

# FutureMakers Regional Student Voice Report 2018

*Summer 2018*

## Executive Summary

The FutureMakers Coalition is a regional initiative and partnership in Southwest Florida (Charlotte, Collier, Glades, Hendry, Lee counties) with the goal to transform the workforce by increasing the number of college degrees, certificates or high-quality credentials to 55% by 2025.

Based off the 2016 and 2017 FutureMakers Coalition Regional Student Summits, the Coalition's Student Voice or Student Summit mini-team worked together to implement the third annual Student Summit in spring 2018. The 2018 Student Summit included County Summits and a Regional Summit. This approach ensured that many students could be engaged in the process, heard from, and left activated for change. Here are the objectives of the student summit process.

1. Understand education and career aspirations and challenges from the student perspective.
2. Share that information with the FutureMakers Coalition and the regional Southwest Florida community.

This report focuses on the knowledge shared during the FutureMakers Regional Student Summit. In addition to learning about general student challenges and desired changes, students were asked to reflect on data demonstrating equity gaps for students of color and student teacher interactions. Lessons from the 2018 FutureMakers Regional Student Summit include:

### Lessons and recommendations based on student perspective

Lessons from the FutureMakers 2018 Student Summit process include:

- Students overall have a generally positive view of their community.
- Students worry about the violence around them.
- Time management and workload are the biggest challenge.
- Students believe increased personal responsibility will help them reach their goals and make the changes in their community.
- Students trust themselves to make the changes they want to see in their community and schools, but also look to schools.
- **Students see being perceived as a “bad kid” leading to more frequent discipline.**
- More career path information and support necessary for students to make the best choice.
- Culture and family issue are challenges related to achievement gaps.
- Students have a basic understanding of local workforce needs.
- Students seek respect and support from teachers and dislike favoritism.

Recommendations for action offered to the FutureMakers Coalition are:

- 1) Examine high school policies and practices on teacher-student engagement and student discipline, particularly as they relate to students of color and favoritism.
- 2) Look at ways to introduce information about career and education paths to students early on in their schooling.
- 3) Engage schools and teachers for policy and practice enhancements and to support student-centered change.
- 4) Test ideas that support student motivation toward graduation and support the positive **development of a student's sense of self** and personal responsibility.
- 5) Test ideas that help students navigate negative peer influences and work to avoid and cope with violence in the community.

## Introduction

The FutureMakers Coalition is a regional initiative and partnership in Southwest Florida (Charlotte, Collier, Glades, Hendry, Lee counties) with the goal to transform the workforce by increasing the number of college degrees, certificates or high-quality credentials to 55% by 2025.

Based off the 2016 and 2017 FutureMakers Student Summits, the Coalition's **Student Voice** or Student Summit mini-team worked together to implement the third annual Student Summit in spring 2018. The 2018 Student Summit included county summits in Collier, Lee, Hendry, and Charlotte and a Regional Summit including students from Charlotte, Collier, Hendry, and Lee. Due to circumstances in Glades County, no students from there were able to participate. However, in addition to county partners in Lee and Collier that had participated in the first two summits, four new participating organizations joined this year – Gulf Coast Partnerships and the Academy in Charlotte County, Clewiston Christian School in Hendry County, I Will Mentorship Foundation in Lee County, and Big Brother, Big Sisters in Lee County. This approach ensured that many students could be engaged in the process, heard from, and left activated for change.

At the foundation of the FutureMakers Student Summit is the belief that it is necessary to engage and involve students as context experts in the progression of the work of the FutureMakers Coalition. The team set out to 1) understand educational and career aspirations and challenges from their perspective, 2) share that information with FutureMakers partners, and 3) develop student leaders to participate in the FutureMakers Coalition.

The FutureMakers Student Summit process was collaboratively designed by a group of FutureMakers Coalition partners, including Kelly Thawley from the Foundation for Lee Public Schools, Jessica Manchette from Champions for Learning, Noemi Perez of the Immokalee Foundation, Cynthia De Las Salas of the Clewiston Christian School, Angela Hogan of Gulf Coast Partnerships, Kim Amontree of the Charlotte County School Board, Ashley Maher from the Charlotte Community Foundation, Susan Alexander and Marianne Weiss of Big Brothers, Big Sisters of the Suncoast, and Jesse Bryson of I Will Mentorships Foundation. The project team reviewed the summit proposal, refining it and planning for implementation of the project.

The team decided to have each partner hold local summits where time and staff capacity allowed to hear from a variety of students in their area. These events provide an entry point for identifying student leaders to participate in the regional summit. Each organization providing data from a local summit received a tailored report with their data to share with students and decision-makers.

The regional student summit was then planned for the spring of 2018 by FutureMakers Coalition backbone organization, the Southwest Florida Community Foundation. After a brief introduction to the FutureMakers Coalition and the process for the Summit, participants moved through a series of interactive stations.

The stations included the data gallery walk (Bowman, 2005), focusing on equity gaps faced by students of color and the local workforce. During the gallery walk, students were asked to review charts that demonstrate equity gaps and comment via sticky note and discuss ideas with a facilitator. Students also participated in graphically facilitated discussions on challenges and desired change in education and career planning, as well as on issues with student motivation and student-teacher relations. Students also participated in a Free Application for Federal Student Aid

(FAFSA) trivia session, Real Stories contest<sup>1</sup>, and personal videos during the summit, but no data was gathered from those activities. The results of the stations and activities are discussed later in this report.

This event brought together select student leaders to participate in discussions on the challenges and desired change in education and career planning, connect with one another, and gain insight on student experiences related to equity gaps. Forty-four students participated in the FutureMakers Regional Student Summit this year, more than double the number of students in comparison to 2017, helping to bring out more student voices.

### *Research design*

This research has been undertaken as an investment in understanding communities around Southwest Florida to assist nonprofits, agencies, and regional leaders in developing programs, projects, and initiatives linked to the collective impact (Kania & Kramer, 2011) desired through the FutureMakers Coalition. It helps guide change agencies by helping to provide some **information to lay the context of the community, helping to “take stock” consistent with the Getting to Outcomes (GTO) design model** (Wiseman, et al., 2007).

Collective impact is a way to organize around causes and goals to cultivate regional change for the common good. It is a way of moving the needle on regional causes and creating change consistent with the vision of the **community. In fact, “the success of collective impact** depends on genuine ownership by the larger community that starts with placing a value, not only on expert knowledge, but also on public knowledge that comes only from authentically engaging the community (Harwood, 2014).” Therefore, acknowledging and tapping into the knowledge that students have can be a benefit to the success of the FutureMakers Coalition and its related initiatives.

These student summits were developed to be consistent with principles of participatory action research (Heron & Reason, 2006; Small, 1995). Each summit was conducted using a question guide that was developed based on suggestions for community engagement for collective impact **from Richard Hardwood’s 2014 work for the Collective Impact Forum “Putting Community in Collective Impact.” The question guide can be found in Table 1.**

The question guide includes the basic community question set and education challenge and change questions that have been used the past two years of the FutureMakers Student Summit process. New this year, based on the suggestion of project design team because it is aligned with **their school district’s strategic goals** and focus area, a question on student discipline was added to further probe into that issue.

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<sup>1</sup> Real Stories are submissions of stories from people in the Southwest Florida community about their experience with the FutureMakers Coalition and in the cradle-to-career pipeline. Real Stories can be found on the FutureMakers Coalition website at <http://www.futuremakerscoalition.com/real-stories/>.

Table 1 -Community Collective Impact Question Guide

	Question	Rationale
1	What story do you tell about our community?	Identify positive/negative community narratives
2	<b>What's going on in your community?</b>	Identify community context – issues/situations/conditions/assets that are not obvious to outsiders
3	What challenges do you face in your daily life?	Better understand the challenges people face in moving toward their aspirations; how people experience those challenges in their daily lives
4	What needs to change to make these challenges less difficult? (also <b>referenced “ideal community”</b> )	<b>Articulate community's aspirations; identify community level outcomes</b>
5	Who do you trust to make these changes?	Gauge enabling environment for program development/effectiveness
6	What role would you want to play in this change?	Engage group to become active; develop belief in collective impact potential
7	What types of student discipline do you see? Are some students disciplined more than others?	Learn student perspective on discipline and those that may be disproportionately affected
8	What challenges do you face in planning your future education/career?	Better understand the challenges students face in moving toward their aspirations, specifically around higher education/careers
9	What changes need to be made to make it easier to pursue your education/career goals?	Articulate potential intervention points to improve student outcomes

Questions were asked to the group verbatim and additional follow-up questions, clarifications, and age-based modifications were made so answers reflected the true intention of the question (based on qualitative data gathering approaches outlined in (Patton, 2002)). Participants discussed the questions and answers amongst themselves and with question facilitators, reporting on them in shared posters and sticky notes. This data was then shared with the FutureMakers Coalition backbone organization for inclusion in the analysis in this report.

### 2018 FutureMakers Regional Student Summit

The regional summit builds upon the foundation of work that done to capture the student voice at the local level, allowing local FutureMakers partners to identify where local challenges or opportunities exist at the regional level and warrant collaboration to improve the system and support students to meet our shared goal of increased post-secondary attainment. The overall design of the summit was vetted by the FutureMakers Coalition project partners. After a brief introduction to the FutureMakers Coalition and the process of the summit, participants moved through a series of interactive stations. The stations included the data gallery walk and graphically facilitated discussions on challenges and desired change in education and career planning and student-teacher interactions. Participants also responded to the questions individually via sticky notes. The results of the stations and activities are discussed later in this section.

Each local summit convener was asked to send student participants to the FutureMakers Coalition Regional Student Summit. Participants were selected by the project team based on the following principles:

- Inclusion of participants from as many schools as possible;
- Inclusion of participants from an array of cultural and economic background, and diversity in ability, focusing on early high school grades; and
- Number of participants is relative to the relative the capacity of county partners to gather and transport the students to the event and are as inclusive and representative as possible.

