



Advancing Equity in Education Using RBA

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Making a Real Difference

If poverty is a disease that infects an entire community in the form of unemployment and violence, failing schools and broken homes, then we can't just treat those symptoms in isolation. We have to heal the entire community. And we have to focus on what actually works.

President Barack Obama, July 18, 2007



Powerful work in education
can be transformative when
supported by a results
focus

Our Results

- Children and youth have equitable access to educational opportunities
- All youth succeed in education
- All students are college and career ready



Lens



FOCUS ON EQUITY

Equality vs. Equity



*A disciplined approach to
learning what works in
education...*



...means disaggregating data

Accountability is different from compliance

7 Population Accountability Questions

1. What is the condition of well-being that we want for youth?
2. What would these conditions look like if we could see or experience?
3. How will you measure it?
4. How are we doing on the most important of these measures?
5. What will work to turn the curve of the baseline?
6. Who are our partners with a role to play?
7. What are the key strategic priorities to advance in an effort to improve that indicator?



Harlem Children's Zone



- Residents are low-income black and Latino people
- A clear and unrelenting focus on results
- Built upon long-term relationships, beginning 40 years ago as a small service provider
- Transformed a 100 block neighborhood, block-by-block
- Whole neighborhood change to impact results for children

Harlem Children Zone's Success



- 100% of children that attend Harlem Gems are school ready
- 95% of high school seniors accepted into college
- 4000 parents have graduated from Baby College
- 1.4 million free, healthy meals served to HCZ children
- 4,000 children are exercising at least 60 minutes

Chula Vista Promise



- Border community between US/Mexico
- Social services agency leading promise neighborhoods work
- Very close relationship to school district

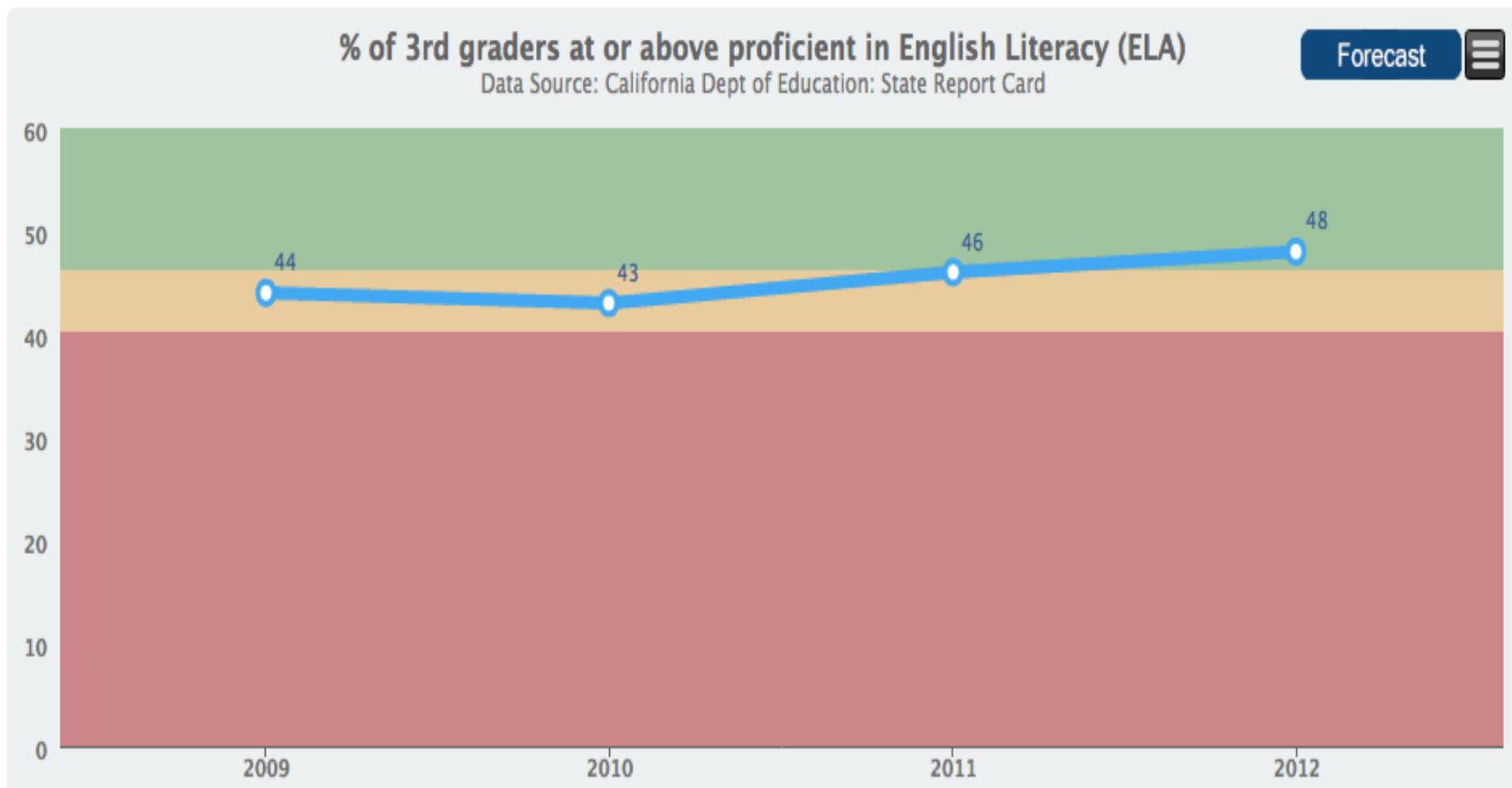
Early Result:

