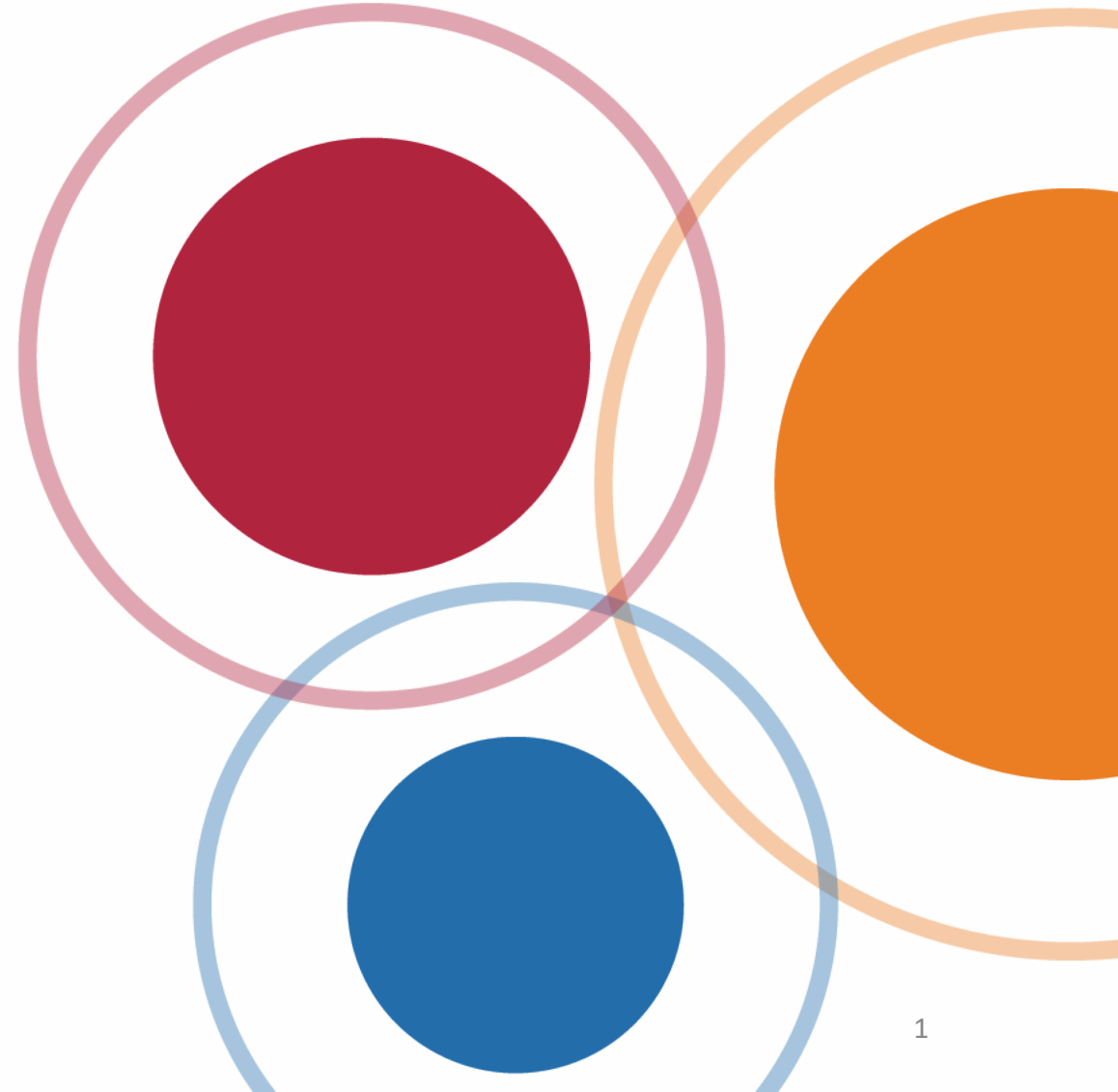


# EdRedesign Lab Institute for Success Planning

## Community of Practice Summer Workshop 2024

Wednesday, July 24, 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 is one thing you all have in common?
2. What brings you joy?
3. Who was your favorite teacher as a young person and why?
4. Share one fact about yourself that people may find interesting or intriguing.
5. What is one thing you know to be true?
6. What value is most important to you? How does that value show up in your everyday life?
7. What motivates or inspires you?

# Wednesday, July 24<sup>th</sup>



Birmingham,  
AL

Cambridge,  
MA

Chelsea, MA

Dayton, OH

Letcher  
County, KY

Memphis, TN

New York, NY

Oakland, CA

Orlando, FL

Salt Lake City,  
UT

San Antonio,  
TX

San Diego, CA

San  
Francisco,  
CA

Spartanburg,  
SC

Toledo, OH

Worcester, MA



# Today's Special Features



Live Sketch Artist



Wear Your Community Swag Day



Group Photo



Social Media Engagements



Harvard Store



# Our Community Commitments



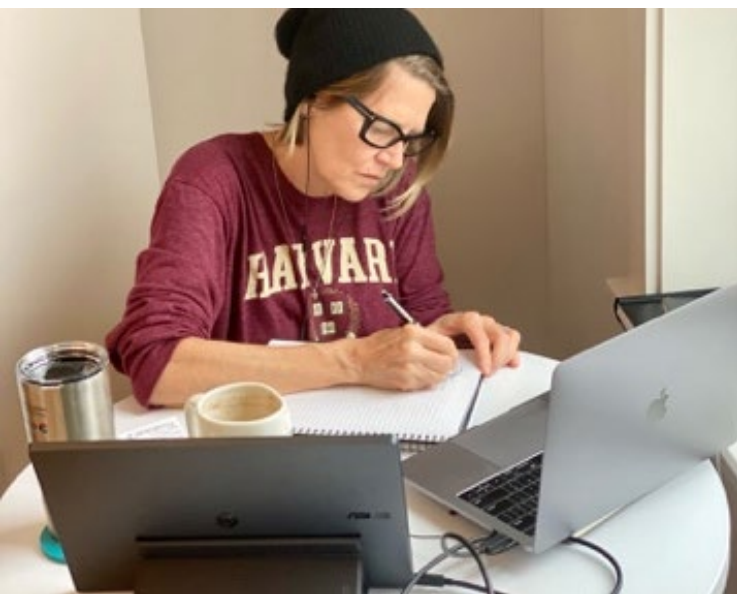
- Listen to understand
- Share the air
- Minimize technology
- Honor time
- Assume good intentions
- Consider missing voices
- Have a growth mindset
- Tell us what we can do to improve your experience
- Others?

# Communication Resources for Communities



- Today:
  - Social Media Moments of Connection
  - Group Photo
- Event Webpage:
  - Social Media Kit
  - Press Kit







# Social Media Moments of Connection

## Objective

Capture connections during the Workshop today.

01. Speakers, presentations, table sessions.
02. New acquaintances in the Success Planning Community of Practice.
03. Your Core 4.

Note: Participation is entirely optional but connect to make the most of your Workshop Experience!



## Instructions

- A. Take fun photos and selfies today!
- B. Post event photo(s) on your social media.
- C. Be sure to use the hashtag **#SuccessPlanningWorkshop2024** and tag **@EdRedesignLab**.  
  
Selected photos will be reposted on the EdRedesign social media accounts.



# Summer Workshop Event Webpage



<https://edredesign.org/institute-success-planning-summer-workshop-2024>

# Communications Spotlight: Toledo

**THE  
BLADE**



## **Toledo picked to participate in Harvard's Cradle-to-Career program**



MELISSA BURDEN

The Blade  
mburden@theblade.com

JUN 27, 2024 3:23 PM



Toledo's Art Tatum Zone and other core community partners have been

Featured in  
Toledo's  
newspaper of  
record!

The Blade also followed  
up with a favorable  
editorial.

# Communications Support for Communities

GET IN TOUCH WITH US

Julie Allen,  
Director of Strategy and Communications,  
EdRedesign

[julie\\_allen@gse.harvard.edu](mailto:julie_allen@gse.harvard.edu)

Marina Jokic,  
Senior Communications Manager,  
EdRedesign

[marina\\_jokic@gse.harvard.edu](mailto:marina_jokic@gse.harvard.edu)





# Thank You to Our Supporters



**The Linda G. Hammett Ory &  
Andrew Ory Charitable Trust**

**The Schwartz Family  
Foundation**

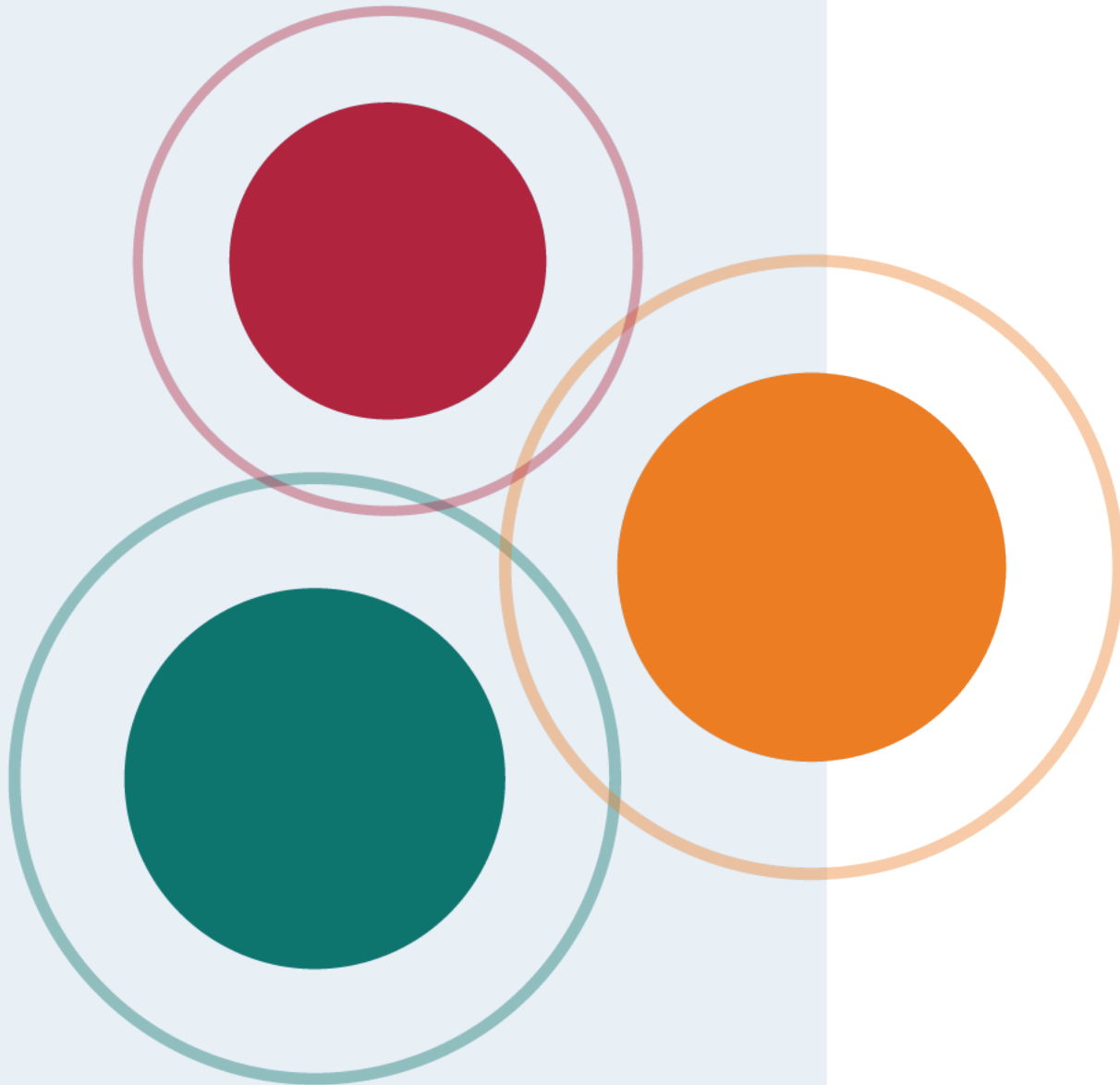


# **Interactive Community Builder:** Leadership Matters

# Leadership Reflection



Select the image that resonates most with you when you think of an experience you had with a leader. Share your story with a partner. Discuss how their leadership style made you feel and whether you found it to be effective.



# **National Efforts for More Relationship- Based Supports: Communities Leading the Way**



NATIONAL PARTNERSHIP  
FOR *Student Success*

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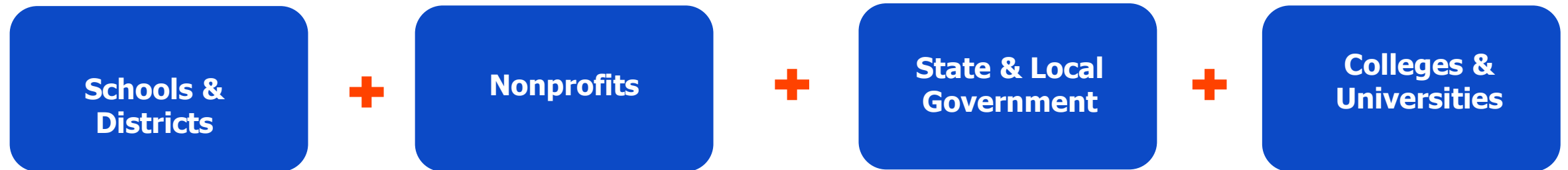
**Institute for Success Planning**  
**July 24, 2024**

# Background on the National Partnership for Student Success

# The National Partnership for Student Success

The NPSS is a public private partnership led by the **U.S. Department of Education**, **AmeriCorps**, and the **Johns Hopkins Everyone Graduates Center** that seeks to provide the leadership, organizational structures, and connective tissue to bring additional evidence-based person-powered student supports to schools and districts based on locally determined needs.

