



**TREASURE VALLEY'S
EDUCATION PARTNERSHIP**

**Listening to Students:
Using High School Senior Exit Survey Data to
Improve Our Work**

September 18, 2019

12 to 5 pm

West Ada School District Service Center Auditorium

Create a world-class education system in the Treasure Valley that ensures the success of every child, every step of the way, from cradle to career.



Improving Education Outcomes
from cradle to career



Engaging Local Stakeholders
across multiple sectors



Providing Data-driven Solutions
that are proven and sustainable



Making a Collective Impact
through true partnership



Advancing Equity
so every child is successful

You are the *local stakeholders* brought together today to *make a collective impact* using *data* from the Senior Exit Survey to *improve education outcomes* for the Treasure Valley and beyond.

The purpose of this presentation is to highlight:



- Key 2019 findings**
- Key longitudinal findings**
- Key changes to the 2019 survey instrument**

Entire aggregate report will be distributed immediately following these remarks.

Today's presenters

Jean Henscheid, Ph.D.

Workforce Training and Education Policy Analyst and Principal Investigator, Workforce Development Council RISE Data Outreach Grant

Matt Vaartstra, Ph.D.

**Assistant Director for Internships and Employer Relations
University of Idaho Career Services
and RISE Beyond High School Co-Chair**

Christie Fuller, Ph.D.

**Assistant Professor, Information Technology and Supply Chain Management
Boise State University College of Business and Economics**



**Today's sponsor:
RISE, Treasure
Valley's Education
Partnership**

With support from the Idaho Workforce Development Council

**The WDC's outreach grants are intended to increase
public awareness of and access to career education
and training opportunities.**



SES findings inform individual school and district decision-making.

They are not used to rank or compare.



Data collected from April 4 to May 24, 2019 at Southern Idaho Conference high schools, plus Bishop Kelly, minus West Ada.

90% overall response rate



Districts participating in the 2019 SES

**Boise
Caldwell
Emmett
Kuna**

**Middleton
Mountain Home
Nampa
Vallivue**

& Bishop Kelly High School

**2019 total respondents
(N=4301)**

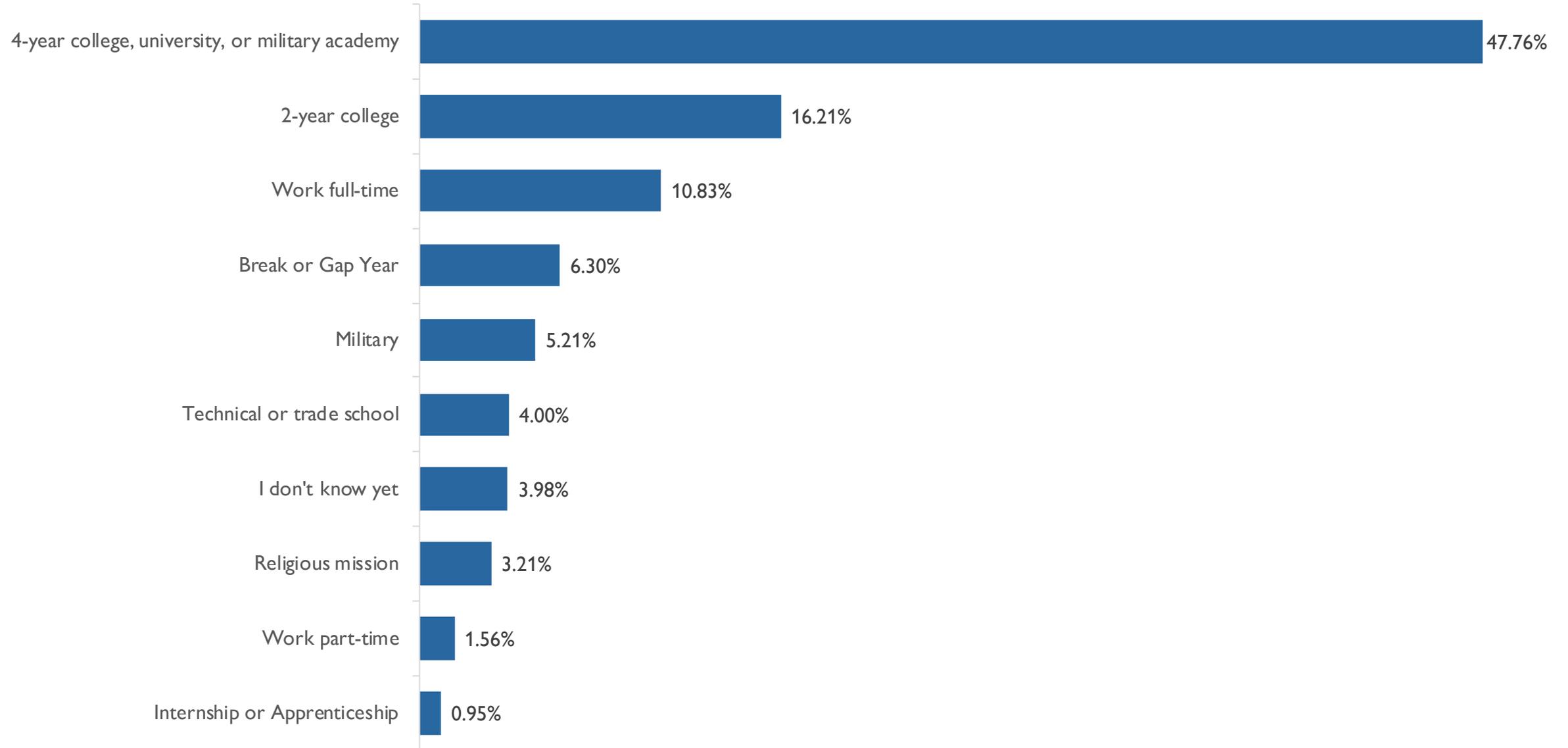
2017 (N=3549), 2018 (N=3698)

