

Spring 2021 By All Means Convening

Putting Relationships at the Center of Success Planning

Featuring:

Keri Randolph, Executive Officer of Strategic Investments for Metro Nashville Public Schools

Nicole Anderson, MA MHRS, Restorative Justice Community School Manager for Fred T.

Korematsu Discovery Academy, Oakland Unified School District

Hosted by:

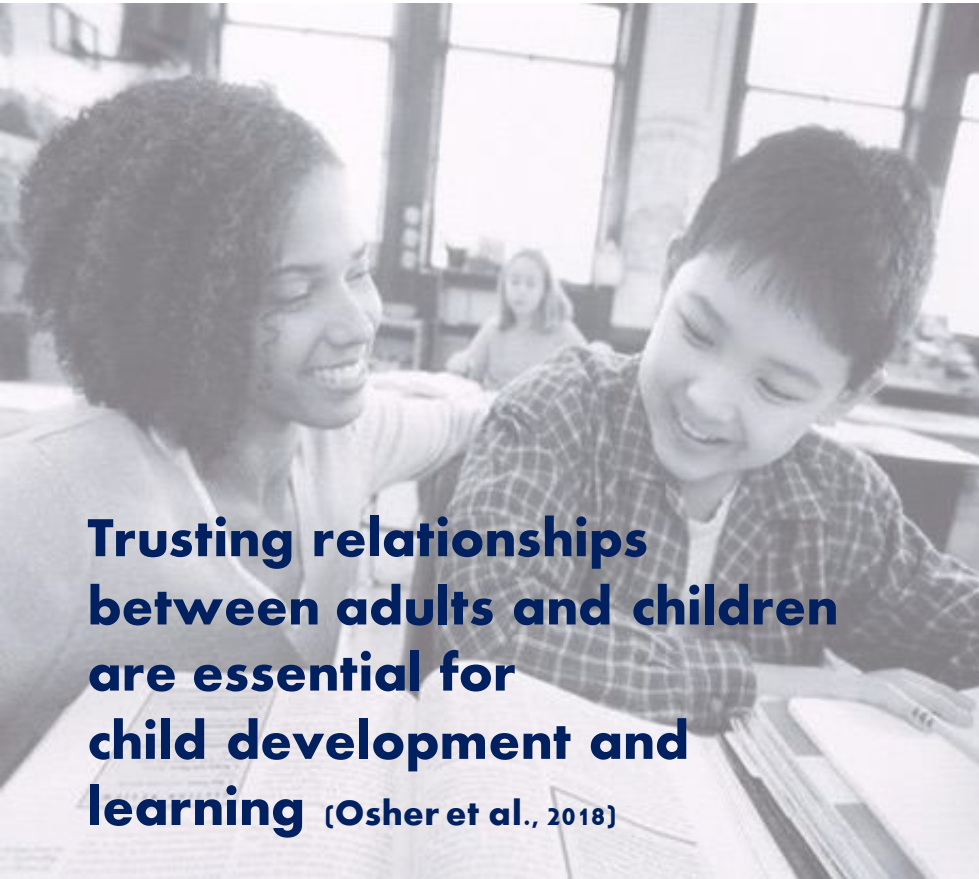
Lynne Sacks,
Research Director,
Education Redesign
Lab, Harvard Graduate
School of Education

A group of skydivers in black jumpsuits are falling through a clear blue sky. They are in various poses, some with arms outstretched, others with legs tucked. The sky is a pale, clear blue with a few wispy clouds near the horizon.

