12-10-20 Webinar - Education at a Crossroads: A Call for Creative Policy and Action

14:00:32 It's not a chit chatting and waiting for y'all to get here.
14:00:34 We'll be starting in just a couple of minutes and hopefully our
14:00:37 chit-chat. We'll give you a chance to check your audio levels.
14:00:39 If you have any questions at all,
14:00:41 you can type those to us in the chats.
14:00:43 Um, we're,
14:00:44 we'll reach out if you're having any technical difficulties.
14:00:48 We'll get started in just a couple of minutes.
14:00:53 Okay.
14:01:17 Well,
14:01:18 I want to make sure we have plenty of time to hear from our speakers
14:01:21 today. So I'm going to dive in with some of the housekeeping things.
14:01:24 Um, we will archive this webinar@amarok.org and you will all receive a
14:01:28 link to the archive,
14:01:29 which will include this recording and some resources and Q and a that
14:01:32 the.
14:01:33 Um, the panelists are, are willing to answer.
14:01:36 Um, some of the questions that come up,
14:01:37 if we don't get to everything will be capturing those in a Q and a
14:01:39 doc. So I do invite all of you throughout the session to
share your
14:01:42 questions in the Q and a area.
14:01:44 And your comments in the chat area.
14:01:46 And we'll be watching those directly.
14:01:48 If you're on Twitter,
14:01:49 you can contribute to this conversation by using hashtag and rock PD.
14:01:53 And if you're having any technical trouble at all, um,
14:01:55 Jill here we'll help you out.
14:02:17 With that. I just want to, um,
14:02:19 share a little bit about how we came to the idea for this session.
14:02:21 Like many of you, I attended a number of conferences online this fall,
14:02:24 and we heard a lot of folks talking about what everyone needed right
14:02:27 away and how we were gonna get through this crisis together and the
14:02:30 classroom. Um,
14:02:31 so there were a lot of conference focused on things that
folks needed
14:02:34 to, to survive this fall on this year. But there was also a
look at a,
14:02:37 you know, congratulatory comments about how quickly,
14:02:40 Educators were able to pivot to this remote learning
environment.
14:02:43 But underlying all of that,
14:02:44 that ability to change quickly was also emerging.
14:02:47 A sense of hope about what else might change.
14:02:49 What else might we question now?
14:02:50 And when I was at the Aurora Institute meeting,
14:02:53 I heard Catherine Casey speak about, um,
14:02:55 the new publication from the Aurora Institute. Um,
14:02:58 Called a promise for equitable futures. And there was really
a paper,
14:03:01 Catherine, we'll talk about it more,
14:03:02 but really called how to call to action about what can we all
do to
14:03:05 rethink some of the things we've taken for granted,
14:03:07 or what's become a norm.
14:03:45 And, um, I thought one of the things I could do was call on
our member
14:03:48 community to come together for this conversation today.
14:03:50 And our member community is made up of secondary post-
secondary and
14:03:53 adult educators.
14:03:55 And there was no one more equipped to talk about post-
secondary and
14:03:57 adult education that I could think of then Dr. Casey sex.
14:04:00 So I was really glad that she was able to represent those
points of
14:04:03 view in this conversation as well.
14:04:08 I was struck by all of the words that came out in the paper
that were,
14:04:11 uh, seem to be reflected in a lot of the innovative work that
was
14:04:14 happening in adult ed and community colleges as well.
14:04:17 And it's so feels like an opportune time to talk about some
of the new
14:04:20 things we might do together when this is all over.
14:04:22 So I thank you both for being here and, uh,
14:04:25 I thought we kicked this off with introductions of our
panelists.
14:04:28 And I'm going to ask them to talk a little bit about some of
the,
14:04:31 the challenges they've seen coming out of this time and how
those.
14:04:34 Um, might be converted to opportunities.
14:04:35 So Dr. Katherine, Casey, let's start with you.
14:04:37 Fantastic.
Good afternoon everyone.
And thank you Terry so much for inviting me to be here today.
I'm really excited. And I'm excited to talk about this book.
I'm excited to be in conversation with, um, with Dr. Sachs.
Um, and I'm really excited to be able to bring this content.
Um, which is about an urgency for hope and for systems change down to a very real level.
Uh, about where we are today.
Um, and the challenges and opportunities that we face.
So when Terry asked us to, um, share today,
she said that one of the most important things we could do would be to focus on in partying hope.
Um, to share how we can feel hopeful about the future of learning and of work.
Um, and it's very challenging and often.
Um, dark time.
Um, and I do see many reasons to feel hopeful.
Um, but at the same time, I want to focus on critical hope.
Which is hope that takes account of present challenges and obstacles,
and then finds reasons to be optimistic by turning those challenges into opportunities for action.
I think if we don't start by looking closely at where we are and where we're coming from.
Um, then we're just dreaming.
So.
Uh,
at one difficult reality that I want to present as a starting point for today.
Um,
is it in this dual pandemic of a virus and systemic racism?
We are facing a crisis of disconnection. Um, and this crisis,
as many of you know, um, predates the COVID-19, um,
before the COVID crisis, there were.
Four and a half million young people.
Age 16 to 24 or one to nine.
Who are disconnected from school and from work.
Um,
and some studies suggest that as many as 40% of young people were only
14:06:04 weakly connected to school and to work.
14:06:06 Today, um, as a result of COVID-19 and its myriad crises,
14:06:10 that number is estimated to be as high as 8 million to have
almost
doubled in the last nine to 10 months.
14:06:19 Um, I think we're also seeing, as you know,
14:06:21 Terry shared a study this morning that showed that, um,
14:06:24 while unemployment is up by 25%,
14:06:26 concurrent enrollment is down by 10% breaking from the trend
we
previously seen of unemployment and community college
enrollment
14:06:32 tracking one another.
14:06:33 And so that data point again, speaks to me.
14:06:43 Um,
14:06:44 of the reality that there's a tremendous need to engage re-
engage and
14:06:47 educate our young people and many of our adult learners.
14:06:50 And yet we are having a hard time finding them.
14:06:52 And so before we can move into opportunities for action.
14:06:54 And I think it's important to imagine and ask ourselves who
might
these young people and these adult learners be. And so.
14:07:00 We can have a longer conversation about this, but to start,
14:07:02 I think we need to recognize that, um,
14:07:04 we are trying to engage and find and support people who have
14:07:07 interrupted educational pathways who have not followed.
14:07:10 The traditional course in education and work.
14:07:12 Um,
14:07:13 who we have experiences of disengagement or even
disillusionment
14:07:17 right. In their learning and in their work experiences, um,
14:07:19 that colors, how they feel about being in school and being at
work.
14:07:22 Um, particularly as a result of this crisis, um,
14:07:25 we are trying to reach and support people who are facing very
real
crises in their health and their mental health and other.
14:07:30 Um, physiological, social and emotional impacts of trauma.
14:07:36 And, um, because this crisis is certainly an economic one.
14:07:38 We are trying to engage young people and adult learners who
need to
14:07:42 learn and earn, right. So we cannot think about.
14:07:44 Learning and earning as a sequential, right.
14:07:47 Uh, sequential pathway.
14:07:48 Could you change the size to.
14:07:58 Terry as Terry mentioned,
14:08:02 um, I co authored a book recently with,
14:08:05 um, Susan Patrick of the Aurora Institute in partnership also
with the
bill and Melinda Gates foundation called.
A promise for equitable futures.
And in this book,
we look at the future forces that are shaping our education and
workforce systems, which have been exacerbated or accelerated.
Um, by COVID.
We paint a portrait of what we call learning ecosystems, right?
The integrate and align. K-12 post-secondary.
Workforce and community sectors.
And here in this graphic on the left, you can see.
Um, some of the fundamental shifts, right? In the,
in the domains of culture, um,
learning and development and systems and infrastructure that are
required, right.
To move toward this picture of a future of learning and work
that is
far more integrated, nimble, and flexible.
And we also present a systems change theory that results in
policy
recommendations and a call to action to States to advance
this vision
at a state level.
And while I think that the state level focus of the book is
incredibly
exciting,
particularly given some momentum that we are seeing from
States to
move toward this vision.
But I'm really excited about today is to talk about how local actors,
how teachers, how higher education leaders,
how technical support providers, um, can take action, right?
To address the crisis of disconnection to address where we
are now,
and to advance integrated and education employment systems. So.
Um, I think we'll dig into some really juicy and important questions
today. Um,
three that I hope will sort of be through lines throughout our
collection.
Um, are about admitting an advancing learners of all ages through
alternative, meaningful demonstrations and recognitions of learning.
Um, developing truly learner centered in personalized programs of study that integrate learning community and work, and essentially deepening and sustaining systems of mentorship and support that help learners of all ages to thrive. So. Thank you again, Terry for inviting me. Uh, and I'm excited to jump in.

