



# West Virginia GEAR UP

## Year 2 Interim Evaluation Report

May 2016

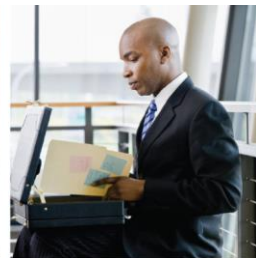
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## Introduction

### West Virginia GEAR UP

West Virginia GEAR UP is a federally funded program that helps students in 50 high-poverty middle and high schools situated in ten counties across the state prepare to succeed in education and training beyond high school. “GEAR UP” stands for “Gaining Early Awareness and Readiness for Undergraduate Programs,” and the program’s goal is to help more students pursue their dreams of earning a college diploma or skillset certificate.

The West Virginia Higher Education Policy Commission (Commission) manages West Virginia (WV) GEAR UP in collaboration with the West Virginia Community and Technical College System, the West Virginia Department of Education, the West Virginia Department of Education and the Arts, and many other community partners. The GEAR UP program operates on seven-year cycles. The Commission is administering its second consecutive GEAR UP grant, which began in 2014 and will conclude in 2021. This report summarizes information gathered in Year 1 and Year 2 of the program.

### GEAR UP Evaluation Design

ICF International (ICF) is conducting an external program evaluation of WV GEAR UP. The evaluation framework includes a program implementation study to assist the Commission in determining the fidelity with which program activities were delivered, which outputs from the WV GEAR UP logic model were accomplished, and to inform the Commission of any facilitators or barriers to implementation. ICF is also conducting a summative outcomes study to ascertain the extent to which data-informed benchmarks, identified in concert with the Commission, are achieved. ICF plans an impact study with a quasi-experimental design to address selected program outcomes and impacts. Finally, the evaluation framework includes a sustainability study to inform the Commission about how the GEAR UP program could continue to have an impact after the grant ends. This report primarily addresses summative outcomes for Year 1 and Year 2 of the program.

### Purpose

The objectives of the Year 2 Interim Evaluation Report are twofold. First, the report describes the longitudinal changes that have occurred in annual survey outcomes for cohort students and their parent/guardians (i.e., the class of 2020). Specifically, the report presents changes in outcomes as students progressed from grade 7 in Year 1 of the program (SY2014-15) to grade 8 in Year 2 of the program (SY2015-16). Second, the report provides information from comparative statistical analyses examining differences in annual survey outcomes for cohort students and their parents/guardians and a retrospective comparison group of students and parent/guardians who did not receive GEAR UP services (i.e., the class of 2019). Here, the report compares outcomes observed for cohort students and parents/guardians in Year 2 of the project with outcomes observed for the retrospective comparison group in Year 1 of the project. Notably, both groups of students were enrolled as grade 8 students when surveys were administered, allowing for a more parallel comparison of outcomes.

## Data Collection

### Survey Development

In collaboration with the Commission, ICF developed the Year 2 Student and Parent/Guardian Surveys, associated informed consent documents, and a detailed administration protocol.

#### *Year 2 WV GEAR UP Student Survey*

The student version of the survey included 28 items organized across three sections. Ten were demographic items designed to gather background information about respondents and their families, seven measured students' perceived academic ability and educational goals, and eleven measured students' knowledge about college entrance requirements, the perceived cost of attending college, and knowledge of financial aid options. While the Year 2 student survey includes many of the same items present on the Year 1 survey, there were some notable additions. Specifically, two matrix items were added to measure college-going self-efficacy (CG-SE) and three items were added to measure perceptions of specific scholarship/grant opportunities (i.e., PROMISE Scholarship, WV Higher Education Grant Program [WV HEGP], Pell Grant). Appendix A includes a reproduction of the Year 2 grade 8 student survey.

#### *Year 2 WV GEAR UP Parent/Guardian Survey*

The Year 2 WV GEAR UP Parent/Guardian Survey included 26 items organized across three sections. Eleven were demographic items designed to gather background information about respondents and their children, four measured parent/guardian perceptions of their child's educational goals and their own expectations for their child, and eleven items measured parent/guardian knowledge of college entrance requirements, the perceived cost of attending college, and financial aid options. As with the student survey, the parent/guardian version was largely based on the Year 1 instrument. However, three items were added to measure knowledge of specific scholarship/grant opportunities. Appendix A includes a reproduction of the Year 2 parent/guardian survey.

#### *Survey Participants*

In Year 2, ICF administered surveys only to the students and parents/guardians associated with the class of 2020 (i.e., cohort students). All the students surveyed were enrolled in grade 8 in WV GEAR UP schools during SY2015-16. Because only cohort students and their parents/guardians were included, the survey was administered to 35 of the 50 WV GEAR UP schools.<sup>1</sup>

## Methods

ICF began data collection for the annual surveys by first securing informed consent from all eligible respondents. This included 2,855 grade 8 students and their parents/guardians. As with Year 1, we used an opt-out consent procedure. ICF external evaluators trained all GEAR UP site coordinators in

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<sup>1</sup> The remaining schools were high schools that did not include grade 8.

the 35 participating schools to administer the opt-out consent procedure via a webinar conducted on November 5, 2015. Opt-out permission forms were mailed to each school along with instructions for their use. That month, site coordinators provided all students in grade 8 with a parental permission letter explaining the purpose and details of the surveys with an attached opt-out form (see Appendix A), and instructed them to take the letter and form home to their parent/guardian. The consent form gave all parents/guardians a chance to opt out of participating in data collection by returning the signed form to their child's school by November 30, 2015. Only 8 parents/guardians opted their child out.

In addition, 14 eligible students whose parents/guardians *did not* opt out of data collection elected not to provide responses to the student survey when offered the opportunity.<sup>2</sup> After removing those students whose parents/guardians opted out from the pool of potential survey respondents, evaluators administered surveys to all remaining students and parents/guardians in participating schools. This included 2,847 grade 8 students and one parent/guardian per student (total student and parent/guardian  $N = 5,694$ ).

The survey administration window formally opened on December 4, 2015, and closed on January 22, 2016. ICF used a blend of online and paper/pencil survey administration modes for the parent/guardian survey. All student surveys were administered online.

## Samples and Response Rates

### ***Students***

Student surveys were administered online to all grade 8 students (except those whose parents/guardians opted them out) enrolled in participating schools during the 2015-2016 school year ( $N = 2,847$ ). Depending on the needs of individual schools, different settings were utilized for survey administration. Some students completed surveys on their home computers and others on school computers or mobile devices. Survey links and scannable Quick Response (QR) codes were made available in materials sent home to parents and publicized on the WV GEAR UP website. Paper/pencil versions of surveys were offered as an accommodation for students who could not access content using a computer and for any students whose parent/guardian explicitly requested that the student not be allowed to access a computer. Spanish language versions of each survey and consent form were also made available upon request. Ultimately, 2,518 unique grade 8 students completed the survey.

### ***Parents/Guardians***

Parent/guardian surveys were administered primarily by way of paper and pencil to a single parent/guardian for each grade 8 student in participating schools. The ICF evaluation team provided paper copies of the parent/guardian surveys to each site coordinator, who sent the survey home with students whose parent/guardian had not returned an opt-out form. An online option was available to

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<sup>2</sup> For the purposes of calculating response rates, these 14 students were counted as having completed surveys. That is, selecting "I refuse to participate" is considered a valid response.

parents/guardians and utilized by 24 individuals. The total number of valid parent/guardian surveys returned was 1,323.

### Response Rates

Figure 1 illustrates the formula used by ICF to calculate student and parent/guardian response rates.

$$\frac{\text{\# surveys returned}}{(\text{2nd month enrollment} - \text{opt-outs received})}$$

Figure 1. Response rate formula for student and parent surveys

To arrive at the denominator for our calculations, we first calculated the total student enrollment for grade 8 based on second month enrollment estimates for the 2015-16 school year provided by the West Virginia Department of Education ( $N = 2,855$ ). Next, we subtracted the number of students whose parents/guardians opted-out of data collection during the informed consent process ( $N = 8$ ). This yielded the response rate denominator of 2,847. We then divided the total number of returned surveys by this value to arrive at the response rate. Table 1 provides an overview of the response rates that were achieved for all surveys during Year 2.

TABLE 1: YEAR 2 SURVEY RESPONSE RATES BY GROUP			
Group	Surveys Returned	Response Rate Denominator	Response Rate
<b>Student Surveys</b>			
Grade 8 (Cohort)	2,518	2,847	88.4%
<b>Parent/Guardian Surveys</b>			
Grade 8 (Cohort)	1,323	2,847	46.5%

Source: Year 2 WV GEAR UP Student and Parent/Guardian Surveys

The response rates in Table 1 are inclusive of all paper/pencil and online surveys collected as of January 22, 2016. The WV GEAR UP program is required to achieve an 80% response rate for student surveys and a 50% response rate for parent surveys. These targets are applied to the student groups served by the grant. Notably, the response rate target was exceeded for grade 8 students. The Year 2 response rate also represents a substantial increase from last year's 81% response rate (which included grade 12) and a slight increase over last year's 87.3% response rate for the cohort class.

However, the 50% parent/guardian response rate requirement for APR was not met in Year 2, and represented a slight decrease from the 47.8% response rate for the cohort in Year 1. The use of paper/pencil surveys made it impossible for the external evaluators to give site coordinators accurate completion rate updates throughout the administration windows, as was possible with the online student survey. This factor may have contributed to a lower response rate on the parent survey. Additionally, surveys were administered during a relatively narrow window during the holiday season, and winter weather may have presented challenges to reaching the response rate target. However, the response rate of 46.5% is less than four percentage points below the target, and

the evaluation team is confident that the data collected allow for valid and reliable representations of parent/guardian outcomes.

## Analyses Conducted

The evaluation team conducted cross-sectional, longitudinal, and comparative analyses in this report. The methods used for each are presented below.

### ***Cross-Sectional Analyses***

Most survey items included categorical response options. For these items, we primarily calculated descriptive statistics, including measures of frequency (i.e., the number and percentage of respondents choosing each option). Notably, some percentages may not total to 100% throughout this report due to rounding. However, some survey items employed Likert-type response scales. When appropriate, we calculated mean scores and standard deviations for these items.

### ***Comparative Analyses***

We constructed two additional datasets consisting of all valid cohort and retrospective comparison group data for Year 1 and Year 2 of the project. The first file included all survey observations for cohort group students as measured in SY2015-16 and all observations for the retrospective comparison group cohort as measured in SY2014-15. As noted above, both groups were enrolled as grade 8 students at the time of data collection. The second file included all cohort group parent/guardian responses from SY2015-16 and all parent/guardian responses for the retrospective comparison group as measured in SY2014-15.

To examine differences across the two groups we used chi-square and independent samples t-test analyses. We interpreted statistically significant differences using effect size calculations. For chi-square analyses we commonly used *Phi* or *Cramer's V*, as appropriate depending on the number of degrees of freedom in the categorical data. For independent samples t-tests we used Cohen's *d*. For *Phi* and *Cramer's V*, we used the following interpretations: (1) .20 or lower = small effect, (2) .21 - .30 = moderate effect, (3) >.30 = strong effect. For Cohen's *d*, we used the following interpretations: (1) .40 or lower = small effect (2) .50 - .70 = moderate effect, and (3) .80 or higher = strong effect.

### ***Longitudinal Analyses***

To examine within-cohort changes in survey outcomes over time, we constructed two datasets. The first included records for those cohort students for whom we were able to locate valid survey observations for both Year 1 and Year 2 of the project. Notably, those individuals who did not complete surveys in both years at the appropriate grade level (i.e., grade 7 in SY2014-2015 and grade 8 in SY2015-16) were not included in this file. This is because linked observations were preferable when conducting longitudinal analyses. For the second data file, we employed the same procedure, but used parent/guardian survey results. When examining differences across time for each group we used either chi-square analyses or dependent samples t-tests. The same effect size calculations and interpretations described above were used for these analyses, with the exception that we accounted for the correlation between pre- and post-test measures when calculating effect sizes for dependent samples t-tests.



## Results

The findings in this report are divided into three principal sections. First, we present a comparison of grade 8 survey outcomes as measured for cohort students and their parents/guardians in SY2015-16 versus retrospective comparison group students and their parents/guardians as measured in SY 2014-15. Next, we present findings from a longitudinal analysis of two consecutive years of cohort student and parent/guardian survey outcomes. We conclude the results section by providing baseline data for cohort group students/parents from two new scales that were included on the Year 2 surveys: (1) perceptions of CG-SE and college-going outcomes expectations (CG-OE) and (2) knowledge of specific scholarship/grant opportunities.

### Comparing Cohort and Retrospective Comparison Group Survey Outcomes

Our first set of analyses compares the survey outcomes obtained from cohort group students and their parents/guardians with those outcomes obtained from the retrospective comparison group of students and parents/guardians. As a reminder, both groups completed the survey when students were in grade 8 and came from the same WV GEAR UP schools. However, the comparison group completed the survey in December 2014 while the cohort group took the survey a year later in December 2015.

#### *A Description of the Cohort and Retrospective Comparison Group Samples used for Analyses*

Below, we describe the student and parent/guardian samples in terms of their demographics. This is an important first step to understanding the degree to which outcomes are comparable across groups.

##### Students

A total of 2,518 students responded to the Year 2 Student Survey. While all of these students were included when calculating response rates, we allowed students the opportunity to opt out of answering questions if they so desired. After removing those students who did not assent to completing the Year 2 survey, we had survey data for 2,504 grade 8 cohort students. The corresponding number of comparison group students who took the Year 1 survey was 2,364. The following section provides a description of the entire student sample, which includes both cohort and comparison group students ( $N = 4,868$ ). For each demographic characteristic on the survey, we conducted statistical significance tests (chi-square) to determine if the two samples differed.

**Gender.** The student analysis sample was 50% male and 48% female. The remaining students either indicated their gender as “other” or did not respond when asked this question. The cohort and comparison groups did not differ greatly in terms of the distribution of male and female gender, but it is notable that all students who selected the “other” gender response option were cohort group students. These students represented a very small fraction of the overall analysis sample (0.3%).

**Race/Ethnicity and Primary Language.** Approximately 91% of students identified as white, 4% as two or more races, and 3% as black/African American. The remaining race categories each made up less than 1% of the sample. Students were also almost universally non-Hispanic (95%) and spoke English as their primary language at home (99%). There were no statistically significant differences in the distribution of race/ethnicity across the cohort and comparison groups. This being said, the cohort group did include slightly more Spanish-speaking students than the comparison group, and all students who indicated they spoke “other” primary languages in their home came from the cohort group. Nevertheless, these students made up very small portions of the analysis sample.

The cohort and comparison group student samples exhibited only small differences in terms of gender, race/ethnicity, primary language, family income, and parental education levels.

**Family Income.** A plurality of student respondents (57%) indicated they did not know their family’s total annual income, and about 1% did not respond. Approximately 10% estimated their family income to be \$30,000 or less; 12% reported income between \$30,001 and \$60,000; 14% between \$60,001 and \$100,000; and 7% more than \$100,000. There was not a statistically significant difference in the distribution of family income across the cohort and comparison groups.

Because so many students did not know or report family income, we also examined the distribution across the cohort and comparison groups for the subset of students who provided a response other than “I don’t know or I’d rather not say.” Figure 2 shows the distribution by group. Notably, there were no significant differences across groups. It should be noted that this subsample includes only 44% of cohort students and 40% of comparison group students, because the majority of students did not know or did not choose to report their family income.

Despite small variations across the two groups, there were no statistically significant differences in family income as reported by cohort and comparison group students.

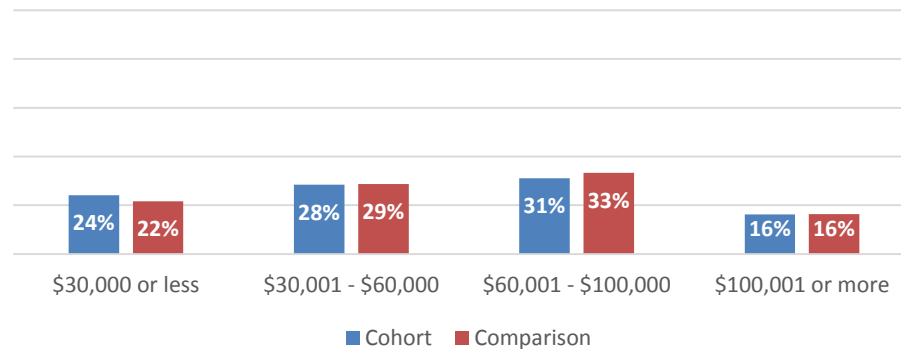


Figure 2. Family Income as Reported by Cohort and Comparison Group Students (excluding those that did not respond or did not know)

**Parental Education Levels.** Although there were small differences in parent education levels across the cohort and comparison group samples, the differences were not statistically significant. When examined in aggregates, students across both groups reported their mother/female guardians were more highly educated than their fathers/male guardians. It was also more common for students to report that they did not know their father/male guardian's education level than their mother/female guardian's. (See Figure 3.)

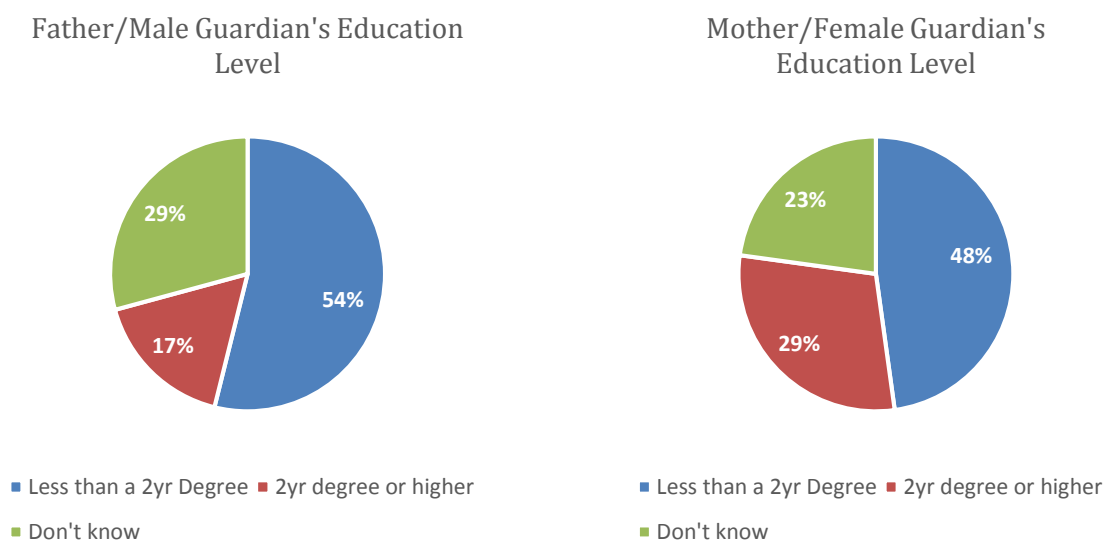


Figure 3. Parental Education Levels as Reported by Cohort and Comparison Group Students in Aggregate

### Parents/Guardians

A total of 1,323 parents/guardians of cohort group students responded to the Year 2 survey. The number of parents/guardians of comparison group students who responded to the Year 1 survey was 1,152. Below, we provide a brief description of the demographic characteristics of all parents/guardians ( $N = 2,475$ ). As with the student data above, we conducted statistical significance tests (chi-square) to determine if the two samples differed on important characteristics (e.g., family income, parent education levels) prior to conducting analyses comparing outcomes.

