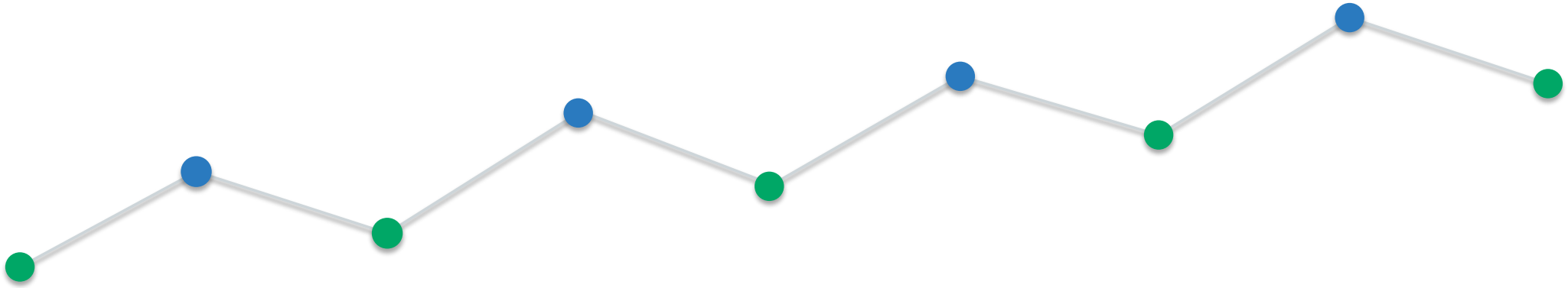
# FROM CONNECTION TO CAREER

Using Early Warning, CTE, and Connectedness to Strengthen Student Persistence

Division of Student Success • Persistence to Graduation Team

## A connected student is a persistent student.



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# Think of a Student

Picture a student you know who is beginning to disconnect from school.

### WHAT ARE YOU NOTICING?

What signals are you seeing?

### WHAT MIGHT YOU BE MISSING?

What don't the data show?

### WHAT WOULD YOU WANT TO KNOW?

What would help you understand the student?

# Disengagement Happens Before Dropout

## 49%
### Pushed Out
- Failing grades
- Missed too many days
- Suspended
- Interpersonal conflict with teachers

## 37%
### Pulled Out
- Supporting family
- Had to get a job
- Became Pregnant

## 14%
### Falling Out
- Not engaged
- No sense of belonging
- Doesn't feel welcome or supported

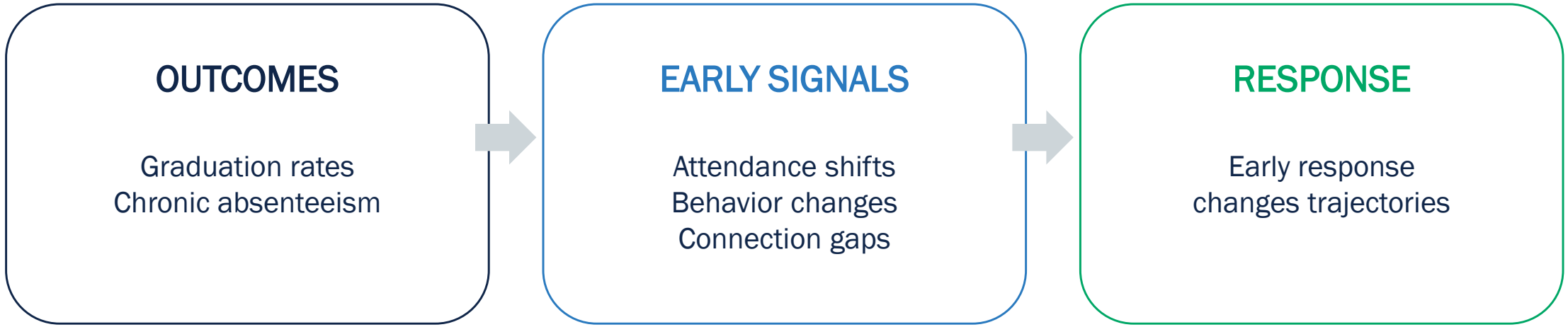
**Disengagement is a process, not a moment.**

Students may experience barriers, aversion, disengagement, or circumstances that pull them away from school.

