EdRedesign Lab Institute for Success Planning
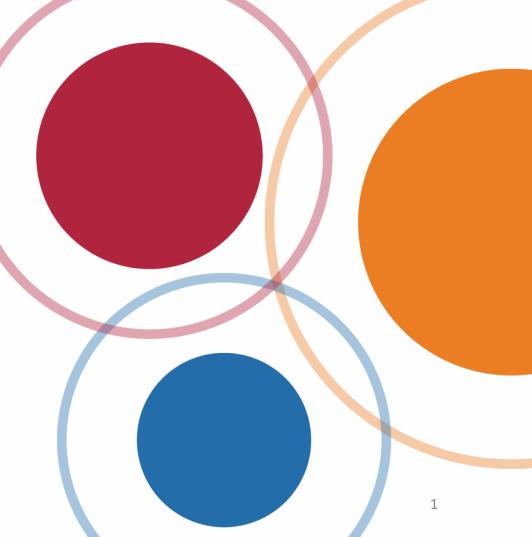
Community of Practice Summer Workshop 2023

Wednesday, July 19, 2023

INSTITUTE FOR SUCCESS PLANNING

OPPORTUNITY FOR ALL
EDREDESIGN
THE EDREDESIGN LAB

HARVARD
GRADUATE SCHOOL OF EDUCATION
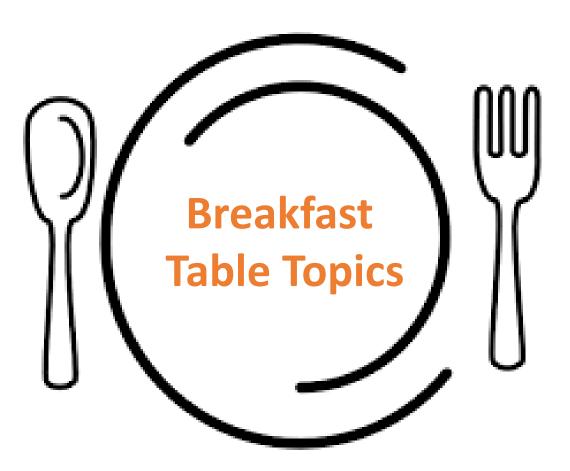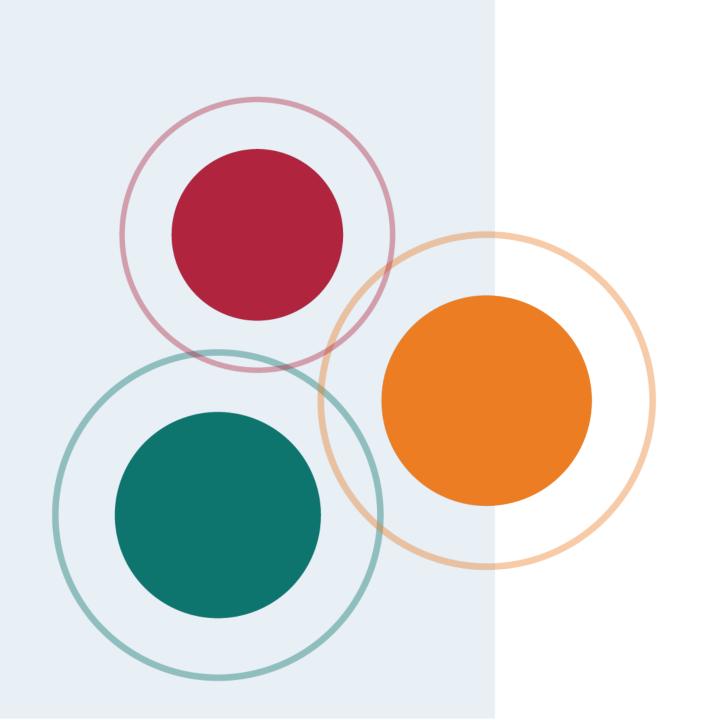
Breakfast Table Topics

Connect and engage in casual conversations, over breakfast, with colleagues from other communities. Here are some table topics to start your discussion

1. What is one thing you all have in common?

2. What brings you joy?

3. Who was your favorite teacher as a young person and why?

4. Share one fact about yourself that people may find interesting or intriguing.

5. What is one thing you know to be true?

6. What value is most important to you? How does that value show up in your everyday life?

7. What are motivates or inspires you?

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**Welcome
Looking Back to Look
Ahead**

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SUCCESS PLANNING

WELCOME BACK!

Thank You to Our Supporters

OAK FOUNDATION

Carnegie CORPORATION OF NEW YORK

Barr Foundation

The Linda G. Hammett Ory & Andrew Ory Charitable Trust

THE SCHWARTZ CHARITABLE FOUNDATION
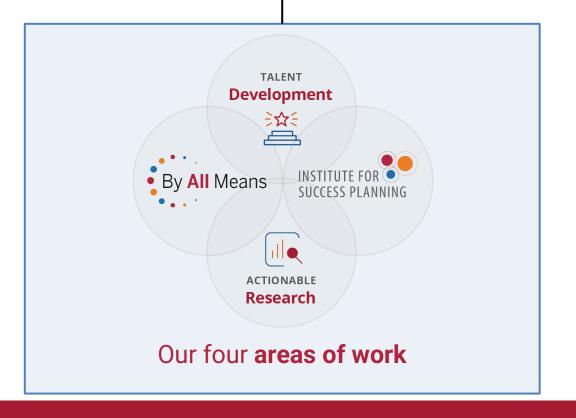
INSTITUTE FOR SUCCESS PLANNING

EdRedesign provides catalytic support to the field of cradle-to-career, place-based partnerships to drive systems-level change and open personalized pathways to opportunity

We leverage the strengths of Harvard as a research university to support the field through talent and capacity development and actionable research

Place-based, cross-sector collaboration

Personalized, relationship-based roadmaps

Our two **strategic priorities** for the field

TALENT
Development

By **All** Means

INSTITUTE FOR SUCCESS PLANNING

ACTIONABLE
Research

Our four **areas of work**

For being recognized for the amazing support you collectively provide students through your Success Planning efforts.

OPPORTUNITY FOR ALL
EDREDESIGN
THE EDREDESIGN LAB

HARVARD
GRADUATE SCHOOL
OF EDUCATION

Success Planning Community of Practice

2022 Cohort

Albuquerque, NM

Asheville and Buncombe County, NC

Baltimore, MD

Carbondale, IL

Chattanooga-Hamilton County, TN

Grand Island, NE

Long Beach, CA

Minneapolis, MN

Nashville, TN

New York City, NY

Poughkeepsie, NY

Unity Point, IL

2023 Cohort

Continuing:

Albuquerque, NM

Baltimore, MD

Carbondale, IL

Chattanooga-Hamilton County, TN

Long Beach, CA

Minneapolis, MN

Nashville, TN

New York City, NY

Poughkeepsie, NY

Unity Point, IL

New:

Cambridge, MA

Chelsea, MA

Dayton, OH

Memphis, TN

San Francisco, CA

Spartanburg, SC

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Success Planning Community of Practice

The Success Planning Community of Practice enables participants to create transformational change for children within their communities by creating, expanding, or improving a personalized, relationship-based system of supports for children.

VIRTUAL COMMUNITY OF PRACTICE SESSIONS

TECHNICAL ASSISTANCE AND COACHING

GOAL SETTING AND ACTION PLANNING

LEARNING AND PROFESSIONAL DEVELOPMENT SESSIONS

RESOURCES AND TOOLS

FORMAL AND INFORMAL NETWORKING

CO-CREATION

CONSULTATIONS

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Success Planning Components

Navigator

Plan for Action

System of Supports

Data Platform

Coordinated by a cross-sector body such as a Children's Cabinet
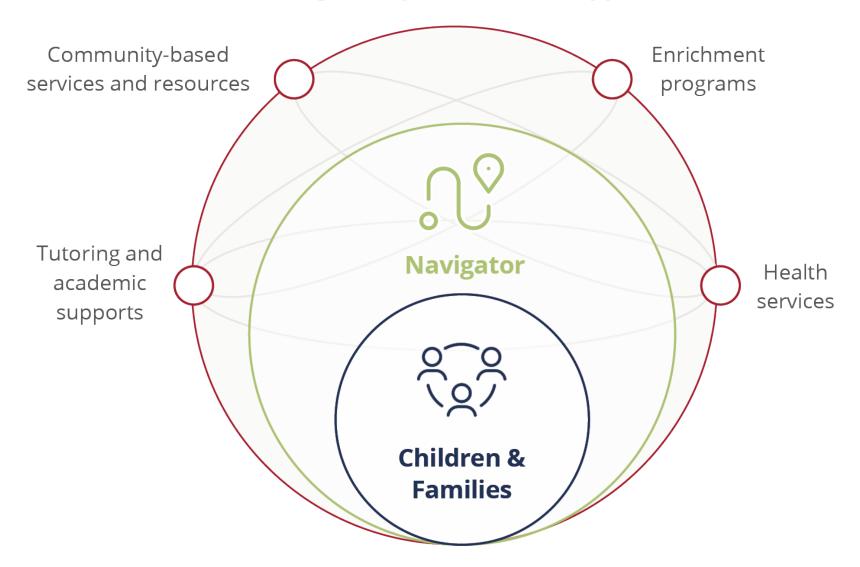
Integrated personalized support

Community-based services and resources

Enrichment programs

Navigator

Tutoring and academic supports

Health services

Children & Families

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Sankofa

Go Back and Get It

"Taking from the past what is good and bringing it into the present in order to make positive progress through the benevolent use of knowledge."

