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# West Virginia **GEARUP** Evaluation

School Personnel Survey  
Narrative Summary

July 30, 2010

*Revised:*  
November 2010

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For information about Edvantia research, products, or services, contact



P.O. Box 1348, Charleston, WV 25325 • 304.347.0400 • 800.624.9120 • fax 304.347.0487  
One Vantage Way, Suite C-200, Nashville, TN 37228 • 615.565.0101 • fax 615.565.0112  
[info@edvantia.org](mailto:info@edvantia.org) • [www.edvantia.org](http://www.edvantia.org)

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## School Personnel Survey

The GEAR UP evaluation team at Edvantia surveyed the personnel at GEAR UP schools ( $n = 46$ ) in Year 1 (2008-2009) and Year 2 (2009-2010) to gather information about their perceptions of the implementation and impact of the services and resources offered during the year through the GEAR UP program. The purpose of gathering this information was to provide formative input to GEAR UP program staff that will allow them to make any adjustments they deem necessary. This brief summary highlights the major findings from the data collected in the two survey administrations and presents recommendations to facilitate discussion about programmatic adjustments.

### Methods

With extensive feedback from GEAR UP staff at the West Virginia Higher Education Policy Commission (HEPC), the Edvantia evaluation team developed a 29-item questionnaire in Year 1 to capture the perceptions of school administrators, teachers, and counselors on the implementation and impact of the GEAR UP program in their schools. School personnel were asked about the quality of various GEAR UP services and resources; whether GEAR UP provided necessary, relevant, and useful professional development; and their perceptions of student academic development, and college and career awareness. The instrument was revised slightly in Year 2 to refine item wording and add some relevant questions. The Year 2 survey included 32 items.

The evaluation team administered the Web-based survey in May-June and August 2009 (Year 1) and May-June 2010 (Year 2) to WV GEAR UP school personnel via site coordinators, who were instructed to deliver the survey's Web link and instruction page to school principals, 6th- to 12th-grade teachers, and counselors. A reminder letter was also sent to West Virginia GEAR UP school principals requesting their assistance in delivering the Web survey link to relevant school personnel. In Year 2, weekly updates about the number of respondents by school were also sent to site coordinators to motivate and encourage increased participation in the survey. A total of 264 participants out of approximately 1,187 staff members teaching in the target grades completed the School Personnel Survey in Year 1 and 427 out of approximately 1,187 staff members teaching in the target grades in Year 2. Table 1 lists the number of survey respondents from each West Virginia GEAR UP school in both years.

**Table 1. Number of Participants by School**

School	County	Year 1	Year 2
Madison Middle School	Boone	6	11
Sherman High School	Boone	32	13
Sherman Junior High School	Boone	10	7
Clay High School	Clay	2	21
Clay Middle School	Clay	28	29
Duval PK-8 School	Lincoln	2	5
Guyan Valley Middle School	Lincoln	13	14
Hamlin PK-8 School	Lincoln	2	6
Harts Intermediate School	Lincoln	2	6
Lincoln County High School	Lincoln	6	16
Big Creek High School	McDowell	1	4
laeger High School	McDowell	4	5
Mt View High School	McDowell	4	2

School	County	Year 1	Year 2
Mt View Middle School	McDowell	--	1
Sandy River Middle School	McDowell	12	15
Southside K-8 School	McDowell	2	10
Burch High School	Mingo	8	5
Gilbert High School	Mingo	0	6
Kermit Area School	Mingo	0	2
Lenore K-8 School	Mingo	2	5
Matewan High School	Mingo	0	8
Matewan Middle School	Mingo	0	3
Mingo Career and Tech Center	Mingo	--	1
Tug Valley High School	Mingo	1	2
Williamson High School	Mingo	1	6
Williamson Middle School	Mingo	12	19
Geary Elementary/Middle School	Roane	1	6
Roane County High School	Roane	1	20
Spencer Middle School	Roane	10	10
Walton Elementary/Middle School	Roane	4	6
Summers High School	Summers	0	24
Summers Middle School	Summers	19	15
Diana Elementary School	Webster	1	1
Glade Middle School	Webster	4	6
Hacker Valley Elementary School	Webster	0	1
Webster County High School	Webster	5	16
Webster Springs Elementary School	Webster	1	2
Wirt County Middle School	Wirt	6	13
Wirt High School	Wirt	4	2
Baileysville Elementary/Middle School	Wyoming	0	1
Glen Fork Elementary/Middle School	Wyoming	1	1
Herndon Consolidated School	Wyoming	1	5
Huff Consolidated	Wyoming	9	1
Mullens Middle School	Wyoming	1	13
Oceana Middle School	Wyoming	7	6
Pineville Middle School	Wyoming	0	2
Road Branch Elementary/Middle School	Wyoming	5	4
Westside High School	Wyoming	11	29
Wyoming County Career and Tech Center	Wyoming	--	1
Wyoming County East High School	Wyoming	22	20
<b>Total Respondents</b>		<b>264</b>	<b>427</b>

## Major Findings

The major findings of the School Personnel Survey are presented in this section. Findings are organized by survey section; data from both Year 1 and Year 2 are reported to allow for comparisons over time, where appropriate.

