

August 6, 2020

# Meaningful Student Voice In This Moment Of Crisis

Kentucky Board of Education



**Student Voice Team**

The Prichard Committee

# WHO WE ARE

- 100 plus members
- Statewide
- Ages 13-21
- Self-selected

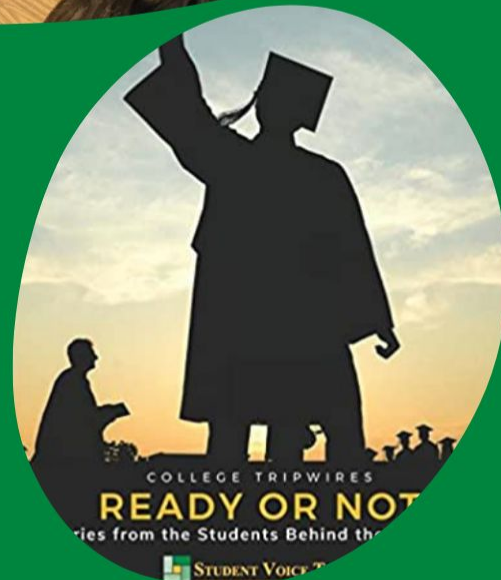


# WHAT WE DO

- Amplify and elevate student voice
- Support students as partners to improve Kentucky schools
- Extend the reach of the Prichard Committee