*Source: Doll, 2013*

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# From Outcomes to Early Signals




**The goal is to notice the signal while there is still time to respond.**

# The ABC+S of the Early Warning Tool

Generates a Graduation Related Analytic Data (GRAD) Score between 50-150.
Predictive measure of promoting to the next grade level and graduating.

## Attendance

Absences
Tardies
Total Attendance Percentage
Chronic Absenteeism Level

+

## Behavior

Behavior Incidents
Out-of-School Suspensions
In-School Suspensions

+

## Curriculum

Transcripted Grades
In-Progress Grades
Attempted but not Earned
Assignment Scores

+

## Stability

Demographics, Zip Code
Address/Phone Changes
School Type
Parent/Student Portal Log-ins
Enrollment Longevity

Early Warning - Study Guide: What is Early Warning? | Infinite Campus

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# The Data Tells Us Something.

But It Doesn't Tell Us Everything.

## THE SIGNAL

- Attendance is changing
- Behavior is changing
- Grades are changing
- A pattern is emerging

## THE STORY

- Why?
- What matters to the student?
- Who do they trust?
- Do they feel connected?
- What will help them persist?

**The data tells us where to look. It doesn't tell us what we will find.**

# What Is School Connectedness?

A student's belief that adults and peers in school care about their learning, well-being and success.

**TRUST**

Relationships

**BELONGING**

Meaningful participation

**RELEVANCE**

Learning connects to life

**PURPOSE**

Future feels possible

Built through trust, relationships, meaningful participation, relevance, belonging and purpose.

*Source: U.S. CDC, 2023*

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# Knowing a Student ≠ Knowing a Student's Data

## Meet Jordan

### WE KNOW JORDAN'S DATA

12 absences

68% in Biology

3 behavior referrals

Declining grades

### WE DON'T KNOW JORDAN YET

- Who does Jordan trust?
- What is Jordan good at?
- What does Jordan care about?
- Does Jordan feel like they belong?
- What does Jordan want for their future?
- What might give Jordan a reason to keep going?

**The data gives us a place to start a conversation.**

# The Protective Power of Connection

**40%**

**fewer reported mental health challenges among students who feel connected**

## RELATIONSHIPS

Strong relationships improve attendance, achievement and graduation outcomes.

## RESILIENCE

Connection buffers the impact of trauma and adversity.

**Connectedness is one of the strongest protective factors for youth well-being.**

*Source: U.S. CDC, 2023*

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# How CTE Strengthens Connectedness

- Connecting identity, interests and career pathways
- Meaningful relationships with instructors and peers
- Hands-on and authentic learning
- Confidence through skill mastery
- Being seen for strengths beyond test scores
- Relevance between school and future goals

# Core Components of CTE Connectedness

## TRUSTED ADULT RELATIONSHIPS

- Mentorship
- Career coaching
- Industry partnerships
- Consistent adult support

## BELONGING & SKILL DEVELOPMENT

- CTSOs + peer collaboration
- Teamwork
- Leadership
- Confidence through mastery

