



School Name/County	Survey Type	Number of Respondents (N)
Oak Hill High/ Fayette County	School Personnel Survey	56

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	63
Surveys Received	56
Estimated Response Rate (%)	88.9%

Results (Percentages) by Survey Question

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

	(%)
Grade 9	55.4%
Grade 10	62.5%
Grade 11	64.3%
Grade 12	64.3%

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.	7.1%	1.8%	19.6%	23.2%	25.0%	23.2%	0.0%
At this school.	8.9%	14.3%	30.4%	26.8%	8.9%	10.7%	0.0%

3. Are you a GEAR UP site coordinator?

	(%)
Yes	3.6%
No	96.4%

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.	1.8%	0.0%	42.9%	55.4%	0.0%
b. Teachers expect all students' to succeed academically.	1.8%	5.4%	37.5%	55.4%	0.0%
c. Students are encouraged to do their best.	1.8%	0.0%	37.5%	60.7%	0.0%
d. Teachers regularly talk to students about the importance of college.	1.8%	3.6%	53.6%	41.1%	0.0%



e. Students care about learning and getting a good education.	3.6%	16.1%	58.9%	21.4%	0.0%
f. Students are encouraged to set future college and career goals.	1.8%	5.4%	53.6%	39.3%	0.0%
g. Students are learning effective problem solving skills.	3.6%	5.4%	58.9%	32.1%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	0.0%	12.5%	58.9%	28.6%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	1.8%	1.8%	46.4%	50.0%	0.0%
j. The curriculum appropriately challenges most students.	1.8%	8.9%	58.9%	30.4%	0.0%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	1.8%	10.7%	53.6%	33.9%	0.0%
l. Parents are included in the college preparation process.	0.0%	0.0%	64.3%	35.7%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	1.8%	7.1%	60.7%	30.4%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	3.6%	50.0%	46.4%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	5.4%	60.7%	33.9%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	3.6%	58.9%	37.5%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	5.4%	8.9%	58.9%	25.0%	1.8%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	0.0%	14.3%	60.7%	25.0%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	7.1%	62.5%	30.4%	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%	37.7%	62.3%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	34.0%	66.0%	0.0%



c. Students are encouraged to do their best.	0.0%	0.0%	22.6%	77.4%	0.0%
d. I regularly talk to students about the importance of college.	0.0%	1.9%	45.3%	52.8%	0.0%
e. Students care about learning and getting a good education.	5.7%	15.1%	47.2%	32.1%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	47.2%	52.8%	0.0%
g. Students are learning effective problem solving skills.	0.0%	1.9%	54.7%	43.4%	0.0%
h. I am able to engage students in a rigorous curriculum.	0.0%	9.4%	49.1%	41.5%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	3.8%	47.2%	47.2%	1.9%
j. The curriculum appropriately challenges most students.	0.0%	1.9%	56.6%	41.5%	0.0%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	5.7%	20.8%	39.6%	34.0%	0.0%
l. Parents are included in the college preparation process.	3.8%	3.8%	54.7%	37.7%	0.0%
m. I am provided with professional development on the topics of college readiness and success.	1.9%	13.2%	54.7%	30.2%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	5.7%	52.8%	41.5%	0.0%
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	1.9%	9.4%	58.5%	30.2%	0.0%
p. I am provided information about the school's college-going rate and FAFSA completion rates.	3.8%	7.5%	54.7%	34.0%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	1.9%	7.5%	60.4%	30.2%	0.0%
r. I engage in ongoing professional development about ways to promote college readiness.	3.8%	13.2%	54.7%	28.3%	0.0%
s. I am equipped with the knowledge to assist students in the transition from high school to college.	1.9%	3.8%	50.9%	43.4%	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	7.1%	10.7%	16.1%	41.1%	25.0%	0.0%
College savings plan/529	7.1%	26.8%	33.9%	25.0%	7.1%	0.0%
ACT/SAT	3.6%	3.6%	14.3%	28.6%	50.0%	0.0%
WV Higher Education Grant	3.6%	21.4%	19.6%	35.7%	19.6%	0.0%
Federal Grants, loans, work-study	3.6%	14.3%	14.3%	44.6%	19.6%	0.0%



College Selection (Match and Fit)	3.6%	7.1%	8.9%	46.4%	33.9%	0.0%
Scholarships (e.g., PROMISE or institutional)	3.6%	8.9%	25.0%	33.9%	28.6%	0.0%
Requirements for College Acceptance	7.1%	5.4%	8.9%	32.1%	44.6%	1.8%
The importance/Benefit of College Education	7.1%	1.8%	1.8%	21.4%	67.9%	0.0%
High School Graduation Requirements	5.4%	1.8%	7.1%	39.3%	44.6%	1.8%