## Reach of Services

The survey asked participants to report how often they had been involved in GEAR UP activities on a 5-point scale of 1 (*never*), 2 (*only 1-2 times*), 3 (*quarterly*), 4 (*monthly*), and 5 (*weekly or more often*). Table 2 presents the percentages of the GEAR UP activity participation in both years. The percentages of respondents reporting “Never” decreased from Year 1 to Year 2 for most of the activities except “computer-assisted lab” and “teacher professional development”. The percentage of respondents reporting *monthly* participation in “cultural events or activities” and “counseling, advising, academic planning, and/or career counseling” increased from Year 1 to Year 2. The percentage of monthly participation in “teacher professional development” decreased from 33% in Year 1 to 19% in Year 2.

**Table 2. Percentage of Participation in GEAR UP Activities**

Activities	Never		Only 1-2 times		Quarterly		Monthly		Weekly or more often	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
College visit and/or college student shadowing	50%	47%	35%	42%	7%	4%	1%	1%	1%	1%
Computer-assisted lab	20%	22%	15%	15%	8%	9%	16%	15%	36%	32%
Counseling, advising, academic planning, and/or career counseling	31%	23%	19%	23%	7%	7%	13%	17%	22%	23%
Cultural events or activities	32%	20%	38%	41%	13%	15%	8%	14%	3%	2%
Curriculum development	--	30%	--	24%	--	13%	--	14%	--	12%
Dual credit	--	73%	--	9%	--	4%	--	1%	--	6%
Educational field trips	32%	29%	51%	47%	10%	15%	2%	3%	1%	0%
Family events or activities	30%	26%	35%	35%	19%	20%	7%	6%	3%	7%
Financial aid counseling or advising	--	60%	--	19%	--	7%	--	4%	--	3%
Job site visits and/or job shadowing	72%	70%	17%	17%	2%	4%	2%	1%	2%	2%
Mentoring	42%	46%	13%	17%	4%	6%	10%	6%	22%	17%
Summer programs	74%	69%	16%	13%	0%	3%	2%	1%	2%	2%
Teacher professional development	6%	11%	18%	27%	30%	29%	33%	19%	8%	7%
Tutoring, homework assistance, and/or academic enrichment	22%	22%	16%	17%	6%	7%	5%	11%	47%	34%
Workshops on college planning and/or financial aid	64%	58%	24%	21%	4%	8%	3%	2%	0%	1%

When asked how information about GEAR UP was shared with students, parents, or school personnel (Table 3), most respondents reported that GEAR UP information was shared through *literature such as brochures, pamphlets, flyers, letters, and so on* for students and for parents in both years. As in Year 1, respondents in Year 2 were less likely to see GEAR UP information being shared with students, parents, or school personnel via *advertisements* or *automated calling services*. The percentage of respondents reporting *school and community events* increased substantially in Year 2. Most of the Year 2 respondents reported that *word of mouth* and *school announcements* were used in their schools (63% and 69% respectively). These items were not available in the Year 1 survey.

**Table 3. Use of Communication Strategies for Sharing GEAR UP Information with Students, Parents, or School Personnel**

Communication Resource Shared	Year 1		Year 2	
	%	n	%	n
Literature (brochures, pamphlets, flyers, letters, e-newsletters, and so on) for teachers	56%	148	53%	227
Literature (brochures, pamphlets, flyers, letters, other direct mail, and so on) for students	74%	196	70%	299
Literature (brochures, pamphlets, flyers, letters, other direct mail, and so on) for parents	66%	175	64%	273
Newsletters	34%	90	31%	133
School and community events	45%	118	57%	243
Advertisements (TV, radio, newspaper)	11%	30	13%	54
Website announcements	24%	64	28%	119
Automated calling service	15%	40	17%	71
Word of mouth	--	--	63%	269
Promotional items (flash drives, t-shirts, and so on)	--	--	53%	228
School announcements	--	--	69%	296
Media outreach (TV interview, radio interview, news release)	--	--	9%	40
Other: e.g., banners, announcements during assemblies, bulletin boards, et al.	6%	17	2%	10

### Professional Development

Participants were asked to indicate whether they received professional development (PD) in different areas and further to indicate the resources sponsoring that professional development (Table 4). The percentage of respondents who reported that they received professional development through GEAR UP increased, while the percentage of respondents who received professional development through other grant, school, district, or personal resources, or unknown resources decreased in all areas from Year 1 to Year 2. However, the percentage of respondents reporting that they did not participate in professional development increased in all surveyed areas in Year 2. The Year 2 survey added two new items: parent engagement and P-20 initiatives. About 14% of the Year 2 respondents received professional development in parent engagement and 9% in P-20 initiatives through GEAR UP resources. GEAR UP project records indicate that for site coordinators, roughly the same number participated in professional development activities related to P-20 initiatives and to parent engagement. School personnel may have reported lower participation rates in P-20 initiatives than in parent engagement in part because “P-20” is a term from the realm of higher education with which K-12 school staff may not yet be familiar. However, K-12 staff may be familiar with the concept of providing services and support from pre-school to college/career.

