

Exploring Personalized Student Driven Pathways

NHLI Presentation May 25, 2021

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Carolyn Eastman, Project Director



Out of School Time Career Pathway Program(OSTCP) Grant

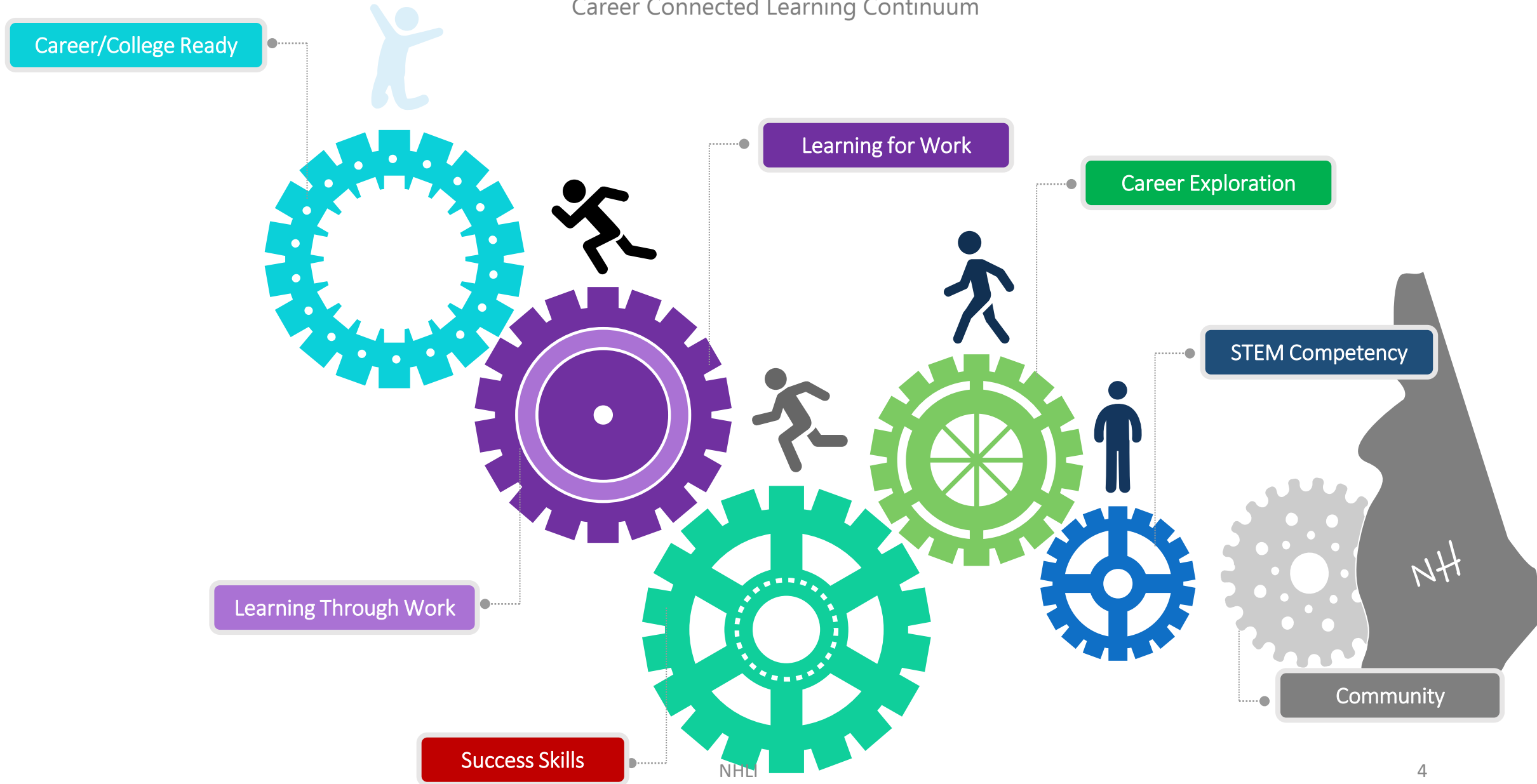


- NH DOE was awarded \$2.9 million from the U.S. DOE to integrate and build out 21st Century Career Pathways over the next 5 years.
- Brings together 4 school Districts, industry leaders with leadership and guidance from the NHDOE in partnership with NHLI.

