



School Name/County	Survey Type	Number of Respondents (N)
Bluefield High School/ Mercer County	School Personnel Survey	28

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	44
Surveys Received	28
Estimated Response Rate (%)	63.6%

Results (Percentages) by Survey Question

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

	(%)
Grade 9	53.6%
Grade 10	82.1%
Grade 11	85.7%
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%	3.6%	17.9%	14.3%	7.1%	57.1%	0.0%
At this school.	7.1%	14.3%	17.9%	14.3%	10.7%	28.6%	7.1%

3. Are you a GEAR UP site coordinator?

	(%)
Yes	3.6%
No	96.4%

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%	10.7%	35.7%	53.6%	0.0%
b. Teachers expect all students' to succeed academically.	3.6%	7.1%	50.0%	39.3%	0.0%
c. Students are encouraged to do their best.	0.0%	3.6%	50.0%	42.9%	3.6%
d. Teachers regularly talk to students about the importance of college.	0.0%	3.6%	64.3%	32.1%	0.0%



e. Students care about learning and getting a good education.	7.1%	17.9%	53.6%	21.4%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	3.6%	46.4%	50.0%	0.0%
g. Students are learning effective problem solving skills.	3.6%	17.9%	46.4%	32.1%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	7.1%	14.3%	53.6%	25.0%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	7.1%	39.3%	53.6%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	10.7%	57.1%	32.1%	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%	3.6%	50.0%	46.4%	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%	10.7%	50.0%	39.3%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	3.6%	60.7%	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%	7.1%	42.9%	50.0%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	3.6%	10.7%	53.6%	32.1%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	7.1%	7.1%	57.1%	25.0%	3.6%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	10.7%	57.1%	32.1%	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%	24.0%	76.0%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	20.0%	80.0%	0.0%



c. Students are encouraged to do their best.	0.0%	0.0%	28.0%	72.0%	0.0%	
d. I regularly talk to students about the importance of college.	0.0%	0.0%	44.0%	56.0%	0.0%	
e. Students care about learning and getting a good education.	8.0%	12.0%	48.0%	32.0%	0.0%	
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	56.0%	44.0%	0.0%	
g. Students are learning effective problem solving skills.	0.0%	8.0%	52.0%	40.0%	0.0%	
h. I am able to engage students in a rigorous curriculum.	0.0%	16.0%	40.0%	44.0%	0.0%	
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	4.0%	32.0%	60.0%	4.0%	
j. The curriculum appropriately challenges most students.	4.0%	4.0%	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.	4.0%	16.0%	52.0%	28.0%	0.0%	
l. Parents are included in the college preparation process.	0.0%	0.0%	64.0%	36.0%	0.0%	
m. I am provided with professional development on the topics of college readiness and success.	0.0%	4.0%	60.0%	32.0%	4.0%	
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	4.0%	60.0%	32.0%	4.0%	
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	16.0%	40.0%	40.0%	4.0%	
p. I am provided information about the school's college-going rate and FAFSA completion rates.	0.0%	4.0%	56.0%	36.0%	4.0%	
q. College messaging is integrated into events, including sports events or arts performances.	4.0%	12.0%	56.0%	24.0%	4.0%	
r. I engage in ongoing professional development about ways to promote college readiness.	0.0%	8.0%	44.0%	40.0%	8.0%	
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	8.0%	44.0%	44.0%	4.0%	

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%	3.6%	25.0%	64.3%	7.1%
College savings plan/529	3.6%	17.9%	17.9%	39.3%	21.4%	3.6%
ACT/SAT	0.0%	0.0%	10.7%	28.6%	60.7%	0.0%
WV Higher Education Grant	0.0%	10.7%	32.1%	17.9%	39.3%	0.0%
Federal Grants, loans, work-study	0.0%	7.1%	14.3%	32.1%	46.4%	0.0%



