## **EdRedesign Lab Institute for Success Planning**

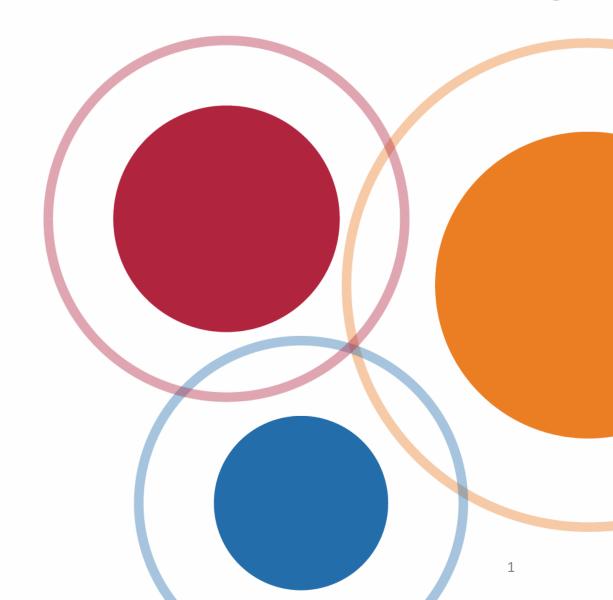
## Community of Practice Summer Workshop 2024

Tuesday, July 23, 2024









# **Breakfast Table Topics**



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

- 1. What song lifts your spirits?
- 2. What was your favorite book, as a child, and why?
- 3. What is the best advice you have ever received?
- 4. Fast forward 10 years from now, what would matter the most?
- 5. Is there something you wish you would have started doing earlier in life? If so, what and why?
- 6. What would you say is one of your biggest pet peeves?
- 7. What is your leadership superpower?





to our returning communities for being selected to continue your participation 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

# **Thank You to Our Supporters**

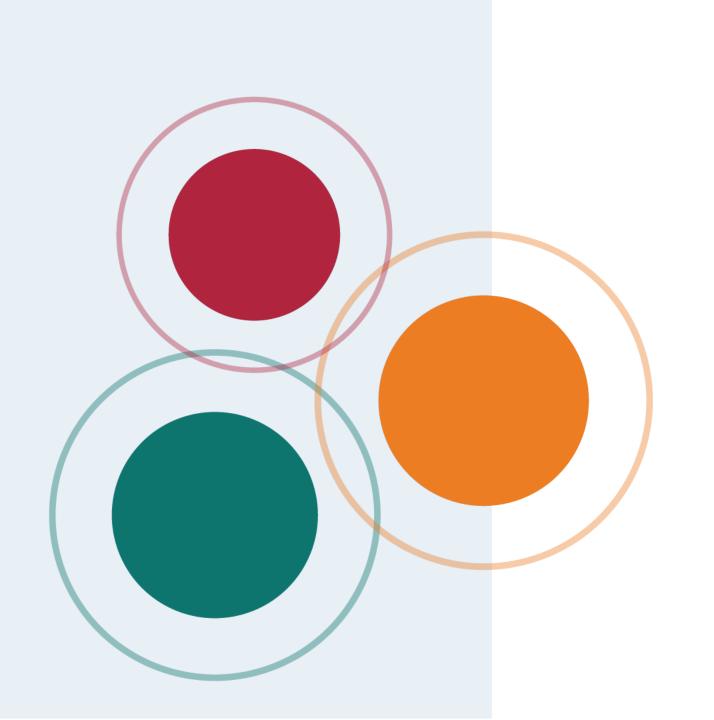






The Linda G. Hammett Ory & Andrew Ory Charitable Trust

The Schwartz Family Foundation



# Housekeeping



# **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 22<sup>nd</sup>

Day 2: Tuesday, July 23<sup>rd</sup>

Day 3: Wednesday, July 24<sup>th</sup>

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



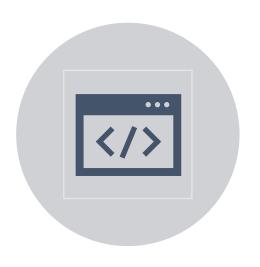
- Restrooms: Outside of the Gutman Conference Center doors to your left and on each floor of Gutman library.
- Exiting the Room: If you must exit during any of our sessions, please use the doors on the far end at each side of the room.
- Table Mics: Table mics are located at each table to be used during 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**





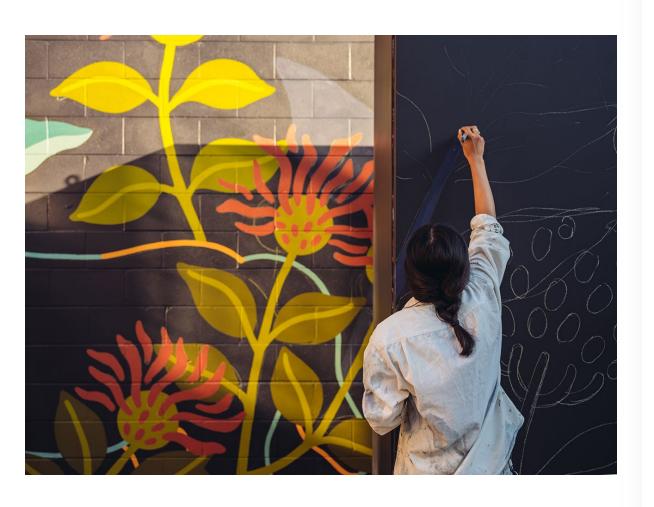
### **Event Webpage:**

Access pre-work and other resources

## **Individual Community Folders:**

Access team time workbook





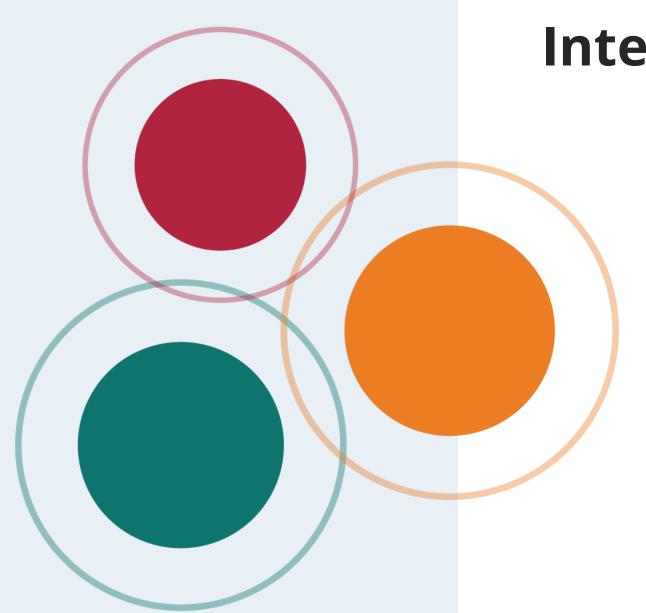
# **Today's Special Features**



Live Sketch Artist



**Harvard Store** 



Interactive Community Builder

"Introductions and Reflections"



## **Community Reflections**

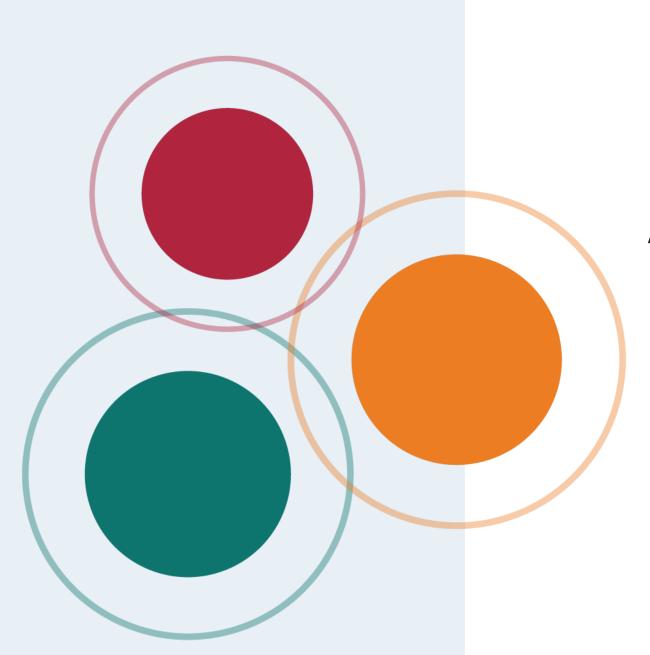
Engage with people at different points in their Success Planning journey to understand the challenges, successes, and lessons learned from a diverse range of experiences.

Consider what you know or learned about Success Planning.

Explore the following prompts:

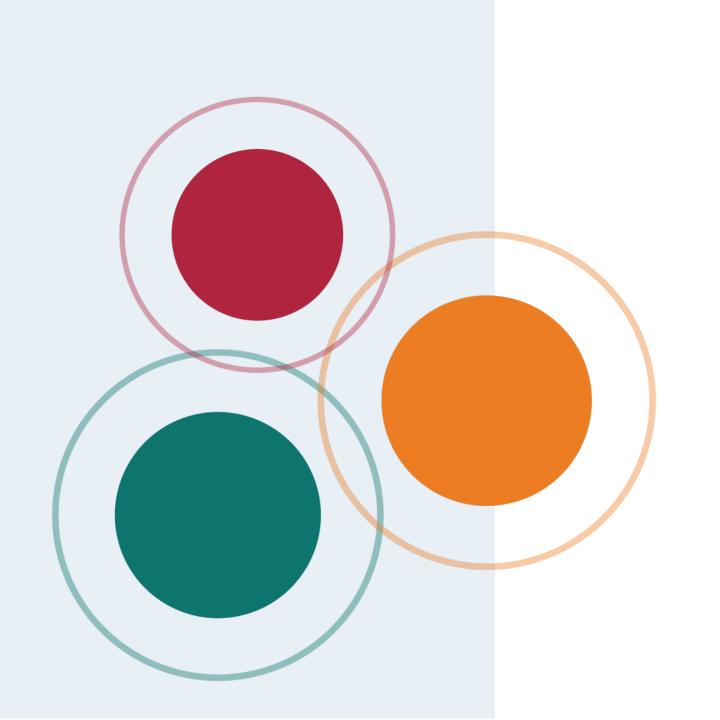
- What I thought before.....
- What I learned.....
- What I think now.....
- My plan going forward.....





Moving the Needle for All Children and Youth Through Partnership, Engagement, and Collaboration





# What We Learned Along the Way



## **Success Planning Components**



## **10 Guiding Principles**











Equitable

Comprehensive

Student-Centered

Relationship-Driven

Personalized











## **Success Planning Community of Practice**

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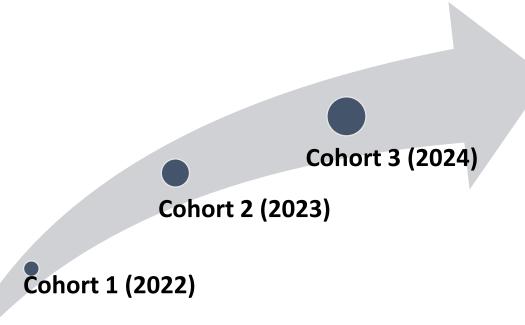
San Antonio, TX

San Diego, CA

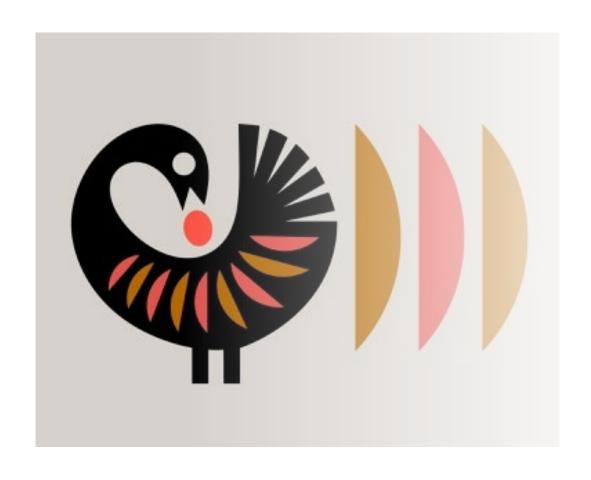
Toledo, OH

Worcester, MA

# The Growth of EdRedesign's Success Planning Community of Practice



- EdRedesign's Institute for Success Planning was launched in 2022.
- The Community of Practice was created and built upon the solid foundation of EdRedesign's Success Planning Learning Community.
- Over the past 2 years, 28 local communities were selected to participate in the Community of Practice and supported in building, scaling, and sustaining initiatives across the country.
- In response to Cohort 1's interest in deeper engagement, the initial one-year opportunity was converted into a two-year opportunity. At the completion of the inaugural Cohort 1's two-year experience, they will join an alumni network.



