



West Virginia GEAR UP Year 7 Annual Evaluation Report

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Table of Contents

I. Introduction.....	4
II. Methodology	6
Data Sources.....	6
Year 7 Grade 12 Student Survey	6
Year 7 Grade 12 Parent Survey	6
Year 7 School Personnel Survey	7
Year 7 School and County Coordinator Focus Group Protocol	7
Data Analysis.....	8
Survey Analysis	8
Student and Parent Survey Analysis.....	8
School Personnel Survey Analysis	10
Focus Group Analysis	11
III. Student and Parent Survey Results	12
About the Respondents	12
Educational Confidence and Goals	12
College Entrance Requirements, Cost, and Financial Aid	13
College Preparation Activities.....	14
Spotlight Analysis: A Sub-Study Estimating the Effects of COVID-19 on Postsecondary Education Knowledge, Perceptions, and Planning	15
Effects on Priority Students.....	15
Effects on Priority Parents.....	18
Effects on First-Generation Students and their Parents.....	20
Educational Goals.....	20
Affordability of College	22
College Preparation Activities	23
IV. School Personnel Survey Results	25
About the Respondents	25
Participation in and Perceptions of GEAR UP	26
College-Going Culture	29
Involvement	36
Knowledge of Financial Aid and Postsecondary Education Topics	39
Tools and Sources of Information	44
Perceptions Reported by School Personnel of Student College-Going Efficacy.....	46
Sustainability of GEAR UP Activities	46
Personnel Comments About Sustainability of GEAR UP Activities	47
Most Significant Factor that Prevents Students from Pursuing Postsecondary Education or Training Goals.....	49
Factors Related to COVID-19.....	51
Personnel Comments About Additional Factors Related to COVID-19.....	51
Additional Supports to Promote Participation in Future College Activities	52

V. Site and County Coordinator Focus Groups Findings.....	54
School Schedules and Remote Learning	54
GEAR UP Outreach and Services	55
College Partners	56
Student Employment	56
Parent Involvement.....	57
Working with Other GEAR UP Staff.....	58
Sustainability and Impact.....	58
VI. Discussion and Recommendations	60
References.....	63
Appendix A: Survey Analysis Technical Detail	A-1
Student and Parent.....	A-1
Characteristics of Respondents	A-1
Educational Goals, Aspirations, and Academic Confidence.....	A-2
College Entrance Requirements, Cost, and Financial Aid	A-4
College-Going Self-Efficacy and Outcomes-Expectations	A-7
College Preparation Activities	A-7
Personnel	A-10
Appendix B: Data Collection Instruments.....	B-1
Grade 12 Student Survey Instrument	B-1
Grade 12 Parent Survey Instrument	B-7
School Personnel Survey Instrument	B-11
Site Coordinator Focus Group Protocol.....	B-19

I. Introduction

The West Virginia Higher Education Policy Commission (the Commission) is providing services for the seventh year in its current Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant, which began in 2014 and ends in 2021. GEAR UP goals are to help middle and high school students access and succeed in postsecondary education. In Year 7, the West Virginia (WV) GEAR UP program focused on delivering high school support services to the priority students from the class of 2021 during their Grade 12 year and the cohort students from the class of 2020 during their first year of postsecondary education.

The context for delivering high school support services in Year 7 was unique given the substantial disruption to education caused by the Coronavirus Disease 2019 (COVID-19) global pandemic. Many students attended classes virtually or in a hybrid format (part in person and part virtually). In addition, many WV GEAR UP services for students and parents were offered virtually.

The challenges presented by the pandemic also compounded the existing economic, educational, and public health challenges already faced by the state. For example, while the state experienced a 1.7% decline in total employment between 2016 and 2017 (United States Census Bureau, 2019), the COVID-19 pandemic contributed to further job losses. Specifically, from February 2020 to March 2021, the state lost 37.3K jobs, a decline of 5.2% overall (Ettlinger & Hensley, 2021).

In terms of education, while West Virginia's educational attainment rates were below the U.S. average prior to the pandemic, the COVID-19 pandemic contributed to a nationwide decline of 6.8% in fall college enrollment from fall 2019 to fall 2020 (Causey, Ryu, & Shapiro, 2021). In West Virginia, the enrollment rate in summer/fall after graduation for the class of 2020 was 48.2%, down from 50.5% for the class of 2019 (The Commission, 2021). Related to the decline in college enrollment is a decrease in FAFSA completion rates in 2021 compared to previous years. For example, 52.7% of the class of 2021 in West Virginia public high schools had completed a FAFSA during the week ending July 2, 2021, which was 3.2 percentage points lower than the rate tracked for the class of 2020 (by April 17, 2020) (College Foundation of West Virginia [CFWV], 2021).

Further, while West Virginia had the highest rate of death due to drug overdose in the nation prior to the pandemic (51.5 per 100,000 in 2018) (National Center for Health Statistics [NCHS], 2020), recent data show that there has been a 20% increase in fatal drug overdose deaths—the highest number ever recorded in U.S. history in a single year—during the COVID-19 pandemic (McFarling, 2021; NCHS, 2021).

These challenges underscore the importance of the WV GEAR UP grant, the important work of the Commission to promote access to and success in postsecondary education, and the achievements that have been accomplished thus far. For example, the state's 4-year high school graduation rate reached an all-time high of 91.4% in 2018–19, and this rate was 12 percentage points higher than the 2011–12 rate of 79.3% (West Virginia Department of Education, 2020).

In addition, the total number of degrees and credentials awarded at the state's public postsecondary institutions increased by 21.5% from 2009 to 2018 (The Commission, 2019). Not

only does GEAR UP aim to support these trends in the 10 counties participating in the grant, but the Commission, the West Virginia Community and Technical College System, and CFVW, with support of the Lumina Foundation, have put forth a 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).

While the COVID-19 pandemic has impacted many of these recent successes, the important accomplishments in recent years demonstrate the potential of college access and success programming to support growth across the state—which is needed now more than ever.

To provide formative and summative feedback regarding progress of the WV GEAR UP program, the Commission contracted with ICF to conduct an external evaluation of the program. Using a mixed-method evaluation design, the evaluation team provides feedback on WV GEAR UP implementation, outcomes, impact, and sustainability to the Commission twice per year. The main purpose of this report is to provide updates on the GEAR UP secondary education experience at the conclusion of the seventh year of the grant. Findings shared in this report stem from student and parent survey results (presented in Chapter III), school personnel survey results (presented in Chapter IV), and site and county coordinator focus groups findings (presented in Chapter V).

In addition to providing an update regarding evaluation findings, this report also presents the findings of a sub-study seeking to estimate the effects of the COVID-19 experience on WV GEAR UP priority students. To estimate this effect, the evaluation team compared selected survey outcomes hypothesized to potentially be affected by the pandemic between two groups of Grade 12 priority students and their parents/guardians—the Year 5 priority students (class of 2019, graduated before the pandemic) and the Year 7 priority students (class of 2021, which completed their entire Grade 12 year during the pandemic). Given that both groups of priority students and their parents/guardians should have had similar WV GEAR UP experiences—having received “just in time” college readiness services in Grade 12—any differences in their experiences could be attributed to the COVID-19 pandemic and resultant modifications to GEAR UP service delivery. Details about this sub-study are presented in Chapter III.

Additional details regarding the methodology used in the evaluation are presented in Chapter II. A discussion of trends and recommendations for consideration is presented in Chapter VI. An addendum to this report will be issued at a later date presenting the results of the WV GEAR UP impact analysis.

II. Methodology

Data Sources

This report draws on data collected from students, parents/guardians, program staff, and school personnel through surveys and interviews. The instruments used to collect these data are described in further detail in this section. In this report, Year 7 refers to the year of the WV GEAR UP grant in which the research took place; it does not mean the seventh year in which such research was conducted.

Year 7 Grade 12 Student Survey

The Year 7 Grade 12 WV GEAR UP Student Survey included 42 items organized across three sections. Appendix B provides a reproduction of the survey. Thirteen were demographic items designed to gather background information about respondents and their families; these items included one new item which asked students to report about their virtual and/or in person attendance to school. Seven items measured students' perceived academic ability, educational goals, college-going self-efficacy, and college-going outcomes-expected. Twelve 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. A new question was added to assess how COVID-19 affected students' ability to gather information about college. Finally, 10 questions assessed students' participation in college preparation activities such as the SAT/ACT, test preparation, the Free Application for Federal Student Aid (FAFSA), and college applications; this section included two new questions regarding support received to submit the FAFSA and college applications.

Year 7 surveys were administered online between November 2020 and February 2021 to all Year 7 priority cohort students, which includes all Grade 12 students enrolled in WV GEAR UP schools during the 2020–21 school year. 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 utilizing the Standardized Collection and Reporting of Information Benefitting Education (SCRIBE) system. A total of 1,149 unique student survey cases were collected in Year 7 and included in analyses, which represents 47% of enrolled students at the time of the survey. The same SCRIBE system was utilized for the parent surveys. Survey links and scannable Quick Response (QR) codes were made available for the student and parent surveys and promotional materials/reminders were sent home to parents/guardians and publicized on the WV GEAR UP website.

Year 7 Grade 12 Parent Survey

The Year 7 Grade 12 WV GEAR UP Parent/Guardian Survey included 28 items. Appendix B provides a reproduction of the survey. Ten 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. Twelve 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. Also included were two questions regarding FAFSA completion.

Year 7 surveys were administered online between November 2020 and February 2021 to all Year 7 priority cohort parents/guardians, which includes all parents/guardians of Grade 12 students enrolled in WV GEAR UP schools during the 2020–21 school year. The same SCRIBE system was utilized for the parent surveys. Promotional materials/reminders were sent home to parents/guardians and publicized on the WV GEAR UP website. Parent/guardian surveys were also available in paper/pencil formats to a single parent/guardian for each student that was enrolled in Grade 12 at the participating schools during the 2020–21 school year. A total of 485 unique Grade 12 parent survey cases were collected in Year 7 and included in analyses, which represents 20% of students enrolled at the time of the survey.

Year 7 School Personnel Survey

The school personnel survey included 28 items. Appendix B provides a reproduction of the survey. In addition to five demographic items were two subscales measuring faculty member perceptions of college-going culture in their schools and classrooms, with 10 prompts examining the rigor and expectations dimension of college-going culture, and nine measuring the visual cues/material resources dimension. Additional items asked respondents to rate their level of involvement in college-related activities in their school and their level of comfort with their knowledge to assist students with various college-related topics. Respondents were also asked how often they participated in GEAR UP activities, perceptions of student challenges, perceived cost of attending college, and to rate how effective GEAR UP activities were in helping students to succeed in school and prepare for college. A series of items was also asked to measure school faculty members' perceptions of the college-going efficacy of the students in their schools. Finally, personnel were asked items about the likelihood that various GEAR UP activities would be sustained after the grant ends. All of these items were consistent with Year 6 items. For the first time, personnel were also asked about how the COVID-19 pandemic impacted their school and school community.

In Year 7, the survey was administered online from May to June 2021 to all Grade 9–12 teachers, counselors, site coordinators, and school administrators employed in WV GEAR UP schools. For each year, the evaluation team utilized the SCRIBE system to administer the surveys. Site coordinators were provided with a link to the survey during a regularly scheduled site coordinator meeting and instructed to distribute the link to school personnel. The link was also embedded on the WV GEAR UP website. Ultimately, 453 personnel out of 807 (56%) completed the survey in Year 7; it is not possible to assess the number of school personnel who completed the surveys across multiple years as no unique identifiers were collected.

Year 7 School and County Coordinator Focus Group Protocol

The evaluation team developed a revised site and county coordinator focus group facilitation protocol for the Year 7 evaluation. The protocol included a facilitator script and informed consent form. Appendix B provides a reproduction of the focus group protocol. The Year 7 protocol

included 12 prompts with a series of sub-questions and probes. Topics included GEAR UP implementation, interaction with the Commission, impact of the COVID-19 pandemic, partnerships, college awareness, coordinator roles, impact and sustainability, and closing thoughts.

Site and county coordinators from all WV GEAR UP schools were invited to participate in one of three focus groups. Due to the pandemic, ICF conducted these focus groups virtually in May 2021. Two focus groups were held with site coordinators, with 19 participating; a third focus group sought views from three county coordinators. Coordinators participated by audio and/or video, and some also used the chat function of the virtual meeting platform to provide comments.

Data Analysis

Survey Analysis

Student and Parent Survey Analysis

To examine changes in survey outcomes for students and parents in Year 7, the evaluation team conducted descriptive analyses of survey responses. Mean values for continuous outcomes and the frequency of responses for categorical outcomes are presented. Results highlight trends in survey outcomes from Year 6 cohort students and parents/guardians to Year 7 priority cohort students and parents. Year 6 surveys were administered to students and parents when students were in Grade 12 during the 2019–20 school year. Cohort students and parents received concentrated GEAR UP services all seven years of the GEAR UP grant while priority cohort students and parents received GEAR UP support primarily in Year 7 of the GEAR UP grant. Statistical comparisons between Year 6 and Year 7 outcomes were not conducted due to the variations in services provided between the cohort students (Grade 12 students in Year 6) and priority students (Grade 12 students in Year 7) and differences resulting from the COVID-19 pandemic. All findings can be found in Appendix A.

Analysis for Sub-Study on Estimating the Effects of COVID-19

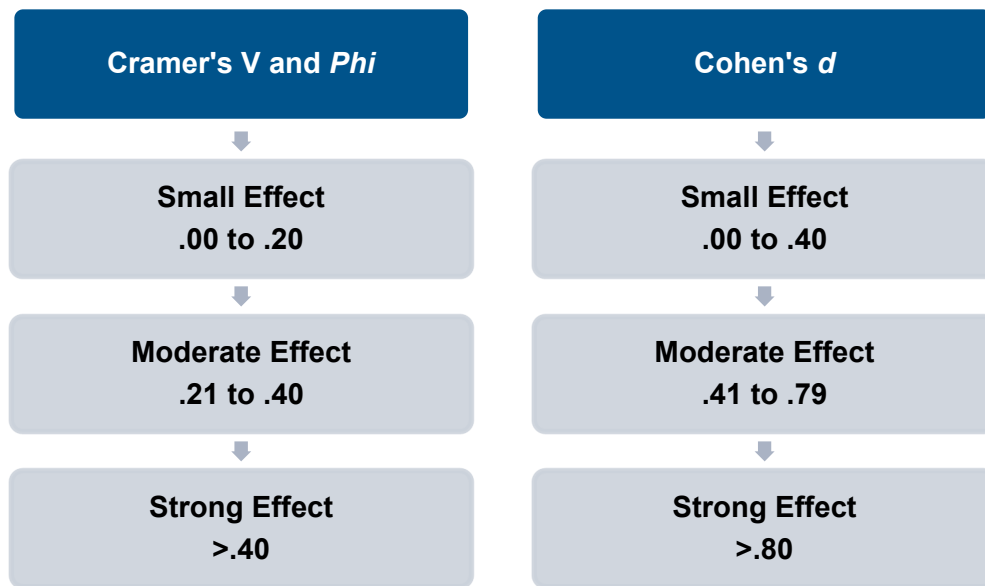
The evaluation team sought to estimate the effects of the COVID-19 experience on GEAR UP priority students by comparing selected survey outcomes hypothesized to potentially be affected by the pandemic between two groups of Grade 12 priority students and their parents/guardians—the Year 5 priority group (class of 2019, who graduated before the pandemic) and the Year 7 priority group (class of 2021, who experienced the pandemic beginning in spring of Grade 11 and continuing throughout their Grade 12 year). Since both groups of priority students and their parents/guardians should have had similar GEAR UP experiences—having received “just in time” college readiness services in Grade 12—differences in their experiences may be attributed to the COVID-19 pandemic.

The evaluation team identified 12 items from the Year 5 and Year 7 student surveys and nine items from the Year 5 and Year 7 parent surveys that pertained to postsecondary education knowledge, perceptions, and planning and were hypothesized to potentially be affected by the COVID-19 pandemic. Table 1 presents an overview of the items identified for analysis.

Table 1. Year 5 and Year 7 Survey Items Selected for Analysis

Survey item	Student Survey	Parent Survey
Educational aspirations	x	x
Educational expectations	x	x
College-going outcome-expectations	x	
College-going self-efficacy	x	
Talked with someone at school about college entrance requirements	x	x
Talked with someone at school about financial aid	x	x
Knowledge about financial aid and the cost/benefit of a college education	x	x
Perceived affordability of a 4-year college	x	x
Perceived affordability of a 2-year college	x	x
Perceived affordability of a career and technical center	x	x
FAFSA completion	x	x
College application completion	x	

To examine changes in survey outcomes for students and parents from Year 5 to Year 7 participating in WV GEAR UP, the evaluation team conducted longitudinal analyses of survey responses from all respondents in each year for the selected items from the student and parent surveys. Specifically, 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. To determine significant differences, the evaluation team used independent samples t-tests for continuous 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 1 for how the estimates for each statistic were interpreted.

Figure 1. Effect Size Interpretations for *Cohen's d*, *Cramer's V*, and *Phi*

For any findings that were significant among all respondents, changes over time were also analyzed for the following subgroups:

- Female students
- Students who reported a family income of less than \$30,000
- Students who reported they experienced food insecurity
- Students who did not have other siblings who have enrolled in college
- Parents/guardians who reported a family income of less than \$30,000
- Parents/guardians who did not have children who have enrolled in college

All variables were additionally analyzed for first-generation students and parents/guardians of first-generation students.

Detailed survey findings may be found in Appendix A.

School Personnel Survey Analysis

To examine changes in survey outcomes for program personnel from Year 1 to Year 7 of WV GEAR UP, the evaluation team conducted longitudinal analyses of survey responses from all grant years, with a focus on changes between Years 6 and 7. In addition to the overall comparison of personnel by grant year, the evaluation team examined changes by position and years of experience. The evaluation team used descriptive statistical analyses when examining differences in survey outcomes across these subgroups of personnel and across time. For all groups and time periods examined, the evaluation team presents sample sizes, mean values, and standard deviations for continuous outcomes, and the frequency count and percentages of responses for categorical outcomes. For any significance tests, the evaluation team used independent samples t-tests and analyses of variance (ANOVA) for continuous outcomes and chi-square analyses for categorical outcomes. When overall tests showed statistically significant differences, the evaluation team then conducted separate post-hoc comparisons and interpreted

the differences across various groups of respondents using a common effect size estimate, *Cohen's d* (see Figure 1).

Focus Group Analysis

After completing all focus groups, ICF evaluators transcribed the sessions and coded transcripts under major themes that included COVID-19 impact, coordinator roles, and impact/sustainability. Much of this analysis focused on GEAR UP operations during the pandemic, which impacted nearly all aspects of coordinators' responsibilities and required them to work with students remotely when schools were largely closed for in person learning during the first half of the year.

Overall, site and county coordinators expressed largely similar views about the operation of the program; as a result, ICF uses the term "coordinators" to encompass the views of both groups. In cases in which there may be different opinions between the two groups, the report specifically identifies whether the views are held by a site coordinator or county coordinator.

III. Student and Parent Survey Results

This chapter provides results from the Year 7 priority student and parent survey analysis. This includes the results regarding year-to-year comparisons, from Year 6 to Year 7, as well as the sub-study focused on estimating the effects of the COVID-19 pandemic on selected priority student and parent survey outcomes from Years 5 and 7.

About the Respondents

Overall, 1,149 Year 7 priority student cases were used in analyses, which represents 47% of the enrolled students at the time of survey administration, compared to the 1,908 Year 6 cohort students which represented 78% of enrolled students at the time of survey administration (Table A.1 in Appendix A). Although the Year 7 sample was smaller, students from both groups reported mostly similar backgrounds. Year 7 students reported slightly lower rates of food insecurity (Table A.2 in Appendix A). Almost two-thirds (65%) of Year 7 priority students reported that they had attended school both virtually and in person at the time they took the survey; 16% reported they had only attended only in person and 19% reported they had attended only virtually (Table A.3 in Appendix A). Overall, 485 Year 7 priority parent/guardian cases were used in analyses, which represents 20% of the enrolled students at the time of survey administration, compared to the 815 Year 6 cohort students which represents 33% of enrolled students at the time of survey administration (Table A.1 in Appendix A).

Educational Confidence and Goals

Student confidence was measured across seven content areas (i.e., math, English/language arts, science, study skills, ability to pass end-of-year tests [test taking], 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 three-point scale (i.e., 1 = *Not Confident*, 2 = *Confident*, 3 = *Very Confident*) and the option to select *Don't Know*. When calculating the mean score for each of the survey items, the evaluation team excluded the option *Don't Know*. Year 7 priority students' average level of confidence in their current skills (1.85) was slightly lower than the average level reported by Year 6 cohort students (1.92) (Table A.6 in Appendix A).

Confidence levels across all items measured in both years decreased (Table A.6 in Appendix A). Confidence to do well in online classes was added to the Year 7 survey; Year 7 priority cohort students reported a mean confidence level of 1.95 in this area (Table A.6 in Appendix A). Year 7 students reported slightly higher rates of difficulty in focusing on homework or other things (Table A.2 in Appendix A).

Year 7 priority student expectations and aspirations to pursue postsecondary education remained similar to those reported by Year 6 cohort students, with approximately 90% both aspiring to and expecting to do so in both years (Table A.7 in Appendix A). Parents/guardians from both groups had similar ratings to students regarding their postsecondary education aspirations/expectations for their students; nearly all respondents reported speaking with their student about attending college (Tables A.7 and A.10 in Appendix A). Among those not planning to pursue college, the top reason for students from both years was due to the perceived cost (Table A.5 in Appendix A). Additionally, 12% of Year 7 priority students reported they did not

plan to pursue college due to concerns about COVID-19 (Table A.5 in Appendix A). Students responded to two multi-part questions to measure their level of college-going self-efficacy related to 14 items (e.g., “I can find a way to pay for college,” “I can get accepted to a college”) and college-going outcome-expectations related to 16 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 college-going self-efficacy and college-going outcome-expectations ratings across all 14 college-going self-efficacy items and all 16 college-going outcome-expectations items. The average rating of college-going self-efficacy responses remained similar among both groups of students (3.57 in Year 7 and 3.60 in Year 6). However, the average rating for the college-going outcomes-expectations decreased from 3.74 to 3.60 (Table A.17 in Appendix A).

College Entrance Requirements, Cost, and Financial Aid

The percentage of priority students and parents who reported that they spoke with someone from GEAR UP or someone else at their/their student’s school about college entrance requirements and/or the availability of financial aid decreased from Year 6 to Year 7. Approximately three-quarters of Year 7 priority students and approximately half of Year 7 priority parents/guardian respondents reported that they spoke with someone regarding each topic, a decline of approximately 15–25 percentage points from Year 6, depending on the respondent group and topic (Table A.9 in Appendix A). This decline may be due to limited or reduced access to school staff as a result of COVID-19 restrictions. Year 7 respondents also reported other ways that COVID-19 affected their ability to gather information about postsecondary education options. Approximately one-quarter of students and parent/guardian respondents indicated that they were unable to speak with someone from GEAR UP at their/their student’s school (Table A.8 in Appendix A). In addition, nearly two-thirds of students and more than half of parents/guardians reported that COVID impacted their ability to visit colleges (Table A.8 in Appendix A). However, 30% of students and 37% of parents/guardians indicated that their ability to collect information was not affected by COVID-19 (Table A.8 in Appendix A).

Similar percentages of student and parent/guardian respondents reported that they/their student *probably* or *definitely* would be able to afford to attend a 4-year college, 2-year community technical college, and career/technical center in Year 7 compared to Year 6. Approximately two-thirds of students and parents/guardians indicated in Year 7 that they believed they would be able to afford to attend a 4-year college and approximately three-quarters of respondents reported the same about 2-year community and technical colleges and career/technical centers (Table A.14 in Appendix A). However, fewer than half of Year 7 student and parent/guardian respondents correctly estimated the cost of a 4-year college or 2-year community and technical college in Year 7 (Table A.12 in Appendix A). While the percentage of students who correctly estimated¹ remained similar to those in Year 6, the percentage of parents/guardians who correctly estimated was a notable decrease from Year 6 to Year 7 (Table A.12 in Appendix A).

¹ The correct estimates for the 2020–21 school year were as follows: 4-year public college/university: \$6,001–\$10,000, Public community/technical college: \$3,001–\$6,000, Federal Pell Grant: \$6,001–\$7,000, WV Higher Education Grant: \$2,001–\$3,000, Promise Scholarship: \$4,001–\$5,000, Invests Grant: \$0

As in previous years, most respondents who incorrectly estimated the cost overestimated the cost. Between 23% and 37% of Year 7 student respondents correctly estimated the amount of financial aid available from a Federal Pell Grant, WV Promise Scholarship, WV Higher Education Grant, and the WV Invests Grant; these percentages were all similar to those from Year 6 students (Table A.13 in Appendix A). On average, the percentage of parent/guardian respondents who correctly estimated the amount of aid available from the same resources decreased 10 percentage points (Table A.13 in Appendix A).

Student and parent/guardian respondents were asked about their level of awareness of 11 postsecondary education topics in both Year 6 and Year 7. Questions used four-point Likert-type response scales (i.e., 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. Awareness among both groups of respondents decreased for all eleven topics from Year 6 to Year 7 (Table A.15 in Appendix A). The overall mean level of awareness for students and parents/guardians decreased by approximately .35 and .50 points, respectively. The topic with the highest awareness mean among student respondents in Year 7 was the “high school graduation requirements” (3.29); the topic with the highest awareness mean among parent/guardian respondents in Year 7 was importance/benefit of a college education (3.10) (Table A.15 in Appendix A). Among the 17 resources to gather postsecondary education included on both student and parent/guardian surveys in both years, college websites remained the most important in both years for both the groups (Table A.16 in Appendix A).

College Preparation Activities

The percentage of Year 7 students who reported they participated in the SAT and/or ACT by the time they responded to the GEAR UP survey was 31 percentage points less than Year 6 students (Table A.22 in Appendix A). This decrease is likely due to the cancellation of spring 2020 college entrance examinations and other changes in testing schedules, state assessment requirements, virtual school settings, college acceptance requirements, and other factors caused by the COVID-19 pandemic.² Approximately half of Year 7 student respondents indicated that they participated in SAT or ACT test preparation activities, similar to Year 6 students (Table A.18 in Appendix A). Kahn Academy remained the most frequently reported test preparation resource; on average students reported their test preparation to be somewhat helpful (Table A.18 in Appendix A).

The percentage of students who indicated they already submitted their FAFSA at the time they responded to the survey declined from Year 6 to Year 7 (Table A.19 in Appendix A). Similar trends existed in Year 6 and Year 7 parent/guardian survey responses (Table A.19 in Appendix A). Year 7 students were able to report about the support they received to submit their FAFSA.

² According to the West Virginia Department of Education, West Virginia received a federal waiver and did not administer the statewide summative assessments (including the SAT) because of the COVID-19 pandemic during the 2019–20 school year, when Year 7 students would have participated as Grade 11 students. A make-up SAT School Day was scheduled in the fall of the following school year for Year 7 students. For more information, please visit <https://zoomwv.k12.wv.us/Dashboard/dashboard/7301> and <https://www.wvnstv.com/news/wv-department-of-education-college-board-to-administer-sat-testing-in-fall/>.

While just more than half (56%) indicated that they had received in person and/or virtual support, nearly half (44%) indicated that they had not received any support, which may account for the decrease in FAFSAs submitted (Table A.21 in Appendix A). The most frequently reported reason for not submitting a FAFSA both years was due to students' plans to not continue their education (Table A.20 in Appendix A).

While similar percentages of student survey respondents in both years reported that they do not plan to submit one or more college applications, the percentage of students who reported they had already submitted at least one application at the time they responded to the survey declined by 21 percentage points from Year 6 to Year 7 (Table A.23 in Appendix A). Approximately half of student respondents reported they had not received support to submit a college application (Table A.24 in Appendix A).

Spotlight Analysis: A Sub-Study Estimating the Effects of COVID-19 on Postsecondary Education Knowledge, Perceptions, and Planning

This section provides the results of the analyses comparing student and parent survey outcomes from Year 5 and Year 7 to estimate the effects of COVID-19 on postsecondary education knowledge, perceptions, and planning. All significant findings in this section have a small effect size unless otherwise noted. Overall, 1,149 Year 7 priority student cases were used in analyses, which represents 47% of the enrolled students at the time of survey administration, compared to the 1,383 Year 5 priority students which represented 75% of enrolled students at the time of survey administration (Table A.1 in Appendix A). Overall, 485 Year 7 priority parent/guardian cases were used in analyses, which represents 20% of the enrolled students at the time of survey administration, compared to the 540 Year 5 priority students which represents 29% of enrolled students at the time of survey administration (Table A.1 in Appendix A).

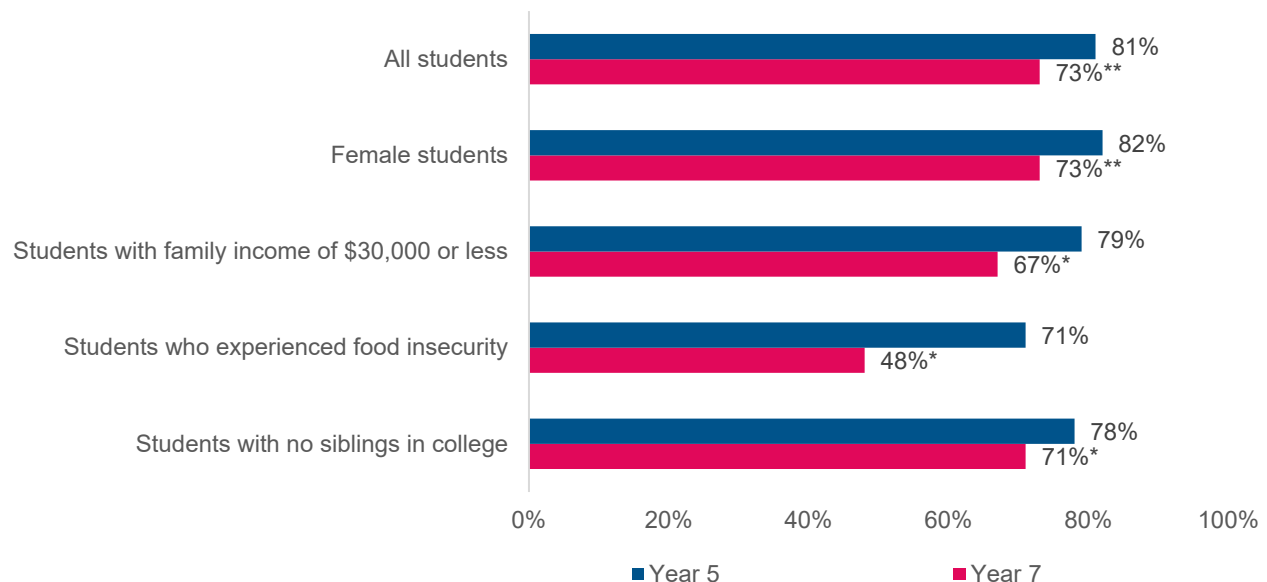
Effects on Priority Students

When statistical significance testing was conducted to compare survey outcomes for all priority students in Year 5 to all priority students in Year 7, no significant difference was found for the following variables: (1) educational aspirations, (2) educational expectations, (3) college-going outcomes-expectations, (4) college-going self-efficacy, (5) talked with someone at school about college entrance requirements, (6) talked with someone at school about financial aid, (7) perceived affordability of a 4-year college, (8) perceived affordability of a 2-year college, (9) a combined grouping of respondents who reported planning to submit a FAFSA by the end of their Grade 12 school year and respondents who reported having already submitted their FAFSA at the time of the survey. Given the lack of difference for these variables, it is likely that the COVID-19 pandemic, and the resultant changes to WV GEAR UP activities/services in Year 7, did not affect these outcomes for priority students. Significant differences for the other items are discussed below.

