|  |  |  |
| --- | --- | --- |
| School Name/County | Survey Type | Number of Respondents (N) |
| All Schools | **School Personnel Survey** | **600** |

# **School Level Response Rates:**

|  |  |
| --- | --- |
| Estimated Number of Faculty Members (teachers, administrators, counselors) | 854 |
| Surveys Received | 600 |
| Estimated Response Rate (%) | **70.3%** |

# **Results (Percentages) by Survey Question**

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

|  |  |
| --- | --- |
|  | (%) |
| Grade 9 | 70.2% |
| Grade 10 | 75.7% |
| Grade 11 | 78.9% |
| Grade 12 | 75.2% |

1. **How many years have you worked in this position or role?**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | This is my first year.  (%) | 1–2 years  (%) | 3–5 years  (%) | 6-10 years  (%) | 11-15 years  (%) | More than 15 years  (%) | No Response (%) |
| In total. |  | 6.2% | 7.7% | 18.1% | 17.1% | 16.0% | 34.4% | 0.5% |
| At this school. |  | 10.0% | 17.6% | 22.3% | 24.0% | 12.0% | 12.6% | 1.5% |

1. **Are you a GEAR UP site coordinator?**

|  |  |
| --- | --- |
|  | (%) |
| Yes | 4.7% |
| No | 95.3% |

**3a. 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. | 1.7% | 3.0% | 52.9% | 41.9% | 0.3% |
| b. Teachers expect all students’ to succeed academically. | 1.3% | 3.5% | 50.2% | 44.1% | 0.7% |
| c. Students are encouraged to do their best. | 1.2% | 2.7% | 41.9% | 53.7% | 0.3% |
| d. Teachers regularly talk to students about the importance of college. | 0.8% | 3.0% | 50.6% | 44.8% | 0.7% |
| e. Students care about learning and getting a good education. | 4.0% | 13.6% | 59.2% | 22.1% | 0.8% |
| f. Students are encouraged to set future college and career goals. | 1.0% | 2.5% | 51.4% | 44.4% | 0.5% |
| g. Students are learning effective problem solving skills. | 2.3% | 10.3% | 56.9% | 29.8% | 0.5% |
| h. Teachers are able to engage students in a rigorous curriculum | 2.8% | 8.7% | 58.4% | 29.1% | 0.8% |
| i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous | 2.7% | 4.0% | 46.1% | 46.1% | 1.0% |
| j. The curriculum appropriately challenges most students. | 2.0% | 7.2% | 57.9% | 31.3% | 1.5% |
|  | **Strongly Disagree (%)** | **Disagree**  **(%)** | **Agree**  **(%)** | **Strongly Agree (%)** | **No Response (%)** |
| VISUAL CUES AND MATERIAL RESOURCES | | | | | |
| k. College pennants, banners, and posters are visible. | 1.2% | 6.2% | 48.8% | 43.1% | 0.7% |
| l. Parents are included in the college preparation process. | 1.2% | 5.2% | 51.7% | 40.8% | 1.0% |
| m. School staff are provided with professional development on the topics of college readiness and success. | 3.5% | 16.5% | 51.4% | 27.5% | 1.0% |
| n. Students have access to the information and resources they need to support their college attendance decisions. | 1.3% | 3.0% | 51.9% | 42.6% | 1.0% |
| o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants). | 1.2% | 8.7% | 55.4% | 33.9% | 0.7% |
| p. Teachers are provided information about the school's college-going rate and FAFSA completion rates. | 2.7% | 9.5% | 50.7% | 36.4% | 0.5% |
| q. College messaging is integrated into events, including sports events or arts performances. | 2.7% | 15.8% | 55.1% | 25.1% | 1.2% |
| r. Teachers engage in ongoing professional development about ways to promote college readiness. | 3.7% | 20.1% | 51.4% | 23.5% | 1.2% |
| s. Teachers are equipped with the knowledge to assist students in the transition from high school to college. | 1.7% | 8.2% | 57.7% | 30.1% | 2.2% |

**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. | 0.4% | 0.8% | 35.2% | 62.8% | | 0.9% |
| b. I expect all students to succeed academically. | 0.4% | 0.4% | 34.2% | 63.7% | | 1.3% |
| c. Students are encouraged to do their best. | 0.4% | 0.0% | 27.8% | 70.9% | | 0.9% |
| d. I regularly talk to students about the importance of college. | 0.6% | 3.2% | 44.0% | 50.9% | | 1.3% |
| e. Students care about learning and getting a good education. | 2.8% | 12.2% | 51.5% | 32.1% | | 1.3% |
| f. Students are encouraged to set future college and career goals. | 0.4% | 1.5% | 43.8% | 52.4% | | 1.9% |
| g. Students are learning effective problem solving skills. | 1.1% | 3.4% | 47.7% | 46.2% | | 1.5% |
| h. I am able to engage students in a rigorous curriculum. | 1.5% | 5.1% | 48.1% | 44.0% | | 1.3% |
| i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous | 1.5% | 5.6% | 43.4% | 46.2% | | 3.2% |
| j. The curriculum appropriately challenges most students. | 0.9% | 3.9% | 48.3% | 45.1% | | 1.7% |
|  | **Strongly Disagree (%)** | **Disagree**  **(%)** | **Agree**  **(%)** | **Strongly Agree (%)** | | **No Response (%)** |
| VISUAL CUES AND MATERIAL RESOURCES | | | | | | |
| k. College pennants, banners, and posters are visible. | 2.1% | 14.1% | 45.5% | 37.2% | | 1.1% |
| l. Parents are included in the college preparation process. | 2.1% | 13.5% | 52.8% | 29.9% | | 1.7% |
| m. I am provided with professional development on the topics of college readiness and success. | 3.2% | 19.7% | 46.4% | 28.8% | | 1.9% |
| n. Students have access to the information and resources they need to support their college attendance decisions. | 0.9% | 6.8% | 53.0% | 37.8% | | 1.5% |
| o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants). | 1.3% | 11.8% | 49.4% | 35.9% | | 1.5% |
| p. I am provided information about the school's college-going rate and FAFSA completion rates. | 3.0% | 11.7% | 50.4% | 33.3% | | 1.7% |
| q. College messaging is integrated into events, including sports events or arts performances. | 2.8% | 16.9% | 52.4% | 25.8% | | 2.1% |
| r. I engage in ongoing professional development about ways to promote college readiness. | 3.6% | 16.0% | 51.3% | 27.4% | | 1.7% |
| s. I am equipped with the knowledge to assist students in the transition from high school to college. | 2.1% | 5.5% | 52.3% | 38.2% | | 2.1% |

1. **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 | 0.8% | 9.5% | 14.6% | 42.6% | 31.9% | 0.3% |
| College savings plan/529 | 1.2% | 26.8% | 24.1% | 31.9% | 14.6% | 1.2% |
| ACT/SAT | 1.3% | 4.2% | 11.5% | 35.4% | 46.4% | 1.0% |
| WV Higher Education Grant | 1.2% | 17.6% | 19.1% | 37.8% | 23.5% | 0.7% |
| Federal Grants, loans, work-study | 1.2% | 11.6% | 16.3% | 39.8% | 30.0% | 1.0% |
| College Selection (Match and Fit) | 0.7% | 9.2% | 15.3% | 37.9% | 36.3% | 0.5% |
| Scholarships (e.g., PROMISE or institutional) | 1.8% | 7.7% | 17.3% | 37.4% | 34.8% | 0.8% |
| Requirements for College Acceptance | 1.8% | 5.0% | 10.3% | 36.9% | 44.9% | 0.8% |
| The importance/Benefit of College Education | 4.5% | 1.0% | 2.8% | 20.8% | 70.2% | 0.5% |
| High School Graduation Requirements | 3.7% | 1.7% | 6.5% | 29.8% | 57.6% | 0.7% |

1. **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). | 5.5% | 15.6% | 16.5% | 32.3% | 18.1% | 11.3% | 0.5% |
| I have individual discussions with students about what they want to do with their futures. | 0.5% | 0.5% | 1.7% | 17.6% | 49.4% | 29.5% | 0.7% |
| I talk with students about their plans for college or work after high school. | 0.2% | 0.3% | 1.7% | 17.0% | 47.1% | 32.6% | 1.0% |
| I offer students supplemental instructional support to prepare them for postsecondary options. | 2.3% | 2.0% | 8.2% | 30.9% | 33.9% | 21.3% | 1.2% |
| I offer or incorporate class time to support college preparation efforts at my school. | 7.2% | 2.5% | 11.6% | 30.9% | 26.8% | 19.1% | 1.7% |
| I talk with parents about their ability to help prepare their student(s) for postsecondary education. | 3.0% | 6.8% | 19.0% | 33.9% | 22.5% | 13.5% | 1.2% |