## **SANKOFA**

The importance of reaching back to knowledge gained in the past and bringing it into the present to make positive progress in the future.

The Success Planning Community of Practice provides dedicated time and space for learning, networking, and crosssector alignment.



The Success Planning strategy helps to foster trusting relationships.



Success Planning also fosters deeper family engagement. Initial efforts with children and youth have expanded into 2-gen approaches.



Success Planning has positive implications for youth voice and agency.



Success Planning can increase support for underserved populations.



Success Planning has positive implications for reductions in chronic absenteeism.



Success Planning is model agnostic. Aligning the practice with broader placebased strategies amplifies and accelerates progress.



There is great demand in the broader place-based field to provide more relationship-based supports.



Success Planning can be a unifying strategy in local communities. It resonates across different contexts and ideologies.

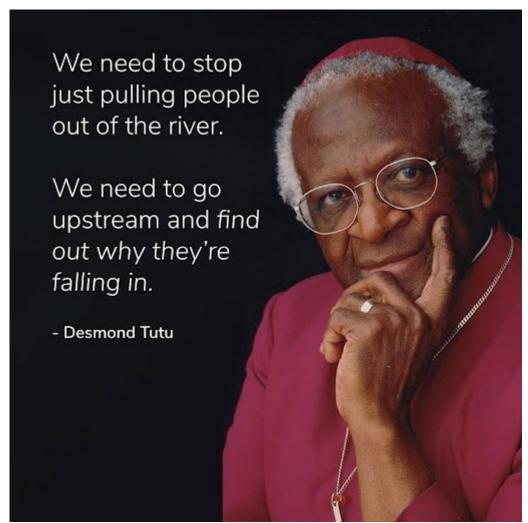


Success planning is a great entry point for broader systems change.



## A Focus on Policy Towards Systems Change

- While we must address the immediate and urgent needs of our children, youth, families, and communities, we must simultaneously understand how to change the very systems that is causing the needs.
- Policy change helps to address root causes and disrupt the very systems that has not served our children, youth, and families well.



## **Movement Building**













## Introducing New Nashville









# Do not go where the path may lead, go instead where there is not path and leave a trail.

~ Ralph Waldo Emerson





# WHAT IS YOUR WHY?



#### THE WHY BEHIND OUR WORK

Unlocking the full potential of every student requires a commitment to centering their needs and aspirations in each facet of the education system.

Envisioning a world where a child's racial and cultural identity and unique learning path are strong contributors to their success in school and in life.

Designing schools that meet the least well-served ensures that ALL students meet universal goals.

# WHAT IS YOUR WHY?





METRO
NASHVILLE
PUBLIC
SCHOOLS





### 80,000+ STUDENTS

Black	39.4%
Hispanic/Latino	30.72%
White	25.1%
Asian	3.96%
American Indian or Alaska Native	0.21%
Native Hawaiian or Other Pacific Islander	0.16%

English Learner Students 21.06% Exceptional Education Students 12.22% Graduation Rate 82.4%



57,630 MEALS SERVED DAILY (ON AVERAGE)

Breakfast 19,324 Lunch 38,306





MNPS provides a device to every student and hotspots to families who do not have internet access in their home.

#### 159 SCHOOLS Early Learning Centers **Elementary Schools** Middle Schools 29 High Schools Alternative Learning Centers **Exceptional Education Schools** Charter Schools Avg. Age of Buildings 50 years \$19,700,000 Avg. Annual Maintenance Cost Annual Budgeted Utilities Cost \$26,000,000 Metro Schools has saved \$8.5 million over the past

### 11,030 STAFF

Certificated	6,896
Support	4,134
Avg. Years of Service	10

three years through energy conservation programs.

#### TEACHER STARTING SALARY

(no experience)

Bachelor's Degree	\$46,271
Master's Degree	\$50,980
Doctorate	\$57,480



#### \$1,017,807,500 OPERATING BUDGET



#### \$498.6 MILLION ALLOCATED DIRECTLY TO SCHOOLS THROUGH STUDENT-BASED BUDGETING

Through student-based budgeting, money is allocated based on the unique needs of each student. For example, a school receives additional money for each English learner or exceptional education student it serves. No two students are the same, and Metro Schools' leadership recognizes that some students' needs cost more to meet.

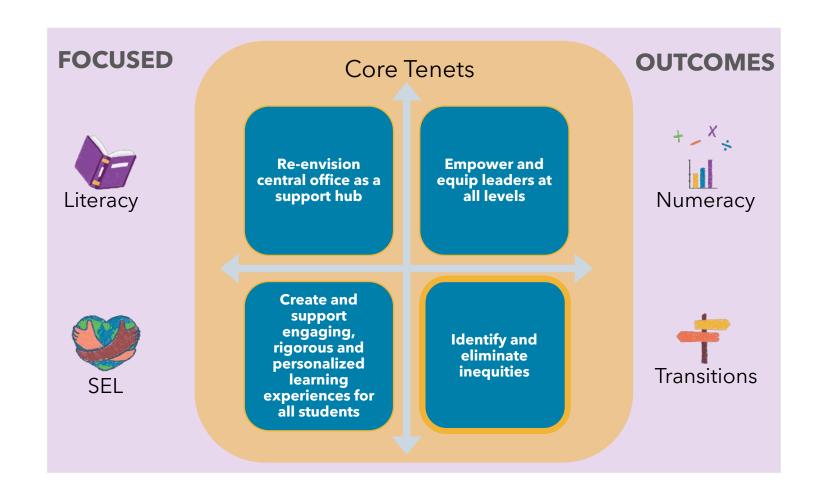
#### ADDITIONAL BUDGETS

Nutrition Services Budget	\$47.4 million
Capital Budget	\$191 million
Federal grants	\$323.1 million
(includes ESSER funding)	

## 37,026 MILES TRAVELED DAILY BY MNPS BUSES

Daily Figures:	
Students Transported	41,111
Stops	16,300
Routes	352
Drivers	294
Monitors	150





## SIGNATURE INITIATIVES

**Core Tenets** 

Personalized Student Dashboard







**Navigators** 









Literacy Reimagined





Math {n}





**FOCUSED** Literacy



**Create and** support engaging, rigorous and personalized learning experiences for all students

**Identify and** eliminate inequities

**Empower and** 

equip leaders at

all levels

Numeracy

**OUTCOMES** 



Results-Focused Innovation









Central Office Support Hub







**Metro Schools** ReimaginED









**Community Support** Hubs



Leadership Framework









Scholars Portfolio







**Re-envision** 

central office as a

support hub









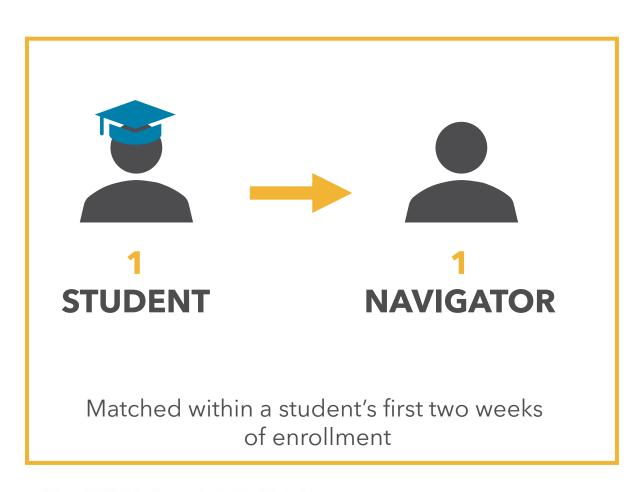




**University MNPS** 



## **DEFINING THE INITIATIVE**



#### **ABOUT THE NAVIGATORS**

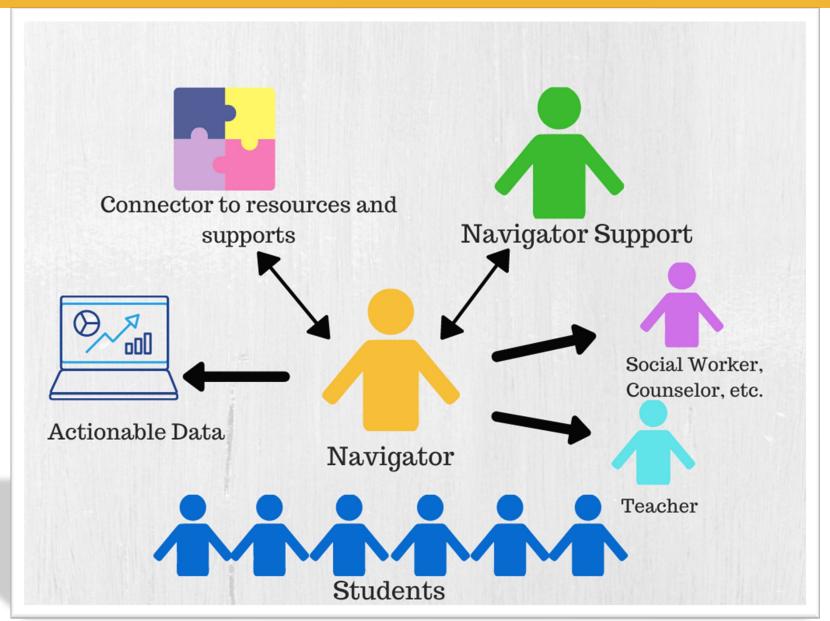
Any school staff member

Matched with up to 15-20 students

Identify students' needs, strengths, and interests, and facilitate the **Collaborative Referral** process

Navigator Leads at each school







## NAVIGATOR THROUGHOUT THE YEAR

Weekly Monthly Once per semester

DIGITAL
DIALOGUE
(Weekly Journaling)

IN-PERSON
CHECK-IN
(Face to Face)

SEL
PRE / POST
ASSESSMENT
(For Opt-In Students)

Ongoing review of data and direct support provided as needs are identified

Create consistent space for every student to be known

Build relationships & identify needs

Set baseline & monitor SEL progress



## **Every Student Known**

#### FOCUSED OUTCOMES TO SUPPORT A PATH OF SUCCESS FOR EVERY STUDENT



#### Literacy

Students meet or exceed their individual academic growth projection in literacy.



#### **Attendance**

Students achieve satisfactory attendance with an attendance rate of 95% or above.



#### Numeracy

Students meet or exceed their individual academic growth projection in numeracy.



**Grades Pre-K-4** 



#### Social-Emotional Learning (SEL)\*

Students display intrapersonal skills through demonstrating selfmanagement and self-awareness. Students display an understanding of community by demonstrating personal and social responsibility.



#### Literacy

Students meet or exceed academic growth projections in literacy.



Students meet or exceed academic growth projections in numeracy.

Grade 5



#### **Attendance**

Students achieve satisfactory attendance with an attendance rate of 95% or above.



#### Social-Emotional Learning (SEL)\*

Students exhibit self-efficacy and develop self-advocacy skills. Students understand the concept of community, including personal and social responsibility.



Transition Preparation

Every 4th/5th-grade student develops a transition plan that includes academic and SEL goals and needs to prepare for successful transition to middle school. (Dependent on school configuration.)

## **Every Student Known**

#### FOCUSED OUTCOMES TO SUPPORT A PATH OF SUCCESS FOR EVERY STUDENT



#### Literacy

Students meet or exceed their individual academic growth projections in literacy prior to the 2021-22 school year.



#### Numeracy

Students meet or exceed their individual academic growth projections in numeracy prior to the 2021-22 school year.





#### **Attendance**

Students achieve satisfactory attendance with an attendance rate of 95% or above.



#### Social-Emotional Learning (SEL)\*

Students develop increasing independence. Students understand the concept of community, including personal and social responsibility.



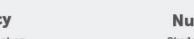
#### Transition Preparation

Every 8th-grade student develops a transition plan to prepare him/her for successful transition to high school, including academic and SEL goals and needs and the MNPS Ready Graduate criteria. All students will learn about Academies of Nashville and pathways to ensure exposure to various postsecondary college and career opportunities.



#### Literacv

Students meet or exceed their individual academic growth projections in literacy prior to the 2021-22 school year.



Grades 9-10



#### Numeracy

Students meet or exceed their individual academic growth projections in numeracy prior to the 2021-22 school year.