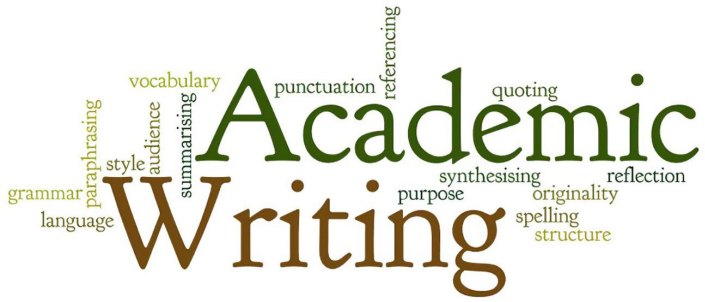
## MEANINGFUL LEARNING

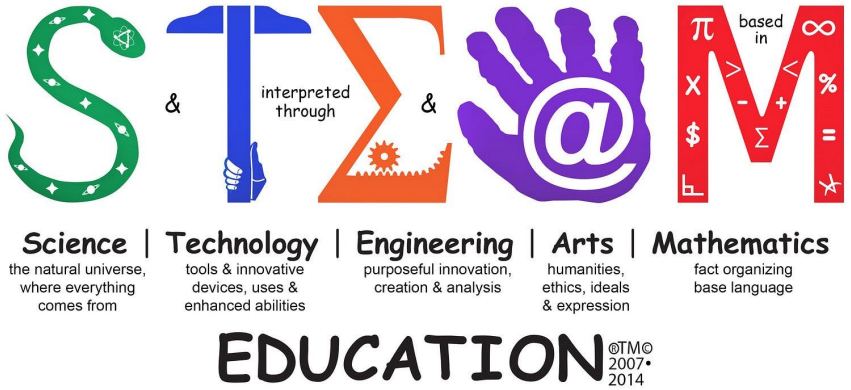
- Hands-on experiences
- Real-world application
- Career relevance
- Student voice and choice

## IDENTITY & PURPOSE

- Strengths + interests
- Future-focused goals
- Career pathway alignment
- Motivation

# CTE connects academics to applied usage.







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## Career and Technical Student Organizations (CTSO's) enhance a student's career and leadership development.