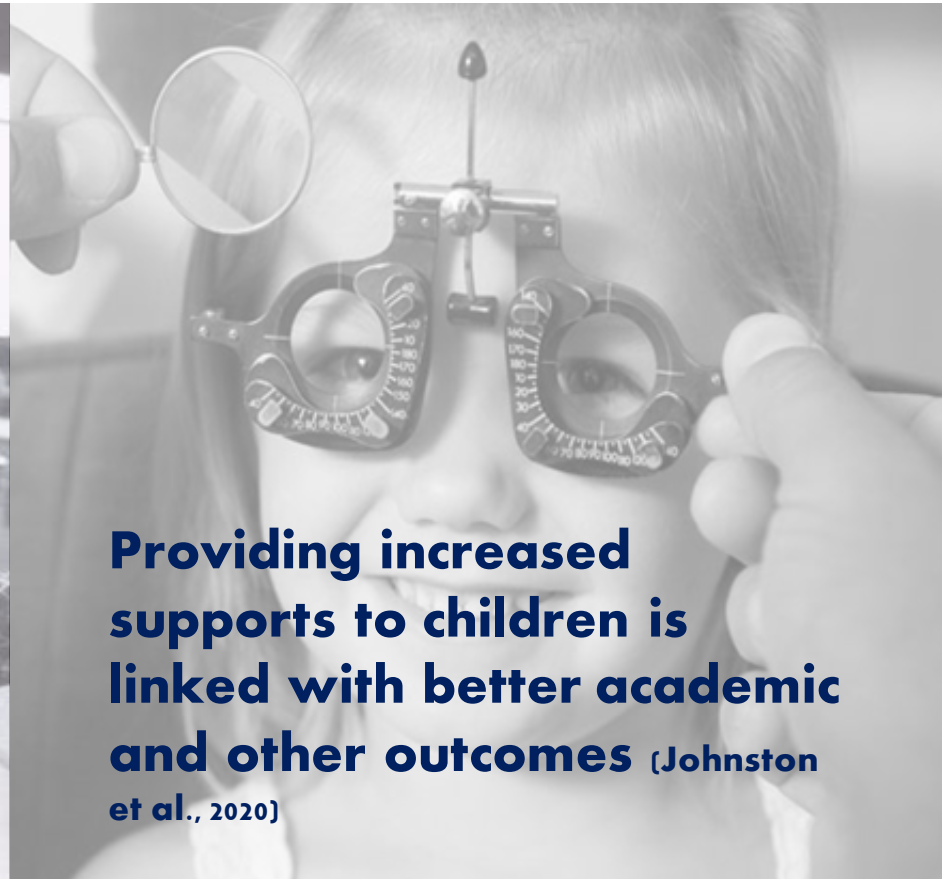
Session Overview

- **Putting relationships at the center of Success Planning**
 - Lynne Sacks, Research Director, EdRedesign Lab
- **Designing and sustaining systems of Navigators**
 - Keri Randolph, Ed.LD, Executive Officer of Strategic Investments for Metro Nashville Public Schools
 - Nicole Anderson, MA MHRS, Restorative Justice Community School Manager for Fred T. Korematsu Discovery Academy, Oakland Unified School District
- **Q&A:** Please submit questions in the **chat**
- **Note:** This session is being recorded

Research shows...



Trusting relationships between adults and children are essential for child development and learning (Osher et al., 2018)



Providing increased supports to children is linked with better academic and other outcomes (Johnston et al., 2020)

Too many children face gaps in supports and opportunities and feel disconnected



Why Success Planning?

- Provides 360-degree view of each child's strengths, interests, goals, and challenges
- Fosters meaningful relationships between each student and a caring adult navigator who can serve as a connector to supports and opportunities
- Ensures that these relationships and supports aren't just luck of the draw