**What do students
plan to do in the
fall after high
school graduation?**

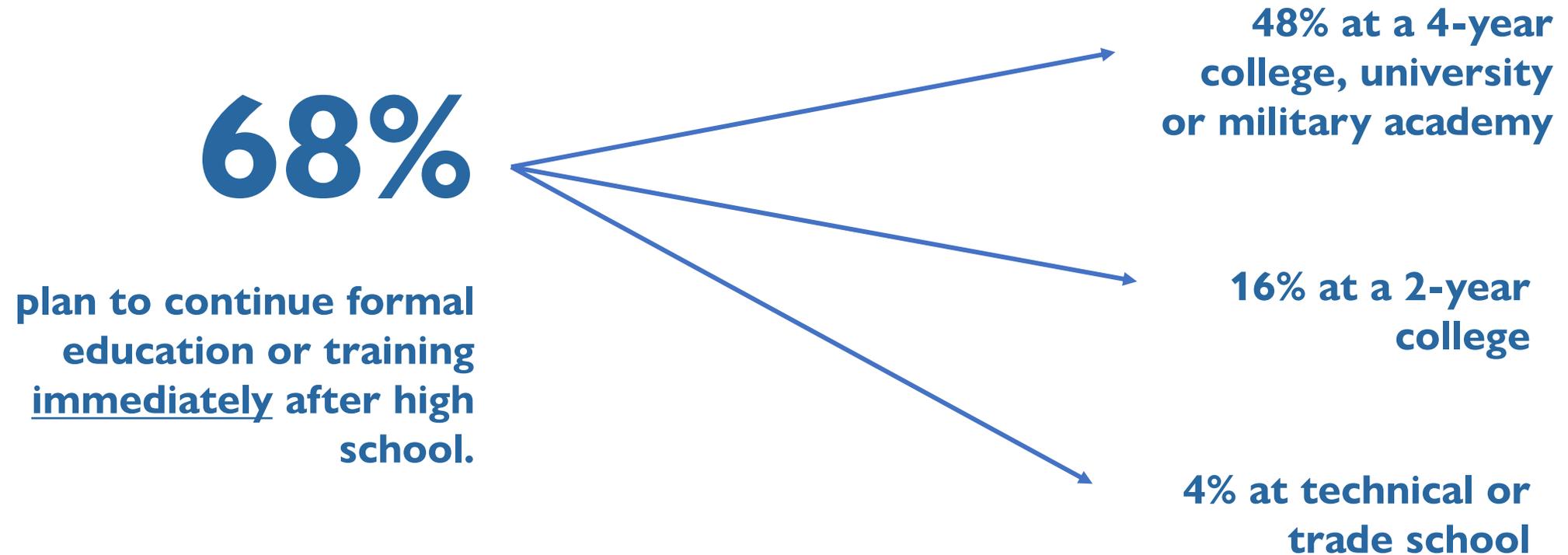


Choose the option that describes your #1 Priority.

