



# MIDDLE SCHOOL CAREER EXPLORATION GRANTS

**Barnstable Impact Report  
2019-2020**

INSIGHTS & OUTCOMES



# ASA Career Exploration Grants Impact Report - Barnstable

## Background

This brief report comprises responses from Barnstable students in the 2019-2020 school year. Topics covered on the survey include attitudes toward coursework and learning, future plans, high school intentions, attitudes toward the future, confidence in self and resources, and mentorship and influencers. Students were also asked to react to career programming and share some information about their experiences in the Barnstable career exploration program. Initial results are presented here in a series of tables.

In addition to the survey responses covering career exploration topics, we also included some questions about the COVID-19-related school closures and how students are feeling about their priorities during this unusual time. These responses are summarized at the end of this report.

*NOTE: A more comprehensive grant-wide report is forthcoming, which will include detailed analysis across all seven grant schools.*

*156 students responded to the year-end post-survey and provided usable data.*

*630 students responded to the beginning-of-year pre-survey and provided usable data.*

*In total, 86 students completed both the pre- and post-survey and could be linked. In addition, summary statistics from both the pre- and post-survey are included below for reference, featuring all students who completed a pre- or a post-survey (e.g., not limited to those who completed both).*

## Executive Summary

### Introduction

In Barnstable, 630 students completed the pre-survey and 156 students completed the post-survey; it was possible to link pre- and post-survey responses for 86 of these students to explore growth/change over time within the same group of students. Matched-pair t-tests and chi-square tests of association were used on this group of 86 students to explore growth/change over time.

Overall, students appear to be consistent in their attitudes about future planning and career exploration between the beginning and the end of the year, with a few exceptions as noted on the next page. Students generally feel positively about the career exploration opportunities they had throughout the school year, though a smaller (but notable) group of students were unable to identify specific career exploration opportunities or were confused as to what “counted” as career exploration (e.g., thinking the Career Day was the only career exploration event). This may reflect how career exploration is discussed within the school.

Half of surveyed students indicated they were “somewhat” or “very” satisfied with these opportunities; satisfied students outnumbered dissatisfied students 4-to-1.

Selected findings are presented on the following page. In interpreting the remainder of the report, there are three central limitations to this study that must be considered:

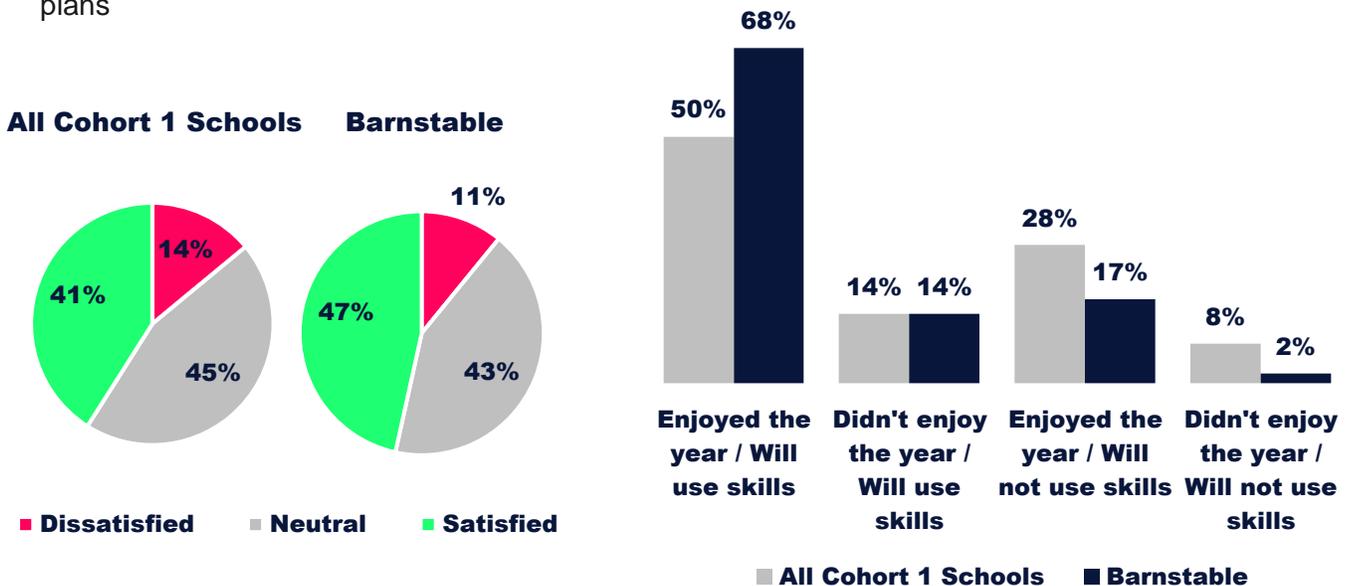
1. **Small sample size** – limits statistical power of measuring change and growth over time
2. **Maturation effects** – some measured changes may simply be due to students maturing over the course of the year, and cannot be explicitly or directly linked to career programming specifically
3. **COVID-19** – school closures, field trip cancellations, and a pivot to remote learning and remote student support changed the course of the school year and student development. It is impossible to know the true and full extent of this interruption.

