LINKED LEARNING® ALLIANCE

Empowering Civic Action in Youth Through Linked Learning

October 28, 2020



Housekeeping

- Use the **chat function** to ask questions and share reflections
- Stay **muted** if you are not speaking
- If you're having trouble with your internet connection, try turning your video off and/or **dialing in by phone**



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Engagement

- Introduce yourself in the chat box!
- Please join us on social media today!
- Follow **@linked_learning** on Twitter and **@linkedlearningalliance** on Instagram. Be sure to use **#LinkedLearning!**





Welcome



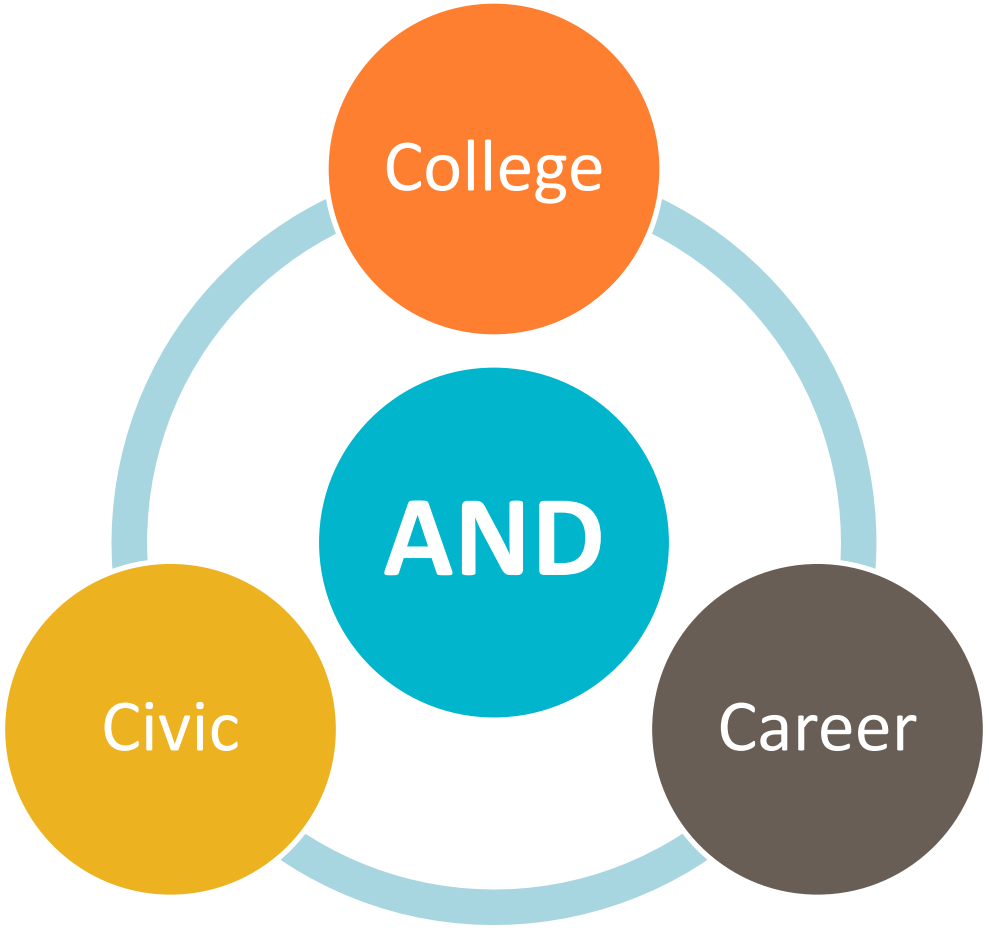
Dan Storz
Senior Director, K-12 Engagement
Linked Learning Alliance



Roneeta Guha
Vice President, Strategy and Impact
Linked Learning Alliance

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The Power of Plus



Objectives

- Observe an example of a **student-led project** and **presentation** developed and conducted during distance learning
- Obtain **tools, resources,** and **strategies** for designing **high-quality project-based learning** with an **action civics** focus in a Linked Learning pathway
- Learn how educators can **engage community partners** to provide an authentic and relevant experience for students
- Reflect on the role **civic engagement** and **student voice** play in Linked Learning



Keep Us Linked: Students Speak Out Amid the Pandemic

- Juniors and seniors surveyed across seven Linked Learning districts in California
- Goal: understand how the crisis has affected students, their education, and their future plans.
- 57% of juniors and 61% of seniors shared **completing their capstone/year-end learning experience** was valuable
- 56% of juniors and 61% of seniors shared **practicing skills like presenting in a group and collaborating on a team** was valuable



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KEEP US LINKED

STUDENTS SPEAK OUT AMID THE PANDEMIC

SPRING 2020 LINKED LEARNING SURVEY

Linked Learning students will shape the future of the California workforce. Numbering in the tens of thousands, many are first in their families to pursue college and career on a pathway that combines rigorous academic learning with hands-on career experience. But like many students across the country, their educational journeys were seriously disrupted as the COVID-19 crisis shuttered schools in spring 2020. To understand their realities and their needs, the Linked Learning Alliance engaged FINN Partners to conduct a survey* of Linked Learning high school juniors and seniors—those students facing critical transitions—from May to June.

