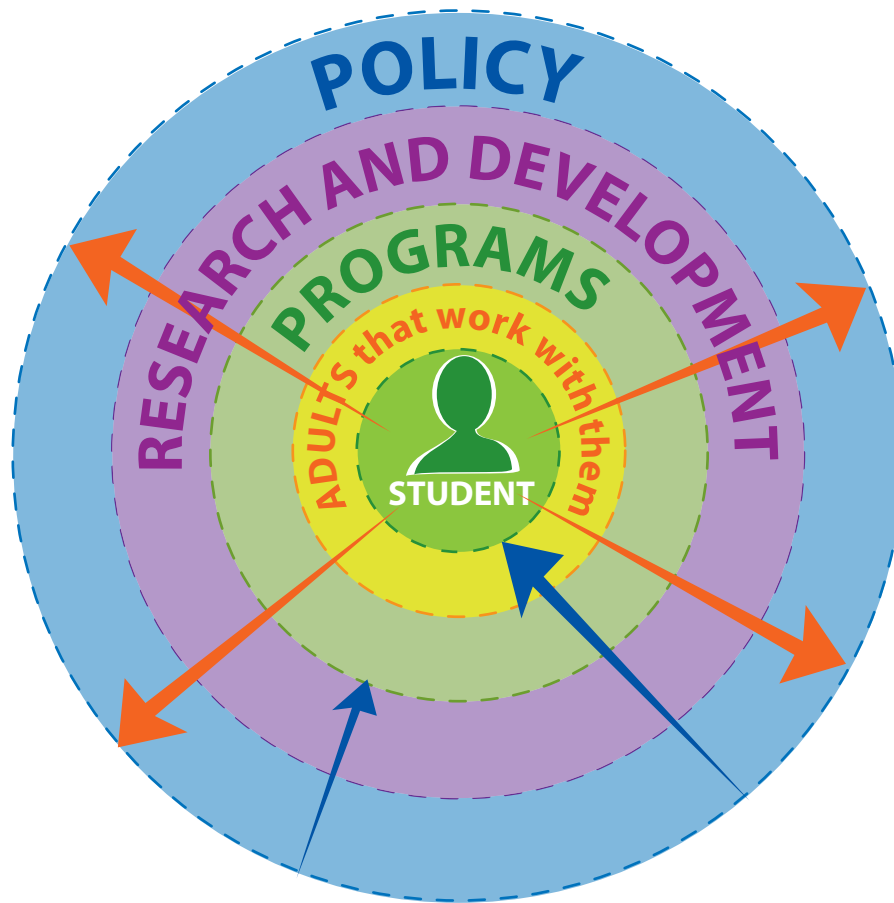


Big Picture Learning *Symposia*



To best serve 18-24 year olds who need to be reconnected to education, jobs, health and social services - lets begin with the voices of the student and work our way out to impact policy. In most cases, change is made at the policy level and never gets past R & D to take root in students' lives.



We seek to use stories, images and data to create a clearer picture of what disconnected youth need to become reconnected members of their communities.

Seattle: April 26-27

Newark: April 29-30

Big Picture Learning *Symposia*

After getting left back I had a huge disconnect. The Met was a wake-up call. Exploring new things like journalism, poetry and photography.

School never caught my attention. I was kicked out of high school for fighting. But I was the first person in my Big Picture school to get an internship. I've known I wanted to be an entrepreneur since I was in diapers. I love it. Something that keeps me going is working.



STUDENT VOICES

One major issue was attendance because I didn't like school. I was in the habit of not going to school and getting into fights. I didn't have enough credits so I dropped out - But I decided to come back to do something with my life. My teachers and principal are making me the better person that I want to be.

