

STEM Career Goals Among Globaloria Students at East Austin College Prep Academy

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Introduction

Globaloria (www.Globaloria.org), a program launched by the World Wide Workshop (www.WorldWideWorkshop.org) in 2006, is an educational intervention for students to develop digital literacies, STEM knowledge, and global citizenship by designing and building original webgames in a wiki-based collaborative and networked environment. Globaloria is a yearlong academic curriculum comprised of programmable wikis, blogs, game-design and programming tutorials, game-content resources, and a virtual support system for educators and students. The founders and designers of the program describe Globaloria as having 4 modes of learning: Expert-driven, Peer-to-peer, Self-directed, and Educator-directed; for the majority of the class time, students are expected to be self-directed. Students learn both technical skills and gain content knowledge in preparation for college-level studies, especially in STEM curricula of science, technology, engineering, and mathematics. (World Wide Workshop 2010).

In the Globaloria class, educators use a student-centered approach of guiding students to find answers for their questions about their game-topic among their peers and using available virtual resources, including live and asynchronous expert helpdesk and tutorials. During the year, the students encounter STEM experts who present virtually or in person. In some cases, students are assigned a virtual mentor who gives them support.

Cultivating students' passion towards STEM careers in a community plagued by very low educational attainments rates and high unemployment was a key long-term goal of the East Austin College Prep (EA Prep), a charter middle school in urban Austin,

Texas, administration when they established the Globaloria program as part of their daily curriculum. The Globaloria curriculum was intended to provide East Austin College Prep students with 21st century skills and preparation for a college and career in the changing world. This research seeks how the experience in a Constructionist game design program may be a part of supporting the development of career interest in the STEM field.

Most students who completed 8th grade during 2011-12 have participated in Globaloria for 3 years, starting in the 6th grade. There are other students who joined this original group, the 8th grade class, along the way, who have slightly less Globaloria experience. The current paper examines data gathered from an open-ended question on career goals, asked on surveys given across three years.

This paper examines three years of career goals submitted by students, from Fall, 2009 through Spring, 2012. Each cohort will continue to participate in the program for a total of seven years.

This paper represents part of a series, which will present the career goals of students with experiences in Globaloria. As researchers, we are guided by the Social Cognitive Career Theory, which is briefly described in the next section. Since that theory has multiple components, we are beginning to explore what we are seeing at EAPrep in relation to careers and STEM in multiple ways. In this paper, we document changes in students' stated career aspirations across years of participation in Globaloria, and discuss the patterns that are emerging.

Literature

Because we are interested in the impact of the Globaloria program on the development of career goals of the students at EAPrep, our research team sought a career development theory, which could provide a lens for understanding the way goals and career development function.

Social Cognitive Career Theory (SCCT) was developed by theorists Lent, Brown, and Hackett. (1994). The theory posits that career goals and decisions are made based on [perceived] job availability, in conjunction with an individual's self-efficacy beliefs and outcome expectations. Other influencing factors include racial and ethnic background, gender, socio-economic status (SES), and cultural background. In addition, this theory has been reviewed for relevance to the experience of the East Austin College Prep student population. Mejia (2011), in her work on career barriers and Latino/a college students, cites eight empirical studies which have concluded that SCCT is relevant to exploring the career path of people of color '[g]iven its consideration of the role of contextual barriers in shaping career interests, goals, and persistence.' (page 3).

The SCCT identifies three vital components necessary for career development:

1. Self-efficacy- an individual's beliefs about ability to succeed.
2. Outcome expectations- beliefs about the outcome of performing particular behaviors. Outcome expectancy refers to a person's estimation that a given behavior will lead to certain outcomes, and encompasses perceived barriers.
3. Personal goals- defined as the determination to engage in a particular activity or to effect a particular outcome. (Bandura, 1986).

Note that self-efficacy is derived from

- a. Personal performance and accomplishments (mastery experiences)
- b. Vicarious learning
- c. Social persuasion
- d. Physiological and affective states

In a book chapter entitled *Social Cognitive Career Theory (in: Career Choice and Development, 2004)*, the theorists describe ‘a complex interplay among goals, self-efficacy, and outcome expectations in the self-regulation of behavior. (Lent, Brown & Hackett, 2004, Bandura, 1986). Personal goals are effected by the person’s self efficacy beliefs, and in turn, influence further development of the outcome expectations and self-efficacy beliefs that someone holds regarding his or her performance of activities related to that goal.