ABOUT SURVEY PARTICIPANTS

1,341 Linked Learning student respondents

58% high school juniors

42% high school seniors

41% will be the first in their family to attend college

80% students of color: African American, Latinx, Asian American, other

7 school districts represented: Antelope Valley, Lindsay, Long Beach, Los Angeles, Oakland, Pasadena, San Bernardino City

Introductions



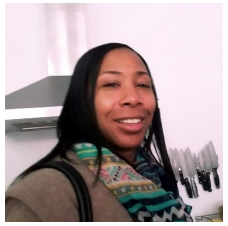
Young Whan Choi
Manager of Performance Assessments
Oakland USD



Camrin Fredrick
Career Technical Education Coach
Oakland USD



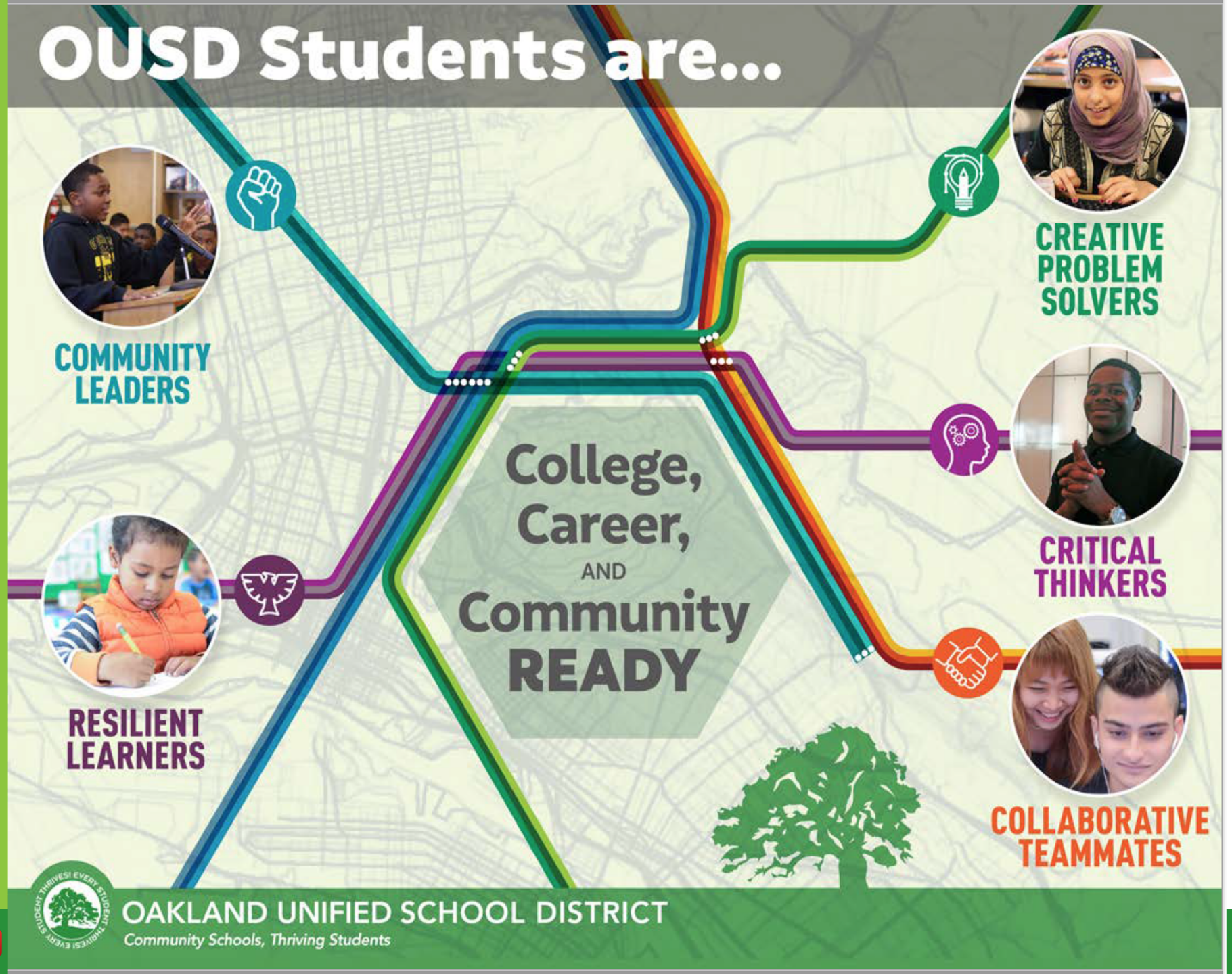
Mallory Logan
Career Technical Education Teacher
Oakland USD



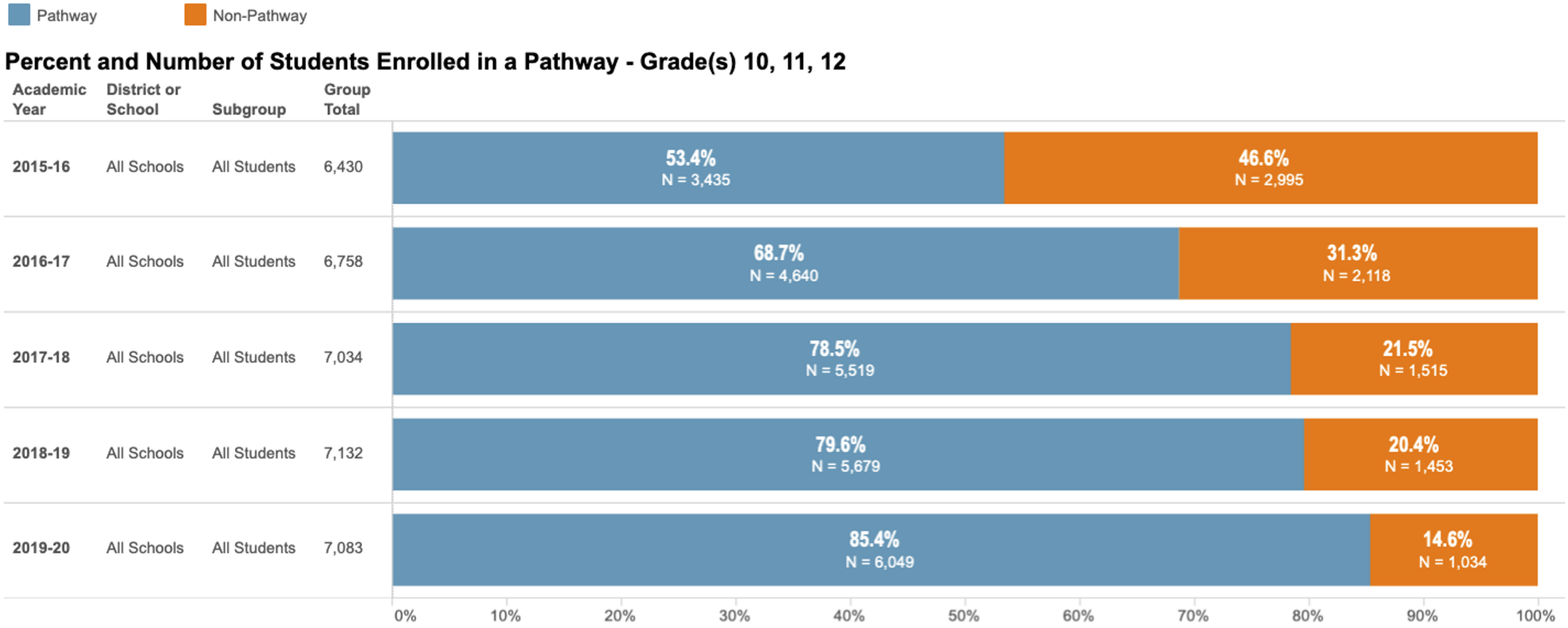
Tatiana Newman-Wade
Work-Based Learning Liaison
Oakland USD

