



Data & Post-secondary Advising:

How TPZ unites the two to design programming to help students achieve their college and career goals.

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Our Mission and Vision

MISSION

To advance economic equity by ensuring young people develop the entrepreneurial spirit, skills, and networks to launch successful careers

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VISION

A world where young people shape their own futures

Our Approach

A **TUITION-FREE** experiential youth development and entrepreneurship program for high school teens in Boston for whom opportunities have been disproportionately unavailable.

State-of-the-art makerspaces and technology, where students design and launch businesses, participate in **work-based learning** opportunities, access wrap-around services from community partners, and receive **college and career advising** over one to three years.

Students receive meals and a stipend of at least \$24 for every class they attend.

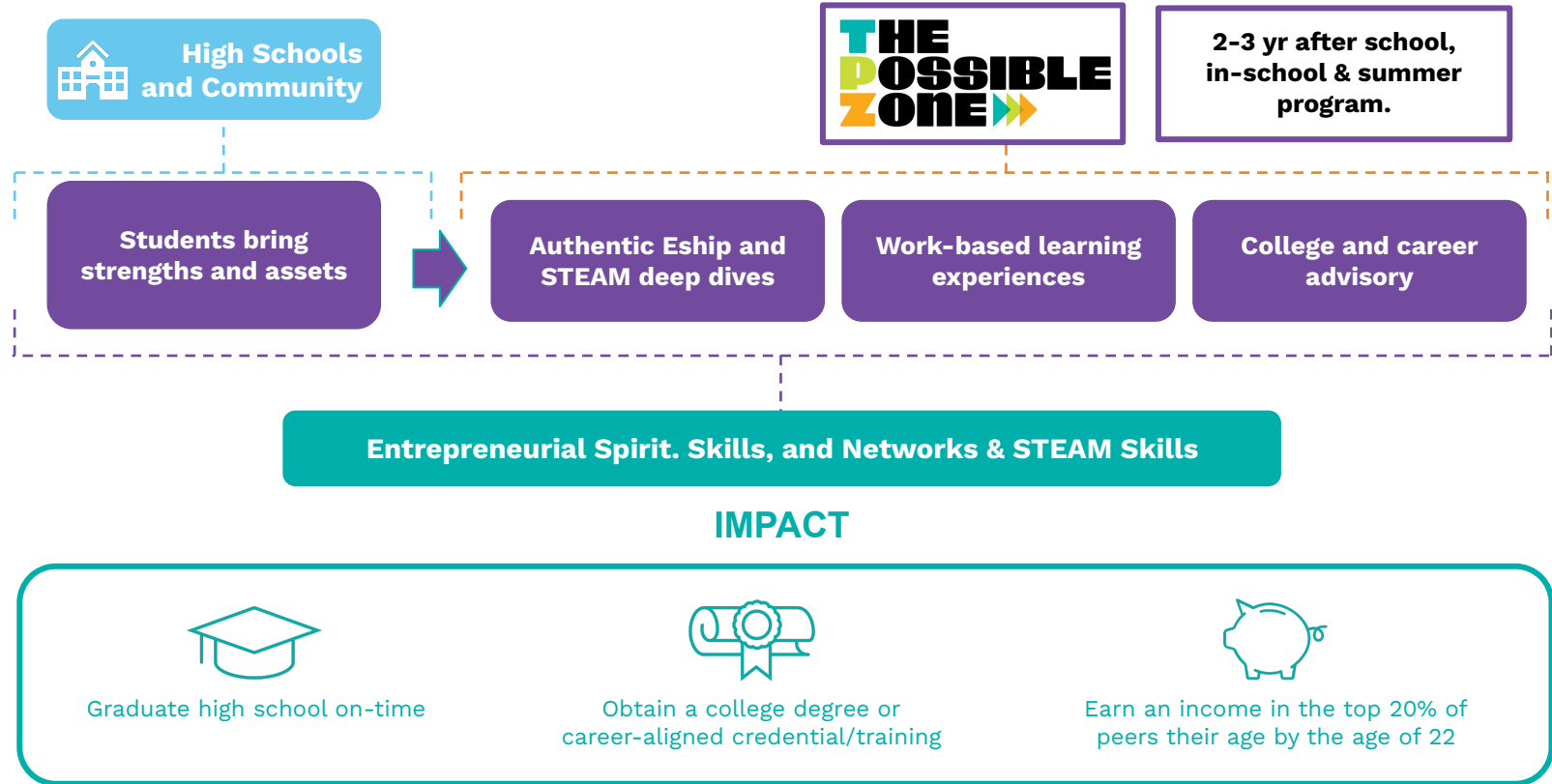
Some alumni build-out their business or will work in TPZ Ventures after graduation.

Research & Evaluation

TPZ has a robust Research & Evaluation team that is executing on three overarching strategic components:

1. **Program evaluation** to continuously improve program design and delivery, as well as to test hypotheses and assumptions of our Theory of Change;
2. **Exploratory research and development** to test new program innovations that deepen and expand our impact over time; and
3. **Institutional research** to support all functional areas across the organization to identify best practices, extract data insights for continuous improvement, and develop rigorous systems for organizational learning and collaboration.

