



School Name/County	Survey Type	Number of Respondents (N)
Midland Trail High /Fayette	School Personnel Survey	25

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	24
Surveys Received	25
Estimated Response Rate (%)	104.2%

Results (Percentages) by Survey Question

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

	(%)
Grade 9	76.0%
Grade 10	92.0%
Grade 11	88.0%
Grade 12	96.0%

2. Are you a GEAR UP site coordinator?

	(%)
Yes	4.0%
No	96.0%

3.a Please rate your level of agreement that each of the statements below accurately reflects your SCHOOL:

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
RIGOR AND EXPECTATIONS					
a. Creativity and original thinking are highly valued.	0.0%	0.0%	48.0%	52.0%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	4.0%	36.0%	60.0%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	32.0%	68.0%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	0.0%	40.0%	60.0%	0.0%
e. Students care about learning and getting a good education.	0.0%	20.0%	52.0%	28.0%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	8.0%	28.0%	60.0%	4.0%
g. Students are learning effective problem solving skills.	0.0%	12.0%	52.0%	36.0%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	0.0%	4.0%	60.0%	36.0%	0.0%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	4.0%	40.0%	56.0%	0.0%



j. The curriculum appropriately challenges most students.	0.0%	8.0%	44.0%	48.0%	0.0%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	0.0%	12.0%	52.0%	36.0%	0.0%
l. Parents are included in the college preparation process.	0.0%	4.0%	68.0%	28.0%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	32.0%	48.0%	20.0%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	8.0%	52.0%	40.0%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	8.0%	64.0%	24.0%	4.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	16.0%	56.0%	28.0%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	24.0%	56.0%	20.0%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	0.0%	36.0%	44.0%	20.0%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	12.0%	56.0%	32.0%	0.0%

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

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
RIGOR AND EXPECTATIONS					
a. Creativity and original thinking are highly valued.	0.0%	0.0%	33.3%	66.7%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	23.8%	76.2%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	23.8%	76.2%	0.0%
d. I regularly talk to students about the importance of college.	0.0%	4.8%	28.6%	66.7%	0.0%
e. Students care about learning and getting a good education.	0.0%	14.3%	61.9%	23.8%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	33.3%	61.9%	4.8%
g. Students are learning effective problem solving skills.	0.0%	0.0%	57.1%	42.9%	0.0%



h. I am able to engage students in a rigorous curriculum	0.0%	9.5%	38.1%	52.4%	0.0%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	4.8%	38.1%	57.1%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	0.0%	38.1%	61.9%	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%	19.0%	42.9%	38.1%	0.0%
l. Parents are included in the college preparation process.	0.0%	14.3%	52.4%	33.3%	0.0%
m. I am provided with professional development on the topics of college readiness and success.	0.0%	33.3%	47.6%	19.0%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	4.8%	52.4%	42.9%	0.0%
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	9.5%	61.9%	28.6%	0.0%
p. I am provided information about the school's college-going rate and FAFSA completion rates.	0.0%	19.0%	57.1%	23.8%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	28.6%	52.4%	19.0%	0.0%
r. I engage in ongoing professional development about ways to promote college readiness.	0.0%	38.1%	47.6%	14.3%	0.0%
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	14.3%	38.1%	47.6%	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%	8.0%	16.0%	48.0%	28.0%	0.0%
College savings plan/ 529	0.0%	12.0%	44.0%	28.0%	12.0%	4.0%
ACT/SAT	4.0%	4.0%	4.0%	32.0%	56.0%	0.0%
WV Higher Education Grant	0.0%	8.0%	36.0%	40.0%	16.0%	0.0%
Federal Grants, loans, work-study	0.0%	8.0%	20.0%	56.0%	16.0%	0.0%
College Selection (Match and Fit)	0.0%	8.0%	8.0%	52.0%	32.0%	0.0%
Scholarships (e.g., PROMISE or institutional)	0.0%	4.0%	20.0%	56.0%	20.0%	0.0%
Requirements for College Acceptance	0.0%	4.0%	4.0%	56.0%	36.0%	0.0%
The importance/ Benefit of College Education	4.0%	4.0%	0.0%	24.0%	68.0%	0.0%