College Selection (Match and Fit)	0.0%	3.6%	14.3%	28.6%	53.6%	0.0%
Scholarships (e.g., PROMISE or institutional)	0.0%	3.6%	10.7%	28.6%	57.1%	0.0%
Requirements for College Acceptance	0.0%	0.0%	0.0%	42.9%	57.1%	0.0%
The importance/Benefit of College Education	0.0%	0.0%	0.0%	17.9%	82.1%	0.0%
High School Graduation Requirements	0.0%	0.0%	0.0%	32.1%	67.9%	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).	0.0%	25.0%	10.7%	32.1%	10.7%	21.4%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	0.0%	17.9%	42.9%	39.3%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	0.0%	10.7%	46.4%	42.9%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	0.0%	0.0%	14.3%	28.6%	25.0%	32.1%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	3.6%	3.6%	14.3%	35.7%	14.3%	28.6%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	3.6%	10.7%	25.0%	39.3%	10.7%	10.7%	0.0%

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

Making sure that students know all of their options.; college visits; Treat ALL STUDENTS as if they are going to college. High expectations for EVERYONE!; Students need to know they have options when it comes to financial help.; The honors and advanced placement courses we offer in several content areas provide the rigor and challenge most students can expect in college.; Parental involvement; We are fortunate to have one counselor at our school who provides students with college information and forms a relationship with the students to



encourage college attendance. I think the caring, encouraging relationships that teachers and counselors have with students is the most important aspect in urging students to attend college.; Making the students aware of what their lives will be like without it.; Trying to teach the students about the importance of education. If they don't value it they will not pursue it.; Get rid of students that do not want to be in school. Too much time is wasted on discipline. Our community has an extremely high apathy toward education.; I think having college like activities that engage students like having groups and clubs from colleges visit instead of just admission people. ; Instilling the idea that in order to make a decent living in today's world you need more than just a high school degree and implementing the gear up program has really helped the college-going culture here. ; That there is clear communication about what it takes to get to college.; All students need to prepare for a post-secondary education whether it would be college or a technical program.; Access to financial assistances; Showing the statistical background of a student with a college degree and one that is without a degree! If they see it then they will believe it; communication is essential from the counselors to parents to students and to classroom teacher; The most important aspect to building a college-going culture at my school is informing students about the kinds of colleges, the financing of a college education, the requirements for entry to different colleges, and the importance of choosing a major that will lead to a job that they will enjoy doing.; Getting parents to see that it is important.; Convincing students that life with a college degree is often a higher quality one than one with just a high school diploma.; Helping students to understand why they should attend college and making sure they are engaged in the classroom in an authentic way that prepares them for the college experience. ; Improve students writing skills.; Challenge all students with the proper scheduling of a curriculum

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

Yes, I feel more confident as the years go by with how well our school does at promoting college.; I believe that it is more important now than ever.; I think I see how students need to look past what they have watched their parents do and how they can go further.; More emphasis is being given to technical trade opportunities available to students. Our counselors do a wonderful job encouraging and monitoring senior completion of FAFSA.; I once thought curriculum choice and rigor were the most important factor in building a college culture in a high school setting. While those are vital, if a student feels like a teacher or counselor has faith that a student can be successful in college, that is the supreme form of encouragement.; I have to say that I encourage students to go to college, but also understand that college is not for everyone. I do stress the importance of post-secondary education whether it be college or vocational training or the military.; No; The lack of a positive learning environment in many classrooms and unwillingness to permanently (for that year) clear the school of behavior issues negatively influences all regular students and decreases ability to learn.; Starting students early with things that help them value education. Working with students to improve their home environments and help parents have a higher quality of life. ; They haven't really changed.; no; The FAFSA has been stressed more since Gear Up came to our school. There is more in-depth workshops and assistance given to families now.; More emphasis is being placed on technical colleges ; My first year of teaching I thought all students can go to college and succeed, now I know that some students will be way more successful if they learn a trade at MCTEC; I realize that all students are not college bound, and we need to do more to promote other technical or trade schools; They haven't really changed.; I believe students can change their minds at a late date and decide to go to school. ; They have not changed.; I believe that colleges for the most part are diploma mills. Not enough students are learning a trade.; Skills are needed versus college

