

*WHY DON'T MORE
IDAHO TEENS
GO-ON AFTER
HIGH SCHOOL?*

ULTIMATELY, TEENS ARE RESPONSIBLE FOR THEIR OWN FUTURES. THIS IS AN AWESOME NOTION TO CONSIDER, YET ONE THEY FEEL - INTENSELY.

There are myriad barriers and hurdles that hurt teens as they move toward post-high school learning and living.

Let's take a look at what we heard hinders teens on their way toward the lives they want to lead based off of qualitative and quantitative research prepared for the J.A. and Kathryn Albertson Family Foundation in February 2014, and June 2015.

This research is owned by the J.A. and Kathryn Albertson Family Foundation and is for informational purposes only. Additional information on the research available on slides 21 and 22.

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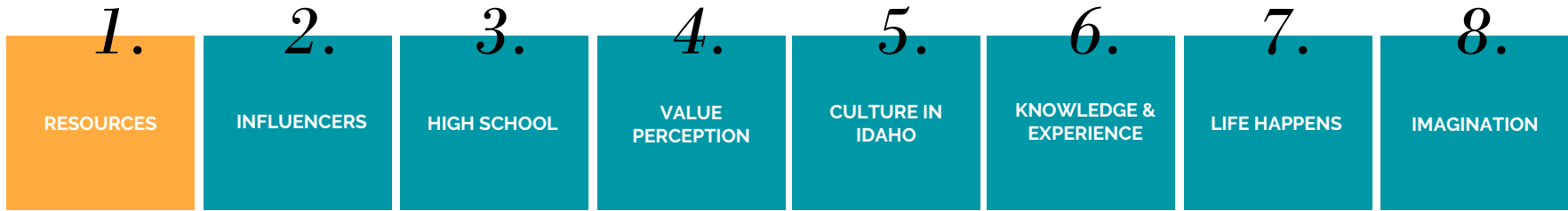
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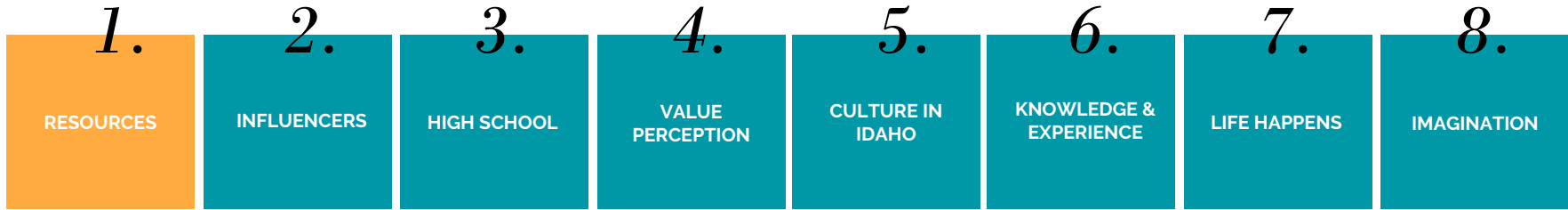


FINANCIAL AND INFORMATIONAL RESOURCES ARE A STRAIN.

According to qualitative study groups, enough money to pay for school, and the right information were concerns in every teen and every parent in each group.

QUALITATIVE STUDY GROUPS FOUND THAT:

- The ability to finance continued learning after high school is a challenge.
- Idahoans do not know enough about financial aid and scholarships.
- Teens and parents are unaware of the range of financial options.
- The participants respond to ROI of higher education, but it is rarely explained.
- Many students resort to taking time off to earn money. Momentum is lost.

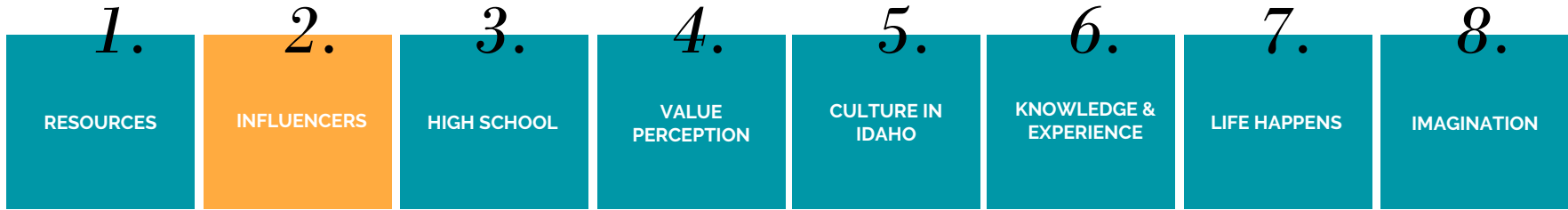


EMOTIONAL RESOURCES AFFECT GOING-ON AFTER HIGH SCHOOL.

According to qualitative study groups, "resources" were more than just financial, but included emotional elements.

