



West Virginia GEAR UP Year 5 Interim Evaluation Report

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Policy Commission

Submitted by:
ICF External Evaluation Team

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I. Introduction

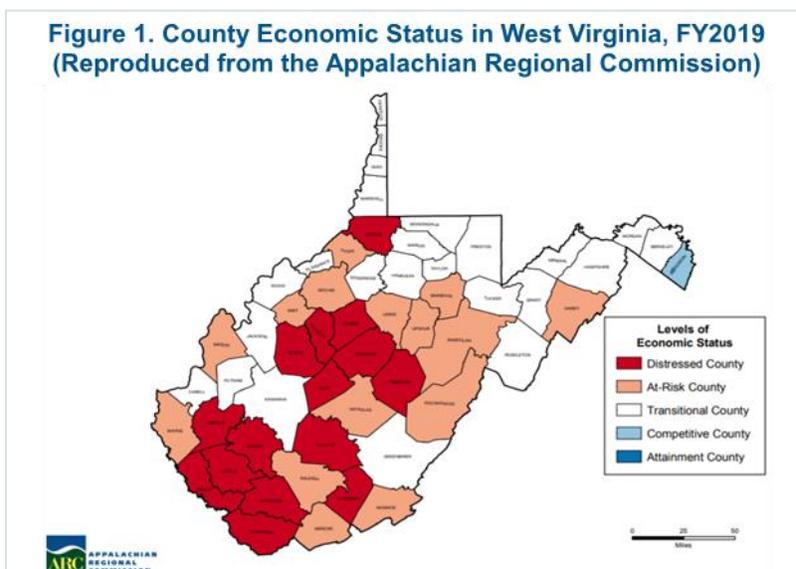
The West Virginia Higher Education Policy Commission (WV HEPC) is in Year 5 of its second consecutive Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant, which began in 2014 and ends in 2021. Funded by the U.S. Department of Education, GEAR UP sets ambitious goals to help high school students access and succeed in postsecondary education. These goals are of tremendous importance to the 10 counties served by West Virginia (WV) GEAR UP, in a state where many face a stagnant economy, pervasive poverty, low rates of educational attainment, and an opioid epidemic that poses a challenge to families and communities.

According to the most recent available data from the U.S. Census Bureau (2017a), West Virginia's per capita income was \$24,002 in 2016, and median household income between 2012 and 2016 was \$42,644. The poverty rate was 19% in 2016 and there was a 1.2% decline in total employment in the state between 2015 and 2016. Based on a comparison of county-level data on average unemployment rates, per capita market income, and poverty rates compared with national averages, the Appalachian Regional Commission (2018) classified 15 counties in West Virginia as economically distressed for FY2019 (see Figure 1).

Another 15 counties in the state were considered "at-risk." Of the 10 counties participating in the GEAR UP program, six counties were classified as economically distressed and the other four counties were classified as at-risk.

West Virginia's educational attainment rates are below the U.S. average, which has significant economic impacts on future job and wage-earning prospects of West Virginians. According to the most recent U.S. Census Bureau data, compared to the national average, West Virginia has a higher share of adults with no education beyond a high school degree and a lower share of adults with postsecondary education. Of West Virginians who are aged 25 years and older, 40.5% had a high school degree (compared to 27.5% nationally), 18.5% had some college (compared to 21.0% nationally), 6.8% had an Associate's degree (compared to 8.2% nationally), and 19.6% had a Bachelor's degree or higher (compared to 30.3% nationally) (U.S. Census Bureau, 2017b).

The difficult economic circumstances of many West Virginians are compounded by the opioid crisis. The Centers for Disease Control (CDC) reported in 2017 that West Virginia has the highest rate of death due to drug overdose in the nation (57.8 per 100,000), substantially ahead of the next most afflicted state, Ohio (46.3 per 100,000). Additionally, the drug overdose rate in



West Virginia has increased to a statistically significant degree since 2016 (52.0 per 100,000), when it also had the highest rate in the U.S. The CDC in 2016 also provided county-level data on drug overdose deaths; of the 10 GEAR UP counties, eight counties fell into the highest category and two other counties were substantially high as well.

The opioid epidemic only further compounds the educational challenges already faced by children in the state. Children growing up in families with parents or guardians struggling with opioid addiction are far more likely to be neglected and removed from their homes (University of South Florida, 2018). This displacement puts a strain on the foster care system, where children are frequently moved and not given a stable family life (Simon, 2017). In West Virginia, the number of children in foster care grew by 24% between 2012 and 2016, according to the state's Department of Health & Human Resources (Whalen, 2016).

When children are officially removed from their homes and placed in foster care or when they unofficially move into the homes of family members or friends, there are implications related to the process of applying for financial aid, which may further hinder college access and education attainment. Completing the Free Application for Federal Student Aid (FAFSA) is more complicated for nontraditional families; students are expected to report their parents' income—even if they may not be living with their parents (Nerd Wallet, 2018). Grandparents, foster parents, and legal guardians are not considered parents on the FAFSA and the process for students in these situations is not clear.¹

Given the number of at-risk children and families in the state, another concern is for students who are facing hunger and food insecurity. In West Virginia, one of every seven individuals—or 268,070—struggle with hunger (Feeding America, 2019). Of these individuals, 76,970 are children, representing one of every five young people in the state. Overall, children are present in more than a third of West Virginia households participating in the Supplemental Nutrition Assistance Program (SNAP).

These trends can have far-reaching implications. Teens fear a stigma around hunger and “actively hide it as much as they can,” says a study examining the impact of food insecurity on youth (Urban Institute, 2016). In food-insecure families, teenagers routinely take on responsibilities to provide food for themselves and others. In addition, when faced with significant food insecurity, many teens in focus groups nationally say that they may engage in risky behaviors. As a result, the problems of hunger and food insecurity affect both child health and their outlook toward school and their futures. In response to this growing challenge, the evaluation team has added questions related to food insecurity to WV GEAR UP survey instruments, and this report includes a spotlight analysis of this topic.

Overall, these economic, educational, and public health challenges underscore the importance of the WV GEAR UP grant, the important work of WV HEPC, and the accomplishments thus far. For example, the state's four-year high school graduation rate in 2017–18 was 90.2%, nearly 15 percentage points higher than the 2008–09 rate of 75.5% (West Virginia Department of Education, n.d.). In addition, the 2018 West Virginia Higher Education Report Card found that

¹ Guidance from the U.S. Education Department on if students should file their FAFSA as an independent or dependent and the people required to submit information if the student is a dependent can be found here: <https://studentaid.ed.gov/sa/fafsa/filling-out/dependency>.

the total number of degrees and credentials awarded at the state’s public postsecondary institutions increased by 23.3% from 2008 to 2017 (WV HEPC, 2019). Complementing GEAR UP’s work, WV HEPC, the West Virginia Community and Technical College System, and the College Foundation of West Virginia (CFWV), with support of the Lumina Foundation, have put forth a new campaign to boldly increase college access and success statewide. West Virginia’s Climb aims to ensure that at least 60% of West Virginians have a postsecondary credential by 2030 (West Virginia’s Climb, 2018).

1. GEAR UP Evaluation Design

WV HEPC contracted with ICF to provide an external program evaluation of WV GEAR UP. ICF’s evaluation framework includes four components: (1) a program **implementation study** to assist the WV HEPC in determining the fidelity with which program activities were delivered and to inform the WV HEPC of any facilitators or barriers to implementation; (2) a summative **outcomes study** to ascertain the extent to which data-informed benchmarks, identified in concert with the WV HEPC, are achieved; (3) various **impact studies** with quasi-experimental (QED) and randomized control trial (RCT) designs to address selected program outcomes and impacts; and (4) a **sustainability study** to inform WV HEPC about how the GEAR UP program could continue to have an impact after the grant ends.

2. Purpose of this Report

The purpose of this report is to provide an update on evaluation findings from the analysis of data collected through surveys through Year 5 (the 2018–19 school year) and to translate those findings into evidence-informed recommendations for program improvement.

As of Year 5, the ICF evaluation team has collected survey outcome data from three separate groups of students. These include (1) the class of 2019, who received direct GEAR UP services for the first time in Year 5 at 18 of the 23 GEAR UP schools and serve as a retrospective comparison group for the evaluation (R-Comp); (2) the class of 2020, who receive direct, sustained support through GEAR UP from Grade 7 through the first year of college and represent the “treatment” group for the purposes of the evaluation (cohort), and (3) the class of 2021, who do not receive direct GEAR UP services, and serve as a future comparison group for the evaluation (F-Comp). Table 1 depicts the survey schedule for these three groups for the first five years of the evaluation of WV GEAR UP.

Table 1. Years 1–5 Survey Collection Schedule for R-Comp, Cohort, and F-Comp Student and Parent Groups

Group	Year 1	Year 2	Year 3	Year 4	Year 5
Class of 2019 (R-Comp)	Grade 08	N/C	Grade 10	N/C	Grade 12
Class of 2020 (Cohort)	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11
Class of 2021 (F-Comp)	N/C	N/C	Grade 08	N/C	Grade 10

N/C = Data not collected this year

One of the evaluation team’s objectives for the summative outcome study of WV GEAR UP is to provide annual comparisons of grade-alike students and their parents/guardians. These cross-

sectional comparisons allow for some insights into how outcomes differ across groups who vary in their exposure to GEAR UP services. As noted in Table 1, in Year 5, the evaluation team had the opportunity to compare the Year 3 R-Comp group with the Year 5 F-Comp group—which includes Grade 10 students and their parents/guardians in both groups. Examining key differences between the R-Comp and F-Comp groups estimates potential impact of GEAR UP across a range of outcomes with information that may demonstrate the sustainability of GEAR UP activities and services and changes in the college-going culture for future, non-GEAR UP students.

In addition to this cross-sectional comparison, the evaluation team also examines changes in cohort students and their parents/guardians over time. In Year 5, the evaluation team primarily focused on comparing selected outcomes between Year 4 and Year 5. While it is considered favorable for the cohort to become increasingly knowledgeable about and prepared for postsecondary education, it is also important to sustain any successful outcomes achieved in prior years; the longitudinal comparison helps to show the degree to which the cohort is accomplishing both objectives.

WV GEAR UP also provides intensive, just-in-time supports to each successive cohort of Grade 12 students in participating schools, using the priority service model. To evaluate the summative outcomes for this aspect of the program, the evaluation team has collected survey data from Grade 12 students once every two years, as depicted in Table 2. One goal of the summative outcomes study of WV GEAR UP is to monitor trends in priority student outcomes over time, with comparisons among multiple groups of priority students to examine how, if at all, schools are improving the delivery and efficacy of services and supports provided to these students as they prepare to either enroll in college or pursue other postsecondary education options. It should be noted that, because the R-Comp group is in Grade 12 for Year 5, they are also considered priority students in Year 5.

Table 2. Years 1–5 Survey Collection Schedule for Priority Student and Parent Groups

Group	Year 1	Year 2	Year 3	Year 4	Year 5
Class of 2015 (Y1 Priority)	Student Survey at Grade 12	N/C		N/C	N/C
Class of 2016 (Y2 Priority)	N/C	N/C		N/C	N/C
Class of 2017 (Y3 Priority)	N/C	N/C	Student Survey at Grade 12	N/C	N/C
Class of 2018 (Y4 Priority)	N/C	N/C		N/C	N/C
Class of 2019 (Y5 Priority)	N/C	N/C	Student and Parent Survey at Grade 10	N/C	Student and Parent Survey at Grade 12

N/C = Data not collected this year

II. Data Sources

The report draws on data collected from students and parents through surveys. The instruments used to collect these data are described in further detail in this section. Surveys administered in Year 5 were developed by ICF in collaboration with WV HEPC and can be found in Appendix A.

1. Year 5 WV GEAR UP Student Surveys

The Year 5 WV GEAR UP Student Survey included 36 items organized across three sections for all students. Nine were demographic items designed to gather background information about respondents and their families. A new demographic question related to the frequency in which students felt they did not have enough to eat in the past 30 days and last 12 months was added in Year 5. Seven items measured students' perceived academic ability, educational goals, and college-going self-efficacy (CGSE) and college-going outcomes-expectations (CGOE). Ten items measured students' knowledge and awareness about college-related topics, the perceived cost of attending college, and various financial aid options. Of those, one item measured the importance of various information sources in helping students gather information about their postsecondary education options.² Students who indicated that they were in Grade 11 or Grade 12 also received three questions regarding their participation in SAT/ACT test preparation. Four items were included only of Grade 12 students, which measured students' progress in college preparation activities such as SAT/ACT participation, FAFSA completion, and college application submission.

2. Year 5 WV GEAR UP Parent/Guardian Surveys

The Year 5 WV GEAR UP Parent/Guardian Survey included 21 items organized across three sections for all respondents. Eleven were demographic items designed to gather background information about respondents and their children. Four items measured parent/guardian perceptions of their child's educational goals and their own expectations for their child. Six items measured parent/guardian knowledge and awareness of college-related topics, the perceived cost of attending college, and various financial aid options as well as the importance of various information sources in helping parents/guardians gather information about their child's postsecondary education options. Grade 12 surveys also included two questions regarding FAFSA completion.

² In the Year 4 Interim Evaluation Report, the evaluation team reported on findings related to grit. In addition, the team noted the unreliability of the instrument. For these reasons, results related to grit are not discussed in this report. In addition, the evaluation team and WV HEPC decided jointly to remove the grit question from future surveys.

III. Methods

1. Evaluation Participants and Data Collection Methods

1.1 Students

Student surveys in Year 5 were administered online to all Grade 10, 11, and 12 students who were enrolled in WV GEAR UP schools during the 2018–19 school year. Also included in the analysis in this report are Year 4 cohort students, Year 3 priority students, and Year 3 R-Comp students.

Depending on their needs, individual schools utilized different settings for student 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 for the student survey and promotional materials/reminders were sent home to parents/guardians and publicized on the WV GEAR UP website. The cohort, F-Comp, and priority student response rates were 82%, 77%, and 72% respectively.

1.2 Parents/Guardians

The evaluation team administered parent/guardian surveys in Year 5 in both online and in paper/pencil formats to a single parent/guardian for each student that was enrolled in Grades 10, 11, and 12 at the participating schools during the 2018–19 school year. However, only findings from Grades 10 and 11 are presented in this report. Also included in the analysis are parents/guardians of students in the Year 4 cohort as well as parents/guardians of the R-Comp group who responded to the survey in Year 3 when their students were in Grade 10. The cohort and F-Comp parent/guardian response rates were 27% and 17% respectively.

2. Analytic Approach

To examine changes in survey outcomes for program participants from Year 1 to Year 5 of WV GEAR UP, the evaluation team conducted longitudinal analyses of cohort survey responses from all five years, with a particular focus on changes between Years 4 and 5. For this report, the evaluation team did not require that each survey respondent have a survey record for Years 1–4. Additionally, survey outcomes from Year 5 F-Comp respondents and Year 3 R-Comp respondents, when both were in Grade 10, were compared. Priority students in Years 3 and 5 were also compared.³

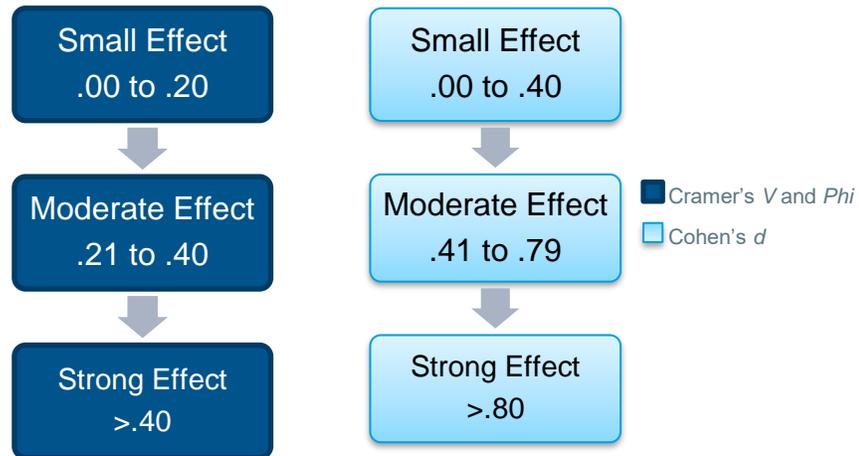
The evaluation team used descriptive and comparative statistical analyses when examining trends in survey outcomes across time. Mean values for continuous outcomes and the frequency of responses for categorical outcomes are presented. When looking for significant differences across years of cohort respondents, the evaluation team focused on the transition from Year 4 to Year 5. The evaluation team used independent samples t-tests for continuous

³ While all Grade 12 students were surveyed in Year 5 as part of the R-Comp group, only Grade 12 students at WV GEAR UP high schools that serve priority students were included in the priority student analysis in this report. Findings for all Grade 12 students in Year 5 will be included in future reports on the R-Comp group.

outcomes and chi-square analyses for categorical outcomes. For these analyses, the evaluation team interpreted statistically significant differences using common effect size calculations.

For chi-square analyses, the evaluation team interpreted *Phi* or *Cramer's V*, as appropriate, depending on the number of degrees of freedom in the categorical data. For independent samples t-tests, the evaluation team used Cohen's *d*. See Figure 2 for the interpretations used.

Figure 2. Effect Size Interpretations for Cohen's *d*, Cramer's *V*, and Phi



IV. Results

This section provides a variety of analyses from Year 5 surveys compared with earlier data. The respondents included here are Year 5 and Year 4 cohort students and parents, Year 5 and Year 3 priority students, and Year 5 F-Comp and Year 3 R-Comp students. Detailed results for all analyses reported in this chapter may be found in Appendices B, C, and D.

1. Characteristics of Respondents

As in previous years, the surveys included questions prompting students to report on their demographics, including race, ethnicity, gender, language spoken at home, family income, highest level of education of mother or female guardian, and highest level of education of father or male guardian. The majority of the Year 5 cohort, F-Comp students, and priority students (at least 90% in each group) reported that they are White, non-Hispanic, and English speakers; around 50% in all three groups reported they are male and do not have any other siblings in college or who have completed college. For the first time in Year 5, students also reported if they had enough to eat in the previous month and year. When responding about the last 30 days, 92% of cohort students, 93% of F-Comp students, and 92% of priority students reported they were never hungry; 91% of cohort students, 92% of F-Comp students, and 91% of priority students responded the same regarding the past 12 months. Survey outcomes for cohort students who reported that they were sometimes or often hungry in the last 30 days and/or 12 months are provided in Chapter 4 of this report.

Overall, Year 5 students were similar to their comparison groups with a few exceptions. Notably, the distribution of family income responses (when including the response *I don't know*) among cohort students and F-Comp students in Year 5 was significantly different than those reported by their respective comparison groups. For both cohort and F-Comp students, the percentage of students who selected *I don't know* decreased the most of all response options (six percentage points to 36% among cohort students and seven percentage points to 40% for F-Comp students).⁴ This decrease may demonstrate an increased understanding among students of their families' economic status, which may impact their perception of affordability and qualification for financial aid.

The surveys also included questions prompting parents/guardians to report on their race, ethnicity, language spoken at home, family income, highest level of education of the students' mother/female guardian, and highest level of education of the students' father/male guardian, as in previous years. In addition, parents/guardians reported on their relationship to the student; however, parents had different response options available in Year 5 than in previous years, and respondents could select all options that apply.⁵ Most cohort respondents to the parent survey reported they were a parent or guardian of a cohort student (89% and 9% respectively) and White (96%); overall 82% of mothers/female guardians and 77% of fathers/male guardians said

⁴ $\chi^2(4)=22.52, p<.001, (V=.07)$

⁵ Response options on the WV GEAR UP Parent survey in Year 5 included *parent, legal guardian, grandparent, step/foster parent, and other*. Response options on the WV GEAR UP Parent survey in Years 1-4 included *parent or guardian, grandparent, step/foster parent, and other*.

they had less than a two-year college degree. F-Comp parents/guardians reported similar demographic characteristics.

Demographic information on all student and parent respondents can be found in Appendix B.1, Appendix C.1, and Appendix D.1.

2. Cohort and Priority Outcomes

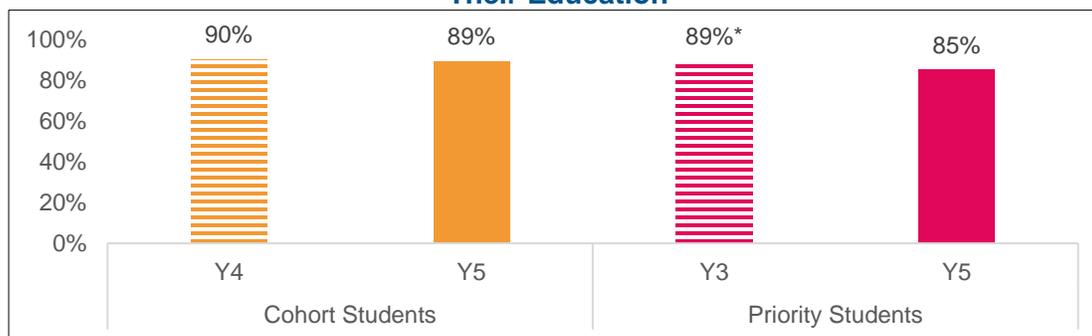
To examine changes in survey outcomes for program participants from Year 4 to Year 5 of WV GEAR UP, longitudinal analyses of cohort responses were conducted for both parents/guardians and students. This section presents findings from the comparison of Year 4 and Year 5 responses. Findings from Year 1, Year 2, and Year 3 are presented in Appendix B. Additionally, survey outcomes from Year 5 priority and Year 3 priority students are presented in this section. Findings from Year 1 priority students can be found in Appendix C. All significant findings in this section have a small effect size unless otherwise noted.

2.1 Educational Goals, Aspirations, and Academic Confidence

2.1.1 Plans to Continue Education after High School

Students indicated whether or not they planned to continue their education after high school. As shown in Figure 3, similar to Year 4, 89% of Year 5 cohort students reported they plan to continue their education after high school. The percentage of priority students in Year 5 who reported they plan to continue their education was significantly lower than those in Year 3 (85% and 89%, respectively).⁶

Figure 3. Percentage of Cohort and Priority Students that Plan to Continue Their Education



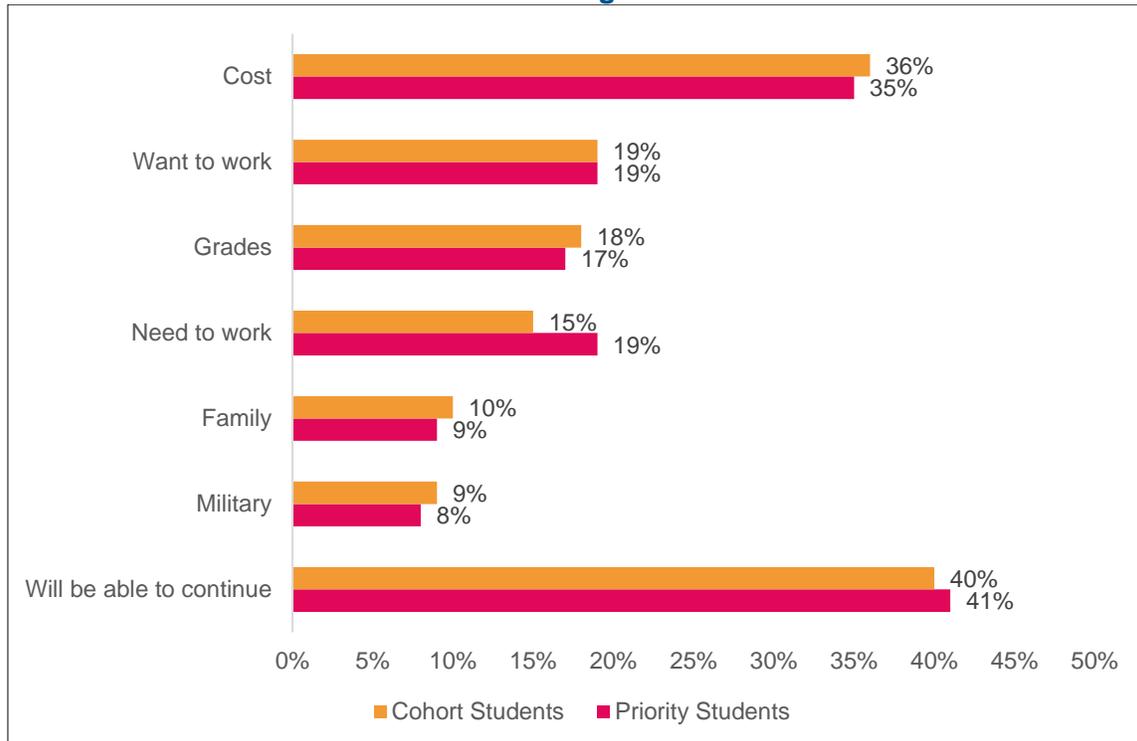
Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, and Year 3 WV GEAR UP Student Survey.

*Statistically significant compared to Year 4/Year 3 ($p < .01$).

⁶ $\chi^2(1)=10.4, p < .01, (Phi=.06)$

Whereas in Years 1–4 only students who indicated that they do not plan to continue their education after high school were asked what may prevent them from continuing their education after high school, all students were asked this question in Year 5. In Year 5, the most often reported reason that may prevent students from continuing their education for both cohort and priority students was *it costs too much/I can't afford it* (see Figure 4). More than one-third of cohort and priority students cited this reason for potentially not attending.

Figure 4. Reasons that May Prevent Cohort and Priority Students from Attending College



Source: WV GEAR UP Year 5 Student Survey.

Additional findings may be found in Appendix B.2.1 and Appendix C.2.1.