The regional summit was held after school on May 7, 2018 at Hodges University in Fort Myers and was coordinated by the backbone organization, Southwest Florida Community Foundation, for the FutureMakers Coalition. Forty-four students from across Southwest Florida and 10 volunteer guides and facilitators from across the region participated in the Summit.

Figure 1 shows the participation of the FutureMakers Coalition Regional Student Summit broken down by county. Lee County had the most student participants, as to be expected given its relative size in the region. Charlotte County and Collier County had good representation and Hendry County had excellent representation given that it is one of the smallest counties in the region. Glades is not represented here because they were not able to participate in the student summit process this year due to the constrained timeframe.

*Figure 1 – FutureMakers Coalition Regional Student Summit participation by county*

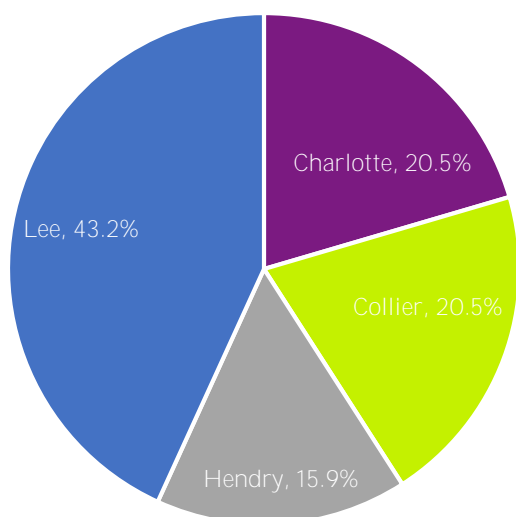
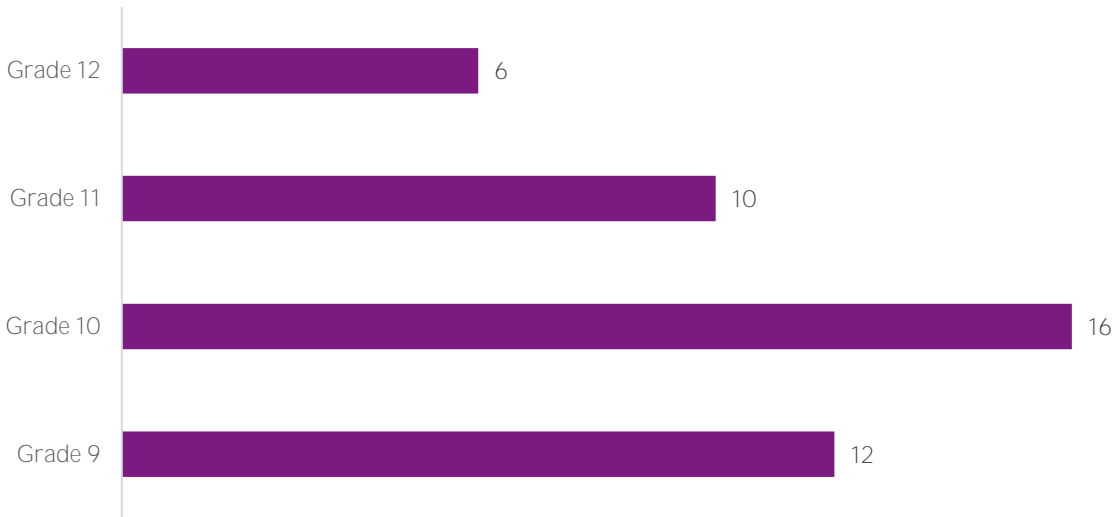


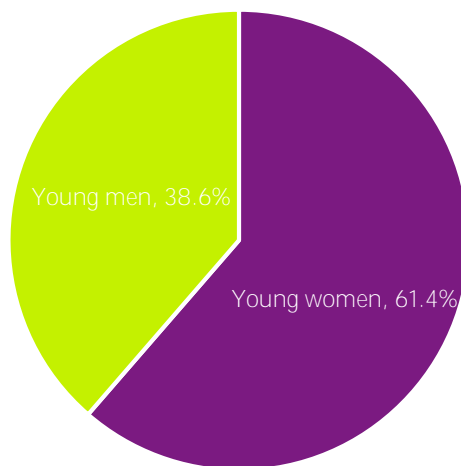
Figure 2 shows the breakdown of the regional summit by grade. The majority of the students, 64%, were early high school grade. This is consistent with the target for effectiveness as established by the project team.

*Figure 2 - FutureMakers Coalition Regional Student Summit participation by grade*



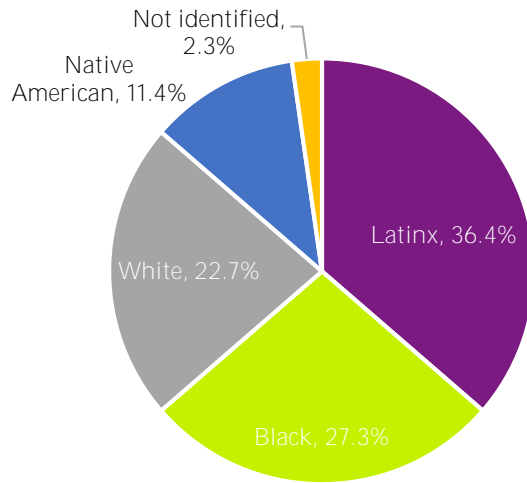
Girls were also well represented at the FutureMakers Coalition Regional Student Summit, as most participants, 61%, were young women.

*Figure 3 – FutureMakers Coalition Regional Student Summit participation by gender*



Latinx and Black (African American and Caribbean descent) students were well represented at the Summit, comprising 64% of participants. This bodes well for engaging the youth involved in the demographic shifts in the region, as well as from traditionally underserved communities. The next graph shows the demographic breakdown of Summit participants.

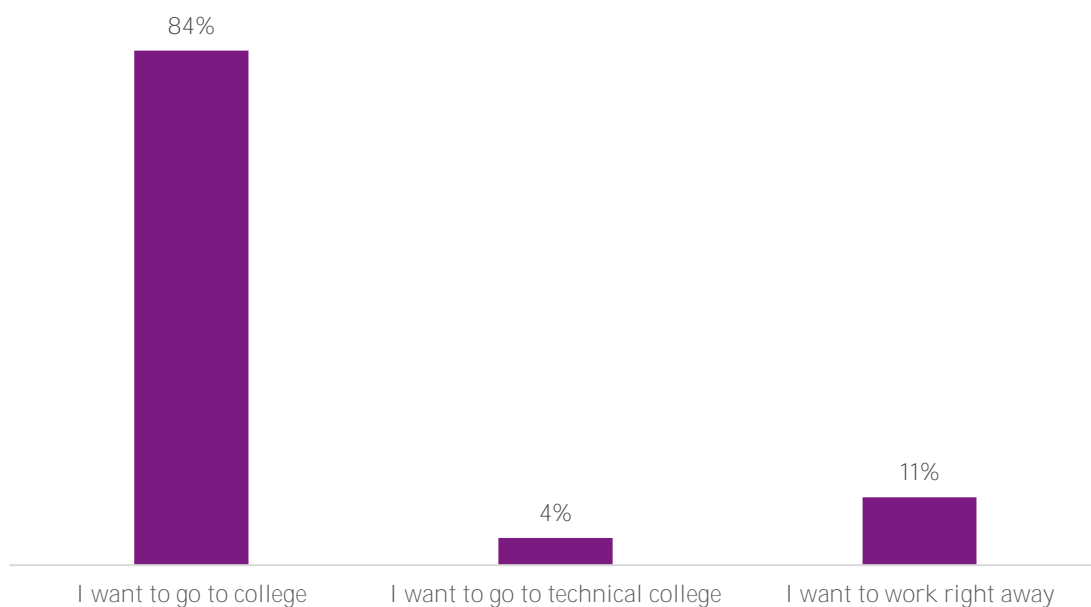
Figure 4 – FutureMakers Coalition Regional Student Summit participation by race/ethnicity





Fifty percent of participants in the FutureMakers Coalition Regional Student Summit are first generation post-secondary education hopefuls. Students were also asked to report on their desired next steps after high school. Eighty-four percent of students stated that they want to go to college, as shown in Figure 5.

