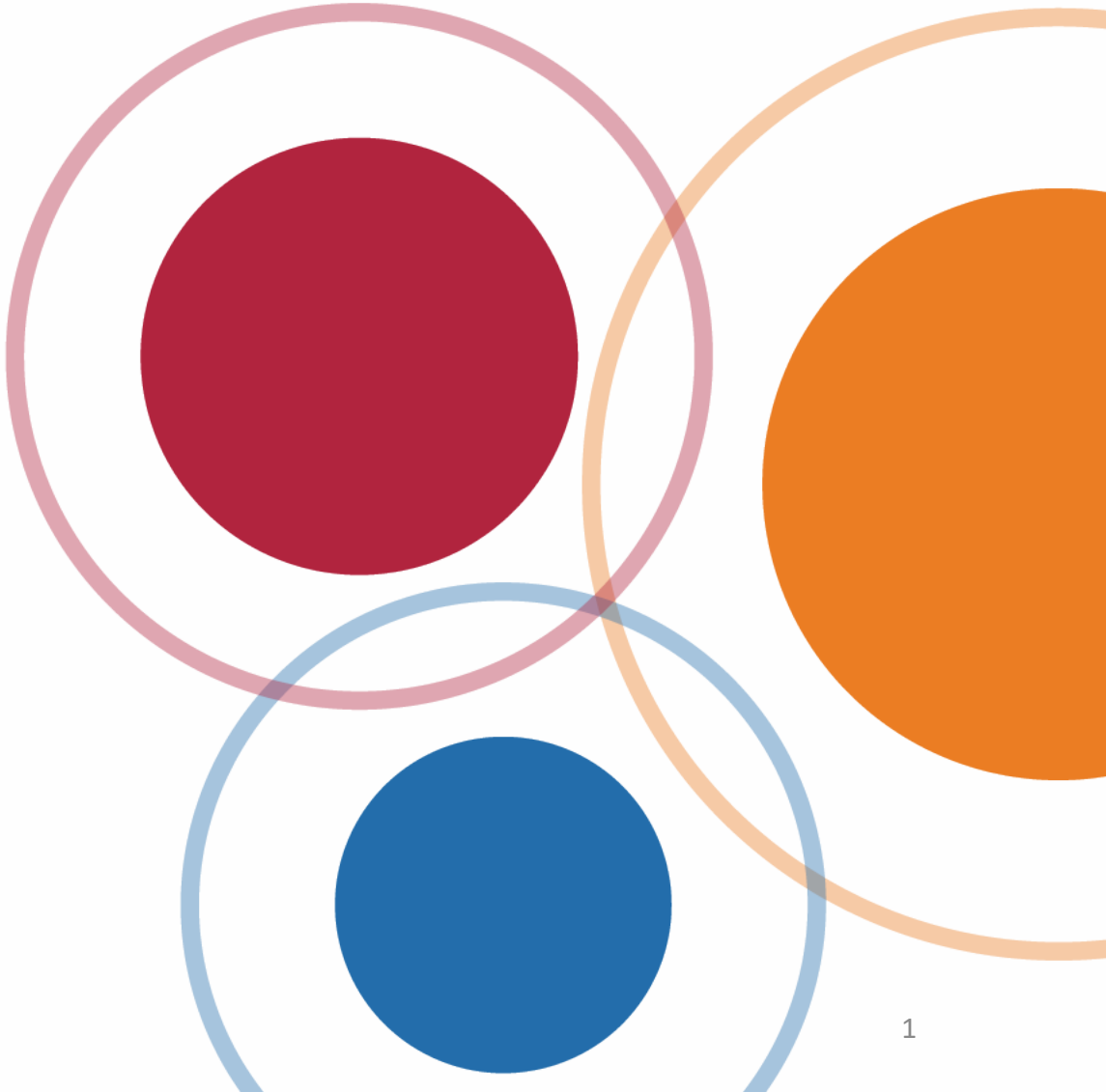
EdRedesign Lab Institute for Success Planning

Community of Practice Summer Workshop 2024

Monday, July 22, 2024



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EdRedesign OPPORTUNITY FOR ALL

HARVARD GRADUATE SCHOOL OF EDUCATION

Welcome, Cohort 3!

for being selected as 1 of 16 communities to participate in EdRedesign's Institute for Success Planning 2024 Community of Practice!

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

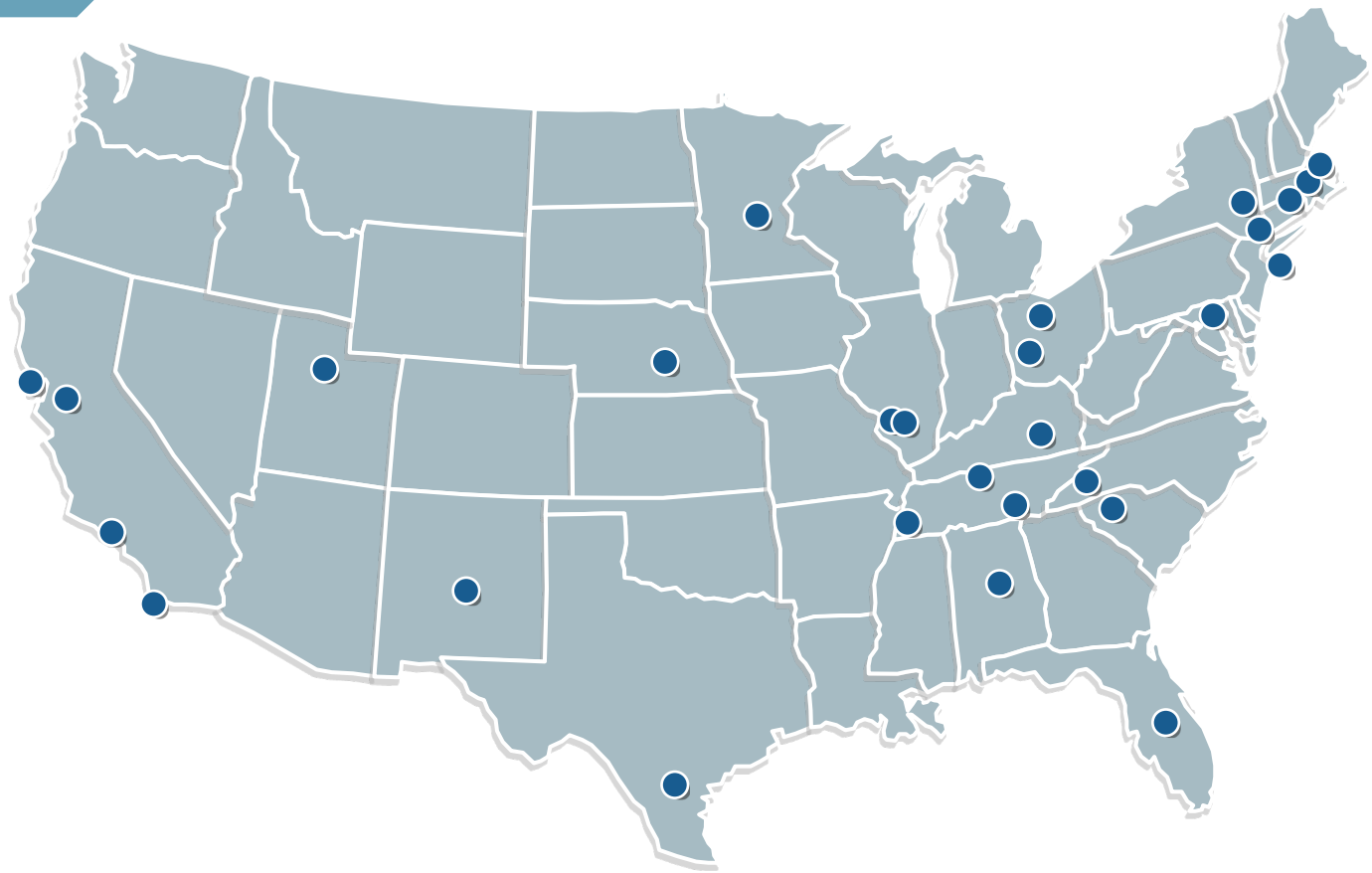
Minneapolis, MN

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):

Birmingham, AL

Letcher County, KY

New York City (Children's Aid Society), NY

Oakland, CA

Orlando, FL

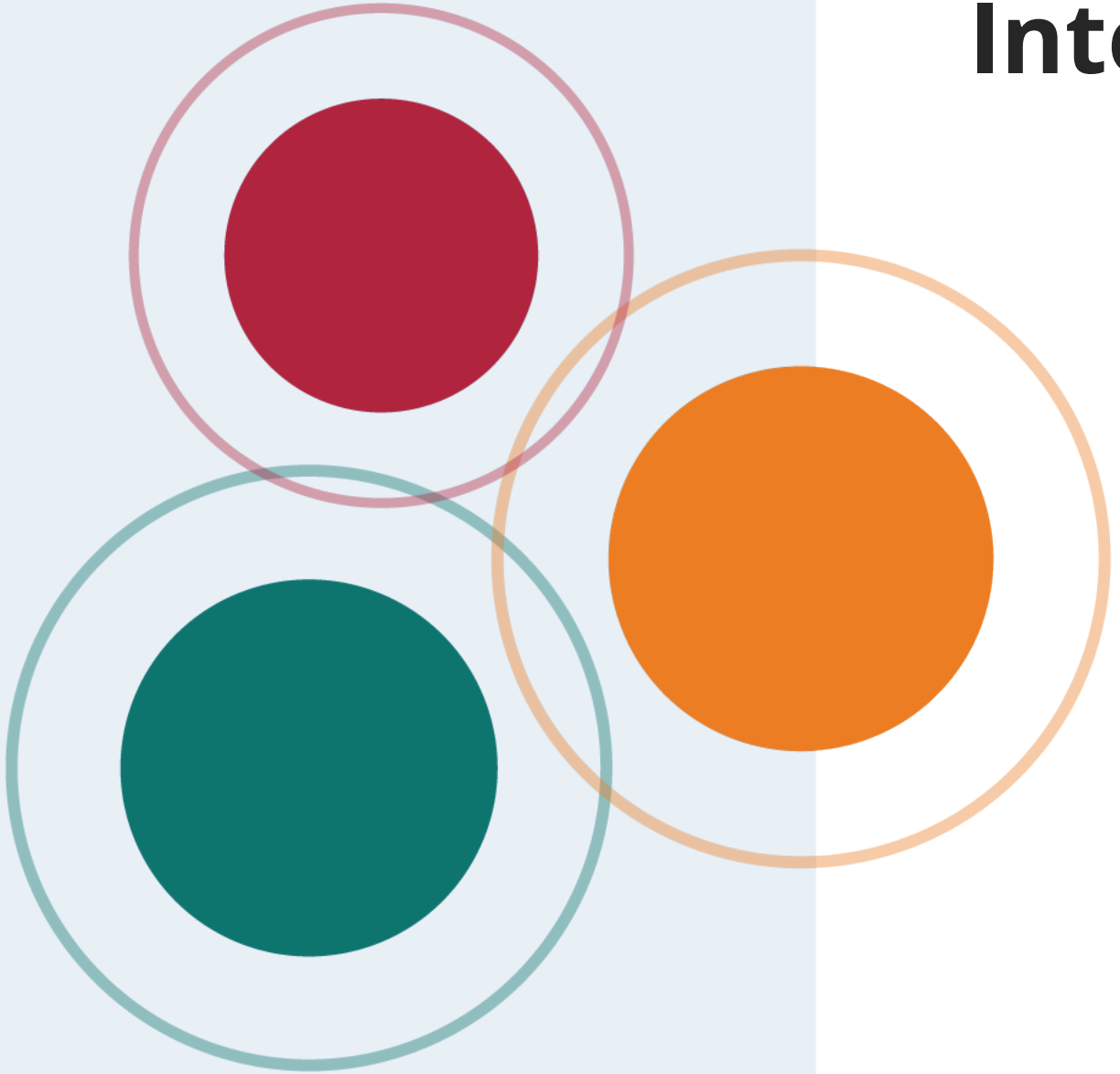
Salt Lake City, UT

San Antonio, TX

San Diego, CA

Toledo, OH

Worcester, MA



Interactive Community Builder

“Who’s in the Room”

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Who's in the Room?

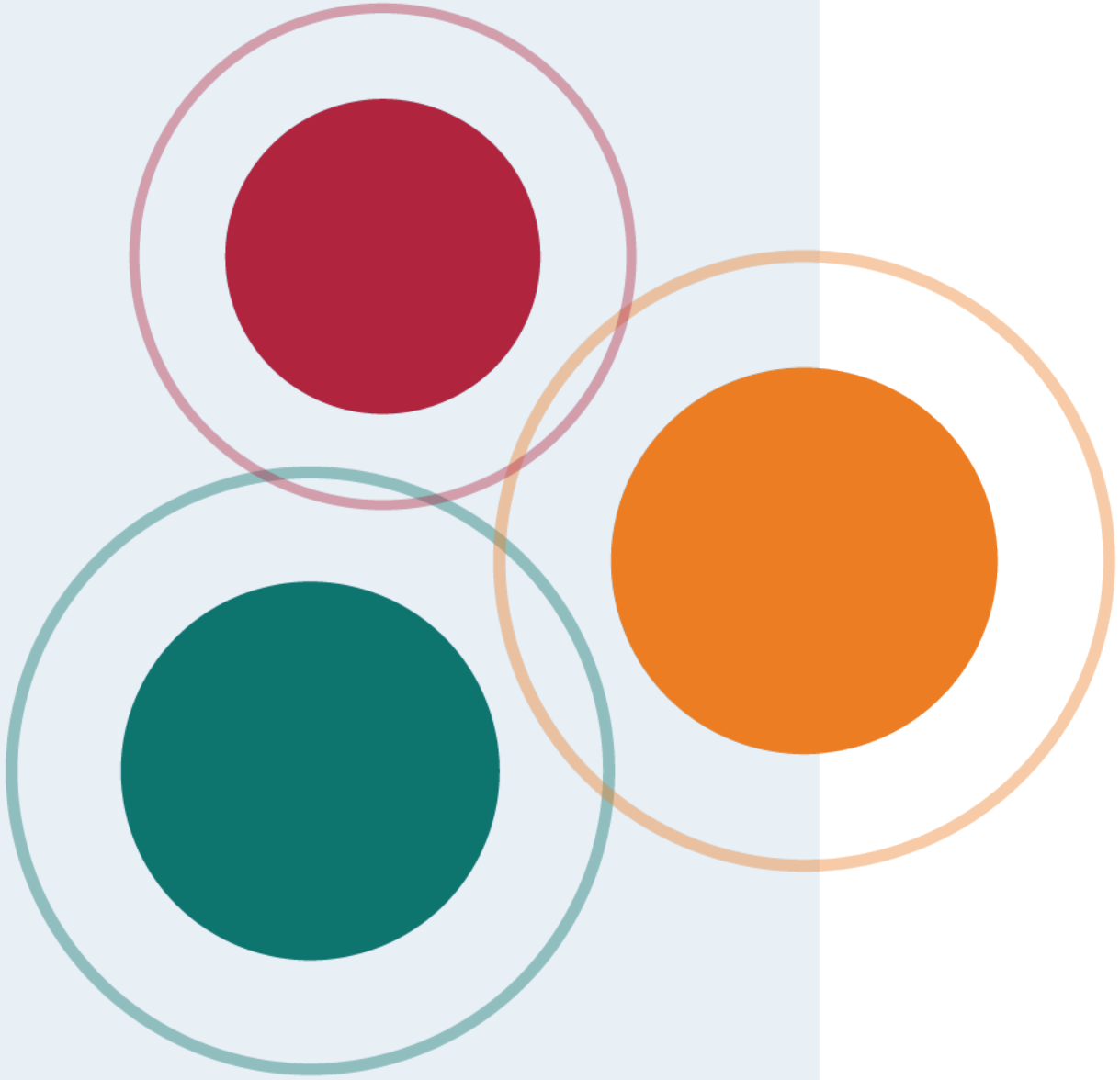
Community Builder

In three different rounds participants will connect with members of the group that they may not know well, introduce themselves, and answer the following questions:

Round 1: Pairs (4 min.)
What is the meaning or significance of your name?

Round 2: Teams of 4 (5 min.)
What is your superpower?

Round 3: Teams of 6 (6 min.)
What advice would you give your 13-year-old self?



Housekeeping

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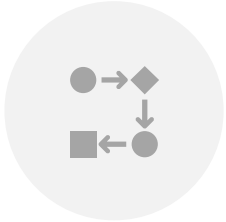
Workshop Objectives

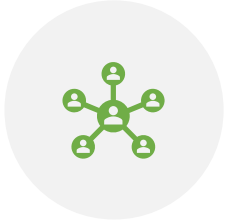
Gain deeper knowledge, skills, and capacity to build, sustain, or expand impactful Success Planning initiatives in your local communities.



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

Reflect on your 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 your current efforts.



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

Agenda Overview

Day 1: Monday, July 22nd

Day 2: Tuesday, July 23rd

Day 3: Wednesday, July 24th

Day 4: Thursday, July 25th

Our Community Commitments

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

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 must 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.
- **Registration Desk:** Please visit the staff at the registration desk to ask questions, find lost items, or access other support.

Housekeeping Part 2

- Dietary Restrictions: If it was noted in your registration form, there are food options or meal vouchers available for all mealtimes. 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 parked for the event at University Place Garage, please visit the registration table to obtain your vouchers before the end of the day.

- Social Media: #SuccessPlanningWorkshop2024

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

Summer Workshop Resources

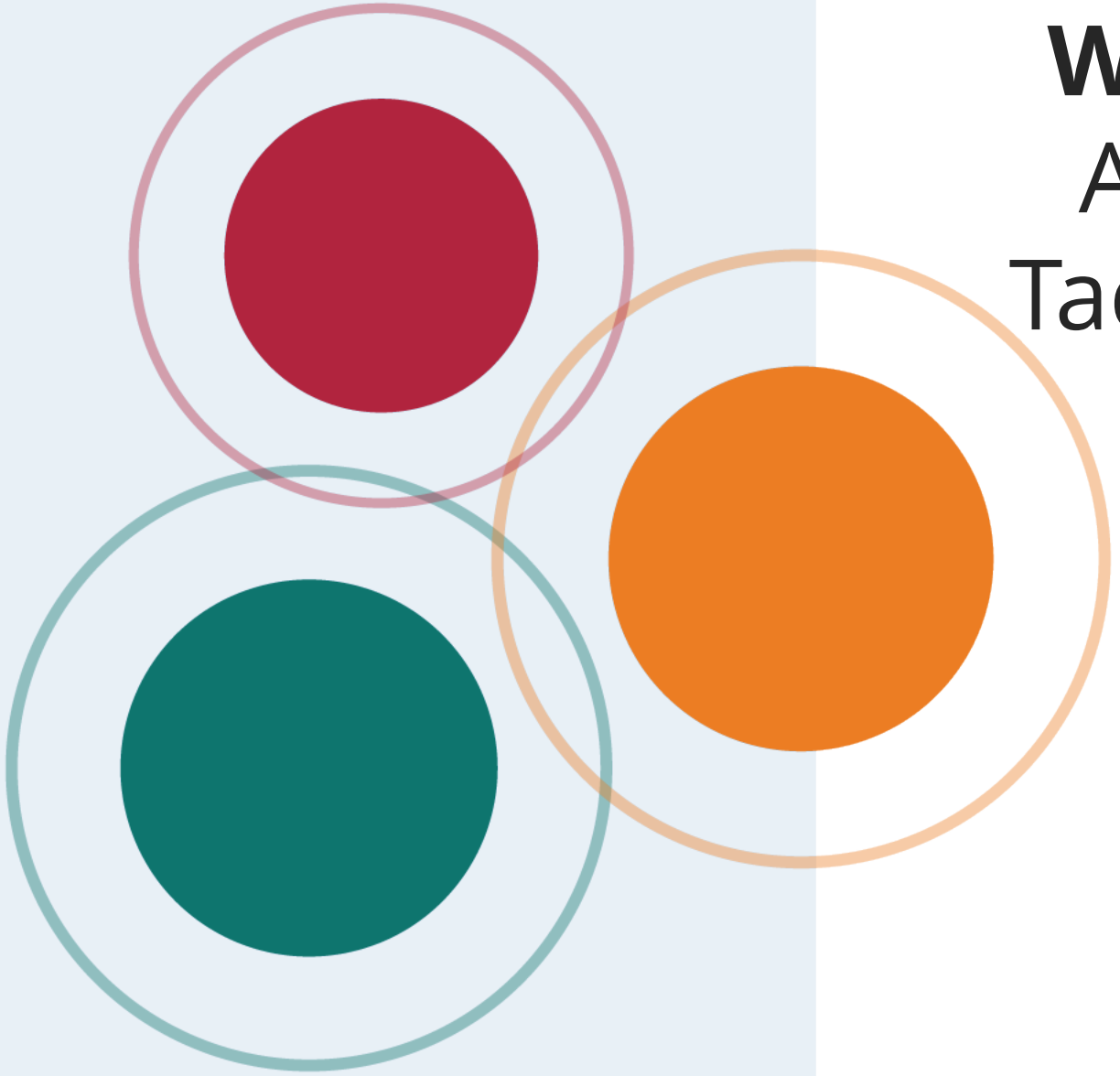
Event Webpage:

Access pre-work and other resources

Individual Community Folders:

Access team time workbook

#SuccessPlanningWorkshop2024



Why Success Planning: A Unifying Strategy to Tackle Disparities During Divisive Times

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HARVARD
UNIVERSITY

HARVARD

GRADUATE SCHOOL
OF EDUCATION

EdRedesign

OPPORTUNITY FOR ALL

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

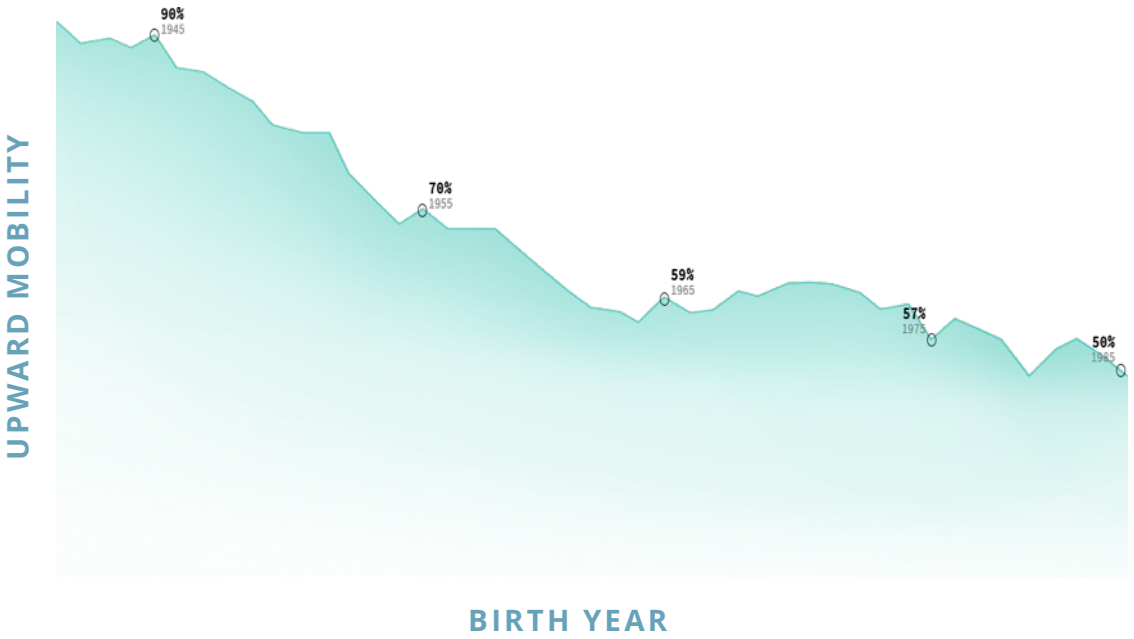
Schooling – Education – Equity

- Horace Mann: “Education as the Great Balance Wheel”
- School Reform/School Optimization
- Education with Capital E: **Bolder-Broader**

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

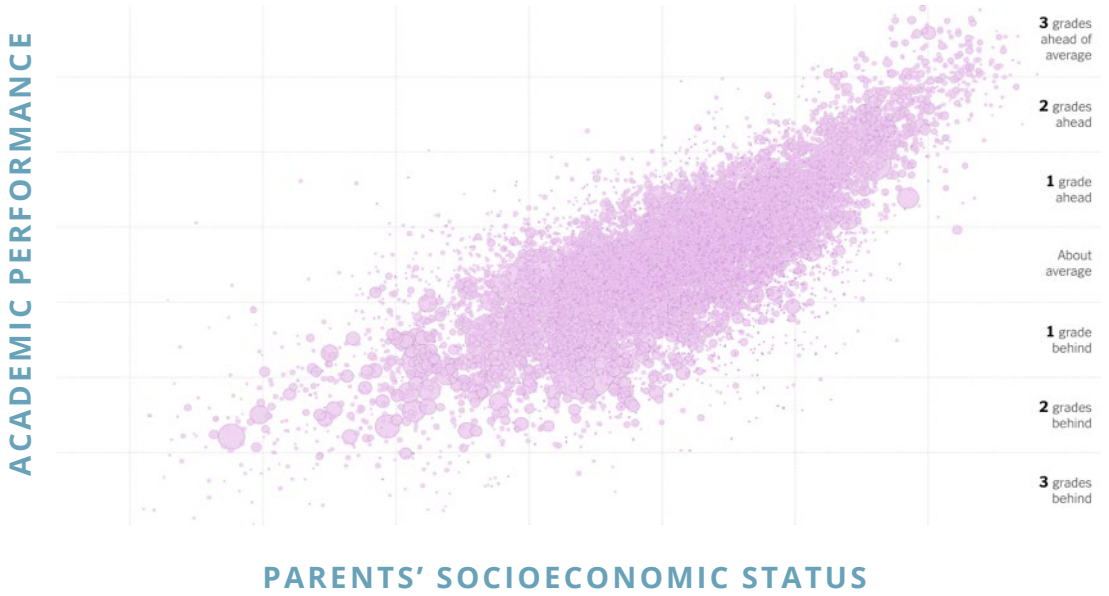
Declining intergenerational mobility

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)

Ed Reform: Necessary but Insufficient

Schools alone, as currently constituted, cannot do the job of *all means all*.

Ed reform set out to achieve ***all means all***. But there is still an **iron law correlation** between socioeconomic status and educational achievement and attainment.

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...

There are gaps in today's child development and education systems

School-centric

80% of a child's waking hours are spent outside of school, so efforts exclusively focused on schools are insufficient

Fragmented

Supports and resources for children and families are fragmented, hard to access, and not available to *all*

Factory model

School systems often fail to meet student needs by operating a "one size fits all" model

...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-centric	**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

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 to enable **peer learning**, **showcasing** promising practices, **thought partnership** and **the exploration of "big ideas",** and **accelerating** impact through policy and systems change

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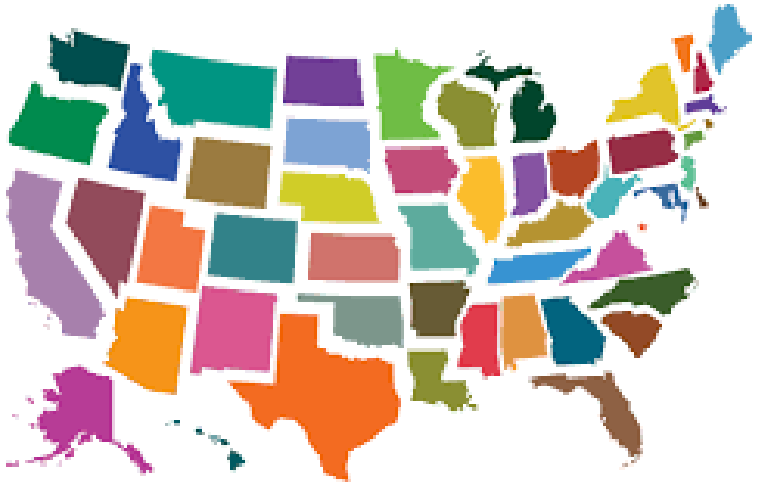
By All Means

"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**

My Why:

What brings me to this work.

