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Oregon GEAR UP
Evaluation Report:
2008–2014

College–It's Not a Dream. It's a Plan

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About Education Northwest

Founded as a nonprofit corporation in 1966, Education Northwest builds capacity in schools, families, and communities through applied research and development.

This external evaluation of Oregon's statewide GEAR UP program was conducted at the request of Oregon GEAR UP program administrators. Education Northwest evaluated implementation of GEAR UP in rural middle and high schools across the state.

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Photo credits: Dana Beck, Oregon GEAR UP

Executive Summary

For more than a decade, Oregon GEAR UP has provided college and career readiness supports to increase the number of rural low-income students who are prepared for, pursue, and succeed in postsecondary education. The program addresses 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.

First funded in 2002, Oregon GEAR UP worked with 39 schools to increase the availability and quality of college and career readiness services for students in grades 7–12. In 2008, Oregon GEAR UP received funding to provide services to a second cohort of 20 rural schools which is the focus of this evaluation report. The 2008–2014 GEAR UP funding focused on supporting the 2014 graduating class as they progressed from seventh grade to high school graduation, while maintaining services for lower grades. In Year 1, funds were used to support students in grade 7; in Year 2, funds supported grades 7 and 8, and so forth. To maximize the efficiency of GEAR UP services, the schools included high school educators and students in GEAR UP activities whenever possible.

The Oregon GEAR UP model has five dimensions: Rigor, Relevance to Career, Right Classes, Relationships, and Raising Awareness. The Five "R" framework aligns with Oregon's new high school diploma that requires schools to strengthen math, writing, and reading instruction; provide career awareness activities; and help students plan their pathway to postsecondary success. Grant administrators have invested the program's resources strategically to create a framework of services that supports the state's ambitious "40–40–20" goal and can be sustained after funding ends.

Education Northwest collaborated with the Oregon GEAR UP team to design an external evaluation plan of the six-year federally-funded GEAR UP program. The findings reported in this final report reflect Oregon GEAR UP operations during the 2008–2014 school years.

Principals and coordinators expressed high praise for the professionalism of the Oregon GEAR UP staff members and the quality of services the team provided. They said the resources, tool kits, and professional development activities were essential to implementation of GEAR UP in their rural schools. During the six-year project, the schools were able to offer a wider range of college preparation courses, start college and career planning with students earlier, and build stronger partnerships with postsecondary education institutions and community members. Moreover, Oregon GEAR UP helped establish school-based teams and networks among principals and coordinators that focused on helping students better prepare for their transition to postsecondary education.

Despite the challenges of the economy and the rising costs of postsecondary education, there were several indicators of positive change in GEAR UP schools. The percentage of students completing scholarship and financial aid applications increased and remained higher than the statewide average during the project. The percentage of GEAR UP graduates who enrolled in college immediately following graduation also increased, and dropout rates were consistently lower than the statewide average. However, the 4-year high school graduation rate declined. The downward trend may be due to some GEAR UP schools allowing students to enroll as fifth-year seniors, in dual credit courses, at no or minimal cost.

Students and parents raised their aspirations from enrolling in college to obtaining a postsecondary degree or certificate. The percentage of educators who expected and believed that their students would enroll in college increased across the project years, but consistently remained lower than the expectations of students and their parents. Few educators believed the 40–40–20 goal was possible for their school and, even when provided college enrollment data, many continued to underestimate the number of their students who enrolled in college.

Increasing the rigor of academic courses was a strong focus of Oregon GEAR UP schools. During the project, the percentage of educators and students who said their school provided more challenging courses increased over time. The percentage of GEAR UP students who met or exceeded standards on the grade 10/11 statewide achievement tests also increased, but remained lower than the state average across all project years. Because the activities that schools used to increase rigor varied widely in the type of intervention, targeted student populations, and subject areas, it is difficult to determine the extent to which GEAR UP services influenced the academic achievement of students.

The exception was the expansion of accelerated credit options. All GEAR UP schools offered dual credit courses to increase the opportunities for students to take rigorous courses. Compared to the statewide average, a higher percentage of GEAR UP students enrolled in dual credit courses between 2008 and 2012, and their overall rate of increased participation outpaced the rest of the state. Moreover, there was a 21 percentage point increase between low-income students who enrolled in dual credit courses in 2008 and 2012.

The primary reasons that seniors decided not to enroll in postsecondary education were the high cost of college and their need or desire to work. The lowest percentage identified poor grades, lack of interest, or family responsibilities as reasons for not attending college. By their senior year, 85 percent of the seniors said they had discussed financial aid with someone from school. Compared to their junior year, seniors also said they were more knowledgeable about financial aid.

The seniors' perceptions of adult expectations, their own postsecondary aspirations, and the level of support they received about postsecondary options differed based on their perceived academic ability, gender, and race/ethnicity. A higher percentage of students who said they were "A" or "B" students, or were female, agreed that they expected to get a degree and that

they had teacher support to achieve their postsecondary goal. Among students from different racial/ethnic backgrounds, a higher percentage of American Indian students said their parents and teachers expected them to attend college and that their parents were actively involved in their learning.

Clearly, Oregon GEAR UP schools made progress toward building a college-going culture for students. The GEAR UP cohort, their schools, and educators increased their time and involvement in college and career activities. Middle and high school educators became more actively involved in giving students information on financial aid, scholarships, college choices, and career planning. Below are recommendations from students, principals, and coordinators on next steps for the program.

- Provide high quality support and guidance to schools that are planning, or in the early stages, of implementing GEAR UP in schools.
- Continue outreach and technical assistance to engage principals and district administrators in GEAR UP.
- Ensure that sufficient time is allocated for management of the school-based GEAR UP program.
- Differentiate services to address the unique needs of students who are male, as well as students who view themselves as average or below average students. Increase educators' capacity to provide culturally responsive instruction for students from different race/ethnic and socioeconomic backgrounds.
- Strengthen efforts to help educators increase their expectations and involvement in preparing students to enter and succeed in postsecondary education.

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Chapter 1
Introduction

College and career readiness is at the forefront of education reforms in Oregon. Significant legislation guiding these efforts is the aspirational "40-40-20" goal that 80 percent of Oregon working adults will have a postsecondary degree or certificate by 2025 (Oregon Department of Education, 2012). The expectation is that 40 percent of adults will hold at least a bachelor's degree, 40 percent will have an associate's degree or postsecondary certificate, and the remaining 20 percent will hold a high school diploma or equivalent.

Access to higher education remains a challenge for many students who face barriers to college entry and persistence. Low-income students and students who would be the first in their family to attend college have lower college enrollment rates than other students (Choy, 2002; NCES, 2008). Although academic preparation accounts for some of these differences, the disparities in college-going rates persist for these groups of students, even when controlling for academic preparation (Ellwood & Kane, 2000; Smith, et al., 1997). College access outcomes have important economic and social consequences—college graduates earn more than those with a high school degree and are more active in their communities (Baum & Ma, 2007; Kane & Rouse, 1995; NCC, 2006; U.S. Census, 2002).

What is GEAR UP

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federal initiative that provides early college awareness and support activities to prepare low income students for success in postsecondary education. Many of the students served are disadvantaged first-generation students who have few family and community resources to help them navigate their pathway to college. The program mandates cooperation among K–12 schools, institutions of higher education, local and state education entities, businesses, and community-based organizations to promote the students' educational aspirations and success. GEAR UP funding provides critical early college awareness and support activities such as tutoring, mentoring, academic preparation, financial education, and college scholarships.

Oregon GEAR UP

Oregon GEAR UP believes that postsecondary education is possible for each and every student regardless of economic background, and strives to empower each to realize that ambition. The statewide program has worked for more than a decade to bring 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 students in grades 7–12.

Oregon GEAR UP, in essence, serves as the backbone organization that helps build a college-going culture in participating rural schools and communities. Effective college and career readiness programs are dependent on community partnerships to facilitate smooth transitions from high school to postsecondary settings (Boroch & Hope, 2009; Kirst, Antonio, & Bueschel, 2004). For this reason, GEAR UP provides services to community-based clusters that include a high school, one or more middle schools, a higher education institution and, if possible, one or more business partners. The services include technical assistance and coordination activities that aim to promote a college-going culture among the clusters as a whole and within each cluster individually. Many of these activities are essential features of effective backbone organizations and collective impact initiatives (Turner, Merchant, Kania, et al., 2012).

Guide Vision and Strategy

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 expand existing, school programs and provide educational opportunities for students. The program addresses 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 model also supports intentional efforts to promote high expectations of each student—a protective factor that promotes student achievement and contributes to a college-going culture.

Figure 1
Oregon GEAR UP's Five "R's" Model for Change

Five "R's" Model for Change

The Oregon GEAR UP model has five dimensions: Rigor, Right Classes, Relevance to Career, Relationships, and Raising Awareness (Figure 1). The model aligns with research-based recommendations on college readiness (Tierney, Bailey, Constantine et al., 2009).

A description and suggested strategies for each "R" are summarized in Table 1.
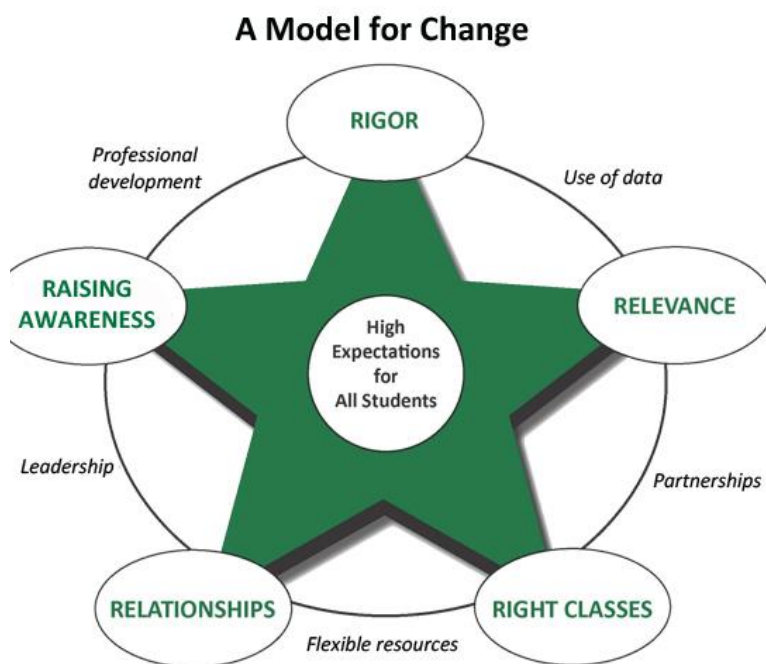
Table 1
Five "R's": Action Steps and Implementation Strategies

"R"	Action Steps and Implementation Strategies
RIGOR	Provide appropriately rigorous courses for all students as well as necessary academic support programs • Implement a curriculum that prepares all students for college and includes opportunities for college-level work for advanced students • Identify existing assessments, standards, and data available to provide an estimate of college readiness • Utilize performance data to identify and inform students about their academic proficiency and college readiness • Create an individualized plan for students who are not on track
RELEVANCE	Link students' career aspirations with their educational goals • Provide hands-on opportunities for students to explore different careers, and assist them in aligning postsecondary plans with their career aspirations • Provide students with opportunities to explore their career interests and engage business and community partners in the process
RIGHT CLASSSES	Ensure that all students understand early in their school careers what curriculum is necessary to prepare them for college-level work and future careers • Develop a four-year course trajectory with each ninth-grader that leads to fulfilling a college-ready curriculum • Ensure that students understand what constitutes a college-ready curriculum
RELATIONSHIPS	Foster relationships that encourage students' academic success • Provide mentoring for students by recent high school graduates who enrolled in college or other college-educated adults • Facilitate student relationships with peers who plan to attend college through a structured program of extracurricular activities
RAISING AWARENESS	Promote awareness of college selection, admissions, financial aid, and other critical steps for college entry • Ensure students prepare for, and take, the appropriate college entrance or admissions exam early • Assist students in their college search • Coordinate college visits • Assist students in completing college applications • Organize workshops for parents and students to inform them prior to 12th grade about college affordability, scholarship and aid sources, and financial aid processes • Help students and parents complete financial aid forms prior to eligibility deadlines • Provide financial aid information to students, families, teachers, and counselors • Ensure that parents, families, and community members understand how to pay for college and provide support for students in doing so

Note: Oregon 5 R's framework is based on the findings of the white paper, *Reclaiming the American Dream* (Bedsworth & Colby, 2006) and aligns with the recommendations outlined in the Institution of Education Sciences Practice Guide, *Helping Students Navigate the Path to College: What High Schools Can Do* (Tierney, Bailey, Constantine et al., 2009).

The Five "R's" also align with the state's adoption of more rigorous high school diploma requirements and its interest in expanding the accessibility of accelerated college credit programs—including dual-credit, Advanced Placement, and International Baccalaureate programs—that award college-level credits to high school students.

Support-Aligned Activities

Oregon GEAR UP structures its activities to help community clusters achieve its mission through planning and implementation of the "Five R's." These activities include an annual SUCCESS retreat, a well-executed communication plan, the coordination of attendance at state and national events, and targeted technical assistance.

SUCCESS Retreat

Oregon GEAR UP hosts an annual two-day retreat, Supporting Unique Community Coalitions Engaged in Student Success (SUCCESS), which is attended by school teams that include administrators, GEAR UP coordinators, teachers, academic counselors, families, and/or community members. The event has two purposes. It provides presentations about research and innovations to re-energize participants around GEAR UP's goal and to deepen participants' understanding about strategies that build a college-going culture. The event also provides time and technical assistance for cluster teams to develop their annual GEAR UP plan.

Communication Plan

The communication plan provides on-going information about state and national GEAR UP activities to program clusters. The program uses a multimedia strategy that disseminates e-newsletters and annual reports to stakeholders statewide. Oregon GEAR UP developed and maintains a website that provides resources, success stories, and informational video clips developed with program resources. Table 2 provides examples of research briefs and toolkits that program participants and the general public can access on the GEAR UP website (www.gearup.ous).

For program participants, GEAR UP provides a weekly news bulletin focused on grant management that shares information about events, research, resources, and program expectations.

State and National Events

Oregon GEAR UP organizes two statewide meetings for program participants—the SUCCESS Retreat, attended by school teams, and a mid-year meeting attended by principals, GEAR UP coordinators, and key supporters of the program. Both events provide participants with program information and opportunities to network with peers about successes, challenges, and promising practices.

GEAR UP also supports attendance and travel arrangements of educators, parents, and students at national and regional conferences. For several years, a student from Oregon has been selected to participate in the Youth Leadership Summit at the National GEAR UP Conference.

Table 2
Oregon GEAR UP Website Resources

Research Briefs	Toolkits
- A Collaborative School - Alternatives to Suspension - Best Practices in Grading - Coaching Teachers - Common Core State Standards - Dealing with Budget Cuts - Dropout Prevention - Economy's Impact on Schools - Flipped Classrooms - Formative Assessment - High Level Thinking and Questioning Strategies - High School Mentoring Programs - Importance of High Expectations - Motivating Math Students - Meaningful Teacher Evaluation - Parent Engagement - Pathways to College - Poverty and Rural Schools - Rigorous Schools and Classrooms - Small Schools, Big Results - Economy's Impact on Schools	- Advocacy—Building Partnerships by Telling Your GEAR UP Story - Career and College Day Toolkit - College Preparation: Timeline an Resources for School Leaders - Community Engagement Toolkit - Creating a SUCCESS Team - Developing a College and Career Center - GEAR UP Informational Handout - GEAR UP Week Toolkit - GEAR UP! A College Guide for Students and Parents - Gearing Up: Helping Your Middle School Student Prepare for College and Career - Highlighting a College-Going Culture - Job Shadow Guide for Students - Parent Newsletters - Planning a Successful College Visit - Preparing and Paying for College: Presentations for Parents and Students - The High School Transition: Strategies to Help Students, Staff, and Parents - Undocumented Students in Oregon

Note: The list of resources includes a sample of available resources developed and available through Oregon GEAR UP.
Source: Oregon GEAR UP website (http://gearup.ous.edu/)

Targeted Technical Assistance

The Oregon GEAR UP team members provide on-going telephone and email support to program participants regarding grant expectations, budget, data collection, and program implementation. GEAR UP also supports on-site, targeted technical assistance to principals and program coordinators to support implementation, sustainability, and outreach to community and family members. Each cluster receives on-site technical assistance to encourage active engagement in GEAR UP work, provide encouragement, and address concerns early. Program participants may also request technical assistance as needs arise. The site visit conversations also help Oregon GEAR UP identify common resource needs across the clusters that guide the creation of research briefs and toolkits (see Table 2).

Oregon GEAR UP also provides targeted technical assistance to promote principal and community engagement. Principals have enormous influence on the success of new initiatives in their school. As such, GEAR UP contracts with a skilled leadership consultant to support and provide information to principals about topics relevant to building a college-going culture. The consultant provides site visits at each school and facilitates two face-to-face principals' meetings each year. The technical assistance provides opportunities for principals to network, keeps them informed about strategies other schools are using, and supports their continued engagement in GEAR UP.

Schools also receive technical assistance on strategies to increase community engagement in GEAR UP. The specialist provides consultation on how to plan and conduct events and/or communication campaigns to tell parents and community members about the program and invite their active support. Business and community members support GEAR UP schools in many ways, such as participating in career fairs, conducting guest presentations, mentoring students, and providing job shadow opportunities.

Establish Shared Measurement Practices

Oregon GEAR UP provides each cluster ongoing and annual data reports to track progress and inform planning. Each cluster receives an annual report that summarizes college and career readiness indicator data for the cluster as well as the averages of GEAR UP schools and the state. The reports include academic achievement, high school graduation, college enrollment, Free Application for Federal Student Aid (FAFSA) application, and Oregon Student Access Commission (OSAC) scholarship application data. Each cluster also receives the individual reports of the Oregon GEAR UP student, parent, and educator survey data that provide information about attitudes and behaviors related to college and career readiness. Finally, participants have ongoing access to the Oregon GEAR UP Events and Cost Share Database that stores information about the services and events that each cluster has provided to students, parents, and educators. The database also stores federal annual performance report data, including enrollment in college preparation, Advanced Placement (AP), and other accelerated learning options.

Build Public Will

Oregon GEAR UP is an active participant in state and local efforts to increase college and career readiness for each and every student. The program director has strong relationships with key public agencies that lead the state's education reform efforts, e.g., the Higher Education Coordinating Commission (HECC), Department of Community College and Workforce Development (CCWD), Oregon Student Access Commission, and Oregon Education Investment Board (OEIB).

Team members also have strong partnerships with community organizations, including Access to Student Assistance Programs in Reach of Everyone (ASPIRE), Oregon Career Information System (CIS), and The Ford Family Foundation. Two GEAR UP staff members sit on the board

of the Oregon College Access Network (OrCAN), a nonprofit organization committed to helping Oregonians "overcome barriers to education and training beyond high school" (Oregon College Access Network, 2014). See http://gearup.ous.edu/about/partners for a list of Oregon GEAR UP's partners.

Program team members actively support state and regional events that support college access programs. For example, the program director is on the planning committee for GEAR UP West, a collaborative conference designed to support practitioners' efforts to help low-income and underrepresented students prepare for, and succeed in, college. Attendees include GEAR UP and other college-access program staff members; evaluators; higher education professionals; and middle and high school teachers, counselors, and administrators.

Mobilize Funding

The Oregon University System (OUS) has been the leader in obtaining and administering two federally funded GEAR UP projects. The first six-year grant funded the development of college and career programs in 16 clusters, including 39 schools, from 2002–2008. The second six-year grant provides services to 12 clusters, including 20 schools, from 2008–2014 and is the focus of this evaluation report. In 2011, a third group of 10 clusters, concentrated in Curry, Coos, and Douglas counties, joined Oregon GEAR UP through funding support from The Ford Family Foundation.

Summary

Oregon GEAR UP aims to increase college and career readiness opportunities for low income students who reside and attend school in rural communities. The design of Oregon GEAR UP includes fundamental features of "backbone organizations" that support collaborative and collective impact efforts (Turner, Merchant, Kania, & Martin, 2012). As the statewide administrator of GEAR UP, the program team provides oversight and technical assistance to 20 schools located in 12 rural communities. Equally important, Oregon GEAR UP organizes opportunities for school teams to use their own data and research to plan and review program implementation. Schools also have opportunities to network with other schools to share their successes and innovative strategies, and brainstorm solutions to common challenges.

The remaining chapters of this report briefly describe the evaluation methods deployed and the student outcomes for GEAR UP. Chapter 2 reports how school principals viewed GEAR UP and Chapter 3 reports the perspectives of GEAR UP coordinators. Chapter 4 reports the overall findings of the GEAR UP evaluation and Chapters 5 through 7, organized by the five "R's," include a summary of the interventions implemented by the 12 clusters and relevant findings from participant surveys. The final chapter reports data disaggregated by student group, including perceived academic ability, gender, and race/ethnicity. The intent of this report is to provide information about the benefits of Oregon GEAR UP and inform program improvement decisions.

Chapter 2
GEAR UP From the Principal's Perspective

Creating a College-going Culture

Principals credited GEAR UP with providing crucial technical assistance and financial resources to build a college-going culture. They described the program as "top-notch" and "the best program I've ever worked with in my 30 years in education." As one principal explained,

> *[GEAR UP] has been responsible for changing the culture in this school and in this town. College is a reality. You can make your life better. Here's how you do it. It's been the best thing for us. [GEAR UP is] one of those very few programs that has been worthwhile. It's paid for itself over and over in our little town alone. (Principal)*

This chapter describes GEAR UP and its benefits for schools from the principal's perspective. We gathered the information through interviews with 12 current and former principals of GEAR UP schools that participated in grant services from 2008–2014. They came from a range of school types—six high schools, three middle schools, and three schools that combined grades 7–12—and their GEAR UP experience ranged from being in their first year at the school to having been principal for the entire GEAR UP grant. Four interviewees were involved in writing the original GEAR UP grant.

The principal's interview protocol included questions about the benefits of the program to the school and to students, partnerships with other education institutions and local businesses, specific strategies and activities that GEAR UP funded, the extent to which these strategies supported the development of a college-going culture, barriers and challenges to implementing GEAR UP or creating a college-going culture, and the Oregon GEAR UP services that were most helpful. A more detailed description of the methods are in Appendix A and the interview protocol is in Appendix B. The following sections summarize the main ideas that emerged from these interviews, breaking out the findings by Oregon GEAR UP services, benefits of the program, challenges, and sustainability. We close the chapter with lessons learned from principals in the 2008–2014 cohort.

Key findings

Oregon GEAR UP

- Helped build a college-going culture in their school
- Increased opportunities to collaborate with other principals of rural schools
- Provided timely, high quality support services
- Expanded their school's dual credit and college-preparation curriculum
- Increased family and community partnerships

Oregon GEAR UP Services

Principals were most enthusiastic about the multiple opportunities to collaborate with others on college and career readiness. They valued the chance to learn from colleagues at other GEAR UP schools and to have dedicated time for talking and planning with their own staff. One principal explained,

> *The GEAR UP website and newsletter provide useful tidbits of information, but the most helpful thing is to get to talk to people at the [SUCCESS] retreat and at other meetings, like the administrators' meeting and regional and national conferences. Participants explained that they come away from the retreat, for instance, with a lot of great information from the workshops, new ideas from conversations with staff from other schools, and inspiration from the plenary speakers. (Principal)*

One principal described how **the SUCCESS Retreat** inspired him to make big changes to the school's daily schedule and to place a liaison at the local community college to provide additional support to prevent students from dropping out. Others emphasized that the SUCCESS Retreat was valuable because it provided dedicated time for school teams to focus on brainstorming and planning. Since GEAR UP principals are working with similar demographics and school types, it was particularly useful to hear from other each other about the challenges each had faced and the programs they developed to overcome these challenges.

Principals also found it useful to connect with Jerry Lynch, a consultant retained by Oregon GEAR UP to increase principal engagement and support. They were enthusiastic about the personal connection and support that he provided and the chance to talk and brainstorm with him. They particularly appreciated the research-based guidance he gave them. For instance, one principal described overhauling the school's credit recovery approach based on research from Chicago about freshman credit acquisition. The school previously had high rates of freshman failing at least one course, so they changed their credit recovery structures and introduced a proficiency-based credit policy.

Principals were also grateful for the direct support from **the Oregon GEAR UP team**, describing the team as positive, supportive, and top-notch. They explained that even though the team works with so many schools, team members care deeply and provide great support anytime a school needs it. As one principal put it,

> *They have not left us hanging. The support has been there all along the way. A school that says they don't get support, it's their own fault. You can't say that. They're here at the drop of a hat for any question or anything you need. (Principal)*

Finally, four principals said that **the newsletters** were helpful. One gave the example of a recent newsletter with a link to free ideas for college success, which the principal then shared with other schools in the district.

Benefits of Oregon GEAR UP

Campus Visits Inspire College Aspirations

Principals explained that college visits helped students feel connected to college, to see postsecondary as a possibility, and to learn about postsecondary education options beyond traditional 4-year degree programs. Though many schools offered career exploration activities (e.g., classroom assignments for career planning that used the online Oregon Career Information System) or brought in community speakers to teach students about different careers, principals credited college visits as key opportunities to expose students to available postsecondary options and programs that matched their individual interests. This was especially important for students whose parents had not gone to college and who may not have thought of college as attainable. The hands-on campus experience helped students to see themselves in college and was credited as a more powerful tool for motivating students than simply talking about colleges in a classroom setting. Principals also noted how impactful it was for students to see graduates from their own high school at the college campuses or to hear from recent graduates who returned to speak to the students as part of an alumni panel.

Some schools took a systemic approach to structuring their college visit schedule. Three principals mentioned following a planned college visit sequence for bringing students in different grade levels to different types of colleges. By staggering college visits across grade levels and exposing students to different types of colleges and postsecondary programs, schools helped students to start thinking about college from a young age and maintain their active engagement in postsecondary planning throughout their middle and high scool years. Finally, showing students a range of program types (e.g., culinary training, art institutes) helped students find paths that might better align with their interests.

Students Are Taking More Rigorous Courses

Some schools strengthened the rigor of their course offerings or provided targeted academic interventions during the school day or after school to support student's readiness for postsecondary. For example, one principal used GEAR UP funds to provide professional development workshops and dedicated meeting times for staff members to align their curriculum to the Common Core State Standards.

The primary means through which schools increased rigor, however, was by partnering with local postsecondary institutions to offer dual credit/dual enrollment courses. Though not all of these programs were funded through GEAR UP, principals credited the college-going culture that GEAR UP helped develop as a key factor for helping students learn the importance of college and how to take advantage of these opportunities. In other cases, GEAR UP helped schools put structures in place and make sustainable commitments to increasing the college credits that students could earn in high school. As one principal explained,

About the time we got involved [in GEAR UP], we'd made a real commitment to stop chasing dollars; instead, we'd focus on our mission and look for programs that support our mission. GEAR UP was the best for helping us to do that. I understand that other programs have structure for accountability, but that leads to a short term commitment. When you can use support and funding to think through and follow your mission, you can create something that will last longer than the funding… [For example,] our board passed a resolution that all seniors had to take and pass one college class in order to graduate. GEAR UP was one of the first foundational steps that helped move the board to adopt this because we could show that we already have programs in place to help kids get there. (Principal)

Schools differed in the types of college credit opportunities they offered—dual credit classes at the high school and dual enrollment courses at the community college. Four principals said that their high schools partnered with local community colleges to offer dual credit courses in core academic subjects or electives, and one principal described the school's dual enrollment partnership with a local institution as an "introduction to college" course. Two principals said that they offer both types of college credit opportunities. Principals noted that a key benefit of these programs is the chance for students to bypass placement tests and fulfil community college requirements (e.g., remedial math courses) while still in high school. One person also said that GEAR UP facilitated the expansion of dual credit courses and that this led to improvements in teachers' attitudes and the school's college-going culture. Three principals also described advanced diploma programs through which "fifth-year" high school students can attend community college for free for their first year.

Table 3 shows the diversity of postsecondary institutions that the principals said were partners in providing campus visits and/or dual credit opportunities for students.

Schools Help Students to Plan for Postsecondary from an Early Age

GEAR UP also shaped schools' culture by increasing the focus on, and planning for, postsecondary education and career options. GEAR UP encouraged conversations about college and students and staff members are now talking about college more frequently, with more opportunity for students to ask questions and to articulate their interests and plans. While schools used GEAR UP-sponsored activities, such as door-decorating competitions and college T-shirt days, as initial conversation-starters, GEAR UP also fostered on-going discussions about planning for college and careers.