N=4301



RISE Senior Exit Survey respondents' "go on" aspirations





Question

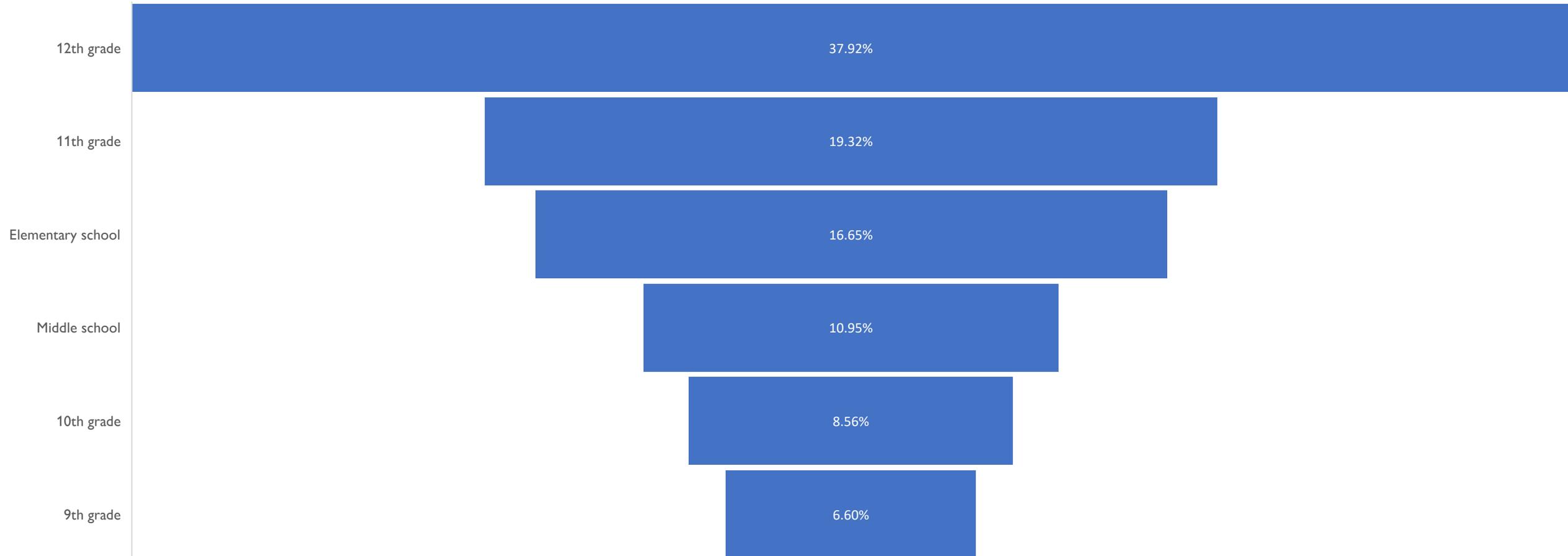
Are the reports true that students decide what they're going to do after high school as middle schoolers or even earlier?



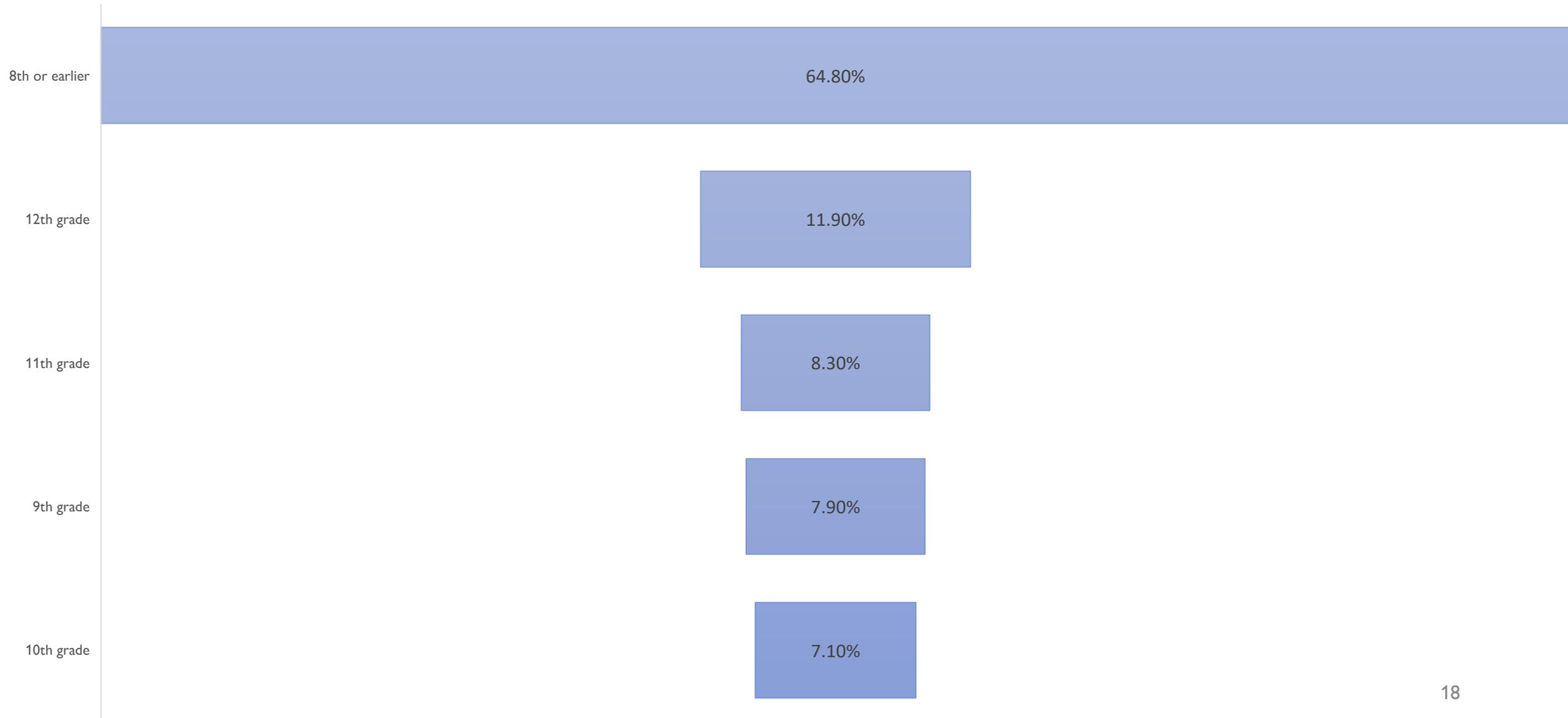
**Instrument
changes limit
comparability**