Parents/guardians of cohort students did not differ significantly from the comparison group in terms of their relationship to their child, race/ethnicity, primary language, family income, or education levels. As a result, we have more confidence in the comparability of these two groups when comparing survey outcomes.

**Relationship.** Approximately 91% of respondents across both groups reported their relationship to their child was as a parent or guardian. Approximately 6% and nearly 2% indicated they were grandparents or step/foster parents, respectively. The remaining respondents noted “other” relationships or did not respond. There were no statistically significant differences in the distribution of this variable across the two groups.

**Race/Ethnicity and Primary Language.** Nearly all parents were white (96%), not Hispanic or Latino (96%), and spoke English as their primary language (100%). There were no statistically significant differences in the distribution of these three variables across the two groups.

**Family Income.** Nearly a third of all respondents (29%) reported annual family income of \$30,000 or less. Approximately 21% reported income between \$30,001 and \$60,000, about 18% had income between \$60,001 and \$100,000, and about 7% reported income greater than \$100,000. Nearly a quarter of all respondents (22%) declined to report their annual family income. Importantly, we found there were no statistically significant differences in the distribution of family income across the two groups.

As with the student data, we also analyzed family income after removing those parents/guardians who did not provide a response or indicated they did not know or would rather not respond. In contrast with the student sample, this subsample included 75% of cohort and 81% of comparison group parents/guardians. As with students, we did not find a statistically significant difference across the two groups in terms of the distribution of family income. (See Figure 4.)

There were no statistically significant differences in family income as reported by cohort and comparison group parents/guardians.

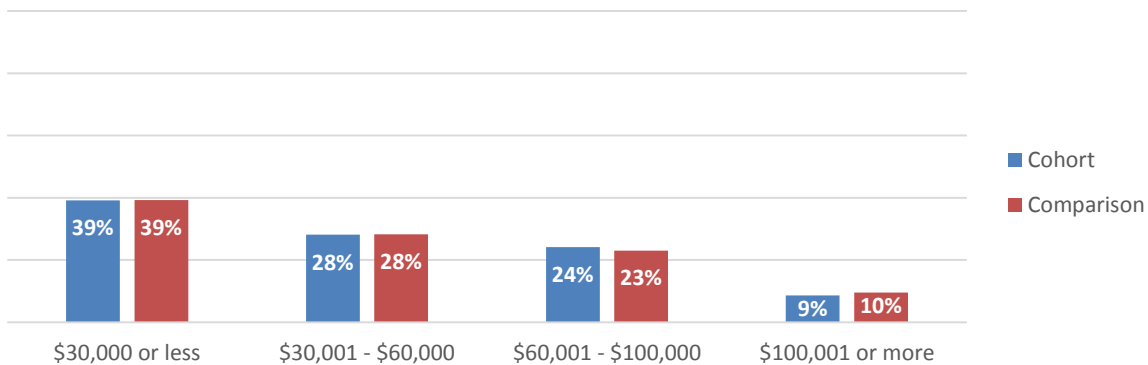


Figure 4. Family Income as Reported by Cohort and Comparison Group Parents/Guardians (excluding those that did not respond or did not know)

**Parental Education Levels.** In general, parents/guardians reported that their child’s father/male guardian had obtained a lower level of education than their child’s mother/female guardian (76% of fathers/male guardians had less than a two-year college degree compared with 68% of mothers/female guardians). There were no statistically significant differences in the distribution of either parent’s educational attainment across the two groups.

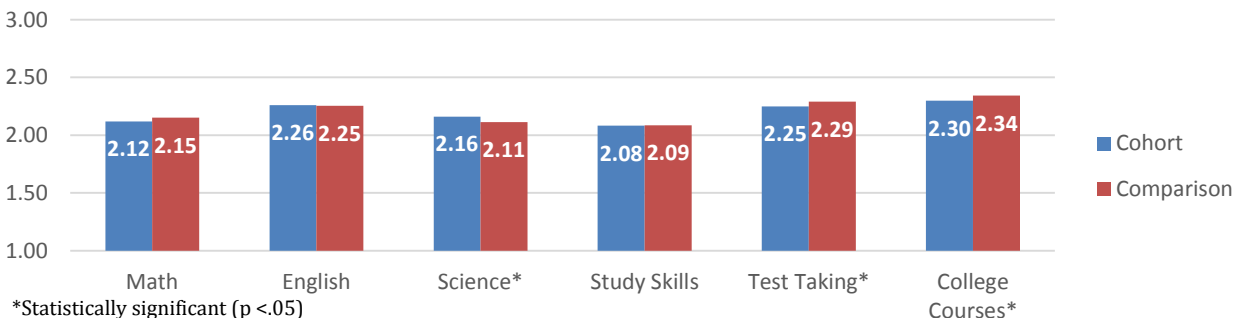
### ***Differences in Survey Outcomes among Cohort and Retrospective Comparison Groups***

Having described the student and parent/guardian samples, we now turn to a presentation of differences in outcomes. Data are presented together for students and parents/guardians for three primary topic areas: (1) Educational Goals, Aspirations, and Academic Confidence; (2) College Entrance Requirements, Cost, and Financial Aid; and (3) Additional Supports Requested.

#### ***Educational Goals, Aspirations, and Academic Confidence***

**Academic Confidence.** Students first rated their academic confidence across six content areas (i.e., mathematics, English, science, study skills, test-taking skills, and general ability to do well in college courses in the future). We found that cohort and comparison group students did not differ significantly in terms of their self-reported confidence in mathematics, English, or study skills. However, there were small but statistically significant differences across the groups in terms of their confidence in science  $t(4,577) = -2.47, p < .05$ , test-taking skills  $t(4,316) = 2.03, p < .05$ , and their perceived ability to do well in college courses in the future  $t(4,162) = 2.18, p < .05$ . The cohort group reported higher mean confidence in science. However, the comparison group reported more confidence in their test-taking skills and their ability to do well in college courses in the future. Despite these three differences having statistical significance, all effects were extremely small ( $d < .10$  for all three). The presence of significance was likely due to large sample sizes or multiple hypothesis testing. Figure 5 provides an overview of the differences by group.

Despite the fact that they were statistically significant, the differences in students' academic confidence in science, test-taking, and ability to do well in college-level courses in the future were extremely small.



*Figure 5. Student Self-Reported Academic Confidence by Group*

**Plans to Continue Education After High School.** All students were then asked to indicate whether or not they planned to continue their education after high school. We found no significant difference in the percentage of students who responded affirmatively (92% of comparison group students and 90% of cohort students).

**Educational Aspirations and Expectations.** Students were next asked to indicate the level of education they both aspired to and expected to achieve. For these items, the survey included five response options: (1) high school or less, (2) some college, (3) a two-year college degree, (3) a four-year college degree, and (5) more than a four-year college degree. To ease interpretation of the findings, we combined the first two options into a category we labeled, “less than a two-year degree.” The top three response options were collapsed into a category labeled, “two-year degree or higher.” Next, we compared the percentage of cohort and comparison group students expecting and aspiring to achieve these two levels of education. We found cohort group students were slightly more likely than comparison group students to aspire and expect to achieve a two-year degree or higher and slightly less likely to aspire and expect to achieve less than a two-year degree. Although these differences were statistically significant (Aspirations:  $X^2 = 6.12$ ,  $p < .05$ , Expectations:  $X^2 = 8.13$ ,  $p < .01$ ), the effect sizes were very small ( $\phi = .04$  for both differences), likely appearing due to large sample sizes. Figure 6 provides more information.

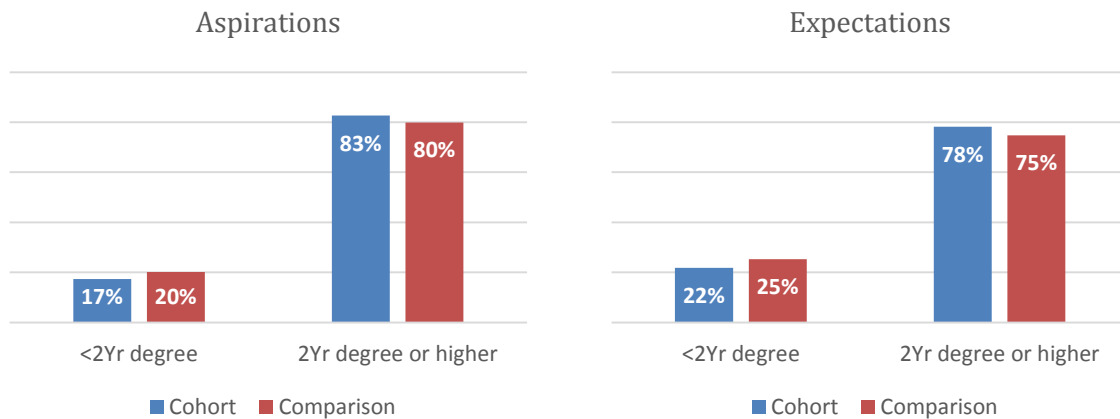


Figure 6. Comparing Student Educational Aspirations and Expectations by Group

The parent/guardian survey also included two items asking parents to indicate the highest level of education they would like and expect their child to achieve. Unfortunately, changes in the wording of these two items across Years 1 and 2 of the project made it impossible to compare results for the cohort and comparison group parents/guardians.<sup>3</sup> Therefore, we analyzed only cohort group

<sup>3</sup> In Year 1, parents/guardians were asked what level of education they thought **their child** would like or expect to get. However, in Year 2, they were asked what level **they themselves** would like or expect their child to get. The evaluation team will revisit parent/guardian differences when valid comparison group data become available.

responses. We found expectations to be more reserved than aspirations when examining the proportion of parents/guardians selecting “*more than a 4-year college degree.*” For the remaining categories, expectations outpaced aspirations. (See Figure 7.)

Nearly half of all cohort group parents/guardians aspired for their child to achieve more than a four-year college degree, but only about one quarter actually expect their child to do so.

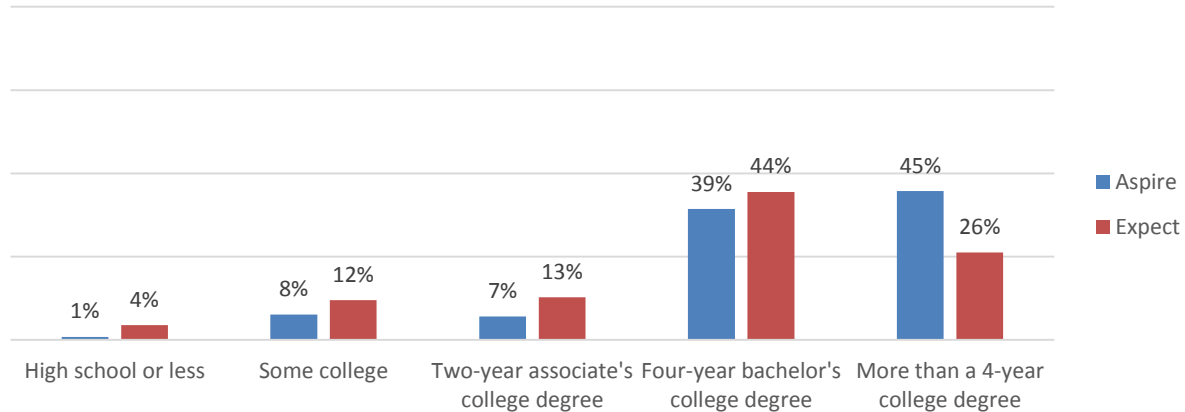


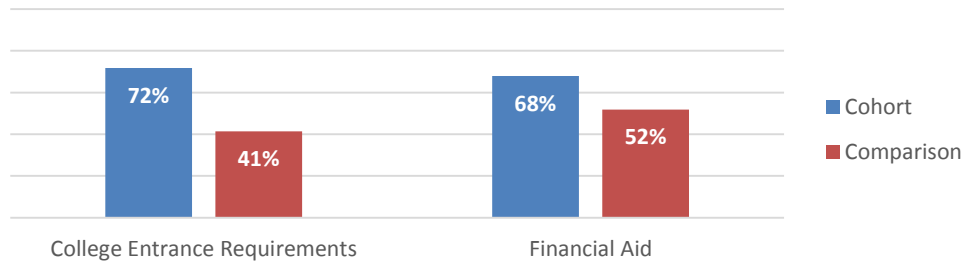
Figure 7. Comparing Educational Aspirations and Expectations: Cohort Parents/Guardians

**Parental Views about College.** Next, we asked if parents/guardians had talked to their child about attending college. Almost all parents, regardless of group, indicated they had (95%), and we found the cohort group was not significantly more likely than the comparison group (i.e., 96% and 95% reported they had, respectively). We next asked parents/guardians to indicate the extent to which they agreed or disagreed that: (a) attending college is important to their child’s career goal and future, and (b) that it is too early to think about their child going to college. Across the two groups, about 94% of parents/guardians either agreed or strongly agreed with the first statement and 86% either disagreed or strongly disagreed with the second. Again, there were no statistically significant differences across the two groups on these two items.

#### College Entrance Requirements, Cost, and Financial Aid

**Interaction with School/GEAR UP Staff.** We asked students if they had spoken with anyone from GEAR UP or their school about college entrance requirements or the availability of financial aid to help pay for college. We found cohort group students were more likely than comparison group students to have spoken with someone about college entrance requirements  $X^2 = 452.68, p < .001$ . The difference was statistically significant and the effect size was strong ( $\phi = .31$ ). They were also more likely to have spoken with someone about the availability of financial aid to help them pay for college. Again, this difference was statistically significant  $X^2 = 130.80, p < .001$ . However, the effect size was relatively small ( $\phi = .17$ ). Figure 8 shows the results.

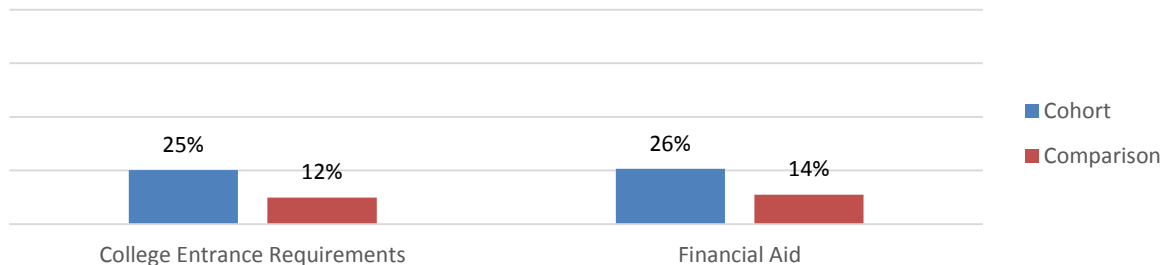
Cohort students are significantly more likely than comparison group students to have spoken with someone about college entrance requirements and financial aid.



*Figure 8. Percentage of Students Who Have Spoken with Someone about College Entrance Requirements and Financial Aid by Group*

We also asked parents/guardians whether anyone from their child’s school or GEAR UP had spoken with them about these topics. When examining both cohort and comparison group samples in aggregate, we found that only about 19% and 20% of parents/guardians responded affirmatively to these two questions, respectively. However, as is illustrated in Figure 9, when examining differences across groups, parents/guardians of cohort group students were two times as likely as the comparison group to answer “yes” to both questions. Both differences were statistically significant.<sup>4</sup>

As of Year 2, parents/guardians of cohort group students were about two times as likely as parents/guardians of comparison group students to have had conversations with someone at their child’s school about college entrance requirements and financial aid.



*Figure 9. Percentage of Parents/Guardians Who Have Spoken with Someone about College Entrance Requirements and Financial Aid*

<sup>4</sup> College entrance requirements:  $X^2 = 63.55, p < .001$  ( $\phi = .16$ ); financial aid:  $X^2 = 52.84, p < .001$  ( $\phi = .15$ )



**Perceived Knowledge of Financial Aid/Costs and Benefits of College.** Cohort students were also more likely than comparison group students to respond affirmatively that they were knowledgeable about financial aid and the costs and benefits of going to college (72% vs. 65%). The difference was statistically significant  $\chi^2 = 25.59, p < .001$ , but the effect size was very small ( $V = .07$ ). Cohort group parents/guardians were also more likely than comparison group parents to report that they knew about financial aid and the costs and benefits of their child pursuing a postsecondary education (64% vs. 59%). This difference was statistically significant,<sup>5</sup> but the effect size was again small ( $V = .05$ ).

**Perceptions of Affordability and Cost.** Next, we asked students and parents/guardians to indicate the extent to which they felt they could afford to attend three public postsecondary education options: (1) a public four-year college, (2) a public community/technical college, and (3) a public career/technical center. Respondents used a five-point Likert-type response scale (i.e., 1 = *definitely not*, 2 = *probably not*, 3 = *not sure*, 4 = *probably*, 5 = *definitely*). Using independent samples t-tests, we compared the average ratings on this scale for all three options across the two groups of students and parents/guardians. We found cohort students, on average, reported more positive perceptions than comparison group students about their ability to afford all three options (See Figure 10). Although all three differences were statistically significant,<sup>6</sup> the effect sizes were relatively small ( $d = .10$  or lower).

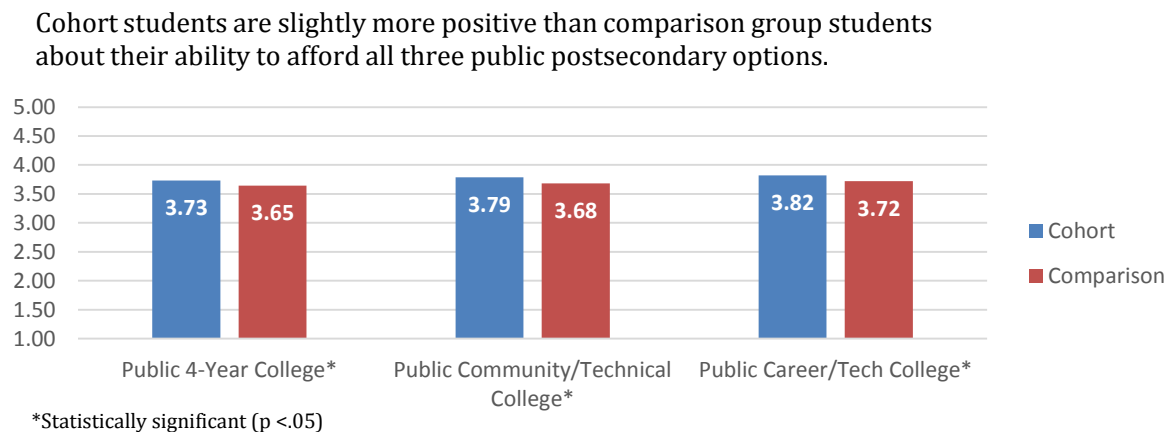


Figure 10. Average Affordability Ratings for Public Postsecondary Options by Group

Parents/guardians were also asked to respond to this question. The mean affordability ratings approached or exceeded 4.0 for both groups for all three options (a rating of 4.0 corresponds with the perception they could “*probably*” afford each option). Parents/guardians of cohort students had higher average ratings on all three items. However, this difference was only statistically significant<sup>7</sup>

<sup>5</sup>  $\chi^2 = 7.14, p < .01$

<sup>6</sup> Four-year:  $t(4,817) = -2.88, p < .01$ , two-year:  $t(4,750) = -3.59, p < .001$ ; career/tech:  $t(4,746) = -3.23, p < .001$

<sup>7</sup>  $t(2,302) = 2.16, p < .05$

for perceptions of the affordability of public career/technical center options. And although the difference was statistically significant, the effect size was very small ( $d = .08$ ).