What We Learned

- Success Planning resonates strongly with those who work with children as well as with families.

- Communities should start where they are

- The entry points for communities differ depending on local context

- Cross-sector collaboration is key

- Success Planning is complimentary to enhancing and supporting broader place-based strategies (Community Schools, Promise Neighborhoods, etc.)

- Communities could benefit from participating in the Success Planning Community of Practice beyond the initial 1-year commitment.

- There is great benefit in coupling our two main bodies of work Success Planning (Personalization) and Children's Cabinets (Collaborative Action) to maximize impact.

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The Community of Practice Journey

Everyone is at a different place.
Wherever you are is a good place to be.

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Housekeeping Part I

- **Restrooms:** Outside of the Gutman Conference Center doors to your left and on each floor of Gutman library.

- **Exiting the Room**: If you have to exit during any of our sessions, please use the doors on the far end at each side of the room.

- **Table Mics**: Table mics are located at each table to be used during Q&A and participatory sessions. Press the button to speak and it will turn green. Please keep the mics on the table as you talk.

- **Social Media**: **#SuccessPlanningWorkshop2023**

- **Harvard Wi-Fi Login:** Instructions are in your folder

- **Group Photo**

- **Consultancy Protocol**

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Housekeeping Part 2

- **Dietary Restrictions**: If it was noted in your registration form, there are food options or meal vouchers available for all meal times. Please check the signage on the serving tables each day. You can follow-up with Shoshana from the EdRedesign team with any questions.

- **Parking:** If you are in need of onsite parking for the event, please visit the registration table to obtain your vouchers before the end of the day. The passes are for the 45 University Place Garage.

- **Hotel Guests:** Shuttle services are provided to and from the hotel to campus each day. Guests received a shuttle schedule when checking into the hotel. A board is also displayed in the lobby with the departure time for each morning. There are extra schedule handouts at the Registration desk.

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Community to Community Consultancies

Each team will identify an existing or potential dilemma of practice, within their Success Planning initiative, that may present a challenge as they aim to create greater coherence and alignment between Success Planning and existing partnership efforts.

Each team participates in a 30 min. consultancy
- **5 minutes** – Describe the dilemma
- **5 minutes**- Clarifying questions (**Yes or No**)
- **5 minutes** – Probing questions (**Deeper Dive**)
- **10 minutes** – Fishbowl Feedback
- **5 minutes** – Process & Next Steps

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Community to Community Consultancies

Team Pairings	Location	Assigned EdRedesign Team Member
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New York City/Memphis	Gutman 303	Caitlin
Nashville/San Francisco	Gutman 440	Dana
Chattanooga/Chelsea	Gutman 440	Dana

Community Builder: Rotating Reflections

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Rotating Reflections

Engage with people at different points in their Success Planning journey to understand the challenges, successes, and lessons learned from a diverse range of experiences.

Consider what you know or learned about Success Planning
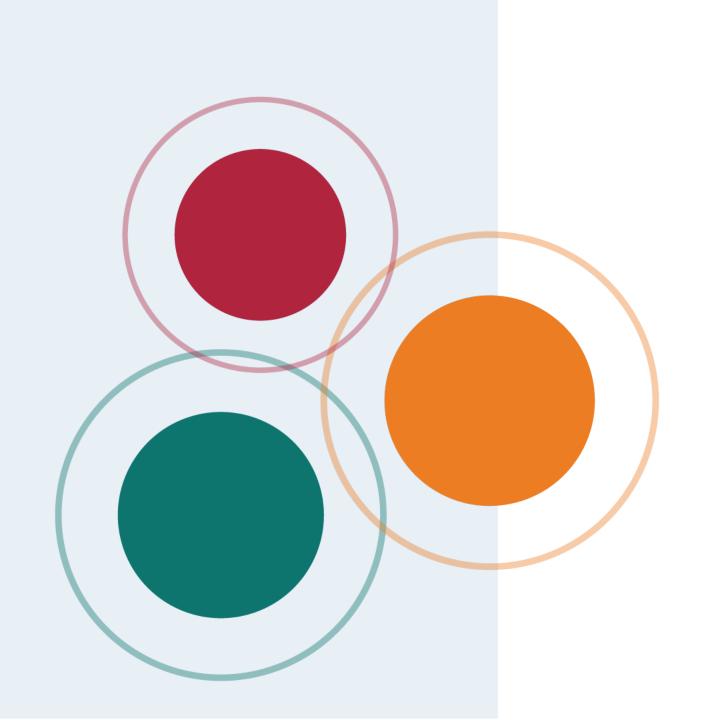
Explore the following prompts

What I thought before......
What I learned.....
What I think now......
My plan going forward......
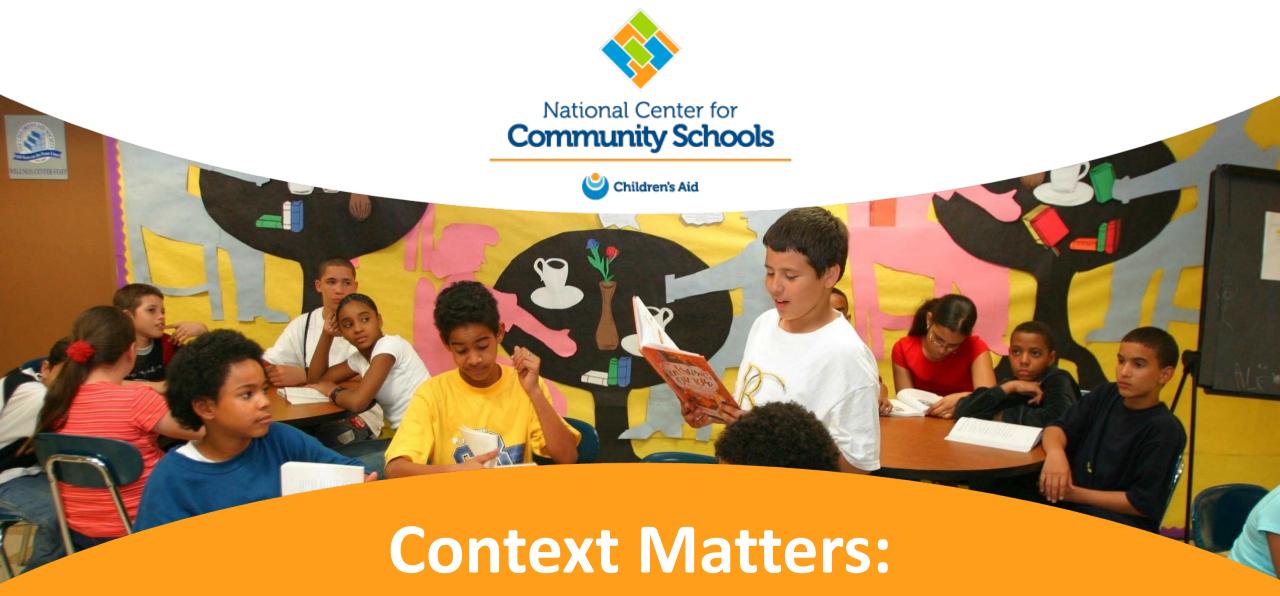
Integrating Success Planning Into a Broader Place-Based Strategy

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Context Matters:

Integrating Success Planning into a Broader Place-Based Strategy

Abe Fernandez, Director, NCCS | The EdRedesign Lab | July 19, 2023

Who's in the Room?

Agenda

1. **School-Based Collective Impact**
   - Community Schools
   - Evolution of Community Schools
   - Community Schools Forward
2. **Place-Based Collective Impact**
   - South Bronx Rising Together
   - Factor Analysis
3. **Mutually Supportive Civic Infrastructure**
4. **Q/A**
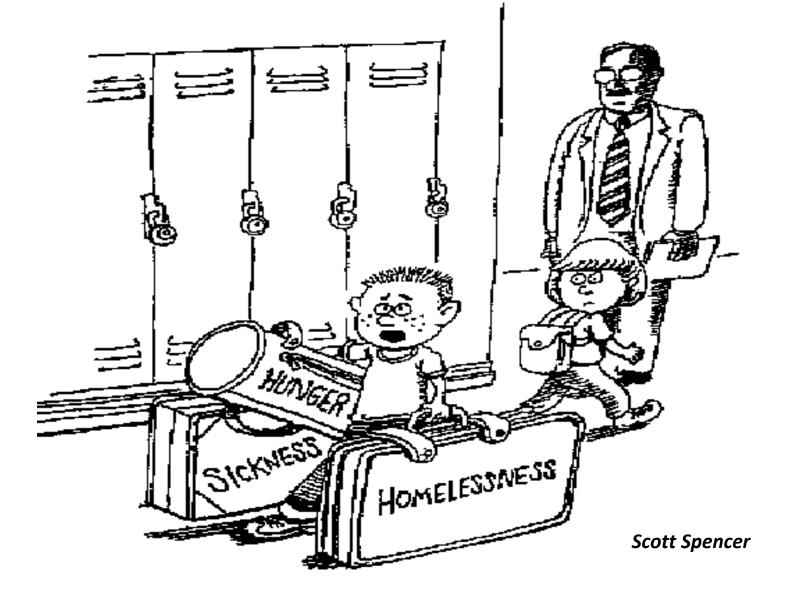
Children's Aid

Scott Spencer

"Could someone help me with these?
I'm late for math class."