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

|  |
| --- |
|  |
| * getting students to care more about their grades and aspirations * I believe teachers need to talk more about postsecondary education. It is easy to just focus on curriculum standards. * I think many students in our area do not have families that have attended college. Therefore, I think many students are unsure of the “unknowns”. By educating the students and having regular conversations about college and goals, students see this option as attainable. * I think planting the seed of motivation is the initial step, but I also place an emphasis on realistic expectations for their freshman year. * Our counselors and administration are doing an excellent job at building a college-going culture at SHS. * student involvement, parent involvement Gear up * The most important aspect to building a college-going culture at school is having everyone on board and everyone encouraging all students to become college and career ready! * academic excellence * Academic standards - We do a lot to encourage the kids to go to college (signs, posters, fafsa help, etc) but I see how low our academic standards are at this high school. I worry that, if they are accepted, they will be in for a rude awakening in their first college freshmen classes. For example, most of the students do not type up essays or reports before they turn them in, or even turn in a clean edit. In my college freshman writing and lit class, this would have been an automatic F. Many students do not know how to form a proper query for an effective Google search. * Access * Access to information about all facets of college as well as visiting college campuses. * advisory participation * All staff participation, more incentives for students to be interested, even if they don't plan to attend college * Allowing students to visit and explore options outside of high school * Allowing students to visit colleges and explain college life, expectations, requirements and career fields * AP * As a CTE instructor I do not encourage any students to attend college unless they express a desire to do so. * Begin holding students accountable. * better kids * Building an understanding that a college education is important in the effort to live a quality life and contribute to the planet Earth. * Changing the cultural attitude about education. * Changing the culture for the definition of college - anyone is able to go AND college is ANY education after high school. * Changing the expectations and culture here * Classroom habits, discipline, attendance, work ethic * College experienced teachers. Teachers who have been through the process. Pennants and Banners of colleges within and around the state to allow high school students see their options. * college preparation activities * College preparatory classes that are focused more on getting students ready for college rather than getting students ready to pass a class or get an 'A' on a test. * college visits * College visits * College week and college visits * Communicating the importance of attaining a higher education degree and keeping students' expectations realistic. * Communication * Communication * Communication about how to enter into the college application process, including but not limited to: applying to college, filing a FAFSA, filling out scholarships etc. * Communitcation * Comunication * Constant communication with students and checking their progress. * Continual GEARUP activities throughout the year such as college campus visits and College Decision Day - one of my favorites of the year! * Contrary to politically correct belief, ALL students are NOT intended to be college graduates. We need to stop stressing college and university initiatives so much and we need to stress other options like apprenticeships and vocational education post high school. The curriculum is way out of balance. Everyone does NOT need all this high tech math in high school and not everyone does NOT need all these specialized areas of English and Foreign Language. Many students are "turned off" by "forcing" them into a college bound curriculum when, in fact, many need some good old fashioned basic skills related classes that they know they can master and use in everyday life. I listen to my students (and their parents) and I pay attention to ALL students, not just the college bound kids who, rightfully so, should attend college. * Counslor / student relationship and scheduled time. * Course rigorExpressing the importance of college from their first year at this school until their last. * Create a positive atmosphere and open conversations that college is available for all students. Engaging Parents with information regarding Post Secondary Education. Our students would have a better understanding and more support if Parents truly understood what was available to them. * Create a reasonable but rigorous curriculum to provide a solid next-step for students so they are better equipped to succeed in college and keep the idea of college in front of them as one of the reasons to work hard and do well in class. * Create an attitude that values education. * Creating more opportunities for students to visit colleges and universities. * Curriculum * Demonstrating that it is possible to attend college and improve one's life. * Discuss the importance, and what college can do for you . * Discussing job opportunities available with a college degree. * Discussions with students about what colleges offer, and what types of degrees are out there. * Display college logos and having colleges visit the school (hand out materials). * Dissemination of information * Educating the students AND the parents about the path to college (their 4 year plan, FAFSA etc.)Going on college visits. Students come back with a world of knowledge that they want to share with their peers and teachers. Also, letting the younger students know the importance of going to college. * Emphasizing the importance of education within the community. * Encouragement * Encouragement and financial support * Encouraging and promoting the importance of success. * Encouraging students and helping them while they are young. * Encouraging those who are college ready and interested and not losing sight of those who are not college bound and encouraging them within the work force. The ability to tell the difference and to encourage students within their means toward success is also important. * Everyone does what they can for each student or family * Everyone on same page. * Expect students to do rigorous work. * experiences * Exposure to differences in colleges. Continued stress of the importance of academics. * exposure to information, such as financial aid about college * Exposure/visits and individual needs assessment to reach a variety of interests. * Express how pertinent an education after high school is to their success in the future/their future careers. * FAFSA completion college campus visits * Feedback from other ex-students. * Finding a way to reach those students who don’t see the value of education Hearing the role that college played in the lives of the teachers. * Fluidness * Frequency of discussion about importance of furthering their education. * Having access to college information. * future opportunity for students * Gear up * Gear Up and the Counselors * Gear Up is ultimately important in letting kids know their options. * Get involved early and often. Have students participate. Active participation is crucial. * Get students involved by showing them the benefits and rewards of what going to college can do for them * Getting parents to value education. * Getting students more exposure to colleges and the cost. * Getting students on grade level with their abilities. Consistently we receive students who are 2 - 4 years behind in read/comprehension and mathematics. How can these students go to college and succeed when they can't function on a ninth grade level? * Getting students out of the mindset that college isn't for them. * Giving the kids and parents the information. Many parents have no idea what needs to be done. Kids aren't applying for scholarships and are missing out on classes that may benefit them and instead taking useless classes in high school. * Guest-speakers who have succeeded because of their success in college. * Having exposure of more information on colleges. Setup college visitation. * Having information, college representatives visiting the schools. * Helping our students understand there are scholarship options and helping them find them. * Helping students to apply for scholarships and to complete the FAFSA. * Helping students understand the value of a college education by making it a shared, ongoing conversation among the students themselves. * Helping students with forms and budgets * High Expectations * High expectations * High expectations and many activities and opportunities for students to visit colleges * High expectations of all students who are offered knowledge of a variety of careers. * High Standards * Higher expectations * Higher standards from every faculty member in the building. * Highly skilled teachers * I a new teacher and have had the opportunity to get involved in college planing * I am the midde school counselor and I feel preparing students in middle school for college is important. Students needs to visit colleges and have speakers from in and out of state colleges speak to middle school studenta.Helping our students see that they can actually do something after high school. Many don't believe that they can. * I believe having students academically prepared is crucial. * I believe it is important to show every student that they are capable of going to college. Some students believe they can not attend because they can not afford it. * I believe that the most important aspect to building a college-going culture at my school is to reinforce to our students that they can be successful in post-secondary education regardless of the status of their SES or family background. Many students have family members who dropped out completely, or dropped out to pursue a GED. This is in addition to, obviously, exposing them to the types of colleges and financial aid available as well as how to apply for college acceptance and financial aid. * I believe there is a disconnect between careers and what degrees might be necessary for that career. I think it would be extremely beneficial for students to have a chance to see what courses they should take now to get into a college program. * I do see good events and participation in the Gearup program so it should definely continue. The colleges come, even Marshall's president this year. Very impressive work by coordinator! Involving parents should be an emphasis. Also as this survey intimates, teachers need some training and encouragement to take the goals of the program into their classrooms and lessons * I feel it would be beneficial to have people in the community that work at different jobs come and talk to the students about their experiences. Both in school and at work. Students need to find out the different jobs that are available. Students also need help in deciding what career would be best for them based upon their strengths and interests. Understanding that ALL students need to hear the same information and be encouraged equally. * I feel that the school and faculty are most influential in helping students decide their post secondary goals. More open coversation and possible guest speakers would work well. * I feel we have to be talking college up to kids at an early age. If we introduce college to kids and talk about what you can do with a college education and what it takes to be able to go to college then it sets the tone for them going to college. Exposure to colleges and career readiness activities is the key!! * I talk about all options after high school so I do not turn students off not interested in college at that time. If I have not turned them off - they will listen to college info related to what they want to do to be better at their jobs by going to college. Hopefully, they may later change their mind a decide to go to college. It might have been something I said or asked them to be open- minded about going on to college. * I think providing an opportunity for students to visit colleges makes the possibility seem a reality more than an abstract idea, especially to students who don't have college educated parents. Also, making colleges visible in our building and available for information is extremely beneficial. As professionals, we all proudly promote our own colleges and universities, but placing them in direct contact with the schools has a deeper impact. * I think that letting them see that a college education is attainable is something that is so important. Many of our students don't think that they can go to college and be successful, but having continued discussion and providing abundant information helps them see that they can actually pursue a degree. * I think that we need to start working with students in the 9th grade to help them understand what college opportunities are available to them and what they need to do to prepare for those opportunities. * I think we already have one I just don't think we have the professional development toward furthering it. * In my opinion, I feel the most important aspect to building a college-going culture at my school would be providing all the available information that will encourage students to seek postsecondary education. * In my opinion, students need to visit multiple colleges and spend some meaningful time at those colleges. Currently, I do not have any college info posted in my classroom, but after reading this survey, I plan to incorporate a space in my classroom with artifacts from my own college experience and other general college information. I am fairly new to this school so my classroom culture is still evolving. I feel that students * In my opinion, we are educating our students about college and preparing for the future. * Including talk about vocational opportunities, along with college options. * Incorporating sports, educating students on programs offered at different colleges. * Information on variety of programs offered to continue learning and develop job related skills that are available. * Informing students of the importance of an education. * Instilling the importance of education to every student. Somehow giving them the drive to want to succeed. * INSTRUCTION * Introductions to and the researching of colleges and universities. We need to educate students and parents on the types of post-secondary options. Students can be successful and financially comfortable by completing only a two-year degree instead of a four-year. * Involvement of parents during the freshmen year. * It is extremely important for students to understand the importance furthering their education is in today's society. If there is a college-going culture at your school, students will be more likely to attend college. * It is important to give students information about opportunities beyond high school and to inform them what is necessary to be able to take these opportunities. * It is important to help student appreciate the education system. Help them learn the desire to improve in the learning environment. Sending constant messages students are able to go to college and are college material. Talking to individual students about the rewards of college and benefits on an education beyond high school. Leading group sessions on colleges and what they have to offer as well as involving the parents. Creating a college of the week board for students to understand what they offer. Always celebrate the students success in academics. * Keeping everyone informed. * Keeping students aware of their options for higher education beginning in middle school, so that they will a goal to nurture throughout their school career * Knowing my students well enough that they feel comfortable talking to me about college. Knowing their interests and academic levels, so that I can steer them in the right direction. I think being exposed to college through field trips have really opened the students eyes to a world outside of our little rural area. When we take them to colleges they can imagine a life there. * Learning about the college choices available. * Letting students know college is possible. There is money available to them if they want to go. * Letting the students know that struggling now when there are people to help him and their classes are free will help them struggle less when they have to pay for their classes. * Making college seem more attainable for our students * Making students see the possibilities that it opens to them. * Making sure all students have the opportunity to explore the college option that best suits them. * Making sure students feel confortable with their preparedness for college. * Making sure students understand the importance of a college education on their future. * Making sure the students are informed about college and all other post-secondary education options. * Making the information easy to obtain and part of something "big". * many think it is out of reach. * modeling high expectations and expecting those of students so they have experienced the need and know how to study at a college level * more kids need encouraged just not a select favorite group * More parent involvement and understanding of the importance of an education beyond high school. * More visual aids in the classroom and halls and more participation from teachers. * Motivating students to be successful so they feel prepared * Motivating students to value and to take ownership of their education. * Mrs Blankenship works extremely hard to provide students with opportunities outside of BHS. ACT completion rates have been yearly evidence of her success with our students. * N/A * NA Educating students on the availability of aid to go to college * Offer college prep courses and hire more staff * Offering classes where students must study - they need to learn how to study before going to college. * Offering viable career options that need college degrees to back them up. * Our counselors always have provided ample information about colleges * Our school guidance counselor (senior counselor) is the most important asset our school possesses. She encourages (begs and pleads and rewards) students to fill out their FAFSA. She takes great pride in our school's completion rate and counseling students which college to attend to best fit their needs, both financially and academically. * Our school promotes going to college throughout the year, which keeps this goal fresh for the students. It also reminds us to include these goals throughout the year. * Our staff encourages conversation with students and parents regarding career plans after high school and suggesting courses relative to student career goals * Our students have to see that the investment will pay off in the future. * Our students need to believe they can attend post-secondary education and succeed. Many students do not think they can succeed in college. They also need to realize they can qualify for financial aid so they can attend post-secondary education * Parent involvement * parent involvement * parent support * Parent support and inputcontinuos * Parental expectations are low in some parts of the county. Some very bright students never consider college because their parents have never presented it as an option. * parental involvement * Parents * Parents and students need to understand that rigor in the classes makes the students better prepared. Making all a's does not prepare you for college. * Parents/Student receive all the information that is needed to attend college. * Participating in college visits and tours, showing students their options after high school. * positive college culture from adults * Preparing students intellectually and emotionally to handle the next level of their education. * Preparing students to succeed at the college level through rigorous high school classwork. * Preparing the students for what to expect. * Prepping them in the current classrooms. Making sure students know absences will hurt their attendance and impact their learning as well as making sure students turn stuff in on time. College isn't a joke and kids take high school that way and that is why they are unprepared for college. * Presenting career paths to students. * Professional development . Visits from alumni, college tours for juniors and seniors. * Programs that emphasis college educated salary based non college educated folks. * Provide more opportunities for students to visit actual post secondary educational sites * Provide students with a list of courses that they can be taking to proceed in the college aspect of their choice. * Providing students with opportunities to see and hear about different colleges and job opportunities available. * Raising the expectations in the middle school grades so students realize that when they enter the 9th grade it starts adding up collectively. * Readily available information to students and parents * Real life experience classes * Relating education to career potential. * same as below * school wide information sharing 9-12 We need to stress the importance of college beginning in the ninth grade and remind students that their career goals help shape their high school path. For example, if they are going into a vocation, they will need to go to vocational school during their eleventh and twelfth grades. If they are going to university, they will need to take AP and college classes. * seeing individuals be successful in college and after completion of college. * Setting high expectations in every classroom. * Sharing college success stories with students. * Show students that there is a path to a college education. The process can be very daunting. Show them your support. * Showing students they can be successful.Making students and parents aware that college is affordable and doesn't always mean 4 years. * Showing the students the fields of study available and what jobs they could possibly obtain by completing those requirements. * Site coordinators are awesome. * So students know what to expect and how to prepare. * Specific oriented Development programs * Stressing the importance as related to salaries and living expenses. Students complain about not having things, and stressing the importance of a post-secondary education is vital to their success. * Stressing the importance of a certification or degree to all students. If the leaders of the school believe it is important, the students will believe it as well. * Students adopt an attitude that values education. * Students do not know what careers are available to them. For example, they may be interested in medicine but they have no idea what types of jobs are available which would lead them in deciding on a college and program of study. * Students must realize that a world of opportunity exists outside our county. Students are not necessarily "worldly" and are perhaps intimidated or scared by the thought of continuing their education away from home. * Students need encouraged and exposed to successful adults that attended college. So few of their parents have post secondary training. They need to see it is a real possibility. * Students need to know and be aware of their options, what is available, and what they need to accomplish in order to succeed in a college or trade. Knowledge is power and broadcasting as much information as possible is one key to success. * Students need to learn accountability, respect, and the ability to take directives * Students need to understand the im[portance of preparing for the future is now not the last semester of their senior year. This needs to be instilled at home and fostered in middle school. * Students need to value their education. They need to know how valuable an education can be to their future. What opportunities they will have to better their lives. Rules must be established and the school must show that students are expected to follow them. They need to respect what they have and to take care of them. Most of these are things they learn by example. * Students seeing and hearing evidence of college students' success * Students seeing other students being successful * Students visiting colleges to view that actual experience. * Students who come from certain families and areas realize that college is an option for them even if no one else is/has. * Support from colleges as well as our school. * Supporting the ideal of rigor in academics as well as adhering to expectations on content of work, due dates, application of individual work efforts. * Taking college tours and showing students a small part of college life to keep them motivated. * taking students on college visits * Teacher accountability. The problem is not the students but the adults lack of interest and enthusiasm in educating children. * Teacher involvement in scheduling and choices of classes to teach. * Teacher participation * Teacher training * Teacher, administrator, and counselor interaction with students * Teachers are vested in all students, and recognize the values of a college education.Understanding the diversity in our school * Teachers need to talk often about their college experience. Lots of visual material about colleges around the building too. * The ability to hire REAL teachers that are prepared to teach and can share information. * The college visits, bringing in the college recruiters, and open discussions in the classroom about their future plans. * The counselors make sure all students are made aware of what colleges are close to their homes, the requirements needed and helping with their credits. * The experience of parents with college. * The most important aspect for building a college-going culture in any school is having teachers discuss college with their students. They need to talk about how the subjects they are teaching will get them ready and how they will use them in college. They need to give specifics. * The most important aspect is creating a culture of confidence. Students are encouraged to recognize that if they are willing to put the work in, they can achieve. * The most important aspect is Informing students of the benefits of a college education at our school, especially the earning power of a college grad vs a high school grad.. * The most important aspect is to encourage students that even if it isn't a 4-year college, they can still go into a 2-year program at a community/technical school to better themselves and earn a better wage. * The most important aspect is to help students understand the different types of higher education programs available to them. * The most important aspect of building a college-going culture at any school is understanding the culture from which the students arise. At our school, like many in our region, the socio-economic impact that an unchecked public assistance program has wielded, over time, the "indolent nation" of Franklin Delano Roosevelt's fears. * The most important aspect of building a college-going culture at my school is providing students with the information needed to apply and get accepted to college. * The most important aspect to building a college-going culture at a school is having faculty and staff that supports that culture. * The most important aspect to building a college-going culture at my school is a giving students a sense of self-efficacy. Being that we are a low-SES area, a lot of college-going students are first-generation and do not believe that they can succeed in this environment. Students need to be aware of financial options, finding a college that fits them, and have a sense of academic self-efficacy. * The most important aspect to building a college-going culture in our school is to make students see the need and benefits of higher education. * The teacher * Time, having time set aside to discuss and encourage students about attending college. * To continue to help students see what the importance of college are, as well as have them continue to visit different schools. * To educate students about their options after high school. To educate students about the requirements before and after high school and to set the students up for ultimate academic success. * To encourage and involve ALL students, to help them see that it IS possible to be accepted, attend and graduate from college. * To get the parents involved, unfortunately I believe the culture in the community doesn't encourage students to go to college or value education. I believe that in order to change the mindset of the students, it is important to change the mindset of the community. * To have the students understand the importance of an education and the opportunities it provides. * To keep the discussion or the dialogue going. * To make students aware of the responsibilities that they have once graduated. * Value of education. * Visibility would be most important. If students get used to seeing information on schools they will be more drawn toward them. Also, education on what college best fit the goals of the students. This should start as early as 9th grade so that students can map out their high school course work for successful application. * We are all the time talking about going college with student. We are getting them to visit colleges at an earlier age. * WE have to do a better job of convincing today's parents that a college education is crucial in having a chance at a good future. * We must undo two HUGE aspects of our school culture * We need to continue college visits for students during school days, so that they have an opportunity to see what is available close to home, * We need to get all core subject and elective teachers involved with encouraging a post-secondary plan for all students. We do need professional development for all teachers. All teachers need to assist our students in completing the PEPs. * We need to inform the students that especially in today's economic environment, they are going to have to have some kind of post-secondary school training more often than not to build a successful career. * We need to place an importance on academics and being more responsible. * We need to put more focus on vocational education. * Well since I teach CTE, I am a strong proponent of post secondary employment. My encouragement of College is only if it helps in attaining post secondary employment. * When you have a classroom discussion and give trips to the different colleges. * You need to have an economy that has jobs for * Ignorance is a virtue * School is too hard and we who have high standards are just being mean. * Discussing the value of education. By explaining to students how important it is to complete their HS diploma and try to attend a College to make them more valuable to employers. * I believe teachers utilizing their own stories of "rising above" when connecting with students is essential. I also believe that John O'Brien's "At Home in the Heart of Appalachia" should be standard reading for high school students in West Virginia. John was ostracized from his family for wanting to leave the holler and go to college, to the point that, at the beginning of the book, he is wondering if he would be welcome at his father's funeral and whether he should go. * Kids are still treating "college" as a 4 year institution only. We're working to CHANGE that! * Promoting students to succeed. If students don't feel like they can be successful, they will not try. When they do not try, the likelihood of them continuing on to college is slim to none. If more students are driven to succeed, they often will. I notice several students often not wanting to put any effort into their work and do not show enthusiasm toward success. If the importance of success was demonstrated to them throughout each day, I feel they would look more toward succeeding and making post-secondary plans. This often also needs to come from the home. I realize we have several students without the ideal home life and so this becomes more challenging on the school's part. * Students do not get excited about college because they do not know a direction of interest. If students were better prepared mentally with a plan for their future they could better choose the best fit in a college. * Students receiving help and tutoring * Students when they graduate . |

