West Virginia
GEAR**UP** Evaluation

Year 5 School Personnel Survey:
Summary of Results

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West Virginia GEAR UP School Personnel Survey Summary

During the fifth year of the West Virginia Gaining Early Awareness and Readiness for Undergraduate Programs (West Virginia GEAR UP) project (2012-2013 school year), the evaluation team at Edvantia surveyed the personnel at GEAR UP schools. The school personnel survey has been conducted each year of the grant to gather information about school staff members' perceptions of the implementation and impact of the program. The majority of questions on the survey focus specifically on services and resources offered to school staff during the year; some questions also assess staff members' perceptions of the services and impact for students and parents. The purpose of gathering this information each year is to provide formative input to GEAR UP program staff that will allow them to make programmatic adjustments as they deem necessary. This summary report highlights the major findings from the data collected during Year 5 of the project and presents recommendations to facilitate discussion about adjustments that may help the program achieve its goals more fully.

A Brief Word about Methods

The 39-item school personnel survey was administered online through the SCRIBE* survey portal to teachers, administrators, counselors, and other school staff at all participating GEAR UP schools. The survey opened on May 3 and closed on June 14, 2013. Site coordinators managed the administration of the survey at their own sites, recruiting participants and distributing the survey link to all school staff. Site coordinators, project staff, and evaluators collaboratively monitored response rates and publicized response rates among the coordinators to recognize high levels of participation and to encourage greater recruitment among the sites.

The survey was designed collaboratively by Edvantia evaluation staff and GEAR UP staff at the West Virginia Higher Education Policy Commission (HEPC). Questions were intended to capture school staff members' perceptions about the implementation and impact of the GEAR UP program in their schools and included items about the quality of various GEAR UP services and resources; whether GEAR UP provided necessary, relevant, and useful professional development; their perceptions of student academic development; their perceptions of student and parent engagement in school, college interest and awareness, and career interest and awareness; and their perceptions about GEAR UP implementation and goals.

Response to the Survey

A total of 430 out of approximately 607 staff members working at the 14 GEAR UP high schools completed the School Personnel Survey in Year 5. The 71% response rate exceeded the target of 58% and greatly exceeded the response rates achieved in earlier years (22%, 36%, 58% and 56% in Years 1-4, respectively). The margin of error for the Year 5 survey data was 2.6%, indicating highly representative data for the GEAR UP project overall. Table 1 lists the number of survey respondents from each West Virginia GEAR UP school in all years; Figure 1 presents the response rates for schools during the Year 5 survey.

Table 27. Number of Participants by School

School[a]	County	Year 1	Year 2	Year 3	Year 4	Year 5
Madison Middle School	Boone	6	11	—	—	—
Scott High School	Boone	—	—	40	48	45
Sherman High School	Boone	32	13	21	29	33
Sherman Junior High School	Boone	10	7	—	—	—
Clay High School	Clay	2	21	17	16	36
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	17	40	65
Big Creek High School	McDowell	1	4	—	—	—
Iaeger High School	McDowell	4	5	—	—	—
Mount View High School	McDowell	4	2	25	12	10
Mount View Middle School	McDowell	—	1	—	—	—
River View High School[b]	McDowell	—	—	16	14	27
Sandy River Middle School	McDowell	12	15	—	—	—
Southside K-8 School	McDowell	2	10	—	—	—
Burch High School	Mingo	8	5	8	—	—
Gilbert High School	Mingo	0	6	11	—	—
Kermit Area School	Mingo	0	2	—	—	—
Lenore K-8 School	Mingo	2	5	—	—	—
Matewan High School	Mingo	0	8	5	—	—
Matewan Middle School	Mingo	0	3	—	—	—
Mingo Career and Tech Center	Mingo	—	1	0	0	0
Mingo Central High School[c]	Mingo	—	—	—	36	36
Tug Valley High School	Mingo	1	2	11	11	28
Williamson High School	Mingo	1	6	13	—	—
Williamson Middle School	Mingo	12	19	—	—	—
Geary Elementary/Middle School	Roane	1	6	—	—	—
Roane County High School	Roane	1	20	18	28	23
Spencer Middle School	Roane	10	10	—	—	—
Walton Elementary/Middle School	Roane	4	6	—	—	—
Summers High School	Summers	0	24	24	17	23
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	33	20	17
Webster Springs Elementary School	Webster	1	2	—	—	—
Wirt County Middle School	Wirt	6	13	—	—	—
Wirt High School	Wirt	4	2	35	13	31
Baileysville Elementary/Middle School	Wyoming	0	1	—	—	—
Glen Fork Elementary/Middle School	Wyoming	1	1	—	—	—
Herndon Consolidated School	Wyoming	1	5	—	—	—
Huff Consolidated School	Wyoming	9	1	—	—	—
Mullens Middle School	Wyoming	1	13	—	—	—
Oceana Middle School	Wyoming	7	6	—	—	—

School[a]	County	Year 1	Year 2	Year 3	Year 4	Year 5
Pineville Middle School	Wyoming	0	2	—	—	—
Road Branch Elementary/Middle School	Wyoming	5	4	—	—	—
Westside High School	Wyoming	11	29	39	19	26
Wyoming County Career and Tech Center	Wyoming	—	1	0	0	0
Wyoming County East High School	Wyoming	22	20	39	27	30
Total Respondents		**264**	**427**	**372**	**330**	**430**
Response Rate		**22.2%**	**36.0%**	**57.6%**	**55.5%**	**70.8%**

a. In Year 3, the West Virginia GEAR UP program transitioned from serving both middle and high schools to serving high schools only. Beginning in Year 3, the School Personnel Survey was administered only in high schools. Schools not receiving the survey in a year are indicated with a dash (—).
b. The 2010-2011 school year marked the first year of operation for River View High School, created from the consolidation of Big Creek and Iaeger High Schools.
c. The 2011-2012 school year marked the first year of operation for Mingo Central Comprehensive High School, created from the consolidation of Burch, Gilbert, Matewan, and Williamson High Schools.
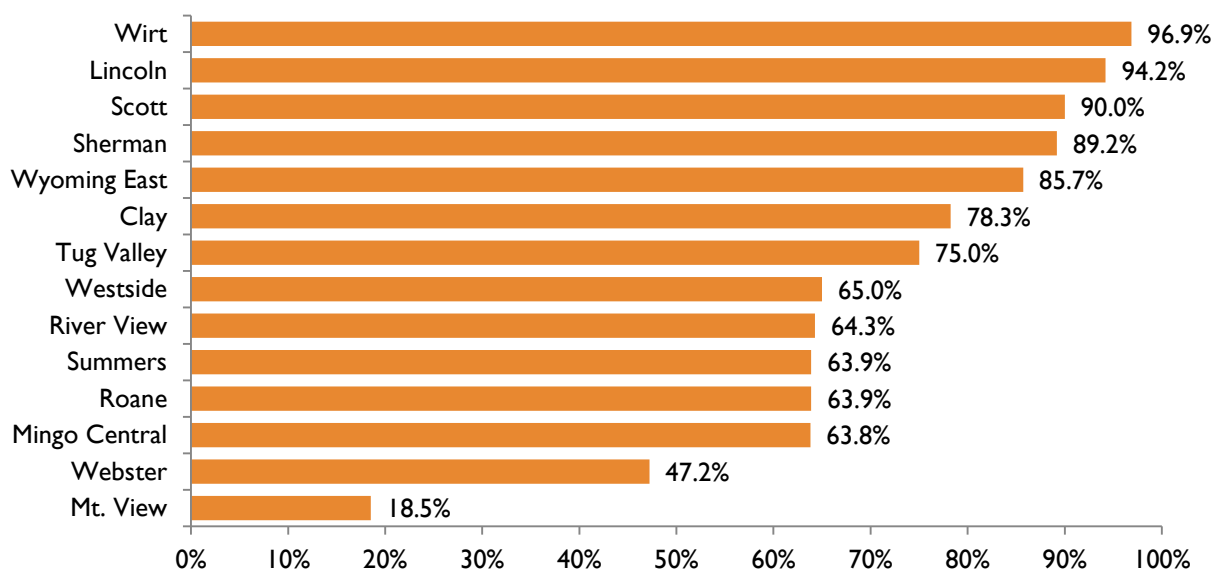
Figure 33. Year 5 school personnel survey response rate by school.

Major Findings

The major findings of the School Personnel Survey are organized by the various foci of the survey:

- reach of services
- professional development
- quality, relevance, and utility of services
- impact of the program on students and parents (e.g., involvement in school, college and career awareness, academic development)
- implementation of the project (e.g., use of resources, information dissemination)
- challenges and solutions
- alignment of project goals with local goals

Data from Years 1 through 4 are presented with Year 5 data to allow for comparisons over time, where appropriate. When examining data across years, however, it is important to remember that although there is some overlap in personnel from year to year, the composition of the survey sample differed slightly over time. It is particularly important to keep in mind the programmatic shift out of the middle schools and into high schools only beginning in Year 3.

Reach of Services

The survey asked participants to report how often they had been involved in GEAR UP activities during the 2012-2013 school year. Table 2 presents the level of participation in each GEAR UP activity. Overall, respondents' self-reported involvement in GEAR UP activities has remained fairly stable over time. The level or frequency of involvement in some activities may have increased slightly from Year 4 to Year 5, as evidenced by a lower percentage of school personnel indicating that they "never" participated in activities like College Application and Exploration Week and College Goal Sunday. School staff were least likely to be involved in activities like dual credit classes and summer programs; they were most likely to report some level of involvement in teacher professional development, cultural events, and counseling or advising with students.

> The response scale for these items included five options:
> *Never*
> *Only 1-2 times*
> *Quarterly*
> *Monthly*
> *Weekly or more often*
> As you read this section, keep in mind that some of the activities (e.g., College Goal Sunday) happen only once or very few times a year. Reports of infrequent participation in those activities is expected.

