

OREGON GEAR UP: SURVEY RESULTS FOR THE FIRST TWO YEARS

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EXECUTIVE SUMMARY

Oregon GEAR UP Surveys

In August 2008, Oregon was awarded a six-year statewide GEAR UP grant by the U.S. Department of Education. Directed and managed by the Oregon University Systems (OUS), 12 clusters with a total of 20 schools and approximately 1,300 seventh-graders participated in the first year (2008–09) of the grant. Of these students, 58.1 percent participate in the schools' free and reduced-price lunch program. In the second year of the grant, all the schools continued and a second group of 7th graders joined the cohort. In 2009-10 school year 1,296 seventh graders and 1,371 eighth graders participated. Of these students, 62.3 percent participate in the schools' free and reduced-price lunch program.

Oregon GEAR UP believes that postsecondary education is possible for all Oregon students, regardless of economic background, and strives to empower them to realize that ambition. Oregon GEAR UP brings this message to middle and high schools, students, their parents, and the community through early college and career awareness activities, scholarships, financial aid information, and improved academic support to help raise the expectations and achievements of all students.

Education Northwest (formerly the Northwest Regional Educational Laboratory) evaluation team worked with Oregon University System (OUS) staff to develop an evaluation plan to meet the requirements of the Annual Performance Report (APR) for the federal government and to provide formative evaluation information for the programs.

Survey Respondents

Students. In both 2008-09 and 2009-10, students who responded to the survey were split approximately evenly between males and females and were all in grades seven through 12. Most of the students in both years were either white, Hispanic, or American Indian or Alaska Native. Many of them were also first generation college-bound students with less than 40 percent reporting in both years that either their mother or their father had attended college.

Parents. The vast majority of parents in both 2008-09 and 2009-10 were female and most were either white or Hispanic. More than half of the mothers or female guardians and almost half of the fathers or male guardians in both years had attended at least some college.

Educators. Almost all educators in both years identified themselves as white and the majority reported that they were a teacher. The respondents had a wide range of years of experience and length of time in their current school. Most of them in both years reported that they have a Master's degree and, for those who do teach, primarily do so in the core subject areas of math, English, science, and social studies.

Primary Findings

Educators were asked what experiences would be most helpful for students to improve their chances for success in postsecondary education. All of the suggested success strategies were rated as helpful by more than a third of the educators in both years. The top rated strategies in the 2008-09 school year were visiting a college/college student shadowing; workshop/counseling on college preparation; and tutoring in academic subjects. The top rated strategies in the 2009-10 school year were different and included tutoring for the SAT, ACT, or other college entrance exams; financial aid awareness and financial planning; and mentoring. The top professional development choices in both school years were instructional strategies to help at-risk students reach high standards; strategies for improving student learning; and strategies for increasing parental/community involvement.

Students and educators in both years generally believed that their core subject classes, including English, science, math, and history/social science, are not that academically challenging. Both groups also tended to agree that students are not necessarily encouraged to take challenging classes that will prepare them for college.

Parents and educators in both years had very similar perceptions about how much information the school makes available to students and parents about what it takes to go to college. More than half in each group in both 2008-09 and 2009-10 did not believe that the school gives students information about what it takes to go to college or provides parents with information on what it takes to get their children to college.

When asked specifically about whether students or parents had spoken to someone at their school about what courses they needed to take in high school to prepare for college, the majority of all students in both years agreed with this question, and there was even slightly more agreement with students in grades 11 and 12. Conversely, the majority of all parents in both years had not spoken to someone at their child's school about what courses their student needed to take in high school in order to prepare for college.

Of the three types of postsecondary school options, all students were most familiar with entrance requirements for four-year colleges and community colleges. A slightly greater percentage of all parents were familiar with the entrance requirements for community colleges than for four-year colleges. Approximately a third of all parents and parents of juniors and seniors in both years were familiar with the entrance requirements to technical, trade, or business institutions.

The majority of students and parents in both years reported that they are having conversations at home about requirements for attending college. As students become juniors and seniors, the percentage of students and parents who report having these conversations about attending college increased in both 2008-09 and 2009-10. In general, students are familiar with the SAT with a majority of the students in 2008-09 and nearly

three-quarters of students in 2009-10 who were either planning to take it or have already taken it.

Educators reported in both 2008-09 and 2009-10 having higher expectations that their students have the capability to complete a college prep curriculum than they do that they will actually go on to college. However, more than two-thirds of students and their parents in both years believed that the highest level of education they will complete is a four-year college degree or higher. A large majority of students did think that their teachers expected them to at least attend college and over half of the seniors in both 2008-09 and 2009-10 reported having already applied to a college and more than a third were planning to apply.

About a third of the parents in 2008-09 and a quarter in 2009-10 agreed that the school provided students with career awareness activities. A majority of students in the 2008-09 sample did agree that they have become more aware of career options because of GEAR UP, but this dropped to 43.0 percent in the 2009-10 sample.

Most students in both years indicated that they talk to their friends about going to college; In addition, nearly a quarter of students in both years reported that their interest in college has increased since they began GEAR UP and almost all of the remaining students reported that their interest has stayed the same.

A large majority of parents indicated in both years that they had attended at least three activities at their student's school during past year, none of which were typically GEAR UP activities. The majority of educators in both 2008-09 and 2009-10 indicated the following activities were successful at involving parents in their school: Parent/teacher conferences; facilitating communication with phone and e-mail; and through extracurricular school events (not including athletic programs). Students typically reported feeling welcome and safe at their school and that by attending school they are getting a better sense of what they would like to do in the future.

Educators were asked to indicate to what extent they were involved in different postsecondary preparation activities with their students in the past year. The majority of educators indicated in both years that they were involved in providing information on financial aid and scholarships available for postsecondary education. The next two most frequently occurring postsecondary activities in both years included providing information and counseling about college choices and familiarizing students with college environments.

According to the *Oregon University System 2009 Fact Book*, the average cost for an academic year including tuition, books, housing, food and personal expenses would be \$19,272 (<http://www.ous.edu/factreport/factbook/>). An increase from the previous years average of \$18,500. The majority of students and parents reported that they believe it would cost at least \$20,000 to attend a four-year public college in Oregon. However, the majority of students, parents, and educators surveyed in both years did not believe that

the school provided parents or students opportunities to participate in financial-aid awareness and planning activities for college.

Over a third of students in both 2008-09 and 2009-10 believed that they would definitely attend college and over a third of parents in both years indicated that their child would definitely attend. Fewer than three percent of teachers in both years indicated that their students would definitely go to college. All three groups in both years believed that the top reason for not attending college would be because it costs too much.

DRAFT

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INTRODUCTION

In August 2008, Oregon was awarded a six-year statewide GEAR UP grant by the U.S. Department of Education. Directed and managed by the Oregon University Systems (OUS), 12 clusters with a total of 20 schools and approximately 1,300 seventh-graders participated in the first year (2008–09) of the grant. Of these students, 58.1 percent participate in the schools’ free and reduced-price lunch program. In the second year of the grant, all the schools continued and a second group of 7th graders joined the cohort. In 2009-10 school year 1,296 seventh graders and 1,371 eighth graders participated. Of these students, 62.3 percent participate in the schools’ free and reduced-price lunch program.

The first year of the grant started with a cohort group of seventh-graders who moved to the eighth grade in the second year when a new cohort of seventh-graders joined the program. All cohort groups formed in this fashion will be served by the GEAR UP program throughout the grant. However, only the first cohort group of seventh-graders who started in 2008–09 will reach the 12th grade by the end of this six-year grant in 2013–14. The design of Oregon GEAR UP is intended to be inclusive: students who join the GEAR UP program no later than 11th grade will be eligible for the GEAR UP Pathways scholarship. Over 8,700 students and their parents will be served through this six-year GEAR UP grant.

The Oregon GEAR UP Program is a six-year statewide effort to work with low-income serving middle and high schools to provide meaningful academic enrichment activities that result in systemic school improvement. The goal is to ensure that Oregon’s low-income students are prepared for, pursue, and succeed in post secondary education. The following schools have been selected to participate in the program.

District	Schools	Town
Lincoln County	Taft High School	Lincoln City
North Marion	North Marion Middle and High Schools	Aurora
Brookings-Harbor	Azalea Middle and Brookings-Harbor High	Brookings
South Lane	Lincoln Middle, Al Kennedy Alternative High School and Cottage Grove High	Cottage Grove
South Umpqua	Coffenberry Middle and South Umpqua High	Myrtle Creek
Sweet Home	Sweet Home Junior and High Schools	Sweet Home
Three Rivers	Fleming Middle and North Valley High	Grants Pass
Bend/La Pine	La Pine Middle and High Schools	Bend
Morrow	Irrigon Junior/Senior High School	Irrigon
Glendale	Glendale High	Glendale
Klamath County	Lost River High	Merrill
Stanfield	Stanfield Secondary	Stanfield

Beginning with the class of 2014, students will be eligible for GEAR UP scholarships. Students who have participated in required GEAR UP activities, enroll in an accredited college anywhere in the United States, and submit an application through the Oregon Student Assistance Commission will be eligible for these awards.

Scholarships will be renewable for up to four years and award amounts will vary based on several factors, including the number of eligible students and the value of the Pell grant at the time of award. The scholarships will be no less than the minimum Pell grant, which was \$535 in 2009–10, but is expected to increase significantly for the next several years.

Oregon GEAR UP believes that postsecondary education is possible for all Oregon students, regardless of economic background, and strives to empower them to realize that ambition. Oregon GEAR UP brings this message to middle and high schools, students, their parents, and the community through early college and career awareness activities, scholarships, financial aid information, and improved academic support to help raise the expectations and achievements of all students.

The Education Northwest evaluation team worked with Oregon University System (OUS) staff to develop an evaluation plan to meet the requirements of the Annual Performance Report (APR) for the federal government, as well as to provide formative evaluation information for the programs. Education Northwest developed surveys in consultation with OUS staff; these included student, parent/guardian, and educator surveys, as well as Spanish versions of the student and parent/guardian surveys. The student, parent, and educator surveys were available in hardcopy as well as online versions (Surveys are available on the Oregon GEAR UP website). The student and parent/guardian surveys included the required APR questions. Most surveys in both 2008-09 and 2009-10 were conducted in the spring, by March 15, in time for compilation and inclusion in the April submission of the OUS Annual Performance Report.

