



Nevada GEAR UP

Gaining Early Awareness and Readiness for Undergraduate Programs

Fifth Year Evaluation Report

2016-17

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EXECUTIVE SUMMARY

The goal of Nevada GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is to help low-income students become prepared academically and financially to enter into and succeed in college. Nevada GEAR UP provides funding to assist partnerships of high-poverty middle and high schools, community-based organizations, private industry, and institutions of higher education to help students and their parents learn about college. The partnerships provide enhanced research-based curriculum, tutoring, summer and after-school academic and enrichment programs, mentoring, teacher professional development, and college visits.

Nevada GEAR UP is operated by the Nevada Department of Education in conjunction with the Nevada Office of the Governor, the Nevada Office of the State Treasurer, and the Nevada System of Higher Education. Nevada GEAR UP targeted two cohorts of students in 19 middle schools with poverty levels of over 50 percent. The first cohort were grade 7 students at the 19 middle schools in 2012–13, and the second cohort were grade 7 students at the same schools who entered the program in 2013–14. The 19 middle schools represent nine school districts: four schools are from Elko County School District; three schools each are from Clark, Nye, and Washoe County School Districts; two schools each from are Lyon and Mineral County School Districts; and one school each is from Esmeralda, Humboldt, and Pershing County School Districts. GEAR UP services will follow these two 7th grade cohorts of students as they proceed through their school career—from 7th to 8th grade, from 8th to 9th grade, and on into their first year of college. For the 2016-17 school year, the first cohort of students was in grade 11 and the second cohort of students was in grade 10.

The Nevada GEAR UP program is guided by four goals:

1. Increase the academic performance and preparation for postsecondary education of GEAR UP students.
2. Increase the rate of high school graduation and participation in postsecondary education of GEAR UP students.
3. Increase GEAR UP student and parent/family knowledge of postsecondary education options, preparation, and financing.

4. Create a college-going culture in GEAR UP middle schools to ensure that all students have the opportunity, support, guidance, and information to obtain the skills and knowledge necessary to apply for and succeed in postsecondary education.

The purpose of this report is to describe the Nevada GEAR UP program in 2016–17 and the students and parents it serves, and to report the results of data collected on the four program goals. The following pages provide a list of key findings, followed by the overall conclusions.

Summary of Key Findings

Characteristics of GEAR UP Students

1. The GEAR UP program served 4,536 students during the 2016–17 school year across 22 schools in eight school districts. At the end of the school year, 4,223 students were still active.
2. The GEAR UP student cohort is comprised primarily of minority students (71 percent). The two largest subgroups are Hispanic students (53 percent) and White students (29 percent).
3. About 13 percent of the GEAR UP student population is Limited English Proficient, compared to 16 percent statewide. Just over 11 percent of the GEAR UP student population has an Individualized Education Plan (IEP), slightly below the 12.2 percent of IEP students statewide. A small percent of students are Homeless (2.8 percent) or are in Foster Care (0.4 percent).
4. The four-year cohort graduation rates at the feeder GEAR UP high schools are less than the four-year cohort graduation rates of students statewide for 2011–12 through 2013–14, but exceeded the statewide student rate in the last three years, 2014–15, 2015–16, and 2016–17.
5. The college-going rate of the feeder high schools of GEAR UP students is 7 to 10 percentage points below the college-going rate of students statewide for the class of 2011 through the class 2014.

Student Participation in Services

6. A total of 4,030 of the 4,536 students (89 percent) who were active in the program at any time during the 2016–17 school year participated in at least one GEAR UP activity and spent an average of 24 hours in GEAR UP services.
7. The largest percent of students (76 percent) attended Counseling/Advising/and Academic Planning activities, which primarily targets student awareness and knowledge about college.

8. Nine hundred and seventy-seven students spent the greatest average amount of time (25 hours) in Summer Programs, which often strengthen academic preparation and achievement through credit recovery and academic enrichment.
9. Three student service areas account for 78 percent of the total GEAR UP service hours in which students participated: Rigorous Academic Curriculum (35 percent), Tutoring/Homework Assistance (25 percent), and Counseling/Advising/and Academic Planning (18 percent).

Parent Participation in Services

10. A total of 1,232 parents/guardians, who represent 965 of the 4,536 students (21 percent) in the program who were active at some time in 2016–17, participated in at least one GEAR UP activity and spent an average of 2.0 hours in these activities.
11. The GEAR UP activity that reached the greatest number of parents/guardians (638) was Counseling/Advising, which refers to a wide variety of one-to-one and small group advising to discuss academic goals, student behavior, and college plans, such as in parent-teacher conferences, parent meetings, and presentations.
12. Parents spent the greatest amount of time participating in College-Visits (7.6 hours); however, only 34 parents participated in this activity. Substantially more parents attended the other four services but spent less time in them on average: 1.9 hours in Family Events, 1.8 hours in Workshops, 0.9 hours on Counseling/Advising, and 0.7 hours in “Other” activities.
13. Two parent service areas account for 62 percent of the total GEAR UP service hours in which parents participated: Family Events (33 percent) and Workshops on College Preparation/Financial Aid activities (29 percent).

Student College Visit Survey Results: Based on 556 students (57 percent) of the 962 college visits made in 2016–17.

14. Out of the 556 completed college visit surveys, 375 students (67 percent) visited in-state colleges and 181 students (37 percent) visited out-of-state colleges. The largest number of students visited the University of Nevada-Las Vegas (121 surveys or 22 percent), followed by Nevada State College (97 or 17 percent), University of Nevada-Reno (69 or 12 percent), and College of Southern Nevada (44 or 8 percent). The out-of-state colleges visited the most often included Dixie State College and Southern Utah University, which were visited by 41 and 25 students, respectively, or 7.3 and 4.5 percent of the college visits.
15. Almost 90 percent of the students participated in some sort of preparation activity to learn about college in general or about the specific college they were to visit prior to going on campus.

16. All activities conducted during the college visits received very positive ratings, over an average rating of 3.4 on a four-point scale. The four activities that received the highest ratings were touring the campus (3.63), talking with a college student or panel (3.55), meeting with a professor (3.54), and visiting a student dorm (3.52).
17. Students reported that the college visits helped them understand the academic requirements of attending college, helped them obtain a better understanding of what college life looks, increased their confidence in going to college, helped them understand the costs of going to college, and helped them to make up their mind to go to college. All five areas received a rating of 4.36 or higher on a five point scale.

GEAR UP Indicators

Goal 1: Increase the academic performance and preparation for postsecondary education of GEAR UP students.

Indicator 1.1.1 GEAR UP students will pass Pre-Algebra by the end of 8th grade.

- A smaller percent of Cohort 1 students passed pre-Algebra by the end of grade 8 in 2013–14 than the comparison group of students from the two previous years of students at GEAR UP schools. However, 13 percent more Cohort 2 students passed pre-algebra by the end of grade 8 in 2014–15 than the comparison group, meeting the benchmark of 10 percent more students.

Indicator 1.1.2 GEAR UP students will pass Algebra 1 by the end of 9th grade.

- Almost 17 percent more Cohort 1 students and 13 percent more Cohort 2 students passed Algebra 1 by the end of grade 9 than the comparison group, meeting the benchmark of 10 percent more students.

Indicator 1.1.4 GEAR UP students will enroll in at least one Advanced Placement (AP) or International Baccalaureate (IB) course in high school.

- No students from Cohort 1 enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses during their freshman year, however Cohort 1 AP and IB enrollment increased to 15 percent in their sophomore year, and to 26 percent in their junior year. Cohort 2 students had a similar increase from their freshman to their sophomore year.

Indicator 1.1.5 GEAR UP high school students will enroll in two years of the same foreign or world language.

- No students from Cohort 1 enrolled in two years of the same foreign or world language during their freshman year. Cohort 1 foreign language enrollment in-

creased to 23 percent in their sophomore year, and to 35 percent in their junior year. Cohort 2 students had a similar increase from their freshman to their sophomore year.

Indicator 1.2.1 *Aggregated scores will improve on Nevada Criterion Reference Tests (CRTs) and other State mandated tests in math and science in middle schools.*

- A smaller percent of Cohort 1 students were proficient on the Nevada Math CRT than students in the comparison groups in 2012–13 and 2013–14 (i.e., students at the GEAR UP schools in the previous two years) as well as students statewide. The results are the similar for grade 7 Cohort 2 students in 2013–14. Thus, Cohort 1 and Cohort 2 students did not reach the benchmark that five percent more GEAR UP students are proficient on the Nevada Math CRT than the comparison groups.
- Six percent more Cohort 1 students in 2014–15 were proficient on the Nevada Science CRT than one of the two years of the comparison groups. Thus, Cohort 1 students reached the benchmark that five percent more GEAR UP students are proficient on the Nevada Science CRT than one of the two comparison groups. A smaller percent of Cohort 1 were proficient on the Nevada Science CRT than students statewide.
- At least 11 percent more Cohort 2 students were proficient on the Nevada Science CRT in 2014–15 than both years of the comparison groups. Thus, Cohort 2 students reached the benchmark that five percent more GEAR UP students are proficient on the Nevada Science CRT than the two comparison groups. A smaller percent of Cohort 2 were proficient on the Nevada Science CRT than students statewide.

Indicator 1.2.2 *Aggregated scores will improve on Nevada CRTs in English/language arts (reading) in middle school and the Nevada Grade 8 Writing Exam.*

- The Nevada CRT reading results show that a larger percent of grade 7 Cohort 1 students in 2012–13 were proficient in reading than two years of the comparison group, by 10 and 15 percent. In addition, a larger percent of grade 8 Cohort 1 students in 2013–14 were proficient in reading than two years of the comparison group, by one percent to just under five percent. Thus, Cohort 1 students met the benchmark that five percent more Cohort 1 students will be proficient on the Nevada Reading CRT than the comparison group in grade 7, but fell short of the comparison group in grade 8. A smaller percent of Cohort 1 students were proficient in reading than students statewide in 2012–13 and 2013–14.
- Nevada CRT reading results show that a larger percent of Cohort 2 students were proficient in reading in 2013–14, from 8 to 13 percent, than the comparison groups for the previous two years, exceeding the five percent benchmark for this

indicator. A smaller percent of Cohort 2 students were proficient in reading than students statewide.

Indicator 1.2.3 *GEAR UP student progress in ACT College and Career Readiness System (CCRS) will improve over time.*

- The ACT EXPLORE assessment results for grade 8 show that the percent of both Cohort 1 and Cohort 2 students who met the College Readiness Benchmarks is substantially below (by at least 18 percentage points) the percent of students who met the College Readiness Benchmarks nationally for each subject. Cohort 1 students performed a little higher than Cohort 2 students in all subjects.
- The ACT EXPLORE results in grade 8 and ACT Aspire results in grade 10 show that a larger percent of a matched group of Cohort 1 students met the College Readiness Benchmarks in grade 8 than in grade 10 for three of the four subjects tested, except reading.
- The Cohort 2 ACT EXPLORE results in grade 8 and ACT Aspire results in grade 10 show that a larger percent of a matched group of Cohort 2 students met the College Readiness Benchmarks in grade 10 than in grade 8 for three of the four subjects tested, except math. While the results suggest that Cohort 2 students are more ready for college in grade 10 than in grade 8, the results are based on just one-sixth of the students with test scores and must be interpreted with caution.
- The Cohort 1 ACT EXPLORE results in grade 8, ACT Aspire results in grade 10, and ACT results in grade 10 show that a larger percent of a matched group of Cohort 1 students met the College Readiness Benchmarks in grade 8 than in grade 10, and than in grade 11 for three of the four subjects tested, except in reading where students scored higher in grade 10 than in grade 8, but then decreased in grade 11.
- The Cohort 1 ACT EXPLORE results in grade 8 and ACT results in grade 11 show that a larger percent of a matched group of Cohort 1 students met the College Readiness Benchmarks in grade 8 than in grade 11 for all four subjects tested.

Goal 2: Increase the rate of high school graduation and participation in postsecondary education of GEAR UP students.

Indicator 2.1.1 *GEAR UP students will matriculate from 8th grade into 9th grade.*

- Almost 99 percent of Cohort 1 students and 97.6 percent of Cohort 2 students matriculated from grade 8 to grade 9 at the end of 2013–14 and 2014–15, respectively. While a greater percent of Cohort 1 and Cohort 2 students matriculated from grade 8 to grade 9 than did the two previous cohorts of students at these schools who did not participate in GEAR UP, the Cohort 1 and Cohort 2 students fell

short of the benchmark for this indicator that 10 percent more GEAR UP students will matriculate from grade 8 to grade 9 than the comparison group.

Indicator 2.1.4 GEAR UP students will stay on track during high school to graduate at the end of four years.

- Over 87 percent of Cohort 1 students at the end of grade 9 in 2014-15 and 84 percent at the end of grade 10 and grade 11 in 2015–16 and 2016–17, respectively, have enough credits to be considered on track to graduate from high school after four years, above the 75 percent benchmark set for this indicator.
- Over 90 percent of Cohort 2 students at the end of grade 9 in 2015–16 and 85 percent at the end of grade 10 in 2016–17 have enough credits to be considered on track to graduate from high school after four years, above the 75 percent benchmark set for this indicator.

Indicator 2.1.5 GEAR UP students will perform at a level in high school to be accepted in a Nevada college.

- Seventy-three percent of Cohort 1 students in grade 9 and 74 percent in grade 10 students had an unweighted GPA of 2.0 or above at the end of 2014–15 and 2015–16, respectively, the minimum GPA to be accepted to a Nevada college, falling just below the benchmark of 75 percent. In 2016–17, 78 percent of Cohort 1 students in grade 11 had an unweighted GPA of 2.0 or above at the end of 2016–17, exceeding the benchmark set for this indicator.
- Almost 75 percent of Cohort 2 students in grade 9 had an unweighted GPA of 2.0 or above at the end of 2015–16, falling just below the benchmark of 75 percent. In 2016-17, almost 76 percent of Cohort 2 students in grade 10 had an unweighted GPA of 2.0 or above, exceeding the benchmark set for this indicator.

Indicator 2.2.1 GEAR UP students will declare an intent to attain postsecondary education.

- Student survey results from matched groups of Cohort 1 and Cohort 2 students show that about 93 percent of Cohort 1 and Cohort 2 students already thought in the baseline years of 2012–13 and 2013–14, respectively, that they will attend some postsecondary education. The results for the two Cohorts remained the same in 2015-16 at about 93 percent. In other words, Nevada GEAR UP students exceeded the benchmark for this indicator in their baseline year and again in 2015–16 that 85 percent of GEAR UP students will declare an intent to attain postsecondary education.

Goal 3: Increase GEAR UP student and parent/family knowledge of postsecondary education options, preparation, and financing.

Indicator 3.1.1 *GEAR UP students and their parents/families will increase their knowledge of postsecondary academic requirements.*

- Survey results show that students believe that they have some knowledge about the academic requirements to enroll in college, but many report that they still have much to learn. Matched groups of Cohort 1 and 2 student reported little increase in their knowledge from the baseline years (2012–13 and 2013–14) with 2015–16, failing to reach the annual five percent benchmark for this indicator.
- Survey results show that parents believe that they have some knowledge about the academic requirements to enroll in college, but many report that they still have much to learn. Matched groups of Cohort 1 and Cohort 2 parents reported an increase in their knowledge of academic requirements to enroll in college from their baseline year (2012–13 or 2013–14) to 2015–16, but fell short of meeting the benchmark of a five percent annual increase set for this indicator.

Indicator 3.1.2: *GEAR UP parents/families will be involved in the development of GEAR UP student Individualized Learning Plans (ILPs).*

- About 81 percent of the parents of grade 8 Cohort 1 students and 84 percent of grade 8 Cohort 2 students were involved in the development of their child’s Individualized Learning Plans (ILP) as measured by whether parents signed their child’s ILP. Nevada GEAR UP fell short of the benchmark that 95 percent of parents will sign their child’s ILP by the end of grade 8.

Indicator 3.1.3 *GEAR UP parents/guardians expecting their child to obtain postsecondary education will increase.*

- Parent survey results show that parents already had high expectations for their children to obtain postsecondary education in the baseline years of 2012–13 and 2013–14. In fact, Cohort 1 parents had already exceeded the 95 percent benchmark and Cohort 2 parents fell just one percentage point short. While neither cohort of parents reported higher expectations for their children to obtain postsecondary education in 2015–16, both cohorts of parents fell just short of the 95 percent benchmark.

Indicator 3.2.1 *GEAR UP students and parents/families will increase their knowledge of planning for college expenses.*

- Survey results show that students believe that they have some knowledge about financial aid for postsecondary education, but many report that they still have much to learn. Matched groups of Cohort 1 and 2 students reported essentially no increase in their knowledge from the baseline years (2012–13 and 2013–14) with

2015–16, failing to reach the annual five percent benchmark for this indicator.

- Survey results show that parents believe that they have some knowledge about financial aid for postsecondary education, but many still have much to learn. Matched groups of Cohort 1 and Cohort 2 parents reported an increase in their knowledge of financial aid for postsecondary education from their baseline year (2012–13 or 2013–14) to 2015–16, but fell short of meeting the benchmark of a five percent annual increase set for this indicator.

Indicator 3.2.2 *GEAR UP* parents/families will open college savings accounts for their students.

- Matched groups of Cohort 1 and 2 parents reported small increases in the percent of parents who opened college savings accounts from the baseline years (2012–13 and 2013–14, respectively) with the follow up year of 2015–16, but the increases fell far short of meeting an increase of five percentage points annually set for this indicator. Sixteen to 20 percent of parents opened a college savings account for their child in the years measured.

Goal 4: Create a college-going culture in GEAR UP middle schools to ensure that all students have the opportunity, support, guidance, and information to obtain the skills and knowledge necessary to apply for and succeed in postsecondary education.

Indicator 4.1.1 *GEAR UP* middle school teachers will report improvement in their understanding of college and career readiness.

- Ratings from middle school teacher surveys from 2012–13 through 2014–15 increased slightly from 5.42 in 2012–13 to 5.58 in 2013–14, but leveled off in 2014–15. Nevada GEAR UP met the benchmark for this indicator in 2013–14 which is to show an annual increase in average teacher rating on an educator survey, but did not meet the benchmark in 2014–15.

Indicator 4.2.1 *GEAR UP* middle school teachers will report improvement in their ability to analyze data in decision-making regarding instruction.

- Ratings from middle school teacher surveys from 2012–13 through 2014–15 increased slightly from 5.27 in 2012–13 to 5.42 in 2013–14, but leveled off in 2014–15. Nevada GEAR UP met the benchmark for this indicator in 2013–14 which is to show an annual increase in average teacher rating on an educator survey, but did not meet the benchmark in 2014–15.

Indicator 4.3.1 *GEAR UP* middle school leaders will improve their leadership elements.

- Ratings from middle school teacher surveys from 2012–13 through 2014–15 increased slightly from 5.63 in 2012–13 to 5.77 in 2013–14, but decreased to 5.64 in 2014–15. As in the two previous indicators for this goal, Nevada GEAR UP

met the benchmark for this indicator in 2013–14 which is to show an annual increase in average teacher rating on an educator survey, but did not meet the benchmark in 2014–15.

Conclusions

1. The Nevada Department of Education targeted GEAR UP funds to schools with student populations typically underrepresented at college, i.e., lower-income minority students attending high schools with lower graduation rates and college-going rates than schools statewide. In other words, these students can benefit from information and activities to help them enroll and persist in college. Thus, Nevada GEAR UP can achieve the primary program goal to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.
2. The College GEAR UP Ambassadors and the Student and Parent Involvement Facilitators play key roles in helping Nevada GEAR UP meet program goals. They help student and parents plan for and learn about college academic requirements and financial aid; they coordinate and provide services to students to improve their academic achievement; and they will help student and their families apply for and enroll students in postsecondary education.
3. Most students in the Nevada GEAR UP program and their parents already had aspirations for the student to enroll in college and earn a degree, prior to their participation in GEAR UP. While students and parents, even more so, seem to have gained knowledge about the academic requirements to enroll in college and about financial aid and the benefits of postsecondary education, both appear to have more to learn and gain from additional information in these key areas to help them make informed choices about postsecondary education.
4. Most projects offered a variety of student and parent services that addressed the four program goals. There are, however, four key student services that reach the greatest numbers of students, can impact student knowledge and readiness for college, and a couple of which might not be offered to students without GEAR UP funds. Perhaps more importantly, when implemented with fidelity, these four services may have the potential for positive impact and help local projects achieve the three program goals. The four services are:
 - Counseling, advising and academic planning
 - Tutoring and homework assistance
 - Summer programs
 - College visits
5. Most GEAR UP students have gained enough high school credits to be considered on track to graduate from high school after four years, and have at least the mini-

- minimum required Grade Point Average (GPA) to enroll in a public college or university in Nevada. Both are important steps toward possible postsecondary enrollment.
6. Parents and students perceive that students are performing well in school and have good study skills and habits. However, the available achievement evidence from national test scores, state test scores, and GPA shows that GEAR UP students are not performing consistent with their self-report and are performing no better than peers who attended the GEAR UP schools previously. These data suggest that some students lack the academic preparation, achievement, and strategies to enter college and be successful.
 7. The performance of students on national college readiness assessments from grade 8 to grade 11 demonstrates that the majority of students are not meeting important college readiness benchmarks. Instead, student performance on these assessments suggests that students may even be moving even further away from the college readiness benchmarks that predict future college success.

Recommendations

The evaluation identifies five recommendations for the Nevada Department of Education (NDE) and three recommendations for Nevada GEAR UP schools. The recommendations for the schools presume that NDE will provide assistance, leadership, and overview where needed.

Nevada Department of Education

1. Develop a plan to work with Nevada GEAR UP schools to ensure that all services are entered into Nevada GEAR UP Database and coded accurately. The plan should include annual training for GEAR UP staff, a clear timeline to GEAR UP schools for data entry, monthly monitoring of data entry, and follow-up technical assistance to schools where needed. Without complete and accurate data, the value of the evaluation to promote and guide program improvement is reduced.
2. Continue to implement an annual subgrant application based on a program improvement framework for schools to improve services provided to students and parents. The framework should be aligned with current Nevada school improvement procedures and should include an analysis of Nevada GEAR UP data collected, including school performance on GEAR UP state performance indicators, services provided, and survey results (educator, student, and parent). All applications should identify one or two areas for improved services.
3. Promote the implementation of college and career readiness (CCR) best practices at GEAR UP schools through targeted professional development. While CCR

- practices are a school issue, not just a program issue, GEAR UP can and should play an important role in improving school CCR practices because these practices are important inputs to achieve the primary goal of GEAR UP—to improve post-secondary school enrollment and success.
4. Help Nevada GEAR UP schools improve the implementation of key identified GEAR UP services. Examine the research literature on three key Nevada GEAR UP services, such as college visits, tutoring and homework assistance, and mentoring. Create documents or checklists identifying key elements for each service that makes it effective and meaningful. Share these documents with GEAR UP schools and provide professional development where appropriate.
 5. Work closely with and monitor the quality of services provided by College GEAR UP Ambassadors and Student Parent Involvement Facilitators (SPIFs). Provide guidance and professional development where needed, especially when staff are new to GEAR UP. The staff in these two roles are key to the success of the Nevada GEAR UP program in meeting program goals.

Nevada GEAR UP Schools

1. Enter all services that are provided as part of the GEAR UP program into the Nevada GEAR UP Database. Require that the person who enters data into the GEAR UP Database attend training to become knowledgeable about the definitions of GEAR UP services and about data entry procedures. Monitor data entries regularly.
2. Focus on the quality of GEAR UP services. Develop annual plans to improve services to students and parents, using the research on best practices provided by the Nevada Department of Education. Ensure that improvement plans are based on a thorough review of the data, including school performance on state performance indicators, services provided to students and parents, survey results (students and parents), and other available school level data that identify student needs.
3. Attend approved professional development opportunities on college and career readiness best practices to address and improve the services in the school's GEAR UP application.

Chapter I. Introduction

Gaining Early Awareness and Readiness for Undergraduate Programs¹ (GEAR UP) is a federal grant program that provides six or seven-year grants to education/community partnerships and states to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP serves an entire cohort of students at high-poverty middle and high schools, beginning no later than the seventh grade, by providing services and college scholarships.

GEAR UP provides two types of grants: competitive grants to states and to education/community partnerships composed of colleges, school districts, and at least two other entities, such as businesses, professional organizations, community-based organizations, and state agencies. State and partnership grants have similar, but not identical requirements. GEAR UP state grants must provide early college preparation and awareness activities and scholarships for participating students. GEAR UP state grants can apply for a waiver to provide scholarships for participating students. Partnerships must provide early college preparation and awareness activities through the early intervention component and are encouraged to provide college scholarships, although not required to do so.

The national GEAR UP is guided by three primary goals:

1. Increase academic performance and preparation for postsecondary education.
2. Increase the rate of high school graduation and participation in postsecondary education.
3. Increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing.

A national GEAR UP Evaluation Council developed the following four Readiness Stages to describe this evolution of GEAR UP goals and the target of services provided to students and parents at different grade levels.

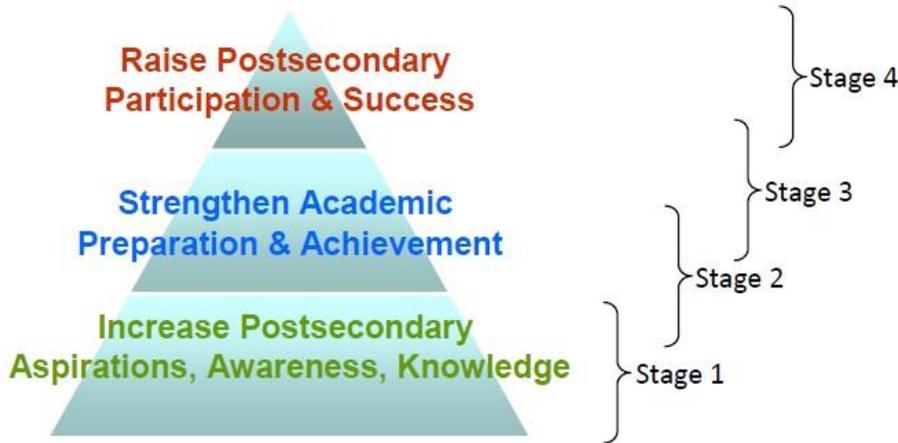
- Stage 1 (6th to 8th grade): predisposition, awareness, and knowledge acquisition
- Stage 2 (9th and 10th grade): motivation, expectations, and aspirations

¹ GEAR UP was signed into law under the Higher Education Amendments of 1998 (Public Law 105-244).

- Stage 3 (11th to 12th grade): academic enrollment, preparation, and achievement
- Stage 4 (1st and 2nd postsecondary years): college course success and persistence

Figure 1 shows the correlation between the three primary goals and the four development or readiness stages of the program.

Figure 1. Progression of GEAR UP Goals and Readiness Stages



Nevada GEAR UP

The purpose of Nevada GEAR UP is to increase the number of low-income students prepared to enter and succeed in postsecondary education. In June 2011, the Nevada Department of Education (NDE) in conjunction with the Nevada Office of the Governor and the Nevada System of Higher Education successfully received a third GEAR UP state grant for \$21 million to implement a GEAR UP program over seven years from 2012–13 through 2018–2019. An important element of this grant, different from the two previous GEAR UP grants, is that Nevada received a waiver from allocating half of the grant award to a scholarship fund for GEAR UP students due to the large number of college scholarships already available to state students.

The Nevada GEAR UP program is guided by four goals, three of which are the same as the national GEAR UP goals. The fourth Nevada GEAR UP goal focuses on creating a college-going culture in participating middle schools.

1. Increase the academic performance and preparation for postsecondary education of GEAR UP students.
2. Increase the rate of high school graduation and participation in postsecondary education of GEAR UP students.
3. Increase GEAR UP student and parent/family knowledge of postsecondary education options, preparation, and financing.
4. Create a college-going culture in GEAR UP middle schools to ensure that all students have the opportunity, support, guidance, and information to obtain the skills and knowledge necessary to apply for and succeed in postsecondary education.

To achieve program goals, each GEAR UP school develops a set of services that best address the needs of students at the school. These services are the primary strategies that will ensure Nevada GEAR UP meets program goals. In addition to these school-based services, this Nevada GEAR UP grant includes four new initiatives to help achieve program goals: professional development and mentoring for school leadership; Science, Technology, Engineering, and Mathematics (STEM) professional development for teachers; Student-Parent Involvement Facilitators located at each school; and the College GEAR UP Ambassador program. Each is described briefly below and more fully described in Chapter V.

Professional Development and Mentoring for School Leadership: Staff at the University of Nevada, Reno, provides ongoing professional development and mentoring for GEAR UP middle school leaders through 2015–2016. UNR staff held an annual summit conference for middle school leaders to assess their schools’ needs to create and sustain a culture of college readiness. Professional development is designed to meet the needs of the GEAR UP middle schools as they become models in their school districts for creating a college-going culture.

STEM Professional Development: Staff at the University of Nevada, Las Vegas, develop Science, Technology, Engineering, and Mathematics (STEM) activities, professional development, and curriculum aligned with Common Core State Standards. These opportunities were available to GEAR UP school teachers initially, and later expanded to student and parents.

GEAR UP Ambassador Program: Staff at the NSHE implemented the GEAR UP College Ambassador program to increase Nevada’s postsecondary institutions’

presence in GEAR UP schools. GEAR UP Ambassadors adopt GEAR UP middle and high schools in their service areas. The Ambassadors, in partnership with the Student-Parent Involvement Facilitators, described below, coordinate and conduct college readiness activities for GEAR UP students and parents.

Student-Parent Involvement Facilitators: This grant introduces a new staff position at GEAR UP schools, the Student-Parent Involvement Facilitator (SPIF). The primary role of SPIFs is to monitor each student’s progress in school, serve as the primary GEAR UP contact for parents, and provide services to both students and parents. The SPIFs help students create Individual Learning Plans (ILP), which are academic roadmaps for students to reach their college and career goals, and work closely with the College GEAR UP Ambassadors.

Nevada GEAR UP targeted two cohorts of grade 7 students in 19 middle schools, all with poverty levels of over 50 percent.² The first cohort was grade 7 students at the 19 middle schools in 2012–13 and the second cohort was grade 7 students at the same schools during 2013–14. The original 19 schools represent nine school districts: three schools each are from Clark, Elko, Nye, and Washoe County School Districts; two schools each are from Lyon and Mineral County School Districts; and one school each are from Esmeralda, Humboldt, and Pershing County School Districts. GEAR UP services follow these two cohorts as they proceed through their school career—from 7th to 8th grade, from 8th to 9th grade, and on into their first year of college. During 2016-17, the two cohorts were in grade 10 and 11 at 22 high schools or projects.

Table 1 shows the GEAR UP schools by school district, their allocation in 2016–17, and their partner(s). The Nevada Department of Education received \$3,000,000 for 2016–17: \$1,702,000³ (57 percent) was allocated to schools for program activities; \$755,826 went to the NSHE to hire GEAR UP College Ambassadors for each Nevada college; \$112,000 went to administration mentoring; \$60,000 went to UNR to provide leadership training to

² Poverty level was determined by the percent of students in the Free and Reduced Lunch program.

³ The amount of funds allocated to schools for direct services to students and parents has increased steadily over the five years of the program from \$1,563,000 in 2012-13 to \$1,702,000 in 2016-17.

Table 1. Nevada GEAR UP 2016-17 Allocations for GEAR UP Sites and Partners

District/School	Allocation	Partner
Clark <ul style="list-style-type: none"> Desert Pines, Las Vegas, East Career Tech, SE Career Tech, Chaparral, and Del Sol High Schools 	\$792,000	<ul style="list-style-type: none"> Nevada System of Higher Education University of Nevada, Las Vegas University of Nevada, Reno College of Southern Nevada Nevada State College
Elko <ul style="list-style-type: none"> Jackpot, Owyhee, and Wells High Schools 	\$110,000	<ul style="list-style-type: none"> University of Nevada, Las Vegas University of Nevada, Reno Great Basin College
Humboldt <ul style="list-style-type: none"> McDermitt High School 	\$60,000	<ul style="list-style-type: none"> University of Nevada, Las Vegas University of Nevada, Reno Great Basin College
Lyon <ul style="list-style-type: none"> Silver Stage and Yerington High Schools 	\$105,000	<ul style="list-style-type: none"> University of Nevada, Las Vegas University of Nevada, Reno Western Nevada College
Mineral <ul style="list-style-type: none"> Mineral County High School 	\$80,000	<ul style="list-style-type: none"> University of Nevada, Las Vegas University of Nevada, Reno Western Nevada College
Nye <ul style="list-style-type: none"> Beatty, Gabbs, Pahrump, and Tonopah High Schools Esmeralda County⁴ 	\$210,000	<ul style="list-style-type: none"> University of Nevada, Las Vegas University of Nevada, Reno Great Basin College
Pershing <ul style="list-style-type: none"> Pershing County High School 	\$60,000	<ul style="list-style-type: none"> Western Nevada College University of Nevada, Las Vegas University of Nevada, Reno
Washoe (Total) <ul style="list-style-type: none"> Academy of ACT, Hug, and Wooster High Schools Dean’s Future Scholars 	\$285,000	<ul style="list-style-type: none"> University of Nevada, Las Vegas University of Nevada, Reno Truckee Meadows Community College
NSHE Leadership/Ambassadors	\$755,826	<ul style="list-style-type: none"> All NSHE institutions
NSHE Admin Mentoring	\$112,000 ⁵	<ul style="list-style-type: none"> All NSHE institutions
UNR Educational Leadership	\$60,000	<ul style="list-style-type: none"> All GU school districts
UNLV STEM	\$95,000	<ul style="list-style-type: none"> All GU school districts
Total	\$2,612,826	

⁴ Esmeralda County is funded under Nye County since students go to Nye County for high school.

⁵ This money comes from interest earned in the scholarship trust account, not the 2016-17 GEAR UP grant.

project schools; \$95,000 went to UNLV to provide staff development in STEM; and the balance of \$387,174 is used for state administration and evaluation activities.

Organization of this Report

Following this chapter, *Chapter II: GEAR UP Evaluation* describes the components of the Nevada GEAR UP evaluation. *Chapter III: GEAR UP Student and School Characteristics* provides data on characteristics of GEAR UP students and the high schools that students attend. In *Chapter IV: GEAR UP Services and Participation*, the number of students and parents are described, as well as the time they participate in the different categories of GEAR UP activities. *Chapter V: Nevada GEAR UP Initiatives* provides a description of each of the four new initiatives to Nevada GEAR UP: College Ambassador Program, Student-Parent Involvement Facilitators STEM Professional Development, and Professional Development for School Leadership. *Chapter VI: GEAR UP College Visit Survey Results* presents a summary of college visit surveys completed by students after college visits. *Chapter VII: GEAR UP Goals and Indicators* presents the data collected on program goals and state performance indicators in 2016–17. Finally, *Chapter VIII: Summary of Findings and Conclusions* presents a summary of the findings, conclusions, and recommendations of Nevada GEAR UP implementation based on the results reported in all previous chapters of this report.

Chapter II. GEAR UP Evaluation Plan

There are two broad purposes for the Nevada GEAR UP evaluation:

1. Provide data about performance indicators established by the U.S. Department of Education (USDOE) and the state of Nevada for the GEAR UP initiative.
2. Inform program staff at all levels of GEAR UP progress and potential impacts so that individual programs and the statewide program have timely information to guide improvements as the multi-year initiative unfolds.

The evaluation plan includes data collection on program implementation (*formative component*) and program outcomes (*summative component*) over the life of the program, from 2012–13 through 2018–19. The evaluation report for the program’s fifth year in 2016–17 includes data on implementation as well as data on state performance indicators.

