

# BAM 2.0 – October Convening ISSSP Pilot

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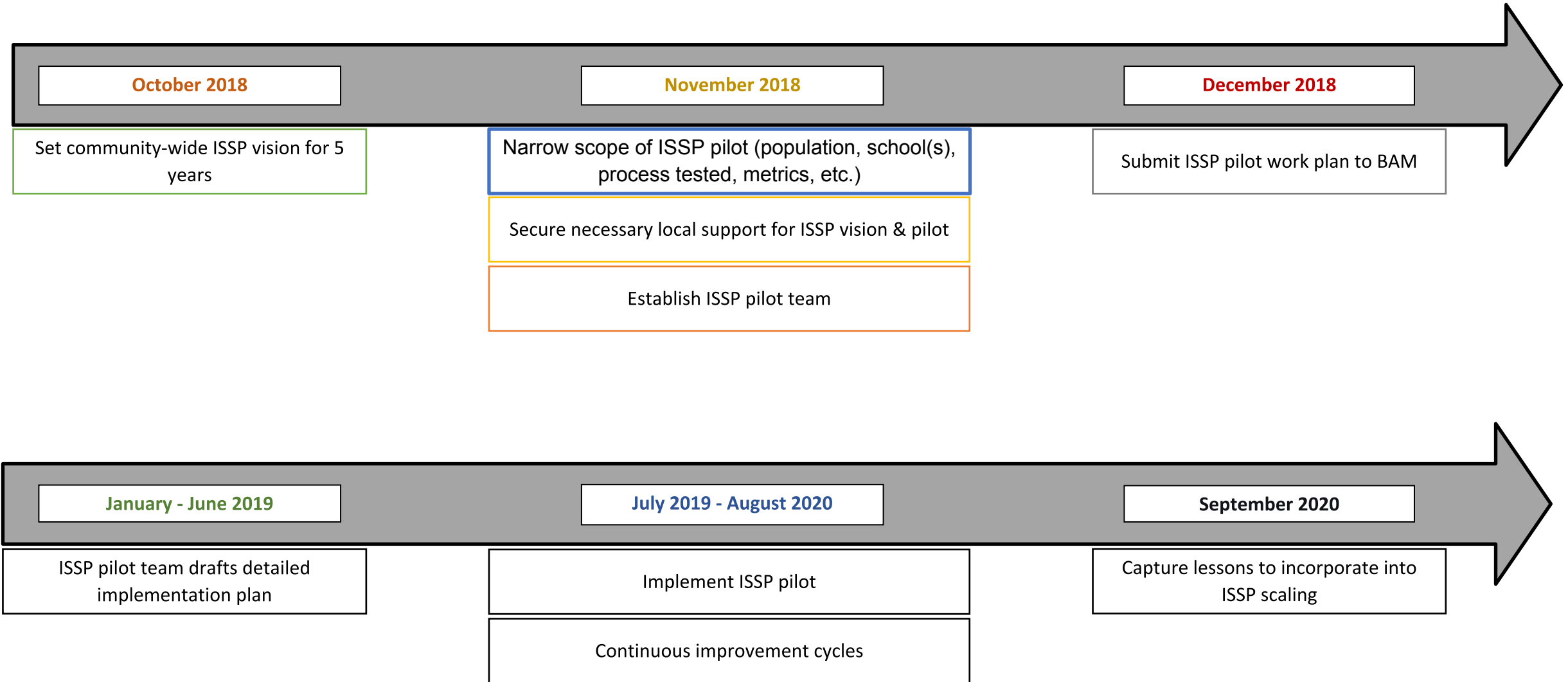
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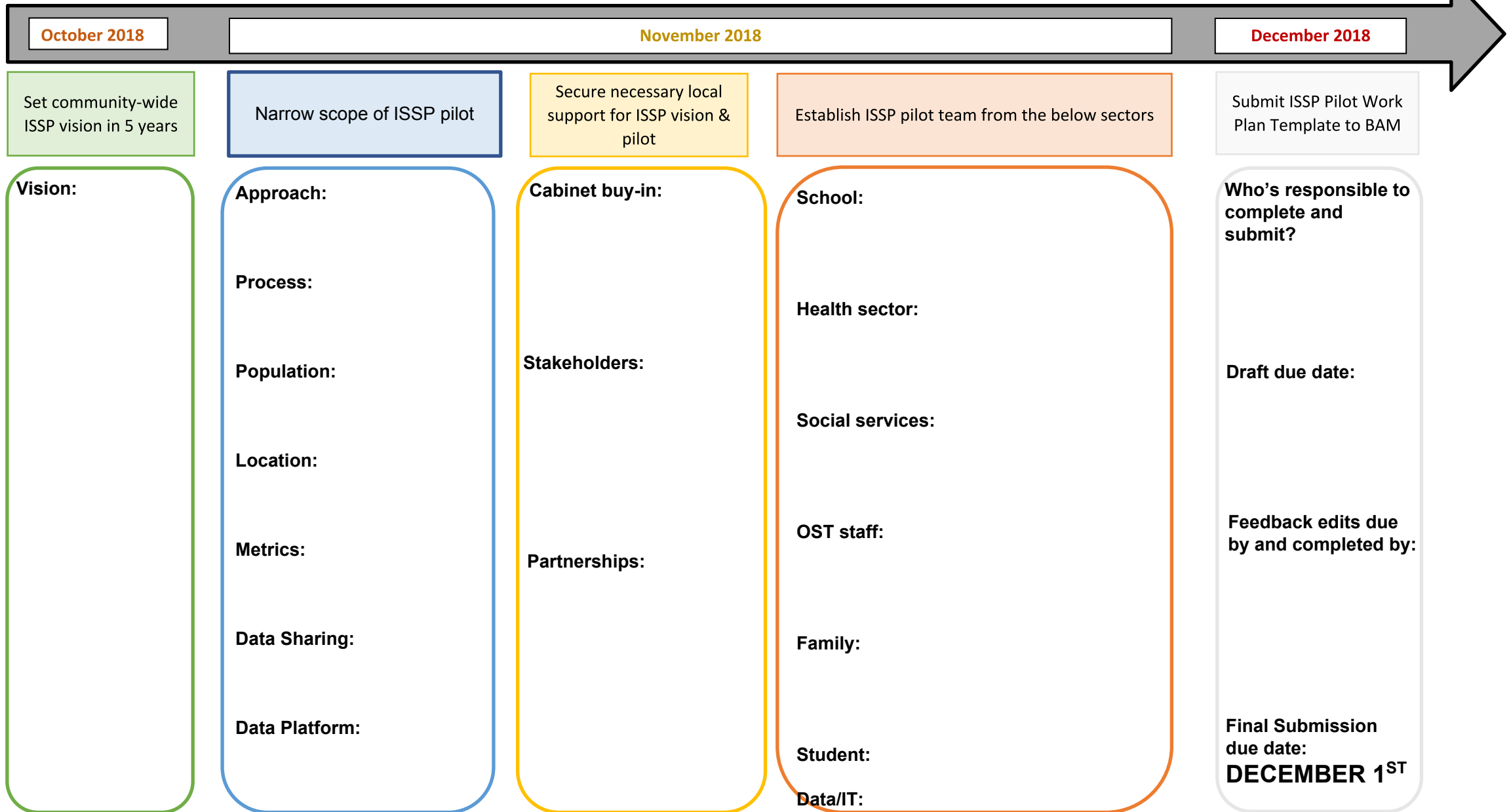
October 10, 2018



