



School Name/County	Survey Type	Number of Respondents (N)
Hannan High School /Mason	School Personnel Survey	18

### School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	28
Surveys Received	18
<b>Estimated Response Rate (%)</b>	<b>64.3%</b>

### Results (Percentages) by Survey Question

1. What current grade level(s) do you serve? (select all that apply)

	(%)
Grade 9	83.3%
Grade 10	94.4%
Grade 11	94.4%
Grade 12	83.3%

2. Are you a GEAR UP site coordinator?

	(%)
Yes	5.6%
No	94.4%

3.a Please rate your level of agreement that each of the statements below accurately reflects your SCHOOL:

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
<b>RIGOR AND EXPECTATIONS</b>					
a. Creativity and original thinking are highly valued.	5.6%	5.6%	61.1%	27.8%	0.0%
b. Teachers expect all students' to succeed academically.	11.1%	0.0%	61.1%	27.8%	0.0%
c. Students are encouraged to do their best.	11.1%	0.0%	38.9%	50.0%	0.0%
d. Teachers regularly talk to students about the importance of college.	11.1%	5.6%	38.9%	44.4%	0.0%
e. Students care about learning and getting a good education.	5.6%	5.6%	66.7%	22.2%	0.0%
f. Students are encouraged to set future college and career goals.	5.6%	0.0%	61.1%	33.3%	0.0%
g. Students are learning effective problem solving skills.	5.6%	5.6%	61.1%	27.8%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	5.6%	5.6%	50.0%	38.9%	0.0%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	5.6%	5.6%	61.1%	27.8%	0.0%



j. The curriculum appropriately challenges most students.	5.6%	11.1%	55.6%	27.8%	0.0%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
<b>VISUAL CUES AND MATERIAL RESOURCES</b>					
k. College pennants, banners, and posters are visible.	0.0%	0.0%	44.4%	55.6%	0.0%
l. Parents are included in the college preparation process.	0.0%	0.0%	61.1%	38.9%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	5.6%	11.1%	55.6%	27.8%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	0.0%	66.7%	33.3%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	16.7%	61.1%	22.2%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	5.6%	11.1%	55.6%	27.8%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	5.6%	11.1%	55.6%	27.8%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	5.6%	11.1%	72.2%	11.1%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	5.6%	16.7%	55.6%	22.2%	0.0%

**3b. Please rate your level of agreement that each of the statements below accurately reflects your CLASSROOM (Note: Only teachers were asked to respond to this item):**

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
<b>RIGOR AND EXPECTATIONS</b>					
a. Creativity and original thinking are highly valued.	0.0%	6.7%	26.7%	66.7%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	40.0%	60.0%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	46.7%	53.3%	0.0%
d. I regularly talk to students about the importance of college.	0.0%	0.0%	46.7%	53.3%	0.0%
e. Students care about learning and getting a good education.	0.0%	13.3%	26.7%	60.0%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	40.0%	60.0%	0.0%
g. Students are learning effective problem solving skills.	0.0%	13.3%	33.3%	53.3%	0.0%



h. I am able to engage students in a rigorous curriculum	6.7%	6.7%	40.0%	46.7%	0.0%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	6.7%	6.7%	46.7%	40.0%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	6.7%	46.7%	40.0%	6.7%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
<b>VISUAL CUES AND MATERIAL RESOURCES</b>					
k. College pennants, banners, and posters are visible.	13.3%	0.0%	60.0%	26.7%	0.0%
l. Parents are included in the college preparation process.	6.7%	0.0%	73.3%	20.0%	0.0%
m. I am provided with professional development on the topics of college readiness and success.	13.3%	6.7%	60.0%	20.0%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	13.3%	0.0%	53.3%	33.3%	0.0%
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	13.3%	13.3%	60.0%	13.3%	0.0%
p. I am provided information about the school's college-going rate and FAFSA completion rates.	13.3%	13.3%	46.7%	26.7%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	13.3%	0.0%	60.0%	26.7%	0.0%
r. I engage in ongoing professional development about ways to promote college readiness.	13.3%	6.7%	60.0%	20.0%	0.0%
s. I am equipped with the knowledge to assist students in the transition from high school to college.	13.3%	6.7%	53.3%	26.7%	0.0%