**Table 4. Percentage of Respondents Receiving Professional Development from Different Sources**

Professional Development Topic	Yes, through GEAR UP resources		Yes, through other grant, school, district, or personal resources		Yes, but I do not know what resources were used to provide the PD		No, I have not received that kind of PD this year	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
Your academic content area(s)	8%	17%	47%	36%	25%	23%	19%	26%
Classroom management	3%	4%	34%	22%	20%	17%	37%	48%
Hands-on instructional strategies	7%	13%	45%	33%	28%	26%	17%	26%
Project-based learning (PBL)	5%	10%	44%	33%	28%	26%	19%	27%
Assessment strategies	4%	7%	45%	36%	31%	27%	16%	25%
21st Century learning skills	9%	15%	56%	41%	31%	30%	5%	11%
Instructional technology (equipment)	18%	26%	52%	35%	27%	24%	8%	17%
Technology integration	15%	24%	51%	35%	29%	26%	9%	16%
Curriculum alignment	3%	5%	43%	29%	24%	22%	26%	36%
Tutoring or mentoring (for students)	10%	12%	24%	18%	13%	12%	49%	59%
Study skills (for students)	5%	9%	25%	17%	13%	11%	50%	53%
Test preparation	5%	7%	41%	29%	26%	25%	26%	31%
Parent engagement	--	14%	--	19%	--	11%	--	49%
P-20 initiatives	--	9%	--	9%	--	4%	--	62%
Other: e.g. College summit, National Board renewal, et al.	2%	1%	9%	2%	2%	2%	13%	29%

Using a 4-point scale from *not at all* to *a great deal*, participants were asked to report the extent to which West Virginia GEAR UP professional development had prepared them to engage in instructional and student support activities. The percentage of respondents answering “*not at all*” decreased while the percentage of respondents who answered “*a great deal*” increased for all activities in Year 2 (Table 5). The independent samples t-test (excluding the respondents who did not participate in those professional development areas) revealed that the Year 2 respondents rated the training significantly better in terms of preparing them than did Year 1 respondents in all of the areas common to both years (Table 6).

**Table 5. Respondents Ratings of the Extent to which GEAR UP Professional Development Prepared Them**

Target of Preparation	Not At All		A Little		Somewhat		A Great Deal		N/A did not participate	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
College access	--	15%	--	13%	--	23%	--	26%	--	24%
Hands-on instruction	20%	16%	13%	15%	20%	23 %	13%	20%	35%	23%
Tutoring	24%	21%	11%	10%	17%	26 %	11%	19%	38%	25%
Mentoring students	23%	19%	11%	12%	17%	25 %	12%	20%	36%	24%
Using technology	17%	13%	6%	8%	19%	24 %	27%	36%	31%	19%
Integrating 21st Century learning skills	17%	12%	8%	9%	20%	24 %	23%	34%	32%	19 %
Integrating instructional technology in classroom instruction	17%	13%	7%	9%	23%	25 %	21%	34%	31%	18 %
Parent engagement	--	20%	--	13%	--	26%	--	15%	--	25%

**Table 6. Comparison of Mean Professional Development Preparation Ratings (Year 1 and Year 2)**

Target of Preparation	Year 1			Year 2			t (df)	p	Cohen's d
	N	Mean	SD	N	Mean	SD			
College access	--	--	--	298	2.78	1.11	--	--	--
Hands-on instruction	159	2.40	1.12	298	2.64	1.09	-2.24 (455)	.025	0.18
Tutoring	152	2.24	1.14	285	2.57	1.15	-2.92 (435)	.004	0.34
Mentoring students	155	2.30	1.15	290	2.60	1.14	-2.64 (443)	.009	0.26
Using technology	170	2.80	1.20	317	3.03	1.09	-2.04 (317)	.042	0.17
Integrating 21st Century learning skills	169	2.74	1.17	314	3.00	1.07	-2.43 (318)	.016	0.26
Integrating instructional technology in classroom instruction	166	2.72	1.15	317	2.99	1.08	-2.52 (317)	.012	0.26
Parent engagement	--	--	--	282	2.48	1.10	--	--	--

The survey then asked the participants to indicate what additional professional development activities would be most beneficial to them. Of the Year 2 respondents, 39 answered the question (compared to 67 in Year 1). In both years, the majority of respondents thought that technology integration would be the most beneficial PD. The other professional development activities/topics that the Year 2 respondents perceived to be most beneficial were parent involvement ( $n = 6$ ), project-based learning plans ( $n = 3$ ), and classroom management ( $n = 2$ ).

### Quality, Relevance, and Usefulness of Services

Participants were asked to rate the quality, relevance, and usefulness of services they, their students, and parents received through the West Virginia GEAR UP grant on a 5-point scale (from *very poor* to *very good*). An option of "NA, no service received" was also provided. The percentage of respondents who assigned ratings of "good" or "very good" increased in Year 2 for the quality, relevance, and usefulness of services students and school personnel themselves received (see Table 7). The majority

of the Year 2 respondents also assigned ratings of “good” or “very good” on the quality, relevance, and usefulness of the services parents received (questions that were not included in the Year 1 survey).

**Table 7. Respondents Reporting the Good or Very Good Quality, Relevance, and Usefulness of GEAR UP Services**

Items	“Good” or “Very good”	
	Year 1	Year 2
Quality of services you have received	50%	68%
Quality of services your students have received	71%	78%
Quality of services parents have received	--	70%
Relevance of services your students have received	72%	79%
Relevance of services parents have received	--	69%
Usefulness of services your students have received	70%	80%
Usefulness of services parents have received	--	70%

The majority of the respondents were aware that resources had been made available at their schools (80% for both years). Slightly more than half of the Year 1 respondents (56.7%) reported that they had used these resources; however, the percentage increased to 71% in Year 2. Resources the Year 2 participants had used included computer technology, lesson plans, college trips/visits, and other technology equipment, among others.

