School Name/County	Survey Type	Number of Respondents (N)
Webster County High School/ Webster County	School Personnel Survey	35

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	47
Surveys Received	35
Estimated Response Rate (%)	**74.5%**

Results (Percentages) by Survey Question

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

	(%)
Grade 9	74.3%
Grade 10	54.3%
Grade 11	65.7%
Grade 12	60.0%

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.	2.9%	5.7%	22.9%	14.3%	14.3%	40.0%	0.0%
At this school.	5.7%	8.6%	37.1%	20.0%	8.6%	20.0%	0.0%

3. Are you a GEAR UP site coordinator?

	(%)
Yes	5.7%
No	94.3%

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.	2.9%	0.0%	60.0%	37.1%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	5.7%	45.7%	48.6%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	45.7%	54.3%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	0.0%	48.6%	51.4%	0.0%

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
e. Students care about learning and getting a good education.	0.0%	22.9%	51.4%	25.7%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	51.4%	48.6%	0.0%
g. Students are learning effective problem solving skills.	0.0%	2.9%	77.1%	20.0%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	0.0%	8.6%	60.0%	28.6%	2.9%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	48.6%	48.6%	2.9%
j. The curriculum appropriately challenges most students.	0.0%	0.0%	74.3%	25.7%	0.0%

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	0.0%	0.0%	42.9%	57.1%	0.0%
l. Parents are included in the college preparation process.	2.9%	2.9%	40.0%	54.3%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	20.0%	48.6%	31.4%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	5.7%	48.6%	45.7%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	0.0%	57.1%	42.9%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	8.6%	51.4%	40.0%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	14.3%	54.3%	31.4%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	0.0%	25.7%	45.7%	28.6%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	14.3%	57.1%	28.6%	0.0%

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

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
RIGOR AND EXPECTATIONS					
a. Creativity and original thinking are highly valued.	0.0%	0.0%	35.3%	61.8%	2.9%
b. I expect all students to succeed academically.	0.0%	0.0%	32.4%	64.7%	2.9%

c. Students are encouraged to do their best.	0.0%	0.0%	29.4%	67.6%	2.9%
d. I regularly talk to students about the importance of college.	0.0%	0.0%	44.1%	52.9%	2.9%
e. Students care about learning and getting a good education.	0.0%	23.5%	52.9%	20.6%	2.9%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	50.0%	47.1%	2.9%
g. Students are learning effective problem solving skills.	0.0%	0.0%	64.7%	32.4%	2.9%
h. I am able to engage students in a rigorous curriculum.	0.0%	2.9%	58.8%	35.3%	2.9%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	47.1%	44.1%	8.8%
j. The curriculum appropriately challenges most students.	0.0%	0.0%	52.9%	44.1%	2.9%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	0.0%	11.8%	50.0%	35.3%	2.9%
l. Parents are included in the college preparation process.	0.0%	11.8%	58.8%	26.5%	2.9%
m. I am provided with professional development on the topics of college readiness and success.	0.0%	17.6%	47.1%	32.4%	2.9%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	8.8%	52.9%	35.3%	2.9%
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	5.9%	55.9%	35.3%	2.9%
p. I am provided information about the school's college-going rate and FAFSA completion rates.	0.0%	8.8%	52.9%	35.3%	2.9%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	14.7%	52.9%	29.4%	2.9%
r. I engage in ongoing professional development about ways to promote college readiness.	0.0%	14.7%	47.1%	35.3%	2.9%
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	5.9%	58.8%	29.4%	5.9%

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%	5.7%	17.1%	48.6%	28.6%	2.9%
College savings plan/529	0.0%	20.0%	25.7%	42.9%	11.4%	5.7%
ACT/SAT	0.0%	0.0%	11.4%	51.4%	37.1%	0.0%
WV Higher Education Grant	0.0%	14.3%	20.0%	40.0%	25.7%	0.0%
Federal Grants, loans, work-study	0.0%	8.6%	22.9%	40.0%	28.6%	0.0%