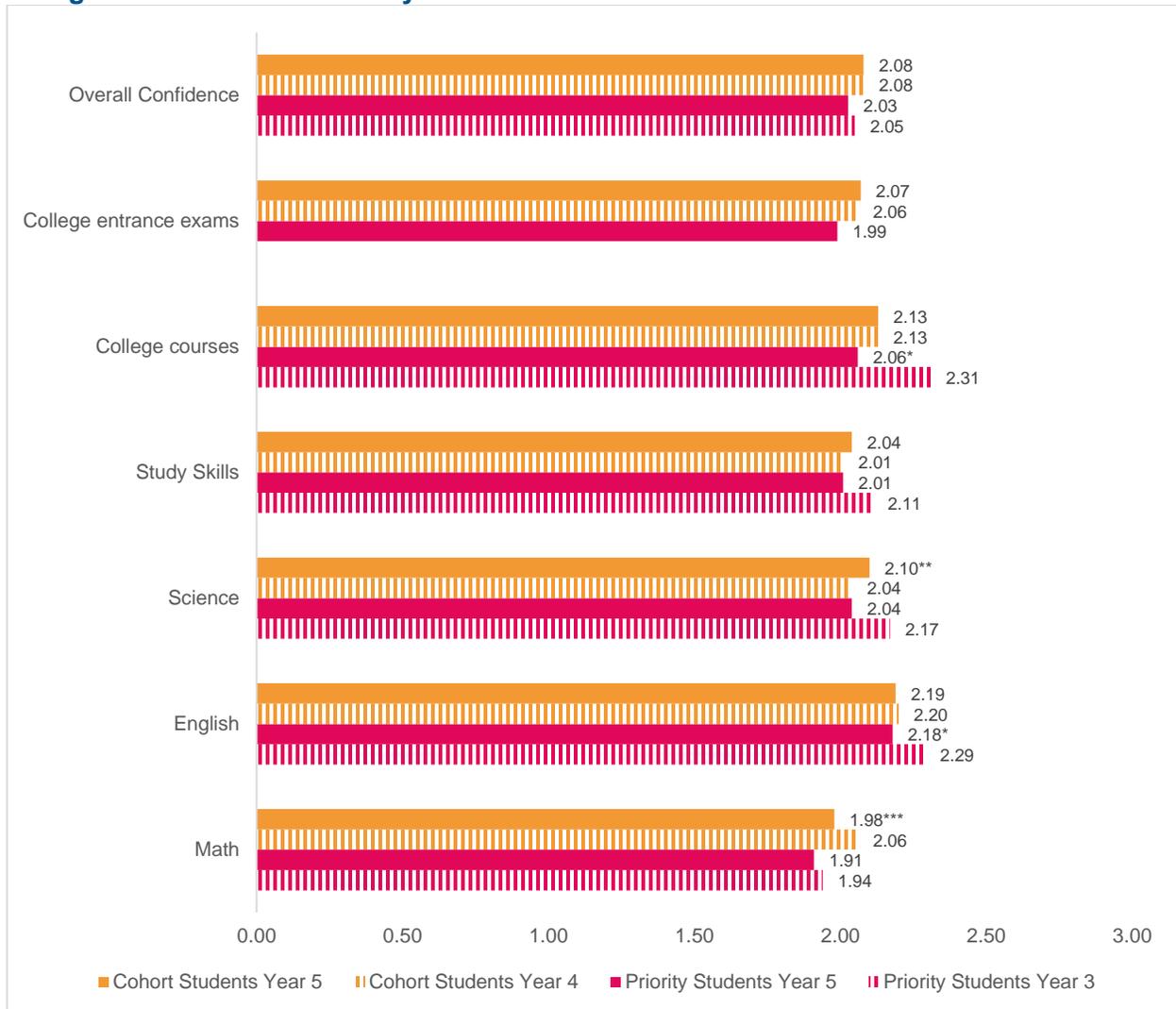
2.1.2 Academic Confidence

Students next rated their academic confidence across seven content areas (i.e., math, English/language arts, science, study skills, ability to do well in college-level courses in the future [college courses], and ability to pass college entrance exams in the future [college entrance exams]) using a four-point scale (i.e., 1 = *Not Confident*, 2 = *Confident*, 3 = *Very Confident*, and 4 = *Don't Know*). When calculating the mean score for each of the survey items, the evaluation team excluded the option *Don't Know*.

Figure 5 shows that overall, cohort students exhibited statistically similar self-confidence in Year 5 as they did in Year 4. However, their confidence in math significantly decreased from 2.06 in Year 4 to 1.98 in Year 5 and confidence in science significantly increased from 2.04 in Year 4 to 2.10 in Year 5.⁷

Year 5 priority students' overall confidence (2.03) was also similar to the level reported in Year 3 (2.05). The confidence levels reported for math, science, and study skills in both years were also statistically the same. However, the confidence level among priority students significantly decreased in English/language arts and the ability to do well in college courses.⁸

Figure 5. Cohort and Priority Students' Academic Confidence in Content Areas



Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, and Year 3 WV GEAR UP Student Survey.

Note: College entrance exams were only asked about in Years 4 and 5.

*Statistically significant compared to Year 4/Year 3 ($p < .05$); **Statistically significant compared to Year 4/Year 3 ($p < .01$); ***Statistically significant compared to Year 4/Year 3 ($p < .001$).

⁷ Math: $t(4140.98)=3.66, p < .001, d = -.11$; Science: $t(4098.89)=-2.65, p < .01, d = .09$

⁸ ELA: $t(2616)=2.32, p < .05, d = .08$; College Courses: $t(2416.81)=2.18, p < .05$

Additional findings may be found in Appendix B.2.2 and Appendix C.2.2.

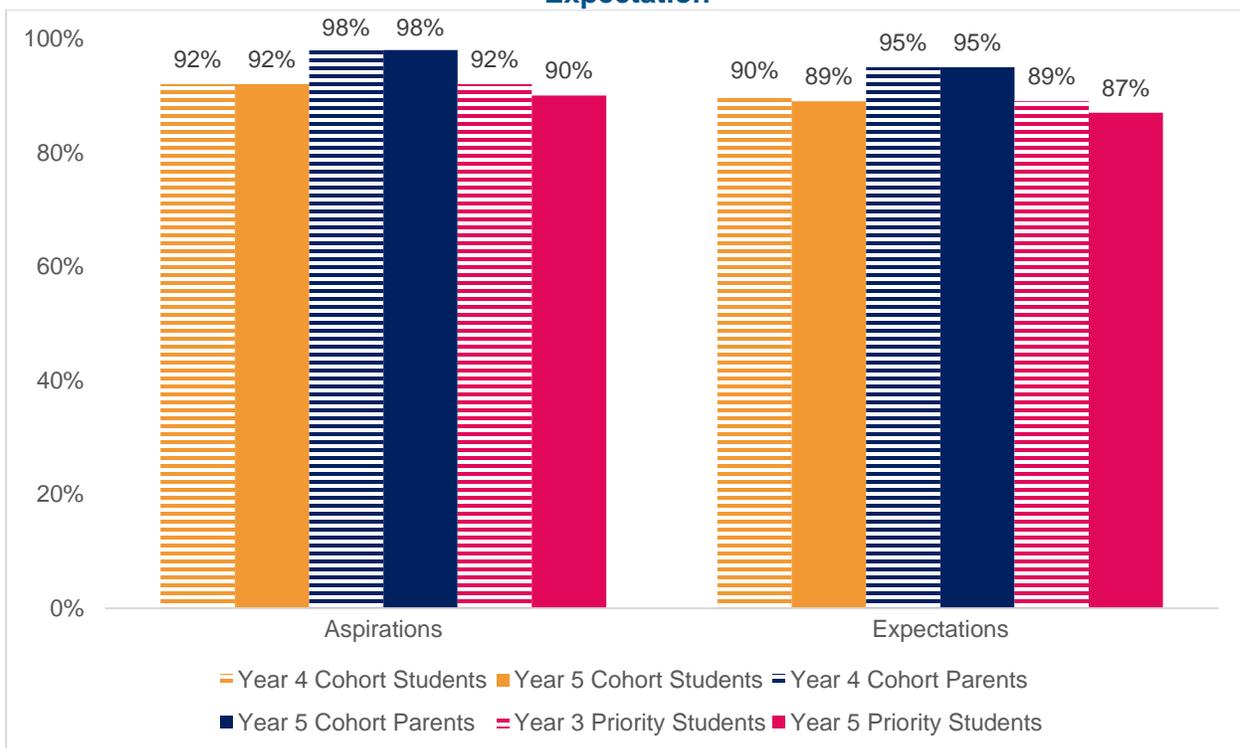
2.1.3 Educational Aspirations/Expectations

Students and parents/guardians were next asked to indicate the levels of education to which they, or their child, aspired 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*, (4) *a four-year college degree*, and (5) *more than a four-year college degree*. To simplify interpretation of the findings, the evaluation team combined the last four options into a category labeled, “postsecondary education.” This category includes certificates, skill sets, or degrees as well as college courses that do not lead to a credential. Figure 6 presents parents’/guardians’ and students’ educational aspirations and expectations.

Among cohort students, 92% in Year 5 aspired and 89% expected to attain postsecondary education, compared to 92% and 90%, respectively, in Year 4. Similarly, most cohort parents continue to aspire and expect their child to attain postsecondary education (98% and 95% respectively), also relatively unchanged from parents/guardians in Year 4.

The percentages of Year 5 priority students who reported that they aspire to attain postsecondary education and expect to do so (90% and 87%, respectively) were not statistically different from the responses reported by Year 3 priority students.

Figure 6. Cohort Students’ and Parent/Guardians’ Educational Aspirations and Expectation



Sources: WV GEAR UP Year 5 Student Survey, WV GEAR UP Year 5 Parent Survey, WV GEAR UP Year 4 Student Survey, and WV GEAR UP Year 4 Parent Survey.

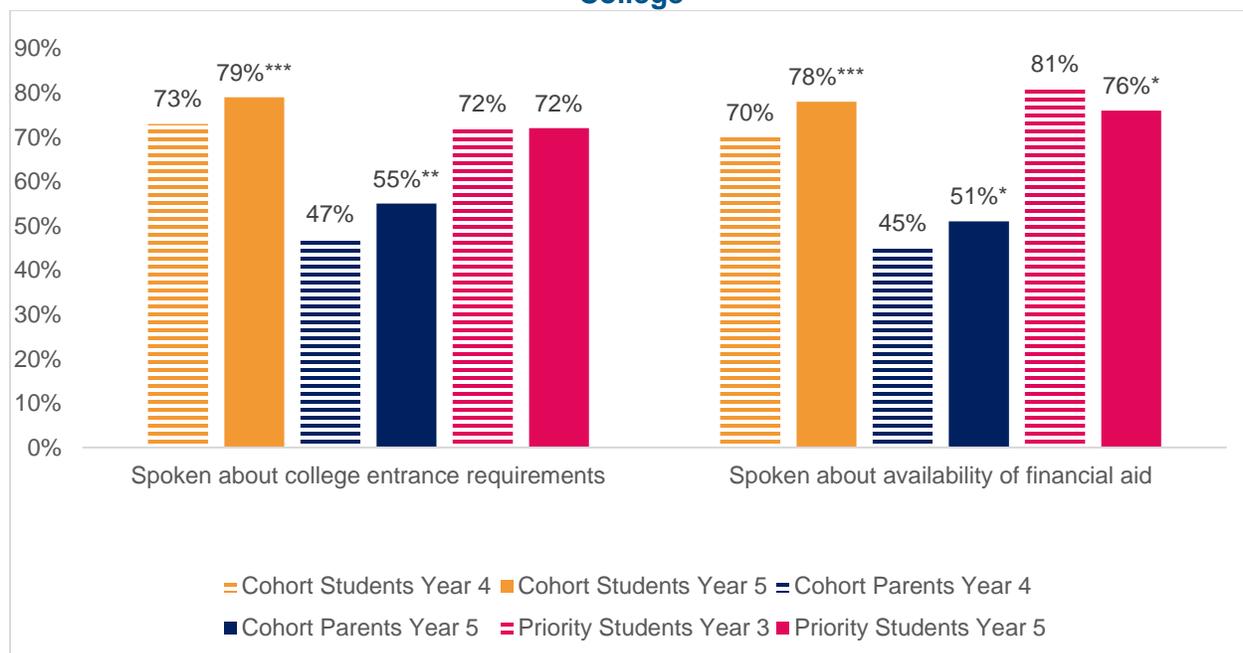
Additional findings may be found in Appendix B.2.3 and Appendix C.2.3.

2.2 College Entrance Requirements, Cost, and Financial Aid

2.2.1 Beliefs about College and Interactions with GEAR UP Staff

The evaluation team asked students and parents/guardians whether 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. Additionally, parents/guardians were asked 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; parents/guardians were also prompted to report if they had talked with their child about attending college. Overall, cohort students and parents/guardians showed several increases for Year 5 while priority students did not experience gains (see Figure 7).

Figure 7. Percentage of Students and Parents Who Have Spoken with Someone about College Entrance Requirements and the Availability of Financial Aid to Help Pay for College



Sources: WV GEAR UP Year 5 Student Survey, WV GEAR UP Year 5 Parent Survey, WV GEAR UP Year 4 Student Survey, and WV GEAR UP Year 4 Parent Survey.

*Statistically significant compared to Year 4/Year 3 ($p < .05$).

**Statistically significant compared to Year 4/Year 3 ($p < .01$).

***Statistically significant compared to Year 4/Year 3 ($p < .001$).

The percentage of cohort students who reported that they spoke with someone at their school about college entrance requirements significantly increased from Year 4 to Year 5 (73% to 79%).⁹ Among cohort parents, 55% in Year 5 reported that they had spoken with someone at their child’s school about college entrance requirements, which was also a significant increase from the 47% who reported the same in Year 4.¹⁰ In Year 5, 72% of priority students reported

⁹ $\chi^2(1) = 15.95, p < .001, (Phi = -.06)$

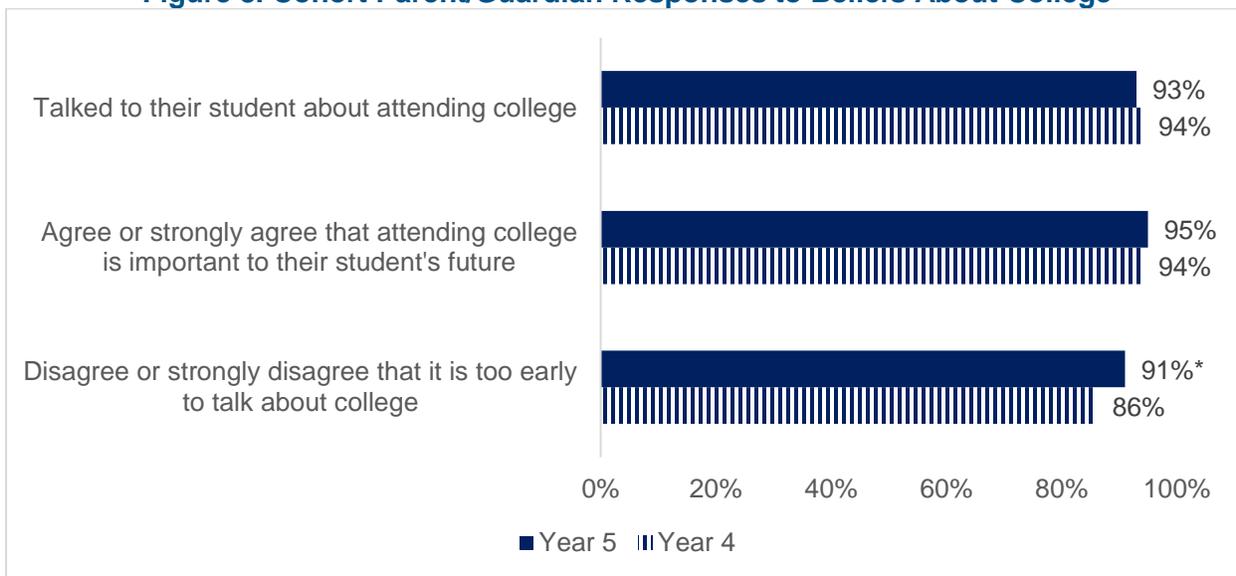
¹⁰ $\chi^2(1) = 10.04, p < .01, (Phi = -.08)$

that they spoke with someone at their school about college entrance requirements, which was relatively the same as the percentage in Year 3.

The percentage of cohort students who reported that they spoke with someone at their school about the availability of financial aid to help pay for college also significantly increased from 70% in Year 4 to 78% in Year 5.¹¹ Just over half of cohort parents (51%) reported in Year 5 that they spoke with someone at their child’s school about the availability of financial aid, which was significantly greater than the percentage of parents who reported the same in Year 4 (45%).¹² The percentage of priority students in Year 5 that reported speaking with someone about the availability of financial aid significantly decreased from Year 3 (81% to 76%).¹³

Figure 8 shows that most cohort parents continued to report in Year 5 that they had talked to their student about attending college (93%), statistically similar to the percentage reported in Year 4 (94%). Also similar to the previous year, 95% of cohort parents in Year 5 reported that they *strongly agreed* or *agreed* that attending college is important for their child’s future. As cohort students move closer to high school completion, 91% of cohort parents *strongly disagreed* or *disagreed* in Year 5 that it is too early to think about their child attending college, compared with 86% in Year 4.¹⁴

Figure 8. Cohort Parent/Guardian Responses to Beliefs About College



Sources: WV GEAR UP Year 5 Parent Survey and WV GEAR UP Year 4 Parent Survey.

*Statistically significant compared to Year 4 ($p < .01$).

Additional findings may be found in Appendix B.3.1 and Appendix C.3.1.

¹¹ $\chi^2(1) = 33.95, p < .001, (Phi = .09)$

¹² $\chi^2(1) = 6.01, p < .05, (Phi = .06)$

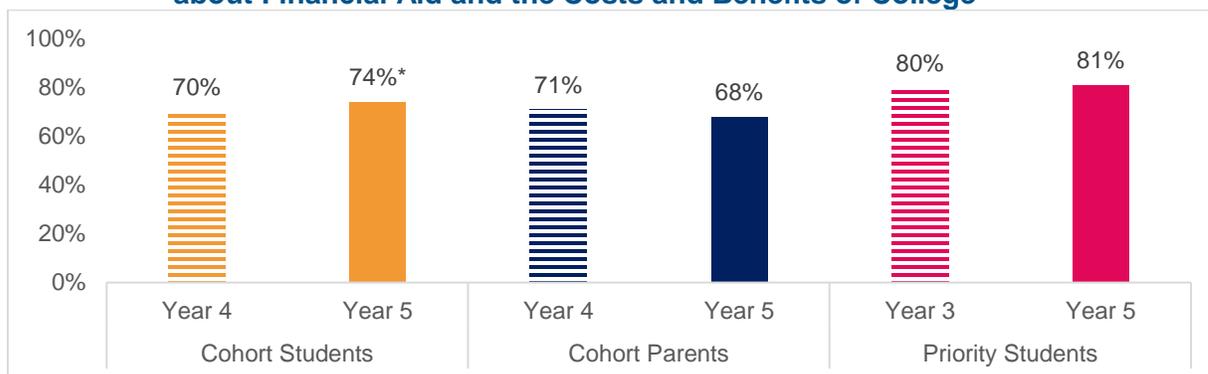
¹³ $\chi^2(1) = 7.4, p < .01, (Phi = .05)$

¹⁴ $\chi^2(3) = 12.04, p < .01, (V = .09)$

2.2.2 Perceived Knowledge of Financial Aid/Costs and Benefits of College

Students and parents then reported whether or not they felt knowledgeable about financial aid and the cost and benefits of going to college. Nearly three-quarters (74%) of cohort students reported in Year 5 that they were knowledgeable about these topics, a significant increase from 70% in Year 4.¹⁵ As shown in Figure 9, the percentage of cohort parents who reported the same in Year 5 was 68%, which was not statistically different from Year 4. Among priority students, 81% in Year 5 said they were knowledgeable about financial aid and the cost and benefit of going to college, relatively unchanged from Year 3. Priority students may be slightly more knowledgeable about financial aid and the costs and benefits of college than cohort students since, as seniors, they could have received more information on these topics. .

Figure 9. Percentage of Students and Parents Who Reported They Were Knowledgeable about Financial Aid and the Costs and Benefits of College



Sources: WV GEAR UP Year 5 Student Survey, WV GEAR UP Year 5 Parent Survey, WV GEAR UP Year 4 Student Survey, and WV GEAR UP Year 4 Parent Survey.

*Statistically significant compared to Year 4/Year 3 ($p < .001$).

Additional findings may be found in Appendix B.3.2 and Appendix C.3.2.

2.2.3 Perceptions of Affordability and Cost

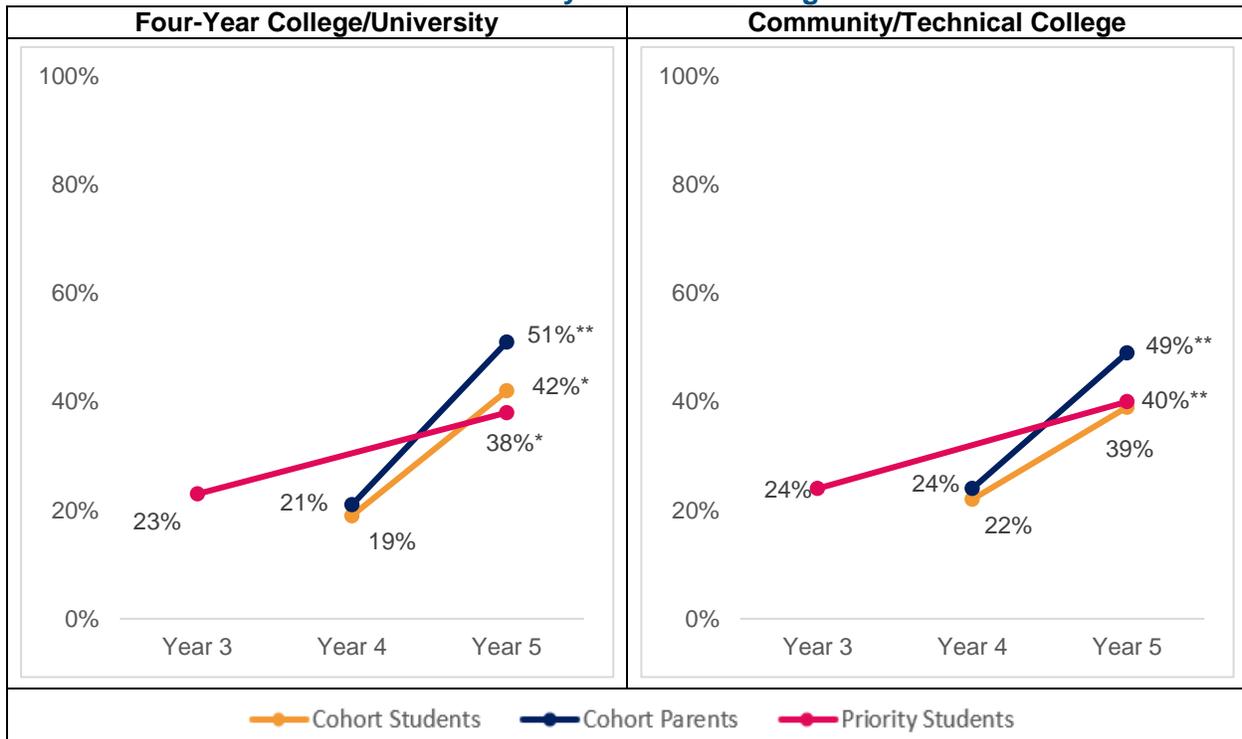
The next survey questions were regarding estimates of the average cost of tuition, excluding the cost of food, housing, and books, for two public college options in West Virginia: (a) a four-year public college/university, and (b) a public community/technical college. The survey offered seven response options, ranging from 1 = *up to \$3,000* to 7 = *more than \$25,000*. The correct estimates for the 2018–19 school year were as follows:

- **Four-year public college/university:** \$6,001-\$10,000
- **Public community/technical college:** \$3,001-\$6,000

¹⁵ $\chi^2(1) = 8.72, p < .01, (Phi = .05)$

Both students (cohort and priority) and parents in Year 5 made significant progress in answering these questions correctly, trends that may be due in part to the messaging and college-going culture support provided by GEAR UP (see Figure 10). Regardless of these increases, some may have found it difficult to correctly estimate cost due to the tuition changes that occur from year to year in West Virginia.

Figure 10. Percentage of Cohort Parents and Students and Priority Students Who Correctly Estimated the Cost of a Four-Year College/University and a Community/Technical College



Sources: WV GEAR UP Year 5 Student Survey, WV GEAR UP Year 5 Parent Survey, WV GEAR UP Year 4 Student Survey, and WV GEAR UP Year 4 Parent Survey
 *Statistically significant compared to Year 4/Year 3 ($p < .01$); **Statistically significant compared to Year 4/Year 3 ($p < .001$).

The percentage of cohort students who correctly estimated the cost of a four-year college/university in Year 5 was 42%, a significant gain of 23 percentage points.¹⁶ The share of cohort parents/guardians who correctly estimated the cost of a four-year college/university increased by 30 percentage points from Year 4, a significant increase with a medium effect size.¹⁷ Of those who did not correctly estimate the cost, 73% of cohort students and 79% of cohort parents/guardians overestimated the cost. Correct estimates of cost did not appear to be related to respondents’ desire to attend postsecondary education; specifically, of the cohort students who did not correctly estimate the cost—the vast majority (81%)—reported that they aspire to attain postsecondary education.

¹⁶ $\chi^2(1) = 257.42, p < .001, (Phi = .25)$
¹⁷ $\chi^2(1) = 157.85, p < .001, (Phi = .31)$

Regarding community/technical colleges, the percentage of cohort students who correctly estimated the cost increased from 22% in Year 4 to 39% in Year 5.¹⁸ Similarly, the percentage of Year 5 cohort parents/guardians who correctly estimated the cost of a community/technical college increased significantly from 24% in Year 4 to 49% in Year 5.¹⁹ Of those who did not correctly estimate the cost, 81% of cohort students and 80% of cohort parents/guardians overestimated the cost of a community/technical college. As with four-year college/university, correct estimates of cost did not appear to relate to respondents' desire to attend postsecondary education; of the cohort students who did not correctly estimate the cost, 90% reported that they aspire to attain postsecondary education.

For priority students, 38% in Year 5 correctly estimated the cost of a four-year college/university, 15 percentage points higher than Year 4, and 40% correctly estimated the cost of a community/technical college compared to 24% in Year 3. Both changes were statistically significant.²⁰ Of those who did not correctly estimate the cost, 78% overestimated the cost of a four-year college/university and 80% overestimated the cost of a community/technical college. Similar to cohort students, most Year 5 priority students who did not correctly estimate the cost of a four-year college/university and/or a community technical college reported that they aspire to attain postsecondary education (87% and 88% respectively).

Students and parents/guardians then estimated the maximum amount of money per academic year they thought was available for college through three programs: (1) Federal Pell grants, (2) the WV Higher Education Grant (WVHEG), and (3) the WV PROMISE Scholarship.

Respondents had eight response options ranging from 1 = *up to \$1,000* to 8 = *more than \$7,000*. The correct estimates and actual amounts were as follows:

- **Federal Pell grant:** \$6,001 to \$7,000 (\$6,095)
- **WVHEG:** \$2,001 to \$3,000 (\$2,700)
- **WV PROMISE Scholarship:** \$4,001 to \$5,000 (\$4,750)

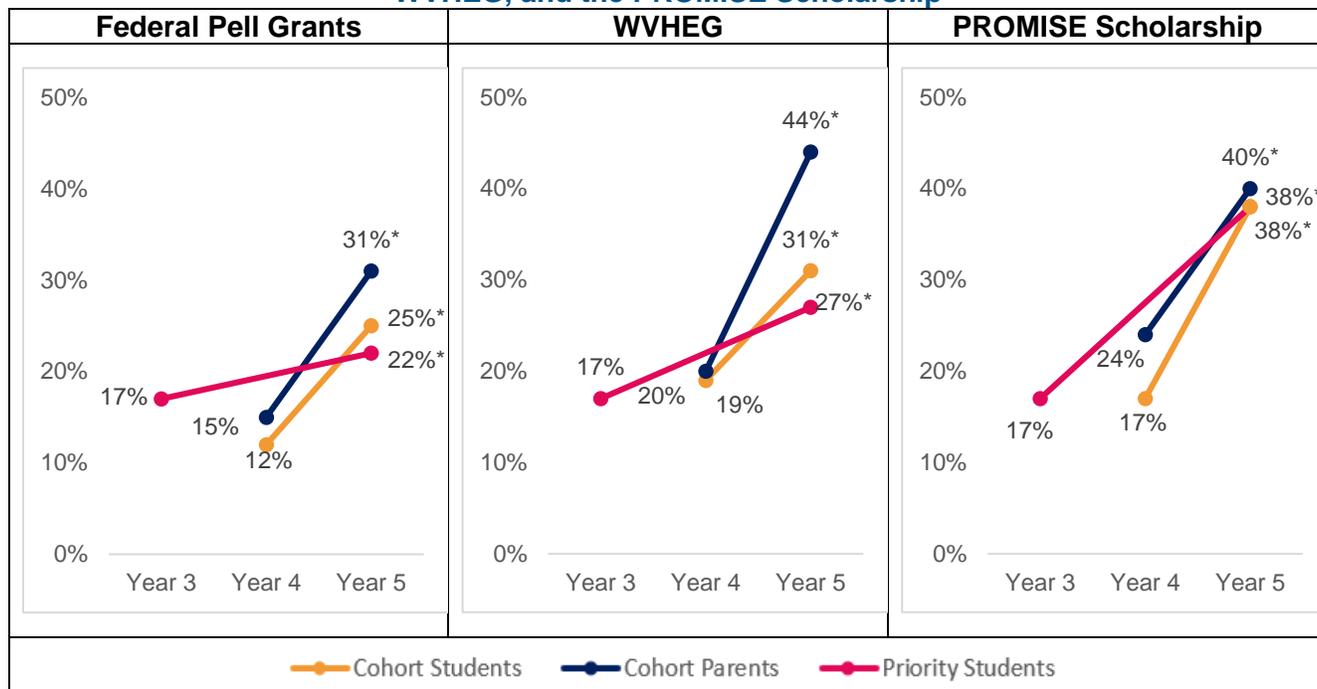
¹⁸ $\chi^2(1)=142.22, p<.001, (Phi=-.19)$

¹⁹ $\chi^2(1)=112.29, p<.001, (Phi=-.26)$

²⁰ Four-year college/university: $\chi^2(1)=74.0, p<.001, (Phi=-.17)$; Community/technical college: $\chi^2(1)=77.4, p<.001, (Phi=-.17)$

All three groups (i.e., cohort students, cohort parents, and priority students) showed significantly increased knowledge of the amount of financial aid available through all three programs. See Figure 11 for results.

