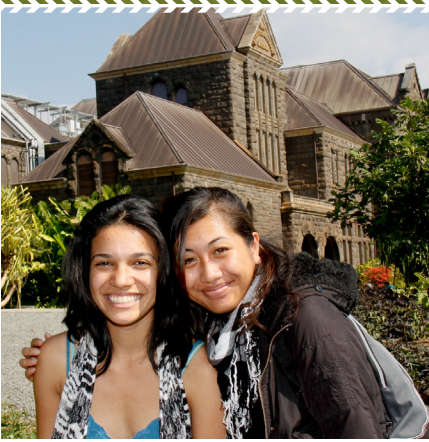


CAREER POST-HIGH
COUNSELING AND
GUIDANCE

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College Aspirations of NHIS Haumana

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Introduction

Nānākuli High and Intermediate School (NHIS) and Kamehameha Schools (KS) Career and Post-High Counseling and Guidance (CPHCG) Department assessed NHIS students' readiness for college through the administration of the College Aspirations Survey. This survey was completed by NHIS 10th and 12th grade students during the 2011-2012 school year. The survey probed students' attitudes about the connection between education and a successful life, the highest level of higher education students planned to complete, and their perceptions of parents' expectations for them to go to college. The survey also measured students' knowledge of key college planning steps, which include college research, financial aid, entrance exams and the college application process.

General Findings

Overall, NHIS 10th and 12th grade respondents possess a positive attitude toward education. Conversely, the findings identify areas that students need the most support to increase their positive outlook on education. Listed below are high level results related to successes and opportunities:

1. NHIS respondents have a strong desire to continue their education beyond the high school level. Aspirations range from two-year and four-year college degrees, up to completion of a graduate program.
2. The majority of NHIS respondents will be the first in their families to go to college.
3. Students recognize the relationship between a good education and a successful life.
4. Students report that their parents have high expectations for them to go to college.
5. Students desire knowledge and support on key components of the college planning process.

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*All Children on the Wai'anae coast
are connected to place, supported in
learning, and succeeding as tomorrow's
local and global leaders.*



KAMEHAMEHA SCHOOLS



Survey Respondents

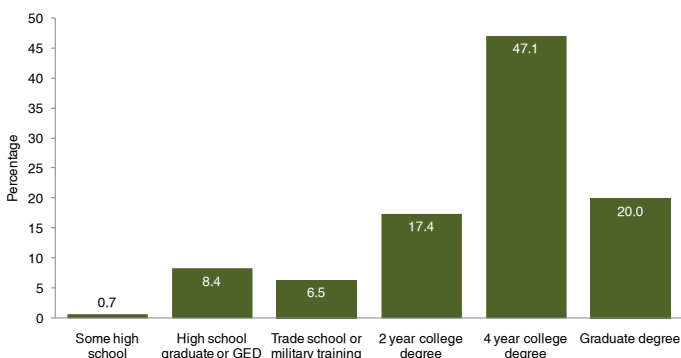
Of the 159 10th and 12th grade students who took the survey, 96.4% completed. Of these, 62% of the NHIS respondents were 10th graders and 38% were 12th graders, respectively.

Findings

- NHIS respondents have a strong desire to continue their education beyond high school with students aspiring to earn two and four-year college degrees and up to the completion of a graduate degree (see figure 1).