10 Guiding Principles



Equitable



Comprehensive



Student-Centered



Relationship-Driven



Personalized



Actionable



Cross-Sector



Information-Driven



Secure



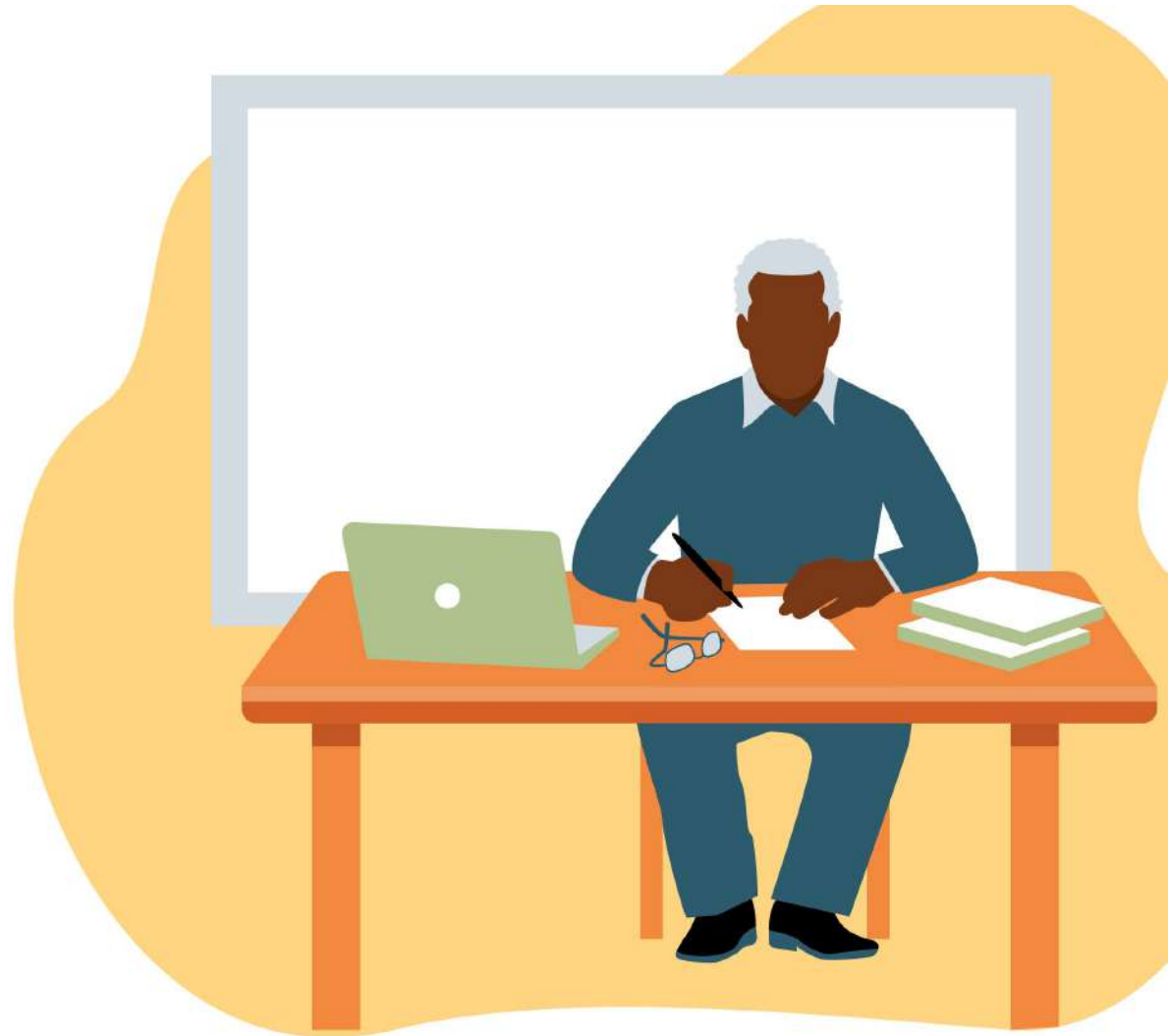
Sustainable



**Support and
relationships
are more
important
than ever**

Success Planning: The Navigator's Role

Someone who can hold each student's hand, recognizing their unique strengths and needs. Navigators ensure each student is seen, known, understood, supported, and provided with customized opportunities to learn and thrive



Success Planning is Happening across the Country



Unity Point, IL: Designated two weeks at the start of the school year for in-depth meetings between a teacher and each student and family to identify pressing issues

Nashville, TN: Developed a districtwide Navigator program and created a Navigator training and support guide

Highline, WA: Implemented Success Planning with an emphasis on whole child support (in and outside of school) and relationships

Louisville, KY: Partnered with Unite Us to launch a coordinated care network of health and social service providers

Oakland, CA: Partnered with Salesforce to build a student support tool being implemented in nearly half of district's schools during the 2020-2021 academic year

Salem, MA: Teachers contact each family to identify urgent needs and partner with City Connects to meet those needs

Early Learnings (1 of 2)

- ❖ Forward-thinking school and organizational leaders have quickly mobilized educators and other to serve as Navigators and provide ongoing, personalized connections for students and families.
- ❖ Navigators have reported these deeper connections make their work feel more meaningful and satisfying and has changed their understanding of the challenges children and their families are facing.
- ❖ Students have reported feeling more empowered to advocate for themselves.
- ❖ Navigators should serve as the conduit to trained counselors and social workers who can address children's mental health, academic, social services and other needs.