*Figure 5 - Students reporting on desired next steps after high school*

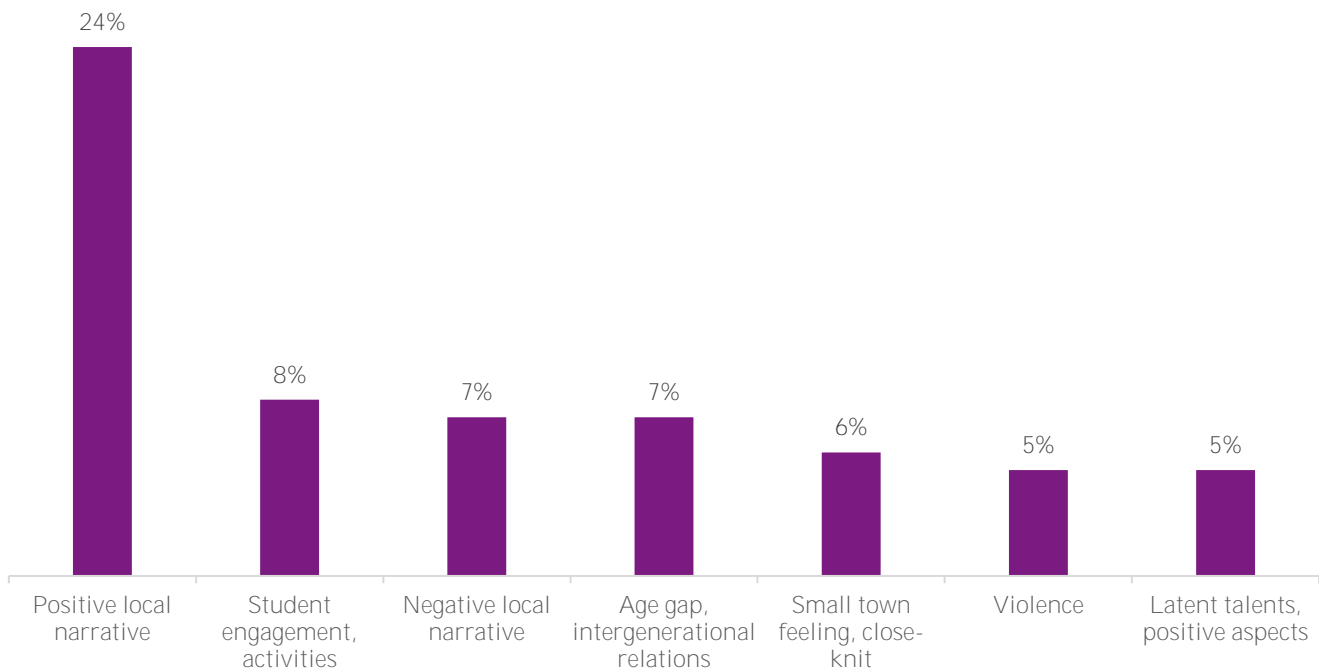


### *Responses to the Collective Impact Questions*

Students discussed the collective impact questions found in Table 1 through their local summits and during the graphic facilitation discussion and banner installation during the regional summit. Facilitators for the questions helped lead students through discussions to help reveal their true perspective on pressing issues and challenges in our community and with education. The responses were categorized and coded into positive and negative responses, as well as for some prominent ideas that could not easily be coded as positive or negative.

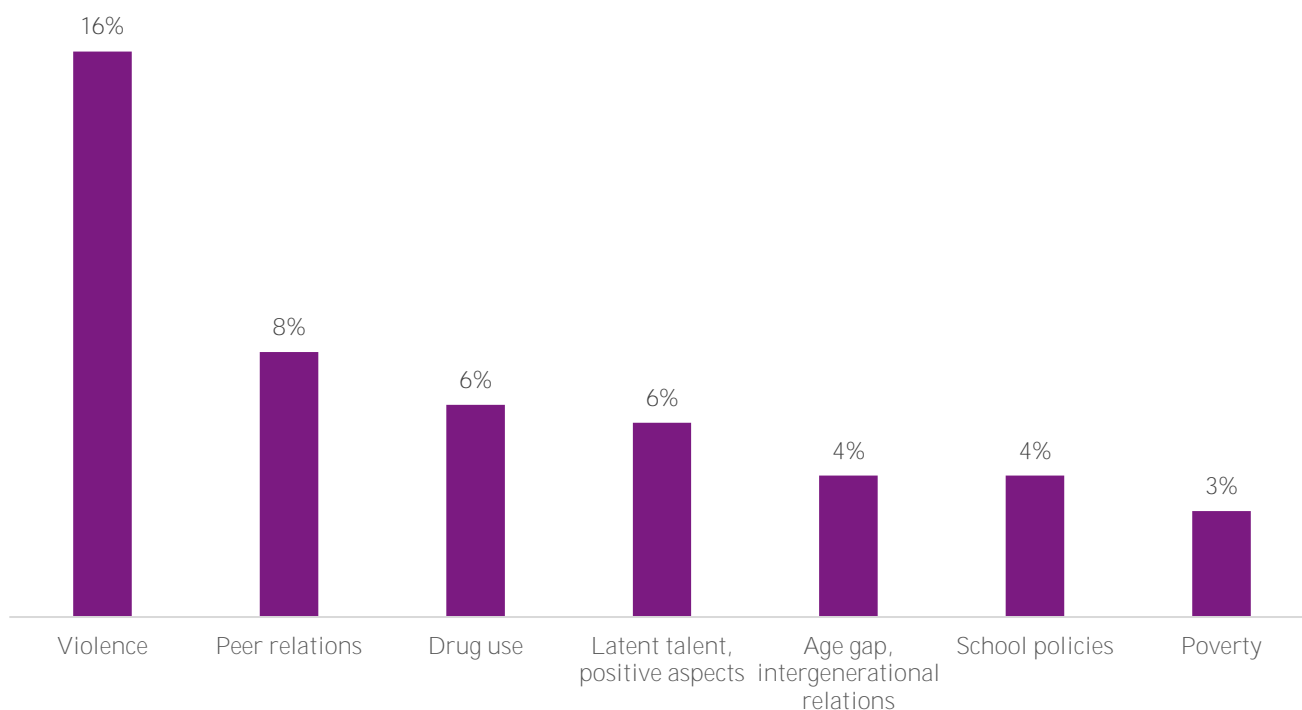
The first question was “**What story do you tell about your community?**” This question serves to understand the way people view their community, as well as to define their community frame for the rest of the questions. Themes are demonstrated in Figure 6. Overall, students have a positive view on their community with 24% of all the responses to this question being positive and additional reflections on student activities, close feelings, and talents.

Figure 6 – Most common responses for “what story do you tell?”



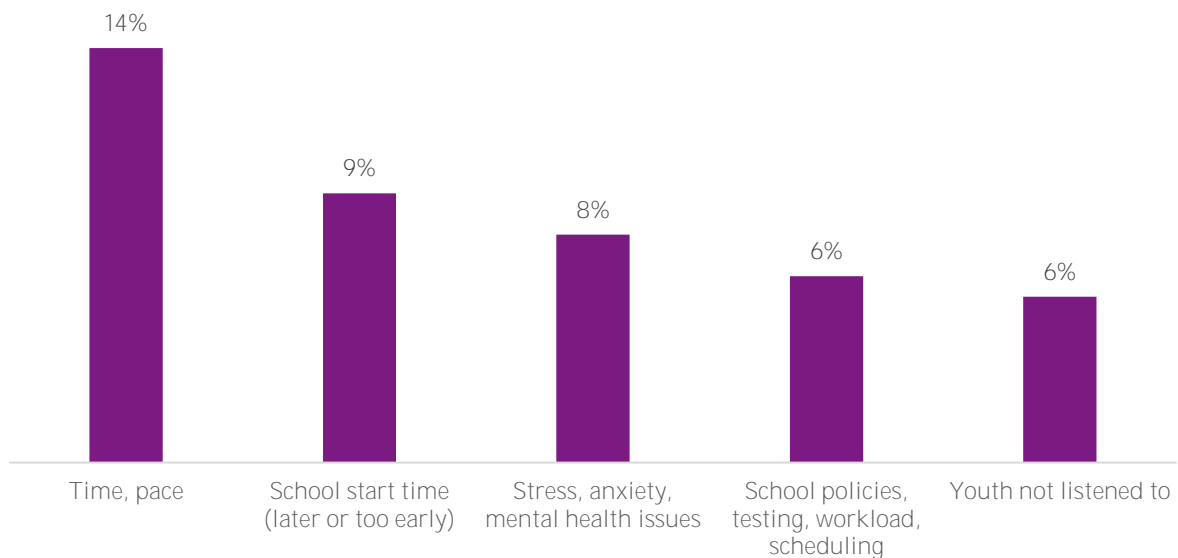
The second question, “what’s going on?” looks to uncover what is really going on in students’ communities. Figure 7 shows the most often discussed areas by students in the summit process. Students most frequently discussed violence in their community. Students voiced concern about guns, drugs, rape, and their safety in their neighborhoods and at school. This theme was more than twice as frequently discussed than any other prominent topic. Students also want people to know they have talents and value, **one student noted, “We don’t all want to be grouped together. We don’t all EAT tide pods!”**

Figure 7 - Top response areas for “What’s going on?”



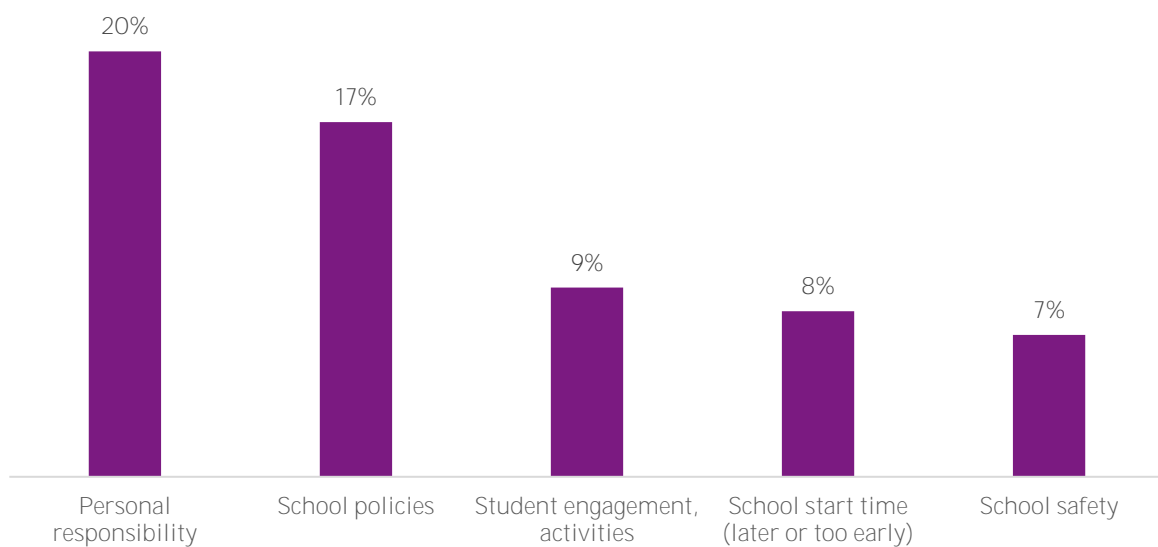
Question three looks at the challenges students face in their life, both in school and outside of school. Figure 8 shows the top response areas on challenges for the students and their community. Time management, workload, and pace were the top challenge for students. This issue is also related to the next three most frequent areas of discussion, early school start time, stress, and school policies. **As one student put it,** “Every day I face the challenge of balancing my academics, sports, AVID, job, and family. I’m sort of a perfectionist and I push myself to my breaking point”.

