School Name/County	Survey Type	Number of Respondents (N)
Wyoming County East High School/ Wyoming County	School Personnel Survey	7

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	32
Surveys Received	7
Estimated Response Rate (%)	21.9%

Results (Percentages) by Survey Question

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

	(%)
Grade 9	71.4%
Grade 10	85.7%
Grade 11	71.4%
Grade 12	71.4%

2. 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.	0.0%	0.0%	0.0%	71.4%	0.0%	28.6%	0.0%
At this school.	14.3%	0.0%	0.0%	57.1%	0.0%	14.3%	14.3%

3. Are you a GEAR UP site coordinator?

	(%)
Yes	14.3%
No	85.7%

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.	0.0%	0.0%	71.4%	28.6%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	0.0%	85.7%	14.3%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	57.1%	42.9%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	0.0%	100.0%	0.0%	0.0%

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
e. Students care about learning and getting a good education.	14.3%	14.3%	71.4%	0.0%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	57.1%	42.9%	0.0%
g. Students are learning effective problem solving skills.	14.3%	14.3%	71.4%	0.0%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	14.3%	0.0%	85.7%	0.0%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	85.7%	14.3%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	0.0%	100.0%	0.0%	0.0%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	0.0%	14.3%	57.1%	28.6%	0.0%
l. Parents are included in the college preparation process.	0.0%	0.0%	85.7%	14.3%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	85.7%	14.3%	0.0%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	0.0%	71.4%	28.6%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	0.0%	100.0%	0.0%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	28.6%	71.4%	0.0%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	57.1%	42.9%	0.0%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	0.0%	71.4%	28.6%	0.0%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	28.6%	71.4%	0.0%	0.0%

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

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
RIGOR AND EXPECTATIONS					
a. Creativity and original thinking are highly valued.	0.0%	0.0%	40.0%	60.0%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	20.0%	80.0%	0.0%

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
c. Students are encouraged to do their best.	0.0%	0.0%	0.0%	100.0%	0.0%
d. I regularly talk to students about the importance of college.	0.0%	0.0%	40.0%	60.0%	0.0%
e. Students care about learning and getting a good education.	0.0%	40.0%	60.0%	0.0%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	40.0%	60.0%	0.0%
g. Students are learning effective problem solving skills.	20.0%	0.0%	60.0%	20.0%	0.0%
h. I am able to engage students in a rigorous curriculum.	20.0%	0.0%	60.0%	20.0%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	60.0%	20.0%	20.0%
j. The curriculum appropriately challenges most students.	0.0%	0.0%	60.0%	20.0%	20.0%

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	0.0%	0.0%	40.0%	60.0%	0.0%
l. Parents are included in the college preparation process.	0.0%	0.0%	80.0%	20.0%	0.0%
m. I am provided with professional development on the topics of college readiness and success.	0.0%	60.0%	20.0%	20.0%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	20.0%	40.0%	40.0%	0.0%
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	0.0%	60.0%	40.0%	0.0%
p. I am provided information about the school's college-going rate and FAFSA completion rates.	0.0%	60.0%	20.0%	20.0%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	40.0%	40.0%	20.0%	0.0%
r. I engage in ongoing professional development about ways to promote college readiness.	0.0%	40.0%	40.0%	20.0%	0.0%
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	20.0%	60.0%	20.0%	0.0%

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

	Rather not say (%)	Not at all (%)	Slightly (%)	Moderately (%)	Extremely (%)	No Response (%)
FAFSA	0.0%	0.0%	42.9%	42.9%	14.3%	0.0%
College savings plan/529	0.0%	14.3%	57.1%	28.6%	0.0%	0.0%
ACT/SAT	0.0%	0.0%	0.0%	42.9%	57.1%	0.0%
WV Higher Education Grant	0.0%	14.3%	14.3%	42.9%	28.6%	0.0%

Federal Grants, loans, work-study	0.0%	14.3%	14.3%	42.9%	28.6%	0.0%
College Selection (Match and Fit)	0.0%	0.0%	0.0%	71.4%	28.6%	0.0%
Scholarships (e.g., PROMISE or institutional)	0.0%	0.0%	0.0%	28.6%	57.1%	14.3%
Requirements for College Acceptance	0.0%	0.0%	14.3%	28.6%	57.1%	0.0%
The importance/Benefit of College Education	0.0%	0.0%	0.0%	14.3%	85.7%	0.0%
High School Graduation Requirements	0.0%	14.3%	0.0%	28.6%	57.1%	0.0%