Few participants indicated participating in other types of activities not listed on the survey. Among the 4% of respondents who indicated that they had participated in some other activity at least once, the types of activities reported varied. Some personnel listed activities that suggest they were clarifying their participation in GEAR UP sponsored activities (e.g., academic tutoring, college application week, credit recovery, ACT preparation, field trips, guest speaks, and staff development). School personnel also indicated participation in the following kinds of activities:

- 2 Year Planning
- After School Programs
- Back to School Bash
- Boys State
- Carnival
- Classroom enhancements
- Collaborative lesson planning
- Co-organizer of Prom
- Credit Recovery and ACT Preparation
- Family night/photos
- Field trips
- GHA

- Girls State
- Graduation
- Ice cream social/celebration
- Link Up
- National Technical Honor Society Sponsor
- Open house
- After school Christmas Dance
- Organizing underclassmen Awards
- PSAT Coordinator
- Senior Fun Night
- Student motivation
- Upward Bound Coordinator

Table 28. Frequencies of Participation in GEAR UP Activities by Year

Activities	Never					Only 1-2 times					Quarterly					Monthly					Weekly or more often				
	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5
College application and exploration week, College Goal Sunday	--	--	48%	42%	36%	--	--	39%	44%	48%	--	--	4%	4%	7%	--	--	2%	4%	4%	--	--	1%	2%	2%
College visit and/or college student shadowing	50%	47%	48%	46%	48%	35%	42%	35%	39%	40%	7%	4%	9%	6%	7%	1%	1%	2%	2%	1%	1%	1%	1%	2%	1%
Computer-assisted lab	20%	22%	28%	25%	27%	15%	15%	19%	25%	22%	8%	9%	10%	11%	12%	16%	15%	14%	12%	15%	36%	32%	23%	23%	19%
Counseling, advising, academic planning, and/or career counseling	31%	23%	23%	27%	25%	19%	23%	23%	21%	25%	7%	7%	11%	9%	13%	13%	17%	14%	16%	13%	22%	23%	21%	24%	21%
Cultural events or activities	32%	20%	22%	19%	23%	38%	41%	41%	40%	33%	13%	15%	15%	20%	24%	8%	14%	10%	12%	13%	3%	2%	4%	4%	5%
Curriculum development	--	30%	31%	30%	33%	--	24%	31%	27%	23%	--	13%	12%	17%	20%	--	14%	11%	14%	11%	--	12%	8%	8%	9%
Dual credit	--	73%	64%	66%	72%	--	9%	12%	11%	13%	--	4%	5%	6%	5%	--	1%	3%	3%	2%	--	6%	11%	11%	4%
Educational field trips	32%	29%	35%	33%	35%	51%	47%	43%	43%	45%	10%	15%	14%	15%	14%	2%	3%	2%	5%	3%	1%	0%	1%	1%	1%
Family events or activities	30%	26%	29%	26%	27%	35%	35%	36%	38%	41%	19%	20%	18%	20%	20%	7%	6%	7%	9%	7%	3%	7%	3%	2%	3%
Financial aid counseling or advising	--	60%	54%	49%	51%	--	19%	20%	24%	24%	--	7%	9%	11%	9%	--	4%	6%	6%	6%	--	3%	6%	6%	6%
Job site visits and/or job shadowing	72%	70%	64%	59%	64%	17%	17%	19%	23%	18%	2%	4%	5%	7%	7%	2%	1%	2%	4%	4%	2%	2%	3%	3%	3%
Mentoring	42%	46%	61%	57%	64%	13%	17%	11%	14%	12%	4%	6%	4%	5%	5%	10%	6%	8%	8%	6%	22%	17%	10%	10%	9%
Summer programs	74%	69%	68%	67%	70%	16%	13%	16%	21%	19%	0%	3%	2%	4%	4%	2%	1%	2%	2%	1%	2%	2%	2%	1%	2%
Teacher professional development	6%	11%	13%	8%	13%	18%	27%	24%	28%	31%	30%	29%	32%	35%	34%	33%	19%	18%	22%	13%	8%	7%	4%	6%	6%
Tutoring, homework assistance, and/or academic enrichment	22%	22%	21%	25%	30%	16%	17%	17%	18%	17%	6%	7%	11%	10%	8%	5%	11%	13%	13%	12%	47%	34%	30%	28%	29%
Workshops on college planning and/or financial aid	64%	58%	54%	53%	53%	24%	21%	25%	25%	27%	4%	8%	9%	11%	10%	3%	2%	4%	5%	4%	0%	1%	1%	1%	2%

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 school announcements (88%) and literature such as brochures, pamphlets, flyers, letters, e-newsletters, and so on for students (76%). Other prominent methods of communication noted by more than 60% of school personnel included promotional items, word of mouth, literature for parents and teachers, and events at the school or in the community. Promotional items have steadily been attracting more notice from GEAR UP school personnel since evaluators began asking about them in Year 2. As in previous years, school personnel were least likely to see information about GEAR UP through media outreach, advertisements, newsletters, and automated calling. Generally, most of the communication methods were observed more frequently in Year 5 than in any of the previous years. Since Year 1 (or Year 2, for those methods not specifically assessed in the first year), the largest increases have been observed for communication via automated calling services, website announcements, and school and regional/community events.

Table 29. Use of Communication Strategies for Sharing GEAR UP Information with Students, Parents, or School Personnel

Communication Resource Shared	Year 1 n = 264	Year 2 n = 427	Year 3 n = 372	Year 4 n = 330	Year 5 n = 430
School announcements	--	69%	75%	82%	88%
Literature for students	74%	70%	72%	76%	76%
Promotional items (flash drives, t-shirts, and so on)	--	53%	61%	68%	70%
Word of mouth	--	63%	67%	67%	69%
Literature for parents	66%	64%	60%	65%	67%
Literature (brochures, pamphlets, flyers, letters, e-newsletters, and so on) for teachers	56%	53%	62%	64%	62%
School and regional or community events	45%	57%	60%	64%	66%
Website announcements (wvgearup.org, county website)	24%	28%	35%	46%	44%
Newsletters	34%	31%	26%	40%	34%
Automated calling service	15%	17%	20%	31%	37%
Advertisements (TV, radio, newspaper)	11%	13%	23%	25%	25%
Media outreach (TV interview, radio interview, news release, Facebook, Twitter)	--	9%	16%	21%	25%
Other (e.g., posters, school news, site coordinator, billboards)	6%	2%	3%	2%	2%

Professional Development

Participants were asked to indicate whether they received professional development in a variety of areas during the 2012-2013 school year and to indicate the resources sponsoring those offerings (see Table 4 for a summary of participants' responses). The percentage of respondents who reported receiving professional development through GEAR UP continued to remain fairly stable across years, although there may have been less participation in professional development in certain areas in Year 5. In some cases, the percentage of school personnel who indicated that they did not receive any professional development in an area decreased by 15% from the previous year, while other areas increased by 10% from the previous year. The area in which school staff appeared to receive more professional development in Year 5 (compared to the previous year) was P-20 initiatives

(15% decrease in responses indicating no professional development). The increase in training in the P-20 area could be a promising result of the GEAR UP grant's efforts, although school staff did not tend to know who sponsored the training they received in that area. The areas in which school staff appeared to receive less professional development in Year 5 (compared to the previous year) were transitions, tutoring or mentoring for students, and classroom management (10%, 9% and 8% increase in responses indicating no professional development, respectively). The areas in which the most school staff received professional development (from any source) appeared to be 21st century learning skills, technology integration, and specific academic content areas. In each case, fewer than 25% of respondents indicated receiving no professional development for that topic during the year. When asked to specify other professional development received in Year 5, five respondents indicated events like motivational speakers and training in several areas, including mentoring, suicide prevention, health content, differentiating instruction, school improvement, and the Common Core.

Using a 4-point scale from *not at all* to *a great deal,* participants were asked to report the extent to which professional development sponsored by the West Virginia GEAR UP program had prepared them to engage in various instructional and student support activities. As in the previous years, the percentage of respondents answering *not at all* continued to decrease for most of the activities presented. The percentage of respondents who indicated that the GEAR UP training prepared them *a great deal* decreased slightly for all activities in Year 5, compared to Year 4 (see Table 5 for frequencies of each response). The largest decreases in that rating were observed for the areas of using technology and mentoring students (decreases of 7% and 5%, respectively).

When comparing Year 5 findings to the first year of the grant (or the first year the activity was assessed on the survey), participants indicating that the GEAR UP professional development has prepared them *a great deal* has generally increased, most notably for the activities of *mentoring students* (17% increase) and *integrating instructional technology in classroom instruction* (16% increase). Although most areas saw a slight decrease in comparison to Year 4, each area appears to have benefitted from a net gain over the life of the GEAR UP grant so far. The one-way Analyses of Variance (ANOVAs), excluding the respondents who did not participate in those professional development areas, revealed significant changes in the data over time. Post hoc analyses were calculated to determine where the differences emerged. The analyses revealed that, in general, Year 4 and 5 responses were significantly higher than those observed in Year 1 (or in Year 2, for those items that were added to the survey in Year 2). For most items, first-year ratings were lower than those observed in subsequent years. Table 6 displays the statistical summary.

Table 30. Percentage of Respondents Receiving Professional Development from Different Sources

Professional Development (PD) Topic	Yes, through GEAR UP resources					Yes, through other resources					Yes, but I do not know the resources used					No, I have not received that kind of PD this year				
	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5
Your academic content area(s)	8%	17%	10%	13%	16%	47%	36%	32%	35%	32%	25%	23%	22%	24%	32%	19%	26%	31%	22%	19%
21st century learning skills	9%	15%	19%	21%	20%	56%	41%	37%	31%	29%	31%	30%	31%	33%	36%	5%	11%	13%	12%	16%
Assessment strategies	4%	7%	9%	11%	11%	45%	36%	35%	33%	28%	31%	27%	27%	27%	29%	16%	25%	22%	20%	25%
Classroom management	3%	4%	4%	9%	10%	34%	22%	22%	26%	21%	20%	17%	15%	21%	22%	37%	48%	48%	32%	40%
College access (CFWV.com)	--	--	27%	34%	26%	--	--	9%	8%	10%	--	--	7%	11%	15%	--	--	48%	35%	41%
Curriculum alignment	3%	5%	7%	6%	10%	43%	29%	24%	27%	27%	24%	22%	21%	23%	27%	26%	36%	38%	30%	29%
Hands-on instructional strategies	7%	13%	12%	12%	13%	45%	33%	26%	29%	21%	28%	26%	22%	20%	26%	17%	26%	32%	27%	33%
Instructional technology (equipment)	18%	26%	18%	26%	23%	52%	35%	30%	27%	25%	27%	24%	26%	23%	23%	8%	17%	19%	20%	27%
P-20 initiatives	--	9%	8%	8%	9%	--	9%	7%	9%	7%	--	4%	8%	7%	10%	--	62%	62%	56%	41%
Parent engagement	--	14%	19%	24%	19%	--	19%	13%	12%	13%	--	11%	11%	13%	17%	--	49%	46%	40%	44%
Project-based learning (PBL)	5%	10%	12%	12%	11%	44%	33%	30%	25%	20%	28%	26%	26%	20%	25%	19%	27%	25%	32%	39%
Study skills (for students)	5%	9%	10%	12%	13%	25%	17%	14%	17%	14%	13%	11%	14%	16%	19%	50%	53%	52%	41%	46%
Technology integration	15%	24%	18%	28%	22%	51%	35%	32%	28%	27%	29%	26%	27%	24%	32%	9%	16%	18%	18%	21%
Test preparation	5%	7%	13%	15%	14%	41%	29%	25%	24%	23%	26%	25%	23%	21%	23%	26%	31%	33%	32%	34%
Transitions (9th grade academies)	--	--	10%	14%	11%	--	--	11%	13%	11%	--	--	8%	12%	12%	--	--	60%	47%	57%
Tutoring or mentoring (for students)	10%	12%	18%	23%	18%	24%	18%	16%	16%	11%	13%	12%	10%	11%	12%	49%	59%	47%	40%	49%
Other	2%	1%	2%	2%	1%	9%	2%	1%	1%	1%	2%	2%	1%	2%	4%	13%	29%	30%	28%	32%

