

College & Career Readiness Summit

February 24, 2023



Welcome!

We are SO happy you are here!

- Please sign in
- [Link to Slides](#)
- [AGENDA](#)

- Navigating Zoom
 - Video Controls
 - Microphone
 - Chat
 - Breakout Rooms

- PD Hours

Shared Norms

- Use the chat to provide feedback & interact (back channel)
- Unmute yourself to share during designated times
- Make your video available during small group break outs
- Be comfortable with feeling uncomfortable
- Use equity of voice
- Keep your mind & heart open
- Be future focused

Purpose & Overview of the Morning

SUMMIT HIGHLIGHTS INCLUDE:

- **KEYNOTE:**
Dr. Todd Bowman
Assoc Professor of Counseling
Transformational Engagement:
Rehumanizing the Educational Endeavor
How do we address the results of trauma and help students learn how to learn and address the new normal
- **MATH BADGES:**
How students can earn math credit outside of the classroom
- **PROBLEM-BASED LEARNING:**
Moving from sit and get to collaborative problem solving
- **VIRTUAL WORK-BASED LEARNING:**
Expanding work-based experiences through a Virtual platform

2023 VIRTUAL PATHWAYS FOR COLLEGE & CAREER READINESS SUMMIT



Join Sauk Valley Community College's PASS Initiative and the Regional Office of Education #47

I HATE SCHOOL! NOW WHAT?

Friday, February 24

Virtual Connection • 8:30am – Noon

Please join us on February 24 as we work to build success for students and employees in the Sauk Valley area

To register, visit roe47.org and select the *PL Workshops* tab

Zoom link will be provided a week before the Summit

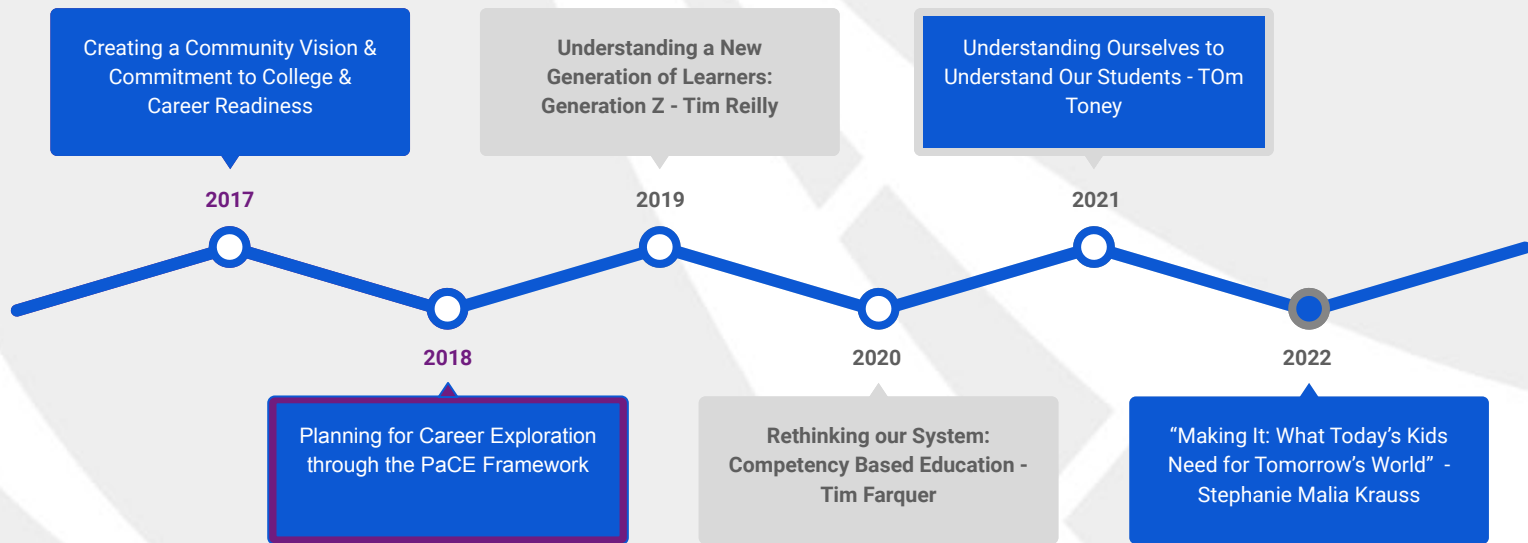
Please register by February 17

Questions? Please contact Janis Jones:
janis.a.jones@svcc.edu • 815.499.1944



What We've Learned...