When did you decide what you were going to do after high school (asked of all respondents in 2019)

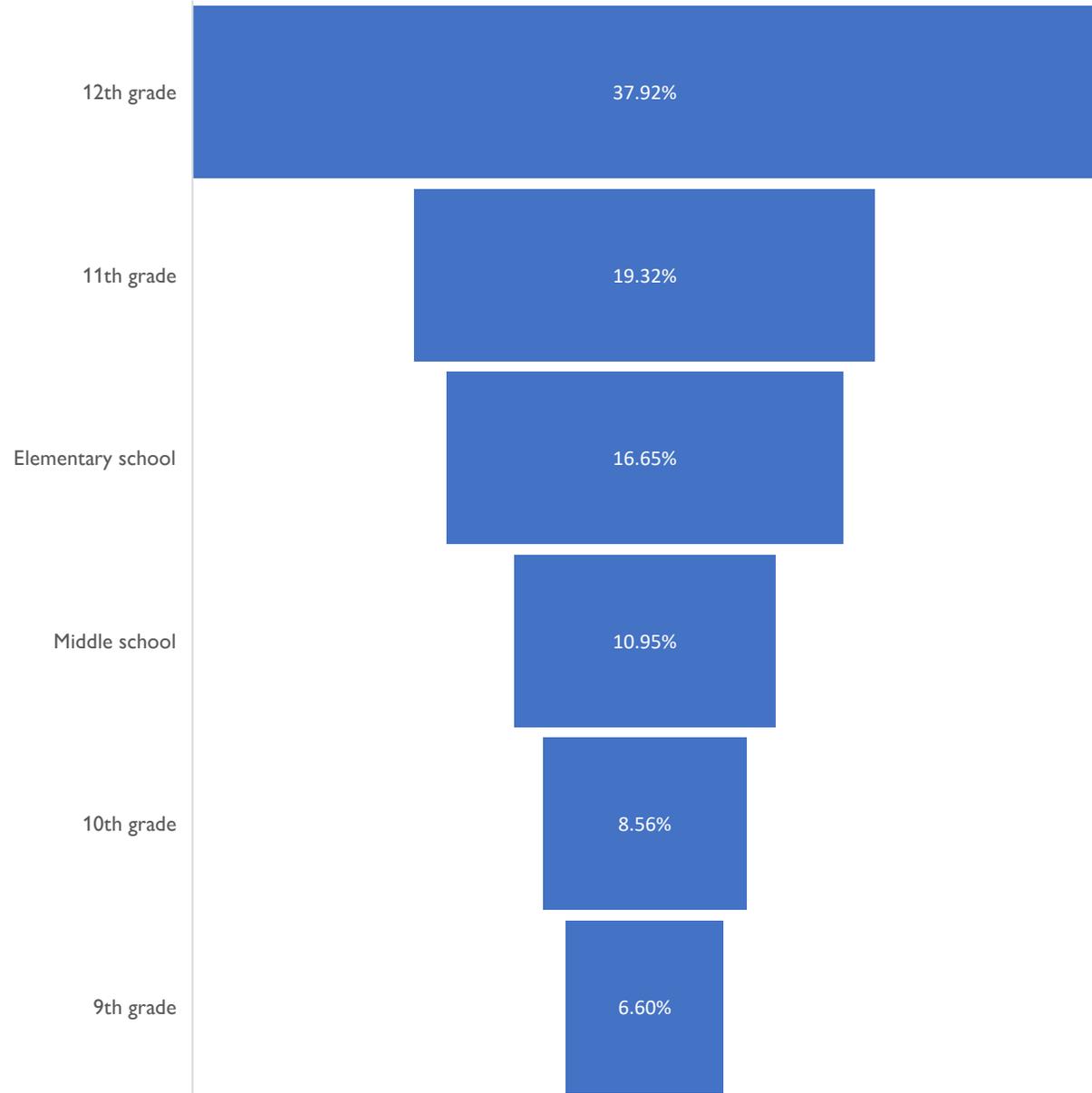
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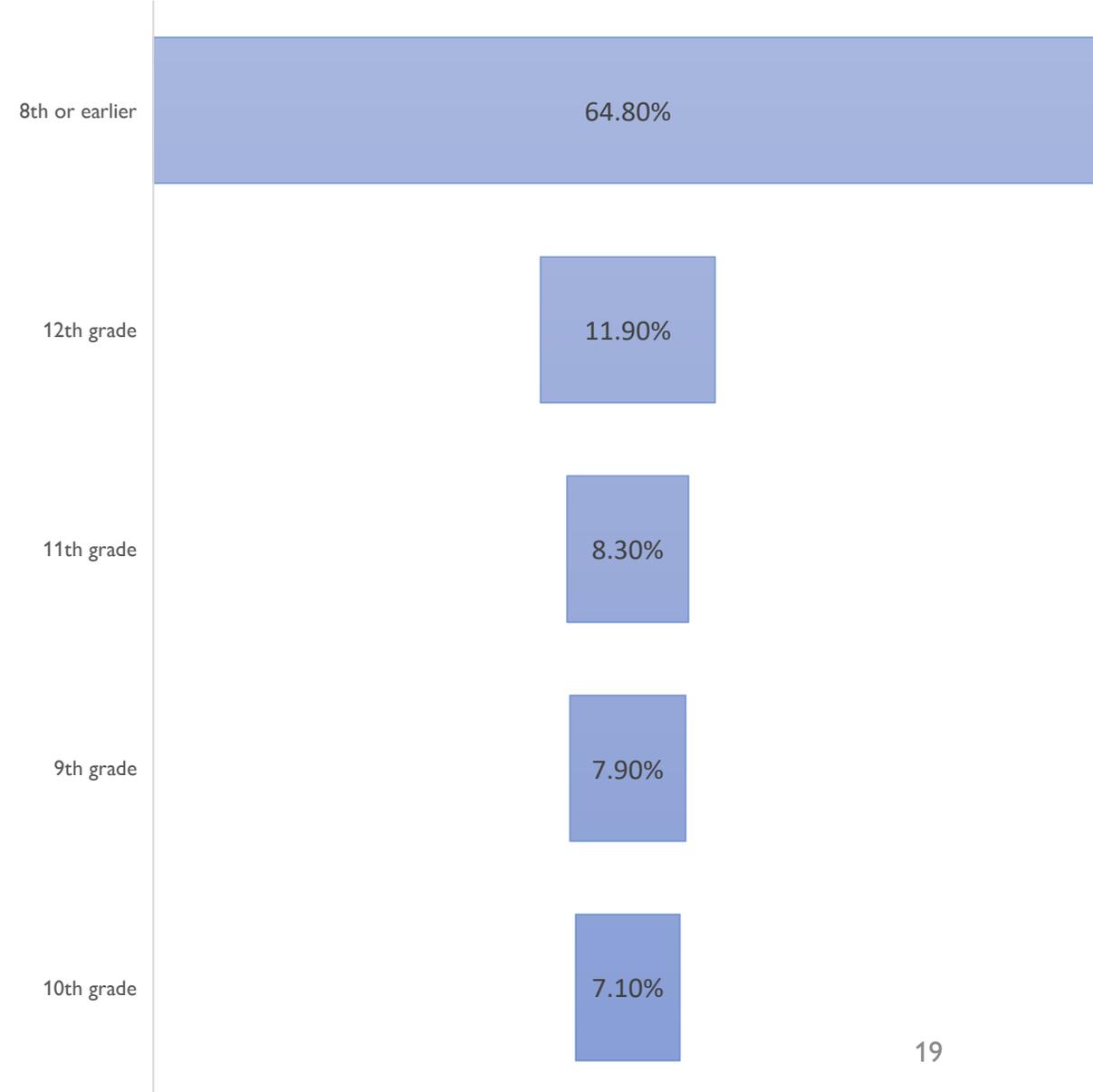
When did you decide you were going to continue your education after high school? (asked of those planning to "go on" prior to 2019) 2018 results



