

Student Perspectives on College and Career Preparedness

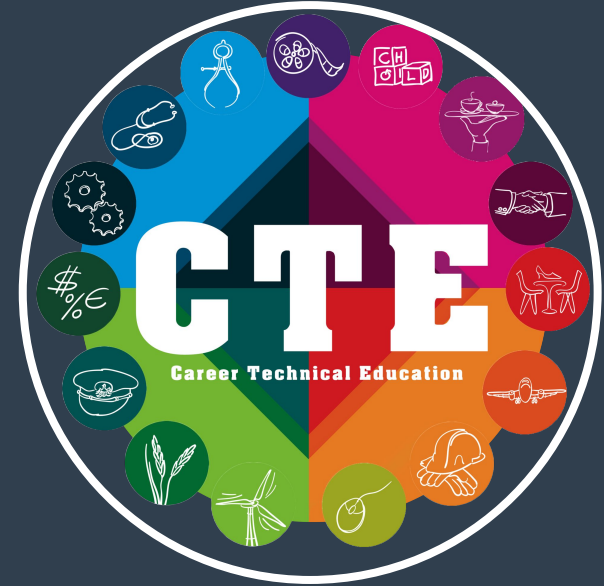
Presented by:

Rowan Smith

Massillon Boyd



Career and Technical Education (CTE) Awareness



About Me

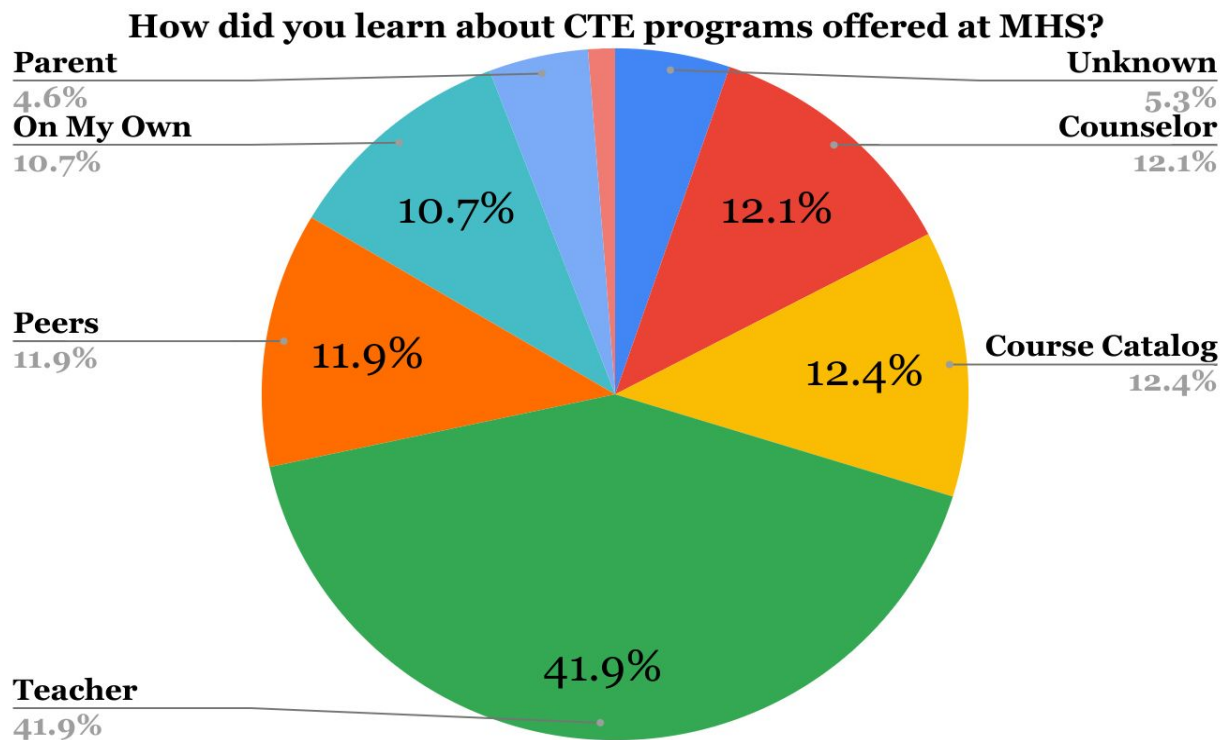
- Senior at Moline High School
- Collaborating with Dr. Matt DeBaene, Assistant Superintendent Teaching & Secondary Learning
- Inspired by last years' SAC presentation.