## Local determination of student needs and collaboration



## Menu of evidence-based supports to meet student needs



**Getting the right support to the right students at the right scale and intensity**



# **Goal: Support an Additional 250,000 Caring Adults Serving as Tutors, Mentors, and Other High-Impact Roles Within 3 Years by Summer 2025.**

## **Academic Tutors**



**A form of teaching, 1:1 or in a small group, towards a specific goal. High-impact tutoring leads to months of additional learning gains for students by supplementing (but not replacing) students' classroom experiences.**

## **Student Success Coaches**



**Partner with teachers to provide integrated, relationship-driven social, emotional, academic, and youth development supports to enhance student outcomes and create positive learning environments.**

## **Wraparound/Integrated Student Supports**



**Enable schools to build strong connections and systems with community health, mental health, and social service providers; and put school climate plans and multi-tiered systems of support into action.**

## **Post-Secondary Transition Coaches**



**Support post-secondary exposure, college search and fit/match, college application creation, financial aid applications, and navigation of post-secondary transitions.**

## **Mentors**




**Help youth explore and affirm their identity, provide navigational support around school-to-work transitions, and buffer against adversity in and out of school.**

# Progress to Date


A September 2023 report from the Johns Hopkins Everyone Graduates Center estimates that **an additional 187,000 adults provided** high-intensity tutoring, mentoring, college/career advising, or wraparound supports in public schools during the 2022-23 school year.



An estimated **187,000** additional adults provided **NPSS-aligned supports** in public schools during the **2022-23 school year**.



More than **1/3** of all schools reported **increasing** the number of adults providing **NPSS student supports** in the **2022-23 school year**.



**87%** of principals reported providing at least one of the **NPSS student supports** during the **2022-23 school year**.

# What Else Will it Take to Achieve Our Goal of 250,000 Additional People Supporting Students?

- **Training Materials** that are easily accessible, aligned with NPSS quality standards, and available via multiple modalities.
- **Continue to Engineer Collaboration** across P-12 education, higher education, national service, and out-of-school time fields at federal, state, and local levels.
- **Intentional development of pipelines** from NPSS roles into careers in education.
- **Shift in narrative** about the importance of relationship-based support for youth in addition to academic interventions.
- **Top down support for locally-driven solutions** that are evidence-based.

# NPSS Supports Partnership

## Higher Education

- Supported a partnership with a school district in New York City and CUNY campuses to engage more college students in P-12 mentoring roles, through Federal Work Study jobs and credit-bearing service learning coursework with the institution's School of Education

## AmeriCorps

- AmeriCorps student leaders in Iowa provide guidance and modeling to their peers who are preparing for next steps in their college and career pathway as part of Iowa's College Access and Success AmeriCorps Initiative.

## District Technical Assistance

- A technical assistance request led to a series of expert consultation between NPSS nonprofit technical assistance lead and a CA school district to support the creation of a home-grown success coaching program.







# NPSS Support Hub and Resources



# The NPSS Support Hub

The NPSS Support Hub at the Everyone Graduates Center at Johns Hopkins University:

- Provides no-cost 1:1 **technical assistance** to state and local efforts
- Established **voluntary quality standards** and other **resources and toolkits** to support implementation
- **Connects and convenes** schools, districts, nonprofits, AmeriCorps programs, colleges, universities, and state/local government
- Works to **increase the number of people** ready to serve in NPSS roles
- Amplify and support **community collaboration challenge** opportunities

# Attendance Solutions Network

An opportunity for districts to work together and with the US Department of Education, AmeriCorps, and Johns Hopkins University to reduce chronic absence and increase student engagement.



## District Supports Include:

- A solutions-focused webinar series
- Opportunities to learn from experts and peers
- Opportunities and strategies for building connections with local, state, and federal agencies
- Support implementing new models and developing community partnerships

# Technical Assistance to Support States, Schools, Districts, and Nonprofits

The NPSS Support Hub offers no-cost technical assistance to states, districts, schools, and other public or nonprofit entities working to implement, expand or improve tutoring, mentoring, student success coaching, post-secondary transition coaching, or wraparound/integrated support coordination for P-12 students in schools or in out-of-school time settings. The following national organizations serve as core technical assistance providers aligned to the priority services the NPSS provides. [partnershipstudentsuccess.org/technical-assistance/](https://partnershipstudentsuccess.org/technical-assistance/)

## Academic Tutors



## Student Success Coaches



## Wraparound/Integrated Student Supports



## Post-Secondary Transition Coaches

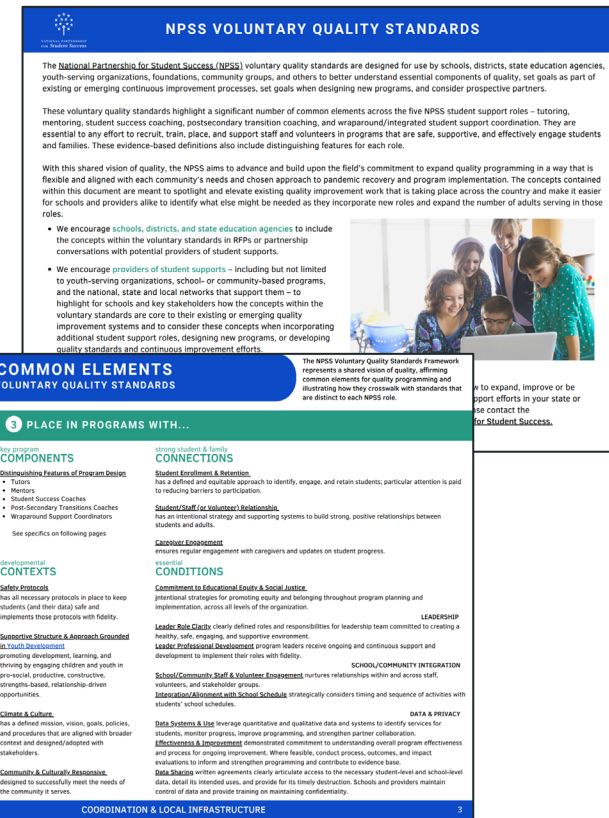


## Mentors



# NPSS Voluntary Quality Standards

- Designed for use by schools, districts, state education agencies, youth-serving organizations, foundations, community groups, and others to *better understand essential components of quality, set goals as part of existing or emerging continuous improvement processes, set goals when designing new programs, and consider prospective partners.*
- Advance and build upon the field's commitment to expand quality programming in a way that is flexible and aligned with each community's needs and chosen approach to pandemic recovery and program implementation.
- Developed through collaboration leading national organizations and drawing upon existing quality standards and quality improvement work that has been developed based on research over many years.



# Implications for Your Work

- What opportunities exist in your community to start, scale or expand evidence-based, people-powered supports?
- What barriers to partnership have been most challenging?
- How can NPSS help?

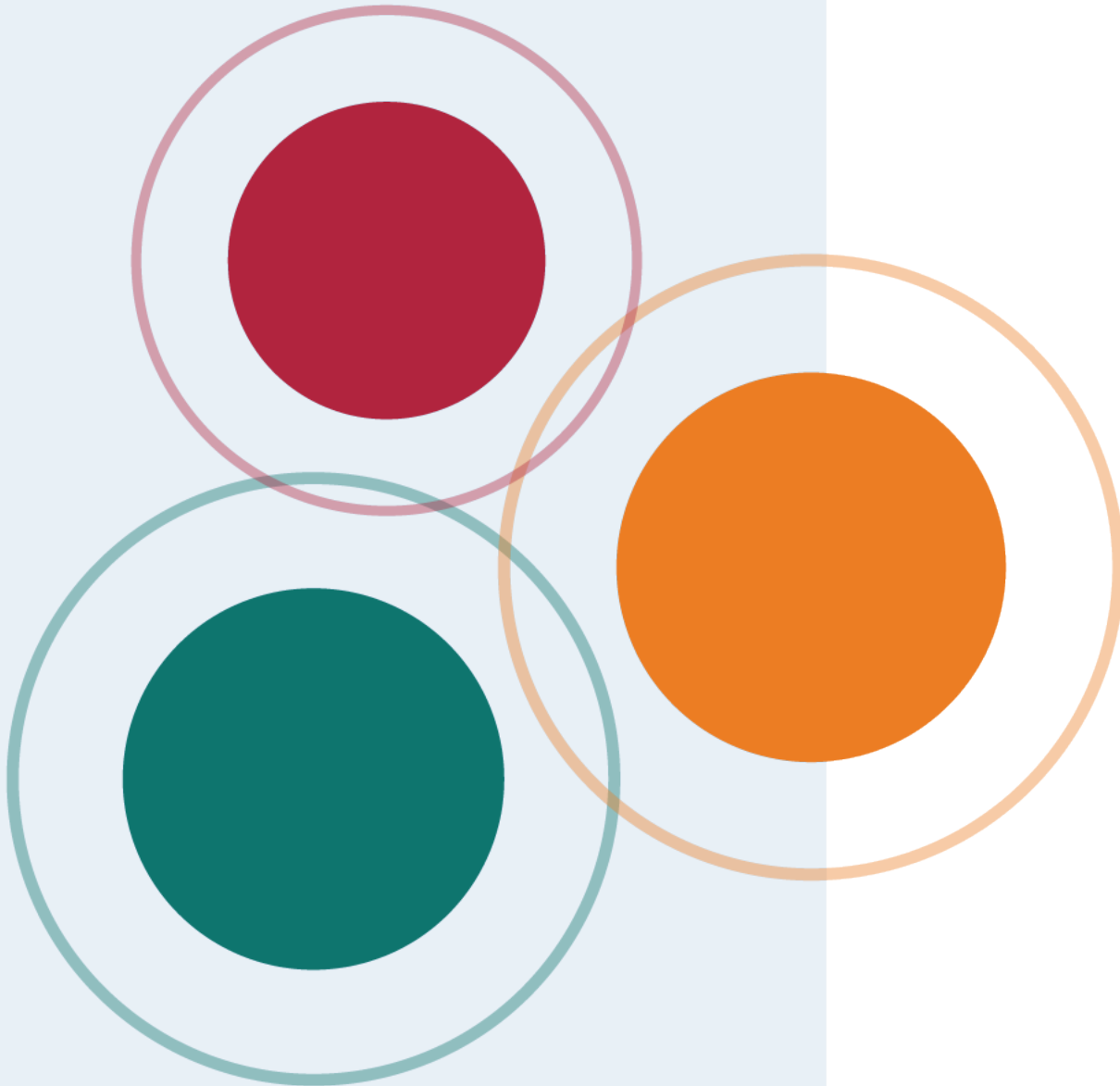
# Thank you!



NATIONAL PARTNERSHIP  
FOR *Student Success*

<https://www.partnershipstudentsuccess.org/>

# Lessons in Leadership: Nashville Case Discussion





# Leadership Scenario



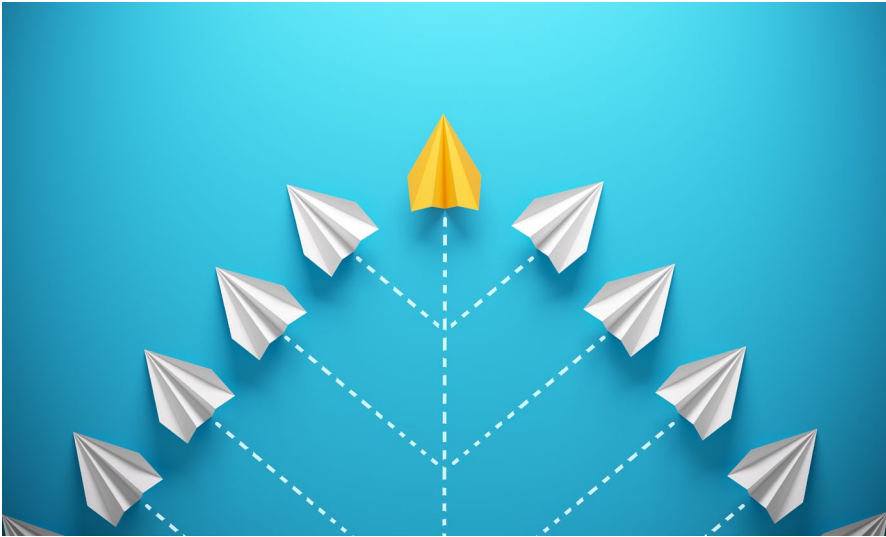
**You serve in the capacity as the Director of the Success Planning initiative for your community.**

In a moment of transparency, a community partner at one of your sites implementing Success Planning informs you that they have not fully bought in to the Success Planning strategy. They go on to share that they're just going through the motions to be compliant, but not executing the strategy with fidelity.

**In pairs:**

Discuss how you would address the situation?

# Styles of Leadership



## Democratic Leadership

Democratic leadership is characterized by leaders who involve employees in the decision-making process. They seek input, opinions, and ideas from their team members.

### Impact on Organizational Culture

This style encourages a culture of inclusivity, open communication, and teamwork. Employees feel valued and are more likely to be engaged and committed to the organization's goals.

## Transformational Leadership

Transformational leadership is about inspiring and motivating employees to achieve extraordinary results. This style fosters a culture of innovation, creativity, and continuous improvement. Leaders encourage employees to think outside the box, take risks, and pursue ambitious goals.

### Impact on Organizational Culture

The result is a dynamic and forward-thinking organizational culture.

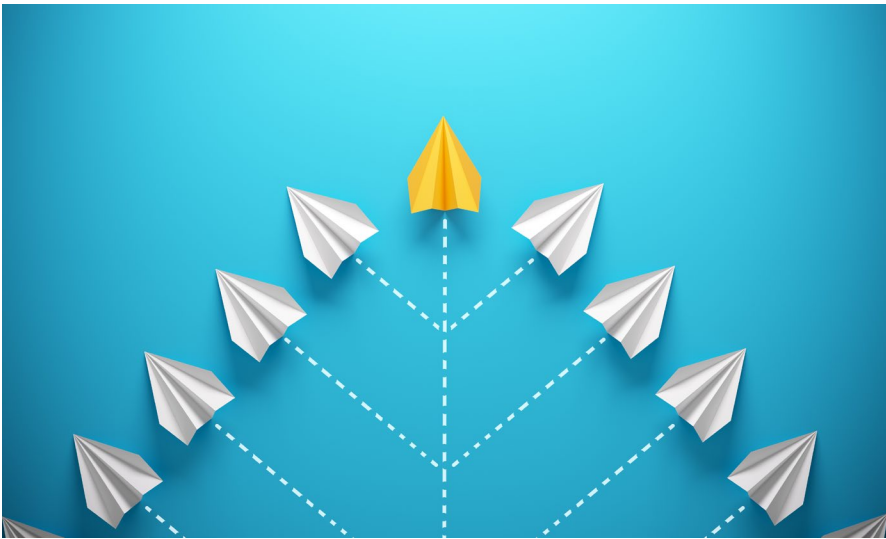
## Situational Leadership

Situational leaders adapt their leadership style based on the specific circumstances and the needs of their team. This approach can lead to a flexible and adaptive organizational culture.

### Impact on Organizational Culture

Employees receive the guidance and support they need at different times, fostering a sense of responsiveness and agility within the organization.

