

Participatory Activities for Authentic Youth Voice & Engagement



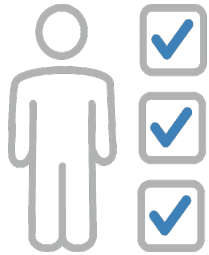
Exploring Social Capital
Student Survey Data
2022



YOUTH VOICE & ENGAGEMENT: PARTICIPATORY ACTIVITY



Actively engaging youth in improving conditions that greatly that impact them promotes **future-ready skill development** when they ...



1. Collaboratively analyze student survey data and what they mean for NAF, your NAF academies, and/or NAF students
2. Identify and discuss emerging questions, ideas, and/or issues to address
3. Document ideas and/or recommendations for improving or enhancing the academy experience
4. Communicate ideas or recommendations with each other and with Decision-makers



Ultimately it contributes to a **culture** that reflects shared-ownership for student, school, and community outcomes

Youth Voice and Engagement Resources in ASH :



YOUTH PARTICIPATORY ACTION RESEARCH (Y-PAR)

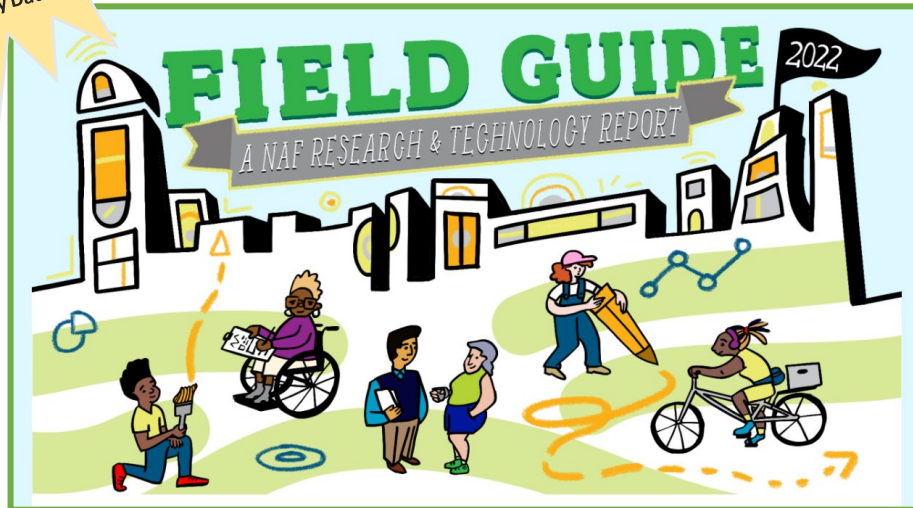


How do we actively engage students in identifying and addressing issues to improve programs, conditions, experiences impacting them most?




Start with Data and issues that affect them most, like those addressed in the Annual Student Survey.

Consider Student Survey Data!



EXAMINING STUDENT SURVEY RESULTS FOR IMPROVEMENT

20 FIELD
22 GUIDE

- 1 Identify and secure the data and/or an Issue 
- 2 Students review survey data – making sense of it based on their own experiences
- 3 Students identify any emerging issues or questions that need to be shared and/or addressed
- 4 Students identify ideas and/or recommendations that can be shared with decision-makers for improvement

ACTIVITY

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ACTIVITY



DIVERSE PERSPECTIVES

About the Student Participants



GLOBAL AWARENESS

Culturally Responsive Practices



PERSONAL DEVELOPMENT

Identity, Beliefs, and Mindset



CONFIDENCE

Attitudes Towards School and Self



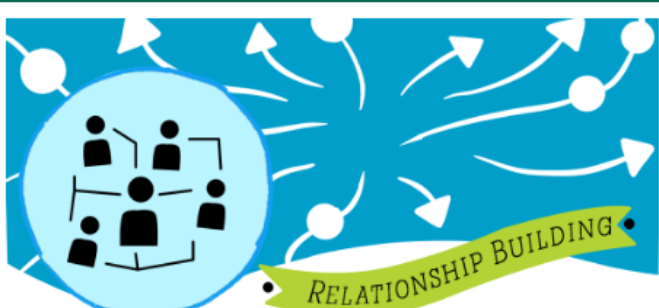
CAREER EXPLORATION

Attitudes Towards Work-Based Learning



FIELD OF STUDY

Post-Graduation Plans



RELATIONSHIP BUILDING

Social Capital



FUTURE READY

Impact



ABOUT MY ACADEMY

My 2021-22 Academy Results



Social Capital

RELATIONSHIP BUILDING



Examining Student Survey Results for Improvement

Teacher/Facilitator Session Notes and Resources

Pre-Activity Prep

- Review the activity** – including the presenter’s notes in the Notes section.
- Give Decision-Makers a Heads Up:** Communicate with key decision-makers – letting them know about the Issue activity in which students are engaging and that they may have reflections, recommendations, and/or questions for them to review/consider.
- Secure the Materials** you will need for smooth facilitation of the activity (a timer, poster board, sticky notes, fillable notes template, way to share the data and questions with the students, etc.)
- Decide on Documentation/Notetaking:** How will you capture what students are sharing? [Consider this notes template](#)

