

2021

Profile of a Graduate Listening Session Harvest



Road Map
Project



Parent Leadership Team

Listening Session Agenda

Sept. 21, 2021, 4:30 – 6:30p

https://docs.google.com/document/d/1PSt-IEI8aCc0pOrQjd37CXWoStON4EocYkJYs3_JyC4/edit?usp=sharing

Listening Session Themes

- Integrity
- Maturity
- Social emotional intelligence
- Professional
- Solve conflict correctly
- Be able to make tough decisions
- Self-sufficient
- Demonstrate independence
- Know basic life skills
- Confident
- Want to continue education: college
- Balanced between academic achievement and personal well-being
- Ability to self-regulate and support others
- Responsible
- Idea of career/purpose, passionate/enthusiastic about it
- Leader

Narrative to themes

When our youth are ready to graduate, they will...

Have a sense of direction, a basic understanding of who they are, where they come from and where they are going. They will feel equipped with the knowledge to support their ambitions. Inspired by the small wins they have experienced in their educational career. Supported by the adults that have not only poured into them, but also trust their ability to do hard things. They will have the social, emotional, mental, and spiritual intelligence to problem solve and make the decisions that will take them closer to the completion their life's purpose. They will know what it means to be excellent in their craft. They won't feel suppressed by the system but challenged in healthy way, with the ability to navigate it. They will feel seen and understood. Their confidence will outweigh their fear. Instead of being educated by school experiences that teach them self-preservation is the only way, they will be thoughtful and supportive of those around them. Because of the healthy models of school and family partnerships, they will appreciate and understand it takes a village. They will admire and aspire to the modelship of a good citizenship. Operating in right standing, with full access to their rights and responsibilities as an American.

What we learned

Wins	Learnings
<ul style="list-style-type: none"> → Great number of participants in a short amount of time → Recruitment and registration were strong → Participants felt safe enough to share → Youth were in the space & sharing → Our communications went out in multiple languages (created, translated and managed by parents) → The conversation is off to a great start (a lot of information) 	<ul style="list-style-type: none"> → Difficult to challenge and thread conversation in coherent way on Zoom → Difficulty keeping focus (keeping conversation on objective) → Notice a possible misunderstanding in system success vs personal values. → Appreciative inquiry and the space to tell stories over Zoom is tough in one session. Requires time and space. → Our flyers communicated “you will learn” ...did we mis-lead? (Coming in with different expectations) There was very little orienting and more of a request to hear from our participants based of the context they understood in 10 min. → Youth needed more clarification on the questions → Multiple languages and cultural difference in the same room and be very complicated when you have a sharp aim and a little bit of time. → We need to build in more time for the understanding of the basic concept we are introducing...before (maybe follow up) asking for thoughtful feedback

Recommendations for moving forward

In an ideal world...

We would love the time to follow up with the same and new families, leveraging the profile of a graduate draft illustration. And of course, the respect of knowing that this second feedback loop would show up in the final draft. We did a quick correspondence with the people closest to us, but a facilitated conversation with this graphic to help anchor and focus the conversation would have been a great building block. Our initial listening session was inclusive but not conducive to full understanding for all the participants (or our parent facilitators).

We would recommend as an ongoing practice, providing separate spaces for intentional learning and exposure to system concepts, before asking for comprehensive feedback. Be willing to take your time if you want to hear from communities who are not traditionally at the table. Host separate virtual convenings for separate languages and cultures but share back to all how our collective voice may match up.

Lastly, something we hope we can support you in, is having Family/Parent/Guardian representation at the decision-making table. Partnership that is intimately involved in decision-making helping to carry community voice all the way through the process, not just siloed in focus groups or listening sessions.

