PROMOTING EQUITY DURING COVID-19 AND BEYOND

Pathways to Adult Success COVID-19 & Social Justice Solution Forum
Everyone Graduates Center
Johns Hopkins University School of Education
November 17, 2020
WELCOME AND TODAY’S AGENDA

• Promoting Equity During COVID-19 and Beyond
• Insights from the PAS Network
• Solution Sharing:
  – Ryan Mick, City Year Vice President for School Design and Improvement
  – Leslie Cornfeld, Founder/CEO of the National Education Equity Lab
  – Rosie Ayala, Foundation for Tacoma Students College Support Network Manager
• Idea and resource sharing
ORGANIZING OUR DISCUSSION

• We have a large and diverse group of people and organizations participating in today’s call
  – K-12, Higher Ed, Non-Profits, State Dept. of Ed.
• So we can hear from as many as possible, we have muted everyone upon entry. Please share ideas and ask questions via the chat function.
  – One of the moderators will read each question or comment out loud, and then ask for responses via the chat function
  – The moderator may ask the participant to respond verbally for elaboration or clarification
  – If you are sharing a resource that can be reached via a web link, please share the link in the chat box
  – After the call, we will send out a follow-up email listing resources shared during the session and add to the COVID-19 resource webpage on the PAS website
EQUITY IS AT THE CENTER OF OUR COLLECTIVE WORK BUILDING PATHWAYS TO ADULT SUCCESS FOR ALL STUDENTS
PAS FRAMEWORK COMPONENTS

• Using an indicator and response system to keep all students on track to post-secondary success: EWS 2.0
• Navigation and guidance supports for all, from upper elementary on through postsecondary persistence
• Cross-sector collaborations and networks
• Supporting student success with improved data systems and their use in schools, districts, and states
COVID-19 IS INCREASING EQUITY GAPS – FINDINGS FROM RAND TEACHER AND PRINCIPAL OCT. 2020 SURVEY

• Close to 40% of teachers in the highest poverty schools report that students are not completing most or all of their schoolwork
• Nearly two thirds of teachers in majority minority, and majority low-income schools report that students who are academically struggling are attending less often than pre-COVID-19
• About 1/4 of teachers in majority minority and low income schools report not being able to contact 30% or more of their students
• Teachers in highest poverty schools are 2x more likely to report students are significantly behind students in prior years
• Only 10% of principals report providing more tutoring or additional academic supports than prior years
• 40% of principals report no current plans to provide alternative routes to graduation for students who fall short
WHAT ARE SOME EMERGING SOLUTIONS?
RYAN MICK
Vice President, School Design and Improvement, City Year
City Year’s work is focused on educational equity for our students and communities

**National Platform**

Partnering with 351 urban schools with high concentrations of intergenerational poverty serving 226,000 students across 47 districts in 29 cities with over 3,000 AmeriCorps members serving as student success coaches supported by 300 in-school staff, with over 32,000 alumni.

**Serving Where Need Is Most Acute**

City Year is focused on serving populations in systemically under-resourced communities needed to achieve the 90% Grad Nation goal (e.g. low-income, students of color, students with disabilities, English Language Learners).

4% of districts produce 50% of the nation’s non-graduates; City Year’s partner schools have 96% overlap with these districts.
Educational equity work requires a **comprehensive and responsive approach**, and challenges of 2020 have underlined this importance.

Ensuring all students, particularly those whom our system has historically and systemically marginalized, have access to the relationships, supports, and learning environments to realize their full potential.

**Pursuing key impacts to achieve our Long Term Impact goals to increase on track and graduation rates**

1. **Students and Schools** - creating equitable learning environments rooted in relationships for the most systemically under-resourced K-12 students and schools through multi-year partnerships providing a continuum of support to students.

2. **Corps and Alumni** - developing and mobilizing diverse change agents across lines of difference to create and sustain equitable systems for human development for all young people.

3. **Systems** – spreading equitable and effective practices and policies through learning and improvement networks, research, thought leadership and advocacy.

4. **Society** – through demonstration and advocacy, driving demand for universal voluntary national service as an essential aspect of public education and citizen preparation as a foundation for a thriving pluralistic democracy.
Student Success Coaches are critical to supporting student success, and can be responsive to today’s challenges.