QUALITATIVE STUDY GROUPS FOUND THAT STUDENTS VALUE THESE INFLUENCES IN THEIR LIVES:

- Information
- Guidance
- Support
- Encouragement
- Interest in or Love of Learning
- Life Skills

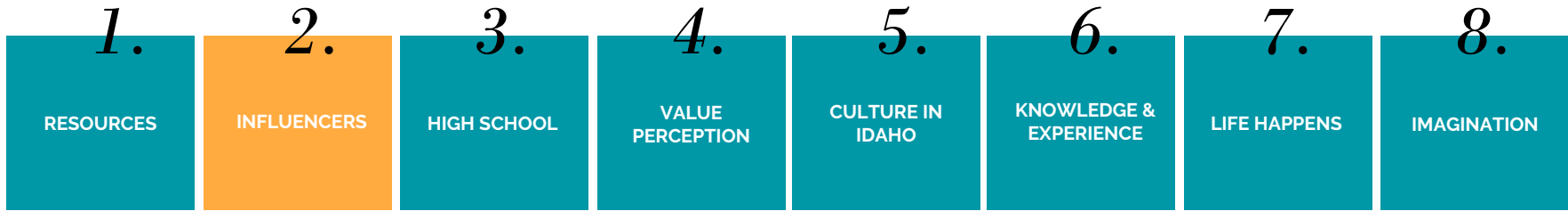


INFLUENCERS INCLUDE:

- Siblings
- Older teens and peer
(including 20-somethings)
- Parents
- Grandparents
- Extended family
(aunt, uncle, cousin)
- Mentors
- Teachers
- Coaches

THE VALUES TEENS ADMIRE IN THE PEOPLE WHO INFLUENCE THEM THE MOST:

- Supportive
- Understanding
- Caring
- Always There
- Advice
- Knowledgeable
- Trustworthy
- Respect Who We Are
- Fun, Not Boring
- Straight-up
- Authentic, Real
- Human, Not Perfect
- Vulnerable
- Resilient
- Capable



TEENS NEED THEIR PARENTS TO STEP UP AND IN THE ABSENCE OF A PARENT, SOMEONE WHO CARES.

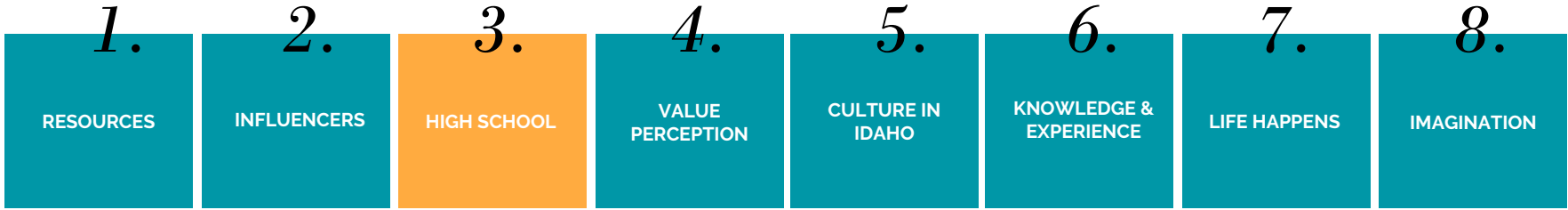
- Provide leadership
- Instill values
- Oversee friends
- Augment school
- Contribute resources (money + information)
- Contribute experiences
- Encourage momentum

OF ALL OF THESE INFLUENCERS, PARENTS HAVE THE GREATEST IMPACT ON A TEEN'S DEVELOPMENT AND EDUCATIONAL OPPORTUNITIES.

Recommendations for Parents *

- *Engage teens in ways they will embrace.*
 - *Tap into their strengths & passions.*
 - *They're good at communicating and passionate about connections.*
- Use platforms they embrace.*
- *Be clear & simple. Too much detail overwhelms them.*
 - *They need structure, boundaries, rules, expectations.*
 - *The future is distant. Plant the seed early, and keep the conversation ongoing.*

* these recommendations were based on the research results.



HIGH SCHOOL

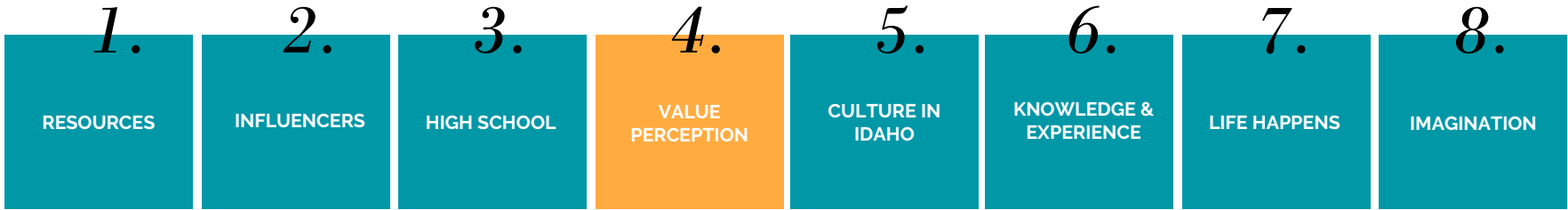
School is the place that dominates their days, but offers little to engage them deeply.

