

# 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



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# 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

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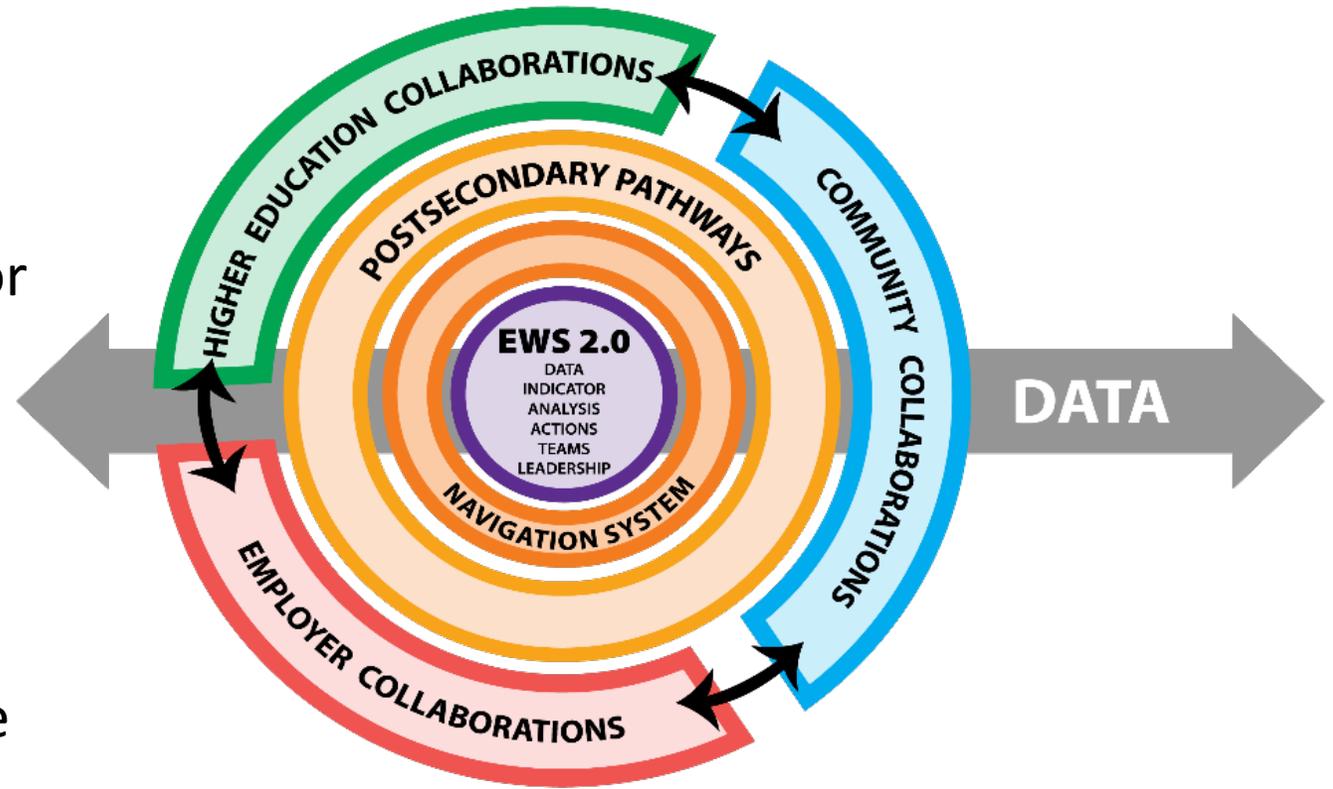
**EQUITY IS AT THE CENTER OF  
OUR COLLECTIVE WORK  
BUILDING PATHWAYS TO ADULT  
SUCCESS FOR ALL STUDENTS**

**PATHWAYS to  
ADULT SUCCESS**



# 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?

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# RYAN MICK

Vice President, School Design and  
Improvement, City Year

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# City Year's work is focused on educational equity for our students and communities

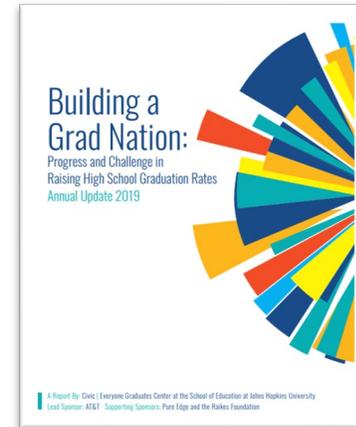
## National Platform

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.



