



EdRedesign

OPPORTUNITY FOR ALL

HARVARD



GRADUATE SCHOOL
OF EDUCATION

Summer Institute Implementation Workshop

How to Create & Track Personalized Systems of Support for Every Child -
EdRedesign's Institute for Success Planning
Thursday, July 11, 2024

Presenters



Tauheedah Jackson

Deputy Director; Director
of the Institute for Success
Planning, EdRedesign Lab
at Harvard Graduate
School of Education



**Stacy
Schweikhart**

Chief Executive Officer,
Learn to Earn Dayton



Rachel Ward

Vice President,
Omega CDC

Our vision

Opportunity for *all* children and youth

All children have clear and accessible pathways to well-being, educational attainment, civic engagement, and upward mobility



Housed at a world-class research university, we are well-positioned to serve as a field catalyst and trusted thought partner across our key areas



Talent and leadership development

Developing **community leaders and teams** who can manage complex, cross-sector initiatives that yield positive outcomes for children and youth at scale



Actionable research

Meeting the demand for case studies, toolkits, and other **resources** driven by the growing momentum in our field and expanding the **evidence base** for collaborative action and personalized supports



Movement Building/Systems Change

Convening practitioners, community leaders, thought leaders, policymakers, and funders from around the country to enable **peer learning**, **Showcasing** promising practices, and **Accelerating** impact through policy and systems change



“While equitable systems change requires a diverse set of actors playing distinct and complementary roles across a field or ecosystem, field catalysts harmonize and drive that multifaceted work, serving as a kind of nerve center for the matrix of activity needed to transform our inequitably designed systems.” [The Bridgespan Group](#)

We advance two
critical strategies that
engage both systems
and individual
children and youth

OUR MISSION

To ensure the social,
emotional, physical, and
academic development
and well-being of all
children and youth,
especially those affected
by racism and poverty



Amplifying the impact of local
governmental and
non-governmental systems
and programs serving children,
youth, and families through
**place-based, cross sector
collaboration** to remove
structural barriers and open
pathways to opportunity



Meeting the needs of
each individual child and
youth through
**personalized,
relationship-based
opportunities and
supports** for them to
reach their full potential

“The true measure of any society can be found in how it treats its most vulnerable members”

-Mahatma Gandhi



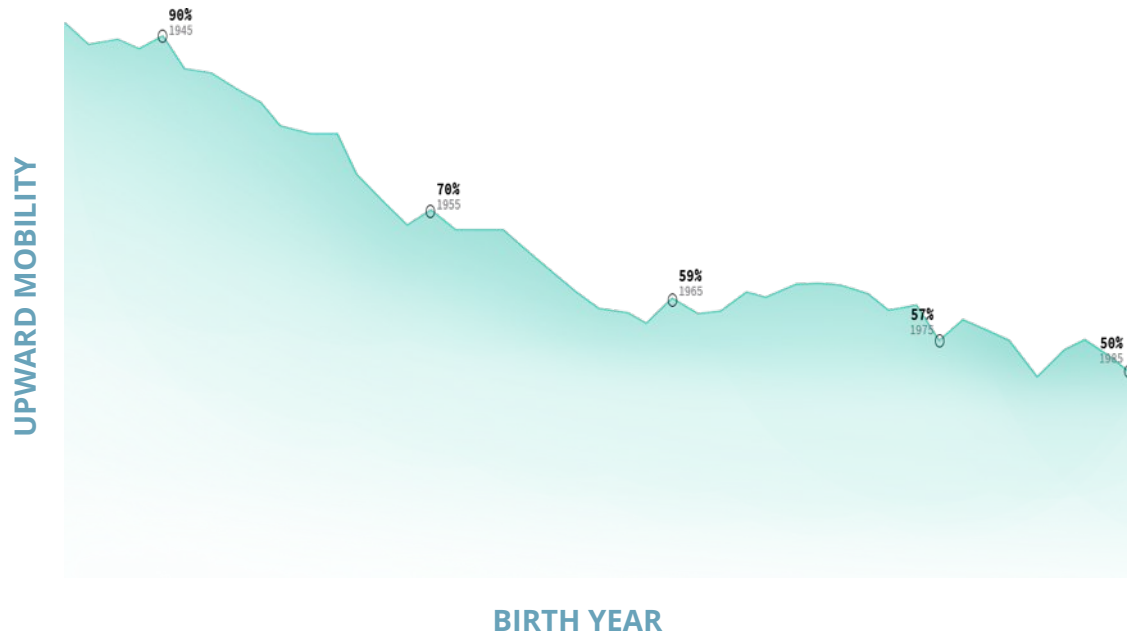
What opportunities exist for the next generation of children and youth to earn more or have better outcomes as adults than their parents?



Race, place, and income should no longer be determinants of school and life outcomes for children and youth

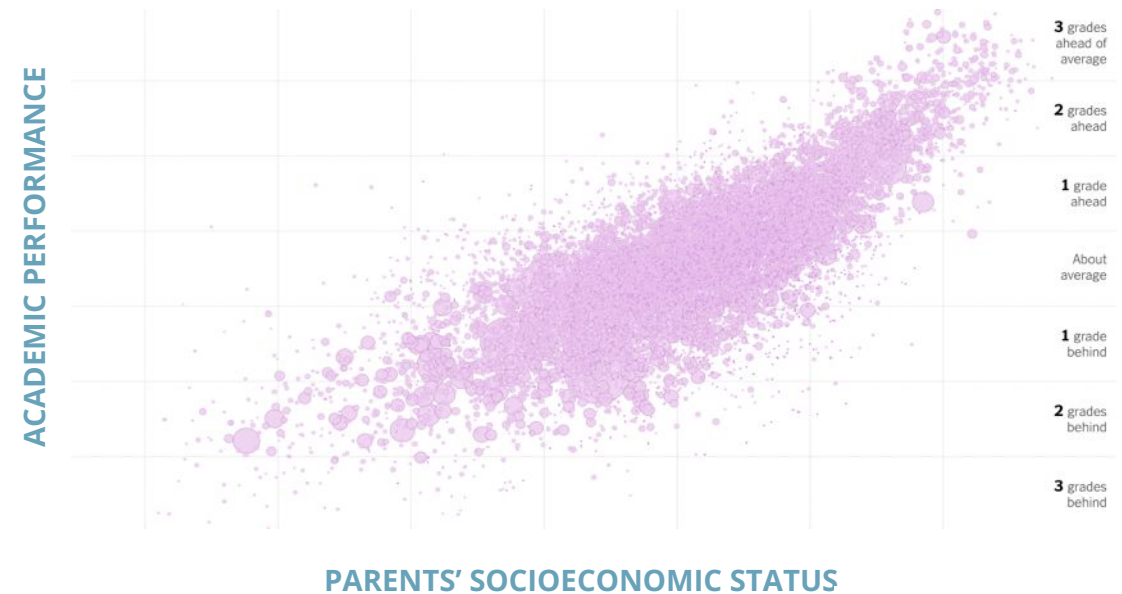
Declining intergenerational mobility

Rates of absolute mobility have declined sharply. 90% of children born in the 1940s earned more than their parents; this was true for only 50% of children born in the 1980s.¹



Inequitable opportunity

Children's outcomes in adulthood are determined more by their socioeconomic status, zip code, and race than by the quality of their schools. Students from the lowest income families may be up to six grade levels behind their peers from the highest income families.²



1. Chetty et al. (2017); chart from Opportunity Insights
2. Reardon (2016)

We are building a movement to transform the systems that are currently failing to provide equitable access to supports, resources, and opportunities to all children and youth...into a cradle-to-career ecosystem that integrates and aligns efforts across sectors to provide every child with an equitable opportunity to thrive.