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

|  |
| --- |
|  |
| * The most important aspect to building a college-going culture at a school is having faculty and staff that supports that culture. * As a site coordinator I coach our staff about what they should be focusing on with our students. * As an administrator, I feel it is important to work together with the counselors and teachers to communicate with our students about the importance of deciding how they will transition into their lives following high school and how to make informed decisions. * I believe teachers need to talk more about postsecondary education. It is easy to just focus on curriculum standards. * I encourage all students to do well in school so they have the option to go to college. Options are important to seniors. I go over the many options seniors have in front of them. Promoting information, hosting parent nights, sending information home. Answering questions, working with teachers. * I teach computer class and we do career exploration. Students have to find out what is expected in their chosen career. * I think many students in our area do not have families that have attended college. Therefore, I think many students are unsure of the “unknowns”. By educating the students and having regular conversations about college and goals, students see this option as attainable. * I think planting the seed of motivation is the initial step, but I also place an emphasis on realistic expectations for their freshman year. * Preparing students to understand their actions have consequences, and those consequences are not always what you desire. * student involvement, parent involvement Gear up * The most important aspect to building a college-going culture at school is having everyone on board and everyone encouraging all students to become college and career ready! * academic excellence * Academic standards - We do a lot to encourage the kids to go to college (signs, posters, fafsa help, etc) but I see how low our academic standards are at this high school. I worry that, if they are accepted, they will be in for a rude awakening in their first college freshmen classes. For example, most of the students do not type up essays or reports before they turn them in, or even turn in a clean edit. In my college freshman writing and lit class, this would have been an automatic F. Many students do not know how to form a proper query for an effective Google search. * Access * Access to information about all facets of college as well as visiting college campuses. * Addressing the topic often, in individual and group counseling, as well as in the development of PEPs during the 10th grade year. * Advising students on the benefits of college to their futures. * Again, I encourage to student to take skill set and seek employment after school and try to avoid the tremendous debt that college brings. * all grade level readiness. My role is to support teachers who are with students more than I am. It is important that I give training to them as I receive it and to encourage them to talk to students about their future. * All staff participation, more incentives for students to be interested, even if they don't plan to attend college * Allowing students to visit colleges and explain college life, expectations, requirements and career fields * Answering questions from students and parents * as a guidance to the right decision * As a teacher we have the ability to talk to groups of students and tell them how important our education has been to us, and how it can positively affect them. * As a teacher, everything I teach must be connected to their future. They have to know that what we do in class can benefit them in future college classes or careers. So I feel like my role is to establish a classroom culture that reflects the preparation for future endeavors, be they college or career centered. In the absence of a parent or guardian with knowledge about the college process, my role is to fill this void. If students have the desire, I feel like it is my job to connect them with people and information to help them make college a reality. * As a teacher, I am important to our students' college-bound potential as I believe all teachers and staff are. * As a teacher, I ask students what they like, their interests, and where they see themselves in the future. I talk with my students often and encourage them to explore cfwv.com. * As a teacher, I can continually guide students to take the necessary courses to help them be successful after high school in their chosen field. Also, I can remind them about FAFSA and other deadlines. I often help students prepare for the ACT and SAT tests.I'm the site coordinator, so I've been building a college going culture for several years now. Through CAEW and College Decision Day, along with our job site visits. This school is well on it's way to be a college going school. I also have decorated my counseling office with college and military pennants and have decorated the ceilings as well. * As a teacher, I must promote higher education consistently. * As a teacher, I must tell them and help them understand the importance of college. * As a teacher, it is my responsibility to be a role model for the students. * As an AP teacher and GEAR-UP mentor, I regularly work with students in discussing their future in college. We discuss what they need to do and how they are going to get there. What is needed and what they need to stop doing. * As an educator, I am but one piece of that puzzle. We as a whole, faculty, staff and administration should all work together for the good of our students. Although I am not directly related to the “college preparation” process. I am still an integral part of helping students to realize and reach their goals. * as question happen I am able to accommodate. I have the ability to be the informed teacher in the group. * Assisting students with their needs and providing an adequate educational experience. * At my school, I often talk with students about their transition plans for high school. I feel that it is my role to discuss with students how they can reach these goals, and what kinds of steps they will have to take to get there. * Begin holding students accountable. * being able to help in transition to college or work after school * being able to provide accurate information * Being here to answer questions and promote college awareness. * better kids * better work with counselor and school * Bring expertise in my field with a balance of in class work and out of school responsibilities. * Building an understanding that a college education is important in the effort to live a quality life and contribute to the planet Earth. * Building the foundational academic skills and appropriate attitudes conducive to getting there. * Career exploration and preparing for the critical thinking they will need. * Changing the cultural attitude about education. * Changing the culture for the definition of college - anyone is able to go AND college is ANY education after high school. * Changing the expectations and culture here * College experienced teachers. Teachers who have been through the process. Pennants and Banners of colleges within and around the state to allow high school students see their options. * College is not for everyone. Trade school would be beneficial for some. My role would be to urge students to explore a wide variety of career choices and investigate the education or experience necessary to embark on that those careers. * college preparation activities * College preparatory classes that are focused more on getting students ready for college rather than getting students ready to pass a class or get an 'A' on a test. * college visits * College visits * College week and college visits * Communicating the importance of attaining a higher education degree and keeping students' expectations realistic. * communicating with students about college going options and future plans * Communication * Communication * Communication about how to enter into the college application process, including but not limited to: applying to college, filing a FAFSA, filling out scholarships etc. * Communication with students * Communication * Communication * Consistent encouragement of all students to believe and achieve. * Constant communication with students and checking their progress. * Constant discussion and input of the importance of college education * Constantly reminding students of their future, and why college could very well be the answer they are looking for. Amanda Mountain is awesome to supply our school with the most up-to-date information! * Constantly showing all students how college life would be exciting, as well as rewarding. And most importantly, how you can make it happen if you really want too * Continual GEARUP activities throughout the year such as college campus visits and College Decision Day - one of my favorites of the year! * Continue discussions about the importance of college throughout the school year so much that it is incorporated into every day discussions. Also, the curriculum has to be rigorous so students are prepared for college. * Continue to encourage students to pursue a college degree * Contrary to politically correct belief, ALL students are NOT intended to be college graduates. We need to stop stressing college and university initiatives so much and we need to stress other options like apprenticeships and vocational education post high school. The curriculum is way out of balance. Everyone does NOT need all this high tech math in high school and not everyone does NOT need all these specialized areas of English and Foreign Language. Many students are "turned off" by "forcing" them into a college bound curriculum when, in fact, many need some good old fashioned basic skills related classes that they know they can master and use in everyday life. I listen to my students (and their parents) and I pay attention to ALL students, not just the college bound kids who, rightfully so, should attend college. * Counslor / student relationship and scheduled time. * Course rigorAs a teacher I am continually discussing future college options with students and answering questions regarding college. * Create a positive atmosphere and open conversations that college is available for all students. Engaging Parents with information regarding Post Secondary Education. Our students would have a better understanding and more support if Parents truly understood what was available to them. * Creating more opportunities for students to visit colleges and universities. * Curriculum * Demonstrating that it is possible to attend college and improve one's life. * Discuss the importance, and what college can do for you . * Discussing job opportunities available with a college degree. * Discussions with students about what colleges offer, and what types of degrees are out there. * Discussions, preparing them academically, helping with college prep things that parents can’t or won’t do. * Display college logos and having colleges visit the school (hand out materials). * Dissemination of information * Doing the above in #10 * Each student is capable of attending college and teachers should build a sustained trusting relationship with students. Student's should have an adult to turn to if they are confused about their abilities or need encouraged to be successful. I incorporate these in all contents and teach each student the importance of self improvement and learning from mistakes. implement different strategies while encouraging the student to become college bound. * Educating the students AND the parents about the path to college (their 4 year plan, FAFSA etc.)Going on college visits. Students come back with a world of knowledge that they want to share with their peers and teachers. Also, letting the younger students know the importance of going to college. * EDUCATOR * Effective discussions and modeling, being a voice of encouragement. * Emphasizing the importance of education within the community. * Encourage students to develop a plan for life after school, to explore options, and ensure that students are academically prepared. * Encourage students to have realistic expectations about their post secondary plans. * Encouragement * Encouragement * Encouragement and acces to information * Encouragement and financial support * Encouraging and promoting the importance of success. * Encouraging students and exposing them to curriculum rich in collegiate education * Encouraging students and helping them while they are young. * Encouraging students to go to college. * encouraging students to take dual credit classes, more upper level classes * Encouraging the students to attend college and getting them academically prepared. * Encouraging those who are college ready and interested and not losing sight of those who are not college bound and encouraging them within the work force. The ability to tell the difference and to encourage students within their means toward success is also important. * Everyone does what they can for each student or family * Everyone on same page. * Expect students to do rigorous work. * experiences * Explain the benifits of going to college. * exposing students to colleges outside of the state * Exposure to differences in colleges. Continued stress of the importance of academics. * exposure to information, such as financial aid about college * Exposure/visits and individual needs assessment to reach a variety of interests. * Express how pertinent an education after high school is to their success in the future/their future careers. * Facilitator * FAFSA completion college campus visits * Field trips to colleges, speakers from different colleges. * Finding a way to reach those students who don’t see the value of education Hearing the role that college played in the lives of the teachers. * Fluidness * Focusing on individuals during class time * future opportunity for students * Gear up * Gear Up and the Counselors * Gear Up is ultimately important in letting kids know their options. * gear up mentor * Get involved early and often. Have students participate. Active participation is crucial. * Get students involved by showing them the benefits and rewards of what going to college can do for them * Getting parents to value education. * Getting students more exposure to colleges and the cost. * Getting students on grade level with their abilities. Consistently we receive students who are 2 - 4 years behind in read/comprehension and mathematics. How can these students go to college and succeed when they can't function on a ninth grade level? * Getting students out of the mindset that college isn't for them. * Giving the kids and parents the information. Many parents have no idea what needs to be done. Kids aren't applying for scholarships and are missing out on classes that may benefit them and instead taking useless classes in high school. * Guest-speakers who have succeeded because of their success in college. * Having exposure of more information on colleges. Setup college visitation. * Having information, college representatives visiting the schools. * Helping our students understand there are scholarship options and helping them find them. * Helping students find out what they are interested in. Leading students to search different possibilities of careers.As the only school counselor, all of the goals of GEAR UP were already my role. * helping students plan for, get admitted to, and get financial aid for college * Helping students to apply for scholarships and to complete the FAFSA. * Helping students understand the value of a college education by making it a shared, ongoing conversation among the students themselves. * Helping students with forms and budgets * Helping students with SAT/ACT and answering questions about their futures in college. * High Expectations * High Expectations and encouragement * High expectations of all students who are offered knowledge of a variety of careers. * High Standards * Higher expectations * Higher standards from every faculty member in the building. * Highly skilled teachers * I a new teacher and have had the opportunity to get involved in college planing * I always encourage my students to go to college. I often tell them about my personal experience and offer assistance if they need. * I am a leader who encourages all students to set goals and find his/her passion. Then I help put a plan in place and guide them to others who can help. * I am a long-term substitute teacher at my school but I still see myself holding a valuable role to the college-going culture. I speak frequently with my students about the importance of going to college and what is required to attend college. I have often discussed college expenses, requirements, and alternatives to college. * I am a mere stepping stone to greater things. I guide students and direct them to bigger things. * I am a prime example as a first generation college student myself, and a local alum. I often share with students my own experience coming from OHHS, receiving a scholarship, and continuing on a career path for 20+ years before entering the teaching profession. I have attended several schools both in and out of state and promote life long learning. * I am a special education teacher and I support regular ed * I am a teacher who is to inspire students to go above and beyond their self ability. * I am an SAT/ACT tutor. I encourage all of my students to plan for their future. I strive to discuss college options with them several times a week in my classes. * I am the counselor so my role is huge in helping build a college-going culture throughout the building. We do that now but of course could always improve. * I am the liaison between student, parent, educators, and post secondary institutions. I encourage each and every student (usually in small group or individual counseling) to pursue that college education. * I am the midde school counselor and I feel preparing students in middle school for college is important. Students needs to visit colleges and have speakers from in and out of state colleges speak to middle school studenta.Helping our students see that they can actually do something after high school. Many don't believe that they can. * I am trying to promote computer/technology comfort levels. * I assist with college visits, Gear Up activities, and encourage all of my students to have a plan for their future. * I believe having students academically prepared is crucial. * I believe it is important to show every student that they are capable of going to college. Some students believe they can not attend because they can not afford it. * I believe my role in building a college-going culture at my school is to reinforce the importance of college in beginning a career and to provide students with first-hand information about college that they may not get elsewhere. The more students are prepared, the easier the transition to college will be. * I believe that one of my major roles in building a college-going culture is to be a positive role model as to the benefits of higher education. I also believe that it is very important to support the students in developing a career path and making informed decisions, as many of them do not have this type of support at home. * I believe that the most important aspect to building a college-going culture at my school is to reinforce to our students that they can be successful in post-secondary education regardless of the status of their SES or family background. Many students have family members who dropped out completely, or dropped out to pursue a GED. This is in addition to, obviously, exposing them to the types of colleges and financial aid available as well as how to apply for college acceptance and financial aid. * I believe there is a disconnect between careers and what degrees might be necessary for that career. I think it would be extremely beneficial for students to have a chance to see what courses they should take now to get into a college program. * I continue to encourage kids to think about going to college or a trade (vocational) school. I don't really have a hands-on part in the actual process of filling out FAFSA forms or college applications most of the time, but I do get asked to write letters of recommendation for scholarships and such, so I try to help as much as possible. * I do not have a school wide role. I do what I can for my students in my classes. * I encourage students to attend college and to take advantage of any sources of payments including grants, loans, scholarships or the military. I encourage students to take math more seriously and how they may go to school some day even if they don't plan to now. * I feel it would be beneficial to have people in the community that work at different jobs come and talk to the students about their experiences. Both in school and at work. Students need to find out the different jobs that are available. Students also need help in deciding what career would be best for them based upon their strengths and interests. Understanding that ALL students need to hear the same information and be encouraged equally. * I feel most comfortable talking to the students who are interested in my subject. I can can guide them to a college that best supports it. I casually talk with students throughout the year about their college goals and what they want to do with their lives. I have many posters and pennants hanging in my classroom. We also explore individual careers in my subject. * I feel that the school and faculty are most influential in helping students decide their post secondary goals. More open coversation and possible guest speakers would work well. * I feel we have to be talking college up to kids at an early age. If we introduce college to kids and talk about what you can do with a college education and what it takes to be able to go to college then it sets the tone for them going to college. Exposure to colleges and career readiness activities is the key!! * I help guide students in the right career direction * I just help, or volunteer to help, as needed.I have opportunity to talk to students and parents on a daily basis. * I meet with several students that would be first generation college students. I give them the information and encouragement to be the first to go to college. To many of these kids college seems like a distant dream.. I try to show them it can be reality. * I need to get more involved * I need to let the students see that I value an education. They need to know what I expect from them and I need to set a good example in the classroom. * I often have conversations with my students about their college plans and offer any insight/advice that I can. * I participate in college day every Tuesday and keep college brochures in the library. * I personally work with the students in my two grade levels in encouraging students to consider a post-secondary program. I work with my students in their English classes doing basic activities with them to help them to succeed in school. I also have started the CFWV activities with the sophomore and junior level students. I do believe that counselors are the main support system for encouraging students to attend school beyond high school. * I promote higher education almost every single day. I try to show with each lesson how this could lead to a career in that field. * I provide students with college information and scholarship options. I encourage them to use CFWV. * I see my role as a facilitator, one that continually questions, guides and supports students and their decisions for higher education. Providing resources, assistance, and guidance whenever students need it. * I see my role as a supportive mentor to lead and guide my students to pursue anything that will better their futures. * I see my role in building a college-going culture at the school by mentoring students on the importance of earning a post-graduate degree in addition to an undergraduate degree. * I see my role to be that of a motivator * I see myself as a higher education ambassador. I believe that dialog isuseful in encouraging students to thoughtfully consider all options for training after high school. * I see myself as a role model for education. I try to encourage as many students to seek out education as possible. I try to answer as many questions as possible that my students may have. * I see myself as an important role model. I am to be enthusiastic about learning, and insightful, informative, and resourceful regarding the importance of any education. * I see teachers playing a huge role in making the school a college going culture. I will talk to students about college and career choices. I can give them ideas and information to help them to decide what it is that they may want to pursue. * I serve as an inspiration and example of what can be accomplished through college education. * I strive to make it clear that college is the right choice for students if all types. * I talk about all options after high school so I do not turn students off not interested in college at that time. If I have not turned them off - they will listen to college info related to what they want to do to be better at their jobs by going to college. Hopefully, they may later change their mind a decide to go to college. It might have been something I said or asked them to be open- minded about going on to college. * I talk with my students about future plans and doors of opportunity. I discuss how getting good grades in high school allows them to have more doors open than if they fool around and get bad grades * I teach career rediness and options for careers. We discuss life choices and what would best fit their life. * I teach College English 101 & 102 as an Early Enrollment course through WVU Tech, AP English Language, and am currently an Adjunct English Instructor (online) for WVU Tech and University of Charleston. I share my college (undergraduate & graduate) experiences/advice with students on a near daily basis, recommend courses & career paths based on their interests and my knowledge of them (as I tend to have them for both AP & college preparatory courses), and help our school coordinator facilitate college activities. * I teach Special Needs students functional and life skills (cooking, cleaning, the name and value of coins and bills, etc.). My students take the DLM tests, not the State tests that the general education students take. My role is to get my students to a point of self independences, and possibly a job that they might be able to do (example: work at Good-Will). As to the rest of the student body, I try to provide any support I can to promote colleges. * I teach test prep, so i am often helping kids make decisions about testing and preparing for that test. * I think providing an opportunity for students to visit colleges makes the possibility seem a reality more than an abstract idea, especially to students who don't have college educated parents. Also, making colleges visible in our building and available for information is extremely beneficial. As professionals, we all proudly promote our own colleges and universities, but placing them in direct contact with the schools has a deeper impact. * I think that letting them see that a college education is attainable is something that is so important. Many of our students don't think that they can go to college and be successful, but having continued discussion and providing abundant information helps them see that they can actually pursue a degree. * I think that we need to start working with students in the 9th grade to help them understand what college opportunities are available to them and what they need to do to prepare for those opportunities. * I think we already have one I just don't think we have the professional development toward furthering it. * I try to expose my students to many different careers. We also do projects on future goals, so students are thinking about their futures. I talk to students about their future goals. * I try to fill in wherever I can for students. * I try to help support children by directing their interest and giving them the tools and information they need to be successful in higher ed. * I try to prepare my students for college, and I try to talk about it with them regularly. * I want all our students to reach for higher goals. I believe that higher education is the key to successful career. * I would like to be able to help kids apply for scholarships and look at all of their options. I feel the top % of the kids get this from guidance but the average or lower kids don't. * I would like to have more time in classes to discuss such topics, but in order to cover required materials, we are very pressed for time. * I'm the cheerleader, coordinator, and overall positive attitude promoter of the school. * I'm the senior school counselor, so I play a very big role in my school regarding building a college going culture. I meet with students regularly to make sure they are supported and have everything they need to succeed after high school. I'm constantly talking to them about what they plan to do and then I help them figure out the steps to reach those goals. * In my opinion, I feel the most important aspect