### Impact of GEAR UP Project

Participants were asked to rate the extent to which student interest and involvement in school had been different this year than in the previous year on a 5-point scale from *much worse* to *much better*. Figures 1 and 2 present the percentages of respondents reporting changes in student interest and involvement in school for both years. The percentage of respondents answering “no change” in student interest increased from 29% in Year 1 to 35% in Year 2. The percentage of respondents who answered “somewhat better” decreased from 56% to 48%. The percentages of respondents who selected other answers (“much worse,” “somewhat worse,” and “much better”) only increased very slightly (Figure 1). Similarly, the percentage of respondents who answered “no change” in student involvement increased and those answered “somewhat better” decreased from Year 1 to Year 2 (Figure 2). However, the percentage of respondents who answered “much better” increased from 10% in Year 1 to 14% in Year 2.

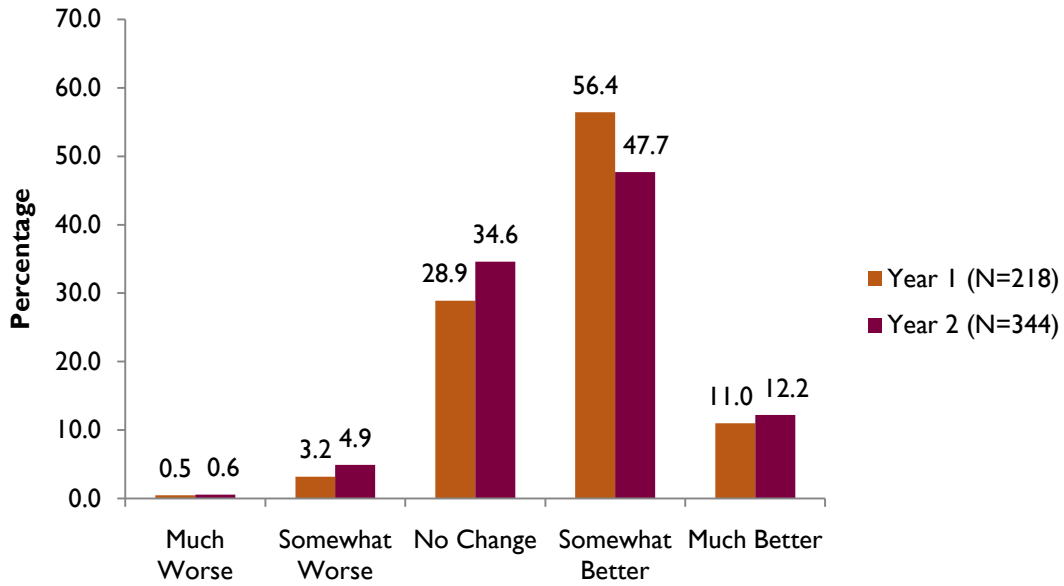


Figure 1. Respondents reporting changes in student interest in Years 1 and 2.

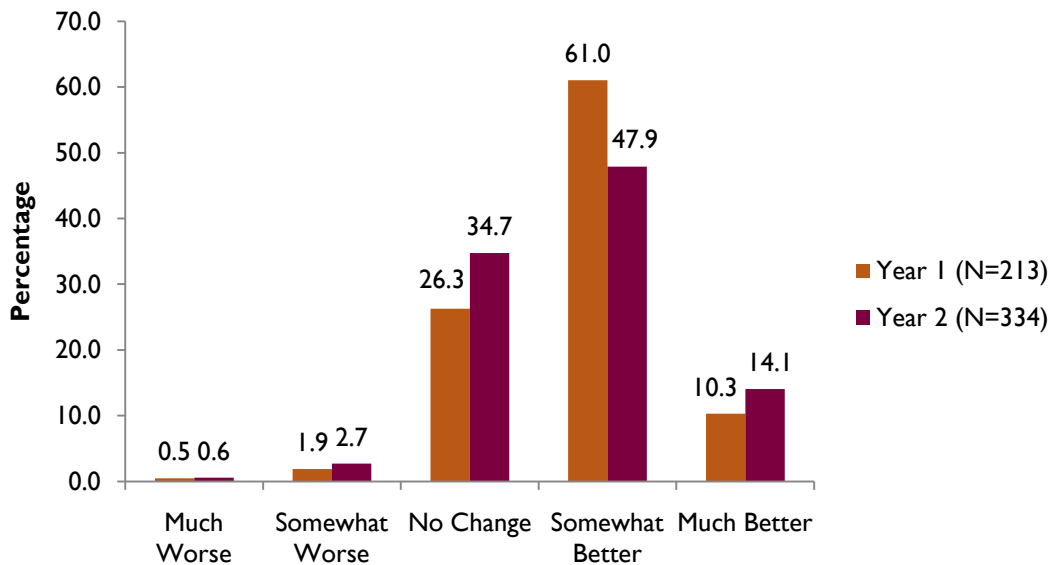


Figure 2. Respondents reporting changes in student involvement in Years 1 and 2.

Figures 3 and 4 present respondents' perceptions of changes in students' career awareness and interest; Figure 5 presents their perceptions of changes in students' college awareness. When asked to rate the extent to which career awareness had been different this year than in the previous year (Figure 3), the percentage of respondents who answered "somewhat better" increased slightly and the percentage of those who answered "much better" decreased slightly from Year 1 to Year 2. The percentage of respondents reporting that student career interest was "much better" also decreased from 16.8% in Year 1 to 12.3% in Year 2 (Figure 4). The percentage of respondents reporting students' college awareness was "much better" increased from Year 1 to Year 2 (Figure 5).

