



School Name/County	Survey Type	Number of Respondents (N)
Midland Trail High/ Fayette County	School Personnel Survey	12

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	42
Surveys Received	12
Estimated Response Rate (%)	28.6%

Results (Percentages) by Survey Question

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

	(%)
Grade 9	83.3%
Grade 10	83.3%
Grade 11	83.3%
Grade 12	91.7%

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%	8.3%	0.0%	33.3%	16.7%	41.7%	0.0%
At this school.	0.0%	16.7%	16.7%	25.0%	25.0%	16.7%	0.0%

3. Are you a GEAR UP site coordinator?

	(%)
Yes	8.3%
No	91.7%

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.	0.0%	0.0%	50.0%	41.7%	8.3%
b. Teachers expect all students' to succeed academically.	0.0%	16.7%	41.7%	41.7%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	58.3%	41.7%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	0.0%	58.3%	41.7%	0.0%



e. Students care about learning and getting a good education.	0.0%	8.3%	58.3%	33.3%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	50.0%	50.0%	0.0%
g. Students are learning effective problem solving skills.	0.0%	16.7%	50.0%	33.3%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	8.3%	8.3%	58.3%	25.0%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	8.3%	66.7%	25.0%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	8.3%	66.7%	25.0%	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%	0.0%	41.7%	58.3%	0.0%
l. Parents are included in the college preparation process.	0.0%	0.0%	50.0%	50.0%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	16.7%	66.7%	16.7%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	0.0%	58.3%	41.7%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	0.0%	66.7%	33.3%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	0.0%	50.0%	50.0%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	25.0%	50.0%	25.0%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	0.0%	25.0%	50.0%	25.0%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	8.3%	66.7%	16.7%	8.3%

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%	54.5%	45.5%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	54.5%	45.5%	0.0%



c. Students are encouraged to do their best.	0.0%	0.0%	54.5%	45.5%	0.0%	
d. I regularly talk to students about the importance of college.	0.0%	0.0%	54.5%	45.5%	0.0%	
e. Students care about learning and getting a good education.	0.0%	9.1%	63.6%	27.3%	0.0%	
f. Students are encouraged to set future college and career goals.	0.0%	9.1%	45.5%	45.5%	0.0%	
g. Students are learning effective problem solving skills.	0.0%	0.0%	63.6%	36.4%	0.0%	
h. I am able to engage students in a rigorous curriculum.	0.0%	9.1%	54.5%	36.4%	0.0%	
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	9.1%	54.5%	36.4%	0.0%	
j. The curriculum appropriately challenges most students.	0.0%	9.1%	54.5%	36.4%	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%	45.5%	54.5%	0.0%	
l. Parents are included in the college preparation process.	0.0%	18.2%	36.4%	45.5%	0.0%	
m. I am provided with professional development on the topics of college readiness and success.	0.0%	18.2%	36.4%	45.5%	0.0%	
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	18.2%	36.4%	45.5%	0.0%	
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	0.0%	54.5%	45.5%	0.0%	
p. I am provided information about the school's college-going rate and FAFSA completion rates.	0.0%	0.0%	45.5%	54.5%	0.0%	
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	27.3%	36.4%	36.4%	0.0%	
r. I engage in ongoing professional development about ways to promote college readiness.	0.0%	18.2%	36.4%	45.5%	0.0%	
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	0.0%	45.5%	54.5%	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%	8.3%	0.0%	50.0%	41.7%	0.0%
College savings plan/529	0.0%	33.3%	16.7%	41.7%	8.3%	0.0%
ACT/SAT	0.0%	16.7%	0.0%	33.3%	50.0%	0.0%
WV Higher Education Grant	0.0%	16.7%	16.7%	50.0%	16.7%	0.0%
Federal Grants, loans, work-study	0.0%	8.3%	8.3%	41.7%	41.7%	0.0%



College Selection (Match and Fit)	0.0%	8.3%	8.3%	25.0%	58.3%	0.0%
Scholarships (e.g., PROMISE or institutional)	0.0%	8.3%	8.3%	41.7%	41.7%	0.0%
Requirements for College Acceptance	0.0%	16.7%	0.0%	33.3%	50.0%	0.0%
The importance/Benefit of College Education	0.0%	8.3%	0.0%	41.7%	50.0%	0.0%
High School Graduation Requirements	0.0%	8.3%	16.7%	33.3%	41.7%	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%	8.3%	0.0%	41.7%	25.0%	25.0%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	8.3%	8.3%	50.0%	33.3%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	8.3%	8.3%	50.0%	33.3%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	8.3%	8.3%	0.0%	25.0%	33.3%	25.0%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	8.3%	8.3%	16.7%	0.0%	41.7%	25.0%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	0.0%	16.7%	8.3%	25.0%	25.0%	16.7%	8.3%

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

Rigor of the curriculum.; Support from parents who equally encourage their children to make something of their lives.; More role models in the community, higher expectations amongst families and community; To build a foundation of college readiness and preparedness before they transition. At our high school, we offer numerous dual-enrollment college courses, and this opportunity has opened the door to many students who would not have considered or "thought" they could attend or afford college before. As a college instructor and AP teacher,



having teachers that provide the continual support, guidance, go the "extra mile" to help first-generation college students and the parents of those students feel comfortable in the shift are vital for success. ; low socio economic area so the FAFSA is so important for many of our students; Making resources available and providing knowledge are essential. Many times students hear about college, but they need a true reference of what it means. Celebrating students that plan to attend and even having former students discuss their experiences is helpful.; n/a; Gaining parent support; Involving more people, not just a select few.; Set high expectations for students to get them ready for college. Have conversations with students about options they have for their future.

