



SCHOOL • BUSINESS • COMMUNITY
PARENTS • STUDENTS • POST SECONDARY EDUCATION

BIENNIAL EVALUATION REPORT

December 2015

East Texas GEAR UP For Success

PR No. P334A110173

Stephen F. Austin State University

COBRO
CONSULTING, LLC



Table of Contents

	<u>Page</u>
Evaluation Overview	1
Program Overview	1
Program Staffing	3
Survey Data	3
Objectives, Activities, and Results	4
Objective 1: In six years, increase the number of low socio-economic status (LSES) students, who are enrolled and successful in one or more advanced courses (including Pre-AP, AP, Dual Credit, Advanced, and Concurrent Credit) from a baseline of 7% to 25%. This percentage will exceed the State’s percentage.....	4
Objective 2. In six years, increase the number of low socio-economic status (LSES) students who are college ready in math and English by 15 percentage points from a baseline of 1%; these percentages will also exceed the State's percentages.	8
a. PSAT composite score of 107 (Critical Reading, Math, and Writing) and =>50 for Critical Reading and Math.....	8
b. EOC Algebra I of 4000+ with passing of the Algebra II course.....	9
c. EOC English II of 4000+.....	10
d. TSI Reading: score of 351-390+; Writing: score of 363-390 and 4 on essay or 5+ on essay; and Math: score of 350-390+.....	11
e. Pass the high school 12 th grade Postsecondary College Ready Class (math and English) class designed by postsecondary and high school staff.	11
f. Enrollment in and passing a dual credit or concurrent course.....	11
Objective 3. Increase the number of GEAR UP students who graduate from high school in four years by increasing their passing rate of state required tests from a baseline of 22% to 80% (Algebra I, English I (combined reading/writing), English II (combined reading/writing), biology, and U.S. history).....	12
Objective 4. Increase the number of students who enroll in a post-secondary institution the fall semester after their senior year from a baseline of 50% to 80%.	14
Objective 5. Increase the percentage of parents who report talking to someone about college and financial aid by 30% in year six of the project as compared to the baseline survey results from year two.	17
Objective 6. Provide leadership for GEAR UP initiatives.	19
Objective 7. Provide professional development on aligning curriculum, increasing rigor, and/or instructional strategies that focus on college and career readiness (CCR).	20
Conclusions	22
Recommendations	22
Summary of Objectives and Activities.....	22

List of Tables

Table 1. Student served 1
Table 2. Student characteristics..... 2
Table 3. Advanced course completion..... 7

List of Figures

Figure 1. East TX GEAR UP student participation rates, by school year 3
Figure 2. All East TX GEAR UP students' advanced course enrollment and successful completion 5
Figure 3. Advanced course enrollment and successful completion by socioeconomic status 6
Figure 4. Number of advanced courses completed 6
Figure 5. Tenth grade college readiness according to PSAT scores 9
Figure 6. Additional PSAT outcomes..... 9
Figure 7. Tenth grade college readiness according to EOC Algebra I outcomes and Algebra II completion 10
Figure 8. Tenth grade college readiness according to the EOC ELA II exam 10
Figure 9. Cumulative EOC completion among East TX GEAR UP tenth grade students 12
Figure 10. EOC assessment outcomes of East TX GEAR UP tenth grade students 13
Figure 11. Comparison rates of fall postsecondary enrollment after high school graduation..... 14
Figure 12. Student and parent college expectations 15
Figure 13. Student expectations for a four-year degree based on information exposure 15
Figure 14. Student expectations for a four-year degree based on information exposure and affordability..... 16
Figure 15. Parent awareness of college entrance requirements and financial aid 17
Figure 16. Percent of students with parents participating in or receiving GEAR UP services 17
Figure 17. Parent knowledge based on having spoken with someone 18
Figure 18. Number of staff participating in leadership development PD..... 19
Figure 19. Number of staff participating in East TX GEAR UP PD 20
Figure 20. Average hours of participation in East TX GEAR UP-sponsored PD 21

Evaluation Overview

Program Overview

The East Texas GEAR UP Project (East TX GEAR UP) is administered by Stephen F. Austin State University, and partnered with Angelina Community College and five rural school districts in East Texas. The program serves a single cohort of students who were in seventh grade during the first year of the grant (2011-12) and are currently juniors in high school. Nearly 1,500 students were part of the cohort during 2014-15, with Lufkin High School and Nacogdoches High School serving nearly three-fourths of them, as shown in Table 1. Hudson High School is no longer participating as an East TX GEAR UP school during 2015-16.

Table 1. Student served

	2011-12 (7 th)	2012-13 (8 th)	2013-14 (9 th)	2014-15 (10 th)	2015-16* (11 th)
Number of Students	1559	1575	1606	1492	1172
% of Students in Each School					
Middle Schools					
Central Junior High School	9	9	-	-	-
Hudson Middle School	16	15	-	-	-
Lufkin Middle School	41	39	-	-	-
McMichael Middle School	16	17	-	-	-
Mike Moses Middle School	15	16	-	-	-
Woden Junior High School	4	4	-	-	-
High Schools					
Central High School	-	-	10	9	10
Hudson High School	-	-	15	14	0
Lufkin High School	-	-	40	43	48
Malcolm Rector Technical High School	-	-	0	0	2
Nacogdoches High School	-	-	31	30	33
Woden High School	-	-	5	5	5
Stubblefield Accelerated Learning Center	-	-	0	0	1
Juvenile Detention Center	-	-	0	0	1

*Year to date

As Table 2 presents, approximately one third of the students are identified as Hispanic/Latino, and nearly one-fourth are Black/African-American. More than 60 percent of students qualify for the Free/Reduced Lunch program.

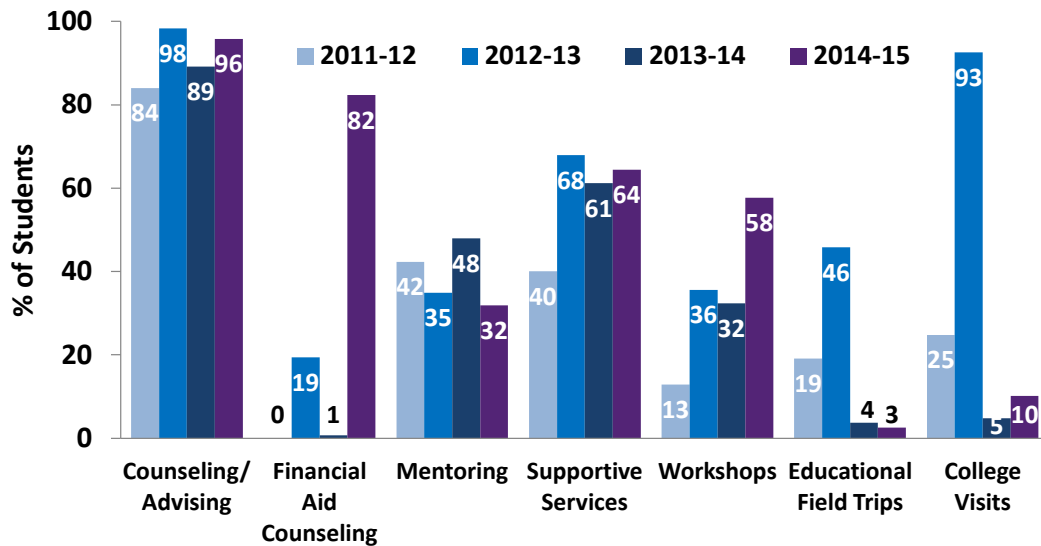
Table 2. Student characteristics

	2011-12 (7 th)	2012-13 (8 th)	2013-14 (9 th)	2014-15 (10 th)	2015-16* (11 th)
<u>Ethnicity</u>	%	%	%	%	%
Hispanic/Latino	31	31	31	31	33
Non-Hispanic/Latino	69	69	69	69	67
<u>Race</u>					
American Indian/Alaskan Native	16	16	15	13	13
Asian	2	2	2	2	2
Black/African-American	21	21	21	21	24
White	60	59	59	61	57
Native Hawaiian/Pacific Islander	0	1	2	2	3
Two or more races	1	1	2	1	1
<u>Other Student Characteristics</u>					
Individualized Education Plan	12	11	10	9	10
Limited English Proficiency	10	10	6	7	6
Free/Reduced Lunch	60	68	66	62	63

*Year to date

Figure 1 presents student participation in East TX GEAR UP services each school year. Nearly all students have received counseling/advising services each year, an ongoing emphasis to date. Educational field trips and college visits were emphasized more strongly when the program served middle school students, and nearly all students participated in a college visit during eighth grade. During the students' tenth grade year, a large majority participated in financial aid counseling. Strong participation has been evident in supportive services, mentoring, and in workshops as well.

Figure 1. East TX GEAR UP student participation rates, by school year



Additionally, summer programs have been a strong program emphasis for several years. The summer after eighth grade, 59% of students took part in transition/orientation activities during the summer. Additionally, between seven and twelve percent of students have participated in academic enrichment services during the summer, such as STEM camps, writing workshops, and leadership development. The summer after tenth grade, nine percent of students also took advantage of remediation services.

Program Staffing

As a fiscal agent, the East TX GEAR UP staff includes a director, an associate director, an outreach coordinator and an administrative assistant. As the leadership team of the grant, the fiscal agent staff provide overall direction and coordination of services, apportion money to each campus to implement their designed activities to accomplish the East TX GEAR UP goals, monitor and support campus activities, and monitor performance of East TX GEAR UP goals. East TX GEAR UP staff assigned to each school district includes a full-time coordinator and administrative assistant for Lufkin and Nacogdoches, and a half-time Coordinator for Central, Hudson, and Woden.

Survey Data

Student and parent surveys were administered during the 2012-13 and 2014-15 school years. Nearly all students (99%) responded to the survey during each administration, while 87% of students had a parent respond to the survey during 2012-13 and 58% during 2014-15. Survey results presented in this evaluation represent the percentage of respondents to each survey. Note that, for the 2014-15 parent survey, the lower response rate (58%, compared with 87% during the previous administration) suggests comparisons across years should be interpreted with caution.

Objectives, Activities, and Results

Objective 1: In six years, increase the number of low socio-economic status (LSES) students, who are enrolled and successful in one or more advanced courses (including Pre-AP, AP, Dual Credit, Advanced, and Concurrent Credit) from a baseline of 7% to 25%. This percentage will exceed the State's percentage.

East TX GEAR UP students varied in their enrollment and success in advanced level courses. As of the end of tenth grade, most advanced courses taken consisted of Pre-Advanced Placement (Pre-AP) courses, given that most students do not typically have opportunities to take AP and college-level courses until later in high school. Algebra I courses taken during or before eighth grade, and Geometry courses taken during or before ninth grade, and Algebra II courses taken before or during tenth grade are included as advanced courses for their grade level.

Figure 2 presents the percent of students in each grade level who enrolled in at least one advanced course each year (during either term), as well as the percent of students who successfully completed at least one advanced course (defined as achieving a score of 70 or higher during either term). Note that both percentages are based on all students in each grade level; successful completion is not a percentage only of those who enrolled in this type of course, which would be well over 90%, as most students who enrolled in these courses completed them.

During ninth grade, half of all the students enrolled in, and successfully completed an advanced class, reflecting the peak of a three-year increasing trend. The majority of these advanced ninth grade courses were Pre-AP Biology or Pre-AP English. Decreases in advanced course enrollment are evident during tenth grade. As of the end of tenth grade, more than two thirds of students have taken an advanced course.