SURVEY RESPONDENTS

There are 20 schools in Oregon that are part of the statewide GEAR UP program. The number of schools that participated in administrating the surveys and the total number of survey respondents, by survey and school year, are shown in Table 1. The level of participation varied substantially by school. Appendix A lists the number of survey respondents by school for the 2008-09 and 2009-10 school years.

Table 1.
Number of participating schools by survey

	Schools		Respondents	
	08-09	09-10	08-09	09-10
Student survey	18	16	4219	4128
Parent survey	14	12	1111	709
Educator survey	16	15	359	254

Profile of Survey Respondents

Students. Table 2 shows the characteristics of the student respondents in the 2008-09 school year, as well as the respondents in the 2009-10 school year. In both years, students who responded to the survey were split approximately evenly between males and females and were all in grades seven through 12. More respondents in the 2008-09 school year were in either seventh or eighth grade than in the other grades, whereas the respondents in the 2009-10 were split more evenly across all of the grade levels. Most of the students in both years were either white, Hispanic, or American Indian or Alaska Native. Many of them were also first generation college-bound students with less than 40 percent reporting in both years that either their mother or their father had attended college.

Table 2. Student respondent characteristics in the 2008-09 and 2009-10 school years.

Characteristic	2008-09 school year		2009-10 school year	
	Frequency	Percentage	Frequency	Percentage
Gender				
-Male	2098	52.1%	2090	52.2%
-Female	1929	47.9%	1914	47.8%
Race/ethnicity				
-American Indian or Alaska Native	505	12.0%	487	11.8%
-Asian	84	2.0%	115	2.8%
-Black or African American	104	2.5%	147	3.6%
-Hispanic or Latino	713	16.9%	658	15.9%
-White	3012	71.4%	3096	75.0%
-Native Hawaiian or Other Pacific Islander	81	1.9%	101	2.4%
-Multiethnic/multiracial	118	2.8%	178	4.3%
-Other ethnicity	223	5.3%	258	8.7%
Grade level				
-7 th	1239	29.9%	656	16.3%
-8 th	818	19.8%	731	18.2%
-9 th	571	13.8%	762	19.0%
-10 th	549	13.3%	645	16.1%
-11 th	547	13.2%	649	16.2%
-12 th	413	10.0%	573	14.3%
Attended college				
-Mother/female guardian	1683	43.1%	1719	43.6%
-Father/male guardian	1299	33.8%	1334	34.1%
-Brother or sister	1009	26.9%	1130	29.5%
-Grandparents	1167	30.7%	1193	30.7%

Parents. As shown in Table 3, the vast majority of parents were female. In both years, most were either white or Hispanic, but there was a greater percentage of Hispanic parent respondents

in the 2009-10 school year than in the 2008-09 school year. In addition, more than half of the mothers or female guardians and almost half of the fathers or male guardians in both years had attended at least some college. The student respondents reported much lower rates of college attendance for their parents, indicating that parents who had attended college may have been more likely to respond to the survey than parents who had not attended college.

Table 3. Parent respondent characteristics in the 2008-09 and 2009-10 school years.

Characteristic	2008-09 school year		2009-10 school year	
	Frequency	Percentage	Frequency	Percentage
Gender				
-Male	240	22.9%	196	28.8%
-Female	809	77.1%	485	71.2%
Race/ethnicity				
-American Indian or Alaska Native	72	6.6%	31	4.4%
-Asian	10	0.9%	4	0.6%
-Black or African American	7	0.6%	13	1.8 %
-Hispanic or Latino	89	8.1%	252	35.5%
-White	944	86.1%	401	56.6%
-Native Hawaiian or Other Pacific Islander	13	1.2%	11	1.6%
-Other ethnicity	33	3.0%	15	2.1%
Attended college				
-Mother/female guardian	1027	59.7%	661	57.3%
-Father/male guardian	1008	48.0%	643	45.6%
-Brother or sister	849	35.1%	538	40.0%
-Grandparents	962	44.2%	618	42.1%

Educators. Table 4 provides the characteristics of the educator respondents in the 2008-09 and 2009-10 school years; Table 5 shows the years of experience and education of the respondents; and Table 6 shows the subject and grade levels taught. Almost all educators in both years identified themselves as white and the majority reported that they were a teacher. The respondents had a wide range of years of experience; however, 57.6 percent reported that they had been working in education for more than five years in the 2008-09 school year and 65.6 percent reported the same in the 2009-10 school year. Although there was a fairly wide range of years working in their current school, few educators in both years indicated that they had been working there for less than a year. In the 2008-09 school year, 41.9 percent reported being in their current school for six or more years and 48.4 percent reported this in the 2009-10 school year. Most of them in both years reported that they have a Master’s degree and, for those who do teach, primarily do so in the core subject areas of math, English, science, and social studies. Finally, the number who taught each grade was fairly evenly divided among the six grade levels.

Table 4. Educator respondent characteristics in the 2008-09 and 2009-10 school years.

Characteristic	2008-09 school year		2009-10 school year	
	Frequency	Percentage	Frequency	Percentage
Race/ethnicity				
-American Indian or Alaska Native	4	1.1%	3	1.2%
-Asian	1	0.3%	0	0.0%
-Black or African American	0	0.0%	0	0.0%
-Hispanic or Latino	14	3.9%	9	3.6%
-White	327	91.9%	233	92.4%
-Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%
-Multiethnic/multiracial	6	1.7%	4	1.6%
-Other ethnicity	4	1.1%	3	1.2%
School position				
-Teacher	228	63.7%	199	78.0%
-Counselor	17	4.7%	11	4.3%
-Administrator	21	5.9%	18	7.1%
-Secretary	20	5.6%	9	3.5%
-Library/Media Specialist	6	1.7%	2	0.8%
-Paraprofessional	40	11.2%	7	2.7%
-Other	27	7.3%	9	3.5%

Table 5. Years of experience and education of the educator respondents in the 2008-09 and 2009-10 school years.

	2008-09 school year		2009-10 school year	
	Frequency	Percentage	Frequency	Percentage
Years working in education				
-Less than one year	80	22.3%	39	15.4%
-one to five years	72	20.1%	48	19.0%
-six to ten years	119	33.1%	79	31.2%
-Eleven to twenty years	82	22.8%	85	33.6%
-Over twenty years	6	1.7%	2	0.8%
Years working at current school				
-Less than one year	45	12.3%	13	5.2%
-one to five years	144	40.2%	88	34.9%
-six to ten years	71	19.8%	64	25.4%
-eleven to twenty years	79	22.1%	58	23.0%
Highest level of education				
-Bachelors Degree	27	8.7%	10	4.1%
-Some graduate work	81	26.1%	42	17.4%
-Master's Degree	198	63.9%	186	76.9%
-Doctorate Degree	4	1.3%	4	1.7%

Table 6. Subject and grade levels taught by the educator respondents in the 2008-09 and 2009-10 school years

	2008-09 school year		2009-10 school year	
	Frequency	Percentage	Frequency	Percentage
Subject taught most often				
-Math	47	13.3%	34	13.6%
-English	42	11.9%	32	12.8%
-Science	28	7.9%	28	11.2%
-Social Studies	28	7.9%	28	11.2%
-Not applicable (I do not teach)	86	24.3%	122	48.8%
-Other	123	34.7%	6	2.4%
Grade levels work with				
-Seventh grade	209	58.2%	112	43.9%
-Eighth grade	211	58.7%	126	49.4%
-Ninth grade	207	57.6%	155	60.8%
-Tenth grade	207	57.6%	160	62.7%
-Eleventh grade	204	56.8%	158	62.0%
-Twelfth grade	201	56.0%	156	61.2%

SURVEY OUTCOMES

Highlights from the 2008-09 and 2009-2010 surveys are discussed below. The tables of results present the percentage of responses to a given question (the number of respondents for each question is also presented as *n*). Some questions were asked of all three groups: students, educators, and parents; these results are presented together for comparison.

Evaluation and Survey Framework

The mission of GEAR UP is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The aim is to help communities create new or expanded existing school programs and provide educational opportunities for students. Additionally, GEAR UP prompts local schools, community-based organizations, private industry, and institutions of higher education to work in partnerships to help students and their parents gain necessary knowledge and bolster academic programs in their schools.

The program will address academic rigor, linking educational and career choices to course taking behaviors, opportunities for students to explore career interests, family and community engagement, and information about applying to and paying for college.

The Oregon GEAR UP Planning and Evaluation Rubric has five dimensions: Rigor, Right Classes, Relevance to Career, Relationships, and the Reality of Affordability. What follows is a brief discussion of each of these dimensions. The full Oregon GEAR UP Planning and Evaluation Rubric is in Appendix B. Survey questions were based on this framework.

- **Rigor:** ensuring that all students have access to a challenging curriculum that adequately prepares them for life beyond high school
- **Right classes:** informing students of the coursework needed to successfully pursue the postsecondary training of their choice
- **Relevance:** supporting students' exploration of their career ambitions
- **Relationships:** supporting peer networks, engaging families, and developing positive relationships with students
- **Reality of affordability:** helping students and their families understand the myriad ways to pay for postsecondary education

This model is based on the findings of a white paper entitled "Reclaiming the American Dream." See http://www.bridgespan.org/kno_articles_american dream.html for additional information.

Rigor: Academic Preparation

According to "Reclaiming the American Dream", research synthesis, the most effective way to drive effective academic preparation in high school is to set a rigorous college preparatory curriculum as the default for all students and provide the support necessary for them to pursue it.

Anything less, by definition, defeats the purpose of a college-going culture (Bedsworth, Colby, Doctor 2006).

TEACHING AND LEARNING. Improve the quality of teaching and learning through professional development.

Educators were asked what experiences would be most helpful for students in improving their chances for success in postsecondary education. The results are displayed in Table 7. All of the suggested success strategies were rated as helpful by nearly 40 percent of the educators in both years. The top three rated strategies in the 2008-09 school year were visiting a college/college student shadowing; workshop/counseling on college preparation; and tutoring in academic subjects. The top three rated strategies in the 2009-10 school year were different and included tutoring for the SAT, ACT, or other college entrance exams; financial aid awareness and financial planning; and mentoring.