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## Key Findings from 2019-2020

### Quantitative

- 47% of students were satisfied with the career exploration programming they had this past school year, compared to 11% who were dissatisfied and 43% who were neutral [see Cohort 1 comparison below]
- Nearly half of students (46%) report thinking about their career in a different way at the end of the school year compared to the beginning of the school year. Of this 46%, 20% moved from feeling less certain to feeling more certain, and the other 26% moved from feeling more certain to less certain.
- Over the course of the school year, the proportion of students able to identify a mentor and report actively engaging them in conversations about their future jumped from 47% to 56%
- 85% of students enjoyed the school year and 82% believe the skills they learned will help them in their future [see Cohort 1 comparison below]
- Students generally feel much more certain about attending college than they do about their career plans



### Qualitative

- Students generally enjoyed the career exploration opportunities they had during the 2019-2020 school year. In particular, they appreciated having a lot of options (for events and careers alike), enjoyed the online resources, and valued the opportunities to engage with people in the working world.
- Some students felt like their particular careers of interest were not covered or valued as other careers were, making them feel overlooked. Some also expressed a desire to be able to adjust their preferences as they evolve over time or to engage in more regular exploration. Others felt as though it is too early to engage in this type of exploration or that they are being “forced” to choose a career.

### COVID-19 Experiences

- At the end of the 2019-2020 school year, students identified academics and family as their top two priorities among the COVID-related closures and challenges. Consistent with attitudes across the country, students were frustrated with COVID-19 and its associated interruptions. When asked what they would most appreciate during these challenging times, half (49%) of students wished for more creative exercises as a part of their online learning, and 38% wished for simpler online assignments.

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### Student & Survey Demographics

School-provided SIMS and SCS data enabled the analysis of detailed trends within the student survey response data. The table below presents the demographic representation of the 6<sup>th</sup> and 7<sup>th</sup> grade student body overall alongside the demographic characteristics of the end-of-year student survey respondents. The far-right column indicates the degree to which the survey respondents are **over-** or **under-**represented relative to the overall student body.

While the survey responses reflect representation from all major groups, it is worth noting that the sample of survey respondents leans female, white, young (6<sup>th</sup> grade), and is less likely to be low-income, LEP, or designated as current or former SPED.

| TOTAL STUDENT ENROLLMENT                               | (POST) SURVEY RESPONSES                                | Difference              |
|--|--|-------------------------|
| n=838  | n=118  | 14%<br>response<br>rate |
| 51% Male<br>49% Female                                 | 30% Male<br>70% Female                                 | -21%<br>+21%            |
| 67% White<br>19% Hispanic<br>14% Other                 | 75% White<br>14% Hispanic<br>11% Other                 | +8%<br>-5%<br>-3%       |
| 49% 6 <sup>th</sup> grade<br>51% 7 <sup>th</sup> grade | 58% 6 <sup>th</sup> grade<br>42% 7 <sup>th</sup> grade | +9%<br>-9%              |
| 59% Low-income (free/reduced lunch)                    | 42% Low-income (free/reduced lunch)                    | -17%                    |
| 11% LEP  | 3% LEP   | -8%                     |
| 18% SPED (current or former)                           | 8% SPED (current or former)                            | -10%                    |
| 97% Attendance rate (average)                          | 98% Attendance rate (average)                          | +1%                     |
| 4.9 Days truant (average)                              | 3.6 Days truant (average)                              | -1.3                    |
| Average grade across all classes: 87.9                 | Average grade across all classes: 92.3                 | +4.4                    |

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### Pre-Post Comparisons

This section highlights areas where Barnstable students changed (or didn't change) in their attitudes and beliefs over the course of the school year. Pre-survey data come from all students who responded to the beginning-of-year survey in September and post-survey data come from all students who responded to the year-end survey administered online due to COVID-19.