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OUSD's Revised Graduate Profile



Enabling Condition: Growth of Pathways



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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OUSD Graduate Capstone Project

Key Components

- Research Paper
- Oral Presentation
- Pathway-Themed Action Project that Address a Community Need

OUSD Graduate Profile
College, Career, & Community Ready

Where does the civic action show up?

12th Grade
Graduate Capstone

11th &10th Grade
Pathway PBL

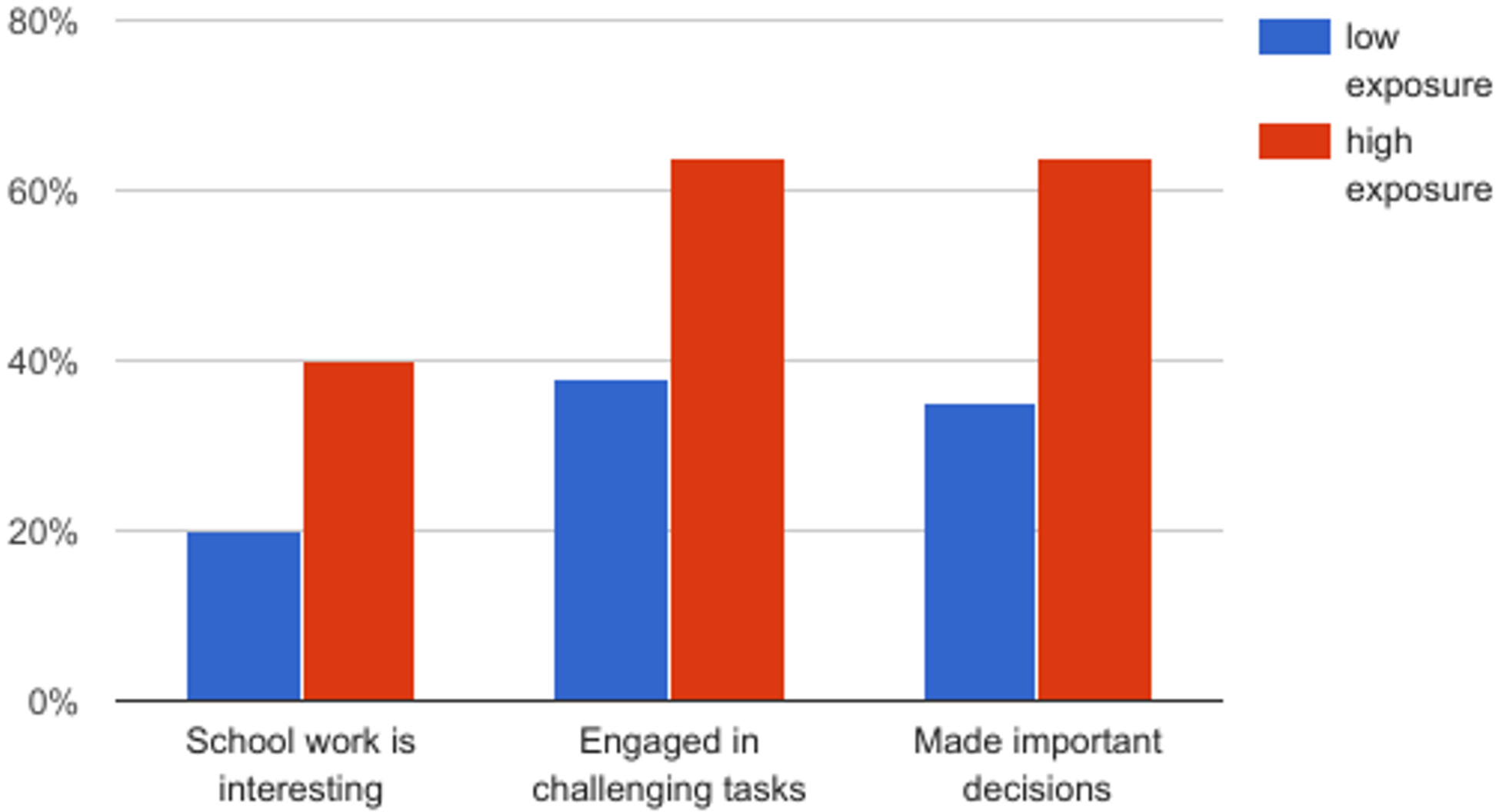
9th Grade
Ethnic Studies







Impact of Civic Action in OUSD



LINKED LEARNING® ALLIANCE

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Pathway:	OHS Law & Social Justice Academy
PBL Unit:	Reimagining Public Safety
CTE Teacher:	Mallory Logan
WBLL:	Tatiana Newman-Wade
CTE Coach:	Camrin Fredrick