WHY HIGH SCHOOL ISN'T HELPING:

- Teens spend 1400 hours in school each year. This is only 390 fewer hours than the average American worker.
- For many, it is not a place that motivates them to learn or to love learning. It is a rite of passage and a requirement.
- Most schools lack the things that engage teens the most: novelty, technology, hands on practical skills, having fun, being known and recognized.

"My sister in college now, she's in her freshman year of college and it's like she loves it and it's not even the same thing. So people hearing "Go On" - it's like more school, it gets progressively harder so elementary school, middle and high school and then they hear college and it's like I don't want to do that."

- Teen, Twin Falls



VALUE PERCEPTION

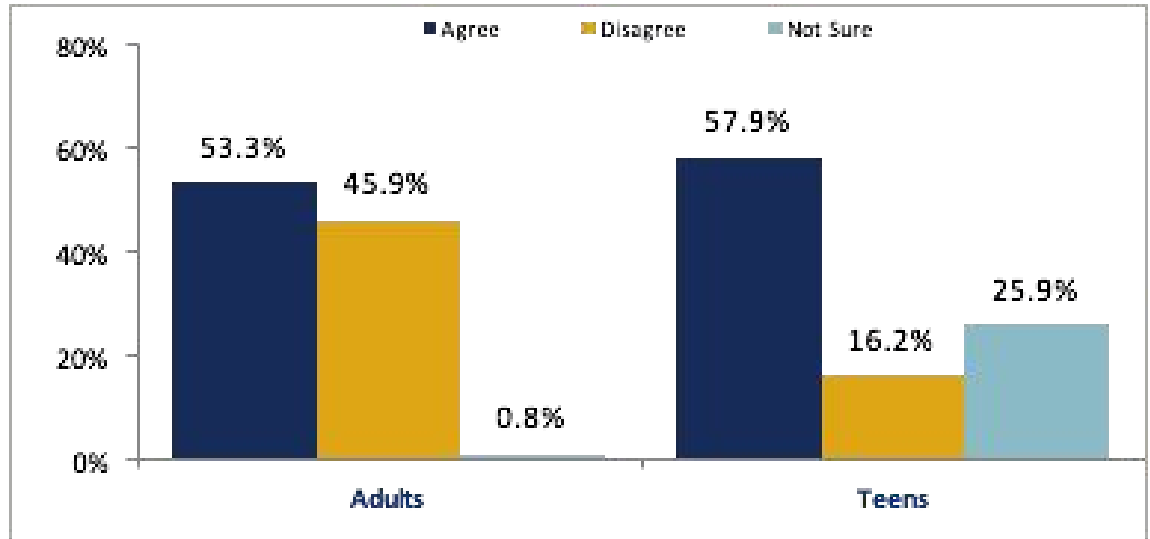
When it comes to education, teens are hearing mixed messages.

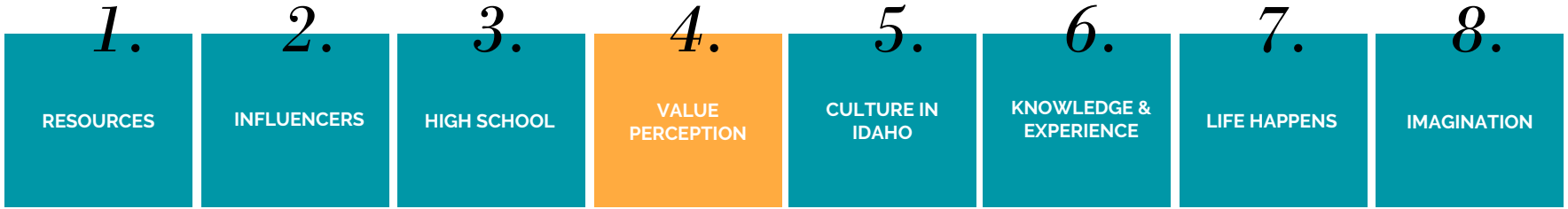
They hear “You have to go to college” **AND** “College isn’t worth the money.”

Narrow view “I’m going to college” is the default. When there are many other options more viable for more teens.

There is a Myth/Reality disconnect about necessary post-secondary training, perhaps due to the social stigma around college alternatives.

Quantitative Research: Please indicate whether you agree or disagree with the statement:
A 4-year college degree is the best way to guarantee a successful future for Idahoans.