Evaluation Questions

The evaluation focuses on key questions about the implementation of Nevada GEAR UP and its impact on state performance indicators, such as student learning. The Nevada GEAR UP Leadership Team established a Nevada GEAR UP Evaluation Team in the summer of 2012 to identify evaluation questions to guide the statewide program evaluation. The GEAR UP Evaluation Team identified six formative evaluation questions about program implementation and one summative evaluation question linked directly to the four program goals. The evaluation questions and accompanying data collection activities are briefly described below.

Formative Questions

1. What are the characteristics of Nevada GEAR UP students and schools?
2. What services are provided to students and their parents by Nevada GEAR UP?
3. How well do students and their parents think the student does in school?
4. What plans do students and their parents have for students after high school?
5. What do students and their parents know about college entrance requirements and financial aid?
6. Are students and parents satisfied with the services they receive through Nevada GEAR UP?

Summative Questions

1. What is the impact of Nevada GEAR UP on the four program goals as measured by statewide performance indicators?
 - What is the impact on postsecondary participation and success of GEAR UP students?
 - What is the impact on academic performance and preparation for postsecondary education of GEAR UP students?
 - What is the impact on the GEAR UP student and parent/family knowledge of postsecondary education options, preparation, and financing?
 - What is the impact on the college-going culture in GEAR UP middle schools?

Methods

An important tool used in the evaluation is the online Nevada GEAR UP database application, developed and implemented by Pacific Research Associates during the 2012–13 school year. The database stores data collected to answer the formative and summative research questions, including quantitative data on program activities and service delivery; survey data from students and parents; as well as student measures that address the three primary GEAR UP goals. The online Nevada GEAR UP database is a comprehensive, longitudinal database that stores data entered by school staff and uploaded via batch files from several sources, such as the Nevada Department of Education and participating school districts, about (a) GEAR UP services to students, parents, and teachers; (b) statewide performance indicators; and (c) participant attitudes and self-reported behaviors among students and parents via surveys. The variable list for students includes unexcused school absences, achievement test scores, college entrance exam participation and scores, math and science course enrollment and completion, advanced placement and international baccalaureate courses, FAFSA completion, high school graduation, and other indicators to fully assess progress in achieving the three main GEAR UP goals. Data will be collected and stored in GEARS from 2012–13 to 2018–19, allowing for longitudinal analyses.

Formative

The evaluation collected information from project staff, students, and parents to answer the formative research questions. For example, data on the demographic characteristics of the students (e.g., ethnicity, gender) as well as student and parent participation in program activities were collected from district and project staff, who entered the data into the web-based database developed for Nevada GEAR UP.

In addition, the evaluator developed two student surveys and a parent survey to collect information from students and parents about various elements, such as the students' plans for the future and knowledge about college. The instruments are explained in more detail under *Data Collection Instruments*.

Summative

To determine the impact of Nevada GEAR UP on program outcomes, the evaluation is a mixed-methods study, depending on the state performance indicator. The research methods included descriptive research (survey research) to determine whether GEAR UP students and parents met an expected performance level on an indicator or measure; pre-experimental design (static-group comparison) where the performance of GEAR UP students are compared to the previous cohort of students on the same measures; and quasi-experimental design (time-series design) where the same data measures are collected on GEAR UP students annually to determine trends over time. Each research design is explained more thoroughly in *Chapter VII: Goals and Indicators*, where the data on the state performance indicators are presented. Table 2 provides a list of the state performance indicators for each of the four goals. Overall, there are 30 state performance indicators for the four goals.⁶

⁶ Over the course of the seven year program, the evaluation will identify and present data on other important indicators, such as the college-going rate of GEAR UP students, not on the current list of indicators.

Table 2. Nevada GEAR UP Goals and State Performance Indicators

Goal	State Performance Indicator
<p>1. Increase the academic performance and preparation for postsecondary education of GEAR UP students</p>	<ul style="list-style-type: none"> • Percent of grade 8 students who pass pre-algebra • Percent of grade 9 students who pass algebra • Percent of grade 12 students who have two years of math credit beyond Algebra I • Percent of high school students who enroll in at least one Advanced Placement (AP) or International Baccalaureate (IB) course • Percent of high school students who enroll in two years of the same foreign or world language • Performance on State CRTs (grades 6, 7, and 8) in math and science • Performance on State CRTs (grades 6, 7, and 8) in English/language arts and Nevada Grade 8 Writing Exam • Progress on ACT College and Career Readiness System (CCRS)
<p>2. Increase the rate of high school graduation and participation in postsecondary education of GU students</p>	<ul style="list-style-type: none"> • Percent of students who matriculate from 8th grade into 9th grade • Percent of students who meet the new Nevada High School Assessment Requirements⁷ • Percent of students who graduate from high school with a standard or advanced diploma • Percent of students who stay on track during high school to graduate at the end of four years • Percent of GEAR UP students who maintain a 2.0 or greater unweighted GPA annually • Percent of students who declare an intent to attain postsecondary education • Percent of students who graduate from high school with college/university credit • Percent of students who complete the Free Application for Federal Student Aid (FAFSA) • Percent of students awarded the Millennium Scholarship and/or Nevada Access Funds • Percent of students who enroll in a postsecondary institution immediately after high school graduation • Percent of students who enroll in college-level English without remediation • Percent of students who enroll in college-level math without remediation • Percent of students who persist into their second year of postsecondary education

⁷ This indicator replaces an indicator based on Nevada’s previous assessment system that changed in 2014-15, after the original Nevada GEAR UP Evaluation Plan had been created.

Table 2. Nevada GEAR UP Goals and State Performance Indicators (cont.)

Goal	Indicator
3. Increase GU student and parent/family knowledge of postsecondary education options, preparation, and financing	<ul style="list-style-type: none"> • Percent of students and their parents/families who increase their knowledge of postsecondary academic requirements • Percent of parents/families involved in the development of GU student Individualized Learning Plans (ILPs) • Percent of parents/guardians expecting their child to obtain postsecondary education • Percent of students and parents/families who increase their knowledge of planning for college expenses • The percent of parents/families who open college savings accounts for their students
4. Create a college-going culture in GU middle schools to ensure that all students have the opportunity, support, guidance, and information to obtain the skills and knowledge necessary to apply for and succeed in postsecondary education	<ul style="list-style-type: none"> • The percent of middle school teachers who improve their understanding of college and career readiness concepts • The percent of middle school teachers who improve their ability to analyze data in decision-making regarding students • The percent of middle school leaders who improve their leadership skills

Data Collection Instruments

This section describes the data collection instruments adopted or developed for this evaluation. These include four surveys for program staff, students, and parents about program activities and conditions within GEAR UP schools. Each is described briefly below.

- ♦ **Student Survey: APR.** This student survey was revised from a survey used in the previous 2006 state GEAR UP grant and includes all questions required on the U.S. Department of Education’s Annual Performance Report (APR) before it was revised in 2016–17. A total of 15 questions were asked of students, such as about students’ aspirations for college and reasons why they might not attend, efforts by GEAR UP and school personnel to inform students about college entrance re-

- quirements and financial aid, students’ self-ratings of academic and study habits, student “college knowledge” in areas like entrance requirements for postsecondary education, and student ratings of the helpfulness and value of various GEAR UP activities. Students complete the survey online in the spring and a summary of the survey results are available online in the Nevada GEAR UP database application. It is administered every other year; it was not administered in 2016–17.
- ◆ ***Student Survey: College Visits.*** The evaluator developed a survey at the beginning of 2014–15 to collect information from students about their perceptions and experiences of the college visit. The survey asks students about how well they were prepared for the college visit before going, which of activities they participated in while on campus were helpful in learning about college, and the extent to which the campus visits helped them learn about college. Some of the items on the survey are consistent with the guidance Nevada GEAR UP staff give to schools in a best practices document they created on college visits. Nevada GEAR UP staff asks schools to administer the surveys after each college visit. Students can complete the survey online or as a paper and pencil survey, which are then entered into the online survey database application. A summary of the survey results are available online in the Nevada GEAR UP database application.
 - ◆ ***Parent Survey: APR.*** The parent survey parallels the APR student survey in asking many of the same questions about expectations and aspirations of their students to attend college (plus their own expectations), if schools shared information about college attendance requirements and financial aid, parent knowledge of financial aid, parent ratings of student academic and study habits, parent engagement in student learning, and parent views of the helpfulness and value of various GEAR UP services provided to their students. Like the APR student survey, some of the questions on the parent survey were initially required for the U.S. Department of Education’s Annual Performance Report (APR) prior to its revision in 2016–17. The parent survey used both an online and paper-and-pencil administration, and the paper surveys were entered by hand into the GEAR UP database. A summary of the survey results are available online in the Nevada GEAR UP database application. It is administered every other year; it was not administered in 2016–17.
 - ◆ ***Educator Survey.*** The survey was developed by UNR GEAR UP staff in fall 2012 to assess three indicators that measure Goal 4 on developing a college-going culture in middle school. The teaching staff at GEAR UP middle schools completed the survey annually through the 2014–15 school year. The responses from all educator surveys are collected and UNR GEAR UP staff conducts an analysis of the survey responses.

Participation in GEAR UP National Evaluation Consortium

In March 2012, Nevada GEAR UP joined a national evaluation project, called the College and Career Readiness Evaluation Consortium (CCREC or Consortium). The Consortium is a 13-state collaboration of state GEAR UP projects that entered into an agreement to participate in research and evaluation that would examine the effectiveness of these GEAR UP programs. The evaluation project will examine data for over 140,000 students. The benefit of participating in the Consortium is that it provides an opportunity, which is not available nationally, to collect and analyze data across a large number of states to assess program effectiveness and the relative effectiveness of typical GEAR UP services.

Three key partners to the Consortium are:

- (1) National Council for Community and Education Partnerships (NCCEP), which serves as the managing partner for the Consortium,
- (2) National Student Clearinghouse (NSC) Research Center, which will develop and host the Consortium data repository, and
- (3) ACT, Inc., a nonprofit organization and provider of the standardized assessments (ACT Aspire) that serve as the primary college and career ready assessment tools used by the Consortium states to facilitate common research and evaluation activities.

The Consortium will conduct a two-part, multi-state evaluation of the GEAR UP program to assess the impact of common interventions. One part of the evaluation headed by ACT will compare the gains of GEAR UP students from the Consortium on the ACT Aspire with the gains of matched comparison groups of non-Consortium GEAR UP students and non-GEAR UP students. Thus far, ACT created the first report that presents baseline student achievement data for the three groups of students. The second part of the evaluation is led by NCCEP, which will examine the relationships between student and parent participation in GEAR UP services with GEAR UP outcomes, such as student achievement, high school graduation, and college enrollment and persistence.

The Consortium evaluation operates under the following broad timeframe: Systemic Planning (FY 2011–12), Research and Evaluation Framework (FY 2012–13), Implementation (FY 2013–18), and Synthesis and Reporting (FY 2020–26), noting that the Synthesis and Reporting phase is beyond the participating grantees' GEAR UP funding cycle.

Data collection for the two-part evaluation started during the 2013–14 school year and has continued annually through the 2016–17 school year. Participating GEAR UP grants submit two files annually for use in the Consortium-led evaluation. The first file, an Individual Student Record file, included a list of all students who participated in GEAR UP during the school year as well as relevant student information. The second file, an Individual Services Record file, included a list of all the individual services in which each student participated. Participating states grants submitted the first set of annual files from the 2012–13 school year in May 2014, and submitted the fourth year of files from 2015–16 in April 2017. Files are submitted to the NSC, which acts as the data repository for the project. The data from the first two sets of files from 2012–13 and 2013–14 have been summarized as part of the Consortium-led evaluation into a report presenting data about the students and the services that they received.

Limitations of the Study

Almost any study of an educational program contains limitations in the study design that restrict the study’s ability to accurately measure the impact of the program on participant outcomes. This study, like many studies in education, is not able to randomly assign students to experimental and control groups. The study also faces other challenges, including the selection of appropriate comparison groups. Because of time and resource constraints, the evaluation is unable to preselect true comparison groups that would allow the study to more accurately link program activities to outcomes. For example, the study must often rely on available data from previous student cohorts rather than matching GEAR UP students with a group of non-GEAR UP students during the same time period.

The study also suffers from a high student mobility rate. The schools were selected to participate in GEAR UP because they serve low-income students who are under-represented in post-secondary enrollment. However, schools that serve large numbers of low-income families, including the Nevada GEAR UP middle and high schools, tend to have high student mobility rates. As a result, the attrition of students over the seven years of the program presents a selection bias that affects the interpretation of results.

Given these research challenges, the results should not be viewed as “proof” of the efficacy of GEAR UP, rather as a piece of evidence that must be interpreted holistically, over time, and in conjunction with the formative data on implementation. Only a more controlled research study that tracks the progress of students in GEAR UP and students not in GEAR UP can provide that “proof” of program efficacy.

Chapter III. GEAR UP Student and School Characteristics

The characteristics of GEAR UP students and schools are based on data from 22 high schools that reported services for 4,536 students who were active at some time during 2016-17 school year, including 2,353 grade 10 students and 2,183 grade 11 students as shown in Table 3.⁸ See Appendix A for a list of the 22 high schools by school district and the number of students who participated in the program at each school by Cohort.

This chapter presents data on the characteristics of the students who were active at some time during 2016-17 school year. For the 4,536 students, data are presented on gender, ethnicity, English language proficiency, participation in special education, free and reduced lunch programs, and homeless and foster care status. Historical data from the feeder high schools that would normally serve the original GEAR UP middle school students are presented on graduation and college-going rates and will be used to assess any changes that occur that may be the result of the GEAR UP program.

Table 3. Number of GEAR UP Participants in 2016-17

County	Students in Grade 10 (Cohort 2)	Students in Grade 11 (Cohort 1)	Total Students
Clark	1,082	1,059	2,141
Elko	48	68	116
Humboldt	9	16	25
Lyon	170	156	326
Mineral	40	33	73
Nye	411	346	757
Pershing	55	50	105
Washoe	538	455	993
Total	2,353	2,183	4,536

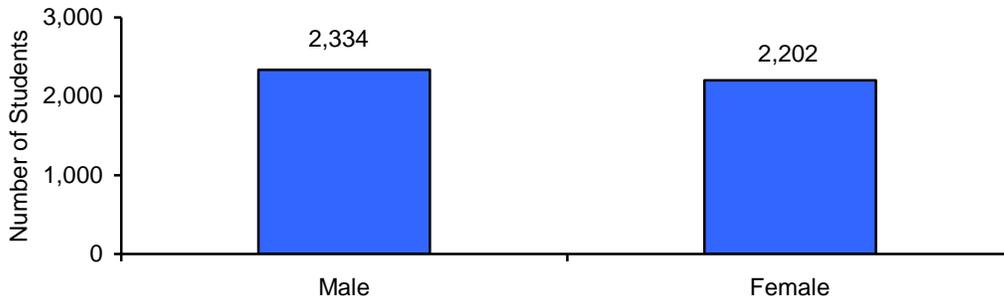
⁸ The 22 schools served a total of 4,536 GEAR UP students who were active at some time in 2016–17: 313 of these students (7 percent) transferred during the year to a non-GEAR UP school or became inactive in the school district, resulting in 4,223 active students at the end of the school year.

Characteristics of Students

Gender

Nevada GEAR UP served slightly more male than female students: 2,334 (51 percent) are male and 2,202 (49 percent) are female.

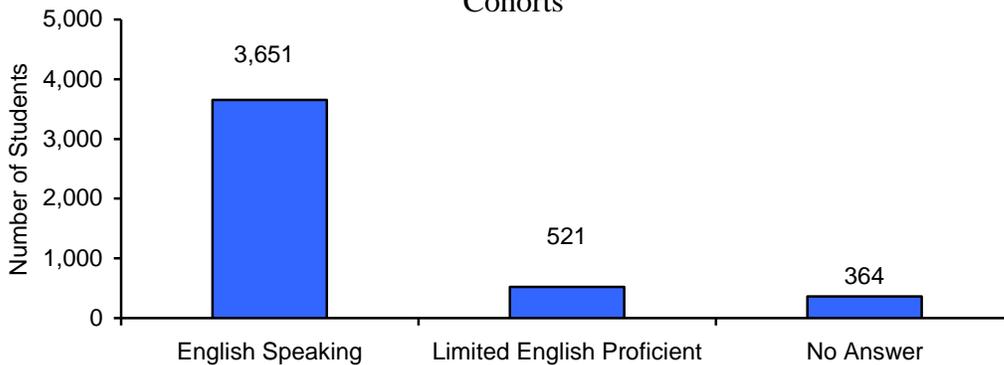
Figure 2. Gender of GEAR UP Students



English Language Proficiency

Schools reported that 521 (12.5 percent) of the 4,172 students for whom data were available are Limited English Proficient (LEP). For comparison, 16 percent of students statewide are LEP during 2016–17. Data were not available for 364 GEAR UP students.

Figure 3. English Language Proficiency of GEAR UP Student Cohorts

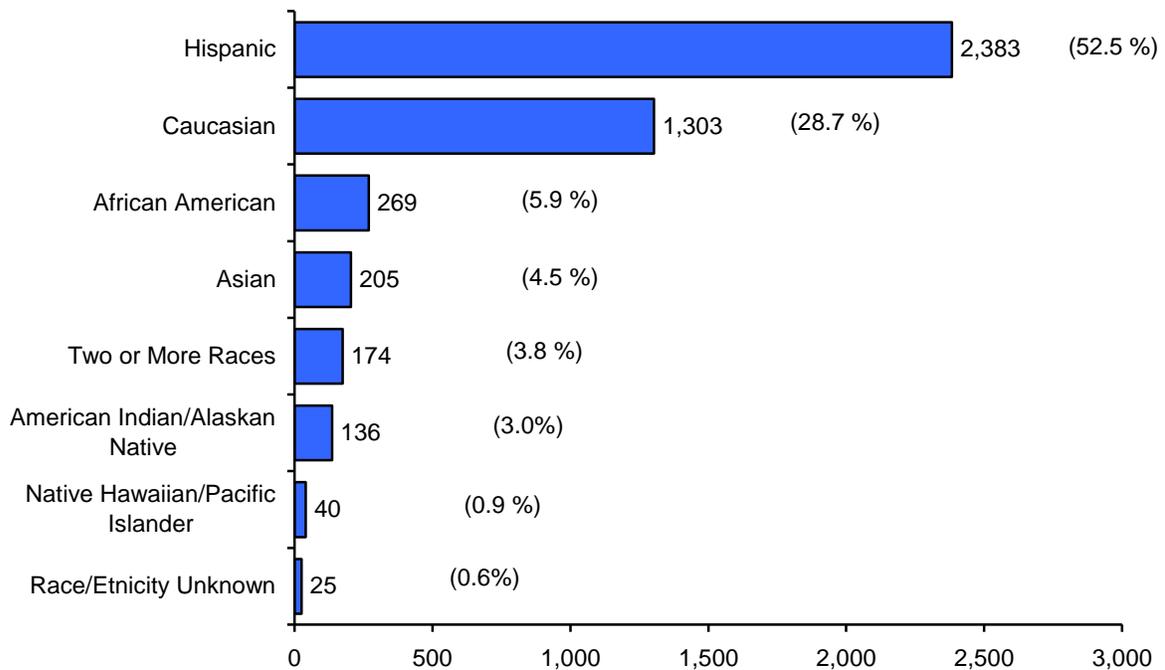


Ethnicity

The GEAR UP student cohort is comprised primarily of minority students. As shown in Figure 4, the majority of the students (3,232 students or over 71 percent) are minority students—more than the percent of minority students statewide (67 percent). The GEAR UP student population includes 2,383 Hispanic students, 53 percent, compared to 42 percent statewide; 1,303 Caucasian students, 29 percent, compared to 33 percent statewide; 269 African American students, 6 percent, compared to 11 percent statewide; 205 Asian students, 5 percent, compared to 5.5 percent statewide; 174 students with Two or More Races, 4 percent, compared to six percent statewide; 136 American Indian/Alaskan Native students, 3 percent, compared to just under one percent statewide; and 40 Native Hawaiian/Pacific Islander students, 1 percent, compared to just over one percent statewide. Race/ethnicity is unknown for 25 students, less than 1 percent.

The GEAR UP student cohort is comprised primarily of minority students at 71 percent. The two largest sub-groups are Hispanic students at 53 percent and White students at 29 percent.

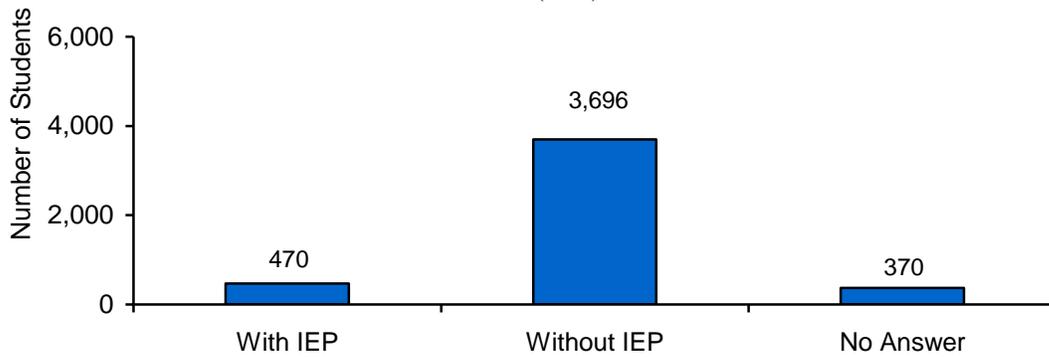
Figure 4. Ethnicity of GEAR UP Students



Students with Individualized Education Plans

Data are available on 4,166 of the 4,536 students in the GEAR UP student database. Schools reported that 470 students (11.3 percent) have an Individualized Education Plan (IEP), similar to the 12.2 percent of students statewide with an IEP.

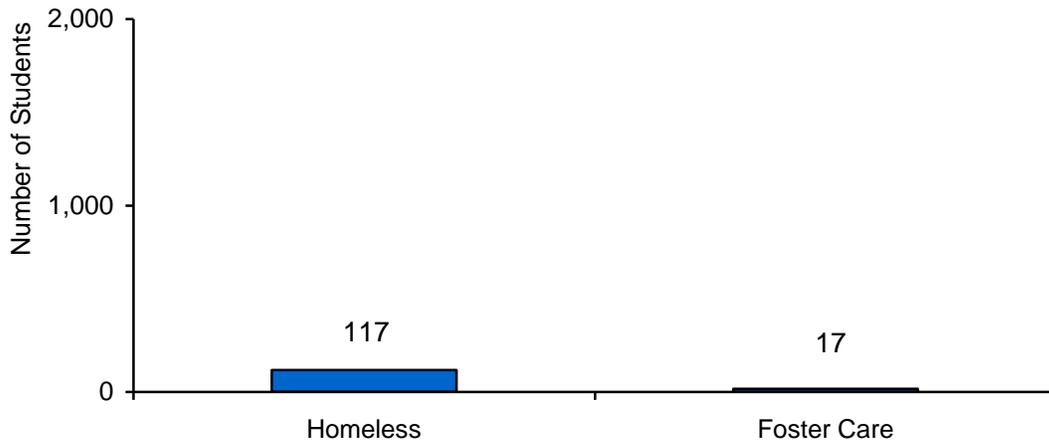
Figure 5. Students With and Without Individualized Educational Plans (IEP)



Students Who are Homeless or in Foster Care

Data are available on 4,158 of the 4,536 students in the GEAR UP student database. Schools reported that 117 students (2.8 percent) are Homeless and 17 students (0.4 percent) are in Foster Care. No state numbers are available for either area.

Figure 6. Students Who are Homeless or in Foster Care



Characteristics of Schools

Cohort Graduation Rates of GEAR UP High Schools (For Prior School Years)

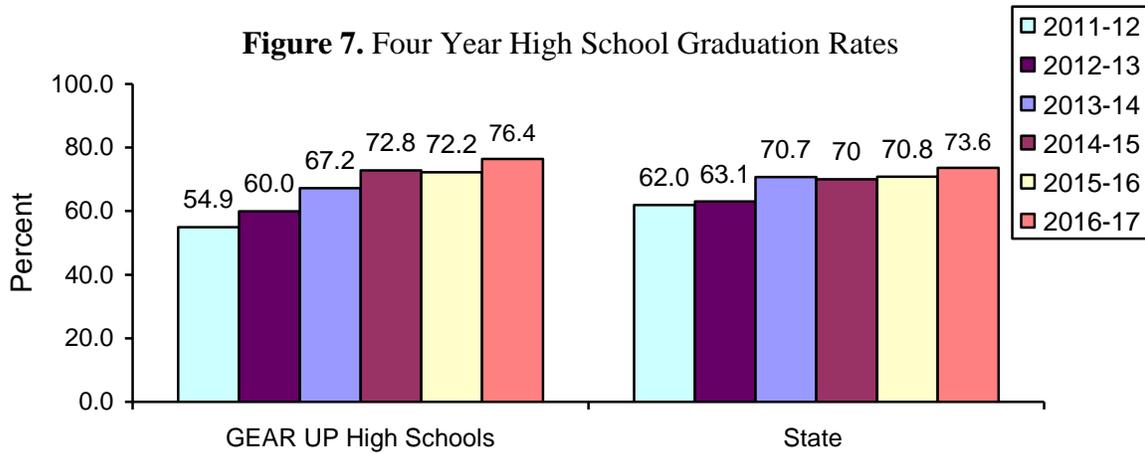
Figure 7 shows the four-year cohort graduation rates from 2011–12 through 2016–17 for the 19 feeder high schools⁹ that middle school GEAR UP students would attend when they matriculate to their designated high school. Data are available for 17 of the 19 high schools for 2011–12 and 2016–17, 18 of the 19 high schools in 2012–13, 15 of the 19 high schools in 2013–14, and 16 of the 19 high schools in both 2014–15 and 2015–16.¹⁰

The four-year cohort graduation rates at the feeder GEAR UP high schools is less than the four-year cohort graduation rates of students statewide for 2011–12 through 2013–14, but exceeded the statewide student rate in the last three years, 2014–15, 2015–16, and 2016–17.

The four-year cohort graduation rates at the feeder GEAR UP high schools is less than the four-year cohort graduation rates of students statewide for the first three years presented, but greater than for the last three years in 2014–15, 2015–16, and 2016–17. It is important to note that the cohort graduation rates at the GEAR UP feeder high schools increased steadily over the four years, from 55 percent 2011–12 to almost 73 percent in 2014–15, with a slight decrease in 2015–16, but increased to over 76 percent in 2016–17. The four-year cohort graduation rates for students statewide also increased for the first three years, from 62 percent 2011–12 to 71 percent in 2013–14, fell slightly to 70 percent in 2014–15, and increased to almost 71 percent in 2015–16 and to over 73 percent in 2016–17.

⁹ Please note that the five feeder high schools in Clark County School District are not all the same as the five GEAR UP schools in Clark County School District since funds follow the students, which go to two schools other than two of feeder high schools.

¹⁰ Data are not available for schools with small numbers of students. In these cases, the graduation rate is not reported because of privacy concerns.



The evaluation will continue to report this data going forward so that the evaluation will have several years of trend data on the high schools for comparison, prior to when the GEAR UP students graduate.

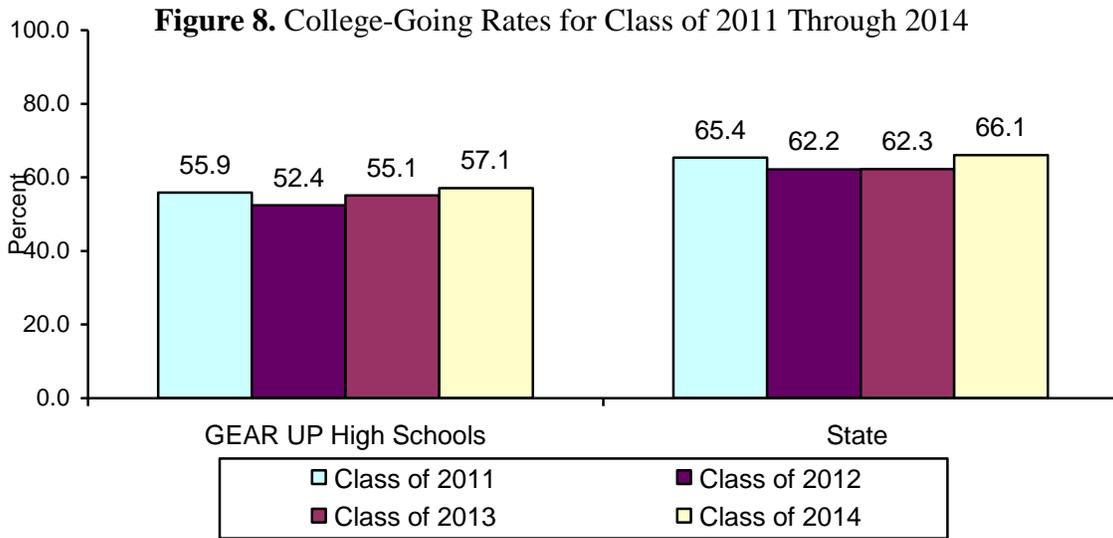
College-Going Rates of GEAR UP High Schools

Figure 8 presents data from the National Student Clearinghouse on the college-going rate for the 19 feeder high schools that GEAR UP students would attend when they matriculate to high school. The college-going rate is based on the number of high school graduates¹¹ who enroll in a 2-year or 4-year Nevada public college/university or enroll in a 2-year or 4-year college/univeristy outside of Nevada or in a Nevada private school. Data are presented for 17 of the 19 feeder high schools for the class of 2011 and 16 feeder high schools for the classes of 2012, 2013, and 2014.¹²

The college-going rate of the feeder high schools of GEAR UP students is 7 to 10 percentage points below the college-going rate of students statewide for the class of 2011 through the class 2014.

¹¹ A high school graduate is defined as a student who obtains a standard or advanced diploma.

¹² Data are not available from the National Student Clearinghouse for two high schools from the class of 2011 and for three high schools from the classes of 2012, 2013, and 2014 due to small numbers of students.



The college-going rate of the feeder high schools for GEAR UP students is seven to 10 percentage points lower than the college-going rate of students statewide for all four classes from 2011 through 2014. The evaluation will continue to report this data so that the evaluation will have several years of trend data on the high schools for comparison, prior to when the GEAR UP students graduate from high school and are eligible to go on to college.

Chapter IV. GEAR UP Student and Parent Services

This chapter presents data on the GEAR UP services that students and their parents participated in during the 2016–17 school year. The service categories, developed by the U.S. Department of Education, are used by all GEAR UP programs as part of data collection for the Annual Performance Report. There are 12 student service categories and five parent service categories. See Appendix A for a list of the student and parent service categories.

The service activities listed in this report are those that are supposed to be provided as part of Nevada GEAR UP. This year, as in previous years, the GEAR UP state staff and evaluation staff reviewed the entered activities to ensure that the activities are actually supported by GEAR UP funds or matched funds and are properly coded into the database. GEAR UP state staff annually provide schools with training and technical assistance to ensure that all appropriate activities are entered into the Nevada GEAR UP database, the activities are coded correctly, and that all students who participated in the activities are counted. In fact, GEAR UP state staff increased its monitoring of data entry in 2016–17 to include monthly reviews. The Nevada GEAR UP State Coordinator reported that project schools did a better job than the previous year of entering all the data and correctly coding the many activities in which students and parents participated. When reviewed at the end of the school year, evaluation and GEAR UP staff eliminated several activities and recoded the activities that were not coded correctly based on the description of the service. However, it was clear that the increased monitoring efforts by state GEAR UP staff helped local staff to more accurately code services correctly.

The services presented in this report are activities that are provided as part of Nevada GEAR UP, defined nationally as activities paid with GEAR UP funds or in-kind match funds.¹³ These services, whether funded by GEAR UP or in-kind match funds, are designed to target student awareness and knowledge of college, prepare students academically, and increase student participation and success in college—the three GEAR

¹³ In 2016-17, the Nevada GEAR UP State Coordinator allowed school GEAR UP staff to enter services not funded by GEAR UP or matched funds. These services, however, are not counted in the summaries presented below.

UP goals. It is important to point out that most Nevada schools, including GEAR UP schools, provide many of the activities designated as supported by match funds as part of the regular school program or through state-funded programs. In other words, these activities would have been provided without GEAR UP. One of the challenges with collecting data on activities supported by both GEAR UP and match funds is that it is difficult to precisely assess the value added to a student’s school experience by GEAR UP alone. For example, a large number of service hours reported for students are under the service category of “Rigorous Academic Curricula” primarily supported from in-kind match funds, which students would have attended or received without GEAR UP. While it is important to include these activities in the total service hours, even though many are provided regardless of GEAR UP, it becomes challenging to provide an accurate picture of the value added by the GEAR UP program alone.

Student Participation in Services

Overall, schools reported that 4,030 of the 4,536 students (89 percent) who were active in the database at any time during 2016–17 participated in at least one GEAR UP or match funded activity. Overall, all GEAR UP students participated in an average of just over seven activities.

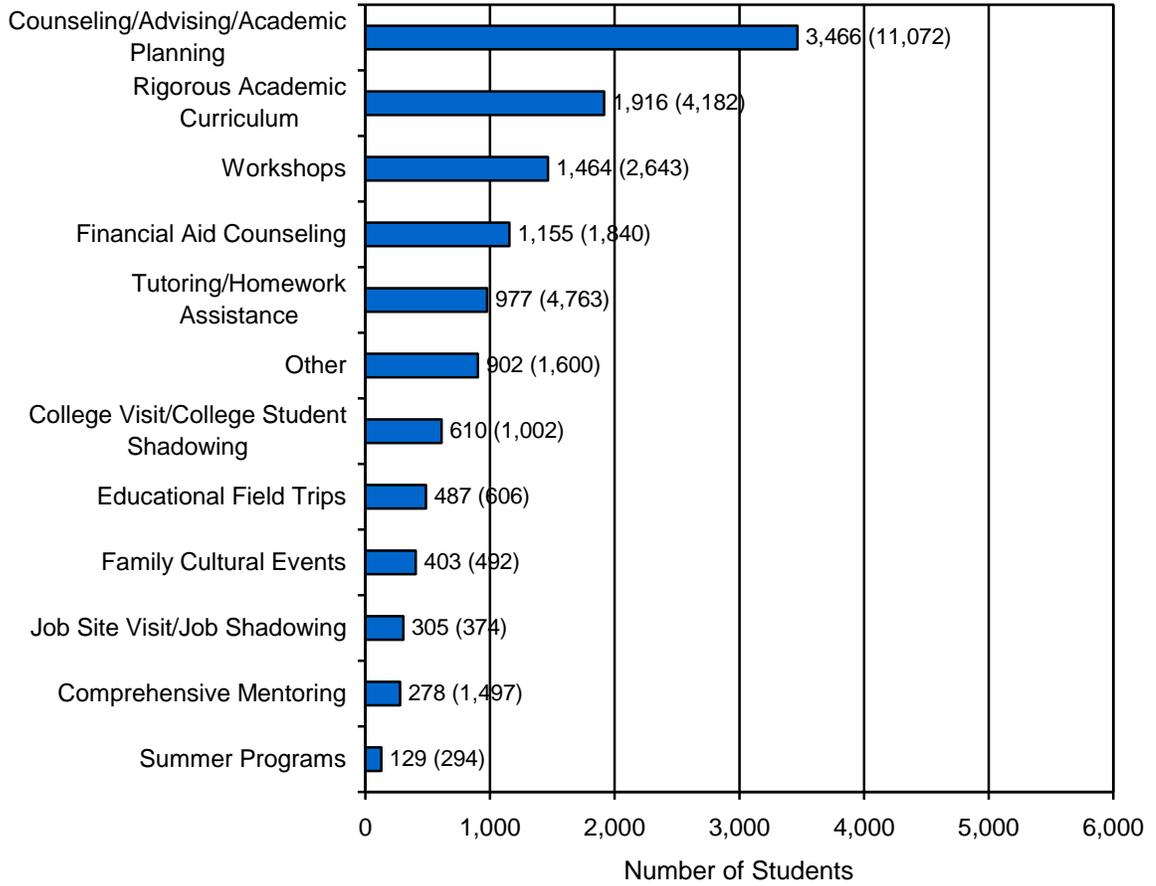
Number of Students by Service Category. Figure 9 shows student participation in the 12 GEAR UP service categories. The first number next to each

service is an unduplicated number, and refers to the total number of different students that participated in each service category. The duplicated number for each service in parentheses refers to the total number of students who participated in all the different activities within each

The largest percent of students (76 percent) attended Counseling, Advising, and Academic Planning activities, which primarily target student awareness and knowledge about college.

service category, regardless of the number of times that an individual student participated in activities within a service. For example, one project offered college visits to three different colleges during the year. If a student attends all three college visits, the student is counted three times in the duplicated count, but just once in the unduplicated count.