I get to figure out what I want to do now. The internships are really what pulled me in. This is the best part of my life so far. I feel really connected to my education. I like the idea of the advisory --- we're a community

DISCONNECTIONS

work chaos • family disconnection
going from m.s. to h.s. • moving
unconnected schooling • leaving college
not pursuing my interests • job hunt
no adult support • big high school
getting left back • lack of credits • having a baby • family illness

RECONNECTIONS

coming together as a group • family
working with others • travel
small school communities • internships
teaching • church • self-reflection
working with kids • play • getting married

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Big Picture Learning *Symposia*

I loved to write short stories at home. But none of it counted for school. The size of the school was really intimidating and I couldn't get any personal attention there.

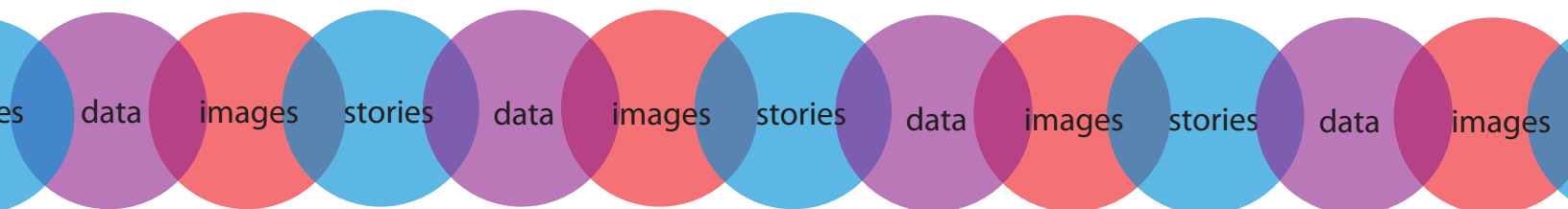
My lack of credits and the fact that no one knew me there (in H.S.) made it hard to go back. The school let students like me slide out the back door to keep their test scores up.



STUDENT VOICES (continued)

Dropping out of school was intentional, but I wasn't aware of the intentionality. What it comes down to is being really scared, desperate, and not knowing what to do. Advice can get you so far but only **if you can do it**. There is no one solution, things are always going to be both good and bad and I have to deal with that and take action.

YOU CAN'T STOP THE DISCONNECT. THE IMPORTANT THING IS ACCESS TO RECONNECT.



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Big Picture Learning *Symposia*

POLICY

FACILITATES OUR WORK

Accreditation through online

Satellite of a college

Various funding streams

Overlapping funding - warm linkages

VISION!

LEADERSHIP!

Juggle the dollars

Identify the funding streams for 18-24 year olds.

IMPEDES OUR WORK

Social services are funded by closed cases - this impedes trust.

Where to bring it - touches on many different gov't agencies that don't communicate

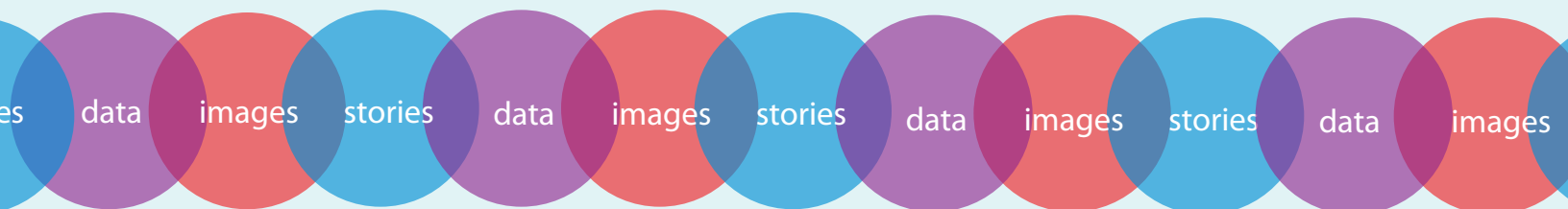
education funding has many impediments - not very flexible

legislation is intervention oriented

many funds can't be co-mingled

Dep't of Labor ages may be a barrier

Attitudes of citizenry can be a barrier - must show how much less expensive this is than existing interventions. Self interest