Our Program Model & Outcomes



Why do we collect data?

At TPZ, we want to know:

- Are our students developing the competencies our program aims to build?
- Are we influencing students' interests in careers with high economic mobility?
- What suggestions do students have to improve future iterations of the class?

College & Career Pathways Evaluation

Pre-Assessment Survey

Students are asked to reflect on their level of understanding in each of the competencies that align with the course. Students also share their level of interest in the colleges and careers they will be exposed to during the course.

Post-Assessment Survey

Students are asked to reflect on their level of understanding in each of the competencies that align with the course. Students also share their level of interest in the colleges and careers they were exposed to during the course.

Focus Group

Students share their thoughts on what worked well, what could be improved, and what they would like to see in future iterations of the course.

How is data collected?

Pre and Post Survey

Students answer competency-related questions on a three-point scale

- (1) Not Yet
- (2) I can do this sometimes, but not consistently
- (3) I can do this consistently

Focus Group

Members of our research team conduct a 30-minute focus group to ask students about their experience in the program

Competency	How we define it	What students might see
Communication	Students clearly share ideas and information, choose appropriate methods for circumstances, and effectively adapt style and message to audience	I can clearly convey ideas and information.
Relationship Skills	Students make an effort to consistently engage or re-engage with peers and adults to maintain positive relationships.	I can meaningfully connect with at least two people whom I don't know well.
Self-Concept	Students feel agency over their academic and career success.	I can clearly describe my best-fit colleges.
Sense of Belonging in a Work-Based Learning Setting	Students feel connected, supported, respected, and engaged in their work-based learning setting (or similar professional setting).	I can evaluate whether or not a college is a good fit for me.

Example Focus Group Questions

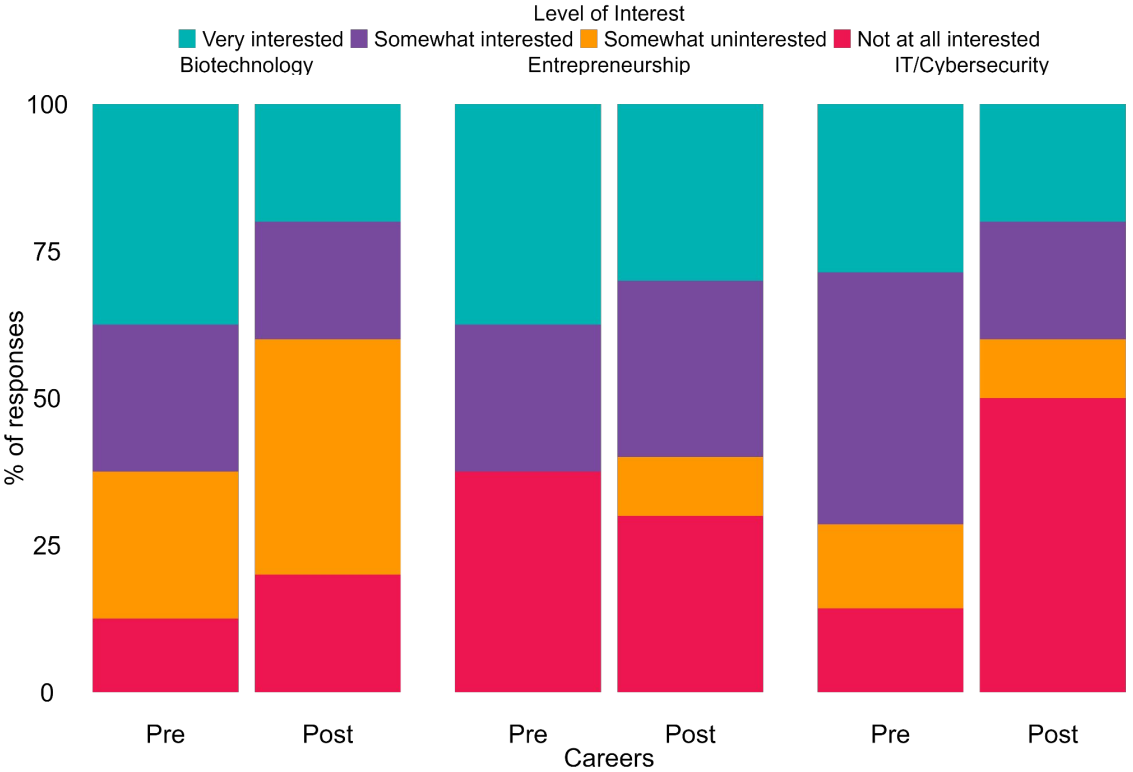
What was your favorite activity during this bootcamp?

How did this bootcamp influence your thoughts about going to college?

What recommendations would you make to improve this experience or others like it?

What were some key takeaways? What, if anything, did you learn?

Are we influencing students' interests in careers with high economic mobility?



What suggestions do students have to improve future iterations of the class?