Table 3
Principals' Reports of Their Partnerships with Postsecondary Institutions

4-Year Colleges or Universities	2-Year Community Colleges (CC)	Technical, Trade, or Business Institutions
Eastern Oregon University	Blue Mountain CC	Art Institute of Portland
Oregon Institute of Technology	Central Oregon CC	Le Cordon Bleu College of Culinary Arts
Oregon State University	Hood River CC	
Oregon State University - Cascades	Klamath CC	
Portland State University	Lane CC	
Southern Oregon University	Linn Benton CC	
University of Oregon	Mount Hood CC	
Walla Walla University	Rogue CC	
Western Oregon University	Southwestern Oregon CC	
Whitman College	Umpqua CC	

Note: The list of postsecondary institutions reflect partnerships identified by GEAR UP principals and may not be a complete list of all partnerships.

Source: Principal's Interviews, 2014

Through GEAR UP, many students are able to participate in postsecondary planning activities during middle school, and this head start has helped the high school's college-going work gain momentum. One principal gave the example of hanging students' vision posters about career aspirations and postsecondary training around the school and using these throughout the year as conversation pieces to remind students that classroom learning is in service to the larger goals that the students identified. Some schools also offered afterschool seminars about postsecondary planning or held events to celebrate seniors who were accepted to postsecondary programs (including the military or vocational schools).

Schools build on these college conversations by making systemic changes designed to reach all students. For example, some schools incorporated postsecondary planning structures such as requiring students to take a course about career aspirations and planning for college. Other schools leveraged the Education Plan and Profile, a statewide requirement for high school graduation, and used this requirement as an opportunity to emphasize the value of planning for postsecondary education and career goals.

GEAR UP Encouraged Staff Buy-in and Community Partnerships

Increased staff buy-in and staff expectations for students are other key components in the development of a college-going culture. Principals explained that GEAR UP has helped staff members transition from asking "Are you going to college?" to "Where are you going to college?" and to believe in, and support, students in their college aspirations. Staff members

have increased their participation in, and support of, GEAR UP activities—from wearing college t-shirts on designated days and chaperoning campus visits to teaching dual credit courses or helping students with college applications. Principals credited GEAR UP with fostering conversations about postsecondary education and helping to shift the focus to "postsecondary for all." One principal used GEAR UP evaluation survey data to highlight how students' and parents' expectations about college-going were higher than staff members' expectations. He then facilitated conversations with staff members about how best to support each and every student to succeed in their chosen paths.

While postsecondary institutions were the primary outside partners that principals described, some schools also worked with local businesses and other programs that support college and career readiness. Four of the 12 principals mentioned business and community partners that include booster clubs that do community fundraising for GEAR UP activities, businesses that allow students to visit, and community members who come to the school for career fairs or to work with students. For example, one school takes students on a field trip to the open house at Intel to show them the options available at a company that employs people with a variety of postsecondary degree types. Another school has brought in community members to teach bicycle safety classes or dance workshops; it also partners with local mental health staff members to work with students at the school. Eight principals participated in Aspire and one more hopes to partner with Aspire in the future. Other examples included programs such as community mentoring and College Dreams, and Federal TRIO Programs such as Upward Bound.

Schools Support Students Applying for College

Many schools employed GEAR UP strategies for raising awareness by providing college application supports for students and families during and after the school day. Schools helped students complete and submit applications during college application week, or used classroom time during a dedicated GEAR UP course or advisory period to build college awareness and readiness. Other schools embedded college application activities, such as essay writing, into their social studies curriculum, offered SAT prep classes, or required all seniors to apply to the local community college.

Schools hosted evening events to help parents and families navigate the college application process, provided scholarship resources to students, and hosted financial aid workshops for students and parents to present information about FAFSA, scholarships, and college savings plans. In addition to helping fund supplies for these events, GEAR UP provided crucial funds for a coordinator to plan and manage these activities. One principal remarked that GEAR UP helped the school create a permanent coordinator position to support college-going. While the district would not have originally budgeted for it, GEAR UP supported the coordinator position and gave the school the opportunity to demonstrate how valuable this role was. As a result, the coordinator is supported by the school's regular budget and the position will continue, at full scale, even after the GEAR UP grant finishes.

Challenges to Developing a College-Going Culture

Principals emphasized the barriers that generational poverty presents for implementing GEAR UP and creating a college-going culture. They explained that it can be difficult to connect with these families and convince them of the importance of postsecondary education. For example, it can be difficult to get parents to attend financial aid awareness nights, see the value of college savings plans, or focus on the information at an event when they are preoccupied with the free food offered. Many students' parents or other family members have not gone on to postsecondary; consequently, these students and their families may have little to no prior knowledge about what it takes to go to college, what the experience is like, or how valuable it can be. Principals noted that low-income students may be excited about attending college; but they may see the costs as insurmountable because they do not understand the financial aid options or are not comfortable assuming that burden. Additionally, some students have other family obligations that lead to attendance issues in high school and may also prevent them from going to college.

Finally, some teachers and the broader community still feel that "not everyone has to go to college" and have not bought into the GEAR UP goal. Some teachers may push back against GEAR UP, seeing GEAR UP activities (e.g., helping students during college application week) as extra work; they assume that GEAR UP is just another short-lived program that is interrupting their teaching. However, principals reported that teachers are increasingly coming on board, even though it takes time for things to take hold—it is still a challenge to help teachers shift from seeing GEAR UP activities as additional obligations to saying, "What can we do to help the kids?" It can also be a challenge to maintain momentum and continue to provide high-quality supports for students as the years go by. As one principal put it, "[we] need to remember that the kids coming through here change, even if we don't."

Other challenges for effectively implementing GEAR UP include financial constraints and how much these constraints are exacerbated for those living in small rural communities. While GEAR UP funds are greatly appreciated, it is always a challenge to find more funds to enhance the activities and ways of embedding these practices so that they can be sustained after the GEAR UP grant ends. In reference to his school's sustainability grant, one principal saw the challenge of adapting when unforeseen circumstances required a change of plans in how the money would be spent. Finally, schools in small rural areas have fewer local business partners, community resources, and access to postsecondary institutions than schools in larger or more urban communities.

Sustainability

Now that the 2008–2014 cohorts' grants are ending, schools must look to other funding sources to maintain the college-going momentum they developed through GEAR UP. As one principal explained, sustainability has always been on participants' minds:

GEAR UP ranks as the top in terms of what it does for kids; I haven't found a comparison. There are a number of reasons that GEAR UP is so helpful. One is that you stick with it for a number of years. I think the next round of GEAR UP will be really successful because it starts at a younger age and follows beyond high school. The other thing was the sustainability piece. We always knew the money was going away so we were always thinking about the things you wanted to keep and how you were going to pay for it. (Principal)

Three principals touted GEAR UP sustainability grants as a key way of helping them implement sustainable versions of the needed college-going supports they identified through GEAR UP. Each school took a different approach based on its specific needs. For example, one school focused on providing professional development for teachers. This included sending staff members to external professional development events, bringing in guest speakers to talk to the staff, and providing other internal development opportunities (e.g., convening teachers during summer to look at data). Another school chose instead to invest its sustainability funds in the startup costs for a postsecondary planning course. They used the first year of the funds to buy course materials and laptops for students to access online career-planning resources; the remaining funds would support program coordination and grant writing. This school has already won a separate grant that they plan to use for continuing college visits and other GEAR UP activities. The principal hopes to eventually build these into the school budget.

Lessons Learned

- Principals need a system of support that actively engages them as leaders and recognizes their specific needs. GEAR UP provides this through facilitated networks, opportunities for peer learning, and support from project management.
- Principals should be actively involved in the planning and implementation of college-going supports at their schools. Principals have deep knowledge and experience that can help support the planning process. By working closely with the school staff, principals will be able to articulate the value of these supports and the school's successes. Schools also need resources for supporting rigor—e.g., professional development and classroom materials for aligning their curricula to the Common Core State Standards. In outreach to the school board and community, committed principals will be better positioned to advocate for additional support (e.g., through district funds or government grants).
- Rural schools need resources that are tailored to their individualized needs. These schools face additional challenges including managing the logistics of visiting faraway colleges, recruiting career speakers and forming partnerships with local businesses, and creating a college-going culture in communities with high poverty and/or low historical college attendance.
- Schools need to integrate college-going supports and practices into their school culture and budgets, for sustainability.

Summary

Principals see GEAR UP as a powerful resource for building a college-going culture at their schools. They appreciate the opportunities that GEAR UP provides to learn from principals in rural schools and to engage with their own staff, and they see great value in the direct support provided by the Oregon GEAR UP team. Principals tout the program as providing a vehicle for exposing their students to college campuses, improving course rigor and expanding dual credit and dual enrollment opportunities, and helping students plan for postsecondary from an early age. Through GEAR UP, principals were able to provide supports for students applying for college. Principals agreed that the program helped bolster staff buy-in and community partnerships, although they admitted that some challenges remain in trying to encourage a "college for all" mindset among school staff members and in the broader community. Finally, principals identified generational poverty and the resource constraints inherent in smaller rural communities as key barriers to establishing a college-going culture and helping students to achieve postsecondary success, indicating a need for additional resources tailored to supporting rural schools around these common challenges.

Chapter 3
GEAR UP Coordinators

The GEAR UP coordinator at each school plays a critical role in planning and implementation of the program. This position is responsible for coordinating the site-based team that develops the site's annual GEAR UP plan. The coordinator also manages all GEAR UP activities; submits annual plans and evaluations; monitors participation of students, parents, and educators; and reports project data. In essence, the coordinator is the "hub" of all GEAR UP activities in the schools and community—a challenging job by any standard. Backgrounds of GEAR UP Coordinators Coordinators are part-time employees of the school district who know the community and the needs of rural students. Many are teachers or retired educators, and others are individuals who have strong relationships with the community and experience working with students. The coordinators' experience with GEAR UP ranged from being in their first year in the position to having been a coordinator for the entire GEAR UP grant.

> **Key findings**
>
> **Oregon GEAR UP . . .**
>
> - Established networking opportunities among schools, families, and communities
> - Created linkages between middle school, high school, and postsecondary education
> - Expanded college and career activities at younger grades
> - Engaged schoolwide support for preparing students for postsecondary education

The coordinator's focus group protocol included questions about the benefits of the program to the school and to students, partnerships with other education institutions and local businesses, specific strategies and activities that GEAR UP funded, challenges to implementing GEAR UP, and coordinator satisfaction with Oregon GEAR UP services. The 23 participants in the focus group included individuals who served as coordinators for the 2008–2014 grant or a third cohort of schools funded by The Ford Family Foundation. A more detailed description of the methods is in Appendix A and the interview protocol is in Appendix B. The following sections summarize the main ideas that emerged from these interviews, breaking out the findings by Oregon GEAR UP services, benefits of program services, challenges, and sustainability. We close the chapter with lessons learned from coordinators in the 2008–2014 GEAR UP cohort.

Oregon GEAR UP Support

Coordinators expressed deep appreciation for the support and resources that the Oregon GEAR UP team provided throughout the year. The state team provided college and career resources,

toolkits, activity ideas, and research briefs that were essential to coordinators' work. The coordinators said these resources made it possible for them to plan, communicate with parents and community members, and organize activities efficiently. One coordinator explained the value of these resources in this way, "*It's a Plan* – I love it. One of my bibles, *College Visits*, I lived off that this year . . . Everything got done every single month. It was fabulous."

Coordinators strongly agreed that Oregon GEAR UP provided technical assistance that was a critical support for their position and quality implementation of the program. The technical assistance included regularly scheduled face-to-face meetings with program consultants who specialized in college and career planning, curriculum, FAFSA/OSAC, community outreach, communication, and program management. In addition to the resources described above, coordinators could ask for hands-on help to conduct a Career Photo Booth at their career fairs, launch college application week, or provide information on GEAR UP at a school staff meeting.

Coordinators praised Oregon GEAR UP team members for answering all requests for help "immediately," regardless of size or urgency. Coordinators characterized services as "supportive, flexible, and understanding" and always "pointed them in the right direction." They reported a high level of satisfaction with Oregon GEAR UP services because of the consistency across the state team, the nurturing approach to service provision, and the personalized services they receive. The state team also "ran interference" if the coordinators encountered difficulties with their administrators, district managers, college admissions, or other partners. Last, but not least, the GEAR UP team listened to their suggestions on improving the program and making their jobs easier. One coordinator summed up the groups' appreciation for Oregon GEAR UP in this way:

> *I feel appreciated by them for what I do. I really get the sense that they are our partners instead of our bosses—or our coaches. They are accessible and our partners. They are the best support system to make coordinators not feel overwhelmed. (Coordinator)*

College-Going Culture

GEAR UP elevated the importance of planning for transition to postsecondary education among students, parents, and educators. The coordinators unanimously agreed that GEAR UP "generated conversations" on college readiness that had historically been limited to academic counselors. GEAR UP has increased "buy-in" from staff members and helped many to focus more on college readiness in their courses and conversations with students. According to coordinators, GEAR UP has allowed more students to participate in planning for their postsecondary education:

> *Before GEAR UP, there was a certain amount of students that got into the [college readiness] program. Now all the kids have been touched with information and programs when it comes to college. Before GEAR UP, the elite group had that experience – the rest*

of the students just got a high school diploma. We have reached them all throughout the
year. (Coordinator)

The increased focus on preparing students for college encouraged active involvement from teachers and other educators that went beyond the requirements of the annual plan. For example, a coach opened a morning study hall program to help his athletes achieve the letter grades and coursework necessary for college. In another school, athletes who failed to maintain adequate grades were not allowed to practice, received bench time, and had to attend study sessions until their grades improved.

Networking and Partnerships

The staff involvement in postsecondary awareness and planning activities ranged from "100 percent staff buy-in" to heavy involvement of the school-based GEAR UP team. Factors that influenced staff involvement in GEAR UP included the relationships between the coordinator and school colleagues, experience working in schools, and the extent to which the coordinator had time and willingness to coordinate work teams. Nearly all coordinators agreed that, when asked, teachers stepped up to help. GEAR UP activities that increased staff involvement included door decoration competitions, designated days that teachers wore their college T-shirts, college application week, and career fairs.

GEAR UP expanded the scope and reach of college readiness programs. GEAR UP opened conversations about college in seventh grade instead of eleventh grade and, in one district, the program started conversations beginning in third grade. Because of the program, families and students are "hearing about FAFSA in middle school and not just during the junior and senior years." The GEAR UP "brand name" also helped to open doors at higher education. One coordinator said she "starts all emails with our 'our GEAR UP schools.' GEAR UP is now a name—before it was a thought." More colleges are willing to reach out to younger students by sending speakers to middle school events and sponsoring college visits.

> *GEAR UP changed the environment in the school. Kids are proud they are talking about*
> *college and are saying, 'I can go to college!' It is changing the teachers' perspective too.*
> *(Coordinator)*

One of the most meaningful benefits of GEAR UP was the establishment of a support network among coordinators. The annual SUCCESS retreat, statewide meeting, communication materials, and informal communication systems have established a sense of community among GEAR UP schools. Oregon GEAR UP has not only linked schools within clusters, but has also facilitated meaningful connections among schools from different communities. Coordinators now have "resources that they can access if they have a question. It [GEAR UP] has opened communication." In addition to the regular exchange of ideas and resources, coordinators from several clusters jointly planned and sponsored annual career fairs and other events.

Five "R's"

Implementation of each cluster's GEAR UP program was guided by the cluster's annual plan. As mentioned earlier, each plan organizes activities by the Oregon GEAR UP Five "R's" framework. Because of the importance of the Five"R's" framework, evaluators asked coordinators to describe the benefits and challenges associated with implementation of GEAR UP activities for each "R."

Rigor

In 2014, more Oregon GEAR UP resources supported activities to increase the rigor of the school's curriculum than any other category. A substantial amount of GEAR UP resources supported professional development opportunities by paying for tuition, the costs of professional learning events or technical assistance, and/or providing funds for staff release time. Districts used program resources to support vertical and horizontal alignment of core academic curricula. GEAR UP funded professional development events on a number of topics including poverty, writing alignment, proficiency-based instruction, project-based learning, college scholarships, college preparation, career awareness, and getting ready for college. Districts also used GEAR UP funds to purchase classroom technology such as Smart Boards, notebooks, and other equipment. Finally, several schools purchased direct services or staff time to increase academic instruction for students. The instruction ranged from increasing dual credit opportunities to remedial tutoring for struggling students.

A few clusters used GEAR UP resources to pilot innovations that the school "knew" would be helpful but lacked the data for district support. For example, the "Math Lab" program at La Pine High School was developed through GEAR UP funds. The "Math Lab" program was viewed as a successful intervention that raised the districts state test scores in math. The district plans to continue Math Labs after grant funding ends.

Relevance and Right Classes

GEAR UP increased opportunities for students to learn about college entrance requirements and explore potential career options. Participating schools became more intentional about including college readiness information for families and students during the critical transition between middle and high school. Oregon GEAR UP also provided funds for college-going clubs or classes. One coordinator explained the importance of the GEAR UP classes in this way:

GEAR UP helped to fill gaps. Teachers are so stressed about passing state testing. GEAR UP classes are teaching things that would be considered little things—study skills, tutoring—and are providing support that students are not getting in class. (Coordinator)

Oregon GEAR UP also provided students with opportunities to participate in camps that focused on leadership or specific careers such as engineering, natural resources, or science. The camps were a "Big Deal" because students stayed on college campuses and this was "the only time they [students} get away from home."

Relationships

GEAR UP has built support for college and career readiness among families, businesses, and postsecondary institutions in Oregon's rural communities. The program has strengthened relationships with the community by organizing student lunches with professionals, job shadowing opportunities, and career presentations.

Increasing family involvement in college preparation activities was a constant challenge for GEAR UP programs. Despite this, coordinators reported many successes related to family involvement. Parents went on field trips and campus visits, many visiting colleges for the first time. Coordinators believe GEAR UP helped parents to "believe in their kids and the possibility of college." GEAR UP activities have increased parents' excitement about college and even prompted some parents to enroll in postsecondary education. Because of GEAR UP, the school's communications with parents did not focus solely on academic or behavior problems. Instead, schools "contacted parents more often about other things and opened a line of communication to all parents (not just parents of 'bad students') that is not based on bad news." Coordinators shared several creative ideas on organizing successful parent events, including using non-school locations, using informal family networks to communicate important dates, and involving students.

Raising Awareness

College visits. GEAR UP has "opened the students' eyes" to the possibility of college. All clusters have established or expanded their college visitation programs. Some include parents and other educators on college visits to enlist their help in supporting the students' college aspirations and planning. Coordinators identify "fear of college" as a primary barrier for choosing and persisting in college. For students who have never been out of their rural

More students are going to college. During our first year, I had a student in my class who said, 'I am going to be janitor at McDonalds.'

After a college visit, the student said, 'I am going to get a business degree, and then I am going to own a McDonalds.' (Coordinator)

home town, the fear may go beyond just college. One coordinator noted that "before GEAR UP, we used to have first-time students at UCC freaking out, and changing their aspirations because they did not know about college." College visits removed this barrier.

I did the pre-survey of a college visit. When we came back, all the students said they were not going to college after the college visit due to fear. We went on more college visits and this helped familiarize them with college. Fear of college is no longer a barrier. (Coordinator)

Lessons Learned

Cultural shifts are difficult and often require the collective efforts of many stakeholders to achieve. Coordinators identified common challenges and lessons learned to help Oregon GEAR UP refine future program services.

- Continue the strong focus on customer service and networking. Coordinators appreciated the multiple professional development opportunities and resources that Oregon GEAR UP provided to school teams. They said the support and networking opportunities provided by the program were essential to quality implementation of GEAR UP at their schools.

- Continue outreach and technical assistance to principals. Coordinators viewed the intentional networking opportunities to sustain engagement of principals and district administrators as an essential support for their position.

- Allocate time for coordination of the GEAR UP program. Administrators and newly hired coordinators were often unaware of the amount of time required to complete the coordinator's responsibilities. The coordinators recommended that Oregon GEAR UP require districts to allocate at least "10 hours per week" for this position, more for larger districts.

- Provide assistance related to reporting requirements. Coordinators identified data collection, invoicing, and reporting as challenging. The coordinators said assistance from the Oregon GEAR UP team on explaining the reporting requirements to principals and/or the business office was helpful. Coordinators said requiring districts to submit quarterly invoices could increase program efficiency.

- Provide supports to reduce staff turnover. The high turnover in coordinators has been frustrating and contributed to inconsistency in program quality. Communications from the state GEAR UP team on the importance of staff consistency to program implementation could help. Additionally, increasing the hours allocated to this position, and ensuring the salary base for the position is appropriate, could improve staff retention.

Summary

Coordinators play a critical role in establishing a college-going culture in their schools, districts, and communities. The coordinators described their work as deeply satisfying and challenging. They said GEAR UP benefited students and their school in many ways. GEAR UP expanded the range and scope of college readiness activities by increasing staff involvement, extending

opportunities to middle school grade levels, and including students from low-income families. The program also strengthened linkages between middle and high school, expanded partnerships with postsecondary institutions, and created relationships with the community. Coordinators described the services provide by the Oregon GEAR UP team as an important support for their position and essential to the program's success. Their recommendations for program improvement included maintaining the high quality customer services and networking supports currently in place. Coordinators said stronger guidance from Oregon GEAR UP around the hours, specific work duties, and district responsibilities related to GEAR UP program management would be helpful.

Chapter 4
Creating a College-Going Culture

Establishing a school culture that will increase the number of low-income students that enroll in postsecondary education is the mission of GEAR UP schools. Transformation of a school's culture requires schoolwide involvement of educators in GEAR UP activities. It demands the provision of professional development opportunities to help educators learn how they can promote students' interest and knowledge about postsecondary education. Building and sustaining a college-going culture also requires a shared commitment and belief in the GEAR UP mission and the state's 40-40-20 goal among educators, parents, and students (McDonough, 2004). This chapter describes the involvement of educators in GEAR UP activities. It also shares findings about the college expectations of educators, parents, and students. The final section reports the rate of dropout, graduation, OSAC scholarship applications, and college enrollment for participating schools.

Educators Increased Their Participation in GEAR UP

The percentage of educators who said they spent one or more hours on GEAR UP activities each month increased between 2009 and 2014, especially in high school (Table 4). During the 2008/09 school year, 62 percent of the middle school educators and 52 percent of the high school educators said they spent at least one hour on college and career readiness activities each month. In 2014, the percent of educators across all grades increased to 75 percent.

During the course of this six-year grant, the percent change for middle school educators who spent one or more hours on GEAR UP activities each month was 21 percent. Among high school educators, the percent change was 44 percent.

Table 4
Percentage of Educators Who Spent One or More Hours on GEAR UP Activities Each Month

	Survey Year					Percent Change Between 2009 and 2014[a]
	2009 (N=328)	2010 (N=214)	2012 (N=211)	2013 (N=272)	2014 (N=269)	
Grades 7-8	62%	72%	82%	73%	75%	21.0%
Grades 9-12	52%	59%	79%	74%	75%	44.2%

a. Percent change calculation between 2009 (y1) and 2014 (y2) was calculated by ((y2–y1)/y1*100.
Note: Schools were not required to administer the GEAR UP surveys in 2011, so data from this year are not available. During 2009 and 2010, the major focus of grant funding was on grades 7–8 only. In 2011, grant funding expanded to include high school students.

Source: GEAR UP Educator Survey, 2009, 2010, 2012, 2013, 2014

The percentage of educators who said they participated in college and career readiness activities, "sometimes" or "often," increased between 2009 and 2014 (Table 5). The activities that

showed the highest percent change were "familiarizing students with the college environment" and "providing information and counseling about college choices." In 2014, the percentage of educators who participated in each of these activities was 66 and 57 percent, respectively. The activities that showed the smallest percent change were "informing students of admissions requirements" and "providing direction and extra instruction to at-risk students."

Table 5
Educators' Involvement in College and Career Readiness Activities, 2009–2014

	Survey Year					Percent Change Between 2009 and 2014[a,b]
	2009 (N=350)	2010 (N=249)	2012 (N=217)	2013 (N=275)	2014 (N=269)	
Providing direction and extra instruction for at-risk students	79%	82%	85%	86%	87%	10.1%
Counseling students to take more rigorous courses	62%	73%	77%	76%	72%	16.1%
Providing information about postsecondary work, training, and educational opportunities	55%	59%	64%	71%	63%	14.5%
Informing students of admissions requirements for various institutions of higher education	53%	64%	69%	68%	58%	9.4%
Familiarizing students with college environments	49%	56%	61%	65%	66%	34.7%
Providing information and counseling about college choices	41%	55%	60%	64%	57%	39.0%
Providing information on financial aid and scholarships available for postsecondary education	39%	49%	54%	57%	48%	23.1%

a. Percentage of educators who said they participate in the activity "often" or "sometimes" at their school.
b. Percent change calculation between 2009 (y1) and 2014 (y2) was calculated by ((y2–y1)/y1*100.
Note: In 2011, schools were not required to administer the GEAR UP surveys so data from this year are not available. During 2009 and 2010, the major focus of grant funding was grades 7–8 only. In 2011, grant funding expanded to include high school students.

Source: GEAR UP Educator Survey, 2009, 2010, 2012, 2013, 2014

College Expectations: Students, Parents, and Educators

Students and parents had higher postsecondary goals for students compared to the teachers and school staff members. During this project, the percentage of the student cohort who expected to get a college degree increased from 81 percent in grade 7 to 90 percent in their senior year (Figure 2). A more detailed summary of the survey results presented in Figures 2–8 are reported in Appendix C.

Figure 2
Percentage of Cohort Who Expected to Get a College Degree, At Each Grade Level, 2009–2014
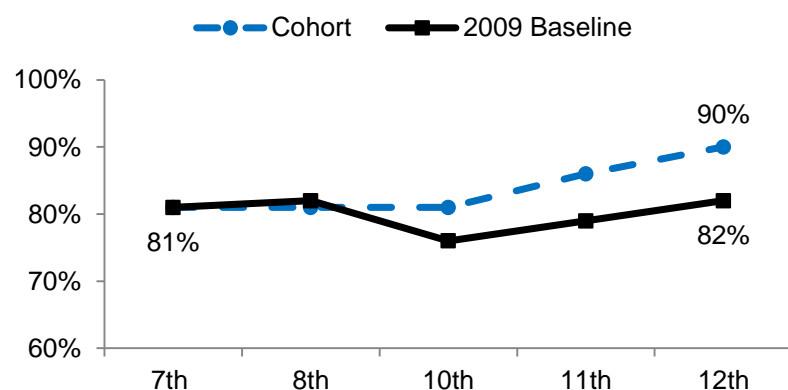
Note:

Note: The sample size and percentages for each grade and year are in Appendix C. Schools did not administer surveys in 2011.In 2009 and 2010, grant funding focused on grades 7–8. In 2011, grant funding expanded to high school students.

Source: GEAR UP Student Survey, 2009, 2010, 2012, 2013, 2014

Educators had lower expectations around college enrollment and persistence than students or parents (Figure 3). In 2009, 75 percent of the parents said they expected students to get a college degree and, at the end of the grant, 88 percent had these expectations.

Figure 3
Percentage of Students Who Said Their Parents and Educators Expected Their Students to Attend College, 2009–2014
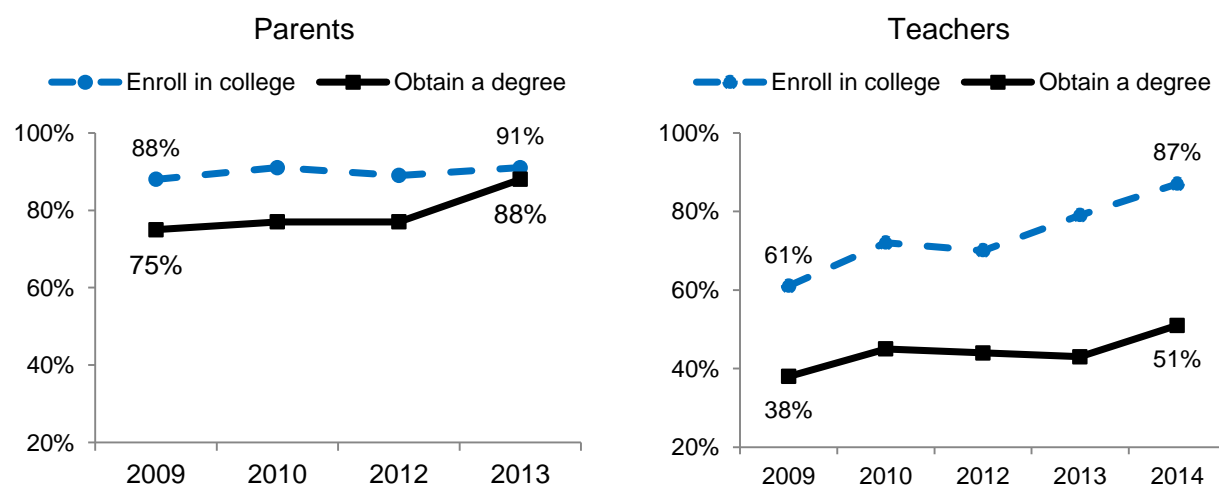
Note: The sample size and percentages for each grade and year are in C. Schools did not administer surveys in 2011. In 2009 and 2010, grant funding focused on grades 7–8. In 2011, grant funding expanded to high school students.