Students reported whether or not they felt knowledgeable about financial aid and the cost and benefits of going to college. Almost three-quarters of Year 7 priority students (73%) responded yes, which was a significant decrease from the Year 5 priority students who reported the same

(81%) with a small effect size (Table A.11 in Appendix A).³ There was a significant decrease from Year 5 to Year 7 for all student subgroups as well. The effect size for the difference between the subgroup of students who experienced food insecurity was moderate.⁴ More information can be found in Figure 2.

Figure 2. Percentage of Priority Students Who Reported They Were Knowledgeable about Financial Aid and the Costs and Benefits of College



Source: Year 5 and Year 7 WV GEAR UP Student Surveys.

*Statistically significant compared to Year 5 ($p \leq .01$).

**Statistically significant compared to Year 5 ($p \leq .001$).

While students' perceived affordability of a 4-year college or a 2-year community/technical college did not change significantly from Year 5 to Year 7, perceived affordability of a career and technical center significantly increased from Year 5 to Year 7 (Table A.14 in Appendix A). Overall, the percentage of all priority student respondents who indicated they *probably* or *definitely* could afford to attend a career and technical center increased from 73% in Year 5 to 78% in Year 7 with a small effect size.⁵ In terms of subgroups, and as seen in Figure 3, a similar increase was found among students who did not have siblings who have attended college.⁶

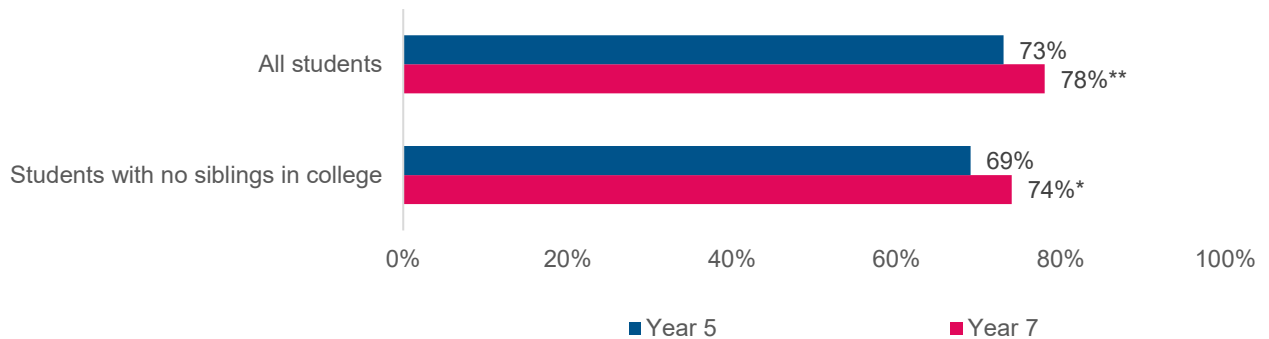
³ $\chi^2(1)=21.59$, $p \leq .001$, ($\phi=.09$)

⁴ Female students: $\chi^2(1)=18.20$, $p \leq .001$, ($\phi=.11$); Students with family income less than \$30,000: $\chi^2(1)=10.43$, $p \leq .01$, ($\phi=.13$); students who experienced food insecurity: $\chi^2(1)=11.91$, $p \leq .01$, ($\phi=.22$); Students with no siblings who have attended college: $\chi^2(1)=9.67$, $p \leq .01$, ($\phi=.08$)

⁵ $\chi^2(1)=9.19$, $p \leq .01$, ($\phi=.06$)

⁶ $\chi^2(1)=4.76$, $p \leq .05$, ($\phi=.06$)

Figure 3. Percentage of Priority Students Who Reported They Could Probably or Definitely Afford to Attend a Public Career/Technical Center



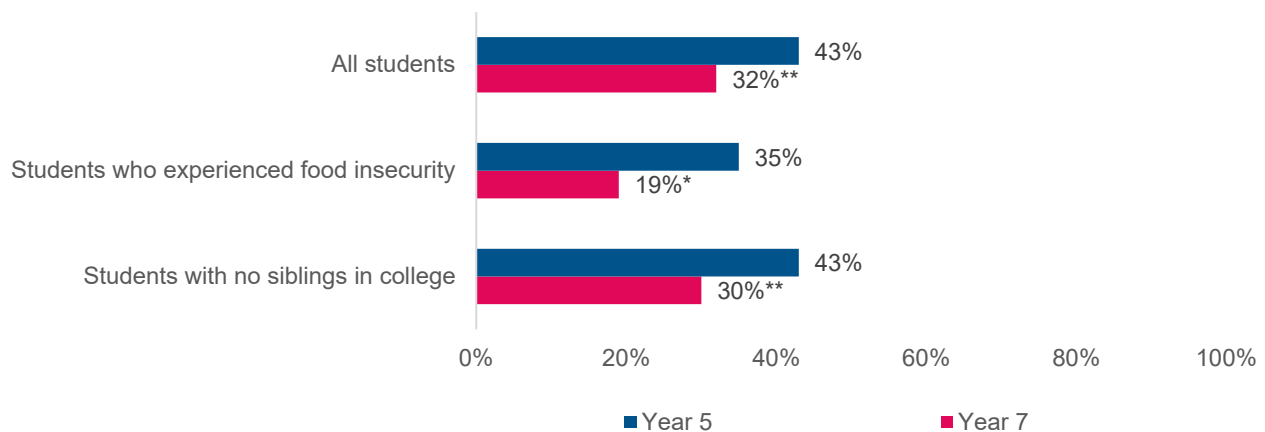
Source: Year 5 and Year 7 WV GEAR UP Student Surveys.

*Statistically significant compared to Year 5 ($p \leq .05$).

**Statistically significant compared to Year 5 ($p \leq .01$).

Each year, priority students report the status of their FAFSA application via the student survey. There was a significant difference in the percentage of students who reported they had already submitted their FAFSA at the time of survey administration (43% in Year 5 and 32% in Year 7) (Table A.19 in Appendix A).⁷ In terms of subgroups, and as seen in Figure 4, significant differences in FAFSA completion were also found for those who experienced food insecurity and those with no siblings in college.⁸ All effect sizes were small.

Figure 4. Percentage Priority Student Respondents Who Completed FAFSA



Source: Year 5 and Year 7 WV GEAR UP Student Surveys.

*Statistically significant compared to Year 5 ($p \leq .05$).

**Statistically significant compared to Year 5 ($p \leq .001$).

Note: Percentages presented in this figure represent only those who self-reported that they completed their FAFSA at the time they responded to the survey.

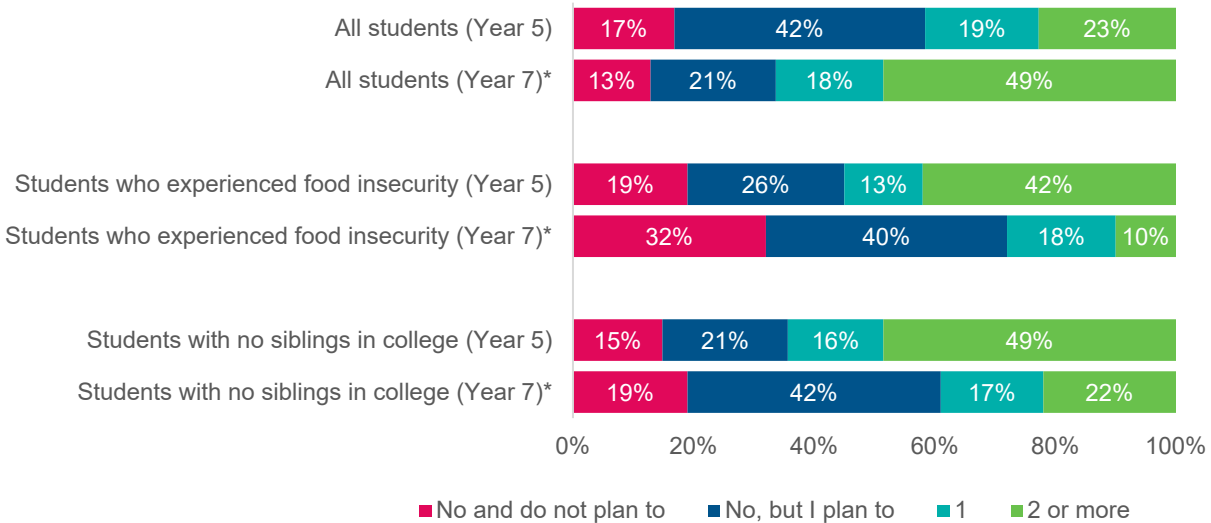
Finally, there was a significant decline from Year 5 to Year 7 among all priority students in the percentage of student respondents who already submitted at least one college application by the time they responded to the survey (67% in Year 5 and 42% in Year 7); this difference had a

⁷ $X^2(1)=37.01, p \leq .01, (phi=.11)$

⁸ Students who experienced food insecurity: $X^2(1)=6.89, p \leq .05, (phi=.16)$; students with no siblings who have attended college: $X^2(1)=25.54, p \leq .001, (phi=.13)$

moderate effect size (Table A.23 in Appendix A).⁹ In terms of subgroups, similar decreases were also found among students who reported food insecurity and students who did not have siblings who attended college.¹⁰ All responses for these groups can be found in Figure 5.

Figure 5. College Application Completion



Source: Year 5 and Year 7 WV GEAR UP Student Surveys.

*Statistically significant compared to Year 5 ($p \leq .001$).

Note: Some items may not total to 100% due to rounding.

Effects on Priority Parents

When statistical significance testing was conducted to compare survey outcomes for all priority parent respondents in Year 5 to all priority parents in Year 7, no significant difference was found for the following variables: (1) talked about attending college, (2) educational aspirations, (3) perceived affordability of a 4-year college, (4) perceived affordability of a 2-year community and technical college, or (5) perceived affordability of a career and technical center. Given the lack of difference for these variables, it is likely that the COVID-19 pandemic, and the resultant changes to WV GEAR UP activities/services in Year 7, did not affect these outcomes for priority parents. Significant differences for the other items are discussed below.

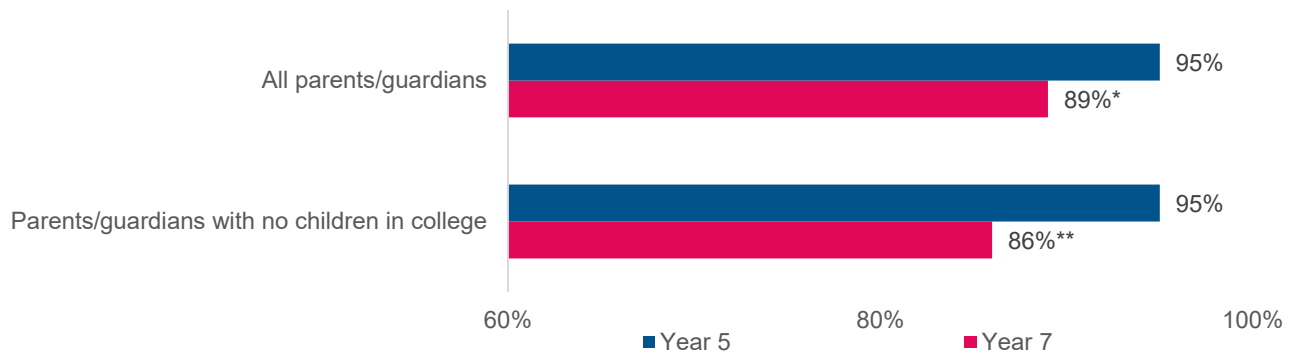
The percentage of priority parent/guardian respondents who expected their student to earn at least some postsecondary education significantly decreased from 95% in Year 5 to 89% in Year 7 (Table A.7 in Appendix A).¹¹ In terms of subgroups, a similar significant decrease was found for parents/guardians with no children who have attended college.¹² See Figure 6 for more details.

⁹ $\chi^2(1)=178.42, p \leq .001, (\phi=-.25)$

¹⁰Students who experienced food insecurity: $\chi^2(1)=5.52, p \leq .01, (\phi=-.15)$; students with no siblings who have attended college: $\chi^2(1)=5.91, p \leq .05, (\phi=-.06)$

¹¹ $\chi^2(1)=11.59, p \leq .001, (\phi=-.11)$

¹² $\chi^2(1)=.15.04, p \leq .001, (\phi=-.16)$

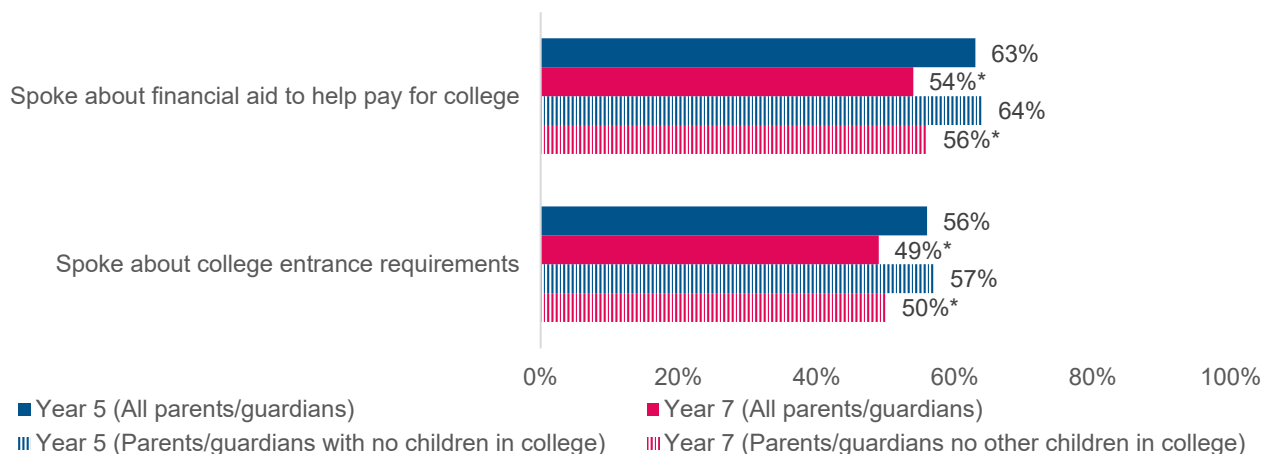
Figure 6. Educational Expectations of Parents/Guardians

Source: Year 5 and Year 7 WV GEAR UP Student and Parent Surveys.

*Statistically significant compared to Year 5 ($p \leq .05$).

**Statistically significant compared to Year 5 ($p \leq .001$).

The percentage of priority parents/guardians who indicated that they spoke with someone from GEAR UP or someone else at their student's school about college entrance requirements and the availability of financial aid to pay for college both significantly decreased from Year 5 to Year 7. The percentage of those who spoke with someone about college entrance requirements declined from 56% to 49%; the percentage of those who spoke with someone about financial aid declined from 63% to 54% (Table A.9 in Appendix A).¹³ In terms of subgroups, the percentage of those who had no other children who attended college and spoke with someone about financial aid also significantly decreased.¹⁴ See Figure 7 for more details.

Figure 7. Percentage of Parents Who Reported Discussing College Entrance Requirements & Financial Aid to Help Pay for College

Source: Year 5 and Year 7 WV GEAR UP Parent Surveys.

*Statistically significant compared to Year 5 ($p \leq .05$).

Priority parent/guardian responses regarding their students' FAFSA completion in Year 7 was also significantly different from Year 5. Notable differences were found in the distribution of responses from Year 5 to Year 7; this difference had a moderate effect size.¹⁵ Overall, the

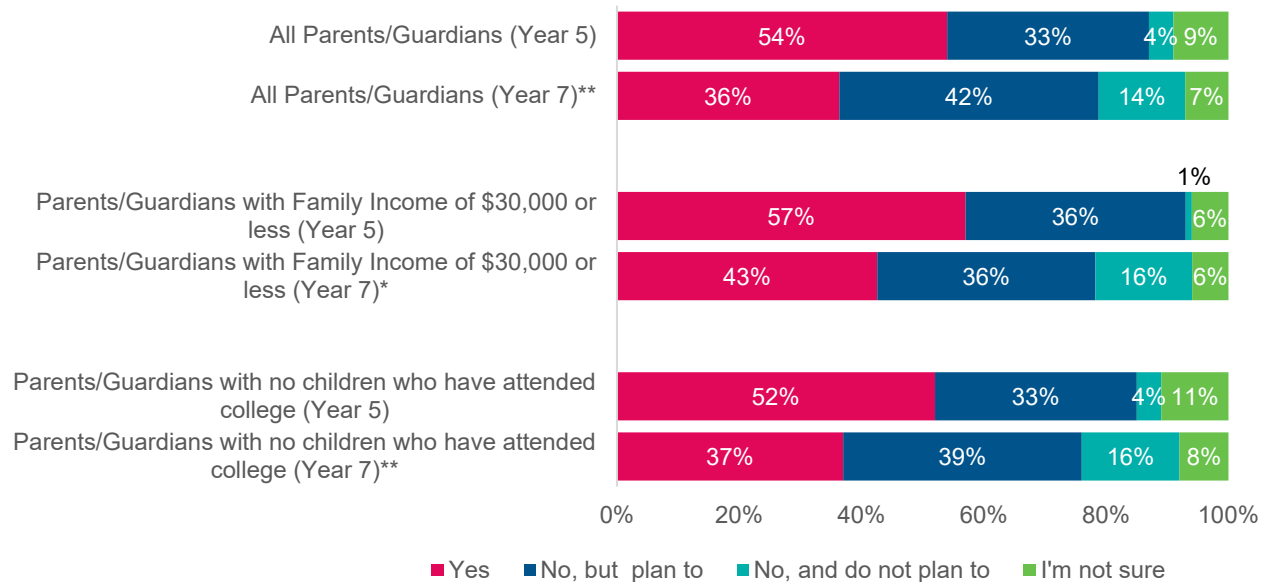
¹³ College entrance requirements: $X^2(1)=5.16$, $p \leq .05$, ($\phi=.07$); Financial aid: $X^2(1)=8.64$, $p \leq .05$, ($\phi=.09$)

¹⁴ $X^2(1)=4.47$, $p \leq .05$, ($\phi=.09$)

¹⁵ $X^2(3)=51.09$, $p \leq .001$, ($V=.23$)

percentage of Year 7 priority parent/guardian respondents who indicated that their child does not plan to submit a FAFSA was 14%, compared to 4% in Year 5 (Table A.19 in Appendix A). Among those who planned to have a FAFSA submitted by the end of the school year in Year 7, 36% had already done so compared to 54% in Year 5 (Table A.19 in Appendix A). In terms of subgroups, as seen in Figure 8, similar significant trends were also found among parents/guardian respondents who reported a family income of \$30,000 or less and those with children who have not attended college (with a moderate effect size).¹⁶

Figure 8. Parent FAFSA Completion



Source: Year 5 and Year 7 WV GEAR UP Student Surveys.

*Statistically significant compared to Year 5 ($p \leq .01$).

**Statistically significant compared to Year 5 ($p \leq .001$).

Note: Some items may not total to 100% due to rounding.

Effects on First-Generation Students and their Parents

Educational Goals

First-generation priority students reported similar levels of expectations and aspirations to attain postsecondary education to those in Year 5. However, as seen in Figure 9, Year 7 priority parents/guardians of first-generation students reported significantly less often that they expected or aspired for their student to attain postsecondary education compared to their Year 5 counterparts.¹⁷ The percentage of parents/guardians of first-generation students who indicated they aspired or expected their student to attain postsecondary education significantly decreased from 94% and 93%, respectively, in Year 5 to 87% and 81%, respectively, in Year 7.

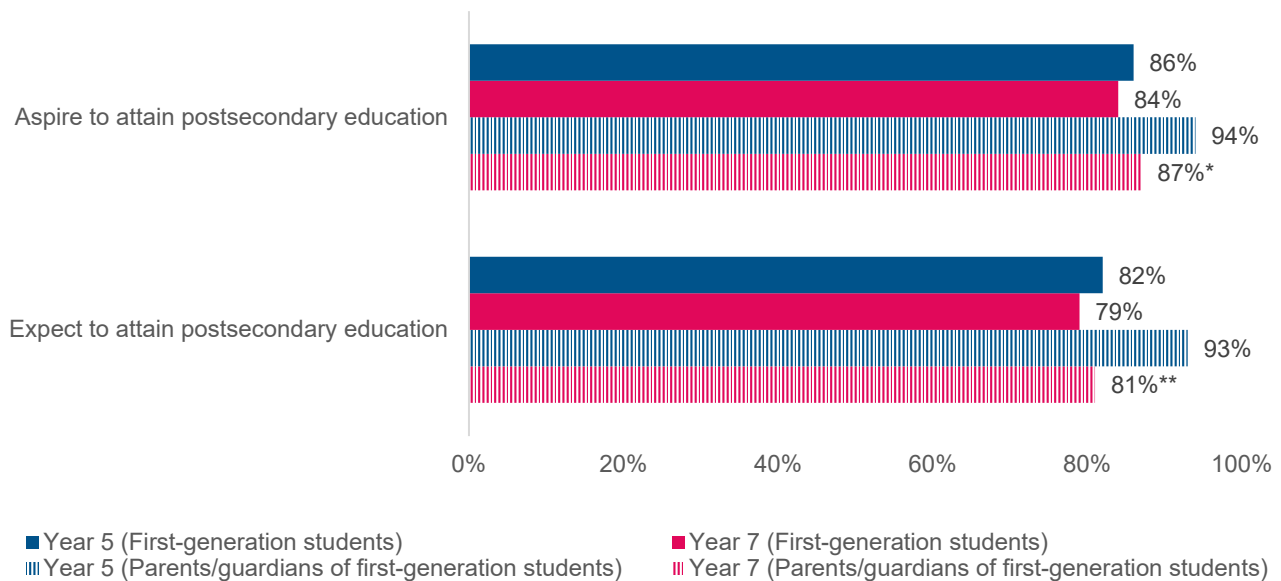
¹⁶ Parents/guardians who reported family income of less than \$30,000: $X^2(3)=8.14$, $p \leq .01$, ($V=.31$);

Parents/guardians with no children who have attended college: $X^2(3)=31.68$, $p \leq .001$, ($V=.23$)

¹⁷ Aspire postsecondary education: $X^2(1)=4.76$, $p \leq .05$, ($\phi=-.11$); Expect postsecondary education: $X^2(1)=11.77$, $p \leq .001$, ($\phi=-.17$)

The mean college-going outcome-expectations rating among Year 7 priority student respondents was 3.36, which was similar to the Year 5 mean rating. The Year 7 college-going self-efficacy mean rating was 3.32, which was also similar to the Year 5 rating. Given these consistent trends, it is likely that the pandemic did not affect first-generation priority students' college-going outcome-expectations or college-going self-efficacy.

Figure 9. Education Aspirations and Expectations of First-Generation Students and Parents



Source: Year 5 and Year 7 WV GEAR UP Student and Parent Surveys

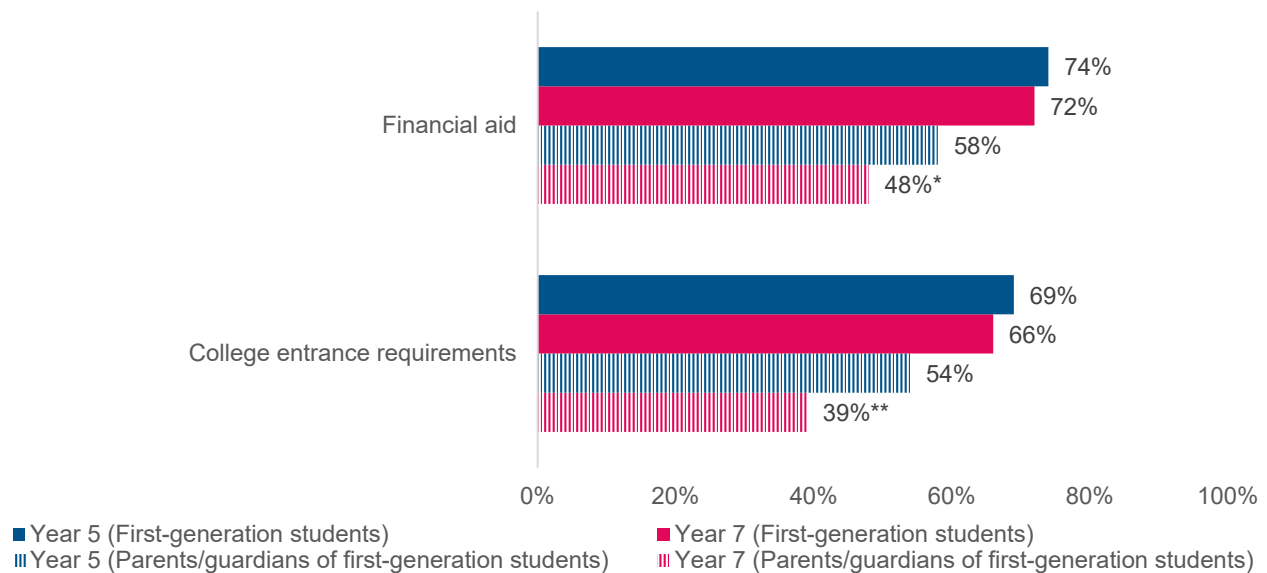
*Statistically significant compared to Year 5 ($p \leq .05$).

**Statistically significant compared to Year 5 ($p \leq .001$).

Similar percentages of Year 7 first-generation priority students reported that they spoke with someone from GEAR UP or someone else at their school about college entrance requirements (66%) and the availability of financial aid (72%) compared to Year 5 students, as seen in Figure 10. From Year 5 to Year 7, the percentage of parent/guardians of first-generation students who reported the same decreased significantly for both topics, however. The percentage of parents/guardians who said they spoke with someone about college entrance requirements decreased from 54% in Year 5 to 39% in Year 7; the percentage of parents/guardians who spoke reported they spoke with someone about financial aid decreased from 58% in Year 5 to 48% in Year 7.¹⁸

¹⁸ College entrance requirements: $X^2(1)=8.28$, $p \leq .01$, ($phi=.15$); Financial aid: $X^2(1)=4.16$, $p \leq .05$, ($phi=.10$)

Figure 10. Percentage of First-Generation Students and Parents Who Reported Discussing College Entrance Requirements & Financial Aid to Help Pay for College



Source: Year 5 and Year 7 WV GEAR UP Student and Parent Surveys.

*Statistically significant compared to Year 5 ($p \leq .05$).

**Statistically significant compared to Year 5 ($p \leq .01$).

Affordability of College

As shown in Table 2, approximately half of Year 7 priority first-generation student and parents/guardian respondents indicated that they *probably* or *definitely* will be able to afford a 4-year college, which was similar to their Year 5 counterparts. Approximately two-thirds of Year 7 first-generation priority students (66%) reported that they believed they *probably* or *definitely* will be able to afford a 2-year community and technical college, which was similar to the percentage reported by those in Year 5. The percentage of the same students who indicated they believed they could afford to attend a career/technical center significantly increased from Year 5 to Year 7 (64% to 70%).¹⁹ Among parents of first-generation priority students, there was a significant decrease in the percentage of those who reported they *probably* or *definitely* will be able to afford for their student to attend a 2-year community and technical college (70% to 60%).²⁰

¹⁹ $\chi^2(1)=4.85, p \leq .05, (\phi=.06)$

²⁰ $\chi^2(1)=4.70, p \leq .05, (\phi=-.11)$

Table 2. Percentage of First-Generation Students Who Reported They Could Probably or Definitely Afford to Attend a Public 4-Year College, Public 2-Year Community/technical College, and Career/Technical Center

	<i>Probably or Definitely Could Afford to Attend...</i>		
	4-Year College/University	Community/Technical College	Career/Technical Center
Year 5 first-generation students	52%	73%	64%
Year 7 first-generation students	51%	66%	70%*
Year 5 parents/guardians of first-generation students	56%	70%	69%
Year 7 parents/guardians of first-generation students	46%	60%*	61%

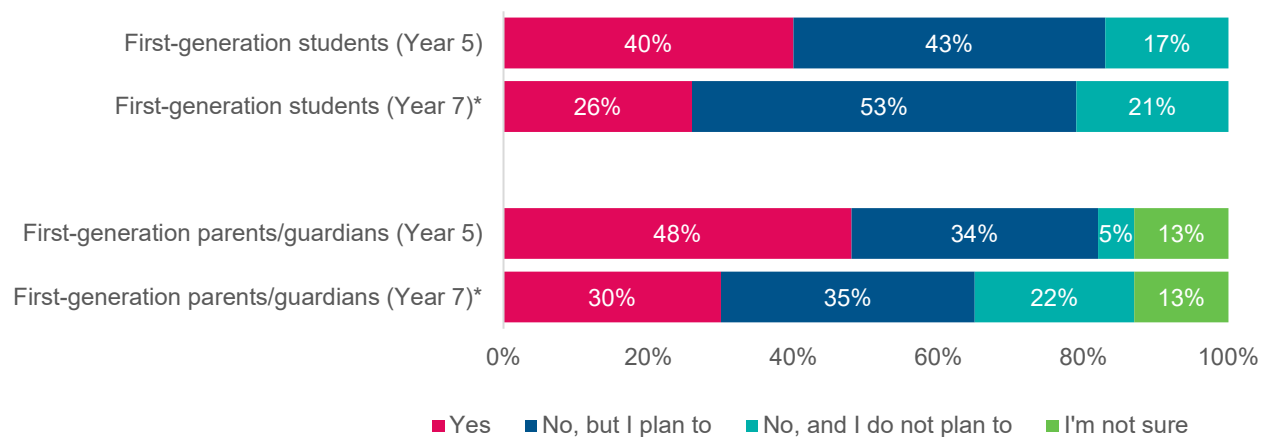
Source: Year 5 and Year 7 WV GEAR UP Student and Parent Surveys.

*Statistically significant compared to Year 5 ($p \leq .05$).

