

## DESIGN CHALLENGE TOOLKIT OVERVIEW

Toolkits are provided as supports to the design teams as they work on their ESI application. **Three separate toolkits will be uploaded – each highlights one of the design challenge areas but encourages you to connect explicitly to the other areas.** Each toolkit consists of a set of activities and resources for discussion at design team meetings. Multiple activities are provided; design teams should consider prioritizing topics and/or delegating activities. All resources are accessed via the wiki <http://esinyc.wikispaces.com/>. For additional suggestions and questions please contact [esi@schools.nyc.gov](mailto:esi@schools.nyc.gov).

### EACH TOOLKIT CONSISTS OF FOUR PARTS, WITH A MENU OF ACTIVITIES.

#### **PART 1 – ANALYZE STUDENT-LEVEL DATA TO SURFACE GAPS**

- **Activity: Analyze the data set provided**

Each school receives a pre-populated data set of indicators related to the performance of Black and Latino males. This data is available to the principal via private email. The principal should download the data so that it is available to the design team. This data is meant to be used to surface gaps in the performance of subsets of Black and Latino young men as they relate to the design challenge areas: academics, youth development and school culture. In each toolkit, a set of guiding questions is provided on a relevant subset of the data. Your data analysis should be used to inform your ESI application.

- **Activity: Gather additional data**

The centrally provided data can be supplemented with additional school level data related to the design challenge area e.g. transcript reviews, results of surveys you choose to administer or anecdotal interviews. For suggestions on the kinds of additional data to gather, see the school self-assessment tool provided by the Coalition of Schools Educating Boys of Color (COSEBOC.) [http://coseboc.org/pdfs/COSEBOC\\_Standards.pdf](http://coseboc.org/pdfs/COSEBOC_Standards.pdf)

#### **PART 2 – ANALYZE TEXT TO RESEARCH MEASURES OF COLLEGE AND CAREER READINESS AND SUCCESS**

- **Activity: Use the webinars to generate new ideas**

A series of webinars will bring together local and national experts in discussion on different topics related to aspects of the design challenge areas. Each webinar can form the basis of a text based discussion. Webinars are chunked into 15-30 minute segments. Design teams could listen to the presentations together, or view them individually and then coming together to discuss using the questions in the toolkit as a guide. A moderated discussion board on the wiki will include the presenters.

- **Activity: Text based discussion**

An excerpt from one article will be included in the toolkit to highlight a relevant research area and focus a discussion. Additional reference articles are provided on the wiki in each area of the design challenge areas.

#### **PART 3 – DEVELOP A HYPOTHESIS THAT CAN REFRAME THE EXPERIENCES OF BLACK AND LATINO YOUNG MEN**

- **Activity: Brainstorm**

Use the template provided to generate alternative narratives for the incoming 9<sup>th</sup> grade cohort of Black and Latino young men.

#### **PART 4 – ACTION PLAN LEADING TO APPLICATION**

- **Activity: Decision Points**

Use the set of questions provided to discuss and complete the Design Challenge application. Work through the details of the implementation and spending plan, and describe what data will be used to expand and monitor success.

#### ***SUGGESTIONS FOR USING THE TOOLKITS:***

- The design team meets to prioritize the activities. Consider delegating activities to different individuals on the team. Also, decide whether you will delegate participation on the webinars, or use them as a vehicle to bring the team together.
- Calendar at least 3 extended meetings with the full team. Consider structuring these meetings in the week following the webinar, and use some of the toolkit activities as meeting agendas. Principals and/or Network liaisons should decide on who will facilitate these meetings.
- Consider the role that external organizations will play in the Design Challenge application and implementation. In April approved external organizations will be listed for consideration. Check the wiki for further details.
- Delegate the writing of the application with clear deadlines for review.