#### **Attendance**

Students achieve satisfactory attendance with an attendance rate of 95% or above.



#### Social-Emotional Learning (SEL)\*

Students develop more mature personal identity. Students understand the concept of community, including personal and social responsibility.



#### **On-Track Graduation**

10th-grade students will assess and revise their transition plan to ensure pathway to on-time graduation with Ready Graduate\*\* designation.



# Connecting the Dots: Linking Goals and Actions to Create Impact

- Data Systems: Navigator Check-Ins completed and monitored
- Partnership/Engagement: Family University
- 3-Tiered Mentoring Support System





## Our Core Domains of Transformation







# Family, Caregiver & Community Partnerships

- 1. Families and school staff work in authentic partnerships to develop and advance a shared definition of student success.
- 2. Families and school staff build meaningful relationships that foster mutual trust, understanding and appreciation across cultures and differences.





# School Wide Systems & Institutionalized Structures

- 1. Provide ongoing professional learning for all MNPS employees to positively impact disproportionality (e.g., implicit bias, cultural competence, trauma-informed, social emotional, restorative practices, etc.)
- 2. Systematic use of a broad range of disaggregated quantitative and qualitative data to enhance equitable opportunity, experience and success



## IMPLEMENTATION DATA

## PEER RAPID RESPONSE INTERVIEWS | SY 22-23

A Navigator reported a student asked the teacher to look at her reflection in Sown To Grow, after the Navigator noticed the student was disengaging at school. The teacher learned the student had an upcoming court date related to a custody battle with her mother.

"I would not have known that... I remember [the student] specifically said, 'Go check Sown To Grow'. Because she couldn't tell me what was going on. But she could tell me to go check Sown To Grow, and I could read what she had written so that I would understand where she was coming from. So that was a really good moment."



## **EXPECTED GOALS / OUTCOMES FOR 2024-25**

#### **Navigator:**

 97% of eligible students should engagement in the Sown to Grow platform for weekly interactive journaling and monthly check-ins.

#### **Transition:**

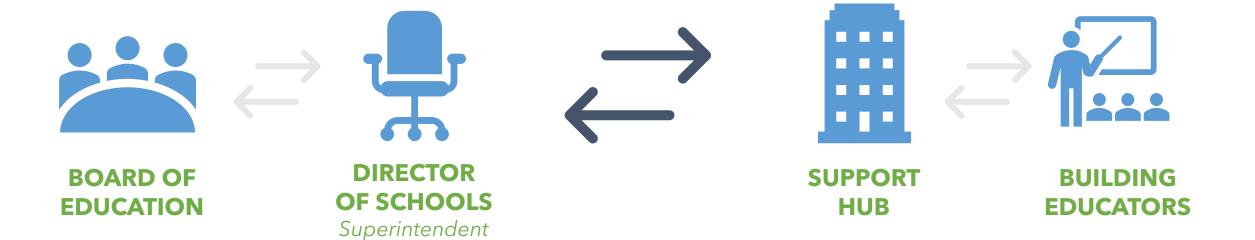
- 100% of eligible students have completed their "Reflections/Goal-Setting" by month in the Sown to Grow platform.
- 100% of eligible students have marked if they have "Completed/Not Completed" the transition activities checklist in the Sown to Grow platform (K-8)
- 100% of Seniors / 12th graders have completed the Senior Transition Questionnaire

#### **Both:**

100% of eligible students are enrolled in the Navigator or Transition course code within 2 weeks of school starting/ enrolling in the school.



# COLLABORATIVE SUPPORT & ORGANIZATIONAL ALIGNMENT





# Creating the Future NYC's Children and Families in Shelter Deserve

### EVERY CHILD AND FAMILY IS KNOWN (ECFIK)









## The Challenge

In the past few years alone, childhood poverty in NYC has risen from 19% to 23%\*. As inequities stack up for children and families in NYC's DHS shelters, aligned interagency support is key to making sure they get a fair shot in school and life.



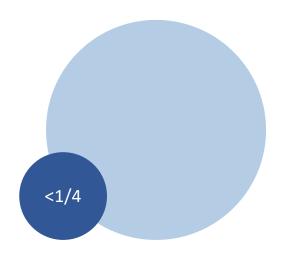


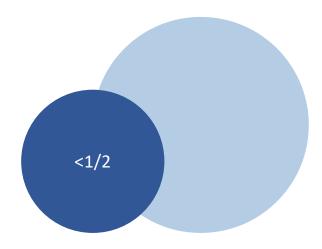
## What We're Facing

Among NYC public school students, 30,000 live in DHS shelters. These students aren't positioned for success.

**Proficiency Rate in Math** 

**Proficiency Rate in ELA** 

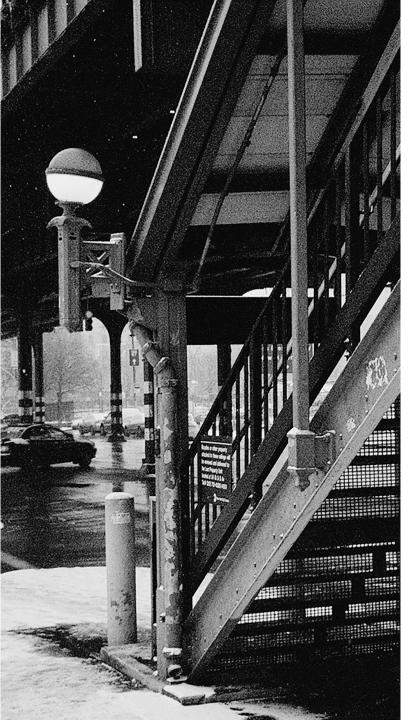












## What We're Facing Cont.

Among NYC public school students, 30,000 live in DHS shelters. These students aren't positioned for success.

**72**%

Chronic absenteeism rate for students living in shelters



More likely to drop out than permanently housed peers



## **Every Child and Family is Known**

All children and families living in NYC's DHS shelters will be part of an integrated, comprehensive support system,

nurtured by 1:1 relationships with school-based, Caring Adults.







ECFIK breaks down silos by bringing together existing, community-based change-makers:









**CBO Partners** 





## ECFIK: An Innovative, Holistic Model



#### **Inventory of Needs**

The New Visions Portal elevates families' priorities to agency leaders in an accessible, actionable format



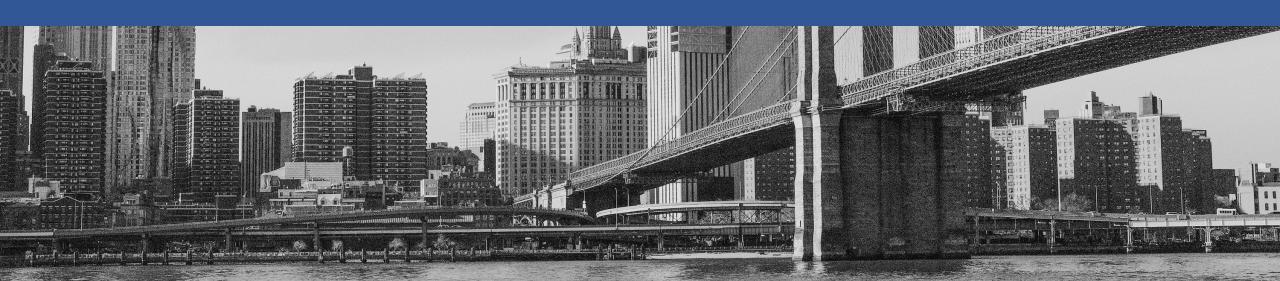
#### Relationship-Building

1:1 connections between Caring Adults and families that are rooted in trust, care, and regular communication



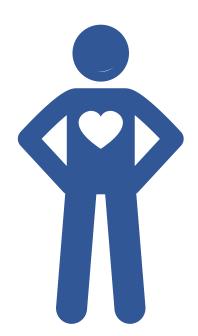
#### **Community Resources**

Caring Adults partner with CBOs, linking families to the local services and support they need and deserve



## Relationship Building

At ECFIK, we pair school-based Caring Adults with students living in shelter, as well as their families. These professionals receive ongoing PD and additional compensation.



Who: Trusting, kind advocates who bring a culturallyand trauma-informed approach

How: Broker connections at school and beyond (e.g., CBOs) in response to families' needs

When: Daily check-ins with students and weekly check-ins with families





## **Inventory of Needs**

Meals Curfew Support Transportation

ESL Before- & After-School Care Clothing

Mental Health Services

Legal Support

Homework Help
Infant Care (e.g., diapers, formula)

Soaring Cost of Living

**Food Segregation** 

**Housing Affordability Crisis** 

Trauma

Systemic Racism & Bias

Siloed Supports

**Bureaucratic Hurdles** 

**Under Resourced Public Schools** 

Poverty

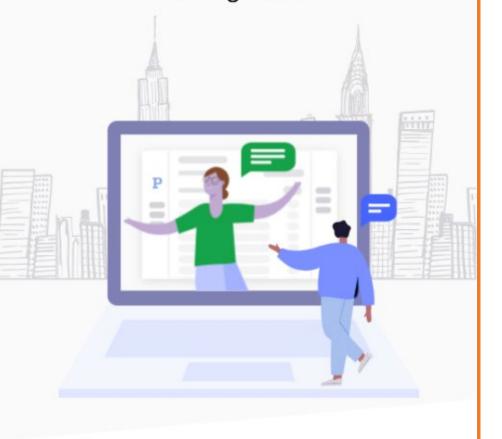




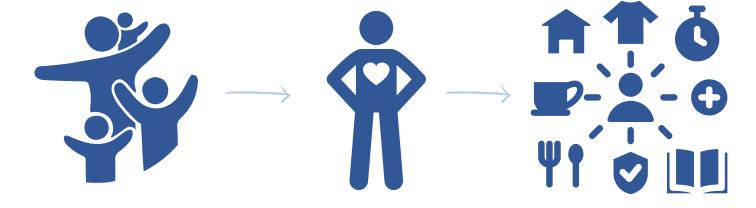


## Every student deserves a plan

A comprehensive tool for school management



## **Community Resources**



Students and families share challenges and priorities with a trusted, kind, and reliable Caring Adult

Uniquely well positioned to link students and families to CBOs designed to address their needs

Landmark data-sharing agreement streamlines process in an accessible, secure manner



## ECFIK: A Promising, Scalable Pilot



600

Students connected to 326 Caring Adults in public schools across the Bronx



Decrease in chronic absenteeism among ECFIK students, amid 1% increase among peers in non-ECFIK schools



Caring Adults who note ECFIK's "very positive impact," including increased empathy and awareness of students' needs.





## Impact Spotlight

"During my career as a public servant, I have not seen this sort of collaborative interagency effort be so effective at this scale. It truly is groundbreaking and I am honored to be a part of it."

#### DARMA DIAZ

Associate Commissioner for Special Initiatives, NYC DHS



## Impact Spotlight

"The initiative is a true collaboration to support our most atrisk students and families. This pilot year has already demonstrated increases in students' grades and attendance, and I am confident that we will be able to make an even greater positive impact on their lives."

#### **SARAH SCROGIN**

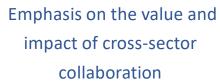
Principal, East Bronx Academy for the Future





## The EdRedesign Lab: A Catalyst







Human-centered approach that is rooted in educational equity



Focus on innovation and reimagining educational systems







## **ECFIK:** Aspirations for Year Two



Students connected to 575 Caring Adults in public schools in District Nine



Enhance Portal

Strengthening user experience, accessibility, and impact across ECFIK community



Relationships between Caring Adults and families that are rooted in trust, responsiveness, and a culturally- and trauma-informed approach



The projections above are estimates that are subject to change and necessitate the acquisition of sufficient funding and key partnerships.

# From the ECFIK Community, Thank You!















# **Q&A: How Can We Support You?**

How did you make the most of your experience in The EdRedesign Lab?

What sustains you, especially during tough times?

What was most impactful about your experience in The EdRedesign Lab?

What gives you hope?

What are the greatest challenges you've faced in your work?
What about your greatest successes?