College Preparation Activities

Among both first-generation student and parent/guardian survey respondents, there was a significant change in the distribution of responses regarding FAFSA completion from Year 5 to Year 7 with a moderate effect size.²¹ Changes in student responses included a 14-percentage-point decrease in those who indicated they already submitted a FAFSA (40% to 26%) and a 10-percentage-point increase in those who indicated they had not done so, but planned to by the end of the school year (43% to 53%). Changes in parent/guardian responses included an 18-percentage-point decrease in those who indicated their student already submitted a FAFSA (48% to 30%) and a 17-percentage-point increase in those who reported that their student does not plan to submit a FAFSA (5% to 22%). Full responses can be found in Figure 11.

Figure 11. First-Generation Student and Parent FAFSA Completion



Source: Year 5 and Year 7 WV GEAR UP Student Surveys.

*Statistically significant compared to Year 5 ($p \leq .001$).

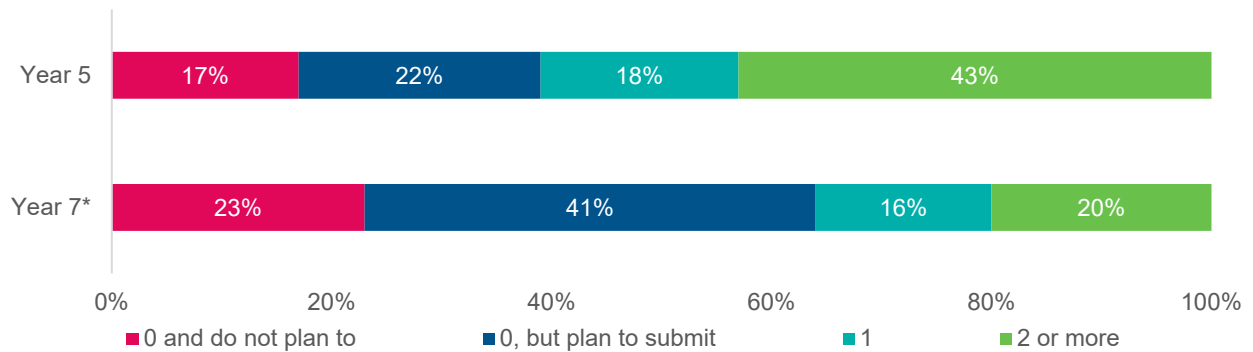
Note: The option *I'm not sure* was only available on the parent/guardian surveys. Some items may not total to 100% due to rounding.

Whereas at the time of survey administration in Year 5, 61% of first-generation priority student survey respondents had submitted a college application, in Year 7, this percentage dropped to 36%, a 25-percentage-point difference as seen in Figure 12. Overall, the distribution of

²¹ Students: $X^2(2) = 21.60$, $p \leq .001$, ($V = .14$); Parents/guardians: $X^2(3) = 29.10$, $p \leq .001$, ($V = .27$)

responses from first-generation priority students regarding college application activity and plans was significantly different from Year 5 to Year 7 with a moderate effect size.²²

Figure 12. First-Generation Students Completion of College Applications



Source: Year 5 and Year 7 WV GEAR UP Student Surveys.

*Statistically significant compared to Year 5 ($p \leq .05$).

²² $\chi^2 (3) = 74.53, p \leq .001, (V = .26)$

IV. School Personnel Survey Results

This chapter provides results from the Year 7 school personnel survey analysis. This analysis includes detailed longitudinal findings as well as a thematic analysis of qualitative comments submitted in response to open-ended survey questions.

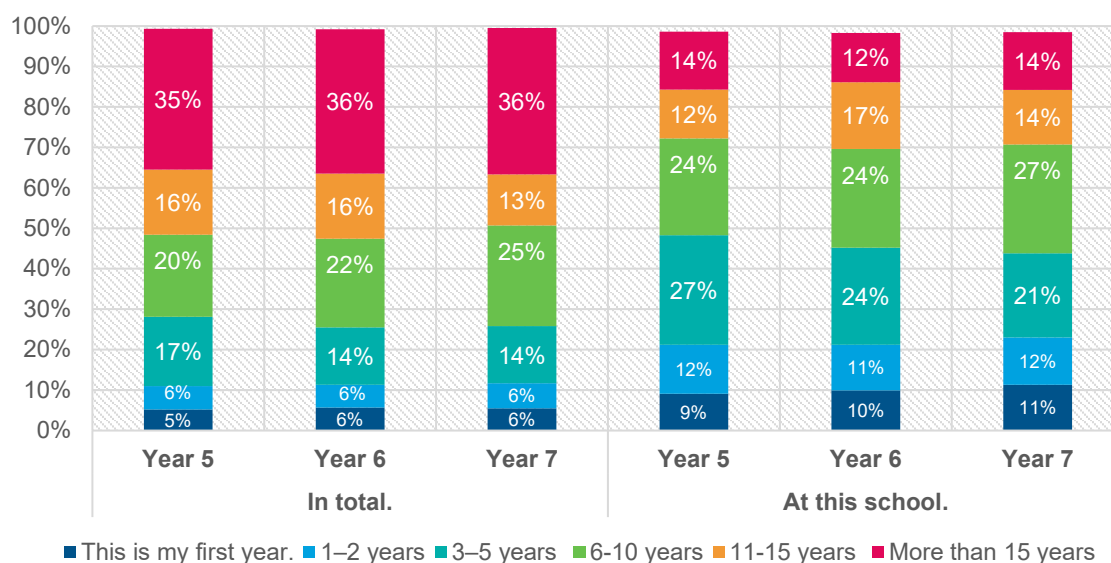
About the Respondents

Fifty-six percent of the estimated 807 possible faculty and staff members responded to the Year 7 school personnel survey. The majority of the 453 total respondents across 22 WV GEAR UP schools were teachers (89%) and the remaining 11% were equally split between administrators and counselors. Approximately 6% indicated that, in addition to their primary role, they served as a GEAR UP site coordinator. There were no significant differences across Years 1–7 in the distribution of respondents' primary roles or in the percentage of those who also served as site coordinators.

The survey asked respondents to indicate which grade level(s) they serve. The majority of the 453 respondents indicated they served Grade 10 (79%) and Grade 11 (81%). Seventy-five percent served Grade 12 students and 72% of personnel indicated that they served freshman students.

In Years 5–7, respondents were asked to indicate how many years of experience they had been working in their current role in the school and how many years they have been working in that role in total. Figure 13 displays these results and highlights that almost half of Year 7 respondents (49%) reported that they have more than 10 years of experience total and more than one-quarter of respondents have more than 10 years of experience at the school (28%). When comparing to the previous year, slightly more respondents reported 6–10 years' experience (+3% points) and slightly less reported 3–5 years' experience (-3% points) at the school, indicating that those teachers probably stayed on in their current school.

Figure 13. School Personnel Experience Breakdown by Percentage of Respondents

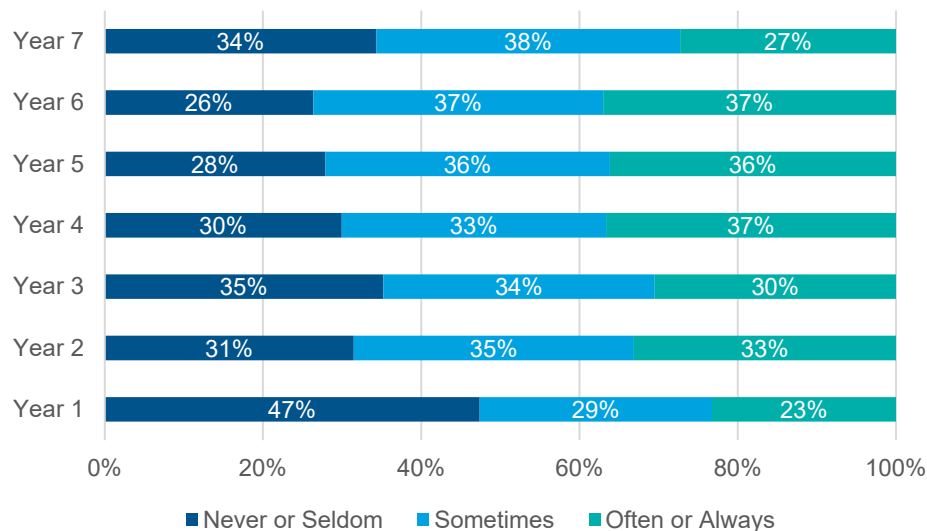


Note: Some items may not total to 100% due to rounding.

Participation in and Perceptions of GEAR UP

Overall participation. Ninety-eight percent of respondents answered the question of whether they had participated in services or support during the 2020–21 school year. Of those, 34% (compared to 26% in Year 6) indicated that they “never or seldom” participated in GEAR UP events, an eight percentage-point difference in the distribution of responses between Year 6 and Year 7. Additionally, 38% (compared to 37% in Year 6) indicated that they “sometimes” participated, and 27% (compared to 37% in Year 6) indicated that they “often or always” participated (see Figure 14).²³ However, post-hoc analysis reveals that personnel with between 11- and 15-years’ in-school experience were significantly more likely to participate in activities.²⁴ When the number of total years of experience is considered, the pattern changes slightly, with personnel having between 3 and 10 total years of experience as the most likely to participate in activities. Personnel with fewer than 2 years of in-school or total experience were the least likely to participate in activities.

Figure 14. Frequency of School Personnel Participation in GEAR UP Activities by Year



Note: Some items may not total to 100% due to rounding.

Asked to elaborate on their experience with GEAR UP activities, 41% of all Year 7 survey respondents provided a response. The most common theme by far was participation in college visits, College Decision Day, and other school activities. Nearly one out of three comments indicated a strong level of involvement in GEAR UP-sponsored activities. One respondent said, “I served as a Gear-Up Student Success Society Mentor. As mentor, I participated heavily in Gear-Up college visits, meetings, professional development, and helping to guide students.” For many, this involvement has been less often due to limited in person activities and challenges related to the COVID-19 pandemic. One respondent stated, “I was a Student Success Society mentor last year, and I still participate in activities virtually. This year, we have not been allowed to hold assemblies due to COVID-related chaperone during a college visit.” Another respondent

²³ $\chi^2 = 17.836$ $p < .001$, ($\phi = .135$)

²⁴ School Years: $\chi^2 = 112.151$, $p < .001$, ($\phi = .35$).; Total Years: $\chi^2 (1) = 61.741$, $p < .001$ ($\phi = .25$)

shared, “Because of the pandemic, there haven't been as many opportunities to get involved. I was signed up to get involved in activities last academic year, but they were shut down because of COVID-19.”

More than one-quarter (27%) of respondents in Year 7 shared they participated in GEAR UP activities when asked or invited. One respondent shared, “When offered, I always chaperone the college trips, but we haven't been allowed to do those.” Another respondent shared, “When the GEAR UP cohort was still in the building, I acted [as] a mentor and often went on field trips. Now I assist in any way that I can with the college decision making, SAT/ACT, and learning how to apply for financial aid.” Several respondents indicated that their involvement happens in class or during the school day. Specific efforts mentioned were tutoring, promoting events, and discussing college options.

Others mentioned they help whenever possible but indicated a restriction of time. For example, one respondent noted, “When I am available; I have two jobs and [am] not always available.” Several respondents mentioned their form of participation in GEAR UP involved either offering classroom incentives or providing overall encouragement for student participation in GEAR UP activities.

Lastly, in looking at specific reasons why personnel are not involved, there were a few respondents who shared concerns that they had not yet participated in an event because they were new to the school ($n=12$) or were not invited or informed about GEAR UP activities at their school ($n=12$). An illustrative sampling of those comments follows.

I am new and need to be educated on Gear Up.

This is my first year teaching. I'm not exactly sure what Gear Up is. I don't believe we've had any assemblies or anything concerning college because of COVID this year. I do know our school counselors do a good job of promoting FAFSA and scholarship workshops. These are offered to small groups of seniors I believe.

I'm new to the school, and I teach only freshmen. This year was also a wild and odd year with COVID.

Additionally, a few other Year 7 respondents expressed that they had not participated because the activities were not targeted toward the students they served. For example, one respondent said, “My students are receiving an alternative diploma. College is not a realistic goal for them. I do not attend a lot of the ‘college-bound’ specific activities for that reason.” In other cases, respondents spoke about the focus on upperclassmen. One reported, “The only activity I participate in is College Week. Other activities are directed more towards upperclassmen. I teach mostly 9th and 10th so I am needed in the classroom more.” Another respondent shared, “Maybe because of COVID, but we have not had many GEAR UP activities this year and mostly aimed at seniors, which I have few.” Another emergent theme across many responses was the implications of the pandemic on services. One respondent expressed, “Since the COVID-19 pandemic, activities have been limited.”

Participation in and perceptions of specific GEAR UP activities. School personnel were asked (a) to indicate whether or not they participated in 13 GEAR UP-sponsored activities, and (b) to rate the effectiveness of these activities in helping students to succeed in school and

prepare for college. Six response options were provided for each activity (i.e., 1 = *it was not offered/does not apply*, 2 = *I did not attend*, 3 = *not at all effective*, 4 = *slightly effective*, 5 = *moderately effective*, 6 = *extremely effective*).

Table A.25 in Appendix A shows Year 7 personnel participation significantly declined across all 13 GEAR UP activities from the previous year, with respondents indicating that either an activity was not offered or they did not attend. Notably, there were 6–16 percentage point increases from Year 6 to Year 7 in the percentage of personnel who either did not participate in all activities or responded, “did not apply.” Summer activities, teacher professional development, and mentoring opportunities were reported as the least common type of GEAR UP activity attended or offered. Even with less participation, likely due to school changes resulting from COVID-19, a majority of personnel (slightly more than 80%) indicated they had the opportunity to provide assistance with completing financial aid forms, help with test preparation, and provide information about college entrance requirements.²⁵

As shown in Table A.26 in Appendix A, the average effectiveness ratings by year for each activity range between moderately effective (5.00) and extremely effective (6.00). Only those respondents who chose an answer other than *it was not offered/does not apply* or *did not attend* were included in the analysis. The analysis found that Year 7 respondents reported most items as being between moderately (5.00) and extremely effective (6.00), which was similar to Year 6 respondents. While all items showed significant decreases in their mean effectiveness rating, there were four activities that fell slightly below the moderately effective (5.00) threshold: tutoring (4.99), summer activities (4.83), teacher professional development about college (4.92), and Faculty Senate presentations (4.77).²⁶

Perceptions of positive impact of GEAR UP. Respondents were next asked about the extent to which they agreed with two statements about the services provided through GEAR UP: (1) “I think GEAR UP is making a positive impact on students in my school,” and (2) “I think GEAR UP is making a positive impact on colleagues at my school.” Respondents had five response options for these items (i.e., 0 = *Not Applicable*, 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Agree*, 4 = *Strongly Agree*).

Year 7 respondents’ indicated agreement that GEAR UP services were making a positive impact on students (a score of 3.00 represents agreement). Figure 15 shows the mean agreement scores about the positive impact on students (3.44); this was slightly lower than respondents’ level of agreement in Year 6 (3.55), but the effect size was small.²⁷ Most Year 7 respondents also agreed about the positive impact GEAR UP was making on colleagues (3.38); this was a similar rating when compared to Year 6 respondents’ level of agreement (3.40). Post-

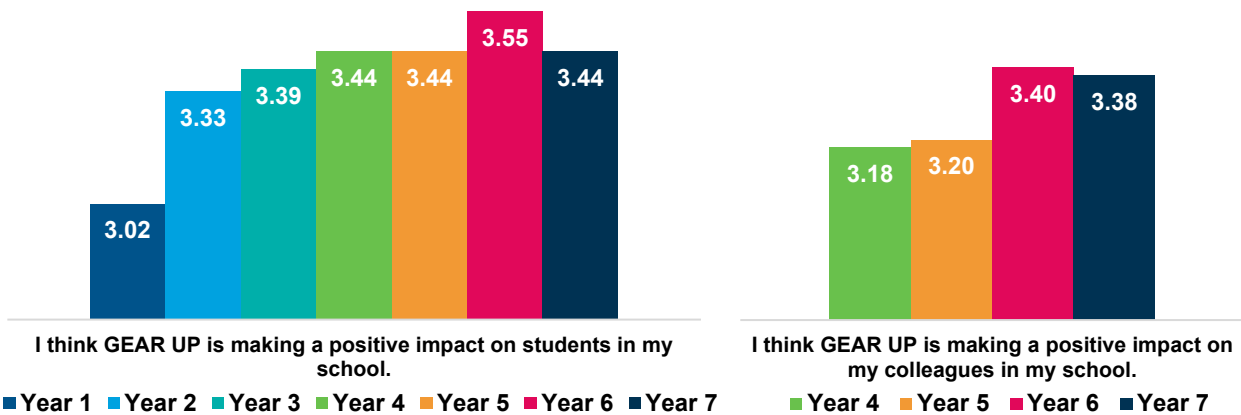
²⁵ The survey data did not reveal whether personnel provided this assistance to as many students/parents as they had in the past, only whether they had the opportunity to provide this assistance at all.

²⁶ 1) Tutoring: $t(766)=4.03$, $p\leq 0.001$ ($d=0.29$), 2) Opportunities to participate in college visits: $t(804)=8.406$, $p\leq 0.001$ ($d=0.59$), 3) Summer activities: $t(628)=4.433$, $p\leq 0.001$ ($d=0.35$), 4) College Application Week: $t(829)=5.255$, $p\leq 0.001$ ($d=0.37$), 5) Provide information about college entrance requirements: $t(851)=5.381$, $p\leq 0.001$ ($d=0.37$), 6) Career exploration activities: $t(840)=5.62$, $p\leq 0.001$ ($d=0.39$), 7) Test preparation: $t(860)=5.653$, $p\leq 0.001$ ($d=0.39$), 8) Assistance with the college entrance process: $t(843)=4.075$, $p\leq 0.001$ ($d=0.28$), 9) Assistance with FAFSA: $t(846)=4.31$, $p\leq 0.001$ ($d=0.30$)

²⁷ $t(994)=2.364$ $p\leq 0.05$

hoc analysis by position and years of experience was also conducted and no significant differences were found when comparing impact means.

**Figure 15. Positive Impact Mean Agreement Scores:
(a) On Students and (b) On Colleagues**



Source (a): Years 1–7 WV GEAR UP School Personnel Surveys

Source (b): Years 4–7 WV GEAR UP School Personnel Surveys

College-Going Culture

The personnel survey included multiple questions to determine overall college-going culture in schools and classrooms. First, all respondents—teachers, administrators, and counselors—were asked to rate their schools on 19 items measuring two components of college-going culture: (1) expectations/rigor and (2) visual cues/material resources. Next, only teachers were asked to measure their classroom on the same two components. The following section summarizes those findings. Each item used a four-point Likert-type response format (i.e., 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Agree*, 4 = *Strongly Agree*).

Expectations/rigor at the school level. Table A.27 in Appendix A shows each of the 10 items assigned to the school-level expectations/rigor subscale, and the descriptive statistics for the entire sample of school personnel by year. ANOVA tests revealed average ratings for Year 7 were significantly lower than ratings for Year 6 for every scale item. These were small to moderate declines for all items.²⁸ While there were no significant differences by position, there were noteworthy differences with respect to years of total experience. Respondents in their first year were more likely to agree than those with at least 6 or more total years' experience in the overall level expectations and rigor provided at the school.²⁹ Specifically, *creativity and original*

²⁸1) Creativity and original thinking are highly valued.: $t(1025)=4.6, p\leq 0.001 (d=0.30)$, 2) All students have the ability to succeed academically.: $t(1026)=3.65, p\leq 0.001 (d=0.22)$, 3) Students are encouraged to do their best.: $t(1023)=4.36, p\leq 0.001 (d=0.27)$, 4) Teachers regularly talk to students about the importance of college.: $t(1025)=5.016, p\leq 0.001 (d=0.31)$, 5) Students care about learning and getting a good education.: $t(1026)=3.937, p\leq 0.001 (d=0.24)$; 6) Students are encouraged to set future college and career goals.: $t(1026)=4.467, p\leq 0.001 (d=0.26)$, 7) Students are learning effective problem solving skills.: $t(1020)=3.838, p\leq 0.001 (d=0.23)$, 8) Teachers are able to engage students in a rigorous curriculum.: $t(1024)=4.483, p\leq 0.001 (d=0.28)$; 9) The curriculum appropriately challenges most students.: $t(1014)=4.283, p\leq 0.011 (d=0.26)$; 10) Advanced (e.g., honors, pre-AP) courses are appropriately rigorous.: $t(1021)=4.501, p\leq 0.001 (d=0.27)$.

²⁹ Years of experience, overall school rigor: $t(42)=2.486, p\leq 0.05 (d=0.50)$.

thinking are highly valued had the largest effect size between first year teachers and those with between 11 and 15 total years' experience ($d=.78$).

Expectations/rigor at the classroom level. Table A.28 in Appendix A shows each of the items assigned to the expectations/rigor subscale, and the descriptive statistics for the entire sample of teachers by year. ANOVA tests revealed average ratings for Year 7 were significantly lower than ratings for Year 6 for every scale item. Effect sizes for the differences in Year 6 and Year 7 ratings were small.³⁰ Post-hoc analysis by position and years of experience was also conducted and significant differences were found when comparing classroom level means by years of school experience. Specifically, personnel with 1 to 2 years of school experience were significantly more likely than personnel with 11 to 15 years of experience to agree that the item, *creativity and original thinking are highly valued*, associated with school rigor (3.76 and 3.48), respectively.³¹

The analysis also compared the average overall scores on the college-going culture scales for the expectations/rigor component across the life of the grant as presented in Figure 16. Post-hoc tests were conducted to compare Year 6 and Year 7 average overall scores for both the school and classroom level.³² The tests found that while the average school-level and classroom-level ratings showed declines, personnel reported a higher rating at the classroom level (3.45) than the school level (3.26) to support a college-going culture; effect size was small to medium ($d=.37$). There were no significant differences by position, but personnel in their first year of total experience were significantly more likely than personnel with 11 to 15 years of experience to agree with items associated with school rigor (3.48 and 3.24, respectively).³³

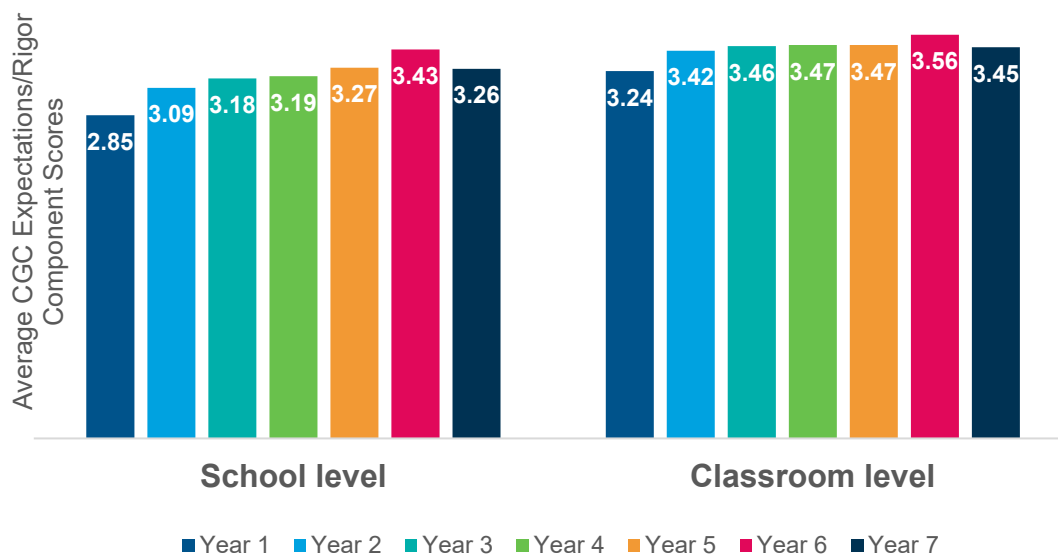
Figure 16. Expectations/Rigor College-Going Culture Component Ratings by Year

³⁰ 1) Creativity and original thinking are highly valued.: $t(889)=3.081, p\leq 0.01$ ($d=0.21$), 2) All students have the ability to succeed academically.: $t(888)=2.496, p\leq 0.05$ ($d=0.17$), 3) Students are encouraged to do their best.: $t(886)=3.474, p\leq 0.001$ ($d=0.23$), 4) I regularly talk to students about the importance of college: $t(887)=3.202, p\leq 0.001$ ($d=.21$), 5) Students care about learning and getting a good education.: $t(886)=2.453, p\leq 0.05$ ($d=0.16$), 6) Students are encouraged to set future college and career goals.: $t(885)=3.193, p\leq 0.001$ ($d=0.21$), 7) Students are learning effective problem solving skills: $t(887)=2.065, p\leq 0.05$ ($d=0.14$), 8) I am able to engage students in a rigorous curriculum.: $t(885)=2.032, p\leq 0.05$ ($d=0.14$), 9) The curriculum appropriately challenges most students.: $t(883)=3.071, p\leq 0.01$ ($d=0.21$), 10) Advanced (e.g., honors, pre-AP) courses are appropriately rigorous: $t(856)=2.206, p\leq 0.05$ ($d=0.15$).

³¹ Years of school experience, Creativity and original thinking are highly valued.: $t(67)=2.511, p\leq 0.05$, ($d=0.57$)

³² School-level expectations/rigor scores: $t(1026)=5.47, p\leq 0.001$, ($d=.35$) and classroom-level expectations/rigor scores: $t(889)=3.44, p\leq 0.001$, ($d=.29$)

³³ Years of experience, School-level expectations/rigor scores: $t(91)=2.333, p\leq 0.001$, ($d=.59$)



Visual cues/materials resources at the school level. Table A.29 in Appendix A shows average school personnel perceptions of the visual cues/material resources component of college-going culture in their schools. Overall, respondents agreed or strongly agreed to all items, and mean score ratings ranged between 3.09 and 3.44 (between *agree* and *strongly agree*). ANOVA was used for post-hoc analysis and found that 7 of 8 items showed a statistically significant decrease from Year 6 to Year 7. Effect sizes for the differences were small-moderate.³⁴

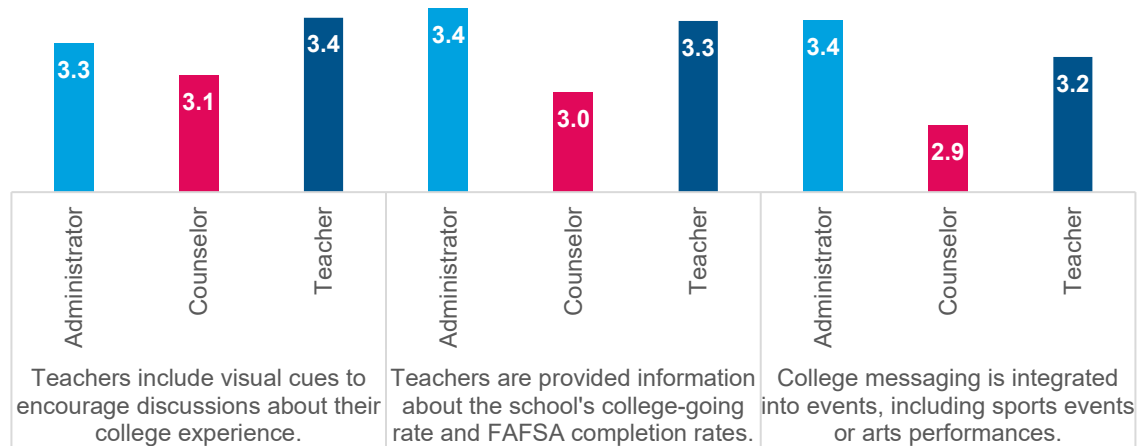
Post-hoc analyses revealed that in three items of college-going culture visual cues/material resources, average ratings in Year 7 varied by position—teacher, counselor, administrator. Particularly noteworthy differences with respect to perceptions of teachers and counselors were found. Figure 17 shows that teachers were significantly more likely than counselors to agree that (1) teachers include visual cues to encourage discussions about their college experiences, (2) teachers are provided information about the school's college-going rate and FAFSA completion rates, and (3) college messaging is integrated into events, including sports events or arts performances. Effect sizes were small to medium.³⁵ In addition, personnel with less than 5 years of experience were significantly more likely than personnel with 11 to 15 years of

³⁴ 1) College pennants, banners, and posters are visible.: $t(1024)=4.092, p\leq.001 (d=0.25)$, 2) Parents are included in the college preparation process.: $t(1018)=4.817, p\leq.001 (d=0.3)$, 3) Students have access to the information and resources they need to support their college attendance decisions.: $t(1021)=5.311, p\leq.001 (d=0.33)$, 4) Teachers include visual cues to encourage discussions about their college experience: $t(1021)=2.877, p\leq.01 (d=0.17)$, 5) Teachers are provided information about the school's college-going rate and FAFSA completion rates.: $t(1024)=4.373, p\leq.001 (d=0.27)$, 6) Teachers engage in ongoing professional development about ways to promote college readiness.: $t(1017)=4.144, p\leq.001 (d=0.26)$, 7) Teachers are equipped with the knowledge to assist students in the transition from high school to college.: $t(1020)=4.378, p\leq.001 (d=0.27)$.