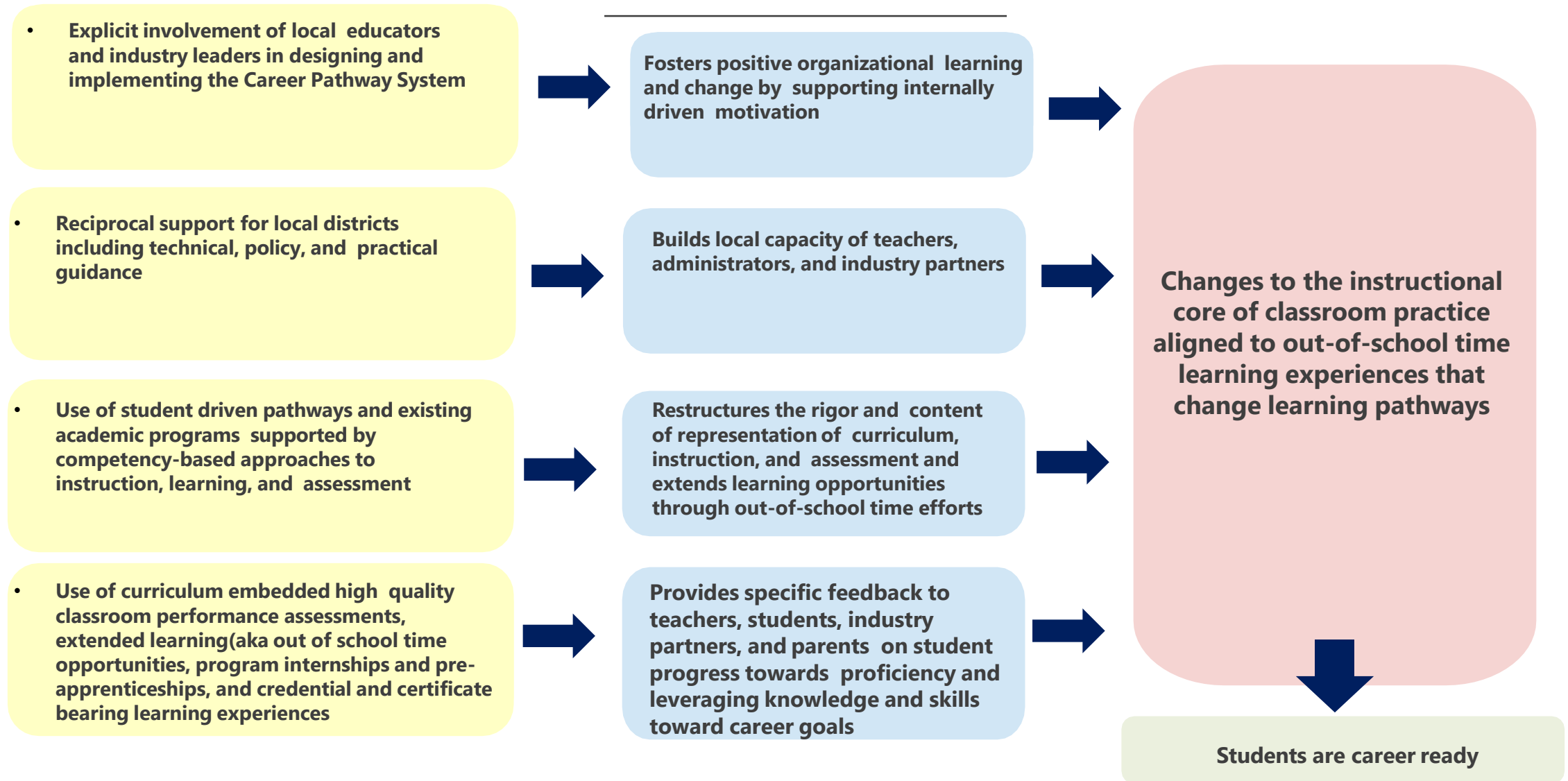
School Districts	Industry Partners
SAU 9	Eastern Slope Aviation
Laconia	EPTAM
Hinsdale	GS Precision
Manchester	Eversource

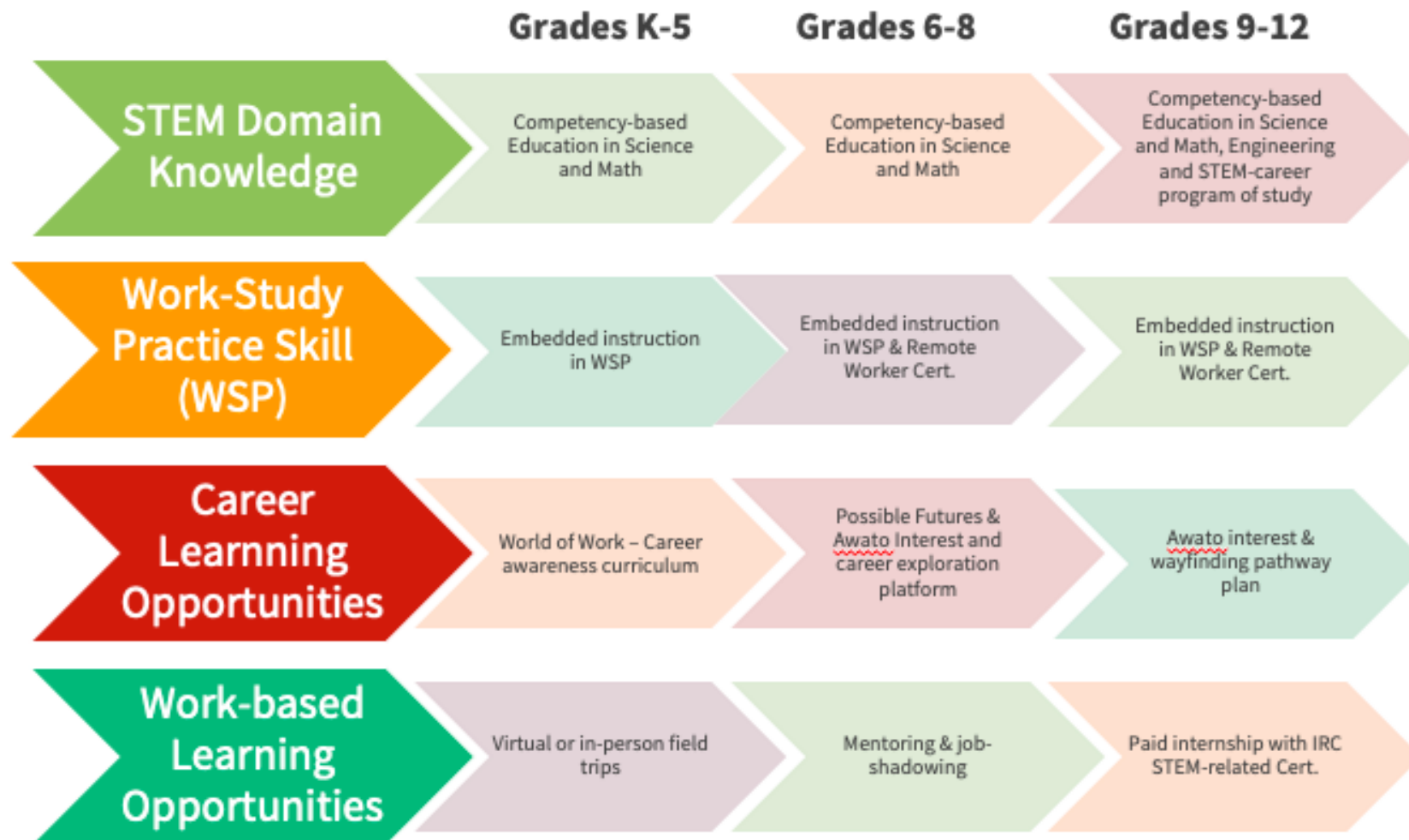
New Hampshire Out-of-School Time Career Pathways