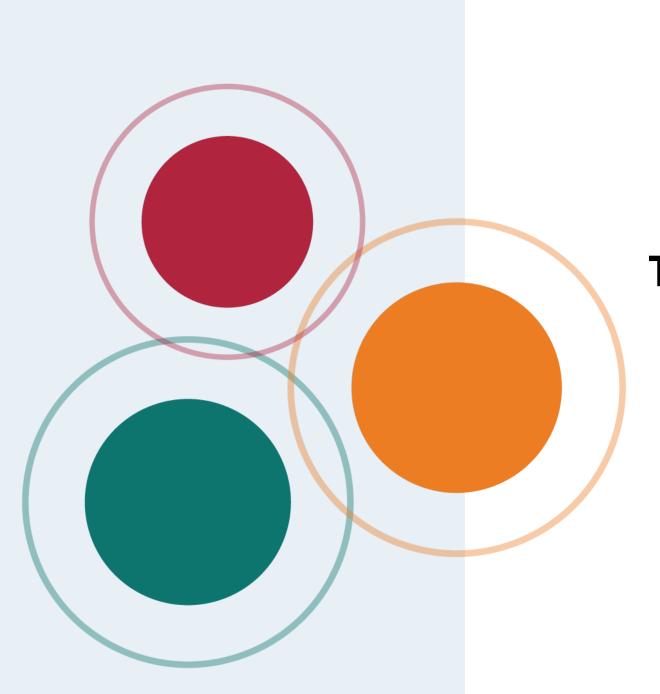
If you could do your experience in The EdRedesign Lab again, is there anything you'd do differently?

What about this work keeps you up at night?

# Time for a break



#SuccessPlanningWorkshop2024 77



# The Promise and Positive Impact of Caring Adults:

Authentic Family and Community Engagement





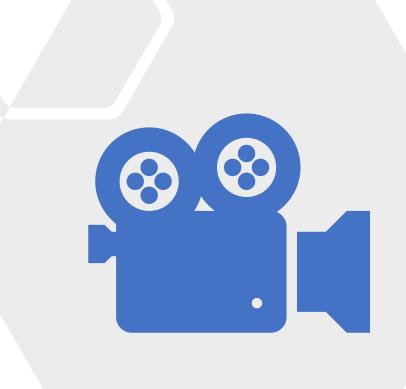
# Defining Family Engagement

# I used to think...



Small Group Discussion: 5 minutes – Identify someone in your group to report out.

What struck you in this video of Jessica — is there anything she said or did that stood out? What are your noticings/wonderings? What are your take-aways?



# CT State Department of Education Definition of Family Engagement

Family Engagement is a *full, equal, and equitable partnership* among families,
educators and community partners to promote
children's learning and development from birth
through college and career.



# Family Involvement

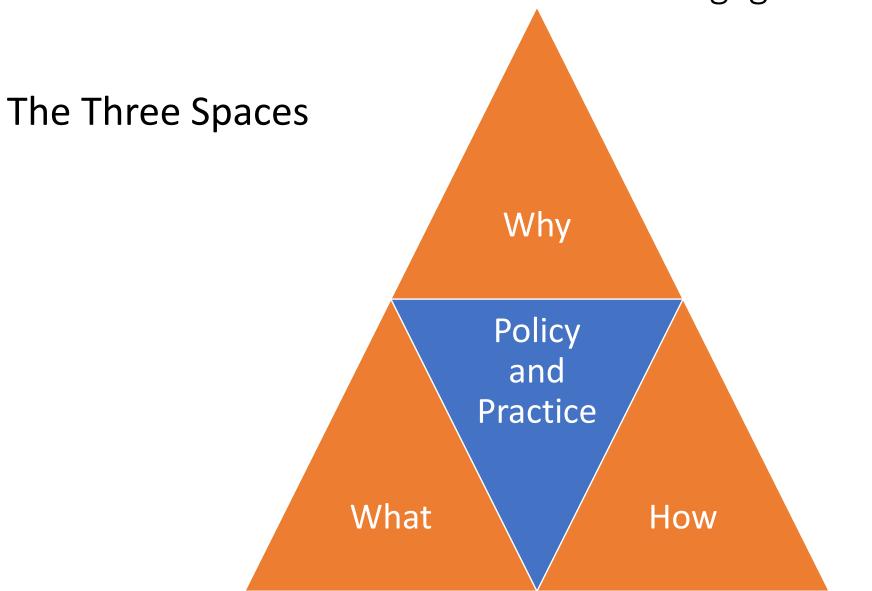
# Involvement versus Engagement

- Focuses on individual responsibility
- Communication to families is oneway
- Space for listening is a low priority
- Focuses on programming, not people
- Relationship is transactional

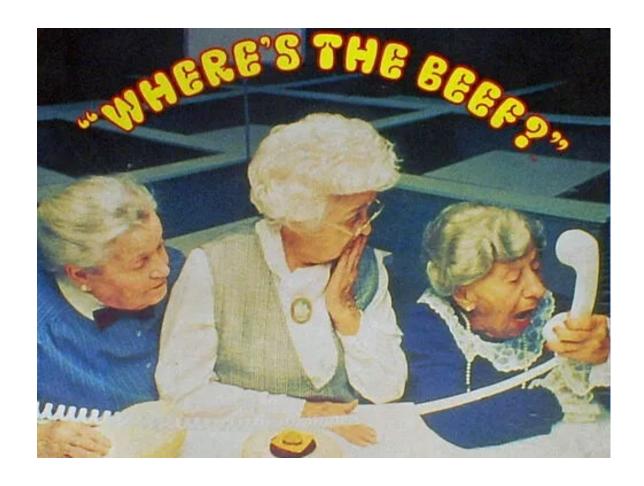
- Focuses on collective responsibility and partnership
- Communication with families is twoway and listening is prioritized
- Family knowledge is valued and honored
- Focuses on collaborative practice
- Relationship is transformative

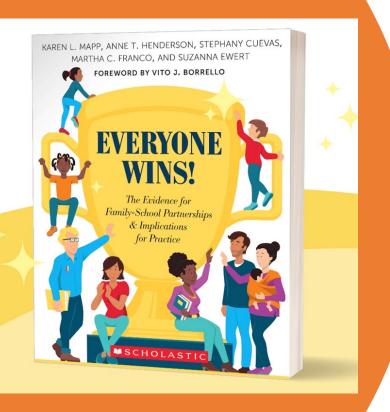
# Engagement is a STRATEGY, not a GOAL

# Shift from Involvement to Engagement



Why is Family Engagement Important?





Everyone Wins! - Fifth installment of the *Evidence* series

20 years since the publication of *A New Wave of Evidence* 

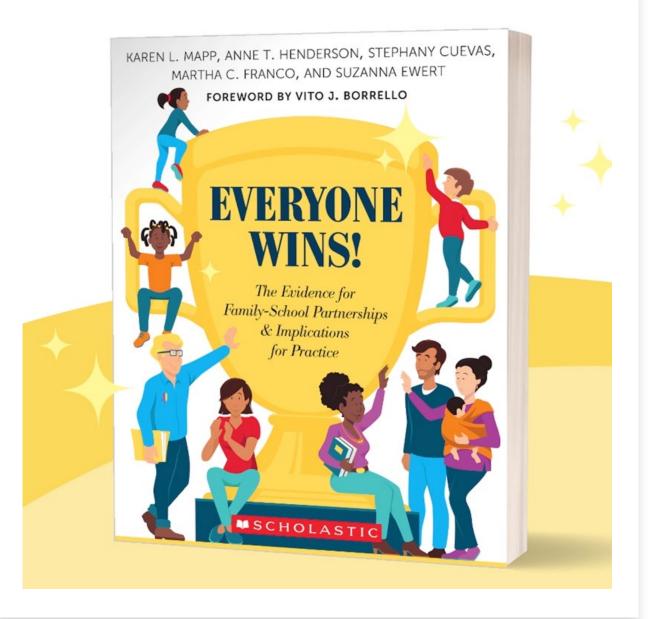
Selected 40 studies out of over 100 reviewed

Studies span from 2002-2021

Extra! Extra!

Two Big Headlines from our review of the 40 studies





- 1) Home—school partnerships benefit not only our students, but also educators, families, schools, districts, and communities.
- 2) We know the conditions for high impact practice.

# Wins for Students

- Higher grades and test scores
- Better attendance and engagement in class
- More positive attitudes and behavior
- Greater sense of efficacy and self-esteem
- Higher graduation rates and college/postsecondary attendance



# Wins for Educators:

- Shift from deficit-to asset-based thinking about students and families
- Increased multicultural awareness and appreciation
- Greater success motivating and engaging students
- More support from families
- Stronger morale and professional satisfaction



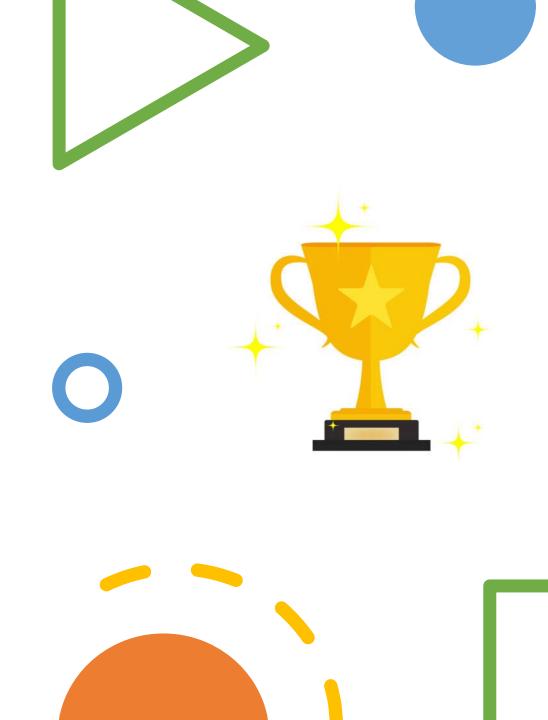
# Wins for Families

- Stronger parent-child relationships
- Better rapport with teachers and school staff
- Greater understanding of child's progress and how to help
- More knowledge and skill in advocating for their child
- Increased deep and supportive social connections



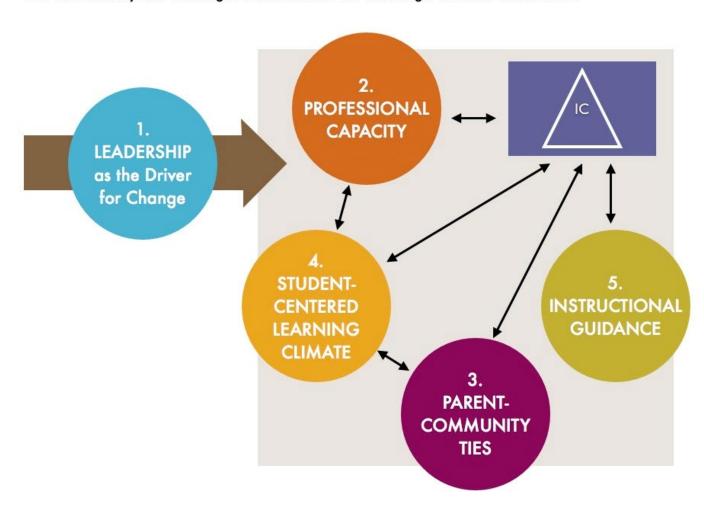
# Wins for Schools

- More positive school climate
- Higher morale and greater retention of teachers
- Improved facilities, better curriculum, and higher-quality programs
- More responsive to community concerns
- Better reputation and more support from the community



## FIVE ESSENTIAL SUPPORTS

The University of Chicago Consortium on Chicago School Research



"Arguing for the significance of one individual support over another is tempting, but we ultimately came to view the five supports as an organized system of elements in dynamic interaction with one another. As such, primary value lies in their integration and mutual reinforcement. In this sense, school development is much like baking a cake...Without sugar, it will be tasteless. Without eggs or baking powder, the cake will be flat and chewy...if one ingredient is absent, it is just not a cake. "



# Wins for Districts and Communities

- Reduced suspensions and high-risk behaviors
- Increased family and youth involvement in site-based decisions
- Expanded mental and physical health resources leading to improved health
- High levels of participation in afterschool programs
- Increased high school graduation rate



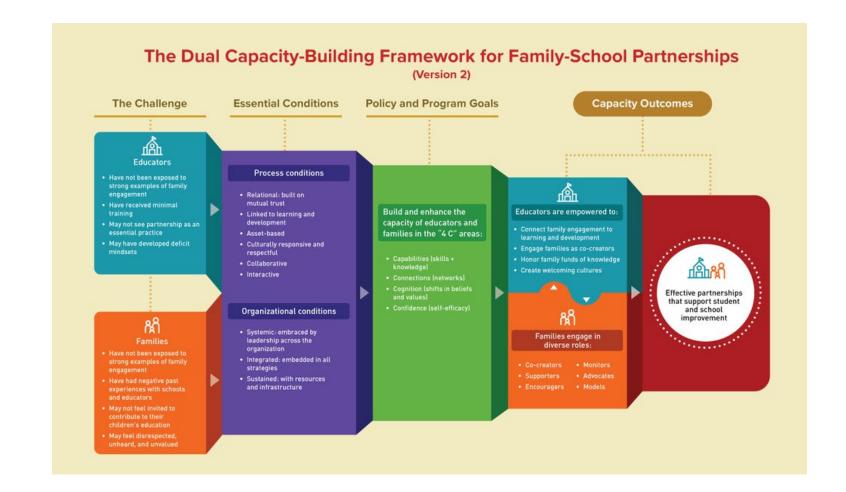
What Does
Effective Family
Engagement Look
Like?



