# Enhancing College and Career Readiness Among Ohio's Latino Youth

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# What does it mean to be college and career ready?

- WHAT SHOULD STUDENTS KNOW AND HOW DO WE GET THERE?

- HOW DO WE KNOW WHEN STUDENTS ARE MEETING EXPECTATIONS?

GOALS AND EXPECTATIONS

OUTCOMES AND MEASURES

**COLLEGE AND CAREER READY**

Retrieved from: College & Career Readiness & Success Organizer, 2014

PATHWAYS AND SUPPORTS

RESOURCES AND STRUCTURES

- WHAT SHOULD INSTITUTIONS AND OTHERS PROVIDE?

- WHAT DO STUDENTS AND INSTITUTIONS NEED?

# How are Latino students different?

- Nationwide, one in four high school students are Latino.

- 83% of Latino students report planning to enroll in college, yet 47% have not met the 4 benchmarks of readiness as identified by ACT.

- Race/Ethnicity are readiness related.  Latino students have yet to improve their college/career readiness since 2010 – despite subject area.

- Those that do succeed, the vast majority are first generation college students – creating more challenges.

# How else are Latino students different?

- Latinos in the U.S. have had historically low college graduation rates, are overrepresented in lower paying occupations (Ortiz, 1995), and experience culture and values based struggles in obtaining career goals (Neimann, 2001).

- Language barriers, unsafe working conditions, and low paying jobs can challenge career worldviews (Arredondo et al., 2014), in addition to the historically low academic achievement scores among the Latino/a population (Azmitia, Cooper & Brown, 2009).

# Recommendations for Latino Success in College and Career readiness

- Early childhood education
- Focus on Teaching and Learning as a way to EMPOWER
- Monitor and Identify At Risk Students
- Reach out to Parents
- Support STEM initiatives
- Support programs targeted at developing behaviors that aid students' academic success.
- Use data to support systemic interventions

ACT & Excelecia In Education, 2014

That brings us to Ohio
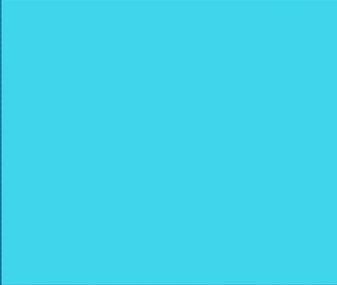
# Rationale for College & Career Interventions in Ohio:

- Efforts to engage and support impoverished students from diverse backgrounds are essential in order to expand the social and educational opportunities for today's youth (Grant et al., 2014).

- There is a critical need to identify the strengths and resiliency of marginalized students, which can improve opportunities for academic success (Gonzalez & Padilla, 1997).

- Studies point to several protective factors for reducing academic inequity among marginalized populations (e.g., ethnic identity; Schwartz et al., 2007; school connections; Brown & Evans, 2002).

- Schools are demonstrating that students who are engaged in deeper learning, particularly around jobs and careers that interest them (American School Counseling Association, 2015) are more motivated and take ownership of their education, which results in higher performance (Hewlett Foundation, 2014).

# Painesville City Local School District (PCLSD)

*A School in Transition*

- During the 2013-2014 AY - PCLSD has a significantly lower 4-year graduation rate (60.5%) compared to the Ohio state average (81.3%).
- PCLSD is in the 98th percentile in Ohio for child poverty.
- Nearly 47% of current PCLSD students identify as Latino, an increase from just 2% in 1990.
- To be prepared for future work and employment, PCLSD students need advanced skills in critical thinking and communicating.

# What is a School in Transition?

- *Schools in transition* – that is, schools that have experienced or currently are experiencing a rapid increase in students from diverse backgrounds, is limited.

- This cultural shift supports a dire need for better understanding of the school climate, which directly affects student learning and intervention efforts aimed at increasing the 4-year graduation rate and the college and career readiness of marginalized youth.

# Martha Holden Jennings Foundation Grant

- The Martha Holden Jennings Foundation was established in 1959 with the intent to recognize and support Ohio's public school teachers and students, a population they believed had been overlooked in philanthropic circles in favor of higher education.

- The mission of the Martha Holden Jennings Foundation is twofold:

  *(1) to foster the development of individual young people to the maximum possible extent in Ohio's secular primary and secondary schools, and*

  *(2) to provide a means for greater accomplishment on the part of Ohio's teachers by encouraging creativity in teaching and bringing greater recognition to the teaching profession.*

# Our Aims to Support College & Career Readiness:

1. Improve understanding of risk and resilience factors related to student learning among middle and high school students at PCLSD

2. Utilize evidenced based career development programming to support increased retention and graduation rates

3. Engage students in deeper learning by using their knowledge and skills in a way that prepares them for real life by completing various narrative career assessments to expand their career hopes and dreams

# Phase 1: School Climate Assessment

# School Climate & Resiliency

- The school climate assessment and personal strengths inventory was developed in Summer of 2015 and provided to all PCLSD middle school and high school students in September 2015.