Statistical tests were run on only those students who completed both a pre- and a post-survey and could be matched.

#### “How much do you agree or disagree with the following?”

*% of students who somewhat or strongly agree*

|  | Pre<br>n=626 | Post<br>n=154 |
|--|--------------|---------------|
| I have a clear plan for my life after high school                                | 45%          | 49%           |
| I am nervous about planning for my future  | 46%          | 41%           |
| I know how to search for a career that is a good fit for my skills and interests | 57%          | 68%           |

*Note: among those responding to the pre- and the post-survey, there were no statistically significant changes in student responses*

#### “Some students report that they are under a lot of stress as they plan for their future after High School. Others don't feel as much stress. How much stress would you say you feel?”

*Students' reported stress levels – rating from 0 (None) to 10 (More than I can bear)*

|                    | Pre | Post |
|--------------------|-----|------|
| HIGH stress (8-10) | 11% | 15%  |
| MID stress (3-7)   | 66% | 64%  |
| LOW stress (0-2)   | 23% | 21%  |

*Note: among those responding to the pre- and the post-survey there were no statistically significant changes in student responses*

#### “Thinking ahead to high school, what options are you considering for yourself?”

##### Students' future plans – HIGH SCHOOL OPTIONS

|   | Pre | Post |
|---|-----|------|
| Barnstable High School                  | 72% | 74%  |
| Cape Cod Regional Technical High School | 16% | 18%  |
| Private school                          | 8%  | 10%  |

*Students could select more than 1 option*

##### Students' future plans – HIGH SCHOOL COURSE/EXPERIENTIAL OPTIONS

|  | Pre | Post |
|--|-----|------|
| Taking classes that will prepare me for college                          | 47% | 53%  |
| Taking classes that will prepare me for the career(s) I am interested in | 46% | 64%  |
| Trying to find an internship   | 28% | 37%  |

*Students could select more than 1 option*

*Note: among those responding to the pre- and the post-survey, there were no statistically significant changes in student responses*

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### “How well does each statement describe you?”

*% of students saying “Describes me a lot”*

|  | Pre | Post |
|--|-----|------|
| In school, I do just enough to get by                              | 24% | 18%  |
| I like thinking about career exploration and career opportunities  | 36% | 41%  |
| I like what I am learning in school                                | 31% | 27%  |
| I am hopeful about my future                                       | 65% | 71%  |
| I believe hard work pays off                                       | 73% | 82%  |
| I am confident that I will achieve the goals that I set for myself | 53% | 55%  |
| If I practiced every day, I could develop just about any skill     | 46% | 43%  |

*Note: among those responding to the pre- and the post-survey, there were no statistically significant changes in student responses*

### “How much do you agree or disagree with the following?”

*% of students who somewhat or strongly agree*

|   | Pre | Post |
|---|-----|------|
| I am working hard in school now to give myself the best future education and career options               | 78% | 86%  |
| I feel my school provides me with the right resources to plan for next steps after I graduate high school | 55% | 59%  |
| I am confident that I know of the various job/career options best for my future goals                     | 64% | 67%  |
| What I’m learning [POST: What I learned] in school this year will be important in my future               | 60% | 56%  |
| What I’m learning [POST: What I learned] in school is interesting to me                                   | 50% | 61%  |
| I am confident that my education decisions will lead to good career options                               | 71% | 78%  |
| My school gives me opportunities to learn about my unique skills and interests                            | 55% | 52%  |
| I feel comfortable applying what I learn in school to the “real world”                                    | 60% | 68%  |
| I know about the career opportunities available on Cape Cod   | 46% | 54%  |

*Note: among those responding to the pre- and the post-survey, there were no statistically significant changes in student responses*

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### Thinking about my future career...

|  | Pre | Post |
|--|-----|------|
| I know what I want to do and I am ready to try classes/experiences that will prepare me for that future        | 24% | 19%  |
| I have a pretty good idea and I think I can pick classes/experiences that would move me in the right direction | 33% | 45%  |
| I have some general interests, but I need to have more classes/experiences in order to narrow it down          | 23% | 25%  |
| I have no idea what I want to do yet   | 20% | 11%  |