Figure 2. All East TX GEAR UP students' advanced course enrollment and successful completion

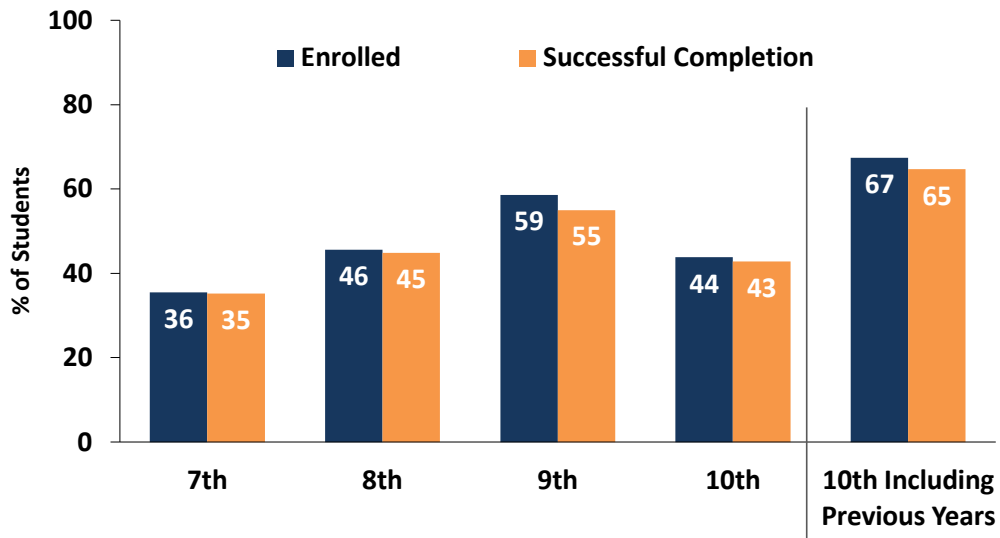


Figure 3 presents rates by socio-economic status, to provide information related to the results for students of low socio-economic status (LSES). LSES is defined as eligible for the Free/Reduced Lunch program. Though the disparity still exists, it is notably smaller during the high school years than in middle school. Additionally, when examined cumulatively, there is only a four percent difference in advanced course completion by tenth graders.

Figure 3 demonstrates ongoing efforts to attain the program's target for 25% of LSES students to enroll in and complete at least one advanced course. Note that this 25% target rate reflects an increase in advanced course enrollment during senior year only. It is expected that advanced course enrollment rates will decrease from current rates in later high school years. This is because many of the smaller schools are unable to offer Advanced Placement (AP) courses, and so the only advanced courses available to those students are via dual or concurrent enrollment. Therefore, program staff emphasize ongoing advanced course enrollment and success during the years leading up to senior year.

Figure 3. Advanced course enrollment and successful completion by socioeconomic status

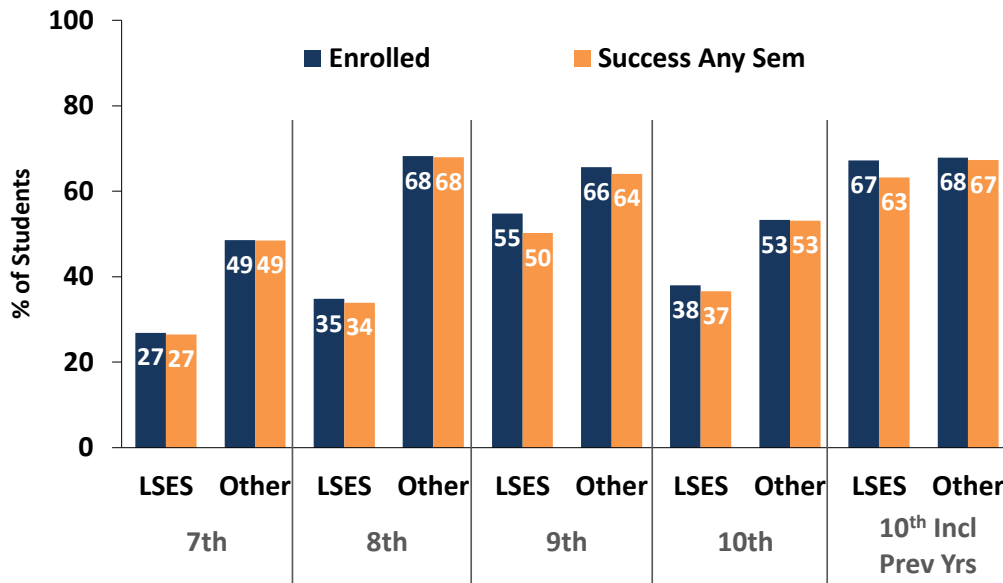
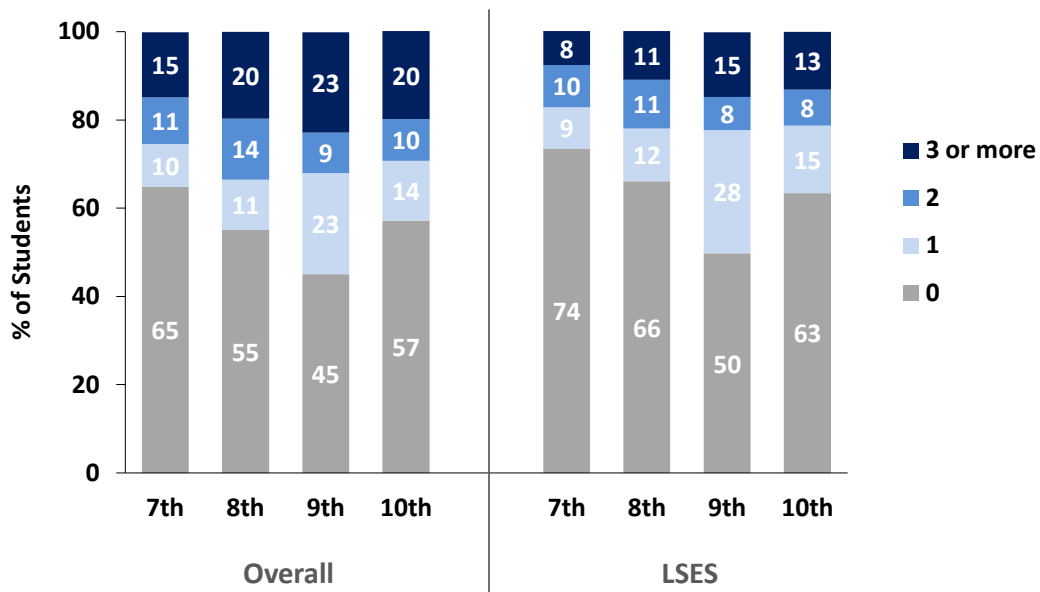


Figure 4 presents additional information pertaining to the number of advanced courses students completed each year. Each course was counted only once during a school year. A grade of 70 or higher during either semester or both semesters was defined as completion for each course.

Figure 4. Number of advanced courses completed



Performance of East TX GEAR UP students relative to state rates was also examined. During 2011-12 and 2012-13, 31% of students statewide completed an advanced course. Rates for LSES East TX GEAR UP students were higher than these rates during each grade level examined, though note that East TX GEAR UP rates are based on a single grade level while the statewide rates show data combined across all grade levels. Table 3 shows an effort to present a reasonable comparison with the available state rates. Because state figures do not differentiate by grade level, these figures should still be interpreted with caution. The comparison of overall rates and those of LSES students shows a smaller gap between East TX GEAR UP ninth graders than statewide rates reported during either available year, but a larger gap for all other East TX GEAR UP grade levels.

Table 3. Advanced course completion

		Overall	LSES	Gap
State of Texas (across all grades)	2011-12	30.6	24.6	6.0
	2012-13	31.4	25.6	5.8
East TX GEAR UP	2011-12 (7th)	35.2	26.5	8.7
	2012-13 (8th)	44.9	33.9	11.0
	2013-14 (9th)	55.0	50.2	4.8
	2014-15 (10th)	42.8	36.6	6.2

Preliminary analyses of fall enrollments during the 2015-16 school year show that 40% of East TX GEAR UP eleventh grade students are enrolled in at least one advanced course overall; among LSES students, one third are enrolled in an advanced course.

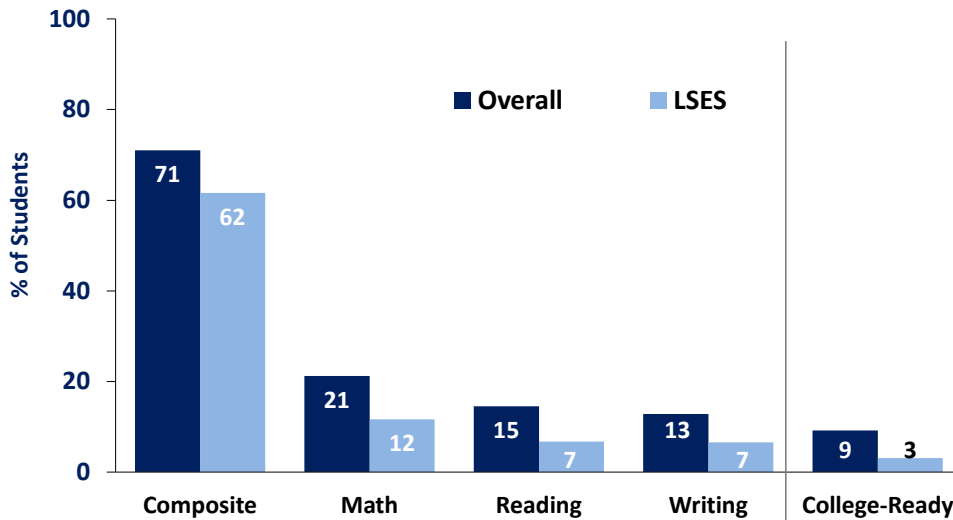
Objective 2. In six years, increase the number of low socio-economic status (LSES) students who are college ready in math and English by 15 percentage points from a baseline of 1%; these percentages will also exceed the State's percentages.

Several measures are used to determine the extent to which LSES East TX GEAR UP students are college ready in math and English, primarily through standardized tests at this stage of the program. Previous analyses demonstrated outcomes during middle school using the State of Texas Assessments of Academic Readiness (STAAR) to determine college-readiness. After middle school, STAAR End-of-Course (EOC) assessments are administered each year based on subject of courses in which students are enrolled; the current evaluation presents EOC results available to date for Algebra I, English/Language Arts (ELA), and Biology. Additionally, the Preliminary SAT/National Merit Scholarship Qualifying, PSAT, results are examined to understand college-readiness.

a. PSAT composite score of 107 (Critical Reading, Math, and Writing) and =>50 for Critical Reading and Math.