³⁵ Teachers include visual cues to encourage discussions about their college experience: $t(886)=3.475, p\leq.001 (d=.23)$; Teachers are provided information about the school's college-going rate and FAFSA completion rates.: $t(714)=-26.306, p\leq.001$; Include visual cues to encourage discussions about their college experience (e.g., posters, pennants): $t(751)=-4.504, p\leq.001 (d=.31)$; College messaging is integrated into events, including sports events or arts performances.: $t(878)=-2.111, p\leq.05 (d=.14)$

experience to agree with the item, “Teachers are equipped with the knowledge to assist students in the transition from high school to college” (3.30 and 3.02, respectively).³⁶

Figure 17. Visual Cues/Material Resources in School Ratings by Position



Visual cues/material resources at the classroom level. Table A.30 in Appendix A shows each of the items assigned to the visual cues/material resources subscale, and the descriptive statistics for the entire sample of school personnel by year. ANOVA tests revealed average ratings for Year 7 were significantly lower than ratings for Year 6 for seven out of eight scale items. Effect sizes for the differences in Year 6 and Year 7 ratings were small.³⁷ Personnel with 1–2 years of total experience were significantly more likely than personnel with 15 years of total experience to agree with two items, “Teachers are equipped with the knowledge to assist students in the transition from high school to college” (3.59 and 3.33, respectively) and “Students have access to the information and resources they need to support their college attendance decisions” (3.56 and 3.31, respectively).³⁸

Figure 18 shows that overall ratings for visual cues/material resources significantly decreased in Year 7 (from 3.45 in Year 6 to 3.29 in Year 7 for school level and 3.43 in Year 6 to 3.27 in Year 7 for classroom level).³⁹ The effect sizes were small for school level ($d=.29$) and classroom level ($d=.27$). Additionally, personnel reported a higher rating in visual cues/material resources at the

³⁶ Teachers are equipped with the knowledge to assist students in the transition from high school to college.: $t(118)=2.043, p\leq 0.05$ ($d=.47$)

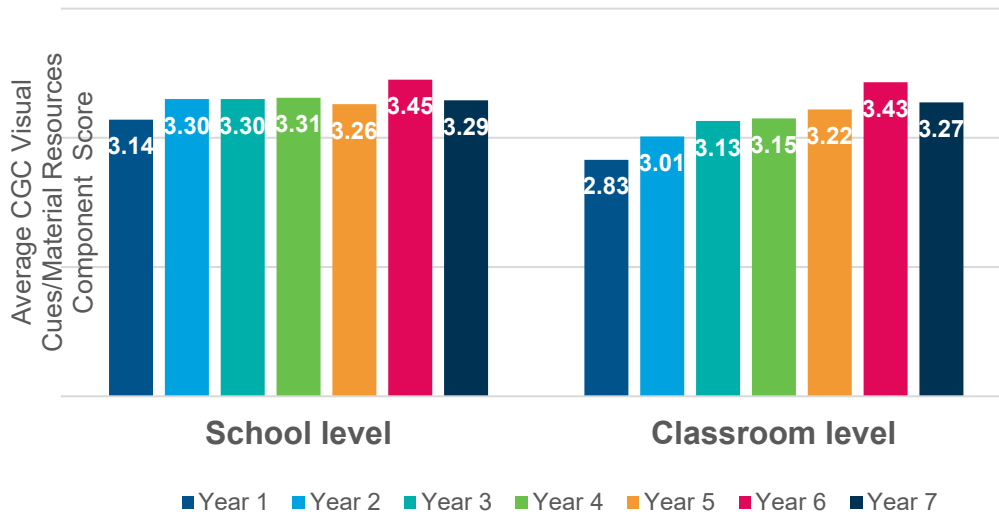
³⁷ Teachers include visual cues to encourage discussions about their college experience: $t(886)=3.475, p\leq 0.001$ ($d=.23$); Teachers are provided information about the school's college-going rate and FAFSA completion rates.: $t(714)=-26.306, p\leq 0.001$; Include visual cues to encourage discussions about their college experience (e.g., posters, pennants): $t(751)=-4.54, p\leq 0.001$ ($d=.31$); College messaging is integrated into events, including sports events or arts performances.: $t(878)=-2.111, p\leq 0.05$ ($d=.14$); encourage discussions about their college experience (e.g., posters, pennants): $t(905)=-5.76, p\leq 0.001$ ($d=.39$); I am provided information about the school's college-going rate and FAFSA completion rates: $t(900)=-4.20, p\leq 0.001$ ($d=.28$); College messaging is integrated into events, including sports events or arts performances: $t(902)=-4.35, p\leq 0.001$ ($d=.29$); I engage in ongoing professional development about ways to promote college readiness: $t(902)=-4.93, p\leq 0.001$ ($d=.33$); I am equipped with the knowledge to assist students in the transition from high school to college: $t(902)=-5.55, p\leq 0.01$ ($d=.21$)

³⁸ Teachers are equipped with the knowledge to assist students in the transition from high school to college: $t(171)=1.976, p\leq 0.05$ ($d=0.48$) and Students have access to the information and resources they need to support their college attendance decisions: $t(174)=1.972, p\leq 0.05$ ($d=0.46$)

³⁹ Average school-level visual cues/material resources score: $t(1031)=5.96, p\leq 0.001$ ($d=.37$) and Average classroom-level visual cues/material resources score: $t(886)=5.55, p\leq 0.001$ ($d=.37$)

school level (3.29) than the classroom level (3.27) to support a college-going culture, but no significant difference was found. No differences were found by position.

Figure 18. Visual Cues/Material Resources College-Going Culture Component Ratings by Year



Comments on the role of personnel in building a college-going culture. Fifty-six percent of the 453 respondents commented about their role in building a college-going culture at their school (compared to 62% in Year 6). Comments reflected personnel beliefs that communication ($n=103$), encouragement ($n=75$), skill development ($n=45$), and direct services/support ($n=20$) were pillars of a college-going culture.

Many respondents reported their role in talking or communicating with students about their future. Notably, several respondents shared comments about their role in providing information, particularly about the benefits of college and “how important economic success is to quality of life.” One respondent expressed that they “discuss salary slopes and details of jobs, and the environment or areas of the U.S where these jobs are prevalent....We show the statistics to students who do not go to college. We want them informed.” Some respondents also elaborated on their role in “stressing the economic impact on them and their communities by attending college.”

Several respondents also shared how the work of fostering a college-going culture at their school is about “encouraging students to set goals for their future” and “getting kids excited about college.” One respondent noted, “My role is to encourage, discuss, and prod students in making college plans and completing necessary forms.” Another respondent described motivating students by “stressing the economic impact on them and their communities by attending college.” Overall, many personnel shared similar comments to one respondent who wrote, “[My role is] to guide and direct students in developing the confidence and motivation to pursue education or training beyond high school. And to provide all resources necessary to help them achieve their goals.”

Other personnel, specifically teachers, described their role in promoting college-going culture “to provide instruction” in terms of academic content, test-taking, or through other skills in preparation for success in career or college. “My core job is to help students develop skills for

future success. Whether the students are college-bound or not, they need certain basic intelligence and content-working skill,” one respondent noted. Another respondent expressed, “I believe my primary responsibility is to prepare students with reading, writing, speaking, listening and vocabulary for college and career readiness.” Personnel also cited rigorous academic instruction and offering more classes as a critical role in building a college-going culture. In other cases, respondents believed that focusing on “preparing students for the SAT or ACT” would support student college-going success. Comments that reflect this sentiment are as follows:

[My role is to] prepare students academically, help prepare for college entrance exams which will open up financial opportunities.”

As a classroom teacher, I provide rigorous lessons that demand the use of critical thinking skills so that students learn to think for themselves and become problem solvers.

As a sophomore math teacher, my job is to prepare them for rigorous coursework in the future. If they graduate and attend college, they will hopefully be prepared for a fast-paced learning environment.

In addition to providing students with the “academic rigor” and testing support to succeed in college, personnel talked about their role in providing additional resources needed for students to attend college, including “activities/projects that prepare students for the next step in their lives.” Other respondents shared similar sentiments around promoting life skills:

I see my role as someone who works primarily with 8–10th grade students to help them explore their learning styles, career interests and goals, and I help them map out the steps they need to take to reach those goals.

As a 12th grade Civics teacher, I do my best to explain concepts of self-respect, responsibility, economic well-being, and the importance of an education or certification in a trade.

Finally, in Year 7, nearly 20 respondents commented about their role in building a college-going culture as sometimes updating expectations regarding career, vocational, or trade options rather than college. In these cases, respondents indicated that they saw their role as providing “honest, objective info” to students and their families. One noted,

I build a college-going culture by providing information. However, the lack of need for college-educated workers in our area continues to dwindle. Student loan costs put students off wanting postsecondary education. My job is to make them succeed, not necessarily through postsecondary education. In our area, it's often not necessary to have more than a high school degree to make as much as those who have college educations.

Other personnel also shared how they stress the need to work after school, not necessarily pursue college options. Some of these responses are reflected below:

I encourage students to seek a career. Some careers do NOT require a college degree, but many do. I try to explain the difference between a part-time job and a career that you can live off of.

As a counselor, it is our job to prepare students for whatever their next step is after high school. It may be a trade or college, either one, but whatever their choice may be it is my job to make sure they are exposed to all the opportunities and options that will make getting their possible.

My role in building a college-going culture is to talk with students, find out what their likes and dislikes are, and help them to become productive citizens. Being a productive citizen can be with or without a college degree.

A few personnel mentioned explicitly that “college is not for all students” and a few others reported specific reasons this statement is accurate. According to one respondent who teaches special education classes, “Most of my students will not be attending college.” A few others talked about some students not being prepared; one person shared, “There are some that have struggled greatly with high school, and college for them is not a concern. I do try to stress to my students that some type of postsecondary education is essential in today's world.”

Impact of COVID on the role of personnel in building a college-going culture. When asked how their role has changed, if at all, since the COVID-19 pandemic began in spring 2020, a few respondents indicated their role had remained the same, while others attributed their role shifting to the pandemic. Respondents shared sentiments about how their role has been limited to less interaction with students and others talked about the new challenges related to motivating students and virtual learning. Sample comments from a few respondents are as follows:

Students see education as less valuable than they used to. It seems insignificant to them, so I believe that extra encouraging has had to take place. They also have to be reminded more often how important their education is to their future.

Teachers have not had their students in their classrooms nearly as much as in past years, so it has become a necessity that teachers encourage, challenge, praise, push, engage, and discipline more than ever to try and overcome the lack of interest in education a significant portion of the student body has this year.

The pandemic has affected my ability to teach students. Virtual learning has been difficult the whole time.

Teachers tend to be face-to-face communicators. Virtual instruction has limited developing a college-going culture.

My role has not really changed, it has just shifted to more virtual support as opposed to in person support. Instead of college visits, we have had to arrange Skype meetings with representatives from different colleges. College Day was also virtual rather than in person.

Even with so many beliefs about the importance of communication, there were mixed feelings about the opportunities to interact with students. One respondent shared, “Students more readily ask for assistance with their work so more one-on-one time.” Other respondents reported

limited access to students and their families and time to support them; so, while several perceive their role as sharing information and resources hasn't changed, there are new challenges now. According to one respondent, "My role has been the same, it has just been a struggle to motivate and connect with all students during such uncertain time." Most respondents found that the pandemic greatly impacted the implementation of this role in practice. Some sample comments about challenges in their role are as follows:

Not being able to discuss plans for after graduation. Strictly academic instruction, not the social-emotional aspect.

Trying to navigate these events and communicate with families virtually.

Not enough effective ways to communicate with students.

Online teaching is very different and exhausting in its own way. It's also led to a lot less student engagement and poor student attendance. Engagement is something I've tried to fix over the time we were online this year. I can't really fix attendance issues due to technology problems sadly.

A few respondents also indicated their role has changed to include other responsibilities.

My role has changed to support students with catching up if they are behind and to welcome and encourage students who transferred back from virtual school at the semester change. My role is also to maintain a clean and safe environment for students to not transmit illnesses. My prior role of English teacher is still a primary focus as well.

My role has greatly changed and merged into many roles.

Involvement

The evaluation team next examined the extent to which respondents reported that they were involved in each of the six college-related activities offered by their schools. In Year 7, five response options were included for involvement items (1 = *Never*, 2 = *Seldom*, 3 = *Sometimes*, 4 = *Often*, 5 = *Always*). A sixth option (*Not Applicable*) was included on each scale, but this option was not used to calculate average ratings.

Overall, responses across items slightly decreased in Year 7 and the mean score ranged from 2.43 to 3.89—or from *sometimes* to *often* involved (see Table A.31 in Appendix A). Similar to Year 6, the largest Year 7 involvement scores were for "I talk with students about their plans for college or work after high school" (3.89) and "I have individual discussions with students about what they want to do with their futures" (3.82).

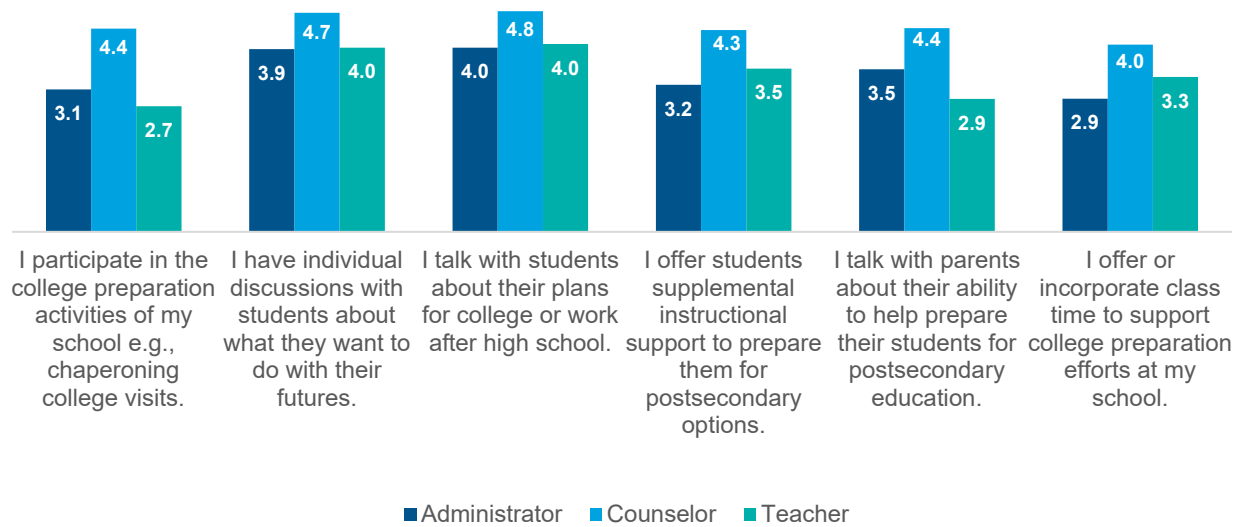
Post-hoc analysis shown in Figure 19 revealed some involvement patterns based on years of experience and position; administrators were more likely than teachers to report involvement on two items: "I participate in the college preparation activities of my school, e.g., chaperoning college visits" ($d=.60$) and "I talk with parents about their ability to help prepare their students for

postsecondary education" ($d=.77$).⁴⁰ Counselors were more likely than teachers to indicate involvement on all items, with very large effect sizes ($d>1.0$).⁴¹ Additionally, first year teachers had the least involvement in all activities. However, the difference was only significant across groups for one activity: "I participate in the college preparation activities of my school, e.g., chaperoning college visits."

⁴⁰ 1) I participate in the college preparation activities of my school.: $t(359)=2.633$, $p\leq 0.01$,2) I talk with students about their plans for college or work after high school.: $t(409)=1.988$, $p\leq 0.05$,3) I talk with parents about their ability to help prepare their students for postsecondary education.: $t(388)=3.377$, $p\leq 0.001$

⁴¹ 1) I participate in the college preparation activities of my school e.g., chaperoning college visits.: $t(368)=9.408$, $p\leq 0.001$,2) I have individual discussions with students about what they want to do with their futures.: $t(415)=6.520$, $p\leq 0.001$,3) I offer students supplemental instructional support to prepare them for postsecondary options.: $t(402)=5.429$, $p\leq 0.001$,4) I talk with students about their plans for college or work after high school.: $t(416)=6.285$, $p\leq 0.001$,5) I talk with parents about their ability to help prepare their students for postsecondary education.: $t(396)=8.442$, $p\leq 0.001$.6) I offer in class: $t(400)=6.374$, $p\leq 0.001$

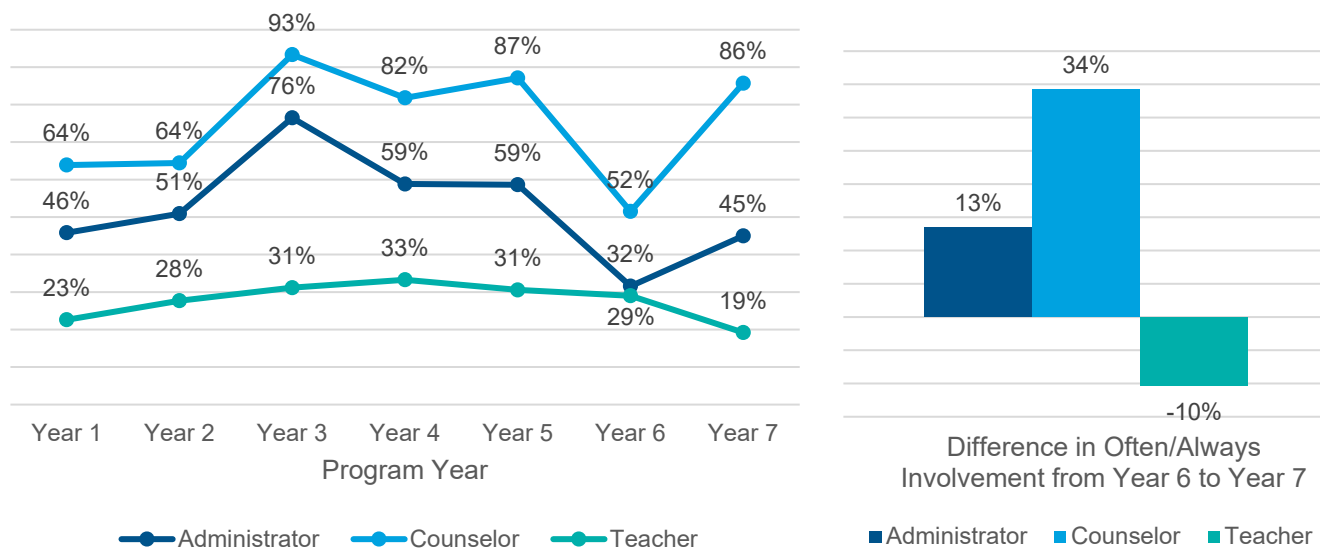
Figure 19. Respondents' Mean Involvement Score with Postsecondary Education Topics by Position



Post-hoc analysis also revealed that while position does not predict overall involvement, counselors and administrators were significantly more likely in Year 7 than in Year 6 to have higher levels of involvement in conversations with parents (as reported by *often* or *always*) on the item, "I talk with parents about their ability to help prepare their student(s) for postsecondary education."⁴² Figure 20 also shows the negative difference in teacher involvement (-10%) compared to administrators (13%) and counselors (34%); the difference may be due to teacher challenges in college preparatory participation being attributable to virtual learning and COVID-19. It also may reflect the increased role of administrators to support parents and students in future planning.

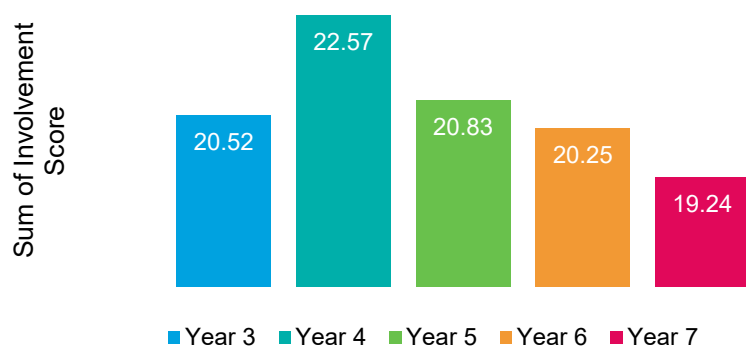
⁴² $\chi^2(8)=371.913$ $p \leq .001$, $\phi = 0.457$

Figure 20. Respondents' Reported *Often* or *Always* Level of Involvement in Discussions with Parents, by Position



Overall involvement. As in previous years, we calculated an overall involvement score for each participant. This score was operationalized as the sum of participant self-ratings for the six items on the scale. For Years 3–7, the range for this variable was 0–24 points, and a score of 18 points indicated being involved *sometimes*. Year 7 school personnel respondents' involvement was *sometimes* to *often* (19.24); this was slightly lower overall involvement than that of respondents in Year 6 (20.25), but effect sizes by year were small ($d=.20$) (see Figure 21).⁴³

Figure 21. School Personnel Respondents' Sum Score Involvement by Year



Knowledge of Financial Aid and Postsecondary Education Topics

Two questions on the school personnel survey asked respondents about their financial aid and postsecondary education knowledge. The first five items assessed whether personnel knew

⁴³ $t(1002)=3.144, p \leq .001, (d=0.20)$

correct responses for cost of tuition and financial aid available. The second question asked personnel to rate their level of comfort with their knowledge to assist students with seven financial aid-related topics and five college-related topics.

Comfort/knowledge with financial aid and other postsecondary education topics. This item on the school personnel survey asked respondents to rate their level of comfort with their knowledge to assist students with seven financial aid topics and five college-related topics. Respondents were offered four response options for comfort/knowledge items (i.e., 1 = *Not at all Comfortable*, 2 = *Slightly Comfortable*, 3 = *Moderately Comfortable*, 4 = *Extremely Comfortable*). A fifth option (*Rather Not Say*) was included on each scale, but this option was not used to calculate average ratings.

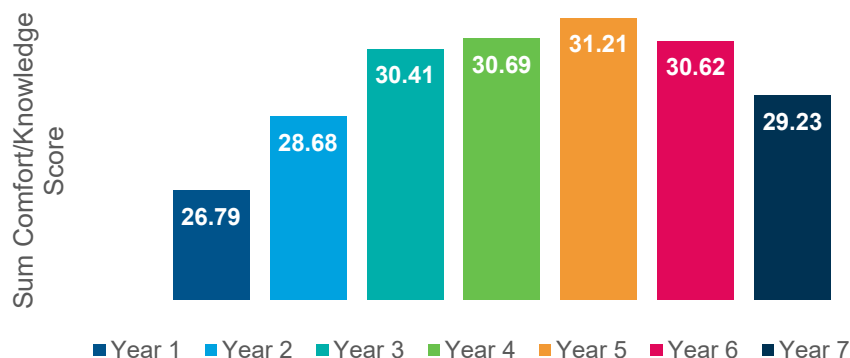
School personnel mean comfort/knowledge scores by year and sub-component. Overall when considering financial aid topics, staff had the least comfort with knowledge about the WV Invests Grant (2.29), followed by the College Savings Plan/529 (2.31) (see Table A.32 in Appendix A). A series of ANOVAs revealed a significant decline in the comfort/knowledge level reported by survey respondents from Year 6 to Year 7 for one item, scholarships (2.98 and 2.87, respectively).⁴⁴ Effect size for this item was negligible ($d=.13$). When examining comfort with postsecondary education knowledge, a majority of the respondents reported being at least moderately comfortable with knowledge with four postsecondary topics (as shown in Table A.32 in Appendix A with a mean rating of at least 3.0). Finally, when examining the knowledge of postsecondary topics, we found all five postsecondary education topics significantly declined from Year 6 to Year 7: (1) requirements for college acceptance ($d=.20$), (2) college selection match and fit ($d=.24$), (3) importance and benefits of college education ($d=.34$), (4) high school graduation requirements ($d=.23$) and (5) ACT/SAT ($d=.15$).⁴⁵

Overall knowledge. The analysis also compared the overall sum comfort/knowledge score between Year 6 and Year 7; this score was operationalized as the sum of participant self-ratings for 10 items on the scale (knowledge of the WV Promise Scholarship and the WV Invests Grant was excluded since these two items were added in Year 6 and Year 7 only). The range for this variable was 0–40 points, and a score of 30 points would indicate *moderate* comfort with the 10 college-related topics. A one-way ANOVA was calculated on respondents' knowledge score, using year as the predictor. The overall results showed that comfort/knowledge levels did not change significantly between Year 6 and Year 7. See Figure 22.

⁴⁴ 1) Scholarships: $t(333)=2.086$, $p\leq 0.05$ ($d=0.13$)

⁴⁵ 1) Req College Acceptance: $t(1008)=3.163$, $p\leq 0.01$ ($d=0.56$), 2) College Section Match and Fit: $t(1011)=3.786$, $p\leq 0.001$ ($d=0.56$), 3) Importance and Benefits of College Education: $t(998)=5.490$, $p\leq 0.001$ ($d=0.56$), 4) HS graduation requirements: $t(1004)=3.704$, $p\leq 0.001$ ($d=0.143$), 5) ACT/SAT: $t(999)=-8.909$, $p\leq 0.05$ ($d=0.039$)

Figure 22. School Personnel Respondents' Sum Score Comfort with Their Knowledge to Assist with Financial Aid and PSE Topics by Year



Additionally, a comparison of the overall sum comfort/knowledge scores between Year 6 and Year 7 for each subcomponent by position was conducted; this score was operationalized as the sum of participant self-ratings for postsecondary education and financial aid items including the WV Promise Scholarship and the WV Invests Grant. The range for the postsecondary education variable was 0–20 points, and a score of 15 points would indicate *moderate* comfort with the five college-related topics. During Year 6 and Year 7, the range for the financial aid variable was 0–28 points and a score of 21 points would indicate *moderate* comfort with the seven financial aid related topics. The comparison revealed that while overall comfort/knowledge levels slightly increased for administrators (+1.0 postsecondary education and +1.5 financial aid) in Year 7, there were no significant differences by year (see Figure 23). We also found that there were no significant differences at the component level. However, similar to previous years, we found significant differences in knowledge of financial aid topics by position. Counselors were more likely to rate their financial aid knowledge higher than teachers and administrators. Effect sizes were large.⁴⁶

⁴⁶Teachers: $t(37.049)=8.452, p\leq 0.001, d>1.0$; Administrators: $t(46)=-3.497, p\leq 0.001, d>1.0$.

Figure 23. Respondents' Sum Score Comfort with Their Knowledge by Sub-Component and Position

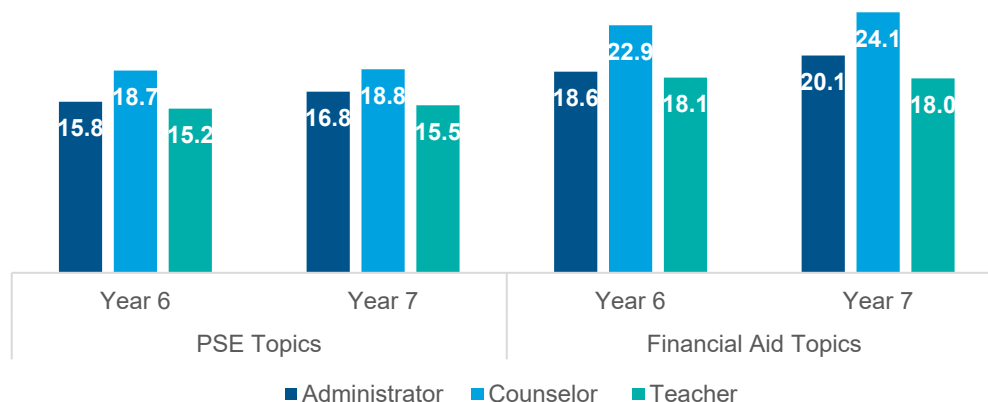
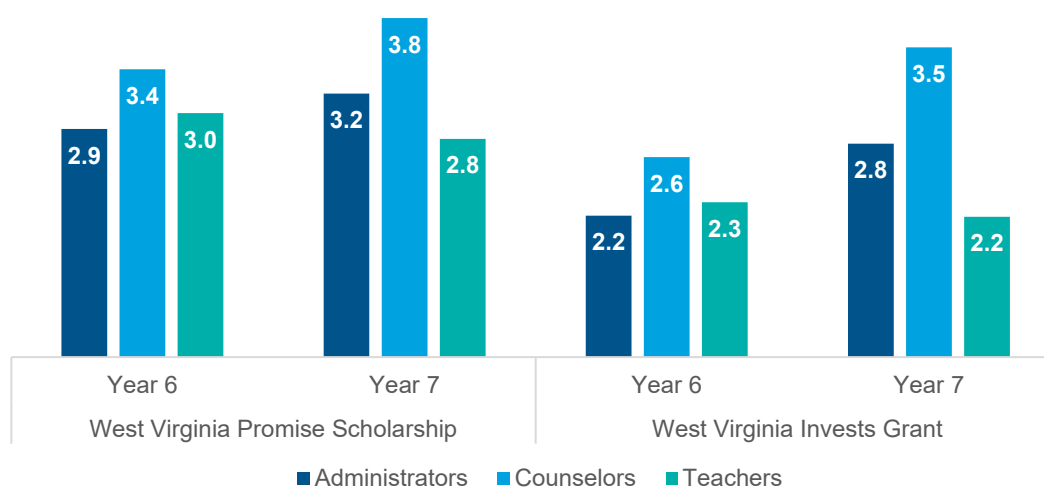


Figure 24 details a breakdown of two specific financial aid items—WV Promise Scholarship and WV Invests Grant—recently added to school personnel surveys. Administrators and counselors were more likely to have increased knowledge compared to teachers, who were likely to report less comfort/knowledge in Year 7 related to both two items. Significant growth was found in administrators from Year 6 to Year 7 in knowledge of both the WV Promise Scholarship and the WV Invests Grant. Significant growth for counselors' knowledge of the WV Invests Grant was also found. For teachers, there was a significant decline from Year 6 to Year 7 in knowledge of the WV Promise Scholarship.⁴⁷

Figure 24. Respondents' Score Comfort with Their Knowledge of WV Promise Scholarship and Invests Grant by Position



⁴⁷ West Virginia Promise Scholarship: Counselors: $t(48)=2.49, p\leq 0.001$; Teachers: $t(834)=3.003, p\leq 0.01$
 West Virginia Invests Grant, Administrators: $t(56)=2.250, p\leq 0.05$; Counselors: $t(52)=3.942, p\leq 0.001$

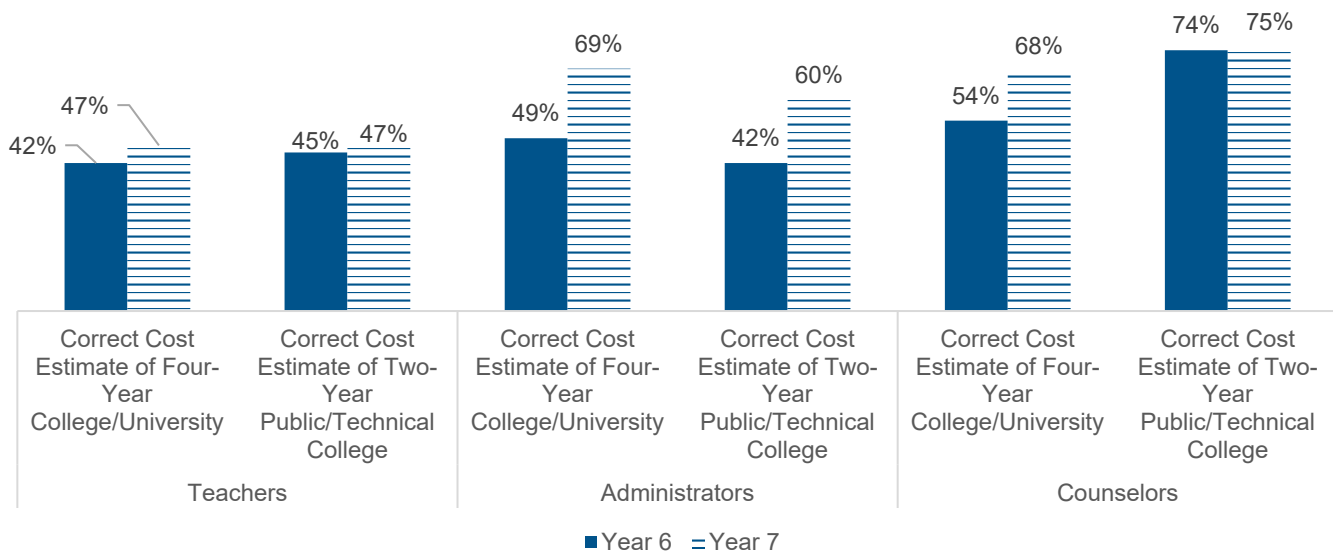
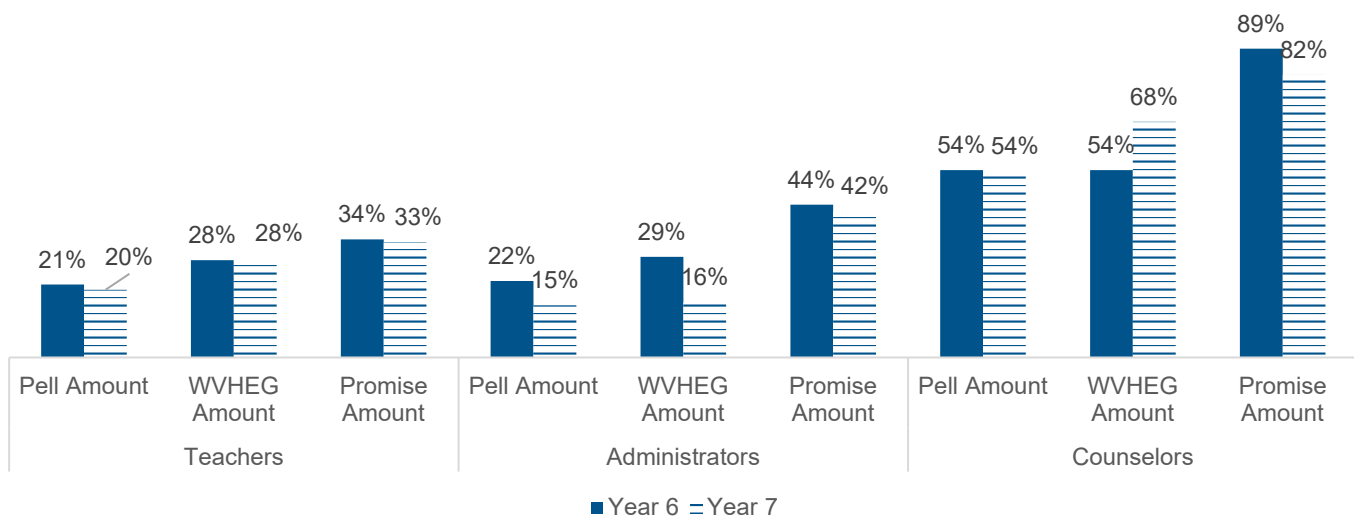
Tuition cost estimates. Year 7 school personnel were asked about estimates of the average cost of tuition, excluding the cost of food, housing, and books, for two public college options in West Virginia: (a) a 4-year public college/university, and (b) a 2-year public community/technical college. Overall, 43% percent of Year 7 personnel correctly estimated the cost of a 4-year college/university (compared to 46% of Year 6 respondents), a slight decline but not statistically significant. For 2-year college cost estimates, we found that 49% of Year 7 respondents were statistically more likely to report the correct cost (compared to 43% in Year 6).⁴⁸

When we examined the responses by position, the share of teachers who correctly estimated the cost of a 4-year college/university (47%) is the same as the percentage of teachers who correctly estimated the cost of a 2-year college (47%). See Figure 25. These are both slight increases in correct responses from the previous year (compared to 42% and 45%, respectively, in Year 6). Figure 25 shows Year 7 administrators were statistically more likely to correctly estimate both the 4-year and 2-year cost of estimates compared to Year 6. For the 4-year college costs estimate, Year 7 counselors were more likely to report the correct response than Year 6 counselors. In addition, Year 7 counselors were statistically more likely than Year 7 teachers and administrators to correctly estimate 2-year college tuition costs (75% of counselors compared to 47% of teachers and 60% of administrators).