## ISSP Timeline and Expectations

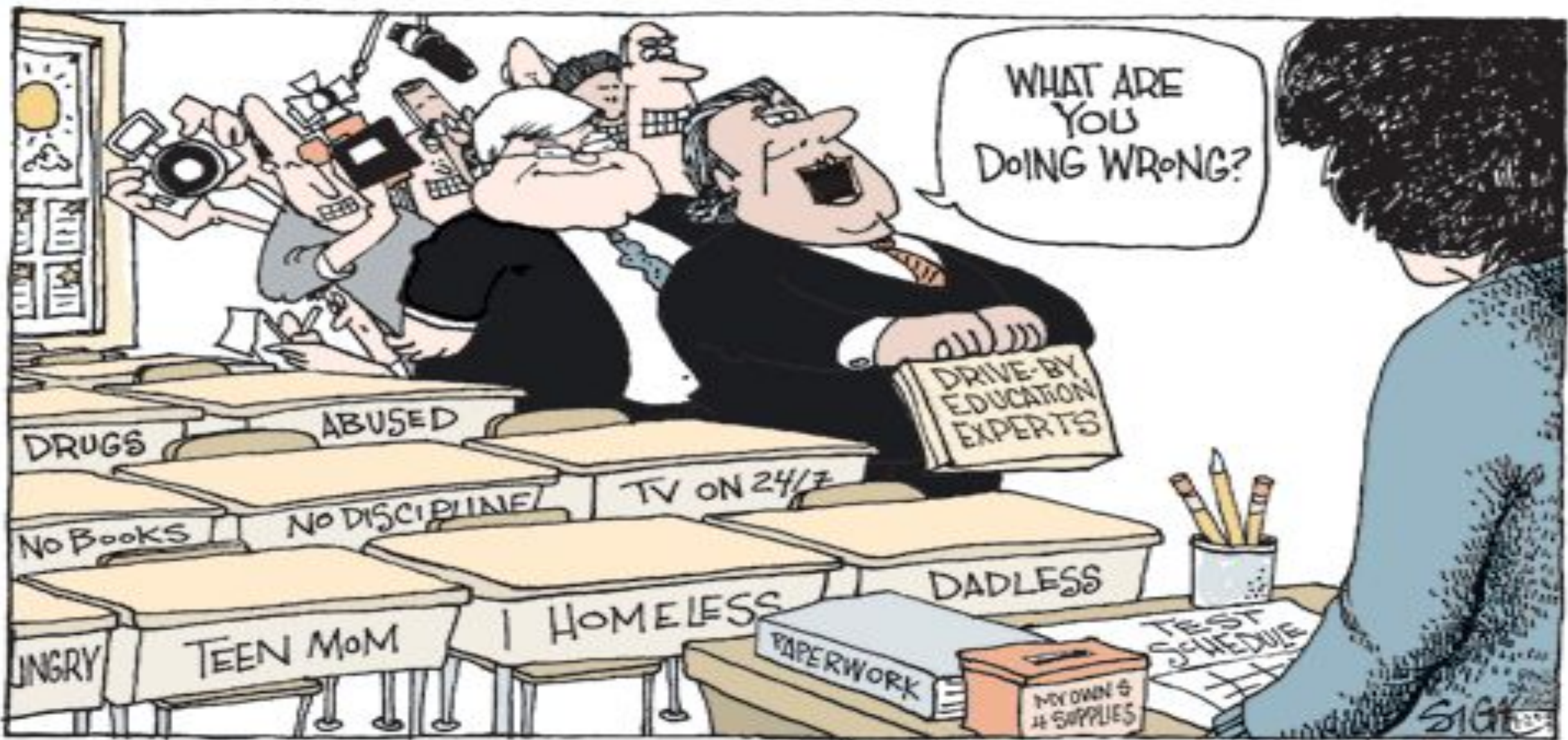


**ISSP Pilot Work Plan Brainstorming Document:** This document is designed to demonstrate when BAM expects your team to make decisions about your ISSP Pilot, and to help you prepare for the ISSP Work Plan Template Submission. It is meant to capture notes and ideas during today's convening and inform the ISSP Work Plan Template (on next page).



**“Could someone help me with these?  
I’m late for math class.”**





A man with dark, curly hair and a light beard, wearing a light blue button-down shirt, is shown in a classroom. He has his hands pressed against his temples and his mouth is wide open in a scream or cry of frustration. In the background, a green chalkboard is visible with some faint, illegible white markings. The scene is brightly lit, suggesting an indoor classroom environment.


IT'S NOT THE

**TEACHER'S**

**FAULT**

**You have an ISSP vision**



A group of young children, likely in a school setting, are smiling and waving their hands towards the camera. They are wearing light-colored, short-sleeved shirts and dark shorts. The children are of various ethnicities and are looking directly at the viewer with joyful expressions. Some are making peace signs or waving with one hand. The background is slightly blurred, showing an outdoor or semi-outdoor environment.

**BIG AUDACIOUS GOAL:  
Every Single Child has an ISSP**



**But you have to start  
somewhere.....**

ALFAHAD  
GALLERY



# This session's objectives:

- Become familiar with ISSP pilot tools to use during team time and meetings in your communities
- Understand December 1 expectations
- Clarify pilot project scope
- Develop a framework for ISSP Pilot



# ICEBREAKER

## The FourSight Model

# Preference for **Assertiveness**

## ASK

Likes to explore  
Evaluates risks  
Flexible, patient  
Engages others  
Speculative



