



SYMPOSIUM BREAKOUT SESSION
WEDNESDAY, OCTOBER 27, 2021 | 1:15-1:35 PM ET

Young People: The Missing Voice for School Reopenings

PRESENTERS:

- Alayna Bowman, Future Focused Education
- David Grubbs, X3 Intern & Technology Leadership High School Senior



Future Focused Education X3 Internship Program

- Students are paired with local employers to provide meaningful work experience.
- Students are paid, receiving a monthly stipend.
- X3 works with schools in historically underserved communities.
- Interns, Mentors, and Employers are supported by the X3 team.

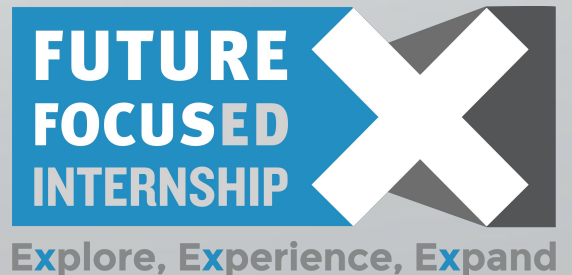
AS OF JUNE 2021:

451  intern placements

16  schools

75  employer partners

\$330,000  student stipends awarded



How did we pivot the X3 program?

Before March 2020

- Local employers provide meaningful, high-touch internships.
- 13-week sessions, 12 hours per week (Fall & Spring)
- Monthly stipend equivalent to \$10 an hour

X3 Virtual Internships: Student Approved School Re-entry Guide

- 6 weeks, 2hr virtual sessions 2x/week
- 9 students from 5 schools (urban & rural)
- 2 adult facilitators and 2 employer mentors from the biggest hospitals in NM
- Work-based deliverables: (1) policy analysis of the Public Education Department recommendations and their respective schools' Reentry Plans (2) Written School Reentry Guide with Student Recommendations

Who pays for group internships?

COVID-19 Student Approved School ReEntry Guide

- Presbyterian Healthcare
 - Provided a mentor who is also a doctor and provided the science knowledge base.

Who has paid for virtual internships?

- NM Public Education Department
- City of Albuquerque
- Community Foundation Grant

X3 Internship Impact

Skills I have learned in virtual and in person internships:

- Using critical thinking skills
- Setting goals
- Public speaking
- Data collection using survey
- Building networking skills.
- Meeting deadlines

Ways our group facilitators helped us capture our ideas:

- Provided space for joy and relationship building.
- Trust that we are the experts of our own lived experiences.
- Practiced social awareness with us so we could make ethical justice oriented recommendations.
- Incorporated Social Emotional Learning practices during meetings. .
- Used guided conversations to learn from our own experiences.



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Conclusion

"We are constantly reimagining our reality and making it what it is now."

The students are all concerned for the safety of themselves and their close relatives with whom they live. Since the beginning of the quarantine we have been focusing on our health by avoiding interactions with people outside of our homes. We are now being asked to slowly reintegrate back into society and social interactions. Although this is something the students are looking forward to, it is a hesitant anticipation. The top concerns that were discussed throughout this document are safety, communication, normalcy, and support. The students recognize that the school staff and administration are concerned with their safety while in school and at home. Even after reentry and people start feeling somewhat more comfortable, the students would like to express the reminder for staff and students to continue the safety protocols until we, as a society, are in the clear. Secondly, communication about the schools' plans, the data informing the plans, and any changes regarding the plans are consistently and thoroughly communicated to students, guardians, community, and staff. It might even be beneficial to assign or hire someone for the task of communicating to all parties, answer questions, and bring more clarity. Normalcy is what the students wish we could return to. Knowing that is not possible at this time, the students have outlined many ways in which socializing, whole-child education, and the support students receive from school can continue while remaining safe. Everyone will have to do their part to keep each other safe and healthy upon returning to school. This includes consistently reviewing the new science and information about the virus and safety procedures and for schools to remain flexible enough to follow them. And it is still possible to have some fun within the safety constraints. We appreciate the space to have these conversations and share our thoughts, opinions, and ideas.

Gracias!



Distance Learning & Technology Access

Student Creators:

Distance Learning & Technology Access was researched and created by Raymond Martinez I2th from Cuba High School



Introduction

For this section, our goal is to discuss information about technology access and how students can maintain learning online, such as free hot spots and access to devices. We began our distance learning experience at the end of the last school year and during this internship, started it again. This section is based on our experiences during both periods.



Suggestions

Technology access is mostly left to students, but schools give free hotspots and computers to students so they can complete their assignments online. Some students do not have the opportunity to access the internet because of the weather or the situation they have. For example, there are families without electricity, and some have to travel far for good signal, but the school gives free hotspots and computers, which is good, but all students still do not have all that they need to engage in virtual school.

We also need to inform the superintendents that we need more money for technology because the children at all schools involved were given these devices from a grant, still, some of them had accidentally damaged it which there was a policy of "you break it you buy it," but due to this outbreak, the students I know do not have access to their classes because it was set to that specific device. Accessing some courses from another device would cause a security alert, which then leads to that student not being able to turn in the assignments because they are not authorized in that system. We are asking for advocacy for a larger technology budget. One idea we have is to look up the information of the Secretary of Education and the people who are in charge of the technology for the schools at the State level and find their emails so the students can advocate for bigger school technology budgets.



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Introduction Cont.

Student School Reentry Concerns:

The thought of returning to school is still a scary thought for the students that participated in this internship. They are not only thinking of themselves upon returning, but also the multigenerational households that most of them come from. Although they wish they could go back to school as usual, they trust in the safety precautions that the schools have outlined, but are worried about the sustainability of these procedures over time, as people get comfortable. They generally would appreciate the structure of school but think that more flexibility in time, requirements, and amount of classes would benefit everyone. While participating in distance learning, they see how hard it is to keep up with their work and online time commitments. That is one reason the rigor and structure of going back to in-person school is appealing. One of the most significant requests of staff and school personnel is that they communicate all safety procedures, data, and plans for reopening before returning to school. The students also ask the staff and administration to practice flexibility in their required safety-procedures to align to the updates in science and information about the virus. Our hope is that each school allows their communities transparency and with enough information to make informed choices.



COVID-19 Student Approved Re-entry Guide

- [What did we do?](#)
- Why was youth voice & choice important?
- What did schools learn about youth voice when planning school reopening?
- How did we use our own experiences to guide our recommendations?
- What other spaces should youth voice be heard?
- How does elevating youth voice effect them?

Closing Question

How can you take this knowledge back to your community to ensure we hear the youth voice when making important decisions?

In Mentimeter:

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The background is a collage of various images showing people at a symposium, including speakers, audience members, and group photos. The Aurora Institute logo, featuring a stylized 'A' with a compass rose, is positioned at the top left. The text 'AURORA INSTITUTE' is in a large, white, serif font, and 'Symposium' is in a smaller, white, script font below it. A thin horizontal line separates the title from the date information.

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Thank you for joining us!

Share Your Thoughts.

Participate in our one-minute poll (link in chat box).