*Figure 8 - Top response areas on challenges*



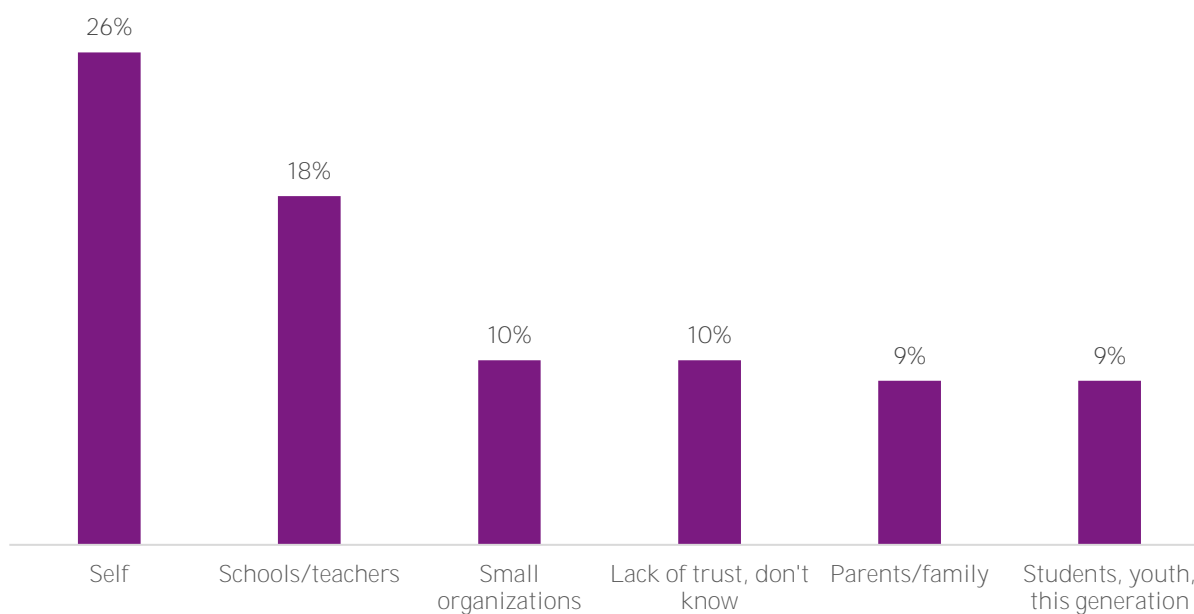
Question four asks about desired changes. Figure 9 shows the areas of top responses around desired change in response to their challenges. Students reflected most on how they can personally deal with their challenges (personal responsibility), which is in alignment with time management being a challenge. Students also discussed their desire to see shift in school policies, especially teaching more on topics related to real life and career paths, as well as more student activities and later start times. Specifically related to student support, one student said, **“counselors don’t have time and are too busy doing other things than actually working with students.”**

*Figure 9 - Top responses on desired change*



Question five asks about those that students trust to make their desired changes. Students first look to themselves to make the changes they want to see. One student said, “we ourselves are **responsible to step up and be the voice that creates change because if we don’t then who will.**” This year, students increasingly began to note that it was their generation who they trust to make changes. When they begin to look outward for assistance, they trust schools and teachers, small organizations, and family to make their desired changes. **A notable portion of students don’t know** who to trust to make the changes they want to see.

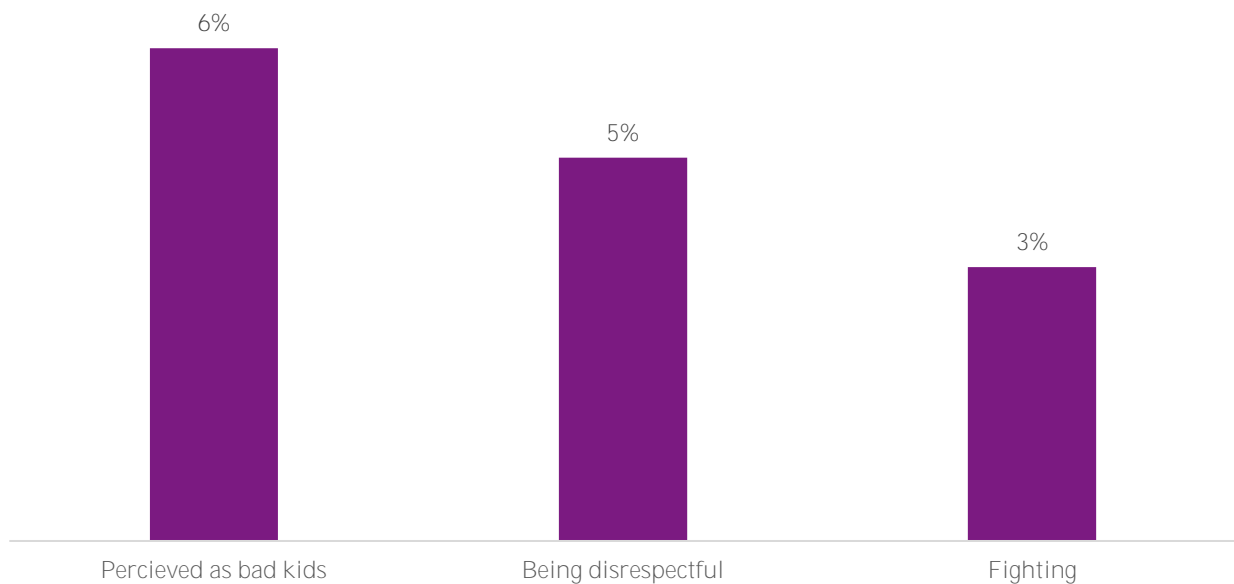
*Figure 10 - Who students trust for change*



Question six **reflects on the students’ willingness to activate to make the changes they want to see.** Ninety percent of student participants said they want to take an engaged role in making their desired changes. Supporting this notion one student said, “I want to be more of an activist in my community by being a part of more community programs, speaking up about the daily struggles of a typical black teen, and discussing the issues of gun violence not only in our school but our community.”

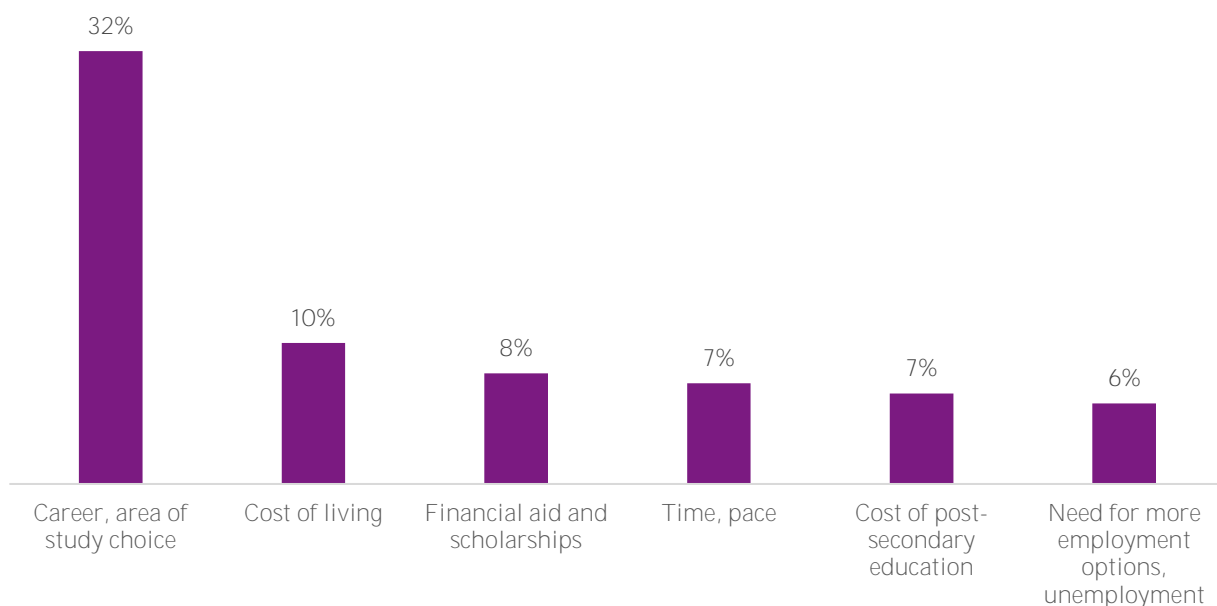
Question seven is a new addition to the collective impact question set that was suggested by the project team based on information desired by their local partners. The question is “What types of student discipline do you see? Are some students disciplined more than others?” In response, 84.3% of answering students stated that yes, some students are disciplined more than others. To **highlight this further, one student noted**, “Yes, but the problem with that is you sent them to have that mindset where they are bad and they will continue to be bad. Then they become the same kids that are getting punished.” **Students reported that** ISS (in school suspension) most common, followed by detention, referral, and OSS (out of school suspension). Many students reported that they thought the current discipline process was ineffective. Figure 11 shows the top reported reasons students are disciplined in their schools. The most often cited reason was that the students were perceived as bad kids.

*Figure 11 - Top reported reasons students are disciplined*



The next question focused the conversation on education, “What challenges do you face in planning your future education/career?” **Overwhelmingly, the students’ conversation focused on challenges related to career and area of study choices, including majors and technical training options. As one student puts it, their challenge is “knowing what programs are great for your career.”** Figure 12 shows the other frequently discussed education and career challenges discussed by students.