How do we do it?



The moment is meeting the The Dual Capacity-Building Framework for Family School Partnerships





unheard, and unvalued

Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved from: <a href="https://www.dualcapacity.org">www.dualcapacity.org</a>

(Version 2)

## The Challenge



- Have not been exposed to strong examples of family engagement
- Have received minimal training
- May not see partnership as an essential practice
- May have developed deficit mindsets



## **Families**

- Have not been exposed to strong examples of family engagement
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## :

**Essential Conditions** 

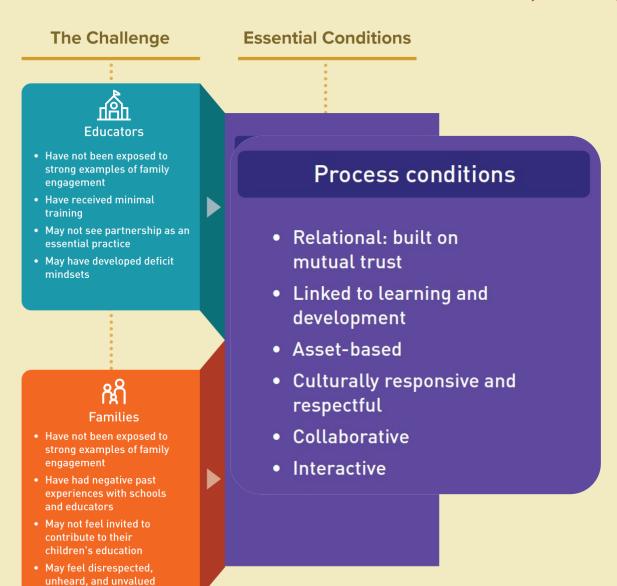
## Process conditions

- Relational: built on mutual trust
- Linked to learning and development
- Asset-based
- Culturally responsive and respectful
- Collaborative
- Interactive

## Organizational conditions

- Systemic: embraced by leadership across the organization
- Integrated: embedded in all strategies
- Sustained: with resources and infrastructure

(Version 2)



# What do you do when you want to build trust with another person?

(Version 2)

## The Challenge

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and infrastructure

## **Elements of relational trust**

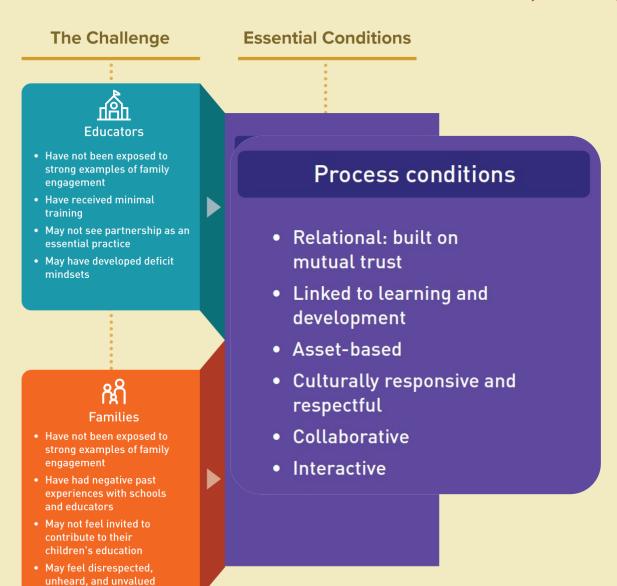
Respect

Competence

Integrity

Personal regard

(Version 2)



(Version 2)

## The Challenge

## **Essential Conditions**

## **Policy and Program Goals**



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- Connections (networks)
- Cognition (shifts in beliefs and values)
- Confidence (self-efficacy)

(Version 2)

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- Connect family engagement to learning and development
- Engage families as co-creators
- Honor family funds of knowledge
- Create welcoming cultures



Families engage in diverse roles:

- Co-creators
- Monitors
- Supporters
- Advocates
- Encouragers
- Models

## The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



unheard, and unvalued

Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved from: www.dualcapacity.org

Highlighting
Richmond Public
Schools, VA
Engagement
Initiative on
Chronic
Absenteeism





About RPS

Students & Families

**Teachers & Staff** 

Leadership

## Family & Community Engagement

#### Students thrive when schools and families work together.

The Department of Family and Community Engagement is responsible for ensuring that RPS families have access to information, resources, and opportunities that allow students to flourish academically. Key priority areas include cultivating mutually-beneficial partnerships with community stakeholders, facilitating volunteer engagement, and collaboratively working to address engagement issues related to attendance and dropout recovery.



**Community Hubs** 



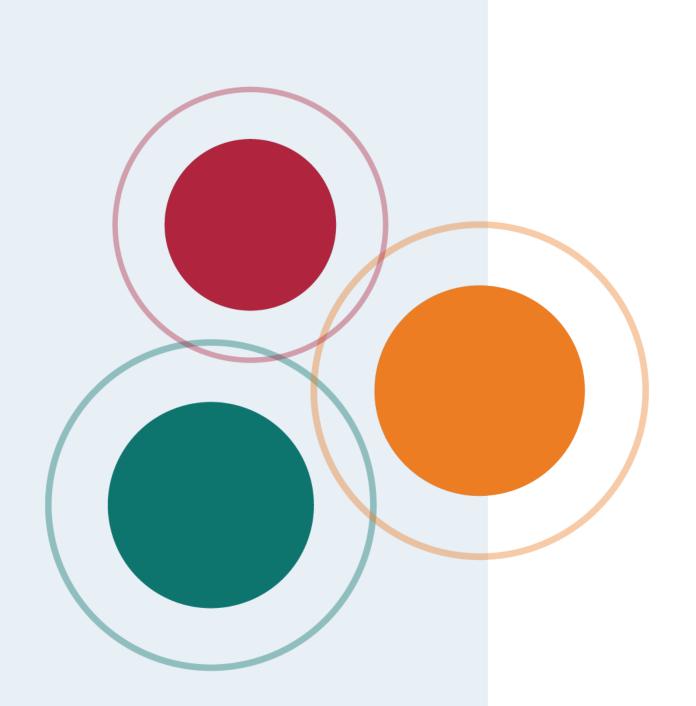
**Community Partnerships** 

# Engagement is a STRATEGY, not a GOAL

# Additional Support and Resources

- Karen L. Mapp & Associates
- Everyone Wins! (2022)
- Powerful Partnerships (2017)
- Harvard Professional Education Institute (PPE) -Family Engagement in Education, November 13-16, 2024
- Annual IEL National Family and Community Engagement Conference, May 2025
- National Association of Family, School and Community Engagement (NAFSCE) National Assembly, October 23-25, 2024
- Scholastic Workshop Series for district/school teams
- Learning Heroes Family Engagement Leadership Institute





# Team Connection and Collaboration Session #3



## **Authentic Engagement Practices**

Synthesize and apply the knowledge learned about effective and authentic engagement practices toward systemic change to begin strategizing and identifying your community's next level of work.

- Electronic action planning workbook provided
- Breakout rooms will be available to teams

Gutman Conference Center (302, 303, 305)

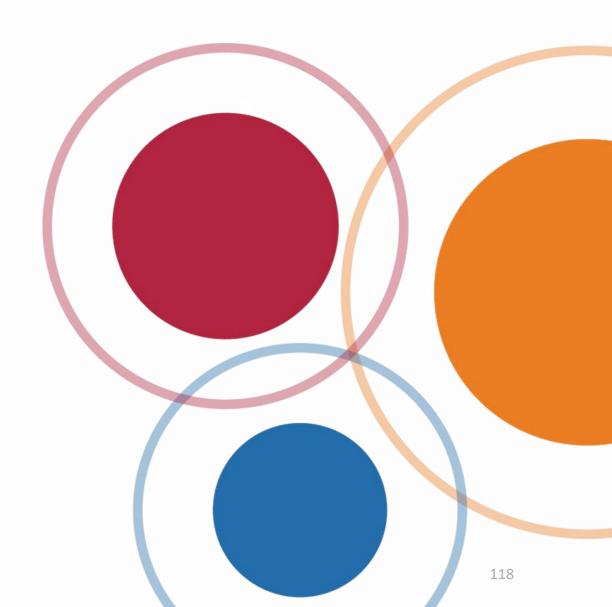


# Success Planning Summer Workshop TEAM TIME WORKBOOK

### Team name:

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



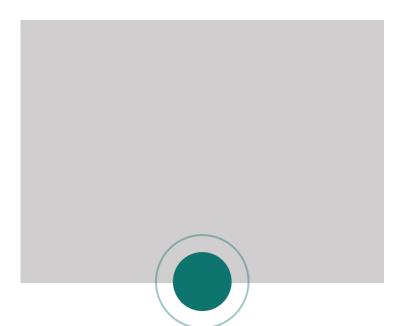


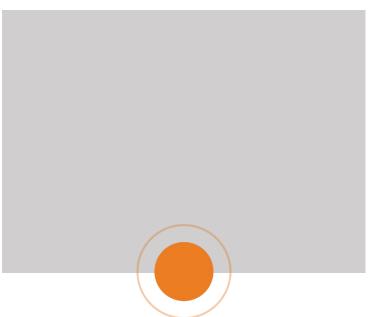
## **Engaging Families in Success Planning**

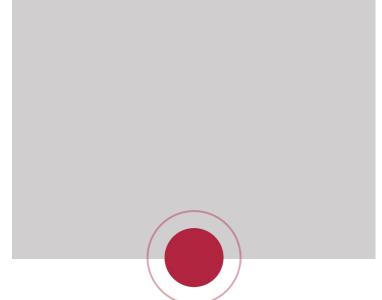
What is your vision for authentic family engagement?

What steps do you plan to take to accomplish this, and when?

What additional capacity, skills, or resources do you need?