Source: GEAR UP Educator Survey, 2009, 2010, 2012, 2013, 2014; GEAR UP Parent Survey, 2009, 2010, 2012, 2013.

The percentage of educators who expected students to attend college increased from 61 percent to 87 percent. However, the percentage of educators who expected students to get a degree was much lower throughout the grant. In 2009, 61 percent of the educators said they expected students to attend college, but just 38 percent said they expected students to get a degree. In

2014, the percentage of educators who expected students to attend college increased to 87 percent and half said they expected students to get a degree.

The educator's expectations around their students' ability to complete college preparation courses and attend college do not align with the state's 40-40-20 goal. The percentage of educators who said at least half of their students were capable of completing a college preparatory curriculum ranged from 62 percent to 71 percent (Table 6). The percentage of educators who said at least 80 percent of their students could reach this goal ranged from 26 percent to 31 percent.

The percentage of educators who said at least half of their students would go to college increased from 31 percent to 50 percent. However, the number of educators who said at least 80 percent of their students would attend college ranged between 2 percent and 8 percent.

Table 6
Percentage of Educators Who Believed At Least 80 Percent of Their Students Could Complete a College Preparatory Curriculum or Go To College, 2009–2014

According to educators, the percent of students who are	Percentage of educators who agreed or strongly agreed					Percent Change Between 2009 and 2014[a]
	2009 (N=341)	2010 (N=249)	2012 (N=213)	2013 (N=279)	2014 (N=269)	
Capable of completing a college preparation curriculum						
At least 50 percent	62%	65%	68%	66%	71%	14.5%
At least 80 percent	26%	30%	26%	26%	31%	19.2%
Will go to college						
At least 50 percent	31%	39%	38%	43%	50%	61.3%
At least 80 percent	4%	8%*	*	*	2%	*

a. Percent change calculation between 2009 (y1) and 2014 (y2) was calculated by ((y2–y1)/y1*100).
* Data are not reported because the cell size is less than 10.
Note: In 2011, schools were not required to administer the GEAR UP surveys, so data from this year are not available.

Source: GEAR UP Educator Survey, 2009, 2010, 2012, 2013, 2014

College Enrollment and Readiness Indicators

The Oregon GEAR UP team summarizes and disseminates college enrollment and college readiness indicators to schools annually to assist them in team planning. These data are derived from a number of state and national data sources including the Oregon Department of Education graduation and dropout data, National Student Clearinghouse, College Board, Oregon Student Access Commission (OSAC) application, and the Free Application for Federal Student Aid (FAFSA) data collections. Figures 4–8 display these data for Oregon GEAR UP students and, when possible, students statewide. A more detailed summary of these data are in Appendix C.

Because the student data are not yet available for the 2014 graduating class (the student cohort who received GEAR UP services from grade 7 to grade 12), it is difficult to comment on the impact of GEAR UP on college enrollment and other indicators. Thus, the student outcome data should be interpreted with caution and can, at best, be viewed as progress indicators.

College Enrollment

The goal of Oregon GEAR UP was to increase the number of low-income, rural students who enroll in college. The first year that the association between the 2014 GEAR UP cohort and college enrollment can be analyzed is 2015. Between 2008 and 2013, the fall college enrollment baseline data for GEAR UP schools ranged from 42.2 percent to 46.6 percent (Figure 4).

Figure 4
Percentage of High School Graduates Who Enrolled in College, 2008–2013
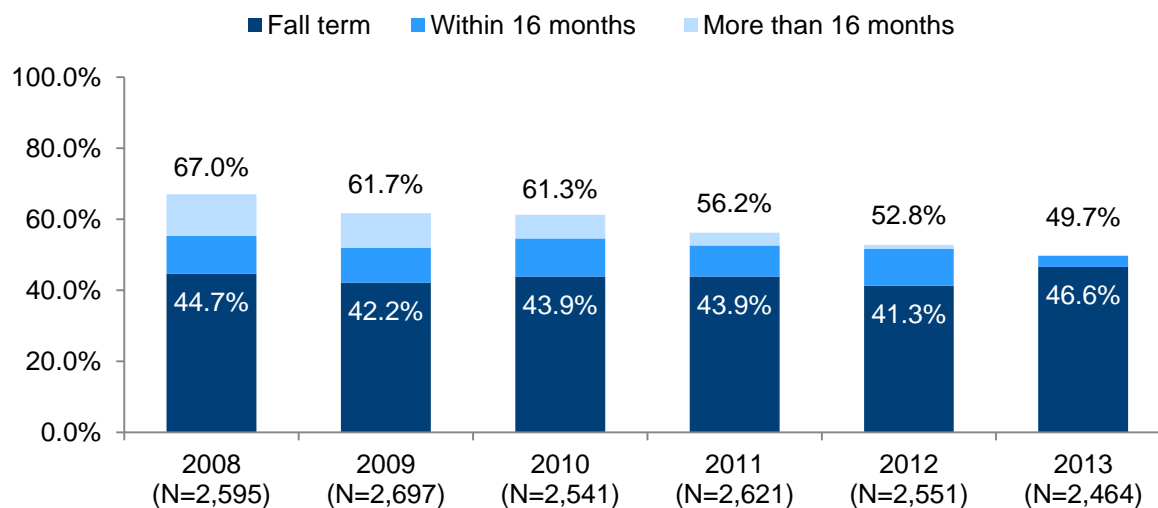
High School Graduation and Dropout Rates

Prior to GEAR UP, the average four-year graduation rate across GEAR UP schools was 65.8 percent and the state average was 66.2 percent (Figure 5). Following program implementation, the average graduation rate for GEAR UP schools increased from 65.8 to 66.8 percent (Figure 5). In 2013, several schools allowed financially disadvantaged students to remain enrolled in high school as fifth-year seniors so they could earn dual credit courses. The number of students who enrolled in the fifth-year program ranged from two students to about 50 students at participating schools. This practice may account, at least in part, for the change in 4-year graduation rates for the GEAR UP schools.

In 2008, the dropout rate for GEAR UP schools—at 2.8 percent—was below the state average. Following implementation of services, the dropout rate was consistently lower than the state average, ranging between 1.9 percent and 3.3 percent (Figure 5).

Figure 5
High School Graduation and Dropout Rates, 2009–2013
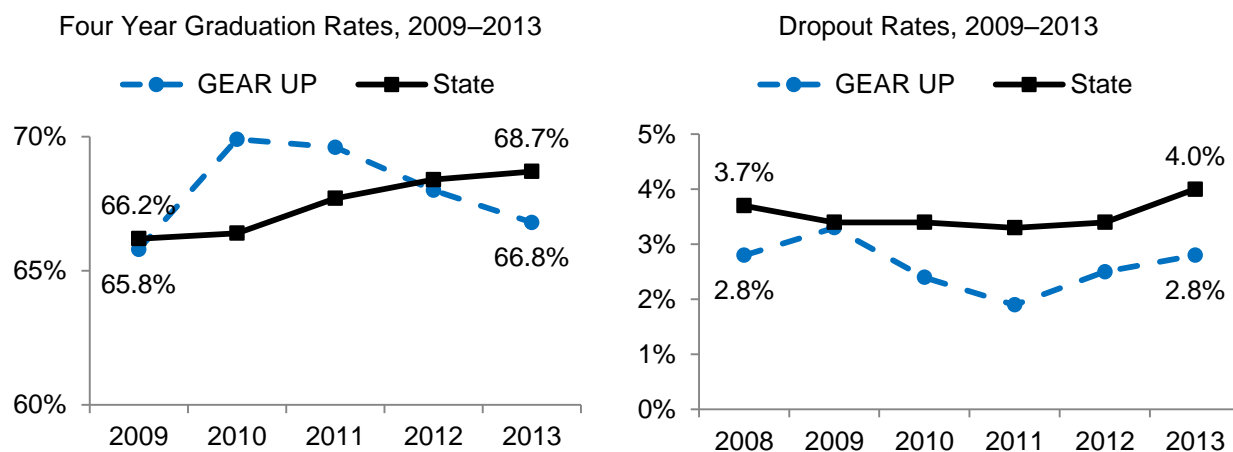
Statewide Academic Achievement Test Data

Reading and Writing. The Oregon Achievement and Knowledge (OAKS) state test data for grade 10 reading and writing are displayed in Figure 6. In both content areas, the percentages of students who met or exceeded standards increased statewide and for GEAR UP schools. The gap between the GEAR UP schools and the statewide average also narrowed in reading. Between 2007 and 2014, the percentage point difference between GEAR UP schools and the state decreased from 7 percent to 1 percent in reading.

Figure 6
OAKS Grade 10/11 Reading and Writing Scores, 2007–2014
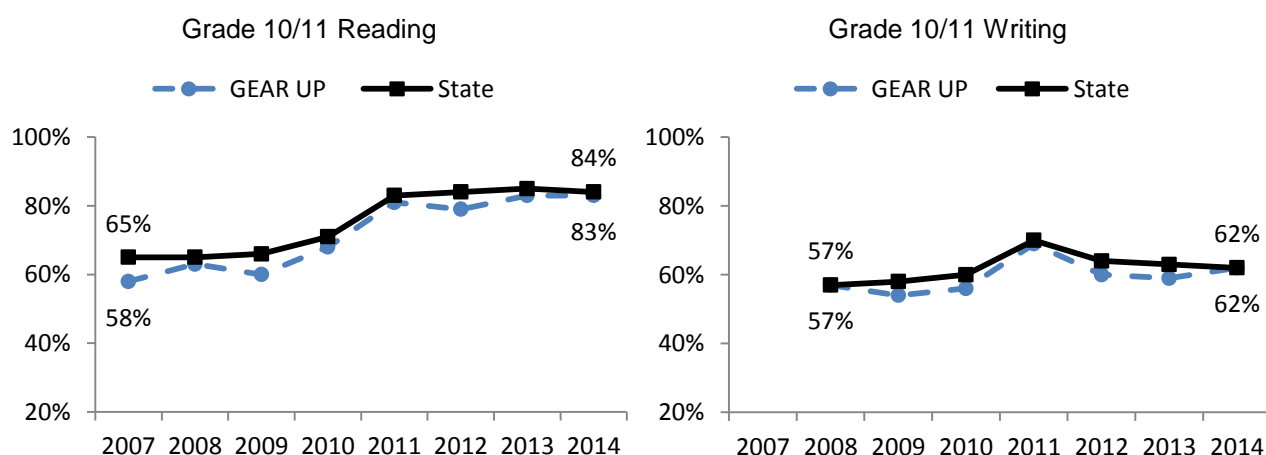
Math and Science. The percentage of students who met or exceeded standards on grade 10 math and science state achievement tests increased statewide and for GEAR UP schools. There was also a decrease in the percentage point difference between the statewide test scores and GEAR UP schools. The gap narrowed from 13 percent to 7 percent in math, but increased in science (Figure 7).

Figure 7
OAKS Grade 10 Math and Science Scores, 2007–2013
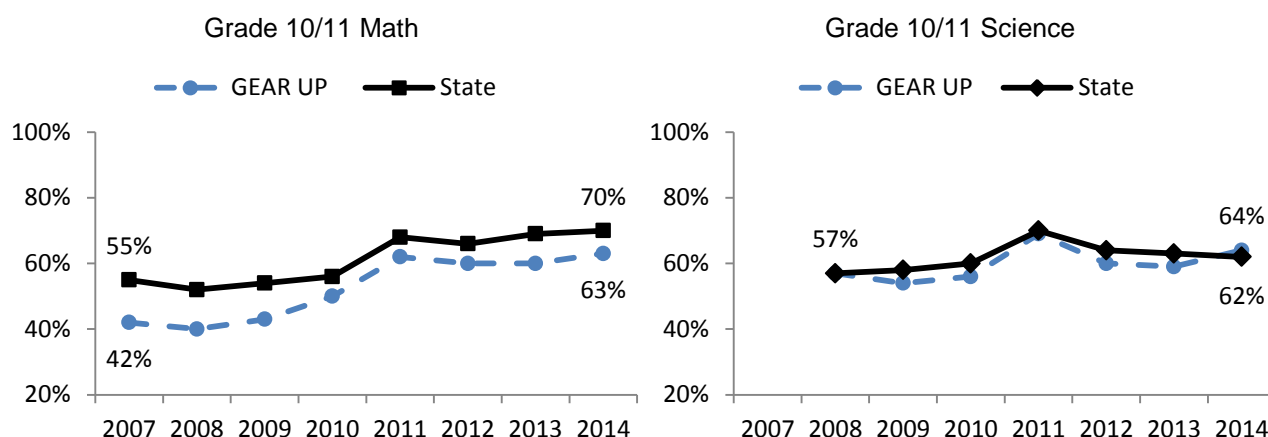
Scholarship and Financial Aid

The percent of GEAR UP seniors who completed the Oregon Student Access Commission's (OSAC) application was 15 percent in 2008. Following implementation of services, the percentage of GEAR UP seniors who completed an OSAC scholarship application ranged from 20 percent to 25 percent (Figure 8).

The completion rates of Free Application for Federal Financial Aid (FAFSA) applications were first available in 2011. The percentage of GEAR UP seniors who completed applications was 38.8 percent in 2012 and 40.8 percent in 2014 (Figure 8).

Figure 8
Oregon State Access and Completion (OSAC) Application Completion. 2009–2012; FAFSA Completion 2012–2014
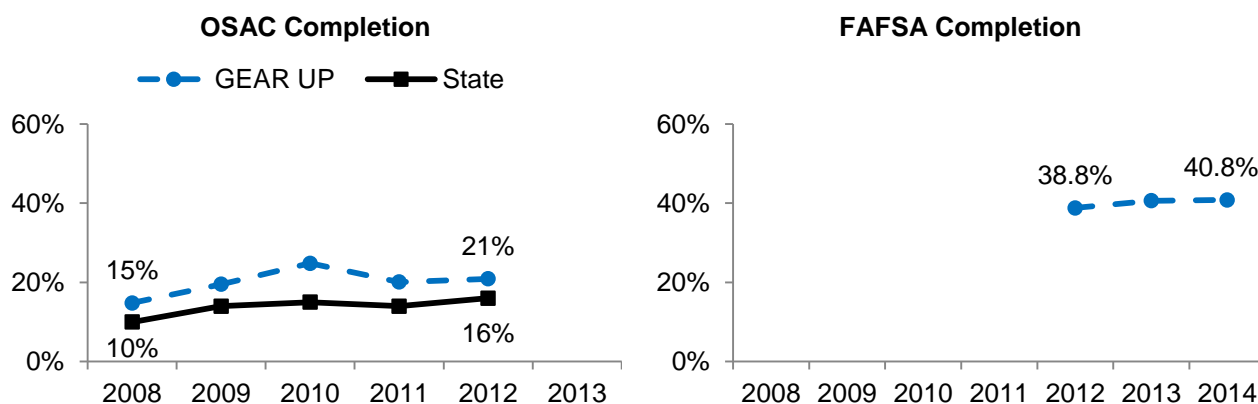
Summary

High expectations are a well-researched characteristic of successful educational programs for students regardless of their background or ability level (Roderick, Coca, & Nagaoka, 2011). Achieving the 40–40–20 goal will require educators to believe that the goal is attainable. During the past six years, students and parents raised their postsecondary aspirations from enrolling in college to achieving a degree. The percentage of educators who expected and believed that their students would enroll in college also increased across the project years, but consistently remained lower than the expectations of students and their parents. Less than a third believed that 80 percent of their students could complete a college preparatory curriculum and even fewer said their students would go on to college. Few educators believed the 40–40–20 goal was possible for their school and, even when provided college enrollment data, many continued to underestimate the number of their students who enrolled in college.

Despite their low expectations about students' college enrollment, educators did increase their participation in college and career activities. By 2014, three-quarters of the educators said they spent one or more hours on GEAR UP activities each month. In particular, educators reported more involvement in familiarizing students with college environments and possible postsecondary education options. A higher percentage of educators also said they provided information on financial aid and scholarships in the final year of the project.

Overall, student outcomes associated with college enrollment have shown positive gains during the course of the GEAR UP grant. The college enrollment rates in fall term have increased and dropout rates remain lower than the statewide average in GEAR UP schools. The OSAC and FAFSA rates have increased and remain higher than the statewide average. The only indicator that declined is the four-year high school graduation rate. The downward trend in these data may be explained, in part, to an increase in fifth-year seniors in GEAR UP schools. In recent years, several GEAR UP schools allowed students to take dual credit courses as fifth-year seniors to help ease their transition to postsecondary education.

Chapter 5
Academic "Rigor"

Oregon GEAR UP strives to increase the availability of courses to help every student meet more rigorous high school graduation requirements. In 2007, the State Board of Education voted to adopt new high school graduation requirements, with full implementation required in 2014.

The 2014 cohort is the first graduating class that must meet the more rigorous high school diploma requirements:

- **Credit requirements.** Students must earn a minimum of 24 credits, including four credits in English/Language Arts and three math credits in Algebra I or higher.

- **Essential skills requirements**. Students must demonstrate proficiency in writing, reading, and applied math.

- **Personalized learning requirements**. Students must meet a set of personalized learning requirements intended to help students plan for their post-high school education and career goals.

Oregon's Five "R" framework aligns with Oregon's new diploma requirements. Strategies related to "Rigor" aim to help schools strengthen math, writing, and reading instruction. Other strategies support the alignment of curriculum between middle and high school to ensure a seamless and effective transition for students.

GEAR UP Strategies and Activities

Oregon GEAR UP schools implemented a range of strategies to ensure every student has access to rigorous, college preparation curriculum. GEAR UP invested in professional development, technology (both hardware and software), and curriculum development. Clusters also strengthened partnerships with their communities and higher education institutions to increase dual credit offerings. Some clusters developed schoolwide interventions, others targeted certain grade levels, and some increased support for struggling students. The following paragraphs describe strategies that aim to increase rigor. Each cluster implemented one or more of these strategies with the support of GEAR UP funding and services.

- **Extended learning time/out-of-school time.** Some clusters implemented strategies to add extended learning time, before school, after school, or during the summer, in core subjects. The instruction was provided through tutoring by teachers or students.

- **Additional instruction time.** Many clusters added classroom instruction time in core subject areas and study skills. The content areas that clusters addressed were math, reading, writing, and study skills. The strategies used to increase instruction time included student workshops, individualized tutoring, and longer class periods. Some clusters added course offerings in core subjects.

- **Professional development.** Many clusters used grant funding to increase quality teaching in writing and other core subjects. The professional development strategies included organizing in-service training for teachers, sending staff members to training events, and creating professional learning communities.

- **Online courses.** One cluster provided students with expanded course offerings by subscribing to online courses. The online courses also provided students with opportunities to enroll in higher education courses.

- **Accelerated Learning options.** Several clusters added dual credit course offerings for students. Dual credit courses allow students to earn both high school credit and required or elective college credits. Although most courses were taught on the K–12 school campus, some clusters arranged for students to attend courses at the community college. A few clusters added Advanced Placement (AP) classes to prepare students for college.

Educators' Perceptions

The percentage of educators who said their school provided challenging classes to students increased steadily across project years (Figure 9). There was also an upward trend in the percentage of educators who said their school encouraged students to take challenging classes. A detailed summary of these data are in Appendix D.

Figure 9
Percentage of Educators Who Said Their Schools Provided Challenging Courses and Encouraged Students to Take Them, 2009–2014
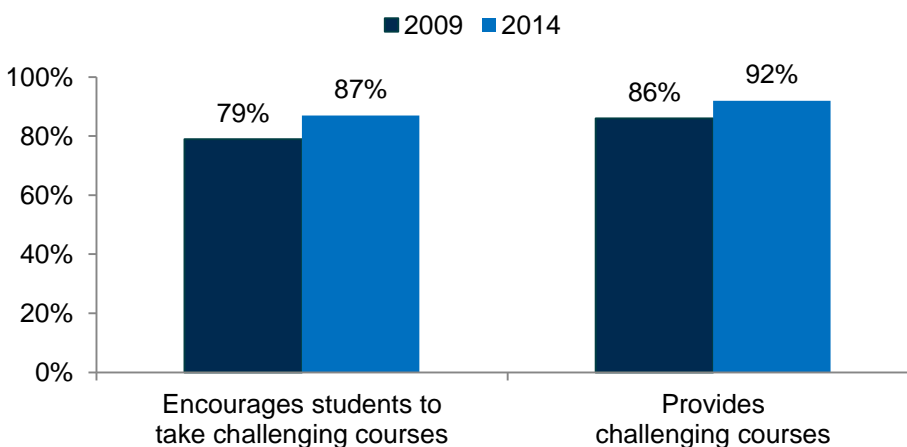
The percentage of educators who said the curriculum was more rigorous and college preparatory increased from 54 percent at baseline to 74 percent in the final year of the project (Figure 10). About two-thirds of the educators said the middle and high school curriculum was "very" to "moderately" aligned.

Figure 10
Percentage of Educators Who Said Their Curriculum Was More Rigorous and Aligned in Core Subjects, 2009 and 2014
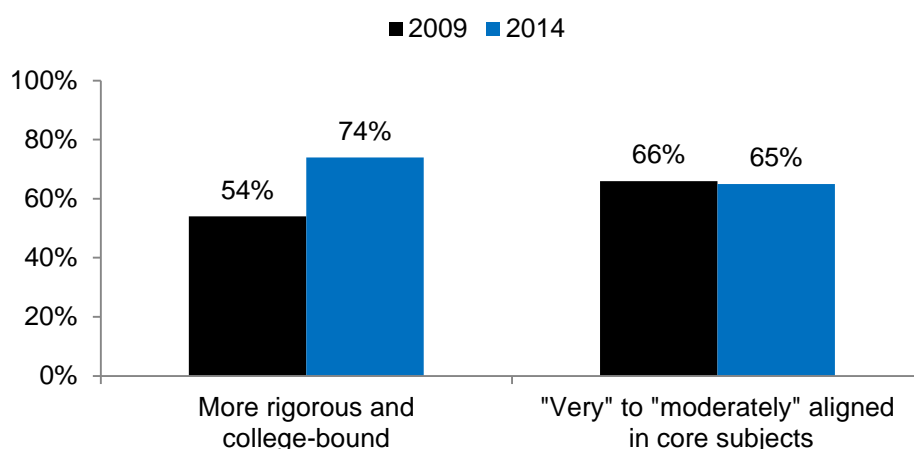
Survey Findings

Student Comments

The student survey included two open-ended questions that asked how their school helped them to learn about and/or plan for college or careers and their recommendations for improving the program. Twenty-eight seniors (5%) said that their school helped them to learn about and/or plan for college or careers by providing more rigorous classes. Below are the ways that students said GEAR UP increased "rigor" in their school courses:

- The general academic rigor of the courses their schools offered—"The classes have prepared me to work hard like I would have to do in college."

- The opportunity to take dual credit courses to earn college credit – "Classes that are free here and would cost in college"

- Career and technical education electives – "The ag program at my school helped me develop my goals in agriculture."

- Classes and coursework dedicated to college and/or career exploration – "They have entered me into the classes required to get into college and gave me assignments to help me figure out what I need to do to be qualified for my career."

Nineteen seniors (3%) said that their schools could have offered more challenging courses to prepare students for entering college or a career. They asked for more rigorous, college-like classes that would "teach us how to study" and better prepare students for postsecondary education. One student described being at a disadvantage: "Offer more challenging classes so that I feel like I am on an even playing field. I do not feel like I received as good of an education at my school as some other schools in our district even."

Rigorous Courses

Challenging Courses. The student survey included several items that asked students about the rigor of courses offered by their school. The percentage of the GEAR UP student cohort who agreed that their courses were challenging and they received encouragement to take them increased over time at each grade level (Figure 11). In 2009, half of the GEAR UP cohort said their courses were challenging. In grade 12, 84 percent of the cohort agreed their courses were challenging compared to just 67 percent in the baseline year. A summary of these data are in Appendix D.

Figure 11
Percentage of Students Who Said Their Schools Provided Challenging Courses and Encouraged Them to Take Them, 2009–2014
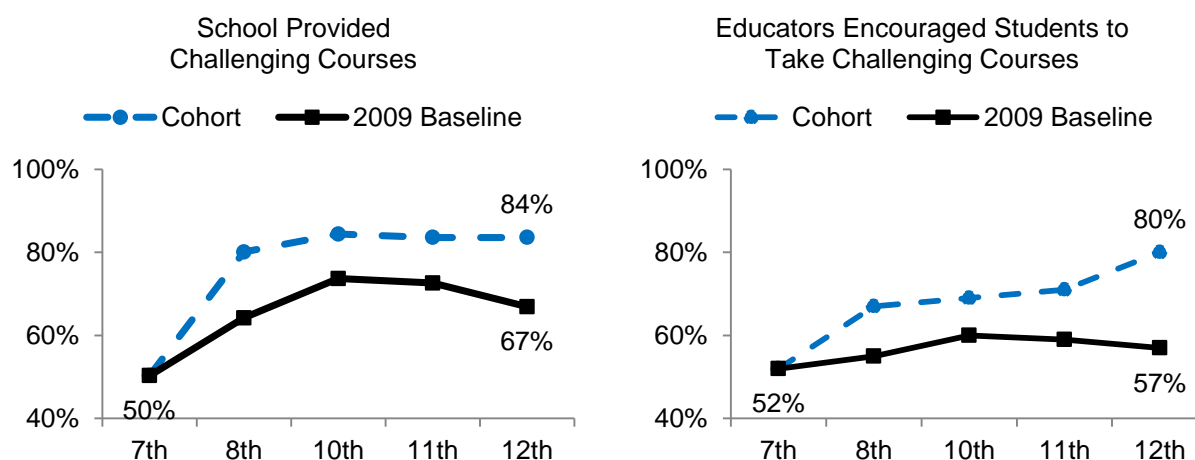
Homework. The percentage of students who did at least one hour of daily homework steadily declined from grade 7 to grade 12 for both groups of students (Figure 12). In 2009, 92 percent of students in grade 7 said they did daily homework. By their senior year, the percentage of students had decreased to 77 percent for the GEAR UP cohort (Figure 12).

Figure 12
Percentage of Students Who Said They Did One or More Hours of Homework Each Day, 2009 and 2014
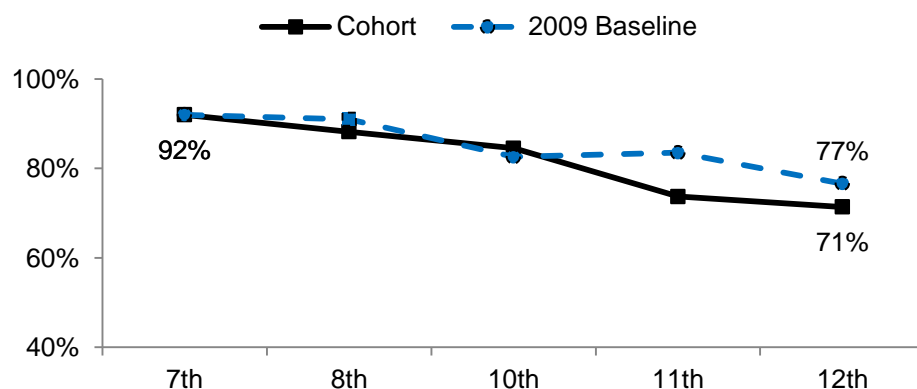
Dual Credit

GEAR UP schools view accelerated college credit as a key strategy to improve the high school-to-college transition and academic preparedness of Oregon students (Lerner & Brand, 2006). There are many types of accelerated college credit options in Oregon. Available student-level data for this evaluation was limited to student participation in dual credit articulated by community colleges only. The types and working definitions of accelerated college credit options available in Oregon, and the type of accelerated college credit examined in this report, are summarized in Table 7.