DECA

FBLA

hosa future health professionals

EDUCATORS RISING

FFA

Family, Career and Community FCCLA Leaders of America

SkillsUSA

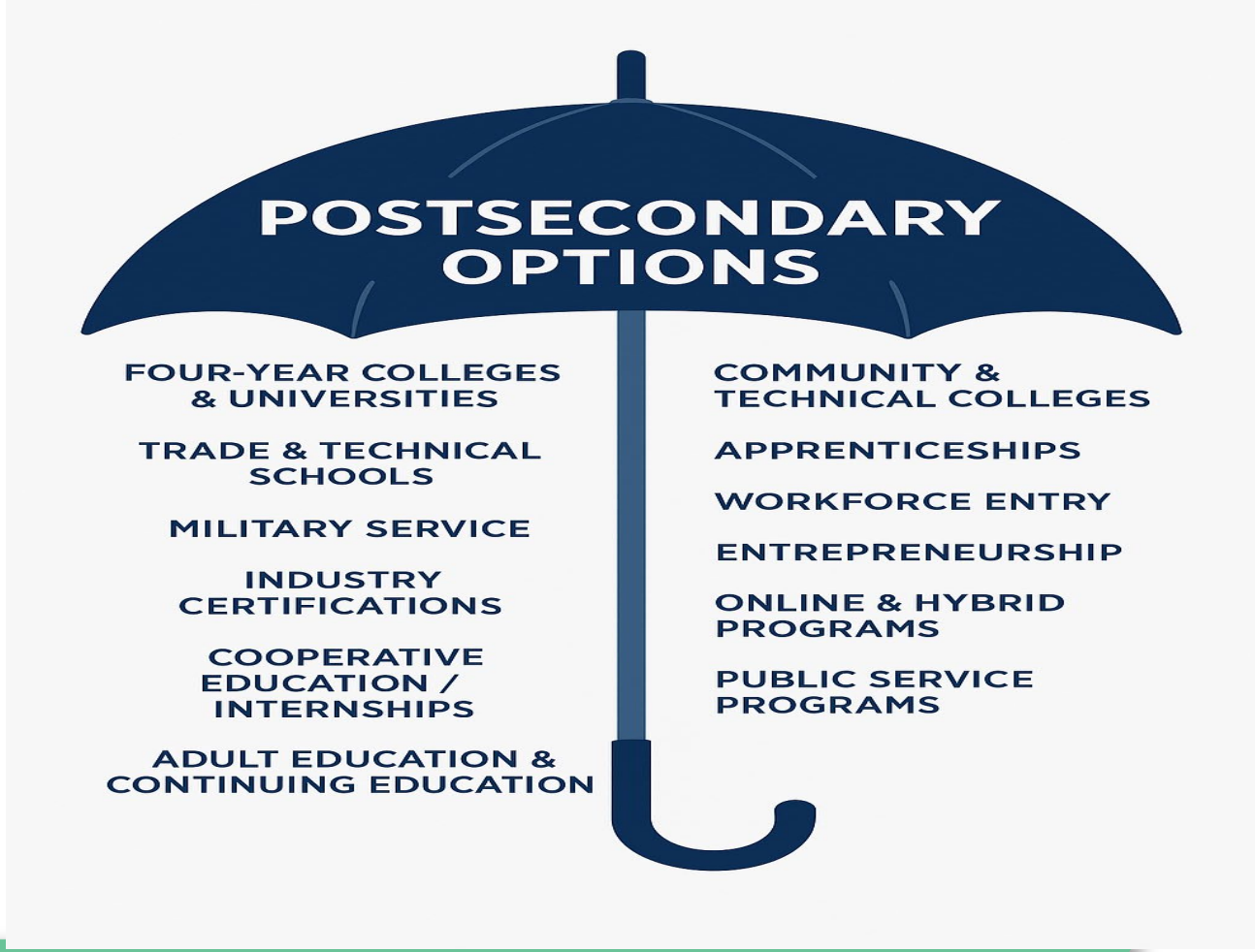
TSA TECHNOLOGY STUDENT ASSOCIATION

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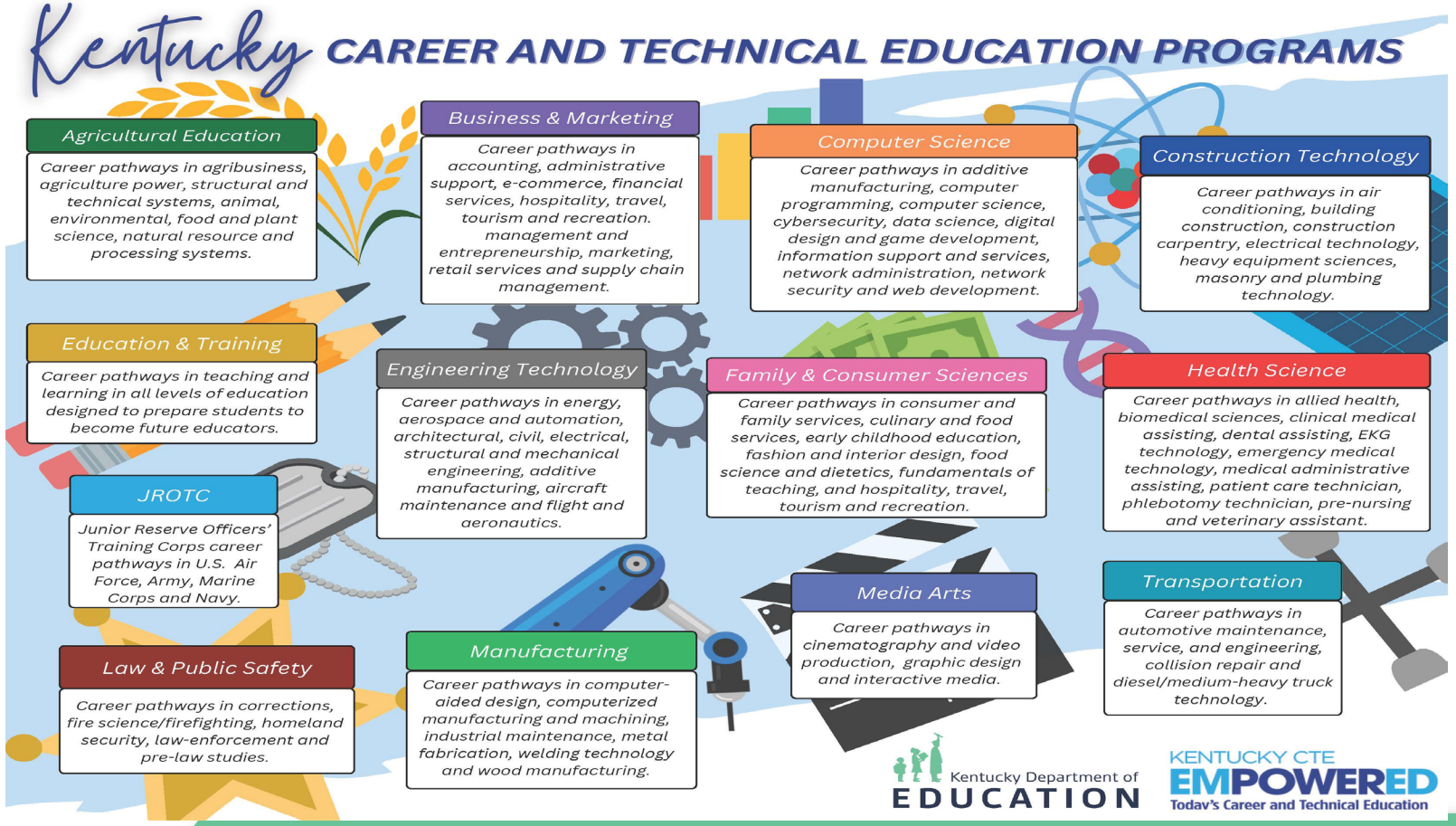
# For your consideration

