.8%	33.8%	30.6%
	Disagree	--	50.0%	38.6%	43.6%	39.8%	39.7%	41.3%
	Strongly disagree	--	19.2%	26.3%	19.0%	15.3%	19.2%	22.0%
	Mean	--	2.19	2.14	2.26	2.33	2.29	2.21
		(n=0)	(n=175)	(n=777)	(n=482)	(n=108)	(n=280)	(n=1,822)
<i>I am aware of the FAFSA or TASFA.</i>	Strongly agree	--	22.9%	13.4%	18.7%	17.6%	21.1%	17.1%
	Agree	--	45.7%	51.2%	48.5%	62.0%	60.0%	52.0%
	Disagree	--	25.1%	22.1%	24.7%	15.7%	13.9%	21.5%
	Strongly disagree	--	6.3%	13.3%	8.1%	4.6%	5.0%	9.4%
	Mean	--	2.85	2.65	2.78	2.93	2.97	2.77

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 257, 156, 349, 204, 200, 462, 510, 457, 475, 232, 572, 381, 358, and 396, respectively. PSAT – Preliminary SAT. TSIA – Texas Success Initiative Assessment. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

**Table D.18. Student Agreement regarding Postsecondary Education and Awareness Levels by District, Grade 9–12, Year 6 (2023–24), Cont.**

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(n=0)	(n=185)	(n=781)	(n=491)	(n=108)	(n=280)	(n=1,845)
<i>I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate.</i>	Strongly agree	--	17.3%	13.7%	18.5%	14.8%	18.9%	16.2%
	Agree	--	56.8%	51.5%	54.0%	61.1%	60.7%	54.6%
	Disagree	--	21.1%	23.2%	21.0%	16.7%	15.4%	20.8%
	Strongly disagree	--	4.9%	11.7%	6.5%	7.4%	5.0%	8.3%
	Mean	--	2.86	2.67	2.85	2.83	2.94	2.79
		(n=0)	(n=185)	(n=767)	(n=467)	(n=109)	(n=276)	(n=1,804)
<i>I am aware of Federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).</i>	Strongly agree	--	14.1%	9.4%	12.0%	11.0%	15.9%	11.6%
	Agree	--	51.4%	50.7%	54.8%	64.2%	59.1%	53.9%
	Disagree	--	25.4%	26.5%	25.1%	20.2%	19.2%	24.5%
	Strongly disagree	--	9.2%	13.4%	8.1%	4.6%	5.8%	9.9%
	Mean	--	2.70	2.56	2.71	2.82	2.85	2.67
		(n=0)	(n=233)	(n=950)	(n=585)	(n=113)	(n=313)	(n=2,194)
<i>Composite mean score of all items</i>	Mean	--	2.96	2.72	2.84	2.87	2.92	2.81

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

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 257, 156, 349, 204, 200, 462, 510, 457, 475, 232, 572, 381, 358, and 396, respectively. PSAT – Preliminary SAT. TSIA – Texas Success Initiative Assessment. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

**Table D.19. Student Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 6 (2023–24)**

Item	Response Option	Year 2 (n=2,279)	Year 3 (n=1,168)	Year 4 (n=1,653)	Year 5 (n=2,385)	Year 6 (n=1,971)
<i>I would like to continue my education after high school (at a 2-year college, 4-year college, or technical school).</i>	Strongly agree	54.5%	52.7%	45.1%	40.4%	34.9%
	Agree	38.9%	39.9%	44.1%	44.3%	50.2%
	Disagree	3.5%	4.4%	6.5%	8.3%	8.7%
	Strongly disagree	3.1%	3.0%	4.4%	7.0%	6.1%
	Mean	3.45	3.42	3.30	3.18	3.14
		(n=2,326)	(n=1,215)	(n=1,743)	(n=2,516)	(n=2,065)
<i>I am aware of what grades I need to earn in high school so that I can enroll in college after high school.</i>	Strongly agree	39.6%	43.8%	36.8%	33.5%	30.7%
	Agree	53.2%	49.7%	54.2%	55.3%	57.6%
	Disagree	4.9%	4.3%	5.7%	7.2%	7.5%
	Strongly disagree	2.3%	2.2%	3.3%	4.0%	4.3%
	Mean	3.3	3.35	3.24	3.18	3.15
		(n=2,128)	(n=1,106)	(n=1,594)	(n=2,332)	(n=1,863)
<i>I know what subject area I would like to study in college after high school.</i>	Strongly agree	33.0%	34.7%	29.6%	28.1%	24.6%
	Agree	51.3%	45.2%	47.0%	45.1%	53.9%
	Disagree	12.2%	15.8%	17.9%	19.0%	15.6%
	Strongly disagree	3.5%	4.2%	5.5%	7.8%	5.9%
	Mean	3.14	3.10	3.01	2.94	2.97
		(n=2,214)	(n=1,210)	(n=1,713)	(n=2,430)	(n=2,004)
<i>I am aware of the opportunities that a college credential can provide for me.</i>	Strongly agree	33.8%	42.7%	30.6%	27.4%	24.0%
	Agree	53.3%	50.2%	56.3%	57.1%	59.4%
	Disagree	9.8%	5.0%	9.9%	11.2%	12.1%
	Strongly disagree	3.1%	2.1%	3.2%	4.3%	4.5%
	Mean	3.18	3.34	3.14	3.08	3.03*

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Items *I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate* and *I know which college entrance exam(s) I want to take* were only included on the Year 4 and Year 5 survey. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. PSAT – Preliminary SAT. TSIA – Texas Success Initiative Assessment. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

\**I am aware of the opportunities that a college credential can provide for me* was significantly different from Year 5 to Year 6:  $t(4,286.87) = -2.2$   $p < .05$ ; *I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate* was significantly different Year 5 to Year 6:  $t(4070.46) = 2.6$ ,  $p < .05$ .

\*\* *I am aware of the education path necessary for the career I plan to pursue* was significantly different Year 5 to Year 6:  $t(4417.70) = 3.0$ ,  $p < .01$ .

**Table D.19. Student Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 6 (2023–24), Cont.**

Item	Response Option	Year 2 (n=2,221)	Year 3 (n=1,162)	Year 4 (n=1,688)	Year 5 (n=2,418)	Year 6 (n=2,019)
<i>I am aware of the education path necessary for the career I plan to pursue.</i>	Strongly agree	33.0%	33.0%	28.4%	26.8%	25.3%
	Agree	54.6%	51.7%	53.1%	53.0%	61.5%
	Disagree	9.5%	12.0%	14.5%	14.7%	9.2%
	Strongly disagree	2.9%	3.4%	4.0%	5.5%	4.1%
	Mean	3.17	3.14	3.06	3.01	3.08**
		(n=1,948)	(n=1,103)	(n=1,555)	(n=2,235)	(n=1,748)
<i>I know where to find PSAT or SAT test preparation resources.</i>	Strongly agree	16.0%	19.5%	16.8%	15.8%	10.5%
	Agree	36.2%	37.0%	42.1%	40.1%	46.4%
	Disagree	37.9%	34.1%	31.6%	32.1%	33.0%
	Strongly disagree	9.9%	9.4%	9.5%	11.9%	10.1%
	Mean	2.58	2.67	2.66	2.60	2.57
		(n=1,869)	(n=1,088)	(n=1,520)	(n=2,186)	(n=1,695)
<i>I know where to find ACT Aspire or ACT test preparation resources.</i>	Strongly agree	12.6%	16.5%	13.7%	11.5%	8.1%
	Agree	30.6%	32.1%	37.7%	36.4%	42.5%
	Disagree	44.8%	40.1%	37.1%	37.6%	38%
	Strongly disagree	12.0%	11.4%	11.5%	14.5%	11.4%
	Mean	2.44	2.54	2.54	2.45	2.47
		(n=1,872)	(n=1,081)	(n=1,543)	(n=2,206)	(n=1,748)
<i>I know where to find TSIA test preparation resources.</i>	Strongly agree	11.6%	14.5%	15.4%	15.7%	10.3%
	Agree	29.1%	32.9%	40.0%	38.5%	47.5%
	Disagree	47.2%	40.6%	34.0%	33.0%	31.7%
	Strongly disagree	12.1%	11.9%	10.7%	12.8%	10.5%
	Mean	2.40	2.50	2.60	2.57	2.58
		(n=0)	(n=0)	(n=1,531)	(n=2,194)	(n=1,733)
<i>I know which college entrance exam(s) I want to take (SAT/PSAT, ACT/ACT Aspire, and/or TSIA.)</i>	Strongly agree	--	--	16.1%	15.2%	10.8%
	Agree	--	--	40.3%	39.2%	45.1%
	Disagree	--	--	33.1%	33.5%	32.8%
	Strongly disagree	--	--	10.5%	12.2%	11.4%
	Mean	--	--	2.62	2.57	2.55

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Items *I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate* and *I know which college entrance exam(s) I want to take* were only included on the Year 4 and Year 5 survey. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. PSAT – Preliminary SAT. TSIA – Texas Success Initiative Assessment. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

\**I am aware of the opportunities that a college credential can provide for me* was significantly different from Year 5 to Year 6:  $t(4,286.87) = -2.2$   $p < .05$ ; *I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate* was significantly different Year 5 to Year 6:  $t(4070.46) = 2.6$ ,  $p < .05$ .

\*\* *I am aware of the education path necessary for the career I plan to pursue* was significantly different Year 5 to Year 6:  $t(4417.70) = 3.0$ ,  $p < .01$ .

**Table D.19. Student Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 6 (2023–24), Cont.**

Item	Response Option	Year 2	Year 3	Year 4	Year 5	Year 6
		(n=2,245)	(n=1,184)	(n=1,683)	(n=2,443)	(n=1,963)
<i>I am aware of the scholarship opportunities available to help pay for college.</i>	Strongly agree	26.4%	32.2%	25.3%	23.0%	20.7%
	Agree	52.1%	49.9%	52.2%	52.8%	58.4%
	Disagree	16.2%	13.5%	16.3%	17.2%	14.9%
	Strongly disagree	5.3%	4.4%	6.2%	7.0%	5.9%
	Mean	2.99	3.1	2.97	2.92	2.94
		(n=1,842)	(n=1,052)	(n=1,449)	(n=2,090)	(n=1,631)
<i>I am aware of the Pell Grant.</i>	Strongly agree	8.6%	11.5%	10.4%	9.1%	6.1%
	Agree	19.4%	23.3%	25.0%	25.9%	30.6%
	Disagree	50.7%	46.4%	40.9%	40.3%	41.3%
	Strongly disagree	21.3%	18.8%	23.8%	24.7%	22.0%
	Mean	2.15	2.27	2.22	2.19	2.21
		(n=0)	(n=0)	(n=0)	(n=0)	(n=1,822)
<i>I am aware of the FAFSA or TASFA.</i>	Strongly agree	--	--	--	--	17.1%
	Agree	--	--	--	--	52.0%
	Disagree	--	--	--	--	21.5%
	Strongly disagree	--	--	--	--	9.4%
	Mean	--	--	--	--	2.77
		(n=1,865)	(n=1,058)	(n=1,560)	(n=2,240)	(n=0)
<i>I am aware of the TASFA.</i>	Strongly agree	10.4%	12.6%	17.8%	15.1%	--
	Agree	24.8%	25.9%	42.0%	42.2%	--
	Disagree	47.3%	45.3%	28.1%	29.6%	--
	Strongly disagree	17.5%	16.3%	12.2%	13.0%	--
	Mean	2.28	2.35	2.65	2.59	--
		(n=1,973)	(n=1,103)	(n=1,592)	(n=2,261)	(n=0)
<i>I am aware of the FAFSA</i>	Strongly agree	18.0%	23.5%	22.9%	19.0%	--
	Agree	33.5%	36.1%	46.0%	45.9%	--
	Disagree	34.7%	29.3%	21.3%	24.3%	--
	Strongly disagree	13.8%	11.2%	9.8%	10.8%	--
	Mean	2.56	2.72	2.82	2.73	--

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Items *I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate* and *I know which college entrance exam(s) I want to take* were only included on the Year 4 and Year 5 survey. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. PSAT – Preliminary SAT. TSIA – Texas Success Initiative Assessment. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

\**I am aware of the opportunities that a college credential can provide for me* was significantly different from Year 5 to Year 6:  $t(4,286.87) = -2.2$   $p < .05$ ; *I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate* was significantly different Year 5 to Year 6:  $t(4070.46) = 2.6$ ,  $p < .05$ .

\*\* *I am aware of the education path necessary for the career I plan to pursue* was significantly different Year 5 to Year 6:  $t(4417.70) = 3.0$ ,  $p < .01$ .



**Table D.19. Student Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 6 (2023–24) Cont.**

Item	Response Option	Year 2	Year 3	Year 4	Year 5	Year 6
		(n=0)	(n=0)	(n=1,574)	(n=2,293)	(n=1,845)
<i>I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate.</i>	Strongly agree	--	--	18.9%	18.3%	16.2%
	Agree	--	--	42.0%	46.3%	54.6%
	Disagree	--	--	26.2%	24.3%	20.8%
	Strongly disagree	--	--	13.0%	11.1%	8.3%
	Mean	--	--	2.67	2.72	2.79*
		(n=2,122)	(n=1,132)	(n=1,572)	(n=2,269)	(n=1,804)
<i>I am aware of Federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).</i>	Strongly agree	17.7%	20.1%	14.6%	14.4%	11.6%
	Agree	49.2%	47.9%	47.3%	46.7%	53.9%
	Disagree	25.0%	24.0%	27.0%	27.3%	24.5%
	Strongly disagree	8.1%	8.0%	11.1%	11.6%	9.9%
	Mean	2.76	2.80	2.65	2.64	2.67
		(n=2,477)	(n=1,259)	(n=1,810)	(n=2,635)	(n=2,194)
<i>Composite score of all means</i>	Mean	2.88	2.91	2.83	2.79	2.81

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

Note. Response percentages may not total to 100% due to rounding. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Items *I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate* and *I know which college entrance exam(s) I want to take* were only included on the Year 4 and Year 5 survey. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. PSAT – Preliminary SAT. TSIA – Texas Success Initiative Assessment. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

\**I am aware of the opportunities that a college credential can provide for me* was significantly different from Year 5 to Year 6:  $t(4,286.87) = -2.2$ ,  $p < .05$ ; *I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate* was significantly different Year 5 to Year 6:  $t(4070.46) = 2.6$ ,  $p < .05$ .

\*\**I am aware of the education path necessary for the career I plan to pursue* was significantly different Year 5 to Year 6:  $t(4417.70) = 3.0$ ,  $p < .01$ .



**Table D.20. Student Agreement regarding Postsecondary Education and Awareness Levels by Grade, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	Grade 9	Grade 10	Grade 11	Grade 12	Overall
		(n=686)	(n=452)	(n=449)	(n=384)	(n=1,971)
<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	33.8%	33.0%	36.7%	37.0%	34.9%
	Agree	52.5%	49.1%	48.8%	49.2%	50.2%
	Disagree	8.5%	10.4%	8.5%	7.6%	8.7%
	Strongly disagree	5.2%	7.5%	6.0%	6.3%	6.1%
	Mean	3.15	3.08	3.16	3.17	3.14
		(n=732)	(n=472)	(n=474)	(n=387)	(n=2,065)
<i>I am aware of what grades I need to earn in high school so that I can enroll in college after high school.</i>	Strongly agree	32.1%	30.3%	28.9%	30.7%	30.7%
	Agree	57.8%	53.8%	59.3%	59.7%	57.6%
	Disagree	6.6%	8.7%	8.9%	5.9%	7.5%
	Strongly disagree	3.6%	7.2%	3.0%	3.6%	4.3%
	Mean	3.18	3.07	3.14	3.18	3.15
		(n=641)	(n=429)	(n=434)	(n=359)	(n=1,863)
<i>I know what subject area I would like to study in college after high school.</i>	Strongly agree	25.4%	22.1%	21.0%	30.4%	24.6%
	Agree	54.1%	50.8%	56.9%	53.5%	53.9%
	Disagree	15.6%	17.9%	16.6%	11.7%	15.6%
	Strongly disagree	4.8%	9.1%	5.5%	4.5%	5.9%
	Mean	3.00	2.86	2.93	3.10	2.97
		(n=701)	(n=454)	(n=462)	(n=387)	(n=2,004)
<i>I am aware of the opportunities that a college credential can provide for me.</i>	Strongly agree	25.0%	24.2%	22.1%	24.0%	24.0%
	Agree	58.9%	54.4%	61.9%	63.0%	59.4%
	Disagree	12.1%	14.1%	13.2%	8.5%	12.1%
	Strongly disagree	4.0%	7.3%	2.8%	4.4%	4.5%
	Mean	3.05	2.96	3.03	3.07	3.03

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 257, 156, 349, and 204, 200, 462, 457, 475, 232, 381, 572, 358, and 396, respectively. PSAT – Preliminary SAT. TSIA – Texas Success Initiative Assessment. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

**Table D.20. Student Agreement regarding Postsecondary Education and Awareness Levels by Grade, Grade 9–12, Year 6 (2023–24), Cont.**

Item	Response Option	Grade 9	Grade 10	Grade 11	Grade 12	Overall
		(n=710)	(n=450)	(n=466)	(n=393)	(n=2,019)
<i>I am aware of the education path necessary for the career I plan to pursue.</i>	Strongly agree	24.2%	23.1%	26.0%	29.0%	25.3%
	Agree	63.2%	60.4%	60.5%	60.6%	61.5%
	Disagree	8.0%	11.6%	10.5%	6.9%	9.2%
	Strongly disagree	4.5%	4.9%	3.0%	3.6%	4.1%
	Mean	3.07	3.02	3.09	3.15	3.08
		(n=561)	(n=389)	(n=427)	(n=371)	(n=1,748)
<i>I know where to find PSAT or SAT test preparation resources.</i>	Strongly agree	7.3%	9.3%	10.8%	16.4%	10.5%
	Agree	38.7%	40.9%	51.1%	58.5%	46.4%
	Disagree	42.1%	36.2%	30.0%	19.4%	33.0%
	Strongly disagree	11.9%	13.6%	8.2%	5.7%	10.1%
	Mean	2.41	2.46	2.64	2.86	2.57
		(n=548)	(n=373)	(n=413)	(n=361)	(n=1,748)
<i>I know where to find ACT Aspire or ACT test preparation resources.</i>	Strongly agree	6.4%	5.6%	9.4%	11.6%	10.3%
	Agree	34.9%	34.9%	44.4%	60.1%	47.5%
	Disagree	46.4%	43.7%	35.6%	22.2%	31.7%
	Strongly disagree	12.4%	15.8%	10.9%	6.1%	10.5%
	Mean	2.35	2.30	2.52	2.77	2.47
		(n=581)	(n=394)	(n=408)	(n=365)	(n=1,748)
<i>I know where to find TSIA test preparation resources.</i>	Strongly agree	11.2%	8.9%	7.6%	13.4%	8.1%
	Agree	43.7%	41.6%	51.5%	55.6%	42.5%
	Disagree	33.9%	36.5%	31.1%	23.6%	38.0%
	Strongly disagree	11.2%	12.9%	9.8%	7.4%	11.4%
	Mean	2.55	2.46	2.57	2.75	2.58

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 257, 156, 349, and 204, 200, 462, 457, 475, 232, 381, 572, 358, and 396, respectively. PSAT – Preliminary SAT. TSIA – Texas Success Initiative Assessment. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

**Table D.20. Student Agreement regarding Postsecondary Education and Awareness Levels by Grade, Grade 9–12, Year 6 (2023–24), Cont.**

Item	Response Option	Grade 9	Grade 10	Grade 11	Grade 12	Overall
		<b>(n=557)</b>	<b>(n=391)</b>	<b>(n=418)</b>	<b>(n=367)</b>	<b>(n=1,733)</b>
<i>I know which college entrance exam(s) I want to take (SAT/PSAT, ACT/ACT Aspire, and/or TSIA).</i>	Strongly agree	8.4%	10.2%	11.0%	14.7%	10.8%
	Agree	41.1%	35.8%	47.4%	58.3%	45.1%
	Disagree	38.6%	39.4%	29.4%	20.7%	32.8%
	Strongly disagree	11.8%	14.6%	12.2%	6.3%	11.4%
	Mean	2.46	2.42	2.57	2.81	2.55
		<b>(n=681)</b>	<b>(n=441)</b>	<b>(n=456)</b>	<b>(n=385)</b>	<b>(n=1,963)</b>
<i>I am aware of the scholarship opportunities available to help pay for college.</i>	Strongly agree	23.2%	19.0%	17.8%	21.8%	20.7%
	Agree	58.4%	53.7%	56.6%	66.0%	58.4%
	Disagree	14.5%	19.7%	16.4%	8.3%	14.9%
	Strongly disagree	3.8%	7.5%	9.2%	3.9%	5.9%
	Mean	3.01	2.84	2.83	3.06	2.94
		<b>(n=528)</b>	<b>(n=368)</b>	<b>(n=396)</b>	<b>(n=339)</b>	<b>(n=1,631)</b>
<i>I am aware of the Pell Grant.</i>	Strongly agree	4.5%	4.6%	5.8%	10.6%	6.1%
	Agree	29.2%	25.3%	28.3%	41.3%	30.6%
	Disagree	48.3%	41.3%	38.9%	33.0%	41.3%
	Strongly disagree	18.0%	28.8%	27.0%	15.0%	22.0%
	Mean	2.20	2.06	2.13	2.48	2.21
		<b>(n=594)</b>	<b>(n=399)</b>	<b>(n=441)</b>	<b>(n=388)</b>	<b>(n=1,822)</b>
<i>I am aware of the FAFSA or TASFA.</i>	Strongly agree	13.0%	15.8%	14.3%	28.1%	17.1%
	Agree	47.0%	40.4%	58.5%	64.2%	52.0%
	Disagree	30.0%	28.1%	18.6%	4.9%	21.5%
	Strongly disagree	10.1%	15.8%	8.6%	2.8%	9.4%
	Mean	2.63	2.56	2.78	3.18	2.77

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 257, 156, 349, 204, 200, 462, 457, 475, 232, 381, 572, 358, and 396, respectively. PSAT – Preliminary SAT. TSIA – Texas Success Initiative Assessment. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

**Table D.20. Student Agreement regarding Postsecondary Education and Awareness Levels by Grade, Grade 9–12, Year 6 (2023–24), Cont.**

Item	Response Option	Grade 9	Grade 10	Grade 11	Grade 12	Overall
		(n=611)	(n=408)	(n=437)	(n=398)	(n=1,845)
<i>I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate.</i>	Strongly agree	12.8%	13.5%	15.1%	25.7%	16.2%
	Agree	53.5%	48.5%	54.0%	63.5%	54.6%
	Disagree	26.5%	24.0%	21.7%	7.5%	20.8%
	Strongly disagree	7.2%	14.0%	9.2%	3.3%	8.3%
	Mean	2.72	2.62	2.75	3.12	2.79
		(n=610)	(n=403)	(n=425)	(n=366)	(n=1,804)
<i>I am aware of Federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).</i>	Strongly agree	12.6%	10.9%	10.1%	12.6%	11.6%
	Agree	55.7%	47.1%	52.7%	59.8%	53.9%
	Disagree	24.1%	27.8%	26.6%	19.1%	24.5%
	Strongly disagree	7.5%	14.1%	10.6%	8.5%	9.9%
	Mean	2.73	2.55	2.62	2.77	2.67
		(n=776)	(n=501)	(n=506)	(n=411)	(n=2,194)
<i>Composite mean score of all items</i>	Mean	2.81	2.72	2.79	2.96	2.81

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

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 257, 156, 349, 204, 200, 462, 457, 475, 232, 216, 381, 572, 358, and 396, respectively. PSAT – Preliminary SAT. TSIA – Texas Success Initiative Assessment. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

**Table D.21. Test Preparation Has or Will Prepare Students for Entrance Exams by District, Grade 10–12, Year 6 (2023–24)**

Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
	(n=0)	(n=73)	(n=297)	(n=255)	(n=49)	(n=173)	(n=847)
Yes	--	80.8%	66.3%	75.3%	89.8%	78.6%	74.1%

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

Note. Students in Grade 10–12 responded to this item.

**Table D.22. Test Preparation Has or Will Prepare Students for Entrance Exams, Year 2 (2019–20)–Year 6 (2023–24)**

Response Option	Year 2	Year 3	Year 4	Year 5	Year 6
	(n=657)	(n=481)	(n=761)	(n=1,186)	(n=847)
Yes	78.5%	70.3%	77.4%	70.9%	74.1%

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

Note. Students in Grade 10–12 responded to this item each year.

**Table D.23. Completion of College Entrance Exams by District, Class of 2024, Year 6 (2023–24)**

Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
	(n=0)	(n=29)	(n=169)	(n=105)	(n=24)	(n=69)	(n=396)
Yes, I took the SAT, ACT, or TSI Assessment.	--	82.8%	65.7%	68.6%	87.5%	88.4%	73.0%
No, but I plan on taking the SAT, ACT, or TSI Assessment in the future.	--	13.8%	24.3%	20.0%	8.3%	5.8%	18.2%
No, I don't plan on taking the SAT, ACT, or TSI Assessment.	--	3.4%	10.1%	11.4%	4.2%	5.8%	8.8%

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

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

**Table D.24. Students Who Met One-on-One with School Counselor, College/Career Advisor, or Other Staff by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
	(n=0)	(n=232)	(n=944)	(n=583)	(n=113)	(n=313)	(n=2,185)
Yes	--	34.5%	39.8%	49.1%	65.5%	41.9%	43.3%

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

**Table D.25. Students Who Met One-on-One with School Counselor, College/Career Advisor, or Other Staff, Year 2 (2019–20)–Year 6 (2023–24)**

Response Option	Year 2	Year 3	Year 4	Year 5	Year 6
	(n=2,447)	(n=1,262)	(n=1,835)	(n=2,670)	(n=2,185)
Yes	40.7%	41.1%	49.2%	49.4%	43.3%*

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

Note. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6.

\*Response was significantly different from Year 5 to Year 6:  $\chi^2(1) = 17.9, p < .001$ .

**Table D.26. Students Who Met One-on-One with School Counselor, College/Career Advisor, or Other Staff by Grade, Grade 9–12, Year 6 (2023–24)**

Response Option	Grade 9 (n=769)	Grade 10 (n=510)	Grade 11 (n=505)	Grade 12 (n=401)	Overall (n=2,185)
Yes	40.6%	38.6%	39.4%	59.6%	43.3%

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

**Table D.27. Topics Discussed in One-on-One Advising Sessions by District, Grade 9–12, Year 6 (2023–24)**

Item	District 1 (n=0)	District 2 (n=79)	District 3 (n=348)	District 4 (n=276)	District 5 (n=74)	District 6 (n=129)	Overall (n=906)
<i>My grades</i>	--	46.8%	62.6%	70.3%	77.0%	59.7%	64.3%
<i>College plans or interests</i>	--	43.0%	35.9%	42.8%	41.9%	49.6%	41.1%
<i>Course selection/scheduling</i>	--	58.2%	50.0%	39.5%	51.4%	48.1%	47.4%
<i>Career plans or interests</i>	--	40.5%	31.0%	34.1%	33.8%	46.5%	35.2%
<i>Personal graduation plan</i>	--	21.5%	22.7%	37.0%	27.0%	41.9%	30.0%
<i>College applications</i>	--	19.0%	23.9%	28.3%	32.4%	33.3%	26.8%
<i>Dual credit opportunities</i>	--	44.3%	32.2%	38.8%	54.1%	28.7%	36.5%
<i>PSAT, SAT, ACT Aspire, or ACT</i>	--	38.0%	18.4%	23.2%	27.0%	39.5%	25.3%
<i>Financial aid for college</i>	--	16.5%	18.7%	19.9%	20.3%	35.7%	21.4%
<i>Career and technical education programs of study</i>	--	7.6%	19.5%	19.6%	12.2%	12.4%	16.9%
<i>The Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate</i>	--	5.1%	9.2%	10.1%	12.2%	11.6%	9.7%
<i>Job/internships/shadowing applications</i>	--	10.1%	11.2%	13.0%	17.6%	14.0%	12.6%
<i>Changing or dropping an endorsement</i>	--	10.1%	11.5%	9.8%	6.8%	13.2%	10.7%
<i>Enlisting in the military</i>	--	5.1%	10.6%	9.1%	2.7%	10.9%	9.1%
<i>Other<sup>^</sup></i>	--	1.3%	5.5%	2.2%	6.8%	3.9%	4.0%

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

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

<sup>^</sup>Examples of other responses included: Being a firefighter (1), Housing and food plans (1).

**Table D.28. Topics Discussed during One-on-One Advising Session, Year 2 (2019–20)–Year 6 (2023–24)**

Item	Year 2 (n=981)	Year 3 (n=519)	Year 4 (n=841)	Year 5 (n=1,226)	Year 6 (n=906)
<i>My grades</i>	50.3%	56.3%	68.1%	73.5%	64.3%**
<i>College plans or interests</i>	29.5%	58.0%	57.0%	53.4%	41.1%**
<i>Course selection/scheduling</i>	52.0%	42.8%	52.7%	57.7%	47.4%**
<i>Career plans or interests</i>	62.9%	47.4%	51.1%	46.9%	35.2%**
<i>Personal graduation plan</i>	33.5%	44.1%	42.6%	37.2%	30.0%*
<i>College applications</i>	12.8%	33.7%	35.6%	30.4%	26.8%
<i>Dual credit opportunities</i>	--	35.1%	35.2%	36.4%	36.5%
<i>PSAT, SAT, ACT Aspire, or ACT</i>	23.6%	30.4%	32.3%	28.6%	25.3%
<i>Financial aid for college</i>	15.8%	30.8%	29.0%	22.9%	21.4%
<i>Career and technical education programs of study</i>	--	17.3%	19.7%	17.2%	16.9%
<i>Job/internships/shadowing applications</i>	13.9%	10.8%	15.8%	13.5%	12.6%
<i>Changing or dropping an endorsement</i>	40.3%	9.4%	13.9%	15.1%	10.7%*
<i>Enlisting in the military</i>	--	6.0%	12.1%	10.4%	9.1%
<i>The Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate</i>	--	--	16.2%	12.4%	9.7%
<i>Other</i>	3.4%	2.5%	2.3%	2.5%	4.0%

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

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

\**Personal graduation plan* was significantly different from Year 5 to Year 6:  $\chi^2(1)=11.9$ ,  $p<.01$ ; *Changing or dropping an endorsement* was significantly different from Year 5 to Year 6:  $\chi^2(1)=8.7$ ,  $p<0.01$ .

\*\**My grades* was significantly different from Year 5 to Year 6:  $\chi^2(1)=20.6$ ,  $p<.001$ ; *College plans or interests* was significantly different from Year 5 to Year 6:  $\chi^2(1)=31.9$ ,  $p<.001$ ; *Career plans or interests* significantly differed from Year 5 to Year 6:  $\chi^2(1)=29.2$ ,  $p<.001$ ; *Course selection/scheduling* was significantly different Year 5 to Year 6:  $\chi^2(1)=22.3$ ,  $p<.001$ .



**Table D.29. Topics Discussed in One-on-One Counseling/Advising Sessions by Grade, Grade 9–12, Year 6 (2023–24)**

Item	Grade 9	Grade 10	Grade 11	Grade 12	Overall
	(n=301)	(n=185)	(n=192)	(n=228)	(n=906)
<i>My grades</i>	65.8%	60.0%	68.8%	62.3%	64.3%
<i>College plans or interests</i>	38.9%	32.4%	38.5%	53.1%	41.1%
<i>Course selection/scheduling</i>	54.2%	49.7%	43.2%	39.9%	47.4%
<i>Career plans or interests</i>	34.6%	27.0%	34.9%	43.0%	35.2%
<i>Personal graduation plan</i>	22.6%	27.0%	32.8%	39.9%	30.0%
<i>College applications</i>	17.9%	16.2%	18.8%	53.9%	26.8%
<i>Dual credit opportunities</i>	43.9%	41.1%	34.4%	25.0%	36.5%
<i>PSAT, SAT, ACT Aspire, or ACT</i>	20.3%	22.2%	25.0%	34.6%	25.3%
<i>Financial aid for college</i>	14.3%	12.4%	15.6%	43.0%	21.4%
<i>Career and technical education programs of study</i>	20.9%	14.6%	14.1%	15.8%	16.9%
<i>Job/internships/shadowing applications</i>	12.6%	12.4%	13.5%	11.8%	12.6%
<i>Changing or dropping an endorsement</i>	10.3%	11.9%	9.9%	11.0%	10.7%
<i>Enlisting in the military</i>	10.3%	6.5%	7.8%	10.5%	9.1%
<i>The Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate</i>	6.0%	4.9%	5.7%	21.9%	9.7%
<i>Other<sup>^</sup></i>	4.3%	5.4%	3.6%	2.6%	4.0%

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

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

<sup>^</sup>Examples of other responses included: Being a firefighter (1), Housing and food plans (1).

**Table D.30. Student Agreement Levels regarding One-on-One Counseling Sessions by District, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	District 1 (n=0)	District 2 (n=77)	District 3 (n=315)	District 4 (n=255)	District 5 (n=73)	District 6 (n=122)	Overall (n=842)
<i>The counseling/ advising session(s) helped me to develop a plan for my education.</i>	Strongly agree	--	18.2%	14.3%	15.3%	17.8%	9.8%	14.6%
	Agree	--	75.3%	67.0%	70.6%	75.3%	71.3%	70.2%
	Disagree	--	1.3%	11.7%	9.0%	4.1%	14.8%	9.7%
	Strongly disagree	--	5.2%	7.0%	5.1%	2.7%	4.1%	5.5%
	Mean	--	3.06	2.89	2.96	3.08	2.87	2.94
		(n=0)	(n=75)	(n=314)	(n=248)	(n=71)	(n=120)	(n=828)
<i>The counseling/ advising session(s) helped me to select the best classes to take to achieve my goals for my education and career.</i>	Strongly agree	--	16.0%	14.3%	16.1%	22.5%	12.5%	15.5%
	Agree	--	74.7%	11.0%	67.7%	66.2%	68.3%	69.1%
	Disagree	--	5.3%	69.7%	10.9%	8.5%	15.8%	11.0%
	Strongly disagree	--	4.0%	4.8%	5.2%	2.8%	3.3%	4.5%
	Mean	--	3.03	2.94	2.95	3.09	2.90	2.96
		(n=0)	(n=73)	(n=321)	(n=258)	(n=69)	(n=121)	(n=842)
<i>The counseling/ advising session(s) provided me with information on what grades and testing scores are needed to achieve my goals for my education and career.</i>	Strongly agree	--	17.8%	16.2%	15.1%	27.5%	19.8%	17.5%
	Agree	--	67.1%	64.5%	70.2%	63.8%	63.6%	66.3%
	Disagree	--	12.3%	12.8%	9.3%	7.2%	13.2%	11.3%
	Strongly disagree	--	2.7%	6.5%	5.4%	1.4%	3.3%	5.0%
	Mean	--	3.00	2.90	2.95	3.17	3.00	2.96
		(n=0)	(n=72)	(n=299)	(n=253)	(n=69)	(n=116)	(n=809)
<i>The counseling/ advising session(s) provided me with information about how to pay for education after high school.</i>	Strongly agree	--	11.1%	11.0%	13.4%	18.8%	9.5%	12.2%
	Agree	--	55.6%	58.9%	56.5%	55.1%	67.2%	58.7%
	Disagree	--	26.4%	23.1%	23.7%	23.2%	18.1%	22.9%
	Strongly disagree	--	6.9%	7.0%	6.3%	2.9%	5.2%	6.2%
	Mean	--	2.70	2.74	2.77	2.90	2.81	2.77
		(n=0)	(n=68)	(n=280)	(n=243)	(n=67)	(n=118)	(n=776)
<i>The counseling/ advising session(s) helped me decide which college entrance exams I should take.</i>	Strongly agree	--	14.7%	8.9%	12.8%	16.4%	12.7%	11.9%
	Agree	--	45.6%	51.8%	54.3%	56.7%	59.3%	53.6%
	Disagree	--	35.3%	28.6%	26.3%	23.9%	22.0%	27.1%
	Strongly disagree	--	4.4%	10.7%	6.6%	3.0%	5.9%	7.5%
	Mean	--	2.71	2.59	2.73	2.87	2.79	2.70

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 64, 76, 63, 90, 123, 114, 86, and 75, respectively.