Students and parents/guardians were next asked to estimate the average cost of tuition, excluding the cost of food, housing, and books, for two public college options in WV: (a) a four-year public college/university and (b) a public community/technical college. Seven response options were offered, ranging from 1 = *up to \$4,000* to 7 = *more than \$26,000*. According to the Commission, the correct estimates were as follows for the period in which the surveys were administered were:

- **Four-year public college/university:** \$4,001 - \$8,000
- **Public community/technical college:** Up to \$4,000

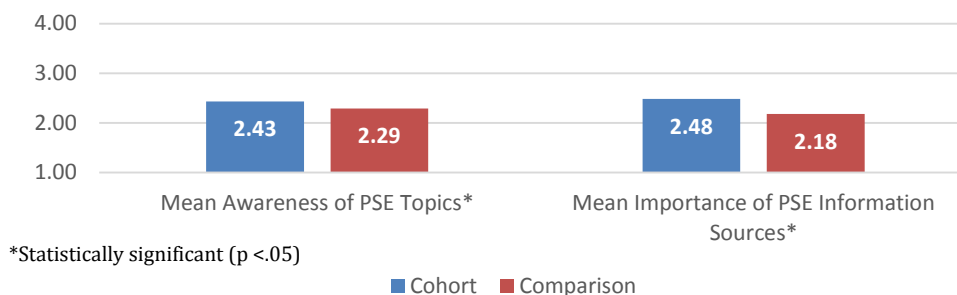
Overall, we found that only about 18% and 17% of students were able to accurately estimate the costs associated with these two options, respectively. Moreover, cohort group students were not more likely than comparison group students to correctly estimate tuition costs. Only about 19% and 18% of cohort students were able to do so for the public college options, compared with 18% and 17% of comparison group students. The same was true for their parents/guardians: only about 19% could accurately estimate the costs associated with each option. Again, there were no statistically significant differences in the percentage of cohort and comparison group parents/guardians who correctly estimated these costs.

***Awareness of Postsecondary Education (PSE) Topics and Importance of Various Sources in Gathering Information about PSE Options.*** Students and parents/guardians were next asked to indicate their awareness of 11 PSE-related topics. The survey also included 16 items measuring how important respondents found various sources to be in helping them gather information about their PSE options. The awareness and importance items all used a four-point Likert-type response format, with response options ranging from 1 = *not at all important/aware* to 4 = *extremely important/aware*. On both scales, a mean rating of 3.0 represents *moderate awareness/importance*.

To analyze differences in these outcomes across the cohort and comparison groups, we first developed average “Awareness” and “Importance” scales by calculating each respondent’s average rating across all 11 awareness items and all 16 importance items. For students, the internal consistency estimates for the two scales were .91 and .94, respectively, and the mean and standard deviations were as follows: Awareness ( $M = 2.36$ ;  $SD = .70$ ), Importance ( $M = 2.33$ ;  $SD = .75$ ). For parents/guardians the internal consistency estimates for the two scales were .94 and .96, respectively, and the mean and standard deviations were as follows: Awareness ( $M = 2.45$ ;  $SD = .82$ ), Importance ( $M = 1.98$ ;  $SD = .77$ ). Notably, as an aggregate group, this analysis showed parents yielded higher average awareness ratings than students, but lower importance ratings. In fact, parents provided particularly low importance ratings—a mean score of approximately 2.0 corresponds with a source being rated as only *slightly* important.

When comparing results across groups, we found cohort students reported higher average awareness ratings than comparison group students. The difference was statistically significant  $t(4,817.87) = -6.94$ ,  $p < .001$ , and the effect size was small ( $d = .20$ ). Cohort students also provided higher importance ratings than comparison group students. The difference was again statistically significant  $t(4,817) = -14.09$ ,  $p < .001$ , but in this case approached the threshold for a moderate effect size ( $d = .41$ ). See Figure 11.

Cohort students were generally more aware than comparison group students about various postsecondary education topics; they also found most sources to be more important in helping them gather information about their postsecondary education options.



*Figure 11. Student Self-Reported Awareness and Importance Ratings for Various Postsecondary Education Topics and Information Sources by Group*

When looking within specific topics, we found the largest differences in awareness ratings across the two student groups for four financial aid topics: (1) FAFSA ( $d = .35$ ), (2) Pell Grants ( $d = .33$ ), (3) Federal student loans ( $d = .28$ ), and (4) the WV Higher Education Grant ( $d = .27$ ). Each of these differences was statistically significant ( $p < .05$ ) and in favor of the cohort group. The effect sizes were considered relatively small. Notably, we found the comparison group reported higher average awareness ratings than the cohort group for the topic of ACT/SAT. The difference was statistically significant, and the effect size was very small ( $d = .12$ ).

With importance ratings, we found the largest difference among the two student groups with respect to the following sources: (1) GEAR UP Staff ( $d = .91$ ), (2) college admissions representatives ( $d = .44$ ), (3) CFWV.com ( $d = .38$ ), (4) school counselors ( $d = .33$ ), and (5) college fairs ( $d = .33$ ). Each of these differences was statistically significant ( $p < .05$ ) and in favor of the cohort group. The effect sizes for these differences ranged from small to moderate (e.g., college fairs/school counselors) to extremely strong (i.e., GEAR UP staff).

Parents/guardians of cohort group students also reported higher mean awareness and importance ratings than parents/guardians of comparison group students. Although both differences in Table 2 were found to be statistically significant<sup>8</sup>, the effect sizes were considerably smaller than those observed for students.<sup>9</sup> Table 2 illustrates the differences by scale and group.

<sup>8</sup> Awareness:  $t(2,445) = -2.47, p < .05$ ; Importance:  $t(2,386) = -3.34, p < .001$

<sup>9</sup>  $d = .10$ ;  $d = .13$

**TABLE 2: DIFFERENCE IN AVERAGE AWARENESS/IMPORTANCE RATINGS FOR PARENTS/GUARDIANS BY GROUP**

	Awareness of PSE Topics			Importance of Information Sources		
	N	M	SD	N	M	SD
Cohort	1,317	2.49	.82	1,283	2.03	.76
Comparison	1,130	2.40	.83	1,105	1.92	.76

Source: Year 1 and Year 2 WV GEAR UP Parent/Guardian Surveys

When looking within individual PSE topic areas, we found cohort parents/guardians provided higher awareness ratings for all 11 topics. The differences across the two groups were statistically significant ( $p < .05$ ) for the following topics: (1) FAFSA, (2) college savings plan/529, (3) Federal work study, (4) scholarships, (5) requirements for college acceptance (6) importance/benefit of a college education, and high school graduation requirements. The largest differences were found for parents'/guardians' awareness about the importance/benefit of a college education ( $d = .13$ ), scholarships ( $d = .10$ ) and high school graduation requirements ( $d = .10$ ). However, all effects were small.

In terms of importance ratings, we found parents/guardians of cohort students rated 15 of 16 sources to be more important in helping them gather information about their child's PSE options than parents/guardians of comparison group students. Differences in average importance ratings across the two groups were statistically significant ( $p < .05$ ) for the following topics: (1) college/university websites; (2) CFWV.com; (3) college fairs; (4) television; (5) brochures/pamphlets; (6) signs, posters, or billboards; (7) school counselors; and (8) GEAR UP staff. Of these topics, all effect sizes were small with the exception of GEAR UP staff which was moderate ( $d = .58$ ).

Because the survey revealed parents/guardians to be relatively unaware of various PSE topics and because parents/guardians also found few information sources to be useful to them in building knowledge of their child's PSE options, we calculated and compared the proportion of parents/guardians in each group who rated each item as either something they were either "*not at all aware*" of or that was "*not at all important*" to them. Table 3 and Table 4 illustrate clearly that the comparison group nearly always exhibited a higher percentage of parents/guardians selecting the "*not at all*" response option. While some of these differences were statistically significant, we found the effect sizes to be generally quite small, indicating few were of practical significance. Nevertheless, the results were generally in the predicted direction, which is promising for GEAR UP.

**TABLE 3: PERCENTAGE OF PARENTS/GUARDIANS WHO WERE “NOT AT ALL” AWARE OF 11 POSTSECONDARY EDUCATION TOPICS BY GROUP**

Topic	Cohort	Comparison
FAFSA*	27%	32%
College savings plan/529	39%	44%
ACT/SAT	14%	17%
WV Higher Education Grant	38%	42%
Federal Pell Grants	28%	31%
Federal student loans	23%	25%
Federal work study	43%	47%
Scholarships (e.g., PROMISE or institutional)*	22%	26%
Requirements for college acceptance	23%	26%
The importance/benefit of a college education*	11%	15%
High school graduation requirements	9%	12%

Source: Year 1 and Year 2 WV GEAR UP Parent/Guardian Surveys

\*Differences were statistically significant level of  $p < .05$

**TABLE 4: PERCENTAGE OF PARENTS/GUARDIANS REPORTING 16 SOURCES TO BE “NOT AT ALL” IMPORTANT IN HELPING THEM GATHER INFORMATION ABOUT THEIR CHILD’S POSTSECONDARY EDUCATION OPTIONS**

Topic	Cohort	Comparison
College or university websites	25%	30%
College Foundation of WV website*	39%	48%
Other college planning websites	40%	43%
College fairs*	42%	49%
Television*	38%	39%
Radio	50%	53%
Direct mail	48%	49%
E-mail	53%	54%
Brochures and pamphlets*	30%	36%
Magazines/newspapers	45%	48%
Signs, posters, or billboards	44%	49%
Text messages	66%	68%
School counselor*	34%	41%
Family members	20%	24%
GEAR UP staff*	31%	56%
College admissions representatives*	46%	53%

Source: Year 1 and Year 2 WV GEAR UP Parent/Guardian Surveys

\*Differences were statistically significant level of  $p < .05$

### Additional Supports Requested

The final survey item asked students and parents/guardians to select from among 14 additional supports that they would like to have to help them be more successful in school and more prepared for college. We found the cohort and comparison groups did not differ substantially on most of these items. However, cohort group students were significantly more likely than comparison group students to report that they wanted more information about GEAR UP events (49% vs. 36%), leadership opportunities (46% vs. 38%), assistance with the college entrance process (50% vs. 46%),

assistance with completing financial aid forms (44% vs. 38%), and information in other languages (31% vs. 28%). The effect sizes for these differences were all small. Table 5 includes all 14 items.

Topic	Cohort	Comparison
More advanced classes	52%	51%
Information about participating in GEAR UP events*	49%	36%
Tutoring	41%	40%
Opportunities to participate in college visits	64%	62%
Information about college entrance requirements	62%	62%
Information about college financial aid/scholarships	60%	60%
Leadership opportunities*	46%	38%
Summer activities	36%	35%
Career exploration activities	55%	57%
Test preparation	52%	51%
Assistance with the college entrance process*	50%	46%
Assistance with completing financial aid forms (e.g., FAFSA)*	44%	38%
Information and events presented in other languages (e.g., Spanish)*	31%	28%
Other	0%	0%

Source: Year 1 and Year 2 WV GEAR UP Parent/Guardian Surveys  
 \*Differences were statistically significant level of  $p < .05$

The two groups of parents/guardians also did not differ substantially on this item. However, we did find that parents/guardians of cohort group students were more likely to report that they wanted more information about attending college visits than comparison group parents/guardians (71% vs. 63%). The effect size for the difference was small. Table 6 includes additional details for all 14 items.

Topic	Cohort	Comparison
More advanced classes	39%	38%
Information about participating in GEAR UP events	62%	63%
Tutoring	40%	40%
Opportunities to participate in college visits*	71%	63%
Information about college entrance requirements	71%	71%
Information about college financial aid/scholarships	77%	76%
Leadership opportunities	41%	41%
Summer activities	42%	39%
Career exploration activities	62%	58%
Test preparation	66%	64%
Assistance with the college entrance process	61%	57%
Assistance with completing financial aid forms (e.g., FAFSA)	60%	56%
Information and events presented in other languages (e.g., Spanish)	15%	14%
Other	4%	4%

Source: Year 1 and Year 2 WV GEAR UP Parent/Guardian Surveys  
 \*Differences were statistically significant level of  $p < .05$

## Longitudinal Outcomes for Cohort Students and Parents/Guardians

Our second set of analyses compares the survey outcomes observed for cohort group students in Year 1 of the project (when they were enrolled as 7<sup>th</sup> graders) with those outcomes measured for the same group of students in Year 2 of the project (when they became 8<sup>th</sup> graders). We also analyzed outcomes for parents/guardians of cohort group students in this same manner. Notably, this required including only those students and parents/guardians who completed the survey for two consecutive years and whom we could match based upon the unique West Virginia Educational Information System Student Identifier (WVEIS ID) they provided on the survey both years.

### ***A Description of the Longitudinal Cohort Student and Parent/Guardian Survey Samples used for Analyses***

Below we provide an overview of the student and parent/guardian samples assembled for longitudinal analyses. These analyses help form a base understanding of the respondent samples and how they differ from the full sample described in the preceding section of this report.

#### Students

We were able to match records for a total of 2,075 students from the cohort group who responded to both the Year 1 and Year 2 Student Survey. Below, we provide a brief description of the demographic characteristics of these students prior to examining changes across time.

**Gender.** Based on Year 2 survey data, approximately 50% of cohort students in the longitudinal sample indicated they were male and 49%, female. The remaining 1% of respondents noted “other” or did not respond.

**Race/Ethnicity and Primary Language.** Approximately 91% identified as white, 4% were black or African-American, 4% were two or more races, and less than 1% indicated Asian, American Indian, Alaskan Native, or Native Hawaiian. Nearly all students indicated they were not Hispanic or Latino (97%), and spoke English as their primary language (100%).

**Family Income.** Students reported higher family incomes in Year 2 than in Year 1. Approximately 13% in Year 1 vs. 9% in Year 2 reported annual family incomes of between \$30,001 and \$60,000. Table 7 shows that cohort students in Year 2 reported higher percentages of family income for all remaining categories. Although a majority of student respondents (70% in Year 1 vs. 56% in Year 2) did not know their annual family income, students were more likely to provide a valid response in Year 2 than in Year 1.

**TABLE 7: DIFFERENCE IN FAMILY INCOME AS REPORTED BY COHORT STUDENTS BY YEAR**

	Family Income Level				
	\$30,000 or Less	\$30,001-\$60,000	\$60,001-\$100,000	\$100,001 or more	Don't know or I'd rather not say
2014-15 (YEAR 1)	11%	9%	10%	5%	64%
2015-16 (YEAR 2)	11%	13%	14%	7%	56%

Source: Year 1 and Year 2 WV GEAR UP Student Surveys



**Parental Education Levels.** Cohort students reported more knowledge in Year 2 than in Year 1 about the level of education of their parent/guardian. (See Table 8.) We found that, in both years, a majority of students indicated their parents/guardians had obtained less than a two- or four-year degree. They also reported higher education levels for their mothers/female guardians than for their fathers/male guardians.

TABLE 8: DIFFERENCE IN PARENTAL EDUCATION LEVELS AS REPORTED BY COHORT STUDENTS BY YEAR								
	Some HS	HS diploma or GED	Some college	2-year college degree	4-year college degree	Master's degree	Ph. D. or higher	Don't Know
Father/Male Guardian								
2014-15 (YEAR 1)	12%	27%	8%	4%	6%	3%	1%	39%
2015-16 (YEAR 2)	12%	32%	10%	5%	8%	4%	1%	28%
Mother/Female Guardian								
2014-15 (YEAR 1)	8%	22%	12%	6%	11%	8%	1%	31%
2015-16 (YEAR 2)	8%	26%	13%	8%	13%	8%	1%	23%

Source: Year 1 and Year 2 WV GEAR UP Student Surveys

### Parents/Guardians

We were able to locate matched records for a total of 758 parents of cohort group students who responded to both the Year 1 and Year 2 surveys. Below, we provide a brief description of the demographic characteristics of the analysis sample.

**Relationship.** A vast majority of respondents (94%) identified themselves as either the parent or legal guardian of their child; 5% identified themselves as the grandparent of the child. The remaining 1% were step/foster parents or selected “other.”

**Race/Ethnicity and Primary Language.** Approximately 98% identified as white, 1% were black or African-American, and approximately 1% were either two or more races, American Indian, Alaskan Native, or Asian. Of all responding parents/guardians, 99% were not Hispanic or Latino.

**Family Income.** Parents/guardians indicated very similar income levels across Year 1 and Year 2 (See Table 9). A plurality reported incomes lower than \$60,000, and in both years, a significant proportion of parents chose not to report their income levels.

TABLE 9: DIFFERENCE IN FAMILY INCOME AS REPORTED BY COHORT PARENTS/GUARDIANS BY YEAR					
	\$30,000 or Less	\$30,001-\$60,000	\$60,001-\$100,000	\$100,001 or more	Don't know or I'd rather not say
2014-15 (YEAR 1)	30%	22%	20%	7%	21%
2015-16 (YEAR 2)	29%	23%	20%	7%	22%

Source: Year 1 and Year 2 WV GEAR UP Parent/Guardian Surveys



**Parent/Guardian Education Levels.** Self-reported education levels remained relatively static over time for both fathers/male guardians and mothers/female guardians. In general, we found mothers/female guardians to be more highly educated. For example, in Year 2, approximately 26% of participants responded that their child’s mother/female guardian had either a two-year or four-year college degree compared to only 16% of fathers/male guardians (See Table 10).

**TABLE 10: DIFFERENCE IN PARENTAL EDUCATION LEVELS AS REPORTED BY COHORT PARENTS/GUARDIANS BY YEAR**

	Some HS	HS diploma or GED	Some college	2-year college degree	4-year college degree	Master’s degree	Ph. D. or higher	Don’t Know
<b>Father/Male Guardian Education Level</b>								
2014-15 (YEAR 1)	14%	43%	21%	6%	10%	2%	1%	3%
2015-16 (YEAR 2)	13%	44%	21%	6%	10%	3%	1%	3%
<b>Mother/Female Guardian Education Level</b>								
2014-15 (YEAR 1)	8%	32%	27%	13%	13%	6%	0%	1%
2015-16 (YEAR 2)	8%	33%	26%	12%	14%	5%	0%	1%

Source: Year 1 and Year 2 WV GEAR UP Parent/Guardian Surveys

### ***Year 1 to Year 2 Changes in Survey Outcomes for Cohort Group Students and their Parents/Guardians***

The following section provides an overview of changes in survey outcomes across time for cohort group students and parents/guardians.

