



School Name/County	Survey Type	Number of Respondents (N)
Pikeview High School/ Mercer County	School Personnel Survey	22

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	37
Surveys Received	22
Estimated Response Rate (%)	59.5%

Results (Percentages) by Survey Question

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

	(%)
Grade 9	81.8%
Grade 10	77.3%
Grade 11	81.8%
Grade 12	68.2%

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%	4.5%	18.2%	22.7%	18.2%	36.4%	0.0%
At this school.	4.5%	9.1%	40.9%	22.7%	13.6%	9.1%	0.0%

3. Are you a GEAR UP site coordinator?

	(%)
Yes	9.1%
No	90.9%

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%	9.1%	54.5%	36.4%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	9.1%	40.9%	45.5%	4.5%
c. Students are encouraged to do their best.	0.0%	0.0%	45.5%	54.5%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	0.0%	63.6%	36.4%	0.0%



e. Students care about learning and getting a good education.	4.5%	13.6%	63.6%	13.6%	4.5%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	54.5%	45.5%	0.0%
g. Students are learning effective problem solving skills.	0.0%	22.7%	54.5%	22.7%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	4.5%	22.7%	45.5%	27.3%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	4.5%	0.0%	36.4%	59.1%	0.0%
j. The curriculum appropriately challenges most students.	4.5%	18.2%	54.5%	22.7%	0.0%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	0.0%	4.5%	36.4%	59.1%	0.0%
l. Parents are included in the college preparation process.	0.0%	0.0%	40.9%	59.1%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	4.5%	63.6%	31.8%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	4.5%	36.4%	54.5%	4.5%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	0.0%	68.2%	31.8%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	4.5%	45.5%	45.5%	4.5%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	27.3%	54.5%	18.2%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	0.0%	18.2%	54.5%	22.7%	4.5%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	4.5%	59.1%	36.4%	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%	35.3%	64.7%	0.0%
b. I expect all students to succeed academically.	0.0%	5.9%	17.6%	76.5%	0.0%



c. Students are encouraged to do their best.	0.0%	0.0%	17.6%	82.4%	0.0%	
d. I regularly talk to students about the importance of college.	0.0%	0.0%	35.3%	64.7%	0.0%	
e. Students care about learning and getting a good education.	5.9%	11.8%	52.9%	29.4%	0.0%	
f. Students are encouraged to set future college and career goals.	0.0%	5.9%	23.5%	70.6%	0.0%	
g. Students are learning effective problem solving skills.	0.0%	11.8%	41.2%	47.1%	0.0%	
h. I am able to engage students in a rigorous curriculum.	5.9%	0.0%	58.8%	35.3%	0.0%	
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	5.9%	5.9%	47.1%	35.3%	5.9%	
j. The curriculum appropriately challenges most students.	5.9%	5.9%	29.4%	58.8%	0.0%	
		Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES						
k. College pennants, banners, and posters are visible.	5.9%	11.8%	41.2%	41.2%	0.0%	
l. Parents are included in the college preparation process.	5.9%	11.8%	47.1%	35.3%	0.0%	
m. I am provided with professional development on the topics of college readiness and success.	0.0%	5.9%	64.7%	29.4%	0.0%	
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	11.8%	47.1%	41.2%	0.0%	
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	11.8%	35.3%	52.9%	0.0%	
p. I am provided information about the school's college-going rate and FAFSA completion rates.	0.0%	5.9%	58.8%	35.3%	0.0%	
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	29.4%	47.1%	23.5%	0.0%	
r. I engage in ongoing professional development about ways to promote college readiness.	0.0%	11.8%	64.7%	23.5%	0.0%	
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	11.8%	47.1%	41.2%	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%	9.1%	18.2%	40.9%	31.8%	0.0%
College savings plan/529	0.0%	22.7%	18.2%	27.3%	31.8%	0.0%
ACT/SAT	0.0%	4.5%	9.1%	13.6%	72.7%	0.0%
WV Higher Education Grant	0.0%	22.7%	18.2%	13.6%	45.5%	0.0%
Federal Grants, loans, work-study	0.0%	9.1%	13.6%	36.4%	40.9%	0.0%