City Year serves in markets that produce 50% of the nation's urban non-graduates

## Serving Where Need Is Most Acute

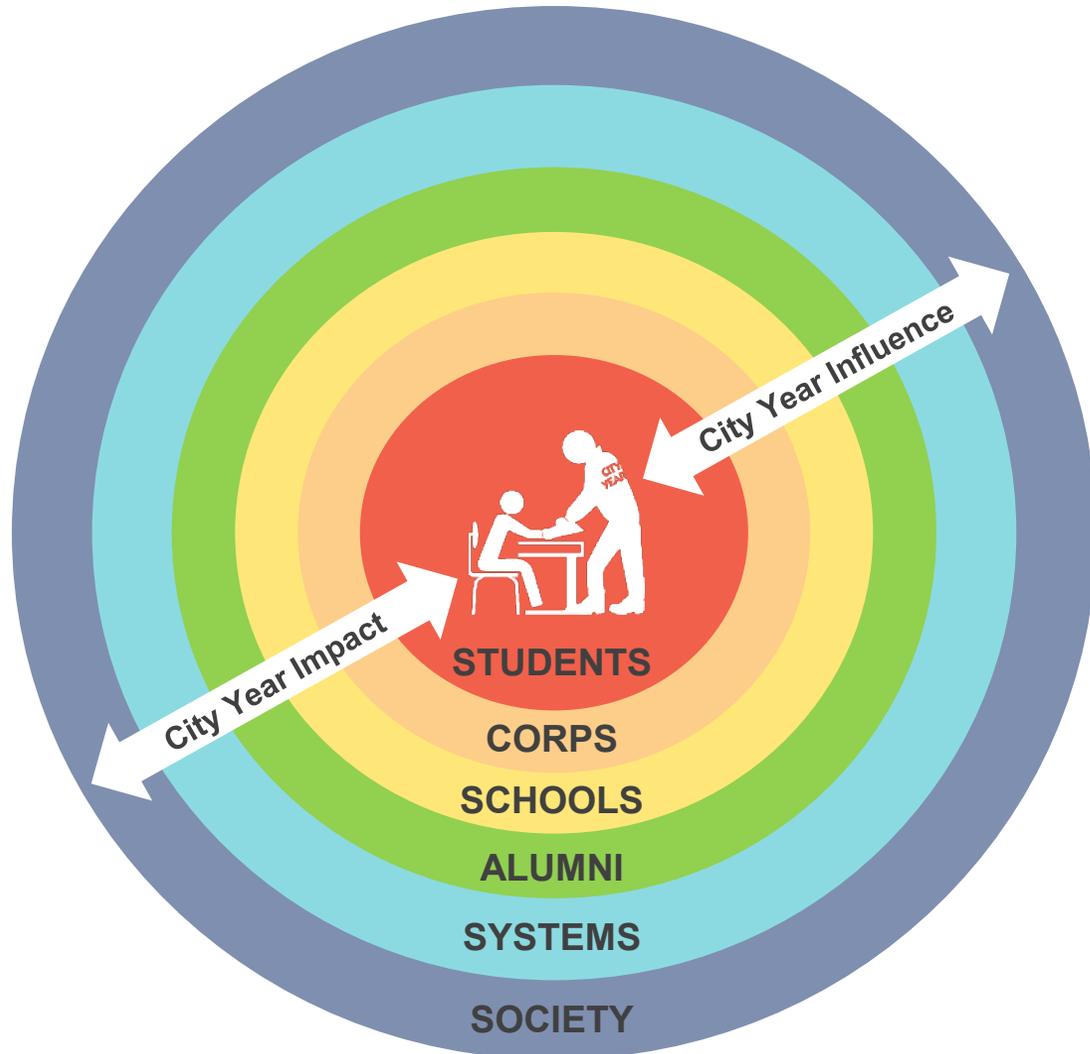


City Year is focused on serving populations in systemically under-resourced communities needed to achieve the 90% Grad Nation goal (e.g. low-income, students of color, students with disabilities, English Language Learners).