Thanks Catherine.

And, uh, so I appreciate that. And Casey, I hope you'll do the same thing we just said. Get it a little bit this morning about that new graph. And I didn't get that in the deck.

So maybe kits that you could talk about that a little bit. For sure.

Um, thank you for inviting me and thank you everybody for joining us today.

The reason Terry invited me is because my role is as deputy assistant secretary for community colleges at the department of education.

And so as Catherine was talking about really how do we engage people in learning and in work and that it's not too discreet activities? Um, that's been a lot of the work that I've really been digging into in the past few years.

And I think one of the things that you'll see in my slides is that this isn't a new phenomenon. It's not as though the pandemic hit. And now all of a sudden people had this disconnect that we've been seeing this as a trend for many years. So that's just what I want to.

Set as some context for you. Um, what you're looking at right here is that today's teenagers are less likely to have a work experience than people from recent prior generations.

So if you're on the line today and you're thinking, yeah, I had a summer job and that was a Rite of passage for me. And of course I did that.

Um, you might be a baby boomer or a gen X were only about a third of our
post-millennial colleagues have had that similar work experience.

So if we keep going.

Um, and look at the next slide.

What we're going to see is that we're seeing this drop actually year over year, and it's been happening since even the 1970s.

But students, young people of all races and ethnicities. 

[unknown] um, they're, they're decreasing their participation in the labor force.

Dis-aggregated by race and by gender.

And that what we're seeing is just over time. Um,

fewer young people are participating in that summer job experience.

So if we keep looking into the, you know, dig into the data a little bit more, um, what we see here is that.

If I dis-aggregate it by family income.

That, what we start to see is a trend.

Were less affluent.

People are less likely to have access to a summer job.

So this is particularly concerning as we start to think about how is this an equity issue and how do we connect?

Learning to work. So these are young people there, presumably in school.

But they're not working and they're not working at different rates.

So more affluent students are more likely to have a job.

And if we go even dig in a little bit more teary what we start to see as if I dis-aggregate, um,

from last summer's employment from July of 2019.

Um, black and Hispanic students.

We're.

Much more likely to be looking for a summer job and not be able to find one then white and Asian students.

And so there's some real differences here when we start to dis-aggregate by race that.

Um, it's not just about socioeconomic status,

but if we really look at race and outcomes,

that there are significant number of youth who say they want to work during the summer, but they are unable to find a job.

So it starts to make me ask from a policy perspective,

why might this be? Um, and if we look at the next slide,

what we start to see.

