



School Name/County	Survey Type	Number of Respondents (N)
Richwood High School/ Nicholas County	School Personnel Survey	14

## School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	28
Surveys Received	14
<b>Estimated Response Rate (%)</b>	<b>50.0%</b>

## Results (Percentages) by Survey Question

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

	(%)
Grade 9	57.1%
Grade 10	71.4%
Grade 11	71.4%
Grade 12	85.7%

### 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%	7.1%	35.7%	14.3%	14.3%	28.6%	0.0%
At this school.	0.0%	21.4%	28.6%	21.4%	14.3%	7.1%	7.1%

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

	(%)
Yes	7.1%
No	92.9%

### 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 (%)
<b>RIGOR AND EXPECTATIONS</b>					
a. Creativity and original thinking are highly valued.	7.1%	0.0%	64.3%	28.6%	0.0%
b. Teachers expect all students' to succeed academically.	7.1%	7.1%	50.0%	35.7%	0.0%
c. Students are encouraged to do their best.	7.1%	0.0%	50.0%	42.9%	0.0%
d. Teachers regularly talk to students about the importance of college.	7.1%	0.0%	57.1%	35.7%	0.0%



e. Students care about learning and getting a good education.	7.1%	7.1%	78.6%	7.1%	0.0%
f. Students are encouraged to set future college and career goals.	7.1%	0.0%	64.3%	28.6%	0.0%
g. Students are learning effective problem solving skills.	7.1%	7.1%	64.3%	21.4%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	7.1%	7.1%	78.6%	7.1%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	7.1%	21.4%	35.7%	35.7%	0.0%
j. The curriculum appropriately challenges most students.	7.1%	7.1%	64.3%	21.4%	0.0%
	<b>Strongly Disagree (%)</b>	<b>Disagree (%)</b>	<b>Agree (%)</b>	<b>Strongly Agree (%)</b>	<b>No Response (%)</b>
<b>VISUAL CUES AND MATERIAL RESOURCES</b>					
k. College pennants, banners, and posters are visible.	0.0%	14.3%	35.7%	50.0%	0.0%
l. Parents are included in the college preparation process.	0.0%	0.0%	57.1%	42.9%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	7.1%	64.3%	28.6%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	0.0%	64.3%	35.7%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	7.1%	64.3%	28.6%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	0.0%	64.3%	35.7%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	0.0%	71.4%	28.6%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	0.0%	7.1%	64.3%	28.6%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	7.1%	57.1%	35.7%	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):**

	<b>Strongly Disagree (%)</b>	<b>Disagree (%)</b>	<b>Agree (%)</b>	<b>Strongly Agree (%)</b>	<b>No Response (%)</b>
<b>RIGOR AND EXPECTATIONS</b>					
a. Creativity and original thinking are highly valued.	8.3%	0.0%	41.7%	50.0%	0.0%
b. I expect all students to succeed academically.	8.3%	0.0%	50.0%	41.7%	0.0%



c. Students are encouraged to do their best.	8.3%	0.0%	41.7%	50.0%	0.0%
d. I regularly talk to students about the importance of college.	8.3%	0.0%	41.7%	50.0%	0.0%
e. Students care about learning and getting a good education.	8.3%	8.3%	41.7%	41.7%	0.0%
f. Students are encouraged to set future college and career goals.	8.3%	0.0%	50.0%	41.7%	0.0%
g. Students are learning effective problem solving skills.	8.3%	8.3%	41.7%	41.7%	0.0%
h. I am able to engage students in a rigorous curriculum.	8.3%	8.3%	41.7%	41.7%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	8.3%	8.3%	33.3%	41.7%	8.3%
j. The curriculum appropriately challenges most students.	8.3%	0.0%	50.0%	41.7%	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.	8.3%	25.0%	33.3%	33.3%	0.0%
l. Parents are included in the college preparation process.	0.0%	8.3%	58.3%	33.3%	0.0%
m. I am provided with professional development on the topics of college readiness and success.	0.0%	8.3%	41.7%	50.0%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	8.3%	50.0%	41.7%	0.0%
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	16.7%	41.7%	41.7%	0.0%
p. I am provided information about the school's college-going rate and FAFSA completion rates.	0.0%	8.3%	50.0%	41.7%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	8.3%	58.3%	25.0%	8.3%
r. I engage in ongoing professional development about ways to promote college readiness.	0.0%	16.7%	50.0%	33.3%	0.0%
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	8.3%	50.0%	41.7%	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%	7.1%	0.0%	64.3%	28.6%	0.0%
College savings plan/529	0.0%	0.0%	35.7%	50.0%	14.3%	0.0%
ACT/SAT	0.0%	0.0%	0.0%	21.4%	78.6%	0.0%
WV Higher Education Grant	0.0%	0.0%	21.4%	42.9%	35.7%	0.0%
Federal Grants, loans, work-study	0.0%	0.0%	21.4%	42.9%	35.7%	0.0%