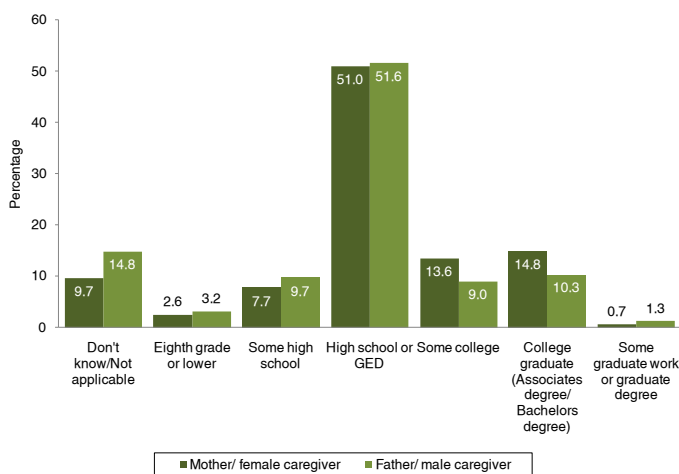
The majority of NHIS respondents (85%) reported that they plan to go to college, with 47% planning to enroll in a 4-year college and another 20% planning to go on to a graduate program.

Figure 1. Highest level of education planned on completing [NHIS respondents Grade 10 and 12 (combined)]



Most NHIS respondents will be the first in their families to go to college. More than half of the NHIS respondents said that their mother/female-caregiver (61%) and father/male-caregiver (65%) did not attend college. This finding suggests there is a need to provide support for parents and caregivers to navigate successfully through the college planning process. Complimentary College Access programs (community programs which prepare students to apply for and receive admission into college) are well suited to provide college and career guidance services to students who will be first generation college students in their families. The Mānoa Educational Talent Search Program (METS) and Upward Bound programs provide these services to NHIS students.

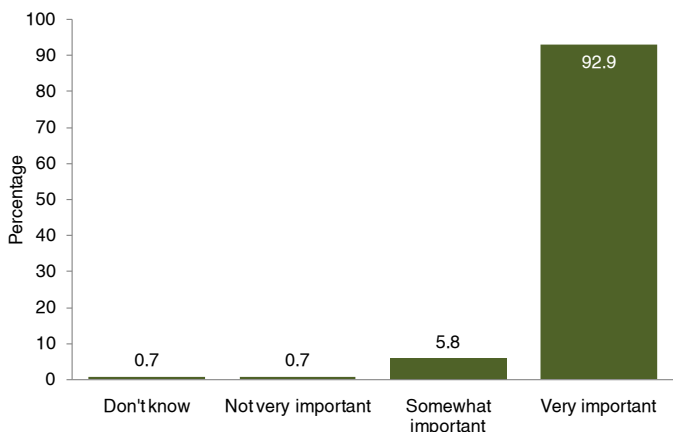
Figure 2. Highest level of education completed by parent or caregiver [NHIS respondents Grade 10 and 12 (combined)]



- Students recognize the relationship between a good education and a successful life. This value is reflected in students' perception that their parents want them to continue their post-secondary education.

An overwhelming majority (93%) of NHIS respondents said that it is "very important" to have a good education in order to lead a successful life. When asked how parents would feel if their child did not go to college, about 81% of NHIS respondents said their parents would feel disappointed. These students acknowledge that their parents/caregivers, regardless of their educational background, want them to go on to college.

Figure 3. Importance of a good education to having a successful life [NHIS respondents Grade 10 and 12 (combined)]

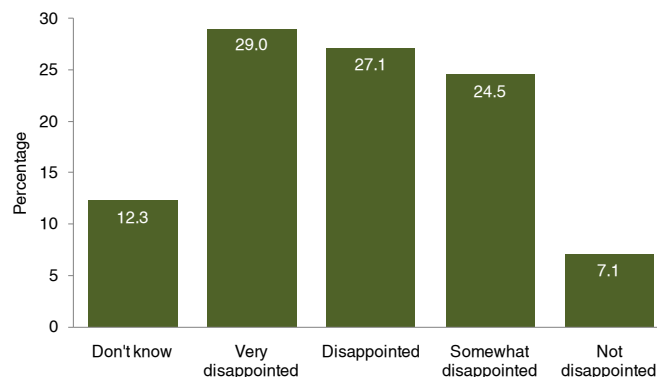


NHIS students need to gain knowledge and skills of key aspects of the college planning process such as completing a college application or understanding entrance exams are required (i.e., SAT, ACT). The results show that the 10th grade respondents need more information than 12th grade respondents. A breakdown of the results according to grade level shows:

- Of NHIS 10th grade respondents, 23% said they need more information for completing college applications, while only 2% of NHIS 12th grade respondents stated that they need more information.
- Of NHIS 10th grade respondents, 29% said they need more information on the SAT/ACT entrance exams, while 5% of NHIS 12th grade respondents answered in the same way.