#### ***Educational Goals, Aspirations, and Academic Confidence***

**Academic Confidence.** Students reported their perceived academic ability via a single multi-part survey item measuring the degree of confidence they had in their English/language arts (ELA), science, math, and study skills; their ability to pass end-of-year tests; and their ability to do well in future college courses. Response options ranged from 1 = *not confident* to 4 = *very confident*.

With some exceptions, we found that cohort students reported relatively similar confidence levels in Year 1 and Year 2. That is, the majority indicated they were either *confident* or *very confident* in ELA (87% vs. 88% in Year 1 and Year 2, respectively), science (80% vs. 82%), and math (79 vs. 77%). Further analysis of the difference in mean confidence ratings across years found statistically significant differences between Year 1 and Year 2 for these three areas, but all three had very small effect sizes ( $d=.09$ ).<sup>10</sup>

<sup>10</sup> Math Skills:  $X^2=7.890$ ,  $p<.05$ ; English Skills  $X^2= 8.648$ ,  $p<.05$ ; Science Skills  $X^2= 8.810$ ,  $p<.05$

Although confidence levels in content areas remain similar over time, cohort students report slightly more confidence in science in Year 2 than Year 1.

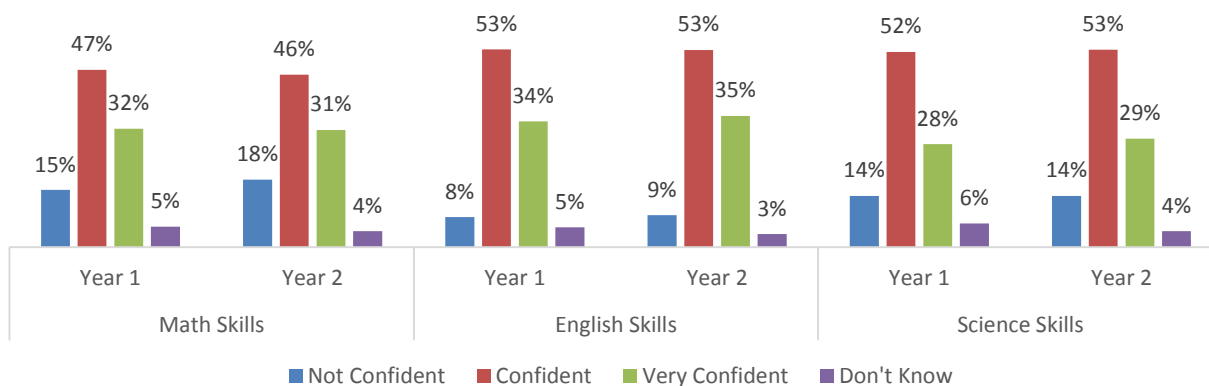


Figure 12. Degrees of Confidence in Three Academic Content Areas as Reported by Cohort Students by Year

Cohort students were slightly less confident in Year 2 than in Year 1 about the categories of: study skills, ability to take tests, and ability to do well in college courses in the future. Most often, students in Year 2 were “confident” rather than “very confident” or indicated they were “not confident” rather than selecting “I don’t know.” Figure 13 shows details for these three areas. Further analysis showed the Year 1 to Year 2 differences were statistically significant.<sup>11</sup> While all three differences were statistically significant, the effect sizes were still relatively small ( $d = .20$  or lower).<sup>12</sup>

<sup>11</sup> Study Skills:  $X^2=13.588$ ,  $p<.01$ , Test-Taking:  $X^2= 14.445$ ,  $p<.01$ , and Future College Courses:  $X^2=33.406$ ,  $p<.001$

<sup>12</sup> Study Skills:  $d=.11$ , Test-Taking:  $d=.12$ , College Courses:  $d=.18$

Confidence levels slightly decreased over time for cohort students with respect to three topic areas—ability to do well in college level courses, test-taking skills, and study skills.

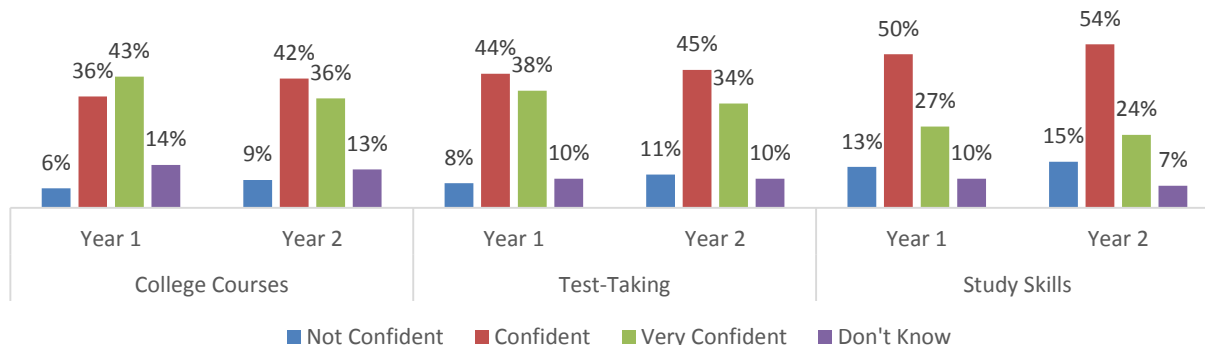


Figure 13. Degrees of Confidence in Three Additional Skills as Reported by Cohort Students by Year

Next, the student survey asked six questions about educational goals, expectations, and aspirations.

**Plans to Continue Education After College.** First, we asked if students planned to continue their education after high school. Nearly all students responded affirmatively in both years (~94%).

**Educational Aspirations and Expectations.** The student survey included two items asking students to indicate the highest level of education they would like and expect to achieve. As noted above, we labeled these concepts “*aspirations*” and “*expectations*,” respectively. Overall, students were more likely in Year 2 than in Year 1 to expect higher levels of educational attainment after high school and less likely to aspire. Specifically, 71% of cohort students in Year 2 were *aspiring* to earn at least a four-year degree compared to 75% in Year 1.

The percentage of cohort students *expecting* to earn at least a four-year degree also increased from Year 1 to Year 2 (60% and 63%, respectively). As was the trend with student results in Year 1, the percentage of students *expecting* to obtain more than a four-year college degree in Year 2 was approximately ~14 percentage points lower than the percentage *aspiring* to achieve the same level of education. See Table 11 for additional details. While these differences between Year 1 and Year 2 were statistically significant (Aspirations:  $X^2 = 26.91$ ,  $p < .001$ , Expectations:  $X^2 = 23.45$ ,  $p < .001$ ), the effect sizes were relatively small ( $V = .08$  for both). See Table 11 for additional details.

**TABLE 11: DIFFERENCES IN COHORT STUDENT EDUCATIONAL ASPIRATIONS AND EXPECTATIONS BY YEAR**

	Year 1			Year 2		
	Aspire	Expect	Diff	Aspire	Expect	Diff
High school or less	6%	8%	+2	6%	8%	+2
Some college (less than two- or four-year degree, e.g., certificate or career/tech cert.)	13%	15%	+2	10%	13%	+3
Two-year associate's college degree	10%	17%	+7	9%	16%	+7
Four-year bachelor's college degree	25%	28%	+3	32%	34%	+2
More than a four-year college degree	45%	32%	-13	43%	29%	-14

Source: Year 1 and Year 2 WV GEAR UP Student Surveys

The parent/guardian survey also asked about educational aspirations and expectations. (See Table 12.) We found an increase in the percentage of parents/guardians expecting their child to achieve a two-year associate's college degree (9% and 13% for Year 1 and Year 2, respectively) and a four-year bachelor's college degree (42% and 48%). Parent/guardian aspirations also increased, specifically as they pertained to their child achieving a four-year bachelor's college degree (38% and 41%) or more than a four-year college degree (41% and 44%). These results should be interpreted with caution though, due to the fact that the aspirations and expectations questions were both slightly revised in Year 2 to focus on parent/guardian expectations for their children rather than to ask what level of education they thought their children aspired to or expected to achieve.

**TABLE 12: DIFFERENCES IN COHORT PARENT/GUARDIAN EDUCATIONAL ASPIRATIONS AND EXPECTATIONS FOR THEIR CHILDREN BY YEAR**

	Year 1			Year 2		
	Aspire	Expect	Diff	Aspire	Expect	Diff
High school or less	3%	5%	+2	1%	5%	+4
Some college (less than two- or four-year degree, e.g., certificate or career/tech cert.)	12%	13%	+1	7%	10%	+3
Two-year associate's college degree	8%	9%	+1	7%	13%	+6
Four-year bachelor's college degree	38%	42%	+4	41%	48%	+7
More than a four-year college degree	41%	30%	-11	44%	25%	-19

Source: Year 1 and Year 2 WV GEAR UP Parent Surveys

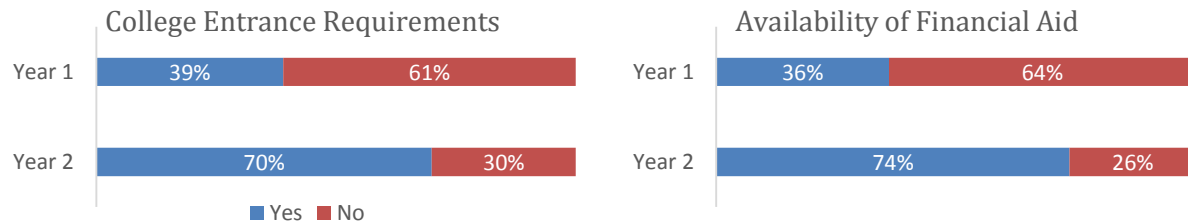
**Parent Views about College.** In both the Year 1 and Year 2 parent/guardian surveys, three items were included to help understand (1) the degree of communication that has occurred between students and parents/guardians about the importance of attending college, (2) how significant parents/guardians feel that attending college is to their child's career goals, and (3) whether parents/guardians believe it is too early to discuss college with their child.

For both years, we found the vast majority of cohort parents/guardians—95% and 96%, for Year 1 and Year 2 respectively—reported having talked with their child about attending college. Similarly, parents/guardians also identified attending college as being important to their child's career goals—

96% and 95% either *agreed* or *strongly agreed*, respectively. In Year 1 we found a higher percentage of parents/guardians than in Year 2 who either *agreed* or *strongly agreed* that it was too early to think about their child going to college—12% vs. 8%.

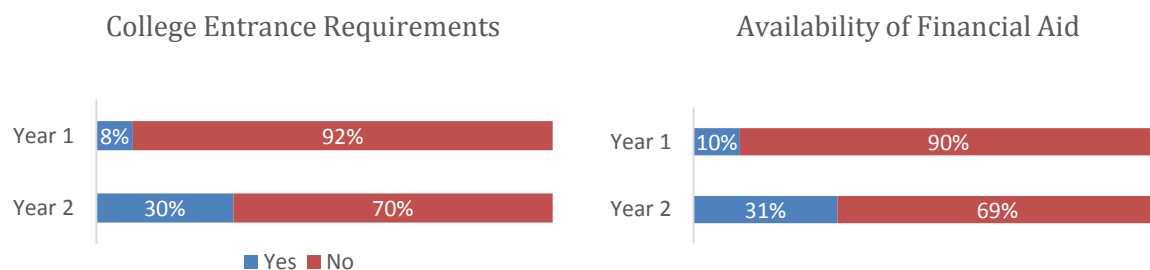
*College Entrance Requirements, Cost, and Financial Aid*

**Interaction with School/GEAR UP staff.** The percentages drastically increased from Year 1 to Year 2 of student respondents reporting that someone at their school or from GEAR UP had spoken with them about (a) college entrance requirements or (b) the availability of financial aid to help them pay for college. Figure 14 shows that in Year 2, approximately 70% and 74% of students responded affirmatively to these two questions, respectively. This represented an increase of 31 percentage points for the topic of college entrance requirements and 38 percentage points for the topic of financial aid.



*Figure 14. Percentage of Cohort Students Reporting They Had Spoken with Someone at School or from GEAR UP about College Entrance Requirements and Financial Aid*

We also asked these questions of parents/guardians. For both items, we found similarly large increases from Year 1 to Year 2. Figure 15 shows that in Year 1, only 8% reported speaking with a GEAR UP staff member or someone at their child's school about college entrance requirements. As of Year 2, there was a nearly 22 percentage point increase in this number; nearly a third responded affirmatively (30%). A similar trend was found with respect to the topic of financial aid—an increase of more than 21 percentage points.



*Figure 15. Percentage of Cohort Parents/Guardians Reporting They Had Spoken with Someone about College Entrance Requirements and Financial Aid by Year*

**Perceived Knowledge of Financial Aid/Costs and Benefits of College.** A majority of cohort group students and their parents/guardians in both Year 1 and 2 claimed to be well informed about financial aid and the costs/benefits to their child of attending postsecondary education. That is, 61% of students were knowledgeable and responded *yes* compared to 73% in Year 2, a difference of 12 percentage points. Additionally, in Year 1, 59% of parents/guardians responded *yes* to this question compared with almost 67% in Year 2—an eight percentage point increase.

**Perceptions of Affordability and Cost.** Cohort students were also asked to indicate the extent to which they thought they could afford to attend three different postsecondary options in WV: (1) a public four-year college, (2) a public community/technical college, or (3) a public career/technical center. This item used a five-point Likert-type scale (1 = *definitely not*, 2 = *probably not*, 3 = *not sure*, 4 = *probably*, and 5 = *definitely*). Mean ratings are illustrated in Figure 16, and show that students were more likely in Year 2 than in Year 1 to report they could afford to attend all post-secondary options listed. All differences were statistically significant.<sup>13</sup> The effect sizes, however, were relatively small ( $d=.15$ ,  $d=.21$ , and  $d=.25$ , respectively).

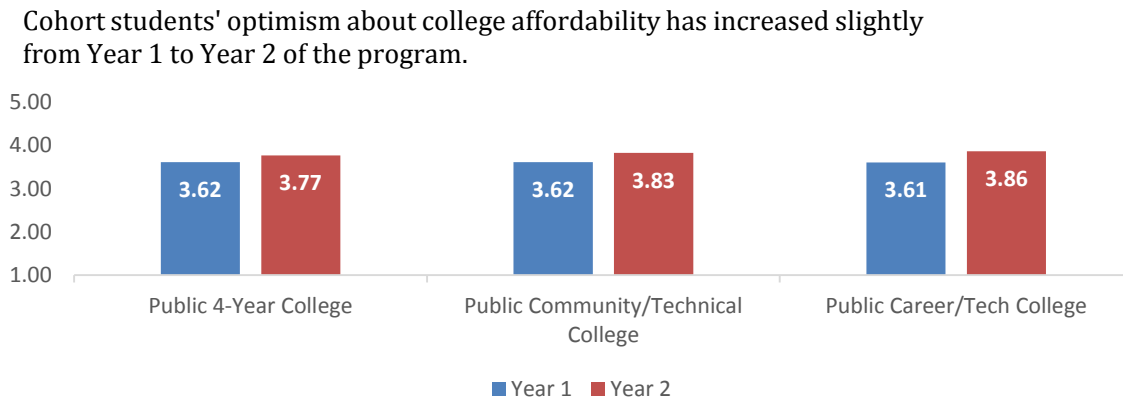


Figure 16. Cohort Student Mean Affordability Ratings by College Option and Year

Parents/guardians were also asked to indicate the extent to which they thought they could afford to have their child attend these three different postsecondary options. Figure 17 shows that in Year 2, parents reported more positive perceptions than in Year 1 about their ability to afford all three options. Using paired t-tests, we found only one option, public community/technical college, which showed a statistically significant difference, however.<sup>14</sup> The effect size was very small ( $d=.11$ ).

<sup>13</sup> Public four-year:  $t(2,019)=-6.12$ ,  $p<.001$ ; public community/technical:  $t(1,973)=-8.10$ ,  $p<.001$ ; public career/tech:  $t(1,968)=-9.82$ ,  $p<.001$

<sup>14</sup>  $t(677)=-2.79$ ,  $p<.01$

Parents/guardians also reported small increases in their perceptions of affordability from Year 1 to Year 2 of the program.

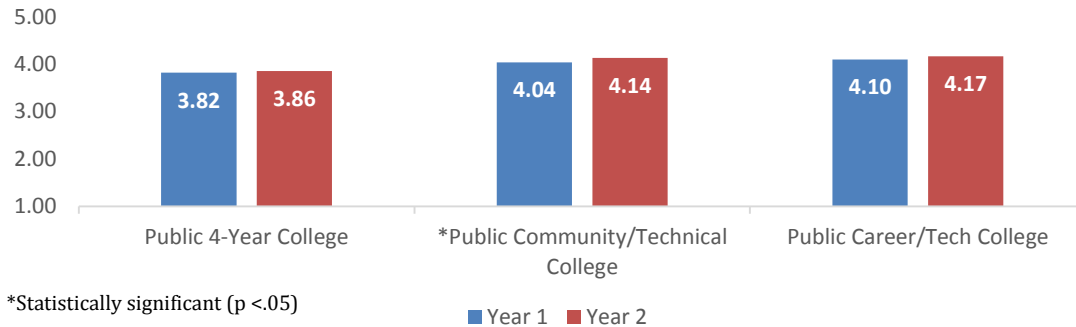


Figure 17. Cohort Parent/Guardian Mean Affordability Ratings by College Option and Year

Students and parents/guardians were also asked to estimate the average cost of tuition for two public college options in WV: (a) a four-year public college/university and (b) a public community/technical college. Seven response options were provided ranging from 1 = up to \$4,000 to 8 = more than \$26,000. As noted previously, the correct estimates were \$4,001 - \$8,000 for four-year public and up to \$4,000 for two-year public community/technical college options.

Overall, and as shown in Table 13 and Table 14, students and parents/guardians in Year 2 showed no major differences in their ability to correctly estimate tuition costs compared to Year 1. In both years, a considerable percentage of respondents overestimated these costs. Only about 18% of students and about 21% of parents/guardians were able to accurately estimate the costs associated with each option as of Year 2.