Our Journey in Rethinking Education & Preparing Students for What's Next 2016-2022



Generation Z

*Slide from Tim Reilly
presentation (2019)*

Millennials vs. Generation Z

Millennials

- Tech-savvy
- Transparent
- Slacktivists
- Multicultural
- Tolerant of others
- Communicate with text
- Share things
- Now-focused
- Optimists
- Want to be discovered
- Team-orientated

Generation Z

- Tech-innate**
- Protective (e.g. geo-location off)
- Active volunteers
- Mixed race and gender
- Accepting of others
- Communicate with images (e.g. emojis)
- Make things
- Future-focused
- Realists
- Want to work for their success
- Collective-conscious

Generation Z

*Slide from Tim Reilly
presentation (2019)*

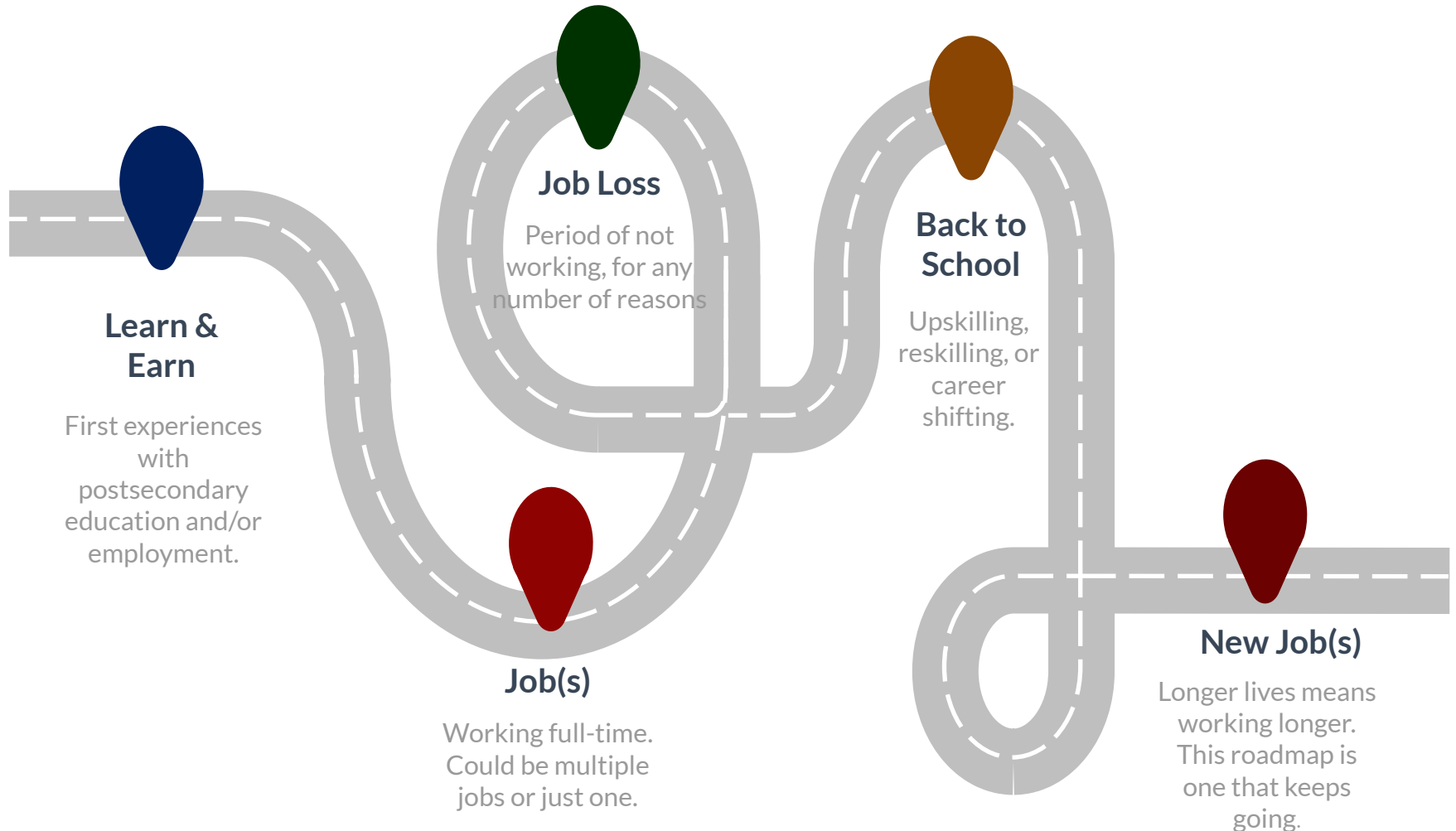
**DON'T ASK KIDS WHAT THEY WANT
TO BE WHEN THEY GROW UP.
ASK WHAT PROBLEMS
THEY WANT TO SOLVE.**