The SCCT further posits that modifying faulty self-efficacy and outcome expectations can lead an individual to successful experiences. The SCCT theorists Lent, Brown, & Hackett write that self-efficacy, outcome expectations, and personal goals, the elements of SCCT, ‘act bi-directionally; self efficacy promotes interest and in cyclical fashion interest promotes opportunity for self efficacy development’. (2002). Importantly, SCCT theorists Lent, Brown & Hackett state that self-efficacy as related to career is developed during childhood. (Allison, 2007).

The SCCT is divided into 3 phases or models. The first phase, the interest development model, is concerned with childhood and early adolescence, while the choice model covers late adolescence and early adulthood; and the performance model

covers primarily the time from a person's first job to later in life. The interest model focuses on the development of patterns of likes, dislikes, and indifference with regard to career-related activities. This model emphasizes 'both the experiential and cognitive factors that give rise to career related interests' and looks at the role these factors play in choice behavior. Lent, Brown & Hackett write: '[the interest model] holds that self-efficacy and outcome expectations exert an important, direct effect on the formation of career interests.'

We hypothesize that the Globaloria students at EAPrep, where they are 1. developing interest through the behaviors modeled by other students, teachers, experts, who are using digital design tools and collaborating, and 2. Experiencing mastery of technology skills related to game design, in a self-directed way, may support the development of self-efficacy and positive outcome expectations, which will in turn support goals related to STEM and STEM careers.

Self efficacy

As discussed above, within SCCT, *self-efficacy* is a component that drives career decision making. It is derived from

- a. Personal performance and accomplishments (mastery experiences)
- b. Vicarious learning
- c. Social persuasion
- d. Physiological and affective states

Bandura writes in 'Social Cognitive Theory' (1989): '*Social systems that cultivate generalizable competencies, create opportunity structures, provide aidful resources, and*

allow room for self-directedness increase the chances that people will realize what they wish to become.' Self-directedness is a trait being modeled within the Globaloria classrooms and network, and a possible hypothesis is that self-directedness and development of competency support the foundations of career decision making.

Fouad and Smith report that self-efficacy positively influenced academic and career interests in math- and science-related fields among a sample of mainly Hispanic middle school students (1996). Please see the paper titled: *Globaloria Self-Efficacy in Economically Disadvantaged and English Language Learner Middle School Students Learning Game Design* for a complete literature review related to self-efficacy and Globaloria, and findings from research on students' self-efficacy development. Available at: www.worldwideworkshop.org/reports

Outcome Expectations

Within the SCCT, outcome expectations encompass perceived barriers. For low socio-economic status students, these barriers can be systematic (Mejia, 2011), including gender or ethnic bias or low expectations. Mejia notes that according to the US Census, Latino/a individuals have the highest percentage of employment in non-professional occupations, including sales (23%), service (21.5%) and production (21%). (Mejia, 2011, US Census, 2003).

Researchers Leal-Muniz and Constantine (2005) established that ethnic and gender barriers were highly predictive of the tendency to limit their career options among Mexican American college students. Mejia (2011) also finds that *role models* and

experiences can help Latina students develop coping mechanisms that will lead them to persist in science careers, despite barriers that include discrimination.

It should be noted that studies find that self-efficacy and outcome expectations interact; for example, career-related self-efficacy is positively related to career-related outcome expectations among samples of Latino students (Fouad & Smith, 1996; Gushue, 2006).

Lent, Brown, & Hackett write 'Beliefs and behaviors of social agents and important others including peers have important implications for acquisition of children's self efficacy and outcome expectations, as well as development of talents.' (1994). Upcoming research and data gathering will converge with following the extent to which Globaloria can provide models with beliefs and behaviors to support development of talents and acquisition of self-efficacy and outcome expectations, which will ultimately allow them to develop success in pursuit of a career.

