



School Name/County	Survey Type	Number of Respondents (N)
Richwood High School /Nicholas	School Personnel Survey	25

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	28
Surveys Received	25
Estimated Response Rate (%)	89.3%

Results (Percentages) by Survey Question

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

	(%)
Grade 9	76.0%
Grade 10	72.0%
Grade 11	76.0%
Grade 12	80.0%

2. Are you a GEAR UP site coordinator?

	(%)
Yes	0.0%
No	100.0%

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 (%)
RIGOR AND EXPECTATIONS					
a. Creativity and original thinking are highly valued.	0.0%	0.0%	36.0%	60.0%	4.0%
b. Teachers 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%	28.0%	72.0%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	0.0%	48.0%	52.0%	0.0%
e. Students care about learning and getting a good education.	0.0%	8.0%	56.0%	36.0%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	36.0%	64.0%	0.0%
g. Students are learning effective problem solving skills.	0.0%	12.0%	52.0%	36.0%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	0.0%	8.0%	52.0%	40.0%	0.0%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	44.0%	56.0%	0.0%



j. The curriculum appropriately challenges most students.	0.0%	8.0%	48.0%	44.0%	0.0%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	0.0%	4.0%	32.0%	64.0%	0.0%
l. Parents are included in the college preparation process.	0.0%	0.0%	52.0%	48.0%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	8.0%	68.0%	24.0%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	0.0%	52.0%	48.0%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	8.0%	60.0%	32.0%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	16.0%	44.0%	40.0%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	12.0%	64.0%	24.0%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	0.0%	12.0%	64.0%	24.0%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	12.0%	56.0%	28.0%	4.0%

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 (%)
RIGOR AND EXPECTATIONS					
a. Creativity and original thinking are highly valued.	0.0%	0.0%	40.9%	59.1%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	50.0%	50.0%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	50.0%	50.0%	0.0%
d. I regularly talk to students about the importance of college.	0.0%	4.5%	50.0%	45.5%	0.0%
e. Students care about learning and getting a good education.	0.0%	0.0%	59.1%	40.9%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	54.5%	45.5%	0.0%
g. Students are learning effective problem solving skills.	0.0%	0.0%	50.0%	50.0%	0.0%



h. I am able to engage students in a rigorous curriculum	0.0%	0.0%	54.5%	45.5%	0.0%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	45.5%	54.5%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	0.0%	50.0%	50.0%	0.0%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	9.1%	13.6%	36.4%	40.9%	0.0%
l. Parents are included in the college preparation process.	0.0%	9.1%	59.1%	31.8%	0.0%
m. I am provided with professional development on the topics of college readiness and success.	4.5%	13.6%	54.5%	27.3%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	4.5%	59.1%	36.4%	0.0%
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	4.5%	9.1%	50.0%	36.4%	0.0%
p. I am provided information about the school's college-going rate and FAFSA completion rates.	4.5%	13.6%	50.0%	31.8%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	4.5%	13.6%	54.5%	27.3%	0.0%
r. I engage in ongoing professional development about ways to promote college readiness.	4.5%	18.2%	54.5%	22.7%	0.0%
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	4.5%	63.6%	31.8%	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%	12.0%	24.0%	36.0%	28.0%	0.0%
College savings plan/ 529	0.0%	36.0%	12.0%	44.0%	8.0%	0.0%
ACT/SAT	0.0%	12.0%	8.0%	32.0%	48.0%	0.0%
WV Higher Education Grant	0.0%	24.0%	24.0%	28.0%	24.0%	0.0%
Federal Grants, loans, work-study	0.0%	12.0%	16.0%	48.0%	24.0%	0.0%
College Selection (Match and Fit)	0.0%	16.0%	12.0%	24.0%	48.0%	0.0%
Scholarships (e.g., PROMISE or institutional)	0.0%	12.0%	12.0%	28.0%	48.0%	0.0%
Requirements for College Acceptance	0.0%	8.0%	4.0%	36.0%	52.0%	0.0%
The importance/ Benefit of College Education	4.0%	4.0%	0.0%	16.0%	72.0%	4.0%



High School Graduation Requirements	4.0%	4.0%	0.0%	28.0%	60.0%	4.0%
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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).	12.0%	20.0%	24.0%	24.0%	16.0%	4.0%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	4.0%	16.0%	56.0%	24.0%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	4.0%	16.0%	52.0%	28.0%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	0.0%	0.0%	8.0%	32.0%	52.0%	8.0%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	4.0%	0.0%	12.0%	36.0%	40.0%	8.0%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	4.0%	0.0%	16.0%	44.0%	28.0%	8.0%	0.0%