# Styles of Leadership



## Autocratic Leadership

Autocratic leadership is characterized by a single decision-maker at the top who exercises full control over the organization. This style is characterized by a top-down approach, where the leader makes decisions without seeking input from employees.

### Impact on Organizational Culture

The impact on organizational culture is often one of strict hierarchy and limited innovation. Employees may feel disengaged and disempowered, resulting in a culture of compliance rather than collaboration.

## Servant Leadership

Servant leadership is rooted in the idea that leaders exist to serve their teams and organizations. Leaders prioritize the well-being and development of their employees. This style cultivates a culture of empathy, support, and a strong sense of community.

### Impact on Organizational Culture

Employees are more likely to trust their leaders and work collaboratively to achieve common goals.

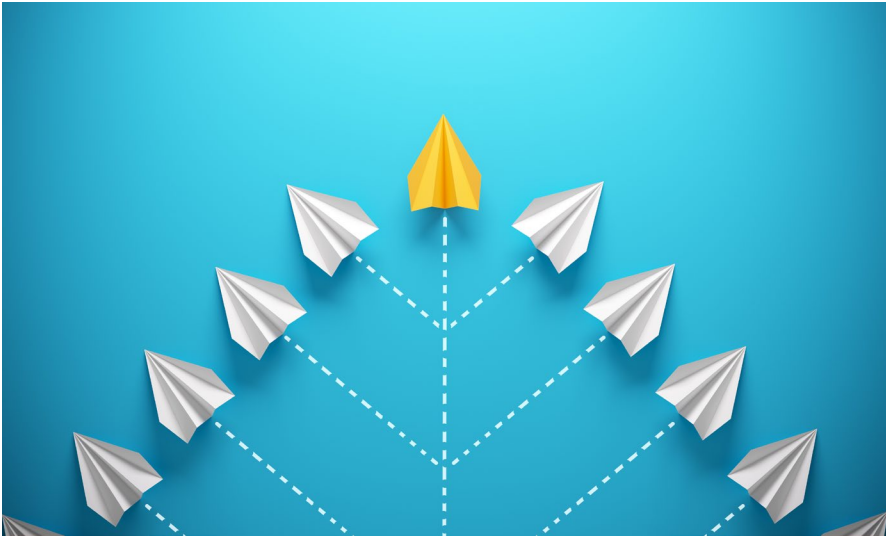
## Charismatic Leadership

Charismatic leaders have a magnetic personality and are highly persuasive. They inspire followers through their charm and vision. This style can create a culture where employees are highly motivated by the leader's charisma, but it also carries the risk of creating a personality-centric culture.

### Impact on Organizational Culture

If the leader departs, the organization may struggle to maintain its culture. 35

# Styles of Leadership



## Laissez-Faire Leadership

Laissez-faire leaders are hands-off and allow employees a high degree of autonomy. While this can foster independence and creativity, it can also result in a lack of direction and accountability.

### Impact on Organizational Culture

Organizational culture under laissez-faire leadership can be characterized by a sense of freedom but may lack cohesion and a clear sense of purpose.

## Transactional Leadership

Transactional leadership is based on a system of rewards and punishments. Leaders use a "carrot and stick" approach to motivate employees. While this style can drive short-term performance improvements, it may lead to a culture where employees are primarily motivated by external rewards.

### Impact on Organizational Culture

The focus on rules and consequences can stifle creativity and intrinsic motivation.

# Turn and Talk



Consider the different leadership styles. Turn and talk to your neighbor and discuss the following question.

- Which leadership style(s) do you primarily gravitate towards?
- What are the implications of this leadership style in collaborative action work?



# Leaders Must Be Nimble & Adjust According to Context



Leadership styles are not mutually exclusive, and effective leaders often exhibit a combination of styles depending on the situation and the needs of the community systems change effort.

**Adaptability** and **context-awareness** are key for leaders to leverage the appropriate style at the right time.



EdRedesign  
OPPORTUNITY FOR ALL



# “Every Student Known”: What Did It Take to Implement Metro Nashville Public Schools’ Navigator Initiative?

# Youth Perspective on Navigator Initiative



**Abenezer Haile**  
Metro Nashville Public  
Schools Graduate



# Every Student *Known*

A personalized education for every child



# Why was Navigator Launched?





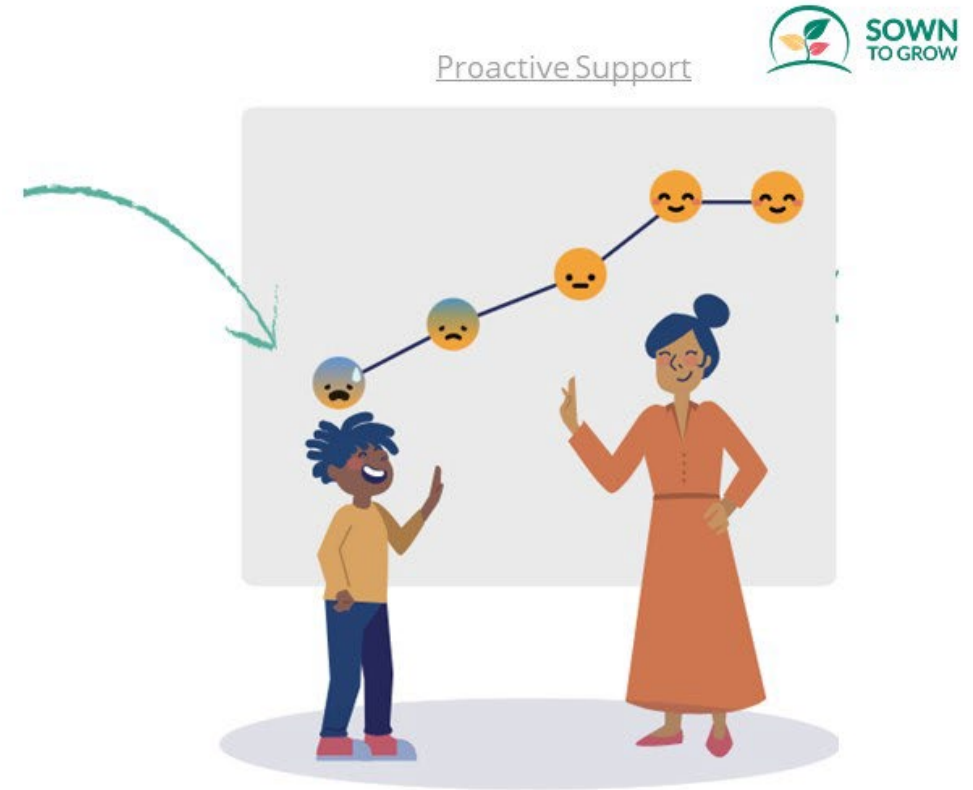
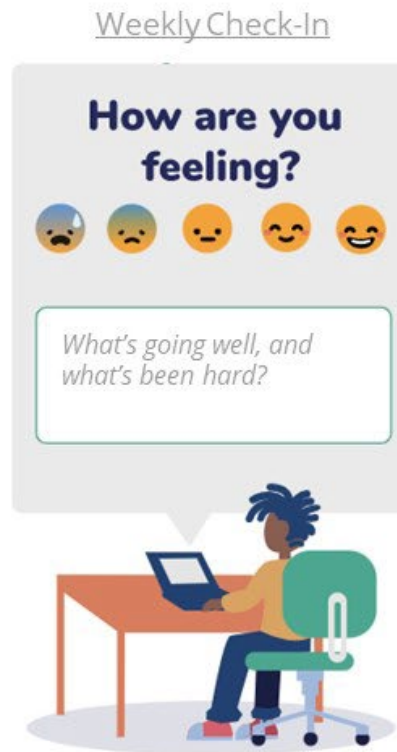
# What is Navigator?

- Pairs each student in the district with a caring adult **Navigator**
- **All types of school staff** serve as Navigators
- Other important roles include **Navigator Leads** and **Navigator school leadership teams**



# Centering Student Voice

- Student-facing app called Sown to Grow enables youth to share reflections on weekly basis
- Teachers respond in real time and address any concerns
- Youth communicate goals and needs in student-led conferences during check-ins with their Navigators



# Recent Progress

## 2023-2024 academic year:

- **94%** of eligible students had a Navigator
- **Approximately 993,455** check-ins



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

*Juliette, 2<sup>nd</sup> grade at Inglewood Elementary*

# Key Leadership Lessons



# Start with Your Why





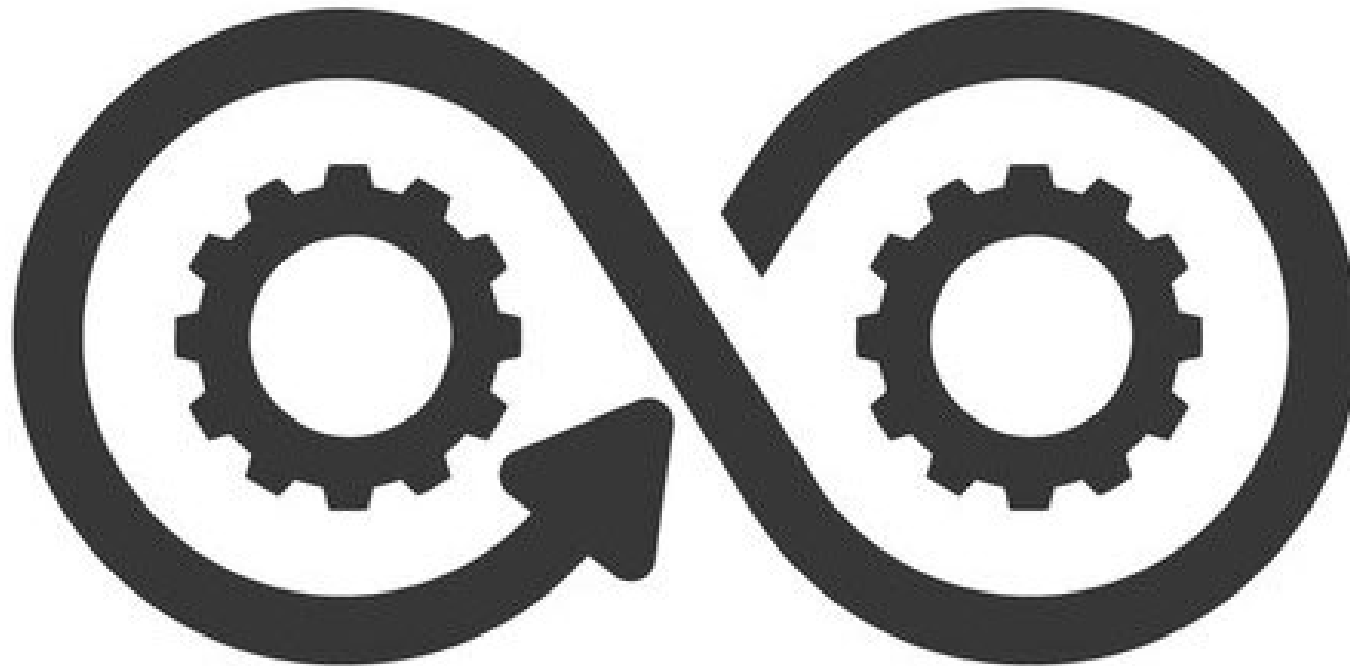
# Do Now and Build Toward



# Establish Non-Negotiables with Freedom to Innovate



# Adopt a Continuous Improvement Mindset



# Celebrate Along the Way!





# Prioritize Funding and Investment for Personalized Student Support





# Parent Perspective

“

As a parent, I feel good knowing that there are people invested in my children at the school. It helps to know there's that extra layer of support. My children feel that they belong at the school and there are adults that care about them. Not just about their grades, but about them as a human being.

”

**-Ms. Olsa Whitson**, parent of Metro Nashville students

# Lessons in Effective Leadership



METRO  
NASHVILLE  
PUBLIC  
SCHOOLS

Consider Dr. Battle's Leadership in the Metro Nashville Public Schools (MNPS) Case

How did she embody various leadership styles as she led MNPS to build, scale, and sustain their Navigator initiative?

How were leaders at every level of the system engaged to collectively realize a shared vision?

What did it take to implement the strategy effectively and to ensure a commitment to quality?

# An Inside Perspective



**Ashford Hughes Sr.**

Executive Officer for Diversity, Equity, and Inclusion  
Metro Nashville Public Schools

# QUESTIONS





# Strategies for Leading Systems Change

- Develop a shared vision and foster collective ownership
- Build diverse and inclusive partnerships
- Mobilize resources and create sustainable funding models
- Leverage **technology** and **data** for informed decision-making
- Engage in **advocacy** and **policy** efforts towards systemic change





# Essential Skills & Competencies for Effective Relationship-Driven Leadership

- **Effective communication** techniques to foster meaningful relationships and partnerships
- **Emotional intelligence** and empathy in leadership
- Adaptive and **strategic thinking**
- The ability to foster collaborative decision-making and **shared ownership**

# Building Trust

Lead with integrity, accountability, and commitment

The lack of resources can create a chain reaction of mistrust, impacting different facets of leadership, including **dependability, motives, competence, and respect.**

Building trust requires leaders to be transparent, proactive in addressing resource challenges, and diligent in maintaining open lines of communication with stakeholders.