Student Suggestions:

- Separate workshops for resumes and college applications
- More career-focused field trips
- Explore more career paths
- More field trips overall

Student Reflections:

- “I learned a lot about different colleges and career paths and figured out the right path for me.”
- “The boot camp showed me that you don’t have to stick to one thing - you can change your careers”

**How we use this
data to improve
our program**



Engaging Staff with Data

TPZ leverages the ATLAS-Looking at Data Protocol to make engaging with data **FUN!**

When presenting data, we invite staff to:

- Make **observations** of what is explicit in the data
- **Interpret** why we are seeing these observations
- Generate **implications** for our work if the interpretations are true

Using this process, we are able to identify concrete ways to make **data-informed** program improvements

Data-informed Program Changes

More field trips!

More career trips specifically

A specific college essay workshop

Building resume creation into new curriculum

Speed networking workshops instead of career panels

Appendix



Resources

[TPZ's Theory of Change and Evaluation Plan](#)

[National Institute on Out-of-School Time \(NIOST\)](#)

[Search Institute](#)

[ATLAS-Looking at Data Protocol](#)

[Burning Glass Institute](#)

[Jobs for the Future](#)

Easily download
slides and links to
these Resources



Advancing Economic Equity through an Ecosystem of Entrepreneurship, Opportunity, & Relationships

The Possible Zone Theory of Change

INPUTS

Students' Strengths & Assets: Experiences, skills, knowledge, mindsets, talents, supports

Stakeholders: Staff, volunteers, alumni, family, community

Curriculum: Evidence-based Eship, Advisory, WBL, and Deep Dive curriculum and/or course structures.

Training: Leadership development, professional learning, culturally responsive, community & culture

Space & Equipment: Innovation center, maker-space, CAD/adobe software, digital fabrication tools

Partners: Schools, local businesses, complementary orgs, industry/corporate

Financial Support: foundation & corporate giving, gov't grants, TPZ enterprise revenue

ENTREPRENEURIAL CULTURE

INSPIRE Inspire students to dream without limits by reinforcing their worth and potential.

Program Levers

- Student-centered spaces
- Physical/emotional safety
- Culturally-responsive design/practice
- Student leadership, alumni presence
- Supportive staff & advisors
- Volunteers that inspire, relate, & challenge
- Developmental relationships

IGNITE Ignite passion and creativity through authentic and collaborative learning, spaces equipped for innovation.

Program Levers

- Access to state-of-the-art technology and facilities
- Authentic eShip instruction & experiences that foster SEL
- Immersive STEAM *Deep Dives*
- Meaning-making & guidance through Advisory

THRIVE Thrive within strong and mutually supportive networks; belonging in a professional communities

Program Levers

- Work-based Learning that fosters relationships & career-readiness
- College & career advising
- Alumni leadership & role modeling
- Post-secondary programming & alumni support

ENTREPRENEURIAL SPIRIT

I COULD Defining what is possible for themselves. "I **COULD** do whatever I dream."

Skills, Mindsets, & Assets

- Interest sparked by access
- Positive self-concept
- Growth mindset
- Sense of belonging at TPZ

I CAN Finding insights in failures, gaining confidence to achieve. "I **CAN** overcome. I **CAN** succeed."

Skills, Mindsets, & Assets

- Communication & teamwork
- Problem-solving & design thinking
- Self-efficacy & STEAM interest
- Tech agency
- Business & Eship concepts
- Emerging social & professional network

I AM Having clear aspirations, confidence in their path. "I **AM** a learner. I **AM** a success. I **AM** leading the way."

Skills, Mindsets, & Assets

- Fortified self-efficacy & resilience
- Growing & solidifying social capital
- Refined technical skills, aligned with career aspirations
- Sense of belonging in professional settings
- Commitment to inspiring others

IMPACT

Upward Mobility Promoting Equity

- Economic Success**
Earning in top 20% of income among same-age peers, 10-years after high school graduation.
- Power & Autonomy**
Ability to influence one's environment, other people, and your own outcomes; ability to act according to your own decisions.
Indicators: Agency, Self-Efficacy, & Growth Mindset
- Being Valued in Community**
A sense that one belongs and is included among family, friends, coworkers, neighbors, other communities, and society.
Indicators: Social Capital & Belonging

TPZ By the Numbers: First Decade Snapshot

1000+ STUDENTS SERVED



SOCIAL EMOTIONAL LEARNING

TPZ students reported **significant growth** on the vast majority of Social Emotional Learning competencies measured over the last five years

STUDENT ASPIRATIONS 97%

of TPZ students expect to graduate high school
of TPZ students feel confident they will find a job

400+ STUDENT VENTURES

SIGNIFICANT IMPROVEMENT IN ATTENDANCE*

~9 additional days

COLLEGE MATRICULATION*

42% rate without TPZ
68% rate with TPZ

87%
OF STUDENTS LOW INCOME

95%
STUDENTS OF COLOR

52%
FEMALE

*Attendance and College Matriculation data is specific to one Boston Public high school where comparison data was available

Are our students developing the competencies our program aims to build?