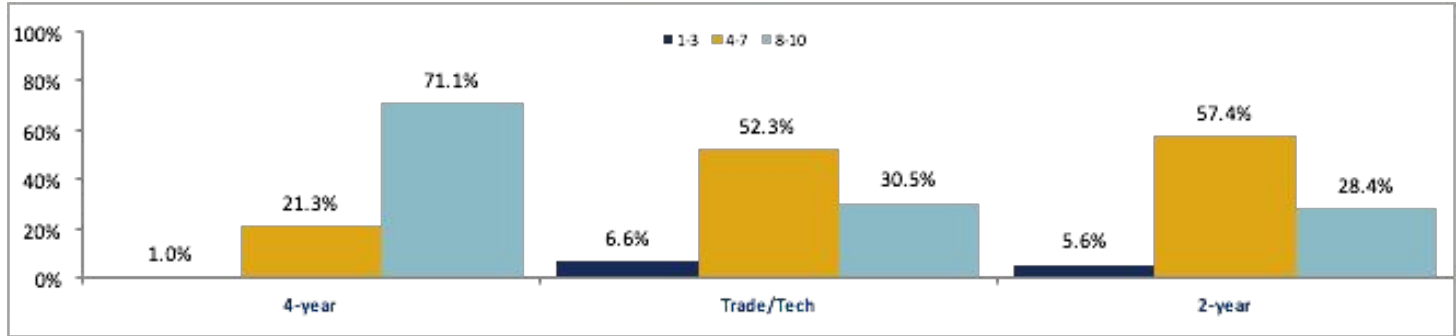


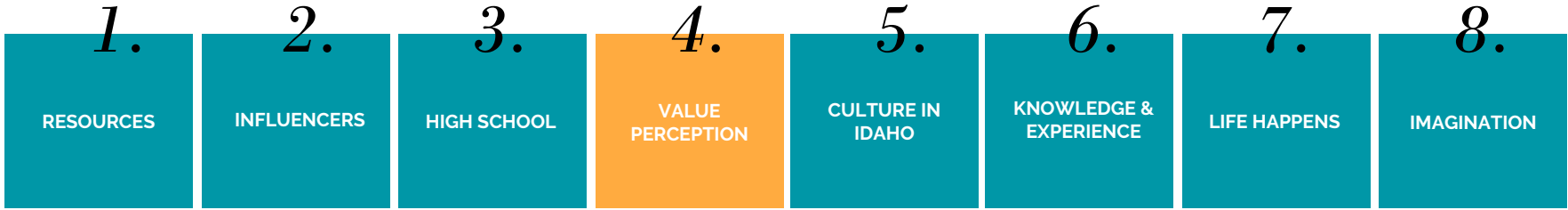


VALUE PERCEPTION

When it comes to their options for going-on after high school, teens have mixed perspectives on the value of each option.

Quantitative Research: 1-10: How successful will each of the following make a person?





QUANTITATIVE RESEARCH

VALUE PERCEPTION

Of the following, which is the best reason for continuing education or training after high school? →

Continuing education motivators for males and females align between earning more money, contributing to society and learning skills to make an impact on the world. This indicates that there is an opportunity for marketing messaging to highlight the overall well being for a person by continuing their education or training after high school.

	Overall	Male	Female
To earn more money	23.9	34.1	15.1
To become educated and contribute to society	22.8	19.8	25.5
To learn skills to make a difference and have a positive impact on the world	22.3	19.8	24.5
To build skills that can be used in a job that helps others	15.7	16.5	15.1
To help your family	10.7	8.8	12.3
To be a role model in your community	1.0	1.1	5.7
Other	3.6	0.0	1.9



THE NEEDLE THAT NEEDS TO MOVE IS THE CULTURE IN IDAHO AROUND LEARNING AND DEVELOPING ONE’S POTENTIAL.

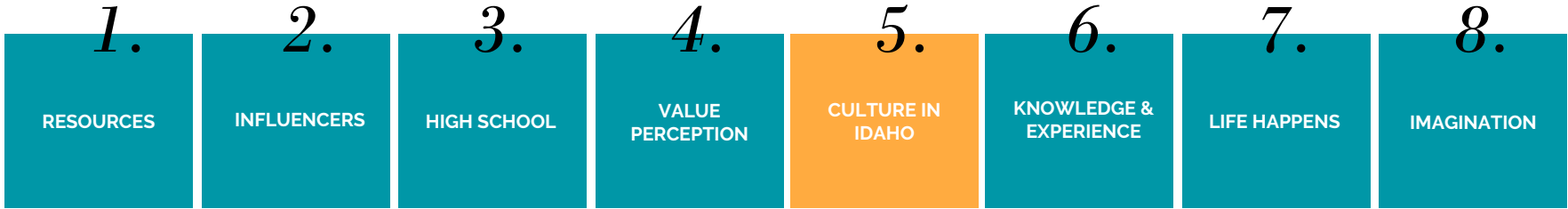
Some teens are getting exactly what they need to “go on,” largely with their families’ help.