Method

The career goal information used here is collected from all EA Prep students who participate in the Globaloria program. It is collected primarily through surveys. Students are asked to report their goals for a future career on both the pre- and post- program survey, which is administered in their regular class period with a web-based survey tool. They are also asked about their career interests in a self-efficacy survey that they take quarterly. In order to analyze the goals, the researcher collated the goals as entered, across all years of the program. In cases where students did not complete a pre- or post-

survey or did not enter a goal, researchers used answers given on the self-efficacy survey during the same time period, i.e. early in the year for pre-surveys and late in the year for post-surveys. A single researcher coded the goals as STEM related or non-STEM related.

Coding

Some issues arose in coding the responses. Examples of responses that didn't fall into a neat category include, but are not limited to, the following: *Joining the military*, which was coded as non-STEM, although interest in the military could possibly indicate goals in the engineering or technology fields. *Detective* was coded as non-STEM, while *CSI or crime scene investigator* was coded as a STEM career, although it could be argued that both indicate the same type of goal. Refinements to the survey instrument are planned, which may serve to address these issues.

After coding was complete, the results were tabulated for each cohort. In this way, we determined an overall percentage of students with a stated STEM career goal for each cohort. This process was repeated for each gender group, to determine a total percentage among boys and among girls for each cohort.

Instrument

The data were obtained from pre- and post-program surveys, and supplemented for year 2011-12 by responses on self-efficacy surveys. During 2009-12, students responded to the following questions, which appeared on the program surveys:

2009-10
Tell us about your future goals. Are you thinking of college and/or a particular job or career?
2010-11
Tell us about your goals for the future (job/career interests, possible college majors, etc.)
2011-12
What kind of goals might you have for the future? For instance, have you thought about college, possible majors, etc.? Do you already have interests in a job or career?

Since we sought a pre and post comparison for each student, rather than a cross section of responses, only students with both a pre and post response were used in this analysis. When students didn't respond on the pre- and post-program survey, it was for reasons that included running short of time, absence, or typing a response that was indecipherable or incomplete. In these situations, researchers were able, in many cases, to locate a response given during a similar time period on a self-efficacy survey. On the self-efficacy surveys, students were asked: *What is the career that you are pursuing?* In a very few cases, information from one-on-one interviews with students was used in place of a missing survey response.

It should be noted that self-efficacy data was collected for all students throughout years 2010-11 and 2011-12, and those data will be used in conjunction with the career goal data for further analysis. A paper on the self-efficacy data instrument and results is available at www.worldwideworkshop.org/reports.

Sample

The sample includes all students at East Austin College Prep. All students at the school participate daily in Globaloria for 60-75-minutes, and will continue to do so each year from 6th through 12th grade. The school is a charter middle school, opened in 2009,

designed for and populated by students who are from the surrounding economically disadvantaged community.

- 83% are Latino/a, 13% are African American, and 3% are White,
- One-third are English Language Learners (ELL)
- Approximately 90% qualify for free and reduced priced lunch

Students were placed in cohorts as follows:

Students with three years of Globaloria experience (cohort A3), students with two years of Globaloria experience (cohort B2) and students with one year of Globaloria experience (cohort D1). See Table 1, below. Note that the number that appears in the cohort designation (i.e. the 3 in A3) signifies the number of years of Globaloria experienced by the student. Therefore the number changes from year to year, while the letter designation does not change. Cohorts C2, E1 and F1 comprised small groups of students who did not enter the program during 6th grade, the traditional first year of middle school. C2 students are eighth graders who began taking Globaloria during 7th grade, E1 students are 7th graders in their first year of Globaloria and F1 students are eighth graders in their first year of Globaloria.

Key:
Cohort A3: Students who began in Fall, 2009, in year 3 of Globaloria
Cohort B2: Students who began in Fall, 2010, in year 2 of Globaloria
Cohort D1: Students who began in Fall, 2011, in year 1 of Globaloria

Table 1 Cohort designations

Results

Table 2 below depicts the percentage of students who gave STEM field career goals in response to open ended questions about career goals, on pre-and post-program or self-efficacy surveys during 2011-12 school year. Table 3 below depicts the percentage of students who gave career goals in the STEM field, in response to an open-ended question about career goals, on pre-and post-program or self-efficacy surveys during 2010-11 school year.