Table 7
Accelerated College Credit Options in Oregon Schools

Name	Definition	In study?
Dual credit	Courses articulated with an Oregon community college, offered in a high school during regular school hours, and taught by approved high school instructors for the purpose of secondary and postsecondary credit[b].	Yes
Dual credit	Courses articulated with an Oregon university, offered in a high school during regular school hours, and taught by approved high school instructors for the purpose of secondary and postsecondary credit[b].	No
Expanded options (including Early or Middle College programs)	Courses offered at an eligible postsecondary institution for high school students to complete high school diploma and earn college credits with costs paid for by the local school district.	No
Credit-by-proficiency courses	Courses that employ collaboratively-developed learning outcome assessments to award college credit to high school students, offered in a high school during regular school hours and taught by high school instructors	No
Formalized programs	Advanced Placement (AP) and International Baccalaureate (IB) courses where students receive college credit or alternative placement based on exam results	No
Other	Online college courses accessible by high school students	No

a. Adapted from "Enhancing Accelerated Learning Options in Oregon" by the Accelerated Learning Committee with input from Lisa Reynolds, Education Specialist at the Oregon Department of Community Colleges and Workforce Development. The Accelerated Learning Committee was established by Senate Bill 222. The seven-member task force is charged with examining methods to encourage and enable Oregon students to obtain college credits while still in high school.
b. Courses may include lower division collegiate (LDC) college courses, sometimes called College Now, and Career Technical Education (CTE) college courses, sometimes called "Tech Prep" or "Two Plus Two."

Characteristics of Dual Credit Students

The dual credit analysis includes students in the graduating classes of 2008 to 2012 at the 13 federally-funded GEAR UP high schools (N=7,862). The dataset includes data on students who attended a public high school in Oregon from 2004/05 to 2011/12, but dual credit data are most complete starting in 2006/07, so only the last two cohorts of students who were seniors in 2010/11 and 2011/12 have four full years of dual credit data. Because the majority of dual credit

participation occurred during the students' junior and senior years, we examined dual credit participation in the last two years of high school for each cohort beginning with the 2007/08 cohort.

Characteristics of students who took dual credit versus students who did not take dual credit reveal key demographic and academic differences between these two student groups (Table 8). For example, dual credit participants are much more likely than students who did not take dual credit to be female and White. Additionally, a higher percentage of dual credit participants than students who did not take dual credit met or exceeded the achievement standard on the grade 10 Oregon Assessment of Knowledge and Skills (OAKS) in math and reading and graduated from high school. Finally, dual credit participants are more economically advantaged than students who did not take dual credit. About half of the dual credit students received free and reduced-price lunch compared to nearly three-quarters of non-dual credit participants who did so.

These differences in characteristics are important to consider when examining data on dual credit, particularly differences in postsecondary outcomes of students who took dual credit versus those who did not. On average, dual credit students are probably some of the highest-achievers at their high schools and may be college-bound regardless of their dual credit participation. However, as discussed in the subsequent section, increasing opportunities to take dual credit may result in a larger number of students from traditionally underrepresented groups taking dual credit and earning college credits in high school.

Table 8
Characteristics and Dual Credit Status of Students At GEAR UP Schools, Class Of 2008–2012

	Did Take Dual Credit (N=2,282)	Did Not Take Dual Credit (N=5,580)
Gender		
Female	57%	45%
Male	43%	55%
Race/ethnicity		
Black	1%	1%
Asian	2%	1%
Latino	9%	13%
American Indian/Alaska Native (AI/AN)	3%	3%
White	84%	78%
Other (multi-ethnic, unknown)	2%	4%
High school experiences		
Free and reduced-price lunch	51%	72%
Individualized Education Program	8%	25%
English language learner status	4%	8%
Average number of absences in senior year	12	15
Grade 10 Math OAKS performance level[a]		
No rating	3%	20%
Low/very low	12%	37%
Nearly meets	13%	17%
Meets	54%	23%
Exceeds	18%	3%
Grade 10 Reading OAKS performance level[a]		
No rating	3%	20%
Low/very low	5%	21%
Nearly meets	9%	17%
Meets	61%	37%
Exceeds	22%	5%
HS graduation status		
Graduated	96%	63%
Dropped out	<1%	12%
Withdrawal status unknown[b]	4%	25%

a. In each subject, ODE designates the OAKS score that indicates the student has met the achievement standard in that subject. They also designate score ranges that indicate the student is very low from, low from, nearly meets, meets, or exceeds the achievement standard. The categories of very low and low performance levels were combined.
b. Student may have dropped out or moved out of state.

Dual Credit Participation Over Time

Overall, dual credit participation has increased in the state of Oregon by nine percentage points for the classes of 2008 to 2012 (Figure 13). The increase has been higher for GEAR UP schools: 26 percent of the 2008 class and 38 percent of the 2012 class took a dual credit course, representing a 12 percentage point increase.

Figure 13
Percentage of Students Who Took Dual Credit in Junior and/or Senior Year
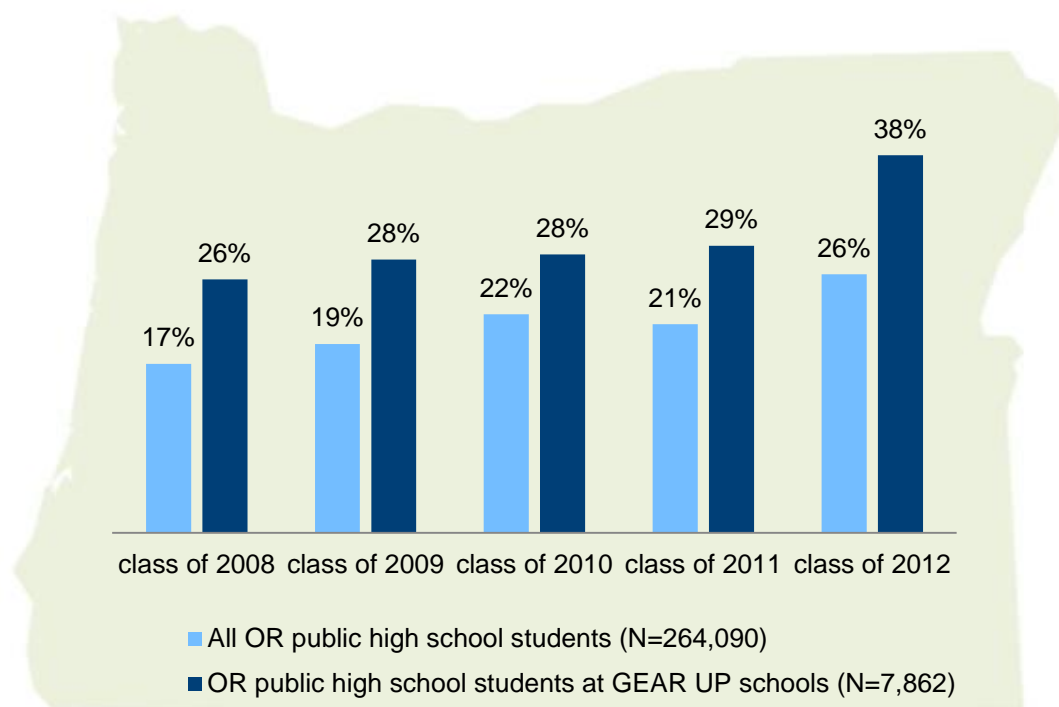
The average participation rates across GEAR UP schools masks quite a bit of variation in dual credit participation at each high school. Table 9 outlines, by high school, the participation rate for all classes, the participation rate for the class of 2008 and 2012 separately, and the percentage point change in participation between the class of 2008 and 2012. All but two schools experienced an increase in the percentage of students taking dual credit.

Table 9
Percentage of Students Who Took Dual Credit in Their Junior and/or Senior Year, by GEAR UP School

GEAR UP School	Number of students in 2008-2012 classes	Dual Credit Participants			Percentage Point Change 2008 to 2012 class[a]
		2008-2012 classes	2008 class	2012 class	
South Umpqua HS	657	21%	1%	39%	38%
Stanfield Secondary	196	19%	8%	43%	35%
La Pine HS	701	10%	1%	26%	25%
Brookings-Harbor HS	925	37%	35%	54%	19%
North Marion HS	775	37%	35%	52%	17%
Sweet Home HS	1,064	27%	21%	33%	12%
Glendale HS	201	22%	12%	23%	11%
Cottage Grove HS	960	49%	46%	50%	4%
Taft Junior/Senior HS	751	11%	11%	14%	3%
Lost River HS	245	23%	14%	17%	3%
Kennedy Alternative HS	296	4%	2%	2%	0%
North Valley HS	831	49%	58%	57%	-1%
Irrigon Junior/Senior HS[b]	260	16%	39%	2%	-37%

a.   Percent change calculation between 2008 (y1) and 2012 (y2) was calculated by ((y2–y1)/y1*100.
b.   The reported data summarizes dual credit articulated by Oregon Community Colleges only. Thus, the data may underreport the percentage of students for Irrigon Junior/Senior High School and other schools that offer dual credit through partnerships with four-year colleges or universities.

As Figure 14 illustrates, there are striking differences between students who took dual credit and students who did not take dual credit. Yet, as dual credit participation has increased, so has the proportion of dual credit participants from underrepresented and traditionally disadvantaged groups. In particular, for each graduating class, a greater proportion of students who received free and reduced-price lunch took dual credit. Increases in access to and participation in dual credit among low-income students represents an important achievement for GEAR UP high schools.

Figure 14
Percentage of Students at GEAR UP Schools, Who Received Free and Reduced-Price Lunch, Who Took Dual Credit in Junior and/or Senior Year
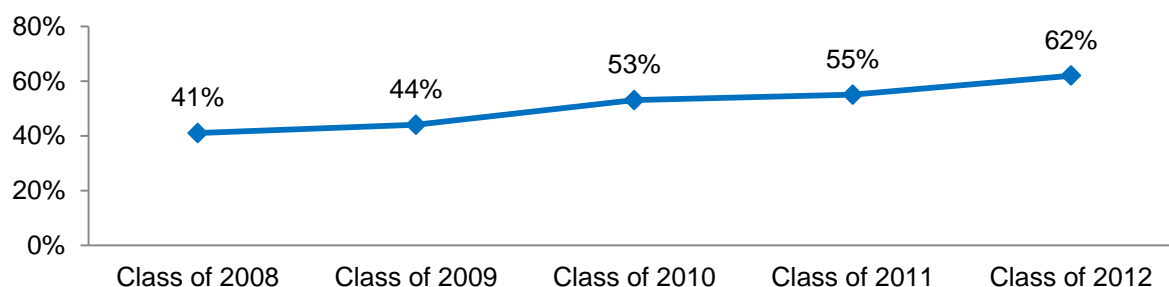
Dual Credit Outcomes

Course outcomes. On average, dual credit students took five dual credit courses in their junior and/or senior years and earned an average of 18.5 college credits. Students obtained dual credit in a variety of different subject areas. More than a third of the GEAR UP students took a dual credit math and/or English course earning, on average, 4.4 college credits in math and almost three college credits in English (Figure 15). The most common courses were the math and English courses listed below. Table D–4 in Appendix D outlines the most popular courses in all 16 dual credit subject areas.

- College algebra (111)
- Trigonometry (112)
- Calculus I (251)
- English composition I (121)
- English composition II (122)
- Introduction to literature (104).

Figure 15
By Subject Area, Percentage of Dual Credit GEAR UP Students Who Took a Course and Average College Credits They Earned, Class of 2008-2012

Dual Credit Subject Area Participation

Subject	Percentage
Math	35%
English	34%
Computers	27%
Health	25%
Sciences	19%
Languages	11%
History	7%
College success	7%
Education	7%
Business	6%
Trades/CTE	6%
Social Sciences	5%
Art/Music	4%
Agriculture	2%
Fitness	2%
Hospitality	2%

Average College Credits Earned

Subject	Credits
Math	4.4
English	2.9
Computers	1.7
Health	1.6
Sciences	2.9
Languages	1.1
History	1.3
College success	0.2
Education	0.4
Business	0.4
Trades/CTE	0.6
Social Sciences	0.3
Art/Music	0.2
Agriculture	0.1
Fitness	0.1
Hospitality	0.1

Postsecondary outcomes. Nearly 80 percent of students who took dual credit in the classes of 2008 to 2011 enrolled in college, and 71 percent enrolled in the academic year following high school (Figure 16). A much lower proportion of students who did not take dual credit enrolled in college.

Figure 16
Percentage of Students at GEAR UP Schools Who Enrolled in College, by First College Type and Enrollment Time, Class of 2008–2011
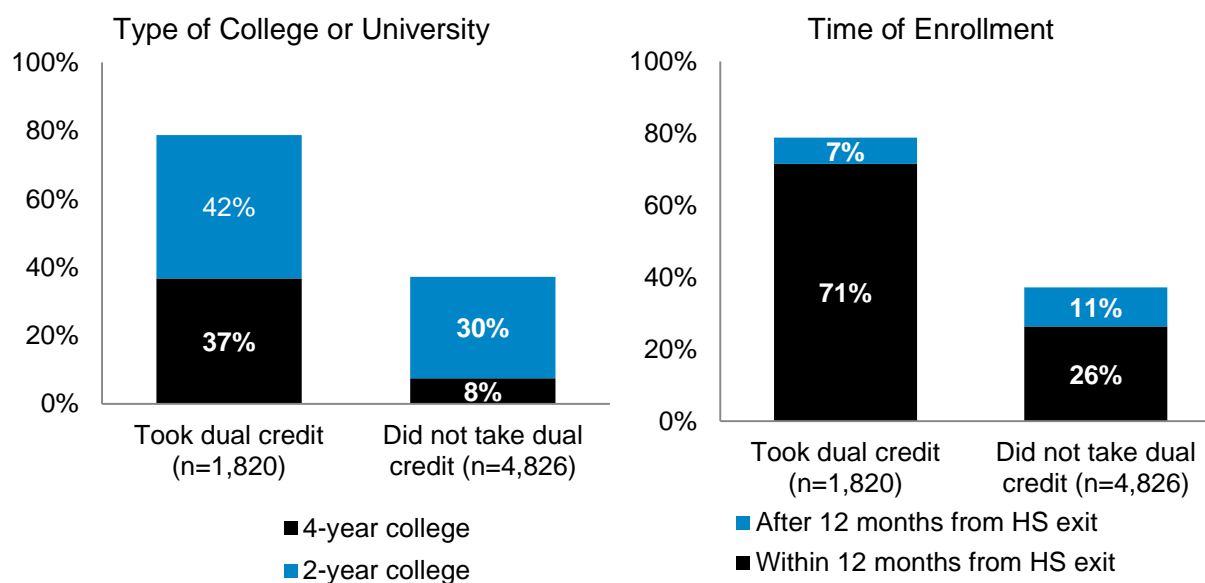
Community College and High School Partnerships

A central principle and focus of GEAR UP is relationships and, in particular, collaboration among K-12 schools and postsecondary institutions. Dual credit represents one way in which GEAR UP schools partnered with institutions of higher education to improve the college preparation of their students. At most GEAR UP schools, students were able to take college courses that were articulated with more than one community college (Table 9). GEAR UP schools that had partnerships with four or more community colleges also tended to have high participation rates in dual credit or high growth in participation from the classes of 2008 to 2012.

Summary

Increasing opportunities for students to participate in rigorous academic courses that better prepare them for college was a strong focus of Oregon GEAR UP schools. During the course of the project, the percentage of educators and students, who said their school provided more rigorous, challenging courses, increased. Compared to seniors in the baseline year, a substantially higher percentage of seniors in the GEAR UP cohort agreed that their school provided challenging courses (84% vs. 67%) and that educators encouraged them to take these

courses (80% vs. 57%). Compared to high school students, a higher percentage of middle school students said they did daily homework. This trend was true for the baseline and GEAR UP cohort.

The activities that schools used to increase rigor varied widely in the type of intervention, targeted student populations, and subject areas. Some schools implemented tutoring programs or additional instructional time that targeted struggling students. Others developed schoolwide approaches to strengthen instruction in core subject areas for all students. Many clusters provided professional development to increase quality teaching and/or curriculum alignment in math, writing, and other core subjects. The most common approach offered by all schools to increase equitable access to rigorous courses was expanding accelerated credit options for students. The percentage point change for students who participated in dual credit courses was higher for GEAR UP schools (12%) than the statewide average (9%). The success of the intentional efforts of GEAR UP schools to include low-income students in dual credit courses was also evident. For the class of 2008, 41 percent of students who received free and reduced-price lunch participated in a dual credit course. For the class of 2012, the percentage of low-income students participating in dual credit courses increased to 62 percent.

Table 10
GEAR UP and Community College Partnerships That Offer Dual Credit Options to Students in Classes of 2008–2012

GEAR UP School	Community College Partners	
	Primary Community College Partner	Additional Community College Partners
South Umpqua High School	Umpqua CC	Chemeketa CC Clatsop CC Rogue CC
Stanfield Secondary	Blue Mountain CC	
La Pine High School	Central Oregon CC	Chemeketa CC Lane CC
Brookings-Harbor High School	Southern Oregon CC	Blue Mountain CC Clackamas CC Rogue CC Tillamook Bay CC
North Marion High School	Chemeketa CC	Clackamas CC Portland CC
Sweet Home High School	Columbia Gorge CC	Lane CC Linn-Benton CC Portland CC
Glendale High School	Umpqua CC	Chemeketa CC Clackamas CC Rogue CC
Cottage Grove High School	Lane CC	Chemeketa CC Clackamas CC Columbia Gorge CC Linn-Benton CC Portland CC Rogue CC Southern Oregon CC
Taft Junior/Senior High School	Oregon Coast CC	Chemeketa CC Clatsop CC Columbia Gorge CC Mount Hood CC Rogue CC
Lost River High School	Klamath CC	Rogue CC
Kennedy Alternative High School	Lane CC	
North Valley High School	Rogue CC	Blue Mountain CC Portland CC Lane CC
Irrigon Junior/Senior High School	Blue Mountain CC	

Note: Primary community college refers to the institution that awarded the highest number of articulated college credit to students enrolled in the GEAR UP school

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Chapter 6
Relevance and Right Classes

Each school district in Oregon is required to have a comprehensive guidance and counseling program that supports each student's transition through school, achievement of the diploma requirements, and preparation for post-high school next steps (Oregon Department of Education, 2012). Strategies related to "Relevance" and "Right Classes" align with these state requirements. The first section of this chapter will describe the strategies that GEAR UP schools used to help students better understand the relevance of school to their future college and career success. It will also share the educator and student survey results about the relevance of their educational opportunities. The second section will describe the activities and survey results related to "Right Classes."

Relevance

GEAR UP Strategies

GEAR UP strategies related to "Relevance" help students participate in experiences that connect classroom learning with real life experiences in work, college, and community settings. They provide students with hands-on opportunities to explore career interests and promote active engagement of business and community members in the process. The following paragraphs describe the ways that clusters helped students explore and plan postsecondary education and career goals.

- **Job shadowing and internships.** A few clusters created opportunities for students to experience job shadowing or internships at local businesses. In addition to the real life experience, students completed assignments to help them reflect on their experience and possible career paths.

- **Career classes and clubs.** Some clusters offered career classes or clubs to help students explore career and postsecondary options. The clusters offered the career classes to middle school and ninth-grade students. A few clusters provided clubs or regular meetings to promote awareness and discussions about college and career options.

- **Career fairs and guest speakers.** Several clusters hosted career fairs for middle and high school students. Clusters in smaller communities often co-planned one event for several schools to promote participation from a wide variety of businesses, professionals, and colleges. The events provided opportunities for students to talk with local businesses and college representatives about their postsecondary options. A career photo booth was an activity included in several career fairs. The career photo booth provided students with a picture of themselves and a list of education requirements for a career that interested them. A few schools also arranged for guest speakers to share information about different career paths and to encourage students

to dream and plan for college. The clusters sponsored a variety of speakers, including business leaders, professionals, and former graduates who had gone on to college.

- **Career Information System (CIS) and Nav 101.** Some clusters used online resources to help students learn about, plan, and set up career folders and portfolios, and to plan for success after high school. Generally, clusters provided instruction and opportunities for middle school students to use the online system and encouraged them to update their career portfolio in high school.

- **Other Relevance activities.** Several clusters integrated career awareness in creative ways. For example, one cluster required all seniors to demonstrate career readiness skills through a senior project. The ways that students could complete this requirement included working with mentors, completing internships, conducting community service, and/or participating in job shadow experiences. Another cluster asked their eighth-grade sudents to complete an essay about their future dreams and goals. The essay was displayed on a poster with pictures representing who the students are now and what they dream of doing in the future.

Survey Findings

Student Comments

On the survey open-ended questions, 58 seniors (10%) said that their school helped them to learn about and/or plan for postsecondary by providing opportunities to learn about careers and identify their passions. Examples of career planning supports included career exploration opportunities in the classroom (e.g., activities using CIS) and learning about what it takes to pursue a given profession (e.g., by listening to career speakers with different education and work experience backgrounds). One student gave the specific example of how helpful it was to do career research through the required senior project:

> *They require us to complete a senior project based on our plans after high school and it helps out a lot because we get the opportunity to research different careers and get a good idea of what career we want to purse and what it takes to get there.*

A few seniors felt that the career exploration opportunities provided at school were sufficient. Thirty-seven seniors (6%) said that the school could have better helped them to prepare for entering college or a career by providing a wider variety of course options. Students said they wished that their schools "offered a more broader spectrum of classes that help people find out what interests them and what it takes to succeed in what they choose to do." They specifically asked for career and technical classes that align with students' chosen postsecondary interests.

Seniors also requested additional career information, instruction on more general life skills, and help connecting to opportunities for hands-on learning. Twenty-seven seniors (4%) requested a stronger focus on providing career information to students, for example through career fairs or career-focused days at school. Students requested more information about the types of careers that you could pursue with a given college major, careers that do not require a college degree,

and career paths that are particularly popular. Seventeen seniors (3%) requested that the school "teach us stuff that will actually help us in the real world." Examples included requests for instruction on job applications, taxes, personal finance and saving money, and general social skills. Finally, twelve seniors (2%) asked for help finding hands-on learning opportunities like job shadowing, internships, and volunteering. As one student explained, "they tell us we need to do them but we don't get much help with how to figure out how to get connections."

Career Planning

A higher percentage of GEAR UP students said they became more aware of career options and that their school helped them get a clear sense of what they would like to do in the future compared to students in the baseline year (Figure 17). In 2009, 54 percent of the GEAR UP cohort said they became more aware of career options because of GEAR UP or school. In their senior year, 77 percent of the GEAR UP cohort said that GEAR UP increased their awareness of career options compared to 33 percent of the seniors in the baseline year, a 44 percentage point difference between the two groups. The percentage of GEAR UP seniors who said the program gave them a clear sense of direction for their future was 16 percentage points higher (65%) than the baseline group (49%). A detailed summary of these data are in Appendix D.

Figure 17
Percentage of Students Who Said GEAR UP Helped Them Learn About Career Options and Think About the Future, 2009–2014
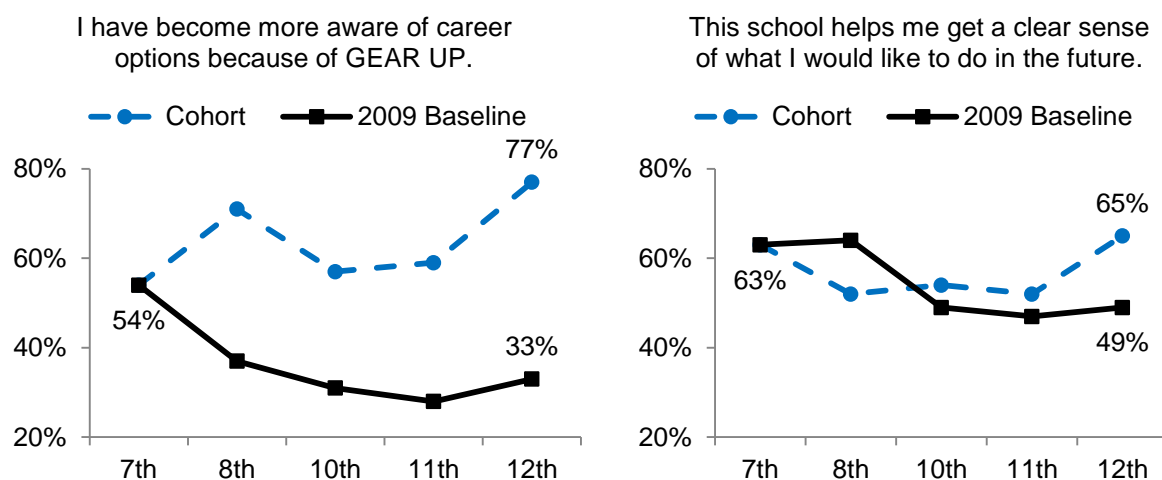
Right Classes

Schools are required to help each student plan the coursework needed to successfully pursue their postsecondary goals (Oregon Department of Education, 2013). The education plan serves as a guide for preparing students to transition to their chosen college or career paths. The student is responsible, with guidance, to develop and manage his or her personal plan and profile. The school is responsible for providing a process and guidance to students. The process should begin no later than grade 7 and continue until grade 12, with regular reviews and

updates. The process should allow students the flexibility to adjust their education plan as their career interests change or evolve. The following paragraphs describe strategies that support the "Right Classes" component of Oregon's model. Each cluster implemented one or more of these strategies with the support of GEAR UP funding and services.

- **Events to support transition from middle to high school.** Several clusters held orientations for eighth-grade students and their parents. The purpose of the events was to familiarize students to the high school environment and to emphasize the benefits of postsecondary education. The events also emphasized the importance of planning high school course work early so that students are prepared to achieve their postsecondary goals. Many events included activities to orient students to high school routines, rules, and culture.
- **College advisory classes.** Clusters increased the opportunities for educators to help students plan the right classes, learn about college requirements, and increase their financial aid literacy. Some clusters included information about college and career preparation during advisory periods. One cluster developed and integrated curriculum about preparing for and transitioning to postsecondary education into a required senior class.
- **Online courses.** One cluster used online resources to expand curricular offerings to students. The online course provided monitoring information that alerted the students and the school if the student lagged behind or needed more assistance. The online company also provided students with access to higher education courses.

Survey Findings

Student Comments

Sixty-one seniors (10%) specifically said that the school has helped them to learn about and/or plan for college or a career by providing encouragement, motivation, and goal-setting and planning supports around postsecondary education. One student explained that the "school helped to show me that college isn't out of the ballpark for me, that it could be affordable" and that "it started me thinking on what I wanted to do in the future." Another student said the school supported a culture of college goal-setting:

> *My school helped me learn about college because it started to be a common topic among students and staff. Instead of having the goal to just graduate high school, many students started having goals for college. Our school has provided the necessary reminders and education about how to pursue college.*

An additional 19 seniors (3%) said that their school helped them to learn about and/or plan for their futures by emphasizing the importance of postsecondary education in general. One explained that "it caused awareness, and sparked a sense of urgency in the students." Another said that "throughout school, teachers and staff members have always encouraged students to go to college. They always answer questions and provide quality information about how to get scholarships and what to do when applying to a college."

Fifty-one seniors (8%) made general statements about how the school helped with planning for college or career without mentioning specific examples of these supports. For example, one student said that "since [seventh grade] I [haven't] stopped hearing about gear up. I can [remember] the day when our teacher introduced us to it. Gear up has really helped my classmates and me get to college."

Finally, some seniors thought the school could have better prepared them for entering college or a career by providing more information about postsecondary education options or more help preparing for college requirements. Thirty-one seniors (5%) said that they would have liked more general information about colleges and postsecondary options (e.g., through college fairs). Students also asked for more information about career and technical postsecondary training. For example, one student said "the school could do a better job of informing people about schooling that isn't a university. Specifically trade schools could be discussed more." Twenty-two seniors (4%) requested additional help for identifying college requirements and developing specific plans to stay on track for satisfying these. Students asked that the school assist students by "talk[ing] about what it takes to get into college" and "helping with the options I have and what track I should go down next year."

College Preparation and Planning

A core goal of Oregon GEAR UP was to provide college and career information to students in earlier grades. A higher percentage of the cohort students reported that someone from GEAR UP or school had talked to them about college from grade 8 to grade 12. The differences across grade levels were highest in eighth grade (21 percentage point difference) and lowest in grades 11 and 12. The percentage of students who said they talked with an adult in their home was similar for the GEAR UP cohort and students in the baseline group (Table 18).