Career Connected Learning Continuum



NH Career Pathways Theory of Action

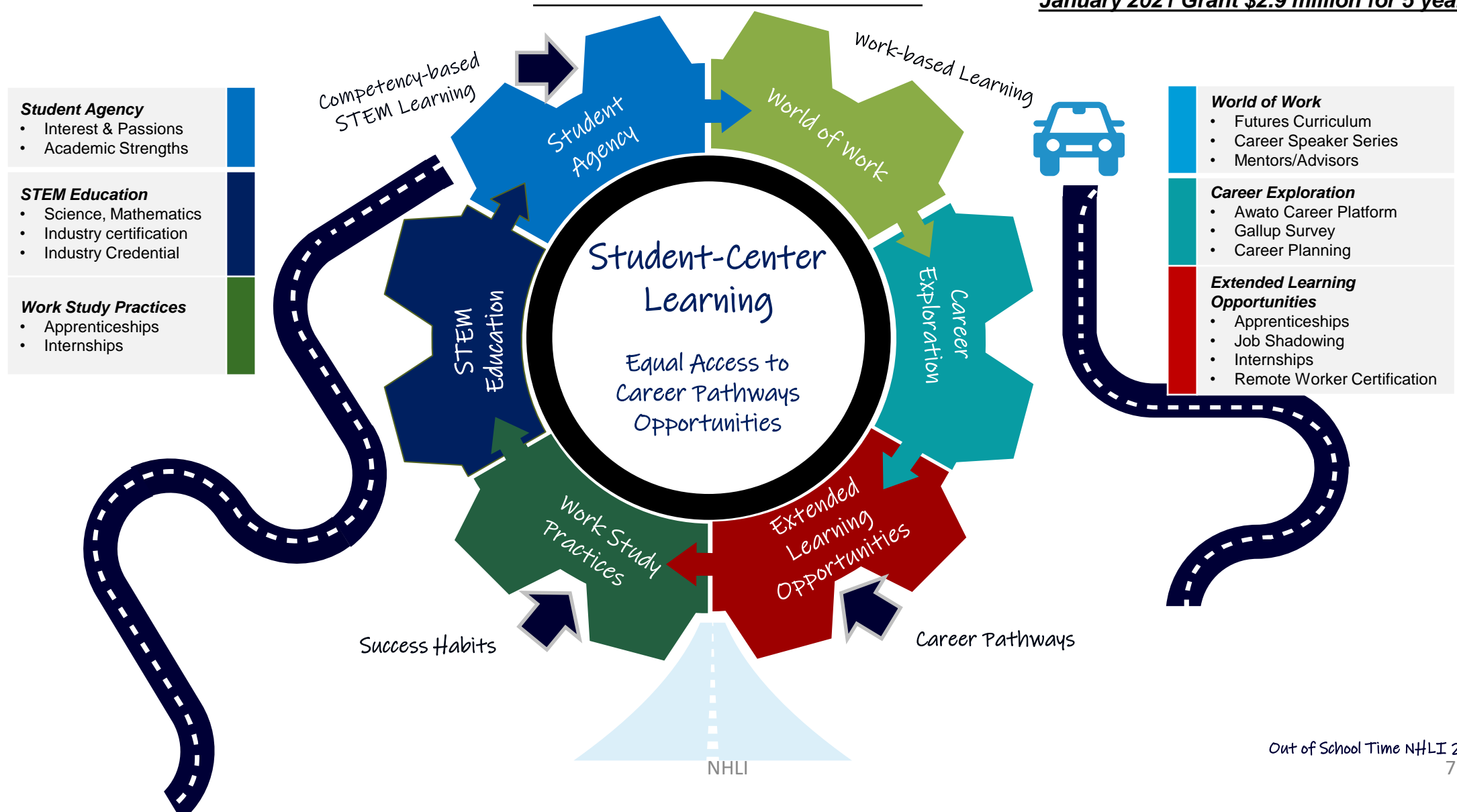




New Hampshire Out-of-School Time Career Pathways

A System for Supporting STEM Education and Work-based Learning Opportunities

January 2021 Grant \$2.9 million for 5 years



NH Districts Check-in

- All districts are engaged in transformative practices
- Entry points are key...right fit, right time
- Every district will eventually hit each gear in the learning system: progress is impacted by community and opportunities, district priorities, and leadership
- Districts balance district level initiatives with opportunities from the NHDOE (Performance Assessment) or projects offered by NHLI (Future Learning Pathways, Formative Assessment, Work Study Practices)
- Portrait of a Learner can be a huge lever for starting the work
- Districts recognize the reallocating of resources as a strategy
- NHLI guides districts in beginning steps, and supports through the journey in becoming a more personalized and competency-based learning system- it takes building foundations to realize sustainability