- 82% of 10th grade NHIS respondents said they need more information on the Free Application for Federal Student Aid (FAFSA) and 13% of 12th grade NHIS respondents responded the same.

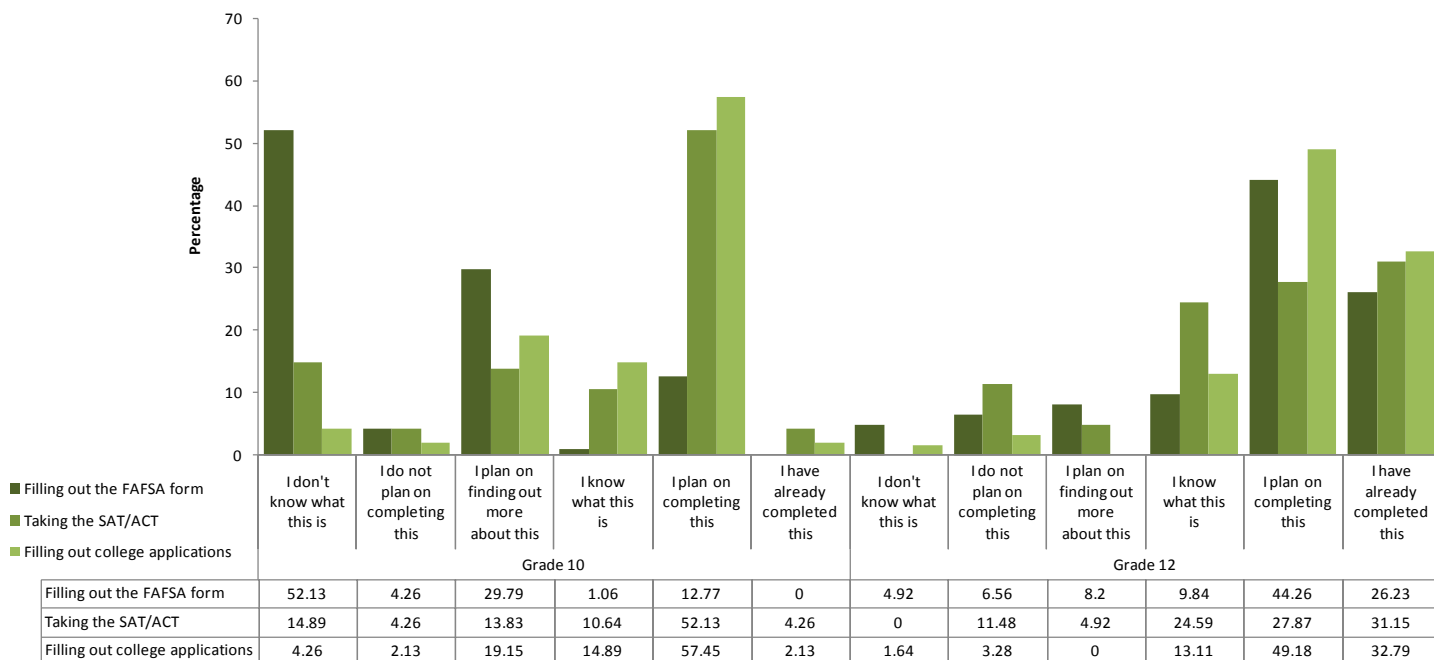
Figure 4. Student's perception of parent's feelings if they do not go to college [NHIS respondents Grade 10 and 12 (combined)]



The majority of 12th grade NHIS respondents have an understanding of the college application and entrance exam process. Whereas, 10th grade NHIS respondents stated that they need more information and guidance in these areas. However, the completion rates for the senior class suggest a different story:

- Of 12th grade NHIS respondents, 33% have already applied to college and 31% have completed an entrance exam (SAT/ACT).

