Berkshire Cohort Portrait of a Graduate (PoG)
Barr Foundation
April 2021

Outputs:
- By January 2022, BCETF will host two convenings to review PoG vision and goals, work to date, and future directions. Throughout the grant period, project leadership and school-based design teams will gather input from a broad and representative range of community stakeholders through surveys, focus groups, community forums, and interviews, with a particular focus on engaging the voices and perspectives of marginalized community members.
- By the end of the school year 2021-2022, each participating high school will complete an action plan that provides a comprehensive overview of PoG alignment with improvement efforts and activities and establishes a five-year vision statement with 2-3 priorities for using the PoG to advance school improvement, reform, and redesign.
- By June 2022, teams will complete asset maps of current efforts within each school and across the community in order to identify, describe, and crosswalk activities to specific Portrait competencies, and capture a full understanding of school/community resources, initiatives, and shared opportunities.
- By the end of the school year 2021-2022, a subset of exemplary signature experiences will be researched, developed, and piloted with a single cohort at each participant school. Signature experiences will be mapped against target Portrait competencies, include community partnerships (informed by asset maps), and incorporate early-stage metrics and evaluation tools. Designing at the Margins principles will inform signature experiences in order to engage a broad range of students, beyond students who typically participate in high-impact learning opportunities.

Outcomes:
- Through community and stakeholder engagement and asset mapping, mobilize community voices to endorse the PoG and associated Phase II activities, including school alignment efforts and signature experience pilots. By the end of the grant period, surveys, interviews, testimonials, and feedback from community members and key stakeholders will indicate enthusiasm and affirmation for the vision and direction of the project.
- Through school-based alignment and asset mapping, facilitate cross-district collaboration and integration of holistic community resources to support students. Evidence will include, for example, a signature experience pilot jointly designed by participant schools that integrates community resources and partners. By the end of the grant period, interviews, focus groups, and convenings will affirm the need for and interest in future cross-district and community collaborative and integrated approaches.
- By the end of the grant period, discover and catalyze elements needed to implement the Berkshire PoG more deeply and broadly, increase educator knowledge of PoG competencies, and identify how PoG elements can be woven throughout school curricula, design, and strategic planning. Use project activities such as the signature experience to leverage school-level discussions about PoG competencies and set groundwork for developing rubrics to reinforce and assess PoG competencies more widely and consistently across the school and community.
- By the end of the grant period, increase capacity and readiness for schools to embrace and fully implement PoG vision in curricula, school improvement, and redesign efforts. By the end of the grant period, at least one Berkshire high school will be ready for and committed to the next phase of high school redesign, reflecting the aims of the Berkshire PoG.
Requirements specific to grantees in the Catalyze New Models strategy of Barr’s Education Program:

In addition to the direct support provided through grant funds, we value offering our high school grantee partners additional supports in their journey to develop excellent high school models. Based on grantee feedback and direct conversations with our partners about their interests and needs, we have prioritized additional supports that provide 1) expert feedback and coaching and 2) opportunities to connect with peers across the Catalyze New Models portfolio. Our grantee partners have found the expert feedback from school observation visits to be invaluable in providing concrete, actionable guidance and informing future priorities in their school design work. The opportunity to join communities of practice has facilitated cross-cohort connections and learning across schools in different stages of school model development and provided rich peer learning experiences on relevant topics and problems of practice.

To maximize the benefits of the grant award, grantees in the Catalyze New Models strategy of Barr’s Education Program are expected to:

- Engage in one or more communities of practice through full participation in all opportunities offered by the learning community facilitator(s), including convenings, webinars, and other in-person and virtual technical assistance and events (at no cost to the grantee; this support is covered by Barr).
- Host site visits for Barr Foundation staff and/or other grantees.
- Participate in structured, developmental school observation visits to receive tailored feedback and recommendations specific to the grantee high school site(s).
- Participate in research and evaluation activities as specified by Barr Foundation staff. Activities may include, but are not limited to, student-level data collection and sharing, interviews, focus groups, on-site observations, and surveys.