FARMPROGRESS.COM/MYGENERATION

Realistic Readiness Roadmap

Today's young people need to prepare for the possibility of a 60- or 70-year working life.

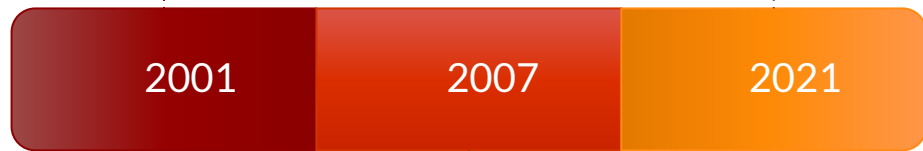
This includes multiple jobs, career paths, and periods of under- or unemployment.



Today's Graduates

9/11 & The War On Terror
Early Childhood

COVID-19
Young Adults



**Start of Great Recession
&
Smart Technologies**
Kindergarten

Today's Kids

DIGITAL + DISRUPTION NATIVES

Tech Dependent

Kids only know life with smart technologies, social media, and online gaming.

Digitally Divided

There are huge differences in connectivity and device access.

Hyperconnected

Kids seamlessly enter and exit virtual life. They are dual citizens.



Used to Extremes

Kids have only known a life of divides and disparities because of power, politics, pandemics, and more.

Survivors of Volatility & Violence

Kids are growing up in an age of mass shootings, racial violence, community violence, constant change, and other life-threatening problems.

Strong and Powerful

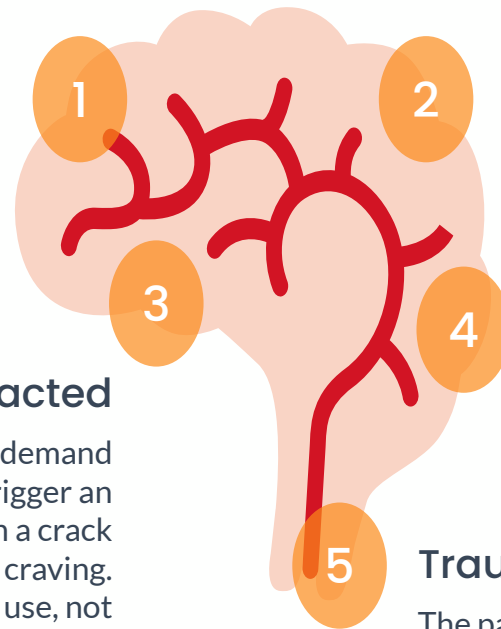
Kids are proximate to our most complex problems. They are poised to be our most powerful changemakers yet.

Differently Wired

Young people's wiring is shaped and reshaped by environment & experience. The biggest periods of developmental growth and transformation happen in early childhood (0-5) and adolescence (~11-26).

Overloaded
Young people and families are faced with too many demands and challenges. It can inhibit and delay executive functioning.

Distracted
Distractions and notifications demand attention. Tech notifications trigger an addictive response stronger than a crack craving.
Big tech is designed for repeat use, not health.



Overwhelmed

Young people have access to information, 24/7. They are growing up in an “Open Source” society.