*46% of students responding to both the pre- and the post-survey picked a different option each time. Notably, one in five students (20%) moved from a less certain option to a more certain option (e.g., from “I have some general interests” to “I have a pretty good idea”), 54% selected the same option, and the remaining 26% moved from a more certain option to a less certain option.*

*In Barnstable, students’ future planning is very much in flux, which is encouraging in that it suggests students are very much active in their career development and career exploration. The goal in the middle school age group is not to pick a career path, but rather to explore and experiment – and ultimately become better equipped to make critical career decisions down the road.*

### “Can you think of someone in your life who you can talk to about your future plans, interests, and goals?”

|   | Pre | Post |
|---|-----|------|
| Yes, and we already talk about these things       | 47% | 56%  |
| Yes, but we haven’t talked about these things yet | 38% | 35%  |
| No / I’m not sure                                 | 15% | 10%  |

*From the beginning to the end of the year, students were significantly more likely to be able to identify a career mentor in their lives with whom they are actively engaging in conversations about future plans, interests, and goals ( $p < .01$ ).*

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### End-of-year Perspectives & Opinions

*This section presents students' reactions to career exploration programming, measured at the end of the year. Results for all students are presented, followed by demographic splits by gender, race/ethnicity, grade in school, low income status, attendance rate, and year-end grades/marks.*

*No statistically significant differences were noted, which may be partially due to small subgroup sizes.*

#### Thinking about your experience in school prior to the COVID-19/Coronavirus dismissal, which of these statements best describes you?

|  | All students<br>n=133 |
|--|-----------------------|
| I enjoyed the school year, and I think the skills I learned will help me in the future                   | 68%                   |
| I didn't really enjoy the school year, but I think the skills I learned will help me in the future       | 14%                   |
| I enjoyed the school year, but I don't think the skills I learned will help me in the future             | 17%                   |
| I didn't really enjoy the school year, and I don't think the skills I learned will help me in the future | 2%                    |

|  | Gender       |               | Race/Ethnicity |                  |               | Year                             |                                  | Low income             |                               |
|--|--------------|---------------|----------------|------------------|---------------|----------------------------------|----------------------------------|------------------------|-------------------------------|
|  | Boys<br>n=35 | Girls<br>n=83 | White<br>n=88  | Hispanic<br>n=17 | Other<br>n=13 | 6 <sup>th</sup><br>grade<br>n=68 | 7 <sup>th</sup><br>grade<br>n=50 | Low-<br>income<br>n=42 | Not<br>low-<br>income<br>n=58 |
| I enjoyed the school year, and I think the skills I learned will help me in the future                   | 63%          | 66%           | 62%            | 64%              | 85%           | 66%                              | 64%                              | 66%                    | 64%                           |
| I didn't really enjoy the school year, but I think the skills I learned will help me in the future       | 19%          | 13%           | 18%            | 7%               | 0%            | 16%                              | 13%                              | 16%                    | 14%                           |
| I enjoyed the school year, but I don't think the skills I learned will help me in the future             | 16%          | 18%           | 16%            | 29%              | 15%           | 16%                              | 20%                              | 14%                    | 20%                           |
| I didn't really enjoy the school year, and I don't think the skills I learned will help me in the future | 3%           | 3%            | 4%             | 0%               | 0%            | 3%                               | 2%                               | 5%                     | 2%                            |

|  | Average<br>attendance<br>rate<br>n=118 | Average<br>grades<br>n=118 |
|--|--|----------------------------|
| I enjoyed the school year, and I think the skills I learned will help me in the future                   | 98%                                    | 92.3                       |
| I didn't really enjoy the school year, but I think the skills I learned will help me in the future       | 98%                                    | 92.6                       |
| I enjoyed the school year, but I don't think the skills I learned will help me in the future             | 97%                                    | 91.9                       |
| I didn't really enjoy the school year, and I don't think the skills I learned will help me in the future | 97%                                    | 95.0                       |