TABLE 13: STUDENT TUITION ESTIMATES BY INSTITUTION TYPE AND YEAR

	Four-Year Public College			Public Comm/Tech College		
	Year 1	Year 2	Diff	Year 1	Year 2	Diff
Up to \$4,000	13%	10%	-3	17%	18%	1
\$4,001-\$8000	19%	18%	-1	21%	22%	1
\$8,001-\$11,000	21%	19%	-1	20%	22%	2
\$11,001-\$16,000	15.0%	18%	3	18%	17%	-1
\$16,001-\$21,000	14%	16%	2	11%	11%	0
\$21,001-\$26,000	9%	9%	0	6%	5%	-1
More than \$26,000	10%	9%	-1	7%	5%	-2

Source: Year 1 and Year 2 WV GEAR UP Student Longitudinal Survey Data

**TABLE 14: PARENT/GUARDIAN TUITION ESTIMATES BY INSTITUTION TYPE AND YEAR**

	Four-Year Public College			Public Comm/Tech College		
	Year 1	Year 2	Diff	Year 1	Year 2	Diff
Up to \$4,000	4%	3%	-1	22%	21%	-1
\$4,001-\$8000	21%	21%	0	31%	31%	0
\$8,001-\$11,000	21%	23%	2	20%	17%	-3
\$11,001-\$16,000	19%	19%	0	11%	14%	3
\$16,001-\$21,000	14%	15%	1	8%	8%	0
\$21,001-\$26,000	9%	9%	0	3%	4%	1
More than \$26,000	13%	11%	-2	6%	4%	-1

Source: Year 1 and Year 2 WV GEAR UP Parent Longitudinal Survey Data

**Awareness of PSE Topics and Importance of Various Sources in Gathering Information about PSE Options.** The student and parent/guardian surveys included 11 items that measured awareness of various PSE topics. Awareness was rated on a 4-point Likert-type scale, with response options ranging from 1 = *not at all aware*, to 4 = *extremely aware*. In Year 2, cohort students reported higher mean levels of awareness than in Year 1 for all 11 PSE topics, and all differences were statistically significant ( $p < .05$ ). The top three topics for which cohort students made the largest gains were: (1) ACT/SAT, (2) FAFSA and, (3) Federal Pell grants and Federal student loans. Notably, the effect sizes for some differences approached a moderate level (e.g.,  $d = .42$  for ACT/SAT). (See Table 15.)

**TABLE 15: MEAN STUDENT AWARENESS RATINGS OF 11 POSTSECONDARY EDUCATION TOPICS BY GRADE**

	Year 1			Year 2			Effect Size
	N	M	SD	M	SD	Difference	
Importance/benefit of a college education	1,972	2.80	1.10	3.00	1.00	0.20	0.19*
High school graduation requirements	1,979	2.79	1.05	2.97	0.97	0.18	0.18*
Scholarships	1,978	2.75	1.05	2.94	0.96	0.19	0.19*
Requirements for college Acceptance	1,960	2.48	1.03	2.70	0.97	0.22	0.22*
ACT/SAT	1,958	2.07	1.02	2.51	1.02	0.43	0.42*
College savings plan/529	1,969	2.03	0.98	2.11	0.97	0.08	0.08*
Federal student loans	1,980	2.20	0.98	2.51	0.96	0.31	0.31*
WV Higher Ed Grant	1,968	1.97	0.97	2.27	1.01	0.30	0.30*
Federal work study	1,965	1.89	0.97	2.09	1.00	0.20	0.20*
Federal Pell grants	1,967	1.64	0.87	1.97	0.97	0.33	0.35*
FAFSA	1,989	1.63	0.84	1.94	0.92	0.31	0.36*

Source: Years 1 and 2 WV GEAR UP Student Survey

Note: Mean rating of 3.0 equates to "moderately aware"

\*Differences between Year 1 and 2 ratings were statistically significant level of  $p < .05$

With few exceptions, we found parents/guardians tended to report similar levels of awareness for the 11 PSE education topics in both Year 1 and Year 2. (See Table 16.) However, we found statistically significant increases in mean awareness ratings for the following topics: (1) college savings



plans/529, (2) the WV Higher Education Grant, and (3) ACT/SAT.<sup>15</sup> Although all three differences were statistically significant, the effect sizes were relatively small, especially when compared with the results for students ( $d = .11$  or lower).

**TABLE 16: PARENT/GUARDIAN MEAN AWARENESS RATINGS FOR 11 PSE TOPICS BY YEAR**

	Year 1			Year 2			Difference	Effect Size
	N	M	SD	M	SD			
Importance/benefit of a college education	740	3.22	1.03	3.27	1.01	.05		--
High school graduation requirements	738	3.00	0.96	3.02	0.97	.02		--
*ACT/SAT	736	2.70	1.01	2.79	1.00	.09		.09*
Scholarships	740	2.38	1.03	2.45	1.04	.07		--
Federal student loans	741	2.41	1.06	2.45	1.07	.04		--
Requirements for college acceptance	740	2.37	1.02	2.44	1.05	.07		--
FAFSA	745	2.35	1.12	2.41	1.11	.06		--
*WV Higher Ed Grant	735	2.01	1.06	2.11	1.08	.10		.09*
*College savings plan/529	738	1.91	0.98	2.03	1.00	.12		.11*
Federal work study	739	1.91	1.02	1.96	1.03	.05		--
Federal Pell grants	736	2.29	1.07	2.32	1.08	.03		--

Source: Year 1 and Year 2 WV GEAR UP Parent Survey

Note: Mean rating of 3.0 equates to "moderately aware"

\*Differences between Year 1 and 2 ratings were statistically significant level of  $p < .05$

We also asked students and parents/guardians to rate the importance of 16 resources in helping them to better understand their PSE options. As with the awareness items, cohort group students reported higher mean importance scores for all 16 resources in Year 2 than they did in Year 1, and all differences were statistically significant ( $p < .05$ ). The effect sizes ranged from very small (e.g.,  $d = .16$  for Radio) to very large (e.g.,  $d = .89$  for GEAR UP staff). Students reported the largest increases in importance ratings for (1) WV GEAR UP Staff, (2) CFWV.com, (3) school counselors, and (4) college admissions representatives. (See Table 17.)

<sup>15</sup> College savings plan/529:  $t(737) = -3.016$ ,  $p < .01$ ; WV Higher Education Grant:  $t(734) = -2.572$ ,  $p < .05$ ; ACT/SAT  $t(735) = -2.465$ ,  $p < .05$ .

**TABLE 17: COHORT STUDENT MEAN IMPORTANCE RATINGS FOR 16 POSTSECONDARY EDUCATION INFORMATION-GATHERING RESOURCES BY YEAR**

	N	Year 1		Year 2			
		M	SD	M	SD	Difference	Effect Size
College or university websites	1,996	2.33	1.06	2.67	1.00	.34	.33*
CFWV.com	1,974	2.07	1.00	2.60	1.03	.53	.51*
Other college planning websites	1,954	2.08	1.06	2.41	1.00	.33	.33*
College fairs	1,952	2.04	1.03	2.39	1.03	.35	.34*
Television	1,988	2.45	1.02	2.56	0.99	.11	.11*
Radio	1,979	2.15	1.00	2.31	1.05	.17	.16*
Direct mail	1,971	2.06	1.04	2.24	1.07	.18	.17*
E-mail	1,970	2.06	1.03	2.26	1.07	.20	.18*
Brochures/pamphlets	1,968	2.21	1.03	2.52	0.98	.32	.32*
Magazines/newspapers	1,962	2.16	0.99	2.35	1.00	.20	.19*
Signs, posters, and billboards	1,968	2.32	1.04	2.51	0.98	.18	.18*
Text messages	1,966	2.00	1.05	2.21	1.09	.20	.18*
School counselor	1,970	2.29	1.07	2.79	1.03	.50	.47*
Family members	1,958	2.81	1.07	2.98	0.96	.17	.15*
GEAR UP staff	1,954	1.99	1.07	2.90	0.99	.91	.89*
College admissions representatives	1,937	2.08	1.07	2.58	1.08	.50	.46*

Source: Year 1 and Year 2 WV GEAR UP Student Surveys

Note: Mean rating of 3.0 equates to “moderately important”

\*Differences between Year 1 and 2 ratings were statistically significant level of  $p < .05$

Cohort parents also reported higher mean importance scores for all 16 resources in Year 2 than in Year 1. However, only three resources showed differences that were both statistically significant ( $p < .05$ ) and had effect sizes greater than .20. The sources with the largest increase in importance to parents/guardians were (1) GEAR UP Staff, (2) school counselors, and (3) college/university websites. The effect size associated with GEAR UP staff was moderate, while all others were small. (See Table 18.)

**TABLE 18: COHORT PARENT MEAN IMPORTANCE RATINGS FOR 16 POSTSECONDARY EDUCATION INFORMATION-GATHERING RESOURCES BY YEAR\***

	N	Year 1		Year 2			
		M	SD	M	SD	Difference	Effect Size
College or university websites	675	2.25	1.03	2.36	1.03	0.12	.11*
CFWV.com	666	1.86	0.99	2.12	1.04	0.26	.26*
Other college planning websites	661	1.84	0.96	1.98	0.97	0.14	.15*
College fairs	658	1.83	0.99	1.99	1.02	0.16	.16*
Television	676	1.92	0.86	1.93	0.92	0.01	--
Radio	671	1.69	0.85	1.72	0.88	0.03	--
Direct mail	671	1.76	0.93	1.85	0.96	0.09	.09*
E-mail	666	1.71	0.93	1.78	0.99	0.07	--
Brochures/pamphlets	673	1.99	0.97	2.17	0.95	0.18	.18*
Magazines/newspapers	666	1.77	0.87	1.80	0.90	0.04	--
Signs, posters, and billboards	666	1.75	0.86	1.83	0.88	0.08	.10*
School counselor	666	1.95	1.06	2.32	1.07	0.36	.34*
Text messages	667	1.47	0.82	1.55	0.87	0.07	--
Family members	669	2.43	1.03	2.54	1.03	0.11	.11*
GEAR UP staff	659	1.75	1.01	2.44	1.10	0.68	.65*
College admissions representatives	661	1.82	1.06	2.04	1.10	0.22	.20*

Source: Year 1 and Year 2 WV GEAR UP Student Surveys

Note: Mean rating of 3.0 equates to "moderately important"

\*Differences were found between Year 1 and 2 ratings at a significant level of  $p < .05$

### Additional Supports Requested

The final survey item asked students and parents/guardians to indicate the extent to which they required additional support in 14 areas. We found that in Year 2, students were more likely to request support in all areas except two, *summer activities* and *information presented in other languages*. Both years students reported the same top three areas in which they wanted more information: (1) opportunities to participate in college visits (64% and 65% in Year 1 and Year 2, respectively), (2) information about college entrance process (61% and 63%), and (3) information about college financial aid/scholarships (60% and 61%). Table 19 includes additional details for all 14 items.

**TABLE 19: PERCENTAGE OF STUDENTS REQUESTING 14 ADDITIONAL SUPPORTS BY YEAR**

Topic	Year 1	Year 2
More advanced classes	47%	53%
Information about participating in GEAR UP events	44%	49%
Tutoring	38%	41%
Opportunities to participate in college visits	64%	65%
Information about college entrance requirements	61%	63%
Information about college financial aid/scholarships	60%	61%
Leadership opportunities	43%	47%
Summer activities	38%	37%
Career exploration activities	54%	56%
Test preparation	51%	53%
Assistance with the college entrance process	47%	51%
Assistance with completing financial aid forms (e.g., FAFSA)	39%	45%
Information and events presented in other languages (e.g., Spanish)	32%	31%
Other	0%	0%

Source: Year 1 and Year 2 WV GEAR UP Parent/Guardian Surveys

Parents/guardians also did not differ greatly from Year 1 to Year 2 with respect to the additional supports they requested. However, we did find that in Year 2, parents/guardians were more likely to report that they wanted more information about attending college visits (69% vs. 72% in Year 1 and Year 2, respectively), career exploration (59% vs. 63%), and test preparation (62% vs. 68%). Table 20 includes additional details for all 14 items.

**TABLE 20: PERCENTAGE OF PARENTS/GUARDIANS REQUESTING 14 ADDITIONAL SUPPORTS BY YEAR**

Topic	Year 1	Year 2
More advanced classes	39%	40%
Information about participating in GEAR UP events	69%	61%
Tutoring	36%	36%
Opportunities to participate in college visits	69%	72%
Information about college entrance requirements	72%	72%
Information about college financial aid/scholarships	76%	78%
Leadership opportunities	42%	41%
Summer activities	41%	41%
Career exploration activities	59%	63%
Test preparation	62%	68%
Assistance with the college entrance process	60%	62%
Assistance with completing financial aid forms (e.g., FAFSA)	59%	61%
Information and events presented in other languages (e.g., Spanish)	13%	14%
Other	5%	3%

Source: Year 1 and Year 2 WV GEAR UP Parent/Guardian Surveys

## Additional Cohort Group Baseline Outcomes

### Perceptions of CG-SE and CG-OE

In Year 2, cohort group students were asked to respond to two new multi-part items. These items were included to measure their level of efficacy related to 14 CG-SE topics (e.g., I can find a way to pay for college, I can choose a good college, etc.) and 16 CG-OE items (e.g., I could get good grades in college, I could fit in). Both scales came from Gibbons (2005)<sup>16</sup> and utilized a five-point Likert-type response scale ranging from 1 = *don't know* to 5 = *very sure*. When comparing the two sections, *CG-SE* and *CG-OE*, we found students reported being more certain about *outcomes expectations* ( $M = 3.68$ ;  $SD = .96$ ) than *self-efficacy* ( $M = 3.51$ ,  $SD = .88$ ).

The top three CG-SE items that students were most sure about included (1) making their family proud with their choices after high school, (2) having family support for going to college, and (3) choosing a good college. Students were least certain about their ability to pay for college if their family could not help them. (See Table 21.) For CG-OE items, we found students were most sure about (1) their ability to get a job after graduation, (2) to take care of themselves in college, and (3) to make friends in college. They were least certain about their ability to pay for each year of college. (See Table 22.) Since these are new items, it will be important to monitor these trends closely as cohort students progress through high school, and to compare outcomes with the comparison group when data are available.

**TABLE 21: COHORT STUDENT PERCEPTIONS OF COLLEGE-GOING SELF-EFFICACY**

How sure are you about being able to do the following?	N	Mean	Std. Deviation
I can make my family proud with my choices after high school.	2,489	4.06	1.14
I can have family support for going to college.	2,488	3.96	1.26
I can choose a good college.	2,483	3.94	1.13
I can go to college after high school.	2,486	3.91	1.25
I can choose college courses that best fit my interests.	2,486	3.89	1.13
I can choose the high school classes needed to get into a good college.	2,487	3.64	1.17
I can get good grades in my high school science classes.	2,474	3.43	1.17
I can get accepted to a college.	2,492	3.38	1.21
I can get good grades in my high school math classes.	2,486	3.38	1.22
I can make an educational plan that will prepare me for college.	2,482	3.36	1.20
I know enough about computers to get into college.	2,479	3.30	1.25
I can get a scholarship or grant for college.	2,489	3.16	1.25
I can find a way to pay for college.	2,498	3.15	1.29
I can pay for college even if my family cannot help me.	2,479	2.68	1.22

Source: Year 2 WV GEAR UP Student Surveys  
Scale reliability:  $\alpha = .93$

<sup>16</sup> Gibbons, M. M. (2005). *College-going beliefs of prospective first-generation college students: Perceived barriers, social supports, self-efficacy, and outcome expectations*. Dissertation Abstracts International, 66(08A), 2841.

**TABLE 22: COHORT STUDENT PERCEPTIONS OF COLLEGE-GOING OUTCOMES EXPECTATIONS**

If you do go to college, how sure are you about being able to do the following?	N	Mean	Std. Deviation
I could get a job after I graduate from college.	2,475	3.96	1.15
I could make friends at college.	2,482	3.94	1.19
I could take care of myself in college.	2,475	3.94	1.14
I could get the education I need for my choice of career.	2,471	3.90	1.17
I could get my family to support my wish of finishing college.	2,478	3.89	1.26
I would like being in college.	2,472	3.81	1.25
I could pick the right things to study at college.	2,462	3.79	1.15
I could finish college and receive a college degree.	2,470	3.78	1.22
I could be smart enough to finish college.	2,473	3.77	1.20
I could do the classwork and homework assignments in college classes.	2,470	3.75	1.21
I could fit in at college.	2,471	3.60	1.25
I could care for my family responsibilities while in college.	2,477	3.56	1.23
I could get good enough grades to get or keep a scholarship.	2,479	3.55	1.20
I could set my own schedule while in college.	2,474	3.54	1.22
I could get A's and B's in college.	2,480	3.27	1.21
I could pay for each year of college.	2,486	2.89	1.30

Source: Year 2 WV GEAR UP Student Surveys

Scale reliability:  $\alpha = .96$

### ***Knowledge of Specific Scholarship/Grant Opportunities***

Cohort group students and their parents/guardians were asked in Year 2 to respond to three questions designed to measure how accurately they could estimate the amount of money that is available to help pay for college via three scholarship/grant opportunities: (1) Pell Grants, (2) WV HEGP, and (3) the PROMISE Scholarship. Eight response options ranged from 1 = *up to \$1,000* to 8 = *more than \$7,000*. We found only 11% of students accurately estimated the correct amount of money that is potentially available via Pell Grants (\$5,815), only 14% correctly estimated the amount available via the WV HEGP (\$2,600), and 16% for the PROMISE scholarship (\$4,750).

Only 9% of cohort group parents/guardians could accurately estimate the maximum amount of money available via Pell Grants (\$5,815), and 18% from the WV HEGP (\$2,600) and PROMISE scholarship (\$4,750). See Table 23 and Table 24 for more details.

**TABLE 23: STUDENT ESTIMATES OF THE AMOUNT OF MONEY AVAILABLE PER ACADEMIC YEAR TO HELP PAY FOR COLLEGE FROM THREE GRANT/SCHOLARSHIP OPPORTUNITIES**

	Pell	WV HEGP	PROMISE
Up to \$1,000	11%	9%	8%
\$1,001-\$2,000	10%	8%	7%
\$2,001-\$3,000	18%	14%	11%
\$3,001-\$4,000	17%	19%	15%
\$4,001-\$5,000	15%	18%	16%
\$5,001-\$6,000	11%	14%	16%
\$6,001-\$7,000	6%	7%	10%
More than \$7,000	8%	8%	15%

Source: Year 1 WV GEAR UP Student Surveys

**TABLE 24: PARENT/GUARDIAN ESTIMATES OF THE AMOUNT OF MONEY AVAILABLE TO THEIR CHILD PER ACADEMIC YEAR TO HELP PAY FOR COLLEGE FROM THREE GRANT/SCHOLARSHIP OPPORTUNITIES**

	Pell	WV HEGP	PROMISE
Up to \$1,000	13%	14%	13%
\$1,001-\$2,000	13%	16%	14%
\$2,001-\$3,000	17%	18%	13%
\$3,001-\$4,000	15%	15%	15%
\$4,001-\$5,000	17%	16%	18%
\$5,001-\$6,000	9%	8%	8%
\$6,001-\$7,000	5%	4%	5%
More than \$7,000	7%	5%	11%

Source: Year 2 WV GEAR UP Parent/Guardian Surveys

## Conclusion

This report found that cohort group students and their parents/guardians consistently had more favorable survey outcomes than their respective comparison groups. Furthermore, we found several positive and substantively important changes within the sample of participating cohort students and parents/guardians from Year 1 to Year 2 of the GEAR UP program. In many cases, the differences we found were statistically significant, but effect sizes were small. However, some notable exceptions emerged and are areas within which to discuss GEAR UP's potential impact. The following section provides an overview of key conclusions and, where applicable, recommendations.

***Schools are effectively engaging with students and parents/guardians to build foundational knowledge about critical PSE topics.*** As of grade 8, nearly three quarters of cohort group students (72%) are estimated to have spoken with someone from GEAR UP or their school about college entrance requirements. This is compared with only 41% of students in the comparison group. This represents a staggering difference of 31 percentage points. With respect to the topic of financial aid, the corresponding estimates were 68% and 52%, respectively—a difference of 16 percentage points. These findings also extend to parents/guardians. Those in the cohort group were nearly two times more likely than comparison group parents/guardians to have spoken with someone about each topic.