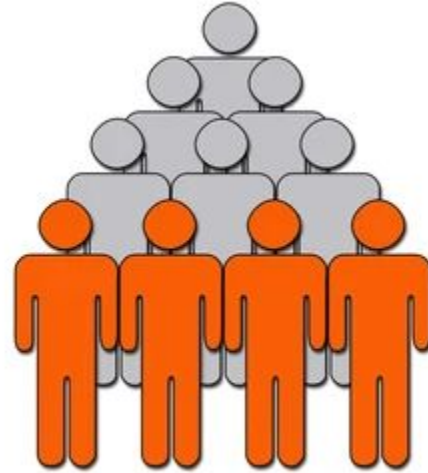
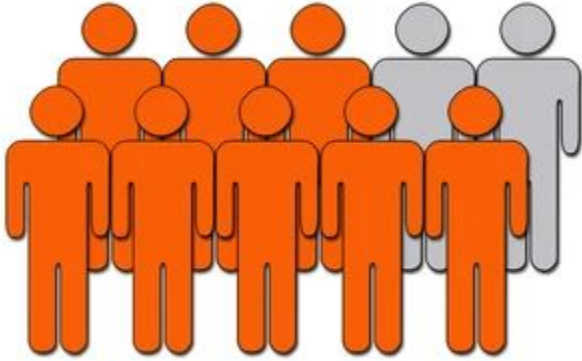
Unsafe and Unsettled

Young people have lived a lifetime of threats, stress, and volatility. They crave safety, security, and predictability.

Traumatized

The past two years have been collectively traumatizing. Young people most harmed are those already struggling with past and ongoing trauma, grief, and loss.

I Hate School!



A 2013 Gallup poll of 500,000 students in grades five through 12 found that nearly eight in 10 elementary students were “engaged” with school, that is, attentive, inquisitive, and generally optimistic.

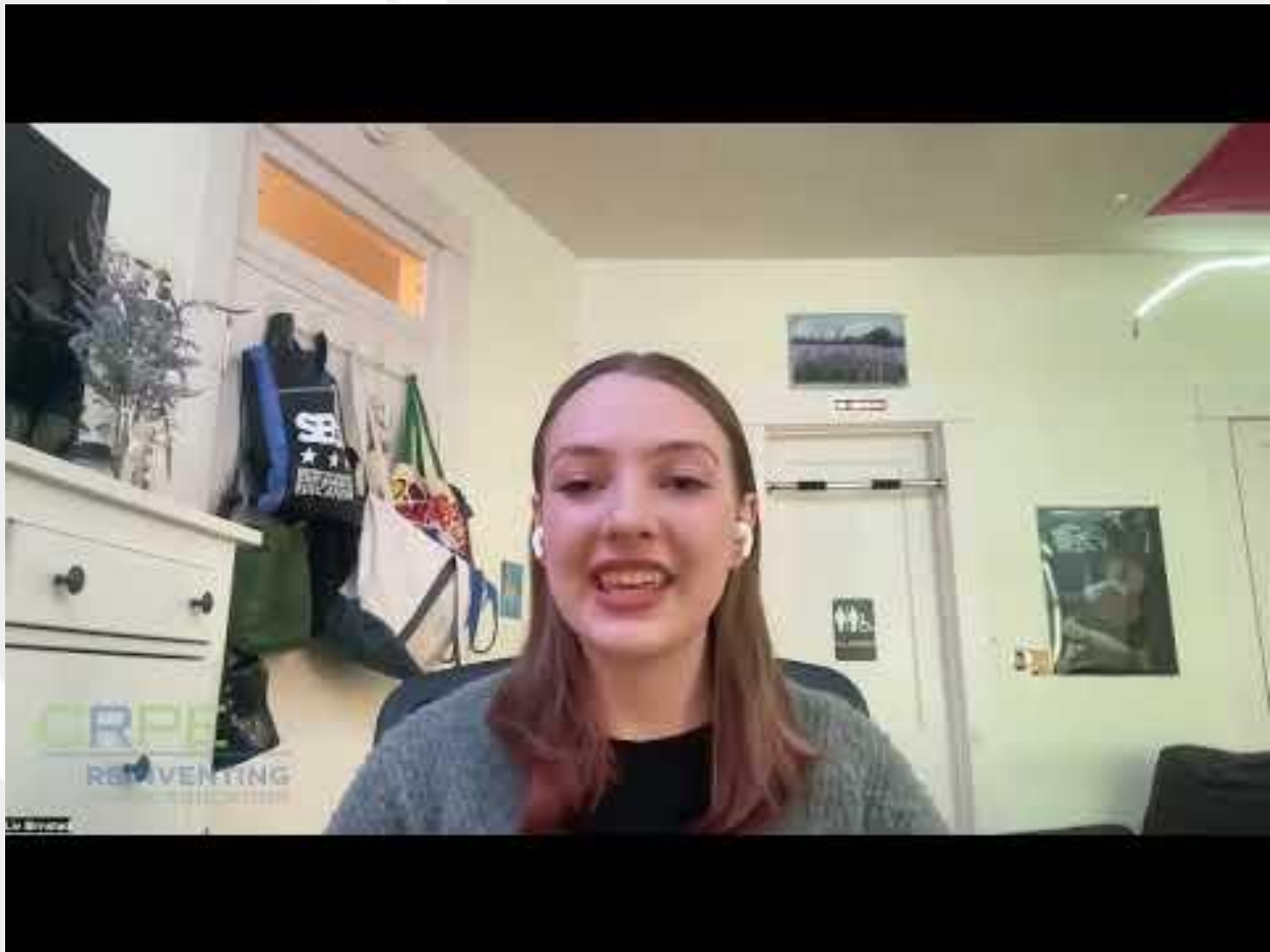
By high school, the number dropped to four in 10.