# Leadership Matters

## As Leaders We Must...

- Challenge Our Assumptions
- Interrogate Our Current Practices & Policies
- Model the Way
- Act with Humility
- Be Nimble
- Commit to More Adaptive & Collaborative Practices
- Foster a Culture of Trust & Respect
- Commit to our Pursuit for Justice
- Have Professional Courage

# Time for a break

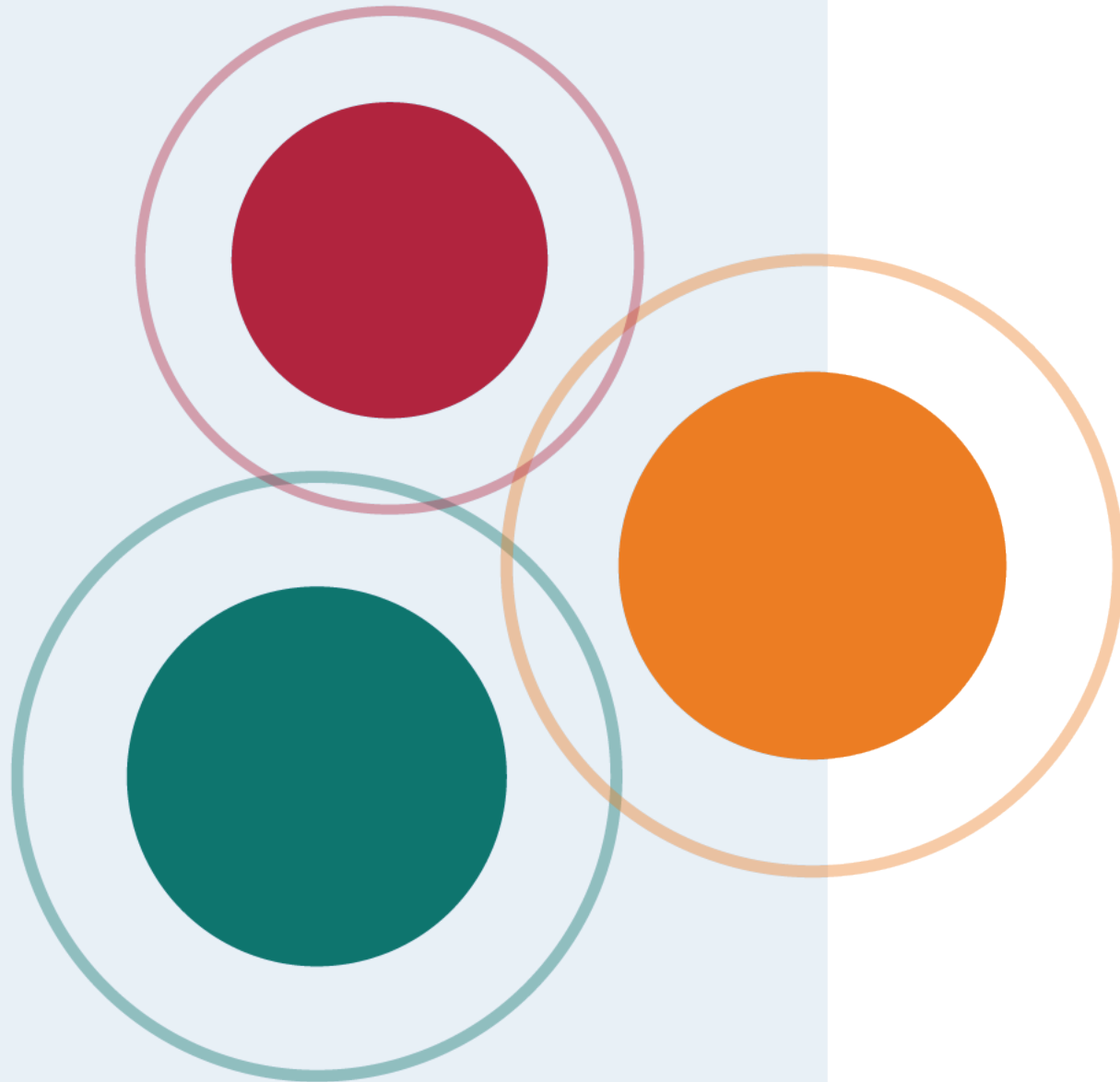




Say  
Cheese!!!

Group  
Photo!





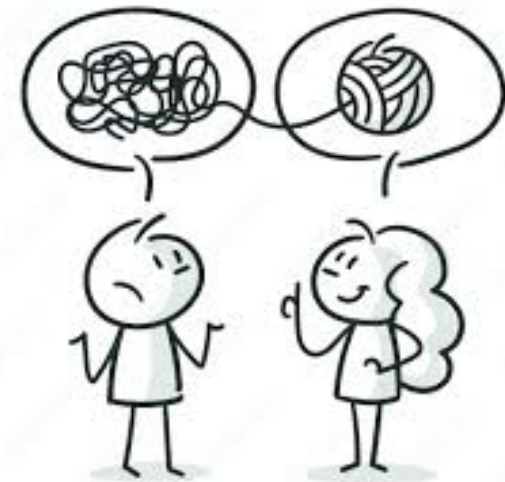
# Community-to-Community Consultancies

# Consultancy Protocols: Tackling Dilemmas in Leadership Practice

To emphasize the importance of leadership in cross-sector collaboration and systems change, communities will engage in a consultancy protocol to identify and address a leadership dilemma of practice that could potentially stand in the way of progress as they work to build, scale, and sustain their Success Planning initiatives. Each community will be paired with another community for this peer-to-peer feedback session.

Each team participates in a 30 min. consultancy

- 5 minutes – Describe the dilemma
- 5 minutes- Clarifying questions (**Yes or No**)
- 5 minutes – Probing questions (**Deeper Dive**)
- 10 minutes – Fishbowl Feedback
- 5 minutes – Process & Next Steps



A young child with curly hair, wearing a blue and red patterned shirt, is smiling and holding a red plastic tray. On the tray are a white milk bottle with a red cap, a sandwich on a white plate with lettuce and cheese, and a whole red apple. The background is a blurred indoor setting.

# Networking Lunch: Gutman Library Gallery (2<sup>nd</sup> Floor)





# Closing Remarks

# Next Steps

- Information, resources, and tools from the 2024 Institute for Success Planning Summer Workshop will be made available to all participating communities.
- Bring back what you learned from the workshop and share it with your broader group of stakeholders or those who were not able to attend.
- Continue to meet as a core 4 team to complete the sections of your Success Planning workbook in preparation for our year 1 journey.
- We will send a series of Outlook invitations for our Institute for Success Planning monthly virtual sessions (**September 2024 – June 2024**)
- Look out for additional communication in August with important dates, a timeline of upcoming activities, resources, your team's assigned coach and much more.
- Keep doing the amazing work you have been engage in in your local communities.
- Please don't hesitate to reach out if you have any questions.





# The Gift of Community Wisdom



////

“Wow, this person really cares about me. Makes me feel like I can accomplish my dreams. They see something that I need to start seeing in myself”

- Dana Acosta



////

“ This is a journey. Trade notes across the network and leverage the relationships in the room to take your community’s game to new heights.”

- Rob Watson



- Lynne Sacks



////

“Engagement must  
come from the heart,  
because the work we are  
doing is love work. This  
business is about love”

- Dr. Karen Mapp,





////

“We must lead with compassion not compliance. It’s about centering relationships and the experiences of people.”

- Tauheedah Jackson



“ These are the same kids, just different vulnerabilities. We have a role to play in making the lives of our children better”

- Joshua Laub



////

"It's not negative it just is  
what it is?"

- Abe Morris



- Daniela Lewy



////

“The first step in healing is truth. And to be able to tell ourselves the truth about the context we work in.”

- Dr. Shadae Harris





-Amon Couch



////

“Every kid is just one caring adult away from being a success story?”

- Dr. Aaron Jennings  
quoting Josh Shipp



“I am going to show up  
as my whole self always”

- NYC



////

“We don’t have all the answers, but we are listening carefully to those on the front lines. It’s a journey together with humility.”

- Paul Reville



////

“Everyone is experiencing something, but unless you ask, you may never know. How often do we ask parents and kids, “What do you need?”

- Ashford Hughes

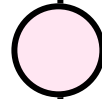
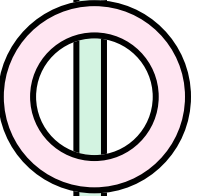




- Chris Shelton



- Bonnie





////// “We didn’t know it then,  
but I was sharing my  
name, strength, and  
story. All it takes is just  
one adult, so they can  
see that adults care  
about them; it can  
change that student's  
life”

- Javien Diaz



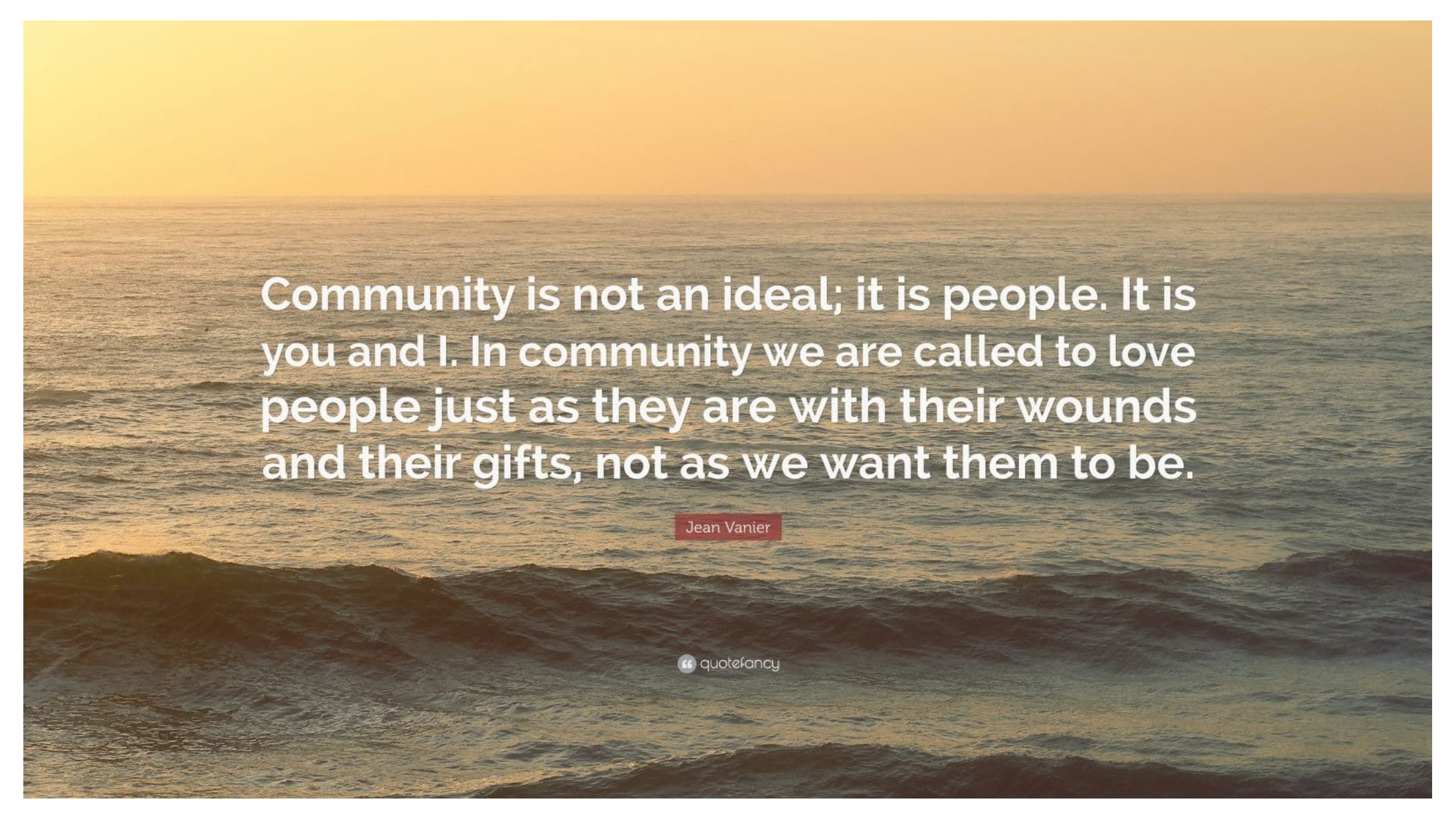
////

“We are on assignment, obstacles will come, but it our charge is to stay focused and remain diligent. Our children, families, and community deserve it.

- Rachel Ward

ADULTS NEED  
VILLAGES TOO, NOT  
JUST CHILDREN.  
SURROUND  
YOURSELF WITH GOOD  
PEOPLE.



A wide-angle photograph of the ocean at sunset. The sky is a deep orange, and the water reflects the warm light. In the foreground, dark, textured waves are visible. A large, white, sans-serif quote is centered in the upper half of the image.

Community is not an ideal; it is people. It is you and I. In community we are called to love people just as they are with their wounds and their gifts, not as we want them to be.

Jean Vanier

“ quote fancy

“Community is much more than belonging to something; its about doing something together that makes belonging matter”



