Racial Equity Planning Tool Roundtables
OOMA is a cross-sector collaboration of district leaders, educators, advocates, out-of-school time providers, colleges, employers, and reps from the state department of education coming together to drive systems level change in education using 4 key leverage strategies.

In response to COVID-19 school closures, OOMA’s first initiative is a Campus Without Walls.
What is Campus Without Walls?

A framework that leverages the power of public schools and technology to promote greater equity, access, opportunity and liberation for students of color from underserved communities.

Through a cross-sector collaboration of schools, universities, employers, nonprofits and out-of-school-time providers, zip codes and school assignments will no longer limit a student’s educational opportunity.

Our first OOMA Initiative for systems transformation
Project Leads

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<table>
<thead>
<tr>
<th>Event</th>
<th>Date and Time</th>
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<tbody>
<tr>
<td>Summer 2020 Community Engagement</td>
<td>Completed Last Year</td>
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<tr>
<td>BPS High School Superintendents</td>
<td>March 25, 2021 9:30-10:30 AM</td>
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<td>BPS Cabinet</td>
<td>April 6, 2021 3:00-4:00 PM</td>
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<tr>
<td>Community Equity Roundtable</td>
<td>April 9, 2021 11:00-12:00 PM</td>
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<td>Family &amp; Community Session</td>
<td>April 29, 2021 6:00-8:00 PM</td>
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<td>Youth Session</td>
<td>May 4, 2021 3:30-5:30 PM</td>
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<td>Opportunity &amp; Achievement Gaps Task Force</td>
<td>May 25, 2021 4:00-6:00 PM</td>
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## Acknowledgements

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<tr>
<td>Dr. Charles Grandson, BPS</td>
<td>Andrea Zayas, BPS</td>
<td>Mark Racine, BPS</td>
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<td>Rhianon Gutierrez, BPS</td>
<td>Velecia Saunders, BPS</td>
<td>Regine Philippeaux, BPS</td>
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<td>Apryl Clarkson, BPS</td>
<td>Bethany Allen, BPS</td>
<td>Pratima Patil, Boston Opportunity Agenda</td>
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<td>Chris Smith, Boston After School and Beyond</td>
<td>Devin Smith &amp; Jabari Peddie, The Teachers Lounge</td>
<td>Chad d'Entremont, Rennie Center for Education Research &amp; Policy</td>
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<td>Paul Titter, BTU</td>
<td>Paul Toner, Teach Plus</td>
<td>Rachel Weinstein</td>
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<tr>
<td>Northeastern University</td>
<td>Jenny Fernandez, BSAC</td>
<td>Maria Fenwick, Teachers Collaborative</td>
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<td>Rahn Dorsey</td>
<td>Dr. John Jackson</td>
<td>Cliff Chuang, DESE</td>
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Alignment with BPS Strategic Plan

01 | Eliminate Opportunity and Achievement Gaps
   Equitable and Excellent Student Outcomes

02 | Accelerate Learning
   High-quality schools and joyful classrooms district-wide

03 | Amplify All Voices
   Shared decision-making, partnerships, and mutual accountability

04 | Expand Opportunity
   Fair and equitable funding and welcoming environments

05 | Cultivate Trust
   Fair and equitable funding and welcoming environments

06 | Activate Partnerships
   Expand learning beyond the classroom and connecting community to the classroom.
Design Sprint with 100 BPS students representing 22 high schools through Boston PIC summer jobs program. Meeting with BSAC organized by Maria Estrada.

Organized meeting with BTU teachers involved in district PD and educational design efforts to solicit feedback and develop selection criteria for teachers, via Paul Tritter.

Met with Boston School Finder families to get input on the design and remote learning.

Garnered individual input from school leaders that partner with BUILD and BOA to gauge initial interest.

CWW kicked off with a design sprint in June that included leaders from DESE, BPS (Mark Racine, Lindsa McIntyre, Charles Grandson), BTU, community organizers, nonprofits, universities, and other Boston stakeholders.
BPS Students Want...