This outcome has also improved significantly over time among individuals with two years of participation in GEAR UP. We found increases of 38 and 31 points for the percentage of cohort group students who responding affirmatively that they had spoken with someone about these two topics, respectively. For cohort parents, the differences for both topics over time amounted to 21 percentage points. These are very large increases. While our design is not sufficient to attribute causality for these outcomes, it is highly likely GEAR UP has had a hand in producing these outcomes. While these findings do seem to illustrate that some of the initial groundwork is being laid for a successful program, we do wish to note there is still considerable work to be done, particularly with respect to reaching parents/guardians of cohort group students. More than two-thirds of these individuals still stated they have not spoken with anyone from their child's school about these topics. As the cohort transitions to high school, this will be a very important time to engage with parents/guardians around these topics.

***GEAR UP is increasing awareness about PSE related topics, particularly those related to financial aid.*** Cohort students reported being more aware than comparison group students for all 11 PSE-related topics included on the student survey. We found the strongest differences with respect to financial aid topics, including FAFSA, Federal Pell grants, Federal student loans, and the WV HEGP. While parents/guardians of the cohort group also reported higher average awareness about all topics when compared with the comparison group, the differences were much smaller than for students, the largest of which were found for foundational topics like the importance/benefit of a college education, the availability of Federal scholarships, and high school graduation requirements. While these are positive findings for the program, differences were small when compared with students.

When examining changes over time for the cohort group, we also found statistically significant and strong increases in students' average awareness about ACT/SAT and financial aid topics including



FAFSA, Federal Pell Grants, Federal student loans, and the WV HEGP. Cohort group parents/guardians also reported significant gains in their awareness of these kinds of topics over time. However, as noted above, the differences were not as large as for students.

***Cohort students and their parents/guardians find many information sources to be increasingly important to them in gathering information about their PSE options. Specific individuals or role groups received particularly high ratings.*** Cohort group students were more likely than the comparison group to report that all 16 PSE information sources included on the student survey were important in helping them gather information about their education options after high school. Not surprisingly, GEAR UP staff in particular were reported to be far more important for the cohort group than for comparison group students. However, substantively meaningful differences also emerged for college admissions representatives, CFWV.com, school counselors, and college fairs. In all cases, the cohort group reported these sources to be significantly more important than the comparison group. This trend extended to parents/guardians as well.

Cohort students also found all 16 information sources included on the survey to be increasingly important in Year 2 when compared with their Year 1 ratings. There was a particularly large increase in the perception that GEAR UP staff were an important information source, and triangulating with the above results, we found substantively meaningful increases in the importance of CFWV.com, school counselors, college admissions representatives, college fairs, college/university or other college planning sites, and brochures/pamphlets. Parents/guardians also reported large gains in the importance of GEAR UP staff and school counselors as resources for them. Notably, many of these information sources are specific individuals or role groups who either directly interact with students because of GEAR UP (e.g., GEAR UP staff) or who could be potentially engaging with students at higher levels than in the past as a result of the program (e.g., school counselors, college staff).

***Perceptions of affordability of various public PSE options in West Virginia are increasing, albeit rather slightly; knowledge of actual costs remains static.*** Perceptions of the affordability of public college options is increasing, but only slightly. Furthermore, the cohort group reported more positive perceptions of affordability than the comparison group for all three options included on the surveys. This being said, the percentage of students and parents/guardians who can accurately estimate tuition costs for two- and four-year public college options has remained essentially static over time. Moreover, we discovered that relatively few parents/guardians and students in the cohort group are knowledgeable about how just much money is potentially available to them to help pay for college through various financial aid options including Federal Pell grants, the WV HEGP, and the PROMISE Scholarship. Increasing knowledge in this area will likely positively impact perceptions of affordability for many students and their parents/guardians.

***Cohort group students are positive about their college-going self-efficacy and their ability to do well in college.*** New items on the Year 2 survey showed students were most confident about their ability to make their family proud, receive family support, and choose a good college. They also felt they could take care of themselves once they get into college, make friends, and ultimately get a job after graduation. They were least confident in their ability to pay for college. These are important outcomes to monitor over time.

## Appendix A - Consent Forms/Instruments

# West Virginia GEAR UP Student Survey - 2015-16 School Year

## Grade 8

**Directions:** Please respond to all questions by completely filling in the circle for each answer:

Like this: ☒ Not like this: ☐ ☐ ☐

### Section I: About You

1. Please write your 9-digit lunch/WVEIS number in the spaces below. Fill in the bubbles to match each number. The example on the left shows how to fill in your lunch/WVEIS number. If there are zeroes at the beginning of your number, please include them.

**This is an Example:** lunch/WVEIS number: 009132567

\_0\_ \_0\_ \_9\_ \_1\_ \_3\_ \_2\_ \_5\_ \_6\_ \_7\_

<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**Your lunch/WVEIS number:**

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2. Are you currently a grade 8 student? ☐ Y ☐ N

3. What is your gender?

☐ A Male ☐ B Female ☐ C Other

4. What is your race?

☐ A White ☐ D American Indian or Alaska Native  
☐ B Black or African American ☐ E Native Hawaiian or Other Pacific Islander  
☐ C Asian ☐ F Two or more races

5. What is your ethnicity?

☐ A Hispanic or Latino ☐ B Not Hispanic or Latino

6. What is the main language you speak at home?

☐ A English ☐ B Spanish ☐ C Other

7. How much money do you think your family made (before taxes) during the past 12 months? As you think about it, please include any money you earned from working and all the money you think the people living in your house made.

- |                            |                              |                               |                             |  |
|----------------------------|------------------------------|-------------------------------|-----------------------------|--|
| \$30,000<br>or less<br>(A) | \$30,001-<br>\$60,000<br>(B) | \$60,001-<br>\$100,000<br>(C) | \$100,001 or<br>more<br>(D) | Don't know or<br>I'd rather not say<br>(E) |
|----------------------------|------------------------------|-------------------------------|-----------------------------|--|

8. What is the highest level of education of your **father or male guardian** (bubble only one answer)?

- (A) Some high school
- (B) High school diploma/GED
- (C) Some college (less than a 2- or 4-year degree, e.g., certificate or career/tech. cert.)
- (D) 2-year college degree (Associate's)
- (E) 4-year college degree (Bachelor's)
- (F) Master's degree
- (G) Ph.D. or higher
- (H) Don't know

9. What is the highest level of education of your **mother or female guardian** (bubble only one answer)?

- (A) Some high school
- (B) High school diploma/GED
- (C) Some college (less than a 2- or 4-year degree, e.g., certificate or career/tech. cert.)
- (D) 2-year college degree (Associate's)
- (E) 4-year college degree (Bachelor's)
- (F) Master's degree
- (G) Ph.D. or higher
- (H) Don't know

10. If you have brothers or sisters, how many have attended college in the past or are in college now?

- |          |          |          |          |          |                  |   |
|----------|----------|----------|----------|----------|------------------|---|
| 0<br>(A) | 1<br>(B) | 2<br>(C) | 3<br>(D) | 4<br>(E) | 5 or more<br>(F) | I don't have brothers or sisters<br>(G) |
|----------|----------|----------|----------|----------|------------------|---|

### Section II: Your Educational Goals

11. As you think about your current skills, how confident are you of your ability in the following areas?

	Not Confident	Confident	Very Confident	Don't Know
Math	(A)	(B)	(C)	(D)
English/Language Arts	(A)	(B)	(C)	(D)
Science	(A)	(B)	(C)	(D)
Study skills	(A)	(B)	(C)	(D)
Ability to pass the end-of-year tests (e.g., Smarter Balanced Assessment)	(A)	(B)	(C)	(D)
Ability to do well in college level courses in the future	(A)	(B)	(C)	(D)

12. Do you plan to continue your education after high school? (Y) (N)

13. If you answered "no" to question 12, what are the main reasons you do not plan to continue your education (bubble all that apply)?

- ☐ My grades aren't good enough    ☐ Family issues  
☐ It costs too much/I can't afford it    ☐ I plan to enlist in the military  
☐ I need to work    ☐ Other (please write in reason):   
☐ I want to work

14. What is the highest level of education that you **would like** to get (bubble only one answer)?

- (A) High school or less  
(B) Some college (less than a 2- or 4-year degree, e.g., certificate or career/tech. cert.)  
(C) 2-year college degree (Associate's)  
(D) 4-year college degree (Bachelor's)  
(E) More than a 4-year college degree

15. What is the highest level of education that you **expect** to get (bubble only one answer)?

- (A) High school or less  
(B) Some college (less than a 2- or 4-year degree, e.g., certificate or career/tech. cert.)  
(C) 2-year college degree (Associate's)  
(D) 4-year college degree (Bachelor's)  
(E) More than a 4-year college degree

16. How sure are you about being able to do the following?

	Don't Know	Not at all Sure	Somewhat Sure	Sure	Very Sure
I can find a way to pay for college.	(A)	(B)	(C)	(D)	(E)
I can get accepted to a college.	(A)	(B)	(C)	(D)	(E)
I can have family support for going to college.	(A)	(B)	(C)	(D)	(E)
I can choose a good college.	(A)	(B)	(C)	(D)	(E)
I can get a scholarship or grant for college.	(A)	(B)	(C)	(D)	(E)
I can make an educational plan that will prepare me for college.	(A)	(B)	(C)	(D)	(E)
I can make my family proud with my choices after high school.	(A)	(B)	(C)	(D)	(E)
I can choose college courses that best fit my interests.	(A)	(B)	(C)	(D)	(E)
I can pay for college even if my family cannot help me.	(A)	(B)	(C)	(D)	(E)
I can get good grades in my high school math classes.	(A)	(B)	(C)	(D)	(E)
I can get good grades in my high school science classes.	(A)	(B)	(C)	(D)	(E)
I can choose the high school classes needed to get into a good college.	(A)	(B)	(C)	(D)	(E)
I know enough about computers to get into college.	(A)	(B)	(C)	(D)	(E)
I can go to college after high school.	(A)	(B)	(C)	(D)	(E)

17. **If you do go to college**, how sure are you about being able to do the following?

	<i>Don't Know</i>	<i>Not at all Sure</i>	<i>Somewhat Sure</i>	<i>Sure</i>	<i>Very Sure</i>
I could pay for each year of college.	(A)	(B)	(C)	(D)	(E)
I could get A's and B's in college.	(A)	(B)	(C)	(D)	(E)
I could get my family to support my wish of finishing college.	(A)	(B)	(C)	(D)	(E)
I could take care of myself in college.	(A)	(B)	(C)	(D)	(E)
I could fit in at college.	(A)	(B)	(C)	(D)	(E)
I could get good enough grades to get or keep a scholarship.	(A)	(B)	(C)	(D)	(E)
I could finish college and receive a college degree.	(A)	(B)	(C)	(D)	(E)
I could care for my family responsibilities while in college.	(A)	(B)	(C)	(D)	(E)
I could set my own schedule while in college.	(A)	(B)	(C)	(D)	(E)
I could make friends at college.	(A)	(B)	(C)	(D)	(E)
I could get the education I need for my choice of career.	(A)	(B)	(C)	(D)	(E)
I could get a job after I graduate from college.	(A)	(B)	(C)	(D)	(E)
I would like being in college.	(A)	(B)	(C)	(D)	(E)
I could be smart enough to finish college.	(A)	(B)	(C)	(D)	(E)
I could pick the right things to study at college.	(A)	(B)	(C)	(D)	(E)
I could do the classwork and homework assignments in college classes.	(A)	(B)	(C)	(D)	(E)

### **Section III: College Entrance Requirements, Cost, and Financial Aid**

18. Has anyone from your school or GEAR UP ever spoken with you about...

*College entrance requirements?* (Y) (N)

*The availability of financial aid to help you pay for college?* (Y) (N)

19. Are you knowledgeable about financial aid and the cost and benefits to you of going to college?

(Y) (N)

20. Do you think that you could afford to attend one of the following types of colleges using financial aid, scholarships, and your family's resources?

	<i>Definitely Not</i>	<i>Probably Not</i>	<i>Not Sure</i>	<i>Probably</i>	<i>Definitely</i>
<i>A public 4-year college</i>	(A)	(B)	(C)	(D)	(E)
<i>A public community/technical college</i>	(A)	(B)	(C)	(D)	(E)
<i>A public career/technical center</i>	(A)	(B)	(C)	(D)	(E)

21. On average, how much do you think it costs for one year of in-state tuition at a **4-year public college in West Virginia** (*bubble only one answer; your estimate should not include the cost of food, housing, or books*)?

Up to \$4,000	\$4,001- \$8,000	\$8,001- \$11,000	\$11,001- \$16,000	\$16,001- \$21,000	\$21,001- \$26,000	More than \$26,000
(A)	(B)	(C)	(D)	(E)	(F)	(G)

22. On average, how much do you think it costs for one year of in-state tuition at a **public community/technical college in West Virginia** (*bubble only one answer; your estimate should not include the cost of food, housing, or books*)?

Up to	\$4,001-	\$8,001-	\$11,001-	\$16,001-	\$21,001-	More than
\$4,000	\$8,000	\$11,000	\$16,000	\$21,000	\$26,000	\$26,000
(A)	(B)	(C)	(D)	(E)	(F)	(G)

23. How aware are you about the following topics?

	Not at All	Slightly	Moderately	Extremely
FAFSA (Free Application for Federal Student Aid)	(A)	(B)	(C)	(D)
College savings plan/529	(A)	(B)	(C)	(D)
ACT/SAT	(A)	(B)	(C)	(D)
WV Higher Education Grant	(A)	(B)	(C)	(D)
Federal Pell Grants	(A)	(B)	(C)	(D)
Federal student loans	(A)	(B)	(C)	(D)
Federal work-study	(A)	(B)	(C)	(D)
Scholarships (e.g., PROMISE or Institutional)	(A)	(B)	(C)	(D)
Requirements for college acceptance	(A)	(B)	(C)	(D)
The importance/benefit of a college education	(A)	(B)	(C)	(D)
High school graduation requirements	(A)	(B)	(C)	(D)

24. How much money **per academic year** do you think you can get to help pay for college if you qualify for a **Federal Pell Grant** (*bubble only one answer*)?

Up to	\$1,001-	\$2,001-	\$3,001-	\$4,001-	\$5,001-	\$6,001-	More than
\$1,000	\$2,000	\$3,000	\$4,000	\$5,000	\$6,000	\$7,000	\$7,000
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)

25. How much money **per academic year** do you think you can get to help pay for college if you qualify for a **West Virginia Higher Education Grant** (*bubble only one answer*)?

Up to	\$1,001-	\$2,001-	\$3,001-	\$4,001-	\$5,001-	\$6,001-	More than
\$1,000	\$2,000	\$3,000	\$4,000	\$5,000	\$6,000	\$7,000	\$7,000
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)

26. How much money **per academic year** do you think you can get to help pay for college if you qualify for a **PROMISE Scholarship** (*bubble only one answer*)?

Up to	\$1,001-	\$2,001-	\$3,001-	\$4,001-	\$5,001-	\$6,001-	More than
\$1,000	\$2,000	\$3,000	\$4,000	\$5,000	\$6,000	\$7,000	\$7,000
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)

27. How important have the following resources, individuals, or tools been in gathering information about your options for college?

	<i>Not at All</i>	<i>Slightly</i>	<i>Moderately</i>	<i>Extremely</i>
<i>College or university websites</i>	(A)	(B)	(C)	(D)
<i>College Foundation of WV website (CFWV.com)</i>	(A)	(B)	(C)	(D)
<i>Other college planning websites</i>	(A)	(B)	(C)	(D)
<i>College fairs</i>	(A)	(B)	(C)	(D)
<i>Television</i>	(A)	(B)	(C)	(D)
<i>Radio</i>	(A)	(B)	(C)	(D)
<i>Direct mail</i>	(A)	(B)	(C)	(D)
<i>E-mail</i>	(A)	(B)	(C)	(D)
<i>Brochures and pamphlets</i>	(A)	(B)	(C)	(D)
<i>Magazines/newspapers</i>	(A)	(B)	(C)	(D)
<i>Signs, posters, or billboards</i>	(A)	(B)	(C)	(D)
<i>Text messages</i>	(A)	(B)	(C)	(D)
<i>School counselor</i>	(A)	(B)	(C)	(D)
<i>Family members</i>	(A)	(B)	(C)	(D)
<i>GEAR UP staff</i>	(A)	(B)	(C)	(D)
<i>College admissions representatives</i>	(A)	(B)	(C)	(D)

28. Which of the following do you need from your school or GEAR UP to help you be more successful in school and more prepared for college (bubble all that apply)?

- More advanced classes (e.g., AP)* ☐
- Information about participating in GEAR UP events* ☐
- Tutoring* ☐
- Opportunities to participate in college visits* ☐
- Information about college entrance requirements* ☐
- Information about college financial aid/scholarships* ☐
- Leadership opportunities* ☐
- Summer activities* ☐
- Career exploration activities* ☐
- Test preparation* ☐
- Assistance with the college entrance process* ☐
- Assistance with completing financial aid forms (e.g., FAFSA)* ☐
- Information and events presented in other languages (e.g., Spanish)* ☐
- Other* ☐

Thank you for your time!

**Please return this survey to your teacher or school.**



# West Virginia GEAR UP Parent Survey - 2015-16 School Year

**Directions:** Please respond to all items by completely filling in the circle for each answer:

Like this: ☒ Not like this: ☒ ☒ ☒

**Note:** Many of the questions on this survey ask about "your child." If you have more than one child, please complete this survey in reference to the child who brought the survey home.

**ICF Use Only**

## Section I: About You and Your Child

1. Please write your child's 9-digit lunch/WVEIS number in the spaces below. Fill in the bubbles to match each number. The example on the left shows how to fill in the lunch/WVEIS number. If there are zeroes at the beginning of your child's number, please include them.

**This is an Example:** lunch/WVEIS number: 009132567

\_0\_ \_0\_ \_9\_ \_1\_ \_3\_ \_2\_ \_5\_ \_6\_ \_7\_

<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Your child's lunch/WVEIS number:**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Is the child who brought this survey home currently a grade 8 student? ☐ Y ☐ N

3. What is your gender?

☐ A Male ☐ B Female ☐ C Other

4. What is your relationship to the child who brought this survey home?

☐ A Parent or guardian ☐ C Grandparent  
☐ B Step or foster parent ☐ D Other

5. What is your race?

☐ A White ☐ D American Indian or Alaska Native  
☐ B Black or African American ☐ E Native Hawaiian or Other Pacific Islander  
☐ C Asian ☐ F Two or more races

6. What is your ethnicity?

☐ A Hispanic or Latino ☐ B Not Hispanic or Latino

7. What is the main language you speak at home?

- (A) English      (B) Spanish      (C) Other

8. Which of the following options best describes your family's total income (before taxes) during the past 12 months?  
Please include income for yourself and all your family members living with you during this time.