**4. How comfortable do you feel about your level of knowledge to assist students with the following college topics?**

	Rather not say (%)	Not at all (%)	Slightly (%)	Moderately (%)	Extremely (%)	No Response (%)
FAFSA	0.0%	0.0%	11.1%	33.3%	55.6%	0.0%
College savings plan/ 529	0.0%	11.1%	16.7%	55.6%	16.7%	0.0%
ACT/SAT	0.0%	0.0%	11.1%	33.3%	50.0%	5.6%
WV Higher Education Grant	0.0%	5.6%	11.1%	27.8%	50.0%	5.6%
Federal Grants, loans, work-study	0.0%	5.6%	11.1%	33.3%	50.0%	0.0%
College Selection (Match and Fit)	0.0%	0.0%	22.2%	27.8%	50.0%	0.0%
Scholarships (e.g., PROMISE or institutional)	0.0%	5.6%	16.7%	33.3%	44.4%	0.0%
Requirements for College Acceptance	0.0%	5.6%	11.1%	38.9%	44.4%	0.0%
The importance/ Benefit of College Education	0.0%	0.0%	5.6%	22.2%	72.2%	0.0%



High School Graduation Requirements	0.0%	0.0%	5.6%	22.2%	72.2%	0.0%
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**5. Please rate your level of Involvement in the college-related activities presented below?**

	Not Applicable (%)	Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
I participate in the college preparation activities of my school (e.g., chaperoning college visits).	0.0%	22.2%	22.2%	11.1%	27.8%	16.7%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	16.7%	5.6%	55.6%	22.2%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	16.7%	5.6%	50.0%	22.2%	5.6%
I offer students supplemental instructional support to prepare them for postsecondary options.	5.6%	0.0%	16.7%	5.6%	50.0%	16.7%	5.6%
I offer or incorporate class time to support college preparation efforts at my school.	5.6%	16.7%	16.7%	22.2%	22.2%	16.7%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	0.0%	5.6%	22.2%	22.2%	38.9%	5.6%	5.6%

**6. In your opinion, what is the most important aspect to building a college going culture at your school?**

Having EVERYONE on board - from admin to teachers to counselors, to cooks, custodians, & secretaries; There needs to be a mindset of "when you plan your postsecondary education" not \*IF\* you plan on it. It needs to be conveyed from the beginning that this is an expectation and that we truly believe that all of our students can do this.; I believe that it is vital to inform students of the options available to them after high school. There are numerous programs and careers that students do not know about and informing them of their options is very important.; communication; make sure that all students meet the min college requirement even if they plan on not going to college.; Making sure the students are aware of the opportunities available to them. And making sure they know that college is an option for them.; ; We as professionals need to encourage students that there is a "better" life with higher education.; The AP courses are very important along with the teachers that teach those courses.; Exposure to opportunities.; Strive for programs and knowledge on post secondary; I believe the most important aspect to building a college going culture is to address the student who is not considering college. If college is a part of our school culture, we may be able to encourage that student who has few plans after graduation.; Kids actually going to college. Then, and I know this is weird, staying in college to its



completion. Kids never have to actually finish anything here...they get their participation ribbon just for showing up half-cheeked from time to time.; Students have an understanding of their options for their future.; By regularly talking with student about the importance of their education, and how it will create a much better life for them if they are educated.