When did you decide what you were going to do after high school (2019 results)



When did you decide you were going to continue your education after high school? (2018 results)



Impact of Direct Admissions and Apply Idaho?

88% reported that they had been accepted to a college, university, or technical/trade school.





Question

What, besides admission and application, are Idaho colleges and universities using as a quality indicator of intent to enroll?



Instrument changes limit comparability

FAFSA “easy” for the majority

76% of students reported that they or their parents had submitted a FAFSA.

61% said they had no problems completing it.*

***New option for 2019. Responses may be for initial FAFSA application only.**

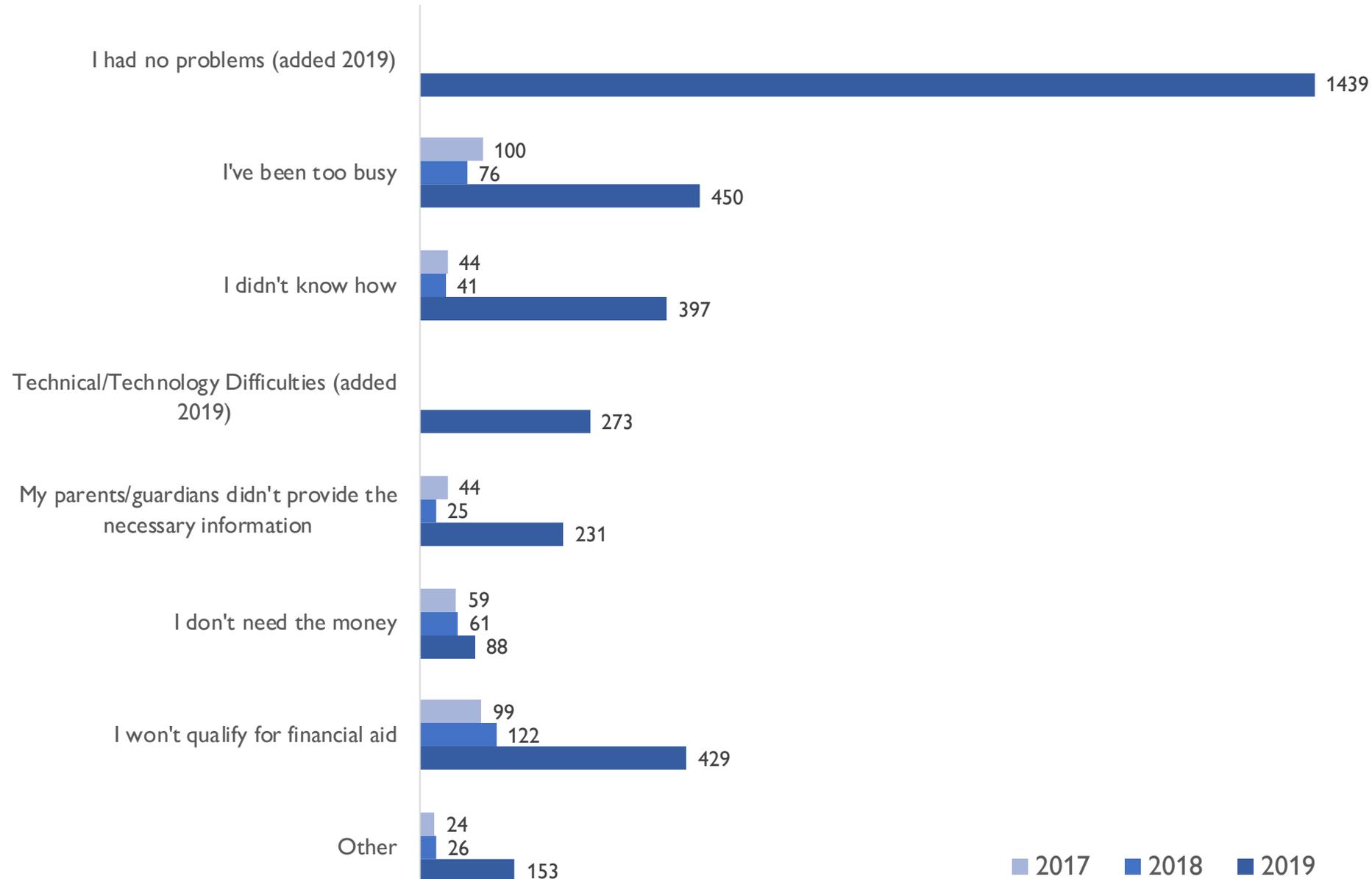
Some reasons why they don't complete FAFSA

10% said their parents didn't provide the necessary information.

4% said they don't need the money.

Did you have any difficulty or barriers to completing the FAFSA? Check all that apply

Wording and skip logic changed from 2018 to 2019



Money matters most!



Fear of debt



Not wanting to take on debt is the most important factor for students as they decide what to do after high school.

Fear of debt

60% of students do not plan to take out a loan to pay for college.



Need for scholarship literacy?

**Although
81% of students plan to pay for college with
scholarships...**

**...a quarter reported that they had not applied
for any scholarships.**

Need for scholarship literacy?

An additional 30% of students reported that they had applied for just 1 or 2 scholarships

Fear of debt



70% of students plan to work full- or part-time during college.

Influencers and helpers

Who influences and who helps?

Students are most influenced by family, friends, and teachers in making plans for life after high school.

Students were most likely to say that counselors were very helpful as they made these plans.

Most helpful services

- **Counselors**
- **Guided college tours**
- **College representatives**
- **Support completing FAFSA and during College Application Week**
- **Special population support (i.e., TRIO, Gear Up, AVID)**