## TOOLKIT 3— ALIGNING SCHOOL CULTURE TO COLLEGE/CAREER SUCCESS

**DEVELOP/AMPLIFY/EXPAND SCHOOL CULTURAL PRACTICES THAT GIVE VOICE TO BLACK AND LATINO YOUNG MEN AND THEIR FAMILIES, AND PROMOTE A COLLEGE AND CAREER GOING FOCUS. CONNECT THESE TO ACADEMIC PRACTICES AND YOUTH DEVELOPMENT PRACTICES, AND BUILD STAFF CAPACITY FOR IMPLEMENTATION.**

**The challenge involves design/redesign of school-wide cultural practices that provide opportunities to build responsible student voice and staff capacity in one or more of these ways:**

- Developing a learning environment that aligns teachers, building-wide staff, students, families, community and other external partners around a transparent expectation of college success for Black and Latino young men.
- Implementing sustainable and meaningful real-world exposure that builds domain identities among young Black and Latino young men.
- Supporting Black and Latino young men at key transition points – for example 8<sup>th</sup> to 9<sup>th</sup> grade, the summers before/after 12<sup>th</sup> grade – and building a vibrant alumni network.

**The challenge may be approached by:**

- Ensuring that the school has high quality college access – including a college and career center staffed by a knowledgeable counselor, higher education partnerships, programs to address under-matching, SAT prep, etc.
- Building teacher competencies that promote college success.
- Developing summer bridge programs aligned to college readiness and retention programs for Black and Latino young men through their first year of college.
- Providing meaningful workplace experiences, internships and co-op programs aligned to academic coursework.
- Creating leadership opportunities for 9<sup>th</sup> grade students that are voluntary and not based on academic performance
- Ensuring equity of access to all programs for students with disability and English Language Learners.

**Evidence underscores the importance of the challenge area:**

- Postsecondary planning is most effective when it is the responsibility of the whole school community.<sup>1</sup>
- A strong school culture focuses on college access and choice.<sup>2</sup>
- Real-world approaches to learning have deep influence on outcomes for Black and Latino young men.<sup>3</sup>
- Extending learning time can have an effect on academic performance.<sup>4</sup>

---

<sup>1</sup> Pedro A. Noguera’s work underscores the influence of the school community on Black and Latino young men. See for example *The Trouble with Black Boys and other reflections on Race, Equity and the Future of Public Education*. Jossey-Bass. 2008.

See also: Lieber, Carol Miller. *Increasing college access through school-based models of postsecondary preparation, planning and support*. Educators for Social Responsibility. 2009. <http://esrnational.org/esr/wp-content/uploads/2009/05/increasing-college-access-hi-res.pdf> and McDonough, Patricia. *Building A College Culture: Needs, Goals, Principles, and a Case Study*. UCLA Graduate School of Education. <http://www.sandi.net/cms/lib/CA01001235/Centricity/Domain/25/BuildingACollegeCulture.pdf>

<sup>2</sup> Scramm, J.B. *High Schools as Launch Pads: How College-Going Culture Improves Graduation Rates for Low-Income High Schools*. College Summit. 2008. <http://www.collegesummit.org/images/uploads/WhitePaperfull.pdf>

*Eight Components of College and Career Readiness Counseling*. College Board Advocacy and Policy Center. 2011.

<http://nosca.collegeboard.org/tools-resources>

<sup>3</sup> For approaches, see *Next Generation Career and Technical Education*. NYC Mayoral Task Force report. 2008.

[http://schools.nyc.gov/NR/rdonlyres/91B215BF-21F8-4E11-9676-8AFCFBB170E0/0/NYC\\_CTE\\_728\\_lowres.pdf](http://schools.nyc.gov/NR/rdonlyres/91B215BF-21F8-4E11-9676-8AFCFBB170E0/0/NYC_CTE_728_lowres.pdf)

<sup>4</sup> Bowles & Brand. *Learning Around the Clock: Benefits of Expanded Learning Opportunities for Older Youth*. American Youth Policy Forum. 2009. [http://www.aypf.org/documents/AYPF\\_ELOs\\_w-cvr.pdf](http://www.aypf.org/documents/AYPF_ELOs_w-cvr.pdf)

## PART 1 – ANALYZE STUDENT-LEVEL DATA

- Activity: Analyze the data set provided**

Each school receives a pre-populated data set of indicators related to the performance of Black and Latino males. This data is available to the principal in a private email. The principal should download the data so that it is available to the design team. This data is meant to be used to surface gaps in the performance of Black and Latino young men as they relate to the design challenge areas. Refer to the aggregate data provided for your school.