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**Students' reported career certainty – rating from 0 (“I definitely don’t know what I want to do for a career”) to 10 (“I’m absolutely positive I know what I want to do for a career”)**

|                       |                       |
|-----------------------|-----------------------|
|                       | All students<br>n=146 |
| HIGH certainty (8-10) | 36%                   |
| MID certainty (3-7)   | 56%                   |
| LOW certainty (0-2)   | 8%                    |

|                       | Gender       |               | Race/Ethnicity |                  |               | Year                             |                                  | Low income             |                               |
|-----------------------|--------------|---------------|----------------|------------------|---------------|----------------------------------|----------------------------------|------------------------|-------------------------------|
|                       | Boys<br>n=33 | Girls<br>n=79 | White<br>n=84  | Hispanic<br>n=15 | Other<br>n=13 | 6 <sup>th</sup><br>grade<br>n=64 | 7 <sup>th</sup><br>grade<br>n=48 | Low-<br>income<br>n=48 | Not<br>low-<br>income<br>n=64 |
| HIGH certainty (8-10) | 33%          | 37%           | 36%            | 40%              | 31%           | 31%                              | 42%                              | 33%                    | 38%                           |
| MID certainty (3-7)   | 64%          | 51%           | 56%            | 47%              | 54%           | 59%                              | 48%                              | 56%                    | 53%                           |
| LOW certainty (0-2)   | 3%           | 13%           | 8%             | 13%              | 15%           | 9%                               | 10%                              | 10%                    | 9%                            |

|                       | Average<br>attendance<br>rate<br>n=118 | Average<br>grades<br>n=118 |
|-----------------------|--|----------------------------|
| HIGH certainty (8-10) | 97%                                    | 92.1                       |
| MID certainty (3-7)   | 98%                                    | 92.6                       |
| LOW certainty (0-2)   | 97%                                    | 92.2                       |

**Students' reported college certainty – rating from 0 (“I definitely will NOT go to college”) to 10 (“I’m absolutely positive I WILL go to college”)**

|                       |              |
|-----------------------|--------------|
|                       | All students |
| HIGH certainty (8-10) | 71%          |
| MID certainty (3-7)   | 26%          |
| LOW certainty (0-2)   | 3%           |

|                       | Gender       |               | Race/Ethnicity |                  |               | Year                             |                                  | Low income             |                               |
|-----------------------|--------------|---------------|----------------|------------------|---------------|----------------------------------|----------------------------------|------------------------|-------------------------------|
|                       | Boys<br>n=33 | Girls<br>n=79 | White<br>n=84  | Hispanic<br>n=15 | Other<br>n=13 | 6 <sup>th</sup><br>grade<br>n=64 | 7 <sup>th</sup><br>grade<br>n=48 | Low-<br>income<br>n=48 | Not<br>low-<br>income<br>n=64 |
| HIGH certainty (8-10) | 67%          | 72%           | 71%            | 53%              | 85%           | 67%                              | 75%                              | 65%                    | 75%                           |
| MID certainty (3-7)   | 30%          | 24%           | 25%            | 40%              | 15%           | 28%                              | 23%                              | 29%                    | 23%                           |
| LOW certainty (0-2)   | 3%           | 4%            | 4%             | 7%               | 0%            | 5%                               | 2%                               | 6%                     | 2%                            |

|                       | Average<br>attendance<br>rate<br>n=118 | Average<br>grades<br>n=118 |
|-----------------------|--|----------------------------|
| HIGH certainty (8-10) | 98%                                    | 92.7                       |
| MID certainty (3-7)   | 98%                                    | 91.5                       |
| LOW certainty (0-2)   | 96%                                    | 92.3                       |

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**“How satisfied are you with the career exploration opportunities you had in this past school year overall?”**

|                   |           |            |            |            |                |
|-------------------|-----------|------------|------------|------------|----------------|
| Very dissatisfied |           |            |            |            | Very satisfied |
| <b>6%</b>         | <b>5%</b> | <b>43%</b> | <b>30%</b> | <b>17%</b> |                |
| <b>11%</b>        |           | <b>43%</b> | <b>47%</b> |            |                |