Communities across the nation are coming together around a collective vision of school and life success for all children and moving the needle on persistent issues such as:

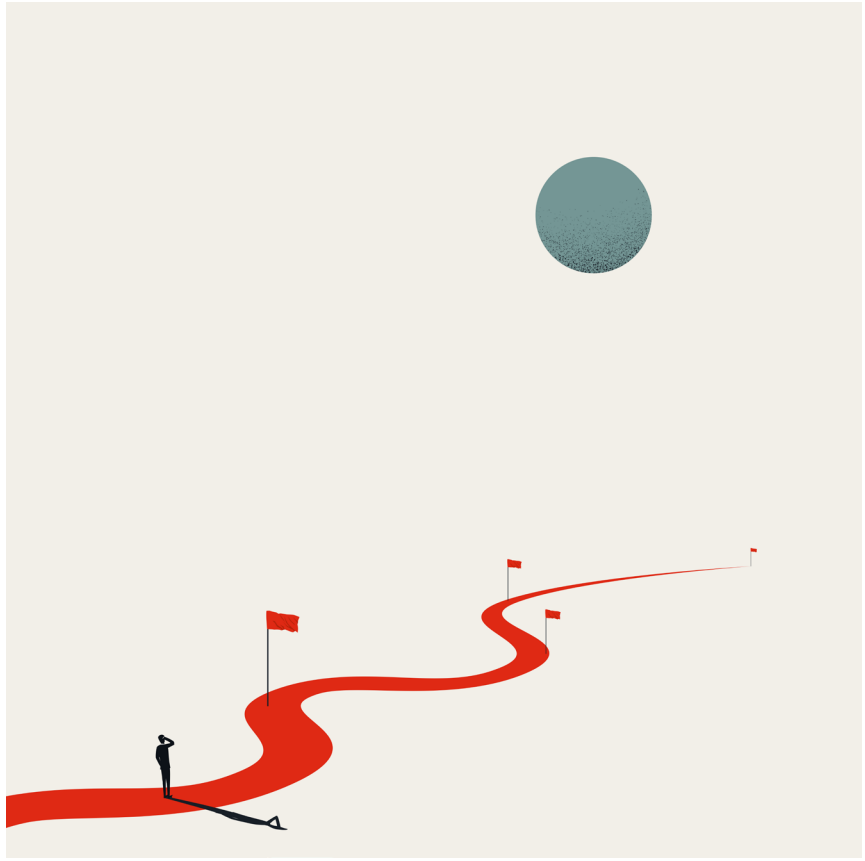


- Chronic absenteeism
- Increased mental and physical health needs
- Disparate academic outcomes
- Inequitable economic and social mobility
- Increased demand for basic needs service…

ALL MEANS ALL!

Where We Are Now

- Flourishing communities of practice
- Emerging Proof Points
- Expanding knowledge of variation and best practices
- New Tools and Road maps
- Growing movement, garnering support, increasing visibility, building demand
- Some COVID funds available
- Urgent needs in the field



Success Planning as a Unifying Strategy

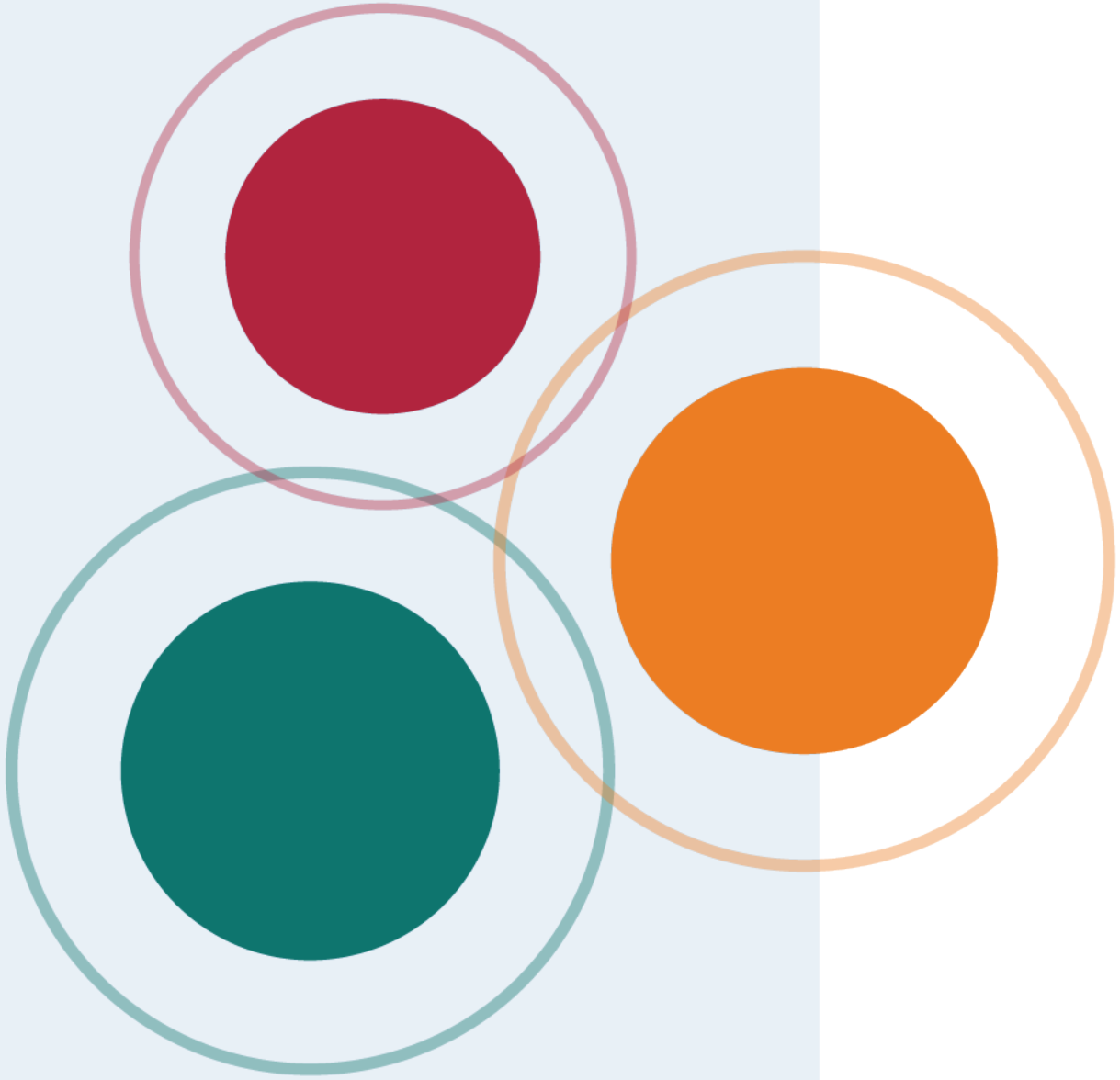
- Success Planning serves as an entry point
- Aligns with broader place-based strategies
- Informs policy and systems change
- **Bridges divides and unifies communities across boundaries and ideologies** to meet children where they are and give them what they need.

"It is easier to build
strong children
than to repair broken
adults."
Frederick Douglass

Thank You to Our Supporters

The Linda G. Hammett Ory & Andrew Ory Charitable Trust

The Schwartz Family Foundation



Data Walk Activity: The National Landscape

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Data Walk

Men killed by partner or ex
72
2002
10
2002
17
2003
26
2004
21
2005
11
2006
17
2007
22
2008
14
2009
10
2010
8
2011
8
2012
8
2013
8
2014
11
2015
10
2016
7
In 2016, 10 times more women than men have been killed by their intimate partner or ex partner.

Success Planning requires metrics from diverse sectors

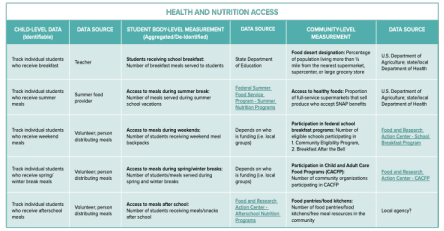
Sneak Peek

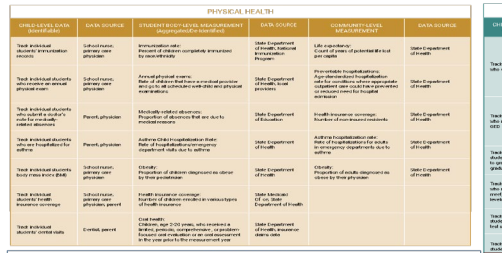
We will not be hanging you out to dry.

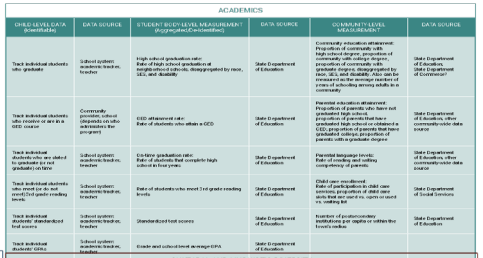
Esc
Tab
CapsLock
Shift
Fn
Ctrl

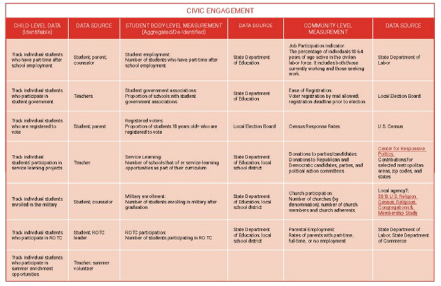
Metrics Matrix

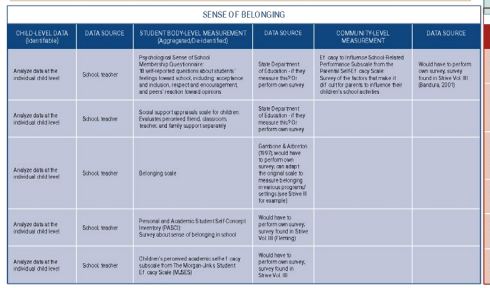
- Health and nutrition
- Academics
- Housing and Transportation
- Sense of Belonging
- Emotional and Mental Health
- Physical Health
- Civic Engagement
- Cultural and Linguistic Diversity

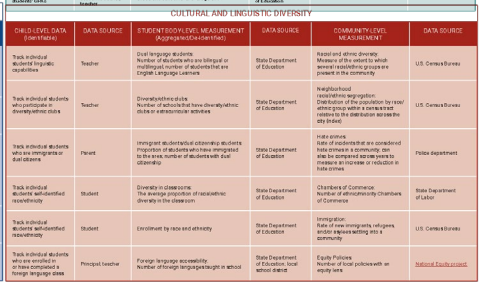


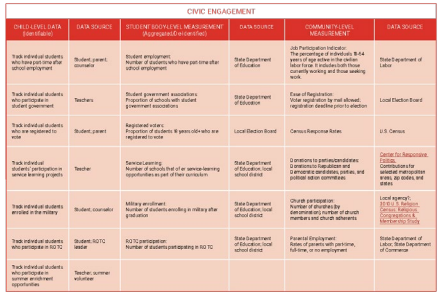


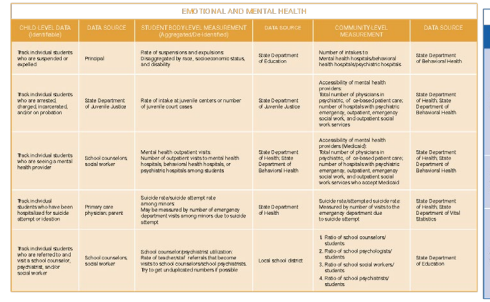


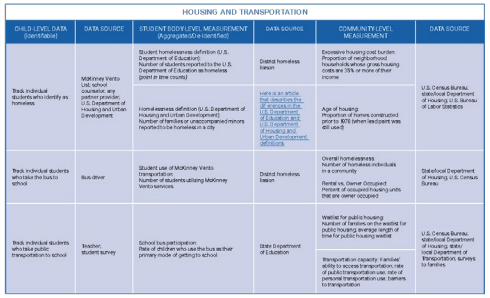






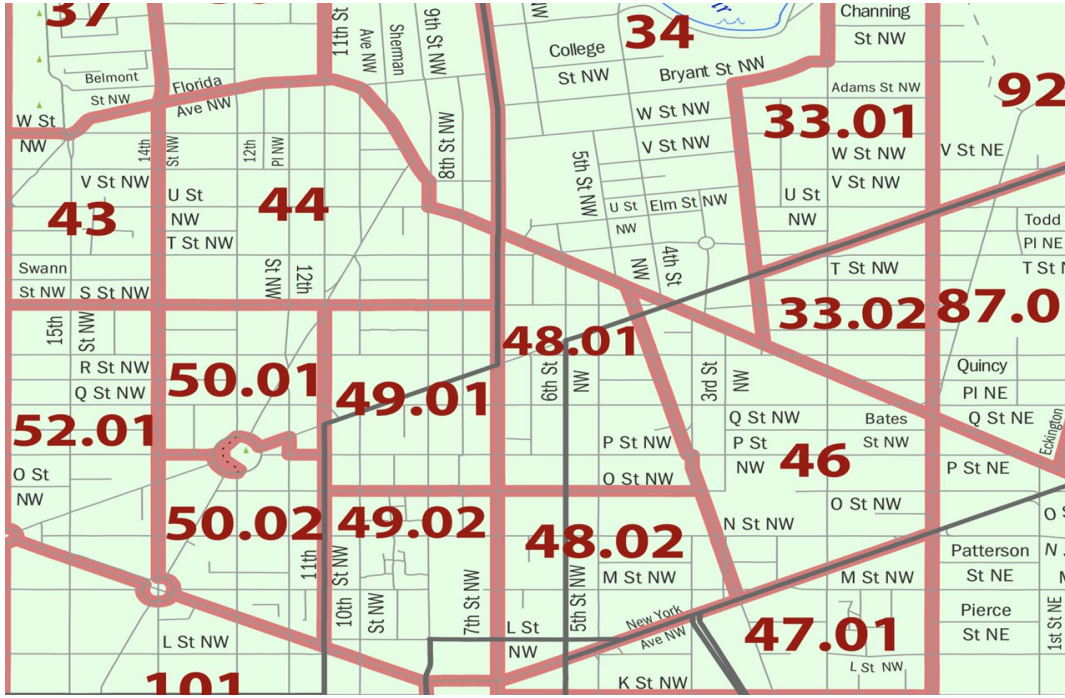






Census Based Online Indexes

- 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 provide you with additional stats beyond those we use for this activity

Today: National Data Across Three Buckets

- Equitable Access and Participation
- Social and Emotional Well-being
- Academic Outcomes

Data Walk: Individual Reflections

Three teams per wall/domain
Rotate through all three walls/domains (5 minutes per wall = Total of 15 min.)

- **Sticky notes:** Use sticky notes to write and share reactions of any kind next to the respective data point
- **Sticker dots:** Use different colored dots to do the following
  - **Yellow dots**: What statistic, if any, surprised you?
  - **Green dots**: Which statistics are particularly important to your community (e.g., your initiative targets these stats, you know it's a community need in general, etc.)
  - **Red dots**: Which statistics resonate with you personally (e.g., they impacted your childhood, you know/knew someone affected, you have professional expertise in the area, etc.)

Data Walk: Small Group Discussions (5 min.)

Reflect on your sticky notes and dots:

- What surprised you?
- What emotions are evoked?
- How does this make you think about your work locally?

Full Group Discussion (15 min.)

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 data from a more strength-based approach?

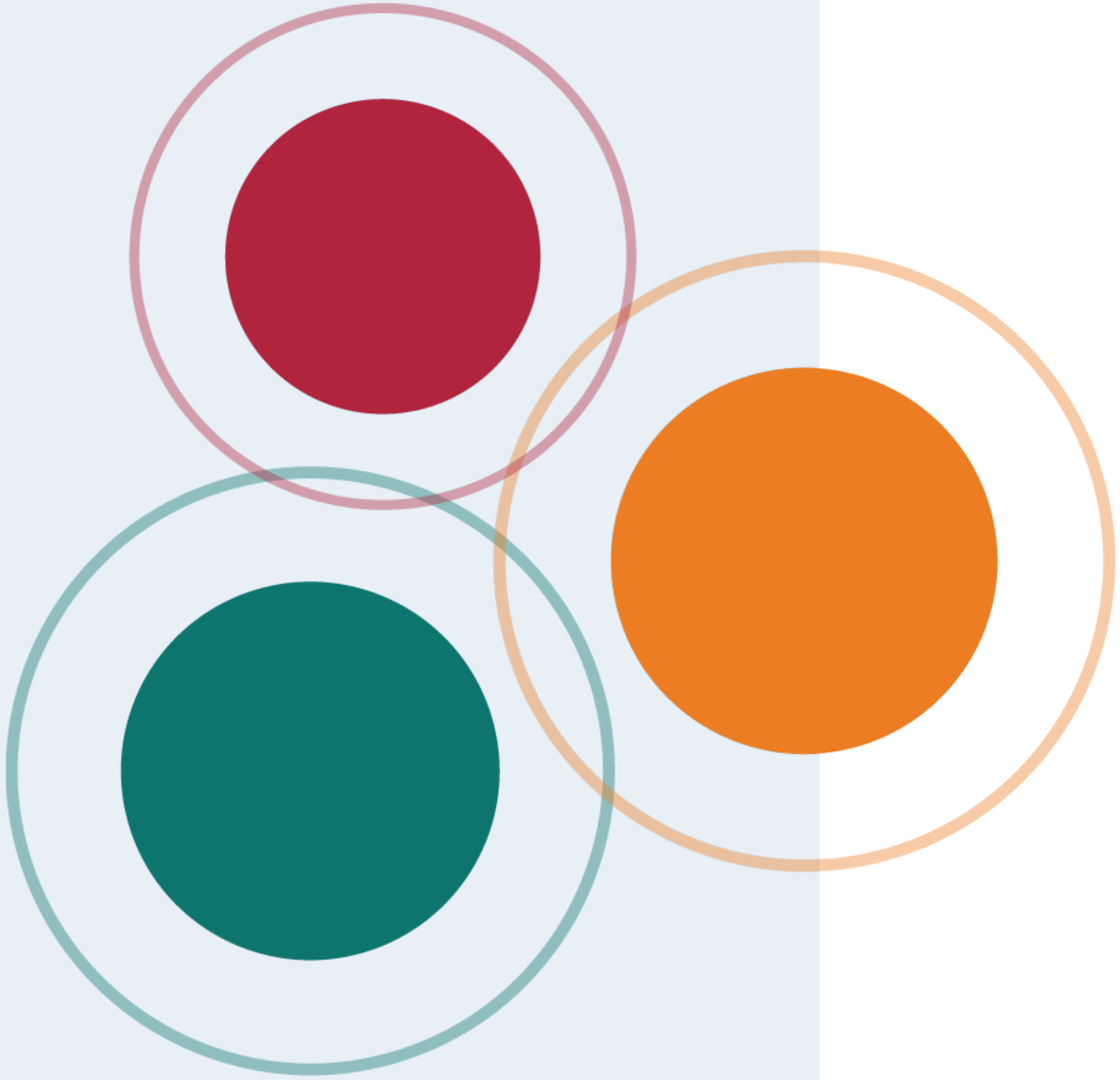
Relevance to your community's Success Planning efforts

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 current work?

What data is missing from this list that is relevant to your Success Planning work/impact?

Time for a break



Team Connection and Collaboration

Session #1

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Success Planning Summer Workshop

TEAM TIME WORKBOOK

Team name:

JULY 22nd - 24th, 2024 • CAMBRIDGE, MA
COHORT 3

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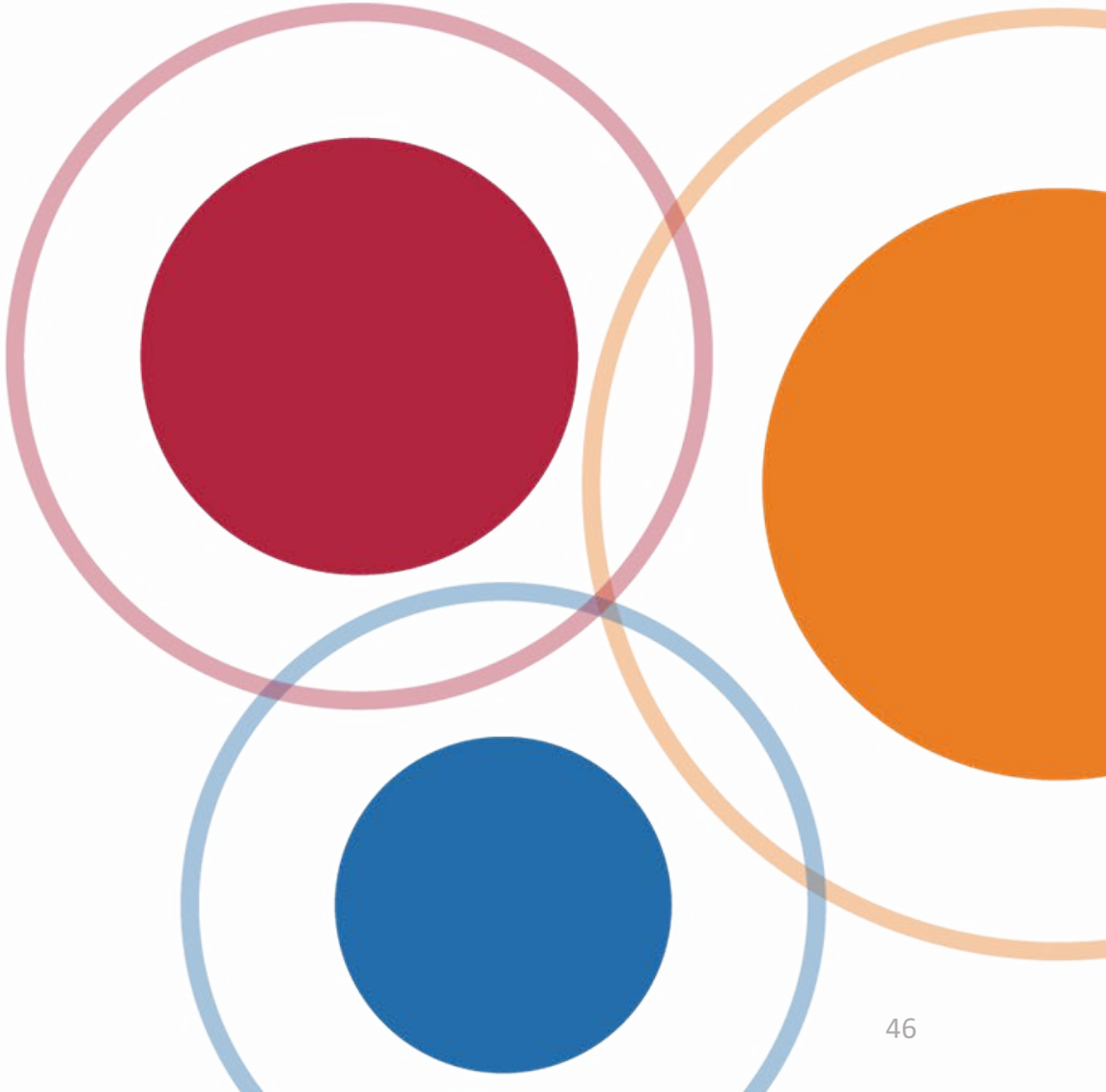


Team Visualization

Creating a Shared Vision

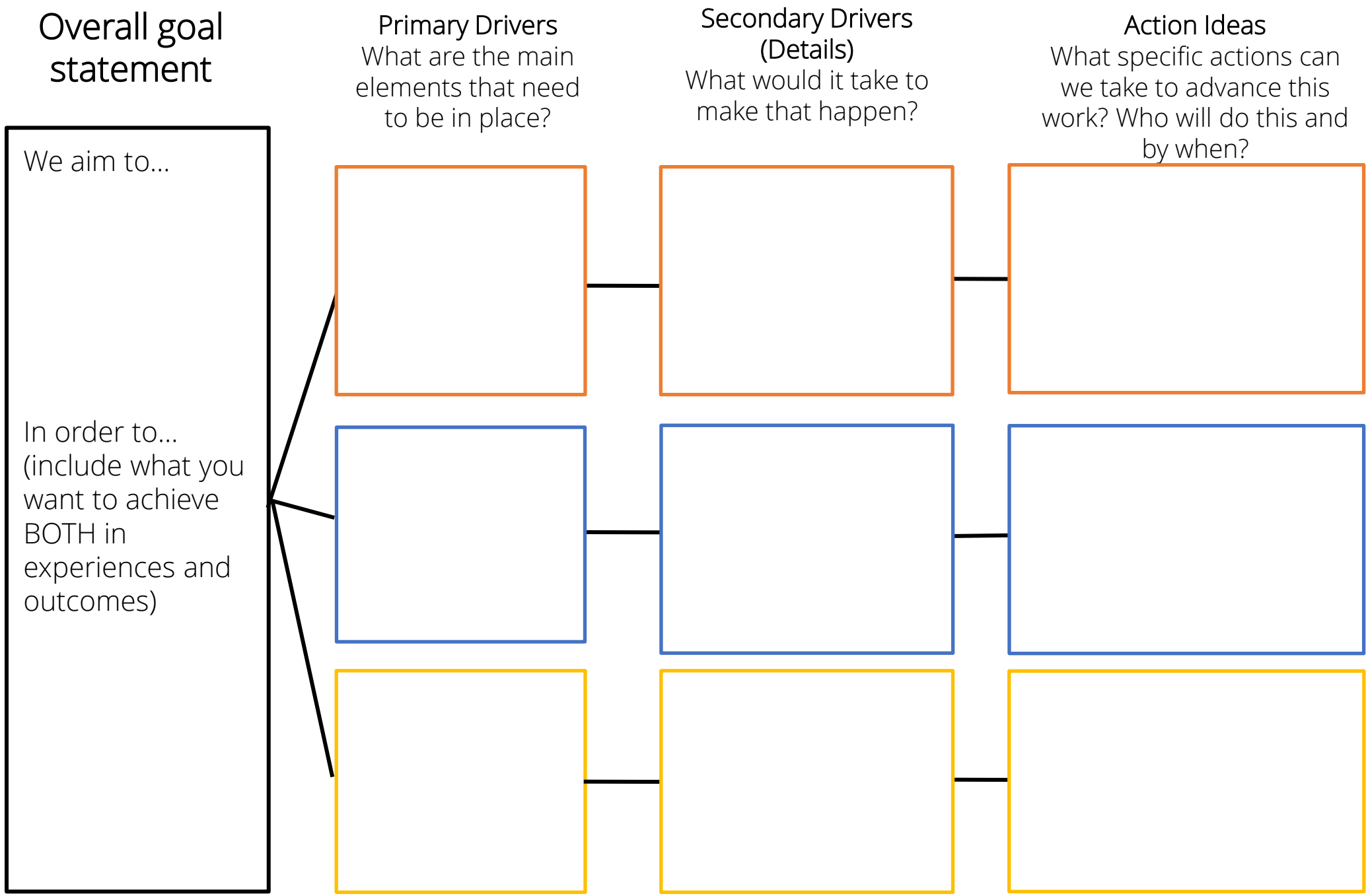
Build on the “Why Success Planning” and data walk sessions for the following discussion:

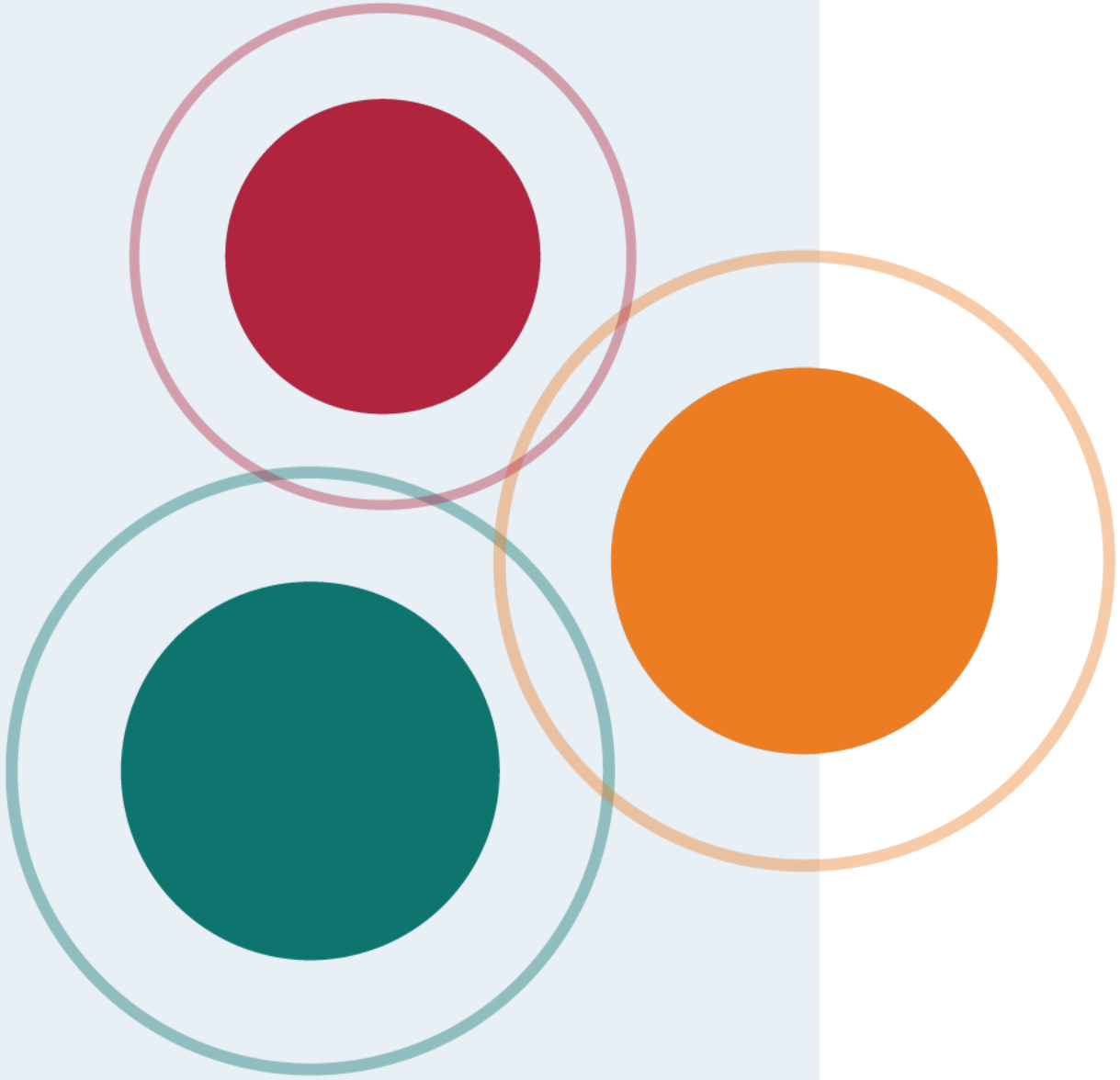
- Discuss in your teams what needs Success Planning will address in your community.
- When Success Planning is fully implemented in your community, what will this look like? How will it be different than what happens now?
- Note areas where there are different visions that will need to be revisited later.
- Consider how equity, families, and youth voice will be incorporated into this vision.