to building a college-going culture at my school would be providing all the available information that will encourage students to seek postsecondary education. * In my opinion, we are educating our students about college and preparing for the future. * Including talk about vocational opportunities, along with college options. * Incorporating sports, educating students on programs offered at different colleges. * Inform students of options to make college possible and to narrow their choices of careers. * Inform, encourage, and support. * Information on variety of programs offered to continue learning and develop job related skills that are available. * Informing students of the importance of an education. * informing students of the importance of attending college * instead, we water down the curricular standards so that everyone can "feel successful" with passing grades, hence, the high school diploma that says "I am ready to be successful in a college career" is, at best, a falsified document that is not worth the paper it is printed on. * Instilling the importance of education to every student. Somehow giving them the drive to want to succeed. * INSTRUCTION * Instructional leader that provides guidance and support. * Involvement of parents during the freshmen year. * It is important to give students information about opportunities beyond high school and to inform them what is necessary to be able to take these opportunities. * It is important to help student appreciate the education system. Help them learn the desire to improve in the learning environment. Sending constant messages students are able to go to college and are college material. Talking to individual students about the rewards of college and benefits on an education beyond high school. Leading group sessions on colleges and what they have to offer as well as involving the parents. Creating a college of the week board for students to understand what they offer. Always celebrate the students success in academics. * It is my hope that students see their teachers as professionals who have successfully completed a college education. Students must see the value in their teachers and respect their dedication to the profession and learn dedication to a profession they see as a fit for their lives * It is my responsibility to talk to kids about possible careers they want to do when they finish high. I have to expose them to careers out there and develop an interest to my students. I have to expose them to colleges by talking to them, inviting reps from colleges to come in, taking tours and making sure I have college banners, info, etc up throughout the school. I administer PEPS with my middle schoolers and then review this as well as completing a 3 year plan with them.I have to motivate my students to pursue a college education and help students with steps to obtaining this such as completing college applications, scholarship applications, fafsa , etc. * Keeping everyone informed. * Keeping students aware of their options for higher education beginning in middle school, so that they will a goal to nurture throughout their school career * Knowing my students well enough that they feel comfortable talking to me about college. Knowing their interests and academic levels, so that I can steer them in the right direction. I think being exposed to college through field trips have really opened the students eyes to a world outside of our little rural area. When we take them to colleges they can imagine a life there. * Leading students in these conversations and preparing activities that promote these conversations. * Learning about the college choices available. * Let students know about available local colleges and what is needed to get excepted. * Letting students know college is possible. There is money available to them if they want to go. * Letting the students know that struggling now when there are people to help him and their classes are free will help them struggle less when they have to pay for their classes. * links * Maintaining high expectations and giving ample support for my students. * Making college seem more attainable for our students * Making sure all students have the opportunity to explore the college option that best suits them. * Making sure kids turn stuff in on time, not always accepting late work, giving students a limited amount of time to make up tests. Making sure the students have a chance to succeed and be prepared for college. * Making sure students feel confortable with their preparedness for college. * Making sure the students are informed about college and all other post-secondary education options. * Making the information easy to obtain and part of something "big". * many think it is out of reach. * Mentor. * Mentoring students to see their potential. * more kids need encouraged just not a select favorite group * More parent involvement and understanding of the importance of an education beyond high school. * More visual aids in the classroom and halls and more participation from teachers. * Motivating students to be successful so they feel prepared * Motivating students to value and to take ownership of their education. * Mrs Blankenship works extremely hard to provide students with opportunities outside of BHS. ACT completion rates have been yearly evidence of her success with our students. * My job is to help my students see why futhering thier education is obtainable. * My job is to help students see and hear different experiences to college to help students make better decisions for their future. * My role as a counselor is to help prepare our students for college readiness, provide information about fasfa, scholarships, and being prepared for the future. * My role as a teacher is to assure that students understand what is required of them in college and see that they are ready to meet those expectations as well as how to overcome the failures that they may experience as well. * My role at my school is to assist and encourage my students in seeking a college choices and degrees in mind for their future. I feel it is imperative that I give the students as much access to any information that will help them pursue their postsecondary education. * My role in building a college-going culture at my school is to model the rewards, benefits, "perks" of being educated. And promote the understanding that the "perk" is knowledge for knowledge's sake. As an older educator. I want my students to know that knowledge gained should be stored, that learning is foundationally built year by year, that an informed person needs to "know". * My role in building a college-going culture at my school is to talk openly and candidly with students about possible future options for them, which schools could possibly be a good fit, share information about my own academic college experience, and provide them with information and resources wherever and whenever possible. * My role in building a college-going culture is to help students realize that they have many avenues to schooling after high school and are able to afford going to college through scholarships, grants, and other means. * My role in building the post-secondary education is to encourage students to develop plans for the future and investigate institutions that will offer them the skills they need to complete those plans. * My role is an educator. * My role is as a teacher to guide students. * My role is as an advocate for a continuing education. * My role is to encourage students to find what they are interested in and what is the best fit for them and their abilities. * My role is to encourage students to push themselves in all subjects and to care about their education and future * My role is to ensure students have the reading, writing, and study skills for college. Also, I see my role as advisor to encourage students in their goal setting and help them track the steps to achieve those goals. * My role is to expose all middle school students to information and expectation concerning college and the benefits.I am here to promote the betterment of ALL students. I want to see them do well. I will do anything for them to realize that. * My role is to expose students to coll * My role is to provide students with the most up to date information about the college going process and provide them opportunities to explore these options. * My role is to remain interested in the students' welfare. * My role is to require basic academic standards, like capital letters and punctuation. I continually have to remind my students to use periods --- this should have been mastered long before high school!! * My role is to serve as a facilitator. * My role is to share my college experience with students. I can also try to instill in them a sense of value in education. * My role is to talk to students about their life after school and see if we can align their interests to vocational or college education. * N/A * N/A * NA Educating students on the availability of aid to go to college * NAI try to educate students about the many instate opportunities to receive a post-high school education. * Offer college prep courses and hire more staff * Offering classes where students must study - they need to learn how to study before going to college. * Offering viable career options that need college degrees to back them up. * Often talk about college curriculum and the many careers that can be reached through going to college * Ombudsman, cheerleader, chaperone, encourager... * One of my primary responsibilities is AP Language & Composition. I ensure the class is rigorous and is preparing my students for the rigors of college courses. * Our counselors always have provided ample information about colleges * Our school guidance counselor (senior counselor) is the most important asset our school possesses. She encourages (begs and pleads and rewards) students to fill out their FAFSA. She takes great pride in our school's completion rate and counseling students which college to attend to best fit their needs, both financially and academically. * Our school promotes going to college throughout the year, which keeps this goal fresh for the students. It also reminds us to include these goals throughout the year. * Our staff encourages conversation with students and parents regarding career plans after high school and suggesting courses relative to student career goals * Our students need to believe they can attend post-secondary education and succeed. Many students do not think they can succeed in college. They also need to realize they can qualify for financial aid so they can attend post-secondary education * Parent involvement * parent involvement * parent support * Parent support and inputcontinuos * Parental expectations are low in some parts of the county. Some very bright students never consider college because their parents have never presented it as an option. * Parents * Parents and students need to understand that rigor in the classes makes the students better prepared. Making all a's does not prepare you for college. * participant * Participating in college visits and tours, showing students their options after high school. * positive college culture from adults * Positive influence and role modle. * Positive role model * positivity * Preparing students academically. * Preparing students intellectually and emotionally to handle the next level of their education. * Preparing students to succeed at the college level through rigorous high school classwork. * Preparing the student for college level classes in a realistic manner. * Preparing the students for all aspects of college, and reminding them that they are capable of succeeding if they try. * Preparing the students for what to expect. * Prepping them in the current classrooms. Making sure students know absences will hurt their attendance and impact their learning as well as making sure students turn stuff in on time. College isn't a joke and kids take high school that way and that is why they are unprepared for college. * Presenting career paths to students. * Professional development . Visits from alumni, college tours for juniors and seniors. * Promoter of college, vocational, or technical ed after h.s. * Provide more opportunities for students to visit actual post secondary educational sites * Provide students with a list of courses that they can be taking to proceed in the college aspect of their choice. * Providing college and career planning through assignments, such as essays, in English class, providing knowledge on attending and getting into college, financial aid, encouragement, helping students plan and apply for colleges, etc. I make myself available and try to encourage them in the same ways that I encourage my own children. * Providing students with knowledge and skills to succeed in college. * Providing transition services. * Raising the expectations in the middle school grades so students realize that when they enter the 9th grade it starts adding up collectively. * Readily available information to students and parents * Real life experience classes * Relating education to career potential. * Research * Resource and support * role model * Role model * Same as above * same as below * school wide information sharing 9-12 We need to stress the importance of college beginning in the ninth grade and remind students that their career goals help shape their high school path. For example, if they are going into a vocation, they will need to go to vocational school during their eleventh and twelfth grades. If they are going to university, they will need to take AP and college classes. * seeing individuals be successful in college and after completion of college. * Setting high expectations in every classroom. * Setting the expectations and example * share my experience * Share my success stories with students and offer support to students that need extra help * Sharing college success stories with students. * Sharing my knowledge and experiences, ACT/SAT prep * Show students that there is a path to a college education. The process can be very daunting. Show them your support. * Showing students they can be successful.Making students and parents aware that college is affordable and doesn't always mean 4 years. * Showing the students the fields of study available and what jobs they could possibly obtain by completing those requirements. * Site coordinators are awesome. * So students know what to expect and how to prepare. * Specific oriented Development programs * Stressing the importance as related to salaries and living expenses. Students complain about not having things, and stressing the importance of a post-secondary education is vital to their success. * Stressing the importance of a certification or degree to all students. If the leaders of the school believe it is important, the students will believe it as well. * Stressing the importance of their high school education as it pertains to their success in college. * Students do not know what careers are available to them. For example, they may be interested in medicine but they have no idea what types of jobs are available which would lead them in deciding on a college and program of study. * Students must realize that a world of opportunity exists outside our county. Students are not necessarily "worldly" and are perhaps intimidated or scared by the thought of continuing their education away from home. * Students need encouraged and exposed to successful adults that attended college. So few of their parents have post secondary training. They need to see it is a real possibility. * Students need to be encouraged to attend college and be successful. * Students need to know and be aware of their options, what is available, and what they need to accomplish in order to succeed in a college or trade. Knowledge is power and broadcasting as much information as possible is one key to success. * Students need to learn accountability, respect, and the ability to take directives * Students need to understand that they will be compared to all students at the college level based on their ability level. They need to be ready to compete. These students need help understanding that GPA does not mean you are well prepared. Teachers need to communicate that KNOWLEDGE IS MORE IMPORTANT THAN GPA. * Students need to understand the im[portance of preparing for the future is now not the last semester of their senior year. This needs to be instilled at home and fostered in middle school. * Students need to value their education. They need to know how valuable an education can be to their future. What opportunities they will have to better their lives. Rules must be established and the school must show that students are expected to follow them. They need to respect what they have and to take care of them. Most of these are things they learn by example. * Students seeing and hearing evidence of college students' success * Students seeing other students being successful * Students visiting colleges to view that actual experience. * Students who come from certain families and areas realize that college is an option for them even if no one else is/has. * Suggesting courses that will prepare our students for future career goals. Exploring various career fields and providing time for my students to research them * Support college going culture by preparing students to be young responsible and learned adults. * Support from colleges as well as our school. * Supporting students while they learn how to study. Many students make an "A" without ever studying so they do not know how to study. When they take challenging classes they sometimes drop the class because it is too difficult. * Supporting the ideal of rigor in academics as well as adhering to expectations on content of work, due dates, application of individual work efforts. * Taking college tours and showing students a small part of college life to keep them motivated. * taking students on college visits * Talking and encouraging students to attend college even if they are unsure of their future plans. * Talking to students * Talking to students and parents about college and career options. * Teach all students as much as I can about not only about science but English, math, and basic life skills that they will need in the future. * Teach 'em more gooder * Teacher accountability. The problem is not the students but the adults lack of interest and enthusiasm in educating children. * Teacher involvement in scheduling and choices of classes to teach. * Teacher participation * Teacher training * Teacher, administrator, and counselor interaction with students * Teachers are vested in all students, and recognize the values of a college education.Understanding the diversity in our school * Teachers need to talk often about their college experience. Lots of visual material about colleges around the building too. * Teaching: Positivity- Be the best you can be- Do everything U can -Build vocabulary-Go Everywhere U can -Knowledge Is POWER- Respect for self a others- Be assertive-Speak Up-Abstinence-Prevention -Have Fun. All of this will certainly will help mentally if they decide to go to college or not. I worry about too much pressure after high school - they need the right skills or tools to be mentally prepare ( suicide rate at this age). * That is our most important job. * The ability to hire REAL teachers that are prepared to teach and can share information. * The college visits, bringing in the college recruiters, and open discussions in the classroom about their future plans. * The counselors make sure all students are made aware of what colleges are close to their homes, the requirements needed and helping with their credits. * The most important aspect for building a college-going culture in any school is having teachers discuss college with their students. They need to talk about how the subjects they are teaching will get them ready and how they will use them in college. They need to give specifics. * The most important aspect is creating a culture of confidence. Students are encouraged to recognize that if they are willing to put the work in, they can achieve. * The most important aspect is Informing students of the benefits of a college education at our school, especially the earning power of a college grad vs a high school grad.. * The most important aspect is to encourage students that even if it isn't a 4-year college, they can still go into a 2-year program at a community/technical school to better themselves and earn a better wage. * The most important aspect is to help students understand the different types of higher education programs available to them. * The most important aspect of building a college-going culture at any school is understanding the culture from which the students arise. At our school, like many in our region, the socio-economic impact that an unchecked public assistance program has wielded, over time, the "indolent nation" of Franklin Delano Roosevelt's fears. * The most important aspect of building a college-going culture at my school is providing students with the information needed to apply and get accepted to college. * The most important aspect to building a college-going culture at my school is a giving students a sense of self-efficacy. Being that we are a low-SES area, a lot of college-going students are first-generation and do not believe that they can succeed in this environment. Students need to be aware of financial options, finding a college that fits them, and have a sense of academic self-efficacy. * The most important aspect to building a college-going culture in our school is to make students see the need and benefits of higher education. * This year I incorporated a 'life map' project where students were giving the opportunity to explore college requirements for admission. The project encouraged the student to explore their strengths, set a goal, and start working toward it now. * Time, having time set aside to discuss and encourage students about attending college. * To talk to as many students that about what they what to do after high school and to be positive role model. * To be accessible and understanding of our students and their needs academically and physically. * To continue to help students see what the importance of college are, as well as have them continue to visit different schools. * To educate students about their options after high school. To educate students about the requirements before and after high school and to set the students up for ultimate academic success. * To encourage students to go to college, and to assist them with their preparation for and selection of a college. * To expose students to methods of studying and the need for mastery, not just getting a grade, but the knowledge * To face reality and understand with an open heart and an open mind that college is NOT for every student that I teach and that it is futile to believe such a thing. We are leaving a great deal of a while generation behind and they are graduating with a high school diploma that is based on college bound curricular ideals. The diplomas that some are receiving that leave the impression that they are college bound success stories is a joke. They cannot function in a basic world because they have not learned basic skills * To get the parents involved, unfortunately I believe the culture in the community doesn't encourage students to go to college or value education. I believe that in order to change the mindset of the students, it is important to change the mindset of the community. * To have the students understand the importance of an education and the opportunities it provides. * To keep the discussion or the dialogue going. * To make students aware of the responsibilities that they have once graduated. * To show extreme interest in each student individually and their plans for the future. * Trying to build the confidence of the students. * Value of education. * Visibility would be most important. If students get used to seeing information on schools they will be more drawn toward them. Also, education on what college best fit the goals of the students. This should start as early as 9th grade so that students can map out their high school course work for successful application. * We are all the time talking about going college with student. We are getting them to visit colleges at an earlier age. * We have a fantastic GearUp team. I do whatever I can to support them. * WE have to do a better job of convincing today's parents that a college education is crucial in having a chance at a good future. * We need to continue college visits for students during school days, so that they have an opportunity to see what is available close to home, * We need to get all core subject and elective teachers involved with encouraging a post-secondary plan for all students. We do need professional development for all teachers. All teachers need to assist our students in completing the PEPs. * We need to inform the students that especially in today's economic environment, they are going to have to have some kind of post-secondary school training more often than not to build a successful career. * We need to place an importance on academics and being more responsible. * We need to put more focus on vocational education. * Well since I teach CTE, I am a strong proponent of post secondary employment. My encouragement of College is only if it helps in attaining post secondary employment. * When you have a classroom discussion and give trips to the different colleges. * working with special education students and letting them understand that a post high school education is available for them. * You need to have an economy that has jobs for * Ignorance is a virtue * School is too hard and we who have high standards are just being mean. * Also, please explain what you see as your role in building a college going culture at your school? * Discussing the value of education. By explaining to students how important it is to complete their HS diploma and try to attend a College to make them more valuable to employers. * I believe teachers utilizing their own stories of "rising above" when connecting with students is essential. I also believe that John O'Brien's "At Home in the Heart of Appalachia" should be standard reading for high school students in West Virginia. John was ostracized from his family for wanting to leave the holler and go to college, to the point that, at the beginning of the book, he is wondering if he would be welcome at his father's funeral and whether he should go. * I can encourage students to do what is needed to attend college. * I feel it is my responsibility to incorporate information about college and post secondary programs available. * I find my students have the propensity toward a very linear concept of learning, rather than the depth of continual expansion as new concepts, ideas, philosophies are added. I constantly call for them to access previous learning to inform the current work and explain that college is the top of the "lighthouse", the beacon. An informed person is able to inform. * I see a few hundred students each day in class. I also see the students throughout several evenings and weekends throughout the school year due to my position. I try to talk with the students and explain how important it is that they succeed and build upon their success. I often will be in communication with students' parents as situations arise which allows me to often try to brag on their children in an effort to help encourage the success at home as well. * Kids are still treating "college" as a 4 year institution only. We're working to CHANGE that! * My college degrees hang in my classroom. I invite faculty and administration from our local colleges to come to class and talk with my kids about the possibilities. When possible, on class trips, we tour college campuses. The last time we were in Boston, we toured Harvard and MIT. * Promoting students to succeed. If students don't feel like they can be successful, they will not try. When they do not try, the likelihood of them continuing on to college is slim to none. If more students are driven to succeed, they often will. I notice several students often not wanting to put any effort into their work and do not show enthusiasm toward success. If the importance of success was demonstrated to them throughout each day, I feel they would look more toward succeeding and making post-secondary plans. This often also needs to come from the home. I realize we have several students without the ideal home life and so this becomes more challenging on the school's part. * Students do not get excited about college because they do not know a direction of interest. If students were better prepared mentally with a plan for their future they could better choose the best fit in a college. * Students receiving help and tutoring * Students when they graduate . * The problem is our students (lower 10th graders) are NOT focused on much but the present moment. They do not see the future as a locomotive coming their way. So, motivating the unmotivated, the age old problem, continues. I hasten to conclude, though, with kudos for the Gearup program because I DO SEE it making a difference. * My role is to expose students to coll |

