Student Voice, Agency, and Activation

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What metaphor best describes your Educational Journey?

Educational Journey

Scenic Route

Congested

Extended Vacation

Stop & Go

Bumpy Road

Stop Signs

Guided Tour

Iditarod Race

Smooth Sailing

No Traffic

Red Lights

Green Lights

Yellow Light

Uphill

Delayed Flight

Train Wreck

Sinking Ship

Hang Gliding

Caution: Steep Grade Next 5 Miles

Adventure Tour

Foggy

Foggy, But Clearing

Detour

Searching

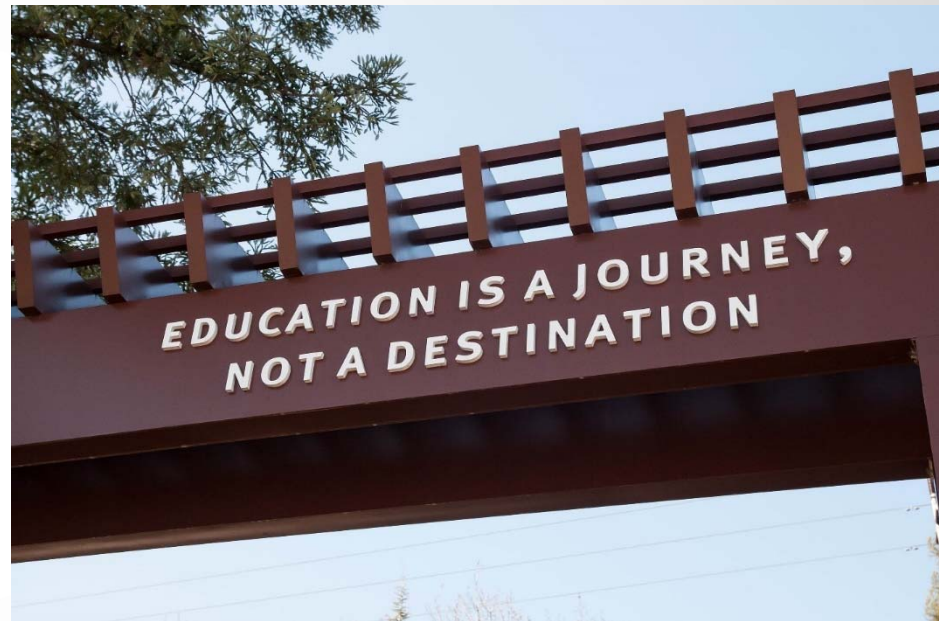Rolling a Rock Uphill

Stepping Stones

Fly by Night

Endless

Hang Gliding through a Thunderstorm

All of the Above

Turn to someone next to you and discuss why you chose that metaphor (5min)

The Nation's Challenge

9%

Only 9% o
low-income students
complete college

65%

By 2020, 65% of all
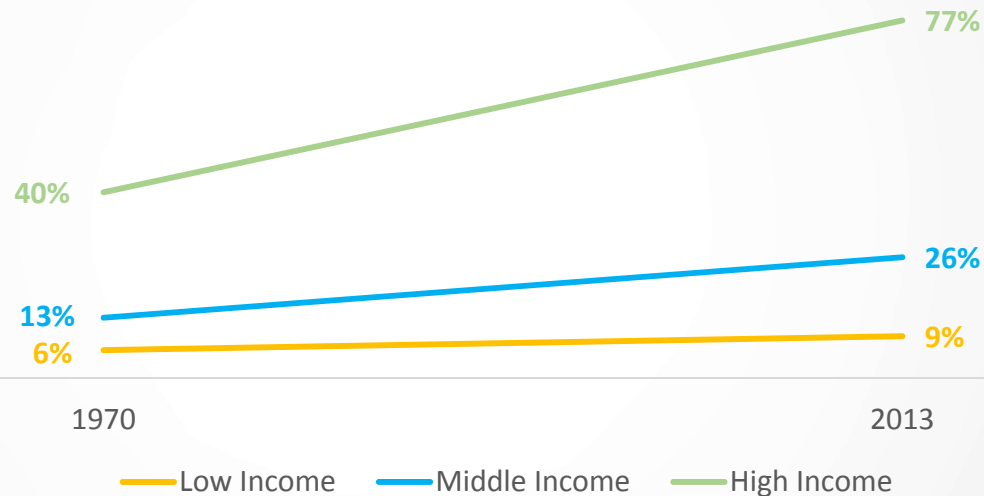jobs will require a
college degree

1M+

College graduates make
more over their lifetime
than people who only
graduated high school