Figure 18
Percentage of Students Who Talked With Someone From Home or School About College, 2009–2014
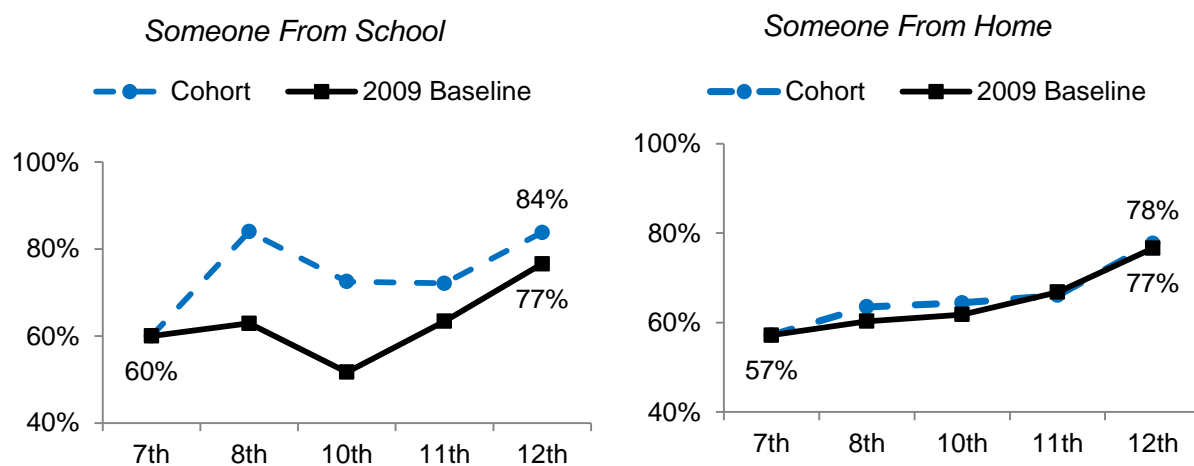
Students' Awareness of Postsecondary Options

Students' awareness of the entrance requirements of postsecondary education was higher in later grades than in earlier grades, but there was little difference between the percentages of students in the GEAR UP cohort and baseline group (Figure 19). More students were familiar with 2-year and 4-year colleges or universities than technical, trade, or business institutions.

Figure 19
Percentage of Students Who Said They Were Familiar With the Entrance Requirements of Postsecondary Education, 2009–2014
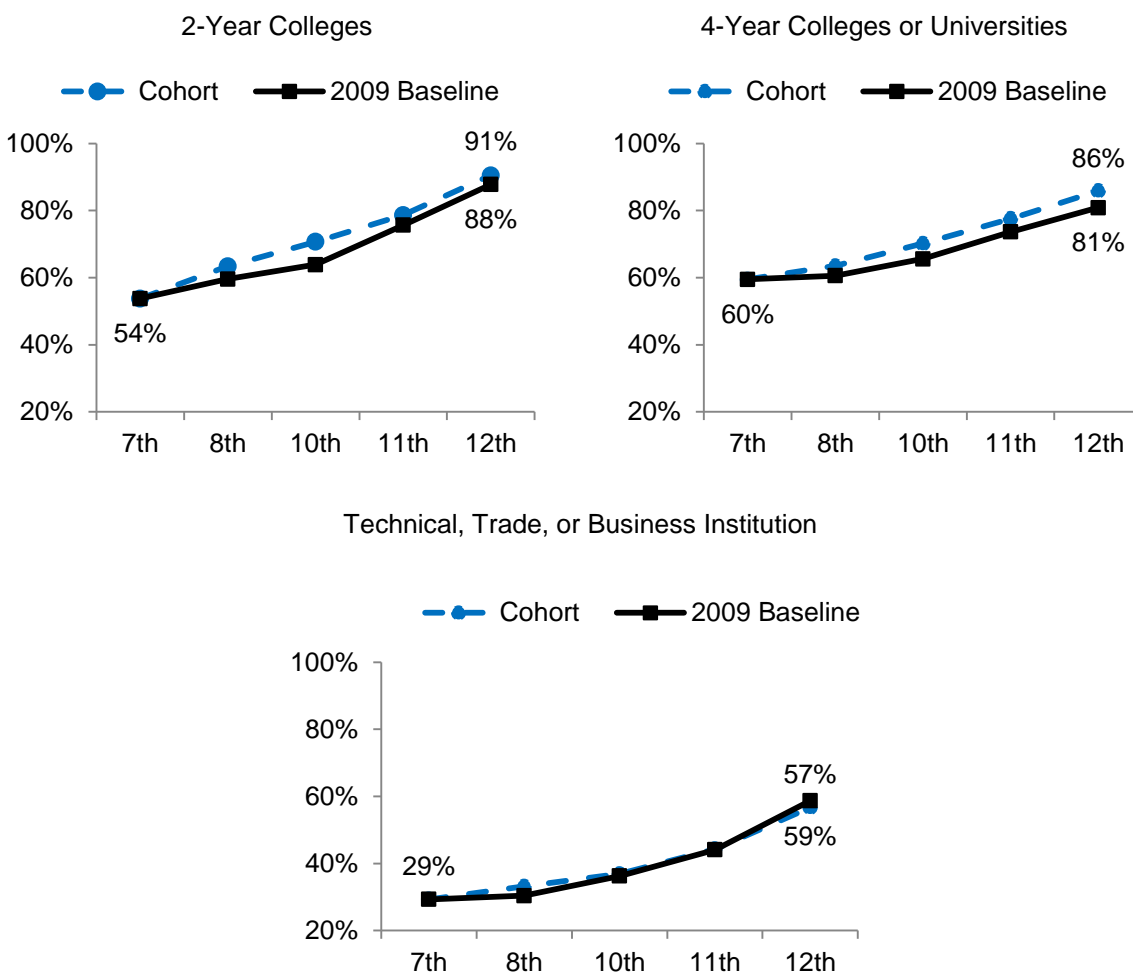
Conclusion

A core value of Oregon GEAR UP is to increase college and career awareness among students at earlier grades and from low-income families. Participating schools implemented several strategies to achieve this goal including career fairs, guest speakers, and job shadowing. Some schools also incorporated college and career planning activities into required coursework, like classroom assignments using the Career Information System (CIS) and Nav 101. The seniors' comments and survey findings suggest these efforts were successful. The percentage of seniors

who said they became aware of various career options and had a clear sense of direction was higher for the GEAR UP cohort than seniors in the baseline group. Also, a higher percentage of GEAR UP seniors than seniors in the baseline year discussed college with someone from school.

Surprisingly, the percentage of seniors who said they were familiar with postsecondary enrollment requirements was similar for the GEAR UP cohort and seniors in the baseline year. Over 90 percent of the GEAR UP seniors said they knew about 2-year colleges and 86 percent said they were familiar with requirements for 4-year colleges or universities. In contrast, less than 60 percent of the seniors said they were familiar with the entrance requirements of technical, trade, or business institutions.

GEAR UP seniors suggested several ways that schools could improve the program. Many of their suggestions centered around getting information about a broader range of career options by expanding course options, and hands-on learning opportunities. Others said learning about the career choices that different college majors or postsecondary degrees provide would have been helpful. Finally, some seniors simply wanted more information about budgeting, job applications, and other skills to "help them succeed in the real world."

Chapter 7
Relationships and Raising Awareness

Relationships and Raising Awareness are important elements in Oregon's Five "R" framework because many students do not take the necessary steps to prepare for and enter college. These steps include taking college entrance exams, searching for colleges, applying for financial aid, submitting college applications, and selecting a college. By their senior year, students have to decide where to go, how to apply, and how to pay for college. Most students need support at school and home to successfully transition to postsecondary education. This chapter describes the strategies and survey results related to "Relationships" and "Raising Awareness" that schools used to help students prepare for college.

Relationships

Students and their families need guidance from knowledgeable school staff members if they are to successfully navigate the college application processes. Unfortunately, many students lack adequate advice, particularly if no one in their immediate families has completed a 2- or 4-year college degree. As a result, the responsibility for helping students gain the academic, social, and cultural skills to successfully enroll in college falls upon teachers, counselors, and school administrators (Savitz-Romer & Bouffard, 2012; Tierney et. al. 2009). The following paragraphs describe strategies that aim to promote relationships that support students as they plan and prepare for postsecondary education. Each cluster implemented one or more of these strategies with the support of GEAR UP funding and services.

- **Access to Student Assistance Programs In Reach of Everyone (ASPIRE).** Most clusters implement the ASPIRE program. Administered by the OSAC, ASPIRE is Oregon's official mentoring program to help students access education and training beyond high school. Students receive information about college options, admission, and financial aid from trained and supportive ASPIRE volunteer mentors who work one-on-one with them throughout the year. ASPIRE serves students and families by helping middle and high schools build a sustainable community of volunteer advisors; educating students and families about the scholarship application process and other options for paying for postsecondary education; advising; and providing resources and encouragement to help students access education and training beyond high school.

- **Community organizations committed to college preparation.** Two clusters receive support from College Dreams, a nonprofit agency that promotes healthy youth development, academic excellence, and college preparation for students, especially those who face life challenges. College Dreams provides students with an on-site College Preparation Specialist, who works with students on a weekly or monthly basis, providing activities and experiences centered around careers and college.

- **Peer mentoring.** Many clusters implement peer mentoring programs to promote smooth transitions for elementary students entering middle school and middle school students entering high school. For example, five clusters implemented Where We Belong (WEB) and Link Crew. WEB is a middle school orientation and transition program that aims to make sixth-and seventh-grade students feel welcome during their first years in middle school. WEB trains eighth-grade students to serve as positive role models and mentors to their younger peers. Link Crew is a high school orientation and transition program that increases freshman success. Members of the junior and senior class are trained to be Link Crew Leaders, who act as positive role models, motivators, student mentors, and teachers, and help guide the freshmen to discover what it takes to be successful during their high school transition.

- **Student orientations and parent nights**. Several clusters conducted student orientations and parent nights to orient students and families to the school environment and to GEAR UP. The topics addressed strategies to help students graduate from high school and prepare to transition to their postsecondary education or career choice.

- **Summer enrichment programs.** GEAR UP programs helped students attend summer enrichment programs, including summer camps and seminars hosted by colleges. For example, students from six clusters participated in the mobile engineering camp conducted by Oregon State University.

- **Club activities.** Some clusters have developed GEAR UP afterschool clubs. Club members learn about the importance of college, investigate various postsecondary educational options, and share findings with the group. Club members also organize college visits.

- **College preparation courses.** One cluster developed a seventh-grade leadership program that provided tutoring in study halls, visited elementary schools for GEAR UP activities, and encouraged businesses to particpate in a College T-Shirt Tuesday program.

- **Parent nights**. Over half of the clusters conducted parent nights that provided parents and community members with information about how to support students. The topics addressed strategies to help students graduate from high school and prepare for transition to their postsecondary education or career choice.

- **Recognition and special events.** Clusters have developed several ways to recognize students who have completed important steps toward postsecondary success. For example, one cluster conducts a "Signing Day" to honor students going on to college, trade schools, or the military. Pictures of the students are displayed along with their chosen career or education plans.

- **Communication with parents and community members.** Clusters implemented creative ways to communicate college information to families and community members. For example, a few clusters established parent groups to support GEAR UP activities. Another cluster mailed a quarterly newsletter to parents that provided information about GEAR UP and college/career readiness.

Survey Findings

Student Comments

When asked how their school helped them to prepare for postsecondary education and their career, 22 seniors (4%) said that support from staff members who "have made my education their number one priority" has helped them to learn about and/or plan for college or careers. Some cited broad support and encouragement from teachers and counselors across the school, while others said that "it was one teacher I knew on a personal level that actually helped me." The show of interest and support from staff members helped students open up to the school's messages about planning for college and career. One student explained that "the teachers were really involved with each student and it made me really want to listen to them."

Twenty-five seniors (4%) said that the school could have provided more staff support for helping students prepare to enter college or a career. Some said they would have liked if the school "showed more interest in students" and that "I would have appreciated a little bit of cheering on from the teachers but I got none." Others asked that educators focus more on individuals by "maybe spend[ing] more one on one time together with each student". One student explained that capacity constraints prevent staff members from reaching all of the students: "The counselor to student ratio is way too high. The counselors do a good job getting info to students who ask about college and other things but it would be more effective if there were more."

In related requests, 17 students (3%) said that the school could improve communication about college and career. This included increasing the general clarity and visibility of the advice provided as well as providing more targeted supports to all students to help them better understand the postsecondary planning process. As one student explained, "they could of made it more knowledgeable and made it posted more. If they would have made it clear about some of the things then I think that more kids would have applied to college."

Teacher-Student Relationships

The percentage of students in the GEAR UP cohort who had positive feelings about their teachers increased across the project years (Figure 20). In general, the majority of students agreed that their teachers respected them, were interested in their learning, and provided the help they needed, especially in their senior year. However, the pattern of responses for eighth-grade students varied. The percentage of eighth-grade students who said they were respected by their teachers was lower for than other grades for the GEAR UP cohort and students in the baseline year. In contrast, a higher percentage of eighth-graders in the GEAR UP cohort said their teachers were interested in their learning than in the baseline year. The reverse was true in relation to students' perceptions of teachers providing the help they needed. In this instance, the percentage of the GEAR UP cohort who said they received help from their teachers was lower than eighth grade students in the baseline year. A detailed summary of these data are in Appendix D.

Figure 20

Percentage of Students Who Agreed that Their Teachers Respected Them, Were Interested in Their Learning, and Provided the Help They Needed, 2009–2014

Respected by My Teachers

My Teachers Are Truly Interested in My Learning

Received the Help I Need
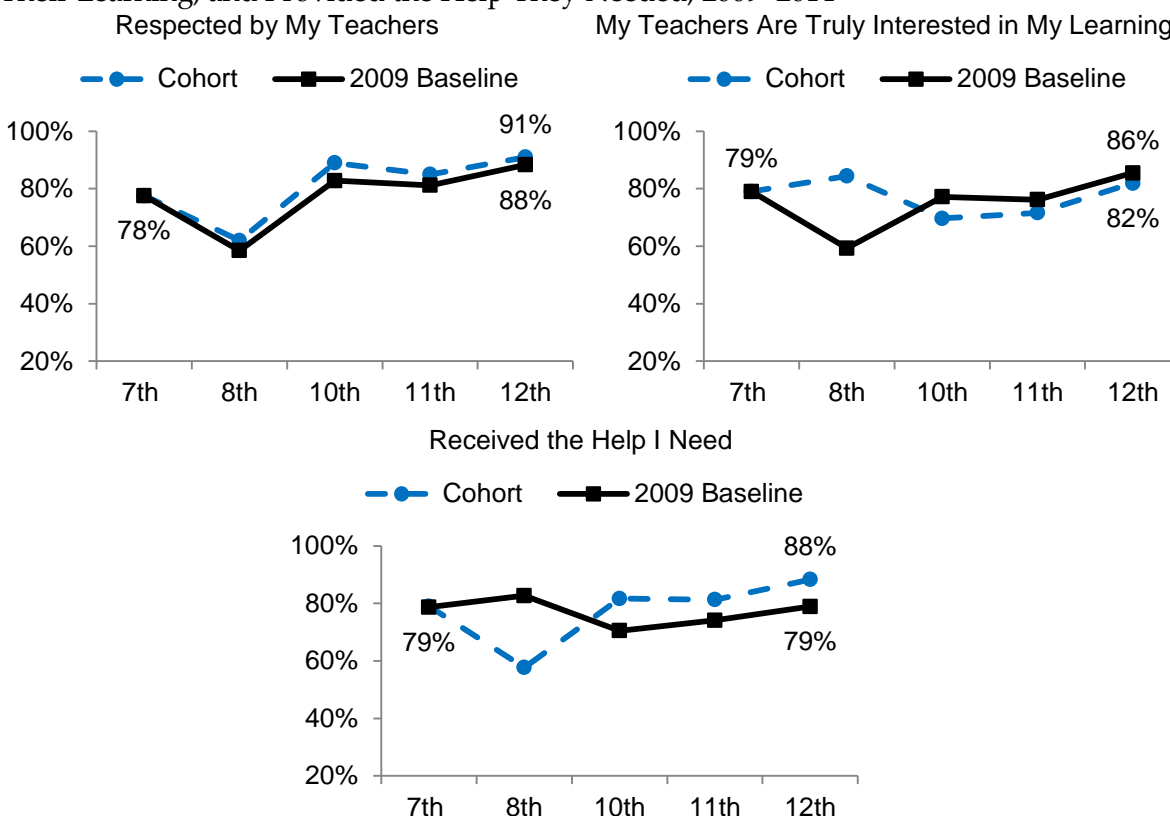
Overall, the percentage of students who said they talked with friends about college "at least sometimes," was higher in the upper grades (Figure 21) for both GEAR UP students and students in the baseline year.

Figure 21
Percentage of Students Who Talked With Friends About College, 2009–2014
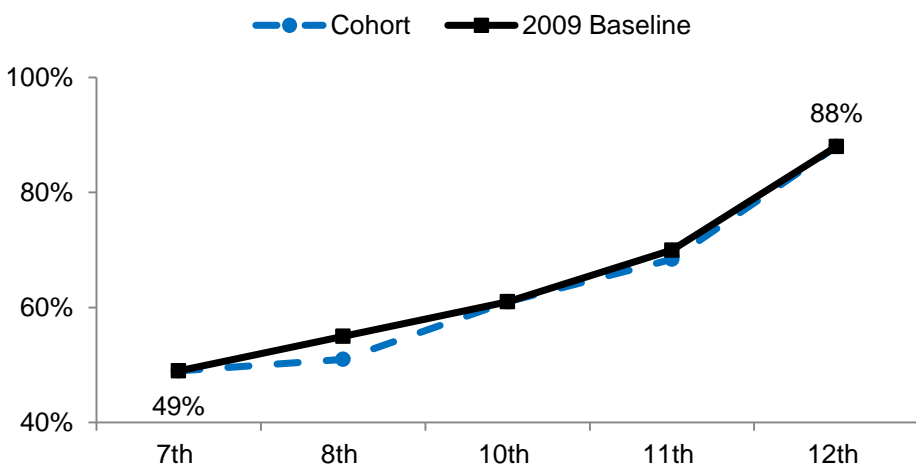
Raising Awareness

The high cost of a college education has increased the urgency of providing students and their families with financial aid, student loan, and scholarship information. During the last several years, school counselor positions have been cut and/or the ratio of students to counselor has greatly increased. In response, schools have had to design solutions to get students the college and career information they need, and to get this information to students and parents earlier in their educational career. The following paragraphs describe strategies that aim to promote the affordability of college for students and their families. Each cluster implemented one or more of these strategies with the support of GEAR UP funding and services.

- **College site visits.** All clusters provided students with opportunities to tour colleges. Most clusters organized and scheduled visits to 4-year colleges, 2-year colleges, and trade schools for both middle and high school students. Some clusters went further and institutionalized college visits as an annual event for their schools. All of the clusters had begun, or were in various stages of, developing a logical sequence of college and career activities across grades 7–12. In addition to helping students learn more about career opportunities, site visits provide students with information about financial aid and other funding support.

- **College preparation classes.** Some clusters developed and implemented classes to provide all students with instruction and support to prepare for postsecondary education. The classes required students to participate in a variety of college preparation activities including completing a college application, FAFSA forms, OSAC scholarship application, and career planning.

- **Financial aid meetings**. Clusters conducted meetings that provided information and/or real-time assistance to students and parents. The aim of the meetings was to help families learn about and complete applications for financial aid, scholarship opportunities, and student loans.

- **College and career centers**. Some clusters used GEAR UP funding to establish college and career centers in their buildings. The centers provided a central location where students could meet with ASPIRE volunteers. The centers also provided a place where students could get information on colleges, applications, scholarships, and financial aid. The centers also made computers available for scholarship searches, SAT/ACT prep, locating college resources, and working on scholarships.

- **College application week.** In 2012, Oregon GEAR UP partnered with the American Council on Education to develop and sponsor College Application Week events. GEAR UP coordinators helped organize these events by recruiting volunteers and educators to help students apply to colleges or universities.

Survey Findings

Student Comments

In response to the open-ended survey questions, 66 seniors (11%) said that their school helped them to learn about and/or plan for college by providing basic information about colleges and the options available (e.g., through college fairs). One student explained that the "school has provided resources for post-secondary education exploration and people who are more than able and willing to help me to the best of their ability."

Specific college-going supports that seniors described included college visits, help with financial aid, and support for completing college applications. Forty-five seniors (7%) mentioned college visits as a key means through which they learned about college options and different majors. Some students said that these college visits "materialized the dream" that they had already been planning to pursue while others said that the visits inspired them to consider college in general or to choose a particular career path. Thirty seniors (5%) reported receiving general information about financial aid options, help with scholarships, and guidance about the Free Application for Federal Student Aid (FAFSA). One student also said receiving a GEAR UP scholarship was helpful. Finally, 17 seniors (3%) said that school staff members "helped us learn about how to apply and are there to help if you ask." Seniors identified help with essays, application forms, and college entrance exams like the ACT were important college-going supports.

A larger proportion of seniors said the school had not helped them with planning for postsecondary (19%). Some students said "no one really talked about it" and that the school did not provide information about college or career. Others said that the school did some postsecondary planning work, but that "teachers could have done a better job about getting everyone involved and know what to do." Sixteen seniors (3%) said that they had to take college and career planning into their own hands because the school did not offer enough support. As one student explained, the school provided introductory postsecondary planning activities but did not offer additional help for students:

> *The surveys we took were fun and I found them really interesting and investigated many careers and colleges after that, however I don't think that the school really encouraged this, it was basically my own initiative to actually look at my career options etc.*

When asked about other things the school could have done to help prepare students for entering college or a career, 44 seniors (7%) replied "nothing" (or similar) and 51 seniors (8%) said that the school had provided adequate supports and they felt prepared. These students said "my school has done everything that could be done to prepare me for college" and that the school has "helped me take the steps towards my dreams."

Twenty seniors (3%) said that the school could have done more but did not provide specifics. The most common supports that other students requested were:

- Earlier help with planning for postsecondary education to allow more time to prepare
- A dedicated class about college information and career planning
- *HAVE A COLLEGE PREP CLASS OR SENIOR PREP CLASS AND NOT PUT US IN THE DARK IN THIS SITUATION WHEN WE DON'T KNOW WHAT TO DO OR WHERE TO START!* (Senior)
- Help with college application logistics, essays, and entrance/placement tests
- *Step-by-step of how to apply for college; better writing skills for college application essays (Senior)*

Reasons That Seniors Did Not Enroll in College

Nearly half of the seniors who completed the survey said they were definitely going to college following high school. The primary reasons that the remaining seniors decided not to enroll in college related to cost and the desire or need to work (Table 11). The reasons that the lowest percentage of students said they weren't attending college were poor grades, lack of interest, or family responsibilities.

Table 11
*Reasons Seniors Decided Not to Enroll in College*

Reason for deciding not to attend college	Percent of Senior Responses (N=569)
I am definitely going to college	48.3%
It costs too much	15.8%
I need to work to support myself	10.4%
I want to join the military or some other reason	6.5%
I want to work	6.0%
Some other reason	4.7%
I am not interested	3.5%
My grades are not good enough or I am not interested	2.6%
I need to take care of my family	2.1%

Source: 2014 Oregon GEAR UP Senior Survey.

**Financial Aid Awareness and Knowledge**

A priority for Oregon GEAR UP was to inform students about financial aid, scholarships, and other resources to help pay for college. The percentage of students who agreed their school provided opportunities for students to learn about financial aid was higher for the GEAR UP cohort at every grade level than students in the baseline year. Likewise, a higher percentage of the GEAR UP cohort said they discussed financial aid with someone from school (Figure 22).

Figure 22
Percentage of Students Who Said Their School Provided Financial Aid Activities and Had Talked to Someone From School About Financial Aid, 2009–2014

My School Provided Financial Aid Awareness and Planning Opportunities for Students

Someone From School Talked to Me About Financial Aid
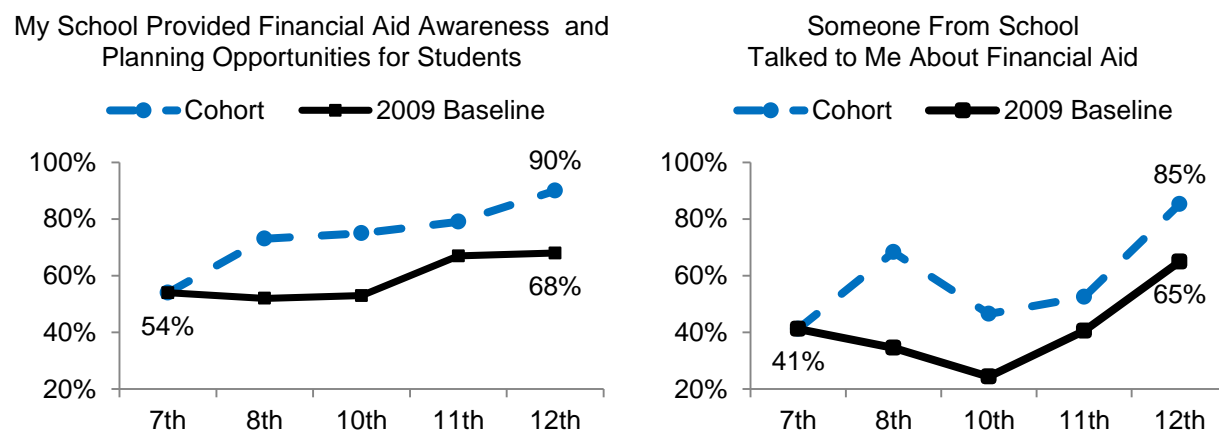
The percentage of the GEAR UP cohort who said that college was probably or definitely affordable with financial aid, scholarships, and family resources declined in the later grades (Figure 23).

Figure 23
Percentage of Students Who Said College Was Definitely or Probably Affordable With Financial Aid, Scholarships, and Family Resources, 2009–2014
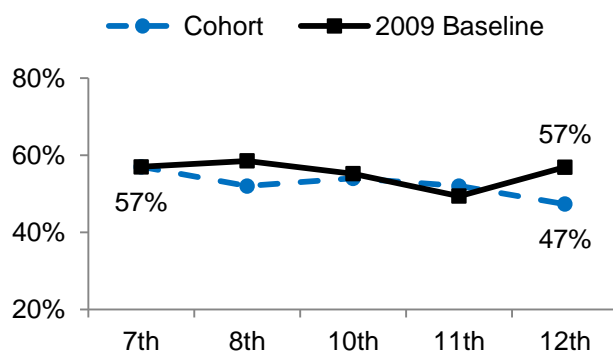
Beginning in 2013, students rated how knowledgeable they were about financial aid. A rating of "1" indicated they had "no knowledge" and a "5" rating indicated they were "extremely knowledgeable." The average rating for the GEAR UP cohort increased from 2.7 in grade 11 to 3.4 in grade 12 (Figure 24). In 2013, parents rated themselves as moderately knowledgeable (3.1) and educators rated themselves slightly more knowledge (3.5).

Figure 24
Level of Knowledge About Financial Aid of Educators, Parents, and the GEAR UP cohort, 2013 and 2014
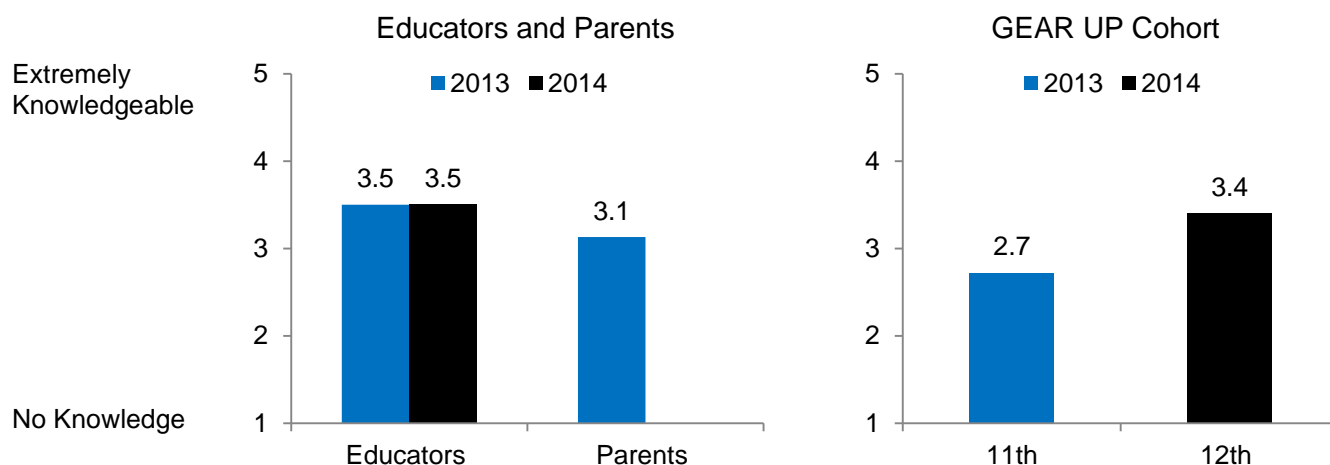
Summary

Principals and coordinators credit Oregon GEAR UP with raising awareness and increasing relationships that promote planning for postsecondary education. GEAR UP schools increased the number and scope of partnerships with community organizations, higher education, and business leaders. The clusters also sponsored financial aid nights, college visits, college application weeks, and other events to increase knowledge and awareness about college readiness and planning. The survey findings indicate that these GEAR UP-sponsored events increased the number of students who received college and career readiness services. However, some seniors said that they wished the school had provided more encouragement, support, and hands-on help to plan and prepare for their transition to postsecondary education.