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



## 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.



## 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.

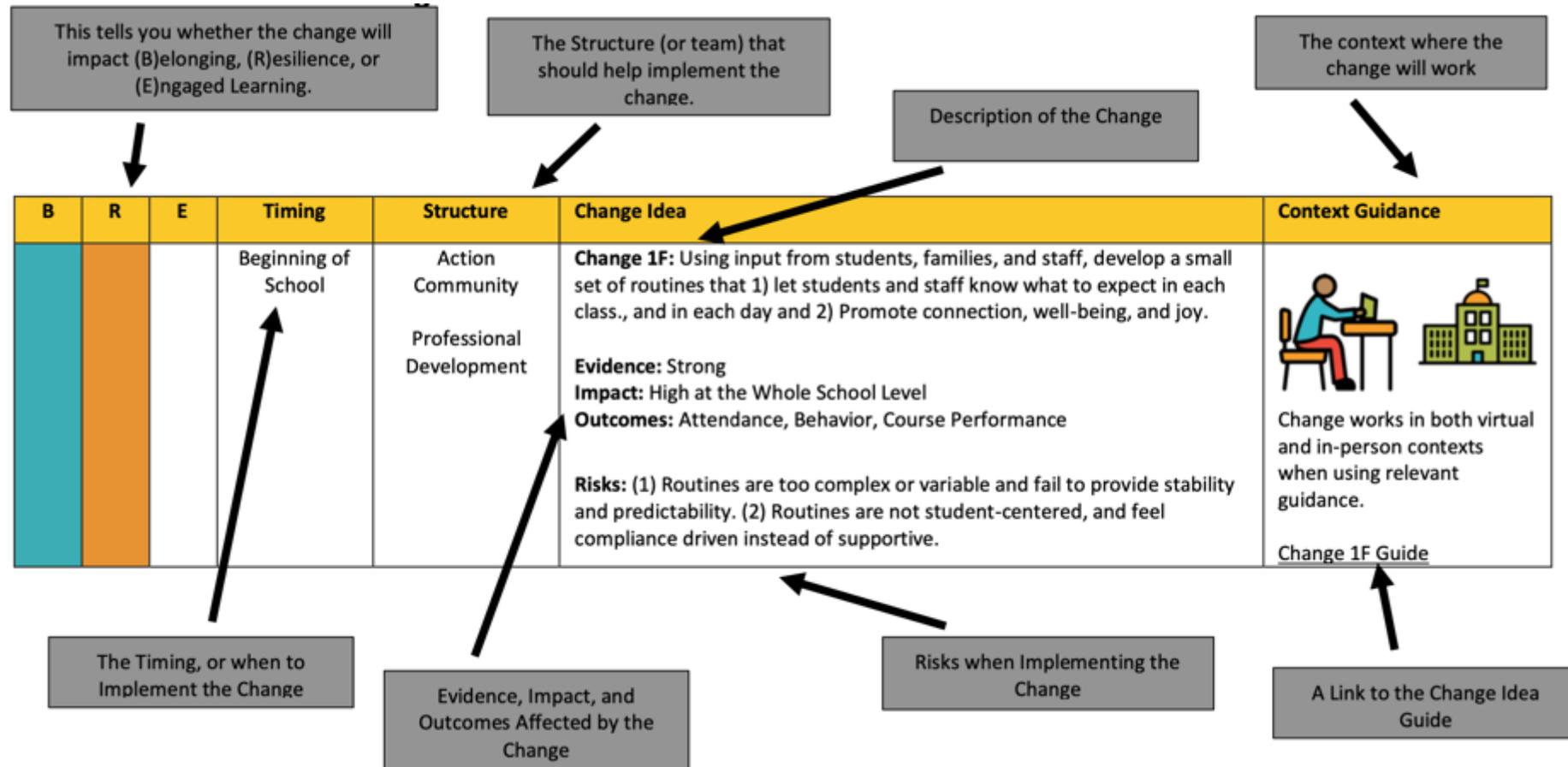


## Benefits to Our Communities

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.



# 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



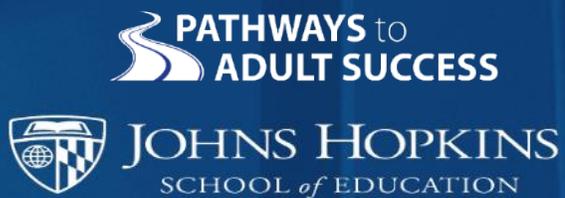
## What We're Learning

- 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

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.