Objectives

- Share a model of how to engage students in meaningful civic action to advance racial justice in our current distance-learning context
- Learn about key elements of a high-quality PBL unit
- Share successful strategies for engaging community partners to both inform student learning and serve as an authentic project audience

Agenda

01

Introduction

- Objectives
- Agenda
- Context

02

The Project

- Overview
- Key Tasks
- Timeline
- Organizing materials for DL

03

Engaging Partners

- Teacher Collaboration
- Outreach
- Preparation
- Follow-Up

04

Student Work

Context

- 11th grade CTE course on policy & justice
- LSJ vertical alignment of CTE objectives:
  - 10th: community organizing; youth and the law (STPP, RJ)
  - 11th: policy; legislative advocacy; criminal justice reform, housing justice
  - 12th: law; legal advocacy; voting, immigration, trial procedure, jury selection
- High quality example of many OUSD PBL Framework elements



OUSD PBL Framework

Authenticity

Reflects current issues, uses industry processes, builds on students' assets, and addresses an authentic community need

Key Knowledge/Skills

CTE Standards
21st Century Skills
Pathway outcomes

Challenging Problem

Real world problem relevant to students that requires career-based thinking & skills to answer

Sustained Inquiry

Addresses factors leading to the problem, past actions, multiple perspectives & solutions

Voice & Choice

Students select group, topic, and sources; take significant responsibility; work independently from teacher

Collaboration

Work collaboratively with peers and community partners; use industry-specific norms, tools & tech

Reflection

Reflect during and after the project on impact on identified need and community & civic identity

Critique & Revision

Structured opportunities for feedback from peers and industry partners to inform revisions

Public Audience

Exhibition outside the classroom where work is presented, questioned, and appreciated.

02 The Project

Defunding Oakland Police Department (OPD) & Reimagining Public Safety in Oakland

Project Overview

- **Students worked in small groups to research an area that represents a major category of calls that police currently respond to including:** mental health crises, homelessness, traffic/vehicles, gender violence, nuisances, violent crime, or drugs/alcohol.

- **Based on secondary research and community survey results,** students submitted a written proposal along with a recorded video presentation to the Oakland City Council's Reimagining Public Safety Task Force for how the city should reinvest money from OPD to better address this area of need in the community (i.e. through funding an alternative crisis response model or programs, services, or other community investments.)

Key Deliverables

- Community survey (whole class)
- Written outline of proposed recommendations (group)
- Slide deck for presentation (pair)
- Policy brief or infographic (pair)
- Recorded oral presentation with slides for CM Taylor (group)
- Live oral presentation (group)
- Advocacy letter/email to City Council member (individual)
- Public comment at Education Partnerships Committee of Oakland City Council and OUSD (optional extra-credit)

Project Timeline

Weeks 1-3

Build Background Knowledge

- Origins of policing
- History of police violence and calls for reform
- Movement to Defund the Police
- Campaign to Defund OPD
- Role of City Council

Week 4

Project Launch

- Guest Speakers CMs Taylor & Bas
- Project overview & deliverables
- Group formation and topic selection

Weeks 5-7

Research & Product Development

- Survey development
- Secondary research
- Develop proposal outline, slides, policy brief, infographic
- Practice presentation

Weeks 8-9

Exhibition & Reflection

- Record presentation and send policy brief to CM Taylor
- Live presentation to Youth Advisory Board rep / class
- Write individual advocacy email to your district CM

Student Work

Student Work: Group Focus: Mental Health

- Slide Deck
- Infographic
- Policy Brief
- Live Presentation
- Advocacy Letter

Organizing Materials for Distance-Learning

- Weekly document for students that outlines all asynchronous assignments and material covered in synchronous class time with links to all resources
- Student Examples 1 Pager

Reflections

- Ideally an Integrated Project with English & United States History
- Live Presentations vs. Recorded Presentations
- Feedback & Revisions
- Advantages of Zoom Class

03 Engaging industry partners for authentic learning

Engaging Community Partners for Authentic Learning

Teacher Collaboration

Process for learning about teacher needs and identifying potential industry partners

Outreach to potential partners

Methods, timeline and strategies for securing partner engagement.

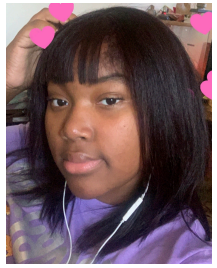
Partner Preparation

Pre-event communications, agenda development, and day-of logistics.

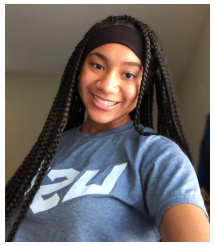
Partner Follow-up

Thank yous, resources, and additional asks.

Student Presenters



Brooklyn Brooks



Aniyah Story



Jasmine Vo

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Reimagining Public Safety in Oakland

Aniyah, Peter, Jasmine, Eulalio, and Brooklyn
P.5

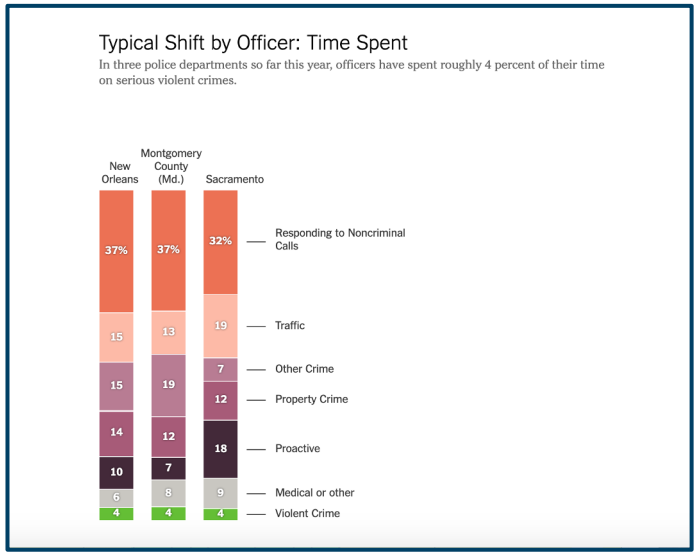
The Problem Now

We see a lot of police officers who do not know how to act when they have an emergency related to mental health. They need more training in this, not just that, but professionals who take care of emergencies that police cannot.

