



Focusing
Philanthropy

OneGoal Classroom site visit: New York, NY and Boston, MA October 17-18, 2022

OneGoal Programs Visited

- New Heights Academy Charter School – New York, NY
- Revere High School – Boston, MA

Focusing Philanthropy Staff

Parnia Banki

OneGoal New Heights Academy Charter School Staff:

- Payal Kapadia, Senior Director of Coaching and Teacher Support

OneGoal Revere High School Staff:

- Cori Mykoff- Senior Director of Development
- Lyndsea Arikian- Director of Teacher Support
- Andrew Hunter- Manager of Development

New York Visit - New Heights Academy Charter School

Background

- Payal Banki has been with OG for 6 years
- She trains OG teachers and is a former teacher herself
- She serves as a coach to a portfolio of schools, and also leads the coaching team in NY. Each coach is in charge of 4 to 5 school

- New Heights Academy is a charter school with 400 students, grades 5-12
- It provides OG course to every Junior and Senior
- 8 OG teachers are teaching all Juniors and Seniors
- Alexa Weisman is the Director at New Heights. She curates the curriculum for all teachers.
- PB attended both Y1 and Y2 classrooms. The students were engaged, responsive, and excited. In the Y1 class, the students broke out into groups to discuss the lesson. Y2 class focused on choosing the best fit school and available financial resources.

Student recruitment

- OG is actively recruiting students during their Sophomore year by holding information sessions throughout the year and making the application process easy. In addition, teachers and principals identify OneGoal candidates. About 50% of the students identified will enroll, mainly due to scheduling conflicts. Scheduling requires cooperation from school administrators.

Teachers- Program Directors

- Many are history and English teachers, but the subject expertise isn't important.
- The most important factor/key to success for a OneGoal teacher is: a) credibility with students and b) ability to create a community.

Identifying the ideal teacher

- The ideal individual is:
 - motivated
 - authentic, invested in, and cares for the students and wants to know them as individuals, and willing to give students the benefit of doubt. In short, the ideal teacher is willing to invest the time to know "their kids" inside out.
 - can build strong relationships, is passionate about equity and students succeeding.

Challenges

- OG recruitment can be a challenge because teachers are generally overstretched. It is therefore important that teachers are supported by OG coaches. OneGoal's goal is to make their teachers feel valued.
- In NY, OG teachers are compensated by a small stipend at end of year 3.
- Balancing class load and commitment to OG students is another challenge. In NY, teachers can teach 5 periods, and 3 courses.
- Turnover rate is quite low at 10-15%. Sometimes the school administrators don't cooperate and schedule OG teachers for other classes. These are factors that OneGoal can't control.
- Challenges in Y1, 2 and 3:
 - Y1 – teacher must build a culture and community between students. This is challenging as many of the students are getting to know each other for the first time – depending on size of school.
 - Y2 – the college application season requires teachers to be on top of large amounts of contents and find answers to questions- much of it related to finances, loans, grants, scholarships, city and state specific deadlines, merit awards etc. It's important that OG maintains touch.
 - Y3 – building a community of peers, staying in touch with students, helping overcome obstacles.

College finances in NY

- Teachers encourage students to apply to city colleges where they can graduate without debt. There are many available resources and the teachers connect the students to the various financial assistance programs: FASFA, Pell, Tap, scholarship, Federal and state grant. State and city NY schools. ASAP-NY org. helps students with books, metro cards, etc.

OG Curriculum

- Canvass- integrates the school culture
- Students have 4 OG classes each week. Usually there's no homework.
- Progressive Pathways depends on the culture of the school. It is not a core component of either school's curriculum, but it is an option
- Payal Banki directs teachers regarding the alternative pathways which prepare students for credentials/certificates in nursing, plumbing, military, electrician work, auto repair.

Interview with Alexa- Director at New Heights

- She's Motivated by the unique student culture. The kids have grown up with each other since 5th grade. The continuity creates a sense of community.
- The school runs like a family unit
- Alumni students are constantly returning to the school, appreciative of what they were taught and reporting their achievements. They maintain relationships with Alexa and other teachers

Boston Visit – Revere High School

Background

- Revere Public Schools is a public school district located in Revere, MA. It has 7,166 students in grades PK, K-12 with a student-teacher ratio of 13 to 1. According to state test scores, 44% of students are at least proficient in math and 48% in reading.
- Revere, where PB visited the classroom, is a large high school with 3,000 students. Each student would have access to less than an hour of advising per year if not for OneGoal
- OG Program began 2.5 years ago
- There has been leadership turnover at the school which has affected scheduling

Observations

- PB observed Y1 classroom, a cohort of 20 students
- Students logged into Canvas and were following the lesson being taught
- The lesson was foundational and critical: a) how to communicate with family about college and future aspirations. b) becoming an adult– involvement and expectations
- The students broke out and practiced communication strategies with each other.

- At the end of class, the kids had a chance to ask each of us questions with regard to our college choices and careers. They were really inquisitive about our paths and asked thoughtful questions.
- Even though Revere was a much larger school, the students in the classroom behaved the same as those in the smaller NY charter school- they were friendly and comfortable with their teachers, they were a close-knit community of interested, inquisitive, thoughtful students.

Conclusions- New York and Boston site visits

- It's easy to recognize that OneGoal's key to success is the Directors/ Teachers they are able to recruit. In both geographies, the teachers were genuinely interested and invested in the students. It was clear from their interaction that the teachers knew the kids well, and the students were friendly and comfortable with the teachers, but at the same time respectful. The classrooms were each a community of students who were close, willing to trust and support one another. In many ways, it didn't look like a high school classroom.