## **Pause for Reflection: Survey #2**



# 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

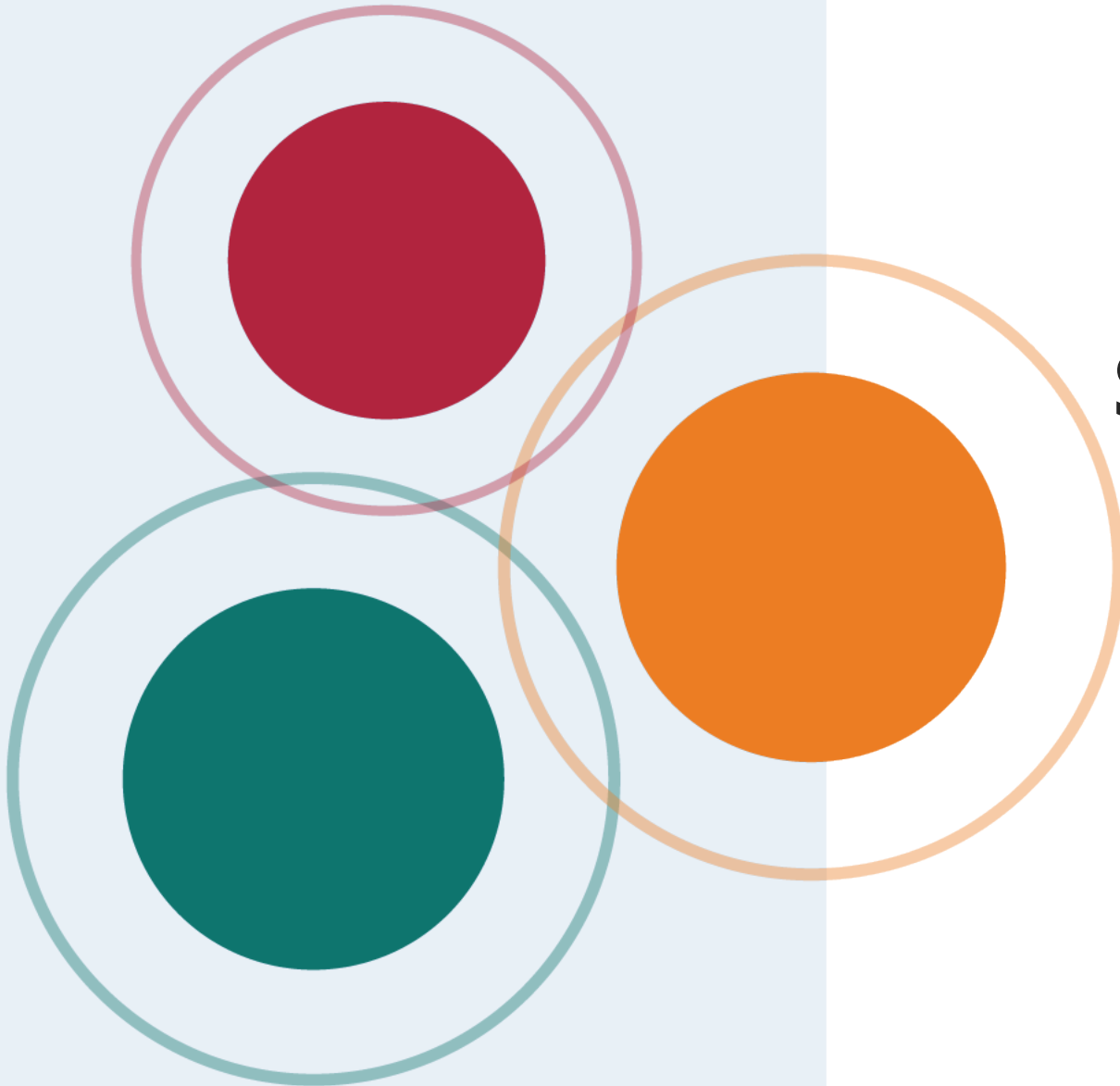


# Time for a break





# **Understanding Successful Scaling Strategies and Planning for Cross-sector Sustainability**

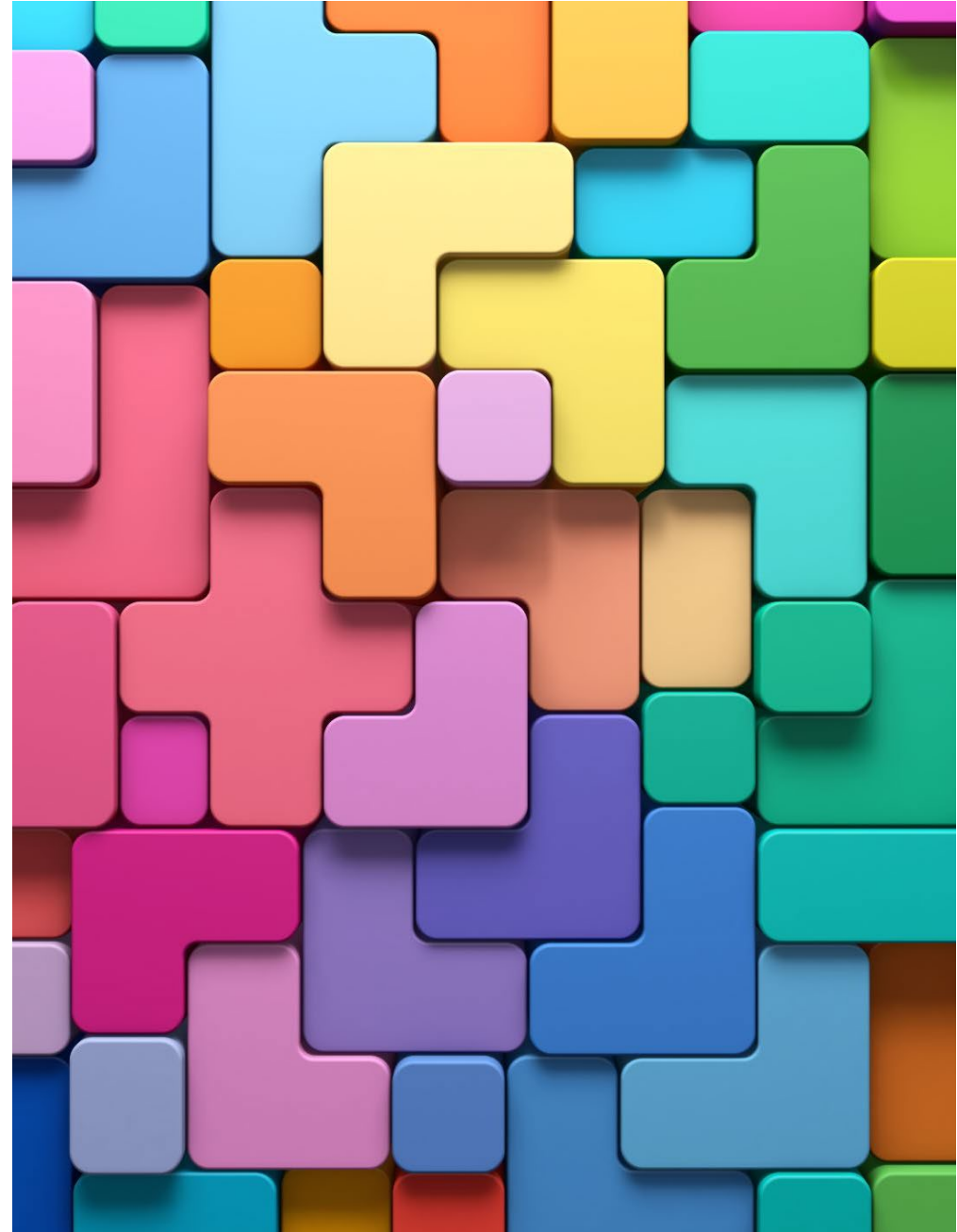


# Understanding Successful Scaling Strategies and Planning for Cross-Sector Sustainability

**James P. Honan**

Harvard Graduate School of  
Education

Harvard Kennedy School  
Advanced Leadership Initiative



# Framing Questions

---

What problem(s)/need(s) are you trying to address?

What is the ultimate intended scope and scale of your work and what does a cross-sector approach make sense?

What is your theory of action/strategy?

What is the ultimate potential audience/market/target population/need for your project/initiative/enterprise?

Is your project/initiative/enterprise scalable and sustainable?

How will a scaled version of your project/initiative/enterprise be governed?

Why would partners join your effort, why would they stay, and why might they leave?

# Financial Questions

---

What financial resources will be needed to address the problem/need?

What is your current business/funding model and what does it need to look like when you scale?

What are the intended resource commitments of partners and collaborators?

What do the current budget (revenue and expense), cash flow, and multi-year financial plan look like for your project/initiative/enterprise and what does it need to look like in the future?

What is your current balance of short-term and long-term funding in your project/initiative/enterprise?

What are the potential future funding sources for your work that would support scaling and/or sustainability?

# Outcome Metrics Questions

What does “success” look like for your project/initiative/enterprise and how will you measure it?

What is the time horizon for your work as you move from outputs, outcomes to impact?

What does impact at scale look like and how will you measure it?

How do you think about the return on investment (ROI) for your work and how will you communicate this to funders/investors and other key stakeholders?

What are the challenges and opportunities associated with shared/collective metrics in your work?



# Some Money/Mission Alignment Puzzles/Dilemmas

How do you think about the balance of unrestricted and restricted resources in your business/funding model?

What capacities, knowledge, and skills will you and your team need to launch and engage in your planned work?

How do you move beyond seed funding/resources to a sustainable/viable business/funding model? How do you move from the 1.0 to 2.0 (and later 3.0) versions of your collective work?

What is the current organizational form/platform/vehicle for your project/initiative/enterprise and how might it change as you scale?

What does the sequence of steps for growth/scale look like and what are the resource requirements for that process? Do these steps lead to sustainability?

# QUESTIONS



# Innovative Solutions to Complex Challenges: Creatively Thinking About Finance and Sustainability

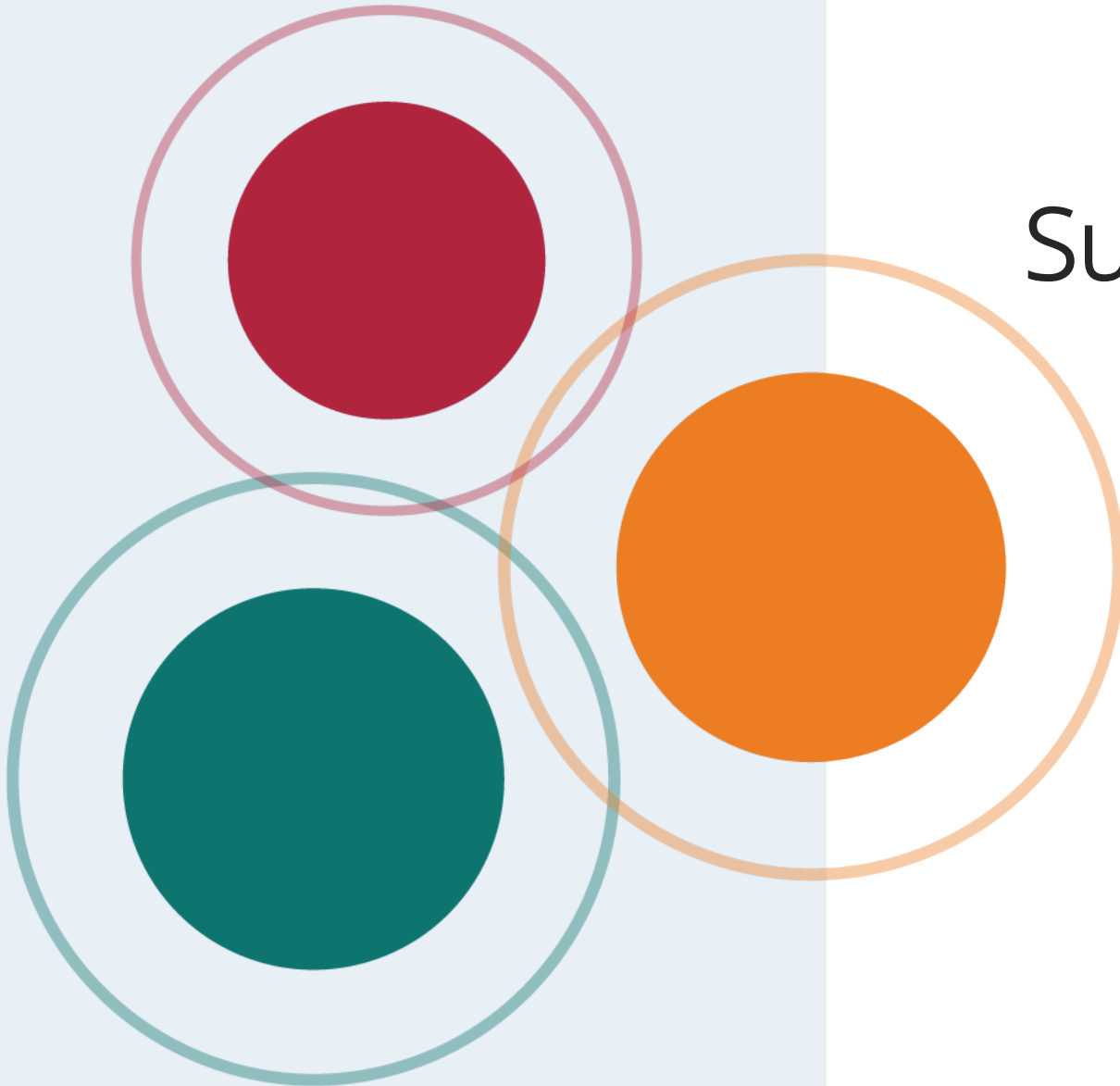
Consider what you learned throughout the day about finance and sustainability. In your groups, discuss the following questions

- What promising practices exist that your community can continue to build on?
- What are some of the growth opportunities? What would you have to do differently?
- What strategies or solutions did you learn today that may be applicable to your local context?
- What will it take for your community scale and sustain your Success Planning efforts?
- Are there additional voices who need to be at the table?
- What else should you consider to facilitate progress?

# Time for a break



# **Empowering Policy Implementation:** Success Planning Toward Systemic Change





# Presenters



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



**Stacy Schweikhart**  
Chief Executive  
Officer, Learn to  
Earn Dayton



**Rachel Ward**  
Vice President,  
Omega CDC



**Rob Watson**  
Executive Director, The  
EdRedesign Lab, and Lecturer  
on Education, Harvard  
Graduate School of Education

## Our vision

# Opportunity for *all* children and youth

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



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



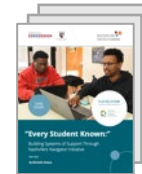
## Talent and leadership development

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



## Actionable research

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



## Movement Building/Systems Change

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



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

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

## OUR MISSION

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



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



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

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

**- Mahatma Gandhi**





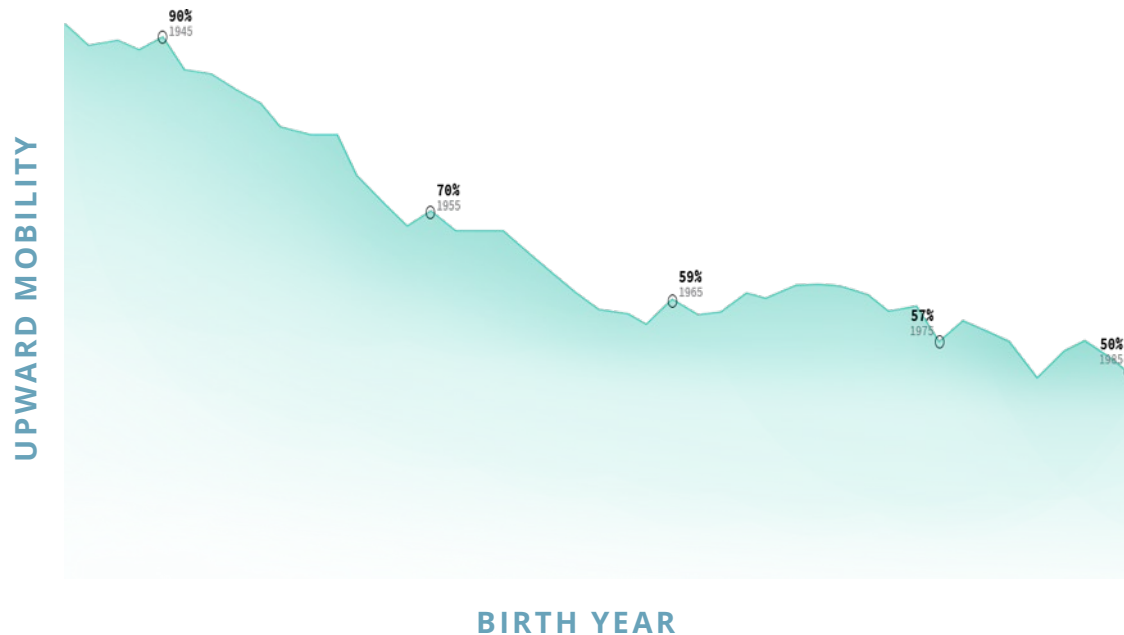
What opportunities exist for the next generation of children and youth to earn more or have better outcomes as adults than their parents?