Figure 9. Number of Students Attending GEAR UP Activities



The largest number of students, 3,466 of the 4,536 students (76 percent) who were active at any time during 2016–17, participated in “Counseling/Advising/Academic Planning” services. This service includes activities that span a spectrum of services with individuals and small groups, such as discussing personal growth issues, assisting on college and career choices, course selection, and career and college planning. Typically, these activities target student motivation, awareness, and knowledge about college.

The next two most frequently participated in services were “Rigorous Academic Curriculum” (1,916 students or 42 percent) and “Workshops” (1,464 students or 32 percent). “Rigorous Academic Curriculum” activities typically refer to semester-long honors and advanced courses, which explains the large number of hours for this service category. It also refers to dual credit courses as well as the large number of students who took the

Aspire and ACT exams. These services help students succeed in high school and help prepare them for college. As mentioned previously, many of the courses under this service are provided from in-kind match funds, which students would have received without GEAR UP. “Workshops” are defined as activities that include interactive, hands-on informational sessions on secondary school success, college awareness, and elements of college readiness, such as study skills. Typically, these activities target student motivation, awareness, and knowledge about college.

The number of students that participated in an individual service drops off after the top three services, but a large number of students still participated in the remaining service categories, including “Financial Aid Counseling” (1,155 students or 25 percent) and “Tutoring/Homework Assistance ” (977 students or 22 percent). Financial Aid Counseling activities are defined as activities to assist students in understanding the complexities of financial aid and literacy. Typically, these services target knowledge of postsecondary financial planning. Tutoring/Homework Assistance services provide additional academic instruction designed to increase the academic achievement of students. Tutoring can be one-to-one or in small groups, and can occur before, during, and after-school as well as on weekends and during the summer.

Of the 12 service categories, college visits and summer programs are probably the services most associated with GEAR UP. Without GEAR UP funds, students would not typically go on college visits or participate in summer programs: 610 students participated in college visits and 129 students participated in a summer program.

Hours of Service by Service Category.

Overall, the 4,030 GEAR UP students who participated in at least one activity attended an average of over 24 hours of GEAR UP coded services. Figure 10 shows the average hours of participation for students who attended each service category for 2016–17. The service in which students spent the greatest amount of time is “Tutoring/Homework Assistance.” A total of 977 students (22 percent) spent an average of 25 hours in “Tutoring/Homework Assistance.” The research shows that academic tutoring is important in strengthening academic preparation and achievement (Carnine, Marchand-

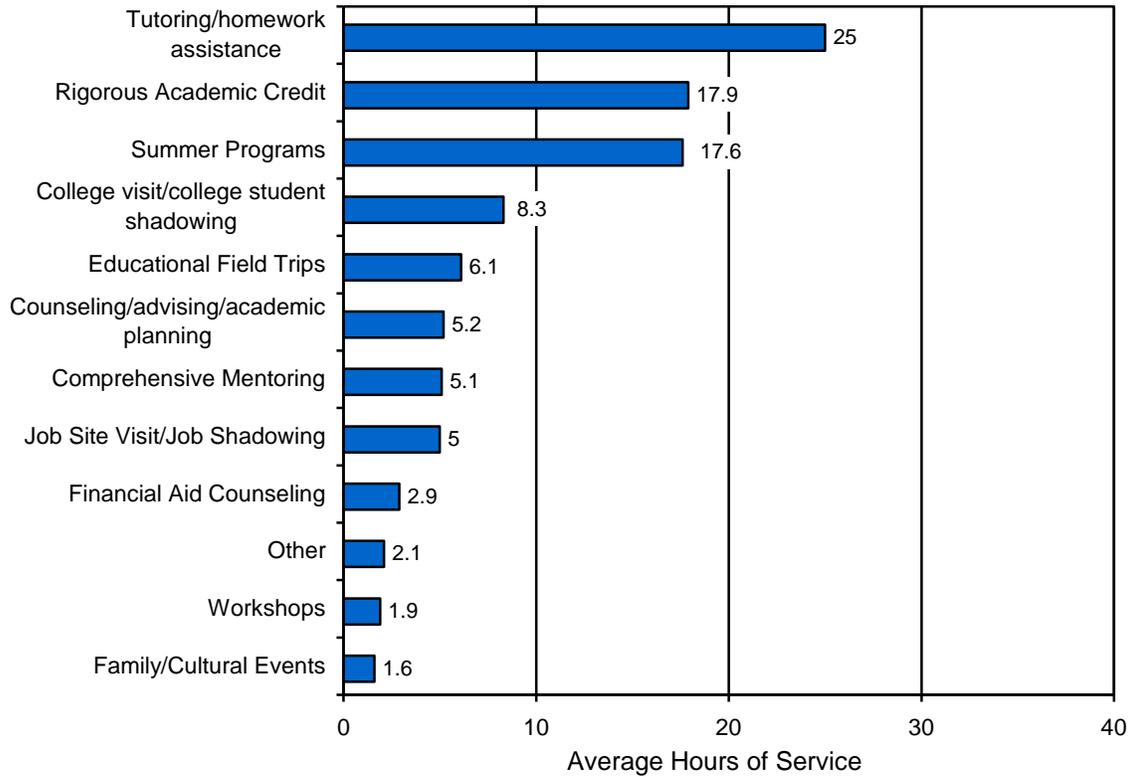
Martella, Hofmeister & Farkas, 2002). Because tutoring and homework assistance are usually used in conjunction with other academic interventions, the impact of these interventions on academic performance varies across studies. While these interventions have been found to be effective, the optimal amount of homework assistance/tutoring is not really known (Dynarski, et al, 2008).

Nine hundred and seventy-seven students spent the greatest average amount of time (25 hours) in Tutoring/Homework Assistance, which often strengthen academic preparation and achievement through credit recovery and academic enrichment.

Students spent the next greatest amount of time in “Rigorous Academic Curriculum” at 18 hours, attended by 1,916 students (42 percent). These activities typically refer to semester-long honors and advanced courses, which explains the large number of hours for this service category. These services help students succeed in high school and help prepare them for college. As mentioned previously, many of these courses are provided from in-kind match funds, which students would have received without GEAR UP.

The service activity in which students spent the third largest amount of time (17.6 hours) is “Summer Programs,” which seeks to strengthen academic preparation and achievement through credit recovery and academic enrichment. However, while summer programs are intensive, only 129 students (3 percent) participated in them. Most summer programs operate for one to two weeks, which explains the large number of hours associated with this service category.

Figure 10. Average Hours for Students Receiving Service



The average amount of hours that students spend in a service drops off after the top three services. Students spent an average of eight hours in “College Visit/College Student Shadowing,” attended by 610 students (13 percent). Students spent an average of six hours in “Educational Field Trips” and five hours “Counseling/ Advising/Academic Planning”. While only 487 students (11 percent) attended “Educational Field Trips,” 3,466 students (76 percent) participated in “Counseling/Advising/Academic Planning” services.

The number of hours that students spent in other service categories continued to decrease after these top six. Nevertheless, many students did participate in the other activities and many of these activities are designed to make a difference in the lives of students.

Hours of Student Services by GEAR UP School. Table 4 shows the percent of the total hours that students participated in GEAR UP activities for each service category by

school and across schools. The table combines information on the number of students who participated in a service and the number of hours that students participated in that service. Keep in mind that the schools differ widely in number of students enrolled, so comparing and evaluating schools only on total service hours is inappropriate. Overall, the results show that GEAR UP students spend the greatest amount of total service hours (34.8 percent) in “Rigorous Academic Curriculum” which 16 schools conducted.

Three student service areas account for 78 percent of the total GEAR UP service hours in which students participated: Rigorous Academic Curriculum (35 percent), Tutoring/Homework Assistance (25 percent), and Counseling/ Advising/ and Academic Planning (18 percent).

The next two services in which students spent the most total hours of time are “Tutoring/Homework Assistance” and “Counseling/Advising/Academic Planning.” Students spent 24.7 percent of GEAR UP hours in “Tutoring/Homework Assistance” which students at 16 schools attended. Students from 21 schools participated in “Counseling/Advising/Academic Planning”, which consisted of 18.3 percent of all GEAR UP hours.

Schools implemented activities in a wide range of student service categories, not counting the “Other” service category. East Career Tech and Southeast Career Tech High Schools reported conducting activities in all 11 student service categories, the largest number of service categories for any school. On the other hand, Gabbs High School reported conducting activities in three student service categories. On average, schools conducted activities in seven to eight student service categories.

Table 4. Percent of Total Hours of Student GEAR UP Activities by School

GEAR UP Activity	Tutoring/ Home- work As- sistance	Rigorous Academic Curr.	Com- prehen- sive Mentor- ing	Counsel- ing/Advisi ng/Acade mic plan- ning	Finan- cial aid counsel- ing	College visit/ Shad- owing	Job visit/ Shad- owing	Sum- mer pro- gram	Field trip	Work- shops	Fami- ly/ Cul- tural events	Other	Total Hours
Academy of ACT	2.7%	38.7%	3.0%	15.9%	6.8%	22.2%			5.6%		5.1%		263.75
Beatty High				63.2%		6.5%	6.5%		20.5%		3.3%		871.25
Chaparral High	6.7%	62.7%	0.2%	23.9%	0.4%	0.6%		2.0%	1.4%	1.6%	0.1%	0.3%	27455.5
Deans Future Sch.	0.2%	56.2%	39.2%		4.4%								647.5
Del Sol High		38.1%		13.7%	3.0%	8.0%		15.0%	18.4%	0.9%	0.4%	2.6%	2045.25
Desert Pines High		22.4%		17.2%	5.2%	13.8%		9.0%	14.9%	0.5%		17.2%	1854
East Career Tech	4.0%	32.2%	4.5%	15.4%	2.6%	5.1%	5.3%	3.8%	3.5%	8.2%	2.2%	13.2%	7756.5
Gabbs				38.9%	27.8%	33.3%							27
Hug High	18.1%	51.8%		9.0%	0.0%	9.0%	0.4%		2.7%	1.1%	6.9%	0.9%	1899.75
Jackpot	2.1%	12.4%		20.8%	4.4%	24.6%	3.9%		12.3%	14.6%	0.1%	4.9%	484.5
Las Vegas High	29.9%	40.9%	2.4%	9.8%	0.3%	7.3%		4.5%	3.8%	0.4%	0.2%	0.4%	13191.25
McDermitt	44.6%	8.2%		31.1%	3.1%	13.0%							2461
Mineral County High		24.1%		43.0%	3.2%	11.1%	9.2%			1.2%	3.5%	4.8%	1300.25
Owyhee		15.3%		34.3%		45.8%			0.7%	3.9%			590
Pahrump High	63.9%	6.2%		14.7%	5.2%	2.0%	1.8%		3.2%	2.5%		0.4%	22715
Pershing County	36.6%	43.0%	1.0%	8.4%	0.5%	6.2%		1.2%		3.0%			3855.5
SE Career Tech	2.7%	35.9%	4.0%	29.0%	3.7%	6.8%	9.0%	3.1%	0.2%	0.7%	3.4%	1.4%	4077.25
Silver Stage High	18.1%		0.0%	30.0%		23.3%	0.1%			28.1%	0.3%		1221

Table 4. Percent of Total Hours of Student GEAR UP Activities by School (continued)

GEAR UP Activity	Tutoring/ Home- work As- sistance	Rigorous Academic Curr.	Com- prehen- sive Mentor- ing	Counsel- ing/Advisi ng/Acade mic plan- ning	Finan- cial aid counsel- ing	College visit/ Shad- owing	Job vis- it/ Shad- owing	Sum- mer pro- gram	Field trip	Work- shops	Family/ Cultur- al events	Other	Total Hours
Tonopah High	48.2%		0.0%	28.9%	16.4%					6.5%			897
Wells	1.2%		0.0%	10.6%	70.5%	9.7%	8.0%						1541.5
Wooster High	2.1%	62.8%	11.0%	2.6%	0.6%	6.4%		8.5%	1.1%	1.4%	0.9%	2.7%	2074.75
Yerington High	4.9%		0.3%	22.4%		33.4%	0.4%		6.8%	29.6%	1.0%	1.3%	1317
Total	24.7%	34.8%	1.4%	18.3%	3.4%	5.2%	1.6%	2.3%	3.0%	2.8%	0.6%	1.9%	98426

Parent Participation in Services

The Nevada GEAR UP database included information on 1,232 parents/guardians who participated in at least one GEAR UP activity. The 1,232 parents/guardians are the parents/guardians of 965 of the 4,536 students (21 percent) in the database who were active at some time in 2016–17, which is the lowest percent of parents of students who participated in GEAR UP activities over the five years of the program.

Numbers of Parents by Service Category. Figure 11 shows the number of parents that participated in GEAR UP services as reported by the 22 GEAR UP schools. As in the case of students, Figure 10 presents both unduplicated and duplicated counts. In this case, the unduplicated count refers to the number of parents who attended any activity in a service category and the duplicated count (in parentheses) refers to the total number of parents who attended all activities within a service category, which allows for a parent to be counted more than once.

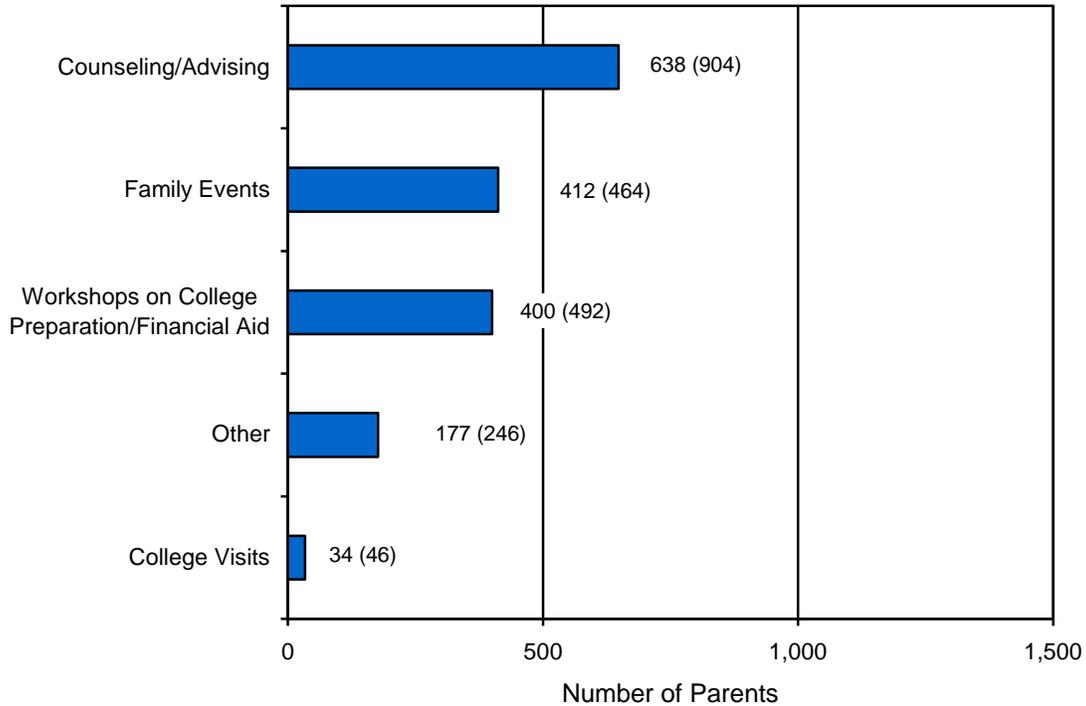
The greatest number of unduplicated parents (638) attended activities under the service called “Counseling/Advising.” This service category refers to a wide variety of one-to-one and small group advising for parents/guardians to discuss academic goals, student behavior, and college plans, and can include parent-teacher conferences, parent meetings, and presentations. Primarily, these activities were designed to help parents/guardians become more aware of his/her child’s performance at school, learn about the GEAR UP program, or learn about college academic requirements..

The GEAR UP activity that reached the greatest number of parents (638) was “Counseling/Advising” activities, which refers to a wide variety of one-to-one and small group advising for parents/guardians to discuss academic goals, student behavior, and college plans, such as in parent-teacher conferences, parent meetings, and presentations.

The service attended by the next greatest number of parents (412 parents) was “Family Events,” that are activities in which students and their families/guardians participate together, such as a family fun night, parent involvement dinner, and parent survey completion dinners. The purpose of many family events is to increase postsecondary aspirations and awareness.

The service attended by the third greatest number of parents (400 parents) was “Workshops,” which teaches parents how to assist their student with college preparation for financial aid information. These services are also informational sessions for parents focusing on college entrance requirements and financial aid opportunities.

Figure 11. Number of Parents Attending GEAR UP Activities

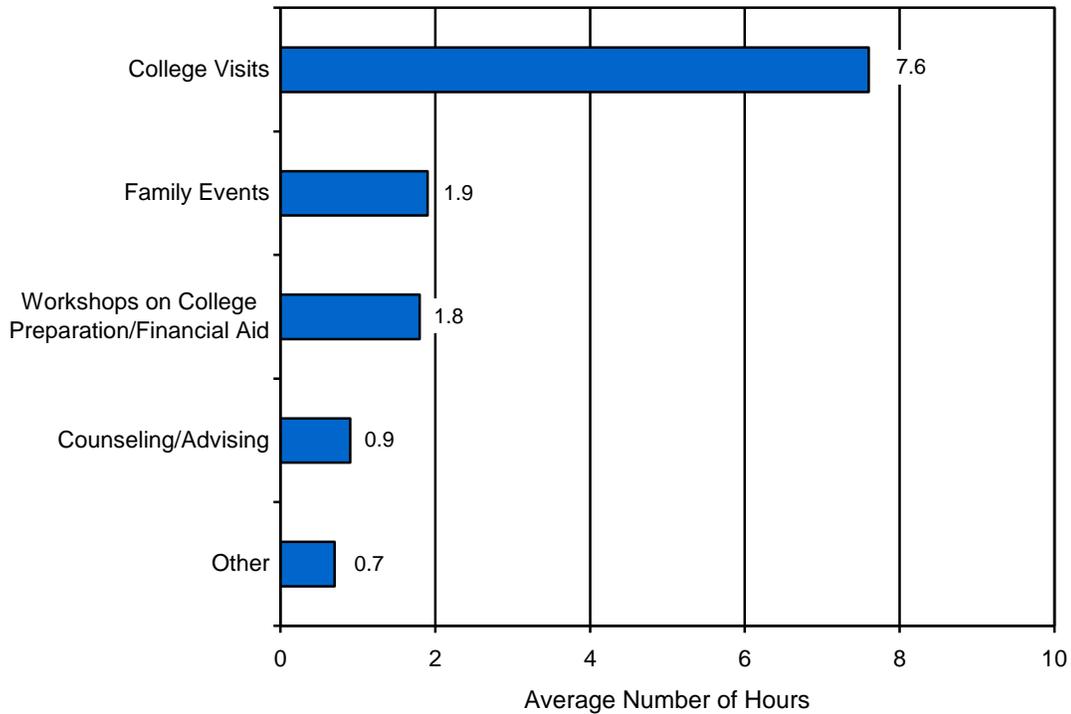


Hours of Service by Activity. Figure 12 shows the average hours of service that participating parents spent in each GEAR UP activity. Overall, the 1,232 parents who participated in an activity spent an average of about 2.0 hours in GEAR UP activities. Parents spent the largest amount of time (7.6 hours) in “College Visits.” However, only 34 parents participated in college visits, suggesting that it is difficult for many parents to allocate that amount of time during a work day for a GEAR UP service.

Parents spent the greatest amount of time participating in “College-Visits” (7.6 hours); however, only 34 parents participated in this activity. Parents spent, on average, less time in the four other parent services: 1.9 hours in “Family Events,” 1.8 hours in “Workshops,” 0.9 hours on “Counseling/Advising,” and 0.7 hours in “Other” activities. Many more parents attended these other four services.

Substantially more parents participated in the other service categories, though the average time spent was considerably less. Schools reported that parents spent an average of 1.9 hours in “Family Events,” 1.8 hours in “Workshops on College Preparation/Financial Aid,” and 0.9 hours on “Counseling/Advising.”

Figure 12. Average Hours Per Parent Receiving Service



Hours of Parent Services by GEAR UP School. Table 5 displays the percent of the total hours that parents participated in GEAR UP activities for each service category by school and across schools. Parents spent the largest amount of service hours in “Family Events” at almost 33 percent, implemented in 14 schools. Parents spent about 29 percent of total GEAR UP hours in “Workshops on College Preparation/Financial Aid” activities, implemented at 15 schools, and spent 23 percent of parent service hours in “Counseling/Advising” activities implemented at 17 schools. Finally, parents spent only a small amount of the overall total time in “College Visits” (11 percent).

Two parent service areas account for 62 percent of the total GEAR UP service hours in which parents participated: “Family Events (33 percent) and “Workshops on College Preparation/Financial Aid” activities (29 percent).

Table 5. Percent of Total Hours of Parent GEAR UP Activities by School

GEAR UP Schools	Workshops on College	Counseling/ Advising	College Visits	Family Events	Other	Total Hours
Academy of ACT		21.6%		78.4%		18.5
Beatty High				100.0%		25.5
Chaparral High	31.9%	18.5%		47.5%	2.2%	324.5
Deans Future Scholars	93.4%	6.6%				30.5
Del Sol High	19.7%	3.2%		75.2%	2.0%	101.75
Desert Pines High	57.3%	2.3%	23.2%	17.2%		174.5
East Career Tech	11.1%	29.1%	8.5%	48.0%	3.3%	306
Gabbs						0
Hug High	5.1%	35.6%		59.3%		83.5
Jackpot	42.7%	9.0%	3.4%		44.9%	22.25
Las Vegas High	14.5%	12.5%	17.7%	43.7%	11.6%	350.75
McDermitt	7.5%	28.8%	60.0%		3.8%	80
Mineral County High	31.6%			47.4%	21.1%	47.5
Owyhee		63.0%	37.0%			13.5
Pahrump High	43.3%	53.0%			3.6%	385.5
Pershing County High	34.9%	39.2%	12.2%	13.8%		94.5
SE Career Tech	26.2%	14.6%	35.8%	15.0%	8.5%	120.25
Silver Stage High		14.0%		86.0%		28.5
Tonopah High						0
Wells		54.1%	45.9%			49
Wooster High	59.1%			28.7%	12.1%	123.5
Yerington High	44.8%	8.2%		47.0%		67
Total Hours (Percent)	28.9%	23.1%	10.6%	32.5%	5.0%	2447

The results also show that schools implemented a range of parent service categories. Two schools (East Career Tech and Pershing Middle School) reported conducting activities in all five parent service categories, while six schools reported conducting activities in one parent service category; Academy of ACT, Deans Future Scholars, Desert Pines High School, Gabbs High School, Mineral County High School, and Tonopah High School.

Chapter V. Nevada GEAR UP Initiatives

This chapter presents information on four initiatives that are new to Nevada GEAR UP in this third grant. The four initiatives are:

- College GEAR UP Ambassador Program
- Student-Parent Involvement Facilitator (SPIF) Program
- Science, Technology, Engineering, and Mathematics (STEM) Professional Development Program
- Professional Development and Mentoring for School Leadership

A brief description for each of the four initiatives is presented below.

College GEAR UP Ambassador Program

A key element of the Nevada GEAR UP grant is the College GEAR UP Ambassador Program, developed and implemented by the staff at the Nevada System of Higher Education (NSHE). The primary purpose of the College GEAR UP Ambassador Program is to establish a strong, direct connection between Nevada’s universities and colleges with Nevada GEAR UP schools, a connection that was missing in the two previous Nevada GEAR UP grants. To establish this connection, each Nevada public postsecondary institution has a designated college ambassador (for a total of seven ambassadors) who works with GEAR UP schools, students, and parents. The college ambassadors essentially adopt GEAR UP middle and high schools assigned to them.

The college ambassadors are responsible for building a network of support and collaboration with other ambassadors, school district staff, and GEAR UP school staff to provide services to students and their parents. The key to this network is the relationship that the college ambassadors establish with the GEAR UP Student-Parent Involvement Facilitator (SPIF), described later, at each school to provide important career and college services for GEAR UP students and parents. Specifically, the college ambassadors, in partnership with SPIFs, plan, develop, and implement a variety of activities for students and their parents, including career exploration, high school planning, college exposure and planning, academic enrichment, summer programs, and after-school activities aligned with

the GEAR UP goals. To facilitate their work, the college ambassadors worked in conjunction with SPIFs to create “College Corners” at their respective schools, which are places where students can find information about careers and postsecondary options as well as to meet with college ambassadors. While the services that the college ambassadors provide to students impact all four Nevada GEAR UP goals, most of these services target Goal 3, which is to increase GEAR UP student and parent/family knowledge of postsecondary education options, preparation, and financing.

The College GEAR UP Ambassador Program continued to be managed by staff at NSHE in Las Vegas for the 2016–17 school year. One of the challenges this year was the Ambassador Coordinator position was vacant from October 2016 to April 2017, impacting the individual communication and meetings with the ambassadors and SPIFs. Nevertheless, the ambassador program still achieved several important outcomes for the year.

- ***Support Ambassador and Near-Peer Mentors with Professional Development.*** The College GEAR UP Ambassadors and Near–Peer Mentors attended two professional development opportunities during the school year. The first was a Team Building Day for ambassadors and Near-Peer Mentors, who were new to the institutional grant this year. The day focused on skills needed to work effectively with students and parents. The second event was the inaugural CoNVerge Conference held in Las Vegas. Several members of the team were involved in all elements of conference planning and a majority of the team attended the two-day conference. The conference highlighted college access presenters from across the state.
- ***Assess and Improve Overall Coordination of Ambassador Programming.*** This was the first full year that the ambassadors used the Event Management Spreadsheet to help organize scheduling and services provided. Both Ambassadors and SPIFS have access to the spreadsheet and can use it to help stay organized about services provided. The use of the spreadsheet seemed to significantly reduce the number of service cancellations and missed activities.
- ***Develop and Produce High Quality Communication for GEAR UPS students, Parents and Professionals via the Website, Social Media, and Regular Publications.*** The NSHE office hired a new Communication Specialist in 2016–17, who posted on social media regularly and produced the GEAR UP Digest monthly, with an updated format and fresh new look. The program also produced a draft of the Communications Strategic Plan, which is intended to be a dynamic document for ambassadors and SPIFs. The website continued to highlight a monthly event or activity, and the interactive student section of the website was updated regularly. NSHE plans to implement a Gallery page for the website in the near future.

Student-Parent Involvement Facilitator (SPIF) Program

A second key element of the Nevada GEAR UP grant is the Student-Parent Involvement Facilitator (SPIF) Program. A SPIF is hired at each school with GEAR UP funds to serve as the primary GEAR UP staff person, playing a variety of program roles. The primary role of a SPIF is to work directly with students and parents. Specifically, they monitor each student’s progress in school, help students develop and then update their Individual Learning Plans (ILP)—which are academic roadmaps to reach GEAR UP students’ college and career goals annually, and arrange for and provide information and services to GEAR UP students. The SPIFs also provide information to parents on a variety of topics, including financial aid, college academic requirements, and career planning.

A second important role of the SPIFs is that they are the primary contacts for the College GEAR UP Ambassadors. SPIFs work closely as a team with the College GEAR UP Ambassadors to coordinate college preparation activities, including college visits, financial aid workshops (for students and parents), and provide mentoring. For example, the SPIFs worked with the college ambassadors to help implement the two-week Youth Leadership Conference in the summer of 2016, recruiting students and participating in conference activities.

Finally, the SPIFs play an important role in the program’s evaluation. The SPIFs are responsible for collecting accurate information on student participation in GEAR UP activities and entering the data into the Nevada GEAR UP data collection system.

An important change implemented in 2015-16 is that the Nevada GEAR UP state coordinator took several steps to strengthen the position of the SPIFs. First, the state coordinator established new requirements for the SPIF position, requiring all SPIFs to have a minimum of a Bachelor’s degree to apply for the position. This move ensures that SPIFs are speaking from a position of experience when talking to students and parents about post-secondary education. In addition, the Nevada GEAR UP state coordinator began to hold mandatory monthly teleconference calls with SPIFs focusing primarily on best practices in working with students and parents. All SPIFs are required to research and report on one of their best practices that they implemented with students and parents. The confer-

ence calls allow SPIFs to learn from each other, creating organizational knowledge of college and career readiness best practices. Finally, the Nevada GEAR UP state coordinator provides SPIFs professional development opportunities so they can learn more about best practices for their role in working with students and parents. SPIFs were able to attend regional conferences, such as GEAR UP West, as well as national GEAR UP conferences, held in Philadelphia and San Francisco.

In the 2016-17 school year, the Nevada GEAR UP state coordinator and assistant coordinator continued to strengthen the position of the Student-Parent Involvement Facilitator. Specifically, they continued to hold mandatory monthly teleconference calls with SPIFs, during which each SPIF was responsible to report on best service practices that they implemented and the lessons that they have learned. In addition, this is the first full year that the SPIFs developed and entered program Implementation Plans into the Nevada GEAR UP Database. It allows state, district, as well as the SPIFs and other school staff, such as the principal, to monitor the implementation of GEAR UP services to students and parents, and allow any newly hired SPIFs to more easily transition to their role in the program. A couple by-products of the new Implementation Plans is that it facilitated closer communication between the SPIFs and college ambassadors, since both participated in the development of the plan. In addition, as part of developing the Implementation Plans, the SPIFs developed local targets for the program's state performance indicators based on their own school's previous performance on the indicators. Finally, the Nevada GEAR UP state coordinator continued to provide SPIFs with professional development opportunities, such as encouraging attendance at GEAR UP West and national GEAR UP conferences, so they could learn more about best practices for their role in working with students and parents.

Science, Technology, Engineering, and Mathematics (STEM) Professional Development

The University of Nevada Las Vegas created a STEM Professional Development Initiative that originally targeted GEAR UP middle school teachers. The purpose of the initiative is to increase middle school teachers' knowledge and understanding of the skills and concepts that students need to be successful in STEM positions. The professional

development opportunities are based on the Nevada Common Core State Standards and Next Generation Science Standards, both of which promote the integration of science, math, and engineering. Below is a brief description of project events over the last four years.

Program Year 2012-13

The first year of the STEM Professional Development Initiative focused on initial planning and data collection through a literature review and needs assessment. During the 2013–14 school year, the STEM Team completed the data collection and planning process by implementing an educator survey to obtain information on teacher knowledge and the use of STEM pedagogies. All the information collected in 2012–13 was used to develop professional development activities.

Program Year 2013-14

The primary professional development event during 2013–14 was an intensive one week Summer Institute held at the University of Nevada Las Vegas in June. The theme of the Institute was based on the question, “What would an alien eat?” Space was allotted for 60 teachers; 35 teachers attended with 24 teachers from GEAR UP schools.

The evaluation of the Institute was positive. Survey results from teachers showed positive gains in key areas associated with project goals, including teacher knowledge, teacher practices, and teacher attitudes towards STEM. Specifically, the evaluation found gains in the following survey items: math must be learned in the real world, students must collect and analyze data, students must persevere in problem solving, students must critique the arguments of others, and students must execute investigations.

In addition to the Summer Institute, the Team conducted several individual school events for GEAR UP schools in Clark County, including presentations at Science Clubs and parent nights on STEM related activities.

Program Year 2014–15

The primary professional development event during 2014–15, similar to the main professional development event in 2013-14, was an intensive Summer Institute. The Institute

was conducted at the Northwest Career and Technical Academy in Clark County School District. Twenty-eight middle school teachers participated in the week long professional development event from June 17 – 25, 2015; 26 of the teachers were from GEAR UP schools. The theme of the Institute was based on the question, “Why are you what you eat?”

The evaluation of the Institute was positive. Survey results from teachers showed positive gains in key areas associated with project goals, including teacher content knowledge and teacher behavior and practices. In addition, analyses of open-ended responses highlighted the effectiveness of several underlying design principles, including addressing teacher beliefs and assumptions about learning; providing an evidence-based rationale for non-traditional methods; allowing teachers to experience a new pedagogy as a student; forcing teachers to reflect as instructors, considering any situational barriers; and providing on-going support and follow-up as teachers implement new strategies

In addition to the Summer Institute, the STEM Team promoted on and off campus STEM activities targeting teachers while using existing programs to engage middle and high school students and their parents in STEM related activities, such as presentations at Science Clubs and parent nights.

Program Year 2015-16

The STEM Professional Development Team for 2015–16 included three professional staff as well as two graduate assistants. The staff who are paid from GEAR UP funds include a .6 FTE program manager, a part-time principal investigator, a part-time evaluator, one full-time graduate assistant, and one part-time graduate assistant.

The primary professional development event during 2015–16 continued to be the intensive Summer Institute. The Institute was conducted at the Foothills High School in Clark County School District. Twenty high school teachers participated in the week long professional development event from June 13 – 17, 2016. The question that participants explored was, “Have you ever wondered how people model and predict the effects of human activities on Earth’s climate?” Each day involved initiation and closure on key

topics and questions. Guest speakers provided expertise, modeled their approaches, and presented their work.

In addition to the Summer Institute, the STEM Team promoted on and off campus STEM activities to the target teachers and used existing programs to engage middle and high school students and their parents in STEM related activities. For example, the UNLV College of Engineering hosted Construction Day; student and teachers visited the Atomic Museum in Las Vegas; the UNLV College of Engineering participated in College and Career Days at the MGM/Mirage Grand Conference Center; and UNLV held a couple Summer Bridge Programs. The Nevada GEAR UP Assistant Coordinator reported moderate attendance these events.

Program Year 2016-17

The STEM Professional Development Team for 2016–17 included a .7 FTE program manager and one graduate assistant. The primary professional development event during 2016–17 changed from the Summer Institutes conducted the previous three years to a series of GEAR UP Student and Parent workshops and programs that engaged student, parents, and educators to promote awareness of STEM career pathways and UNLV’s STEM programs and facilities. The goal of these workshops and programs was to introduce science and mathematics’ principles; strengthen interest in STEM areas; allow for interactive participation in discussions and demonstrations; and help students identify the resources to attain their goal.

The UNLV GEAR UP STEM Student and Parent Team scheduled four workshops during the 2016-17 school year, as well as four STEM events over the summer. The four workshops during the school year were held either at the University of Nevada Las Vegas (UNLV) campus or at two GEAR UP high schools (Pahrump Valley High School and Las Vegas High School). These workshops targeted teachers, students, and parents, and were designed to build student interest, as well as to highlight key STEM career opportunities. The four summer events targeted students and teachers, and were also held at UNLV or were field trips to the Hoover Dam or to the Nevada Nuclear Security Site.

Events held at UNLV also provided the opportunity for campus tours and visits to STEM fields.

