



THE PROMISE OF INDIVIDUALIZED PLANS: EMERGING FINDINGS FROM THE FIELD

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AGENDA

- **Research Agenda and Project Overview**
- **Methodology**
- **Types of Individualized Plans and Preliminary Findings**
- **Group Activity**
- **Toolkit for BAM Communities**

RESEARCH AGENDA AND PROJECT OVERVIEW

Rationale for Research Project

Research Products and Timeline

Alignment with Measures of Success

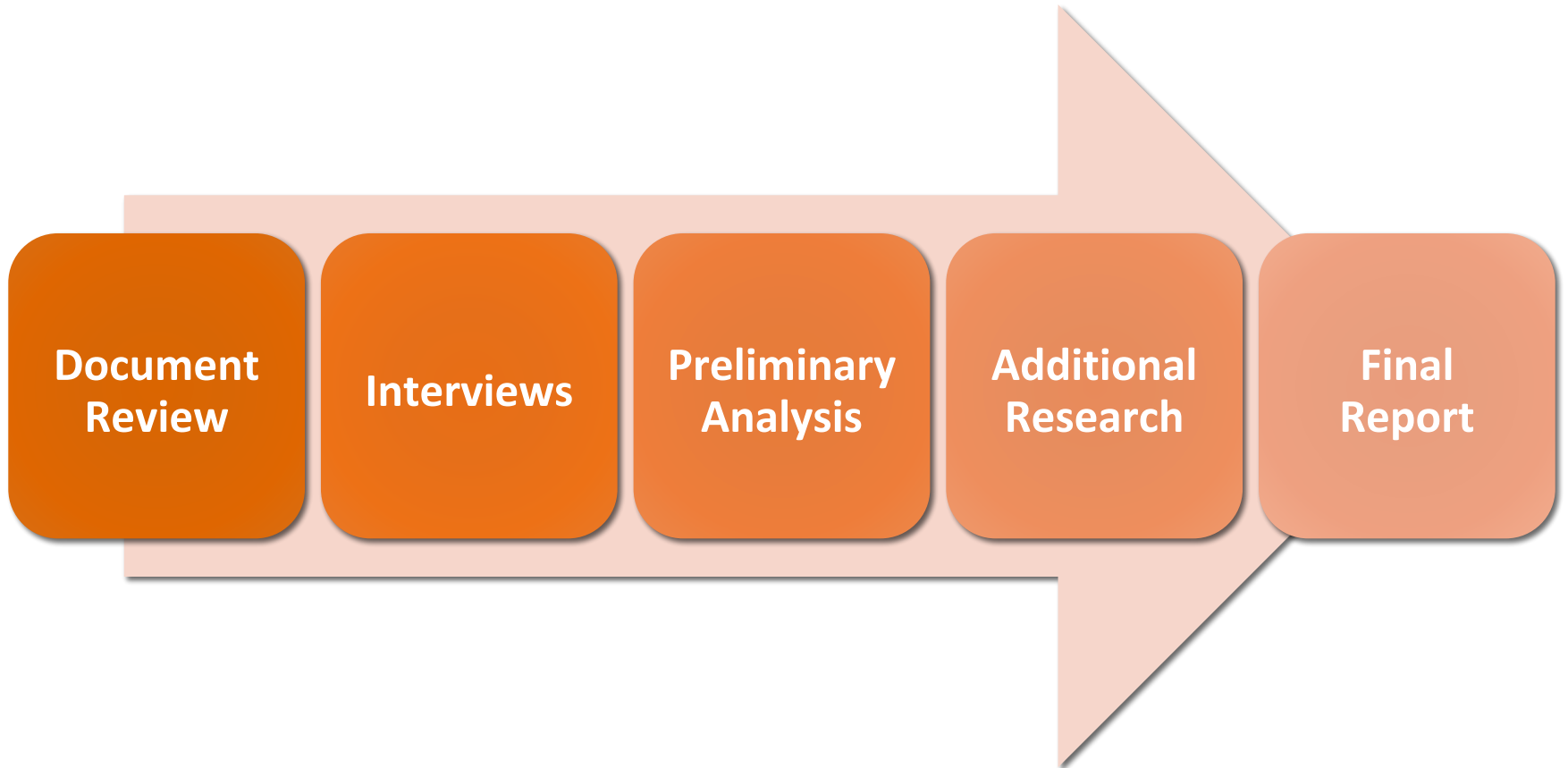
MEASURES OF SUCCESS



EXAMPLE-THROUGHLINE

STUDENT GOALS <i>Identify the high-level student outcome you seek to improve.</i>	<i>Identify 1 - 3 child/family- facing, initiatives</i>	<i>Name 1 - 3 key strategies/ actions for that initiative</i>	<i>Identify 1 - 3 indicators to measure increased access as a result of initiative.</i>	<i>Student subgroup data? (Y/N)</i>	<i>Identify 1 - 3 indicators to measure improved student outcomes</i>	<i>Student Subgroup data? (Y/N)</i>
Reduce chronic absenteeism	School and home-based Asthma intervention	Identification of students with asthma who have missed more than x number of days	Connect identified students to providers		Number of absences due to asthma decreases	
CABINET GOALS <i>Identify the high-level system or structural outcome you seek to improve.</i>	<i>Identify 1 - 3 structural or system-level initiatives</i>	<i>Name 1 - 3 key strategies/ actions for that initiative</i>	<i>Identify 1 - 3 indicators to measure increased access, participation, or action as a result of that initiative.</i>	<i>Subgroup data? (Y/N)</i>	<i>Identify 1 - 3 indicators to measure improved system or structural outcomes</i>	<i>Subgroup data? (Y/N)</i>
Establish a backbone organization	Backbone organization is selected	Key staff is hired to lead the cabinet	Data dashboard created to track progress over time		Dashboard indicators improve over time	