**Table D.30. Student Agreement Levels regarding One-on-One Counseling Sessions by District, Grade 9–12, Year 6 (2023–24), Cont.**

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(n=0)	(n=66)	(n=284)	(n=247)	(n=68)	(n=119)	(n=784)
<i>The counseling/advising session(s) provided me with information about ways to prepare for college entrance exams.</i>	Strongly agree	--	10.6%	9.2%	12.1%	16.2%	10.9%	11.1%
	Agree	--	54.5%	56.3%	55.5%	61.8%	63.0%	57.4%
	Disagree	--	31.8%	24.6%	24.3%	20.6%	24.4%	24.7%
	Strongly disagree	--	3.0%	9.9%	8.1%	1.5%	1.7%	6.8%
	Mean	--	2.73	2.65	2.72	2.93	2.83	2.73
		(n=0)	(n=74)	(n=302)	(n=250)	(n=69)	(n=120)	(n=815)
<i>The counseling/advising session(s) provided me with information that was specific to my individual needs/interests.</i>	Strongly agree	--	14.9%	11.6%	14.8%	26.1%	12.5%	14.2%
	Agree	--	73.0%	66.2%	65.6%	60.9%	71.7%	67.0%
	Disagree	--	10.8%	14.9%	13.2%	11.6%	13.3%	13.5%
	Strongly disagree	--	1.4%	7.3%	6.4%	1.4%	2.5%	5.3%
	Mean	--	3.01	2.82	2.89	3.12	2.94	2.90
		(n=0)	(n=74)	(n=303)	(n=250)	(n=72)	(n=121)	(n=820)
<i>I spoke with my family about some of the topics that were covered in my counseling/advising session(s).</i>	Strongly agree	--	16.2%	13.9%	16.4%	29.2%	19.0%	17.0%
	Agree	--	74.3%	66.3%	63.2%	59.7%	62.0%	64.9%
	Disagree	--	9.5%	13.2%	13.6%	8.3%	14.0%	12.7%
	Strongly disagree	--	0.0%	6.6%	6.8%	2.8%	5.0%	5.5%
	Mean	--	3.07	2.87	2.89	3.15	2.95	2.93

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

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 64, 76, 63, 90, 123, 114, 86, and 75, respectively.

**Table D.31. Student Agreement Levels regarding One-on-One Counseling Sessions, Year 2 (2019–20)–Year 6 (2023–24)**

Item	Response Option	Year 2 (n=913)	Year 3 (n=495)	Year 4 (n=816)	Year 5 (n=1,144)	Year 6 (n=842)
<i>The counseling/advising session(s) helped me to develop a plan for my education.</i>	Strongly agree	21.6%	29.7%	17.8%	15.5%	14.6%
	Agree	66.5%	60.6%	65.9%	66.3%	70.2%
	Disagree	8.7%	7.7%	11.0%	13.9%	9.7%
	Strongly disagree	3.3%	2.0%	5.3%	4.3%	5.5%
	Mean	3.06	3.18	2.96	2.93	2.94
		(n=909)	(n=488)	(n=801)	(n=1,135)	(n=828)
<i>The counseling/advising session(s) helped me to select the best classes to take to achieve my goals for my education and career.</i>	Strongly agree	23.9%	27.7%	17.9%	16.7%	15.5%
	Agree	60.6%	56.6%	63.8%	64.3%	69.1%
	Disagree	12.4%	13.3%	13.6%	15.5%	11.0%
	Strongly disagree	3.1%	2.5%	4.7%	3.4%	4.5%
	Mean	3.05	3.09	2.95	2.94	2.96
		(n=910)	(n=486)	(n=807)	(n=1,152)	(n=842)
<i>The counseling/advising session(s) provided me with information on what grades and testing scores are needed to achieve my goals for my education and career.</i>	Strongly agree	23.2%	29.6%	18.2%	17.7%	17.5%
	Agree	59.7%	55.1%	63.9%	64.7%	66.3%
	Disagree	13.7%	12.3%	12.8%	14.1%	11.3%
	Strongly disagree	3.4%	2.9%	5.1%	3.5%	5.0%
	Mean	3.03	3.12	2.95	2.97	2.96
		(n=860)	(n=484)	(n=22)	(n=1,105)	(n=809)
<i>The counseling/advising session(s) provided me with information about how to pay for education after high school.</i>	Strongly agree	17.4%	23.6%	13.6%	12.9%	12.2%
	Agree	45.6%	49.4%	59.1%	52.7%	58.7%
	Disagree	29.7%	23.1%	22.7%	27.1%	22.9%
	Strongly disagree	7.3%	3.9%	4.5%	7.4%	6.2%
	Mean	2.73	2.93	2.82	2.71	2.77
		(n=0)	(n=0)	(n=780)	(n=1,092)	(n=776)
<i>The counseling/advising session(s) helped me decide which college entrance exams I should take.</i>	Strongly agree	--	--	13.8%	12.3%	11.9%
	Agree	--	--	50.8%	49.6%	53.6%
	Disagree	--	--	27.8%	30.5%	27.1%
	Strongly disagree	--	--	7.6%	7.6%	7.5%
	Mean	--	--	2.71	2.67	2.70

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Students in Grade 8–12 responded to these items in Year 2; students in Grade 9–12 responded to these items in Year 3, Year 4, Year 5, and Year 6. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

**Table D.31. Student Agreement Levels regarding One-on-One Counseling Sessions, Year 2 (2019–20)–Year 6 (2023–24), Cont.**

Item	Response Option	Year 2 (n=0)	Year 3 (n=0)	Year 4 (n=795)	Year 5 (n=1,109)	Year 6 (n=784)
<i>The counseling/advising session(s) provided me with information about ways to prepare for college entrance exams.</i>	Strongly agree	--	--	16.5%	13.8%	11.1%
	Agree	--	--	55.7%	53.4%	57.4%
	Disagree	--	--	22.5%	26.5%	24.7%
	Strongly disagree	--	--	5.3%	6.3%	6.8%
	Mean	--	--	2.83	2.75	2.73
		<b>(n=894)</b>	<b>(n=490)</b>	<b>(n=810)</b>	<b>(n=1,123)</b>	<b>(n=815)</b>
<i>The counseling/advising session(s) provided me with information that was specific to my individual needs/interests.</i>	Strongly agree	20.9%	28.0%	19.0%	15.0%	14.2%
	Agree	59.3%	58.0%	62.0%	61.9%	67.0%
	Disagree	16.1%	11.8%	13.8%	17.4%	13.5%
	Strongly disagree	3.7%	2.2%	5.2%	5.8%	5.3%
	Mean	2.97	3.12	2.95	2.86*	2.90
		<b>(n=923)</b>	<b>(n=493)</b>	<b>(n=807)</b>	<b>(n=1,121)</b>	<b>(n=820)</b>
<i>I spoke with my family about some of the topics that were covered in my counseling/advising session(s).</i>	Strongly agree	24.2%	29.8%	18.7%	18.6%	17.0%
	Agree	52.8%	51.5%	59.1%	57.3%	64.9%
	Disagree	16.0%	14.2%	16.2%	16.5%	12.7%
	Strongly disagree	7.0%	4.5%	5.9%	7.7%	5.5%
	Mean	2.94	3.07	2.91	2.87	2.93

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

Note. Response percentages may not total to 100% due to rounding. Students in Grade 8–12 responded to these items in Year 2; students in Grade 9–12 responded to these items in Year 3, Year 4, Year 5, and Year 6. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly agree*. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

**Table D.32. Student Satisfaction with One-on-One Counseling Sessions by District, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	District 1 (n=0)	District 2 (n=72)	District 3 (n=311)	District 4 (n=245)	District 5 (n=69)	District 6 (n=120)	Overall (n=817)
Overall, how satisfied were you with the individual counseling/ advising session(s) this school year?	Strongly satisfied	--	23.6%	12.5%	15.1%	33.3%	14.2%	16.3%
	Satisfied	--	61.1%	70.7%	74.3%	65.2%	70.8%	70.5%
	Dissatisfied	--	9.7%	12.5%	8.2%	1.4%	12.5%	10.0%
	Strongly dissatisfied	--	5.6%	4.2%	2.4%	0.0%	2.5%	3.2%
	Mean	--	3.03	2.92	3.02	3.32	2.97	3.00

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

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly satisfied. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 91.

**Table D.33. Student Satisfaction with One-on-One Counseling Sessions, Year 2 (2019–20)–Year 6 (2023–24)**

Item	Response Option	Year 2 (n=896)	Year 3 (n=486)	Year 4 (n=785)	Year 5 (n=1,125)	Year 6 (n=817)
Overall, how satisfied were you with the individual counseling/ advising session(s) this school year?	Strongly satisfied	22.7%	29.8%	17.8%	17.0%	16.3%
	Satisfied	69.8%	58.8%	68.8%	69.8%	70.5%
	Dissatisfied	6.3%	8.0%	9.7%	9.6%	10.0%
	Strongly dissatisfied	1.3%	3.3%	3.7%	3.6%	3.2%
	Mean	3.14	3.15	3.01	3.00	3.00

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

Note. Response percentages may not total to 100% due to rounding. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Scale used to determine mean rating: 1–Strongly dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly satisfied. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

**Table D.34. Reasons Students Were Dissatisfied With One-on-One Counseling Sessions by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
	(n=0)	(n<15)	(n=50)	(n=24)	(n<10)	(n=17)	(n=103)
<i>I did not get along with my counselor/advisor.</i>	--	9.1%	12.0%	8.3%	0.0%	0.0%	8.7%
<i>My counselor/advisor did not provide me with useful information.</i>	--	72.7%	44.0%	41.7%	100.0%	94.1%	55.3%
<i>I did not have enough time to meet with my counselor/advisor.</i>	--	63.6%	48.0%	54.2%	0.0%	23.5%	46.6%
<i>Other<sup>^</sup></i>	--	18.2%	8.0%	16.7%	100.0%	5.9%	11.7%

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

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

<sup>^</sup>Examples of other responses included: Counselor/advisor was not available (1), Counselor communication (1).

**Table D.35. Reasons for Students Not Meeting for a One-on-One Advising Session by District, Grade 9–12, Year 6 (2023–24)**

Item	District 1	District 2	District 3	District 4	District 5	District 6	Overall
	(n=0)	(n=151)	(n=561)	(n=292)	(n=39)	(n=182)	(n=1,225)
<i>I did not know meetings were being offered.</i>	--	55.6%	55.4%	57.5%	38.5%	47.3%	54.2%
<i>I was not interested.</i>	--	9.3%	16.8%	13.7%	23.1%	19.2%	15.7%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	--	19.2%	17.8%	18.8%	25.6%	20.3%	18.9%
<i>I have already completed my own preparation independently.</i>	--	4.0%	3.2%	4.5%	7.7%	3.8%	3.8%
<i>Other<sup>^</sup></i>	--	11.9%	6.8%	5.5%	5.1%	9.3%	7.4%

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

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

<sup>^</sup>Examples of other responses included: Not asked yet (11), Not aware (5), and Busy (3).



**Table D.36. Reasons for Students Not Meeting for a One-On-One Advising Session, Year 3 (2020–21)–Year 6 (2023–24)**

Item	Year 3 (n=741)	Year 4 (n=906)	Year 5 (n=1,317)	Year 6* (n=1,225)
<i>I did not know meetings were being offered.</i>	49.0%	53.5%	56.7%	54.2%
<i>I was not interested.</i>	7.8%	7.5%	9.4%	15.7%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	20.5%	22.8%	19.9%	18.9%
<i>I did not participate because of concerns about COVID-19.</i>	16.1%	3.9%	2.1%	--
<i>I have already completed my own preparation independently.</i>	--	3.6%	3.8%	3.8%
<i>Other</i>	6.6%	8.6%	8.1%	7.4%

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

Note. Response percentages may not total to 100% due to rounding. COVID-19 – Coronavirus Disease 2019. The response option *I did not participate because of concerns about COVID-19* was not asked in Year 6.

\*The distribution of responses differed significantly Year 5 to Year 6:  $\chi^2(5)=46.6$ ,  $p<.001$ .

**Table D.37. College Visit Participation by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=230)	District 3 (n=914)	District 4 (n=571)	District 5 (n=113)	District 6 (n=312)	Overall (n=2,140)
Yes	--	17.8%	26.0%	22.2%	69.9%	25.3%	26.4%

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

**Table D.38. College Visit Participation, Year 2 (2019–20)–Year 6 (2023–24)**

Response Option	Year 2 (n=2,429)	Year 3 (n=1,262)	Year 4 (n=1,771)	Year 5 (n=2,570)	Year 6* (n=2,140)
Yes	46.9%	27.0%	27.8%	32.4%	26.4%

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

Note. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6.

\*Responses significantly differed from Year 5 to Year 6:  $\chi^2(1)=20.5$ ,  $p<.001$ .

**Table D.39. Types of Activities Students Participated in during College Visit by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=41)	District 3 (n=230)	District 4 (n=122)	District 5 (n=79)	District 6 (n=78)	Overall (n=550)
<i>Campus tour</i>	--	82.9%	71.7%	68.0%	78.5%	57.7%	70.7%
<i>College class observation</i>	--	26.8%	17.0%	18.9%	17.7%	23.1%	19.1%
<i>Listened to a speaker</i>	--	48.8%	28.7%	32.8%	51.9%	44.9%	36.7%
<i>Other<sup>^</sup></i>	--	0.0%	7.4%	4.9%	2.5%	11.5%	6.2%

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

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

<sup>^</sup>Examples of other responses included: Shown a video (3), Reserve Officers' Training Corps event (2), Watched a play (1).

**Table D.40. Types of Activities Students Participated in during College Visit, Year 2 (2019–20)–Year 6 (2023–24)**

Response Option	Year 2 (n=1,140)	Year 3 (n=341)	Year 4 (n=464)	Year 5 (n=805)	Year 6 (n=550)
<i>Campus tour</i>	92.9%	56.6%	64.7%	80.0%	70.7%**
<i>College class observation</i>	6.9%	19.6%	20.3%	15.4%	19.1%
<i>Listened to a speaker</i>	20.7%	59.5%	51.5%	39.4%	36.7%
<i>Other</i>	2.5%	5.0%	4.1%	3.5%	6.2%*

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

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5 and Year 6.

\*Other was significantly different from Year 5 to Year 6:  $\chi^2(1)=5.5$ ,  $p<.05$ .

\*\*Campus Tour was significantly different from Year 5 to Year 6:  $\chi^2(1)=15.5$ ,  $p<.001$ .

**Table D.41. Types of Information Learned during College Visits by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=41)	District 3 (n=229)	District 4 (n=121)	District 5 (n=79)	District 6 (n=77)	Overall (n=547)
<i>Layout/environment of the campus</i>	--	70.7%	56.3%	45.5%	84.8%	64.9%	60.3%
<i>Various academic programs or areas of study</i>	--	73.2%	49.8%	47.1%	70.9%	53.2%	54.5%
<i>Rigor of college classes</i>	--	26.8%	25.8%	30.6%	35.4%	29.9%	28.9%
<i>Student academic services</i>	--	70.7%	34.9%	33.1%	50.6%	49.4%	41.5%
<i>Campus diversity</i>	--	51.2%	42.4%	42.1%	58.2%	41.6%	45.2%
<i>Firsthand experiences from college students</i>	--	31.7%	18.8%	15.7%	36.7%	24.7%	22.5%
<i>Student clubs/organizations</i>	--	65.9%	38.0%	38.8%	75.9%	32.5%	45.0%
<i>Financial aid/resources</i>	--	53.7%	18.8%	28.1%	49.4%	42.9%	31.3%
<i>Other<sup>^</sup></i>	--	6.1%	2.5%	2.5%	5.2%	4.4%	2.4%

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

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

<sup>^</sup>Examples of other responses included: Athletic program (1), Skills USA competition (1).

**Table D.42. Types of Information Learned during College Visits Grade 9–12, Year 2 (2019–20)–Year 6 (2023–24)**

Response Option	Year 2 (n=1,106)	Year 3 (n=341)	Year 4 (n=453)	Year 5 (n=797)	Year 6 (n=547)
<i>Layout/environment of the campus</i>	78.0%	54.0%	59.2%	70.3%	60.3%*
<i>Various academic programs or areas of study</i>	54.2%	56.0%	60.3%	57.7%	54.5%
<i>Rigor of college classes</i>	11.8%	17.6%	31.3%	26.9%	28.9%
<i>Student academic services</i>	39.3%	48.1%	47.9%	43.5%	41.5%
<i>Campus diversity</i>	46.4%	41.6%	48.1%	46.9%	45.2%
<i>Firsthand experiences from college students</i>	23.6%	24.0%	25.4%	24.7%	22.5%
<i>Student clubs/organizations</i>	--	46.6%	48.6%	46.9%	45.0%
<i>Financial aid/resources</i>	--	42.8%	38.4%	35.4%	31.3%
<i>Other</i>	3.9%	4.4%	5.5%	3.0%	4.4%

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

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5 and Year 6.

\**Layout/environment of the campus* was significantly different from Year 5 to Year 6:  $\chi^2(1)=14.3, p<.001$ .

**Table D.43. Student Satisfaction with College Visits by District, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	District	District	District	District	District	District	Overall
		1 (n=0)	2 (n=38)	3 (n=210)	4 (n=111)	5 (n=77)	6 (n=70)	
<i>Please rate your level of satisfaction with the college visit(s) that you have participated in this school year.</i>	Strongly satisfied	--	52.6%	27.6%	17.1%	22.1%	18.6%	25.1%
	Satisfied	--	47.4%	62.4%	73.0%	75.3%	72.9%	67.0%
	Dissatisfied	--	0.0%	5.2%	5.4%	1.3%	5.7%	4.3%
	Strongly dissatisfied	--	0.0%	4.8%	4.5%	1.3%	2.9%	3.6%
	Mean	--	3.53	3.13	3.03	3.18	3.07	3.14

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

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly satisfied. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 44.

**Table D.44. Student Satisfaction with College Visits, Year 2 (2019–20)–Year 6 (2023–24)**

Item	Response Option	Year 2 (n=1,096)	Year 3 (n=307)	Year 4 (n=432)	Year 5 (n=762)	Year 6 (n=506)
<i>Please rate your level of satisfaction with the college visit(s) that you have participated in this school year.</i>	Strongly satisfied	33.5%	23.5%	33.3%	26.5%	25.1%
	Satisfied	62.5%	67.4%	59.0%	63.9%	67.0%
	Dissatisfied	3.3%	6.2%	5.1%	6.2%	4.3%
	Strongly dissatisfied	0.8%	2.9%	2.5%	3.4%	3.6%
	Mean	3.29	3.11	3.23	3.14	3.14

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

Note. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly satisfied. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

**Table D.45. Reasons Students Were Dissatisfied with College Visits by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=0)	District 3 (n=19)	District 4 (n=10)	District 5 (n<10)	District 6 (n<10)	Overall (n=36)
<i>The school we visited was not welcoming.</i>	--	--	0.0%	0.0%	0.0%	5.6%	10.5%
<i>The trip did not provide me with useful information.</i>	--	--	31.6%	70.0%	0.0%	20.0%	38.9%
<i>There was not enough time to see the campus and answer my questions.</i>	--	--	36.8%	30.0%	50.0%	20.0%	33.3%
<i>Other</i> <sup>^</sup>	--	--	21.1%	10.0%	50.0%	60.0%	25.0%

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

Note. Response percentages may not total to 100% because respondents could select multiple responses.

<sup>^</sup>Examples of other responses included: Wanted individualized information (1), Not interested (1)

**Table D.46. Reasons for Students Not Participating in a College Visit by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=189)	District 3 (n=663)	District 4 (n=439)	District 5 (n=33)	District 6 (n=232)	Overall (n=1,556)
<i>I did not know college visits were being offered.</i>	--	50.3%	51.4%	51.7%	27.3%	54.3%	51.3%
<i>I was not interested in any college visits.</i>	--	11.1%	18.1%	17.3%	21.2%	16.8%	16.9%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	--	31.2%	21.4%	24.8%	33.3%	21.1%	23.8%
<i>Other</i> <sup>^</sup>	--	7.4%	9.0%	6.2%	18.2%	7.8%	8.0%

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

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

<sup>^</sup>Examples of other responses included: Signed up but was not offered a spot on the college visit (19), Not a senior (6), College visits were not offered (4).

**Table D.47. Reasons for Students Not Participating in a College Visit, Year 3 (2020–21)–Year 6 (2023–24)**

Item	Year 3 (n=917)	Year 4 (n=1,260)	Year 5 (n=1,710)	Year 6* (n=1,556)
<i>I did not know college visits were being offered.</i>	41.1%	48.0%	48.9%	51.3%
<i>I was not interested in any college visits.</i>	11.5%	14.8%	17.0%	16.9%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	23.0%	23.7%	22.5%	23.8%
<i>I did not participate because of concerns about COVID-19.</i>	19.3%	7.1%	3.5%	--
<i>Other</i>	5.1%	6.5%	8.2%	8.0%

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

Note. Response percentages may not total to 100% due to rounding. COVID-19 – Coronavirus Disease 2019. The response option *I did not participate because of concerns about COVID-19* was not asked in Year 6.

\*The distribution of responses significantly differed from Year 5 to Year 6:  $\chi^2(4) = 55.2, p < .001$ .

**Table D.48. College and Career Fair Participation by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=230)	District 3 (n=904)	District 4 (n=564)	District 5 (n=113)	District 6 (n=312)	Overall (n=2,123)
Yes	--	55.2%	26.2%	28.2%	69.9%	51.6%	35.9%

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

**Table D.49. College and Career Fair Participation, Year 3 (2020–21)–Year 6 (2023–24)**

Response Option	Year 3 (n=1,252)	Year 4 (n=1,735)	Year 5 (n=2,538)	Year 6 (n=2,123)
Yes	21.2%	30.1%	35.6%	35.9%

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

**Table D.50. Types of Information Learned during College and Career Fairs by District, Grade 9–12, Year 6 (2023–24)**

<b>Response Option</b>	<b>District 1 (n=0)</b>	<b>District 2 (n=126)</b>	<b>District 3 (n=222)</b>	<b>District 4 (n=153)</b>	<b>District 5 (n=79)</b>	<b>District 6 (n=160)</b>	<b>Overall (n=740)</b>
<i>Information about one or more colleges</i>	--	60.3%	64.4%	68.0%	81.0%	77.5%	69.1%
<i>Various academic programs or areas of study at one or more colleges</i>	--	36.5%	38.7%	46.4%	62.0%	48.8%	44.6%
<i>How academically challenging college classes are</i>	--	16.7%	20.3%	24.8%	30.4%	22.5%	22.2%
<i>Student academic services</i>	--	27.8%	28.4%	25.5%	46.8%	34.4%	30.9%
<i>Campus diversity</i>	--	26.2%	38.7%	40.5%	39.2%	27.5%	34.6%
<i>Firsthand experiences from college students</i>	--	19.0%	17.6%	11.1%	27.8%	14.4%	16.9%
<i>Student clubs/organizations</i>	--	35.7%	32.0%	29.4%	59.5%	30.6%	34.7%
<i>Financial aid/resources</i>	--	23.0%	22.5%	24.2%	58.2%	33.8%	29.2%
<i>Various career options</i>	--	55.6%	32.0%	36.6%	57.0%	46.3%	42.7%
<i>What it is like to work a certain job</i>	--	42.9%	13.5%	19.0%	48.1%	29.4%	26.8%
<i>Companies in my region</i>	--	23.0%	8.6%	4.6%	35.4%	15.0%	14.5%
<i>Education required for certain careers</i>	--	34.9%	26.6%	23.5%	50.6%	41.3%	33.1%
<i>Technical skills required for certain careers</i>	--	40.5%	15.8%	20.3%	49.4%	36.9%	29.1%
<i>Salaries of certain careers</i>	--	28.6%	14.9%	17.6%	39.2%	25.0%	22.6%
<i>Other<sup>^</sup></i>	--	2.4%	4.5%	3.3%	2.5%	1.9%	3.1%

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

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

<sup>^</sup>Examples of other responses included: Health fair (1), Military options (1), Work fair (1).

**Table D.51. Types of Information Learned during College and Career Fairs, Year 3 (2020–21)–Year 6 (2023–24)**

Response Option	Year 3 (n=265)	Year 4 (n=504)	Year 5 (n=871)	Year 6 (n=740)
Information about one or more colleges	69.8%	75.6%	75.0%	69.1%**
Various academic programs or areas of study at one or more colleges	42.6%	49.0%	50.5%	44.6%*
How academically challenging college classes are	14.0%	27.4%	23.4%	22.2%
Student academic services	32.8%	32.9%	32.3%	30.9%
Campus diversity	35.1%	40.7%	39.3%	34.6%
Firsthand experiences from college students	18.5%	18.5%	16.3%	16.9%
Student clubs/organizations	34.3%	38.5%	39.8%	34.7%*
Financial aid/resources	34.3%	37.7%	29.4%	29.2%
Various career options	43.4%	45.0%	41.3%	42.7%
What it is like to work a certain job	26.4%	28.2%	24.3%	26.8%
Companies in my region	16.6%	16.5%	11.3%	14.5%
Education required for certain careers	39.6%	41.1%	36.3%	33.1%
Technical skills required for certain careers	30.6%	34.3%	29.6%	29.1%
Salaries of certain careers	26.4%	28.8%	23.4%	22.6%
Other	1.1%	2.2%	2.6%	3.1%

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

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

\*Various academic programs or areas of study at one or more colleges was significantly different from Year 5 to Year 6:  $\chi^2(1)=5.6$ ,  $p<.05$ ; Student clubs/organizations was significantly different from Year 5 to Year 6:  $\chi^2(1)=4.6$ ,  $p<.05$ .

\*\* Information about one or more colleges was significantly different from Year 5 to Year 6:  $\chi^2(1)=7.0$ ,  $p<.01$ .

**Table D.52. Student Satisfaction with College and Career Fairs by District, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	District 1 (n=0)	District 2 (n=121)	District 3 (n=212)	District 4 (n=146)	District 5 (n=77)	District 6 (n=155)	Overall (n=711)
Please rate your level of satisfaction with the college and/or career fairs that you have participated in this school year.	Strongly satisfied	--	17.4%	17.0%	17.8%	27.3%	25.8%	20.3%
	Satisfied	--	76.9%	70.3%	75.3%	70.1%	67.1%	71.7%
	Dissatisfied	--	5.0%	9.0%	5.5%	2.6%	5.2%	6.0%
	Strongly dissatisfied	--	0.8%	3.8%	1.4%	0.0%	1.9%	2.0%
	Mean	--	3.11	3.00	3.10	3.25	3.17	3.10

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

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly Dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly Satisfied. Respondents who selected I don't know/Not applicable were not included in this analysis. The number of overall respondents who selected I don't know/Not applicable in Year 6 was 35.



**Table D.53. Student Satisfaction with College and Career Fairs, Year 3 (2020–21)–Year 6 (2023–24)**

Item	Response Option	Year 3 (n=253)	Year 4 (n=481)	Year 5 (n=824)	Year 6 (n=711)
<i>Please rate your level of satisfaction with the college and/or career fairs that you have participated in this school year.</i>	Strongly satisfied	28.1%	20.4%	16.4%	20.3%
	Satisfied	64.4%	69.9%	73.1%	71.7%
	Dissatisfied	6.3%	6.9%	8.1%	6.0%
	Strongly dissatisfied	1.2%	2.9%	2.4%	2.0%
	Mean	3.19	3.08	3.03	3.10*

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

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly satisfied. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

\*Responses differed significantly from Year 5 to Year 6:  $t(1533) = 2.3, p < .05$ .

**Table D.54. Reasons for Students Dissatisfied with College and Career Fairs by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n<10)	District 3 (n=26)	District 4 (n=10)	District 5 (n<10)	District 6 (n=11)	Overall (n=56)
<i>There was not enough available staff.</i>	--	0.0%	7.7%	60.0%	0.0%	9.1%	16.1%
<i>The event was not long enough.</i>	--	0.0%	26.9%	0.0%	50.0%	45.5%	23.2%
<i>There were too many students at the event.</i>	--	0.0%	34.6%	10.0%	50.0%	27.3%	25.0%
<i>My career of interest was not included.</i>	--	100.0%	23.1%	50.0%	100.0%	72.7%	50.0%
<i>My college of interest was not included.</i>	--	57.1%	19.2%	0.0%	50.0%	9.1%	19.6%
<i>Other<sup>^</sup></i>	--	0.0%	11.5%	10.0%	0.0%	0.0%	7.1%

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

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

<sup>^</sup>Examples of other responses included: It was virtual (1), Not enough options (1)

**Table D.55. Reasons for Students Not Participating in a College or Career Fair by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=103)	District 3 (n=659)	District 4 (n=396)	District 5 (n=34)	District 6 (n=150)	Overall (n=1,342)
<i>I did not know college and/or career fairs were being offered.</i>	--	50.5%	53.6%	52.8%	38.2%	51.3%	52.5%
<i>I was not interested in college and/or career fairs.</i>	--	18.4%	19.9%	18.9%	26.5%	16.7%	19.3%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	--	24.3%	19.3%	23.0%	29.4%	24.0%	21.5%
<i>Other<sup>^</sup></i>	--	6.8%	7.3%	5.3%	5.9%	8.0%	6.7%

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

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

<sup>^</sup>Examples of other responses included: The opportunity was not offered to me (12), Not a senior (6).

**Table D.56. Reasons for Students Not Participating in a College or Career Fair, Year 3 (2020–21)–Year 6 (2023–24)**

Item	Year 3 (n=976)	Year 4 (n=1,196)	Year 5 (n=1,609)	Year 6* (n=1,342)
<i>I did not know college and/or career fairs were being offered.</i>	44.3%	52.3%	53.3%	52.5%
<i>I was not interested in college and/or career fairs.</i>	10.7%	14.0%	16.7%	19.3%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	17.6%	20.9%	20.4%	21.5%
<i>I did not participate because of concerns about COVID-19.</i>	23.2%	7.1%	3.4%	--
<i>Other</i>	4.3%	5.7%	6.2%	6.7%

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

Note. Response percentages may not total to 100% due to rounding. COVID-19 – Coronavirus Disease 2019.

The response option *I did not participate because of concerns about COVID-19* was not asked in Year 6.

\*The distribution of responses significantly differed from Year 5 to Year 6:  $\chi^2(4) = 49.6, p < .001$ .

**Table D.57. Work-Based Learning Activity Participation by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=229)	District 3 (n=892)	District 4 (n=556)	District 5 (n=113)	District 6 (n=312)	Overall (n=2,102)
Yes	--	41.9%	21.9%	33.5%	57.5%	39.1%	31.6%

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

**Table D.58. Work-Based Learning Activity Participation, Year 2 (2019–20)–Year 6 (2023–24)**

Response Option	Year 2	Year 3	Year 4	Year 5	Year 6*
	(n=2,416)	(n=1,259)	(n=1,698)	(n=2,499)	(n=2,102)
Yes	29.3%	30.1%	27.4%	27.1%	31.6%

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

Note. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6.

\*Responses differed significantly from Year 5 to Year 6:  $\chi^2(1)=11.2, p<.01$ .

**Table D.59. Types of Information Learned during Work-Based Learning Activities by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
	(n=0)	(n=94)	(n=187)	(n=117)	(n=64)	(n=121)	(n=643)
<i>Various career options</i>	--	60.6%	41.2%	42.4%	78.1%	58.7%	51.3%
<i>What it is like to work a certain job</i>	--	54.3%	31.0%	38.4%	68.8%	43.0%	42.5%
<i>Companies in my region</i>	--	26.6%	18.2%	16.9%	43.8%	23.1%	22.6%
<i>Education required for certain careers</i>	--	42.6%	39.0%	41.2%	62.5%	50.4%	44.6%
<i>Technical skills required for certain careers</i>	--	50.0%	33.2%	39.0%	65.6%	47.1%	43.1%
<i>Salaries of certain careers</i>	--	30.9%	20.3%	29.4%	51.6%	25.6%	28.5%
<i>Other<sup>^</sup></i>	--	0.0%	5.9%	2.3%	3.1%	5.0%	3.6%

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

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

<sup>^</sup>Examples of other responses included: Don't know (1), Need to learn more (1).

**Table D.60. Types of Information Learned during Work-Based Learning Activities, Year 2 (2019–20)–Year 6 (2023–24)**

Response Option	Year 2	Year 3	Year 4	Year 5	Year 6
	(n=690)	(n=379)	(n=451)	(n=651)	(n=643)
<i>Various career options</i>	64.9%	64.1%	57.4%	52.2%	51.3%
<i>What it is like to work a certain job</i>	41.7%	40.1%	47.9%	44.2%	42.5%
<i>Companies in my region</i>	10.0%	14.5%	19.3%	20.3%	22.6%
<i>Education required for certain careers</i>	43.2%	49.3%	52.1%	49.5%	44.6%
<i>Technical skills required for certain careers</i>	41.3%	40.6%	43.7%	45.3%	43.1%
<i>Salaries of certain careers</i>	30.6%	30.6%	33.9%	29.3%	28.5%
<i>Other</i>	4.6%	4.2%	2.2%	3.7%	3.6%

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

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6.

**Table D.61. Student Satisfaction with Work-Based Learning Activities by District, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	District	District	District	District	District	District	Overall
		1	2	3	4	5	6	
		(n=0)	(n=94)	(n=177)	(n=161)	(n=63)	(n=115)	(n=610)
<i>Please rate your level of satisfaction with the work-based learning activity/activities that you have participated in this school year.</i>	Strongly satisfied	--	26.6%	17.5%	20.5%	25.4%	13.9%	19.8%
	Satisfied	--	69.1%	66.7%	73.9%	73.0%	80.0%	72.1%
	Dissatisfied	--	4.3%	8.5%	2.5%	1.6%	4.3%	4.8%
	Strongly dissatisfied	--	0.0%	7.3%	3.1%	0.0%	1.7%	3.3%
	Mean	--	3.22	2.94	3.12	3.24	3.06	3.09

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

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly satisfied. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 36.

**Table D.62. Student Satisfaction with Work-Based Learning Activities, Year 2 (2019–20)–Year 6 (2023–24)**

Item	Response Option	Year 2	Year 3	Year 4	Year 5	Year 6
		(n=662)	(n=360)	(n=438)	(n=621)	(n=610)
<i>Please rate your level of satisfaction with the work-based learning activity/activities that you have participated in this school year.</i>	Strongly satisfied	21.8%	21.9%	17.4%	18.4%	19.8%
	Satisfied	74.4%	68.1%	73.5%	70.4%	72.1%
	Dissatisfied	2.4%	6.7%	6.4%	8.5%	4.8%
	Strongly dissatisfied	1.4%	3.3%	2.7%	2.7%	3.3%
	Mean	3.17	3.09	3.05	3.04	3.09

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

Note. Response percentages may not total to 100% due to rounding. Students in Grade 8–12 responded to this item in Year 2; students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Scale used to determine mean rating: 1–Strongly dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly satisfied. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

**Table D.63. Reasons Students Were Dissatisfied with Work-Based Learning Activity by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n<10)	District 3 (n=25)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=46)
<i>I did not like the job.</i>	--	0.0%	12.0%	11.1%	100.0%	0.0%	10.9%
<i>The work I did was not aligned to my career of interest.</i>	--	25.0%	28.0%	22.2%	0.0%	42.9%	28.3%
<i>The experience was too long.</i>	--	50.0%	36.0%	33.3%	0.0%	14.3%	32.6%
<i>The experience was not long enough.</i>	--	25.0%	24.0%	22.2%	0.0%	28.6%	23.9%
<i>Other<sup>^</sup></i>	--	0.0%	12.0%	11.1%	0.0%	28.6%	13.0%

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

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

<sup>^</sup>Examples of other responses included: Don't know (1)

**Table D.64. Reasons for Students Not Participating in a Work-Based Learning Activity by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=131)	District 3 (n=688)	District 4 (n=365)	District 5 (n=48)	District 6 (n=190)	Overall (n=1,422)
<i>I did not know work-based learning activities were being offered.</i>	--	54.2%	60.3%	55.1%	47.9%	54.7%	57.2%
<i>I was not interested in any work-based learning activities.</i>	--	12.2%	13.8%	15.6%	14.6%	16.3%	14.5%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	--	28.2%	19.3%	24.1%	27.1%	20.5%	21.8%
<i>Other<sup>^</sup></i>	--	5.3%	6.5%	5.2%	10.4%	8.4%	6.5%

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

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

<sup>^</sup>Examples of other responses included: They were not offered (13), Don't know (5).

**Table D.65. Reasons for Students Not Participating in Work-Based Learning Activities, Year 3 (2020–21)–Year 6 (2023–24)**

Item	Year 3 (n=872)	Year 4 (n=1,215)	Year 5 (n=1,795)	Year 6* (n=1,422)
<i>I did not know work-based learning activities were being offered.</i>	46.7%	53.0%	59.6%	57.2%
<i>I was not interested in any work-based learning activities.</i>	9.3%	11.8%	12.1%	14.5%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	18.8%	21.6%	19.7%	21.8%
<i>I did not participate because of concerns about COVID-19.</i>	20.2%	8.6%	2.5%	--
<i>Other</i>	5.0%	5.0%	6.1%	6.5%

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

Note. Response percentages may not total to 100% due to rounding. COVID-19 – Coronavirus Disease 2019. The response option *I did not participate because of concerns about COVID-19* was not asked in Year 6.