\$30,000 or  
less

\$30,001-  
\$60,000

\$60,001-  
\$100,000

\$100,001 or  
More

Don't know or  
I'd rather not say

(A)

(B)

(C)

(D)

(E)

9. What is the highest level of education of your child's **father or male guardian** (bubble only one answer)?

- (A) Some high school  
(B) High school diploma/GED  
(C) Some college (less than a 2- or 4-year degree, e.g., certificate or career/tech. cert.)  
(D) 2-year college degree (Associate's)  
(E) 4-year college degree (Bachelor's)  
(F) Master's degree  
(G) Ph.D. or higher  
(H) Don't know

10. What is the highest level of education of your child's **mother or female guardian** (bubble only one answer)?

- (A) Some high school  
(B) High school diploma/GED  
(C) Some college (less than a 2- or 4-year degree, e.g., certificate or career/tech. cert.)  
(D) 2-year college degree (Associate's)  
(E) 4-year college degree (Bachelor's)  
(F) Master's degree  
(G) Ph.D. or higher  
(H) Don't know

11. If you have other children, how many have attended or are currently attending college?

0

1

2

3

4

5 or more

I don't have other children.

(A)

(B)

(C)

(D)

(E)

(F)

(G)

### Section II: Your Child's Educational Goals

12. Have you talked with your child about attending college?      (Y)      (N)

13. How strongly do you agree or disagree with the following statements?

Strongly Disagree      Disagree      Agree      Strongly Agree

*Attending college is important to my child's career goal and future.*

(A)

(B)

(C)

(D)

*It's too early to think about my child going to college.*

(A)

(B)

(C)

(D)

14. What is the highest level of education that you **would like** your child to get (*bubble only one answer*)?

- (A) High school or less
- (B) Some college (less than a 2- or 4-year degree, e.g., certificate or career/tech. cert.)
- (C) 2-year college degree (Associate's)
- (D) 4-year college degree (Bachelor's)
- (E) More than a 4-year college degree

15. What is the highest level of education that you **expect** your child to get (*bubble only one answer*)?

- (A) High school or less
- (B) Some college (less than a 2- or 4-year degree, e.g., certificate or career/tech. cert.)
- (C) 2-year college degree (Associate's)
- (D) 4-year college degree (Bachelor's)
- (E) More than a 4-year college degree

### Section III: College Entrance Requirements, Cost, and Financial Aid

16. Has anyone from your child's school or GEAR UP ever spoken with you about...

College entrance requirements? (Y) (N)

The availability of financial aid to help you pay for college? (Y) (N)

17. Do you know about financial aid and the cost and benefits to your child of pursuing a postsecondary education (e.g., going to college)?

(Y) (N)

18. Do you think that your child could afford to attend one of the following types of colleges using financial aid, scholarships, and your family's resources?

Definitely Not      Probably Not      Not Sure      Probably      Definitely

*A public 4-year college*

(A)

(B)

(C)

(D)

(E)

*A public community/technical college*

(A)

(B)

(C)

(D)

(E)

*A public career/technical center*

(A)

(B)

(C)

(D)

(E)

19. On average, how much do you think it costs for one year of in-state tuition at a **4-year public college in West Virginia** (*bubble only one answer; your estimate should not include the cost of food, housing, or books*)?

Up to  
\$4,000

\$4,001-  
\$8,000

\$8,001-  
\$11,000

\$11,001-  
\$16,000

\$16,001-  
\$21,000

\$21,001-  
\$26,000

More than  
\$26,000

(A)

(B)

(C)

(D)

(E)

(F)

(G)

20. On average, how much do you think it costs for one year of in-state tuition at a **public community/technical college in West Virginia** (*bubble only one answer; your estimate should not include the cost of food, housing, or books*)?

Up to \$4,000	\$4,001- \$8,000	\$8,001- \$11,000	\$11,001- \$16,000	\$16,001- \$21,000	\$21,001- \$26,000	More than \$26,000
(A)	(B)	(C)	(D)	(E)	(F)	(G)

21. How aware are you about the following topics?

*Not at All   Slightly   Moderately   Extremely*

<i>FAFSA (Free Application for Federal Student Aid)</i>	(A)	(B)	(C)	(D)
<i>College savings plan/529</i>	(A)	(B)	(C)	(D)
<i>ACT/SAT</i>	(A)	(B)	(C)	(D)
<i>WV Higher Education Grant</i>	(A)	(B)	(C)	(D)
<i>Federal Pell Grants</i>	(A)	(B)	(C)	(D)
<i>Federal student loans</i>	(A)	(B)	(C)	(D)
<i>Federal work-study</i>	(A)	(B)	(C)	(D)
<i>Scholarships (e.g., PROMISE or Institutional)</i>	(A)	(B)	(C)	(D)
<i>Requirements for college acceptance</i>	(A)	(B)	(C)	(D)
<i>The importance/benefit of a college education</i>	(A)	(B)	(C)	(D)
<i>High school graduation requirements</i>	(A)	(B)	(C)	(D)

22. How much money **per academic year** do you think your child can get to help pay for college if he or she qualifies for a **Federal Pell Grant** (*bubble only one answer*)?

Up to \$1,000	\$1,001- \$2,000	\$2,001- \$3,000	\$3,001- \$4,000	\$4,001- \$5,000	\$5,001- \$6,000	\$6,001- \$7,000	More than \$7,000
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)

23. How much money **per academic year** do you think your child can get to help pay for college if he or she qualifies for a **West Virginia Higher Education Grant** (*bubble only one answer*)?

Up to \$1,000	\$1,001- \$2,000	\$2,001- \$3,000	\$3,001- \$4,000	\$4,001- \$5,000	\$5,001- \$6,000	\$6,001- \$7,000	More than \$7,000
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)

24. How much money **per academic year** do you think your child can get to help pay for college if he or she qualifies for a **PROMISE Scholarship** (*bubble only one answer*)?

Up to \$1,000	\$1,001- \$2,000	\$2,001- \$3,000	\$3,001- \$4,000	\$4,001- \$5,000	\$5,001- \$6,000	\$6,001- \$7,000	More than \$7,000
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)

25. How important have the following resources, individuals, or tools been in gathering information about your child's options for college?

*Not at All      Slightly      Moderately      Extremely*

<i>College or university websites</i>	(A)	(B)	(C)	(D)
<i>College Foundation of WV website (CFWV.com)</i>	(A)	(B)	(C)	(D)
<i>Other college planning websites</i>	(A)	(B)	(C)	(D)
<i>College fairs</i>	(A)	(B)	(C)	(D)
<i>Television</i>	(A)	(B)	(C)	(D)
<i>Radio</i>	(A)	(B)	(C)	(D)
<i>Direct mail</i>	(A)	(B)	(C)	(D)
<i>E-mail</i>	(A)	(B)	(C)	(D)
<i>Brochures and pamphlets</i>	(A)	(B)	(C)	(D)
<i>Magazines/newspapers</i>	(A)	(B)	(C)	(D)
<i>Signs, posters, or billboards</i>	(A)	(B)	(C)	(D)
<i>Text messages</i>	(A)	(B)	(C)	(D)
<i>School counselor</i>	(A)	(B)	(C)	(D)
<i>Family members</i>	(A)	(B)	(C)	(D)
<i>GEAR UP staff</i>	(A)	(B)	(C)	(D)
<i>College admissions representatives</i>	(A)	(B)	(C)	(D)

26. Which of the following do you need from your child's school or GEAR UP to help your child be more successful in school and more prepared for college (bubble all that apply)?

- More advanced classes (e.g., AP)* ☐
- Information about participating in GEAR UP events* ☐
- Tutoring* ☐
- Opportunities to participate in college visits* ☐
- Information about college entrance requirements* ☐
- Information about college financial aid/scholarships* ☐
- Leadership opportunities* ☐
- Summer activities* ☐
- Career exploration activities* ☐
- Test preparation* ☐
- Assistance with the college entrance process* ☐
- Assistance with completing financial aid forms (e.g., FAFSA)* ☐
- Information and events presented in other languages (e.g., Spanish)* ☐
- Other* ☐

Thank you for your time!

**Please ask your child to return this survey to her/his school.**

## West Virginia GEAR UP Student Survey 2015-16

### Student Assent Form

Welcome!

Your school is part of a program called West Virginia GEAR UP that helps middle and high school students get ready for college or other education options after high school. The West Virginia Higher Education Policy Commission (WV HEPC) has asked a company called ICF International to do a study of the program.

Because GEAR UP has a limited amount of money, only a few grades in your school are getting GEAR UP support this year. If you are a grade 8 students, your grade is part of GEAR UP. That means you can get free services to help you get ready for college or other training after high school!

**What are you asking me to do?** We are asking you to take a 15-20 minute online survey during the school day. The survey asks questions about what you know about college. It asks what you think about other options after high school too. It asks about your goals for high school and beyond. It also asks if you go to tutoring or after school events.

**Why are you doing the survey?** Knowing about your plans for college helps us know if GEAR UP is working.

**Who else is doing the student survey?** We are asking all students in your grade to do the survey.

Please read the rest of this message carefully. When you are done, you can decide if you want to take the survey.

**Will you keep the information I provide private?** Yes! We have to keep your information private. We will only write reports about groups of students. We will never write a report about your personal survey answers. The survey does not ask for your name. We only ask for your lunch/WVEIS number. We will NEVER link this number to your name. We ask for your lunch/WVEIS number so we can make sure the same student takes the survey over time. We also use it to connect your survey results to your parents' results. We might also use it to connect your results to other information like class grades.

Right now, we are only asking you to take a survey. If we ask more information about you in the future, we will make sure everything is private. We will ask for your parents' permission if needed.

**Are there any risks or benefits to taking the survey?** There are no risks. We will not identify students who take the survey. So, the only risk is that the survey may take some time from your school day. We made the survey short to avoid this problem. If you take the survey, it will help us figure out how to help more students. Your school might also use surveys to change their programs.

**Do I have to take the survey?** No. This survey is voluntary. That means you can decide if you want to take it or not. There are no penalties to you if you decide not to take it. Your school will not take away any support or programs if you decide not to. You will still be able to get free help from GEAR UP to get ready for college or other after high school training even if you don't take the survey. You can also skip any questions you do not want to answer. You can stop taking the survey at any time. There are really no penalties.

**Does my parent or guardian know about this?** Yes. We sent your parent or guardian a letter telling them that we would ask you to do a survey at school. We told them to send our letter back if they did not want you to take the survey. If you are reading this message, it means your parent or guardian did not return our letter. That means you can take the survey.

**What if I have questions?** If there is a teacher or program coordinator helping you take the survey, you can always raise your hand and ask questions if you have technical problems. If you have any questions about the study, you can call

## **West Virginia GEAR UP Student Survey 2015-16**

### **Student Assent Form**

Nate Hixson. He is a researcher who is in charge of the survey. You can call him at (304) 342-0037. You can also email him at [nate.hixson@icfi.com](mailto:nate.hixson@icfi.com). If you have questions about GEAR UP, you can call Dr. Adam Green. He is the person in charge of GEAR UP. His phone number is (304) 558-0655. You can also email him at [adam.green@hepc.edu](mailto:adam.green@hepc.edu).

Thanks for helping make GEAR UP a success!

If you agree to participate in this survey, please click the "I agree to take this survey" button below.

- ☐ I agree to take this survey.
- ☐ I do not agree to take this survey.

## West Virginia GEAR UP Student Survey 2015-16

### Parent/Guardian Permission Form – GRADE 8

Date: November 5, 2015

Dear Parent or Guardian:

*We are writing to ask you to complete a short survey and to give your permission for your child to complete a short survey during school this year. The surveys are about education and training after high school. **If you DO NOT give your permission for your child to take the survey, please sign and return the form attached to this letter.***

**Who is doing the surveys and why?** The reason for these surveys is that your child's school is part of the West Virginia (WV) GEAR UP program. GEAR UP stands for *Gaining Early Awareness and Readiness for Undergraduate Programs*. It is a program that helps students get ready for education and training after high school. To learn more about WV GEAR UP, please visit [www.wvgearup.org](http://www.wvgearup.org).

A company called ICF International is doing a study of WV GEAR UP for the West Virginia Higher Education Policy Commission (WV HEPC) to learn if GEAR UP is achieving its goals.

**Who is involved in WV GEAR UP?** GEAR UP works with 50 schools in 10 counties in WV. This includes your child's school. Only some grades in your child's school are getting GEAR UP support this year, because the money for GEAR UP is limited. The child who brought this letter home is in a grade that is part of GEAR UP. That means you and your child can get free help to get ready for college or other training programs after high school.

**What is the Student Survey?** GEAR UP is asking all students in your child's grade to do a 15- to 20-minute survey every year. This year, we are doing the student survey from December 2015 to January 2016. The student survey will be given at school by your child's teachers or other school staff. It asks questions about what your child knows and thinks about college. It asks what they think about other options after high school. It asks about your child's goals for high school and beyond. It also asks if your child uses tutoring programs or attends other school events. Knowing about your child's plans for college helps us know if GEAR UP is working.

**Who else is doing the Student Survey?** We are asking all students in your child's grade to complete the student survey.

**Is there a Parent/Guardian Survey?** Yes! In early December 2015, your child will bring home a link to an online parent/guardian survey. Your child may also bring home a paper copy of the survey so you do not have to do the survey on the computer. No matter which version of the survey you do, we ask you to complete it by December 31, 2015.

**How long does the parent/guardian survey take? What is it about?** The parent/guardian survey asks questions just like the ones on the student survey and takes 15 to 20 minutes. Having your feedback lets us know if there are ways we can do more to support families.

**Will you keep the information we provide private?** Yes! We have to keep your information private. We will only write reports about groups of students and parents. We never write about individuals. The survey does not ask for your name or your child's name. We only ask for your child's student identification number (lunch/WVEIS number). We will NEVER link this number to your name or to your child's name. The reason we ask for it is to make sure we can check that we get surveys back from the same students and parents each year. We also use it to connect student and parent surveys to each other. We may also use the number to connect surveys to other information from your child's school.



## West Virginia GEAR UP Student Survey 2015-16

### Parent/Guardian Permission Form – GRADE 8

Right now, we are only asking for your permission to give your child the surveys. Any other information we might ask for in the future would be collected from the West Virginia Department of Education or your county school district. We will follow all the privacy laws that protect you if we request this information. We will ask for your permission if it is needed.

**Are there any risks or benefits to participating in the surveys?** There are no risks. We will not identify parents/guardians or children who take the surveys. The only risk is that the surveys may take some time from your day and your child's normal school day. We made the surveys short to avoid this problem. If you decide to give your permission for your child to take the survey, it will help us figure out how to support students better. If you take the parent/guardian survey, it will help us support families. WV GEAR UP schools might also use the surveys to change their programs.

**Are the surveys required?** No. Both surveys are voluntary. That means you can decide if you or your child want to take them or not. There are no penalties to you or your child if you decide not to take the parent/guardian survey or if you don't give your permission for your child to take the student survey. There are also no penalties if you give your permission, but your child decides not to take the student survey. You and your child will not give up any support or programs you would normally get. You can still get free help to get ready for college or other after high school options even if you do not do the surveys.

Even if you give your permission for your child take the survey, he or she can decide if they want to do it. He or she can skip questions or stop at any time without penalties. The same is true for parents/guardians who take the parent/guardian survey.

**What do I need to do?** Right now we are asking for your permission to give your child the student survey this school year. If your child stays in a GEAR UP school, we will ask you for permission to do the survey every year. We hope you will let your child take the survey.

**If you give your permission for your child to participate in the survey, you *DO NOT* need to respond to this letter.**

If you **DO NOT** give your permission for your child to complete the survey, just complete and sign the form on the next page and return it to your child's school by *November 30, 2015*. If you sign this form, our team will work with the school to ensure that your child does not complete the survey.

**What if I have questions?** If you have any questions about the survey, you can contact Nate Hixson. He is a researcher working on the study. You can call him at (304) 342-0037 or email him at [nate.hixson@icfi.com](mailto:nate.hixson@icfi.com). If you have questions about the WV GEAR UP program, please contact Dr. Adam Green. He is in charge of GEAR UP. You can call him at (304) 558-0655 or email him at [adam.green@hepc.edu](mailto:adam.green@hepc.edu). Thanks for helping make GEAR UP a success!

Sincerely,  
Dr. Adam S. Green, Vice Chancellor  
West Virginia Higher Education Policy Commission

**West Virginia GEAR UP Student Survey 2015-16**  
**Parent/Guardian Permission Form – GRADE 8**

\* \* \* \* \*

If you give your permission for your child to take the December 2015/January 2016 GEAR UP survey, you do not need to do anything with this form. Just keep it for your records. If you **DO NOT** give your permission for your child to complete the survey, please complete, sign, and return this form to your child's school no later than *November 30, 2015*.

**I DO NOT WANT** my child, \_\_\_\_\_, (please print full student name) to participate in the West Virginia GEAR UP survey in December 2015/January 2016.

Name of your child's school: \_\_\_\_\_

Parent/Guardian name (please print): \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

WV HEPC signature: \_\_\_\_\_ Date: \_\_\_\_\_

ICF International signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix B – Other Data Analysis Tables



School Name/Code	Survey Type	Grade Level	Number of Respondents (N)
All Participating Schools - Year 2 / NA	Student Survey	8	2,518

\*\*\*\*\*

### School Level Response Rates:

Surveys Administered	2847
Surveys Received	2,518
School Response Rate (%)	88.4%

### Results (Percentages) by Survey Question

#### 1. What is your gender?

	(%)
Female	48.0%
Male	50.4%
Other	0.5%
No Response	1.2%

#### 2. What is your race?

	(%)
White	90.6%
Black or African American	3.6%
Asian	0.2%
American Indian or Alaska Native	0.8%
Native Hawaiian or Other Pacific Islander	0.2%
Two or more races	3.9%
No response	0.7%

#### 3. What is your ethnicity?

	(%)
Hispanic or Latino	3.3%
Not Hispanic or Latino	94.4%
No Response	2.3%

#### 4. What is the main language you speak at home?

	(%)
English	98.2%
Spanish	0.5%
Other	0.0%
No Response	1.3%



5. Which of the following options best describes your family's total annual income?

	(%)
\$30,000 or less	10.5%
\$30,001 - \$60,000	12.4%
\$60,001 - \$100,000	13.5%
\$100,001 or more	7.1%
I'd rather not say	55.4%
No Response	1.2%

6. What is the highest level of education obtained by your mother/father?

	Mother (%)	Father (%)
Some high school	8.9%	12.1%
High school diploma/GED	25.4%	30.4%
Some college	12.1%	9.8%
2-year college degree	7.7%	5.0%
4-year college degree	12.2%	7.5%
Master's degree	7.5%	3.9%
Ph.D. or higher	1.4%	1.0%
Don't know	23.8%	29.5%
No Response	0.9%	0.8%

7. If you have other brothers or sisters, how many have attended college in the past or are in college now?

	(%)
0	57.1%
1	19.7%
2	7.1%
3	2.5%
4	1.2%
5 or more	1.9%
I don't have brothers or sisters	8.5%
No Response	1.9%

8. Do you plan to continue your education after high school?

	(%)
Yes	89.9%
No	6.9%
No Response	3.2%



8b. If you answered No, what are your main reasons you do not plan to continue your education?