STEM/SCIENCE OPTIONS
- Physics
- Chemistry
- Biology
- Computer Science
- Environmental Science
- Government
- Economics
- History
- International Studies
- Earth Science
- Government
- Economics
- History
- International Studies
- Art
- Music
- Foreign Language & Culture
- Spanish
- French
- Arabic
- Cooking across cultures
- Class on slang and acronyms
- Improved Civic courses
- Current events course
- Rudimentary Law
- Ethics class
- Psychology
- Anthropology
- Sociology
- Criminal Justice
- Business & Finance
- AP Micro/Macro-economics
- Marketing
- Business managing
- Personal finances
- Wealth building and financial literacy
- How to invest
- How to do your taxes
- Avoiding debt
- Avoiding scams/fraud

FOREIGN LANGUAGE & CULTURE
- Italian
- French
- Spanish
- Arabic

SOCIAL SCIENCES
- Financial literacy
- Budgeting
- How to save
- How to buy an apartment
- How to invest
- How to do your taxes
- Avoiding debt
- Avoiding scams

MUSIC & ART
- Music studies/production
- Beat making
- Video production and scripting
- Studying patterns throughout the world and comparing them to across cultures
- Music theory

WELLNESS & HEALTH
- Therapy
- Support system class (mental health, anxiety)
- Relationship building
- Adjusting to and making new changes
- Patience and calming the soul

REVISED sex education & health classes (inclusive of LGBTQI)

NEW OPTIONS
- Black History
- Black culture brought to modern culture
- History of Pan Africa
- Black America
- Contributions of Black people and culture
- Understanding modern Africa
- Black History
- Black culture brought to modern culture
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BPS Students Want... (cont’d)
Campus Without Walls Structure - Pilot 2021 & 2022

- Lead Teachers receive up to a $5k stipend to open their class live (both synchronous & asynchronous)
- Students earn credit for their core classes from their Teacher of Record (aka Facilitating Teacher)
- Facilitating Teachers earn PDP points
- Classes will include Math, English, Science, History/Social Studies and Electives for Grades 6-12
- Pre-practicum students and volunteers support small group breakout sessions
- Lead Teachers and Facilitating Teachers engage in a professional learning community for continuous communication, coaching, and lesson planning.
Benefits

For Teachers

- A resource for culturally responsive learning
- Job-embedded professional development
- Professional learning community
- Access to trained mentors and volunteers

For Students

- Increased access to advanced courses
- Take courses beyond assigned school for credit
- Free access to enrichment classes
- Increased visibility

Be part of a movement to reimagine education with a focus on racial equity!
Our Process and Timeline
Timeline - Completed To Date

- Kicked-Off with 15 School Partners, October 2020
- Contracted with The Teachers Lounge to run our Teacher Recruitment, Screening and Selection Process, November 2020 - January 2021
- 13 Community Partners Selected, December 2020
- 48 Teachers Nominations Received, 16 Lead Teachers Selected, January 2021
- Weekly Planning Sessions with Lead Teachers, co-designing CWW with us
- Weekly Planning Sessions with BPS Leads and with Community Partners
- Bi-Weekly Planning Calls with tech partner Outschool.org
- Raised $750k from Dell Foundation, The Boston Foundation, and Outschool.org
- Hired a Full Time Director for CWW, Jasmine Toussaint, January 2021
- Secured 9 Pre-Practicum Students from Northeastern University
- Launched in April 2021
Our Partners
Partner Schools with Lead Teachers

**BPS**

1. Another Course to College
2. Jeremiah E. Burke High School
3. Charlestown High School
4. Community Academy of Science & Health (CASH)
5. Excel High School
6. Fenway High School
7. Josiah Quincy Upper School
8. Madison Park Technical Vocational High School
9. John D. O’Bryant School of Math & Science
10. TechBoston Academy

**Beyond BPS**

1. Boston Collegiate Charter School
2. Brooke Charter High School
3. Cathedral High School
4. Noble & Greenough School
5. Roxbury Prep High School

A diverse mix of schools including comprehensive, pilot, vocational, exam, International Baccalaureate, charter, private, and parochial.
Schools with Facilitating Teachers