Table 31. 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				
	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5
College access	--	15%	14%	12%	9%	--	13%	9%	12%	11%	--	23%	23%	18%	21%	--	26%	31%	39%	38%	--	24%	23%	20%	19%
Hands-on instruction	20%	16%	16%	15%	12%	13%	15%	14%	14%	10%	20%	23%	27%	26%	29%	13%	20%	20%	23%	24%	35%	23%	23%	22%	21%
Integrating 21st century learning skills	17%	12%	10%	8%	9%	8%	9%	13%	11%	11%	20%	24%	31%	29%	29%	23%	34%	27%	34%	31%	32%	19%	19%	18%	17%
Integrating instructional technology in classroom instruction	17%	13%	10%	9%	9%	7%	9%	14%	11%	9%	23%	25%	28%	22%	27%	21%	34%	30%	39%	37%	31%	18%	19%	19%	15%
Mentoring students	23%	19%	18%	14%	13%	11%	12%	12%	12%	8%	17%	25%	23%	22%	23%	12%	20%	23%	34%	29%	36%	24%	24%	19%	22%
Parent engagement	--	20%	20%	17%	16%	--	13%	13%	14%	8%	--	26%	23%	20%	25%	--	15%	19%	27%	24%	--	25%	25%	22%	21%
Transitions (9th grade academies)	--	--	25%	22%	21%	--	--	10%	11%	10%	--	--	18%	17%	18%	--	--	12%	19%	16%	--	--	35%	30%	29%
Tutoring	24%	21%	19%	17%	17%	11%	10%	11%	12%	7%	17%	26%	22%	16%	20%	11%	19%	24%	29%	25%	38%	25%	25%	25%	25%
Using technology	17%	13%	11%	9%	11%	6%	8%	10%	10%	9%	19%	24%	30%	22%	25%	27%	36%	30%	42%	35%	31%	19%	19%	16%	16%

Table 32. Comparison of Mean Professional Development Preparation Ratings (Years 1 – 5)

Target of Preparation	Year 1			Year 2			Year 3			Year 4			Year 5			F	df	η^2	Differences (post hoc)
	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD				
College access	--	--	--	294	2.80	1.10	264	2.92	1.11	251	3.04	1.10	335	3.11	1.04	4.689**	3, 1140	0.012	Y5 > Y2
Hands-on instruction	159	2.40	1.12	298	2.64	1.09	259	2.65	1.08	237	2.74	1.09	320	2.88	1.04	5.619***	4, 1268	0.017	Y4, Y5 > Y1
Integrating 21st century learning skills	169	2.74	1.17	314	3.00	1.07	279	2.93	0.99	260	3.08	0.96	341	3.03	0.99	3.281*	4, 1358	0.010	Y4, Y5 > Y1
Integrating instructional technology in classroom instruction	166	2.72	1.15	317	2.99	1.08	275	2.95	1.01	254	3.13	1.02	348	3.12	0.99	5.207***	4, 1355	0.015	Y4, Y5 > Y1
Mentoring students	155	2.30	1.15	290	2.60	1.14	259	2.66	1.14	250	2.93	1.12	314	2.91	1.11	10.953***	4, 1263	0.034	Y3, Y4, Y5 > Y1; Y4, Y5 > Y2
Parent engagement	--	--	--	282	2.48	1.10	253	2.56	1.14	239	2.74	1.15	318	2.79	1.12	4.856**	3, 1088	0.013	Y4, Y5 > Y2
Transitions (9th grade academies)	--	--	--	--	--	--	222	2.27	1.16	211	2.46	1.20	278	2.47	1.18	NA			
Tutoring	152	2.24	1.14	285	2.57	1.15	257	2.68	1.17	228	2.76	1.20	298	2.77	1.19	6.427***	4, 1215	0.021	Y2, Y3, Y4, Y5 > Y1
Using technology	170	2.80	1.20	317	3.03	1.09	275	2.98	1.02	260	3.16	1.02	341	3.06	1.04	3.179*	4, 1358	0.009	Y4 > Y1

* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

After asking school personnel to indicate their participation in professional development and rate its impact, the survey asked participants to state what additional professional development activities would be most beneficial to them. Of the Year 5 respondents, 105 (about 24%) offered suggestions for additional professional development. Respondents were most likely to suggest additional services related to instruction. These respondents ($n = 41$) suggested more training in project-based learning, hands-on instruction, content specific training, pedagogy, Common Core implementation, and incorporation of technology into the classroom. Additionally, a large number of respondents suggested technology-specific training. These respondents ($n = 24$) were most interested in training in new technologies, such as iPad, Kindle Fire, Tech Steps, and Adobe. Fewer respondents ($n = 14$) suggested more professional development for other specific areas such as bullying, parent engagement, character education, school climate and improvement, mentoring, and student motivation. Other suggested professional development topics included classroom management ($n = 6$), college access and preparation ($n = 6$), and assessment ($n = 3$). A few respondents indicated that they did not know what areas of professional development were still needed or that they did not need any additional professional development.

Quality, Relevance, and Usefulness of Services

Using a 5-point scale ranging from *very poor* to *very good*, 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. An option of not applicable (*NA), no service received* was also provided. As shown in Table 7, the percentage of respondents who assigned ratings of *good* or *very good* for the quality, relevance, and usefulness of services that school personnel, students, and parents received was high across all items, with at least three fourths of the school personnel offering the positive ratings. School personnel were more likely to give higher ratings to the quality of services they received in Year 5 than in other years; there was a 4% increase in positive ratings over Year 4. Compared to Year 4, they were slightly less likely to rate the usefulness of parent services as good or very good in Year 5, with a 5% decrease from the previous year.

Table 33. Respondents Reporting *Good* or *Very Good* Quality, Relevance, and Usefulness of GEAR UP Services

Items	Good or Very good				
	Year 1	Year 2	Year 3	Year 4	Year 5
Quality of services you have received	50%	68%	61%	74%	78%
Quality of services your students have received	71%	78%	76%	88%	88%
Quality of services parents have received	--	70%	66%	83%	81%
Relevance of services you have received	--	--	--	--	75%
Relevance of services your students have received	72%	79%	74%	87%	87%
Relevance of services parents have received	--	69%	66%	84%	80%
Usefulness of services you have received	--	--	--	--	75%
Usefulness of services your students have received	70%	80%	73%	87%	87%
Usefulness of services parents have received	--	70%	65%	84%	79%

Evaluators also conducted analyses to determine whether the changes in perception over time were significant with regard to each of these indicators (see Table 8).

Table 34. Comparison of Mean Quality, Relevance, and Usefulness Ratings (Years 1–5)

Item	Year 1			Year 2			Year 3			Year 4			Year 5			F	df	η^2	Differences (post hoc)
	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD				
Quality of services you have received	183	4.22	0.84	310	4.28	0.87	278	4.34	0.85	276	4.43	0.83	361	4.48	0.68	4.713**	4, 1403	0.013	Y5 > Y1, Y2
Quality of services your students have received	198	4.39	0.78	336	4.47	0.72	313	4.50	0.74	303	4.63	0.67	394	4.65	0.58	7.251***	4, 1539	0.018	Y4> Y1, Y2; Y5> Y1, Y2, Y3
Quality of services parents have received	--	--	--	304	4.23	0.80	292	4.30	0.84	293	4.48	0.75	374	4.50	0.69	9.819***	3, 1259	0.023	Y4, Y5 > Y2, Y3
Relevance of services your students have received	197	4.40	0.77	335	4.42	0.71	315	4.45	0.77	303	4.58	0.68	393	4.59	0.64	5.198***	4, 1538	0.013	Y4, Y5 > Y1, Y2
Relevance of services parents have received	--	--	--	305	4.26	0.82	291	4.33	0.82	295	4.52	0.74	374	4.48	0.69	7.961***	3, 1261	0.019	Y4, Y5 > Y2, Y3
Usefulness of services your students have received	198	4.36	0.79	334	4.44	0.72	311	4.47	0.77	303	4.60	0.69	393	4.61	0.61	6.290***	4, 1534	0.016	Y4, Y5 > Y1, Y2
Usefulness of services parents have received	--	--	--	304	4.28	0.81	291	4.31	0.86	296	4.50	0.77	370	4.50	0.68	7.545***	3, 1257	0.018	Y4, Y5 > Y2, Y3

* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

Table 8 displays the results of the one-way ANOVA examining changes in teachers' perceptions over time regarding the quality, relevance, and usefulness of GEAR UP services. Every ANOVA indicated significant changes within the data. Post hoc comparisons were calculated to investigate where the differences emerged across the years. Generally, Year 4 and 5 ratings of quality, relevance, and usefulness were higher than those observed in Years 1 through 3.

The majority of respondents were aware that resources had been made available at their schools through the grant (79% in Year 5). In Year 5, slightly less than two thirds of respondents (62%) indicated that they had used GEAR UP resources, which compares favorably to self-reported usage rates in Year 1 (57%) and Year 3 (60%), although it is still slightly lower than usage rates reported in Years 2 and 4 (71% and 67%, respectively). Just less than half of the Year 5 respondents (193, or 45%) listed specific GEAR UP resources they had used during the year. Most of these respondents ($n = 115$) specifically mentioned using the technology provided by the GEAR UP grant or participating in technology-related training to learn how to use the equipment. Other respondents ($n = 25$) mentioned using other resources or information sources provided by the grant (e.g., classroom supplies, CFWV.com). Many respondents ($n = 49$) also mentioned specific activities in which they had participated (e.g., professional development sessions, parental involvement activities, guest speakers, family events) or to which they referred their students (e.g., tutoring, college visits, field trips, college advising and planning, financial aid workshops, academic and career counseling).

Impact of the 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. The ratings were made on a 5-point scale from *much worse* to *much better*. Figures 2 and 3, respectively, present the respondents' perceptions of changes in student interest and involvement in school. More than two thirds of the respondents in Year 5 (70%) indicated that student interest in school was better than it had been in previous years. In particular, 18% indicated that student interest in school was *much better*. Despite a high rate overall, perceptions of improved student interest decreased slightly from Year 4 to Year 5 (see Figure 2).
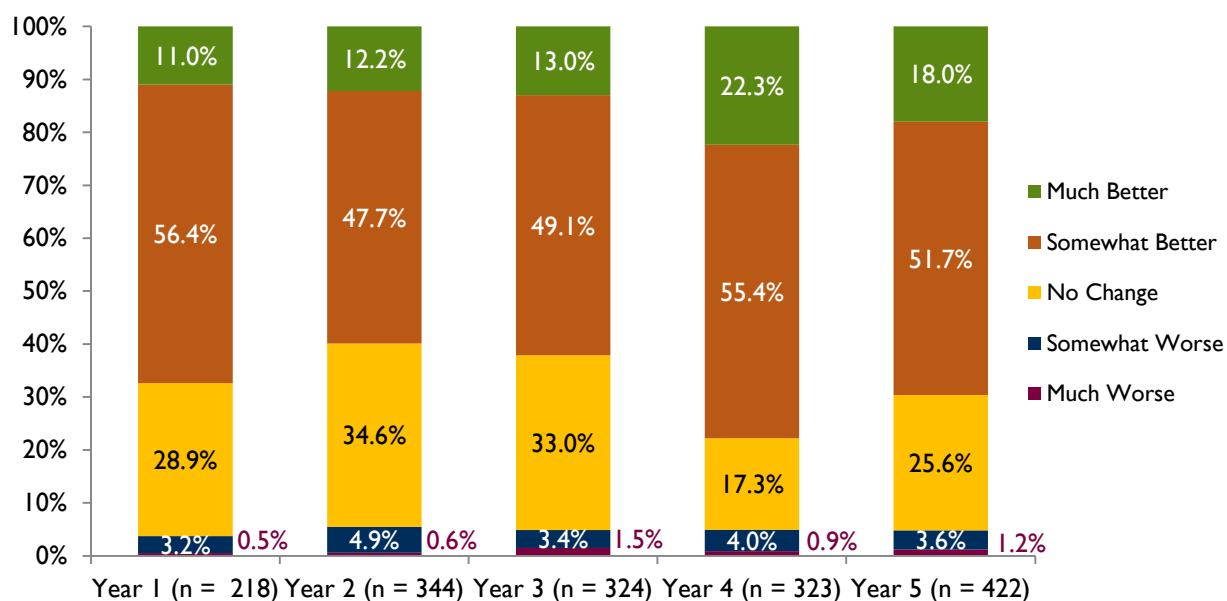

Figure 34. Respondents reporting changes in student interest in Years 1–5.