- CTE provides students with technical skills and makes academic content relevant and accessible to students
- About 12.5 million high school and college students are enrolled in CTE across the nation. Approximately 175,000 in Kentucky.
- CTE prepares these learners for the world of work by introducing them to workplace competencies and developing soft/durable skills
- Taking one CTE class for every two academic classes minimizes the risk of students dropping out of high school.
- 93% high school graduation rate for students concentrating in CTE programs nt.
- CTE is a significant component to postsecondary planning
- 91% of high school graduates who earned 2-3 CTE credits enrolled in some type of postsecondary education program

# Career and Technical Education & Postsecondary Readiness



# An Overview of Career & Technical Education in Kentucky-Program Areas




https://bit.ly/4ink5Pr

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# Activity-Pick The Program Area

## Description

Read each student profile as they appear. Based on the student's interests, skills, aptitudes, and future goals, determine which Kentucky CTE Program Area(s) would be the best fit to help prepare them for postsecondary education and careers.

**Bonus Discussion Questions:**

- What postsecondary option(s) might this student pursue?
- What middle school career exploration activities could help confirm their interests?
- Are there multiple program areas that could fit this student?

# Student #1: Emma (9th Grade)

**Interests**

- Learning about the human body
- Volunteering at community events
- Health and wellness
- Helping others solve problems

**Skills**

- Strong communicator
- Attentive listener
- Organized and dependable

**Aptitudes**

- Excels in science courses
- Works well in teams
- Stays calm under pressure

**Future Goal** "I want a career where I can help people and make a difference every day."

# Student #2: Mason (10th Grade)

- **Interests**
- Building and fixing things
- Working with tools
- Figuring out how systems work
- **Skills**
- Troubleshooting
- Leadership & Interpersonal skills
- Reading diagrams and instructions
- **Aptitudes**
- Strong math skills
- Spatial reasoning
- Enjoys hands-on learning
- **Future Goal** "I'd like to design, build, and/or maintain items used in day-to-day life."

# Student #3 Cathy (11th Grade)

- **Interests**
- Graphic design
- Social media content creation
- Photography and video production
- Marketing campaigns
- **Skills**
- Creative thinking
- Public speaking
- Designing presentations and promotional materials
- **Aptitudes**
- Strong written communication
- Artistic eye for detail
- Works well independently
- **Future Goal** "I want to use creativity to communicate ideas and influence people."