**BPS**
1. Community Academy of Science and Health
2. James F. Condon School
3. Excel High School
4. Jeremiah E. Burke High School
5. Madison Park Technical Vocational High School
6. Margarita Muñiz Academy
7. New Mission High School
8. John D. O’Bryant School of Math and Science
9. TechBoston Academy
10. Timilty Middle School
11. Washington Irving Middle School

**Beyond BPS**
1. Phoenix Charter Academy (Springfield)

Facilitating Teachers are paired with Lead Teachers and Community Partners for Campus Without Walls classes
Community Partners

Community is the Platform, Technology is the Tool

13 Partners Include:

- BUILD
- Boston Debate League
- Boston HERC
- Sociedad Latina
- Hale Reservation
- Boston Lions Track Club
- West End House
- Immigrant Family Services
- Bethel AME
- Boston PIC
- Global Glimpse
- Citizen Schools
- Timothy Smith Network

We secured a $150k grant for community partners from Outschool.org, administered through Boston After School and Beyond.

Partners received mini-grants of $10-20k to run learning pods and programming both during the school day and afterschool (in-person and/or virtual).
We contracted with The Teachers Lounge to lead our teacher recruitment, screening and selection process.

We had 48 nominations for Lead Teachers, and selected 16 Lead Teachers for our launch in April.
• **Live instruction** with small group classes (approx. 12 - 15 students)

• **Students build relationships** with their teacher and their peers during class, but also offline. Our small groups are designed so that this can happen

• Outschool provides a “quality check” on content and **background checks** instructors

• Teachers are free to be creative and submit courses

• **Non-profit focus is brand new** with opportunity to co-create with and for Campus Without Walls

• **Offering free workshop for teachers on relationship building & high student engagement for remote learning**

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**Sample Classes:**

- **Black History From a Decolonized Perspective (African American History)**
  - Imran Alleyne (Kind Academy)
  - In this 8 week course for 8 to 13 year olds, students will learn about black history beginning with Ancient African kingdoms and societies.
  - Ages 8-13
  - 8 Weeks, Once a Week
  - Tue Jan 19, 2021 - Mar 9, 2021 at 1pm Eastern
  - 3 more times available

- **Minecraft + Architecture History = AWESOME! (FLEX / 6-week version)**
  - STEMOwest
  - Learn about the styles and history of architecture from ancient times to the present-day while creating your own architecture inspired builds in Minecraft!
  - Ages 9-14
  - Flexible for 6 weeks
  - Mon, Sep 14 - Oct 25
  - 4 more times available

- **Cake Decorating: Beautiful Buttercream Flex**
  - Meagan Tauber
  - Students will learn Pinterest-perfect cake design techniques sure to dazzle at your next celebration!
  - Ages 10-15
  - Flexible for 4 weeks
  - Mon, Oct 5 - Oct 30
Overview of Campus Without Walls

How it Works
There is a demand for change at this moment...
Why Liberated Learning?
Open Access to Teachers and Courses
- Students from any school, regardless of zip code or school assignment, have access to great teachers across the city, including district, charter, private, and parochial schools.

Learning at home, in community, in schools, and online
- Community-based learning experiences including OOST providers, employers, universities and CBOs.
- Student/teacher collaboration and teamwork across schools.
- Community is the learning platform; technology is the tool.
- Hub Schools provide wraparound services.

Authentic Multifaceted Relationships
- Mentoring, including peer-to-peer.
- Focus on building Social Capital.
- Family Engagement & Partnership.

Student Voice & Agency
- Students set a Vision and Choose their path.
- Individualized Learning Plans i.e. MYCAP.

Liberated De-Colonized Curriculum
- Real-world/Project-based, experiential learning to foster engagement, mastery, and creativity.
- Career readiness and 21st century skills.
- Culturally Responsive: Focus on identity, self agency, anti-racism, Black/Latinx power, rights of passage, etc.
- Competency-based learning and assessment.
- Digital Badging & industry recognized credentials.
- Entrepreneurial mindset and wealth building.
- Civic engagement and service learning.