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).	7.1%	7.1%	5.4%	44.6%	21.4%	12.5%	1.8%
I have individual discussions with students about what they want to do with their futures.	1.8%	0.0%	0.0%	8.9%	58.9%	28.6%	1.8%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	0.0%	8.9%	55.4%	33.9%	1.8%
I offer students supplemental instructional support to prepare them for postsecondary options.	3.6%	0.0%	1.8%	26.8%	39.3%	26.8%	1.8%
I offer or incorporate class time to support college preparation efforts at my school.	1.8%	1.8%	12.5%	30.4%	26.8%	23.2%	3.6%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	3.6%	8.9%	16.1%	23.2%	28.6%	16.1%	3.6%

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

Exposure to what is available.; Curriculum; Knowledge of expectations; i don't know ; The availability of information, material, and college visits as well as colleges visiting. Rigor. ; Giving students the option to attend college/vocational school in order to improve their own quality of life and becoming engaging and active citizens. ; Value of education. ; Having educators discuss their college experience. ; Providing students with all of the college options and helping them map out a roadway to get there.; High expectations and exposing



students to all of the options post-education; Show the benefits.; The most important aspect of creating a college-going culture at our school is community involvement. I think GEAR Up has helped a lot in regard to giving our children the experiences that they are missing. Here in a rural area, our kids have no access to colleges to see what they offer. I think having gear up show these things are very helpful in helping them see that college isn't just a "waste of money"; Open discussions with all stakeholders, To discuss college often with students. Talk to them about the importance of college and all the opportunities it provides. Give them ideas on colleges to attend and majors. ; Communicating with students about their plans after high school and offering support, encouragement, and resources to assist them in attaining their goals. ; Students provided with relevant information. ; Expectations ; Changing the mindset about the value of public education and each individual student experiencing true success; Have high expectations for the students about going to college. Make information and scholarships visible.; Giving our kids a sense of self-efficacy. Coming from a low-SES area, a lot of our kids believe that they can't go to college - that this is somehow an unreachable and unrealistic goal because they may be the first in their families to do so. Our kids must feel adequately prepared both academically and financially to aspire to post-secondary education.; Students' options and not putting a cap on their future; Helping students understand the importance of receiving a college education as well as informing them of the resources available for them to receive that education.; Letting students know a 4 year school is not always required for their dream job and making sure the students know what is expected of them if and when they choose a career path.; High expectations with after school goals in place.; Building parental and community support for the idea of going to college.; Leaving all options open for our students.; The College and Career Fair that is held each year. Students get to talk with representatives from different colleges and other professionals. Also, the college tours that students are able to take are vital to showing students what options are out there for their futures. ; Stressing the positive impact of college on the success of individuals within the school ; getting information and helping them get into college ; Making the students realize that it is possible for each and every one of them to be able to succeed in college. ; I do not believe we should be pushing college to ALL students. You are missing out on a big population of our student body if college is your number one push. In this area, we have a lot of students who can be successful by going to trade school and/or Vocational Tech. ; Engaging students in the learning process, higher level thinking, not focusing on the graduation rate as a score, but rather the quality of education for those who put forth the effort.; Our school hosts a Career Day Event, College Visits, and visits from College representatives.; Talking to students about the benefits of a college education; College visits; Offering classes that are high in rigor. Also offering more dual credit classes. ; Higher expectations.; Creating a culture of success and setting rigorous goals for students' futures.; Providing students with all of the necessary components to prepare them for college; The most important aspect to building a college- going culture is to include Trade Schools and Associates programs in the picture of successful secondary education.; Having parents involved and believing in their students going to college.; Classes that prepare students for college; The teachers and staff constantly providing college information and opportunities to the students.; Students need to realize the expectations involved in higher education. More modeling of a college classroom setting needs to be promoted. Examples of college student success from former students or adults need to be shared often.; Figuring out the reasons for going to college. Education, Career, or Sports and using that angle to get them there.; awareness of college info and opportunities; Providing good role models/examples for students.; Curriculum; Parents; .;