Data Source	What do we learn?	What questions does this raise?
College enrollment		
4 year graduates enrolled at CUNY BA		
year graduates enrolled at CUNY AA		
Enrolled at CUNY and required remediation in reading		
Enrolled at CUNY and required remediation in writing		
Enrolled at CUNY and required remediation in math		
4 year graduates enrolled at CUNY BA Spring 2008		
4 year graduates enrolled at CUNY AA Fall 2008		
4 year graduates enrolled at CUNY AA Spring 2009		

- Activity: Gather additional data**

Consider gathering additional data related to your postsecondary planning. A College Going Barometer is provided as a separate document, and can help your design team identify gaps in your school culture.

**PART 2 – ANALYZE TEXT TO RESEARCH SCHOOL CULTURAL PRACTICES THAT BUILD SUCCESS**

- **Activity:** Use the webinar to generate new ideas. Log onto the webinar: <http://www.learndoe.org/esi/esi-instructional-webinar-aligning-school-culture-2/>

Using the webinar	Suggested discussion questions	How will the design team approach these questions?
<p>View the first segment of the webinar: <i>‘Building a professional college-going culture.’</i> It is a recorded conversation between Andrea Soonachan, Associate Director for College and Career and Planning, OPSR, and Stephan Russo, Executive Director, Goddard Options Center. (about 30 minutes)</p>	<ul style="list-style-type: none"> <li>✓ How does your school build developmentally appropriate steps toward college transition, beginning in 9<sup>th</sup> grade?</li> <li>✓ What structures are in place to give Black and Latino young men voice and leadership that is oriented towards college?</li> <li>✓ What are some of the ways to improve family engagement with a college-going culture beginning in the 9<sup>th</sup> grade?</li> <li>✓ What is the role of your school’s college counselor in building responsibility and capacity of all adults to advise students towards college? Are the counselor’s responsibilities organized to support this key role?</li> <li>✓ What would culturally competent college access counseling need to include that your current programming does not?</li> </ul>	
<p>View the second segment of the webinar: <i>‘The culture of success for Black and Latino young men’</i> It is a recorded conversation with Chris Emdin, Assistant Professor of Science Education at the Teachers College, Columbia University. (about 30 minutes)</p>	<ul style="list-style-type: none"> <li>✓ What are some of the instructional strategies your school uses to engage Black and Latino young men? Do you believe different strategies are needed to engage Black and Latino young men?</li> <li>✓ How does your school approach professional learning that can develop the mindsets of teachers and staff, build cultural competence and expectations of college success?</li> </ul>	

• **Activity: Text based discussion – TWO SUGGESTIONS ARE PROVIDED**

**READ PAGES 7-8 FROM THE ATTACHED ARTICLE “Black Male Student Success in Higher Education” by Shaun Harper.**

1. Consider the anti-deficit framework outlined on page 7 and answer the Pre-College Socialization and Readiness questions posed on page 8. How do both peers and faculty in your school contribute to college persistence among Black and Latino young men in your school?
2. What out of classroom experiences does your school provide that will increase college access and develop resilience among Black and Latino young men?
3. How do you promote student choice as the basis for college success among Black and Latino young men?

**READ THE ATTACHED ARTICLE “‘We’re All in It Together’: The Role of Youth Leadership in College Access” by Lori Chajet.**

1. The article raises the idea of a collaborative culture of college planning among students, rather than a competitive one. (p33, p36) What could that look like in your school? What about your current school culture supports this, and what works against it?
2. The strategies described by the article deepen ways of integrating youth voice that go beyond typical structures, such as student government or clubs. How can your school provide greater voice to Black and Latino young men around a college going culture? What challenges would you anticipate facing, and how would you address these?