Table 7.
What types of experiences during grades 7–12 would be helpful for your students in improving their chances for attending and succeeding in postsecondary education?

	08-09		09-10	
	Frequency	Percent	Frequency	Percent
Visiting a college/college student shadowing	284	79.1%	153	60.0%
Workshop/counseling on college preparation	264	73.5%	150	58.8%
Tutoring in academic subjects	229	63.8%	177	69.4%
Financial aid awareness and financial planning	221	61.6%	185	72.5%
College prep curriculum	219	61.0%	165	64.7%
Visiting a job site/job shadowing	215	59.9%	166	65.1%
Mentoring	214	59.6%	179	70.2%
Summer programs	211	58.8%	114	44.7%
Tutoring for SAT, ACT, or other college entrance exams	204	56.8%	204	80.0%
Study skills classes	191	53.2%	165	64.7%
Social skills classes	179	49.9%	94	36.9%
Dual enrollment (e.g., AP, Tech Prep, Running Start)	141	39.3%	142	55.7%

Additionally, educators were asked which professional development topics would most help them prepare students for college. The complete results are displayed in Table 8. As shown, the top three choices in both school years were instructional strategies to help at-risk students reach high standards; strategies for improving student learning; and strategies for increasing parental/community involvement.

Table 8.

Educator: Which professional development topics would most help you prepare your students for college or other postsecondary options?

	08-09		09-10	
	Frequency	Percent	Frequency	Percent
Instructional strategies to help at-risk students reach high standards	212	59.1%	167	65.5%
Strategies for improving Student Learning	176	49.0%	151	59.2%
Strategies for increasing parental/community involvement	171	47.6%	124	48.6%
Knowledge of funding opportunities for students to pay for postsecondary training	145	40.4%	97	38.0%
Behavioral management strategies	133	37.0%	91	35.7%
Opportunities to vertically align curriculum with the grades below and above me	120	33.4%	111	43.5%
Instructional technology development	110	30.6%	93	36.5%
Strategies for negotiating home and school cultural differences	99	27.6%	86	33.7%
Peer mentoring strategies	97	27.0%	70	27.5%
Content development (i.e., math, reading, and writing)	94	26.2%	79	31.0%
Ways to monitor and analyze student learning	90	25.1%	94	36.9%
Opportunities to horizontally align curriculum with other at my grade level	72	20.1%	70	27.5%
Ways to apply the state or national standards in my content area	58	16.2%	58	22.7%
PASS teacher training	30	8.4%	24	9.4%

CURRICULUM ALIGNMENT. Curriculum aligned between middle and high school to ensure a seamless and effective transition for students.

A clear majority of the teaching faculty in both years responded that they use the Oregon State Standards as a guideline for teaching; only 2.3 percent in 2008-09 and 4.0 percent in 2009-10 indicated that they do not use the Standards (Table 9). Few educators were convinced that their curriculum was very aligned from middle school to high school; most believed it was either moderately or minimally aligned (Table 10). Additionally, 71.7 percent of the educators in 2008-09 and 80.0 percent in 2009-10 disagreed that their school provided professional development for teachers to align curriculum between middle and high school (Table 11).

Table 9.

Do you use Oregon State Standards for your content areas as guidelines for teaching?

	08-09		09-10	
	Frequency	Percent	Frequency	Percent
Yes	243	69.0%	205	81.0%
No	8	2.3%	10	4.0%
Not applicable (I do not teach)	101	28.7%	38	15.0%
Total	352	100.0%	253	100.0%

Table 10.

In your opinion, how aligned is curriculum in core subjects between middle and high school?

	08-09		09-10	
	Frequency	Percent	Frequency	Percent
Very aligned	13	3.9%	15	6.0%
Moderately aligned	102	30.5%	89	35.6%
Minimally aligned	173	51.6%	123	49.2%
Not at all aligned	47	14.0%	23	9.2%
Total	335	100.0%	250	100.0%

Table 11.

To what extent do you agree the your school provides professional development for teachers to align curriculum between middle and high school?

	08-09		09-10	
	Frequency	Percent	Frequency	Percent
Strongly Agree	37	10.5%	11	4.4%
Agree	20	5.7%	14	5.6%
Disagree	83	23.6%	79	31.6%
Strongly Disagree	169	48.1%	121	48.4%
Don't know	42	12.0%	25	10.0%
Total	351	100.0%	250	100.0%

Educators who taught Middle School or High School were asked how academically challenging were the core subject classes: English, science, math, history/social science. In all subject areas in both middle school and high school in 2008-09 and 2009-10, the most popular response was “not challenging.” See Tables 12 and 13 for full details.

Table 12.

How academically challenging are the following subjects in your middle school (middle school teachers only)?

	English		Science		Math		History/Social Studies	
	08-09 (n = 179)	09-10 (n = 117)	08-09 (n = 176)	09-10 (n = 116)	08-09 (n = 178)	09-10 (n = 117)	08-09 (n = 177)	09-10 (n = 116)
Very Challenging	13.4%	15.4%	12.5%	13.8%	12.9%	11.1%	14.7%	17.2%
Somewhat Challenging	0.01%	3.4%	0.01%	0.9%	0.01%	0.9%	0.01%	2.6%
Not that Challenging	5.6%	8.5%	6.3%	9.5%	3.8%	3.4%	10.2%	11.2%
Not Challenging	58.1%	24.7%	63.1%	56.0%	49.4%	57.3%	61.6%	56.9%
Don't know	22.4%	18.8%	17.6%	19.8%	33.2%	27.4%	13.0%	12.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 13.

How academically challenging are the following subjects in your high school (high school teachers only)?

	English		Science		Math		History/Social Studies	
	08-09 (n = 167)	09-10 (n = 147)	08-09 (n = 163)	09-10 (n = 146)	08-09 (n = 165)	09-10 (n = 145)	08-09 (n = 164)	09-10 (n = 146)
Very Challenging	17.4%	19.7%	14.1%	18.5%	15.8%	16.6%	16.5%	21.2%
Somewhat Challenging	1.2%	0.0%	1.2%	0.0%	0.01%	0.0%	1.2%	3.4%
Not that Challenging	12.0%	10.2%	6.8%	4.1%	3.0%	3.4%	11.0%	13.7%
Not Challenging	52.1%	49.7%	54.6%	45.9%	46.7%	46.2%	56.1%	52.1%
Don't know	23.4%	20.4%	23.3%	31.5%	33.9%	33.8%	15.2%	9.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Educators were asked how challenging they thought the curriculum at their school was this year compared to last year. Greater than 80 percent of both middle school educators and high school educators in both school years indicated that it was either “somewhat more rigorous and college-bound this year” or “no change from last year.” And, with the exception of middle school educators in 2008-09, a greater percentage indicated it was more rigorous this year as opposed to not having changed. See Tables 14 and 15 for details.

Table 14.
How challenging is your middle school’s curriculum this year compared with last year (middle school teachers only)?

	08-09		09-10	
	Frequency	Percent	Frequency	Percent
More rigorous and college-bound oriented this year	16	9.8%	13	10.7%
Somewhat more rigorous and college-bound oriented this year	71	43.6%	64	52.9%
No change from last year	74	45.4%	40	33.1%
Less rigorous and college-bound oriented than last year	2	1.2%	4	3.3%
Total	163	100.0%	121	100.0%

Table 15.
How challenging is your high school’s curriculum this year compared with last year (high school teachers only)?

	08-09		09-10	
	Frequency	Percent	Frequency	Percent
More rigorous and college-bound oriented this year	19	11.9%	21	14.3%
Somewhat more rigorous and college-bound oriented this year	74	46.3%	71	48.3%
No change from last year	65	40.6%	52	35.4%
Less rigorous and college-bound oriented than last year	2	1.3%	3	2.0%
Total	160	100.0%	147	100.0%

Right Classes

“More than 90 percent of students currently entering high school say they expect to attend college. By putting students in courses that do not prepare them for college, however, schools effectively make the choice for them and dash their dreams. Moreover, as the recent ACT study demonstrates, a college preparatory curriculum is the same curriculum that will prepare students for a successful working life. To offer students any

curriculum less than this not only fails the objective of preparing a student for college, but also fails to prepare them for life and work.

“A default college prep curriculum for all students is the most straightforward way to fix the problem. Schools need to take steps to ensure that students understand early in their school careers (eighth grade or earlier) what curriculum is necessary to prepare them for college-level work and future careers.

“In a true college-going culture, discussions of grades, class schedules, academic progress, and the like would all revolve around the requirements for college, whether or not students are on track to achieve that goal, and, if there are any deficiencies, what steps will help them get back on track.” (Bedsworth, Colby, Doctor 2006).

INFORMING and PLANNING. Inform students and their families about college entrance requirements and how to apply, and ensure that students have the information necessary to take the right courses for their chosen academic/career path.

Students and educators surveyed in both school years generally disagreed that their school provides challenging classes for them and that they are encouraged to take challenging classes that will prepare them for college. See Table 16.

Table 16.
To what extent do you agree with the following statements based on your experiences in school this year?

	08-09			09-10		
	Percent (number) Agree	Percent (number) Disagree	Percent (number) Don't Know	Percent (number) Agree	Percent (number) Disagree	Percent (number) Don't Know
<i>Students</i>						
My school provides challenging classes for students.	17.2% (692)	82.8% (3331)	0.0% (0)	14.9% (598)	85.1% (3416)	0.0% (0)
Teachers and/or counselors in my school encourage me to take challenging classes that will prepare me for college.	32.6% (1301)	67.4% (2681)	0.0% (0)	29.5% (1216)	67.5% (2790)	0.0% (0)
<i>Educators</i>						
Provides challenging classes for students.	4% (14)	74.0% (259)	22% (77)	2.0% (5)	69.8% (175)	28.3% (71)
Encourages students to take appropriately challenging classes that will prepare them for postsecondary education.	5.7% (20)	74.4% (262)	19.9% (70)	5.1% (13)	65.1% (166)	29.5% (75)

The parents and educators in both years had very similar perceptions about how much information the school makes available to students and parents about what it takes to go to college. Close to 60 percent of parents and educators disagreed that the school gives students information about what it takes to go to college. Likewise, 60 percent or more of both groups surveyed disagreed that the school provides parents with information on what it takes to get their children to college. See Table 17 for details.