College Selection (Match and Fit)	0.0%	4.5%	9.1%	27.3%	59.1%	0.0%
Scholarships (e.g., PROMISE or institutional)	0.0%	0.0%	13.6%	31.8%	54.5%	0.0%
Requirements for College Acceptance	0.0%	0.0%	4.5%	36.4%	59.1%	0.0%
The importance/Benefit of College Education	0.0%	0.0%	0.0%	22.7%	77.3%	0.0%
High School Graduation Requirements	0.0%	0.0%	4.5%	36.4%	59.1%	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).	4.5%	9.1%	4.5%	45.5%	27.3%	9.1%	0.0%
I have individual discussions with students about what they want to do with their futures.	4.5%	0.0%	0.0%	18.2%	50.0%	27.3%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	4.5%	13.6%	45.5%	36.4%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	4.5%	4.5%	0.0%	40.9%	27.3%	22.7%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	13.6%	4.5%	0.0%	36.4%	31.8%	13.6%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	4.5%	0.0%	27.3%	50.0%	4.5%	13.6%	0.0%

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

Administrative support of more rigorous curriculum. ; Financial responsibility is a large deciding factor for our students. College can be daunting if you don't believe you can pay for it. Additionally, students have the misconception that college is for the elite few rather than the majority. Encouraging their innate ability can be challenging. ; Emphasizing the importance of a college education.; Helping students realize that they can afford to go to college and will succeed there, regardless of socioeconomic background or their parents highest level



of education.; Letting students research and discuss viable options; Build student's confidence that they can be successful. Show the importance of further education.; Student involvement in programs that focus on post secondary planning. I think college visits are also important to the students. ; Academics and encouraging advanced courses.; Providing students with the necessary information to make informed decisions about their choices after high school graduation. ; Parent involvement and buy in;relaying vital information to the students including: FAFSA, how to register for college.; Visual aids, alongwith all teachers being on board; Teachers and administrators have high expectations for all our students.; Students must have a rigorous curriculum to be able or equipped to be successful at college.; It is most important I feel to let students know that they have options for higher education and ways to pay for higher education. Many students give up on the idea of going to college because they think they will never be able to afford it. It is important that we talk to them about grants and scholarships that are available. ; Helping students determine their strengths, weakness, and interests in order to set them on a path toward success once they leave school. It is important that students receive a broad education, however, we fail our students often when helping them know a more precise path toward a future career in which they can find success and joy.

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

I would say that, in my few short years, my view have not changed much. I hope the future is more revealing. ; They haven't.; When I began teaching, I encouraged most students to go to college. Now I realize that a 4-year degree isn't a great fit for everyone. Many students will benefit more from a certification from a trade school or program, both economically and educationally. ; They haven't; They have not changed.; My beliefs have not really changed. I hope that students understand they need to take rigorous courses to prepare themselves for the next level.; The basics are the same. The methods change over time. ; I believe that it isn't enough to educate staff and students, we must be educating parents and that it should start much earlier than high school.;our counselors have inspired the teaching staff to encourage students to want to go to college.; They have not changed at all; My beliefs have not changed, I continue to encourage and promote my students to explore all avenues for post secondary experiences.; I think the importance of stressing "higher education" rather than "college" is important, because many students will be looking for continuing training in a trade or two-year program, and its important that they realize there are grants and scholarships available for those opportunities as well.; I used to believe that grades were the most important thing about success after secondary school. However, if we can figure out what drives our kids, we can give them tools that will amp up their success after graduation.

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

As a school counselor, it is vital that I play an active role in the college-going culture at our school. GEAR UP is an excellent program that helps to target not just one group of students but all who may be questioning if college is for them or not. ; Encouraging students to go to college and get a good education.; In my seminar, I encourage students to explore their college options, answer questions, work on SAT prep, show the students websites that can help them prepare, etc. Since GEAR UP began, I can work in tandem with the guidance office to answer their questions. Additionally, the field trips to colleges have been wonderful; they have encouraged many questions and conversations about future plans. ; Helping them find the information they need and exposing them to various career paths; I should be preparing the students with the skills they need to be successful. Gear Up has helped supplement the skill building.; My role is to support activities that help build a college-going culture. Funding for activities for the students is key. Money from GEAR UP has made a huge difference by enabling many extra activities to building a college-going culture.; My role is to prepare students academically and to encourage persistence and work ethic. Also, I need to help educate students about specific careers and requirements. Careers have changed and are changing rapidly. Mathematics doesn't change much. Technology is changing, so the instruments of math and science changes. ; Facilitator;I began chaperoning