School-Based Collective Impact

Community Schools:
A Strategy, Not a Program

"A strategy for organizing the resources of the school and community around student success..."

Pat Harvey, Fmr. Superintendent

St. Paul Public Schools

Children's Aid

What is a Community School?

A community school is both **a place** and **a set of partnerships** between a school and other community resources. Its integrated focus on academics, services, supports and opportunities leads to **improved student learning**, **stronger families** and **healthier communities**.

Coalition for Community Schools

Children's Aid

Evolution of Community Schools

Trends over 30 Years

Where we were then

- Co-location
- Adding programs and events
- CBOs as vendors
- Wrap-around services (often about "fixing" kids)
- Program-centered
- Time-limited project
- Innovators developing one or a few schools
- Targeted on struggling schools

Where we are now

- Collective impact
- Whole-school transformation
- CBOs as partners
- Integrated services, opportunities and supports
- Student-centered
- Long-term strategy
- Developing systems of community schools
- The way we do school

Children's Aid

Pillars, Standards, and Frameworks, Oh My!

Community Schools Enable the Features of Good Schools

What the Four Pillars of Community Schools Look Like In Action

LPI-NEPC (2017) identified four pillars

1. Integrated student supports
2. Expanded learning time and opportunities
3. Family and community engagement
4. Collaborative leadership and practices

Children's Aid

Community Schools Forward

Community Schools Forward

- Four national partners

- Building on decades of practice, policy, and research

- Three core strategies:

Align: foster increased cohesion around core community schools concepts and frameworks

Scale: develop investment structures that sustain community schools at scale and for the long term

Build: design infrastructure for technical assistance and professional learning that promotes high-quality implementation

ALIGN

SCALE

BUILD

B | Center for Universal Education at BROOKINGS

National Center for Community Schools
Children's Aid

COALITION FOR COMMUNITY SCHOOLS

LEARNING POLICY INSTITUTE
Research. Action. Impact.

Children's Aid
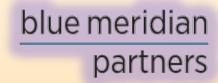
CS Forward Task Force

CSF Products
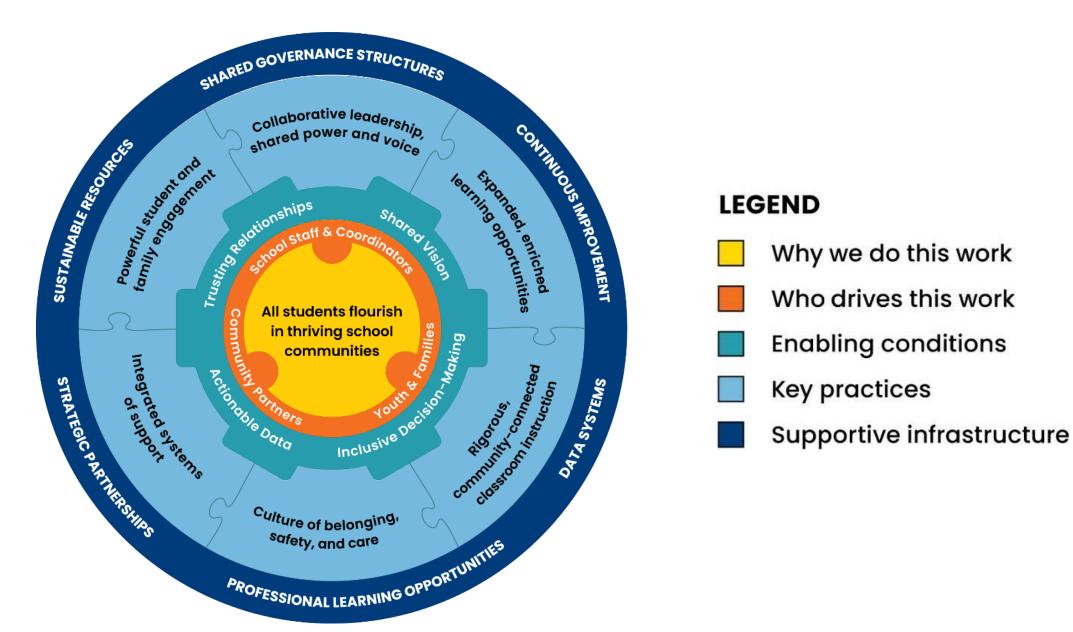
- ◆ TA Needs Assessment
- ◆ Definition
- ◆ Essentials Framework
- ◆ Theory of Action
- ◆ Stages of Development
- ◆ Costing Tool
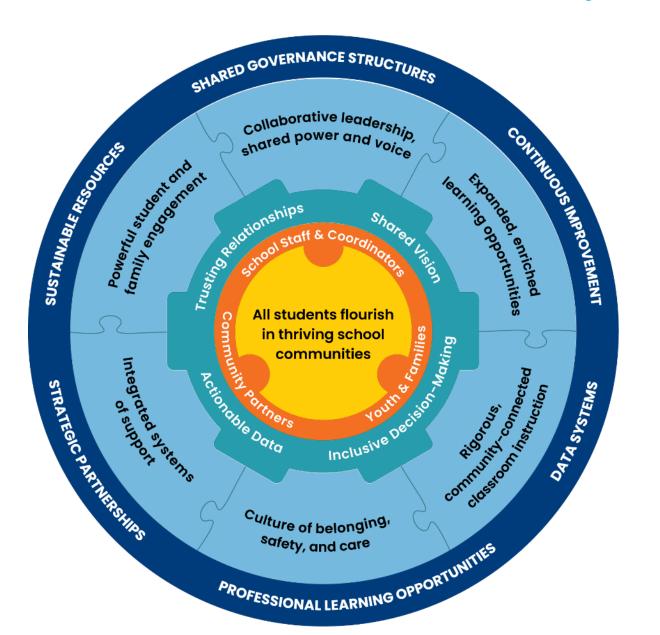
nccs.org/publications

Children's Aid

Essentials for Community School Transformation
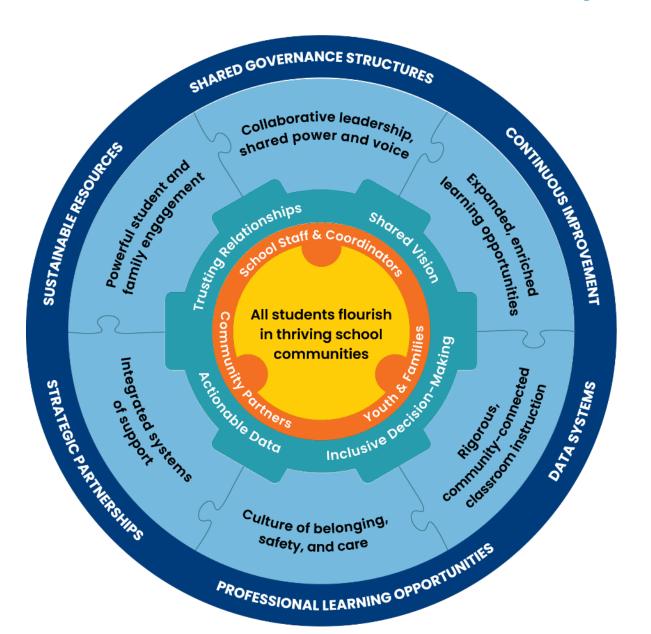
Essentials for Community School Transformation

- What resonates?
- What questions or concerns come up?
- How can Success Planning **contribute** to this approach?
- How can Success Planning **benefit** from this approach?