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

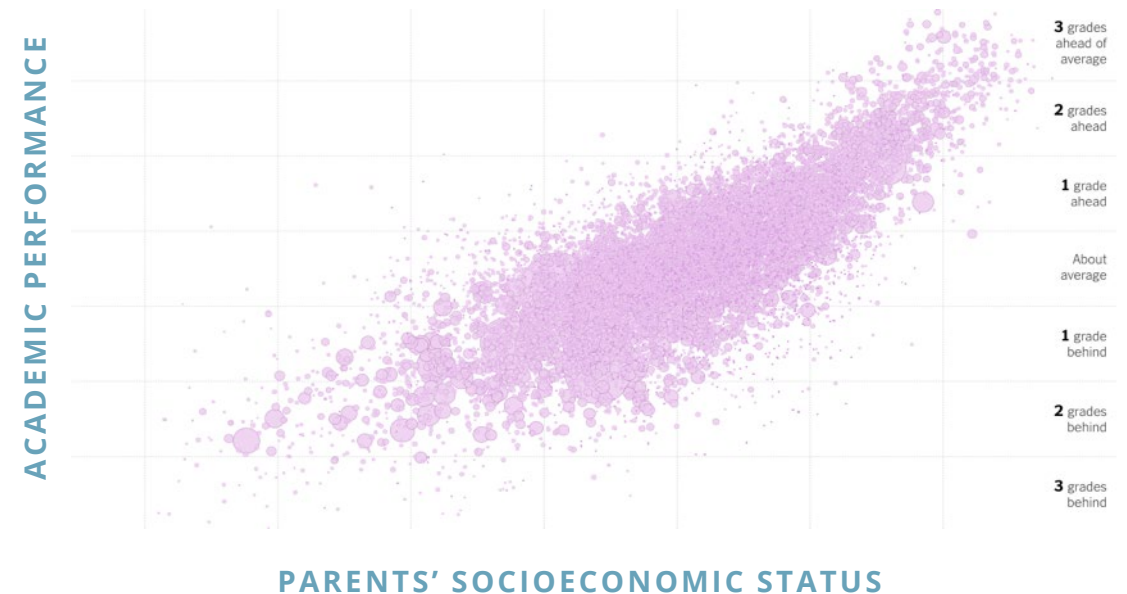
## Declining intergenerational mobility

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



## 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.<sup>2</sup>



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

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

**From**

**To**



**School-  
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



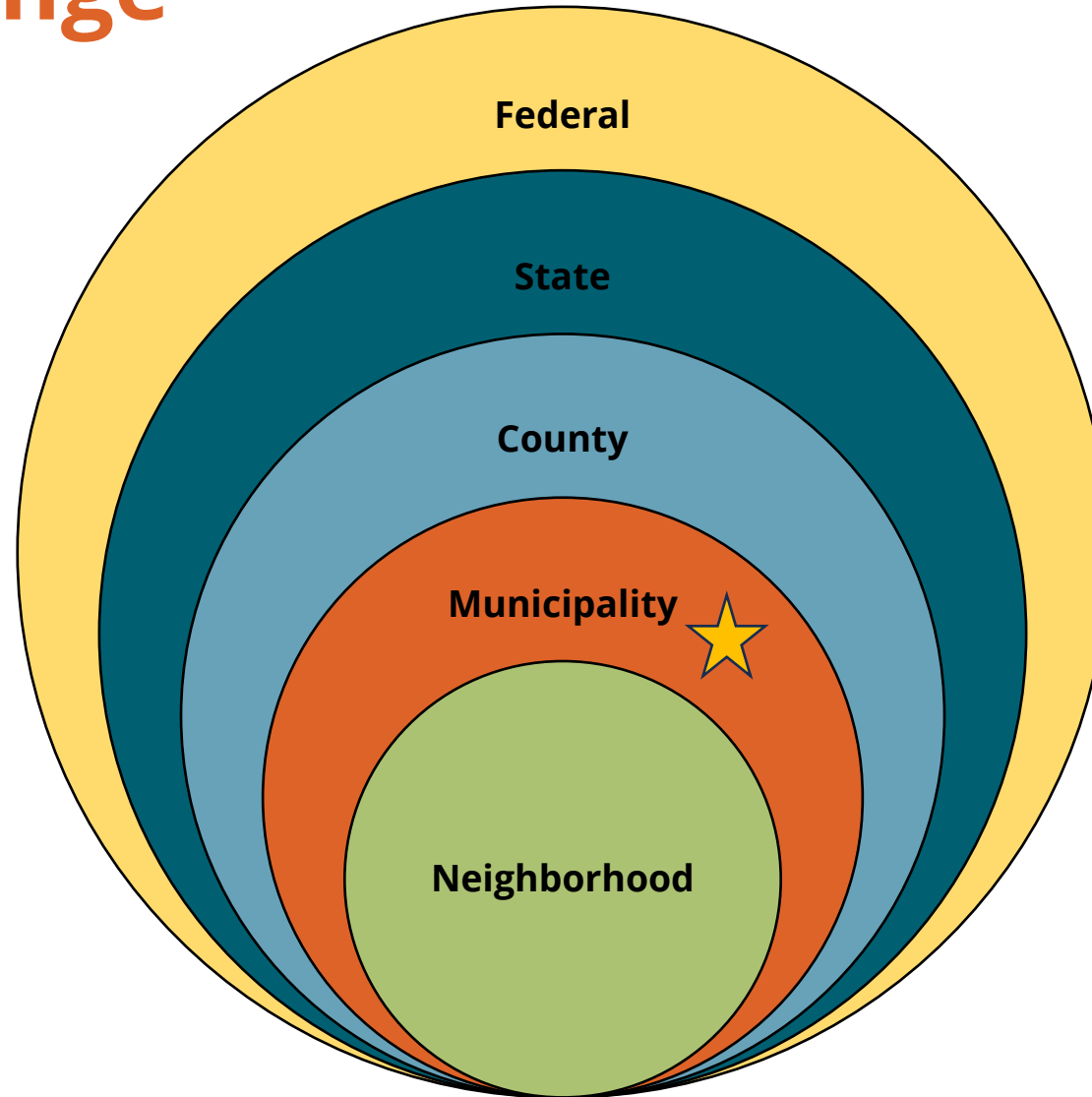
**Factory model**



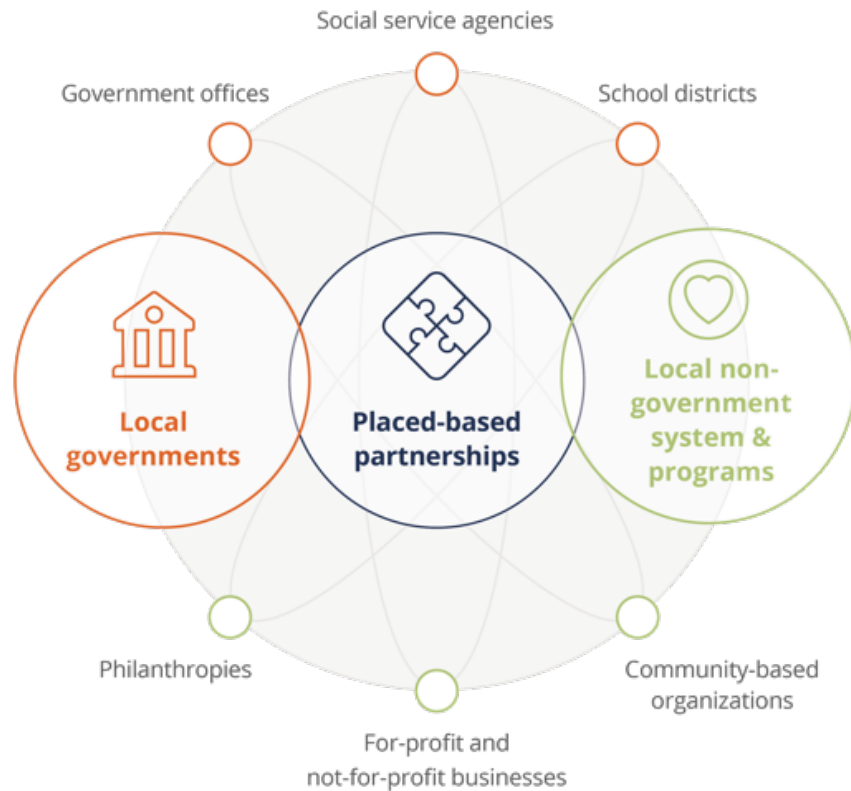
**Personalized and responsive**

**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

# Place-Based Partnership Networks – Different Units of Change



# Place-based Cross-sector Collaboration



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

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



# Spotlight on Poughkeepsie, NY

## A By All Means & Success Planning Community

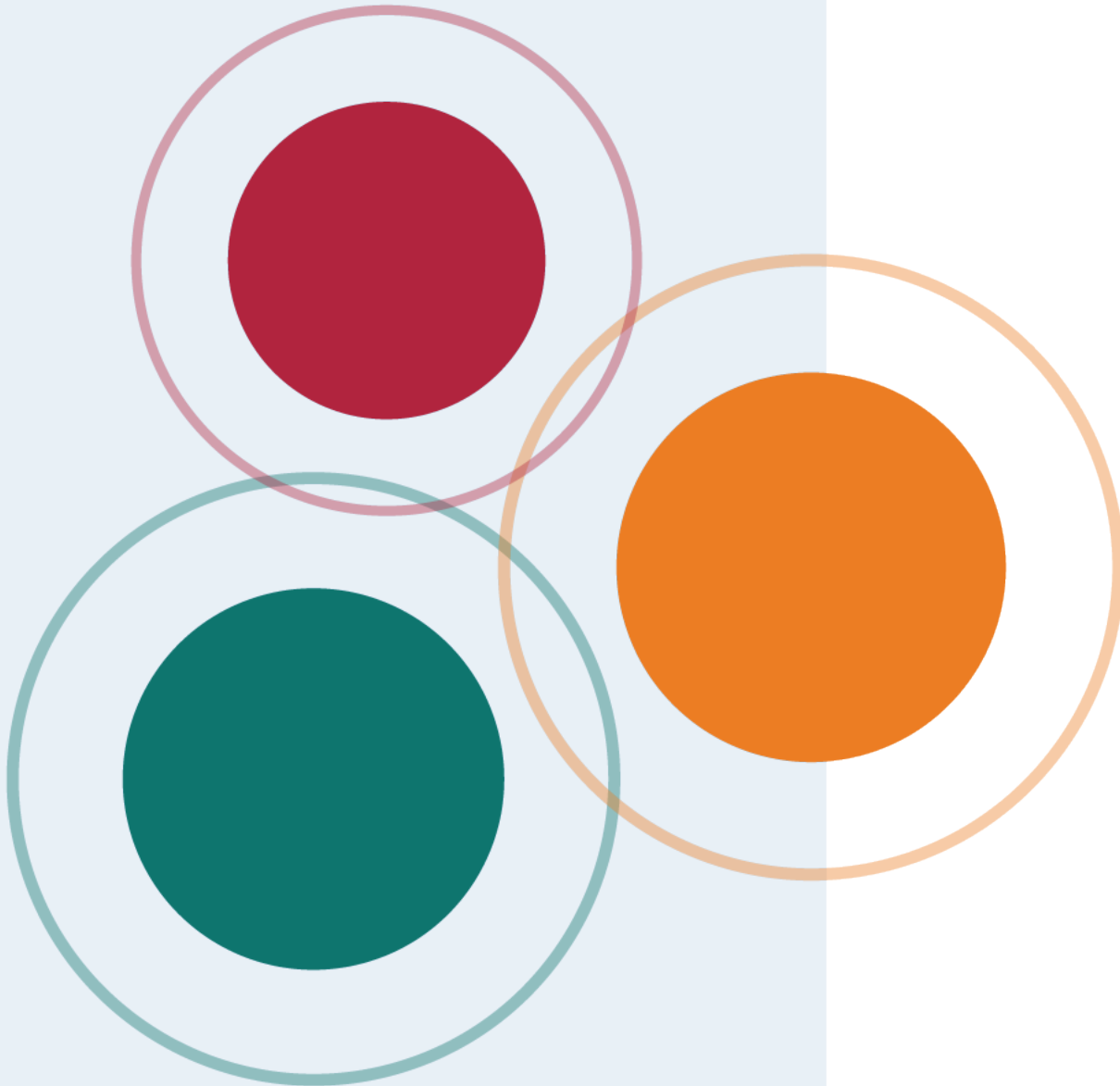
- In 2020, Rob Watson partnered with the mayor, superintendent of schools, and community stakeholders to launch the **Poughkeepsie Children's Cabinet (PCC)**, a StriveTogether Network Member.
- The PCC's Board of Directors includes the Mayor, Superintendent of Schools, County Executive and CEO of the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