As with student interest, 72% of Year 5 respondents reported that student involvement in school was better than it had been in previous years, and 19% indicated that student involvement was *much better* than in the past. However, also like the perceptions of student interest in school, the overall positive perceptions (i.e., perceptions that student involvement was somewhat or much better) decreased slightly from Year 4 to Year 5. See Figure 3 for respondents' perceptions of changes in student involvement.
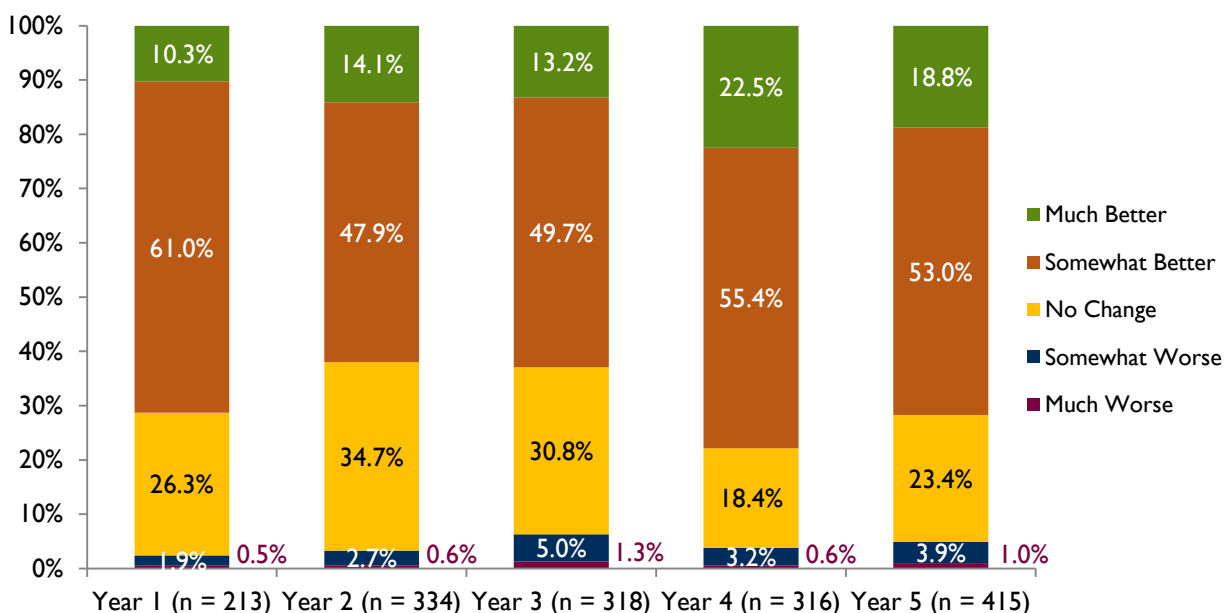
Figure 35. Respondents reporting changes in student involvement in Years 1–5.

Figures 4 and 5 present respondents' perceptions of changes in students' career awareness and interest; Figure 6 presents their perceptions of changes in students' college awareness. As shown in Figure 4, when asked to rate the extent to which career awareness had been different this year than in the previous year, nearly three fourths of Year 5 respondents (72%) reported that it was better. About 17% indicated that student career awareness was *much better* than in previous years. The percentage of respondents who answered *no change* increased by slightly less than 6%. These changes mirrored perceptions of students' interest and involvement in school.
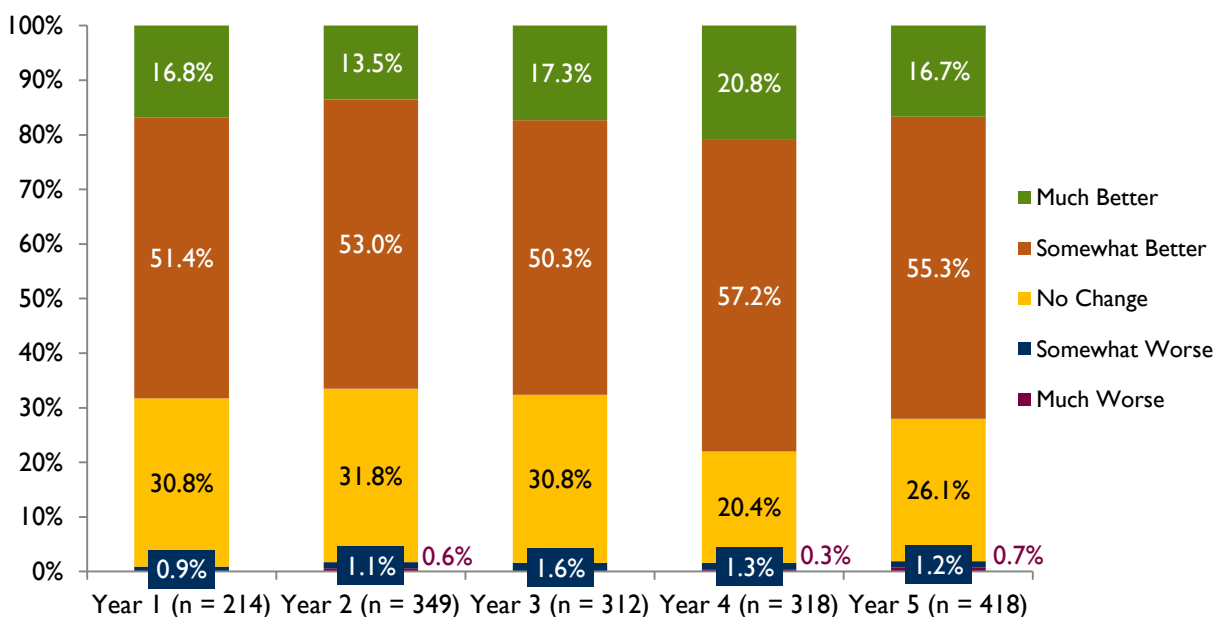
Figure 36. Respondents reporting changes in students' career awareness in Years 1–5.

About 71% of the survey respondents also reported that student career interest was better than it had been in previous years (see Figure 5). The percentage of respondents reporting that student career interest was *much better* remained relatively stable across Years 3 through 5. As with their perceptions in other areas, Year 5 respondents were slightly more likely to indicate *no change* in student career interest than were Year 4 school personnel.
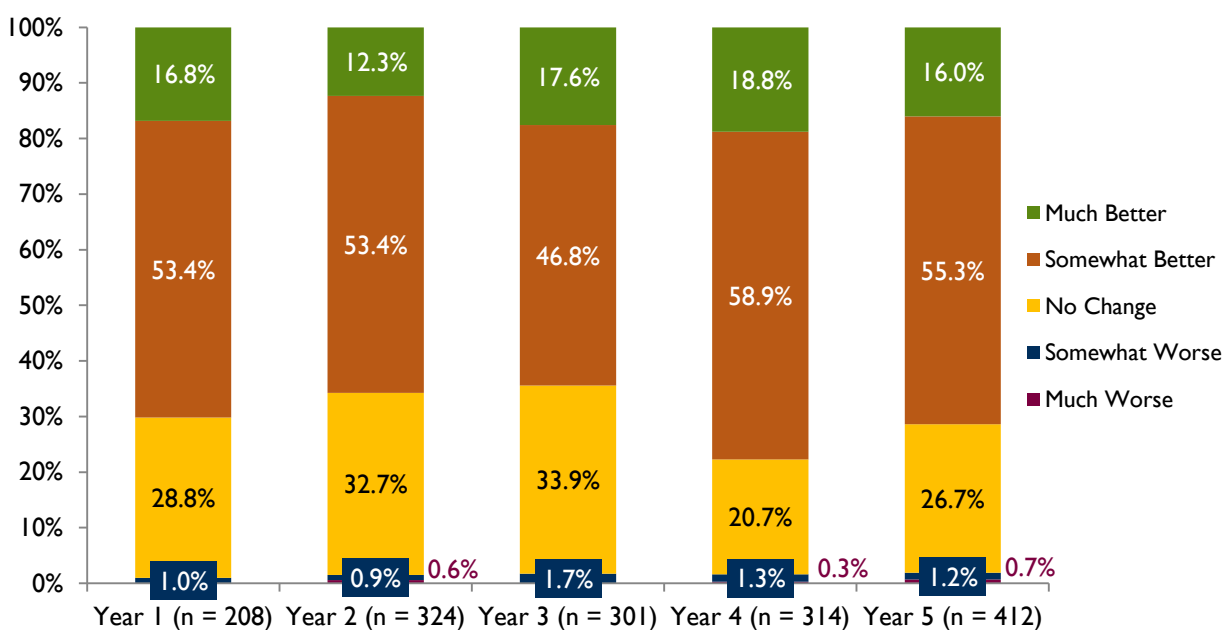
Figure 37. Respondents reporting changes in students' career interest in Years 1–5.

As shown in Figure 6, three fourths (75%) of respondents reported that students' college awareness was better during Year 5 than it had been in the past year. Overall perceptions for this

indicator remained relatively stable compared to the previous two years, although slightly more respondents were likely to indicate that there was no change in students' college awareness in Year 5 compared to Years 3 and 4. The percentage of respondents who reported that students' college awareness was *much better* remained relatively stable from Years 4 to 5, after a slight decline.
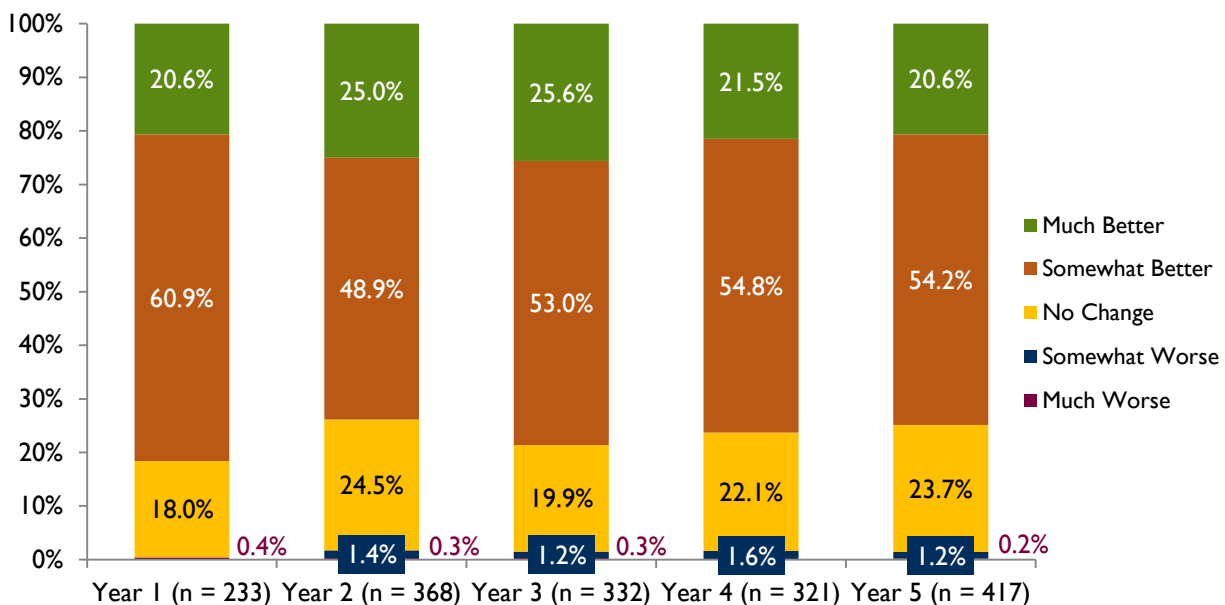

Figure 38. Respondents reporting changes in students' college awareness in Years 1–5.