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

I attend programs and assist my students to help the Gear Up program at my school.; I should encourage all students to participate in college activities. Expect all students to do their best. Be the students' cheerleaders!; I feel like my role is to help students gain the skills they will need in college.; We have a Links program that



allows us to keep the same students from their freshman year to their senior year. This allows individual teachers to develop a deeper relationship with students over the course of four years. We monitor grades, course completion, and try to assist students in any way necessary. In addition to this I often serve as a Senior Capstone Mentor. Since Gear Up has been implemented we have been able to provide additional opportunities, rewards, and incentives to increase student participation. Therefore I have had the opportunity to attend parent/teacher/ student trainings and supervise field trips.; I am an SSS Gear Up mentor now and I work with my small group as well as others to get my students where they need to be with college readiness (trips, Gear Up U signup, scheduling, etc.); I, of course, want to prepare the students in my class to be able to withstand the challenges of the college classroom. I also hope to inspire them to do their best and to fight for the education that they so deserve.; I do love the activity we do with the students signing on college decision day. I think this is very important to our student body.

I stress the importance of college and trust that my peers do the same.; My role is to remind students and continually discuss the importance of furthering their education. Gear up has been here since I began teaching at the school.; Powerless, When the powers that be within the school system do very little if anything to improve the learning environment of the county/school. The solutions are easy but the fortitude is lacking.; Promoting furthering education with all students and reminding them of their potential. ; I have seen students participating in the gear up activities improve drastically in their academics as well as social development.; I see my role as a mentor to these students. I will help and aid them in any way I can to encourage them to go to college. ; That all students graduating are prepared for a full range of post-secondary options.if they choose to do so.; As the senior counselor I have spoken to all students about their future for the past three school years. I met with my seniors individually as juniors and then as seniors. I have a huge role in preparing students for their future.; We provide many opportunities for students to visit colleges and universities because of GearUp funding. I teach advanced placement classes which provide rigor to our curriculum.; My role has always been the same, tell the students the truth, how college may be very challenging but well worth it in the end; I am to establish a positive environment for post secondary training or college prep, I pass information on from counseling , I discuss various employment situations and choice of life style to help students determine the necessity of furthering their education.; My role is to give support to students in making informed decisions about their college choices and help them think critically about the decisions they are making.; I teach Juniors and Seniors primarily. That is a large topic of conversation every week. ; I feel as if my role is that of an adviser of sorts that can casually talk to students about their plans for the future and offer advice when necessary.; My role is to hold students to a high standard in the classroom and to model that standard for them in my work for and with them. ;

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	7.1%	17.9%	0.0%	3.6%	17.9%	53.6%	0.0%
Opportunities to participate in college visits	0.0%	17.9%	0.0%	3.6%	10.7%	67.9%	0.0%
Summer activities	3.6%	25.0%	0.0%	10.7%	17.9%	39.3%	3.6%
College Application and Exploration Week	3.6%	14.3%	0.0%	3.6%	14.3%	60.7%	3.6%
Provide information about college entrance requirements	3.6%	14.3%	0.0%	3.6%	14.3%	64.3%	0.0%



Career exploration activities	3.6%	14.3%	0.0%	10.7%	7.1%	64.3%	0.0%
Test preparation (e.g., ACT/SAT)	0.0%	10.7%	3.6%	7.1%	17.9%	60.7%	0.0%
Assistance with College Entrance Processes	7.1%	10.7%	0.0%	0.0%	14.3%	64.3%	3.6%
Assistance with completing financial aid forms (e.g., FAFSA)	7.1%	10.7%	0.0%	0.0%	7.1%	75.0%	0.0%
Teacher professional development about college awareness and success strategies	10.7%	10.7%	0.0%	10.7%	35.7%	32.1%	0.0%
Student Success Societies/Mentoring opportunities	7.1%	14.3%	3.6%	10.7%	21.4%	42.9%	0.0%
Faculty Senate Presentations	14.3%	3.6%	3.6%	7.1%	35.7%	35.7%	0.0%
College Decision Day and/or other college acceptance ceremonies/programming	3.6%	10.7%	0.0%	7.1%	17.9%	60.7%	0.0%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
10.7%	17.9%	21.4%	32.1%	14.3%	3.6%