Figure 11. Percentage of Cohort Students and Parents and Priority Students Who Correctly Estimated the Amount of Financial Aid Available through Federal Pell Grants, WVHEG, and the PROMISE Scholarship



Sources: WV GEAR UP Year 5 Student Survey, WV GEAR UP Year 5 Parent Survey, WV GEAR UP Year 4 Student Survey, and WV GEAR UP Year 4 Parent Survey.

*Statistically significant compared to Year 4/Year 3 ($p < .001$).

The percentage of cohort students, cohort parents/guardians, and priority students who correctly estimated the amount of financial aid available through a Federal Pell grant was 25%, 31%, and 22%, respectively—significant increases from 12%, 15%, and 17%, respectively.²¹ However, of those who did not correctly estimate the amount available through a Federal Pell grant, the majority of all three groups underestimated the amount available through a Federal Pell grant. Those underestimating Pell included 81% of cohort students, 94% of cohort parents/guardians, and 90% of priority students.

Regarding the WVHEG, 31% of Year 5 cohort students correctly estimated the amount available (up from 19% in Year 4), while the share of parents who correctly estimated this amount increased from 20% to 44%. Among priority students, 27% estimated correctly in Year 5 compared to 17% in Year 3.²² Of those who did not correctly estimate the amount available through the WVHEG, each group was more likely to overestimate the amount available in the

²¹ Cohort students: $\chi^2(1)=138.05, p < .001, (Phi=-.18)$; Cohort parents/guardians: $\chi^2(1)=62.41, p < .001, (Phi=-.19)$; Priority students: $\chi^2(1)=9.2, p < .001, (Phi=-.06)$

²² Cohort students: $\chi^2(1)=83.19, p < .001, (Phi=-.14)$; Cohort parents/guardians: $\chi^2(1)=112.56, p < .001, (Phi=-.26)$; Priority students: $\chi^2(1)=54.7, p < .001, (Phi=-.14)$

WVHEG, including 87% of cohort students, 72% of cohort parents/guardians, and 88% of priority students.

When respondents estimated the amount available through the WV PROMISE Scholarship in Year 5, 38% of cohort students, 40% of cohort parents/guardians, and 38% of priority students gave an accurate estimate as all three groups posted double-digit gains.²³ The WV PROMISE Scholarship was the program that cohort students and priority students were most likely to estimate correctly. Of those who did not provide the correct estimate for the WV PROMISE Scholarship, most were more likely to underestimate the amount available (53% of cohort students, 63% of cohort parents/guardians, and 54% of priority students).

In regard to affordability, the survey again included questions prompting students and parents/guardians to indicate the extent to which they felt they could afford to attend any of three public postsecondary education options: (1) a public four-year college, (2) a public community/technical college, and (3) a public career/technical college. Respondents used a five-point Likert-type response scale (i.e., 1 = *Definitely Not*, 2 = *Probably Not*, 3 = *Not Sure*, 4 = *Probably*, 5 = *Definitely*). The evaluation team compared the average ratings among students on this scale for all five options across years.

Most Year 5 cohort students reported they believed they could *probably* or *definitely* afford a career/technical center (73%), followed by a community/technical college (72%) and four-year college/university (65%). The distribution of responses for a community/technical college and four-year college/university in Year 5 was significantly different from those in Year 4 (see Table 4).²⁴

Table 4. Perceived Affordability of Postsecondary Education Options

	<i>Probably or Definitely Could Afford to Attend...</i>		
	Four-Year College/University	Community/Technical College	Career/Technical Center
Year 5 Cohort Students	65%	72%*	73%*
Year 4 Cohort Students	64%	69%	70%
Year 5 Cohort Parents	68%	78%	80%
Year 4 Cohort Parents	66%	76%	79%
Year 5 Priority Students	62%	72%	71%
Year 3 Priority Students	62%	72%	72%

Sources: WV GEAR UP Year 5 Student Survey, WV GEAR UP Year 5 Parent Survey, WV GEAR UP Year 4 Student Survey, and WV GEAR UP Year 4 Parent Survey.

*Statistically significant compared to Year 4/Year 3 ($p < .001$).

Cohort parents/guardians reported higher perceptions of affordability than cohort students in Year 5, though the data for parents/guardians overall saw little change from Year 4. Among Year 5 cohort parents, 80% 78%, and 68% reported they *probably* or *definitely* could afford a career/technical center, community/technical college, and four-year college/university, respectively.

The percentage of priority students in Year 5 who reported they *probably* or *definitely* could afford to attend a career/technical center, community/technical college, and four-year

²³ Cohort students: $X^2(1)=232.27$, $p < .001$, ($Phi=.23$); Cohort parents/guardians: $X^2(1)=48.06$, $p < .001$, ($Phi=-.170$); Priority students: $X^2(1)=29.1$, $p < .001$, ($Phi=-.10$), $d=.095$

²⁴ Community/technical college: $X^2(4)=17.62$, $p < .001$, ($V=.06$); Four-year college/university: $X^2(4)=17.79$, $p < .001$, ($V=.06$)

college/university was similar to those of cohort students (71%, 72%, and 62%, respectively). The distribution of responses for priority students in Year 5 to those in Year 3 was not significantly different for all three postsecondary education options.

Additional findings may be found in Appendix B.3.3 and Appendix C.3.3.

2.2.4 Awareness of Postsecondary Education Topics and Importance of Various Sources in Gathering Information about Postsecondary Education Options

Student survey respondents indicated their awareness of 11 postsecondary education topics. Similar to previous surveys, the Year 5 instrument included questions about the importance of 17 resources in providing information about postsecondary education options. In all five years, the items in both questions used four-point Likert-type response scales (1 = *Not at all*, 2 = *Slightly*, 3 = *Moderately*, 4 = *Extremely*). The evaluation team calculated average awareness/importance ratings for both scales by averaging responses to the individual scale items.

As shown in Table 5, the overall awareness reported by Year 5 cohort students showed a mean score rating of 2.55, which was significantly higher than the Year 4 overall mean (2.48).²⁵ Mean score ratings for individual topics increased significantly in all 11 topics on the survey, two of which had a medium effect size: (1) ACT/SAT ($d=.38$) and (2) FAFSA ($d=.33$).²⁶

Table 5. Cohort Student Awareness Ratings

Topic	Year 5 Cohort			Year 4 Cohort		
	N	M	SD	N	M	SD
Overall awareness	2,046	2.55*	0.77	2,251	2.48	0.76
FAFSA	2,052	2.51**	0.93	2,232	2.20	0.93
College savings plan/529	2,050	2.16**	0.96	2,231	2.02	0.91
ACT/SAT	2,052	3.04**	0.88	2,230	2.70	0.92
WV Higher Education Grant	2,047	2.45**	0.96	2,232	2.26	0.94
Federal Pell grants	2,052	2.33**	0.98	2,228	2.09	0.94
Federal student loans	2,050	2.52**	0.94	2,229	2.40	0.92
Federal work-study	2,047	2.27**	0.97	2,230	2.08	0.94
Scholarships (e.g., PROMISE or institutional)	2,055	2.89**	0.91	2,231	2.77	0.94
Requirements for college acceptance	2,052	2.79**	0.92	2,228	2.60	0.93
The importance/benefit of a college education	2,051	3.03**	0.95	2,222	2.91	1.00
High school graduation requirements	2,044	3.12**	0.90	2,224	2.99	0.94

Sources: WV GEAR UP Year 5 Student Survey and WV GEAR UP Year 4 Student Survey.

*Statistically significant compared to Year 4 ($p<.01$); **Statistically significant compared to Year 4 ($p<.001$).

²⁵ $t(4295)=-3.08, p<.01$

²⁶ ACT/SAT: $t(4272.95)=-12.37, p<.001$; FAFSA: $t(4282)=-10.94, p<.001$; Federal Pell grant: $t(4216.81)=-8.29, p<.001$; WV HEG: $t(4277)=-6.51, p<.001$; College entrance requirements: $t(4257.48)=-6.59, p<.001$; Work-study: $t(4218.61)=-6.46, p<.001$; High school graduation requirements: $t(4266)=-4.68, p<.001$; Student loans: $t(4229.86)=-4.33, p<.001$; College savings plans: $t(4208.12)=-4.70, p<.001$; Scholarships: $t(4276)=-4.06, p<.001$; Importance/benefit of college education: $t(4269.35)=-3.86, p<.001$

As shown in Table 6, Year 5 cohort parents had an overall mean score rating of 2.74, which was not statistically different from Year 4. When analyzing these scores for individual topics, significant increases from Year 4 to Year 5 were found for the WVHEG ($d=.18$), and work-study ($d=.11$). A significant decrease in the awareness of the importance/benefit of a college education was also found ($d=-.13$).²⁷

Table 6. Cohort Parent Awareness Ratings

Topic	Year 5 Cohort			Year 4 Cohort		
	N	M	SD	N	M	SD
Overall awareness	700	2.74	0.74	993	2.69	0.77
FAFSA	699	2.72	0.92	991	2.63	1.02
College savings plan/529	698	2.34	0.99	987	2.25	1.02
ACT/SAT	695	2.97	0.92	986	2.95	0.93
WV Higher Education Grant	698	2.53***	0.98	986	2.35	1.03
Federal Pell grants	696	2.53	0.97	989	2.48	1.01
Federal student loans	700	2.67	0.96	986	2.68	1.00
Federal work-study	695	2.41*	0.99	987	2.30	1.07
Scholarships (e.g., PROMISE or institutional)	697	2.74	0.99	986	2.71	1.01
Requirements for college acceptance	695	2.81	0.94	988	2.75	0.98
The importance/benefit of a college education	698	3.17**	0.92	988	3.29	0.90
High school graduation requirements	698	3.20	0.84	987	3.22	0.84

Sources: WV GEAR UP Year 5 Parent Survey and WV GEAR UP Year 4 Parent Survey.

*Statistically significant compared to Year 4 ($p<.05$); **Statistically significant compared to Year 4 ($p<.01$);

***Statistically significant compared to Year 4 ($p<.001$).

As shown in Table 7, the overall awareness reported by Year 5 priority students was 2.60, which was relatively similar to the mean reported by Year 3 priority students. Mean score ratings for this group increased significantly for one topic: college savings plans/529 ($d=.09$).²⁸

Table 7. Priority Student Awareness Ratings

Topic	Year 5 Priority			Year 3 Priority		
	N	M	SD	N	M	SD
Overall awareness	1,723	2.60	0.79	1,308	2.63	0.77
FAFSA	1,734	3.06	0.91	1,301	3.08	0.93
College savings plan/529	1,724	2.16*	1.05	1,295	2.06	1.04
ACT/SAT	1,729	3.28	0.87	1,299	3.28	0.91
WV Higher Education Grant	1,723	2.54	1.01	1,300	2.49	1.04
Federal Pell grants	1,730	2.52*	1.04	1,302	2.44	1.04
Federal student loans	1,727	2.71	0.98	1,300	2.66	0.98
Federal work-study	1,725	2.43	1.04	1,299	2.41	1.05
Scholarships (e.g., PROMISE or institutional)	1,726	3.06	0.91	1,303	3.10	0.94
Requirements for college acceptance	1,729	3.04	0.94	1,297	3.07	0.95
The importance/benefit of a college education	1,728	3.20	0.93	1,300	3.24	0.93
High school graduation requirements	1,726	3.34	0.86	1,294	3.36	0.88

Source: WV GEAR UP Year 5 Student Survey and WV GEAR UP Year 4 Student Survey.

*Statistically significant compared to Year 4 ($p<.05$).

²⁷ WVHEG: $t(1546.438)=-3.68$, $p<.001$; Importance/benefit of college education: $t(1684)=2.74$, $p<.01$; Work-study: $t(1556.40)=-2.17$, $p<.05$

²⁸ $t(2637.39)=-2.29$, $p<.05$

As shown in Table 8, Year 5 cohort students rated the program's resources with an overall mean importance score of 2.55, which was significantly higher than the Year 4 rating of 2.48.²⁹ There were 10 statistically significant increases from Year 4 to Year 5: (1) college fairs ($d=.18$), (2) email ($d=.15$), (3) direct mail ($d=.13$), (4) college websites ($d=.12$), (5) other college planning websites ($d=.12$), (6) college admissions representatives ($d=.11$), (7) text messaging ($d=.10$), (8) CFWV ($d=.10$), (9) brochures ($d=.06$), and (10) GEAR UP staff ($d=.06$).³⁰

Table 8. Cohort Student Importance Ratings

Topic	Year 5 Cohort			Year 4 Cohort		
	N	M	SD	N	M	SD
Overall importance	2,048	2.55**	0.77	2,251	2.48	0.76
College or university websites	2,037	2.75***	0.94	2,240	2.64	0.95
College Foundation of WV Website (CFWV.com)	2,036	2.65**	0.95	2,238	2.55	0.97
Other college planning websites	2,023	2.53***	0.95	2,220	2.42	0.96
College fairs	2,033	2.68***	0.95	2,234	2.50	1.00
Television	2,027	2.39	0.96	2,230	2.39	0.94
Radio	2,028	2.21	1.00	2,230	2.20	0.97
Direct mail	2,026	2.46***	1.00	2,236	2.33	1.01
E-mail	2,029	2.52***	0.99	2,231	2.37	1.00
Brochures and pamphlets	2,029	2.57*	0.95	2,231	2.51	0.95
Magazines/newspapers	2,032	2.27	0.99	2,235	2.26	0.97
Signs, posters, or billboards	2,026	2.37	0.97	2,233	2.39	0.94
Text messages	2,030	2.43**	1.02	2,233	2.33	1.02
School counselor	2,031	2.75	0.99	2,228	2.72	0.98
Family members	2,032	2.79	0.94	2,228	2.78	0.95
GEAR UP staff	2,030	2.81*	0.96	2,227	2.75	0.98
College admissions representatives	2,032	2.69***	0.98	2,223	2.58	1.01
Social media	2,035	2.57	0.99	2,228	2.53	0.98

Sources: WV GEAR UP Year 5 Student Survey and WV GEAR UP Year 4 Student Survey.

*Statistically significant compared to Year 4 ($p<.05$); **Statistically significant compared to Year 4 ($p<.01$); ***Statistically significant compared to Year 4 ($p<.001$).

²⁹ $t(4297)=-2.96, p<.01$

³⁰ College fairs: $t(4256.44)=-5.94, p<.001$; Email: $t(4258)=-4.95, p<.001$; Direct mail: $t(4260)=-4.28, p<.001$; College websites: $t(4246.93)=-3.95, p<.001$; Other college planning websites: $t(4241)=-3.73, p<.001$; College admissions representatives: $t(4238.66)=-3.55, p<.001$; CFWV: $t(4250.64)=-3.33, p<.001$; Text messages: $t(4261)=-3.05, p<.01$; Brochures and pamphlets: $t(4258)=-2.01, p<.05$; GEAR UP staff: $t(4232.94)=-2.05, p<.05$

As shown in Table 9, cohort parents' view of the program did not change significantly as the overall mean importance score was 2.50, similar to the Year 4 figure. Of the 17 resources, importance scores for six were significantly higher in Year 5 than they were in Year 4: (1) college fairs ($d=.20$), (2) email ($d=.19$), (3) direct mail ($d=.16$), (4) college admissions representatives ($d=.15$), (5) brochures ($d=.13$), and (6) text messaging ($d=.12$).³¹ All of the resources that were significant for parents were also significant for students.

Table 9. Cohort Parent Importance Ratings

Topic	Year 5 Cohort			Year 4 Cohort		
	N	M	SD	N	M	SD
Overall importance	688	2.50	0.90	999	2.43	0.78
College or university websites	685	2.73	0.98	976	2.68	0.97
College Foundation of WV Website (CFWV.com)	684	2.52	0.97	971	2.52	1.04
Other college planning websites	689	2.35	0.96	962	2.28	1.02
College fairs	687	2.60***	0.96	968	2.40	1.05
Television	687	2.17	0.97	967	1.20	0.99
Radio	689	2.03	0.99	970	1.95	1.00
Direct mail	688	2.36***	0.99	967	2.20	1.04
E-mail	687	2.34***	0.91	967	2.15	1.04
Brochures and pamphlets	686	2.52***	0.98	968	2.40	0.99
Magazines/newspapers	688	2.10	0.98	970	2.04	0.99
Signs, posters, or billboards	685	2.18	1.04	970	2.14	0.99
Text messages	686	2.16***	0.99	970	2.03	1.07
School counselor	686	2.66	0.90	968	2.65	1.06
Family members	683	2.77	0.98	971	2.72	0.98
GEAR UP staff	686	2.68	1.01	972	2.63	1.09
College admissions representatives	688	2.55***	1.03	962	2.39	1.09
Social media	700	2.44	0.73	969	2.36	1.05

Sources: WV GEAR UP Year 5 Parent Survey and WV GEAR UP Year 4 Parent Survey.

*Statistically significant compared to Year 4 ($p<.05$); **Statistically significant compared to Year 4 ($p<.001$); ***Statistically significant compared to Year 4 ($p<.001$).

³¹ College fairs: $t(1560.29)=-4.00$, $p<.001$; Email: $t(1653)=-3.71$, $p<.001$; Direct mail: $t(1657)=-3.24$, $p<.001$; College admissions representatives: $t(1541.23)=-3.05$, $p<.01$; Brochures and pamphlets: $t(1553.01)=-2.55$, $p<.05$; Text messages: $t(1653)=-2.48$, $p<.001$

As shown in Table 10, the overall importance score reported by Year 5 priority students was 2.60, which was minimally changed from the mean reported by Year 3 priority students. The importance score increased significantly only for text messaging ($d=.08$).³² For two other resources, the mean importance score significantly decreased: (1) GEAR UP staff ($d=-.11$) and (2) school counselors ($d=-.09$).³³

Table 10. Priority Student Importance Ratings

Topic	Year 5 Priority			Year 3 Priority		
	N	M	SD	N	M	SD
Overall importance	1,723	2.60	0.79	1,308	2.63	0.77
College or university websites	1,722	2.93	0.95	1,301	2.98	0.95
College Foundation of WV Website (CFWV.com)	1,714	2.70	0.99	1,297	2.76	0.97
Other college planning websites	1,710	2.59	0.99	1,300	2.61	0.97
College fairs	1,717	2.88	0.97	1,297	2.87	0.96
Television	1,719	2.33	1.03	1,299	2.32	1.01
Radio	1,719	2.16	1.05	1,296	2.18	1.03
Direct mail	1,717	2.68	1.03	1,302	2.75	1.03
E-mail	1,714	2.77	1.01	1,301	2.83	1.02
Brochures and pamphlets	1,712	2.70	0.97	1,298	2.70	0.96
Magazines/newspapers	1,713	2.28	1.05	1,302	2.26	1.03
Signs, posters, or billboards	1,707	2.34	1.03	1,299	2.32	1.01
Text messages	1,715	2.46*	1.06	1,298	2.35	1.07
School counselor	1,711	2.84*	1.03	1,295	2.93	1.01
Family members	1,710	2.78	0.99	1,298	2.82	0.96
GEAR UP staff	1,711	2.42*	1.05	1,291	2.53	1.04
College admissions representatives	1,710	2.80*	0.98	1,289	2.84	0.99
Social media	1,708	2.59	1.04	--	--	--

Sources: WV GEAR UP Year 5 Student Survey and WV GEAR UP Year 3 Student Survey.

*Statistically significant compared to Year 3 ($p<.05$).

Additional findings may be found in Appendix B.3.4 and Appendix C.3.4.

2.3 College-Going Self-Efficacy and Outcomes-Expectations

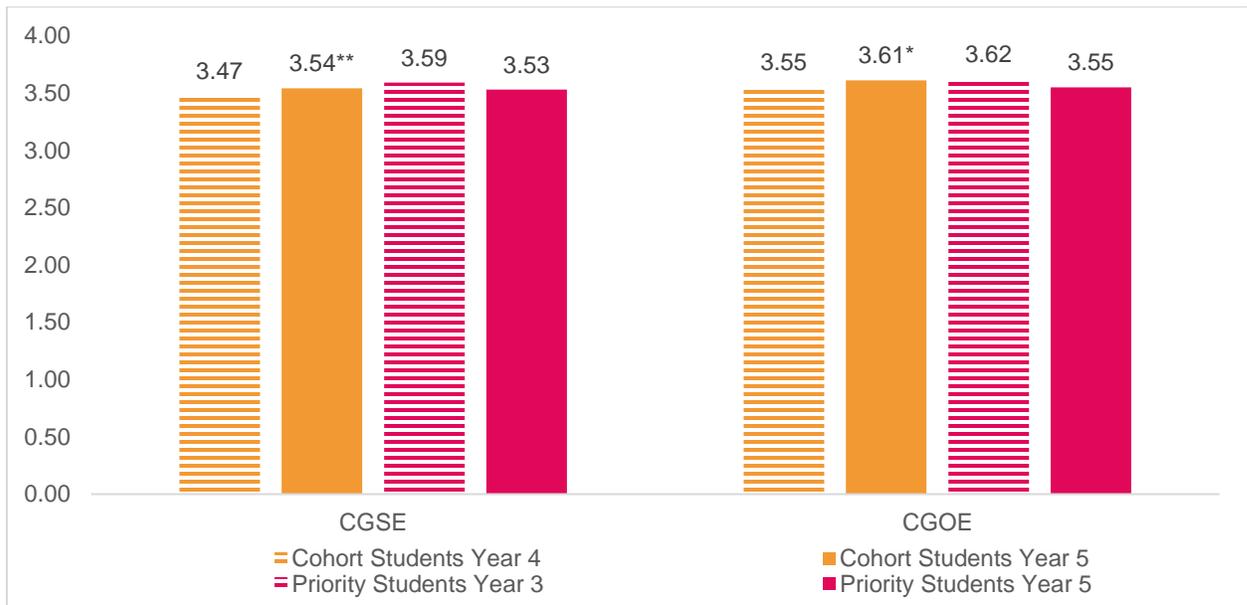
In Years 2–5, students responded to two multi-part questions to measure their level of CGSE related to 14 items (e.g., *I can find a way to pay for college, I can choose a good college*) and 16 CGOE items (e.g., *I could get good grades in college, I could fit in*). Both scales came from Gibbons (2005) and utilized a five-point Likert-type response scale ranging from 1 = *Don't Know* to 5 = *Very Sure*. To analyze differences in these outcomes, we first calculated each respondent's average CGSE and CGOE ratings across all 14 CGSE items and all 16 CGOE items.

³² $t(2623.72)=-2.00, p<.05 (d=.08)$

³³ GEAR UP staff: $t(2620.27)=2.53, p<.05 (d=-.11)$; School counselor: $t(2814243)=3.24, p<.05; .$

Figure 12 shows that cohort students continued to have higher average ratings for their outcome expectations than their self-efficacy, though both average ratings increased significantly from Year 4 to Year 5, from 3.55 to 3.61 and 3.47 to 3.54 respectively. Year 5 priority students also had higher average ratings for their outcome expectations (3.55) than their self-efficacy (3.53). Both ratings were statistically unchanged from Year 3.

Figure 12. Cohort and Priority Student Self-Reported College-Going Self-Efficacy and Outcomes-Expectations



Sources: WV GEAR UP Year 5 Student Survey and WV GEAR UP Year 3 Student Survey.
 *Statistically significant compared to Year 3 ($p < .05$); **Statistically significant compared to Year 4 ($p < .01$).

Additional findings may be found in Appendix B.4 and Appendix C.4.

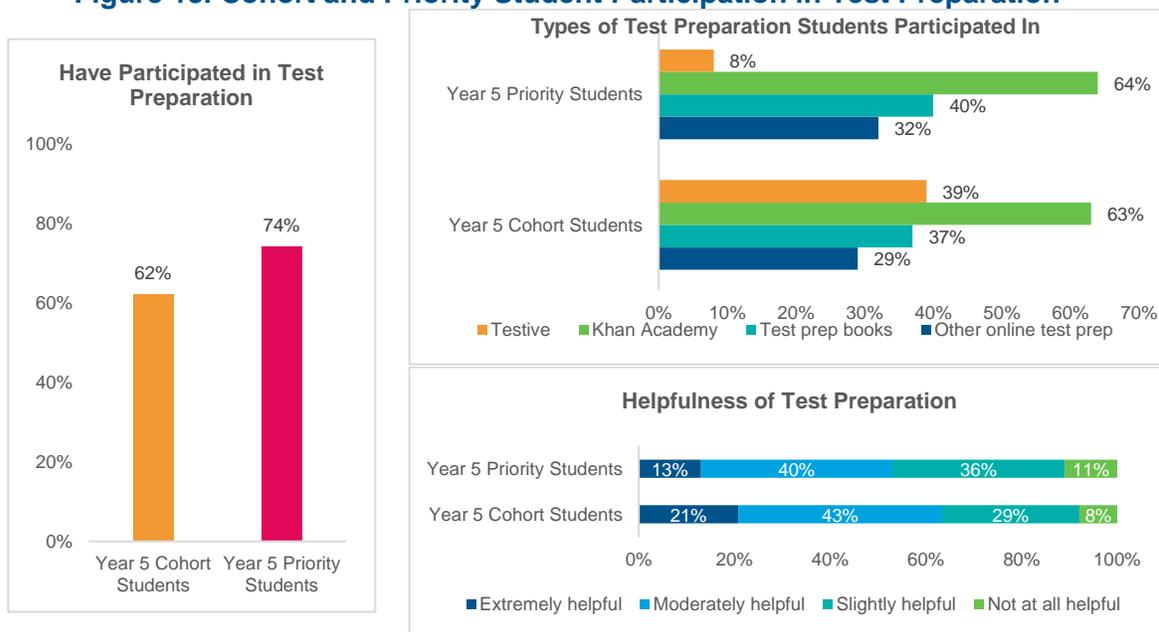
2.4 College Preparation Activities

This section highlights findings from Year 5 cohort and priority students related to college preparation activities such as the SAT and ACT, FAFSA, and college applications.

2.4.1 Test Preparation Participation

Both Year 5 cohort and priority students reported on their participation and use of test preparation for the SAT and ACT, including Khan Academy, Testive (new activity in Year 5), test preparation books, and other online preparation resources.³⁴ As seen in Figure 13, many students in both groups (62% of cohort students and 74% of priority students) reported that they participated in test preparation. The most often reported test preparation activity was Khan Academy for both groups. While 64% of cohort students said they found the test preparation *extremely helpful* or *moderately helpful*, only 53% of priority students reported the same, which may not be surprising as priority students were more likely to have already participated in the SAT/ACT at the time of survey administration.