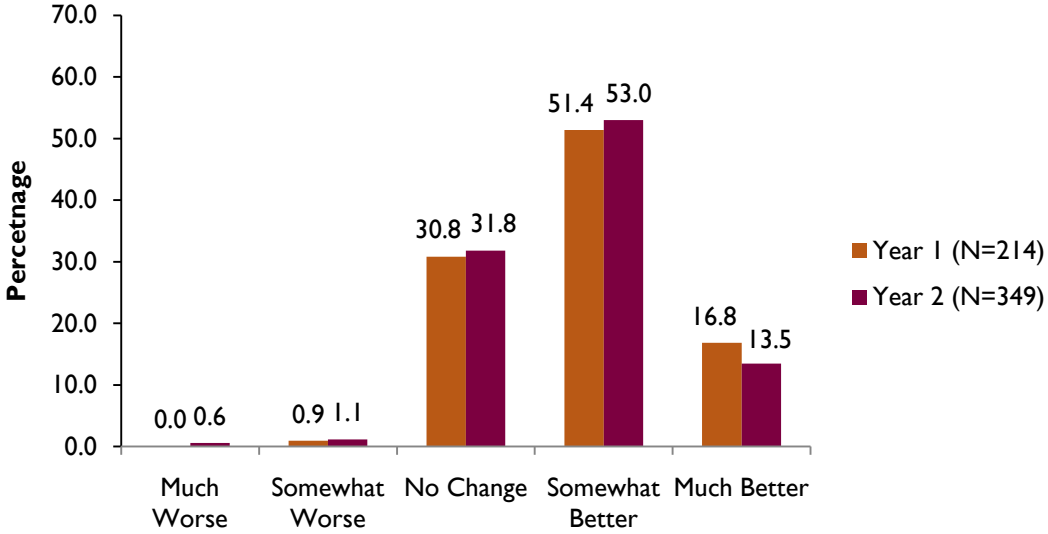


Figure 3. Respondents reporting changes in students' career awareness in Years 1 and 2.

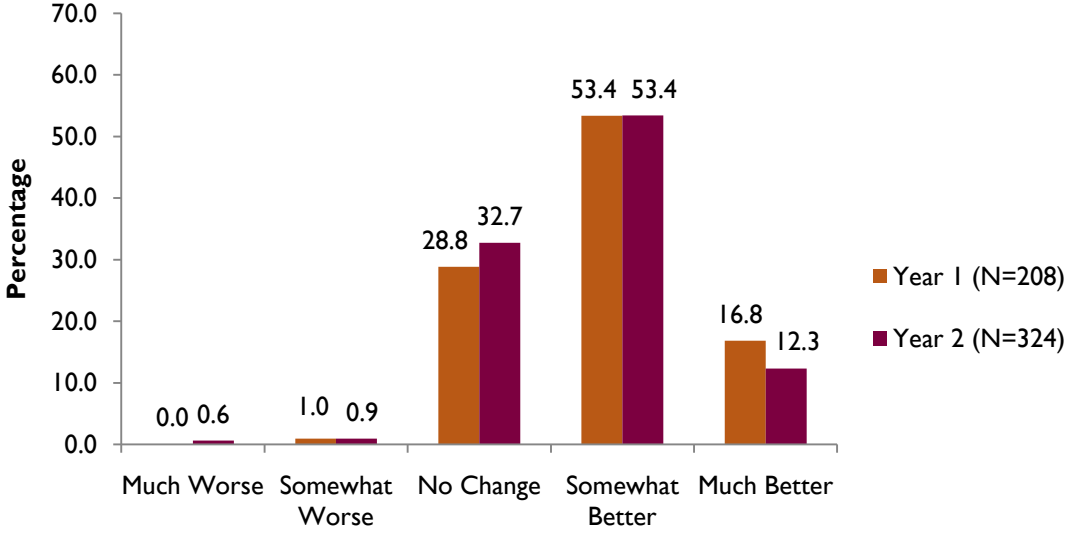


Figure 4. Respondents reporting changes in students' career interest in Years 1 and 2.

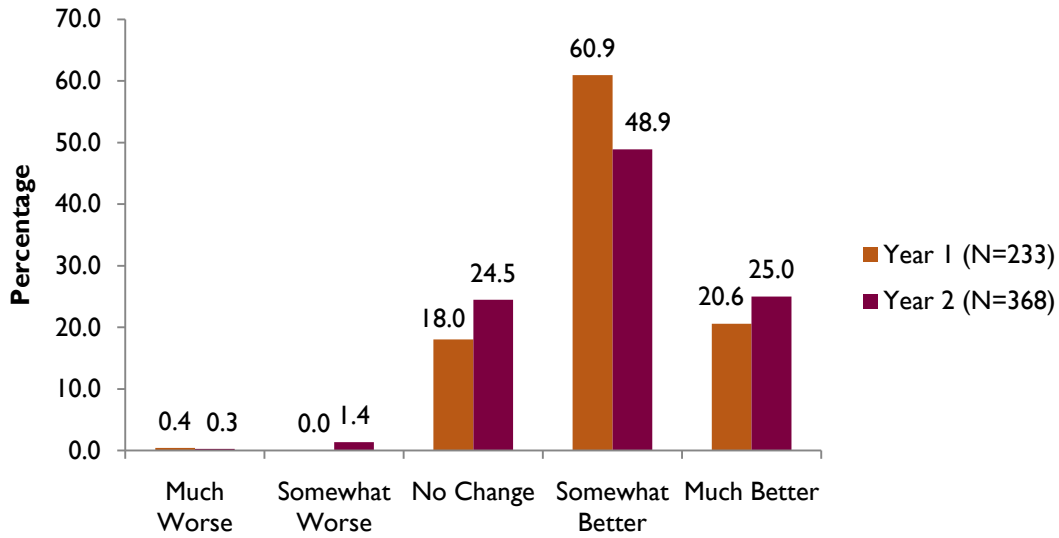


Figure 5. Respondents reporting changes in students' college awareness in Years 1 and 2.