College Selection (Match and Fit)	0.0%	0.0%	7.1%	42.9%	50.0%	0.0%
Scholarships (e.g., PROMISE or institutional)	0.0%	7.1%	14.3%	50.0%	28.6%	0.0%
Requirements for College Acceptance	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%
The importance/Benefit of College Education	0.0%	0.0%	0.0%	21.4%	78.6%	0.0%
High School Graduation Requirements	7.1%	0.0%	0.0%	21.4%	71.4%	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%	21.4%	14.3%	28.6%	28.6%	7.1%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	0.0%	14.3%	42.9%	42.9%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	0.0%	7.1%	50.0%	42.9%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	0.0%	0.0%	14.3%	35.7%	28.6%	21.4%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	7.1%	0.0%	14.3%	21.4%	28.6%	28.6%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	0.0%	0.0%	14.3%	42.9%	28.6%	14.3%	0.0%

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

Informing students that it is important ; The most important aspect to building a college-going culture at Richwood High School is the co-operation of administration and faculty to encourage all students to explore the possibilities, to visit campuses, to understand the after high school vocational schools can be an option also but to not exclude college as an option. Everyone at this school encourages every student to do their best and to understand their skills and desires as they enter adulthood so their adult life will be as successful as possible.



Sending and reinforcing that message to all students is one of the most prioritized messages we try to send. ; Demonstrating the value of education; Have former students who have been successful come back to speak at the school; Encouragement! Anyone can be anything. . .encouragement can sometimes be the push that an uncertain student may need.; I think that we have good support from the majority of our teachers to encourage our students to go on to college or vocational school.; Getting the community to value education; College Prep; Discussion with students about college selection ; Collaboration, Coordination, and staff buy-in are crucial. ; Informing students about their options and how to pursue them.

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

Realized its very important to inform students; My beliefs have not changed much because I grew up in a family that stressed getting a college education. I stressed it with my daughters and I stress it with my students. I have even paid one low-income student's fees to take the ACT test. I will always encourage each and every student to succeed through high school, college, and life with their skills and abilities.; It hasn't; my view has always remained the same; I have come to realize that students need to be reinforced; I continue to be a strong believe of continuing education after high school. Research has shown that the more education an individual has reflects an increase to what their income will be.; I've always felt that is important for every student to go beyond high school and further their education in order to become a more productive citizen.; No; I believe we all have a very similar attitude about college; West Virginia's message toward education and pushing college and trade school seem to have changed since the coal industry and gas industry have recovered.; They have not changed much.

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

College visits, FAFSA workshops, PD all have helped; My role in building a college-going culture is to help student explore their options in whatever way is necessary, including assistance with college applications, scholarship applications, allowing adequate time to complete assignments missed while exploring college options, and reviewing essays to help them submit a great essay for college or scholarships; in fact, my role is to do whatever it takes for each student to succeed in life.; My role is to help students find the best versions of themselves that they can be. part of that is finding the right post high school plan.; Although I am a teacher, I am also a "counselor" of sorts to each student that passes through the door of my classroom. I encourage students. . .discuss what they think they may or may not want to do after they graduate from high school. Always pushing students to believe in themselves and that anything they want to achieve is within their reach.; I feel that all teachers need to encourage all students, at every opportunity, to further their education and get as much extra training and certifications as they possibly can.; College Prep;I believe all teachers must help build the college going culture.

**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%	14.3%	7.1%	28.6%	28.6%	21.4%	0.0%
Opportunities to participate in college visits	0.0%	14.3%	7.1%	7.1%	42.9%	28.6%	0.0%
Summer activities	28.6%	14.3%	7.1%	14.3%	28.6%	7.1%	0.0%



College Application and Exploration Week	0.0%	14.3%	7.1%	21.4%	42.9%	14.3%	0.0%
Provide information about college entrance requirements	0.0%	14.3%	7.1%	0.0%	57.1%	21.4%	0.0%
Career exploration activities	0.0%	7.1%	7.1%	14.3%	42.9%	21.4%	7.1%
Test preparation (e.g., ACT/SAT)	0.0%	7.1%	7.1%	14.3%	57.1%	14.3%	0.0%
Assistance with College Entrance Processes	0.0%	7.1%	7.1%	0.0%	64.3%	21.4%	0.0%
Assistance with completing financial aid forms (e.g., FAFSA)	0.0%	7.1%	7.1%	0.0%	35.7%	50.0%	0.0%
Teacher professional development about college awareness and success strategies	7.1%	7.1%	7.1%	14.3%	50.0%	14.3%	0.0%
Student Success Societies/Mentoring opportunities	0.0%	14.3%	7.1%	0.0%	64.3%	14.3%	0.0%
Faculty Senate Presentations	0.0%	7.1%	7.1%	35.7%	28.6%	14.3%	7.1%
College Decision Day and/or other college acceptance ceremonies/programming	0.0%	7.1%	7.1%	7.1%	57.1%	21.4%	0.0%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
7.1%	21.4%	28.6%	21.4%	21.4%	0.0%