Is potentially that the drop in summer employment has
coincided with
14:13:28 this increase in youth enrollment in school during the
summer.
14:13:31 So that's the two lines that you're looking at right now.
14:13:32 Is the red line is that we've got more students enrolled in
summer
14:13:35 school.
14:13:36 And the blue line is that we've got fewer people who are
employed and
14:13:39 right in the mid two thousands.
14:13:40 Those those numbers crossed. And if you'll advance one more,
Terry.
14:13:43 Um,
14:13:44 There could be a lot of reasons for this.
14:13:46 But the hypothesis that I've seen, that I sort of liked the
best.
14:13:49 Um,
14:13:50 or that federal and state minimum wages increased sharply
after 2005.
14:13:53 And that's where we said those lines cross.
14:14:00 So teenagers could be priced out of the job market and that
we're also
14:14:03 seeing competition from older workers, immigrants,
14:14:05 and college graduates for lower wage jobs,
14:14:07 which could drive down labor force participation by
adolescence.
14:14:10 So if you think about.
14:14:11 Your colleague who, you know,
14:14:12 who has a history degree and they're working as a barista at the
14:14:15 corner coffee shop.
14:14:16 Um, they're competing with somebody who could be at a young
person who
14:14:19 might have their first job. So those are potential factors.
14:14:22 There are of course, many other potential factors,
14:14:25 but these are two that have resonated with me.
14:14:26 And if we go.
14:14:33 Um,
14:14:34 one more and this is where I feel like Catherine and I might
spend the
14:14:37 most significant time talking today.
14:14:38 Is there some huge impacts of that decrease in youth labor
14:14:41 participation?
14:14:46 That students tell us that on their first job,
14:14:48 they learn a lot of things.
14:14:49 They're learning what they don't like as much as what they
do. Like,
14:14:51 so this is there's a career exploration component to working.
14:14:54 It helps with budgeting and time management and people
skills.
Um, they also, they're learning skills that you know, that they need for promotion to future high-wage occupations. And so similarly, when we talk to employers, they say employees without work experiences are missing soft skills and anybody who's in a community college space or who's ever done a workforce training program. You've heard from your employer partners. Some, some students or some person doesn't have soft skills, but when you dig into that, it seems to mean showing up on time, looking work appropriate, knowing how to talk to a supervisor, being open to feedback. These are all things that you learned in a job, and we can simulate them in a classroom experience, but it's not the same as a work-based learning experience. And so we've really gotten into. Um, through the Perkins act, half of the States in the country have said work based learning is a priority for them. And so because of that, we're really digging into it more at the department of education in adult education. There's a whole big push for something that's called integrated education and training. So how do you get somebody in a work experience at the same time that they're having that classroom experience and how do you have those? Overlap so that you're teaching something that's contextualized. Um, certainly a lot of movement around apprenticeships. Um, and so my call for action in this space is that we've actually put out a request for information and that's what's on the next slide. To go to the federal register. Um, so this is very, um, very much in the weeds, but it's very much something you could do today. To go to the federal register. Um, and what we've done is said, what are the best, um, the best practices for work based learning and what's going on.
14:16:53 That's really good. And what's going on right now?
14:16:55 That's particularly hard,
14:16:56 especially in light of the global pandemic and how do we better
14:16:59 connect people.
14:17:00 And so then this will inform future technical assistance and work
14:17:04 that's coming out of the Perkins act because so many States have said
14:17:06 work-based learning as a priority.
14:17:08 So I wanted to frame my beginning around, um, we.
14:17:12 We know that this is an issue,
14:17:13 and this is really something that the department of education's
14:17:15 working on addressing. And so, um, yes, to whoever said, well,
14:17:18 we put this in chat, we will. Uh,
14:17:20 but today you could go to the federal register and provide comments
14:17:23 back to say, this is what should be happening around.
14:17:26 If you have a particularly good experience or a particularly bad
14:17:29 experience, because it'll inform the work going forward.
14:17:32 Um, and then the other thing, Terry and Katherine both just mentioned,
14:17:35 but I don't want to forget because it's sort of front of mind.
14:17:37 Is, um,
14:17:38 folks are asking why we think community college enrollments are down.
14:17:41 Usually community college, enrollments mirror.
14:17:43 Unemployment. So folks have filed for unemployment at record numbers,
14:17:46 but, um, we're not seeing record enrollment in community colleges.
14:17:49 And I would actually speculate that it's because this is really
different from any other.
14:17:53 Um, economic downturn we've seen in the past.
14:17:55 And that people who have filed for unemployment may have filed and
14:17:58 they are certainly unemployed right now.
14:18:00 But the perception when you talk to them is not that this is.
14:18:03 Forever. It's.
14:18:04 Um, as soon as we get a vaccine,
14:18:06 my job we'll come back and then I won't be unemployed anymore.
14:18:08 And so people haven't yet seen this as a crisis point where they have
14:18:11 to go back and get other training.
14:18:12 They still seem to believe.
14:18:17 That the job that they had as a hotel clerk or in a restaurant or