Figure 13. Cohort and Priority Student Participation in Test Preparation



Sources: WV GEAR UP Year 5 Student Survey and WV GEAR UP Year 3 Student Survey.
 Note: Percentages may not sum to 100 in *Helpfulness of Test Preparation* due to rounding.

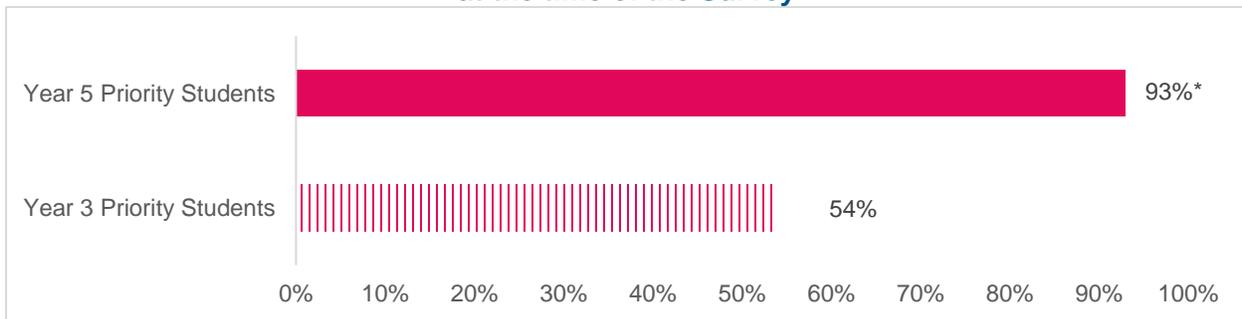
Additional findings may be found in Appendix B.5.1 and Appendix C.5.1.

³⁴ Testive was first implemented in WV GEAR UP schools in the fall of 2018, shortly before the Year 5 WV GEAR UP survey was administered.

2.4.2 Participation in SAT and ACT

In Year 5, priority students were asked the number of times they have taken the SAT and the number of times they have taken the ACT. When findings were aggregated across responses, 93% indicated they had taken the SAT and/or the ACT at least once at the time of the survey. The survey for Year 3 priority students included the question “Have you taken the SAT or ACT tests?” Response options for this survey question included *Yes*, *No*, and *I do not plan to take either this academic year*, and *No, but I plan to take the SAT and/or ACT this academic year*. Among Year 3 priority students, 54% indicated they had taken the SAT and/or ACT, which was significantly lower than the percentage of Year 5 priority students who indicated the same, the effect size was strong.³⁵ (See Figure 14.) This significant difference is likely due to the switch to the SAT as the state assessment for Grade 11 students in the 2017–18 school year (when the Year 5 priority students were in Grade 11).

Figure 14. Percentage of Priority Students Who Reported They Took the SAT and/or SAT at the time of the Survey



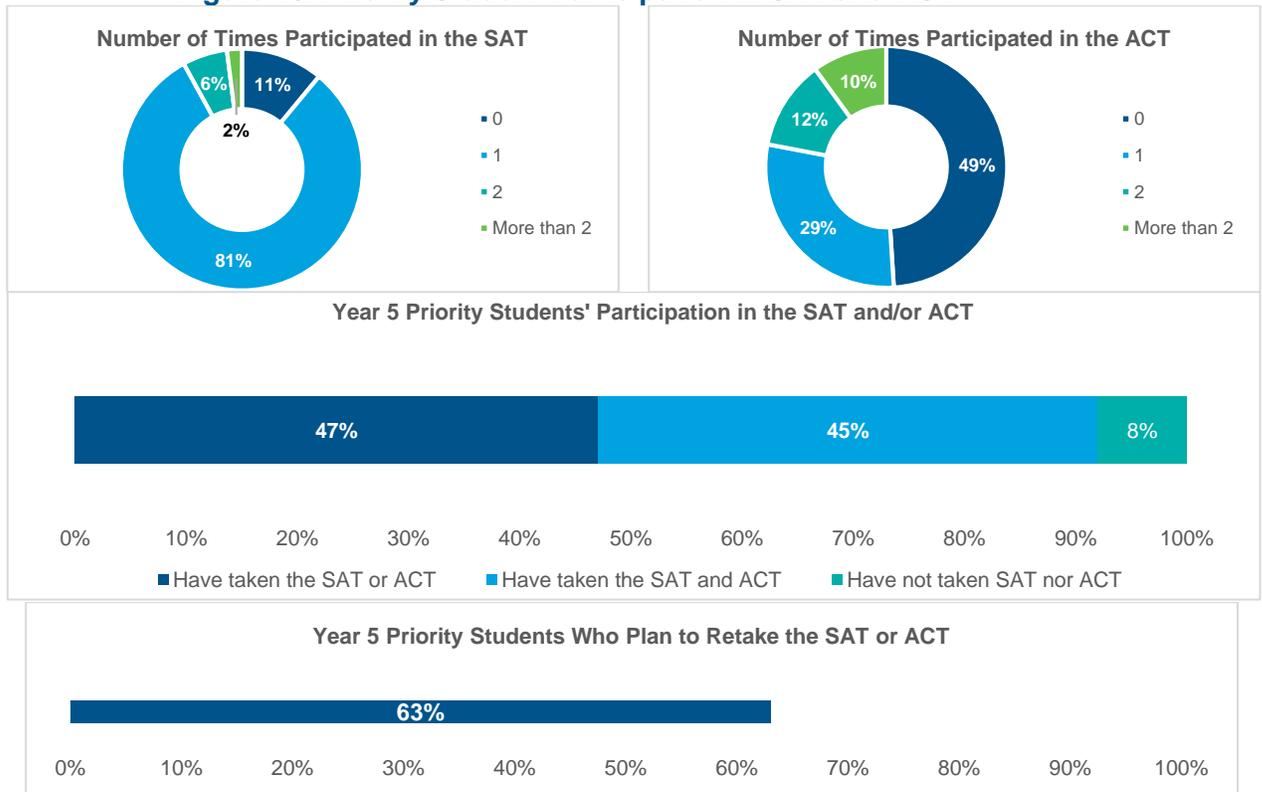
Sources: WV GEAR UP Year 5 Student Survey and WV GEAR UP Year 3 Student Survey.

*Statistically significant compared to Year 3 ($p < .001$).

³⁵ $\chi^2(1) = 611.72, p < .001, (\Phi = .45)$

Most Year 5 priority students reported that they had already participated in the ACT and/or the SAT at the time they completed the survey, and 45% cited participation in both the SAT and ACT. Of the 89% of Year 5 priority students who reported participating in the SAT at least once, 8% said they participated two or more times. Of the 51% who reported they took the ACT at least once, 22% reported they participated two or more times. Additionally, 63% of Year 5 priority students indicated they plan to retake the SAT and/or ACT within the next year (see Figure 15).

Figure 15. Priority Student Participation in SAT and ACT



Sources: WV GEAR UP Year 5 Student Survey and WV GEAR UP Year 3 Student Survey.

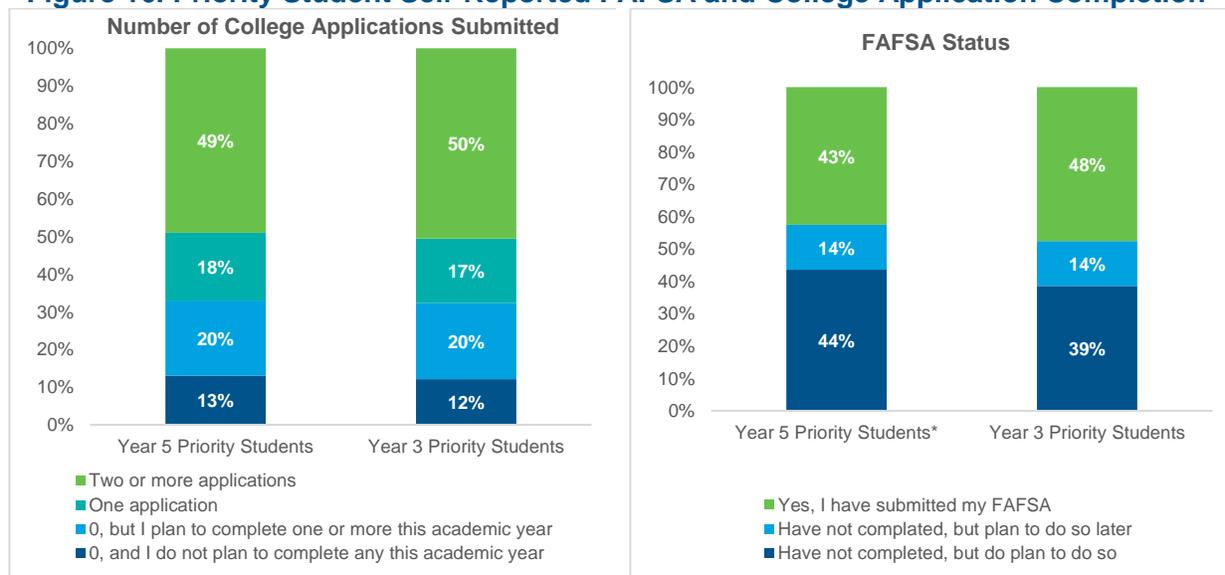
Additional findings may be found in Appendix C.5.2.

2.4.3 FAFSA and College Application Completion

Most Year 5 priority students reported that they had already completed or planned to complete the FAFSA (87%). Of these students, 43% said they had already completed the FAFSA at the time of the survey. Looking back at Year 3 priority students, 87% also reported that they had already or planned to submit their FAFSA with 48% already filing by the time of the survey. The overall distribution of responses in Year 5 to this question was significantly different to those in Year 3, driven primarily by the difference in the percentage of respondents who selected *No, but I plan to complete the FAFSA this academic year* (39% in Year 3 and 43% in Year 5) and those who selected *Yes* (48% in Year 3 and 43% in Year 5).³⁶ Students who reported that they do not plan to submit a FAFSA were provided a space to write an explanation as to why they do not plan to do so. The most often-reported reason was that the student does not plan to attend college because he or she plans to work or join the military. Among the other responses, reasons included *too much work, no computer at home, my parents make too much money, it's past the deadline, probably won't make it and don't have a good grade for it, and because that is a test for smart people*.

Finally, priority students reported on the number of college applications they submitted at the time of the survey. Similar to FAFSA completion outcomes, 67% of Year 5 students reported that they had submitted at least one application or planned to submit an application at a later time (see Figure 16). Of the 67% who reported that they had submitted at least one application, most indicated that they had submitted two or more applications. These responses were all statistically similar to those reported by Year 3 priority students.

Figure 16. Priority Student Self-Reported FAFSA and College Application Completion



Sources: WV GEAR UP Year 5 Student Survey and WV GEAR UP Year 3 Student Survey.

Note: Percentages may not sum to 100 due to rounding.

*Statistically significant compared to Year 3 ($p < .05$).

Additional findings may be found in Appendix C.5.3.

³⁶ $\chi^2(2) = 9.01, p < .05, (V = .06)$

3. Sustainability Progress

A key issue for WV GEAR UP is whether schools have the capacity to continue initiatives implemented by GEAR UP and sustain the college-going culture supported by the program. To measure the sustainability at GEAR UP schools, this section compares survey outcomes of Grade 10 students in the cohort prior to the GEAR UP cohort (R-Comp students, class of 2019) with survey results of Grade 10 students in the cohort following the GEAR UP cohort (F-Comp students, class of 2021). R-Comp students received a Grade 10 survey in 2016 while F-Comp students participated in the Grade 10 survey in 2018. While neither of these groups received services from GEAR UP, these surveys provide a compelling opportunity to assess whether grant-funded activities and services produce any lasting impact on students that follow the GEAR UP cohort. Parents and guardians of R-Comp and F-Comp students also were surveyed in 2016 and 2018, respectively, so that this research may provide insight on student and parent/guardian knowledge, awareness, and preparedness for postsecondary education. With this analysis, higher levels of awareness and preparedness among the F-Comp respondents would potentially demonstrate the sustainability of college-going culture at participating schools.

In addition to the overall comparison of students and parents/guardians in the R-Comp and F-Comp groups, the research team created three sub-groups to examine the potential influence of the inclusion of priority students at some GEAR UP schools and the impact at schools that also participated in the previous FY2008 WV GEAR UP grant. The three sub-groups used in analysis presented in this section included:

1. **Sub-Group 1:** GEAR UP schools that do not currently serve priority students and did not participate in the previous grant,
2. **Sub-Group 2:** GEAR UP schools that were not part of the previous grant (but do serve priority students),
3. **Sub-Group 3:** GEAR UP schools that do not currently serve priority students (but participated in the FY2008 WV GEAR UP grant) and
4. **Sub-Group 4:** GEAR UP schools that currently serve priority students and participated in the previous grant.

With their lack of prior exposure to GEAR UP, schools in subgroup 1, in theory, should show the greatest increases because they have only had exposure to GEAR UP since 2016. Schools in the other sub-groups have had prior exposure to GEAR UP services and, as a result, students and families may already have a higher knowledge base and interest in college awareness and preparation.

This section is divided into three subsections. The first examines progress in sustainability, with data suggesting evidence of increased awareness of college topics and a greater likelihood of students to speak with someone regarding college. The second describes challenges in sustainability, noting areas where gains in general knowledge and communication might have been expected but were not evident based on the survey outcomes. The third subsection focuses specifically on successes and challenges in sustaining knowledge about the cost of college and amount of financial aid available; as students move closer to high school graduation, these two issues merit a separate analysis given the importance of finances as students and their families consider post-high school options. Throughout these subsections, effect sizes were small unless otherwise noted.

Due to low response rates among Year 3 R-Comp parents/guardians, parent/guardian survey respondents were not analyzed by sub-group. While comparisons between overall groups are made, findings should be interpreted with extreme caution. More detailed findings, including response rates by group, schools included in each subgroup, and outcomes for each sub-group can be found in Appendix D.

3.1 Progress in Sustainability

Overall, the findings on talking to others about college, awareness of higher education resources, and the importance of specific resources suggest that some WV GEAR UP schools are realizing gains in fostering a college-going culture.

As shown in Figure 17, F-Comp students overall showed higher rates in three critical areas of college knowledge and communication. These students were significantly more likely to report that they spoke with someone at their school about college entrance requirements (57% vs 47%) and/or the availability of financial aid to help pay for college (52% vs 40%). F-Comp students also more likely to report that they were knowledgeable about financial aid and the cost and benefits of college (59% vs 54%).³⁷

In examining sub-groups, F-Comp students in sub-groups 2 and 4 were significantly more likely to report that they had talked to someone about college entrance requirements than R-Comp students (57% vs 48% and 59% vs 42%, respectively) with a medium effect size for sub-group 2.³⁸ F-Comp students in all four sub-groups were significantly more likely to report that they had spoken with someone in their school about the availability of financial aid, as shown in Figure 18. Among F-Comp students, 42% in sub-group 1, 48% in sub-group 2, 64% in sub-group 3, and 56% in sub-group 4 reported they had spoken with someone about financial aid, compared to 31% of R-Comp students in sub-group 1, 39% in sub-group 2, and 43% sub-group 3, and 39% in sub-group 4.³⁹ Only F-Comp students in sub-group 4 were significantly more likely than their R-Comp peers to report they were knowledgeable about financial aid and the costs and benefits of college.⁴⁰

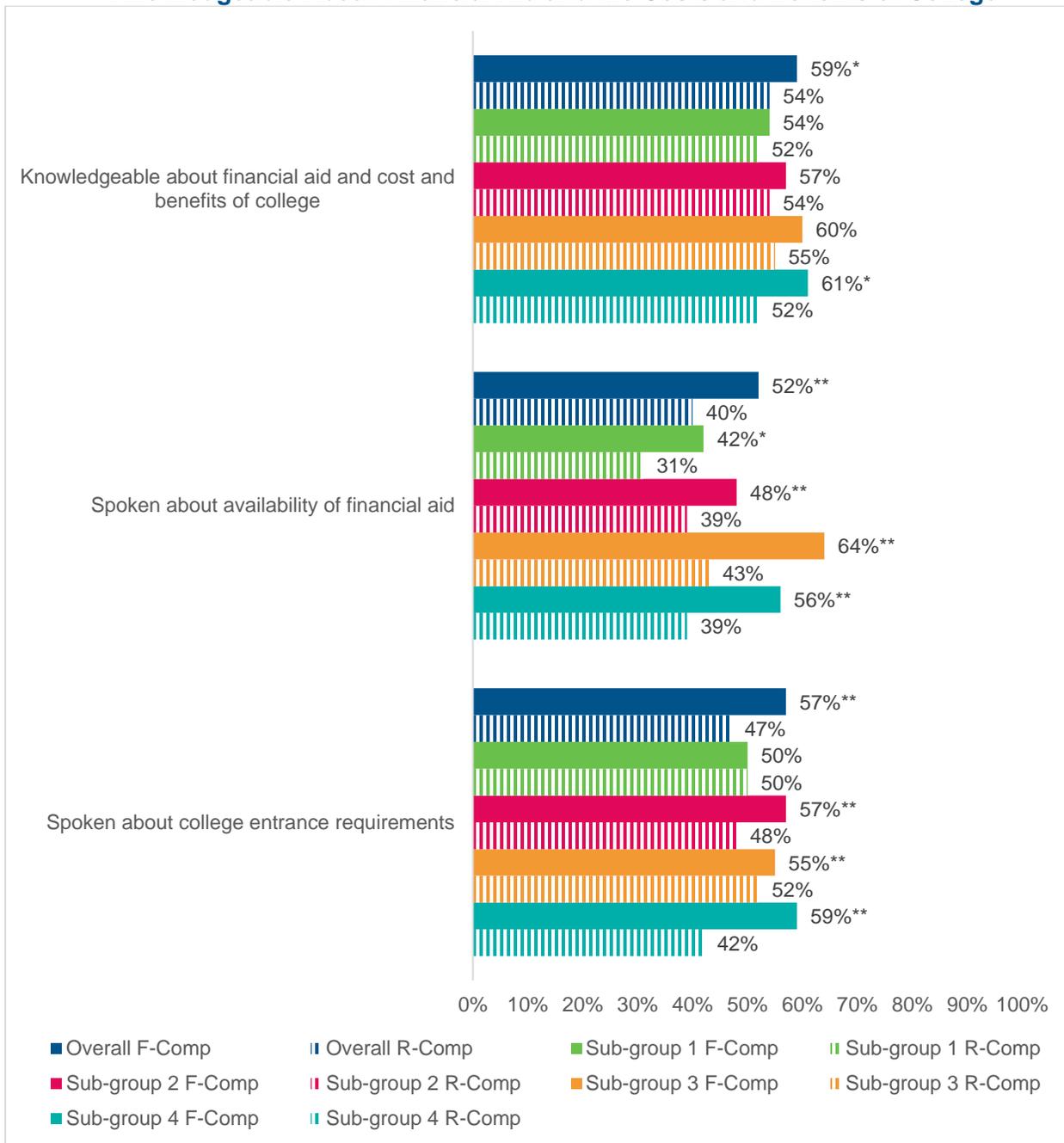
³⁷ Speaking about college entrance requirements: $X^2(1)=45.46, p<.001, (Phi=.10)$; Speaking about the availability of financial aid: $X^2(1)=60.74, p<.001, (Phi=.12)$; Knowledgeable about financial aid and the cost and benefits of college: $X^2(1)=9.06, p<.01, (Phi=.05)$

³⁸ Sub-group 2: $X^2(1)=19.44, p<.001, (Phi=.91)$; Sub-group 4: $X^2(1)=26.35, p<.001, (Phi=.17)$

³⁹ Sub-group 1: $X^2(1)=5.59, p<.01, (Phi=.12)$; Sub-group 2: $X^2(1)=15.98, p<.001, (Phi=.09)$; Sub-group 3: $X^2(1)=29.06, p<.001, (Phi=.17)$; Sub-group 4: $X^2(1)=26.92, p<.001, (Phi=.18)$

⁴⁰ Sub-group 4: $X^2(1)=6.69, p<.01, (Phi=.09)$

Figure 17. Percentage of F-Comp and R-Comp Students Who Have Spoken with Someone About College Entrance Requirements and the Availability of Financial Aid and are Knowledgeable About Financial Aid and the Costs and Benefits of College



Sources: Year 5 WV GEAR UP Student Survey and Year 3 WV GEAR UP Student Survey

*Statistically significant compared to R-Comp within group ($p < .01$); **Statistically significant compared to R-Comp within group ($p < .001$).

Additional findings may be found in Appendix D.3.

On awareness of financial aid-related topics, F-Comp students showed significant increases as well, as seen in Table 11. Overall, F-Comp students reported greater awareness than R-Comp students about loans ($d=.11$), Federal Pell grants ($d=.10$), FAFSA ($d=.09$), WVHEG ($d=.09$), and work-study ($d=.08$).⁴¹ F-Comp students in sub-group 2 reported significantly higher awareness in Federal Pell grants ($d=.12$), loans ($d=.10$), and WVHEG ($d=.09$).⁴² F-Comp students in sub-group 3 reported significantly higher awareness of the same financial aid-related topics as the group overall: FAFSA ($d=.5$), student loans ($d=.36$), work-study ($d=.36$), Federal Pell grants ($d=.31$), and WVHEG ($d=.30$).⁴³ The effect size for the change in awareness for the FAFSA among cohort students in sub-group 3 was medium. Students in sub-group 4 also showed significant increases in FAFSA ($d=.16$), WVHEG ($d=.14$), Federal Pell grants ($d=.14$), and scholarships ($d=.14$).⁴⁴ This higher level of awareness may be due to the significant increase in students who reported that they had spoken with someone regarding the availability of financial aid to help pay for college.

Table 11. Mean Awareness Ratings for F-Comp and R-Comp Students

Topic	Overall		Sub-group 1		Sub-group 2		Sub-group 3		Sub-Group 4	
	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp
FAFSA	2.09**	2.01	1.88	1.87	2.02	2.04	2.37***	1.87	2.24*	2.09
WVHEG	2.05***	1.96	1.87	1.92	2.06*	1.96	2.20**	1.91	2.11*	1.97
Federal Pell grant	1.89***	1.80	1.63	1.68	2.37*	1.78	2.06**	1.73	1.95*	1.82
Loans	2.31***	2.20	2.25	2.30	2.12*	2.22	2.39***	2.19	2.32	2.20
Work-study	1.95*	1.87	1.71	1.84	2.29	1.88	2.18**	1.82	1.99	1.87
Scholarships	2.79	2.73	2.77	2.94	2.77	2.74	2.92	2.76	2.79*	2.65

Sources: Year 5 WV GEAR UP Student Survey and Year 3 WV GEAR UP Student Survey.

* Statistically significant compared to R-Comp ($p<.05$); ** Statistically significant compared to R-Comp ($p<.01$); *** Statistically significant compared to R-Comp ($p<.001$).

⁴¹ Loans: $t(4116.75)=-3.74$, $p<.001$; Federal Pell grants: $t(4132)=3.33$, $p<.001$; FAFSA: $t(4147)=-2.91$, $p<.01$; WVHEG: $t(4113)=-3.22$, $p<.001$; Work-study: $t(4117)=-2.53$, $p<.05$.

⁴²Loans: $t(1027)=1027)=-3.18$, $p<.05$; Federal Pell grants: $t(1026)=-2.73$, $p<.05$; WVHEG: $t(1026)=-2.59$, $p<.01$

⁴³ FAFSA: $t(638.40)=-6.97$, $p<.001$; Student loans: $t(641)=-4.46$, $p<.001$;Federal Pell grant: $t(639.23)=-4.06$, $p<.01$; WVHEG: $t(641)=-3.78$, $p<.01$

⁴⁴ FAFSA: $t(864.16)=-2.43$, $p<.01$; WVHEG: $t(859.36)=-2.08$, $p<.05$; Federal Pell grant: $t(870)=-1.97$, $p<.05$; Scholarships: $t(858.764)=-2.00$, $p<.05$

Table 12 shows that overall, the mean importance scores for resources that offer direct interaction with school or college staff (college admissions representatives [$d=.13$], text messages [$d=.12$], college fairs [$d=.12$], and counselors [$d=.08$]) as well as online resources (CFWV [$d=.12$], college websites [$d=.08$], and college planning websites [$d=.08$]) were significantly higher among F-Comp students.⁴⁵ Among sub-groups, F-Comp students in sub-group 2 reported significantly higher mean importance scores for college admission representatives ($d=.16$), college fairs ($d=.12$), text messages ($d=.2$), college planning websites ($d=.10$), CFWV ($d=.10$), and family ($d=.09$) compared with R-Comp students.⁴⁶ F-Comp students in sub-group 3 had significantly higher mean importance scores for text messaging ($d=.29$), college admission representatives ($d=.18$), CFWV ($d=.17$), family ($d=.17$), college websites ($d=.16$), college fairs ($d=.15$), and other college planning websites ($d=.16$) than the R-Comp students.⁴⁷ F-Comp students in sub-group 4 had significantly higher mean importance scores for family members ($d=.20$), college websites ($d=.15$), and school counselors ($d=.15$).⁴⁸

Table 12. Mean Importance Ratings for F-Comp and R-Comp Students

Resource	Overall		Sub-group 1		Sub-group 2		Sub-group 3		Sub-group 4	
	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp
College websites	2.64**	2.56	2.59	2.68	2.63	2.58	2.69*	2.62	2.65*	2.50
College Foundation of WV website (CFWV)	2.49***	2.37	2.27	2.27	2.45*	2.37	2.45**	2.28	2.46	2.36
Other college planning websites	2.38*	2.30	2.22	2.30	2.38*	2.28	2.38*	2.31	2.43	2.34
College fairs	2.39***	2.27	2.11	2.26	2.36**	2.24	2.31*	2.27	2.53	2.40
Text messages	2.21***	2.08	2.17	1.99	2.20**	2.07	2.45***	2.02	2.21	2.15
School counselor	2.65***	2.57	2.48	2.49	2.61	2.57	2.65	2.58	2.70*	2.54
Family members	2.89***	2.75	2.85	2.92	2.87*	2.78	2.92*	2.84	2.89**	2.69
College admissions representatives	2.46***	2.32	2.37	2.22	2.45***	2.28	2.49**	2.30	2.51	2.40

Sources: Year 5 WV GEAR UP Student Survey and Year 3 WV GEAR UP Student Survey.

* Statistically significant compared to R-Comp ($p<.05$); ** Statistically significant compared to R-Comp ($p<.01$); *** Statistically significant compared to R-Comp ($p<.001$).

Additional findings may be found in Appendix D.3.4.

3.2 Challenges in Sustainability

Although many survey outcomes of F-Comp and R-Comp students point toward progress in sustainability in some areas, the comparisons also show that some challenges remain in sustaining a college-going culture facilitated by GEAR UP. One noteworthy finding in this regard concerns survey outcomes for sub-group 1, which had little previous exposure to GEAR UP.

