ERA Students (2020-2021 Academic Year)
• 136 students
• 87% cisfemale (all students currently identify as cisgender)
• 67% White
• 40% attended a private or parochial school
• 35% have two parents with professional degrees
• Developmentally shared:
  All 17 to 19 years old
  Nearly no prior college experience.

ERA Staff
9 LSEHD graduate student section instructors and 17 LSEHD advanced undergraduate student teaching interns.
Diverse in positional identities (e.g., race, gender, sexual orientation) and developmental experiences.
ERA staff have had some form of formal training in counseling, teaching, social justice and advocacy.

LSEHD ERA-FYP IMPLICATIONS
• Our students are notably more active in addressing inequities on the Boston College campus.
• LSEHD undergraduate students are more likely to seek positions at Boston College as research assistants, seek internships that are public/service oriented, remain in education/psychology focused careers, and pursue graduate degrees in related topics.
• Students regularly pursue and expand upon their ERA projects throughout their BC undergraduate programs.
• We are currently conducting an IRB approved longitudinal study to understand the impact of Design-Thinking and Critical Consciousness on academic and professional trajectory.
• As of May 2021, data suggest that LSEHD students who participate in ERA grow in developmental areas critical to thriving in emerging adulthood.
  Growth areas include:
  Design Thinking (Curiosity, Valuing Diversity, Applied Solutions)
  Self Efficacy
  Hope for the Future
  Life Purpose
  Gratitude