



Getting Started Rubric

This rubric presents a continuum of activities across three stages of the development and implementation of Success Plans: *Establishing*, *Developing*, and *Mature*. The stages are cumulative and intended to build upon each other. Use this continuum to identify which stage applies to your community and relevant actions to undertake, in addition to setting goals for advancing to the next phase of work. Communities may enter the work at different stages depending on any efforts already underway.

	ESTABLISHING (Year 1)	DEVELOPING (Year 2)	MATURE (Year 3 And Beyond)
EQUITY AND ACCESS	<ul style="list-style-type: none"> Plans identify students' strengths, interests, and goals, in addition to their needs and challenges. Plans identify appropriate supports that reflect each student's 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 identified that are culturally sensitive. 	<ul style="list-style-type: none"> Students are referred to supports, services, and opportunities tailored to their strengths, interests, 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, interests, 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"> Plans are developed at a particular program site or school. 	<ul style="list-style-type: none"> Plans are rolled out to a larger subset of students. <p>OR</p> <ul style="list-style-type: none"> Plans are available for the whole student body in a particular zone, area, or school. 	<ul style="list-style-type: none"> Plans are implemented 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. An initial data collection protocol is developed to gather student-level indicators across multiple domains. 	<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. An evaluation strategy is identified to disaggregate data and assess impact on access to supports and student outcomes. 	<ul style="list-style-type: none"> Comprehensive data about student needs is collected. Staff routinely communicate information related to access to supports and student outcomes across partners. Staff track conversion rates of referrals to provision of services and intervene to provide support when referrals don't materialize into services and opportunities. An evaluation strategy is implemented to disaggregate data and assess impact on access to supports and student outcomes.

	ESTABLISHING (Year 1)	DEVELOPING (Year 2)	MATURE (Year 3 And Beyond)
PARTNERSHIPS	<ul style="list-style-type: none"> • A process is established to identify the departments and/or agencies that provide relevant services. • New partnerships are identified to facilitate service delivery. • A mechanism is identified to convene service providers to review plans. 	<ul style="list-style-type: none"> • A mechanism is implemented to convene service providers to review plans. • Additional partnerships are created as needed. 	<ul style="list-style-type: none"> • Memoranda of Understanding (MOUs) are executed with evidence-based programs that are responsive and committed to the process. • Quality indicators are required for partners.
DATA SHARING	<ul style="list-style-type: none"> • A systematic process for sharing student data across partners is identified. • The aim of sharing student data is clearly communicated to families and any concerns about privacy are addressed. • Best practices for ensuring data security are employed. 	<ul style="list-style-type: none"> • Key stakeholders develop MOUs or other legal agreements to collect, manage, and analyze data as well as to protect privacy and confidentiality. 	<ul style="list-style-type: none"> • Data is seamlessly shared across partners, while protecting confidentiality and adhering to high data security standards.
STUDENT VOICE AND FAMILY ENGAGEMENT	<ul style="list-style-type: none"> • Strategies are identified to empower students to drive the development of their plans. • Approaches to meaningfully involve families are identified. • Strategies to monitor the depth and impact of engagement are identified. 	<ul style="list-style-type: none"> • Strategies are implemented to empower students to drive the development of their plans. • Strategies to meaningfully involve families are implemented. • Strategies to monitor the depth and impact of engagement are implemented. 	<ul style="list-style-type: none"> • Youth proactively drive the development of their plans by identifying their strengths, interests, and needs, setting goals, and pursuing opportunities aligned with their future aspirations. • Families contribute to the development of their children's plans and provide ongoing feedback. • Strategies to monitor the depth and impact of engagement are regularly reviewed and modified as needed.
GOVERNANCE AND MANAGEMENT	<ul style="list-style-type: none"> • The entity(s) responsible for overseeing the plans is identified. • Staffing needs for creating and maintaining the plans are identified. • Roles, responsibilities, and relationships among all stakeholders involved in developing and implementing the plans are clearly defined. 	<ul style="list-style-type: none"> • The entity(s) responsible for overseeing the plans begins implementation. • A process is underway to secure staffing to create and maintain plans. 	<ul style="list-style-type: none"> • Adequate staffing is allocated to create and maintain the plans. • Staff are trained in all aspects of plan development and implementation, including the appropriate data to include and how to handle sensitive information.

	ESTABLISHING (Year 1)	DEVELOPING (Year 2)	MATURE (Year 3 And Beyond)
DATA PLATFORMS	<ul style="list-style-type: none"> • A decision is made about where to house the platform (e.g., school district, community-based organization, or public agency). • Existing platforms are vetted to determine their ability to facilitate data sharing across partners, while protecting student privacy and adhering to high data security standards. • Alternative platforms are explored and evaluated based on their cost, accessibility, compatibility across systems, data security standards, the metrics they capture, and customizability. 	<ul style="list-style-type: none"> • An existing platform is selected and adapted as needed to facilitate data sharing across partners, while protecting student privacy and adhering to high data security standards. <p>OR</p> <ul style="list-style-type: none"> • A new platform is selected and used to facilitate data sharing across partners, while protecting student privacy and adhering to high data security standards. 	<ul style="list-style-type: none"> • The platform documents each young person’s strengths, interests, and needs over time, tracks referrals and service delivery, and produces a dashboard displaying real-time student progress and outcomes.
FINANCIAL SUPPORT	<ul style="list-style-type: none"> • Funding from existing resources is maximized to the extent possible. 	<ul style="list-style-type: none"> • Some new public and private resources have been secured. 	<ul style="list-style-type: none"> • A sustainable, ongoing plan for funding is identified and in place.