Please Elaborate:

They are part of our weekly routine; There are certain members of our faculty who are asked to attend these activities. I have not been asked. ; I have chaperoned several events. Assisted with our freshman orientation and reward programs. Additionally, I attend our College Signing Day.; I am an SSS Gear Up mentor and I sometimes go on their college visits. I attend the Gear Up trip to the Clay Center in the fall.; I have chaperoned several college visits, and I have also tutored students for SAT preparation.; I have chaperoned trips with gear up. These trips build up and encourage students to continue their education; Not offered the opportunity to participate. ; I work with students on a daily basis.; Just this past weekend we took our gear up groups to the local animal shelter to volunteer. Even just this small activity helps get community service hours and helps students get the supplemental tools they need to get into college. ; Only in meetings concerning Gear up activities.; I went on each of the college trips with my seniors. I assisted the Gear Up Coordinator with the Financial Aid Workshop. I will be assisting with the College Decision Day Ceremony. I also helped with the Gear Up "Kick Off" at the beginning of the school year.; At least once a month I participate as a professional or parent in gear up.; Mostly generated through emails and special events where students are called out; I go on field trips and I am a site tutor for Math.; I have been on some field trips

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.	3.6%	0.0%	0.0%	35.7%	60.7%	0.0%
I think GEAR UP is making a positive impact on my colleagues in my school.	3.6%	0.0%	7.1%	35.7%	53.6%	0.0%
GEAR UP activities are likely to be sustained after the grant ends.	10.7%	0.0%	10.7%	46.4%	28.6%	3.6%

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	7.1%	3.6%	14.3%	32.1%	42.9%	0.0%
Mentoring	10.7%	0.0%	14.3%	35.7%	39.3%	0.0%
Academic Support	7.1%	0.0%	10.7%	25.0%	57.1%	0.0%
Financial Literacy	7.1%	0.0%	14.3%	28.6%	50.0%	0.0%
Partnership with Institutions of Higher Education	7.1%	0.0%	10.7%	32.1%	50.0%	0.0%
Community Support	7.1%	0.0%	14.3%	42.9%	35.7%	0.0%
College Visits	7.1%	3.6%	10.7%	39.3%	39.3%	0.0%
Access to College Professionals	7.1%	0.0%	17.9%	39.3%	35.7%	0.0%
Life Skills Development	7.1%	3.6%	21.4%	28.6%	39.3%	0.0%
College Application and Exploration Week	7.1%	0.0%	10.7%	32.1%	42.9%	0.0%
College Decision Day	7.1%	3.6%	7.1%	35.7%	46.4%	0.0%

Please Elaborate:

when the grant ends, we will no longer be able to afford some of these activities/programs; College visits have been very successful. Often students have received information from higher institutions on these visits that has helped them make a decision regarding their future. ; We may lose funding for college visits without Gear Up.; I think the funding GEAR UP has provided for our students will be missed; however, I think the GEAR UP assistance has helped to create a culture of awareness in the staff of the importance of assisting students with the transition from high school to college.; I feel that our school will continue to promote the activities in as much as we can afford to do so. ; I don't feel this school/county would provide as much college activities without gear up's financial support.; Our counselors assist seniors with FAFSA completion and colleges application processes. ; I think the college decision making should be more student based. Give them other options besides college; Our coordinator really does a lot of this! When we aren't making a conscious effort to do these events and activities and without the grant, it will be difficult financially to continue these programs.;

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%	32.1%	28.6%	25.0%	14.3%	0.0%
...will be eligible to apply to a postsecondary institution.	0.0%	14.3%	28.6%	39.3%	17.9%	0.0%
...can make an educational plan that will prepare them for college.	0.0%	17.9%	21.4%	53.6%	7.1%	0.0%
...can get good grades in their high school science classes.	0.0%	17.9%	25.0%	50.0%	7.1%	0.0%
...can get good grades in their high school math classes.	0.0%	14.3%	39.3%	39.3%	7.1%	0.0%
...can choose the high school classes needed to get into college.	0.0%	14.3%	25.0%	46.4%	14.3%	0.0%
...know enough about computers/ technology to get into college.	0.0%	10.7%	28.6%	28.6%	32.1%	0.0%
...can go to college after high school.	0.0%	17.9%	21.4%	50.0%	7.1%	3.6%
...could get A's and B's in college.	0.0%	35.7%	32.1%	28.6%	3.6%	0.0%
...could finish college and receive a college degree.	0.0%	21.4%	28.6%	39.3%	7.1%	3.6%