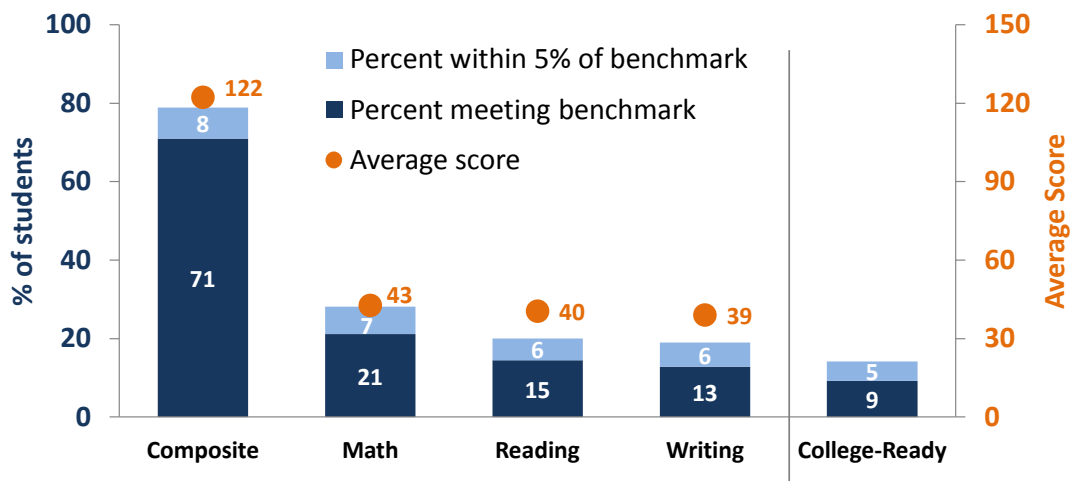
Approximately 60% of East TX GEAR UP students participated in the PSAT during tenth grade. For this measure, college readiness is defined as scoring at or above 107 on the composite PSAT (the sum of the three subject tests), and achieving at least a score of 50 on the reading and math tests. Figure 5 presents results for students who have PSAT scores on record; note that this does not represent the entire East TX GEAR UP cohort, only those who took the PSAT during tenth grade. Examining the composite score and each subject test individually, though the majority of students met the criteria for the composite score, very few did so for each subject. (Rates for the writing test are included below, though that individual test is not included in the definition of college readiness used here.) Among students who had math, reading, and composite scores on file, only nine percent met all three criteria for *college ready* based on PSAT scores. Students of LSES showed lower rates in each case.

Figure 5. Tenth grade college readiness according to PSAT scores



Additional analyses examined students who were close to meeting a benchmark (i.e., within five percent of the cut score: composite score of 102 through 106, subject scores of 48 or 49). Of students who did not meet all three criteria for college readiness, 19% required one criterion and were within five percent of the necessary score, as presented in Figure 6.

Figure 6. Additional PSAT outcomes

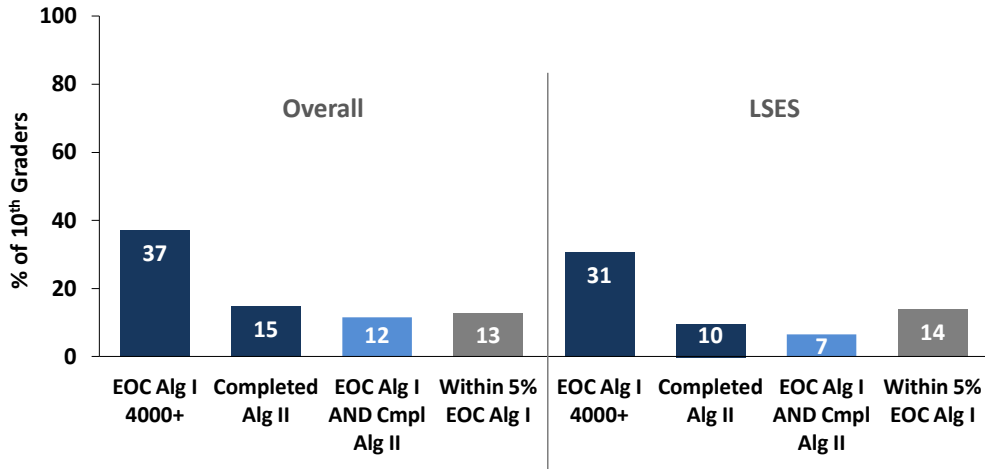


b. EOC Algebra I of 4000+ with passing of the Algebra II course.

As shown in Figure 7, by the end of tenth grade, 37% of East TX GEAR UP students overall had scored 4000 or higher on the standard version of the EOC Algebra I test. Additionally, 15% of tenth graders have completed Algebra II (though not all of these students also scored at least 4000 on the EOC Algebra I test). Examining both criteria, 12% of tenth graders have already met this definition of college readiness, two years before the expected timeframe for this measure. Additional analyses showed that 13% of students earned EOC Algebra I scores within 5% of the benchmark (i.e., 3800 to 3999). LSES students were less likely to have achieved these criteria by

the end of tenth grade, though due to the early timeframe, program staff anticipate substantial growth by senior year.

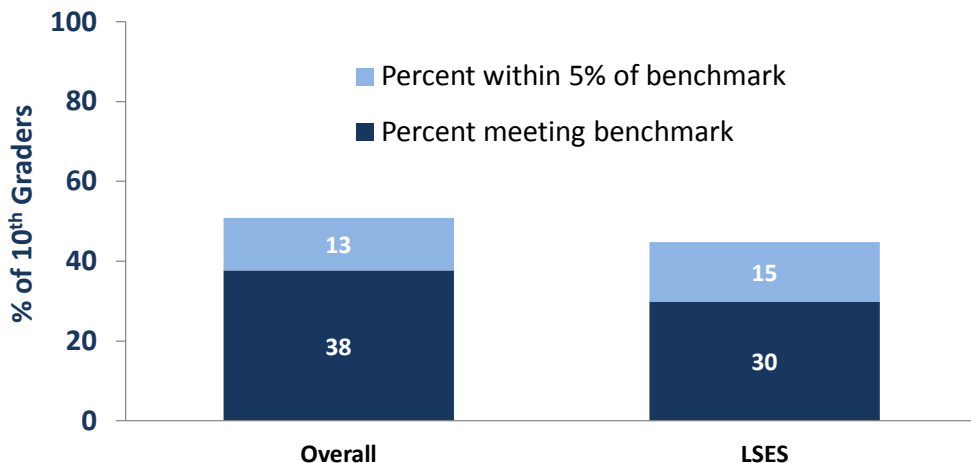
Figure 7. Tenth grade college readiness according to EOC Algebra I outcomes and Algebra II completion



c. EOC English II of 4000+.

The EOC English II test was taken during tenth grade. As presented in Figure 8, 38% of East TX GEAR UP tenth grade students achieved a score of 4000 or higher on the English II test, while 30% of LSES students did so. Another 13% and 15%, respectively, scored within 5% of that benchmark. Note that analysis of the EOC English I test the prior year showed the same percent of students overall achieved a score of 4000 or higher, but only 28% of LSES students did so (not shown). This demonstrates improvement specifically among LSES students.

Figure 8. Tenth grade college readiness according to the EOC ELA II exam



d. TSI Reading: score of 351-390+; Writing: score of 363-390 and 4 on essay or 5+ on essay; and Math: score of 350-390+.

This measure is not yet applicable. Preliminary analyses of TSI data available as of mid-fall 2015 shows that 7% of eleventh grade students have met the benchmarks for ELA, and 4% have met the benchmarks for math. Among LSES students, these figures are 7% for ELA and 3% for math.

e. Pass the high school 12th grade Postsecondary College Ready Class (math and English) class designed by postsecondary and high school staff.

This measure is not yet applicable.

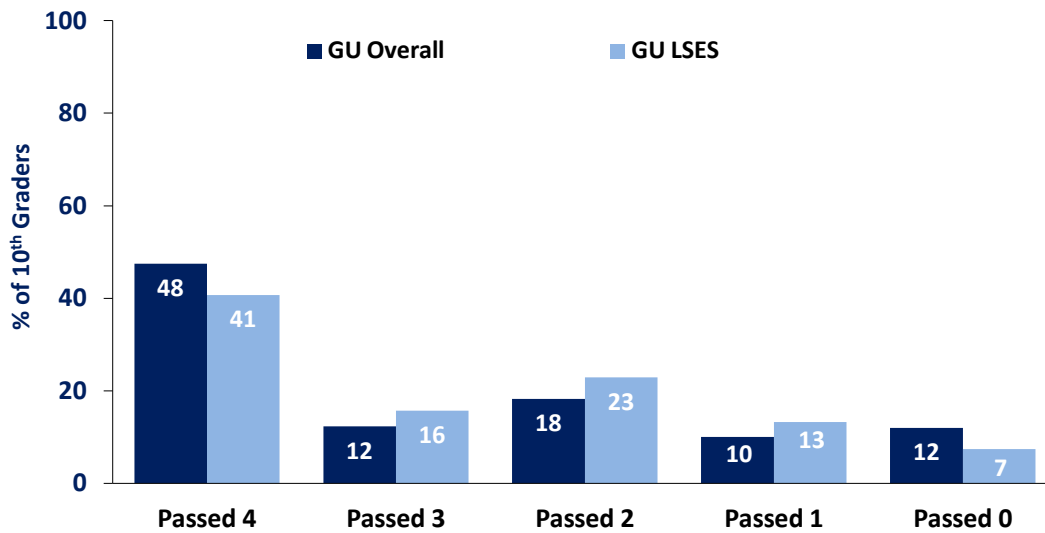
f. Enrollment in and passing a dual credit or concurrent course.

During ninth grade, 60 students enrolled in a college-level course, through an Early College High School consortium, representing 4% of East TX GEAR UP students. The following year, 44 students did so, or 3% of East TX GEAR UP students. The majority of these tenth graders taking a college-level course (70%) had also been among the ninth grade students doing so. It is expected that this measure will be more relevant during the final two years of high school.

Objective 3. Increase the number of GEAR UP students who graduate from high school in four years by increasing their passing rate of state required tests from a baseline of 22% to 80% (Algebra I, English I (combined reading/writing), English II (combined reading/writing), biology, and U.S. history).

As of the end of tenth grade, students have typically taken four EOC exams: Algebra I and ELA I assessments during ninth grade, and ELA II and the biology assessment during tenth grade. Figure 9 presents the number of EOC tests GEAR UP students have passed as of the end of tenth grade. Nearly half the students overall have passed all four tests typically attempted by this time, compared with 41% of LSES students. LSES students were more likely to have passed at least one test (i.e., less likely to have not passed any) compared with students overall.

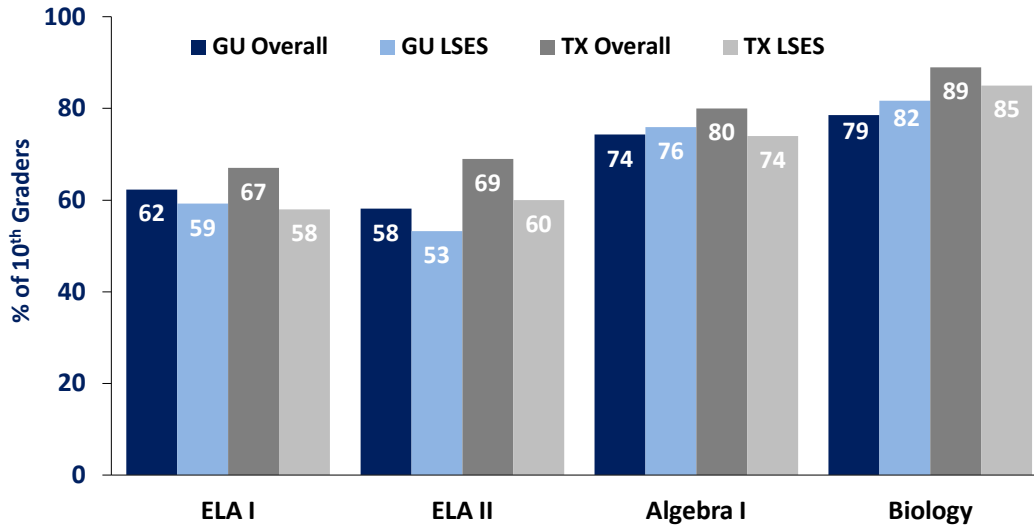
Figure 9. Cumulative EOC completion among East TX GEAR UP tenth grade students



Pass rates for each individual test are presented in Figure 10, along with comparable statewide rates. The ELA tests show lower pass rates than either Algebra I or biology, for all groups examined. ELA tests were also more challenging specifically for East TX GEAR UP LSES students, who were less likely to pass each ELA test compared with East TX GEAR UP students overall, while more likely to pass the Algebra I and biology tests.