We have evidence about police officers use of brutality or unnecessary force in cases where a mental health professional like a social worker could take action in a better way.



Introduction: Major Issues and Challenges of Police Response in Oakland



What is wrong with the current police response in Oakland?

- **Don't have proper training to respond to issues such as homelessness and mental health crises**
- **Often called for mental health emergencies and don't have the right resources**
- **Use excessive/deadly force**
- **Take too long to respond to calls/emergencies**



2) Why do we need an alternative response?

- Police aren’t trained to handle mental health crises safely
- Police receive a lot of calls and need more assistance responding to them
- Mental health emergencies would be better solved without police



Student Perspective

I feel we are bringing a perspective of youth that are seriously concerned about our community and its future due to the way that policing has negatively impacted our city.

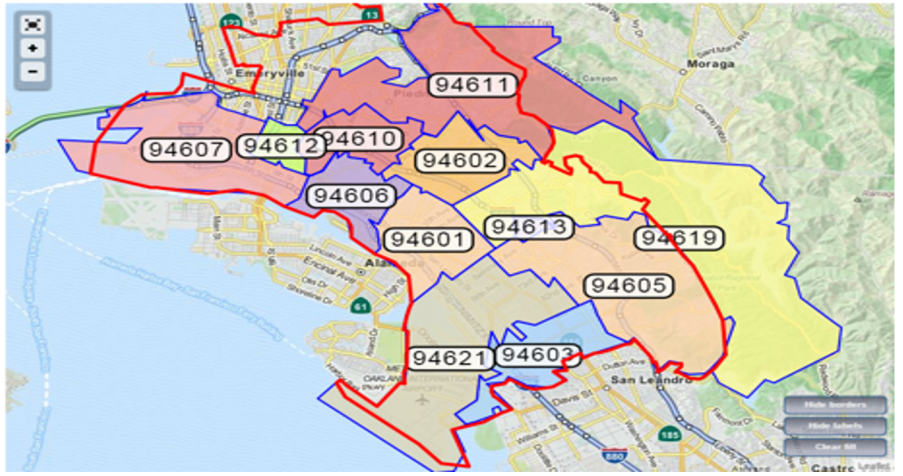
Our insight matters because we as young people don’t often get a chance to voice our opinion so with us processing how we feel and getting a deep understanding on policing while being able to put our thoughts into a project is very important when people don’t expect this or used to seeing it happen.



Community Perspective on Safety: Survey Results

Demographics

We conducted research by looking at different surveys and coming up with questions that all citizens could and felt comfortable answering and made it so we can get the most accurate results.

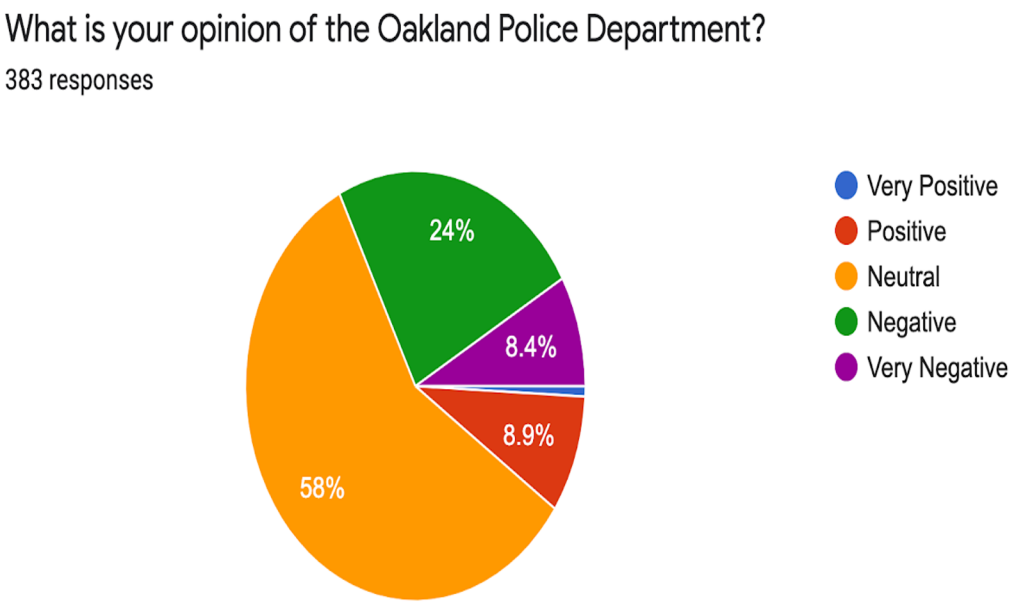


- **The major demographic groups that were surveyed were**
  - **58.4% female and 40.8% male**
  - **The highest race surveyed were Asian, Hispanic, and Black**
  - **Also the age group who took the survey were mostly 14-17**

- **They two biggest zip codes were 94606 and 94601**

What were our Community's major attitudes, priorities, & needs?

