

# Driving **systems change** for Boston students

EdVestors was founded in 2002 to connect Boston philanthropists with the city's public schools. Twenty plus years later, our strategies have evolved but our focus remains the same: advancing equitable, meaningful education that prepares every Boston student to activate their power and shape their future.

Today, EdVestors serves as a:

- **Connector** that partners with the district, schools, community-based organizations, higher education, and philanthropy to advance efforts in issue areas that are a priority for schools and students.
- **Catalyst** for systems change in Boston, creating pathways from classroom to career, ensuring access to arts education, improving math teaching and learning, and seeding racial equity efforts in schools.
- **Champion** that shines a light on the educators and schools that create and continuously improve learning environments where all students can thrive.

Launched in 2020, **New Skills Boston** is a cross-sector partnership making quality career pathways accessible to more Black and Latinx students, multilingual learners, and students with disabilities in Boston.



## Leading New Skills Boston

EdVestors serves as the lead partner of New Skills Boston, leveraging its relationships, long-term leadership in the Boston education sector, and credibility to drive systems and policy change. We build trust, address capacity needs, serve as an accountability partner, and provide the structure and leadership needed to operationalize New Skills Boston's collective agenda. Our work enhances systems and eliminates structural barriers to create engaging, relevant, and equitable career pathways that prepare young people for their futures.

contact us at [info@edvestors.org](mailto:info@edvestors.org) or go to [www.edvestors.org](http://www.edvestors.org)

## Our Work



**Improve systems and remove barriers** through equity-focused, cross-sector efforts that celebrate students' cultural wealth and assets.



**Develop high-quality pathways** that make learning engaging, meaningful, and relevant, creating on-ramps to high-paying careers.



**Lead cross-sector partners** to solve persistent issues and build cohesive systems that sustain and scale quality student pathways.



**Align advising approaches** to inform students' decision-making, provide a clear roadmap, and support seamless transitions to and completion of postsecondary education.



**Connect education and industry** to boost student participation in high quality career-connected learning experiences, helping them explore careers and gain vital skills.

## Our Partners



## Our Impact

**~3,600** BPS students were enrolled in pathways programs in the 2024-2025 school year.

↑ *64% compared to the 2019-2020 school year.*

**47%** of all class of 2024 BPS graduates participated in an internship during their high school careers.

↑ *21% from the class of 2020.*

**93%** of BPS seniors enrolled in pathways graduated from high school in the 2023-2024 school year, compared to 78% of non-pathways seniors.

**500** student support professionals reached through three citywide Seamless Advising summits in 2023, 2024, and 2025.

**All 23,000 BPS students in 6th-12th grade have access to college and career planning resources and support.**

# System-level Outcomes

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- Launch of the Future Beacons: Joint Admissions program between Bunker Hill Community College and UMass Boston. Students can now apply to either school and access the support and services of both schools.
- The definition of and strategies to operationalize Seamless Advising resulted in citywide professional development and aligned advising systems.
- Initiated collaborative policy and advocacy efforts to develop a shared agenda to support students and facilitate sustainability and scale.
- City leadership views pathways and career-connected learning as a key anchor for improving school and student outcomes.

## Key Learnings

- **Intermediary leaderships is a key success factor** in advancing cross-sector systems change. Intermediaries convene partners, align efforts, foster collaboration, and drive coordinated actions toward shared goals. Despite multiple district, city, and state leadership transitions over the last five years, EdVestors has provided the connective thread for New Skills Boston, keeping the work moving in the face of many competing and emergent priorities for our public sector partners.
- **Students and families need access to fulsome, transparent, and equitable information to make informed decisions.** Students and their families need greater access to streamlined information on the programming available in each high school and how it connects to postsecondary options and careers.
- **The Boston Public Schools, the state's community colleges, and public universities are highly decentralized.** The autonomy of our education institutions can make it difficult to advance centralized policies and practices, requiring solutions that match the environment in which we operate.
- **Career pathways policies need streamlining.** The state's policies, procedures, and requirements for launching career pathways and implementing dual enrollment often conflict with the realities of high school and postsecondary institutions. This includes reimbursement rates for postsecondary institutions that don't cover the full cost of courses, and requirements for state-designated pathways that require a heavy lift from educators. Streamlining existing policies is necessary to achieve human and financial economies of scale and sustainability.



The biotechnology pathway is eye-opening. It lets you see what's out there. You don't have to stay in the pathway if you don't want to. It's like a second biology class but more in-depth and hands-on. It provides internships, and they take us on field trips. My favorite part is absolutely the lab work. You can get it wrong and still keep going at it. The lab is where it's at.

*Niahemiah, 11th grade  
Albert D. Holland School of Technology, Biotechnology Pathway*

## Strategies 2025-2030

- Expand enrollment in pathways and develop, launch, and grow new pathways in alignment with the Boston Public Schools strategic and facilities plans.
- Improve access to pathways for students with disabilities and multilingual learners by leveraging learnings from pilot programming and taking them to scale.
- Invest in strategies to increase awareness among students and families of available pathways, the benefits of participation, and steps to enroll.
- Increase access to comprehensive college and career planning through the state's My Career and Academic Plan (MyCAP), with a specific focus on middle grades, students with disabilities, and multilingual learners.
- Foster seamless college and career advising practices across education institutions and community organizations through professional development.
- Implement the Future Beacons Joint Admissions program between Bunker Hill Community College and UMass Boston.
- Convene partners to develop and advance a policy agenda focused on pathway structures, processes, postsecondary completion, and data and information sharing.

## Goals for 2030

- 50%** of BPS students participate in pathways, and 100% participate in career-connected learning
- 80%** of BPS graduates enroll in a postsecondary degree or training program within a year of graduation
- 70%** of BPS graduates complete a training or postsecondary degree program within 6 years

**Our ultimate aim is for BPS graduates to enter meaningful, family-sustaining wage careers and have choice-filled lives.**

## Research and Learning Agenda

New Skills Boston assesses progress toward our collective goals by creating an annual action plan that delineates partner actions, collecting data on key student and system-level metrics, and examining indicators such as student participation in MyCAP, district-wide postsecondary enrollment, and labor market statistics.

Over the next five years, we'll invest in high-quality research to identify which policies and actions work, for whom, and under what conditions. Key questions for our learning agenda include: To what extent and how does:

- Participating in state-designated, high-quality pathways contribute to student success outcomes?
- Participating in career-connected learning contribute to student success outcomes?
- Coordinated advising practices and transition supports contribute to students' successful transition to and through postsecondary options?
- Earning college credits in high school contribute to students' postsecondary success?