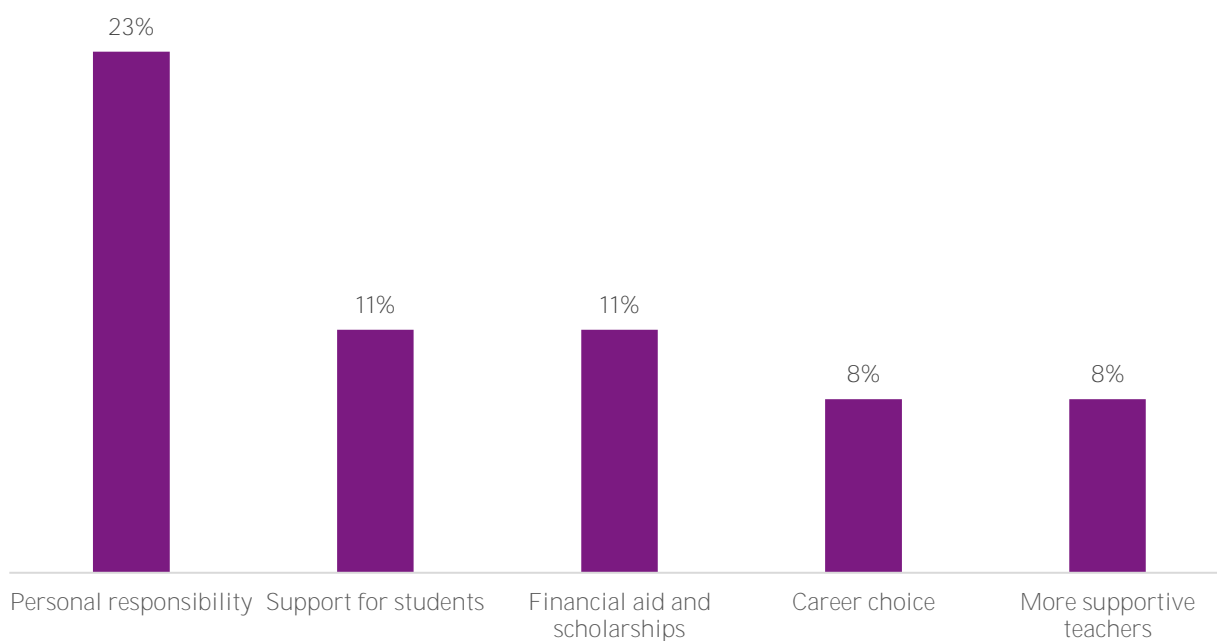
*Figure 12 - Top reported challenges in planning future career, education*





The final question in the collective impact question set is “What changes need to be made to make it easier to pursue your education/career goals?” **This question explores the changes students hope to see in order to meet their education and career goals.** Most frequently, students cited that personal responsibility is necessary to overcome challenges on their career path. This is illustrated by the following student’s **desire**: “To have people by my side that will motivate and change my mindset for good.” Additionally, students would like more support generally and from teachers, and guidance on financial aid, scholarships, and career choices.

*Figure 13 - Top responses on overcoming education, career challenges*



### *Facilitated discussions and graphic recordings*

Aside from the gallery walk and the interactive question set, students cycled through two graphically facilitated discussions. In each discussion, students were seated in a circle and focused on a guiding question with discussion lead by a trained facilitator. Simultaneously, a trained graphic recorder was in the front of the room capturing **the group’s discussion visually. This was done to help the students track their discussion, as well as to have a way to record and understand the discussion trends.** One graphic facilitation session focused in on the education-related questions – **“What challenges do you face in planning your education and career?”** and **“What can be changed to help you overcome challenges in planning your education and career?”** The other graphically facilitated discussion focused on student-teacher interactions. Each graphic recording was coded to find the discussion trends in each of these areas.

Figure 14 shows one of the graphic recordings, created by artist Red Rohl, from the facilitated discussion on education and career challenges. It demonstrates the issues students have getting information to get on the right path to their future career.

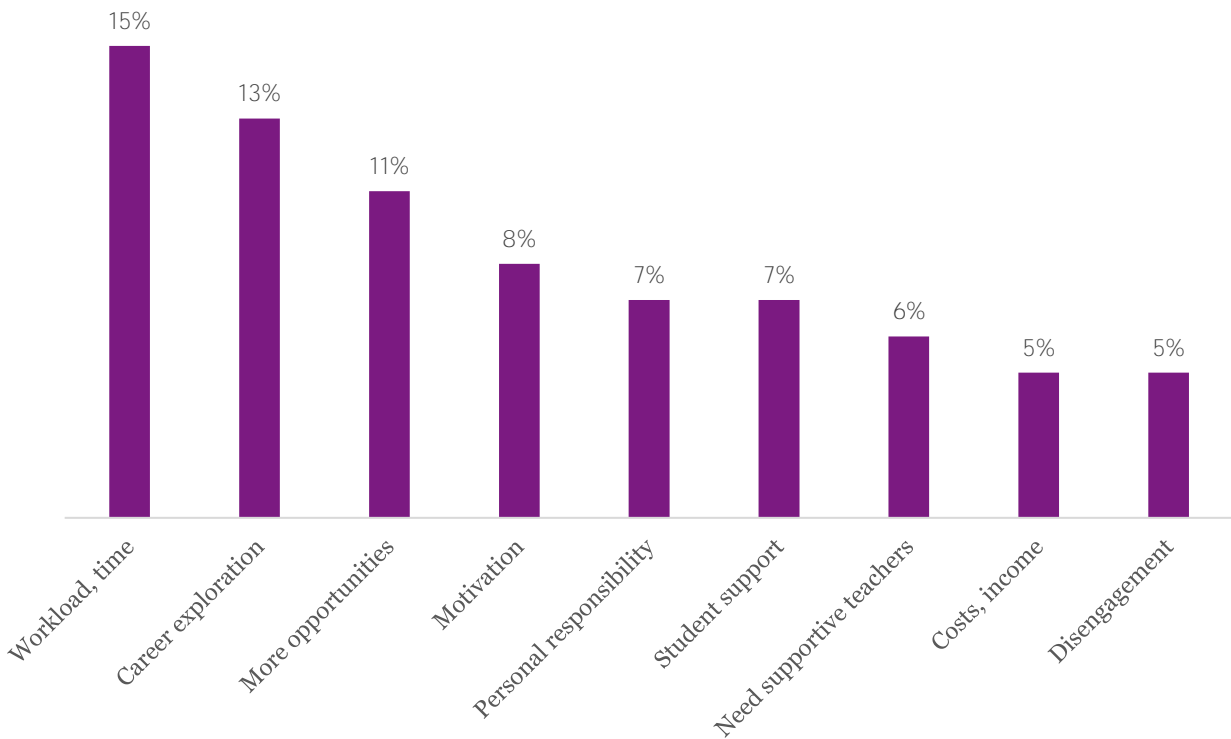
Figure 14 - Graphic recording of student discussion on education challenges



Artist: Red Rohl

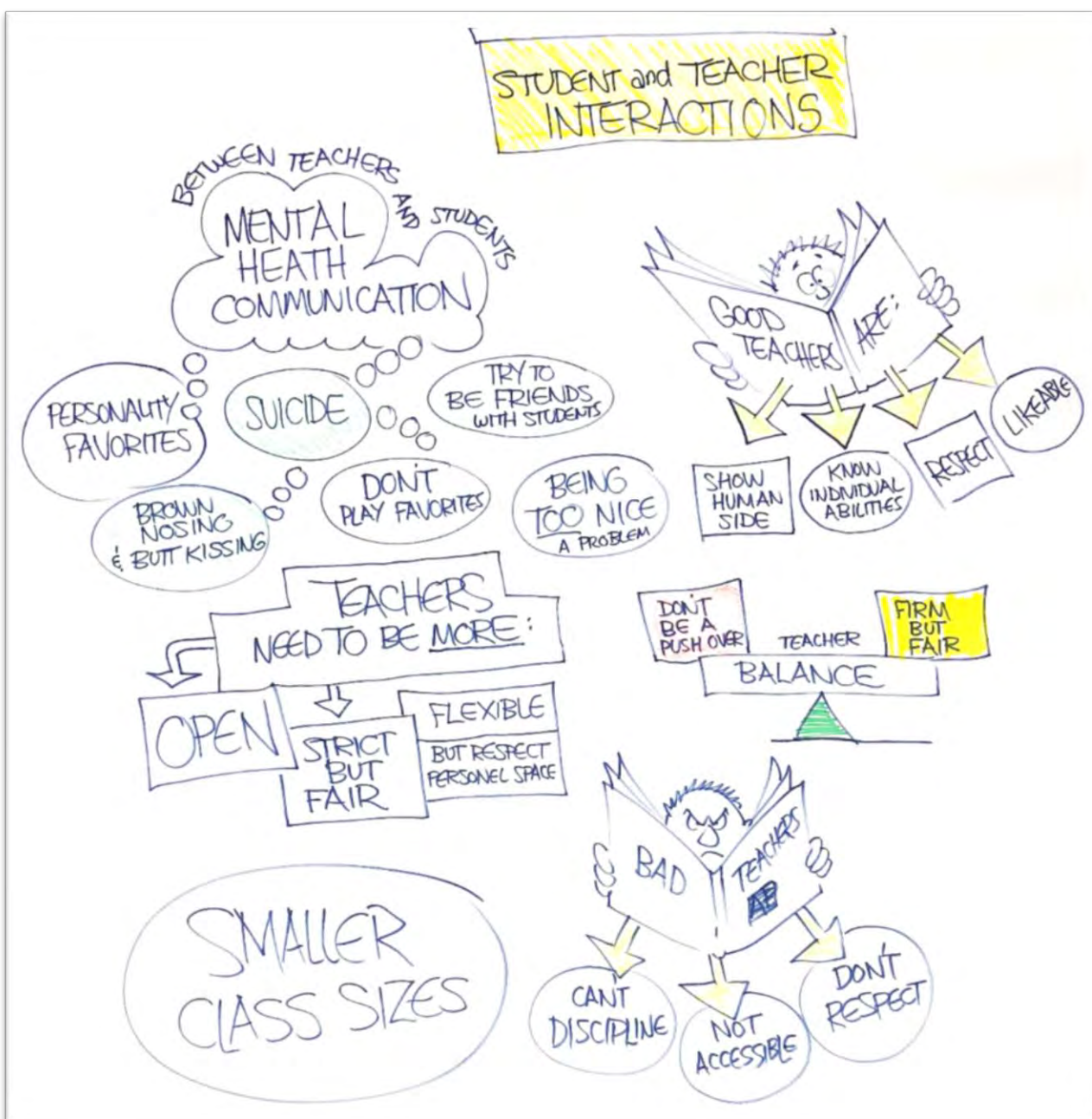
Figure 15 shows trends in the coded responses that students had when discussing education challenges. The top concerns were their current workload and time management, followed closely by career exploration opportunities and information on career paths.

