

When completing this table, consider all the resources and assets in your community from across a range of sectors (schools, after-school programs, nonprofits, social services, healthcare, etc.)

Component	What do we currently have?
<b>Navigator</b>	
Existing school or community structures that enable a caring adult to have a 1:1 relationship with every child	<ul style="list-style-type: none"> <li>● MTSS Coach (Beth)</li> <li>● Site Coordinator (Katie)</li> <li>● Social Worker (Nancy)</li> <li>● Classroom Teachers and support staff (3 adults per room)</li> <li>● Secretary (rene- twice a day contact, first report with families)</li> </ul>
Opportunities, during or outside of school hours, where adults meet individually with students on a regular basis	<ul style="list-style-type: none"> <li>● Family Home Visits (2 times per year)</li> <li>● Family Engagement Activities- almost weekly (Katie)</li> <li>● Family Orientation (Summer)</li> <li>● PTC - (Twice per year)</li> <li>● Tier 2 (and above) Meetings - MTSS Team</li> <li>● Arrival and Dismissal</li> </ul>
Training for adults to holistically support students through academic, health, social services and wellbeing supports	<ul style="list-style-type: none"> <li>● Pyramid model training - every other month (early childhood PBIS- foundation for all SEL in OCL)</li> <li>● Teaching Strategies Goals- Holistic view of child development (Frequency depends on teacher/circumstances)</li> <li>● Teacher coaching cycles (could be added voluntary)</li> <li>● Weekly Walkthroughs/Coaching Rounds</li> <li>● Tools of the Mind - (Yearlong process for new staff, targeted supports for other staff)</li> <li>● LETRS - )Year long- Every staff this year)</li> <li>● Community Cafes</li> <li>● ESU Supports (generally not used, but available)</li> </ul>
<b>Plan</b>	
A formal way to identify and capture student strengths and needs	<ul style="list-style-type: none"> <li>● Teaching Strategies Gold Data - Required by NDE, Accountability, Not family related, just the student</li> <li>● Natural Learning Environment data - Observations daily in various areas, uploaded online, 3 times per year students "rated" by teacher</li> <li>● MTSS Process when referred for tier 2,</li> </ul>

<p>Plan asks about academic, health, social, and extracurricular needs</p>	
<p>Plans are updated regularly</p>	<p>Frequency of data review could be improved (timeliness) Own progress monitoring created to address timeliness of formal data system</p>
<p><b>Comprehensive Services</b></p>	
<p>Partnerships across health (physical and mental), academics, social services, and extracurricular partners</p>	<ul style="list-style-type: none"> <li>● YWCA-Grand Island</li> <li>● YMCA</li> <li>● BoysTown</li> <li>● UNL Extension</li> <li>● CHI St. Francis</li> <li>● Red Cross</li> <li>● Scarecrow Pumpkin Patch</li> <li>● Westside Lanes</li> <li>● GIPS Foundation</li> <li>● Central Community College</li> <li>● Early Development Network</li> <li>● Clearwater Counseling</li> <li>● Active Family Chiropractic and Wellness Center</li> <li>● Literacy Council</li> <li>● Multicultural Coalition</li> <li>● Grand Island Public Library</li> <li>● Habitat for Humanity</li> <li>● Legal Aid</li> <li>● Third City Community Clinic</li> <li>● Heartland Optical</li> <li>● Healthy Beginnings</li> <li>● Heartland United Way</li> <li>● WIC</li> <li>● Central District Health Department</li> </ul>
<p>A clear referral system</p>	<p>N/A - Needs to be worked on</p>
<p>A way for students to access services (e.g., transportation;</p>	<ul style="list-style-type: none"> <li>● Voucher may be provided (sometimes) <ul style="list-style-type: none"> <li>○ Challenge for multilingual families</li> </ul> </li> <li>● Onsite Mental Health</li> <li>● Onsite medical care (though Heartland Health) to begin in</li> </ul>

<p>financial support, etc.)</p>	<p>coming year</p> <ul style="list-style-type: none"> <li>● Dental Screenings on site</li> <li>● District provided transportation (for some of the more severe needs)</li> <li>● Food pantry on site</li> </ul>
<p><b>Data Platform</b></p>	
<p>A way to track student progress toward goals identified in plan</p>	<ul style="list-style-type: none"> <li>● Nothing other than Google Suite services</li> <li>● K-12 System uses Synergy</li> </ul>
<p>The platform has data-sharing capacity across sectors/partners</p>	<ul style="list-style-type: none"> <li>● Only informal conversations and referrals</li> </ul>
<p><b>Enabling Conditions</b></p>	
<p>Other contextual programs, resources, or enabling factors that can promote Success Planning in your community.</p>	<ul style="list-style-type: none"> <li>● Relationship with H3C</li> <li>● Strategic plan includes individualized learning in GIPS</li> </ul>

According to research on collective impact, there are three critical pre-conditions. We are referencing this evidence-based literature because the place-based and cross-sector nature of effective Success Planning implementation requires collaborative action that has similarities to collective impact:

- The presence of influential champions that can bring school districts, cross-sector leaders, families, and students together to begin a collaborative planning process
- Sufficient resources (financial and human) to support the planning process and student success infrastructure for at least one year, in addition to a long term (5 year) commitment to the work
- The urgency to address child and youth success in new and different ways demonstrated by frustration with existing systems by multiple actors, including policymakers and funders

We encourage your team to discuss these pre-conditions and identify areas of strength and opportunities to grow.