5. Please rate your level of involvement in the college-related activities presented below?

	Not Applicable (%)	Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
I participate in the college preparation activities of my school (e.g., chaperoning college visits).	0.0%	0.0%	42.9%	0.0%	42.9%	14.3%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	0.0%	0.0%	71.4%	28.6%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	0.0%	0.0%	71.4%	28.6%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	0.0%	0.0%	0.0%	14.3%	71.4%	14.3%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	0.0%	0.0%	14.3%	42.9%	42.9%	0.0%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	0.0%	14.3%	14.3%	28.6%	42.9%	0.0%	0.0%

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

teacher and parent buy-in; I don't think that all students are college-going material. Many students attend our career and technical center. I think that this needs to be considered in creating a post-secondary culture at our school. ; Campus visits; Showing the students their college options is vital.;

7.   How have your beliefs about what is most important to building a college-going culture at your school changed?

When I first began this job, I felt that as long as the students believed in themselves, they could achieve their goals. Over the course of time, I have come to realize that the students often believe in themselves, but if they do not have parental support, their dreams often do not become a reality. Therefore, one of the most important aspects in building a college-going culture is to provide the parents with the knowledge and information they need to support their child in the transition to college.; Yes, because in Wyoming County, our students only have a few jobs that require college. Most jobs are hands on and would require some type of vocational skills.; Students need to see the success of other East alumni and talk to former students about expectations in college; I have always seen college as vital. I no longer see college as the only option, though I do see it as a top priority. Some students are more suited to a vocational/technical or military career, and I try to encourage students to choose options that will best fit their interests and abilities.;

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

I have always primarily worked with seniors in providing them with information and the assistance they need to further their education after high school. But once GEAR UP came to my school, I have been able to provide a different group of students with college information.; My role is to promote post-secondary education and skills to succeed in this world. Yes, it has changed with GEAR UP. I view myself as a mentor. ; Bringing in alumni guest speakers to talk to my class about their academic choices and recommendations; My role hasn't changes since the presence of GEAR UP, but it has given me the ability to better explain career options and offer students advice. GEAR UP is vital to our efforts to encourage post-secondary education.;

9.   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	0.0%	0.0%	0.0%	42.9%	14.3%	42.9%	0.0%
Opportunities to participate in college visits	0.0%	0.0%	0.0%	14.3%	28.6%	57.1%	0.0%
Summer activities	28.6%	0.0%	14.3%	28.6%	14.3%	14.3%	0.0%
College Application and Exploration Week	0.0%	0.0%	0.0%	14.3%	28.6%	57.1%	0.0%
Provide information about college entrance requirements	0.0%	0.0%	0.0%	14.3%	28.6%	57.1%	0.0%
Career exploration activities	0.0%	0.0%	0.0%	0.0%	42.9%	57.1%	0.0%
Test preparation (e.g., ACT/SAT)	0.0%	0.0%	0.0%	0.0%	57.1%	42.9%	0.0%
Assistance with College Entrance Processes	0.0%	0.0%	0.0%	14.3%	28.6%	57.1%	0.0%
Assistance with completing financial aid forms (e.g., FAFSA)	0.0%	0.0%	0.0%	0.0%	42.9%	57.1%	0.0%

Teacher professional development about college awareness and success strategies	57.1%	0.0%	0.0%	28.6%	0.0%	14.3%	0.0%
Student Success Societies/Mentoring opportunities	0.0%	14.3%	0.0%	28.6%	14.3%	42.9%	0.0%
Faculty Senate Presentations	28.6%	0.0%	0.0%	42.9%	0.0%	28.6%	0.0%
College Decision Day and/or other college acceptance ceremonies/programming	0.0%	0.0%	0.0%	14.3%	28.6%	42.9%	14.3%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
0.0%	14.3%	28.6%	42.9%	14.3%	0.0%

Please Elaborate:

As site coordinator, I coordinate and/or participate in all GEAR UP sponsored activities.; Mentor meetings, trips chaperone, individual and group career counseling ; I chaperone trips to colleges and universities, I offer students tutoring in ACT and SAT preparation.

