Using an Equity Design Framework to Strengthen College, Career & Life Readiness Programs for Boston Public School Students

April 13 : 9:45-11:00am

NPEA BOSTON 2023

Making the Moment a Movement

Deepening our Commitment to Equity and Justice in Education

Agenda

- Context Setting: Case for CCLR Partnership Coordination

- Equitable Design Process for Strategic Planning

- Equitable Design Process for Implementation

- Example

- Discussion

Context Setting

OPPORTUNITY
Data indicates that Black and Latinx students achieve core college and career readiness milestones at significantly lower rates than White and Asian students across school districts.

High schools in Boston Public Schools have varying internal capacities to coordinate the work of College, Career and Life Readiness (CCLR) partners working in and out of their schools.

Coordination of CCLR partners on a regular basis could result in:
- More effective leverage of their services,
- Agreement on and ability to track core milestones being achieved by student groups
- Opportunities to collaborate and avoid duplicated effort

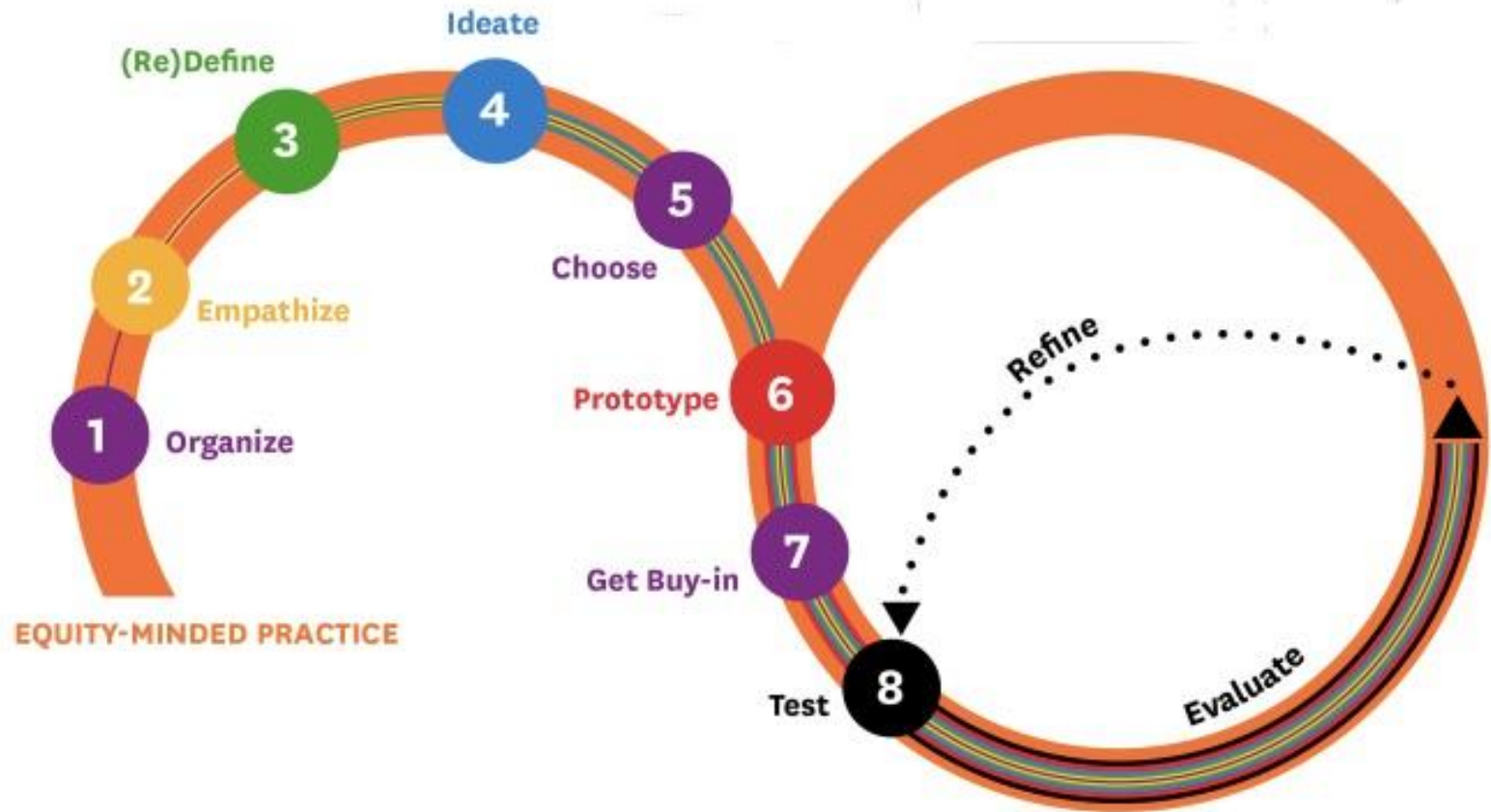# Equitable Design Process for Sustainability