Teacher as Facilitator
- Broaden educator resources and support.
- Teachers mirror racial and ethnic diversity of our students.
- Teachers practice Culturally Linguistically Affirming and Sustaining Practices (CLASP).

Whole Child at the Center
- Focus on all developmental domains i.e. mental health, physical wellbeing, Social and Emotional Learning etc.
- Individualized student supports i.e. counselors, social workers.

Campus Without Walls: Liberated Learning!
View the complete Course Catalog online at www.openopportunityma.org/campuswithoutwalls
Our college, career & life readiness definition

Life is made of journeys big and small. We know that the world we are preparing our children for is fast-changing and that the paths they will travel are still emerging.

To succeed, they’ll need the power to find goals worth seeking, to figure out how to reach them—and to adapt as the world changes around them. And so we build in our students the power to navigate new situations and the skills that will enable them to move through any barriers they find along the way.

**SET A VISION**

Boston’s graduates are keenly curious and deeply hopeful. They know that the way things are isn’t the only way they could be, and they know they have the power—and the responsibility—to make things better, for themselves and for others.


**CHOOSE A COURSE**

Boston’s graduates build plans that account for the realities of their situation. They know their own strengths and weaknesses and can assess those of others; they can get the job done. They can read the context that surrounds them, choose a wise course through it, and stick with their plan when things get hard.


**WORK WITH OTHERS**

Boston’s graduates bring out the best in others, and do some of their best work through collaboration. They listen to what others say, hear what they mean, and tune in to what they feel. They build on other people’s ideas and communicate their own, by argument and by story.

Ability to find and ask for help. Collaboration skills. Communication skills. Empathy. Service and responsibility to others.

**BUILD COMPETENCE**

Boston’s graduates have the academic knowledge it takes to do high-quality intellectual work, the technical skills required to practice their craft, and the practical competencies they need to take care of themselves as they make their way through the day-to-day. They know how to learn what they don’t already know; they’re confident in their power to grow and make change around them.


**CHANGE COURSE**

Boston’s graduates can assess what’s really going on around them and adapt their plans as needed when their situation changes. Grounded in their self and community, they are able to keep trying when things get hard, and work their way through the problems they encounter—both the clear-cut and the ambiguous—with imagination and rigor.

Student Outcomes for CWW

PILOT OUTCOMES*:

● Attending 94% of school days
● GPA of 2.7 or higher on a 4.0
● Rigorous courses - Mass Core plus AP, IB, Early College
● Anywhere, Anytime learning that is credited (including workplace learning)
● Complete and begin to implement an individual student learning plan beginning in at least 9th grade (MYCAP)

*Using Outcomes from College Career and Life Readiness (CCLR) Framework:

PILOT ASSESSMENT:

● Credit for Core Courses & Enrichment Classes
● Badging and Industry recognized credentials

ANCHOR GOAL #1
BPS graduates will be ready for success in college, career, and life.
What We’ve Heard/ What We’ve Done

- How is Campus Without Walls affirming and supporting Public Education?
- If Campus Without Walls is focused on Lead Teachers, how will this impact teachers that are not as experienced?
- What does the Boston Teachers Union think about Campus Without Walls?
- How did you select the schools - is it just high performing schools involved?
- How do we ensure it’s not just the higher resourced students who will take advantage of this opportunity?
General Q&A
Breakout Rooms: Targeted Q & A

○ Question 1: How does Campus Without Walls fit into what you are already doing? How can CWW be used to amplify existing initiatives in BPS and in Boston i.e. Transformative Mentoring, Hub Schools, MYCAP, Virtual Schools, My Brother’s Keeper?

○ Question 2: As we continue to build out our model how can Campus Without Walls be used to address equity issues in Boston and Boston Public Schools? What haven’t we thought of?

○ Question 3: How can we disseminate information more effectively to Middle & High Schools to ensure equitable access to Campus Without Walls?

*For more information about CWW sign up Here*
Appendix
WHY
Do We Need a Campus Without Walls?
Hear What the First Cohort of CWW Teachers Have to Say