- A personal inventory of strengths, interests, perceived barriers was collected to help students to improve self-awareness and reflect as they grow in their learning about opportunities and associated skills in relation to their own college and career readiness.

- Information from the school climate assessment illuminated the voices of traditionally marginalized students and provided important insights to PCLSD administration.

# Who Took the Survey?

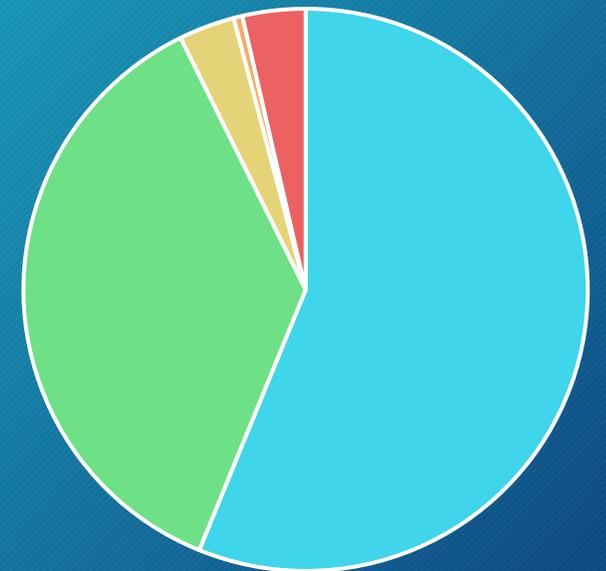**1,049 students:** 52.3% Middle School and 46.4% High School (1.2% did not report grade level)
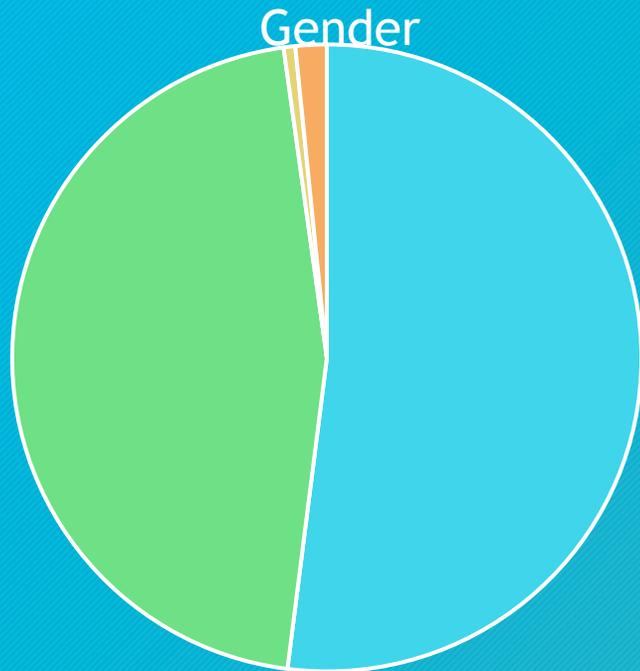


Gender

☐ Boys  ☐ Girls
☐ Transgender  ☐ Missing

Race-Ethnicity
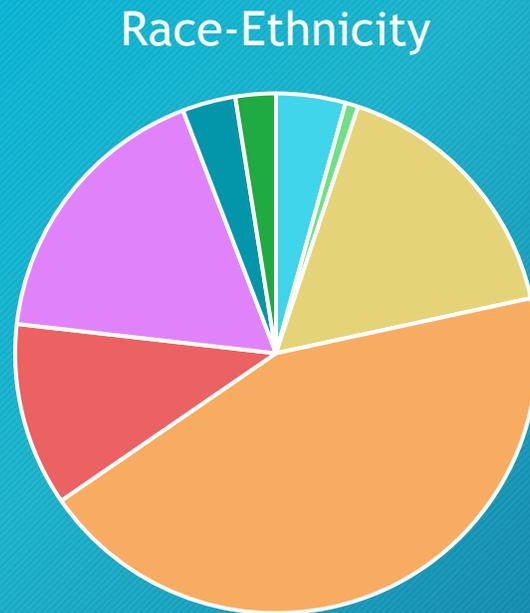
☐ American Indian  ☐ Asian
☐ Black  ☐ Latino
☐ Multiracial  ☐ White
☐ Other  ☐ Missing