Survey Overview

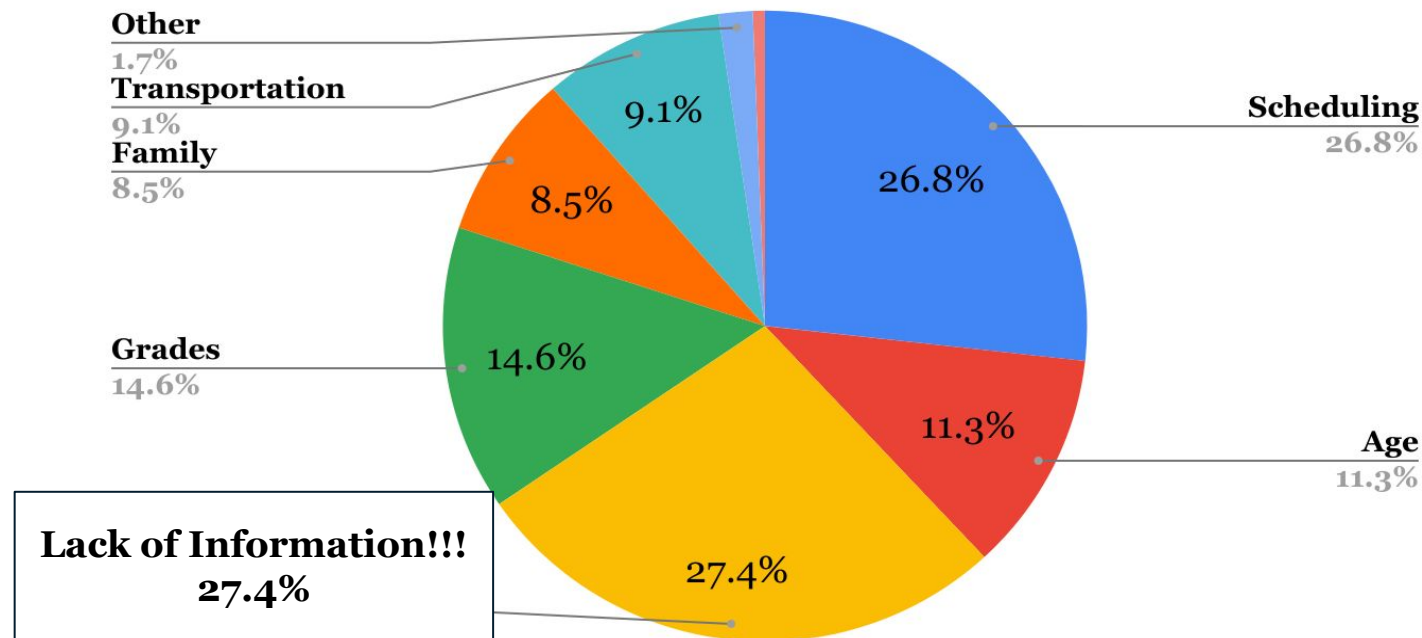
- Created survey on high school perspectives on CTE
- Conducted during SEL (Social Emotional Learning) Lesson
- Sample size represents roughly 20% of our school
 - Received 506 responses
- Posed questions regarding:
 - Familiarity
 - Challenges faced when enrolling
 - Awareness with CTSOs
 - Different career fields they would like to see in our district

How are students receiving information?



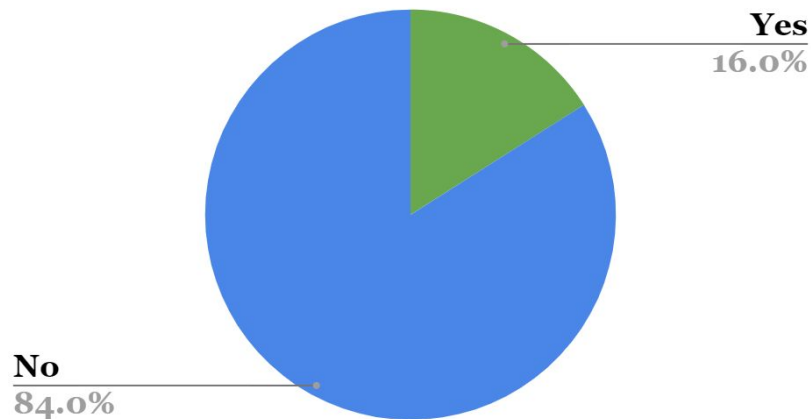
CTE Roadblocks

What challenges prevent you from taking a CTE course?