The Year 2 participants were also asked to rate the extent to which parent interest and involvement in school had been different this year than in the previous year (Figure 6). More than one-third of respondents reported that parents' school interest and involvement were "somewhat better" in this year than in the last year (35.9% and 37.4% respectively). Slightly more than half of the respondents believed that parents' school interest and involvement did not change over the past year. A small percentage (3-4%) of the respondents reported that parents' interest and involvement were worse in this year than the last year. However, almost the same percentage of the respondents believed that parents' interest and involvement were "much better" this year.

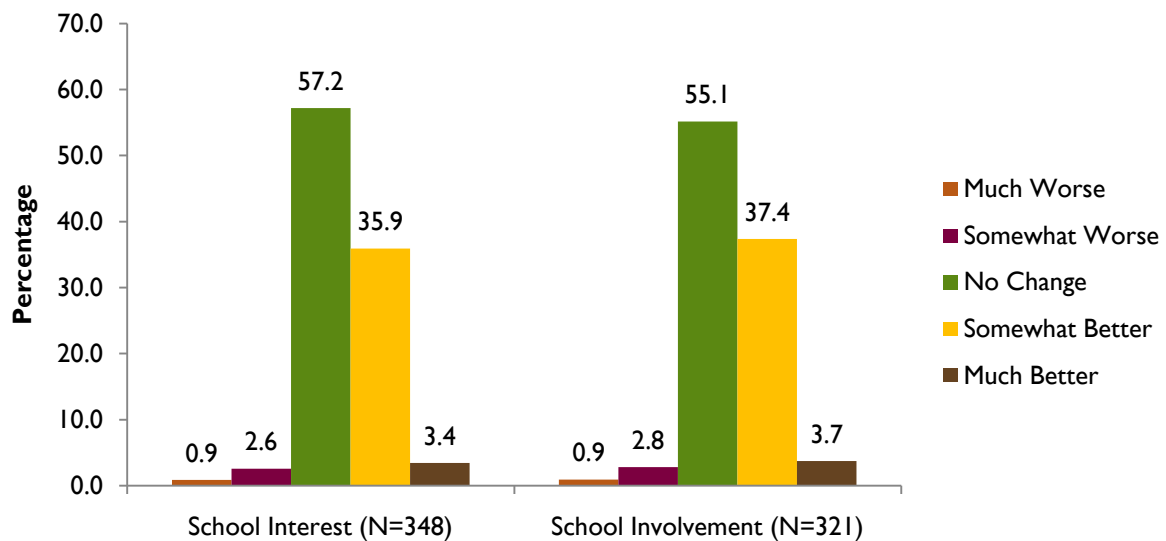


Figure 6. Respondents reporting changes in parents' school interest and involvement in Year 2.

When asked about the impact of the West Virginia GEAR UP project in their school, county, and/or community, the percentage of respondents who “*strongly agree*” that the program is having a positive impact increased from Year 1 to Year 2 (Figure 7). The percentage of respondents who reported “*not sure*” or “*agree*” decreased in Year 2.