Figure 5. Student's familiarity with college items [NHIS respondents Grade 10 and 12 (combined)]



- Only 26% of 12th grade NHIS respondents had “already completed” the FAFSA when the survey was administered to the students.

Barriers related to securing the financial resources to pay for college remain, even though data indicate that NHIS 12th grade respondents are aware of the steps they must take. This finding suggests that new and/or enhanced strategies should be utilized to increase the numbers of students and families who complete the college application and financial aid process.

Recommendations

The results from the College Aspirations survey show that NHIS respondents believe that post-secondary education is important and they correlate high education to a successful life. They know that their families have high expectations for them to continue on to college after graduating from high school. To leverage their positive outlook on education, a concerted effort should be made to provide students and parents/caregivers with the skills and knowledge necessary to successfully navigate and complete the college planning process (e.g., Financial Aid, college applications, entrance exams, etc.). Here, the short-term outcome is admission and enrollment into a post-secondary institution.

NHIS is well-positioned to address these gaps through its school-wide commitment to create a college-going culture for the entire NHIS community (students, parents, faculty, complimentary college access programs, post-high institutions, and community organizations). Efforts to do this will be rolled out during the 2012-13 school year. The strategies to accomplish this vision include the planning and implementation of Navigation 101 and ‘Ohana ‘Ike curriculums.

Navigation 101 is a holistic college and career readiness curriculum sponsored by the Washington State Office of the Superintendent of Public Instruction. NHIS students from grades 7-12 will be engaged in topics that include building community, improving academics, and exploring careers and setting goals. Students develop a portfolio documenting their progress from the 7th through the 12th grade, which will be utilized to complete college applications and increase admission into post-high institutions of their choice. This robust curriculum aligns with and achieves all learning objectives in the HDOE Personal Transition Plan, a graduation requirement of all public school students. The curriculum embraces the fact that there are many pathways for students to take after high school, which include two-year programs, four-year programs, vocational/technical schools, the workforce and the military. In short, there is a pathway for every student and, regardless of their choice, all students require the same toolbox of life and planning skills to be ready for the real world of adulthood.

The Career and Posthigh Counseling Group (CPHCG) is also collaborating with NHIS and the Kamehameha Schools’ Ka Pua team (see <http://www.ksbe.edu/kapua/>) to develop ‘Ohana ‘Ike,

a college and career guidance curriculum, where NHIS families develop the knowledge and skills to successfully complete the college planning process. ‘Ohana ‘Ike is grounded in Native Hawaiian culture and bridges the steps of building a wa’a (canoe). One of the goals of the ‘Ohana ‘Ike curriculum is to reinforce parent and caregiver support of student learning in the home. For example, ‘ohana learn about learning styles (i.e. auditory, visual, kinesthetic) in the 7th grade workshop and understand how their child’s learning style impacts his/her study habits. To continue the learning outside of the classroom, ‘ohana will have the opportunity to take action in the home in multiple ways. Parents/caregivers will share ways they will support their student to be successful in practicing these study strategies at home. Students share how they will support themselves at home to practice these study techniques and pay forward their learning by sharing these techniques with other family members. Collectively, parents and students collaborate and negotiate physical accommodations in the home environment to maximize the student’s ability to practice these study skills effectively.

The intended impact of these curricula is to provide a holistic and coordinated approach for students to realize post-high success in a manner that honors and matches their dreams, interests, skills and abilities. Working in concert, this integrated and comprehensive learning framework, weaves together all aspects of a student’s life and the support networks that will guide them and lift them up toward attaining a post high education, thus, creating and perpetuating a college and career readiness culture in the school, the community and the families of Nānākuli.