Creating a Shared Vision

What needs will Success Planning address?
What will Success Planning look like when implemented?
What areas need to be revisited later to reach consensus?
How will equity be built in? Consider the needs of children and youth with learning differences, migrant students and English learners.

Creating a Shared Vision





Success Planning Components: Navigators and Action Plan

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My Why

Tauheedah Jackson
Director, Institute for Success Planning,
The EdRedesign Lab,
Harvard Graduate School of Education

Virtual Turn & Talk

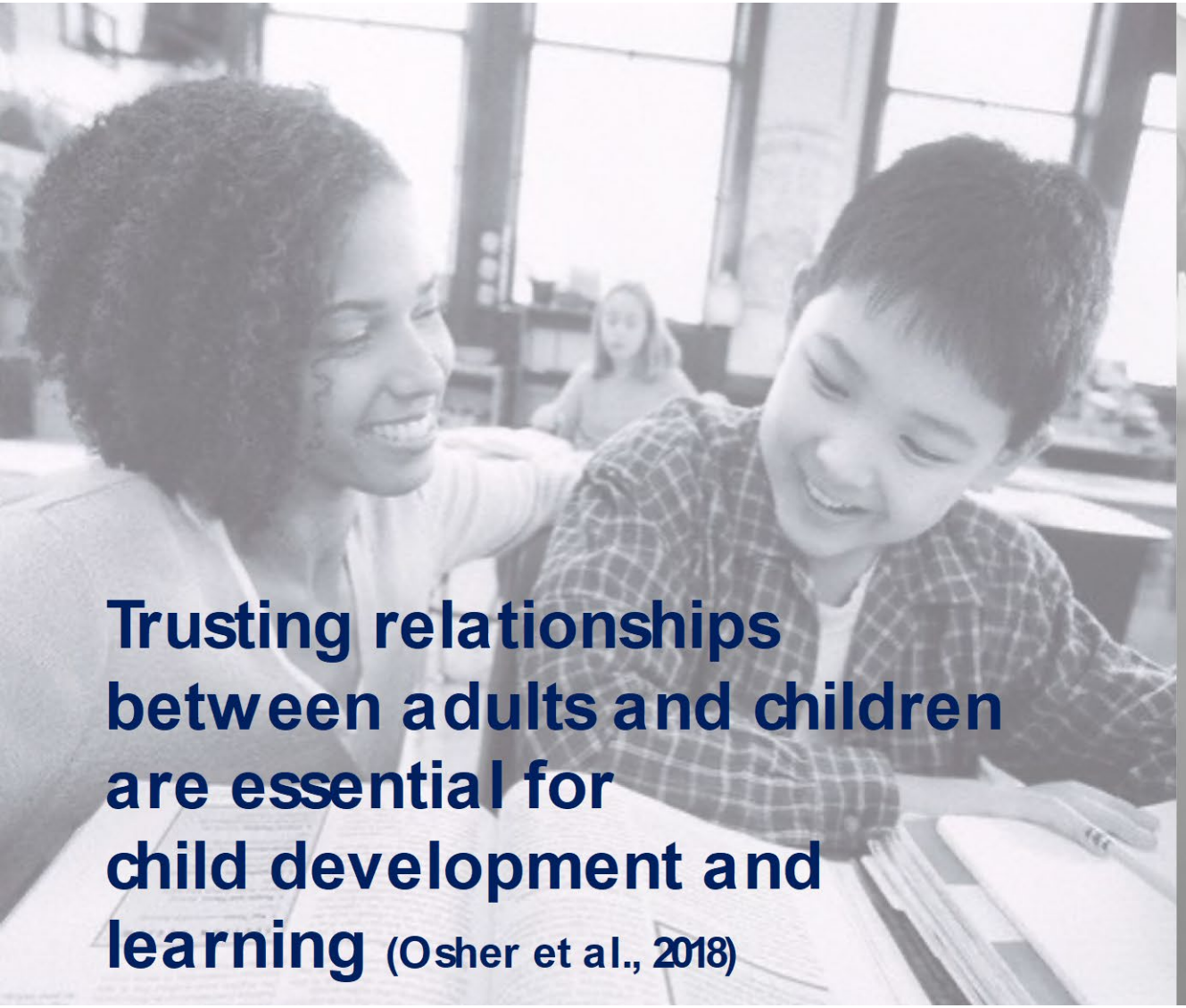
Think back to when you were a child/youth.

Share about a trusted relationship you had with a caring adult:

- Who was your caring adult?
- What made you feel known, seen, and heard by them?

Be the Person
you needed
when you were
Younger.

Research shows…



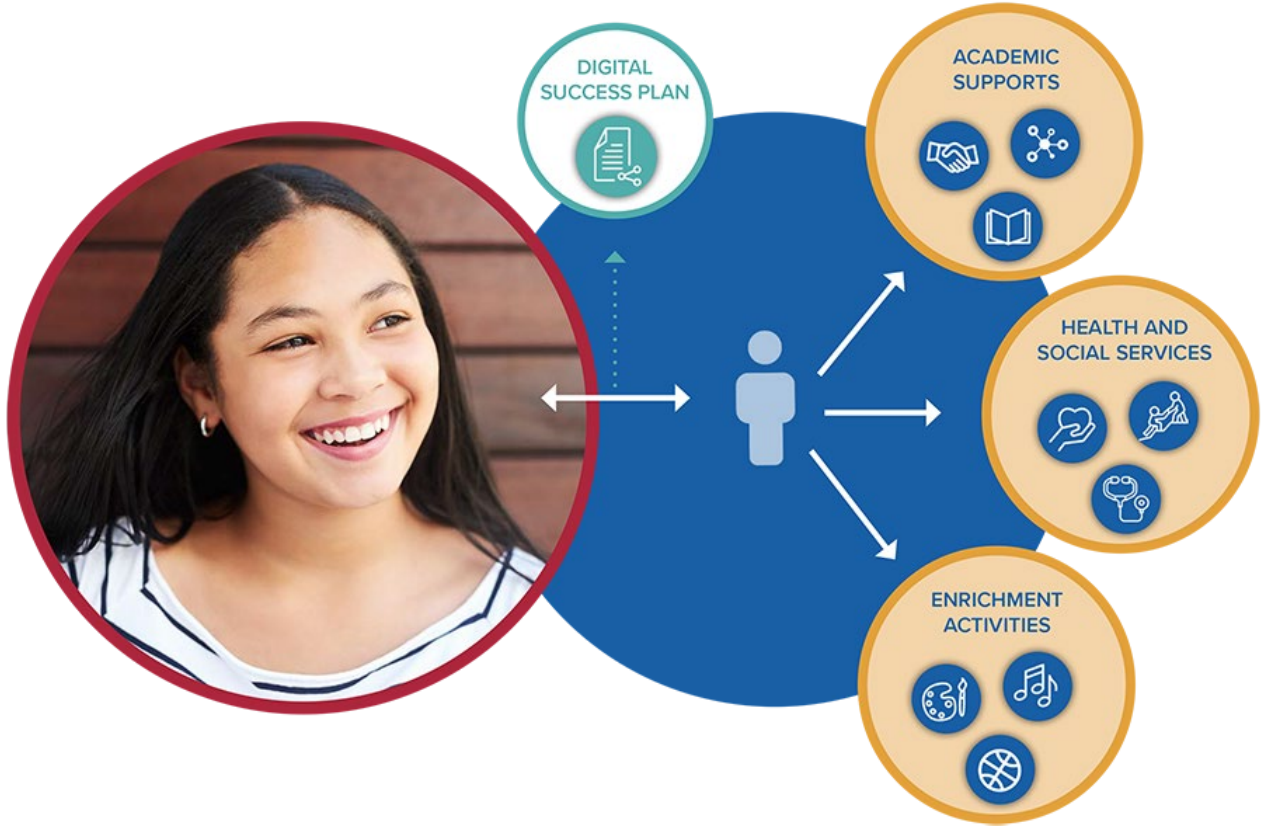
Trusting relationships between adults and children are essential for child development and learning (Osher et al., 2018)

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

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



10 Guiding Principles

Equitable

Comprehensive

Student-Centered

Relationship-Driven

Personalized

Actionable

Cross-Sector

Information-Driven

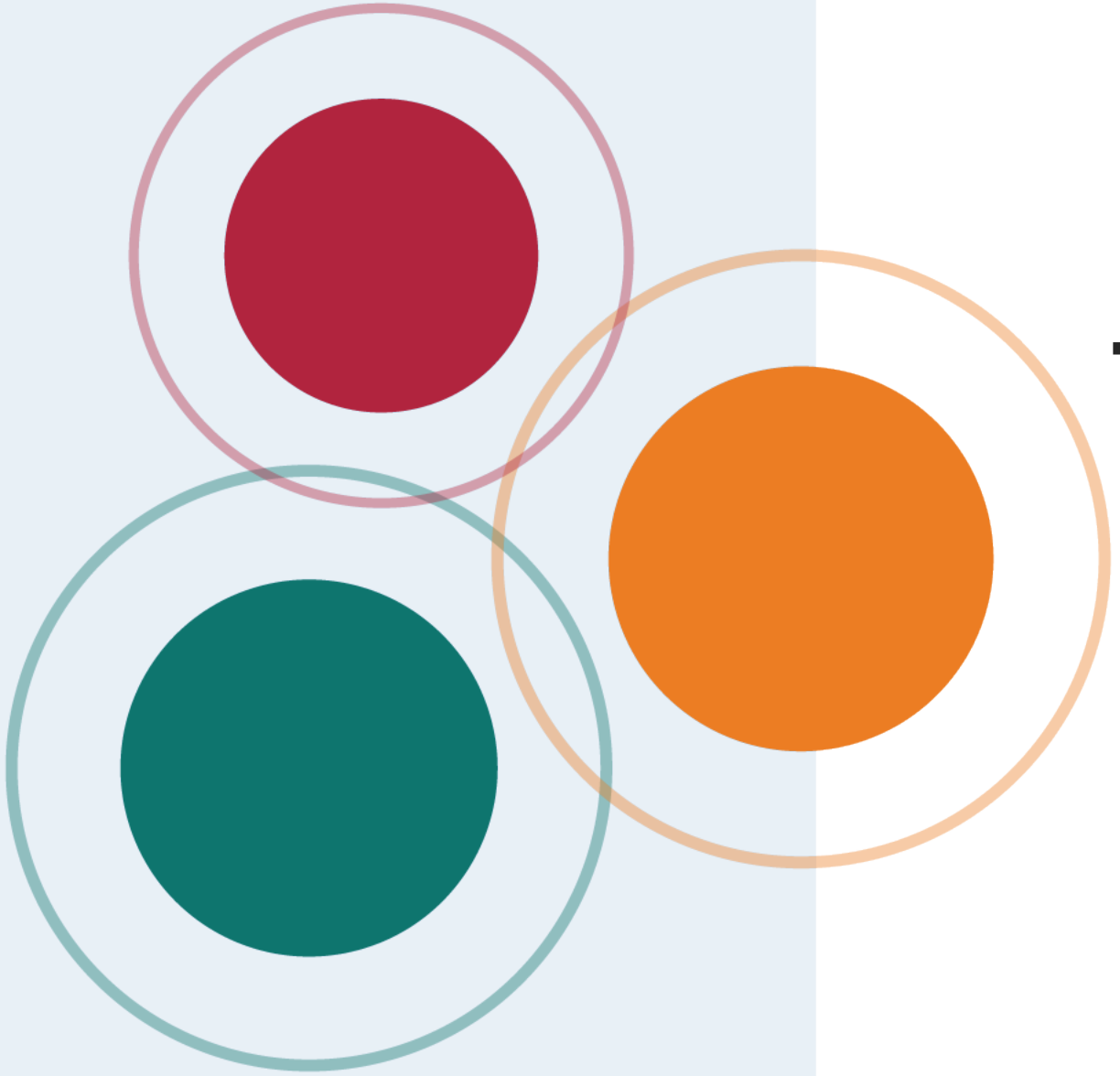
Secure

Sustainable

Success Planning Components

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

The Navigator's Impact in Success Planning



The Navigator's Role

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Success Planning: Caring Adult/Navigator Role

- Caring adults ensure each child or youth is **seen, known, understood, supported**, and provided with customized opportunities to learn and thrive.
- In partnership with families and others in the community, caring adults recognize the **unique strengths and needs** of each child or youth through a **whole-child approach**.
- They coordinate the implementation of an **individualized action plan**, which is co-created by centering the voice and agency of the children and youth they support.

Success Planning: Child's/Youth's Role

- Children and youth are provided the opportunity to discover their passions and communicate their interests and needs.
- **Their hopes and dreams are defined by them and supported by the caring adults within their ecosystem**, including their Navigators.

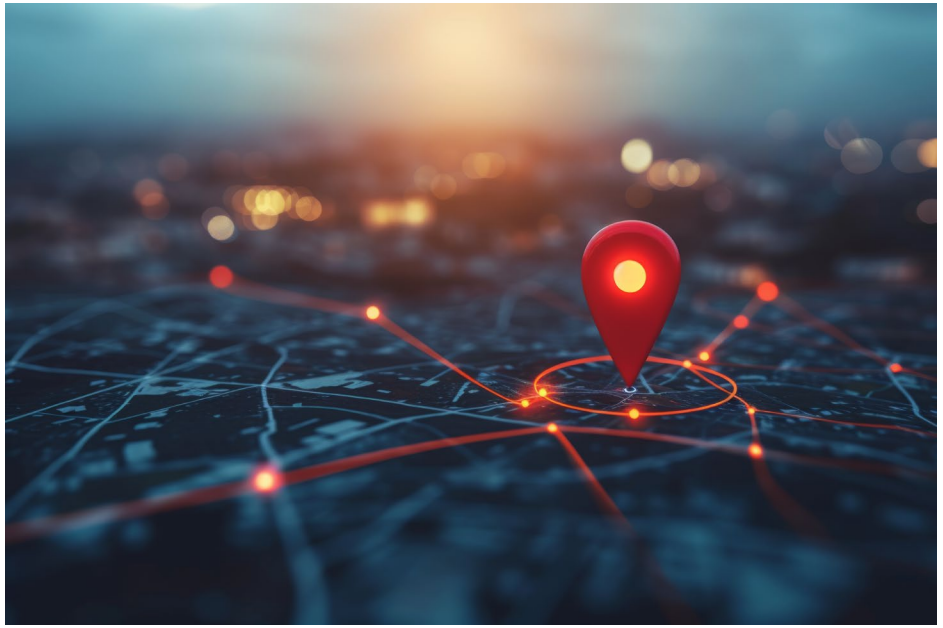
Success Planning: Family's/Caregiver's Role

Families and caregivers are partners in the Success Planning process.

- They understand and know their children deeply.
- They can provide wisdom, support, expertise, and valuable information that contribute to the success of their children and youth in both school and life.

Caring Adult Essentials

- Dedicated 1:1 relationship between child/youth and caring adult (advisory)
- Meet on a regular basis
- Caring adults trained to holistically support child(ren)/youth



Design Questions: Navigators

- Who serves as Navigator?
- What does the Navigator do?
- What training do Navigators need?
- What are the time and workload considerations?

Who Can Serve As Navigators?

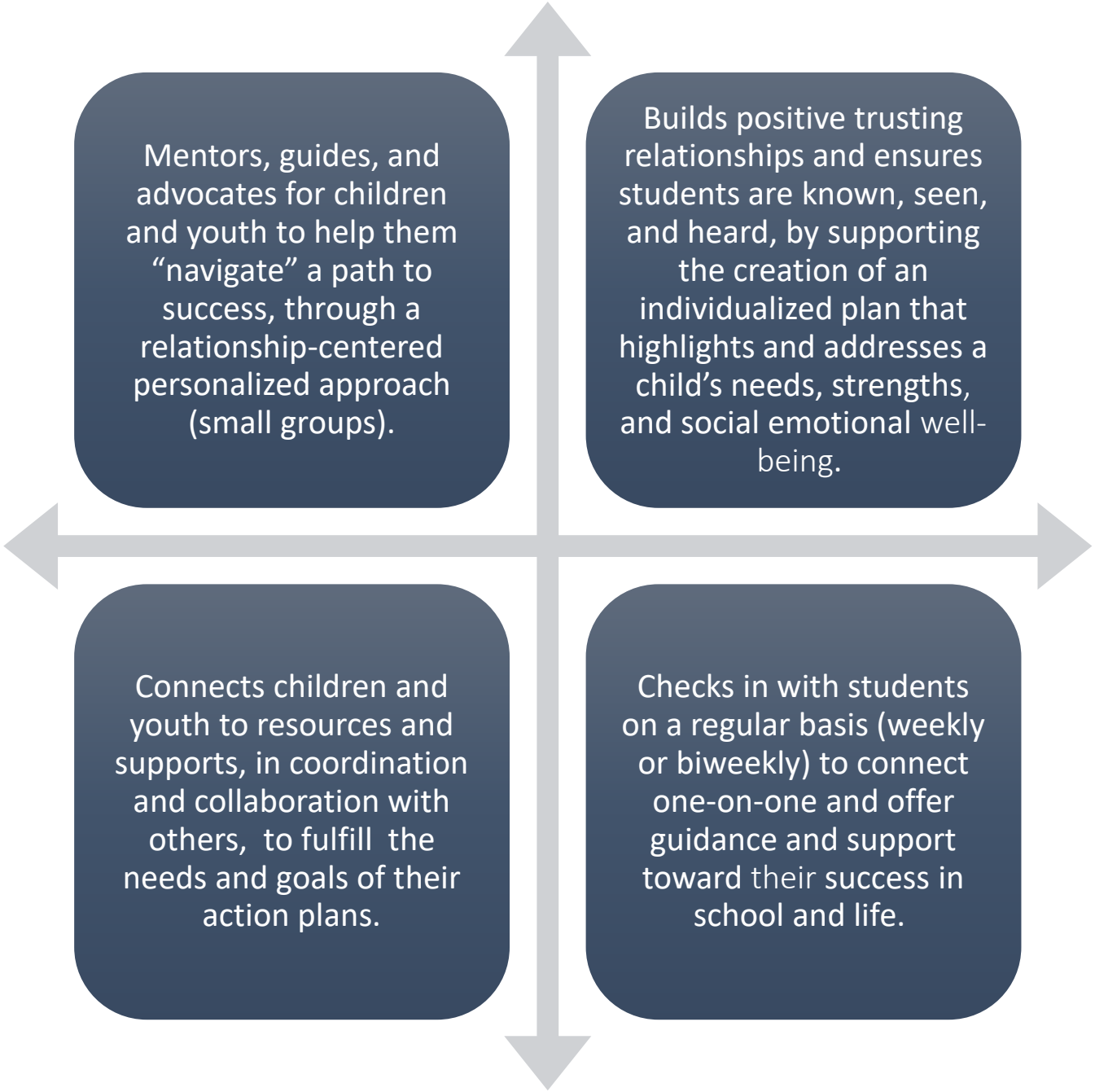
- Teachers
- Administrators
- School Support Staff
- Place-based Site Coordinators
- Coaches
- Community-Based Organization Staff
- Community members
- Out-of-School Time Program Staff
- Other Caring Adults

Brainstorm other individuals in the broader ecosystem (cross-sector) who can potentially serve as navigators.

Think outside the traditional box!

Pause for Reflection: Leveraging the Community Ecosystem

What Does A Navigator Do?



What Are the Time and Workload Considerations?

- Time and workload varies depending on the design of your Success Planning initiative. (e.g., staffing, design choices).
- Navigators should have consistent points of connection with youth (weekly, biweekly) for a period of time that is appropriate to build a positive trusting relationship and review the youth's plan of action.
- Many initiatives implement Success Planning within existing structures like advisories, out-of-school time groups, flex periods, etc.

Guiding Questions

- What do Navigators need to **know**?
- Who do Navigators need to **be**?
- What do Navigators need to **do**?

Essential Navigator Skills

- Cultural humility
- Empathy
- Understanding
- Compassion
- Grace
- Good communication
- Organization
- Systems thinking

- Knowledge of the broader ecosystem (system of supports)
- Social and political capital
- Good judgment (escalation/referrals)
- Ability to foster positive trusting relationships
- Spirit of collaboration
- Coordination (other professionals & partners)
- Partnership development

Share how considering these Navigator skills can impact your Navigator design, job descriptions, and/or hiring processes.

Pause for Reflection:
Skills and Dispositions of the Caring Adults (Navigators)

Support for Navigators

Lower barriers and reduce anxiety: scripts, training, etc.

Empower Navigators

What should a Navigator do when they don't know what to do?

Provide support at all levels: Navigators, support team, leadership

Create community and opportunities to share

Consider balance between training and tools. Layer in supports and training based on need and readiness.

Slide courtesy of K. Randolph

Supporting Navigators to Exercise Good Judgment

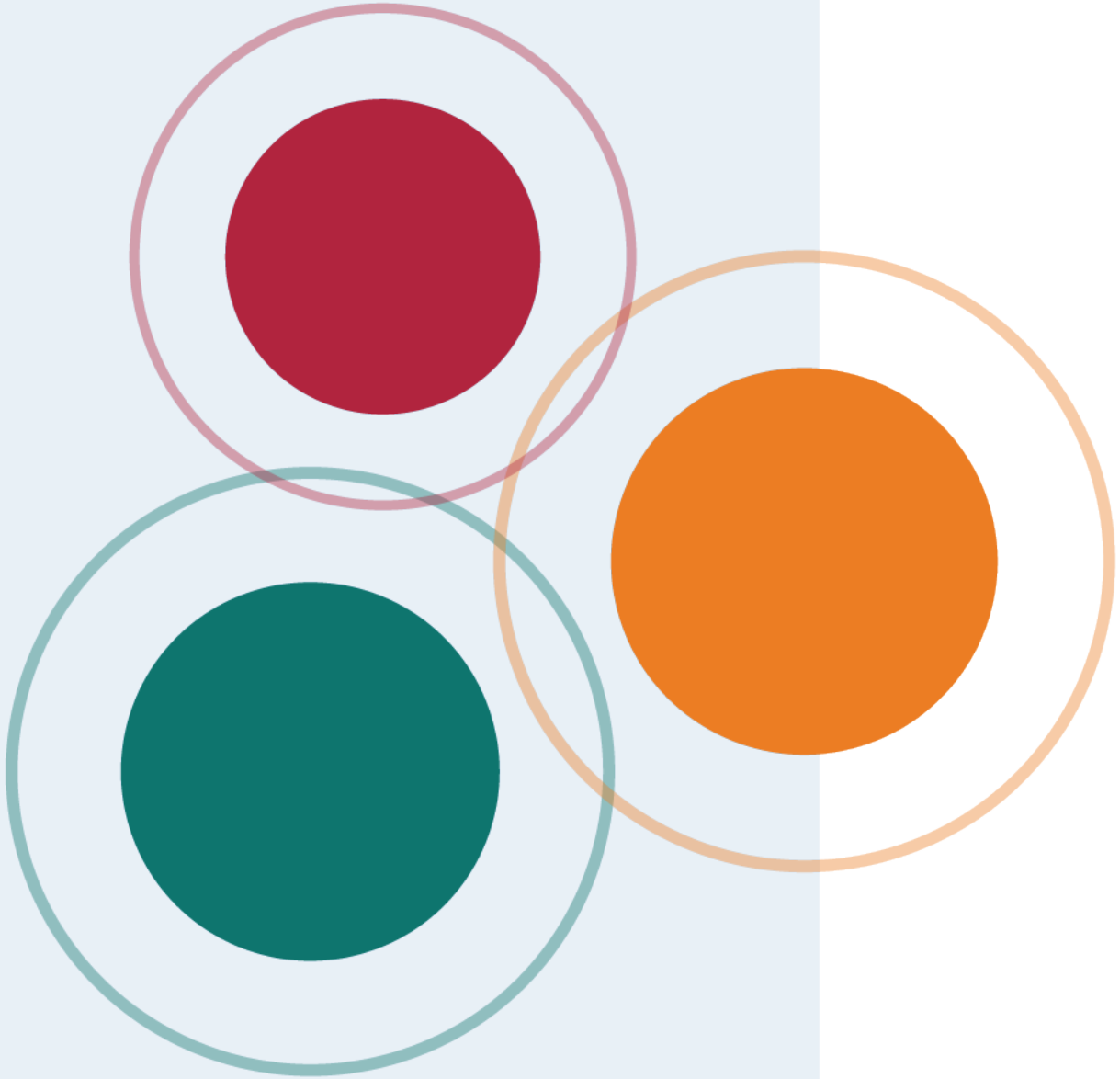
- Navigators are a part of a broader team. They should leverage others, through referrals, when a situation arises that requires the skill set of other professional staff (social workers, school psychologists, healthcare workers, security guards, etc.) and goes beyond their navigation role.
- Success Plans should not replace Individual Education Plans (IEPs) or other systems/plans (504 plans, other special education plans) put in place to support children or youth with identified needs. Success Plans should align, cohere, and support existing IEPs and other existing plans.
- Navigators should also be aware of when they should partner with families to address issues that may arise.
- Clear policies, protocols, and documentation processes should be in place to ensure Navigators are aware of how they should proceed with warm hand-offs (referrals).

Discuss what capacity building/professional development you have or will have in place to support and connect Navigators?

Pause for Reflection: Navigator Support

Create Warm, Welcoming, and Safe Spaces (Physical and Psychological)

- Be innovative and creative as you center the relational aspects of your Success Planning implementation. Consider human-centered design, which is a methodology that centers the user at the heart of the design process.
- Amplify the voices and input of young people. Provide an opportunity for them to co-create physical spaces that feel warm, welcoming (seating, décor, posters, fidgets, snacks, etc.), and promote psychological safety.
- Ensure young people can talk about their goals and issues with an appropriate level of privacy.
- Be consistent!



Spotlight on Nashville, TN

Centering the Trusting Relationships

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METRO NASHVILLE PUBLIC SCHOOLS

Spotlight of Nashville, Tennessee

Lessons in Leadership and Building Scaling and Sustaining an Effective Student Success Initiative

- Metro Nashville Public Schools created a Navigator program in which teachers and other school staff meet regularly with students
- They check in to support, identify needs, and build on strengths
- Currently over **50,000 students** are being served by the initiative
- Approximately **6,000 Navigators** come from a wide range of backgrounds
- There is particular focus on supporting social-emotional wellbeing and ensuring every student is known
- There will be an increased academic focus (literacy & numeracy

A Conversation with a Student and His Navigator:

Abenezer Haile
Rising Senior
Martin Luther King, Jr. Magnet High School

Zach Fox
Social Studies Educator and Navigator
Martin Luther King, Jr. Magnet High School

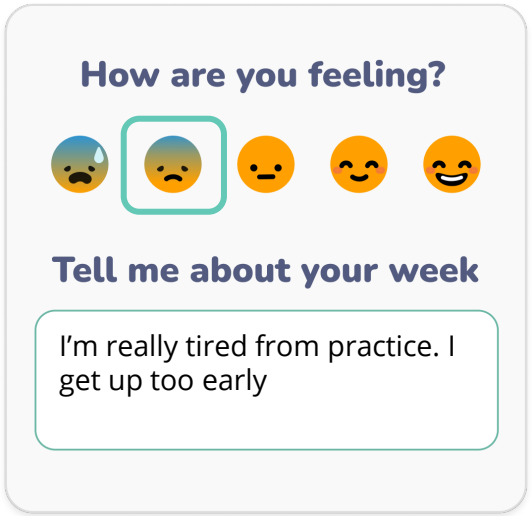
Video Debrief

On a sticky note, write down what you saw, heard, or noticed?