College Selection (Match and Fit)	0.0%	0.0%	11.4%	45.7%	42.9%	0.0%
Scholarships (e.g., PROMISE or institutional)	0.0%	5.7%	20.0%	48.6%	25.7%	0.0%
Requirements for College Acceptance	2.9%	2.9%	11.4%	45.7%	37.1%	0.0%
The importance/Benefit of College Education	0.0%	0.0%	2.9%	25.7%	71.4%	0.0%
High School Graduation Requirements	2.9%	0.0%	8.6%	25.7%	62.9%	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).	5.7%	11.4%	25.7%	20.0%	25.7%	11.4%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	2.9%	14.3%	62.9%	20.0%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	2.9%	17.1%	57.1%	22.9%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	2.9%	2.9%	11.4%	34.3%	34.3%	14.3%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	0.0%	2.9%	17.1%	28.6%	37.1%	11.4%	2.9%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	5.7%	5.7%	22.9%	37.1%	17.1%	11.4%	0.0%

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

I believe the daily conversations with students and families are vital. Sharing my own personal college experience, which was non-traditional, helps students see there is more than one way to achieve your goals.; Getting the students on campus; For students to gain more knowledge in their career field.; College visits have helped students see what those colleges have o offer and allows them the opportunity to explore the campus.; Showing our students that their location or financial situation does not define their ability to attend and

succeed in higher education.; College Decision Day; Showing the importance of advancing your education. Students knowing they can accomplish their goals.; Talk more about the after of college rather than the before. ; Instill within students a desire to achieve better than the previous generation has.; Stressing the importance of education after high school. Trade or higher education need to be valued and the value displayed to all students. ; college fair days and continuous exposure; I don't feel all students need college, we need more students who can train to go into a trade field. ; Increase scores on ACT/SAT; *Having information available to the students.College/work fairs. Helping students learn how their interests can guide their decision---interest surveys with results.; In building a college-going culture at our school, I believe it is important to get students excited about post secondary education. The more students that go to college and get a degree, the better the job they will hold. This helps make the country stronger and benefits the economy.; Gear UP; I feel that students are most likely to be persuaded by friends, so establishing a college culture starts by getting students to go and then persuade their friends to follow them. A curriculum that prepares them is critically important to get them to stay in college.; building student confidence in their ability to succeed in college; Talking with each student about college and careers ;seeing successful college graduates visit schools; increased education about the importance of going to school and getting a degree.; Helping students identify their future goals and providing support in making appropriate decision to lead them to success.; Show students you value your and their education.; Make it know how important education is and the successes it brings; Preparing the students with tools and information to succeed in college or the workforce; The importance of higher education is a high priority. It gives students a chance to better themselves and an opportunity for students to be the first in their families to get a higher education.

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

Overtime my belief has expanded to also fully embrace technical schools in the college-going culture. I want the culture of our school to support students regardless of the path necessary to achieve their dreams.; It changed after getting the students on campus and hearing them say they didn't think they could until they were there and saw it wasn't so different and scary; College is very important, but I realized, some students are not college ready. Those students would be more likely to attend a career and technical center. It is good that we have these programs to adapt to students individual needs.;I feel it's most important. ; My views have not changed.; N/a; I sense apathy about trying to better themselves due to the generations of family members either being coal miners or getting a welfare/disability check.; I have developed a better understanding and appreciation for not only higher education for all, but the need to trade school graduation. Many do not wish to be college bound. I have advocated, along with colleagues for the need to adapt curricula to not only serve those who are seeking college level education, but also those wishing to pursue education in trade or even to function in society. ;I use to believe that it was more important to go to college now I feel college is over priced and learning a trade is a much better option for the majority of students. ; n/a; I believe that offering work training/apprenticeship information and university information is equally important. Not all student will go the a college or university.; It has not changed. I still believe for a person to be successful, they must get some type of post secondary training.; I have come to believe that college should not be the goal for every student. I do recognize the importance of post-secondary training or education; yet, I'm concerned we encourage students to attend college who are destined to fail. The debt they accrue can become quite a burden.; Not much.; I believe more than ever that our students are able to succeed in a college environment.; they haven't; not to forget that vocational are important; none have changed; That not all students are intended to acquire a 4-year degree. There are lots of programs that require less time to complete, give more hands-on training and will increase jobs skills.; n/a; Yes, there are many more opportunities available than before.; I've always considered college important if that is the best path for the student to succeed.; Through organizations such as HSTA bring awareness to the importance of a college education. These students are required to have community service hours, projects that schools compete with other schools, attend meetings, and are required to attend summer camps. This program opens many doors and pays for students' tuition.

