

April: Education + Boston Public Schools

Total survey responses: 31

“We often look to teachers or administration to provide solutions to educational challenges. I walked away from today with a different frame of mind on the role of the parent in educational advocacy and a personal commitment to become an advocate in my own community.”

Takeaways

*What is one thing you are taking away from the program day about the **content** (e.g., speakers, pre-readings, activities)?*

- Appreciation for the **panelists'** expertise, including that it was derived from direct, lived experience
- The pre-work and having **historical context** for persistent school segregation and present-day BPS
- **Resources**—and their distribution—as a key lever to achieving educational equity

*What is one thing you are taking away from the program day about **yourself**?*

- Almost every respondent wrote something in this section, and the majority emphasized that they have a role to play in **making education and local schools more equitable**. Some without children—or without children in BPS—affirmed they can still get involved, and some with children reflected on their own choices as parents, including sending their kids to private schools.
 - Re: where to start + sphere of concern vs. sphere of influence: “What can I **influence** today? This week? This month? This year?”

*What is one thing you are taking away from the program day about **your organization**? How will you integrate its content into how you approach **your work and leadership**?*

- As was also reflected in our large-group discussion, the majority of comments connected educational inequities to company **hiring practices and policies** (especially education requirements in job descriptions).

Objectives

Objective #1: Experience the **promise of and challenges** for Boston Public School students, in the context of **COVID-19**.

- 87% of respondents agreed or strongly agreed.
- A number of people pointed out that our panelists' focus was more on the promise and challenges of BPS students and less specifically on the impacts of COVID-19.

Objective #2: Understand the complexity of **urban school leadership**.

- 94% of respondents agreed or strongly agreed.
- The majority of comments submitted under this objective positively highlighted the expert speakers. For example, “**Ed & Manny** brought to life the challenges that we read about in the pre-work. Their perspective as leaders who were students in the BPS system were particularly insightful.”

Objective #3: Understand history of **segregation/de-segregation** in Boston Public Schools.

- 94% of respondents agreed or strongly agreed.
- Several comments specifically mentioned the pre-work as informative/helpful.

Objective #4: Be able to articulate **barriers and opportunities** to providing a high-quality education for all children.

- 97% of respondents agreed or strongly agreed.

Program components

The **pre-readings** helped me to prepare to engage in in today’s program day.

- 100% of respondents agreed or strongly agreed.

This **program day** challenged and deepened my understanding of equity issues in Boston.

- 94% of respondents agreed or strongly agreed.

The **panel and discussion** were effective ways to learn about the topics.

- 91% of respondents agreed or strongly agreed.

Other highlights

- Under the “Always do” question, people named **small-group discussions** and, overwhelmingly, **expert speakers**.
- A number of people described technical difficulties with **Mural** or that they found it overly complicated to cover at the end of a program day.
- In addition to the idea of **removing education requirements from job descriptions**, people also reflected on how to cultivate a **culture “add”** environment versus a culture “fit” one.