ISSP GOALS <i>Identify the high-level system or structural outcomes you seek to initiate with the ISSP Pilot.</i>	<i>Identify structural or system-level initiatives that need to be in place to implement the ISSP Pilot Plan</i>	<i>Name 1 - 3 key strategies/ actions to implement that initiative</i>	<i>Identify 1 - 3 indicators to measure increased action towards ISSP Pilot implementation as a result of that initiative.</i>	<i>Subgroup data? (Y/N)</i>	<i>Identify 1 - 3 indicators to measure improved system or structural outcomes</i>	<i>Subgroup data? (Y/N)</i>
Develop a pilot to improve graduation rates	Determine what is being tested in the pilot that will inform the larger ISSP intervention	Identify target population, metrics, school, etc.	Cabinet has agreed on the process and outcomes they want to develop and test for the ISSP		Pilot project objectives and work plan are submitted	

METHODOLOGY



TYPES OF INDIVIDUALIZED PLANS

Academic

Academic Plus

Comprehensive

Early Education

IEPs

State-implemented Plans

Other Types of Learning or Enrichment Plans

EXAMPLES OF COMPREHENSIVE PLANS

■ City Connects

- Based at the Center for Optimized Student Support at Boston College
- Implemented at 90 schools in MA, NY, OH, CT, and MN
- <https://www.bc.edu/bcweb/schools/lsoe/sites/cityconnects.html>

■ Communities in Schools

- Based in Arlington, VA with a network of 2,300 schools across 25 states
- <https://www.communitiesinschools.org/>

EXAMPLES OF OTHER TYPES OF PLANS

- **Big Picture Learning**

- Based in Providence, RI
- 65 sites in 26 states and hundreds of additional sites in 10 other countries
- <https://www.bigpicture.org/>

- **LRNG**

- Based in Redwood City, CA
- 13 networks in 10 states
- <https://www.lrng.org/>

EXAMPLES OF DIGITAL PLATFORMS

IN-HOUSE PLATFORMS

- **Student Support Information System** (developed by City Connects)
- **Online Data Management System** (developed by Communities in Schools)
- **EdTeam Connect** (developed by the National Center for Youth Law)
- **Say Yes Postsecondary Planning System** (developed by Say Yes to Education)

PLATFORMS THAT SUPPORT THE USE OF INDIVIDUALIZED PLANS

- **ImBlaze** (developed by Big Picture Learning)
- **Student Insights** (developed by the Somerville Public Schools)
- **Salesforce Case Management Platform** (developed and adapted by Salesforce.com, Inc.)