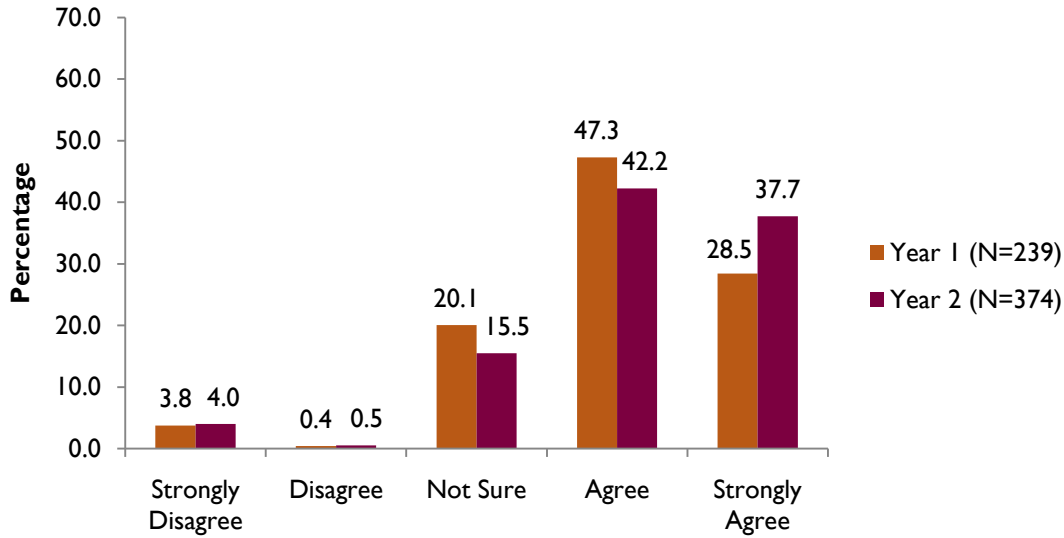
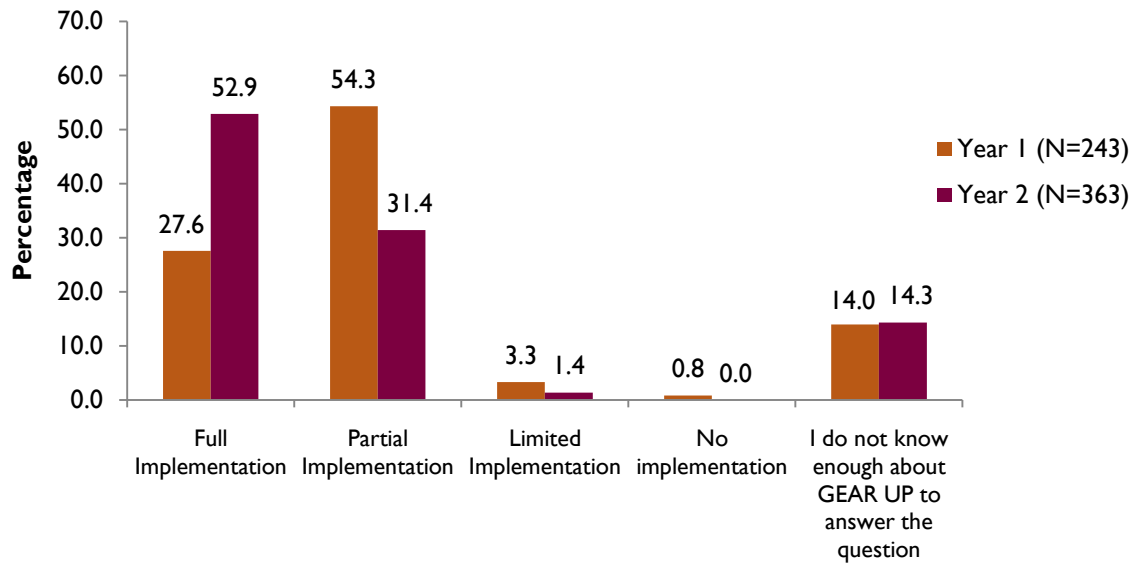


Figure 7. Respondents reporting positive impact of GEAR UP in Years 1 and 2.

### Implementation of West Virginia GEAR UP

The percentage of respondents who thought that the West Virginia GEAR UP project had been *fully implemented* in their schools almost doubled in Year 2 (Figure 8). The percentage of respondents reporting that the GEAR UP project was *partially implemented* in their schools decreased from 54% to 31% in Year 2. No respondents believed that the GEAR UP project was *not implemented* in Year 2, compared to 0.8% in Year 1. However, an equivalent proportion of respondents (about 14%) in both years stated that they did not know enough about GEAR UP to respond to the question.



**Figure 8. Respondents reporting each level of implementation of the West Virginia GEAR UP project.**

### Challenges and Solutions

When asked whether they noticed any challenges with regard to the West Virginia GEAR UP grant at their schools, 14% of the respondents in Year 2 answered “yes” (compared to 27% in Year 1). Respondents were then asked to give a brief description of the problems they had noticed. Sixty-four respondents answered this question in Year 1 and 46 in Year 2. The major challenges reported by Year 2 respondents included:

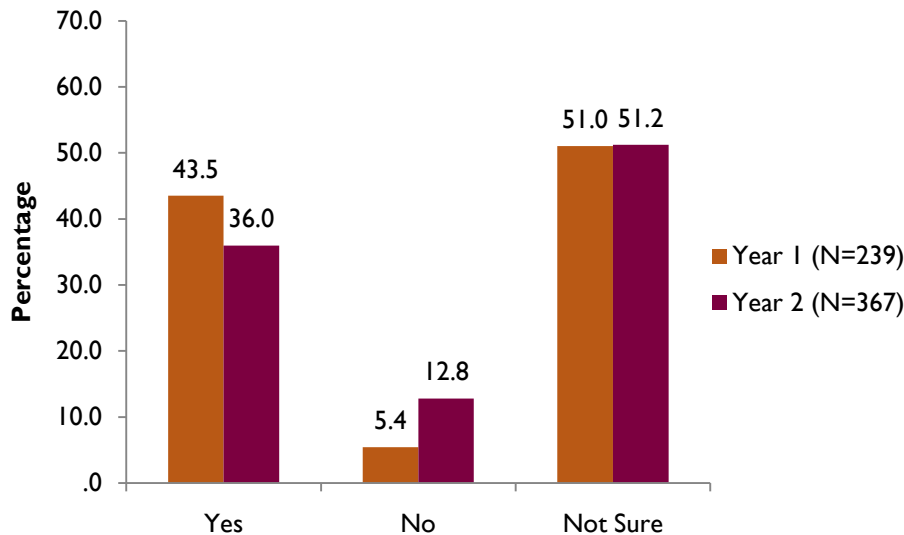
- getting parents involved ( $n = 9$ )
- motivating students to participate in the after-school tutoring or other GEAR UP activities ( $n = 8$ )
- dealing with abundant paperwork ( $n = 3$ )
- getting the teachers to become more involved and trained ( $n = 3$ )
- feeling that site coordinators were overwhelmed and in need of support from office staff ( $n = 3$ )

The major challenge reported by Year 1 respondents, i.e., “GEAR UP money could be used only on students and teachers in certain grades,” did not emerge in Year 2.