Language Spoken at Home

☐ English  ☐ Spanish
☐ Combination  ☐ Other

# Key Takeaways

- Teachers need to have high expectations for ALL students

- Need to build a culture of connectedness/belonging

- Students need to feel safe at school and perceive that ALL students are also safe

- Personal strengths to build: Persistence, self-efficacy, self-control
  - Potential intervention focused on ethnic identity exploration, particularly in middle school

- Significance of culture needs to continue into high schools (seems to be a morale shift and culture shift that occurs between levels)

# How Engaged are Students?

- Measurements of Behavioral, Emotional and Cognitive Engagement
- Behavioral:
  - included items such as following the rules, paying attention in class, and completing homework on time
- Emotional:
  - included items such as being excited about my work at school, feeling happy at school, and thinking the classroom was a fun place to be
- Cognitive:
  - included metacognitive checks on learning (e.g., asking self questions while reading to check comprehension), reading extra books , looking up the meaning of words, and talking about what I learned at school outside of school

# What matters most for: Behavioral Engagement?

## Risk Factors

- Low teacher expectations for students
- Being physically bullied
- Experiencing violence at school
- *Being Black or Multiethnic/racial*
- *Being male*

## Promoting (Positive) Factors

- School connections
- Personal Strengths: Persistence, Emotional regulation, and Self-control
- Perceiving school is safe for all students, regardless of language fluency

# What matters most for: Emotional Engagement?

## Risk Factors

- Low teacher expectations for students
- Peer support (might suggest a negative peer influence on academic engagement)
- *Being in high school (compared to middle)*

## Promoting (Positive) Factors

- School connections
- Personal Strengths: Persistence, Optimism, and Zest
- Ethnic identity exploration
- Perceiving that school is safe for all students
- Perceiving that school is safe for all students, regardless of language fluency

# What matters most for: Cognitive Engagement?
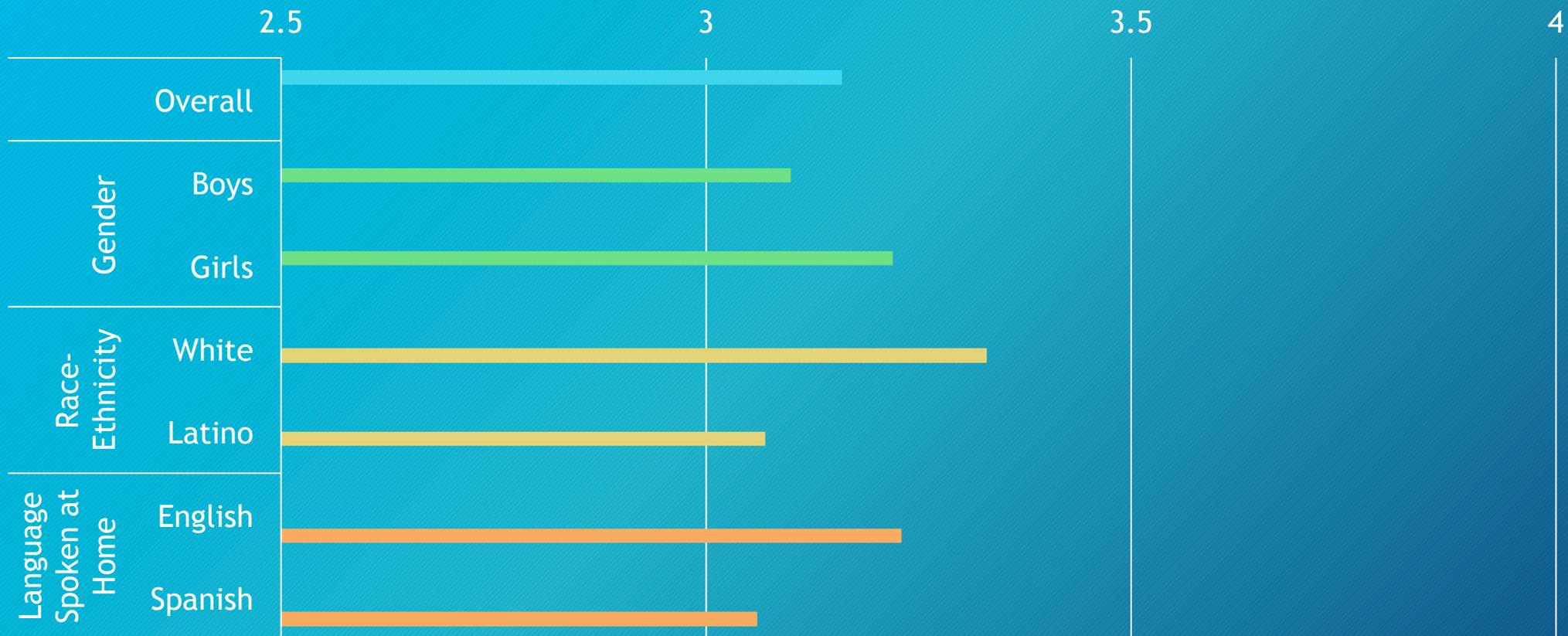
## Risk Factors

- *Being male*

## Promoting (Positive) Factors

- School connections
- Ethnic identity exploration
- Personal Strengths: Self-awareness, Persistence, and Self-control
- Perceiving that school is safe for all students
- Perceiving that school is safe for all students, regardless of language fluency