Table 6. UNLV GEAR UP STEM Student and Parent Team Workshops

Date	Participants	Content
November 12, 2016	NSHE GEAR UP High Schools	STEM Program One – STEM Forum “First Principles”- <i>Robotics, Ohm’s Law and Forced Relationships</i>
November 14, 2016	Pahrump Valley High School	STEM Program Two – A “Bodies Exhibit” – Luxor Hotel and Casino – <i>Human Health, Energy and Exercise</i>
February 9, 2017	Las Vegas High School	STEM Program Two – B “Nevada Test Site” – Nevada Nuclear Security Site- <i>Sustainability, Energy, and Thermodynamics</i>
February 18, 2017	NSHE GEAR UP High Schools	STEM Program Three – “Global education” Careers in STEM Collaborative - <i>Robotics, Ohm’s Law and Forced Relationships</i>
July 20, 2017	NSHE GEAR UP High Schools	NVSTI – Mock Crash and Safety
July 26, 2017	NSHE GEAR UP High Schools	NVSTI – Hoover Dam Tour
July 27, 2017	NSHE GEAR UP High Schools	NVSTI – Nevada Nuclear Security Site
July 31, 2017	NSHE GEAR UP High Schools	NVSTI – Mock Closing Lecture/Ceremony

In addition to the eight STEM Events for the 2016-17 school year, the program also provided each school’s GEAR UP College Corners with STEM Tutor Packs that contained grade appropriate homework materials and periodicals, and the program distributed promotional literature to GEAR UP schools about UNLV’s Health and STEM Science disciplines.

Professional Development and Mentoring for Middle School Leadership

The University of Nevada Reno (UNR) Educational Leadership Team concluded their project to provide leadership training and support for Nevada State GEAR UP middle school principals at the end of the 2014–15 school year, since the students moved on to high school in 2015–16. The UNR Educational Leadership Team, however, continued to support a Science, Technology, Engineering, and Mathematics (STEM) project at GEAR UP schools in 2015–16, which started as a pilot project in 2012–13 under the direction of the UNR Cooperative Extension Office.

The Leadership Team enlisted the assistance of the UNR Cooperative Extension Office¹⁴ to pilot a STEM project in Wells Combined School in Elko County School District during 2012–13. Marilyn Smith, Youth Development Specialist from the UNR Cooperative Extension, developed a VEX Robotics program in Wells that was later extended to students at Dean’s Future Scholars in Washoe County School District. The project scaffolds students learning so that the activities in the first year lay the foundation for activities in future years. During the first year in 2012–13, students built VEX robots and learn to operate them, using a tether or remote control.

The STEM project was expanded in 2013–14 and was implemented in Wells, Owyhee, Jackpot, Deans Future Scholars, and McDermitt. Owyhee, Jackpot, and McDermitt were in year one of the project and Wells and Deans Future Scholars were in year two. The second year extends the learning from year one by having students build robots with sensors, where students learn to program so that the robots can function autonomously. Students are also exposed to drones, which they navigate using an iPad.

The STEM project continued to operate in Wells, Owyhee, Jackpot, and McDermitt in the 2014–15 school year. During this third year, students built and learned to fly drones by First Person View (FPV) through Google glasses or a monitor. Using a radio and receiver, students navigate the drones based on what the drones “see” using the camera on the drone as they fly.

¹⁴ A goal of the University of Nevada Cooperative Extension (UNCE) is to put research to work in homes, workplaces, communities, and schools.

In the 2015–16 school year, the STEM project continued to operate in Wells, Owyhee, Jackpot, Deans Future Scholars, and McDermitt. Of note, the project at Wells was institutionalized by the Mechanics course teacher who had students in his class build and fly drones. At Owyhee, the project was implemented as an elective class rather than in an after-school program, since the school needed another science option for high school students. The Robotics program was also expanded at Deans Future Scholars. In October 2015, a three-day robotics camp was held where students built robots and operated them through an obstacle course. During the camp, local professionals made presentation about STEM-related careers. A follow-up and more advanced camp was held during the second week of the Washoe County School District spring break.

In the 2016–17 school year, the STEM project continued to operate in Wells, Owyhee, Jackpot, and with the Deans Future Scholars program to ensure sustainability of the program after the grant ends. The program also implemented a winter robotics camp in January 2017 for GEAR UP students in Washoe County and at the Deans Future Scholars program. In addition, staff conducted a summer robotics camp in June 2017 at the University of Nevada Reno, which was attended by 22 students. In addition to the residential camp specifically designed for GEAR UP students, three Lyon County GEAR UP students participated in an existing UNR College of Engineering STEM camp.

Finally, the project staff also conducted 20 career exploration workshops in Washoe County GEAR UP schools, as well as providing the information to the SPIFs in Mineral and Lyon Counties to provide similar workshops for their students.

Chapter VI. GEAR UP College Visit Survey Results

College visits are one of the key services of a GEAR UP program. Without GEAR UP funds, many schools would not have the resources to take students on college visits, which may be miles from their home school district, especially in rural Nevada. A total of 1,416 of the 5,628 students (25 percent) in 2014–15 participated in college visits; 642 of the 5,111 students (16 percent) in 2015–16 participated in college visits; and 610 of the 4,536 students (13 percent) in 2016–17 participated in college visits. Each year, students participated in college visits for an average of about six to eight hours with some students attending more than one college visit.

This chapter presents the results from a College Visit Survey administered in 2016–17. Nevada GEAR UP staff developed the survey in 2014–15 to collect information from students about their perceptions of the college visit. The survey asked students about how they prepared for the college visit before going on campus, which campus activities were the most helpful in learning about college, and the extent to which the campus visits helped them learn about college. A copy of the College Visit Survey is in Appendix E.

The College Visit Survey was administered first in 2014–15, and administered again in 2015–16 and 2016–17. The survey was modified slightly for the 2015–16 school year. In 2016–17, data were collected from 556 college visits, about 55 percent of the 1,002 duplicated students who attended college visits.¹⁵ Of those completing the survey, 60 percent (335) were in grade 11 and 40 percent (221) were in grade 10.

Table 7 shows the universities and colleges that GEAR UP students visited during the 2016–17 school year. Sixty-seven percent of students visited in-state colleges (375) and 33 percent (181) visited out-of-state colleges. The largest number of students visited the University of Nevada-Las Vegas (121 surveys or 22 percent), followed by Nevada State College (97 or 17 percent), University of Nevada-Reno (69 or 12 percent), and College of Southern Nevada (44 or 8 percent). The out-of-state colleges visited the most often in-

¹⁵ For comparison, staff collected 655 surveys (35 percent) from the 1,883 unduplicated number of students who attended college visits in 2014–15, and 835 surveys (93 percent) from the 895 students who attended college visits in 2015–16.

cluded Dixie State College and Southern Utah University, which were visited by 41 and 25 students, respectively, or 7.3 and 4.5 percent of the college visits.

Table 7. Universities and Colleges That GEAR UP Students Visited in 2016-17

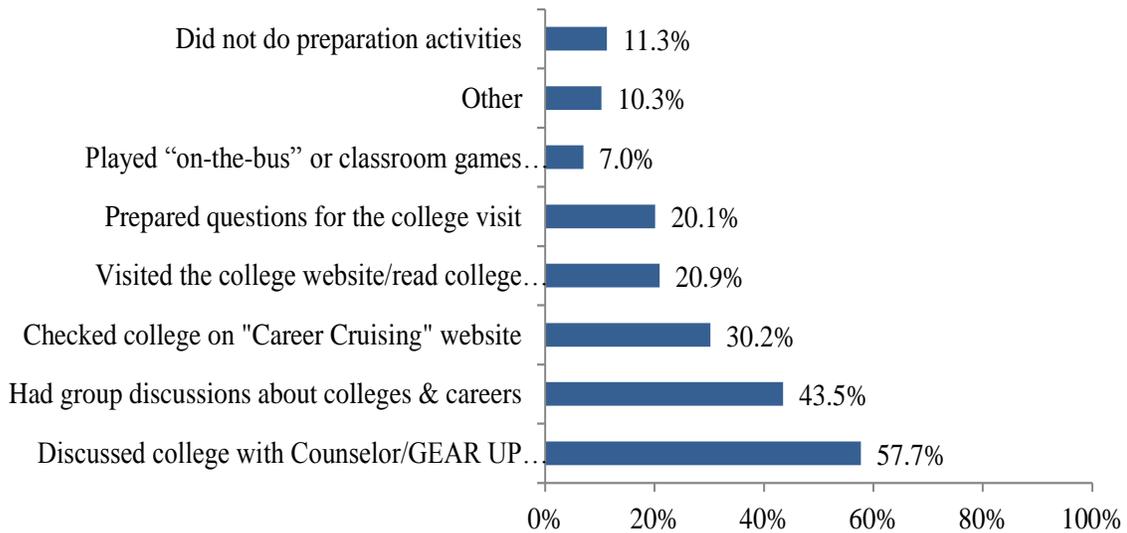
Colleges Visited	Number of Students
University of Nevada-Las Vegas	121
Nevada State College	97
University of Nevada-Reno	69
College of Southern Nevada	44
Dixie State University	41
Truckee Meadows Community College	33
Southern Utah University	25
City College of San Francisco	17
University of Utah-Salt Lake	17
Academy of Art University	17
College of Southern Idaho	16
University of California, Santa Cruz	14
California State University, Monterey Bay	14
Santa Clara University	13
Great Basin College	10
Boise State University	6
Western Nevada College	1
Universal Technical Institute	1
Total	556

Overall, the student survey results are positive. Figure 13 shows that almost 90 percent of the students reported participation in some sort of preparatory activity to learn about college in general or about the specific college they were to visit prior to going on campus. For example, almost 58 percent of the students reported that they discussed the college with their counselor or

Almost 90 percent of students participated in some sort of preparation activity to learn about college in general or about the specific college they were to visit prior to going on campus.

GEAR UP SPIF before the visit; 44 percent of the students participated in group discussions about colleges and careers; 30 percent studied the college on the "Career Cruising" website; 21 percent of students visited the college website or read materials about the college; and 20 percent prepared questions for the college visit. About 11 percent of students reported they did not participate in any preparation activities for the college visit.

Figure 13. College Preparatory Activities



Students were also asked to rate how helpful 12 possible activities which could be conducted during the visit were for their college preparation on a four-point scale where 1="Not Helpful" and 4="Very Helpful."¹⁶ Figure 14 presents the ratings of those activities.

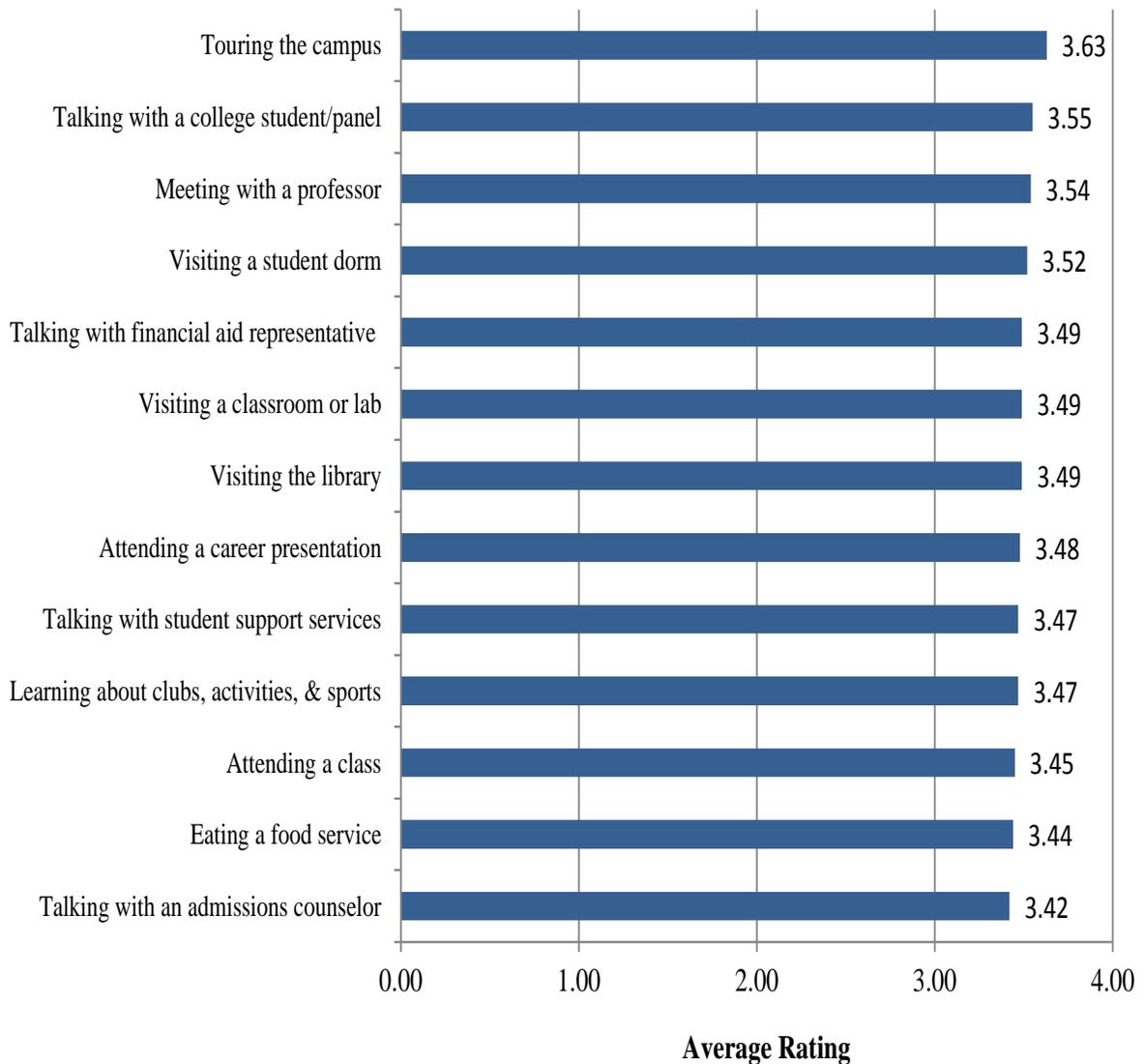
The responses are very positive; all activities received an average rating of over 3.4, between the descriptive ratings of "helpful" and "very helpful." In fact, there was a very small range of

All activities conducted during the college visits received very positive ratings, over an average rating of 3.4 on a four-point scale. The four activities that received the highest ratings were: touring the campus (3.63), talking with a college student or panel (3.55), meeting with a professor (3.54), and visiting a student dorm (3.52).

¹⁶ Students were directed to not rate an activity if they did not participate in the activity during the campus visit.

average ratings, from 3.42 to 3.63, suggesting that all activities helped students with their college preparation. The four activities that were rated the highest, included touring the campus, talking with a college student or panel, meeting a professor, and visiting a student dorm. In addition, although not presented, the majority of students participated in all 12 activities, ranging from 59 percent of students who participated in visiting a student dorm to 99 percent of students who toured the campus.

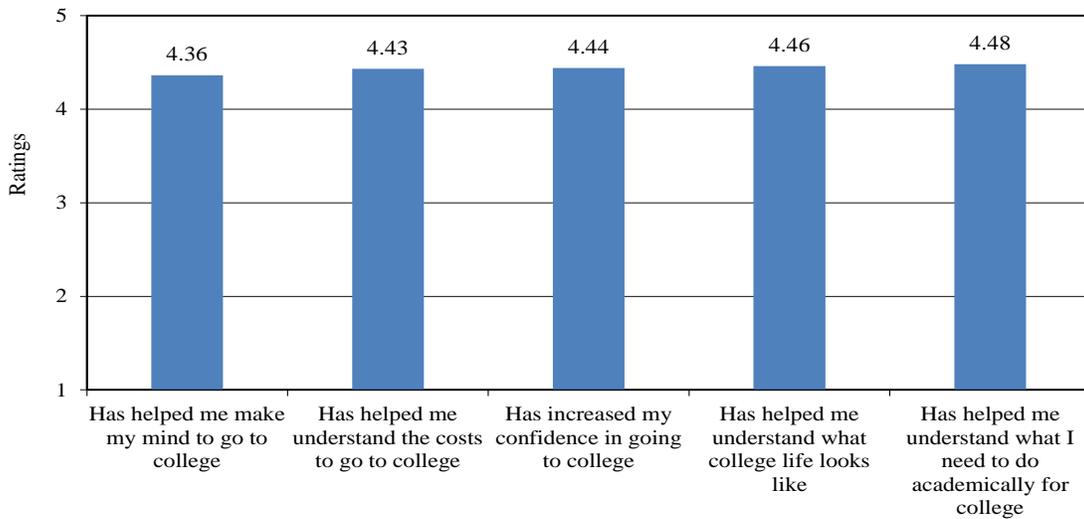
Figure 14. Ratings of Activities During College Visits



The activity that received the lowest relative rating was talking with an admission counselor (3.42), but even that rating must be considered high.

Finally, students were asked to rate five statements about the college visit on a five-point scale where 1 = “Strongly Disagree” and 5 = “Strongly Agree.” Again, the results are very positive as shown in Figure 15. On average, students gave all five statements a rating between “agree” and “strongly agree,” suggesting that students perceived that the college visits helped them understand the academic requirements of attending college, helped them obtain a better understanding of what college life looks like, increased their confidence in going to college, helped them understand the costs of going to college, and helped them to make up their mind to go to college.

Figure 15. Ratings of Statements About College Visits



Chapter VII. GEAR UP Goals and Indicators

This chapter presents the data collected on the four program goals as measured by the 30 state performance indicators. Data are presented for 21 of the 30 indicators¹⁷ for 2016–17, with new data presented for five of the 21 indicators. The evaluation will present data on the remaining nine indicators once it is collected, during the students’ high school senior year, when they graduate from high school, and when they enroll in postsecondary education. Below is a list of state performance indicators for each goal that are presented in this year’s evaluation report. An asterisk ‘*’ next to the indicator denotes that new data are presented for that indicator in 2016–17, which are under Goal 1 and 2.

1. Increase the academic performance and preparation for postsecondary education of GEAR UP students.
 - Percent of students passing Pre-Algebra.
 - Percent of students passing Algebra.
 - Percent of high school students who enroll in at least one Advanced Placement (AP) or International Baccalaureate (IB) course.*
 - Percent of high school students who enroll in two years of the same foreign or world language.*
 - Percent of students who are proficient on the Nevada Criterion Referenced Tests in math and science in middle school.
 - Percent of students who are proficient on the Nevada Criterion Referenced Tests in reading in middle school and the Nevada Grade 8 Writing Exam.
 - Percent of students who meet or exceed ACT College and Career Readiness Benchmark Scores from 8th grade to 10th grade and from 10th grade to 11th grade.*
2. Increase the rate of high school graduation and participation in postsecondary education of GEAR UP students.
 - Percent of students who matriculate from 8th grade into 9th grade.
 - Percent of students who stay on track during high school to graduate at the end of four years. (Credits) *
 - Percent of high school students who have an average GPA (Grade Point Average) of at least 2.0. *
 - Percent of students who declare an intent to attain postsecondary education.

¹⁷ Many indicators measure outcomes for students later in their school career, such as high school graduation and college enrollment, and will be presented in future reports.

3. Increase GEAR UP student and parent/family knowledge of postsecondary education options, preparation, and financing.
 - Percent of GEAR UP students and parents/families who improve their knowledge of postsecondary academic requirements.
 - Percent of GEAR UP parents/families involved in the development of GEAR UP student Individualized Learning Plans (ILPs).
 - Percent of GEAR UP parents/families who expect their child to obtain postsecondary education.
 - Percent of GEAR UP students and parents/families who improve their knowledge of planning for college expenses.
 - Percent of GEAR UP parents/families who open college savings accounts for their children.
4. Create a college-going culture in GEAR UP middle schools to ensure that all students have the opportunity, support, guidance, and information to obtain the skills and knowledge necessary to apply for and succeed in postsecondary education.
 - The percent of middle school teachers who improve their understanding of college and career readiness concepts.
 - The percent of middle school teachers who improve their ability to analyze data in decision-making regarding students.
 - The percent of middle school leaders who improve their leadership elements.

Below are the data and the discussions of the results for the GEAR UP goals and indicators listed above.

Goal 1. Increase the academic performance and preparation for postsecondary education of GEAR UP students.

The GEAR UP Evaluation Team established eight indicators to measure the extent to which students improve their academic performance and preparation. The evaluation presents data on seven indicators in this report; data for five of the seven indicators are based on data collected for previous years. New data from 2016–17 are presented for two of the seven indicators. Data for the eighth and final indicator will be presented starting in the 2017–18 evaluation report.

Indicator 1.1.1 GEAR UP students will pass Pre-Algebra by the end of 8th grade.

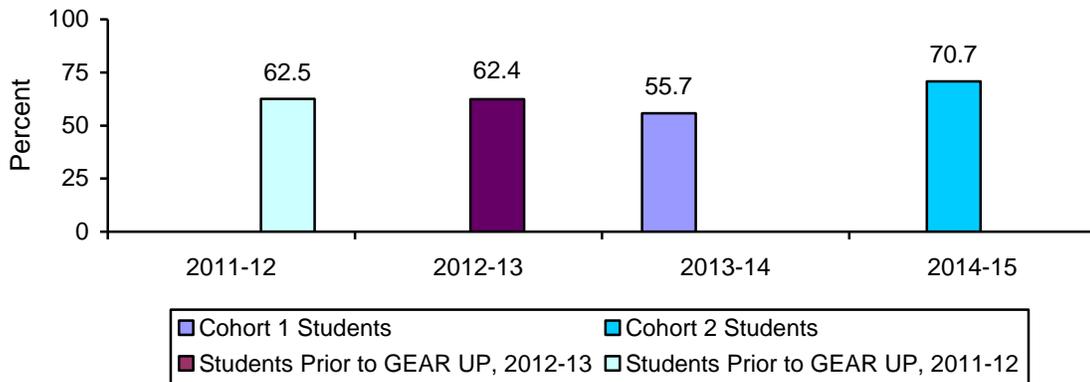
Benchmark: Ten percent more GEAR UP students will pass Pre-Algebra than the comparison group.

The data for this indicator is based on Cohort 1 students who were in grade 8 in 2013-14 and Cohort 2 students who reached grade 8 in 2014–15. The comparison groups for both cohorts of students are grade 8 students from the same schools, but from school year 2011–12 and 2012–13, the two years prior to when Cohort 1 students entered grade 8. These students did not participate in GEAR UP.

A smaller percent of Cohort 1 students passed pre-Algebra by the end of grade 8 in 2013–14 than the comparison group from the two previous years of students at GEAR UP schools. However, 13 percent more Cohort 2 students passed pre-algebra by the end of grade 8 than the comparison group, meeting the benchmark of 10 percent more students.

Figure 16 shows that 55.7 percent of Cohort 1 students (1,453 of 2,607) and 70.7 percent of Cohort 2 students (1,917 of 2,712) passed pre-algebra by the end of grade 8 in 2013–14 and 2014–15, respectively. In comparison, about 62 percent of the two previous cohorts of students at GEAR UP schools passed pre-algebra in 2011–12 and 2012–13. In other words, Cohort 1 students did not meet the benchmark that 10 percent more GEAR UP students will pass pre-algebra than the comparison group. However, Cohort 2 students met the benchmark; 13 percent more Cohort 2 students passed pre-algebra by the end of grade 8 than the comparison group.

Figure 16. Percent of Cohort 1, Cohort 2, and Comparison Students Passing Pre-Algebra by Grade 8



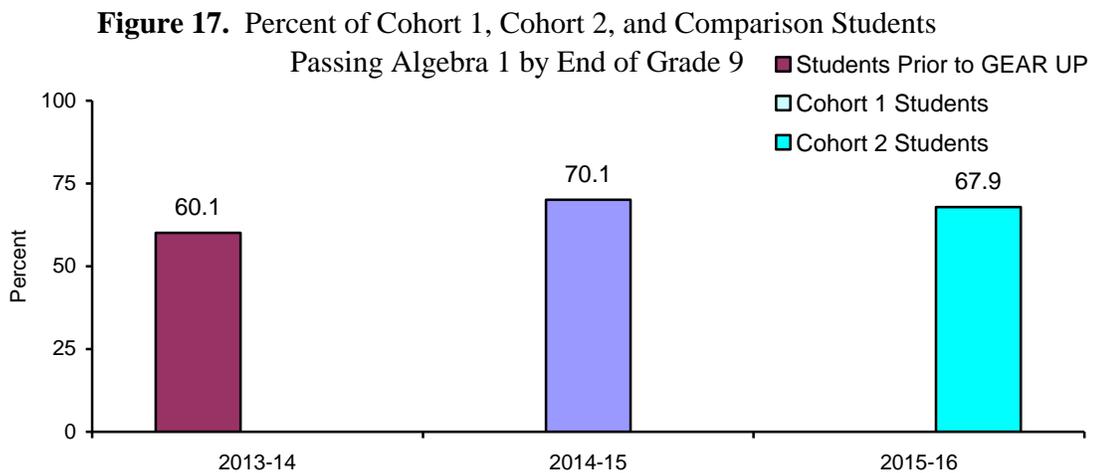
Indicator 1.1.2 GEAR UP students will pass Algebra 1 by the end of 9th grade.

Benchmark: Ten percent more GEAR UP students will pass Algebra 1 than the comparison group.

The data for this indicator is based on Cohort 1 students who were in grade 9 for 2014–15, and Cohort 2 students who reached grade 9 in 2015–16. The comparison group is the grade 9 students from the same schools, but from the 2013–14 school year, the year prior to when Cohort 1 students entered grade 9. The comparison group students did not participate in GEAR UP.

Almost 17 percent more Cohort 1 students and 13 percent more Cohort 2 students passed Algebra 1 by the end of grade 9 than the comparison group, meeting the benchmark of 10 percent more students.

Figure 17 shows that 70.1 percent of Cohort 1 students (1,555 of 2,219) passed Algebra 1 by the end of grade 9 in 2014–15. In 2015–16, 67.9 percent of Cohort 2 students (1,560 of 2,298) passed Algebra 1 by the end of grade 9. In comparison, about 60 percent¹⁸ of the previous cohort of students at GEAR UP schools passed Algebra 1 in 2013–14. In other words, Cohort 1 and Cohort 2 students met the benchmark that 10 percent more GEAR UP students will pass pre-algebra than the comparison group. In fact, almost 17 percent more Cohort 1 students and 13 percent more Cohort 2 students passed Algebra 1 by the end of grade 9 than the comparison group.



¹⁸ The data for the comparison group of students is best viewed as an estimate due to challenges in determining what courses across school districts are considered as having typical Algebra 1 content.

Indicator 1.1.4 GEAR UP students will enroll in at least one Advanced Placement (AP) or International Baccalaureate (IB) course in high school.

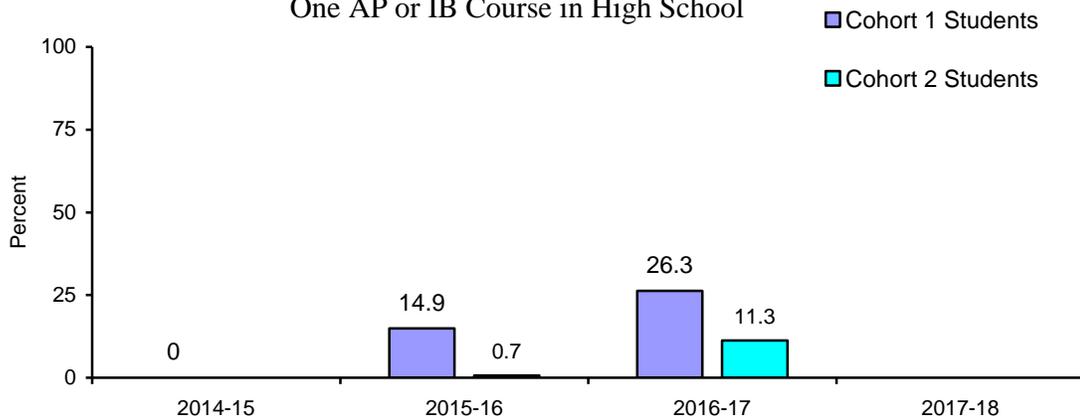
Benchmark: No Benchmark has yet been set for this indicator.

The data for this indicator in 2016–17 is based on Cohort 1 students who were in grade 11 and Cohort 2 students who were in grade 10. No benchmark has yet been set for this indicator. It will be set during the 2017–18 school year, based on the 2016–17 senior students at GEAR UP schools, prior to GEAR UP. These students did not receive GEAR UP services.

Figure 18 shows the percent of Cohort 1 and Cohort 2 students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) course in high school beginning in their freshman year. For Cohort 1 students, no students enrolled in an AP or IB course in 2014–15 during their freshman year. In 2015–16, AP or IB course enrollment increased to 15 percent during Cohort 1’s sophomore year and to 26 percent during their junior year in 2016–17. For Cohort 2 students, less than one percent of students enrolled in an AP or IB course in 2015–16 during their freshman year and 11 percent enrolled in 2016–17 during their sophomore year. The success of GEAR UP students meeting this objective will be assessed in 2017–18 for Cohort 1 students and in 2018–19 for Cohort 2 students.

The percent of Cohort 1 students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) course increased from no percent in their freshman year, to 15 percent in their sophomore year, and to 26 percent in their junior year. Cohort 2 students had a similar increase from their freshman to their sophomore year.

Figure 18. Percent of High School Students Who Enrolled in at Least One AP or IB Course in High School



Indicator 1.1.5 GEAR UP high school students will enroll in two years of the same foreign or world language.

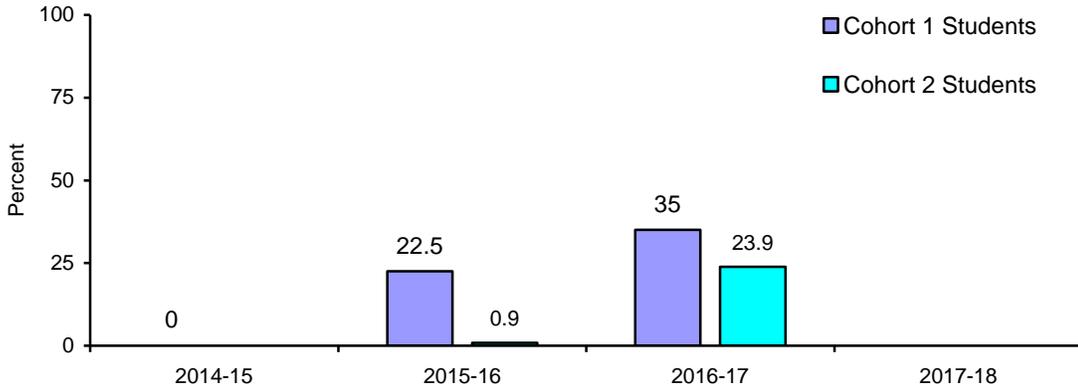
Benchmark: No Benchmark has yet been set for this indicator.

The data for this indicator in 2016–17 is based on Cohort 1 students who were in grade 11 and Cohort 2 students who were in grade 10. No benchmark has yet been set for this indicator. It will be set during the 2017–18 school year based on the performance of 2016–17 senior students at GEAR UP schools, prior to GEAR UP. These students did not receive GEAR UP services.

No Cohort 1 students were enrolled in two years of the same foreign or world language during their freshman year. Foreign language enrollment for Cohort 1 increased to 23 percent in their sophomore year, and to 35 percent in their junior year. Cohort 2 students had a similar increase from their freshman to their sophomore year.

Figure 19 shows the percent of Cohort 1 and Cohort 2 students that enrolled in two years of the same foreign or world language in high school. For Cohort 1 students, no students enrolled in two years of the same foreign or world language in 2014–15 during their freshman year, which increased to 23 percent in 2015–16 during their sophomore year, and to 35 percent in 2016–17 during their junior year. For Cohort 2 students, less than one percent of students enrolled in two years of the same foreign or world language in their freshman year in 2015–16, which increased to 24 percent in 2016–17 during their sophomore year. The success of GEAR UP students meeting this objective will be assessed in 2017–18 for Cohort 1 students and in 2018–19 for Cohort 2 students.

Figure 19. Percent of High School Students Who Enroll in Two Years of the Same Foreign or World Language in High School



Indicator 1.2.1 Aggregated scores will improve on Nevada Criterion Reference Tests (CRTs) and other State mandated tests in math and science in middle schools.

Benchmark: Five percent more GEAR UP students will be proficient or above on the Nevada CRT than the comparison group.

Mathematics CRT

Student test scores on statewide assessments are an important indicator of academic achievement. The expectation is that the percent of GEAR UP students who are proficient or above on the Nevada CRTs will be greater than the comparison group (i.e., the students who were at the GEAR UP schools prior to GEAR UP). Specifically, the evaluation calculated the percent of the students who were proficient or above on the Nevada CRTs in the two previous school years as the comparison group. So, for example, the performance of grade 7 Cohort 1 GEAR UP students on the Nevada Math CRT in 2012–13 was compared to the performance of grade 7 students in those GEAR UP schools in 2010–11 and 2011–12, prior to GEAR UP. A similar comparison was done for the Cohort 1 students when they were in grade 8 in 2013–14 and for Cohort 2 students for 2013–14 when they were in grade 7. The math CRT data are presented first for Cohort 1 and Cohort 2

A smaller percent of Cohort 1 students were proficient on the Nevada Math CRT than students in the comparison groups in 2012–13 and 2013–14 (i.e., students at the GEAR UP schools in the previous two years) as well as students statewide. The results are the same for grade 7 Cohort 2 students in 2013–14. Thus, Cohort 1 and Cohort 2 students did not reach the benchmark that five percent more GEAR UP students are proficient on the Nevada Math CRT than the comparison groups.

students separately, followed by the science CRT for Cohort 1 students who are in grade 8, the only grade in which the science CRT test is administered.

Cohort 1. Figures 20 and 21 present the percent of Cohort 1 students who scored proficient or above on the Nevada Math CRT in 2012–13 when they were in grade 7 and in 2013–14 when the students were in grade 8. Each figure presents the percent of Cohort 1 students who scored proficient on the Nevada Math CRT for the grade level the students were in 2012–13 and 2013–14, and the performance of the comparison groups, i.e., students at the same GEAR UP schools for the two years prior to GEAR UP. The figure also presents the performance of students statewide for all three years.

Figures 20 and 21 show that the performance of Cohort 1 students in grade 7 in 2012–13 and in grade 8 in 2013–14 are similar to the comparison groups. In both school years and grade levels, the percent of Cohort 1 students proficient on the math CRT is lower than the percent of students proficient statewide. In addition, the percent of proficient students for the two comparison groups are lower than the percent of proficient students statewide. More importantly, the percent of Cohort 1 students proficient on the math CRT is lower than the percent of proficient students in the two comparison groups. Thus, Cohort 1 students in 2012–13 and 2013–14 did not reach the benchmark that five percent more students are proficient on the Nevada Math CRT than the comparison group.