# LESLIE CORNFELD

Founder/CEO, National Education Equity Lab



# College-in-High School *at Scale* An Equity Driver During and After Covid-19



**NATIONAL EDUCATION**  
———— EQUITY LAB ————

**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**

**5 KEY COMPONENTS**

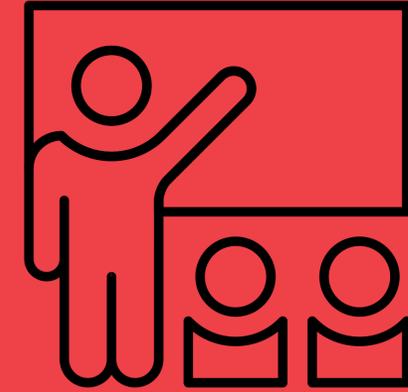
**1 Rigorous & Engaging College Credit-Bearing Courses**



Cornell University



**HARVARD**  
Extension School



**2 Classroom Co-Teachers**



**3 University Teaching Fellows**

**4 Access to Personal Technology**



**1-on-1 college coaches**



**STRIVE FOR COLLEGE**

**5 Supports**

HARVARD  
Extension School

**ASU** Arizona State  
University

 GALLUP-McKINLEY  
COUNTY SCHOOLS

# COLLEGES AND UNIVERSITIES

**NYC**  
Department of  
Education

# TITLE 1 HIGH SCHOOLS

 HOWARD  
UNIVERSITY

 Cornell University

Yale



## NATIONAL EDUCATION EQUITY LAB



 MERIDEN  
PUBLIC SCHOOLS

 PARTNERSHIP  
FOR LOS ANGELES SCHOOLS

 AMERICAN  
TALENT  
INITIATIVE

 United  
Way

 COLLEGE IN HIGH SCHOOL  
ALLIANCE

 Carnegie  
CORPORATION  
OF NEW YORK

# PARTNER

**BARD**  
HIGH SCHOOL • EARLY COLLEGE

 common  
app

 MAKE IT  
REACH HIGHER

 STRIVE  
FOR COLLEGE

 College  
Advising  
Corps

# NATIONAL PILOT FINDINGS AT-A-GLANCE

**4** out of **5**

Students reported that the course helped them **better prepare for college**

**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**

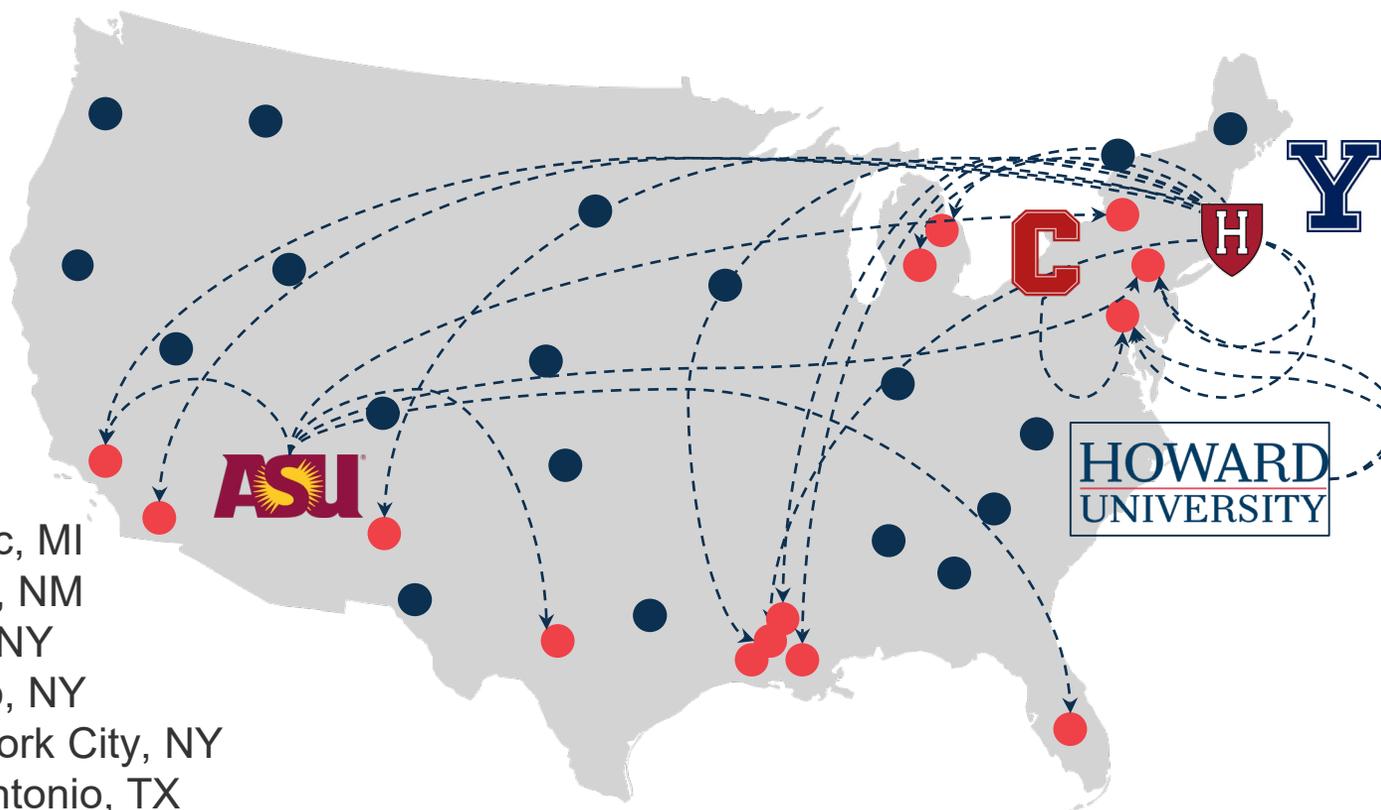
**96%**

of students said **the course should be offered to students like them at their school**

# 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

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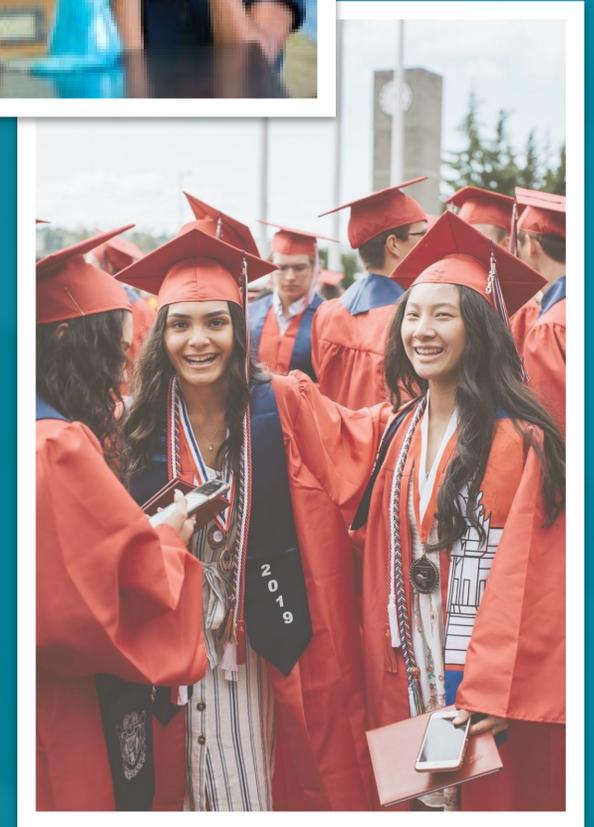
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# High School & Beyond

**Rosie Ayala, M.A.**  
Tacoma College Support Network  
Foundation for Tacoma Students



