School Name/County	Survey Type	Number of Respondents (N)
Mingo Central Comprehensive High/ Mingo County	School Personnel Survey	30

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	60
Surveys Received	30
Estimated Response Rate (%)	**50.0%**

Results (Percentages) by Survey Question

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

	(%)
Grade 9	60.0%
Grade 10	80.0%
Grade 11	83.3%
Grade 12	80.0%

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.	0.0%	10.0%	16.7%	16.7%	10.0%	46.7%	0.0%
At this school.	3.3%	13.3%	23.3%	56.7%	3.3%	0.0%	0.0%

3. Are you a GEAR UP site coordinator?

	(%)
Yes	6.7%
No	93.3%

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.	0.0%	0.0%	60.0%	40.0%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	6.7%	53.3%	40.0%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	56.7%	43.3%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	0.0%	53.3%	46.7%	0.0%

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
e. Students care about learning and getting a good education.	0.0%	23.3%	53.3%	23.3%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	3.3%	40.0%	56.7%	0.0%
g. Students are learning effective problem solving skills.	3.3%	3.3%	73.3%	20.0%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	0.0%	10.0%	60.0%	30.0%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	3.3%	36.7%	50.0%	10.0%
j. The curriculum appropriately challenges most students.	0.0%	6.7%	60.0%	33.3%	0.0%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	3.3%	3.3%	33.3%	60.0%	0.0%
l. Parents are included in the college preparation process.	0.0%	10.0%	30.0%	60.0%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	13.3%	60.0%	23.3%	3.3%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	6.7%	33.3%	60.0%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	6.7%	53.3%	40.0%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	6.7%	43.3%	50.0%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	16.7%	50.0%	33.3%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	0.0%	23.3%	56.7%	20.0%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	6.7%	63.3%	30.0%	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%	37.0%	63.0%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	29.6%	70.4%	0.0%

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
c. Students are encouraged to do their best.	0.0%	0.0%	25.9%	70.4%	3.7%
d. I regularly talk to students about the importance of college.	0.0%	7.4%	48.1%	44.4%	0.0%
e. Students care about learning and getting a good education.	0.0%	18.5%	59.3%	22.2%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	3.7%	48.1%	48.1%	0.0%
g. Students are learning effective problem solving skills.	0.0%	3.7%	74.1%	22.2%	0.0%
h. I am able to engage students in a rigorous curriculum.	0.0%	18.5%	48.1%	33.3%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	7.4%	48.1%	29.6%	14.8%
j. The curriculum appropriately challenges most students.	0.0%	3.7%	48.1%	48.1%	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%	18.5%	44.4%	37.0%	0.0%
l. Parents are included in the college preparation process.	0.0%	18.5%	44.4%	37.0%	0.0%
m. I am provided with professional development on the topics of college readiness and success.	0.0%	22.2%	48.1%	25.9%	3.7%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	7.4%	44.4%	44.4%	3.7%
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	18.5%	44.4%	37.0%	0.0%
p. I am provided information about the school's college-going rate and FAFSA completion rates.	0.0%	3.7%	40.7%	51.9%	3.7%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	22.2%	48.1%	29.6%	0.0%
r. I engage in ongoing professional development about ways to promote college readiness.	3.7%	18.5%	44.4%	29.6%	3.7%
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	3.7%	63.0%	33.3%	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%	16.7%	3.3%	50.0%	30.0%	3.3%
College savings plan/529	0.0%	36.7%	20.0%	23.3%	20.0%	0.0%
ACT/SAT	0.0%	10.0%	13.3%	33.3%	43.3%	0.0%
WV Higher Education Grant	0.0%	23.3%	16.7%	43.3%	16.7%	0.0%
Federal Grants, loans, work-study	0.0%	16.7%	20.0%	36.7%	26.7%	0.0%