*Figure 15 - Topic trends in education and career challenges discussion*



Another graphically facilitated discussion during the regional summit focused on student and teacher interactions. Figure 16 shows one of the graphic recordings from this discussion done by local cartoonist Doug MacGregor. It shows what students think make a good teacher and a bad teacher.

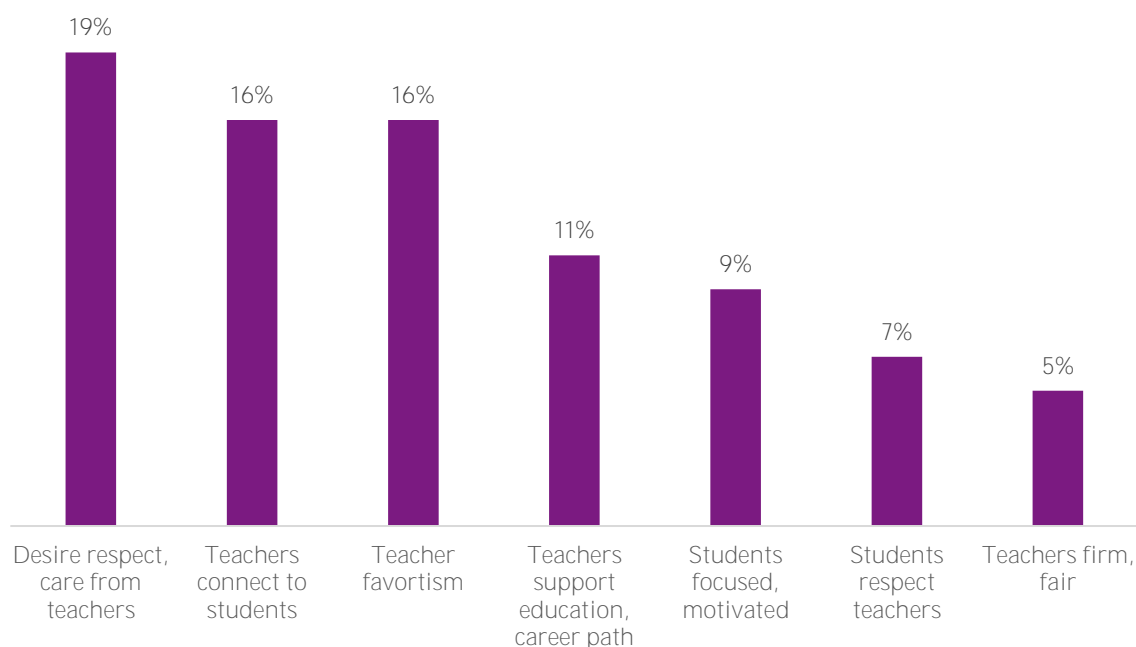
Figure 16 - Graphic recording from education and career changes discussion



Artist: Doug MacGregor

Figure 17 looks at discussion trends when the regional summit participants were asked about teacher and student interactions. Students want respect, care, and better connections with teachers. Another common theme was teacher favoritism in class and how it negatively affects those who are not favorites. Favoritism of athletes, between teachers and students similar to them (gender, race, ethnicity), and toward the largest group (race, ethnicity) in the class was discussed.

*Figure 17 - Topic trends in student-teacher interactions discussion*

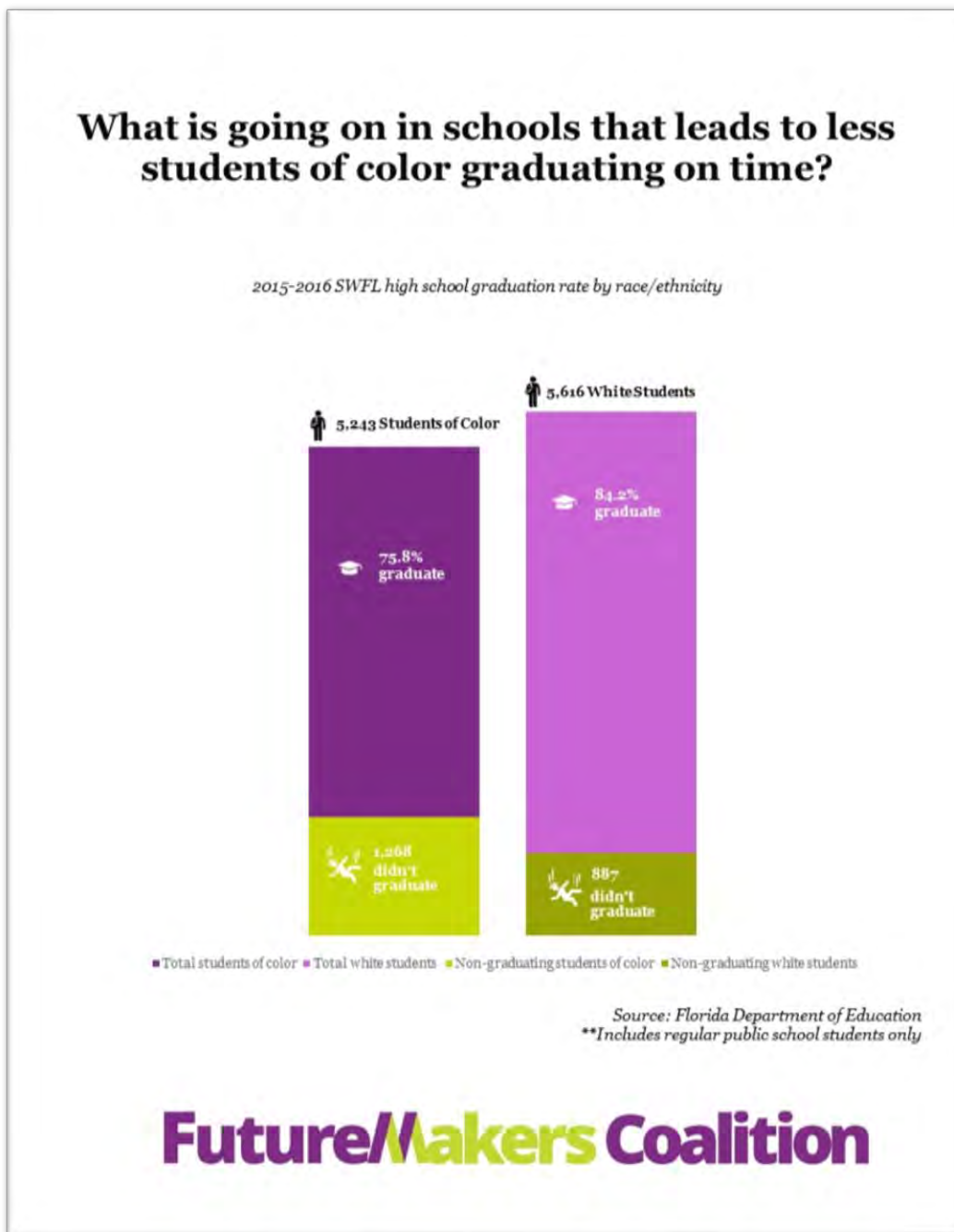


#### *Data gallery walk and interactive banner questions*

Students participated in data gallery walk (Bowman, 2005), a series of displayed posters with charts based on regionally calculated data and replied to prompt questions as part of a facilitated **discussion in what this year was dubbed “The Lounge.”** Students worked their way through the two interactive installations then moved on to a sitting area with FAFSA trivia and computer access to submit **their entries to the “Real Stories” contest.**

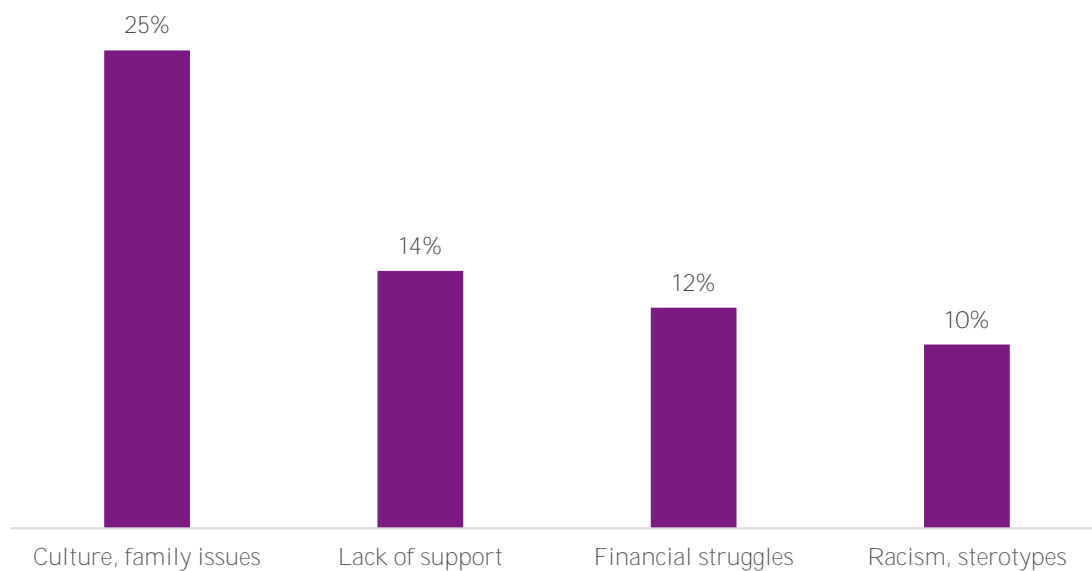
The charts in the data gallery walk focused on achievement gaps in high school graduation, information about the local job market and education pipeline and equity gaps faced by students of color. One poster in the data gallery walk displayed charts demonstrating the equity gap between African American/black and Latinx students versus white students respectively. Students were then asked to reflect on why these gaps might exist and what are the circumstances surrounding the discrepancies. The interactive poster can be seen in Figure 18.