When compared with statewide rates, overall rates statewide were higher than those of East TX GEAR UP students overall; however, East TX GEAR UP LSES students achieved higher EOC passing rates compared with LSES students statewide on the ELA I and Algebra I exams.

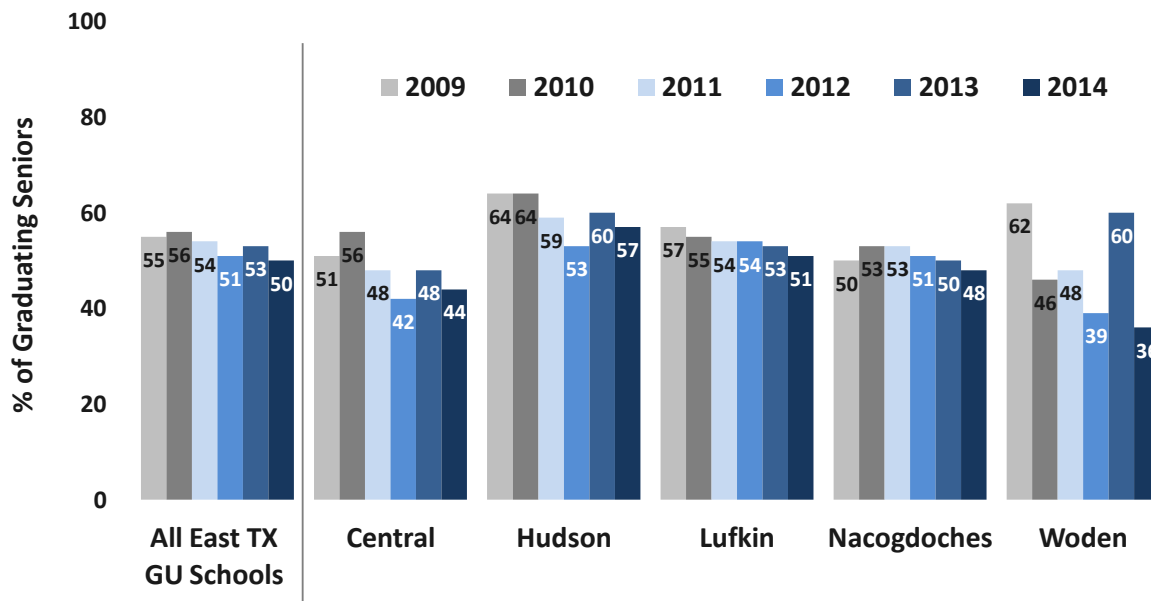
Figure 10. EOC assessment outcomes of East TX GEAR UP tenth grade students



Objective 4. Increase the number of students who enroll in a post-secondary institution the fall semester after their senior year from a baseline of 50% to 80%.

Figure 11 shows the percent of students attending a postsecondary institution the fall after May graduation across six years, for each district served by East TX GEAR UP as well as the program overall. This data, obtained from the Texas Higher Education Coordinating Board, provide an understanding of the status of college enrollment among students similar to those served by the program, and constitute retrospective comparison groups. The trend continues to show decreasing college enrollment, indicating that greater efforts than originally anticipated will be needed to meet the goal of 80% college enrollment.

Figure 11. Comparison rates of fall postsecondary enrollment after high school graduation



Additional information relevant to this objective was collected via surveys of East TX GEAR UP students and their parents. Students and parents were asked about topics pertaining to postsecondary education knowledge and plans. As shown in Figure 12, students' expectations to earn at least a four-year degree increased substantially from the first survey administered during eighth grade to the tenth grade administration. Though indications that education after high school was very important for students' futures decreased across the two surveys, more than 70% of students still reported in this manner. Parents' expectations for their child to earn at least a four-year degree were higher than those of the students during both surveys, and also increased slightly.

Figure 12. Student and parent college expectations

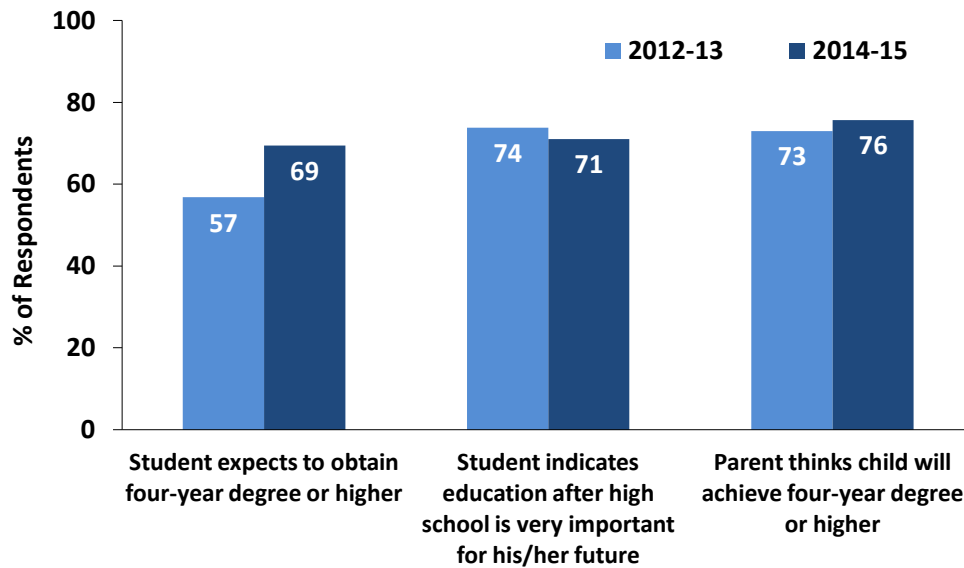
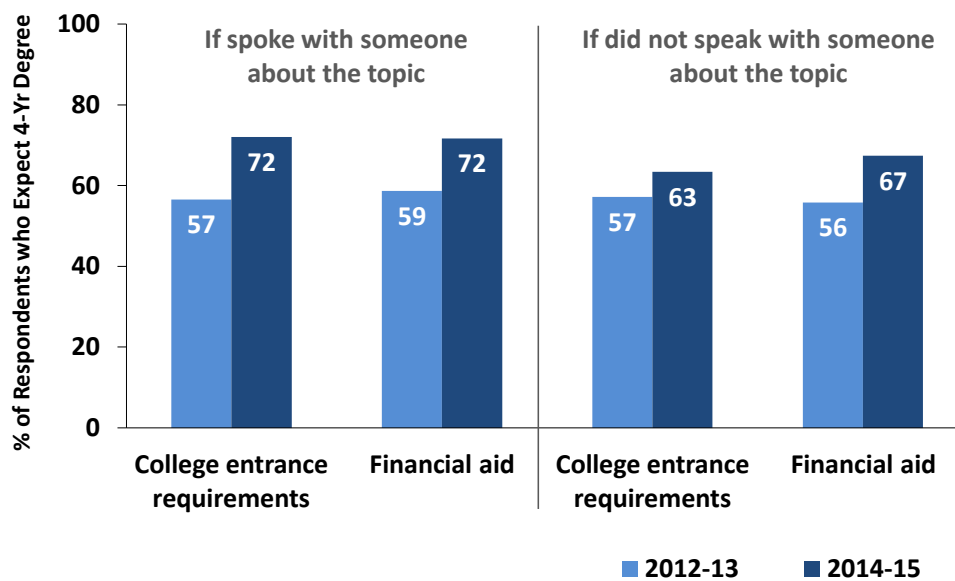


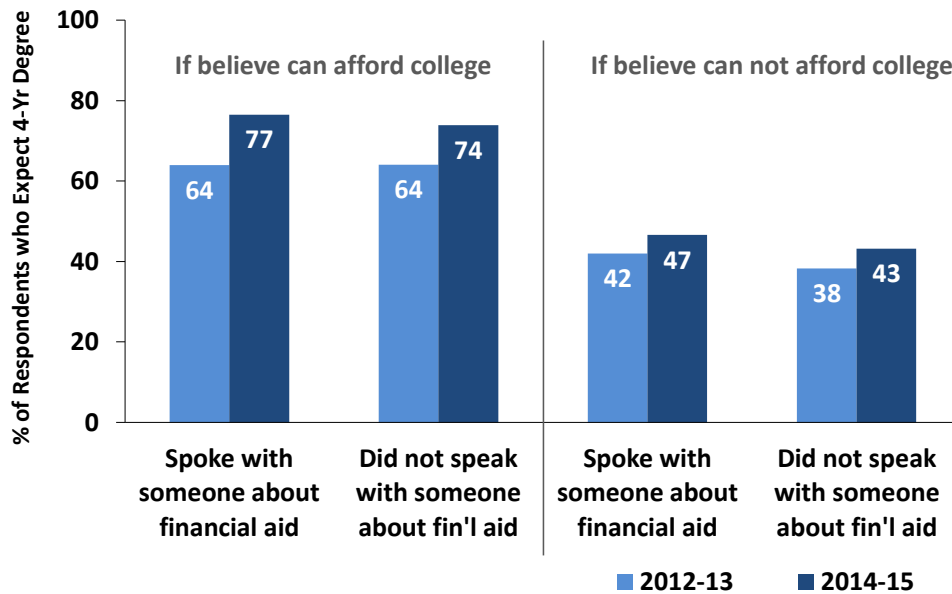
Figure 13 shows that, during 2012-13, students' expectations did not vary based on their indication of speaking with someone from school or East TX GEAR UP about college requirements, but were slightly more likely to expect to obtain a four-year degree if they had spoken with someone about financial aid. Students' educational expectations were notably higher among all groups during 2014-15, and highest among those students who reported that someone from school or GEAR UP had spoken with them about college requirements or financial aid.

Figure 13. Student expectations for a four-year degree based on information exposure



Results of an additional analysis of student expectations to earn a four-year degree are presented in Figure 14, showing that, among students who do not believe they can afford to attend college, expectations are substantially lower overall than among those who believe they can afford college. In both cases, rates increased from eighth to tenth grade. Among students who did not think they could afford college, their expectations to obtain a four-year degree were 4% higher if they also reported they had spoken with someone from school or GEAR UP about financial aid.

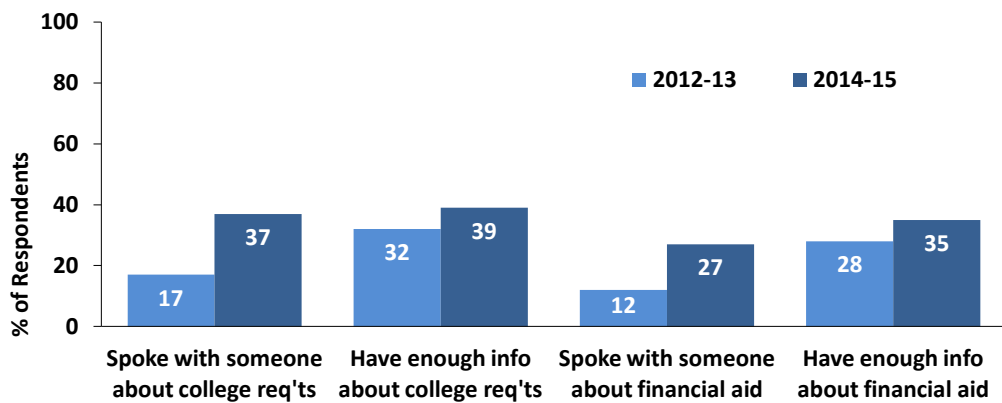
Figure 14. Student expectations for a four-year degree based on information exposure and affordability



Objective 5. Increase the percentage of parents who report talking to someone about college and financial aid by 30% in year six of the project as compared to the baseline survey results from year two.