Financial aid estimates. School personnel were also asked about estimates of the average amount of financial aid support available, for three public options in West Virginia: (a) Pell, (b) the WV Higher Education Grant (WVHEG), (c) WV Promise. See Figure 26. The percentage of Year 7 teachers and counselors who correctly estimated the amount of Pell, WVHEG, and WV Promise amounts of financial aid available was similar to Year 6; however, there was a decline in the percentage of administrators who reported the correct amount of financial aid available. Similar to the previous year, counselors were significantly more likely than teachers and administrators to report the correct responses for all three public options.⁴⁹

⁴⁸ The correct estimates for the 2020–21 school year were as follows: 4-year public college/university: \$6,001–\$10,000, Public community/technical college: \$3,001–\$6,000, Federal Pell Grant: \$6,001–\$7,000, WV Higher Education Grant: \$2,001–\$3,000, Promise Scholarship: \$4,001–\$5,000

⁴⁹ $\chi^2=7.40$, $p \leq .01$, ($\phi = -.07$)

Figure 25. Percentage of Personnel by Position and Year Who Correctly Estimated the Cost of Tuition**Figure 26. Percentage of Personnel by Position and Year Who Correctly Estimated the Financial Aid Available**

Tools and Sources of Information

Forty-seven percent of respondents provided a description of the most valuable tools and resources in helping to answer students' questions accurately about college. Respondents identified six areas where they received the most information about colleges: (1)

school/guidance counselors; (2) CFVW, other websites; (3) workshops/training; (4) GEAR UP materials and resources; (5) FAFSA resources; and (6) personnel's own experiences.

Overall, about one in three personnel reported the use of the counseling office, guidance counselors, or a resident expert. A few illustrative responses follow:

The counselors are my first resource. They are most helpful when I have a question.

Our guidance counselors are excellent at helping get teachers info.

I always refer them to our high school counselors and/or the college they plan on attending.

Approximately 25% of respondents cited CFVW and college websites as the most valuable tools and resources after counselors. One respondent commented, "The CFVW website is extremely helpful for college and career planning." Others described going directly to college websites for information:

Often, if a student has questions about financial aid for a specific college, we look up the college together and discuss.

I use studentaid.gov and CFVW to provide accurate information. I also check their specific schools' requirements when we meet one on one.

Many respondents identified counselors, GEAR UP staff, and websites as important tools and sources for information. In describing the specifics, most said all three sources were helpful in learning more and answering specific student questions. One respondent said she found "fact sheets that have a lot of information are extremely useful as reference tools." Others cited the influence of personal experience, sharing their own college experience:

My own experiences. With it being my first year at a high school, I do not feel that I am completely ready to discuss financial aid with the students except for my own experience.

Utilizing my previous and current experiences in undergraduate and graduate school.

The fact that I attended college helps to explain the process, plus our counselors are very involved with our students in encouraging them to apply for scholarships and grants to make the process easier.

Among those remaining responses, many specifically cited GEAR UP as an important resource, and referred to GEAR UP flyers and toolkits which inform their discussions with students around college planning and financial aid.

Access to GEAR UP materials has been a great help. Our guidance counselors make sure we are provided with everything available to us, as well.

The information our GEAR UP site coordinator passes on to us is invaluable.

The GEAR UP handouts that list college costs and the money available through grants are very helpful.

Some personnel also cited training or workshops that may or may not be attributed to GEAR UP. One respondent said, “Having workshops for students with financial aid representatives present. The college tours hosted by the counselors. The free FAFSA workshops hosted by the counselor.”

Perceptions Reported by School Personnel of Student College-Going Efficacy

In Years 2–7, school personnel were asked to respond to 10 items designed to measure their perceptions of student efficacy related to college-going efficacy (e.g., “the majority of students will be eligible to apply to a postsecondary institution”). Items were adapted from Gibbons (2005) and utilized a four-point Likert-type response scale (i.e., 1 = *Not at all sure*, 2 = *Somewhat sure*, 3 = *Sure*, 4 = *Very sure*). A fifth option, *Not Applicable*, was also offered, but not included in averaging item scores.

Independent samples t-tests were used to test for statistically significant differences between Year 6 and Year 7 average ratings on each item. There were positive differences found between those years on eight items: (1) can make an educational plan that will prepare them for college, (2) can get good grades in their high school science classes, (3) can get good grades in their high school math classes, (4) can choose the classes needed to get into college, (5) know enough about computers/technology, (6) can go to college after high school, (7) could get A's and B's in college, and (8) could finish college and receive a college degree. The effect sizes for these differences ranged from small to moderate.⁵⁰ See Table A.33 in Appendix A for a complete breakdown of means by year.

Sustainability of GEAR UP Activities

In Years 2–7, the evaluation team asked all school personnel to indicate the extent to which they believed their schools were likely to continue promoting 10 specific activities after the GEAR UP grant ends. Respondents used a four-point Likert-type scale (i.e., 1 = *Not at all*, 2 = *Slightly*, 3 = *Moderately*, 4 = *Extremely*). A fifth option, *Not Applicable*, was not included in calculating mean ratings.

As shown in Table A.34 in Appendix A, Year 7 respondents reported their schools were more likely to sustain four activities, when compared to Year 6: (1) academic support (3.41 in Year 6 and 3.30 in Year 7), (2) financial aid literacy (3.28 in Year 6 and 3.16 in Year 7), (3) life skills development (3.14 in Year 6 and 2.98 in Year 7) and (4) College Application and Exploration Week (3.26 in Year 6 and 3.12 in Year 7).⁵¹ While sustainability ratings from Year 6 to Year 7 are lower overall, we found similar ratings regarding the extent to which respondents thought

⁵⁰ 1) can make an educational plan that will prepare me for college.: $t(956)=6.606, p\leq 0(d=0.43)$, 2) can get good grades in their high school science classes.: $t(959)=5.424, p\leq 0(d=0.35)$, 3) can get good grades in their high school math classes.: $t(958)=4.892, p\leq 0(d=0.32)$, 4) can choose the high school classes needed to get into college.: $t(960)=5.387, p\leq 0(d=0.35)$, 5) know enough about computers to get into college.: $t(953)=4.978, p\leq 0(d=0.32)$, 6) can go to college after high school.: $t(954)=6.949, p\leq 0(d=0.45)$, 7) could get A's and B's in college.: $t(954)=4.68, p\leq 0(d=0.31)$, 8) could finish college and receive a college degree.: $t(951)=5.738, p\leq 0(d=0.37)$

⁵¹ 1) Academic Support: $t(978)=2.417, p\leq 0.05 (d=-0.15)$, 2) Financial Aid Literacy: $t(974)=2.526, p\leq 0.05 (d=-0.16)$, 4) Life Skills Development: $t(968)=3.154, p\leq 0.01(d=-0.20)$

community support and college visits would be sustained. See Table A.33 in Appendix A for item-level information about the average ratings across years.

Respondents were also asked about the extent to which they agreed “GEAR UP activities are likely to be sustained after the grant ends.” Respondents could select one of five response options for these items (i.e., 0 = *Not Applicable*, 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Agree*, 4 = *Strongly Agree*). Responses revealed that respondents from Years 3–7 were approaching agreement about sustainability of GEAR UP services (a score of 3.00 represents agreement). Figure 27 shows that on average, overall agreement about the sustainability of activities decreased from Year 6 (2.92) to Year 7 (2.81).

Figure 27. School Personnel Respondents’ Mean Agreement Scores: Sustainability

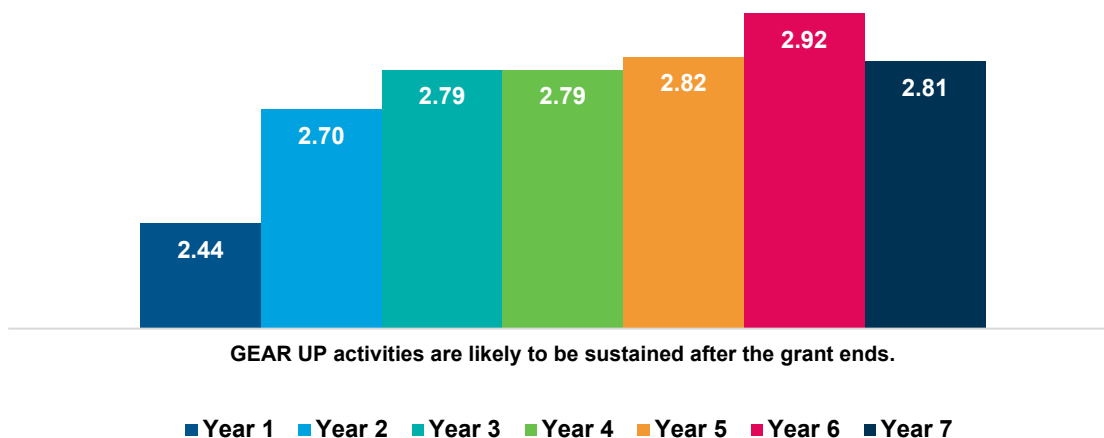


Table A.35 in Appendix A provides further details on means. Respondents’ agreement that GEAR UP activities were likely to be sustained slightly declined descriptively across all years of experience except one: first-year teachers. When responding to the item, “GEAR UP activities are likely to be sustained after the grant ends,” first-year teaching respondents’ were slightly more likely in Year 7 than in previous years to indicate activities are likely to be sustained, but there were no significant differences found.

Personnel Comments About Sustainability of GEAR UP Activities

Respondents were asked to elaborate on their ratings about sustainability. Approximately 33% of the total 453 respondents added comments regarding their school’s ability to sustain activities ($n=149$). As in previous years, most of those 149 comments concerned how funding from GEAR UP was essential to sustaining the activities listed. One respondent stated, “Funding dictates how we are able to sustain different activities... without GEAR UP we have MUCH less funding for activities.” Additionally, a few other personnel commented that the loss of GEAR UP funding would mean that fewer activities would take place, while some activities would be continued.

Nearly one-third of comments highlighted the positive perceptions of GEAR UP and its lasting impact on students and staff. One person shared, “The lessons GEAR UP has taught our school have become our fabric and will not be lost.” Another shared, “We will continue to participate in

GEAR UP activities even after the grant ends, as they have become a part of our culture.” Respondents were also likely to cite the use of college information, materials, and resources provided through the program:

I believe GEAR UP has been great at informing students about college.

GEAR UP has been a fantastic program for our school. Our students have had access to materials and activities we would not have been able to offer without the grant. In particular, our students have benefitted from career exploration and college fair activities, as well as financial aid/FAFSA workshops.

A few personnel also praised GEAR UP teaching resources, particularly those that provide additional support for teaching. “Because of GEAR UP funds, we have more tools [to] use for teaching in my math classrooms,” as reported by one staff member. Overall, many indicated they would “continue to foster an environment where kids will want to achieve a postsecondary education,” as one person commented.

Personnel had concerns about how funding was needed for provision of services ($n=56$), but several respondents indicated they would make every effort to support what services they could. GEAR UP helped personnel through provision of staff and funding support, so while some activities will continue, they may be on a smaller scale or less frequent. One person commented, “I think we will still have parent nights to help with college and financial aid applications as well as field trips (or virtual field trips) to explore colleges and postsecondary training institutes. However, I am concerned that without GEAR UP funding, these opportunities will be more limited.

Other staff comments included:

I believe that some GEAR UP activities are likely to be sustained after the grant ends depending upon the funding available in the county.

I agree to some extent because of the wonderful and dedicated staff members that we have, but I cannot say it will be sustained to the same extent.

Without the funding for certain activities, we will not be able to sustain them. I pray that we will continue to receive GEAR UP funding indefinitely. While there is a slight chance that some activities will continue, it will be difficult to do so without funds.

Specifically, some personnel reported that the most expensive activity was college visits and would be the hardest to continue after the grant ends. As one person noted:

I do not believe there will be financial means to continue with college field trips and other activities that GEAR UP has funded up to now.

Money is needed for college visits and the employment of teachers and substitutes for the visits.

According to several respondents, notable activities that may continue include College Decision Day, FAFSA nights, and College Application and Exploration Week. Illustrative comments follow:

I think we will have College Decision Day again once we are able to gather in large groups.

We will continue our tutoring program, our mentoring programs, and we will incorporate FAFSA help and virtual tours as much as possible into our curriculum.

I will continue to implement and do College App. Week, FAFSA events, and College Decision Day.

However, some respondents indicated that “not all activities will be sustainable” after the grant ends. One person noted, “There is a good framework to sustain a lot of what GEAR UP does after the grant ends. However, there are several things that we would not have the means to do which would include field trips to colleges, symposiums with motivational speakers, and additional mentoring programs.” A few comments described how activities would be sustained, but the implementation would fit more closely with their school schedule. One person noted,

My one decision would be to move the date of College Application and Exploration Week....Promise scholarship applications open on October 1. Many students are already applying to colleges in September and October. November seems a little late for College Exploration Week. By the time I get the kids to the lab to apply several of them have already done so and find a waste of time. It would be nice to tie it in with the October 1 opening of the other applications.

Overall, there were mixed feelings about what and how activities would be sustained. Specifically, the support needed to maintain staff support and buy-in may be a concern. As one person commented, “This level of engagement wasn't happening prior to the GEAR UP grant. Although, I think we have learned a lot, I don't expect teachers to follow through without the continued support of GEAR UP.” A few new teachers commented on their lack of understanding or awareness about GEAR UP which should be considered as a barrier to continued sustainability:

I do not know what all is done by GEAR UP at my school.

I have not participated in any GEAR UP activities and am unsure of the program.

GEAR UP has had a positive impact on many students in selecting their college options, however the faculty continues to be in the dark as to most of its activities and functions.

Most Significant Factor that Prevents Students from Pursuing Postsecondary Education or Training Goals

Half of the personnel (226 out of 453) responded to an open-ended question asking about barriers to students pursuing future goals. The most commonly reported themes included (1) finances ($n=78$), (2) lack of family support ($n=37$), (3) motivation or interest ($n=66$), and (4) community ($n=14$). Each of these themes is described in greater detail in this section.

Personnel cited cost as the most significant factor preventing students from pursuing their postsecondary education or training goals. Responses highlighted how limited family income and

high tuition costs are contributing to student perceptions that they “cannot afford postsecondary education.” Typical of that view were these comments:

Money is still an issue. Even with government grants (if lucky enough to get) or the Promise, it doesn't cover all of it. Kids are easily looking at \$5,000-\$15,000 a year in debt, if not more...

Lack of financial help for middle income students who do not receive much aid, and lack of parental support for what might be first-generation college students.

Most families are not to equipped to finance a child for 4 years of college, most students are dependent on grants or student aid

Many respondents ($n=37$) also reported that a “lack of family support” puts students at a disadvantage when considering the pursuit of postsecondary education and training. One respondent said, “They [students] are oftentimes discouraged from furthering their education because their family support is not always what it should be.” Several comments regarding family were about family expectations or interest. One respondent commented, “Many of our students are being raised by parents that did not graduate or pursue further education. They are caught in a culture that does not value education.” Another respondent shared, “I think the cultural dependence on the welfare system makes some students apathetic to education. I also think some parents don't expect or desire better for their kids.”

One out of four respondents also noted the greatest barrier for students as a lack of “interest” or “motivation” to achieve their goals ($n=66$). As two respondents shared,

Students do not have the work ethic or motivation required to move on to further their education. Their expectations are that they should be able to coast by and do minimal work. They do not do any work that is outside of class. They are not motivated to even write complete sentences or punctuation. Their families do not value school and I would say 70% of our students do not value school.

They have a lack of interest. Mom and Dad did well without college.

Additionally, five personnel respondents talked about how students’ future postsecondary choices and their preparation are not always aligned. Two comments represent these sentiments:

Regular college is not an option for most students nor should be.

They want to go out of state to school and will not consider any colleges in our area because it "doesn't have their major" or is simply "not good enough." When they realize they cannot afford out-of-state colleges, most give up and don't try to go in-state for a degree.

In fact, personnel shared these five examples that pointed to students’ need to consider vocational preparation rather than traditional 4-year college pathways—for example, one respondent reported, “I'm a firm believer in a solid vocational education for most.” Other comments ($n=6$) targeted the role of the community as a barrier, reporting a “culture of poverty.” One response below highlights this sentiment:

Our community culture is a huge barrier. So many students have families that have neither been to college nor value a college education. While GEAR UP has helped to combat that issue, it cannot overcome something so engrained in our society that it permeates the fabric of our communities. Students see coal miners and service workers. They have few role models outside of school to show them what can be in the future.

Factors Related to COVID-19

In terms of the pandemic, personnel reported the impact on student services at their school. This question prompted respondents to rate the level of impact on a scale of 1 = *No Impact* to 4 = *Large Impact* for fourteen items; an additional option to indicate “unsure/NA” was excluded from the mean score. Table A.36 in Appendix A presents the response rate frequencies and descriptive statistics (means and standard deviations) for all items, arranged by mean scores (highest to lowest). The highest mean rating was 3.79, indicating COVID greatly impacted student motivation. The lowest mean impact rating was 3.05, indicating a moderate impact on interest of families in having their students in going to college. Overall, COVID at least moderately affected all dimensions measured. Post-hoc analysis revealed administrators perceived a significantly larger impact than teachers on three out of 14 student services: student enrollment (3.47 and 3.09), student social-emotional health/mental well-being (3.83 and 3.56) and communication with families (3.79 and 3.30).⁵² Effect sizes were medium to large.

Personnel Comments About Additional Factors Related to COVID-19

Forty-four percent of personnel responded when asked about additional factors when considering the context of COVID-19 pandemic. Personnel reported three primary themes when considering how COVID-19 caused additional challenges for students and their families, including (1) academics, (2) access to consistent Internet, and (3) emotional wellness. One respondent said, “Many students do not have Internet access” and then continued to elaborate about student challenges of returning to school after a year of remote learning. The respondent said, “Many students returned to in person learning feeling like it was impossible to catch up.”

A majority of personnel reported the impact of COVID-19 on student academics due to limited in person class time. One respondent said, “Most students are not self-motivated enough to work on their work remotely. I have seen a huge improvement in grades since being back in person regularly.” Shared by two respondents,

Their grades are not where they need to be because they did not see the need to join class via Teams meetings.

I worry they will be behind and unprepared when they enter the college classroom.

Personnel said that uncertainty due to the pandemic negatively influenced students’ mental and emotional well-being. One staff member expressed that “fear of the future, anxiety, death of family members” unfairly burdened many students. Other personnel reported students’

⁵² Student Enrollment: $t(390)=2.032$, $p\leq 0.05$ ($d=0.51$); Student health/mental: $t(21.389)=2.889$, $p\leq 0.05$ ($d=0.54$), Communication with Family: $t(24.383)=4.737$, $p\leq 0.001$ ($d=0.79$); Communication with Student: $t(23.607)=3.971$, $p\leq 0.001$ ($d=0.69$)

decreased motivation. One respondent noted, “The pandemic has made them want to get out of school. They do not want to go back. This has been a hard year.”

Additional Supports to Promote Participation in Future College Activities

In Year 7, 198 of 453 respondents commented on what additional supports they perceived would be most useful to promote participation in future college-related activities at their school. While several respondents indicated their need for additional funding, respondents also noted the need for incentives. According to one respondent, supports should include “incentives to motivate student participation.” A few personnel suggested food as an incentive. One respondent noted,

Honestly, one of the biggest motivators at my school is Chick-fil-A lunches. Students want food and like adults, that will increase their motivation to attend. Many students show up for School Day SAT so they can get a Chick-fil-A sandwich at the end.

Respondents believed their primary role was encouragement ($n=65$). Most respondents shared how important it is to use additional funding for “campus trips and experiences” ($n=68$)—the most commonly cited need from personnel in Year 7. Specifically, personnel shared concerns over the need for actual in person visits, citing, “Students do not participate in virtual activities very well.” Several others commented on the “return of on campus visits for students.” Other comments around field or college trips included the need to expand trips to include more technical colleges. One respondent noted, “We need more technical schools to visit and show students what they have to offer and where it will lead them in the future.”

The mention of college visits was followed by the second commonly reported theme of visits from college students and representatives ($n=29$) to provide “engaging activities for students, telling about different majors and careers.” Lastly, respondents described visits from departments, not just admission counselors. Examples of comments are as follows:

More colleges coming to the school and talking about specific programs/degrees.

More conversations with outside-individuals to give students a realistic view of what life after high school is like.

I think having former college students (dropouts and middling “successes” like me) speak with students would really help them evaluate what they can do for themselves with college time. Additionally, I wish that more employers in the range of several nearby counties would make time to speak with students to clearly point out what traits current employers seek in their workforce.

Comments ($n=23$) about the needs related to technology included those in these areas (1) Internet ($n=5$), (2) training ($n=6$), and (3) information support ($n=12$). In most cases, respondents indicated the limitations in technology across West Virginia, stating needs for “better Internet” in schools and homes. One respondent also mentioned “potentially more online opportunities for students to explore colleges.” Similar comments also highlighted the request for further information in a virtual space. Sample comments are as follows:

Short videos of specific nature to be shown throughout the school at the same time. Create a conversation.

A video/presentation/document that is a one-stop location for all the information and access to information students would need regarding registering for college, FAFSA, etc.

For these respondents, their needs include both training and encouragement to access information about the benefits of 2-year, vocational school, or 4-year college, and financial aid options. A few personnel requested “more virtual courses.” Specifically, one respondent shared how supports should include “a steadier stream of information for virtual students” as with those participating in person. A few other related comments follow:

Continue to engage students in Apple products and resources so they are comfortable using them. This will give them confidence to enroll in classes even if they are online.

Up until this year we have not relied heavily on digital communication and students aren't used to that. They need trained to communicate more via email and use notifications from school websites and social media pages.

With so many changes and transitions in the last year, several respondents shared their beliefs regarding the need to share information with students about options. Sample comments are as follows:

Recognize the trades more and not push kids toward the high-priced colleges.

Show them the jobs they can get.

Let the students know there are options, college, trade, and other paths.

V. Site and County Coordinator Focus Groups Findings

This chapter presents the site and county coordinator focus group findings. The COVID-19 pandemic exerted a major influence on all factors of GEAR UP service delivery during the 2020–21 school year. Based on extensive coordinator comments, the pandemic substantially affected in person schooling, GEAR UP outreach and services, college partners, parent involvement, and student engagement. Findings related to each of these themes is presented further in this section.

School Schedules and Remote Learning

Given the tremendous challenges during the COVID-19 pandemic, site coordinators said that the resulting move to remote and hybrid learning presented challenges not only for GEAR UP but also for participating schools. One consistent challenge was lack of Internet access for students at home, which forced schools to arrange for students and families to pick up paper packets for academic assignments.

Even after schools resumed in person learning three or more days a week, students and staff had to quarantine at home if exposed to the virus and, as a result, there was often little face-to-face interaction even with schools in session. Coordinators said that while most schools offered some remote GEAR UP events, attendance and access were often less than optimal. College representatives could not visit high schools for much of the year, and college visits were stopped in favor of virtual options. As a result, most coordinators said high school seniors in 2020–21 had less access to college awareness activities. Said two site coordinators:

I guess they just don't even really know what's out there—the opportunities—like they normally would.

I can't say that they were definitely on that [college] path before the pandemic. I'm just saying the pandemic has really made it harder for us to lure them down that path because all of the stuff that we do, normally, we just weren't able to do it to the extent we typically do.

The isolation caused by the pandemic also brought concerns. A few site coordinators said mental health was a challenge for some students, as was the adjustment to online classes. As one coordinator said, students were fatigued by online classes and in many ways “desensitized” to the virtual world.

They've been living in a virtual world most of their lives with video games, television—everything at their fingertips. I think for this group and for a lot of the kids behind them, it's that personal touch, physically being there, that is what's needed because they've grown up in the virtual world.

Despite these challenges, county coordinators, in particular, thought there were some benefits as GEAR UP staff experimented with new strategies and technologies to reach students and parents. These coordinators said the pandemic forced site coordinators to “think out of the box” and use technology to maintain contact. As one stated:

I think the silver lining is that it's forced us to find new ways to do things. And we've figured out it's not so bad. We can still make it through and we just have to do it differently and be willing to change.

GEAR UP Outreach and Services

Coordinators indicated that students used the West Virginia Virtual Platform to attend school during the first semester of the 2020–21 year. In the second semester, schools offered in person classes, some as often as four or five days per week. However, several site coordinators believed that 15% to 30% of students elected to remain virtual after this resumption of in person classes. Reaching these students often proved difficult, as one coordinator stated:

It's so much more challenging to reach out, and you've had to be very creative and tech-savvy this year to try any way to communicate with them. And with that, it's still a challenge....Even your strong academic students, they've just been very removed and complacent.

Some of those who returned to school also proved hard to reach about the idea of planning for college. For these students, remote learning was difficult and pandemic-related restrictions affected motivation. As a result, many site coordinators believed college application numbers were down compared to past years. These comments from coordinators echoed the views of many:

They were virtual for the first half of the year and for some it wasn't a good experience. It's hard to motivate them to think college now.

We essentially did lose them within those few months. I can name at least a quarter of my seniors that would have been on a collegiate path that are now not.

Two coordinators said that they believed lack of interest in college occurred because some students are planning to take gap years in 2021–22 to figure out what to do next. Another potential barrier may be transportation, a few noted. With incomes declining, a family may have only one car, which complicates the situation for GEAR UP students who would commute to a community college next year.

When your family has just one vehicle, how is the child going to get to and from school? WV Invests may offer money for community college, but how do you get there without a car?

Despite these views, site coordinators continued to work actively with students who showed an interest in postsecondary study next year. To address outreach challenges, they hosted remote events via Zoom or Microsoft Teams. One main example across GEAR UP was College Decision Day, held virtually due to health concerns and crowd limitations. Tutoring services also often took place virtually through tutor.com or other means. One coordinator cited success with virtual tutoring via Microsoft Teams, as students may have felt less pressure working with a virtual tutor than staying after school to work with a teacher. Another emerging theme was support for outdoor events, particularly in spring 2021. Several coordinators purchased projectors and screens to hold outdoor college-themed events.

Nonetheless, some coordinators said their schools did not allow club meetings during the pandemic. As a result, they were not able to offer the Higher Education Readiness Officers (HEROs) program or Student Success Societies mentoring activities as they would have done during a normal year.

College Partners

Despite challenges in serving students during the pandemic, most coordinators praised the work of colleges and universities who served as valuable partners this year. High schools generally did not allow any visitors until late spring, which prompted some creativity. One school, BridgeValley Community and Technical College, conducted an outreach event in a parking lot to interact with potential students and their families.

BridgeValley was the first outsider that they've seen, and students were incredibly excited.

Coordinators credited Concord University and Bluefield State College for helping with various FAFSA and college application events. One coordinator related how, after school reopened, Glenville State College regularly sent a financial aid counselor to the school to work one-on-one with seniors.

I would pull students into my room, and she would sit in the back, and help them do their FAFSA and answer any questions they had.

Near the end of the school year, some high schools did start allowing visits by college admissions staff, often during lunchtime. Postsecondary institutions also participated in virtual College Decision Days. Said one county coordinator:

It seems like any time they have something that they need them to be a part of, they're jumping on it and coming in.

Student Employment

Many site coordinators indicated they had less access to students than in previous years, first due to the pandemic and then because some students chose to work while school operated remotely. Many coordinators knew students who decided to stay virtual for all of spring 2021 so they could continue working instead of attending school in person. At one school, the coordinator said only about 80–85% of seniors may graduate this year, instead of the typical 93% mark, as some students focused on jobs instead of academics. One short-term issue from this trend was that students became hard to reach. Said one coordinator:

In a lot of ways, they've been out of school for a year now, a lot of them have picked up full-time jobs, so they're just more removed, less accessible.