The percentage of the GEAR UP cohort who reported positive feelings about their school and teachers increased across project years. In their senior year, between 86 percent and 91 percent of the cohort said their teachers treated them with respect, showed interest in their learning, and provided the help they needed. Although the percentage of students who reported talking to peers was higher in later grades than in earlier grades, the overall trend and rate of increase was the same as the baseline year.

Compared to the baseline year, the percentage of seniors in the GEAR UP cohort who said their school provided financial aid activities was higher at every grade level than the baseline year.

For seniors, the percentage point difference between the GEAR UP cohort and the baseline year was 22 percent. Similarly, there was a substantial difference between the percentage of the GEAR UP cohort and the baseline year students who said someone from school had discussed financial aid with them. Another indicator of the program's effectiveness on raising awareness about financial aid was the increase in self-reported knowledge levels by the GEAR UP cohort. On a scale of 1 to 5, the average self-knowledge rating for GEAR UP juniors was 2.7. A year later, in 2014, the knowledge rating for the GEAR UP cohort was 3.4.

Nearly half of the GEAR UP seniors said they were definitely going to enroll in college. The main reasons that the remaining students decided not to attend college was its high cost and their need or desire to work. Compared to the baseline year, the percentage of GEAR UP seniors who said college was affordable was 10 percentage points lower than the for seniors in the baseline year.

Chapter 8
Who Needs More Support

Education leaders in Oregon emphasize the need for strategic use of resources to produce maximum returns on our investment in education. They also stress the importance of examining our practices through an "equity lens" to ensure that each and every student has access to educational opportunities that promote his or her success in postsecondary education. Oregon GEAR UP focused its resources on rural schools because of their high rate of poverty and need for resources. This chapter reports what students with different background characteristics—academic level, gender, and race/ethnicity—said about their teachers' and parents' expectations, someone from school talking with them about college, and their own postsecondary aspirations.

Perceived Academic Ability

Seniors were categorized into four groups according to how they responded to the survey question, "How would you rank yourself academically—as an "A" student, "B" student, "C" student, and "D" student?" In 2014, 78 percent of the seniors rated themselves as an "A" or "B" student.

Student Comments

Over half of the comments from the "A" or "B" group (58%) said that their school helped them learn about and/or plan for college or the career they want to pursue; only a third of the comments from the "C" or below group said the same. Table 12 summarizes the seniors' comments about the college and career supports that their schools provided. Note that the "A" or "B" group said they received school support for applying to colleges and that their parents were actively involved and encouraged them to prepare for postsecondary education. In contrast, none of the "C" or below group mentioned either of these supports.

Table 12
Postsecondary Planning Supports That Seniors Received, by Perceived Ability Level

| "A" or "B" Seniors	"C" or Below Seniors
Basics about college options	My school did not help me to learn about or plan for college or careers
Encouragement, motivation, and help with goal-setting and planning for postsecondary	
Financial aid information and scholarship application supports	
Courses in high school (rigorous academic classes, CTE classes, and college-level courses)	

Note: The table summarizes the content analysis results of the students' responses to open-ended questions on the 2014 Oregon GEAR UP Senior Survey

Source: Senior Student Survey, 2014

The majority of the "A" or "B" group (56%) said that their school could have done more to help prepare them for college. Examples of additional supports they wanted to receive included more help completing college enrollment and financial aid applications, opportunities to experience hands-on learning (e.g., internships, job shadowing), and more opportunities to earn dual credit. In contrast, 37 percent of the "C" or below group said their school could have made planning for postsecondary education more relevant and interesting. Table 13 provides examples of the types of supports that seniors said would better prepare them for college.

Table 13
College and Career Readiness Support Students Wanted to Receive, by Perceived Ability Level

"A" or "B" Seniors	"C" or Below Seniors
Provide more information and support on financial aid, scholarships, and how to complete FAFSA applications	Make planning for postsecondary education more relevant and interesting for them
Provide more help earlier in high school (i.e., before junior and senior years)	
Arrange more college visits	
Provide more career information	

Note: The table summarizes the content analysis results of the students' responses to open-ended questions on the 2014 Oregon GEAR UP Senior Survey

Source: Senior Student Survey, 2014

## Adult Expectations, Support, and College Aspirations

Adult expectations. Across all groups, the percentage of students who said their parents expected them to attend college was higher than the percentage of students who said their teachers expected them to go on to college (Figure 25). The percentage of seniors who said their teachers and parents expected them to attend college was highest for the "A" group and lowest for the "C" or below group.

Figure 25
Percentage of Seniors, by Perceived Academic Ability, Who Agreed Their Parents and Teachers Expected Them to Attend College, 2014.
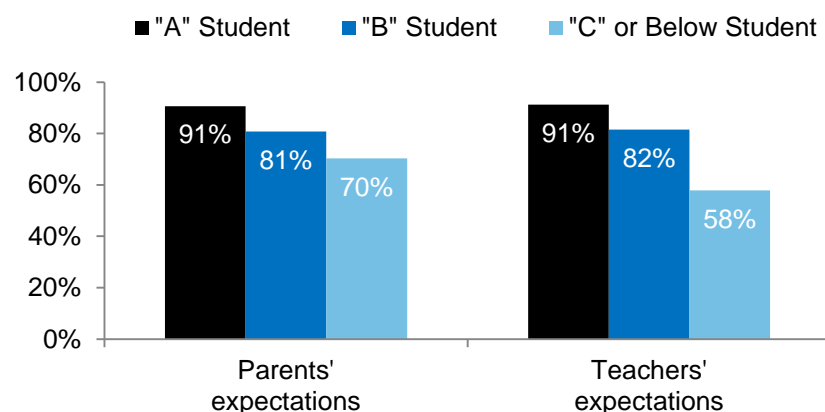
Adult support. The majority of seniors said their teachers and counselors encouraged them to take challenging classes and their parents were involved in their learning (Figure 26). However, similar to other survey results, the percentage of students who agreed that parents and educators supported their learning increased with the students perceived academic ability.

Figure 26
Percentage of Students, by Perceived Academic Ability, Who Agreed Their Teachers, Counselors, and Parents Encouraged Their Learning, 2014
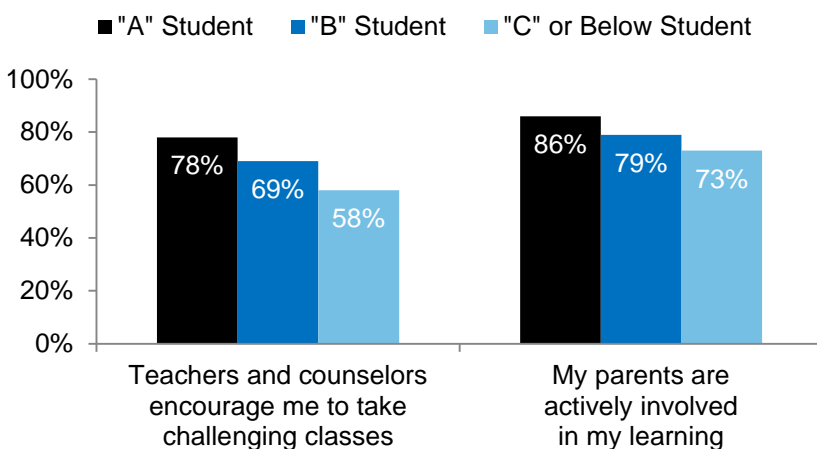
The percentage of seniors who said someone had talked with them about college entrance requirements increased with their perceived academic ability (Figure 27).

Figure 27
Percentage of Students, by Perceived Academic Ability, Who Talked About College With an Adult at School or Home, 2014
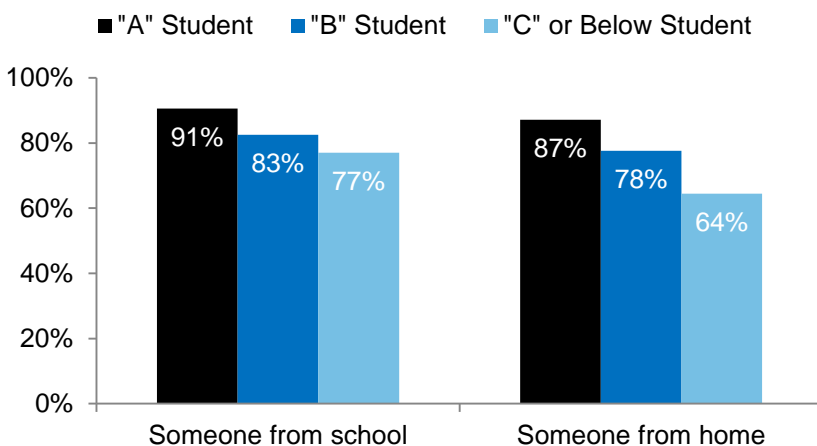
College aspirations. The percentage of "A" and "B" students who expected to get a 4-year college degree was higher than the percentage of "C" or below students (Figure 28). Conversely, the percentage of students who expected to get a 2-year college degree or a high school diploma or less was highest for the "C" or below group.

Figure 28
Percentage of Students, by Perceived Academic Ability, Who Expected to Get a College Degree, 2014
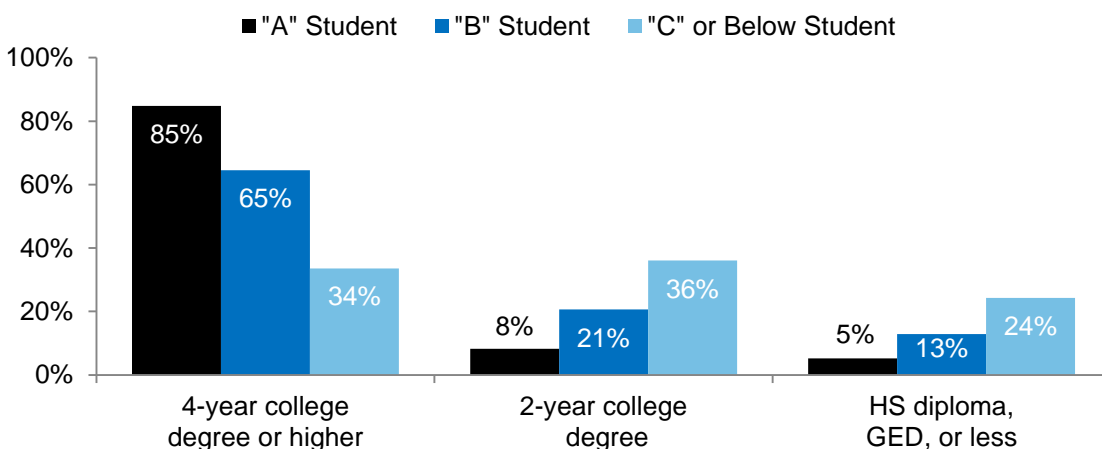
Note: The percentages of students who said they expected to attend a one-year trade school or attend some college but would get less than a college degree are not reported due to the small number of responses.

The reasons that students decided not to continue their education related mostly to cost and the desire or need to work, regardless of how they ranked themselves academically (Table 14). The lowest percentage of students who said they planned to join the military or had other reasons for not attending college was highest among "C" or below students and lowest among "A" students. Across all groups, the lowest percentage of students said they weren't attending college due to poor grades, lack of interest, or family responsibilities.

Table 14
Reasons Seniors Decided Not to Enroll in College, by Their Perceived Ability Level

	How students ranked themselves academically		
Reasons for deciding not to attend college	"A" Student (n=110)	"B" Student (n=129)	"C" or Below (n=36)
I am definitely going to college	69.6%	43.7%	25.0%
It costs too much	9.5%	21.0%	23.7%
I need to work to support myself	8.2%	9.5%	16.8%
I want to join the military or some other reason	*	13.2%	26.5%
I want to work	*	6.1%	21.8%
My grades are not good enough or I am not interested	0%	3.7%	*
I need to take care of my family	*	*	*

* indicates data are not reported because the number of students are less than 10.
Source: 2014 Oregon GEAR UP Senior Survey.

Gender

The disparity in college enrollment among males and females has raised concerns about equity. In 2012, 48 percent of undergraduate enrollment in 4-year universities were male and 52 percent were female (Oregon University System, 2013). This section will report the 2014 Senior Survey results by gender. Compared to male students, more female students said their teachers and parents expected them to go to college. A higher percentage of female students also expected they would get a college degree. However, the percentage of male and female students who said they received encouragement and support from teachers, counselors, and their parents was about the same (Figures 29 and 30).

Adult Expectations, Support, and College Aspirations

Adult expectations. For both groups, the percentage of students who said their parents expected them to the attend college was higher than the percentage of students who said the same about their teachers. Less than three-quarters of the male students said their teachers expected them to go to college and 87 percent of the female students said the same. Over 80 percent of both groups said their parents expected them to attend college.

Figure 29
Percentage of Students, by Gender, Who Agreed Their Parents and Teachers Expected Them to Go to College, 2014
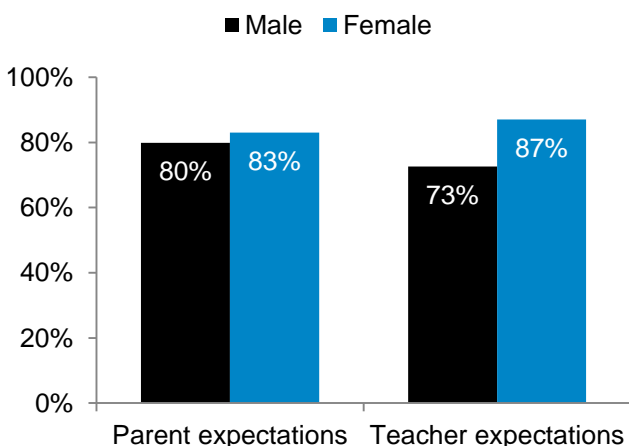

Adult support. The percentages of male and female students who said they received support from teachers, school counselors, and parents or other caretaking adults were similar. About two-thirds of the students said their teachers and counselors encouraged them to take challenging courses, and 79 percent said their parents were actively involved in their learning.

Figure 30
Percentage of Students, by Gender, Who Agreed Their Teachers, Counselors, and Parents
*Encouraged Their Learning, 2014*
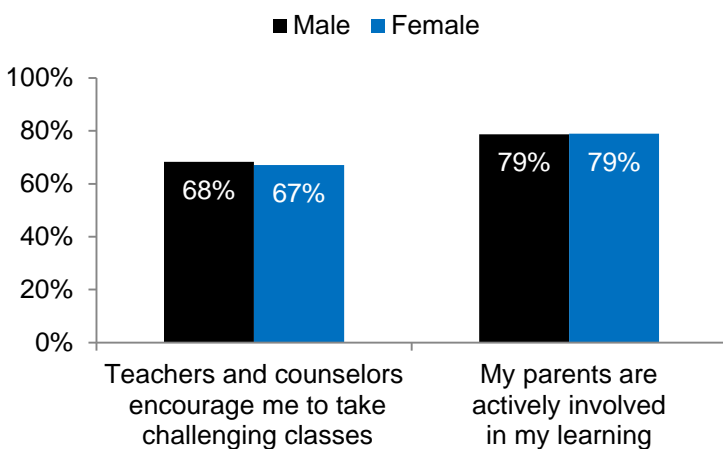
The percentage of seniors who said they had talked with someone from school about college entrance requirements was higher for females (86%) than male students (80%) (Figure 31). The percentage of seniors who talked with someone at home was 77 percent for both males and females.

Figure 31
Percentage of Students, by Gender, Who Talked About College With Someone from School or
Home, 2014
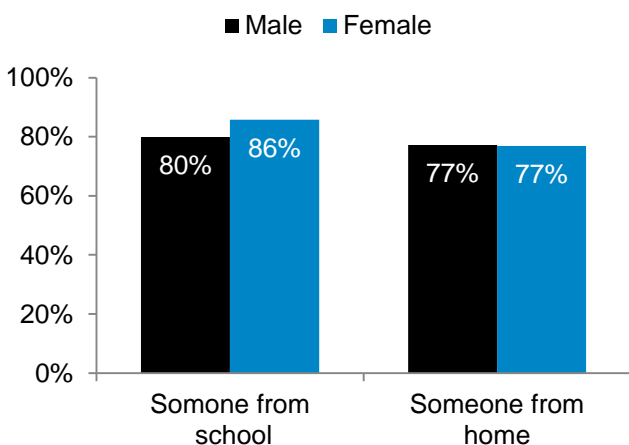
College aspirations. Ninety percent of the female students said they expected to get a college degree, and 80 percent of the male students said the same (Figure 32). The percentage of male students who said they expected to get a high school degree or less was 11 percent for male students and 3 percent for female students.

Figure 32
Percentage of Students, by Gender, Who Expected to Get a College Degree, 2014
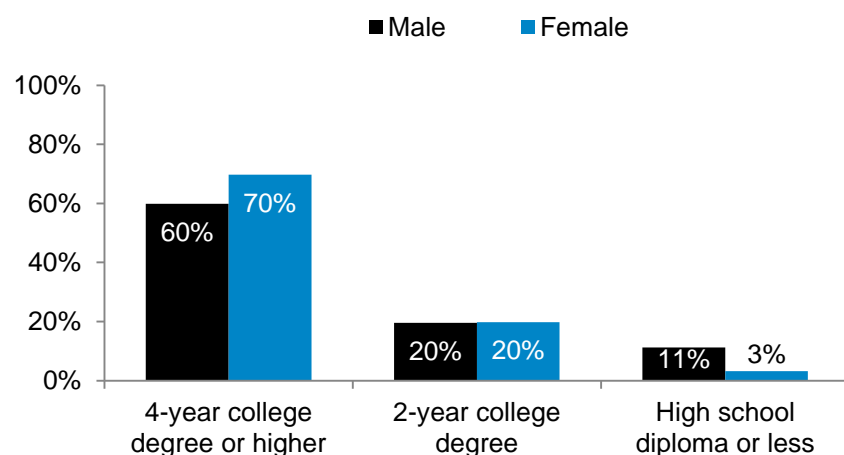
The reasons that students decided not to continue their education varied among males and females (Table 15). For females, 20.2 percent said they would not attend college because it costs too much. The reason that most males said they were not going to college was the desire to join the military, the need to support themselves by working, or some other reason. Regardless of gender, the lowest percentage of students said they weren't attending college due to poor grades, lack of interest, or need to care for their family.

Table 15
Reasons Seniors Decided Not to Enroll in College, by Gender

Reasons for deciding not to attend college	Male (n=315)	Female (n=266)
I am definitely going to college	43.3%	43.7%
It costs too much	11.7%	20.2%
I need to work to support myself	12.1%	8.3%
I want to join the military or some other reason	15.8%	6.0%
I want to work	9.1%	*
My grades are not good enough or I am not interested	*	*
I need to take care of my family	*	*

* indicates data are not reported because the number of students are less than 10.

Source: 2014 Oregon GEAR UP Senior Survey.

Race/Ethnicity

Although the disparity in college enrollment rates for students of color remains a concern, the gap has narrowed steadily since 2002 (Oregon University System, 2013). Figures 33 to 36 report, by race/ethnicity, the percentages of students who said their teachers and parents expected them to go to college, who had conversations with adults about college entrance requirements, and who expected to complete college. Because of low sample size for some race/ethnic groups, the survey findings are reported for White, Hispanic, and American Indian students only.

Adult Expectations, Support, and College Aspirations

Adult expectations. The percentage of Hispanic/Latino and American Indian students who said their parents expected them to go to college was higher than the percentage of White students (Figure 33). Across the three racial/ethnic groups, over three-quarters of the students reported that their teachers expected them to go to college.
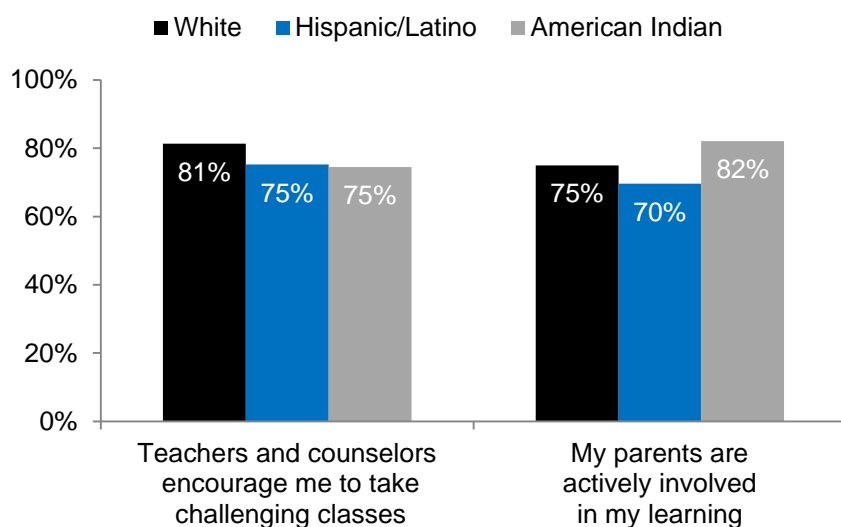
Figure 33
Percentage of Students, by Race/Ethnicity, Who Said Their Parents and Teachers Expected Them to Attend College, 2014
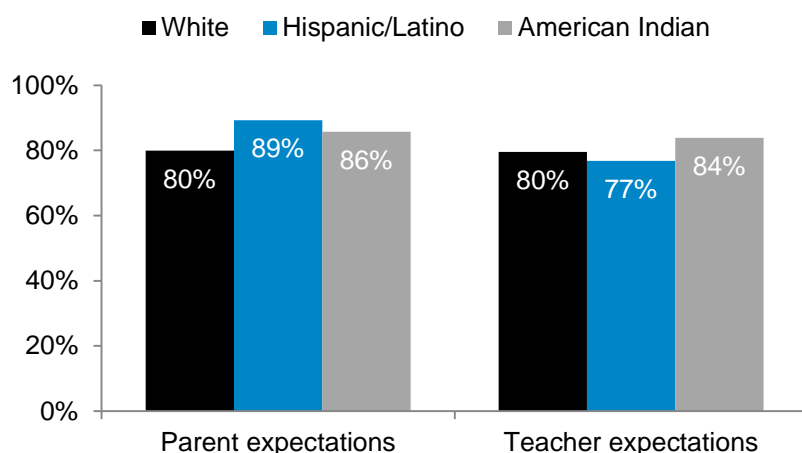

Adult support. Three-quarters of Hispanic and American Indian students said their teachers and counselors encouraged them to take challenging courses; 81 percent of White students responded similarly (Figure 34). The highest percentage of students who said their parents were actively involved in their learning was the American Indian group; the group with the lowest percentage was Hispanic/Latino.

Figure 34
Percentage of Students, by Race/Ethnicity, Who Said Their Teachers, Counselors, and Parents Encouraged Their Learning, 2014


Over 60 percent of the students said they had talked with someone from school and/or home about college requirements (Figure 35). In both settings, a higher percentage of White students said they had talked with adults at home or school compared to the other groups. Between 73 and 84 percent of the students said they had talked with someone from school, and between 73 and 78 percent said they had talked with someone at home.

Figure 35
Percentage of Students, by Race/Ethnicity, Who Talked About College With Someone at School or Home, 2014
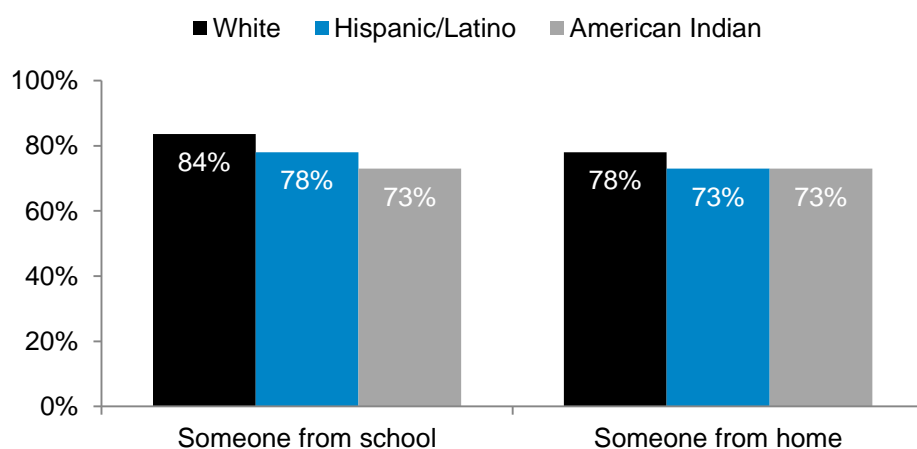
College aspirations. The percentage of White, Hispanic/Latino, and American Indian students who expected to get a 4-year college degree ranged between 55 and 66 percent and between 20 and 23 percent for a 2-year degree (Figure 36). The group with the lowest percentage of students who expected to get a high school diploma, GED, or less was White students (7%).

Figure 36
Percentage of Students, by Race/Ethnicity, Who Expected to Get a College Degree, 2014
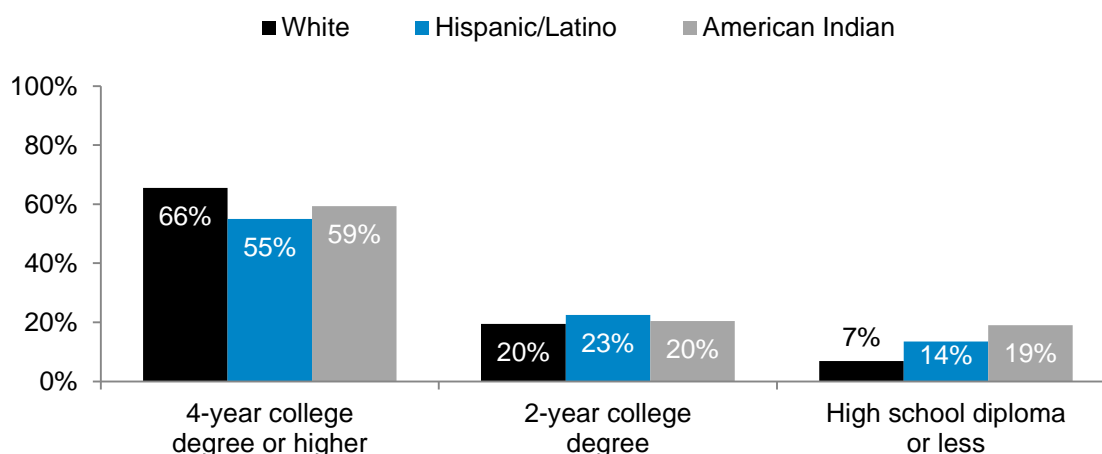
The reasons that students decided not to continue their education mostly related to cost and the desire or need to work regardless of race/ethnicity (Table 16). The percentage of White students who said they planned to join the military or had other reasons for not attending college was higher than non-White students. Across all groups, the lowest percentage of students said they weren't attending college due to poor grades, lack of interest, or the need to care for their family.

Table 16
Reasons Seniors Decided Not to Enroll in College, by Race

Reason for deciding not to attend college	White (n=315)	Non-White (n=235)
I am definitely going to college	51.9%	42.6%
It costs too much	14.4%	19.1%
I want to join the military or some other reason	12.5%	8.5%
I need to work to support myself	10.0%	11.9%
I want to work	5.0%	6.0%
My grades are not good enough or I am not interested	4.5%	8.6%
I need to take care of my family	*	*

* indicates data are not reported because the number of students are less than 10.

Source: 2014 Oregon GEAR UP Senior Survey.

Summary

The seniors' view of the support that GEAR UP and schools provided around college and career readiness varied by their perceived academic ability, gender, and, to a lesser degree, race/ethnicity. A higher percentage of seniors who rated themselves as "A" or "B" students agreed that that their parents and teachers expected them to go to college and that they received encouragement and support to prepare for college than seniors who rated themselves as "C" or below students. The types of support that students wanted to prepare for college also varied by their perceived academic level. Students in the "A" and "B" group stated that they wanted more support in earlier grades that would help them make college and career decisions. They also asked for more hands-on help to complete scholarship and financial aid applications. In contrast, the "C" or below group wanted support in understanding how postsecondary education planning was relevant to them. Although the majority of "C" and "D" students said their parents expected them to go to college, less than half said their teachers expected them to do so. The percentage of students who said that their teachers had encouraged them to take challenging course and that an adult from home or school had talked to them about college also decreased in accordance with their perceived academic ability.