14:18:20 whatever it is that they're unemployed from it right now will be
14:18:23 something that they can re-engage in.
14:18:24 As soon as people are widely vaccinated, then the.
14:18:26 The virus has gone.
14:18:27 Um,
14:18:29 and so that does seem to be a really different nuance than prior acts
14:18:31 like the 2008 economic downturn, where.
14:18:33 The economy wasn't as strong and we didn't see the jobs.
14:18:36 Um, this is something distinctly different.
14:18:37 So I'll just keep talking.
14:18:38 Yeah, I was, I was curious.
14:18:43 I'm going to take the slides away for now.
14:18:45 And so we can just have a real conversation here, but, um, so yeah.
14:18:50 The focus about work-based opportunities. Katherine is,
14:18:53 is woven throughout the paper.
14:18:57 If you look at K-12 as well.
14:18:59 So obviously that's why folks are going back to community.
14:19:01 College are often getting the adult education credentials.
14:19:03 But how is the.
14:19:04 How is K12 looking at the role of work in the future of education?
14:19:13 Sure. Sure. Um, thank you, Terry. And thank you, Casey. You know,
14:19:16 when I think about this question of, of.
14:19:18 Certainly how K-12 is looking at work, but, but more broadly,
14:19:21 how we need to all be thinking about the intersection.
14:19:23 Uh, learning and work. I need to start.
14:19:39 Sort of big picture,
14:19:40 which is to say that in the process of working on this, this paper,
14:19:43 this book, we, we did a lot of research about future trends, um,
14:19:46 and employment and industry and learning,
14:19:49 and really just in goods and services.
14:19:50 And so what we know and what we're seeing and what I think K-12
14:19:53 schools are beginning to recognize.
14:19:55 Um, I hope they're beginning to recognize, um, is that, you know,
14:19:59 we're looking at a future where people will work for 60 plus years.
14:20:01 Right.
14:20:02 Um, and where the rate of technical innovation, um, and
global.
14:20:06 Uh, you know, shifts in the geopolitical space, right.
14:20:08 Will require people to re-skill or up-skill every five.
14:20:15 And so what we actually need to think about right is,
14:20:17 is learning and work as a lifelong continuum.
14:20:20 And that most of us will be somewhere on that continuum,
14:20:22 shifting in between learning and work or a long learning to
work over
14:20:25 the course of our lives.
14:20:26 And if we think about the relationship between learning and
work in
14:20:28 that way, then we need to begin thinking, um, instead of a
sequential.
14:20:32 The sequential, um, and time-based structure.
14:20:38 Um, pathways. We need to be thinking about ecosystems,
14:20:40 right about deeper integration and connection between
learning and
14:20:43 work and how they are mutually supportive and how we can
ensure that
14:20:46 we support anywhere. Anytime learning now.
14:20:48 In the K-12 sector as we'll get into later in this
conversation,
14:20:51 I'm sure. But can touch on throughout.
14:20:52 There are any number of barriers to that, right?
14:20:54 Mindset the way we think about learning, um,
14:20:56 our continued reliance on units of time to measure and
evaluate
14:20:59 learning.
14:21:00 Um, our accountability systems.
14:21:02 Um, but putting those aside for a second, right.
14:21:04 It's very exciting actually,
14:21:05 to think about the closer and deeper integration between
learning and
14:21:07 work.
14:21:09 So a couple of things that I think, um,
14:21:10 are really important for K-12 folks for higher ed folks.
14:21:13 And for industry and workforce.
14:21:15 Um,
14:21:16 leaders to consider when we think about what it takes to
shift in this
14:21:18 direction.
14:21:23 First, you know, yes.
14:21:24 We want young people to have workforce experience,
14:21:27 to have experience in a job Casey, as users.
14:21:29 So they can learn what they like.
14:21:33 I don't like,
14:21:34 so they can begin to learn the skills of communication and
being on
14:21:38 time and customer relations.
14:21:39 All of these things that we learned when we have our have our
At the same time, we need to be thinking about what it looks like to deeply integrate, and promote developmental pathways. We're learning and work are mutually supportive, um, of young people's development and of labor and industry outcomes. I think in many ways, this begins with aligning around a common set of competencies. Um, which is a pretty powerful cultural shift for K-12 and for higher education, right? We've it takes a lot for us to think about the sort of integrated set of personal professional and academic competencies that young people need to be successful in school and to be successful in work. Um, but these are really important, right? In order to be, even to begin to establish the kinds of collaborative efforts. That we need to see between schools. And workplaces to support. Young people's development. Um, and to support their entry or re-entry into learning and work. And then as we can talk more about, and Casey, we had a little bit of a conversation about this in our prep call, but. It's important to really think about quality. What does quality work based learning look like? What does it look like to have a learning experience, a work experience that actually supports. Your development. Um, and one critical element of this, I think, um, is ensuring that there's application and transfer of skills across context. Um, and so from a K-12 perspective, right? This means thinking about curriculum development. Um, that takes into account what young people are doing in their internships or their pre-apprenticeship. So it takes a really close collaboration between actors and both of these settings to think about how do we ensure that what a kid is
doing on the work in the workplace shows up in the classroom. And what they're doing in the classroom shows up in the workplace.