Early Learnings (2 of 2)

- ❖ Schools and other organizations need to reorganize their use of time to allow for Navigator meetings.
- ❖ Navigators require training and ongoing support including systemic approach to address secondary trauma.
- ❖ A sophisticated data platform is optimal, but not essential to get started.
- ❖ Partnering with a national student support organization can provide success planning infrastructure.



“[Building relationships with my students] is why I went into teaching in the first place.”

-Unity Point teacher

“[My teacher] reaches out to [you] and knows that you’re struggling, and he communicates with you and fulfills your concerns. I think that’s what every teacher should be doing this year...making sure that every student has what they need.”

-High school student





METRO
NASHVILLE
PUBLIC
SCHOOLS

Navigators

Connecting Each Student to a Path of Success

Keri Randolph, EdLD
Executive Officer of Strategic
Investments



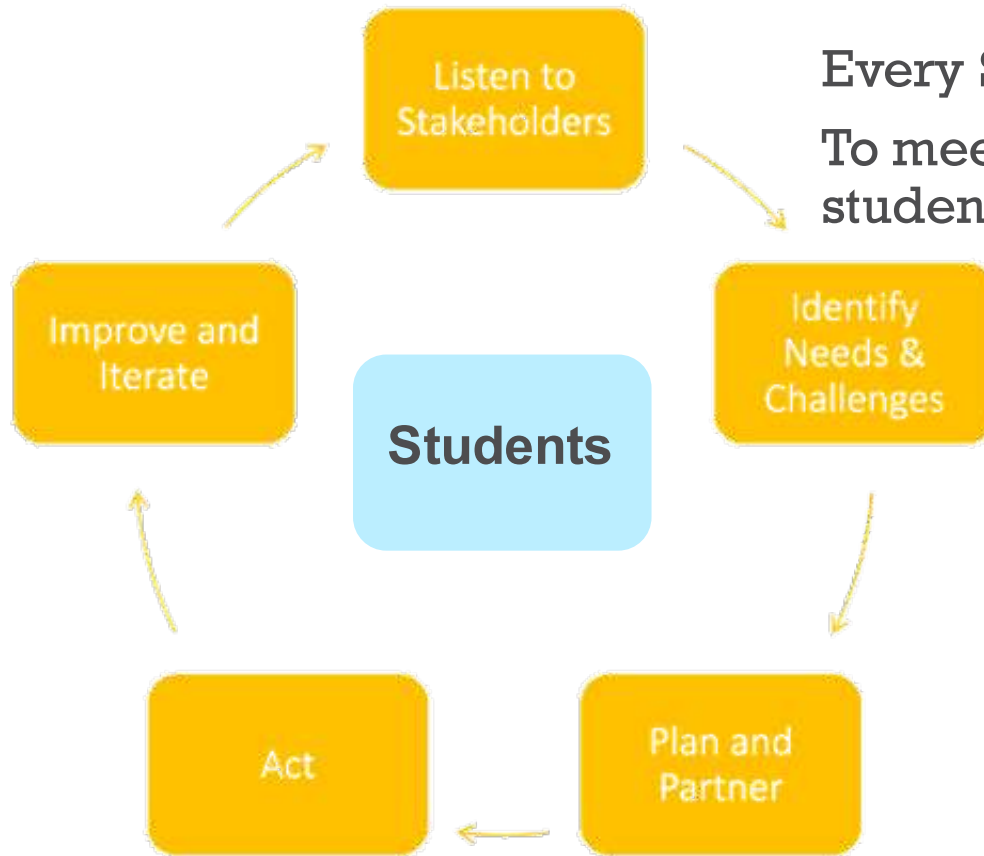
Why launch Navigator?

We saw the need for more Tier I support for our students as they navigated the new learning environment in Fall 2020.

Multiple teams came together to launch this initiative, knowing we would be adjusting and improving the process along the way.

Why launch Navigator?