From

To



**School-centri
c**



Cross-sector and comprehensive

Holistic child and youth development and education



Fragmented



Coordinated and collaborative

Cradle-to-career collaborative action that supports **equitable, efficient, and effective systems** of supports, resources, and opportunities so that no child or family falls through the cracks



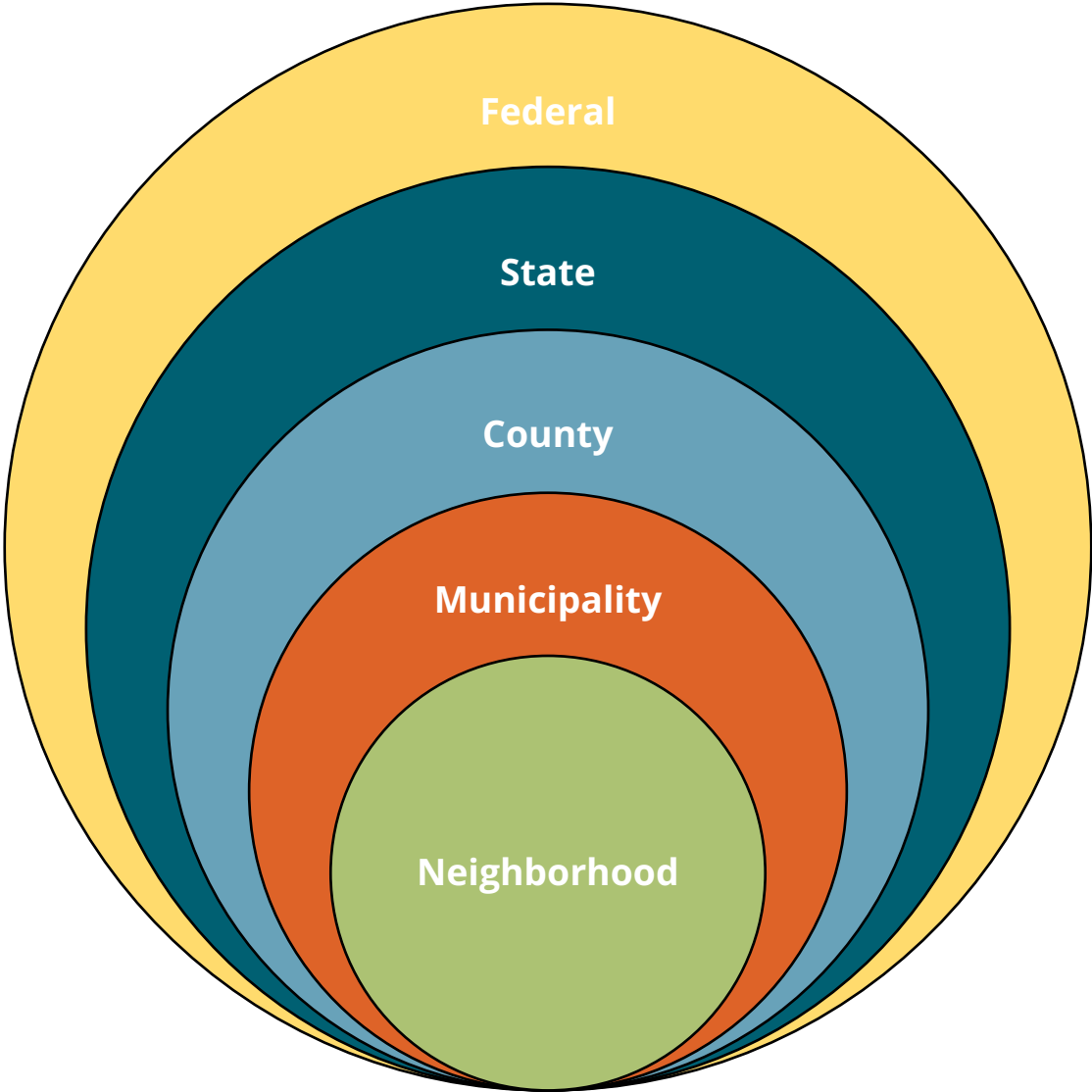
Factory model

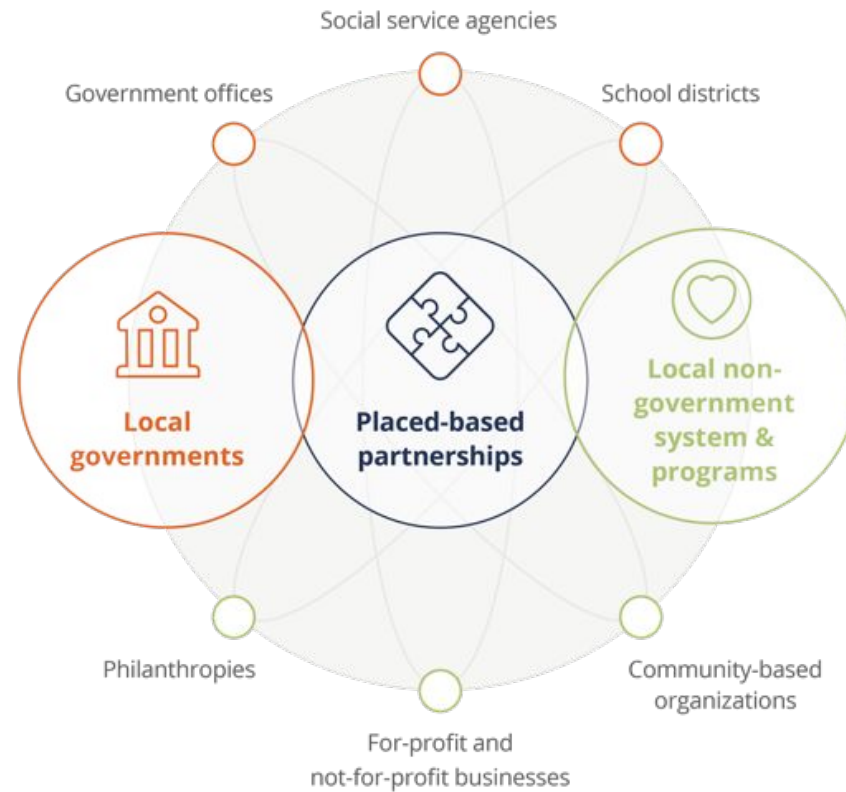


Personalized and responsive

Individualized to meet each child where they are and provide them with **personalized supports**, enrichments, and other resources that align with their own needs and strengths

Place-Based Partnership Networks – Different Units of Change





Place-based Cross-sector Collaboration

Communities need to work together, across sectors, to create coordinated systems of support and opportunity for children and youth through **Children's Cabinets** and other models for cross-sector collaboration, including community **backbone organizations** and **place-based partnerships**.

Cradle-to-career place-based partnerships among governmental agencies, school systems, health care systems and providers, community- and faith-based organizations, philanthropies, and for-profit and not-for-profit businesses drive transformational, systems-level change.

Spotlight on Poughkeepsie, NY

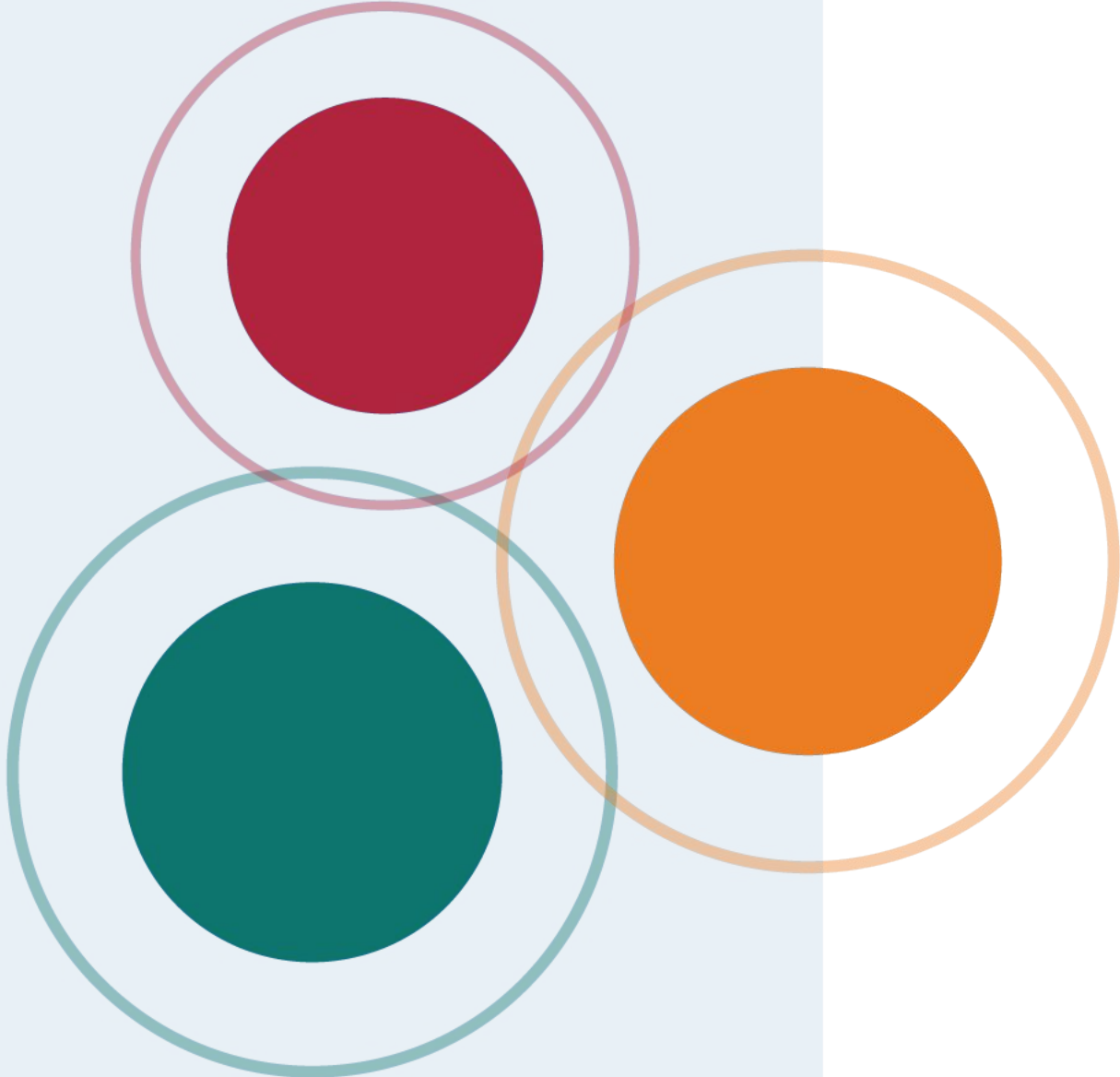
A By All Means & Success Planning Community