# Self-Reports of Grades



GPA Across Groups
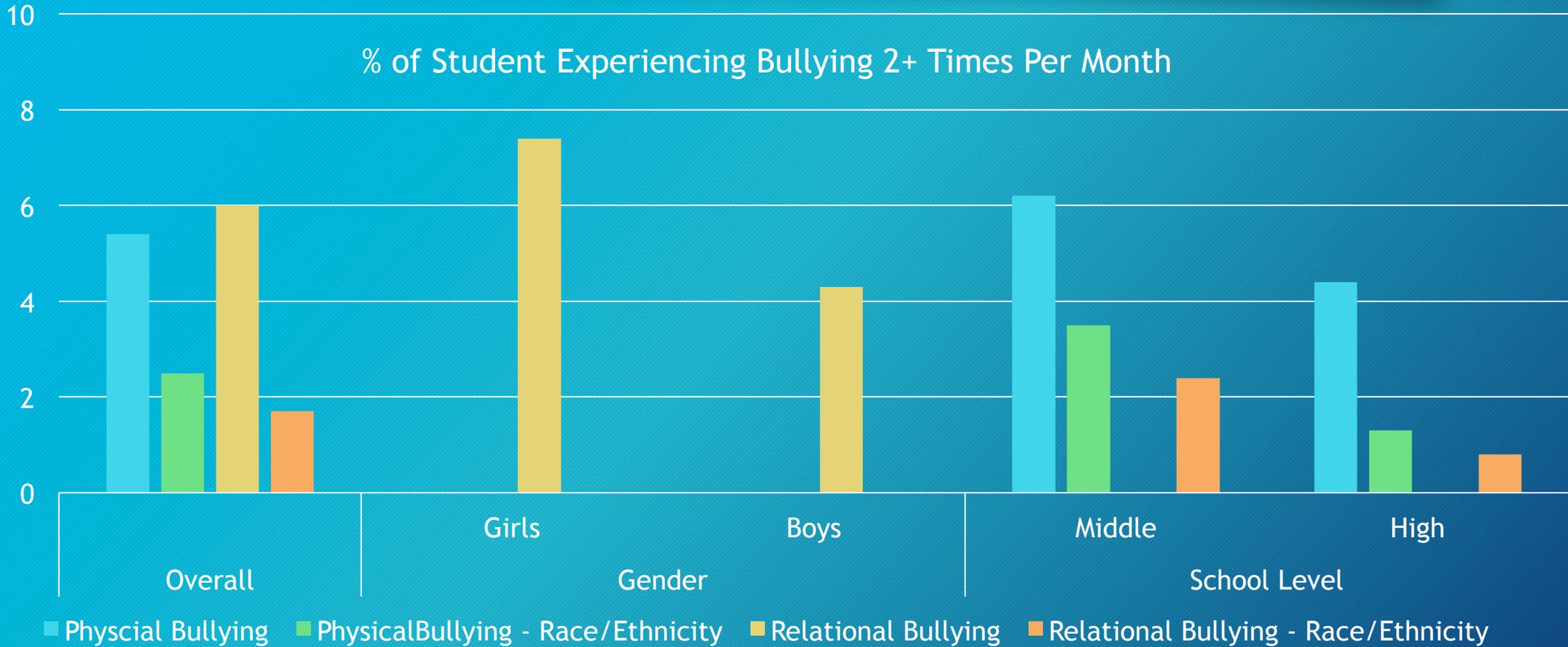
# What matters most for: GPA?