## STATE

Decisive  
Takes risks  
Bold, fast paced  
Expresses opinions  
Directive

# Preference for **Thinking**

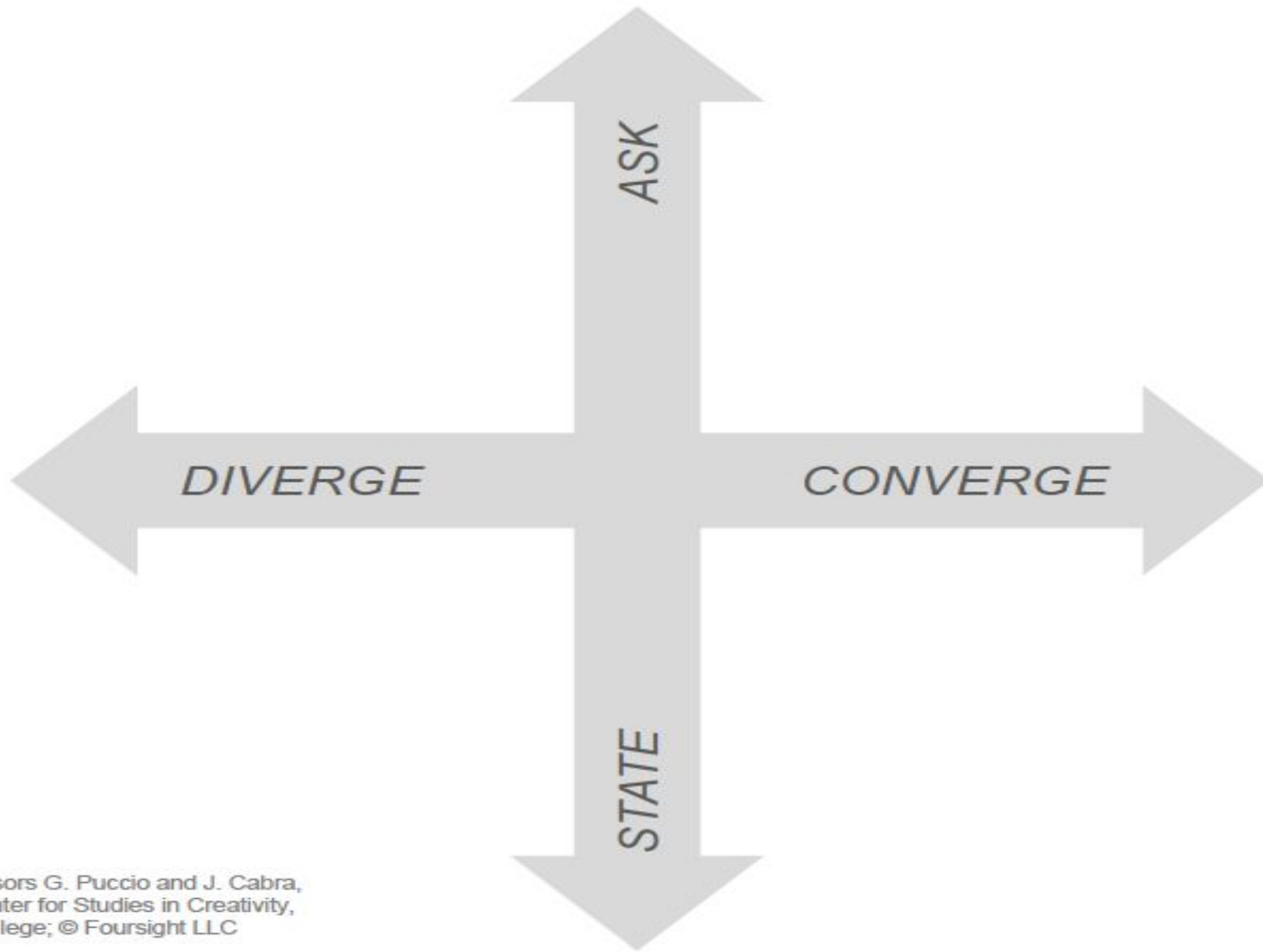


## DIVERGE

- Prefers generating options
- Preference for experimenting
- Favors unusual ideas
- Enjoys exploration & synthesis

## CONVERGE

- Prefers evaluating & selecting options
- Prefers decision making
- Favors critical thinking
- Enjoys analysis



Sources: Professors G. Puccio and J. Cabra,  
International Center for Studies in Creativity,  
Buffalo State College; © Foursight LLC

**CLARIFY**



**DEVELOP**



*DIVERGE*

*CONVERGE*

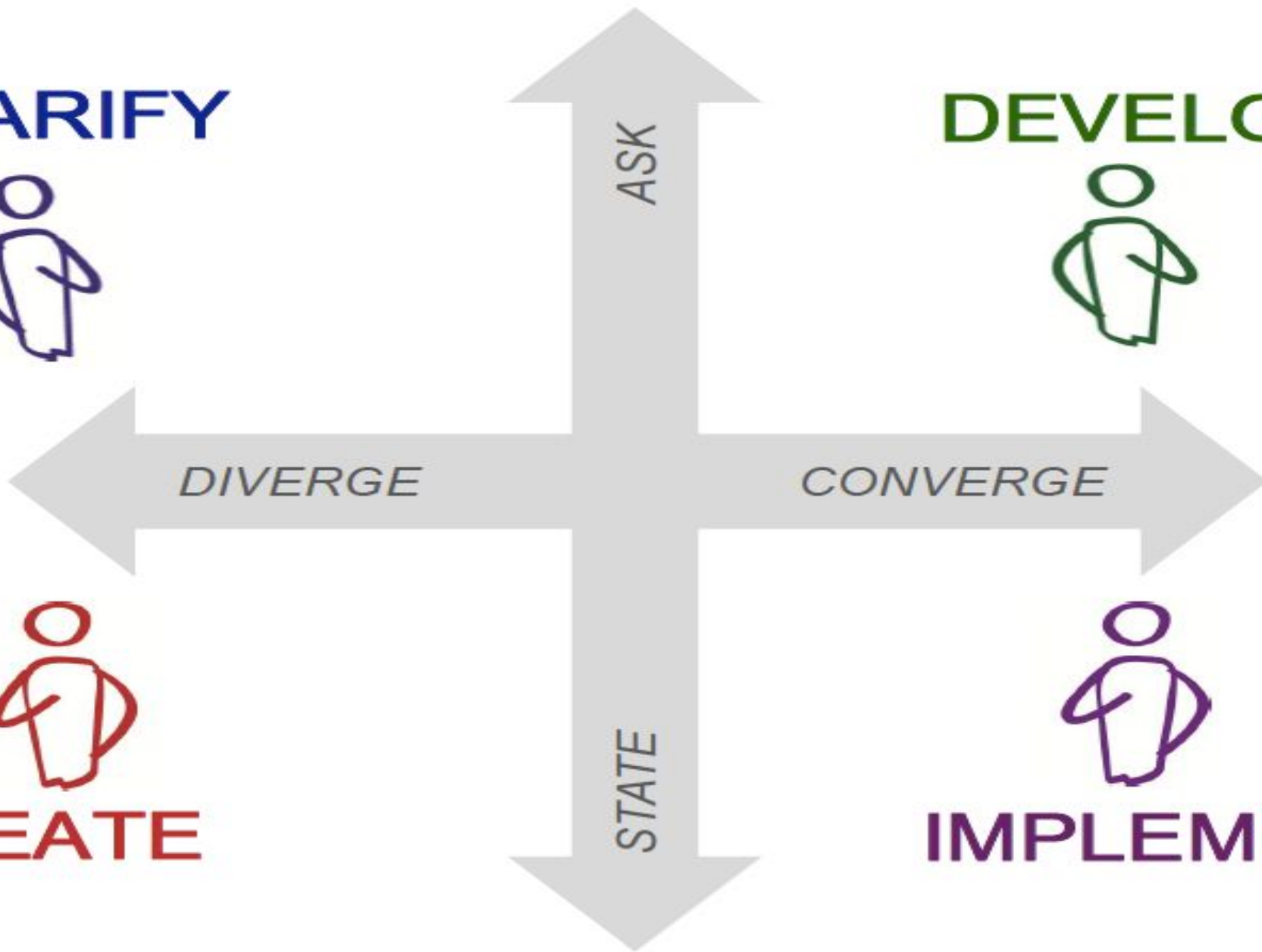
ASK

STATE

**IDEATE**



**IMPLEMENT**



### Clarifiers are:

- Focused
- Methodical
- Orderly
- Deliberate
- Serious
- Organized

### Give Clarifiers:

- Order
- The facts
- An understanding of history
- Access to information
- Permission to ask questions

### Clarifiers annoy others by:

- Asking too many questions
- Pointing out obstacles
- Identifying areas that haven't been well thought out
- Overloading people with information
- Being too realistic



### Ideators are:

- Playful
- Imaginative
- Social
- Adaptable
- Flexible
- Adventurous
- Independent

### Give Ideators:

- Room to be playful
- Constant stimulation
- Variety and change
- The big picture

### Ideators annoy others by:

- Drawing attention to themselves
- Being impatient when others don't get their ideas
- Offering ideas that are too off-the-wall
- Being too abstract
- Not sticking to one idea

## Developers are:

- Reflective
- Cautious
- Pragmatic
- Structured
- Planful

## Give Developers:

- Time to consider the options
- Time to evaluate
- Time to develop ideas

## Developers annoy others by:

- Being too nit-picky
- Finding flaws in others' ideas
- Getting locked into one approach

## Implementers are:

- Persistent
- Decisive
- Determined
- Assertive
- Action-oriented

## Give Implementers:

- The sense that others are moving just as quick
- Control
- Timely responses to their ideas

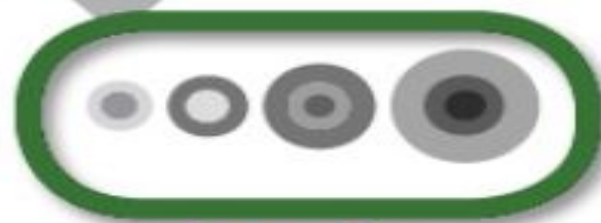
## Implementers annoy others by:

- Being too pushy
- Overselling their ideas
- Readily expressing their frustration when others do not move as quickly

# Four Phases



**ideate**



**develop**



**implement**



**problem**

**LET'S GET STARTED**



# We will answer 11 questions:

1. How do you want to approach the ISSP Pilot?
2. What process are you testing in the pilot?
3. Which student population will your pilot prioritize?
4. What metrics do you want to include in the ISSP Pilot?
5. What partnerships do you need to achieve your goal(s)?
6. How does your pilot incorporate student voice & family engagement?
7. What is the governance and management structure of your pilot?
8. How do you intend to fund the pilot and larger implementation plan?
9. How will you ensure equity is addressed through your pilot?
10. What do you need your data platform to do?