Compared to male seniors, a higher percentage of female seniors said the adults in their life expected them to attend college and that their goal was to get a college degree. The percentage of female students who said they had talked with someone at school about college was also higher than for male students. However, for both groups, about two-thirds of the students said their teachers and counselors encouraged them to take challenging classes, and 79 percent said their parents were actively involved in their learning. The percentage of females who said they expected to get a college degree was also higher than male students.

Over 80 percent of all students, regardless of race or ethnicity, said their parents expected them to go to college. The majority of students also said that their teachers encouraged them to take challenging courses, their parents were actively involved in their learning, and that they had talked to someone at home or school about college. Compared to American Indian or Hispanic/Latino students, a higher percentage of White students agreed that they received these supports and expected to get a college degree.

Across all groups, the primary reasons that seniors decided not to enroll in postsecondary education were the high cost of college and their need or desire to work. Compared to other groups, a higher percentage of males students, said they were not going on to postsecondary education because they wanted to join the military (10%) and other reasons (6%). The lowest percentage of all seniors said they weren't attending college due to poor grades, lack of interest, or family responsibilities.

Appendix A
Methods

Oregon GEAR UP has implemented both internal and external evaluation processes to provide information for program management and to make program improvement decisions. The program team prepares annual progress reports that summarize student achievement, college preparation, and college enrollment data. The program contracted Education Partnerships, Inc. to gather information from principals on program satisfaction and service needs. In 2011, the program contracted the Pacific Research Group to design and manage its Events and Cost Share Database that records student-level service data.

Education Northwest is the external evaluator that gathers information from students, parents or caretaking adults, and educators. The Education Northwest evaluation team worked with OUS staff members 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. This year's evaluation report summarizes findings for the following questions:

1. How has the Oregon GEAR UP 5 "R's" model been implemented in rural schools?
2. How have the attitudes, expectations, and engagement in college readiness activities of Oregon GEAR UP students, educators, and parents changed over time?
3. How has student enrollment in academic rigorous classes, FAFSA completion, high school graduation, and college enrollment in Oregon GEAR UP schools changed over time?

Participants

Schools

The participants in the GEAR UP cohort analyses include students, parents or caretaking adults, and educators in 20 middle and high schools organized into 12 clusters. The schools are located in all five regions in Oregon (Table A–1).

Students

The Oregon GEAR UP model was funded as a "cohort model" or whole-grade model. The cohort or whole-grade model involves providing services to all students in the participating grade levels, rather than a selected group of students. By law, a cohort must start no later than the seventh grade, and services must be provided to the students in the cohort through their senior year. The cohort for the Oregon GEAR UP grant were all seventh grade students in participating schools during the 2009 school year or the 2014 graduating class.

Table A-1
GEAR UP Participating Schools

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

The values and goals that guided the design and implementation of Oregon GEAR UP services included:

- Establish college-going cultures in participating schools
- Allow clusters maximum flexibility in the design and implementation of their local GEAR UP plans
- Focus funding on the GEAR UP cohort (2014 graduating class), but allow schools to include students from other grade levels as much as possible
- Sustain services established at each grade level

Thus, implementation of GEAR UP services focused on supporting the 2014 graduating class as they progressed from grade 7 to high school graduation while maintaining services for lower grades. In Year 1, funds were used to support students in grade 7; in Year 2, funds supported grades 7 and 8, and so forth (Table A–2). To maximize the efficiency of GEAR UP services, the schools made GEAR UP activities available to educators, parents, and non-cohort students whenever possible.

Table A-2
Grade Level of Oregon GEAR UP Student Cohort, by Project Year

| | Project Year | | | | | |
Grade Level	2009	2010	2011	2012	2013	2014
Grade 12						
Grade 11						
Grade 10						
Grade 9						
Grade 8						
Grade 7						

Note: Dark blue cells indicate the grade level progression of the GEAR UP Cohort across project years. The light blue cells indicate the grade levels for which GEAR UP schools were encouraged to sustain services.

Educators

All middle school and high school educators were invited by Oregon GEAR UP and their school principals to participate in the annual survey administration.

Parents

GEAR UP coordinators were responsible for administering the parent survey. Coordinators provided paper surveys to a voluntary sample of parents at parent events, registration, and conferences. Some schools also elected to mail surveys to parents.

Dual Credit

To study dual credit, we linked data from the Oregon Department of Education (ODE) and Oregon Department of Community Colleges and Workforce Development (CCWD). ODE data also include National Student Clearinghouse (NSC) data, so we can track student enrollment and completion at colleges nationally.

The study sample included students in the graduating classes of 2008 to 2012 at the 13 federally funded GEAR UP high schools (N=7,862). We examined their dual credit participation in their junior and senior years, specifically. We selected these cohorts due to the nature of the data and data quality issues. The full dataset included data on students who attended a public high school in Oregon from 2004/05 to 2011/12, but dual credit data are most complete starting in 2006/07, so only the last two cohorts of students who were seniors in 2010/11 and 2011/12 have four full years of dual credit data. However, for both cohorts, the majority of dual credit participation occurred in their junior and senior years. Therefore, we examine dual credit participation in the last two years of high school for each cohort beginning with the 2007/08 cohort.

Data Sources

The evaluation gathered information about Oregon GEAR UP from key stakeholders using multiple measures. During this year, the stakeholders included students from all grades, parents or caretaking adults, and educators. Table A–3 summarizes the measures, data sources, and informants for the evaluation.

Program Documents and Reports

Oregon GEAR UP provided the evaluation team with copies of the annual GEAR UP plans and the progress reports for each cluster. The plans, organized by the five "R's," outline the strategies that the schools will implement during the year and data they will use to measure progress. The progress reports include aggregated OAKS state test scores, dropout/graduation rates, college enrollment rates, Free Application for Federal Student Aid (FAFSA) completion, and Oregon Student Assistance Commission (OSAC) application completion data. The data sources for the reports are Oregon Department of Education (ODE), National Student Clearing House (NSC), OSAC, and FAFSA reports.

Participant Surveys

The purpose of the Oregon GEAR UP surveys was to provide information that cluster teams can use to plan and monitor progress toward building a college-going culture. Education Northwest and Oregon GEAR UP designed the surveys to gather APR information and to learn how students, parents, and educators view the college and career readiness programs at participating schools. The findings provide information about academic expectations, early awareness of college opportunities, and the extent to which students engage in college and career planning. English and Spanish language versions of the student and parent surveys were available on-line and in paper form. The educator survey was available on-line and in English only. All surveys gathered information about the respondent's background information and specific performance measures.

Table A-3
Oregon GEAR UP Evaluation

Evaluation Question	Data Variables	Measures/Data Resources
1. How has the Oregon GEAR UP been implemented in rural schools?	• Schoolwide interventions • Individual student interventions • Family interventions • Community and higher education partnerships	• Administrator interviews • Cost share database • Site visit protocol • School GEAR UP Plan
2. How have the attitudes, expectations, and engagement in college readiness activities of Oregon GEAR UP students, educators, and parents changed over time?	• Self-reported attitudes and participation in college readiness activities (parents, students, educators) • Educator involvement in college readiness activities • Student enrollment/grades in core classes	• Cost share data base • Educator, student, and parent surveys • 2013–14 Senior Survey
3. How has student enrollment in academic rigorous classes, number of AP/IB/dual credits, FAFSA completion, and high school graduation changed over time?	• Dual Credits: percent of students and average credits per student • FAFSA and OSAC completion • High school graduation rate	• Cost share database • OAKS/CCWD data • OUS FAFSA completion
4. How do district and school administrators view the benefits and challenges of implementing a college and career readiness culture in their school? How do district and school administrators view the services provided by Oregon GEAR UP?	• Description of services • Perceived benefits of services • Challenges related to program implementation or operation • Lessons learned	• Administrator interviews • Cost share database • Site visit protocol • Administrator surveys
5. What percentage of students at GEAR UP high schools enrolled in a dual credit course?	• Dual credit – number of dual credits per school	• CCWD 2005/06-2012/13 • GEAR UP APR data
6. What percentage of students at GEAR UP high schools, who attended community college, enrolled in a developmental education course?	• Student enrollment and completion of developmental education course by subject and course level • Student enrollment in credit-bearing, college-level coursework	• ODE 2004/05–2011/12 • NSC 2005/06–2012/13 • CCWD 2005/06–2012/13

Note: ODE=Oregon Department of Education; CCWD=Department of Community Colleges and Workforce Development; FAFSA=Free Application For Federal Student Aid; NSC=National Student Clearinghouse. This report comprises findings for questions 1–3. Shaded cells indicate questions that the Education Northwest evaluation will address during the 2013–2014 school year.

Surveys were administered by schools by late March in 2009, 2010, 2012, and 2013 in time for compilation and inclusion in the April submission of the OUS Annual Performance Report. Each year, the evaluators provided written instructions and ongoing guidance to administer surveys schoolwide. In 2011, surveys were voluntary for schools, resulting in a limited participation. For this reason, 2011 survey data are not included in this report. Table A–4 provides a brief summary of the number of schools and participants for each survey administration. Table A–5 contains detailed information about the student, parent, and educator survey participants.

Table A–4
Number of Schools and Survey Participants, 2012–2013

	Schools			Respondents		
	2012	2013	2014	2012	2013	2014
Student	16	16	16	3,055	3,253	
Parent	12	16	NA	284	476	NA
Educator	16	16	16	168	196	

Source: GEAR UP Parent Survey, 2012, 2013, 2014

Technical Assistance Visits

Education Northwest and Oregon GEAR UP conducted technical assistance site visits to review each district's plan and progress data. We also gathered more in-depth information about implementation of activities, GEAR UP successes, and challenges schools were experiencing.

Analyses

Focus Group and Interview Data

Content analyses were used to code and synthesize common themes in the focus group and interview data. Triangulation of the findings from the principal, coordinator, and survey data was conducted to identify common themes across the key stakeholder groups.

Survey Data

This evaluation report provides frequencies and percentages, by grade level, of the student survey data collected during the 2012 baseline year and for the GEAR UP cohort, parents, and educators for each project year. We also calculated the percentage change between 2012 and 2014 data when appropriate.

Archival Document Review

Content analyses were used to summarize common themes and descriptive information from GEAR UP annual plans, site-based evaluation data, and other documents. We also report student outcome data summarized and reported annually by the Oregon GEAR UP project.

Table A-5
Characteristics Of 2009 Baseline and GEAR UP Cohort Survey Respondents, 2009, 2010, 2012, 2013, and 2014

	2012 Baseline Year by Grade Level					Oregon GEAR UP Cohort by Grade Level				
	7th (N=1,239)	8th (N=818)	10th (N=439)	11th (N=547)	12th (N=413)	7th (N=1,239)	8th (N=731)	10th (N=855)	11th (N=904)	12th (N=605)
Gender										
Male	50%	54%	54%	53%	50%	50%	53%	51%	53%	54%
Female	50%	46%	46%	48%	50%	50%	47%	49%	47%	46%
Race/ethnicity										
American Indian/ Alaska Native	4%	4%	*	3%	*	4%	12%	10%	8%	8%
Hispanic or Latino	11%	11%	14%	10%	16%	11%	13%	15%	17%	12%
White	54%	57%	59%	66%	64%	54%	53%	57%	58%	59%
Asian, Black, Native Hawaiian, Multi-ethnic/racial	31%	28%	26%	21%	18%	31%	23%	19%	20%	19%
Perceived Academic Rank										
"A" student	27%	29%	20%	24%	25%	27%	29%	25%	25%	28%
"B" student	44%	42%	45%	48%	45%	44%	45%	46%	47%	52%
"C" or "D" student	29%	29%	35%	28%	30%	29%	27%	29%	29%	21%
Family members who had a postsecondary degree										
Mother/guardian	33%	20%	12%	14%	8%	33%	19%	0%	31%	0%
Father/guardian	34%	19%	12%	14%	8%	34%	17%	0%	32%	0%
Brother or sister	24%	18%	15%	17%	12%	52%	15%	52%	40%	52%
Grandparents	37%	20%	10%	12%	7%	48%	20%	48%	29%	48%

Note: *means the cell size was less than 10.
a.   For the 2009 survey, percentages of missing data ranged from 2 percent to 7 percent.
b.   For the 2010 survey, percentages of missing data ranged from 3 percent to 5 percent.
c.   For the 2012 survey, the percentage of missing data ranged from 1 percent to 7 percent.
d.   For the 2013 survey, the percentage of missing data ranged from 2 percent to 7 percent.
e.   For the 2014 survey, the percentage of missing data ranged from 0 percent to 4 percent.

Source: GEAR UP Student Survey, 2009, 2010, 2012, 2013

Table A-6
Characteristics of GEAR UP Parent Survey Respondents, 2009, 2010, 2012, and 2013

Characteristic	Survey Years			
	2009[a] (n=1,111)	2010[b] (n=709)	2012[c] (n=636)	2013[d] (n=1021)
Gender[a]				
Male	23%	29%	24%	75%
Female	77%	71%	76%	25%
Race/ethnicity[b]				
American Indian or Alaska Native	2%	2%	2%	4%
Asian	*	*	*	1%
Black or African American	*	*	*	*
Hispanic or Latino	6%	34%	14%	14%
White	81%	55%	77%	77%
Native Hawaiian or Other Pacific Islander	*	*	*	*
Multiethnic/multiracial/other	9%	8%	5%	2%

*Percentages are not reported due to small cell size.
    a.   For the 2009 survey, the percentage of missing data ranged from 2 percent to 9 percent among the characteristics.
    b.   For the 2010 survey, the percentage of missing data ranged from 0 percent to 8 percent among the characteristics.
    c.   For the 2012 survey, the percentage of missing data ranged from 0 percent to 5 percent among the characteristics.
    d.   For the 2013 survey, the percentage of missing data ranged from 1 percent to 5 percent among the characteristics.

Source: GEAR UP Parent Survey, 2012, 2013, 2014

Table A-7
Characteristics of GEAR UP Educator Survey Respondents, 2009, 2010, 2012, 2013, and 2014

Characteristic	Survey Year				
	2009[a] (N=359)	2010[b] (N=255)	2012[c] (N=224)	2013[d] (N=285)	2014 (N=279)
Race/ethnicity					
White	92%	92%	95%	90%	92%
Non-White	8%	8%	5%	10%	8%
Position					
Teacher	64%	78%	74%	76%	71%
Counselor	5%	4%	5%	4%	6%
Administrator	6%	7%	5%	4%	7%
Secretary/Library/Media Specialist	8%	5%	9%	5%	5%
Paraprofessional	11%	3%	2%	6%	4%
Other	7%	3%	5%	5%	8%
Subject taught most often					
Math	13%	14%	17%	15%	14%
English	12%	13%	17%	16%	15%
Science	8%	11%	11%	10%	9%
Social Studies	8%	11%	10%	11%	10%
I do not teach	24%	48%	19%	18%	22%
Other Subject	35%	3%	26%	31%	30%
Years working at current school					
Less than one year	12%	5%	11%	10%	13%
One to five years	40%	35%	32%	27%	24%
Six to ten years	20%	25%	23%	30%	27%
Eleven to twenty years	22%	23%	24%	21%	26%
Over twenty years	6%	12%	10%	11%	11%
Highest level of education					
Paraprofessional	NA	NA	8%	10%	9%
Bachelor's Degree	35%	21%	15%	19%	18%
Master's Degree or higher	65%	79%	77%	70%	73%

a. For the 2009 survey, the percentage of missing data ranged from 1 percent to 14 percent among the characteristics.
b. For the 2010 survey, the percentage of missing data ranged from 0 percent to 5 percent among the characteristics.
c. For the 2012 survey, the percentage of missing data ranged from 2 percent to 4 percent among the characteristics.
d. For the 2013 survey, the percentage of missing data ranged from 1 percent to 4 percent among the characteristics.
e. For the 2014 survey, the percentage of missing data ranged from 0 percent to 3 percent among the characteristics.

Source: GEAR UP Educator Survey, 2009, 2010, 2012, 2013

Appendix B
Measures

Focus Group and Interview Protocols

Oregon GEAR UP Director Email Invitation

As you may know, Oregon GEAR UP has been working with Education Northwest for the evaluation of the Oregon GEAR UP program. Education Northwest has gone out to visit your schools; administered surveys of students, parents, and teachers; and provided data reports for your schools based on what they've collected.

This year Education Northwest would like to talk to each of you to get your perspective about GEAR UP. All information you provide to Education Northwest will be completely confidential. Your participation is completely voluntary, but your help in learning more about the successes of GEAR UP and ways that we could improve the program would be greatly appreciated.

Education Northwest will send an email and/or call to set up a brief phone interview. The interview should take no more than 20 minutes and the evaluation team will work to set up a time that's convenient for you. If you have any questions, please contact Aisling Nagel at aisling.nagel@educationnorthwest.org or (503) 275-9586.

Thank you in advance for your help. We really appreciate your participation and look forward to hearing your feedback!

Education Northwest Email to Principals

Dear Oregon GEAR UP principals,

As Stephanie Carnahan mentioned in her recent email, Education Northwest is working with Oregon GEAR UP to gather information about the program. This year Education Northwest would like to learn more about your perspective of the benefits and challenges of implementing GEAR UP at your schools.

We'd like to set up a brief phone interview with you to discuss the Oregon GEAR UP program. The interview should take no more than 20 minutes. Please select a day and time from the options below and we will do our best to accommodate your schedule.

Thank you in advance for your help. We really appreciate your participation and look forward to hearing your feedback!

Oregon GEAR UP Principal's Interview Protocol

Thank you for agreeing to take part in this interview. My name is _____ and I work for Education Northwest. Stephanie and her team have asked us to learn more about GEAR UP from the perspective of school principals. I am interested in hearing about the benefits and challenges you have faced implementing and operating GEAR UP at your school. All answers are completely confidential. Nothing you say will be reported with your name, your school, or any other identifiers. Before I start, do you have any questions for me?

Date:
Interviewer:
Name:
Location/Site:

1. What is your position? (Probe: middle school, high school, K-12.) How long have you partnered with GEAR UP? What is your role in relation to the GEAR UP program?
2. Is GEAR UP the only college and career readiness support you provide services? If not, what other services or programs? (e.g., Aspire)
3. In your opinion, in what ways has your school benefited from partnering with Oregon GEAR UP?
4. Which schools, higher education institution, and businesses are in your cluster? How has GEAR UP helped you strengthen your partnership with each?
5. How has involvement with Oregon GEAR UP benefited your students? Please explain and give examples.
6. What are specific strategies that your school implemented through GEAR UP to increase college readiness, college access, and enrollment?
7. On a scale of 1 to 5 with "1" being "not at all" to "5" being "substantially," to what extent has GEAR UP created a college going culture in your school? Why did you give your school this rating?
8. *How* has GEAR UP created a college-going culture at your school? What are some examples of cultural changes you have observed as a result of GEAR UP?
9. What barriers and challenges have you encountered implementing Oregon GEAR UP? Implementing a college going culture? Please explain and, if possible, provide examples.
10. In addition to grant management, Oregon GEAR UP provides participating schools several services. What services were most helpful? Please be specific.
11. Is there anything else you would like to tell me about your school regarding college and career readiness?

Thank you very much for taking the time to talk with me. Do you have any final questions or comments? If not, then thank you again for your time.

Oregon GEAR UP Coordinators Focus Group Protocol

Thank you for agreeing to take part in this focus group. My name is _____ and I work for Education Northwest. Stephanie and her team have asked us to learn more about GEAR UP from the perspective of GEAR UP coordinators. We are interested in hearing about the benefits and challenges you have faced implementing and operating GEAR UP at your school. We also want to learn more about the supports that helped you in your work and any recommendations you have that might improve the program. All answers are completely voluntary and confidential. Nothing you say will be reported with your name, your school, or any other identifiers. Before I start, do you have any questions for me?

1. Is GEAR UP the only college and career readiness program at your school? If not, what other services or programs? (e.g., Aspire)
2. In your opinion, in what ways has your school or cluster benefited from partnering with Oregon GEAR UP? Your students?
3. *How* has GEAR UP created a college-going culture at your school? What are some examples of cultural changes you have observed as a result of GEAR UP?
   For example, increase in college going activities, increased teacher time (college going activities, incorporating college-going themes in homework/lessons, etc.), changes in attitudes/expectations/aspirations (teachers, students, parents) about college
4. In addition to grant management, Oregon GEAR UP provides participating schools several services. What services were most helpful? Please be specific.
   Note – communication, technical assistance from Susie/John or Jerry, Success Retreat/Annual Meeting, access to GEAR UP materials, research briefs
5. What barriers and challenges have you encountered implementing Oregon GEAR UP? What recommendations do you have to address these challenges?
6. Is there anything else you would like to tell me about your school regarding college and career readiness?

Thank you very much for taking the time to talk with me. Do you have any final questions or comments? If not, then thank you again for your time.

Oregon GEAR UP Educator Survey 2013–2014

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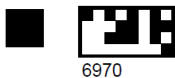
OREGON GEAR UP PROGRAM
EDUCATOR SURVEY
2013-2014

8-11

Use a black pen or No. 2 pencil. Please fill in the bubbles completely. Do not fold the survey.

What is the name of your school? _____

What is your current position in your school?

◯ Teacher

◯ Counselor

◯ Administrator

◯ Secretary

◯ Librarian/Media Specialist

◯ Paraprofessional

◯ Other: _____

Please indicate how long you have you been working in education.

◯ Less than 1 year

◯ 1-5 years

◯ 6-10 years

◯ 11-20 years

◯ Over 20 years

Please indicate how long you have been working at this school.

◯ Less than 1 year

◯ 1-5 years

◯ 6-10 years

◯ 11-20 years

◯ Over 20 years

If applicable, what subject do you teach at your current school? (Please pick one subject area you teach most often)

◯ Math

◯ English

◯ Science

◯ Social Studies

◯ Not applicable (I do not teach)

◯ Other: _____

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How do you describe yourself? (Check all that apply)

- ⭕ American Indian or Alaska Native
- ⭕ Asian
- ⭕ Black or African American
- ⭕ Hispanic or Latino
- ⭕ White
- ⭕ Native Hawaiian or Other Pacific Islander
- ⭕ Multiethnic/Multiracial
- ⭕ Other (Describe) _____

Please indicate the highest level of education you have attained.

- ⭕ Paraprofessional
- ⭕ Bachelor's degree
- ⭕ Some graduate work
- ⭕ Master's degree
- ⭕ Doctorate degree

What grade levels do you work with or teach? (Check all that apply)

- ⭕ grade 6
- ⭕ grade 7
- ⭕ grade 8
- ⭕ grade 9
- ⭕ grade 10
- ⭕ grade 11
- ⭕ grade 12

If you teach MIDDLE SCHOOL students, please answer the following question: How academically challenging are the following subjects in your middle school?

	Very Challenging	Somewhat Challenging	Not That Challenging	Not Challenging	Don't Know
English	⭕	⭕	⭕	⭕	⭕
Science	⭕	⭕	⭕	⭕	⭕
Math	⭕	⭕	⭕	⭕	⭕
History/Social Studies	⭕	⭕	⭕	⭕	⭕

➡️

If you teach MIDDLE SCHOOL students, please answer the following question: How challenging is your middle school's curriculum this year compared with last year?

○ More rigorous and college-preparatory this year

○ Somewhat more rigorous and college-preparatory this year

○ No change from last year
○ Less rigorous and college-preparatory than last year

If you teach HIGH SCHOOL students, please answer the following question: How academically challenging are the following subjects in your high school?

	Very Challenging	Somewhat Challenging	Not That Challenging	Not Challenging	Don't Know
English	○	○	○	○	○
Science	○	○	○	○	○
Math	○	○	○	○	○
History/Social Studies	○	○	○	○	○

If you teach HIGH SCHOOL students, please answer the following question: How challenging is your high school's curriculum this year compared with last year?

○ More rigorous and college-preparatory this year

○ Somewhat more rigorous and college-preparatory this year

○ No change from last year
○ Less rigorous and college-preparatory than last year

On average, approximately how many hours do you spend monthly on GEAR UP program activities?

○ none
○ 1 hour
○ 2-4
○ 5-8
○ 9-15
○ 16 or more hours

➡

The professional development topics that would most help me prepare students for college or other postsecondary options are...

	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
Instructional strategies to help at-risk students reach high standards	◯	◯	◯	◯	◯	◯
Opportunities to vertically align curriculum with the grades below and above me	◯	◯	◯	◯	◯	◯
Opportunities to horizontally align curriculum with others at my grade levels	◯	◯	◯	◯	◯	◯
Knowledge of funding opportunities for students to pay for post-secondary training and college	◯	◯	◯	◯	◯	◯
Strategies for monitoring and analyzing student learning	◯	◯	◯	◯	◯	◯
Strategies for applying the state or national standards in my content area	◯	◯	◯	◯	◯	◯
Proficiency based formative assessment	◯	◯	◯	◯	◯	◯
Common Core State Standards	◯	◯	◯	◯	◯	◯
Behavioral management strategies	◯	◯	◯	◯	◯	◯
Content area development (i.e., math, reading, and writing)	◯	◯	◯	◯	◯	◯
Peer mentoring strategies	◯	◯	◯	◯	◯	◯
Instructional technology development	◯	◯	◯	◯	◯	◯
Strategies for negotiating home and school cultural differences	◯	◯	◯	◯	◯	◯
Strategies for increasing parental /community involvement in the school	◯	◯	◯	◯	◯	◯
Strategies for improving student learning	◯	◯	◯	◯	◯	◯

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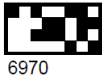
The strategies that successfully involve parents in my school are...

	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
Through formalized parent involvement programs	◯	◯	◯	◯	◯	◯
Through professional development that assists staff in reaching out to families	◯	◯	◯	◯	◯	◯
Through parent/teacher conferences	◯	◯	◯	◯	◯	◯
Through extracurricular school events (not including school athletic programs)	◯	◯	◯	◯	◯	◯
Through providing parents with tools/ideas on how to support their child in school	◯	◯	◯	◯	◯	◯
Through facilitating communication between parents and teachers (e.g., phone and email access)	◯	◯	◯	◯	◯	◯
As volunteers to help students in academic activities	◯	◯	◯	◯	◯	◯
As teachers' helpers	◯	◯	◯	◯	◯	◯
My school has not succeeded in involving parents	◯	◯	◯	◯	◯	◯
My school has not attempted to involve parents	◯	◯	◯	◯	◯	◯

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If a student does not succeed in school, it is usually because...

	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
The student does not try hard enough	○	○	○	○	○	○
Parents do not get involved enough in their child's schooling	○	○	○	○	○	○
Teachers do not try hard enough	○	○	○	○	○	○
Classes are not meaningful or relevant	○	○	○	○	○	○
Classes are not challenging enough	○	○	○	○	○	○
Classes are too challenging	○	○	○	○	○	○
The student does not get along with other students	○	○	○	○	○	○
The student does not get along with teachers	○	○	○	○	○	○
The student does not get enough personal attention in the school	○	○	○	○	○	○
Teachers' expectations for their students are too low	○	○	○	○	○	○
The student does not feel safe in the school	○	○	○	○	○	○
The student has too many family or work responsibilities	○	○	○	○	○	○
The student misses too much school	○	○	○	○	○	○
The student has problems outside of school	○	○	○	○	○	○
There is a disparity between student's home life and school	○	○	○	○	○	○

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In your opinion, approximately what percentage of your students is capable of successfully completing a college prep curriculum?

○ none
○ 10%
○ 20%
○ 30%
○ 40%
○ 50%
○ 60%
○ 70%
○ 80%
○ 90%
○ 100%

In your opinion, approximately what percentage of your students goes on to college?

○ none
○ 10%
○ 20%
○ 30%
○ 40%
○ 50%
○ 60%
○ 70%
○ 80%
○ 90%
○ 100%

What is the highest level of education that you expect the majority of your students to achieve?

○ 4-year college degree or higher
○ 2-year college degree
○ Some college but less than a 4-year college degree
○ 1-year trade school
○ High school diploma
○ GED or less

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If your students decide not to continue their education after high school, what would be the main reason for the majority of your students?

- ◯ Not applicable; most will definitely continue
- ◯ They need to work to support themselves
- ◯ Their grades are not good enough
- ◯ They are not interested
- ◯ They want to start a family (or need to take care of their family)
- ◯ It costs too much
- ◯ They want to work instead
- ◯ They want to join the military service
- ◯ College is too far from home
- ◯ Some other reason (please specify): _____

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

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
My school gives students information on what it takes to go to college.	◯	◯	◯	◯	◯
My school gives parents information on what it takes to get their children to college.	◯	◯	◯	◯	◯
My school provides students with opportunities to participate in financial aid awareness and planning activities for college education.	◯	◯	◯	◯	◯
My school provides parents with opportunities to participate in financial aid awareness and planning activities for their children's college education.	◯	◯	◯	◯	◯
My school provides challenging classes for students.	◯	◯	◯	◯	◯
My school encourages students to take appropriately challenging classes that will prepare them for postsecondary education.	◯	◯	◯	◯	◯
My school provides professional development for teachers to align curriculum between middle and high school.	◯	◯	◯	◯	◯

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

◯ Very aligned

◯ Moderately aligned

◯ Minimally aligned

◯ Not at all aligned

The types of experiences that would help prepare my students to enroll and succeed in postsecondary education are...