Table 17.
To what extent do you agree with the following statements based on your experiences in school this year?

	08-09			09-10		
	Percent (number) Agree	Percent (number) Disagree	Percent (number) Don't Know	Percent (number) Agree	Percent (number) Disagree	Percent (number) Don't Know
<i>Parents</i>						
My child's school gives students information on what it takes to go to college.	27.6% (297)	59.7% (644)	12.7% (137)	22.7% (157)	60.5% (418)	16.8% (116)
My child's school gives parents information on what it takes to get their children to college.	28.0% (301)	64.3% (691)	7.7% (82)	24.0% (165)	62.8% (432)	13.2% (91)
<i>Educators</i>						
My school gives students information on what it takes to go to college.	6.2% (22)	61.0% (216)	32.8% (116)	2.8% (7)	55.7% (141)	41.5% (105)
My school gives parents information on what it takes to get their children to college.	14.8% (52)	64.8% (228)	20.4% (72)	8.3% (21)	61.9% (156)	29.8% (75)

When asked specifically about whether students or parents had spoken to someone at their school about what courses they needed to take in high school to prepare for college, the majority of all students in both years agreed with this question, and there was even slightly more agreement with students in grades 11 and 12. Conversely, the majority of all parents in both years had not spoken to someone at their child's school about what courses their student needed to take in high school in order to prepare for college. Parents of juniors and seniors were in a similar situation. See Table 18 for more details.

Table 18.

Has anyone from your school or GEAR UP ever spoken with you about the courses (and college requirements) that you (your child) will need to take in high school in order to prepare for college?

	All Students		All Parents		Grades 11–12 Students		Grades 11–12 Parents	
	08-09 (n = 4092)	09-10 (n = 4088)	08-09 (n = 1076)	09-10 (n = 697)	08-09 (n = 935)	09-10 (n = 1212)	08-09 (n = 154)	09-10 (n = 155)
Yes	60.8%	65.7%	21.8%	32.0%	69.1%	69.5%	26.6%	36.8%
No	39.2%	34.3%	78.2%	68.0%	30.9%	30.5%	73.4%	63.2%

Of the parents surveyed, approximately a third in both 2008-09 and 2009-10 felt they had enough information about college preparation. Parents of students who were juniors and seniors were more confident than all parents about having enough of this type of information in the 2008-09 school year, but only slightly more confident in the 2009-10 school year. See Table 19 for additional details.

Table 19.

Parents: Do you have enough information about college preparation?

	All Parents		Grades 11–12 Parents	
	08-09 (n = 1086)	09-10 (n = 696)	08-09 (n = 157)	09-10 (n = 154)
Yes	34.2%	32.2%	42.7%	34.4%
No	65.8%	67.8%	57.3%	65.6%

Of the three types of postsecondary school options, all students were most familiar with entrance requirements for four-year colleges and community colleges. However, students in grades 11 and 12 in both years reported that they were slightly more familiar with the requirements for community colleges than for four-year colleges. In addition, a greater percentage of 11th and 12th graders in both years reported familiarity with technical, trade, or business institutions than all students in both years. See Table 20.

Though not by much, a greater percentage of all parents and parents of juniors and seniors were familiar with the entrance requirements for community colleges than for four-year colleges. Approximately a third of all parents and parents of juniors and seniors in both years were familiar with the entrance requirements for technical, trade, or business institutions. See Table 20.

Table 20.

Parent: Are you familiar with the entrance requirements for each of these types of schools? (Percentage responding “Yes”)

	All Students		All Parents		Grades 11–12 Students		Grades 11–12 Parents	
	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10
4-year colleges	65.0% (n = 3965)	66.0% (n = 3966)	48.1% (n = 1055)	48.3% (n = 681)	76.8% (n = 900)	75.7% (n = 1167)	60.3% (n = 151)	58.3% (n = 151)
Community colleges	63.6% (n = 3799)	66.8% (n = 3816)	59.6% (n = 1020)	54.3% (n = 645)	80.9% (n = 896)	80.3% (n = 1149)	67.6% (n = 145)	62.6% (n = 147)
Technical, trade or business institutions	25.7% (n = 3687)	36.8% (n = 3720)	43.0% (n = 1002)	40.5% (n = 625)	50.8% (n = 876)	46.5% (n = 1112)	36.2% (n = 141)	39.9% (n = 143)

The majority of students and parents in both years reported that they are having conversations at home about requirements for attending college. As students become juniors and seniors, the percentage of students and parents who reported having these conversations about attending college increased in both 2008-09 and 2009-10. See Table 21.

Table 21.

Student: During the past year, have you discussed the requirements for getting into college with any adults in your household? Parent: Have you talked with your child about attending college?

	All Students		All Parents		Grades 11–12 Students		Grades 11–12 Parents	
	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10
	(n = 4082)	(n = 4092)	(n = 1080)	(n = 706)	(n = 939)	(n = 1210)	(n = 153)	(n = 157)
Yes	61.6%	63.0%	75.2%	76.9%	71.0%	72.4%	85.0%	83.4%
No	38.4%	37.0%	24.8%	23.1%	29.0%	27.6%	15.0%	16.6%

In general, the majority of students are familiar with the SAT, with 61.2 percent of the students in 2008-09 and 68.1 percent of students in 2009-10 who either planned to take it or have already taken it. Most students are not as familiar with the other tests included in Table 22.

Table 22.

Student: Have you taken or are you planning to take the following tests?

	PSAT		SAT		ACT		AP or IB		SAT II		ASVAB	
	08-09 (3986)	09-10 (3992)	08-09 (3990)	09-10 (3871)	08-09 (3893)	09-10 (3870)	08-09 (3857)	09-10 (3871)	08-09 (3868)	09-10 (3881)	08-09 (3870)	09-10 (3918)
Never heard of test	44.4%	34.3%	28.1%	23.2%	49.2%	48.0%	66.6%	60.4%	54.0%	46.9%	62.9%	49.5%
No, I don't plan to take it	8.7%	9.6%	7.7%	8.8%	11.8%	16.7%	12.7%	16.2%	13.9%	18.1%	15.7%	19.2%
Yes, I have already taken it	17.8%	29.1%	7.2%	9.9%	5.0%	2.2%	2.4%	3.0%	1.3%	1.5%	6.9%	14.5%
Yes, I plan to take it	29.1%	27.0%	54.0%	58.2%	34.0%	33.1%	18.3%	20.3%	30.8%	30.6%	14.5%	16.8%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

The majority of the educators surveyed spend at least some time each month on GEAR UP activities; only 45 percent in 2008-09 and 36.9 percent in 2009-10 reported spending no time at all. The most frequent responses in both years were one hour a month, followed by two to four hours a month. Complete results are shown in Table 23.

Table 23.

Educator: How many hours do you spend monthly on GEAR UP activities?

	08-09		09-10	
	Frequency	Percent	Frequency	Percent
None	148	45.1%	90	36.9%
1 hour	64	19.5%	62	25.4%
2-4 hours	56	17.1%	52	21.3%
5-8 hours	33	10.1%	21	8.6%
9-16 hours	14	4.3%	6	2.5%
17 or more hours	13	4.0%	13	5.3%
Total	328	100.0%	244	100.0%

EMPOWERING. Create a school environment, policies, and teacher expectations that support all students pursuing a postsecondary education

Table 24 shows how student respondents ranked themselves academically and how parent respondents rank their children. In sum, the vast majority (approximately 70 percent or more) of students in both the 2008-09 and 2009-10 school years ranked themselves as either A or B students, as did their parents.

Table 24.
How would you rank yourself/your student academically?

	Student		Parent	
	08-09 (n = 4121)	09-10 (n = 3971)	08-09 (n = 685)	09-10 (n = 1084)
A student	25.5%	27.1%	38.8%	39.0 %
B student	44.2%	43.8%	37.4%	38.0%
C student	24.4%	23.8%	17.8%	17.2%
Below C student	5.9%	5.2%	6.0%	5.8%
Total	100.0%	100.0%	100.0%	100.0%

Although almost all parents consistently reported that they discuss school work at least one to two times per week with their child, a greater percentage with grade 11 and 12 students in both 2008-09 and 2009-10 reported that they never discuss schoolwork with children than all of the parents reported in both years. See Table 30.

Table 25.
How many times a week do you discuss schoolwork with your child?

	Parent		Grades 11–12 Parents	
	08-09 (n = 1096)	09-10 (n = 707)	08-09 (n = 157)	09-10 (n = 156)
More than 5 times	23.1%	22.9%	17.2%	19.9%
3–5 times	33.8%	34.4%	28.0%	28.2%
1–2 times	35.9%	34.2%	41.4%	37.9%
Never	7.3%	8.5%	13.4%	14.1%

The majority of students surveyed in both years indicated that they spend an hour on homework each day (see Table 26); whereas approximately only a third of parents in both years indicated that their child spends this much time daily on homework. Approximately another third of parents indicated in both years that their child spends less than an hour a day on homework. Table 27 shows the amount of time students in different grade levels reported spending on homework on a daily basis. As shown, the percentage of students reporting that they spend three or more hours a day was stable across seventh through tenth graders, but increased slightly in

both years for 11th and 12th graders; the percentage spending one to two hours was again stable across seventh through tenth graders, but decreased in both years for 11th and 12th graders; the percentage reporting spending no time on homework increased exponentially in both years as grade level increased.

Table 26.
How much time do you (your child) spend on homework each day?

	08-09		09-10	
	Student (n = 4112)	Parent (n = 1100)	Student (n = 4035)	Parent (n = 701)
3 or more hours	4.9%	4.3%	5.4%	5.6%
2 hours	19.2%	16.6%	20.6%	18.8%
1 hour	62.8%	35.3%	61.0%	31.1%
Less than an hour	NA ¹	34.0%	NA ¹	32.7%
None	13.1%	6.0%	13.1%	7.1%
Don't Know	NA ¹	3.8%	NA ¹	4.7%
Total	100.0%	100.0%	100.0%	100.0%

¹NA = Not applicable, as this was not included as a potential response for students

Table 27.
Students: How much time do you spend on homework by grade level?