Students Who Report STEM Career Goals: Year Three (2011-2012)			
Cohort A3:	Total	F	M
Pre:	42%	51%	37%
Post:	59%	69%	44%
Cohort B2:			
Pre:	29%	31%	30%
Post:	54%	63%	48%
Cohort D1:			
Pre:	37%	35%	31%
Post:	68%	58%	63%

Table 2 2011-12 Percent of students who responded with a STEM-related career goal

STEM Career Goals: Year Two (2010-11)			
Cohort A2:	Total	F	M
Pre:	36%	45%	28%
Post:	52%	59%	41%
Cohort B1:	Total	F	M
Pre:	19%	34%	12%
Post:	48%	36%	28%

Table 3 2010-11 Percent of students who gave a STEM-related career goal

STEM Career Goals: Year One (2009-10)	
A1:	
Pre:	46% * note that pre-test survey data are of poor quality
Post:	47%

Table 4 2009-10 Percent of students who gave a STEM related goal

Cohort A3's goals were also analyzed qualitatively, across all three years, to determine if the goals became more or less specific in nature. Out of 70 students who continued in Globaloria across all 3 years, over half (N=38) became more specific. A subset of students who did not become more specific gave goals at the end of 8th grade that were very similar to those at the beginning of 6th grade, for example 'I want to be a nurse' or 'I want to be a CSI'. A chart appears in the Appendix depicting the student changes across time.

Note regarding changes from Year One Spring to Year Two Fall: Because some of the students in cohort A1 who were interested in STEM careers left the cohort after year one, the overall percentage of students with STEM career goals within this changed cohort appeared to change from post-year one to pre-year two.

Discussion

The students involved in Globaloria at EAPrep have established and maintained high levels of interest in STEM related careers, including engineering, game design, medicine, and science. Researchers' study of students' reported career goals over time indicate an increased tendency to set goals for careers in STEM fields. Among students in the second and third cohorts (B and C), there was a major shift in students' STEM career goals from pre- to post-program surveys in the first year at the school, with

Cohorts B and C doubling the number of students interested in the STEM field after the first year of Globaloria and EAPrep participation.

The students in Cohort A have generally sustained interest in pursuing STEM careers over three years. In general, this same group has become more specific about their career goals at the same time. These are two separate trends, but when combined, suggest that this group of students is heading onto a different path than the norm for their community. It is possible that that experiences of developing new skills in the Globaloria curriculum positively reinforces the message that they have the ability to succeed in a STEM career, while also providing the students with models (teachers and experts) who are working in the STEM field.

The shift we found in these students' STEM career goals is interesting in light of Fouad and Smith's (1996) report that self-efficacy positively influenced academic and career interests in math- and science-related fields among a sample of mainly Hispanic middle school students. While not reported here, we have seen increased self-efficacy in the skills learned in Globaloria. An upcoming paper will explore these relationships more fully.

When examined qualitatively, the students' goals have generally become more specific as well. While a student may have talked about being 'a vet' or 'a scientist' as an 11 year old, as a 14 year old the student talks about being 'a biologist working with wildlife management', or 'a chemical engineer.' A table of example results that represent a change from less specific to more specific appears in the Appendix of this paper.

Among those who have not set a goal in the STEM field, many students have developed professional goals that are not traditional for their gender or socioeconomic status. Examples include 'International Business,' and 'becoming President of the United States.' A limitation of our study of students who all participate in Globaloria is that we cannot say whether this trend is the result of maturity or that it illustrates improved clarity as a result of the experiences they have in the game-design program.

In terms of developmental stages, SCCT posits that middle school students are exploring career ideas, using observation and vicarious models to inform their goals. The qualitative examination of the students' goals supports this idea: we see many examples of students who say 'I want to have a good life and be successful' while others may say 'I want to be a forensic scientist'.

The SCCT emphasizes 'both the experiential and cognitive factors that give rise to career related interests', and it is seen, within the context of this school and Globaloria, new experiential and cognitive factors and this shift in career goals plays out. We theorize that through the role models (educators, mentors and experts) students are given information and have experience within the Globaloria classroom that will help them to develop career interests in the STEM field. An analysis to calculate the relationship between career interests and students' self-efficacy and outcome expectations regarding engineering, as reported by students, will provide some connection to the SCCT theory.