For others college appears to be the only option —even if it’s not the right option for them.

For far too many teens, post-secondary education or training is not a given. And they’re not getting what they need to achieve their goals.

TEENS ARE SEARCHING FOR:

- Information
- Guidance
- Support
- Encouragement
- Interest In or Love of Learning
- Life Skills



CULTURE IN IDAHO

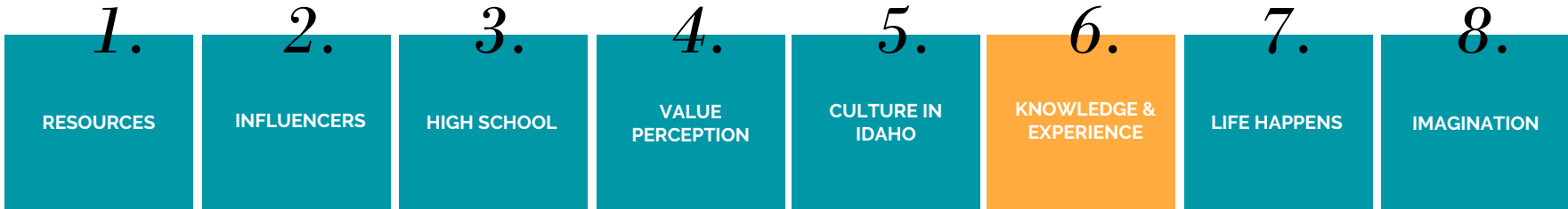
"They feel discouraging because I think about it like someone asks me what I want to do after high school. I say I want to be in culinary. Yeah, it's a long shot. I feel like I'm not going to get there, but that's my dream. That's what I would want to do with my life. That would make me happy. I kind of feel like I couldn't get there, but you never know."

- Teen, Pocatello

TO TRULY CHANGE THE CONVERSATION, IDAHO'S ADULTS NEED TO BE ENGAGED. *

- More schools becoming "Go-On" Schools, with teachers and counselors building post-high school planning into the curriculum.
- Businesses should go into the schools with interactive, experiential 21st Century "life/work days"
- Establish a statewide coalition of passionate organizations and individuals collaborating and exchanging best practices for the common goal of helping more kids build a post-HS path
- Spur adults from apathy by DFI's sobering statistics
- Launch a PR campaign to combat stigma around options
- Field a statewide quantitative study about the value of education

** these recommendations were based on the research results.*

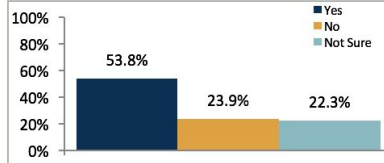
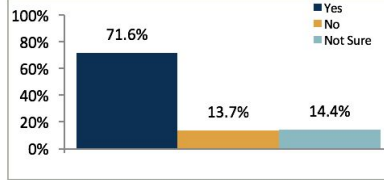
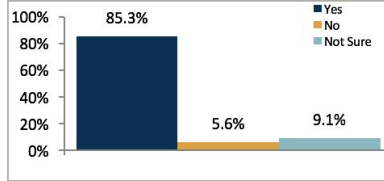
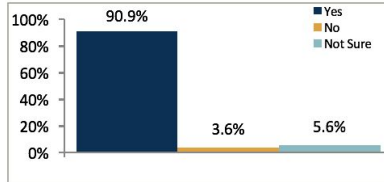


QUANTITATIVE RESEARCH

KNOWLEDGE OF LEARNING OPPORTUNITIES.

Awareness of each existing in Idaho. →

The overall awareness of 4 yr, 2 yr and trade/tech programs does not alone increase teens interest and understanding of the programs, rather teens don't know or see the value and success achieved from a 2 yr or trade/tech program. There is a strong opportunity to tell the success stories and show how these programs can be "building blocks."



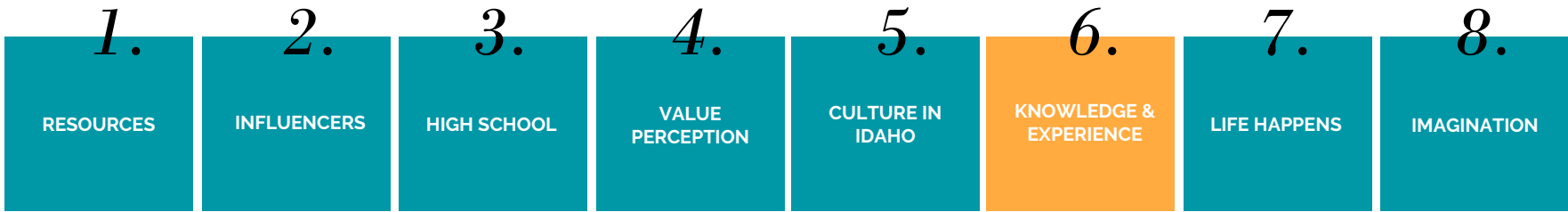
4-year colleges or universities					
	Overall	Area		Gender	
		Boise MM	Rest of State	Male	Female
Yes	90.9	90.3	91.5	94.5	87.7
No	3.6	3.9	3.2	2.2	4.7
Not Sure	5.6	5.8	5.3	3.3	7.5