Figure 18 - Equity Gallery Walk poster on race/ethnicity



Some students were surprised to learn of the equity gaps in high school graduation, but many students were prepared to offer insight. When students were asked why such gaps exist they offered the following **responses**, “people give up on us blacks” **and** “financial, family, favoritism – **3 F’s**”. Figure 19 shows the trends in the student responses and reflection on racial/ethnic equity gaps in high school graduation rates. Cultural and family issues were most often discussed as reasons why students think students of color graduate less frequently. Cultural and family issues noted include situations where parents do not emphasize, reward, or support educational success, a lack of stability in home life, and family financial struggles.

*Figure 19 - Top reasons why students think students of color graduate less frequently*





As part of the data gallery walk, students were presented posters on the local job market in comparison to local post-secondary completions. These posters can be seen in Figure 20 and Figure 21.

Figure 20 - Data gallery walk poster on jobs available in SWFL

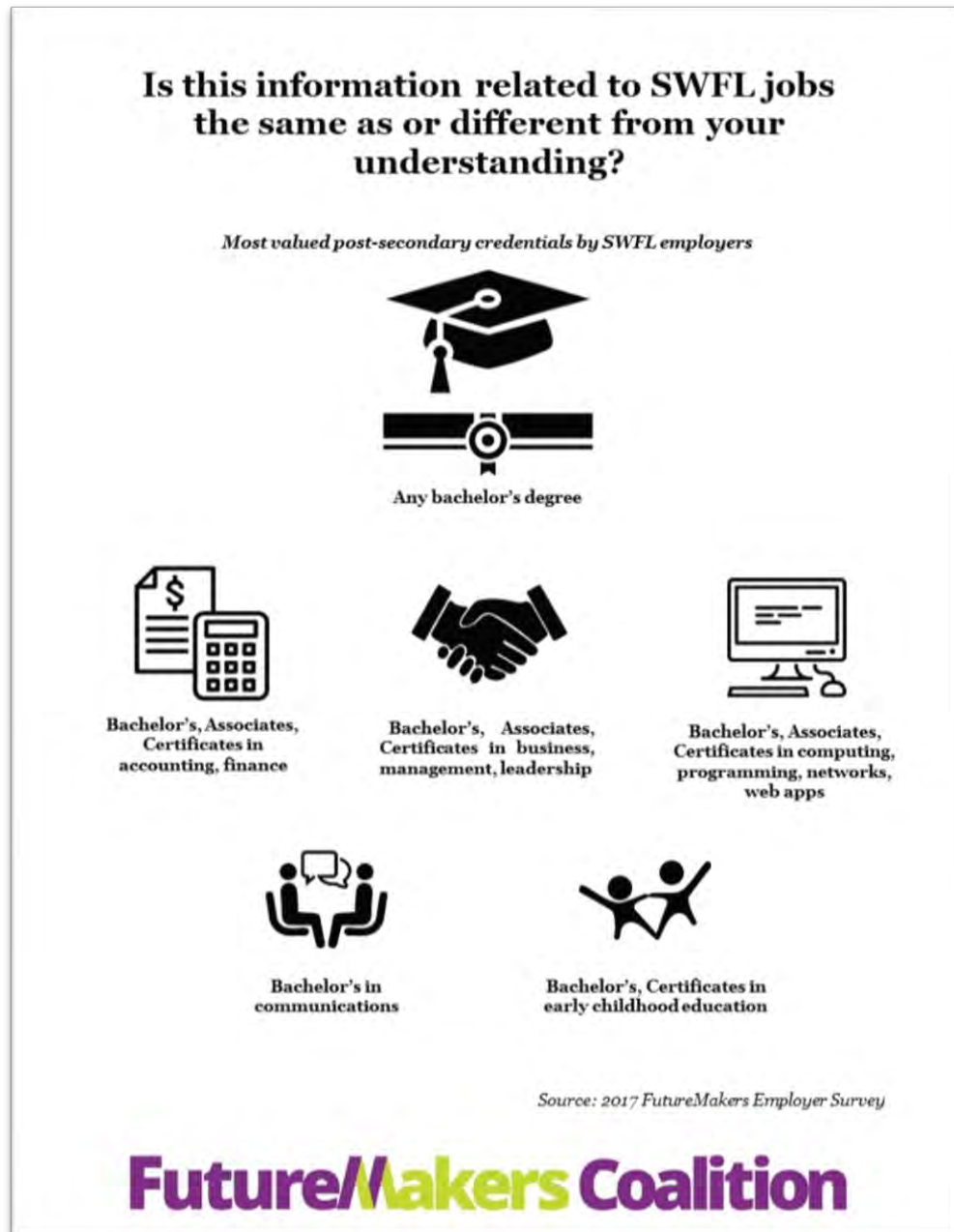


As part of the data gallery walk, students responded to the information on the posters through sticky notes and discussion with a facilitator. Most students felt like the information about jobs is



consistent with their understanding. Their overall sentiment was captured by **the quote** “No, I would rather not spend my life in SWFL anyways, and this is just more reason to move.”

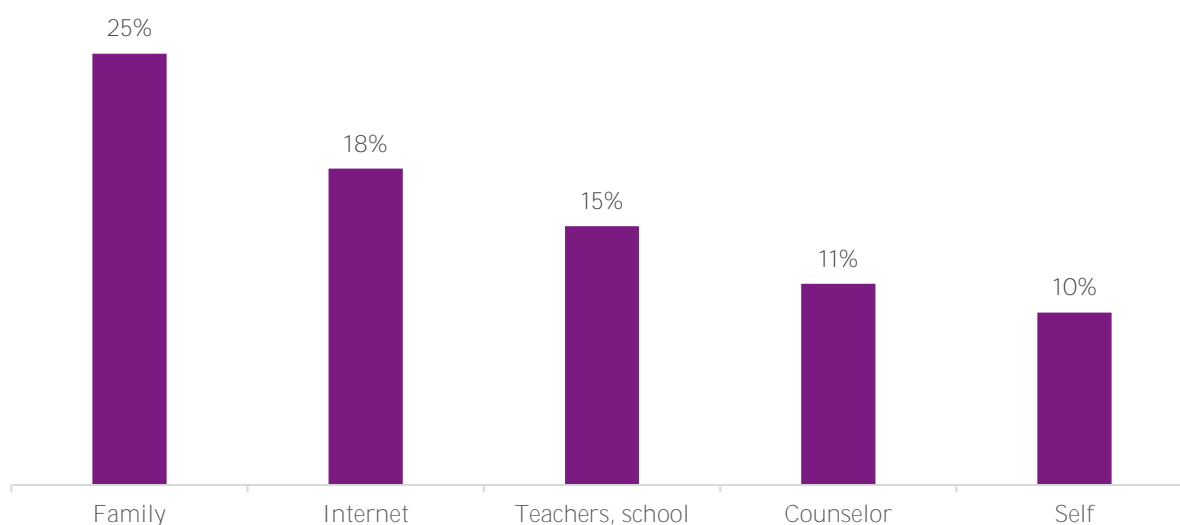
Figure 21 - Data gallery walk poster on most valued post-secondary credentials



After viewing the poster shown in Figure 21, 68.97% of students reported that the information on employer desires around post-secondary education is no different than their current understanding.

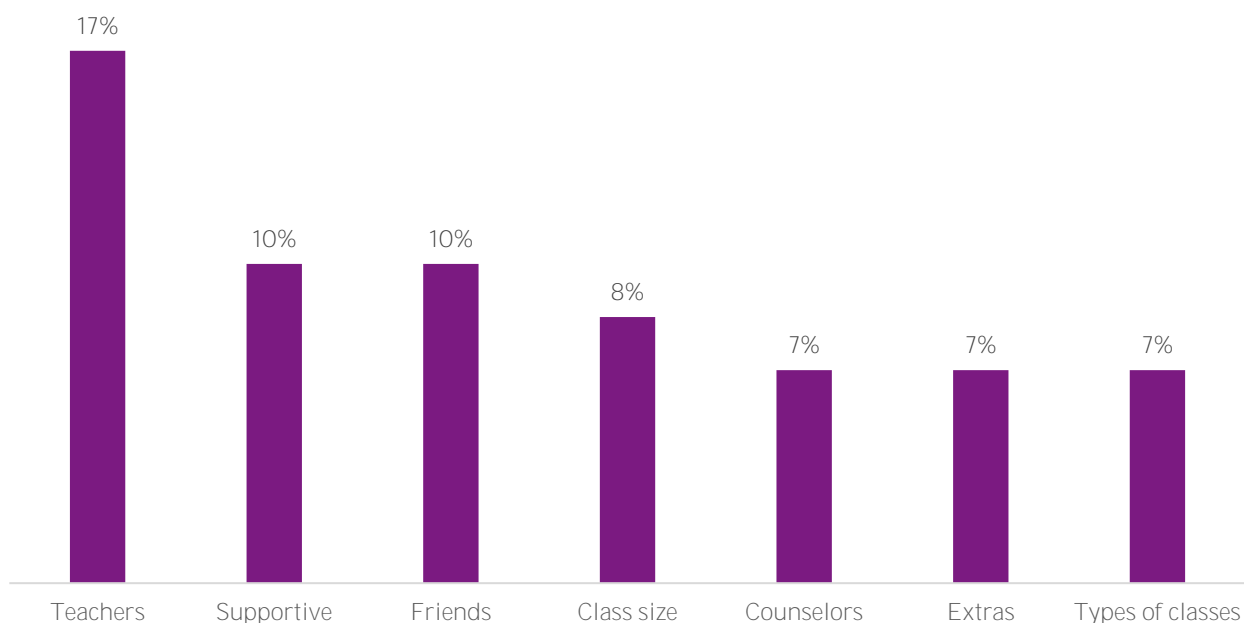
After the data gallery walk, students participated in the interactive question banner. Some of the information from the banner related to the collective impact questions discussed at the local student summits. However, two questions on the interactive banner related to career information and their schools. That information has been analyzed and presented independently in this section. Figure 22 shows the top responses **to the question** “Who do you rely on for information about your future career?” **Students look to their family most often** when think about their career path. Students also rely on the internet and their own interpretations, as well as teachers and counselors.