One immediate concern was that some students who took jobs during the pandemic rarely attended school in spring 2021 and were at risk of failing. Others might only show up for classes required to graduate, such as English or Civics, some coordinators indicated:

They come in for just 1–3 periods a day. Whoever needed to work, had to work.

Our employers locally are desperate for entry-level workers and these kids can pick up a lot of work hours. I think they feel pretty set for now. They're not thinking long term or something I want to do the rest of my life. But they don't see any further training after high school or even completing high school.

One site coordinator said she reached out not only to GEAR UP students but also to their employers if students were failing classes and at risk of not graduating. In some of these cases, the coordinator, employer, and student worked out a schedule so that students could do what they needed to graduate. At another school, a coordinator said, counselors and a social worker performed similar outreach with employers to help failing students.

In a more extreme case, one coordinator noted that a few students had taken jobs in the mines during the pandemic. At that point, working out a schedule to balance work and school was extremely difficult.

How do you try to convince them to quit making that big money and come back when we returned to in person?

At another school, reopening meant that students attended school every other day. But some students did not adjust their work schedules accordingly, this coordinator said. Overall, the switch to work jeopardized the academic standing of some students and often overwhelmed those who monitor attendance.

I would say that's probably the number one thing with seniors this year is trying to change that mindset of going to work.

Parent Involvement

Parents were unable to attend in person events for much of the academic year due to COVID-19 closures and restrictions on school visitors once schools reopened. However, coordinators said they sought to stay in touch via phone calls and electronic messaging, with limited success. Said one county coordinator:

They didn't know how to get involved with this remote learning as much. We tried to communicate and put everything out with phone calls, notices, Facebook posts, all those things. But they seem to trust their kids to tell them things more than wanting to get involved.

However, the FAFSA sometimes was a motivator behind parent involvement, as GEAR UP helped families complete this important financial aid form. A coordinator at one school reported success with a FAFSA session via Zoom in fall 2020 that attracted 12 to 15 parents. Other schools offered FAFSA assistance such as a drive-through service in a parking lot so that parents did not have to come into the school building. Once schools reopened, several coordinators allowed parents to make appointments for help with completing the form and held a FAFSA Day on site.

A small number of coordinators said parent involvement has improved since the resumption of in person instruction. They said that, in addition to FAFSA assistance, they had more back-and-forth communication between coordinators and parents in the spring as seniors moved closer to graduation and some aspects of school returned to normal.

Working with Other GEAR UP Staff

Along with their comments on COVID, coordinators responded to several queries regarding their satisfaction with communication, both with the Commission and with other GEAR UP staff. Overall, both site and county coordinators praised the work of the Commission to maintain contact during the 2020–21 academic year. As one noted, the Commission “has been pretty understanding and supportive.” However, several mentioned that they missed the camaraderie and conversations that would take place through the usual in person meetings held during Years 1–6.

In addition, the three county coordinators interviewed were generally more upbeat than site coordinators about efforts to reach students this past year. As county coordinators may have had less daily contact with students, their view may be based largely on seeing the efforts of site coordinators to maintain contact. For example, one county coordinator noted how hard site coordinators this year have worked to “overcome the crisis and promote college.” Said another county coordinator:

We're definitely outside of our box and I think the silver lining is that it's forced us to find new ways to do things. And we've figured out that, 'Hey, it's not so bad. We can still make it through this and we just have to do it differently and be willing to change.'

Another county coordinator believed that remote learning benefited some students, giving them more comfort and confidence. This coordinator believed these new skills will position students well for their post-high school experiences.

Site coordinators had generally positive views of the county coordinators, although some reported less contact than in past years. At some sites, meetings that used to occur in person became virtual, while some issues simply were resolved via email.

Sustainability and Impact

Despite the challenges of the past academic year, most site coordinators praised GEAR UP's work throughout the 7-year grant. Experienced coordinators said that they gained new knowledge about college, and this led to increased school capacity to provide postsecondary advice and counseling. All coordinators believed that the program impacted the college-going culture in a positive way. From college visits and College Decision Days to more college discussions in the classroom, the program has had a strong net positive effect, they said. Looking across the life of the grant, these coordinators noted the impact of the program:

I think kids have found a lot of success and encouragement, and just a lot of good things through this project.

It's been a wonderful addition to [name of] county and what it's done for a lot of kids through the years has just been amazing. We're definitely going to miss it and hopefully it'll come back around. But it's definitely been a blessing to have it in our county.

It's a wonderful program. You take out even this year and all the craziness that it's had, the GEAR UP program is a phenomenal program. And I know my kids are better for it here.

I think my takeaway lesson from GEAR UP in my years at [school] is the knowledge and exposure we can offer kids really does make a difference even when it doesn't feel like it.

Most coordinators believed schools will sustain College Decision Day, FAFSA assistance, and possibly some career events. However, they were less sure about the ability to provide in person college visits, due to their cost. While virtual visits remain an affordable option, some believed they are not as beneficial as in person visits.

One coordinator noted how students at the school have become accustomed to receiving help with applications for college and scholarships. The coordinator plans to continue this work with or without GEAR UP funding. Another coordinator suggested that GEAR UP develop a calendar of events for school counselors that include items from the GEAR UP workplan—this would provide a blueprint for schools going forward after the end of the grant.

VI. Discussion and Recommendations

Discussion

The Year 7 report highlighted many significant findings for WV GEAR UP as the program dealt with unprecedented circumstances during the COVID-19 pandemic. During the 2020–21 academic year, many activities were held virtually with GEAR UP coordinators improvising to make sure that senior priority students had access to services. Despite this activity, many coordinators in focus groups cited lower participation by students during this school year. One factor behind this trend is that some students took jobs while school was 100% remote, and not all returned to schools when they reopened. Despite these challenges, coordinators continued to offer services that included virtual college visits, FAFSA assistance, and college advising. Many site and county coordinators offered praise for the program and said they gained important skills and knowledge to help students plan for their futures.

Survey data indicated that Year 7 priority students were less likely than previous WV GEAR UP students to speak with GEAR UP or someone at their school about college entrance requirements, college options, and available financial aid. Approximately one-fourth of students and parent/guardians responding to the survey indicated COVID-19 impacted their ability to gather information by preventing them from speaking with someone at their (or their child's) school. The shift of many services to remote or hybrid formats—due to the pandemic—likely impacted these findings as well. Year 7 priority students also were less likely than students in Years 5 and 6 to say that they felt knowledgeable about financial aid and the costs and benefits of going to college.

Overall, while the results of the sub-study estimating the effects of COVID-19 on survey outcomes revealed few effects on students in terms of their educational aspirations/expectations and their college-going outcomes-expectations and self-efficacy, the pandemic appeared to impact their college-going behaviors. For example, survey data showed a significant decline of 25-percentage points from Year 5 to Year 7 in the percentage of priority students who already submitted at least one college application by the time they participated in the survey (67% in Year 5 vs. 42% in Year 7). There was also a 25-percentage-point decline for first-generation students (61% in Year 5 vs. 36% in Year 7). Year 7 priority students also were less likely to have submitted a FAFSA than in Year 5, an 11-percentage point difference, a trend that persisted for first-generation students (with a 14-percentage-point difference). Further, the pandemic appeared to affect students' knowledge about financial aid and the cost and benefits of going to college (a decline of 81% in Year 5 to 73% in Year 7)—this trend was consistent for all student subgroups, with a more extensive decline for students experiencing food insecurity (71% in Year 5 to 48% in Year 7).

In terms of the effects on priority parents and guardians, however, the pandemic appeared to affect not only college-going behaviors but also expectations. In particular, fewer parents and guardians in Year 7 expected their student to participate in postsecondary education than those in Year 5 (95% in Year 5 vs. 89% in Year 7). In addition, fewer parents and guardians indicated that they spoke with someone from GEAR UP or someone else at their student's school about college entrance requirements (56% in Year 5 vs. 49% in Year 7) and the availability of financial aid to pay for college (63% in Year 5 vs. 54% in Year 7).

Data from the school personnel survey indicated that teachers were less engaged, with lower GEAR UP participation in the 2020–21 academic year, likely due to COVID-related closings and disruptions. However, many administrators and counselors seemed to recognize this challenge and became more involved in the program during the year to help fill this gap. Among other noteworthy findings, administrators were more likely than teachers to correctly estimate college tuition costs for students and report comfort with knowledge of the WV Promise Scholarship and WV Invests Grant.

Despite the many challenges during the 2020–21 academic year, Year 7 priority students showed some noteworthy gains such as greater perceptions regarding the affordability of career and technical centers, compared with Year 5 priority students. Perceptions of the affordability of other types of postsecondary education, including 4-year and community/technical college was consistent from Year 5 through Year 7, also an important achievement.

In addition, site and county coordinators in focus groups cited long-term gains at their schools during the 7-year GEAR UP grant. Most believed that GEAR UP has enhanced college-going culture by raising awareness among students and securing buy-in from teachers and staff. Reflecting on their tenure with the program, many coordinators said they gained new knowledge about college applications and the student financial aid process. Many also believed that their schools would sustain some low-cost GEAR UP activities such as College Decision Day, FAFSA workshops, and college application assistance after the end of the grant. They were less sure about their ability to continue activities such as in person college visits due to cost concerns.

Recommendations

In response to these trends, the evaluation team offers the following recommendations to the Commission as it finishes Year 7 and enters a one-year, no-cost extension period and embarks on a new GEAR UP grant:

Increase outreach to parents to address the programming challenges evident during the pandemic.

Survey data showed a decline in the number of parents/guardians who have spoken with someone from GEAR UP or their child's school about college requirements and financial aid for postsecondary study. Under its new grant, the Commission may want to step up outreach to parents/guardians of GEAR UP students to establish and then maintain over time a high rate of awareness about college options and requirements as well as financial aid to help pay for postsecondary education.

Use the no-cost extension period to continue outreach to Year 7 priority students and provide them with help on college-related needs and questions

Both survey and focus group findings showed that COVID-19 impacted the availability of Year 7 priority students to have face-to-face, tailored conversations with teachers or GEAR UP coordinators about college. But data also indicate that such tailored conversations are important for students to engage successfully in both college-going activities and success while at college. With a one-year no-cost extension, WV GEAR UP should continue to provide advising and

related services to Year 7 priority students on the campuses that enroll the most GEAR UP students. (WVGU has indicated it will offer this assistance during the no-cost extension period.)

Redouble efforts to engage teachers at new and continuing schools under the next GEAR UP grant

Findings from the school personnel survey suggest there may be some confusion among teachers about their role in college readiness. For example, teachers were less likely than administrators to correctly estimate college tuition costs for students. Teachers also seemed less engaged during Year 7 than in past years, perhaps due to COVID-related closings, disruptions, and shifting priorities. During the first year of its new grant, the Commission may consider conducting extensive outreach to teachers from both continuing and new schools to engage them in GEAR UP activities from Year 1 onward.

Consider increasing social-emotional learning initiatives under the new grant

Student confidence in many areas, including confidence in their current skill set, declined for Year 7 priority students compared with Year 6 cohort students. In addition, Year 7 priority students were more likely to say they had a hard time focusing on their schoolwork during the past year and some also cited worries that kept them up at night. While COVID likely played a role in these findings, one way to address such concerns in the future is through enhanced services and activities focused on students' social and emotional learning.

Consider more peer-to-peer communication between WV GEAR UP cohort students and other students including those served under the new grant

Looking across data collection in this project, GEAR UP cohort students (high school class of 2020) attained high levels of awareness about postsecondary options and requirements due in part to the high levels of service they received. WV GEAR UP could recruit and deploy these students—now in college—as peer mentors for other GEAR UP students to take advantage of their high level of knowledge about the effective transition from high school to postsecondary study.

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Appendix A: Survey Analysis Technical Detail

Student and Parent

Characteristics of Respondents

Table A.1. Student and Parent Survey Response Rates

	Student			Parent		
	Year 7	Year 6	Year 5	Year 7	Year 6	Year 5
Total Respondents	1,149	1,908	1,383	485	815	540
Total Surveys Administered	2,453	2,455	1,866	2,453	2,455	1,866
Percentage Responding	47%	78%	74%	20%	33%	29%

Source: Year 7 WV GEAR UP Student Survey, Year 6 WV GEAR UP Student Survey, Year 5 WV GEAR UP Student Survey, Year 7 WV GEAR UP Parent Survey, Year 6 WV GEAR UP Parent Survey, and Year 5 WV GEAR UP Parent Survey.

Table A.2. Student and Parent Demographics

Race	Student			Parent		
	Year 7	Year 6	Year 5	Year 7	Year 6	Year 5
Asian	<1%	<1%	<1%	0%	0%	<1%
American Indian or Alaska Native	<1%	<1%	1%	<1%	<1%	<1%
Black or African American	5%	4%	4%	1%	2%	1%
Native Hawaiian or Other Pacific Islander	<1%	<1%	<1%	0%	0%	0%
White	92%	92%	92%	98%	97%	98%
Two or more races	3%	4%	4%	1%	1%	1%
Ethnicity						
Hispanic or Latino	3%	4%	4%	1%	3%	1%
Gender						
Female	55%	48%	50%	75%	63%	69%
Male	45%	52%	50%	25%	37%	31%
Other	<1%	1%	1%	0%	0%	0%
Language Spoken at Home						
English	>99%	>99%	>99%	>99%	99%	99%
Spanish	<1%	<1%	<1%	<1%	1%	<1%
Other	<1%	0%	0%	<1%	<1%	0%
Family Income						
<i>(Including Those Who Did Not Report)</i>						
\$30,000 or less	18%	22%	24%	15%	22%	23%
\$30,001-\$60,000	24%	23%	20%	24%	24%	25%
\$60,001-\$100,000	17%	16%	17%	21%	22%	24%
More than \$100,000	8%	8%	8%	11%	8%	10%
I don't know/I'd rather not say/Not reported	34%	31%	31%	29%	24%	17%
<i>(Including Only Those Who Did Report)</i>						
\$30,000 or less	27%	32%	35%	22%	30%	28%
\$30,001-\$60,000	36%	34%	28%	33%	31%	31%
\$60,001-\$100,000	25%	23%	25%	30%	29%	29%
More than \$100,000	12%	11%	11%	15%	11%	12%
Highest Level of Education of Parent/Guardian						
Less than a 2-year degree	35%	38%	67%	66%	37%	60%
2-year degree or higher	55%	52%	25%	29%	55%	37%
Don't Know	10%	11%	7%	3%	8%	3%
Siblings/Children in College						
0	57%	52%	55%	59%	55%	60%

1	27%	27%	25%	22%	24%	20%
2	7%	9%	9%	5%	5%	5%
3	2%	2%	2%	1%	1%	1%
4	<1%	1%	1%	0%	<1%	<1%
5 or more	<1%	2%	1%	<1%	1%	<1%
No Other Siblings/Children	6%	7%	8%	14%	15%	13%
Relationship to Student (Select all that apply)						
Parent	--	--	--	89%	91%	89%
Grandparent	--	--	--	5%	3%	6%
Step/Foster Parent	--	--	--	3%	2%	2%
Legal Guardian	--	--	--	8%	7%	9%
Other	--	--	--	1%	<1%	1%
Did Not Have Enough Food to Eat...						
<i>In the Past 12 Months</i>						
Often or Sometimes true	7%	11%	9%	--	--	--
<i>In the Past 30 Days</i>						
Often or Sometimes true	6%	9%	8%	--	--	--
In the Past 12 Months...						
Most of the time or Always hard time staying focused on homework	30%	24%	--	--	--	--
Most of the time or Always worried about something and could not sleep at night	16%	17%	--	--	--	--

Source: Year 7 WV GEAR UP Student Survey, Year 6 WV GEAR UP Student Survey, Year 5 WV GEAR UP Student Survey, Year 7 WV GEAR UP Parent Survey, Year 6 WV GEAR UP Parent Survey, and Year 5 WV GEAR UP Parent Survey.

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

Note: Some items may not total to 100% due to rounding.

Table A.3. Student Format of School Attendance

	Year 7
In person everyday	16%
Virtually everyday	19%
Both in person and virtual	65%

Source: Year 7 WV GEAR UP Student Survey

Educational Goals, Aspirations, and Academic Confidence

Table A.4. Student Plans to Continue Education After High School

	Year 7	Year 6	Year 5
Percentage of students who plan to continue their education after high school	85%	88%	85%

Source: Year 7 WV GEAR UP Student Survey, Year 6 WV GEAR UP Student Survey, and Year 5 WV GEAR UP Student Survey.

Table A.5. Student Reasons for Not Continuing Education

What, if anything, may prevent you from continuing your education after high school? (Select all that apply)	Year 7	Year 6	Year 5
My grades aren't good enough	17%	18%	17%
It costs too much/I can't afford it	31%	33%	35%
I need to work	17%	16%	19%
I want to work	21%	19%	19%
Family issues	7%	7%	9%
I plan to enlist in the military	7%	7%	8%
I won't receive/be eligible for enough financial aid	15%	--	--
Concerns about COVID-19	12%	--	--
Other	2%	2%	0%
N/A: I am pretty confident that I will be able to continue my education	41%	41%	42%

Source: Year 7 WV GEAR UP Student Survey, Year 6 WV GEAR UP Student Survey, and Year 5 WV GEAR UP Student Survey.

Table A.6. Student Mean Confidence Scores

	Year 7	Year 6	Year 5
Math	1.93	2.01	1.92
English/Language Arts	2.12	2.22	2.20
Science	2.03	2.11	2.04
Study Skills	1.97	2.02	2.01
Ability to do well in college-level courses in the future	2.07	2.13	2.06
Ability to succeed in online courses at college	1.95	--	--
Ability to do well on college entrance exams	1.84	1.98	2.01
Overall	1.85	1.92	2.03

Source: Year 7 WV GEAR UP Student Survey, Year 6 WV GEAR UP Student Survey, and Year 5 WV GEAR UP Student Survey.

Note: Scale used to determine mean rating: 1 – *Not Confident*, 2 – *Confident*, 3 – *Very Confident*; respondents who selected *I Don't Know* were not included in this analysis.

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

Table A.7. Student and Parent Educational Aspirations and Expectations

	Student			Parent		
	Year 7	Year 6	Year 5	Year 7	Year 6	Year 5
Aspire postsecondary education	90%	91%	91%	94%	95%	96%
Expect postsecondary education	88%	89%	87%	89%	93%	95%

Source: Year 7 WV GEAR UP Student Survey, Year 6 WV GEAR UP Student Survey, Year 5 WV GEAR UP Student Survey, Year 7 WV GEAR UP Parent Survey, Year 6 WV GEAR UP Parent Survey, and Year 5 WV GEAR UP Parent Survey.

Table A.8. Student and Parent Impact of COVID-19 on Ability to Gather Information

<i>(Select all that apply)</i>	Student Year 7	Parent Year 7
I and/or my student have not been able to visit colleges	65%	57%
I and/or my student have not been able to speak with anyone from colleges they are interested in	25%	23%
It is more difficult to speak with GEAR UP or someone at my student's school about education after high school	28%	22%
My student can't get hard copies of applications or information for colleges and scholarships	21%	14%
I and/or my student have had trouble accessing information online	16%	13%
My ability to gather information has not been affected	30%	37%
Other	2%	2%

Source: Year 7 WV GEAR UP Student Survey and Year 7 WV GEAR UP Parent Survey.

College Entrance Requirements, Cost, and Financial Aid

Table A.9. 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

	Student			Parent		
	Year 7	Year 6	Year 5	Year 7	Year 6	Year 5
Spoken about college entrance requirements	69%	86%	70%	49%	74%	56%
Spoken about availability of financial aid to pay for college	74%	89%	75%	54%	76%	63%

Source: Year 7 WV GEAR UP Student Survey, Year 6 WV GEAR UP Student Survey, Year 5 WV GEAR UP Student Survey, Year 7 WV GEAR UP Parent Survey, Year 6 WV GEAR UP Parent Survey, and Year 5 WV GEAR UP Parent Survey.

Table A.10. Parent Perceptions About College

	Year 7	Year 6	Year 5
Talked with student about attending college	94%	96%	94%
<i>Agree or Strongly Agree</i> attending college is important to my student's career goal and future	88%	91%	93%

Source: Year 7 WV GEAR UP Parent Survey, Year 6 WV GEAR UP Parent Survey, and Year 5 WV GEAR UP Parent Survey.

Table A.11. Percentage of Students Who Are Knowledgeable About College and the Costs and Benefits of a College Education

	Year 7	Year 6	Year 5
Knowledgeable about financial aid and the costs and benefits of a college education	73%	85%	81%

Source: Year 7 WV GEAR UP Student Survey, Year 6 WV GEAR UP Student Survey, and Year 5 WV GEAR UP Student Survey.

Table A.12. Percentage of Student and Parents Who Correctly Estimated the Cost of Postsecondary Education

School Type	Student			Parent		
	Year 7	Year 6	Year 5	Year 7	Year 6	Year 5
4-year college/university	40%	43%	40%	41%	54%	46%
<i>Percentage who overestimated</i>	83%	78%	79%	86%	76%	75%
<i>Percentage who underestimated</i>	17%	22%	21%	14%	24%	25%
Community/technical college	43%	44%	41%	47%	56%	49%
<i>Percentage who overestimated</i>	79%	78%	80%	80%	75%	79%
<i>Percentage who underestimated</i>	21%	22%	20%	20%	25%	21%

Source: Year 7 WV GEAR UP Student Survey, Year 6 WV GEAR UP Student Survey, Year 5 WV GEAR UP Student Survey, Year 7 WV GEAR UP Parent Survey, Year 6 WV GEAR UP Parent Survey, and Year 5 WV GEAR UP Parent Survey.

Table A.13. Percentage of Student and Parents Who Correctly Estimated the Amount Of Financial Aid Available Through Federal Pell Grants, WVHEG, Promise Scholarship, and WV Invests Grant, and the Correct Response Rates for Financial Aid

Financial Aid Type	Student			Parent		
	Year 7	Year 6	Year 5	Year 7	Year 6	Year 5
Federal Pell Grant	24%	26%	24%	23%	34%	26%
<i>Percentage who overestimated</i>	9%	9%	10%	7%	6%	7%
<i>Percentage who underestimated</i>	91%	91%	90%	93%	94%	93%
WVHEG	31%	32%	29%	34%	48%	37%
<i>Percentage who overestimated</i>	87%	88%	87%	75%	74%	76%
<i>Percentage who underestimated</i>	13%	13%	13%	25%	26%	24%
Promise Scholarship	37%	40%	39%	39%	47%	41%
<i>Percentage who overestimated</i>	50%	46%	47%	39%	36%	40%
<i>Percentage who underestimated</i>	50%	54%	53%	61%	64%	60%
WV Invests Grant	23%	26%	--	33%	45%	--

Source: Year 7 WV GEAR UP Student Survey, Year 6 WV GEAR UP Student Survey, Year 5 WV GEAR UP Student Survey, Year 7 WV GEAR UP Parent Survey, and Year 6 WV GEAR UP Parent Survey.

Note: Some items may not total to 100% due to rounding.

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

Table A.14. Percentage of Students and Parents Who Believe They Could Probably or Definitely Afford Postsecondary Education

	Student			Parent		
	Year 7	Year 6	Year 5	Year 7	Year 6	Year 5
<i>Probably or Definitely afford to attend a 4-year college/university</i>	64%	65%	64%	65%	70%	67%
<i>Probably or Definitely afford to attend a community/technical college</i>	75%	74%	73%	77%	79%	80%
<i>Probably or Definitely afford to attend a career/technical center</i>	78%	77%	73%	77%	81%	79%

Source: Year 7 WV GEAR UP Student Survey, Year 6 WV GEAR UP Student Survey, Year 5 WV GEAR UP Student Survey, Year 7 WV GEAR UP Parent Survey, Year 6 WV GEAR UP Parent Survey, and Year 5 WV GEAR UP Parent Survey.

Table A.15. Student and Parent Awareness of Postsecondary Education Topics Means

Topic	Student			Parent		
	Year 7	Year 6	Year 5	Year 7	Year 6	Year 5
FAFSA	2.88	3.20	3.06	2.83	3.26	3.10
WV Invests Grant	2.15	2.78	--	2.02	2.76	--
ACT/SAT	3.20	3.33	3.28	2.92	3.27	3.15
WVHEG	2.26	2.84	2.55	2.22	2.85	2.57
Federal Pell Grant	2.22	2.81	2.52	2.35	2.91	2.67
Student loans	2.54	2.93	2.71	2.48	3.00	2.80
Work-study	2.19	2.74	2.43	2.23	2.82	2.51
Scholarships	2.94	3.18	3.06	2.62	3.08	2.93
College entrance requirements	2.90	3.15	3.04	2.68	3.12	2.97
Importance/benefit of college education	3.15	3.28	3.20	3.10	3.34	3.28
High school graduation requirements	3.29	3.36	3.34	3.08	3.35	3.29
Overall	2.70	3.05	2.92	2.59	3.07	2.93

Source: Year 7 WV GEAR UP Student Survey, Year 6 WV GEAR UP Student Survey, Year 5 WV GEAR UP Student Survey, Year 7 WV GEAR UP Parent Survey, Year 6 WV GEAR UP Parent Survey, and Year 5 WV GEAR UP Parent Survey.

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

Table A.16. Student and Parent Importance of Various Sources in Gathering Information About Postsecondary Education Options Means

Resource	Student			Parent		
	Year 7	Year 6	Year 5	Year 7	Year 6	Year 5
College website	3.02	3.08	2.93	2.81	3.06	2.90
CFWV	2.64	2.93	2.70	2.38	2.85	2.64
Other college planning website	2.55	2.80	2.59	2.23	2.75	2.41
College fair	2.47	3.01	2.88	2.13	2.90	2.72
Television	2.25	2.50	2.33	1.92	2.39	2.08
Radio	2.07	2.40	2.16	1.77	2.30	1.93
Direct mail	2.74	2.87	2.68	2.40	2.77	2.55
Email	2.82	2.98	2.77	2.42	2.77	2.55
Brochures and pamphlets	2.70	2.80	2.70	2.32	2.70	2.57
Magazines	2.15	2.45	2.28	1.86	2.34	2.00
Signs, posters, billboards	2.24	2.55	2.34	1.90	2.41	2.06
Text messages	2.51	2.77	2.46	2.14	2.59	2.18
School counselor	2.95	3.04	2.84	2.67	2.98	2.72
Family	2.83	2.97	2.78	2.59	2.94	2.71
GEAR UP staff	2.38	2.98	2.42	2.13	2.93	2.38
College admission representatives	2.65	3.01	2.80	2.35	2.90	2.70
Social media	2.59	2.78	2.59	2.24	2.66	2.28
Overall	2.55	2.82	2.60	2.25	2.72	2.50

Source: Year 7 WV GEAR UP Student Survey, Year 6 WV GEAR UP Student Survey, Year 5 WV GEAR UP Student Survey, Year 7 WV GEAR UP Parent Survey, Year 6 WV GEAR UP Parent Survey, and Year 5 WV GEAR UP Parent Survey.

College-Going Self-Efficacy and Outcomes-Expectations

Table A.17. Student College-Going Self-Efficacy and Outcomes-Expectations

	Year 7	Year 6	Year 5
Overall self-efficacy	3.57	3.60	3.58
Overall outcomes-expectations	3.60	3.74	3.54

Source: Year 7 WV GEAR UP Student Survey, Year 6 WV GEAR UP Student Survey, and Year 5 WV GEAR UP Student Survey.

Note: Scale used to determine mean rating: 1 – *Not at All Sure*, 2 – *Somewhat Sure*, 3 – *Sure*, 4 – *Very Sure*; respondents who selected *I Don't Know* were not included in this analysis.

College Preparation Activities

Table A.18. Student Participation in SAT/ACT Test Preparation

Percentage of students who participated in SAT/ACT test preparation	Year 7	Year 6	Year 5
	51%	57%	76%
Type of SAT/ACT test preparation participated in (<i>Select all that apply</i>)			
Khan Academy	85%	78%	65%
Testive	52%	68%	11%
Other online sources	70%	73%	33%
Other	51%	63%	0%
Level of helpfulness of test preparation activity			
Khan Academy	2.63	2.61	--
Testive	1.90	2.62	--
Other online sources	2.51	2.61	--
Other	2.09	2.61	--

Source: Year 7 WV GEAR UP Student Survey, Year 6 WV GEAR UP Student Survey, and Year 5 WV GEAR UP Student Survey.

Note: Scale used to determine mean rating: 1 – *Not at All Helpful*, 2 – *Slightly Helpful*, 3 – *Moderately Helpful*, 4 – *Extremely Helpful*.

Table A.19. Student and Parent FAFSA Completion

FAFSA Completion	Year 7	Student Year 6	Year 5	Year 7	Parent Year 6	Year 5
No, and I do not plan to complete the FAFSA this academic year	16%	12%	14%	14%	6%	4%
No, but I plan to complete the FAFSA this academic year	52%	41%	43%	42%	25%	33%
Yes	32%	47%	43%	36%	55%	54%
I am not sure	--	--	--	7%	15%	9%

Source: Year 7 WV GEAR UP Student Survey, Year 6 WV GEAR UP Student Survey, Year 5 WV GEAR UP Student Survey, Year 7 WV GEAR UP Parent Survey, Year 6 WV GEAR UP Parent Survey, and Year 5 WV GEAR UP Parent Survey.

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

Note: Some items may not total to 100% due to rounding.

Table A.20. Student Reasons for No FAFSA Completion

Reasons (Select all that apply)	Student		Parent	
	Year 7	Year 6	Year 7	Year 6
I plan to take some time off between high school and college	26%	--	21%	--
I do not plan to continue my education after high school	62%	56%	67%	60%
I'm not sure what the FAFSA is	18%	13%	7%	11%
I do not believe I will be eligible for financial aid	13%	26%	5%	29%
Other	2%	8%	--	--

Source: Year 7 WV GEAR UP Student Survey, Year 6 WV GEAR UP Student Survey, Year 7 WV GEAR UP Parent Survey, and Year 6 WV GEAR UP Parent Survey.

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

Table A.21. Student Support for FAFSA Completion

Supports Received	Year 7
Yes, I received in person and virtual help	23%
Yes, I received virtual help only	14%
Yes, I received in person help only	19%
No, I did not receive help from GEAR UP or anyone else at my school to submit my FAFSA	44%

Source: Year 7 WV GEAR UP Student Survey.

Table A.22. Student Participation in SAT/ACT

	Year 7	Year 6	Year 5
Percentage of students who plan to take/retake the SAT	44%	35%	--
Percentage of students who plan to take/retake the ACT	53%	53%	--
Number of Times Taken SAT and ACT Test			
SAT			
0	40%	6%	10%
1	52%	80%	82%
2	7%	12%	6%
More than 2	2%	3%	2%
ACT			
0	67%	58%	50%
1	22%	27%	28%
2	8%	8%	12%
More than 2	4%	7%	10%

Source: Year 7 WV GEAR UP Student Survey, Year 6 WV GEAR UP Student Survey, and Year 5 WV GEAR UP Student Survey.

