

Public Abstract

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Title:College-Ready, Career-Ready or Career- and College-Ready: Do Education Stakeholder Perceptions Create Barriers to Student Engagement?

Since 1965 and the institution of the Elementary and Secondary Education Act, there has been cyclical support and reform of college and career preparation at the secondary level. The present study examined educator perceptions based on measured philosophical orientation. In a mixed methods design, educators provided responses to an on-line survey with open-ended questions. The results indicated that educator orientation is not statistically significant. Teacher-to-student advisement, teacher-to-student relationships, curriculum sequencing and engagement in the community proved to be more defining of student engagement based on the results of this research.