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

<p>Frequent discussion and opportunities for students to ask and have questions answered.; Having an open and honest discussion about what college can offer them; also, showing them that there is HELP for everyone.; College Prep; Be open and up front with all teachers.; Teachers should talk openly with their students in order to be better prepared to adequately prepare them for their futures.; Getting information to parents and students about college and helping them with the process of applying to college and for financial aide.; I think that building relationships with the students to allow them to know that they trust you with their decision. Another aspect to relationships is that they know that if they need anything, they can come to you.; The Gear Up Program is very beneficial; Offering higher level subjects Offering classes that help student enegage in selection of colleges; Student awareness; Getting buy-in and support from the teachers and parents; A more coordinated staff approach.; To help students understand the importance of a college education.; Gear Up has played a major role in encouraging and helping college bound students.; The GearUp Program is very beneficial to those students attending college. The students are provided the information needed to encourage them to attend college.; It leads to the sucess of the student.; To find the benefits of going to college vs not going, to introduce</p>



colleges and other post-secondary options, to encourage exploration.; Showing the relevance to the students; habitually providing resources and knowledge of all types of post-high school education especially in order to emphasize its accessibility regardless of family income.; Simply explaining why college and career readiness is important.; All teachers interact frequently with students on questions about college, disseminating information about college life, college entry requirements, scholarships, career and study choices, and determining each individual student's interests. This has had an amazing influence on students who are considering going to college.

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

I offer advice on how scheduling works and what is expected at the college level; I think we should all encourage as many students as possible to go to college; Getting students interested in college regardless of their background.; Promotion; Be truthful; At our school, each teacher is assigned an advisory. Advisory groups are clustered by grade level. The teacher (advisor) acts as a mentor to their particular group of students.; Making sure all teachers have the ability to talk to students intelligently about college and the process.; Being the role model is important because I give them what they need to know and what they want to know.; Talk with students about my college experiences; Being able to provide students with knowledge of colleges; My role as a teacher is to encourage students to go to some type of education after high school graduation. It needs to be stressed daily.; Sharing info with teachers to share with students. Creating an environment in the building that supports career opportunities and education so students have a visual reminder.; I didn't see myself as having a role in that other than my discussions with individual students. I am hesitant to encourage every student to go to college, because I don't think college is right for every student, so I tend to take an approach that encourages different kinds of post-secondary training and opportunities (including associate's degrees and vocational opportunities).; I should talk to as many students as possible about the importance of a college education; As an educator, it is my role to help students find direction after high school.; I encourage the students to do their best and achieve to their ability. I often talk to them about what they will need to do to prepare for college.; There are many areas where the student can learn about the colleges and the selections and reasons for going to college.; College is not right for every student; there are other options available and better suited for certain kids. I meet with the students and based on their interests, hopes, plans, goals, and family requirements, we make a plan that is best for each kid to challenge themselves and be successful. my role is to find the best fit for each student.; I can encourage my students to think about what they want to in the future.; Being truthful with my experiences, thorough and open-minded to alternatives to college, but ultimately showing my full support for what college can and will provide any student who wants to go.; I try to explain why students can benefit from college.; As an English Language Arts teacher I see my role as making sure the students have the reading, comprehension, study, and writing skills necessary to succeed in all college courses. However, I am also just starting my career as an educator after several years working in private industry where I was a human resources manager and assisted many parents with completing FAFSA, scholarship search and applications, and discussed West Virginia's tuition savings plan with them frequently so I also believe I can help the students find funding and the right college for themselves.

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	12.0%	24.0%	0.0%	12.0%	32.0%	20.0%	0.0%



Opportunities to participate in college visits	12.0%	24.0%	0.0%	4.0%	28.0%	32.0%	0.0%
Summer activities	16.0%	20.0%	0.0%	12.0%	24.0%	28.0%	0.0%
College Application and Exploration Week	12.0%	20.0%	0.0%	4.0%	36.0%	28.0%	0.0%
Provide Information about college entrance requirements	12.0%	8.0%	0.0%	8.0%	36.0%	36.0%	0.0%
Career exploration activities	12.0%	12.0%	0.0%	8.0%	32.0%	36.0%	0.0%
Test preparation (e.g., ACT/SAT)	12.0%	8.0%	4.0%	8.0%	40.0%	28.0%	0.0%
Assistance with College Entrance Processes	12.0%	12.0%	4.0%	4.0%	24.0%	36.0%	8.0%
Assistance with completing financial aid forms (e.g., FAFSA)	12.0%	16.0%	4.0%	8.0%	16.0%	40.0%	4.0%
Teacher professional development about college awareness and success strategies	24.0%	16.0%	4.0%	12.0%	32.0%	12.0%	0.0%
Student Success Societies/Mentoring opportunities	12.0%	16.0%	4.0%	16.0%	28.0%	24.0%	0.0%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
32.0%	36.0%	8.0%	12.0%	12.0%	0.0%