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

It doesn't have to be a 4-year degree, just some degree or additional training. ; Quality of infrastructure; I don't know ; They have not changed. ; College is not for everyone. Some students need vocational schools and others need hands on learning. ; More students are being supported to go into trade jobs. ; I am new so I enjoy what we are doing.; I realize the importance of helping students match their interests and abilities with a future career, and also finding which path of study is most appropriate for them. I wasn't always aware of how necessary this is. ; I think it is important to be the primary advocate for students and help them discover what is



available for them after high school to go into a field or college they are passionate about. ; Seeing the amount of kids drop out of college without a plan.; After experiencing GEAR Up and seeing the difference it made, I was surprised to see how many students were excited about college. But I don't think that they have support for this idea at home. Many parents discourage kids from going to college because they see it as a way to collect debt with little pay off.; Understanding the soci economic. Status in this county; I have found that it is important for students to visit different colleges to give them an idea of what it's like and get them more comfortable with it. ; They haven't changed. ; More information provided to students. ; It has not.; Parental support is key. If there is little or no parental support, it is harder to succeed ; More rigorous academics; At first, I believed that building a college-going culture was mostly about academic success, but now I believe that the vast majority of our students could succeed academically and that there are other barriers preventing them from going to college.; It hasn't; Students who receive a college education after completing high school are in a greater position to succeed in the work-force.; I assumed students would just research the info like I did, but this is not the case. The students need to be sat down and talked to about this type of choice.; Today college is more important than ever. My role has changed due to the students ; I realize now that it's not just the students that you have to reach, but also their families and the community as a whole.; n/a; I have learned that it is important to have frequent discussions with students about higher education. ; This area is not replete in college-educated parents, families, etc. It is important to talk about it at school because many kids will not hear it otherwise. ; students need much more help and info on how to get to college; n/a; I used to believe that college was the number one thing we should be focusing on, but over the years that has changed. This area is not like other places. We face situations (ie. homelife, parents, the drug crisis) that isn't as prevalent in other areas. ; I use to think that all students should be preparing to go to college, however, I now think that students should focus on their strengths. Creating successful members of a community by having some students focus on trades rather than college.; My personal beliefs have not changed over time. I think it is very important to promote a college education for student preparation for a prosperous and happy life.; I spend more class time engaging students about college; The gear up program has helped our school to promote different colleges in the college visits.; I used to think it was enough to simply offer information to students, now I know that students need help filling out forms and getting financial aid. Their parents/guardians are becoming less likely to help them with these things. ; My beliefs have not changed.; I know it is vital that ALL students are exposed to the information.; My believes about creating a "college- going culture" have changed because I used to exclude Trade school and other options from this picture, but it is foolish to believe any student could succeed in college. Not every student can or should attempt college. Trade School and Associates Degrees are much more appropriate for most students.; Harder to get students involved due to lack of parent involvement.; Classes need to become more rigorous ; More opportunities provided for students to experience the college life.; We are proactive (not reactive) in creating a mind set in students to become college bound. We remain proactive with the tenure of the student.; Somewhat. I understand that college is not an option for every student but furthering education is.; they are the same; An emphasis towards options other than college has been stressed.; Quality of infrastructure; Get kids involved; ...;

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

I think my role is to give parents, students and teachers tools for post-secondary success. I didn't always include the teachers. ; Talking to students about college and career goals and explaining the importance of learning things now they will see over and over during their scholastic career; I don't know ; I see my roll as one of helping students get information. My role has not changed. ; Building a college going culture includes letting students know they have choices and options. Not every student needs to attend a 4-year institution. Perhaps, a 2 year school or trade school. Students need to have options and choices. ; Teachers must encourage students to follow their dreams, promote and support their success, and find ways to assist students. ; I just started but gear up is very involved at our school.; To provide support, help, and advice for college-going students.; I believe my role continues to be to teach students the state standards in the framework of a rigorous



curriculum. ; I encourage my students by talking about my own college experience and by doing units that have them focus on their future plans. ; Helping students understand the value of education; My role is getting students to pass their AP World History exam and future AP exams so they will have a head start with college credits. ; I am more active in participating in college visits and FAFSA completion activities.