Profile of a Graduate Graphic Feedback

Raw response to the draft shared with us

- It all Sounds good. But WERE THESE NOT THE GOAL PREVIOUSLY? Curious to see the last profile. To go further, WHERE is the PLAN that SUPPORTS the HOW, and WHEN? The WRAPPING PAPER is pretty. I gotta wonder what's inside.
- I do not like the Sustains wellness. That will not help the child who has any type of disability. How are they able to conquer that if they have issues with that element already?
- I think these are all great, the real question for me is...how the school will execute this and what strategies/ what their requirements will entail to implement. And I would love to see people with disabilities included with the differences and diversity. I know it states differences, but I feel the word "disability" will be impactful as well.
- I would add talking about real things like taxes, that focus on assignments that are really part of real life and let's not talk about Christopher Columbus and those things that in real life do not help us with what is in reality.
- Emotional support from educators.
- How can you be the owner of your own home, give us the tools to start this from a young age.
- Should be practicing real life situations like begging in an interview room or learning what good things to have on your resume.
- Some terms of the skills are not well understood; they need to be more explicit in this.
- In master skills / self-agency I would add that they know how to manage their finances and prepare for it, they know about taxes, since they will be part of their skills in daily life.
- Those who do not drive focus on supporting and looking for resources so that they get trained since it will be something they will need to be able to work and study. The parents will not be able to take them and bring them.
- Have work practices, constant interviews so that they feel relaxed and know how to do them and leave fear.
- Being told about the responsibilities of parenting, how this affects children emotionally when they do not take things seriously and responsibly.

- In effective communication instead of saying "Navigate conflict" you should say "Ability to handle conflict".
- Embrace differences/ diversity could change the term "embrace" or give another explanation.
- Real training in places where they can develop skills for their possible jobs prior to graduation can be 1 semester or 2 semesters on this.
- know how to make decisions and a good curriculum
- I'd like you to include assignments or topics that teach you about self-care, interview skills, and put aside any fears this may cause.
- Knowing how to solve problems without getting angry or violently, with respect.
- Skills in knowing how to manage your time: Financial literacy, knowledge of finances, having a bank account, starting to make a good credit score and why it is important.
- Know how to make decisions how to apply for a job do internships
- Drive consciously.
- Early parenthood and its consequences. (talk about cost, time, change of life and plans)
Consequences of an unconscious sex life.
- How to get away from bad decisions or people.
- Knowledge of knowing how to manage your finances, bank account, do your taxes.
- That they know how to drive.
- How to have good administration
- Know how to take care of yourself and self-care
- I think this sounds great, but it is a lot and is definitely different from the common core standards. It will involve a lot of additional training for staff and make sure everyone is on board and working towards the common goal for graduation. This is a lot for gen ed so what will be done for spec ed students. How are they going to measure if goals are met and who will make sure there are no inequities within this model.

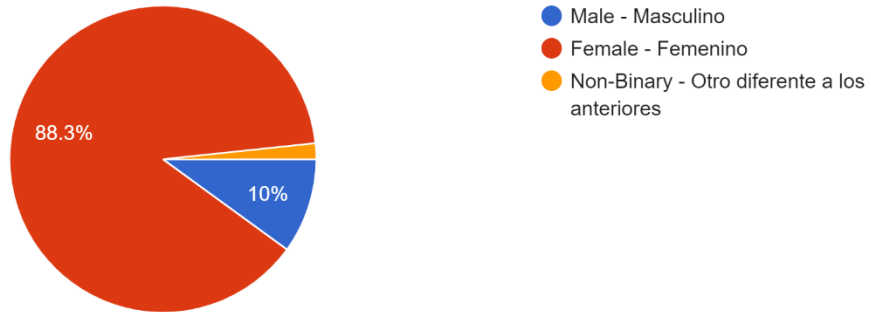
Registration

60 Registered

<https://docs.google.com/forms/d/1PEVo1xLG5g48Ve5g68bRv2fjeDXprfYxFBHfoPGRHw/edit?usp=sharing>