\*The distribution of responses was significantly different from Year 5 to Year 6:  $\chi^2(4)=41.7$ ,  $p<.001$ .

**Table D.66. Student Suggestions for Improving College and Career Activities/Services by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=223)	District 3 (n=822)	District 4 (n=529)	District 5 (n=112)	District 6 (n=308)	Overall (n=1,994)
<i>Provide increased advertising of college- and/or career-focused activities.</i>	--	35.4%	26.4%	29.7%	38.4%	30.5%	29.6%
<i>Offer more opportunities to receive one-on-one counseling/advising sessions about college and career options.</i>	--	46.2%	33.8%	40.8%	34.8%	47.1%	39.2%
<i>Provide more opportunities to learn about college and careers (e.g., guest speakers, college visits, etc.).</i>	--	45.3%	35.0%	38.4%	50.9%	45.5%	39.6%
<i>I don't have any suggestions.</i>	--	22.4%	32.5%	25.3%	25.9%	27.9%	28.4%
<i>Other<sup>^</sup></i>	--	0.9%	4.4%	2.1%	2.7%	2.9%	3.1%

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

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

<sup>^</sup>Examples of other responses included: Offer more career options (2), Offer more information about test prep resources (1).

**Table D.67. Highest Level of Education Students Hope to Complete by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=230)	District 3 (n=930)	District 4 (n=578)	District 5 (n=112)	District 6 (n=313)	Overall (n=2,165)
<i>Less than high school</i>	--	0.4%	2.6%	1.2%	0.0%	0.3%	1.5%
<i>High school diploma or a GED</i>	--	4.7%	16.0%	13.3%	8.9%	16.6%	13.8%
<i>Some college or career/technical institute (e.g., occupational certificate)</i>	--	6.9%	9.7%	10.4%	17.0%	5.1%	9.3%
<i>2-year college or an associate degree</i>	--	6.5%	9.1%	15.2%	11.6%	11.8%	11.0%
<i>4-year college or a bachelor's degree</i>	--	32.8%	20.6%	25.6%	29.5%	24.6%	24.3%
<i>Graduate degree (master's degree or above)</i>	--	22.8%	11.6%	14.4%	19.6%	16.3%	14.6%
<i>Professional degree (e.g., law, medicine, etc.)</i>	--	17.7%	13.8%	12.3%	6.3%	12.1%	13.2%
<i>I don't know/I'm not sure</i>	--	8.2%	16.6%	7.6%	7.1%	13.1%	12.3%

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

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

**Table D.68. Highest Level of Education Students Hope to Complete by Grade, Grade 9–12, Year 6 (2023–24)**

Response Option	Grade 9 (n=759)	Grade 10 (n=505)	Grade 11 (n=500)	Grade 12 (n=401)	Overall (n=2,165)
<i>Less than high school</i>	1.7%	1.8%	1.4%	1.0%	1.5%
<i>High school diploma or a GED</i>	13.2%	16.2%	12.6%	13.5%	13.8%
<i>Some college or career/technical institute (e.g., occupational certificate)</i>	7.5%	8.1%	13.0%	9.5%	9.3%
<i>2-year college or an associate degree</i>	10.0%	9.7%	10.0%	15.7%	11.0%
<i>4-year college or a bachelor's degree</i>	20.6%	24.6%	26.8%	27.9%	24.3%
<i>Graduate degree (master's degree or above)</i>	16.9%	13.1%	13.8%	13.5%	14.6%
<i>Professional degree (e.g., law, medicine, etc.)</i>	15.0%	14.1%	11.8%	10.2%	13.2%
<i>I don't know/I'm not sure</i>	15.2%	12.5%	10.6%	8.7%	12.3%

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

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



**Table D.69. Highest Level of Education Students Expect to Complete by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=230)	District 3 (n=926)	District 4 (n=571)	District 5 (n=110)	District 6 (n=308)	Overall (n=2,145)
<i>Less than high school</i>	--	0.4%	1.5%	1.2%	0.0%	0.0%	1.0%
<i>High school diploma or a GED</i>	--	7.8%	23.3%	19.8%	13.6%	20.5%	19.8%
<i>Some college or career/technical institute (e.g., occupational certificate)</i>	--	10.0%	11.6%	12.4%	19.1%	11.7%	12.0%
<i>2-year college or an associate degree</i>	--	13.5%	12.2%	19.1%	19.1%	14.3%	14.8%
<i>4-year college or a bachelor's degree</i>	--	40.4%	19.9%	25.9%	29.1%	26.3%	25.1%
<i>Graduate degree (master's degree or above)</i>	--	13.9%	8.4%	7.9%	10.0%	13.3%	9.7%
<i>Professional degree (e.g., law, medicine, etc.)</i>	--	8.7%	9.8%	8.2%	5.5%	6.5%	8.6%
<i>I don't know/I'm not sure</i>	--	5.2%	13.3%	5.4%	3.6%	7.5%	9.0%

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

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

**Table D.70. Highest Level of Education Students Expect to Complete by Grade, Grade 9–12, Year 6 (2023–24)**

Response Option	Grade 9 (n=757)	Grade 10 (n=497)	Grade 11 (n=496)	Grade 12 (n=395)	Overall (n=2,145)
<i>Less than high school</i>	1.5%	1.4%	0.6%	0.3%	1.0%
<i>High school diploma or a GED</i>	19.9%	22.7%	20.0%	15.7%	19.8%
<i>Some college or career/technical institute (e.g., occupational certificate)</i>	10.4%	11.3%	16.5%	10.4%	12.0%
<i>2-year college or an associate degree</i>	11.8%	14.9%	12.7%	23.3%	14.8%
<i>4-year college or a bachelor's degree</i>	22.7%	23.5%	26.8%	29.4%	25.1%
<i>Graduate degree (master's degree or above)</i>	12.3%	9.3%	8.7%	6.3%	9.7%
<i>Professional degree (e.g., law, medicine, etc.)</i>	10.0%	8.0%	7.9%	7.3%	8.6%
<i>I don't know/I'm not sure</i>	11.4%	8.9%	6.9%	7.3%	9.0%

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

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

**Table D.71. Student Reported Highest Level of Parental Education by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=231)	District 3 (n=930)	District 4 (n=576)	District 5 (n=112)	District 6 (n=311)	Overall (n=2,160)
<i>Less than high school</i>	--	3.5%	25.1%	15.8%	8.9%	10.0%	17.3%
<i>High school diploma or a GED</i>	--	23.8%	23.4%	22.4%	33.9%	27.0%	24.3%
<i>Some college or career/technical institute (e.g., occupational certificate)</i>	--	9.5%	6.7%	9.7%	15.2%	9.3%	8.6%
<i>2-year college or an associate degree</i>	--	9.1%	5.3%	7.6%	3.6%	12.9%	7.3%
<i>4-year college or a bachelor's degree</i>	--	19.5%	6.8%	11.1%	11.6%	13.2%	10.5%
<i>Graduate degree (master's degree or above)</i>	--	10.0%	3.0%	6.8%	7.1%	8.0%	5.7%
<i>Professional degree (e.g., law, medicine, etc.)</i>	--	5.2%	2.5%	4.2%	1.8%	2.3%	3.1%
<i>I don't know/I'm not sure</i>	--	19.5%	27.3%	22.4%	17.9%	17.4%	23.2%

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

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

**Table D.72. Student Reported Highest Level of Parental Education by Grade, Grade 9–12, Year 6 (2023–24)**

Response Option	Grade 9 (n=759)	Grade 10 (n=502)	Grade 11 (n=499)	Grade 12 (n=400)	Overall (n=2,160)
<i>Less than high school</i>	12.5%	18.1%	18.0%	24.3%	17.3%
<i>High school diploma or a GED</i>	22.1%	25.1%	26.3%	24.8%	24.3%
<i>Some college or career/technical institute (e.g., occupational certificate)</i>	7.2%	6.2%	10.0%	12.5%	8.6%
<i>2-year college or an associate degree</i>	6.2%	8.4%	7.0%	8.5%	7.3%
<i>4-year college or a bachelor's degree</i>	10.1%	10.6%	10.2%	11.3%	10.5%
<i>Graduate degree (master's degree or above)</i>	6.7%	5.4%	5.0%	5.0%	5.7%
<i>Professional degree (e.g., law, medicine, etc.)</i>	4.6%	2.6%	2.8%	1.5%	3.1%
<i>I don't know/I'm not sure</i>	30.4%	23.7%	20.6%	12.3%	23.2%

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

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

**Table D.73 Student Identified Career Path by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=234)	District 3 (n=968)	District 4 (n=589)	District 5 (n=113)	District 6 (n=313)	Overall (n=2,217)
Yes	--	61.5%	65.3%	68.6%	77.0%	68.8%	66.6%

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

Note. The item included three response options: Yes, No, and I'm not sure.

**Table D.74. Completion of Postsecondary Applications by District, Class of 2024, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=29)	District 3 (n=171)	District 4 (n=106)	District 5 (n=24)	District 6 (n=69)	Overall (n=399)
<i>None, and I do not plan to complete any this school year.</i>	--	10.3%	12.3%	19.8%	0.0%	24.6%	15.5%
<i>None, but I plan to complete one or more this school year.</i>	--	10.3%	21.6%	21.7%	0.0%	13.0%	18.0%
<i>I have completed one college or trade school application.</i>	--	31.0%	11.7%	22.6%	16.7%	17.4%	17.3%
<i>I have completed two or more college or trade school applications.</i>	--	48.3%	54.4%	35.8%	83.3%	44.9%	49.1%

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

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

**Table D.75. Reasons Preventing Students from Continuing Education by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=29)	District 3 (n=275)	District 4 (n=130)	District 5 (n=23)	District 6 (n=76)	Overall (n=533)
<i>I do not think my grades are good enough.</i>	--	34.5%	27.3%	26.2%	21.7%	28.9%	27.4%
<i>I plan to enlist in the military.</i>	--	3.8%	12.4%	3.8%	8.7%	11.8%	9.4%
<i>It costs too much/I can't afford it.</i>	--	27.6%	31.3%	23.1%	17.4%	34.2%	28.9%
<i>I plan on joining the workforce.</i>	--	24.1%	16.0%	30.0%	30.4%	28.9%	22.3%
<i>Family issues/lack of family support</i>	--	6.9%	6.2%	3.1%	4.3%	10.5%	6.0%
<i>I'm not sure what I want to do after high school.</i>	--	37.9%	45.8%	26.2%	52.2%	40.8%	40.2%
<i>Other<sup>^</sup></i>	--	13.8%	15.6%	23.1%	8.7%	13.2%	16.7%

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

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

<sup>^</sup>Examples of other responses included: Don't like school (5), Become a welder (5), Not interested (4).

**Table D.76. Reasons Preventing Students from Continuing Education by Grade, Grade 9–12, Year 6 (2023–24)**

Response Option	Grade 9 (n=189)	Grade 10 (n=137)	Grade 11 (n=125)	Grade 12 (n=82)	Overall (n=533)
<i>I do not think my grades are good enough.</i>	32.3%	25.5%	27.2%	11.0%	27.4%
<i>I plan to enlist in the military.</i>	7.9%	10.9%	8.0%	12.2%	9.4%
<i>It costs too much/I can't afford it.</i>	28.6%	30.7%	28.0%	28.0%	28.9%
<i>I plan on joining the workforce.</i>	14.3%	23.4%	21.6%	40.2%	22.3%
<i>Family issues/lack of family support</i>	4.8%	5.8%	8.8%	4.9%	6.0%
<i>I'm not sure what I want to do after high school.</i>	42.3%	46.0%	35.2%	32.9%	40.2%
<i>Other<sup>^</sup></i>	16.4%	15.3%	19.2%	15.9%	16.7%

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

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

<sup>^</sup>Examples of other responses included: Don't like school (5), Become a welder (5) Not interested (4).

**Table D.77. Most Helpful College and Career Activities/Services by District, Class of 2024, Year 6 (2023–24)**

Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
	(n=0)	(n=27)	(n=141)	(n=93)	(n=23)	(n=65)	(n=349)
Targeted tutoring	--	7.4%	7.1%	14.0%	0.0%	7.7%	8.6%
Preparation resources for college entrance exams	--	18.5%	16.3%	14.0%	17.4%	24.6%	17.5%
College and career advising staff	--	44.4%	38.3%	33.3%	21.7%	27.7%	34.4%
A dedicated advising space in the school	--	18.5%	15.6%	18.3%	13.0%	4.6%	14.3%
Individualized advising for students	--	14.8%	15.6%	24.7%	21.7%	24.6%	20.1%
Individualized advising for parents	--	0.0%	3.5%	3.2%	0.0%	6.2%	3.4%
College visits	--	51.9%	41.8%	34.4%	78.3%	40.0%	42.7%
College and career fairs	--	51.9%	34.8%	23.7%	56.5%	29.2%	33.5%
Summer programming	--	7.4%	3.5%	5.4%	4.3%	4.6%	4.6%
Work-based learning	--	11.1%	9.2%	16.1%	21.7%	20.0%	14.0%
Parent and family events	--	7.4%	6.4%	9.7%	4.3%	12.3%	8.3%
Other <sup>^</sup>	--	0.0%	8.5%	8.6%	0.0%	12.3%	8.0%

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

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

<sup>^</sup>Examples of other responses included: None/nothing (7), Don't know (2), College center (1).

**Table D.78. Financial Aid Completion by District, Class of 2024, Year 6 (2023–24)**

Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
	(n=0)	(n=29)	(n=169)	(n=105)	(n=24)	(n=68)	(n=395)
Yes, I completed the FAFSA or TASFA.	--	51.7%	37.3%	54.3%	8.3%	85.3%	49.4%
No, but I plan on completing either a FAFSA or TASFA this year.	--	44.8%	52.7%	39.0%	83.3%	8.8%	42.8%
No, I don't plan on completing either a FAFSA or TASFA this year.	--	3.4%	10.1%	6.7%	8.3%	5.9%	7.8%

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

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

## APPENDIX E: Parent Survey Analyses Technical Detail

**Table E.1. Number of Children Attending School by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
	(n=0)	(n=33)	(n<20)	(n=55)	(n<10)	(n=28)	(n=141)
1	--	87.9%	76.5%	78.2%	87.5%	75.0%	80.1%
2	--	9.1%	17.6%	18.2%	12.5%	25.0%	17.0%
More than 2	--	3.0%	5.9%	3.6%	0.0%	0.0%	2.8%

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

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

**Table E.2. Grade of Parent's Child by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
	(n=0)	(n=33)	(n<20)	(n=55)	(n<10)	(n=28)	(n=141)
Grade 9	--	39.4%	11.8%	16.4%	37.5%	17.9%	22.7%
Grade 10	--	18.2%	0.0%	36.4%	25.0%	21.4%	24.1%
Grade 11	--	18.2%	64.7%	23.6%	0.0%	25.0%	26.2%
Grade 12	--	24.2%	23.5%	23.6%	37.5%	35.7%	27.0%

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

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

**Table E.3. Parent Agreement regarding Postsecondary Education and Awareness Levels by District, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	District 1 (n=0)	District 2 (n=29)	District 3 (n<20)	District 4 (n=52)	District 5 (n<10)	District 6 (n=27)	Overall (n=133)
<i>I am aware of the education path necessary for the career my child plans to pursue.</i>	Strongly agree	--	41.4%	35.3%	34.6%	50.0%	48.1%	39.8%
	Agree	--	48.3%	35.3%	42.3%	25.0%	33.3%	39.8%
	Disagree	--	3.4%	17.6%	17.3%	0.0%	7.4%	11.3%
	Strongly disagree	--	6.9%	11.8%	5.8%	25.0%	11.1%	9.0%
	Mean	--	3.24	2.94	3.06	3.00	3.18	3.11
		(n=0)	(n=33)	(n<20)	(n=55)	(n<10)	(n=25)	(n=132)
<i>My child will receive/is receiving a high school education that will adequately prepare them for college and career.</i>	Strongly agree	--	21.2%	13.3%	40.4%	28.6%	36.0%	31.1%
	Agree	--	54.5%	66.7%	48.1%	71.4%	36.0%	50.8%
	Disagree	--	18.2%	13.3%	7.7%	0.0%	16.0%	12.1%
	Strongly disagree	--	6.1%	6.7%	3.8%	0.0%	12.0%	6.1%
	Mean	--	2.90	2.87	3.25	3.29	2.96	3.07
		(n=0)	(n=31)	(n<15)	(n=53)	(n<10)	(n=26)	(n=131)
<i>I believe that the level of rigor in my child's classes has/will prepare them adequately for college and career.</i>	Strongly agree	--	6.5%	21.4%	26.4%	28.6%	30.8%	22.1%
	Agree	--	61.3%	21.4%	56.6%	71.4%	15.4%	46.6%
	Disagree	--	22.6%	57.1%	15.1%	0.0%	38.5%	25.2%
	Strongly disagree	--	9.7%	0.0%	1.9%	0.0%	15.4%	6.1%
	Mean	--	2.64	2.64	3.08	3.29	2.62	2.85
		(n=0)	(n=30)	(n<20)	(n=54)	(n<10)	(n=27)	(n=135)
<i>I am aware of what grades my child will need to earn in high school so that they can enroll in college.</i>	Strongly agree	--	53.3%	31.3%	31.5%	37.5%	59.3%	42.2%
	Agree	--	36.7%	50.0%	61.1%	62.5%	29.6%	48.1%
	Disagree	--	3.3%	18.8%	1.9%	0.0%	0.0%	3.7%
	Strongly disagree	--	6.7%	0.0%	5.6%	0.0%	11.1%	5.9%
	Mean	--	3.36	3.13	3.18	3.37	3.37	3.27
		(n=0)	(n=30)	(n<15)	(n=52)	(n<10)	(n=28)	(n=132)
<i>I am aware of the opportunities to earn dual credit available to my child in our school district.</i>	Strongly agree	--	43.3%	28.6%	28.8%	37.5%	39.3%	34.8%
	Agree	--	43.3%	42.9%	50.0%	62.5%	25.0%	43.2%
	Disagree	--	10.0%	21.4%	17.3%	0.0%	17.9%	15.2%
	Strongly disagree	--	3.0%	7.1%	3.8%	0.0%	17.9%	6.8%
	Mean	--	3.26	2.93	3.04	3.38	2.86	3.06
		(n=0)	(n=32)	(n<20)	(n=55)	(n<10)	(n=28)	(n=136)
<i>I am aware of the opportunities that a college degree can provide for my child.</i>	Strongly agree	--	53.1%	53.3%	45.3%	50.0%	57.1%	50.7%
	Agree	--	43.8%	26.7%	47.2%	50.0%	32.1%	41.2%
	Disagree	--	0.0%	13.3%	3.8%	0.0%	0.0%	2.9%
	Strongly disagree	--	3.0%	6.7%	3.8%	0.0%	10.7%	5.1%
	Mean	--	3.47	3.27	3.34	3.50	3.36	3.38

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

Note. Table Continues. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was <10, <10, <10, <10, <10, <10, <10, <10, 13, 17, 13, 12, <10, 15, <10, 11, and 12, respectively. TSI – Texas Success Initiative. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.



**Table E.3. Parent Agreement Postsecondary Education and Awareness Levels by District, Grade 9–12, Year 6 (2023–24), Cont.**

Item	Response Option	District 1 (n=0)	District 2 (n=33)	District 3 (n<20)	District 4 (n=53)	District 5 (n<10)	District 6 (n=27)	Overall (n=135)
<i>I will be able to guide my child through the college application process.</i>	Strongly agree	--	30.0%	17.6%	35.8%	37.5%	48.1%	34.8%
	Agree	--	56.7%	58.8%	49.1%	37.5%	40.7%	49.6%
	Disagree	--	13.3%	11.8%	11.3%	25.0%	7.4%	11.9%
	Strongly disagree	--	0.0%	11.8%	3.8%	0.0%	3.7%	3.7%
	Mean	--	3.16	2.82	3.17	3.13	3.33	3.16
		(n=0)	(n=33)	(n<20)	(n=55)	(n<10)	(n=28)	(n=137)
<i>I am aware of which examinations are needed to get into college (e.g., SAT, ACT, TSI [Texas Success Initiative] Assessment).</i>	Strongly agree	--	35.5%	29.4%	32.1%	37.5%	46.4%	35.8%
	Agree	--	64.5%	47.1%	45.3%	50.0%	42.9%	49.6%
	Disagree	--	0.0%	11.8%	15.1%	12.5%	3.6%	8.8%
	Strongly disagree	--	0.0%	11.8%	7.5%	0.0%	7.1%	5.8%
	Mean	--	3.35	2.94	3.02	3.25	3.29	3.15
		(n=0)	(n=33)	(n<20)	(n=53)	(n<10)	(n=28)	(n=126)
<i>I know where to find SAT or PSAT (Preliminary SAT) test preparation resources for my child.</i>	Strongly agree	--	28.6%	6.7%	6.1%	37.5%	30.8%	18.3%
	Agree	--	42.9%	46.7%	38.8%	37.5%	42.3%	41.3%
	Disagree	--	25.0%	33.3%	49.0%	12.5%	19.2%	33.3%
	Strongly disagree	--	3.6%	13.3%	6.1%	12.5%	7.7%	7.1%
	Mean	--	2.96	2.47	2.45	3.00	2.96	2.71
		(n=0)	(n=28)	(n<15)	(n=47)	(n<10)	(n=25)	(n=122)
<i>I know where to find ACT or ACT Aspire test preparation resources for my child.</i>	Strongly agree	--	25.0%	7.1%	6.4%	25.0%	32.0%	17.2%
	Agree	--	46.4%	50.0%	31.9%	50.0%	44.0%	41.0%
	Disagree	--	25.0%	28.6%	55.3%	12.5%	20.0%	35.2%
	Strongly disagree	--	3.6%	14.3%	6.4%	12.5%	4.0%	6.6%
	Mean	--	2.93	2.50	2.38	2.88	3.04	2.69
		(n=0)	(n=29)	(n<20)	(n=49)	(n<10)	(n=25)	(n=126)
<i>I know where to find TSI Assessment test preparation resources for my child.</i>	Strongly agree	--	27.6%	6.7%	6.1%	25.0%	28.0%	16.7%
	Agree	--	44.8%	33.3%	24.5%	50.0%	32.0%	33.3%
	Disagree	--	20.7%	40.0%	57.1%	12.5%	36.0%	39.7%
	Strongly disagree	--	6.9%	20.0%	12.2%	12.5%	4.0%	10.3%
	Mean	--	2.93	2.27	2.24	2.88	2.84	2.56
		(n=0)	(n=33)	(n<20)	(n=55)	(n<10)	(n=28)	(n=127)
<i>I am aware of scholarship opportunities available to help pay for college.</i>	Strongly agree	--	17.2%	31.3%	10.4%	25.0%	38.5%	21.3%
	Agree	--	41.4%	31.3%	33.3%	37.5%	26.9%	33.9%
	Disagree	--	34.5%	25.0%	45.8%	25.0%	23.1%	34.6%
	Strongly disagree	--	6.9%	12.5%	10.4%	12.5%	11.5%	10.2%
	Mean	--	2.69	2.81	2.44	2.75	2.92	2.66

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was <10, <10, 10, <10, <10, <10, <10, <10, 13, 17, 13, 12, <10, 15, <10, 11, and 12, respectively. TSI – Texas Success Initiative. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

**Table E.3. Parent Agreement regarding Postsecondary Education and Awareness Levels by District, Grade 9–12, Year 6 (2023–24), Cont.**

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(n=0)	(n=31)	(n<20)	(n=50)	(n<10)	(n=28)	(n=132)
<i>I am aware of the FAFSA (Free Application for Student Aid).</i>	Strongly agree	--	29.0%	53.3%	36.0%	37.5%	57.1%	40.9%
	Agree	--	54.8%	33.3%	42.0%	62.5%	32.1%	43.2%
	Disagree	--	12.9%	13.3%	18.0%	0.0%	3.6%	12.1%
	Strongly disagree	--	3.2%	0.0%	4.0%	0.0%	7.1%	3.8%
	Mean	--	3.10	3.40	3.10	3.38	3.40	3.21
		(n=0)	(n=28)	(n<15)	(n=47)	(n<10)	(n=25)	(n=122)
<i>I am aware of the TASFA (Texas Application for State Financial Aid).</i>	Strongly agree	--	17.9%	21.4%	17.0%	37.5%	36.0%	23.0%
	Agree	--	35.7%	35.7%	31.9%	25.0%	20.0%	30.3%
	Disagree	--	35.7%	28.6%	44.7%	25.0%	28.0%	36.1%
	Strongly disagree	--	10.7%	14.3%	6.4%	12.5%	16.0%	10.7%
	Mean	--	2.61	2.64	2.60	2.88	2.80	2.66
		(n=0)	(n=30)	(n<15)	(n=48)	(n<10)	(n=28)	(n=128)
<i>I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TAFSA) or signed opt-out form in order to graduate.</i>	Strongly agree	--	16.7%	21.4%	12.5%	37.5%	42.9%	22.7%
	Agree	--	53.3%	35.7%	50.0%	62.5%	35.7%	46.9%
	Disagree	--	20.0%	28.6%	27.1%	0.0%	62.5%	21.9%
	Strongly disagree	--	10.0%	14.3%	10.4%	0.0%	37.5%	8.6%
	Mean	--	2.77	2.64	2.65	3.38	3.18	2.84
		(n=0)	(n=32)	(n<15)	(n=47)	(n<10)	(n=26)	(n=126)
<i>I am aware of the Pell Grant.</i>	Strongly agree	--	21.9%	15.4%	21.3%	25.0%	42.3%	25.4%
	Agree	--	46.9%	38.5%	38.3%	50.0%	46.2%	42.9%
	Disagree	--	25.0%	30.8%	29.8%	25.0%	7.7%	23.8%
	Strongly disagree	--	6.3%	15.4%	10.6%	0.0%	3.8%	7.9%
	Mean	--	2.84	2.54	2.70	3.00	3.27	2.86
		(n=0)	(n=31)	(n<15)	(n=46)	(n<10)	(n=26)	(n=125)
<i>I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).</i>	Strongly agree	--	19.4%	14.3%	21.7%	37.5%	42.3%	25.6%
	Agree	--	38.7%	50.0%	43.5%	50.0%	46.2%	44.0%
	Disagree	--	35.5%	21.4%	26.1%	12.5%	7.7%	23.2%
	Strongly disagree	--	6.5%	14.3%	8.7%	0.0%	3.8%	7.2%
	Mean	--	2.71	2.64	2.78	3.25	3.27	2.88
		(n=0)	(n=33)	(n<20)	(n=55)	(n<10)	(n=28)	(n=141)
<i>Composite Mean Score</i>	Mean	--	2.99	2.78	2.86	3.13	3.11	2.94

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

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was <10, <10, 10, <10, <10, <10, <10, <10, 13, 17, 13, 12, <10, 15, <10, 11, and 12, respectively. TSI – Texas Success Initiative. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

**Table E.4. Parent Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 6 (2023–24)**

Item	Response Option	Year 2	Year 3	Year 4	Year 5	Year 6
		<b>(n=307)</b>	<b>(n=264)</b>	<b>(n=176)</b>	<b>(n=189)</b>	<b>(n=133)</b>
<i>I am aware of the education path necessary for the career my child plans to pursue.</i>	Strongly agree	35.2%	38.6%	50.0%	34.9%	39.8%
	Agree	46.9%	43.9%	39.8%	43.9%	39.8%
	Disagree	11.7%	10.6%	4.5%	12.7%	11.3%
	Strongly disagree	6.2%	6.8%	5.7%	8.5%	9.0%
	Mean	3.11	3.14	3.34	3.05	3.12
		<b>(n=324)</b>	<b>(n=270)</b>	<b>(n=175)</b>	<b>(n=199)</b>	<b>(n=132)</b>
<i>My child will receive/is receiving a high school education that will adequately prepare them for college and career.</i>	Strongly agree	38.0%	32.6%	40.0%	32.7%	31.1%
	Agree	49.1%	48.9%	45.1%	40.7%	50.8%
	Disagree	6.5%	9.6%	6.9%	16.6%	12.1%
	Strongly disagree	6.5%	8.9%	8.0%	10.1%	6.1%
	Mean	3.19	3.05	3.17	2.96	3.07
		<b>(n=0)</b>	<b>(n=0)</b>	<b>(n=0)</b>	<b>(n=194)</b>	<b>(n=131)</b>
<i>I believe that the level of rigor in my child's classes has/will prepare them adequately for college and career.</i>	Strongly agree	--	--	--	22.2%	22.1%
	Agree	--	--	--	43.8%	46.6%
	Disagree	--	--	--	25.8%	25.2%
	Strongly disagree	--	--	--	8.2%	6.1%
	Mean	--	--	--	2.80	2.85
		<b>(n=307)</b>	<b>(n=265)</b>	<b>(n=177)</b>	<b>(n=195)</b>	<b>(n=135)</b>
<i>I am aware of what grades my child will need to earn in high school so that they can enroll in college.</i>	Strongly agree	41.1%	40.0%	48.6%	35.9%	42.2%
	Agree	47.4%	47.5%	43.5%	49.2%	48.1%
	Disagree	5.3%	6.0%	2.3%	6.2%	3.7%
	Strongly disagree	6.2%	6.4%	5.6%	8.7%	5.9%
	Mean	3.23	3.21	3.35	3.12	3.27
		<b>(n=315)</b>	<b>(n=264)</b>	<b>(n=176)</b>	<b>(n=188)</b>	<b>(n=132)</b>
<i>I am aware of the opportunities to earn dual credit available to my child in our school district.</i>	Strongly agree	36.2%	36.4%	44.9%	33.0%	34.8%
	Agree	50.5%	47.0%	44.3%	46.3%	43.2%
	Disagree	7.9%	11.0%	5.1%	11.7%	15.2%
	Strongly disagree	5.4%	5.7%	5.7%	9.0%	6.8%
	Mean	3.17	3.14	3.28	3.03	3.06
		<b>(n=317)</b>	<b>(n=273)</b>	<b>(n=178)</b>	<b>(n=197)</b>	<b>(n=136)</b>
<i>I am aware of the opportunities that a college degree can provide for my child.</i>	Strongly agree	42.0%	50.9%	57.9%	50.3%	50.7%
	Agree	48.6%	38.8%	34.8%	36.0%	41.2%
	Disagree	4.1%	4.0%	2.2%	5.6%	2.9%
	Strongly disagree	5.4%	6.2%	5.1%	8.1%	5.1%
	Mean	3.27	3.34	3.46	3.28	3.38

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3–Year 6. Scale used to determine mean rating: 1–*Strongly disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly agree*. Respondents who selected *I don't know/Not applicable* were not included in this analysis. TSI – Texas Success Initiative. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

**Table E.4. Parent Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 6 (2023–24), Cont.**

Item	Response Option	Year 2 (n=309)	Year 3 (n=256)	Year 4 (n=167)	Year 5 (n=183)	Year 6 (n=135)
<i>I will be able to guide my child through the college application process.</i>	Strongly agree	35.0%	34.0%	43.7%	33.9%	34.8%
	Agree	50.2%	45.7%	39.5%	44.8%	49.6%
	Disagree	9.1%	14.1%	10.8%	14.2%	11.9%
	Strongly disagree	5.8%	6.3%	6.0%	7.1%	3.7%
	Mean	3.14	3.07	3.21	3.05	3.16
		(n=308)	(n=259)	(n=173)	(n=190)	(n=137)
<i>I am aware of which examinations are needed to get into college (e.g., SAT, ACT, TSI [Texas Success Initiative] Assessment).</i>	Strongly agree	28.2%	31.3%	43.4%	30.0%	35.8%
	Agree	53.6%	46.3%	42.2%	50.5%	49.6%
	Disagree	13.0%	13.1%	8.7%	12.1%	8.8%
	Strongly disagree	5.2%	9.3%	5.8%	7.4%	5.8%
	Mean	3.05	3.00	3.23	3.03	3.15
		(n=278)	(n=245)	(n=169)	(n=171)	(n=126)
<i>I know where to find SAT or PSAT (Preliminary SAT) test preparation resources for my child.</i>	Strongly agree	20.9%	23.3%	26.6%	17.0%	18.3%
	Agree	37.4%	33.1%	43.2%	42.1%	41.3%
	Disagree	33.5%	31.8%	23.1%	28.7%	33.3%
	Strongly disagree	8.3%	11.8%	7.1%	12.3%	7.1%
	Mean	2.71	2.68	2.89	2.64	2.71
		(n=268)	(n=241)	(n=164)	(n=169)	(n=122)
<i>I know where to find ACT or ACT Aspire test preparation resources for my child.</i>	Strongly agree	19.8%	21.2%	26.8%	17.8%	17.2%
	Agree	36.6%	29.5%	37.8%	36.7%	41.0%
	Disagree	35.1%	34.9%	27.4%	30.8%	35.2%
	Strongly disagree	8.6%	14.5%	7.9%	14.8%	6.6%
	Mean	2.68	2.57	2.84	2.57	2.69
		(n=272)	(n=238)	(n=165)	(n=168)	(n=126)
<i>I know where to find TSI Assessment test preparation resources for my child.</i>	Strongly agree	18.8%	18.9%	23.6%	15.5%	16.7%
	Agree	34.9%	31.1%	37.6%	37.5%	33.3%
	Disagree	36.8%	37.0%	30.3%	31.5%	39.7%
	Strongly disagree	9.6%	13.0%	8.5%	15.5%	10.3%
	Mean	2.63	2.56	2.76	2.53	2.56
		(n=282)	(n=254)	(n=166)	(n=179)	(n=127)
<i>I am aware of scholarship opportunities available to help pay for college.</i>	Strongly agree	17.7%	20.1%	27.1%	19.6%	21.3%
	Agree	39.0%	40.6%	38.6%	44.7%	33.9%
	Disagree	32.6%	25.2%	28.3%	22.9%	34.6%
	Strongly disagree	10.6%	14.2%	6.0%	12.8%	10.2%
	Mean	2.63	2.67	2.87	2.71	2.66

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3–Year 6. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. TSI – Texas Success Initiative. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

**Table E.4. Parent Agreement regarding Postsecondary Education and Awareness Levels, Year 2 (2019–20)–Year 6 (2023–24), Cont.**

Item	Response Option	Year 2 (n=294)	Year 3 (n=255)	Year 4 (n=175)	Year 5 (n=186)	Year 6 (n=132)
<i>I am aware of the FAFSA (Free Application for Student Aid).</i>	Strongly agree	36.1%	33.7%	44.6%	28.5%	40.9%
	Agree	43.5%	41.2%	44.0%	54.8%	43.2%
	Disagree	14.6%	15.3%	6.9%	9.1%	12.1%
	Strongly disagree	5.8%	9.8%	4.6%	7.5%	3.8%
	Mean	3.10	2.98	3.29	3.04	3.21
		<b>(n=248)</b>	<b>(n=232)</b>	<b>(n=169)</b>	<b>(n=179)</b>	<b>(n=122)</b>
<i>I am aware of the TASFA (Texas Application for State Financial Aid).</i>	Strongly agree	14.5%	16.8%	27.2%	18.4%	23.0%
	Agree	26.6%	24.6%	36.7%	44.7%	30.3%
	Disagree	49.2%	41.8%	25.4%	24.0%	36.1%
	Strongly disagree	9.7%	16.8%	10.7%	12.8%	10.7%
	Mean	2.46	2.41	2.80	2.69	2.66
		<b>(n=0)</b>	<b>(n=0)</b>	<b>(n=169)</b>	<b>(n=179)</b>	<b>(n=128)</b>
<i>I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate.</i>	Strongly agree	--	--	27.2%	20.7%	22.7%
	Agree	--	--	34.3%	49.2%	46.9%
	Disagree	--	--	27.8%	19.6%	21.9%
	Strongly disagree	--	--	10.7%	10.6%	8.6%
	Mean	--	--	2.78	2.80	2.84
		<b>(n=279)</b>	<b>(n=238)</b>	<b>(n=166)</b>	<b>(n=179)</b>	<b>(n=127)</b>
<i>I am aware of the Pell Grant.</i>	Strongly agree	28.7%	29.0%	33.1%	19.4%	25.4%
	Agree	44.1%	36.6%	42.6%	46.5%	42.9%
	Disagree	22.0%	20.6%	16.6%	22.4%	23.8%
	Strongly disagree	5.0%	13.9%	7.7%	11.8%	7.9%
	Mean	2.96	2.81	3.01	2.84	2.86
		<b>(n=288)</b>	<b>(n=245)</b>	<b>(n=165)</b>	<b>(n=172)</b>	<b>(n=125)</b>
<i>I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).</i>	Strongly agree	25.3%	26.9%	35.2%	18.6%	25.6%
	Agree	48.3%	42.0%	41.2%	45.9%	44.0%
	Disagree	20.1%	19.2%	15.2%	23.8%	23.2%
	Strongly disagree	6.3%	11.8%	8.5%	11.6%	7.2%
	Mean	2.93	2.84	3.03	2.72	2.88
		<b>(n=248)</b>	<b>(n=232)</b>	<b>(n=182)</b>	<b>(n=179)</b>	<b>(n=141)</b>
<i>Composite Mean Score</i>	Mean	2.98	2.90	3.08	2.87	2.94

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

Note. Response percentages may not total to 100% due to rounding. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3–Year 6. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. TSI – Texas Success Initiative. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.