# Tool Overview



- ISSP Getting Started
- ISSP Pilot Needs Assessment
- Academic and Non-academic Metrics Matrix
- ISSP Pilot Implementation Workplan

**QUESTION 1: How do you want to approach the ISSP Pilot?**





You may fall into one of two camps



# Camp 1: Intervention



# Camp 2: Prevention



The long term goal is an ISSP with both predictive analytics and intervention capabilities for *all* students.



# Does your Cabinet have a focus that leans one way or the other?

- **Intervention:** Do you have a charge to improve outcomes for a particular high risk student population?
- **Prevention:** Do you have a charge to achieve a certain outcome for all students?







**QUESTION 2: What process are you testing in the pilot?**

Student assessments?

Student referrals?

Predictive analytics?

What do you already do really well?





**What do you know how to do, but could improve?**





What is  
brand  
new...

*and maybe  
a little  
daunting?*

Given your strengths & challenges, what do you want to test in the pilot phase (before full implementation?)

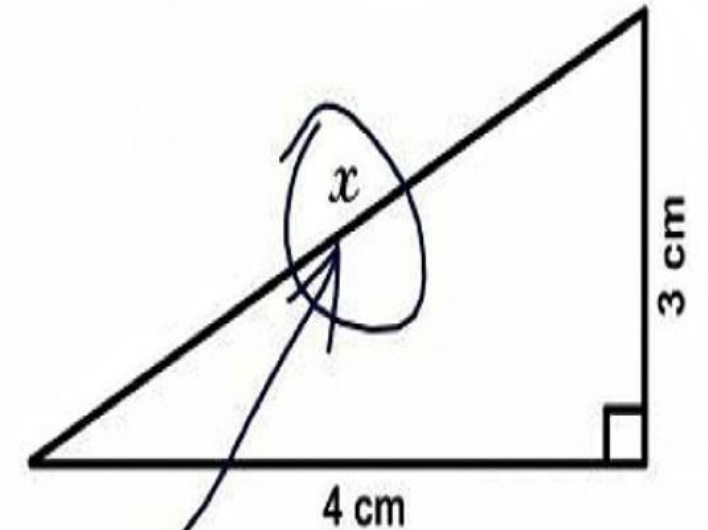
Assessment → Referrals → Predictive Analytics + Referrals

Take 5 minutes to discuss

What ended in 1896?  
1895  
What was significant a

Math Boxes 1.6  
1. Write  $<$  or  $>$   
a. 0.5 or 1.0  
b. 3.2 or 3.02  
c. 4.83 or 4.8  
d. 6.25 or 6.4  
e. 0.7 or 0.07

3. Find  $x$ .



Here it is

**QUESTION 3: Which student population will your pilot prioritize?**

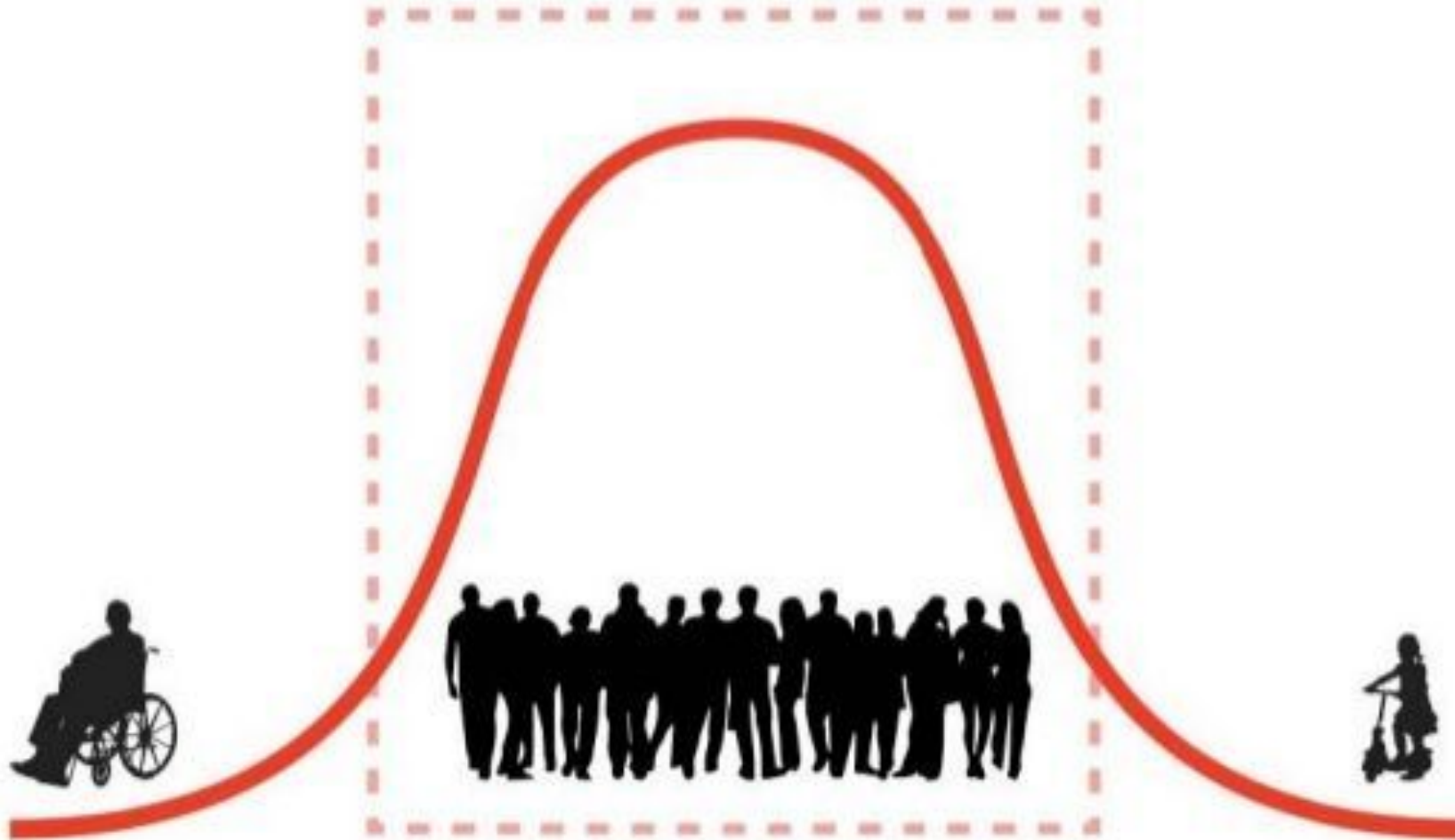


The background features several groups of 3D human figures. Some are grey, some are blue, and one group of blue figures is positioned on a red target symbol. The overall scene is set against a light, neutral background.