Identify and secure the data and/or an Issue

Issue Introduction & Data Presentation Data 15-20 mins



- Select your NAF Student Survey issue.**
- Review the Survey Overview: About the Participants**
- Present the Data on the selected Issue**

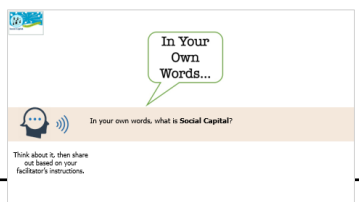
Social Capital is highlighted in this deck as an example.

- A summary of student responses is included in this packet for students to review and discuss.
- More **detailed 2022 Survey data points** on this issue and others can be found in the [NAF ASH Data Library – Student Survey Results 2022](#) for NAF or **your school, district, or academy** for the 2022 NAF Student Survey.
- Follow the slides and the SLIDE NOTES to guide students through this activity.

Students review survey data – making sense of it based on their own experiences

Exploration and Discussion of the Issue/Data for Understanding and Relevancy – 5 mins

- In your own words, what is [insert name of issue]?
- Did anything about this data surprise you?



- Ask students to think about the data they just reviewed.**
- In your own words: Ask students to capture what they feel this topic or issue is about.**

This prompts helps establish a shared context across the group for the examining the data and discussing the topic.

Methods: Use a method that gives each participant an opportunity to contribute. Consider the following options:

- Have students write their definitions down in their own notebooks to reflect on during the discussion
- Have students share orally (popcorn) or by placing their response on a poster board/sheet using sticky notes – you may want to have a poster for each of the different questions in this activity)
- Use Slido.com to create a quick poll and aggregate responses and share them on your screen(remote or in person)
- Use the “waterfall” approach in Zoom Chat (if you are remote)
- Create a Miro board for students to enter their individual definitions (remote or in-person when has his own device)

- Did anything about this data surprise you or leave you with questions, like *What about ...?***

- Have students to share out their responses to this question.

Students review survey data – making sense of it based on their own experiences (continue)

Discover Learnings - 25 mins

Discuss Ideas and Suggestions for Improved Conditions using posters or Miro Board

Present the following prompts for individual reflection, notetaking, and posting.

- In what ways do you feel your teachers, school leaders, and partners are responsive to your culture, your needs, and your interests?
- What do you feel other students and/or adults in the school/academy, district, or partner organizations should know about culturally responsive practices in schools?

Methods:

Using poster paper, sticky notes, and/or a Miro board
 Select Method for reflection and sharing

- Individual Reflection and posting of responses (can be done anonymously)
- Facilitated discussion of the responses contributed for each item (1 and 2)
- Facilitated organization and discussion of ideas and/or recommendations

Materials:

Post-it notes, Poster paper or white board; Link to a prepared Miro Board

Individual and Group Reflection

- 10 mins – Each participant will take 3-5 minutes to respond to each of the 2 questions - using the “sticky notes” or Miro.
- 25 minutes - Leader will facilitate the review of the responses for items 1 and 2 and lead discussion for each question, including item 3.
- Leader or designee will document and organize comments during discussions – generating a set of ideas and suggestions that can be shared



Students identify any emerging issues or questions that need to be shared and/or addressed – 10 minutes

- What ideas, questions, and/or suggestions do you want to share with decision-makers about improving **culturally responsive practices** and/or student experiences in your school?

- What would you like to see happen? Change?

- Use methods options presented above.
- Capture student feedback in the document to be shared with decision makers.

Students identify ideas and/or recommendations that can be shared with decision-makers for improvement and decide on taking action.

5-7 minutes

Discuss and Finalize Next Steps –

Synthesize student feedback into a document that can be shared with decision-makers.