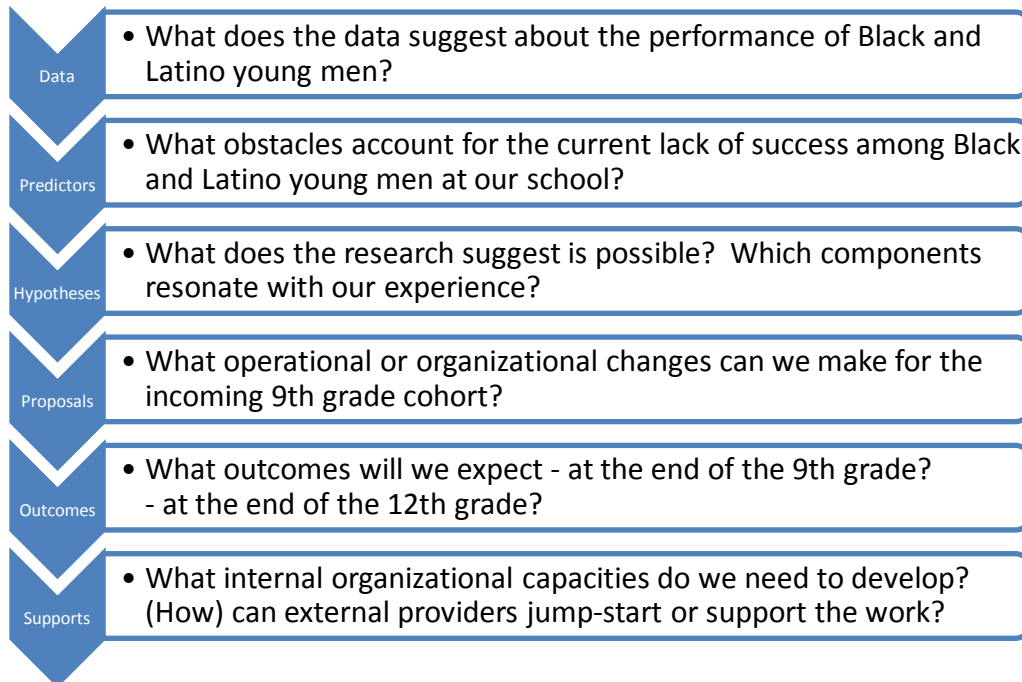
**PART 3 – DEVELOP A HYPOTHESIS THAT CAN REFRAME SCHOOL CULTURAL PRACTICES AND PROMOTE A COLLEGE SUCCESS PATHWAY FOR BLACK AND LATINO YOUNG MEN**

• **Activity: Brainstorm**

**These are possible outcomes for the school culture design challenge:**

- Beginning in 9<sup>th</sup> grade, every Black and Latino young man has access to a college and career center staffed by a knowledgeable counselor, higher education partnerships, programs to address under-matching, SAT prep, workplace learning experiences etc.
- All Black and Latino young men have access to summer bridge programs aligned to college readiness
- All Black and Latino young men in the incoming 9<sup>th</sup> grade cohort have opportunities to develop their leadership, and these are voluntary and not based on academic performance
- All Black and Latino young men in the incoming 9<sup>th</sup> grade cohort who are students with disability and English Language Learners have equity of access to all programs
- Every teacher who belongs to the 9<sup>th</sup> grade team will participate in training related to promoting competencies that promote college success.

**Use this template to generate ideas and hypotheses that can create alternate narratives for the incoming 9<sup>th</sup> grade cohort of Black and Latino young men:**



Use this template as you try out this process for each of the school culture design challenge outcomes.

### PART 4 – ACTION PLAN LEADING TO APPLICATION

• **Activity: Decision Points**

Use this set of questions as a lead in to complete the School Culture Challenge component of the ESI application.

<i>Question</i>	<i>Who will we gather information? How? By when?</i>	<i>How does this inform our application?</i>
1. How does the data inform our plans for aligning school cultural practices? What are the most pressing gaps? What is currently getting in the way of success for Black and Latino young men in our school?		
2. How can we reframe the problem so that we build success for Black and Latino young men? What is our organizational and operational design to meet the challenge? Does the data suggest that this is the best approach? How does our approach to school culture connect to our academic and youth development practices?		
3. What outcomes do we want to achieve <ul style="list-style-type: none"> <li>▪ By the end of the 9<sup>th</sup> grade year?</li> <li>▪ By the time students graduate from high school?</li> </ul>		
4. How will we implement our plan? What data will we use to monitor the implementation? How and how often will we collect this data? What systems do we need to put in place to ensure effective data collection?		
5. How will teachers be included in the plan? What systems will be used to provide ongoing support for teachers?		
6. How will parents be included in the plan?		
7. How will students who are not Black, Latino or male be impacted by the plan?		
8. How can we best utilize resources provided by ESI to meet this aspect of the plan? How much will it cost in the first year SY12-13? How much will it cost in subsequent years?		
9. How will the plan be sustained with our operating budget?		
10. Can an outside organization be a useful partner in the development		

and implementation of the plan? If so, in what ways? How will we determine which external organization fits our needs?		
--	--	--