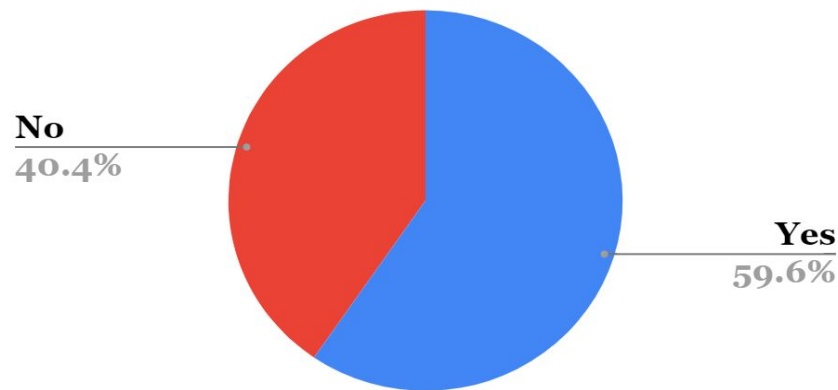


Career and Technical Student Organization (CTSO) Familiarity

Are you familiar with CTSOs?

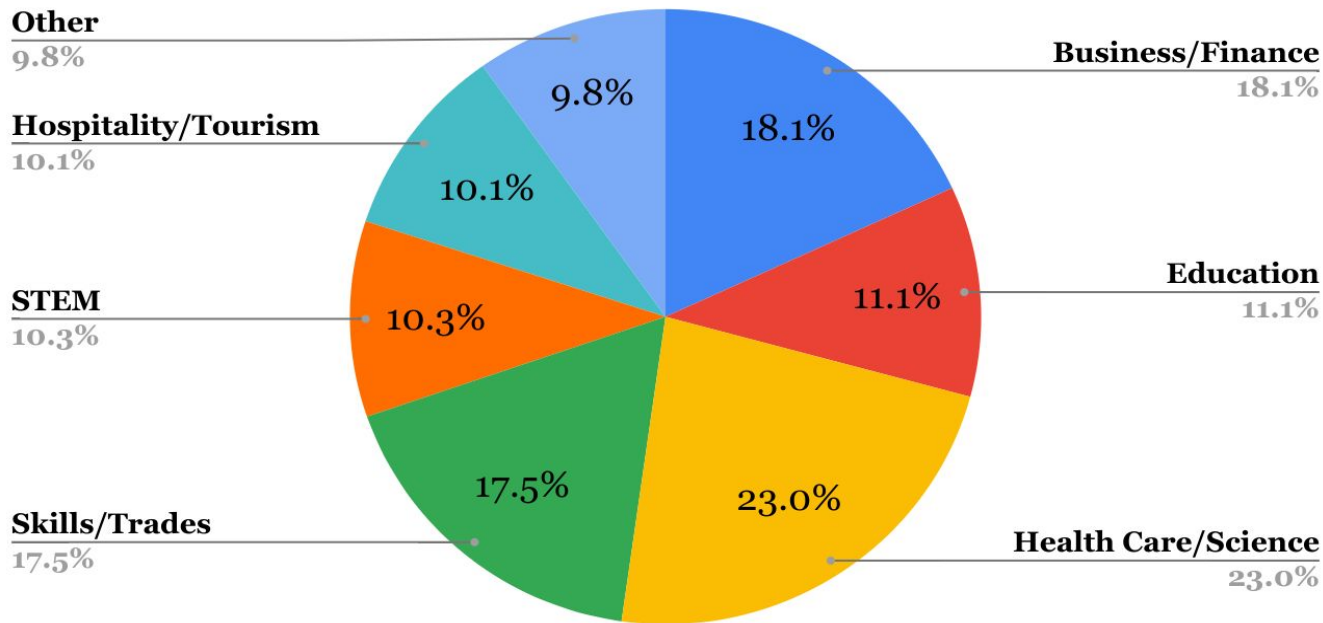


Would you like to learn more about these groups?



Expanding CTE Pathways

What career paths would you like to see offered?