Figure 20. Percent of Cohort 1 Students Proficient on Grade 7 Math CRT, 2011-12 through 2012-13

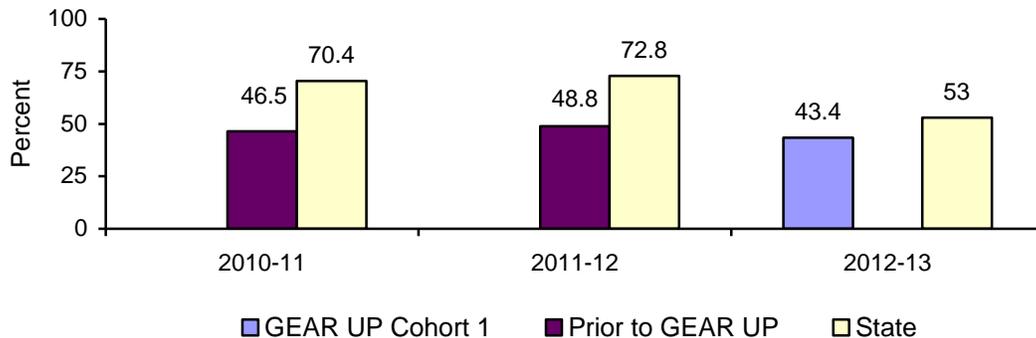
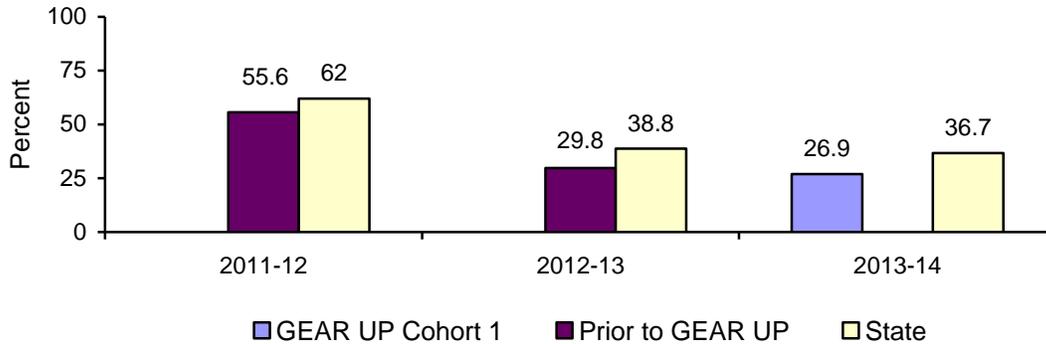
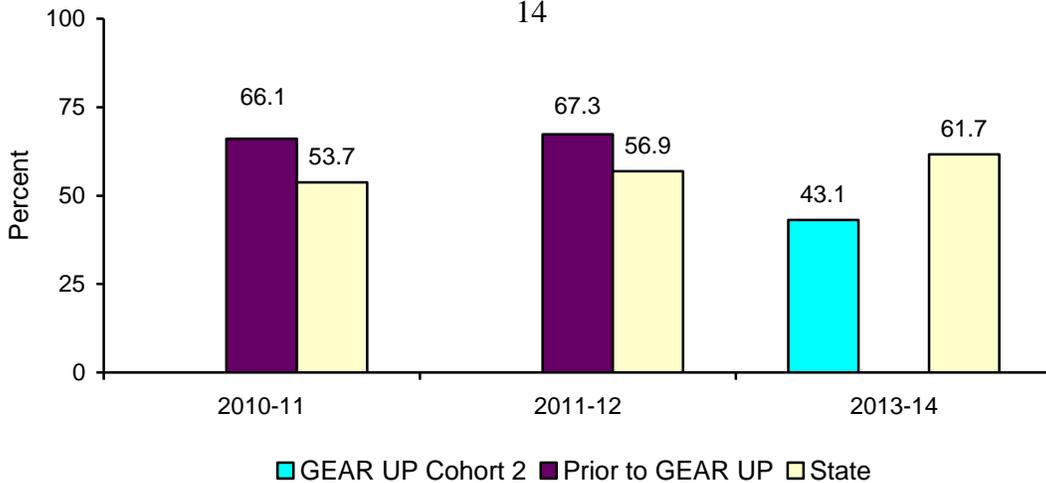


Figure 21. Percent of Cohort 1 Students Proficient on Grade 8 Math CRT, 2011-12 through 2013-14



Cohort 2. Figure 2 shows the percent of Cohort 2 students who scored proficient or above on the Nevada Math CRT in 2013–14 when they were in grade 7 as well as the performance of the comparison group, i.e., students at the same GEAR UP schools for the two years prior to GEAR UP. The figure also presents the performance of students statewide for all three years.

Figure 22. Percent of Cohort 2 Students Proficient on Grade 7 Math CRT, 2011-12 through 2013-14



The results are similar to the Cohort 1 results. That is, the percent of Cohort 2 students proficient on the math CRT is lower than the percent of students proficient statewide. In addition, the percent of proficient students from the two comparison groups are also

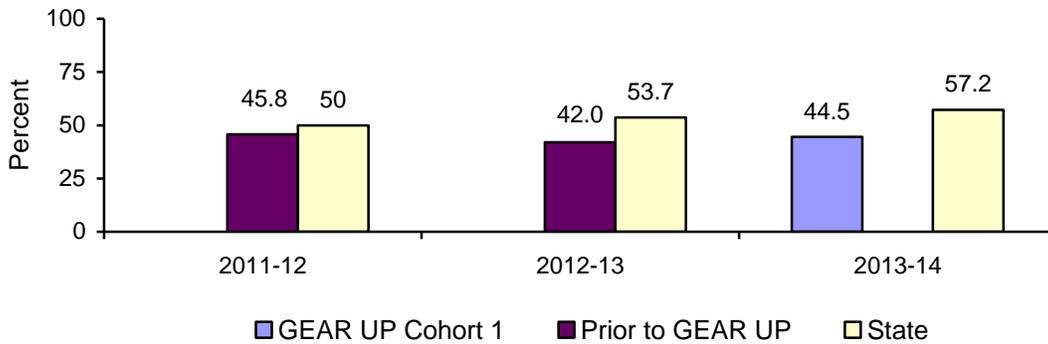
lower than the percent of students proficient statewide. Moreover, the percent of Cohort 2 students proficient on the math CRT is lower than the percent of students proficient from the two comparison groups. Thus, the Cohort 2 grade 7 students in 2013–14 did not reach the benchmark that five percent more Cohort 1 students are proficient on the Nevada Math CRT than the comparison group.

For 2014–15, Nevada transitioned from using the Nevada CRT to assess student performance in math to the Smarter Balanced assessment, so this indicator was not assessed for Cohort 2 students in 2014–15. Moreover, because of test administrations irregularities on the Smarter Balanced assessments, no statewide math test data are available for Cohort 2 students for 2014–15.

Science

Cohort 1. Figure 23 presents the percent of Cohort 1 students who scored proficient or above on the Nevada Science CRT in 2013–14 when they were in grade 8 as well as the performance of two comparison groups, i.e., students at the same GEAR UP schools for the two years prior to GEAR UP. The figure also presents the performance of students statewide for all three years.

Figure 23. Percent of Cohort 1 Students Proficient on Grade 8 Science CRT, 2013-14



The percent of Cohort 1 students proficient on the science CRT is lower than the percent of students proficient statewide for 2013–14. In addition, the percent of proficient students for the two comparison groups were also lower than the percent of students statewide.

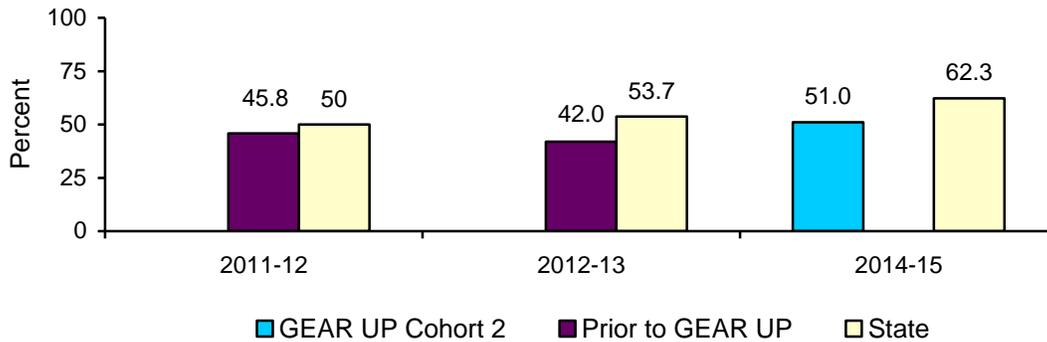
However, the percent of Cohort 1 students proficient on the science CRT is higher than the percent of one of the two years of the comparison group students: six percent more Cohort 1 students were proficient in science (44.5 percent) than the comparison group from 2012–13 (42.0 percent).

A smaller percent of Cohort 1 students were proficient on the science CRT than the comparison group in 2011–12 at 45.8 percent. Thus, the results for the Cohort 1 students on the Nevada Science CRT are mixed, reaching the benchmark that five percent more Cohort 1 students are proficient on the Nevada Science CRT than one of the two comparison groups.

Six percent more Cohort 1 students in 2014–15 were proficient on the Nevada Science CRT than one of the two years of the comparison group. Thus, Cohort 1 students reached the benchmark that five percent more GEAR UP students are proficient on the Nevada Science CRT than one of the two comparison groups.

Cohort 2. Figure 24 presents the percent of Cohort 2 students who scored proficient or above on the Nevada Science CRT in 2014–15 when they were in grade 8 as well as the performance of two comparison groups, i.e., students at the same GEAR UP schools for the two years prior to GEAR UP. The figure also presents the performance of students statewide for all three years.

Figure 24. Percent of Cohort 2 Students Proficient on Grade 8 Science CRT, 2014-15



The percent of Cohort 2 students proficient on the science CRT is lower than the percent of students proficient statewide for 2014–15, and the percent of proficient students for the two comparison groups were also lower than the percent of students statewide. However, the percent of Cohort 2 students proficient on the science CRT is higher than the percent of the two years of the comparison group students. That is, 21 percent more Cohort 2 students were proficient in science (51.0 percent) than the comparison group from 2012–13 (42.0 percent), and 11 percent more Cohort 2 students were proficient in science (51.0 percent) than the comparison group in 2011–12 (45.8 percent).¹⁹ Thus, the results show that Cohort 2 students reached the benchmark that five percent more Cohort 2 students are proficient on the Nevada Science CRT than the comparison groups.

At least 11 percent more Cohort 2 students were proficient on the Nevada Science CRT in 2014–15 than both of the comparison groups. Thus, Cohort 2 students reached the benchmark that five percent more GEAR UP students are proficient on the Nevada Science CRT than the two comparison groups.

¹⁹ One factor than may have influenced the results is that an increasing percent of students are proficient on the science test statewide over the last four years, 50 percent in 2011-12 to 62.3 percent in 2014-15. So, comparing student performance on the science test in 2014-15 with 2011-12 may not be meaningful.

Indicator 1.2.2. Aggregated scores will improve on Nevada CRTs in English/language arts (reading) in middle school and the Nevada Grade 8 Writing Exam.

Nevada Reading CRT.

As in the previous similar indicator, Indicator 1.2.1, the evaluation compared the percent of Cohort 1 and Cohort 2 students who were proficient or above on the Nevada Reading CRT with a comparison group, i.e., students who attended the same GEAR UP schools in the two previous years before GEAR UP. So, for example, the performance of grade 7 Cohort 1 GEAR UP students on the reading CRT in 2012–13 was compared to the performance of grade 7 students in those GEAR UP schools in 2010–11 and 2011–12. The reading CRT data are presented first for the Cohort 1 and Cohort 2 students separately, followed by information about the Nevada Grade 8 Writing Exam.

Cohort 1. Figures 25 and 26 present the percent of Cohort 1 students who scored proficient or above on the reading CRT in 2012–13 (grade 7) and in 2013–14 (grade 8).

Each figure also presents the performance of the comparison groups for the two years prior to GEAR UP as well as for all students statewide for all three years.

The results in Figures 25 and 26 show that the performance of Cohort 1 students in grade 7 in 2012–13 and in grade 8 in 2013–14 are similar. In both school years and grade levels, the percent of Cohort 1 students proficient on the reading CRT is lower than the percent of students proficient statewide. In addition, the percent of proficient students for the two comparison groups are also lower than the performance of students statewide. However, the percent of Cohort 1 students proficient on the grade 7 reading CRT is 15 percent higher than the comparison group from 2010–11 and 10 percent higher than the comparison group from 2012–13. For grade 8 students in 2013–14, the percent of Cohort 1 students proficient on the reading CRT is also higher than the performance of the two

The Nevada CRT reading results show that a larger percent of grade 7 Cohort 1 students in 2012–13 were proficient in reading than two years of the comparison group, by 10 and 15 percent. In addition, a larger percent of grade 8 Cohort 1 students in 2013–14 were proficient in reading than two years of the comparison group, by one percent to just under five percent. Thus, Cohort 1 students met the benchmark that five percent more Cohort 1 students will be proficient on the Nevada Reading CRT than the comparison group in grade 7, but fell short of the comparison group in grade 8.

comparison groups by just under five percent in 2010–11 and by one percent in 2012–13. Thus, Cohort 1 students met the benchmark that five percent more Cohort 1 students are proficient on the Nevada Reading CRT than the comparison group in grade 7, but fell short in grade 8.

Figure 25. Cohort 1 Grade 7 Reading CRT, 2011-12 through 2012-13

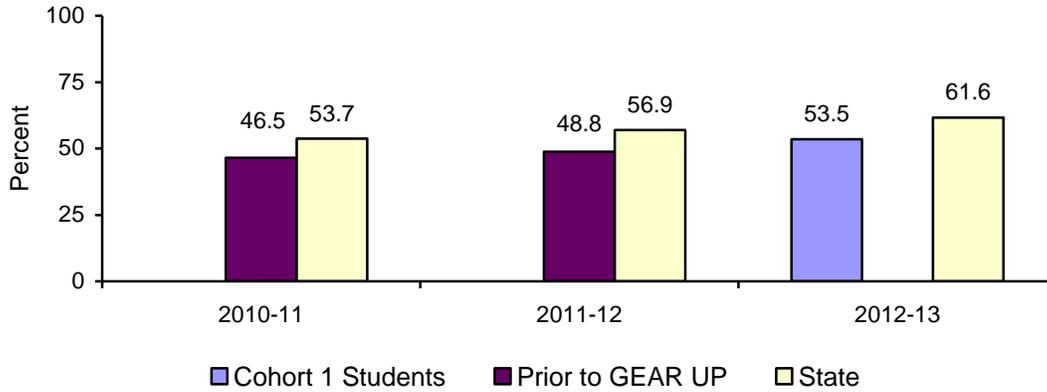
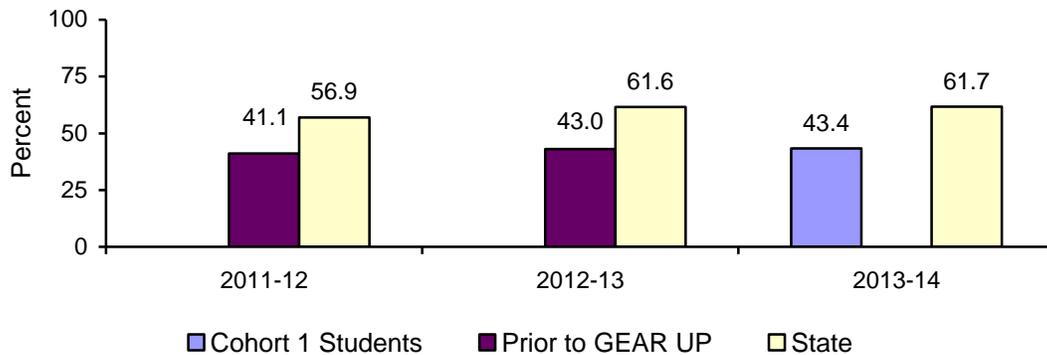


Figure 26. Cohort 1 Grade 8 Reading CRT, 2011-12 through 2013-14



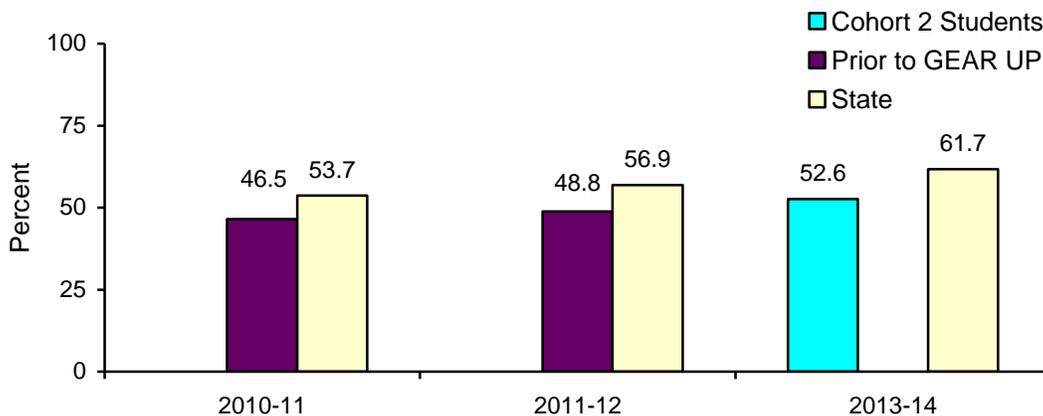
Cohort 2. Figure 27 presents the percent of Cohort 2 students who scored proficient or above on the Nevada Reading CRT in 2013–14 when they were in grade 7 as well as the performance for two years of the comparison group, prior to GEAR UP, and the performance of students statewide for all three years.

The results are similar to the Cohort 1 results. That is, the percent of Cohort 2 students proficient on the reading CRT is lower than the percent of students proficient statewide. In addition, the percent of proficient students for the two comparison groups are also lower than the percent of proficient students statewide. However, the percent of Cohort 2 students proficient on the reading CRT is higher than the percent of students proficient in the comparison groups, by eight percent and 13 percent for the two years. Thus, Cohort 2 students met the benchmark that five percent more Cohort 2 students are proficient on the Nevada Reading CRT than the comparison groups.

Nevada CRT reading results show that a larger percent of Cohort 2 students were proficient in reading, from 8 to 13 percent, than the comparison groups for the previous two years, exceeding the five percent benchmark for this indicator. However, a smaller percent of Cohort 2 students were proficient in reading than students statewide in 2013–14.

For 2014–15, Nevada transitioned from using the Nevada CRT to assess student performance in reading to the Smarter Balanced assessment. So, this indicator was not assessed for grade 8 Cohort 2 students in 2014–15. Moreover, because of test administration irregularities for the Smarter Balanced assessments, no statewide reading test data are available for grade 8 Cohort 2 students for 2014–15.

Figure 27. Cohort 2 Grade 7 Reading CRT, 2011-12 through 2013-14



Nevada Writing Exam Grade 8.

The Nevada Writing Exam for grade 8 students was a required statewide exam when the Nevada GEAR UP indicators were developed. However, the Nevada Writing Exam is no longer a required statewide exam. Instead, local school districts can choose whether to administer the writing exam. As a result, the evaluation dropped the Nevada Grade 8 Writing Exam as a measure for this state performance indicator.

Indicator 1.2.3 GEAR UP student progress in ACT College and Career Readiness System (CCRS) will improve over time.

Benchmark: Five percent more students will meet or exceed ACT College and Career Readiness Benchmark Scores from 8th grade to 10th grade and from 10th grade to 11th grade.

This indicator is based on student performance on the ACT Educational Planning and Assessment System (EPAS), which includes the EXPLORE in grade 8, the PLAN in grade 10, and the ACT test in grade 11. The data reported below are the EXPLORE test scores of Cohort 1 students who were in grade 8 for the 2013–14 school year and of Cohort 2 students who reached grade 8 in the 2014–15 school year. These data for Cohort 1 and Cohort 2 students represent baseline data for each cohort. Progress on the ACT EPAS are measured in the 2015–16 school year when Cohort 1 students took the second test in the new ACT Aspire series, resulting in test scores from two assessments to measure progress.²⁰

Data are reported on the percent of students who meet or exceed the College Readiness Benchmarks (CRBs) in four subject areas measured by the EXLORE, PLAN, and ACT tests. The CRBs were determined from research on a group of students who previously took the EXLORE, PLAN, and ACT and went on to college. Specifically, the study found that students who scored at the college readiness bench-

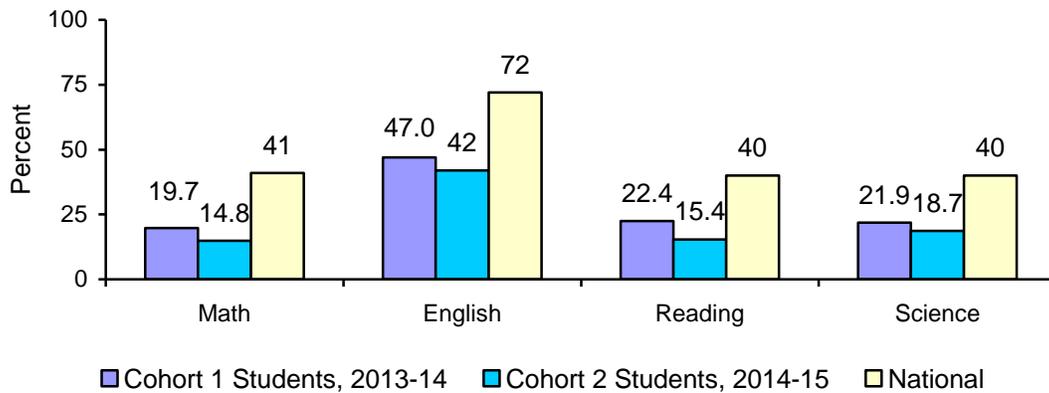
The ACT EXPLORE assessment results for grade 8 show that the percent of both Cohort 1 and Cohort 2 students who met the College Readiness Benchmarks is substantially below (by at least 18 percentage points) the percent of students who met the College Readiness Benchmarks nationally for each subject. Cohort 1 students performed a little higher than Cohort 2 students in all subjects.

²⁰ The ACT EPAS transitions to the ACT ASPIRE beginning in the 2014–15 school year. Nevada GEAR UP administered the ACT ASPIRE in the 2015–16 school year. For Cohort 2 students, progress will be measured when students take the Aspire 10 in 2016–17.

mark had at least a 50 percent chance of achieving a “B” or higher, or at least a 75 percent chance of a grade of “C” or higher, in entry level credit bearing college English composition, algebra, social science, and biology courses.

Baseline Data. Figure 28 shows the percent of Cohort 1 and Cohort 2 students who met the college readiness benchmarks for math, English, reading, and science in grade 8. The national results from 2013-14 are presented for comparison purposes. The results show that the largest percent of Cohort 1 students met the CRB benchmark in English (47 percent), followed by reading (22 percent), science (22 percent) and then math (20 percent). Cohort 2 students show a similar pattern of performance, but scored lower than Cohort 1 students in all subjects. That is, the largest percent of Cohort 2 students met the CRB benchmark in English (42 percent), followed by science (19 percent), reading (15 percent), and then math (15 percent). The results also show that the percent of both Cohort 1 and Cohort 2 students who met the College Readiness Benchmarks is substantially below (by at least 18 percentage points) the percent of students who met the College Readiness Benchmarks nationally for each subject.

Figure 28. Percent of Cohort 1 and Cohort 2 Students Who Meet or Exceed College Readiness Benchmarks



The results suggest that many GEAR UP students are not on track to be prepared for college level coursework in the four subject areas; English, reading, science, and mathematics. Students who are substantially below College Readiness Benchmarks may have to take remedial courses in those subjects before taking credit bearing courses, if they enroll in college. These data are considered baseline data for each cohort.

Matched Student Data Grade 8 and Grade 10. Data for Cohort 1 and Cohort 2 stu-

dents are presented separately, beginning with Cohort 1 students. Figure 29 shows the percent of Cohort 1 students who met the college readiness benchmarks for math, English, reading, and science for grade 8 in 2013–14 on the EXPLORE and in grade 10 in 2015–16 on the ACT Aspire. The data is based on a matched group of 563 students (i.e., only students who took both tests in spring of the respective years), which is a measure of progress on the college readiness benchmarks from grade 8 to grade 10. The results show that a larger percent of Cohort 1 students met the CCR benchmark in grade 8 than in grade 10 for three of the four subjects, except reading, ranging from a difference of three percentage points in math to 13 percentage points in science. In

The ACT EXPLORE results in grade 8 and ACT Aspire results in grade 10 show that a larger percent of a matched group of Cohort 1 students met the College Readiness Benchmarks in grade 8 than in grade 10 for three of the four subjects tested, except reading. Overall, the data suggest that Cohort 1 students may be falling further behind their peers in college readiness.

reading, one percent more of Cohort 1 students met the CCR benchmark in grade 10 than in grade 8, which is positive growth but still fell below the benchmark of a five percent gain. Overall, the data suggest that Cohort 1 students may be falling further behind their peers in college readiness. However, another possible explanation, suggested by several school staff when the data was reviewed with them, is that the students do not take the tests seriously since these tests do not impact their current schooling.

Figure 29. Percent of Cohort 1 Students Who Meet or Exceed College Readiness Benchmarks in Grade 8 in 2013-14 and Grade 10 in 2015-16

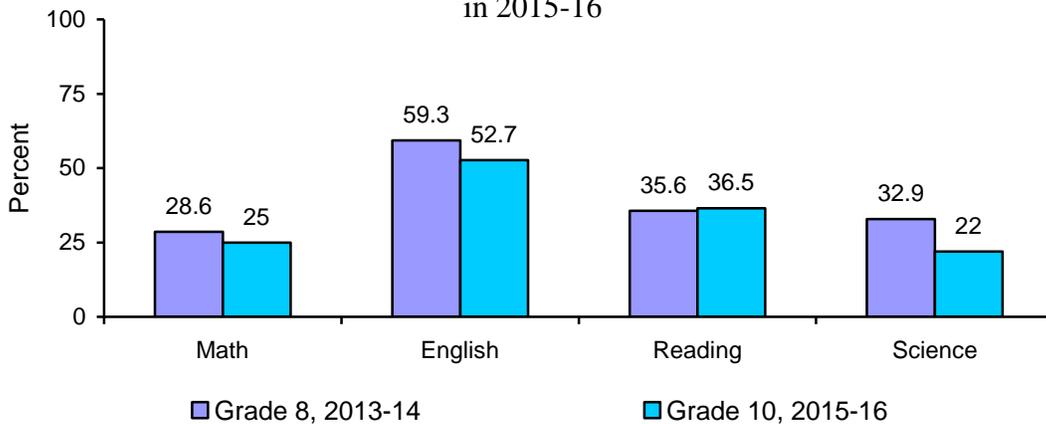
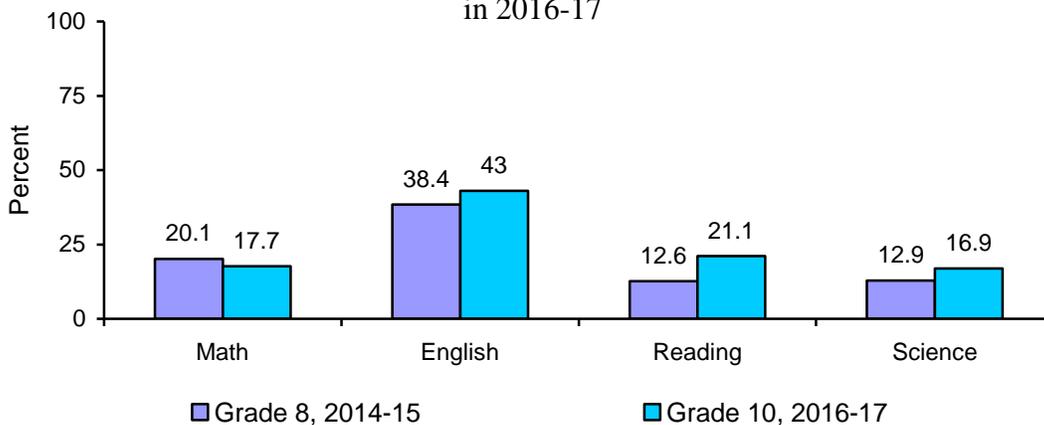


Figure 30 shows the percent of Cohort 2 students who met the college readiness benchmarks for math, English, reading, and science for grade 8 in 2014–15 on the EXPLORE and in grade 10 in 2016–17 on the ACT Aspire. The data is based on a matched group of 249 students (i.e., only students who took both tests in spring of the two years), which is a measure of progress on the college readiness benchmarks from grade 8 to grade 10.²¹ The results show that a larger percent of Cohort 2 students met the CCR benchmark in grade 10 than in grade 8 for three subjects (English, reading, and science) ranging from a difference of four percentage points in science to eight percentage points in reading. The exception is in math where a smaller percent of Cohort 2 students met the CCR benchmark in grade 10 than in grade 8. The data suggest that Cohort 2 students are making gains in their college readiness, other than in math, although the results must be interpreted with some caution, as explained above.

The Cohort 2 ACT EXPLORE results in grade 8 and ACT Aspire results in grade 10 show that a larger percent of a matched group of Cohort 2 students met the College Readiness Benchmarks in grade 10 than in grade 8 for three of the four subjects tested, except math. While the results suggest that Cohort 2 students are more ready for college in grade 10 than in grade 8, the results are based on just one-sixth of the students with test scores and must be interpreted with caution.

Figure 30. Percent of Cohort 2 Students Who Meet or Exceed College Readiness Benchmarks in Grade 8 in 2014-15 and Grade 10 in 2016-17



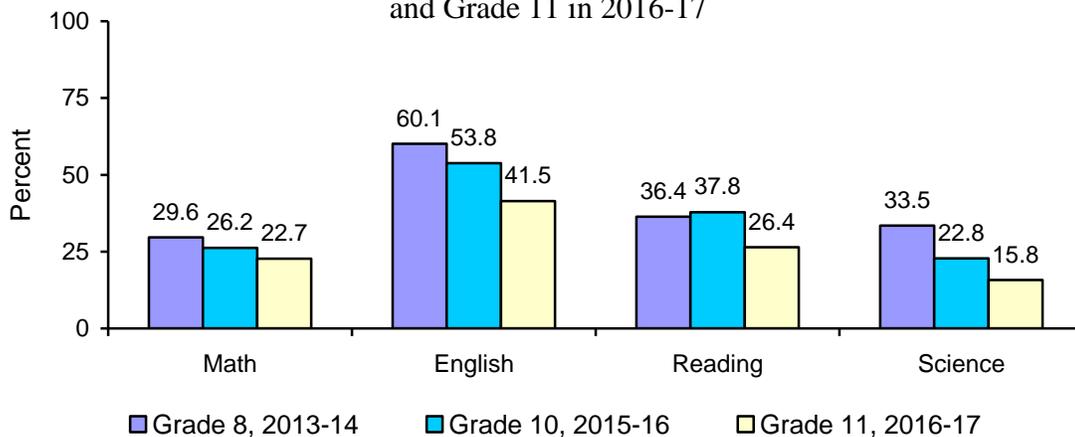
²¹ The 249 students represent 17 percent of the students who have test scores in both grade 8 and grade 10, and suggests caution in interpreting the results given the small percent of students in this sample.

Matched Student Data Grade 8, Grade 10, and Grade 11. Figure 31 shows the percent of Cohort 1 students who met the college readiness benchmarks for math, English, reading, and science on the EXPLORE for grade 8 in 2013–14, the ACT Aspire for grade 10 in 2015–16, and the ACT for grade 11 in 2016–17. The data is based on a matched group of 507 students (i.e., only students who took all three tests in spring of the three years), and is a measure of progress on the college readiness benchmarks from grade 8 to grade 10 to grade 11. Similar data for Cohort 2 students will be available in 2017-18.

The Cohort 1 ACT EXPLORE results in grade 8, ACT Aspire results in grade 10, and ACT results in grade 11 show that a larger percent of a matched group of Cohort 1 students met the College Readiness Benchmarks in grade 8 than in grade 10, and than in grade 11 for three of the four subjects tested, except in reading where students scored higher in grade 10 than in grade 8, but then decreased in grade 11. Overall, the data suggest Cohort 1 students are falling further behind their peers in college readiness.

The results show that a larger percent of Cohort 1 students met the CCR benchmarks in grade 8 than in grade 10 and in grade 11, ranging from a difference of seven percentage points in math to 19 percentage points in English for the time period from grade 8 to grade 11. The only exception is in reading, where a larger percent of students met the CCR benchmark in grade 10 than in grade 8, but then decreased from grade 10 to grade 11. The data suggest Cohort 1 students are falling further behind their peers in college readiness. Again, several school staff suggested that students do not take the tests seriously since these tests do not impact their current schooling.

Figure 31. Percent of Cohort 1 Students Who Meet or Exceed College Readiness Benchmarks in Grade 8 in 2013-14, Grade 10 in 2015-16, and Grade 11 in 2016-17

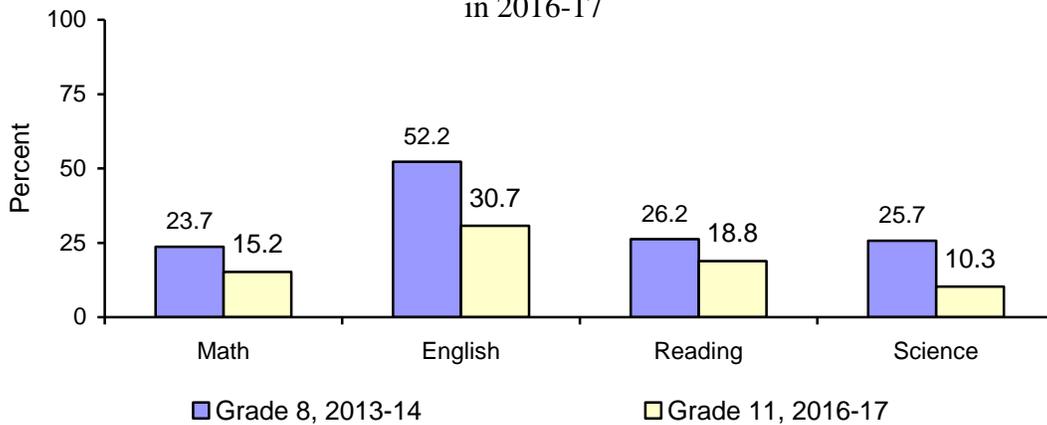


Matched Student Data Grade 8 and Grade 11. Finally, in order to increase the number of students with available data, the evaluation examined the performance of Cohort 1 students on the EXPLORE for grade 8 in 2013–14 and on the ACT for grade 11 in 2016-17. These data are based on a matched group of 1,283 students (i.e., only students who took the two tests in spring of the two years), and is a measure of progress on the college readiness benchmarks from grade 8 to grade 11.²²

The Cohort 1 ACT EXPLORE results in grade 8 and ACT results in grade 11 show that a larger percent of a matched group of Cohort 1 students met the College Readiness Benchmarks in grade 8 than in grade 11 for all four subjects tested. Overall, the data suggest Cohort 1 students are falling further behind their peers in college readiness.

The results in Figure 32 show that a larger percent of Cohort 1 students met the CCR benchmark in grade 8 than in grade 11 for all four subjects, ranging from a difference of seven percentage points in reading to 21 percentage points in English. The data suggest that Cohort 1 students may be falling further behind their peers in college readiness in all four subjects. However, another possible explanation, suggested by several school staff when the data was reviewed with them, is that the students do not take the tests seriously since these tests do not impact their current schooling.

Figure 32. Percent of Cohort 1 Students Who Meet or Exceed College Readiness Benchmarks in Grade 8 in 2013-14 and Grade 11 in 2016-17



²²The 1,283 matched students represent more than twice the number of matched students who had scores on all three tests (EXPLORE, Aspire grade 10, and ACT), and probably more accurately reflects overall performance of Cohort 1 students on the College Readiness Benchmarks from grade 8 to grade 11.

Goal 2. Increase the rate of high school graduation and participation in postsecondary education of GEAR UP students.

The GEAR UP Evaluation Team established 13 indicators to measure whether students graduate from high school and enroll in college. The evaluation presents data on four indicators for 2016–17; new data are presented for two of the four indicators. Data for the nine remaining indicators will begin starting in the 2017–18 evaluation report when Cohort 1 students are seniors in high school.

Indicator 2.1.1. GEAR UP students will matriculate from 8th grade into 9th grade.

Benchmark: Ten percent more than comparison group.

The data for this indicator is based on Cohort 1 students who were in grade 8 in the 2013–14 school year and Cohort 2 students who reached grade 8 in the 2014–15 school year.

The comparison groups for both cohorts of students are grade 8 students from the same schools, but from the 2011–12 and 2012–13 school years, the two years prior to when Cohort 1 students entered grade 8. These students did not participate in GEAR UP.