**Table E.5. Parent Agreement regarding Postsecondary Education and Awareness Levels by Grade, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	Grade 9	Grade 10	Grade 11	Grade 12	Overall
		(n=30)	(n=32)	(n=35)	(n=36)	(n=133)
<i>I am aware of the education path necessary for the career my child plans to pursue.</i>	Strongly agree	36.7%	37.5%	34.3%	50.0%	39.8%
	Agree	46.7%	50.0%	31.4%	33.3%	39.8%
	Disagree	13.3%	6.3%	20.0%	5.6%	11.3%
	Strongly disagree	3.3%	6.3%	14.3%	11.1%	9.0%
	Mean	3.17	3.19	2.86	3.22	3.12
		(n=32)	(n=33)	(n=35)	(n=34)	(n=132)
<i>My child will receive/is receiving a high school education that will adequately prepare them for college and career.</i>	Strongly agree	26.7%	33.3%	22.9%	41.2%	31.1%
	Agree	56.7%	57.6%	45.7%	44.1%	50.8%
	Disagree	16.7%	6.1%	20.0%	5.9%	12.1%
	Strongly disagree	0.0%	3.0%	11.4%	8.8%	6.1%
	Mean	3.10	3.21	2.80	3.18	3.07
		(n=29)	(n=33)	(n=35)	(n=34)	(n=131)
<i>I believe that the level of rigor in my child's classes has/will prepare them adequately for college and career.</i>	Strongly agree	13.8%	30.3%	17.1%	26.5%	22.1%
	Agree	48.3%	57.6%	28.6%	52.9%	46.6%
	Disagree	34.5%	9.1%	42.9%	14.7%	25.2%
	Strongly disagree	3.4%	3.0%	11.4%	5.9%	6.1%
	Mean	2.72	3.15	2.51	3.00	2.85
		(n=31)	(n=33)	(n=35)	(n=36)	(n=135)
<i>I am aware of what grades my child will need to earn in high school so that they can enroll in college.</i>	Strongly agree	48.4%	36.4%	40.0%	44.4%	42.2%
	Agree	45.2%	60.6%	40.0%	47.2%	48.1%
	Disagree	3.2%	0.0%	8.6%	2.8%	3.7%
	Strongly disagree	3.2%	3.0%	11.4%	5.6%	5.9%
	Mean	3.39	3.30	3.09	3.31	3.27
		(n=31)	(n=32)	(n=33)	(n=36)	(n=132)
<i>I am aware of the opportunities to earn dual credit available to my child in our school district.</i>	Strongly agree	29.0%	40.6%	27.3%	41.7%	34.8%
	Agree	48.4%	40.6%	42.4%	41.7%	43.2%
	Disagree	16.1%	15.6%	18.2%	11.1%	15.2%
	Strongly disagree	6.5%	3.1%	12.1%	5.6%	6.8%
	Mean	3.00	3.19	2.85	3.19	3.06
		(n=32)	(n=33)	(n=35)	(n=36)	(n=136)
<i>I am aware of the opportunities that a college degree can provide for my child.</i>	Strongly agree	46.9%	57.6%	42.9%	55.6%	50.7%
	Agree	50.0%	39.4%	45.7%	30.6%	41.2%
	Disagree	0.0%	0.0%	2.9%	8.3%	2.9%
	Strongly disagree	3.1%	3.0%	8.6%	5.6%	5.1%
	Mean	3.41	3.52	3.23	3.36	3.38

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. TSI – Texas Success Initiative. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

**Table E.5. Parent Agreement regarding Postsecondary Education and Awareness Levels by Grade, Grade 9–12, Year 6 (2023–24), Cont.**

Item	Response Option	Grade 9 (n=31)	Grade 10 (n=33)	Grade 11 (n=34)	Grade 12 (n=37)	Overall (n=135)
<i>I will be able to guide my child through the college application process.</i>	Strongly agree	32.3%	45.5%	26.5%	35.1%	34.8%
	Agree	51.6%	48.5%	44.1%	54.1%	49.6%
	Disagree	16.1%	3.0%	17.6%	10.8%	11.9%
	Strongly disagree	0.0%	3.0%	11.8%	0.0%	3.7%
	Mean	3.16	3.36	2.85	3.24	3.16
		<b>(n=32)</b>	<b>(n=33)</b>	<b>(n=36)</b>	<b>(n=36)</b>	<b>(n=137)</b>
<i>I am aware of which examinations are needed to get into college (e.g., SAT, ACT, TSI [Texas Success Initiative] Assessment).</i>	Strongly agree	31.3%	36.4%	36.1%	38.9%	35.8%
	Agree	56.3%	48.5%	44.4%	50.0%	49.6%
	Disagree	9.4%	6.1%	8.3%	11.1%	8.8%
	Strongly disagree	3.1%	9.1%	11.1%	0.0%	5.8%
	Mean	3.16	3.12	3.06	3.28	3.15
		<b>(n=30)</b>	<b>(n=30)</b>	<b>(n=33)</b>	<b>(n=33)</b>	<b>(n=126)</b>
<i>I know where to find SAT or PSAT (Preliminary SAT) test preparation resources for my child.</i>	Strongly agree	16.7%	13.3%	15.2%	27.3%	18.3%
	Agree	46.7%	43.3%	33.3%	42.4%	41.3%
	Disagree	33.3%	36.7%	42.4%	21.2%	33.3%
	Strongly disagree	3.3%	6.7%	9.1%	9.1%	7.1%
	Mean	2.77	2.63	2.55	2.88	2.71
		<b>(n=29)</b>	<b>(n=29)</b>	<b>(n=32)</b>	<b>(n=32)</b>	<b>(n=122)</b>
<i>I know where to find ACT or ACT Aspire test preparation resources for my child.</i>	Strongly agree	13.8%	10.3%	12.5%	31.3%	17.2%
	Agree	44.8%	48.3%	34.4%	37.5%	41.0%
	Disagree	34.5%	37.9%	43.8%	25.0%	35.2%
	Strongly disagree	6.9%	3.4%	9.4%	6.3%	6.6%
	Mean	2.66	2.66	2.50	2.94	2.69
		<b>(n=30)</b>	<b>(n=30)</b>	<b>(n=33)</b>	<b>(n=33)</b>	<b>(n=126)</b>
<i>I know where to find TSI Assessment test preparation resources for my child.</i>	Strongly agree	13.3%	10.0%	12.1%	30.3%	16.7%
	Agree	33.3%	40.0%	21.2%	39.4%	33.3%
	Disagree	40.0%	46.7%	48.5%	24.2%	39.7%
	Strongly disagree	13.3%	3.3%	18.2%	6.1%	10.3%
	Mean	2.47	2.57	2.27	2.94	2.56
		<b>(n=27)</b>	<b>(n=29)</b>	<b>(n=35)</b>	<b>(n=36)</b>	<b>(n=127)</b>
<i>I am aware of scholarship opportunities available to help pay for college.</i>	Strongly agree	7.4%	17.2%	14.3%	41.7%	21.3%
	Agree	40.7%	44.8%	20.0%	33.3%	33.9%
	Disagree	40.7%	34.5%	45.7%	19.4%	34.6%
	Strongly disagree	11.1%	3.4%	20.0%	5.6%	10.2%
	Mean	2.44	2.76	2.29	3.11	2.66

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was <10, <10, 10, <10, <10, <10, <10, <10, 13, 17, 13, 12, <10, 15, <10, 11, and 12, respectively. TSI – Texas Success Initiative. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.



**Table E.5. Parent Agreement regarding Postsecondary Education and Awareness Levels by Grade, Grade 9–12, Year 6 (2023–24), Cont.**

Item	Response Option	Grade 9	Grade 10	Grade 11	Grade 12	Overall
		(n=30)	(n=31)	(n=35)	(n=36)	(n=132)
<i>I am aware of the FAFSA (Free Application for Student Aid).</i>	Strongly agree	26.7%	35.5%	45.7%	52.8%	40.9%
	Agree	50.0%	54.8%	28.6%	41.7%	43.2%
	Disagree	20.0%	6.5%	20.0%	2.8%	12.1%
	Strongly disagree	3.3%	3.2%	5.7%	2.8%	3.8%
	Mean	3.00	3.23	3.14	3.44	3.21
		(n=28)	(n=28)	(n=34)	(n=32)	(n=122)
<i>I am aware of the TASFA (Texas Application for State Financial Aid).</i>	Strongly agree	14.3%	17.9%	17.6%	40.6%	23.0%
	Agree	32.1%	39.3%	17.6%	34.4%	30.3%
	Disagree	46.4%	35.7%	44.1%	18.8%	36.1%
	Strongly disagree	7.1%	7.1%	20.6%	6.3%	10.7%
	Mean	2.54	2.68	2.32	3.09	2.66
		(n=31)	(n=30)	(n=34)	(n=33)	(n=128)
<i>I am aware of the Texas law that requires a student to complete a financial aid application (FAFSA or TASFA) or signed opt-out form in order to graduate.</i>	Strongly agree	16.1%	13.3%	23.5%	36.4%	22.7%
	Agree	48.4%	63.3%	23.5%	54.5%	46.9%
	Disagree	29.0%	20.0%	35.3%	3.0%	21.9%
	Strongly disagree	6.5%	3.3%	17.6%	6.1%	8.6%
	Mean	2.74	2.87	2.53	3.21	2.84
		(n=30)	(n=29)	(n=33)	(n=34)	(n=127)
<i>I am aware of the Pell Grant.</i>	Strongly agree	13.3%	27.6%	21.2%	38.2%	25.4%
	Agree	50.0%	55.2%	39.4%	29.4%	42.9%
	Disagree	26.7%	17.2%	24.2%	26.5%	23.8%
	Strongly disagree	10.0%	0.0%	15.2%	5.9%	7.9%
	Mean	2.67	3.10	2.67	3.00	2.86
		(n=30)	(n=27)	(n=33)	(n=35)	(n=125)
<i>I am aware of federal student loan programs (e.g., Stafford loans, Perkins loans, PLUS loans).</i>	Strongly agree	20.0%	22.2%	18.2%	40.0%	25.6%
	Agree	46.7%	63.0%	39.4%	31.4%	44.0%
	Disagree	26.7%	14.8%	24.2%	25.7%	23.2%
	Strongly disagree	6.7%	0.0%	18.2%	2.9%	7.2%
	Mean	2.80	3.07	2.58	3.09	2.88
		(n=32)	(n=34)	(n=37)	(n=38)	(n=141)
<i>Composite mean score</i>	Mean	2.91	3.03	2.71	3.13	2.94

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

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was <10, <10, 10, <10, <10, <10, <10, 13, 17, 13, 12, <10, 15, <10, 11, and 12, respectively. TSI – Texas Success Initiative. PSAT – Preliminary SAT. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

**Table E.6. Student Completion of College Entrance Exam according to Parent Respondents by District, Class of 2024, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n<10)	District 3 (n<10)	District 4 (n<10)	District 5 (n<10)	District 6 (n=10)	Overall (n=33)
<i>Yes, my child took the SAT, ACT, or TSI Assessment.</i>	--	57.1%	50.0%	66.7%	33.3%	80.0%	63.6%
<i>No, but my child plans on taking the SAT, ACT, or TSI Assessment in the future.</i>	--	0.0%	50.0%	33.3%	33.3%	10.0%	21.2%
<i>No, my child doesn't plan on taking the SAT, ACT, or TSI Assessment.</i>	--	42.9%	0.0%	0.0%	33.3%	10.0%	15.2%

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

Note. Response percentages may not total to 100% due to rounding. Class of 2024 students were in Grade 12 in Year 6. TSI – Texas Success Initiative.

**Table E.7. Parent Satisfaction with Child's School Efforts to Inform Parents by District, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	District 1 (n=0)	District 2 (n=30)	District 3 (n<20)	District 4 (n=49)	District 5 (n<10)	District 6 (n=22)	Overall (n=125)
<i>Overall, how satisfied are you with your child's school's efforts to inform you of important college/career information, deadlines, and events?</i>	Strongly satisfied	--	10.0%	12.5%	18.4%	37.5%	22.7%	17.6%
	Satisfied	--	53.3%	31.3%	46.9%	25.0%	31.8%	42.4%
	Dissatisfied	--	33.3%	37.5%	26.5%	37.5%	36.4%	32.0%
	Strongly dissatisfied	--	3.3%	18.8%	8.2%	0.0%	9.1%	8.0%
	Mean	--	2.83	3.33	2.75	3.50	3.20	2.70

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

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly satisfied. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was <10.

**Table E.8. Parent Satisfaction with Child’s School Efforts to Inform Parents, Year 4 (2021–22)–Year 6 (2023–24)**

Item	Response Option	Year 4 (n=163)	Year 5 (n=168)	Year 6 (n=125)
<i>Overall, how satisfied are you with your child’s school’s efforts to inform you of important college/career information, deadlines, and events?</i>	Strongly satisfied	23.9%	17.3%	17.6%
	Satisfied	48.5%	41.1%	42.4%
	Dissatisfied	20.2%	27.4%	32.0%
	Strongly dissatisfied	7.4%	14.3%	8.0%
	Mean	2.89	2.61	2.70

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

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly satisfied. Respondents who selected *I don’t know/Not applicable* were not included in this analysis.

**Table E.9. Parent Met One-on-One with their Child’s Counselor, Advisor, or GEAR UP Coordinator by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=33)	District 3 (n<20)	District 4 (n=54)	District 5 (n<10)	District 6 (n=27)	Overall (n=139)
Yes	--	6.1%	29.4%	14.8%	25.0%	37.0%	19.4%

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

Note. GEAR UP – Gaining Early Awareness and Readiness for Undergraduate Programs.

**Table E.10. Parent Met One-on-One with their Child’s Counselor, Advisor, or GEAR UP Coordinator, Year 2 (2019–20)–Year 6 (2023–24)**

Response Option	Year 2 (n=335)	Year 3 (n=283)	Year 4 (n=182)	Year 5 (n=204)	Year 6 (n=139)
Yes	16.4%	24.7%	45.6%	26.5%	19.4%

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

Note. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. GEAR UP – Gaining Early Awareness and Readiness for Undergraduate Programs.

**Table E.11. Parent Met One-on-One with their Child’s Counselor, Advisor, or GEAR UP Coordinator by Grade, Grade 9–12, Year 6 (2023–24)**

Response Option	Grade 9 (n=32)	Grade 10 (n=33)	Grade 11 (n=37)	Grade 12 (n=37)	Overall (n=139)
Yes	6.3%	9.1%	16.2%	43.2%	19.4%

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

Note. GEAR UP – Gaining Early Awareness and Readiness for Undergraduate Programs.

**Table E.12. Topics Parents Discussed in One-on-One Counseling/Advising Session(s) by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n<10)	District 3 (n<10)	District 4 (n<10)	District 5 (n<10)	District 6 (n=10)	Overall (n=26)
<i>Your child's grades</i>	--	0.0%	60.0%	62.5%	100.0%	70.0%	65.4%
<i>Course selection/scheduling for your child</i>	--	100.0%	60.0%	37.5%	50.0%	60.0%	53.8%
<i>How academically challenging your child's courses are</i>	--	0.0%	40.0%	25.0%	50.0%	30.0%	30.8%
<i>Opportunities for you as a parent to participate in activities/events</i>	--	0.0%	20.0%	0.0%	50.0%	20.0%	15.4%
<i>Your child's personal graduation plan</i>	--	0.0%	40.0%	50.0%	100.0%	60.0%	53.8%
<i>PSAT, SAT, ACT Aspire, ACT, or TSI Assessment</i>	--	0.0%	20.0%	0.0%	0.0%	50.0%	23.1%
<i>Dual credit opportunities</i>	--	100.0%	40.0%	25.0%	100.0%	50.0%	46.2%
<i>Career and technical education (CTE) programs of study</i>	--	0.0%	40.0%	25.0%	100.0%	40.0%	38.5%
<i>Changing or dropping enrollment</i>	--	0.0%	0.0%	0.0%	50.0%	0.0%	3.8%
<i>Your child's college plans or interests</i>	--	0.0%	80.0%	37.5%	100.0%	50.0%	53.8%
<i>College applications</i>	--	0.0%	80.0%	12.5%	0.0%	50.0%	38.5%
<i>New Texas law that requires completion of FAFSA, TASFA, or an opt-out form to graduate from high school</i>	--	0.0%	80.0%	25.0%	0.0%	40.0%	38.5%
<i>Enlisting in the military</i>	--	0.0%	50.0%	0.0%	0.0%	50.0%	100.0%
<i>Your child's career plans or interests</i>	--	0.0%	60.0%	37.5%	50.0%	30.0%	38.5%
<i>Job/internship/shadowing applications</i>	--	0.0%	20.0%	0.0%	0.0%	0.0%	3.8%
<i>Financial aid for college, including FAFSA, TASFA, Pell Grant, etc.</i>	--	0.0%	60.0%	25.0%	50.0%	50.0%	42.3%
<i>Other</i>	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

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

PSAT – Preliminary SAT. TSI – Texas Success Initiative. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

**Table E.13. Topics Parents Discussed in One-on-One Counseling/Advising Sessions, Year 2 (2019–20)–Year 6 (2023–24)**

Response Option	Year 2	Year 3	Year 4	Year 5	Year 6
	(n=50)	(n=57)	(n=74)	(n=42)	(n=26)
<i>Your child's grades</i>	62.0%	61.4%	70.3%	59.5%	65.4%
<i>Course selection/scheduling for your child</i>	68.0%	63.2%	75.7%	71.4%	53.8%
<i>How academically challenging your child's courses are</i>	--	--	37.8%	23.8%	30.8%
<i>Opportunities for you as a parent to participate in activities/events</i>	--	--	36.5%	16.7%	15.4%
<i>Your child's personal graduation plan</i>	64.0%	46.4%	67.6%	52.4%	53.8%
<i>PSAT, SAT, ACT Aspire, ACT, or TSI Assessment</i>	18.0%	36.8%	45.9%	28.6%	23.1%
<i>Dual credit opportunities</i>	0.0%	56.1%	54.1%	35.7%	46.2%
<i>Career and technical education (CTE) programs of study</i>	0.0%	19.3%	31.1%	19.0%	38.5%
<i>Changing or dropping enrollment</i>	0.0%	12.3%	21.6%	21.4%	3.8%
<i>Your child's college plans or interests</i>	0.0%	48.4%	67.6%	47.6%	53.8%
<i>College applications</i>	10.0%	27.9%	31.1%	19.0%	38.5%
<i>New Texas law that requires completion of FAFSA, TASFA, or an opt-out form to graduate from high school</i>	--	--	21.6%	21.4%	38.5%
<i>Enlisting in the military</i>	0.0%	0.0%	10.8%	9.5%	7.7%
<i>Your child's career plans or interests</i>	36.0%	39.3%	54.1%	38.1%	38.5%
<i>Job/internship/shadowing applications</i>	8.0%	5.4%	14.9%	7.1%	3.8%
<i>Financial aid for college, including FAFSA, TASFA, Pell Grant, etc.</i>	18.0%	25.9%	31.1%	26.2%	42.3%
<i>Other</i>	10.0%	5.2%	1.4%	0.0%	0.0%

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

Note. Response percentages may not total to 100 because respondents were able to select multiple responses.

Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. PSAT – Preliminary SAT. TSI – Texas Success Initiative. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

**Table E.14. Topics Parents Discussed during One-on-One Meetings with Counselor/Advisor This Year by Grade, Grade 9–12, Year 6 (2023–24)**

Response Option	Grade 9 (n<10)	Grade 10 (n<10)	Grade 11 (n<10)	Grade 12 (n=15)	Overall (n=26)
<i>Your child's grades</i>	50.0%	66.7%	50.0%	73.3%	65.4%
<i>Course selection/scheduling for your child</i>	100.0%	33.3%	83.3%	40.0%	53.8%
<i>How academically challenging your child's courses are</i>	50.0%	0.0%	33.3%	33.3%	30.8%
<i>Opportunities for you as a parent to participate in activities/events</i>	50.0%	0.0%	16.7%	13.3%	15.4%
<i>Your child's personal graduation plan</i>	50.0%	66.7%	33.3%	60.0%	53.8%
<i>PSAT, SAT, ACT Aspire, ACT, or TSI Assessment</i>	0.0%	0.0%	16.7%	33.3%	23.1%
<i>Dual credit opportunities</i>	100.0%	66.7%	66.7%	26.7%	46.2%
<i>Career and technical education (CTE) programs of study</i>	50.0%	66.7%	16.7%	40.0%	38.5%
<i>Changing or dropping enrollment</i>	50.0%	0.0%	0.0%	0.0%	3.8%
<i>Your child's college plans or interests</i>	50.0%	66.7%	33.3%	60.0%	53.8%
<i>College applications</i>	0.0%	0.0%	33.3%	53.3%	38.5%
<i>New Texas law that requires completion of FAFSA, TASFA, or an opt-out form to graduate from high school</i>	0.0%	0.0%	33.3%	53.3%	38.5%
<i>Enlisting in the military</i>	0.0%	33.3%	16.7%	0.0%	7.7%
<i>Your child's career plans or interests</i>	0.0%	66.7%	50.0%	33.3%	38.5%
<i>Job/internship/shadowing applications</i>	0.0%	0.0%	16.7%	0.0%	3.8%
<i>Financial aid for college, including FAFSA, TASFA, Pell Grant, etc.</i>	0.0%	33.3%	33.3%	53.3%	42.3%
<i>Other</i>	0.0%	0.0%	0.0%	0.0%	0.0%

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

Note. Response percentages may not total to 100% because respondents were able to select multiple responses. PSAT – Preliminary SAT. ACT – American College Test. TSI – Texas Success Initiative. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

**Table E.15. Parent Agreement on One-on-One Counseling/Advising Session(s) by District, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
<b>The counseling/advising session...</b>		<b>(n=0)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n=23)</b>
<i>helped me think about my child's college/career plans.</i>	Strongly agree	--	0.0%	25.0%	33.3%	50.0%	50.0%	39.1%
	Agree	--	100.0%	50.0%	66.7%	50.0%	20.0%	43.5%
	Disagree	--	0.0%	0.0%	0.0%	0.0%	20.0%	8.7%
	Strongly disagree	--	0.0%	25.0%	0.0%	0.0%	10.0%	8.7%
	Mean	--	3.00	2.75	3.33	3.50	3.10	3.13
		<b>(n=0)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n=24)</b>
<i>helped me understand the best classes my child should take to achieve their college/career goals.</i>	Strongly agree	--	0.0%	25.0%	28.6%	50.0%	50.0%	37.5%
	Agree	--	100.0%	75.0%	57.1%	50.0%	40.0%	54.2%
	Disagree	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Strongly disagree	--	0.0%	0.0%	14.3%	0.0%	10.0%	8.3%
	Mean	--	3.00	3.25	3.00	3.50	3.30	3.21
		<b>(n=0)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n=24)</b>
<i>provided me with information to help my child choose the right college entrance exam.</i>	Strongly agree	--	0.0%	25.0%	14.3%	50.0%	50.0%	33.3%
	Agree	--	0.0%	75.0%	71.4%	50.0%	30.0%	50.0%
	Disagree	--	100.0%	0.0%	0.0%	0.0%	10.0%	8.3%
	Strongly disagree	--	0.0%	0.0%	14.3%	0.0%	10.0%	8.3%
	Mean	--	2.00	3.25	2.86	3.50	3.20	3.08
		<b>(n=0)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n=23)</b>
<i>provided me with information to help my child prepare for college entrance exams.</i>	Strongly agree	--	0.0%	25.0%	16.7%	100.0%	50.0%	39.1%
	Agree	--	0.0%	75.0%	66.7%	0.0%	20.0%	39.1%
	Disagree	--	100.0%	0.0%	0.0%	0.0%	20.0%	13.0%
	Strongly disagree	--	0.0%	0.0%	16.7%	0.0%	10.0%	8.7%
	Mean	--	2.00	3.25	2.83	4.00	3.10	3.09

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 <10,0,0, <10,0,0, and <10, respectively.



**Table E.15. Parent Agreement on One-on-One Counseling/Advising Session(s) by District, Grade 9–12, Year 6 (2023–24), Cont.**

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
<b>The counseling/advising session...</b>		<b>(n=0)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n=24)</b>
<i>provided me with information about my child's grades/test scores to achieve their college/career goals.</i>	Strongly agree	--	0.0%	25.0%	28.6%	50.0%	50.0%	37.5%
	Agree	--	100.0%	50.0%	42.9%	50.0%	30.0%	41.7%
	Disagree	--	0.0%	0.0%	14.3%	0.0%	10.0%	8.3%
	Strongly disagree	--	0.0%	25.0%	14.3%	0.0%	10.0%	12.5%
	Mean	--	3.00	2.75	2.86	3.50	3.20	3.04
		<b>(n=0)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n=24)</b>
<i>provided me with information about how our family may pay for college.</i>	Strongly agree	--	0.0%	25.0%	14.3%	100.0%	50.0%	37.5%
	Agree	--	0.0%	50.0%	28.6%	0.0%	30.0%	29.2%
	Disagree	--	100.0%	25.0%	42.9%	0.0%	10.0%	25.0%
	Strongly disagree	--	0.0%	0.0%	14.3%	0.0%	10.0%	8.3%
	Mean	--	2.00	3.00	2.43	4.00	3.20	2.96
		<b>(n=0)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n=23)</b>
<i>provided me with information that was specific to our family's situation.</i>	Strongly agree	--	0.0%	25.0%	14.3%	50.0%	50.0%	34.8%
	Agree	--	0.0%	75.0%	71.4%	50.0%	30.0%	34.8%
	Disagree	--	100.0%	0.0%	0.0%	0.0%	10.0%	21.7%
	Strongly disagree	--	0.0%	0.0%	14.3%	0.0%	10.0%	8.7%
	Mean	--	2.00	3.00	2.43	3.50	3.33	2.96

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

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was <10, 0, 0, <10, 0, 0, and <10, respectively.

**Table E.16. Parent Agreement on One-on-One Counseling/Advising Session(s), Year 2 (2019–20)–Year 6 (2023–24)**

Item	Response Option	Year 2	Year 3	Year 4	Year 5	Year 6
<b>The counseling/advising session...</b>		<b>(n=54)</b>	<b>(n=63)</b>	<b>(n=75)</b>	<b>(n=45)</b>	<b>(n=23)</b>
<i>helped me think about my child's college/career plans.</i>	Strongly agree	48.1%	34.9%	40.0%	37.8%	39.1%
	Agree	35.2%	49.2%	53.3%	48.9%	43.5%
	Disagree	11.1%	6.3%	4.0%	2.2%	8.7%
	Strongly disagree	5.6%	9.5%	2.7%	11.1%	8.7%
	Mean	3.26	3.10	3.31	3.13	3.13
		<b>(n=54)</b>	<b>(n=65)</b>	<b>(n=77)</b>	<b>(n=44)</b>	<b>(n=24)</b>
<i>helped me understand the best classes my child should take to achieve their college/career goals.</i>	Strongly agree	50.0%	36.9%	45.5%	38.6%	37.5%
	Agree	37.0%	46.2%	48.1%	45.5%	54.2%
	Disagree	7.4%	7.7%	3.9%	6.8%	0.0%
	Strongly disagree	5.6%	9.2%	2.6%	9.1%	8.3%
	Mean	3.31	3.10	3.36	3.12	3.21
		<b>(n=0)</b>	<b>(n=0)</b>	<b>(n=71)</b>	<b>(n=40)</b>	<b>(n=24)</b>
<i>provided me with information to help my child choose the right college entrance exam.</i>	Strongly agree	--	--	33.8%	32.5%	33.3%
	Agree	--	--	47.9%	45.0%	50.0%
	Disagree	--	--	15.5%	10.0%	8.3%
	Strongly disagree	--	--	2.8%	12.5%	8.3%
	Mean	--	--	3.13	2.98	3.08
		<b>(n=0)</b>	<b>(n=0)</b>	<b>(n=69)</b>	<b>(n=41)</b>	<b>(n=23)</b>
<i>provided me with information to help my child prepare for college entrance exams.</i>	Strongly agree	--	--	31.9%	26.8%	39.1%
	Agree	--	--	47.8%	48.8%	39.1%
	Disagree	--	--	17.4%	12.2%	13.0%
	Strongly disagree	--	--	2.9%	12.2%	8.7%
	Mean	--	--	3.21	2.90	3.09
		<b>(n=55)</b>	<b>(n=62)</b>	<b>(n=71)</b>	<b>(n=42)</b>	<b>(n=24)</b>
<i>provided me with information about my child's grades/test scores to achieve their college/career goals.</i>	Strongly agree	45.5%	38.7%	35.2%	31.0%	37.5%
	Agree	40.0%	43.5%	50.7%	50.0%	41.7%
	Disagree	9.1%	9.7%	8.5%	9.5%	8.3%
	Strongly disagree	5.5%	8.1%	5.6%	9.5%	12.5%
	Mean	3.25	3.13	3.15	3.02	3.04

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

**Table E.16. Parent Agreement on One-on-One Counseling/Advising Session(s), Year 2 (2019–20)–Year 6 (2023–24), Cont.**

Item	Response Option	Year 2	Year 3	Year 4	Year 5	Year 6
<b>The counseling/advising session...</b>		<b>(n=52)</b>	<b>(n=58)</b>	<b>(n=70)</b>	<b>(n=38)</b>	<b>(n=24)</b>
<i>provided me with information about how our family may pay for college.</i>	Strongly agree	38.5%	31.0%	32.9%	23.7%	37.5%
	Agree	30.8%	37.9%	38.6%	47.4%	29.2%
	Disagree	25.0%	19.0%	24.3%	13.2%	25.0%
	Strongly disagree	5.8%	12.1%	4.3%	15.8%	8.3%
	Mean	3.02	2.88	3.00	2.79	2.96
		<b>(n=50)</b>	<b>(n=56)</b>	<b>(n=70)</b>	<b>(n=40)</b>	<b>(n=23)</b>
<i>provided me with information that was specific to our family's situation.</i>	Strongly agree	40.0%	26.8%	31.4%	25.0%	34.8%
	Agree	26.0%	42.9%	40.0%	47.5%	34.8%
	Disagree	26.0%	21.4%	22.9%	15.0%	21.7%
	Strongly disagree	8.0%	8.9%	5.7%	12.5%	8.7%
	Mean	2.98	2.88	2.98	2.85	2.96

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

Note. Response percentages may not total to 100% due to rounding. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Scale used to determine mean rating: 1–*Strongly disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly agree*. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

**Table E.17. Parent Satisfaction with One-on-One Counseling/Advising Sessions by District, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		<b>(n=0)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n&lt;10)</b>	<b>(n=10)</b>	<b>(n=26)</b>
<i>Overall, how satisfied have you been with the individual counseling/advising session(s) that you have received this school year?</i>	Strongly satisfied	--	0.0%	40.0%	25.0%	50.0%	50.0%	38.5%
	Satisfied	--	100.0%	60.0%	37.5%	50.0%	30.0%	42.3%
	Dissatisfied	--	0.0%	0.0%	25.0%	0.0%	10.0%	11.5%
	Strongly dissatisfied	--	0.0%	0.0%	12.5%	0.0%	10.0%	7.7%
	Mean	--	3.00	3.40	2.75	3.50	3.20	3.12

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

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly dissatisfied*, 2–*Dissatisfied*, 3–*Satisfied*, 4–*Strongly satisfied*. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 0.

**Table E.18. Parent Satisfaction with One-on-One Counseling/Advising Sessions, Year 2 (2019–20)–Year 6 (2023–24)**

Item	Response Option	Year 2 (n=50)	Year 3 (n=67)	Year 4 (n=78)	Year 5 (n=47)	Year 6 (n=26)
<i>Overall, how satisfied have you been with the individual counseling/advising session(s) that you have received this school year?</i>	Strongly satisfied	48.0%	43.3%	39.7%	53.2%	38.5%
	Satisfied	36.0%	43.3%	51.3%	36.2%	42.3%
	Dissatisfied	14.0%	7.5%	7.7%	6.4%	11.5%
	Strongly dissatisfied	2.0%	6.0%	1.3%	4.3%	7.7%
	Mean	3.30	3.24	3.30	3.38	3.12

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

Note. Response percentages may not total to 100% due to rounding. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Scale used to determine mean rating: 1–*Strongly dissatisfied*, 2–*Dissatisfied*, 3–*Satisfied*, 4–*Strongly satisfied*. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

**Table E.19. Reasons Parents Were Dissatisfied with One-on-One Counseling/Advising Sessions, Grade 9–12, Year 6 (2023–24)**

Response Option	Overall (n<10)
<i>The counselor/advisor did not provide me with useful information.</i>	50.0%
<i>I did not get along with the counselor/advisor.</i>	0.0%
<i>I did not have enough time to meet with the counselor/advisor.</i>	0.0%
<i>Other</i> <sup>^</sup>	50.0%

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

Note. Response percentages may not total to 100% due to rounding. To help ensure anonymity, overall percentages for each response option are presented as the survey item was only answered by a small number of respondents from two of the six districts.

<sup>^</sup>Other responses include: Not enough definitive guidance (1).

**Table E.20. Parent Reasons for Not Participating in a One-on-One Meeting with Their Child’s Counselor, Advisor, or GEAR UP Staff Member by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=31)	District 3 (n<15)	District 4 (n=46)	District 5 (n<10)	District 6 (n=17)	Overall (n=112)
<i>I did not know meetings were being offered.</i>	--	64.5%	91.7%	71.7%	66.7%	82.4%	73.2%
<i>I was not interested because my child is in good academic standing.</i>	--	6.5%	0.0%	4.3%	0.0%	0.0%	3.6%
<i>I was busy with family/work or my schedule did not allow me to participate.</i>	--	12.9%	0.0%	10.9%	33.3%	5.9%	10.7%
<i>Other</i>	--	16.1%	8.3%	13.0%	0.0%	11.8%	12.5%

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

Note. Response percentages may not total to 100% due to rounding. GEAR UP – Gaining Early Awareness and Readiness for Undergraduate Programs.

^Examples of other responses included: Planning to participate (1), I have not been invited yet (1), Lack of communication from counseling staff (1).

**Table E.21. Parent Reasons for Not Participating in a One-on-One Meeting with Their Child’s Counselor, Advisor, or GEAR UP Staff Member, Year 3 (2020–21)–Year 6 (2023–24)**

Response Option	Year 3 (n=209)	Year 4 (n=95)	Year 5 (n=146)	Year 6* (n=112)
<i>I did not know meetings were being offered.</i>	62.2%	49.5%	68.5%	73.2%
<i>I was not interested because my child is in good academic standing.</i>	0.5%	3.2%	4.8%	3.6%
<i>I was busy with family/work or my schedule did not allow me to participate.</i>	15.3%	17.9%	13.7%	10.7%
<i>I did not participate because of COVID-19.</i>	14.4%	1.1%	1.4%	--
<i>Other</i>	7.7%	28.4%	11.6%	12.5%

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

Note. Response percentages may not total to 100% due to rounding. The response option *I did not participate because of COVID-19* was not asked in Year 6. COVID-19 – Coronavirus Disease 2019. GEAR UP – Gaining Early Awareness and Readiness for Undergraduate Programs.

\*The distribution of responses was significantly different from Year 5 to Year 6:  $\chi^2(4) = 26.58, p < .05$ .

**Table E.22. Parents Who Participated in a College or Career Parent/Family Event by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
	(n=0)	(n=32)	(n<20)	(n=54)	(n<10)	(n=27)	(n=138)
Yes	--	21.9%	17.6%	35.2%	37.5%	33.3%	29.7%

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

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

**Table E.23. Parents Who Participated in a College or Career Parent/Family Event, Year 2 (2019–20)–Year 6 (2023–24)**

Response Option	Year 2	Year 3	Year 4	Year 5	Year 6*
	(n=323)	(n=282)	(n=179)	(n=205)	(n=138)
Yes	22.9%	20.9%	39.7%	20.0%	29.7%

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

Note. Response percentages may not total to 100% due to rounding. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6.

\*Responses significantly differed from Year 5 to Year 6:  $\chi^2(1)=4.3, p<.05$ .