|                              | Gender       |               | Race/Ethnicity |                  |               | Year                             |                                  | Low income             |                               |
|------------------------------|--------------|---------------|----------------|------------------|---------------|----------------------------------|----------------------------------|------------------------|-------------------------------|
|                              | Boys<br>n=32 | Girls<br>n=78 | White<br>n=83  | Hispanic<br>n=14 | Other<br>n=13 | 6 <sup>th</sup><br>grade<br>n=63 | 7 <sup>th</sup><br>grade<br>n=47 | Low-<br>income<br>n=47 | Not<br>low-<br>income<br>n=63 |
| Satisfied (somewhat/very)    | 56%          | 44%           | 43%            | 57%              | 62%           | 49%                              | 45%                              | 51%                    | 44%                           |
| Neutral                      | 31%          | 50%           | 46%            | 43%              | 39%           | 41%                              | 49%                              | 38%                    | 49%                           |
| Dissatisfied (somewhat/very) | 13%          | 6%            | 11%            | 0%               | 0%            | 10%                              | 6%                               | 11%                    | 6%                            |

|                              | Average<br>attendance<br>rate<br>n=118 | Average<br>grades<br>n=118 |
|------------------------------|--|----------------------------|
| Satisfied (somewhat/very)    | 98%                                    | 92.3                       |
| Neutral                      | 97%                                    | 92.2                       |
| Dissatisfied (somewhat/very) | 97%                                    | 94.8                       |

**“How likely are you to recommend the career exploration opportunities at your school to other students, friends, or siblings?”**

|            |           |           |            |           |            |            |            |            |           |           |
|------------|-----------|-----------|------------|-----------|------------|------------|------------|------------|-----------|-----------|
| Not at all |           |           |            |           |            |            |            |            |           | Extremely |
| <b>8%</b>  | <b>2%</b> | <b>4%</b> | <b>8%</b>  | <b>9%</b> | <b>20%</b> | <b>15%</b> | <b>16%</b> | <b>9%</b>  | <b>5%</b> | <b>4%</b> |
| <b>14%</b> |           |           | <b>68%</b> |           |            |            |            | <b>18%</b> |           |           |

|                     | Gender       |               | Race/Ethnicity |                  |               | Year                             |                                  | Low income             |                               |
|---------------------|--------------|---------------|----------------|------------------|---------------|----------------------------------|----------------------------------|------------------------|-------------------------------|
|                     | Boys<br>n=32 | Girls<br>n=78 | White<br>n=83  | Hispanic<br>n=14 | Other<br>n=13 | 6 <sup>th</sup><br>grade<br>n=63 | 7 <sup>th</sup><br>grade<br>n=47 | Low-<br>income<br>n=47 | Not<br>low-<br>income<br>n=63 |
| High likelihood     | 13%          | 15%           | 12%            | 14%              | 31%           | 10%                              | 21%                              | 19%                    | 11%                           |
| Moderate likelihood | 72%          | 76%           | 74%            | 86%              | 69%           | 78%                              | 70%                              | 73%                    | 76%                           |
| Low likelihood      | 16%          | 9%            | 15%            | 0%               | 0%            | 13%                              | 9%                               | 8%                     | 13%                           |

|                     | Average<br>attendance<br>rate<br>n=118 | Average<br>grades<br>n=118 |
|---------------------|--|----------------------------|
| High likelihood     | 98%                                    | 92.8                       |
| Moderate likelihood | 98%                                    | 92.0                       |
| Low likelihood      | 97%                                    | 94.1                       |

## Open Response – Students’ Likes and Dislikes

### Selected LIKES:

“When they came and talked about careers and we could sign up to meet them”

“What I liked about the career exploration opportunities at my school this year was when we went on different websites and saw what career suits us the most.”

“We got to go to more than one place for career advice.”

“We could talk to someone who had that job and go into detail about payment and how much they enjoy it”

“They had a wide variety of careers to choose from.”

“There was a lot of unique careers that you could explore.”

“The career exploration opportunities helped me know more about what certain jobs are like.”

“Something that I liked about the career exploration opportunities at my school this year was that they gave you a lot of options of what you could do.”

“quando os policiais nos incinaram como `e o trabalho deles. [Teaching us about how to work for the police]”

“It was cool how by answering some questions they could figure out interests you have. Also it was good to think about our futures.”

“It helped me learn what kinds of things I would like to consider doing in the future”

“I really enjoy how we use websites where they give you recommendations as to which career paths you might want to take, and they can narrow your career choices down and make it easier to help you find out what you may want to do.”

“I likes that they gave us a few options that we'd be good at and not just one.” [sic]

“I liked the career day event where people came to the school and taught us about their career.”