Enrolled 216 middle and high school students with 81 percent of seniors applying to colleges and universities

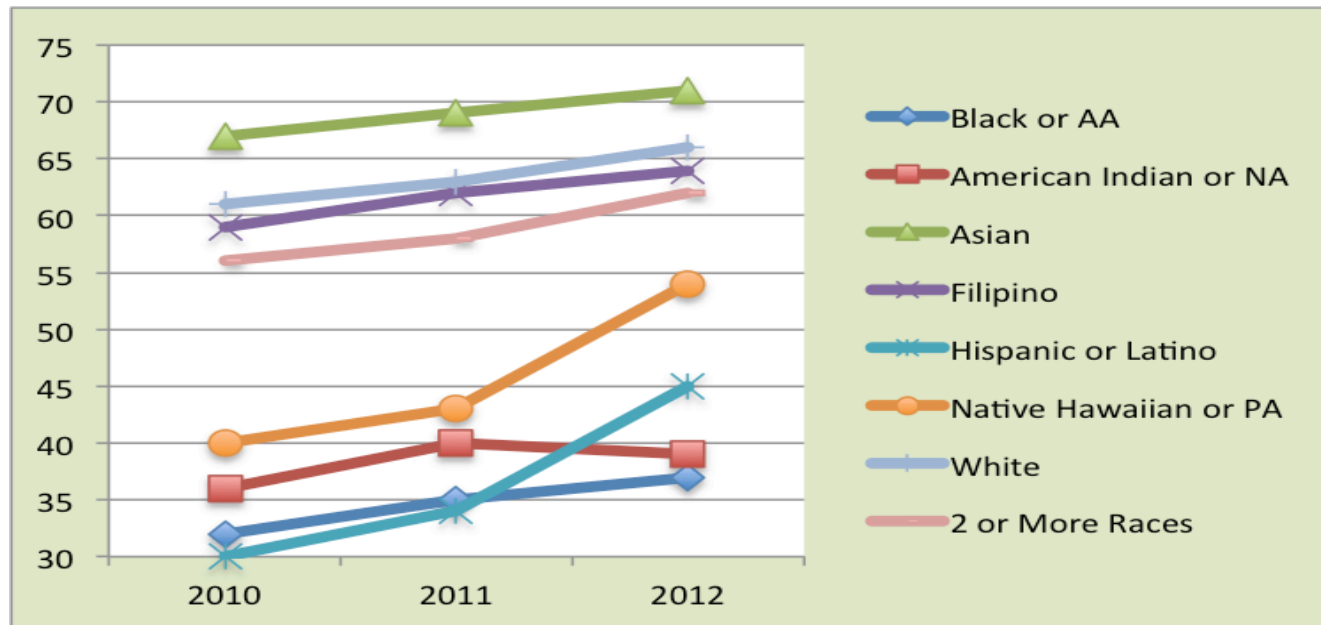
1. What is the condition of well-being that we want for youth?
2. What would these conditions look like if we could see or experience them
3. How will we measure it?