The data in this study were artifacts, in the sense that they were not collected with a validated survey instrument. In future years of research, the students will be

asked additional questions about their attitudes towards STEM subjects and careers, in addition to the career goal question. We will begin to gather that information for each student, along with the self-efficacy data, during the 2012-13 school year.

The first group of students, Cohort A, showed very little change across their first year. Some reasons for seeing little change could lie with the poor quality of the data available for pre-test. The pre-test was administered by the sixth grade Globaloria teacher, without a researcher present. There were several technical problems during survey administrations, forcing students to start over one or more times. This means they created multiple entries with different responses. A related second explanation could be that, since many students did not respond to the question about career goals on the pre-survey, and those that did respond to the question tended to be more capable of using a web-based survey, they could possibly be more focused on technology than the general population. A third possible explanation is that the students who joined the founding class at EAPrep may be different, given that they enrolled in the school with no reports of experiences of previous students, than a typical middle school sample. Yet another possible partial explanation is that the class was influenced by an activity where they created 'vision boards' with their 6th grade math teacher. In the activity, students received instructions to make collages with magazine pictures depicting their goals, including the college they wanted to attend, the job they wanted, the house and the car they wanted to own. See Appendix for one example of a 2009-10 student collage.

Future Research

These data will be used to correlate with self-efficacy scores, to begin to measure possible interaction between self-efficacy in STEM learning and STEM career goals. The results of this analysis will be discussed further in terms of gender, language learner status, and potential career barriers. We will connect parent education level and other socio-economic variable information to develop a picture of the other factors supporting or hindering student career goals.

As Mejia (2011) writes, role models and experience can give students coping mechanisms to help them to persist when they meet barriers. While in middle school, the EAPrep students are not actively engaged in career-related activities, such as job interviews, they still encounter these barriers in observing family members' experiences. We intend to continue to track their goals, and other factors, as they become more actively engaged in pursuing careers.

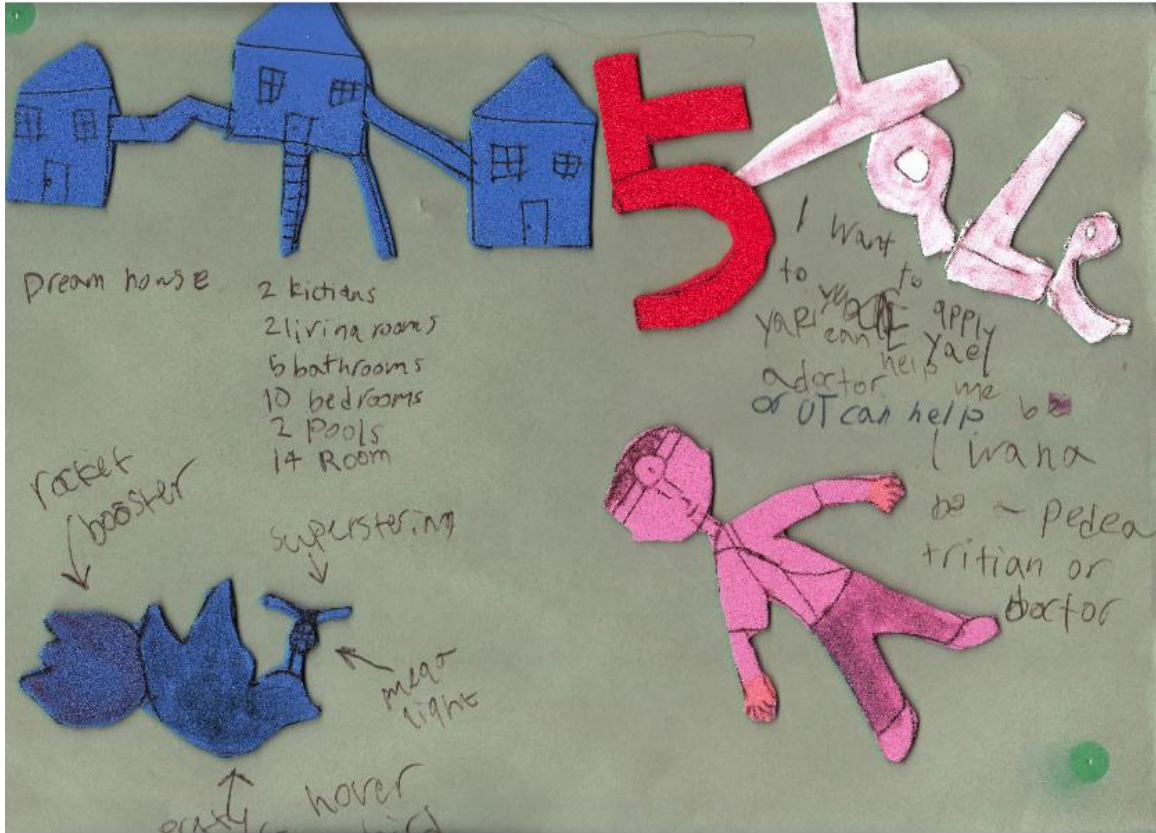
We will continue to track the patterns and changes of students' goals across time. The longitudinal study of the experience of these students can contribute to the knowledge base of how participating in a STEM game design program may affect students' career goal development.