OP-ED

## School safety tax moved swiftly because the danger is real, say Lexington students

BY ZOE JENKINS, SANAA KAHLOON AND SANTIAGO O'NEIL

AUGUST 07, 2018 06:40 PM · UPDATED AUGUST 07, 2018 07:38 PM



# HOW WE AMPLIFY & ELEVATE STUDENT VOICE

# MEANINGFUL STUDENT VOICE

EXPRESSION

CONSULTATION

PRESENCE + PARTICIPATION

PARTNERSHIP

ACTIVISM + LEADERSHIP





# **COPING WITH COVID-19 STUDENT-TO- STUDENT STUDY**

## **Part I : Survey**

- ~13,000 responses
- All 120 counties represented

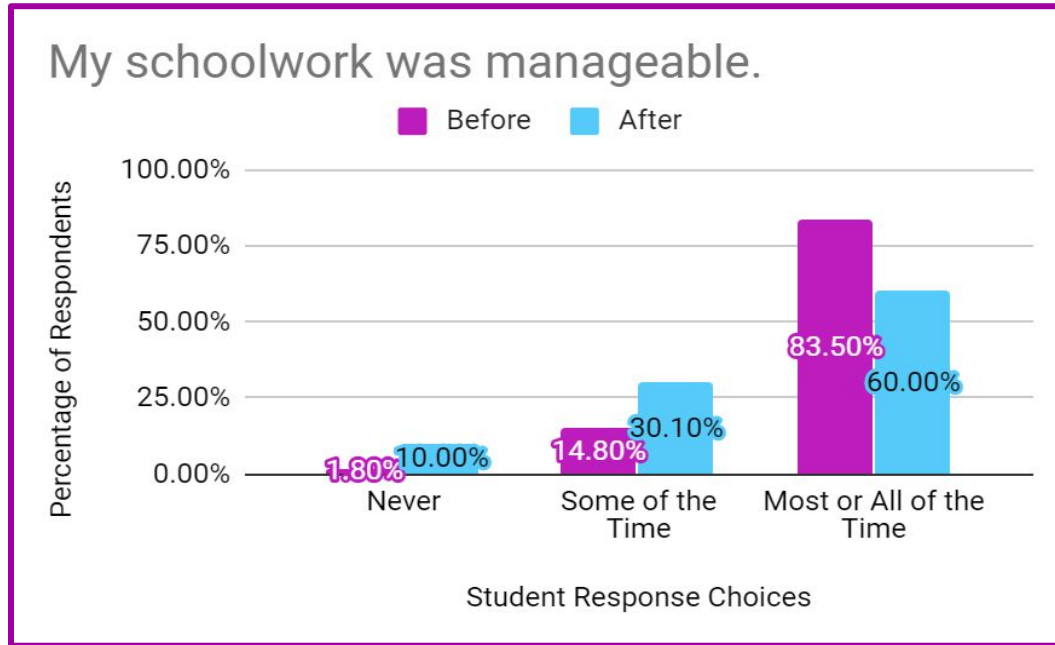
## **Part II : Interviews**

- 50 peer-to-peer



# Education Environment

# Meaningfulness and Manageability

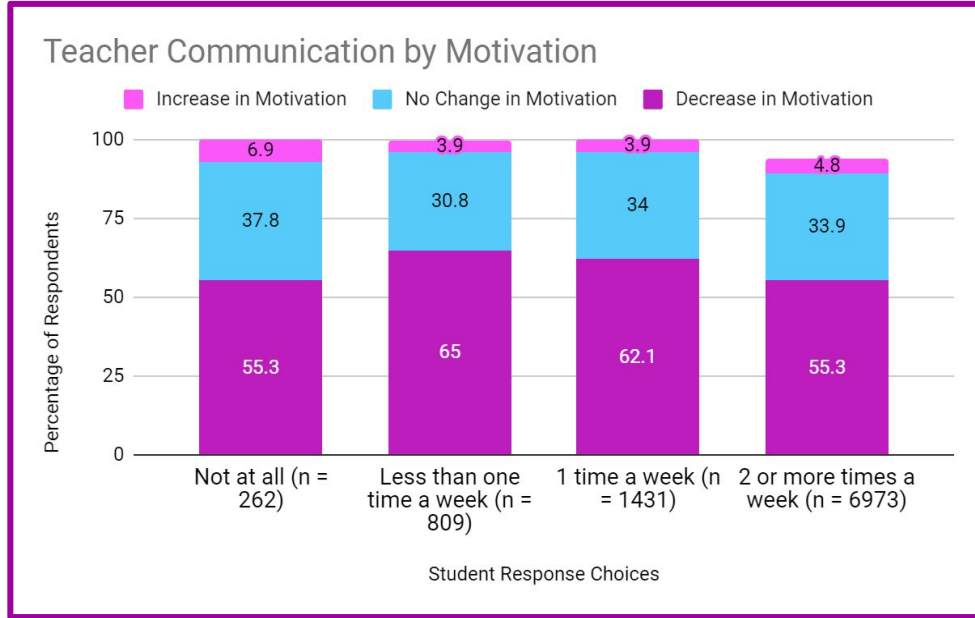


"I have work 7 hours a day and come home to a handicapped father and take care of him so I never get my work done."

Of students surveyed, 83.5% of students said they felt like their schoolwork was manageable before NTI as compared to 60% after. Only 1.80% of students said their schoolwork was "never" manageable before NTI compared to 10% afterwards.



# Teacher Communications

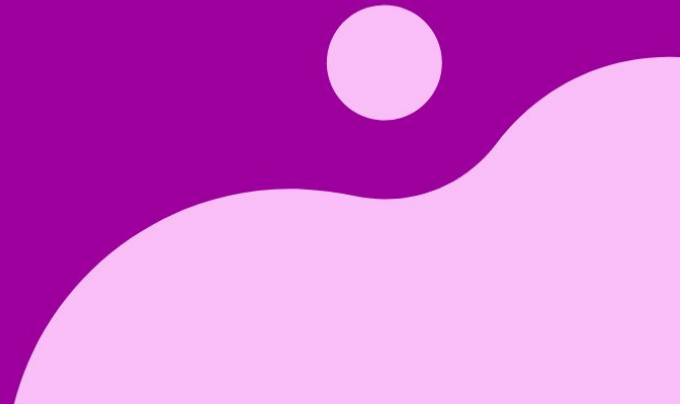


“During the regular school, teachers would take the time to check in on us...since quarantine started, there is less emotional support which has made me feel very alone... I don't want to reach out to the teachers and bother them.”

The student respondents reported a correlation between decreased frequency of teacher communication and a larger drop in their motivation and engagement.