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

I feel my job is to support the GEAR UP staff and offer my help in any way. It is very important for me to be a visible part of the process.; It's important to help parents and students past the hurdles and red tape that frighten them; My role is to push students to expand their skills further after high school.;It is more important now.; Yes, I am more aware of college deadlines.; N/a; I am a head coach of two different sports, so I try to promote students attending college through their athletic skills as a means of getting them interested in college.;I don't teach the students who would normally go to college, I teach the ones who are struggling in High School. I feel these students are being left behind because classes are geared toward high learning and not towards the needs of all students. The 4 levels of math set to help students get to college is setting up my students for failure, there is no way they can go through Algebra II and Trig. and be successful. ; Teaching the students; I have more information and knowledge to help guide students' decisions.; I do participate in college application week. I dress in my college colors and promote college education through my class room.; In conversations I often suggest solutions (schools, employment) that match the students aspirations/goals. ; I just provide assistance as needed according to the Gear Up coordinators.; I see myself as a role model of a local kid that succeeded. Gear up has made me more mindful of my influence.; I am now a Gearup mentor and I feel my role is to help students find out which schools fit them best, with what they want to do career wise.;; being a positive voice for students going to college.; To encourage all student to identify their strengths and weaknesses so they can make appropriate decisions about their career path. Teach so that students can move from their current knowledge base to a broader range of knowledge with a deeper level of understanding.; n/a; To encourage and facilitate each child in a direction for success in their future. Encourage students to be part of Gear up and the things it has to offer to facilitate their success.; I encourage my students to make choices whether that is college, vocational training, on the job training or entering the work force. But they need to be doing something constructive .; Gear Up allows students to be aware of college opportunities. This program brings in colleges and technical schools to have the opportunity to expose the students what each has to offer. Students go on college trips to get a better idea of college life. Gear Up helps students and parents with the FASA process.

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	2.9%	14.3%	0.0%	8.6%	48.6%	25.7%	0.0%
Opportunities to participate in college visits	2.9%	5.7%	0.0%	11.4%	25.7%	54.3%	0.0%
Summer activities	2.9%	22.9%	0.0%	17.1%	40.0%	11.4%	5.7%
College Application and Exploration Week	2.9%	2.9%	0.0%	8.6%	40.0%	42.9%	2.9%
Provide information about college entrance requirements	2.9%	8.6%	0.0%	11.4%	37.1%	40.0%	0.0%
Career exploration activities	2.9%	8.6%	2.9%	2.9%	48.6%	34.3%	0.0%
Test preparation (e.g., ACT/SAT)	2.9%	8.6%	0.0%	8.6%	34.3%	42.9%	2.9%

Assistance with College Entrance Processes	2.9%	11.4%	0.0%	2.9%	34.3%	48.6%	0.0%
Assistance with completing financial aid forms (e.g., FAFSA)	2.9%	5.7%	2.9%	2.9%	25.7%	60.0%	0.0%
Teacher professional development about college awareness and success strategies	17.1%	8.6%	2.9%	8.6%	45.7%	17.1%	0.0%
Student Success Societies/Mentoring opportunities	5.7%	11.4%	0.0%	11.4%	40.0%	31.4%	0.0%
Faculty Senate Presentations	11.4%	5.7%	5.7%	20.0%	37.1%	17.1%	2.9%
College Decision Day and/or other college acceptance ceremonies/programming	2.9%	2.9%	2.9%	5.7%	34.3%	51.4%	0.0%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
14.3%	14.3%	40.0%	14.3%	17.1%	0.0%

Please Elaborate:

