



School Name/County	Survey Type	Number of Respondents (N)
Montcalm High School/ Mercer County	School Personnel Survey	20

### School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	24
Surveys Received	20
<b>Estimated Response Rate (%)</b>	<b>83.3%</b>

### Results (Percentages) by Survey Question

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

	(%)
Grade 9	85.0%
Grade 10	75.0%
Grade 11	65.0%
Grade 12	70.0%

#### 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.	5.0%	5.0%	30.0%	30.0%	5.0%	25.0%	0.0%
At this school.	5.0%	10.0%	40.0%	20.0%	0.0%	25.0%	0.0%

#### 3. Are you a GEAR UP site coordinator?

	(%)
Yes	10.0%
No	90.0%

#### 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 (%)
<b>RIGOR AND EXPECTATIONS</b>					
a. Creativity and original thinking are highly valued.	0.0%	10.0%	45.0%	45.0%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	0.0%	55.0%	45.0%	0.0%
c. Students are encouraged to do their best.	0.0%	5.0%	40.0%	55.0%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	0.0%	45.0%	55.0%	0.0%



e. Students care about learning and getting a good education.	0.0%	15.0%	45.0%	40.0%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	5.0%	50.0%	45.0%	0.0%
g. Students are learning effective problem solving skills.	0.0%	15.0%	50.0%	35.0%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	0.0%	10.0%	60.0%	30.0%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	5.0%	65.0%	30.0%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	0.0%	60.0%	40.0%	0.0%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
<b>VISUAL CUES AND MATERIAL RESOURCES</b>					
k. College pennants, banners, and posters are visible.	0.0%	10.0%	40.0%	50.0%	0.0%
l. Parents are included in the college preparation process.	0.0%	10.0%	45.0%	45.0%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	5.0%	60.0%	35.0%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	5.0%	50.0%	45.0%	0.0%
o. Teachers 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. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	5.0%	40.0%	55.0%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	10.0%	60.0%	30.0%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	0.0%	10.0%	55.0%	35.0%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	0.0%	65.0%	35.0%	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 (%)
<b>RIGOR AND EXPECTATIONS</b>					
a. Creativity and original thinking are highly valued.	0.0%	5.9%	35.3%	58.8%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	29.4%	70.6%	0.0%



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

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

	Rather not say (%)	Not at all (%)	Slightly (%)	Moderately (%)	Extremely (%)	No Response (%)
FAFSA	0.0%	0.0%	0.0%	55.0%	45.0%	0.0%
College savings plan/529	0.0%	5.0%	20.0%	45.0%	30.0%	0.0%
ACT/SAT	0.0%	0.0%	5.0%	35.0%	60.0%	0.0%
WV Higher Education Grant	0.0%	0.0%	10.0%	45.0%	45.0%	0.0%
Federal Grants, loans, work-study	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%



College Selection (Match and Fit)	0.0%	0.0%	10.0%	15.0%	75.0%	0.0%
Scholarships (e.g., PROMISE or institutional)	0.0%	0.0%	10.0%	45.0%	45.0%	0.0%
Requirements for College Acceptance	0.0%	0.0%	5.0%	30.0%	65.0%	0.0%
The importance/Benefit of College Education	5.0%	0.0%	0.0%	15.0%	80.0%	0.0%
High School Graduation Requirements	5.0%	0.0%	0.0%	35.0%	60.0%	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%	15.0%	5.0%	55.0%	5.0%	20.0%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	0.0%	5.0%	65.0%	30.0%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	0.0%	5.0%	55.0%	40.0%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	0.0%	0.0%	10.0%	25.0%	35.0%	30.0%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	0.0%	0.0%	5.0%	35.0%	40.0%	20.0%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	5.0%	0.0%	20.0%	35.0%	25.0%	15.0%	0.0%