Underlying mechanisms to Equity Design:

- Address issues of identity, power and values

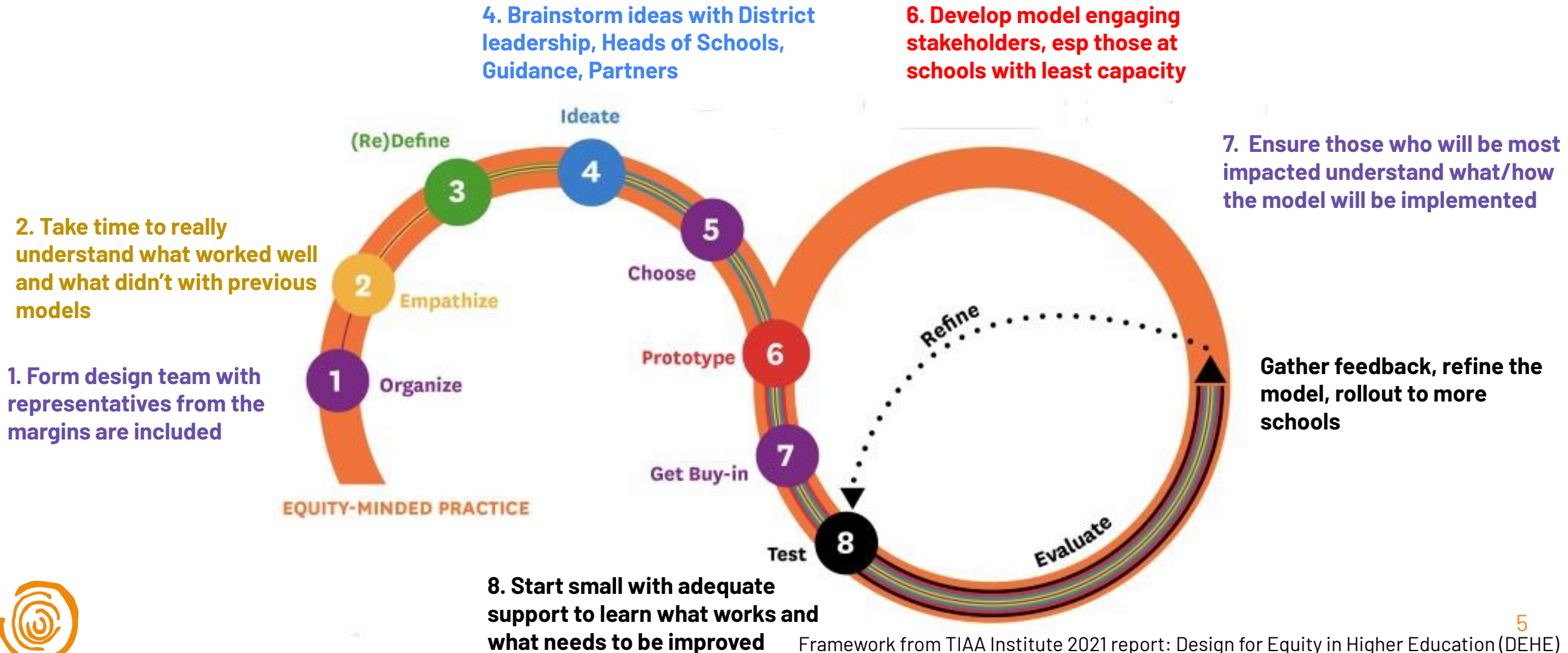- Attend internally to team process & externally to design solutions

Notice bias and power.

Reflect on insights, actions, emotions. Improve the process as you're working.

Collaborate and build relational trust.