So I'll pause there with. I'm curious to hear.

You made a few really good points, Katherine, I think in the space of competency alignment. Um, sometimes when I hear that, I think about this very macro, like what is the state doing around curriculum to align all these competencies?

And as you kept talking about how do we connect, learning and work that my best examples of that happened at a much more micro level. So like when I was in West Virginia, Pure punk community and technical college had a mining program.

And it was, they designed the program because we had an industry partner who said, I will hire 30 people a year out of this program. But produce me 30 people who know how to do this job. Um, and the college couldn't afford all the equipment they had for this, you know, underground extraction technology program.

It meant they had these things that were as big as three story buildings. And the college was like, okay, well we can design the classroom component, but we've got a piece of the curriculum. So that. Um, you know, that big three-story building machine is only down one week a year.

So we've got to make sure that our whole class does a field trip to the mine for that week so that we can all participate in fixing the machines so that they all understand how to do this thing, that you're going to need them to do. Um, and so it's that pacing that is. That wouldn't have worked if I had come up with a statewide program for them, because it would've meant that other mine.

Hi. Companies that might want to hire students. I mean, they have different machines and different timing and different needs.
And at that I had faculty that were willing to really listen and say, okay, that means I have to teach that unit on September 3rd, regardless of what else I need to teach this year. Um, that was very meaningful to the students and they all got, I mean, all of them were being hired by the company. Um, but it also meant that they had this work-based learning component. That was a special to being able to get hired by that company. Right. Yeah, I love what you're saying. I think it brings up a couple of things for me. One again, the ways that we talk about this work tend to be fairly macro and focus on the state level or even federal infrastructure. That's essential to support this kind of integration, but to your point, we see examples of this happening at very local levels all across the country. Um, and I think that's important to recognize because change is always. Powerful. Um, and because I think it shows and suggests incredible opportunities for collaboration that is based around a very real need. Right. So, As a school, uh, sort of a school network across the country. Um, they've recently, not recently, maybe in the last 10 years and launched a program called Harbor freight fellows. Which was very similar, right. Was developed in direct response to a local industry need and are beginning to expand that right. In a partnership with, um, sort of the ocular sciences, right. Uh, developing young people to understand how to treat visual. Uh, impairment issues, um, and all of the myriad, right. Uh, professions that actually surround, surround that challenge. And so, um, these very sort of micro inorganic opportunities that, uh,
for schools and for employers to work together, 
Um, I think a really, really powerful, 
and to your point when there's a genuine investment, right. 
In the collaboration for the student, but also for, for, um, you know, 
the higher ed and K-12 and industry folks creating the alignment. 
Um, there's an ability to sort of dig into the very, 
very micro ways that both systems need to shift and collaborate to 
create that kind of alignment. 
I was talking to a student recently, 
who's doing an apprenticeship with an engineering firm and he, um, 
is working on a CNC machine. So a lot of computer programming and the. 
Um, his supervisor, 
but also his mentor at the engineering firm has said, you know, 
this guy. 
Understands the computer and the machine better now than I do. 
So he's sort of advanced past his mentor in the space. 
And it was really great because. 
He for me was such a fun story because he was telling me I've that 
he's loved the pandemic and that it's been really good for his 
learning. 
Because he's got online classes, 
it's allowed him to do a lot of things in a online environment and 
self paced environment that he didn't have the opportunity to do 
before. 
Um, 
and now he works on Tuesdays and Thursdays and the class doesn't get 
in the way of what his work schedule looks like and that his teachers 
have been really good about making sure that what they're teaching is 
sequenced with what he's doing at work. 
So he's got this really integrated learning experience and I. 
As a faculty member, that's a huge lift. 
They're doing a lot of work to make this a successful experience for 
the student. 
Um, 
but it was so cool to hear the student tell me what a good
pandemic 14:28:19 experience they're having,
14:28:20 because they're able to find this meaning at work and that school was
14:28:24 doing the right thing for him. Um, that it,
14:28:26 it makes me want that for all of our students.
14:28:28 Because what,
14:28:29 I don't know if you guys saw the question that came through from
14:28:31 Renee, but you know, when we,
14:28:32 when we were talking about the enrollment trends at the community
14:28:34 colleges in particular dropping.
14:28:36 Where.
14:28:37 It is a choice for them,
14:28:38 whether or not to go to community college or not.
14:28:40 But the families that are trying to the folks that are trying to feed
14:28:43 their families,
14:28:44 especially in some of these communities where it's an absolute.
14:28:48 Um,
14:28:51 What, how,
14:28:52 how can they still be involved in this process when they're some of
14:28:54 these new trends towards integrating work? Um,
14:28:57 how can they be a part of that and still take care of their families?
14:29:00 Yeah. I mean, something that has happened in the last year or two.
14:29:07 Has been, um, to allow more flexibility for work study dollars.
14:29:10 So instead of just spending them in an on-campus job where he maybe
14:29:14 you're working in a cafeteria or a library, or what have you.
14:29:16 Um, that schools could actually leverage.
14:29:24 Uh, the work-study dollars to pay students to do things like clinical
14:29:27 rotations or an on the job learning and experience. And so, um, if I,
14:29:31 I guess it depends on who I'm answering the question four,
14:29:33 if I'm answering this question four.
14:29:34 A human who's in a family and they're saying, I want to get engaged.
14:29:38 I would start talking to them about where are you?
14:29:40 And let's talk about the colleges and innovative stuff that's
14:29:43 happening in your community. Um, but if it's for someone at a school,
14:29:47 it's.
14:29:48 Make sure your school is connected to how do you best provide these experiences for the greatest number of your students?
14:29:51 Cause that's exactly it.
14:30:01 A simulated work experiences better than not because you still do
14:30:04 learn things from it,
14:30:05 but that paying people is a really important component of these
14:30:08 work-based learning experiences.
14:30:10 Because exactly what you're saying here is that people need income.
14:30:17 And really be able to say, you know, I'm going to study.
14:30:19 That's why the young man who I told you about was so,  
14:30:21 so cool to me is that he was he's earning money.
14:30:23 And the man who owns the engineering firms says,
14:30:25 we're going to keep this guy forever. I,
14:30:27 we want him to always be our employees.
14:30:28 Pathway to what's a really great family sustaining wage job.
14:30:32 So, so what kinds of collaborations have to happen?
14:30:34 To allow for those kinds of paid opportunities.
14:30:37 And I'm sure that applies in K-12 as well as in hi.
14:30:39 Go ahead, Casey, you can kick us off. Okay.
14:30:40 It looked like you were gonna say something,
14:30:42 so I didn't want to interrupt again.
14:30:43 No, I was, I was going to build on what you were sharing earlier,
14:30:45 but I'll come back to it.
14:31:32 Okay. Um, kinds of collaborations. I mean,
14:31:34 first you have to have an employer,
14:31:35 but when we talk about work-based learning experiences,
14:31:37 it's critical that you have an employer in your community.
14:31:39 And so the places that are doing this really well,
14:31:41 like I think about the Dallas community college or the Dallas college
district, excuse me, they've changed their name.
14:31:44 Um,
14:31:47 They are really leveraging their data sets.
14:31:49 And so they're intentionally looking for employer partners.
14:31:51 Where their data says, gosh, in the Dallas region, these are the,
14:31:54 these are the hot jobs.
14:31:55 So we should be training more people because we see that there's a
14:31:57 much bigger opportunity in our community for this kind of thing.
14:32:00 Um,
14:32:01 I think one of the biggest changes we saw in the Perkins act when it
14:32:04 was reauthorized last was that were really challenging,
both K-12 and higher ed to say.
What's our local needs assessment.
Say we need, and then let's build the programs that are critical.