College Selection (Match and Fit)	0.0%	10.0%	16.7%	26.7%	46.7%	0.0%
Scholarships (e.g., PROMISE or institutional)	0.0%	13.3%	16.7%	46.7%	23.3%	0.0%
Requirements for College Acceptance	0.0%	6.7%	10.0%	40.0%	36.7%	6.7%
The importance/Benefit of College Education	3.3%	3.3%	6.7%	16.7%	70.0%	0.0%
High School Graduation Requirements	3.3%	3.3%	10.0%	30.0%	53.3%	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).	3.3%	16.7%	16.7%	33.3%	23.3%	6.7%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	3.3%	10.0%	63.3%	23.3%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	3.3%	6.7%	66.7%	23.3%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	3.3%	0.0%	6.7%	26.7%	53.3%	10.0%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	6.7%	0.0%	10.0%	33.3%	30.0%	16.7%	3.3%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	6.7%	10.0%	16.7%	43.3%	20.0%	3.3%	0.0%

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

Helping students and parents see the importance and benefits of continuing their education past high school. ; Gear Up has been instrumental in building in a collegiate culture at MCHS; Getting student buy in.; We must all work together at this to achieve success.; Reality! It is essential to make it real for the students. I have had past graduate students that are in college now come back and talk with my classes. ; Staff and student morale. Positive attitude and making students feel valued. ;High expectations.; open communication for questions

about college and paying for college; information; Encouraging students to do their best and letting them know what jobs are available with a college degree.; Our counselors!; College is not for every student and over hyping of the need for college has negatively stigmatized career tech bound students. Further, AP courses serve mostly to prevent high achieving students the opportunity to attend CTE classes as these students are directed toward the AP classes and away from CTE. ; Getting information out to students about what's is available to assist them in going to college and the importance of seeking a higher education.; Having students who have base skills so they can learn. And not everything or everyone is about college. We need to value apprenticeships, co-ops and on the job training as well as college.

Many students coming to high school are NOT reading on level, they are two to four years behind on their reading level and reading comprehension as well as two to four years behind on their mathematical skills.; Helping students to see the what alternatives that CTE offers.; Helpl students set and achieve high goals, schedule campus visits, provide college resources, information, etc., encourage that it is possible for them to succeed in college. ; The most important thing that could be done to build a college-going culture at our school is for attendance to improve. Students can't be prepared for college if they don't attend high school regularly. Absence not only affects learning, but it also contributes to poor habits in college.; I think we do have the push to attend at our school, however, I think just a portion of the students buy in to the idea. I teach special education and I personally would like to see more on the job training for our particular population of students.; Expectations of both the parents and the school.;I think that students with college potential need to be recognized and coddled a bit. Since our area has high poverty, many of the parents have not been to college or may not even have graduated from high school. Many of the parents don't want their children to leave the area-there is a fear. So to identify those students who have potential, to help guide them down an unknown path, and to give them the encouragement to let them know that they can succeed is essential. I am reminded of an incident that happened on a trip to WVU. I was taking some students to Viola Day and needed to put gas in the car. I asked an 18 year old male students to fill up the car while I went in the station. When I came back, he told me he had stopped it at $20. When I asked why he hadn't filled it up, he asked, "How do you know when it is filled?" I realized that his family never has enough money to put more than a few dollars in at a time. So I think that a lot of the time, we, as educated teachers, think kids know things that maybe they have no clue about.
; Building self-confidence in students and motivation

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

Over the years, I always thought four year college, four year college, four year college- but now that I have gotten to know our students- I see that a four year degree is not always for everyone- so many options for secondary education like 2 two college programs, college certification classes and colleges that offer trade school programs also fit many of our students needs. ; I am more informed about the accessibility of college financial aid.
I have a better understanding of the value of technical colleges.; I think our school has always promoted post secondary education.; That it is more important now than ever.; Students have less support at home. This makes it a greater challenge to build a college-going culture. I use this as an opportunity to show students how to make "changes" in life and new beginnings!; As time goes on, I believe the happiness of the staff has become more important. ;College isn't for everyone. being career ready is an awesome way to end high school.; college is not for everyone and we need more CTC and other hands-on careers (plumber, carpenter, etc.); about the same; I now see that it is important to encourage students to attend college and that there are a lot more opportunities for them if they do so.; Not at all. Have always known the importance of some type of post secondary education.; More and more there is a negative bias toward CTE as emphasis is placed on AP enrollment and college placement. It is my belief that the truth of college debt, job outlook, and employment success as compared to career training should be addressed to ALL students early enough so that they may