Essentials for Community School Transformation
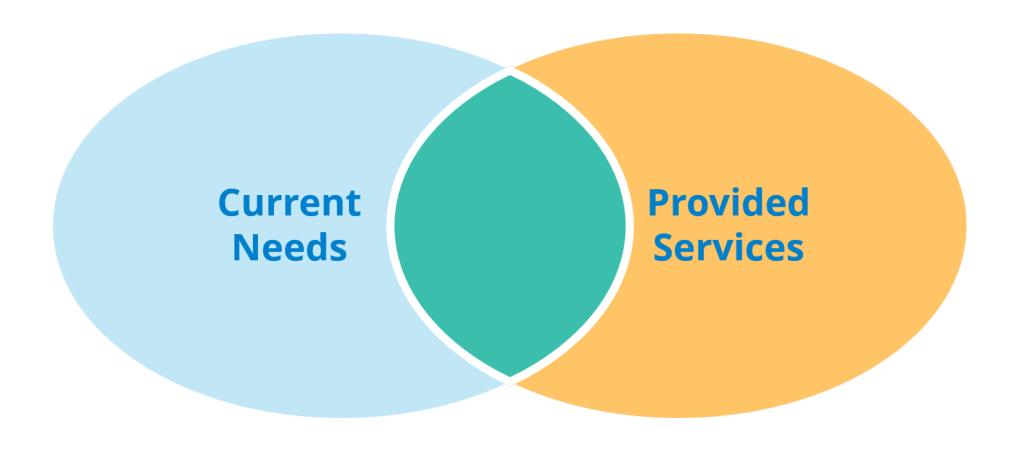
Supportive Infrastructure

- Shared Governance Structures
- Continuous Improvement
- Data Systems
- Professional Learning Opportunities
- Strategic Partnerships
- Sustainable Resources

Assets/Needs Assessment

Current Needs

Provided Services

Children's Aid

Assets/Needs Assessment

Current Needs

Provided Services

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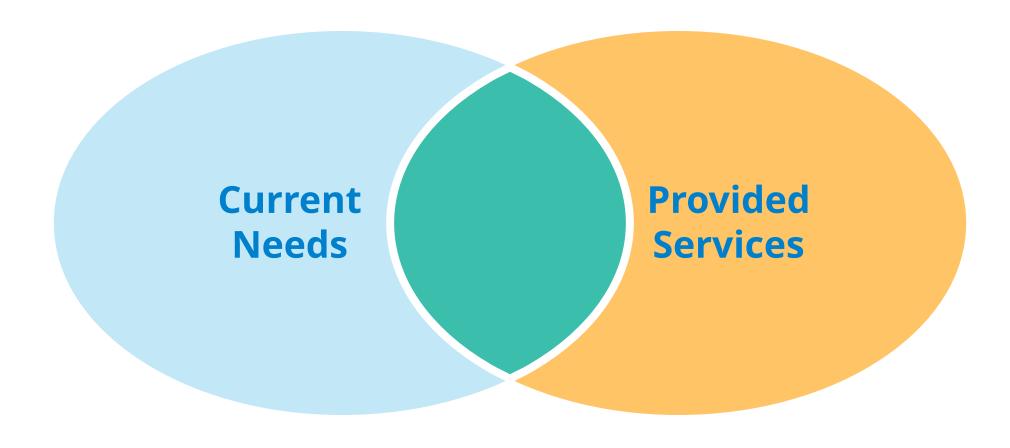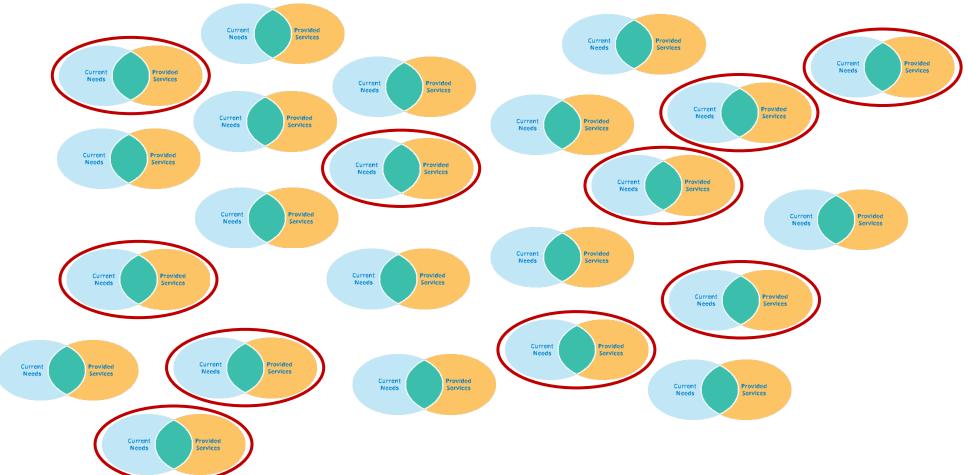
Assets/Needs Assessments

Place-Based Collective Impact

From Cradle through College and Career

SOUTH BRONX RISING TOGETHER

Vision, Strategy and Goals

Vision: The South Bronx is a vibrant community of infinite opportunity where people aspire to live, work and raise families

Strategy: We will create a South Bronx community that is college- and career-ready by leveraging the expertise of network of families, educators, business leaders, community advocates and service providers to support the lifelong success of our children and youth

All are healthy

All are ready for kindergarten

All succeed in school

All contribute positively to the community

All graduate high school ready for college & career
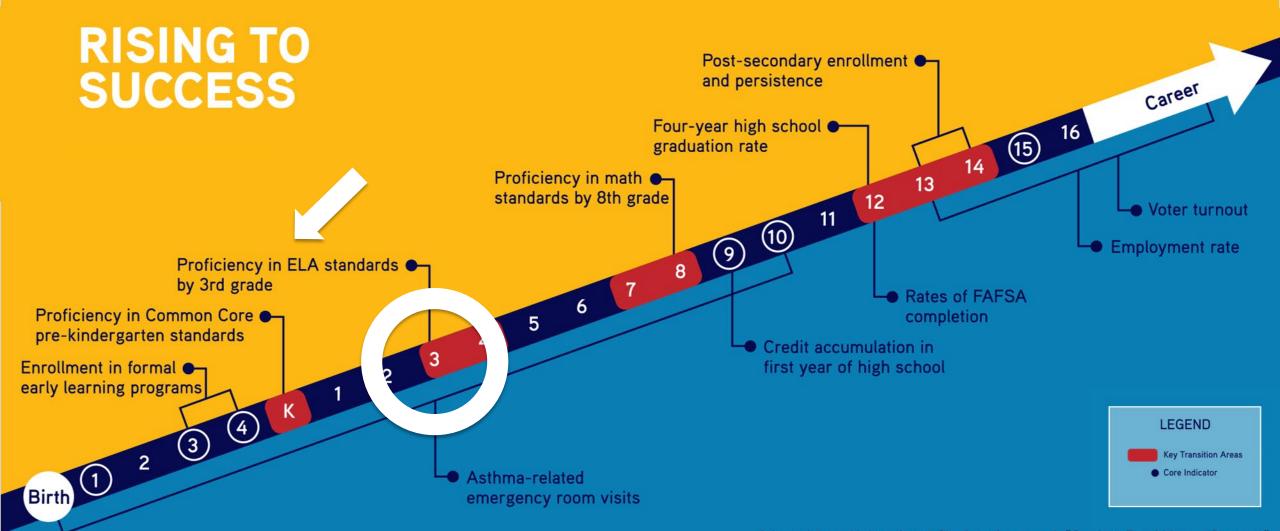
All attain a degree or post-secondary credential

All begin a career

Our Roadmap

RISING TO SUCCESS

Birth

Enrollment in formal early learning programs

Proficiency in Common Core pre-kindergarten standards

Proficiency in ELA standards by 3rd grade

Asthma-related emergency room visits

Proficiency in math standards by 8th grade

Credit accumulation in first year of high school

Four-year high school graduation rate

Post-secondary enrollment and persistence

Rates of FAFSA completion

Career

Voter turnout

Employment rate

LEGEND
Key Transition Areas
Core Indicator

Adapted from University of Cincinnati research "Student Road Map to Success"

Chronic Absence

- Chronic absence occurs when students miss 10% or more days (about a month) in a school year including excused and unexcused absences.

- National research found that this level of school absence was associated with lower academic performance, truancy, dropping out, delinquency and substance abuse.

Hedy Chang, Attendance Works

Children's Aid

CHRONIC ABSENCE BY GRADE IN CD 3 SCHOOLS 2014-2015*

■ % of students chronically absent

Children's Aid

- Reflect on the challenges you are facing in your community
- "Dive down" the levels of the iceberg to discuss the systemic structures and mental models that may be factors

EVENTS

BEHAVIOR PATTERNS

SYSTEMIC STRUCTURES

MENTAL MODELS

Mutually Supportive Civic Infrastructure

Mutually Supportive Civic Infrastructure

Community Schools Essentials*

Includes Six Key Practices:

a) Integrated Systems of Supports

b) Empowering Student & Family Engagement

c) Collaborative Leadership/Shared Power & Voice

d) Expanded & Enriched Learning Opportunities

e) Rigorous Community Connected Instruction

f) Culture of Belonging/Safety/Care

Neighborhood Partnerships**

a) Resident voice/ownership

b) Community Quarterback

c) Community Wellness

d) Cradle to Career Education Pipeline

e) Mixed-Income Housing

Regional Partnerships***

a) Shared Community Vision & Outcomes

b) Data Decision Making (incl. Data/Tech Infrastructure)

c) Collaborative Action

d) Investment & Sustainability (incl. braided and targeted Public/Private Investment)

Cradle to Career Outcomes

a) Kindergarten readiness

b) Early Grade Reading

c) Middle Grade Math

d) HS graduation

e) Postsecondary enrollment

f) Postsecondary completion

g) Job placement and retention

* See 6 practices in the Community Schools Essentials
** See Purpose Built Communities Model
*** See StriveTogether Pillars in Theory of Action

Q/A

Q/A

National Center for
Community Schools

Children's Aid

nccs.org

@abefernandez

abef@childrensaidnyc.org

Group Photo!