PRACTICE

Student-centric, actionable data

Weekly Student Check-In



Proactive Support from Teachers, School Leaders, & Navigators

Technology-supported, research-backed response suggestions help teachers feel supported and build their own SEL skills

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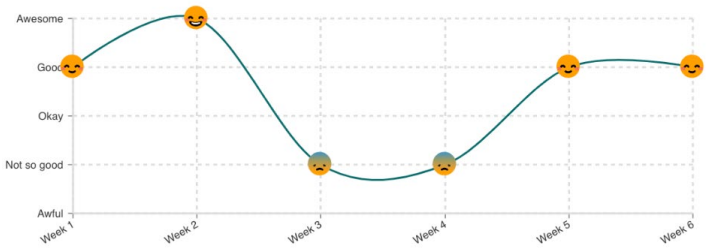
COMMUNITY OF PRACTICE

Student-centric, actionable data

Example Student Well-Being Insights

My feelings



My reflections

Week 5
Mon Aug 7 - Fri Aug 11

What was something fun that happened in school during this past week? What ideas do you have to make our school more joyful?

You wrote:
I saw my friend that goes to a different school last week and i was really happy.
Edit Delete

D. Johnson:
That's great to hear!

Week 4
Mon Jul 31 - Fri Aug 4

Tell me more about your week. What strategies helped you, and what can you try next week?

You wrote:
No motivation and mentally drained. Im so tired and I continue to feel this way, I woke up with a overwhelming feeling in my chest and i couldnt help but let it out. It happens time to time when i just feel down and I feel empty afterwards. i took a personal break from school today so im gonna take a me day and see if ill leave this slump state
Edit Delete

D. Johnson:
This sounds like something you shouldn't carry alone. When you return, let's set up a time to make sure you are getting the support you need at school. There are a lot of people here who care about you.

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COMMUNITY OF PRACTICE

Student-centric, actionable data

Example School & District Well-Being Insights

685
Rostered Students

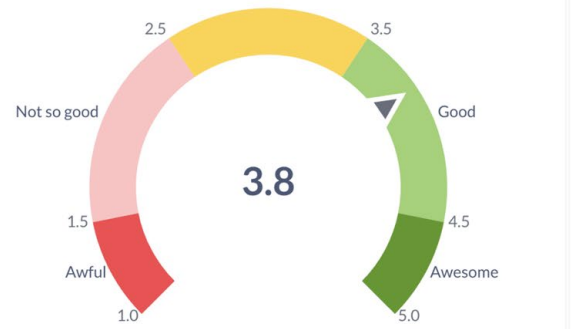
11,418
Student Reflections Written

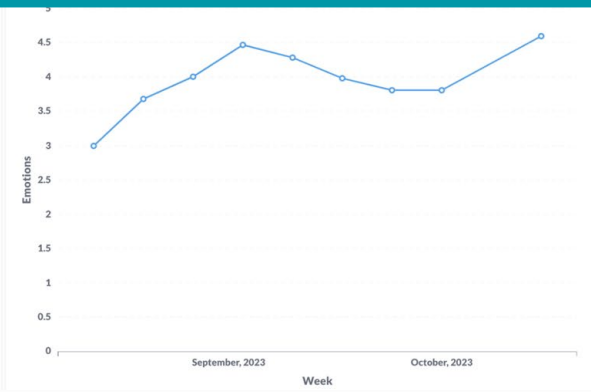
86%
Teacher Reflection Read Rate

89%
Teacher Response Rate

51
Alerts Received

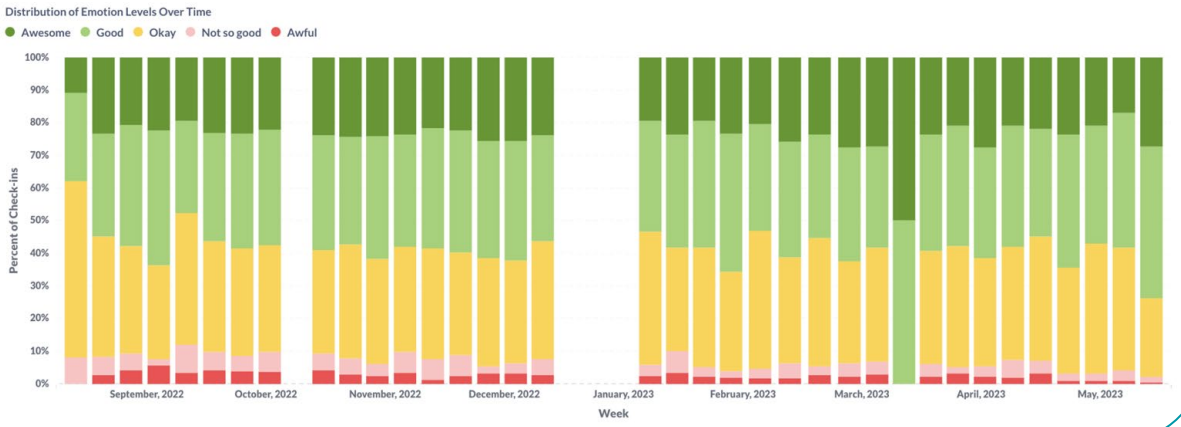
100%
Alert Addressed Rate





Students with Consecutive Sad Reflections - Last 45 Days

Name	Classroom	Consecutive Reflections Feeling Sad
Student A	Smith Classroom	3
Student B	Chen Classroom	3
Student C	Agarwal Classroom	4
Student D	Johnson Classroom	4



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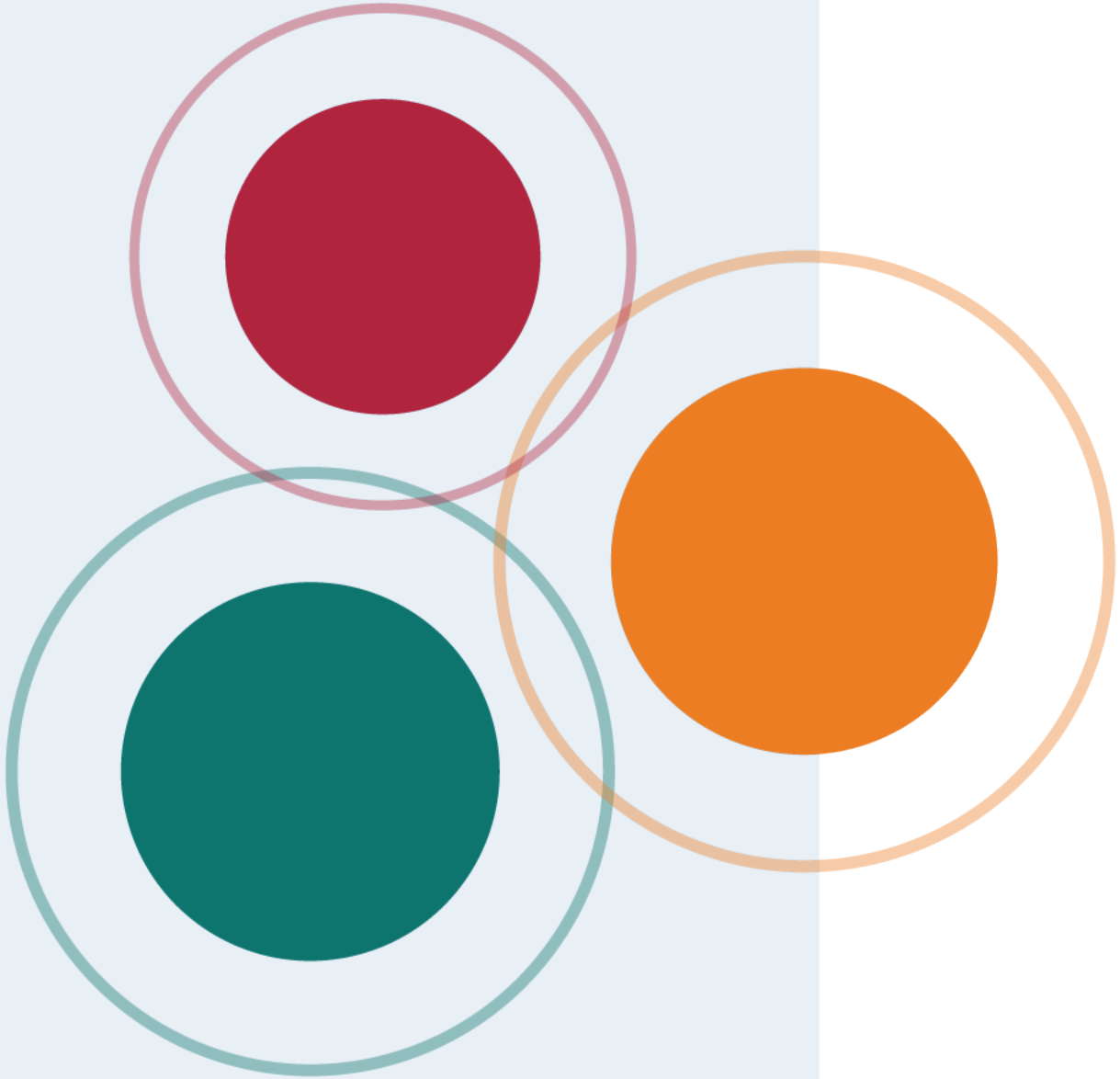

Spotlight on Dayton, OH

Leveraging the Wisdom and Strength of Community

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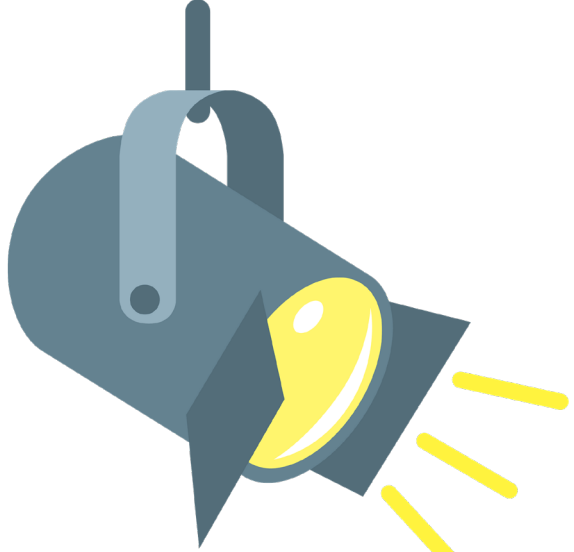
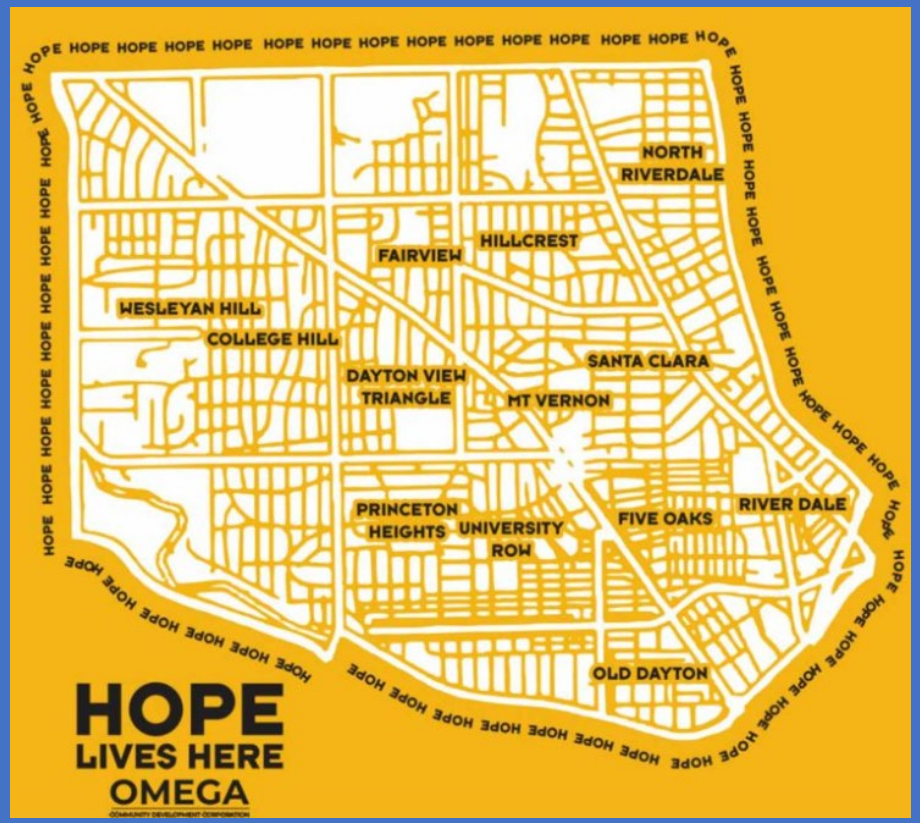


Dayton, Ohio

Success Planning within Broader Cross-Sector Place-Based Initiatives

- Building on a solid foundation of two decades of 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 3,350 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.

Opportunity & Promise


HOPE HOPE HOPE

Year 1	Year 2	Year 3	Year 4	Year 5
1,000 children in HZ1	1,250 children in HZ1	2,500 children in HZ2	5,000 children in HZ2	6,700 children in HZ2
500 families in HZ1	800 families in HZ1	1,500 families in HZ2	2,200 families in HZ2	3,400 families in HZ2

Ambitious scale up plan over the duration of the Promise Neighborhood grant.

North Star

6,700 children on the pathway to self-sufficiency

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)

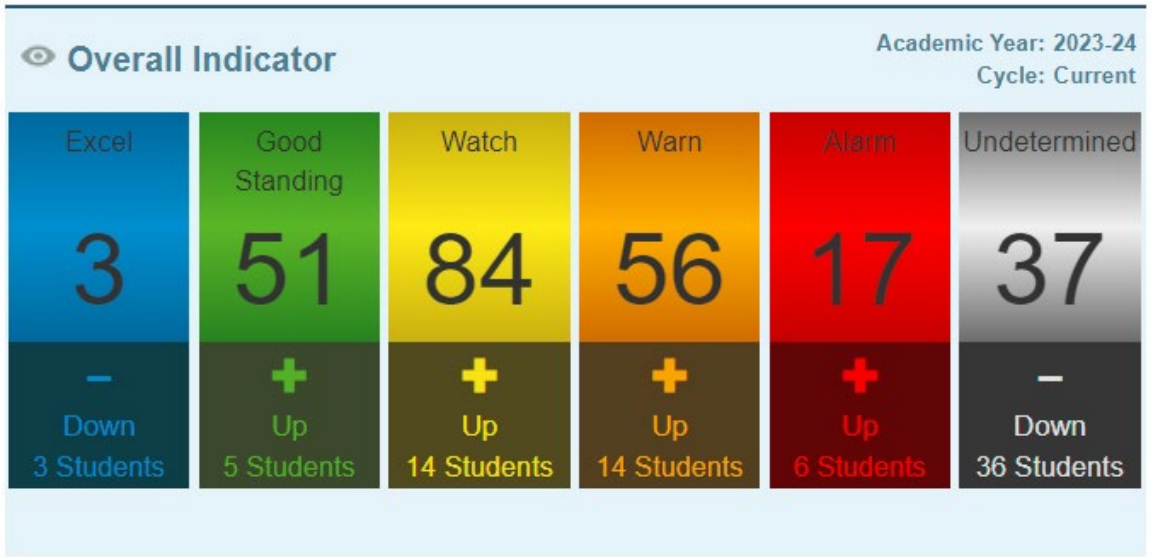
Services

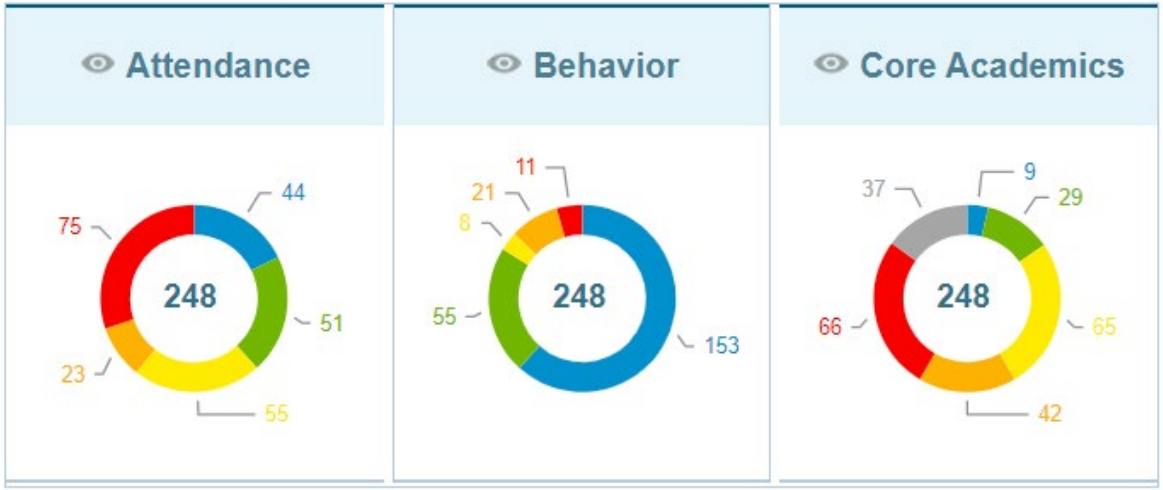
2,800+ Services Delivered

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

Hope Zone Student Data-Driven Action

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





ORSIMPACT

Plan of Action Essentials

Implement a formal way to:

- **Identify and capture** youth's strengths and needs
- **Document** the supports and opportunities that students are being referred to and are receiving
- **Input plan of action** information into a database that can be aggregated for data-driven decision making

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Design Questions: Plan of Action

- Who is responsible for developing and updating the plan?
- What does the actual plan look like?
- How will youth (and family) voices be included?

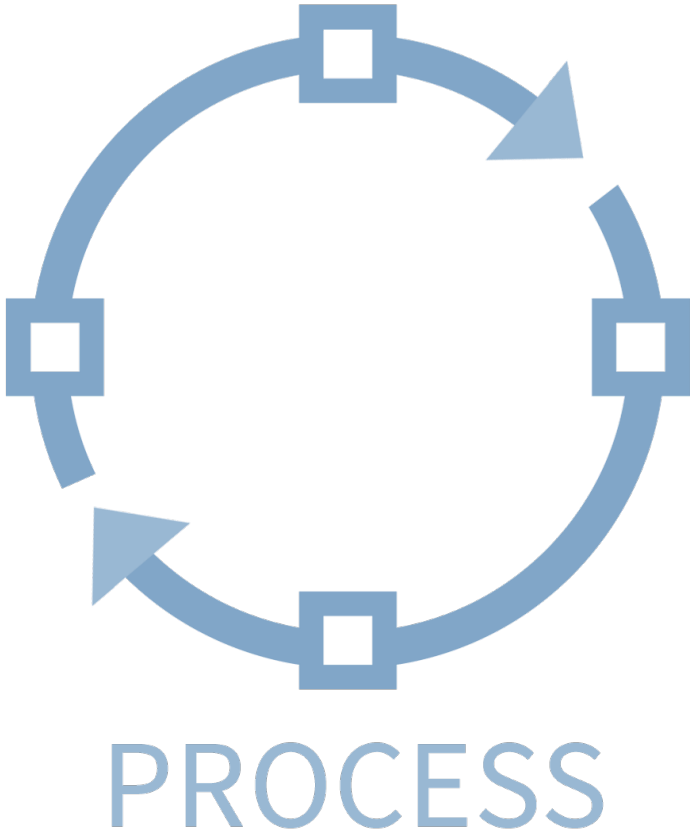
A Focus on Personalization: Plans for Action

- Success Planning is a whole-child, relationship-based approach that focuses on the individualized needs and strengths of children and youth. Navigators co-create and update the plans with youth, their families, and other caring adults.

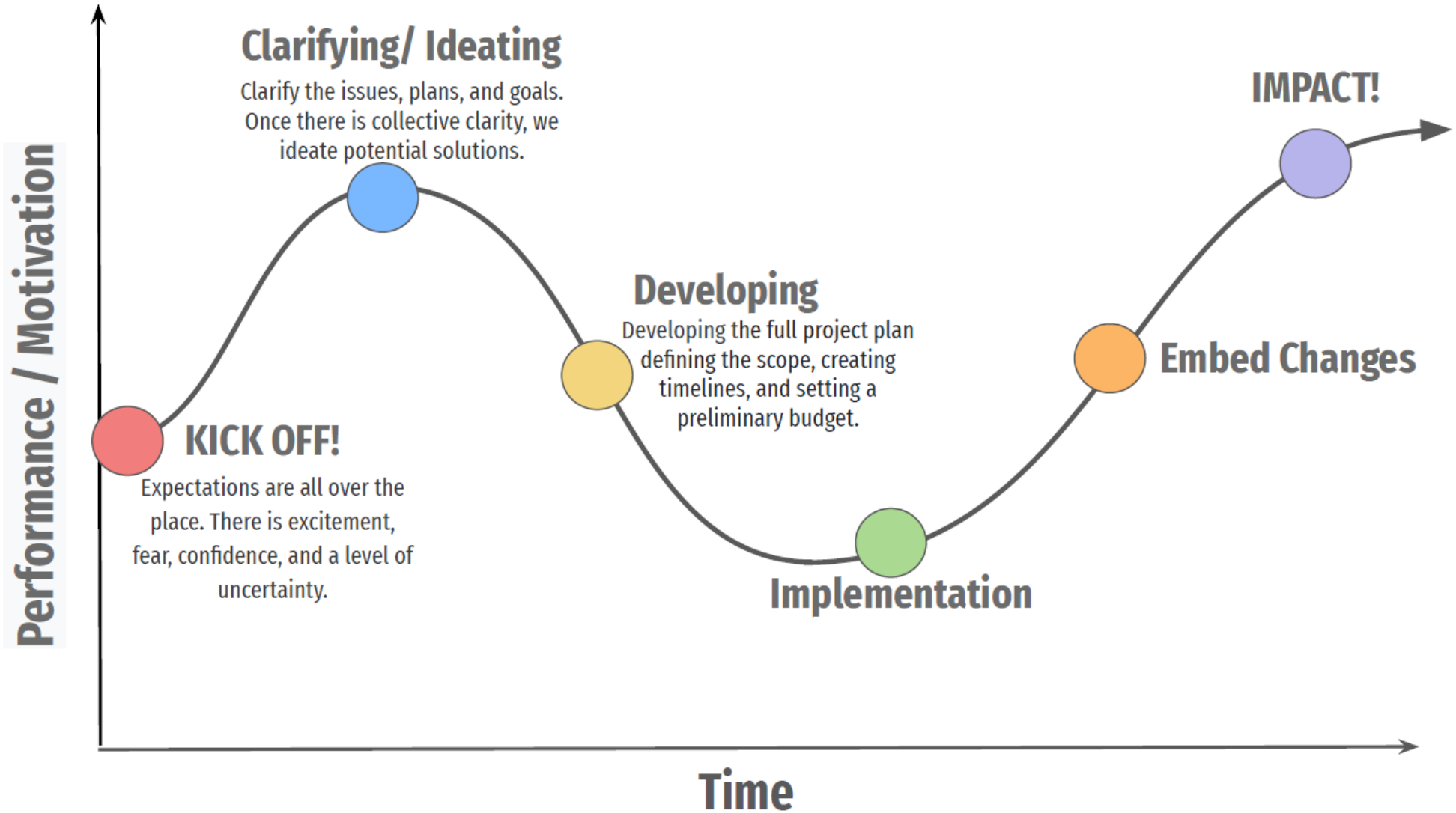
- Individualized Success Plans can act as dynamic tools to guide individual support, but they can also have broader, systemic impact.

- Success Plans can be levers for changing today's "factory-like system of schooling" — where complex individual needs often go unserved — "into a targeted, customized system that has the capacity to realize our urgent goal of preparing all of our children for success." – Paul Reville

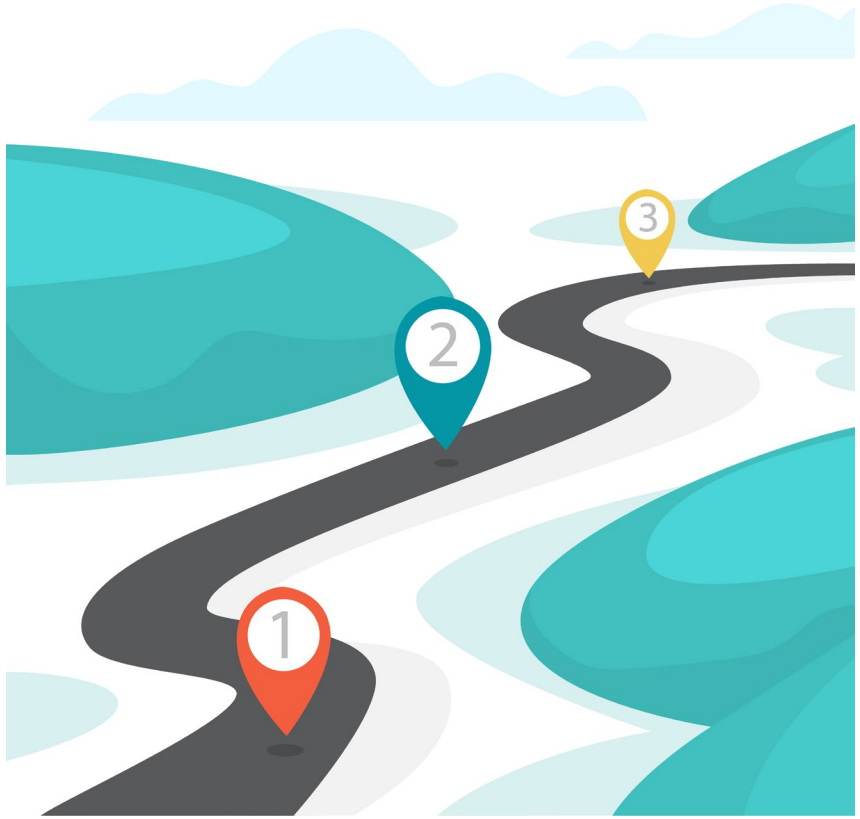
The Importance of an Iterative Process



- Lead with a disposition to learn
- Unexpected challenges can be instructive
- Feedback loops can enable you to course correct or pivot in real time
- Commit to quality implementation
- Peer-to-peer learning communities provide leaders with a system of support
- Sharing promising practices across different contexts can lead to innovation


Clarifying/ Ideating
Clarify the issues, plans, and goals. Once there is collective clarity, we ideate potential solutions.
IMPACT!
Developing
Developing the full project plan defining the scope, creating timelines, and setting a preliminary budget.
Embed Changes
KICK OFF!
Expectations are all over the place. There is excitement, fear, confidence, and a level of uncertainty.
Implementation
Performance / Motivation
Time

The Success Planning Journey

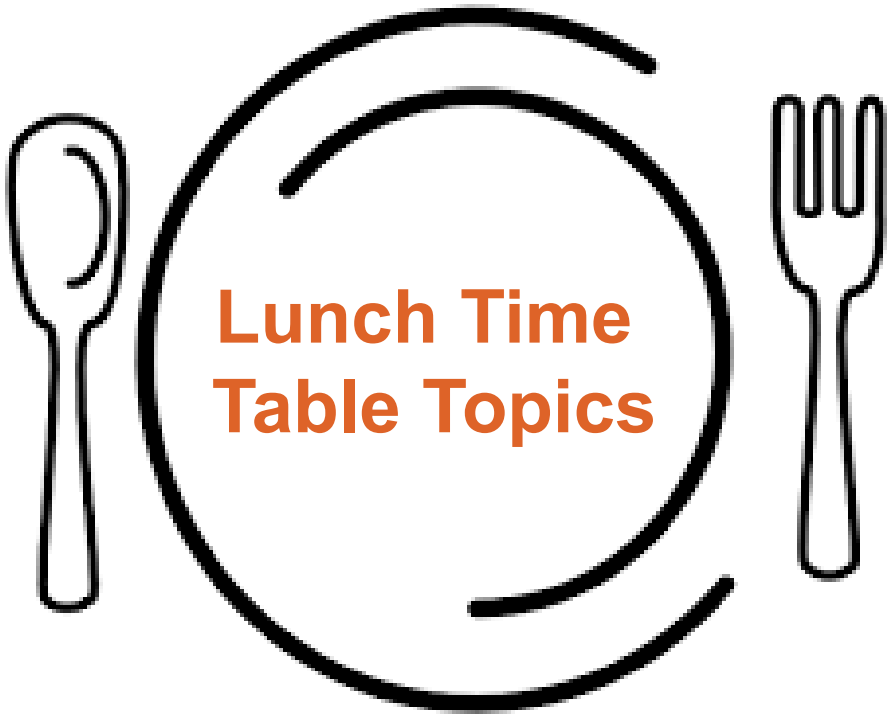


Everyone starts in a different place. Wherever you are is a good place to be.