1. **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 | 3.8% | 11.8% | 1.8% | 10.8% | 36.3% | 33.4% | 1.8% |
| Opportunities to participate in college visits | 3.0% | 8.2% | 1.3% | 4.5% | 26.3% | 54.9% | 1.7% |
| Summer activities | 10.1% | 18.8% | 2.2% | 14.0% | 26.6% | 25.5% | 2.7% |
| College Application and Exploration Week | 3.0% | 8.5% | 1.3% | 9.0% | 31.1% | 45.3% | 1.7% |
| Provide information about college entrance requirements | 3.3% | 8.2% | 1.5% | 6.7% | 32.3% | 45.9% | 2.0% |
| Career exploration activities | 3.3% | 7.8% | 1.5% | 8.5% | 33.6% | 42.9% | 2.2% |
| Test preparation (e.g., ACT/SAT) | 3.7% | 8.2% | 1.7% | 6.0% | 35.3% | 43.4% | 1.7% |
| Assistance with College Entrance Processes | 3.7% | 8.5% | 1.0% | 5.3% | 31.8% | 47.8% | 1.8% |
| Assistance with completing financial aid forms (e.g., FAFSA) | 3.2% | 8.2% | 1.3% | 4.0% | 26.1% | 55.4% | 1.7% |
| Teacher professional development about college awareness and success strategies | 11.3% | 9.5% | 3.2% | 13.3% | 31.3% | 28.8% | 2.5% |
| Student Success Societies/Mentoring opportunities | 5.3% | 10.3% | 2.0% | 11.0% | 34.6% | 34.1% | 2.5% |
| Faculty Senate Presentations | 9.7% | 6.0% | 4.3% | 20.0% | 31.3% | 26.1% | 2.5% |

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Never (%) | Seldom (%) | | Sometimes (%) | | Often  (%) | Always (%) | No Response (%) |
| 9.5% | | 19.6% | | 32.4% | 24.6% | 11.0% | 2.7% |