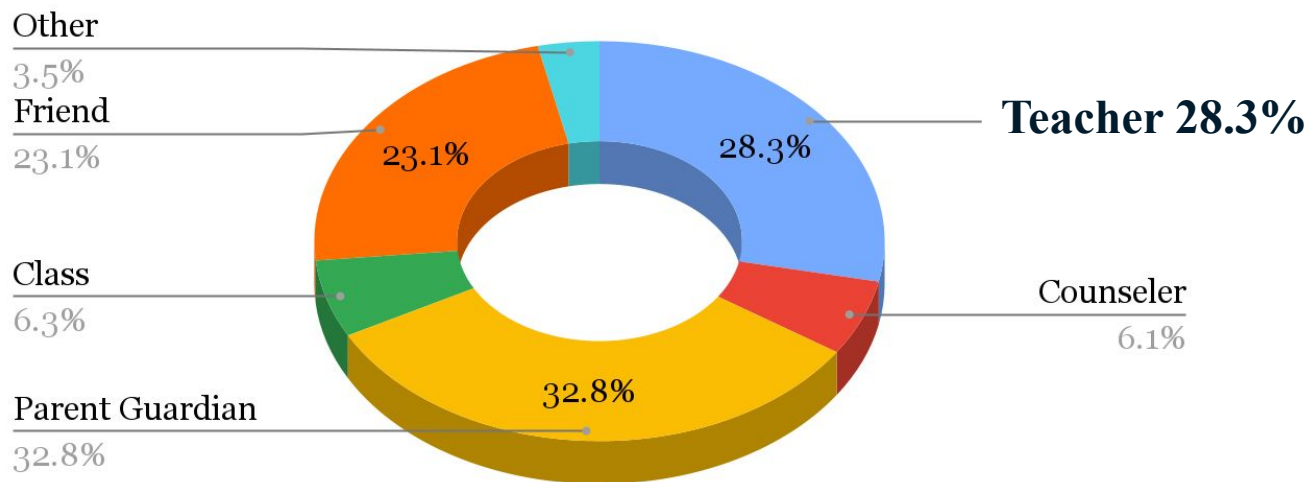


Middle School Overview

- Conducted survey about middle school CTE perspectives.
- Responses represent roughly 77% of our middle school population.
 - Received 1,127 responses
- Posed questions regarding:
 - How are they receiving information
 - Kinds of engagement they like to see
 - Dream job

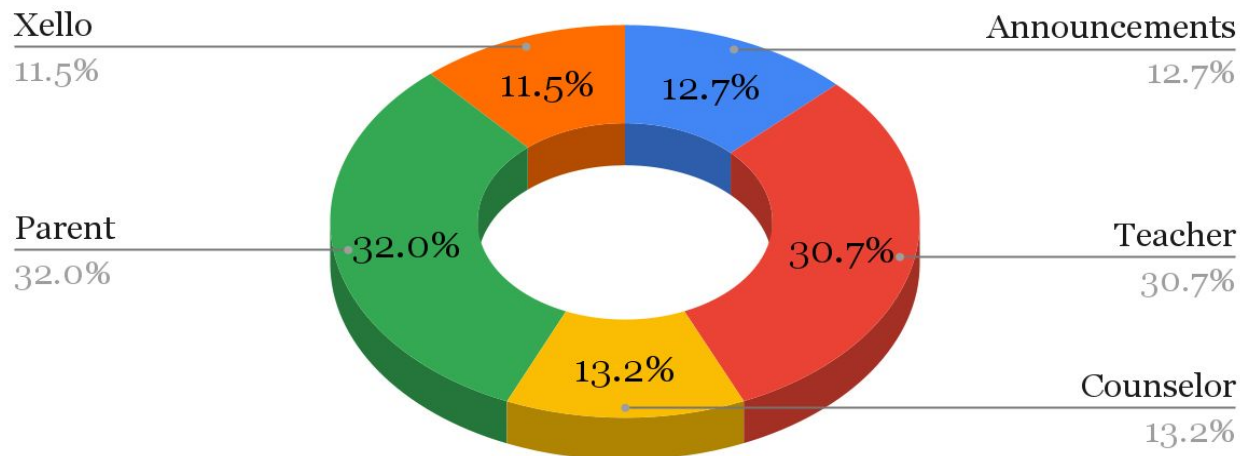
Who has talked to you about your future?

Who has talked to you about what you might do after high school?