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

Note: Some items may not total to 100% due to rounding.

Table A.23. Student Participation in SAT/ACT

	Year 7	Year 6	Year 5
Number of College Applications Completed			
0, and I do not plan to complete any this academic year.	17%	13%	13%
0, but I plan to complete one or more this academic year.	42%	23%	21%
1	19%	18%	18%
2 or more	23%	45%	49%

Source: Year 7 WV GEAR UP Student Survey, Year 6 WV GEAR UP Student Survey, and Year 5 WV GEAR UP Student Survey.

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

Note: Some items may not total to 100% due to rounding.

Table A.24. Student Support for Application Completion

Supports Received	Year 7
Yes, I received in person and virtual help	29%
Yes, I received virtual help only	11%
Yes, I received in person help only	12%
No, I did not receive help from GEAR UP or anyone else at my school to submit my college applications	49%

Source: Year 7 WV GEAR UP Student Survey.

Note: Some items may not total to 100% due to rounding.

Personnel

Table A.25. Percentage of School Personnel Responding “Not Offered” or “Did Not Attend” by Activity and Year

Activity	Year 3		Year 4		Year 5		Year 6		Year 7		Difference (Y6-Y7)
	N	Not Offered or Did Not Attend	N	Not Offered or Did Not Attend	N	Not Offered or Did Not Attend	N	Not Offered or Did Not Attend	N	Not Offered or Did Not Attend	
a. Tutoring and homework assistance*	546	33%	585	16%	585	16%	544	19%	439	25%	6 points
b. Opportunities to participate in college visits	545	32%	585	11%	585	11%	545	11%	440	27%	16 points
c. Summer activities	544	49%	594	29%	594	29%	543	31%	439	41%	10 points
d. College Application and Exploration Week	544	29%	594	12%	594	12%	544	10%	437	22%	12 points
e. Provide information about college entrance requirements	539	28%	594	12%	594	12%	544	9%	435	18%	9 points
f. Career exploration activities	545	25%	593	11%	593	11%	545	10%	436	20%	10 points
g. Test preparation (e.g., Testive, ACT/SAT prep)	542	29%	592	12%	592	12%	545	8%	436	18%	14 points

h. Assistance with the college entrance process	540	32%	593	12%	593	12%	544	10%	981	19%	9 points
i. Assistance with completing financial aid forms (e.g., FAFSA)	541	33%	593	11%	593	11%	544	10%	436	18%	8 points
j. Teacher professional development about college awareness and success strategies	543	41%	593	21%	593	21%	547	19%	435	31%	12 points
k. Student Success Societies/mentoring opportunities	540	36%	593	16%	593	16%	543	19%	438	34%	15 points
l. Faculty Senate presentations	Not Applicable				481	9%	538	14%	435	26%	12 points
m. College Decision Day and/or other college acceptance ceremonies/programming					484	5%	538	10%	436	20%	10 points

Source: Year 3, Year 4, Year 5, Year 6, and Year 7 WV GEAR UP School Personnel Surveys

*Statistically significant ($p \leq .001$); effect sizes are small ranging between $\phi = .179$ and $\phi = .328$

Note: Some items may not total to 100% due to rounding.

Table A.26. School Personnel Ratings of the Effectiveness of GEAR UP Resources, Information, and Tools by Year

Resource, Information, or Tool	Year 2			Year 3			Year 4			Year 5			Year 6			Year 7		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
a. Tutoring and homework assistance***	460	5.12	.84	365	5.15	.79	495	5.23	.76	383	5.17	.79	435	5.23	.76	330	4.99	.78
b. Opportunities to participate in college visits***	491	5.23	.77	373	5.44	.69	523	5.55	.67	423	5.53	.67	480	5.54	.65	323	5.10	.82
c. Summer activities***	414	5.08	.85	276	5.05	.77	410	5.10	.83	337	5.06	.84	370	5.11	.75	258	4.83	.86
d. College Application and Exploration Week***	525	5.36	.78	387	5.34	.73	521	5.39	.73	424	5.37	.74	485	5.38	.70	343	5.10	.80
e. Provide information about college entrance requirements***	522	5.41	.73	388	5.35	.69	519	5.42	.71	426	5.39	.72	493	5.45	.65	357	5.18	.75
f. Career exploration activities***	523	5.35	.75	410	5.27	.73	520	5.36	.73	428	5.30	.74	489	5.37	.70	350	5.09	.73
g. Test preparation (e.g., Testive, ACT/SAT prep)***	559	5.22	.84	383	5.29	.74	519	5.39	.70	439	5.40	.72	498	5.37	.68	360	5.08	.78
h. Assistance with the college entrance process***	520	5.46	.69	370	5.35	.70	516	5.47	.67	426	5.44	.70	487	5.46	.68	355	5.25	.75
i. Assistance with completing financial aid forms (e.g., FAFSA) ***	524	5.58	.66	362	5.43	.74	522	5.56	.66	427	5.58	.65	489	5.60	.62	356	5.39	.69
j. Teacher professional development about college awareness /success strategies**	464	5.11	.84	318	5.12	.74	460	5.12	.84	370	5.05	.80	442	5.09	.76	298	4.92	.85
k. Student Success Societies/ mentoring opportunities**	498	5.21	.80	347	5.25	.73	491	5.23	.77	394	5.17	.79	437	5.19	.77	290	5.02	.77
l. Faculty Senate presentations**	NA	NA	NA	NA	NA	NA	NA	NA	NA	404	4.96	.87	461	4.94	.81	323	4.77	.88
m. College Decision Day and/or other college	NA	NA	NA	NA	NA	NA	NA	NA	NA	427	5.36	.79	476	5.41	.71	343	5.15	.77

acceptance
ceremonies/programming***

Source: Year 2, Year 3, Year 4, Year 5, Year 6, and Year 7 WV GEAR UP School Personnel Surveys

Statistically significant ($p \leq .01$); *Statistically significant ($p \leq .001$) from Year 6 to Year 7

Table A.27. Average School-Level College-Going Culture Ratings by Item and Year: Expectations/Rigor Component

Item	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6			Year 7		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
a. Creativity and original thinking are highly valued.***	797	3.17	.61	804	3.40	.61	561	3.39	.60	598	3.36	.63	496	3.35	.61	561	3.53	.54	452	3.37	0.56
b. Teachers expect all students to succeed academically.***	791	3.22	.67	802	3.37	.65	562	3.38	.62	596	3.38	.62	496	3.37	.63	562	3.49	.56	452	3.36	0.65
c. Students are encouraged to do their best.***	798	3.42	.56	802	3.57	.58	562	3.51	.59	598	3.49	.61	493	3.51	.57	559	3.64	.51	452	3.50	0.57
d. Teachers regularly talk to students about the importance of college.***	795	3.22	.57	801	3.41	.59	559	3.40	.61	596	3.40	.59	496	3.38	.60	562	3.49	.55	451	3.31	0.59
e. Students care about learning and getting a good education.***	794	2.74	.68	805	3.00	.68	561	2.99	.70	595	3.01	.72	496	3.00	.74	562	3.10	.61	452	2.94	0.72
f. Students are encouraged to set future college and career goals.***	790	3.25	.54	800	3.42	.57	559	3.43	.58	597	3.40	.59	496	3.41	.57	562	3.53	.52	452	3.38	0.60
g. Students are learning effective problem-solving skills.***	797	3.00	.54	805	3.17	.62	561	3.17	.66	595	3.15	.69	496	3.09	.66	558	3.29	.58	450	3.15	0.63
h. Teachers are able to engage students in a rigorous curriculum.***	795	3.12	.61	799	3.18	.64	561	3.16	.67	594	3.37	.69	493	3.10	.68	561	3.31	.62	451	3.13	0.67

i. The curriculum appropriately challenges most students.***	799	3.17	.58	797	3.20	.63	557	3.25	.60	591	3.20	.66	492	3.18	.64	555	3.38	.57	447	3.22	0.64
j. Advanced (e.g., honors, pre-AP) courses are appropriately rigorous.***	NA	NA	NA	NA	NA	NA	559	3.39	.63	596	3.35	.65	489	3.38	.65	562	3.51	.59			

Source: Year 1, Year 2, Year 3, Year 4, Year 5, Year 6, and Year 7 WV GEAR UP School Personnel Surveys

***Statistically significant ($p \leq .001$) from Year 6 to Year 7

Table A.28. Average Classroom-Level College-Going Culture Ratings by Item and Year: Expectations/Rigor Component

Item	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6			Year 7		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
a. Creativity and original thinking are highly valued.**	697	3.41	.58	693	3.60	.53	492	3.59	.54	527	3.62	.52	432	3.61	.52	478	3.71	.46	400	3.61	.54
b. All students have the ability to succeed academically.*	700	3.19	.65	694	3.41	.65	493	3.63	.52	525	3.63	.51	432	3.66	.51	477	3.72	.46	400	3.63	.54
c. Students are encouraged to do their best.***	706	3.46	.56	688	3.68	.51	490	3.69	.48	527	3.7	.48	431	3.71	.49	476	3.81	.40	400	3.70	.50
d. I regularly talk to students about the importance of college.***	706	3.28	.61	692	3.42	.61	491	3.49	.58	525	3.47	.59	427	3.50	.58	477	3.53	.55	400	3.40	.62
e. Students care about learning and getting a good education.*	703	2.83	.67	691	3.10	.68	490	3.13	.70	525	3.14	.74	432	3.08	.76	477	3.19	.65	399	3.08	.71
f. Students are encouraged to set future	698	3.29	.55	688	3.45	.56	491	3.51	.55	522	3.51	.55	428	3.49	.53	477	3.60	.51	398	3.49	.55

college and career goals.**																					
g. Students are learning effective problem-solving skills.*	706	3.21	.54	690	3.35	.57	489	3.39	.59	525	3.36	.65	431	3.37	.58	477	3.52	.54	400	3.44	.61
h. I am able to engage students in a rigorous curriculum.*	703	3.26	.58	687	3.37	.60	488	3.33	.69	515	3.38	.67	430	3.30	.67	476	3.43	.59	399	3.34	.66
i. The curriculum appropriately challenges most students.**	707	3.24	.56	689	3.40	.59	489	3.43	.60	523	3.39	.62	428	3.41	.61	475	3.51	.53	398	3.39	.59
j. Advanced (e.g., honors, pre-AP) courses are appropriately rigorous.*	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	414	3.39	.64	465	3.49	.60	382	3.40	.62

Source: Year 1, Year 2, Year 3, Year 4, Year 5, Year 6, and Year 7 WV GEAR UP School Personnel Surveys

*Statistically significant ($p \leq .05$); **Statistically significant ($p \leq .01$); ***Statistically significant ($p \leq .001$) from Year 6 to Year 7

Note: The wording of the items in this table do not perfectly align with the survey as there are differences in the wording of the school-level and classroom-level survey items based on respondent type.

Table A.29. Average School Level College-Going Culture Ratings by Item and Year: Visual Cues/Material Resources Component

Item	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6			Year 7		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
a. College pennants, banners, and posters are visible.***	797	2.84	.83	804	3.31	.72	561	3.39	.61	596	3.35	.65	497	3.40	.65	561	3.57	.56	452	3.43	.64
b. Parents are included in the college	789	2.97	.67	800	3.27	.64	560	3.36	.58	594	3.37	.63	496	3.40	.59	558	3.53	.55	450	3.35	.61

preparation process.***																					
c. Students have access to the information and resources they need to support their college-attendance decisions.***	790	3.06	.61	797	3.27	.65	558	3.39	.55	594	3.37	.61	495	3.41	.58	561	3.62	.52	449	3.44	.59
d. Teachers include visual cues to encourage discussions about their college experience.**	791	2.82	.70	803	3.17	.69	561	3.19	.63	596	3.23	.65	496	3.29	.56	560	3.45	.59	450	3.34	.62
e. Teachers are provided information about the school's college-going rate and FAFSA completion rates.***	787	2.68	.80	797	3.01	.80	560	3.17	.69	597	3.22	.72	496	3.31	.69	561	3.50	.62	452	3.33	.68
f. College messaging is integrated into events, including sports events or arts performances.	790	2.66	.70	798	2.89	.76	555	2.99	.72	593	3.04	.73	493	3.07	.74	556	3.24	.69	450	3.18	.72
g. Teachers engage in ongoing professional development	789	2.87	.71	795	2.89	.78	558	2.91	.76	593	2.96	.77	494	3.03	.72	558	3.27	.67	448	3.09	.74

about ways to promote college readiness.***^																					
h. Teachers are equipped with the knowledge to assist students in the transition from high school to college.***	792	3.05	.67	795	3.02	.73	556	3.13	.65	587	3.19	.65	495	3.22	.62	559	3.40	.60	450	3.23	.68

^Item was modified in Year 6 to read, "Faculty and staff engage in professional development about ways to promote college readiness."

Source: Year 1, Year 2, Year 3, Year 4, Year 5, Year 6, and Year 7 WV GEAR UP School Personnel Surveys

*Statistically significant ($p \leq .05$); **Statistically significant ($p \leq .01$); ***Statistically significant ($p \leq .001$) from Year 6 to Year 7

Table A.30. Average Classroom-Level College-Going Culture Ratings by Item and Year: Visual Cues/Material Resources Component

Item	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6			Year 7		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
a. College pennants, banners, and posters are visible.***	705	2.70	.81	689	3.09	.78	490	3.13	.77	526	3.19	.75	432	3.21	.75	477	3.41	.65	399	3.25	.75
b. Parents are included in the college preparation process.***	691	2.81	.67	683	3.05	.71	490	3.13	.69	523	3.12	.72	428	3.18	.69	474	3.35	.65	397	3.21	.66
c. Students have access to the information and resources they need to support their college-attendance decisions.***	699	3.01	.62	618	3.08	.67	488	3.32	.60	464	3.20	.62	428	3.32	.61	477	3.53	.56	398	3.37	.61
d. Teachers include visual cues	705	2.80	.75	687	3.07	.75	489	3.17	.69	525	3.22	.70	430	3.26	.67	477	3.50	.55	399	3.31	.61

to encourage discussions about their college experience.***																					
e. Teachers are provided information about the school's college-going rate and FAFSA completion rates.***	705	2.64	.80	685	2.94	.82	489	3.08	.75	523	3.14	.76	429	3.26	.72	473	3.46	.70	399	3.28	.73
f. College messaging is integrated into events, including sports events or arts performances.*	699	2.67	.72	683	2.88	.80	489	3.00	.75	521	3.03	.74	429	3.09	.72	475	3.29	.70	394	3.19	.95
g. Teachers engage in ongoing professional development about ways to promote college readiness.***^	701	2.87	.71	685	2.90	.80	491	2.98	.77	523	3.04	.76	427	3.12	.76	477	3.36	.67	397	3.20	.72
h. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	702	3.11	.70	681	3.12	.74	489	3.24	.63	527	3.26	.67	430	3.34	.60	474	3.46	.58	396	3.38	.62

^Item was modified in Year 6 to read, "Faculty and staff engage in professional development about ways to promote college readiness."

Source: Year 1, Year 2, Year 3, Year 4, Year 5, Year 6, and Year 7 WV GEAR UP School Personnel Surveys

*Statistically significant ($p \leq .05$); **Statistically significant ($p \leq .01$); ***Statistically significant ($p \leq .001$) from Year 6 to Year 7

Table A.31. School Personnel Involvement in Six College-Related Activities by Year

Item	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6			Year 7		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
a. I participate in the college preparation activities of my school, e.g., chaperoning college visits.***	665	2.77	1.20	713	2.90	1.25	558	2.71	1.42	597	2.76	1.37	494	2.83	1.35	552	2.56	1.37	446	2.43	1.50
b. I have individual discussions with students about what they want to do with their futures.***	781	3.88	0.86	789	3.93	0.81	560	4.01	0.80	596	4.05	0.82	495	4.01	0.84	556	3.95	0.89	447	3.82	1.02
c. I talk with students about their plans for college or work after high school.**	785	3.89	0.85	789	3.97	0.77	555	4.06	0.79	594	4.11	0.78	494	4.09	0.79	553	4.03	0.82	445	3.89	0.98
d. I offer students supplemental instructional support to prepare them for postsecondary options.***	737	3.31	1.08	759	3.40	1.03	554	3.51	1.15	593	3.58	1.12	495	3.55	1.15	554	3.47	1.08	446	3.20	1.25
e. I talk with parents about their ability to help prepare their student(s) for	734	2.84	1.13	750	3.00	1.10	551	2.96	1.30	593	3.08	1.23	488	3.00	1.26	550	2.93	1.18	442	2.66	1.31

postsecondary education.***																		
f. I offer or incorporate class time to support college preparation efforts at my school.***	Not Applicable			553	3.25	1.31	590	3.27	1.36	492	3.35	1.25	552	3.27	1.26	446	3.01	1.33

Source: Year 1, Year 2, Year 3, Year 4, Year 5, Year 6, and Year 7 WV GEAR UP School Personnel Surveys

*Statistically significant ($p \leq .05$); **Statistically significant ($p \leq .01$); ***Statistically significant ($p \leq .001$) from Year 6 to Year 7

Table A.32. School Personnel Mean Comfort/Knowledge Scores by Year and Sub-Component

Financial Aid Topic	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6			Year 7		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
FAFSA	790	2.65	0.99	796	2.85	0.95	556	3.00	0.91	593	2.98	0.93	491	3.05	0.90	555	3.03	0.90	448	3.00	0.85
College savings plan/SMART 529	785	1.97	0.94	787	2.24	0.98	553	2.39	1.01	586	2.35	1.04	489	2.42	1.03	548	2.38	1.00	443	2.31	0.99
Scholarships from organizations, institutions, and other entities ^{1*}	787	2.58	0.97	785	2.79	0.95	548	2.99	0.92	584	3.02	0.92	488	3.05	0.93	545	2.98	0.88	442	2.87	0.91
WV Higher Education Grant	782	2.21	1.01	785	2.45	1.02	555	2.62	1.03	589	2.68	1.03	491	2.71	1.06	551	2.90	0.93	444	2.59	0.99
Federal grants, loans, and work-study	781	2.48	0.98	789	2.70	0.97	554	2.87	0.95	587	2.90	0.97	490	2.94	0.97	550	3.03	0.92	446	2.82	0.92
WV Promise Scholarship	Not Applicable in Years 1 – 5															554	3.03	0.92	438	2.91	0.90
WV Invests Grant	Not Applicable in Years 1 – 5															549	2.32	1.02	440	2.29	1.02
Postsecondary Education Topic	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
College selection (match and fit) ^{***}	786	2.50	1.06	787	2.71	1.01	551	2.97	0.98	593	3.03	0.95	489	3.22	0.87	557	3.16	0.79	442	2.97	0.91
ACT/SAT Prep [^]	778	2.87	0.92	787	3.02	0.88	551	3.24	0.85	586	3.27	0.83	485	3.35	0.83	556	3.30	0.74	443	3.19	0.84
Requirements for college acceptance ^{**}	782	2.86	0.93	783	3.02	0.90	549	3.21	0.83	584	3.25	0.84	482	3.28	0.84	553	3.26	0.74	443	3.10	0.85
Importance/benefit of college education ^{***}	767	3.55	0.72	780	3.60	0.66	520	3.71	0.58	570	3.69	0.58	474	3.67	0.65	551	3.67	0.57	435	3.43	0.78
High school graduation requirements ^{***}	777	3.15	0.87	784	3.27	0.82	529	3.48	0.69	574	3.50	0.70	475	3.45	0.76	553	3.49	0.67	439	3.33	0.81

Source: WV GEAR UP Year 1, Year 2, Year 3, Year 4, Year 5, Year 6, and Year 7 School Personnel Surveys

¹Item wording slightly changed in Year 6

***Statistically significant ($p \leq .001$), **Statistically significant ($p \leq .01$), *Statistically significant ($p \leq .05$).

^Statistically significant by position (administrator, counselor, or teacher) ($p \leq .05$)

Table A.33. School Personnel Perceptions of their Students' College-Going Efficacy

The majority of students...	Year 2			Year 3			Year 4			Year 5			Year 6			Year 7		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
a. will not attend but will seek a job or enter the military.	766	2.00	.81	538	2.06	.87	576	2.10	.90	472	2.16	.93	527	2.05	.85	428	2.00	.89
b. will be eligible to apply to a postsecondary institution.***	772	2.55	.81	548	2.67	.83	587	2.70	.83	478	2.63	.82	531	2.82	.79	424	2.29	.81
c. can make an educational plan that will prepare them for college.***	769	2.49	.82	540	2.50	.82	583	2.58	.83	474	2.53	.82	531	2.64	.79	429	2.32	.77
d. can get good grades in their high school science classes.***	779	2.51	.76	547	2.48	.75	586	2.55	.82	478	2.46	.81	529	2.59	.76	429	2.23	.77
e. can get good grades in their high school math classes.***	781	2.43	.79	545	2.33	.79	587	2.45	.85	479	2.35	.83	528	2.48	.78	429	2.50	.86
f. can choose the high school classes needed to get into college.***	781	2.64	.83	544	2.66	.84	586	2.69	.89	479	2.61	.86	530	2.80	.84	424	2.64	.84
g. know enough about computers/technology to get into college.***	783	2.88	.84	546	2.86	.86	587	2.82	.85	478	2.80	.85	528	2.92	.85	426	2.39	.81
h. can go to college after high school.***	784	2.58	.84	548	2.65	.84	587	2.67	.86	477	2.54	.84	528	2.77	.82	426	2.07	.77
i. could get A's and B's in college.***	780	2.29	.82	542	2.29	.81	586	2.31	.87	477	2.21	.89	528	2.32	.82	427	2.21	.84
j. could finish college and receive a college degree.***	774	2.43	.82	540	2.46	.83	587	2.48	.87	468	2.41	.87	524	2.53	.83	432	2.29	.62

Source: WV GEAR UP Year 1, Year 2, Year 3, Year 4, Year 5, Year 6, and Year 7 School Personnel Surveys.

***Statistically significant ($p \leq .001$), **Statistically significant ($p \leq .01$), *Statistically significant ($p \leq .05$).

Table A.34. Average Sustainability Ratings Reported by School Personnel by Year

Resource	Year 3			Year 4			Year 5			Year 6			Year 7		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
a. Family involvement	543	3.14	.76	575	3.09	.78	472	3.08	.80	534	3.19	.75	424	3.11	.74
b. Mentoring	544	3.13	.81	576	3.09	.80	472	3.05	.80	534	3.09	.78	423	3.05	.78
c. Academic support*	543	3.36	.73	575	3.29	.73	469	3.29	.77	535	3.41	.72	427	3.30	.74
d. Financial aid literacy*	544	3.26	.75	571	3.22	.79	472	3.18	.80	534	3.28	.76	424	3.16	.75
e. Partnership with institutions of higher education	542	3.19	.78	571	3.17	.79	469	3.15	.79	535	3.21	.76	425	3.12	.75
f. Community support	543	3.04	.82	568	3.06	.82	468	3.01	.85	533	3.03	.85	423	3.01	.80
g. College visits	545	3.11	.91	574	2.98	.94	472	2.94	.93	531	2.92	.92	425	2.92	.88
h. Access to college professionals	544	3.02	.88	575	2.97	.87	468	2.64	.60	534	3.00	.84	421	2.90	.83
i. Life Skills Development**	543	3.11	.80	572	3.10	.80	469	3.04	.84	530	3.14	.76	422	2.98	.81
j. College Application and Exploration Week**	534	3.22	.82	569	3.20	.79	466	3.12	.85	529	3.26	.78	422	3.12	.82
k. College Decision Day and/or other college acceptance ceremonies/programming	Not Applicable									531	3.26	.79	422	3.15	.83

Source: Year 3, Year 4, Year 5, Year 6, and Year 7 WV GEAR UP School Personnel Surveys

*Statistically significant ($p \leq .05$); **Statistically significant ($p \leq .01$)

**Table A.35. Level of Agreement about Sustainability of GEAR UP Activities
Based on Years of Experience**

Years' Experience in Total	Year 6			Year 7		
	M	SD	N	M	SD	N
This is my first year.	2.34	1.34	29	2.52	1.27	23
1–2 years	2.90	1.12	30	2.77	1.14	26
3–5 years	3.01	1.05	74	2.94	1.16	62
6–10 years	2.96	1.04	115	2.78	0.98	110
11–15 years	2.99	0.98	83	2.84	0.96	55
More than 15 years	2.90	0.85	189	2.82	0.97	159
Total	2.92	1.00	520	2.81	1.02	435

Source: Year 6 and Year 7 WV GEAR UP School Personnel Survey

Table A.36. Level of COVID Related Impact on Student Services

Student Services	Response Frequency Percentages					Descriptive Statistics		
	(1) No	(2) Small	(3) Moderate	(4) Large	Unsure/ NA	N	M	SD
Student enrollment**	2.0%	18.4%	39.1%	34.4%	6.1%	418	3.13	.79
Academic instruction	0.4%	5.8%	31.7%	60.2%	1.8%	437	3.55	.63
Student academic performance	0.0%	3.2%	23.2%	71.8%	1.8%	436	3.70	.52
Student motivation*	0.2%	1.1%	17.3%	79.5%	1.8%	436	3.79	.45
Student social-emotional health/mental well-being**	0.5%	4.7%	29.3%	63.3%	2.3%	434	3.59	.61
Extracurricular activities (student clubs, organizations)	0.2%	2.7%	25.2%	69.8%	2.0%	432	3.68	.54
Student athletics	0.5%	8.1%	32.7%	56.8%	2.0%	435	3.48	.67
Communication with students*	2.0%	11.7%	36.0%	48.3%	2.0%	437	3.26	.72
Communication with families***	1.8%	11.5%	36.6%	48.1%	2.0%	436	3.33	.75
Professional development for faculty and staff*	5.4%	19.8%	34.2%	37.5%	3.1%	431	3.07	.91
Economic conditions of students and families in the school community*	2.0%	9.2%	36.0%	49.0%	3.8%	428	3.37	.74
College and career activities/services*	1.8%	7.9%	33.7%	52.8%	3.8%	428	3.43	.73
The interest of students in going to college*	6.3%	19.3%	30.8%	36.4%	7.2%	379	3.21	.79
The interest of families of having their students go to college**	1.6%	14.8%	32.8%	36.0%	14.8%	413	3.05	.93

Source: Year 7 WV GEAR UP School Personnel Survey

*Statistically significant by position ($p \leq .05$), **Statistically significant by position ($p \leq .01$), ***Statistically significant by position ($p \leq .001$).

Note: Some items may not total to 100% due to rounding.

Appendix B: Data Collection Instruments

Grade 12 Student Survey Instrument

West Virginia GEAR UP Student Survey – 2020–21 School Year Grade 12

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

Like this: ● Not like this: ✓ ✗ /

Section I: About You

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

Your lunch/WVEIS number:

This is an Example: lunch/WVEIS number: 09132567

0	0	9	1	3	2	5	6	7
●	●	0	0	0	0	0	0	0
1	1	1	●	1	1	1	1	1
2	2	2	2	2	●	2	2	2
3	3	3	3	●	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	●	5	5
6	6	6	6	6	6	6	●	6
7	7	7	7	7	7	7	7	●
8	8	8	8	8	8	8	8	8
9	9	●	9	9	9	9	9	9

Are you a grade 12 student?

☐ Y ☐ N

What is your gender?

☐ Male ☐ Female ☐ Other

What is your race?

☐ White ☐ American Indian or Alaska Native
☐ Black or African American ☐ Native Hawaiian or Other Pacific Islander
☐ Asian ☐ Two or more races
☐ Other

What is your ethnicity?

☐ Hispanic or Latino ☐ Not Hispanic or Latino ☐ Other

What is the main language you speak at home?

☐ English ☐ Spanish ☐ Other

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

- \$30,000 or Less	- \$30,001-\$60,000	- \$60,001-\$100,000	- \$100,001 or More	- Don't know or I'd rather not say
- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>

Think about the last 30 days and the last 12 months. Is the following statement true for you?

"I didn't eat enough food because my family couldn't afford it."

Was that often, sometimes, or never true <u>in the last 12 months?</u>	Often true <input type="checkbox"/>	Sometimes true <input type="checkbox"/>	Never True <input type="checkbox"/>
Was that often, sometimes, or never true <u>in the last 30 days</u>	Often true <input type="checkbox"/>	Sometimes true <input type="checkbox"/>	Never True <input type="checkbox"/>

During the past 12 months, how often have you had a hard time staying focused on your homework or other things you had to do?

- Never	- Rarely	- Sometimes	- Most of the Time	- Always
- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>

During the past 12 months, how often have you been so worried about something that you could not sleep at night?

- Never	- Rarely	- Sometimes	- Most of the Time	- Always
- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>

What is the **highest** level of education achieved by your parent(s)/guardian(s)? *(Please answer this question for the parent/guardian who achieved the highest level of education. For example, if your mother has a 4-year college degree and your father has a high school diploma, select 4-year college degree.)*

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

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

0	1	2	3	4	5 or more	I don't have brothers or sisters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How are you currently attending school?

- ☐ In-person everyday
- ☐ Virtually everyday
- ☐ Both in-person and virtually

Section II: Your Educational Goals

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

	Not Confident	Confident	Very Confident	Don't Know
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English/Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to do well in college level courses in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to succeed in online courses at college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to do well on college entrance exams (e.g., SAT, ACT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you plan to continue your education after high school?

☐ Y ☐ N

What, if anything, may prevent you from continuing your education after high school (**bubble all that apply**)?

- ☐ My grades aren't good enough
- ☐ Family issues
- ☐ It costs too much/I can't afford it
- ☐ I plan to enlist in the military

- ☐ *I need to work*
☐ *I won't receive/be eligible for enough financial aid*
☐ *I want to work*
☐ *Other (please write in reason):*
☐ *Concerns about COVID-19*

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

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

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

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

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

	<i>Don't Know</i>	<i>Not at all Sure</i>	<i>Somewhat Sure</i>	<i>Sure</i>	<i>Very Sure</i>
<i>I can find a way to pay for college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I can get accepted to a college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I can have family support for going to college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I can choose a good college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I can get a scholarship or grant for college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I can make an educational plan that will prepare me for college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I can make my family proud with my choices after high school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I can choose college courses that best fit my interests.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I can pay for college even if my family cannot help me.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I can get good grades in my high school math classes.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I can get good grades in my high school science classes.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I can choose the high school classes needed to get into a good college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I know enough about computers/technology to get into college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I can go to college after high school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you do go to college after high school, how sure are you about being able to do the following?