	7 th and 8 th graders		9 th and 10 th graders		11 th and 12 th graders	
	08-09	09-10	08-09	09-10	08-09	09-10
	(n = 2019)	(n = 1361)	(n = 1108)	(n = 1384)	(n = 946)	(n = 1188)
3 or more hours	4.5%	4.0%	3.5%	5.1%	7.8%	7.5%
2 hours	20.8%	20.0%	17.0%	20.0%	18.8%	21.7%
1 hour	66.4%	65.0%	63.5%	61.3%	53.9%	55.2%
None	8.3%	11.0%	16.0%	13.6%	19.5%	15.6%

A clear majority of students in both years reported completing their homework in the classroom or at home (Table 28) and were most likely to get help from their parents, teachers, and or classmates or friends (Table 29). Junior and seniors reported in both years that they most often get help from a teacher, classmate or friend, or from no one. Approximately 80 percent or more of the parents and students surveyed in both 2008-09 and 2009-10 indicated they have a computer at home with Internet access (Table 30).

Table 28.
Student: Where do you complete your homework?
(Check all that apply)

	08-09 (n = 4219)	09-10 (n = 4128)
Classroom	72.8%	66.4%
Study hall	15.3%	13.5%
After school program	5.3%	5.5%
Home	78.5%	80.3%
Other	6.3%	10.7%

Table 29.
Student: Who usually helps you with your homework? (Check all that apply)

	All Students		Grades 11–12 Students	
	08-09 (n = 4219)	09-10 (n = 4128)	08-09 (n = 1270)	09-10 (n = 1222)
A teacher at school	43.4%	45.5%	37.2%	43.0%
A GEAR UP tutor/mentor	1.3%	1.3%	1.5%	0.3%
Mother, father, or guardian	44.5%	37.8%	18.6%	19.7%
Other adult in home	7.2%	5.1%	2.2%	2.9%
Brother or sister	19.2%	17.1%	10.6%	10.5%
Classmate or friend	40.7%	44.4%	37.6%	47.3%
Someone else	2.2%	3.7%	4.7%	3.0%
No one	29.2%	33.5%	44.5%	42.0%

Table 30.
Percentage of students and parents who reported having a computer and internet access at home.

	Student		Parent	
	08-09	09-10	08-09	09-10
Computer at home	86.8% (n = 4122)	87.2% (n = 4102)	87.4% (n = 1093)	87.7% (n = 707)
Internet access at home	79.8% (n = 4115)	81.4% (n = 4105)	82.8% (n = 1090)	83.2% (n = 708)

Educators reported in both 2008-09 and 2009-10 having higher expectations that their students have the capability to complete a college preparatory curriculum than they do that they will actually go on to college. As shown in Table 31, whereas 67.5 percent in 2008-09 and 74.4 percent in 2009-10 believed that two-thirds or more of their students are capable of completing a college preparatory curriculum, approximately a half or more of them believed that less than a

third will actually go on to college.¹ In addition, more than two-thirds of students and their parents in both years believed that the highest level of education they will complete is a four-year college degree or higher. However, only 11.6 percent of educators in 2008-09 and 13.0 percent of educators in 2009-10 believed that their students will obtain this level of education (Table 32). Almost 70 percent of students did think that their teachers expected them to at least go to college (Table 33). Regarding whether 12th graders have actually applied to college, over half in both 2008-09 and 2009-10 reported having already applied to a college and more than a third were planning to apply (Table 34).

Table 31.
Educators: What percentage of your students are capable of completing a college prep curriculum, and what percentage of your students go on to college?

	Percentage of educators who indicated students are capable of completing a college preparatory curriculum		Percentage of educators who indicated students go on to college	
	08-09 (n = 341)	09-10 (n = 249)	08-09 (n = 332)	09-10 (n = 246)
Less than 30%	32.5%	25.6%	56.6%	46.3%
30% or greater	67.5%	74.4%	43.4%	53.7%
Total	100.0%	100.0%	100.0%	100.0%

Table 32.
Highest level of education that students, parents, and educators expect to obtain.

	Students		Parents		Educators	
	08-09 (n = 4098)	09-10 (n = 4021)	08-09 (n = 1087)	09-10 (n = 694)	08-09 (n = 344)	09-10 (n = 253)
4-year college degree or higher	64.1%	63.4%	64.5%	66.0%	11.6%	13.0%
Some college	11.4%	11.9%	13.7%	13.4%	26.5%	32.0%
2-year college degree	12.8%	12.3%	9.8%	11.1%	22.4%	27.3%
1-year trade school	2.5%	2.4%	2.8%	2.6%	7.3%	5.5%
High school diploma	7.6%	8.0%	8.2%	5.5%	32.0%	20.6%
GED	1.0%	1.2%	0.5%	1.2%	0.0%	0.8%
Less than high school	0.6%	0.8%	0.1%	0.3%	0.3%	0.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

¹ It should be noted that almost ten percent more teachers in the 2009-10 sample believed that two-thirds or more of their students will go on to college than in the 2008-09 sample.

Table 33.
 Student: Do you think your teachers expect you to go to college, and do you think your parents expect you to go to college?

	Teachers expect you to go to college?		Parents expect you to go to college?	
	08-09 (n = 4122)	09-10 (n = 4086)	08-09 (n = 4098)	09-10 (n = 4088)
Yes	67.4%	68.0%	85.4%	83.7%
No	5.1%	5.7%	5.4%	7.3%
Not sure	27.4%	26.3%	9.2%	9.0%
Total	100.0%	100.0%	100.0%	100.0%

Table 34.
 Seniors: Have you applied to any colleges for next year?

	Grade 12 Students	
	08-09 (n = 389)	09-10 (n = 521)
Yes, applied to 4 year college	34.2%	32.5%
Yes, applied to 2 year college	20.8%	19.7%
No, but I plan to apply	34.3%	34.9%
No, does not plan on attending	8.7%	13.2%
Total	100.0%	100.0%

Relevance to Career

“A student who makes this connection between college and his or her life goals is six times as likely to attain a degree as one who doesn’t. A recent survey by Public Agenda found that 77 percent of college students say they are attending college because the jobs they want require it.

“It also implies a need for more career-awareness information, which could come in the form of curricula, coordinated internship programs, or career guidance.” (Bedsworth, Colby, Doctor 2006).

CAREER AWARENESS. Provide students with opportunities to explore their career interests, and engage business and community partners in the process.

Only 31.9 percent of the parents in 2008-09 and 26.0 percent of the parents in 2009-10 surveyed agreed that the school provided students with career awareness activities. A majority of students in the 2008-09 sample did agree that they have become more aware of career options because of GEAR UP, but this dropped to 43.0 percent in the 2009-10 sample (Table 35).

Table 35.
 Parents: To what extent do you agree with the following statements based on your experiences in school this year?

<i>Parents</i>	08-09			09-10		
	Percent (number) Agree	Percent (number) Disagree	Percent (number) Don't Know	Percent (number) Agree	Percent (number) Disagree	Percent (number) Don't Know
My child's school provides students with opportunities to participate in career awareness activities, such as job shadowing, career fairs, and career and counseling classes.	31.9% (338)	57.8% (612)	10.3% (109)	26.0% (179)	59.0% (407)	15.0% (103)
<i>Students</i>						
I have become more aware of various career options because of GEAR UP.	57.6% (2227)	42.4% (1641)	0.0% (0)	43.0% (1703)	57.0% (2252)	0.0% (0)

Relationships

“A low-income student’s chances of completing college are likely to increase when friends value learning and plan to attend college themselves. Schools need to provide social support and reinforce college-going norms within peer groups. The value of strengthening links between postsecondary education and the “real world” is reinforced by the fact that parents taking time to visit a postsecondary institution with their child also had a positive impact on going to college and success. This implies that the most successful college access programs will target as many high school students as possible (i.e., they will be whole-school models).

This means ensuring that students and their families have access to information early (before high school) and consistently regarding college requirements, financial aid availability, and other general college-awareness information such as the benefits of a college education and links to the real world.” (Bedsworth, Colby, Doctor 2006).

PEER NETWORKS. Develop peer networks that encourage college-going aspirations.

More than one-third of the students surveyed in both 2008-09 and 2009-10 indicated that they sometimes talk to their friends about going to college; another 20 percent reported that they often or almost always talk to friends about college (Table 36). Almost all students surveyed in each year reported that at least two of their best friends will go to college (Table 37). In addition, more than 20 percent of students and parents in both years reported that their interest in college has increased since they began GEAR UP; more than 70 percent in each group reported that their interest has stayed the same (Table 38).

Table 36.
Students: How often do you talk to your friends about going to college?

	08-09		09-10	
	Frequency	Percent	Frequency	Percent
Almost always	139	3.4%	128	3.1%
Often	764	18.6%	704	17.3%
Sometimes	1471	35.8%	1516	37.2%
Rarely	923	22.5%	888	21.8%
Almost never	808	19.7%	839	20.6%
Total	4219	100%	4075	100.0%

Table 37.
Students: Think about your 4 best friends (the friends you feel closest to). How many of your best friends do you think will go to college?

Number of friends	08-09		09-10	
	Frequency	Percent	Frequency	Percent
0	129	3.2%	185	4.6%
1	375	9.3%	354	8.7%
2	1018	25.2%	928	22.9%
3	1178	29.2%	1270	31.3%
4	1333	33.1%	1317	32.5%
Total	4033	100.0%	4054	100.0%

Table 38.
Since you began GEAR UP has your (your child's) interest in college . . . ?

	Student		Parent	
	08-09 (n = 3949)	09-10 (n = 4025)	08-09 (n = 996)	09-10 (n = 629)
Increased	24.2%	24.0%	25.1%	20.8%
Stayed the same	71.8%	72.0%	73.2%	71.9%
Decreased	4.0%	4.1%	1.7%	7.3%
Total	100.0%	100.0%	100.0%	100.0%

PARENT, FAMILY and COMMUNITY INVOLVEMENT. Involve family and the broader community in supporting students’ academic pursuits.