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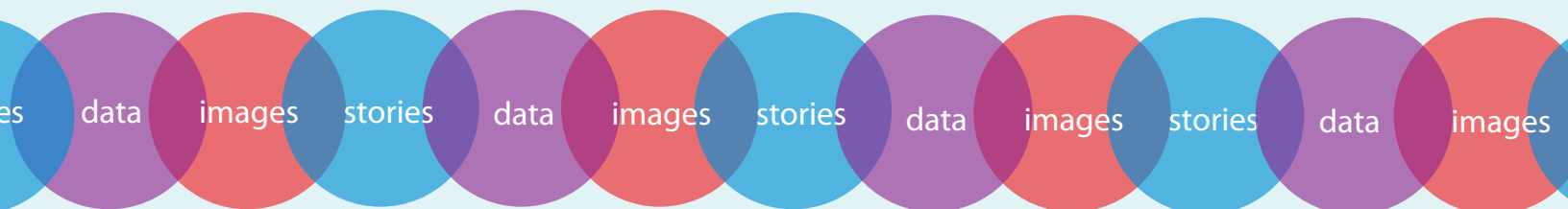
Big Picture Learning *Symposia*

REFLECTIONS ON DATA

DATA

how can we use data to support young people?

- *Quantitative and Qualitative give a more complete picture.*
- *Dynamic data that tracks participants over time.*
- *Anecdotes used in tandem with quantitative data to give a clearer picture. Just anecdotes can represent an anomaly.*
- *Track social services and supports - does it make a difference?*
- *Track disconnected youth so fewer will fall between the cracks*
- *Attach to a public school database*
- *Longitudinal data - complete youth profile*
- *The challenge is to work with data from multiple agencies*
- *Collect info on Education, Family, Employment, Volunteer, etc.*



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Big Picture Learning *Symposia*

HOW CAN WE APPLY THE BIG PICTURE DISTINGUISHERS IN THIS CONTEXT?

CAN WE APPLY THEM IN AN INNOVATIVE WAY TO A **PROGRAM**
RATHER THAN A SCHOOL?

WHAT WOULD THIS LOOK LIKE?

Seattle

Design Ideas:

Who would this program serve?:

School leavers

Imminent school leavers

Unemployed

Under-employed

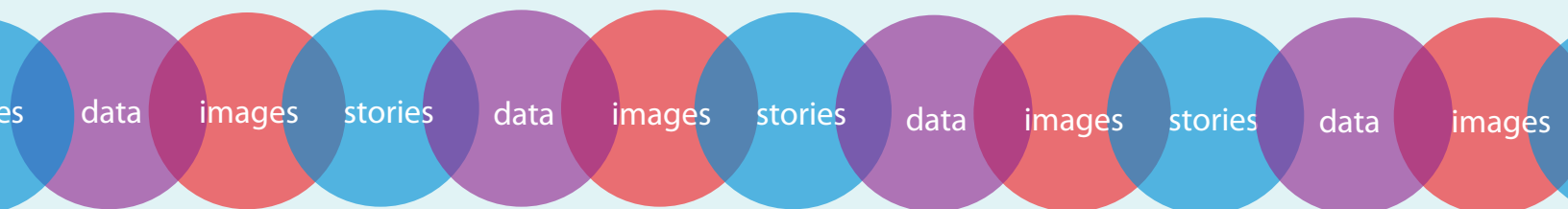
Employed in jobs without potential for advancement

Community college ineligible

Need-based

18-24 with open door policy to receive ongoing assistance

Adjudicated youth



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Seattle

Design Ideas:

What DATA do we want to look at? How do we define success?:

Non-cognitive variables

Completion of Individual plans

Social network map/timeline (dynamic data)