	Not Yet	Establishing	Developing	Mature	Evidence
<b>Influential Champions</b> <b>-Establishing</b>		Conversations have been had with key political, social, and philanthropic leaders to generate their buy-in for Success Planning	Key political, social, and philanthropic leaders have expressed an interest in supporting Success Planning	Key political, social, and philanthropic leaders have publicly committed their time, support, or funding toward Success Planning	<ul style="list-style-type: none"> <li>- Building that houses OCL completed and well resourced</li> <li>- H3C leadership identified this work as a focus area</li> <li>- Central office conversations and interest</li> </ul>
<b>Human Resources</b> <b>-Establishing</b>		A subset of individuals, perhaps from a small number of agencies or organizations, lead and execute the bulk of the work.	Working groups are clearly structured, functioning, and productive.	Established backbone organization with dedicated staff to support facilitation, data collection, and communication management	<ul style="list-style-type: none"> <li>- People are interested, conversations happening, nothing formalized yet</li> <li>- No systematic process yet in place</li> <li>-</li> </ul>

<p><b>Financial Resources</b> -Establishing/ Developing</p>		<p>The Success Planning team has documented a budget and fundraising plan, with personnel dedicated to fundraising.</p>	<p>Some public and private funding has been secured, as well as strategic and in-kind support.</p>	<p>The work is fully funded for 3-5 years through diverse funding sources.</p>	<ul style="list-style-type: none"> <li>- Blended Funding for FSCS work (NDE/NCFF)</li> <li>- Unknown total costs of Success Planning (financial and human capacity)</li> <li>-</li> </ul>
<p><b>Sense of Urgency</b> -Establishing</p>		<p>There is a current challenge in the community that has been identified for which Success Planning can support.</p>	<p>Data and political will has been generated on a pressing challenge that can be addressed by Success Planning.</p>	<p>Families, community members, and leaders have mobilized and committed to Success Planning as a solution to tackle an evidence-based challenge.</p>	<ul style="list-style-type: none"> <li>- Urgency around attendance and early literacy</li> <li>- Different stakeholders have different goals for EC</li> <li>- Need for local data success(!)</li> </ul>

## Aligned Vision

Another condition of collective impact focuses on an aligned vision. It is important that key stakeholders see Success Planning as an approach to improve child and youth outcomes. Please reflect on the following three statements and to what extent they apply to your community context:

Statement	Reflections
<p>A core group of multi-sector partners are committed to developing all four components, in partnership with the community and with a focus on equity.</p>	<p>Emerging- Champions identified and on board across organizations in the partnership, we are all trying to build the case that this is the vehicle to support ALL children, be upfront about what this is and what it is not! Tenuous political time here in Nebraska. Hope to develop a clear narrative about what Success Planning means for each child, family, and school</p>
<p>Success Planning may start as a pilot at an individual or several schools or programs, but the goal is to scale the framework across all students in the district. EdRedesign believes it is important for Success Planning to be implemented for <b>all</b> children within a given school or program rather than for a demographic subset. All children should have a Navigator and a plan, although each plan will look different.</p>	<p>This statement is very much aligned with the thinking of GIPS, NDE, NCFE, H3C, and the idea of collective efficacy for us all to make a difference. From a statewide perspective, how can we help all our districts support every child, fitting the individual needs of each district (Keep Local Control)</p>
<p>The school district embraces the concept of supporting students holistically to include physical and mental health; social services; and extracurricular activities, in addition to academic supports.</p>	<p>Every Student, Every Day a Success; We teach Hearts and Minds (GIPS mission statement)</p> <p>GIPS has recognized all the elements of child development, commitment to mental health, social workers, out-of-school time, etc.</p>

## Nuts and Bolts of Collaboration

While it is entirely feasible to start the process with a blank slate, it is helpful to understand existing entities, practices, programs, and initiatives that align with Success Planning. Below are some questions to consider in advance of the July workshop:

Statement	Reflections
<p>Is there a history and culture of collaboration among potential organizations for Success Planning? If yes, how can you build on past success?</p>	<p>A real strength, relationship with H3C, a point of growth over the last 3 years for community/school collaboration</p> <p>FSCS work has deepened relationships and planning for collaboration and strengthening relationships between school and community services/orgs</p> <p>NDE is a great resource to connect existing programs and opportunities to needs and wants of school/community/families</p> <p>Central office support and has staff dedicated to community and business partnerships, high school academies - community partnerships</p>
<p>Is there a neutral convener who has the respect of Success Planning stakeholders that is best positioned to lead the planning process?</p>	<p>Jennifer falls in this category, strong relationships in the community, understands the BOE and can really develop relationships</p> <p>Amy and Saffron have a strong focus and passion for ECE and moving the needle forward from the community and school perspectives</p>

	<p>NDE and NCFE are a benefit and can be a “neutral arbiter” and a statewide perspective of what is going in elsewhere and making connections outside the community</p>
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<p>Do relationships exist that will enable engaging a broad, cross sector group of actors to lead and implement the Success Planning effort? If not, how will you begin that process?</p>	<p>See above</p>
<p>Are stakeholders committed to using data to set the agenda and improve the work over a period of time?</p>	<p>Non-negotiable Throughout our conversations in developing this document, data has consistently come up as a necessity for gaining support for this work this year and beyond. The data is what drives decisions for GIPS, NDE, H3C and NCFE.</p>