So that sort of feels like a no brainer, but the, the flip side of that coin and the much harder part is where have we saturated the market and what are the programs we should start talking about closing. So if we already have, you know, 80 cosmetologists who were unemployed because we've got too many cosmetologists for what our community can handle, then does it make sense to continue producing.
Particular occupation. If we, if we already have enough in the community, and so I think those are much harder conversations. I know they are being in with the board of trustees. That's talking about closing the program, particularly if it's popular and students like it. Um, but if there's no labor market outcome, I do think we as educators really have a responsibility to tell our students.
Yes, you can study this. And.
It means you're going to have to move when you're finished with the program to be able to find a job.
And then that's a lot more responsible. So I, I think we have a responsibility to look at the programs that are needed in our community and to as educators be responsive, but we really need those business partners for the work-based learning component. And then it means.
As administrators, we have to give our faculty the time and space to work with those business partners so that they can sequence their curriculum appropriately.
Partnership with industry with business. Is absolutely essential in order to support and sustain meaningful and quality. Work-based learning for young people and for,
and for adult learners as well. A couple of things that occur to me that I think are important to surface. Is that there's often a conversation, an important conversation about using industry data, using workforce data, regionally and locally to inform what programs are available, what programs look like, what skills. Are emphasized. Right. But again, coming back to what we know about the future of learning and work, right? Like the workforce industry is adapting rapidly, rapidly, rapidly. And so we also need to put at the center of that collaboration, the kinds of enduring skills and habits of mind and thought and learning that are necessary to ensure that that young person is not just prepared to enter the job that is there tomorrow or in one to two years, but is prepared to navigate the changes that will come within that career. So, so I think having, Represent representatives of industry, of, of, of, of the workforce. Um, and K-12 and higher ed in partnership to say, what is again, that integrated. And really broad set of competencies that we know young people are going to need, um, is really, really important. As well as having a shared emphasis on youth development and on the wellbeing of young people, um, had some interesting conversations with, um, Tony [unknown] at future focus education in New Mexico. Um, and one of his reflections after years, right. Of leading a network of alternative high schools that provided pathways into local and regional industry, um, for kids who hadn't been successful in traditional schools. And one of his critical, um, reflections was. We realized that we work with employers. It can't be transactional. Right? Singular interest. Can't be, we need a prepared workforce.
They have to also care about the development and wellbeing of the young people in our community, because it's that kind of shared mission alignment and value alignment that creates a robust experience for the student and also really supports the more holistic development that we know young people need to be successful in the workforce in citizenship. Um, and in life, So I think that's one important piece I'd like to emphasize as well as the often sort of under utilized or under attached. Um, asset of community organizations. Right. And as we were talking about asking young people to navigate increasingly complex and diverse, decentralized learning work experiences, Um, bringing whatever they may be bringing with them, the very real challenges. Um, we can't put the singular onus on the learner to navigate that on their own. Right. At the same time, it's a lot to ask of a K-12 school, which are notoriously understaffed when it comes to advisement and mentorship and coaches, um, or a community college or other Institute of higher education. And there's a lot to ask of them to take on that role as well. And so when we think about building really robust systems of student support of learner support, Of navigation support that sort of sees a person through the multiple experiences they will have. I think there's a very, very powerful role for community-based organizations. Um, and there are some, some innovations that are happening there that I think are worth calling out. Um, beyond 12 as a national organization, that's launched a virtual tutoring network. On the face of COVID, um, to help young people, specifically young people who are first-generation college goers to navigate that transition. Um, and here in our, at least our home state of Colorado, there's some really powerful work coming out of Reschool
Colorado.
14:36:51 Um, on a learner advocate network, um, and so many,
14:36:54 many examples to cite there, but I just wouldn't want to skip
over.
14:36:56 I think they're really powerful potential of integrating
community
14:36:59 into these kinds of collaboratives.
14:37:04 And I feel like we can't overstate that that Katherine's
point is an
14:37:07 excellent one.
14:37:08 And if you're looking for things that you can actually do
after this
14:37:10 conversation, in the space of learner support,
14:37:12 I would ask you what it is that your learners need in your
community.
14:37:15 And the things that I.
14:37:16 Just quickly was like, okay,
14:37:18 these are things that could be good resources for you to look
for.
14:37:26 Um, in West Virginia,
14:37:27 we had a tan as counselor in all of our community colleges.
14:37:30 So it meant that we had a partnership with health and human
services,
14:37:32 and it meant that they gave us a ton of counselor and that we
cross
14:37:34 trained those folks with our advisors on campus.
14:37:37 So they understood the colleges and are.
14:37:51 Which was critical,
14:37:52 but also that our college staff understood HHS and understood
the
14:37:55 TANIF program because one of the requirements for TANIF is
either work
14:37:58 or school. And so if a person is already at school now,
14:38:01 they don't have to drive somewhere extra to go talk to their
tenant
14:38:03 counselor. They already have it there.
14:38:05 And it gave us an extra person to be able to help with case
14:38:07 management,
14:38:08 which is huge because colleges don't have a ton of student
affairs
14:38:11 capacity or the ability to do case management.
14:38:13 The same. Thing's true with the department of labor.
14:38:15 When you think about career services and career placement,
14:38:17 that your local workforce board is an incredible opportunity
for you,
14:38:20 especially at the post-secondary level.
14:38:22 If you've got students who are experiencing homelessness to
talk with
14:38:24 your local head representatives, or if you've got folks,
14:38:26 and you're worried about food insecurity,
that there are huge programs already in all of your States, from USDA.
And so it's not that your school has to take all of this on, but your school is an amazing community hub that could coordinate a lot of resources and services.
And in the sort of non-government agency space like Goodwill does a lot of case management and job coaching and really critical work with a lot of high-need learners.
Catholic charities in Fort Worth, stepped up and said community colleges or the thing in our community. And we're going to do case management for our local community colleges. Cause it's really important to help people stay in school.
So.
Like that was my 32nd brainstorm on learner support, but there are tons more resources.
And I think what I hope that you hear is that you don't have to do it by yourself, but you do have to go make friends with somebody else in your community. Who's better at something and you're an educator. And so be exceptional at that, but you could also make friends with somebody who's exceptional at something else that could really help your students.
Um, and then. Oh, sorry. Go ahead, Catherine.
I was asleep. That's your 32nd brainstorm. I can't, I would love to see your five minute brainstorm. It would blow the roof off.
That was my, like, as you were talking. Just to add on that quickly. And then, and then I'll let you jump back in. Um, there's also, and I can put this link in the chat. In a moment, but you're in Colorado.
Governor Polis authorized $32 million of innovation funding to K-12 schools, districts, colleges, community colleges, and workforce entities to stimulate innovation. And when you look down the list of the first round of awardees, you see very grounded, very real examples of people who've done, just that, which is sort of look across the street, looked down the road.
I'm looking across the tracks and say, who can help me with
this?
14:40:23 And so in Pueblo, um, you know, there were a number of
colleges,
14:40:26 the teams with the Northern Cal Northern Colorado, and
rather, um,
14:40:29 immigrant and refugee center to create a whole network of
support for
14:40:32 immigrant communities, um, to support their pathway and
their,
14:40:35 and their development. Um,
14:40:36 we see all kinds of examples from across the state. So
there's a,
14:40:38 there's a least a great pool of examples of folks who have
done this
14:40:41 in this moment in time. Um,
14:40:43 and I think it might be helpful to show some of the