“I liked that you could pick one topic and explore many jobs under that exact topic.”

“I liked that we had a person who actually worked at that job, and told us what it is like.”

“I liked that there were real colleges and careers in the real world that linked with my interests”

“I liked that the career exploration opportunities at my school where linked with what I enjoy doing.”

“I liked how instead of recommending something to us they let us find what we wanted to do.”

“I liked being able to learn about different careers that I could do on Cape Cod.”

“I learned about different jobs that I didn't know were jobs before.”

“I got to look at many different choices/opportunities.”

“I could learn about some career options that might interest me and make me want to follow that path that will eventually get you to the career.”

“Gostei do ensino eu tive [I liked the teaching]”

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### Selected DISLIKES:

“We had to pick three things but I was only interested in one and that was kind of dumb. It would’ve been better if we learned more online because in person you only get one persons experience and advice but online you get the facts.”

“We don’t know if we want to do what they are doing, and we don’t know what aspect of the career they will be talking about, such as the artist was talking about owning a small business, not art.”

“We are learning about what we want to do in the future a little early.”

“They weren’t all that accurate. Like, for example, one career thing I got was circus performer. As hilarious as I find that, I can’t see myself in the circus.”

“They needed to show the jobs of the future.”

“They didn’t get anything related to what I have in mind for a career”

“The tests we would take or surveys were a little long and boring.”

“The school didn’t have my dream job to be on Broadway, and no actors or actresses for speakers.”

“The options were not really what I expected for career day. I also think we could have had more days for careers.”

“The only thing I didn’t like about it was that there was some jobs that they didn’t include.”

“The lack of options. No medical options, like doctors or nurses. Seemed like mostly flashy stuff that little kids think more about, like police officers and firefighters. Important, but not everyone wants to explore them.”

“Something that I disliked about the career exploration opportunities was that after I did the career interest surveys I couldn’t change my answers or re-take the surveys as my interests changed.”

“Some of the jobs didn’t seem inviting.”

“Only major jobs were on it and not easier starting jobs.”

“It doesnt show as many as I would have liked, there wasnt any military talk.” [sic]

“If I’m being honest I really didn’t like the career exploration. In my opinion, it’s a waste of time if students already know what they want to do in the future and I am one of those students. I think the students who already know what they are doing in the future shouldn’t have to do it.”

“I understand that right now is the prime time to teach us about this, but it feels like we are being forced to choose a career at 11 or 12 years old.”

“I feel like there weren’t enough choices and most of them were the simple ones and there were basically repeats. I wish there was more careers that were less noticed maybe.”

“I DISLIKED XELLO”

“I didn’t like how we could only pick three, and that it was 1 day. I feel we should be able to experience more options to see what we like.”

“I didn’t like how they made it sound sort of like you needed to know what career you wanted to do.”

“I did not like how we only did these activities for 20 minutes once a month. I feel I would have liked it better if we did things like that more often.”

## ASA Career Exploration Grants Impact Report - Barnstable

### COVID-19 Impacts

The final section of the end-of-year student survey included a few questions about COVID-19 and the associated school closures. While these questions do not refer to Barnstable's career programming specifically, understanding student feelings, priorities, and wishes may be helpful in planning for an as-yet uncertain beginning to the 2020-2021 school year.

#### COVID-19 Survey Section (n=143)

##### First, how have you been feeling in general?

|                               | Post |
|-------------------------------|------|
| Good overall                  | 27%  |
| Fine – good days and bad days | 69%  |
| Not so good                   | 4%   |

##### What are your main priorities during this time?

|                         | Post |
|-------------------------|------|
| Academics/schoolwork    | 76%  |
| Friends/peers           | 63%  |
| Physical health         | 56%  |
| Mental health           | 48%  |
| Family                  | 81%  |
| Learning new skills     | 39%  |
| Focusing on hobbies     | 51%  |
| Helping out where I can | 35%  |
| Other                   | 9%   |

##### As time moves forward, are there any resources you wish you had access to, to be able to learn during this time?

|                                     | Post |
|-------------------------------------|------|
| Academic activities to keep me busy | 13%  |
| Creative activities to keep me busy | 49%  |
| Better learning materials           | 24%  |
| Better internet connectivity        | 21%  |
| Access to a computer/laptop/tablet  | 7%   |
| Simpler online assignments          | 38%  |
| Other                               | 14%  |