## Parameters to consider

- Select school(s)
- Particular grade(s)
- Students with certain indicators (e.g. chronically absent students; homeless students)
- Priority geographies/neighborhoods
- Target demographics (e.g. English Language Learners, particular racial/ethnic groups)

**Within these parameters, consider the different needs**





# Journey Map Example:

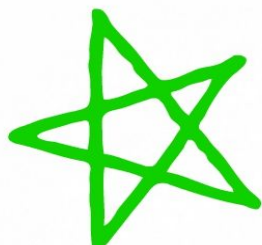
*Richard, 9<sup>th</sup> grade, lives in homeless shelter with mother and three younger siblings*

Wakes up in shelter at 6am → wait in line to shower → misses breakfast → walks three siblings to elementary bus → misses high school bus → walks to school → arrives 30 minutes late → misses school breakfast → missed first period math quiz → kids tease Richard because his clothes are dirty → sits alone during lunch → doesn't engage in any class → skips last period to get back to elementary bus stop in time to pick up siblings → drops them at shelter day care → walks 2 miles to McDonalds for job → eats dinner at work → finishes shift at 11pm → walks back to shelter → sleep at 1:00am

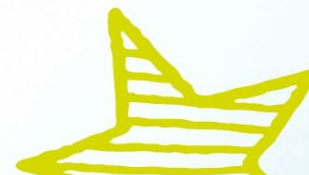




YOUR



turn!



**QUESTION 4: Given the pain points that arose, what measurable interventions do you want to address in the ISSP Pilot?**



# Sample interventions/metrics: Richard

Need	Intervention	Metric/indicator
Transportation	McKinney Vento	# of MV bus rides provided weekly
Healthy food	Backpack program	# of meals received weekly
Social/emotional support	Peer mentor	Improved rating on "Belonging Scale"

My friends don't  
know I'm homeless



# Academic and Non-Academic Metrics Matrix

<https://docs.google.com/spreadsheets/d/1nStesNtp6rG6eRCaUuw-Ag7kxRy5Hd3K2s5I2bP3OhE/edit?usp=sharing>

Health and Nutrition Access						Academics						Housing & Transportation						
Child-Level Data (Identifiable)	Data source	Student body-level measurement (Aggregated/ De-identified)	Data source	Community-level measurement	Data source	Child level-data (Identifiable)	Data source	Student-level measurement (Aggregated/De-identified)	Data source	Community-level measurement	Data source	Child-level Data (Identifiable)	Data source	Student-level measurement (aggregated/identified)	Data source	Community-level measurement	Data source	Child-level Data (Identifiable)
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 Programs</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 or are in a GED course	Community provider or school (depends on who administers the program)	<u>GED attainment rate</u> ; Rate of students who attain a GED	Department of Education	<u>Parental education attainment</u> - Proportion of parents who have not graduated HS; Proportion of parents that have graduated HS or obtained a GED; Proportion of parents that have graduated college; Proportion of parents with a graduate degree	Department of Education/ other community-wide data source	Track individual students who get on bus to get to school	Bus Driver	<u>Student use of McKinney Vento transportation</u> ; Number of students utilizing McKinney Vento services	Salem Public Schools Homeless Liaison Jodi Connolly jodicconnolly@salemk12.org (978) 825-3601	<u>Overall homelessness</u> ; Number of homeless individuals in Salem	Department of Housing	If the survey can be completed with id information, analyze individual child-level
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 individuals who are slated to graduate (or not graduate) on time	School system- academic tracker/ teacher	<u>On-time graduation rates</u> ; Rate of students that complete high school in four years	Department of Education	<u>Parental language levels</u> - Rate of reading and writing competency of parents	Department of Education/ other community-wide data source	Track individual students who identify as homeless	School Counselor/ Any partner provider/ HUD	<u>Homelessness (HUD) definition</u> ; Number of families or unaccompanied minors reported to be homeless in Salem	<u>Here is a link to an article that talks about the differences in the DOE and HUD definitions</u>	<u>Age of housing</u> ; Proportion of homes constructed prior to 1978 (when lead paint was still used)	Census Bureau / Department of Housing	Analyze data at the child-level
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>	Track students who meet (or do not meet) 3rd grade reading levels	School system- academic tracker/ teacher	<u>Rate of students who meet 3rd grade reading levels</u>	Department of Education	<u>Child care enrollment</u> ; Rate of participation in child care services; proportion of child care slots that are used vs. open or used vs. waiting list.	Department of Social Services	Track individual students who join school mid-year	Principal/ whoever is responsible for enrollment	<u>Student Mobility Incidence Rate</u> ; Duplicated count of grade K-12 students who moved into or out of the district in Year X DIVIDED BY total # of students that were part of same membership base	<u>Low income housing</u> ; Units of low-income housing available.	Department of Housing (if available)	Analyze data at the child-level	
Track individual students who receive after school meals	Volunteer / person distributing meals	<u>Access to meals after school</u> ; Number of students receiving meals/snacks after school	<u>Food and Research Action Center - Afterschool Nutrition Programs</u>	<u>Food pantries/food kitchens</u> ; Number of food pantries/food kitchens/free meal resources in the community	Local agency?	Track individual student's standardized test scores	School system- academic tracker/ teacher	<u>Standardized test scores</u>	Department of Education	<u>Number of post-secondary institutions per capita, or within the town's radius</u>	Department of education	Track individual students who join school mid-year	Principal/ whoever is responsible for enrollment	<u>Student Mobility Rate</u> ; Unduplicated count of grade K-12 students who moved into or out of the district in Year X DIVIDED BY Total # students that were part of same membership base	<u>Scarcity</u> ; Percent of vacant housing units	Department of Housing or Census Bureau	Analyze data at the child-level	
						Track individual student's GRAs	School system- academic tracker/ teacher	<u>Rate of acceptance into post-secondary education</u>	Department of Education			Track individual students who take the bus to school	Bus Driver		<u>Here is a link to a group already working on student homelessness</u>	<u>Rental vs. Owner Occupied</u> ; Percent of occupied housing units that are owner occupied	Census Bureau	Analyze data at the child-level
						Track individual student's application to	Guidance counselor	<u>Math levels / benchmarks</u> - Rate of	Department of Education			Track individual students who take public	Teachers/student survey	<u>School bus participation</u> - rate of children who	Department of Education	<u>Waitlist for public housing</u> - Number of	Department of Housing	Analyze data at the child-level