Summary

- The New Hampshire Out-of-School-Time Career Pathways Initiative seeks to build out a holistic career pathway program for students in K-12 public schools in New Hampshire by using out-of-school time learning opportunities to expand upon existing competency-based education efforts in science and math, a growing set of instructional strategies for work-study practice skill development (e.g. self-direction, communication, collaboration, and creativity), and fragmented career development assets.
- By adding career learning opportunities and work-based learning experiences across all grades, the initiative seeks to build the capacity of districts in the program to offer a comprehensive set of career pathway learning opportunities, including:
 - Paid internships in STEM-related businesses
 - STEM-oriented industry-recognized credentials that will prepare students to be career-ready for in-demand STEM careers.
- Students should have the ability to be Wayfinders with multiple paths toward their post-secondary goals. Together with Educators and industry partners, students network, build social capital and have experiences that open a multitude of opportunities toward meeting their goals.

Outcomes for the 5 year grant:

1. Increased understanding of student core interests and aptitudes and how they relate to possible career pathways with 100% of students in all district grades 6, 8, and 10, completing a career assessment (Awato, or another district selected assessment).
2. 100% of high school students will map out a personally meaningful potential career pathway. This is in accordance with NH Senate Bill 276.
3. 100% of students participating in Possible Futures Curriculum (gr. 6-8) or other career curriculum (e.g. World of Work- gr. K-5) as each of the core districts increase competency and knowledge of STEM that is further aligned with awareness of how this knowledge links to STEM-related careers including skilled technical work.
4. Increased competency in core work-study practice skills through engagement with a remote worker certificate program with 50% of students completing this industry-recognized credential.
5. All four core districts Increase their capacity to offer career and work- based learning opportunities through intentional links between the instructional core in STEM, work-study practice skill development and out- of-school time learning opportunities with increased award of industry- recognized credentials in STEM for students in all four districts.

2020 NHLI-GALLUP STUDENT POLL

Results and Findings for
NHLI's Work-Based Learning



GALLUP®

**IDENTIFY
NHLI'S
GOALS?**

**WHO
NEEDS TO BE
INVOLVED?**

**WHOSE
INPUT DO
WE NEED?**

**INITIAL
FOCUS
GROUP**

**IDENTIFY
THEMES AND
TOPICS**

**INITIAL DRAFT
OF ITEMS**

**QUALITATIVE
METHODOLOGIST
ITEM REVIEW**

**FOCUS
GROUP
FOLLOW-UP**

**ADDITIONAL
METHODOLOGIST
REVIEW**

**ITEMS
THROUGH
EDITING**

**SURVEY
PROGRAMMING**

**SURVEY
LAUNCH**

Will Arvelo, Director, State of New Hampshire Division of Economic Development

Terrill Covey, Extended Learning Opportunity Facilitator, Strafford Learning Center

Christopher Dodge, Director of Career and Technical Education, Salem Career and Education Center, Salem High School SAU 57

Beth Doiron, Director of College Access and DOE Programs and Initiatives, CCSNH

Mandy Fraser, Futures Coordinator, SAU 24

Jacqueline Guillette, Consultant, WBL Education and Lifelong Educator

Dean Graziano, VP of Education, Izzit.org

Nicole Heimarck, Executive Director, NH CTE

Stacey Kallelis, Work-Based Learning Coordinator, Salem High School SAU 57

Brendan Minnihan, Superintendent, Newport School District SAU 43

Vasiliki Partinoudi, Director of Career and Technical Education of the Applied Technology Center (ATC), Milford High School SAU 40

Irv Richardson, Coordinator for Public Education and School Support, NEA-NH

Brian Stack, Principal, Sanborn Regional High School, SAU 17

Christine Thompson, Extended Learning Opportunities Coordinator, Kennett High School SAU 9

Karen Thompson, K-12 Director of Personalized Learning & PACE District Lead, Hinsdale School District SAU 92

Kathryn Wilson, Assistant Superintendent, SAU 9

Val Zanchuk, President, Graphicast Inc.

NHLI – Gallup Student Poll

- **First WBL Pilot**
- **32 Total Items**
 - *9 Engagement*
 - *7 Hope*
 - *2 Entrepreneurial and Financial Literacy*
 - *4 Work-Based Learning*
 - *10 Demographic/Informational*
- **2 Indexes**
 - *Engagement*
 - *Hope (Two versions)*



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New Hampshire Learning Initiative-Gallup Student Survey Questions

Engagement Questions

(All items are five-point Likert scale – 1=Strongly Disagree to 5=Strongly Agree; 0=Don't Know)

1. At this school, I get to do what I do best every day.
2. My teachers make me feel that my schoolwork is important.
3. I feel safe at this school.
4. I have fun at school.
5. I have a best friend at school.
6. In the last seven days, someone has told me I have done good work at school.
7. In the last seven days, I have learned something interesting at school.
8. The adults at my school care about me.
9. I have at least one teacher who makes me feel excited about the future.