Every Student Known.
To meet the needs of our students and families





Connector to resources and supports



Navigator Support



Actionable Data



Navigator



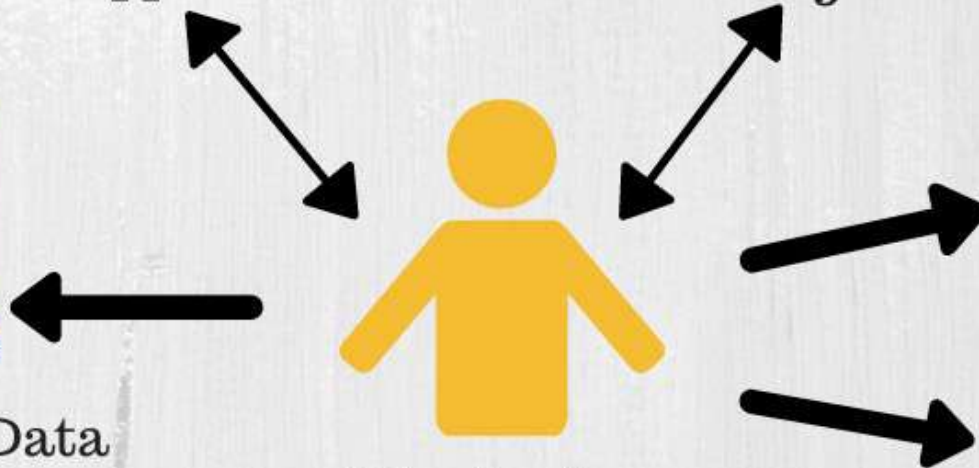
Social Worker,
Counselor, etc.



Teacher



Students



Navigator Data Process and Tools

MNPS Navigator Weekly Student Check-in: Alex Green Elementary

Each week, use this form to take notes and record status updates during each student check-in while following the weekly script (see the Navigator Handbook).

Before clicking "Submit", remember to check the box ("Send me an email receipt of my responses") to keep a copy of your submission.



Microsoft Forms

1. Student full name: *

Please enter the student's first and last name.

Enter your answer

Microsoft Power BI

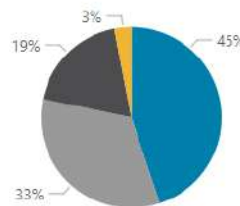


Areas of Concern from Navigator Check-ins

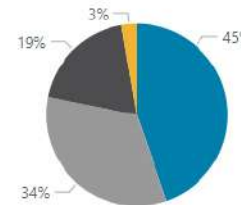
Students may be counted more than once. By default, the 'Survey Date' filter is set to the most recent week. *Confidential - MNPS Use Only*

■ No (no concern)
■ Yes (needs attention)
■ Not discussed
■ Not reported

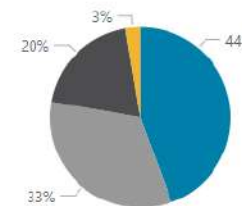
Student check-ins by Consistent computer access concerns



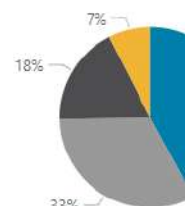
Student check-ins by Reliable Internet access concerns



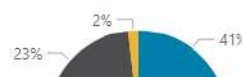
Student check-ins by Virtual learning conditions/workspace concerns



Student check-ins by Academic engagement success concerns



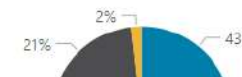
Student check-ins by Food security or meal services concerns



Student check-ins by Housing stability concerns



Student check-ins by Mental/emotional well-being concerns

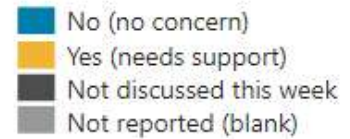


Student check-ins by Enrichment, hobby activities concerns

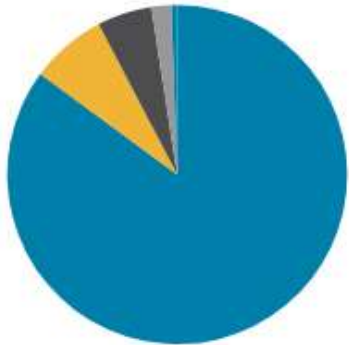


Areas of Concern from Navigator Check-ins

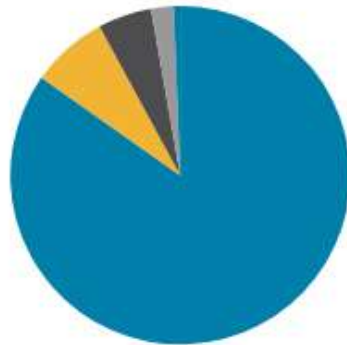
Students are counted more than once. Filter on 'Survey Date' to view the most recent check-ins. **Confidential - MNPS Use Only**