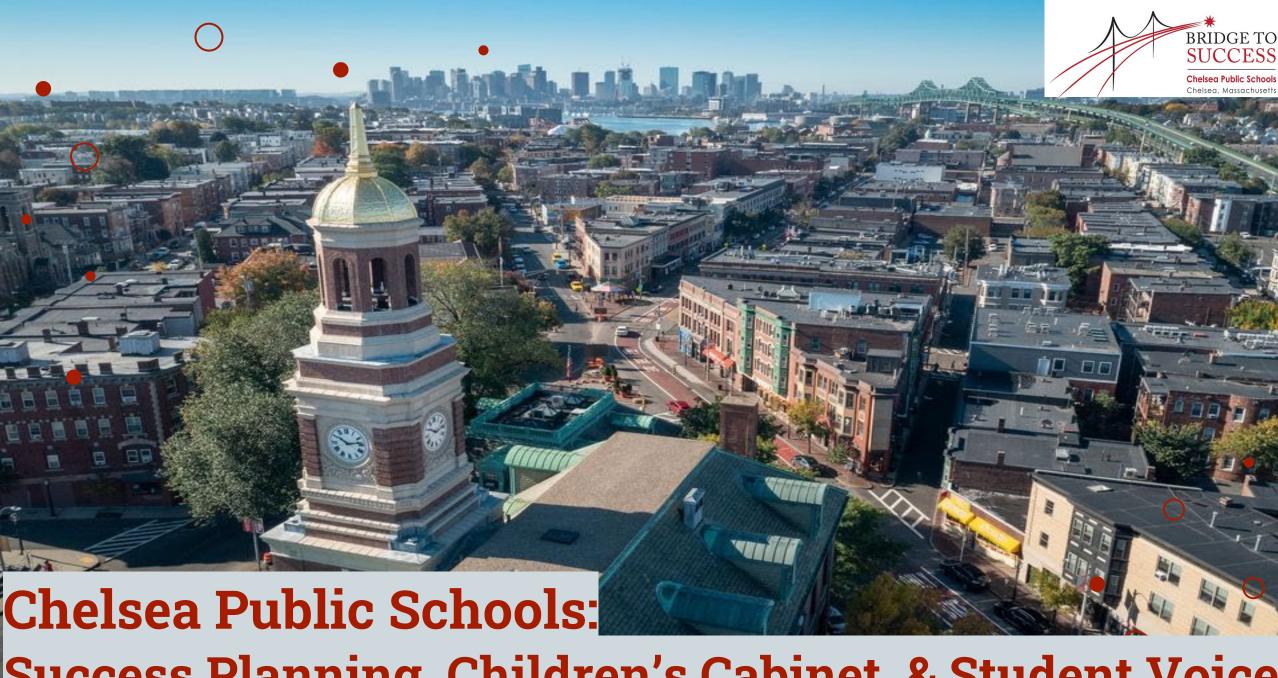




## **Connecting the Dots:**

Engagement and Alignment Through Personalization & Collaborative Action





Success Planning, Children's Cabinet, & Student Voice

# **CHELSEA PUBLIC SCHOOLS**

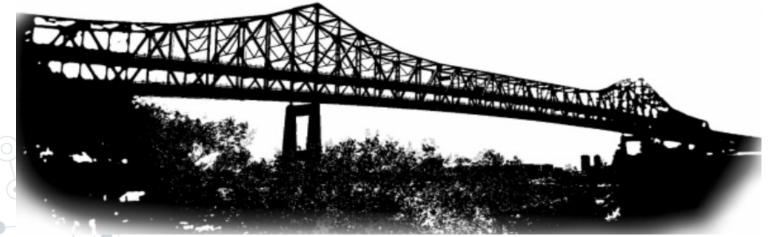
where We Know Our Students

By



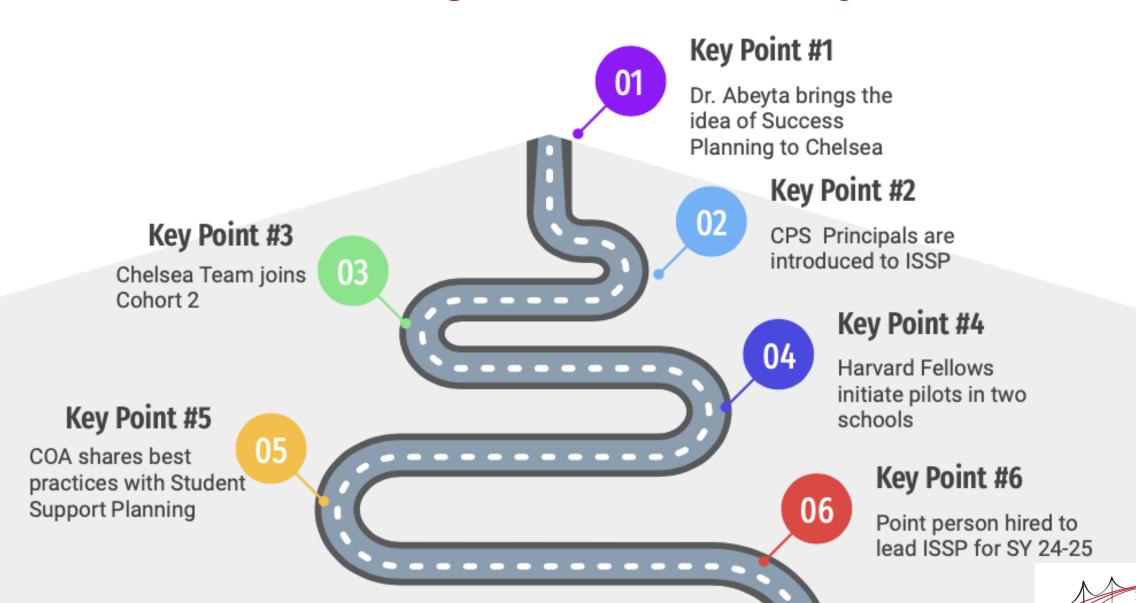








## Success Planning 3-Year Journey



# Different Strategies & Multiple Pilots

- Strategies came from ISP 2023 and initiated with school leaders
- Year 2023-2024, Pilot at each grade level
  - Children's Cabinet Community Partner Extending Learning\*
    - For Kids Only at Elementary School Complex
    - Idea developed at ISP 2023 with community partner deputy director
  - School-based Role Outreach Worker\*
    - Navigator responsibilities added to an existing student facing role
    - Idea developed at ISP 2023 with middle school principal
  - Data & Intervention System Panorama
    - Collaboration with high school principal and student support team
    - Facilitated by school district cabinet members
    - Advisory Period Chelsea Opportunity Academy
      - Principal and a teacher-leader leading initiate
      - Every school teacher as a navigator



# Pilot Learning & Promising Practices

#### Navigator

- Glow Name, Strength, & Story
- Grow Navigator staffing, reimagine existing roles

#### Plan of Action

- Glow Full-time person to lead district-wide Success Planning
- Grow Further exploring how we can best incorporate partners

#### System of Supports

- Glow Human capacity, Officer of SSP and Equity & Wellness Team
- Grow Want to avoid overwhelming staff

#### Data System

- Glow Current student management systems has the potential to support work
- Grow Current student management systems, needs modifications and more staff training



## Chelsea Children's Cabinet

#### Background

- First cabinet meeting March 2021, initial conversation in January 2021
- o Three focus areas:
  - Mental Health,
  - Extend Learning, and
  - College & Career Readiness
- Over 25 members meet monthly
- Connecting, collaborating, co-creating for children & youth in Chelsea

#### Fall Children's Cabinet Retreat 2023

- Dr. Charles C Davis, Jr. keynote
- Individualized Academic Support/ Success Planning
  - 2022-2023 school year, piloted a 1:1 individualized after school tutoring program to support literacy and math skills
  - 2023-2024 school year, we implemented that 1:1 tutoring at the Boys & Girls Club, a Children's Cabinet member/partner
    - B&G Club of Boston wants to learn & partner with CPS

## **Student Voices**

Jaiven Diaz, Chelsea High School, '24

Dana Acosta, Chelsea Opportunity Academy, '24

"EVERY KID IS ONE CARING ADULT AWAY FROM BEING A SUCCESS STORY." JOSH SHIPP





## **Questions & Answers**

## **CHELSEA PUBLIC SCHOOLS**

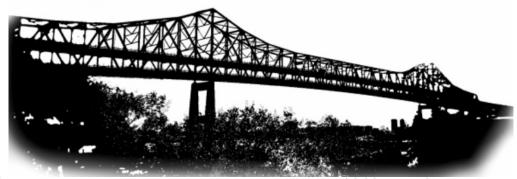
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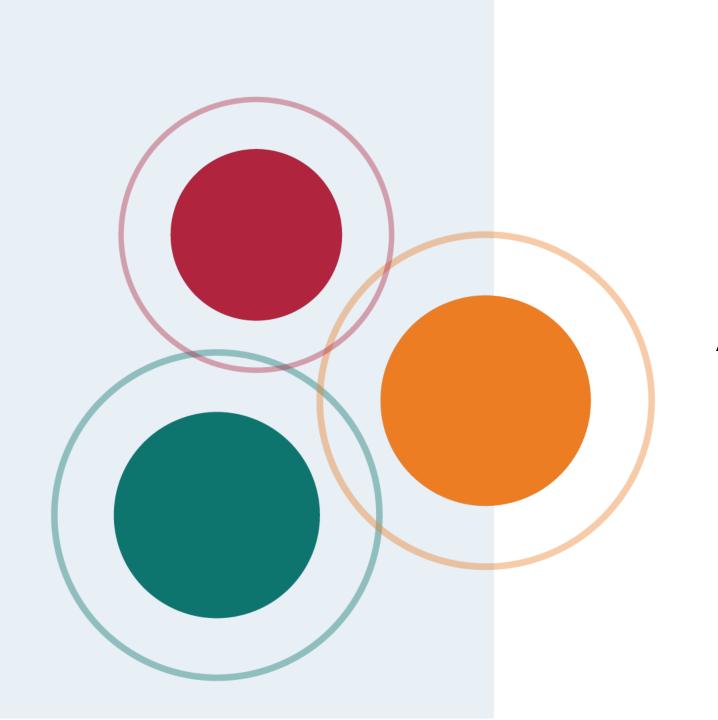




## Time for a break



#SuccessPlanningWorkshop2024 129



## We Love You Here:

Reducing Chronic Absenteeism Through a Strong System of Engagement



# Insert Shadae Harris' Slides



## Reducing Chronic Absenteeism

Presented by: Dr. Shadae Harris

President & CEO, Groundwork Consulting

Professor in Residence, Virginia State University



# Beginning With Families & Joy



## Joy Maker #1

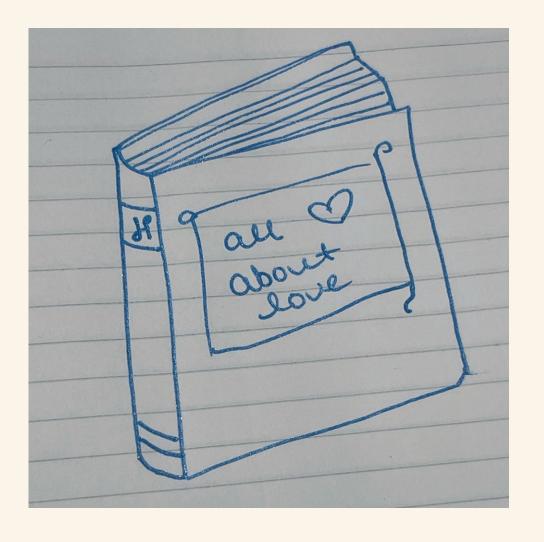
On your phone, select a picture that brings you joy. Why does it make you feel that way?





## Joy Maker #2

Sketch an artifact or symbol that has significance to your family.



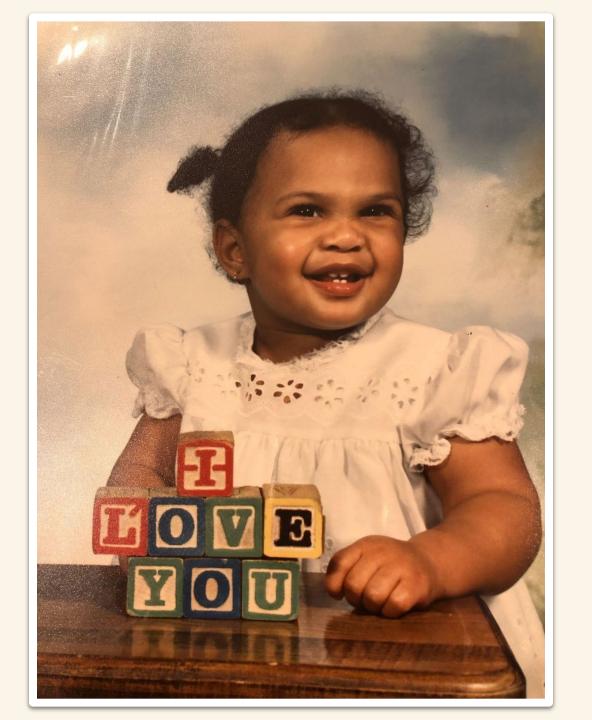


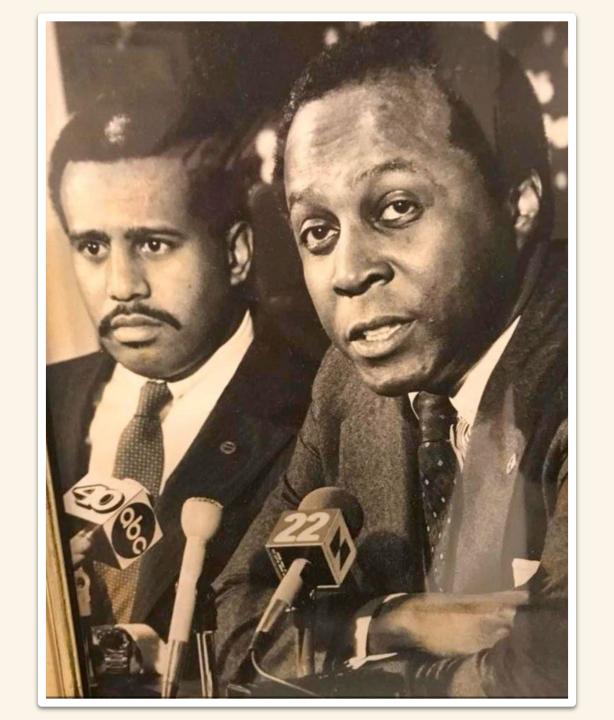
## Joy Maker #3

Think about a loved one or someone you know very well. If time, money and resources were unlimited, what would this person want to do?