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Appendix:



A1. Example of Career Goal Collage made by A3 student during 2009-10.

A2: Responses of students in Cohort A, across time

Fall 2009	Summer 2010	Spring 2011	Fall 2011	Spring 2012
My goals for my future are to graduate from high school and head on to college. My other goal is to become a doctor. I would also like to have really good grades in school.	I am thinking of going to collage to become a professional doctor.	Im interesting in going to college to study to be a pediaticians.	I would like to be a pediaticians and be succesfull	Yes when i grow up I want to go to college and become a pediatician .
teacher	teach in flash		i would like to achive my goalss of playing foot ball in high school because alot of people think that i cant play sports man sports wend i really can	lawyer a person in health envierment

football player or
soccer player

I want to be a pro
footbal player

I would like to be a
profesional football
player or a pro
skateboarder, but if
none of that
happens a docter

Yea i want to go to college
an di would want to go pro
on football.

Yes I maybe be
going to college and
I will have to finish
school because I
want to get a good
career and a good
job when I finish
school for I could
get good graddes
when I finish school
when I go to college
when get to high
school to.

My job is H E B.my
creer is UT texas
universityof college

My g1als are to go
to college and get
my career and after
that I finish college
I will have to get a
great job that I can
have to stay at my
job.

The career that I want to
study is Architectural &
Engineering.

to be a cia agent

I am going to collage at yale,UCLA,UTSA,UT, or columbia unversity in new york.

i want to be a tharapist or a music/move producer i want to major in english,music, and dance

I want to do alot of things. I want to be a movie /music producer or a book writer or a conseler i.e srink

I want to go to college (don't know which one yet) but i want to be a film or a physiology major maybe both

im interest in being a doctor and go to ut university

What are my
Furture goals are is
to be a Really good
Softball Player but if
that dont happened
then I want to Be a
Doctor IN St.
Davids Hospital
and the Team I
want to play for is
U.S.A or Michagan
and I really enjoy
playing softballl and
thats why I want to
either go to those
Colleges!

Umm , I'm
Looking Forward
To Be Some Kind
Of Doctor Or I'm
Really Intrested
To Be A Famous
Softball Player !

I Would Like To Be
A Professional
Softball Player , But
If I DOnr Succed
Then I Hope To
Pursure My Career
To Something Like
A Peditrition Or A
Doctor ..