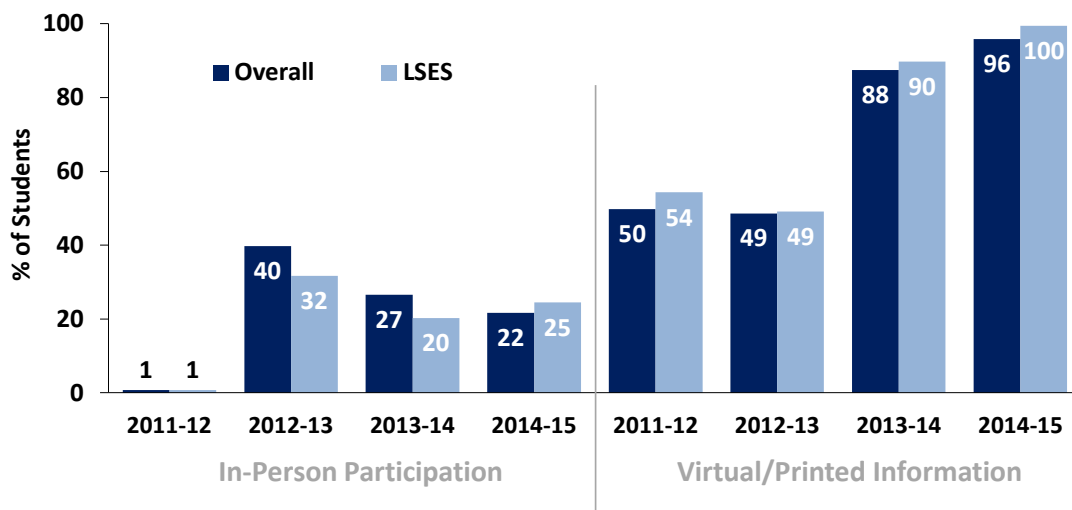
Figure 15 shows substantial increases in the percentage of parents of East TX GEAR UP students reporting that someone from school or GEAR UP had spoken with them about college entrance requirements (20% increase) or financial aid (15% increase). Increases of 7% were also evident among parents reporting that they had enough information about these topics. Despite these notable increases, the majority of parents who responded to the survey still felt they did not have information.

Figure 15. Parent awareness of college entrance requirements and financial aid



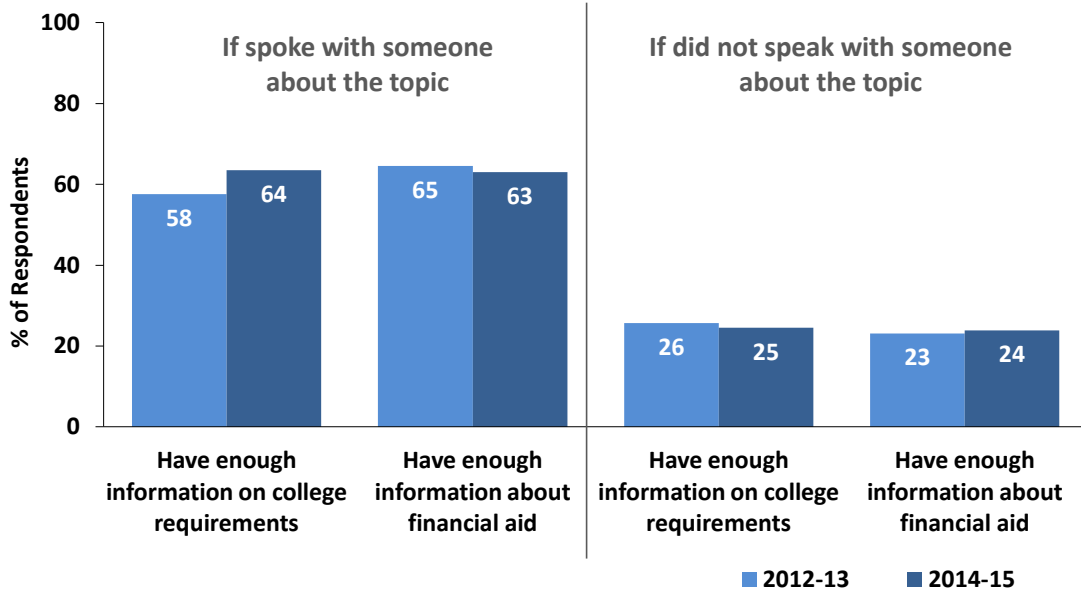
Additional information pertaining to this objective is presented in Figure 16. The percent of students whose parents attended GEAR UP services or received information from GEAR UP is presented. During the last two school years, nearly all parents received information from GEAR UP, such as college and financial aid information or updates on their child's academic progress. A smaller percentage of students had a parent attend an event.

Figure 16. Percent of students with parents participating in or receiving GEAR UP services



As shown in Figure 17, parents who reported having spoken with someone about college entrance requirements or financial aid were substantially more likely to report having enough information about these topics, suggesting the effectiveness of the information provided. In 2014-15, nearly two thirds of parents who had spoken with someone about college requirements or financial aid indicated they felt they have enough information on these topics.

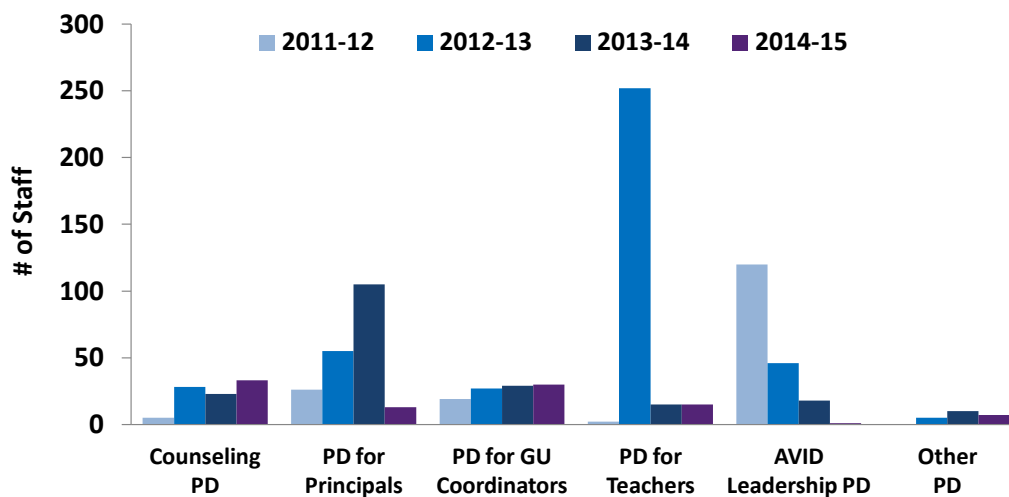
Figure 17. Parent knowledge based on having spoken with someone



Objective 6. Provide leadership for GEAR UP initiatives.

East TX GEAR UP employs multiple approaches in providing and fostering leadership among program and school staff. Professional development (PD) was offered based on staff role, with leadership institutes and other events geared toward school principals, teachers/department chairs, counselors, and GEAR UP coordinators, among others. Figure 18 presents the number of staff participating in each type of leadership development PD, and demonstrates the emphasis placed each year. For example, AVID-related leadership was emphasized most heavily during the 2011-12 school year, while leadership PD for teachers showed a strong emphasis in 2012-13.

Figure 18. Number of staff participating in leadership development PD

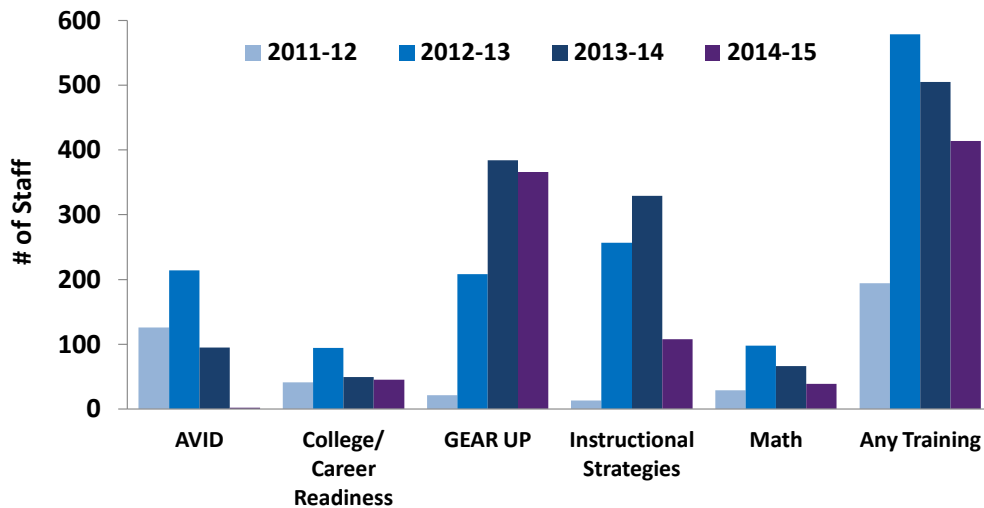


In addition to these leadership PD services, East TX GEAR UP has established several committees and teams that provide a forum for ongoing examination of processes, student outcomes, and policies that meet regularly. For example, a data team meets at each school two to three times a year to examine data collected and analyzed for the program, such as progress made toward program objectives, student and parent participation, and survey results. A principals advisory and a superintendent advisory meeting is held once each year at each school as well to review such data and to initiate planning for upcoming program events and initiatives.

Objective 7. Provide professional development on aligning curriculum, increasing rigor, and/or instructional strategies that focus on college and career readiness (CCR).

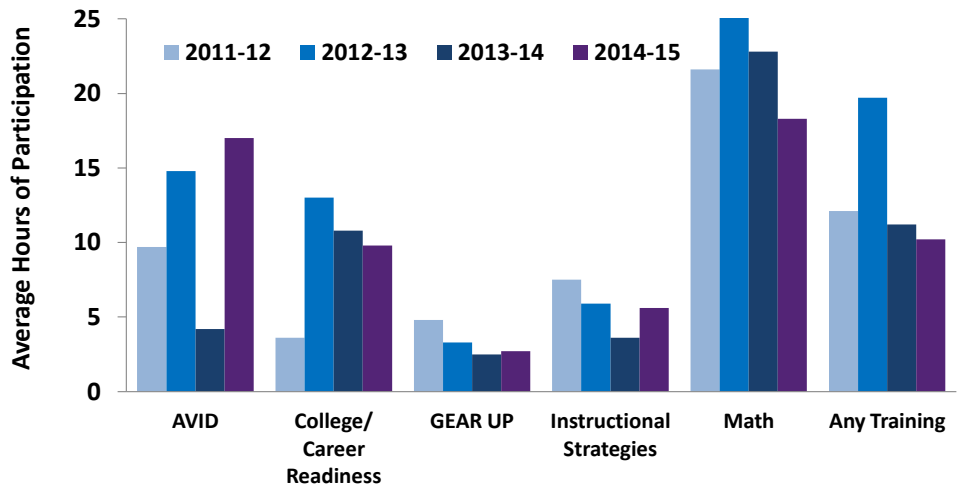
A wide variety of professional development (PD) opportunities have been provided to staff at East TX GEAR UP schools, varying according to need, phase of the program, and grade level of the students served. Figure 19 presents information on the most commonly attended types of sessions. GEAR UP-related training sessions, consisting of sessions such as mandatory teacher orientations and East TX GEAR UP coordinator meetings, were most commonly attended during the past two years. Sessions on instructional strategies also showed strong attendance during some years. AVID sessions were emphasized more during the first three years of the program. Note that the PD sessions presented below also include those presented in Figure 18; the previous graph was specific to PD pertaining to leadership development, while the following figure represents all PD offered by East TX GEAR UP.