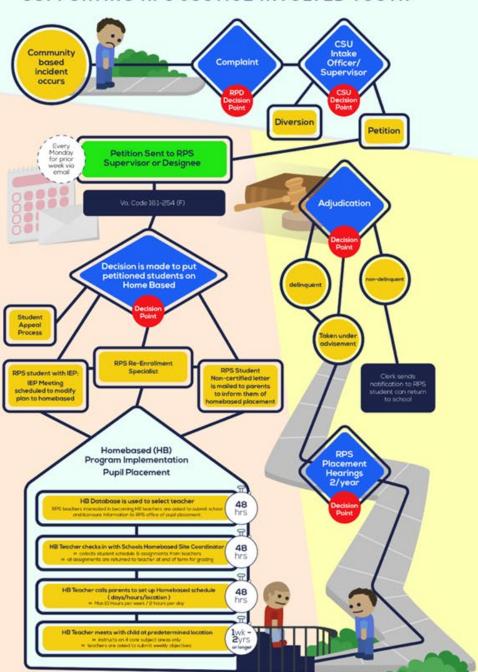








#### SUPPORTING RPS JUSTICE INVOLVED YOUTH







### **Love Actions**



System Focused



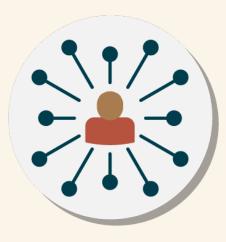
**Honor History** 



Prioritize Relationships



**Quantify Outreach** 

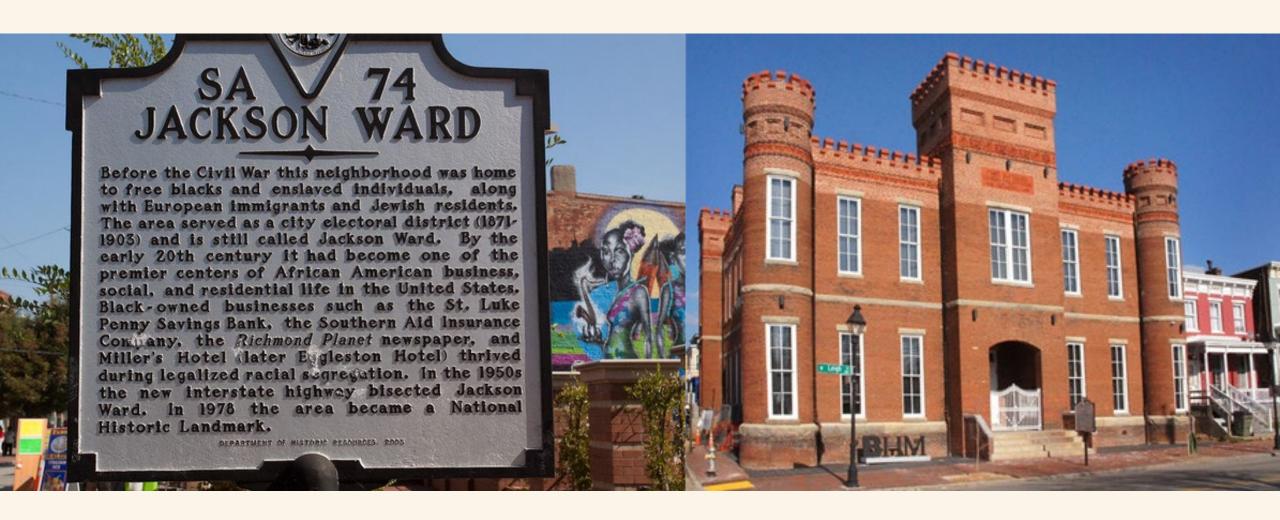


Tell the Story

# Honor History



### **Embracing & Honoring Richmond's History**





## **Embracing & Honoring Richmond's History**





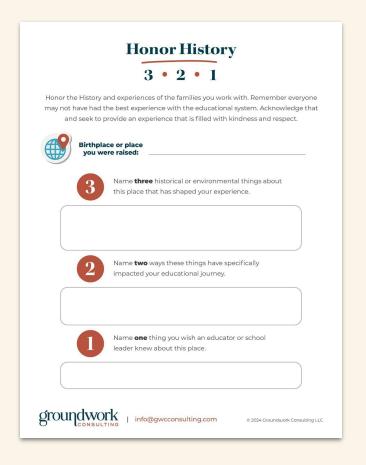
## **Embracing & Honoring Richmond's History**





## **Honor History**

- Name **three** historical or environmental things about this place that has shaped your experience.
- Name **two** ways these things have specifically impacted your educational journey.
- Name **one** thing you wish an educator or school leader knew about this place.





# Dual Capacity Framework



(Version 2)

#### The Challenge

#### **Essential Conditions**

### **Policy and Program Goals**

## **Capacity Outcomes**



#### Educators

- . Have not been exposed to strong examples of family engagement
- · Have received minimal training
- · May not see partnership as an essential practice
- . May have developed deficit mindsets

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#### Process conditions

- · Relational: built on mutual trust
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- Asset-based
- · Culturally responsive and respectful
- Collaborative
- Interactive

#### Organizational conditions

- · Systemic: embraced by leadership across the organization
- · Integrated: embedded in all strategies
- Sustained: with resources and infrastructure

Build and enhance the capacity of educators and families in the "4 C" areas:

- · Capabilities (skills + knowledge)
- Connections (networks)
- . Cognition (shifts in beliefs and values
- Confidence [self-efficacy]



#### Educators are empowered to:

- . Connect family engagement to learning and development
- Engage families as co-creators
- · Honor family funds of knowledge
- · Create welcoming cultures



#### Families engage in diverse roles:

- Co-creators
- Monitors
- Supporters
- Advocates
- Encouragers Models



(Version 2)

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# Engagement Essentials



66

Parents enter the school building not just as individuals but as representatives of families, their histories and aspirations woven into the tapestry of their children's lives.

- Sara Lawrence-Lightfoot

99



## Key Dimensions of Engagement

#### **Building Relationships**

Building authentic and trusting relationships between home and school.







## **Linked to Learning**

Connecting to teaching and learning goals for students.





## **Supporting Advocacy**

Provide training, assistance, and support to ensure all are informed on critical issues.

## **Sharing Power**

Equal partners in decisions and together inform, influence and create policies, practices, and programs.

## **Affirming Differences**

Addressing and affirming differences so that all feel welcomed, supported, and diversity is valued.



## Family Involvement

VS.

## Family Engagement



A school striving for family involvement leads with its mouth



Identifies projects, needs, and goals, then tells parents how they can contribute



The ultimate goal is to serve clients



A school striving for family engagement **leads with its ears** 



**Listens to parents** and what they think, dream, and worry about



The ultimate goal is to gain partners



66

We cannot know love if we cannot surrender our attachment to power.

bell hooks

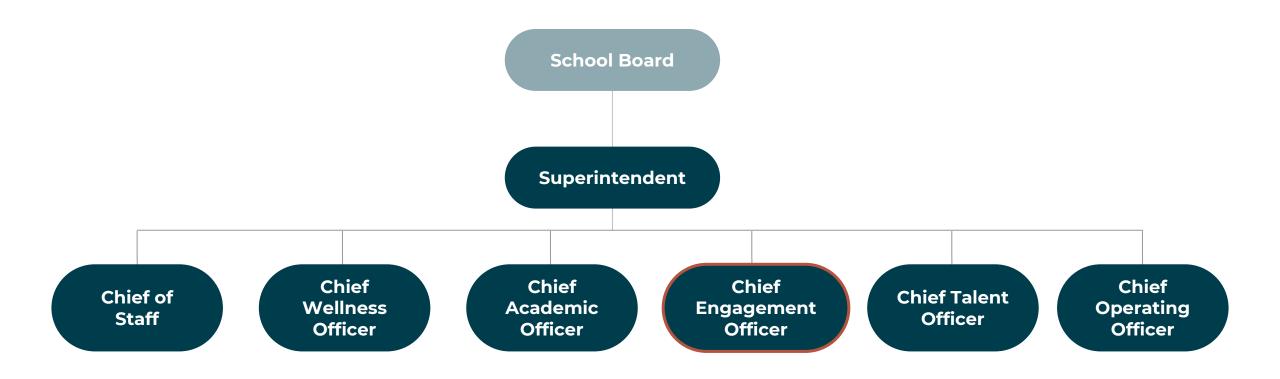
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# System Focused



## **Organizational Conditions**





# DREAMS 4RPS \*\* Let's Keep Dreaming!\*\*

## PRIORITY 4

## Deep Partnership with Families & Community



## **Community Teams**

Launch teams in every school that are inclusive and reflect the diversity of the student and family population



## **Home Visits**

Train every teacher to conduct home visits so each student receives at least one home visit per year



## **Welcome Center**

Double staff capacity so immigrant families have the support to navigate RPS and connect with social services



## Mentorship

Leverage partnerships with local organizations to offer mentorship opportunities to young men of color



### **Customer Services**

Provide customer service training for school front office staff



## **Family Academy**

Provide training for families on topics such as special education, student advocacy, and adult literacy



## **Richmond History**

Deepen student and staff understanding of the unvarnished history of Richmond



## **Out-of-School Time**

Collaborate with the city to increase outof-school opportunities for RPS students



## Asset Based: Neighborhood Centered Model

Each Family Liaison has a variety of neighborhoods that they are deeply immersed in. The Liaisons learn about the strengths, resources, and neighborhood leaders to better support families living there nand build on the assets that already exists within these communities. Below are some of the neighborhoods that the hubs have worked to serve in addition to many others.

#### Team 1

Brauers
Church Hill
Chimborazo
Creighton Court
Fairfield Court
Fulton
Fulton Hill
Mosby Court
Montrose Heights
Oakwood
Peter Paul
Union Hill
Whitcomb Court
Woodville

#### Team 2

Castlewood
Davee Gardens
Cullenwood
Hillside Court
Forest Hill
Westover Hills
Westlake
Lafayette Gardens
Rudd Trailer Park
Southwood
Beaufont
Hioaks

#### Team 3

Worthington Farms
Chippenham Place
Brookbury
Broad Rock
Swansboro
Midlothian Village
Blackwell
Manchester
Afton
Bellemeade
Oak Grove

#### Team 4

Carver
Randolph
Jackson Ward
Edgewood
Ginter Park
Laburnum
Maymont

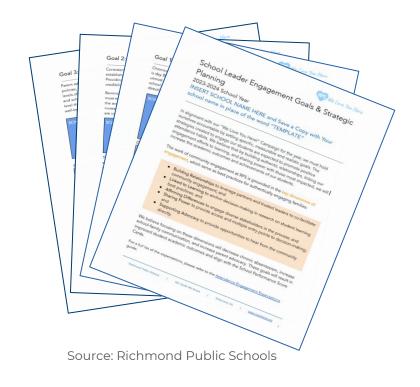
#### Team 5

Battery Park Southern Barton Heights Brookland Park Highland Park Gilpin



## Strategic Planning for Engagement Goals

- Decrease Chronic Absenteeism
- 2. Increase School-Family Communications
- 3. Increase Parent Advocacy





## **Potential Root Causes**

Myths	Such as parent's belief that only unexcused				
Myths	absences are problematic.				
Barriers	Such as chronic disease, lack of food and housing, and lack of access to healthcare				
Aversion	Due to issues such as academic difficulties, poor school climate, or being bullied				
Disengagement	Due to factors such as lack of meaningful relationships in school or lack of engaging and relevant instruction				



## Removing Barriers

## **Center for Families in Transition (C-FIT)**

- Program that connects students and their families in the Richmond Public School district with stable housing.
- In SY 2022-23, C-FIT helped more than 130 students and their families find stable housing through an innovation housing grant that provided the division support families with financial payments on housing.