*Figure 22 - Top responses on where students get information about careers*



Students often had positive things to say about their schools. As part of the interactive banner, **students were asked** “What are the best things about your school?” Teachers were the frequently cited thing that students liked about their school. **As one student puts it**, “The staff actually cares about you. They make you feel like you matter.” The other things students liked best about their school can be found in Figure 23.

*Figure 23 - Top responses about school likes*



## Overview and conclusion

The FutureMakers Coalition values the perspective of students. The collaborative design and implementation of the summit process throughout the region engaged students, listened to them, and highlighted their perspective in the shared work of the coalition. It has been an iterative and interactive process involving several steps of discussion, analysis, and interpretation, by the content experts in the Coalition and the context experts, the students. It was a long process, taking six months, but the results are valuable pieces of information that can guide the work and future activities of the FutureMakers Coalition partners.

The gallery walk helps gauge the student perspective when it comes to unpacking issues related equity gaps in high school on time graduation rates and their understanding of local workforce needs. Students indicate that culture and family issue are challenges related to achievement gaps and that they had a basic understanding of local workforce needs.

The graphically facilitated discussions on education challenges and changes showed that students struggle with workload and time management. When it comes to student-teacher relations, students seek respect and support from teachers and dislike favoritism.

Lessons from the collective impact question set include:

- Students overall have a generally positive view of their community.
- Students worry about the violence around them.
- Time expectations are the biggest challenge.
- Students believe changes they make in their own personal responsibility will help.
- Students trust themselves to make change, but also look to schools.
- Students see **being perceived as a “bad kid”** leading to more frequent discipline.
- More career path information and support necessary for students to make the best choice for themselves.

Based on the student perspective learned through the student summit process, some recommendations for action are offered to the FutureMakers Coalition.

- 1) Examine high school policies and practices on teacher-student engagement and student discipline, particularly as they relate to students of color and favoritism.
- 2) Look at ways to introduce information about career and education paths to students early on in their schooling.
- 3) Engage schools and teachers for policy and practice enhancements and to support student-centered change.
- 4) Test ideas that support student motivation toward graduation and support the positive **development of a student’s sense of self** and personal responsibility.
- 5) Test ideas that help students navigate negative peer influences and work to avoid and cope with violence in the community.

This report represents a piece of dialogue for the FutureMakers Coalition, with perhaps some of the most important stakeholders in the work to increase post-secondary attainment - students. This student summit engages context experts into the FutureMakers Coalition. In addition to the information provided here, the student summit process continues to explore and improve upon a framework and set of tools to guide future community and context expert engagement in the FutureMakers Coalition.<sup>2</sup>

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<sup>2</sup> Research lead bio - Dr. Cindy Banyai is the Evaluation and Design Advisor for the Southwest Florida Community Foundation. **She received her Master’s and Ph.D. from Ritsumeikan Asia Pacific University in Japan** where her research focused on community development, public administration, evaluation, and governance. Her works have been published in peer-reviewed journals such as Rural Society and Asia Pacific World. She also edited and contributed to the books The Public Administration Handbook of Japan and Global Movements of the Asia Pacific. Dr. Banyai's first solo book, Community Capacity and Development - New Approaches to Governance and Evaluation, was published in 2011. Her latest publication, focusing on her work in Southwest Florida, was published in 2016 in Community Development. Dr. Banyai has worked in the field of community development since 2000.

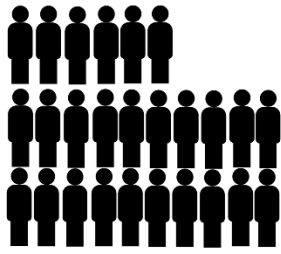
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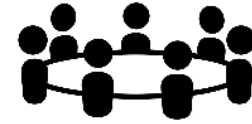
Appendix – Local reports

# Big Brothers, Big Sisters

## Student Perspective Report 2018



26  
students



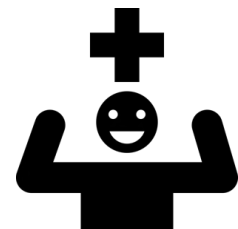
Discussed their  
thoughts on  
community and  
education



Students have a generally  
positive view of their  
community



Students want to take an  
engaged role to  
improvement

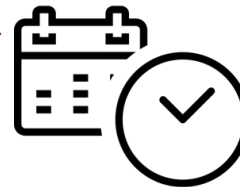


Students take personal  
responsibility to address  
challenges and make  
change



Violence in the  
community is a concern

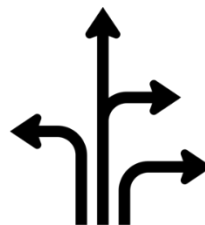
*"Maybe we need to change  
the time of waking up to go  
to school, because it's too  
early and I think we would  
pay attention in class more  
if it was later"*



Students want better  
school policies, like  
later start times, more  
engaged teachers



Students worry  
about costs and  
access to jobs

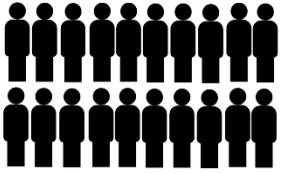


Students worry about  
their career and study  
options

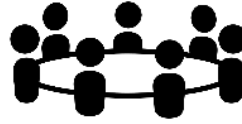
*"Only teach for the  
test, not for the real  
world"*

Analyzed and reported by: Dr. C. Banyai

# Charlotte County Student Perspective Report 2018



20  
students



Discussed their  
thoughts on  
community and  
education

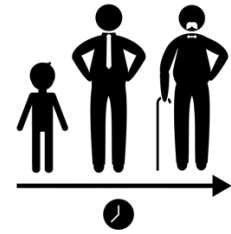
"People move here and don't want to be involved with the school or help the local students. They have high influence and low exposure."



Youth feel they are not  
listened to by community



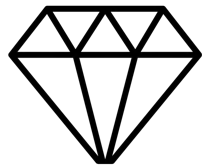
Students want more  
activities geared toward  
them



Intergenerational  
relations and  
seasonality are issues



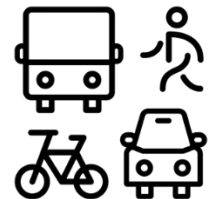
Students like the  
small town feeling  
and close relations



Young people want others  
to know and recognize  
their value



Changes in school  
policies desired,  
especially technology  
use, classes on life skills,  
support for non-college  
paths



Transportation  
accessibility and safety  
are concerns



Students who are  
disciplined are often  
fighting, disrespectful



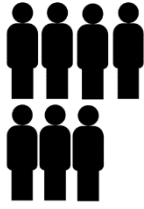
Students think boys and girls  
are favored, disciplined  
differently

"Some students do not have internet at home - don't make online homework mandatory it's not fair!!"

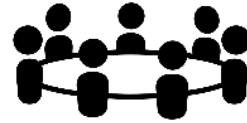
Analyzed and reported by: Dr. C. Banyai



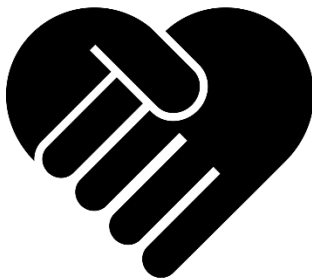
# Clewiston Christian School Student Perspective Report 2018



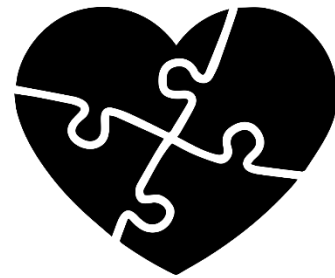
7  
students



Discussed their  
thoughts on  
community and  
education



Sense of community and  
commitment are strong



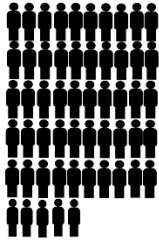
But other areas of community capacity,  
such as access to resources, are  
challenged



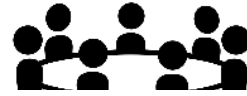
Economic issues, including unemployment and  
poverty, are a challenge

*Analyzed and reported by: Dr. C. Banyai*

# Foundation for Lee County Public Schools Student Perspective Report 2018



55  
students



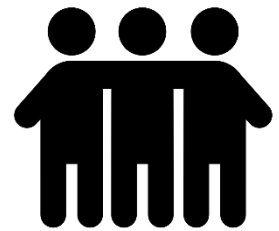
Discussed their  
thoughts on  
community and  
education



Career and education choices  
are a concern



Time management and busy  
schedules are a challenge for  
students



Cultivating and maintaining  
positive peer relations are also  
a challenge



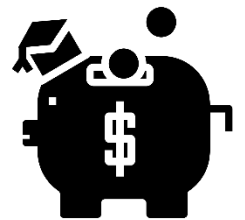
Students struggle to  
find motivation



Students trust themselves and  
are ready to take an engaged  
role for change



Changes in school  
policies desired,  
especially early start  
times and classes on life  
skills



Students want more  
access to scholarships  
and financial aid to  
address high education  
costs

*Analyzed and reported by: Dr. C. Banyai*