Hope Questions

(All items are five-point Likert scale – 1=Strongly Disagree to 5=Strongly Agree; 0=Don't Know)

10. I know I will graduate from high school.
11. I have a great future ahead of me.
12. I can think of many ways to get good grades.
13. I have many goals.
14. I can find many ways around problems.
15. I have a mentor who encourages my development.
16. I know I will find a good job in the future.

Entrepreneurial Aspirations and Career/Financial Literacy Questions

(All items are five-point Likert scale – 1=Strongly Disagree to 5=Strongly Agree; 0=Don't Know)

17. I am learning how to start and run a business.
18. I am learning how to save and spend money.

Work-Based Learning Definition Displayed to Students

The following questions are about Work-Based Learning. When we say “Work-Based Learning” we are referring to **opportunities that your school provides** to experience or learn about jobs and career paths.

Work-Based Learning Questions

(All items, except question 20, are on a five-point Likert scale – 1=Strongly Disagree to 5=Strongly Agree; 0=Don't Know)

19. My school offers many Work-Based Learning opportunities

20. Which of the following Work-Based Learning activities have you participated in through your school?

(select all that apply)

- 1 Career Fair
- 2 Professional Classroom Panel (group of people talking about their jobs/careers)
- 3 Mock or practice interview(s)
- 4 Industry awareness month (ex. Manufacturing month activities)
- 5 Career Interest assessment
- 6 Field Trip
- 7 Career and Technical Education (course(s) in school directly related to a job or career path)
- 8 Mentorship
- 9 Industry Tour
- 10 Volunteer/Service
- 11 Job Shadow
- 12 Internship
- 13 Externship
- 14 On-the-job Training
- 15 Pre-Apprenticeship
- 16 Apprenticeship
- 17 Extended Learning Opportunity related to a job or career
- 18 Other

21. I would like to participate in more Work-Based Learning experiences.

22. My Work-Based Learning experiences have informed what I plan to do after high school.

Demographic Items

1. I am involved in at least one activity, such as a club, music, sports, or volunteering.

- 1 Strongly Disagree
- 2
- 3
- 4
- 5 Strongly Agree
- 0 Don't know/Choose not to answer

2. What is the grade you are in at school?

- 1 Grade 5
- 2 Grade 6
- 3 Grade 7
- 4 Grade 8
- 5 Grade 9
- 6 Grade 10
- 7 Grade 11
- 8 Grade 12

3. Compared to most students, I do well in school.

- 1 Strongly Disagree
- 2
- 3
- 4
- 5 Strongly Agree

NHLI OVERALL
(11/4/2020 – 12/11/2020)

5

SCHOOLS

- Conant High School
- Salem High School
- Kennett High School
- Newport High School
- John Stark high School

- Sanborn Regional High School
- Milford High School

1,627

STUDENTS



Engagement

Engaged students are excited about what is happening at their school and what they are learning. **Engaged students contribute to the learning environment**, and they are psychologically committed to their school.

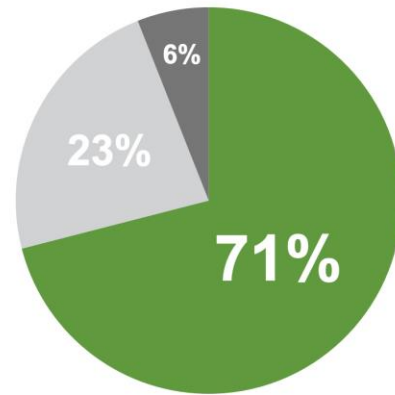


Hope

The ideas and energy students have for the future

Hope has been linked to student success in school. Hopeful students are positive about the future, are goal-oriented and can overcome obstacles in the learning process, enabling them to navigate a pathway to achieve their goals.

Work-Based Learning Breakdown

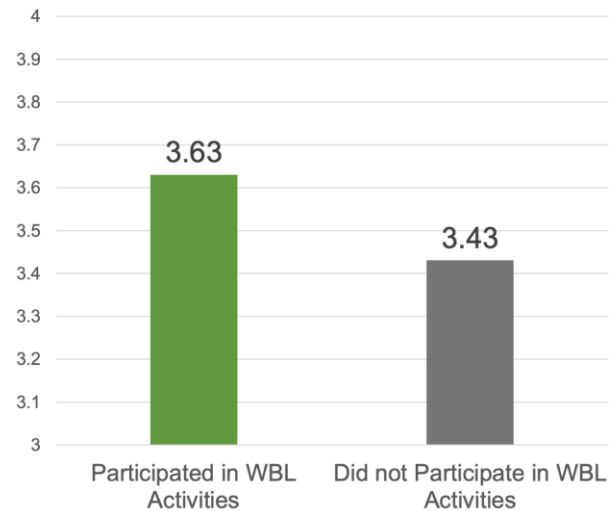


- Students who participated in at least one WBL activity (1147 students)
- Students who indicated they did not participate in any WBL activities (381 students)
- Students who did not provide a response or did not indicate if they did or did not participate (98 students)