High School Graduation Requirements	4.0%	4.0%	4.0%	28.0%	56.0%	4.0%
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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).	4.0%	0.0%	20.0%	48.0%	8.0%	20.0%	0.0%
I have individual discussions with students about what they want to do with their futures.	4.0%	0.0%	0.0%	16.0%	60.0%	20.0%	0.0%
I talk with students about their plans for college or work after high school.	4.0%	0.0%	0.0%	12.0%	56.0%	28.0%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	4.0%	0.0%	20.0%	40.0%	20.0%	16.0%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	12.0%	4.0%	16.0%	24.0%	20.0%	20.0%	4.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	4.0%	8.0%	12.0%	48.0%	24.0%	4.0%	0.0%

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

The most important aspect to me is getting all teachers on board with the program. Many times duties within the school are left for a small number of teachers to do. It always seems the same few teachers are the leaders. Working together as a whole to build the college going culture would make a greater impact on students and families. Aspects of the culture should be second-nature to everyone.; having former students, who have gone off to college come back and speak to current students about their college experience and about what to do and what to expect.; A students desire to want to go to college. Not all students are college material and in our area we need to work on preparing all students not just those preparing for college otherwise we are going to lose the battle with a vast majority.; students hearing personal experiences about college and success/satisfaction in a job following college graduation; Make it a regular conversation and visit colleges on a regular basis.; with the experience of graduates; To provide students with dual/early enrollment college courses so that when they graduate from Midland Trail, they have already gotten their "feet wet" with the academic requirements and time management skills that college requires. If our students can graduate with a semester of college under their belt and already be ahead before they truly get started, we are setting them up for success.



These students are more likely to continue higher education upon graduation than not.; parent involvement; The parents need to encourage their children to attend college.; To encourage students and give them the information they need to decide which college is best for them. Help them to realize that in today's society you really need to attend college especially if you have expectations of what type of lifestyle you want to live.; High expectations from the school and home.; Our general education teachers are very much involved. They are lead by our admin and career counselor.; Trying to get the entire student population realistic about the workload expectations of their freshman year. Most are capable of being successful in college, but the work ethic isn't always there. Time management and meeting deadlines is something I try to stress in my room.; They need to actually see that yes it will directly impact their future. They need support and understanding at home. Most of our students do NOT have college educated parents.; Students are expected to become independent learners. Study habits and organizational skills are needed. Self motivated to complete work and perseverance are important for students who are coming out of high school. The next important aspect would to become familiar with the college options and how to pay for college. Some students response to not attending college is the lack of money to attend. If students and parents were equipped with knowledge about the importance of grades or athletics for scholarships and grants and loans available they can attend if they have the drive and determination to do so.; Communicate, communicate, communicate.....with all constituencies; Involving everyone and not a select group; All teachers should act professionally and promote higher education with high expectations.; Touring colleges; Changing the mindset of parents.;

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

My role is to lead in developing the college going culture within my school. I also need to help guide and educate students on their different options regarding college or training after high school.; my role is to continue to prepare students for college and to help them apply for FAFSA and scholarship opportunities.; ; Encouraging students in their future endeavors and preparing those who are choosing college with the information and support that they are their families need to make that transition is imperative.; facilitator as students make decisions about their future; To make college preparation a regular topic in the classroom.; the possibility to travel the world and work around it; I teach two of the dual/early enrollment classes and really focus on college preparation in my others, including AP.; mentoring; Letting students know the difference in income of a college graduate as compared to a person who did not attend college.; To encourage all of my students to work hard and put forth effort in all classes. That will help them gain the knowledge needed to prepare them for college.; High expectations. Preparing students for ACT/SAT.; My main role in this school is teaching life and functional skills to my special education students. In my contact with non-special need students my role is to help promote all of our school's goals towards making our students highly productive citizens.; I believe my assignments are geared towards what will be expected of them during their freshman year. I place a heavy emphasis on the importance of writing and polishing multiple drafts.; ; To assist and support the gear up activities, promote college in class; Teaching students good organizational skills, study habits and perseverance. Also motivating students to want to learn. I also encourage to about attending college and the importance. I can also assistance students in locating colleges they may be interested in attending.; I am the counselor. I see my role as pivotal in building a college going culture. However, I do not see myself, or any counselor, as a "lone ranger." I can 'preach it until I'm blue in the face,' but without support from other school staff, the culture will always be limited to the upper classes in high school.; I see my role as an educator to encourage and motivate the student. I feel as though each teacher in the building should feel the same way. We are very limited to what we do here; High expectations and ACT/SAT prep.; ; Providing opportunity; ; Continuing to stress the importance of a college education. Motivate students to value an education and give their best effort.;