⁴⁵ College admissions representatives: $t(4113)=-4.33, p<.001$; Text messaging: $t(411.26)=-3.97, p<.001$; College fairs: $t(4114)=-3.68, p<.001$; CFWV: $t(4127)=-3.49, p<.001$; Counselors: $t(4125)=-2.41, p<.001$; College websites: $t(4094.50)=-2.78, p<.01$; College planning websites: $t(4128)=-2.51, p<.05$

⁴⁶ College admissions representatives: $t(2303)=-3.71, p<.001$; College fairs: $t(2301)=-2.93, p<.01$; Text messaging: $t(2309.02)=-3.08, p<.01$; College planning websites: $t(2316)=-2.47, p<.05$; CFWV: $t(1924.64)=4.58, p<.05$; Family: $t(2286.99)=-2.00, p<.05$

⁴⁷ Text messaging: $t(635)=-3.58, p<.001$; College admissions representatives: $t(1020)=-2.81, p<.01$; CFWV: $t(1018)=-2.52, p<.01$; College websites: $t(612.453)=-2.00, p<.05$; College fairs: $t(635)=-1.96, p<.05$

⁴⁸ Family members: $t(868)=-2.89, p<.01$; College websites: $t(868.55)=-2.21, p<.05$; School counselors: $t(858.42)=-2.17, p<.05$

While the evaluation team hypothesized that this sub-group may realize the greatest gains, data generally do not support this theory. With few exceptions discussed in this chapter, survey outcomes of F-Comp students and parents/guardians in sub-group 1 were either not statistically different from the R-Comp students and parents/guardians or were significantly lower than the R-Comp students. For example, F-Comp students in sub-group 1 reported significantly lower awareness of the ACT/SAT; these students also had significantly lower awareness of college entrance requirements than R-Comp students (see Table 13). Such findings may demonstrate that school involvement in GEAR UP over many years and/or services expanded beyond cohort students to priority students may be necessary to support or maintain sustainability efforts.⁴⁹

Table 13. Mean Awareness Ratings for F-Comp and R-Comp Students

Topic	Overall		Sub-group 1		Sub-group 2		Sub-group 3		Sub-group 4	
	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp
ACT/SAT	2.74	2.71	2.76*	2.99	2.38	2.77	2.81	2.70	2.70	2.60
College entrance requirements	2.52	2.53	2.46**	2.80	2.42	2.54	2.58	2.61	2.54	2.46

Sources: Year 5 WV GEAR UP Student Survey and Year 3 WV GEAR UP Student Survey.

* Statistically significant compared to R-Comp ($p < .05$); **Statistically significant compared to R-Comp ($p < .001$).

Additional findings may be found in Appendix D.3.4.

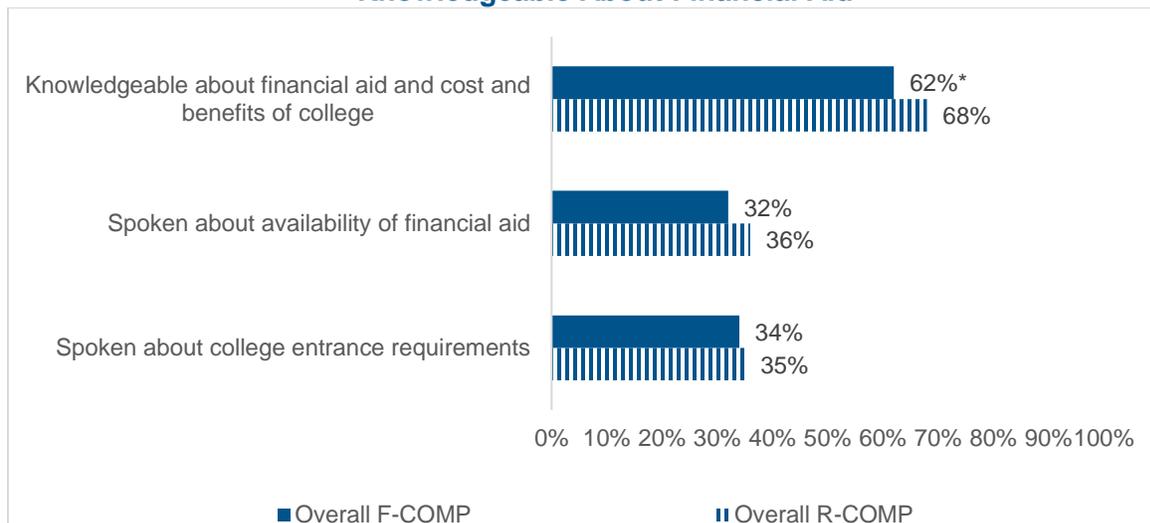
While analysis showed no significant differences in the confidence level of F-Comp and R-Comp students from sub-group 1 in math, science, study skills, and the ability to do well in college courses, F-Comp students reported significantly lower confidence levels in English/language arts than R-Comp students; F-Comp students in sub-group 2 also reported significantly lower level of confidence in English/language arts.⁵⁰ The effect size for the difference within sub-group 1 was medium. Several factors may account for this lower confidence. First, the state in 2017 implemented the SAT as the default high school assessment in Grade 11 replacing the Smarter Balance Assessment, and this change likely impacted course delivery for F-Comp students. In addition, the state increased the SAT cutoff scores that qualify for the PROMISE Scholarship, which may be a potential contributing factor behind the decreased confidence as well.

⁴⁹ ACT/SAT: $t(353.33)=2.33$, $p < .05$, $d = -.23$; College entrance requirements: $t(382)=3.35$, $p < .001$, $d = -.35$

⁵⁰ Overall: $t(4074.43)=4.30$, $p < .001$, $d = -.12$; Sub-group 1: $t(373)=4.41$, $p < .001$, $d = -.47$; Sub-group 2: $t(2299)=3.97$, $p < .001$, $d = -.16$;

Elsewhere, gains shown by F-Comp students in knowledge and plans for college did not carry over to their parents/guardians. Overall, the percentage of F-Comp parents/guardians who reported they were knowledgeable about financial aid and the cost and benefits of their student attending college was 62%, six percentage points less than R-Comp parents/guardians as shown in Figure 18, which is significantly different.⁵¹

Figure 18. Percentage of F-Comp and R-Comp Parents/Guardians Who Have Spoken with Someone About College Entrance Requirements and Financial Aid and are Knowledgeable About Financial Aid

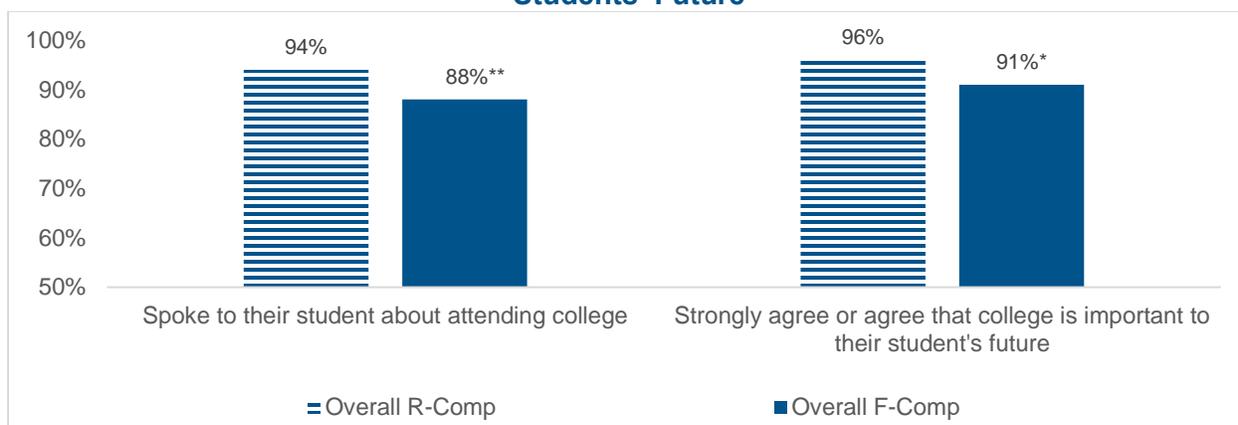


Sources: Year 5 WV GEAR UP Parent Survey and Year 3 WV GEAR UP Parent Survey.
 *Statistically significant compared to R-Comp within group ($p < .05$); **Statistically significant compared to R-Comp within group ($p < .01$); ***Statistically significant compared to R-Comp within group ($p < .001$).

⁵¹ $\chi^2(1) = 5.33, p < .05, (Phi = .07)$

The percentage of F-Comp parents that reported that they *strongly agreed* or *agreed* that attending college is important for their child's future was 91%, compared to 96% of R-Comp parents/guardians. The overall distribution of responses was significantly different in Year 5 than in Year 3 for parents/guardians overall.⁵² Further, as shown in Figure 19, the percentage of F-Comp parents/guardians who reported that they spoke with their student about attending college was six percentage points less than R-Comp parents/guardians.⁵³

Figure 19. Percentage of F-Comp and R-Comp Parents Who Spoke To Their Child About Attending College and Agreed that Attending College is Important to their Students' Future



Sources: Year 5 WV GEAR UP Parent Survey and Year 3 WV GEAR UP Parent Survey.
 * Statistically significant compared to R-Comp ($p < .05$); ** Statistically significant compared to R-Comp ($p < .01$); ** Statistically significant compared to R-Comp ($p < .001$).

Additional findings may be found in Appendix D.3.1.

⁵² $\chi^2(3) = 10.18, p < .05, (V = .09)$

⁵³ $\chi^2(1) = 9.63, p < .01, (Phi = .09)$

The overall awareness reported by F-Comp parents/guardians was also significantly lower than R-Comp parents/guardians (2.61 vs 2.71).⁵⁴ This decrease was driven by significant decreases in awareness of ACT/SAT, Federal Pell grants, loans, work-study, scholarships, and the importance/benefit of a college education for their student (see Table 14).

Table 14. Mean Awareness Ratings for F-Comp and R-Comp Parents/Guardians

Resource	Overall	
	F-Comp	R-Comp
FAFSA	2.64	2.68
529/College Savings Plan	2.25	2.37
ACT/SAT	2.77**	2.93
WVHEG	2.37	2.41
Federal Pell grant	2.38*	2.53
Loans	2.53*	2.67
Work-study	2.28**	2.41
Scholarships	2.59*	2.73
College entrance requirements	2.65	2.75
Importance/benefit of college	3.10*	3.23
Overall awareness ¹	2.61*	2.71

Sources: Year 5 WV GEAR UP Parent Survey and Year 3 WV GEAR UP Parent Survey.

¹ The overall awareness means also included the mean response regarding awareness of high school graduation requirements.

* Statistically significant compared to R-Comp ($p < .05$); ** Statistically significant compared to R-Comp ($p < .01$).

Additional findings may be found in Appendix D. 3.4.

3.3 Sustainability of Knowledge Regarding Cost and Amount of Available Financial Aid

As shown in Figure 20, both students and parents in the F-Comp group saw significant gains in understanding of the cost of postsecondary education and the amount of financial aid available to help them pay for education. Overall, the percentage of these students and parents/guardians who correctly estimated the cost of a four-year college/university and/or the cost of a community/technical college was significantly higher than their R-Comp counterparts. Among F-Comp students, 33% correctly estimated the cost of a four-year college/university and 30% correctly estimated the cost of a community/technical college. These figures reflected double-digit percentage point gains compared with R-Comp students.⁵⁵ Among parents/guardians, 38% in the F-Comp group correctly estimated the cost of a four-year college/university, double the rate of R-Comp respondents. Forty-one percent of F-Comp parents correctly estimated the cost of a community/technical college, compared with 17% of R-Comp parents/guardians.⁵⁶

Within sub-groups, the percentage of F-Comp students in sub-group 1 were relatively similar to their R-Comp counterparts. However, the differences for students within sub-groups 2, 3, and 4

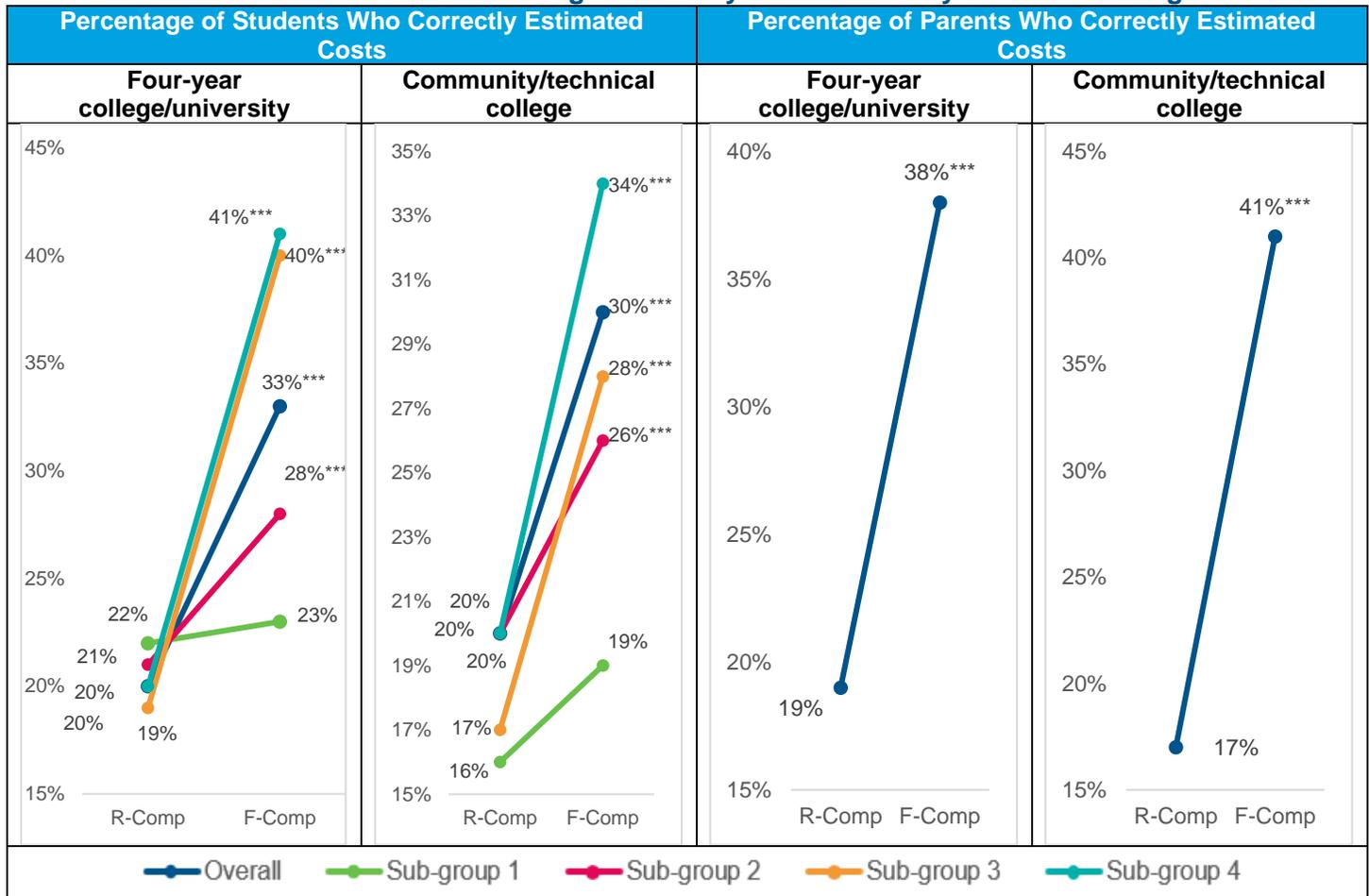
⁵⁴ $t(1170)=2.06, p < .05, d = -.12$

⁵⁵ Four-year college/university: $X^2(1)=97.37, p < .001, (Phi = -.15)$; community/technical college: $X^2(1)=56.11, p < .001, (Phi = -.12)$

⁵⁶ Four-year college/university: $X^2(1)=46.00, p < .001, (Phi = -.20)$; community/technical college: $X^2(1)=73.73, p < .001, (Phi = -.25)$

were significant, with F-Comp respondents showing gains.⁵⁷ These findings are presented in Figure 20.

Figure 20. Percentage of F-Comp and R-Comp Students and Parent/Guardians Who Correctly Estimated the Cost of a Four-Year College/University and Community/Technical College



Sources: Year 5 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, Year 5 WV GEAR UP Parent Survey, and Year 3 WV GEAR UP Parent Survey.

* Statistically significant compared to R-Comp ($p < .05$); * Statistically significant compared to R-Comp ($p < .01$); * Statistically significant compared to R-Comp ($p < .001$).

F-Comp students also were more likely to estimate the correct amount of financial aid available through grants and scholarships.⁵⁸ The percentage of all F-Comp students who correctly estimated the amount available through a Federal Pell grant, WVHEG, and PROMISE scholarship was 22%, 27%, and 29% respectively, which was higher than the rates of 14%, 15%, and 19%, respectively, for R-Comp students (see Figure 21). All four F-Comp sub-groups

⁵⁷ Student sub-group 2 four-year college/university: $X^2(1)=13.16, p < .001, (Phi=-.08)$; Student sub-group 2 community/technical college: $X^2(1)=12.59, p < .001, (Phi=-.07)$; Student sub-group 3 four-year college/university: $X^2(1)=27.19, p < .001, (Phi=-.16)$; Student sub-group 3 community/technical college: $X^2(1)=19.01, p < .001, (Phi=-.16)$; Parent sub-group 2 four-year college/university: $X^2(1)=6.28, p < .05, (Phi=-.11)$; Parent sub-group 2 community/technical college: $X^2(1)=32.81, p < .001, (Phi=-.25)$; Parent sub-group 3 four-year college/university: $X^2(1)=7.55, p < .01, (Phi=-.23)$; Parent sub-group 3 community/technical college: $X^2(1)=9.04, p < .01, (Phi=-.26)$

⁵⁸ Federal Pell grant: $X^2(1)=37.93, p < .001, (Phi=-.10)$; WVHEG: $X^2(1)=84.1, p < .001, (Phi=-.14)$; PROMISE Scholarship: $X^2(1)=64.41, p < .001, (Phi=-.12)$

had higher rates of correct estimates compared with R-Comp students, though the rates were significantly higher only in sub-groups 2, 3 and 4.⁵⁹

We did not find similar increases among F-Comp parents who correctly estimated the available aid, however. Overall, the percentages of F-Comp parents who correctly estimated the amount available through a Federal Pell grant were relatively similar to R-Comp parents/guardians. For WVHEG, the overall percentage of F-Comp parents/guardians who correctly estimated the amount was significantly higher than R-Comp parents/guardians (32% vs 17%).⁶⁰ On the PROMISE Scholarship, 31% of F-Comp parents/guardians overall correctly estimated the available aid, compared to 21% of R-Comp parents/guardians. These findings are shown in Figure 21.

⁵⁹ Sub-group 1 Federal Pell grant: $X^2(1)=5.56$, $p<.05$, ($Phi=.12$); Sub-group 2: Federal Pell Grant: $X^2(1)=6.21$, $p<.05$, ($Phi=.05$); Sub-group 2 WVHEG: $X^2(1)=13.82$, $p<.001$, ($Phi=.08$); Sub-group 2 PROMISE Scholarship: $X^2(1)=8.25$, $p<.01$, ($Phi=.06$); Sub-group 3 Federal Pell grant: $X^2(1)=7.63$, $p<.01$, ($Phi=.09$); Sub-group 3 WVHEG: $X^2(1)=13.46$, $p<.001$, ($Phi=.12$); Sub-group 3 PROMISE Scholarship: $X^2(1)=15.21$, $p<.001$, ($Phi=.12$); Sub-group 4 Federal Pell grant: $X^2(1)=15.05$, $p<.001$, ($Phi=.13$); Sub-group 4 WVHEG: $X^2(1)=30.63$, $p<.001$, ($Phi=.19$); Sub-group 4 PROMISE Scholarship: $X^2(1)=38.65$, $p<.001$, ($Phi=.21$)

⁶⁰ $X^2(1)=31.96$, $p<.001$, ($Phi=.18$)

Figure 21. Percentage of F-Comp and R-Comp Students and Parent/Guardians Who Correctly Estimated the Amount of Financial Aid Available Through Federal Pell grant, WVHEG, and PROMISE



Sources: Year 5 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, Year 5 WV GEAR UP Parent Survey, and Year 3 WV GEAR UP Parent Survey

* Statistically significant compared to R-Comp ($p < .05$); ** Statistically significant compared to R-Comp ($p < .01$); *** Statistically significant compared to R-Comp ($p < .001$).

Note: The significance for the difference between parents’s estimate for the amount of the Federal Pell grant is for sub-group 2.

Additional findings may be found in Appendix D.3.3.

4. Survey Outcomes of Cohort Students Experiencing Food Insecurity

The evaluation team also conducted analyses to understand any potential differences in knowledge, preparation, and barriers to postsecondary education between cohort students who reported that they experienced food insecurity and those who did not. Cohort students who experienced food insecurity were defined as any students who indicated on the Year 5 survey that they or their family *sometimes* or *often* did not have enough to eat in the last 30 days and/or last 12 months. When responding about the last 30 days, 8% of cohort students reported they were sometimes or often hungry; 9% of cohort students responded the same regarding the past 12 months. Overall, 11% of Year 5 cohort students reported that they were sometimes and/or often hungry in the last 30 days and/or 12 months. Findings showed that for many student survey questions, students with food insecurity showed lower rates of confidence, awareness of postsecondary education, and aspirations/expectations for college. This section will highlight selected findings from the comparison.

Overall, students who experienced food insecurity indicated they were much less likely to be able to pay for college. Among these students, 51% said they *definitely* or *probably* could afford to attend a career/technical center or community/technical college. Among students who did not report food insecurity, more than 70% said they could *definitely* or *probably* afford these institutions (75% and 76%, respectively). Fewer than half of students who experienced food insecurity, or 41%, said they *definitely* or *probably* could afford to attend a four-year college/university compared to 65% of students who did not report that they experienced food insecurity.⁶¹ This decreased perception of affordability may be correlated to the significant differences in postsecondary plans reported by students as well. A six-percentage point difference emerged between students who reported food insecurity and those that did not, when asked if they plan to continue their education after high school (84% and 90%, respectively).⁶²

Students who reported that they experienced food insecurity also were less likely to aspire or to expect to attain postsecondary education. The percentage of students with food insecurity who reported that they aspired to attain postsecondary education was five percentage points less than their peers (87% vs. 92%). Similarly, the percentage of students with food insecurities who reported that they expect to attain postsecondary education was 11 percentage points less than their peers (79% vs. 90%).⁶³ When analyzing responses from students who reported food insecurity and those who did not, indicating what may prevent them from continuing their education, the largest gap was for *I need to work* (22 percentage points), further indicating that perceived affordability may impact students' postsecondary plans.⁶⁴

In addition, students who reported food insecurity reported lower levels of confidence to do well in college courses, college entrance exams, English/language arts, and science, suggesting that these students may also feel less academically prepared to succeed in postsecondary

⁶¹ Career/technical center: $X^2(4)=66.77, p<.001, (Phi=.18)$; Community/technical college: $X^2(4)=61.03, p<.001, (Phi=.17)$; Four-year college/university: $X^2(4)=68.71, p<.001, (Phi=.18)$

⁶² $X^2(1)=6.89, p<.01, (Phi=.06)$

⁶³ Aspire: $X^2(1)=6.39, p<.05, (Phi=.06)$; Expect: $X^2(1)=19.57, p<.001, (Phi=.10)$

⁶⁴ $X^2(1)=73.34, p<.001, (Phi=.19)$

education than their peers.⁶⁵ The lower confidence and awareness levels of topics such as high school graduation requirements, importance/benefit of college, and scholarships may suggest that students who experienced food insecurity struggled more to retain postsecondary information and plan for the long-term due to immediate short-term food insecurity, even if they receive similar levels of support and opportunities as other students.⁶⁶

There were no significant differences between the groups in the percentage of students who said they had spoken with someone at school about the availability of financial aid to help pay for college, the percentage who had spoken with someone about college entrance requirements, those who participated in most SAT/ACT test preparation activities, and those who reported they were knowledgeable about financial aid and the costs/benefits of college. There were also no significant differences in students' awareness of college savings plans/529, Federal Pell grants, nor the WVHEG. These findings may reflect efforts of GEAR UP and school staff to ensure equitable services and opportunities to become knowledgeable about postsecondary education and financial aid among all students.

⁶⁵ English: $t(237.434)=-2.807$; Science: $t(241.55)=-2.272$; College courses: $t(204.838)=-2.443$ $p<.01$; College entrance exams: $t(1,780)=-2.864$

⁶⁶ High school graduation requirements: $t(2,000)=-4.611$, $p<.001$; Importance/benefit of a college education: $t(2006)=-3.786$, $p<.001$; Scholarships: $t(2,010)=-3.518$ $p<.001$

V. Discussion

The Year 5 surveys conducted for WV GEAR UP have generated several positive results, suggesting that the program is building college-going culture and an increased capacity of schools to serve at-risk secondary students.

Knowledge and understanding of key college topics is on the increase. All three groups served by the program (cohort students, cohort parents, and priority students) showed significant increases in knowledge of financial aid available through federal and state programs. In addition, the percentage of cohort students who correctly estimated the cost of a four-year college/university more than doubled in Year 5, and the share of cohort parents who estimated this cost was up by more than 30 percentage points. The percentage of cohort students and parents who reported that they had spoken with someone at school about college entrance requirements also significantly increased from Year 4 to Year 5. These trends, among others, illustrate that some students and their families are gaining familiarity with important college facts as students near high school graduation.

Overestimating the cost of college is still a concern. Despite this progress in knowledge and understanding, many respondents continue to overestimate the cost of college. These individuals may be including room and board in their estimations, despite the survey directions. Those who believe college to be more expensive than reality may also view it as unattainable for themselves or for their children.

Sustainability efforts varied greatly among schools. Our efforts to examine sustainability by certain sub-groups did not confirm a key hypothesis: that schools with fewer years of exposure to the GEAR UP program (i.e., those schools with no priority students and no involvement in the last WV GEAR UP grant) would show the greatest gains in sustainability. With few exceptions, survey outcomes of F-Comp students and parents in this sub-group of schools were either not statistically different from R-Comp students/parents or were significantly lower than the R-Comp students. Such data may indicate that these newer GEAR UP schools may benefit from more help with buy-in to support sustainability efforts. In addition, it may show that committed teachers and staff are a major driver of GEAR UP success regardless of certain school characteristics.

Survey outcomes demonstrate moderate evidence of sustainability at GEAR UP schools. On this issue, the evaluation team relied on periodic surveys comparing the pre-GEAR UP cohort (R-Comp students and parents) and the post-GEAR UP cohort (F-Comp students and parents). Survey data was presented for both groups at Grade 10, (Year 3 for R-Comp students and parents and Year 5 for F-Comp students and parents). Compared with their R-Comp counterparts, F-Comp students and parents showed double-digit gains in the percentage who correctly estimated the costs of community/technical and four-year colleges/universities. F-Comp students also were more likely to estimate the correct amount of aid from federal and state programs and showed higher rates in critical areas of college knowledge and communication. Additionally, overall, the percentage of F-Comp students who reported speaking to someone at their school about college entrance requirements and/or financial aid was significantly higher than the percentage of R-Comp students. F-Comp students were also more likely to report that they were knowledgeable about financial aid and the cost and benefits of college and also have higher levels of awareness of financial aid such as WVHEG, Federal

Pell grants, student loans, and work-study. These gains help illustrate how GEAR UP has built capacity at its schools and that future non-GEAR UP students may benefit from the cumulative impact of the program. However, some differences in outcomes among sub-groups emerged. Students in schools that do not currently serve priority students and were not part of the previous GEAR UP grant were less likely than the other sub-groups to show gains in most outcomes. Such data suggest that schools are increasing or expanding services to students, potentially as a result of GEAR UP.

Despite their limited time in the program, GEAR UP priority students also show progress.

While their gains are not as impressive as those for cohort students, priority students have shown progress in several key areas. For example, those who say they are likely to go college are also submitting a FAFSA, which is integral to future postsecondary attendance. Overall, the same percent of priority students who said they had submitted or planned to submit a college application (87%) is the same as the percentage of those who said they are submitting a FAFSA.