A 2015 follow-up study found that less than a third of 11th-graders felt engaged.

In a 2020 nationwide survey of 21,678 U.S. high school students, researchers from the Yale Center for Emotional Intelligence and the Yale Child Study Center found that **nearly 75%** of the students' self-reported feelings related to school were **negative**.

When Gallup asked teens in 2004 to select the top three words that describe how they feel in school from a list of 14 adjectives, **“bored”** was chosen most often, by half the students.

“Tired” was second, at 42 percent.



Transformational Engagement: Rehumanizing the Educational Experience

*Dr. Todd Bowman
Assoc Professor of Psychology
Indiana Wesleyan University*



Illinois Math Badging Initiative

*Ginger Reynolds, Ed Systems Center;
Eric Lasky, Asst Principal, Ridgewood High School*



Problem Based Learning

*Dr. Kristin Brynteson, STEAM Director, Northern Illinois
University Center for P-20 Engagement*



Creating Student Opportunities with Virtual Work-based Learning

Sarah McFarlane, Program Director of Adult Learning, SVCC

Dan Portz, Product Manufacturing Engineer, Timken Drives, LLC



Building a System for Connecting Business Mentors with Students

*Jeanne Cantwell, Career Technical
Educator Senior Internship Program
Director, Clairemont HS*

Reuben Hoffman, Assoc Principal, Clairemont HS



Closing & Next Steps

Future Questions to Consider in Our Work

Have we answered - as a community - the question of what are we preparing students for?

How do we weave in equity?

What barriers do students and families face in education?

What is going on in Illinois that can move us toward equity and justice?

DEI Principles



1. Challenge the normality of failure
2. Educational leaders as guardians of equity
3. Embrace immigrant students & their culture
4. Demystify school success
5. Build partnerships with parents

~ *Pedro Noguera, Keynote presentation NYU
(2012)*

ISBE Equity Continuum

- Used to publicly indicate where each Illinois school district is on its equity journey.
- Researched, developed, and incorporated into each district's public Report Card by the **2022 reporting year**.

Identify data that reflect access to opportunities and supports.

Inform a process of system- and culture-level change.

Connect districts to resources to increase equity for low-performing student groups.

Focus Data Areas: Student Learning, Learning Conditions, Elevating Educators



What Difference Does It Make?

“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”

– Paulo Freire, *Pedagogy of the Oppressed*

Reminders

- PD Hours - Emailed from Jayme Hale before the holidays
- Sub reimbursement will be emailed to eligible participants
- Resources from today's Summit will be available on the SVCC website within the next week: [Summit Resources](#)
- Evaluation [LINK](#)

THANK YOU for joining us this morning!