\$ earned

student letters to themselves

Student exhibitions

Benchmarks set by participants (% of benchmarks met)

self-determined measures of success

A personal business plan or passport

High school degree or equiv. - higher ed. placement/completion

Earnings - accumulated wealth - credit rating

Quality of Life

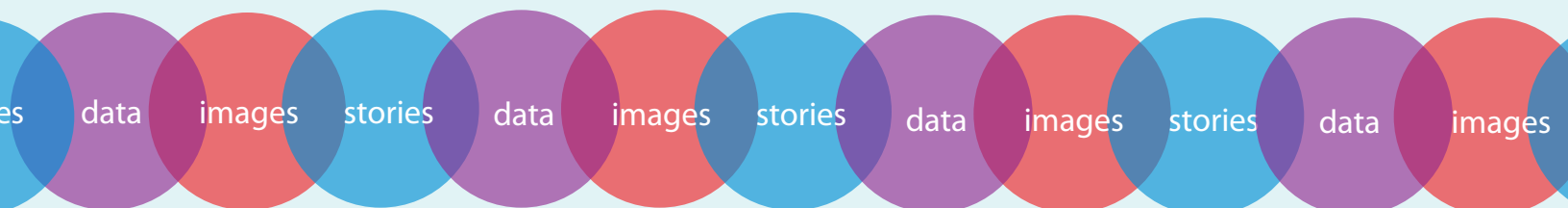
longitudinal data

Degree of reliance on social services

Mental Health measures

Living independently

Retention/completion in program



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Seattle

Design Ideas:

Program Design ---> Desired Results

micro lending - entrepreneurial endeavors

creation of more opportunities

life skills

job placement - career pathways

real world exploration

self-knowledge

diploma/job/college - based on individual plans

opportunities to network

peer support and community

resiliency

life satisfaction

ability to enter a meaningful career path

find one's calling

creation of trust

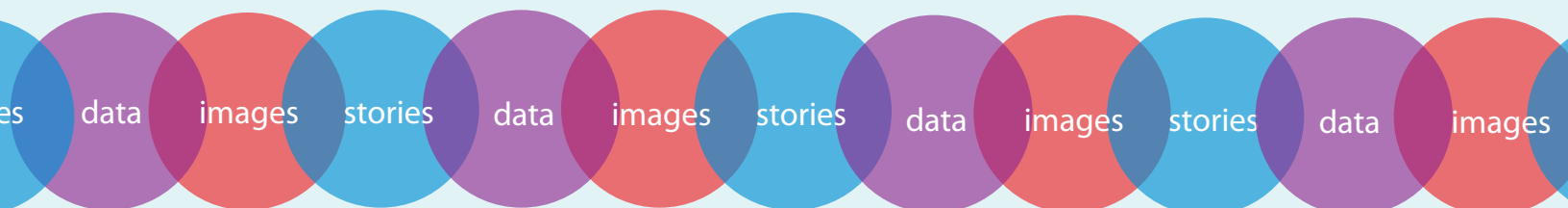
build a cohort with a sense of community

create a bridge of support to reconnect

initially to engage participants with social services

down the line to enable participants to be independent

Right of Return - ongoing support



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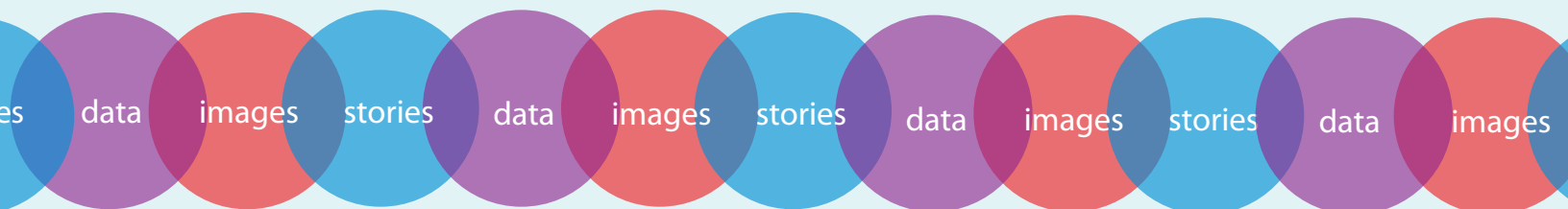
WHAT WOULD THIS LOOK LIKE?