**Please Elaborate:**

|  |
| --- |
|  |
| * FAFSA shirt Fridays, College Day, giving info to students about college, talking about my college experience * I am not that knowledgeable about the GEAR UP program. * I am the gear up coordinator so I always participate. * I have demonstrated some skills involved in cooking. I also have a catering business after school. * I sometimes participate in GEAR UP activities when there is a 10th grade student present. * I try to participate in many of the activities to encourage our students. I want them to believe in themselves. * Last year had students do a GEAR UP survey, that's been all my participation. * Only when asked to do so, which is rare. * Site Coordinator * You have to be in the select few to participate. I have volunteered many times and have been told that they don't need me. * A few times a year. * Act as chaperone on some visits and trips. * ACT/SAT Prep, College Visits * After school graduation and the online surveys annual. Field trips such as college visit. Trip to BOone career Tech center. The BCS Job Fair. * All teachers have different area of school activities they are over, and I am not one of the teachers that deals with gear-up. * Always, when asked * Any activity that involves our seniors and juniors. * Any time a GearUp activity is offered for our students or for our teachers, I participate if I can. I feel the program is vital for our students. Because we are in a low socio-economic status community, we need help to pull our students out of poverty. GearUp is essential to that effort, and I want to do all that I can to promote GearUp participation. * Anything our Gear Up faculty members ask me to do, I am always more than willing to participate. * Anytime that we are doing something within the school as a faculty I participate if possible. * As a chaperone at introductory events in the auditorium. * As a freshman teacher it is not imperative that I attend GEAR UP activities. * As a GEAR UP mentor, I participate in most activities. I have only missed two field trips. * As a mentor and tutor, I am working with some aspect of Gear Up weekly. * As a parent and a teacher I have participated inGear Up activities. * As a site coordinator I always participate * As GEAR UP site coordinator I participate in all activities at our school. * As invited * As Prostart (Culinary) teacher, we provide food for gear up activities to encourage student participation * As Site Coordinator, I plan and implement all GEAR UP activities. * assemblies * Because I am the GU site coordinator I actively plan and participate in all GEAR UP activities at my school * Because of the subject matter that I teach and my daily schedule, I do not often have the opportunity to participate in these activities. I feel that when after school opportunities were provided, that was very helpful to students. * Because this is my first year at this school and my first experience with GEAR UP I haven't been as active as I could have been purely because I am learning as the year goes on. * Chaperone field trips and activities. * Chaperone trips. * Chaperoning Gear up trips and visits to colleges * College Choice NightFafsa * College decision day and FAFSA day! * college dicision day and surveys * College Tour Chaperone, School Wide Activities, College Decision Day, Career Exporation Day, College Exploration Week, Working with students to catch them up when they have missed class for a college visit. * College Visit * College visits, work site visits * College visitsI've been offered the opportunity to attend a Gear Up training this coming summer. This will be my first Gear Up training so I'm hoping that will allow me to participate in more activities. * Counselors a other faculty take care of heading up the gear up. * Each time they are available at our school * Every time an event is offered I try to attend * Gear up has wonderful programs and opportunities for the students. Gear up helps with equipment for students and PD for teachers among other things. We all need to keep partnership moving. * GEAR UP is part of our continuing professional development activities.Not at all * Gear up is run by very capable, well organized educators. * Haven't been asked to participate... probably wouldn't miss a day of instruction to participate, if asked. Since I am the coordinator, I attend and participate in all gear up activities. * Help represent institutions during school events. * Help with field trips, and tutoring when needed. * however my busy schedule does not allow me to attend many of them. * I always chaperone GEAR UP trips. * I always participate in College Application Week, the College Fair, and College Decision Day. I do ELA tutoring for the ACT/SAT, and I frequently help kids complete the FAFSA, also. * I always volunteer to chaperone collage visit, assist with College decision day, volunteer to assist with FAFSA workshops, and participate in the Student Success Society. * i am a gear up mentor * I am a Gear Up Mentor * I am a GEAR UP Mentor and I meet with my group once a week. I have also been on a couple of college visits. * I am a GEAR UP mentor so I a work with a small cohort. However, I rarely get to attend field trips with the groups from our school and rarely work with the seniors. * I am a Gear Up mentor so I have had the opportunity to work closely with students. I have enjoyed being able to build relationships and assist students. * I am a GEAR UP tutor. I go to after school events in the evenings and nights. I have participated in college day. * I am a GEARUP after-school tutor and I also assist our coordinator with implementing activities in the classroom as I teach AP & college courses * I am a GearUp tutor and GearUP mentor so I am able to participate in the GEAR UP program more. * I am a member of faculty senate and I have participated in activities there. I have assisted students in accessing college entrance requirements. I have spoken to parents and students about ACT registration and scholarship requirements. I assisted students in test preparation. * I am a mentor * I am a mentor of gear up * I am a SSS mentor. * I am able to help provide adult supervision, tutoring, and helping to facilitate support for our programs. * I am an SSS mentor. * I am aware of when they occur at school * I am fully supportive of GEAR UP, but I personally have not had much of a hand in the actual GEAR UP activities, such as after school programs and field trips, because of my own schedule at work and home. I do try to help students as much as I can, though, and I am very pleased with what I know about the GEAR UP program. * I am in an Alternative classroom setting and I am unable to attend any activities, I have students all day long grades 7-12. * I am never asked to participate nor have I received any training. * I am new and have not been told much about Gear Up except for after school tutoring * I am not a coordinator. I would love to be involved and I am always so happy to hear about all of the wonderful things our Gear Up Heroes do! * I am not involved in these activities that are outside of school. * I am not one of the GEAR UP coordinators, so I participate when needed and reinforce those ideas presented in my seminar and classes. * I am not part of the GearUp team * I am not the coordinator, but I teach right beside our coordinator, and she has often asked me for help with information, surveys, paperwork, trips, etc. * I am one of the school's SS mentors and tutor after school. * I am only a part time teacher so I do not always have to ability to participate in the activities. * I am only part-time * I am thankful for the GEAR UP program, and I always try to help out in all projects. * I am the counselor at our middle/high school and I do attend all Gear Up activities that I can with my students. I take pride in motivating my students to pursue education after high school. I offer my assistance in any way to assist with Gear Up act and college prep and career readiness acts at our school. * I am the gear up tutor person for math, as well as attending field trips for gear up. As one of the primary 10th grade teachers, I have had lots of opportunities to work with gear up. * I am the site coordinator! I am ALWAYS in GEAR UP Activities. * I am the site-coordinator. * I am the SSS advisor. I also chaperone Gearup travelWhen I am needed I can provide assistance. * I am usually in the building during FAFSA workshops, I participate in College Decision Day with my students, and I have chaperoned numerous college visit field trips. * I answer questions for students about college. I write a lot of letters of recommendation for seniors. I attend the College signing day. * I attend College Decision Day and assist many students with scholarships. * I attend College signing night and other activities throughout the school year. * I attend college visit field trips from time to time. * I attend events they put on when I can, and have assisted in several field trips. * I attend some college visits and gear up career days * I attend summer sessions, discuss in classes, offer tutoring, assist my advisory Class with questions, and write letters of recommendation for seniors (for college admittance and scholarships). * I attended college visitation field trips and career ready field trips * I cannot recall any activities this past year. * I complete any activities asked of me. * I decorated my door and wore an orange FAFSA shirt, but I have not been asked to help with anything else. I am also not here all day as I split my time with another school. * I do not currently teach students in the gearup group. * I don't always know when the events are going on, otherwise I would help. * I encourage as well as reiterate what our counselors continue to instruct. * I go on any field trip with gear up * I have accompanied students on field trips with emphasis on career exploration. * I have been on GearUP college field trips. I wear FASFA tshirts and encourage students to get their forms filled out on time. I attend GEAR UP guest visits. * I have been to the summer training several times. I have chaperoned several college campus trips. * I have chaperoned gearup trips. I help with fafsa and other college awareness activities. * I have chaperoned one event a few years ago but I have not been asked for anything else. I would gladly participate. * I have chaperoned some GEAR UP trips, as well as helped students with their college applications. * I have helped assist with tech prep needed for FASFA. * I have helped students with college/career choices, worked with FAFSA applications,, and some of the GEARUP activities. * I have never been asked to help. * I have not been asked and I am not sure I would be interested if I was asked. * I have set up many FAFSA Workshops for my seniors from the Class of 2017. We had a parent FAFSA Workshop in the Fall of 2016 for seniors. I have participated in the College Signing Program that has been here for two previous school years. * I have taken part in trips. I also am an SSS mentor. Gear Up provides enormous possibilities to our students and I feel blessed to be a part of it. * I have tutored after school when students sign-up for it. I have participated in College Fairs and College Information events. * I help chaperone field trips through GEAR UP. * I help do the science ACT tutoring at the school and I lead the Math Elites. * I help when asked with school activities. I have been on one college visit. * I help with field trips * I help with the mentors to when I can and encourage students to participate in ALL gearup activities available. * I incorporate gear up ideas into my classroom often throughout the year. I also set aside class time for fafsa completion, college applications, college fairs, and discussions. * I make sure to participate in the school wide events and make sure my classroom does as well. * I mentor in the GearUp program weekly. * I never participate in gear up. * I participate and aid with the Highlander Games, use the Gear-up computer labs with my learners and provide information to my learners about college-related activities. * I participate during school-wide GEAR UP activities * I participate in all activities during school time. I am unable due to family responsibility to do anything after school or in the summer * I participate in all offered professional development at our school. * I participate in as many activities as possible as a classroom teacher * I participate in College awareness week. * I participate in College Exploration Week activities, but I have not attended/chaperoned any of the Gear Up field trips or tutoring sessions. * I participate in events as well as helping to plan and organize. I provide whatever support our coordinators need to do their jobs effectively. * I participate in GEAR UP activities whenever the opportunity is available. * I participate in school wide events such as college week. * I participate when I am available. * I participate when it is offered. * I participate whenever possible. I feel gear up is one of the most beneficial programs to ever grace our school. * I participated in the after-school tutoring program through Gear-Up. * I participated in the GEAR UP kickoff event. * I plan and implement all activities. * I plan and present most gear up activities. * I spend most of my time preparing for teaching my own classes. I do not usually participate in GEAR UP activities. * I started teaching in WV in November. These things were already in place and running with sponsors by the time I arrived. I expect to participate more fully next year. * I support Gear Up activities by supporting their fund-raising activities and allowing students to attend activities that coincide with class time. * I teach freshman, and many of the activities are geared toward seniors. * I teach students with severe impairments. My schedule and my students' needs do not always allow me to participate in these events. * I think we participate in activities, even though they may not be labeled GEAR UP, that prepare students for post-secondary success. * I try to go in all of the college visits when the sophomore class goes on one. * I try to help out with anything that happens at our school to be a team player and let the kids know that they are important enough for me to take part. * I try to help with the Gear Up activities in any way I can. We have incentives for college preparedness, and our HEROs assist with school-wide activities. Our Gear Up activities at Bluefield High School are extremely successful. * I try to participate in every event. * I usually help when asked to do so * I will be attending the Gear-up student success summit this summer. * I work as a Gearup tutor. * I work directly with the GearUp program. Every Wednesday at lunch I meet with Mrs. Jean English and 10 sophomores. We spend time discussing career plans, college possibilities and the importance of post secondary education. * I work with sophomores for lunch time tutoring through GEAR UP 3 times a week. * I work with students as a mentor. I also volunteer for field trips to colleges. * I’ve volunteered to chaperone several activities. * Identifying and recommending students. Following up on students participating. * If I am asked to help, I help * II just have not been active. * I'm not one of the GEAR UP sponsors, and I don't really work with this group of students. I have a 9th grade homeroom.I teach seniors, so I am very involved with helping them explore their options. I go on visits, set in on meetings, and participate in helping them sign up for PROMISE and FAFSA * I'm the coordinator. * I'm the GEAR UP Mentor for the 10th grade boys here at SCHS. * In my current position it is difficult to help as much as would like to. I would like to help more.I am one of the site coordinators. * It's not my field of teaching. * I've been to a few trainings * I've never been invited to participate in any GEAR UP activities. * I've not been apart of Gear Up in any capacity thus far in my 2 years or teaching. * Math Tutor after school program. * Most gear up activities are scheduled by myself or other school counselor. * Mostly during school activities. * My 8th grade students are not included in many activities. * My participation in GEAR UP activities has been limited due to the small amount of time I have worked at the school. * My previous work experience was at Mount View High School in Welch, WV and we were not a Gear Up school, since moving to my new position at Princeton Senior High School, we already have a school counselor. * My students are Special Needs students, and they are learning functional and life skills in my classes. * My students receive modified diplomas, we talk a lot about careers but not much about college. * NA * NAI teach small group special education and many of my students are not going to college but I do try make it known that they can go to a vocational school and in my general education LINKS class, I always talk to them about the many quality universities found in WV. * Never asked to go on field trips with GearUp nor my students. I teach Special Education and I feel they are secluded and left out in most GearUp activities. I have volunteered to chaperone activities and never selected to go. It seems they have certain teachers they like to pick. * never have been asked * New to the area. First year teacher. * no comment * No comment! * Not really an option at present * Not sure where to learn about activities * Often I am not one of the teachers who is asked to help. i do participate when needed, and the activities are well-organized.I plan and attend all of the cohort activities for gear up in our school. * Once or twice weekly. * only those during faculty senate * Our Gear Up Adult staff is commensurate with a small student population. * participate in school-time activities when possible * Participate when asked * Participate when asked. * Postings, Announcements * same chaperones all the time. county too cheap to ante up * Some college visits, college acceptance week, ACT tutoring * Sometimes I chaperone trips to visit educational destinations. I tutor students when necessary and I have time. * Sometimes I help with tutoring and with chaperoning college visits. * Sometimes I will attend gear up field trips * Sometimes our activities are by grade level, and I have four grade levels in all of my classes. Therefore, sometimes I have not been able to attend some of the activities. * Student Success Team * Surveys, college decision day, field trips * Teachers are not asked to participate in many of the activities. * Teaching ninth graders does not lend itself much to the GearUp situation. * TEST FROM BROOKE - PLEASE DELETE * The entire school participates in many activities, but several teachers also aid in college career trips * The GEAR UP activities are aimed more toward the sophomore class which I do not have much to do with since I have mostly juniors and seniors.I typically have little interaction with GEAR UP. * The Gear Up cohort started last year with 9th graders and is now they are our current 10th graders. I primarily teach 11th and 12th graders. * The opportunity to participate in GEAR UP is not offered to all teachers * The school counselor is the direct supervisor of the GEAR UP program, and I offer supplementary support. * The students are fantastic. * There is a Gear Up team in place at Summers County High School which I am not a member of. * to the degree my schedule allows * Tutoring and assisting students with make up work. * Tutoring daily * Using of cfwv, workshops on financial aid, etc. * We have activities? * We often partner our after school academic enrichment with the Gear Up tutoring sessions * We only have a couple of college visits offered and recently we haven't had much student interest in going to the colleges that were chosen. We have had FAFSA night and had probably 8 parents there to fill out the FAFSA with their child. Other than that, I haven't heard of too much going on with the program. I think the students are attending a Camp this summer, but that is all I've heard. * When activities are available. * When activities are offered at school, I attend with the students. I typically do not go on the field trips * when asked * When asked * When asked to assist I happily oblige. * When asked to distribute information, I do. I have tutored occasionally when I am needed. * When coordinated by coordinators * When gear up activities are announced, I regularly participate. * When I am available, I participate. * When I had the cohort class, I was very involved with GEAR UP, now that they have moved on, I am not very involved with GEAR UP. * When I have the time to attend GEAR UP activities I like to attend. I wish I would attend more events. * when i have time * When invited I will participate * when made available * When my schedule as the principal allows it. * when my schedule permits * When offered during the school day * when schedule allows and when asked to participate * Whenever I am asked to do so. * Whenever I am included in the activities or asked . * whenever I get a chance. * Whenever I get the chance I always try to participate in the college activities * Whenever one is provided that I am able to participate in, I do my best to be an active supporter in these activities. * whenever teachers are asked to be involved, I am there. * Whenever they are available * Whenever we have activities for advisory or homeroom. * Within my first year, I have participated in several activities with Gear-up including fafsa night, where parents and students are provided assistance filling out the applications. College and career readiness week in which throughout the week homero students participated in a scavenger hunt. The home room with the highest accuracy won a pizza party. * Arranging Fee Waivers for ACT Chaperoning college visits * Attend school programs, Talk to students about info relayed from gear up coordinator, Hand out materials * Daily bases * I attend discussions and meetings with sight coordinator * Often these activities take place at the same time as other events that I am required to attend. When I am able, I do attend most school sponsored activities. * Remind students of deadline dates, Go over what classes are geared for what college major areas and future jobs and incomes possible |