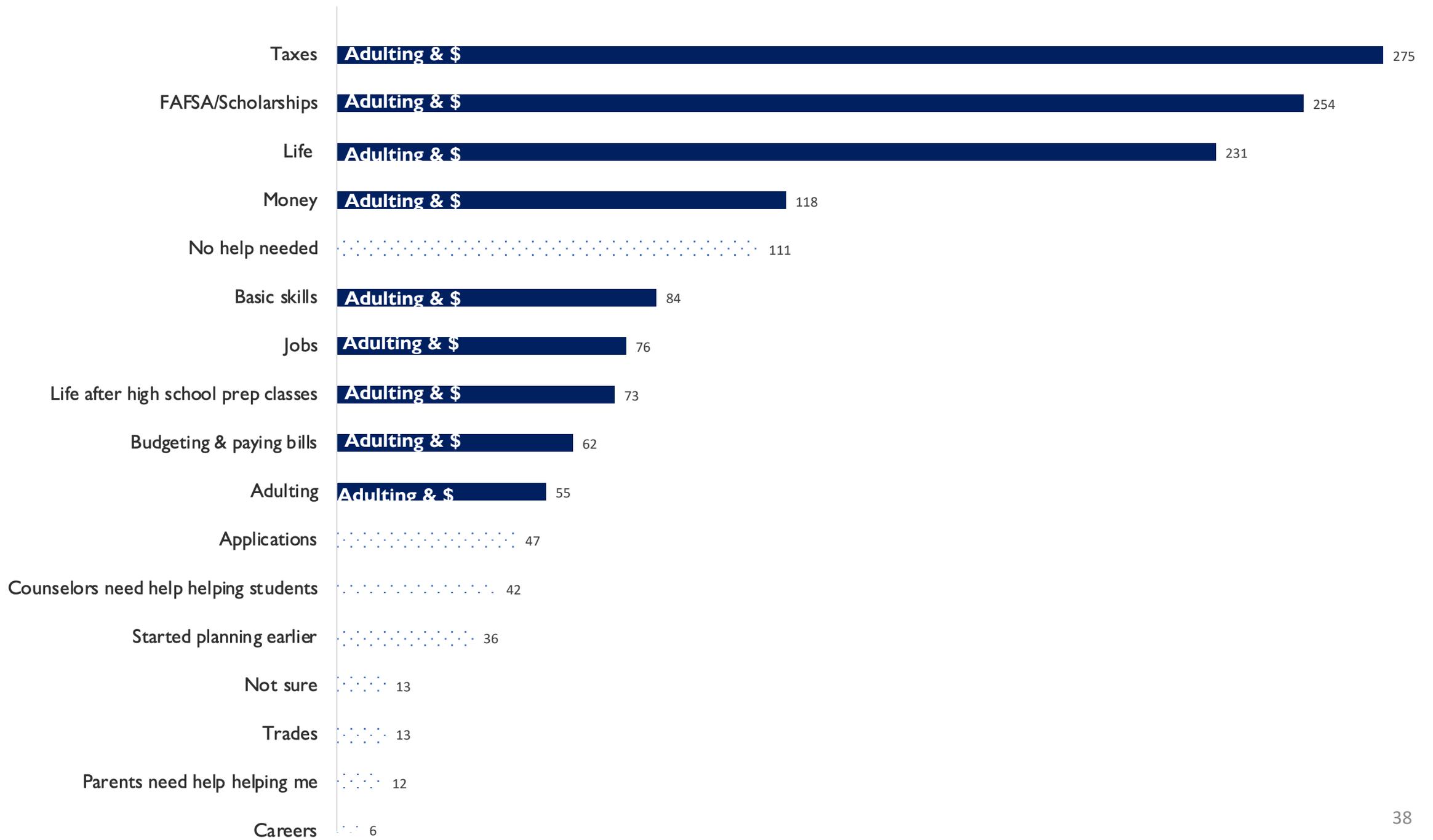
Overall, an adult in a sustained, supportive relationship with a student is the most helpful resource for planning life after high school.