Seattle

Design Ideas:

Structure:

*online learning - in person workshops - career counseling
flexible schedule - paid internships - life coach/consultant
small local sites - outside of the school
staff of experienced teachers/mentors
entrepreneurial model
create a system of self-sufficiency
exposure to options - find one's calling
tap into existing supports - social services, community resources
10-30 clients per consultant with online cohort
Pathways option - green construction/media/community business
Young people help create the jobs they are preparing for.
Exit criteria based on individual plan (passport)
Menu of services with outside referrals
One stop for social service connections.
Based on trust.
Connect using social media
Use a corps model - e.g. Creativity Corps*



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WHAT WOULD THIS LOOK LIKE?

Newark

Design Ideas:

Structures:

Daycare

Corporate model - developing at the worksite

counseling/advisory work

Paid internships

"lunch and learn"

Residential option

Adult environment - college/museum/center

Life skills - parenting skills - financial skills

Facebook-style environment with learning modules

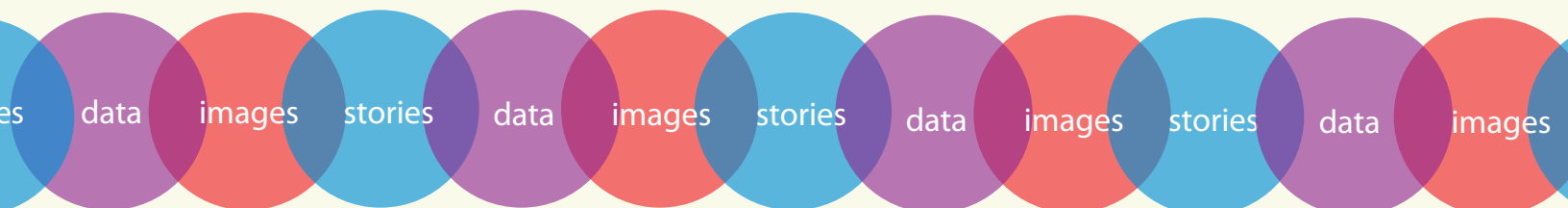
*that function like the game "Farmville" students
progress at their own pace through content modules
related to their interests.*

Social media games that can generate income streams

*Pods directed at different goals - entrepreneurs, new parents,
college readiness - each could be a pod.*

Computer access important (laptop for each participant?)

In person seminars and online cohort environment for peer review.



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WHAT WOULD THIS LOOK LIKE?

Newark

Design Ideas:

Overarching Goals:

Creating Possibilities

Opportunity - Acceptance - Safety - Community

Celebrate the process

Employment - Leisure - Reflection - Health - Support

Build Imagination - what worlds do students open for themselves?

Explore

What Methods, Texts, Ideas do they use?

Re-Learning based on individual

Engagement in the work

Personalized

Employability

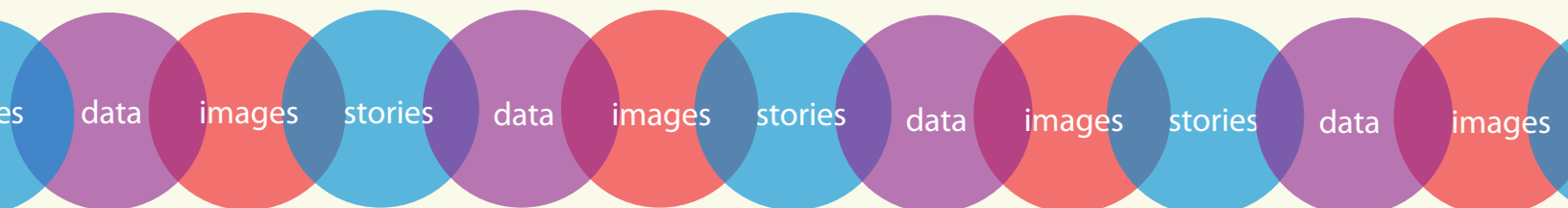
Choices

Education/credential

happiness

Self assessment - does your package of skills match your goals?

Linked in to a network of adults with \$, know-how & connections



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