Moving Towards Equity

Karen Pittman, President and CEO | The Forum for Youth Investment
Michael Lamb, Executive Director, Washington D.C. | Turnaround for Children
Hal Smith, Senior Vice President for Education, Youth Development and Health | National Urban League
Beating the Odds vs. Changing the Odds

The path to improved outcomes starts with providing opportunities powerful enough to change the odds so that young people and their families don’t have to struggle to beat them.
"Skills and talents exist in a potential state in all children, and can be revealed and developed in the many environments in which children grow and learn... no matter their individual starting points or what happens to them along the way."

"...if we provide integrated developmental experiences for children... we will not only enable them to recover from effects of trauma, we will unleash the potential that is in every single child."

Pamela Cantor, M.D.
SoLD:

THE SCIENCE OF LEARNING AND DEVELOPMENT INITIATIVE

WHOLE CHILD PERSONALIZATION OF LEARNING

Relationships, environments with safety & belonging, rich instruction, individualized supports and intentional development of skills, mindsets & habits – it is this combination of things that we are talking about with Whole Child Personalization. - Dr. Pamela Cantor
Acknowledging Adults’ Biases

“Both in-school and out-of-school learning are essential for moving beyond the problems that plague education in the 21st century, but out-of-school learning gets short attention in the grand narrative of addressing student learning and development. We envision a more connected and equitable future for learning. Realization of this vision requires a simple yet formidable step: the disentangling of learning and education from schooling in ways that center and promote equity.”

Dr. Thomas Akiva, University of Pittsburgh, School of Education
All youth ready for college work and life
Is this opportunity different?

“...disentangling of learning and education from schooling in ways that center and promote equity...”

is a huge undertaking that has been tried before.

Why am I optimistic this time around?

• **Opportunity.**
  • To use science to galvanize a new vision.

• **Open door.**
  • K-12 receptivity to different ways to think, act and partner.
SEAD Youth Development Work Group: Building Partnerships with Schools

Youth Development Work Group Recommendations

- Include youth development partners in setting a clear vision.
- Strengthen and expand adult capacity.
- Create and support engaging learning settings throughout the day and the year.
- Provide systems and supports to maintain partnerships.
- Leverage resources efficiently and equitably.
Youth Development Work Group Graphic & Recommendations in A Nation at Hope
SoLD Initiative on Board

“... a learning and action partnership between organizations committed to expanding the reach of 21st-century knowledge. Organizations including Turnaround, American Institutes for Research, Learning Policy Institute, Populace, and Education Counsel, and now the Forum for Youth Investment, are building a national ecosystem to ensure this knowledge increasingly supports innovations in practice and policy across the settings in which children grow and learn.

In addition, in the coming months, you will learn more about a new partnership between Turnaround and the Forum to support children’s development and learning, both inside and outside of school.”
Field Leaders are Excited

“I read the report while traveling and only put it down because the plane landed. 😊 It really was a great validation of the work that we have been doing... As you went through your slides, I wanted them all.”

Take the Meeting Home

Announcing The Reality to 21 “Charging the OBD” Road Show

Important: The Reality to 21 National Meeting! Wish you could have been on our staff room, all of your energy, all of your ideas could have been a part of our community?

The Forum has added a new offering to our menu of ideas. “Renew a day of a learning and leadership. If you are looking for ways to bring the Reality 21 National Meeting home - take the time to look this meeting content and plan your next conference.

In early 2022, the Forum partnered with Boys and Girls Clubs of America and The Lasker Foundation (BGC) to help strengthen the Nonprofit Leadership Experience (NLE) for undergraduate students. We helped a group of four youth leaders from the BGC who were part of the BGC’s Youth Leadership Development (YLD) program in Toronto, Canada. The YLD program was designed to help BGC youth develop leadership skills and become more engaged in their communities.

The NLE program was a six-week, hands-on, experiential learning opportunity that focused on three key areas: leadership, communication, and collaboration. The program included a series of workshops, case studies, and group projects that helped the youth develop the skills and knowledge they needed to become effective leaders.

The NLE program was designed to help BGC youth develop leadership skills and become more engaged in their communities. The program included a series of workshops, case studies, and group projects that helped the youth develop the skills and knowledge they needed to become effective leaders.