I do my best to attend the FAFASA workshops with the families. I also help with the set-up of many of the activities at our school such as Career day and College Decision Day.; I participate in college visits, FAFSA Nights, College career day, College signing day Etc ; I participate when I am available.; When there is an available GearUp activity I am always involved in any aspect that is needed. The experiences that our students receive through GearUp are essential to our students, families and community. ; I go to every activity getup offers.; I help with college preparations such as financial aid completion and SAT registration.; N/a; I attended an in-service presented by GearUp students regarding available technology. I have completed recommendations for students for GearUp programs. I have completed surveys for GearUp projects. ; GEAR UP academic tutor.; When activities are going on at the school, I participate as a teacher and encourage students to get the most out of the activities.; I never know what is going on with Gear up; I was encouraged not to work as an after school tutor; I help supervise students during various activities that are associated with GearUP. I also have the mobile computer labs available for my learners to use that were provided by GearUP.; As I said before, I participate in college application week when our site coordinator asks teachers to dress in their college t-shirts and college colors. My room also has displays about my college.; I am happy to help when needed or asked by the coordinators.; Many of the activities are held for 9-12. Most of my day is spent with 8th graders.; I am a GearUp mentor. So I help with each activity that our coordinator sets up.; Most days after school; ; I have not had the opportunity as I am new to the school; Although we do not have any type of after school services provided for 7th and 8th grade students, a small group of teachers, including myself, have voluntary provided after school tutoring/homework help for these students.; Not always open to everyone; I chaperone trips to colleges and help students with college decision day.

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%	2.9%	31.4%	65.7%	0.0%
I think GEAR UP is making a positive impact on my colleagues in my school.	2.9%	2.9%	5.7%	37.1%	51.4%	0.0%
GEAR UP activities are likely to be sustained after the grant ends.	2.9%	11.4%	25.7%	28.6%	31.4%	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	2.9%	0.0%	45.7%	25.7%	25.7%	0.0%
Mentoring	2.9%	2.9%	42.9%	31.4%	20.0%	0.0%
Academic Support	2.9%	2.9%	40.0%	20.0%	34.3%	0.0%
Financial Literacy	2.9%	8.6%	25.7%	40.0%	22.9%	0.0%
Partnership with Institutions of Higher Education	5.7%	5.7%	31.4%	20.0%	37.1%	0.0%
Community Support	2.9%	14.3%	34.3%	17.1%	31.4%	0.0%
College Visits	2.9%	22.9%	20.0%	25.7%	28.6%	0.0%
Access to College Professionals	2.9%	14.3%	31.4%	22.9%	28.6%	0.0%
Life Skills Development	2.9%	14.3%	28.6%	25.7%	28.6%	0.0%
College Application and Exploration Week	2.9%	20.0%	22.9%	22.9%	31.4%	0.0%
College Decision Day	2.9%	17.1%	20.0%	22.9%	34.3%	2.9%

Please Elaborate:

Over time, we have developed very positive relationships with several colleges. I believe we will be able to continue to support these activities. It's all about what a school sets as priority. ; Gear-up helps promote these elements, without Gear-up, these services may not be promoted as often.; The fiscal state of our county and the funds available to transport our students to colleges and supply them with the opportunities that GearUp grants have provided will likely vanish. The program has provided so many opportunities.; Gear up is necessary to our school.; Without this support, students will get a lot less college help and preparation. ; I do believe that the services and activities are highly valued by members of the community, students and parents, but financial constraints within our school system would be greatly hampered without assistance from programs such as GEAR UP; Most of the activities that require funding we will no be able to do, or not do as frequently. Other activities will still be held.; We need more life skills development for all students.; Even if Gear Up services are no longer at our school, I believe our administrators will continue to promote the elements marked on my survey because it helps seniors, but it also gives incentive to under class men to strive to go to college.; Most of the staff is committed to helping students prepare for life beyond graduation. Due to our county's limited finances I doubt there will be continuation of any part of Gear Up that requires money (i.e. college visits, after

school homework help/tutoring, and programs that include incentives to bring in parents.); I feel that these activities will go away once the funding is not available and the support staff will not be there like they are while getting paid;