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

Encouraging students to do well throughout high school.; Conversations with students.; Student College Visits; Teacher and student communication ; It's important that the students clearly understand the benefits going to college can have, along with many different major options. ; preparing students adequately to be confident.; Collaboration from all teachers involved in student's educational setting. Not just a few involved.; I think when we teachers encourage them through the years, it helps to foster a college going culture.; Financial literacy for



the parents; All teachers and building personnel must work together.; We need to encourage and talk to our students about the importance of college and that there are ways for them to be successful.; Instilling hope in the children. Many feel college is out of reach due to ses levels of experience. ; Assistance with application for FASFA.; Exposing the students to everything that is available to them after school. Most importantly preparing them for college classes and life after high school. ; Keeping the discussion about college and other post secondary opportunities open! ;

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

I've come to realize that peer-reviewed education includes votech.; They haven't.; N/A; N/A; I have learned more about financial aid; I have always incorporated this ideology and glad the school is as well.; It hasn't changed.i; I have realized the importance of information and the various types of college!; I will always believe college is important .; The more our students visit college campuses, the more excited they are to talk about their future in our classrooms.; They have not ; Glad to see the encouragement of and taking students to visit college campuses. ; As a teacher it is my responsibility to always encourage the students to accomplish their goals. I should never say they can't do something they really want to do, even though I don't think they will succeed doing it. It is my job to help them succeed and point them in the right direction to reach their goals. As a teacher I should always stay positive with the students. ; I have learned and changed a lot of my views through gear up! ;

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

I'm the first line of defense! As a teacher, I have the responsibility to reinforce the importance of going to a post-war secondary institution to achieve a certification or degree.; Conversations with students about college are important. Gear up has offered students more opportunities to ask questions about college. ; Constant talk and informed knowledge about attending college; Gear Up provides supplies to ensure building a college-going culture is possible, along with providing funds to make experiencing college visits first hand.; Gear up has focused us on the importance; I teach student all employment roles are important. My views have not change and roles are given to few.; I have to encourage the students as much as I can to attend college.i have always done that.; Educate! My role has been to educate the students with the knowledge of what it means to go to college; I TALK TO STUDENTS AND i help the gear up coordinatot rs when asked,College is an ongoing focus for all students we have,; My role is to help my students understand all their options and prepare them academically and emotionally to handle the rigor of college.; I tend to look and think outside the box. Many kids come me to me for help bc I offer understanding advice along with a practical world view. ; I have chaperoned trips and completed surveys. ; I am very new to this school. I haven't been involved personally supervising or participating first hand on anything with GEAR UP. I have had students participate and leave my class for these activities. I am very supportive of them leaving and getting this experience. ; I take on a big role as a site coordinator!;

**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	5.0%	5.0%	0.0%	10.0%	30.0%	50.0%	0.0%
Opportunities to participate in college visits	5.0%	0.0%	0.0%	0.0%	20.0%	75.0%	0.0%



Summer activities	5.0%	5.0%	0.0%	20.0%	30.0%	40.0%	0.0%
College Application and Exploration Week	5.0%	5.0%	0.0%	5.0%	30.0%	55.0%	0.0%
Provide information about college entrance requirements	5.0%	0.0%	0.0%	5.0%	40.0%	50.0%	0.0%
Career exploration activities	5.0%	0.0%	0.0%	5.0%	45.0%	45.0%	0.0%
Test preparation (e.g., ACT/SAT)	5.0%	0.0%	0.0%	5.0%	25.0%	65.0%	0.0%
Assistance with College Entrance Processes	5.0%	0.0%	0.0%	5.0%	20.0%	70.0%	0.0%
Assistance with completing financial aid forms (e.g., FAFSA)	5.0%	0.0%	0.0%	0.0%	20.0%	75.0%	0.0%
Teacher professional development about college awareness and success strategies	5.0%	0.0%	0.0%	5.0%	55.0%	35.0%	0.0%
Student Success Societies/Mentoring opportunities	5.0%	0.0%	0.0%	5.0%	35.0%	55.0%	0.0%
Faculty Senate Presentations	5.0%	0.0%	0.0%	0.0%	45.0%	50.0%	0.0%
College Decision Day and/or other college acceptance ceremonies/programming	5.0%	0.0%	0.0%	5.0%	25.0%	65.0%	0.0%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
0.0%	25.0%	25.0%	35.0%	15.0%	0.0%

**Please Elaborate:**

I assist students with command-line sections in homeroom weekly.; Student Success Society; I help students with college entrance requirements often. ; School wide activities are common; Participation only if class is in session and seldom opportunities are given for all to be involved.; Any activity at our school I am always willing to stay and help. I do not attend the college campus visits.; I chaperone trips when needed and stay on fafs night. ; School related activities. ; Site coordinator!