(Re)Define

Ideate

3

4

2 Empathize

5 Choose

1 Organize

Prototype 6

7

Get Buy-in

Refine

Evaluate

Test 8

EQUITY-MINDED PRACTICE

Framework from TIAA Institute 2021 report: Design for Equity in Higher Education (DEHE)

Equitable Design Process for Sustainability

4. Brainstorm ideas with District leadership, Heads of Schools, Guidance, Partners

6. Develop model engaging stakeholders, esp those at schools with least capacity

7. Ensure those who will be most impacted understand what/how the model will be implemented

2. Take time to really understand what worked well and what didn't with previous models

1. Form design team with representatives from the margins are included

Gather feedback, refine the model, rollout to more schools

8. Start small with adequate support to learn what works and what needs to be improved

Framework from TIAA Institute 2021 report: Design for Equity in Higher Education (DEHE)

Sustainable Model to Align Opportunity with Impact

Opportunity for Change

Data indicates that Black and Latinx students achieve core college and career readiness milestones at significantly lower rates than White and Asian students across school districts.

Boston Public high schools have varying capacities to coordinate the work of College, Career and Life Readiness (CCLR) partners working in their schools.

Rigorous CCLR partner selection to align with student needs

Expectation setting and training for partners to meet CCLR goals of the school

Shared access and use of data

Strong capacity for CCLR partnership coordination in schools

Strong capacity for CCLR partnership coordination across district

Intended Impact

Customized CCLR partner coordination models designed to meet the unique needs of students across schools enables equitable access to support and resources needed to successfully transition to postsecondary opportunities.

Small Group Discussion

Consider the framework and Theory of Change we shared:

➔ What process – explicit or implicit – does your team use to design new strategies?

Discuss for 10 minutes

➔ What is most valuable and most challenging about approaching strategy design using an equity focus?

Please be prepared to share an insight with the whole group!

Equitable Design Process for Implementation
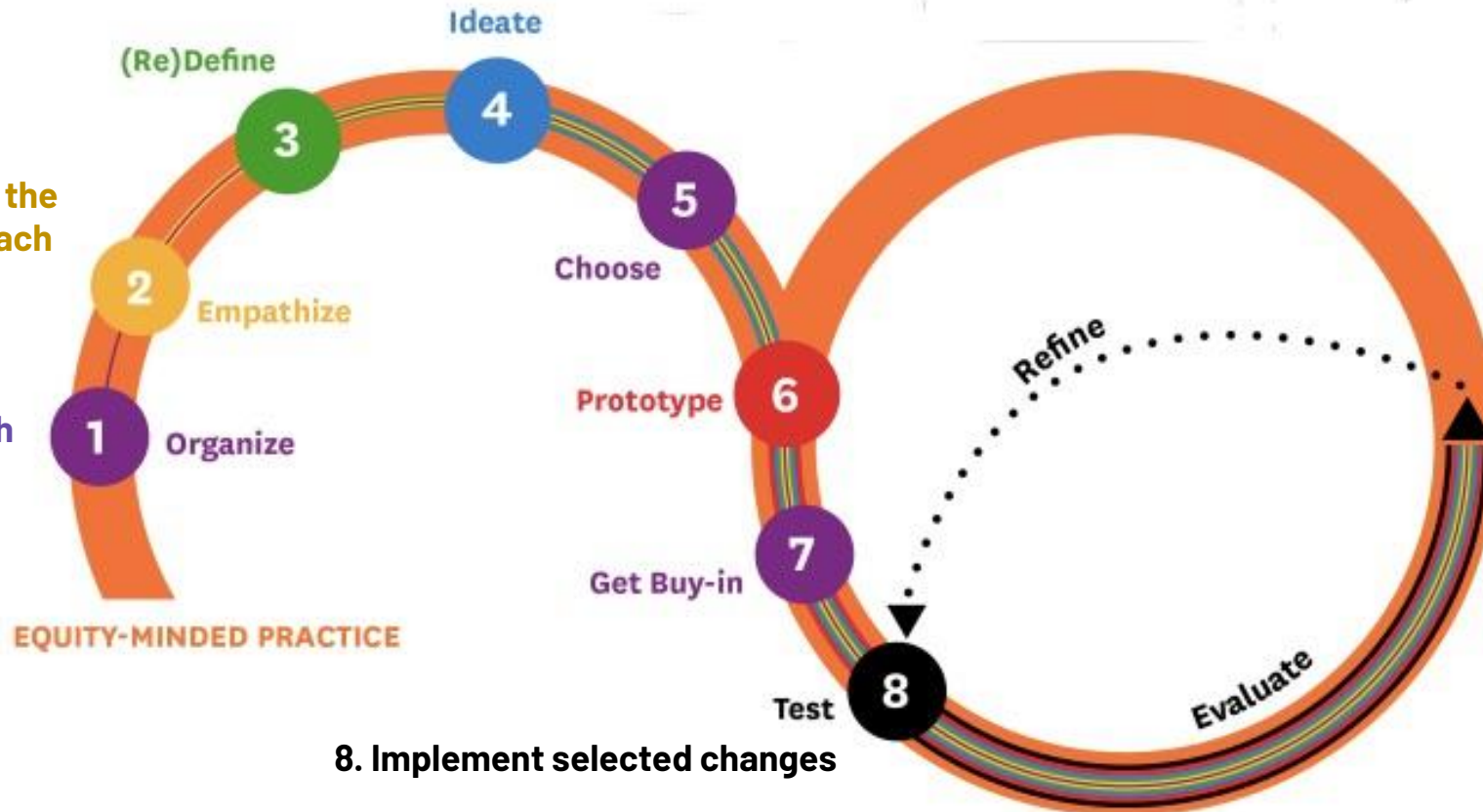
3. Share back with working group for approval