possibility.
14:40:45 Carry on. I'm sorry to interrupt you.
14:40:46 That's great. That's a great point.
14:40:48 Um, the other thing that you had said earlier was thinking
about.
14:40:51 Um,
14:40:52 helping people understand and helping people learn through
their work
14:40:54 based learning experience had to navigate future changes in
work.
14:40:57 And I'd like to come back to that because I think it's
critical when
14:41:00 you talk to folks right now, even before the pandemic.
14:41:03 And, you know, if you talked to,
14:41:04 to a checker at Kroger about automation, they'd say that's
true.
14:41:08 Kroger's going to self scanning checkout.
14:41:10 And I might lose my job there,
14:41:12 but I'll just go be a check or somewhere else. That's what
people say.
14:41:14 I'll just go do the same job somewhere else.
14:41:30 And what we want them to be able to do is pivot and say,
gosh,
14:41:34 maybe I should get training so that I know how to fix the
14:41:36 self-checking machine, because they're going to keep
breaking.
14:41:38 And if I can be the person who fixes those machines,
14:41:40 I'll have more continued employment. And, um,
14:41:43 I'm more in demand than I would be right now. And so that,
14:41:45 that is a critical mindset shift.
14:41:47 And I think when I talked to educators, people, um,
14:41:50 often say, well, that's what the liberal arts are for.
14:41:52 That those critical skills that you need to be able to pivot.
14:41:55 Like that's why a liberal arts education isn't is a good
thing. 
14:41:58 Um,
14:41:59 but I would argue that it's why an integrated liberal arts education 
14:42:02 is a good thing. 
14:42:03 That if you teach somebody who doesn't think they're good at math 
14:42:07 angles in isolation, they're probably never going to learn the angles. 
14:42:09 And what happens then is we have a whole bunch of people who have 
14:42:12 dropped out of school and said, I'm not good at math. 
14:42:14 And the reality is they could be great at math, 
14:42:16 but they don't understand the context. 
14:42:18 And so teaching them to weld and at the same time saying, 
14:42:20 here's why that angle is critical. And here's what that looks like. 
14:42:23 And here's how you do it. All of a sudden. 
14:42:25 All the welders I know are phenomenal at geometry. Phenomenal. 
14:42:28 And it's because they've had that core liberal arts skill in an 
14:42:31 integrated fashion, 
14:42:32 and they think that's the real trick that we need an 
14:42:35 education is to 
figure out how do we get some of that content that we know people 
14:42:37 need? 
14:42:38 Which largely are literacy and math skills. 
14:42:41 But those in isolation. 
14:42:43 Those skills in isolation are really hard for people to latch onto and 
14:42:46 be good at. And we can do a lot better. 
14:42:48 It's. 
14:43:01 I was a history major. So pardon me for a moment, but you know, 
14:43:04 a hundred years ago, right at the, um, 
14:43:06 within about a year of one another, um, 
14:43:09 educators crafted the Cardinal principles for secondary education, 
14:43:12 which sort of created the comprehensive American high school, 
14:43:15 which was the, like, 
14:43:16 you need to do general studies and learn how to be. 
14:43:19 You know, a member of a productive household, essentially. 
14:43:23 And crafted the future and the sort of vision for vocational 
14:43:26 education. And we have held those two things as separate. 
14:43:28 And I think that it's important to recognize that that's like 
14:43:31 culturally, um, emotionally, intellectually embedded in many of us, 
14:43:35 right. That these are, these are two separate.
Pathways two separate sets of skills and resources.
And I've said it before, and you said it,
but I think I can't embarrass saying again, right?
There's a relationship between those skillsets that people need to
thrive and learning.
And what we know about the best learning is that it happens in the
context of something you care about a person you have relationship
with.
And a meaningful skill that you need to apply to a problem that you
want to solve.
Um, and work based learning can do precisely that if there's been the
intentionality and structure behind it,
and sometimes you can get out of our own way and say,
as a liberal arts or high school educator,
it is my job to think about these skills. And as an employer,
it is my job to care about.
The health,
wellness and intellectual development of this person who I hope will
come work for me.
Um, down the line. And so it very much is a mindset shift. And,
and I think from a, from a more practical standpoint, we see often.
The really important roles that local intermediaries can play.
In establishing some of that culture of collaboration and
coordination. Um, and so, you know, to our previous point,
there is an opportunity for folks to look across the road and say,
how can you help me with this? And how can I help you?
And oftentimes it takes somebody, um, you know,
an established organization that has a mission to make those
connections and sustain those connections. Um,
and so I wouldn't want to, um,
You know,
underestimate or go without stating the importance of local and
regional intermediaries and supporting that kind of coordination as
well.
Good point.
So that makes me think of, so,
so it feels exciting to me that there are so many, uh, similar, um,
similar changes being considered in K-12 and, and. And reforms happening in higher ed. Simultaneously. And it's a to create this ecosystem that you were talking about, Catherine, that, so it's not necessarily a straight line, right? That we're lifelong learners with lots of chapters in our lives. What are the sticking points though? I mean, we've seen difficulties than just getting, you know, higher ed folks in the same room with K-12 folks to discuss concurrent enrollment opportunities. Right. When we start looking at really changing how we keep track of, um, progress in our learning paths, And some of the data that we gather and opportunities that open up to students based on what they've done, what are some of the emerging things? Um, Both the obstacles that you see in potential solutions for some of those. Um, challenges. Do you want to start? Yeah, it's a great, it's a great question. Um, there are many, um, I've spoken already. To the importance of integrated competencies. I won't say that again, but I think, you know, This sort of shared sense of what young people need to be successful is at the heart of all of this work. Um, related to that dramatically rethinking the purpose. Um, I'm in the role of assessment. Right. And that, that comes out in a lot of ways. Right. And so what we know is that we need to, um, recognize that assessment can no longer be a checkbox for completion. Um, assessment has to demonstrate competency. Um, in a way that can be trusted by multiple parties. Right? The young person themselves. By educators by employers, um, assessment has to support the learning process. When and where it happens. So not just in schools. Um, and I would argue that particularly now assessment has to provide
opportunities for non traditional learners.
So for people who have not followed an uninterrupted pathway,
Um, to show evidence of experience and prior learning so that
they can
enter or reenter.
And so I think that innovations, um,
within the area of assessment and credentialing is really,
really essential. Um, there is work happening right now.
Um, a group called re-imagining college access.
That's looking at how performance assessment.
Can be used to support.
Um,
young people's entry into community college and other
institutes of
higher ed. I know of course,
is something that Enron focuses on very deeply as well. Um,
they're also innovations coming out of, um,
the assessment for learning project.
That's showing great examples of various sort of bottoms up
innovation
in the use of balanced and performance assessments. Um,
so I think that is, that is really critical.
And then while this is just like opening Pandora's box,
You know,
I was having a conversation a couple of weeks ago on a
different
webinar.
Um, uh, and where people kept putting into the chat box.
It's like we can do all of these things,
but if we don't change our reliance on a time-based structure
is very,
very, very hard to actually grow or sustain innovations.
And so there's lots of talk about changing, you know,
graduate profiles and changing what credentials look like in
fostering
collaboration. But if we actually want to support learners,
meet them where they are recognizing all of the complexities of
people's paths through learning and work over the course of
their
lives.
We simply have to shift away from a time based system to a
competency-based system. And that requires policy changes,
changes in the way we approach financial aid.
It requires changes at multiple levels of our federal state and
regional policy does not mean that there aren't opportunities for
innovation within the constraints of a time based system,
but ultimately.
Um, if we're talking about systems level, And sustainable change. Um, that will be essential. Um, mine's going to be a little bit different angle. So certainly prior learning assessment jumps to mind for me, Terry, when you start asking about innovations, I mean the Lumina foundation today. I did something on what are the best practices? What are the papers that have come out most recently about prior learning assessment?