PRELIMINARY FINDINGS

Student Empowerment and Engagement

School Ownership with Organizational/Community Support

Local Autonomy and Flexibility

Operationalizing Equity and Access

Differentiated Access to Data and Proactive Data Agreements

Opportunities and Challenges

GROUP ACTIVITY

Which issues or topics should we explore as we continue our research?

What types of information and data would be most helpful as you engage in your work?

RESEARCH ISSUES, TOPICS, INFORMATION, AND DATA

QUESTIONS FOR FURTHER CONSIDERATION

- **How can we increase public demand for and interest in this work?**
- **How can communities maximize fiscal, human, and other resources?**
- **How can we ensure that attention to equity and access is embedded in every aspect of this work?**
- **What are effective strategies for ensuring that referrals will lead to the provision of high-quality services to students?**
- **What types of policies, strategies, and systems need to be created to truly sustain this work?**

PILOT TOOLKIT



WHY DEVELOP A TOOLKIT?



SEEKING YOUR...

FEEDBACK

WHAT'S IN THE TOOLKIT? AND HOW SHOULD I USE IT?

Lab's Vision

**Getting
Started Guide**

**Needs
Assessment**

**Academic and
Non-Academic
Metrics**

**Work Plan
Template**

GETTING STARTED GUIDE

By All Means 2.0 **ISSP Getting Started Guide** **Education Rødesign Lab**

This guide presents a continuum of activities across three stages of ISSP development and implementation: *Establishing*, *Developing*, and *Mature*. Communities can use this continuum to identify concrete actions to undertake as they develop and expand their ISSP systems. Please note that BAM communities may enter the work at different stages depending on their efforts already underway.

	Establishing (Year 1)	Developing (Year 2)	Mature (Years 3-5)
Equity and Access	<ul style="list-style-type: none"> Plans identify students' strengths and interests in addition to their needs and challenges Plans identify appropriate supports depending on level of need Plans include a mechanism for referring students to those supports Plans promote equitable opportunities for all, inclusive of race/ethnicity, language, socioeconomic status, gender, gender identity, disability, or immigration status Assessment instruments and/or tools are vetted to ensure cultural sensitivity 	<ul style="list-style-type: none"> Students are referred to supports, services, and opportunities tailored to their strengths and needs Appropriate and culturally sensitive assessment instruments and/or tools are deployed 	<ul style="list-style-type: none"> All students are referred to supports, services, and opportunities tailored to their strengths and needs Assessment instruments and/or tools are regularly reviewed based on current research and modified as needed Outcomes are regularly reviewed using disaggregated data to monitor impact of plans on subgroups
Student Population	<ul style="list-style-type: none"> Individual plans are developed for a subset of students at a particular school or geographic area based on the identification of specific issues and the use of data 	<ul style="list-style-type: none"> Individual plans are rolled out to a larger subset of students; or Individual plans are available for the whole student body in a particular zone, area or school 	<ul style="list-style-type: none"> Individual plans are developed for all students in the community
Metrics and Assessment	<ul style="list-style-type: none"> Student-level indicators across multiple domains are identified and selected Instruments and/or tools are identified and selected for assessing multiple student outcomes 	<ul style="list-style-type: none"> Instruments and/or tools are administered to assess multiple student outcomes Staff track both access to supports and student outcomes 	<ul style="list-style-type: none"> Comprehensive data about student needs (including housing or economic status as well as other indicators) are collected

- 3 stages of ISSP development and implementation
- Delineates key categories and related components
- Use to identify concrete actions to pursue