Need	Intervention	Metric/indicator

**YOUR  
TURN!**

**QUESTION 5: Given the metrics you want to improve, what partnerships do you need to achieve your goal(s)?**



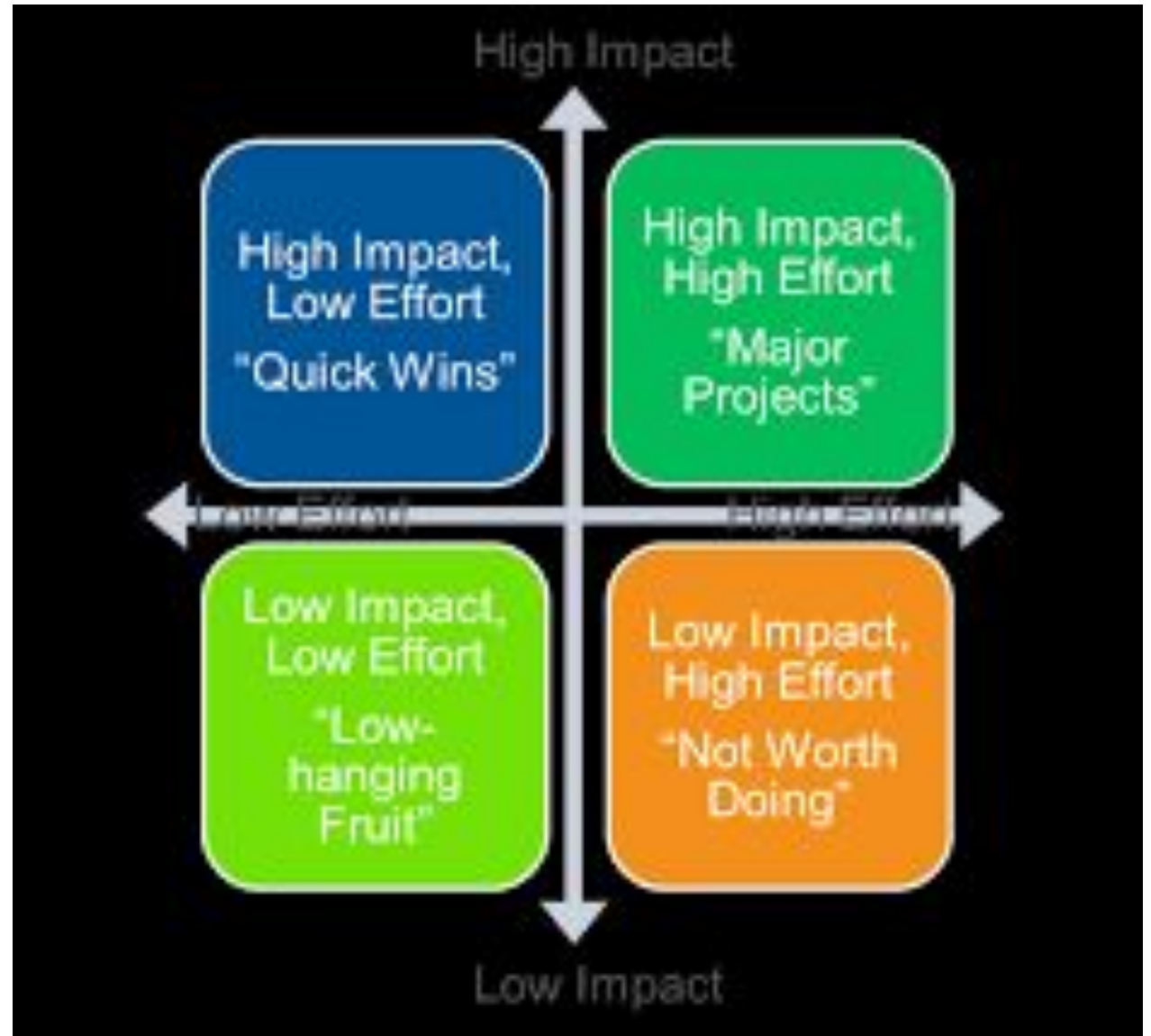
# Sample partnerships: Richard



- McKinney Vento Homeless Coordinator
- Local food pantry, United Way, food banks, etc.
- Mentoring organizations, mental health providers, support groups

# Partnership Matrix

1. List potential community and service provider partners you might want to achieve goal(s)
2. Plot them onto this chart
3. Do you see any quick wins?

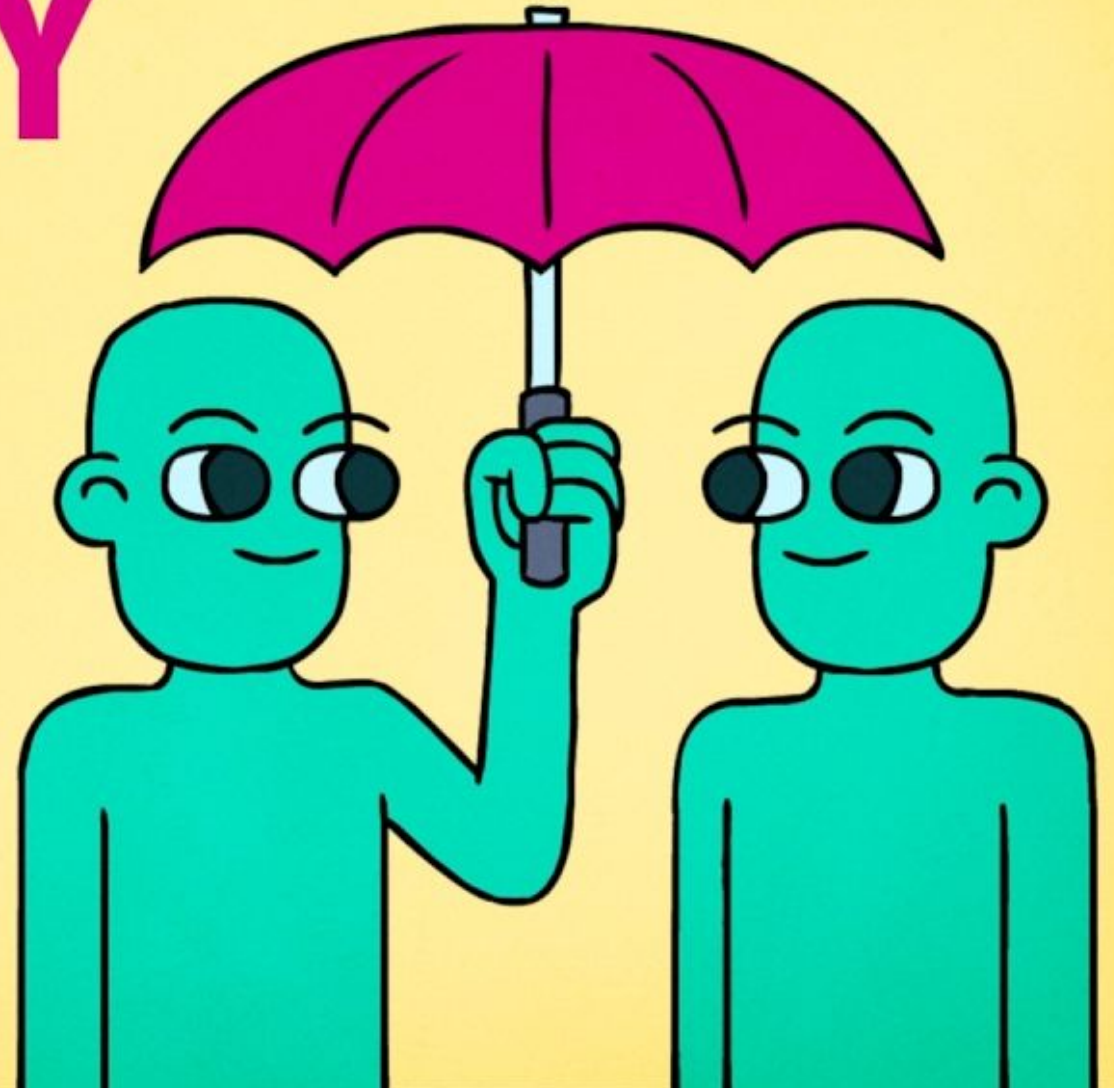




# QUESTION 6: How does your pilot incorporate student voice and family engagement?



# THE IMPORTANCE OF EMPATHY

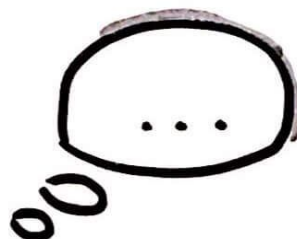


# EMPATHY MAP

SAY



THINK



NAME:

DO



FEEL



OBSERVE



INFER



# EMPATHY MAP

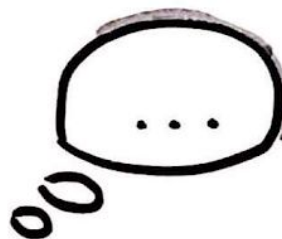
SAY

Nothing to school leadership or teachers about his housing situation



THINK

How is this really going to help me?