- In 2020, Rob Watson partnered with the mayor, superintendent of schools, and community stakeholders to launch the **Poughkeepsie Children's Cabinet (PCC)**, a StriveTogether Network Member.
- The PCC's Board of Directors includes the Mayor, Superintendent of Schools, County Executive and CEO of the Dyson Foundation, the Mid-Hudson Valley of NY's largest regional philanthropy.
- During the COVID-19 pandemic, the PCC facilitated a partnership between Dutchess County Government and Poughkeepsie City School District to do a **success planning pilot** through the Boston College City Connects program in Poughkeepsie Middle School.
- Poughkeepsie recently received a \$2.5M **Full-Service Community Schools (FSCS) grant** from the US Department of Education to scale its **Community Schools offerings** to all 5 elementary schools.
- Success planning will be a **cross-cutting FSCS strategy** to inform the PCC's **emerging policy agenda** citywide and at the neighborhood level.



Through **collaborative action**, a community can leverage its resources to ensure **every child** has the **opportunity to succeed**





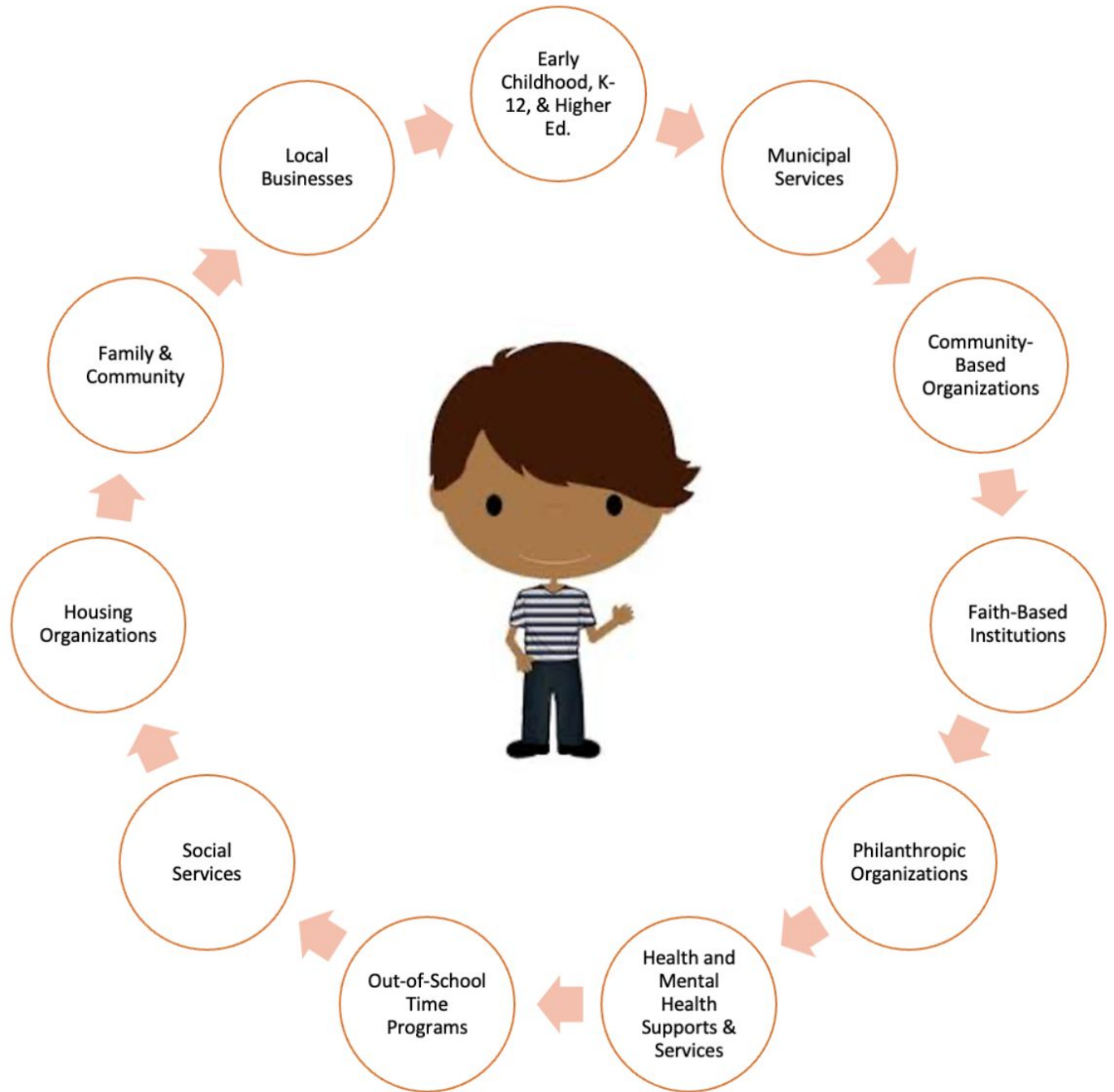
Aligning Personalization and Collaborative Action Toward Policy and Systems Change

Insufficient Time

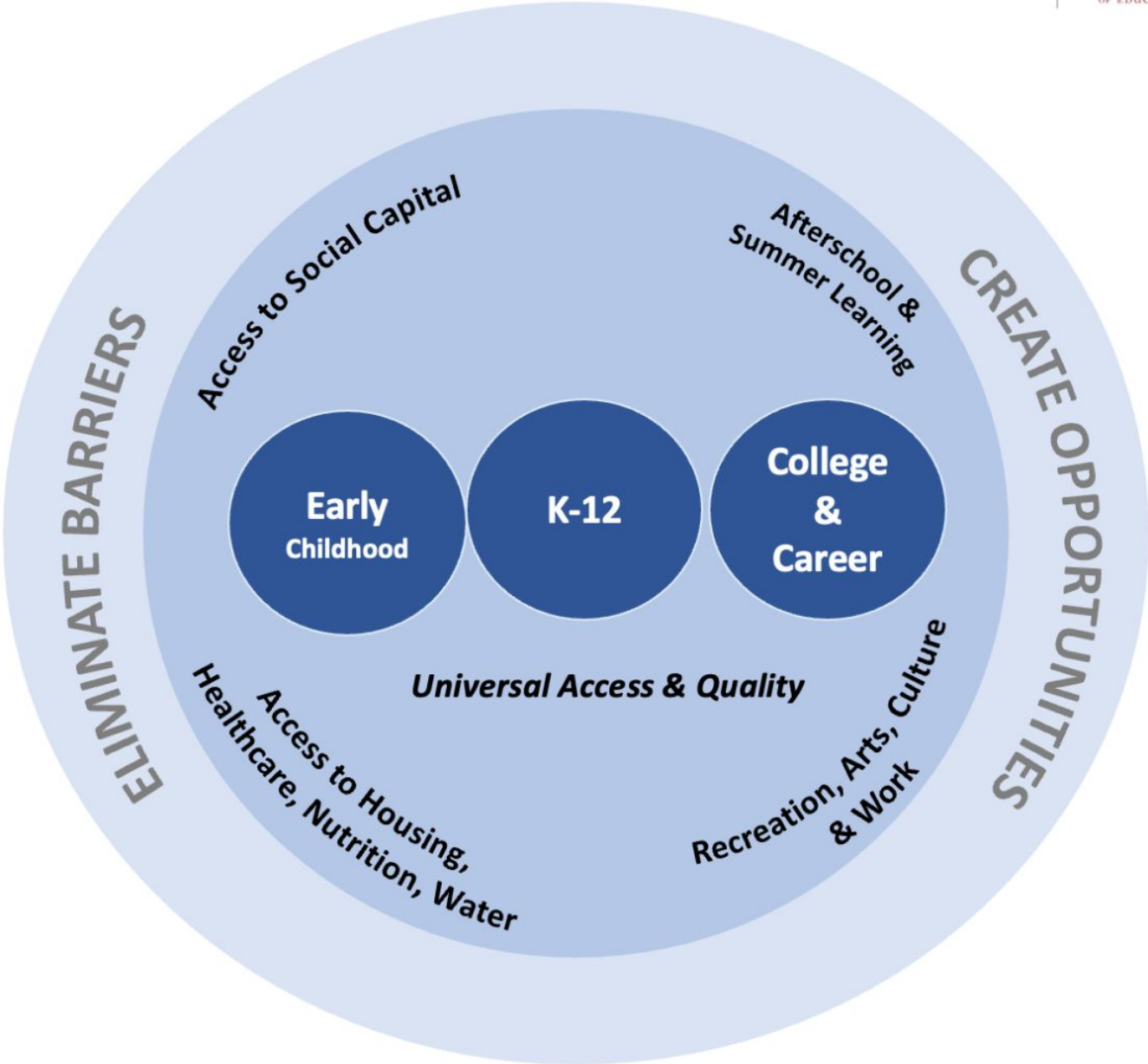
- Schools consume only **20%** of a child's waking hours between kindergarten and high school graduation.
- **80%** of their waking hours is spent among family and in their community.