The results in Figure 33 show that 98.6 percent of Cohort 1 students and 97.6 percent of Cohort 2 students matriculated from grade 8 to grade 9 at the end of 2013–14 and 2014–15, respectively.²³ While a greater percent of Cohort 1 and Cohort 2 students matriculated from grade 8 to grade 9 than did the two previous cohorts of students at GEAR UP schools (95.7 percent in 2012–13 and 96.8 percent in 2011–12), the Cohort 1 and Cohort 2 students fell short of the benchmark for this indicator, i.e., 10 percent more GEAR UP students will matriculate from grade 8 to grade 9 than the comparison group. That is, three percent more Cohort 1 students and two percent more Cohort 2 students matriculated

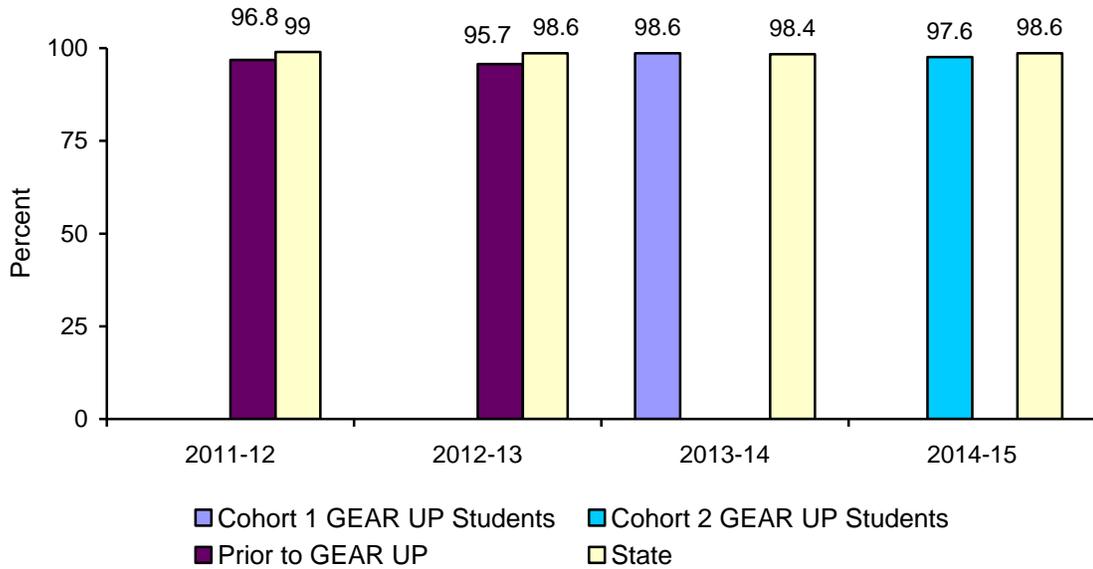
Almost 99 percent of Cohort 1 students and 97.6 percent of Cohort 2 students matriculated from grade 8 to grade 9 at the end of 2013–14 and 2014–15, respectively. While a greater percent of Cohort 1 and Cohort 2 students matriculated from grade 8 to grade 9 than did the two previous cohorts of students at these schools who did not participate in GEAR UP, the Cohort 1 and Cohort 2 students fell short of the benchmark for this indicator that 10 percent more GEAR UP students will matriculate from grade 8 to grade 9 than the comparison group.

²³ Data are available for all the 2,607 Cohort 1 students who were in grade 8 in 2013–14 and for 2,676 (99 percent) of the 2,712 Cohort 2 students who were in grade 8 in 2014–15.

from grade 8 to grade 9 than the 2012–13 comparison group. However, it should be pointed out that the Cohort 1 and Cohort 2 students could not have met the benchmark, since 10 percent more than the comparison group sets the benchmark at over 100 percent, an impossible task. A more realistic benchmark for the Cohort 1 students on this indicator would be if two percent more of Cohort 1 and Cohort 2 students matriculated from grade 8 to grade 9 than the comparison group. In this case, both the Cohort 1 and Cohort 2 students would have met the benchmark.

The data also show that about the same percent of Cohort 1 students matriculated from grade 8 to grade 9 as did students statewide.

Figure 33. Percent of Cohort 1 and Cohort 2 Grade 8 Students Who Matriculate to Grade 9



Indicator 2.1.4. GEAR UP students will stay on track during high school to graduate at the end of four years.

Benchmark: At least 75 percent of GEAR UP students will have the number of credits at each grade level annually to be considered on track to graduate (5 credits at end of freshman year, 11 credits at the end of sophomore year, and 17 credits at the end of junior year).

This indicator was created to track the progress of high school students towards high school graduation based on the number of credits obtained. High school credits are an important indicator of student progress since students must have 22.5 credits to graduate from a Nevada public high school, with 15 credits in specific core areas.²⁴ The data from this indicator will show the number of credits students have and how many students are realistically on track to graduate from high school, but performance on the 15 required credits are not tracked.

Over 87 percent of Cohort 1 students at the end of grade 9 in 2014-15 and 84 percent at the end of grade 10 and grade 11 in 2015-16 and 2016-17, respectively, have enough credits to be considered on track to graduate from high school after four years, above the 75 percent benchmark set for this indicator.

Figure 34 shows the percent of Cohort 1 students who are on track to graduate at the end of four years, having at least five credits at the end of grade 9 in 2014–15, at least 11 credits at the end of grade 10 in 2015-16, and at least 17 credits at the end of grade 11 in 2016-17. Data are available for 2,150 of 2,219 grade 9 students (96.9%) in 2014–15, 2,130 of 2,137 grade 10 students (99.9%) in 2015-16, and for 1,967 of 2,011 grade 11 students (97.8%) in 2015-16. The data show that 87 percent of the Cohort 1 grade 9 students in 2014–15 are on track to graduate, and that 84 percent of the Cohort 1 students in grade 10 in 2015-16 and in grade 11 in 2016-17 are on track to graduate; all three percentages are above the 75 percent benchmark set for this indicator.²⁵ Overall, the students had accumulated an average of 6.46 credits earned (over one fourth of the number of credits) at the conclusion of grade 9, an average of 13.2 credits earned (over one half of

²⁴ The 15 required credits include four credits of English, three credits in mathematics, two credits of science, one credit of American Government, one credit in arts and humanities, one credit in American History, two credits in PE, ½ credit in health education, and ½ credit in computers.

²⁵ For comparison, 77 percent of the students at GEAR UP schools in 2012-13 and 79 percent of the students at GEAR UP schools in 2013-14, prior to GEAR UP, had enough credits at the end of their freshman year to be considered on track to graduate from high school after four years.

the number of credits) at the conclusion of grade 10, and an average of 19.9 credits earned (over three-quarters of the number of credits) at the conclusion of grade 11.

Figure 34. Percent of Cohort 1 Students On Track to Graduate High School Based on Credits

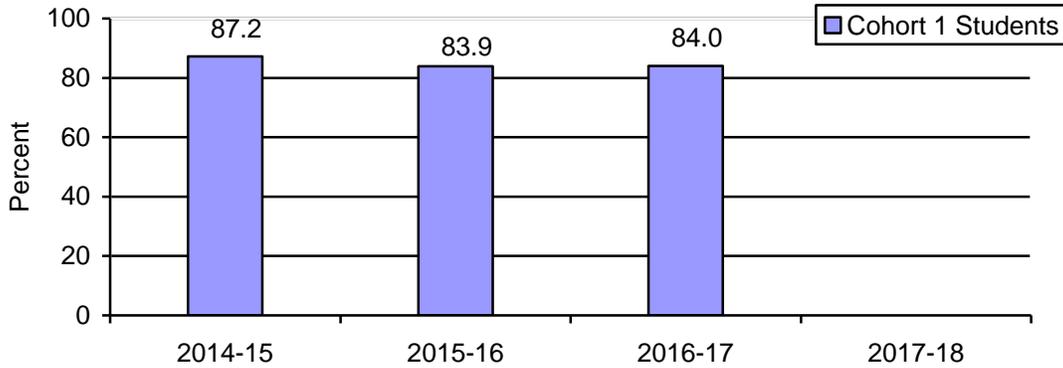
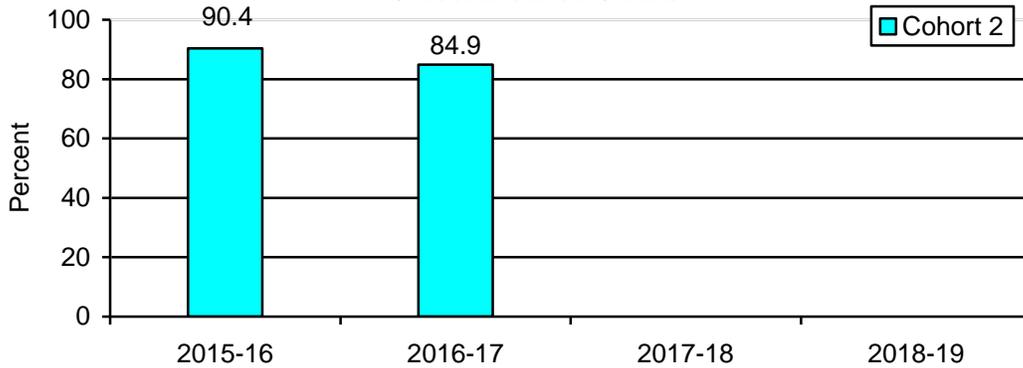


Figure 35 shows the percent of Cohort 2 students who are on track to graduate at the end of four years, having at least five credits at the end of grade 9 in 2015-16. Data are available for 2,291 of 2,298 grade 9 students (99.9%) in 2015-16, and for 2,188 of 2,212 grade 10 students (98.9) in 2016-17.

The data show that 90 percent of the Cohort 2 grade 9 students in 2015-16 and 85 percent of the grade 10 students in 2016-17 are on track to graduate in 2018-19; both years of data are above the 75 percent benchmark set for this indicator. Overall, students accumulated an average of 6.9 credits earned at the conclusion of grade 9 (over one fourth of the number of credits) and an average of 13.4 credits earned (over one half of the number of credits) at the conclusion of grade 10.

Over 90 percent of Cohort 2 students at the end of grade 9 in 2015-16 and 85 percent at the end of grade 10 in 2016-17 have enough credits to be considered on track to graduate from high school after four years, above the 75 percent benchmark set for this indicator.

Figure 35. Percent of Cohort 2 Students On Track to Graduate High School Based on Credits



The evaluation also examined the number and percent of students who had different total number of credits, as shown in Table 8. In 2014-15, 77 percent of Cohort 1 students had at least 6.0 high school credits, 78 percent had at least 12 credits in 2015-16, and almost 80 percent had at least 18 credits in 2016-17, and are “on track” to graduate from high school in the 2017-18 school year. In addition, almost 84 percent of Cohort 2 students had at least 6.0 high school credits in 2015-16, and almost 81 percent of Cohort 2 students have at least 12.0 high school credits in 2016-17, and are “on track” to graduate from high school in the 2018-19 school year.

Table 8. Students with a Total Number of Credits by Credit Levels

Total Credits	Number (Percent) of Students				
	Cohort 1			Cohort 2	
	Grade 9 2014-15 (n=2,150)	Grade 10 2015-16 (n=2,130)	Grade 11 2016-17 (n=1,967)	Grade 9 2015-16 (n=2,291)	Grade 10 2016-17 (n=2,188)
At least 2.0 Credits	2,109 (98.1%)	2,119 (99.5%)	1,959 (99.6%)	2,252 (98.2%)	2,169 (99.1%)
At least 4.0 Credits	1,991 (92.6%)	2,097 (98.5%)	1,950 (99.1%)	2,171 (94.8%)	2,148 (98.2%)
At least 6.0 Credits	1,664 (77.4%)	2,059 (96.7%)	1,940 (98.6%)	1,915 (83.6%)	2,111 (96.5%)
At least 8.0 Credits	398 (18.5%)	1,988 (93.3%)	1,924 (97.8%)	558 (24.4%)	2,027 (92.6%)
At least 10.0 Credits	4 (0.2%)	1,885 (88.5%)	1,901 (96.6%)	42 (1.8%)	1,934 (88.4%)
At least 12.0 Credits	0	1,662 (78.0%)	1,848 (94.0%)	2 (.09)	1,765 (80.7%)
At least 14.0 Credits	0	1,137 (53.3%)	1,798 (91.4%)	0	1,284 (58.7%)
At least 16.0 Credits	0	279 (13.1%)	1,713 (87.1%)	0	377 (17.2%)
At least 18.0 Credits	0	40 (1.8%)	1,568 (79.7%)	0	21 (1.0%)
At least 20.0 Credits	0	26 (1.2%)	1,272 (64.7%)	0	1 (< 1.0%)
At least 22.0 Credits			658 (33.5%)		
At least 24.0 Credits			220 (11.2%)		
Over 26.0 Credits			34 (1.7%)		
Total	2,109	2,119	1,967	2,252	2,188

Indicator 2.1.5. GEAR UP students will perform at a level in high school to be accepted in a Nevada college.

Benchmark: At least 75 percent of GEAR UP students will maintain a 2.0 unweighted GPA annually, the minimum GPA to be accepted to a Nevada college.

Student GPA is a direct measure of student academic achievement. The evaluation examined the percent of high school students who had a cumulative GPA equal or higher than several different GPA levels, beginning with the benchmark set for this indicator, a GPA of 2.0, as shown in Table 8. Data are available for 2,181 Cohort 1 students in grade 9 for 2014–15 (98 percent of 2,219 end-of-year active GEAR UP students), 2,133 Cohort 1 students in grade 10 for 2015–16 (99 percent of 2,137 end-of-year active GEAR UP students), and for 1,966 Cohort 1 students in grade 11 for 2016–17 (98 percent of 2,011 end-of-year active GEAR UP students). Data are also available for 2,292 Cohort 2 students in grade 9 for 2015–16 (99 percent of 2,298 end-of-year active GEAR UP students), and for 2,188 Cohort 2 students in grade 10 for 2016–17 (99 percent of 2,212 end-of-year active GEAR UP students).

Seventy-three percent of Cohort 1 students in grade 9 and 74 percent in grade 10 students had an unweighted GPA of 2.0 or above at the end of 2014–15 and 2015–16, respectively, the minimum GPA to be accepted to a Nevada college, falling just below the benchmark of 75 percent. In 2016-17, 78 percent of Cohort 1 students in grade 11 had an unweighted GPA of 2.0 or above at the end of 2016–17, exceeding the benchmark set for this indicator.

The results in Table 9 show that 73 percent of Cohort 1 grade 9 students in 2014–15, 74 percent of Cohort 1 grade 10 in 2015–16, and 78 percent of Cohort 1 grade 11 in 2016–17 would meet the current GPA eligibility requirements to enroll into a Nevada community college with a 2.0 GPA average, meeting the 75 percent benchmark by the 2016-17 school year. For Cohort 2, almost 75 percent of grade 9 students in 2015–16 had a 2.0 average GPA, and almost 76 percent of 2 grade 10 students in 2016–17 had a 2.0 average GPA, meeting the 75 percent benchmark also by the 2016-17 school year.

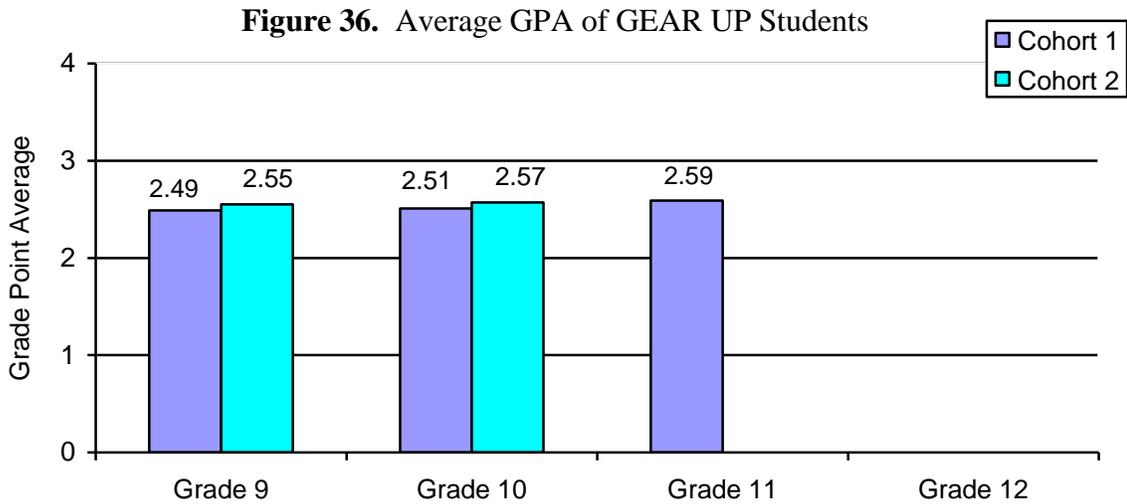
Almost 75 percent of Cohort 2 students in grade 9 had an unweighted GPA of 2.0 or above at the end of 2014–15, falling just below the benchmark of 75 percent. In 2016-17, almost 76 percent of Cohort 2 students in grade 10 had an unweighted GPA of 2.0 or above, exceeding the benchmark set for this indicator.

Table 9. Cohort 1 and Cohort 2 Students with a GPA Equal or Greater Than Several GPA Levels

Grade Point Average Ranges	Number (Percent) of Students				
	Cohort 1			Cohort 2	
	Grade 9 2014–15 (n=2,181)	Grade 10 2015-16 (n=2,133)	Grade 11 2016-17 (n=1,966)	Grade 9 2015–16 (n=2,292)	Grade 10 2016-17 (n=2,188)
2.0 and Above	1,593 (73.0%)	1,582 (74.2%)	1,528 (77.7%)	1,715 (74.8%)	1,654 (75.6%)
2.25 and Above	1,380 (63.2%)	1,380 (64.5%)	1,355 (68.9%)	1,508 (65.8%)	1,494 (68.3%)
2.5 and Above	1,173 (53.8%)	1,151 (54.0%)	1,136 (57.8%)	1,330 (58.0%)	1,279 ((58.5%)
2.75 and Above	916 (42.0%)	885 (41.5%)	880 (44.8%)	1,075 (46.9%)	1,044 (47.7%)
3.0 and Above	699 (32.0%)	651 (30.5%)	645 (32.8%)	845 (36.9%)	800 (36.6%)
3.25 and Above	494 (22.7%)	452 (21.2%)	447 (22.7%)	588 (25.7%)	548 (25.0%)

The results also show the percent of students who would meet the eligibility requirements to enroll in Nevada’s two universities (GPA = 3.0) or obtain a Guinn Millennium Scholarship (GPA = 3.25). For Cohort 1, 33 percent of students have a GPA of 3.0 or above and 23 percent have a GPA of 3.25 or above for the 2016-17 school year. For Cohort 2, almost 37 percent of students have a GPA of 3.0 or above and 25 percent have a GPA of 3.25 or above for the 2016-17 school year

Figure 36 presents the end-of-year unweighted average GPA for Cohort 1 and 2 GEAR UP students, starting in 2014–15 for Cohort 1 and in 2015-16 for Cohort 2 students. The average GPA of Cohort 1 students remained about the same for 2014–15 and 2015–16 at 2.5, and then increased to almost 2.6 in 2016–17. The average GPA for Cohort 2 students remained about the same for 2015–16 and 2016–17 at 2.55 to 2.57.



Indicator 2.2.1. GEAR UP students will declare an intent to attain postsecondary education.

Benchmark: By their senior year of high school, 85 percent of GEAR UP students will declare an intent to attain postsecondary education.

The number and percent of students who have aspirations of going to college is an indicator of whether students view college enrollment as an important goal after graduating from high school. The assumption is that the more students who have aspirations to go to college, the greater will be the number of students who actually enroll in college. The evaluation collected data on student educational aspirations from an item on a survey administered to students. The survey asks students, “*What is the highest level of education that you expect to obtain?*”

A total of 2,487 students (88 percent) answered the question on the survey in 2012–13, 4,895 students (82 percent) answered the question on the survey in 2013–14, and 3,928 students (77 percent) answered the question on the survey in 2015–16, respectively. Data were not collected in 2014–15.

The evaluation examined data from a matched group of 1,492 students in Cohort 1 who completed the survey question in both 2012–13 and 2015–16, and 1,617 students in Cohort 2 who completed the survey question in both 2012–13 and 2015–16. The analysis compares baseline data for each cohort of students (2012–13 for Cohort 1 and 2013–14 for Cohort 2) with data from 2015–16. The 1,492 students in Cohort 1 and 1,617 students in Cohort 2 together represent 61 percent of the 5,111 students who were active in the program during the 2015–16 school year.

Figures 37 and 38 show the percent of students in Cohort 1 and Cohort 2 who believe that they will attend at least some postsecondary education after high school from their baseline year, either 2012–13 or 2013–14) to 2015–16. The results from the two matched

Student survey results from matched groups of Cohort 1 and Cohort 2 students show that about 93 percent of Cohort 1 and Cohort 2 students already thought in the baseline years of 2012–13 and 2013–14, respectively, that they will attend some postsecondary education. The results for the two Cohorts remained the same in 2015–16 at about 93 percent. In other words, Nevada GEAR UP students exceeded the benchmark for this indicator in their baseline year and again in 2015–16 that 85 percent of GEAR UP students will declare an intent to attain postsecondary education.

group of students are similar, and are consistent with the whole group survey results presented earlier. Clearly, the data suggest that students already had high expectations at the beginning of the program to attain some postsecondary education. The results also show that 93 percent of Cohort 1 students and 92.4 percent of Cohort 2 students already thought at the beginning of their participation in GEAR UP, that they will attend some postsecondary education. Moreover, about 93 percent of Cohort 1 and Cohort 2 students continued to think that they will attend some postsecondary education in 2015-16. In other words, Nevada GEAR UP students exceeded the benchmark for this indicator in their baseline year and again in 2015-16 that 85 percent of GEAR UP students will declare intent to attain postsecondary education.

Figure 37. Percent of Cohort 1 Students Expected Educational Level

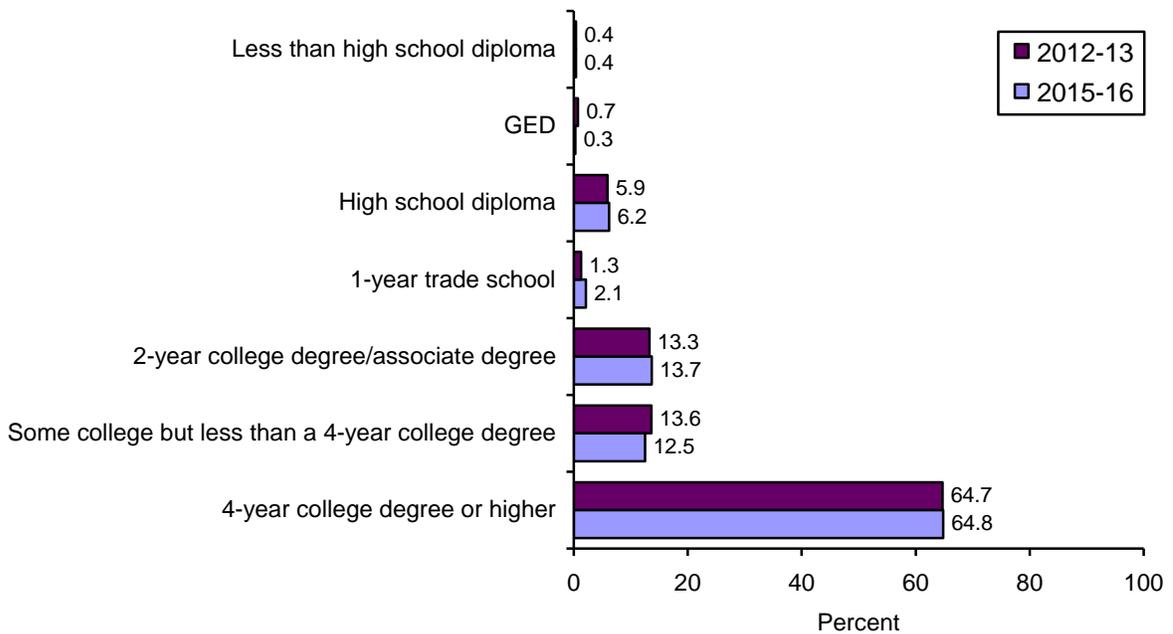
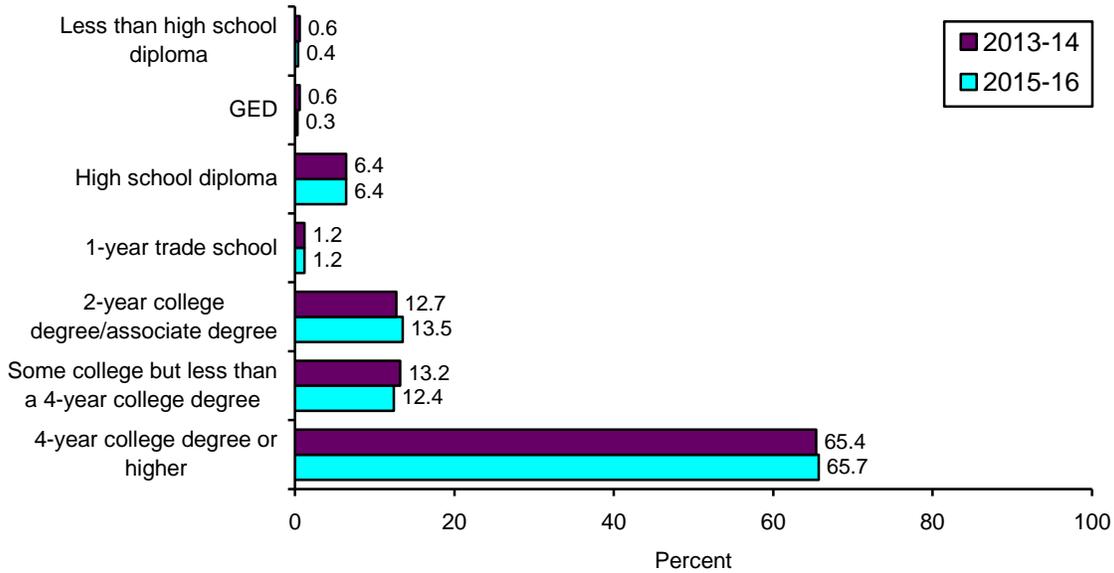


Figure 38. Percent of Cohort 2 Students Expected Educational Level



Goal 3. Increase GEAR UP student and parent/family knowledge of postsecondary education options, preparation, and financing.

The GEAR UP Evaluation Team established five indicators to measure whether students and their parents increase their knowledge of postsecondary education options, preparation, and financing. The evaluation did not collect any new data on the five indicators for 2016–17; four of the five indicators are based on the APR student and parent surveys which were not administered in 2016–17. In addition, data are no longer collected on the fifth indicator which applies to grade 8 students. However, the evaluation report still presents the data collected on all five indicators based on the date collected from the previous school years.

Indicator 3.1.1. GEAR UP students and their parents/families will increase their knowledge of postsecondary academic requirements.

Benchmark: Five percent increase annually, evidenced by GEAR UP survey data.

The data for this indicator were collected from surveys administered to students and parents in spring 2013, spring 2014, and spring 2016; data were not collected in 2014–15. The question asked students and parents to rate themselves on the following question on a five-point scale from no knowledge (rating =1) to extremely knowledgeable (rating=5), “How much do you know about the academic requirements, such as courses and GPA, to

enroll in college?” The student survey results are presented first followed by the parent survey results. Data are presented from matched groups of Cohort 1 and Cohort 2 students and their parents who completed the survey question in both their baseline year (2012–13 for Cohort 1 and 2013–14 for Cohort 2) and in 2015–16 to determine student and parent performance on the indicator.

Student Survey. A total of 2,476 students (92 percent) answered the question on the student survey in 2012–13, 4,881 students (81 percent) answered the question in 2013–14, and 3,920 students (77 percent) answered the question in 2015–16.²⁶

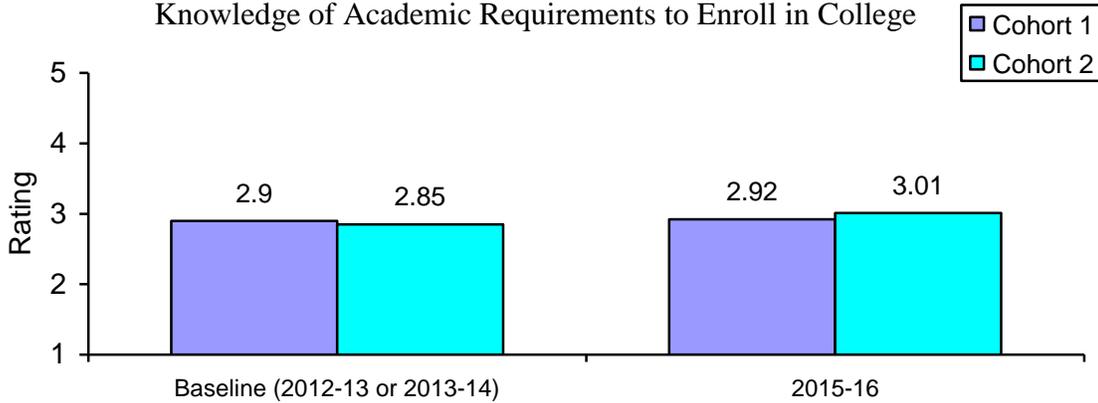
The evaluation examined data from a matched group of 1,482 students in Cohort 1 who completed the survey question in both 2012–13 and 2015–16, and 1,612 students in Cohort 2 who completed the survey question in both 2013–14 and 2015–16. The analysis compares baseline data for each cohort of students (2012–13 for Cohort 1 and 2013–14 for Cohort 2) with data from 2015–16. The 1,482 students in Cohort 1 and 1,612 students in Cohort 2 together represent 61 percent of the 5,111 students who were active in the program during the 2015–16 school year.

Survey results show that students believe that they have some knowledge about the academic requirements to enroll in college, but many report that they still have much to learn. Matched groups of Cohort 1 and 2 student reported little increase in their knowledge from the baseline years (2012–13 and 2013–14) with 2015–16, failing to reach the annual five percent benchmark for this indicator.

Figure 39 presents the average student ratings regarding their knowledge about the academic requirements to enroll in college on a five-point rating scale, where “No Knowledge” equals 1 and “Extremely Knowledgeable” equals 5.

²⁶ The survey results from all students who completed surveys in 2012–13, 2013–14, and 2015–16 are presented in Chapter VI: GEAR UP Student Survey Results of this report.

Figure 39. Average Cohort 1 and Cohort 2 Student Rating of Knowledge of Academic Requirements to Enroll in College



The results show that the average ratings of the matched Cohort 1 students did not change from 2012–13 to 2015-16, but the average ratings of the matched Cohort 2 students increased from 2.85 in 2013-14 to 3.01 in 2015-16, an increase of 5 percent over two years. However, Cohort 1 and Cohort 2 students did not meet the benchmark of a five percent annual increase in their knowledge of the academic requirements to enroll in college. It is clear that an area that students need more information is on the academic requirements to enroll in college.

Parent Survey: A total of 1,483 parents (56 percent) answered the question on the parent survey in 2012–13, 2,843 parents (47 percent) answered the question in 2013–14, and 1,634 students (32 percent) answered the question in 2015–16.²⁷

The evaluation examined data from a matched group of 444 parents in Cohort 1 who completed the survey question in both 2012–13 and 2015–16, and 448 parents in Cohort 2 who completed the survey question in both 2012–13 and 2015–16. The analysis compares baseline data for each cohort of parents (2012–13 for Cohort 1 and 2013–14 for Cohort 2) with data from 2015-16. The 444 parents of Cohort

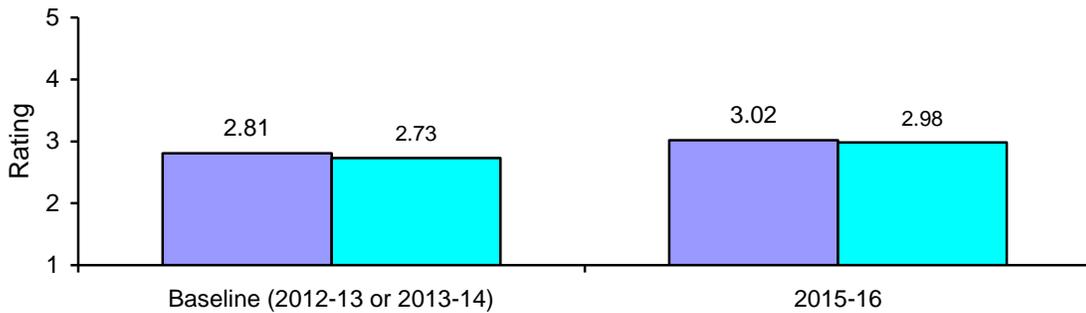
Survey results show that parents believe that they have some knowledge about the academic requirements to enroll in college, but many report that they still have much to learn. Matched groups of Cohort 1 and Cohort 2 parents reported an increase in their knowledge of academic requirements to enroll in college from their baseline year (2012–13 or 2013–14) to 2015-16, but fell short of meeting the benchmark of a five percent annual increase set for this indicator.

²⁷ The survey results from all parents who completed surveys in 2012–13 and 2013–14 are presented in *Chapter VII: GEAR UP Parent Survey Results* of the 2013-14 evaluation report.

1 and 448 parents of Cohort 2 together represent 17 percent of the 5,111 students who were active in the program during the 2015–16 school year.

Figure 40 presents the average parent ratings regarding their knowledge about the academic requirements to enroll in college on a five-point rating scale, where “No Knowledge” equals 1 and “Extremely Knowledgeable” equals 5.

Figure 40. Average Cohort 1 and Cohort 2 Parent Rating of Knowledge of Academic Requirements to Enroll in College



The average ratings of the matched Cohort 1 and Cohort 2 parents increased from the baseline year for each cohort to 2015-16, an increase of 7.4 percent for Cohort 1 parents over three years and an increase of 9.2 percent for Cohort 2 parents over two years. While both groups of parents reported learning more about the academic requirements to enroll in college, both Cohort 1 and Cohort 2 parents fell short of meeting the benchmark of a five percent annual increase in their knowledge gain. While parents reported more knowledge gain than did students, it is also clear that parents need more information on the academic requirements to enroll in college.

Indicator 3.1.2. GEAR UP parents/families will be involved in the development of GEAR UP student Individualized Learning Plans (ILPs).

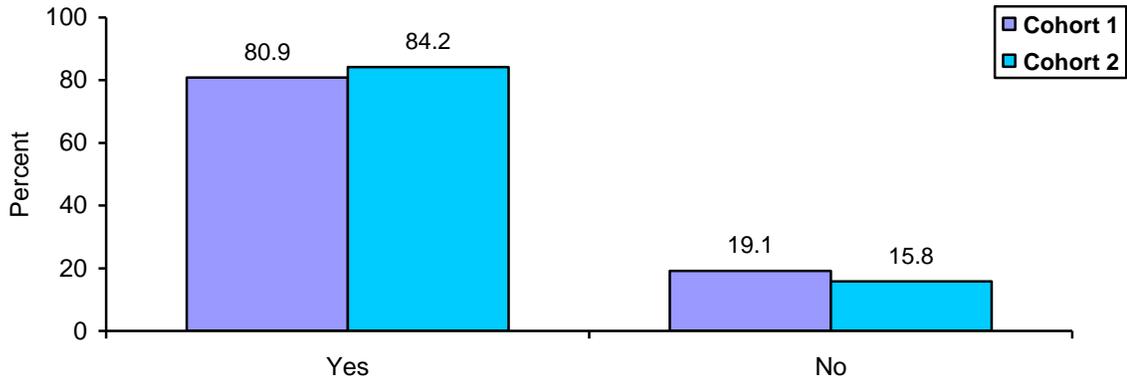
Benchmark: Ninety-five percent of parents will sign ILPs by the end of grade 8.