2-year community colleges					
	Overall	Area		Gender	
		Boise MM	Rest of State	Male	Female
Yes	85.3	86.4	84.0	94.5	77.4
No	5.6	5.8	5.3	2.2	8.5
Not Sure	9.1	7.8	10.6	3.3	14.2

Trade or Technical Schools					
	Overall	Area		Gender	
		Boise MM	Rest of State	Male	Female
Yes	71.6	71.8	71.3	76.9	67.0
No	13.7	14.6	12.8	12.1	15.1
Not Sure	14.7	13.6	16.0	11.0	17.9

Certificates in trades, like plumbing or electrical					
	Overall	Area		Gender	
		Boise MM	Rest of State	Male	Female
Yes	53.8	48.5	59.6	60.4	48.1
No	23.9	26.2	21.3	23.1	24.5
Not Sure	22.3	25.2	19.1	16.5	27.4

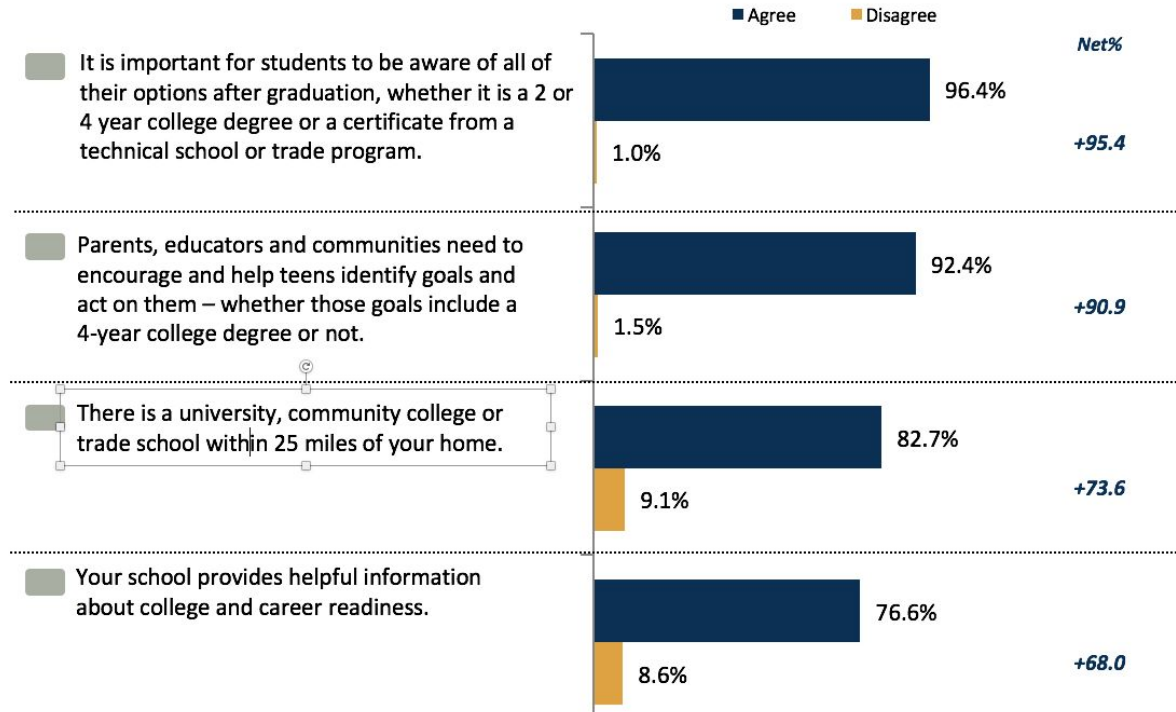
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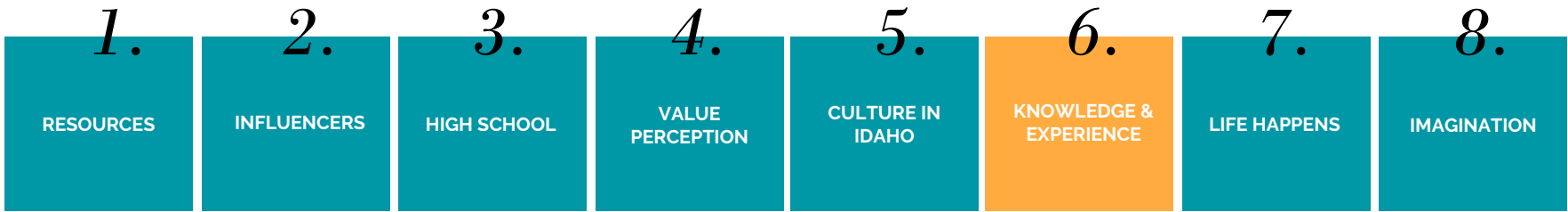


QUANTITATIVE RESEARCH

PERCEPTIONS ON POST HIGH SCHOOL LEARNING.