Community to Community Consultancies

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Community to Community Consultancies

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Community to Community Consultancies

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New York City/Memphis	Gutman 303	Caitlin
Nashville/San Francisco	Gutman 440	Dana
Chattanooga/Chelsea	Gutman 440	Dana

Lunch and Learn

**Centering Equity and Effective Engagement:
Honoring the Wisdom and Voices of Communities, Families, and Youth**

Ashford Hughes
Executive Officer of Diversity,
Equity, and Inclusion
Metro Nashville Public Schools

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METRO NASHVILLE
PUBLIC SCHOOLS

Nothing About Us Without Us

Ashford Hughes Sr.

Executive Officer for Diversity, Equity and Inclusion
Metro Nashville Public Schools
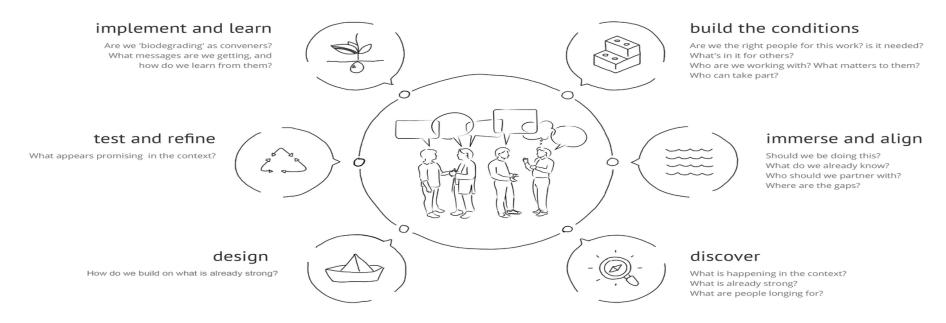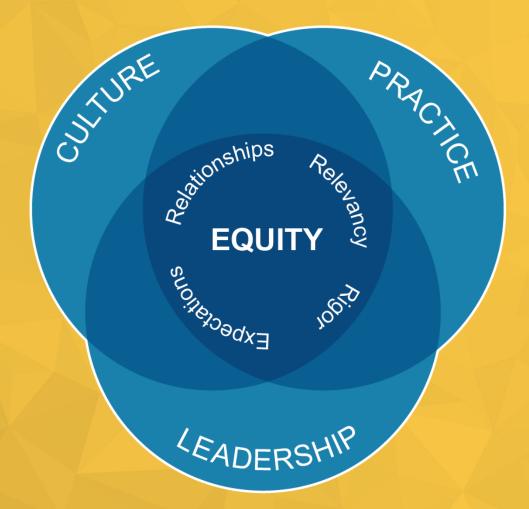
Nothing About Us Without Us

Culture. Practice. Leadership.

Leadership
Equitable leadership organizes strategies that build vision and direction, drive accountability, sustain innovation, and support systematic equity.
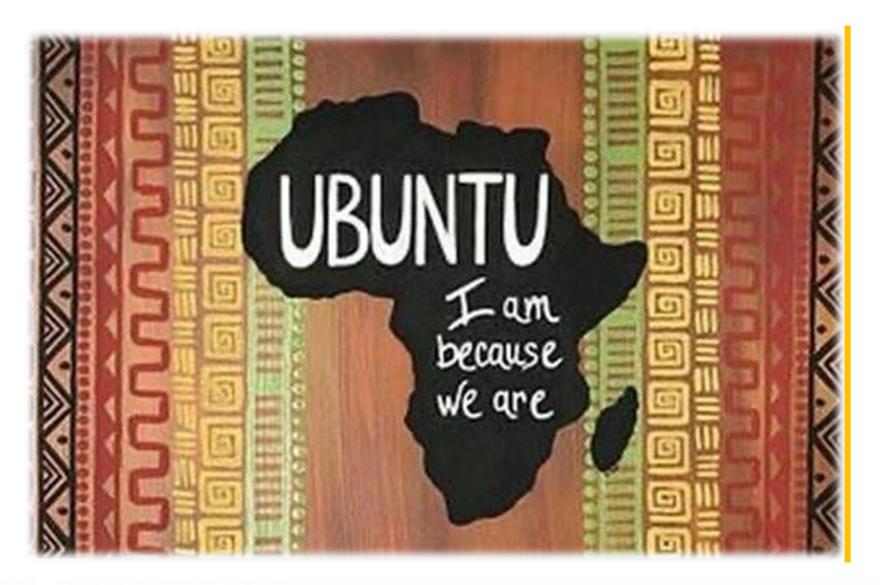
Culture
Equitable cultural strategies incorporate elements of professional attitudes, racial awareness, a deliberate focus on students, an inclusive environment and collaboration among staff, students and the broader community.

Practice
Practice strategies seek to organize effective classroom strategies inherent in quality teaching, including curriculum, teaching skills, assessment, and interventions.

Community Defined

A community is a group of people who are consciously committed to going beyond their personal biases, attitudes, judgments and opinions to achieve a shared vision that would otherwise be impossible.

Ashford Hughes Sr.

Executive Officer for Diversity, Equity, and Inclusion

Equity Roadmap
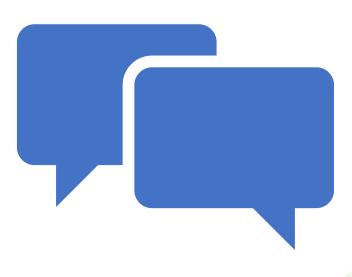
Email: Ashford.Hughes@mnps.org

- ⓘ ashford_sr
- 🐦 ashfordhughes
- f Ashford Hughes
- in Ashford Hughes Sr.

METRO NASHVILLE PUBLIC SCHOOLS

Table Discussion Questions

- What resonated with you from Ashford's remarks?

- How is your community currently centering equity? What does that look like in your local context?

- How is your community effectively engaging and honoring the voices and wisdom of communities, families and youth? How are you centering them as partners in the work?

- What would your community need to start, stop, or continue to progress in your overall efforts and potentially incorporate some of the mindset and culture shifts Ashford shared?

Pause for Reflection: Survey #3

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Closing Remarks

Give to Get

Practice Self-Care and Care for Those Around You

Remember to take care of yourself. You can't pour from an empty cup.

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Identify & Leverage Your Superpower and the Superpowers of your youth, families and others in your community

No one is *you*. and that is your *super power*.

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Take Time to Pause and Celebrate Your Accomplishments and the Wins of Your Team

SUCCESS
{IS A}
SERIES
OF
SMALL
WINS

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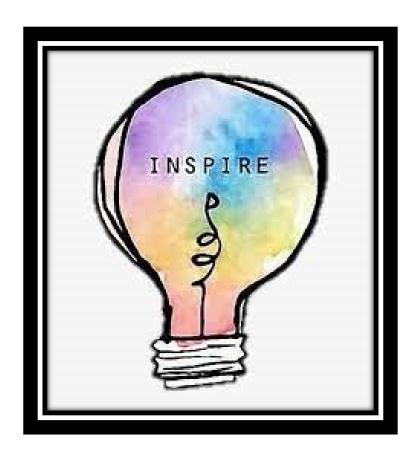
Lead with Compassion Not Compliance and Extend Grace and Humility to Others