As in prior year, school personnel were asked to rate the extent to which parent interest and involvement in school had been different this year than in the previous year. Their responses are displayed in Figure 7. Nearly half of the respondents (47% and 46%) reported that parents' school interest and involvement, respectively, were *somewhat* or *much better* this year than last year. These findings represent a decrease in positive perceptions from Year 4; however, the findings still represent an increase in positive perceptions compared to Year 3.
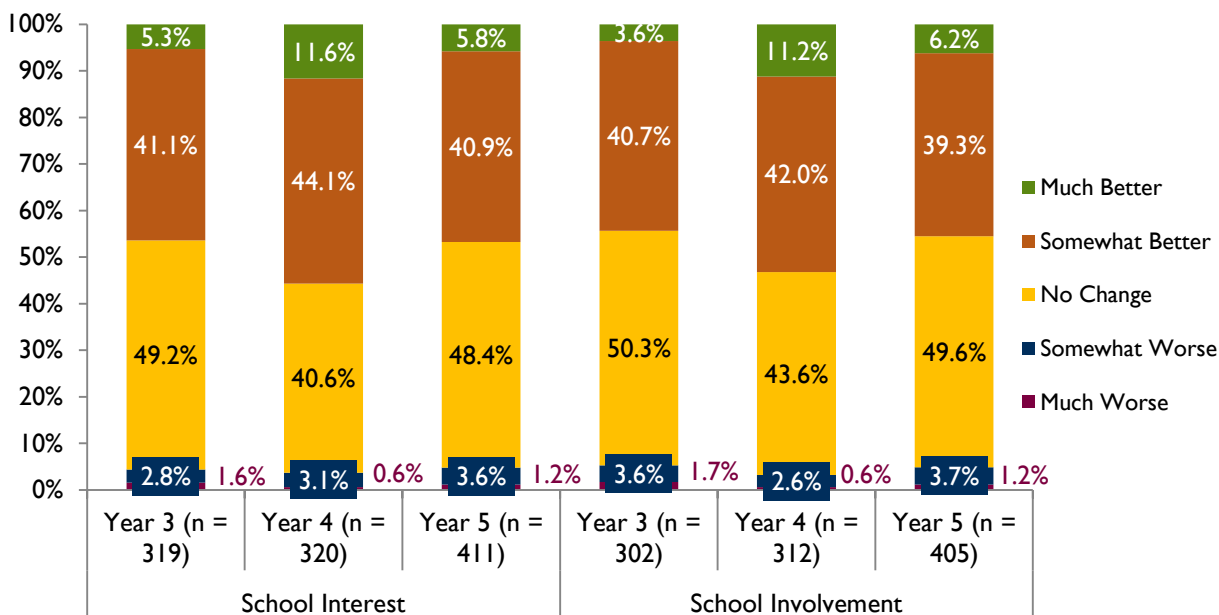
Figure 39. Respondents reporting changes in parents' school interest and involvement in Years 3 through 5.

Evaluators also conducted analyses to determine whether the changes in perception over time were significant with regard to each of these indicators. Table 9 displays the results of the one-way ANOVAs. Six of the seven ANOVAs indicated significant changes within the data over time. There was no significant change within the data for perceptions of students' college awareness. Post hoc comparisons were calculated to investigate where the differences emerged across the years. For the most part, Year 5 perceptions were not significantly better than perceptions in previous year. The exception was in the area of students' interest in school, for which Year 5 perceptions were significantly more positive than Year 2 perceptions. Generally, Year 4 ratings of interest and involvement were higher than those observed in Year 2 and Year 3, and in some cases, Year 5 (parent interest and involvement in school).

Table 35. Comparison of Mean Interest, Involvement, and Awareness Ratings (Years 1–5)

Item	Year 1			Year 2			Year 3			Year 4			Year 5			F	df	η^2	Differences (post hoc)
	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD				
Student interest in school	218	3.74	0.71	344	3.66	0.78	324	3.69	0.80	323	3.94	0.80	422	3.82	0.81	6.913***	4, 1626	0.017	Y4 > Y1, Y2, Y3; Y5 > Y2
Student involvement in school	213	3.79	0.66	334	3.72	0.76	318	3.69	0.81	316	3.96	0.77	415	3.85	0.80	6.385***	4, 1591	0.016	Y4 > Y2, Y3
Parent interest in school	--	--	--	348	3.39	0.64	319	3.46	0.71	320	3.63	0.75	411	3.46	0.72	6.966***	3, 1394	0.015	Y4 > Y2, Y3, Y5
Parent involvement in school	--	--	--	321	3.40	0.65	302	3.41	0.70	312	3.61	0.74	405	3.45	0.72	5.604**	3, 1336	0.012	Y4 > Y2, Y3, Y5
Student career awareness	214	3.84	0.70	349	3.78	0.71	312	3.83	0.72	318	3.97	0.70	418	3.86	0.72	3.182*	4, 1606	0.008	Y4 > Y2
Student career interest	208	3.86	0.69	324	3.76	0.70	301	3.80	0.74	314	3.95	0.69	412	3.85	0.72	3.045*	4, 1554	0.008	Y4 > Y2
Student college awareness	233	4.01	0.65	368	3.97	0.76	332	4.02	0.73	321	3.96	0.71	417	3.94	0.72	NA			

* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

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 steadily from Year 1 to Year 4, and remained relatively stable in Year 5 (shown in Figure 8). Overall, however, more than 8 in 10 staff members at GEAR UP schools (84%) perceive a positive impact of the program in their schools or communities. The percentage of respondents who reported that they were *not sure* increased slight from Year 4 to Year 5. The percentage of respondents who disagreed that the program has a positive impact remained fairly stable from Years 4 to 5.
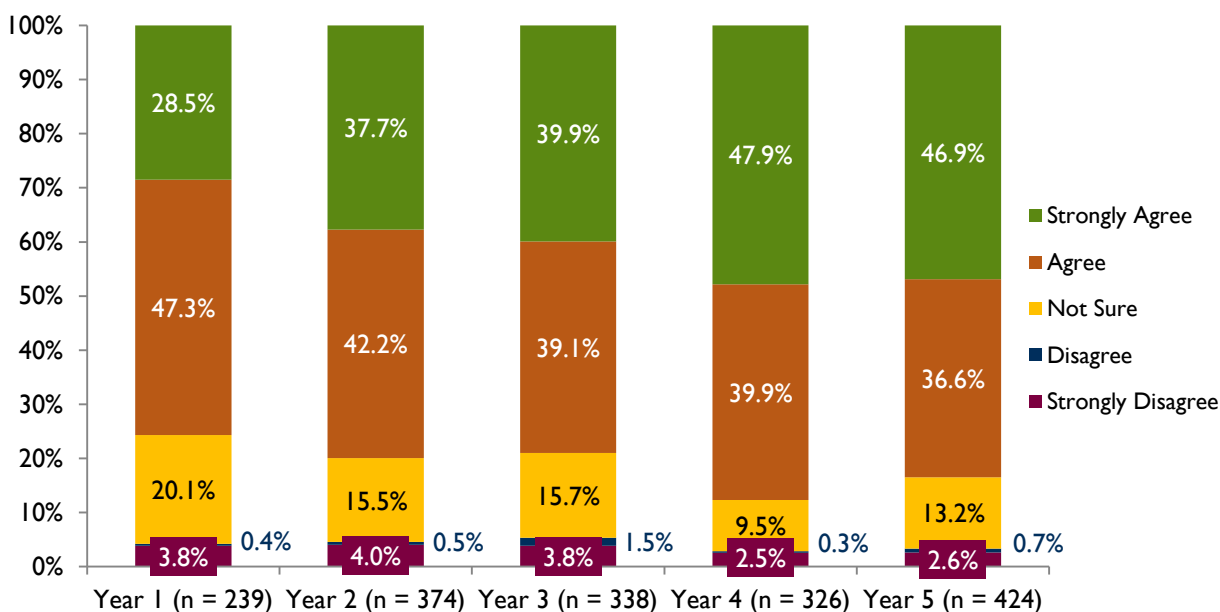

Figure 40. Respondents reporting positive impact of GEAR UP in Years 1–5.

A one-way ANOVA indicated that there were significant changes in perceptions of impact over time ($F[4, 1696] = 6.554$, $p < 0.001$, $\eta^2 = 0.015$). Post hoc analyses revealed that the mean perception rating in Year 4 was significantly higher than those observed in all previous years, and the mean rating in Year 5 was significantly higher than that observed in Year 1. Table 10 presents the mean ratings for each year and summarizes significant difference in the perceptions over time.