5. Select focus area to prioritize, and decide what particular changes to make

6. Develop concrete implementation and monitoring plan

2. Build understanding of the strengths and needs of each school and its students

7. Recruit involvement from those who will be impacted by the change in the implementation process

1. Form working group with school guidance team

8. Assess success, consider whether to refine and repeat or select a new practice to improve

(Re)Define

Ideate

4

3

5

Empathize

2

Choose

Prototype

6

1

Organize

7

Refine

Get Buy-in

Evaluate

Test

8

EQUITY-MINDED PRACTICE

8. Implement selected changes

Coaching and Resources for Implementation

❖ **Coaching**

➢ Convening the team

➢ Leading an improvement cycle

➢ Capacity building

➢ Preparing the team to lead future cycles of improvement

❖ **Tool Development for Sustainability**

➢ Selecting a strategy/area of focus

➢ Honing in on a particular practice(s) for improvement

➢ Gathering input to establish goals

➢ Developing resources for district-wide toolbox

Strategy	Prompt	Agree	Disag
1. Partner Selection	Our current partners meet our CCLR needs/goals and there is no need to select new partners in the next 6-12 months.		
	We use disaggregated student data to establish CCLR goals that will help ensure equitable student outcomes.		
	We are able to articulate clearly why we work with each of our partners and how their work aligns with our CCLR goals.		
	Our partner selection process is effective in deciding when we need to seek a new partner or when it is		

School A CCLR Partnership Goals

GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5
Better understand students' CCLR needs including a focus on social and emotional needs	Better understand how those needs align with existing partners in and out of the school across 9-12	Identify gaps in services being provided to meet student needs and potential partners that could meet those needs	Develop processes for vetting potential partners as well as re-assessing whether existing partners continue to meet student needs	Develop processes for convening partners more intentionally/ regularly to discuss student needs

School A First Implementation Cycle

Goal: To better understand student's CCLR needs, with a focus on social and emotional support (SES), to be prepared to assess which partners would best meet those needs.

Cycle 1 (April to June):

School A will focus on Goal 1 to implement some agreed upon activities to better understand the student's needs.

Understand School A's current CCLR goals through a review of existing documentation

Conduct assessment of student's needs through a student survey as well as focus groups with parents, social workers and guidance teams

Review and analyze data from focus groups & the student survey data to determine student needs; revisit and **refine school's CCLR goals.**

Develop roadmap for next implementation cycle, identifying high level goals, stakeholders & timeline of activities

Small Group Discussion

Consider:
➔ What is one change currently being implemented in your school or organization?

Discuss for 10 minutes
➔ What are the similarities and differences in process between **planning** a strategy and **implementing** the strategy?
➔ How can a cyclical approach to change allow you to address large problems where you may not have additional capacity?

Please be prepared to share an insight with the whole group!