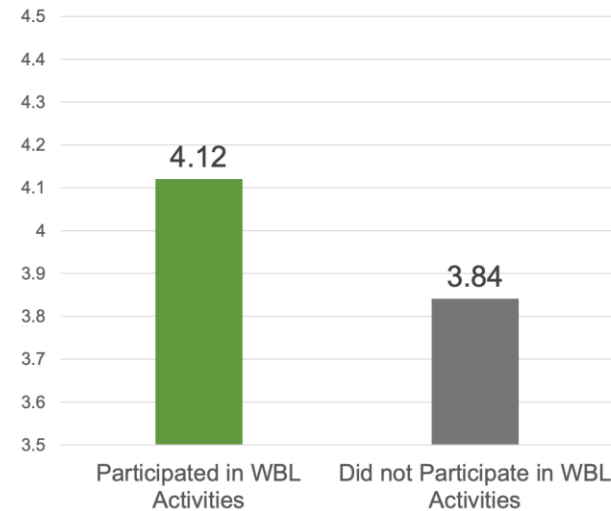
WBL Activity Participation



Engagement Mean

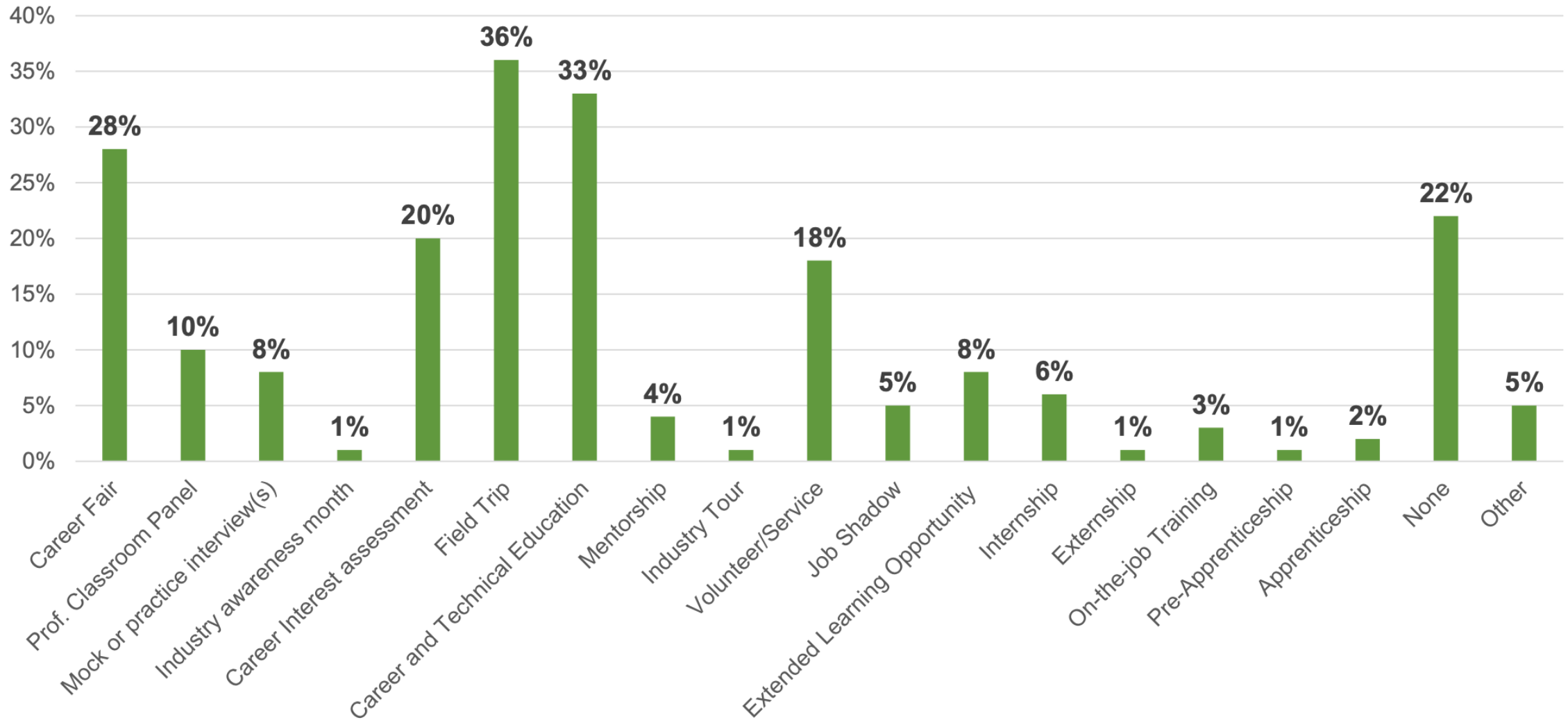


Hope Mean





NHLI Overall Work-based Learning Participation



Work-Based Learning Activity Categories



Awareness	Exploration	Experience
Career Fair	Field Trip	Internship
Professional Classroom Panel (group of people talking about their jobs/careers)	Career and Technical Education (course(s) in school directly related to a job or career path)	Externship
Mock or practice interview(s)	Mentorship	On-the-job Training
Industry awareness month (ex. Manufacturing month activities)	Industry Tour	Pre-Apprenticeship
Career Interest assessment	Volunteer/Service	Apprenticeship
	Job Shadow	
	Extended Learning Opportunity related to a job or career	