1. **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. | 2.7% | 0.7% | 1.3% | 39.4% | 53.6% | 2.2% |
| I think GEAR UP is making a positive impact on my colleagues in my school. | 4.7% | 2.0% | 4.7% | 45.4% | 40.6% | 2.5% |
| GEAR UP activities are likely to be sustained after the grant ends. | 4.2% | 7.0% | 20.1% | 39.6% | 25.0% | 4.0% |

1. **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 | 2.0% | 2.3% | 18.5% | 43.4% | 31.3% | 2.3% |
| Mentoring | 1.7% | 2.7% | 18.6% | 41.9% | 32.6% | 2.3% |
| Academic Support | 1.7% | 1.7% | 10.5% | 41.6% | 41.9% | 2.5% |
| Financial Literacy | 2.2% | 2.2% | 14.8% | 38.4% | 39.6% | 2.7% |
| Partnership with Institutions of Higher Education | 2.3% | 2.5% | 15.6% | 39.9% | 36.9% | 2.5% |
| Community Support | 2.0% | 3.5% | 18.8% | 40.4% | 31.8% | 3.3% |
| College Visits | 1.7% | 7.7% | 20.3% | 34.3% | 33.3% | 2.7% |
| Access to College Professionals | 1.7% | 4.5% | 24.6% | 36.3% | 30.3% | 2.5% |
| Life Skills Development | 2.0% | 3.3% | 16.5% | 42.8% | 32.6% | 2.7% |
| College Application and Exploration Week | 1.7% | 3.3% | 12.1% | 41.3% | 37.9% | 3.5% |

**Please Elaborate:**

|  |
| --- |
|  |
| * I feel GEARUP helps better prepare our students in career/college choices and decisions. The students enjoy the activities. * I feel that our students can be successful in applying for colleges, financial aid , scholarships , attend college and do well with the assistance of the GEAR Up Program in our school. * I worry that students’s math skill are lacking. We only have one certified math teacher. * It helps that WV colleges have low admissions standards compared to colleges in other states. * It's hard to generalize for the general population. These questions are more suited for an individual student. Within any student body, there will be many capable students, as well as students that will never follow through on what they started. * NAWe need more technology that works EVERY DAY, not just periodically. We need more rigor in math and science and more reading/writing skills that focus on grammar and usage instead of literature. Grades are inflated and do not predict college success. ACT scores are low and teachers need to prepare more problem-solving/thinking lessons instead of giving worksheets! * None * Thanks! * All students should have the option of attending college on a paid scholarship plan. * As previously stated, I do not believe that students are given the impression in most homes that education is of great value. Since, in my opinion, this is the case, students do not recognize the need to apply themselves in classes, some students do not heed the advice of educators on necessary skills for higher education until it becomes an all too frightening event. * Basing this on my students interest in post secondary education * Because we live in a rural area, and many of our students have never even traveled out of the county, the GEARUP funding has provided opportunities that their parents cannot afford to do on their own. Our school does not receive enough regular funding to provide them with the opportunities that GEARUP provides. I believe that more students from our school attend college because they are exposed to more opportunities. * Bluefield High School has an excellent JROTC program * Concern that Gear Up only works with one group of students instead of whole school * Despite the efforts of Gear Up, many students have no goal of going to college when they enter high school. * During the 2017-2018 school year after school tutoring was offered in my school. This program may not bring in a high number of students but it is very vital.It can make a difference between whether or not a student passes for fails a class. I do not feel that the tutoring/mentoring program during the school day is very helpful at all.None * Gear Up is a wonderful resource for our school, and our students would suffer if we did not have this grant. * Gear up is great! * Gear Up is one of the best, if not the best grant, I've seen come through the school system. It is a wonderful program, provides so many opportunities for our students, and I hope it can continue. * Gear-up is a good program for students. * GEARUP is a wonderful program that helps poor rural area students com into contact with colleges and helps guide them toward that goal. * Hope Gear Up stays in affect forever and keeps improving -if need be. Thank you for this program- I believe it has been extremely beneficial. * I have been at this school for a while. I have seen more involvements with colleges and preparing students for college. Great opportunities * I have spoke to several students in college and some have expressed thy were not prepared for some classes. * I need to work better at displaying college messaging during sports events. I do not have access to the college going rate, or I would be able to communicate that to the staff. * I think Gear Up is a great program for our area of WV. Thank you. * I think success after high school is a individual choice, and sometimes young people get side tracked because of a bad choice in life. Hopefully the students are willing to pick themselves up and start over again. * I think that most of our students would be eligible to enter college. * I think that our students have the ability to do all of these things but I am not sure they have the drive or motivation. * I think too much emphasis is placed on getting students to enroll in college. Many students are more suited to attend a vocational school. There is a shortage of skilled workers in the areas of welding, plumbing, electrical, etc. Why is there not more emphasis placed in these areas? * I understand the purpose behind the cohort group, but I hate to see other students missing out on the opportunities that only a small percentage of the students have. I would like to see the opportunities more evenly distributed among all of the grades.GearUp is a great program but our test scores are still low. We are working on it but our students still score low on math and ELA. * I work as a special education aide and our students are not equipped to attend college. Hopefully, some of our students will be able to hold jobs in the future. * I would love to see the High School Diploma go back to being more than just another piece of paper! If we don't succeed at this the College Diploma will be the same! * If a student has the motivation and desire to be successful in college, it is possible. Most students today are extremely proficient with computers and know enough about technology to get into college. If students want a college education, and they believe that they can apply themselves, then they can achieve it. If a student believes in their own success, they can make it happen. * In our area, the teachers are so poorly paid that it is impossible to find people to teach Science and Math. These areas are suffering greatly and no one seems to care. If we do not offer a fair wage to our teachers, before long we will have no one qualified in the classrooms. * It is not reasonable to expect the majority of the students at any institution to be college ready. Maturity promotes goals and the ability to achieve. * Its a good program * It's very difficult to answer questions about students being prepared for college and other post-secondary education/training when they're not able to have certified teachers to prepare them. The lack of certified teachers creates a revolving door of long term substitutes which reduces the effectiveness of programs such as GEAR UP. * Just like to thank GEAR UP for all of the opportunities they have provided for our students. GU is one of the most beneficial programs I have seen during my career as an educator. * Living in a poverty stricken area in Southern West Virginia, I always worry about our kids and what they are exposed to. I also know the importance of their getting into college or going into a trade to keep them from falling into bad trends within the area. That is why I take my job as an educator so important. For some of our kids, I am the only motherly figure that they have. It is my job to help teach them and guide them through high school. I devote myself to them and help them any way that I can when it comes to planning for their futures. * Many of our students have the ability, but many do not have families that have gone to college or know how to help them. I also feel like the economic position of many of our families encourages students to get a job and make money rather than spend money on more education. I do feel like college is valuable, but for our vocational students that will get jobs out of high school and make almost as much money as I do (if not more), it's a hard sell. I also worry about our kids who have been so driven in high school. Many aren't excited about college because they're burnt out and extremely anxious about the idea of school only getting harder and more demanding. I worry we're sucking the joy out of learning by beating them over the head with the fear of not being prepared or not having a plan. It's one of those double edged swards I guess. * Math skills need improvement and students attitudes need improvement. * Most of the students are of low ability level and will have trouble being a success in college. They will not improve because they can pass high school classes without much effort. * Most students seem to have the abilities to perform well in school * My students have moderate cognitive disabilities and college is really not an option. * Only the exception of students in my special education experience are well prepared enough to complete a 4 yr undergrad program. * Our students are given opportunities to succeed outside of high school * Our students are very lazy and do not take school seriously all the time and this will hurt them in college if they continue to act this way. I think if students try harder and are willing to be successful they can. A lot of our students care and will go to post secondary schools and be successful, but unfortunately a lot will not. * please continue grant funding for gear up programs. * Some of my students possess deficits or work better through hands-on learning. More success for them would be found in technical colleges or other types of training aside from mainstream college. It all depends on what best suits them, and I feel we should encourage these types of opportunities to provide success for all ranges * Some students in high school fail to demonstrate the skills needed to succeed at college. Then there are some kids who perform well at college but then fail at college. * Students at most secondary schools are not challenged in EVERY class so their expectations are not realistic when they get to college. I'd say only 1-4 classes involve enough rigor to set expectations where they need to be for college. * Students just aren’t driven to succeed in their everyday high school classes. We try to be creative, instill a good work ethic and engage students, but so many times students don’t have the support they need at home. A lack of parental guidance and impoverished surroundings affect most of our student population. * Students who have supportive families, will power and work ethic will be fine. Others, not so sure about. College is a massive undertaking and without the above, along with some common sense and a match to the right institution, failure could be a possibility. * The majority of students in our school finishing college with all A's and B's and having a successful career based upon college preparation? Are you kidding? Not unless some major changes take place in worth ethic and the desire to make something of themselves and meeting the demands of more maturity and a level of "I will do the right thing" instead of "I will do the most popular thing" ... the future does not look very bright for a great deal of kids because they have grown up in a society that has become more socialist and socializing instead of being dedicated and determined to "do the right thing" and work hard for everything. Nothing worth having comes easy. A free hand out does not accomplish anything but dependency on others. There is no such thing as a "free lunch" because someone, somewhere is paying for it. * There are a few students interested in serving in the military. Some have mentioned that they could pay for college or vocational training through their service. * There are so many socioeconomic factors that cripple many of our students' abilities to attend college long term. Many of them are faced with little or no financial support at home, so even if they are eligible for loans and grants, they are still impoverished to the point where they can't afford gas money to go to school daily or food while they are there. It's such a problem at Concord University that they've developed a food bank for college students. Many students delay hopes of going to college to care for younger family members while the primary breadwinner in the home is working. Additionally, many parents aren't providing students with the long term survival skills to see it through. When it gets tough, they often drop out. The schools, along with GEAR UP's help, do an excellent job at helping students get in school, get financial aid, and prepare themselves academically, but beyond that there is often very little support from the home to encourage them to stay. * therefore, the students are prepared either for higher education or a military career. The Career and Technical Center offers students a vocational pathway which is available to all students. * these kids dont care * they just don't seem to have the drive to succeed (home life problems etc) * This area needs to attract more businesses that require college education to give our students goals and a location to work for. * We are proud to have this program in our school. * Without GearUp all the areas in #16 rated as not at all sure will suffer without GearUp * I think the Gear Up concept and information is wonderful. But, I think the way it is set-up isn't the best as far as timing. (kids being away from classes due to surveys, teachers or counselors being away from their classes and/or school for entire days. I would hope that the Gear Up staff would re-think the staff and understand the employee(s) they are taking away from the school or their job when hired. I am really for a program such as this one, but I feel our students are only getting bits and pieces of it. We need to have an advisor that has a lighter schedule to work with. Thank you ...... * I wish them the best. * Our students can succeed at anything with they have the resources. * Teach.Freshmen.They don't have a clue * the Gearup program is highly needed in this area. It has had an enormous affect on our college attendance rate as well as other training areas. Our area is very high poverty and we need all the help we can get. * Without having a fully certified school, some classes may not offer as much content knowledge that may be required at the higher education level. This would result in students beginning college, but may struggle to maintain a high GPA and/or finish college. However, please note that I am sure that several students will do well in the higher education environment. |

1. **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. | 1.8% | 26.1% | 41.3% | 20.6% | 6.5% | 3.5% |
| …will be eligible to apply to a postsecondary institution. | 0.7% | 6.7% | 31.6% | 42.9% | 15.5% | 2.5% |
| …can make an educational plan that will prepare them for college. | 1.3% | 9.3% | 34.3% | 40.8% | 11.3% | 2.8% |
| …can get good grades in their high school science classes. | 0.7% | 9.3% | 35.8% | 41.8% | 9.7% | 2.7% |
| …can get good grades in their high school math classes. | 0.5% | 13.1% | 37.6% | 35.9% | 9.8% | 2.8% |
| …can choose the high school classes needed to get into college. | 0.7% | 9.3% | 29.6% | 40.3% | 17.0% | 3.0% |
| …know enough about computers/ technology to get into college. | 0.5% | 5.7% | 27.8% | 41.9% | 21.1% | 2.8% |
| …can go to college after high school. | 0.5% | 8.2% | 32.8% | 39.3% | 16.5% | 2.7% |
| …could get A's and B's in college. | 0.7% | 16.8% | 42.8% | 28.6% | 8.2% | 2.8% |
| …could finish college and receive a college degree. | 0.7% | 12.0% | 39.3% | 34.3% | 10.5% | 3.2% |