Next STEPS:

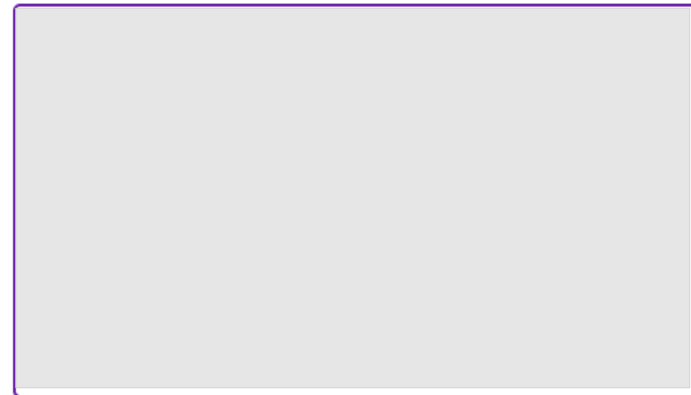
Is there more information you would like to have? Gather?

- Will this info be shared with decision-makers? If so, when and by whom?
- Are decision-makers expected to respond to you? How?



DIVERSE PERSPECTIVES

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ABOUT MY ACADEMY

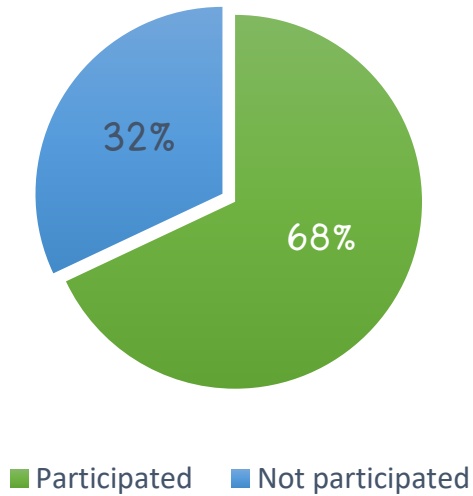
My 2021-22 Academy Results



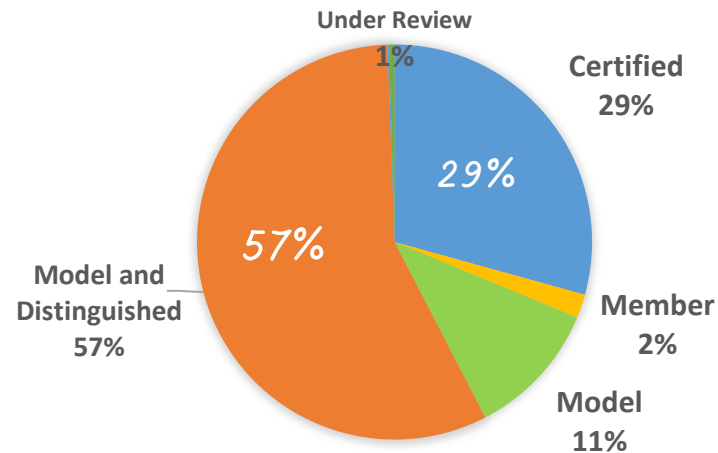
2022 SURVEY RESPONDER DEMOGRAPHICS: ACADEMIES

Academy Themes

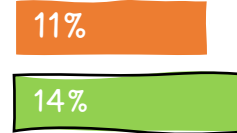
418 Academies Represented



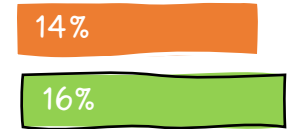
Quality Levels



AOE



AOHT



AOF



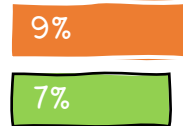
AOIT



AOHS



OT



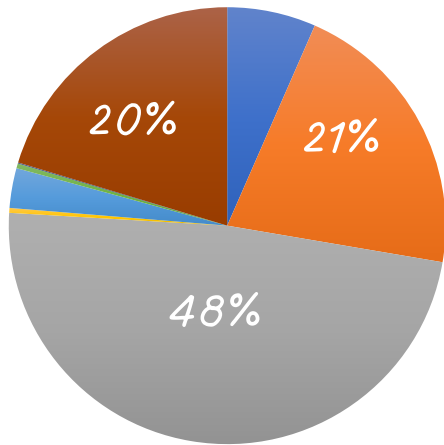
Survey Network



2022 SURVEY RESPONDER DEMOGRAPHICS: STUDENTS

Total # Survey Responders
22,371

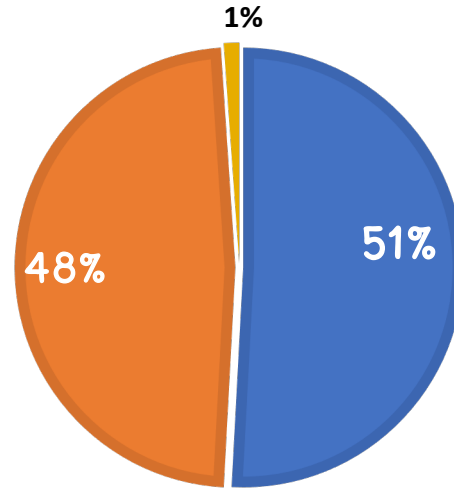
ETHNICITY



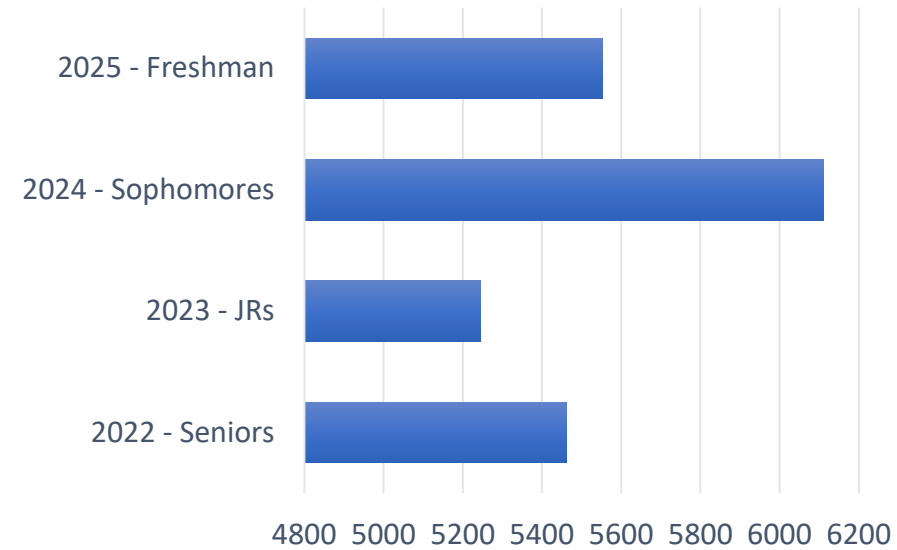
- Asian
- Black/African American
- Hispanic/Latino
- Native American/Alaskan Native
- Other/Multi-Racial
- Pacific Islander
- Undeclared
- White

GENDER

Female Male Gender Non-Binary Unknown



GRADE LEVELS





Social Capital

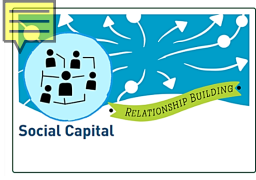
Social capital refers to the links and bonds formed through friendships and acquaintances. These links can form through friendship groups, i.e., knowing a friend of a friend. They can also occur through daily social interactions. For example, a conversation with the person sitting next to you on the train.



More
about

Capital itself is defined as an **asset** that helps improve situations, outcomes, etc. Social capital, therefore, is defined as the **social assets** that help improve situations, outcomes, efficiencies.

[Social Capital Definition \(3 Types and 5 Examples\) - BoyceWire](#)



What did students say about **Social Capital**?



48% of seniors indicated that they have the contact information of at least two adults they can turn to for college or career advice.

59% of students felt supported by their NAF teachers and others they have met through their academy experience.