Incentives may help GEAR UP schools to increase student knowledge. One difference in Year 5 is that WV HEPC offered an incentive (a \$3,000 technology grant) to the school that 1) met minimum survey response rates for cohort students and parents and 2) had the highest percentage of correct responses to key questions about the cost of higher education and the availability of financial aid. As noted previously, there were significant overall gains in the percentages of students providing correct responses in Year 5. While this incentive likely influenced survey results, the gains illustrate the potential of using incentives to achieve some key goals of the program—namely helping students understand key facts about college to help in planning for the future.

Despite these gains, students and their families continue to face challenges—including perceived affordability, low academic confidence, and food insecurity—that may make it less likely that students will pursue college attendance.

Finances remain a concern. Despite solid gains in awareness and knowledge among students and parents, economic challenges and college costs continue to represent potential barriers for many students. Overall, 36% of cohort students and 35% of priority students said they may not attend because college costs too much/they can't afford it. The survey listed seven potential options for why a student may not go to college, and cost-related concerns were by far the top-ranked concern. Exploration in future years into how the newly implemented West Virginia Invests Grant program (which will help students cover tuition and fees for certificates or associate degree programs in high-demand fields) may affect students' and parents' concerns regarding the finances needed for postsecondary education.

Some students lag in academic confidence. Priority and F-Comp students showed a decreased confidence level in English/language arts. The decreased confidence may be due in part to perceptions of state policy changes to use the SAT as the high school assessment and changes in requirements (via the SAT) for students to qualify for the PROMISE Scholarship. Students may regard the SAT to be more challenging than the ACT, which was used across the state previously as the main college entrance examination.

Food insecurity may be a barrier to progress. Students who face food insecurity showed fewer positive outcomes when compared with other students. There were no significant

differences in the percentage of students who reported that they spoke with someone at their school about college entrance requirements and/or financial aid between groups (students who experienced food insecurity vs. those who did not) which may suggest that all students have similar levels of engagement. While GEAR UP continues to deliver services to these students, day-to-day concerns of students who face food insecurity may make it challenging for them to envision a future in college. Students who reported that they were hungry in recent weeks/months had lower overall academic confidence and less confidence in English/language arts, science, study skills, and ability to succeed in college courses than their peers. Compared with other students, they also had lower awareness of high school graduation requirements, college entrance requirements, FAFSA, and the benefits of a college education.

VI. Recommendations

In response to these trends, the evaluation team offers the following recommendations to the WV HEPC as it approaches the next year of the program:

Investigate reasons for lower academic confidence, especially in English/language arts. It may be valuable to work with site coordinators to explore potential reasons behind lower confidence in English/language arts. These efforts may lead to an enhanced push for tutoring and academic support for students as they approach high school graduation, ensuring that more are college-ready in English/language arts. The new Testive service also holds great potential as it focuses on the SAT, the state's new Grade 11 assessment. However, future cohorts may benefit from earlier use of Testive so that they are well positioned to take the SAT in Grade 11. As Testive becomes fully implemented across all schools in Year 6, analysis to examine the relationship between academic confidence, participation in Testive, and SAT outcomes may provide insight into how Testive can be used to increase students' confidence to succeed.

Identify best practices in financial aid awareness. Survey results showed impressive gains in the percentage of students who knew the amount of aid available through the PROMISE Scholarship. Schools may want to replicate the strategies used for PROMISE with need-based financial aid programs such as Federal Pell grants and the WVHEG. Similarly, cohort parents were most likely to correctly estimate the amount available through the WVHEG compared to Federal Pell grants; schools should consider replicating practices used to disseminate information regarding the WVHEG in other areas that lack similar levels of awareness and knowledge among parents.

Share best practices with 'newer' GEAR UP schools. The analysis of sustainability showed some of the lowest progress in sustainability at schools that did not have priority students and did not participate in the last WV GEAR UP grant. The WV HEPC may want to explore reasons why this sub-group of schools showed fewer gains. In addition, schools with a longer background in WV GEAR UP and those who currently serve priority students may be able to share best practices on sustainability with schools that are newer to the program.

Increase assistance to students with food insecurity. Results from these new survey questions found that the students who reported food insecurity had lower awareness of key resources and facts than other students, indicating that these students are more focused on day-to-day needs rather than long-term plans. With these results, WV HEPC may want to focus on this issue at an upcoming site coordinator meeting and seek input from coordinators to share best practices to identify students with food insecurity and how best to assist them. In addition to the assistance offered while students are in high school, providing insight to college campus staff on the challenges faced by students with food insecurity and the additional support that may be beneficial to them may help to secure long-term postsecondary education success.

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Appendix A: Instruments and Consent Forms

Appendix B: Longitudinal Student and Parent Cohort Tables

1. Characteristics of Respondents

Table B.1.1 Cohort Student and Cohort Parent Survey Response Rates

	Student					Parent				
	Year 5	Year 4	Year 3	Year 2	Year 1	Year 5	Year 4	Year 3	Year 2	Year 1
Total Respondents	2,085	2,720	2,401	2,504	2,489	701	1,000	616	1,323	1,388
Total Surveys Administered	2,552	2,720	2,912	2,847	2,892	2,552	2,720	2,912	2,847	2,892
Percentage Responding	82%	85%	82%	88%	86%	27%	37%	21%	46%	48%

Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, Year 2 WV GEAR UP Student Survey, Year 1 WV GEAR UP Student Survey, Year 5 WV GEAR UP Parent Survey, Year 4 WV GEAR UP Parent Survey, Year 3 WV GEAR UP Parent Survey, Year 2 WV GEAR UP Parent Survey, and Year 1 WV GEAR UP Parent Survey

Table B.1.2 Cohort Student and Cohort Parent Demographics

Race	Student		Parent	
	Year 5	Year 4	Year 5	Year 4
Asian	<1%	0%	0%	<1%
American Indian or Alaska Native	1%	0%	1%	<1%
Black or African American	4%	4%	2%	3%
Native Hawaiian or Other Pacific Islander	<1%	0%	0%	<1%
White	90%	91%	96%	95%
Two or more races	4%	4%	1%	1%
Ethnicity				
Hispanic or Latino	5%	5%	3%	3%
Gender				
Female	49%	50%	72%	71%
Male	50%	50%	28%	28%
Other	1%	1%	<1%	1%
Language Spoken at Home				
English	>99%	99%	99%	99%
Spanish	<1%	<1%	1%	1%
Other	0%	0%	<1%	0%
Family Income				
<i>(Including Those Who Did Not Report)*</i>				
\$30,000 or less	18%	16%	22%	24%
\$30,001-\$60,000	20%	18%	24%	27%
\$60,001-\$100,000	17%	17%	24%	22%
More than \$100,000	9%	7%	11%	9%
I don't know/I'd rather not say/Not reported	36%	42%	19%	19%
<i>(Including Only Those Who Did Report)</i>				
\$30,000 or less	28%	28%	27%	29%
\$30,001-\$60,000	32%	32%	30%	33%
\$60,001-\$100,000	27%	29%	30%	27%
More than \$100,000	13%	12%	13%	11%
Highest Level of Education of Mother or Female Guardian				

Race	Student		Parent	
	Year 5	Year 4	Year 5	Year 4
Less than a 2-year degree	63%	52%	77%	74%
2-year degree or higher	25%	34%	20%	21%
Don't know	12%	15%	3%	5%
Highest Level of Education of Father or Male Guardian*				
Less than a 2-year degree	67%	63%	82%	79%
2-year degree or higher	15%	18%	13%	15%
Don't know	16%	20%	6%	7%
Siblings/Children in College**				
0	52%	53%	57%	58%
1	28%	25%	23%	23%
2	8%	8%	4%	6%
3	4%	3%	1%	3%
4	1%	1%	<1%	<1%
5 or more	2%	2%	1%	<1%
No Other Siblings/Children	7%	7%	15%	9%
Relationship to Student¹				
Parent or Guardian	--	--	--	92%
Grandparent	--	--	4%	6%
Step/Foster Parent	--	--	1%	2%
Parent	--	--	89%	--
Legal Guardian	--	--	9%	--
Other	--	--	<1%	0%
Did Not Have Enough Food to Eat...				
<i>In the Past 12 Months</i>				
Often true	2%	--	--	--
Sometimes true	7%	--	--	--
Never true	91%	--	--	--
<i>In the Past 30 Days</i>				
Often true	2%	--	--	--
Sometimes true	6%	--	--	--
Never true	93%	--	--	--

Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, Year 5 WV GEAR UP Parent Survey, and Year 4 WV GEAR UP Parent Survey

Note: Percentages may not sum to 100 due to rounding.

¹ Survey respondents in Year 5 were asked to select all options that applied and asked in previous years to select the best option.

-- Indicates that question was not administered in the survey that year.

* Statistically significant compared to Year 4 ($p < .01$); ** Statistically significant compared to Year 4 ($p < .001$).

2. Educational Goals, Aspirations, and Academic Confidence

2.1 Plans to Continue Education after High School

Table B.2.1 Cohort Student Plans to Continue Education After High School

	Year 5	Year 4	Year 3	Year 2	Year 1
Percentage of Students Who Plan to Continue Their Education After High School	89%	90%	91%	93%	94%

Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, Year 2 WV GEAR UP Student Survey, and Year 1 WV GEAR UP Student Survey

Table B.2.2 Cohort Student Reasons for Not Continuing Education

What, if anything, may prevent you from continuing your education after high school (select all that apply)	Year 5
My grades aren't good enough	18%
It costs too much/I can't afford it	36%
I need to work	15%
I want to work	19%
Family issues	10%
I plan to enlist in the military	9%
Other	0%
N/A: I am pretty confident that I will be able to continue my education	40%

Source: Year 5 WV GEAR UP Student Survey

2.2 Academic Confidence

Table B.2.3 Cohort Student Mean Confidence Scores

	Year 5	Year 4	Year 3	Year 2	Year 1
Math	1.98**	2.06	2.07	2.12	2.15
English/Language Arts	2.19	2.20	2.21	2.26	2.26
Science	2.10*	2.04	2.05	2.16	2.14
Study Skills	2.04	2.01	2.01	2.08	2.14
College Courses	2.13	2.13	2.19	2.30	2.41
College Entrance Exams	2.07	2.06	--	--	--
Overall	2.08	2.08	2.10	2.18	2.22

Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, Year 2 WV GEAR UP Student Survey, and Year 1 WV GEAR UP Student Survey

-- Indicates that question was not administered in the survey that year.

* Statistically significant compared to Year 4 ($p < .01$); ** Statistically significant compared to Year 4 ($p < .001$).

2.3 Educational Aspirations/Expectations

Table B.2.4 Cohort Student and Cohort Parent Educational Aspirations and Expectations

	Student					Parent				
	Year 5	Year 4	Year 3	Year 2	Year 1	Year 5	Year 4	Year 3	Year 2	Year 1
Aspire postsecondary education	92%	92%	92%	94%	94%	98%	98%	99%	99%	96%
Expect postsecondary education	89%	90%	89%	92%	92%	95%	95%	97%	96%	93%

Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, Year 2 WV GEAR UP Student Survey, Year 1 WV GEAR UP Student Survey, Year 5 WV GEAR UP Parent Survey, Year 4 WV GEAR UP Parent Survey, Year 3 WV GEAR UP Parent Survey, Year 2 WV GEAR UP Parent Survey, and Year 1 WV GEAR UP Parent Survey

3. College Entrance Requirements, Cost, and Financial Aid

3.1 Beliefs about College and Interactions with GEAR UP Staff

Table B.3.1 Percentage of Cohort Students and Parents Who Have Spoken with Someone about College Entrance Requirements and the Availability of Financial Aid to Help Pay for College

	Student					Parent				
	Year 5	Year 4	Year 3	Year 2	Year 1	Year 5	Year 4	Year 3	Year 2	Year 1
Spoken about college entrance requirements	79%***	73%	72%	72%	39%	55%**	47%	51%	25%	9%
Spoken about availability of financial aid to pay for college	78%***	70%	69%	68%	36%	51%*	45%	52%	26%	9%

Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, Year 2 WV GEAR UP Student Survey, Year 1 WV GEAR UP Student Survey, Year 5 WV GEAR UP Parent Survey, Year 4 WV GEAR UP Parent Survey, Year 3 WV GEAR UP Parent Survey, Year 2 WV GEAR UP Parent Survey, and Year 1 WV GEAR UP Parent Survey

*Statistically significant compared to Year 4 ($p < .05$); **Statistically significant compared to Year 4 ($p < .01$);

***Statistically significant compared to Year 4 ($p < .001$).

Table B.3.2 Cohort Parent Perceptions About College

	Year 5	Year 4	Year 3	Year 2	Year 1
Talked with student about attending college	93%	94%	93%	96%	94%
Agree or Strongly Agree attending college is important to my student's career goal and future	95%	94%	94%	95%	94%
Disagree or Strongly Disagree it's too early to think about my student going to college	91%*	86%	88%	92%	88%

Sources: Year 5 WV GEAR UP Parent Survey, Year 4 WV GEAR UP Parent Survey, Year 3 WV GEAR UP Parent Survey, Year 2 WV GEAR UP Parent Survey, and Year 1 WV GEAR UP Parent Survey

* Statistically significant compared to Year 4 ($p < .01$).

3.2 Perceived Knowledge of Financial Aid/Costs and Benefits of College

Table B.3.3 Percentage of Cohort Student and Cohort Parents Who are Knowledgeable about College and the Costs and Benefits of a College Education

	Student					Parent				
	Year 5	Year 4	Year 3	Year 2	Year 1	Year 5	Year 4	Year 3	Year 2	Year 1
Knowledgeable about financial aid and the costs and benefits of a college education	74%*	70%	70%	72%	61%	68%	71%	77%	64%	57%

Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, Year 2 WV GEAR UP Student Survey, Year 1 WV GEAR UP Student Survey, Year 5 WV GEAR UP Parent Survey, Year 4 WV GEAR UP Parent Survey, Year 3 WV GEAR UP Parent Survey, Year 2 WV GEAR UP Parent Survey, and Year 1 WV GEAR UP Parent Survey

*Statistically significant compared to Year 4 ($p < .01$).

3.3 Perceptions of Affordability and Cost

Table B.3.4 Percentage of Cohort Student and Cohort Parents Who Correctly Estimated the Cost of Postsecondary Education

School Type	Student					Parent				
	Year 5	Year 4	Year 3	Year 2	Year 1	Year 5	Year 4	Year 3	Year 2	Year 1
Four-year college/university	42%*	19%	18%	19%	19%	51%	21%	23%	19%	20%
<i>Percentage who overestimated</i>	73%	87%	90%	87%	85%	79%	95%	96%	97%	96%
<i>Percentage who underestimated</i>	27%	13%	10%	13%	16%	21%	5%	4%	4%	4%
Community/technical college	39%*	22%	16%	18%	17%	49%	24%	25%	20%	23%
<i>Percentage who overestimated</i>	81%	100%	100%	100%	100%	80%	100%	100%	100%	100%
<i>Percentage who underestimated</i>	19%	0%	0%	0%	0%	21%	0%	0%	0%	0%

Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, Year 2 WV GEAR UP Student Survey, Year 1 WV GEAR UP Student Survey, Year 5 WV GEAR UP Parent Survey, Year 4 WV GEAR UP Parent Survey, Year 3 WV GEAR UP Parent Survey, Year 2 WV GEAR UP Parent Survey, and Year 1 WV GEAR UP Parent Survey

Note: Percentages may not sum to 100 due to rounding.

*Statistically significant compared to Year 4 ($p < .001$).

Table B.3.5 Percentage of Cohort Student and Cohort Parents Who Correctly Estimated the Amount of Financial Aid Available through Federal Pell Grants, WVHEG, and the PROMISE Scholarship Correct Response Rates for Financial Aid

Financial Aid Type	Student					Parent				
	Year 5	Year 4	Year 3	Year 2	Year 1	Year 5	Year 4	Year 3	Year 2	Year 1
Federal Pell Grant	25%*	12%	14%	16%	--	31%*	15%	23%	5%	--
<i>Percentage who overestimated</i>	8%	12%	20%	31%		6%	14%	6%	8%	
<i>Percentage who underestimated</i>	92%	88%	80%	69%		94%	86%	94%	92%	
WVHEG	31%*	19%	13%	15%	--	44%*	20%	22%	20%	--
<i>Percentage who overestimated</i>	87%	76%	86%	80%		72%	71%	72%	73%	
<i>Percentage who underestimated</i>	13%	24%	14%	20%		89%	29%	89%	38%	
PROMISE Scholarship	38%*	17%	18%	16%	--	40%*	24%	24%	18%	--
<i>Percentage who overestimated</i>	47%	42%	55%	30%		37%	33%	37%	30%	
<i>Percentage who underestimated</i>	53%	58%	45%	70%		63%	66%	63%	70%	

Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, Year 2 WV GEAR UP Student Survey, Year 1 WV GEAR UP Student Survey, Year 5 WV GEAR UP Parent Survey, Year 4 WV GEAR UP Parent Survey, Year 3 WV GEAR UP Parent Survey, Year 2 WV GEAR UP Parent Survey, and Year 1 WV GEAR UP Parent Survey

Note: Percentages may not sum to 100 due to rounding.

-- Indicates that question was not administered in the survey that year.

*Statistically significant compared to Year 4 ($p < .001$).

Table B.3.6 Percentage of Cohort Students and Parents Who Believe They Probably or Definitely Could Afford Postsecondary Education

	Student					Parent				
	Year 5	Year 4	Year 3	Year 2	Year 1	Year 5	Year 4	Year 3	Year 2	Year 1
<i>Probably or Definitely</i> could afford to attend a four-year college/university	65%	64%	61%	66%	59%	68%	66%	66%	65%	64%
<i>Probably or Definitely</i> could afford to attend a community/technical college	72%*	69%	66%	66%	57%	78%	76%	75%	65%	64%
<i>Probably or Definitely</i> could afford to attend a career/technical center	73%*	70%	66%	67%	56%	80%	79%	76%	79%	76%

Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, Year 2 WV GEAR UP Student Survey, Year 1 WV GEAR UP Student Survey, Year 5 WV GEAR UP Parent Survey, Year 4 WV GEAR UP Parent Survey, Year 3 WV GEAR UP Parent Survey, Year 2 WV GEAR UP Parent Survey, and Year 1 WV GEAR UP Parent Survey

-- Indicates that question was not administered in the survey that year.

*Statistically significant compared to Year 4 ($p < .001$).

3.4 Awareness of Postsecondary Education Topics and Importance of Various Sources in Gathering Information about Postsecondary Education Options

Table B.3.7 Cohort Student and Cohort Parent Awareness of Postsecondary Education Topics Means

Topic	Student					Parent				
	Year 5	Year 4	Year 3	Year 2	Year 1	Year 5	Year 4	Year 3	Year 2	Year 1
FAFSA	2.51***	2.20	2.06	1.93	1.62	2.72	2.63	2.73	2.42	2.33
College savings plan/529	2.16***	2.20	2.01	2.09	2.02	2.34	2.25	2.36	2.01	1.88
ACT/SAT	3.04***	2.70	2.58	2.48	2.06	2.97	2.95	2.90	2.78	2.68
WVHEG	2.45***	2.26	2.24	2.08	1.89	2.53***	2.35	2.43	2.11	2.00
Federal Pell grant	2.33***	2.09	2.00	1.94	1.65	2.53	2.48	2.57	2.34	2.29
Student loans	2.52***	2.40	2.43	2.48	2.19	2.67	2.68	2.65	2.51	2.43
Work-study	2.27***	2.08	2.08	2.25	1.96	2.41*	2.30	2.33	2.00	1.91
Scholarships	2.89***	2.77	2.85	2.90	2.72	2.43	2.71	2.71	2.44	2.34
College entrance requirements	2.79***	2.66	2.65	2.67	2.46	2.81	2.75	2.74	2.45	2.33
Importance/benefit of college education	3.03***	2.91	2.96	2.97	2.76	3.17**	3.29	3.31	3.25	3.16
High school graduation requirements	3.12***	2.99	3.02	2.95	2.78	3.20	3.22	3.13	3.04	2.97
Overall	2.55***	2.48	2.46	2.48	2.19	2.74	2.69	2.72	2.49	2.40

Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, Year 2 WV GEAR UP Student Survey, Year 1 WV GEAR UP Student Survey, Year 5 WV GEAR UP Parent Survey, Year 4 WV GEAR UP Parent Survey, Year 3 WV GEAR UP Parent Survey, Year 2 WV GEAR UP Parent Survey, and Year 1 WV GEAR UP Parent Survey

-- Indicates that question was not administered in the survey that year.

*Statistically significant compared to Year 4 ($p < .05$); **Statistically significant compared to Year 4 ($p < .01$);

***Statistically significant compared to Year 4 ($p < .001$).

Table B.3.8 Cohort Student and Cohort Parent Importance of Various Sources in Gathering Information About Postsecondary Education Options Means

Resource	Student					Parent				
	Year 5	Year 4	Year 3	Year 2	Year 1	Year 5	Year 4	Year 3	Year 2	Year 1
College website	2.75***	2.64	2.54	2.63	2.32	2.73	2.68	2.62	2.39	2.22
CFWV	2.65***	2.55	2.41	2.56	2.05	2.52	2.43	2.54	2.10	1.83
Other college planning website	2.53***	2.42	2.40	2.38	2.08	2.35	2.28	2.41	2.00	1.84
College fair	2.68***	2.50	2.44	2.36	2.03	2.60***	2.40	2.40	2.01	1.84
Television	2.39	2.39	2.21	2.51	2.43	2.17	2.20	2.44	1.94	1.94
Radio	2.21	2.20	2.24	2.28	2.14	2.03	1.90	2.21	1.73	1.72
Direct Mail	2.46***	2.33	2.27	2.2	2.04	2.36***	2.20	2.24	1.84	1.76
Email	2.52***	2.37	2.45	2.24	2.04	2.34***	2.15	2.27	1.79	1.70
Brochures and pamphlets	2.57*	2.51	2.27	2.47	2.18	2.52*	2.40	2.45	2.15	1.98
Magazines	2.27	2.26	2.41	2.31	2.14	2.10	2.04	2.27	1.83	1.77
Signs, Posters, Billboards	2.37	2.39	2.17	2.46	2.30	2.18	2.14	2.41	1.84	1.75
Text messages	2.43**	2.33	2.76	2.19	1.98	2.16***	2.03	2.17	1.55	1.49
School counselor	2.75	2.72	2.86	2.73	2.26	2.66	2.65	2.76	2.22	1.93
Family	2.79	2.78	2.78	2.94	2.79	2.77	2.72	2.86	2.52	2.42
GEAR UP Staff	2.81*	2.75	2.78	2.86	1.97	2.68	2.63	2.78	2.34	1.69
College admission representatives	2.69	2.58	2.57	2.54	2.06	2.55**	2.39	2.57	2.01	1.81
Social media	2.57	2.53	--	--	--	2.44	2.36	--	--	--
Overall	2.55**	2.48	2.46	2.48	2.18	2.50	2.43	2.46	2.17	2.07

Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, Year 2 WV GEAR UP Student Survey, Year 1 WV GEAR UP Student Survey, Year 5 WV GEAR UP Parent Survey, Year 4 WV GEAR UP Parent Survey, Year 3 WV GEAR UP Parent Survey, Year 2 WV GEAR UP Parent Survey, and Year 1 WV GEAR UP Parent Survey

-- Indicates that question was not administered in the survey that year.

*Statistically significant compared to Year 4 ($p < .05$); **Statistically significant compared to Year 4 ($p < .01$);

***Statistically significant compared to Year 4 ($p < .001$).

4. College-Going Self-Efficacy and Outcomes-Expectations

Table B.4.1 Cohort Student College-Going Self-Efficacy and Outcomes-Expectations

	Year 5	Year 4	Year 3	Year 2	Year 1
Overall Self-Efficacy	3.54**	3.47	3.43	3.51	--
Overall Outcomes-Expectations	3.61*	3.55	3.60	3.69	--

Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, Year 2 WV GEAR UP Student Survey, and Year 1 WV GEAR UP Student Survey

-- Indicates that question was not administered in the survey that year.

*Statistically significant compared to Year 4 ($p < .05$); **Statistically significant compared to Year 4 ($p < .01$).

5. College Preparation Activities

5.1 Test Preparation Participation

B.5.1 Cohort Student Participation in SAT/ACT Test Preparation

Percentage of cohort students who participated in SAT/ACT test preparation	62%
Type of SAT/ACT test preparation participated in	
Khan Academy	63%
Testive	39%
Test prep books	37%
Other online sources	29%
Other	0%
Level of helpfulness of test preparation activity	
Extremely helpful	21%
Moderately helpful	43%
Slightly helpful	29%
Not at all helpful	8%

Source: Year 5 WV GEAR UP Student Survey

Appendix C: Priority Student Outcomes Tables

1. Characteristics of Respondents

Table C.1.1 Priority Student Response Rates

	Year 5	Year 3	Year 1
Total Respondents	1,383	1,329	1,207
Total Surveys Administered	1,789	2,014	1,866
Percentage Responding	77%	66%	65%

Sources: Year 5 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, and Year 1 WV GEAR UP Student Survey

Table C.1.2 Priority Student Demographics

Race	Year 5	Year 3
Asian	<1%	<1%
American Indian or Alaska Native	1%	1%
Black or African American	5%	4%
Native Hawaiian or Other Pacific Islander	<1%	<1%
White	91%	91%
Two or more races	3%	3%
Ethnicity		
Hispanic or Latino	4%	4%
Gender		
Female	50%	52%
Male	50%	47%
Other	1%	1%
Language Spoken at Home		
English	>99%	>99%
Spanish	<1%	1%
Other	0%	0%
Family Income		
<i>(Including Those Who Did Not Report)</i>		
\$30,000 or less	26%	26%
\$30,001-\$60,000	20%	22%
\$60,001-\$100,000	16%	14%
More than \$100,000	7%	6%
I don't know/I'd rather not say/Not reported	31%	33%
<i>(Including Only Those Who Did Report)</i>		
\$30,000 or less	37%	39%
\$30,001-\$60,000	29%	32%
\$60,001-\$100,000	23%	21%
More than \$100,000	11%	8%
Highest Level of Education of Mother or Female Guardian		
Less than a 2-year degree	71%	64%
2-year degree or higher	20%	28%
Don't know	9%	8%
Highest Level of Education of Father or Feale Guardian		
Less than a 2-year degree	74%	72%
2-year degree or higher	11%	16%
Don't know	14%	12%
Siblings in College		
0	54%	53%
1	26%	27%

2	9%	9%
3	2%	3%
4	1%	1%
5 or more	<1%	1%
No Other Siblings/Children	8%	8%
Did Not Have Enough Food to Eat...		
<i>In the Past 12 Months</i>		
Often true	2%	--
Sometimes true	8%	--
Never true	91%	--
<i>In the Past 30 Days</i>		
Often true	2%	--
Sometimes true	6%	--
Never true	92%	--

Sources: Year 5 WV GEAR UP Student Survey and Year 3 WV GEAR UP Student Survey

Note: Percentages may not sum to 100 due to rounding.

-- Indicates that question was not administered in the survey that year.

2. Educational Goals, Aspirations, and Academic Confidence

2.1 Plans to Continue Education after High School

Table C.2.1 Priority Student Plans to Continue Education After High School

	Year 5	Year 3	Year 1
Percentage of Students Who Plan to Continue Their Education	85%*	89%	90%

Sources: Year 5 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, and Year 1 WV GEAR UP Student Survey

*Statistically significant compared to Year 3 ($p < .01$).