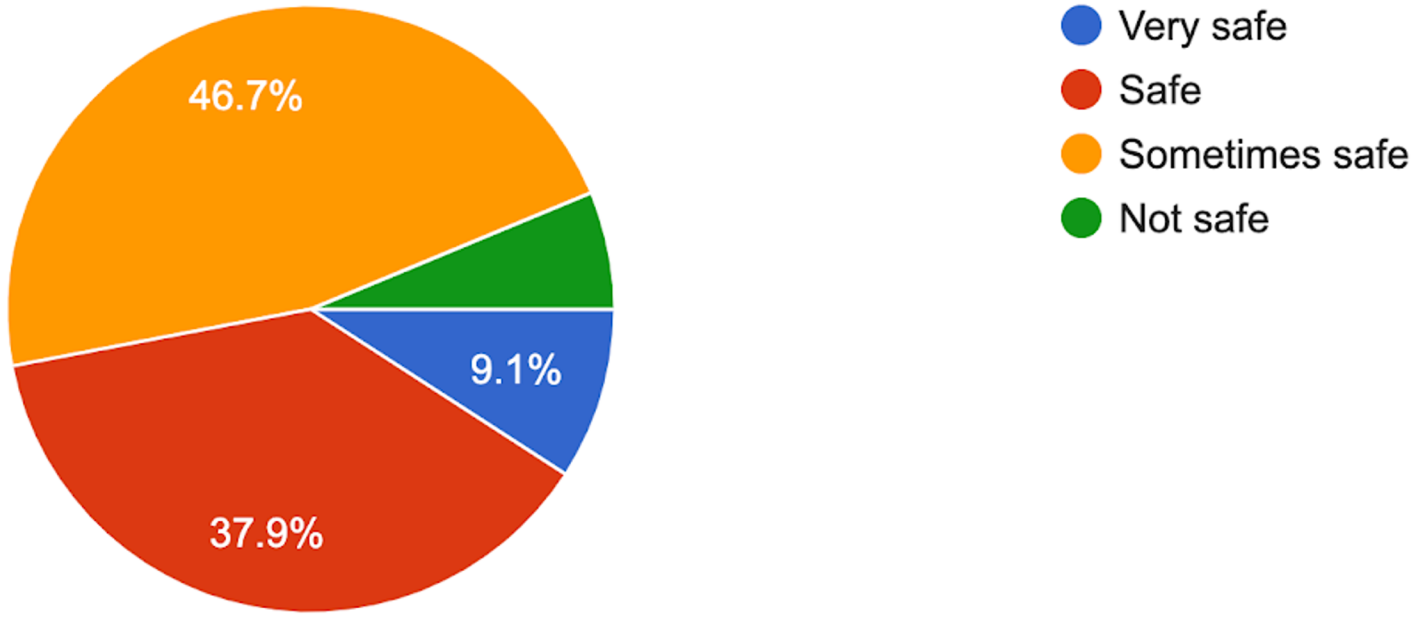
1) What did it show you about how residents feel about the OPD?



- **More than half (58%) of residents from Oakland feel neutral about the OPD**
- **The other half, were majority of residents who have negative (24%) or very negative (8.4%) feelings toward the OPD**
- **8.9% of residents feel positive about the OPD**

How safe do you feel in your neighborhood?

383 responses

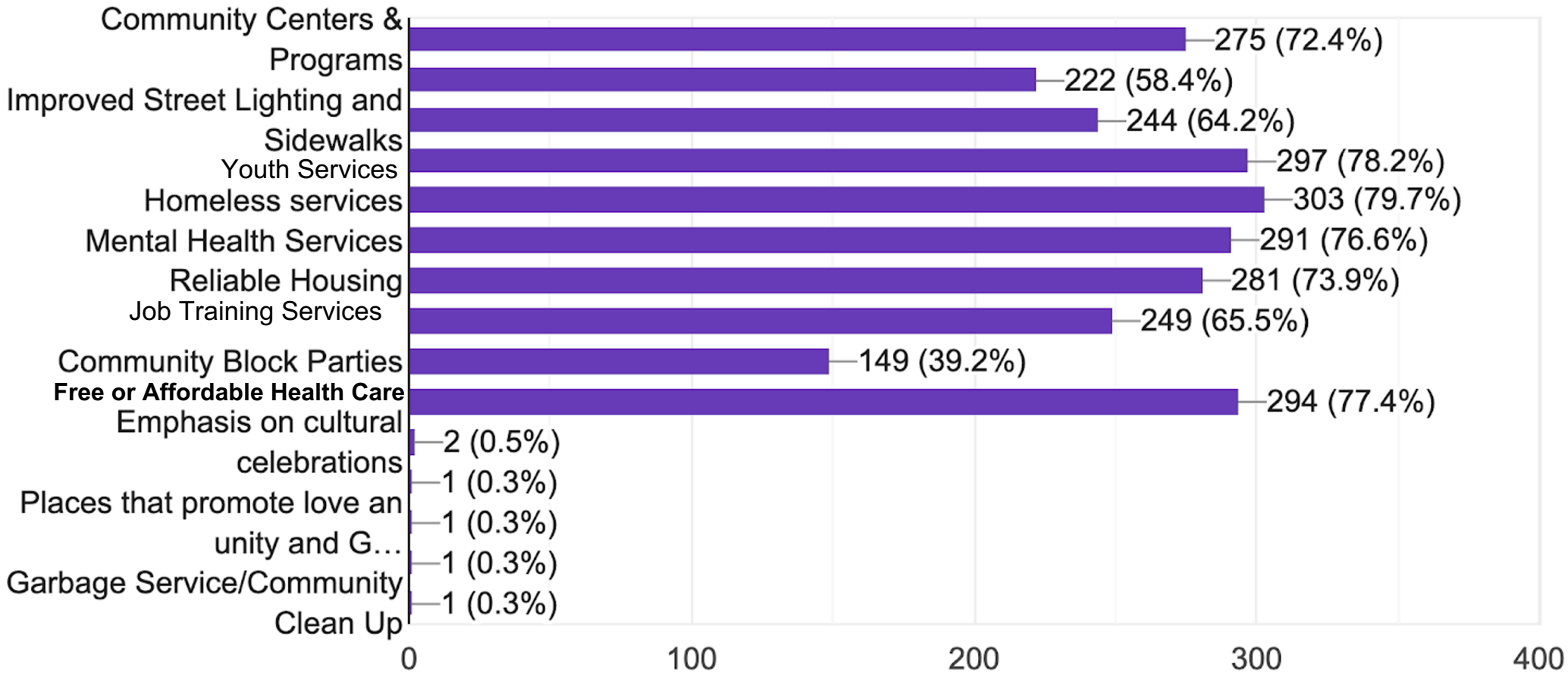


2) What are the biggest challenges to safety?