NEEDS ASSESSMENT

By All Means 2.0		ISSP Pilot Implementation Needs Assessment		Education Redesign Lab
<p>Directions: Please identify the components your community already has in place to support ISSPs (column 2) and the items that you will need to address (column 3). Next, determine each component's level of priority in your ISSP pilot implementation by rating its level of importance based on your stage of work (column 4).</p>				
	What Do We Currently Have?	What Do We Need?	Rate according to level of priority based on phase of work 1 (next immediate need)-5 (eventual need)	
Equity and Access				
Plans identify students' strengths and interests, in addition to their needs and challenges				
Plans identify appropriate supports depending on level and type of need				
Plans include a mechanism for referring students to those supports				
Plans promote equitable opportunities for all (inclusive of race/ethnicity, language, socioeconomic status, gender, gender identity, disability, or immigration status) Assessment instruments are culturally sensitive and appropriate				
Student Population				
Student population subset is agreed upon (i.e., a particular grade level)				
The community, school(s), or district is/are identified				
Participating stakeholders are involved and committed (i.e., OST providers, school district, health partners)				



- Identify what components you already have in place and what items you will need to address
- Decide which ISSP components to prioritize depending on the stage of their work

ACADEMIC AND NON-ACADEMIC METRICS TABLE

Academic and Non-Academic Metrics Table					
The Lab identified the following non-exhaustive sets of academic and non-academic indicators for a particular community. Please select the indicators that are most useful for your community. Note that Child-Level and Student Body-Level metrics are correlated with each other, but Community-Level measurement information is independent.					
Health and Nutrition Access					
Child-Level Data (Identifiable)	Data Source	Student Body-Level Measurement (Aggregated)	Data Source	Community-Level Measurement	Data Source
Track individual student who receives breakfasts	Teacher	<u>Students receiving school breakfast</u> : Number of breakfast meals served to students	Department of Education	<u>Food Desert Designation</u> : Percentage of population living more than 1/2 mile from the nearest supermarket.	USDA/Department of Health
Track individual students who receives summer meals	Summer food provider	<u>Access to meals during summer break</u> : Number of meals served during summer school vacations	<u>Federal Summer Food Service Program - Summer Nutrition</u>	<u>Access to healthy foods</u> : Proportion of full-service supermarkets that sell produce who accept SNAP benefits	USDA/Department of Health
Track individual students who receive weekend meals	Volunteer / person distributing meals	<u>Access to meals during weekends</u> : Number of students receiving weekend meal backpacks	Depends on who is funding (i.e. local groups)	<u>Participation in Federal School Breakfast programs</u> : Number of eligible schools participating in 1. Community Eligibility Program, 2. Breakfast After the Bell	<u>Food and Research Action Center - School Breakfast Program</u>
Track individual students who receive break meals	Volunteer / person distributing meals	<u>Access to meals during Spring/Winter breaks</u> : Number of students/meals served during Spring and Winter breaks	Depends on who is funding (i.e. local groups)	<u>Participation in Child and Adult Care Food Programs (CACFP)</u> : Number of community organizations participating in the Child and Adult Food Program (CACFP)	<u>Food and Research Action Center - CACFP</u>

- Select child, student-body, and community level metrics to track
- Identifies data sources

WORK PLAN TEMPLATE

ISSP Pilot Work Plan Template

Directions: BAM consultants should complete and then email the template to the Education Redesign Lab and SDOH consultants by December 1, 2018.

Description: The work plan template will help organize your community's ISSP pilot decisions. The work plan focuses on the two-year timeframe of the By All Means (BAM) partnership (though a larger vision for the work over a five-year timeframe is also mentioned). It will provide a framework for the more detailed ISSP Implementation Plan that the ISSP Pilot Team will create beginning in January 2019.

Vision: In one or two sentences, please describe how this ISSP Pilot work plan for the next two years of By All Means participation is aligned with your community's larger 5-year vision and target indicator.

ISSP Pilot Team: Please list the members of your community's ISSP Pilot Team and their projected role(s) from now through June 2019. Below are suggested in individuals who could serve on the Pilot Team but feel free to adapt the members to your community's context.

Team Member's Name	Title and Organization	Role(s) on Pilot Team
	School staff (teacher, counselor, principal)	
	Health sector staff	
	Social services staff	
	Out of School Time staff	
	Family representative	
	Student representative	
	Data/Research/IT Staff	

- Address key topics for implementing 2-year pilot
- Provides initial framework for implementation plans starting in Jan. 2019

THANK YOU!

If you have any questions about the research project, please contact Lynne Sacks, Associate Director of Programs and Research, at lynne_sacks@gse.harvard.edu.