Resources

- Seizing the Moment for Transformative Change: A Framework for Individual Student Success Planning
- Metro Nashville Public Schools Navigator Handbook
- ”When Families Thrive, Children Succeed”: How the Mission Economic Development Agency Created a Transformational Prenatal-to-Career Model
- Unity Point Success Planning Guide
- Collaborative Action in a Rural Setting: Insights from Rural Southern Illinois
- Success Planning Cost Estimate Tool

Networking Lunch



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

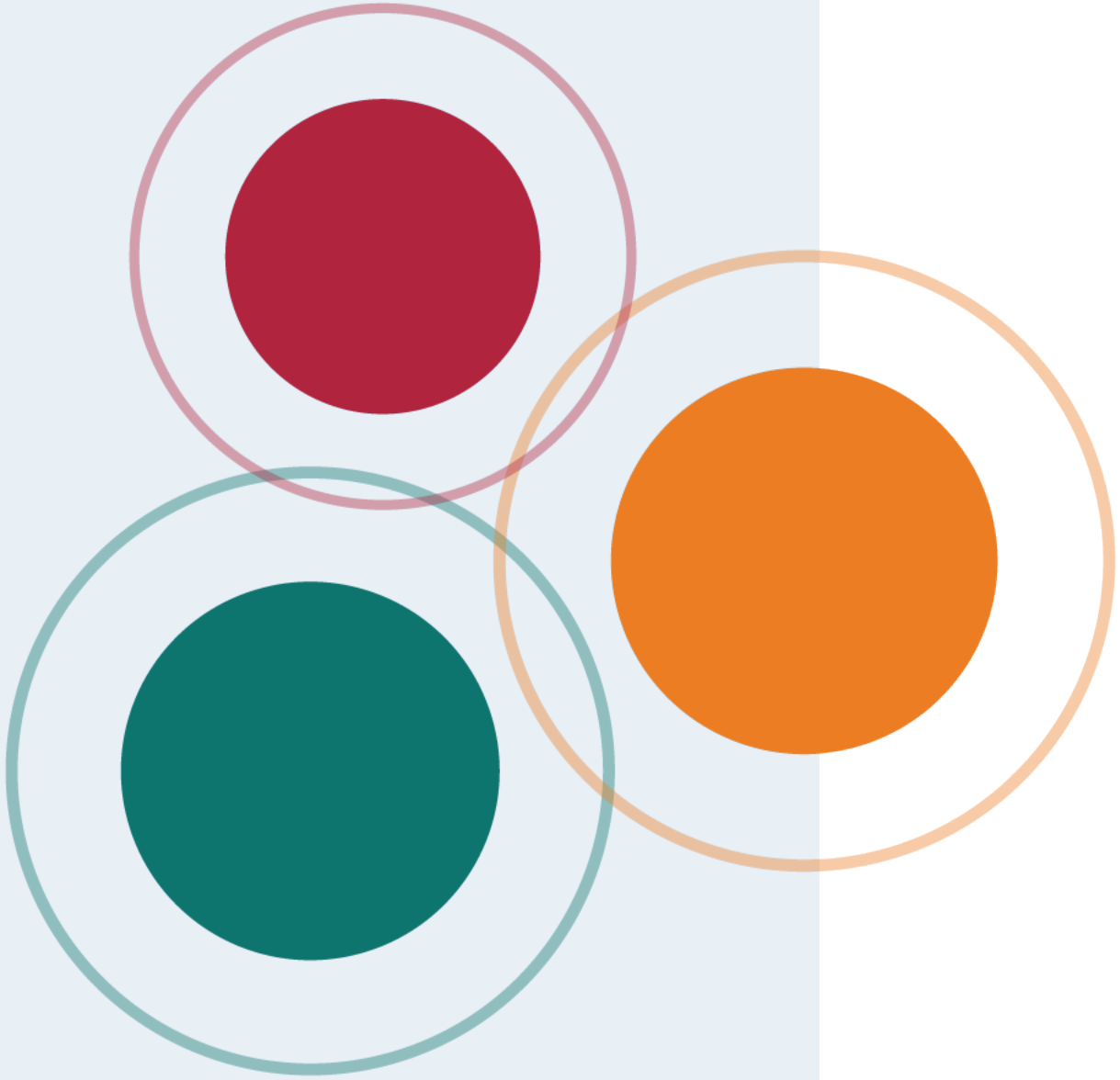
1. What is one thing you all have in common?

2. What brings you joy?

3. What was your favorite book, as a child, and why?

4. What would you say is your biggest pet peeve?

5. What song lifts your spirits?



Success Planning Component: System of Supports

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System of Supports Essentials

- Partnerships across health (physical and mental), academics, social services, extracurricular, and community organizations
- Cross-sector coordination and collaboration
- Coherence and alignment with other efforts
- Access and opportunity
- Resource development
- Supports are aligned with the needs of youth (data-driven)

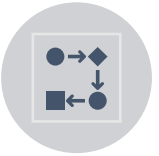
Design Questions: System of Supports

- What supports will be included?
- How will Navigators have knowledge of and access to supports?
- How will the community ensure equitable access to supports?
- How will the community ensure a coordinated system?
- What is the cost and source of funding?

Partnership Development: Tips for Real-Time Implementation

Focus on tactical, technical, and adaptive aspects simultaneously

Create and commit to a shared definition of partnership



Build, cultivate, and sustain a cross-sector system of supports

Consider a tiered approach to effective and strategic partnership development

Cultivate authentic and trusting relationships across sectors

Foster innovation

Assess readiness and support growth

Commit to quality assurance and continuous improvement

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

- Mahatma Gandhi

Equitable Access & Opportunity

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

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

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

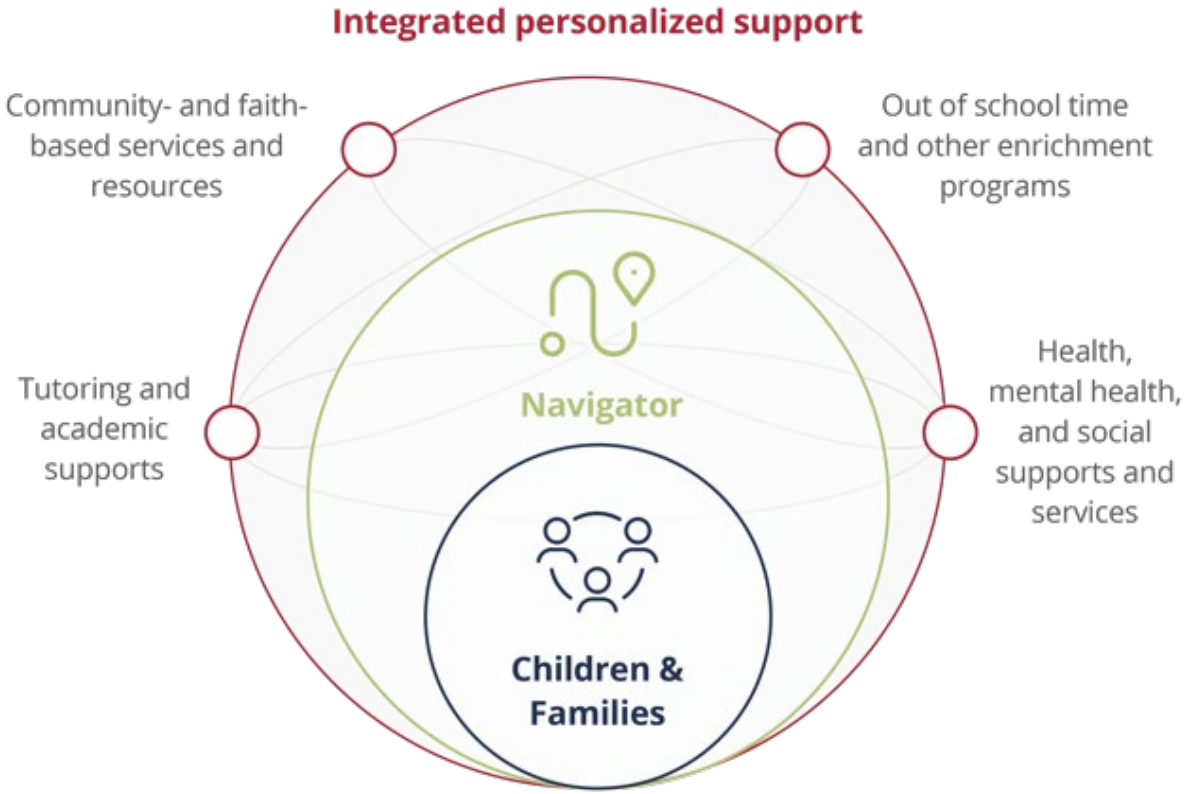
+

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

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.

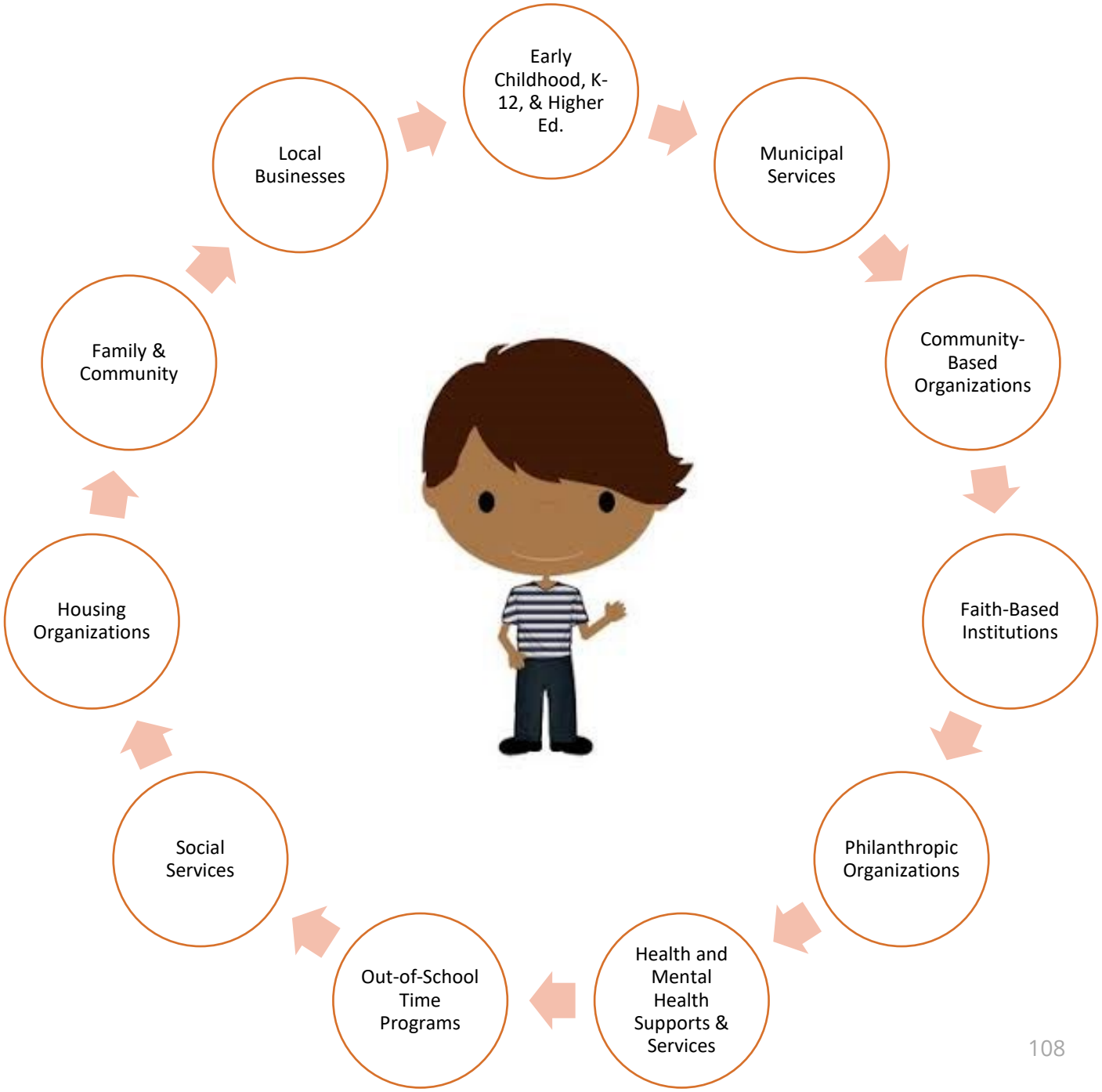
Each child's or youth's Navigator co-creates a personalized plan for action in partnership with their families and other caring adults, ensuring that every child is known, seen, and heard, has a positive connection to a caring adult, and has agency over their roadmap to success.



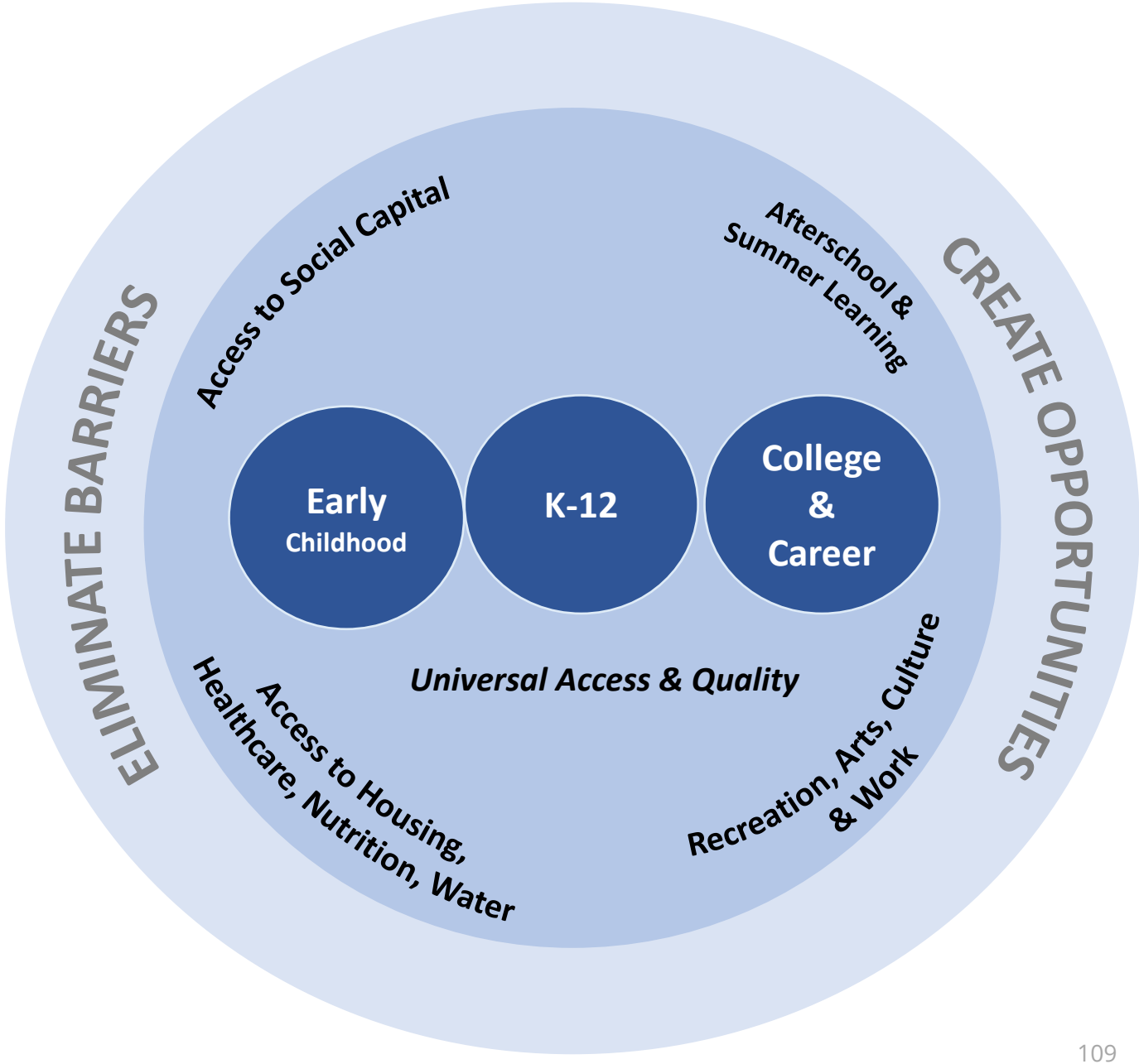
Insufficient Time

- 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



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.

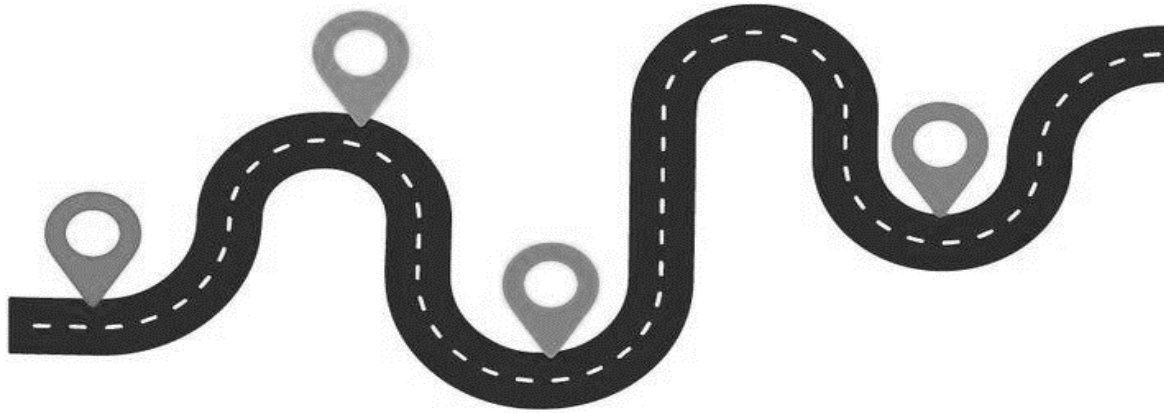
"Meet them where they are."

"Give them what they need."

Personalization

- Meet **ALL** 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, and heard.
- A movement toward a system that diagnoses children's needs and strengths, then supplies customized opportunities and supports.

Access and Opportunity Should Not Require a Golden Ticket



How Do We Measure Success?

Whole-child approach:

- Academic
- Student Well-Being
- Sense of Belonging
- Access and Opportunity
- Participation

What do you want to be when you grow up?

Turn & Talk

Think back to when you were a young person.

- What did you want to be when you "grew up”?
- When and how did you decide that?
- Is there a difference between what you imagined then and where you are now?

My Journey

Fostering Pathways to Success

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…

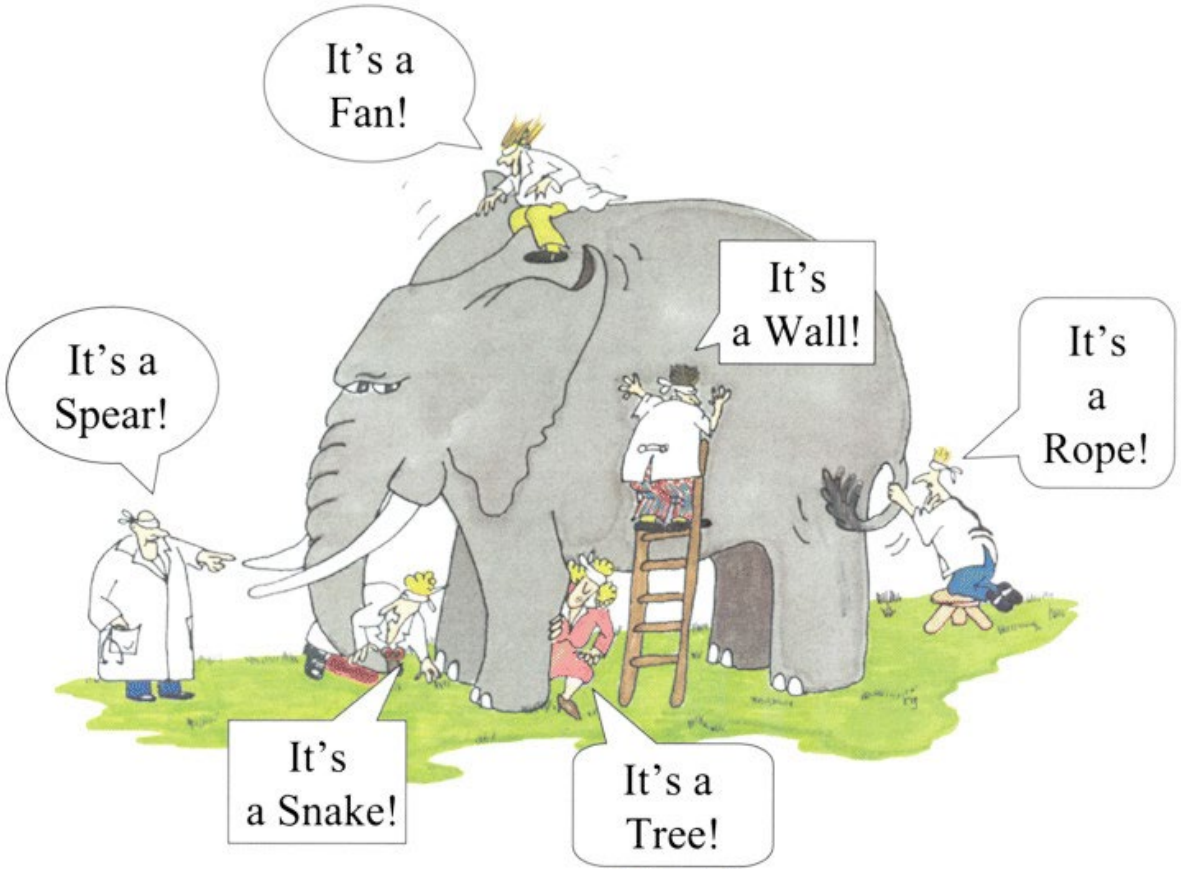
As a Model-Agnostic Field Catalyst, EdRedesign Supports Communities to Build, Scale, and Sustain Success Planning Initiatives Within Broader Cradle-to-Career Collaborative Action Efforts to Maximize Impact

- 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 Netwo
- William Julius Wilson Institute Network
- Other

While the principles, practices, and frameworks remain consistent, local community context informs implementation across the country.

CONTEXT MATTERS

Seeing the Whole Elephant



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

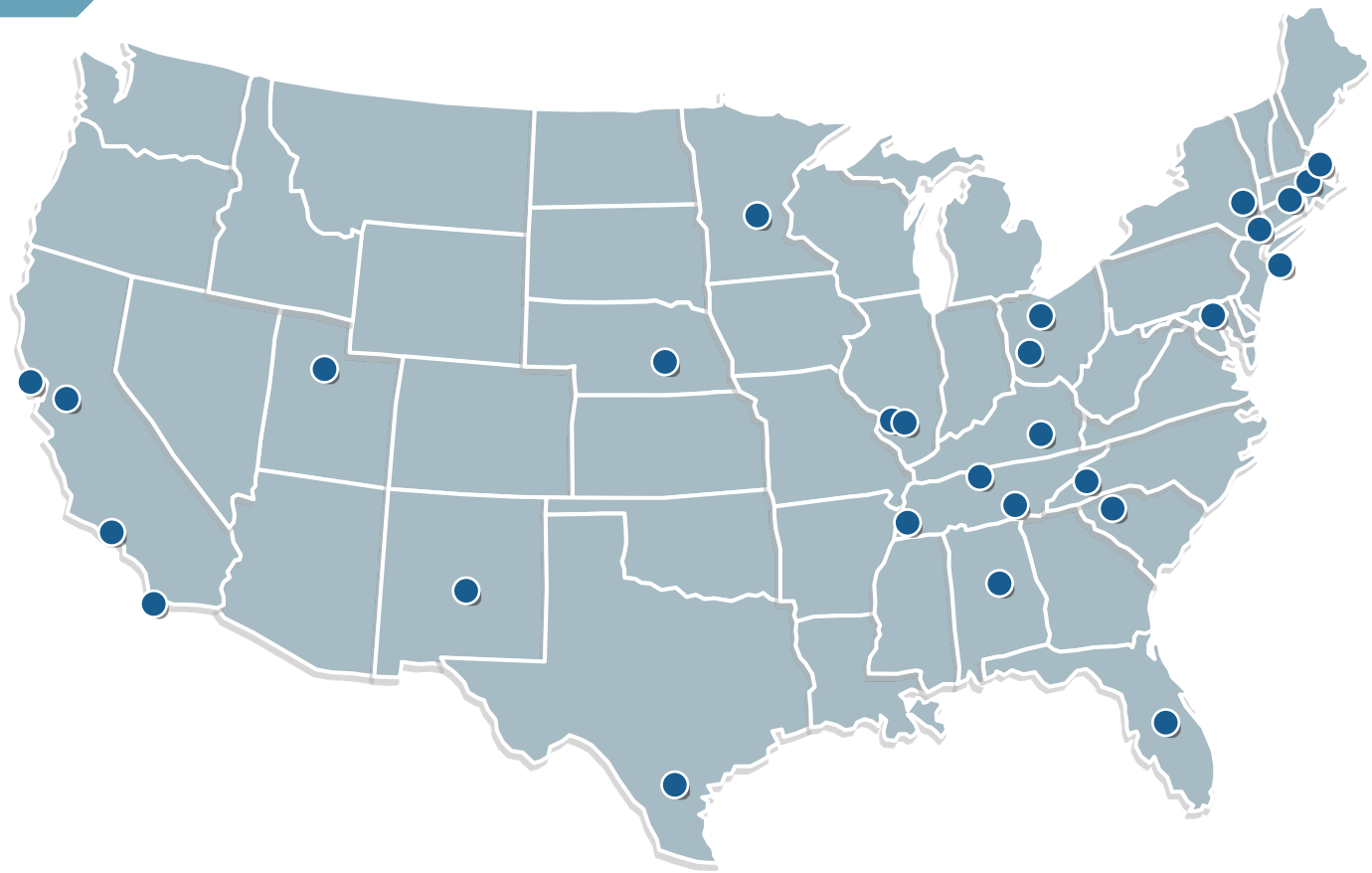
Minneapolis, MN

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

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**

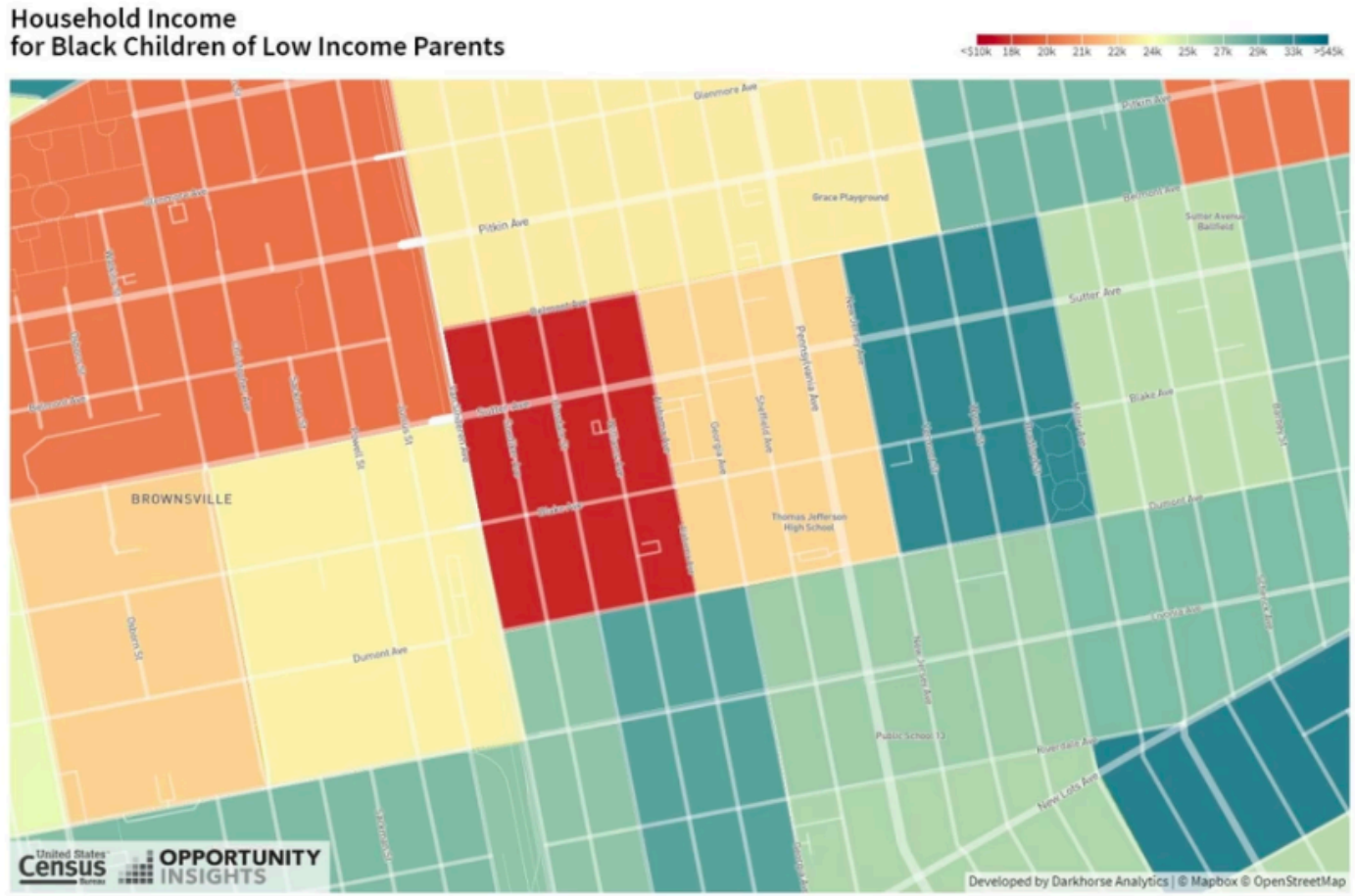
My Why: What brings me to this work

Place Matters

"POVERTY RATES THAT ARE MORE THAN ABOUT HALF A MILE AWAY FROM YOUR HOUSE ARE ESSENTIALLY COMPLETELY IRRELEVANT IN PREDICTING YOUR OWN OUTCOMES"

"WE DON'T NEED TO LOOK AT A DIFFERENT COUNTRY OR A DIFFERENT TIME PERIOD TO FIGURE OUT HOW WE WOULD GET TO A SITUATION WITH HIGHER UPWARD MOBILITY... OFTEN, WE CAN JUST LOOK A MILE DOWN THE STREET, OR A COUPLE MILES DOWN THE STREET ..."