Benefits to Students and Schools
As near-peers wise enough to offer guidance, yet young enough to relate to students’ perspectives, SSCs develop relationships with students and provide customized supports, which accelerate students’ social, emotional and academic development. SSCs also provide the additional talent and capacity to allow schools to implement more student-centered learning approaches. By doing so, they enable students to flourish in critical areas—including the early warning indicators of attendance, behavior, and course performance in English or math, which are key predictors of the likelihood of high school graduation and success in post-secondary education.

Benefits to Our Communities
In the course of their AmeriCorps service, SSCs develop their own identity and agency as change makers and build valuable, transferable skills that advance their workforce readiness and boost civic engagement and enable them to become more effective leaders working across lines of difference.

Student Success Coaches Are...
AmeriCorps members who serve full time on diverse teams in systemically under-resourced schools, forming developmental relationships and providing near-peer, research-based integrated social, emotional and academic supports to students and supplemental capacity in classrooms to personalize learning and create positive learning communities.
Action Communities can connect schools to focus on the important supports students need to find success, and can be responsive to community context and need.

The **Action Community** is City Year’s effort to help schools respond to student needs as a result of the pandemic and other challenges of 2020. Using the science of continuous improvement, Action Community schools implement evidence-based “change” ideas and meet with other schools in a network setting to refine and improve implementation of these ideas.

### What We’re Learning

- Framing improvement must look different for schools
- Right now, everything takes more time
- If the new approach is right, it’ll show by school engagement
- Schools still value connection and networks
LESLIE CORNFELD
Founder/CEO, National Education Equity Lab
College-in-High School at Scale
An Equity Driver During and After Covid-19

Leslie Cornfeld, Founder/CEO
“In our nation, talent is evenly distributed. Opportunity is not.”

Our goal is to change that.
A NEW PATHWAY TO COLLEGE AND BEYOND

College-in-High School at Scale

Delivering online college credit-bearing courses into Title 1 High School classrooms across the nation at a time when schools and students need it most!

✔ Advance and demonstrate college readiness
✔ Increase college access and affordability
✔ Help colleges identify talent
✔ Increase college focus during COVID
1. Rigorous & Engaging College Credit-Bearing Courses
   - Cornell University
   - Arizona State University
   - Harvard Extension School
   - Howard University

2. Classroom Co-Teachers

3. University Teaching Fellows

4. Access to Personal Technology

5. Supports
   - 1-on-1 college coaches
   - STRIVE for College
NATIONAL PILOT FINDINGS AT-A-GLANCE

- **89%** of the students passed the Harvard Extension School course.
- **100%** of participating districts asked to participate in future course offerings.
- **992** widely-transferable college credits earned, at no cost to students.
- **96%** of students said the course should be offered to students like them at their school.
- **4 out of 5** students reported that the course helped them better prepare for college.
College-in-High School at Scale

60+ high schools across 15+ cities

Los Angeles, CA
San Diego, CA
Meriden, CT
Broward County, FL
Baton Rouge, LA
Lafayette, LA
Lafitte, LA
Opelousas, LA
Flint, MI
Pontiac, MI
Gallup, NM
Afton, NY
Buffalo, NY
New York City, NY
San Antonio, TX
SPOTLIGHTING TALENT IN TITLE 1 HIGH SCHOOLS

Learn more!
EdEquityLab.org
ROSIE AYALA
Manager, Foundation for Tacoma Students
College Support Network
High School & Beyond

Rosie Ayala, M.A.
Tacoma College Support Network
Foundation for Tacoma Students
Philosophy and Workgroups

Middle School Supports
- College Bound Scholarship Enrollment
- COVID Response Team--Extension Strategy***
- Work with Advocacy Network to encourage legislation to move towards automatic enrollment of CBS

Paying for College
- FAFSA/WASFA completion
- 12th Year Campaign partnership with WSAC
- Near peer mentor model in response to COVID***
  - Receive high school credit
  - Receive career training
  - Partnership with Jobs253
  - Equity training

Persistence & Completion
- What’s Next Event--cohort building event supporting students attending one of the 7 Pierce County colleges (expansion from UWT and TCC)
- COVID Response --virtual and all inclusive (Spring ‘20)

Adult Learner Exploratory Group
- Students that don’t step into a college right after high school
- Landscape survey, where are the gaps, who helps inform strategy
- What can we expect from COVID?