**RICHARD**

DO

Misses appointments with referrals because of his job/responsibilities to his siblings



FEEL

Embarrassed to be singled out (even if other student's don't know)



OBSERVE

INFER

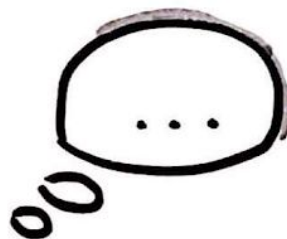


# EMPATHY MAP

SAY



THINK



I don't want my child to participate

This is just another school or assistance program

**RICHARD'S FAMILY**



DO



FEEL

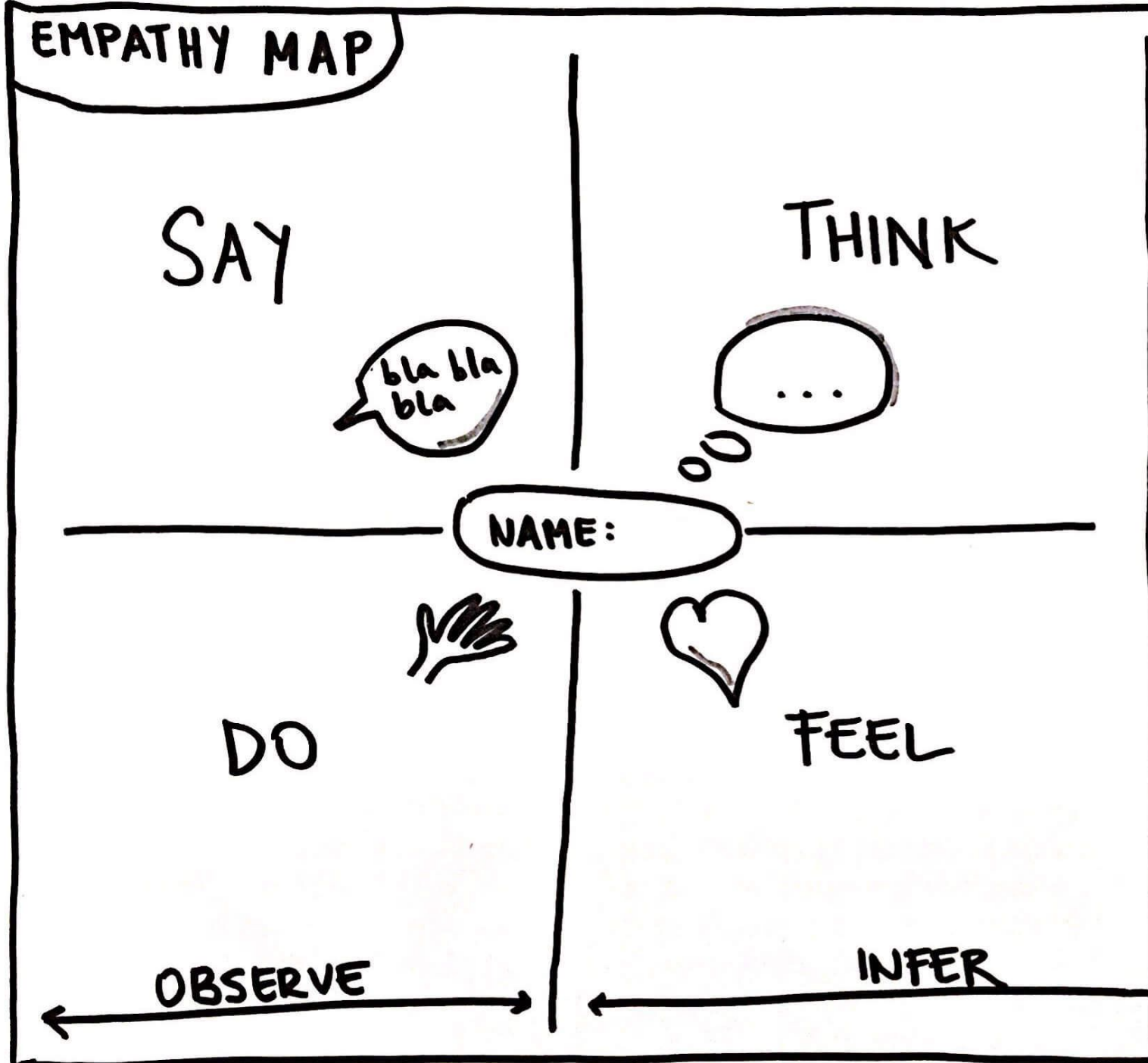
Fail to keep appointments for Richard due to work or other obligations

This is not going to help US (the parents) with our housing situation

OBSERVE

INFER

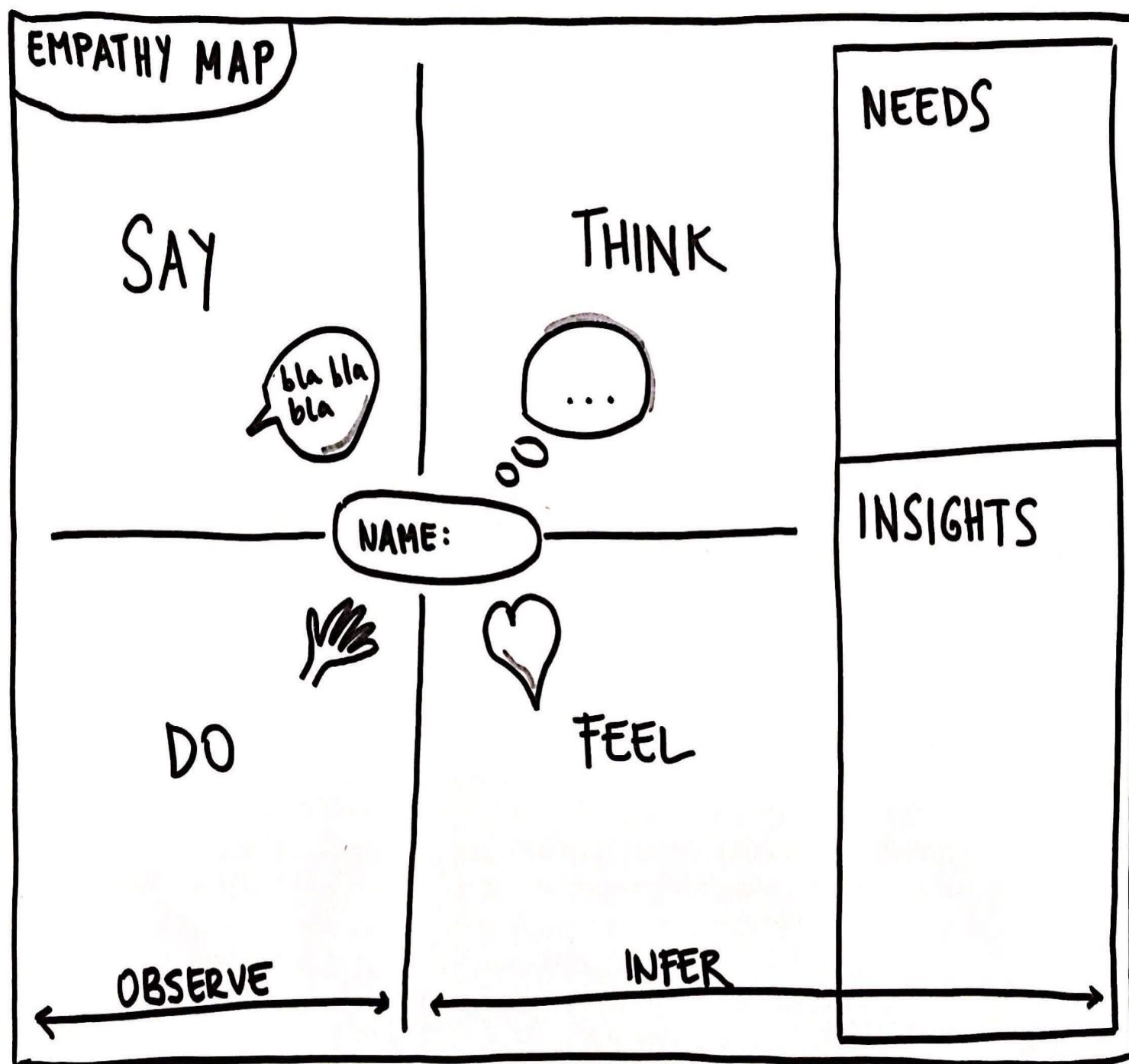




**STUDENT PERSPECTIVE**



**FAMILY PERSPECTIVE**



NEEDS = help define your design challenge

Richard doesn't feel comfortable talking to school leadership about his situation; He needs a better way to communicate.