More than 70 percent of parents indicated in both years that they had attended at least three activities at their student’s school during the past year (Table 39). However, over 80 percent of the parents in both years reported that they have not attended a GEAR UP event at their child’s school (Table 40). Parents generally feel welcome at their student’s school, with 82.0 percent in 2008-09 and 86.3 percent in 2009-10 reporting that they often or almost always feel welcome in their child’s school (Table 41). With the exception of grades 11 and 12 parents in 2009-10, over three quarters of the parents in each year reported that they have not visited a college with their child (Table 42).

Table 39.
Parent: How many times have you attended an activity at your child’s school during the past year?

	Parents		Grades 11–12 Parents	
	08-09 (n = 1095)	09-10 (n = 707)	08-09 (n = 157)	09-10 (n = 157)
More than 5 times	45.5%	47.1%	49.7%	40.1%
3–5 times	24.7%	27.2%	26.8%	30.6%
1–2 times	22.2%	21.6%	16.63%	22.9%
Never	7.7%	4.1%	7.0%	6.4%
Total	98.60%	100.0%	100.0%	100.0%

Table 40.
Parents: Have you attended any GEAR UP events?

	08-09 (n = 1037)	09-10 (n = 662)
Yes	16.2%	17.1%
No	83.8%	82.9%
Total	100.0%	100.0%

Table 41.
Parents: Do you feel welcome at your student's school?

	08-09 (n = 1091)	09-10 (n = 703)
Almost always	63.9%	65.4%
Often	19.3%	20.9%
Sometimes	13.5%	10.8%
Rarely	2.6%	2.1%
Almost never	0.7%	0.7%
Total	100.0%	100.0%

Table 42.
Parents: Have you visited a college with your child?

	Parent		Grades 11–12 Parents	
	08-09 (n = 1077)	09-10 (n = 703)	08-09 (n = 155)	09-10 (n = 155)
Yes	21.4%	26.7%	23.9%	36.1%
No	78.6%	73.3%	76.1%	63.9%

Educators were asked how their school has succeeded in involving parents in their school. The majority of educators in both 2008-09 and 2009-10 indicated the following activities were successful at involving parents in their school: Parent/teacher conferences; facilitating communication with phone and e-mail; and through extracurricular school events (not including athletic programs). See Table 43 for details.

Table 43.
 Educators: How has your school succeeded in involving parents in your school?
 Check ALL that apply.

	08-09		09-10	
	Frequency	Percent	Frequency	Percent
Through parent/teacher conferences	310	86.4%	207	81.2%
Through facilitating communication between parents and teachers (e.g., phone and email access)	262	73.0%	178	69.8%
Through extracurricular school events (not including school athletic programs)	234	65.2%	157	61.6%
Through providing parents with tools/ideas on how to support their child in school	135	37.6%	98	38.4%
Through formalized parent involvement programs	111	31.0%	67	26.3%
As volunteers to help students in academic activities	88	24.5%	68	26.7%
As teachers' helpers	48	13.4%	28	11.0%
Has not succeeded in involving parents	31	8.6%	27	10.6%
Through parental involvement professional development for teachers	30	8.4%	21	8.2%
Has not attempted to involve parents	6	1.7%	3	1.2%

PERSONALIZATION. Personalize education through school policy and relationships with teachers and counselors.

Students were asked to indicate whether they agreed or disagreed with statements related to student personalization with their school. The statements and the frequency and percentage who agreed with each statement is included in Table 44 for both 2008-09 and 2009-10. The majority of students agreed with each of the statements; the percentage of agreement ranged from 56.6 percent for “I receive help from my teachers” to 84.9 percent for “I feel safe in school” in 2008-09 and from 52.7 percent for “This school helps me get a clear sense of what I would like to do in the future” to 74.0 percent for “I feel safe in school” in the 2009-10 school year. With the exception of the statement on receiving help from teachers, the percentage of agreement with each statement was lower in the 2009-10 sample of students than in the 2008-09 sample.

Table 44.
Frequency and percentage of students who agreed with statements about their experiences in school.

	08-09		09-10	
	Frequency agree	Percent agree	Frequency agree	Percent agree
I feel safe in school.	3427	84.9%	2989	74.0%
I feel respected by my teachers.	3129	78.3%	2830	70.6%
My teachers are truly interested in my learning.	3093	78.0%	2754	68.7%
This school helps me get a clear sense of what I would like to do in the future.	3076	77.8%	2118	52.7%
The school provides useful hands-on experiences that help me learn.	3036	76.8%	2317	57.9%
I feel comfortable talking with my teachers.	2813	71.5%	2601	65.1%
I feel I belong to this school.	2769	69.9%	2535	63.2%
My parents/guardians are actively involved in my learning.	2618	66.8%	2588	64.7%
I receive the help I need from my teachers.	2240	56.6%	2789	70.0%

Educators were asked to indicate to what extent they were involved in different postsecondary preparation activities with their students in the past year. The activities and the frequency and percentage who indicated they were often or sometimes involved with each activity is included in Table 45 for both 2008-09 and 2009-10. The majority of educators indicated in both years that they were often or sometimes involved in providing information on financial aid and scholarships available for postsecondary education. Although not a majority in the 2009-10 school year, the next two most frequently occurring postsecondary activities in both years included providing information and counseling about college choices and familiarizing students with college environments. Finally, for each activity in Table 45, the percentage of educators who indicated that they were often or sometimes involved in the activity was lower in the 2009-10 sample than in the 2008-09 sample.

Table 45.
Frequency and percentage of educators indicating that they are often or sometimes involved in post-secondary preparation activities with students.

To what extent have you been involved in	08-09		09-10	
	Frequency	Percent	Frequency	Percent
providing information on financial aid and scholarships available for postsecondary education?	215	61.4%	127	51.0%
providing information and counseling about college choices?	205	59.0%	113	45.0%
familiarizing students with college environments?	176	51.1%	111	44.2%
informing students of admissions requirements for various institutions of higher education?	163	46.8%	89	35.7%
providing information about postsecondary work, training, and educational opportunities?	159	45.5%	102	40.8%
counseling students to take more rigorous courses?	132	37.7%	68	27.3%
providing direction and extra instruction for at risk students?	75	21.5%	46	18.4%

Students, parents, and educators were asked why a student would be struggling in school. The student's top three reasons in both 2008-09 and 2009-10 were that the student does not try hard enough, has problems outside of school, and does get along with teachers. Parents agreed with students in both years that the top reason for struggling was that a student did not try hard enough. The second top reason for parents in both years was that parents do not get involved enough in their child's schooling. The third top reason in 2008-09 was that the school does not understand the student's home life and in 2009-10 was that the student has problems outside of school. Educators had five responses that were selected at least 50 percent of the time in both years, including that the student misses too much school, does not try hard enough, has problems outside of school, has parents who do not get involved enough in their child's schooling, and is in a school that does not understand the student's home life. In addition, 56.1 percent of the educators surveyed in 2009-10 indicated that the student has too many or work responsibilities. See Table 46 for details.

Table 46.
 In your opinion, if a student is struggling in school, it is usually because . . . (Check all that apply).

	Students		Parents		Educators	
	08-09 (n = 4219)	09-10 (n = 4128)	08-09 (n = 1111)	09-10 (n = 709)	08-09 (n = 359)	09-10 (n = 255)
The student does not try hard enough	72.9%	77.7%	64.3%	62.6%	74.7%	71.0%
The student has problems outside of school	51.6%	54.6%	11.9%	34.7%	56.5%	75.3%
The student does not get along with teachers	42.0%	46.3%	32.0%	25.1%	32.0%	27.8%
Parents do not get involved enough in their child's schooling	40.9%	41.7%	53.8%	57.4%	86.4%	84.3%
Classes are too challenging	37.3%	40.2%	20.9%	15.1%	9.7%	12.2%
The student has too many family or work responsibilities	29.4%	33.2%	15.1%	16.8%	42.6%	56.1%
The school does not understand the student's home life	28.2%	29.5%	37.1%	14.2%	71.3%	65.0%
The student does not get along with other students	28.1%	29.0%	21.7%	19.3%	29.0%	22.7%
The student does not get any personal attention in the school	19.0%	19.7%	25.1%	23.8%	24.0%	24.3%
Classes are not meaningful or relevant	18.3%	22.4%	15.2%	15.9%	29.2%	30.2%
Teachers do not try hard enough	12.1%	13.7%	20.6%	16.2%	12.0%	11.0%
The student does not feel safe in the school	10.4%	11.4%	9.9%	6.2%	6.7%	8.2%
Classes are not challenging enough	10.2%	12.5%	17.4%	17.8%	12.5%	14.1%
Teachers' low expectation for their students in the school	10.1%	11.6%	13.5%	14.0%	13.1%	13.3%
The student misses too much school	8.7%	10.2%	16.7%	17.8%	84.7%	87.8%

Reality of Affordability

“Low-income students who attended financial-aid information sessions and subsequently applied for financial aid were much more likely to attend and complete college, presumably because they understood both the true cost of college and the types of aid available to them. A school that successfully institutes a college-going culture needs to ensure that its students are well informed about the costs of college, the types of aid available to them, and the knowledge that many students take loans to pursue higher education (and are able later to repay them).

“Successful examples include standard practices such as information sessions or even requiring students to apply for aid. But some schools are also experimenting with more creative methods such as working with students on building financial planning skills, which can help all students, including those who do not eventually attend college, as well as highlighting the financial tradeoffs associated with not obtaining a college degree.” (Bedsworth, Colby, Doctor 2006).

STUDENT AWARENESS. Provide financial aid information to students, families, teachers, and counselors.

According to the *Oregon University System 2009 Fact Book*, the average cost for an academic year including tuition, books, housing, food and personal expenses would be \$19,272 an increase from \$18,500 in 2008 (<http://www.ous.edu/factreport/factbook/>). The survey asked both parents and students about how much it costs to attend a four-year public college in Oregon. The majority of students and parents selected \$20,000 or higher in both 2008-09 and 2009-10. Parents selected \$30,000 most frequently in both years. See details in Table 47.

Table 47.
About how much do you think it costs (including tuition, books, housing, and food) to attend a 4-year public college in Oregon?