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

Money; Lack of organizational skills. They are not use to setting goals and working towards something.; Students do not have confidence to leave their homes and move past the education levels their parents have achieved.; Many of our students come from limited resources and are often the first generation to attend college. Many come from broken homes and lack a strong support system. Often the public school itself has become an extended support service for the student and in the absence of those consistent relationships and support they fail to achieve their goals, ask for assistance, or even develop a plan for personal success.; Lack of parental motivation; I feel the most significant factor that prevents our students from setting goals is apathy from parents and guardians. Unfortunately, many of our students live in single family homes or with family members other than their parents. Some of their guardians want them to graduate from high school, but don't see the importance of a college education.; Our students do not fully understand the requirements of college unless they have taken a college class in high school. They do not push themselves. For the most part, many of our students do not want to do schoolwork and find everything boring or unnecessary. I am concerned that when they go to college that they will be discouraged because of the difficulties they will face They do not even seem to understand the need to have a policy for tardies! They feel they should be able to come in anytime and not have to answer for their actions. ; Lack of family support and underestimating the importance of education.; Lack of interest in learning across the region and the lack of academic insight to address discipline problems from administrators. ; HOme life and devaluing education. Home life is full of strife and low income, opiods and more...kids cannot focus on school with such upheaval in their lives. ; I worry about the financial capabilities of the family to help support their child.; Indecisiveness about what they want to do for a career in the future. ; Many students goals are not geared toward post secondary education.; Lack of support from their families can be detrimental to student's seeking a post-secondary degree.; Lack of family support and structure after graduation ; Knowing how to study and being able to get things done on their own; low work ethic most parents receives government assistance; A lot of students lack focus on future goals. They are more focused on what's



happening to them at this very moment.; Family who have been to college or sought post-secondary aren't readily available to help.; Procrastination; Lack of family support;

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

Money; Differences in lifestyles--college is foreign to some students because no one in their family has ever gone to college.; Students do not have the work ethic needed in post secondary education.; See the above summary; Friends' influence; Oftentimes, it is the lack of motivation or encouragement from a mentor which prevents students from achieving their postsecondary education or goals. In high school, students have a family of teachers and peers with whom they are comfortable supporting them. In college, this is often not the case.; Several factors. The students do not push themselves to take challenging classes for starters. They set high goals, but are not willing to put in the work to achieve them. Another factor would be cost. Some of the students would qualify for scholarships, but are not willing to take the time to fill out applications. ; Lack of motivation/apathy.; Poor teachers, low expectations, apathy toward the importance of education from all realms.; Poor home life, lack of value for education, opioid crisis, low socio-economic status. ; Some students are not ready for college and need to be encouraged to take MCTEC courses.; A lack of support from their family. ; ; The lack of financial aid and the lack of funding to attend school can prevent good students from attending. Most middle class families do not qualify for financial aid and do not have money saved to attend. Many families hesitate taking out student loans because of debt issues.; Lack of family support and structure after graduation ; Not being able to study on their own; home training; Students who go to college are often not self-disciplined or motivated enough to keep up with their coursework. They are also used to having many grades in high school whereas college classes have fewer grades that carry more weight in their grade averages. ; Rigor in all high school courses doesn't prepare them for the rigor in college.; Balancing other life commitments with academics; Lack of family support;

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

I do feel that GearUp has made a positive impact on our school, but I am not sure the students realize what it would be like without it!; Divorce, poverty, and single parent households are just some of the challenges faced by our students. ; I feel students should be taught and prepared for what they want to do, not everyone is made for college. We need to promote trade school more often