Table 36. Mean Ratings of West Virginia GEAR UP Project Impact Overtime (Years 1–5)

Year	N	Mean	SD	Significant Differences
Year 1	239	3.96	0.92	Y1 < Y4, Y5
Year 2	374	4.09	0.95	Y2 < Y4
Year 3	338	4.10	0.98	Y3 < Y4
Year 4	326	4.30	0.85	Y4 > Y1, Y2, Y3
Year 5	424	4.25	0.90	Y5 > Y1

Implementation of West Virginia GEAR UP

Participants were asked to report the extent to which the GEAR UP project is currently implemented at their school. As shown in Figure 9, a larger percentage of respondents in Year 5

believe that GEAR UP is fully implemented (70%) than in any previous year. Another promising finding was that fewer respondents stated that they did not know enough about GEAR UP to respond to the question in Year 5 than any other year.
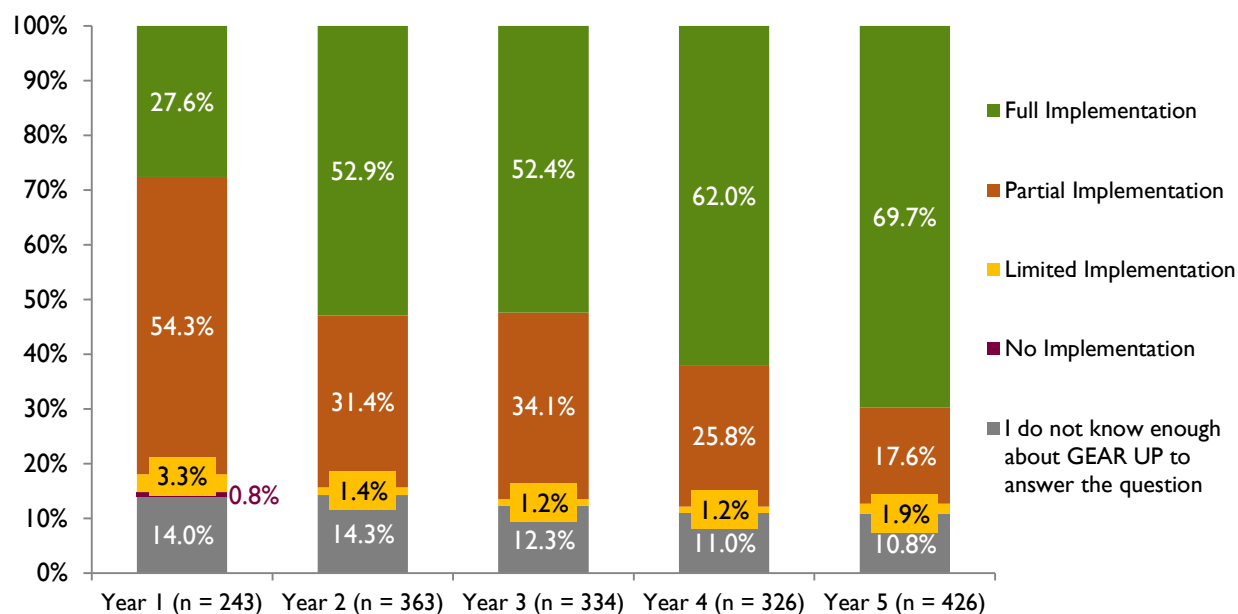

Figure 41. Respondents' perception of West Virginia GEAR UP project implementation.

Challenges and Solutions

When asked whether they noticed any challenges with regard to the West Virginia GEAR UP grant at their schools, 16% of the respondents in Year 5 answered *yes* (compared to 14% in Year 2, 16% in Year 3, 20% in Year 4, and 27% in Year 1). Respondents were then asked to provide a brief description of the problems they had noticed. In all, 42 respondents (more than half of the 70 who reported observing challenges) offered descriptions of challenges they had seen. The major challenges reported by Year 5 respondents included the following:

- limited parental involvement or difficulty engaging parents (*n* = 8)
- administrative and infrastructure issues, including lack of support from the county office, financial issues, too much time spent on paperwork and data collection, limited staff availability, and length of the grant being too short (*n* = 8)
- limited knowledge among students and staff about the GEAR UP program and the services and resources provided by GEAR UP (*n* = 4)
- the population served by the grant, which does not include all grades and may not be fully inclusive of vocational-track students (*n* = 3)
- non-specified challenge (*n* = 13)

Of the Year 5 respondents who reported challenges, about one fourth (23%) of the respondents reported that the problems had not yet been resolved. About 10% reported that problems had been resolved completely; 9% reported that the issues had mostly been resolved; and 24% of the respondents reported that a few of the problems had been resolved. A small number of respondents (*n* = 22) offered a response to the item asking how problems were resolved. Most (*n* =

10) indicated that the problems were resolved through improved communication, collaboration, additional trainings, or offering incentives. Three respondents indicated that challenges were addressed through an advertising and public relations campaign for GEAR UP services as well as parental outreach activities. Two respondents noted that some small change occurred, such as making an activity into a club or moving food carts to address the specific challenges. Additionally, two respondents provided suggestions for ways in which the challenges could be address without indicating what had actually been done to address the challenge. The other comments ($n = 6$) were non-specific and did not focus on how challenges were addressed (i.e., "The GEAR UP coordinator is excellent at resolving all issues," and "Was not a problem; [GEAR UP] just not as good as it used to be").

When asked about the sustainability of the current West Virginia GEAR UP activities beyond the end of the grant, the percentage of respondents who answered *yes* (indicating that the activities were sustainable) has decreased since the early years of the grant; the percentage of respondents who answered *no* reached the highest point yet during Year 5. However, the largest group of respondents in all years has been unsure about the sustainability of the activities following the end of the grant. Figure 10 displays these findings.
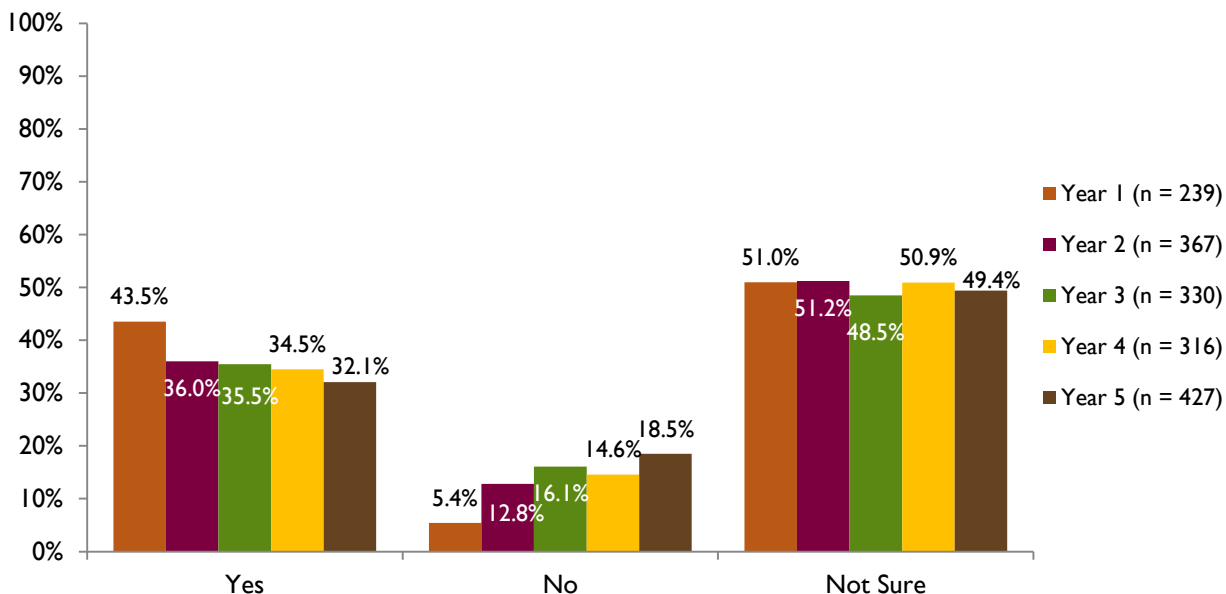

Figure 42. Respondents' perceptions of West Virginia GEAR UP activity sustainability beyond the end of the grant.

In Year 5, participants were asked to rate the extent to which specific GEAR UP services and activities could be sustained by their school without GEAR UP funding. Using a 3-point scale ranging from *most likely could not be sustained* to d*efinitely could be sustained*, participants were asked to rate various GEAR UP activities and services. An option of *I don't know* was also provided. As shown in Table 11, the activities and services that received the highest ratings of sustainability were college access resources materials/CFWV.com and College Application and Exploration Week. The activities and services that received the lowest ratings of sustainability were the financial award for graduating seniors pursuing postsecondary education, funds for food at school events, the summer academy or similar activities, and transportation.

Table 37. Respondents' Perceptions of Sustainability of GEAR UP Services and Activities without GEAR UP Funding (Year 5)

	I don't know	Most likely could not be sustained	Possibly could be sustained	Definitely could be sustained
College access resource materials/CFWV.com	20%	26%	28%	24%
College Application and Exploration Week	21%	25%	27%	24%
Mentoring	24%	25%	32%	17%
Academic enrichment (tutoring)	22%	29%	31%	17%
Parent/guardian financial aid event	23%	28%	28%	17%
College Goal Sunday	29%	33%	20%	16%
Educator professional development	22%	27%	34%	15%
Job site visit or job shadowing	24%	29%	30%	15%
Classroom enhancements or technology	21%	39%	24%	14%
Staff coordination of student success initiatives	25%	27%	31%	13%
Feedback about data on student readiness and success in postsecondary education indicators	25%	28%	31%	12%
High school transition event	26%	30%	29%	12%
College visits or college tours	21%	45%	20%	12%
Higher Education Readiness Officers (HEROs)	27%	38%	20%	12%
Family events	22%	40%	25%	10%
Cultural events or educational field trips	20%	44%	23%	10%
Financial award (for graduating seniors pursuing postsecondary education)	25%	53%	10%	9%
Funds for food at school events (like parent workshops)	21%	51%	17%	8%
Transportation	26%	49%	14%	8%
Summer academy or similar activities	28%	50%	13%	7%

Participants were also asked to rate the importance of sustaining specific GEAR UP services and activities in the absence of grant funding. Using a 3-point scale ranging from *not at all important* to *highly important,* participants rated the importance various GEAR UP activities and services. An option of *I don't know* was also provided. Table 12 shows that the activities and services perceived as most important were academic enrichment, classroom enhancement or technology, and college visits or college tours. Activities and service perceived to be least important were funds for food at school events, College Goal Sunday, and the summer academy or similar activities.

Table 38. Respondents' Perceptions of the Importance of Sustaining GEAR UP Services and Activities (Year 5)

	I don't know	Not at all Important	Moderately Important	Highly Important
Academic enrichment (tutoring)	9%	0%	16%	71%
Classroom enhancements or technology	9%	1%	18%	69%
College visits or college tours	9%	1%	17%	68%

	I don't know	Not at all Important	Moderately Important	Highly Important
Financial award (for graduating seniors pursuing postsecondary education)	11%	1%	15%	66%
Parent/guardian financial aid event	9%	2%	19%	65%
College access resource materials/CFWV.com	10%	1%	19%	65%
College Application and Exploration Week	9%	1%	22%	64%
Cultural events or educational field trips	9%	2%	24%	61%
Transportation	11%	2%	23%	61%
Mentoring	11%	2%	22%	61%
Job site visit or job shadowing	11%	2%	25%	57%
High school transition event	11%	1%	25%	57%
Educator professional development	10%	2%	28%	55%
Staff coordination of student success initiatives	11%	2%	31%	52%
Higher Education Readiness Officers (HEROs)	12%	2%	29%	52%
Family events	10%	2%	32%	51%
Feedback about data on student readiness and success in postsecondary education indicators	12%	2%	31%	51%
Summer academy or similar activities	13%	3%	28%	51%
Funds for food at school events (like parent workshops)	9%	4%	32%	50%
College Goal Sunday	16%	4%	28%	47%

Participants were asked about their awareness of the Sustainability Planning Committee at their school and their perceptions of the ideal level of school staff involvement in sustaining GEAR UP. Nearly three-fourths of the respondents were unaware of their schools' Sustainability Planning Committees (Figure 10). The majority of respondents (87%) indicated that the ideal level of involvement for school staff in sustainability efforts was *moderately* to *very involved* (Figure 11).
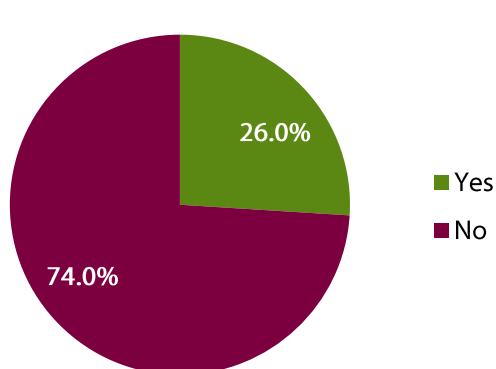

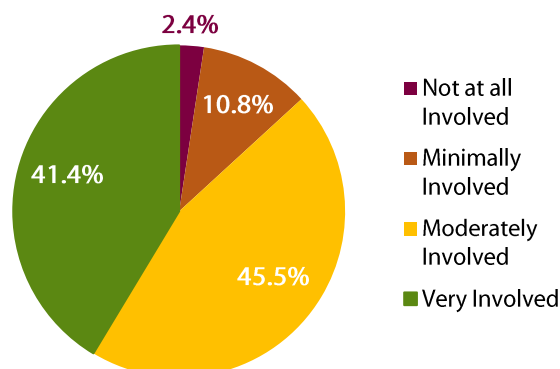Figure 43. Respondents' awareness of the Sustainability Planning Committee at their school.