college trips and it has been eye-opening experience for the students, as well as myself. ; I am constantly asking and answering questions about why should I attend college; students are unaware of the grants and different ways that are available to them to make college more affordable. I do the best I can to stay abreast of these things, so that they will be well-informed.; As the graduation coach, I see my job to promote college going activities for the students with the test scores and potential to be successful in college.; My primary role is to encourage and remind. I spend my time encouraging students to try on their SAT to score high enough to qualify for the Promise Scholarship, and encourage them to look into job and training that those jobs require. I encourage them to apply for every scholarship and opportunity, and education venue. Then I remind them constantly to get their test dates set up, and their applications in.; I teach leadership. My content area is music but I know that the majority of my students won't pursue music at the college level. If I teach my students how to lead, then they can be leaders in whatever field they choose upon graduation.

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	13.6%	18.2%	9.1%	9.1%	9.1%	36.4%	4.5%
Opportunities to participate in college visits	4.5%	13.6%	0.0%	4.5%	36.4%	40.9%	0.0%
Summer activities	4.5%	22.7%	0.0%	13.6%	22.7%	36.4%	0.0%
College Application and Exploration Week	4.5%	4.5%	0.0%	9.1%	22.7%	59.1%	0.0%
Provide information about college entrance requirements	9.1%	13.6%	0.0%	13.6%	13.6%	50.0%	0.0%
Career exploration activities	9.1%	9.1%	0.0%	0.0%	36.4%	45.5%	0.0%
Test preparation (e.g., ACT/SAT)	4.5%	4.5%	0.0%	4.5%	31.8%	54.5%	0.0%
Assistance with College Entrance Processes	4.5%	13.6%	0.0%	4.5%	31.8%	45.5%	0.0%
Assistance with completing financial aid forms (e.g., FAFSA)	4.5%	13.6%	0.0%	0.0%	22.7%	59.1%	0.0%
Teacher professional development about college awareness and success strategies	13.6%	9.1%	0.0%	22.7%	22.7%	31.8%	0.0%
Student Success Societies/Mentoring opportunities	9.1%	22.7%	0.0%	9.1%	22.7%	36.4%	0.0%
Faculty Senate Presentations	9.1%	9.1%	9.1%	13.6%	27.3%	31.8%	0.0%
College Decision Day and/or other college acceptance ceremonies/programming	13.6%	13.6%	0.0%	18.2%	22.7%	27.3%	4.5%



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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
4.5%	9.1%	45.5%	31.8%	4.5%	4.5%

Please Elaborate:

I am a mentor, so we have activities weekly.; Whatever our GEAR UP coordinators are planning, I try to engage as much as possible. They do an excellent job in coordinating events for our students. ; I sometimes chaperone Gear-Up field trips.; As a seminar teacher for the junior class, I work frequently with my seminar on GEAR UP activities.; Things I can do from my classroom or with my classes during the regular school day; Gear Up is only for a select grade and I don't have many of those students.; Teachers are assigned to certain field activities according the grades taught.; I have attended parent night and participated in meetings with students; chaperoning college trips, FAFSA events, college week.; I work one or two days a week and do not have the opportunity to work directly with all gear up activities. However, the students that I meet with individually that are involved in gear up are very positive about their activities and I feel that these students have truly benefited from the experiences provided.; chaperoned field trip for Career Day I am always talking to students about college and the importance of success in high school to be awarded scholarships for college.; We have gear up activities that are part of our homeroom time and we all participate in those.; I am married to a coordinator and most of her heroes are my students. I love the GEAR UP program and I love the kids who participate. I am usually around and involved when she has meetings or events.

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%	45.5%	50.0%	4.5%
I think GEAR UP is making a positive impact on my colleagues in my school.	0.0%	0.0%	9.1%	50.0%	36.4%	4.5%
GEAR UP activities are likely to be sustained after the grant ends.	0.0%	0.0%	22.7%	54.5%	18.2%	4.5%

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	4.5%	0.0%	22.7%	45.5%	22.7%	4.5%
Mentoring	4.5%	0.0%	31.8%	40.9%	18.2%	4.5%
Academic Support	4.5%	0.0%	9.1%	45.5%	36.4%	4.5%
Financial Literacy	4.5%	0.0%	13.6%	50.0%	27.3%	4.5%
Partnership with Institutions of Higher Education	4.5%	0.0%	9.1%	54.5%	27.3%	4.5%