Photo credit: Richmond Public Schools



## Matter of Fact with Soledad O'Brien





# Quantifying Outreach

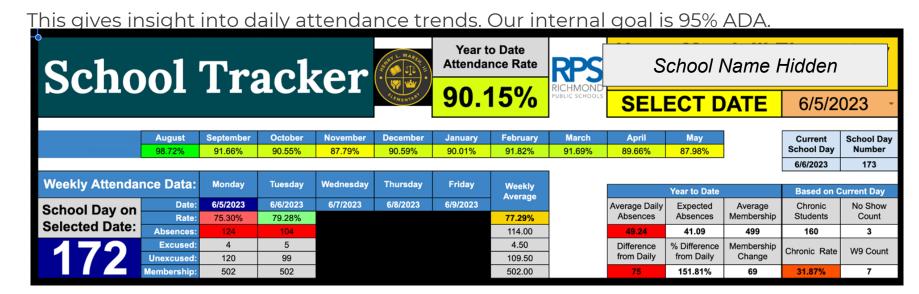


## School Attendance Dashboard

## What data insight does the School Attendance Dashboard provide?

The School Attendance Dashboard is designed to give school teams insight into their attendance trends.

- Chronic Absenteeism students missing 10% or more days
  - We are ultimately held accountable for this data.
- 2. Average Daily Attendance (ADA) average days attended over average membership



Source: Richmond Public Schools



## Data Resource - School Attendance Tracker

#### How do schools use the attendance trackers?

- Gain insight on individual student attendance trends
  - o I.e. excused, unexcused, absences last 30 days, consecutive absences, 5 & 10 day plan status
- School attendance team make outreach through the 'form link'
- Outreach comments are centralized and accessible
  - o This gives us the ability to observe trends in attendance barriers.

First Name	Last Name	DoB	Grade	Excused	Unexcused	Total	Absences in Last 30 Days		5 Day Plan	10 Day Plan	Form Link	Number of Comments	Most Recent Comment
			1	4	32	36	9	1	11/18/2021 - Completed	11/18/2021 - Completed	Form Link	17	1/27/22 - Alternative Contact (phone, text, email, etc.) - Contact Made -   -   - sw sent text to parent reminding to send student to school tomorrow (early release day)
			2	1	3	4	o	0			Form Link	1	1/11/122 - Alternative Contact (phone, text, email, etc.) - Contact Made - On 1.6.22 CIS spoke with mom who reported that she did not know school was open and thus student and siblings were absent. Discussed chrome book distribution and encouraged mom to send students to school on 1.7.22 unless she received text from CIS indicating school was closed.  On 1.7.22 CIS sooke with mom to Inform her school was open.
			4	2	3	5	1	0			Form Link	4 [	2/11/22 - Alternative Contact (phone, text, email, etc.) - Contact Made
			3	0	3	3	0	0			Form Link	3 [	2/17/22 - Alternative Contact (phone, text, email, etc.) - No Contact Made -   - Left message to inform about great behavior and good classroom   productivity
			5	2	5	7	2	0	1/25/2022 - Completed		Form Link	2 [	2/11/22 - Alternative Contact (phone, text, email, etc.) - Contact Made
			к	0	4	4	0	0			Form Link	1	1111/22 - Alternative Contact (phone, text, email, etc.) - Contact Made
			4	10	21	31	10	0	10/18/2021 - Completed	11/12/2021 - Completed	Form Link	14 [	On 1.7.22 CIS spoke with mom to inform her school was open. 3/3/22 - Alternative Contact (phone, text, email, etc.) - No Contact Made On 3.3 CIS texted mom daily morning greeting encouraging student's attendance. Mom did not respond to text. Student was tardy but present.
			4	3	3	6	4	0			Form Link	2 [	3/9/22 - SAST Meeting Note (Only used during SAST Meeting) - No Contact Made Discussed student during SAST - student may be out of zone - living inTownhomes across from Armstrong.
			к	3	0	3	3	0			Form Link	5	2/22/22 - Alternative Contact (phone, text, email, etc.) - Contact Made Admin. Office Associate-Student's mother called to inform staff that he had a really bad nose bleed last night, and he was up really late so he did not get any sleep. Mother stated student would not be in school today due to his lack of sleep. Student should be returning the following day.
			3	2	2	4	2	0			Form Link	1	2/3/22 - Alternative Contact (phone, text, email, etc.) - Contact Made Learners  - Staff talked with mother about student not feeling well today (2/3/22) when she woke up for school. Mother stated that she would be taking her to the doctor to get her checked out and tested for Covid. Staff asked that mother send a note when student returned to school upon feeling better.

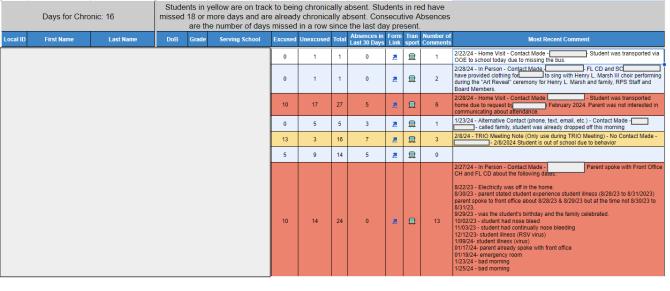


## Data Resource - Outreach Dashboard

## **Family Outreach Data**



## **Engagement Dashboard**





Source: Richmond Public Schools



# Tell the Story



# RPS We Love You Here



Photo credit: Richmond Public Schools





As a result of a strategic focus, Richmond Public Schools saw the following outcomes:

## **Celebration 1 – Overall Improvements**

Throughout the school year, the Division has made significant progress in reducing chronic absenteeism, achieving the division-wide goal of decreasing chronic absenteeism to below 20%.

## **Celebration 2 – Subgroup Improvements**

The division has seen significant decreases in chronic absenteeism among English Learners and Hispanic students, with reductions of 8.4 and 7.8 percentage points, respectively.

#### Celebration 3 - Increased Instruction

The increase in student attendance from SY22-23 to now means that RPS students have collectively gained an estimated **89,316 class hours.** 

Data source: Richmond Public Schools



Photo credit: Richmond Public Schools



Reporting Group	SY 21-22 CA Rate	SY 22-23 CA Rate	SY 23-24 Day 90 CA Rate	SY 23-24 Day 161 CA Rate	Difference
All Students	27.7%	25.3%	24.6%	18.5%	-6.1%
Black	33.6%	30.1%	29.9%	23.8%	-6.1%
Economically Disadvantaged	34.1%	30.4%	29.8%	24.2%	-5.6%
English Learners	20%	20.7%	20.4%	12.3%	-8.1%
Hispanic	21.5%	21.6%	20.9%	13.8%	-7.1%
Students with Disabilities	33.4%	31.7%	30.5%	24.5%	-6.0%
White	9.6%	9.3%	9.2%	5.3%	-3.9%

Data source: Richmond Public Schools



~85% of schools are on track to decrease their chronic absenteeism rates for the 2023-2024 school year, with several schools seeing decreases of more than 10 percentage points.

District	School	SY 22-23 CA Rate	SY 23-24 Day 161 CA Rate	Difference
District 1	Albert Hill Middle School	22%	17%	-5%
District 2	William Fox Elementary	15%	6%	-9%
District 3	Thomas H Henderson Middle School	20%	14%	-6%
District 4	Huguenot High School	28%	17%	-11%
District 5	Dogwood Middle School	14%	8%	-6%
District 6	Martin Luther King Jr Middle School	27%	20%	-7%
District 7	Bellevue Elementary	18%	11%	-7%
District 8	Boushall Middle School	17%	8%	-9%
District 9	Cardinal Elementary School	13%	5%	-8%

Data source: Richmond Public Schools



It's important to remember that behind all these percentages are RPS students. Put very simply, the increase in student attendance from SY22-23 to now means that RPS students have collectively *gained an estimated*89,316<sub>3</sub> class hours. That's 545<sub>1</sub> class hours per day. Fairfield Court ES in particular gained 6,396<sub>3</sub> hours or 37<sub>2</sub> class hours *per day*.



Photo credit: Richmond Public Schools Data source: Richmond Public Schools



1 Comparing first 160 days of SY 22-23 vs first 138 days SY 23-24 2 Comparing first 173 days of SY 22-23 vs first 158 days SY 23-24 3 At 6/hrs per absence







# **From** ABSENTto



Engaged





We Love You Here!

Richmond Public Schools is decreasing chronic absenteeism by building relationships arounded in trust.

Shadae Thomas Harris

s. Brown," I said, "I'm Dr. Harris, chief engagement officer from Richmond Public Schools. We wanted to tell you how great your daughter is doing. We love seeing her at school.'

Ms. Brown (a pseudonym) seemed surprised to see me knocking on her door for a home visit. Her eyes darted from me to Marquis, the family liaison. The corners of her mouth turned upward, but she had questions in her eyes.

"So, you're just coming by here to say she's good?" Her head tilted to the side. Marquis shifted his notebook to his left hand, extending his right hand toward Ms. Brown. She examined his hand for a moment before taking his offering.

"Yeah," I said. "We love her and wanted you to know she's gotten more learning time in since she's been making it to school more often. Thank you. Is there anything else we can support you with?"

A long exhale filled the space between us as Ms. Brown's shoulders relaxed.

Above: City leaders, teachers, and emergency services personnel cheer students on during their first day of school at Fairfield Court Elementary.

22 Educational Leadership / Summer 2024

A family liaison snacks and words of encouragement with students getting off the bus at Martin Luther King Jr. Middle School.

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Barack Obama Elementary School Teacher of the Year Sharese Williams and one of her students share a joyful hug.

al schools experienced a 50 percent ronic absenteeism by prioritizing ie steps we took.

#### Problem from a

create or impede capacity. To r obstacles and capacity, RPS I meetings in Richmond as part e strategic planning process. The ded RPS leadership, community amilies. Engagement emerged ctwide priority from these with the community and families onships with families had always family engagement was con--alone activity, Each school and tactics like back-to-school nights lucks. These activities, while not invite families into a relatPS. They told families how to e district rather than listening to how they wanted to be engaged. family engagement from an k into an essential strategy that

it achievement and two-way

ASCD / www.ascd.org 23

Read the full article at <u>ascd.org/el/articles/we-love-you-here</u>.

# Sphere of Influence

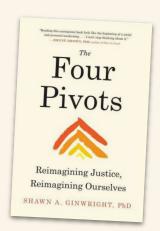




## **Mirror Work**

"Social change is deeply connected to our own healing, reflection, and well being."

- Shawn Ginwright, The Four Pivots



# Reflect & Recover

How will you take time to rest, reflect on your experiences and create specific experiences and time for recovery (recharge)?

# Thought Work

How will you engage with new ideas and introduce new thinking?

# Optimize Organization

What tools and systems can support you in organizing yourself and maximizing your efficiency?

# **Create Your Table**

Who are essential people who need to be at your table to assist in your mental, physical and emotional wellbeing?



## **Love Actions**



System Focused



Honor History



Prioritize Relationships



**Quantify Outreach** 



Tell the Story

## Joy

- What are you most excited about putting into action?
- What brings you joy when you think about this work?







## Dr. Shadae Harris

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Follow me: **@dr.shadaeharris** 





Follow GWC:

@groundwork.consulting





# **Debrief and Closing**



# The Importance of Building Authentic and Trusting Relationships



"If you skip over the step of building authentic and trusting relationships with your families and the community, then all of those wonderful initiatives that you attempt to put into place don't have a strong foundation on which to sit."

- Dr. Karen Mapp

# A Commitment to Authentic Engagement



## On a sticky note:

Write one commitment your team can make to ensure your Success Planning initiative authentically engages families, youth, and the community in the design, implementation, and/or scaling of your efforts.

## **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 #2

## End of Day Reminders for Tuesday, July 23rd



#### **This Evening**

- > Networking Reception Tonight at Nubar at the Sheraton Commander Hotel, 16 Garden Street, Cambridge, MA
- > Enjoy time to eat, drink, socialize, and connect with your colleagues
- > Heavy Hors d' oeuvres will be served
- > If you have not read the Metro Nashville Public Schools Case Study, please do so **TONIGHT,** in preparation for our session on Effective Leadership tomorrow, Wednesday, July 24<sup>th</sup>
- > Don't forget to wear your community swag tomorrow if you planned to do so
- > Come prepared to smile! We have our group photo tomorrow afternoon.

#### **Tomorrow Morning**

> Arrival and Networking Breakfast from 8:00am – 9:00am, programming will begin promptly at 9:00am



# End of Day Reminders for Tuesday, July 23rd

- Please check-out of the hotel in the morning before heading to breakfast.
- Bring your luggage with you to Gutman Library Conference Center.
- We will have an area to store your luggage. Staff will assist with getting your luggage when you are ready to depart.