Awareness

Exploration

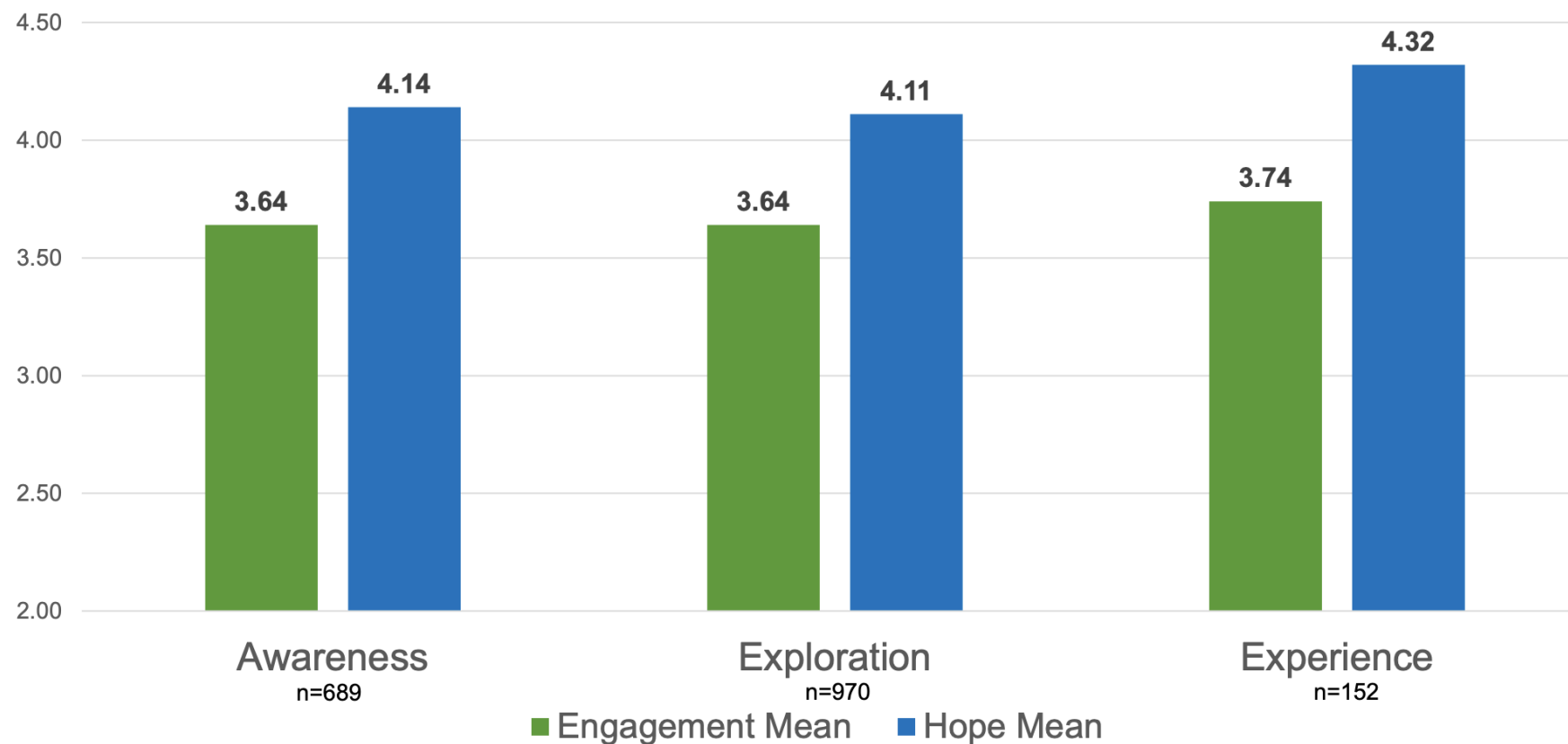
Experience

WBL Activities	Engagement Mean	Hope Mean
Career Fair	3.66	4.16
Professional Classroom Panel	3.65	4.08
Mock or practice interview(s)	3.69	4.09
Industry awareness month	3.74	4.02
Career Interest assessment	3.66	4.13
Field Trip	3.62	4.06
Career and Technical Education	3.72	4.18
Mentorship	3.90	4.24
Industry Tour	3.92	4.00
Volunteer/Service	3.74	4.23
Job Shadow	3.71	4.23
Extended Learning Opportunity	3.75	4.33
Internship	3.75	4.32
Externship	3.81	3.93
On-the-job Training	3.80	4.29
Pre-Apprenticeship	3.99	4.23
Apprenticeship	3.76	4.25



