

State Student Advisory
Council on Education

Topics

1. The Experience Gap
2. College and Career Readiness
3. Social-Emotional Learning

Proposal

Encourage increased access to extracurricular activities in order to increase attendance rates and involvement, and therefore, academic achievement.

Importance of the Experience Gap

Selected activity	*All students	Low SES students		High SES students	
		Less affluent students	More affluent students	Less affluent students	More affluent students
		Any activity	79.9	74.7	73.0
Sports	42.4	34.3	33.2	48.6	53.1
Performing arts	27.5	25.0	20.7	32.0	29.2
Academic clubs	26.2	20.2	20.5	36.2	32.3
Vocational/professional clubs	20.8	29.2	25.6	16.0	11.8
Honor societies	18.1	10.3	10.0	30.8	29.9
Publications	17.0	17.6	9.5	22.4	20.0
Student government	15.5	12.6	9.9	17.5	20.9
Service clubs	15.2	10.0	9.4	25.0	21.1
Hobby clubs	8.5	8.2	6.9	9.4	9.6

Indicators	Participants	Non-participants
No unexcused absences*	50.4	36.2
Never skipped classes*	50.7	42.3
Have a GPA of 3.0 or above	30.6	10.8
Highest quartile on a composite math and reading assessment	29.8	14.2
Expect to earn a bachelor's degree or higher	68.2	48.2

- Demonstrates correlation between socioeconomic status and extracurricular participation.
- All values are students per 100.
- Source: National Center of Education Statistics

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- Demonstrates the indicators of success in school.
- All values are students per 100.
- Source: National Center of Education Statistics

2016 Data

NAA: Non-athletic activities AA: Athletic Activities CA: Combined Activities

	Suburban	Urban
Students/NAA	33.7 (SE = 17.1)	71.7 (SE = 36.4)
Students/AA	46.3 (SE = 11.8)	58.6 (SE = 27.6)
Students/CA	19.1 (SE = 7.4)	33.3 (SE = 13.2)

Data is stratified random samples of 12 suburban high schools and 6 urban high schools. The value is the number of students per 100 participating in the activity. SE demonstrates the standard of error in the data.

- Recommendation -

Increasing Access to Extracurriculars

- Suggest that the state board of education continue to support and find ways to increase access and equity for students to participate in extra-curricular activities
- There is tremendous value to engage more students in extra-curricular activities!

- Recommendation -

Middle School Extracurriculars

- We believe that High School clubs, teams, and extracurriculars with a middle school equivalent are very valuable and we highly recommend that, wherever possible, that practice continue

- Research -

School District Integration

- We support the board's continued interest in improving access and equity. This sends a very positive message to local districts
- 2015 NCES study suggests that affluent students benefit from presence of greater diversity
 - Achievement not affected

-Recommendation-

School District Integration

- Create more programs for school district integration allowing for students to interact with those outside their immediate district, and therefore, leading to higher achievement of those in lower socioeconomic areas
- Example: Aquaculture School, Regional Center for the Arts, and Many others . . .

-Recommendation-

Late Buses

- **Improved access and equity of after school transportation is important. Perhaps a student survey might help the logistics?**
- Transportation is a challenge
 - With two working parents, students may be staying home simply due to no transportation means
- Increase intra-district equity

————— *The Importance of* —————
College and Career Readiness

Proposal

It might be worthwhile to re-visit the 2010 grade-specific standards in order to better prepare students for college and career options, while strengthening advisory programs and the Student Success Plan initiative.

Connecticut High School Students

- 96.3% of students surveyed (2,145) report they **will be attending** a university, college, military academy or trade school that require an application.

Student Success Plan

- Students
 - 40.4% surveyed completed the SSP
- Teachers
 - 82.7% surveyed claim their students have completed the SSP
- CT Standards for SSP's have not been revised since 2012
- Students are required to create their own ways to achieve goals
 - Is this the best way to prepare students for postsecondary education, life, and careers given the ever-changing, highly technological world?
- Categories that should be added to an SSP:
 - Possible Career Path and Field Information
 - Possible Colleges, Universities, Military Programs, Trade Schools
 - Goals for after high school
 - Skills colleges and employers look for
- A more realistic and hands-on approach compared to typing goals out

Advisory Program Improvement

- Unspecified curriculum
 - 55.7% of students responded that Advisory is mostly spent taking surveys
 - 12.2% of students responded that Advisory is a free period
- Students want:
 - Academic help
 - Information regarding specific colleges and standardized tests
 - Preplanned lessons - “Glorified Study-Hall”
- 81.5% of teachers and administrators state that advisory is moderately to not effective
 - Need training and instruction to better prepare students
 - Holistic approach to preparing students
 - Create a viable curriculum with proper materials
 - Make students accountable for participation and attendance
- P.L.A.N.