Table C.2.2 Priority Student Reasons for Not Continuing Education

What, if anything, may prevent you from continuing your education after high school (select all that apply)	Year 5
My grades aren't good enough	17%
It costs too much/I can't afford it	36%
I need to work	19%
I want to work	18%
Family issues	9%
I plan to enlist in the military	8%
Other	0%
N/A: I am pretty confident that I will be able to continue my education	41%

Source: Year 5 WV GEAR UP Student Survey

2.2 Academic Confidence

Table C.2.3 Priority Student Mean Confidence Scores

	Year 5	Year 3	Year 1
Math	1.91	1.94	2.03
English/Language Arts	2.18*	2.29	2.28
Science	2.04	2.17	2.12
Study Skills	2.01	2.11	2.09
College Courses	2.06*	2.31	2.29
Entrance Exams	1.99	--	--
Overall	2.03	2.05	2.16

Sources: Year 5 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, and Year 1 WV GEAR UP Student Survey

-- Indicates that question was not administered in the survey that year.

*Statistically significant compared to Year 3 ($p < .01$).

2.3 Educational Aspirations/Expectations

Table C.2.4 Priority Student Educational Aspirations/Expectations

	Year 5	Year 3	Year 1
Aspire postsecondary education	90%	92%	93%
Expect postsecondary education	87%	89%	90%

Sources: Year 5 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, and Year 1 WV GEAR UP Student Survey

-- Indicates that question was not administered in the survey that year.

3. College Entrance Requirements, Cost, and Financial Aid

3.1 Beliefs about College and Interactions with GEAR UP Staff

Table C.3.1 Percentage of Priority Students Who Have Spoken with Someone about College Entrance Requirements and the Availability of Financial Aid to Help Pay for College

	Year 5	Year 3	Year 1
Spoken about college entrance requirements	72%	72%	71%
Spoken about financial aid	76%*	81%	76%

Sources: Year 5 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, and Year 1 WV GEAR UP Student Survey

-- Indicates that question was not administered in the survey that year.

*Statistically significant compared to Year 3 ($p < .05$).

3.2 Perceived Knowledge of Financial Aid/Costs and Benefits of College

Table C.3.2 Priority Student Interactions with GEAR UP Staff and Knowledge about College and Financial Aid

	Year 5	Year 3	Year 1
Knowledgeable about financial aid and the costs and benefits of a college education	81%	80%	73%

Sources: Year 5 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, and Year 1 WV GEAR UP Student Survey

3.3 Perceptions of Affordability and Cost

Table C.3.3 Percentage of Priority Students Who Correctly Estimated the Cost of Postsecondary Education

Postsecondary Education	Year 5	Year 3	Year 1
Four-year college/university	38%*	23%	24%
<i>Percentage who overestimated</i>	78%	90%	95%
<i>Percentage who underestimated</i>	22%	11%	5%
Community/technical college	40%*	24%	22%
<i>Percentage who overestimated</i>	80%	100%	37%
<i>Percentage who underestimated</i>	20%	0%	64%

Source: Year 5 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, and Year 1 WV GEAR UP Student Survey

Note: Percentages may not sum to 100 due to rounding.

*Statistically significant compared to Year 3 ($p < .001$).

Table C.3.4 Percentage of Priority Students Who Correctly Estimated the Amount of Financial Aid Available Through Federal Pell Grants, WVHEG, and the PROMISE Scholarship Correct Response Rates for Financial Aid

Financial Aid Type	Year 5	Year 3
Federal Pell Grant	22%*	17%
<i>Percentage who overestimated</i>	10%	20%
<i>Percentage who underestimated</i>	90%	80%
WVHEG	27%*	17%
<i>Percentage who overestimated</i>	88%	85%
<i>Percentage who underestimated</i>	13%	15%
PROMISE Scholarship	38%*	28%
<i>Percentage who overestimated</i>	47%	53%
<i>Percentage who underestimated</i>	54%	47%

Sources: Year 5 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, and Year 1 WV GEAR UP Student Survey

Note: Percentages may not sum to 100 due to rounding.

*Statistically significant compared to Year 3 ($p < .001$).

Table C.3.5 Percentage of Priority Students Who Believe They Probably or Definitely Could Afford Postsecondary Education

	Year 5	Year 3	Year 1
<i>Probably or Definitely could afford to attend a four-year college/university</i>	62%	62%	59%
<i>Probably or Definitely could afford to attend a community/technical college</i>	72%	72%	68%
<i>Probably or Definitely could afford to attend a career/technical center</i>	71%	71%	68%

Sources: Year 5 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, and Year 1 WV GEAR UP Student Survey

3.4 Awareness of Postsecondary Education Topics and Importance of Various Sources in Gathering Information about Postsecondary Education Options

Table C.3.6 Priority Student Awareness of Postsecondary Education Topics Means

Topic	Year 5	Year 3	Year 1
FAFSA	3.05	3.08	2.65
529	2.15*	2.06	1.90
ACT/SAT	3.26	3.28	3.25
WVHEG	2.54	2.49	2.20
Pell	2.49	2.44	2.17
Loans	2.70	2.66	2.45
Work-Study	2.42	2.41	2.11
Scholarships	3.06	3.10	2.97
College Entrance Requirements	3.03	3.07	2.92
Importance/Benefit of College Education	3.20	3.24	3.19
High School Graduation Requirements	3.33	3.36	3.37
Overall	2.59	2.64	2.65

Sources: Year 5 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, and Year 1 WV GEAR UP Student Survey

*Statistically significant compared to Year 3 ($p < .05$).

Table C.3.7 Priority Student Importance of Various Sources in Gathering Information about Postsecondary Education Options Means

Topic	Year 5	Year 3	Year 1
College website	2.93	2.98	2.83
CFWV	2.70	2.76	2.61
Other college planning website	2.59	2.61	2.41
College fair	2.88	2.87	2.64
Television	2.33	2.32	2.28
Radio	2.16	2.18	2.08
Direct Mail	2.68	2.75	2.63
Email	2.77	2.83	2.63
Brochures and pamphlets	2.70	2.70	2.61
Magazines	2.28	2.26	2.19
Signs, Posters, Billboards	2.34	2.32	2.23
Text messages	2.46*	2.35	2.11
School counselor	2.84*	2.93	2.75
Family	2.78	2.82	2.77
GEAR UP Staff	2.42*	2.53	2.18
College admission representatives	2.80*	2.84	2.64
Social media	2.59	--	--
Overall	2.60	2.63	2.47

Sources: Year 5 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, and Year 1 WV GEAR UP Student Survey

-- Indicates that question was not administered in the survey that year.

*Statistically significant compared to Year 3 ($p < .05$).

4. College-Going Self-Efficacy and Outcomes-Expectations

Table C.4.1 Priority Student College-Going Self-Efficacy and Outcomes-Expectations

	Year 5	Year 3	Year 1
Overall Self-Efficacy	3.53	3.59	--
Overall Outcomes-Expectations	3.55	3.62	--

Sources: Year 5 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, and Year 1 WV GEAR UP Student Survey

-- Indicates that question was not administered in the survey that year.

5. College Preparation Activities

5.1 Test Preparation

Table C.5.1 Priority Student Participation in SAT/ACT Test Preparation in Year 5

Percentage of cohort students who participated in SAT/ACT test preparation	74%
Type of SAT/ACT test preparation participated in	
Khan Academy	64%
Testive	8%
Test prep books	40%
Other online sources	32%
Other	0%
Level of helpfulness of test preparation activity	
Extremely helpful	13%
Moderately helpful	40%
Slightly helpful	36%
Not at all helpful	11%

Source: Year 5 WV GEAR UP Student Survey

5.2 Participation in the SAT and ACT

Table C.5.2 Priority Student Participation in the SAT and ACT in Year 5

Number of Times Students Participated in the SAT	
0 times	11%
1 time	81%
2 times	6%
2 or more times	2%
Number of Times Students Participated in the ACT	
0 times	49%
1 time	29%
2 times	12%
2 or more Times	10%
Participation in the ACT and/or SAT	
Student participated in the SAT <i>or</i> ACT	47%
Student participated in the SAT <i>and</i> ACT	45%
Student participated in <i>neither</i> SAT nor ACT	8%
Students Who Plan To Retake the SAT and/or ACTSAT/ACT	63%

Source: Year 5 WV GEAR UP Student Survey

5.3 FAFSA and College Application Completion

Table C.5.3 Priority Student FAFSA Completion

FAFSA Completion	Year 5	Year 3	Year 1
No, and I do not plan to complete the FAFSA this academic year	44%	39%	62%
No, but I plan to complete the FAFSA this academic year	14%	14%	38%
Yes	43%	48%	6%

Sources: Year 5 WV GEAR UP Student Survey, Year 3 WV GEAR UP Student Survey, and Year 1 WV GEAR UP Student Survey

Note: Percentages may not sum to 100 due to rounding.

Table C.5.4 Number of College Applications Submitted by Priority Students

Number	Year 5	Year 3
0, and I do not plan to complete any this academic year	13%	12%
0, but I plan to complete one or more this academic year	20%	20%
1	18%	17%
2 or more	49%	50%

Sources: Year 5 WV GEAR UP Parent Survey, Year 3 WV GEAR UP Parent Survey, and Year 1 WV GEAR UP Parent Survey

Note: Percentages may not sum to 100 due to rounding.

Appendix D: Sustainability Outcome Tables

1. Characteristics of Respondents

Table D.1.1 GEAR UP Schools by Sub-Group

Sub-Group 1	
GEAR UP schools that do not currently serve priority students and did not participate in the previous grant	
Pikeview High School	Princeton Senior High School
Sub-Group 2	
GEAR UP schools that did not participate in the previous grant, but serve priority students	
Van Junior/Senior High School	Bluefield High School
Meadow Bridge High	Montcalm High School
Midland Trail High School	Nicholas County High School
Oak Hill High School	Richwood High School
Valley High School	Wahama High School
Hannan High School	Point Pleasant Junior/Senior High School
Sub-Group 3	
GEAR UP schools that do not currently serve priority students, but participated in the previous grant	
Scott High School	Wyoming County East High School
Sherman High School	
Sub-Group 4	
GEAR UP schools that currently serve priority students and were part of the previous grant	
Mingo Central Comprehensive High School	Wirt High School
Tug Valley High School	Webster County High School
Summers High School	Westside High School

Table D.1.2 Year 3 R-Comp and Year 5 F-Comp Student Response Rates

	Overall		Sub-Group 1		Sub-Group 2		Sub-Group 3		Sub-Group 4	
	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp
Total Respondents	1,918	2,049	160	235	1,024	990	312	355	422	469
Total Surveys Administered	2,869	2,716	450	406	1,295	1,185	436	418	707	707
Percentage Responding	67%	75%	36%	58%	79%	84%	72%	85%	60%	66%

Sources: Year 5 WV GEAR UP Student Survey and Year 3 WV GEAR UP Student Survey

Table D.1.3 Year 3 R-Comp and Year 5 F-Comp Parent Response Rates

	Overall	
	R-Comp	F-Comp
Total Respondents	483	699
Total Surveys Administered	2,869	2,716
Percentage Responding	17%	26%

Sources: Year 5 WV GEAR UP Parent Survey and Year 3 WV GEAR UP Parent Survey.

Table D.1.4 Year 3 R-Comp and Year 5 F-Comp Student Demographics

Race	Overall		Sub-Group 1		Sub-Group 2		Sub-Group 3		Sub-Group 4	
	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp
Asian	1%	<1%	0%	1%	<1%	<1%	<1%	<1%	1%	<1%
American Indian or Alaska Native	1%	1%	1%	1%	1%	1%	1%	1%	2%	1%
Black or African American	4%	4%	4%	4%	6%	5%	2%	3%	<1%	1%
Native Hawaiian or Other Pacific Islander	<1%	0%	0%	0%	<1%	0%	<1%	0%	94%	0%
White	91%	91%	94%	91%	89%	88%	93%	94%	3%	94%
Two or more races	4%	4%	1%	4%	4%	5%	3%	3%	1%	4%
Ethnicity										
Hispanic or Latino	5%	5%	1%	7%	4%	6%	5%	6%	6%	5%
Gender										
Female	49%	49%	43%	49%	47%	49%	48%	48%	48%	50%
Male	50%	50%	56%	51%	52%	50%	50%	51%	51%	48%
Other	0%	1%	1%	0%	1%	1%	2%	1%	1%	1%
Language Spoken at Home										
English	99%	99%	100%	98%	99%	99%	99%	99%	100%	100%
Spanish	1%	1%	0%	2%	1%	1%	1%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Family Income										
<i>(Including Those Who Did Not Report)*</i>										
\$30,000 or less	14%	15%	10%	12%	14%	14%	13%	15%	14%	17%
\$30,001-\$60,000	17%	19%	21%	16%	17%	18%	17%	17%	20%	23%
\$60,001-\$100,000	14%	18%	16%	18%	15%	17%	17%	18%	13%	18%
More than \$100,000	8%	8%	8%	8%	8%	8%	9%	10%	7%	5%
I don't know/I'd rather not say/Not reported	47%	40%	45%	46%	47%	44%	44%	39%	47%	37%
<i>(Including Only Those Who Did Report)</i>										
\$30,000 or less	27%	25%	18%	21%	27%	25%	23%	25%	26%	27%
\$30,001-\$60,000	32%	32%	39%	30%	31%	32%	31%	29%	37%	37%



Race	Overall		Sub-Group 1		Sub-Group 2		Sub-Group 3		Sub-Group 4	
	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp
\$60,001-\$100,000	27%	30%	28%	34%	28%	30%	31%	30%	24%	28%
More than \$100,000	14%	13%	15%	14%	14%	14%	16%	16%	13%	8%
Highest Level of Education of Mother or Female Guardian										
Less than a 2-year degree	61%	62%	60%	59%	58%	58%	62%	62%	75%	70%
2-year degree or higher	23%	24%	31%	28%	26%	26%	23%	25%	9%	11%
Don't know	16%	14%	9%	13%	16%	16%	15%	13%	16%	19%
Highest Level of Education of Father or Male Guardian*										
Less than a 2-year degree	66%	67%	67%	59%	61%	64%	67%	66%	63%	67%
2-year degree or higher	12%	13%	17%	18%	15%	15%	13%	15%	21%	20%
Don't know	22%	20%	16%	23%	24%	21%	19%	19%	15%	14%
Siblings in College										
0	55%	56%	55%	54%	55%	54%	55%	53%	56%	62%
1	24%	25%	25%	27%	23%	26%	25%	28%	23%	21%
2	8%	8%	8%	6%	8%	9%	8%	6%	8%	8%
3	3%	2%	1%	4%	3%	2%	2%	4%	3%	2%
4	1%	1%	0%	1%	1%	1%	<1%	1%	1%	2%
5 or more	1%	1%	1%	2%	1%	2%	1%	8%	1%	1%
No Other Siblings	8%	7%	11%	7%	8%	7%	9%	7%	8%	5%
Did Not Have Enough Food to Eat...										
<i>In the Past 12 Months</i>										
Often true	--	2%	--	1%	--	1%	--	2%	--	2%
Sometimes true	--	7%	--	6%	--	5%	--	7%	--	9%
Never true	--	92%	--	92%	--	94%	--	91%	--	89%
<i>In the Past 30 Days</i>										
Often true	--	2%	--	1%	--	1%	--	2%	--	3%
Sometimes true	--	5%	--	6%	--	5%	--	6%	--	5%
Never true	--	93%	--	94%	--	94%	--	92%	--	93%

Sources: Year 5 WV GEAR UP Student Survey and Year 3 WV GEAR UP Student Survey.

Note: Percentages may not sum to 100 due to rounding.

-- Indicates that question was not administered in the survey that year.

* Statistically significant compared to R-Comp ($p < .001$).

Table D.1.5 Year 3 R-Comp and Year 5 F-Comp Parent Demographics

Race	Overall	
	R-Comp	F-Comp
Asian	<1%	0%
American Indian or Alaska Native	<1%	<1%
Black or African American	2%	2%
Native Hawaiian or Other Pacific Islander	<1%	0%
White	96%	97%
Two or more races	2%	<1%
Ethnicity		
Hispanic or Latino	4%	2%
Language Spoken at Home		
English	100%	99%
Spanish	<1%	1%
Other	0%	0%
Family Income		
<i>(Including Only Those Who Did Report)</i>		
\$30,000 or less	30%	25%
\$30,001-\$60,000	34%	33%
\$60,001-\$100,000	25%	29%
More than \$100,000	11%	14%
Highest Level of Education of Mother or Female Guardian		
Less than a 2-year degree	67%	72%
2-year degree or higher	33%	28%
Don't know	0%	0%
Highest Level of Education of Father or Male Guardian		
Less than a 2-year degree	77%	78%
2-year degree or higher	23%	22%
Don't know	0%	0%
Children in College*		
0	59%	58%
1	22%	22%
2	5%	4%
3	2%	1%
4	0%	1%
5 or more	1%	<1%
No Other Children	11%	14%
Relationship to Student¹		
Parent or Guardian	91%	--
Grandparent	6%	4%

Race	Overall	
	R-Comp	F-Comp
Step/Foster Parent	3%	3%
Parent	--	90%
Legal Guardian	--	8%
Other	<1%	0%

Sources: Year 5 WV GEAR UP Parent Survey and Year 3 WV GEAR UP Parent Survey.

Note: Percentages may not sum to 100 due to rounding.

¹ Survey respondents in Year 5 were asked to select all options that applied and asked to select the best option.

-- Indicates that question was not administered in the survey that year.

* Statistically significant compared to R-Comp ($p < .001$).

2. Educational Goals, Aspirations, and Academic Confidence

2.1 Plans to Continue Education after High School

Table D.2.1. Year 3 R-Comp and Year 5 F-Comp Student Plans to Continue Education After High School

	Overall		Sub-Group 1		Sub-Group 2		Sub-Group 3		Sub-Group 4	
	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp
Percentage of Students Who Plan to Continue Their Education	89%	88%	90%	98%	89%	89%	90%	89%	86%	84%

Sources: Year 5 WV GEAR UP Student Survey and Year 3 WV GEAR UP Student Survey.

Table D.2.2 Year 5 F-Comp Student Reasons for Not Continuing Education

What, if anything, may prevent you from continuing your education after high school (select all that apply)	F-Comp				
	Overall	Sub-Group 1	Sub-Group 2	Sub-Group 3	Sub-Group 4
My grades aren't good enough	22%	21%	20%	22%	24%
It costs too much/I can't afford it	35%	38%	36%	35%	34%
I need to work	15%	17%	14%	17%	19%
I want to work	19%	18%	17%	22%	22%
Family issues	11%	13%	11%	13%	8%
I plan to enlist in the military	11%	14%	12%	12%	11%
N/A: I am pretty confident that I will be able to continue my education	38%	35%	39%	39%	31%

Source: Year 5 WV GEAR UP Student Survey.

Table D.2.3 Year 3 R-Comp and Year 5 F-Comp Student Mean Confidence Scores

	Overall		Sub-Group 1		Sub-Group 2		Sub-Group 3		Sub-Group 4	
	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp
Math	2.00	1.97	1.92	1.98	2.05	2.04	2.03	1.95	1.88	1.84
English/Language Arts	2.22	2.14***	2.44	2.14***	2.25	2.15***	2.32	2.16***	2.17	2.11
Science	2.05	2.03	1.95	1.95	2.08	2.03	2.01	2.15*	2.09*	2.00
Study Skills	2.00	2.00	1.97	2.02	2.01	2.04	2.02	2.00	2.00	1.97
College Courses	2.09	2.06	2.21	2.11	2.12	2.09	2.17	2.08	2.03	1.98
College Entrance Exams	--	1.99	--	1.97	--	2.01	--	1.97*	--	1.96
Overall	2.07	2.02**	2.10	2.01	2.09	2.05	2.10	2.03	2.04*	1.97

Sources: Year 5 WV GEAR UP Student Survey and Year 3 WV GEAR UP Student Survey.

-- Indicates that question was not administered in the survey that year.

*Statistically significant compared to R-Comp ($p < .05$); **Statistically significant compared to R-Comp ($p < .01$); ***Statistically significant compared to R-Comp ($p < .001$).

2.2 Educational Aspirations/Expectations

Table D.2.4 Year 3 R-Comp and Year 5 F-Comp Student Educational Aspirations and Expectations

	Overall		Sub-Group 1		Sub-Group 2		Sub-Group 3		Sub-Group 4	
	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp
Aspire postsecondary education	91%	91%	89%	91%	91%	91%	91%	91%	88%	88%
Expect postsecondary education	87%	88%	88%	87%	88%	88%	88%	87%	86%	84%

Sources: Year 5 WV GEAR UP Student Survey and Year 3 WV GEAR UP Student Survey.

Table D.2.5 Year 3 R-Comp and Year 5 F-Comp Parent Educational Aspirations and Expectations

	Overall	
	R-Comp	F-Comp
Aspire postsecondary education	88%	89%
Expect postsecondary education	92%	95%

Sources: Year 5 WV GEAR UP Parent Survey and Year 3 WV GEAR UP Parent Survey.

3. College Entrance Requirements, Cost, and Financial Aid

3.1 Beliefs about College and Interactions with GEAR UP Staff

Table D.3.1 Percentage Year 3 R-Comp and Year 5 F-Comp of Students Who Have Spoken with Someone about College Entrance Requirements and the Availability of Financial Aid to Help Pay for College

	Overall		Sub-Group 1		Sub-Group 2		Sub-Group 3		Sub-Group 4	
	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp
Spoken about college entrance requirements	47%	57%**	50%	50%	48%	57%**	52%	55%	42%	59%**
Spoken about availability of financial aid to pay for college	40%	52%**	31%	42%*	39%	48%**	43%	64%**	39%	56%**

Sources: Year 5 WV GEAR UP Student Survey and Year 3 WV GEAR UP Student Survey.

*Statistically significant compared to R-Comp ($p < .01$); **Statistically significant compared to R-Comp ($p < .001$).

Table D.3.2 Percentage Year 3 R-Comp and Year 5 F-Comp of Parents Who Have Spoken with Someone about College Entrance Requirements and the Availability of Financial Aid to Help Pay for College

	Overall	
	R-Comp	F-Comp
Spoken about college entrance requirements	35%	34%
Spoken about availability of financial aid to pay for college	36%	32%

Sources: Year 5 WV GEAR UP Parent Survey and Year 3 WV GEAR UP Parent Survey.

Table D.3.3 Year 3 R-Comp and Year 5 F-Comp Parent Perceptions About College

	Overall	
	R-Comp	F-Comp
Talked with student about attending college	94%	88%
Agree or Strongly Agree attending college is important to my student's career goal and future	96%*	91%
Disagree or Strongly Disagree it's too early to think about my student going to college	89%**	87%

Sources: Year 5 WV GEAR UP Parent Survey, Year 4 WV GEAR UP Parent Survey, Year 3 WV GEAR UP Parent Survey, Year 2 WV GEAR UP Parent Survey, and Year 1 WV GEAR UP Parent Survey.

* Statistically significant compared to R-Comp ($p < .05$); ** Statistically significant compared to R-Comp ($p < .01$).

3.2 Perceived Knowledge of Financial Aid/Costs and Benefits of College

Table D.3.4 Percentage Year 3 R-Comp and Year 5 F-Comp Student Knowledge about College and Financial Aid

	Overall		Sub-Group 1		Sub-Group 2		Sub-Group 3		Sub-Group 4	
	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp
Knowledgeable about financial aid and the costs and benefits of a college education	54%	59%*	52%	54%	54%	57%	55%	60%	52%	61%*

Sources: Year 5 WV GEAR UP Student Survey and Year 3 WV GEAR UP Student Survey.

*Statistically significant compared to R-Comp ($p < .01$).

Table D.3.5 Percentage Year 3 R-Comp and Year 5 F-Comp Parent Knowledge about College and Financial Aid

	Overall	
	R-Comp	F-Comp
Knowledgeable about financial aid and the costs and benefits of a college education	68%	62%*

Sources: Year 5 WV GEAR UP Parent Survey and Year 3 WV GEAR UP Parent Survey.

*Statistically significant compared to R-Comp ($p < .05$).

3.3 Perceptions of Affordability and Cost

Table D.3.6 Percentage of Year 3 R-Comp and Year 5 F-Comp of Students Who Correctly Estimated the Cost of Postsecondary Education

School Type	Overall		Sub-Group 1		Sub-Group 2		Sub-Group 3		Sub-Group 4	
	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp
Four-year college/university	20%	33%*	22%	23%	21%	28%*	19%	40%*	20%	41%*
<i>Percentage who overestimated</i>	90%	77%	93%	82%	91%	82%	93%	74%	88%	73%
<i>Percentage who underestimated</i>	10%	23%	7%	18%	9%	18%	7%	26%	12%	27%
Community/technical college	20%	30%*	16%	19%	20%	26%*	17%	28%*	20%	34%*
<i>Percentage who overestimated</i>	100%	84%	100%	87%	100%	87%	100%	81%	100%	84%
<i>Percentage who underestimated</i>	0%	16%	0%	13%	0%	13%	0%	19%	0%	16%

Sources: Year 5 WV GEAR UP Student Survey and Year 3 WV GEAR UP Student Survey.

Note: Percentages may not sum to 100 due to rounding.

*Statistically significant compared to R-Comp ($p < .001$).

Table D.3.7 Percentage of Year 3 R-Comp and Year 5 F-Comp of Parents Who Correctly Estimated the Cost of Postsecondary Education

School Type	Overall	
	R-Comp	F-Comp
Four-year college/university	19%	38%*
<i>Percentage who overestimated</i>	95%	74%
<i>Percentage who underestimated</i>	5%	26%
Community/technical college	17%	41%*
<i>Percentage who overestimated</i>	100%	83%
<i>Percentage who underestimated</i>	0%	17%

Sources: Year 5 WV GEAR UP Parent Survey and Year 3 WV GEAR UP Parent Survey.

Note: Percentages may not sum to 100 due to rounding.

*Statistically significant compared to R-Comp ($p < .001$).

Table D.3.8 Percentage of Year 3 R-Comp and Year 5 F-Comp of Students Who Correctly Estimated the Amount of Financial Aid Available through Federal Pell Grants, WVHEG, and the PROMISE Scholarship Correct Response Rates for Financial Aid

Financial Aid Type	Overall		Sub-Group 1		Sub-Group 2		Sub-Group 3		Sub-Group 4	
	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp
Federal Pell Grant	14%	22%***	15%	7%*	16%	20%*	14%	30%***	11%	21%***
<i>Percentage who overestimated</i>	21%	11%	19%	10%	20%	12%	20%	11%	21%	10%
<i>Percentage who underestimated</i>	80%	89%	81%	90%	80%	88%	80%	89%	79%	90%
WVHEG	15%	27%***	19%	12%	16%	22%***	17%	35%***	14%	29%***
<i>Percentage who overestimated</i>	86%	90%	89%	89%	87%	90%	89%	90%	21%	10%
<i>Percentage who underestimated</i>	14%	10%	11%	11%	13%	10%	11%	10%	79%	90%
PROMISE Scholarship	19%***	29%	19%	21%	21%	24%**	20%	36%***	14%	32%***
<i>Percentage who overestimated</i>	53%	53%	53%	67%	54%	57%	55%	50%	53%	50%
<i>Percentage who underestimated</i>	47%	47%	47%	39%	46%	43%	45%	50%	47%	51%

Sources: Year 5 WV GEAR UP Student Survey and Year 3 WV GEAR UP Student Survey.

Note: Percentages may not sum to 100 due to rounding.