# Recommendations

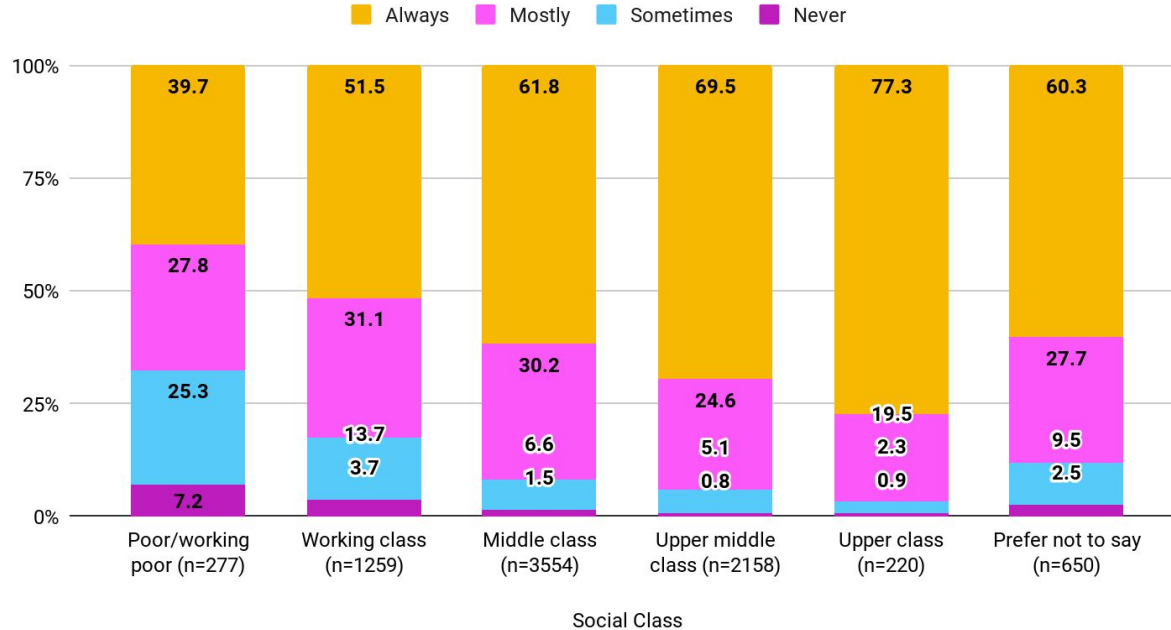
- Encourage teachers and students working side-by-side to create classroom policies that support students in varied home environments.
- Ensure that teachers create and meaningfully implement feedback mechanisms to allow students and parents to voice their thoughts and challenges, both personal and academic, for both in-person and remote learning.



# Home Environment

# Technology Access

Wi-Fi Access by Social Class



"I don't have reliable WiFi and I don't always have access to all the devices I need to complete my work. It's also very difficult to focus on my school work and it's taking me much longer to complete my work."



# Changes in Employment and Basic Needs Security

- 16.4% of students were more worried about money, and 5.6% were more worried about food.  
**This increase in financial concerns disproportionately affected lower income students**
- **1 in 3 students** surveyed had adults in the household who lost a job or whose pay/hours were cut

"[My primary challenge is n]ot having enough money to pay bills or buy enough food for household."

# Home Responsibilities

"I am now having to babysit more and pick up on more chores. I'm constantly doing something all the time. I hardly have time to rest."

Most students (65.3%) had **two or more increased household responsibilities** since the pandemic started

# Recommendations

- Implement more flexible attendance policies in districts that consider student responsibilities and barriers to remote school attendance
- Ensure that students' basic needs are met, including psychological safety



# Physical and Mental Wellness



# Challenges Students Are Facing

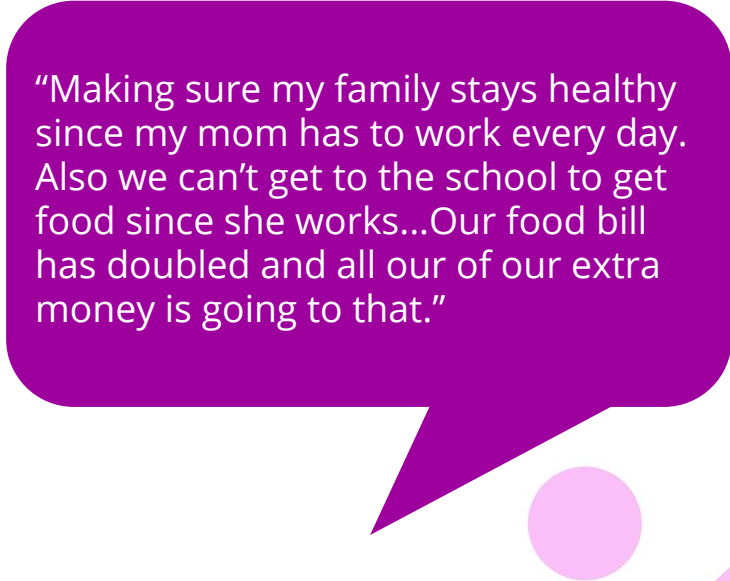
"My parents work an 8-5 job everyday so I stay home by myself... Not being around my friends, family, or peers as much as I was before COVID has drastically affected me and my mental health."