The Ecosystem



Cradle to Career Supports and Opportunities



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



A One-Size Fits All Approach Has Not Worked



We must meet children, youth, and families where they are and customize our supports.

A New Vision

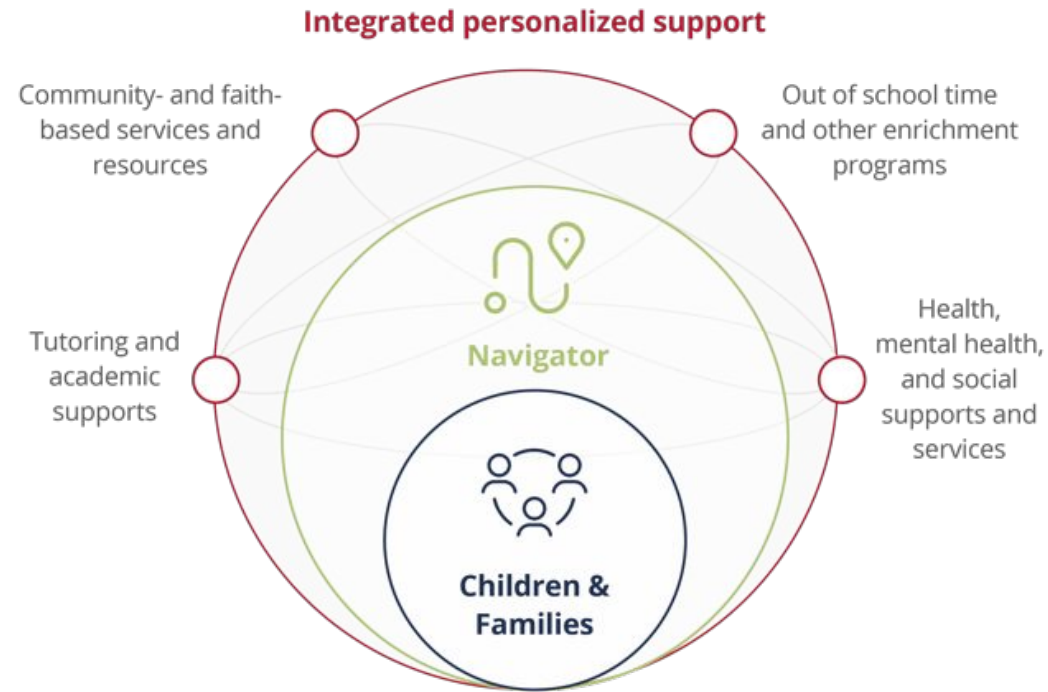
A new system of education and child development must support each child's needs inside and outside of school in a personalized manner throughout their school years and all the way to employment.



**“Meet them
where they
are.”**

**“Give them
what they
need.”**





Personalized, Relationship-based Supports

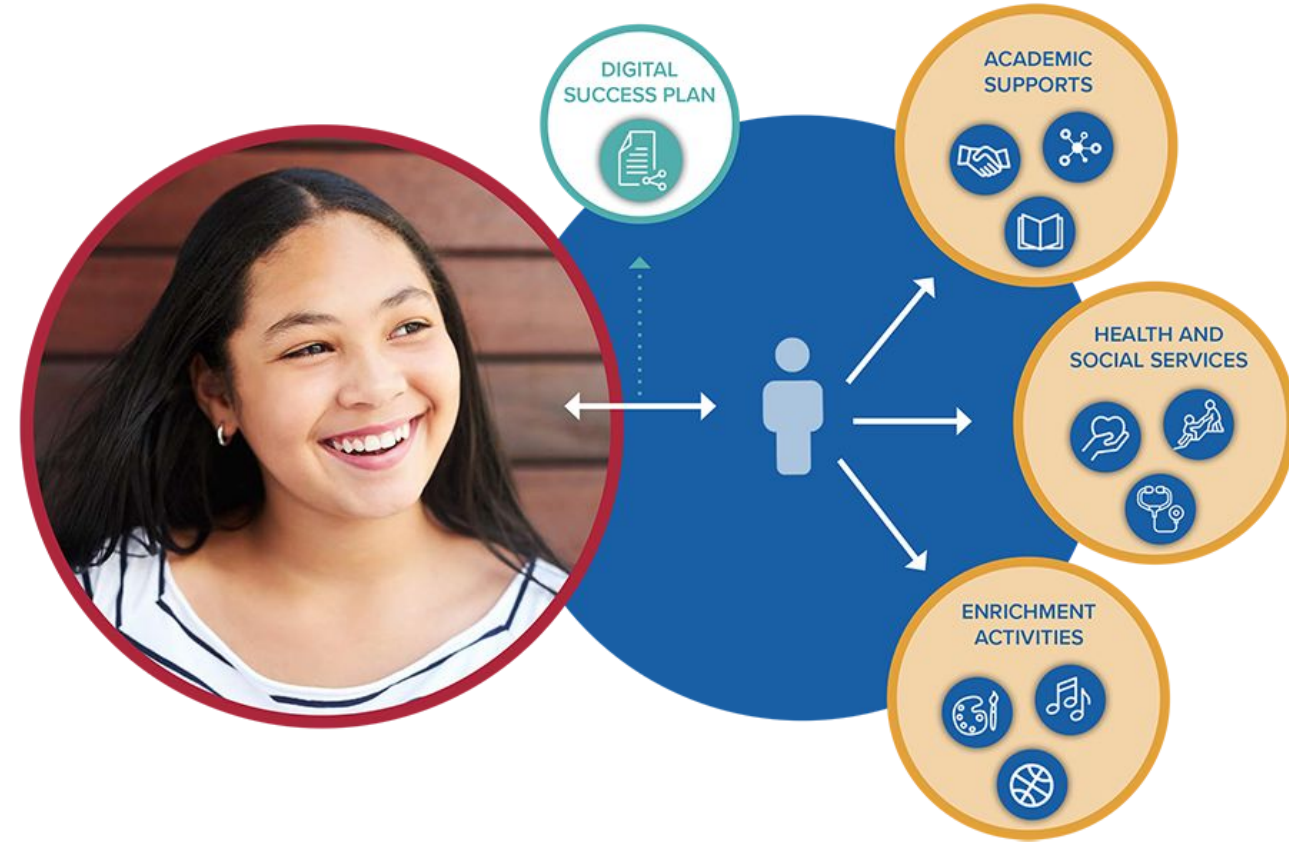
Supports and opportunities need to be personalized to meet the needs of each individual child and youth. Our approach is called **Success Planning**, a relationship-based, whole-child approach that connects each child or youth to an adult **Navigator**.

Each child's or youth's Navigator co-creates a personalized plan for action in partnership with their families and other caring adults, ensuring that every child is known, seen, and heard, has a positive connection to a caring adult, and has agency over their roadmap to success.

Why Success Planning?