Youth are excited about the opportunity to bring this program to their communities and share it with their peers. They are hoping to bring this program back to their communities and share it with others.
Forum Leaders are Excited

Reaffirm our key ideas

Recommit to our key strategies

Planning & Partnering for Impact

This work supports boundary-spanning leaders charged with creating or implementing plans that require a focus on the bigger picture. We help leaders connect the dots across complex and sometimes competing goals, services, plan and partners.

Strengthening Practices & Programs

This work empowers youth development, education and human service system leaders to adopt, implement and scale management and staff policies and practices that ensure young people have access to high quality, coordinated supports they need to succeed.

Improving & Aligning Policies

This work helps policymakers, advocates, and rising leaders increase their capacity by aligning with other advocates, departments, sectors and levels of government to use data and evidence to support the whole child.

www.forumfyi.org
But my optimism about the opportunities and open doors is tempered ....
Our client of the Month for March is Karen Pittman! The FT team recognizes your consistency and the hard work that you put into every workout, as well as the results that you’ve seen so far! Keep up the hard work!
Reframing the educational equity discussion
Here is a hypothetical classroom of 30 children based on current U.S. demographics:*

- 7 live in poverty
- 6 aren't being raised by their biological parents
- 1 is homeless
- 6 are victims of abuse
- 6 don't speak English as their first language
- 11 are non-white

*all youth ready for college work and life
WASHINGTON SCHOOL CLASSROOM OF 30 STUDENTS:

- 20% (6) students with no ACE
- 47% (14) students with 1-3 ACEs
- 23% (7) students with 4 or 5 ACEs
- 10% (3) students with 6 or more ACEs

#rb21 all youth ready for college work and life
More than a curricula...

“I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I **possess a tremendous power** to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

- DR. HAIM GINOTT
THE POWER YOU CARRY

Who is “you?” Can you become “we” rather than “they”?
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12 Equity Indicators

1. Goals & Indicators
2. Subgroup Performance
3. Supports & Interventions for Struggling Schools
4. Resource Equity
5. Educator Equity
6. Stakeholder Engagement
7. Breaking the School-to-Prison pipeline
8. Equitable Access to Early Childhood Learning
10. Out of School Time Learning
11. Equitable Access to High Quality Curricula
12. Clear Reporting and Transparent Data systems.
HOW WELL STATES INCORPORATED EQUITY INTO THEIR ESSA PLANS

12 EQUITY INDICATORS

- GOALS & INDICATORS: 25
- SUBGROUP PERFORMANCE: 9
- SUPPORTS & INTERVENTIONS FOR STRUGGLING SCHOOLS: 4
- RESOURCE EQUITY: 11
- EDUCATOR EQUITY: 3
- STAKEHOLDER ENGAGEMENT: 22
- BREAKING THE SCHOOL-TO-PRISON PIPELINE: 6
- EQUITABLE ACCESS TO EARLY CHILDHOOD LEARNING: 23
- EQUITABLE IMPLEMENTATION OF COLLEGE & CAREER STANDARDS: 29
- OUT-OF-SCHOOL TIME LEARNING: 5
- EQUITABLE ACCESS TO HIGH-QUALITY CURRICULA: 20
- CLEAR REPORTING & TRANSPARENT DATA SYSTEMS: 16

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### 12 Equity Indicators
(ranked by # states deemed excellent)

1. Equitable Implementation of College & Career Standards
2. Goals & Indicators
3. Equitable to Early Childhood Learning
4. Stakeholder Engagement
5. Equitable Access to High Quality Curricula
6. Clear Reporting and Transparent Data systems.
7. Resource Equity
8. Subgroup Performance
9. Breaking the School-to-Prison pipeline
10. Out of School Time Learning
11. Supports & Interventions for Struggling Schools
12. Educator Equity
The Forum is committed to changing the odds that all children and youth are ready for college, work and life.

We connect leaders to ideas, services and networks that can help them make more intentional decisions that are good for young people, even in the face of limited resources.

We help leaders who are trying to improve & align policies, plan & partner for impact, and/or strengthen programs & adult practice.
is the proud home of...

Helps leadership groups build broader partnerships, set bigger goals, use data better and implement bolder strategies.

Builds quality improvement systems to strengthen practices and programs serving young people.

Supports state and local policy leaders.

Mobilizes action by and for young people.

Works to expand economic mobility and close the opportunity gap in America.
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