8. 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	12.0%	20.0%	4.0%	20.0%	36.0%	8.0%	0.0%
Opportunities to participate in college visits	8.0%	12.0%	0.0%	4.0%	24.0%	52.0%	0.0%
Summer activities	32.0%	40.0%	0.0%	0.0%	20.0%	8.0%	0.0%
College Application and Exploration Week	8.0%	8.0%	0.0%	8.0%	48.0%	28.0%	0.0%
Provide Information about college entrance requirements	8.0%	12.0%	0.0%	12.0%	44.0%	24.0%	0.0%
Career exploration activities	8.0%	16.0%	0.0%	16.0%	40.0%	20.0%	0.0%
Test preparation (e.g., ACT/SAT)	20.0%	12.0%	4.0%	16.0%	36.0%	12.0%	0.0%
Assistance with College Entrance Processes	12.0%	24.0%	0.0%	8.0%	40.0%	16.0%	0.0%
Assistance with completing financial aid forms (e.g., FAFSA)	12.0%	24.0%	0.0%	4.0%	36.0%	24.0%	0.0%
Teacher professional development about college awareness and success strategies	32.0%	20.0%	0.0%	4.0%	32.0%	12.0%	0.0%
Student Success Societies/Mentoring opportunities	16.0%	24.0%	0.0%	8.0%	32.0%	20.0%	0.0%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
4.0%	20.0%	32.0%	32.0%	12.0%	0.0%

Please Elaborate:

I have been active in planning and attending college visits, GEAR UP events such as College Exploration Week and College Signing Day. I also offered assistance to students who needed help with college applications, FAFSA, etc.; chaperone college visits. help with fafsa help with scholarship application; I participated in all school-wide activities during the school day, and chaperoned one college trip.; I have chaperoned on a college visit.; ; As a teacher, I usually chaperone college visits/tours. Since I teach most, if not all, of our college bound seniors, I enjoy chaperoning these trips so that I can better assist students in finding the right "fit" for them. By having them in college courses and knowing their work ethic, personality, interests, and goals, I can easily provide them with my suggestions in the classroom.; mentor, help planning events and college visits; My goal is to make my special needs students as independent as possible. Due to their low abilities to learn academic skills to stay current with their peers, they take the states alternative tests (DLM).; I'm attending the GearUp conference this summer.; College awareness, college step up day, College scavenger hunt, College Week,



college visits; That "often" would be an "Always" but I was not asked to be our GEAR UP coordinator, though I coordinate and facilitate the implementation of all financial aid workshops and senior campus visits.; I am rarely asked to help or notified as to what is going on; I have only worked at this school for 6 weeks as a substitute.

10. 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%	56.0%	44.0%	0.0%
I think GEAR UP is making a positive impact on my colleagues in my school	0.0%	0.0%	0.0%	64.0%	36.0%	0.0%
GEAR UP activities are likely to be sustained after the grant ends.	4.0%	12.0%	8.0%	56.0%	20.0%	0.0%

11. 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%	4.0%	8.0%	48.0%	36.0%	4.0%
Mentoring	0.0%	4.0%	24.0%	48.0%	20.0%	4.0%
Academic Support	0.0%	0.0%	12.0%	44.0%	36.0%	8.0%
Financial Literacy	0.0%	4.0%	4.0%	48.0%	40.0%	4.0%
Partnership with Institutions of Higher Education	0.0%	4.0%	16.0%	48.0%	28.0%	4.0%
Community Support	0.0%	4.0%	28.0%	36.0%	28.0%	4.0%
College Visits	0.0%	4.0%	8.0%	40.0%	44.0%	4.0%
Access to College Professionals	0.0%	8.0%	12.0%	36.0%	40.0%	4.0%
Life Skills Development	0.0%	8.0%	16.0%	36.0%	36.0%	4.0%
College Application and Exploration Week	0.0%	4.0%	20.0%	36.0%	36.0%	4.0%

Please Elaborate:

Our counselors and administrators seem to be working hard to make this program a success. I doubt they will just quit all ongoing efforts related to the program once the grant ends. ; help; Lack of funding will make it hard to continue certain activities.; Our counselors work very hard to help students be successful in applying for college and getting in to colleges (if that is the right fit for them).; I cannot accurately rate any of those questions; GEAR UP is essential to providing these services and it will be difficult for our school to provide without the program.; All of these activities are ways to help our students. Our school is all about our students. I think we will do whatever it takes to help them better themselves and their futures, as long as we have the means to do so.; My school is committed to creating a college-going culture, and as such, even without GEAR