What worries high school seniors?

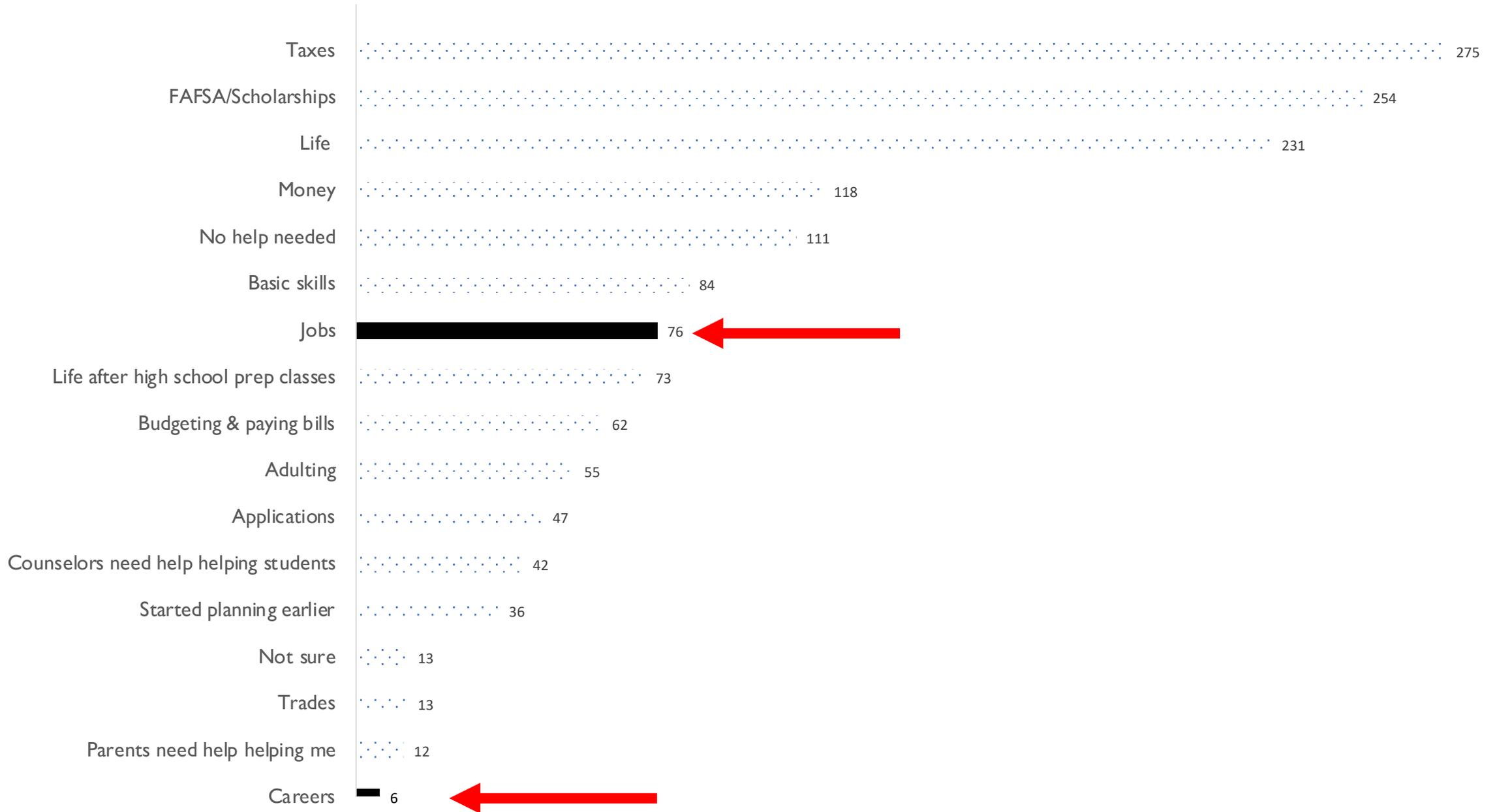
Nine of the top ten issues seniors would like additional help with are immediate and related to money and “adulting.”