Richard's family doesn't see the benefit of the ISSP Pilot; They need to understand how it will help the whole family

INSIGHTS = realizations that you can leverage to better respond to your design challenge

Coaches, outside volunteers, or other relatable figures in the school should be included in Implementation Team.

A family advocate or community liaison needs to be included in the Implementation Team





# QUESTION 7: What is the governance and management structure of your pilot?

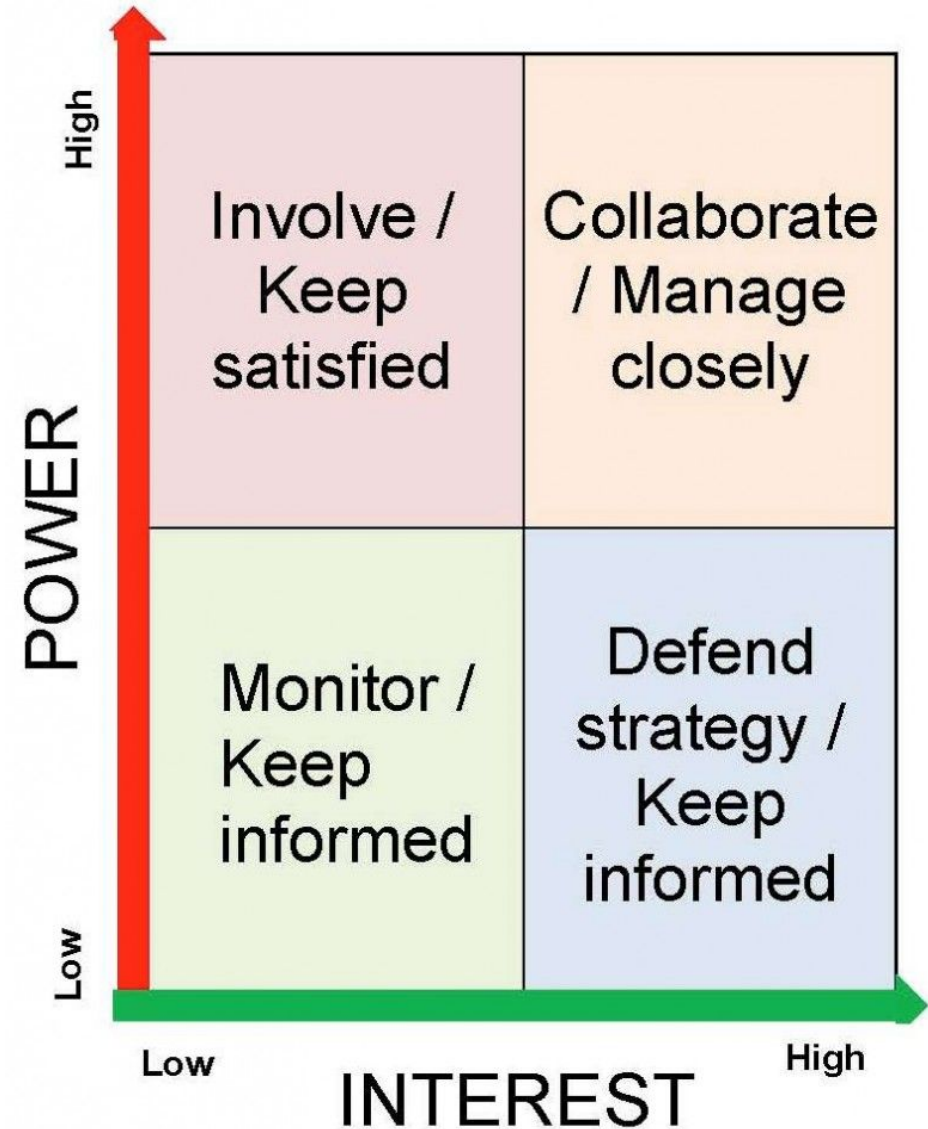


## Pilot Implementation Team

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	
	Cabinet staff	
	Foundation staff	
	City government staff (Mayor's office)	
	Housing/community development staff	
	Nonprofit staff	

# Stakeholder Engagement and Support

1. List stakeholders you will need to support the ISSP vision and pilot.
2. Plot them onto this chart
3. Do you see any next steps?






## The Children’s Funding Project Fact Sheet for Funders

*The Forum for Youth Investment’s Children’s Funding Project works with communities in their efforts to find, align, generate and evaluate sustainable funding for children and youth and expand investments that meet local needs.*

Over the past decade, the sustainability of services and supports for vulnerable children and families in cities and counties nationwide has been challenged by the uncertainty of state and federal grants. Localities are increasingly shouldering the task of ensuring sufficient, well-manage, and sustainable financial support for critical children’s programs and services. Local philanthropists are well-positioned to supply the “glue” that deepens and improves existing services for vulnerable children and families and to incubate innovative new, local approaches. They should not, however, be expected to fund direct services on the ground singlehandedly. This is where locally generated dedicated children’s funds can reinforce philanthropic investments.

The Children’s Funding Project at the Forum for Youth Investment was established to track, document and provide technical assistance to communities employing strategies to more effectively leverage and manage existing local funding sources or to generate new revenues. Through this work the Forum has identified four levers that lead to success in sustaining local children’s funding. Below are action steps that funders can take to support localities in pulling each of these key levers

### The role of funders – how can you most effectively contribute?

Lever	How funders can support comprehensive financing of children’s services
 <p><b>FIND</b></p> <p>Develop the capacity to rigorously identify, track, analyze and forecast funding sources and funding needs for services that support children and youth.</p>	<p>Commission a fiscal map to identify and clarify existing public and private funds and their purpose.</p> <p>Convene a budget-holders advisory group to conduct a fiscal map for coordinated decision-making.</p>
 <p><b>ALIGN</b></p> <p>Address gaps and overlaps in the existing funding landscape; Local government and private funders must be prepared to make adjustments in how funding is allocated, managed and accounted for within agencies.</p>	<p>Commission the development of a strategic financing plan (guided by the fiscal map) to fill gaps and eliminate redundancies.</p> <p>Convene partnership meetings to align programs and funding and create a master plan for children and youth.</p>
 <p><b>GENERATE</b></p> <p>Assess need, explore feasibility, facilitate community</p>	<p>Fund the coalition-building, polling, messaging, and public education required to successfully establish a local dedicated children’s fund via ballot measure.</p> <p>Convene other funders to support a collective approach to establishing a local</p>

**QUESTION 8: How do you intend to fund the pilot and the larger implementation plan?**

# QUESTION 9: How will you ensure equity and access is addressed through your pilot?

## Equality



## Equity



**QUESTION 10: What do you need your data platform to do?**



CULTURE  
EATS STRATEGY  
FOR BREAKFAST  
AND TECHNOLOGY  
FOR LUNCH  
AND THEN...



## Recap: Here is where we landed...

- You are focusing on
  - Intervention
  - Prevention
  - Both
- You are testing the \_\_\_\_\_ process
- Your target population is \_\_\_\_\_
- You will measure improved outcomes/services with \_\_\_\_\_ metrics
- You will need \_\_\_\_\_ partnerships
- You will include student voice/family engagement by \_\_\_\_\_
- Your governance and management structure will include \_\_\_\_\_
- Potential funding sources include \_\_\_\_\_
- You have addressed equity by \_\_\_\_\_
- You need a data platform to do \_\_\_\_\_





**Question 11: How will you know your pilot is a success?**

***By June 2020, we will know our pilot was successful because....”***