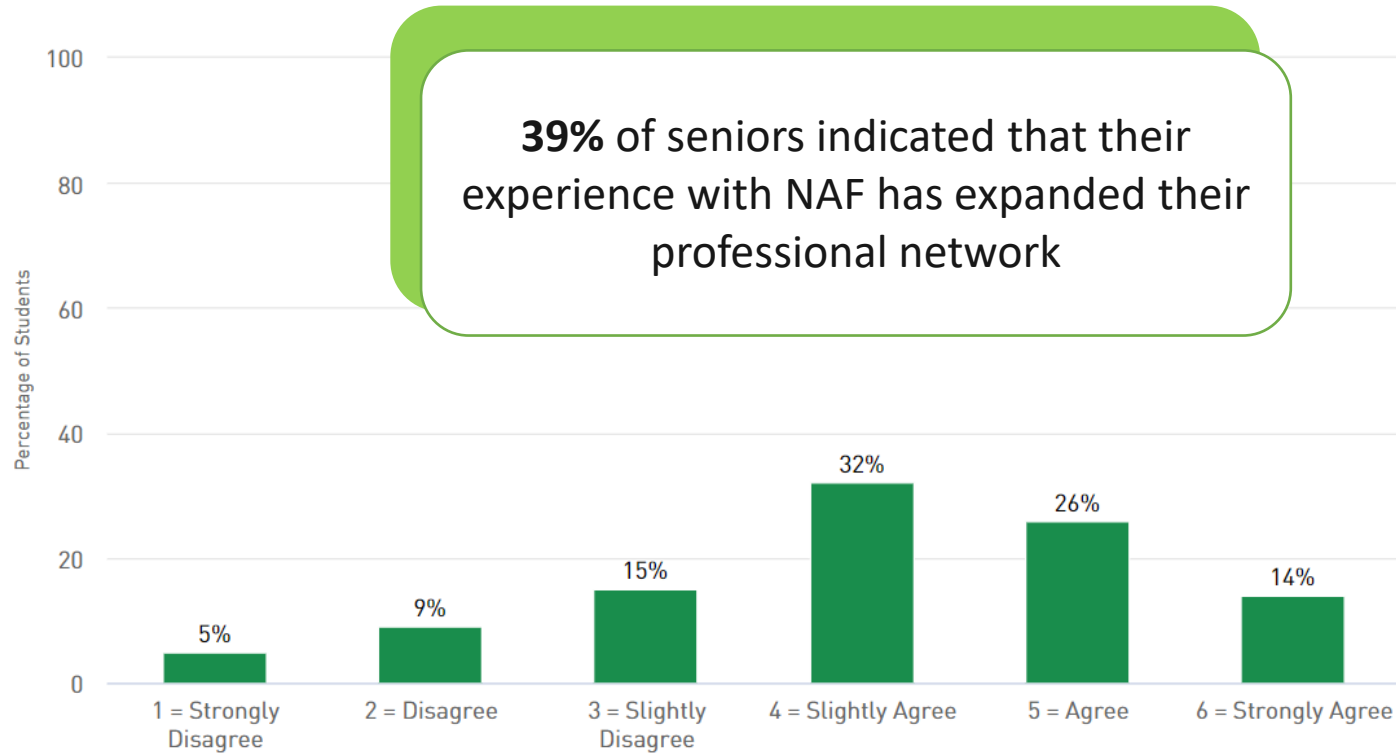
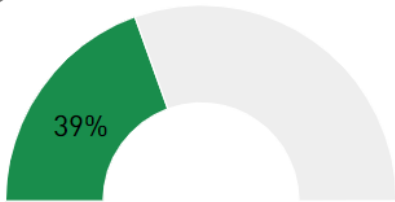
41% of seniors indicated that they met at least one adult or older peer who does the type of work they are interested in as a career.



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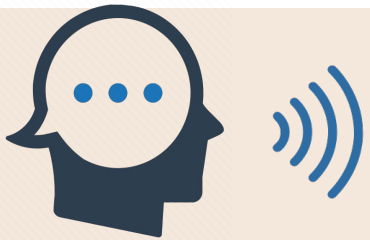


Summary Responses





In Your
Own
Words...



In your own words, what is **Social Capital**?

Think about it, then share
out based on your
facilitator's instructions.



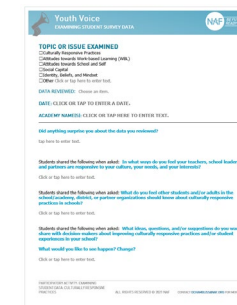
What is Social Capital?



In what ways do you feel your teachers, school leaders, and partners are responsive to your culture, your needs, and your interests?

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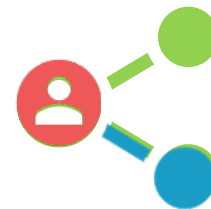
Consider documenting feedback using [this template](#).





What do you feel other students and/or adults in the school/academy, district, or partner organizations should know about **helping students build their social capital?**

Think about it, then share based on your facilitator's instructions.



In other words, what do you WISH others (peers, parents, teachers, administrators, partners, etc.) knew about students' social capital?



IDEAS & SUGGESTIONS for Improvement

What ideas, questions, and/or suggestions do you want to share with decision-makers about improving students' development of **Social Capital** before graduation?

What would you like to see happen? Change?





NEXT STEPS:

This activity represents a snapshot of a Youth **Participatory Action Research (PAR)** cycle or project (shown in the image to the right) designed to help those most impacted by an issue actively and meaningfully engage in the process bring about improvement.

- **What parts of the Youth PAR cycle did you all complete in this activity?**
- **What will you all do NEXT?** Taking the **RECOMMENDED** NEXT STEP will help youth demonstrate to others their desire for shared ownership of improving experiences and conditions in their schools/communities.

✓ **Social Capital:**
The issue was provided but youth examined the data and discussed their own experiences with the issue.



✓ **PLANNING** : Identified recommendations or unique insights about the issue that others should know about to improve conditions.

RECOMMENDED ✓

NEXT STEP: ACTION TAKING:
Share their lived experiences, questions, and/or recommendations with key decision makers, peers, etc.