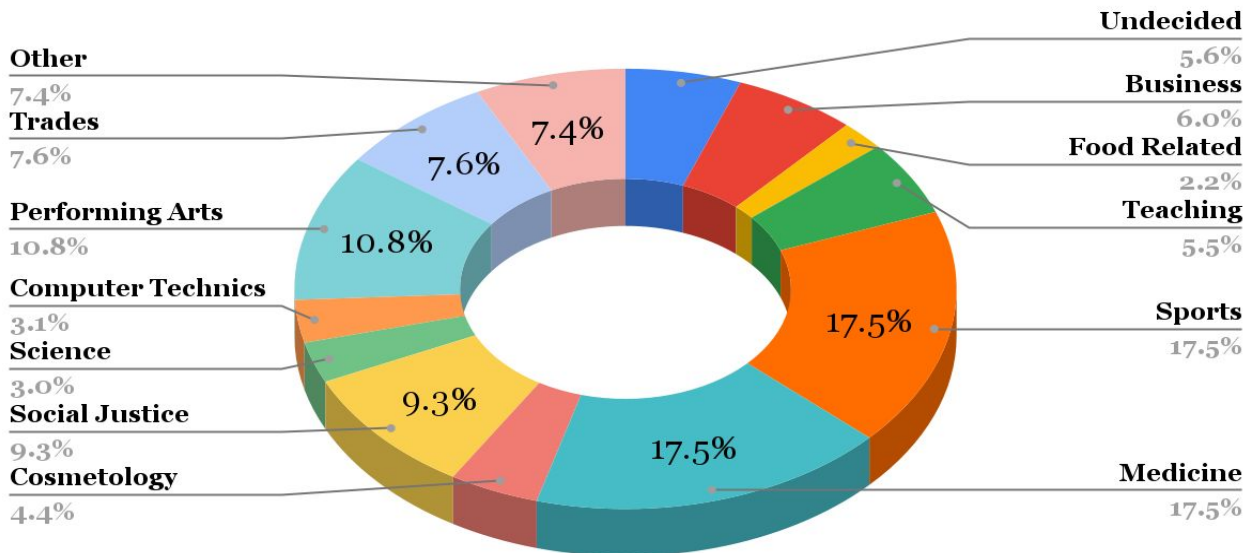
Teachers are still the best solution to reach students!

What's the best way for you to learn about exploring different careers?



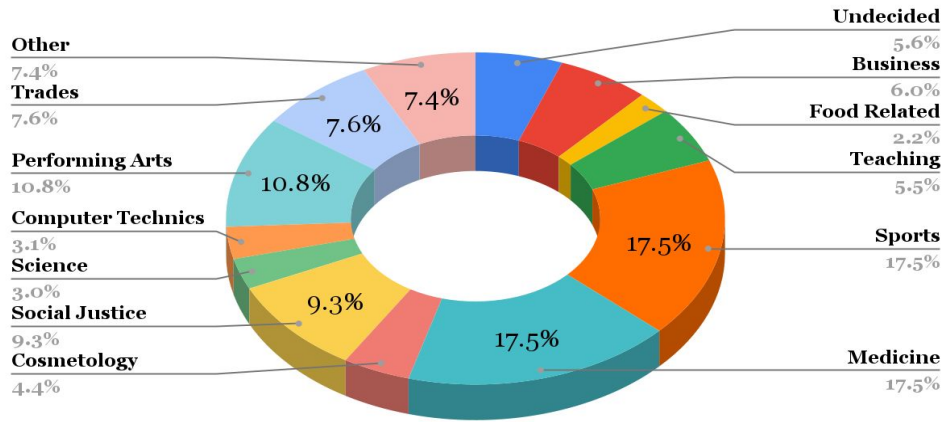
What do you want to be when you grow up?

What is your dream job?

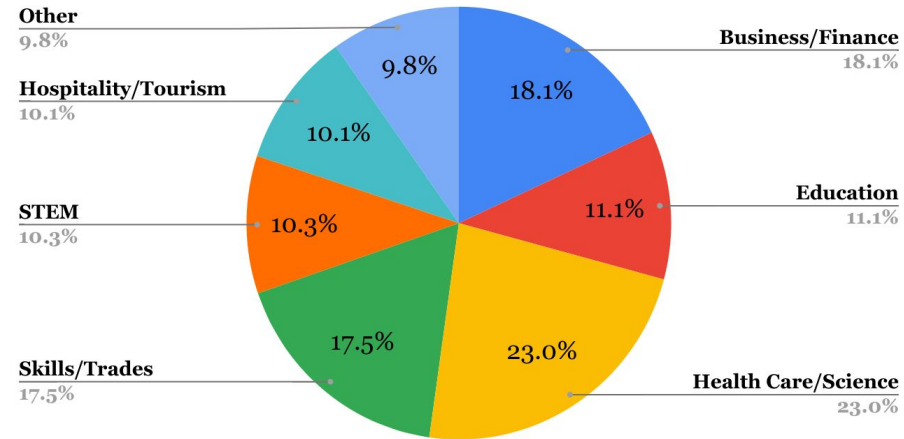


What do you want to be when you grow up?

What is your dream job?



What career paths would you like to see offered?



Where to Next?

Student Solutions Team

- A group of student who review and work with the data to come up with solutions to these barriers.
- They were hands on with the middle school data and the new high school data providing solutions
- Collaborating with middle schoolers in a new focus group.

Presenting Solutions

- Talking data back to administrators
- Informing the community
- Implementing trial solutions

Re-running the survey

- Re-running the data with the full school in mind instead of the control group.
- The middle school in the early spring
- High school was successfully re-run as of a week ago!



How Can YOU Create Change?