make better informed decisions as to their educational choices. ; The society we currently are living in demands advance training and knowledge to ensure success. Young adults needs to understand the importance of having a higher education to be a valuable and productive citizen.; My beliefs have not changed much over time. As a community, we need all levels of post secondary education, not just college levels. We need to recognize this and work to enable that all students have an equal and fair opportunity to excel, in whatever field they are interested in. We need more opportunities for our students to learn about jobs that are not just college jobs but are technical, agricultural and skilled jobs.; If students   can go to a Technical institute and save money... that is what I encourage; I've learned that some students need more encouragement to believe that they can attend and succeed in college.
; As absenteeism has become worse, I have seen that students are less prepared for both college attendance and career success.; I no longer think it is an automatic choice for students. When I was in school, we were expected to attend college. Now I'm not sure it is a family expectation.; I realize the importance of early preparations of students.;I believe that college is important, but I do not believe everyone should go to college. I think that the CTE classes offer an excellent alternative for some students. Even for those, however, I tell them that they should pursue further education in their fields for the best possible jobs-maybe at an automotive school or extra welding classes. So instead of a college-going culture, a futhering your education culture is what I believe should be pushed.; I've realized that if students believe their goals are attainable it is much easier to build a college-going culture

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

This year I have seniors, where I have not in the past- and now that I am involved with them one on one- the importance of talking to seniors and helping prepare them for life after high school is much more for me personally than before. ; I am heavily involved with SAT/ACT testing; I design Links lessons geared toward college goals; I participate in daily conversations with my students about college plans, goals, expectations, etc. I teach AP classes and design lessons comparable to college level rigor. ; My role is to make students in my program aware of their options, and to give them the base knowledge to be successful.; I help all of my student prepare a Digital Portfolio to assist them in life after high school.; My role is to educate students on required classroom materials that help them to become college and career ready. I am to encourage them to seek better opportunities and strive for success. I help them explore career and college options, apply for FAFSA, and learn of college requirements. This role has changed as it has become a greater challenge. Not as many students have support at home and feel that they cannot go to college. I challenge the students to believe in him or herself because I believe in them. ; I am a gear up mentor to Juniors. ;I hold my students' hands and they wade into adult life.; I am hear to answer questions about post-high school and my personal experience. GEAR UP was already established when I began working here.; encouraging students to to continue their education; Helping prepare them for rigorous class work and being independent in class.; To assist students in preparing for post secondary education.;I speak with students daily about their future and what they want to achieve. ; My role is to prepare my students, to the best of my ability, to be able to explore and grow into what they want to be. I want all my students to feel valued and to know that will hard work and dedication, they will be able to succeed. I want to provide for my students to have all skills needed for all the choices and then when they choose their pathway, they will be able to accomplish their goals. I have worked on this every year I have taught school and hope to always provide this for my students.; Gear Up has provided training, resources and campus visits for our students. This has made talking with them about post high school planning more frequent.; I don't think there has been any change in my role.; We did not necessarily promote college until students' senior year. Now we talk about college with freshmen.; To motivate students in increasing their expectations for more after high school.;I am a music teacher at the school for two class periods. I have two in college and one entering this year as music ed majors. Two of these are first generation college students. I believe that recognizing that they had talent and pushing them to levels that they didn't know were possible,

then introducing them to the string teachers at the two colleges that have a strong string program in our state were helpful in getting them going. Seeing as one of the boys had never been to a college campus, the trip for string workshops opened his eyes. I truly believe that the college trips offered through GEARUP have been wonderful and enlightening to our students.; My role is to instill in all students that they have the resources and ability to further their education beyond high school. Since the presence of GEAR UP, the process of gearing students towards higher education seem to just come naturally now.