**Table E.24. Types of Information Parents Learned at Parent/Family Events by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n<10)	District 3 (n<10)	District 4 (n=18)	District 5 (n<10)	District 6 (n<10)	Overall (n=38)
<i>Availability of college and career advising</i>	--	50.0%	100.0%	38.9%	66.7%	87.5%	57.9%
<i>Different types of college options (for example, 2-year, 4-year, and technical school options; public vs. private college)</i>	--	83.3%	100.0%	44.4%	33.3%	62.5%	57.9%
<i>Options for paying for college (for example, Pell Grant, scholarships, federal loans)</i>	--	16.7%	100.0%	33.3%	33.3%	50.0%	39.5%
<i>Texas law that requires completion of FAFSA, TASFA, or an opt-out form to graduate from high school</i>	--	33.3%	100.0%	38.9%	66.7%	75.0%	52.6%
<i>Academic requirements for college (for example, grades, test scores, courses)</i>	--	33.3%	100.0%	27.8%	33.3%	62.5%	42.1%
<i>In-demand careers in your region</i>	--	33.3%	0.0%	16.7%	33.3%	37.5%	23.7%
<i>Training and educational requirements for certain careers</i>	--	50.0%	33.3%	16.7%	33.3%	25.0%	26.3%
<i>Options to take high school courses aligned with certain careers</i>	--	50.0%	33.3%	16.7%	66.7%	37.5%	31.6%
<i>Other<sup>^</sup></i>	--	16.7%	0.0%	11.1%	0.0%	0.0%	7.9%

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

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

FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

<sup>^</sup>Other responses included: Dual credit (1) and Graduation requirements (1)



**Table E.25. Types of Information Parents Learned at Parent/Family Events, Year 2 (2019–20)–Year 6 (2023–24)**

Response Option	Year 2 (n=64)	Year 3 (n=54)	Year 4 (n=64)	Year 5 (n=41)	Year 6 (n=38)
<i>Availability of college and career advising</i>	43.8%	18.5%	54.7%	56.1%	57.9%
<i>Different types of college options (for example, 2-year, 4-year, and technical school options; public vs. private college)</i>	42.2%	22.2%	65.6%	53.7%	57.9%
<i>Options for paying for college (for example, Pell Grant, scholarships, federal loans)</i>	23.4%	7.4%	46.9%	41.5%	39.5%
<i>Texas law that requires completion of FAFSA, TASFA, or an opt-out form to graduate from high school</i>	--	--	42.2%	53.7%	52.6%
<i>Academic requirements for college (for example, grades, test scores, courses)</i>	45.3%	16.7%	48.4%	39.0%	42.1%
<i>In-demand careers in your region</i>	7.8%	1.9%	26.6%	12.2%	23.7%
<i>Training and educational requirements for certain careers</i>	21.9%	7.4%	26.9%	22.0%	26.3%
<i>Options to take high school courses aligned with certain careers</i>	48.4%	20.4%	46.9%	31.7%	31.6%
<i>Other</i>	3.1%	7.4%	4.7%	9.8%	7.9%

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

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

Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

**Table E.26. Parent Agreement on Parent/Family Events, by District, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	District 1 (n=0)	District 2 (n<10)	District 3 (n<10)	District 4 (n=17)	District 5 (n<10)	District 6 (n<10)	Overall (n=37)
<i>I felt comfortable asking questions at the parent/family event.</i>	Strongly agree	--	33.3%	66.7%	35.3%	33.3%	62.5%	43.2%
	Agree	--	66.7%	33.3%	41.2%	66.7%	37.5%	45.9%
	Disagree	--	0.0%	0.0%	23.5%	0.0%	0.0%	10.8%
	Strongly disagree	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	--	3.33	3.67	3.12	3.33	3.63	3.32
		(n=0)	(n<10)	(n<10)	(n=18)	(n<10)	(n<10)	(n=38)
<i>The staff who led the parent/family event provided information that was helpful for our family.</i>	Strongly agree	--	16.7%	33.3%	38.9%	33.3%	62.5%	39.5%
	Agree	--	83.3%	66.7%	55.6%	66.7%	37.5%	57.9%
	Disagree	--	0.0%	0.0%	5.6%	0.0%	0.0%	2.6%
	Strongly disagree	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	--	3.17	3.33	3.33	3.33	3.63	3.37
		(n=0)	(n<10)	(n<10)	(n=18)	(n<10)	(n<10)	(n=36)
<i>I plan to attend future parent/family events about college and/or career options at my child's school.</i>	Strongly agree	--	20.0%	66.7%	44.4%	33.3%	71.4%	47.2%
	Agree	--	80.0%	33.3%	55.6%	66.7%	28.6%	52.8%
	Disagree	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Strongly disagree	--	0.0%	0.0%	14.3%	0.0%	0.0%	0.0%
	Mean	--	3.20	3.67	3.44	3.33	3.71	3.47

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

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was <10, 0, and <10, respectively.

**Table E.27. Parent Agreement on Parent/Family Events, Year 2 (2019–20)–Year 6 (2023–24)**

Item	Response Option	Year 2 (n=69)	Year 3 (n=57)	Year 4 (n=65)	Year 5 (n=47)	Year 6 (n=37)
<i>I felt comfortable asking questions at the parent/family event.</i>	Strongly agree	34.8%	45.6%	47.7%	21.3%	43.2%
	Agree	46.4%	43.9%	47.7%	74.5%	45.9%
	Disagree	8.7%	5.3%	1.5%	0.0%	10.8%
	Strongly disagree	10.1%	5.3%	3.1%	4.3%	0.0%
	Mean	3.06	3.30	3.40	3.13	3.32
<i>The staff who led the parent/family event provided information that was helpful for our family.</i>	Strongly agree	44.6%	44.6%	36.9%	18.2%	39.5%
	Agree	46.4%	46.4%	55.4%	75.0%	57.9%
	Disagree	3.6%	3.6%	3.1%	2.3%	2.6%
	Strongly disagree	5.4%	5.4%	4.6%	4.5%	0.0%
	Mean	3.15	3.30	3.25	3.07	3.37*
<i>I plan to attend future parent/family events about college and/or career options at my child's school.</i>	Strongly agree	52.9%	52.7%	44.4%	29.5%	47.2%
	Agree	41.4%	40.0%	55.6%	63.6%	52.8%
	Disagree	1.4%	3.6%	0.0%	4.5%	0.0%
	Strongly disagree	4.3%	3.6%	14.3%	2.3%	0.0%
	Mean	3.43	3.42	3.44	3.20	3.47*

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

Note. Response percentages may not total to 100% due to rounding. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Scale used to determine mean rating: 1–*Strongly disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly agree*. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

\**The staff who led the parent/family event provided information that was helpful for our family* significantly differed from Year 5 to Year 6:  $t(80) = 2.3, p < .05$ ; *I plan to attend future parent/family events about college and/or career options at my child's school* significantly differed from Year 5 to Year 6:  $t(78) = 2.1, p < .05$ .

**Table E.28. Parent Satisfaction with Experiences at Family Events by District, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	District 1 (n=0)	District 2 (n<10)	District 3 (n<10)	District 4 (n<10)	District 5 (n<10)	District 6 (n=10)	Overall (n=38)
<i>Please rate your level of satisfaction with the parent/family event(s) that you have participated in this school year.</i>	Strongly satisfied	--	83.3%	33.3%	33.3%	33.3%	62.5%	34.2%
	Satisfied	--	0.0%	66.7%	66.7%	66.7%	37.5%	63.2%
	Dissatisfied	--	16.7%	0.0%	0.0%	0.0%	0.0%	2.6%
	Strongly dissatisfied	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mean	--	2.83	3.33	2.75	3.50	3.20	3.32

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

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Strongly dissatisfied*, 2–*Dissatisfied*, 3–*Satisfied*, 4–*Strongly satisfied*. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 0.

**Table E.29. Parent Satisfaction with Experiences at Family Events, Year 2 (2019–20)–Year 6 (2023–24)**

Item	Response Option	Year 2 (n=68)	Year 3 (n=56)	Year 4 (n=63)	Year 5 (n=46)	Year 6 (n=38)
<i>Please rate your level of satisfaction with the parent/family event(s) that you have participated in this school year.</i>	Strongly satisfied	36.8%	41.1%	41.3%	30.4%	34.2%
	Satisfied	57.4%	53.6%	52.4%	65.2%	63.2%
	Dissatisfied	5.9%	5.4%	6.3%	2.2%	2.6%
	Strongly dissatisfied	0.0%	0.0%	0.0%	2.2%	0.0%
	Mean	3.31	3.36	3.35	3.24	3.32

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

Note. Response percentages may not total to 100% due to rounding. Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Scale used to determine mean rating: 1–*Strongly dissatisfied*, 2–*Dissatisfied*, 3–*Satisfied*, 4–*Strongly satisfied*. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

**Table E.30. Reasons Parents Were Dissatisfied with Parent/Family Events, Grade 9–12, Year 6 (2023–24)**

Response Option	Overall (n<10)
<i>There was not enough available staff.</i>	100.0%
<i>The event was not long enough.</i>	0.0%
<i>There were too many students at the event.</i>	0.0%
<i>My child's career of interest was not included.</i>	0.0%
<i>My child's college of interest was not included.</i>	0.0%
<i>Other<sup>^</sup></i>	100.0%

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

Note. Response percentages may not total to 100% because respondents were able to select multiple responses. To help ensure anonymity, overall percentages for each response option are presented as the survey item was only answered by a small number of respondents from two of the six districts.

<sup>^</sup>Other responses included: Not enough staff (1).

**Table E.31. Parent Reasons for Not Participating in Parent/Family Events by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=25)	District 3 (n<15)	District 4 (n=33)	District 5 (n<10)	District 6 (n=18)	Overall (n=95)
<i>I did not know about any parent/family event(s).</i>	--	48.0%	71.4%	60.6%	40.0%	55.6%	56.8%
<i>I was not interested in the parent/family event(s) that were offered to me.</i>	--	4.0%	0.0%	0.0%	0.0%	5.6%	2.1%
<i>I was busy with family/work or my schedule did not allow me to participate.</i>	--	44.0%	28.6%	33.3%	60.0%	27.8%	35.8%
<i>Other<sup>^</sup></i>	--	40.0%	0.0%	6.1%	0.0%	11.1%	5.3%

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

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

<sup>^</sup>Examples of other responses included: Work (1), Not offered until next year (1).

**Table E.32. Parent Reasons for Not Participating in Parent/Family Events, Year 2 (2019–20)–Year 6 (2023–24)**

Response Option	Year 2 (n=247)	Year 3 (n=217)	Year 4 (n=103)	Year 5 (n=138)	Year 6* (n=95)
<i>I did not know about any parent/family event(s).</i>	65.2%	46.1%	44.7%	60.1%	56.8%
<i>I was not interested in the parent/family event(s) that were offered to me.</i>	0.4%	0.9%	0.0%	2.2%	2.1%
<i>I was busy with family/work or my schedule did not allow me to participate.</i>	27.1%	21.7%	37.9%	25.4%	35.8%
<i>I did not participate because of COVID-19.</i>	7.3%	26.3%	7.8%	2.9%	--
<i>Other</i>	0.0%	5.1%	9.7%	9.4%	5.3%

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

Note. Response percentages may not total to 100% due to rounding. COVID-19 – Coronavirus Disease 2019.

Parents of students in Grade 8–12 responded to this item in Year 2; parents of students in Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. The response option *I did not participate because of COVID-19* was not asked in Year 6.

\*The distribution of responses significantly differed from Year 5 to Year 6:  $\chi^2(4)=11.9$ ,  $p<.05$ .

**Table E.33. Reasons Parents Were Dissatisfied with Schools Communication Efforts by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=10)	District 3 (n<10)	District 4 (n=15)	District 5 (n<10)	District 6 (n=10)	Overall (n=45)
<i>There was a delay in sending college/career information.</i>	--	50.0%	12.5%	60.0%	0.0%	40.0%	42.2%
<i>My child's career of interest was not included.</i>	--	10.0%	12.5%	13.3%	0.0%	10.0%	11.1%
<i>My child's college of interest was not included.</i>	--	20.0%	0.0%	6.7%	50.0%	10.0%	11.1%
<i>Other<sup>^</sup></i>	--	40.0%	87.5%	33.3%	50.0%	70.0%	53.5%

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

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

<sup>^</sup>Examples of other responses included: Have not received any information (9), Events are announced at the last minute (1).

**Table E.34. Parent Suggestions for Improving College/Career Activities by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=30)	District 3 (n<15)	District 4 (n=49)	District 5 (n<10)	District 6 (n=23)	Overall (n=123)
<i>Provide more information about careers.</i>	--	40.0%	42.9%	49.0%	14.3%	52.2%	44.7%
<i>Provide more information on college and financial aid.</i>	--	46.7%	64.3%	53.1%	14.3%	43.5%	48.8%
<i>Offer more modes of communication with parents/families.</i>	--	50.0%	85.7%	49.0%	42.9%	47.8%	52.8%
<i>Improve communication quality (for example, responsiveness) with parents/families.</i>	--	40.0%	50.0%	44.9%	57.1%	56.5%	47.2%
<i>Other<sup>^</sup></i>	--	16.7%	14.3%	12.2%	0.0%	8.7%	12.2%

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

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

<sup>^</sup>Examples of other responses included: Provide paper copies of communications (1), More user-friendly apps (1), and More lines of communication for parents who work (1).

**Table E.35. Parents Whose Children Plan to Continue Their Education by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=33)	District 3 (n<20)	District 4 (n=55)	District 5 (n<10)	District 6 (n=28)	Overall (n=141)
Yes	--	84.8%	82.4%	92.7%	62.5%	85.7%	86.5%

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

Note. The item included three response options: Yes, No, and I'm not sure.

**Table E.36. Highest Level of Education Parents Hope Their Children Will Complete by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=28)	District 3 (n<15)	District 4 (n=42)	District 5 (n<10)	District 6 (n=25)	Overall (n=117)
High school diploma or a GED	--	0.0%	7.1%	2.4%	12.5%	8.0%	4.3%
Some college or career/technical institute	--	17.9%	7.1%	4.8%	50.0%	16.0%	13.7%
2-year college or an associate degree	--	3.6%	7.1%	2.4%	0.0%	8.0%	4.3%
4-year college or a bachelor's degree	--	21.4%	14.3%	42.9%	25.0%	28.0%	29.9%
Graduate degree (master's degree or above)	--	50.0%	50.0%	35.7%	12.5%	36.0%	39.3%
Professional degree (e.g., law, medicine, etc.)	--	7.1%	7.1%	11.9%	0.0%	4.0%	7.7%
I don't know/I'm not sure	--	0.0%	7.1%	0.0%	0.0%	0.0%	0.9%

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

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

**Table E.37. Highest Level of Education Parents Expect Their Children to Complete by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=33)	District 3 (n<20)	District 4 (n=53)	District 5 (n<10)	District 6 (n=28)	Overall (n=139)
High school diploma or a GED	--	6.1%	0.0%	1.9%	37.5%	3.6%	5.0%
Some college or career/technical institute	--	12.1%	17.6%	1.9%	50.0%	14.3%	11.5%
2-year college or an associate degree	--	12.1%	0.0%	5.7%	0.0%	25.0%	10.1%
4-year college or a bachelor's degree	--	39.4%	11.8%	56.6%	12.5%	39.3%	41.0%
Graduate degree (master's degree or above)	--	21.2%	41.2%	11.3%	0.0%	3.6%	15.1%
Professional degree (e.g., law, medicine, etc.)	--	9.1%	11.8%	18.9%	0.0%	10.7%	12.9%
I don't know/I'm not sure	--	0.0%	17.6%	3.8%	0.0%	3.6%	4.3%

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

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



**Table E.38. Highest Level of Education Parents Completed by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=33)	District 3 (n<20)	District 4 (n=53)	District 5 (n<10)	District 6 (n=28)	Overall (n=139)
<i>Less than high school</i>	--	6.1%	23.5%	3.8%	0.0%	0.0	5.8%
<i>High school diploma or a GED</i>	--	12.1%	11.8%	24.5%	62.5%	21.4%	21.6%
<i>Some college or career/technical institute (e.g., occupational certificate)</i>	--	30.3%	11.8%	30.2%	25.0%	14.3%	24.5%
<i>2-year college or an associate degree</i>	--	21.2%	5.9%	13.2%	0.0%	21.4%	15.1%
<i>4-year college or a bachelor's degree</i>	--	24.2%	11.8%	18.9%	0.0%	17.9%	18.0%
<i>Graduate degree (master's degree or above)</i>	--	6.1%	17.6%	5.7%	12.5%	21.4%	10.8%
<i>Professional degree (e.g., law, medicine, etc.)</i>	--	0.0%	5.9%	1.9%	0.0%	3.6%	2.2%
<i>I don't know/I'm not sure</i>	--	0.0%	11.8%	1.9%	0.0%	0.0%	2.2%

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

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

**Table E.39. Parent Awareness of Child's Career Path of Interest by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=33)	District 3 (n<20)	District 4 (n=54)	District 5 (n<10)	District 6 (n=28)	Overall (n=140)
Yes	--	69.7%	94.1%	77.8%	75.0%	71.4%	76.4%

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

Note. The item included three response options: Yes, No, and *Maybe/I'm not sure*.

**Table E.40. Postsecondary Applications Completed by Students according to Parent Respondents by District, Class of 2024, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n<10)	District 3 (n<10)	District 4 (n=11)	District 5 (n<10)	District 6 (n=10)	Overall (n=36)
<i>None; my child does not plan on completing any this school year.</i>	--	0.0%	0.0%	0.0%	0.0%	20.0%	5.6%
<i>None, but my child plans on completing one or more this school year.</i>	--	37.5%	25.0%	18.2%	0.0%	10.0%	19.4%
<i>My child has completed one application to a college or trade school.</i>	--	12.5%	25.0%	36.4%	33.3%	0.0%	19.4%
<i>My child has completed two or more applications to colleges or trade schools.</i>	--	50.0%	50.0%	45.5%	66.7%	70.0%	55.6%

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

Note. Response percentages may not total to 100% due to rounding. Class of 2024 students were in Grade 12 in Year 6.

**Table E.41. Reasons Preventing Student from Continuing Their Education according to Parent Respondents by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n<10)	District 3 (n<10)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=19)
<i>My child's grades are not good enough</i>	--	0.0%	33.3%	0.0%	0.0%	25.0%	10.5%
<i>My child plans to enlist in the military</i>	--	20.0%	0.0%	0.0%	0.0%	25.0%	10.5%
<i>It costs too much</i>	--	20.0%	33.3%	75.0%	33.3%	25.0%	36.8%
<i>My child plans to work</i>	--	40.0%	33.3%	25.0%	0.0%	50.0%	31.6%
<i>I'm not sure what my child plans to do after high school</i>	--	20.0%	33.3%	75.0%	100.0%	50.0%	52.6%
<i>Other<sup>^</sup></i>	--	0.0%	33.3%	0.0%	0.0%	0.0%	5.3%

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

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

<sup>^</sup>Other responses include: Not sure because child will not graduate on time (1).

**Table E.42. Parents Whose Children Completed the FAFSA or TASFA by District, Class of 2024, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n<10)	District 3 (n<10)	District 4 (n<10)	District 5 (n<10)	District 6 (n=10)	Overall (n=37)
<i>Yes, my child or I/another family member have completed the FAFSA or TASFA.</i>	--	62.5%	50.0%	66.7%	33.3%	100.0%	70.3%
<i>No, but my child or I/another family member plan on completing either a FAFSA or TASFA this year.</i>	--	0.0%	25.0%	33.3%	66.7%	0.0%	18.9%
<i>No, neither my child nor I/another family member plan on completing either a FAFSA or TASFA this year.</i>	--	12.5%	0.0%	0.0%	0.0%	0.0%	2.7%
<i>I don't know/I'm not sure</i>	--	25.0%	25.0%	0.0%	0.0%	0.0%	8.1%

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

Note. Response percentages may not total to 100% due to rounding. Class of 2024 students were in Grade 12 in Year 6. FAFSA – Free Application for Federal Student Aid. TASFA – Texas Application for State Financial Aid.

## APPENDIX F: School Personnel Survey Analyses

### Technical Detail

**Table F.1. Personnel Demographics by District, Grade 9–12, Year 6 (2023–24)**

Item	District 1	District 2	District 3	District 4	District 5	District 6	Overall
<b>Primary Position</b>	<b>(n=0)</b>	<b>(n=42)</b>	<b>(n=244)</b>	<b>(n=53)</b>	<b>(n=14)</b>	<b>(n=42)</b>	<b>(n=395)</b>
<i>Administrator</i>	--	4.8%	4.5%	5.7%	14.3%	9.5%	5.6%
<i>Counselor/Student Services Personnel</i>	--	9.5%	4.1%	9.4%	7.1%	7.1%	5.8%
<i>Teacher/Instructional Support Personnel</i>	--	73.8%	79.9%	79.2%	71.4%	69.0%	77.7%
<i>Other<sup>^</sup></i>	--	11.9%	11.5%	5.7%	7.1%	14.3%	10.9%
<b>Number of Years at School</b>	<b>(n=0)</b>	<b>(n=42)</b>	<b>(n=244)</b>	<b>(n=53)</b>	<b>(n=14)</b>	<b>(n=42)</b>	<b>(n=395)</b>
<i>1–2 years</i>	--	50.0%	66.8%	32.1%	21.4%	38.1%	55.7%
<i>3–5 years</i>	--	23.8%	15.6%	37.7%	7.1%	19.0%	19.5%
<i>6–10 years</i>	--	16.7%	14.8%	9.4%	35.7%	21.4%	15.7%
<i>More than 10 years</i>	--	9.5%	2.9%	20.8%	35.7%	21.4%	9.1%
<b>Number of Total Years</b>	<b>(n=0)</b>	<b>(n=42)</b>	<b>(n=242)</b>	<b>(n=53)</b>	<b>(n=14)</b>	<b>(n=42)</b>	<b>(n=393)</b>
<i>1–2 years</i>	--	11.9%	41.3%	22.6%	14.3%	14.3%	31.8%
<i>3–5 years</i>	--	21.4%	19.8%	20.8%	14.3%	23.8%	20.4%
<i>6–10 years</i>	--	26.2%	20.7%	11.3%	21.4%	21.4%	20.1%
<i>More than 10 years</i>	--	40.5%	18.2%	45.3%	50.0%	40.5%	27.7%
<b>Grade Level</b>	<b>(n=0)</b>	<b>(n=42)</b>	<b>(n=244)</b>	<b>(n=53)</b>	<b>(n=14)</b>	<b>(n=42)</b>	<b>(n=395)</b>
<i>Grade 9</i>	--	73.8%	51.6%	54.7%	85.7%	78.6%	58.5%
<i>Grade 10</i>	--	76.2%	59.8%	75.5%	92.9%	81.0%	67.1%
<i>Grade 11</i>	--	76.2%	61.9%	75.5%	85.7%	73.8%	67.3%
<i>Grade 12</i>	--	81.0%	59.0%	77.4%	57.1%	71.4%	65.1%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Response percentages for primary position items, number of years at school items, and number of total years items may not total to 100% due to rounding. Response percentages for grade level will not add up to 100% because respondents were able to select multiple responses.

<sup>^</sup>Examples of other responses included: Health aide (4), Paraprofessional (5), and Athletic trainer/director (4).

**Table F.2 Personnel Respondent Demographics, Year 2 (2019–20)–Year 6 (2023–24)**

<b>Item</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Primary Position</b>	<b>(n=267)</b>	<b>(n=151)</b>	<b>(n=313)</b>	<b>(n=276)</b>	<b>(n=395)</b>
<i>Administrator</i>	5.6%	7.9%	4.5%	3.3%	5.6%
<i>Counselor/Student Services Personnel</i>	6.7%	11.3%	6.4%	5.8%	5.8%
<i>Teacher/Instructional Support Personnel</i>	77.9%	80.8%	75.4%	81.2%	77.7%
<i>Other</i>	9.7%	0.0%	13.7%	9.8%	10.9%
<b>Number of Years at School</b>	<b>(n=174)</b>	<b>(n=146)</b>	<b>(n=313)</b>	<b>(n=276)</b>	<b>(n=395)</b>
<i>1–2 years</i>	44.8%	44.5%	48.2%	51.4%	55.7%
<i>3–5 years</i>	39.7%	30.1%	25.9%	23.6%	19.7%
<i>6–10 years</i>	15.5%	11.6%	13.1%	15.2%	15.7%
<i>More than 10 years</i>	–	13.7%	12.8%	9.8%	9.1%
<b>Number of Total Years</b>	<b>(n=172)</b>	<b>(n=144)</b>	<b>(n=313)</b>	<b>(n=276)</b>	<b>(n=393)</b>
<i>1–2 years</i>	32.6%	29.2%	29.7%	34.1%	31.8%
<i>3–5 years</i>	40.1%	18.1%	19.8%	14.5%	20.4%
<i>6–10 years</i>	27.3%	17.4%	21.1%	22.8%	20.1%
<i>More than 10 years</i>	–	35.4%	29.4%	28.6%	27.7%
<b>Grade Level</b>	<b>(n=266)</b>	<b>(n=151)</b>	<b>(n=312)</b>	<b>(n=276)</b>	<b>(n=395)</b>
<i>Grade 9</i>	45.9%	72.8%	72.4%	52.9%	58.5%*
<i>Grade 10</i>	47.7%	78.1%	75.0%	76.1%	67.1%*
<i>Grade 11</i>	50.0%	78.1%	75.6%	78.3%	67.3%*
<i>Grade 12</i>	50.4%	69.5%	74.4%	76.8%	65.1%*

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

Note. Response percentages for primary position items, number of years at school items, and number of total years items may not total to 100% due to rounding. Response percentages for grade-level items will not add up to 100% because respondents were able to select multiple responses. Personnel who worked with Grade 7–12 students responded to this item in Year 2; personnel who worked with Grade 9–12 students responded to this item in Year 3, Year 4, Year 5, and Year 6.

\*Personnel responses for grades they served differed significantly from Year 5 to Year 6 for Grade 9, 10, 11, and 12:  $\chi^2(1) = 87.0$ ,  $p < .001$ ,  $\chi^2(1) = 88.0$ ,  $p < .001$ ,  $\chi^2(1) = 89.4$ ,  $p < .001$ , and  $\chi^2(1) = 95.9$ ,  $p < .001$ , respectively.

**Table F.3. Subjects Teachers Taught by District, Grade 9–12, Year 6 (2023–24)**

Subject	District 1	District 2	District 3	District 4	District 5	District 6	Overall
	(n=0)	(n=30)	(n=194)	(n=42)	(n=10)	(n=29)	(n=305)
<i>English Language Arts</i>	--	23.3%	14.9%	9.5%	10.0%	10.3%	14.4%
<i>Mathematics</i>	--	16.7%	17.5%	11.9%	10.0%	13.8%	16.1%
<i>Social Studies</i>	--	16.7%	16.5%	19.0%	20.0%	6.9%	16.1%
<i>Science</i>	--	13.3%	13.4%	11.9%	10.0%	13.8%	13.1%
<i>AVID</i>	--	0.0%	0.0%	11.9%	30.0%	0.0%	2.6%
<i>Arts (e.g., music, drama, fine art)</i>	--	3.3%	8.8%	11.9%	0.0%	3.4%	7.9%
<i>Physical Education</i>	--	0.0%	3.1%	4.8%	0.0%	0.0%	2.6%
<i>Business/Marketing</i>	--	0.0%	3.6%	16.7%	0.0%	3.4%	4.9%
<i>English as a Second Language</i>	--	0.0%	2.6%	2.4%	0.0%	0.0%	2.0%
<i>Other<sup>^</sup></i>	--	43.3%	34.0%	21.4%	30.0%	51.7%	34.8%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. This question was only asked to participants who selected "Teacher/Instructional Support Personnel" as their primary position. AVID – Advancement Via Individual Determination.

<sup>^</sup>Examples of other responses included: Career and technical education (26), Foreign language (15), and Special education (9).

**Table F.4. Subjects Teachers Taught, Year 2 (2019–20)–Year 6 (2023–24)**

Subject	Year 2	Year 3	Year 4	Year 5	Year 6
	(n=198)	(n=123)	(n=234)	(n=224)	(n=305)
<i>English Language Arts</i>	23.2%	20.3%	23.1%	17.9%	14.4%
<i>Mathematics</i>	16.7%	18.7%	17.1%	13.8%	16.1%
<i>Social Studies</i>	15.7%	8.9%	15.8%	19.2%	16.1%
<i>Science</i>	13.6%	18.7%	13.7%	14.7%	13.1%
<i>AVID</i>	6.1%	5.7%	1.3%	3.6%	2.6%
<i>Arts (e.g., music, drama, fine art)</i>	5.1%	7.3%	7.3%	5.8%	7.9%
<i>Physical Education</i>	3.5%	2.4%	2.6%	2.7%	2.6%
<i>Business/Marketing</i>	1.5%	0.0%	3.0%	2.2%	4.9%
<i>English as a Second Language</i>	1.5%	0.8%	3.0%	2.7%	2.0%
<i>Other</i>	29.8%	35.0%	36.3%	36.2%	34.8%

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

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. This question was only asked to participants who selected Teacher/Instructional Support Personnel as their primary position. Personnel who worked with Grade 7–12 responded to this item in Year 2; personnel who worked with Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. AVID – Advancement Via Individual Determination.

**Table F.5. Personnel Participation in Professional Development by District, Grade 9–12, Year 6 (2023–24)**

Item	District 1 (n=0)	District 2 (n=21)	District 3 (n=109)	District 4 (n=17)	District 5 (n<10)	District 6 (n<15)	Overall (n=165)
Yes	--	85.7%	93.6%	70.6%	100.0%	76.9%	89.1%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. The item included three response options: Yes, No, and I'm not sure. This question was only asked to core content Teacher/Instructional Support Personnel.

**Table F.6. Personnel Participation in Professional Development, Year 2 (2019–20)–Year 6 (2023–24)**

Item	Year 2 (n=80)	Year 3 (n=49)	Year 4 (n=139)	Year 5 (n=124)	Year 6 (n=165)
Yes	95.0%	77.6%	81.3%	91.9%	89.1%

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

Note. The item included three response options: Yes, No, and I'm not sure. This question was only asked to core content Teacher/Instructional Support Personnel. Personnel who worked with Grade 7–12 responded to this item in Year 2; personnel who worked with Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6.

**Table F.7. Format of Professional Development Participated in by Personnel by District, Grade 9–12, Year 6 (2023–24)**

Format	District 1 (n=0)	District 2 (n=18)	District 3 (n=100)	District 4 (n<10)	District 5 (n<10)	District 6 (n=10)	Overall (n=142)
<i>Only in person</i>	--	44.4%	48.0%	44.4%	60.0%	50.0%	47.9%
<i>Only online/virtual</i>	--	5.6%	6.0%	11.1%	0.0%	10.0%	6.3%
<i>Both in person and online/virtual</i>	--	50.0%	46.0%	44.4%	40.0%	40.0%	45.8%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

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

**Table F.8. Format of Professional Development Participated in by Personnel, Year 3 (2020–21)–Year 6 (2023–24)**

Format	Year 3 (n=38)	Year 4 (n=108)	Year 5 (n=114)	Year 6 (n=142)
<i>Only in person</i>	23.7%	37.0%	34.2%	47.9%
<i>Only online/virtual</i>	31.6%	8.3%	9.6%	6.3%
<i>Both in person and online/virtual</i>	44.7%	54.6%	56.1%	45.8%

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

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



**Table F.9. Personnel Agreement regarding Professional Development by District, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	District 1 (n=0)	District 2 (n=16)	District 3 (n=98)	District 4 (n<10)	District 5 (n<10)	District 6 (n=10)	Overall (n=138)
<i>I have been able to successfully implement the strategies I've learned in professional development.</i>	Strongly agree	--	25.0%	35.7%	11.1%	20.0%	20.0%	31.2%
	Agree	--	62.5%	58.2%	66.7%	80.0%	60.0%	60.1%
	Disagree	--	12.5%	2.0%	22.2%	0.0%	10.0%	5.1%
	Strongly disagree	--	0.0%	4.1%	0.0%	0.0%	10.0%	3.6%
	Mean	--	3.13	3.26	2.89	3.20	2.90	3.19
		(n=0)	(n=16)	(n=98)	(n<10)	(n<10)	(n=10)	(n=138)
<i>The professional development that I have participated in this year has provided me with strategies for increasing the rigor in my courses.</i>	Strongly agree	--	31.3%	36.7%	11.1%	40.0%	30.0%	34.1%
	Agree	--	56.3%	52.0%	77.8%	60.0%	40.0%	53.6%
	Disagree	--	12.5%	7.1%	11.1%	0.0%	20.0%	8.7%
	Strongly disagree	--	0.0%	4.1%	0.0%	0.0%	10.0%	3.6%
	Mean	--	3.19	3.21	3.00	3.40	2.90	3.18
		(n=0)	(n=16)	(n=97)	(n<10)	(n<10)	(n=10)	(n=137)
<i>The strategies I have acquired to increase the rigor in my courses from professional development this year have been easy to implement.</i>	Strongly agree	--	12.5%	28.9%	11.1%	20.0%	20.0%	24.8%
	Agree	--	75.0%	52.6%	55.6%	80.0%	50.0%	56.2%
	Disagree	--	6.3%	12.4%	33.3%	0.0%	20.0%	13.1%
	Strongly disagree	--	6.3%	6.2%	0.0%	0.0%	10.0%	5.8%
	Mean	--	2.94	3.04	2.78	3.20	2.80	3.00

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was <10, <10, and <10, respectively.

**Table F.10. Personnel Agreement regarding Professional Development, Year 2 (2019–20)–Year 6 (2023–24)**

Item	Response Option	Year 2 (n=76)	Year 3 (n=36)	Year 4 (n=108)	Year 5 (n=111)	Year 6 (n=138)
<i>I have been able to successfully implement the strategies I've learned in professional development.</i>	Strongly agree	38.2%	19.4%	31.5%	23.4%	31.2%
	Agree	50.0%	58.3%	53.7%	64.9%	60.1%
	Disagree	10.5%	19.4%	7.4%	7.2%	5.1%
	Strongly disagree	1.3%	2.8%	7.4%	4.5%	3.6%
	Mean	3.25	2.94	3.09	3.07	3.19
<i>The professional development that I have participated in this year has provided me with strategies for increasing the rigor in my courses.</i>	Strongly agree	27.6%	13.9%	24.5%	19.8%	34.1%
	Agree	63.2%	61.1%	54.7%	64.0%	53.6%
	Disagree	6.6%	19.4%	15.1%	14.4%	8.7%
	Strongly disagree	2.6%	5.6%	5.7%	1.8%	3.6%
	Mean	3.16	2.83	2.98	3.02	3.18
<i>The strategies I have acquired to increase the rigor in my courses from professional development this year have been easy to implement.</i>	Strongly agree	--	11.4%	25.7%	16.8%	24.8%
	Agree	--	48.6%	50.5%	68.3%	56.2%
	Disagree	--	31.4%	18.8%	12.9%	13.1%
	Strongly disagree	--	8.6%	5.0%	2.0%	5.8%
	Mean	--	2.63	2.97	3.00	3.00

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

Note. Response percentages may not total to 100% due to rounding. Personnel who worked with Grade 7–12 responded to this item in Year 2; personnel who worked with Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

**Table F.11. Reasons Personnel Did Not Participate in Professional Development Intended to Increase Academic Rigor by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1 (n=0)	District 2 (n=0)	District 3 (n<10)	District 4 (n<10)	District 5 (n=0)	District 6 (n<10)	Overall (n=11)
<i>I did not know such professional development was being offered.</i>	--	--	40.0%	75.0%	--	50.0%	54.5%
<i>I was not interested in the professional development.</i>	--	--	20.0%	0.0%	--	0.0%	9.1%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	--	--	20.0%	0.0%	--	0.0%	9.1%
<i>Other<sup>^</sup></i>	--	--	20.0%	25.0%	--	50.0%	27.3%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

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

<sup>^</sup>Examples of other responses included: Not teaching a tested subject (1), Absent for professional development (1), and professional development offered does not increase rigor (1).

**Table F.12. Reasons Personnel Did Not Participate in Professional Development Intended to Increase Academic Rigor, Year 3 (2020–21)–Year 6 (2023–24)**

Response Option	Year 3 (n=11)	Year 4 (n=13)	Year 5 (n<10)	Year 6 (n=11)
<i>I did not know such professional development was being offered.</i>	72.7%	69.2%	100.0%	54.5%
<i>I was not interested in the professional development.</i>	0.0%	0.0%	0.0%	9.1%
<i>I was busy with school/family/work or my schedule did not allow me to participate.</i>	9.1%	7.7%	0.0%	9.1%
<i>I did not participate because of concerns about COVID-19.</i>	0.0%	0.0%	0.0%	--
<i>Other<sup>^</sup></i>	18.2%	23.1%	0.0%	27.3%

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

Note. Response percentages may not total to 100% due to rounding. COVID-19 – Coronavirus Disease 2019. The response option *I did not participate because of concerns about COVID-19* was not asked in Year 6.