500 to 1

Average
student-to counselor
ratio

While 62% of Low-Income Students Enroll, only 9% Complete College by Age 24

77%

40%

26%

13%

9%

6%

1970

2013

Low Income   Middle Income   High Income

Cahalan, M, & Perna, L. (2015). *Indicators of Higher Education Equity – 45 Year Trend Report.*
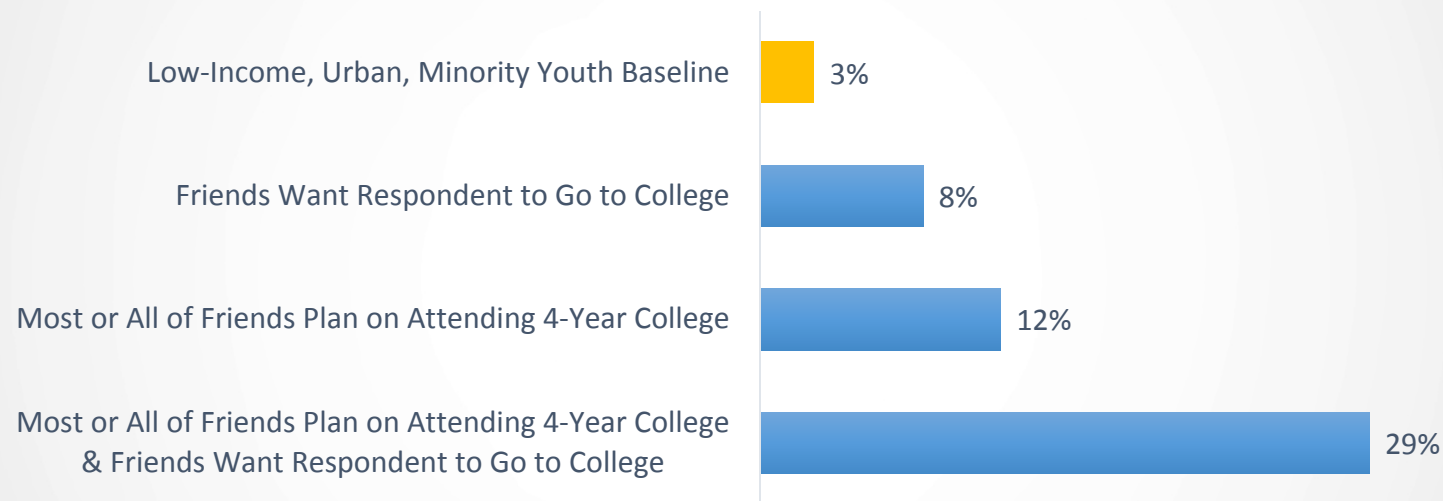
Barriers to Success

With a partner, discuss:

- What are some of the barriers to a student's success?

- What RESOURCES are available to support these students?

Supply VS. Demand Concept

Peers Influence the Probability of College Enrollment for Low-Income, Minority, Urban Youth

Andrew Sokatch (2006). Peer influences on the college-going decisions of low socioeconomic status urban youth. <u>Education and Urban Society</u>. Abstract: http://eus.sagepub.com/content/39/1/128.abstract

Student Engagement Continuum

Student ACTIVATION

Students commit to leading and serving their communities and hold themselves accountable for the achievement and outcomes of their peers. Students organize themselves to drive measurable culture change in their schools and communities.

Student AGENCY

Students own their individual learning process and believe in their personal efficacy. They seek out experiences and resources to better themselves or achieve their goals, and are willing to take risks in doing so. They model what it looks like to learn and grow and achieve.

Student VOICE

Students have a seat at the table. We encourage self-advocacy by giving them time and space to be heard. We seek and incorporate their input as we make program or resource decisions. We ask their permission before we give them coaching or feedback. .

Do You <u>REALLY</u> Believe in Student-Driven Change?

Do you believe students can...

- Use their influence to place their friends and classmates on the road to a better life?

- Create and organize initiatives in their schools and communities, hold themselves accountable for the achievement of their peers?

- Take ownership of driving culture change?

Creating a Movement: The Story of Now

WITH A PARTNER:

• What can we do as a community to structure this? How do we allow our students to create a movement to address the barriers/challenges we discussed earlier?

• Identify THREE actions you will take to increase/strengthen student activation in your communities

We Believe in Student-Driven Change

Boston Students Create a Student Rights App

Tim Spicer-College Summit Alumni, Morehouse graduate, introduced the President of the United States, accepted to the Graduate School of Education and Human Development at The George Washington University, and current CS staff member

Baltimore Students Protest PARCC

Conclusion/Q&A

Thank you!