	<i>Don't Know</i>	<i>Not at all Sure</i>	<i>Somewhat Sure</i>	<i>Sure</i>	<i>Very Sure</i>
<i>I could pay for each year of college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I could get A's and B's in college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I could get my family to support my wish of finishing college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I could take care of myself in college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I could fit in at college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I could get good enough grades to get or keep a scholarship.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I could finish college and receive a college degree.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I could care for my family responsibilities while in college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I could set my own schedule while in college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I could make friends at college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I could get the education I need for my choice of career.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>I could get a job after I graduate from college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I would like being in college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I could be smart enough to finish college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I could pick the right things to study at college.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I could do the classwork and homework assignments in college classes.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Y N

College entrance requirements?	<input type="checkbox"/>	<input type="checkbox"/>
The availability of financial aid to help you pay for college?	<input type="checkbox"/>	<input type="checkbox"/>

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

☐ Y ☐ N

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

	Definitely Not	Probably Not	Not Sure	Probably	Definitely
A public 4-year college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A public 2-year community/technical college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A public career/technical center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Up to \$3,000	\$3,001-\$6,000	\$6,001-\$10,000	\$10,001-\$15,000	\$15,001-\$20,000	\$20,001-\$25,000	More than \$25,000
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On average, how much do you think it costs for one year of in-state tuition at a **2-year public community/technical college in West Virginia** (*bubble only one answer; your estimate should not include the cost of food, housing, or books*)?

Up to \$3,000	\$3,001-\$6,000	\$6,001-\$10,000	\$10,001-\$15,000	\$15,001-\$20,000	\$20,001-\$25,000	More than \$25,000
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How aware are you about the following topics?

	Not at All	Slightly	Moderately	Extremely
FAFSA (Free Application for Federal Student Aid)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT/SAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WV Higher Education Grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WV Invests Grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Federal Pell Grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Federal student loans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Federal work-study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scholarships (e.g., PROMISE or Institutional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requirements for college acceptance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance/benefit of a college education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High school graduation requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you think is the maximum amount of money **per academic year** that is available to help pay for college if a student qualifies for a **Federal Pell Grant** (*bubble only one answer*)?

Up to \$1,000	\$1,001-\$2,000	\$2,001-\$3,000	\$3,001-\$4,000	\$4,001-\$5,000	\$5,001-\$6,000	\$6,001-\$7,000	More than \$7,000
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you think is the maximum amount of money **per academic year** that is available to help pay for college if a student qualifies for the **West Virginia Higher Education Grant** (*bubble only one answer*)?

Up to \$1,000	\$1,001- \$2,000	\$2,001- \$3,000	\$3,001- \$4,000	\$4,001- \$5,000	\$5,001- \$6,000	\$6,001- \$7,000	More than \$7,000
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you think is the maximum amount of money **per academic year** that is available to help pay for college if a student qualifies for the **West Virginia PROMISE Scholarship** (*bubble only one answer*)?

Up to \$1,000	\$1,001- \$2,000	\$2,001- \$3,000	\$3,001- \$4,000	\$4,001- \$5,000	\$5,001- \$6,000	\$6,001- \$7,000	More than \$7,000
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much would **tuition cost** at a 2-year public community/technical college in West Virginia if you qualify for a **WV Invests Grant**?

- ☐ \$0
- ☐ \$1 – \$2,000
- ☐ \$2,001 – \$4,000
- ☐ More than \$4,000

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

	Not at All	Slightly	Moderately	Extremely
College or university websites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College Foundation of WV website (CFWV.com)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other college planning websites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College fairs (in-person or virtual)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brochures and pamphlets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magazines/newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signs, posters, or billboards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GEAR UP staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College admissions representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social media (e.g. Facebook, Twitter, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How, if at all, has your ability to gather information about options for education after high school been affected by the modifications to your learning environment due to the COVID-19 pandemic? Select all that apply.

- ☐ I have not been able to visit colleges
- ☐ It is more difficult to speak with GEAR UP or someone at my school about education after high school
- ☐ I have not been able to speak with anyone from the colleges I am interested in
- ☐ I can't get hard copies of applications or information for colleges and scholarships
- ☐ I have had trouble accessing college information online
- ☐ My ability to gather information has **not** been affected
- ☐ Other _____

Section IV: College Preparation Activities

The Free Application for Federal Student Aid (FAFSA) can be completed as early as October 1, 2020. Have you completed your FAFSA yet?

- ☐ No, and I do not plan to complete the FAFSA this academic year. (Continue to question 34)
- ☐ No, but I plan to complete the FAFSA this academic year. (Skip to question 36)
- ☐ Yes (Skip to question 35)

What are the main reasons you do not plan to do so? Select all that apply. (Only ask if selected No, and I do not plan to complete the FAFSA this academic year in question 33; after completing, skip to question 36.)

- ☐ I plan to take some time off between high school and college
- ☐ I do not plan to continue my education after high school
- ☐ I'm not sure what the FAFSA is
- ☐ I do not believe I will be eligible for financial aid
- ☐ Other

Did you receive in-person and/or virtual support (e.g., phone, email, text message, Zoom, Google Classroom) from GEAR UP or anyone else at your school to complete your FAFSA? (Only ask if selected Yes in question 33.)

- ☐ Yes, I received in-person and virtual help
- ☐ Yes, I received virtual help only
- ☐ Yes, I received in-person help only
- ☐ No, I did not receive help from GEAR UP or anyone else at my school to submit my FAFSA

Have you participated in SAT or ACT test prep this school year (2020–21)?

- ☐ Yes (answer question 37)
- ☐ No (skip ahead to question 38)

Please select any of the following types of test prep that you used and then rate the helpfulness of each type of test prep. (Only ask if selected yes to question 36)

	Did you participate in this type of test prep?	How helpful do you think these test prep resources have been for your SAT or ACT prep?			
		<i>Extremely helpful</i>	<i>Moderately helpful</i>	<i>Slightly helpful</i>	<i>Not at all helpful</i>
Khan Academy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other online resources/websites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please write in type)_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How many times have you taken the SAT and ACT tests?

- | | | | | |
|-----|----------------------------|----------------------------|----------------------------|--------------------------------------|
| SAT | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> More than 2 |
| ACT | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> More than 2 |

Do you plan to take/retake the **SAT** this year (2020–21)?

- ☐ Yes
- ☐ No

Do you plan to take/retake the **ACT** this year (2020–21)?

- ☐ Yes
- ☐ No

How many college applications have you completed?

- ☐ 0, and I do not plan to complete any this academic year. (Skip to end)
- ☐ 0, but I plan to complete one or more this academic year. (Skip to end)
- ☐ 1 (answer question 42)
- ☐ 2 or more (answer question 42)

Did you receive in-person and/or virtual support (e.g., phone, email, text message, Zoom, Google Classroom) from GEAR UP or anyone else at your school to complete your college applications?

- ☐ Yes, I received in-person and virtual help
- ☐ Yes, I received virtual help only
- ☐ Yes, I received in-person help only
- ☐ No, I did not receive help from GEAR UP or anyone else at my school to submit my college applications

Thank you for your time!

Grade 12 Parent Survey Instrument

West Virginia GEAR UP Parent/Guardian Survey – 2020–21 School Year Grade 12

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

Like this: ● Not like this: ✓ ✗ /

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

ICF Use Only

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

This is an Example: lunch/WVEIS number:

09132567

0	0	9	1	3	2	5	6	7
●	●	0	0	0	0	0	0	0
1	1	1	●	1	1	1	1	1
2	2	2	2	2	●	2	2	2
3	3	3	3	●	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	●	5	5
6	6	6	6	6	6	6	●	6
7	7	7	7	7	7	7	7	●
8	8	8	8	8	8	8	8	8
9	9	●	9	9	9	9	9	9

Your student's lunch/WVEIS number:

--	--	--	--	--	--	--	--	--

Is the student that brought this survey home a grade 12 student?

☐ Y

☐ N

What is your gender?

☐ Male

☐ Female

☐ Other

What is your relationship to the student who brought this survey home (bubble all that apply)?

☐ Parent

☐ Legal Guardian

☐ Grandparent

☐ Step or foster parent

☐ Other

What is your race?

☐ White

☐ American Indian or Alaska Native

☐ Black or African American

☐ Native Hawaiian or Other Pacific Islander

☐ Asian

☐ Two or more races

☐ Other

What is your ethnicity?

☐ Hispanic or Latino

☐ Not Hispanic or Latino

☐ Other

What is the main language you speak at home?

☐ English

☐ Spanish

☐ Other

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

☐ \$30,000 or Less
 ☐ \$30,001-\$60,000
 ☐ \$60,001-\$100,000
 ☐ \$100,001 or More
 ☐ Don't know or I'd rather not say

What is the highest level of education achieved by your student's parent(s)/guardian(s)? (Please answer this question for the parent/guardian who achieved the highest level of education. For example, if your student's mother has a 4-year college degree and your student's father has a high school diploma, select the option for 4-year college degree.) (Bubble only one answer.)

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

If you have other students, how many have attended or are currently attending college?

☐ 0
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5 or more
 ☐ I don't have other students

Have you talked with your student about attending college?

☐ Y ☐ N

How strongly do you agree or disagree with the following statement?

Attending college is important to my student's career goal and future.
 ☐ Strongly Disagree
 ☐ Disagree
 ☐ Agree
 ☐ Strongly Agree

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

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

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

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

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

College entrance requirements? ☐ ☐
 The availability of financial aid to help your student pay for college? ☐ ☐

How, if at all, has your ability to gather information about options for your student's education after high school been affected by the COVID-19 pandemic? Select all that apply.

- ☐ I and/or my student have not been able to visit colleges
- ☐ I and/or my student have not been able to speak with anyone from colleges they are interested in
- ☐ It is more difficult to speak with GEAR UP or someone at my student's school about education after high school
- ☐ My student can't get hard copies of applications or information for colleges and scholarships
- ☐ I and/or my student have had trouble accessing information online
- ☐ My ability to gather information has not been affected
- ☐ Other _____

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

	<i>Definitely Not</i>	<i>Probably Not</i>	<i>Not Sure</i>	<i>Probably</i>	<i>Definitely</i>
<i>A public 4-year college</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>A public 2-year community/technical college</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>A public career/technical center</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On average, how much do you think it costs for one year of in-state tuition to attend the following college options in West Virginia: (bubble only one answer per row; your estimate should **not** include the cost of food, housing, or books)?

	<i>Up to \$3,000</i>	<i>\$3,001- \$6,000</i>	<i>\$6,001- \$10,000</i>	<i>\$10,001- \$15,000</i>	<i>\$15,001- \$20,000</i>	<i>\$20,001- \$25,000</i>	<i>More than \$25,000</i>
<i>A 4-year public college in West Virginia</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>A 2-year public community/technical college in West Virginia</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much would tuition cost at a 2-year public community/technical college in West Virginia if your student qualifies for a **WV Invests Grant**?

- ☐ \$0
☐ \$1 – \$2,000
☐ \$2,001 – \$4,000
☐ More than \$4,000

How aware are you about the following topics?

	<i>Not at All</i>	<i>Slightly</i>	<i>Moderately</i>	<i>Extremely</i>
<i>FAFSA (Free Application for Federal Student Aid)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>ACT/SAT</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>WV Higher Education Grant</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>WV Invests Grant</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Federal Pell Grants</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Federal student loans</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Federal work-study</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Scholarships (e.g., PROMISE or institutional)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Requirements for college acceptance</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The importance/benefit of a college education</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>High school graduation requirements</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you think is the maximum amount of money **per academic year** that is available to help pay for college through each of the following programs (bubble only one answer for each row)?

	<i>Up to \$1,000</i>	<i>\$1,001- \$2,000</i>	<i>\$2,001- \$3,000</i>	<i>\$3,001- \$4,000</i>	<i>\$4,001- \$5,000</i>	<i>\$5,001- \$6,000</i>	<i>\$6,001- \$7,000</i>	<i>More than \$7,000</i>
<i>Federal Pell Grant</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>West Virginia Higher Education Grant</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>West Virginia PROMISE Scholarship</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	<i>Not at All</i>	<i>Slightly</i>	<i>Moderately</i>	<i>Extremely</i>
<i>College or university websites</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>College Foundation of WV website (CFWV.com)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Other college planning websites</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>College fairs (virtual or in person)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Television</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Radio</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Direct mail</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>E-mail</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Brochures and pamphlets</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Magazines/newspapers</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Signs, posters, or billboards</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Text messages</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>School counselor</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Family members</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>GEAR UP staff</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>College admissions representatives</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Social media (e.g., Facebook, Twitter)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Free Application for Federal Student Aid (FAFSA) can be completed as early as October 1, 2020. Have you or your student completed the FAFSA yet?

- ☐ *No, I do not and my student does not plan to complete the FAFSA this academic year.*
☐ *No, but I am planning or my student is planning to complete the FAFSA during this academic year.*
☐ *I'm not sure.*
☐ *Yes, I have or my student has completed the FAFSA this year.*

If you answered "No, I do not plan and my student does not plan to complete the FAFSA this year" what are the main reasons you do not plan to do so?

- ☐ *My student plans to take some time off between high school and college*
☐ *My student does not plan to continue her/his education after high school*
☐ *I'm not sure what the FAFSA is*
☐ *I do not believe my student will be eligible for financial aid*
☐ *Other*

Thank you for your time!

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

School Personnel Survey Instrument

We are looking for your feedback about the college-going culture—that is, promoting a school culture that encourages all students to consider any “college” option and prepares them to make informed decisions about postsecondary educational opportunities—at your school. Postsecondary options may include certificate programs, two-year degree programs, four-year degree programs, or military training after high school graduation.

1. What is your current primary position at your school? ☐ Administrator ☐ Counselor ☐ Teacher
2. How many years have you worked in this position or role **in total**?
☐ This is my first year ☐ 1–2 years ☐ 3–5 years ☐ 6–10 years ☐ 11–15 years
☐ More than 15 years
3. How many years have you worked in this position or role **at this school**?
☐ This is my first year ☐ 1–2 years ☐ 3–5 years ☐ 6–10 years ☐ 11–15 years ☐ 16–20 years
☐ More than 20 years
4. What current grade level(s) do you serve (check all that apply)? ☐ 9 ☐ 10 ☐ 11 ☐ 12
5. In which school(s) are you currently working?
6. Are you a GEAR UP site coordinator? Yes or No
7. For items a–r, please rate your level of agreement for each of the statements below: once for your level of agreement that the statement accurately reflects your **SCHOOL** and once for your level of agreement that the statement accurately reflects your own **CLASSROOM**.

	In My School					In My Classroom			
<i>The following set of items ask about topics related to Rigor and Expectations.</i>	Strongly Agree	Agree	Disagree	Strongly Disagree		Strongly Agree	Agree	Disagree	Strongly Disagree
a. Creativity and original thinking are highly valued.	4	3	2	1		4	3	2	1
b. Teachers (I) expect all students to succeed academically.	4	3	2	1		4	3	2	1
c. Students are encouraged to do their best.	4	3	2	1		4	3	2	1
d. Teachers (I) regularly talk to students about the importance of college.	4	3	2	1		4	3	2	1
e. Students care about learning and getting a good education.	4	3	2	1		4	3	2	1
f. Students are encouraged to set future college and career goals.	4	3	2	1		4	3	2	1
g. Students are learning effective problem-solving	4	3	2	1		4	3	2	1

skills.									
h. Teachers are (I am) able to engage students in a rigorous curriculum	4	3	2	1		4	3	2	1
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous.	4	3	2	1		4	3	2	1
j. The curriculum appropriately challenges most students.	4	3	2	1		4	3	2	1
The next set of items ask about topics related to Visual Cues and Material Resources.									
	Strongly Agree	Agree	Disagree	Strongly Disagree		Strongly Agree	Agree	Disagree	Strongly Disagree
k. College pennants, banners, and posters are visible.	4	3	2	1		4	3	2	1
l. Parents are included in the college preparation process.	4	3	2	1		4	3	2	1
m. Students have access to the information and resources they need to support their college attendance decisions.	4	3	2	1		4	3	2	1
n. Teachers (I) include visual cues to encourage discussions about their own college experience	4	3	2	1		4	3	2	1
o. Teachers are (I am) provided information about the school's college-going rate and FAFSA completion rates.	4	3	2	1		4	3	2	1
p. College messaging is integrated into events, including sports events or arts performances.	4	3	2	1		4	3	2	1
q. Faculty and staff (I) engage in ongoing professional development about ways to promote college readiness.	4	3	2	1		4	3	2	1
r. Teachers are (I am) equipped with the knowledge to assist students in the transition from high school to college.	4	3	2	1		4	3	2	1

8. How comfortable do you feel about your level of knowledge *to assist students with the following college topics?*

	Not at all Comfortable	Slightly Comfortable	Moderately Comfortable	Extremely Comfortable	rather not say
FAFSA (Free Application for Federal Student Aid)	1	2	3	4	99
College savings plan/529	1	2	3	4	99
WV Higher Education Grant	1	2	3	4	99

Federal grants, loans, work-study	1	2	3	4	99
West Virginia PROMISE Scholarship	1	2	3	4	99
Scholarships from organizations, institutions, and other entities	1	2	3	4	99
WV Invests Grant	1	2	3	4	99
College selection (match and fit)	1	2	3	4	99
Requirements for college acceptance	1	2	3	4	99
The importance/benefit of college education	1	2	3	4	99
High school graduation requirements	1	2	3	4	99
ACT/SAT prep	1	2	3	4	99

9. What tools or sources of information have you found most valuable in helping to answer student questions accurately about financial aid for college?

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

Up to \$3,000	\$3,001- \$6,000	\$6,001- \$10,000	\$10,001- \$15,000	\$15,001- \$20,000	\$20,001- \$25,000	More than \$25,000
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Up to \$3,000	\$3,001- \$6,000	\$6,001- \$10,000	\$10,001- \$15,000	\$15,001- \$20,000	\$20,001- \$25,000	More than \$25,000
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. What do you think is the maximum amount of money **per academic year** that is available to help pay for college if a student qualifies for a **Federal Pell Grant** (*bubble only one answer*)?

Up to \$1,000	\$1,001- \$2,000	\$2,001- \$3,000	\$3,001- \$4,000	\$4,001- \$5,000	\$5,001- \$6,000	\$6,001- \$7,000	More than \$7,000
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. What do you think is the maximum amount of money **per academic year** that is available to help pay for college if a student qualifies for the **West Virginia Higher Education Grant** (*bubble only one answer*)?

<i>Up to \$1,000</i>	<i>\$1,001- \$2,000</i>	<i>\$2,001- \$3,000</i>	<i>\$3,001- \$4,000</i>	<i>\$4,001- \$5,000</i>	<i>\$5,001- \$6,000</i>	<i>\$6,001- \$7,000</i>	<i>More than \$7,000</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. What do you think is the maximum amount of money ***per academic year*** that is available to help pay for college if a student qualifies for the ***West Virginia PROMISE Scholarship*** (*bubble only one answer*)?

<i>Up to \$1,000</i>	<i>\$1,001- \$2,000</i>	<i>\$2,001- \$3,000</i>	<i>\$3,001- \$4,000</i>	<i>\$4,001- \$5,000</i>	<i>\$5,001- \$6,000</i>	<i>\$6,001- \$7,000</i>	<i>More than \$7,000</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. On average, how much do you think it costs for one year of ***tuition at a 2-year public community/technical college in West Virginia*** if a student qualifies for a ***WV Invests Grant*** (*bubble only one answer; your estimate should not include the cost of food, housing, or books*)?

<i>\$0</i>	<i>\$1-\$2,000</i>	<i>\$2,001-\$4,000</i>	<i>More than \$4,000</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Please rate the level of your involvement (in-person or virtual) in the college-related activities presented below.

	Not Applicable	Never	Seldom	Sometimes	Often	Always
a. I participate in the college preparation activities of my school (e.g., chaperoning college visits).	99	1	2	3	4	5
b. I have individual discussions with students about what they want to do with their futures.	99	1	2	3	4	5
c. I talk with students about their plans for college or work after high school.	99	1	2	3	4	5
d. I offer students supplemental instructional support to prepare them for postsecondary options.	99	1	2	3	4	5
e. I offer or incorporate class time to support college preparation efforts at my school.	99	1	2	3	4	5
f. I talk with parents about their ability to help prepare their student(s) for postsecondary education (e.g., 2- or 4-year college, certificate).	99	1	2	3	4	5

17. To what degree has the COVID-19 pandemic impacted your school and school community? Please consider each topical area and then rate the level of impact on a scale of 1 to 4, with 1 representing no impact and 4 representing large impact

	Unsure or N/A	(1) No impact	(2) Small impact	(3) Moderate impact	(4) Large impact
Student enrollment	99	1	2	3	4

Academic instruction	99	1	2	3	4
Student academic performance	99	1	2	3	4
Student motivation	99	1	2	3	4
Student social-emotional health/mental wellbeing	99	1	2	3	4
Extracurricular activities (student clubs, organizations)	99	1	2	3	4
Student athletics	99	1	2	3	4
Communication with students	99	1	2	3	4
Communication with families	99	1	2	3	4
Professional development for faculty and staff	99	1	2	3	4
Economic conditions of students and families in the school community	99	1	2	3	4
College and career activities/services	99	1	2	3	4
The interest of students in going to college	99	1	2	3	4
The interest of families of having their students go to college	99	1	2	3	4
FAFSA completion rates	99	1	2	3	4
College application submission rates	99	1	2	3	4

18. Please elaborate on what do you believe are the biggest impacts of the COVID-19 pandemic on students and families at your school:

19. Please explain what you see as your role in building a college-going culture at your school?

20. How has your role changed, if at all, since the COVID-19 pandemic began in 2020?

21. What additional (or new) supports would be most useful to promote participation in future college-related activities at your school?

The next few questions ask specifically about your GEAR UP experiences.

22. Please indicate how effective participation in GEAR UP-sponsored activities available at your school (in-person or virtual) has been in helping your students to succeed in school/prepare for college:

	It was not offered/ does not apply	I did not attend (in-person or virtual)	Not at all effective	Slightly effective	Moderately effective	Extremely effective
a. Tutoring and homework assistance	99	999	1	2	3	4
b. Opportunities to participate in college visits (including virtual college visits via YouVisit.com or WVCollegeRoadTrip.com)	99	999	1	2	3	4
c. Summer activities	99	999	1	2	3	4
d. College Application and Exploration Week	99	999	1	2	3	4
e. Providing information about college entrance requirements	99	999	1	2	3	4
f. Career exploration activities	99	999	1	2	3	4
g. Test preparation (e.g., Testive, ACT/SAT prep)	99	999	1	2	3	4
h. Assistance with the college entrance process	99	999	1	2	3	4
i. Assistance with completing financial aid forms (e.g., FAFSA)	99	999	1	2	3	4
j. Teacher professional development about college awareness and success strategies	99	999	1	2	3	4
k. Student Success Societies/mentoring opportunities	99	999	1	2	3	4
l. Faculty Senate presentations	99	999	1	2	3	4
m. College Decision Day and/or other college acceptance ceremonies/programming	99	999	1	2	3	4

23. In general, how often do you participate in GEAR UP activities (in-person or virtual)?

Never	Seldom	Sometimes	Often	Always
1	2	3	4	5

Please elaborate:

23. The next set of items ask about your level of agreement related to the overall experience provided to you through GEAR UP.

	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I think GEAR UP is making a positive impact on <u>students</u> in my school.	99	1	2	3	4
b. I think GEAR UP is making a positive impact on my <u>colleagues</u> in my school	99	1	2	3	4
c. GEAR UP activities are likely to be sustained after the grant ends.	99	1	2	3	4

Please elaborate:

24. Thinking about the future when GEAR UP services and activities are no longer at your school, to what extent will your school promote the following elements related to a college-going culture (in-person or virtual)?

	Does Not Apply	Not at All	Slightly	Moderately	Extremely
Family involvement	99	1	2	3	4
Mentoring	99	1	2	3	4
Academic support	99	1	2	3	4
Financial aid literacy	99	1	2	3	4
Partnership with institutions of higher education	99	1	2	3	4
Community support	99	1	2	3	4
College visits	99	1	2	3	4
Access to college professionals	99	1	2	3	4
Life skills development	99	1	2	3	4
College Application and Exploration Week	99	1	2	3	4
College Decision Day and/or other college acceptance ceremonies/programming	99	1	2	3	4

Please elaborate:

25. This question asks about your belief in 12th grade students' ability to prepare for and succeed in college.

How sure are you that the majority of students in your school...	Not Applicable	Not at All Sure	Somewhat Sure	Sure	Very Sure
a. will not attend college but will seek a job or enter the military?	99	1	2	3	4
b. will be eligible to apply to a postsecondary institution?	99	1	2	3	4
c. can make an educational plan that will prepare them for college?	99	1	2	3	4
d. can get good grades in their high school science classes?	99	1	2	3	4
e. can get good grades in their high school math classes?	99	1	2	3	4
f. can choose the high school classes needed to get into college?	99	1	2	3	4

How sure are you that the majority of students in your school...	Not Applicable	Not at All Sure	Somewhat Sure	Sure	Very Sure
g. know enough about computers/technology to get into college?	99	1	2	3	4
h. can go to college after high school?	99	1	2	3	4
i. could get A's and B's in College?	99	1	2	3	4
j. could finish college and receive a college degree?	99	1	2	3	4

26. What do you feel is the most significant factor that prevents students from pursuing their postsecondary education or training goals, in general?

27. Now thinking about the context of the pandemic in the 2020–21 school year, what additional factors are preventing students from pursuing their postsecondary goals?

28. Please use this space for additional comments, questions, or concerns.

Site Coordinator Focus Group Protocol

West Virginia GEAR UP Evaluation

Spring 2021 Focus Group Guide for Site and County Coordinators at High Schools

Facilitator Guidelines:

- Introduce yourself and colleagues as representatives of ICF and describe your role (i.e., facilitator).
- Briefly discuss the focus group's purpose: Explain that the West Virginia Higher Education Policy Commission (the Commission) has contracted with ICF to conduct an independent evaluation of the West Virginia GEAR UP program. The purpose of this focus group is to learn more about the program's operation and activities. Explain that this is not an evaluation of site coordinators, their schools, or other GEAR UP personnel. They can agree or disagree with comments, but only one person speaks at a time. The session will take approximately 50-55 minutes.
- Convey to each participant our confidentiality policy: Remind them (1) The focus group is voluntary; (2) they can decline to answer any questions or stop participating at any time without any consequences; (3) the information will be held in confidence to the extent permitted by law by the evaluation team, who have signed confidentiality agreements ensuring the protection of data; (4) ICF maintains focus group data in secure areas; and (5) please respect each other's confidentiality by not sharing any information outside of this focus group.
- Ask if they have any questions before you begin. If in person, hand out consent forms, review, and ask them to sign before the focus group begins. If virtual, review consent form and ask each participant for consent verbally or via the chat.
- Ask permission to record the focus group: State that: *"In order to capture the discussion, I would like to record the session. Only evaluation team members will have access to the recording. If at least one person chooses not to have the focus group recorded, we will not record the session but will take notes. We will not include your name(s) in these notes. Any information that can be used to identify an individual will be removed from transcripts prior to being shared."* **START RECORDER NOW!**

Time	Questions	Facilitator's Activity
2 min	INTRODUCTION Please introduce yourself, your school, how long you've been with GEAR UP, and your other roles at the school (teacher, counselor, etc.).	Probe: Are you the only GEAR UP site coordinator at your school or part of a team of site coordinators? If part of a team, what is your specific responsibility in the school?
3 min	EDUCATIONAL ENVIRONMENT	Note similarities and differences across sites. Probe for any challenges in

	Are you currently working in the school? Are students attending in-person, remotely or in a hybrid format?	accessing GEAR UP or other student support materials.
10 min	GEAR UP IMPLEMENTATION Recognizing the challenges due to COVID-19, how is GEAR UP going in your school this year? What have you been doing? What activities were provided to students, parents, and teachers? How have you changed service delivery this year?	Probe for whether coordinators have access to students and any challenges in reaching students. Probe for activities such as college application week, financial aid workshops, college decision days, HEROs, tutoring, Student Success Societies, SAT/ACT prep. Probe for perceptions of buy-in among teachers, students, and parents. Probe for how coordinators have adapted activities using various online platforms/technologies. Which have been most effective and why?
5 min	STUDENT ATTITUDES/GOALS Do you think most GEAR UP students want to attend college? Why or why not? In your view, has the COVID-19 pandemic affected student attitudes about attending college?	Probe whether coordinators believe current seniors are more or less likely to go to college than previous groups of students and any reasons why (gap year, finances, etc.). Probe for any new questions students may be asking GEAR UP about college and career.
5 min	COLLEGE-GOING CLIMATE How would you assess the overall college-going climate at your school? Has this climate changed in the past year and, if so, how?	Probe for tangible changes in college-going climate (such as student/teacher discussions, student engagement about college, etc.). Probe for what may happen once GEAR UP is no longer in the school.
5 min	COLLEGE PREPARATION Overall, what role has GEAR UP played in helping students learn about colleges, college entrance requirements, admissions, and financial aid? What strategies have worked/not worked?	Probe for GEAR UP role in scheduling college visits (virtual), learning about college entrance requirements, and FAFSA/financial aid issues. Probe for lessons learned and best practices. Probe for other services that may be important to improve college preparation.

5 min	<p>INTERACTION</p> <p>In what ways and how often do you interact with:</p> <p>1) HEPC personnel about your GEAR UP work (e.g., regional program directors, project director) and</p> <p>2) Your county coordinator about GEAR UP?</p> <p>How has this communication changed, if at all, during the current year compared to past years?</p>	<p>Identify common threads across the schools.</p> <p>Probe for the extent of support from GEAR UP staff and county coordinators related to COVID-19 challenges.</p>
3 min	<p>PARTNERS</p> <p>How have local college and community partners been involved in GEAR UP at your school over the past year? What resources have they provided?</p>	<p>Probe for satisfaction with extent of involvement. Probe for changes with partners this year, such as virtual instead of in-person college visits/fairs/ outreach events. Probe for whether GEAR UP is hearing from more or fewer college/community partners compared to previous years.</p>
5 min	<p>PARENT INVOLVEMENT</p> <p>How involved are parents in GEAR UP at your school? Has your approach to parents changed during the past year and, if so, how?</p>	<p>Probe for strategies perceived as effective or ineffective and new strategies designed for parents of high school students. Probe for any changes in approach during the current pandemic, including communication methods.</p>
5 min	<p>YOUR ROLE AS COORDINATOR</p> <p>As you look back on your work with this program, how do you define being a successful coordinator at your school? What lessons have you learned from this work?</p>	<p>Probe for how coordinators balance short-term goals (FAFSA completion, GEAR UP work plan) with long-term improvement such as changing school culture. Probe for any silver linings due to the pandemic, such as increased ability to use technology or new strategies to engage students/parents/staff.</p>
5 min	<p>IMPACT AND SUSTAINABILITY</p> <p>As this grant nears an end, how would you describe GEAR UP's impact at your school? What, if any, services have been or will be sustained? What challenges do you face in sustaining these activities?</p>	<p>Probe for discussions on sustainability during the current school year. Probe for views on culture, homework completion, test preparation/scores, course completion, grades, high school graduation, financial aid knowledge, etc.</p>

		Probe for any perceived impact of COVID-19 on sustainability next year.
	CLOSING Is there anything else we should know to understand the GEAR UP program at your school?	

Thank you very much for your time.