Connecting to Outcomes

Leveraging Partnerships and Rigorous Research for GEAR UP
Improvement for Iowa Students
...But Not All of Them
Iowa Compared to GEAR UP Cohort
GEAR UP Rates

GEAR UP 1.0

Graph showing trends in HS Grad Rate, Intentions, and Enrollment for different graduating classes from 2013 to 2016.
The Partnership
The Authors

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Study 1: Overall Impact

Research Questions

• Does GEAR UP increase college enrollment?
• Persistence?

Method

Difference-in-differences analysis:

• 2010 - 2015 high school graduates, N=17,605
• 19 high schools, 6 of which implemented GEAR UP
• Postsecondary enrollment in 1st year after high school, 2nd year or both from NSC data
Study 2: Service Impact

Research Questions

• Do specific services have an effect on college enrollment?
• Persistence?

Method

Propensity score analysis:
• 682 GEAR UP UP MBAEA students
• Services including:
  • college visits, financial aid counseling, academic enhancement and academic/career counseling
• Postsecondary enrollment in 1st year after high school, 2nd year or both from NSC data
Outcomes & Implications

Results and What They Mean
Improving College Access at Low-Income High Schools

Study 1:
The Impact of GEAR UP Iowa on Postsecondary Enrollment and Persistence

- 17,000 students, both GEAR UP and non-GEAR UP
- GEAR UP Iowa students enrollment rates were 3% to 4% higher than rates for their non-GEAR UP counterparts (adjusting for student demographics)
- college enrollment gap between students of lower SES and higher SES - cut by 50%
- No significant effects on persistence - consistent rate indicates that GEAR UP did not send underprepared students, who would be likely to drop out, to college
Results

<table>
<thead>
<tr>
<th>Predictor</th>
<th>College enrollment</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Within 2 years after HS graduation</td>
<td>Within 1 year after HS graduation</td>
<td>College persistence to the second year</td>
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<td></td>
</tr>
<tr>
<td>GEAR UP HS</td>
<td>Model 1  -.507*** (.194)</td>
<td>Model 2  -.503*** (.194)</td>
<td>Model 1  -.510** (.222)</td>
<td>Model 2  -.506** (.221)</td>
<td>Model 1  -.627** (.250)</td>
</tr>
<tr>
<td>Graduated in 2014</td>
<td>Model 1  -.307*** (.058)</td>
<td>Model 2  -.181** (.074)</td>
<td>Model 1  -.272*** (.057)</td>
<td>Model 2  -.185** (.073)</td>
<td>Model 1  -.321*** (.090)</td>
</tr>
<tr>
<td>Graduation year (linear)</td>
<td>Model 1  -.049*** (.018)</td>
<td>Model 2  -.034* (.018)</td>
<td>Model 1  -.027 (.027)</td>
<td>Model 2  -.027 (.027)</td>
<td>Model 1  -.027 (.027)</td>
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<tr>
<td>Average marginal effect for difference-in-differences</td>
<td>Model 1  .031</td>
<td>Model 2  .031</td>
<td>Model 1  .035</td>
<td>Model 2  .034</td>
<td>Model 1  —</td>
</tr>
<tr>
<td>n</td>
<td>14,706</td>
<td>14,706</td>
<td>14,706</td>
<td>14,706</td>
<td>9,331</td>
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Positive effects in both models, ranging 3.1-3.5%

More students enroll, just as likely to persist as peers
Promoting Educational Success

Study 2:
Which GEAR UP Services Lead to Postsecondary Enrollment and Persistence?

• 682 students in a MBAEA GEAR UP district
• Four categories and seven specific services were examined

Key Impacts:
• College Visits - **9% points more likely to enroll** in college within two years of HS graduation and **13% point more likely to persist**, as those who did not participate
• Financial Aid Counseling - **over 17% points on enrollment**
• ACT/SAT Prep – **12% points on enrollment**
• One-time Services – Ineffective or less effective
How Have We Used this Information?

- Restructuring, refining services
- Data collection improvements
- Development of additional studies
- Building buy-in and support
Questions