## Risk Factors

- Low teacher expectations for students
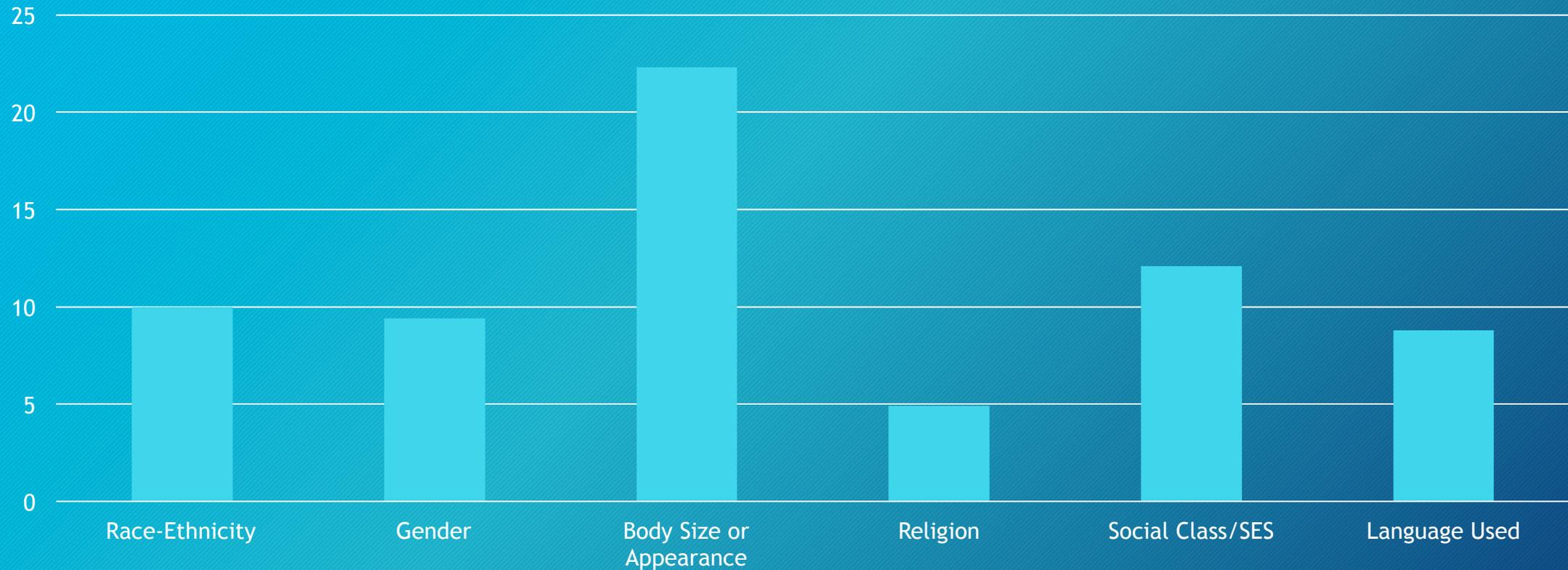- *Being Latino*

## Promoting (Positive) Factors

- School connections
- Personal strength: Self-efficacy

# Bullying at School



% of Student Experiencing Bullying 2+ Times Per Month

Legend:
- Physcial Bullying
- PhysicalBullying - Race/Ethnicity
- Relational Bullying
- Relational Bullying - Race/Ethnicity