A greater proportion of poor (45.8%) and working class (31.5%) students reported feeling **more depressed** after COVID-19 than before compared to their middle (26.5%) and upper class peers (21.4%).

"It was hard to get all my work finished by its due date. I had to babysit and work another job and it was stressful."

# Emotions + Responsibilities

- Students who felt their schoolwork was **more meaningful** also had **more positive** emotional changes
- Students who spent **less than one** or **more than five** hours per day on schoolwork, on average, had **more negative** emotional experiences than students who spent **one to five** hours on schoolwork
- Overall, there was an over **50% increase** in the number of students who wanted but lacked access to mental health services



"Making sure my family stays healthy since my mom has to work every day. Also we can't get to the school to get food since she works...Our food bill has doubled and all our of our extra money is going to that."

# Recommendations

- Provide robust mental health services through schools and decrease the student-to-counselor ratio
- Create infrastructure for teacher training in social-emotional learning
- Remember the importance of socializing during school, especially now

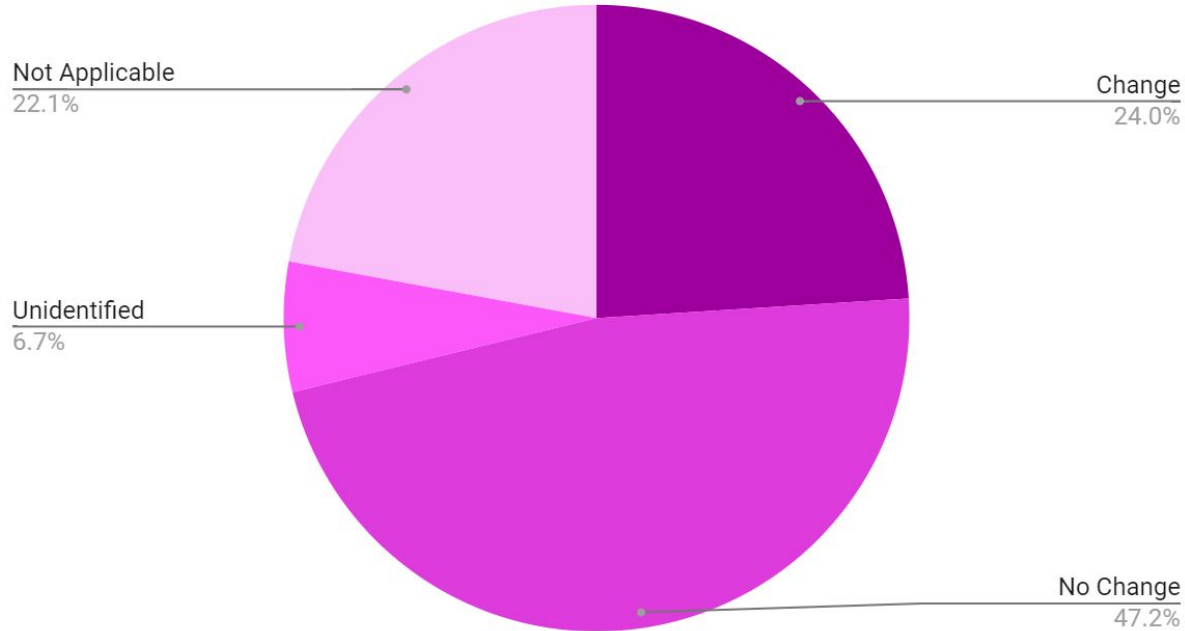


# Future Plans



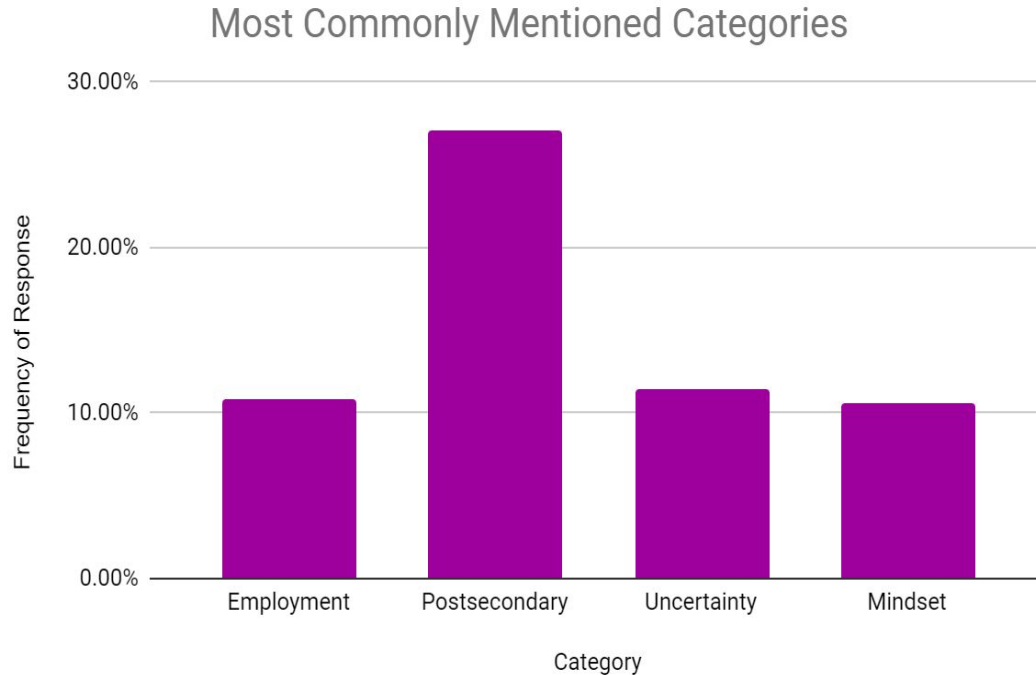
# Expected Changes in Plans

Expectations of Change by Respondents



**18%** Positive  
**54%** Negative  
**23%** Neutral  
**5%** Mixed

# Topics Discussed

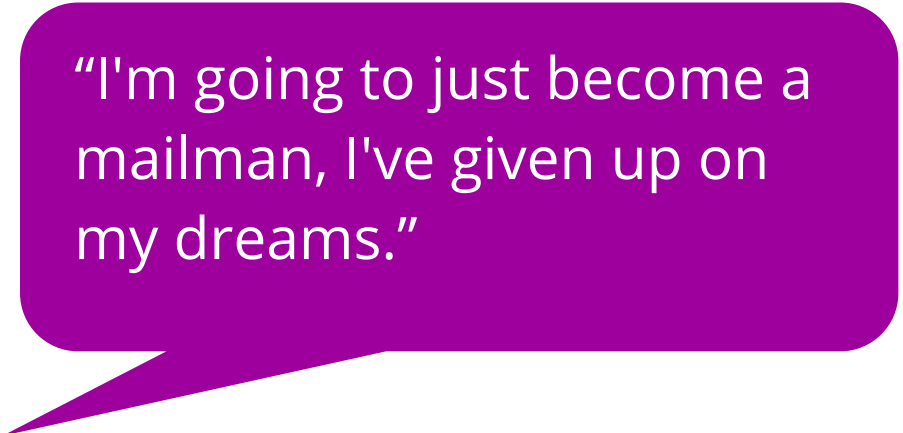


"My grades are going to hit the floor and I am scared I won't get into the college I want. I live in poverty and always viewed college as a must to get out of this lifestyle, but now I'm not so sure about anything."

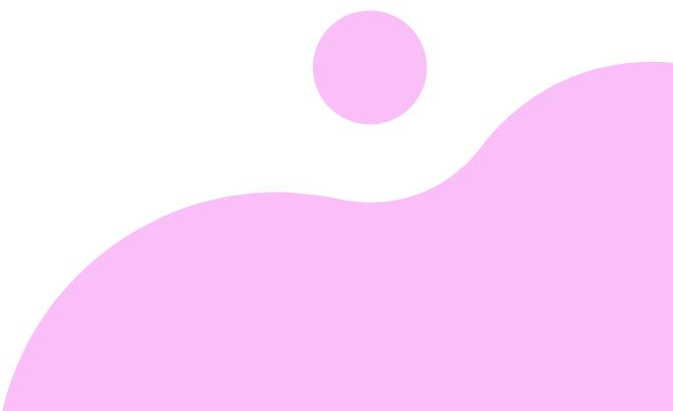
# Career Plans

Students frequently expressed concern about the feasibility of their career aspirations due to:

- Job stability
- Education requirements
- Family financial issues



"I'm going to just become a mailman, I've given up on my dreams."



# Recommendations

- Build postsecondary advising into the school day, and ensure that all students have access
- Consider new factors for students:
  - Alternatives to four-year programs
  - Test optional admissions
  - Merit and need-based aid





# Thank You!



# CONNECT WITH US!



**[studentvoiceforum.org](https://studentvoiceforum.org)**



**@pcstuvoiceteam**



**Get Schooled: Student Stories  
from Across KY**