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SUCCESS PLANNING
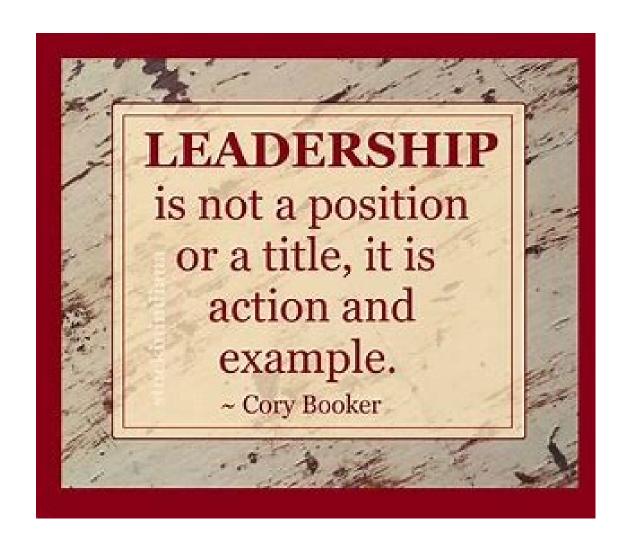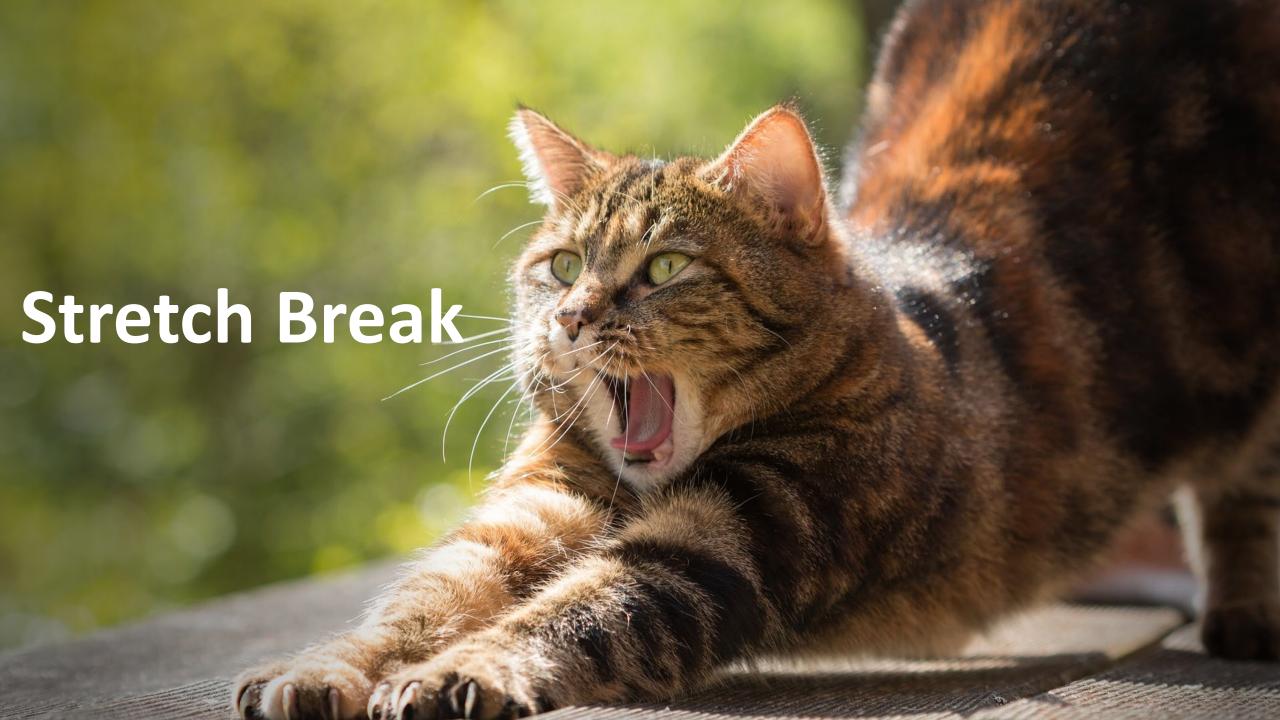
Remember your why and understand the why of others?

INSPIRE

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LEADERSHIP
is not a position
or a title, it is
action and
example.
~ Cory Booker

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Stretch Break
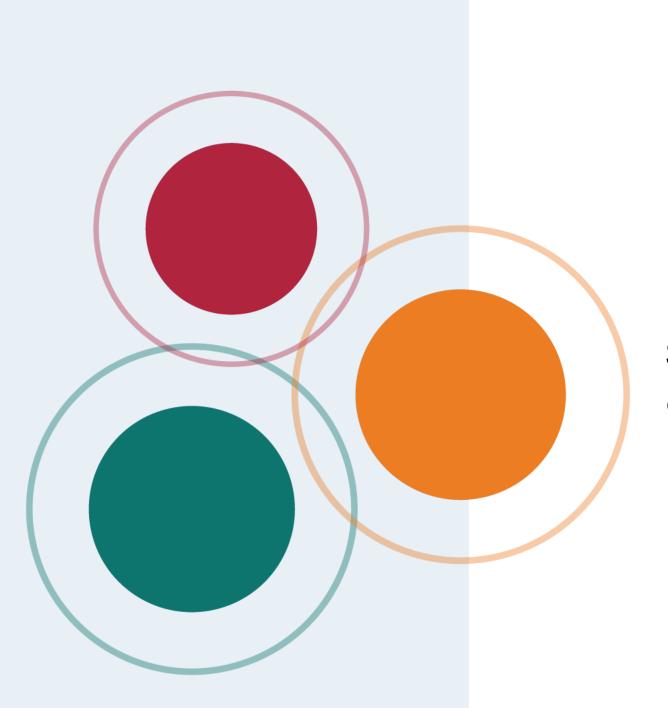
Success Planning Community of Practice: Year 2 at a Glance

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Workshop Objectives

Gain deeper knowledge, skills, and capacity to build, sustain, or expand impactful Success Planning initiatives in their local communities.

Synthesize and apply knowledge gained to determine their community's stages of development, begin the foundation of an action planning process, and identify their next level of work.

Reflect on their current leadership practices and adaptative leadership skills.

Engage with peers in the Success Planning community of practice to share best practices, lessons learned, and dilemmas of practice from their current efforts.

Collaborate, network, and connect with their peers to build supportive relationships.

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Agenda Overview

- Day 1: Wednesday, July 19th

- Day 2: Thursday, July 20th

- Day 3: Friday, July 21st

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Spread the Word...

#SuccessPlanningWorkshop2023

Summer Workshop Event Webpage

Access pre-work and other resources

bit.ly/3Q3pUDz

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Access Your Team Time Workbook by going to this link:

<mark>bit.ly/44Muzhx</mark>

THEN:

1. Select your community's folder "[Community Name]"

2. Go to "Community Goals & Data" subfolder

3. Open "Team Time Workbook" power point file
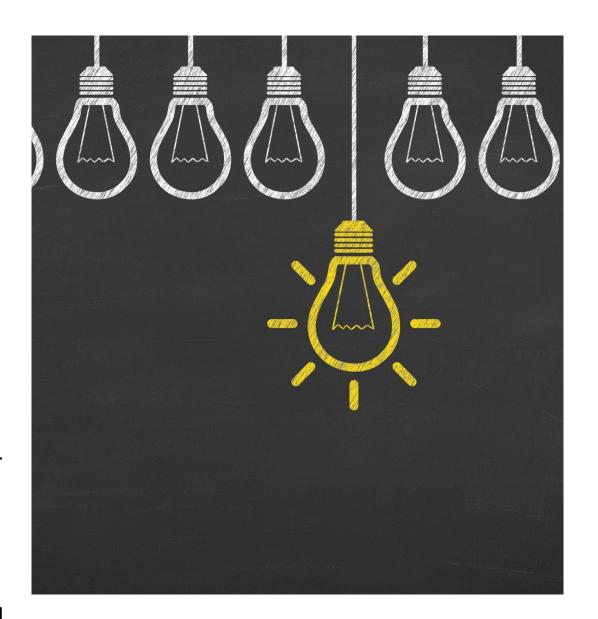
Our Community Commitments

- Listen to understand
- Share the air
- Minimize technology
- Honor time
- Assume good intentions
- Consider missing voices
- Growth mindset
- Tell us what we can do to improve your experience

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Key Areas of Focus

- Data and Metrics

- Success Planning Four Components

- Communicating Impact

- Scale and Sustainability

- Resources and Financing

- Collaborative Action and Personalization

- Leadership Practice

- Integration , Alignment, and Coherence to Other Place-Based Strategies

- Youth Voice and Agency

- Partnership Development

- Building Trusting Relationships with Families and Communities

85

Maximizing Impact:
Aligning Personalization and Collaborative Action Efforts

- Collaborative leadership structures, like Children's Cabinets or place-based partnerships, play a key coordination role to ensure strategic direction and the alignment of cross-sector efforts and resources within communities.

- They can help to fuel Success Planning efforts, as a vehicle to provide more personalized and relationship-based supports to meet the needs of all children and youth

- Success Planning provides critical data for decision makers and a roadmap for all cross-sector partners to clearly identify their roles and pathway to collectively realize the community-wide shared vision for all.

Place-based, cross-sector collaboration

Personalized, relationship-based roadmaps

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Connecting Collaborative Action and Personalization Efforts

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Family and Community Partnership

Plan for Action

Cross-Sector Collaborative Action Structure (Children's Cabinet)

Personalization: Success Planning

Connection to a Caring Adult

Data Input & Analysis

Communication
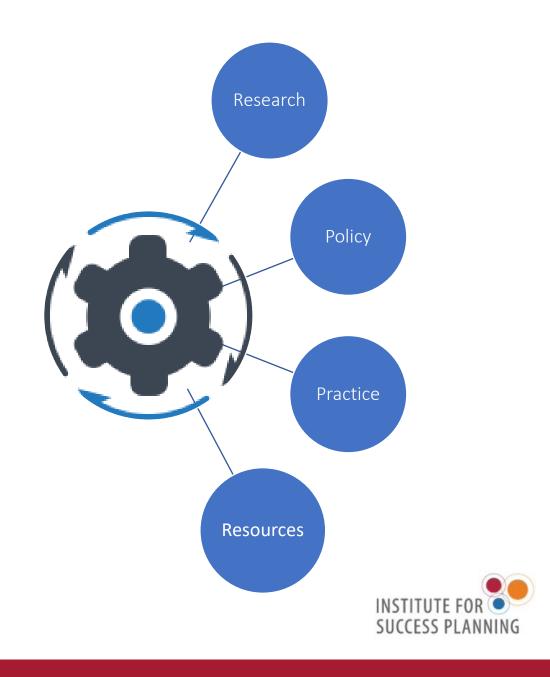
System of Supports

Resource Development, Strategic Direction, Policy & Advocacy

Sustainable Systems Change

Research

Policy

Practice

Resources

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Personalizing Supports

- Meet children and youth where they are and give them what they need to be successful, in school and life.