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



# Aligning Personalization and Collaborative Action Toward Policy and Systems Change

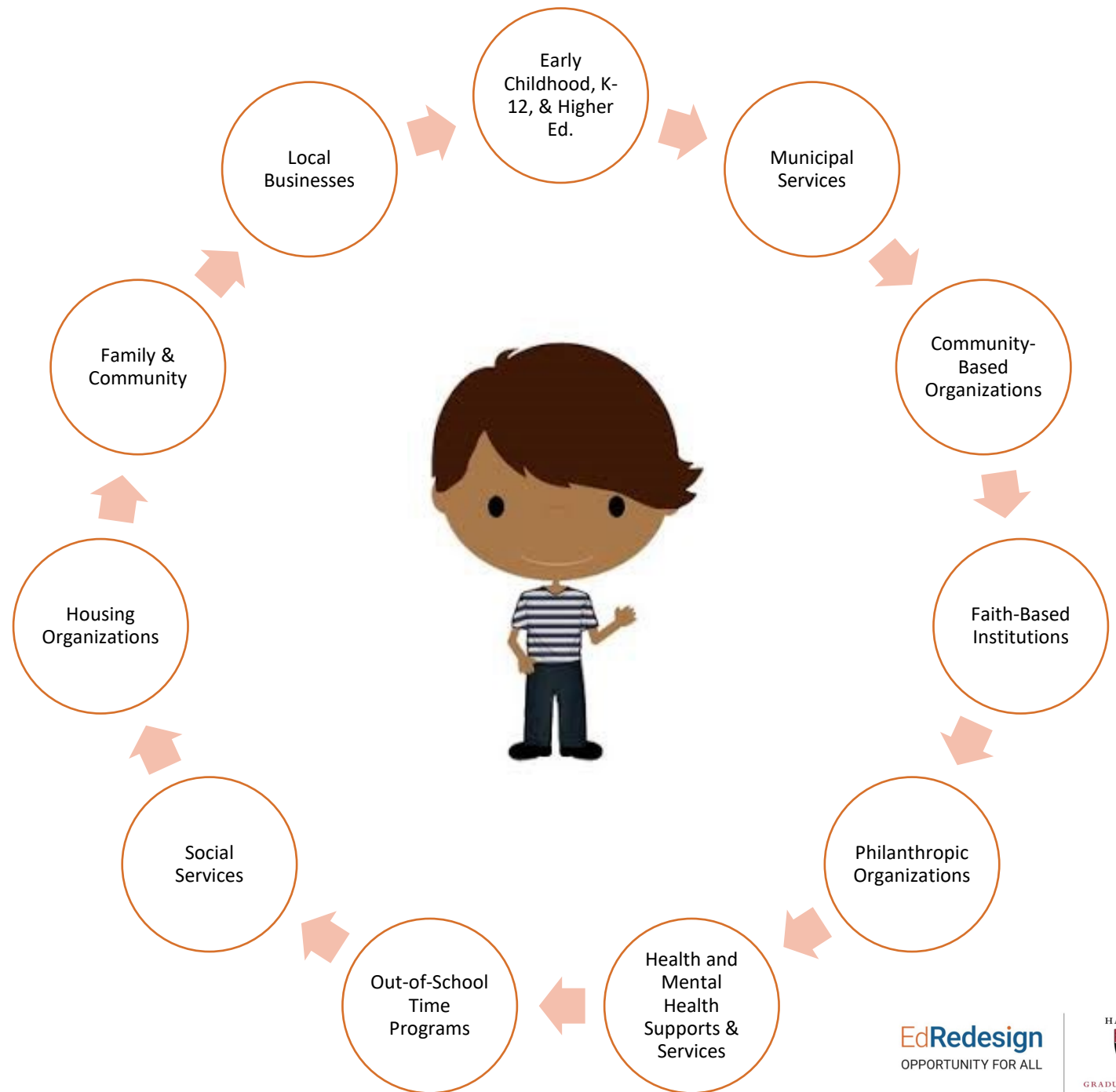


# Insufficient Time

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

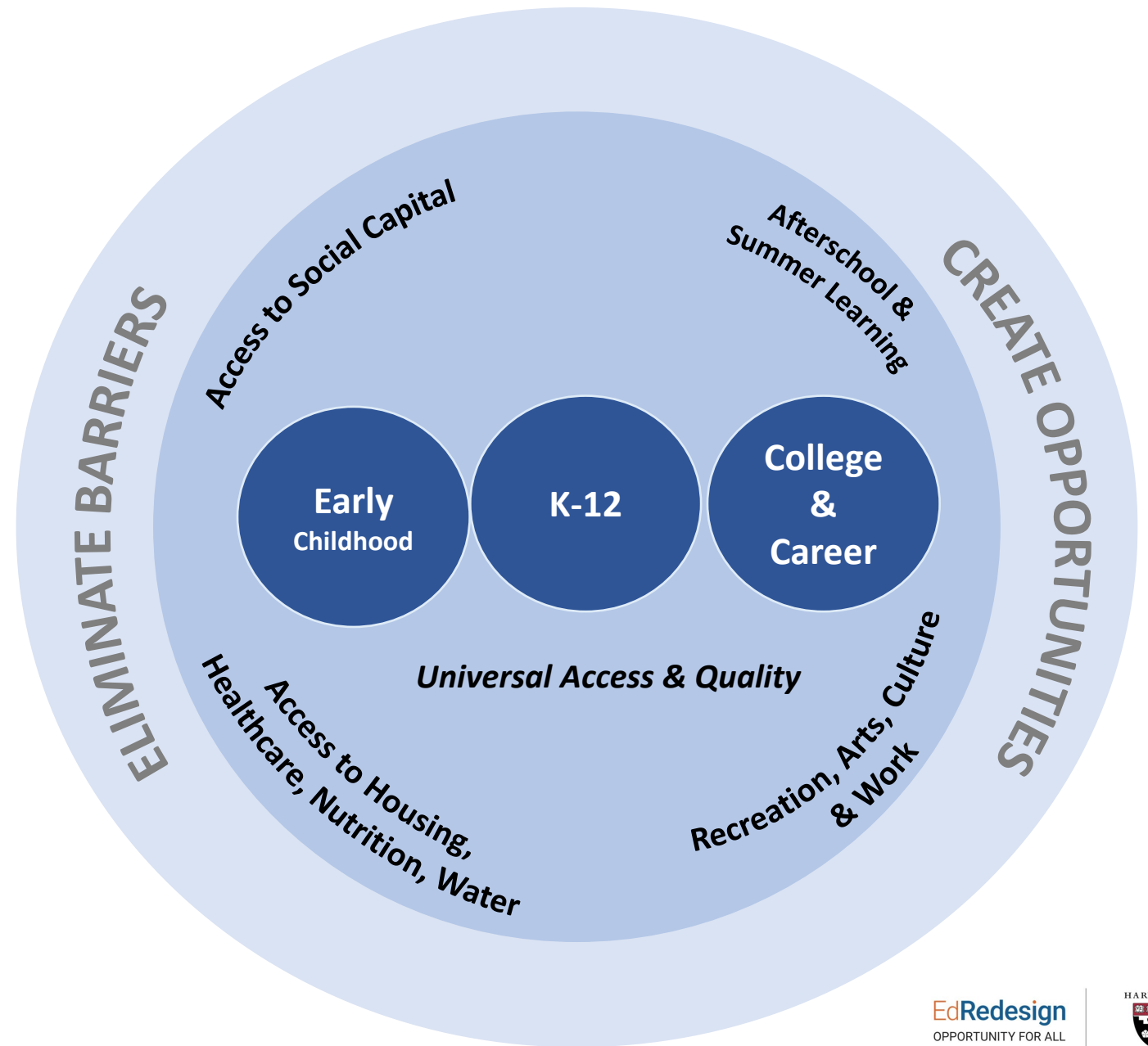


# The Ecosystem





# Cradle to Career Supports and Opportunities



# A One-Size Fits All Approach Has Not Worked



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

# A New Vision

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



**“Meet them  
where they are.”**

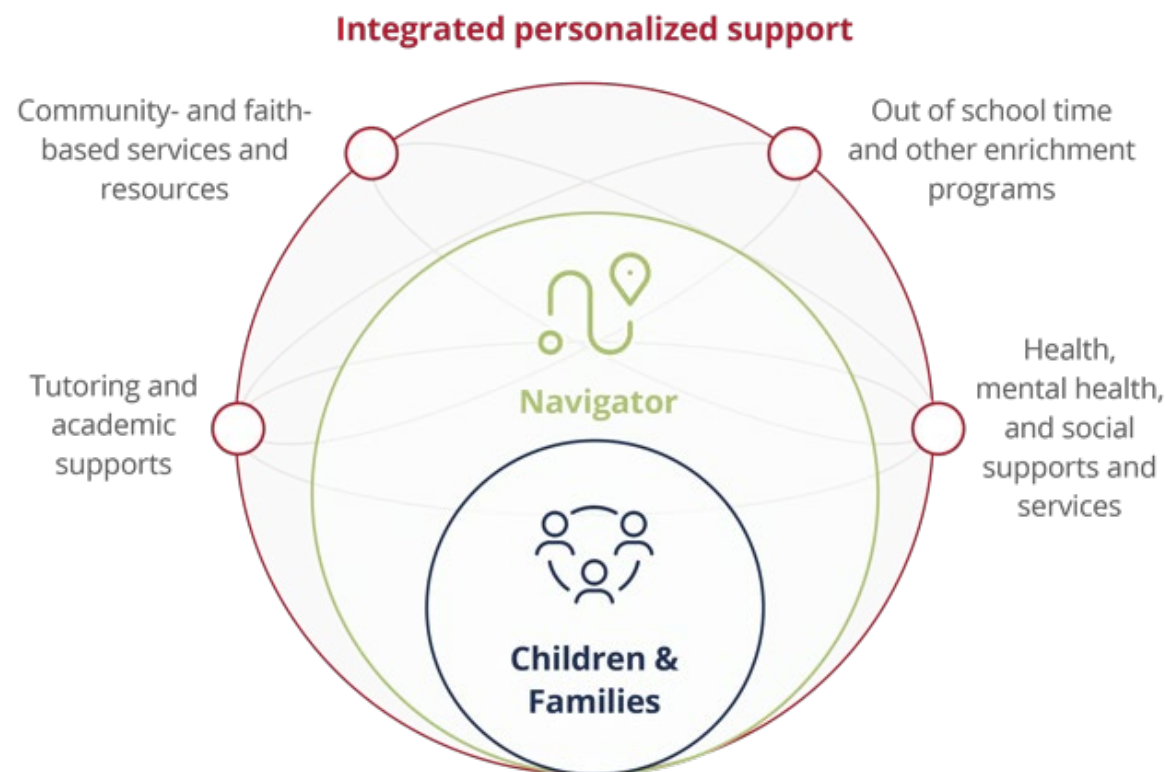
**“Give them  
what they  
need.”**



# Personalized, Relationship-based Supports

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

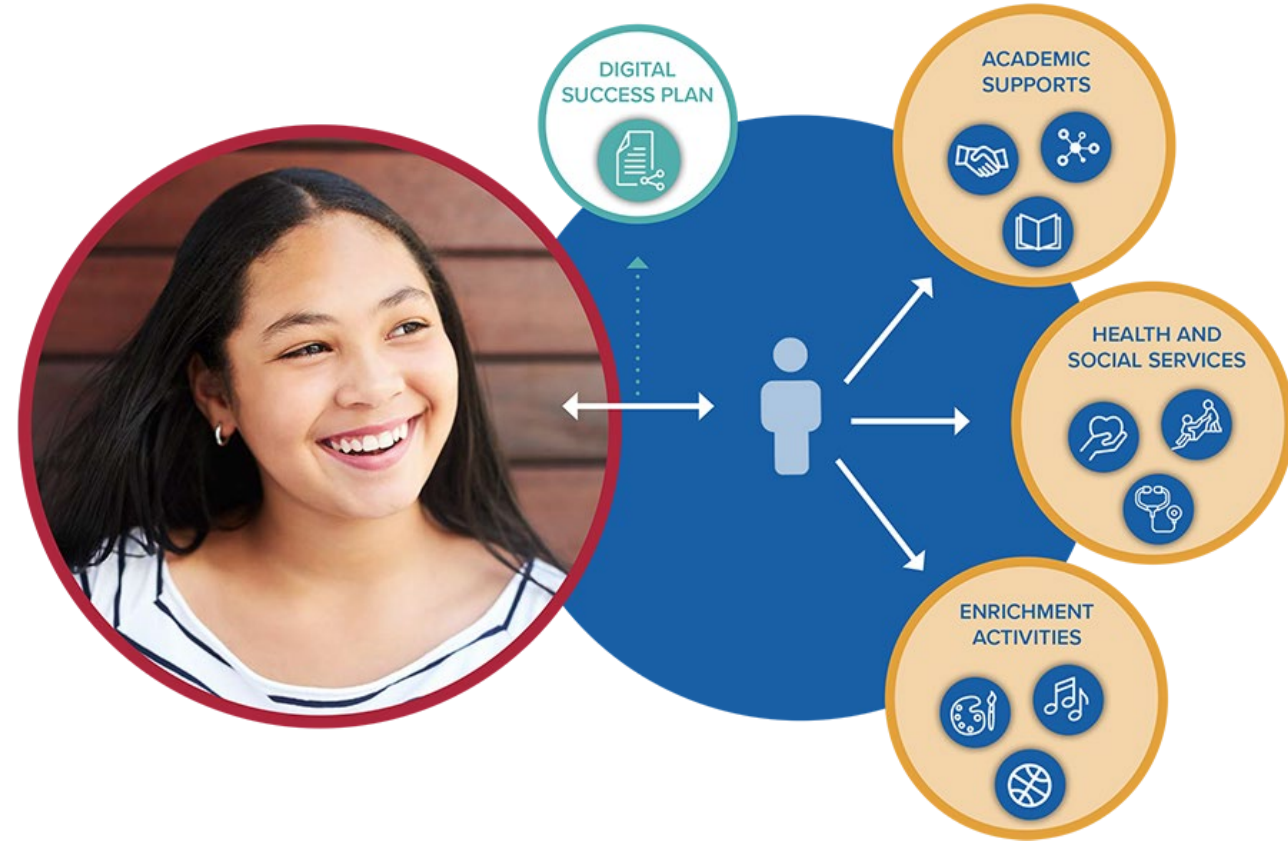
Each child's or youth's Navigator co-creates a personalized plan for action in partnership with their families and other caring adults, ensuring that every child is known, seen, and heard, has a positive connection to a caring adult, and has agency over their roadmap to success.