Prepare - Grade 9

- Students should be able to effectively create and record a 4-year plan of their goals (SSP).
- Students should begin to investigate their own interests for the future and plan accordingly.
- Students should be introduced to career oriented skill-developing elective courses.

Grade 9 - Exemplar Lesson Plan

- Students will create a plan that outlines their next four years in high school
- They should include in this plan:
 - Clubs, Activities, Sports they would like to participate in
 - Classes they wish to take
 - Accomplishments for the future
 - One goal for after high school
 - Begin researching possible career fields
 - Try a class in this field in high school
- This project will allow students to look to the future and plan out their high school career to ensure they have adequate time to complete necessary coursework.

Learn - Grade 10

- Students should be introduced to the prerequisites to specific college majors or colleges of interest.
- Students should be introduced to Advanced Placement classes.
- Students should be taking steps to prepare for Standardized Testing (SAT & ACT).

Grade 10 - Exemplar Lesson Plan

- In Advisory Students should conduct a multi-week Research Project
- This Project might include:
 - Research of realistic Universities, Military, or other options after high school
 - Find Acceptance Rates
 - Average GPA, Standardized Test Scores
 - Research 2 Career Fields
 - Find level of education required or other qualifications
 - Average salary of position
 - Amount of openings currently in the field
- This project could conclude with a presentation to the class of their findings
- These presentations will help students share their goals with their peers while improving their public speaking skills.

Act - Grade 11

- Students should be able to write resumes, cover letters, thank you letters and participate in an interview.
- Students should complete the year with at least one polished essay that could be submitted on a college application.
- Students should have an understanding of basic college applications requirements and financial aid information.
- Students should explore different types of colleges and possible career options while trying to find which best fits their needs.
(Liberal Arts, Business, Trade School)

Grade 11 - Exemplar Lesson Plan

- Students will have two options on their culminating project:
 - Mock Job Application
 - Mock College Application
- Students must find a post-secondary school or company for which they wish to apply
- They will then complete:
 - An application
 - A mock interview with their teacher
 - A resume detailing their accomplishments thus far in high school
 - An essay to include in their application (College Application)
 - A Cover letter and thank you letter (Job Application)
- This project will allow students to practice the essential skills and requirements necessary for such applications and will allow students to complete this necessary work prior to college application deadlines.

Next Steps - Grade 12

- Students should investigate Financial Aid and Scholarship information.
- Students should be aware of important deadlines in the college and career application process
- Students should have counseling available to discuss decision making.
- Students should be informed on the transition to college and career lifestyle.

Grade 12 - Exemplar Lesson Plan

- As students end their high school career they can have a wider variety of options as they will continue off in many different directions.
- Students should pick one to complete as their final project:
 - Research and complete at least 3 scholarship applications
 - FAFSA and CSS PROFILE
 - Complete one or more full-time job applications (Students not attending College)
 - Complete necessary interview and application work
 - Teachers should be trained and give presentations regarding transitioning life from family life at home to college life
 - Teachers can give their own examples

Together, let's help our students

Prepare

Learn

Act

Next Steps

for their futures!



(SEL)

Social Emotional Learning

Proposal

Provide all students with the opportunity to improve their school and district climate through SEL implementation and strongly encourage the development of SEL surveys to assist with the improvement process

What is Social Emotional Learning?

the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Focusing on SEL

- Most districts primarily address bullying for school “climate.”
- SEL particularly focuses on the other facets of the health of a school’s climate beyond bullying.
- SEL is a grassroots approach to discourage bullying before it begins.

Collecting S.E.L. Data

- We strongly support the implementation of S.E.L. as a means to improve the total school experience.
- There may be a way to include S.E.L. as an evaluative tool in the overall measurement process, though this requires more studying.

State Surveying

- Reaching out to all the stakeholders, we suggest a **broad, overarching survey** to start examining SEL
- Perhaps a survey of **15 questions** will allow a pathway to **collect data** and **know how to improve** upon a fundamental aspect of education.
- The results of the survey might ideally help identify and target possible correlations with existing district climate and academic performance data.