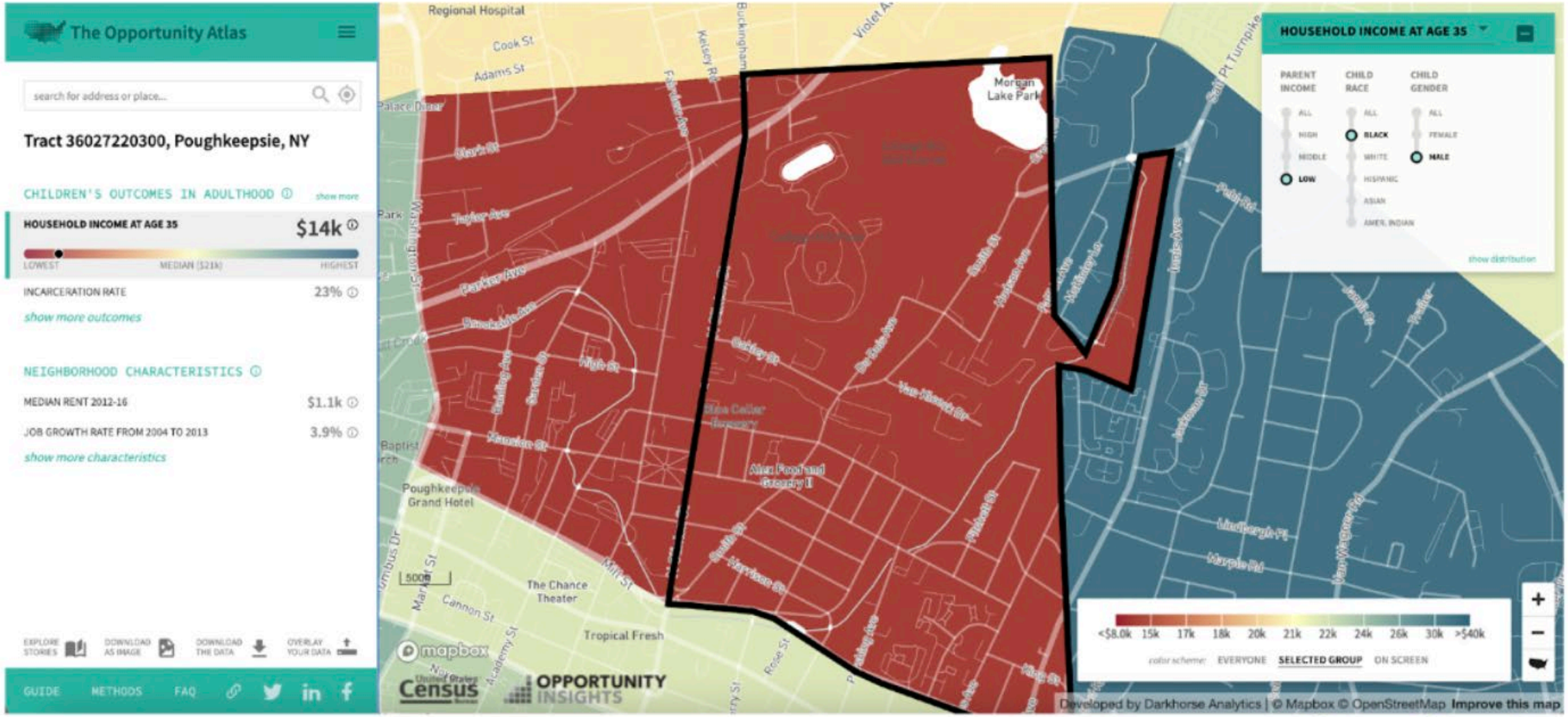
-RAJ CHETTY



Source: Aspen Institute, "How do Rich Neighborhoods Exist So Close to Poor Ones, " June 26, 2019

This is an Intergenerational Problem

Low-income black males that grew up in the City of Poughkeepsie's poorest neighborhoods–which are located on its northside–had a median household income of $14,000 as an adult. This is on par with the worst neighborhoods in the entire US for intergenerational mobility for low-income black males.

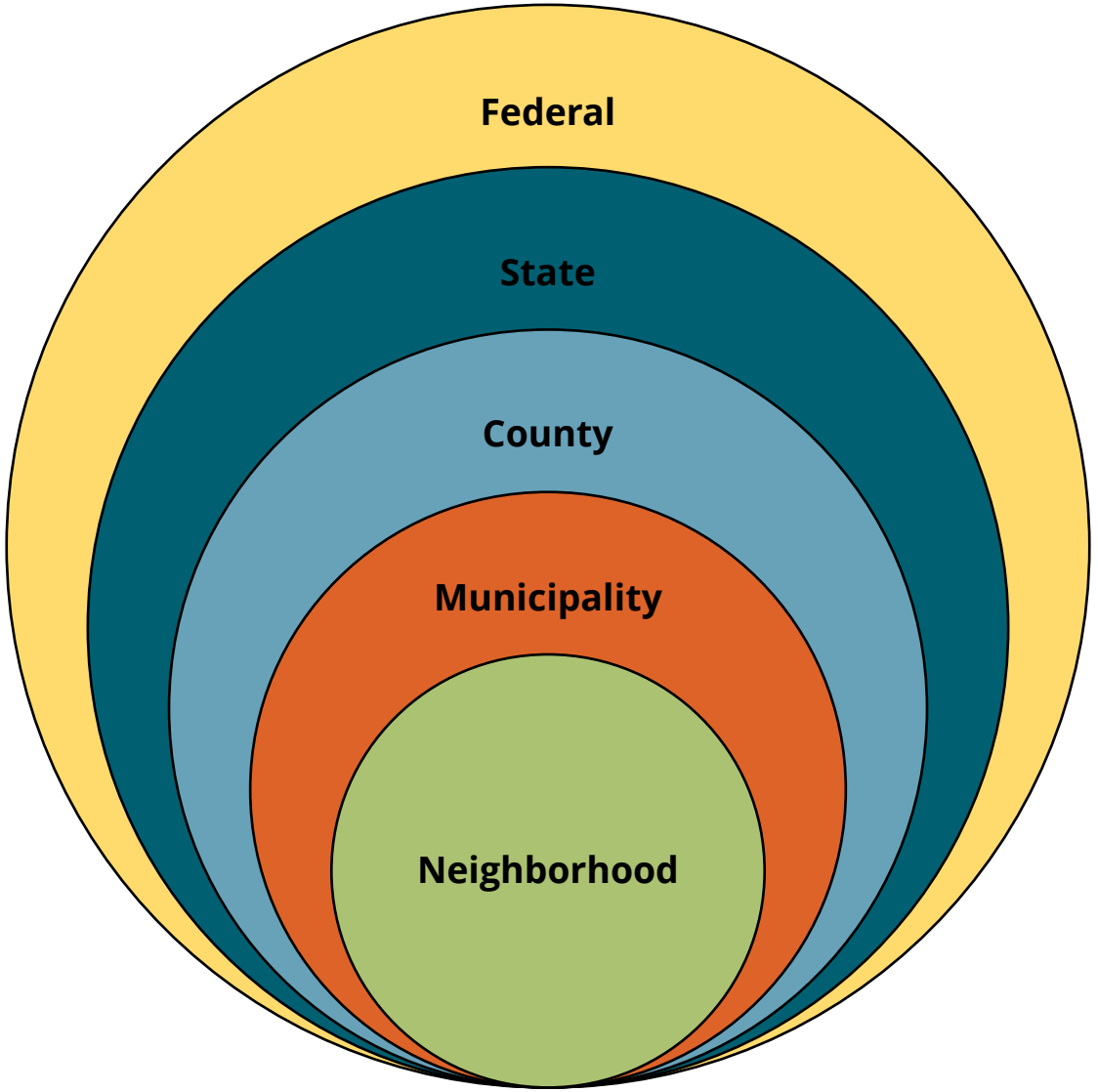


Source: Opportunity Atlas

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.

Place-Based Partnership Networks – Different Units of Change



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

Collaborative Action

- Centers children and youth through a **shared vision**
- Engages **key decision makers** and community leaders
- **Maximizes impact** and progress
- Ensures more **efficient and effective** use of community resources
- Encourages **data-driven decision making** and continuous improvement
- Promotes **strategic planning** (short-term & long-term)
- Ensures more shared and inclusive practices and processes toward **sustainable solutions**

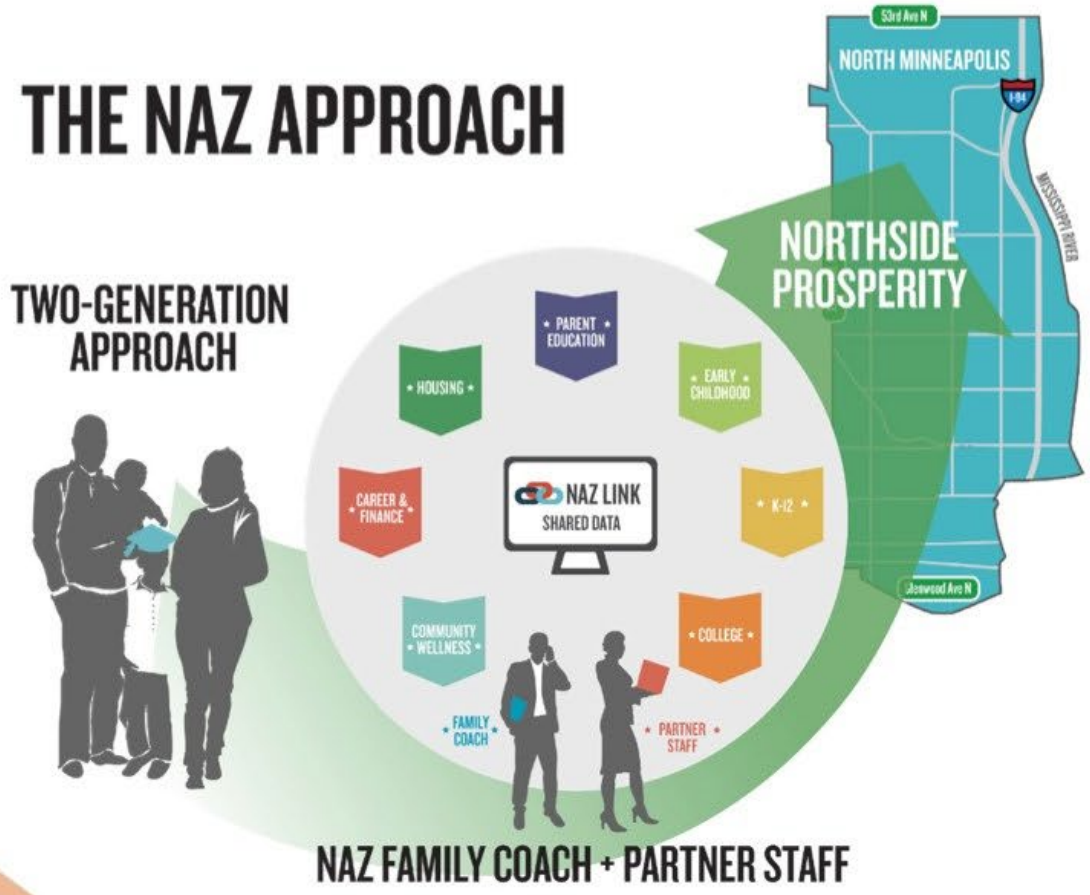
Spotlight on Poughkeepsie, NY

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.

Northside Achievement Zone

HOW THE NAZ COLLABORATION WORKS ON A NEIGHBORHOOD LEVEL



TWO-GENERATION APPROACH
Overall goal is to inspire and support parents to achieve their own success.

RESULTS-FOCUSED COLLABORATIVE
Results-based data, tracking the progress and success of our families.

NAZ FAMILY COACH + PARTNER STAFF

Connect parents to supports (housing, career & finance, and community wellness) needed for family successs.

Inspire and recruit parents to attend and graduate from NAZ Parent Education

Family Coaches (neighbor leaders) + Partner Staff work alongside parents to set and reach their goals.

Support NAZ in identifying and developing parent leaders.

Support families to access quality early childhood supports and resources.

Inspire and encourage parents to enroll scholars in NAZ anchor schools or other high performing schools and after-school programming.

Inspire and support families and scholars in attending and graduating college (or another form of post-secondary education).

NORTHSIDE PROSPERITY
Thousands of parents and scholars reach new levels of achievement leading to academic success and social-economic prosperity.

Source: Northside Achievement Zone

NAZ PARTNERS

EARLY CHILDHOOD
La Crèche Early Childhood Centers, Inc.
Minneapolis Public Schools Early Childhood
New Horizon Academy
Northside Child Development Center
Phyllis Wheatley Community Center
The Family Partnership
Think Small
Way to Grow

EXPANDED LEARNING/ OUT-OF-SCHOOL TIME (OST)
21st Century Academy
Big Brothers Big Sisters
Cookie Cart
NdCAD (Network for the Development of Children of African Descent)
Northside STEM District
Plymouth Christian Youth Center (PCYC)
Reading Partners
Serve Minnesota (Reading Corps)
YMCA Beacons
YMCA of the North

K-12 SCHOOLS
Ascension Catholic School
Cristo Rey Jesuit High School
KIPP North Star
KIPP Legacy
Nellie Stone Johnson Elementary School (MPS)
Patrick Henry High School (MPS)

COMMUNITY WELLNESS
The Family Partnership
Washburn Center for Children

CAREER & FINANCE
Hennepin County
Hired
Minneapolis Public Housing Authority
Project for Pride in Living (PPL)
Twin Cities R!SE
Urban Homeworks

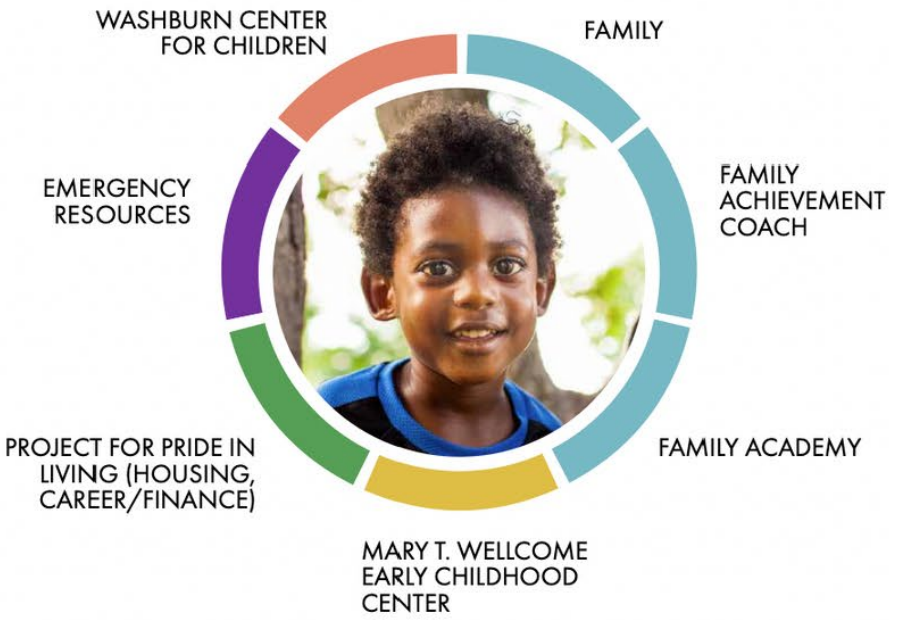
Source: Northside Achievement Zone

THE ROLE NAZ PLAYS IN THE COLLABORATIVE

7 CORE FUNCTIONS OF A BACKBONE

- Promoting racial equity
- Guiding vision and strategy
- Supporting aligned activities
- Cultivating community engagement & ownership
- Advancing systems & policy
- Mobilizing resources
- Establishing shared measurement, learning, & continuous improvement

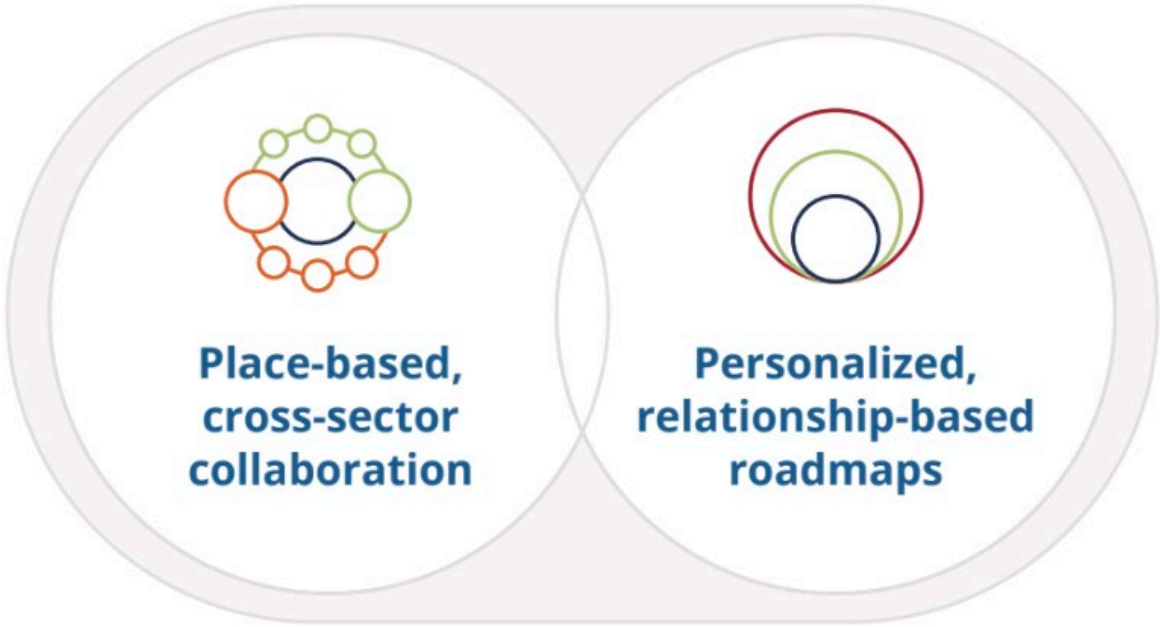
HOW NAZ WORKS ON AN INDIVIDUAL LEVEL

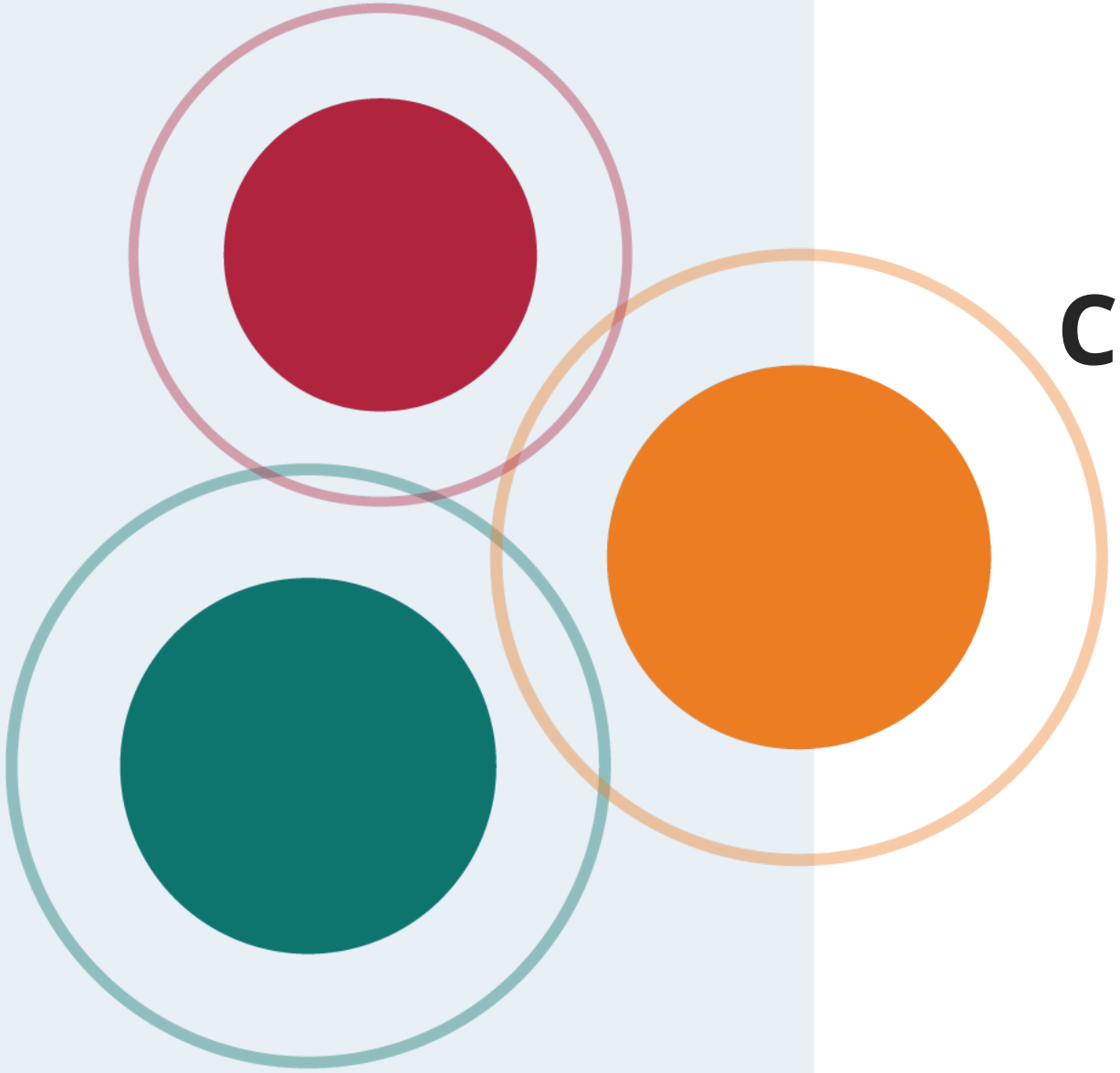


Source: Northside Achievement Zone

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.





Centering the Broader "Why" of Success Planning

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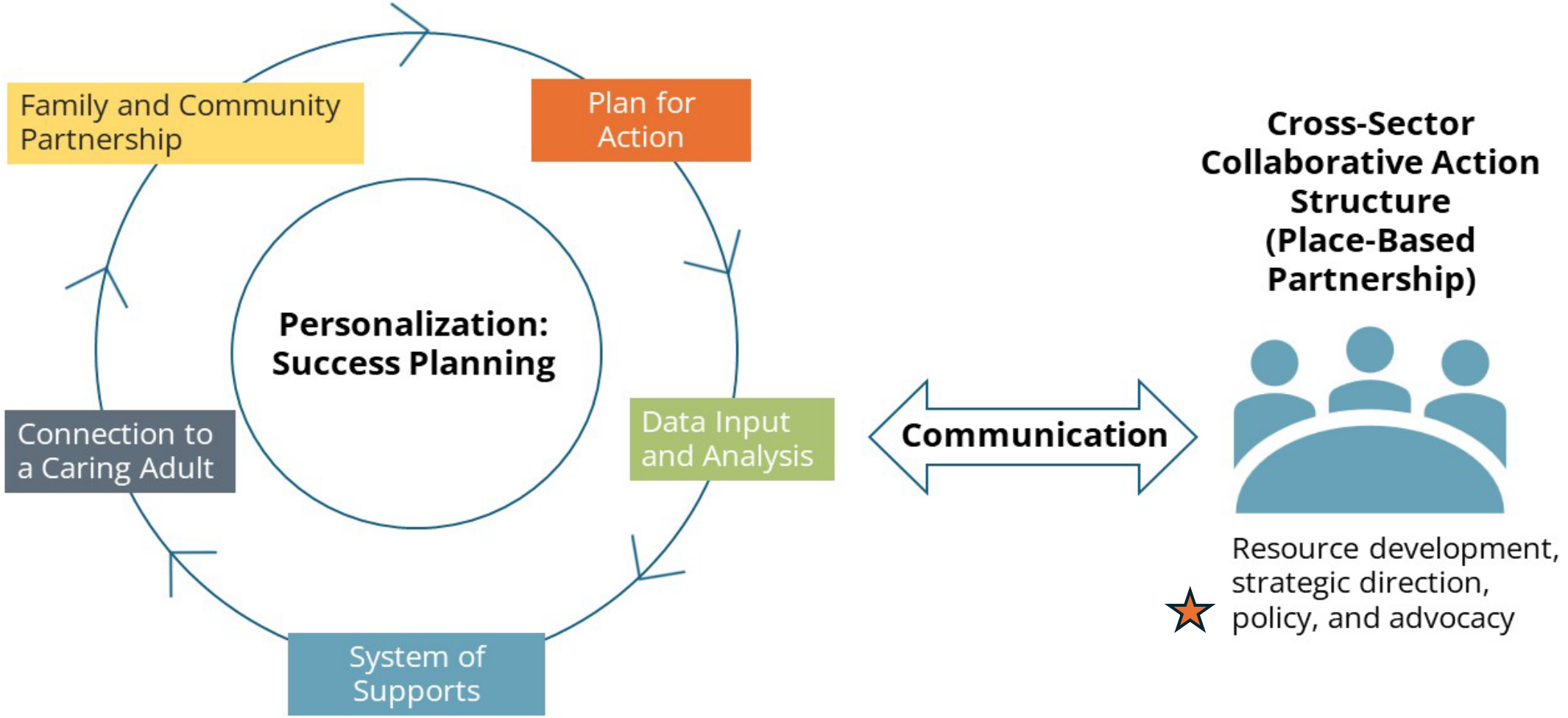
Success Planning Implementation
What We Are Learning

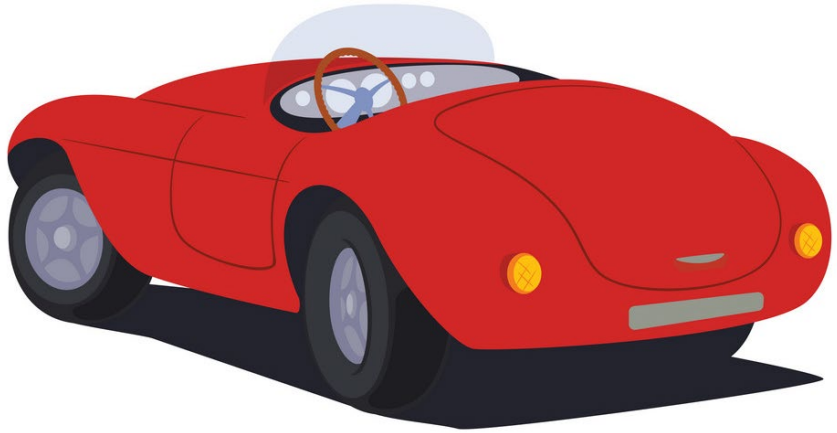
There are positive implications for:

- Reductions in chronic absenteeism
- Effective partnerships with families
- Meeting the needs of children and youth from often underserved populations
- Youth voice and agency
- Alignment with district strategic priorities, MTSS, IEPs, 504 Plans

Connecting Personalization and Collaborative Action for Policy and Systems Change



Personalization and Collaborative Action

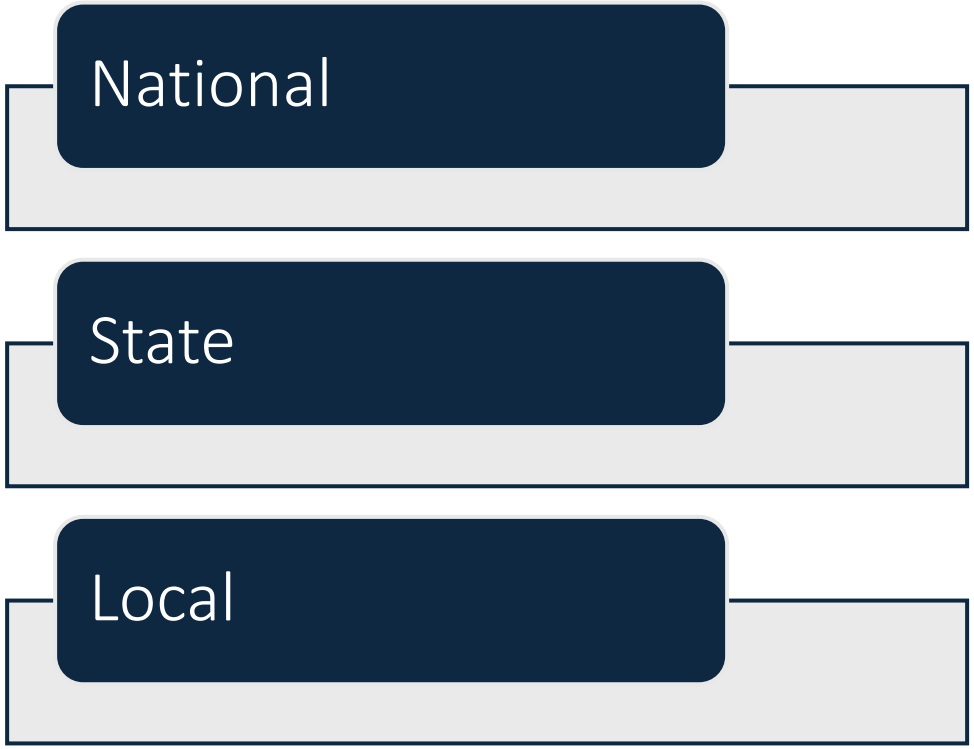


Serve as vehicles for:

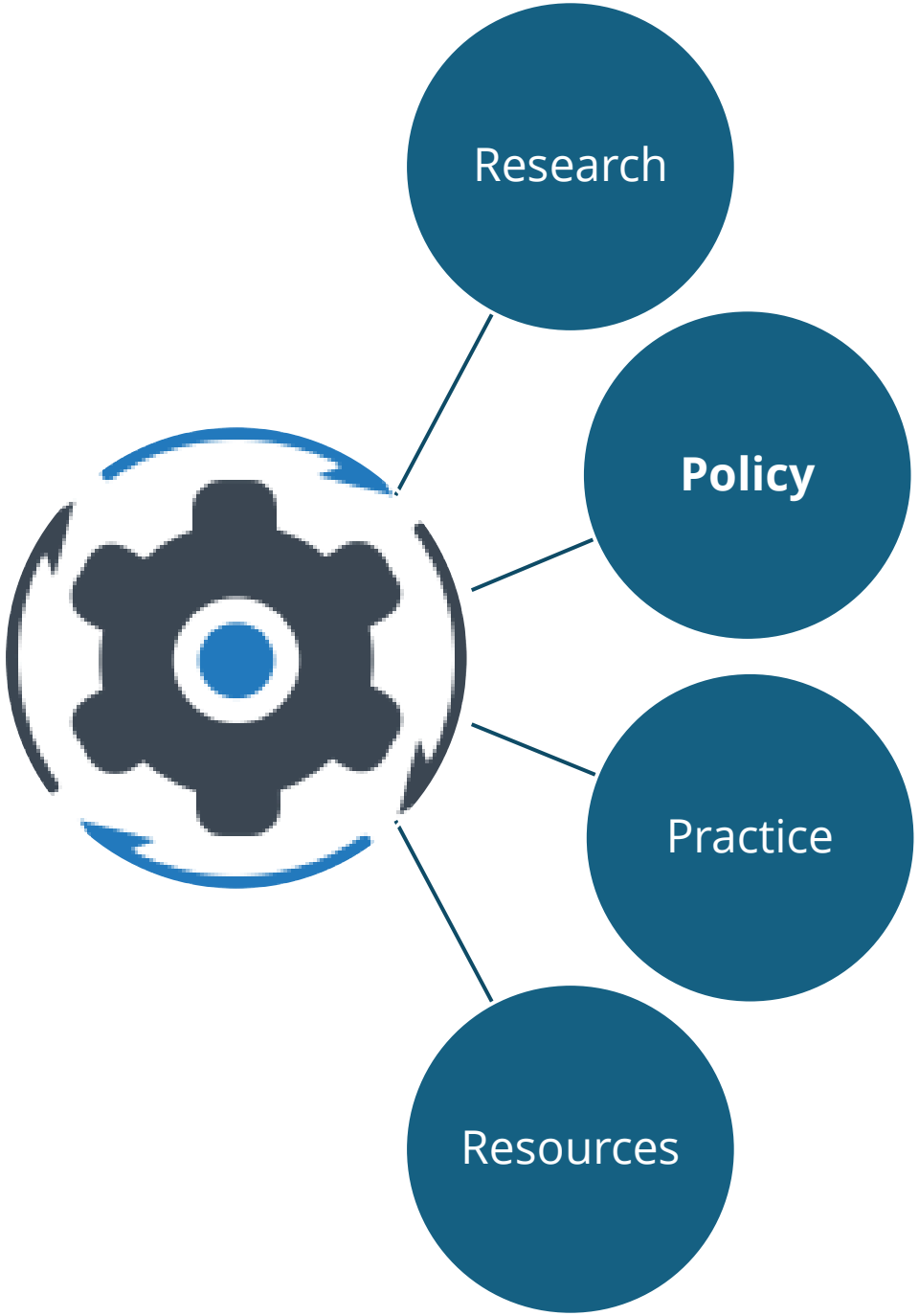
- More equitable access and opportunity
- Greater social and economic mobility
- More efficient and effective use of community-wide resources, informed by data
- Better alignment and coordination for strategic decision making and service delivery
- Amplifying/maximizing impact within broader place-based 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**.

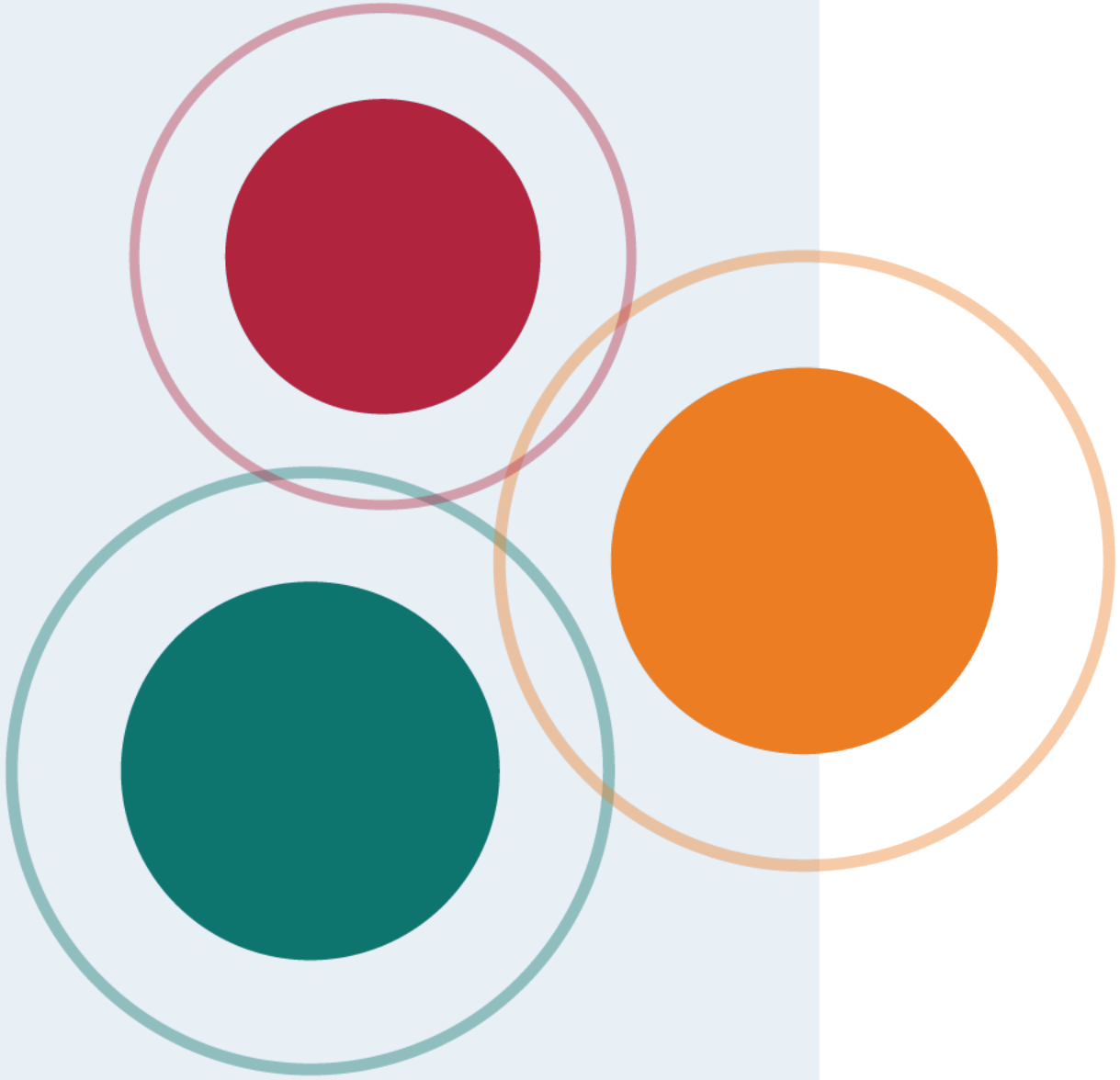


Sustainable Systems Change



QUESTIONS

Time for a break



Success Planning Component:
Data Strategy and Platform

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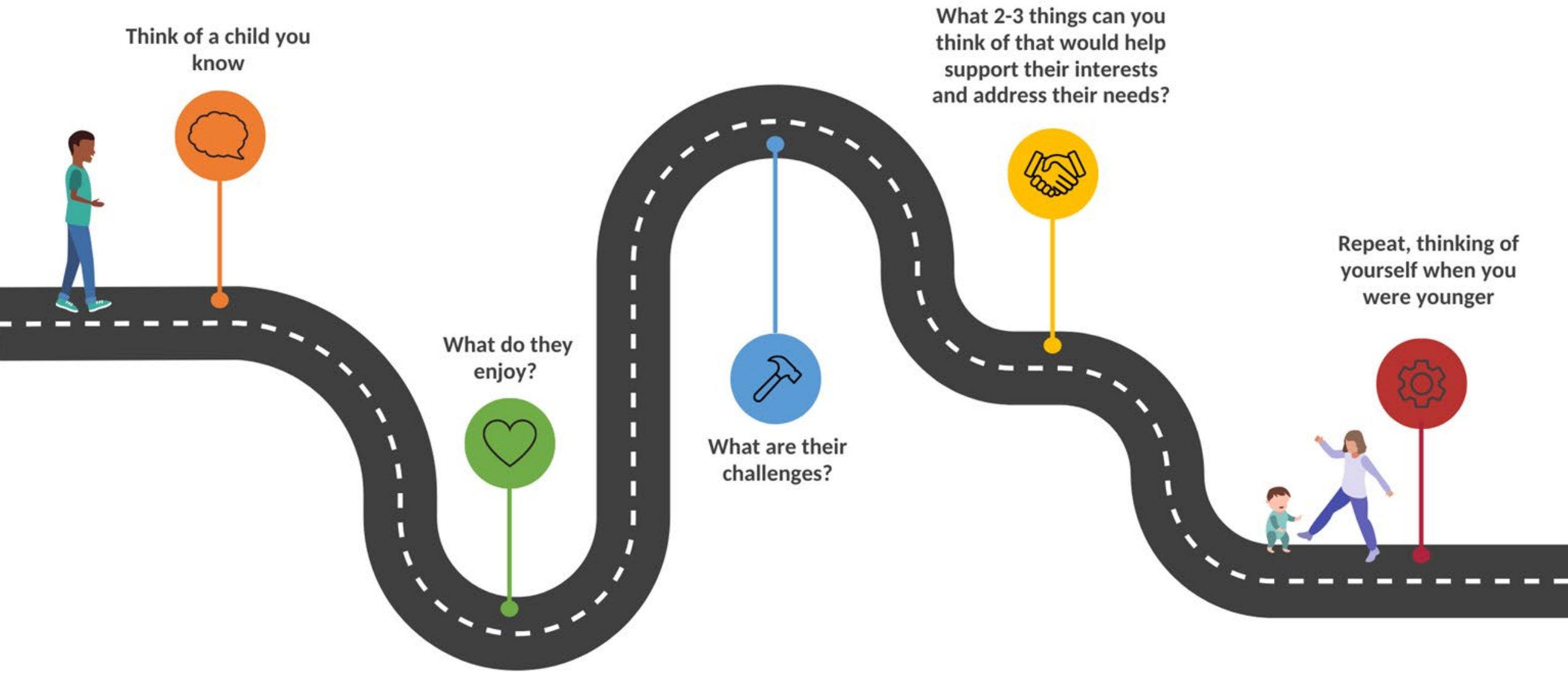
Empathy Walk



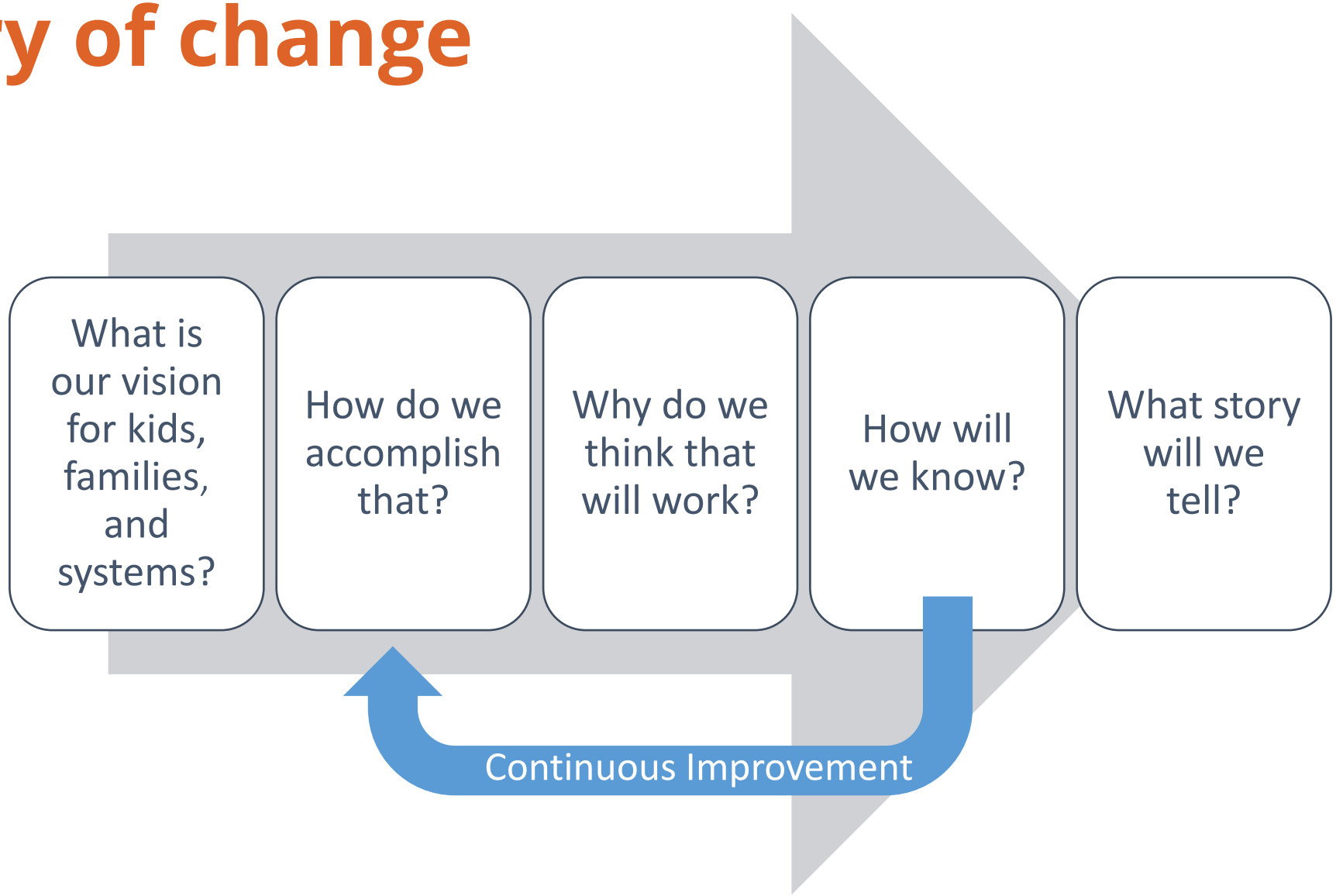
What are your hopes for the child or youth you were thinking of during the empathy walk?

In pairs or groups of three, discuss what you hope their experience and achievements will be as they move through childhood to adulthood.

How can we use data to:

- Identify challenges, gaps, and needs to address?
- Capture information about children's strengths, needs, and interests?
- Illustrate the scope of Success Planning ?
- Accelerate impact?
- Show progress on outcomes?
- Tell stories of impact and experiences?
- Drive systemic change?

Theory of change



ORSIMPACT

Throughline

ORSIMPACT

What is the change for children and youth we expect to see from Success Planning?

- Equitable Access and Participation
- Social and Emotional Well-being
- Academic Outcomes

ORSIMPACT

Essential metrics and data strategies

- Academic: Chronic absenteeism
- Equitable access and opportunity: Implementation data, disaggregation of data by underserved demographic groups including children and youth with disabilities and migrant youth
- Community participation: Family engagement and youth voice

Design Choices: Additional Metrics in Each of the Buckets

Equitable Access and Opportunity

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

Social and 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

Data and Platforms: Essential Elements

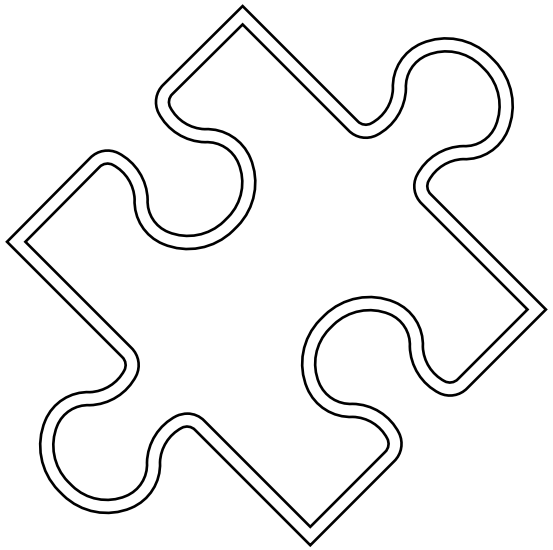
DATA: Chronic absenteeism, family and youth engagement, implementation data

PLATFORM: A way to track student supports and opportunities identified in the plan over time

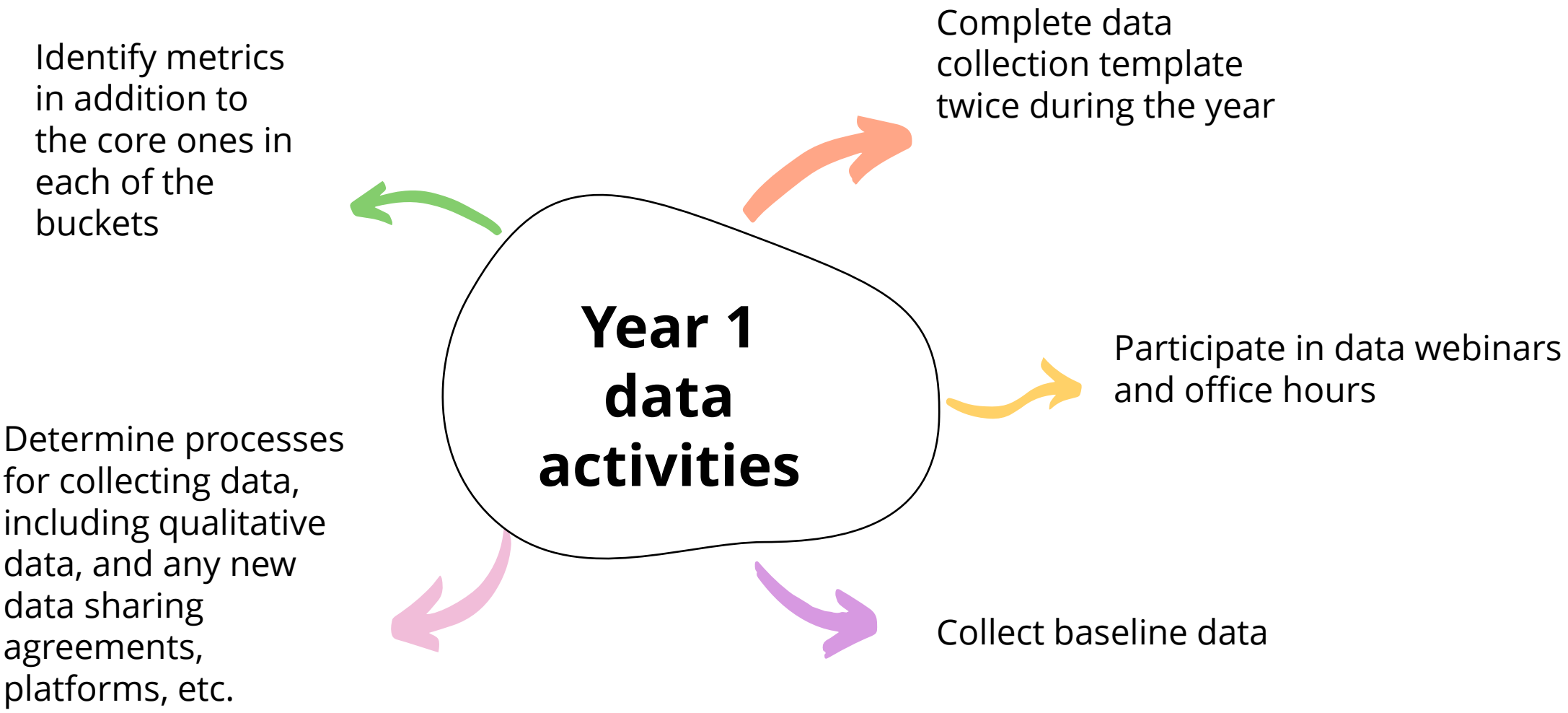
Data and Platforms: Design Choices

- What additional metrics will you use?
- How will you share data back with your community?
- What information does the platform need to capture?
- What data systems and platforms are currently in place, if any, that can be integrated?
- What does it cost to develop and maintain the platform?
- How will data be used at the community level?
- How will platforms maintain data security?

Data Platform Examples



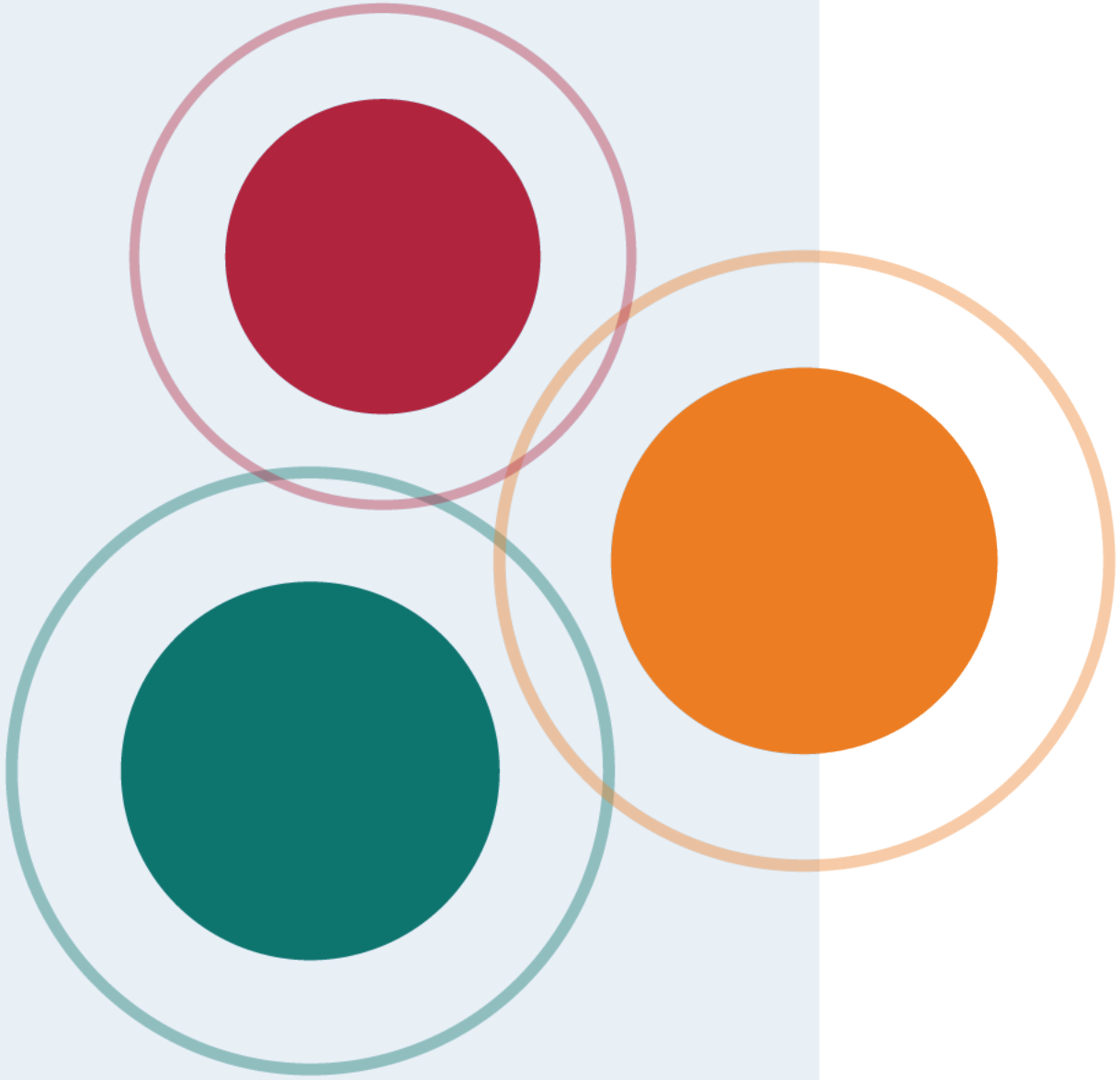
- Google Forms
- Student information system add-on
- Sown to Grow (Nashville)
- Uniteus.com (Louisville)
- Salesforce (Oakland, Dayton)
- World Wide Tech (Unity Point)


Identify metrics in addition to the core ones in each of the buckets
Complete data collection template twice during the year
Year 1 data activities
Participate in data webinars and office hours
Determine processes for collecting data, including qualitative data, and any new data sharing agreements, platforms, etc.
Collect baseline data

Building on what you already have

What metrics, processes, and platforms do you currently use that might serve as a foundation for Success Planning?

Questions?