Contact Us

Colette Stanzler
Principal, Root Cause
she/her/hers

cstanzler@rootcause.org

Lucas Orwig
Project Director, Root Cause
he/him/his

lorwig@rootcause.org

www.rootcause.org

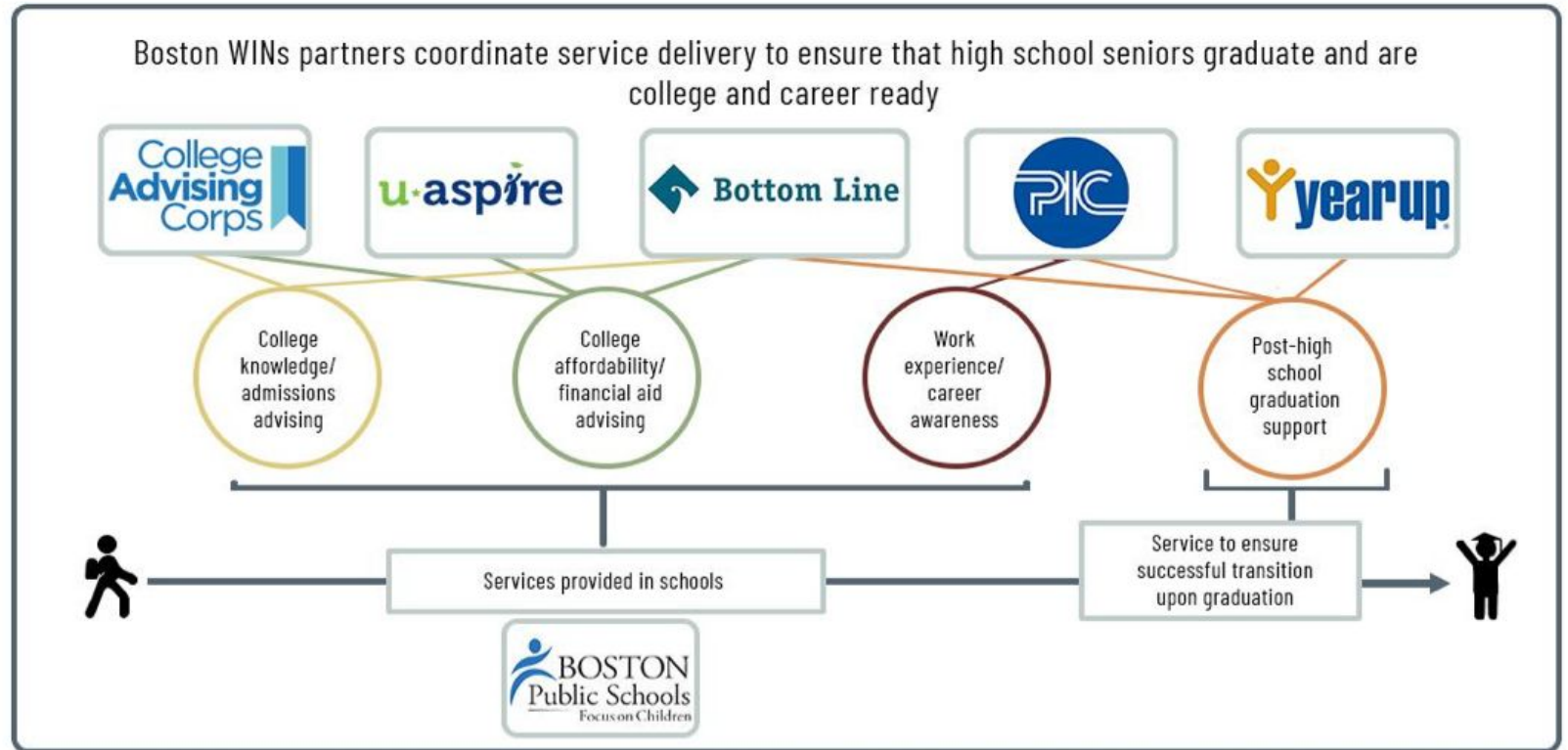Thank you!

Funded Model to Address Opportunity

Common purpose: Coordinate college access and success programs to support students graduate with and persist through a plan for success whether that plan is college or a job-training program. The ultimate goal is to prepare Boston youth for a successful career in the workplace.

Funder: State Street Foundation

Timeframe: 2015-2021 (6 years)

Investment for collaboration: $26 million

# of schools involved: 24

Boston WINs partners coordinate service delivery to ensure that high school seniors graduate and are college and career ready

College Advising Corps · u·aspire · Bottom Line · PIC · yearup

College knowledge/admissions advising · College affordability/financial aid advising · Work experience/career awareness · Post-high school graduation support

Services provided in schools · Service to ensure successful transition upon graduation

BOSTON Public Schools Focus on Children

Boston WINS
Workforce Investment Network

- **COMMON GOAL:** Coordinate vetted college access and success programs to support students graduate with and persist through a plan for post-secondary plan. The ultimate goal is to prepare Boston youth for a successful career in the workplace.

- **SCOPE:** 24 high schools

- **TERM:** 6 years

- **FUNDING:** $26 Million

PARTNERS

FUNDER:

STATE STREET
FOUNDATION

SCHOOLS:

BOSTON
Public Schools
Focus on Children

NONPROFITS:

PIC BOSTON
PRIVATE
INDUSTRY
COUNCIL

Bottom Line

College
Advising
Corps

u·aspire

yearup