- Every child and youth should be known, seen, heard & valued.

- Success Planning provides system that diagnoses children's needs and strengths, then supplies customized opportunities and supports.

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Intentional Planning to Maximize Impact

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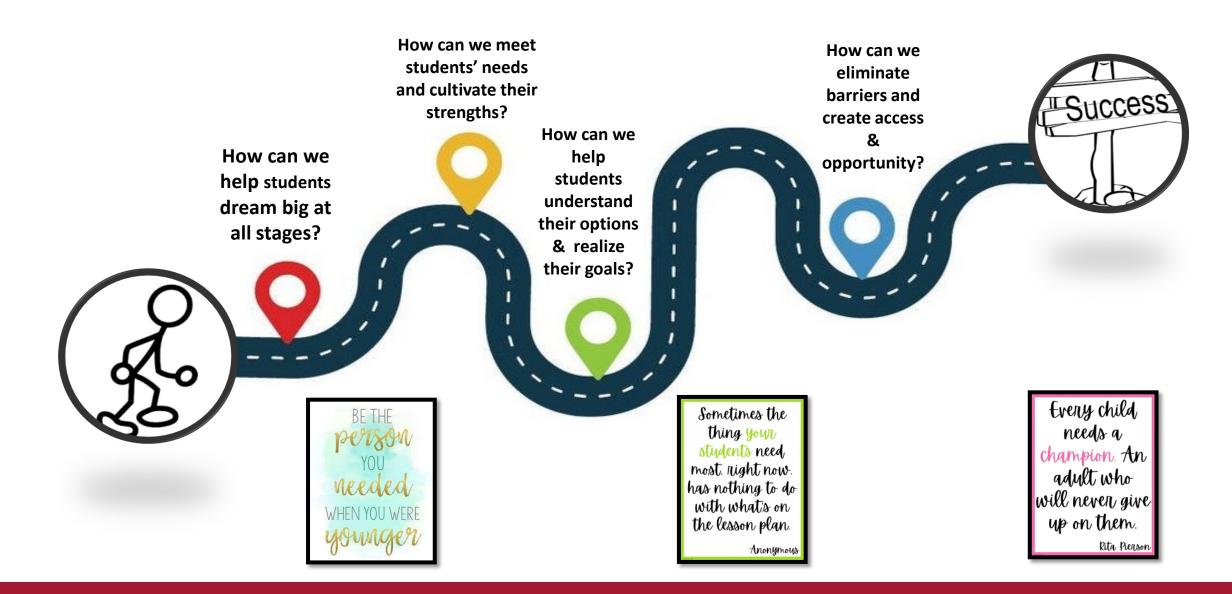
The Positive Impact of Caring Adults

How can we meet students' needs and cultivate their strengths?

How can we eliminate barriers and create access & opportunity?

How can we help students dream big at all stages?

How can we help students understand their options & realize their goals?

Success

BE THE *person* YOU *needed* WHEN YOU WERE *younger*

Sometimes the thing *your students* need most, right now, has nothing to do with what's on the lesson plan.

Anonymous

Every child needs a *champion.* An adult who will never give up on them.

Rita Pierson

INSTITUTE FOR SUCCESS PLANNING

Data Walk

Success Planning requires metrics from diverse sectors

Just A
Tease

We will not be hanging you out to dry

Metrics Matrix:

- Health and nutrition
- Academics
- Housing and Transportation
- Sense of Belonging
- Emotional and Mental Health
- Physical Health
- Civic Engagement
- Cultural and Linguistic Diversity

Census Based Online Indexes

- Child Opportunity Index
- County Health Rankings
- Social Impact Calculator
- Livability Index
- Policy Map
- Healthy Communities Assessment Tool
- Metrics for Healthy Communities
- National Equity Atlas
- Opportunity Index
- Community Commons

...and Technical Assistance

We will also give you a handout with stats beyond those we use for this activity

Today: National data across three buckets

Equitable Access and Participation

Social and Emotional Wellbeing

Academic Outcomes

Instructions: Rotate through all three walls/domains

5 Minutes: Individual Reflection

- Two teams per wall/domain

- <mark>Sticky note</mark>:

- Write and hare reactions of any kind next to the respective data point

- <mark>Sticker dots</mark>:

- Yellow dots: What statistic, if any, surprised you?

- Green dots: Which statistics are particularly important to your community (e.g. because your intervention targets these stats, because you know it's a community need in general, etc.)

- Red dots: Which statistics are particularly important to you personally (e.g. because they impacted your childhood, you knew someone affected, you worked in a food bank.)

5 Minutes: Small Group Discussion

- Reflect on your sticky notes and dots

- What surprised you?

- What emotions are invoked?

- How does this make you think about your work locally?

Full Group Discussion: 15 minutes
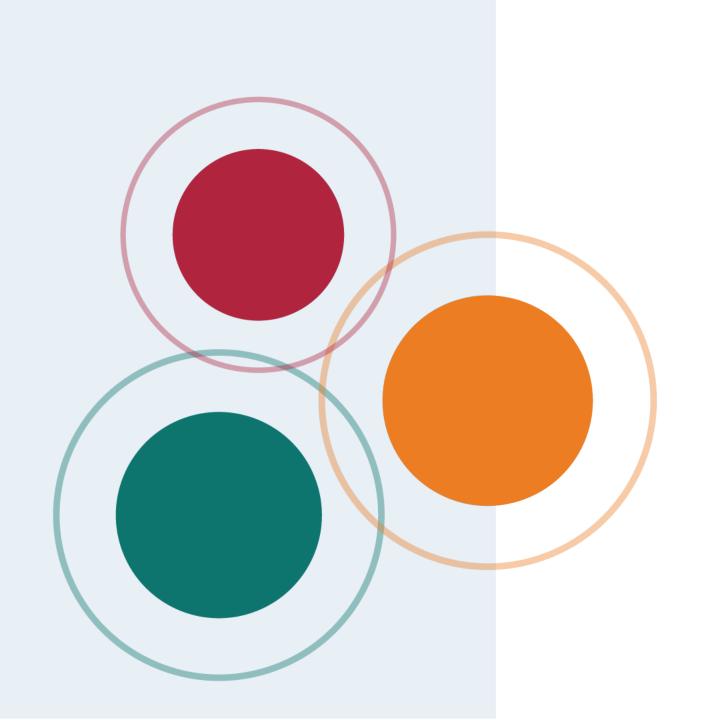
Creating a strength-based approach to data collection and service delivery

- As is unfortunately common, these statistics are presented from a deficit-based perspective, how could your community collect and present from a more strength-based approach?

Relevance to your community's success planning model

- Which data categories feel like something you anticipate impacting in the short and/or long term?

- Which of these data points had you not yet considered in your work or throughline?

- What data is missing from this list that is relevant to your success planning work/impact?

Empathy Walk

Think of a child you know

What do they enjoy?

What are their challenges?

What 2-3 things can you think of that would help support their interests and address their needs?

Repeat, thinking of yourself when you were younger

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Theory of change

What is our vision for kids?

How do we accomplish that?

Why do we think that will work?

How will we know?

What story will we tell?

Continuous Improvement

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Throughline

GOALS

ACTIONS

MEASURES OF OPPORTUNITY AND ACCESS

OUTCOMES

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The intervention: Success Planning components