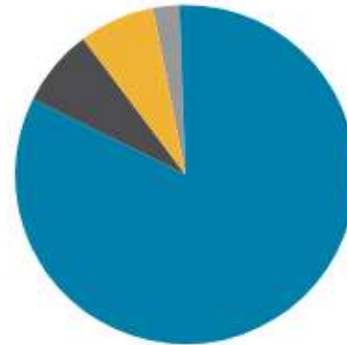
Student check-ins by Consistent computer access concerns



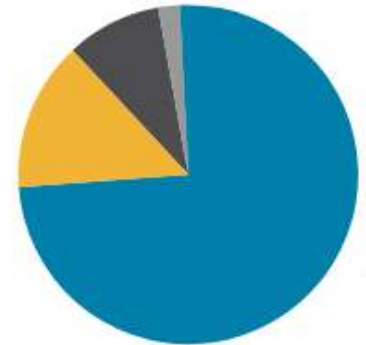
Student check-ins by Reliable Internet access concerns



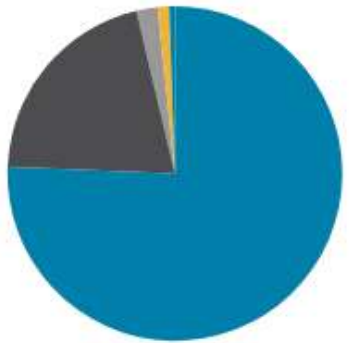
Student check-ins by Virtual learning conditions/workspace concerns



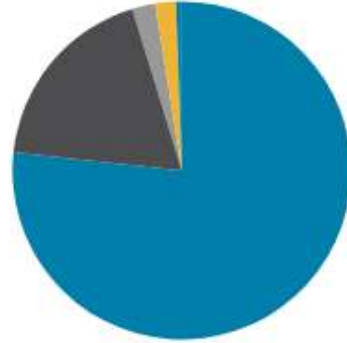
Student check-ins by Academic engagement and success concerns



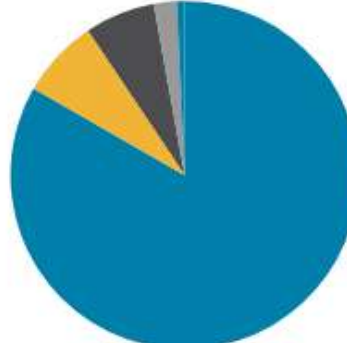
Student check-ins by Food security or meal services concerns



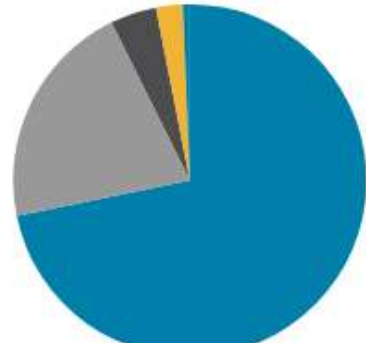
Student check-ins by Housing stability concerns



Student check-ins by Mental/emotional well-being concerns



Student check-ins by Enrichment, hobbies, outside activities concerns



Since August...

360,000 Check-ins

60,000 Students

5,700 Navigators

2,800 Collaborative referrals

What have we learned?

Understanding needs at school and district levels helps align resources

Non-negotiables with freedom to innovate

Identified gaps in other processes (follow through on collaborative referrals)

Real-time data is powerful

What have we learned?

Meeting schools where they are helped move the work forward- patient, consistent support

Must be owned and supported at building level to be effective

Matched a felt need for students/families and staff

Keep caseloads low



How has it helped?

- Many schools have reached >97% of their students.
- Only 2.9% of students/families have opted out.
- Rate of collaborative referrals has remained constant at 1:125 check-ins. Justifies need and regular check-ins with all students.
- Responsive to shifting needs- started with technology, food and have become increasingly academic.



“I feel like it helps me a lot, even when my friends are not available, I can still talk to [my Navigator]. She talks about how I’m doing and my work and tasks and what I need to do. What I like about the meetings is that I kind of get to know her a bit.”