Please Elaborate:

I am a Gear-Up after school tutor; I'm a special ed teacher and don't really have many students who participate in the program; ; Never given the opportunity to help.; Help get stuff set up for the kids; As a Civics teacher, I often participate in the activities with my students.; Never invited; I work in a self contained situation with lower level functioning students.; ; I wasn't aware of these opportunities being provided at the school.; I have gone to College Decision Day with my students.; I have not been asked.; None; I am one of the mentors for our school. I am also in constant communication with my sight coordinator. I participate in as many activities as possible; if I cannot attend I ensure that I gain the knowledge of the event so that I can share it with those that need to know about it.; I don't get asked directly about it.; I am an SSS mentor and am therefore involved in GEAR UP activities.; I have only begun my career as an educator and I have only been employed for the past two months.

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 (%)
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I think GEAR UP is making a positive impact on students in my school.	4.0%	0.0%	0.0%	56.0%	40.0%	0.0%
I think GEAR UP is making a positive impact on my colleagues in my school	8.0%	0.0%	4.0%	60.0%	24.0%	4.0%
GEAR UP activities are likely to be sustained after the grant ends.	8.0%	8.0%	16.0%	56.0%	12.0%	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	4.0%	0.0%	12.0%	44.0%	40.0%	0.0%
Mentoring	4.0%	0.0%	12.0%	36.0%	48.0%	0.0%
Academic Support	4.0%	0.0%	12.0%	40.0%	44.0%	0.0%
Financial Literacy	4.0%	0.0%	8.0%	36.0%	52.0%	0.0%
Partnership with Institutions of Higher Education	4.0%	0.0%	4.0%	52.0%	36.0%	4.0%
Community Support	4.0%	0.0%	8.0%	48.0%	40.0%	0.0%
College Visits	4.0%	0.0%	8.0%	40.0%	48.0%	0.0%
Access to College Professionals	4.0%	0.0%	28.0%	32.0%	36.0%	0.0%
Life Skills Development	4.0%	0.0%	16.0%	44.0%	36.0%	0.0%
College Application and Exploration Week	0.0%	0.0%	4.0%	48.0%	36.0%	12.0%

Please Elaborate:

Our community does not have the monetary support to continue these activities. We also do not have an institute of higher learning in our county. We need to be able to go on field trips to visit colleges.; Due to lack of county funds, it will be difficult to continue with many of the services provided by GearUp; If the event takes money to accomplish, we will not have the money to do it. Our county has no levy and no extra funding. We are also in a very financially restricted low job rate area.

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.	4.0%	32.0%	44.0%	16.0%	4.0%	0.0%
...will be eligible to apply to a postsecondary institution.	4.0%	4.0%	32.0%	48.0%	12.0%	0.0%
...can make an educational plan that will prepare them for college.	8.0%	0.0%	36.0%	48.0%	8.0%	0.0%
...can get good grades in their high school science classes.	4.0%	0.0%	16.0%	72.0%	8.0%	0.0%



...can get good grades in their high school math classes.	4.0%	4.0%	40.0%	44.0%	8.0%	0.0%
...can choose the high school classes needed to get into college.	4.0%	0.0%	32.0%	52.0%	12.0%	0.0%
...know enough about computers/ technology to get into college.	4.0%	0.0%	20.0%	64.0%	12.0%	0.0%
...can go to college after high school.	4.0%	0.0%	32.0%	56.0%	8.0%	0.0%
...could get A's and B's in college.	4.0%	0.0%	60.0%	32.0%	4.0%	0.0%
...could finish college and receive a college degree.	4.0%	0.0%	44.0%	44.0%	8.0%	0.0%

13. Please use this space for additional comments, questions, or concerns:

College and the associated professions are great route to getting out of a negative poverty cycle. however, many of our families are family oriented and may not want to leave. That being said, we need people willing to invest in this area and help rebuild it into tomorrows future.;