*Statistically significant compared to R-Comp ($p < .05$); **Statistically significant compared to R-Comp ($p < .01$); ***Statistically significant compared to R-Comp ($p < .001$).

Table D.3.9 Percentage of Year 3 R-Comp and Year 5 F-Comp of Parents Who Correctly Estimated the Amount of Financial Aid Available through Federal Pell Grants, WVHEG, and the PROMISE Scholarship Correct Response Rates for Financial Aid

Financial Aid Type	Overall	
	R-Comp	F-Comp
Federal Pell Grant	20%	18%
<i>Percentage who overestimated</i>	19%	7%
<i>Percentage who underestimated</i>	81%	93%
WVHEG	17%	32%*
<i>Percentage who overestimated</i>	76%	68%
<i>Percentage who underestimated</i>	24%	33%
PROMISE Scholarship	21%	31%*
<i>Percentage who overestimated</i>	44%	35%
<i>Percentage who underestimated</i>	56%	65%

Sources: Year 5 WV GEAR UP Parent Survey and Year 3 WV GEAR UP Parent Survey.
 Note: Percentages may not sum to 100 due to rounding.
 *Statistically significant compared to R-Comp ($p < .001$).

Table D.3.10 Percentage of Year 3 R-Comp and Year 5 F-Comp Students Who Believe They Probably or Definitely Afford Could Postsecondary Education

	Overall		Sub-Group 1		Sub-Group 2		Sub-Group 3		Sub-Group 4	
	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp
<i>Probably or Definitely could afford to attend a four-year college/university</i>	60%	64%	67%	63%	60%	65%	64%	64%	60%	58%
<i>Probably or Definitely could afford to attend a community/technical college</i>	67%	68%	72%	65%	66%	67%	72%	70%	64%	66%
<i>Probably or Definitely could afford to attend a career/technical center</i>	69%	69%	72%	68%	68%	69%	74%	72%	67%	66%

Sources: Year 5 WV GEAR UP Student Survey and Year 3 WV GEAR UP Student Survey.

Table D.3.11 Percentage of Year 3 R-Comp and Year 5 F-Comp Parents Who Believe They Probably or Definitely Afford Postsecondary Education

	Overall	
	R-Comp	F-Comp
<i>Probably or Definitely</i> could afford to attend a four-year college/university	63%	64%
<i>Probably or Definitely</i> could afford to attend a community/technical college	74%	74%*
<i>Probably or Definitely</i> could afford to attend a career/technical center	75%	76%

Sources: Year 5 WV GEAR UP Parent Survey and Year 3 WV GEAR UP Parent Survey.

*Statistically significant compared to R-Comp ($p < .001$).

3.4 Awareness of Postsecondary Education Topics and Importance of Various Sources in Gathering Information about Postsecondary Education Options

Table D.3.12 Year 3 R-Comp and Year 5 F-Comp Student Awareness of Postsecondary Education Topics Means

Topic	Overall		Sub-Group 1		Sub-Group 2		Sub-Group 3		Sub-Group 4	
	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp
FAFSA	2.01	2.09**	1.87	1.88	2.04	2.02	1.87	2.37***	2.09	2.24*
College savings plan/529	1.87	1.88	1.72	1.68	1.85	1.89	1.78	1.2.02**	1.94	1.92
ACT/SAT	2.71	2.74	2.99	2.76*	2.77	2.38	2.70	2.81	2.60	2.70
WVHEG	1.96	2.05***	1.92	1.87	1.97	2.06*	1.91	2.20**	1.97	2.11*
Federal Pell grant	1.80	1.89***	1.68	1.63	1.78	21.91*	1.73	1.06**	1.82	1.95*
Student loans	2.20	2.31***	2.30	2.25	2.22	2.30*	2.19	2.39***	2.20	2.32
Work-study	1.87	1.95*	1.84	1.71	1.88	1.94	1.83	2.18**	1.87	1.99
Scholarships	2.73	2.79	2.94	2.77	2.74	2.77	2.76	2.92	2.65	2.79*
College entrance requirements	2.53	2.52	2.80	2.46***	2.50	2.42	2.61	2.58	2.46	2.54
Importance/benefit of college education	2.92	2.93	3.19	2.93	2.96	2.93	3.05	2.97	2.82	2.90
High school graduation requirements	3.07	3.05	3.33	3.09	3.08	3.05	3.09	3.10	3.01	3.01
Overall	2.32	2.41***	2.30	2.31	2.31	2.42	2.32	2.20*	2.35	2.44

Sources: Year 5 WV GEAR UP Student Survey and Year 3 WV GEAR UP Student Survey.

*Statistically significant compared to R-Comp ($p < .05$); **Statistically significant compared to R-Comp ($p < .01$); ***Statistically significant compared to R-Comp ($p < .001$).

Table D.3.13 Year 3 R-Comp and Year 5 F-Comp Parent Awareness of Postsecondary Education Topics Means

Topic	Overall	
	R-Comp	F-Comp
FAFSA	2.68	2.64
College savings plan/529	2.37	2.25
ACT/SAT	2.93	2.77**
WVHEG	2.41	2.37
Federal Pell grant	2.53	2.38*
Student loans	2.67	2.53*
Work-study	2.41	2.28**
Scholarships	2.73	2.59*
College entrance requirements	2.75	2.65
Importance/benefit of college education	3.23	3.10*
High school graduation requirements	3.13	3.12
Overall	2.71	2.61*

Sources: Year 5 WV GEAR UP Parent Survey and Year 3 WV GEAR UP Parent Survey.

*Statistically significant compared to R-Comp ($p < .05$); **Statistically significant compared to R-Comp ($p < .01$).

Table D.3.14 Year 3 R-Comp and Year 5 F-Comp Student Importance of Various Sources in Gathering Information about Postsecondary Education Options Means

Resource	Overall		Sub-Group 1		Sub-Group 2		Sub-Group 3		Sub-Group 4	
	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp
College website	2.56	2.64**	2.68	2.59	2.58	2.63	2.62	2.69*	2.50	2.65*
CFWV	2.37	2.49***	2.27	2.27	2.37	2.45*	2.28	2.45**	2.36	2.46
Other college planning website	2.30	2.38*	2.30	2.22	2.28	2.38*	2.31	2.38*	2.34	2.43
College fair	2.27	2.39***	2.26	2.11	2.24	2.36**	2.27	2.31*	2.40	2.53
Television	2.32	2.38*	2.36	2.33	2.32	2.37	2.32	2.42*	2.36	2.37
Radio	2.12	2.13	2.12	2.07	2.11	2.12	2.11	2.16	2.16	2.16
Direct Mail	2.23	2.27	2.22	2.26	2.23	2.29	2.22	2.29	2.24	2.31
Email	2.26	2.27	2.24	2.27	2.26	2.32	2.28	2.34	2.24	2.38*
Brochures and pamphlets	2.39	2.44	2.45	2.30	2.40	2.42	2.42	2.54	2.38	2.49
Magazines	2.17	2.19	2.08	2.09	2.17	2.21	2.13	2.19	2.16	2.22
Signs, Posters, Billboards	2.29	2.33	2.34	2.20	2.29	2.30	2.29	2.45	2.33	2.36
Text messages	2.08	2.21***	1.99	2.17	2.07	2.20**	2.02	2.45***	2.15	2.21
School counselor	2.57	2.65***	2.49	2.48	2.57	2.61	2.58	2.65	2.54	2.70*
Family	2.75	2.89***	2.92	2.85	2.78	2.87*	2.84	2.92*	2.69	2.89**
GEAR UP Staff	2.15	2.40	2.01	2.00	2.09	2.27	2.12	2.50	2.26	2.56
College admission representatives	2.32	2.46***	2.22	2.37	2.28	2.45***	2.30	2.49**	2.40	2.51
Social media	--	2.53	--	2.44	--	2.52	--	2.59	--	2.48
Overall	2.32	2.41***	2.30	2.31	2.31	2.40***	2.32	2.43*	2.35	2.44

Sources: Year 5 WV GEAR UP Student Survey and Year 3 WV GEAR UP Student Survey.

*Statistically significant compared to R-Comp ($p < .05$); **Statistically significant compared to R-Comp ($p < .01$); ***Statistically significant compared to R-Comp ($p < .010$).

Table D.3.15 Percentage of Year 3 R-Comp and Year 5 F-Comp Parent Importance of Various Sources in Gathering Information about Postsecondary Education Options Means

Resource	Overall	
	R-Comp	F-Comp
College website	2.67	2.56
CFWV	2.45	2.30*
Other college planning website	2.30	2.23
College fair	2.35	2.80
Television	2.16	2.04*
Radio	2.02	1.93
Direct Mail	2.25	2.11*
Email	2.21	2.10
Brochures and pamphlets	2.32	2.27
Magazines	2.06	2.00
Signs, Posters, Billboards	2.07	2.08
Text messages	1.94	1.90
School counselor	2.48	2.46
Family	2.69	2.70
GEAR UP Staff	2.28	2.18
College admission representatives	2.36	2.30
Social media	--	2.20
Overall	2.40	2.30*

Sources: Year 5 WV GEAR UP Parent Survey and Year 3 WV GEAR UP Parent Survey.

-- Indicates that question was not administered in the survey that year.

*Statistically significant compared to R-Comp ($p < .05$).

4. College-Going Self-Efficacy and Outcomes-Expectations

Table D.4.1 Year 3 R-Comp and Year 5 F-Comp Student College-Going Self-Efficacy and Outcomes-Expectations

	Overall		Sub-Group 1		Sub-Group 2		Sub-Group 3		Sub-Group 4	
	R-Comp	F-Comp	R-Comp	F-Com	R-Comp	F-Comp	R-Comp	F-Comp	R-Comp	F-Comp
Overall Self-Efficacy	3.44	3.46	3.53	3.39	3.47	3.49	3.49	3.44	3.34	3.38
Overall Outcomes-Expectations	3.54	3.59	3.68	3.55	3.58	3.62	3.64	3.55	3.43	3.49

Sources: Year 5 WV GEAR UP Student Survey and Year 3 WV GEAR UP Student Survey.

Appendix E: Comparison by School for Select Outcomes

1. Perceptions of Cost to Attend College in West Virginia

Table E.1.1 Percentage of Students Who Correctly Estimated the Cost of a Four-Year College/University by School

	Cohort		Priority		Grade 10	
	Year 5	Year 4	Year 5	Year 3	F-Comp (Year 5)	R-Comp (Year 3)
Scott High School	63%	18%	--	--	60%	15%
Sherman High School	38%	19%	--	--	23%	13%
Van Junior/Senior High School	83%	41%	40%	40%	17%	12%
Meadow Bridge High School	75%	35%	31%	31%	97%	19%
Midland Trail High School	50%	21%	15%	15%	17%	19%
Oak Hill High School	30%	15%	16%	16%	16%	23%
Valley High School	38%	17%	19%	19%	18%	32%
Hannan High School	88%	15%	23%	23%	93%	23%
Point Pleasant Junior/Senior High School	26%	8%	22%	22%	14%	13%
Wahama High School	32%	30%	19%	19%	20%	10%
Bluefield High School	49%	19%	38%	38%	28%	37%
Montcalm High School	66%	23%	30%	30%	39%	18%
Pikeview High School	29%	20%	--	--	23%	25%
Princeton Senior High School	26%	20%	--	--	22%	20%
Mingo Central Comprehensive High School	63%	12%	24%	24%	38%	14%
Tug Valley High School	36%	15%	18%	18%	45%	13%
Nicholas County High School	23%	19%	17%	17%	22%	17%
Richwood High School	46%	21%	17%	17%	54%	16%
Summers County High School	60%	23%	42%	42%	28%	23%
Webster County High School	47%	20%	17%	17%	52%	16%
Wirt County High School	30%	15%	13%	13%	18%	14%
Westside High School	48%	24%	22%	22%	46%	23%
Wyoming County East High School	27%	24%	--	--	18%	21%
Overall	42%	19%	38%	23%	33%	20%

Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, and Year 3 WV GEAR UP Student Survey.

-- Indicates a school does not serve priority students.

Table E.1.2 Percentage of Students Who Correctly Estimated the Cost of a Community/Technical College by School

	Cohort		Priority		Grade 10	
	Year 5	Year 4	Year 5	Year 3	F-Comp (Year 5)	R-Comp (Year 3)
Scott High School	63%	38%	--	--	49%	15%
Sherman High School	38%	27%	--	--	26%	17%
Van Junior/Senior High School	75%	29%	33%	33%	33%	12%
Meadow Bridge High School	65%	54%	28%	28%	91%	13%
Midland Trail High School	50%	20%	21%	21%	18%	14%
Oak Hill High School	28%	21%	23%	23%	17%	19%
Valley High School	37%	35%	29%	29%	13%	16%
Hannan High School	84%	16%	13%	13%	88%	38%
Point Pleasant Junior/Senior High School	22%	18%	15%	15%	12%	16%
Wahama High School	35%	7%	17%	17%	21%	20%
Bluefield High School	50%	15%	36%	36%	30%	36%
Montcalm High School	64%	16%	21%	21%	36%	21%
Pikeview High School	28%	20%	--	--	20%	17%
Princeton Senior High School	25%	23%	--	--	19%	16%
Mingo Central Comprehensive High School	51%	17%	24%	24%	33%	20%
Tug Valley High School	37%	22%	22%	22%	43%	23%
Nicholas County High School	21%	10%	18%	18%	24%	15%
Richwood High School	39%	24%	21%	21%	34%	22%
Summers County High School	50%	22%	30%	30%	19%	22%
Webster County High School	41%	28%	14%	14%	31%	13%
Wirt County High School	29%	19%	19%	19%	18%	11%
Westside High School	43%	25%	30%	30%	42%	25%
Wyoming County East High School	27%	21%			15%	19%
Overall	42%	19%	38%	23%	33%	20%

Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, and Year 3 WV GEAR UP Student Survey.

-- Indicates a school does not serve priority students.

Table E.1.3 Percentage of Parents Who Correctly Estimated the Cost of a Four-Year College/University by School

	Cohort		Grade 10	
	Year 5	Year 4	F-Comp (Year 5)	R-Comp (Year 3)
Scott High School	85%	25%	58%	38%
Sherman High School	41%	34%	50%	30%
Van Junior/Senior High School	27%	14%	22%	0%
Meadow Bridge High School	100%	82%	80%	35%
Midland Trail High School	35%	28%	47%	8%
Oak Hill High School	50%	5%	28%	19%
Valley High School	67%	14%	25%	33%
Hannan High School	54%	14%	30%	--
Point Pleasant Junior/Senior High School	50%	27%	--	16%
Wahama High School	55%	28%	25%	--
Bluefield High School	44%	12%	7%	4%
Montcalm High School	31%	28%	50%	100%
Pikeview High School	58%	48%	29%	25%
Princeton Senior High School	31%	25%	18%	26%
Mingo Central Comprehensive High School	63%	11%	41%	17%
Tug Valley High School	36%	17%	41%	17%
Nicholas County High School	40%	8%	20%	21%
Richwood High School	30%	25%	35%	0%
Summers County High School	43%	19%	43%	21%
Webster County High School	50%	18%	44%	25%
Wirt County High School	0%	10%	10%	--
Westside High School	44%	30%	25%	44%
Wyoming County East High School	25%	13%	33%	0%
Overall	51%	21%	38%	19%

Sources: Year 5 WV GEAR UP Parent Survey, Year 4 WV GEAR UP Parent Survey, and Year 3 WV GEAR UP Parent Survey

-- Indicates that no responses were collected.

Table E.1.4 Percentage of Parents Who Correctly Estimated the Cost of a Community/Technical College by School

	Cohort		Grade 10	
	Year 5	Year 4	F-Comp (Year 5)	R-Comp (Year 3)
Scott High School	57%	19%	55%	50%
Sherman High School	34%	37%	50%	18%
Van Junior/Senior High School	36%	38%	33%	0%
Meadow Bridge High School	89%	88%	60%	15%
Midland Trail High School	44%	11%	59%	12%
Oak Hill High School	57%	10%	39%	17%
Valley High School	50%	23%	13%	17%
Hannan High School	52%	18%	60%	--
Point Pleasant Junior/Senior High School	0%	20%	--	24%
Wahama High School	68%	54%	42%	--
Bluefield High School	40%	25%	26%	6%
Montcalm High School	31%	28%	50%	100%
Pikeview High School	63%	44%	40%	0%
Princeton Senior High School	38%	26%	24%	19%
Mingo Central Comprehensive High School	58%	15%	38%	12%
Tug Valley High School	27%	24%	35%	17%
Nicholas County High School	60%	8%	30%	18%
Richwood High School	32%	63%	45%	50%
Summers County High School	83%	27%	29%	21%
Webster County High School	53%	10%	39%	31%
Wirt County High School	0%	20%	10%	--
Westside High School	51%	34%	41%	56%
Wyoming County East High School	25%	17%	40%	17%
Overall	49%	24%	41%	17%

Sources: Year 5 WV GEAR UP Parent Survey, Year 4 WV GEAR UP Parent Survey, and Year 3 WV GEAR UP Parent Survey.

-- Indicates that no responses were collected.

2. Estimated Amount of Money Available to Pay for College

Table E.2.1 Percentage of Students Who Correctly Estimated the Amount of Financial Aid Available through a Federal Pell Grant

	Cohort		Priority		Grade 10	
	Year 5	Year 4	Year 5	Year 3	F-Comp (Year 5)	R-Comp (Year 3)
Scott High School	53%	31%	--	--	56%	14%
Sherman High School	17%	11%	--	--	3%	20%
Van Junior/Senior High School	75%	0%	16%	16%	29%	24%
Meadow Bridge High School	57%	12%	11%	11%	100%	9%
Midland Trail High School	39%	11%	14%	14%	13%	11%
Oak Hill High School	9%	11%	14%	14%	9%	12%
Valley High School	16%	14%	19%	19%	8%	16%
Hannan High School	79%	7%	13%	13%	86%	10%
Point Pleasant Junior/Senior High School	7%	4%	22%	22%	11%	18%
Wahama High School	11%	11%	15%	15%	8%	8%
Bluefield High School	34%	10%	17%	17%	27%	30%
Montcalm High School	56%	10%	10%	10%	28%	11%
Pikeview High School	8%	12%	--	--	8%	8%
Princeton Senior High School	7%	5%	--	--	6%	20%
Mingo Central Comprehensive High School	45%	2%	17%	17%	22%	13%
Tug Valley High School	12%	14%	4%	4%	8%	14%
Nicholas County High School	6%	14%	24%	24%	10%	15%
Richwood High School	28%	12%	20%	20%	45%	18%
Summers County High School	41%	25%	23%	23%	10%	12%
Webster County High School	33%	5%	15%	15%	41%	13%
Wirt County High School	9%	14%	10%	10%	11%	11%
Westside High School	33%	16%	20%	20%	25%	7%
Wyoming County East High School	7%	10%	--	--	9%	7%
Overall	25%	12%	22%	17%	22%	14%

Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, and Year 3 WV GEAR UP Student Survey.

-- Indicates a school does not serve priority students.

Table E.2.2 Percentage of Students Who Correctly Estimated the Amount of Financial Aid Available through WVHEG

	Cohort		Priority		Grade 10	
	Year 5	Year 4	Year 5	Year 3	F-Comp (Year 5)	R-Comp (Year 3)
Scott High School	52%	12%	--	--	58%	12%
Sherman High School	26%	24%	--	--	15%	14%
Van Junior/Senior High School	67%	32%	16%	16%	25%	15%
Meadow Bridge High School	59%	16%	7%	7%	97%	16%
Midland Trail High School	48%	15%	9%	9%	10%	16%
Oak Hill High School	16%	15%	10%	10%	18%	16%
Valley High School	22%	17%	24%	24%	10%	11%
Hannan High School	88%	24%	17%	17%	90%	15%
Point Pleasant Junior/Senior High School	14%	17%	13%	13%	15%	13%
Wahama High School	19%	31%	9%	9%	8%	25%
Bluefield High School	45%	19%	26%	26%	22%	24%
Montcalm High School	54%	16%	13%	13%	25%	16%
Pikeview High School	16%	13%	--	--	15%	17%
Princeton Senior High School	14%	21%	--	--	10%	20%
Mingo Central Comprehensive High School	51%	33%	17%	17%	37%	11%
Tug Valley High School	20%	17%	18%	18%	14%	11%
Nicholas County High School	11%	15%	10%	10%	15%	13%
Richwood High School	27%	22%	20%	20%	50%	11%
Summers County High School	49%	17%	16%	16%	23%	14%
Webster County High School	31%	12%	18%	18%	35%	10%
Wirt County High School	18%	30%	18%	18%	18%	25%
Westside High School	34%	23%	13%	13%	41%	14%
Wyoming County East High School	15%	21%	--	--	14%	19%
Overall	31%	19%	27%	17%	27%	15%

Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, and Year 3 WV GEAR UP Student Survey.

-- Indicates a school does not serve priority students.

Table E.2.3 Percentage of Students Who Correctly Estimated the Amount of Financial Aid Available through the PROMISE Scholarship

	Cohort		Priority		Grade 10	
	Year 5	Year 4	Year 5	Year 3	F-Comp (Year 5)	R-Comp (Year 3)
Scott High School	58%	7%	--	--	54%	23%
Sherman High School	34%	30%	--	--	11%	21%
Van Junior/Senior High School	76%	60%	48%	48%	25%	16%
Meadow Bridge High School	75%	27%	24%	24%	97%	25%
Midland Trail High School	51%	17%	23%	23%	16%	11%
Oak Hill High School	24%	19%	26%	26%	15%	18%
Valley High School	33%	18%	27%	27%	14%	16%
Hannan High School	84%	22%	17%	17%	90%	20%
Point Pleasant Junior/Senior High School	21%	15%	28%	28%	21%	15%
Wahama High School	27%	21%	20%	20%	15%	27%
Bluefield High School	51%	6%	38%	38%	27%	38%
Montcalm High School	59%	15%	23%	23%	31%	25%
Pikeview High School	24%	14%	--	--	23%	24%
Princeton Senior High School	23%	11%	--	--	18%	14%
Mingo Central Comprehensive High School	56%	12%	15%	15%	35%	14%
Tug Valley High School	31%	14%	31%	31%	17%	15%
Nicholas County High School	19%	16%	33%	33%	13%	18%
Richwood High School	35%	23%	40%	40%	49%	17%
Summers County High School	51%	24%	33%	33%	22%	14%
Webster County High School	39%	11%	25%	25%	44%	16%
Wirt County High School	25%	22%	32%	32%	11%	22%
Westside High School	45%	16%	27%	27%	44%	9%
Wyoming County East High School	23%	14%	--	--	26%	18%
Overall	38%	17%	38%	28%	29%	19%

Sources: Year 5 WV GEAR UP Student Survey, Year 4 WV GEAR UP Student Survey, and Year 3 WV GEAR UP Student Survey.

-- Indicates a school does not serve priority students.

Table E.2.4 Percentage of Parents Who Correctly Estimated the Amount of Financial Aid Available through a Federal Pell Grant

	Cohort		Grade 10	
	Year 5	Year 4	F-Comp (Year 5)	R-Comp (Year 3)
Scott High School	68%	7%	50%	43%
Sherman High School	23%	12%	40%	18%
Van Junior/Senior High School	21%	7%	0%	0%
Meadow Bridge High School	89%	71%	80%	10%
Midland Trail High School	28%	11%	17%	8%
Oak Hill High School	29%	5%	4%	12%
Valley High School	50%	7%	0%	25%
Hannan High School	25%	9%	50%	--
Point Pleasant Junior/Senior High School	0%	20%	--	4%
Wahama High School	48%	41%	25%	--
Bluefield High School	28%	43%	4%	54%
Montcalm High School	0%	8%	0%	0%
Pikeview High School	8%	0%	12%	75%
Princeton Senior High School	19%	16%	6%	8%
Mingo Central Comprehensive High School	43%	13%	4%	17%
Tug Valley High School	7%	0%	13%	17%
Nicholas County High School	0%	14%	0%	16%
Richwood High School	7%	0%	6%	0%
Summers County High School	17%	4%	14%	14%
Webster County High School	40%	5%	4%	25%
Wirt County High School	0%	20%	0%	--
Westside High School	25%	11%	25%	22%
Wyoming County East High School	9%	17%	5%	17%
Overall	31%	15%	18%	20%

Sources: Year 5 WV GEAR UP Parent Survey, Year 4 WV GEAR UP Parent Survey, and Year 3 WV GEAR UP Parent Survey.

-- Indicates that no responses were collected.

Table E.2.5 Percentage of Parents Who Correctly Estimated the Amount of Financial Aid Available through WVHEG

	Cohort		Grade 10	
	Year 5	Year 4	F-Comp (Year 5)	R-Comp (Year 3)
Scott High School	66%	13%	54%	17%
Sherman High School	32%	29%	60%	36%
Van Junior/Senior High School	21%	29%	22%	0%
Meadow Bridge High School	89%	6%	80%	15%
Midland Trail High School	41%	22%	24%	20%
Oak Hill High School	43%	42%	25%	19%
Valley High School	67%	18%	75%	50%
Hannan High School	29%	18%	30%	--
Point Pleasant Junior/Senior High School	0%	7%	--	13%
Wahama High School	87%	31%	25%	--
Bluefield High School	40%	12%	11%	10%
Montcalm High School	15%	16%	50%	0%
Pikeview High School	42%	12%	18%	25%
Princeton Senior High School	38%	28%	24%	35%
Mingo Central Comprehensive High School	57%	12%	28%	9%
Tug Valley High School	20%	34%	20%	7%
Nicholas County High School	8%	15%	17%	16%
Richwood High School	37%	13%	26%	0%
Summers County High School	33%	4%	29%	8%
Webster County High School	44%	29%	29%	34%
Wirt County High School	0%	20%	0%	--
Westside High School	45%	25%	30%	11%
Wyoming County East High School	27%	33%	33%	0%
Overall	44%	20%	32%	17%

Sources: Year 5 WV GEAR UP Parent Survey, Year 4 WV GEAR UP Parent Survey, and Year 3 WV GEAR UP Parent Survey.

-- Indicates that no responses were collected.

Table E.2.6 Percentage of Parents Who Correctly Estimated the Amount of Financial Aid Available through a PROMISE Scholarship

	Cohort		Grade 10	
	Year 5	Year 4	F-Comp (Year 5)	R-Comp (Year 3)
Scott High School	62%	16%	52%	14%
Sherman High School	23%	38%	60%	64%
Van Junior/Senior High School	36%	14%	22%	0%
Meadow Bridge High School	100%	94%	80%	25%
Midland Trail High School	29%	17%	33%	16%
Oak Hill High School	36%	11%	29%	24%
Valley High School	50%	24%	13%	25%
Hannan High School	42%	14%	0%	--
Point Pleasant Junior/Senior High School	50%	13%	--	21%
Wahama High School	68%	44%	33%	--
Bluefield High School	36%	35%	25%	15%
Montcalm High School	23%	8%	0%	0%
Pikeview High School	38%	12%	15%	25%
Princeton Senior High School	44%	23%	29%	8%
Mingo Central Comprehensive High School	48%	16%	18%	18%
Tug Valley High School	26%	11%	35%	27%
Nicholas County High School	24%	14%	20%	16%
Richwood High School	25%	75%	21%	0%
Summers County High School	17%	29%	0%	7%
Webster County High School	46%	12%	30%	38%
Wirt County High School	0%	20%	10%	--
Westside High School	33%	58%	34%	44%
Wyoming County East High School	0%	7%	19%	0%
Overall	40%	24%	31%	21%

Sources: Year 5 WV GEAR UP Parent Survey, Year 4 WV GEAR UP Parent Survey, and Year 3 WV GEAR UP Parent Survey.

-- Indicates that no responses were collected.