And, um, it's reaffirming to me that some of the work that I did when I was with the Colorado community college system is still what's being studied around prior learning assessment.

I hear years later when I haven't been there for what feels like ages.

but the idea with prior learning assessment is that it really helps to re-engage adult learners. And to be able to say to somebody who particularly that broad swath of Americans who have some college and no degree who we really need to re-engage, if we're serious about. Um, upskilling our workforce. Is you don't have to start over. First of all. And the things that you've learned in your work experience and the things that you've learned in what you've done, not just in school, but outside of school.

You're you are learning something and some of it is college level learning. And so how do we document that? How do we do portfolios? How do we make sure you get credit for the things that you can document that you've learned? And that is incredibly important.

I mean, I think about folks who. You know, who have military experience who have really incredible deep work experiences.

if they get laid off right now and they don't have a degree
and they
don't have a credential, that's a value to a business.
No one's going to interview them.
It doesn't matter that they have all of the soft skills.
They have none of the hard skills.
And so we need to be able to document that they actually do
have some
of the hard skills.
Um, and so I think PLA is a great way to do that.
And we're seeing different schools.
That are phenomenal examples of being able to do that
incredibly,
incredibly well.
I think we've got a lot more schools that need to get better
at it.
And the other thing that as Catherine was talking that just
sort of
came up for me was that we have, um,
We have a project that's called learner employment records,
or you might sometimes hear about it as interoperable
learning
records.
And the idea is,
and we've seen it piloted by a number of businesses IBM and
Salesforce
and Walmart are all in this space saying we can document the
work for
people.
How do we put that in a format?
But then a registrar to college could use.
So if we know that somebody's Donald's university,
it turns out you actually learn a lot of business practices
there.
And so we can document the competencies and we can really be
competency driven the way Catherine is suggesting.
Then all of the learning that you get, if it's on a single
record,
now,
all of a sudden I don't have to have faculty reevaluate every
single
competency from every single learning experience.
Documented in a learner employment record and just leveraging
the
technology that exists to be able to bring it in like
transfer the
same way I would do from any other institution of higher
education.
And that can make the process a lot more seamless for
students and a
lot more labor intensive for our schools.
Yep.
One, uh,
just a couple of quick things before it looks like we're going to transition to, to calls for action and action items. But, um, uh, you, you triggered a couple of thoughts from me at Casey. Um, one, you said, you know, people don't want to start over. Right.
And I think that's, that is very much about, um, you know, assessments that capture prior learning and prior experience. It also makes me think of, High schoolers who don't want to repeat 10th grade and so drop out. Right. As opposed to like, actually, it's just like the challenge and algebra two. Right, right there,
there are ways that we need to be much more learner-centered and flexible. Um,
within high school and secondary post-secondary rather programs of study.
I think we need to be able to begin to think about more modular.
And flexible programs of study that allow for young people to explore to piece together the pathways that are right for them. And also going back to kind of the,
the question that we discussed earlier, what if you're someone who's out of work and has a family to feed.
right. Sort of a smaller bite.
Of study that still gets you, um, a verifiable validated and transferable recognition of learning.
And so looking at the ways that we can rethink, um, secondary through post-secondary programs of study to be more modular,
more learner centered.
Um,
I think micro credentials are really interesting ways to think about this.
I'm at the same time. There are some, some, you know, research out there that suggests that for the most part,
folks who are participating in micro credential programs are male white or Asian and already have bachelor's degrees. So.
I think there's a huge opportunity for innovation to say, how do we take the platform of micro-credentialing.
Um, and sort of utilize it for different populations that we're trying to engage or re-engage disconnected. Uh, disconnected folks. Um, and then one very small thing within that, but I think there's, um, jobs for the future has some really interesting. Uh, research on sort of creating greater parody between credit and non-credit bearing programs and credentials, and the really powerful opportunity for community college and higher ed level policy change, um, that can create opportunities for mobility, for nontraditional learners and workers. Thanks, Catherine. We did get a question about the role of the job Corps system in the department of labor. Casey as something you might be able to. Yeah, of course we've been working really closely with the department of labor. Um, one of the things that my colleagues over there. And I talk about a lot is that this is really one workforce system. It's not like the department of education's workforce system and the department of labor's workforce system. That, what we have in the country is when workforce system. And so we've been doing a lot of work around things like joint planning. Um, nine States took us up on the option to do a joint plan with their Perkins plan and their WIA plan. So a lot more integration. Um, it's very state-based. So in some States that's going to be much stronger than another States and that's going to depend on their governor's office and their leadership, both at their local department of labor and department of education. But I know from the federal level, there's huge support for having alignment there. Um,
and certainly the department of labor's done a lot of work in the past year. Around both regular apprenticeship and industry recognized apprenticeship. And how do we get more people into work based learning experiences? So it's, um, I would say my colleagues over there would say many of the same things that I have, that it really is. How do we best engage people with an integrated work and learning experience? Thank you. Boy that time went fast, as I knew it would. Uh, thank you both. As someone commented, there's. There's been a lot in this conversation and I appreciate your. Um, Sarah, some resources in advance and hope that maybe you guys will share some resources after the fact based on how this conversation went to that we can, um, post with the archive. But before we close, I was inspired to pull you all together. Um, based on. What I experienced at the Aurora Institute conference. When I first heard 'em. Catherine speak about these, these wonderful ideas that are emerging and these possibilities. If you could encourage educators, whether they're practitioners in the classroom or administrators. To think about an action they could take now to move some of these big ideas forward. Uh, as, as a way of the parting comments, if you could, uh, each, uh, speak to that sort of what, what, what kind of action items could educators take? Um, and I, and I invite everyone listening to think about leaving here with, with one idea as well, and see if you can move out forward. Catherine. Sure. Um, I have a couple that, that, um, hopefully fit. I want to start in perhaps a surprising place. Um, which is to take care of yourself. Um, I, I will be honest. It is.
I am so happy and so honored to be speaking about the possibility of innovation, um, and hopefulness. Um, and really difficult times, but I'm also reminded of what an ask it is. Have people who are in the field day in, day out. Um, often struggling, right? All the educator leader, friends I know in the field, myself included right. Express a kind of. Overwhelmed ness. Burnout is very real. And so I don't want to neglect that. I want to thank you for taking time to be in your learning brain. As, as K12 educators would say to young kids, Uh, to be in your learning brain. Um, but I also want to be very real and recognize the challenge. And so the first is that in order to do. Great things and do both things. We have to take care of ourselves. So my first call to action is be kind and be gentle to yourself. Um, the second is, you know, It's been an honor to learn, um, from Casey and from Terry and from all the folks who were a part of, of putting together. Um, a promise for equitable futures. I continue to think and believe that the most powerful teachers we have in this work on our students. Um, and all of the learners who are currently disengaged, um, need to be brought back into our system. They are, they are the ones who can teach us how to move forward. And so if you are a teacher, if you are a college administrator, if you are a district leader, a call to action would be to engage. Um, the young people or the adult learners engage the folks you are trying to support. I'm in the process of defining what they need and what action looks like. And then the third is, as we've already said, which is reach out like the entire spirit of this, of the work that I've been doing lately is to say it is everyone's job right now in this moment in time everyone's job to support the
14:58:42 engagement and re-engagement.
14:58:44 Um, of our young people.
14:58:45 Um, and of learners of all ages.
14:58:46 And so the message of this book is not,
14:58:48 here are 10 more things that you need to do to be better in your
14:58:51 practice.
14:58:52 It is what are the ways that you can integrate and bring
other.
14:58:55 Types of support other areas of expertise into the work that you
14:58:57 already do.
14:59:01 Um, to support, uh, our learners were wholly. So, so reach
out, um,
14:59:05 and just find those small ways of small first steps of
integrating
14:59:08 other folks into the work that you do and into the
experiences that
14:59:10 your students have.
14:59:11 Thanks Casey.
14:59:12 Here's we're so good, Catherine.
14:59:13 Um,
14:59:15 Okay, so mine are.
14:59:16 Please go to the RFI and fill that out because it's very
concrete and
14:59:19 something you could absolutely do today.
14:59:20 My next is find a business partner in whatever area it is
that you're
14:59:23 working in that.
14:59:26 You know, if you're teaching something that's applied,
14:59:28 then that's going to be an easier lift.
14:59:29 If you're teaching something that's not applied.
14:59:38 Find a business partner who needs the skills that you're
teaching and
14:59:41 figure out how to adapt your curriculum so that it meets the
needs for
14:59:45 who they're trying to hire.
14:59:46 I know I'm a psychologist and teach psychology.
14:59:48 And one of my most successful classes was a whole bunch of
students
14:59:52 who wanted to be nurses.
14:59:53 And so I changed every single assignment so that it was
relevant for
14:59:55 nursing.
14:59:56 Um, and that is something that you can do in your own
classroom that I
15:00:00 think has a tremendous benefit for your learners.
15:00:02 And then.
15:00:10 My last is to get your business partner,
15:00:13 or if you own a business or you have the ability to hire
either a young person or an adult learner to hire somebody that we can only do work based learning if there is work. And so. Our business partners find those intentional work-based learning. So we can have more students. Like the one who I know who goes to Riata engineering on Tuesdays and Thursdays set so that they can have those really positive experiences. Thank you, Casey. Well, thank you, both so very much, um, for sharing such wonderful ideas and challenges and so much hope. And I agree with Catherine, all educators everywhere. I know both of you feel this way. Does it have a great big Round of applause for the way they've been able to pivot in this difficult time. And I've heard some folks talking about their disappointment that not more changes happening, but I think it's on the horizon and you guys have given me so much hope for that. And, um, I think that good things are yet to come. So thank you both for sharing your perspectives and everyone who registered for this. We'll actually get a copy of the recording and.