Figure 19. Number of staff participating in East TX GEAR UP PD



The number of hours of staff participation in the most commonly attended types of PD varied widely, as shown in Figure 20. Although fewer staff members participated in math sessions, the PD was more intensive, with participants averaging between 18 and 26 hours per year. Conversely, the larger number of participants in GEAR UP-related PD participated, on average, between two and five hours per year.

Figure 20. Average hours of participation in East TX GEAR UP-sponsored PD



Conclusions

Based on the findings of the present biennial evaluation, it is clear that East Texas GEAR UP has made notable progress toward attaining its core program objectives. The following summarizes outcomes for the objectives examined in the study, and their corresponding indicators. Note that only those indicators applicable at this point in the East Texas GEAR UP grant are included. Where relevant, results from additional analyses are also discussed.

Objective 1: In six years, increase the number of low socio-economic status (LSES) students, who are enrolled and successful in one or more advanced courses (including Pre-AP, AP, Dual Credit, Advanced, and Concurrent Credit) from a baseline of 7% to 25%. This percentage will exceed the State's percentage.

By the end of tenth grade, over two-thirds (67%) of the GEAR UP students had successfully passed an advanced course. Examination of LSES students revealed that, while advanced course enrollment and completion rates were lower for these students during any individual year, by the end of tenth grade, LSES had successfully enrolled in at least one advanced course at nearly the same rate as GEAR UP students overall (67% and 68%, respectively).

These advanced course success rates were also compared with statewide Texas rates. Although the statewide rates were across all grades, the rates for overall East TX GEAR UP students and LSES students were consistently higher than the corresponding statewide rates.

Objective 2. In six years, increase the number of low socio-economic status (LSES) students who are college ready in math and English by 15 percentage points from a baseline of 1%; these percentages will also exceed the State's percentages.

a. PSAT composite score of 107 (Critical Reading, Math, and Writing) and =>50 for Critical Reading and Math.

Although the majority of students (overall and LSES) met the criteria for the composite score (71% and 62%, respectively), very few did so for each subject (ranging from 7% to 21%). Far fewer students met the *college ready* criteria for all three subjects (overall: 9%; LSES: 3%).

Additional analyses examined students that were close to meeting the benchmark (within 5% of the cut score). Of those students who did not meet all three criteria for college readiness, nearly one fifth (19%) required one criterion and were within five percent of the cut score.

b. EOC Algebra I of 4000+ with passing of the Algebra II course.

At this point in the program, most students have taken an Algebra I course and so participated in the EOC Algebra I assessment. Scores of 4000 or higher were defined as *college ready* (exceeding the score needed to fulfill high school graduation requirements). East TX GEAR UP students overall and LSES students attained these scores at rates of 37% and 31%, respectively. Additional analyses showed that 13% of the students overall and 14% of the LSES students were within 5% of meeting the EOC Algebra I benchmark.

An additional component related to this measure of college readiness involves completion of Algebra II, which is typically first attempted in eleventh grade. As of the end of tenth grade, 15% of East TX GEAR UP students overall, and 10% of LSES students, have already accomplished this. In combination, 12% of East TX GEAR UP students overall and 7% of LSES students have met this definition of college readiness, two years before high school graduation. It should be noted that, given that this target goal of 15% for LSES students pertains to the students at the end of their senior year, it is notable that two years early, nearly half of the target rate for LSES students has been attained.

c. EOC English II of 4000+.

During tenth grade, nearly two-fifths (38%) of East TX GEAR UP students overall achieved a score of 4000 or higher, while fewer (30%) of LSES students did so. Further analyses revealed that another 13% and 15%, respectively, scored within 5% of that benchmark.

Additional analysis of the EOC English I test the students took the prior year showed that, while the same percent of students overall (38%) achieved a score of 4000 or higher, only 28% of LSES students did so. This demonstrates improvement particularly among LSES students.

f. Enrollment in and passing a dual credit or concurrent course.

During ninth grade, 60 students enrolled in a college-level course, representing 4% of East TX GEAR UP students. The following year, 44 students did so, or 3% of East TX GEAR UP students. Most of the tenth graders taking a college-level course (70%) had also been among the ninth grade students doing so. This measure will likely be more relevant during the final two years of high school.

Objective 3. Increase the number of GEAR UP students who graduate from high school in four years by increasing their passing rate of state required tests from a baseline of 22% to 80% (Algebra I, English I (combined reading/writing), English II (combined reading/writing), biology, and U.S. history).

As of the end of tenth grade, the East TX GEAR UP students had typically taken four EOC exams: Algebra I, English Language Arts (ELA) I, ELA II, and biology. Close to two-thirds of the students overall passed the ELA I and ELA II exams (62% and 58%, respectively), and slightly fewer of the LSES students did so (59% and 53%, respectively). Nearly three-quarters of the students overall and LSES students passed the Algebra I exam (74% and 76%, respectively). Somewhat higher pass rates were achieved for the biology exam (overall: 79%; LSES: 82%). Note that the LSES students pass rates were lower than those of students overall for the ELS exams, however, they were higher than the overall student rates for Algebra I and biology exams.

Comparisons with statewide rates overall, and for LSES students, showed mixed results. While students have yet to take the history EOC exam, to date, these figures fall below the target goal for this objective as of the end of tenth grade. Future analyses will incorporate retest data for these exams as students make additional attempts to complete the graduation requirements.

Objective 4. Increase the number of students who enroll in a post-secondary institution the fall semester after their senior year from a baseline of 50% to 80%.

Although this objective is not yet relevant for the East TX GEAR UP students, baseline data consisting of six prior years of postsecondary enrollment was examined. Results revealed that, for all of the East TX GEAR UP schools combined, as well as for the five schools individually, a pattern of decreasing college enrollment was evident across the six years. The rates for all of the participating schools combined fell from 55% to 50% over this time period.

Relevant survey data was also examined to gauge progress towards this objective. Results revealed that students were substantially more likely to report that they expect to earn a four-year degree or higher in comparison with findings from the first survey administration (increasing from 57% to 69%). Likewise, parents were somewhat more likely to report that they think their child will earn a four-year degree or higher (increasing from 73% to 76%).

Examining the survey data further, it was found that, during the first survey administration, of those students who reportedly expected a four-year degree, student reported knowledge of college and financial aid remained level or only slightly increased when they also reported to have spoken with someone about the topic (ranging from 56% to 59%). However, during the survey two years later, students' educational expectations were notably higher among all groups (ranging from 63% to 72%), and highest among those students reporting that someone had spoken with them about college requirements (9% higher) or financial aid (5% higher).

Objective 5. Increase the percentage of parents who report talking to someone about college and financial aid by 30% in year six of the project as compared to the baseline survey results from year two.

The percent of parents reporting to have spoken with someone about college and financial aid increased substantially (from 17% to 37% and from 12% to 27%, respectively) from the first to the second survey administration. Although the percent of parents responding in this manner more than doubled for both topics, the majority of parents still have not spoken with someone about college or financial aid. Similarly, during the most recent survey administration, although parents were more likely to report having enough information about college requirements and financial aid in comparison with the first survey (from 32% to 39%, and from 28% to 35%, respectively), most of the parents were still reporting that they did not have enough information about these topics.

Additional analyses examined the percent of parents participating in GEAR UP services and those who were sent information from GEAR UP (such as college and financial aid information). Although GEAR UP program staff had sent nearly all of the parents virtual or printed information on college-access related topics, far fewer of the parents participated in East TX GEAR UP services. Moreover, overall parent participation rates have declined over the past three years (from 40% to 22%). Although rates for parents of LSES students increased during the past year, three-quarters of these parents had not participated in GEAR UP services.

Further analyses of the parent survey results revealed that the parents were substantially more likely to report having enough information about college and financial aid if they had spoken with someone about such topics. During the most recent survey, of the parents who reportedly spoke with someone about these topics, nearly two-thirds of them reported to have enough information about college and financial aid (64% and 63%, respectively).

Objective 6. Provide leadership for GEAR UP initiatives.

East TX GEAR UP employs a variety of strategies to provide and foster leadership among the various types of program and school staff. PD was offered based on staff role, with leadership institutes and other events geared toward school principals, teachers/department chairs, counselors, and GEAR UP coordinators, among others. Examination of participation data over the past four years revealed that various types of PD were emphasized each program year.

Beyond this, East TX GEAR UP has established various committees and teams to gauge program progress on an ongoing basis. This includes a data team which meets multiple times per year, as well as annual principal and superintendent advisory meetings.

Objective 7. Provide professional development on aligning curriculum, increasing rigor, and/or instructional strategies that focus on college and career readiness (CCR).

A wide selection of PD opportunities have been provided to staff at East TX GEAR UP schools, varying according to need, phase of the program, and grade level of the students served. Staff participated in GEAR UP-related training more frequently during the past two years. Sessions on instructional strategies and AVID topics also showed strong attendance during some years.

The average hours of participation in such PD opportunities varied widely. While fewer staff participated in math sessions, the PD was more intensive, with average hours of participation ranging from 18 to 26 hours annually. In contrast, while GEAR UP-related PD was among the most frequently-attended PD, staff participated an average of two to five hours per year.

Recommendations

Based on the findings from this biennial evaluation, the following recommendations are provided in an effort to build on the notable progress evidenced over the first four years of the East Texas GEAR UP program.

Bolster SAT preparation. Given the very small percentage of overall and LSES students who met the college readiness criteria on the subject tests, and the number of students who were close to meeting these benchmarks, it is recommended that SAT test preparation services are further emphasized to help increase college readiness rates.

Increase Algebra-related supportive services. Because of the low percent of students scoring 4000 or higher on the EOC Algebra I test as of the end of tenth grade, it is suggested that greater resources are devoted to providing supportive services to students that relate to this topic. This is also in light of the notable percentage of students scoring within 5% of the EOC Algebra I benchmark.

Increase English EOC II-related supportive services. Because of the low percent of students passing on the EOC English II test as of the end of tenth grade, it is suggested that greater resources are devoted to providing supportive services to students that relate to this topic.

Strengthen parent outreach and participation. Findings revealed that parents who had spoken with someone from the school or GEAR UP about college requirements or costs had reported having enough information on these topics. This suggests the effectiveness of the information provided at in-person events. However, actual parent participation rates remain exceedingly low. Therefore, it is recommended that a greater emphasis be placed on parent outreach and encouraging participation in GEAR UP parent services.

Emphasize services facilitating college enrollment and financing. The current study revealed a downward trend in postsecondary enrollment rates over the past six years, with just half the seniors from the East TX GEAR UP schools enrolling in college in the most current year. Given that the program's cohort will be high school seniors next year and making choices about college enrollment, it is recommended that East TX GEAR UP maintain and expand the emphasis on services that will not only encourage postsecondary enrollment, but help students to understand and take the steps required of them to transition to and finance college.