Success Planning is a Practical Approach for School and Community Leaders

- 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



Success Planning Components



Coordinated by a collaborative action body within a place-based partnership

Success Planning Implementation

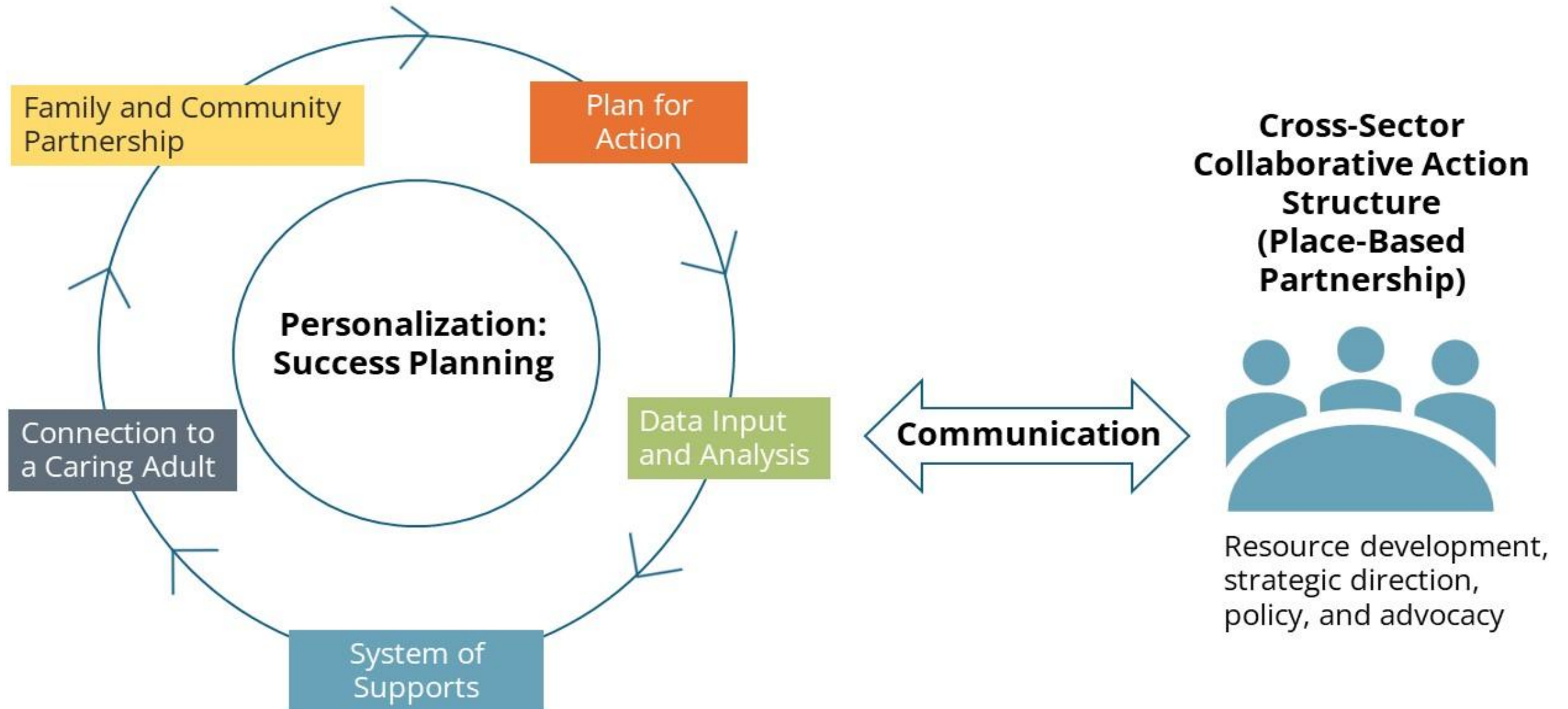
What We Are Learning



There are positive implications for:

- Reductions in chronic absenteeism
- Effective partnerships with families
- Meeting the needs of children and youth from often underserved populations
- Youth voice and agency
- Unifying systems and communities across boundaries

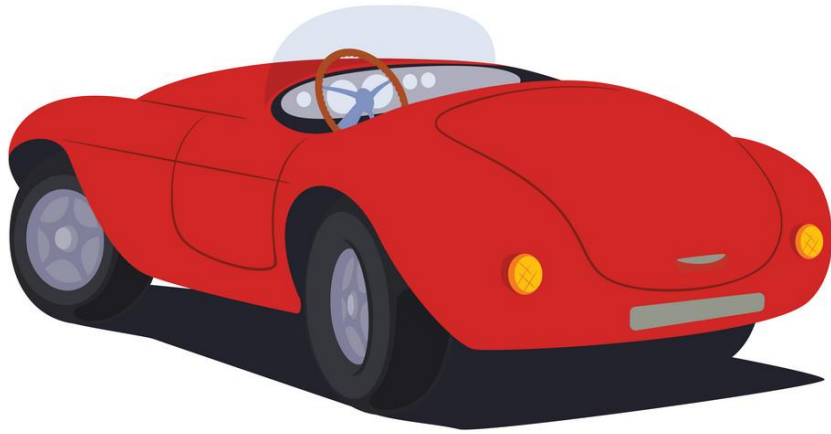
Connecting Personalization and Collaborative Action for Policy and Systems Change



Personalization and Collaborative Action

Serve as vehicles for:

- More equitable access and opportunity
- Greater social and economic mobility
- More efficient and effective use of community-wide resources, informed by data
- Better alignment and coordination for strategic decision making and service delivery
- Amplifying/maximizing impact within broader place-based strategies
- Policy and systems change (at all levels)



Systems Change

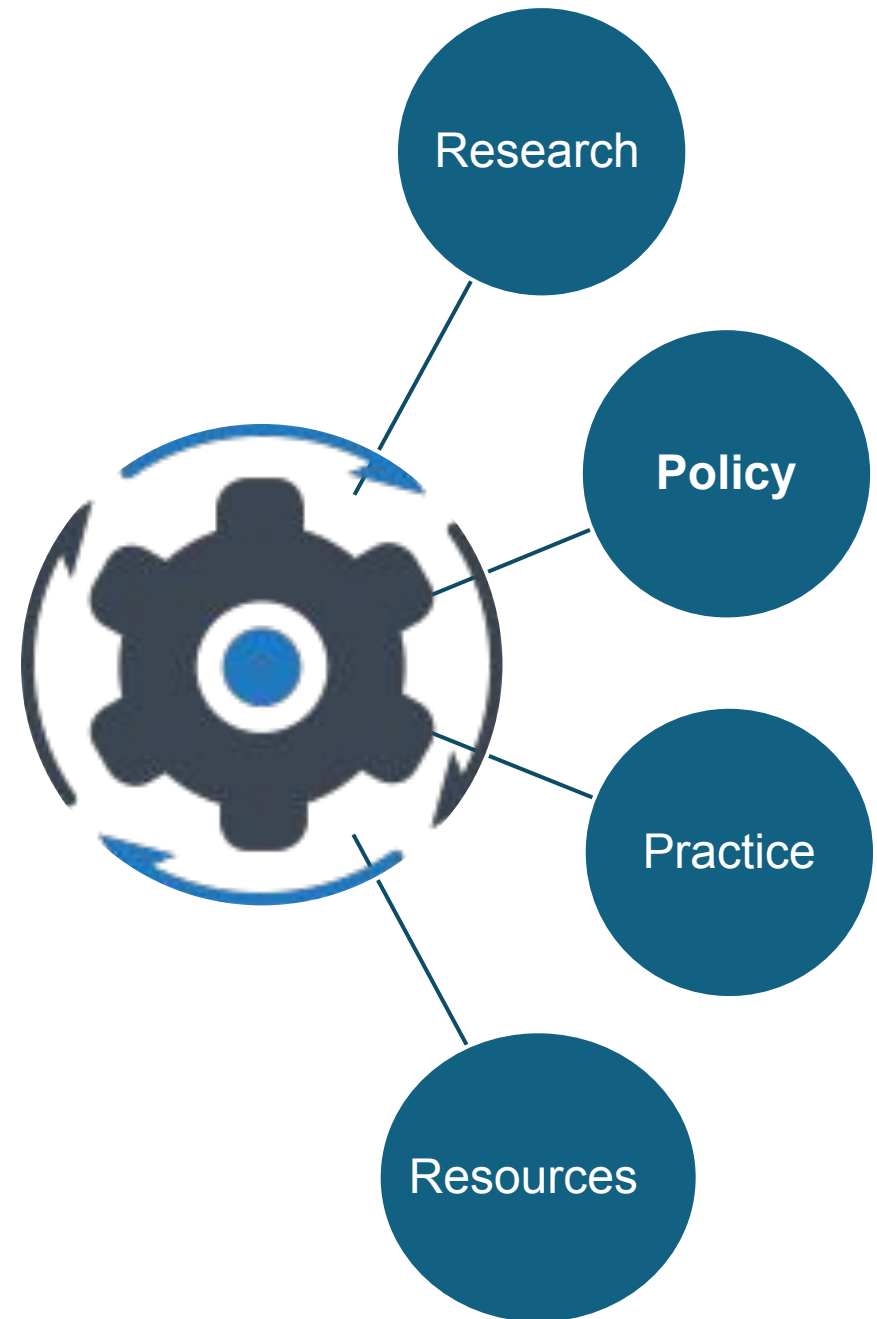
- The ecosystems that impact our children and youth are vast and interconnected.
- Meaningful progress towards **systemic change** requires leaders at all levels, and across all sectors, to **integrate** and **align** their implementation, **policy and advocacy efforts**, and resources to ensure more **equitable access and opportunity** for **ALL**.