# Student #4: Jamal (12th Grade)

- **Interests**
- Music-Piano/keyboards primary instrument considered a prodigy, Woodwinds and Voice, secondary instruments
- Live performing and recording
- Managing projects
- Composing and arranging music
- **Skills**
- Decision-making
- Team leadership
- Strong academic skills
- **Aptitudes**
- Problem-solving
- Planning and organization
- Comfortable presenting/performing to small and large groups
- **Future Goal** "I would like to work as a professional musician both in the studio and doing live performances"

# Two Connected Systems

## CONNECTEDNESS

Belonging • relationships • re-engagement

| | | |
|---|---|---|
| TIER I | ALL | Universal prevention / exploration |
| TIER II | SOME | Early connection / CTE intervention |
| TIER III | FEW | Intensive re-engagement / pathway realignment |

## CTE

Purpose • career relevance • future readiness

| | | |
|---|---|---|
| TIER I | ALL | Universal prevention / exploration |
| TIER II | SOME | Early connection / CTE intervention |
| TIER III | FEW | Intensive re-engagement / pathway realignment |

# What If We Knew Jordan?

When we know more, we can do more.

## THE SIGNAL

12 absences

68% in Biology

3 behavior referrals

Declining grades

**We knew something was wrong.**

## THE STUDENT'S STORY

*"I really like working with my hands."*

*"I don't see how school connects to what I want to do."*

*"I have an adult at school I trust."*

*"I'm interested in automotive technology."*

## A DIFFERENT QUESTION

**How can we connect Jordan to a pathway that gives school meaning?**

The intervention changed because our understanding changed.

# Success Stories (1)

- **Michael-Senior-Floyd County Schools**
- Significant Discipline Issues
- Failing Grades
- No Interest in School
- Entered Welding program his Junior year
- His motivation, outlook on life, and confidence levels have improved dramatically
- Recently passed both his 3-G and 4-G Welding Certifications

# Success Stories (2)

- **Alexandra-Health Science/Pre-Nursing-Knott County ATC**
- Displaced from parental home
- Failing grades and truancy
- During summer school was exposed to the Health Sciences pathway
- After enrolling in this pathway, she made a 180° turnaround
- Completed her CNA at the beginning of her senior year and has been co-oping at a nursing home for the second semester
- After graduation enrolled in nursing program at MSU and plans to become an RN

# Success Stories (3)

- **Danielle-Business & Marketing, Gallatin County High**
- Issues with truancy, substance abuse, & suspension
- Participated in rehab and counseling
- Became enrolled in the Business and Marketing pathway
- Competed and placed second at FBLA competition
- Has been gainfully employed in a food service establishment participating in work-based learning
- Planning to pursue a Bachelor's degree in Business Administration

# From Connection to Career

A connected student is a persistent student.

**NOTICE THE SIGNAL**
Use early warning data to identify students who may be struggling.

**KNOW THE STUDENT**
Go beyond the data to understand strengths, needs and story.

**BUILD THE CONNECTION**
Create relationships and supportive experiences that foster belonging.

**CREATE A PATHWAY**
Link learning to interests and opportunities that open doors.

**STRENGTHEN PERSISTENCE**
Help students keep moving forward toward goals and future.

**Students don't just need a reason to stay. They need a future worth staying connected to.**

# Question and Answer






# Connect with the Persistence to Graduation Team

We offer consultation services and trainings on the following topics and more:

- Addressing Chronic Absenteeism
- Establishing School Connectedness
- Infinite Campus Early Warning Tool
- IC Insights Data Visualization Dashboards
- Implementation of Data Tools to Support Student Success
- Supporting Transient Students
- Using a School and District-Level Dropout Prevention Needs Assessment

Email a member of the Persistence to Graduation Team.

- christina.watford@education.ky.gov
- lisa.henry@education.ky.gov
- ashley.gates@education.ky.gov
- amy.newsome@education.ky.gov

Schedule time using Microsoft Bookings.

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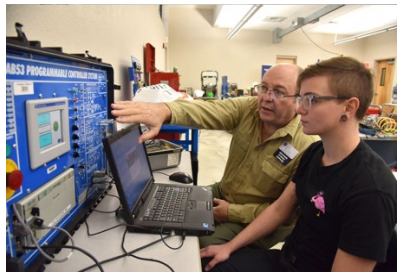
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Today's Career and Technical Education


## John Paise

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Division of Student Transition and Career Readiness
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thank you!

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