; Encourage postsecondary goals. ; To encourage students to pursue what they want to to. ; My role has not changed. I have 9th graders so I play a small role in their college development.; I am with 9th graders and I tell them about the different opportunities that are open to them. ; My role is to educate students about what college is like, how they can prepare themselves both academically and financially for it, and what requirements for admission they will have to meet.; I feel that I go over transition after high school options very often with students and always have.; I often provide guidance when it comes to career path selections. I help students identify potential areas of interest.; Keeping kids aware of what colleges would be appropriate for their career choices and the expectations the college might require. I have done this more and more each year.; Support as the staff determines where I can best be supportive.; To set an example of what is possible to accomplish even though you come from a low economic area. To help guide students towards making the best decision for themselves. ; n/a; I am there to encourage and promote a college-going culture by asking the kids about their futures and encouraging them to plan towards their goals. I have seen how many students have changed their minds about going to college after they have taken a college campus visit. ; The success of every student is dependent upon each of us. ; Informing students with more and better information to make decisions; n/a; I believe it should be an open discussion about what they want to do with their futures and that conversation should not be 100% about college. ; My role is to provide guidance in pursuing what will best benefit a student's individual interests and strengths. Some students need to be guided into college studies and others into learning a trade. I offer information on schools and expectations that will need to be met to each of these areas. My goal is to help train productive members of society.; This has been my first year at OHHS, so I am in the learning stages of the GEARUP program. From what I have observed, this program gives students a great deal of opportunities to further their education on the college level.; I am more aware of the conversations conducted about college and definitely spend more time on the subject ; I talk to my students about what is expected of them at the college level; I continue to assist students in scholarship applications. I also assist in SAT Prep work as bell ringers in my classroom.; My role is to let them know all of the options that are available to them. WV has many options and even a 2 year degree can help them earn more than average today. There are also training programs other than college that can help them earn certifications that will help them.; Attempt to give students the necessary math skills to complete a college algebra class.; Since the implementation of GEAR UP, there have been well-attended college visits offered to students who may not otherwise be able to go on such visits. This opens doors for students to attend schools they may not otherwise consider attending. There is also great support and encouragement for students to complete their FAFSA.; I believe my role is to learn as much as I can about building a college going culture at my school and share it with ALL of my students. It has changed by me being involved in decision making for GEAR UP.; My roll in building a "college- going culture" is to guide students toward possibilities and explain their options to them given different scenarios.; Yes. The students have questions more about how they will fit in and how to prepare them leaving their parents.; Gear Up has made the option of going to college more attainable for students who otherwise would not have considered going to college.; Providing the students with information and encouragement.; Life experiences and successes need to shared often with students. Leading by example by upholding professional values are more impressionable than any speech or workshop given to students.; My role is a teacher and a supporter of higher education, not matter if it is a skill or a degree. ; I continue to do what I am doing and help in any way that I can with GEAR UP activities.; My view has yet to change.;Preparing students for college; ;



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	8.9%	8.9%	1.8%	3.6%	30.4%	46.4%	0.0%
Opportunities to participate in college visits	7.1%	8.9%	0.0%	5.4%	12.5%	66.1%	0.0%
Summer activities	14.3%	17.9%	3.6%	5.4%	28.6%	30.4%	0.0%
College Application and Exploration Week	8.9%	10.7%	1.8%	7.1%	21.4%	50.0%	0.0%
Provide information about college entrance requirements	8.9%	5.4%	1.8%	5.4%	25.0%	53.6%	0.0%
Career exploration activities	7.1%	8.9%	0.0%	3.6%	41.1%	39.3%	0.0%
Test preparation (e.g., ACT/SAT)	5.4%	3.6%	0.0%	7.1%	28.6%	55.4%	0.0%
Assistance with College Entrance Processes	8.9%	5.4%	0.0%	7.1%	23.2%	55.4%	0.0%
Assistance with completing financial aid forms (e.g., FAFSA)	8.9%	7.1%	0.0%	5.4%	26.8%	48.2%	3.6%
Teacher professional development about college awareness and success strategies	12.5%	8.9%	1.8%	16.1%	30.4%	26.8%	3.6%
Student Success Societies/Mentoring opportunities	16.1%	7.1%	0.0%	7.1%	44.6%	25.0%	0.0%
Faculty Senate Presentations	8.9%	5.4%	5.4%	14.3%	42.9%	21.4%	1.8%
College Decision Day and/or other college acceptance ceremonies/programming	5.4%	8.9%	0.0%	10.7%	21.4%	53.6%	0.0%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
8.9%	12.5%	37.5%	26.8%	14.3%	0.0%

Please Elaborate:

Being the coordinator, I am the one who plans and follows through with the activities. ; If something that I am familiar with ; Chaperone for college and career visits; I will be one of the GU site coordinators next year, so I normally participate in the activities.; N/A; All schoolwide events in addition to college visits. ; I teach underclassmen so my role is to prepare them for tests such as the ACT or SAT.; I chaperone some trips and am



involved with helping students map out their plan of study.; I used to chaperone at college visits but haven't in a couple years. ; I have participated in college visits and FAFSA completion events. ; College and Career day activities. Tutoring and credit recovery. ; My students are on modified diplomas. ; I chaperone field trips and display college information in my room. ; I work with 9th graders; I chaperone college visits, attend the Student Success Summit each year, attend the college decision day and awards ceremony, and other GEAR UP activities.; providing extra incentive for students who participate in gear up activities; I am the math tutoring gear up provider. I do this every day, before school, after school, and at lunch. I also go on field trips when requested.; Chaperone in past; College visits, bringing in recruiters to talk to students, and college decision day.; I participate in activities when they are offered. I also encourage my students to participate. ; At least two events per year.; whenever asked; I offer to be a chaperone and attend as needed.; Since I teach mixed level classes, it is difficult to participate, but I am willing to help if opportunity arises.; I support all the efforts and activities but I am not directly involved; When the program first began, I went to the college visits but now I rarely attend or am aware of any of the events that GEAR UP does at our school.; Only when administration presents activities and it is required.; College visits, FAFSA workshops and encouragement to complete on time, College decision day, explanations of what to expect entering into college, ; Any GEAR UP activities that are planned for the school, I try to attend and assist with the students. ; chaperone college visits; I use the Gear Up and CFVW websites to assist in instruct in my classroom.; I try to participate fully in all activities offered.; I have not participated in any gear up activities. ; we support and help with any and all GEAR UP activities; When I am aware of them I participate; If something that I am familiar with

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.	5.4%	0.0%	5.4%	32.1%	57.1%	0.0%
I think GEAR UP is making a positive impact on my colleagues in my school.	7.1%	0.0%	3.6%	46.4%	41.1%	1.8%
GEAR UP activities are likely to be sustained after the grant ends.	5.4%	7.1%	5.4%	44.6%	33.9%	3.6%

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	3.6%	7.1%	7.1%	37.5%	42.9%	1.8%
Mentoring	3.6%	7.1%	10.7%	37.5%	39.3%	1.8%
Academic Support	3.6%	5.4%	1.8%	32.1%	55.4%	1.8%
Financial Literacy	3.6%	5.4%	3.6%	39.3%	46.4%	1.8%
Partnership with Institutions of Higher Education	3.6%	5.4%	5.4%	39.3%	44.6%	1.8%
Community Support	3.6%	7.1%	14.3%	33.9%	39.3%	1.8%
College Visits	3.6%	5.4%	7.1%	37.5%	44.6%	1.8%



Access to College Professionals	3.6%	3.6%	10.7%	44.6%	35.7%	1.8%
Life Skills Development	3.6%	1.8%	10.7%	39.3%	42.9%	1.8%
College Application and Exploration Week	5.4%	3.6%	7.1%	35.7%	44.6%	1.8%
College Decision Day	3.6%	1.8%	8.9%	30.4%	53.6%	1.8%

Please Elaborate:

N/A; As long as money allows, I think we will continue all GEAR UP efforts. ; Gear Up has helped the upperclassmen exponentially. ; When I was in high school, we did not have a gear up grant. I was given the option of touring our local prison every year, I was never given the option to visit a college. ; I think we will still go on college visits and help students get financial aid. ; If there are not funds to help support these efforts, it will be hard to us to continue to promote them. ; My school is committed to developing and promoting a college-going culture.; We try to involve community/family, there are several college visits a year and our staff mentors and helps students to be more successful.; college acceptance ceremonies and college exploration; Our school will always make sure to have the students best interests in mind and help promote whatever they can to keep family and future career/college choices in mind.; Our staff is dedicated to student success.; If funding is not available, we would have a hard time meeting our students needs in this area. ; Our school will be limited in what they can do because of the lack of funding. ; I cannot predict the future...; Our school promotes all of the above and I'm not sure that Gearup leads that promotion.; I believe our school will make every effort to provide our students with the necessary elements to help them succeed in college/career ; Our schools upholds academic integrity and student success with or without outside funding or grants. The importance of continuing in higher education will be promoted regardless of money.; N/A; .;