Although this data pertains to my district, the key takeaway is that one MUST remember the student voice!

- Be present!
- ASK your students about their future and what help they want guiding it?
- How can you as the educators PROVIDE more resources or encouragement for EVERY student to explore career paths?
- Are there more doors to open for your students? If so, what are *creative* and *new* opportunities you can provide?

College and Career Pathways Endorsement Currency – Survey

Massillon Boyd, Jr



Background

- Purpose of the Project:
 - To determine what aid students need and what aid they would like during their transition from high school to college or the workforce

- My role in the Project:
 - Development of Survey Questions
 - Distribution of Survey
 - Analysis of Responses

Process of Production

Step 1. Developing themes of Questioning

- Obstacles to applying to/attending college
- Community Effectiveness in supporting students
- Value of Financial Incentives (scholarships, stipends, etc.)
- Value of Resource-Based Incentives (job placements, certifications, internships, etc.)

Process of Production

Step 2. Distribution

- First Attempt:
 - Online School Pages (Schoology) – didn't receive much traction from students
 - Back to the drawing board
- Second Attempt:
 - Distributed to students via their teachers – worked incredibly well!
 - **300 responses total** from all grade levels at West Aurora High School!

Process of Production

Step 3. Analysis & Coding

- Qualitative Analysis - Open Ended Questions
 - Notation of Prevalent Ideas
 - Categorization of Responses
 - Highlighting Representative Quotes
- Quantitative Analysis - Scaling Questions
 - Notation of Responses
 - Count Function for Total
 - Graph

Obstacles

Most prevalent obstacles:

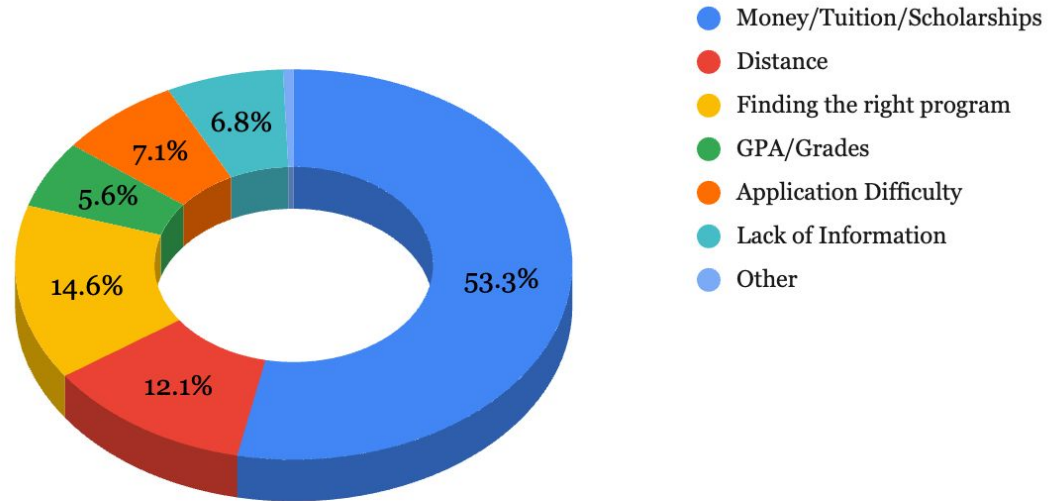
Money, finding the right program, and distance.

What can be done to help:

Provide scholarships, information, and assistance

As well as **highlighting the benefits of community resources**

What, if any, are obstacles you face when considering applying to / attending college?



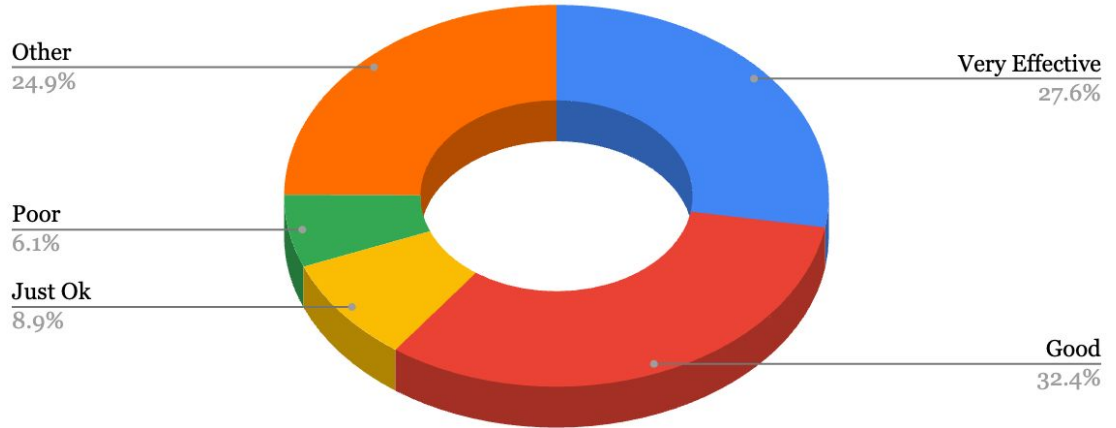
Community Effectiveness

The majority of students felt that our school does a **good to very effective job** of aiding students in navigating the obstacles mentioned.