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	10.0%	10.0%	0.0%	20.0%	36.7%	16.7%	6.7%
Opportunities to participate in college visits	6.7%	10.0%	0.0%	6.7%	16.7%	56.7%	3.3%
Summer activities	16.7%	10.0%	0.0%	16.7%	23.3%	23.3%	10.0%
College Application and Exploration Week	3.3%	10.0%	0.0%	3.3%	30.0%	50.0%	3.3%
Provide information about college entrance requirements	3.3%	10.0%	0.0%	6.7%	26.7%	46.7%	6.7%
Career exploration activities	3.3%	6.7%	3.3%	6.7%	26.7%	50.0%	3.3%
Test preparation (e.g., ACT/SAT)	3.3%	13.3%	3.3%	13.3%	30.0%	33.3%	3.3%
Assistance with College Entrance Processes	3.3%	13.3%	0.0%	6.7%	23.3%	50.0%	3.3%
Assistance with completing financial aid forms (e.g., FAFSA)	3.3%	13.3%	0.0%	3.3%	13.3%	63.3%	3.3%
Teacher professional development about college awareness and success strategies	13.3%	10.0%	0.0%	10.0%	33.3%	30.0%	3.3%
Student Success Societies/Mentoring opportunities	10.0%	10.0%	3.3%	10.0%	36.7%	20.0%	10.0%
Faculty Senate Presentations	6.7%	13.3%	3.3%	10.0%	33.3%	26.7%	6.7%
College Decision Day and/or other college acceptance ceremonies/programming	6.7%	6.7%	0.0%	10.0%	23.3%	50.0%	3.3%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
10.0%	16.7%	40.0%	23.3%	10.0%	0.0%

Please Elaborate:

I may have missed one or two over the years- but I try to participate and give feedback for our students when possible ; ; chaperoning for college day and field trips to colleges.; I do not get to participate in college visits.; I participate as often as possible. ; I am a teacher leader of the Student Success Society at my school.; I participate in college week and such, but typically freshmen do not attend the GEAR UP trips.; as needed; ; School trips Assisting students; I attempt to assist when ask. I speak with students daily in regards to their future goals. ; Serve as a chaperone on field trips; I am only at the school two periods then travel to other schools. I am often out of the school when activities are planned and am definitely unable to go on any of the day trips. I try to participate in those activities that I can during my time at the school, but, again my time is limited.; I have participated in all activities with the exception of attending GEAR UP U.

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.	6.7%	0.0%	0.0%	30.0%	60.0%	3.3%
I think GEAR UP is making a positive impact on my colleagues in my school.	6.7%	0.0%	0.0%	36.7%	53.3%	3.3%
GEAR UP activities are likely to be sustained after the grant ends.	10.0%	0.0%	10.0%	43.3%	23.3%	13.3%

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	6.7%	3.3%	6.7%	46.7%	30.0%	6.7%
Mentoring	6.7%	0.0%	13.3%	53.3%	20.0%	6.7%
Academic Support	6.7%	0.0%	6.7%	40.0%	40.0%	6.7%
Financial Literacy	6.7%	0.0%	10.0%	40.0%	36.7%	6.7%
Partnership with Institutions of Higher Education	10.0%	0.0%	13.3%	36.7%	33.3%	6.7%
Community Support	6.7%	3.3%	16.7%	43.3%	20.0%	10.0%
College Visits	6.7%	6.7%	13.3%	43.3%	23.3%	6.7%
Access to College Professionals	10.0%	6.7%	20.0%	30.0%	26.7%	6.7%
Life Skills Development	6.7%	3.3%	16.7%	43.3%	20.0%	10.0%

College Application and Exploration Week	6.7%	0.0%	13.3%	36.7%	36.7%	10.0%
College Decision Day	6.7%	3.3%	10.0%	33.3%	36.7%	10.0%

Please Elaborate:

We live in a very high poverty area- and our students do not get a lot opportunities to see colleges and explore options beyond those in our immediate area; While I believe there will be a desire to continue the programming and support services Gear Up has provided, I fear without the resources, funding, and support of the Gear Up program itself, there will not enough time, money, manpower, etc. to continue at the current exemplary level of involvement. ; We will try to continue on, but it would be very difficult without the GEAR UP assistance.; strive for every student to continue post secondary education; Losing Gear Up funding will mean the loss of programs and resources in this depressed economy.; The school system is in financial stress. I believe that those activities that cost money like the cost of buses for college visits and the cost to bring in college professionals may be affected by the end of the grant.;

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.	3.3%	20.0%	46.7%	10.0%	13.3%	6.7%
...will be eligible to apply to a postsecondary institution.	3.3%	3.3%	40.0%	30.0%	16.7%	6.7%
...can make an educational plan that will prepare them for college.	6.7%	0.0%	46.7%	30.0%	10.0%	6.7%
...can get good grades in their high school science classes.	3.3%	3.3%	66.7%	13.3%	6.7%	6.7%
...can get good grades in their high school math classes.	3.3%	6.7%	66.7%	13.3%	3.3%	6.7%
...can choose the high school classes needed to get into college.	3.3%	0.0%	46.7%	26.7%	16.7%	6.7%
...know enough about computers/ technology to get into college.	3.3%	0.0%	36.7%	30.0%	23.3%	6.7%
...can go to college after high school.	3.3%	6.7%	36.7%	33.3%	10.0%	10.0%
...could get A's and B's in college.	3.3%	13.3%	36.7%	23.3%	13.3%	10.0%
...could finish college and receive a college degree.	3.3%	6.7%	50.0%	13.3%	20.0%	6.7%

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

Money and lack of parent support ; Parent apathy; lack of support at home. ; A poverty culture in southern Appalachia that does not value work or college.; Our local economy is a hindrance.; Life and support at home. ; Lack of Parents in home life. ; lack of parental support; lack of motivation and responsibility ; quality of life; Information; Unrealistic expectations due to educational policies based on funding demands.; Lack of interest. L ; Lack of self confidence as well as lack of parental support.; Lack of parental support.; I think family influence is still a deterrent to college attendance. In addition, other adults frequently discourage students about the cost of college debt and about career choices in fields like education and social services.; Parental culture.; Family

expectations and motivation; Coming from families that have parents who haven't finished high school, sometimes the big goal is to have the student be the first to walk across the stage. College isn't even in the picture. Sometimes, too, I think that not knowing how to finance an education is a problem For example, if your family is living on a Walmart salary and you are hearing about student debt from loans, those loans sound awfully huge.; Family influences, maturity, lack of confidence

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

Help from our school to see what they can receive in financial aide; Parent apathy; lack of support at home. ; A poverty culture in southern Appalachia that does not value work or college.; Support along the way.; Life at home, support, lack of transportation, and finances. Many qualify for scholarships and grants but lack the transportation to go to college or the finances for fuel and food. ; Lack of role models at home. ; no confidence in themselves; lack of motivation and responsibility ; money/ parental support; Support; Students forced into college unprepared with little or inferior basic skills. ; Lacking of support from family.; Not having their reading and math skills on level when entering high school. Too many of our ninth graders do not perform on level. There is a large group that are non-readers and can not do basic addition and subtraction.; For some, the lack of a desire to do so. For others, fear of not being able to complete the training or goals.; Lack of strong work habits; General immaturity and cultural isolation; Lack of broadening of future; I do not believe we have a culture of excellence in our school system. I don't believe we demand enough of our students. We do have some excellent teachers, but, overall, I think we don't believe they can do so much more than we expect.; Financial difficulties, lack of confidence

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

our students benefit in so many ways from GEAR Up- I worry how our school will be and what programs and activities will be cut when that funding is no longer available ; More needs to be done at the Pre K - 8 level to not have students being passed along. No child, in this day and age, should be off level to the point that they feel they can not learn.