I'm kind of interested in
being a forensic science , I
really think it's interesting
but if not then maybe be a
professional softball player .
?

nurse	<p>*Going to college at UT *Vet *Teacher *Lawer *</p>	<p>I would very much enjoy to work at the hospital but I woud need alot of germ mex because i'm very much afraid of germs. I would also like to take over my grandmother's job and work with her companey. She makes and desinges rings.</p>	<p>To be a nurse that helps poeple that have cancer.</p>	<p>I thought about going to College but first i would take a year of a school before going back to late night studying.I want a Major in medical emergency's. For my career i would like to help kids with cancer and help them find cule's.</p>
<p>to graduate and become a doctor. have a lot of money to buy my family some things like clothes.</p>	<p>I think about going to college. I plan on going because I want to have a really good career.</p>	<p>I would like to have my career as a dcotor or a gamedisinger.</p>	<p>I would most likely have a career , i would like to be a lawer or a doctor.</p>	<p>My goals for the future is graduating from High School, going to college to be a immigration lawer to help the ones that need the help.</p>

I would want to go to the art institute at austin and become a professional fashion designer

My future goals are to graduate from High School, Go to College and Graduate, Become a Pastry Chef or a Cosmetologist. After Get a house and a car and if I have time have a family.

I have many goals in life to achieve and I will. I've visited many Universities in the state of Texas and Im kind of interested in some but not all, some of my choices: UTSA, TEXAS STATE and LeCordonBleu. First of all I want to graduate from High School, take all extra credit classes probably get a summer job during High School, once im graduated from High School, get my own apartment, take care of my grandparents just like they did to me, apply for college, hopefully

When I go to College I want to study Law Enforcement, Culinary Arts, Photography. After that I want to open my own bakery.

I am pursuing a great career. I would like to study for a lawyer, communication/psychology.

study many
things in there for
ex. Culinary Arts,
Law Enforcement,
Photography,
Journalism and
one more thing
but I don't know
what it is.
Hopefully at the
end get my own
Bakery Shop,
enjoy life, be
sucessful, go
back and help
others have a
great education
just like mine.

my goal is to be a musician and college I wana go to is UT	I am thinking of going to college a soccer player	My goal is to be a soccerplayer and then retire to be an architect	For the futurre I plan to study to be a layer,or be a profesional soccer player	I am pursuing to be a lawyer but I really want to be a soccer player or a dancer.
going to university of texas to be a doctor	I really would like to go to college and get a career of a dentist,veterenian oe a horse rider if that is a career.	I would really like to go to Texas Christian University and study biology.	I would like to be a animal saver or a zoologist both even better.	Professional violin player or animal awareness person.
be a vet, or a police	yes	My goals for the futuer is to at least be nurse or vet and if i get to that piont i would like to de like an acual doctor.	study medicine or crimes	A doctor, a vet, or a sergion
	Go to college and go to the N.F.L.	To make it	Graduating college	N.F.L or N.B.A or M.L.B

i want to be a physican assistant	yes i am going to collage and going to be a kind of doctor	i Wanna Go Too The Uniiversity Of El Paso (UTEP) And Become A Pedration	Wanna Go To College And Have Kids	I want to be a pedratrition .
my future goal is graduate from highscool and to go to college to become a teacher.	I want to be doctor and go to college and graduate from high school.	I Am really Interested In Modeling + My Back Up would Be Fashin Designing.	Neonatal Doctor .	Neonatal Doctor .
i would love to be a lawyer a lot because i've seen the law programs on tv and it looks interesting	Either a Lawyer or Medical examiner I would like to do this because they are interesting	Lawyer because I think studying Law will be very interesting.	Designer and Criminal law	I am considering Law, but I love all forms of art. Also I'm interested in anything to do with Science
my goal is to graduate college and become a fashion desighner or a doctor.	My future goal is to go to college and become either a doctor or a lawyer.These are my plans.	My goals in the future are to graduate collage with a degree. Also I would like to be a CSI Agent.	My goals in the future are to graduate college and get a nice good paying job.	My goals for the future is I will be going to college , and I would like to be a teacher or a school principle.
science or a teacher	to learn medicine	college	my goal is to be	international bussiness

facebook

football player,
basketball player,
rapper, or police

Be An Athlete
And My Back-Up
Job Is Owning A
Restraunt

Football,basketball,
and baseball player.

Majoring in International
business

I what to be a teacher
wheni grow up.

I thinking of going
to college and be a
teacher

I think that my
goal would be to
improve my
grades

i want to be a
teacher and worl
for the people that
have talk disabilitys

Engineer and work at google

PLAY FOR DALLASM
MAVERICKS

go to college

Pass college and
go into the army.

get a good job and
go to college.

My goal is to go to college
and go to the army or the
marines.