National

State

Local

Sustainable Systems Change





Spotlight on Promising Practices



Communities across the country are seeking innovative strategies to respond in real time, to mitigate negative education, social, and economic impacts on children and youth like:

- Drastic increases in chronic absenteeism
- Increased need for mental health services for children and families
- Deep disparities in academic outcomes which are tied to race, place, and income
 - Health and economic disparities
 - Increased demand for basic needs services...

CONTEXT MATTERS



Success Planning Community of Practice

Cohort 1

- 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 (Every Child and Family is Known), NY
- Poughkeepsie, NY
- Unity Point, IL



2024 Community of Practice

Continuing Communities (Cohort 2):

- Cambridge, MA
- Chelsea, MA
- Dayton, OH ★
- Memphis, TN
- San Francisco, CA
- Spartanburg, SC

New Communities (Cohort 3):

- Berea, KY
- Birmingham, AL
- New York City (Children's Aid Society), NY
- Oakland, CA
- Orlando, FL
- Salt Lake City, UT
- San Antonio, TX
- San Diego, CA
- Toledo, OH
- Worcester, MA

As a Model Agnostic Field Catalyst, EdRedesign Supports Communities to Build, Scale, and Sustain Success Planning Initiatives Within Broader Cradle-to-Career Collaborative Action Efforts to Maximize Impact.

- BMP Place Matters Communities
- Choice Neighborhoods
- Communities in Schools
- Full-Service Community Schools
- Partners for Rural Impact
- Promise Neighborhoods
- Purpose Built Communities
- StriveTogether Cradle to Career Network
- William Julius Wilson Institute Network
- Other



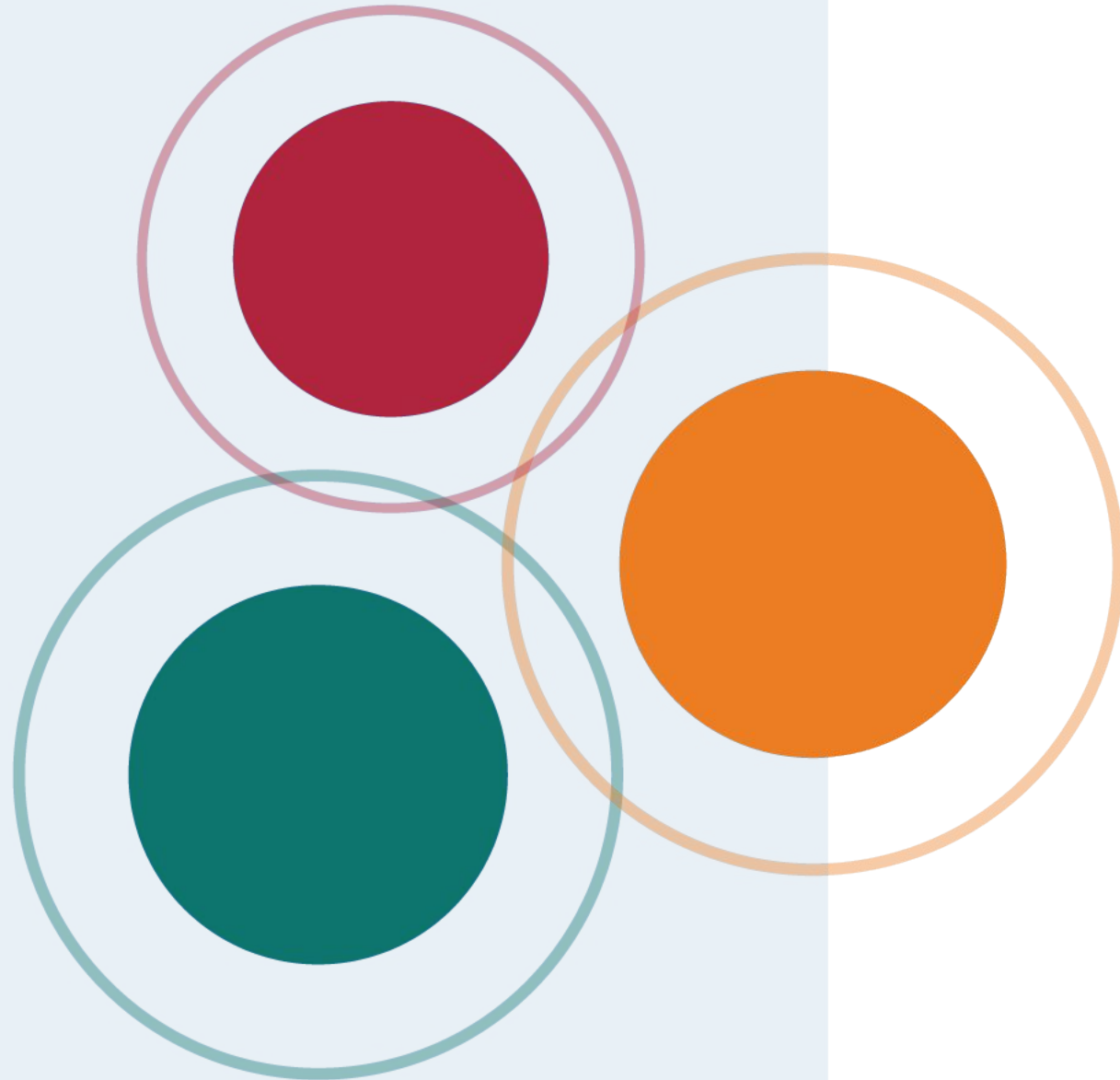


Spotlight on Dayton, Ohio

Success Planning within Broader Cross-sector Place-based Initiatives

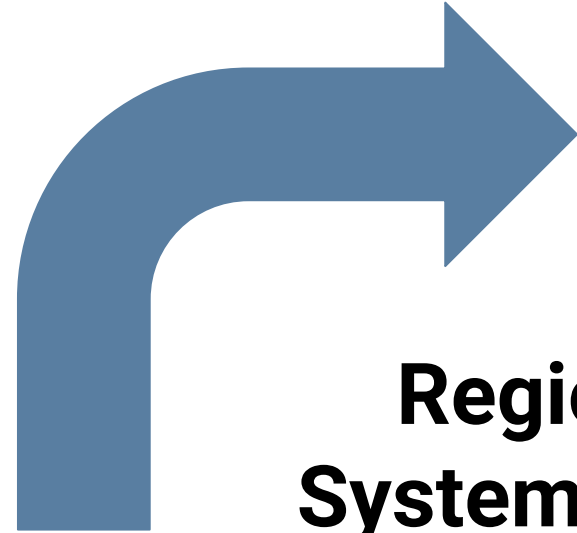
- Building on a solid foundation of two decades community driven work led by Omega CDC (faith-based partnership)
- Awarded federal Promise Neighborhoods grant in 2023 which aims to ensure all young people have access to great schools and strong family and community support systems that will prepare them to attain an excellent education and successfully transition to college and a career.
- In partnership with Dayton Public Schools and other community partners, implementing Success Planning as a core strategy within their broader Promise Neighborhood initiative called the “Hope Zone”.
- Goal is to reach 3350 students by year 5 (2027), linking them to a caring adult and individualized relationship-based supports.
- Integrating and aligning Success Planning with existing efforts (Omega CDC, Learn to Earn Dayton: StriveTogether Network)
- Collaborative and inclusive processes to engage community, families, and youth.



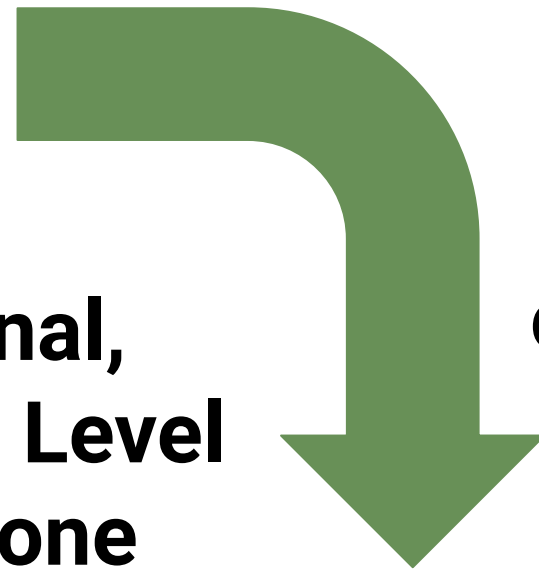


Dayton, Ohio Learn to Earn & Omega CDC

Data and Evaluation



Convening cross-sector partners to establish shared vision



**Regional,
Systems Level
Backbone
Organization's
Role**

Identifying policy and public funding priorities at all levels



Aggregating and leveraging resources to fuel innovation and establish proof points