	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
Tutoring in academic subject(s)	◯	◯	◯	◯	◯	◯
Test prep for SAT, ACT, or other college entrance exams	◯	◯	◯	◯	◯	◯
Visiting a college/college student shadowing	◯	◯	◯	◯	◯	◯
Visiting a job site/job shadowing	◯	◯	◯	◯	◯	◯
Mentoring	◯	◯	◯	◯	◯	◯
Financial aid awareness & financial planning	◯	◯	◯	◯	◯	◯
Workshop/counseling on college preparation	◯	◯	◯	◯	◯	◯
Study skills classes	◯	◯	◯	◯	◯	◯
College prep curriculum	◯	◯	◯	◯	◯	◯
Summer academic enrichment programs	◯	◯	◯	◯	◯	◯
Dual enrollment (e.g., AP, Tech Prep, College Now, 2 + 2)	◯	◯	◯	◯	◯	◯
Social skills classes	◯	◯	◯	◯	◯	◯

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To what extent have you been involved in the following activities in your school?

	Often	Sometimes	Rarely	Never
Counseling students to take more rigorous courses	○	○	○	○
Providing direction and extra instruction for at risk students	○	○	○	○
Informing students of admissions requirements for various institutions of higher education	○	○	○	○
Providing information on financial aid and scholarships available for postsecondary education	○	○	○	○
Providing information about postsecondary work, training, and educational opportunities	○	○	○	○
Familiarizing students with college environments	○	○	○	○
Providing information and counseling about college choices	○	○	○	○

On a scale of 1-5, to what extent are you knowledgeable about financial aid and the cost and benefits to your students in pursuing postsecondary education?

No knowledge   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5   Extremely knowledgeable

For counselors only: What kinds of counseling activities occupy most of your time? (Check all that apply)
- ○ Academic counseling
- ○ Personal/social counseling
- ○ College/career/financial counseling

Thank you for completing this survey!

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Oregon GEAR UP Student Survey 2013–2014

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OREGON GEAR UP PROGRAM
STUDENT SURVEY
2013–2014

Use a black pen or No. 2 pencil. Please fill in the bubbles completely. Do not fold the survey.

What is the name of your school? _____

1. What grade are you in now?

   ○ Grade 6   ○ Grade 7   ○ Grade 8   ○ Grade 9   ○ Grade 10   ○ Grade 11   ○ Grade 12

2. Do you have internet access at home?
   ○ Yes   ○ No

3. How much time do you spend on homework EACH DAY?
   ○ 3 or more hours
   ○ 2 hours
   ○ 1 hour
   ○ None

4. How would you rank yourself academically?

   ○ "A" Student   ○ "B" Student   ○ "C" Student   ○ "D" or below

5. Do you think your teachers expect you to go to college?
   ○ Yes   ○ No   ○ Not Sure

6. Do you think your parents expect you to go to college?
   ○ Yes   ○ No   ○ Not Sure

7. Do you know what it takes to be accepted into the following types of schools?

	Yes	No
4-year colleges or universities	○	○
2-year or community colleges	○	○
Technical, trade, or business institutions	○	○

8. Has anyone from your school or GEAR UP ever spoken with you about college entrance requirements?
   ○ Yes   ○ No

9. During the past year, have you discussed the requirements for getting into college with any adults in your household?
   ○ Yes   ○ No

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10. What is the highest level of education that you expect to complete? (CHECK ONLY ONE)
- ◯ 4-year college degree or higher
- ◯ 2-year college degree
- ◯ Some college but less than a college degree
- ◯ 1-year trade school
- ◯ High school diploma
- ◯ GED or less

11. Have you been on a college site visit during the past 12 months?

2-year college	◯ Yes	◯ No
4-year college or university	◯ Yes	◯ No
Technical, trade, or business institution	◯ Yes	◯ No

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

◯ $5,000   ◯ $10,000   ◯ $15,000   ◯ $20,000   ◯ $25,000   ◯ $30,000   ◯ $35,000

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

◯ Definitely   ◯ Probably   ◯ Not sure   ◯ Probably not   ◯ Definitely not

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

◯ Yes   ◯ No

15. On a scale of 1-5 to what extent are you knowledgeable about financial aid and the cost and benefits to you in pursuing postsecondary education?

No
knowledge   Extremely
                                                                             knowledgeable

◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5

16. How often do you talk about going to college with your friends?

◯ Almost never   ◯ Rarely   ◯ Sometimes   ◯ Often   ◯ Almost always

17. 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?

◯ 0   ◯ 1   ◯ 2   ◯ 3   ◯ 4

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18. How much do you agree or disagree with the following statements based on your experiences in school this year?

	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel safe in the school	○	○	○	○
I feel respected by my teachers	○	○	○	○
My teachers are truly interested in my learning	○	○	○	○
I feel comfortable talking with my teachers	○	○	○	○
I feel I belong to this school	○	○	○	○
This school helps me get a clear sense of what I would like to do in the future	○	○	○	○
I receive help I need from my teachers	○	○	○	○
My parents/guardians are actively involved in my learning	○	○	○	○
The school provides useful hands-on experiences that help me learn	○	○	○	○
My school provides challenging classes for students	○	○	○	○
Teachers and/or counselors in my school encourage me to take challenging classes that will prepare me for college	○	○	○	○
My school provides students with opportunities to participate in financial aid awareness and planning activities for college education	○	○	○	○
I have become more aware of various career options because of GEAR UP	○	○	○	○

19. Are you male or female?

　　○ Male　　　○ Female

20. How do you describe yourself? (CHECK ALL THAT APPLY)

　　○ American Indian or Alaska Native
　　○ Asian
　　○ Black or African American
　　○ Hispanic or Latino
　　○ White
　　○ Native Hawaiian or Other Pacific Islander
　　○ Multiethnic/Multiracial
　　○ Other

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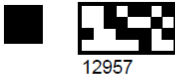
21. Please mark the highest level of education the following family members achieved.

	4-Year Degree or Higher	2-Year Degree	Some College No Degree	1-Year Trade School	High School Diploma	GED or less	Don't Know
Mother or female guardian	◯	◯	◯	◯	◯	◯	◯
Father or male guardian	◯	◯	◯	◯	◯	◯	◯
Brother(s) or sister(s)	◯	◯	◯	◯	◯	◯	◯
Grandparent(s)	◯	◯	◯	◯	◯	◯	◯

22. **High School Seniors Only.** Have you applied to any colleges for next year?

◯ Yes, I applied to a 4-year college or university
◯ Yes, I applied to a 2-year college
◯ No, but I plan to apply
◯ No, I don't plan on attending college

23. **High School Seniors Only.** If you decided not to continue your education after high school, what was the main reason for this decision? Check only one.

◯ This question does not apply to me. I am definitely going to college
◯ I need to work to support myself
◯ My grades are not good enough
◯ I am not interested
◯ I need to take care of my family
◯ It costs too much
◯ I want to work
◯ I want to join the military service
◯ College is too far from home
◯ Some other reason (what reason

Thank you for completing this survey!

School
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Internal use only
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Oregon GEAR UP Parent Survey 2013–2014

OREGON GEAR UP PROGRAM
Parent/Guardian Survey
2013–2014

Name of your student's school _____

Please use a black pen or No. 2 pencil, fill in the bubbles completely and do not fold, since your answers will be read by a scanner.

1. What grades are your students in? (CHECK ALL THAT APPLY)

   ○ grade 6   ○ grade 7   ○ grade 8   ○ grade 9   ○ grade 10   ○ grade 11   ○ grade 12

2. Do you have internet access at home?

   ○ Yes   ○ No

3. During the past 12 months, about how often have you attended an activity (such as an open house, teacher conference, meeting with counselor, sports event, parent group, etc.) at your student's school?

   ○ More than 5 times   ○ 3–5 times   ○ 1–2 times   ○ Never

4. Do you feel welcome at your student's school?

   ○ Almost always   ○ Often   ○ Sometimes   ○ Rarely   ○ Almost Never

5. What is the highest level of education that you think your student will achieve? (CHECK ONLY ONE)

   ○ 4-year college degree or higher
   ○ 2-year college degree
   ○ Some college but less than a college degree
   ○ 1-year trade school
   ○ High school diploma
   ○ GED or less

6. Have you talked with your student about attending college?

   ○ Yes   ○ No

7. Have you visited a college campus with your student?

   ○ Yes   ○ No

8. Are you familiar with the entrance requirements for each of these types of schools?

4-year colleges or universities	○ Yes	○ No
2-year or community colleges	○ Yes	○ No
Vocational, trade or business schools	○ Yes	○ No

9. Has anyone from your student's school or GEAR UP ever spoken with you about college entrance requirements?

   ○ Yes   ○ No

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

   ○ $5,000   ○ $10,000   ○ $15,000   ○ $20,000   ○ $25,000   ○ $30,000   ○ $35,000

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

   ○ Definitely   ○ Probably   ○ Not sure   ○ Probably not   ○ Definitely not

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

   ○ Yes   ○ No

13. On a scale of 1-5, to what extent are you knowledgeable about financial aid and the cost and benefits of your student pursuing postsecondary education?

No				Extremely
○ 1 knowledge	○ 2	○ 3	○ 4	○ 5 knowledgeable

| 14. During this school year, my student's school...	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Gives students information on what it takes to go to college	○	○	○	○	○
Gives parents information on what it takes to get their students to college	○	○	○	○	○
Provides students with opportunities to participate in financial aid awareness and planning activities for their college education	○	○	○	○	○
Provides students with opportunities to participate in career awareness activities, such as job shadowing, career fairs, and career and counseling classes	○	○	○	○	○

15. Are you?   ○ Male   ○ Female

16. How do you describe yourself? (CHECK ALL THAT APPLY)
    ○ American Indian or Alaska Native
    ○ Asian
    ○ Black or African American
    ○ Hispanic or Latino
    ○ White
    ○ Native Hawaiian or Other Pacific Islander
    ○ Other (Describe) _____

17. What is the highest level of education for members in your family?

	4 Year Degree or Higher	2 Year Degree	Some College No Degree	1 Year Trade School	High School Diploma	GED or less	Don't Know
Mother or female guardian	◯	◯	◯	◯	◯	◯	◯
Father or male guardian	◯	◯	◯	◯	◯	◯	◯
Brother(s) or sister(s)	◯	◯	◯	◯	◯	◯	◯
Grandparent(s)	◯	◯	◯	◯	◯	◯	◯

18. If your student is a **SENIOR**, what is the main reason that he or she will not continue their education after high school? (CHECK ONLY ONE)

◯ He/she will definitely continue
◯ Needs to work to support himself/herself
◯ Grades are not good enough
◯ Is not interested
◯ Needs to take care of family
◯ It costs too much
◯ Wants to work full-time instead
◯ Wants to join the military

Thank you for completing this survey!
Please return your survey to your student's school

or mail to

Aisling Nagel
Education Northwest
101 SW Main St.
Portland, OR 97204

Appendix C
Student Outcomes

Table C-1
Percentage of Cohort Who Expected to Get a College Degree, At Each Grade Level, 2009–2014

		Grade Level				
		7th	8th	10th	11th	12th
GEAR UP Cohort	Number	1,225	716	838	896	601
	Percent	81%	81%	81%	86%	90%
2009 Baseline	Number	1,225	800	533	534	404
	Percent	81%	82%	76%	79%	82%

Note: GEAR UP cohort data during the ninth grade year is not available as surveys were not administered in 2011.

Source: Oregon GEAR UP Student Survey data. 2009–2014

Table C-2
Percentage of Students Who Said Their Parents and Educators Expected Their Students to Attend College, 2009–2014

		Grade Level				
		7th	8th	10th	11th	12th
Parents						
GEAR UP Cohort	Number	1,217	727	851	900	602
	Percent	88%	86%	83%	82%	82%
2009 Baseline	Number	1,217	805	542	531	407
	Percent	88%	88%	82%	83%	85%
Educators						
GEAR UP Cohort	Number	1.223	726	847	900	604
	Percent	68%	73%	73%	68%	80%
2009 Baseline	Number	1,223	805	543	538	409
	Percent	68%	72%	63%	66%	75%

Note: GEAR UP cohort data during the ninth grade year is not available as surveys were not administered in 2011.

Source: Oregon GEAR UP Student Survey data. 2009–2014

Table C-3
Graduation, Dropout, OSAC Scholarship Applications, and College Enrollment Data, 2008–2014

Student Outcome[a]	High School Graduating Class						
	2008 (N=2,595)	2009 (N=2,697)	2010 (N=2,541)	2011 (N=2,621)	2012 (N=2,551)	2013 (N=2,464)	2014
College enrollment[b,c,d]							
Fall term	44.7%	42.2%	43.9%	43.9%	41.3%	46.6%	NA
Within 16 mos	55.3%	52.0%	54.6%	52.6%	51.7%	49.7%	NA
More than 16 mos	67.0%	61.7%	61.3%	56.2%	52.8%	49.7%	NA
4–year graduation[b]							
GEAR UP	NA	65.8%	69.9%	69.6%	68.0%	66.8%	NA
State	NA	66.2%	66.4%	67.7%	68.4%	68.7%	NA
High school dropout							
GEAR UP	2.8%	3.3%	2.4%	1.9%	2.5%	2.8%	NA
State	3.7%	3.4%	3.4%	3.3%	3.4%	4.0%	NA
OSAC							
GEAR UP	15%	20%	25%	20%	21%	NA	NA
State	10%	14%	15%	14%	16%	NA	NA
FAFSA							
GEAR UP	NA	NA	NA	NA	38.8%	40.6%	40.8%
SAT Participation[e]							
GEAR UP	30%	26%	30%	33%	36%	37%	NA
State	53%	52%	31%	35%	35%	34%	NA
SAT Average Score							
GEAR UP	1430	1427	1429	1409	1420	1430	NA
State	1552	1547	1546	1540	1542	1552	NA

a. GEAR UP services started in 2009.
b. In 2012, the Oregon Department of Education modified its list of high school graduations to include four–year graduates.
c. Because the graduation date of the students who received GEAR UP services is 2014, the college enrollment rates in this table summarize baseline data. The first year that the association between GEAR UP and college enrollment can be analyzed is 2015.
d. The National Student Clearinghouse may not include all high school graduates who attended college because it includes approximately 93 percent of students enrolled in colleges and universities nationwide. Colleges in Oregon with enrollments over 1,000 that do not report enrollment data to NSC are: Apollo College, The Art Institute of Portland, Pioneer Pacific College, Western Business College, and Western Culinary Institute.
e. Because the graduation date of the students who received GEAR UP services is 2014, the SAT test taking in this table summarizes baseline data. The first year that the relationship between GEAR UP services and these indicators can be analyzed is 2015.

Source: Oregon GEAR UP, 2009–2014; Oregon Department of Education graduation and dropout data, 2008–2013. National Student Clearinghouse, Oregon Student Access Commission (OSAC) application, 2008–2013; and Free Application for Federal Student Aid (FAFSA), 2012–2014.

Table C-4
Oregon Assessments of Knowledge and Skills, 2008–2014

Student Outcome	School Year							
	2007	2008	2009	2010	2011	2012	2013	2014
Grade 10/11 Reading								
GEAR UP	58%	63%	60%	68%	81%	79%	83%	83%
State	65%	65%	66%	71%	83%	84%	85%	84%
Grade 10/11 Math								
GEAR UP	42%	40%	43%	50%	62%	60%	60%	63%
State	55%	52%	54%	56%	68%	66%	69%	70%
Grade 10/11 Writing:								
GEAR UP	44%	52%	44%	47%	63%	58%	53%	52%
State	54%	56%	55%	53%	68%	67%	60%	59%
Grade 10/11 Science								
GEAR UP	NA	57%	54%	56%	69%	60%	59%	64%
State	NA	57%	58%	60%	70%	64%	63%	62%

Source: Oregon Department of Education OAKS State test scores, 2008–2014

Appendix D
Educator, Student, and Parent Survey Results

Summary Tables of Survey Results Reported in Chapter 5

Table D-1
Percentage of Educators Who Said Their Schools Provided Challenging Courses and Encouraged Students to Take Them, 2009–2014

		Project Year	
		2009	2014
Encourages students to take challenging courses	Number	340	279
	Percent	79%	87%
Provides challenging courses	Number	320	279
	Percent	86%	92%
More rigorous and college bound	Number	335	279
	Percent	54%	74%
Middle and high school curriculum aligned in core subjects	Number	335	279
	Percent	66%	65%

Note: GEAR UP cohort data during the ninth grade year is not available as surveys were not administered in 2011.

Source: Oregon GEAR UP Student Survey data. 2009–2014

Table D-2
Percentage of Students Who Said Their Schools Provided Challenging Courses and Encouraged Them to Take Them, 2009–2014

		Grade Level				
		7th	8th	10th	11th	12th
School provided challenging courses						
GEAR UP Cohort	Number	1,191	722	836	868	600
	Percent	52%	67%	69%	71%	80%
2009 Baseline	Number	1,191	794	527	529	390
	Percent	52%	55%	60%	59%	57%
Teachers encouraged me to take challenging courses						
GEAR UP Cohort	Number	1,181	722	838	863	591
	Percent	52%	67%	69%	71%	80%
2009 Baseline	Number	1,181	783	518	526	388
	Percent	52%	55%	60%	59%	57%

Note: GEAR UP cohort data during the ninth grade year is not available as surveys were not administered in 2011.

Source: Oregon GEAR UP Student Survey data. 2009–2014

Table D-3
Percentage of Students Who Said They Did One or More Hours of Homework Each Day, 2009 and 2014

		Grade Level				
		7th	8th	10th	11th	12th
GEAR UP Cohort	Number	1,219	713	844	901	604
	Percent	92%	88%	85%	74%	71%
2009 Baseline	Number	1,219	800	541	540	405
	Percent	92%	91%	83%	84%	77%

Note: GEAR UP cohort data during the ninth grade year is not available as surveys were not administered in 2011.

Source: Oregon GEAR UP Student Survey data. 2009–2014

Table D-4
Dual Credit Subject Areas and Popular Courses in Each Subject Area, 2008–2012 Classes

Subject area[a]	Course name and number of the top three courses with the highest enrollment by subject area[b]
All subject areas	English Composition I (121) College Algebra (111) Trigonometry/Elementary Functions (112)
Math	College Algebra (111) Trigonometry/Elementary Functions (112) Calculus I (251)
English	English Composition I (121) English Composition II (122) Introduction to Literature: Fiction (104)
Computers	Keyboarding (120 and 121) Computer Fundamentals (101) Beginning Word (216)
Language	First Year Spanish, Term 1 (101) First Year Spanish, Term 3 (103) First Year Spanish, Term 2 (102)
Health	Emergency First Aid (167) CPR (261) Introduction to Health Occupations (100)
Science	General Biology I (101) General Biology II (102) General Biology III (103)
History	History of the United States I (201) History of the United States II (202) History of the United States III (203)
Business	Personal Finance (218) Introduction to Business (101) Introduction to Business Computing (131)

Subject area[a]	Course name and number of the top three courses with the highest enrollment by subject area[b]
Trades/CTE	Basic Drafting (DRF 142) Introduction to AutoCAD (DRF 130) Welding I (WLD 121)
Social Science	Introduction to Economics (115) American Government & Politics I (201) American Government & Politics II (202)
Education	Introduction to Early Childhood Education & Family Studies (120) Early Childhood Development (125) Introduction & Observation in Early Childhood Education (150)
Agriculture	Animal Science (121) Computers in Agriculture (111) Introduction to Animal Science Operation (122)
Art/Music	Photoshop (130) Introduction to Drawing (131) Fundamentals of Acting (141)
Hospitality	Restaurant Operations (105) Introduction to Hospitality Management (106) Introduction to Hospitality Industry (100)
College Success	College Survival and Success (100) Career and Life Planning (140) Study Skills for College Learning (111)
Fitness	Beginning Sports (5) Yoga (85) Weight Training (185)

Notes.
[a]16 subject areas were identified based on the course names and names of the departments in which dual credit courses are housed at each community college. Each subject area has between 25 to 250 courses with different course numbers, but similar names and departments.

Summary Tables of Survey Results Reported in Chapter 6

Table D-5
Percentage of Students Who Said GEAR UP Helped Them Learn About Career Options and Think About the Future, 2009–2014

		Grade Level				
		7th	8th	10th	11th	12th
I have become more aware of career options because of GEAR UP						
GEAR UP Cohort	Number	1,141	718	831	864	603
	Percent	54%	71%	57%	59%	77%
2009 Baseline	Number	1,141	774	502	518	375
	Percent	54%	37%	31%	28%	33%
This school helps me get a clear sense of what I would like to do in the future						
GEAR UP Cohort	Number	1,172	772	518	521	387
	Percent	63%	52%	54%	52%	65%
2009 Baseline	Number	1.172	718	839	871	599
	Percent	63%	64%	49%	47%	49%

Note: GEAR UP cohort data during the ninth grade year is not available as surveys were not administered in 2011.

Source: Oregon GEAR UP Student Survey data. 2009–2014

Table D-6
Percentage of Students Who Talked With Someone From School or Home About College, 2009–2014

		Grade Level				
		7th	8th	10th	11th	12th
Someone from school						
GEAR UP Cohort	Number	1,217	715	843	899	599
	Percent	60%	84%	73%	72%	84%
2009 Baseline	Number	1,217	803	534	533	402
	Percent	60%	63%	52%	63%	77%
Someone from home						
GEAR UP Cohort	Number	1,213	726	849	902	602
	Percent	57%	64%	64%	66%	78%
2009 Baseline	Number	1,213	801	531	533	406
	Percent	57%	60%	62%	67%	77%

Note: GEAR UP cohort data during the ninth grade year is not available as surveys were not administered in 2011.

Source: Oregon GEAR UP Student Survey data. 2009–2014

Table D-7
Percentage of Students Who Said They Were Familiar With the Entrance Requirements of Postsecondary Education, 2009–2014

		Grade Level				
		7th	8th	10th	11th	12th
4-year colleges or universities						
GEAR UP Cohort	Number	1,179	705	821	889	574
	Percent	60%	64%	70%	78%	86%
2009 Baseline	Number	1,179	789	509	518	382
	Percent	60%	61%	66%	74%	81%
2-year colleges						
GEAR UP Cohort	Number	1,105	735	436	511	385
	Percent	54%	63%	71%	79%	91%
2009 Baseline	Number	1,105	670	806	881	578
	Percent	54%	60%	64%	76%	88%
Technical, trade, or business institution						
GEAR UP Cohort	Number	1,061	657	785	866	550
	Percent	29%	33%	37%	44%	57%
2009 Baseline	Number	1.061	727	479	501	375
	Percent	29%	30%	36%	44%	59%

Note: GEAR UP cohort data during the ninth grade year is not available as surveys were not administered in 2011.

Source: Oregon GEAR UP Student Survey data. 2009–2014

Summary Tables of Survey Results Reported in Chapter 7

Table D-8
Percentage of Students Who Said Their Teachers Respected Them, Were Interested in Their Learning, and Provided the Help They Needed, 2009–2014

		Grade Level				
		7th	8th	10th	11th	12th
Respected by my teachers						
GEAR UP Cohort	Number	1,188	715	836	869	599
	Percent	78%	62%	89%	85%	91%
2009 Baseline	Number	1,188	785	520	521	392
	Percent	78%	59%	83%	81%	88%
Teachers are truly interested in my learning						
GEAR UP Cohort	Number	1,178	713	839	869	601
	Percent	79%	84%	70%	72%	82%
2009 Baseline	Number	1,178	781	515	518	392
	Percent	79%	59%	77%	76%	86%
Received the help i needed						
GEAR UP Cohort	Number	2,275	723	831	866	599
	Percent	79%	58%	82%	81%	88%
2009 Baseline	Number	1,175	779	512	517	389
	Percent	79%	83%	71%	74%	79%

Note: GEAR UP cohort data during the ninth grade year is not available as surveys were not administered in 2011.

Source: Oregon GEAR UP Student Survey data. 2009–2014

Table D-9
Percentage of Students Who Talked With Friends About College, 2009–2014

		Grade Level				
		7th	8th	10th	11th	12th
GEAR UP Cohort	Number	1,208	721	844	893	601
	Percent	49%	51%	61%	68%	88%
2009 Baseline	Number	1,208	808	540	539	406
	Percent	49%	55%	61%	70%	88%

Note: GEAR UP cohort data during the ninth grade year is not available as surveys were not administered in 2011.

Source: Oregon GEAR UP Student Survey data. 2009–2014

Table D-10
Percentage of Students Who Said Their School Provided Financial Aid Activities and Who Had Talked to Someone From School About Financial Aid, 2009–2014

		Grade Level				
		7th	8th	10th	11th	12th
My School Provided Financial Aid Awareness and Planning Opportunities for Students						
GEAR UP Cohort	Number	1,158	767	510	516	387
	Percent	54%	73%	75%	79%	90%
2009 Baseline	Number	1,158	715	832	860	597
	Percent	54%	52%	53%	67%	68%
Someone From School Talked to Me About Financial Aid						
GEAR UP Cohort	Number	1,207	723	841	890	593
	Percent	41%	68%	47%	53%	85%
2009 Baseline	Number	1,207	805	537	538	402
	Percent	41%	35%	24%	41%	65%

Note: GEAR UP cohort data during the ninth grade year is not available as surveys were not administered in 2011.

Source: Oregon GEAR UP Student Survey data. 2009–2014

Table D-11
Percentage of Students Who Said College Was Definitely or Probably Affordable With Financial Aid, Scholarships, and Family Resources, 2009–2014

		Grade Level				
		7th	8th	10th	11th	12th
GEAR UP Cohort	Number	1,215	728	851	895	598
	Percent	57%	52%	54%	52%	47%
2009 Baseline	Number	1,215	801	536	540	408
	Percent	57%	59%	55%	49%	57%

Note: GEAR UP cohort data during the ninth grade year is not available as surveys were not administered in 2011.

Source: Oregon GEAR UP Student Survey data. 2009–2014

Summary Tables of Survey Results Reported in Chapter 8

Table D-12
Selected 2014 Senior Survey Findings, by Perceived Academic Ability, 2014

	Perceived Academic Ability		
	"A" Student (n=169)	"B" Student (n=314)	"C" or Below (n=121)
Adults' expectations			
Parents expected students to get a degree	91%	81%	70%
Teachers expected students to get a degree	91%	82%	58%
Adult encouragement			
Teachers encouraged students to take challenging courses	78%	69%	58%
Parents are actively involved in students' learning	86%	79%	73%
Discussed college with adults			
Someone from school	91%	83%	77%
Someone from home	87%	78%	64%
Highest level of education that students expected to achieve			
4-year college or university	85%	65%	34%
2-year college	8%	21%	36%
Technical, trade, or business institution	5%	13%	24%

Source: Oregon GEAR UP 2014 Student Survey administered to seniors only.

Table D-13
Selected 2014 Senior Survey Findings, by Gender, 2014

	Males (n=326)	Females (n=278)
Adults' expectations		
Parents expected students to get a degree	80%	83%
Teachers expected students to get a degree	73%	87%
Adult encouragement		
Teachers encouraged students to take challenging courses	68%	67%
Parents are actively involved in students' learning	79%	79%
Discussed college with adults		
Someone from school	80%	86%
Someone from home	77%	77%
Highest level or education that students expected to achieve		
4-year college or university	60%	70%
2-year college	20%	20%
Technical, trade, or business institution	11%	3%

Source: Oregon GEAR UP 2014 Student Survey administered to seniors only.

Table D-14
Selected 2014 Senior Survey Findings, by Race/Ethnicity, 2014

	Perceived Academic Ability		
	White (n=333)	Hispanic/ Latino (n=115)	American Indian (n=55)
Adults' expectations			
Parents expected students to get a degree	80%	89%	86%
Teachers expected students to get a degree	80%	77%	84%
Adult encouragement			
Teachers encouraged students to take challenging courses	81%	75%	75%
Parents are actively involved in students' learning	75%	70%	83%
Discussed college with adults			
Someone from school	84%	78%	73%
Someone from home	78%	73%	73%
Highest level or education that students expected to achieve			
4-year college or university	65%	55%	59%
2-year college	20%	23%	20%
Technical, trade, or business institution	7%	14%	19%

Source: Oregon GEAR UP 2014 Student Survey administered to seniors only.

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