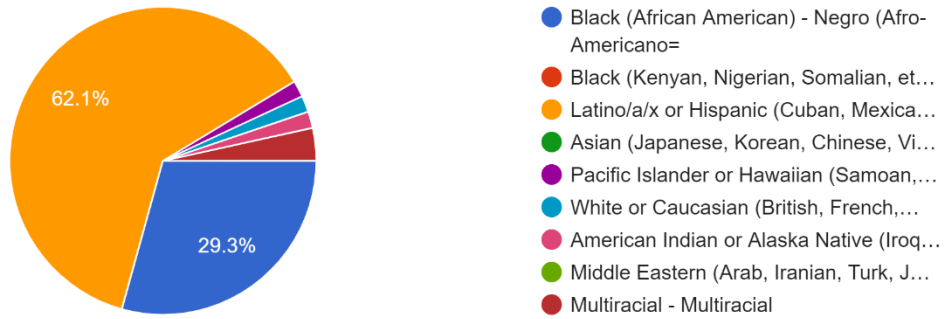
Gender - Sexo o género

60 responses



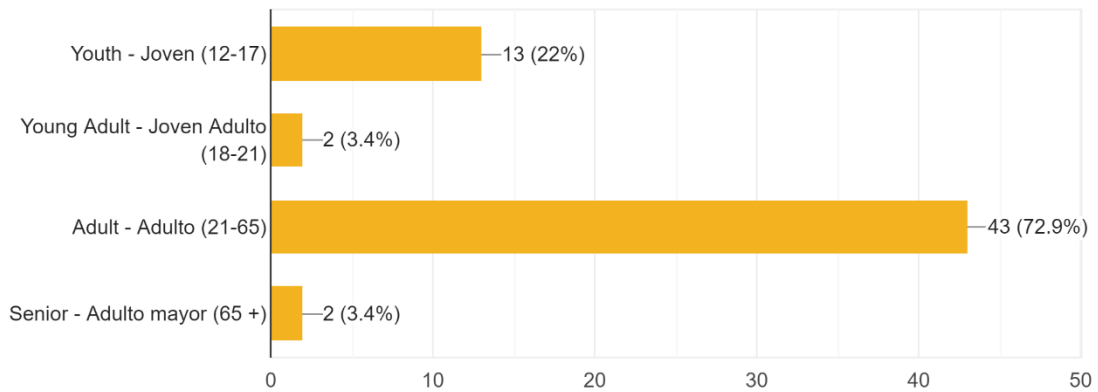
Racial Identity - Identidad Racial

58 responses



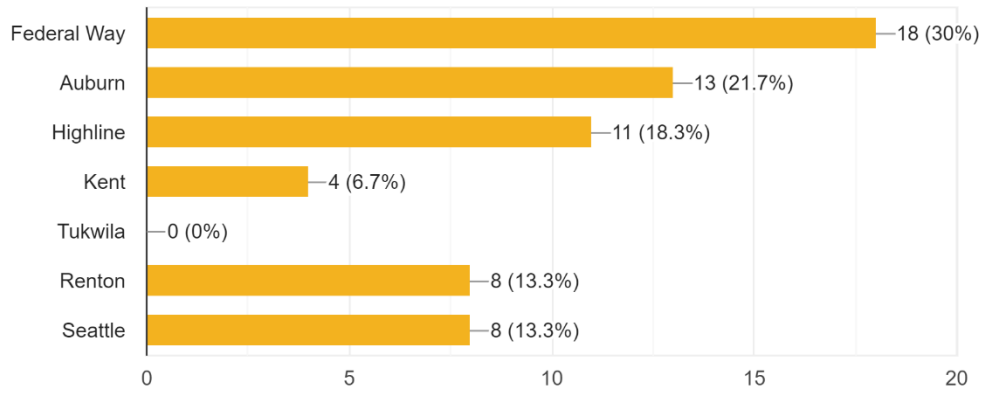
Age Population - Edad

59 responses



School District - Distrito escolar que representa

60 responses



How did you hear about this opportunity? - ¿Cómo se enteró de la oportunidad de participar de este evento?

58 responses



Do you want to hear about future opportunities to contribute your thinking to system change in public education? - ¿Le gustaría enterarse de fut...ra hacer cambios al sistema de educación pública?

60 responses