**Table F.13. Number of Coaching Sessions Teachers Participated in by Personnel by District, Grade 9–12, Year 6 (2023–24)**

Number of Coaching Sessions	District 1 (n=0)	District 2 (n=21)	District 3 (n=108)	District 4 (n<15)	District 5 (n<10)	District 6 (n<15)	Overall (n=161)
<i>None</i>	--	47.6%	16.7%	21.4%	20.0%	53.8%	24.2%
<i>1–2</i>	--	23.8%	23.1%	28.6%	40.0%	30.8%	24.8%
<i>3–4</i>	--	14.3%	17.6%	50.0%	40.0%	15.4%	20.5%
<i>5 or more</i>	--	14.3%	42.6%	0.0%	0.0%	0.0%	30.4%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Response percentages may not total to 100% due to rounding. This question was only asked to core content Teacher/Instructional Support Personnel.

**Table F.14. Number of Coaching Sessions Teachers Participated in by Personnel, Year 2 (2019–20)–Year 6 (2023–24)**

Number of Coaching Sessions	Year 2 (n=82)	Year 3 (n=73)	Year 4 (n=133)	Year 5 (n=124)	Year 6 (n=161)
None	19.5%	28.8%	27.1%	24.2%	24.2%
1–2	22.0%	28.8%	31.6%	25.0%	24.8%
3–4	26.8%	15.1%	24.1%	26.6%	20.5%
5 or more	31.7%	27.4%	17.3%	24.2%	30.4%

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

Note. Response percentages may not total to 100% due to rounding. This question was only asked to core content Teacher/Instructional Support Personnel. Personnel who worked with Grade 7–12 responded to this item in Year 2; personnel who worked with Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6.

**Table F.15. Topics Discussed during Teacher Coaching/Mentoring Sessions by District, Grade 9–12, Year 6 (2023–24)**

Session Discussion Topic	District 1 (n=0)	District 2 (n=11)	District 3 (n=88)	District 4 (n=11)	District 5 (n<10)	District 6 (n<10)	Overall (n=119)
Academic rigor	--	72.7%	68.2%	45.5%	75.0%	60.0%	66.4%
Project-based learning	--	36.4%	43.2%	18.2%	0.0%	60.0%	39.5%
Student engagement	--	90.9%	88.6%	81.8%	100.0%	100.0%	89.1%
Academic supports for students	--	45.5%	68.2%	63.6%	25.0%	60.0%	63.9%
Advanced instructional strategies	--	54.5%	51.1%	36.4%	50.0%	60.0%	50.4%
Student readiness for postsecondary education	--	27.3%	25.0%	18.2%	25.0%	40.0%	25.2%
Virtual or distance-based learning	--	9.1%	15.9%	9.1%	0.0%	20.0%	14.3%
Tutoring	--	9.1%	13.6%	18.2%	0.0%	0.0%	12.6%
Other <sup>^</sup>	--	0.0%	3.4%	9.1%	0.0%	0.0%	3.4%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

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

<sup>^</sup>Examples of other responses included: Advanced Placement (1) and Content-based language instruction (1).

**Table F.16. Topics Discussed during Teacher Coaching/Mentoring Sessions, Year 2 (2019–20)–Year 6 (2023–24)**

Session Discussion Topic	Year 2 (n=67)	Year 3 (n=50)	Year 4 (n=96)	Year 5 (n=93)	Year 6 (n=119)
<i>Academic rigor</i>	--	--	54.2%	69.9%	66.4%
<i>Project-based learning</i>	41.8%	20.0%	26.0%	45.2%	39.5%
<i>Student engagement</i>	74.6%	72.0%	71.9%	84.9%	89.1%
<i>Academic supports for students</i>	64.2%	60.0%	55.2%	59.1%	63.9%
<i>Advanced instructional strategies</i>	52.2%	38.0%	37.5%	47.3%	50.4%
<i>Student readiness for postsecondary education</i>	49.3%	34.0%	20.8%	31.2%	25.2%
<i>Virtual or distance-based learning</i>	--	60.0%	12.5%	11.8%	14.3%
<i>Tutoring</i>	--	--	--	17.2%	12.6%
<i>Other</i>	1.5%	4.0%	7.3%	3.2%	3.4%

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

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Personnel who worked with Grade 7–12 responded to this item in Year 2; personnel who worked with Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6.

**Table F.17. Personnel Agreement regarding Mentoring/Coaching Sessions by District, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	District 1 (n=0)	District 2 (n=11)	District 3 (n=84)	District 4 (n=10)	District 5 (n<10)	District 6 (n<10)	Overall (n=114)
<i>The teacher mentoring/coaching that I have received so far this school year has helped me to increase academic rigor in my courses.</i>	Strongly agree	--	36.4%	19.0%	10.0%	25.0%	20.0%	20.2%
	Agree	--	36.4%	66.7%	50.0%	50.0%	40.0%	60.5%
	Disagree	--	18.2%	7.1%	20.0%	25.0%	0.0%	9.6%
	Strongly disagree	--	9.1%	7.1%	20.0%	0.0%	40.0%	9.6%
	Mean	--	3.00	2.98	2.50	3.00	2.40	2.91

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was <10.

**Table F.18. Personnel Agreement regarding Mentoring/Coaching Sessions, Year 2 (2019–20)–Year 6 (2023–24)**

Item	Response Option	Year 2 (n=63)	Year 3 (n=50)	Year 4 (n=91)	Year 5 (n=91)	Year 6 (n=114)
<i>The teacher mentoring/coaching that I have received so far this school year has helped me to increase academic rigor in my courses.</i>	Strongly agree	27.0%	16.0%	19.8%	21.1%	20.2%
	Agree	60.3%	70.0%	57.1%	72.2%	60.5%
	Disagree	9.5%	12.0%	17.6%	5.6%	9.6%
	Strongly disagree	3.2%	2.0%	5.5%	1.1%	9.6%
	Mean	3.11	3.00	2.91	3.00	2.91

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

Note. Response percentages may not total to 100% due to rounding. Personnel who worked with Grade 7–12 responded to this item in Year 2; personnel who worked with Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

**Table F.19. Staff with Whom Personnel Survey Respondents Participated in Vertical Teaming by District, Grade 9–12, Year 6 (2023–24)**

Participated in Vertical Teaming	District 1 (n=0)	District 2 (n=32)	District 3 (n=194)	District 4 (n=39)	District 5 (n=12)	District 6 (n=32)	Overall (n=309)
<i>High school teachers</i>	--	65.6%	58.8%	69.2%	91.7%	81.3%	64.4%
<i>Middle school teachers</i>	--	15.6%	23.7%	35.9%	75.0%	21.9%	26.2%
<i>District staff</i>	--	37.5%	25.3%	43.6%	66.7%	37.5%	31.7%
<i>High school administrators</i>	--	31.3%	27.8%	35.9%	50.0%	40.6%	31.4%
<i>Middle school administrators</i>	--	6.3%	8.8%	7.7%	58.3%	12.5%	10.7%
<i>Staff from postsecondary institutions</i>	--	3.1%	6.7%	7.7%	8.3%	9.4%	6.8%
<i>None of the above</i>	--	6.3%	11.3%	2.6%	0.0%	6.3%	8.7%
<i>I have not participated in vertical teaming since summer 2022.</i>	--	15.6%	21.6%	25.6%	0.0%	12.5%	19.7%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. This question was asked to personnel who identified as Administrators and Teacher/Instructional Support personnel.

**Table F.20. Staff with Whom Personnel Survey Respondents Participated in Vertical Teaming, Year 2 (2019–20)–Year 6 (2023–24)**

Participated in Vertical Teaming	Year 2	Year 3	Year 4	Year 5	Year 6
	(n=175)	(n=133)	(n=239)	(n=233)	(n=309)
<i>High school teachers</i>	66.9%	65.4%	68.2%	58.4%	64.4%
<i>Middle school teachers</i>	50.9%	21.1%	23.8%	24.0%	26.2%
<i>District staff</i>	37.7%	36.8%	24.3%	27.9%	31.7%
<i>High school administrators</i>	29.7%	38.3%	33.9%	23.2%	31.4%*
<i>Middle school administrators</i>	23.4%	6.0%	5.4%	6.4%	10.7%
<i>Staff from postsecondary institutions</i>	10.9%	7.5%	4.6%	5.2%	6.8%
<i>None of the above</i>	8.6%	6.8%	7.5%	9.4%	8.7%
<i>I have not participated in vertical teaming since summer 2022.</i>	--	24.1%	18.0%	25.8%	19.7%

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

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. This question was asked to personnel who identified as Administrators and Teacher/Instructional Support personnel. Personnel who worked with Grade 7–12 responded to this item in Year 2; personnel who worked with Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. The response option *I have not participated in vertical teaming since summer 2022* was not asked in Year 2.

\*High school administrators' responses differed significantly from Year 5 to Year 6:  $\chi^2(1)=4.5$ ,  $p<.05$ .

**Table F.21. Personnel Agreement regarding Vertical Teaming by District, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(n=0)	(n=22)	(n=113)	(n=25)	(n=12)	(n=20)	(n=192)
<i>The vertical teaming that I have participated in so far this school year has helped to align curriculum and reduce the need for remediation at the postsecondary level for students at my school.</i>	Strongly agree	--	13.6%	22.1%	8.0%	8.3%	15.0%	17.7%
	Agree	--	72.7%	61.9%	64.0%	66.7%	65.0%	64.1%
	Disagree	--	4.5%	9.7%	8.0%	25.0%	15.0%	10.4%
	Strongly disagree	--	9.1%	6.2%	20.0%	0.0%	5.0%	7.8%
	Mean	--	2.91	3.00	2.60	2.83	2.90	2.92

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* in Year 6 was 26.



**Table F.22. Personnel Agreement regarding Vertical Teaming, Year 2 (2019–20)–Year 6 (2023–24)**

Item	Response Option	Year 2	Year 3	Year 4	Year 5	Year 6
		(n=139)	(n=80)	(n=156)	(n=132)	(n=192)
<i>The vertical teaming that I have participated in so far this school year has helped to align curriculum and reduce the need for remediation at the postsecondary level for students at my school.</i>	Strongly agree	53.0%	22.7%	24.2%	11.4%	17.7%
	Agree	36.3%	19.6%	44.2%	68.9%	64.1%
	Disagree	26.9%	25.0%	48.1%	12.9%	10.4%
	Strongly disagree	11.5%	19.2%	34.6%	6.8%	7.8%
	Mean	3.11	2.90	2.83	2.85	2.92

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

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. Personnel who worked with Grade 7–12 responded to this item in Year 2; personnel who worked with Grade 9–12 responded to this item in Year 3, Year 4, Year 5, and Year 6. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

**Table F.23. Personnel Participation in Texas OnCourse Academy Advisor Training by District, Grade 9–12, Year 6 (2023–24)**

Item	District 1	District 2	District 3	District 4	District 5	District 6	Overall
	(n=0)	(n<10)	(n=10)	(n<10)	(n<10)	(n<10)	(n=23)
Yes	–	0.0%	20.0%	0.0%	0.0%	0.0%	8.7%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. The item included three response options: Yes, No, and *I'm not sure*. This question was asked to personnel who identified as Counselor/Student Services personnel.

**Table F.24. Personnel Participation in Texas OnCourse Academy Advisor Training, Year 3 (2020–21)–Year 6 (2023–24)**

Item	Year 3	Year 4	Year 5	Year 6
	(n=17)	(n=20)	(n=16)	(n=23)
Yes	52.9%	20.0%	25.0%	8.7%

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

Note. The item included three response options: Yes, No, and *I'm not sure*. This question was asked to personnel who identified as Counselor/Student Services personnel.

**Table F.25. Personnel Agreement regarding Texas OnCourse Academy Advisor Training, Year 3 (2020–21)–Year 6 (2023–24)**

As a result of my participation in the Advisor Training...	Response Option	Year 3	Year 4	Year 5	Year 6
		(n<10)	(n<10)	(n<10)	(n<10)
<i>I have learned new information for <u>postsecondary education</u> advising.</i>	Strongly agree	44.4%	75.0%	66.7%	0.0%
	Agree	55.6%	0.0%	33.3%	100.0%
	Disagree	0.0%	0.0%	0.0%	0.0%
	Strongly disagree	0.0%	25.0%	0.0%	0.0%
	Mean	3.44	3.25	3.67	3.00
		(n<10)	(n<10)	(n<10)	(n<10)
<i>I have learned new information for <u>career</u> advising.</i>	Strongly agree	37.5%	75.0%	33.3%	50.0%
	Agree	62.5%	0.0%	66.7%	50.0%
	Disagree	0.0%	0.0%	0.0%	0.0%
	Strongly disagree	0.0%	25.0%	0.0%	0.0%
	Mean	3.38	3.25	3.33	3.50
		(n<10)	(n<10)	(n<10)	(n<10)
<i>I feel better prepared to deliver individualized postsecondary education and career advising to <u>students</u>.</i>	Strongly agree	44.4%	75.0%	33.3%	50.0%
	Agree	55.6%	0.0%	66.7%	50.0%
	Disagree	0.0%	0.0%	0.0%	0.0%
	Strongly disagree	0.0%	25.0%	0.0%	0.0%
	Mean	3.44	3.25	3.33	3.50
		(n<10)	(n<10)	(n<10)	(n<10)
<i>I feel better prepared to deliver individualized postsecondary education and career advising to <u>parents</u>.</i>	Strongly agree	44.4%	75.0%	33.3%	0.0%
	Agree	55.6%	0.0%	66.7%	100.0%
	Disagree	0.0%	0.0%	0.0%	0.0%
	Strongly disagree	0.0%	25.0%	0.0%	0.0%
	Mean	3.44	3.25	3.33	3.00

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

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

**Table F.26. Requirements Students Must Meet to Enroll in AP, Honors, or Dual Credit Courses according to Personnel Survey Respondents by District, Grade 9–12, Year 6 (2023–24)**

Course	Requirement	District 1 (n=0)	District 2 (n=26)	District 3 (n=111)	District 4 (n<20)	District 5 (n<10)	District 6 (n<20)	Overall (n=182)
<i>Advanced Placement</i>	Have a certain grade in the subject area	--	46.2%	60.4%	55.6%	0.0%	27.8%	51.6%
	Have a certain overall GPA	--	23.1%	47.7%	38.9%	11.1%	16.7%	38.5%
	Teacher recommendation or approval	--	57.7%	53.2%	27.8%	11.1%	22.2%	46.2%
	Counselor recommendation or approval	--	38.5%	55.9%	55.6%	22.2%	16.7%	47.8%
	Passing score on Texas Success Initiative (TSI) Assessment	--	23.1%	36.0%	33.3%	11.1%	16.7%	30.8%
	Parent permission	--	53.8%	45.9%	72.2%	11.1%	11.1%	44.5%
	Other^	--	7.7%	11.6%	16.7%	0.0%	0.0%	9.8%
		(n=0)	(n=26)	(n=111)	(n<20)	(n<10)	(n<20)	(n=182)
<i>Honors</i>	Have a certain grade in the subject area	--	50.0%	59.5%	33.3%	0.0%	22.2%	48.9%
	Have a certain overall GPA	--	38.5%	46.8%	33.3%	0.0%	22.2%	39.6%
	Teacher recommendation or approval	--	53.8%	53.2%	16.7%	0.0%	11.1%	42.9%
	Counselor recommendation or approval	--	53.8%	52.3%	33.3%	0.0%	11.1%	44.0%
	Passing score on Texas Success Initiative (TSI) Assessment	--	30.8%	26.1%	22.2%	0.0%	11.1%	23.6%
	Parent permission	--	61.5%	37.8%	33.3%	0.0%	11.1%	36.3%
	Other^	--	11.5%	10.7%	5.6%	0.0%	0.0%	8.7%
		(n=0)	(n=26)	(n=111)	(n<20)	(n<10)	(n<20)	(n=182)
<i>Dual Credit</i>	Have a certain grade in the subject area	--	38.5%	51.4%	27.8%	33.3%	44.4%	45.6%
	Have a certain overall GPA	--	30.8%	45.9%	22.2%	22.2%	55.6%	41.2%
	Teacher recommendation or approval	--	30.8%	48.6%	16.7%	22.2%	16.7%	38.5%
	Counselor recommendation or approval	--	42.3%	50.5%	44.4%	33.3%	50.0%	47.8%
	Passing score on Texas Success Initiative (TSI) Assessment	--	69.2%	73.0%	44.4%	77.8%	61.1%	68.7%
	Parent permission	--	73.1%	52.3%	66.7%	22.2%	61.1%	56.0%
	Other^	--	3.8%	11.6%	5.6%	11.1%	16.7%	10.4%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. GPA – Grade Point Average.

^Examples of other responses included: Unsure/unknown (10) and No requirements/Not applicable (2).

**Table F.27. Requirements Students Must Meet to Enroll in AP, Honors, or Dual Credit Courses according to Personnel Survey Respondents, Year 4 (2021–22)–Year 6 (2023–24)**

Course	Requirement	Year 4 (n=127)	Year 5 (n=144)	Year 6 (n=182)
<i>Advanced Placement</i>	Have a certain grade in the subject area	63.7%	43.8%	51.6%
	Have a certain overall GPA	48.0%	34.7%	38.5%
	Teacher recommendation or approval	54.9%	43.8%	46.2%
	Counselor recommendation or approval	61.8%	43.8%	47.8%
	Passing score on Texas Success Initiative (TSI) Assessment	33.3%	24.3%	30.8%
	Parent permission	50.0%	43.8%	44.5%
	Other^	4.9%	10.4%	9.8%
		<b>(n=127)</b>	<b>(n=144)</b>	<b>(n=182)</b>
<i>Honors</i>	Have a certain grade in the subject area	69.6%	36.8%	48.9%
	Have a certain overall GPA	54.9%	28.5%	39.6%*
	Teacher recommendation or approval	64.7%	36.8%	42.9%
	Counselor recommendation or approval	57.8%	36.8%	44.0%
	Passing score on Texas Success Initiative (TSI) Assessment	29.4%	18.8%	23.6%
	Parent permission	66.1%	31.9%	36.3%
	Other^	1.6%	8.3%	8.7%
		<b>(n=127)</b>	<b>(n=144)</b>	<b>(n=182)</b>
<i>Dual Credit</i>	Have a certain grade in the subject area	51.2%	36.8%	45.6%
	Have a certain overall GPA	42.5%	33.3%	41.2%
	Teacher recommendation or approval	35.4%	34.0%	38.5%
	Counselor recommendation or approval	62.2%	44.4%	47.8%
	Passing score on Texas Success Initiative (TSI) Assessment	80.3%	75.0%	68.7%
	Parent permission	52.9%	58.3%	56.0%
	Other^	3.9%	7.6%	10.4%

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

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

\*Honors – Have a certain overall GPA differed significantly from Year 5 to Year 6:  $\chi^2(1)=4.4$ ,  $p<.05$ .

**Table F.28. Student Preparedness to Participate in Advanced Courses according to Personnel Survey Respondents by District, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	District 1 (n=0)	District 2 (n=29)	District 3 (n=143)	District 4 (n=27)	District 5 (n=10)	District 6 (n=22)	Overall (n=213)
<i>How prepared were students this year to participate in advanced courses (AP, honors, and dual credit) that you teach?</i>	Very prepared	--	3.4%	4.9%	3.7%	10.0%	18.2%	6.1%
	Somewhat prepared	--	31.0%	22.4%	33.3%	60.0%	22.7%	26.4%
	Somewhat unprepared	--	13.8%	11.9%	7.4%	10.0%	13.6%	11.7%
	Very unprepared	--	0.0%	11.9%	11.1%	0.0%	13.6%	10.0%
	I do not teach AP courses this school year.	--	51.7%	49.0%	44.4%	20.0%	31.8%	45.9%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Response percentages may not total to 100% due to rounding. AP – Advanced Placement.

**Table F.29. Student Preparedness to Participate in Advanced Courses according to Personnel Survey Respondents, Year 4 (2021–22)–Year 6 (2023–24)**

Item	Response Option	Year 4 (n=199)	Year 5 (n=195)	Year 6* (n=213)
<i>How prepared were students this year to participate in advanced courses (AP, honors, and dual credit) that you teach?</i>	Very prepared	5.5%	6.7%	6.1%
	Somewhat prepared	33.7%	14.4%	26.4%
	Somewhat unprepared	12.6%	28.7%	11.7%
	Very unprepared	7.0%	6.7%	10.0%
	I do not teach advanced courses (AP, honors, or dual credit) this school year.	41.2%	43.6%	45.9%

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

Note. Response percentages may not total to 100% due to rounding. AP – Advanced Placement.

\*The distribution of responses differed significantly from Year 5 to Year 6:  $\chi^2(4) = 148.6$ ,  $p < .001$ .

**Table F.30. Personnel Survey Respondents Who Are Responsible for Helping Students Sign up for or Determine Which College Entrance Exams to Participate in by District, Grade 9–12, Year 6 (2023–24)**

Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
	(n=0)	(n=38)	(n=199)	(n=36)	(n=14)	(n=37)	(n=324)
Yes	--	13.2%	12.1%	19.4%	14.3%	5.4%	12.3%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

**Table F.31. Personnel Survey Respondents Who Are Responsible for Helping Students Sign up for or Determine Which College Entrance Exams to Participate in, Year 4 (2021–22)–Year 6 (2023–24)**

Response Option	Year 4	Year 5	Year 6
	(n=291)	(n=269)	(n=324)
Yes	10.0%	10.0%	12.3%

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

Note. Personnel who indicated having a role in helping students sign up for entrance exams answered this question in Year 4, Year 5, and Year 6.

**Table F.32. Personnel Survey Respondents Who Are Responsible for Helping Students Sign up for or Determine Which College Entrance Exams to Participate in by Position, Grade 9–12, Year 6 (2023–24)**

Response Option	Administrator	Counselor/ Student Services Personnel	Teacher/ Instructional Support Personnel	Other	Overall
	(n=20)	(n=20)	(n=248)	(n=36)	(n=324)
Yes	25.0%	50.0%	9.7%	2.8%	12.3%

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

**Table F.33. Ways in Which Personnel Personally Helped or Will Help Students Prepare for College Entrance Exams according to Personnel Survey Respondents by District, Grade 9–12, Year 6 (2023–24)**

Options	District 1 (n=0)	District 2 (n=30)	District 3 (n=155)	District 4 (n=30)	District 5 (n=11)	District 6 (n=24)	Overall (n=250)
<i>Review content during class</i>	--	23.3%	28.4%	23.3%	36.4%	29.2%	27.6%
<i>Tutoring</i>	--	36.7%	23.9%	20.0%	9.1%	20.8%	24.0%
<i>Provide opportunities to participate in practice tests</i>	--	23.3%	29.7%	33.3%	27.3%	12.5%	27.6%
<i>Provide information on how to access practice tests at home</i>	--	23.3%	31.6%	33.3%	9.1%	12.5%	28.0%
<i>Provide test preparation books</i>	--	13.3%	16.8%	23.3%	0.0%	4.2%	15.2%
<i>Discuss practice test results with students</i>	--	16.7%	18.1%	10.0%	18.2%	8.3%	16.0%
<i>Discuss results from previous exams to identify areas to focus test preparation efforts</i>	--	10.0%	16.1%	20.0%	18.2%	4.2%	14.8%
<i>Provide access to Khan Academy</i>	--	10.0%	20.6%	13.3%	18.2%	4.2%	16.8%
<i>Other<sup>^</sup></i>	--	10.0%	3.2%	6.7%	0.0%	4.2%	4.4%
<i>I have not helped students prepare for college entrance exams.</i>	--	20.0%	36.8%	30.0%	45.5%	41.7%	34.8%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024)

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

<sup>^</sup>Examples of other responses included: Edgenuity (1) and Flex class (1).



**Table F.34. Ways in Which Personnel Personally Helped or Will Help Students Prepare for College Entrance Exams according to Personnel Survey Respondents, Year 4 (2021–22)–Year 6 (2023–24)**

<b>Method</b>	<b>Year 4 (n=219)</b>	<b>Year 5 (n=223)</b>	<b>Year 6 (n=250)</b>
<i>Review content during class</i>	40.2%	30.5%	27.6%
<i>Tutoring</i>	28.3%	24.2%	24.0%
<i>Provide opportunities to participate in practice tests</i>	29.7%	34.5%	27.6%
<i>Provide information on how to access practice tests at home</i>	27.9%	36.3%	28.0%
<i>Provide test preparation books</i>	19.2%	19.3%	15.2%
<i>Discuss practice results with students</i>	19.2%	15.2%	16.0%
<i>Discuss results from previous exams to identify areas to focus test preparation efforts</i>	11.0%	14.8%	14.8%
<i>Provide access to Kahn Academy</i>	14.6%	20.6%	16.8%
<i>Other</i>	4.6%	3.1%	4.4%
<i>I have not helped students for college entrance exams.</i>	32.0%	34.1%	34.8%

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

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

**Table F.35. Factors Personnel Encourage Students to Consider When Determining Which College Entrance Exam to Participate in by District, Grade 9–12, Year 6 (2023–24)**

Item	District 1 (n=0)	District 2 (n<10)	District 3 (n=23)	District 4 (n<10)	District 5 (n<10)	District 6 (n<10)	Overall (n=38)
Registration fee	--	0.0%	13.0%	14.3%	0.0%	50.0%	13.2%
Amount or type of test preparation in which the student participated	--	25.0%	30.4%	14.3%	50.0%	50.0%	28.9%
Grades or GPA	--	0.0%	56.5%	28.6%	50.0%	50.0%	44.7%
College degree student plans to pursue (e.g., Certificate, Associate's, Bachelor's)	--	25.0%	78.3%	42.9%	100.0%	50.0%	65.8%
Type of postsecondary education institution in which the student plans to enroll (e.g., 2-year community college, 4-year college or university, technical college/trade school)	--	50.0%	73.9%	57.1%	100.0%	100.0%	71.1%
Student's previous test scores	--	25.0%	26.1%	14.3%	0.0%	0.0%	21.1%
Location where entrance exam will be administered	--	25.0%	13.0%	14.3%	0.0%	50.0%	15.8%
Timing of administration	--	0.0%	21.7%	14.3%	0.0%	50.0%	18.4%
College requirement for entrance exams	--	50.0%	47.8%	57.1%	100.0%	0.0%	50.0%
Opportunity to participate in exam during the school day (e.g., SAT School Day)	--	50.0%	52.2%	57.1%	0.0%	50.0%	50.0%
Other <sup>^</sup>	--	0.0%	4.3%	0.0%	0.0%	0.0%	2.6%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. This question was only asked to personnel who had a role in helping students sign up for entrance exams. GPA – Grade Point Average.

<sup>^</sup>Examples of other responses included: Motivation for career (1).

**Table F.36. Factors Personnel Encourage Students to Consider When Determining Which College Entrance Exam to Participate in, Year 4 (2021–22)–Year 6 (2023–24)**

Factor	Year 4 (n=27)	Year 5 (n=27)	Year 6 (n=38)
<i>Registration fee</i>	40.7%	33.3%	13.2%
<i>Amount or type of test preparation in which the student participated</i>	44.4%	33.3%	28.9%
<i>Grades or GPA</i>	48.1%	48.1%	44.7%
<i>College degree student plans to pursue (e.g., Certificate, Associate's, Bachelor's)</i>	66.7%	63.0%	65.8%
<i>Type of postsecondary education institution in which the student plans to enroll (e.g., 2-year community college, 4-year college or university, technical college/trade school)</i>	51.9%	66.7%	71.1%
<i>Student's previous test scores</i>	40.7%	33.3%	21.1%
<i>Location where entrance exam will be administered</i>	33.3%	33.3%	15.8%
<i>Timing of administration</i>	18.5%	14.8%	18.4%
<i>College requirement for entrance exams</i>	44.4%	63.0%	50.0%
<i>Opportunity to participate in exam during the school day (e.g., SAT School Day)</i>	51.9%	51.9%	50.0%
<i>Other</i>	10.7%	11.1%	2.6%

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

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. This question was only asked to personnel who had a role in helping students sign up for entrance exams. GPA – Grade Point Average.

**Table F.37. Factors Personnel Encourage Students to Consider When Determining Which College Entrance Exam to Participate in by Position, Grade 9–12, Year 6 (2023–24)**

Item	Administrator (n<10)	Counselor/Student Services Personnel (n=10)	Teacher/ Instructional Support Personnel (n=22)	Other (n<10)	Overall (n=38)
Registration fee	20.0%	0.0%	13.6%	100.0%	13.2%
Amount or type of test preparation in which the student participated	40.0%	0.0%	36.4%	100.0%	28.9%
Grades or GPA	20.0%	40.0%	54.5%	0.0%	44.7%
College degree students plans to (e.g., Certificate, Associate's, Bachelor's)	80.0%	80.0%	59.1%	0.0%	65.8%
Type or postsecondary education institution in which student plans to enroll (e.g., 2-year community college, 4-year college or university, technical college/trade school)	80.0%	100.0%	54.5%	100.0%	71.1%
Student's previous test scores	40.0%	30.0%	13.6%	0.0%	21.1%
Location where entrance exam will be administered	0.0%	20.0%	18.2%	0.0%	15.8%
Timing of administration	40.0%	20.0%	13.6%	0.0%	18.4%
College requirement for entrance exams	40.0%	80.0%	40.9%	0.0%	50.0%
Opportunity to participate in exam during the school (e.g., SAT School Day)	60.0%	70.0%	40.9%	0.0%	50.0%
Other <sup>^</sup>	0.0%	0.0%	4.5%	0.0%	2.6%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. This question was only asked to personnel who had a role in helping students sign up for entrance exams. GPA – Grade Point Average. SAT –Scholastic Aptitude Test.

<sup>^</sup>Examples of other responses included: Motivation for career (1).

**Table F.38. Communication Methods Used by Personnel to Provide Parents with Information regarding How to Prepare Their Child for College and Career by District, Grade 9–12, Year 6 (2023–24)**

Communication Method	District 1 (n=0)	District 2 (n=30)	District 3 (n=156)	District 4 (n=31)	District 5 (n=11)	District 6 (n=28)	Overall (n=256)
Phone calls	--	30.0%	43.6%	45.2%	36.4%	42.9%	41.8%
In-person meeting/conversation	--	43.3%	33.3%	35.5%	81.8%	53.6%	39.1%
Virtual meeting platform (e.g., Zoom)	--	6.7%	15.4%	12.9%	9.1%	10.7%	13.3%
Email	--	56.7%	57.7%	58.1%	72.7%	42.9%	56.6%
Text message	--	10.0%	25.6%	22.6%	27.3%	21.4%	23.0%
Social media	--	20.0%	25.6%	25.8%	63.6%	28.6%	27.0%
Newsletters	--	10.0%	15.4%	16.1%	0.0%	21.4%	14.8%
Group meetings	--	10.0%	11.5%	16.1%	36.4%	28.6%	14.8%
One-on-one meeting	--	6.7%	19.9%	19.4%	27.3%	21.4%	18.8%
Hard-copy letters, handouts, or packets	--	13.3%	25.0%	19.4%	27.3%	28.6%	23.4%
Website links	--	13.3%	18.6%	19.4%	27.3%	14.3%	18.0%
Other <sup>^</sup>	--	10.0%	16.7%	19.4%	0.0%	7.1%	14.5%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

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

<sup>^</sup>Examples of other responses included: No contact or Not applicable (13), Career fair (1), and Rallies (1).

**Table F.39. Communication Methods Used by Personnel to Provide Parents with Information regarding How to Prepare Their Child for College and Career, Year 4 (2021–22)–Year 6 (2023–24)**

Communication Method	Year 4 (n=217)	Year 5 (n=209)	Year 6 (n=256)
Phone calls	46.5%	48.8%	41.8%
In-person meeting/conversation	48.8%	40.7%	39.1%
Virtual meeting platform (e.g., Zoom)	18.9%	13.4%	13.3%
Email	57.6%	66.0%	56.6%*
Text message	21.7%	26.8%	23.0%
Social media	--	22.0%	27.0%
Newsletters	9.2%	9.6%	14.8%
Group meetings	11.1%	16.3%	14.8%
One-on-one meeting	17.5%	19.1%	18.8%
Hard-copy letters, handouts, or packets	19.8%	23.4%	23.4%
Website links	13.8%	14.4%	18.0%
Other	12.4%	12.0%	14.5%

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

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

\*Responses for Email differed significantly from Year 5 to Year 6:  $\chi^2(1)=4.3$ ,  $p<.05$ .

**Table F.40. Communication Methods Used by Personnel to Provide Parents with Information regarding How to Prepare Their Child for College and Career by Position, Grade 9–12, Year 6 (2023–24)**

Communication Method	Administrator (n=19)	Counselor/ Student Services Personnel (n=21)	Teacher/ Instructional Support Personnel (n=216)	Overall (n=256)
Phone calls	52.6%	85.7%	36.6%	41.8%
In-person meeting/conversation	84.2%	81.0%	31.0%	39.1%
Virtual meeting platform (e.g., Zoom)	36.8%	19.0%	10.6%	13.3%
Email	68.4%	71.4%	54.2%	56.6%
Text message	36.8%	28.6%	21.3%	23.0%
Social media	78.9%	52.4%	19.9%	27.0%
Newsletters	36.8%	28.6%	11.6%	14.8%
Group meetings	57.9%	23.8%	10.2%	14.8%
One-on-one meeting	52.6%	57.1%	12.0%	18.8%
Hard-copy letters, handouts, or packets	57.9%	42.9%	18.5%	23.4%
Website links	47.4%	23.8%	14.8%	18.0%
Other <sup>^</sup>	0.0%	4.8%	16.7%	14.5%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Response percentages will not add up to 100% because respondents were able to select multiple responses. This question was only asked to Administrators, Counselor/Student Services Personnel, and Teacher/Instructional Support Personnel; participants who selected “Other” as their primary position were not presented with this question.

<sup>^</sup>Examples of other responses included: No contact or Not applicable (13), Career fair (1), and Rallies (1).

**Table F.41. Personnel Familiarity with College Advising Services Offered in School by District, Grade 9–12, Year 6 (2023–24)**

Familiarity with College Advising Services	District 1 (n=0)	District 2 (n=36)	District 3 (n=201)	District 4 (n=42)	District 5 (n=13)	District 6 (n=35)	Overall (n=327)
<i>I'm not familiar with the college advising services offered at my school this year to students and parents/guardians.</i>	--	16.7%	27.4%	16.7%	0.0%	22.9%	23.2%
<i>I am somewhat familiar with the college advising services offered at my school this year to students and parents/guardians.</i>	--	61.1%	49.3%	59.5%	46.2%	45.7%	51.4%
<i>I am very familiar with the college advising services offered at my school this year to students and parents/guardians.</i>	--	22.2%	23.4%	23.8%	53.8%	31.4%	25.4%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

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

**Table F.42. Personnel Familiarity with College Advising Services by Position, Grade 9–12, Year 6 (2023–24)**

Familiarity with College Advising Services	Administrator	Counselor/ Student Services Personnel	Teacher/ Instructional Support Personnel	Overall
	(n=22)	(n=23)	(n=282)	(n=327)
<i>I'm not familiar with the college advising services offered at my school this year to students and parents/guardians.</i>	4.5%	0.0%	26.6%	23.2%
<i>I am somewhat familiar with the college advising services offered at my school this year to students and parents/guardians.</i>	31.8%	43.5%	53.5%	51.4%
<i>I am very familiar with the college advising services offered at my school this year to students and parents/guardians.</i>	63.6%	56.5%	19.9%	25.4%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Response percentages may not total to 100% due to rounding. This question was only asked to Administrators, Counselor/Student Services Personnel, and Teacher/Instructional Support Personnel who are familiar with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) advisors; participants who selected "Other" as their primary position were not included.



**Table F.43. Personnel Agreement of College Advising Services Offered in School by District, Grade 9–12, Year 6 (2023–24)**

College advising at my school...	Response Option	District 1 (n=0)	District 2 (n=28)	District 3 (n=123)	District 4 (n=28)	District 5 (n=13)	District 6 (n=23)	Overall (n=215)
<i>Provides students at my school with grade-appropriate information regarding postsecondary education and career readiness.</i>	Strongly agree	--	17.9%	42.3%	39.3%	46.2%	39.1%	38.6%
	Agree	--	67.9%	48.0%	53.6%	38.5%	47.8%	50.7%
	Disagree	--	10.7%	4.9%	0.0%	0.0%	0.0%	4.2%
	Strongly disagree	--	3.6%	4.9%	7.1%	15.4%	13.0%	6.5%
	Mean	--	3.00	3.28	3.25	3.15	3.13	3.21
		(n=0)	(n=28)	(n=125)	(n=28)	(n=13)	(n=23)	(n=217)
<i>Supports students in preparing for postsecondary education.</i>	Strongly agree	--	21.4%	44.0%	42.9%	38.5%	39.1%	40.1%
	Agree	--	64.3%	49.6%	46.4%	30.8%	47.8%	49.8%
	Disagree	--	10.7%	2.4%	7.1%	15.4%	0.0%	4.6%
	Strongly disagree	--	3.6%	4.0%	3.6%	15.4%	13.0%	5.5%
	Mean	--	3.04	3.34	3.29	2.92	3.13	3.24
		(n=0)	(n=25)	(n=119)	(n=28)	(n=13)	(n=23)	(n=208)
<i>Helps parents/guardians prepare for their child's postsecondary education.</i>	Strongly agree	--	20.0%	30.3%	35.7%	15.4%	30.4%	28.8%
	Agree	--	60.0%	58.0%	53.6%	53.8%	56.5%	57.2%
	Disagree	--	16.0%	5.9%	3.6%	15.4%	0.0%	6.7%
	Strongly disagree	--	4.0%	5.9%	7.1%	15.4%	13.0%	7.2%
	Mean	--	2.96	3.13	3.18	2.69	3.04	3.08
		(n=0)	(n=28)	(n=125)	(n=27)	(n=13)	(n=23)	(n=216)
<i>Informs students of their postsecondary education options.</i>	Strongly agree	--	21.4%	41.6%	40.7%	38.5%	43.5%	38.9%
	Agree	--	60.7%	50.4%	55.6%	38.5%	43.5%	50.9%
	Disagree	--	14.3%	2.4%	0.0%	7.7%	0.0%	3.7%
	Strongly disagree	--	3.6%	5.6%	3.7%	15.4%	13.0%	6.5%
	Mean	--	3.00	3.28	3.33	3.00	3.17	3.22

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Table continues. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of respondents who selected *I don't know/Not applicable* for each item listed in Year 6 was 11, <10, 16, 10, 22, 13, and 11, respectively.