Juliette, 2nd grade at Inglewood Elementary

NAVIGATOR

Connecting each student to a path of success



METRO
NASHVILLE
PUBLIC
SCHOOLS



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Oakland Community Schools

*Moving Towards Becoming a Full-Service Community School
District: Putting Relationships at the Center of Success Planning*



Presented by Nicole Anderson, OUSD
May 18, 2021

www.ousd.org



@OUSDnews

OAKLAND COMMUNITY SCHOOLS

WHERE ALL STUDENTS GRADUATE COLLEGE, CAREER, AND COMMUNITY READY



Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

Visit www.ousd.org/communityschools for more



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2020-21 Community School Priorities

Full-Service Community School focus for schools with Community School Managers



Increase School Attendance through building Attendance Teams to analyze data, develop innovative systems, and focus on building relationships to address chronic absence and truancy.

- Attendance Teams meet regularly to review student and classroom data and create Attendance MTSS Interventions (e.g. Success Mentors, family case management, home visits, incentives and school-wide initiatives).



Strengthen COST and MTSS systems to support students, families and teachers through coaching with Behavioral Health teams to meet highest need students and families.

- MTSS Tiered Behavioral Health Interventions and partnerships.
- Systems for Progress Monitoring and communication with teachers.



Increase access to Health Services to address barriers to learning.

- Integrate school based health services to increase equitable access for highest need students and families.
- Coordinate outreach and communication to maximize services and partnerships.



Increase and strengthen Partnerships to meet the needs of the school community.

- Ensure partners on school campus have Board Approved Contract and update annually in the OUSD Partner Database to be listed on the OUSD Approved Partners List.
- Increase alignment and integration of partners to address school goals/focus areas and address unmet needs.



Create innovative systems and strategies to address goals of SPSA. Some examples include:

- Support coordination of Family Engagement initiatives.
- Support coordination of School-wide culture climate activities
- Support coordination of Student School Transitions Pre-K-College.
- Support School Outreach and Enrollment.