Categories:
- Overall
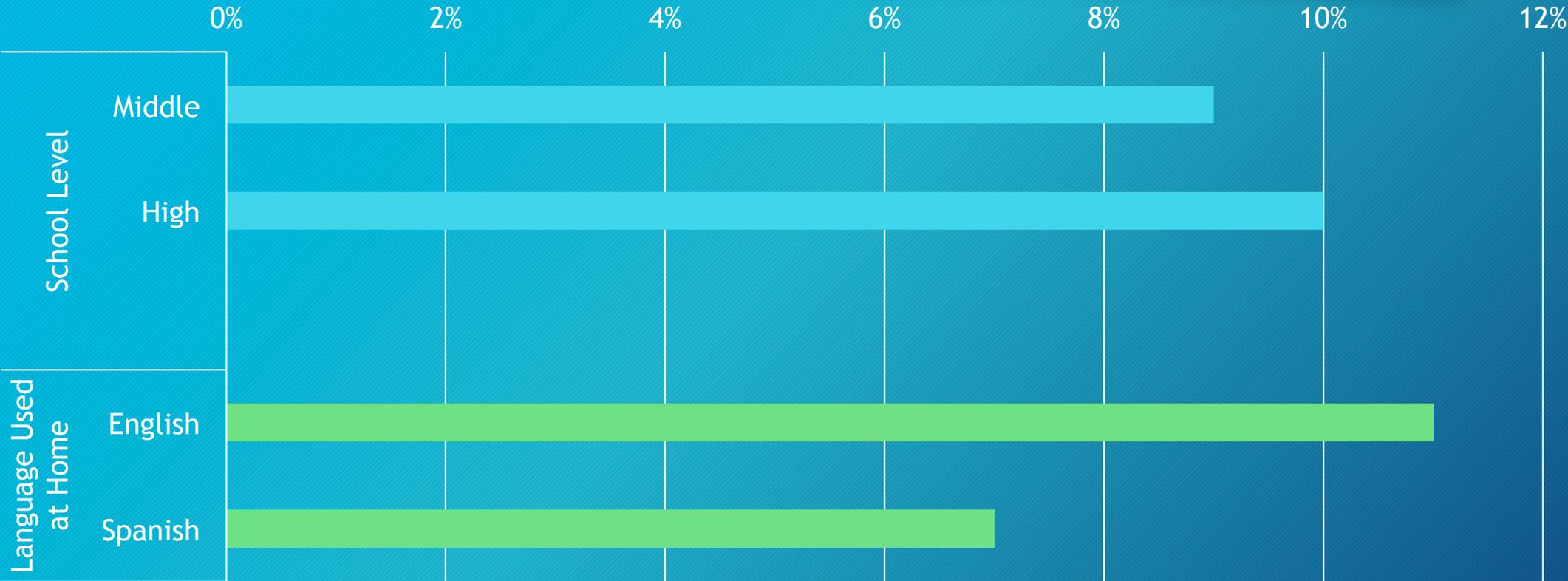- Gender: Girls, Boys
- School Level: Middle, High
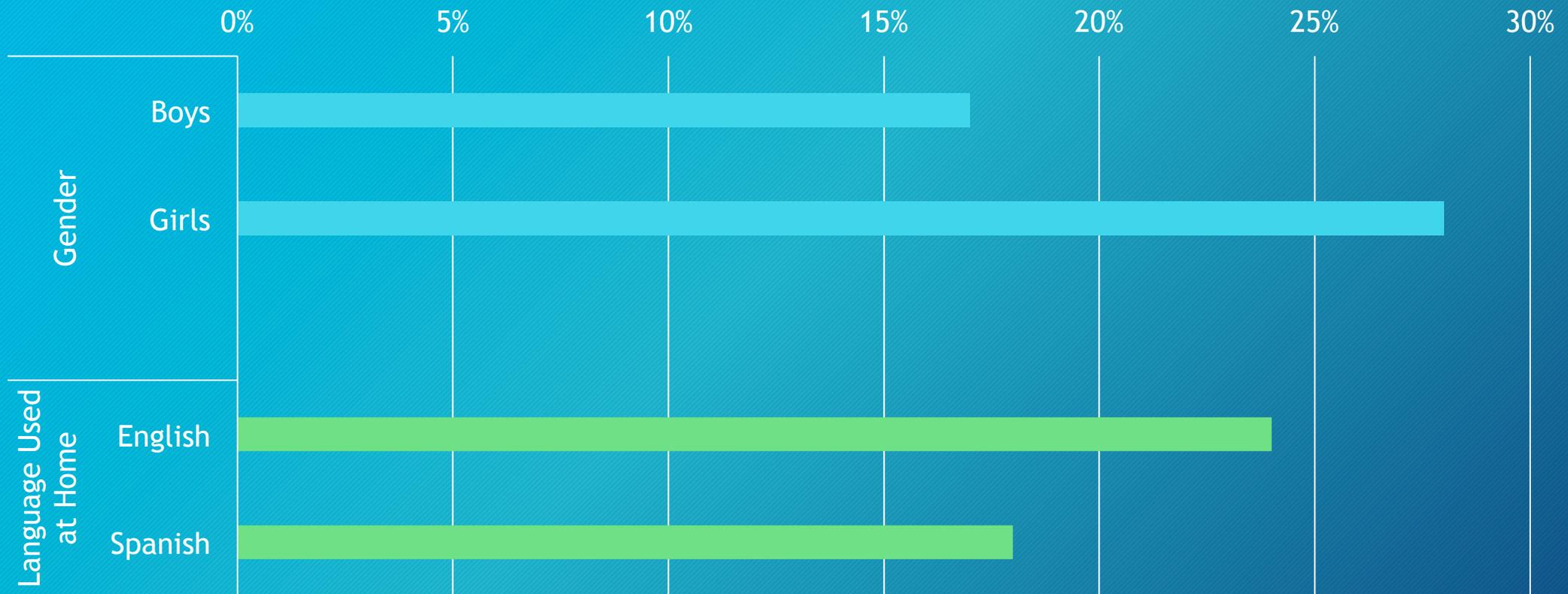
# Heard Slurs and Harassment at School