	(%)
My grades aren't good enough	1.9%
It costs too much/I can't afford it	2.1%
I need to work	1.4%
I want to work	2.9%
Family issues	0.6%
I plan to enlist in the military	2.0%
Other	

9. As you think about your current skills, how confident are you of your ability in the following areas?

	Very Confident (%)	Confident (%)	Not Confident (%)	Don't Know (%)	No Response (%)
Math Skills	29.8%	45.9%	18.6%	4.7%	0.9%
English/Language Arts	33.6%	52.5%	8.9%	3.9%	1.1%
Science	28.7%	51.7%	13.5%	4.6%	1.5%
Study Skills	22.8%	52.0%	15.4%	7.6%	2.2%
Ability to pass the end-of-year tests (e.g., WESTEST 2, Smarter Balanced Assessment)	32.6%	44.5%	10.7%	9.6%	2.6%
Ability to do well in college level courses in the future	34.3%	41.3%	9.0%	12.5%	2.8%

10. What is the highest level of education that you...

	Would like to get? (%)	Expect to get? (%)
High school or less	6.4%	8.3%
Some college	10.8%	13.2%
Two-year associate's college degree	9.1%	16.1%
Four-year bachelor's college degree	31.0%	33.6%
More than a 4-year college degree	41.7%	27.4%
No Response	1.0%	1.5%

11. How sure are you about being able to do the following?

	Very Sure (%)	Sure (%)	Somewhat Sure (%)	Not at all Sure (%)	Don't Know (%)	No Response (%)
I can find a way to pay for college.	17.2%	23.6%	30.9%	11.8%	15.7%	0.8%
I can get accepted to a college.	19.1%	31.1%	28.4%	9.7%	10.8%	1.0%
I can have family support for going to college.	46.5%	23.7%	15.1%	5.3%	8.2%	1.2%
I can choose a good college.	37.9%	32.7%	17.8%	4.2%	6.0%	1.4%



	Very Sure (%)	Sure (%)	Somewhat Sure (%)	Not at all Sure (%)	Don't Know (%)	No Response (%)
I can get a scholarship or grant for college.	15.6%	25.9%	30.3%	12.9%	14.2%	1.2%
I can make an educational plan that will prepare me for college.	17.9%	30.9%	29.2%	9.8%	10.8%	1.4%
I can make my family proud with my choices after high school.	45.9%	28.5%	14.7%	3.8%	5.9%	1.2%
I can choose college courses that best fit my interests.	35.2%	34.4%	18.1%	4.9%	6.2%	1.3%
I can pay for college even if my family cannot help me.	8.5%	16.8%	28.5%	24.3%	20.4%	1.5%
I can get good grades in my high school math classes.	20.1%	28.9%	28.4%	11.1%	10.3%	1.3%
I can get good grades in my high school science classes.	18.5%	32.6%	29.2%	8.9%	9.1%	1.7%
I can choose the high school classes needed to get into a good college.	25.3%	35.9%	22.9%	6.4%	8.3%	1.2%
I know enough about computers to get into college.	19.3%	27.0%	28.0%	12.3%	11.8%	1.5%
I can go to college after high school.	42.8%	25.8%	17.1%	4.8%	8.3%	1.3%

**12. If you do go to college, how sure are you about being able to do the following?**

	Very Sure (%)	Sure (%)	Somewhat Sure (%)	Not at all Sure (%)	Don't Know (%)	No Response (%)
I could pay for each year of college.	12.6%	20.2%	29.6%	16.1%	20.3%	1.3%
I could get A's and B's in college.	16.6%	27.8%	31.4%	11.1%	11.7%	1.5%
I could get my family to support my wish of finishing college.	42.6%	24.7%	17.6%	5.0%	8.5%	1.6%
I could take care of myself in college.	38.4%	32.4%	17.1%	4.1%	6.2%	1.7%
I could fit in at college.	27.8%	31.2%	21.5%	7.9%	9.7%	1.9%
I could get good enough grades to get or keep a scholarship.	23.5%	33.0%	25.1%	7.5%	9.3%	1.5%
I could finish college and receive a college degree.	33.6%	31.8%	18.9%	5.0%	8.8%	1.9%
I could care for my family responsibilities while in college.	25.0%	31.9%	24.6%	6.7%	10.2%	1.6%
I could set my own schedule while in college.	23.5%	33.9%	23.7%	6.8%	10.4%	1.7%
I could make friends at college.	40.7%	30.5%	15.1%	5.0%	7.3%	1.4%
I could get the education I need for my choice of career.	36.6%	32.8%	17.9%	3.5%	7.3%	1.9%



	Very Sure (%)	Sure (%)	Somewhat Sure (%)	Not at all Sure (%)	Don't Know (%)	No Response (%)
I could get a job after I graduate from college.	39.8%	31.9%	16.2%	3.8%	6.6%	1.7%
I would like being in college.	37.0%	29.0%	18.0%	5.0%	9.2%	1.8%
I could be smart enough to finish college.	32.4%	32.5%	19.6%	5.4%	8.2%	1.8%
I could pick the right things to study at college.	29.7%	36.8%	19.4%	4.4%	7.5%	2.2%
I could do the classwork and homework assignments in college classes.	31.5%	33.1%	19.6%	5.2%	8.7%	1.9%

**13. Has anyone from your school or GEAR UP ever spoken with you about...**

	Yes (%)	No (%)	No Response (%)
College Entrance Requirement	70.7%	27.8%	1.5%
Availability of Financial Aid	66.1%	31.2%	2.7%

**14. Are you knowledgeable about financial aid and the cost and benefits to you of going to college?**

	(%)
Yes	69.3%
No	26.9%
No Response	3.8%

**15. Do you think that you could afford to attend one of the following types of colleges using financial aid, scholarships, and your family's resources?**

	A public 4-year college (%)	A public community/ technical college (%)	A public career/ technical center (%)
Definitely	23.9%	25.6%	26.6%
Probably	40.6%	39.1%	39.3%
Not Sure	23.2%	23.9%	23.4%
Probably Not	5.8%	5.2%	4.5%
Definitely Not	5.2%	4.1%	4.0%
No Response	1.3%	2.1%	2.3%





16. How much do you think it costs for one year of in-state tuition (your estimate should not include the cost of food, housing, or books) at...

	4-year University or College (%)	Public Community or Technical College (%)
Up to \$4,000	10.6%	17.9%
\$4,001 - \$8,000	18.2%	21.0%
\$8,001 - \$11,000	18.8%	21.4%
\$11,001 - \$16,000	16.8%	15.8%
\$16,001 - \$21,000	16.0%	11.2%
\$21,001 - \$26,000	8.9%	5.6%
>\$26,000	9.2%	4.9%
No response	1.6%	2.1%

\*The correct amounts are highlighted in green.

17. How aware are you about the following topics (by percentage)?

	Extremely (%)	Moderately (%)	Slightly (%)	Not at All (%)	No Response (%)
FAFSA	5.7%	20.8%	31.7%	39.6%	2.2%
College Savings Plan/529	8.5%	24.8%	31.5%	33.0%	2.2%
ACT /SAT	17.8%	32.1%	25.9%	21.5%	2.7%
WV Higher Education Grant	12.4%	27.9%	28.7%	28.6%	2.4%
Federal Pell Grants	7.3%	21.0%	27.9%	41.1%	2.6%
Federal Student Loans	15.3%	34.2%	30.1%	18.3%	2.1%
Federal Work-Study	9.3%	24.8%	28.2%	35.5%	2.3%
Scholarships	30.7%	37.3%	19.3%	10.8%	2.0%
Requirements for College Acceptance	21.0%	37.2%	25.0%	14.3%	2.5%
The Importance/ Benefit of a College Education	37.0%	32.1%	17.4%	11.3%	2.2%
High School Graduation Requirements	33.9%	35.2%	18.2%	10.2%	2.5%

18. How much money per academic year do you think you can get if you qualify for a...

	Federal Pell Grant (%)	WV Higher Education Grant (%)	PROMISE Scholarship (%)
Up to \$1,000	11.2%	8.5%	8.3%
\$1,001- \$2000	9.8%	8.2%	6.9%
\$2,001-\$3,000	17.5%	13.9%	11.0%
\$3,001-\$4,000	17.3%	18.6%	14.6%
\$4,001-\$5,000	15.3%	18.2%	15.4%
\$5,001-\$6,000	10.5%	13.4%	15.4%



	Federal Pell Grant (%)	WV Higher Education Grant (%)	PROMISE Scholarship (%)
\$6,001-\$7,000	5.8%	6.9%	10.4%
>\$7,000	8.1%	8.4%	15.2%
No Response	4.5%	3.9%	2.8%

\*The correct amounts are highlighted in green.

**19. How important have the following resources, individuals, or tools been in gathering information about your options for college?**

	Extremely (%)	Moderately (%)	Slightly (%)	Not at All (%)	No Response (%)
College or university websites	21.9%	33.6%	26.3%	16.2%	2.1%
College Foundation of WV website	20.7%	32.8%	24.5%	19.7%	2.4%
Other college planning websites	14.1%	31.9%	27.6%	23.6%	2.8%
College fairs	15.4%	29.0%	27.5%	25.3%	2.8%
Television	17.9%	32.8%	28.9%	18.3%	2.1%
Radio	14.7%	26.4%	27.8%	28.8%	2.3%
Direct mail	14.1%	25.3%	24.2%	34.0%	2.3%
E-mail	14.5%	26.9%	23.4%	32.9%	2.3%
Brochures and pamphlets	15.8%	34.4%	27.5%	20.2%	2.1%
Magazines/newspapers	13.5%	28.5%	30.4%	25.3%	2.4%
Signs, posters, or billboards	16.2%	32.6%	29.3%	19.5%	2.4%
Text messages	15.0%	23.8%	22.8%	35.7%	2.7%
School counselor	27.4%	32.7%	21.2%	16.0%	2.6%
Family members	33.5%	35.1%	18.5%	10.3%	2.7%
GEAR UP staff	31.4%	33.0%	20.2%	12.5%	3.0%
College admissions representatives	22.8%	29.1%	22.1%	22.6%	3.5%

**20. Which of the following do you need from your school or GEAR UP to help you be more successful in school and more prepared for college (check all that apply)?**

Support Needed	(%)
More advanced classes (e.g., AP)	51.6%
Information about participating in GEAR UP events	48.2%
Tutoring	40.5%
Opportunities to participate in college visits	63.1%
Information about college entrance requirements	61.7%
Information about college financial aid/scholarships	59.7%
Leadership opportunities	45.5%
Summer activities	35.9%



Support Needed	(%)
Career exploration activities	54.8%
Test preparation	52.1%
Assistance with the college entrance process	49.6%
Assistance with completing financial aid forms (e.g., FAFSA)	44.0%
Information and events presented in other languages (e.g., Spanish)	30.3%
Other	



School Name/Code	Survey Type	Grade Level	Number of Respondents (N)
All Participating Schools Year 2 / NA	Parent/Guardian	8	1323

### School Level Response Rates:

Surveys Administered	2847
Surveys Received	1323
School Response Rate (%)	46.5%

### Results (Percentages) by Survey Question

#### 1. What is your gender

	(%)
Female	70.4%
Male	28.6%
Other	0.1%
No Response	1.0%

#### 2. What is your relationship to the child who brought this survey home?

	(%)
Parent or Guardian	91.3%
Step or foster parent	1.9%
Grandparent	5.8%
Other	0.7%
No Response	0.3%

#### 3. What is your race?

	(%)
White	96.5%
Black or African American	1.8%
Asian	0.2%
American Indian or Alaska Native	0.2%
Native Hawaiian or Other Pacific Islander	0.0%
Two or more races	1.1%
No response	0.2%

#### 4. What is your ethnicity?

	(%)
Hispanic or Latino	1.0%
Not Hispanic or Latino	96.8%
No Response	2.2%



**5. What is the main language you speak at home?**

	(%)
English	99.5%
Spanish	0.1%
Other	0.2%
No Response	0.2%

**6. Which of the following options best describes your family's total annual income?**

	(%)
\$30,000 or less	29.4%
\$30,001 - \$60,000	21.2%
\$60,001 - \$100,000	18.1%
\$100,001 or more	6.5%
Don't know or I'd rather not say	21.5%
No Response	3.3%

**7. What is the highest level of education obtained by your child's Mother/Father?**

	Mother (%)	Father (%)
Some high school	8.4%	13.3%
High school diploma/GED	32.6%	43.2%
Some college	26.2%	19.5%
2-year college degree (Associate's)	11.5%	6.0%
4-year college degree (Bachelor's)	13.2%	9.3%
Master's degree	4.7%	2.6%
Ph.D. or higher	0.4%	0.4%
Don't know	2.4%	4.8%
No Response	0.6%	0.9%

**8. If you have other children, how many have attended or are currently attending college?**

	(%)
0	69.3%
1	14.5%
2	4.0%
3	1.2%
4	0.2%
5 or more	0.3%
I don't have other children	9.7%
No Response	0.8%



9. Have you talked to your child about attending college?

	(%)
Yes	94.9%
No	3.9%
No Response	1.1%

10. How strongly do you agree or disagree with the following statements?

	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	No Response (%)
Attending college is important to my child's career goal and future.	76.2%	18.5%	1.1%	3.6%	0.5%
It's too early to think about my child going to college.	3.1%	4.5%	34.4%	52.8%	5.1%

11. What is the highest level of education that you would...

	Like your child to get? (%)	Expect your child to get? (%)
High school or less	0.9%	4.4%
Some college	7.6%	11.9%
2-year college degree (Associate's)	7.0%	12.8%
4-year college degree (Bachelor's)	39.3%	44.4%
More than a 4-year college degree	44.7%	26.2%
No Response	0.4%	0.3%

12. Has anyone from your child's school or GEAR UP ever spoken with you about...

	Yes (%)	No (%)	No Response (%)
College Entrance Requirements	25.2%	74.4%	0.4%
Availability of Financial Aid	25.7%	72.8%	1.5%

13. Do you know about financial aid and the cost and benefits to your child of pursuing a postsecondary education (e.g., going to college)?

	(%)
Yes	63.6%
No	35.2%
No Response	1.1%



14. Do you think that your child could afford to attend one of the following types of colleges using financial aid, scholarships, and your family's resources?

	A public 4-year college (%)	A public community/ technical college (%)	A public career/ technical center (%)
Definitely	29.6%	37.9%	39.8%
Probably	34.2%	35.0%	35.1%
Not Sure	25.7%	18.4%	16.1%
Probably Not	5.3%	2.3%	2.1%
Definitely Not	3.3%	1.7%	1.5%
No Response	2.0%	4.8%	5.4%

15. On average, how much do you think it costs for one year of in-state tuition at...

	4-Year Public College (%)	Public Community or Technical College (%)
Up to \$4000	2.8%	19.2%
\$4001 - \$8000	19.0%	31.1%
\$8001 - \$11000	22.4%	18.8%
\$11001 - \$16000	17.9%	13.1%
\$16001 - \$21000	16.2%	8.0%
\$21001 - \$26000	8.2%	4.1%
>\$26000	11.7%	3.6%
No Response	1.8%	2.1%

\*The correct amounts are highlighted in green.

16. How aware are you about the following topics?

	Extremely (%)	Moderately (%)	Slightly (%)	Not at All (%)	No Response (%)
FAFSA	20.8%	26.6%	25.3%	26.4%	0.9%
College Savings Plan/529	9.4%	21.1%	29.6%	38.7%	1.3%
ACT/SAT	27.0%	36.2%	21.8%	13.5%	1.5%
WV Higher Education Grant	14.1%	20.9%	26.0%	37.9%	1.2%
Federal Pell Grants	18.3%	24.7%	28.5%	27.3%	1.2%
Federal Student Loans	22.4%	28.2%	25.9%	22.6%	1.0%
Federal Work-Study	11.7%	19.7%	24.9%	42.6%	1.1%
Scholarships	19.2%	27.4%	30.2%	22.2%	1.0%
Requirements for College Acceptance	18.5%	30.2%	27.6%	22.8%	0.9%
The Importance/ Benefit of a College Education	56.3%	21.5%	10.9%	10.4%	0.9%
High School Graduation Requirements	39.8%	32.8%	17.1%	9.2%	1.1%



17. How much money per academic Year do you think your child can get if he or she qualifies for a...

	Federal Pell Grant (%)	WV Higher Education Grant (%)	PROMISE Scholarship (%)
Up to \$1,000	12.7%	13.6%	13.3%
\$1,001- \$2000	13.0%	16.0%	13.5%
\$2,001-\$3,000	17.1%	18.4%	13.0%
\$3,001-\$4,000	15.0%	15.3%	14.6%
\$4,001-\$5,000	16.9%	15.6%	17.6%
\$5,001-\$6,000	9.4%	8.4%	7.5%
\$6,001-\$7,000	4.6%	3.7%	4.9%
>\$7,000	6.9%	5.1%	11.4%
No Response	4.5%	3.9%	4.2%

\*The correct amounts are highlighted in green.

18. How important have the following resources, individuals, or tools been in gathering information about your child's options for college?

	Extremely (%)	Moderately (%)	Slightly (%)	Not at All (%)	No Response (%)
College or university websites	16.6%	28.5%	27.4%	23.8%	3.8%
College Foundation of WV website	10.8%	24.4%	23.4%	36.9%	4.5%
Other college planning websites	8.3%	21.3%	27.2%	38.0%	5.1%
College fairs	9.5%	21.5%	24.2%	39.6%	5.2%
Television	6.0%	18.4%	35.3%	36.1%	4.2%
Radio	5.0%	12.5%	29.9%	48.1%	4.5%
Direct mail	6.7%	17.1%	25.9%	45.8%	4.6%
E-mail	7.3%	15.7%	21.7%	50.5%	4.8%
Brochures and pamphlets	9.4%	24.0%	33.7%	28.2%	4.6%
Magazines/newspapers	5.9%	15.3%	30.9%	43.2%	4.8%
Signs, posters, or billboards	5.4%	15.9%	32.4%	41.8%	4.6%
Text messages	5.2%	9.9%	17.5%	62.9%	4.5%
School counselor	15.0%	23.7%	24.7%	32.4%	4.2%
Family members	18.6%	31.9%	26.0%	19.2%	4.3%
GEAR UP staff	18.1%	25.2%	22.6%	28.9%	5.2%
College admissions representatives	13.2%	18.0%	20.2%	43.4%	5.2%





19. Which of the following do you need from your school or GEAR UP to help you be more successful in school and more prepared for college (check all that apply)?

	(%)
More advanced classes (e.g., AP)	39.1%
Information about participating in GEAR UP events	62.4%
Tutoring	40.4%
Opportunities to participate in college visits	70.6%
Information about college entrance requirements	71.2%
Information about college financial aid/scholarships	76.6%
Leadership opportunities	41.3%
Summer activities	41.9%
Career exploration activities	62.2%
Test preparation	66.1%
Assistance with the college entrance process	60.9%
Assistance with completing financial aid forms (e.g., FAFSA)	59.9%
Information and events presented in other languages (e.g., Spanish)	14.7%
Other	3.5%