The data for this indicator are based on Cohort 1 students who were in grade 8 for 2013–14 and on Cohort 2 students who reached grade 8 in 2014–15. Parent involvement in the development of a student’s Individualized Learning Plan (ILP) is measured by whether a parent signed their child’s ILP, indicating the parent had approved the ILP. Those data are recorded in the Nevada GEAR UP Data Collection System by GEAR UP staff.

Figure 41 shows the percent of parents with students in grade 8 who approved (signed) their child’s ILP by the end of 2013–14 and 2014–15 for Cohort 1 and Cohort 2 students, respectively. The results show that about 81 percent of the Cohort 1 parents and about 84 percent of the Cohort 2 parents approved their child’s ILP by the end of grade 8. Thus, Nevada GEAR UP fell short of reaching the benchmark that 95 percent of parents will sign their child’s ILP by the end of grade 8.

About 81 percent of the parents of grade 8 Cohort 1 students and 84 percent of grade 8 Cohort 2 students were involved in the development of their child’s Individualized Learning Plans (ILP) as measured by whether parents signed their child’s ILP. Thus, Nevada GEAR UP fell short of the benchmark that 95 percent of parents will sign their child’s ILP by the end of grade 8.

Figure 41. Percent of GEAR UP Parents Who Approved Child’s Individualized Learning Plan



Indicator 3.1.3. GEAR UP parents/guardians expecting their child to obtain postsecondary education will increase.

Benchmark: Two percent increase annually until reaching 95 percent.

The evaluation collected data on parents’ educational aspirations for their children from an item on the parent survey. The survey question asks parents, “What is the highest level of education that you expect your child to obtain?”

Survey data are available for 1,487 parents (56 percent) from 2012–13, 2,857 parents (47 percent) in 2013–14, and 1,636 parents (32 percent) in 2015–16, respectively.²⁸ Data were not collected in 2014–15.

²⁸ The survey results from all parents who completed surveys in 2012–13, 2013–14 and 2015–16 are presented in *Chapter VII: GEAR UP Parent Survey Results* of the evaluation report.

The evaluation examined data from a matched group of 445 parents in Cohort 1 who completed the survey question in both 2012–13 and 2015–16, and 449 parents in Cohort 2 who completed the survey question in both 2013–14 and 2015–16. The analysis compares baseline data for each cohort of parents (2012–13 for Cohort 1 and 2013–14 for Cohort 2) with data from 2015–16. The 445 parents of Cohort 1 and 449 parents of Cohort 2 together represent 17 percent of the 5,111 students who were active in the program during the 2015–16 school year.

Figures 42 and 43 show the percent of parents in Cohort 1 and Cohort 2, respectively, who believe their child will attain at least some postsecondary education after high school from the baseline year to 2015–16. The results from the two matched groups of parents are similar, and are consistent with the whole group survey results presented earlier. Moreover, the data suggest that parents already had high expectations at the beginning of the program in the level of postsecondary education that they expected their child would obtain. The results show that 98 percent and 94 percent of parents for Cohort 1 and Cohort 2, respectively, thought that their child would attend some postsecondary education in the baseline years of 2012–13 and 2013–14. In other words, the parents of Cohort 1 students had already met the benchmark for this indicator at the baseline year and the parents of Cohort 2 students were short of the benchmark by one percentage point. The percent of Cohort 1 parents who believe that their child will attend some postsecondary education decreased to 92 percent in 2015–16, while the percent of Cohort 2 parents remained about the same at 94 percent in 2015–16. Thus, while the parents of Cohort 1 and Cohort 2 students did not meet the benchmark of a two percent annual increase until reaching 95 percent, almost 95 percent of the parents of both Cohort 1 and Cohort 2 thought that their child will attend at least some postsecondary education after high school in 2015–16.

Parent survey results show that parents already had high expectations for their children to obtain postsecondary education in the baseline years of 2012–13 and 2013–14. In fact, Cohort 1 parents had already exceeded the 95 percent benchmark and Cohort 2 parents fell just one percentage point short. While neither cohort of parents reported higher expectations for their children to obtain postsecondary education in 2015–16, both cohorts of parents fell just short of the 95 percent benchmark.

Figure 42. The Highest Educational Level That Cohort 1 Parents Expect Children to Achieve

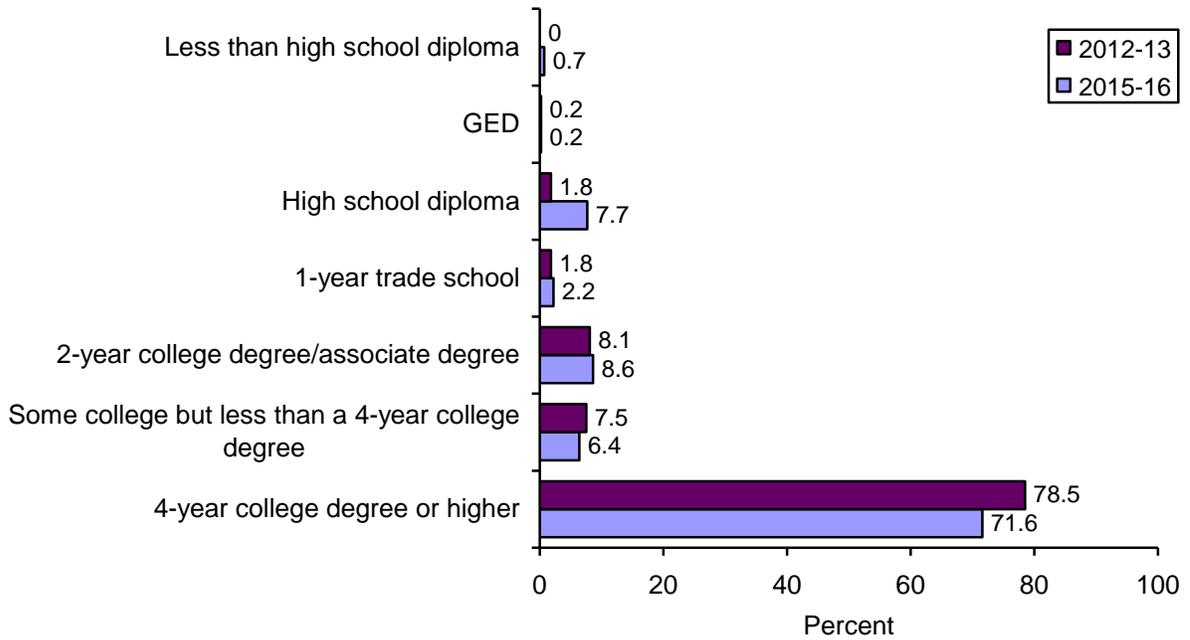
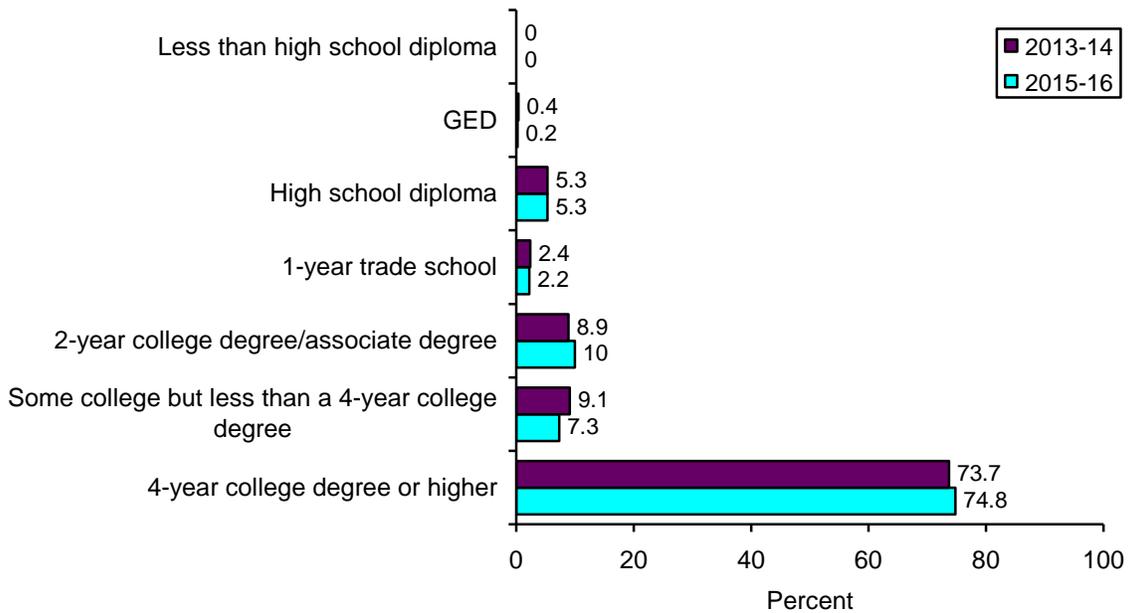


Figure 43. The Highest Educational Level That Cohort 2 Parents Expect Children to Achieve



Indicator 3.2.1. GEAR UP students and parents/families will increase their knowledge of planning for college expenses.

Benchmark: Five percent increase annually, evidenced by GEAR UP survey data.

The data for this indicator was collected from surveys administered to students and parents in spring 2012, spring 2013, and spring 2015. The question asked students and parents to rate themselves on the following question on a five-point scale from no knowledge to extremely knowledgeable: “How much do you know about financial aid and the cost and benefits to you (or your child) in pursuing postsecondary education?” The student survey results are presented first followed by the parent survey results. Data are presented from matched groups of Cohort 1 and Cohort 2 students and their parents who completed the survey question in both their baseline year (2012–13 for Cohort 1 and 2013–14 for Cohort 2) and 2015–16 to determine student and parent performance on the indicator.

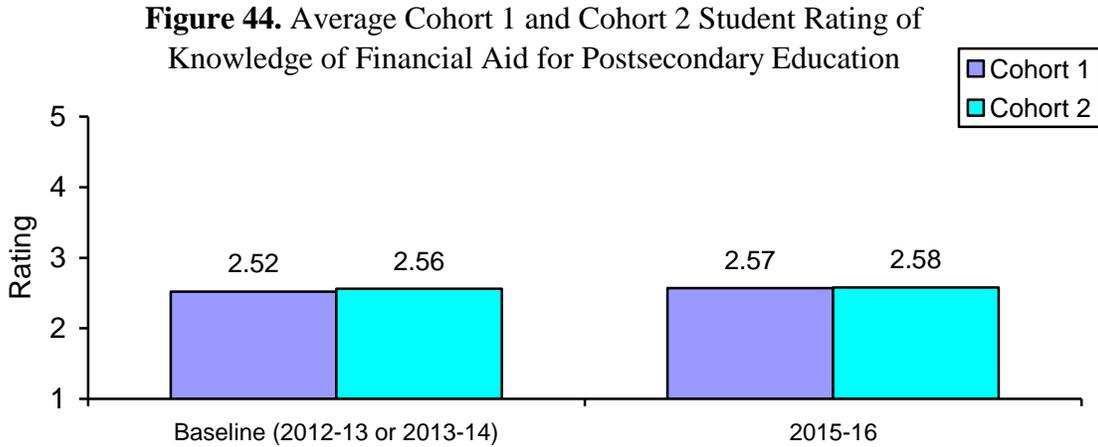
Student Survey. A total of 2,474 students (92 percent) answered the question on the student survey in 2012–13, 4,881 students (81 percent) answered the question in 2013–14, and 3,918 students (77 percent) answered the question in 2015–16.²⁹

The evaluation examined data from a matched group of 1,476 students in Cohort 1 who completed the survey question in both 2012–13 and 2015–16, and 1,615 students in Cohort 2 who completed the survey question in both 2013–14 and 2015–16. The analysis compares baseline data for each cohort of students (2012–13 for Cohort 1 and 2013–14 for Cohort 2) with data from 2015–16. The 1,476 students in Cohort 1 and 1,615 students in Cohort 2 together represent 60 percent of the 5,111 students who were active in the program during the 2015–16 school year.

Survey results show that students believe that they have some knowledge about the financial aid for postsecondary education, but many still have much to learn. Matched groups of Cohort 1 and 2 students reported essentially no increase in their knowledge from the baseline years (2012–13 and 2013–14) with 2015–16, failing to reach the annual five percent benchmark for this indicator.

²⁹ The survey results from all students who completed surveys in 2012–13, 2013–14, and 2015–16 are presented in Chapter VI: GEAR UP Student Survey Results.

Figure 44 presents the average student ratings on their knowledge about financial aid for postsecondary education on a five-point rating scale, where “No Knowledge” equals 1 and “Extremely Knowledgeable” equals 5.



The results show that the average ratings of the matched Cohort 1 and Cohort 2 students changed little from their baseline year (2012–13 or 2013–14) to 2015–16, less than a two percent increase for either cohort. Thus, Cohort 1 and Cohort 2 students did not meet the benchmark of a five percent increase in their knowledge of the academic requirements to enroll in college. It is clear that an area that students need more information is on financial aid for postsecondary education, even more so than on the academic requirements to enroll in college.

Parent Survey: A total of 1,484 parents (56 percent) answered the question on the parent survey in 2012–13, 2,841 parents (47 percent) answered the question in 2013–14, and 1,636 students (32 percent) answered the question in 2015–16.³⁰

The evaluation examined data from a matched group of 444 parents in Cohort 1 who completed the survey question in both 2012–13 and 2015–16, and 448 parents in

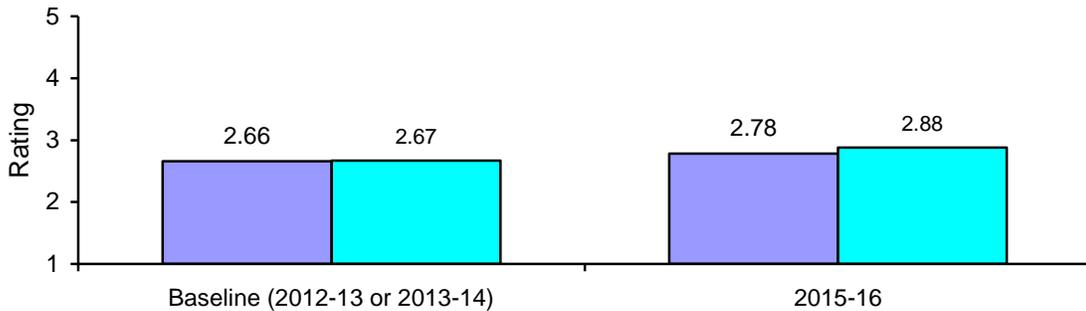
Survey results show that parents believe that they have some knowledge about financial aid for postsecondary education, but many still have much to learn. Matched groups of Cohort 1 and Cohort 2 parents reported an increase in their knowledge of financial aid for postsecondary education from their baseline year (2012–13 or 2013–14) to 2015–16, but fell short of meeting the benchmark of a five percent annual increase set for this indicator.

³⁰ The survey results from all parents who completed surveys in 2012–13, 2013–14, and 2015–16 are presented in *Chapter VII: GEAR UP Parent Survey Results*.

Cohort 2 who completed the survey question in both 2013–14 and 2015–16. The analysis compares baseline data for each cohort of parents (2012–13 for Cohort 1 and 2013–14 for Cohort 2) with data from 2015-16. The 444 parents of Cohort 1 and 448 parents of Cohort 2 together represent 17 percent of the 5,111 students who were active in the program during the 2015–16 school year.

Figure 45 presents the average parent ratings on their knowledge about financial aid for postsecondary education on a five-point rating scale, where “No Knowledge” equals 1 and “Extremely Knowledgeable” equals 5.

Figure 45. Average Cohort 1 and Cohort 2 Parent Rating of Knowledge of Financial Aid for Postsecondary Education



The average ratings of the matched groups of Cohort 1 and Cohort 2 parents increased from the baseline year for each cohort to 2015-16; an increase of 3.8 percent for Cohort 1 parents over three years and an increase of 7.9 percent for Cohort 2 parents over two years. Thus, while both groups of parents reported learning more about financial aid and the cost and benefits in pursuing postsecondary education, both Cohort 1 and Cohort 2 parents fell short of meeting the benchmark of a five percent annual increase. While parents reported more knowledge gain than did students, it is also clear that an area that parents need more information is on financial aid and the cost and benefits in pursuing postsecondary education.

Indicator 3.2.2. GEAR UP parents/families will open college savings accounts for their students.

Benchmark: Five percentage point increase annually, evidenced by GEAR UP survey data.

The evaluation collected data on whether parents opened a college savings account for their child from an item on the parent survey. The survey question asks parents, “*Have you opened a college savings account for your child?*”

A total of 1,473 parents (56 percent) answered the question on the parent survey in 2012–13, 2,831 parents (47 percent) answered the question in 2013–14, and 1,636 parents (32 percent) answered the question in 2015–16.³¹ Data were not collected in 2014–15.

The evaluation examined data from a matched group of 445 parents in Cohort 1 who completed the survey question in both 2012–13 and 2015–16, and 444 parents in Cohort 2 who completed the survey question in both 2013–14 and 2015–16. The analysis compares baseline data for each cohort of parents (2012–13 for Cohort 1 and 2013–14 for Cohort 2) with data from 2015–16. The 445 parents of Cohort 1 and 444 parents of Cohort 2 together represent 17 percent of the 5,111 students who were active in the program during the 2015–16 school year.

Matched groups of Cohort 1 and 2 parents reported small increases in the percent of parents who opened college savings accounts from the baseline years (2012–13 and 2013–14, respectively) with the follow up year of 2015–16, but the increases fell far short of meeting an increase of five percentage points annually set for this indicator. Sixteen to 20 percent of parents opened a college savings account for their child in the years measured.

Figures 46 and 47 show the percent of parents who opened a college savings account for their child in Cohort 1 and Cohort 2, respectively, from the baseline year to 2015–16. The results from the two matched group of parents are similar and are consistent with the whole group survey results presented earlier. The majority of parents (from 80 to 83 percent for the two cohorts) have not opened a college savings account for their child) in the

³¹ The survey results from all parents who completed surveys in 2012–13, 2013–14, and 2015–16 are presented in *Chapter VII: GEAR UP Parent Survey Results* in the evaluation report.

baseline year and in 2015-16. While a sizeable percent of these parents (from 22 to 32 percent) plan to open a saving account in the future, the percent of these parents decreased from the baseline year to the 2015-16 school year. In terms of the benchmark for this indicator, the data show that there is small increase of 2 to 3 percentage points from the baseline year to 2015-16; the parents of Cohort 1 and Cohort 2 students did not meet the benchmark for this indicator of a five percentage point annual increase in the percent of parents who open a college savings account for their child.

Figure 46. Percent of Matched Cohort 1 Parents Who Established a College Saving Account

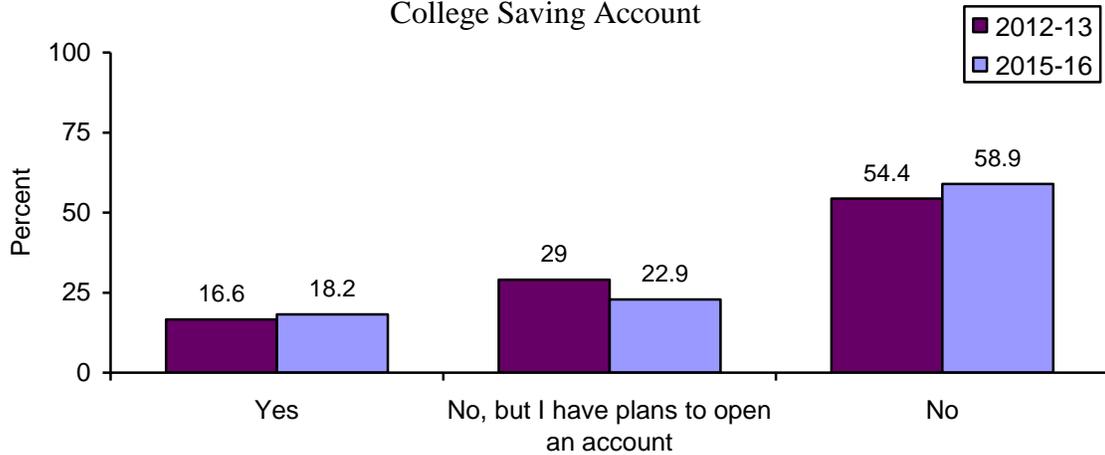
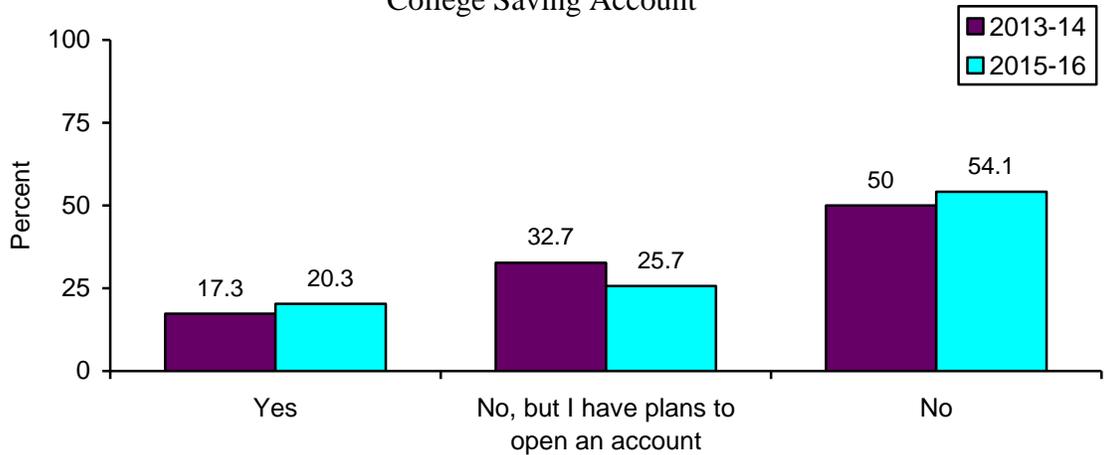


Figure 47. Percent of Matched Cohort 2 Parents Who Established a College Saving Account



Goal 4. Create a college-going culture in GEAR UP middle schools to ensure that all students have the opportunity, support, guidance, and information to obtain the skills and knowledge necessary to apply for and succeed in postsecondary education.

The GEAR UP Evaluation Team established three indicators to measure whether middle schools create a college-going culture and collected data on all three indicators for 2012–13, 2013–14, and 2014–15 from an educator survey.³² The educator survey, developed by UNR GEAR UP staff, contained 28 items or statements related to the three indicators. The educator survey is based partly on areas measured by the Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S).³³ Teachers rate the statements on a seven-point scale from Strongly Disagree (1) to Strongly Agree (7). UNR GEAR UP staff administered the survey to teachers in GEAR UP schools and received completed surveys from 295 staff in 17 of the 18 schools in 2012–13, from 381 staff in 18 GEAR UP schools in 2013–14, and from 306 staff in 16 of the 18 schools in 2014–15.³⁴

Ratings from teacher surveys from 2013–14 and 2014–15 remained the same or decreased in a) their understanding of college and career readiness practices, b) their use of data in decision-making, and c) their assessment of their principal's leadership skills. The teacher ratings did not meet the benchmark of an annual increase set for the three indicators.

Indicator 4.1.1. GEAR UP middle school teachers will report improvement in their understanding of college and career readiness.

Benchmark: Annual increase in average teacher rating on an educator survey.

The evaluation collected data on teacher perceptions of college and career readiness concepts from the educator survey. To measure college and career readiness, UNR staff created items from areas measured by Category 1 Curriculum and Instruction from the

³² The educator survey was not administered in 2015-16 since program students were no longer in middle school, having matriculated to high school.

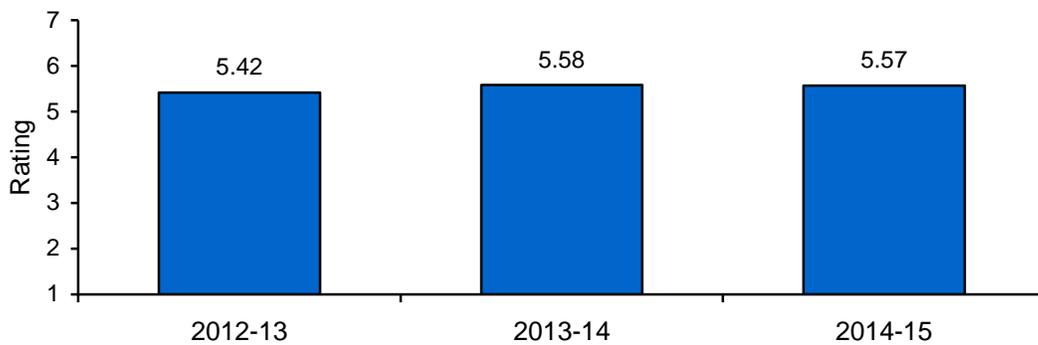
³³ The Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S) is designed to assist schools, districts, and the state in identifying the needs of schools that have been designated as “In Need of Improvement” (INOI) with the intent to prioritize the types of technical assistance a school will need in order to improve. The purpose of the NCCAT-S is to provide an in-depth analysis of the school in three key categories—Curriculum and Instruction, Assessment and Accountability, and Leadership. As part of the process, school staff examines and analyzes a variety of data, often with the help of an outside evaluator, to identify gaps, inconsistencies, and needs, as well as strengths in the areas of Curriculum and Instruction, Assessment and Accountability, and Leadership at the school.

³⁴ Deans Future Scholars is an academic outreach program and is not included in the educator survey.

NCCAT-S and supplemented those items with additional items that measure college and career readiness practices. In all, twelve items or statements on the educator survey measured this first indicator.

Figure 48 presents the results to the educator survey for this indicator by showing the average rating based on a seven-point rating scale where “Strongly Disagree” equals 1, “Not Sure” equals 4, and “Strongly Agree” equals 7. The results show that the average rating increased slightly from 5.42 in 2012–13 to 5.58 in 2013–14, but leveled off in 2014–15. Nevada GEAR UP met the benchmark for this indicator in 2013-14 which is to show an annual increase in average teacher rating on an educator survey, but did not meet the benchmark in 2014–15.

Figure 48. Average Teacher Ratings of College and Career Readiness Practices



Indicator 4.2.1. GEAR UP middle school teachers will report improvement in their ability to analyze data in decision-making regarding instruction.

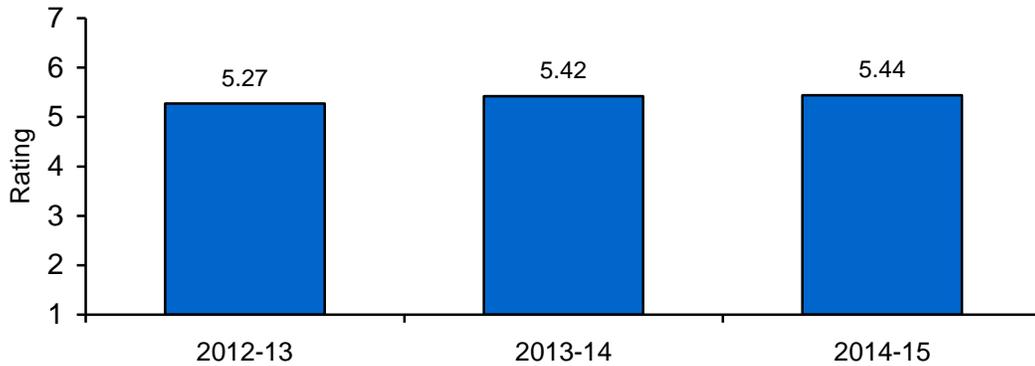
Benchmark: Annual increase in average teacher rating on an educator survey.

The evaluation collected data on teacher perceptions of their own ability to analyze data in their decision-making to inform instruction from five items/statements on the educator survey: four of the items were based on concepts measured by the NCCAT–S, Category 2: Assessment and Accountability. As explained previously, teachers rate statements from the survey on a seven-point scale from Strongly Disagree (1) to Strongly Agree (7).

Figure 49 shows that the average rating increased slightly from 5.27 in 2012–13 to 5.42 in 2013–14, but leveled off in 2014–15. Nevada GEAR UP met the benchmark for this

indicator in 2013-14 which is to show an annual increase in average teacher rating on an educator survey, but did not meet the benchmark in 2014–15.

Figure 49. Average Teacher Ratings of Data-Based Decision-Making



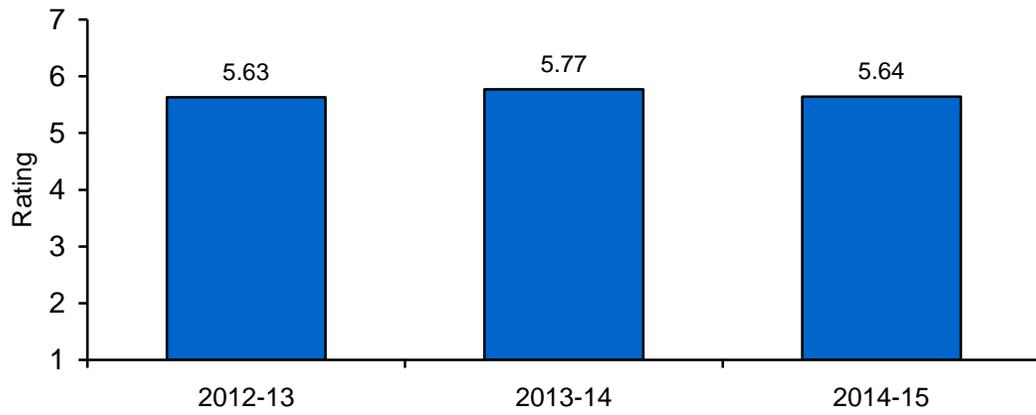
Indicator 4.3.1. GEAR UP middle school leaders will improve their leadership elements.

Benchmark: Annual increase in average teacher rating on an educator survey.

The evaluation also collected data on teacher perceptions of their principal’s leadership skills from the educator survey. The educator survey included seven items to measure this indicator: all seven items were based on concepts measured by the NCCAT–S, Category 3: Leadership.

The results in Figure 50 show that the average rating increased slightly from 5.63 in 2012–13 to 5.77 in 2013–14, but decreased to 5.64 in 2014–15. As in the two previous indicators for this goal, Nevada GEAR UP met the benchmark for this indicator in 2013-14 which is to show an annual increase in average teacher rating on an educator survey, but did not meet the benchmark in 2014–15.

Figure 50. Average Teacher Ratings of School Leadership



Chapter VIII. Summary of Findings and Conclusions

The summary of findings and conclusions of the fifth year evaluation of Nevada GEAR UP focuses on what has been learned about the implementation of services to students and parents as well as participant outcomes. Below is a list of the key findings, followed by the conclusions and recommendations.

Summary of Key Findings

Characteristics of GEAR UP Students

1. The GEAR UP program served 4,536 students during the 2016–17 school year across 22 schools in eight school districts. At the end of the school year, 4,223 students were still active.
2. The GEAR UP student cohort is comprised primarily of minority students (71 percent). The two largest subgroups are Hispanic students (53 percent) and White students (29 percent).
3. About 13 percent of the GEAR UP student population is Limited English Proficient, compared to 16 percent statewide. Just over 11 percent of the GEAR UP student population has an Individualized Education Plan (IEP), slightly below the 12.2 percent of IEP students statewide. A small percent of students are Homeless (2.8 percent) or are in Foster Care (0.4 percent).
4. The four-year cohort graduation rates at the feeder GEAR UP high schools are less than the four-year cohort graduation rates of students statewide for 2011–12 through 2013–14, but exceeded the statewide student rate in the last three years, 2014–15, 2015–16, and 2016–17.
5. The college-going rate of the feeder high schools of GEAR UP students is 7 to 10 percentage points below the college-going rate of students statewide for the class of 2011 through the class 2014.

Student Participation in Services

6. A total of 4,030 of the 4,536 students (89 percent) who were active in the program at any time during the 2016–17 school year participated in at least one GEAR UP activity and spent an average of 24 hours in GEAR UP services.
7. The largest percent of students (76 percent) attended Counseling/Advising/and Academic Planning activities, which primarily targets student awareness and knowledge about college.

8. Nine hundred and seventy-seven students spent the greatest average amount of time (25 hours) in Summer Programs, which often strengthen academic preparation and achievement through credit recovery and academic enrichment.
9. Three student service areas account for 78 percent of the total GEAR UP service hours in which students participated: Rigorous Academic Curriculum (35 percent), Tutoring/Homework Assistance (25 percent), and Counseling/Advising/and Academic Planning (18 percent).

Parent Participation in Services

10. A total of 1,232 parents/guardians, who represent 965 of the 4,536 students (21 percent) in the program who were active at some time in 2016–17, participated in at least one GEAR UP activity and spent an average of 2.0 hours in these activities.
11. The GEAR UP activity that reached the greatest number of parents/guardians (638) was Counseling/Advising, which refers to a wide variety of one-to-one and small group advising to discuss academic goals, student behavior, and college plans, such as in parent-teacher conferences, parent meetings, and presentations.
12. Parents spent the greatest amount of time participating in College-Visits (7.6 hours); however, only 34 parents participated in this activity. Substantially more parents attended the other four services but spent less time in them on average: 1.9 hours in Family Events, 1.8 hours in Workshops, 0.9 hours on Counseling/Advising, and 0.7 hours in “Other” activities.
13. Two parent service areas account for 62 percent of the total GEAR UP service hours in which parents participated: Family Events (33 percent) and Workshops on College Preparation/Financial Aid activities (29 percent).

Student College Visit Survey Results: Based on 556 students (57 percent) of the 962 college visits made in 2016–17.

14. Out of the 556 completed college visit surveys, 375 students (67 percent) visited in-state colleges and 181 students (37 percent) visited out-of-state colleges. The largest number of students visited the University of Nevada-Las Vegas (121 surveys or 22 percent), followed by Nevada State College (97 or 17 percent), University of Nevada-Reno (69 or 12 percent), and College of Southern Nevada (44 or 8 percent). The out-of-state colleges visited the most often included Dixie State College and Southern Utah University, which were visited by 41 and 25 students, respectively, or 7.3 and 4.5 percent of the college visits.
15. Almost 90 percent of the students participated in some sort of preparation activity to learn about college in general or about the specific college they were to visit prior to going on campus.

16. All activities conducted during the college visits received very positive ratings, over an average rating of 3.4 on a four-point scale. The four activities that received the highest ratings were touring the campus (3.63), talking with a college student or panel (3.55), meeting with a professor (3.54), and visiting a student dorm (3.52).
17. Students reported that the college visits helped them understand the academic requirements of attending college, helped them obtain a better understanding of what college life looks, increased their confidence in going to college, helped them understand the costs of going to college, and helped them to make up their mind to go to college. All five areas received a rating of 4.36 or higher on a five point scale.

GEAR UP Indicators

Goal 1: Increase the academic performance and preparation for postsecondary education of GEAR UP students.

Indicator 1.1.1 GEAR UP students will pass Pre-Algebra by the end of 8th grade.

- A smaller percent of Cohort 1 students passed pre-Algebra by the end of grade 8 in 2013–14 than the comparison group of students from the two previous years of students at GEAR UP schools. However, 13 percent more Cohort 2 students passed pre-algebra by the end of grade 8 in 2014–15 than the comparison group, meeting the benchmark of 10 percent more students.

Indicator 1.1.2 GEAR UP students will pass Algebra 1 by the end of 9th grade.

- Almost 17 percent more Cohort 1 students and 13 percent more Cohort 2 students passed Algebra 1 by the end of grade 9 than the comparison group, meeting the benchmark of 10 percent more students.

Indicator 1.1.4 GEAR UP students will enroll in at least one Advanced Placement (AP) or International Baccalaureate (IB) course in high school.