% of Students Hearing Slurs More than Once per Week
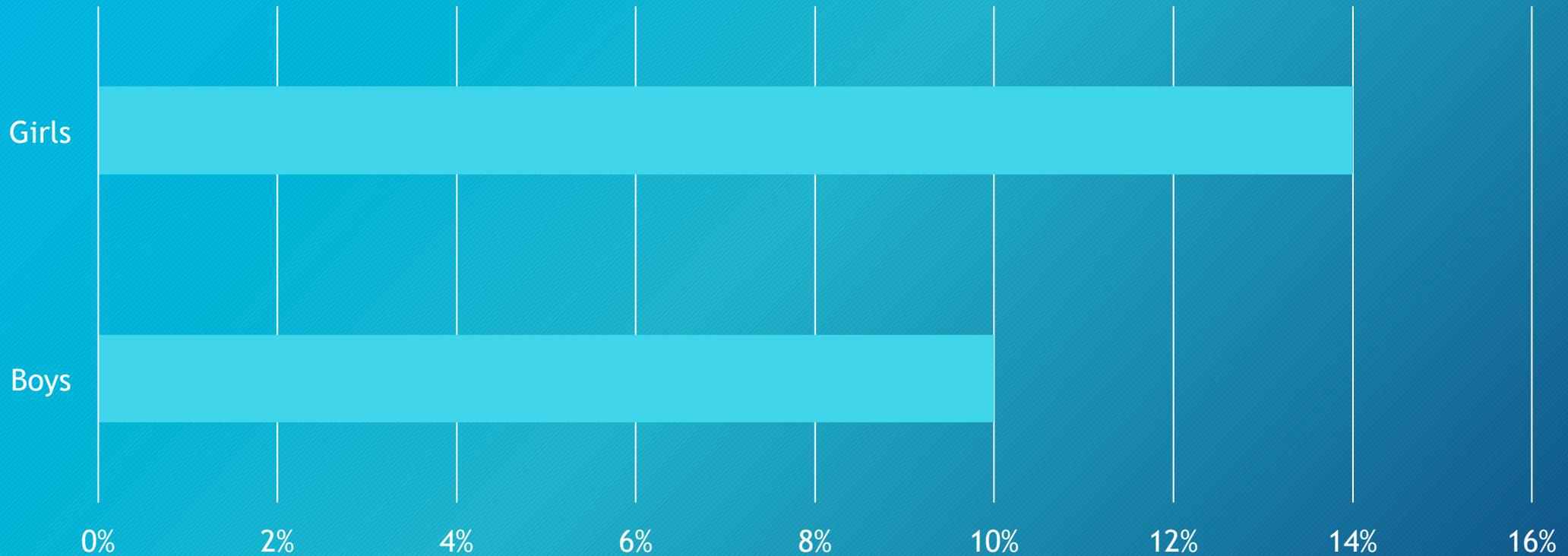
Harassment/Slurs related to Sex

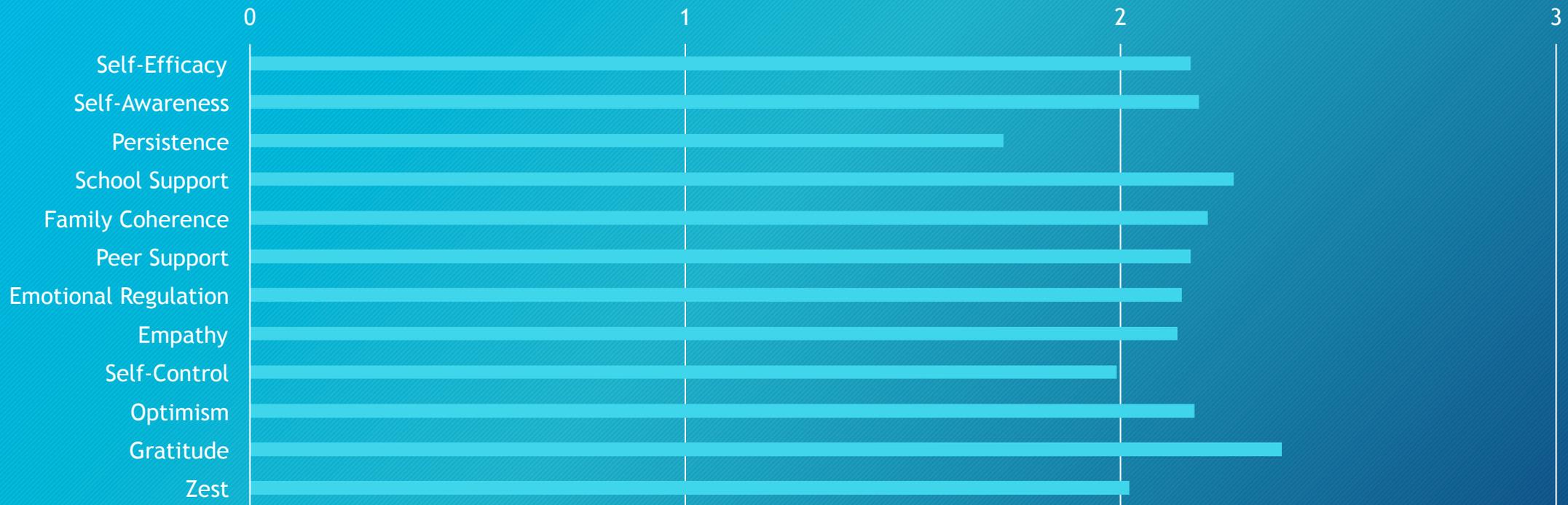# Harassment/Slurs related to Body Size and Appearance