- Very high praise for West High Students

Responses marked other required further analysis

How effective is your high school or community college at aiding students in navigating those obstacles?



Community Effectiveness - Other Responses

Focus on and Highlight Career pathways in addition to college pathways for students

Provide **opportunities for work experience and apprenticeships** for students and **share this info more frequently**

Continue to build relationships with organizations and institutions that can provide resources for students

Value of Financial Incentives

Results:

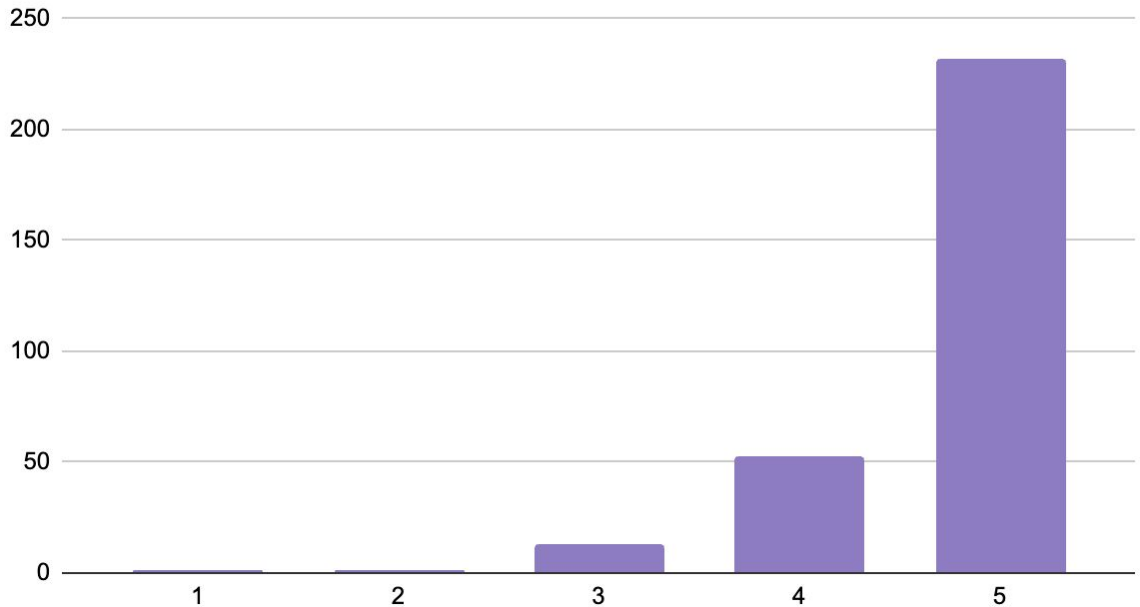
Majority of Participants
ranked financial incentives 5
on a 1 to 5 scale

Confirms need for:

**Continuation of equitably
distributing scholarships**
among high school students

**Increased broadcasting of
financial opportunities** within
the community

Value of Financial Incentives



Value of Resource-Based Incentives

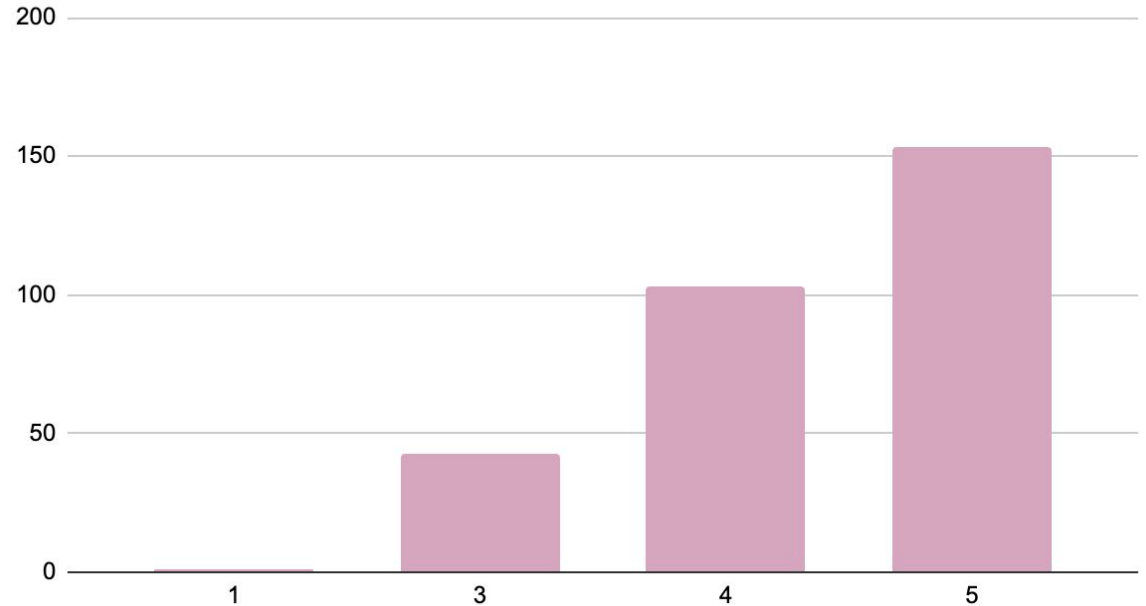
Results:

250 of the 300 participants ranked resource-based incentives a **4 or 5** on a scale of 1 to 5

Confirms need for:

Supplying students with opportunities like **apprenticeship, internships, work experience, etc.**

Value of Resource-Based Incentives



Resources and Support

Main Motivators for students:

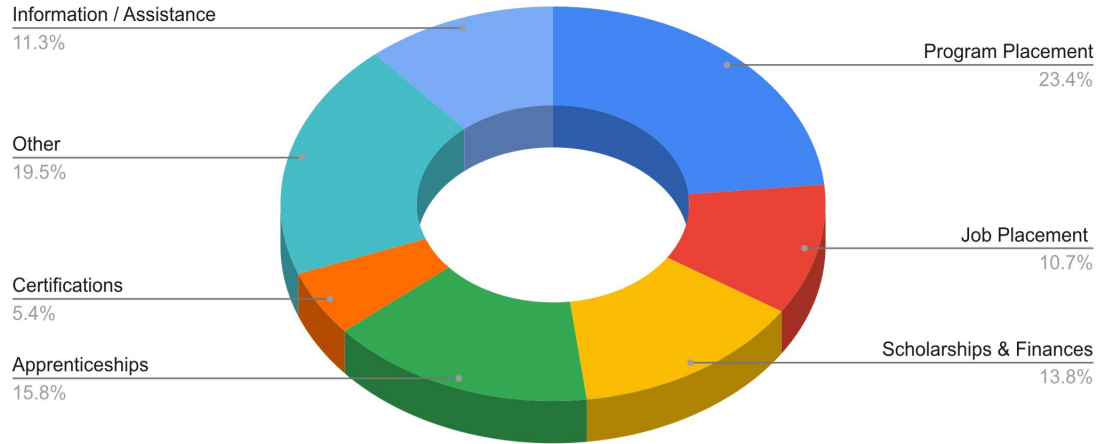
Program placements, job placements, and apprenticeships

Takeaways:

Students want resources and opportunities as much as , if not more than, financial resources

Continue to provide students with these opportunities

What resources, support, certifications, or opportunities would motivate you to join a Pathways Program?



Value of Resources - Quotes

“**Guaranteed spots** are always helpful and provide experience, but I also think it would be of assistance to **provide resources for networking** and gaining relationships in the chosen field.”

“I think having **guaranteed job placement or further education placement** is always helpful because it helps people continue on the road that they want to be on”

“I think there should **support, resources, certifications, or opportunities** especially when it comes to your field”

Engaging with Stakeholders

I met with Mrs. Laura Edwards, the director of CTE at West Aurora High School, District 129.

- At this meeting we discussed the results and importance of this survey for not only our district but for others across the state.
- Coordinated a meeting with other administrators at my school.
- Evaluated the benefits of pathway programs for students.

Overall: Very insightful meeting with positive indications for future work!

Plan Moving Forward

Engage with Stakeholders:

- Principal
- School Board

Broaden the distribution of the survey:

Regional?

State-Wide?

- I would love to speak with YOU about how you can implement these findings and get your students involved in this work!

Summary

It is crucial that we uplift the voices of students in order to...

From the perspective of administrators and stakeholders:

- Truly understand how students utilize the tools at their disposal and what kinds of tools and resources they need to succeed

From the perspective of students:

- Have our voices be heard by our administrators
- Advocate for necessary changes and improvements in our communities