NHLI Overall Student Work-based Learning Activity Participation

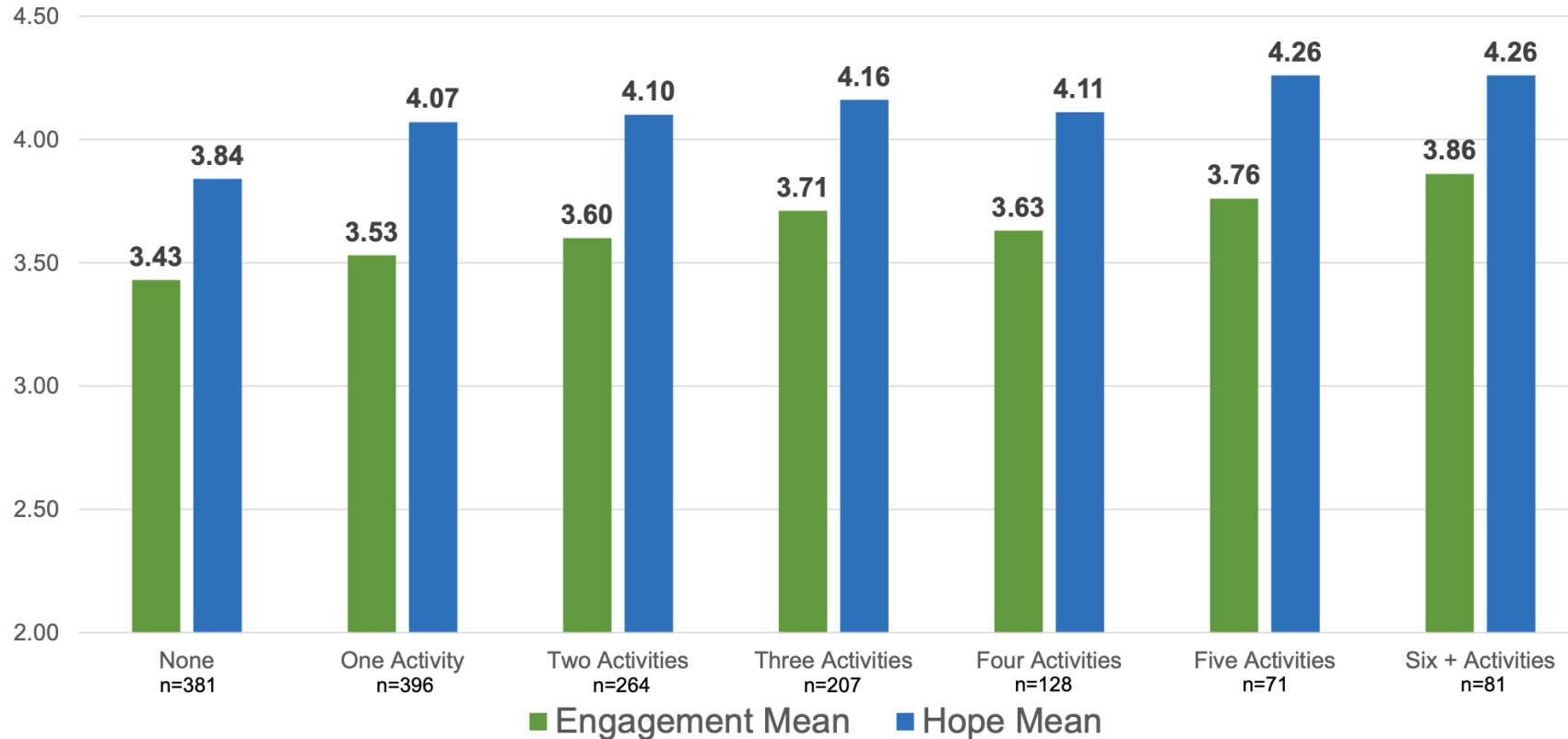
Type of WBL Activities (Students could be included in more than one category)

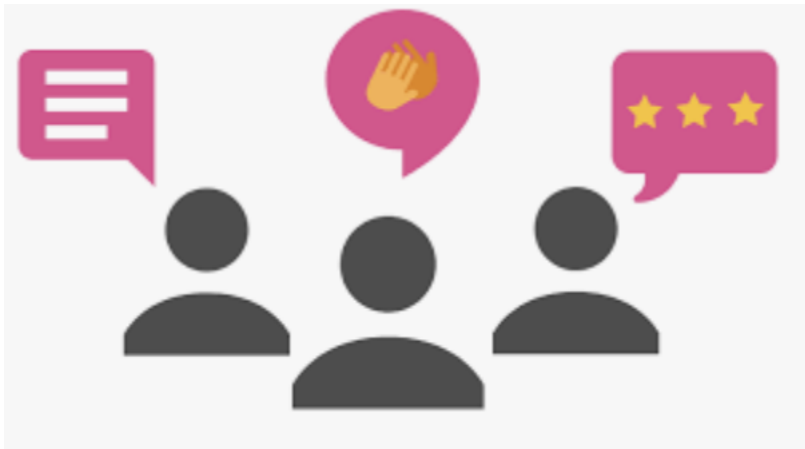


NHLI Overall Student Work-based Learning Activity Participation



Number of WBL Activities Participated In





Comments from Data Interpretation Meeting

“I would say that schools should follow up this survey with those types of questions. If we see that only 40% of our students feel the experiences informed what they want to do after school, that is where our conversations should start with each student when they conclude an experience. “

“Curious, is there a breakdown of participants based on socioeconomic factors? And if so, could we compare different socioeconomic cohorts regarding engagement/hope?”

“This is a great tool, but it is up to us to use it to improve/promote our practices.”



Revisions to the pilot items – reconvene advisory with Gallup to revise to ensure meaningful data.

Recommendations for next steps:

- Use to measure WBL longitudinally - Ex. OSTCP
- Begin to create NH Canopy project to spotlight promising practices related to WBL in NH.
- Could this data be used to assist schools in understanding which opportunities provide greater hope for students and use resources more intentionally?

The background is a light beige color with a collage of various comic book-style symbols. There are several question marks: a yellow one in a circle at the top left, a large purple one inside a yellow starburst shape in the upper right, a white one inside a white cloud-like shape in the lower left, and a red one in a circle at the bottom center. Other symbols include a blue starburst with a yellow swirl at the bottom right, a green circle at the top right, and a purple shape at the bottom left. The symbols have thick black outlines and some have motion lines or droplets around them, giving them a dynamic, comic-book feel.

QUESTIONS
?