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

	Not Applicable (%)	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
I think GEAR UP is making a positive impact on students in my school.	0.0%	0.0%	0.0%	42.9%	57.1%	0.0%
I think GEAR UP is making a positive impact on my colleagues in my school.	28.6%	0.0%	0.0%	57.1%	14.3%	0.0%
GEAR UP activities are likely to be sustained after the grant ends.	14.3%	14.3%	14.3%	57.1%	0.0%	0.0%

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

	Does not Apply (%)	Not at All (%)	Slightly (%)	Moderately (%)	Extremely (%)	No Response (%)
Family Involvement	0.0%	0.0%	42.9%	42.9%	14.3%	0.0%
Mentoring	0.0%	0.0%	14.3%	71.4%	14.3%	0.0%
Academic Support	0.0%	0.0%	28.6%	42.9%	28.6%	0.0%

Financial Literacy	0.0%	0.0%	14.3%	42.9%	42.9%	0.0%
Partnership with Institutions of Higher Education	0.0%	0.0%	14.3%	42.9%	42.9%	0.0%
Community Support	0.0%	0.0%	28.6%	57.1%	14.3%	0.0%
College Visits	0.0%	28.6%	28.6%	42.9%	0.0%	0.0%
Access to College Professionals	0.0%	14.3%	14.3%	57.1%	14.3%	0.0%
Life Skills Development	0.0%	14.3%	14.3%	57.1%	14.3%	0.0%
College Application and Exploration Week	0.0%	0.0%	28.6%	42.9%	28.6%	0.0%
College Decision Day	0.0%	0.0%	42.9%	42.9%	14.3%	0.0%

Please Elaborate:

Very few family members attend any school event unless it is elaborate with some type of food and award offered. I am not sure if we will have the monies to keep these types of activities. We have some community support. People just don't have the time that they did to help like they would want. We do arrange community speakers when we can. We will likely not have money available for college visits or college decision day.
; GEAR UP has provided the funding and encouragement for so many things at our school; I feel as if many of those things will suffer if the funding is ended. While we can continue some of the activities, those will be limited by our access to the program. I hope that we will maintain our GEAR UP program for many years to come.;

13. How sure are you that the majority of students...

	Not applicable (%)	Not at all (%)	Somewhat (%)	Sure (%)	Very Sure (%)	No Response (%)
...will not attend but will seek a job or enter the military.	0.0%	0.0%	42.9%	42.9%	14.3%	0.0%
...will be eligible to apply to a postsecondary institution.	0.0%	0.0%	71.4%	14.3%	14.3%	0.0%
...can make an educational plan that will prepare them for college.	0.0%	0.0%	57.1%	42.9%	0.0%	0.0%
...can get good grades in their high school science classes.	0.0%	0.0%	71.4%	14.3%	14.3%	0.0%
...can get good grades in their high school math classes.	0.0%	14.3%	57.1%	14.3%	14.3%	0.0%
...can choose the high school classes needed to get into college.	0.0%	14.3%	28.6%	42.9%	14.3%	0.0%
...know enough about computers/ technology to get into college.	0.0%	0.0%	28.6%	42.9%	28.6%	0.0%
...can go to college after high school.	0.0%	0.0%	71.4%	28.6%	0.0%	0.0%
...could get A's and B's in college.	0.0%	14.3%	71.4%	14.3%	0.0%	0.0%
...could finish college and receive a college degree.	0.0%	14.3%	57.1%	28.6%	0.0%	0.0%

14. What do you feel is the most significant factor that prevents students from setting postsecondary goals?

parental influence; I feel that most students do not know what they want to do because of all the career options available which makes setting goals hard for most students. ; Financial and family constraints; We live in an economically depressed area; a lack of hope prevents a lot of our students form pursuing postsecondary education or training.;

15.   What do you feel is the most significant factor that prevents students from achieving their postsecondary goals?

not being prepared; The students who do not achieve post-secondary or training goals should have went to a community college first. They aren't prepared socially, emotionally, and academically for University living.; Obstacles with their home life; Again, a lack of hope for the future prevents students from setting and achieving their goals.;

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

No comments listed.