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.	2.9%	31.4%	40.0%	17.1%	8.6%	0.0%
…will be eligible to apply to a postsecondary institution.	0.0%	2.9%	40.0%	40.0%	17.1%	0.0%
…can make an educational plan that will prepare them for college.	0.0%	8.6%	42.9%	34.3%	14.3%	0.0%
…can get good grades in their high school science classes.	0.0%	14.3%	40.0%	34.3%	11.4%	0.0%
…can get good grades in their high school math classes.	0.0%	20.0%	42.9%	25.7%	8.6%	2.9%
…can choose the high school classes needed to get into college.	0.0%	8.6%	34.3%	42.9%	14.3%	0.0%
…know enough about computers/ technology to get into college.	0.0%	5.7%	20.0%	54.3%	20.0%	0.0%
…can go to college after high school.	0.0%	8.6%	45.7%	28.6%	17.1%	0.0%
…could get A's and B's in college.	0.0%	17.1%	48.6%	22.9%	11.4%	0.0%
…could finish college and receive a college degree.	0.0%	14.3%	34.3%	34.3%	14.3%	2.9%

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

Many students are simply not exposed to that school of thought in their families.; The students motivation.; Lack of exposure to the opportunities available to them. ; Lack of opportunities and funds without programs like GearUp; Parents do not understand.; Transportation and finances.; The lack of assistance and motivation. The lack of support in the home. ; status quo; As we are a rural county, riddle with the acceptance of government assistance and high unemployment, education and continued education is not truly valued in the home. We, as teachers, make every attempt to stress continuing education, no matter the level, but when all they know is government assistance and not reasonable employment due to an education or training, it is an uphill battle. ; No family history or interest in college; money; *Indecision about what career(s) interest them.; Lack of funding to continue college or not making the appropriate grades in order to stay in college. Either way, they end up dropping out.; The students who has parents that did not attend college or dropped out of high school may not be able to visualize themselves succeeding in postsecondary education. This inability to see themselves in college or a training program may prevent them from setting goals to achieve it.; They are lazy. They are also sometimes afraid to leave the community for college.; Poor family encouragement; Money and needing to help parents/family obligations; setting low goals, lack of trying; lack of drive to do well; Motivation; home; cultural environment; Lack of knowledge/ afraid to try something different ; Lack of family support. Gear Up plays a big part in college awareness.

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

I think many of our students have a fear of leaving home and venturing into the unknown. Most students in our school would be first generation college attenders, while some are first generation high school graduates.; Financial reasons.; Lack of family support.; Stigma and lack of focus and preparation.; Unrealistic expectations.; Money.; Not prepared for the obstacles they will face and little life problem solving skills. ; Academic programs preparing students for college are limited by a large number of students who do not have any aspirations of attending college and interfere with those students that really want to learn.; personal finances.; Not enough Money to attend overpriced colleges. ; moiney; *The expense of college.; For some students, this is their first time away from home. They are not disciplined enough to buckle down and study as needed to be successful in college. Rural students, in my opinion, should never go away to a hugh school where they are just a number. New students need mentoring so they may learn how to fit in and be successful. So they should at least know who their advisor is and that they can go to them if they have problems.; The mindset that they can't achieve their goals or succeed in a training program or college setting could prevent students from achieving their goals.; There probably is some lack of preparation regarding the rigors of college. ; lack of financial support; not having family involvement or support; lack of support from home; apathy toward success and education in general; lack of knowledge about what it takes to be successful; family struggles and support; Not able to adapt to change; Lack of family support and not being prepared or disciplined to study and attend classes.

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

I feel GEAR UP has assisted our students with showing them that it is possible to achieve their goals. The college visits are crucial. This helps our students visualize what college actually looks like.; Good Luck to the Class of 2019!!!!; We need let our students know that if they do not want to attend college, they can still succeed at a job with 2 year programs, on the job training, military, etc. We should not be giving students cords to wear at graduation just for completing a FASFA - this is an earned cord that should represent more than just filling out papers.; Our school would take 10 steps back without the Gear Up program. It provides so much information and encouragement for our students to continue their education either through colleges or trade schools. It also helps students step by step to ready them by filling applications, understanding of student loans, Promise Scholarship, scholarships available and filling the FASTA application.