I wanna be a
computer mechanic.

I wanna be a
rapper

I wanna rap.

I want to be a rapper or
someone who works with
technology.

nurse,designer,actress

i want to be a
doctor, teacher or
designer

I want to be a
doctor or nurse.I
will try to get a
scholarship to UT,
St.Edwards, or
Texas State and
will go to medical
school too.

I would like to be
either a doctor,
nurse, or apartment
manager.

For my future I was going to
UT, St.Edwards, or Texas
State.I would like to major
in the medical field or
become a journalist.

To go to UT to be a veterinarian.	My future goals is to goto college to become a meterologist and to buy a house for my mom.	I would like to go to college,become a meteorologist,and graduate from college when I have done my years.	Well, the job that I want to have is having to do with the weather.With having that in mind,I want to be a meteorologist.Well,I have said it many times,but I like the weather to the hottest sun and to the coldest Winter.Yes,I would like to go to college and go to the University of Texas State or maybe U.T.	Well, I plan to go to Texas State and then choose my classes. Well, what I want to be in the future is to be a Kindergarden teacher or a meteorologist telling the weather forecast.
to be a vetenarian	my future goal is to be succesfullin technology	my goals in life is to be come a succesfull engineer	to go to college	Getting a good paying job .
i want to be a musition		art, arcatecture, game designing, etc.	artist, arcatect, engineering.	Game design, architect

wanna be a soccer player	I am thinking of going to UT	I want to be an engeneer	I want to be an enginear.	My goals are to go to college nd become an engineer or a mecanic.Something to do with cars.
I want to be a doctor and graduate from ut	some of my future goals are to finish college be a doctor have a good life have a nice car and family	My future job is going to be working in a hospital at miami as a surgury doctor.	i want to b e a surgent	I will love to be a surgery doctor when i grow up and attend the university Of Miami.
nurse,doctor,vet	i think i might go to collage but for my first job ill work at mcdolads	be more athletic and become a nurse to take care of the little baby's at the hospital	firefighter	i want to be a nurse that takes care of the babys in the nursery and have a extra job with technology.
my goal is to be good in college and my career is to play football and go to the university of texas	I AM THINKING OF GOIN TO COLLEGE AND HAVING A GOOD CAREER	To go to college and get a good career and have a good life	I would like to do something with engineering	Yes I wanna go to the Marines than go to college and play football and become a NFL pro football player or just be a cop.

get a diploma so i can be a nurse i want to go to UT	YES I'AM THINKING TO BE A NURSE	ii will like to be a nurse.	When i grow up i want to be a nurse.And i want to go to Texas State or UTSA.	I want to be a nurse that takes care of Babies.
be a pedatritian.play for ut	I want to go to ut and become a pediatrition.	In the furture I would like to be a softball coach.	I want to go to college become a coach and a vet.	I want to be a coach or a veterinarian .
vets	I am thinking of being a wildlif vet. Not helping house animals but like lions, dolphins, eleohants and more	I WANT TO BECOME A SUCCESSFULL ZOOLOGIST	vet	I WANT TO BE A ANIMAL RESCUER AND I WANT TO BE IN THE ARMY
	FOR COLLAGE I WILL BE A SOCCER PLAYER	I will like to be a lawyer or in the marine	I would like to become a pediatician and be succesfull.	The carres im pursuing is to be a lawyer that specialises in immigration.

I plan to major in business

Yes I do Want to go to collage and the and I want to go to the University Of Texas At Austin I want to be an actor

MY JOB IS A POAROLE OFFICER COLLEGE BROWN OR TCU AND MAJOR IN SOCIAL SKILS AND MATH.

Lawyer

Maybe i want to be a globaloria teacher like ms Arcos

My goals for the future is to be a soccer player

My future goals are to pass school with good grades and to become a perfessional soccer player

I would want to be a professional soccer player and yes i would and am going to college, my backup plan is architecture.

helb my famliy

be a seseeful

Soccer player

Computers

Engineer

architete

Go to college and be an articeture

want to graduate college and be in lawyer

get a carrer in architecture and go to ut or a different college that is good

yes going to college and graduating getting a masters and my career will be iin arcitect or buissness