O U S D



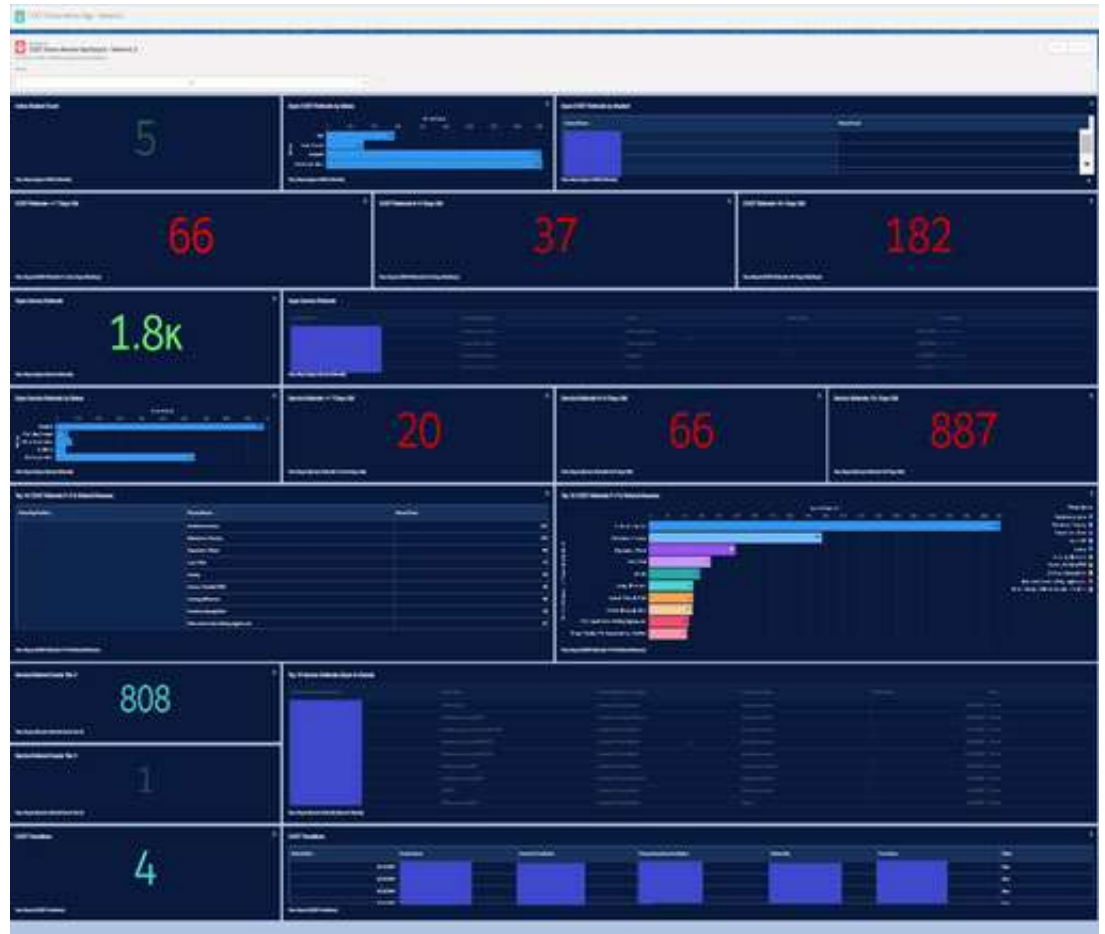
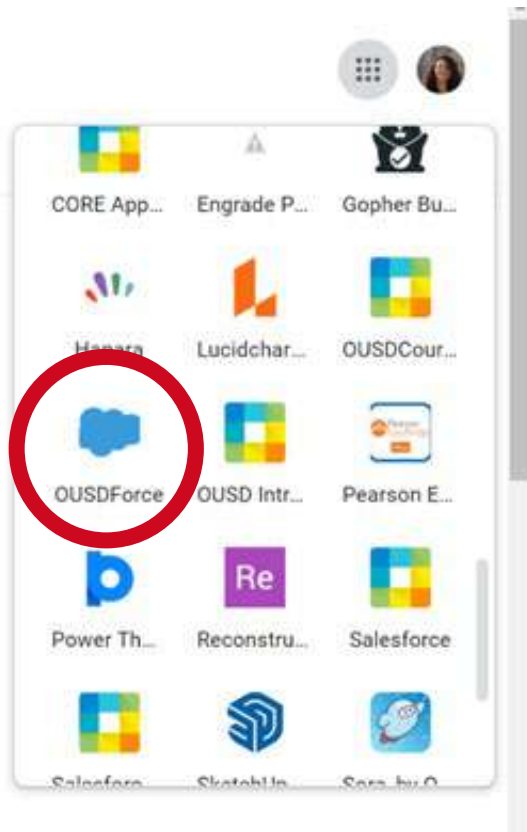
C M M U N I T Y S C H O O L M A N A G E R S

Community School Manager:

- Classified Administrators
- Site specific to manage student services
- Trauma- Informed
- Often operates in many roles:
 - Family Navigator
 - Wellness Champion
 - Safety Lead
 - COST Lead
 - School Site Council
 - Food Bank Coordinator
 - Co-leading Professional Development
 - Instructional Leadership Team
 - School Site Council
 - Attendance Team Lead

Visit www.ousd.org/communityschools for more information

*District Wide Systems of Support:
CSMs can lean on data dashboards and OUSDForce to identify Tier 1,
Tier 2, and Tier 3 support needs and track efforts through transition.*



ousddata.org

Visit www.ousd.org/communityschools for more information



KDA's COST Team is a diverse group of identities and skill sets that leverages systems and relationships to lift up the needs of our community while centering human values, transparency and connection. The COST process is one of many ways our community is able to name when someone is needing support (ie. emotionally, academically, housing, family system).

Year 1-2:

- Building relational trust through action with students, families, teachers, and principal
- Creative individualized plans utilizing deep knowledge of the students and community
- Create a culture that invites conversation and creates a sense of belonging and safety

Learning Systems in OUSD:

- COST, Attendance, Partnerships, Health Services, Family Engagement, Early Childhood
- Data, dashboards, enrollment, building relationships internally/centrally
- Creating a COST team of adult navigators

Year 3+:

- SWOT Analysis, test initiatives, strengthen partnerships and outreach methods to provide supports at a community, network, and district level
- Take on additional roles
- Partner with Bx Health to train all staff on understanding the neurobiology of trauma and stress to support adults with supporting at a relational level

www.korematsudiscoveryacademy.Org

Visit www.ousd.org/communityschools for more information