- The biggest challenges to safety are making sure everyone's needs are prioritized and making sure we have the proper funding for their needs
- Things our residents said that are must have needs in terms of safety are
  - Homeless services (79.7%)
  - Youth Services (78.2%)
  - Mental health services (76.6%)
  - Reliable Housing (73.9%)
  - Also, people said they would feel comfortable with other services handling social emergency calls other than the police (39%)

What things do you feel would make your community safer besides the police? (Check all that apply.)

380 responses



Major Takeaways

- **Most people feel safe in their community and their opinion of police is overall neutral**
  - **But, also still important factor that 32% of residents in Oakland had a negative or very negative view of OPD**
- **The funding of policing can be changed and used to help different things in their city such as**
  - **Community centers & programs, homeless services, better streetlights, reliable housing, etc…**
- **The evidence showed us that people want to cut the police budget but are open to groups alternative to the police answering calls**
- **Also the evidence just shows that all people want to change whether it’s changing policing or things in the city they want to change for something**

Proposal:

Alternative Response to Mental Health Crises

Our goal is to decrease and eventually abolish police response to mental health crises and invest in alternative response teams with trained professionals who will properly address mental health emergencies.

Key Elements/Features

- **This program would depend on alternative first responders to mental health crises instead of the police**
    - **Police don’t know how to respond to mental health emergencies- result in excessive/deadly force**
    - **Rely on a team consisting of medics and crisis workers**
    - **Workers would have several years of experience in the mental health field**



Key Elements/Features

- **Team of people with necessary expertise to handle different types of mental health situations**
  - **Safety is the #1 priority**

- **Experienced medical professionals (nurses and EMTs) would approach these situations properly to make experiences safe and comfortable**
  - **No violent tactics will be used to address these types of situations**
  - **Team members will NOT carry any weapons**
  - **No use of excessive/deadly force**
  - **Therapeutic approach; not punitive**



Key Elements/Features

- **Services include (24/7):**
  - **Emergency response to mental health crises**
  - **Counseling**
  - **Services would be free**



- **Hotline in addition to in person services**

- **Decreases the amount of calls police have to respond to which would allow them to attend to other situations**

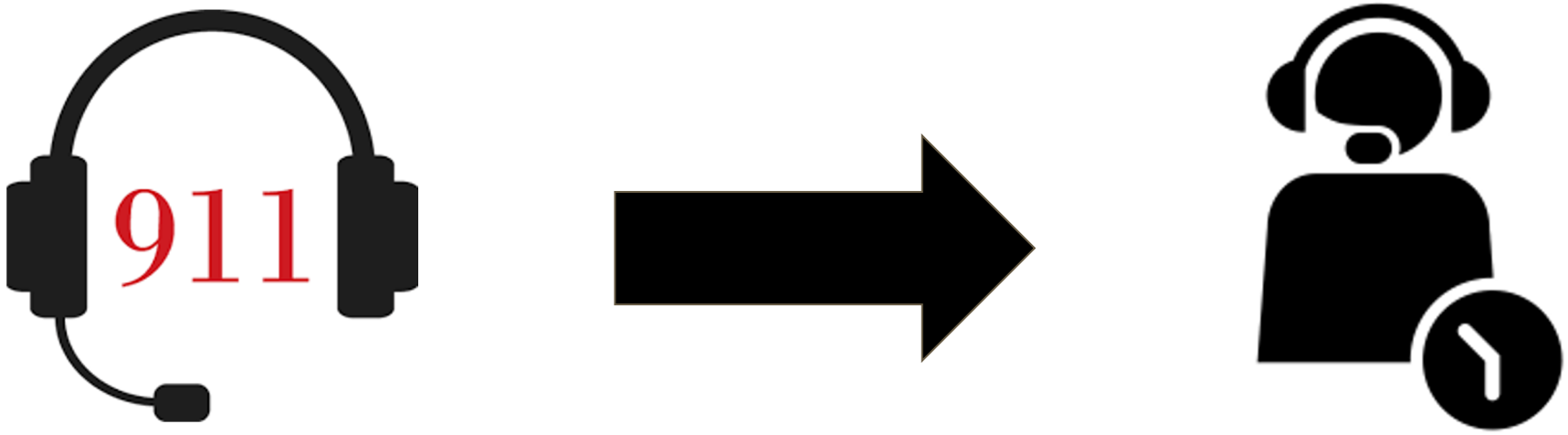
Implementation

- **Team members will go through a series of training to make sure they are fully equipped with the skill set they need to approach emergencies**

- **Team members would receive the following trainings:**
  - **Crisis Counseling**
  - **Creating Safe Spaces**
  - **Behavioral Health**

Implementation

- Mental health calls would be transferred to the program through 911
- People may also use hotline to call for help
  - A team would then go out to respond



Budget

- In order to implement this program, a budget of $2 million would be necessary
  - Vans for transportation
  - Trainings/resources

- Funds would come out of the police budget
  - Program would now be assisting taking responsibility for mental health response
  - Police are overfunded and do not know how to respond to mental health crises