Asia Pacific Cultural Center | Bates Technical College | Central Washington University | Clover Park Technical College | College Success Foundation | Degrees of Change | Enhanced Prep | eTc Tacoma | Evergreen State Tacoma | Goodwill | KBTC | Metropolitan Development Council | North West Education Access | Pacific Lutheran University | Palmer Scholars | PCC | Pierce | Puget Sound Educational Service District | Safe Streets | Tacoma Community College | Tacoma Public Schools | Tacoma Community House | Tacoma Public Library | Tacoma Housing Authority | South Puget Sound MESA | Treehouse | TRiO Educational Talent Search | University of Washington Tacoma | University of Puget Sound | WA College Access | WSOS | Washington Student Achievement Council | WorkForce Central | Write253

# 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

12<sup>th</sup> 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)**

# 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

*Varies by school—efforts being made to have a uniform HSB by district*

## 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



# 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

# 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**

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# RESOURCES

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The Education Trust

# COVID-19: IMPACT ON EDUCATION EQUITY Resources & Responses



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

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## ED TRUST ADVANCING EQUITY DURING COVID-19

PATHWAYS to ADULT SUCCESS



# 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

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# 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**

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# IN CONCLUSION

- Send your follow-up ideas and thoughts to [rbalfanz@jhu.edu](mailto: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](mailto:info@pathwaystoadultsuccess.org)
- Be well, thank you, and onwards

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