• People are the answer, not programs and services (youth voice)
• Start with what’s working well vs. what’s broken (feedback loops and data driven decisions)
• Keep BIPOC students and those impacted by poverty at the forefront (equity)

11/18/2020
High School and Beyond Plan

Components

- Career Cruising—career inventory
- FAFSA or WASFA
- Verification of Acceptance at Next Institution
- Career Path Template
  - 4 Year College
  - 2 Year or Technical College
  - Apprenticeship
  - Employment
  - Military
  - Other
- Resumé or Activity Log

Community Based Organizations—priority: life after high school

- Every senior, one building adult
- Gather school based “after school” space
- Support Financial Aid Nights for all Tacoma students (Enhanced Prep partner)
- College and career opportunity access
- Student informed

Virtual Village

- Drop-in: Tue. 3-5p, Wed. 6-8p
- From homework help, test studying, and essay supports to job applications, career exploration, and cover letter/resumes
- Serves other districts
- Program enrollment and connection

11/18/2020
Foundation for Tacoma Students-Pivot

Technology Access and Digital Divide, Backbone Organization

Laptop Distribution

- Large donation from Microsoft (refurbished)
- Fundraiser to support families navigating distance learning gaps
- School district commitment: One device for every—support district with device distribution and support access

Internet access (1 year)—for families that don’t have it

- Rainier Connect—internet provider that is donating service (if within service)
- Comcast—service provider for those unable to access through Rainier Connect
- Balances with internet companies are a barrier—fundraising support
- Hotspots for families without permanent home
- State CARES funding referral

Partnerships for those without permanent housing

- Tacoma Public Library—hotspot check-out system (prioritize TRM)
- Tacoma Rescue Mission—wireless connectivity issues

Data tracking and Feedback

- Emails sometimes end up in spam folders
- Texting generates more responses
- Language access—volunteer support and short term access coordinator

11/18/2020
Take Aways

• The community tells the story, not the organizations
• Pivoting has allowed a greater understanding of gaps
• There are willing partners, we just need to connect
• We need an open space with creative thought partners to share challenges and receive supportive problem solving
• “Never let a pandemic go to waste” – Amanda, TCSN Outgoing Co-Chair
PROMOTING EQUITY DURING COVID-19 AND BEYOND:

OPEN FORUM – IDEA AND RESOURCE SHARING
RESOURCES
When responding to the COVID-19 pandemic, the first consideration must always be the safety and health of everyone in the country.

For the latest information on the spread and response to the Coronavirus, please visit the Centers for Disease Control and Prevention resource page.

As an education equity organization, Ed Trust recognizes that America’s most
ANNOUNCING THE PAS 2020-2021 DESIGN CHALLENGE RECIPIENTS

• **Access Arizona State University**  
  Virtual College Application and FAFSA Support

• **National Louis University**  
  Innovative Career Preparation Model to Drive Equity in Student Employment Outcomes

• **Peer Power Foundation**  
  Peer Power Virtual Learning Lab

• **Philadelphia Education Fund**  
  Creating a PAS-informed Postsecondary Fair Toolkit

• **Puget Sound ESD**  
  Student Voice Data System
UPCOMING PARTNER AND PAS EVENTS

• **Advancing All Students: Integrating Social Emotional Development and Early Warning Systems**
  – Dec 2, 2020 at 4:00pm ET
  – Hosted by Talent Development Secondary

• **PAS Solutions Forums:**
  – **Enhancing Students’ Career Development Experiences**
    • Dec. 16, 2020 at 2:00pm ET
  – **Developing a Policy Agenda for Pathways to Adult Success**
    • Jan. 19, 2020 at 2:00pm ET
IN CONCLUSION

• Send your follow-up ideas and thoughts to rbalfanz@jhu.edu
• We will send out:
  – a recording of the session
  – a copy of the slides
  – a list of references and materials shared today
• If you would like an attendee list, please email info@pathwaystoadultsuccess.org
• Be well, thank you, and onwards