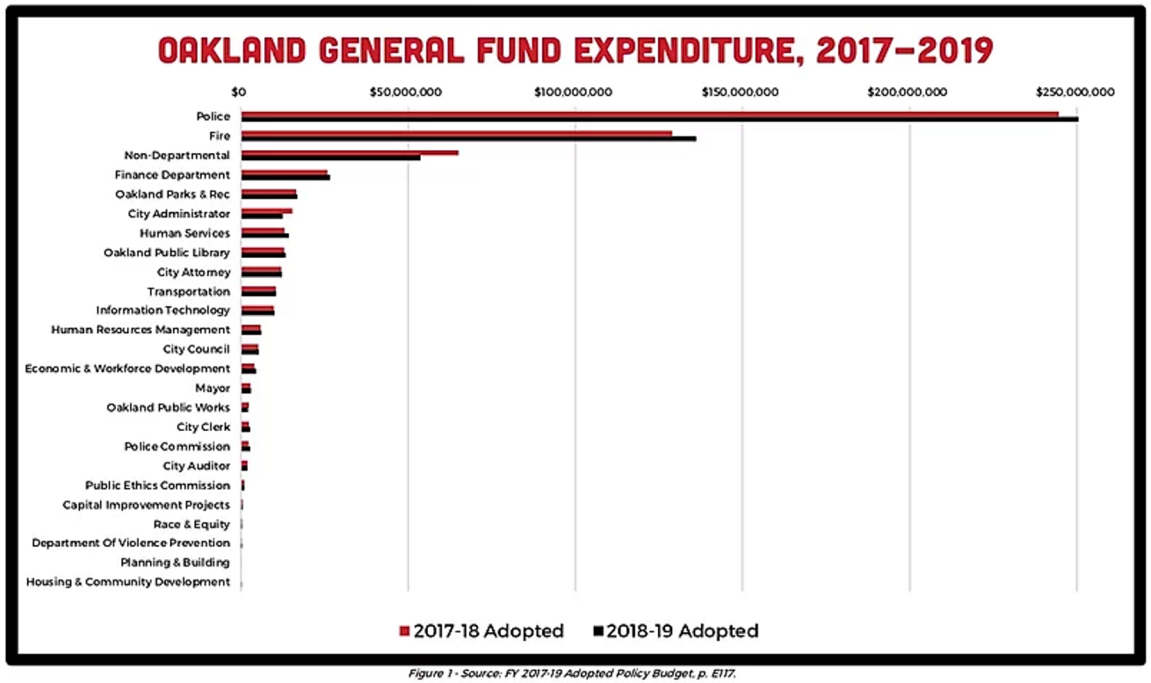


Figure 1 - Source: FY 2017-19 Adopted Policy Budget, p. E117.

Adapted or Original Idea?

- **This is an adapted idea from the program CAHOOTS**
- **CAHOOTS originated in Eugene, Oregon**
  - **They believe it would be more effective if different types of specialists would answer first response calls rather than the police in these cases**

How can it be adapted for Oakland? What changes or adaptations would need to be made?

- **It can be adapted for Oakland by allowing these types of specialists, such as mental health therapists, social workers, etc to be first responders and de-escalators to mental health crises since the majority of calls are involved with mental health.**
- **We don't believe there should be any changes made because the program has been successful since then and would be a great new addition to our community in Oakland.**

Why does our group believe in this idea?

Our group believes in this idea because we researched some of CAHOOTS successes in the past and believe this idea would be very beneficial to mentally ill residents in our community who have had negative experiences and traumas from the police. Our community will feel much safer and happier to see this reform in place.



Impact in Oakland

Why Would this Proposal Work in Oakland?

- **This alternative could work well in Oakland because it suits the needs of the city. In the survey results, we can see how people are concerned about mental health and are not comfortable with the police too.**



- **This idea is an excellent alternative to 911. Cases such as, suicide attempts, substance abuse, mental breakdowns, are some emergencies where prepared response teams can help more than police.**

How Does This Idea Meet the Need of Oakland in Terms of Safety?

- **We can find several cases around the Bay Area that informed us of the lack of training that the police received when they responded to a mental health emergency.**

- **This idea implements a professional response team, where protect is the main idea. Its purpose is to calm the situation and provide help to those who need it.**



How does your Proposal Relate to the Survey Results?

- **A lot of people do not finish feeling safe with the police, a lot of them want an alternative to 911 also. This program would be a great option for Oakland´s safety beside the police.**

- **Also many people are concerned about mental health, this coupled with discontent with the police causes the need to bring alternatives to improve the quality of security in the city.**



How does it solve the issues of policing?

If we have an alternative for police, or in this case an option for emergencies, this should reduce policing because 1 in 4 police killings happen to mentally ill people. They would not be the only option in case of emergency.

How does it improve equity in Oakland?

This program is not made to over-watch or police people, it is just made to help and response.



Conclusion

What did we learn?

- **Brooklyn: I learned that the more I researched police and came up with alternatives to help change them, the more active I want to be in my community as a youth leader; and seeing the results on the survey just shows that people have some similar things they want to see change in their community**
- **Aniyah: You don't always need police to handle every type of situation; there are safer alternatives**
- **Peter: I learned about the needs and what people want; I also learned how the program we are investigating works and why its implementation would be beneficial to Oakland.**
- **Jasmine: We need better alternatives to our first responders because our police officers are not properly trained to handle these kinds of situations and that everyone's needs are our priority.**

Student Q&A



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Educator Q&A



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Industry Partner Panel Discussion



James Burch
Policy Director, Anti Police-Terror Project



Miya Saika Chen
Chief of Staff, City of Oakland District 2 Councilmember Nikki Fortunato Bas

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Upcoming Opportunities

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Upcoming Offerings



NOV 9 & 16: PATHWAY DESIGN FUNDAMENTALS



NOV 12 & 19: PATHWAY CONTINUOUS IMPROVEMENT



NOV 18: ATTENDING TO STUDENT SUPPORTS AND SOCIAL AND EMOTIONAL LEARNING DURING COVID-19



DEC 9: LEVERAGING YOUR PATHWAY ADVISORY BOARD TO ENGAGE INDUSTRY PARTNERS AND KEEP STUDENTS CONNECTED TO PURPOSE

RESOURCES

OUSD Project-Based Learning Framework

Reimagining Public Safety Unit Plan (teacher-facing)

Key deliverables with directions (student-facing)

Weekly assignments and resources for distance learning context (student-facing)

- Project Week 1
- Project Week 2
- Project Week 3
- Project Week 4
- Project Week 5
- Project Week 6

Guest Speaker Agenda doc: City Councilmembers (industry partner-facing)

Student Examples 1 Pager

Learn more at www.linkedlearning.org

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