**Please Elaborate:**

I'm required. lol; ; Our Gear UP coordinators are extremely organized and very efficient. I am physically handicapped and therefore cannot participate in activities that require walking standing. Therefore, I support them by allowing students who were absent during an activity to be able to take my class time if necessary to discuss whatever the activity was about with the coordinators at another time. I allow students to see the Gear Up coordinators whenever it is convenient with the coordinators and the student to meet. I also encourage the students to participate in all our Gear Up activities.; ; I am an SSS mentor. I support all Gear Up sponsored activities.; ; I am not a member of the Gear Up staff.; I participate in all Gear Up activities that are offered to me.; I attend the Summit every summer and I assist the site coordinator on a regular basis; I try to participate as much as possible.;



**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%	50.0%	50.0%	0.0%
I think GEAR UP is making a positive impact on my colleagues in my school.	0.0%	0.0%	7.1%	50.0%	42.9%	0.0%
GEAR UP activities are likely to be sustained after the grant ends.	7.1%	7.1%	21.4%	42.9%	21.4%	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%	50.0%	28.6%	21.4%	0.0%
Mentoring	0.0%	0.0%	35.7%	42.9%	21.4%	0.0%
Academic Support	0.0%	0.0%	28.6%	50.0%	21.4%	0.0%
Financial Literacy	0.0%	0.0%	28.6%	50.0%	21.4%	0.0%
Partnership with Institutions of Higher Education	0.0%	0.0%	35.7%	35.7%	28.6%	0.0%
Community Support	0.0%	0.0%	35.7%	42.9%	21.4%	0.0%
College Visits	0.0%	0.0%	50.0%	28.6%	21.4%	0.0%
Access to College Professionals	0.0%	0.0%	50.0%	35.7%	14.3%	0.0%
Life Skills Development	0.0%	0.0%	42.9%	42.9%	14.3%	0.0%
College Application and Exploration Week	0.0%	7.1%	28.6%	50.0%	14.3%	0.0%
College Decision Day	0.0%	14.3%	21.4%	50.0%	14.3%	0.0%

**Please Elaborate:**

Our school is located in a poverty-stricken area. We are still dislocated after the 2016 flood. The finances necessary for many activities that Gear Up pays for our students to enjoy simply will not be available for our educators to continue in the same way. I feel sure we will do all we can to encourage our students to explore their college and career options but many activities to help with that encouragement will be not be affordable.; Without the funding, we will be severely limited in what we can do each year.; Our school already promotes most of these things and I feel sure that we will continue to do so.;



**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%	21.4%	57.1%	7.1%	14.3%	0.0%
...will be eligible to apply to a postsecondary institution.	0.0%	0.0%	50.0%	42.9%	7.1%	0.0%
...can make an educational plan that will prepare them for college.	0.0%	7.1%	57.1%	28.6%	7.1%	0.0%
...can get good grades in their high school science classes.	0.0%	7.1%	42.9%	28.6%	21.4%	0.0%
...can get good grades in their high school math classes.	0.0%	7.1%	50.0%	28.6%	14.3%	0.0%
...can choose the high school classes needed to get into college.	0.0%	7.1%	42.9%	42.9%	7.1%	0.0%
...know enough about computers/ technology to get into college.	0.0%	0.0%	42.9%	50.0%	7.1%	0.0%
...can go to college after high school.	0.0%	14.3%	28.6%	50.0%	7.1%	0.0%
...could get A's and B's in college.	0.0%	21.4%	42.9%	28.6%	7.1%	0.0%
...could finish college and receive a college degree.	0.0%	21.4%	35.7%	35.7%	7.1%	0.0%

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

The students in our area are from questionably functioning households. In fact, many are in very dysfunctional households. These students are just trying to survive each day and concentration on a future is often impossible for these students. I attempt to explain to them that education is the only way out of poverty and the first positive step toward a reasonably functional lifestyle. But when these kids are wondering if they are going to go to bed hungry or if they are going to be able to get any sleep that night, then completing a high school education is a struggle--let alone thoughts of a postsecondary education.; Family value of education; I feel that sometimes students have no one at home to encourage them to set any goals. Sometimes they don't even live in the same place from day to day or they don't live with parents or relatives. Therefore, no one has set an example for them to follow so they don't think college or post-secondary training of any kind is important.; Lack of Info; Community encouragement for post-secondary does not seem high.;

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

The financial costs of attending college and the money it takes just for the transportation to and from college during breaks can be quite daunting for children that don't have money at all. The costs of the student loans available is not really affordable for most students. The amount they will have to pay back could have supported their family for more than a decade. That is a simple mathematical concept they do understand so many will opt to get a low-paying job so they can help out with household expenses for their family. It is a vicious cycle that is hard to break. ; Lack of accountability and the societal and governmental pressure to push students along without accountability; Sometimes the reasons are financial, sometimes they haven't learned how to study or haven't been encouraged to stay in school and not quit.; Lack of Info or desire to continue education; Not having confidence that they can do it. ; Lack of family support and lack of motivation to attend college.





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

Gear Up is a great program for schools, especially those like Richwood High School that operate in poverty-stricken areas. It allows those low-income students to actually see the advantages of higher education and gives them the tools and strategies to understand they can afford it, in fact, they can't afford not to get more education if they want to escape the low-income cycle. I pray each year that Gear Up continues to receive funding to continue educating students about the benefits of higher education.