Montgomery County Progress Snapshot

2023 Kindergarten
Readiness Rate

64%

We decreased readiness
from last year's rate of


70%


We have not bounced back
to our pre-pandemic rate of

76%

Kindergarten Readiness, Disaggregated by Identity

Population	2018-19 \\\	2021-22	2022-23	Gap Closing
Ohio	N/A	72%	71%	-
Montgomery County	76%	70%	64%	Baseline
Asian	72%	73%	69%	-
Black	64%	59%	53%	167
Hispanic	66%	51%	48%	28
Multi-Racial	75%	67%	67%	-
White	82%	78%	72%	-
Economically Disadvantaged	68%	60%	54%	281
English Language Learner	58%	45%	41%	86
Male	71%	63%	58%	144
Female	81%	76%	70%	-

 Positive progress from 2021-22 to 2022-23

 Current rates match or exceed pre-pandemic (2018-19)

Kindergarten Readiness, Disaggregated by District

Population	2018-19 \\\	2021-22	2022-23	Gap Closing
Ohio	N/A	72%	71%	-
Montgomery County	51%	70%	64%	Baseline
Brookville	83%	88%	82%	-
Centerville	88%	82%	80%	-
Dayton	61%	57%	49%	118
Huber Heights	84%	79%	64%	-
Jefferson Twp	50%	61%	56%	1
Kettering	74%	75%	69%	-
Mad River	78%	62%	51%	38
Miamisburg	80%	80%	76%	-
New Lebanon	77%	68%	67%	-
Northmont	83%	75%	78%	-
Northridge	77%	54%	53%	11
Oakwood	92%	92%	88%	-
Trotwood-Madison	61%	48%	45%	32
Valley View	87%	82%	73%	-
Vandalia-Butler	91%	80%	81%	-
West Carrollton	64%	57%	62%	4

Montgomery County Progress Snapshot

2023 Reading Proficiency Rate

63%

We increased proficiency from last year's rate of

62%


We have not bounced back to our pre-pandemic rate of

65%

Reading Proficiency, Disaggregated by Identity

Population	2018-19 \\\	2021-22	2022-23	Gap Closing
Ohio	67%	60%	62%	
Montgomery County	65%	62%	63%	Baseline
Asian	80%	77%	77%	-
Black	43%	38%	36%	271
Hispanic	68%	53%	52%	28
Multi-Racial	69%	66%	61%	8
White	73%	70%	73%	-
Economically Disadvantaged	52%	47%	48%	349
English Language Learner	49%	47%	49%	45
Male	63%	60%	61%	49
Female	67%	63%	64%	-

 Positive progress from 2021-22 to 2022-23

 Current rates match or exceed pre-pandemic (2018-19)

Reading Proficiency, Disaggregated by District

Population	2018-19 \\\	2021-22	2022-23	Gap Closing
Ohio	67%	60%	62%	
Montgomery County	65%	62%	63%	Baseline
Brookville	88%	85%	80%	-
Centerville	77%	79%	86%	-
Dayton	38%	38%	34%	238
Huber Heights	63%	54%	53%	45
Jefferson Twp	33%	53%	20%	7
Kettering	81%	83%	83%	-
Mad River	68%	62%	57%	16
Miamisburg	64%	54%	62%	5
New Lebanon	76%	72%	73%	-
Northmont	76%	69%	70%	-
Northridge	52%	33%	36%	31
Oakwood	94%	92%	91%	-
Trotwood-Madison	61%	38%	38%	49
Valley View	75%	61%	66%	-
Vandalia-Butler	72%	77%	75%	-
West Carrollton	64%	54%	55%	21

Montgomery County Progress Snapshot

2023 Chronic Absenteeism Rate

27%

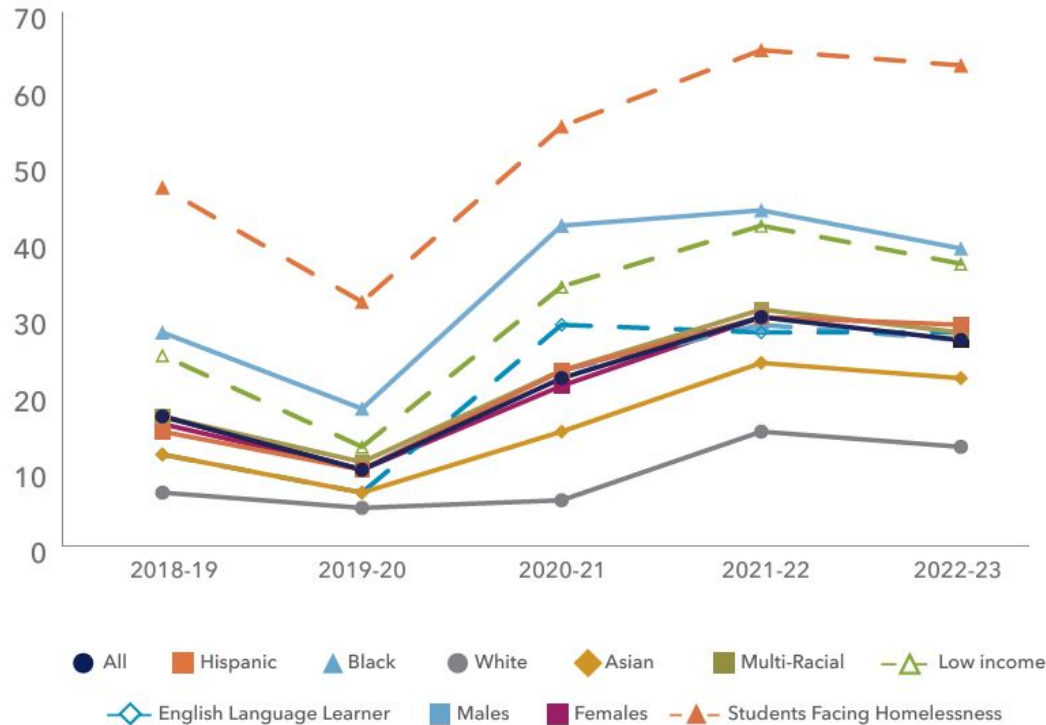
We improved from last year's rate of

30%

We have not bounced back to our pre-pandemic rate of

17%

Chronic Absenteeism, Disaggregated by Identity



Chronic Absenteeism, Disaggregated by District

	Population	2018-19 \ \	2021-22	2022-23	Gap Closing
Ohio		17%	30%	27%	-
Montgomery County		17%	30%	27%	Baseline
Brookville		5%	8%	10%	-
Centerville		9%	24%	17%	-
Dayton		39%	56%	51%	2970
Huber Heights		18%	37%	32%	308
Jefferson Twp		28%	50%	52%	64
Kettering		8%	14%	16%	-
Mad River		19%	40%	37%	371
Miamisburg		15%	29%	27%	20
New Lebanon		12%	23%	24%	-
Northmont		9%	29%	19%	-
Northridge		36%	42%	47%	308
Oakwood		4%	14%	12%	-
Trotwood-Madison		35%	56%	47%	505
Valley View		9%	16%	14%	-
Vandalia-Butler		11%	15%	18%	-
West Carrollton		19%	25%	30%	96

Source: Ohio Department of Education and Workforce, Requested and Received January 2024

Montgomery County Progress Snapshot

2023 College Completion Rate

37%

We decreased from last year's completion rate of

39%


We have not bounced back to our pre-pandemic rate of

38%

Postsecondary Completion, Disaggregated by Identity

Population	Class of 2013 Degree by 2019 \\\	Class of 2016 Degree by 2022	Class of 2017 Degree by 2023	Gap Closing
Montgomery County	38%	39%	37%	Baseline
Asian	57%	70%	73%	-
Black	21%	23%	20%	170
Hispanic	35%	37%	42%	-
Multi-Racial	N/A	26%	30%	13
White	44%	44%	42%	-
Economically Disadvantaged	20%	23%	18%	344
English Language Learner	29%	26%	21%	6
Male	33%	33%	32%	109
Female	44%	45%	42%	-

 Positive progress from 2021-22 to 2022-23

 Current rates match or exceed pre-pandemic (2018-19)

Postsecondary Completion, Disaggregated by District

Population	Class of 2013 Degree by 2019 \\\	Class of 2016 Degree by 2022	Class of 2017 Degree by 2023	Gap Closing
Montgomery County	38%	39%	37%	Baseline
Brookville	38%	51%	47%	-
Centerville	63%	65%	64%	-
Dayton	20%	17%	17%	122
Huber Heights	31%	34%	30%	23
Jefferson Twp	10%	14%	3%	10
Kettering	37%	36%	35%	9
Mad River	29%	22%	22%	36
Miamisburg	45%	39%	44%	-
New Lebanon	39%	24%	21%	16
Northmont	38%	50%	37%	1
Northridge	11%	12%	9%	27
Oakwood	73%	77%	77%	-
Trotwood-Madison	19%	20%	19%	33
Valley View	40%	41%	38%	-
Vandalia-Butler	46%	44%	43%	-
West Carrollton	26%	26%	26%	21

- 2022: Omega CDC adopted and modified the Montgomery County Place-Based Two-Generation Committee's theory of change for thriving families
- 2023: Started Hope Zone Promise Neighborhood; Evaluated data against KPIs
- 2024: Success Planning CoP; Policy Statement & Goals; Progress!!!