Estimated annual cost of 4-year public college in Oregon	Students		Parents	
	08-09 (n = 4105)	09-10 (n = 4036)	08-09 (n = 1059)	09-10 (n = 673)
\$5,000	2.4%	2.1%	1.4%	1.6%
\$10,000	6.0%	5.9%	6.4%	7.9%
\$15,000	13.0%	12.4%	15.4%	15.5%
\$20,000	24.0%	24.1%	24.6%	26.3%
\$25,000	27.5%	29.5%	20.1%	20.7%
\$30,000	27.2%	26.0%	32.0%	28.1%
Total	100.0%	100.0%	100.0%	100.0%

The majority of students, parents and educators surveyed in both years disagreed that the school provided parents or students opportunities to participate in financial-aid awareness and planning activities for college. See Table 48.

Table 48.

To what extent do you agree with the following statements based on your experiences in school this year?

	08-09			09-10		
	Percent (number) Agree	Percent (number) Disagree	Percent (number) Don't Know	Percent (number) Agree	Percent (number) Disagree	Percent (number) Don't Know
<i>Students</i>						
My school provides students with opportunities to participate in financial aid awareness and planning activities for college education.	28.7% (1120)	71.4% (2793)	0.0% (0)	25.4% (1013)	74.6% (2966)	0.0% (0)
<i>Parents</i>						
My child's school provides parents with opportunities to participate in financial aid awareness and planning activities for their children's college education.	35.2% (376)	58.0% (620)	6.7% (72)	30.6% (211)	57.8% (398)	11.6% (80)
My child's school provides students with opportunities to participate in financial aid awareness and planning activities for their college education.	36.8% (394)	55.2% (591)	7.9% (85)	31.0% (213)	56.0% (385)	13.0% (89)
<i>Educators</i>						
My school provides students with opportunities to participate in financial aid awareness and planning activities for college education.	14.8% (52)	55.3% (194)	29.9% (105)	9.1% (23)	54.2% (137)	36.8% (93)
My school provides parents with opportunities to participate in financial aid awareness and planning activities for their children's college education.	20.2% (71)	55.7% (195)	23.3% (84)	13.2% (33)	55.7% (140)	31.1% (78)

PARENT, FAMILY, COMMUNITY EDUCATION AND SUPPORT. Parents, family, and community members understand how to pay for college and support students in doing so.

As shown in Table 49 below, over 30 percent of students in both 2008-09 and 2009-10 believed that they would definitely attend college and over 35 percent of parents in both years indicated that their child would definitely attend. Fewer than three percent of teachers in both years indicated that their students would definitely go to college. All three groups in both years believed that the top reason for not attending college would be because it costs too much.

Table 49.

What is the main reason you, your child, or students would not continue your education after high school?

	Students		Parents		Educators	
	08-09 (n = 4008)	09-10 (n = 3816)	08-09 (n = 1070)	09-10 (n = 675)	08-09 (n = 349)	09-10 (n = 224)
I am definitely going to go	32.6%	31.2%	37.3%	37.8%	.6%	2.2%
It costs too much	31.6%	31.6%	28.4%	25.3%	23.5%	26.8%
I need to support myself	5.9%	4.1%	6.2%	6.4%	17.8%	20.1%
I want to join the military service	8.2%	9.5%	4.5%	4.6%	1.4%	4.0%
College is too far from home	1.2%	0.8%	0.0%	0.0%	.9%	1.3%
My grades are not good enough	6.5%	6.8%	4.5%	5.9%	3.4%	5.4%
I am not interested	4.1%	4.9%	10.4%	11.0%	25.8%	29.0%
I need to take care of family	2.3%	3.0%	1.3%	0.9%	1.1%	0.9%
I want to work	4.5%	4.6%	3.6%	4.0%	10.9%	10.3%
Some other reason	3.1%	3.4%	3.8%	4.1%	14.6%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Approximately 50 percent of all parents surveyed in both years and parents of juniors and seniors in 2009-10 indicated that they know how to help their child apply for financial aid. Over 60 percent of the parents of juniors and seniors in 2008-09 indicated that they know how to help their child with this (Table 50). The majority of all students and parents have not spoken to someone at the school about financial aid. However, the majority of juniors and seniors have spoken to someone at the school or GEAR UP about the availability of financial aid to pay for college (Table 51). Finally, students and parents generally believe that they could afford a public four-year college using financial aid, scholarships and family resources (Table 52).

Table 50.

Parent: Do you know how to help your child apply for financial aid for college?

	All Parents		Grades 11–12 Parents	
	08-09 (n = 1081)	09-10 (n = 690)	08-09 (n = 152)	09-10 (n = 154)
Yes	52.9%	48.3%	60.5%	51.3%
No	47.1%	51.7%	39.5%	48.7%

Table 51.

Has anyone from your school or GEAR UP ever spoken with you about the availability of financial aid to help you pay for college?

	All Students		All Parents		Grades 11–12 Students		Grades 11–12 Parents	
	08-09 (n = 4096)	09-10 (n = 4086)	08-09 (n = 1085)	09-10 (n = 685)	08-09 (n = 935)	09-10 (n = 1210)	08-09 (n = 156)	09-10 (n = 155)
Yes	37.4%	43.8%	15.2%	17.1%	69.1%	56.5%	16.0%	21.9%
No	62.6%	56.2%	84.8%	82.9%	30.9%	43.5%	84.0%	78.1%

Table 52.

Do you think that you could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources?

	All Students		All Parents		Grades 11–12 Students		Grades 11–12 Parents	
	08-09 (n = 4102)	09-10 (n = 4095)	08-09 (n = 1086)	09-10 (n = 690)	08-09 (n = 948)	09-10 (n = 1209)	08-09 (n = 156)	09-10 (n = 154)
Definitely	15.4%	13.8%	16.1%	15.7%	15.3%	13.3	19.2%	9.1%
Probably	42.3%	44.2%	34.9%	34.2%	42.1%	42.9	35.3%	36.4%
Not sure	28.7%	26.8%	34.3%	31.4%	25.4%	24.9	28.2%	22.7%
Probably not	10.4%	11.5%	11.8%	14.2%	13.5%	14.3	14.7%	23.4%
Definitely not	3.2%	3.7%	2.9%	4.5%	3.7%	4.5	2.6%	8.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

APPENDIX A

Survey Respondents by Survey Type and School

School	Student		Parent		Educator	
	08-09	09-10	08-09	09-10	08-09	09-10
Azalea Middle	88	169	27	1	16	14
Brookings-Harbor High	0	358	0	0	0	9
Coffenberry Middle	201	142	182	0	24	23
Cottage Grove High	1	624	0	141	0	43
Fleming Middle	294	277	9	3	0	0
Glendale Junior/Senior High	157	170	28	23	14	11
Irrigon Junior/Senior High	243	248	58	5	30	12
Kennedy Alternative	6	31	0	0	0	0
LaPine Middle	491	0	81	0	24	0
LaPine High	55	84	0	54	38	17
Lincoln Middle	314	1	112	70	26	18
Lost River Junior/Senior High	44	163	35	192	24	22
North Marion Middle	616	243	9	89	28	23
North Marion High	169	0	0	0	17	1
North Valley High	54	439	0	56	8	20
South Umpqua High	13	0	24	0	24	0
Stanfield Secondary	177	0	38	0	15	0
Sweet Home Junior	835	188	254	0	14	8
Sweet Home High	0	492	209	0	14	21
Taft 7-12	461	499	45	75	43	12
Total	4219	4128	1111	709	359	254
	08-09	09-10	08-09	09-10	08-09	09-10

APPENDIX B

Oregon GEAR UP Planning and Evaluation Rubric

<i>GOAL 1. RIGOR for all students: Provide appropriately rigorous courses for all students</i>		
Objective 1.1 EQUITY: Explore the equitable availability of courses for all students, particularly those from low-income backgrounds		
Early Steps	Growing Innovation	New Paradigms
Attempts are made to provide open enrollment to most courses. However, some students still face barriers to enrolling in rigorous courses, and forms of tracking still exist. Growing awareness of how equity issues impact student learning and opportunities.	All course offerings are aligned with college admission requirements, barriers to course enrollment are mostly removed. Policies, practices, and support systems provide rigorous opportunities for nearly all students.	School structure and culture fosters challenging and relevant learning opportunities for students from all cultural, racial, ethnic, socioeconomic, linguistic, and special needs backgrounds. There are no students assigned to low-achieving classes. Demographics of individual classes reflect demographics of the entire school. Each student receives unique support and academic preparation to achieve college-readiness. All students have equal access to highly challenging coursework that is relevant and connected to real life experiences. Sample Strategies: <ul style="list-style-type: none"> • All students provided with multiple college-prep options during their high school career <ul style="list-style-type: none"> • Regular tutorial periods help all students access additional support <ul style="list-style-type: none"> • Every student provided with an adult mentor • Summer school provided for enrichment and remediation <ul style="list-style-type: none"> • Strategic use of distance learning tools • Rigorous performance standards are upheld for all students in all classes • Professional development explicitly addresses issues of equity in the classroom <ul style="list-style-type: none"> • A rigorous college-preparatory curriculum for all students <ul style="list-style-type: none"> • Dual credit programs are offered.
Objective 1.2 TEACHING AND LEARNING: Improve the quality of teaching and learning through professional development.		
Early Steps	Growing Innovation	New Paradigms
Teachers have limited repertoire of instructional strategies. Many teachers rely heavily on direct instruction strategies such as lectures and text-based activities. Curriculum tends to be broad and shallow.	Teachers learn and use a variety of effective instructional practices. Curriculum becomes more focused and in-depth.	School has adopted and consistently employs a variety of engaging and effective teaching strategies. Learning goals and expectations are clearly articulated and understood by all students. Curriculum supports in-depth study. Teachers are knowledgeable about cultural, racial, ethnic, socioeconomic, linguistic, and special needs characteristics that affect learning and capitalize upon students' backgrounds when designing curriculum to meet individual learning needs. Sample Strategies: <ul style="list-style-type: none"> • Utilize teaching strategies such as differentiated instruction, project-based learning, community-based or service learning <ul style="list-style-type: none"> • Exhibitions or public demonstrations of learning <ul style="list-style-type: none"> • Internship and mentorship programs • Staff meetings regularly used for discussions and demonstrations of best practices • Professional development provides opportunities to learn effective teaching strategies • Students' cultural, linguistic, and historical knowledge are incorporated into curricula / school activities • Postsecondary and high school staff collaborate, align coursework, team teach

		<ul style="list-style-type: none"> Understand that cognitive development depends on repeated exposure to inquiry-based and problem-solving learning over time; design courses and teaching to contribute to these skills
<p>Objective 1.3 CURRICULUM ALIGNMENT: Curriculum aligned between middle and high school to ensure a seamless and effective transition for students.</p>		
Early Steps	Growing Innovation	New Paradigms
Some alignment with standards, some teachers begin to engage students in complex problems or projects.	Curriculum increasingly aligned with standards. Academic challenge is growing but remains uneven throughout the school.	<p>Instruction is aligned with state and district standards and community expectations to prepare students for post-high school education. Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts. Students are given multiple opportunities to engage in sophisticated and reflective learning experiences. Sample Strategies:</p> <ul style="list-style-type: none"> Curricular mapping used to ensure alignment with local and state standards and expectations Course sequences carefully articulated with lower grades to eliminate gaps and overlapping <ul style="list-style-type: none"> Students supported to produce work that approaches industry standards <ul style="list-style-type: none"> Courses regularly pursue depth over breadth Courses aligned with college courses, articulation agreements allow for college credit to be transcribed Middle/high school teacher teams facilitate understanding of competencies students need for success in high school college-preparatory and advanced level courses.