UP services and activities, will continue to promote as many of these elements as is possible.; OHHS does it's best, collaboratively, in an environment that is often divisive and discouraging to students. The socio-economics of the region we live in does little to encourage goals, dreams, and visions that young people, and for that matter adults, may have. All will be encouraged, if at all possible.; Our school has had several college visits that I am aware of. College attendance is encouraged at our school.; Again, I do not know what activities are related to "Gear Up." My answers are only based on what I believe to be true based on our teachers here at OHHS and what they would provide if it was a certain program or not.; It is our mission at the school to provide students with resources to better equip them for their future endeavors.; Without funding no other resources would be available to support many of these activities; ; I think the school should always try to have some type of program that helps promote their preparation for a college experience.; xx; No money;Funding is needed for the programs to continue.; As time and resources allow.; College visits are soooo important. I think our school does an excellent job of exposing students to several college campuses before they have to make a decision of where to apply/go. Our school also offers several FAFSA workshops throughout the year. I feel strongly that this will continue, as well as getting families involved in the financial aid process and community support for our efforts. College application and exploration week is another even that happens at our school. Students have the opportunity to talk to representatives from those institutions to see if they are the right fit for them. I think it will also continue once the GEAR UP grant has ended. Finally, we have several teachers who I feel strongly will continue to mentor students even after the funding for GEAR UP has been dissolved.

12. 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.	8.0%	28.0%	48.0%	8.0%	4.0%	4.0%
...will be eligible to apply to a postsecondary institution.	0.0%	4.0%	28.0%	56.0%	12.0%	0.0%
...can make an educational plan that will prepare them for college.	0.0%	4.0%	44.0%	40.0%	12.0%	0.0%
...can get good grades in their high school science classes.	0.0%	8.0%	40.0%	48.0%	4.0%	0.0%
...can get good grades in their high school math classes.	0.0%	16.0%	40.0%	36.0%	4.0%	4.0%
...can choose the high school classes needed to get into college.	0.0%	4.0%	32.0%	52.0%	12.0%	0.0%
...know enough about computers/ technology to get into college.	0.0%	4.0%	16.0%	64.0%	16.0%	0.0%
...can go to college after high school.	0.0%	4.0%	28.0%	56.0%	12.0%	0.0%
...could get A's and B's in college.	0.0%	16.0%	28.0%	52.0%	4.0%	0.0%
...could finish college and receive a college degree.	0.0%	12.0%	24.0%	56.0%	8.0%	0.0%

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

Through the GEAR UP funding our students have been exposed to a variety of activities and services that have truly opened their eyes to possibilities after high-school. I personally know of a number of students who are currently enrolled in a college /university or are planning to attend in the fall that are first-generation college students. That number continues to grow at my school. I do believe this is partially a direct result of the



opportunities that have been provided by GEAR UP.; High school and college are two different ball games. As teachers, we try to do our best to prepare our students for college but there will be many things that they will have to figure out on their own and how well they do at doing so will determine their success; things like: time management, personal responsibility, how to study effectively for how they learn, application and work ethic, and their overall drive to achieve their goals. Many of our students lack parental support or family education about postsecondary education and I feel as though this greatly hinders their success.; The abilities of our students are equal to attend and complete any college field choice they pick. This area (their home) is limited in the jobs that require white-collar skills. There are more jobs available in the blue collar areas. These skills are taught at Fayette Institute of Technology (FIT), which offers courses such as Forestry and Agriculture, Welding, Nursing, to name a few. Many of our students seek classes at FIT because they believe it is there that they will receive the type of education that will give them a job in this area.; It's hard to generalize. We absolutely have students that are ready for college and will succeed the whole way. We have other students that think they are ready that will receive a giant taste of reality the first week of school when they see the amount of work that will be required of them. We have other students that are capable of going to college, but they don't believe they would be successful and aren't willing to spend the money. We also have a lot of students that don't want to go to college and are making solid plans to learn vocational trades or join the military.; ; They have the ability. But it takes more than ability to be successful. This is where the students lack.; ; Historically, the culture we are dealing with in WV hasn't valued education to the extent of feeling any necessity to pursue post-secondary education. That's a lot to overcome, but I think GEAR UP has potential for changing the culture and prevailing mindset of today's and future generations.; Until the county adopts a plan that allows for schools to travel to campuses like the Gear Up program does , it will not happen once the money is stopped.