- No students from Cohort 1 enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses during their freshman year, however Cohort 1 AP and IB enrollment increased to 15 percent in their sophomore year, and to 26 percent in their junior year. Cohort 2 students had a similar increase from their freshman to their sophomore year.

Indicator 1.1.5 GEAR UP high school students will enroll in two years of the same foreign or world language.

- No students from Cohort 1 enrolled in two years of the same foreign or world language during their freshman year. Cohort 1 foreign language enrollment in-

creased to 23 percent in their sophomore year, and to 35 percent in their junior year. Cohort 2 students had a similar increase from their freshman to their sophomore year.

Indicator 1.2.1 *Aggregated scores will improve on Nevada Criterion Reference Tests (CRTs) and other State mandated tests in math and science in middle schools.*

- A smaller percent of Cohort 1 students were proficient on the Nevada Math CRT than students in the comparison groups in 2012–13 and 2013–14 (i.e., students at the GEAR UP schools in the previous two years) as well as students statewide. The results are the similar for grade 7 Cohort 2 students in 2013–14. Thus, Cohort 1 and Cohort 2 students did not reach the benchmark that five percent more GEAR UP students are proficient on the Nevada Math CRT than the comparison groups.
- Six percent more Cohort 1 students in 2014–15 were proficient on the Nevada Science CRT than one of the two years of the comparison groups. Thus, Cohort 1 students reached the benchmark that five percent more GEAR UP students are proficient on the Nevada Science CRT than one of the two comparison groups. A smaller percent of Cohort 1 were proficient on the Nevada Science CRT than students statewide.
- At least 11 percent more Cohort 2 students were proficient on the Nevada Science CRT in 2014–15 than both years of the comparison groups. Thus, Cohort 2 students reached the benchmark that five percent more GEAR UP students are proficient on the Nevada Science CRT than the two comparison groups. A smaller percent of Cohort 2 were proficient on the Nevada Science CRT than students statewide.

Indicator 1.2.2 *Aggregated scores will improve on Nevada CRTs in English/language arts (reading) in middle school and the Nevada Grade 8 Writing Exam.*

- The Nevada CRT reading results show that a larger percent of grade 7 Cohort 1 students in 2012–13 were proficient in reading than two years of the comparison group, by 10 and 15 percent. In addition, a larger percent of grade 8 Cohort 1 students in 2013–14 were proficient in reading than two years of the comparison group, by one percent to just under five percent. Thus, Cohort 1 students met the benchmark that five percent more Cohort 1 students will be proficient on the Nevada Reading CRT than the comparison group in grade 7, but fell short of the comparison group in grade 8. A smaller percent of Cohort 1 students were proficient in reading than students statewide in 2012–13 and 2013–14.
- Nevada CRT reading results show that a larger percent of Cohort 2 students were proficient in reading in 2013–14, from 8 to 13 percent, than the comparison groups for the previous two years, exceeding the five percent benchmark for this

indicator. A smaller percent of Cohort 2 students were proficient in reading than students statewide.

Indicator 1.2.3 *GEAR UP student progress in ACT College and Career Readiness System (CCRS) will improve over time.*

- The ACT EXPLORE assessment results for grade 8 show that the percent of both Cohort 1 and Cohort 2 students who met the College Readiness Benchmarks is substantially below (by at least 18 percentage points) the percent of students who met the College Readiness Benchmarks nationally for each subject. Cohort 1 students performed a little higher than Cohort 2 students in all subjects.
- The ACT EXPLORE results in grade 8 and ACT Aspire results in grade 10 show that a larger percent of a matched group of Cohort 1 students met the College Readiness Benchmarks in grade 8 than in grade 10 for three of the four subjects tested, except reading.
- The Cohort 2 ACT EXPLORE results in grade 8 and ACT Aspire results in grade 10 show that a larger percent of a matched group of Cohort 2 students met the College Readiness Benchmarks in grade 10 than in grade 8 for three of the four subjects tested, except math. While the results suggest that Cohort 2 students are more ready for college in grade 10 than in grade 8, the results are based on just one-sixth of the students with test scores and must be interpreted with caution.
- The Cohort 1 ACT EXPLORE results in grade 8, ACT Aspire results in grade 10, and ACT results in grade 10 show that a larger percent of a matched group of Cohort 1 students met the College Readiness Benchmarks in grade 8 than in grade 10, and than in grade 11 for three of the four subjects tested, except in reading where students scored higher in grade 10 than in grade 8, but then decreased in grade 11.
- The Cohort 1 ACT EXPLORE results in grade 8 and ACT results in grade 11 show that a larger percent of a matched group of Cohort 1 students met the College Readiness Benchmarks in grade 8 than in grade 11 for all four subjects tested.

Goal 2: Increase the rate of high school graduation and participation in postsecondary education of GEAR UP students.

Indicator 2.1.1 *GEAR UP students will matriculate from 8th grade into 9th grade.*

- Almost 99 percent of Cohort 1 students and 97.6 percent of Cohort 2 students matriculated from grade 8 to grade 9 at the end of 2013–14 and 2014–15, respectively. While a greater percent of Cohort 1 and Cohort 2 students matriculated from grade 8 to grade 9 than did the two previous cohorts of students at these schools who did not participate in GEAR UP, the Cohort 1 and Cohort 2 students fell

short of the benchmark for this indicator that 10 percent more GEAR UP students will matriculate from grade 8 to grade 9 than the comparison group.

Indicator 2.1.4 GEAR UP students will stay on track during high school to graduate at the end of four years.

- Over 87 percent of Cohort 1 students at the end of grade 9 in 2014-15 and 84 percent at the end of grade 10 and grade 11 in 2015–16 and 2016–17, respectively, have enough credits to be considered on track to graduate from high school after four years, above the 75 percent benchmark set for this indicator.
- Over 90 percent of Cohort 2 students at the end of grade 9 in 2015–16 and 85 percent at the end of grade 10 in 2016–17 have enough credits to be considered on track to graduate from high school after four years, above the 75 percent benchmark set for this indicator.

Indicator 2.1.5 GEAR UP students will perform at a level in high school to be accepted in a Nevada college.

- Seventy-three percent of Cohort 1 students in grade 9 and 74 percent in grade 10 students had an unweighted GPA of 2.0 or above at the end of 2014–15 and 2015–16, respectively, the minimum GPA to be accepted to a Nevada college, falling just below the benchmark of 75 percent. In 2016–17, 78 percent of Cohort 1 students in grade 11 had an unweighted GPA of 2.0 or above at the end of 2016–17, exceeding the benchmark set for this indicator.
- Almost 75 percent of Cohort 2 students in grade 9 had an unweighted GPA of 2.0 or above at the end of 2015–16, falling just below the benchmark of 75 percent. In 2016-17, almost 76 percent of Cohort 2 students in grade 10 had an unweighted GPA of 2.0 or above, exceeding the benchmark set for this indicator.

Indicator 2.2.1 GEAR UP students will declare an intent to attain postsecondary education.

- Student survey results from matched groups of Cohort 1 and Cohort 2 students show that about 93 percent of Cohort 1 and Cohort 2 students already thought in the baseline years of 2012–13 and 2013–14, respectively, that they will attend some postsecondary education. The results for the two Cohorts remained the same in 2015-16 at about 93 percent. In other words, Nevada GEAR UP students exceeded the benchmark for this indicator in their baseline year and again in 2015–16 that 85 percent of GEAR UP students will declare an intent to attain postsecondary education.

Goal 3: Increase GEAR UP student and parent/family knowledge of postsecondary education options, preparation, and financing.

Indicator 3.1.1 *GEAR UP students and their parents/families will increase their knowledge of postsecondary academic requirements.*

- Survey results show that students believe that they have some knowledge about the academic requirements to enroll in college, but many report that they still have much to learn. Matched groups of Cohort 1 and 2 student reported little increase in their knowledge from the baseline years (2012–13 and 2013–14) with 2015–16, failing to reach the annual five percent benchmark for this indicator.
- Survey results show that parents believe that they have some knowledge about the academic requirements to enroll in college, but many report that they still have much to learn. Matched groups of Cohort 1 and Cohort 2 parents reported an increase in their knowledge of academic requirements to enroll in college from their baseline year (2012–13 or 2013–14) to 2015–16, but fell short of meeting the benchmark of a five percent annual increase set for this indicator.

Indicator 3.1.2: *GEAR UP parents/families will be involved in the development of GEAR UP student Individualized Learning Plans (ILPs).*

- About 81 percent of the parents of grade 8 Cohort 1 students and 84 percent of grade 8 Cohort 2 students were involved in the development of their child’s Individualized Learning Plans (ILP) as measured by whether parents signed their child’s ILP. Nevada GEAR UP fell short of the benchmark that 95 percent of parents will sign their child’s ILP by the end of grade 8.

Indicator 3.1.3 *GEAR UP parents/guardians expecting their child to obtain postsecondary education will increase.*

- Parent survey results show that parents already had high expectations for their children to obtain postsecondary education in the baseline years of 2012–13 and 2013–14. In fact, Cohort 1 parents had already exceeded the 95 percent benchmark and Cohort 2 parents fell just one percentage point short. While neither cohort of parents reported higher expectations for their children to obtain postsecondary education in 2015–16, both cohorts of parents fell just short of the 95 percent benchmark.

Indicator 3.2.1 *GEAR UP students and parents/families will increase their knowledge of planning for college expenses.*

- Survey results show that students believe that they have some knowledge about financial aid for postsecondary education, but many report that they still have much to learn. Matched groups of Cohort 1 and 2 students reported essentially no increase in their knowledge from the baseline years (2012–13 and 2013–14) with

2015–16, failing to reach the annual five percent benchmark for this indicator.

- Survey results show that parents believe that they have some knowledge about financial aid for postsecondary education, but many still have much to learn. Matched groups of Cohort 1 and Cohort 2 parents reported an increase in their knowledge of financial aid for postsecondary education from their baseline year (2012–13 or 2013–14) to 2015–16, but fell short of meeting the benchmark of a five percent annual increase set for this indicator.

Indicator 3.2.2 *GEAR UP* parents/families will open college savings accounts for their students.

- Matched groups of Cohort 1 and 2 parents reported small increases in the percent of parents who opened college savings accounts from the baseline years (2012–13 and 2013–14, respectively) with the follow up year of 2015–16, but the increases fell far short of meeting an increase of five percentage points annually set for this indicator. Sixteen to 20 percent of parents opened a college savings account for their child in the years measured.

Goal 4: Create a college-going culture in GEAR UP middle schools to ensure that all students have the opportunity, support, guidance, and information to obtain the skills and knowledge necessary to apply for and succeed in postsecondary education.

Indicator 4.1.1 *GEAR UP* middle school teachers will report improvement in their understanding of college and career readiness.

- Ratings from middle school teacher surveys from 2012–13 through 2014–15 increased slightly from 5.42 in 2012–13 to 5.58 in 2013–14, but leveled off in 2014–15. Nevada GEAR UP met the benchmark for this indicator in 2013–14 which is to show an annual increase in average teacher rating on an educator survey, but did not meet the benchmark in 2014–15.

Indicator 4.2.1 *GEAR UP* middle school teachers will report improvement in their ability to analyze data in decision-making regarding instruction.

- Ratings from middle school teacher surveys from 2012–13 through 2014–15 increased slightly from 5.27 in 2012–13 to 5.42 in 2013–14, but leveled off in 2014–15. Nevada GEAR UP met the benchmark for this indicator in 2013–14 which is to show an annual increase in average teacher rating on an educator survey, but did not meet the benchmark in 2014–15.

Indicator 4.3.1 *GEAR UP* middle school leaders will improve their leadership elements.

- Ratings from middle school teacher surveys from 2012–13 through 2014–15 increased slightly from 5.63 in 2012–13 to 5.77 in 2013–14, but decreased to 5.64 in 2014–15. As in the two previous indicators for this goal, Nevada GEAR UP

met the benchmark for this indicator in 2013–14 which is to show an annual increase in average teacher rating on an educator survey, but did not meet the benchmark in 2014–15.

Conclusions

1. The Nevada Department of Education targeted GEAR UP funds to schools with student populations typically underrepresented at college, i.e., lower-income minority students attending high schools with lower graduation rates and college-going rates than schools statewide. In other words, these students can benefit from information and activities to help them enroll and persist in college. Thus, Nevada GEAR UP can achieve the primary program goal to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.
2. The College GEAR UP Ambassadors and the Student and Parent Involvement Facilitators play key roles in helping Nevada GEAR UP meet program goals. They help student and parents plan for and learn about college academic requirements and financial aid; they coordinate and provide services to students to improve their academic achievement; and they will help student and their families apply for and enroll students in postsecondary education.
3. Most students in the Nevada GEAR UP program and their parents already had aspirations for the student to enroll in college and earn a degree, prior to their participation in GEAR UP. While students and parents, even more so, seem to have gained knowledge about the academic requirements to enroll in college and about financial aid and the benefits of postsecondary education, both appear to have more to learn and gain from additional information in these key areas to help them make informed choices about postsecondary education.
4. Most projects offered a variety of student and parent services that addressed the four program goals. There are, however, four key student services that reach the greatest numbers of students, can impact student knowledge and readiness for college, and a couple of which might not be offered to students without GEAR UP funds. Perhaps more importantly, when implemented with fidelity, these four services may have the potential for positive impact and help local projects achieve the three program goals. The four services are:
 - Counseling, advising and academic planning
 - Tutoring and homework assistance
 - Summer programs
 - College visits
5. Most GEAR UP students have gained enough high school credits to be considered on track to graduate from high school after four years, and have at least the mini-

imum required Grade Point Average (GPA) to enroll in a public college or university in Nevada. Both are important steps toward possible postsecondary enrollment.

6. Parents and students perceive that students are performing well in school and have good study skills and habits. However, the available achievement evidence from national test scores, state test scores, and GPA shows that GEAR UP students are not performing consistent with their self-report and are performing no better than peers who attended the GEAR UP schools previously. These data suggest that some students lack the academic preparation, achievement, and strategies to enter college and be successful.
7. The performance of students on national college readiness assessments from grade 8 to grade 11 demonstrates that the majority of students are not meeting important college readiness benchmarks. Instead, student performance on these assessments suggests that students may even be moving even further away from the college readiness benchmarks that predict future college success.

Recommendations

The evaluation identifies five recommendations for the Nevada Department of Education (NDE) and three recommendations for Nevada GEAR UP schools. The recommendations for the schools presumes that NDE will provide assistance, leadership, and overview where needed.

Nevada Department of Education

1. Develop a plan to work with Nevada GEAR UP schools to ensure that all services are entered into Nevada GEAR UP Database and coded accurately. The plan should include annual training for GEAR UP staff, a clear timeline to GEAR UP schools for data entry, monthly monitoring of data entry, and follow-up technical assistance to schools where needed. Without complete and accurate data, the value of the evaluation to promote and guide program improvement is reduced.
2. Continue to implement an annual subgrant application based on a program improvement framework for schools to improve services provided to students and parents. The framework should be aligned with current Nevada school improvement procedures and should include an analysis of Nevada GEAR UP data collected, including school performance on GEAR UP state performance indicators, services provided, and survey results (educator, student, and parent). All applications should identify one or two areas for improved services.
3. Promote the implementation of college and career readiness (CCR) best practices at GEAR UP schools through targeted professional development. While CCR

- practices are a school issue, not just a program issue, GEAR UP can and should play an important role in improving school CCR practices because these practices are important inputs to achieve the primary goal of GEAR UP—to improve post-secondary school enrollment and success.
4. Help Nevada GEAR UP schools improve the implementation of key identified GEAR UP services. Examine the research literature on three key Nevada GEAR UP services, such as college visits, tutoring and homework assistance, and mentoring. Create documents or checklists identifying key elements for each service that makes it effective and meaningful. Share these documents with GEAR UP schools and provide professional development where appropriate.
 5. Work closely with and monitor the quality of services provided by College GEAR UP Ambassadors and Student Parent Involvement Facilitators (SPIFs). Provide guidance and professional development where needed, especially when staff are new to GEAR UP. The staff in these two roles are key to the success of the Nevada GEAR UP program in meeting program goals.

Nevada GEAR UP Schools

1. Enter all services that are provided as part of the GEAR UP program into the Nevada GEAR UP Database. Require that the person who enters data into the GEAR Database attend training to become knowledgeable about the definitions of GEAR UP services and about data entry procedures. Monitor data entries regularly.
2. Focus on the quality of GEAR UP services. Develop annual plans to improve services to students and parents, using the research on best practices provided by the Nevada Department of Education. Ensure that improvement plans are based on a thorough review of the data, including school performance on state performance indicators, services provided to students and parents, survey results (students and parents), and other available school level data that identify student needs.
3. Attend approved professional development opportunities on college and career readiness best practices to address and improve the services in the school's GEAR UP application.

APPENDIX A

Nevada GEAR UP Schools

Table 8. Number of GEAR UP Participants in 2016-17 (Active Anytime/Active End of Year)

County	Project	Number of Students	
		Cohort 1 (Grade 11)	Cohort 2 (Grade 10)
Clark	Chaparral High	367/344	405/393
	Del Sol High	57/51	67/63
	Desert Pines High	88/77	88/83
	East Career Tech	130/130	124/124
	Las Vegas High	347/323	348/326
	SE Career Tech	70/70	50/50
Elko	Jackpot	17/14	11/10
	Owyhee	21/17	17/17
	Wells	30/27	20/18
Humboldt	McDermitt	16/14	9/9
Lyon	Silver Stage High	55/43	79/62
	Yerington High	101/87	91/85
Mineral	Mineral County High	33/30	40/30
Nye	Beatty High	28/26	29/27
	Gabbs	0/0	4/3
	Pahrump High	293/255	337/296
	Tonopah High	25/19	41/39
Pershing	Pershing County High	50/49	55/51
Washoe	Academy of ACT	8/8	19/19
	Deans Future Scholars	20/20	25/24
	Hug High	200/179	225/217
	Wooster High	227/227	269/266
Total		2,183/2,011	2,353/2,212

APPENDIX B
Nevada GEAR UP
Service Categories

GEAR UP Student Service Categories

1. Tutoring/Homework Assistance
2. Rigorous Academic Curriculum
3. Comprehensive Mentoring
4. Counseling/Advising/Academic Planning
5. Financial Aid Counseling
6. College Visit/College Student Shadowing
7. Job Site Visit/Job Shadowing
8. Summer Programs
9. Educational Field Trips
10. Workshops
11. Family/Cultural Events
12. Other (please specify)

GEAR UP Parent Service Categories

1. Workshop on College Preparation/Financial Aid
2. Counseling/Advising
3. College Visits
4. Family Events
5. Other

APPENDIX C
Nevada GEAR UP
Student Survey



Nevada GEAR UP

2015–16 Student Survey

Your school is part of Nevada GEAR UP, a program that encourages students to plan for and enroll in college. We want to obtain your views of your school, GEAR UP, and your plans after high school. Your feedback is very important for the program to provide better services for you and other students.

1. How would you rank yourself academically?
 - “A” or 4.0 Student
 - “B” or 3.0 Student
 - “C” or 2.0 Student
 - Below “C” or below 2.0 Student

2. About how many hours do you spend on homework **each day**?
 - None
 - Less than 1 hour
 - 1 to 2 hours
 - 2 to 3 hours
 - 3 hours or more

3. From whom do you get most of your information about continuing your education after high school?
 - Parents/guardians
 - Brothers/sisters
 - Teachers
 - Friends
 - Guidance Counselors
 - GEAR UP Ambassador, GEAR UP Parent Involvement Coordinator, or other GEAR UP staff
 - No one has given me information
 - Someone else (Please specify): _____

4. What is the highest level of education that you expect to obtain?
 - 4-year college degree or higher
 - Some college but less than a 4-year college degree
 - 2-year college degree/associate degree
 - 1-year trade school
 - High school diploma
 - GED
 - Less than high school

5. If you do not plan to continue your education after high school, what is the main reason?
 - I will continue my education after high school.
 - It costs too much, I cannot afford it
 - College is too far from home
 - I want/need to work
 - My grades are not good enough
 - I’m just not interested

- I have a disability (physical, learning, or emotional)
- I want to join the military service
- I want to start a family, or need to take care of my family
- Some other reason (specify): _____

6. How often has anyone from your school or GEAR UP ever spoken with you about college entrance requirements?
- Often during the year
 - Several times during the year
 - Once or twice during the year
 - None

7. How often has anyone from your school or GEAR UP ever spoken with you about the availability of financial aid to help you pay for college?
- Often during the year
 - Several times during the year
 - Once or twice during the year
 - None

8. How important to your future is getting an education beyond high school?
- Very Important Somewhat Important Not Important Not sure

9. Do you think that you could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources, such as family income and savings?
- Definitely Probably Not sure Probably not Definitely not

10. How much do you know about financial aid and the cost and benefits to you in pursuing postsecondary education, from no knowledge to extremely knowledgeable?

<i>No Knowledge</i>	<i>A Little Knowledge</i>	<i>Some Knowledge</i>	<i>A Lot of Knowledge</i>	<i>Extremely Knowledgeable</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How much do you know about the academic requirements, such as courses and GPA, to enroll in college, from no knowledge to extremely knowledgeable?

<i>No Knowledge</i>	<i>A Little Knowledge</i>	<i>Some Knowledge</i>	<i>A Lot of Knowledge</i>	<i>Extremely Knowledgeable</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. To what extent do you agree or disagree with following statements regarding you as a learner?

Statements	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
I come to school prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am organized in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work hard in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have good study habits and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand school subjects and expect to do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How satisfied are you with the services you received from GEAR UP for each of the following activities?

GEAR UP Activities	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very Dissatisfied</i>	<i>Did Not Participate</i>
Career and academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College campus visit/presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. How often have you been in contact with a GEAR UP college or university ambassador?

- Often during the year
- Several times during the year
- Once or twice during the year
- None

15. To what extent do you agree with the following statements?

Statements	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Do not know. Have not participated in GEAR UP Activities</i>
I am more motivated to go to college since participating in GEAR UP activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more aware of the academic requirements to go college since participating in GEAR UP activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more aware of financial aid that I can use to go to college since participating in GEAR UP activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have become more aware of various career options since participating in GEAR UP activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. **For High School Students Only:** How often have you discussed the academic requirements for attending a trade school, 2-year college, or 4-year college with any adults at home during this year?
- Often during the year
 - Several times during the year
 - Once or twice during the year
 - None
17. **For High School Junior and Senior Students Only:** Have you, or do you plan to complete a FAFSA with your parents this year?
- Definitely
 - Probably
 - Not sure
 - Probably not
 - Definitely not
18. **For High School Senior Students Only:** If you plan to seek further education after high school, which college, university, or school are you most likely to attend?
- College of Southern Nevada, Las Vegas
 - Great Basin College, Elko
 - Nevada State College, Henderson
 - Truckee Meadows Community College, Reno
 - University of Nevada, Las Vegas
 - University of Nevada, Reno
 - Western Nevada College, Carson City
 - Out-of-State University or College
 - Trade/Technical/Business School
 - Other (specify): _____

APPENDIX D
Nevada GEAR UP
APR Parent Survey



Nevada GEAR UP

2015–16 SURVEY OF PARENTS/GUARDIANS

As a parent, you are your child’s most important teacher. Thank you for taking time to complete this survey about your child’s education. Thinking about this school year, we want to know your views of your child, your child’s plans after high school and how GEAR UP can help you and your child to prepare for college. This survey is confidential.

1. About how many hours does your child spend on homework **each day**?
 None Less than 1 hour 1 to 2 hours 2 to 3 hours 3 hours or more

2. What type of student do you consider your child?
 “A” or 4.0 Student
 “B” or 3.0 Student
 “C” or 2.0 Student
 Below “C” or below 2.0 Student

3. How often has anyone from your child’s school or GEAR UP talked to you about high school graduation requirements?
 Often during the year
 Several times during the year
 Once or twice during the year
 None

4. What is the highest level of education that you expect your child will achieve?
 4-year college degree or higher
 Some college but less than a 4-year college degree
 2-year college degree/associate degree
 1-year trade school
 High school diploma
 GED
 Less than high school

5. Do you think that your child could afford to attend a public 4-year college using financial aid, scholarships, and your family’s resources, such as family income and savings?
 Definitely Probably Not sure Probably not Definitely not

6. If your child does not plan to continue his/her education after high school, what is the main reason?
 - Child will continue his/her education after high school.
 - It costs too much, we cannot afford it
 - He/she needs or wants to work
 - His/her grades are not good enough
 - He/she is not interested
 - He/she wants to join the military service
 - He/she wants to start a family or care for my family
 - Other reason (Please describe): _____

7. How often has anyone from your child's school or GEAR UP ever spoken with you about college entrance requirements or the courses that your child will need to take in high school in order to prepare for college?
 - Often during the year
 - Several times during the year
 - Once or twice during the year
 - None

8. How often has anyone from your child's school or GEAR UP ever spoken with you about the availability of financial aid to help you pay for college?
 - Often during the year
 - Several times during the year
 - Once or twice during the year
 - None

9. How often have you talked with your child about attending college during this school year?
 - Often
 - Several times
 - Once or twice
 - None

10. How much do you know about the academic requirements, such as courses and GPA, for your child to enroll in college?
 - Extremely knowledgeable
 - A lot of knowledge
 - Some knowledge
 - A little knowledge
 - No knowledge

11. How much do you know about financial aid and the cost and benefits of your child pursuing post-secondary education?
 - Extremely knowledgeable
 - A lot of knowledge
 - Some knowledge
 - A little knowledge
 - No knowledge

12. To what extent do you agree or disagree with following statements about your child as a learner?

Statements	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
My child comes to school prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is organized in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child works hard in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has good study habits and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child understands school subjects and expects to do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Have you opened a college savings account for your child?

- Yes
- No, but I have plans to open an account
- No

14. Do you know about GEAR UP at your child’s school?

- Know a lot about GEAR UP
- Know some about GEAR UP
- Know a little about GEAR UP
- Have not heard about GEAR UP

15. Did you attend any events provided/sponsored by GEAR UP during this school year?

- Yes
- No
- Don’t Know

16. In general, how satisfied are you with GEAR UP?

- Satisfied
- Somewhat satisfied
- Dissatisfied
- Do not know about GEAR UP

APPENDIX E

Nevada GEAR UP

Student College Visit Survey

2016-2017 College Visit Survey

To the Student: You have just completed a visit to a college campus and we would like to know what you think about your visit. Please take a few minutes to answer several questions so we can improve future college visits.

School you attend? _____

College campus visited? _____

1) What was the date of your college visit? _____

2) What grade are you in? 10 11

3) How did you prepare for this college visit before coming to the campus? (Bubble all that apply)

- | | |
|--|--|
| <input type="radio"/> Discussed college with Counselor/GEAR UP Liaison | <input type="radio"/> Prepared questions for the college visit |
| <input type="radio"/> Visited the college website/read college materials | <input type="radio"/> Checked college on "Career Cruising" website |
| <input type="radio"/> Played "on-the-bus" or classroom games about college | <input type="radio"/> Had group discussions about colleges & careers |
| <input type="radio"/> Other (specify) _____ | <input type="radio"/> Did not do preparation activities |

4) Have you been on a college campus before? Yes No

5) While on campus, how helpful was each of the following activities to help you learn about college? (Bubble "Didn't do it" if your visit did not include that activity.)

Activities on campus	Very helpful	Helpful	Somewhat helpful	Not helpful	Didn't do it
a. Touring the campus	<input type="radio"/>				
b. Eating at the food service	<input type="radio"/>				
c. Attending a class	<input type="radio"/>				
d. Meeting with a professor	<input type="radio"/>				
e. Visiting a classroom or a lab	<input type="radio"/>				
f. Visiting a student dorm	<input type="radio"/>				
g. Talking with an admission counselor	<input type="radio"/>				
h. Talking with a college student or panel	<input type="radio"/>				
i. Talking with a financial aid representative	<input type="radio"/>				
j. Talking with student support services	<input type="radio"/>				
k. Learning about clubs, activities, and sports	<input type="radio"/>				
l. Attending a career presentation	<input type="radio"/>				
m. Visiting the library	<input type="radio"/>				
n. Other _____	<input type="radio"/>				

2016-2017 College Visit Survey (cont.)

6) While on campus....

- a) Did you feel welcomed? Yes No
 b) Did the college feel like a good fit? Yes No

7) To what extent do you agree or disagree with the following statements relating to your college visit?

This college visit...	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. Has helped me understand what college life looks like	<input type="radio"/>				
b. Has helped me understand how to better prepare academically for college	<input type="radio"/>				
c. Has helped me understand the costs of going to college	<input type="radio"/>				
d. Has increased my confidence in going to college	<input type="radio"/>				
e. Has helped me make up my mind to go to college	<input type="radio"/>				

Thank you for completing this survey!



APPENDIX F

Nevada GEAR UP

Goals and Indicators

Nevada GEAR UP Goals and Indicators

Goal	Indicator	Benchmark	Analysis
1. Increase the academic performance and preparation for postsecondary education of GU students.	GU students will pass Pre-Algebra by the end of 8 th grade.	10% more than comparison cohort (GPRA Indicator 1).	Compare percent of GU students who pass pre-Algebra by the end of grade 8 with percent of students at same schools from previous two years.
	GU students will pass Algebra I by the end of 9 th grade.	10% more than comparison group (GPRA Indicator 2).	Compare percent of GU students who pass Algebra I by the end of grade 9 with percent of students at same schools from previous two years.
	GU students will graduate high school with two years of mathematics beyond Algebra I.	10% more than comparison cohort (GPRA Indicator 3).	Compare percent of GU students who graduate with two years of math beyond Algebra I with percent of students at same schools from previous two years.
	GU students will enroll in at least one Advanced Placement (AP) or International Baccalaureate (IB) course in high school.	XX% TBD more of GU students.	Compare percent of GU students who enroll in AP or IB course to percent of students at the same schools from previous two years
	GU high school students will enroll in two years of the same foreign or world language.	XX% TBD more of GU students.	Compare GU student performance with the performance of students at the same schools from the previous two years
	Aggregated scores will improve on Nevada Criterion Reference Tests (CRTs) and other State mandated tests in math and science in middle school.	Five percent more GEAR UP students will score proficient than comparison group.	Compare GU student performance with the performance of students at the same schools from the previous two years.
	Aggregated scores will improve on Nevada CRTs in English/language arts in middle school and the Nevada Grade 8 Writing Exam.	Five percent more GEAR UP students will score proficient than comparison group.	Compare GU student performance with the performance of students at the same schools from the previous two years.
	GU student progress in ACT College and Career Readiness System (CCRS) will improve over time.	Five percent more students will meet or exceed ACT College and Career Readiness Benchmark Scores from 8 th grade to 10 th grade and from 10 th grade to 11 th grade. ³⁵	Compare GU student performance in grade 8 with their performance in grade 10 and grade 11.

³⁵ Use matched group of GEAR UP students for analysis.

Nevada GEAR UP Goals and Indicators

Goal	Indicator	Benchmark	Analysis
2. Increase the rate of high school graduation and participation in postsecondary education of GU students	GU students will matriculate from 8 th grade into 9 th grade.	10% more than comparison group	Compare GU student performance with the performance of students at the same schools from the previous two years.
	GU students will pass the Nevada High School Proficiency Exam (NHSPE) on the first administration in Grade 10.	Five percent more GEAR UP students will pass each exam than previous year's students.	Compare GU student performance with the performance of students at the same schools from the previous two years.
	GU students will graduate from high school with a standard or advanced-diploma.	XX% TBD more than comparison cohort (GPRA Indicator 4).	Compare GU student performance with the performance of students at the same schools from the previous two years.
	GU students will stay on track during high school to graduate at the end of four years.	At least 75 percent of GEAR UP students will have the number of credits at each grade level annually to be considered on track to graduate (5 credits at end of freshman year, 11 credits at the end of sophomore year, and 17 credits at the end of junior year).	Compare the percent of GU students with the predetermined high school credit benchmarks.
	GU students will perform at a level in high school to be accepted in a Nevada college.	At least 75 percent of GEAR UP students will maintain a 2.0 unweighted GPA annually, the minimum GPA to be accepted to a Nevada college.	Determine the percent of GU students with a 2.0 unweighted GPA.
	2.2.1. GU students will declare an intent to attain postsecondary education.	By their senior year of high school, 85% of GU students, evidenced by GU survey data.	Compare the percent of students who expect to obtain postsecondary education annually.
	2.2.2. GU students will graduate with college/university credit.	XX% TBD of GU students will earn postsecondary (dual) credits during high school.	Compare GU student performance with the performance of students at the same schools from the previous two years.
	2.2.3. GU students will complete the Free Application for Federal Student Aid (FAFSA).	75% of GU students.	Compare the percent of students who complete the FAFSA against the 75 percent benchmark.
	2.2.4. GU students will be awarded the Millennium Scholarship (merit-based) and/or Nevada Access Funds (need-based).	10% more than comparison cohort.	Compare GU student performance with the performance of students at the same schools from the previous two years.

Goal	Indicator	Benchmark	Analysis
	2.2.5. GU students will enroll in a postsecondary institution immediately after high school graduation.	XX% TBD of GU students who graduated high school, evidenced by Clearinghouse data (GPRA Indicator 5).	Compare GU student performance with the performance of students at the same schools from the previous two years.
	2.2.6. GU students will enroll in college-level English without remediation.	XX% TBD of GU students who enroll in a Nevada postsecondary institution (GPRA Indicator 6).	Compare GU student performance with the performance of students at the same schools from the previous two years.
	2.2.7. GU students will enroll in college-level mathematics without remediation.	XX% TBD of GU students who enroll in a Nevada postsecondary institution (GPRA Indicator 6).	Compare GU student performance with the performance of students at the same schools from the previous two years.
	2.2.8. GU students will persist into their second year of postsecondary education.	XX TBD% of GU students who enroll in postsecondary education, evidenced by Clearinghouse data (GPRA Indicator 7).	Compare GU student performance with the performance of students at the same schools from the previous two years.

Goal	Indicator	Benchmark	Analysis
3. GEAR UP middle school structures and teacher beliefs will support and encourage students to succeed in high school and go on to college.	GU students and their parents/families will increase their knowledge of postsecondary academic requirements.	5% increase annually, evidenced by GU survey data (GPRA Indicator 9).	Compare the average rating of students and parents on the student survey and parent survey year to year.
	GU parents/families will be involved in the development of GU student Individualized Learning Plans (ILPs).	95% of parents will sign ILPs by the end of grade 8 (GPRA Indicator 10).	Compare the percent of parents who sign the ILP against the 95 percent benchmark.
	GU parents/guardians expecting their child to obtain postsecondary education will increase.	2 percent increase annually until reaching 95 percent.	Compare the percent of parents who expect their child to obtain postsecondary education annually.
	GU students and parents/families will increase their knowledge of planning for college expenses.	5% increase annually, evidenced by GU survey data (GPRA Indicator 8).	Compare the average rating of students and parents on the student survey and parent survey year to year.
	GU parents/families will open college savings accounts for their students.	5% increase annually, evidenced by GU survey data.	Compare the percent of parents who open college savings accounts for their students annually.
Goal	Indicator	Benchmark	Analysis
4. Create a college-going culture in GEAR UP middle schools to ensure that all students have the opportunity, support, guidance, and information to obtain the skills and knowledge necessary to apply for and succeed in postsecondary education.	GU middle school teachers will report improvement in their understanding of college and career readiness.	Annual increase in average teacher rating on an educator survey	Compare the average rating of teachers on the educator survey year to year.
	GU middle school teachers will report improvement in their ability to analyze data in decision-making regarding instruction.	Annual increase in average teacher rating on an educator survey	Compare the average rating of teachers on the educator survey year to year.
	GU middle school leaders will improve their leadership elements.	Annual increase in average teacher rating on an educator survey	Compare the average rating of teachers on the educator survey year to year.