**7. Also, please explain what you see as your role in building a college going culture at your school?**

I am definitely the "go to" in our building for all things college - however it is great to see other's coming on board as "experts" in different areas so that I can have back up and assistance. I pretty much coordinate ALL things college in our building.; I will remain actively vocal in building this culture with ALL students.; I am constantly talking to students about their plans after high school and what options are available to them.; Career readiness while college prepared; To encourage kids to learn because everything else can be taken away.; I teach our Dual Credit/AP/Honors History courses. I am also very involved with our counselor/coordinator in making sure students stay in the loop about college opportunities and deadlines.; Encourage students to be challenged and overcome any obstacle they may face.; Helping IEP students meet those post secondary goals; Volunteering for this program.; Lead by example and promote programs to help with post secondary; I believe schools need to have more career fairs and career interest type activities to better prepare students for post-graduation.; Have you ever heard that story of the boy who put his finger in the dam? That's me.; Letting the students know the world is a big place and so are their opportunities.; Talking with individual students about their future plans and how to best implement them.

**8. Please indicate how effective participation in GEAR UP sponsored activities available at your school has been in helping your students to succeed in school/prepare for college:**

	Does Not Apply/Not Offered (%)	I did not attend (%)	Not at all (%)	Slightly (%)	Moderately (%)	Extremely (%)	No Response (%)
Tutoring and homework assistance	5.6%	0.0%	0.0%	16.7%	33.3%	38.9%	5.6%
Opportunities to participate in college visits	5.6%	11.1%	0.0%	5.6%	27.8%	50.0%	0.0%
Summer activities	11.1%	11.1%	0.0%	11.1%	22.2%	44.4%	0.0%
College Application and Exploration Week	5.6%	5.6%	0.0%	16.7%	22.2%	50.0%	0.0%
Provide Information about college entrance requirements	5.6%	0.0%	0.0%	22.2%	33.3%	38.9%	0.0%
Career exploration activities	5.6%	0.0%	0.0%	22.2%	33.3%	38.9%	0.0%
Test preparation (e.g., ACT/SAT)	5.6%	0.0%	0.0%	11.1%	44.4%	38.9%	0.0%
Assistance with College Entrance Processes	5.6%	5.6%	0.0%	16.7%	33.3%	38.9%	0.0%
Assistance with completing financial aid forms (e.g., FAFSA)	5.6%	11.1%	0.0%	11.1%	27.8%	44.4%	0.0%
Teacher professional development about college	11.1%	5.6%	0.0%	11.1%	33.3%	38.9%	0.0%



awareness and success strategies							
Student Success Societies/Mentoring opportunities	5.6%	5.6%	0.0%	16.7%	16.7%	50.0%	5.6%

**9. In general, how often do you participate in GEAR UP activities?**

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
11.1%	22.2%	22.2%	27.8%	16.7%	0.0%

**Please Elaborate:**

I am the site coordinator/lone counselor at HHS. Therefore - I'm always involved.; I am the Mentor for the Student Success Society.; I have accompanied the gear up students on several field trips as well as viewed speakers who have come to our school.; ; The students I work with daily will not be attending college.; Whenever there is a college visit I try to attend. Help with FAFSA night at school. Overall just always encourage students to further their education.; Ongoing activities.; ; As a ELA Interventionist, I am not directly involved in these activities.; I dunno what they are; I'm a first year teacher so most of the GEAR UP positions are taken care of.

**10. The next set of items ask about your level of agreement related to the overall experience provided to you through GEAR UP.**

	Not Applicable (%)	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
I think GEAR UP is making a positive impact on students in my school.	0.0%	0.0%	0.0%	38.9%	61.1%	0.0%
I think GEAR UP is making a positive impact on my colleagues in my school	0.0%	5.6%	0.0%	38.9%	55.6%	0.0%
GEAR UP activities are likely to be sustained after the grant ends.	0.0%	5.6%	11.1%	55.6%	27.8%	0.0%

**11. Thinking about the future when GEAR UP services and activities are no longer at your school, to what extent will your school promote the following elements related to a college-going culture?**