Summary of Objectives and Activities

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?																
<p>Objective 1. In six years, increase the number of low socio-economic status (LSES) students, who are enrolled and successful in one or more advanced courses (including Pre-AP, AP, Dual Credit, Advanced, and Concurrent Credit).</p> <p>a) Increase from a baseline of 7% to 25%. b) Exceed the State's percentage.</p> <p>Benchmarks: For each year, a benchmark will be collected for that respective grade level.</p> <p>Baseline Data: The baseline year was 2009-2010.</p>	<p><u>Identification Efforts:</u></p> <ul style="list-style-type: none"> ~ Analyzed course schedules of students involved in advanced courses to determine if they were appropriate candidates. ~ Analyzed state testing results to identify which LSES students had potential for advanced course placement, but had not chosen to enroll in the prior year. ~ Analyzed PSAT scores for AP Potential and/or for anyone with potential for advanced course enrollment. <p><u>Recruitment Efforts:</u></p> <ul style="list-style-type: none"> ~ Recruited above eligible students. ~ Contacted their parents to discuss the opportunity. <p><u>Enrollment Efforts:</u></p> <ul style="list-style-type: none"> ~ Assisted above identified LSES students with any necessary schedule changes. <p><u>Support Efforts:</u></p> <ul style="list-style-type: none"> ~ Provided enrolled LSES students with academic support: i.e. AVID, before school tutorials, after school tutorials, study groups, and/or counseling. 	<p>Benchmark expectations for Objective 1 are on target for this Biennial measurement.</p> <p>a) Increase from a baseline of 7% to 25%.</p> <table border="1" data-bbox="846 659 1260 810"> <thead> <tr> <th>ETGUS Biennial</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2013-Gr. 9 Results</td> <td>39%</td> </tr> <tr> <td>2014-Gr. 10 Results</td> <td>35%</td> </tr> <tr> <td>2015-YTD Gr. 11 Results</td> <td>43%</td> </tr> </tbody> </table> <p>b) Exceed the State's percentage</p> <table border="1" data-bbox="881 909 1219 1056"> <thead> <tr> <th>Year</th> <th>*State %</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>24.6%</td> </tr> <tr> <td>2014</td> <td>25.6%</td> </tr> <tr> <td>2015</td> <td>Not Yet Available</td> </tr> </tbody> </table> <p><i>*State rates were extracted from the State's Yearly Academic Excellence Indicator Report (AEIS). The state percentages are for the entire high school (which is all that is available); whereas, ETGUS results are for the individual GEAR UP grade level.</i></p>	ETGUS Biennial	Percent	2013-Gr. 9 Results	39%	2014-Gr. 10 Results	35%	2015-YTD Gr. 11 Results	43%	Year	*State %	2013	24.6%	2014	25.6%	2015	Not Yet Available	<p>Actions: No changes are recommended in the grant for this objective.</p>
ETGUS Biennial	Percent																		
2013-Gr. 9 Results	39%																		
2014-Gr. 10 Results	35%																		
2015-YTD Gr. 11 Results	43%																		
Year	*State %																		
2013	24.6%																		
2014	25.6%																		
2015	Not Yet Available																		

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?																	
	<p>~ Provided students in Early College High School with daily academic support.</p> <p><u>Monitoring Efforts:</u></p> <p>~ Monitored LSES students' grades, benchmark testing, and absences each reporting period.</p> <p>~ Discussed support options when appropriate.</p> <p><u>Retention Efforts:</u></p> <p>~ Monitored LSES students' enrollment throughout the year.</p> <p>~ Provided counseling for anyone in jeopardy of dropping out of an advanced course.</p>																			
<p>Objective 2</p> <p>In six years, increase the number of low socio-economic status (LSES) students who are college ready in math and English.</p> <p>a) Increase number of LSES enrollment by 15 percentage points from a baseline of 1%.</p> <p>b) Exceed the state's percentage</p> <p>Utilize the following measures as indicators of college readiness:</p> <ul style="list-style-type: none"> • PSAT score of 107 in Critical Reading and Math with 50+ for each. • EOC Algebra I of 4000+ with passing of the Algebra II course. • EOC English II of 4000+. • TSI Reading: score of 	<p><u>Identification:</u></p> <p>~ Identified and targeted the LSES students who had potential to be college and career ready.</p> <p><u>Recruitment:</u></p> <p>~ Recruited the LSES students who had potential to be college and career ready into the more rigorous classes.</p> <p><u>Increased Instructional Expectations:</u></p> <p>~ Supported campuses as they implemented professional development strategies to increase rigor and relevance (Model Schools, AVID strategies-Cornell notes Socratic Seminars, and Philosophical Chairs).</p>	<p>Benchmark expectations for Objective 2 are on target for this Biennial measurement.</p> <p>a) Increase number of LSES enrollment by 15 percentage points from a baseline of 1%.</p> <table border="1" data-bbox="850 1247 1247 1398"> <thead> <tr> <th>ETGUS Biennial</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2013-Grade 9 Results</td> <td>1%</td> </tr> <tr> <td>2014 Grade 10 Results</td> <td>1%</td> </tr> <tr> <td>2015 YTD 11 Results</td> <td>24%</td> </tr> </tbody> </table> <p>b) Exceed state percentage of LSES students who are college and career ready in both English and math</p> <table border="1" data-bbox="846 1591 1252 1766"> <thead> <tr> <th>Year</th> <th>ETGUS Biennial</th> <th>*State %</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>2%</td> <td>9%</td> </tr> <tr> <td>2014</td> <td>24%</td> <td>Not Yet Available</td> </tr> </tbody> </table> <p><i>*State rates were extracted from the State's Yearly Academic Excellence Indicator Report (AEIS). The state percentages are for the entire high school (which is all that is available);</i></p>	ETGUS Biennial	Percent	2013-Grade 9 Results	1%	2014 Grade 10 Results	1%	2015 YTD 11 Results	24%	Year	ETGUS Biennial	*State %	2013	2%	9%	2014	24%	Not Yet Available	<p>Actions:</p> <p>No changes are recommended in the grant for this objective.</p>
ETGUS Biennial	Percent																			
2013-Grade 9 Results	1%																			
2014 Grade 10 Results	1%																			
2015 YTD 11 Results	24%																			
Year	ETGUS Biennial	*State %																		
2013	2%	9%																		
2014	24%	Not Yet Available																		

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?
<p>351-390+ & Writing: score of 363-390 and 4 on essay or 5+ on essay; and Math: score of 350-390+.</p> <ul style="list-style-type: none"> • Pass the high school 12th grade Postsecondary College Ready Class (math and English) class designed by postsecondary and high school staff. • Enrollment in and passing a dual credit or concurrent course. <p>This percentage will too exceed the State's percentage.</p> <p>Benchmark: For each grade level, a benchmark will be collected.</p> <p>Baseline Data: Due to the implementation of a new state test in 2012, a revised baseline of 1% was adopted in Year II.</p>	<p>~ Provided math professional development, East Texas Math Teachers' Circles, in collaboration with the SFASU STEM Center, for teachers of Algebra II, Geometry, and Pre-Calculus. This professional development taught teachers how to facilitate the increase of their students' problem solving skills.</p> <p>~ Supported one campus which continued a collaborative with Texas Instruments to continue a Math Forward coaching model. This model incorporates NSpire calculators coupled with continuous formative assessments and higher problem solving skills. This same campus extended the collaborative to include Science.</p> <p><u>Monitoring:</u></p> <p>~ Monitored through data team meetings at each high school where these identified low income students were discussed, their success and areas of needed support.</p> <p><u>Support:</u></p> <p>~ Supported the provision of tutoring (AVID, Pre-AP before and/or after school), and counseling for these students.</p>	<p><i>whereas, ETGUS results are for the individual GEAR UP grade level.</i></p>	

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?						
<p>Objective 3. Increase the number of GEAR UP students who graduate from high school in four years by increasing their passing rate of state required tests (Algebra I, English I (combined reading/writing), English II (combined reading/writing), biology, and U.S. history). ~ Increase from a baseline of 22% to 80%</p> <p>Benchmark: For each grade level, a benchmark will be collected that reveals the percent of students that pass all of their state tests administered for that respective grade level.</p> <p>Baseline Data: A revised baseline of 22% was established in 2012 (the first year of the new state test) utilizing the passing rates of required End of Course Exams (EOC) for the first group administered these tests.</p>	<p><u>Identification:</u> ~ Identified students who did not pass all state tests for their respective grade</p> <p><u>Support:</u> ~ Collaborated with campus staff to determine who needed tutorials, mentoring or counseling support. ~ Provided a variety of tutoring: AVID, English, math, Biology, Social Studies, and science. ~ Provided during the school day credit recovery classes. ~ Provided remedial, during the school day sessions, for those who failed one or more state tests. ~ Provided a transition information postcard.</p> <p><u>Monitoring:</u> ~ Monitored benchmark testing for those students in jeopardy of failing one or more of the upcoming state tests. ~ Discussed support options for these students.</p> <p><u>Summer Programs:</u> ~ Supported campuses who provided summer credit recovery programs. ~ Supported campuses as they provided session for those students who failed one or more state tests.</p>	<p>Benchmark expectations for Objective 3 are on target for this Biennial measurement.</p> <table border="1" data-bbox="846 485 1252 596"> <thead> <tr> <th>ETGUS Biennial</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2014-Grade 9 Results</td> <td>62%</td> </tr> <tr> <td>2015-Grade 10 Results</td> <td>67%</td> </tr> </tbody> </table> <p>Students who have failed prior tests will be re-taking those tests during October 2015.</p>	ETGUS Biennial	Percent	2014-Grade 9 Results	62%	2015-Grade 10 Results	67%	<p>Actions: No changes are recommended in the grant for this objective.</p>
ETGUS Biennial	Percent								
2014-Grade 9 Results	62%								
2015-Grade 10 Results	67%								

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?								
	<u>Parent Involvement:</u> ~ Contacted parents of any student failing two more courses in any nine week period. ~ Contacted parents of any student with excessive absences.										
<p>Objective 4 Increase the number of students who enroll in a post-secondary institution the fall semester after their senior year; ~ Increase from a baseline of 50% to 80%.</p> <p>Benchmarks: For each year, a district percent will be collected utilizing data from the Texas Higher Education Coordinating Board (THECB) and/or the National Student Clearing House.</p> <p>Baseline Data: The baseline data was the graduating class of 2010.</p>	<p><u>Research</u></p> <ul style="list-style-type: none"> ~ Researched EDUGUIDE a grit building program that enables students to learn Key Learning Skills and Techniques. ~ Researched summer melt and its potential impact on GEAR UP students. ~ Researched Focus Training, an organization designed to develop leadership skills in students. ~ Researched Deferred Action for Childhood Arrivals and its effect on our GEAR UP program. ~ Researched the platform termed Signal Vine, a two-way, interactive text-based system to send reminder to students during high school and beyond. ~ Researched the new SAT and its effect on future test-takers. ~ Researched Focus Training to provide leadership academy in summer 2015. ~ Researched IGNITE program to provide leadership academy in summer 2015. 	<p>Benchmark expectations for Objective 4 are not on target for this Biennial measurement.</p> <p>Although the benchmark does not involve GEAR UP students, four of our five campuses have marginally increased their percent of students enrolling in a postsecondary environment.</p> <table border="1" data-bbox="821 1003 1279 1171"> <thead> <tr> <th>APR Year Formative</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>53%</td> </tr> <tr> <td>2014</td> <td>50%</td> </tr> <tr> <td>2015</td> <td>Not Yet Available</td> </tr> </tbody> </table> <p>Survey Benchmark Data: ~ GEAR UP students' survey results (2014) suggest that 89.3% have an aspiration for enrolling in a postsecondary environment with 19.9% in a two-year college and 69.4% in a 4-year university. This differs only slightly from our 2012 survey with 86.4% expressing a plan for postsecondary enrollment with 29.6% in a two-year college and 56.8% in a 4-year university. ~ Survey results (2014) from parents of GEAR UP students suggest that 90.9% have an aspiration for their child enrolling in a postsecondary environment with 14.8% in a two-year college and 75.7% in a 4-year university. This is comparable to our 2012 survey with 90.5% expressing aspiration for their child to enroll in postsecondary with 17.9% in a two-year college and 73% in a 4-year university.</p>	APR Year Formative	Percent	2013	53%	2014	50%	2015	Not Yet Available	<p>Actions:</p> <ul style="list-style-type: none"> ~ The GEAR UP Director will meet with each Superintendent of Schools to discuss the implications for this objective and secure any recommendations ~ ETGUS will meet with the local community college to determine how to track students in a certificate program that may not be reported to The Higher Education Coordinating Board. ~ ETGUS will follow National Clearinghouse data to gather out of state and private postsecondary enrollment data not included in the Higher Education Coordinating Board data.
APR Year Formative	Percent										
2013	53%										
2014	50%										
2015	Not Yet Available										