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

|  |
| --- |
|  |
| * Continuing gear up activities would have a lot to do w/ who is in the building or whether or not the next person is familiar w/ gear up. As of now, I plan to still be in the building when the gear up grant finishes so I can honestly say we will continue to do most if not all gear up activities. College visits will be hard due to funding or we would continue those as well. We will continue to visit colleges that offer to cover bus and food costs, ie WVJC. * Funds are limited in the county / school. * I am unaware of any influence from Gear Up * I don't really know-just guessing. * I really do not see where this program would be missed at our school. I feel we can support the 10 things above as we would in a normal year. We would plan visits and bring different colleges in as planned, have a College Fair, have our own activities and not need to see the state put out $1,000 a month for a coordinator. The problem is, the coordinator needs to be someone who is retired or a substitute etc. The meetings, paperwork, and planning take too much time out of a regular employee's school schedule. * I think we will do what we can to continually help students prepare for the real world, but some things we may not have resources to as fully implement without GearUp. * If Gear Up would be taken away I do not believe our students would receive any amount of help to get them ready for college. * I'm not sure what it will be like because GEAR UP has been a part of this school from the time I started working here so I have nothing to base my thoughts off of. * It will be hard to maintain the programs without Gear Up's resources, but I think my school will be able to manage. * My opinion is that without GEARUP funds our school could not provide college campus field trips because we couldn't afford the bus drivers or the food for the trips. I also think that we would definitely have to cancel tutoring because we would not have the funds for it. We couldn't buy anymore technology or software for classroom enhancement without our GEARUP funding. GEARUP has provided tremendous opportunities for our students that they wouldn't otherwise have access to. I have been very impressed with our GEARUP coordinator here. She has done a terrific job with our students and I feel like my own children here at this school will benefit from the things that she does with GEARUP. The only thing that I feel may not be effected might be our College Decision Day activity because it has already been established in our school funding. And of course our staff would still encourage and help our students as much as possible. * Our school is poor, the community is poor and most students parents don’t parent the kids and don’t care. * Taking trips takes money, and if grant funds will not be accessible, that money will have to be raised, and that often does not produce large amounts of funding, especially since ever club and sport we have must fund raise. Our local colleges and universities have a visible presence, but West Virginia has many good schools that kids should get to visit and not all parents make this happen. * Things such as college visits will less likely be available due to the lack of funding in the county. We have no community support, most have moved away and most families do not have the means or a way to be supportive. Family involvement depend on the group of students that year * we can spend more time with the students to help them with their questions and provide information * We do not have financial support other than Gear Up * We will still visit and explore opportunities for after graduation. * 0We will not have the money to take students to visit school. * Activities that were begun under this program will likely continue if they have proven to be effective. * All the help that can be should be * Although I do not teach in any of the General Education classes, the teachers that do in this school always go the extra mile to help the students at this school. * As long as we can provide funding we will continue with these programs, as the area is economically disadvantaged, the GEARUP program helps to provide and obtain the monetary support that is often difficult to receive in a rural area. * campus visits will be very difficult to finance in our school district without gear up grants. * College is encouraged and exposure with visits is encouraged. * Depends on resources available I think we have great counselors at NCHS so I see them putting forth their best efforts in the future to continue many of the most effective Gear Up initiatives. * Due to lack of funding college visits, job site visits, and tutoring will not be able to continue. I also feel that due to lack of resources and support mentoring will be discontinued. Things that can and will likely be continued are college app week, FAFSA workshops and assisting students and families with transitioning to college. * Faculty and staff are dedicated to educating students to be successful after they graduate, this commitment goes beyond the classroom and everyone will do what is needed to see that these students receive whatever assistance they need to further their education. * field trips to colleges, etc. * Financial issues for college visits * Funding for these events activities are imperative for students academic success. * Funding may not be there * Funds are necessary for some activities that a school does not have without the grant. * Gear up has a positive effect on school climate and helps many students that would not have these opportunities. Without it -I'm afraid interest will decrease. * Gear Up has been a wonderful grant and I wish that is could be extended for every grade level to receive funds for activities. Although our Gear Up has included every grade level, with more emphasis of course on the target grade. We still could do so much more with an extended grant. * Gear up has given our whole school more awareness of college and post secondary plans. * Gear Up is a popular term here at my school and many activities are planned around the goals and objectives of Gear Up. * Gear Up is so important to our school. * GearUp provides so much of the funding we need to provide support for our students. I worry that after the grant has ended, we won't be able to continue some of our programs * Giving students support and the tools they need to go through the process of selecting and effectively applying to colleges and for financial aid and college entrance exams is most important to ensuring students' success in college. * I don't believe it would be financially realistic to believe that all activities will be sustained after the grant ends. * I know that our staff is committed to helping our students succeed and will do whatever we can within our means to get them to college. * we will remain committed to supporting our students in every way possible. * without the additional funds for many of the GEAR UP specific programs, I don't think that some of the programs will have as much of a chance. (For example, without money to do so, college visits will be difficult.) * I am certain that our community and our West Virginia colleges with continue to support and be involved in activities that help our learners become successful professionals and citizens. * I am not in a position to answer that question with any degree of confidence. I think teachers will always strive to do what is right by the students. * I am not sure exactly how many of our current activities are reliant on grant money or GEAR UP services * I believe that our school holds these standards high enough that we would continue providing as much as we possibly can after GEAR UP opportunities dissipate. * I believe that our school will continue making sure that each student has every piece of information that is needed to make decisions on if they should go to college or not, how to pay for it, what college to choose, and what to study once they are there. * I believe that some GEAR UP activities will be sustained after the grant ends * I believe that we are trying to help students regardless of the money available to us. * I believe the school as well as the county will continue to do as much as possible to continue these efforts to increase the college -going rate of our students. * I believe the school will continue to include families in students' decision making. Students will continue to be mentored with academic support. Students will be made aware of financial aid eligibility and availability. Students gain a lot of knowledge about various colleges as they visit their campuses and meet with college officials. College application and exploration week is extremely important in the decision making process of where to go to college. * I believe we all encourage our students to attend college and assist them in making that a reality. * I cautiously hope that this program will be sustained through teacher buy in and effort. However, without a paycheck attached I can see all the good accomplished to this point simply falling by the wayside. * I do not feel that there will be financial support to continue the current activities the students at WCHS participate in with GEAR UP. * I don't know what Gear Up is or what they do at the school. I hear them make announcements for students to meet for Gear Up. I would think the school would promote these elements, but if funding is attached to this program, I am sure that makes it easier. Many of these elements sound as if they fall under the school counselor's job description to an extent: part of the education team, someone who gives valuable assistance to students, helping them with their academic goals, their social and personal development, and with their career development. No doubt our county is strapped for funding, if Gear Up helps in that manner, it is greatly appreciated. * I don't see gear up services leaving our school * I feel Gear Up help our students be prepared for college and understand the college process. * I feel rather there are monies available to better prepare out students or not, our school will always seek to help and provide college/career opportunities to our students. * I feel the only reason they do the things now is because of the grant. In fact, the administration from the board and the office complain about it now. There is no way they will continue doing it after they grant ends. * I find these questions hard to answer as I cannot see into the future.Without funding, organized college visits will not be possible. * I have no idea how much these activities will be promoted if GEAR UP services and activities are no longer at this school. * I hope funding will be available for college visits. No funding no bus trips. Its simple economics. * I think all these activities should be continued whether part of an official program or not * I think it takes all aspects of a society to push students forward. Everyone needs to be on the same page and the students need to hear the same message being provided by many entities in order to apply that information from an intrinsic perspective. * I think most of the faculty will help to continue many of the things that have been put into place through GEARUP.Many of these activities we were doing prior to gear up. It will just be different without the funding. * I think OHHS will continue to try to implement the importance of college as well as promote opportunities for our students to be successful. GEAR UP is nice that it provides us the money through the grant, but college can still be promoted without money. * I think our school will use the resources available to assist students with the college selection, application process, and financial aid application. When it comes to college visits and bringing college professionals into the school, I think it will be less than now because the financial resources will not be here. * I think that there's a chance that some things may not be as much supported but, overall, all these activities are encouraged. * I think that these activities will remain for a focus as much as possible. * I think we will continue with College Application Week with the help from the Counseling Dept. * I would like to think that my school would still try to keep these activities going on, but I don't know if they would have the budget to do so.The involvement will definitely slow day if the grant goes away! * If it costs anything the school will not do it. * I'm not sure what services and activities my school will continue to offer. * Involvement will be based on the availability of the funds needed to continue the programs. * It is nice to see the FAFSA workshops held so often throughout the year as we can bring parents in, and with the guidance and support of a trained professional, assist them in correctly completing it for their child. Many of our students are first generation college students and the background knowledge of the application and admittance process is foreign to them. * Many of these items have been going on before the GEAR Up Grant ever existed at our school. The monies from the GEAR UP Program has helped with equipment needed, a computer lab, tables and chairs for the counseling area. The only monies we had previously in the counseling department was the $200 faculty senate money we received each school year. * Many students are not interested in going to college and do not focus on this type of event. * Most trips and activities listed depend on funding that our school district does not have extra in their budget. Without the funding through GEAR UP many of these activities would diminish or disappear. * Mrs. Buckland stays after school to have families to come school and she helps with the FAFSA, scholarships, and other things families may need. * My school is committed to maintaining an established college-bound culture. To that end, we will still continue to involve families and the community in encouraging students to attend college and connecting them with resources to help them achieve this goal. * My school is not weak when it comes to encouraging students to explore and achieve success. Our county is, like many, poor. Finances are greatly needed. * My school promotes student success, so we will do anything to provide assistance. But allowing GEAR UP to aid in this has taken a strain off of the school which is greatly appreciated. * The best and most practical visit was when the team from the Marshall Mid-Ohio Valley Center which is in our county. * Never been made aware of this happening currently. * not sure * Not sure, really * On a high school level we will always be future and college awareness driven. * Once the grant is completed the follow up on strategies is rare. * Our county is poor and any thing that requires funding to do, we will not be able to afford to do. * Our school counselor is very ineffective for multiple reasons, so Gear Up provides assistance that our students would not otherwise receive. * Our school has and always will promote the above elements to our students. It's just who we are. I teach special education and my students do not follow in the college pathway. They are more vocational/technical. * Our school strives to support and help our students, grant money or not. * Our school will continue its quest for excellent in academics and preparedness for college and career. However, when the funding is no longer available, I know that the college visits to major universities in West Virginia will not be possible - or they will be very selective with where the students visit. As usual, the faculty and counselors will do the best they can with whatever resources they have. * Our staff at our school strives to prepare our students for college and to expose them to college and career readiness activities. I feel we will continue to provide activities as much as we can financially. We will continue to teach and educate our students about careers, college, and will provide academic support and life skills development . * Parents/Students need this information. This information can be obtained at various educational institutions * Probably depends on money. * School promotes all these activities with various levels of student participation. * some kids get it and some kids don't. * Students are their parents come to school to fill out FAFSA. Students are also going on field trips to colleges and career opportunities * The activities are cut as soon as the money is not available. * The counselor will have all of these responsibilities if Gear Up is gone. As we all know it is better when others are involved and can help out. Why take away a good thing when it is helping. KEEP GEAR UP * The funding will no longer be available to provide these services at the current rate. * The GEAR UP sponsor and money allow us to offer things we didn't in the past and likely will not have in the future. * The GearUp grant helps with the financial side of all of the above mentioned activities, without the financial assistance I do not know if my school will be able to continue some of the activities. * The grant provides resources needed to implement may of these programs. * The greatest benefit to many of our students has been the field trips to visit colleges and technical schools. Those will probably be eliminated due to lack of funding. * The location of Valley High School has always been located near the college of WV Tech. The school and community is college geared and has aways been academically successful. If the HS terminates within a year this community with continue to promote college.It is good for students to learn about colleges. * The loss of funding will impact our school's ability to go beyond the basic services "in-house" currently. Our counselors are overwhelmed already with multiple demands. How much can you ask one person to accomplish? Many students do not value their educational opportunities, nor are they supported by parents willing to extend themselves further. * The program is an excellent way to prepare students for future career challenges. * The tools and resources provided by GearUP will no longer be available and it will make it difficult * There may not as many resources * There were several things we, as a school, were doing before GEAR UP so their continuation is a given. * This has been a very worthwhile program for our school. * This question is written poorly. It is assuming a certain negative outcome. Answering it in essay form is more applicable than via a scale. * This school will continue to support the student and the community as it always has * We are a economically challenged area with limited funds and resources. Much of our funds go toward necessities, like toilet paper or cleaning supplies. No grant, no funding, no extras! * We are totally committed to helping our students achieve their high school and college goals. All of these activities are important to this success and we will continue them.Need to make it a priority to go on more college visits * We cannot provide the services we do now without the money we receive from the GEARUP grant. We can to some extent, but you have to have money for bus trips and food for some of these events. * We hope to sustain events that have truly made a difference in the college going rate in our school and career preparation. College Decision Day is a huge event for us. College trips, FAFSA Assistance Events, College and Career Fairs, Get A Life, HERO's, educating students, parents and teachers, professional development opportunities, work hand in hand with school counselors, etc. * We see that these aspects of GEAR UP are working, so we will keep them going in order to make our students more successful. * We were doing some of this before GEAR UP and I am sure we will continue and any of the programs that we added after we began GEAR UP that have been successful, we will continue because we want to help the students achieve * We will promote all of this but GEAR UP helps greatly with funding and activities and programs at our school. If we lost it then our school would certainly take a hit. * We will try our best to do these things for our students. * We will try to continue with all of the activities we have been doing under the GEAR UP program if we can secure funds for activities such as college and job-site visits. Most of the other activities should not be a problem to maintain. * While my school, I imagine will continue to offer the services provided now, I imagine this would be at a much smaller scale. The funding provided by Gear-up allows many more resources, including technology resources that will not be able to continue when the funding stops. This program has been a tremendous blessing to our school. The services provided are imperative for students and their successful transition into higher education and the work force. * With limited funding, I think it will be difficult to sustain some of the activities that Gear-Up currently offers. * With the upcoming P20 model, I feel that students will be more college focused than ever * Without GEAR UP, our high school students would simply not have after school tutoring or an embedded math coach to help keep them on track. We may only be able to offer a college visit when the inviting college pays for a bus for seniors.Stdenys would miss out on opportunities to develop life and leadership skills. * Without the funds to provide the above things, we most likely will not have them at our school. * Without the program, most of these things will be lost to our school. * Without the support from gear up most public schools may not be able to afford the quality of support for students to visit colleges and have career days. * Counseling staff is very weak at the school. Without the Gear Up coordinator (librarian), the items above will be neglected. * I think the school will try to continue college-promoting efforts, but they may not be able to do as much without the financial resources or support to make things like college field trips happen. * Losing GearUp services would be a huge loss to the school, and I would expect the gains being made would be lost. * The big loss would be college visits, but we have (and always have had) college personnel on campus, both in class by teacher invitation and counselor-driven large group meetings. The "Access to College Professionals" only diminishes because of the loss of the on-site visits which naturally reduces exposure. * We are a rural area with a skeleton crew of staff. Without the gearup grant, these programs will no longer exist * we will not have the means to get it all done |