Omega CDC Theory of Change

Mission: Breaking the cycle of intergenerational poverty by catalyzing change in Northwest Dayton.

Pathways to Self-Sufficiency	Continuum of Services		
Education	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
Meet academic and social needs through high-quality, out-of-school time learning and enrichment opportunities	Increased school attendance Decreased behavioral incidents Increased academic performance Increased parent engagement Increased kindergarten readiness	Third Grade Reading Proficiency Eighth Grade Math Proficiency Social-Emotional Competence Family Engagement and Advocacy	High School Graduation Post-Secondary credential/training Post-secondary enrollment in education or military
Economic Stability			
Prepare individuals and provide opportunities for securing and maintaining living wage jobs	Defined education and career goals Engagement in Coaching/Workforce development services Referrals and linkages to education, career, training Meeting emergency needs	Education and career goal attainment Increased rates of employment Increased self-sufficiency (EMPath/CFSA) Enrollment in education/job training programs	Stable careers Family supporting wages Life and family stability Family friendly employment, government, school, and community policies
Health & Well-Being			
Increase and strengthen the mental and physical health of families and residents of Northwest Dayton	Defined physical and mental health goals Referrals and linkages to education, career, training Meeting emergency needs Increased access to health care for children	Physical and mental health goal attainment Increased health and well-being domains (EMPath/CFSA) Reduction in parental stress Annual well-child visits completed	Improved infant and maternal vitality Reduction and prevention of ACEs through education
Community			
Engage residents in opportunities that enhance and strengthen the Northwest Dayton Community	Meeting emergency needs Increased community engagement opportunities Referrals and linkages to community	Increased self-sufficiency (EMPath/CFSA) Increased civic engagement	Increased social capital High expectations and positive future orientation (HOPE)



Hope Zone Promise Neighborhood

- Lead Organization: Omega CDC
- U.S. Dept. of Education funded
- Cradle-to-Career continuum of services
- 12 Core Components
 - Student Success Planning is Common Thread
- 33 organizations
- 17 neighborhoods in Northwest Dayton, Ohio
- \$90M matched investment from local community

\$29M



12 Core Components



State of the Hope Zone

28%
Living Below
Poverty

12.3%
Unemployment
Rate

\$34k
Median Household
Income

7%
8th Grade Math
Proficiency

8.9%
3rd Grade Reading
Proficiency

6.1%
College
Gradates (6 yrs)



2021-2022 Academic Year:
18% of 3rd Grade Students
(Fairview) tested at or above
grade level via the state English
Language Arts assessments

2022-2023 Academic Year:
8.9% of 3rd Grade Students
(Fairview) tested at or above
grade level via the state English
Language Arts assessments

HOPE ZONE STRATEGIC PUSH



**45% OF 3RD GRADE
STUDENTS IN THE
HOPE ZONE WILL TEST
AT OR ABOVE GRADE
LEVEL IN READING IN
2027.**

Hope Zone Student Success Planning



Navigators



16 Navigators

Including recent college graduates, parents, retired individuals, educators, social workers, and more

Scholars



233 Students

Active/Enrolled Status tracked in Salesforce Database (254 Total)

Services



2,800+ Services Delivered

Intake Meetings, Home Visits, Weekly tap-ins, Information Sharing

Action & Impact

- Timely Referrals/Intakes
- Data Entry & Analysis
- Community Engagement & Recruitment
- Informed Decision-Making
- Advocacy & Systems-Change
- Cross-Sector Engagement
- Sustainable Funding Options
- Scale what Works



Preliminary Results: 3rd grade reading proficiency increased from **8.9%** overall in Spring 2023 **27%** overall in Spring 2024. We're making gains!!!

Broader Adoption and Scaling Promising Practices: State-Level Policy & Implementation

Regional Education Partnerships

- Phase I Grants
- HB312
- Statewide Coalition

Primary & Secondary Literacy & Numeracy

- Science of Reading - K12
- Science of Reading - Teacher Preparation
- Numeracy

Post-Secondary Enrollment & Completion

- Career Navigation Legislation - PACCE Program Scaling
- FAFSA Completion Requirements
- Stopped Out Students

Broader Adoption and Scaling Promising Practices: State-Level Policy & Implementation

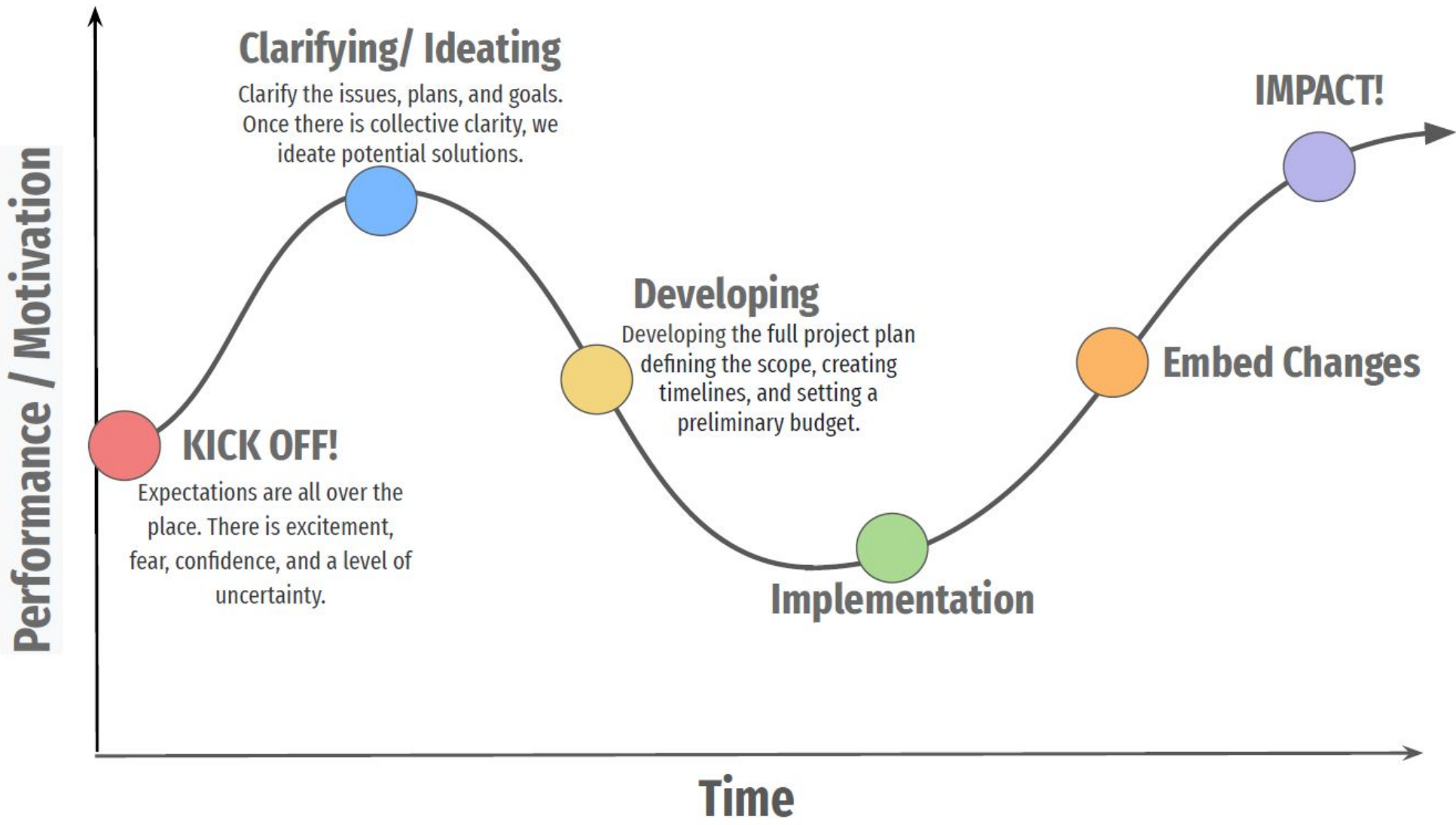
Cultivating Champions

- Policy work is a continuous cycle of relationship building
- Building social & political capital
- Ohio's "Magical Moment" - more than a decade in the making
- Building critical mass locally, regionally & statewide
- Enduring through change

Embracing the Journey



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



Questions?



Want to Learn More?

Tauheedah Jackson

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