**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 (%)
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I think GEAR UP is making a positive impact on students in my school.	0.0%	0.0%	5.0%	15.0%	80.0%	0.0%
I think GEAR UP is making a positive impact on my colleagues in my school.	0.0%	0.0%	5.0%	40.0%	55.0%	0.0%
GEAR UP activities are likely to be sustained after the grant ends.	5.0%	5.0%	25.0%	35.0%	30.0%	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%	5.0%	40.0%	55.0%	0.0%
Mentoring	0.0%	0.0%	10.0%	35.0%	55.0%	0.0%
Academic Support	0.0%	0.0%	0.0%	35.0%	65.0%	0.0%
Financial Literacy	0.0%	0.0%	10.0%	30.0%	60.0%	0.0%
Partnership with Institutions of Higher Education	0.0%	0.0%	15.0%	30.0%	55.0%	0.0%
Community Support	0.0%	0.0%	20.0%	25.0%	55.0%	0.0%
College Visits	0.0%	10.0%	25.0%	25.0%	40.0%	0.0%
Access to College Professionals	0.0%	5.0%	15.0%	45.0%	30.0%	5.0%
Life Skills Development	0.0%	0.0%	10.0%	45.0%	45.0%	0.0%
College Application and Exploration Week	0.0%	0.0%	15.0%	20.0%	65.0%	0.0%
College Decision Day	0.0%	0.0%	15.0%	20.0%	65.0%	0.0%

**Please Elaborate:**

We will not be able to take students on college visits without funding. ; While we can continue to promote a college-going culture at school through activities and encouragement, I do believe trips and other activities outside of school may decrease. ; It will naturally decline to some extent; I feel some are not motivated to or encourage to help lead in this manner.; Without the funds we will not be able to provide our students with many of the current activities our students enjoy.; Great to have the assistance for FASFA.;

**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%	25.0%	60.0%	10.0%	5.0%	0.0%
...will be eligible to apply to a postsecondary institution.	0.0%	0.0%	35.0%	50.0%	15.0%	0.0%
...can make an educational plan that will prepare them for college.	0.0%	0.0%	40.0%	45.0%	15.0%	0.0%



...can get good grades in their high school science classes.	0.0%	0.0%	55.0%	40.0%	5.0%	0.0%
...can get good grades in their high school math classes.	0.0%	5.0%	50.0%	40.0%	5.0%	0.0%
...can choose the high school classes needed to get into college.	0.0%	15.0%	20.0%	45.0%	20.0%	0.0%
...know enough about computers/ technology to get into college.	0.0%	0.0%	10.0%	50.0%	40.0%	0.0%
...can go to college after high school.	0.0%	5.0%	35.0%	40.0%	20.0%	0.0%
...could get A's and B's in college.	0.0%	15.0%	65.0%	10.0%	10.0%	0.0%
...could finish college and receive a college degree.	0.0%	10.0%	40.0%	35.0%	15.0%	0.0%

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

Lack of foreknowledge or parent involvement--it's scary for first generation college students; Family expectations ; Intimidation by college coursework and atmosphere. ; Laziness or lack of effort; lack of role models who value college; The collaborative impact among educators and negative or positive influence it has on student's learning to collaborate.; Family culture; Money and awareness; Many of our students do not believe they can achieve.; Lack of stable home life and family finances ; poverty/drugs; Motivation ; Intrinsic motivation and lack of family support! ;

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

Student effort; Unrealistic expectations ; Lack of motivation and perseverance. ; Lack of desire to do so ; socio-economic; Internal Motivation; Lack of motivation; Lack of family support; Perseverance. ; Lack of stable family and finances ; poverty/drugs; Discipline ; Time management.;

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

School is progressing each year; It is important that student's see all teacher's given opportunities to help enhance career or college readiness. At this school it is not ; The materials/services provided has made a positive impact on a school where most kids are in poverty or from drug environments.