	Does not Apply (%)	Not at All (%)	Slightly (%)	Moderately (%)	Extremely (%)	No Response (%)
Family Involvement	0.0%	5.6%	5.6%	55.6%	33.3%	0.0%
Mentoring	0.0%	5.6%	11.1%	44.4%	38.9%	0.0%
Academic Support	0.0%	5.6%	5.6%	38.9%	50.0%	0.0%
Financial Literacy	0.0%	5.6%	16.7%	33.3%	44.4%	0.0%
Partnership with Institutions of Higher Education	0.0%	5.6%	11.1%	38.9%	44.4%	0.0%



Community Support	0.0%	5.6%	11.1%	55.6%	27.8%	0.0%
College Visits	0.0%	11.1%	11.1%	38.9%	38.9%	0.0%
Access to College Professionals	0.0%	11.1%	11.1%	55.6%	22.2%	0.0%
Life Skills Development	0.0%	5.6%	5.6%	55.6%	33.3%	0.0%
College Application and Exploration Week	0.0%	5.6%	0.0%	55.6%	33.3%	5.6%

**Please Elaborate:**

Many of these activities would cost money which will no longer be available if the Grant services end. Many would have support but would not have funding.; Funding provided by GEAR UP is important.; Obviously if we don't have the money we can't take trips or purchase additional items related to GEARUP activities. But we will do our best to carry on for our kids.; I have not been directly involved with funding, but have fears that without funding some of the activities would cease. For example, after-school tutoring programs, the purchase of special equipment to help students succeed, etc. .; Without a Gear Up coordinator pushing our staff to participate, the activities, although valued, are viewed as distractions from curriculum. They are needed. Each teacher needs to do more. But with measurement of our success based upon students success in our focus of study, all other things take a back seat.; Faculty members who are involved in Gear-Up Activities are the ones who will continue to encourage students using the elements related to a college going culture with encouragement from the administration but until there is a significant turn-over in faculty and new, motivated and highly qualified faculty are secured there will always be a significant amount of politically unmotivated personal. The Board office was mainly unseen and of no positive value. We are all busy. Overall, for the small number of educators that participated in the program, it had a tremendous impact on students and I hope the Gear-Up philosophy stays here in this system along time.; Without a person leading and promoting the activities, other demands of our jobs take precedence.;

**12. How sure are you that the majority of students...**

	Not applicable (%)	Not at all (%)	Somewhat (%)	Sure (%)	Very Sure (%)	No Response (%)
...will not attend but will seek a job or enter the military.	0.0%	44.4%	16.7%	27.8%	11.1%	0.0%
...will be eligible to apply to a postsecondary institution.	0.0%	11.1%	27.8%	44.4%	16.7%	0.0%
...can make an educational plan that will prepare them for college.	0.0%	16.7%	33.3%	44.4%	5.6%	0.0%
...can get good grades in their high school science classes.	0.0%	11.1%	27.8%	50.0%	11.1%	0.0%
...can get good grades in their high school math classes.	0.0%	16.7%	16.7%	50.0%	16.7%	0.0%
...can choose the high school classes needed to get into college.	0.0%	16.7%	16.7%	38.9%	27.8%	0.0%
...know enough about computers/ technology to get into college.	0.0%	16.7%	22.2%	38.9%	22.2%	0.0%
...can go to college after high school.	0.0%	11.1%	27.8%	38.9%	22.2%	0.0%
...could get A's and B's in college.	0.0%	11.1%	38.9%	44.4%	5.6%	0.0%



...could finish college and receive a college degree.	0.0%	11.1%	33.3%	50.0%	5.6%	0.0%
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**13. Please use this space for additional comments, questions, or concerns:**

The gearup grant has brought amazing things to our school. I have been very impressed with the college visits and speakers that the gearup grant has brought to Hannan. I especially enjoyed Aric Bostic, his message to our students was fantastic.