Figure 44. Respondents' perceptions of the ideal level of school staff involvement in sustainability.

The survey further asked participants who they thought should be involved in and responsible for ensuring the sustainability of services and activities beyond the end of the grant. Respondents indicated that they believed the WV Department of Education was most responsible, followed by principals and counselors. Participants were least likely to believe that local community and groups and local businesses should be responsible for ensuring the sustainability of services and activities beyond the end of the grant. Perhaps surprisingly, only about half of the survey respondents believed that the Higher Education Policy Commission should be involved in sustainability efforts. Table 13 presents respondents' perceptions of stakeholder responsibility for sustaining grant efforts.

Table 39. Respondents' Perceptions of who Should be Involved and Responsible for Ensuring Sustainability of Services and Activities Beyond the End of the Grant (Year 5)

Potential Stakeholders in Sustainability	Selected
West Virginia Department of Education	76%
Principals	75%
Counselors	74%
Teachers	69%
Parents	64%
County Office Staff	61%
Students	61%
Local Community and Technical Colleges (CTCs), Colleges, and Universities	56%
Regional Education Service Agency (RESA) Staff	55%
West Virginia Higher Education Policy Commission	53%
Local Businesses	50%
Local Community and Groups	46%

Participants were given an opportunity to provide feedback about the program and ideas for changes they would suggest for the West Virginia GEAR UP project. Less than one fifth (n = 67) of the Year 5 participants offered a suggestion in response to this item.[20] As in the previous years, the most often suggested change was to expand the program to include all students (including students with disabilities) and involve more teachers (n = 21). In most cases, school personnel suggested including all students at the high school rather than just a specific grade level, but one respondent suggested extending the program into the middle and elementary schools to capture all students in a county. A few respondents (n = 11) also suggested increasing the awareness of the program among students and staff. Respondents also recommended including more and varied activities (n = 9); increasing the funding available for activities and services (n = 9); and improving the processes associated with data entry, paperwork, and selection of teachers to be involved. Three respondents noted that time was a limitation and it was difficult to have students out of class to participate in grant activities. Two respondents indicated their schools seemed to have decreased their GEAR UP efforts this year, and stated that they would like to see GEAR UP given a more prominent role in their schools.

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[20] Another 117 respondents did not offer any suggestions for changes but did offer supportive or congratulatory comments indicating that they believed the program to be beneficial, needed no changes, and should continue.

Alignment of Project Goals

Beginning in Year 3, participants were asked the extent to which they believe each of the five GEAR UP program goals are aligned with their school or county goals or mission. The five GEAR UP goals are listed below. As shown in Figure 12, the majority of respondents (61% to 73%) indicated *full alignment* between the program's goals and those of their schools or counties. Another 15% to 24% of respondents indicated *partial alignment*; about 7% or fewer reported *limited* or *no alignment* with their school or county goals or mission. Between 8% and 12% of respondents reported that they did not know enough about their school or county goals to answer the question. All of these findings compare favorably to Years 3 and 4, with greater percentages of school staff perceiving alignment of GEAR UP and local goals and smaller percentages reporting limited or no alignment. Further, smaller percentages of staff in Year 5 indicated a lack of knowledge about goals.

Goal 1: To significantly increase the academic performance and rigorous preparation of students for participation in postsecondary education.

Goal 2: To significantly increase the number of high poverty, at-risk students who are prepared to enter and succeed in postsecondary education.

Goal 3: To significantly increase the rate of high school graduation and participation of students in postsecondary education.

Goal 4: To significantly increase cohort students' and families' knowledge of postsecondary educational institutions, admission requirements, and financial aid.

Goal 5: To ensure effective, efficient, and most appropriate use of resources through intentional collaboration with identified partners that are committed to GEAR UP goals.
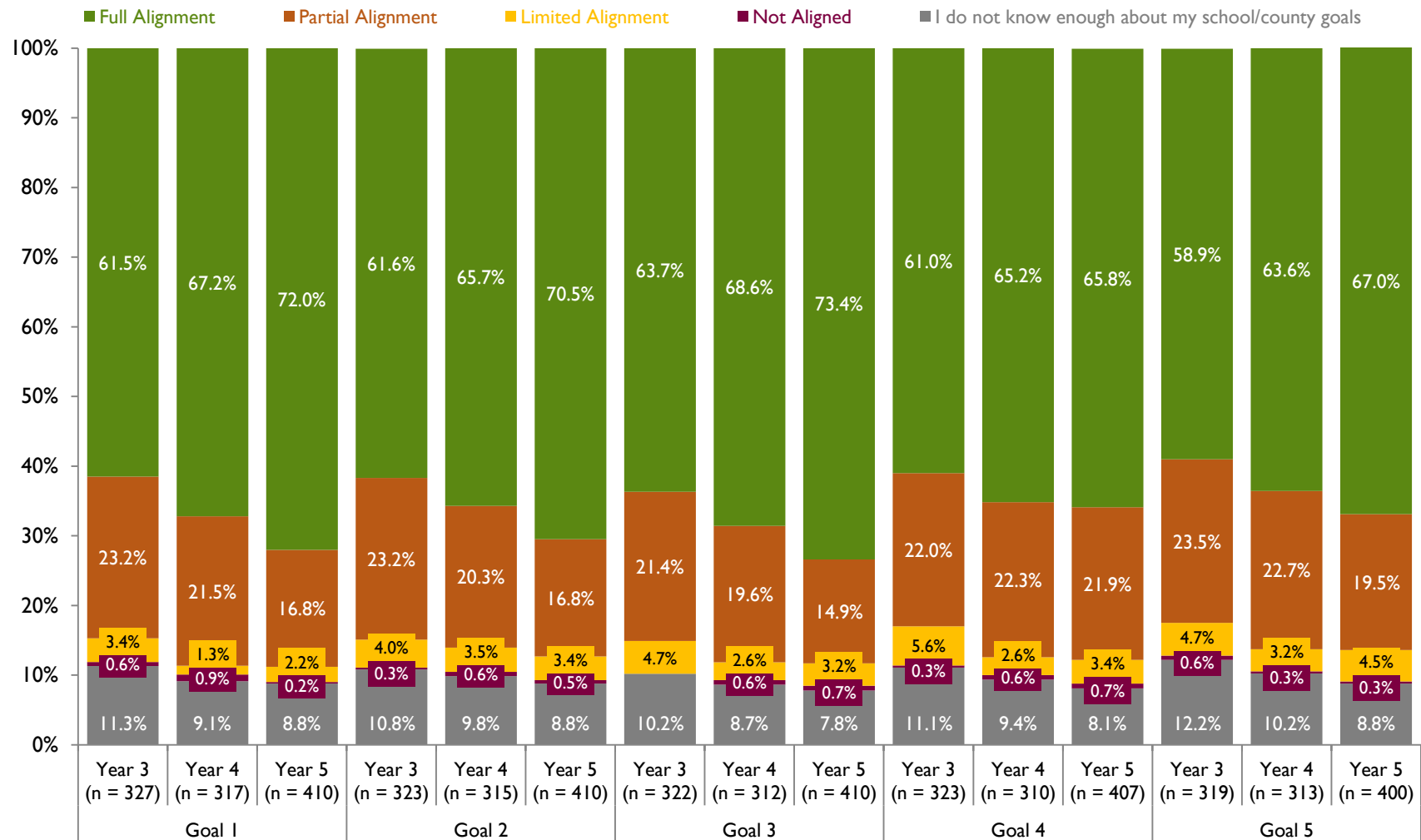
Figure 45. Respondents reporting the extent to which the GEAR UP program goals are aligned with their school or county goals or mission.

Evaluators also conducted analyses to determine whether the changes in perception over time were significant with regard to each of these goals. Table 14 displays the results of the one-way ANOVAs. Only one of the five ANOVAs indicated significant changes within the data. There was no significant change within the data for Goals 2 through 5. A post hoc comparison was calculated to investigate where the differences emerged across the years for Goal 1. Specifically, alignment ratings for Year 5 were significantly higher than ratings for Year 3.

Table 40. Comparison of Extent to which GEAR UP Program Goals are Aligned with School or County Goals (Years 1–5)

Item	Year 3			Year 4			Year 5			F	df	η^2	Differences (post hoc)
	N	M	SD	N	M	SD	N	M	SD				
Goal 1	290	3.64	0.59	288	3.70	0.55	374	3.76	0.50	3.870*	2, 949	0.008	Y5 > Y3
Goal 2	288	3.64	0.59	284	3.68	0.58	374	3.72	0.55	NA			
Goal 3	289	3.66	0.58	285	3.71	0.55	378	3.75	0.55	NA			
Goal 4	287	3.62	0.62	281	3.68	0.57	374	3.66	0.59	NA			
Goal 5	280	3.60	0.63	281	3.67	0.56	365	3.68	0.58	NA			

* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

The survey also asked school personnel how familiar they were with the goals of the GEAR UP program prior to taking the survey. As in the previous year, the question immediately followed the list of goals. Participants could indicate that they were *very familiar*, *somewhat familiar*, or *not at all familiar* with the GEAR UP goals prior to taking the 2013 School Personnel Survey. Of the 400 participants who responded to the question, the majority (60%) indicated that they were somewhat familiar with the program's goals. Just more than one in 10 indicated that they were not familiar with the goals prior to the survey. Figure 13 displays the distribution of respondents' familiarity with GEAR UP goals.
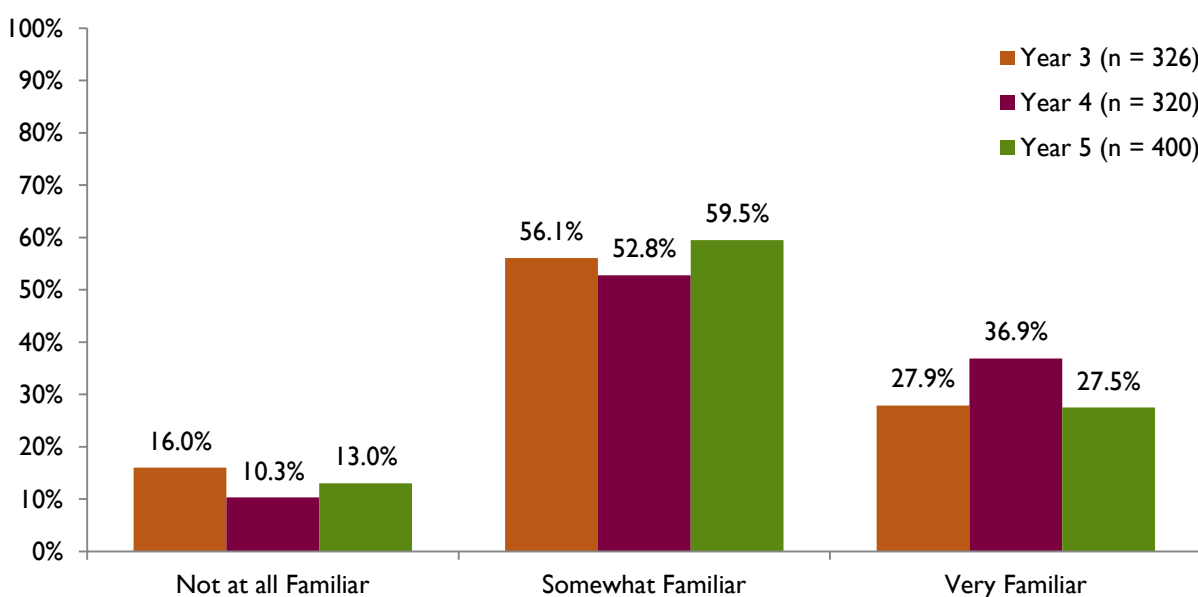

Figure 46. Respondents' familiarity with GEAR UP program goals prior to the survey (Years 3 through 5).

Conclusions and Recommendations

Findings from the School Personnel Survey indicate that the West Virginia GEAR UP program experienced a successful implementation and made improvements in several areas during the program's fifth year. In general, school personnel's self-reported participation has been fairly stable over time. In Year 5, however, fewer teachers reported "never" participating in several key GEAR UP activities (i.e., College Application and Exploration Week and College Goal Sunday). School staff were most likely to have participated in teacher professional development, given its status as the activity with the smallest percentage of teachers reporting no participation. Respondents were least likely to report having participated in summer programs (an expected finding given the timing of the survey administration—prior to summer—and the limited opportunities for school staff to participate in summer activities like GEAR UP U!), college visits and/or college student shadowing, and dual credit activities. As in previous years, the activities in which Year 5 survey respondents were most likely to report frequent participation were tutoring, counseling, and computer-assisted labs; these activities are likely to be scheduled on a regular basis throughout the school year. In Year 5, as in previous years, school personnel tended to report that they participated in most of the various activities only one or two times. This finding is reasonable and expected, given that some activities (e.g., College Goal Sunday, College Application and Exploration Week) happen only once and given that site coordinators' work plans are required to include only one or two professional development events.

Compared to previous years, GEAR UP sites appear to be using a broader variety of communication strategies. Use of a variety of communication strategies has increased over time, suggesting that sites are less likely to rely on only one or two methods of distributing information about the program and its activities. Using multiple methods of communication is likely to contribute to broader dissemination of information because the benefits or strengths of some methods will likely compensate for the drawbacks of other methods. For instance, although posting website announcements is a relatively efficient, inexpensive, and timely method for distributing information, it may not reach all stakeholders (e.g., some may not have Internet access, some may not check the website regularly). Therefore, combining website announcements with school announcements and possibly an automated calling service will increase the likelihood that the necessary information will reach the intended audience. Site coordinators should, therefore, continue and increase their use of multiple methods of communication to share information about the GEAR UP program and activities with all stakeholder groups. Further, because different groups may respond to communication strategies differently, site coordinators should continue to try to customize their outreach strategies to meet the needs of the groups with whom they share information.

In Year 5, compared to the previous year, school personnel were slightly less likely to report that GEAR UP-sponsored professional development prepared them a great deal to engage in the various activities or practices addressed on the survey; however, the percentages of respondents who indicated that the GEAR UP-sponsored professional development did not prepare them at all or prepared them very little also decreased in Year 5. This finding suggests that respondents may have felt that the GEAR UP-sponsored professional development provided them with some level of preparation but they still desired additional information, guidance, or assistance. In general, school personnel are more likely, on average, to report a higher level of preparation via GEAR UP training than they were during the first year of the program (or from the first year in which an area was assessed on the school personnel survey). Although improvements over time have not always been statistically significant year-to-year, the findings suggest that change over time has been significant. Since the beginning of the grant period, the West Virginia GEAR UP program has made significant

improvements in helping school staff feel prepared to address various topic areas and undertake particular practices. This finding suggests that the GEAR UP program may be having a positive impact in increasing the academic capacity of teachers and other staff at participating schools. The Year 5 findings (i.e., the slight declines in preparation ratings) may suggest that teacher want or need more training in various areas. It is unclear, though, whether those perceptions are a result of the content or quality of the GEAR UP training or teachers' perceptions of their own needs or the continuing needs of their schools.

According to school personnel over the years, the West Virginia GEAR UP program ratings for quality, relevance, and usefulness of services offered to stakeholders reached their highpoint in Year 4. The ratings remained relatively stable in Year 5, although the percentages of personnel offering the highest ratings generally tended to be slightly lower than in the previous year. Significance test revealed that average ratings in Year 5 were significantly greater than those observed in Years 1 through 3. The finding suggests that the GEAR UP program is providing high-quality services and activities that are appropriate for the teachers, students, and parents in participating schools.

Results of the Year 5 survey indicate that school personnel generally have very positive perceptions about the impact of the GEAR UP program. Compared to previous years, school personnel were more likely to say that students had *better* or *much better* interest and involvement in school and *better* or *much better* career awareness and interest; they were also more likely to report that parent interest and involvement in school was *better* or *much better* compared to all years, except Year 4. Although still high, ratings in Year 5 were slightly lower than ratings in Year 4. Significance tests revealed that the average ratings in Year 5 were significantly greater than the Year 2 ratings for student interest in school. Year 4 ratings were significantly higher than ratings for the other years. Overall, these findings suggest that the program is having a positive impact on key student and parent outcomes (e.g., interest in school, career awareness). However, HEPC personnel may want to discuss the Year 5 findings with site coordinators to determine whether there is any specific reason the perceptions of program impact in these areas stabilized or declined slightly during the fifth year.

The exception to the improving perceptions of the program's impact is in the area of students' college awareness. Since Year 2, the percentage of school personnel reporting that students' college awareness was *somewhat better* or *much better* has remained fairly stable, and there have been no significant changes in the average rating over time. It is unclear from the available data, however, whether school staff perceive students' level of awareness as adequate or inadequate. It could be that school personnel believe that all or most students are already aware of college, leaving little room for the GEAR UP program to improve upon awareness over and above students' other experiences. Further exploration of this finding—perhaps in collaboration with site coordinators—could help explain why perceptions related to this indicator have remained stable while perceptions related to other similar indicators have steadily improved over time. It is important to remember, however, that three quarters of school staff still indicated that students' college awareness was *somewhat* or *much better* in Year 5 than it had been in the previous year.

School personnel are increasingly likely to report that the GEAR UP program is fully implemented in their schools. Annual improvements have been gradual. Importantly, fewer school personnel than ever indicate that they do not know enough about the GEAR UP program to estimate its level of implementation. These findings are positive and promising, suggesting that the program continues to build at participating schools and develop increased awareness among school staff.

A relatively small number of school staff (70 of the 430 survey respondents) reported that they saw challenges with GEAR UP implementation at their schools. Many of the challenges that respondents reported were similar to those reported in previous years and by other stakeholders (e.g., difficulty engaging parents, time constraints, concerns about the population served—and not served—by the grant). Although there were not a large number of challenges reported, they were not likely to be completely resolved during the school year. Improved communication and collaboration were the most frequently mentioned strategies for resolving issues, but they do not appear to be sufficient, given the large percentage of challenges that were unresolved or only partially resolved. It is understandable that some of the challenges were not resolved during the school year, given that they are issues that are to some extent systemic or cultural. For instance, enduring issues like limited parental involvement may require multiple years and changes in school and community cultures and practices to fully resolve. Other issues viewed as challenges by the survey respondents were actually part of the program design (e.g., only select grade levels being served by the program). During the final year of the grant, site coordinators may want to consider specifically recording and tracking challenges that arise as well as strategies used to resolve them. The information may be helpful for sites facing similar challenges; it may also be helpful information as site coordinators and program staff plan both for sustainability and for possible competition in a new round of the grant program.

Compared to Years 3 and 4, school personnel in Year 5 were slightly more likely to report that the goals of the GEAR UP program are fully aligned with their school or county goals. The percentage of school staff reporting *limited* or *no alignment*—as well as the percentage reporting limited knowledge about their school or county goals—was also smaller than in previous years. Respondents were more likely in Year 5 to indicate that they were somewhat familiar with the goals of the program before seeing them in the survey. Combined with the smaller percentage of respondents indicating a lack of familiarity with the GEAR UP program, these findings suggest that school staff members' knowledge about the West Virginia GEAR UP program is increasing.

The survey results also suggest that there may be some ongoing challenges that could be hindering program implementation or effectiveness. Although nearly four in five school staff were aware that resources had been made available through the GEAR UP program, less than two thirds of the staff members indicated that they had used those GEAR UP-provided resources. The reasons for the discrepancy are unclear. It could be that one third of respondents did not receive any resources, technology, or information from the GEAR UP program to use in their classrooms. It is also possible that some of those staff members did make use of GEAR UP resources but did not realize that they were provided by the program. Site coordinators may want to examine the services and resources delivered at their schools and how they promote them as grant-provided resources. If not already a regular practice, site coordinators may want to consider providing regular reminders about the resources available and provided. Doing so would help promote the grant during the year and may also help build awareness about the importance of finding ways to sustain some level of implementation after the grant program concludes.

School personnel generally continue to be unsure about whether GEAR UP activities are sustainable beyond the end of the grant, and their uncertainty may be increasing as the grant draws closer to its end date. Their uncertainty is understandable, given common and widespread concerns about funding. Without a clear idea about how resource-heavy activities like tutoring and college visits will be funded, it seems reasonable for school personnel to be unsure about the sustainability of those activities. Further, although the site coordinators were required to begin structured sustainability discussions in Year 5 involving school-level stakeholders, nearly three quarters of school personnel survey respondents were unaware of the Sustainability Planning Committee at their school.

Even though they were not aware of the planning discussions going on during the year, the respondents indicated that school staff should be moderately or very involved in sustaining GEAR UP activities. These findings suggest that there may be a disconnect in the desired level of involvement and the actual level of involvement among school personnel. If specific ideas about how to fund or continue activities that are currently sponsored by GEAR UP have emerged, site coordinators may want to begin sharing that information with school stakeholders. Further, if they do not already do so, they should consider making all school stakeholders aware of the sustainability planning activities to be included in the Year 6 work plan. Doing so could build greater buy-in from school staff—if they believe that an activity is going to be part of the school's regular activities for the foreseeable future, they may be more willing to support and/or participate in the activity. It could also generate feedback and additional ideas about how to sustain GEAR UP activities after funding ends.