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%	23.2%	26.8%	33.9%	14.3%	1.8%
...will be eligible to apply to a postsecondary institution.	0.0%	7.1%	33.9%	46.4%	10.7%	1.8%
...can make an educational plan that will prepare them for college.	0.0%	8.9%	39.3%	41.1%	8.9%	1.8%
...can get good grades in their high school science classes.	0.0%	8.9%	37.5%	39.3%	10.7%	3.6%
...can get good grades in their high school math classes.	0.0%	14.3%	37.5%	37.5%	8.9%	1.8%
...can choose the high school classes needed to get into college.	1.8%	7.1%	39.3%	39.3%	10.7%	1.8%
...know enough about computers/ technology to get into college.	0.0%	3.6%	39.3%	35.7%	17.9%	3.6%
...can go to college after high school.	0.0%	12.5%	35.7%	41.1%	8.9%	1.8%
...could get A's and B's in college.	0.0%	26.8%	39.3%	23.2%	8.9%	1.8%
...could finish college and receive a college degree.	0.0%	17.9%	32.1%	30.4%	10.7%	8.9%



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

Lack of support from home. ; Knowledge of opportunity; No support from home; Lack of family involvement. ; Community and culture of the state and city. ; Being aware of steps to take and how to take them. ; Poverty ; Poverty; Poverty; I believe the culture of our community is the biggest obstacle. I know many students whose parents discourage the idea of college because of debt and or leaving home. ; Family influences would prevent most of our students from setting post secondary goals. ; A culture of failure prevalent in the community that the school seeks diligently to change. ; Unsure of plans/goals. ; Home life.; Families do not emphasize or value the importance of education. ; The family not emphasize the importance of getting an education.; Lack of belief in self-efficacy; Family and community's lack of importance of education; understanding requirements and available resources; Some students are not challenged here and it will hold them back in college. They have the opportunity to be challenged but look the other way.; More interactive process school wide; Lack of family support.; lack of parental support; Lack of family support. ; Family. ; family and financial situations; Generational family beliefs and financial constraints; I believe the number one thing holding most of our students back who are on the cusp of being productive is their home lives. ; I do not think the general level education classes prepare our students for success in a post-secondary setting. I think that across our state, we are too focused on the bare minimum needed to have a high "graduation rate" that the expectation of work has lowered.; Personal family issues; Family values towards education; Money; apathy; The lack of information and motivation. Also the lack of job opportunities in the state.; Personal situations.; Lack of understanding/support from home about how to begin making and achieving those goals; available funds or lack of encouragement from home; Their parents not promoting them at home and setting expectations.; Family expectations; Students have mediocre support at HOME. ; Overall, our students have poor goals for themselves after high school. I have noticed that we have graduates that I will see a year after they graduate and they still are not either in college or in any trade school. ; lack of support or encouragement from home; Lack of good examples.socio; Knowledge of opportunity; Themselves; .;

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

Lack of support from home. ; No support at home; Feeling they cannot afford it based on family circumstances. ; Community and culture of the state and city. ; Motivation and lack of family support.; Poverty ; Poverty; Poverty; The Community culture; Students not being able to maintain grades or manage their time. ; Inadequate understanding of program requirements and rigor. ; Not being prepared.; Home life, financial situation; See 18.; They do not take their education serious. They do not prepare themselves. ; Poverty and lack of belief in self-efficacy; Money, grades and family support; lack of motivations or encouragement. Feeling of lack of resources to succeed. ; No support at home/cannot afford it.; Home environment; Lack of belief in themselves.; no support at home; Lack of family support. ; Family and economic support; Generational family beliefs and financial constraints; Again, their families. If you look, the students who are going to college and being productive is their lack of parental support and drive. ; They do not know how to study, nor do they make the effort to do any work. I have many students who refuse to do work in class.; Personal family issues; ACT scores; Money; financial concerns, apathy; The difficulty of postsecondary education compared to secondary education. ; Personal situations.; Students could lose motivation due to lack of encouragement from home or deciding they don't want to pursue those goals because of money or not understanding all the steps related to the process; good role models to encourage them availability of funds; Their parents not promoting them at home and setting expectations.; Family issues; Students have mediocre support at HOME. ; The goals for themselves. ; lack of support or encouragement from home; Social economic conditions; Them; .;

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



GEAR UP has made a very positive impact on our school climate and culture. ; Our school not only benefits from, but needs to gear up program. ; It is almost impossible to change the way a student thinks in the 45 minutes a day we have with them, versus the years their parents have had to influence them. It is very difficult to fight a kid to educate them. ; I feel that all students should have the opportunity to attend college if that is what they truly want to achieve and succeed.; GEAR Up has been a positive and effective asset for our students at our school.; Most homes that the students come from do not value education. More resources are needed to engage families in the importance of education.