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

Students that attend vocational school can also been on a college path.; I do accept that some students are suited for trade skills, but that is still training and education beyond high school.; No; Over the past few years, with the shift in the economy and workforce needed in West Virginia, my beliefs have also shifted in striving to work more towards recruiting and encouraging hands-on, technical students to attend additional schooling for certifications besides simply focusing on 4-year college bound students. Those jobs are just as, if not more so, important than our teachers, doctors, lawyers, etc. ; all students can further their education. ; I realize that not every students must attend a four-year university. Community and Technical schools are a great fit for many students. I have even begun to encourage this route for students. Students need to obtain form form of school or training after school, but it does not have to be the traditional college/university. ; n/a; Getting positive support from home; They haven't.; I feel students are more aware of their options. I feel more students are going to college because of the exposure they have experienced through college field trips. In the past some students feel they cannot afford college, but with the help of our gear up staff helping them fill out FASFA has been wonderful. I know students who were not planning on going to college changed their minds after filling out FASFA and graduated this year with their two-year degree on the dean's list and are continuing to obtain their four-year degree. I hear more of a buzz in the hallways about the SAT testing and scores and student's wanting to score high enough to receive the Promise Scholarship. So, yes, there has been a big change at MTHS because the efforts of our GEAR Up staff.

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

N/A; to encourage and assist students in their future plans; No change, since I am only in 2nd year of teaching. My role is to encourage college in general by talking about work quality expectations in class or by sharing memories of different opportunities available at colleges.; As the college English instructor and WVU Tech site coordinator and AP teacher, I feel as though my role is vital and appreciated to the college culture at our school. Juniors and seniors regularly, daily, seek out my advice, assistance, guidance about college and career plans and I absolutely love helping them find their path of success. I enjoy attending the college campus tours with them, visiting campuses that I have not seen before, while also visiting my undergrad and grad alma maters, and sharing my educational experiences with them. ; helping with plans and decisions for after high school helping with fafsa completions; Having GEAR UP here at the school has allowed me the opportunity to have discussions and provide experiences that expose them to opportunities for their future. If not for GEAR UP, many of these students would never visit a college campus or realize that going to college is an attainable goal. I have become more active with students of all grade levels in discussing opportunities for their future. ; n/a; positive role model; Gear up has catered to a specific group of students and teachers. Most of the adults in the building have not been involved much in the presence of Gear Up.; I promote Gear up activities that the Gear up staff planned. I am an active participant in the activities. I encourage students to fill out FASFA. I chaperone field trips. I have in depth discussions with students in my class as well as students through out the building.



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%	8.3%	0.0%	16.7%	41.7%	33.3%	0.0%
Opportunities to participate in college visits	0.0%	0.0%	0.0%	0.0%	25.0%	66.7%	8.3%
Summer activities	0.0%	16.7%	8.3%	0.0%	41.7%	33.3%	0.0%
College Application and Exploration Week	0.0%	0.0%	0.0%	16.7%	41.7%	41.7%	0.0%
Provide information about college entrance requirements	0.0%	0.0%	0.0%	8.3%	41.7%	50.0%	0.0%
Career exploration activities	0.0%	0.0%	0.0%	16.7%	41.7%	41.7%	0.0%
Test preparation (e.g., ACT/SAT)	0.0%	0.0%	0.0%	8.3%	41.7%	50.0%	0.0%
Assistance with College Entrance Processes	0.0%	0.0%	0.0%	8.3%	41.7%	50.0%	0.0%
Assistance with completing financial aid forms (e.g., FAFSA)	0.0%	0.0%	0.0%	8.3%	25.0%	66.7%	0.0%
Teacher professional development about college awareness and success strategies	25.0%	0.0%	0.0%	16.7%	41.7%	16.7%	0.0%
Student Success Societies/Mentoring opportunities	0.0%	8.3%	0.0%	16.7%	33.3%	41.7%	0.0%
Faculty Senate Presentations	8.3%	0.0%	8.3%	16.7%	41.7%	25.0%	0.0%
College Decision Day and/or other college acceptance ceremonies/programming	0.0%	0.0%	0.0%	8.3%	25.0%	66.7%	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%	16.7%	33.3%	0.0%

Please Elaborate:

My role often does not allow me to participate, but I do whenever possible.; When opportunities arise for staff to participate school-wide.; I am unable to chaperone field trips. There are not many Gear UP activities available on a regular basis outside of trips. I do participate in the bingo activity during exploration week and also attend college decision day, but there's not a lot else.; Even though I am not the direct coordinator, I try to



assist her in anyway possible, including arranging practice SAT and ACT exams, chaperoning college tours, College Decision Day, and I truly love College Exploration Week, sharing my experiences with my students, decorating my classroom door with my alma maters, and just showcasing the importance of a college education and where it can take you! ; fafsa completions; college decision day; college applications, college fairs; I always chaperone field trips and organize all of the GEAR UP activities.; If I can be of assistance; I chaperone field trips. I encourage students to fill out FASFA. I participate in college decision day. I participate with the SAT prep process. I participate in college awareness week. I encourage students as they are participating in any school wide activity the GEAR up staff has planned. I encourage students through thoughtful conversations about post secondary education.

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%	33.3%	66.7%	0.0%
I think GEAR UP is making a positive impact on my colleagues in my school.	0.0%	0.0%	16.7%	25.0%	50.0%	8.3%
GEAR UP activities are likely to be sustained after the grant ends.	0.0%	0.0%	8.3%	66.7%	25.0%	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%	33.3%	50.0%	16.7%	0.0%
Mentoring	0.0%	0.0%	33.3%	50.0%	16.7%	0.0%
Academic Support	0.0%	8.3%	16.7%	50.0%	16.7%	8.3%
Financial Literacy	0.0%	0.0%	33.3%	50.0%	16.7%	0.0%
Partnership with Institutions of Higher Education	0.0%	0.0%	41.7%	41.7%	16.7%	0.0%
Community Support	0.0%	0.0%	58.3%	16.7%	16.7%	8.3%
College Visits	0.0%	8.3%	41.7%	16.7%	33.3%	0.0%
Access to College Professionals	0.0%	16.7%	33.3%	25.0%	25.0%	0.0%
Life Skills Development	0.0%	8.3%	33.3%	25.0%	33.3%	0.0%
College Application and Exploration Week	0.0%	0.0%	41.7%	8.3%	41.7%	0.0%
College Decision Day	0.0%	0.0%	33.3%	16.7%	50.0%	0.0%

Please Elaborate:



Our school simply does not have the funding otherwise to host all of these awesome events. We definitely have the professional support of our staff and we will do whatever we can for our students but we only have so much money to work with and sadly, I imagine that many of these events will be cut once the program has ended. ; I feel the field trips are important to our students. I hope they continue but will be hard to fund.

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.	8.3%	33.3%	41.7%	16.7%	0.0%	0.0%
...will be eligible to apply to a postsecondary institution.	0.0%	16.7%	25.0%	41.7%	16.7%	0.0%
...can make an educational plan that will prepare them for college.	0.0%	8.3%	50.0%	25.0%	16.7%	0.0%
...can get good grades in their high school science classes.	0.0%	8.3%	33.3%	25.0%	25.0%	8.3%
...can get good grades in their high school math classes.	0.0%	8.3%	58.3%	25.0%	8.3%	0.0%
...can choose the high school classes needed to get into college.	0.0%	8.3%	33.3%	25.0%	33.3%	0.0%
...know enough about computers/ technology to get into college.	0.0%	0.0%	41.7%	33.3%	25.0%	0.0%
...can go to college after high school.	0.0%	16.7%	25.0%	41.7%	16.7%	0.0%
...could get A's and B's in college.	0.0%	25.0%	33.3%	33.3%	8.3%	0.0%
...could finish college and receive a college degree.	0.0%	8.3%	50.0%	16.7%	25.0%	0.0%

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

Culture of the area; Family support; lack of motivation from family; enabling; Feelings of complacency, lack of desire to work hard to succeed; parental influence and the inability to "get out" of their rough family situation, ignorance, discouraged in thinking that they simply cannot afford it. ; lack of money and resources; Parental involvement and expectations are a huge factor. Many times parents are not involved, refuse to provide essential information for FAFSA or other forms. Families can be a huge factor in a student believing they can achieve these goals. ; Support from home; Parents not encouraging students.

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

Standards in high school can be too low. Students are "babied"...; family support and assistance, transportation; lack of persistence and honed life skills to adjust to the new demands; Unrealistic goals, lack of preparedness in high school; continued parental support and guidance once they enter; lack of money and resources; Family support.; Support from home; Students do not know how to manage time of completing work.



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

Given the academic atmosphere at the school, I believe even our very best students will struggle to adjust to the demands of college; GearUp has been nothing but awesome to the college-going culture at our school and our coordinator, Christina Carte, has done a fantastic job! ; GEAR UP has a tremendous impact on my school. Students are asking questions at a younger age and seeking information earlier in high school because of what they are experiencing with GEAR UP.; GEAR up has been a great program for students at MTHS. I feel it has been a beneficial program at MTHS. I hope it continues for the sake of our students future.