Team Connection and Collaboration

Session #2

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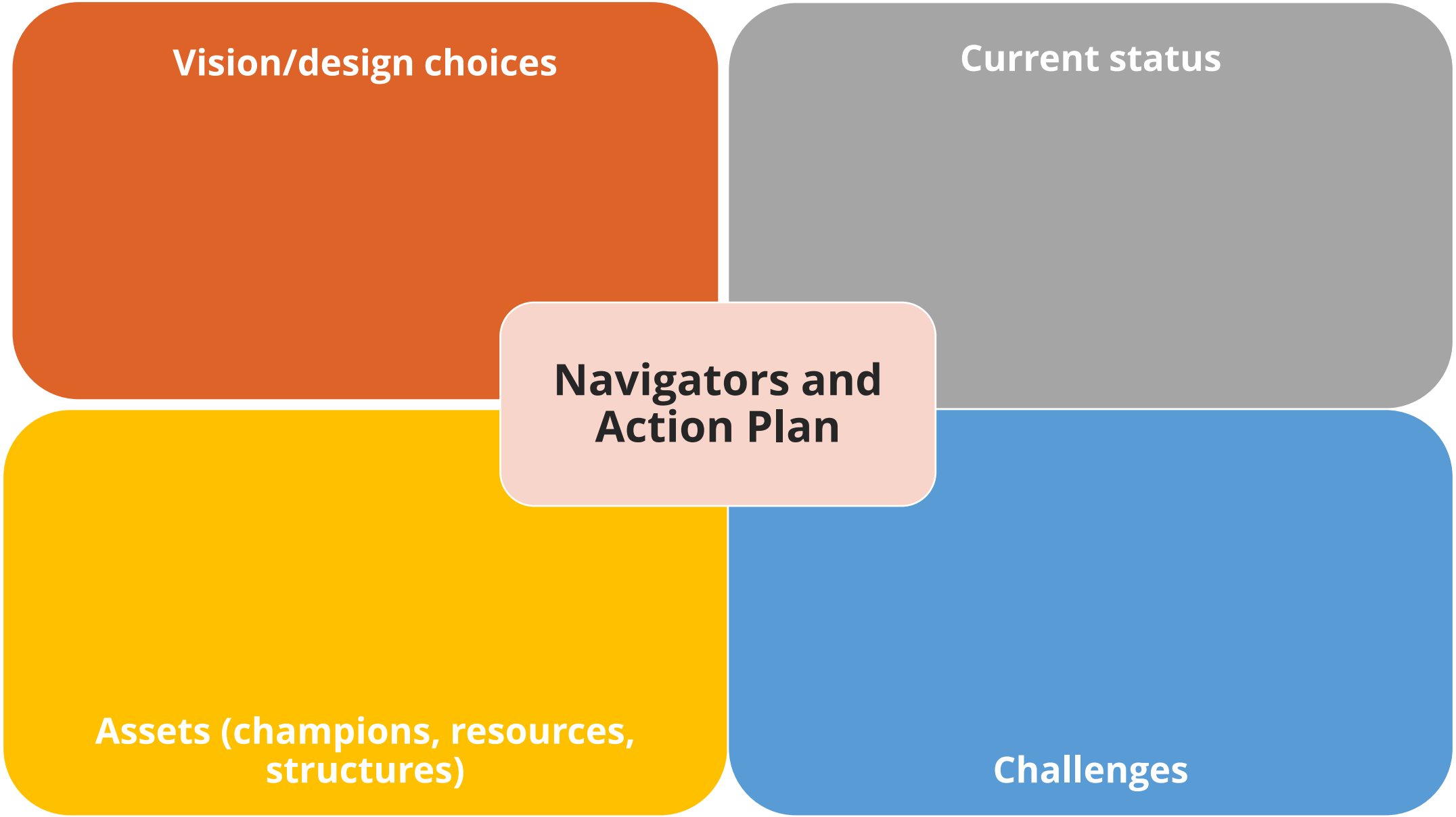
Navigators and Action Plan



Navigators & Action Plan

Goal statement: Navigators and plan

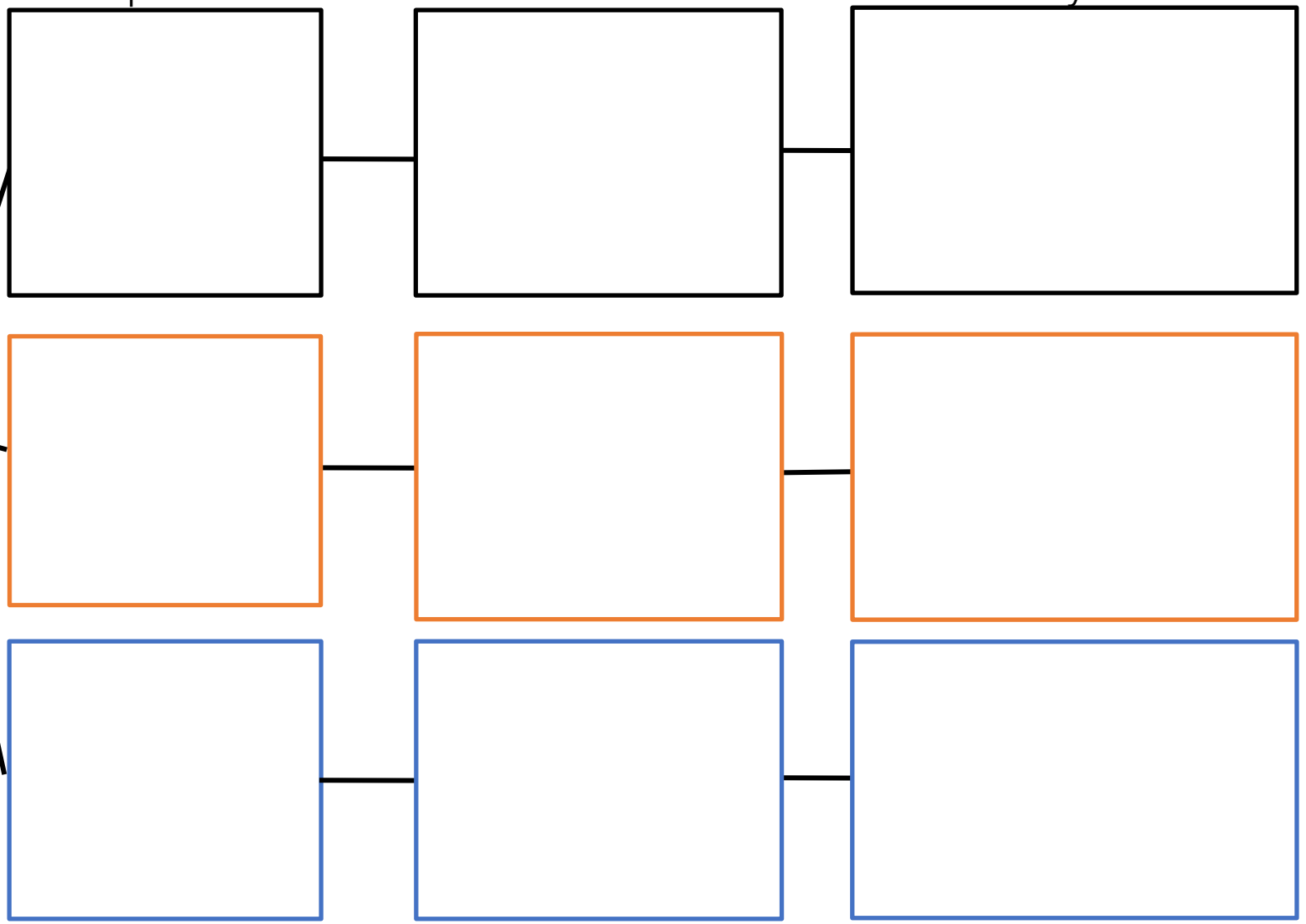
We aim to…

In order to… (include what you want to achieve BOTH in experiences and outcomes)

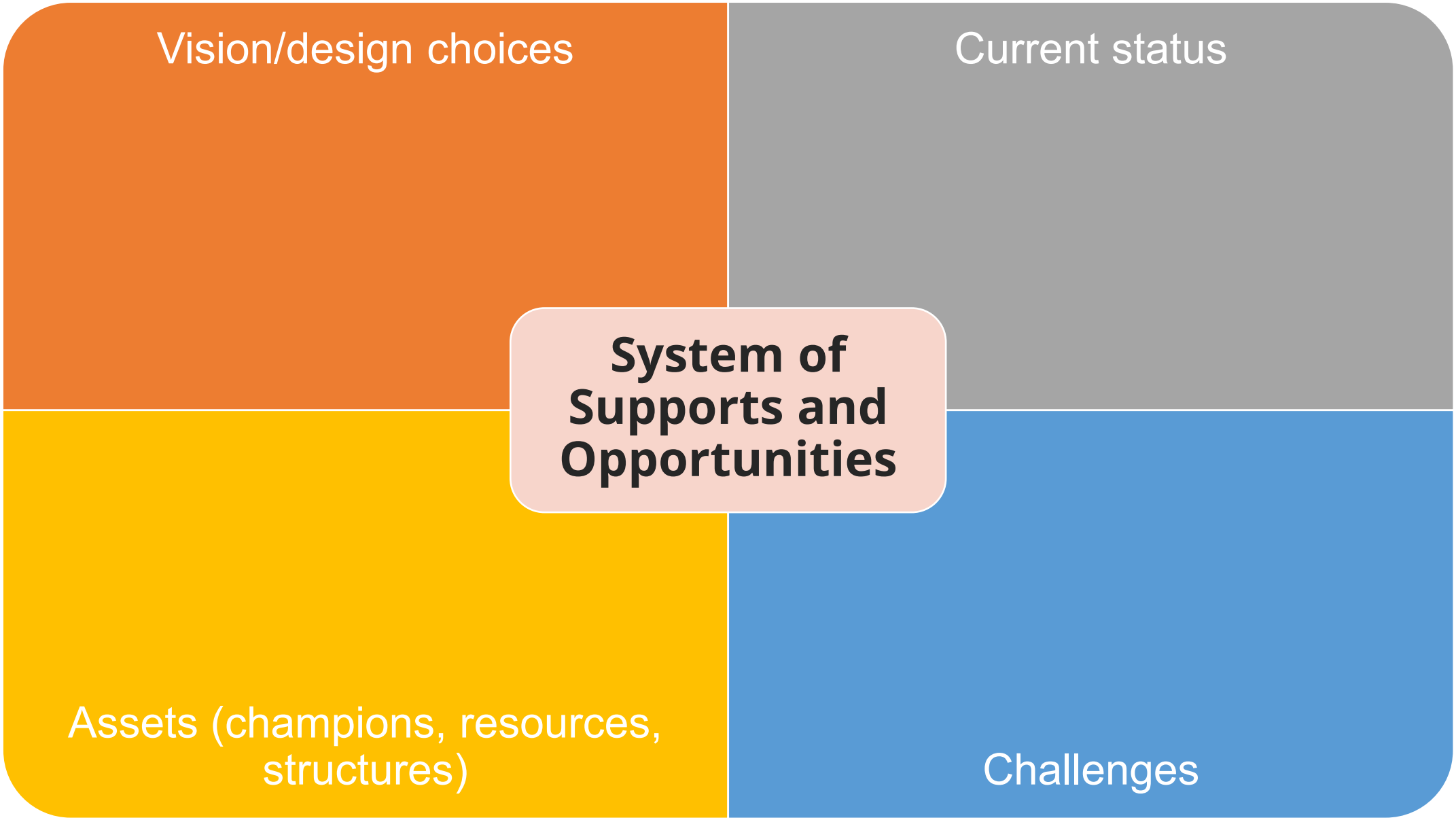
Primary Drivers
What are the main elements that need to be in place?

Secondary Drivers (Details)
What would it take to make that happen?

Action Ideas
What specific actions can we take to advance this work? Who will do this and by when?



System of Support and Opportunity



System of Supports and Opportunities

Goal statement: Comprehensive Supports

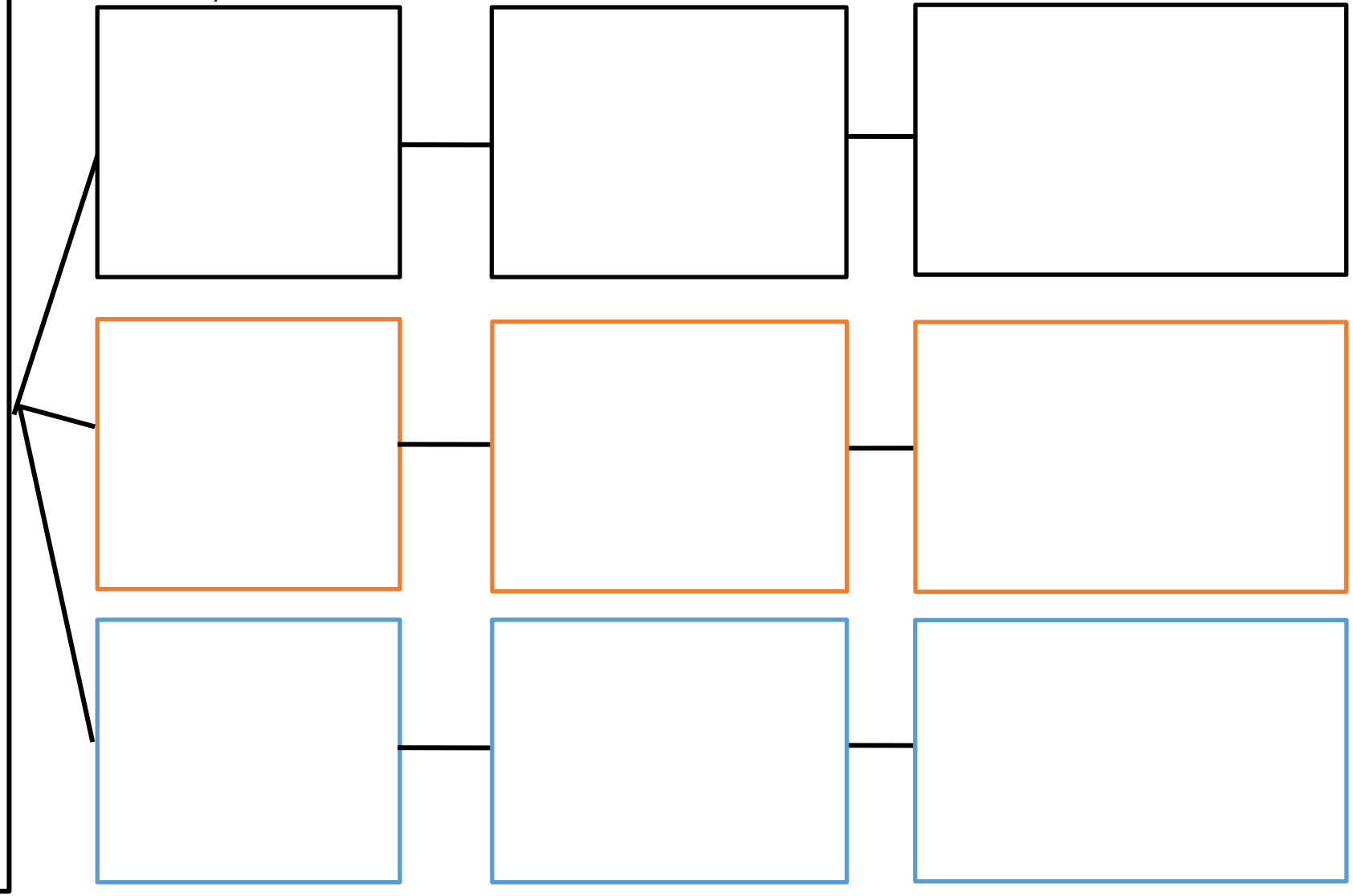
We aim to...

In order to... (include what you want to achieve BOTH in experiences and outcomes)

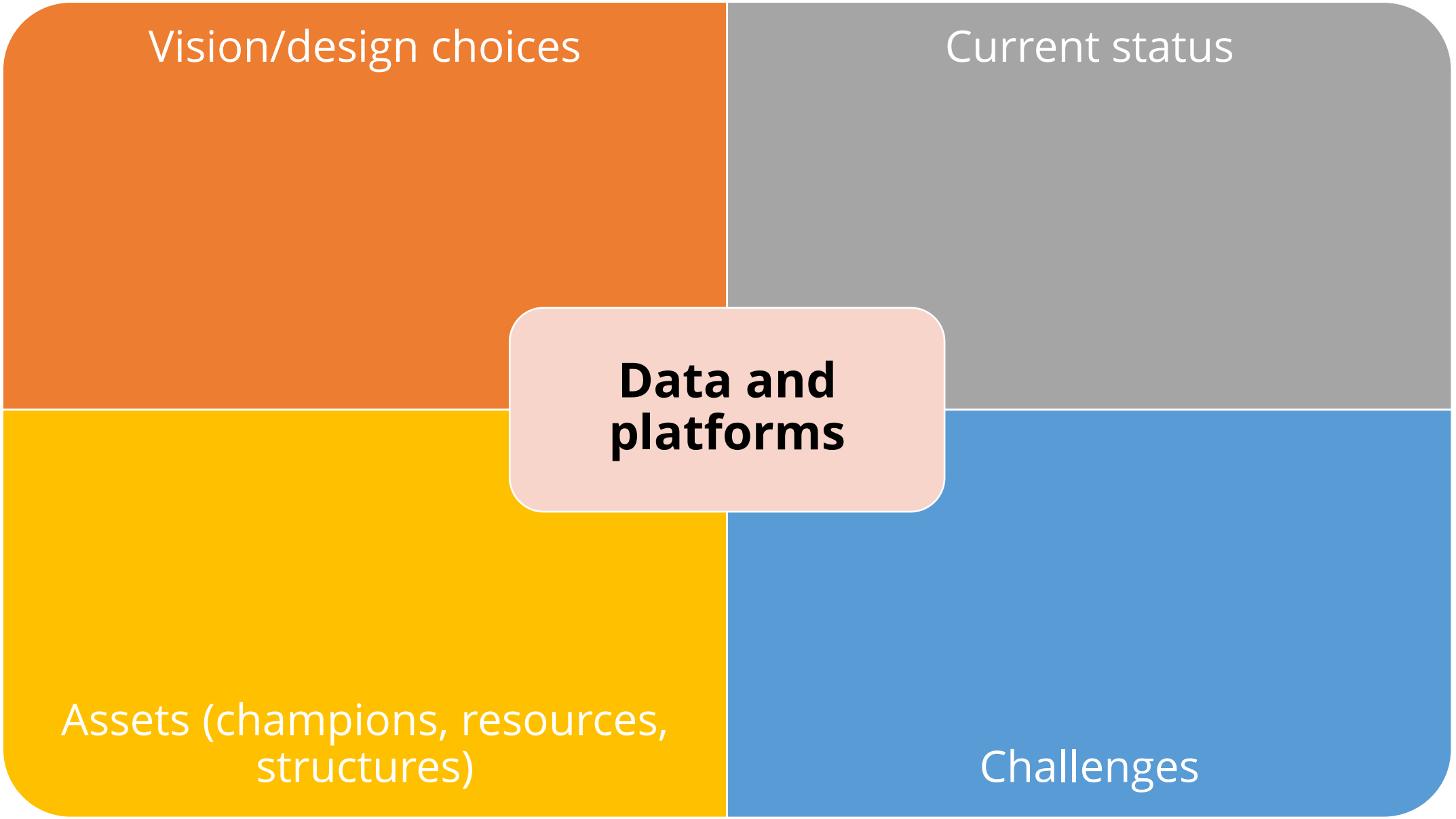
Primary Drivers
What are the main elements that need to be in place?

Secondary Drivers (Details)
What would it take to make that happen?

Action Ideas
What is one action we could take to advance this work in the next 6 weeks?



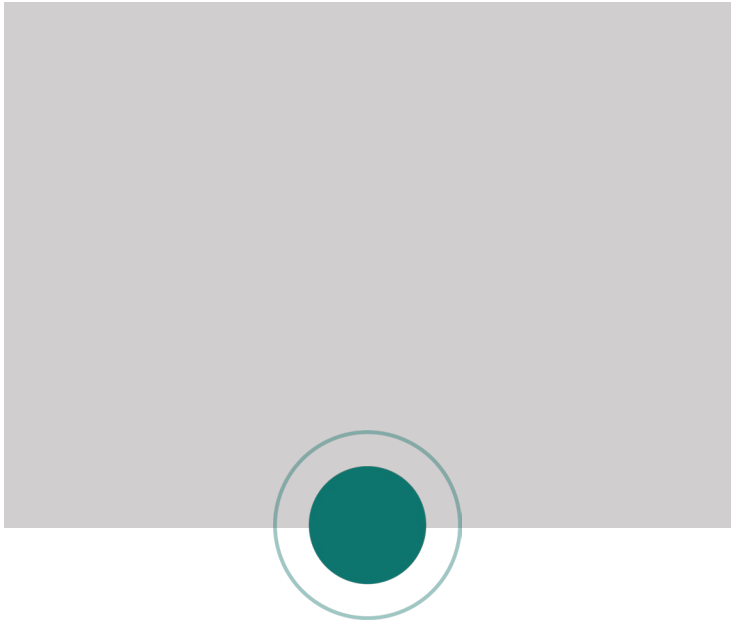
Data and platforms



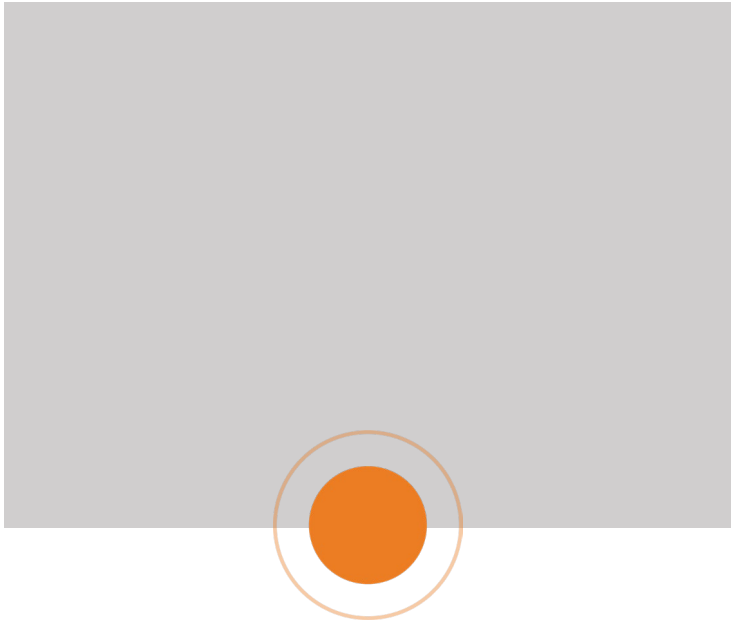
Data and Platforms

Data and platforms

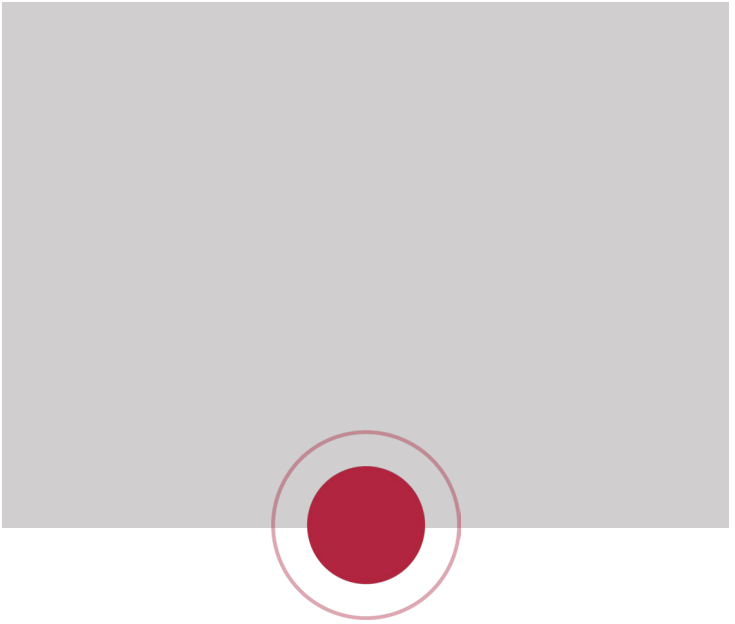
What outcomes are most important to your community and how will Success Planning help improve them?



What processes do you have in place that help you to use data for improvement?



What process and platform will you use to collect data about individual children and youth?



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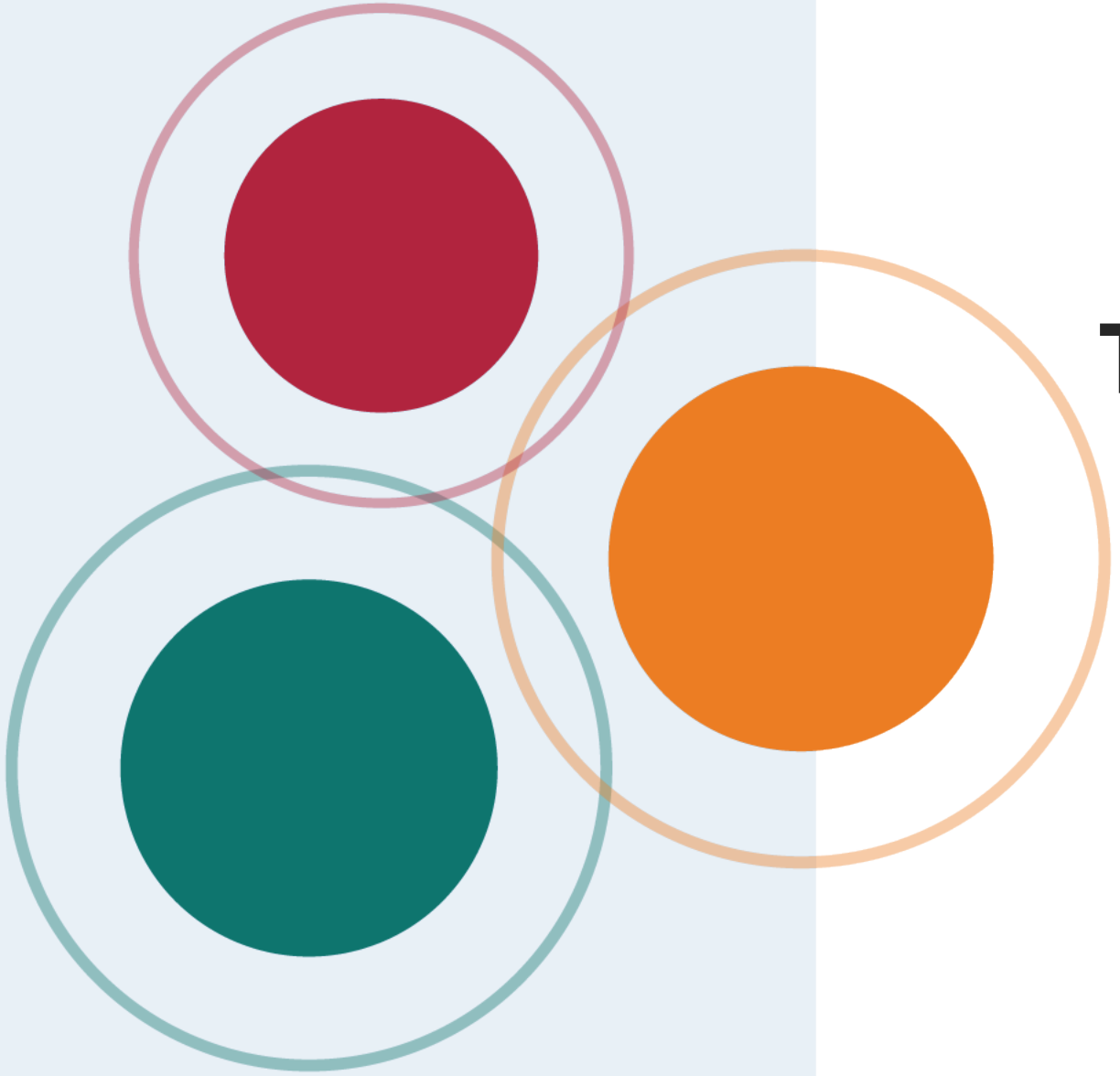

Team Share Outs and Shout Outs

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Team Share-Outs

- In your community team, create a snapshot of the following on a flipchart: (10 minutes)
    - What will be different for students and families when your community realizes its Success Planning vision?
    - One goal for your Navigator component
    - One goal for your action plan component
    - How can we support?

- Choose one person to be the reporter for your team. The reporter from each team will have **1 minute** to present a key point from your team's snapshot.

Shout-Outs

Time to celebrate our hard work
and what we learned by shouting out:

- A contribution from a colleague
- A key takeaway
- An “aha” or “light bulb” moment
- Something you wonder about
- Something you noticed

Pause for Reflection: Survey #1

End of Day Reminders for Monday, July 22

This Evening

- Dinner on your own
- Explore Cambridge
- If you have not read the Metro Nashville Public Schools Case Study, please do so in preparation for our session on Effective Leadership on Wednesday, July 24th

Tomorrow Morning

- Arrival and networking breakfast is from 8:00am – 9:00am, programming will begin promptly at 9:00am
- We will be joined by our colleagues from the six cohort 2 communities (Cambridge, Chelsea, Dayton, Memphis, San Francisco, Spartanburg)

Explore Cambridge & Dinner on Your Own