**Table F.43. Personnel Agreement of College Advising Services Offered in School by District, Grade 9–12, Year 6 (2023–24), Cont.**

College advising at my school...	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(n=0)	(n=26)	(n=116)	(n=26)	(n=13)	(n=23)	(n=204)
<i>Informs parent awareness of postsecondary education options for their child.</i>	Strongly agree	--	23.1%	31.9%	38.5%	15.4%	34.8%	30.9%
	Agree	--	53.8%	55.2%	53.8%	61.5%	52.2%	54.9%
	Disagree	--	19.2%	6.9%	3.8%	7.7%	0.0%	7.4%
	Strongly disagree	--	3.8%	6.0%	3.8%	15.4%	13.0%	6.9%
	Mean	--	2.96	3.13	3.27	2.77	3.09	3.10
		(n=0)	(n=28)	(n=122)	(n=27)	(n=13)	(n=23)	(n=213)
<i>Informs student awareness and understanding of career opportunities.</i>	Strongly agree	--	17.9%	42.6%	44.4%	46.2%	39.1%	39.4%
	Agree	--	60.7%	49.2%	51.9%	38.5%	47.8%	50.2%
	Disagree	--	17.9%	4.1%	0.0%	0.0%	0.0%	4.7%
	Strongly disagree	--	3.6%	4.1%	3.7%	15.4%	13.0%	5.6%
	Mean	--	2.93	3.30	3.37	3.15	3.13	3.23
		(n=0)	(n=28)	(n=123)	(n=28)	(n=13)	(n=23)	(n=215)
<i>Helps our school increase the number of opportunities students of all grades have to receive postsecondary education and career advising.</i>	Strongly agree	--	21.4%	39.8%	42.9%	38.5%	34.8%	37.2%
	Agree	--	60.7%	52.8%	46.4%	46.2%	52.2%	52.6%
	Disagree	--	14.3%	3.3%	7.1%	0.0%	0.0%	4.7%
	Strongly disagree	--	3.6%	4.1%	3.6%	15.4%	13.0%	5.6%
	Mean	--	3.00	3.28	3.29	3.08	3.09	3.21

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* for each item listed in Year 6 was 11, <10, 16, 10, 22, 13, and 11, respectively.

**Table F.44. Personnel Agreement of College Advising Services, Year 2 (2019–20)–Year 6 (2023–24)**

College advising at my school...	Response Option	Year 2	Year 3	Year 4	Year 5	Year 6
		<b>(n=126)</b>	<b>(n=125)</b>	<b>(n=123)</b>	<b>(n=108)</b>	<b>(n=215)</b>
<i>Provides students at my school with grade-appropriate information regarding postsecondary education and career readiness.</i>	Strongly agree	42.9%	40.0%	43.9%	39.8%	38.6%
	Agree	50.8%	52.0%	50.4%	53.7%	50.7%
	Disagree	2.4%	4.8%	0.8%	3.7%	4.2%
	Strongly disagree	4.0%	3.2%	4.9%	2.8%	6.5%
	Mean	3.33	3.29	3.33	3.31	3.21
		<b>(n=128)</b>	<b>(n=129)</b>	<b>(n=124)</b>	<b>(n=110)</b>	<b>(n=217)</b>
<i>Supports students in preparing for postsecondary education.</i>	Strongly agree	46.9%	45.7%	41.4%	38.2%	40.1%
	Agree	46.1%	47.3%	53.2%	55.5%	49.8%
	Disagree	3.1%	4.7%	1.6%	3.6%	4.6%
	Strongly disagree	3.9%	2.3%	4.0%	2.7%	5.5%
	Mean	3.36	3.36	3.31	3.29	3.24
		<b>(n=119)</b>	<b>(n=118)</b>	<b>(n=114)</b>	<b>(n=97)</b>	<b>(n=208)</b>
<i>Helps parents/guardians prepare for their child's postsecondary education.</i>	Strongly agree	39.5%	40.7%	41.2%	32.0%	28.8%
	Agree	49.7%	49.2%	51.8%	56.7%	57.2%
	Disagree	7.6%	7.6%	1.8%	8.2%	6.7%
	Strongly disagree	4.2%	2.5%	5.3%	3.1%	7.2%
	Mean	3.24	3.28	3.29	3.18	3.08
		<b>(n=127)</b>	<b>(n=126)</b>	<b>(n=126)</b>	<b>(n=105)</b>	<b>(n=216)</b>
<i>Informs students of their postsecondary education options.</i>	Strongly agree	45.7%	43.7%	47.6%	41.9%	38.9%
	Agree	46.5%	49.2%	47.6%	52.4%	50.9%
	Disagree	3.9%	4.0%	0.8%	2.9%	3.7%
	Strongly disagree	3.9%	3.2%	4.0%	2.9%	6.5%
	Mean	3.24	3.33	3.39	3.33	3.22
		<b>(n=120)</b>	<b>(n=120)</b>	<b>(n=112)</b>	<b>(n=97)</b>	<b>(n=204)</b>
<i>Informs parent awareness of postsecondary education options for their child.</i>	Strongly agree	39.2%	39.2%	39.3%	32.0%	30.9%
	Agree	51.7%	47.5%	52.7%	56.7%	54.9%
	Disagree	5.0%	10.0%	2.7%	8.2%	7.4%
	Strongly disagree	4.2%	3.3%	5.4%	3.1%	6.9%
	Mean	3.26	3.23	3.26	3.18	3.10

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

Note. Table continues. Response percentages may not total to 100% due to rounding. Personnel who worked with Grade 7–12 students responded to this item in Year 2; personnel who worked with Grade 9–12 students responded to this item in Year 3, Year 4, Year 5, and Year 6. In previous years, this question referred to nonprofit college and career advisors, but in Year 6 this question referred to college advising services in respondents' schools. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

**Table F.44. Personnel Agreement of College Advising Services, Year 2 (2019–20)–Year 6 (2023–24), Cont.**

College advising at my school...	Response Option	Year 2	Year 3	Year 4	Year 5	Year 6
		<b>(n=125)</b>	<b>(n=125)</b>	<b>(n=120)</b>	<b>(n=106)</b>	<b>(n=213)</b>
<i>Informs student awareness and understanding of career opportunities.</i>	Strongly agree	45.6%	40.8%	44.2%	35.8%	39.4%
	Agree	47.2%	51.2%	50.8%	55.7%	50.2%
	Disagree	3.2%	5.6%	0.8%	5.7%	4.7%
	Strongly disagree	4.0%	2.4%	4.2%	2.8%	5.6%
	Mean	3.34	3.30	3.35	3.25	3.23
		<b>(n=123)</b>	<b>(n=128)</b>	<b>(n=121)</b>	<b>(n=109)</b>	<b>(n=215)</b>
<i>Helps our school increase the number of opportunities students of all grades have to receive postsecondary education and career advising.</i>	Strongly agree	45.5%	45.3%	47.9%	41.3%	37.2%
	Agree	43.9%	45.3%	47.1%	50.5%	52.6%
	Disagree	7.3%	5.5%	0.8%	5.5%	4.7%
	Strongly disagree	3.3%	3.9%	4.1%	2.8%	5.6%
	Mean	3.32	3.32	3.39	3.30	3.21

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

Note. Response percentages may not total to 100% due to rounding. Personnel who worked with Grade 7–12 students responded to this item in Year 2; personnel who worked with Grade 9–12 students responded to this item in Year 3, Year 4, Year 5, and Year 6. In previous years, this question referred to nonprofit college and career advisors, but in Year 6 this question referred to college advising services in respondents' schools. Scale used to determine mean rating: 1–*Strongly disagree*, 2–*Disagree*, 3–*Agree*, 4–*Strongly agree*. Respondents who selected *I don't know/Not applicable* were not included in this analysis.

**Table F.45. Personnel Agreement of College Advising Services Offered in School by Position, Grade 9–12, Year 6 (2023–24)**

College advising at my school...	Response Option	Administrator	Counselor/ Student Services Personnel	Teacher/ Instructional Support Personnel	Overall
		<b>(n=18)</b>	<b>(n=21)</b>	<b>(n=176)</b>	<b>(n=215)</b>
<i>Provides students at my school with grade-appropriate information regarding postsecondary education and career readiness.</i>	Strongly agree	72.2%	52.4%	33.5%	38.6%
	Agree	27.8%	14.3%	57.4%	50.7%
	Disagree	0.0%	9.5%	4.0%	4.2%
	Strongly disagree	0.0%	23.8%	5.1%	6.5%
	Mean	3.72	2.95	3.19	3.21
		<b>(n=18)</b>	<b>(n=21)</b>	<b>(n=178)</b>	<b>(n=217)</b>
<i>Supports students in preparing for postsecondary education.</i>	Strongly agree	72.2%	52.4%	35.4%	40.1%
	Agree	27.8%	14.3%	56.2%	49.8%
	Disagree	0.0%	9.5%	4.5%	4.6%
	Strongly disagree	0.0%	23.8%	3.9%	5.5%
	Mean	3.72	2.95	3.23	3.24
		<b>(n=18)</b>	<b>(n=20)</b>	<b>(n=170)</b>	<b>(n=208)</b>
<i>Helps parents/guardians prepare for their child's postsecondary education.</i>	Strongly agree	61.1%	35.0%	24.7%	28.8%
	Agree	38.9%	30.0%	62.4%	57.2%
	Disagree	0.0%	15.0%	6.5%	6.7%
	Strongly disagree	0.0%	20.0%	6.5%	7.2%
	Mean	3.61	2.80	3.05	3.08
		<b>(n=18)</b>	<b>(n=21)</b>	<b>(n=177)</b>	<b>(n=216)</b>
<i>Informs students of their postsecondary education options.</i>	Strongly agree	66.7%	42.9%	35.6%	38.9%
	Agree	33.3%	23.8%	55.9%	50.9%
	Disagree	0.0%	9.5%	3.4%	3.7%
	Strongly disagree	0.0%	23.8%	5.1%	6.5%
	Mean	3.67	2.86	3.22	3.22
		<b>(n=17)</b>	<b>(n=21)</b>	<b>(n=166)</b>	<b>(n=204)</b>
<i>Informs parent awareness of postsecondary education options for their child.</i>	Strongly agree	64.7%	33.3%	27.1%	30.9%
	Agree	35.3%	33.3%	59.6%	54.9%
	Disagree	0.0%	9.5%	7.8%	7.4%
	Strongly disagree	0.0%	23.8%	5.4%	6.9%
	Mean	3.65	2.76	3.08	3.10

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Table continues. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* for each item listed in Year 6 was 11, <10, 16, 10, 22, 13, and 11, respectively. This question was only asked to Administrators, Counselor/Student Services Personnel, and Teacher/Instructional Support personnel who are familiar with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) advisors; participants who selected “Other” as their primary position were not included.

**Table F.45. Personnel Agreement of College Advising Services Offered in School by Position, Grade 9–12, Year 6 (2023–24), Cont.**

College advising at my school...	Response Option	Administrator	Counselor/ Student Services Personnel	Teacher/ Instructional Support Personnel	Overall
		(n=17)	(n=21)	(n=175)	(n=213)
<i>Informs student awareness and understanding of career opportunities.</i>	Strongly agree	76.5%	42.9%	35.4%	39.4%
	Agree	23.5%	23.8%	56.0%	50.2%
	Disagree	0.0%	9.5%	4.6%	4.7%
	Strongly disagree	0.0%	23.8%	4.0%	5.6%
	Mean	3.76	2.86	3.23	3.23
		(n=18)	(n=21)	(n=176)	(n=215)
<i>Helps our school increase the number of opportunities students of all grades have to receive postsecondary education and career advising.</i>	Strongly agree	72.2%	42.9%	33.0%	37.2%
	Agree	27.8%	23.8%	58.5%	52.6%
	Disagree	0.0%	9.5%	4.5%	4.7%
	Strongly disagree	0.0%	23.8%	4.0%	5.6%
	Mean	3.72	2.86	3.20	3.21

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. Respondents who selected *I don't know/Not applicable* were not included in this analysis. The number of overall respondents who selected *I don't know/Not applicable* for each item listed in Year 6 was 11, <10, 16, 10, 22, 13, and 11, respectively. This question was only asked to Administrators, Counselor/Student Services Personnel, and Teacher/Instructional Support personnel who are familiar with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) advisors; participants who selected “Other” as their primary position were not included.

**Table F.46. Postsecondary Education and Career Readiness Services Rated as Most Helpful for Students by District, Grade 9–12, Year 6 (2023–24)**

Postsecondary Education and Career Readiness Services	District 1	District 2	District 3	District 4	District 5	District 6	Overall
	(n=0)	(n=39)	(n=199)	(n=36)	(n=12)	(n=36)	(n=322)
<i>Targeted tutoring</i>	--	12.8%	13.1%	13.9%	0.0%	16.7%	13.0%
<i>Preparation resources for college entrance exams</i>	--	35.9%	19.1%	22.2%	8.3%	16.7%	20.8%
<i>College and career advising staff</i>	--	35.9%	53.8%	47.2%	41.7%	33.3%	48.1%
<i>A dedicated advising space in the school</i>	--	25.6%	24.1%	33.3%	8.3%	13.9%	23.6%
<i>Individualized advising for students</i>	--	33.3%	31.7%	44.4%	50.0%	36.1%	34.5%
<i>Individualized advising for parents</i>	--	2.6%	7.0%	16.7%	0.0%	11.1%	7.8%
<i>College visits</i>	--	33.3%	53.3%	22.2%	66.7%	52.8%	47.8%
<i>College and career fairs</i>	--	38.5%	32.2%	27.8%	66.7%	55.6%	36.3%
<i>Summer programming</i>	--	5.1%	2.5%	2.8%	8.3%	11.1%	4.0%
<i>Work-based learning</i>	--	17.9%	19.6%	16.7%	8.3%	11.1%	17.7%
<i>Parent and family events</i>	--	10.3%	14.1%	8.3%	25.0%	25.0%	14.6%
<i>Other</i> <sup>^</sup>	--	2.6%	4.5%	13.9%	0.0%	2.8%	5.0%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

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

<sup>^</sup>Examples of other responses included: Don't know (5), Not applicable or None (2), and Time management (1).



**Table F.47. Postsecondary Education and Career Readiness Services Rated as Most Helpful for Students by Position, Grade 9–12, Year 6 (2023–24)**

Postsecondary Education and Career Readiness Services	Administrator (n=20)	Counselor/ Student Services Personnel (n=21)	Teacher/ Instructional Support Personnel (n=245)	Other (n=36)	Overall (n=322)
Targeted tutoring	15.0%	0.0%	13.1%	19.4%	13.0%
Preparation resources for college entrance exams	15.0%	19.0%	22.9%	11.1%	20.8%
College and career advising staff	60.0%	52.4%	48.6%	36.1%	48.1%
A dedicated advising space in the school	40.0%	47.6%	21.6%	13.9%	23.6%
Individualized advising for students	50.0%	57.1%	31.0%	36.1%	34.5%
Individualized advising for parents	5.0%	9.5%	6.9%	13.9%	7.8%
College visits	40.0%	52.4%	49.8%	36.1%	47.8%
College and career fairs	30.0%	38.1%	37.6%	30.6%	36.3%
Summer programming	5.0%	9.5%	3.3%	5.6%	4.0%
Work-based learning	15.0%	9.5%	18.8%	16.7%	17.7%
Parent and family events	15.0%	4.8%	13.9%	25.0%	14.6%
Other <sup>^</sup>	0.0%	0.0%	4.9%	11.1%	5.0%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

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

<sup>^</sup>Examples of other responses included: Don't know (5), Not applicable or None (2), and Time management (1).

**Table F.48. Postsecondary Education and Career Readiness Services Rated as Most Difficult to Sustain without GEAR UP Support by District, Grade 9–12, Year 6 (2023–24)**

Postsecondary Education and Career Readiness Services	District 1 (n=0)	District 2 (n=36)	District 3 (n=189)	District 4 (n=33)	District 5 (n=11)	District 6 (n=35)	Overall (n=304)
Targeted tutoring	--	22.2%	11.1%	6.1%	9.1%	17.1%	12.5%
Preparation resources for college entrance exams	--	30.6%	25.9%	15.2%	9.1%	25.7%	24.7%
College and career advising staff	--	50.0%	43.9%	36.4%	36.4%	37.1%	42.8%
A dedicated advising space in the school	--	8.3%	18.5%	30.3%	9.1%	11.4%	17.4%
Individualized advising for students	--	36.1%	28.0%	42.4%	0.0%	34.3%	30.3%
Individualized advising for parents	--	13.9%	18.0%	24.2%	18.2%	25.7%	19.1%
College visits	--	47.2%	49.2%	36.4%	81.8%	28.6%	46.4%
College and career fairs	--	25.0%	28.0%	15.2%	36.4%	42.9%	28.3%
Summer programming	--	11.1%	15.9%	15.2%	27.3%	25.7%	16.8%
Work-based learning	--	16.7%	17.5%	12.1%	0.0%	20.0%	16.4%
Parent and family events	--	11.1%	18.0%	21.2%	36.4%	11.4%	17.4%
Other <sup>^</sup>	--	5.6%	4.8%	9.1%	0.0%	2.9%	4.9%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

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

GEAR UP – Gaining Early Awareness and Readiness for Undergraduate Programs.

<sup>^</sup>Examples of other responses included: Don't know (5), Not applicable (2), and Extra resources and materials that the grant has helped fund (1).



**Table F.49. Postsecondary Education and Career Readiness Services Rated as Most Difficult to Sustain without GEAR UP Support by Position, Grade 9–12, Year 6 (2023–24)**

Postsecondary Education and Career Readiness Services	Administrator	Counselor/Student Services Personnel	Teacher/ Instructional Support Personnel	Other	Overall
	(n=20)	(n=18)	(n=231)	(n=35)	(n=304)
<i>Targeted tutoring</i>	20.0%	11.1%	12.6%	8.6%	12.5%
<i>Preparation resources for college entrance exams</i>	25.0%	5.6%	26.8%	20.0%	24.7%
<i>College and career advising staff</i>	50.0%	66.7%	41.6%	34.3%	42.8%
<i>A dedicated advising space in the school</i>	30.0%	27.8%	13.9%	28.6%	17.4%
<i>Individualized advising for students</i>	30.0%	50.0%	29.4%	25.7%	30.3%
<i>Individualized advising for parents</i>	20.0%	33.3%	18.2%	17.1%	19.1%
<i>College visits</i>	55.0%	50.0%	45.0%	48.6%	46.4%
<i>College and career fairs</i>	25.0%	33.3%	27.3%	34.3%	28.3%
<i>Summer programming</i>	5.0%	0.0%	19.0%	17.1%	16.8%
<i>Work-based learning</i>	10.0%	0.0%	19.0%	11.4%	16.4%
<i>Parent and family events</i>	25.0%	22.2%	17.3%	11.4%	17.4%
<i>Other<sup>^</sup></i>	5.0%	0.0%	4.3%	11.4%	4.9%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

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

GEAR UP – Gaining Early Awareness and Readiness for Undergraduate Programs.

<sup>^</sup>Examples of other responses included: Don't know (5), Not applicable (2), and Extra resources and materials that the grant has helped fund (1).

**Table F.50. Personnel Rankings of Factors Affecting School's Ability to Sustain GEAR UP Services and Activities by District, Grade 9–12, Year 6 (2023–24)**

Factors	Rank	District 1 (n=0)	District 2 (n=29)	District 3 (n=158)	District 4 (n=27)	District 5 (n<10)	District 6 (n<25)	Overall (n=246)
<i>They cost too much.</i>	1	--	55.2%	69.0%	40.7%	50.0%	50.0%	61.8%
	2	--	17.2%	15.2%	37.0%	25.0%	20.8%	18.7%
	3	--	10.3%	10.1%	7.4%	12.5%	4.2%	9.3%
	4	--	10.3%	5.1%	14.8%	12.5%	20.8%	8.5%
	5	--	6.9%	0.6%	0.0%	0.0%	4.2%	1.6%
<i>We do not have enough staff to support them.</i>	1	--	24.1%	22.2%	29.6%	25.0%	41.7%	25.2%
	2	--	62.1%	67.7%	40.7%	50.0%	54.2%	62.2%
	3	--	10.3%	8.9%	18.5%	25.0%	0.0%	9.8%
	4	--	3.4%	1.3%	7.4%	0.0%	4.2%	2.4%
	5	--	0.0%	0.0%	3.7%	0.0%	0.0%	0.4%
<i>They were not helpful for our students.</i>	1	--	3.4%	3.2%	0.0%	12.5%	8.3%	3.7%
	2	--	3.4%	1.3%	3.7%	12.5%	12.5%	3.3%
	3	--	65.5%	53.2%	55.6%	12.5%	50.0%	53.3%
	4	--	20.7%	36.7%	25.9%	62.5%	29.2%	33.7%
	5	--	6.9%	5.7%	14.8%	0.0%	0.0%	6.1%
<i>We lacked support from school system at large.</i>	1	--	13.8%	5.1%	25.9%	12.5%	0.0%	8.1%
	2	--	13.8%	13.9%	14.8%	12.5%	12.5%	13.8%
	3	--	10.3%	25.9%	11.1%	50.0%	45.8%	25.2%
	4	--	62.1%	54.4%	48.1%	25.0%	41.7%	52.4%
	5	--	0.0%	0.6%	0.0%	0.0%	0.0%	0.4%
<i>Other<sup>^</sup></i>	1	--	3.4%	0.6%	3.7%	0.0%	0.0%	1.2%
	2	--	3.4%	1.9%	3.7%	0.0%	0.0%	2.0%
	3	--	3.4%	1.9%	7.4%	0.0%	0.0%	2.4%
	4	--	3.4%	2.5%	3.7%	0.0%	4.2%	2.8%
	5	--	86.2%	93.0%	81.5%	100.0%	95.8%	91.5%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Response percentages may not total to 100% due to rounding. GEAR UP – Gaining Early Awareness and Readiness for Undergraduate Programs.

<sup>^</sup>Examples of other responses included: Don't know (5), Lack of transportation (3), and Not enough information (3).

**Table F.51. Personnel Rankings of Factors Affecting School’s Ability to Sustain GEAR UP Services and Activities by Position, Grade 9–12, Year 6 (2023–24)**

Factors	Rank	Administrator (n=19)	Counselor/Student Services Personnel (n=18)	Teacher/Instructional Support Personnel (n=209)	Overall (n=246)
<i>They cost too much.</i>	1	52.6%	44.4%	64.1%	61.8%
	2	31.6%	33.3%	16.3%	18.7%
	3	10.5%	16.7%	8.6%	9.3%
	4	5.3%	5.6%	9.1%	8.5%
	5	0.0%	0.0%	1.9%	1.6%
<i>We do not have enough staff to support them.</i>	1	31.6%	33.3%	23.9%	25.2%
	2	52.6%	55.6%	63.6%	62.2%
	3	15.8%	5.6%	9.6%	9.8%
	4	0.0%	5.6%	2.4%	2.4%
	5	0.0%	0.0%	0.5%	0.4%
<i>They were not helpful for our students.</i>	1	0.0%	5.6%	3.8%	3.7%
	2	0.0%	5.6%	3.3%	3.3%
	3	36.8%	44.4%	55.5%	53.3%
	4	57.9%	27.8%	32.1%	33.7%
	5	5.3%	16.7%	5.3%	6.1%
<i>We lacked support from school system at large.</i>	1	15.8%	16.7%	6.7%	8.1%
	2	15.8%	5.6%	14.4%	13.8%
	3	31.6%	22.2%	24.9%	25.2%
	4	36.8%	55.6%	53.6%	52.4%
	5	0.0%	0.0%	0.5%	0.4%
<i>Other<sup>^</sup></i>	1	0.0%	0.0%	1.4%	1.2%
	2	0.0%	0.0%	2.4%	2.0%
	3	5.3%	11.1%	1.4%	2.4%
	4	0.0%	5.6%	2.9%	2.8%
	5	94.7%	83.3%	91.9%	91.5%

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Response percentages may not total to 100% due to rounding. This question was only asked to Administrators, Counselor/Student Services Personnel, and Teacher/Instructional Support Personnel who are familiar with GEAR UP advisors; participants who selected “Other” as their primary position were not included. GEAR UP – Gaining Early Awareness and Readiness for Undergraduate Programs.

<sup>^</sup>Examples of other responses included: Don’t know (5), Lack of transportation (3), and Not enough information (3).

**Table F.52. Personnel Agreement regarding the FAFSA Delay, Grade 9–12, Year 6 (2023–24)**

Item	Response Option	District 1	District 2	District 3	District 4	District 5	District 6	Overall
		(n=0)	(n<10)	(n=15)	(n<10)	(n<10)	(n<10)	(n=32)
<i>The FAFSA delay has made it difficult for students to submit college applications.</i>	Strongly agree	--	100.0%	33.3%	57.1%	0.0%	0.0%	40.6%
	Agree	--	0.0%	40.0%	42.9%	50.0%	50.0%	37.5%
	Disagree	--	0.0%	6.7%	0.0%	50.0%	25.0%	9.4%
	Strongly disagree	--	0.0%	20.0%	0.0%	0.0%	25.0%	12.5%
	Mean	--	4.00	2.87	3.57	2.50	2.25	3.06
		(n=0)	(n<10)	(n=15)	(n<10)	(n<10)	(n<10)	(n=32)
<i>The FAFSA delay has made it difficult to engage students in discussions on the affordability of college.</i>	Strongly agree	--	50.0%	33.3%	42.9%	50.0%	50.0%	40.6%
	Agree	--	50.0%	26.7%	28.6%	0.0%	25.0%	28.1%
	Disagree	--	0.0%	33.3%	28.6%	50.0%	0.0%	25.0%
	Strongly disagree	--	0.0%	6.7%	0.0%	0.0%	25.0%	28.1%
	Mean	--	3.50	2.87	3.14	3.00	3.00	3.03
		(n=0)	(n<10)	(n=15)	(n<10)	(n<10)	(n<10)	(n=33)
<i>My school is providing students with adequate support to navigate this change to the FAFSA deadline.</i>	Strongly agree	--	0.0%	33.3%	71.4%	50.0%	50.0%	39.4%
	Agree	--	20.0%	40.0%	28.6%	50.0%	25.0%	33.3%
	Disagree	--	40.0%	6.7%	0.0%	0.0%	0.0%	9.1%
	Strongly disagree	--	40.0%	20.0%	0.0%	0.0%	25.0%	18.2%
	Mean	--	1.80	2.87	3.71	3.50	3.00	2.94
		(n=0)	(n<10)	(n=10)	(n<10)	(n<10)	(n<10)	(n=24)
<i>The FAFSA delay has had no impact on my work.</i>	Strongly agree	--	0.0%	0.0%	16.7%	0.0%	33.3%	8.3%
	Agree	--	0.0%	20.0%	0.0%	100.0%	0.0%	12.5%
	Disagree	--	25.0%	50.0%	50.0%	0.0%	66.7%	45.8%
	Strongly disagree	--	75.0%	30.0%	33.3%	0.0%	0.0%	33.3%
	Mean	--	1.25	1.90	2.00	3.00	2.67	1.96

Source. GEAR UP: Beyond Grad Personnel Survey administered in Year 6 (spring 2024).

Note. Response percentages may not total to 100% due to rounding. Respondents who selected I don't know/Not applicable were not included in this analysis. The number of respondents who selected I don't know/Not applicable for each item listed was <10, <10, <10, and 15, respectively. Scale used to determine mean rating: 1–Strongly disagree, 2–Disagree, 3–Agree, 4–Strongly agree. This question was only asked to Administrators and Counselor/Student Services. FAFSA – Free Application for Federal Student Aid.

## APPENDIX G: Statewide Initiatives Survey for Districts Analyses Technical Detail

**Table G.1 Survey Respondents by ESC, Year 6 (2023–24)**

Region	(n=212)
ESC 01 - Edinburg	7.5%
ESC 02 - Corpus Christi	6.1%
ESC 03 - Victoria	0.0%
ESC 04 - Houston	0.9%
ESC 05 - Beaumont	6.6%
ESC 06 - Huntsville	11.3%
ESC 07 - Kilgore	13.7%
ESC 08 - Mount Pleasant	0.0%
ESC 09 - Wichita Falls	8.0%
ESC 10 - Richardson	0.5%
ESC 11 - Fort Worth	4.2%
ESC 12 - Waco	0.0%
ESC 13 - Austin	0.0%
ESC 14 - Abilene	13.2%
ESC 15 - San Angelo	8.0%
ESC 16 - Amarillo	13.2%
ESC 17 - Lubbock	1.4%
ESC 18 - Midland	0.0%
ESC 19 - El Paso	0.0%
ESC 20 - San Antonio	5.2%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 6 (spring 2024).

Note. ESC – Education Service Center.

**Table G.2. Survey Respondents' Position by ESC, Year 6 (2023–24)**

Region	<i>n</i>	Administrator	Counselor /Student Success Support Staff	Curriculum & Instruction Coordinator	Other <sup>^</sup>
ESC 01 - Edinburg	( <i>n</i> =16)	62.5%	37.5%	0.0%	0.0%
ESC 02 - Corpus Christi	( <i>n</i> =13)	23.1%	61.5%	7.7%	7.7%
ESC 03 - Victoria	( <i>n</i> =0)	--	--	--	--
ESC 04 - Houston	( <i>n</i> <10)	50.0%	50.0%	0.0%	0.0%
ESC 05 - Beaumont	( <i>n</i> =14)	7.1%	92.9%	0.0%	0.0%
ESC 06 - Huntsville	( <i>n</i> =24)	20.8%	66.7%	0.0%	12.5%
ESC 07 - Kilgore	( <i>n</i> =29)	0.0%	93.1%	0.0%	6.9%
ESC 08 - Mount Pleasant	( <i>n</i> =0)	--	--	--	--
ESC 09 - Wichita Falls	( <i>n</i> =17)	0.0%	88.2%	0.0%	11.8%
ESC 10 - Richardson	( <i>n</i> <10)	0.0%	0.0%	0.0%	100%
ESC 11 - Fort Worth	( <i>n</i> <10)	0.0%	100.0%	0.0%	0.0%
ESC 12 - Waco	( <i>n</i> =0)	--	--	--	--
ESC 13 - Austin	( <i>n</i> =0)	--	--	--	--
ESC 14 - Abilene	( <i>n</i> =28)	7.1%	89.3%	0.0%	3.6%
ESC 15 - San Angelo	( <i>n</i> =17)	11.8%	88.2%	0.0%	0.0%
ESC 16 - Amarillo	( <i>n</i> =28)	3.6%	92.9%	0.0%	3.6%
ESC 17 - Lubbock	( <i>n</i> <10)	33.3%	33.3%	0.0%	33.3%
ESC 18 - Midland	( <i>n</i> =0)	--	--	--	--
ESC 19 - El Paso	( <i>n</i> =0)	--	--	--	--
ESC 20 - San Antonio	( <i>n</i> =11)	27.3%	63.6%	0.0%	9.1%
Overall	( <i>n</i> =212)	13.7%	79.7%	0.5%	6.1%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 6 (spring 2024).

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

<sup>^</sup>Examples of other responses included: Director of counseling (3), Superintendent (1), Director of special services including counseling (1), and CTE Director (1).

**Table G.3. Working at a Campus with a College Readiness Counselor by ESC, Year 6 (2023–24)**

Region	<i>n</i>	Yes	No	Don't Know
ESC 01 - Edinburg	( <i>n</i> =16)	75.0%	25.0%	0.0%
ESC 02 - Corpus Christi	( <i>n</i> =13)	76.9%	23.1%	0.0%
ESC 03 - Victoria	( <i>n</i> =0)	--	--	--
ESC 04 - Houston	( <i>n</i> <10)	50.0%	50.0%	0.0%
ESC 05 - Beaumont	( <i>n</i> =13)	53.8%	46.2%	0.0%
ESC 06 - Huntsville	( <i>n</i> =24)	54.2%	45.8%	0.0%
ESC 07 - Kilgore	( <i>n</i> =26)	65.4%	34.6%	0.0%
ESC 08 - Mount Pleasant	( <i>n</i> =0)	--	--	--
ESC 09 - Wichita Falls	( <i>n</i> =16)	62.5%	37.5%	0.0%
ESC 10 - Richardson	( <i>n</i> =0)	--	--	--
ESC 11 - Fort Worth	( <i>n</i> <10)	66.7%	33.3%	0.0%
ESC 12 - Waco	( <i>n</i> =0)	--	--	--
ESC 13 - Austin	( <i>n</i> =0)	--	--	--
ESC 14 - Abilene	( <i>n</i> =27)	92.6%	7.4%	0.0%
ESC 15 - San Angelo	( <i>n</i> =17)	76.5%	23.5%	0.0%
ESC 16 - Amarillo	( <i>n</i> =28)	75.0%	25.0%	0.0%
ESC 17 - Lubbock	( <i>n</i> <10)	66.7%	33.3%	0.0%
ESC 18 - Midland	( <i>n</i> =0)	--	--	--
ESC 19 - El Paso	( <i>n</i> =0)	--	--	--
ESC 20 - San Antonio	( <i>n</i> =11)	90.9%	9.1%	0.0%
Overall	( <i>n</i> =205)	71.7%	28.3%	0.0%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 6 (spring 2024).

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



**Table G.4. Partnering with External Organizations to Provide College/Career Advising Services by ESC, Year 6 (2023–24)**

Region	<i>n</i>	Yes	No	Don't Know
ESC 01 - Edinburg	( <i>n</i> =16)	81.3%	18.8%	0.0%
ESC 02 - Corpus Christi	( <i>n</i> =13)	61.5%	30.8%	7.7%
ESC 03 - Victoria	( <i>n</i> =0)	--	--	--
ESC 04 - Houston	( <i>n</i> <10)	0.0%	100.0%	0.0%
ESC 05 - Beaumont	( <i>n</i> =14)	42.9%	57.1%	0.0%
ESC 06 - Huntsville	( <i>n</i> =24)	50.0%	50.0%	0.0%
ESC 07 - Kilgore	( <i>n</i> =29)	37.9%	34.5%	27.6%
ESC 08 - Mount Pleasant	( <i>n</i> =0)	--	--	--
ESC 09 - Wichita Falls	( <i>n</i> =17)	35.3%	58.8%	5.9%
ESC 10 - Richardson	( <i>n</i> =0)	--	--	--
ESC 11 - Fort Worth	( <i>n</i> <10)	55.6%	44.4%	0.0%
ESC 12 - Waco	( <i>n</i> =0)	--	--	--
ESC 13 - Austin	( <i>n</i> =0)	--	--	--
ESC 14 - Abilene	( <i>n</i> =27)	44.4%	51.9%	3.7%
ESC 15 - San Angelo	( <i>n</i> =17)	11.8%	82.4%	5.9%
ESC 16 - Amarillo	( <i>n</i> =28)	50.0%	50.0%	0.0%
ESC 17 - Lubbock	( <i>n</i> <10)	33.3%	66.7%	0.0%
ESC 18 - Midland	( <i>n</i> =0)	--	--	--
ESC 19 - El Paso	( <i>n</i> =0)	--	--	--
ESC 20 - San Antonio	( <i>n</i> =11)	27.3%	72.7%	0.0%
Overall	( <i>n</i> =210)	44.3%	50.0%	5.7%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 6 (spring 2024).