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?
	<ul style="list-style-type: none"> ~ Researched trends from National Student Clearinghouse data. ~ Researched non-cognitive factors. ~ Researched pre-post assessments to assess non-cognitive factors. ~ Researched the enrollment process at Angelina College. ~ Researched the health career course offerings at Angelina College. ~ Researched the tech/workforce course offerings at Angelina College. ~ Researched the non-credit certificate offerings at Angelina College. ~ Researched the Target Occupations identified by WorkForce Solutions. ~ Researched Summer Melt through books/articles. <p><u>Student Support</u></p> <ul style="list-style-type: none"> ~ Continued its relationship with the school of social work through the collaborative internship program. ~ Held SFASU college student panels to inform students about admission requirements and financial aid. <p><u>Mentoring:</u></p> <ul style="list-style-type: none"> ~ Held ISD student groups to assist a focused group of students with Key 		

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?
	<p>Learning Skills and Key Transitional Knowledge.</p> <ul style="list-style-type: none"> ~ Held academic portfolio sessions with the entire cohort at one campus. <p><u>Near-Peer Mentoring</u></p> <ul style="list-style-type: none"> ~ Collaborated with Secondary Education and Educational Leadership instructor on the Peer Advising Program. ~ Partnered with SFASU to recruit students from local high schools to be mentors to our GEAR UP students through SFASU GenJacks Program. ~ Held a college course shadowing day for GEAR UP students. ~ Paired junior and senior high school students with freshmen on one campus. ~ Trained freshmen mentees to be mentors as sophomores on a campus. <p><u>Support:</u></p> <ul style="list-style-type: none"> ~ Supported two campuses that began study groups which mirror requirements at the postsecondary level. ~ Supported one campus that instituted Google Docs as the format for English assignments. ~ Produced Dual Credit video in collaboration with Angelina College that presented "What One Must do to be 		

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?
	<p>Successful in a Dual Credit Environment”.</p> <ul style="list-style-type: none"> ~ Planned with Angelina College enrollment staff for counselor position at Angelina College. <p><u>Summer Programs:</u></p> <ul style="list-style-type: none"> ~ Held Career Service Industry (C.S.I.) Academy designed to expose students to 2-year career opportunities and potential certifications. ~ Held Angelina College Summer Academy that was designed to expose students to career opportunities and potential certifications in 14 different career areas. ~ Supported two campuses that provided STEM enrichment camps. ~ Produced a Career Service Industry video as a promotional tool for future academies. <p><u>Student Leadership:</u></p> <ul style="list-style-type: none"> ~ Held a pre-orientation with GEAR UP students to invite and recruit them to Leadership academy. ~ Held a pre-academy camp for 25 students using the BricksforKids program. ~ Held the Generation Excellence Leadership Academy for 250 students from which a leadership club was 		

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?
	<p>organized at each site who are involved in service-learning.</p> <ul style="list-style-type: none"> ~ Planned a 5th grade orientation with the leadership and direction of GEAR UP students. ~ Supported a presentation by GEAR UP students high school faculty. ~ Recruited students to present at Texas GEAR UP conference ~ Recruited students to present at NCCEP GEAR UP Conference. <p><u>Branding:</u></p> <ul style="list-style-type: none"> ~ Produced a Leadership Academy video to use for annual leadership. ~ Updated ETGUS website with new and updated information. <p><u>College Knowledge:</u></p> <ul style="list-style-type: none"> ~ Provided a counselor to review PSAT results and begin an account for Quick Start. ~ Partnered with the Office of Multicultural Affairs to produce the Latinos Unidos Conference. ~ Hosted a College Summit at our Community College Summer Academy. ~ Supported one campus that hosted Ariel Moodie a dynamic speaker to motivate students. 		

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?
	<ul style="list-style-type: none"> ~ Partnered with the SFASU Freshmen Leadership Academy to deliver messaging to students on one campus. ~ Implemented a requirement of 3 student messages by college coaches for all students pertaining to college and career readiness (career interests, postsecondary choice, & financial aid). Four additional messages were required for high functioning LSES students (dual credit, AP, fit, and Apply 4 or More). ~ Designed a Fit and Match document designed to be used by College Coaches at partner schools. ~ Supported one campus that implemented the EduGuide grit-building program designed to teach the skills of persistence to students. ~ Supported one campus that implemented Seven Habits of Highly Effective Teens (incorporating a postsecondary theme). <p><u>Financial Literacy</u></p> <ul style="list-style-type: none"> ~ Trained students on Texas Guaranteed Financial Literacy on needs vs. wants on a campus. 		

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?
	<p>~ Provided financial aid training for GEAR UP Coordinators by Stephen F. Austin State University Representatives.</p> <p><u>College Visits</u> ETGUS provided college visits for its students.</p> <ul style="list-style-type: none"> ~ Conducted research regarding focused college visits for 2015-16 and 2016-17. ~ Supported approximately 117 AVID students who attended a focused college visit. <p><u>Partnerships:</u></p> <ul style="list-style-type: none"> ~ Attended Early College High School Committee Meetings to gain knowledge of concerns for current college students. ~ Connected with the Director of the GEAR UP Leadership Academy at NCCEP to assist with a Community College Summer Academy. ~ Partnered with Isa Adney, National Author and Speaker, to create a U-tube video for GEAR UP students. ~ Partnered with Etech Inc. to provide a mock interview and job shadowing experience for 34 students. 		

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?				
	<ul style="list-style-type: none"> ~ Partnered with Angelina College staff to present professional development opportunities for ETGUS district coordinators. ~ Partnered with Angelina College Tech/Workforce Director to present dual credit offerings to district CTE directors. <p><u>College Testing:</u></p> <ul style="list-style-type: none"> ~ Supported campuses that provided PSAT prep for students taking the PSAT. ~ Supported campuses that targeted students for PSAT administration. ~ Supported campuses that provided financial availability for PSAT testing. ~ Supported campuses that administered TSI testing for students involved in and/or entering the Early College High School program. <p><u>Monitoring:</u></p> <ul style="list-style-type: none"> ~ Administered GEAR UP students survey 						
<p>Objective 5 Increase the percentage of parents who report talking to someone about college entrance requirements and financial aid.</p> <p>a) By 2014 increase spoken to about college entrance from</p>	<p><u>Data Analysis</u></p> <ul style="list-style-type: none"> ~ Initiated Parent Data Team Meetings designed to analyze specific data with regard to parents with Campus Staff. <p><u>Research</u></p> <ul style="list-style-type: none"> ~ Researched parent meeting evaluation 	<p>Benchmark expectations for Objective 5 are on target for this Biennial measurement.</p> <p>a) Our results indicate that we exceeded 2014 expectations by 4.7%.</p> <table border="1" data-bbox="857 1749 1243 1818"> <thead> <tr> <th>ETGUS Biennial</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2014 Data</td> <td>36.9%</td> </tr> </tbody> </table>	ETGUS Biennial	Percent	2014 Data	36.9%	<p>Action: We will research other GEAR UP consortiums similar in demographics to ours to determine if we have missed utilizing an approach that had been effective for</p>
ETGUS Biennial	Percent						
2014 Data	36.9%						

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?				
<p>17.2% to 32.2%.</p> <p>By 2017 increase spoken to about college entrance from 17.2% to 47.2%.</p> <p>b) By 2014 increase spoken to about financial aid from 11.9% to 26.9%.</p> <p>By 2017 increase spoken to about financial aid from 11.9% to 41.9%.</p> <p>c)</p> <p>Benchmarks: A survey in 2014 will serve as benchmarks. A survey in 2017 will serve as the cumulative.</p> <p>Baseline Data: A baseline was collected in 2012.</p>	<p>tools.</p> <p><u>Professional Development:</u></p> <ul style="list-style-type: none"> ~ Conducted a Texas Guaranteed (TG) financial literacy Train-the-Trainer workshop for campus staff and parents. ~ Attended the HB 5 Parent Summit hosted by the Texas Higher Education Coordinating Board. ~ Supported three parents to attend the Texas GEAR UP Conference. <p><u>Research:</u></p> <ul style="list-style-type: none"> ~ Researched the PALMS framework. PALMS, the Postsecondary Access for Latino Middle-Grades Students. ~ Consulted with retired social worker for guidance on parent outreach. ~ Consulted with retired superintendent from a school in south Texas about items pertinent to our geographic area. <p><u>Parent Outreach</u></p> <ul style="list-style-type: none"> ~ Implemented the Postsecondary Access for Latino Middle-Grades Students (PALMS) with one campus. ~ Supported the Parent2Parent volunteers who interviewed with local campus TV station. 	<p>b) Our results indicate that we exceeded 2014 expectations by .3%.</p> <table border="1" data-bbox="857 485 1240 554"> <thead> <tr> <th>ETGUS Biennial</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2014 Data</td> <td>27.2%</td> </tr> </tbody> </table>	ETGUS Biennial	Percent	2014 Data	27.2%	<p>someone else. In addition, we will research utilizing a variety of venues in which to survey in lieu of just a paper copy.</p>
ETGUS Biennial	Percent						
2014 Data	27.2%						

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?
	<ul style="list-style-type: none"> ~ Held a parent capacity building training on Abriendo Puertas Lessons EC-4 and ML-3. ~ Held a parent recognition workshop designed to support and recognize our parent outreach volunteers. ~ Connected with Assistant Professor of Marketing to assist with a communications plan. ~ Marketed program as a parent volunteer was interviewed by local news station. ~ Developed parent data teams to target specific parents. ~ Contracted with a parent to continue assisting ETGUS with Parent2Parent. ~ Developed relationships with churches in the Angelina/Nacogdoches area. ~ Phoned parents individually to invite them to parent meetings. <p><u>Parent Meetings:</u></p> <ul style="list-style-type: none"> ~ Held parent meetings for parents of first-generation students, parents of CTE students, and parents of high ability and potential students on all campuses. ~ One campus held a additional parent meeting with a college night focus. 		

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?
	<ul style="list-style-type: none"> ~ Collaborated with local high school on the 1st Annual Student Aid Saturday. ~ Held Abriendo Puertas meetings: Lesson 1, III, and EC-4 ML-3. <p><u>Parent Messaging:</u></p> <ul style="list-style-type: none"> ~ Developed a messaging campaign for messages about college entrance and financial aid for 2014-2018 with an output of one per quarter. ~ Send two messages this summer: 1). Transition from 9th to 10th and 2) the importance of the PSAT test. ~ Send Quarter 1 (fit & financial aid) and Quarter 2 (dual credit/AP & financial aid) messages in 2014. ~ Supported one campus that produced a quarterly newsletter. <p><u>Parent Notification:</u></p> <ul style="list-style-type: none"> ~ Supported campuses who notified parents regarding any failing grades and or excesses absences. <p><u>Monitoring:</u></p> <ul style="list-style-type: none"> ~ Administered GEAR UP parent survey 		