Getting a job versus seeking a career





Question

When we ask students about their “career” choice, what does that mean to them?



Question

**Besides adding a new class,
what more can we do to help
students plan their finances
and practice “adulting”?**

The Bottom
The Line

What high school seniors say they need

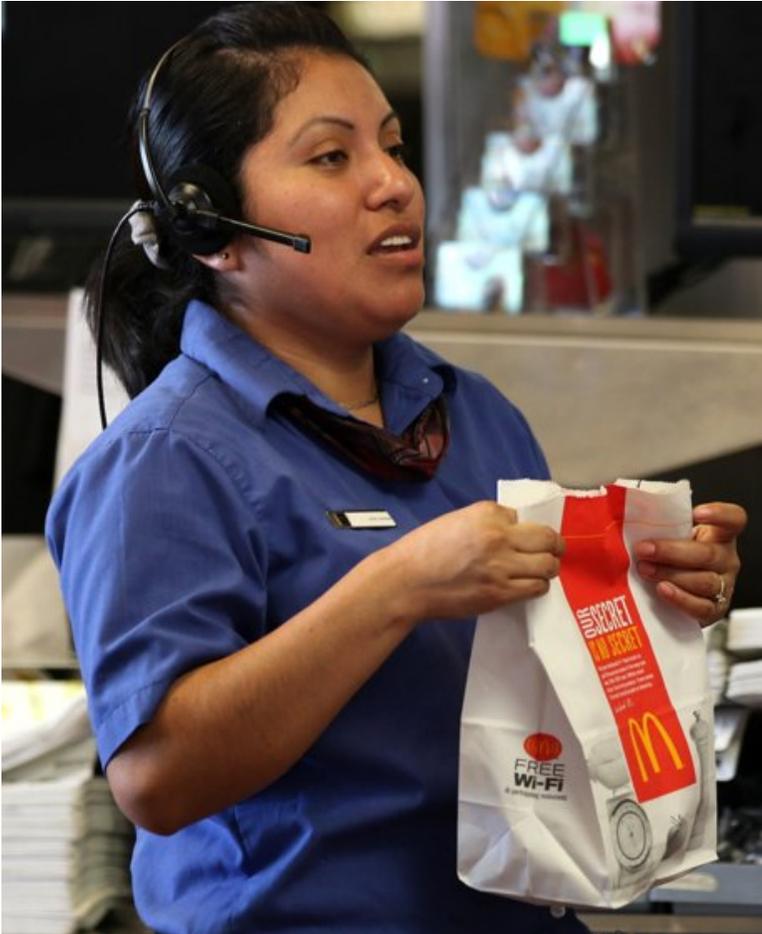
**...to learn how to
“adult,” be financially
secure, and find a job
they like.**

adulting

[ad-uhlt-ing] *noun.*

The practice of behaving in a way characteristic of a responsible adult, especially the accomplishment of mundane but necessary tasks.

What students are doing to prepare for life after high school



More students are...

- working part time
- taking dual credit or advanced placement courses

than they are involved in:

- leadership opportunities
- clubs and sports, and
- internships or apprenticeships.

Data Informed Decision-Making

- ✓ "Why are we doing what we're doing?"
- ✓ What data do we use to answer that question?
- ✓ How do we make effective change?
- ✓ How do we know the change is effective?
- ✓ Are we collecting data we don't use to inform our work? If so, why?

Group Breakouts

- Discuss the data
 - How do you feel about it?
 - What observations did you make?
- Review the prompt questions and pick one that speaks to the group
- Spend 10-20 minutes brainstorming ideas to address the question
- Share your ideas as a group and collect the unique ideas on the white Post-Its
- Decide on ideas you can **TAKE ACTION** on and commit using the postcards
- Repeat the process for other prompt questions