Out of the respondents who reported challenges, 27.7% of Year 2 respondents reported that the problems had not yet been resolved (compared to 48.9% who responded similarly in Year 1). About 29.8% of Year 2 respondents reported that problems had been resolved completely (compared to about 13% in Year 1). About 19% of Year 2 respondents thought the problems had been mostly resolved (14% in Year 1), and 23.4% of Year 2 respondents believed a few of the problems had been resolved (similar to the 23.3% in Year 1). Respondents indicated that some problems were resolved after receiving assistance from the school administrators and staff, who backed the GEAR UP coordinator, by offering incentives to participating students and parents. Although many of the

problems were not completely resolved, respondents believed that the West Virginia GEAR UP project was implemented as planned, albeit slowly.

When asked about whether the current West Virginia GEAR UP activities were sustainable beyond the end of the grant, the percentage of respondents who answered “yes” decreased and the percentage of respondents who answered “no” increased in Year 2 (Figure 9). However, most respondents in both years (about 51%) were not sure whether the activities were sustainable.



**Figure 9. Respondents reporting whether the current West Virginia GEAR UP activities were sustainable beyond the end of the grant in Year 1 and 2.**

Participants were given an opportunity to elaborate on their ideas of changes they would suggest for the West Virginia GEAR UP project. About one fourth ( $n = 103$ ) of Year 2 participants responded to this item. In Year 2, as in Year 1, there was a sizeable portion ( $n = 24$ , or about 23%) of respondents who believed that the West Virginia GEAR UP project should include all grades and teachers. The largest portion ( $n = 27$ , or about 26%) of the Year 2 respondents reported that the project was working well or no changes were needed. However, some of the Year 2 respondents commented on money distribution issues and some even expressed conflicting ideas. Some believed that “the money should come directly to the school to make it more efficient” or “provide more money for cultural visits and college visits” while others commented that the spending and budget could be more flexible or money should be put in the students’ hands. Some of the Year 2 respondents wanted to see more information about the West Virginia GEAR UP program provided to teachers. Other Year 2 respondents reported that students should be given more opportunities to experience more and that the colleges could be more proactive in engaging the visiting students on the college tours.

## Conclusions and Recommendations

Findings from the School Personnel Survey indicated that the West Virginia GEAR UP program experienced a successful implementation and made improvements in many areas in the second year. Highlights of the successful implementation and improvements include the following:

- West Virginia GEAR UP resources were distributed in schools and were being used by school personnel. School personnel continued participating in various GEAR UP activities. From Year 1 to Year 2, there was significantly more participation in cultural events and activities.
- More school personnel received professional development through the West Virginia GEAR UP program in different topics in the second year than in the first year. Second year respondents were also more satisfied with the professional development provide by West Virginia GEAR UP, compared to first year respondents.
- School personnel believed that the services provided for themselves, their students, and parents were useful, relevant, and of high quality.
- Student involvement and interest in school seemed to be consistently improved. Students were perceived as being more aware of college and career opportunities. School personnel also believed that parent involvement and interest in school was improved.
- In the second year, more school personnel perceived the West Virginia GEAR UP program to be having a positive impact in their school, county, and/or community.
- The majority of the participants believed that West Virginia GEAR UP had been implemented fully or partially in their school and was running smoothly. Many more participants thought that West Virginia GEAR UP was fully implemented in their schools in the second year compared with the first year.

The survey results also revealed some challenges to implementation within the schools. School personnel seemed to participate in mentoring and professional development activities less frequently in the second year than in the first year. School personnel would like West Virginia GEAR UP to provide more professional development in technology, parent involvement, project-based learning plans, and classroom management. Some school personnel believed that the GEAR UP program should cover all grades in their schools. Parent involvement, which was perceived to be necessary for successful implementation of GEAR UP, was also perceived to be a problem by some school personnel. Student involvement in after-school tutoring needs to be increased. Participants seemed to be less optimistic about the sustainability of the GEAR UP program after the second year.

The evaluation team makes the following recommendations (if the budget permits) to West Virginia GEAR UP staff based on the results of the School Personnel Survey:

- Continue to invest in intensive efforts to help school staff understand the purpose of the project as well as the rationale for the grades served and activities offered and how the funds could be used. This effort may be made easier in Year 3 by virtue of the program's planned move from operation in both middle and high schools to operation in high schools only.
- Coordinate with colleges to make sure that the college trips/visits are as useful as possible to students.
- Find ways to motivate students and teachers to be involved in GEAR UP-sponsored activities. For instance, staff could work with site coordinators to identify the primary reasons some students do not attend the after-school tutoring program and brainstorm ways to improve the attendance rates.

- Continue to provide relevant professional development to school personnel, especially in topics such as technology integration, parent involvement, project-based learning plans, and classroom management.
- Consider renaming references to P-20 initiatives and activities to ensure broad understanding of the concept while the term “P-20” becomes more familiar to K-12 audiences. For instance, the term “PK to college/career” could be substituted.
- Continue efforts to improve parent involvement by publicizing West Virginia GEAR UP via websites, TV advertisements, and through other local outlets (e.g., churches, community centers, and community bulletin boards at grocery stores and other settings).