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

**Table G.5. External Organizations That Districts Partner with to Provide College and Career/Career Advising Services by ESC, Year 6 (2023–24)**

Region	<i>n</i>	Advise Texas	CFES Brilliant Pathways	College Advising Corps	Other <sup>^</sup>
ESC 01 - Edinburg	( <i>n</i> =12)	33.3%	0.0%	16.7%	58.3%
ESC 02 - Corpus Christi	( <i>n</i> <10)	12.5%	0.0%	0.0%	100.0%
ESC 03 - Victoria	( <i>n</i> =0)	--	--	--	--
ESC 04 - Houston	( <i>n</i> =0)	--	--	--	--
ESC 05 - Beaumont	( <i>n</i> <10)	0.0%	0.0%	0.0%	100.0%
ESC 06 - Huntsville	( <i>n</i> =12)	16.7%	0.0%	0.0%	91.7%
ESC 07 - Kilgore	( <i>n</i> <10)	0.0%	0.0%	0.0%	100.0%
ESC 08 - Mount Pleasant	( <i>n</i> =0)	--	--	--	--
ESC 09 - Wichita Falls	( <i>n</i> <10)	0.0%	0.0%	0.0%	100.0%
ESC 10 - Richardson	( <i>n</i> =0)	--	--	--	--
ESC 11 - Fort Worth	( <i>n</i> <10)	0.0%	0.0%	0.0%	100.0%
ESC 12 - Waco	( <i>n</i> =0)	--	--	--	--
ESC 13 - Austin	( <i>n</i> =0)	--	--	--	--
ESC 14 - Abilene	( <i>n</i> =12)	0.0%	0.0%	0.0%	100.0%
ESC 15 - San Angelo	( <i>n</i> <10)	0.0%	0.0%	0.0%	100.0%
ESC 16 - Amarillo	( <i>n</i> =14)	0.0%	0.0%	0.0%	100.0%
ESC 17 - Lubbock	( <i>n</i> =0)	--	--	--	--
ESC 18 - Midland	( <i>n</i> =0)	--	--	--	--
ESC 19 - El Paso	( <i>n</i> =0)	--	--	--	--
ESC 20 - San Antonio	( <i>n</i> <10)	0.0%	0.0%	0.0%	100.0%
Overall	( <i>n</i> =85)	8.2%	0.0%	2.4%	92.9%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 6 (spring 2024).

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

ESC – Education Service Center.

<sup>^</sup>Examples of other responses included: Various colleges/universities (24), Texas workforce solutions (9), AmeriCorps (4), Texas Workforce Commission (4), Ranger Upward Bound (3), and Trio (3).

**Table G.6. How Often Counselors/Advisors Are Expected to Meet with Students by ESC, Year 6 (2023–24)**

Region	n	Less Than Once a Year	Once a Year	Once a Semester	Once a Quarter	Once a Month	I Don't Know/ I'm Not Sure	Other <sup>^</sup>
ESC 01 - Edinburg	(n=15)	0.0%	0.0%	46.7%	6.7%	26.7%	6.7%	13.3%
ESC 02 - Corpus Christi	(n=12)	0.0%	16.7%	25.0%	0.0%	16.7%	8.3%	33.3%
ESC 03 - Victoria	(n=0)	--	--	--	--	--	--	--
ESC 04 - Houston	(n<10)	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%
ESC 05 - Beaumont	(n=14)	0.0%	42.9%	28.6%	21.4%	0.0%	0.0%	7.1%
ESC 06 - Huntsville	(n=19)	0.0%	42.1%	26.3%	10.5%	10.5%	0.0%	10.5%
ESC 07 - Kilgore	(n=20)	5.0%	10.0%	40.0%	0.0%	15.0%	10.0%	20.0%
ESC 08 - Mount Pleasant	(n=0)	--	--	--	--	--	--	--
ESC 09 - Wichita Falls	(n=17)	0.0%	5.9%	11.8%	5.9%	35.3%	23.5%	17.6%
ESC 10 - Richardson	(n=0)	--	--	--	--	--	--	--
ESC 11 - Fort Worth	(n<10)	0.0%	50.0%	25.0%	0.0%	0.0%	25.0%	0.0%
ESC 12 - Waco	(n=0)	--	--	--	--	--	--	--
ESC 13 - Austin	(n=0)	--	--	--	--	--	--	--
ESC 14 - Abilene	(n=24)	0.0%	20.8%	37.5%	0.0%	25.0%	4.2%	12.5%
ESC 15 - San Angelo	(n=15)	0.0%	20.0%	13.3%	6.7%	13.3%	0.0%	46.7%
ESC 16 - Amarillo	(n=25)	0.0%	32.0%	8.0%	20.0%	8.0%	8.0%	24.0%
ESC 17 - Lubbock	(n<10)	0.0%	0.0%	66.7%	0.0%	0.0%	33.3%	0.0%
ESC 18 - Midland	(n=0)	--	--	--	--	--	--	--
ESC 19 - El Paso	(n=0)	--	--	--	--	--	--	--
ESC 20 - San Antonio	(n=11)	0.0%	9.1%	54.5%	9.1%	0.0%	0.0%	27.3%
Overall	(n=185)	0.5%	22.2%	28.1%	8.1%	14.6%	7.6%	18.9%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 6 (spring 2024).

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

<sup>^</sup>Examples of other responses included: As needed (10), Daily (10), and No set number of times (5).

**Table G.7. How Often Counselors/Advisors are Expected to Meet with Parents and Guardians by ESC, Year 6 (2023–24)**

Region	n	Less Than Once a Year	Once a Year	Once a Semester	Once a Quarter	Once a Month	I Don't Know/I'm Not Sure	Other <sup>^</sup>
ESC 01 - Edinburg	(n=15)	0.0%	26.7%	20.0%	20.0%	0.0%	26.7%	6.7%
ESC 02 - Corpus Christi	(n=12)	8.3%	50.0%	8.3%	8.3%	0.0%	16.7%	8.3%
ESC 03 - Victoria	(n=0)	--	--	--	--	--	--	--
ESC 04 - Houston	(n<10)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
ESC 05 - Beaumont	(n=14)	35.7%	50.0%	0.0%	7.1%	0.0%	0.0%	7.1%
ESC 06 - Huntsville	(n=20)	25.0%	55.0%	0.0%	0.0%	0.0%	5.0%	15.0%
ESC 07 - Kilgore	(n=20)	10.0%	30.0%	10.0%	0.0%	0.0%	30.0%	20.0%
ESC 08 - Mount Pleasant	(n=0)	--	--	--	--	--	--	--
ESC 09 - Wichita Falls	(n=17)	11.8%	35.3%	5.9%	0.0%	0.0%	35.3%	11.8%
ESC 10 - Richardson	(n=0)	--	--	--	--	--	--	--
ESC 11 - Fort Worth	(n<10)	37.5%	25.0%	0.0%	0.0%	0.0%	12.5%	25.0%
ESC 12 - Waco	(n=0)	--	--	--	--	--	--	--
ESC 13 - Austin	(n=0)	--	--	--	--	--	--	--
ESC 14 - Abilene	(n=26)	11.5%	50.0%	15.4%	0.0%	3.8%	0.0%	19.2%
ESC 15 - San Angelo	(n=16)	18.8%	25.0%	6.3%	0.0%	0.0%	12.5%	37.5%
ESC 16 - Amarillo	(n=25)	16.0%	60.0%	8.0%	0.0%	0.0%	8.0%	8.0%
ESC 17 - Lubbock	(n<10)	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	0.0%
ESC 18 - Midland	(n=0)	--	--	--	--	--	--	--
ESC 19 - El Paso	(n=0)	--	--	--	--	--	--	--
ESC 20 - San Antonio	(n=11)	18.2%	54.5%	0.0%	0.0%	0.0%	0.0%	27.3%
Overall	(n=189)	16.4%	42.9%	7.9%	2.6%	0.5%	12.7%	16.9%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 6 (spring 2024).

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

<sup>^</sup>Examples of other responses included: As needed (15), Not required (5), and Once in eighth grade and the end of senior year (2).

**Table G.8. How Often Counselors/Advisors are Expected to Meet with Students to Discuss Their Graduation Plans and/or Career Goals by ESC, Year 6 (2023–24)**

Region	n	Less Than Once a Year	Once a Year	Once a Semester	Once a Quarter	Once a Month	I Don't Know/ I'm Not Sure	Other <sup>^</sup>
ESC 01 - Edinburg	(n=15)	0.0%	33.3%	40.0%	6.7%	6.7%	6.7%	6.7%
ESC 02 - Corpus Christi	(n=12)	0.0%	16.7%	25.0%	8.3%	25.0%	8.3%	16.7%
ESC 03 - Victoria	(n=0)	--	--	--	--	--	--	--
ESC 04 - Houston	(n<10)	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ESC 05 - Beaumont	(n=14)	0.0%	78.6%	21.4%	0.0%	0.0%	0.0%	0.0%
ESC 06 - Huntsville	(n=20)	0.0%	75.0%	15.0%	0.0%	0.0%	5.0%	5.0%
ESC 07 - Kilgore	(n=20)	0.0%	35.0%	40.0%	0.0%	5.0%	10.0%	10.0%
ESC 08 - Mount Pleasant	(n=0)	--	--	--	--	--	--	--
ESC 09 - Wichita Falls	(n=17)	0.0%	41.2%	11.8%	17.6%	11.8%	17.6%	0.0%
ESC 10 - Richardson	(n=0)	--	--	--	--	--	--	--
ESC 11 - Fort Worth	(n<10)	0.0%	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%
ESC 12 - Waco	(n=0)	--	--	--	--	--	--	--
ESC 13 - Austin	(n=0)	--	--	--	--	--	--	--
ESC 14 - Abilene	(n=26)	0.0%	38.5%	23.1%	7.7%	7.7%	3.8%	19.2%
ESC 15 - San Angelo	(n=16)	6.3%	56.3%	12.5%	0.0%	6.3%	6.3%	12.5%
ESC 16 - Amarillo	(n=25)	0.0%	64.0%	8.0%	16.0%	0.0%	0.0%	12.0%
ESC 17 - Lubbock	(n<10)	0.0%	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%
ESC 18 - Midland	(n=0)	--	--	--	--	--	--	--
ESC 19 - El Paso	(n=0)	--	--	--	--	--	--	--
ESC 20 - San Antonio	(n=11)	9.1%	63.6%	27.3%	0.0%	0.0%	0.0%	0.0%
Overall	(n=189)	1.1%	51.9%	21.7%	6.3%	5.3%	5.3%	8.5%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 6 (spring 2024).

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

<sup>^</sup>Examples of other responses included: As needed (16) and Not required (5).

**Table G.9. How Often Counselors/Advisors are Expected to Meet with Parents or Guardians to Discuss Their Students' Career Goals by ESC, Year 6 (2023–24)**

Region	n	Less Than Once a Year	Once a Year	Once a Semester	Once a Quarter	Once a Month	I Don't Know/ I'm Not Sure	Other^
ESC 01 - Edinburg	(n=15)	0.0%	26.7%	20.0%	13.3%	0.0%	33.3%	6.7%
ESC 02 - Corpus Christi	(n=12)	16.7%	58.3%	16.7%	0.0%	8.3%	0.0%	0.0%
ESC 03 - Victoria	(n=0)	--	--	--	--	--	--	--
ESC 04 - Houston	(n<10)	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%
ESC 05 - Beaumont	(n=14)	57.1%	28.6%	0.0%	7.1%	0.0%	0.0%	7.1%
ESC 06 - Huntsville	(n=20)	30.0%	55.0%	0.0%	0.0%	0.0%	10.0%	5.0%
ESC 07 - Kilgore	(n=20)	25.0%	30.0%	10.0%	0.0%	0.0%	25.0%	10.0%
ESC 08 - Mount Pleasant	(n=0)	--	--	--	--	--	--	--
ESC 09 - Wichita Falls	(n=17)	23.5%	41.2%	0.0%	0.0%	0.0%	35.3%	0.0%
ESC 10 - Richardson	(n=0)	--	--	--	--	--	--	--
ESC 11 - Fort Worth	(n<10)	25.0%	50.0%	0.0%	0.0%	0.0%	12.5%	12.5%
ESC 12 - Waco	(n=0)	--	--	--	--	--	--	--
ESC 13 - Austin	(n=0)	--	--	--	--	--	--	--
ESC 14 - Abilene	(n=25)	20.0%	60.0%	4.0%	0.0%	0.0%	0.0%	16.0%
ESC 15 - San Angelo	(n=16)	37.5%	43.8%	0.0%	0.0%	0.0%	6.3%	12.5%
ESC 16 - Amarillo	(n=25)	24.0%	48.0%	4.0%	0.0%	0.0%	12.0%	12.0%
ESC 17 - Lubbock	(n<10)	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%
ESC 18 - Midland	(n=0)	--	--	--	--	--	--	--
ESC 19 - El Paso	(n=0)	--	--	--	--	--	--	--
ESC 20 - San Antonio	(n=11)	18.2%	63.6%	0.0%	0.0%	0.0%	0.0%	18.2%
Overall	(n=188)	25.0%	46.3%	4.8%	1.6%	0.5%	12.2%	9.6%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 6 (spring 2024).

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

^Examples of other responses included: As needed (11), No policy (3), At least 4 times a year (1).

**Table G.10. Grade Level When Counselors/Advisors are Expected to Initiate Conversations with Students about Graduation Plans and/or Career Goals by ESC, Year 6 (2023–24)**

Region	<i>n</i>	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	<i>I Don't Know/I'm Not Sure</i>
ESC 01 - Edinburg	( <i>n</i> =15)	20.0%	13.3%	46.7%	13.3%	0.0%	0.0%	0.0%	6.7%
ESC 02 - Corpus Christi	( <i>n</i> =12)	8.3%	16.7%	58.3%	16.7%	0.0%	0.0%	0.0%	0.0%
ESC 03 - Victoria	( <i>n</i> =0)	--	--	--	--	--	--	--	--
ESC 04 - Houston	( <i>n</i> <10)	0.0%	0.0%	100.0%	0.0%	--	--	--	--
ESC 05 - Beaumont	( <i>n</i> =14)	0.0%	14.3%	71.4%	14.3%	0.0%	0.0%	0.0%	0.0%
ESC 06 - Huntsville	( <i>n</i> =20)	15.0%	20.0%	60.0%	5.0%	0.0%	0.0%	0.0%	0.0%
ESC 07 - Kilgore	( <i>n</i> =20)	15.0%	5.0%	65.0%	5.0%	0.0%	0.0%	0.0%	10.0%
ESC 08 - Mount Pleasant	( <i>n</i> =0)	--	--	--	--	--	--	--	--
ESC 09 - Wichita Falls	( <i>n</i> =17)	11.8%	5.9%	76.5%	0.0%	0.0%	5.9%	0.0%	0.0%
ESC 10 - Richardson	( <i>n</i> =0)	--	--	--	--	--	--	--	--
ESC 11 - Fort Worth	( <i>n</i> <10)	0.0%	12.5%	62.5%	12.5%	0.0%	0.0%	0.0%	12.5%
ESC 12 - Waco	( <i>n</i> =0)	--	--	--	--	--	--	--	--
ESC 13 - Austin	( <i>n</i> =0)	--	--	--	--	--	--	--	--
ESC 14 - Abilene	( <i>n</i> =26)	3.8%	19.2%	57.7%	11.5%	3.8%	0.0%	3.8%	0.0%
ESC 15 - San Angelo	( <i>n</i> =16)	6.3%	6.3%	81.3%	6.3%	0.0%	0.0%	0.0%	0.0%
ESC 16 - Amarillo	( <i>n</i> =24)	4.2%	25.0%	54.2%	16.7%	0.0%	0.0%	0.0%	0.0%
ESC 17 - Lubbock	( <i>n</i> <10)	33.3%	0.0%	33.3%	33.3%	0.0%	0.0%	0.0%	0.0%
ESC 18 - Midland	( <i>n</i> =0)	--	--	--	--	--	--	--	--
ESC 19 - El Paso	( <i>n</i> =0)	--	--	--	--	--	--	--	--
ESC 20 - San Antonio	( <i>n</i> =11)	36.4%	9.1%	54.5%	0.0%	0.0%	0.0%	0.0%	0.0%
Overall	( <i>n</i> =188)	10.6%	13.8%	62.2%	9.6%	0.5%	0.5%	0.5%	2.1%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 6 (spring 2024).

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



**Table G.11. Grade Level When Counselors/Advisors are Expected to Initiate College/Career Advising Sessions with Parents by ESC, Year 6 (2023–24)**

Region	<i>n</i>	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	<i>I Don't Know/ I'm Not Sure</i>
ESC 01 - Edinburg	( <i>n</i> =15)	0.0%	13.3%	46.7%	26.7%	6.7%	0.0%	0.0%	6.7%
ESC 02 - Corpus Christi	( <i>n</i> =12)	8.3%	0.0%	83.3%	8.3%	0.0%	0.0%	0.0%	0.0%
ESC 03 - Victoria	( <i>n</i> =0)	--	--	--	--	--	--	--	--
ESC 04 - Houston	( <i>n</i> <10)	0.0%	0.0%	50.0%	50.0%	--	--	--	--
ESC 05 - Beaumont	( <i>n</i> =14)	0.0%	0.0%	71.4%	7.1%	7.1%	0.0%	7.1%	7.1%
ESC 06 - Huntsville	( <i>n</i> =20)	5.0%	0.0%	70.0%	5.0%	5.0%	0.0%	0.0%	15.0%
ESC 07 - Kilgore	( <i>n</i> =20)	0.0%	0.0%	55.0%	10.0%	0.0%	10.0%	0.0%	25.0%
ESC 08 - Mount Pleasant	( <i>n</i> =0)	--	--	--	--	--	--	--	--
ESC 09 - Wichita Falls	( <i>n</i> =17)	5.9%	0.0%	58.8%	5.9%	0.0%	5.9%	0.0%	23.5%
ESC 10 - Richardson	( <i>n</i> =0)	--	--	--	--	--	--	--	--
ESC 11 - Fort Worth	( <i>n</i> <10)	0.0%	0.0%	62.5%	0.0%	0.0%	0.0%	0.0%	37.5%
ESC 12 - Waco	( <i>n</i> =0)	--	--	--	--	--	--	--	--
ESC 13 - Austin	( <i>n</i> =0)	--	--	--	--	--	--	--	--
ESC 14 - Abilene	( <i>n</i> =26)	0.0%	3.8%	57.7%	11.5%	0.0%	11.5%	0.0%	15.4%
ESC 15 - San Angelo	( <i>n</i> =16)	6.3%	0.0%	56.3%	18.8%	6.3%	12.5%	0.0%	0.0%
ESC 16 - Amarillo	( <i>n</i> =25)	0.0%	4.0%	60.0%	24.0%	4.0%	0.0%	0.0%	8.0%
ESC 17 - Lubbock	( <i>n</i> <10)	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%
ESC 18 - Midland	( <i>n</i> =0)	--	--	--	--	--	--	--	--
ESC 19 - El Paso	( <i>n</i> =0)	--	--	--	--	--	--	--	--
ESC 20 - San Antonio	( <i>n</i> =11)	9.1%	18.2%	45.5%	9.1%	0.0%	9.1%	0.0%	9.1%
Overall	( <i>n</i> =189)	2.6%	3.2%	60.3%	13.2%	2.6%	4.8%	0.5%	12.7%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 6 (spring 2024).

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

**Table G.12. Districts with Counselors/Advisors to Support Middle School Transition to High School by ESC, Year 6 (2023–24)**

Region	<i>n</i>	Yes	No	Don't Know
ESC 01 - Edinburg	( <i>n</i> =15)	66.7%	13.3%	20.0%
ESC 02 - Corpus Christi	( <i>n</i> =12)	75.0%	8.3%	16.7%
ESC 03 - Victoria	( <i>n</i> =0)	--	--	--
ESC 04 - Houston	( <i>n</i> <10)	50.0%	50.0%	0.0%
ESC 05 - Beaumont	( <i>n</i> =14)	85.7%	14.3%	0.0%
ESC 06 - Huntsville	( <i>n</i> =20)	80.0%	15.0%	5.0%
ESC 07 - Kilgore	( <i>n</i> =20)	75.0%	0.0%	25.0%
ESC 08 - Mount Pleasant	( <i>n</i> =0)	--	--	--
ESC 09 - Wichita Falls	( <i>n</i> =17)	76.5%	17.6%	5.9%
ESC 10 - Richardson	( <i>n</i> =0)	--	--	--
ESC 11 - Fort Worth	( <i>n</i> <10)	25.0%	37.5%	37.5%
ESC 12 - Waco	( <i>n</i> =0)	--	--	--
ESC 13 - Austin	( <i>n</i> =0)	--	--	--
ESC 14 - Abilene	( <i>n</i> =26)	65.4%	23.1%	11.5%
ESC 15 - San Angelo	( <i>n</i> =16)	68.6%	25.0%	6.3%
ESC 16 - Amarillo	( <i>n</i> =25)	64.0%	24.0%	12.0%
ESC 17 - Lubbock	( <i>n</i> <10)	100.0%	0.0%	0.0%
ESC 18 - Midland	( <i>n</i> =0)	--	--	--
ESC 19 - El Paso	( <i>n</i> =0)	--	--	--
ESC 20 - San Antonio	( <i>n</i> =11)	90.9%	9.1%	0.0%
Overall	( <i>n</i> =189)	71.4%	16.9%	11.6%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 6 (spring 2024).

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

**Table G.13. Districts with Counselors/Advisors to Support High School Transition to College/Career by ESC, Year 6 (2023–24)**

Region	<i>n</i>	Yes	No	Don't Know
ESC 01 - Edinburg	( <i>n</i> =15)	93.9%	6.7%	0.0%
ESC 02 - Corpus Christi	( <i>n</i> =12)	91.7%	8.3%	0.0%
ESC 03 - Victoria	( <i>n</i> =0)	--	--	--
ESC 04 - Houston	( <i>n</i> <10)	100.0%	0.0%	0.0%
ESC 05 - Beaumont	( <i>n</i> =13)	69.2%	23.1%	7.7%
ESC 06 - Huntsville	( <i>n</i> =20)	80.0%	15.0%	5.0%
ESC 07 - Kilgore	( <i>n</i> =18)	77.8%	5.6%	16.7%
ESC 08 - Mount Pleasant	( <i>n</i> =0)	--	--	--
ESC 09 - Wichita Falls	( <i>n</i> =15)	86.7%	13.3%	0.0%
ESC 10 - Richardson	( <i>n</i> =0)	--	--	--
ESC 11 - Fort Worth	( <i>n</i> <10)	12.5%	50.0%	37.5%
ESC 12 - Waco	( <i>n</i> =0)	--	--	--
ESC 13 - Austin	( <i>n</i> =0)	--	--	--
ESC 14 - Abilene	( <i>n</i> =24)	75.0%	20.8%	4.2%
ESC 15 - San Angelo	( <i>n</i> =16)	75.0%	25.0%	0.0%
ESC 16 - Amarillo	( <i>n</i> =24)	79.2%	8.3%	12.5%
ESC 17 - Lubbock	( <i>n</i> <10)	66.7%	0.0%	33.3%
ESC 18 - Midland	( <i>n</i> =0)	--	--	--
ESC 19 - El Paso	( <i>n</i> =0)	--	--	--
ESC 20 - San Antonio	( <i>n</i> =11)	90.9%	9.1%	0.0%
Overall	( <i>n</i> =181)	77.9%	14.9%	7.2%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey for Districts administered in Year 6 (spring 2024).

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

**Table G.14. Familiarity with TEA's Effective Advising Framework by ESC, Year 6 (2023–24)**

Region	<i>n</i>	<i>Not at all Familiar</i>	<i>Slightly Familiar</i>	<i>Somewhat Familiar</i>	<i>Moderately Familiar</i>	<i>Very Familiar</i>	Mean
ESC 01 - Edinburg	( <i>n</i> =15)	40.0%	33.3%	26.7%	0.0%	0.0%	1.87
ESC 02 - Corpus Christi	( <i>n</i> =11)	36.4%	18.2%	36.4%	9.1%	0.0%	2.18
ESC 03 - Victoria	( <i>n</i> =0)	--	--	--	--	--	--
ESC 04 - Houston	( <i>n</i> <10)	50.0%	0.0%	50.0%	0.0%	0.0%	2.00
ESC 05 - Beaumont	( <i>n</i> =11)	36.4%	27.3%	36.4%	0.0%	0.0%	2.00
ESC 06 - Huntsville	( <i>n</i> =19)	31.6%	36.8%	31.6%	0.0%	0.0%	2.00
ESC 07 - Kilgore	( <i>n</i> =19)	42.1%	15.8%	31.6%	10.5%	0.0%	2.10
ESC 08 - Mount Pleasant	( <i>n</i> =0)	--	--	--	--	--	--
ESC 09 - Wichita Falls	( <i>n</i> =15)	20.0%	20.0%	53.3%	6.7%	0.0%	2.47
ESC 10 - Richardson	( <i>n</i> =0)	--	--	--	--	--	--
ESC 11 - Fort Worth	( <i>n</i> <10)	50.0%	37.5%	12.5%	0.0%	0.0%	1.63
ESC 12 - Waco	( <i>n</i> =0)	--	--	--	--	--	--
ESC 13 - Austin	( <i>n</i> =0)	--	--	--	--	--	--
ESC 14 - Abilene	( <i>n</i> =23)	21.7%	30.4%	43.5%	4.3%	0.0%	2.30
ESC 15 - San Angelo	( <i>n</i> =16)	6.3%	25.0%	37.5%	31.3%	0.0%	2.94
ESC 16 - Amarillo	( <i>n</i> =24)	41.7%	8.3%	37.5%	12.5%	0.0%	2.21
ESC 17 - Lubbock	( <i>n</i> <10)	33.3%	33.3%	33.3%	0.0%	0.0%	2.00
ESC 18 - Midland	( <i>n</i> =0)	--	--	--	--	--	--
ESC 19 - El Paso	( <i>n</i> =0)	--	--	--	--	--	--
ESC 20 - San Antonio	( <i>n</i> =11)	36.4%	36.4%	9.1%	18.2%	0.0%	2.09
Overall	( <i>n</i> =177)	32.2%	24.9%	34.5%	8.5%	0.0%	2.19

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 6 (spring 2024).

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–*Not at all familiar*, 2–*Slightly familiar*, 3–*Somewhat familiar*, 4–*Moderately familiar*, 5–*Very familiar*. TEA – Texas Education Agency. ESC – Education Service Center.

**Table G.15. Use of TEA’s Effective Advising Framework by ESC, Year 6 (2023–24)**

Region	<i>n</i>	Yes	No	<i>I Don’t Know/ I’m Not Sure</i>
ESC 01 - Edinburg	( <i>n</i> =15)	40.0%	46.7%	13.3%
ESC 02 - Corpus Christi	( <i>n</i> =11)	27.3%	27.3%	45.5%
ESC 03 - Victoria	( <i>n</i> =0)	--	--	--
ESC 04 - Houston	( <i>n</i> <10)	0.0%	100.0%	0.0%
ESC 05 - Beaumont	( <i>n</i> =11)	18.2%	45.5%	36.4%
ESC 06 - Huntsville	( <i>n</i> =19)	26.3%	42.1%	31.6%
ESC 07 - Kilgore	( <i>n</i> =19)	26.3%	26.3%	47.4%
ESC 08 - Mount Pleasant	( <i>n</i> =0)	--	--	--
ESC 09 - Wichita Falls	( <i>n</i> =15)	33.3%	33.3%	33.3%
ESC 10 - Richardson	( <i>n</i> =0)	--	--	--
ESC 11 - Fort Worth	( <i>n</i> <10)	12.5%	50.0%	37.5%
ESC 12 - Waco	( <i>n</i> =0)	--	--	--
ESC 13 - Austin	( <i>n</i> =0)	--	--	--
ESC 14 - Abilene	( <i>n</i> =23)	30.4%	34.8%	34.8%
ESC 15 - San Angelo	( <i>n</i> =16)	56.3%	31.3%	12.5%
ESC 16 - Amarillo	( <i>n</i> =24)	25.0%	33.3%	41.7%
ESC 17 - Lubbock	( <i>n</i> <10)	0.0%	33.3%	66.7%
ESC 18 - Midland	( <i>n</i> =0)	--	--	--
ESC 19 - El Paso	( <i>n</i> =0)	--	--	--
ESC 20 - San Antonio	( <i>n</i> =11)	27.3%	36.4%	36.4%
Overall	( <i>n</i> =177)	29.4%	36.7%	33.9%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 6 (spring 2024).

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

**Table G.16. Satisfaction with Implementation of TEA’s Effective Advising Framework by ESC, Year 6 (2023–24)**

Region	n	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied	Mean
ESC 01 - Edinburg	(n<10)	0.0%	0.0%	80.0%	20.0%	3.20
ESC 02 - Corpus Christi	(n<10)	0.0%	0.0%	33.3%	66.7%	3.67
ESC 03 - Victoria	(n=0)	--	--	--	--	--
ESC 04 - Houston	(n<10)	--	--	--	--	--
ESC 05 - Beaumont	(n<10)	0.0%	0.0%	100.0%	0.0%	3.00
ESC 06 - Huntsville	(n<10)	0.0%	0.0%	100.0%	0.0%	3.00
ESC 07 - Kilgore	(n<10)	0.0%	0.0%	25.0%	75.0%	3.75
ESC 08 - Mount Pleasant	(n=0)	--	--	--	--	--
ESC 09 - Wichita Falls	(n<10)	0.0%	50.0%	50.0%	0.0%	2.50
ESC 10 - Richardson	(n=0)	--	--	--	--	--
ESC 11 - Fort Worth	(n<10)	100.0%	0.0%	0.0%	0.0%	1.00
ESC 12 - Waco	(n=0)	--	--	--	--	--
ESC 13 - Austin	(n=0)	--	--	--	--	--
ESC 14 - Abilene	(n<10)	0.0%	0.0	85.7%	14.3%	3.14
ESC 15 - San Angelo	(n<10)	0.0%	12.5%	50.0%	37.5%	3.25
ESC 16 - Amarillo	(n<10)	0.0%	0.0%	83.3%	16.7%	3.17
ESC 17 - Lubbock	(n=0)	--	--	--	--	--
ESC 18 - Midland	(n=0)	--	--	--	--	--
ESC 19 - El Paso	(n=0)	--	--	--	--	--
ESC 20 - San Antonio	(n<10)	0.0%	0.0%	33.3%	66.7%	3.67
Overall	(n=47)	2.1%	6.4%	63.8%	27.7%	3.17

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 6 (spring 2024).

Note. Response percentages may not total to 100% due to rounding. This question was presented only to those respondents who selected Yes to the question, “Have you used TEA’s Effective Advising Framework?”. Scale used to determine mean rating: 1–Strongly dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly satisfied. TEA – Texas Education Agency. ESC – Education Service Center.

**Table G.17. Respondents Who Would Like More Information about TEA’s Effective Advising Framework by ESC, Year 6 (2023–24)**

Region	n	Yes
ESC 01 - Edinburg	(n=13)	92.3%
ESC 02 - Corpus Christi	(n=12)	75.0%
ESC 03 - Victoria	(n=0)	--
ESC 04 - Houston	(n<10)	100.0%
ESC 05 - Beaumont	(n=11)	81.8%
ESC 06 - Huntsville	(n=20)	80.0%
ESC 07 - Kilgore	(n=19)	73.7%
ESC 08 - Mount Pleasant	(n=0)	--
ESC 09 - Wichita Falls	(n=14)	78.6%
ESC 10 - Richardson	(n=0)	--
ESC 11 - Fort Worth	(n<10)	87.5%
ESC 12 - Waco	(n=0)	--
ESC 13 - Austin	(n=0)	--
ESC 14 - Abilene	(n=23)	73.9%
ESC 15 - San Angelo	(n=15)	46.7%
ESC 16 - Amarillo	(n=24)	66.7%
ESC 17 - Lubbock	(n<10)	100.0%
ESC 18 - Midland	(n=0)	--

ESC 19 - El Paso	(n=0)	--
ESC 20 - San Antonio	(n=11)	72.7%
Overall	(n=175)	74.9%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 6 (spring 2024).

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



**Table G.18. Satisfaction with College and Career Advising Services Offered by ESC, Year 6 (2023–24)**

Region	<i>n</i>	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied	Mean
ESC 01 - Edinburg	( <i>n</i> =11)	0.0%	9.1%	54.5%	0.0%	3.27
ESC 02 - Corpus Christi	( <i>n</i> =12)	8.3%	0.0%	50.0%	41.7%	3.25
ESC 03 - Victoria	( <i>n</i> =0)	--	--	--	--	--
ESC 04 - Houston	( <i>n</i> <10)	0.0%	0.0%	50.0%	50.0%	3.50
ESC 05 - Beaumont	( <i>n</i> =11)	0.0%	18.2%	72.7%	9.1%	2.90
ESC 06 - Huntsville	( <i>n</i> =19)	0.0%	5.3%	73.7%	21.1%	3.16
ESC 07 - Kilgore	( <i>n</i> =17)	0.0%	11.8%	76.5%	11.8%	3.00
ESC 08 - Mount Pleasant	( <i>n</i> =0)	--	--	--	--	--
ESC 09 - Wichita Falls	( <i>n</i> =15)	13.3%	0.0%	73.3%	13.3%	2.87
ESC 10 - Richardson	( <i>n</i> =0)	--	--	--	--	--
ESC 11 - Fort Worth	( <i>n</i> <10)	14.3%	14.3%	57.1%	14.3%	2.71
ESC 12 - Waco	( <i>n</i> =0)	--	--	--	--	--
ESC 13 - Austin	( <i>n</i> =0)	--	--	--	--	--
ESC 14 - Abilene	( <i>n</i> =22)	0.0%	9.1%	68.2%	22.7%	3.14
ESC 15 - San Angelo	( <i>n</i> =15)	0.0%	26.7%	53.3%	20.0%	2.93
ESC 16 - Amarillo	( <i>n</i> =23)	0.0%	8.7%	65.2%	26.1%	3.17
ESC 17 - Lubbock	( <i>n</i> <10)	0.0%	33.3%	0.0%	66.7%	3.33
ESC 18 - Midland	( <i>n</i> =0)	--	--	--	--	--
ESC 19 - El Paso	( <i>n</i> =0)	--	--	--	--	--
ESC 20 - San Antonio	( <i>n</i> =11)	0.0%	18.2%	36.4%	45.5%	3.27
Overall	( <i>n</i> =168)	2.4%	10.7%	62.5%	24.4%	3.09

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 6 (spring 2024).

Note. Response percentages may not total to 100% due to rounding. Scale used to determine mean rating: 1–Strongly dissatisfied, 2–Dissatisfied, 3–Satisfied, 4–Strongly satisfied. ESC – Education Service Center.

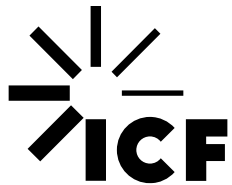
**Table G.19. Reasons Respondents Were Dissatisfied with College and Career Advising Offered by ESC, Year 6 (2023–24)**

Region	n	<i>The district did not have enough counselors/ advisors to effectively support students and their families.</i>	<i>There was a shortage of college and career advising resources for students and their families.</i>	<i>There was not enough time for counselors/ advisors to discuss college and career plans with students and their families.</i>	<i>Other^</i>
ESC 01 - Edinburg	(n<10)	0.0%	0.0%	100.0%	0.0%
ESC 02 - Corpus Christi	(n<10)	100.0%	0.0%	0.0%	0.0%
ESC 03 - Victoria	(n=0)	--	--	--	--
ESC 04 - Houston	(n=0)	--	--	--	--
ESC 05 - Beaumont	(n<10)	0.0%	0.0%	50.0%	50.0%
ESC 06 - Huntsville	(n<10)	100.0%	0.0%	0.0%	0.0%
ESC 07 - Kilgore	(n<10)	50.0%	0.0%	50.0%	0.0%
ESC 08 - Mount Pleasant	(n=0)	--	--	--	--
ESC 09 - Wichita Falls	(n<10)	50.0%	0.0%	50.0%	0.0%
ESC 10 - Richardson	(n=0)	--	--	--	--
ESC 11 - Fort Worth	(n<10)	50.0%	0.0%	50.0%	0.0%
ESC 12 - Waco	(n=0)	--	--	--	--
ESC 13 - Austin	(n=0)	--	--	--	--
ESC 14 - Abilene	(n<10)	0.0%	50%	50.0%	0.0%
ESC 15 - San Angelo	(n<10)	25.0%	0.0%	25.0%	50.0%
ESC 16 - Amarillo	(n<10)	0.0%	50.0%	50.0%	0.0%
ESC 17 - Lubbock	(n<10)	100.0%	0.0%	0.0%	0.0%
ESC 18 - Midland	(n=0)	--	--	--	--
ESC 19 - El Paso	(n=0)	--	--	--	--
ESC 20 - San Antonio	(n<10)	50.0%	0.0%	0.0%	50.0%
Overall	(n=22)	36.4%	9.1%	36.4%	18.2%

Source. GEAR UP: Beyond Grad Statewide Initiatives Survey administered in Year 6 (spring 2024).

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

^Examples of other responses included: I would love to select all of the above (1), There is not enough time for counselors to spend focused time on each student’s unique plan and needs (1).



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