Please tell me whether you agree or disagree with each of the following statements. →



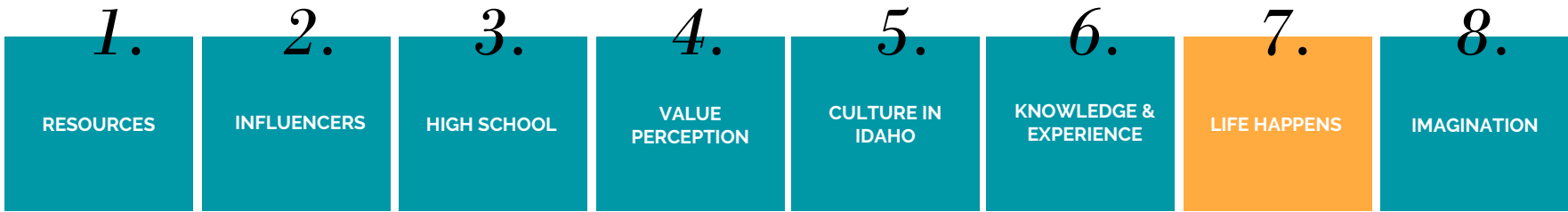


QUANTITATIVE RESEARCH

Who do you get most of your information from regarding how to prepare and plan or after high school education or training? →

Parents are the strongest source of information for teens regarding prep and planning for after high school education and training.

Parents	40.6
Guidance Counselors	19.8
Research on Internet	15.7
Teachers	12.7
Friends	3.6
College Recruiters	2.5
Siblings	1.5
Older Peers	1.0
Club or Activity Leaders	1.0



**LIFE HAPPENS.
EVERY EXPERIENCE COUNTS,
AND IT CAN GO BOTH WAYS.**

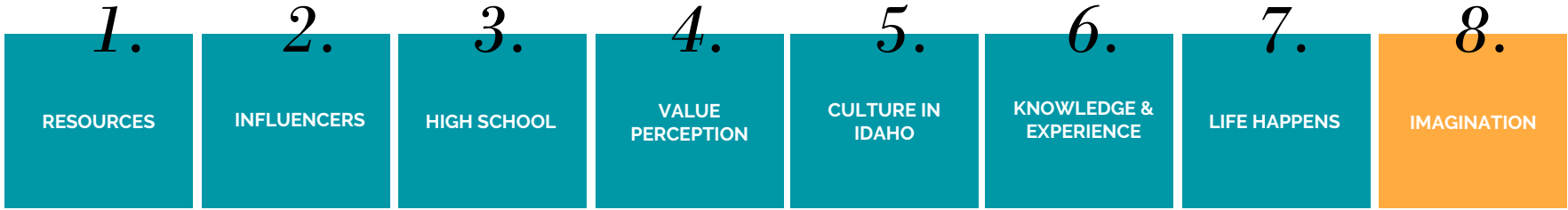
Exposure to life expanding situations, people, places and opportunities create momentum.

Teen pregnancy, family crises, romance, drug use are "serious speed bumps."

QUALITATIVE RESEARCH:

What would prevent you from continuing education or training after high school?

Cost/Finances	53.8
Nothing	15.2
Life altering event/ Illness	6.1
Working/Job	4.1
Family issues	3.0
Marriage/ Parenthood	3.0
Death	2.5
Military	2.5
Grades	2.5
Disability	2.0



IDAHO TEENS NEED TO IMAGINE THE LIFE THEY WANT TO LIVE AND DESIGN A PATH TO GET THERE.

Idaho teens need to be told the full story of their post High School options in a way they can hear.

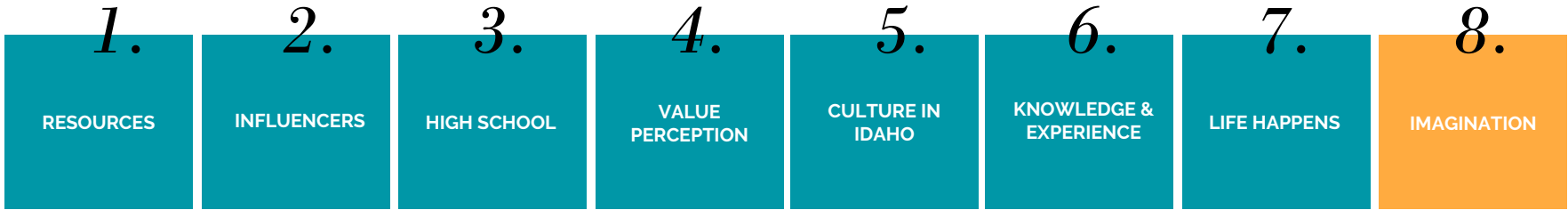
Not: “What do you want to be when you grow up?”