R All youth succeed in education

I % of 3rd graders at or above proficient in English Literacy (ELA)



3rd Grade ELA Disaggregation by Race and Ethnicity

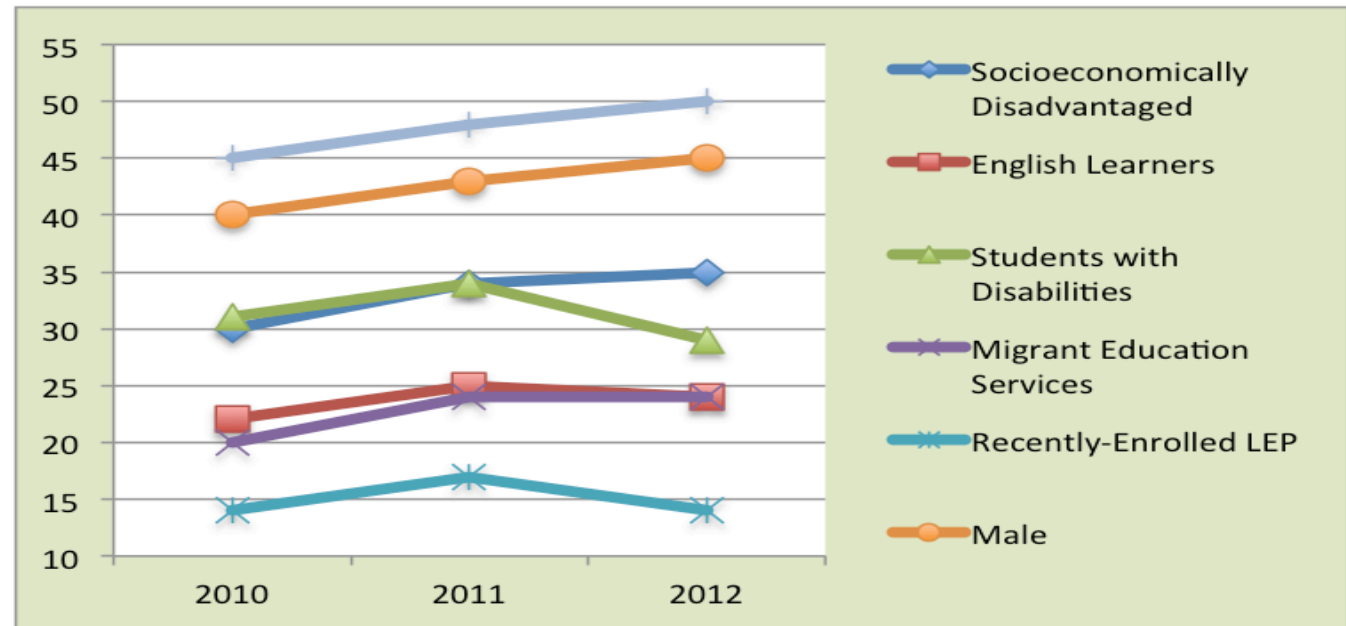


Source: California State Accountability Scorecard

Student Group	2010	2011	2012
Black or African American	32	35	37
American Indian or Alaskan Native	36	40	39
Asian	67	69	71
Filipino	59	62	64
Hispanic or Latino	30	34	45
Native Hawaiian or Pacific Islander	40	43	54
White	61	63	66
Two or More Races	56	58	62

3rd Grade ELA Disaggregation by....

Source: California State Accountability Scorecard



Student Group	2010	2011	2012
Socioeconomically Disadvantaged	30	34	35
English Learners	22	25	24
Students with Disabilities	31	34	29
Migrant Education Services	20	24	24
Recently-Enrolled LEP	14	17	14
Male	40	43	45
Female	45	48	50

What is the Story Behind the Data?



- What are the factors that contribute to your baseline?
- What factors do you anticipate affecting your forecast?
- What are the causes and forces at work?
- Dig deep and try to identify the “root causes”

Who are the partners with a role to play?



- Identify likely and unlikely partners
- Outline the contributions they can make
- Ask “at what point in the process should this partner join?”
- Consider current partners and ways they can expand their efforts

What Works to Turn the Curve of the Baseline?



- Low-cost, no-cost ideas
- Off the wall ideas
- Evidence-based practices
- Promising practices
- Community knowledge

What do we propose to do?



- Leverage: How likely will it support turning the curve of the baseline?
- Reach: Is it feasible? What are the specifications? Will it reach our communities impacted by disparities?
- Values: Is it strength-based, person-centered and culturally inclusive? Does it advance an equitable agenda?

Performance Accountability

- Healthy Lifestyles
- Parents as Teachers



What are the systems changes needed to produce results?



- Education
- Government
- Organizations
- Individuals & Families
- Other
- Alignment
- New actions
- Accountability mechanisms
- Policies

Equity is the Superior Growth Model

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