# Harassment/Slurs related to Social Class

# Phase II: Student, Teacher and Parent Interventions

We centered on a holistic and culturally sensitive approach to address college and career readiness within PCLDS due to research supporting a strong sense of family involvement for student success among marginalized youth (Plunkett et al.,2009).

# Student Interventions & Workshops

- ## Values Card Sort
  - Helps students look at their values (ex: achievement, loyalty, honesty) and how that intentionally aligns with a future occupation.

- ## The Career Genogram
  - Explores how one views their family history of occupations and oftentimes there are patterns that develop (a family full of nurses, a family full of teachers, etc.).

- Each intervention explores deep learning on behalf of the student and help them to connect to a better sense of self and their future college and career journey.

# Ongoing Connection to Career and College Readiness

# Ongoing Student Interventions throughout the Academic Year (Twice per month)

- Targeting At Risk Youth at the High School (class is led by a Professional School Counselor)

- Targeting Middle School Students in their Career Class (9 week rotation)

- Exploration and Interventions modified for Online Use for Students Centered on Career Navigation Curriculum
  - Strengths-based, evidence-based, & targets first generation students

# Teacher/School Personnel Interventions and Workshops

1. New Teacher Training completed Aug 6, 2015
        Topic:  Understanding Latino Youth (N=approx. 50)

2. Teacher Workshop completed Sep 16, 2015
        Topic:  Poverty/Culture and Barriers to Career Readiness of
        Latino Students (N=approx. 20)

3. Dissemination of the School Climate and Resiliency Survey to PCLSD
        Administration and Leadership– Oct 28, 2015

# Parent Interventions & Workshops

- Worked closely with the Family Resource Center Coordinator
- Scheduled in the evening during other parenting classes to capture the audience
- Sign up Sheet with 8-10 Parents pre-signed up to attend
- Topic:  College and Career Readiness for Your Child/ren

- No parents showed…

# Phase 3: Data Analysis, Focus Groups, Classroom Career Speakers

# FOCUS GROUPS

The focus groups will contextualize our empirical findings from the school climate assessment and gain a deeper understanding of the practices and barriers teachers, school counselors, and other administrators encounter when serving youth in a *school in transition*. Our mixed methods design rigorously contributes to promoting continuous social opportunity and thriving of PCLSD middle and high school students.

# Student Focus Groups

- Student focus groups will address the salient factors that influence academic risk and resilience by centering on family and culture, health and nutrition, housing and transportation, accessibility of mental health services, and college and career readiness.

- Scheduled for Tuesday, March 14, 2016
- 9:15 – 12:00 ☺

# Parent Focus Groups

- Scheduled for April 7th and April 20th at 2:15pm ☺

- Will address the salient factors that influence academic risk and resilience by centering on family and culture, health and nutrition, housing and transportation, accessibility of mental health services, and college and career readiness.

# Teacher / School Personnel Focus Groups

- The teacher focus groups will focus on the practices and barriers teachers, school counselors, and other administrators encounter when serving youth in a *school in transition*.

- TBA – April 2016

# Classroom Career Speakers

- Community stakeholders are vested in initiatives that enhance graduation rates, foster a more positive community and school climate, and to prepare students for their chosen college and/or careers.

- Dr. Linda Robertson (Key Personnel) is scheduling 15 community speakers to come into middle and high school classrooms to discuss their career field, topics centered on career preparation, interview attire and questions, and qualities of good employees.

# Sustainability

- UTILIZE DATA DRIVEN, CULTURALLY SENSITIVE, CAREER INTERVENTIONS TO TARGET STUDENTS AT GREATEST RISK

- USING CAREER CONNECTIONS SOFTWARE FOR INDIVIDUALIZED PROGRAMMING FOR MIDDLE SCHOOL STUDENTS

- ENHANCE STEM FOCUS FOR LATINO STUDENTS & OTHER UNDERREPRESENTED GROUPS FOR AY 2016-2017

# Questions?

# Selected References

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