KEEPING MOMENTUM IS KEY.

“I think what we’re all kind of saying is that we’re all like batteries, we all have this power to do all this stuff like our peers and all these other people, they’re like the plug ins to recharge the battery but if we do something bad like spill water on it or do bad on a test, we feel worse and worse.”

It’s like the battery is dropping a full percentage all the way down here like everything is turned off because it’s dead and you’ve got to recharge it.”

– Teen, Twin Falls



"Most of them usually go straight to work without worrying about college, they got caught up with how much money they're getting and stuff and they're like who needs it?" – Teen, Twin Falls

Moderator: Does anyone talk about the differences?

Pocatello Teen: No, they just talk about college.

THE UNCOMFORTABLE GRAY MIDDLE

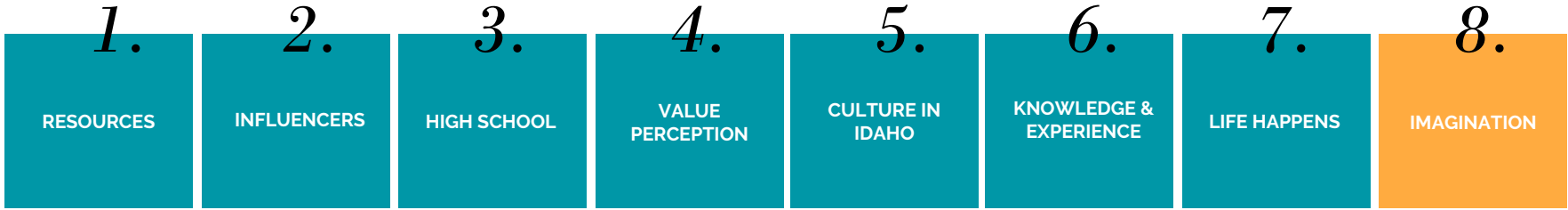
Idaho must embrace the fact that we currently have **The Uncomfortable Gray Middle** that most people don't understand, respect, or know how to discuss.

This is probably affecting 9 out of 10 teens.

"McDonald's"

Apprenticeship
Trade School
Vocational
Military

4-Year College



QUANTITATIVE RESEARCH

After graduating high school, what do you plan to do? →

	Overall
4 Year College or University	53.3
2 Year College or University	10.2
Work	9.1
Trade or Technical School	8.6
Church Mission	7.1
Military	3.6
Nothing/Time off	2.5
Other	5.6

RESEARCH NOTES

QUANTITATIVE RESEARCH

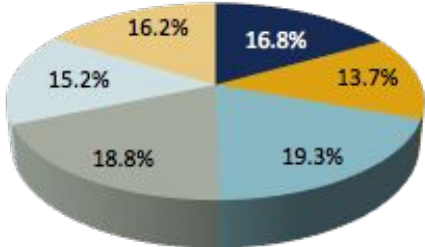
Conducted by GS Strategy Group
Conducted May 21 - June 2, 2015
N= 197 Idaho Teens, age 13-18
Margin of Error +/- 6.9%

GS Strategy Group
702 W Idaho Street, Suite 700
Boise, ID 83702 (208) 342-1524

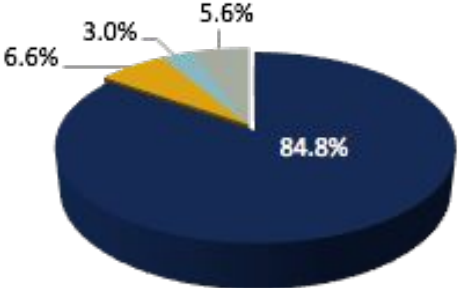
Presented by:
Brooks Kochvar
& Greg Strimple

Age and School Type of Surveyed Teens

■ 13 ■ 14 ■ 15 ■ 16 ■ 17 ■ 18



■ Public ■ Private ■ Home ■ Other



RESEARCH NOTES

QUANTITATIVE RESEARCH

Prepared for: The J.A. & Kathryn Albertson Foundation
February 5, 2014

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The majority of the sample was teens, representing a range of backgrounds.

Parents and "Influential Voices" were also included to complement the teens' perspectives.

Fielding dates: January 6-13, 2014

	Pocatello	Twin Falls	Boise	Coeur d'Alene	TOTAL
Teens	14	11	10	11	46
Parents	0	0	8	6	14
Influential Voices	6	6	5	4	21
TOTAL	20	17	23	21	81