Community Support	4.5%	0.0%	27.3%	36.4%	27.3%	4.5%
College Visits	4.5%	13.6%	13.6%	40.9%	22.7%	4.5%
Access to College Professionals	4.5%	0.0%	18.2%	50.0%	22.7%	4.5%
Life Skills Development	4.5%	0.0%	27.3%	40.9%	22.7%	4.5%
College Application and Exploration Week	4.5%	0.0%	9.1%	36.4%	45.5%	4.5%
College Decision Day	4.5%	4.5%	22.7%	31.8%	31.8%	4.5%

Please Elaborate:

Once funding is over, we will probably not be able to afford to send kids on field trips to different colleges. Also, the atmosphere surrounding GEAR UP has been very beneficial and encouraging to students. They get carried away with the activities and extra benefits their class has received and it has helped them be more positive and optimistic about their future.; The Gear Up services make many of these activities possible in our economically depressed school.; Funding for activities is key. Without funding those activities that require funding will suffer.; Gear up has enabled us to have the additional funding to enhance the college preparation activities. Hopefully, there will always be a funding source available to our students.; With less money and accountability things will naturally drop off.; Without the grant money provided by GEAR UP we will be limited in what we can offer.

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%	27.3%	27.3%	27.3%	13.6%	4.5%
...will be eligible to apply to a postsecondary institution.	0.0%	9.1%	18.2%	40.9%	27.3%	4.5%
...can make an educational plan that will prepare them for college.	0.0%	4.5%	36.4%	36.4%	18.2%	4.5%
...can get good grades in their high school science classes.	0.0%	4.5%	36.4%	45.5%	9.1%	4.5%
...can get good grades in their high school math classes.	0.0%	9.1%	40.9%	36.4%	9.1%	4.5%
...can choose the high school classes needed to get into college.	0.0%	9.1%	18.2%	40.9%	27.3%	4.5%
...know enough about computers/ technology to get into college.	0.0%	0.0%	22.7%	45.5%	27.3%	4.5%
...can go to college after high school.	0.0%	9.1%	18.2%	50.0%	18.2%	4.5%
...could get A's and B's in college.	0.0%	22.7%	50.0%	18.2%	4.5%	4.5%
...could finish college and receive a college degree.	0.0%	13.6%	36.4%	31.8%	9.1%	9.1%

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



Financial obligation and belief in their own ability. ; Lack of motivation.; Lackadaisical attitude about the future and the lack of decision-making abilities.; Lack of motivation; Finances; Motivation.; Motivation; Generational issues and family issues; Home responsibilities, finances, parent support and involvement; lack of assistance from family that may not have attended college.; Lack of desire; Maturity level has not been reached by some students.; procrastination; The most significant factor preventing WV students from setting post-secondary education or training goals is their parents. Either their parents never had any post-secondary training and therefore they see no need for it, or their parents aren't involved at all.; Lack of exposure to career fields. We all know about doctors, attorneys, and engineers, but they are so many other lucrative careers that our kids never hear about. Furthermore, our area is limited because we don't have some of those other awesome careers so it is difficult to make change if we can't demonstrate that change easily to our kids.

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

Lack of drive and a supportive environment. ; Lack of motivation.; Socioeconomic conditions. Many students are hesitant to take out student loans but clearly can't afford college, even with grants. Many parents can't afford to pay for their child's transportation to and from college, their housing, or even their food in some cases. Although many students can handle working a considerable amount of time to supplement their college living expenses, some students just aren't smart enough to do this. Many have to work very hard each night just to stay afloat in their college classes. Many see family members paying outrageous loan payments and they don't want to saddle themselves with significant debt right off. There has also been a change in attitude in the past few years as more students learn that postsecondary education is often free in other countries. Many students feel resentful of this and feel like it contributes to a lack of opportunity that they would be afforded elsewhere. Many don't believe in the American Dream anymore.; Lack of vision from lack of planning; Lack of study skills.; Motivation and the ability to pay. ; Rigor in high school course work; Financial and family issues; Not choosing the appropriate atmosphere for them, rather choosing what their friends want. Also feeling the pressure to help at home.; lack of financial assistance; Lack of money, and/or desire to work hard to achieve success; Students do not anticipate how difficult some college classes are and the work load involved for success.; laziness; Money and being able to afford further education is what holds most students back.; Lack of support (mentor-ship/accountability)

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

Hopefully, there will be continued funding for this worthwhile venture.