GOAL 2. RELEVANCE: Link students' career aspirations with their educational goals

<p>Objective 2.1 CAREER AWARENESS: Provide students with opportunities to explore their career interests, and engage business and community partners in the process</p>		
Early Steps	Growing Innovation	New Paradigms
A few classrooms build employer partnerships in school- and work-based settings, but connections mostly limited to guest speaking appearances.	Community and employer partners provide most students with at least one in-depth learning interaction each school year.	<p>Community and employer partners develop rich learning experiences for all students and staff and reap tangible rewards from their relationships with students and the school. Partners actively work to bring school vision to fruition. Partners have opportunities to influence curriculum and program development. Partners receive regular updates on key curriculum and policy changes. Sample Strategies:</p> <ul style="list-style-type: none"> Work-based learning, student internships, and job shadowing Employer and community partners work with teaching teams to develop community-based projects Employer and community partners regularly serve as audience members for student exhibitions Student internships and projects target real needs of employers and community organizations <ul style="list-style-type: none"> School communication plans target employer and community partners <ul style="list-style-type: none"> Integrated use of career information system

GOAL 3. RIGHT CLASSES: <i>All students understand early in their school careers what curriculum is necessary to prepare them for college-level work and future careers.</i>		
Objective 3.1 INFORMING and PLANNING: Inform students and their families about college entrance requirements and how to apply, and ensure that students have the information necessary to take the right courses for their chosen academic/career path.		
Early Steps	Growing Innovation	New Paradigms
Few students and parents understand the full impact of class choices on college and career access. Few students and parents know the class requirements for graduation and college entrance.	School is aware that some community subgroups are not informed about the importance of class choices. Efforts are made to educate students, family, and community about the impact of class choice, and graduation and college entrance requirements.	<p>Students and parents from all cultural, racial, ethnic, linguistic, special needs, and socioeconomic backgrounds are informed about graduation and college entrance requirement as well as the importance of making informed class choices. School staff talks to students and parents about the importance of class choice. Sample Strategies:</p> <ul style="list-style-type: none"> • All school personnel coach students to take the right classes • 8th grade requires that 5-year plans are made for all students, with parents involved <ul style="list-style-type: none"> • Integrated use of career information system in planning course selection • All school newspapers and communications offer options for translation into different languages • Parent volunteers coach peers on the importance of college and choosing the right classes • Student panel made up of recent graduates now attending college informs students of the importance of academic preparation for college • Special service announcements educate the community about class choice
Objective 3.2 EMPOWERING: Create a school environment, policies, and teacher expectations that support all students pursuing a postsecondary education		
Early Steps	Growing Innovation	New Paradigms
Few school staff members believe that all students are capable of completing a college-prep curriculum. Few staff members believe that a majority of students have the skills to be successful in college. Many students believe that college is only for a select few.	Teacher expectations are changing, with more staff recognizing that college is an option for all students. More students see themselves as college students.	<p>All students expected to take a college-prep curriculum. All students are expected to achieve at high levels. All students understand that college is possible, even for those students who don't come from traditional college-going families. School and community create open and explicit dialogue regarding issues of student achievement, equity, diversity and empowerment. Sample Strategies:</p> <ul style="list-style-type: none"> • Staff and faculty verbalize that college preparation is a goal for every student <ul style="list-style-type: none"> • A rigorous core curriculum is the norm for all students • All students have access to the type of curriculum that will prepare them for college • School reaches out to underrepresented parent and community groups, gathers their views, and uses them • Postsecondary institutions help to create high expectations and clear pathways to postsecondary education

GOAL 4. RELATIONSHIPS: Foster relationships that encourage students' academic success

Objective 4.1 PEER NETWORKS: Develop peer networks that encourage college-going aspirations.

Early Steps	Growing Innovation	New Paradigms
<p>A college-going culture does not exist in the school. Peer groups are not used to assist or encourage students to stay in school, excel academically, or prepare for college.</p>	<p>There is a growing realization of the importance of peer networks on a student's decision to go to college. Steps have been identified for creating a school-wide college-going culture.</p>	<p>An overall college-going culture pervades the school. College access programs target as many students as possible (whole-school model). Peer student supports are in place. Structures have been developed that facilitate supportive relationships for students with caring adults and peers. Sample Strategies:</p> <ul style="list-style-type: none"> • Structures provided that allow students to know each other well • Foster the development of peer connections through advisory groups, project teams, and student clubs centered around academics and college attendance • Recent graduates serve on panels that address the importance of preparing for and pursuing postsecondary education <ul style="list-style-type: none"> • Peers used as tutors (college or high school students) • Recent graduates at local colleges give tours to students

Objective 4.2 PARENT, FAMILY and COMMUNITY INVOLVEMENT: Involve family and the broader community in supporting students' academic pursuits.

Early Steps	Growing Innovation	New Paradigms
<p>Parents are welcome in the building. Notification of events is sent in home language. Parents involved primarily on "booster" level, still may not connect to curricular issues or school change process.</p>	<p>Some parents aware of school change plans. Parental involvement extends to governance and limited instructional connections. Some parents aware of school change plans. Parents attend informational events with students.</p>	<p>Parents and community members form all cultural, racial, ethnic, linguistic, special needs, and socioeconomic backgrounds are involved in all aspects of the school. Parents understand the vision and are active partners in curriculum design, student learning plans, school improvement, and school decisions. School understands and respects the various cultural communities represented in the building and tap into values that support student achievement and college aspirations. Sample Strategies:</p> <ul style="list-style-type: none"> • Seek guidance from families about what information and resources they need in order to support their children's college aspirations. • Communication plans target parents from all racial, ethnic, socioeconomic, and cultural backgrounds <ul style="list-style-type: none"> • Parents are active and meaningful participants in school governance bodies • Parent representatives serve in key roles on committees throughout the school and are voting members on school decision making bodies • Parents partner with students and school staff to develop student learning plans for all students <ul style="list-style-type: none"> • Parents go on college site visits • Schools actively engage community through forums, town hall meetings, and visits to community organizations and events • Community groups are used as a method of distributing school information

Objective 4.3 PERSONALIZATION: Personalize education through school policy and relationships with teachers and counselors.		
Early Steps	Growing Innovation	New Paradigms
Some structured attempts at grouping or creating long-term adult contacts may be in place such as advisory programs or limited small learning communities.	Advisories, teaming, and small learning communities provide connections for a majority of students.	<p>Student interests and passions drive learning opportunities. Students from all cultural, racial, ethnic, socioeconomic, linguistic, and special needs backgrounds develop meaningful, long-term connections to peers and adults. Mentors guide students to develop a post-high school plan. Sample Strategies:</p> <ul style="list-style-type: none"> • School staff visits the homes of incoming 9th grade students to welcome them to the school <ul style="list-style-type: none"> • Enrollment limits used to maintain small size • Course offerings based on student interests • Every student paired with adult mentor • Use of small or personalized learning environments • School staff, including counselors, given time to help each student develop an academic program that meets their needs and prepares them to meet postsecondary goals

GOAL 5. REALITY OF AFFORDABILITY: Address perceived and real affordability concerns of students and families.

Objective 5.1 STUDENT AWARENESS: Provide financial aid information to students, families, teachers, and counselors.

Early Steps	Growing Innovation	New Paradigms
College affordability seen as a significant barrier to attending a postsecondary institution by most students and their families as well as school staff.	There is growing awareness among underrepresented students of the actual cost of attending college and the various methods of paying for it.	<p>Students from all cultural, racial, ethnic, linguistic, special needs, and socioeconomic backgrounds understand the means available to them to pay for postsecondary education. College affordability is not seen as a barrier to attending college. Sample Strategies:</p> <ul style="list-style-type: none"> • Provide help with college applications, financial aid forms, and applying for loans and grants <ul style="list-style-type: none"> • School curriculum addresses college affordability/paying for college • College partners provide information on paying for college <ul style="list-style-type: none"> • Work with students to build financial planning skills • Students understand the cost-benefits of attaining a postsecondary education

Objective 5.2 PARENT, FAMILY, COMMUNITY EDUCATION AND SUPPORT: Parents, family and community members understand how to pay for college and support students in doing so.

Early Steps	Growing Innovation	New Paradigms
Parents and community are uninformed or misinformed about the cost of college and how to pay for it. Education around paying for college is left to the student or school.	Parents receive information in their home language on paying for college. Parents attend informational sessions with their students.	<p>Parents, family, and community members understand the options available to pay for college and are active participants in helping students plan and pay for college. Parents, family and community members are resources for students and each other. Parents help plan the FAFSA evenings. Sample Strategies:</p> <ul style="list-style-type: none"> • Community partners support financial aid nights <ul style="list-style-type: none"> • Local college financial aid directors are available to parents and students <ul style="list-style-type: none"> • Financial planning is available for parents and students • Local scholarships are available to students • Students supported in creating individual development accounts and other forms of savings <ul style="list-style-type: none"> • Bi-lingual scholarship information is readily available early in high school