Goals	Actions	Specific Strategies	Target Date for Implementation	Theory of Change	Equitable Access and Participation	Social Emotional Outcomes	Academic Outcomes
Children and families participating in the Alpha Community Zone will be connected to one-on-one personalized supports and opportunities through navigators embedded within Caring Systems clinics.	Deploy qualified navigators within Stage 1 identified clinics	Create a navigator hiring process	January 2023	It is necessary to have adequate staffing to ensure navigators aren't overburdened in case loads and they have the resources and capacity to form meaningful relationships with students.	#s of navigator interviews, job offers and placements Subgroups (Y/N): N		
		Ensure navigators are trained in MTSS practices and Alpha Public Schools district navigator PD	April 2023	Navigators need to have adequate supports and training to match students to personalized opportunities and supports.	# and % of navigators completed at least one focused PD session within three months of employment in partnership with Alpha Public Subgroups (Y/N): N		
		Ensure navigators have regular access to students with private spaces for relationship-building	May 2023	Navigators will need to negotiate practical barriers to building trust-based relationships in the often more public, noisier and challenging spaces of shelters than others who work directly in schools may need to navigate.	Targeted site walk-throughs (#) completed by project leads. Subgroups (Y/N): N		
Children and families participating in the Alpha Community Zone will be connected to one-on-one personalized supports and opportunities through navigators embedded within Caring Systems clinics.	Complete Baseline Progress Support Plans for All Students In Stage 1 Rollout identified clinics	Identify template for personalized support plans	January 2023	Navigators need tools and resources to know how to assess students' needs to match to personalized supports.	Checklist: Completed or Not Subgroups (Y/N): N		
		Identify data platform for electronic storing and sharing of personalized support plans	November 2023	Navigators need a way to store and access data on all the students they are supporting without information getting lost or confused, which might decrease trust in the navigators and compromise their effectiveness.	Checklist: Completed or Not Subgroups (Y/N): N		
		Conduct audit of numbers of personalized support plans completed	May 2023	We cannot meet our targets if we do not ensure implementation is happening smoothly and account for potential barriers	Electronic data review of Success Plan logs Will review demographic subgroups to ensure equitable access Subgroups (Y/N): Y		
Children and families participating in the Alpha Community Zone will be connected to one-on-one personalized supports and opportunities through navigators embedded within Caring Systems clinics.	Complete fidelity monitoring and adjustment of navigator program in Stage 1 clinics	Solicit feedback from focus groups of families involved in the navigator program	May 2023	Focus groups will allow us to identify what is working and what is not in a deeper way. They also provide equity and voice to families.	Focus group transcripts Subgroups (Y/N):		
		Audit types and numbers of referrals made by navigators for fit to family identified needs	June 2023	This will help us obtain a clearer picture of what the biggest need areas are for our families, and ensure the supports provided by navigators are personalized	Electronic data review of Success Plan logs Will review demographic subgroups to ensure equitable access. Subgroups (Y/N):		
		Review implementation data to improve process before rollout of Phase 2 clinics	Summer 2023	This final review of our pilot project will ensure we are better equipped to expand the program later.	Subgroups (Y/N):	We will conduct preliminary analyses looking at key climate data metrics (e.g. presence of a trusted adult) compared between clinic-connected students identified by data sharing agreement with Alpha Public Schools as a leading indicator. Will review demographic subgroups. Subgroups (Y/N): N	We will conduct preliminary analyses looking at one key academic leading indicator (e.g. chronic absenteeism) compared between clinic-connected students identified by data sharing Subgroups (Y/N):

Academic Outcomes are the last thing to begin measuring…

What is the change we expect to see from Success Planning?

Equitable Access and Participation

Social and Emotional Wellbeing

Academic Outcomes

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Metrics in Each of the Buckets

Access & Participation 🔒

Child/Youth Impact 👨‍🎓

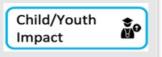Child/Youth Impact 👨‍🎓

Equitable Access, Opportunity and Participation

- Kindergarten readiness: health and physical development
- Nutrition
- Housing
- Transportation to school
- Health care utilization
- Health outcomes
- Summer or after school enrichment
- Equitable learning environments
- After school employment
- Registered to vote
- Locally defined
- Youth defined

Social Emotional Wellbeing

- Kindergarten readiness: social emotional development
- Belonging
- Self-efficacy
- Resilience, grit, persistence
- Self-regulation: disciplinary referrals, suspended, expelled, incarcerated
- Psychological distress: mental health services or referrals, suicide attempts or ideation
- Locally defined
- Youth defined

Academic Preparedness

- Kindergarten readiness: literacy and language development
- 3rd grade reading
- Standardized test scores
- GPA
- On-track to graduate
- Dual credit attainment
- Career related learning experiences
- Post-secondary acceptance
- High school graduation
- GED attainment
- Locally defined
- Youth defined

ORSIMPACT

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Implementation Data

- Navigator meetings
- Demographics
- Student goals and challenges
- Referral categories and services
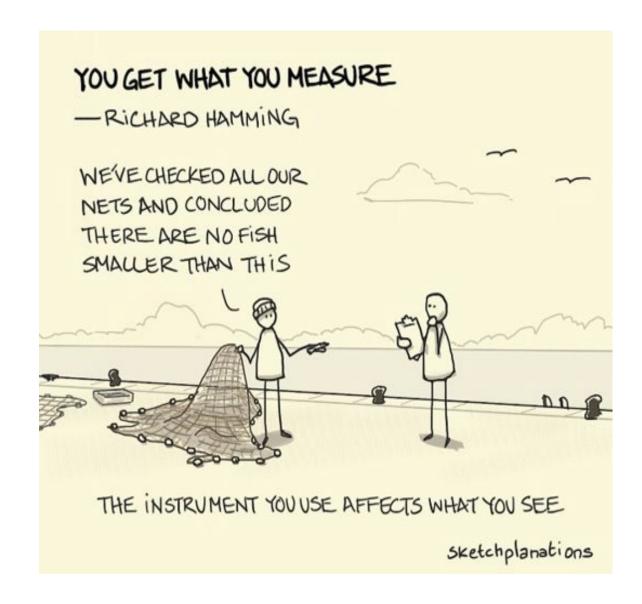
Community Highlights: Best Practices

Measuring What Matters:

- *NAZ:* Collecting outcome measures that capture the "how" not just the "what" of Success Planning

- *Long Beach*: Looking back (at baseline outcome data) to ensure outcome measures are aligned to the throughline

Data for Implementation:

- *Baltimore*: Tailoring metrics to the current implementation stage

- *Carbondale*: Setting up shared definitions amenable to data collection

YOU GET WHAT YOU MEASURE
— RICHARD HAMMING

WE'VE CHECKED ALL OUR NETS AND CONCLUDED THERE ARE NO FISH SMALLER THAN THIS

THE INSTRUMENT YOU USE AFFECTS WHAT YOU SEE

sketchplanations

NAZ: consulting the community to determine which metrics capture success
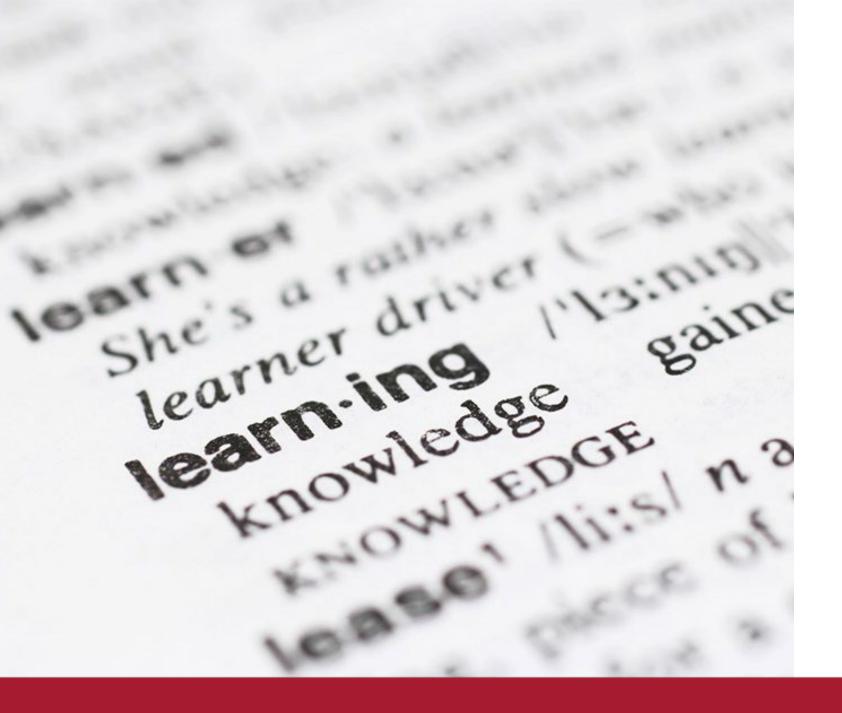
Long Beach:
Using metrics to reflect on action planning

Baltimore: tailoring metrics to current implementation stage

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Carbondale:
establishing
common definitions
of intended
implementation

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Activity: Reviewing Your Throughline

Access Your Team's Throughline by going to this link:

bit.ly/44Muzhx

THEN:

1. Select your community's folder "[Community Name]"

2. Go to "Community Goals & Data" subfolder

3. Open "Year 1 Workplan"

4. Go to first tab of spreadsheet

Group Synthesis and Debrief

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Pause for Reflection: Survey #1

End of Day Reminders for Wednesday, July 19

This Evening

- Welcome Reception at Russell House Tavern from 5:00pm – 6:30pm
  - Meet outside infront of Gutman Library if you would like to walk over with EdRedesign staff at 4:45pm
  - **Address:** 4 John F. Kennedy St, Cambridge, MA 02138
  - There is open bar and hearty appetizers and pub food; dinner on own afterwards if guests are still hungry
  - *Hotel Guests:* Shuttle service back to the Freepoint Hotel will depart at 6:45pm. Shoshana will alert and gather guests before the shuttle departs.

Tomorrow Morning

- Arrival and Networking is from 8:45am – 9:15am, programming will begin promptly at 9:15am
- *Hotel Guests:*
  - Complimentary breakfast is available from 7:00am – 8:10am in the hotel lobby area
  - Guests gather outside and begin boarding the shuttle at 8:10am, shuttles will depart at 8:15am
  - Claire Reid will be in the hotel lobby to help with the shuttle service
  - Journey line prework

#SuccessPlanningWorkshop2023

Reception

5:00-6:30 PM
Russell House Tavern Lounge,
14 John F. Kennedy St.,
Harvard Square

- Enjoy time to eat, drink, socialize, and connect with your colleagues.

- Hearty appetizers will be served

Dinner on Your Own
&
Choose Your Own Adventure

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