# Why Success Planning?

## Success Planning is a Practical Approach for School and Community Leaders

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





# Success Planning Components



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

# Success Planning Implementation

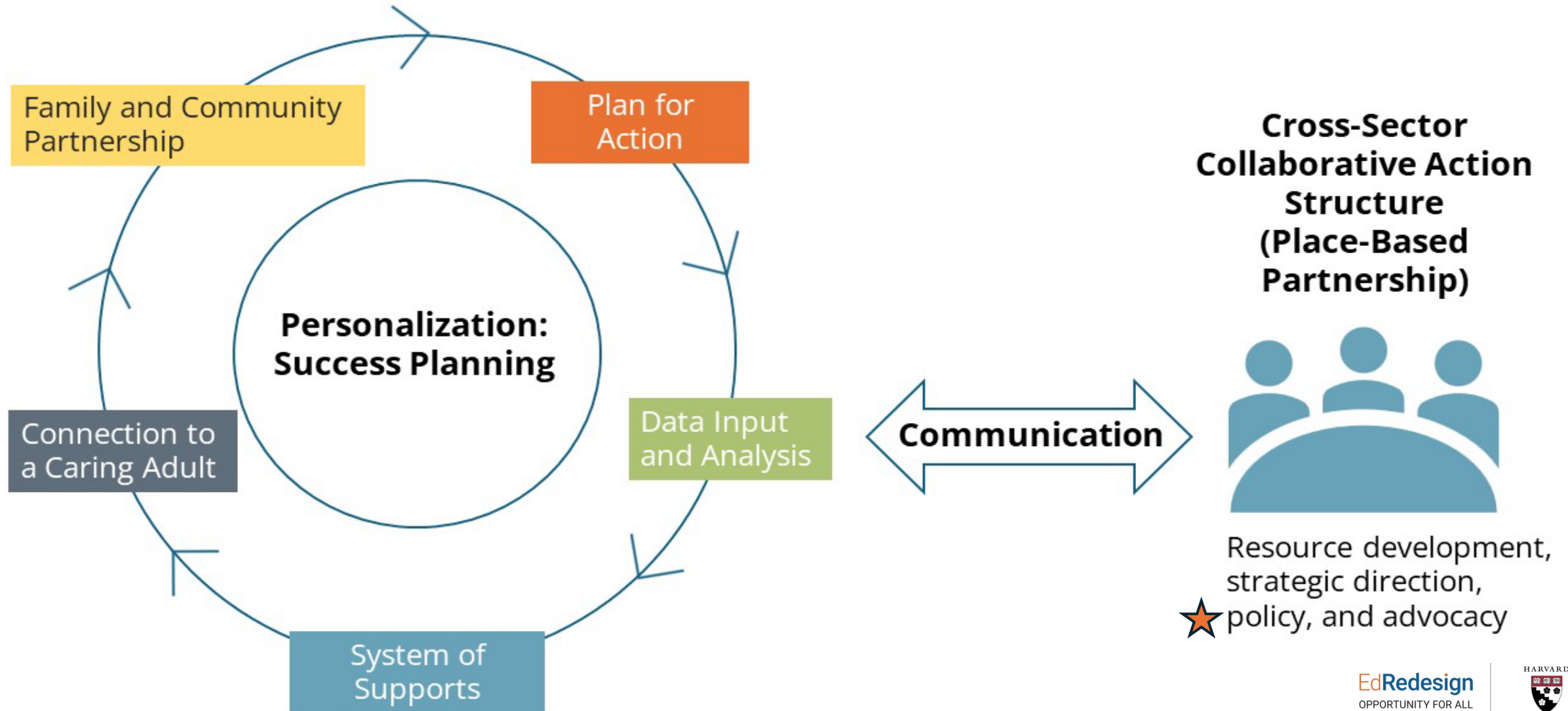
## What We Are Learning



There are positive implications for:

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

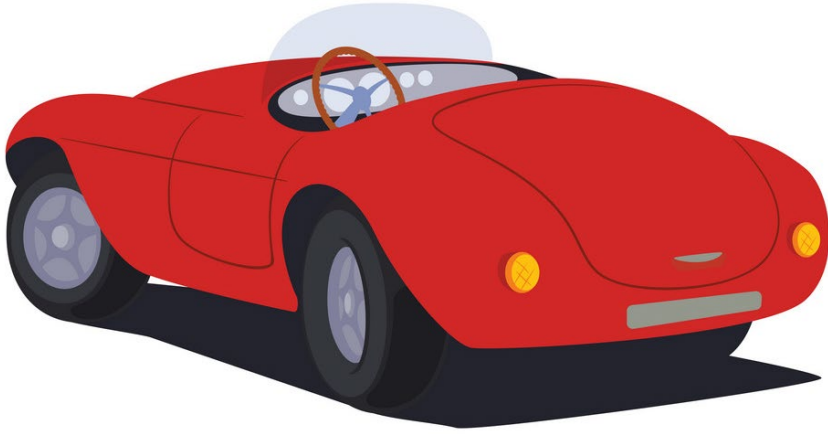
# Connecting Personalization and Collaborative Action for Policy and Systems Change



# Personalization and Collaborative Action

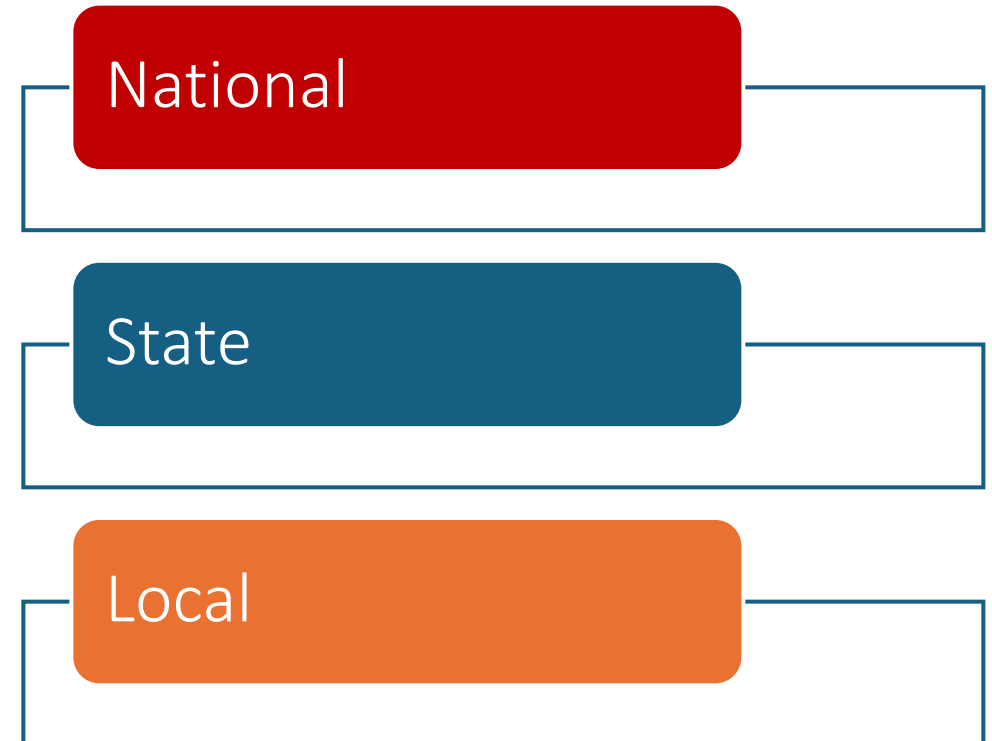
## Serve as vehicles for:

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



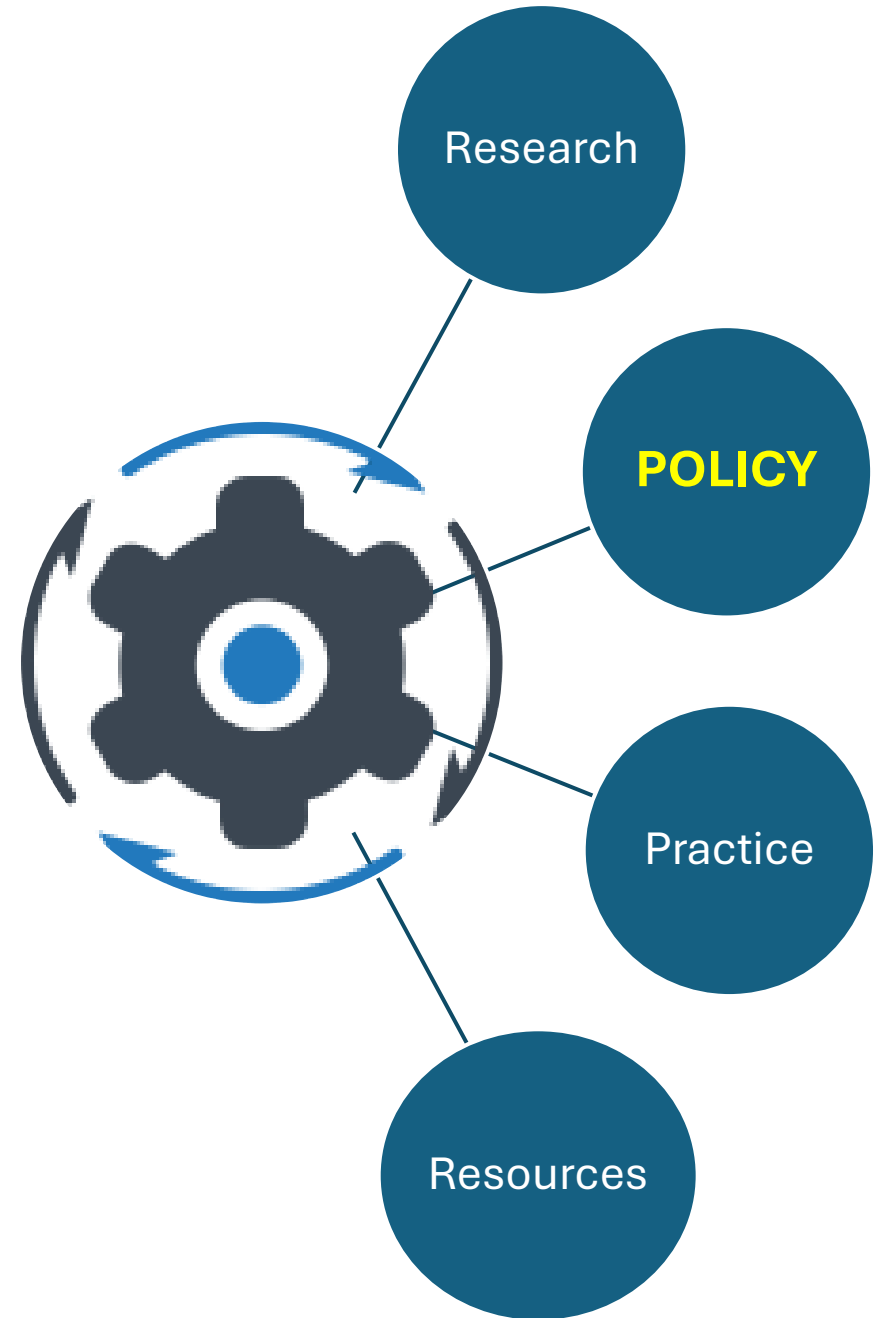
# Systems Change

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





# Sustainable Systems Change





# Spotlight on Promising Practices

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



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

# 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.

- Community Schools
- Promise Neighborhoods
- StriveTogether Cradle to Career Network
- Communities In Schools
- Purpose Built Communities
- Partners for Rural Impact
- Choice Neighborhoods
- Other



# CONTEXT MATTERS

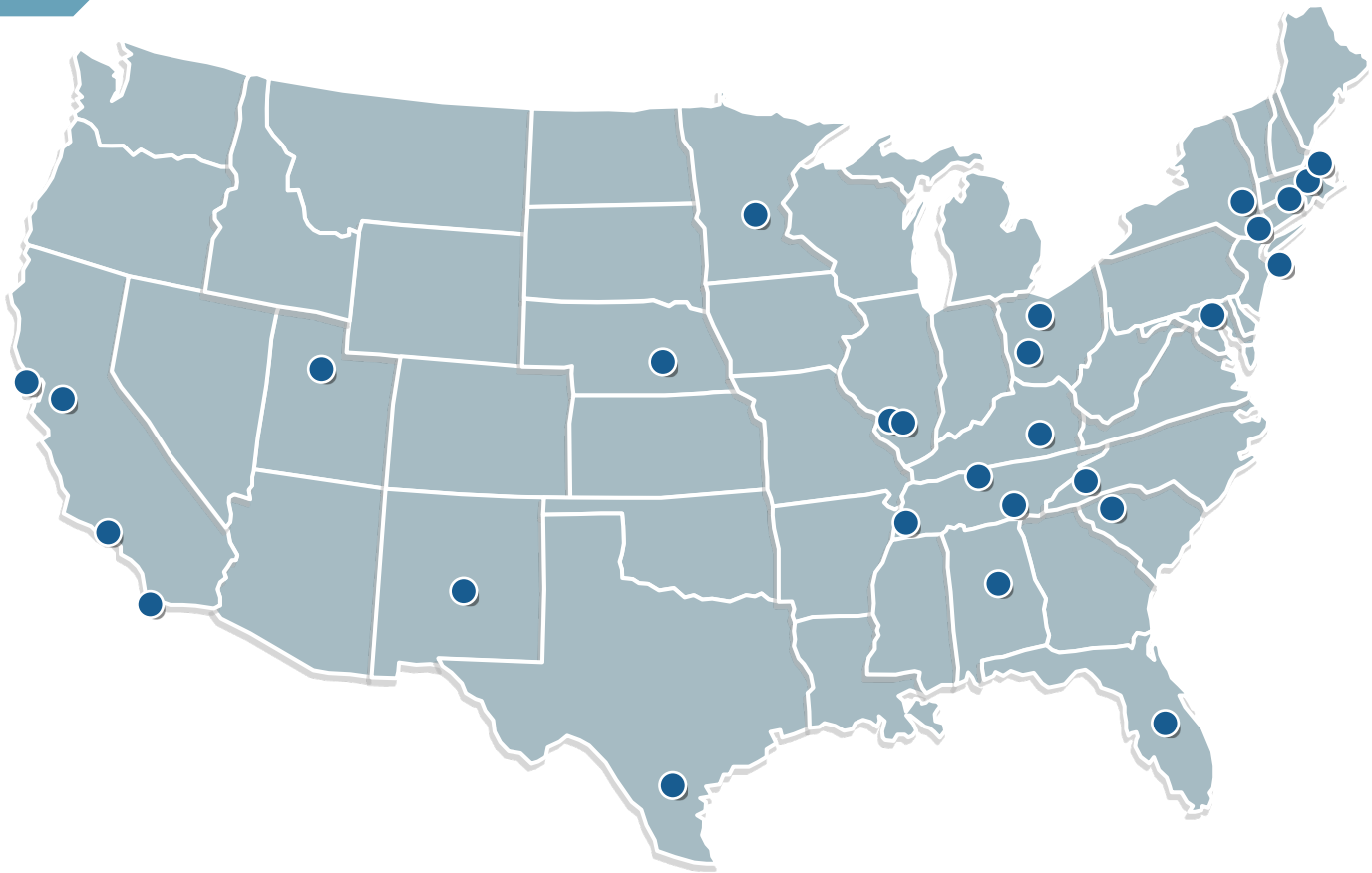




# Success Planning Community of Practice

## 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

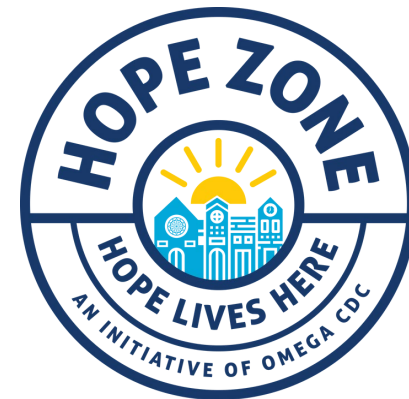
### New Communities (Cohort 3):

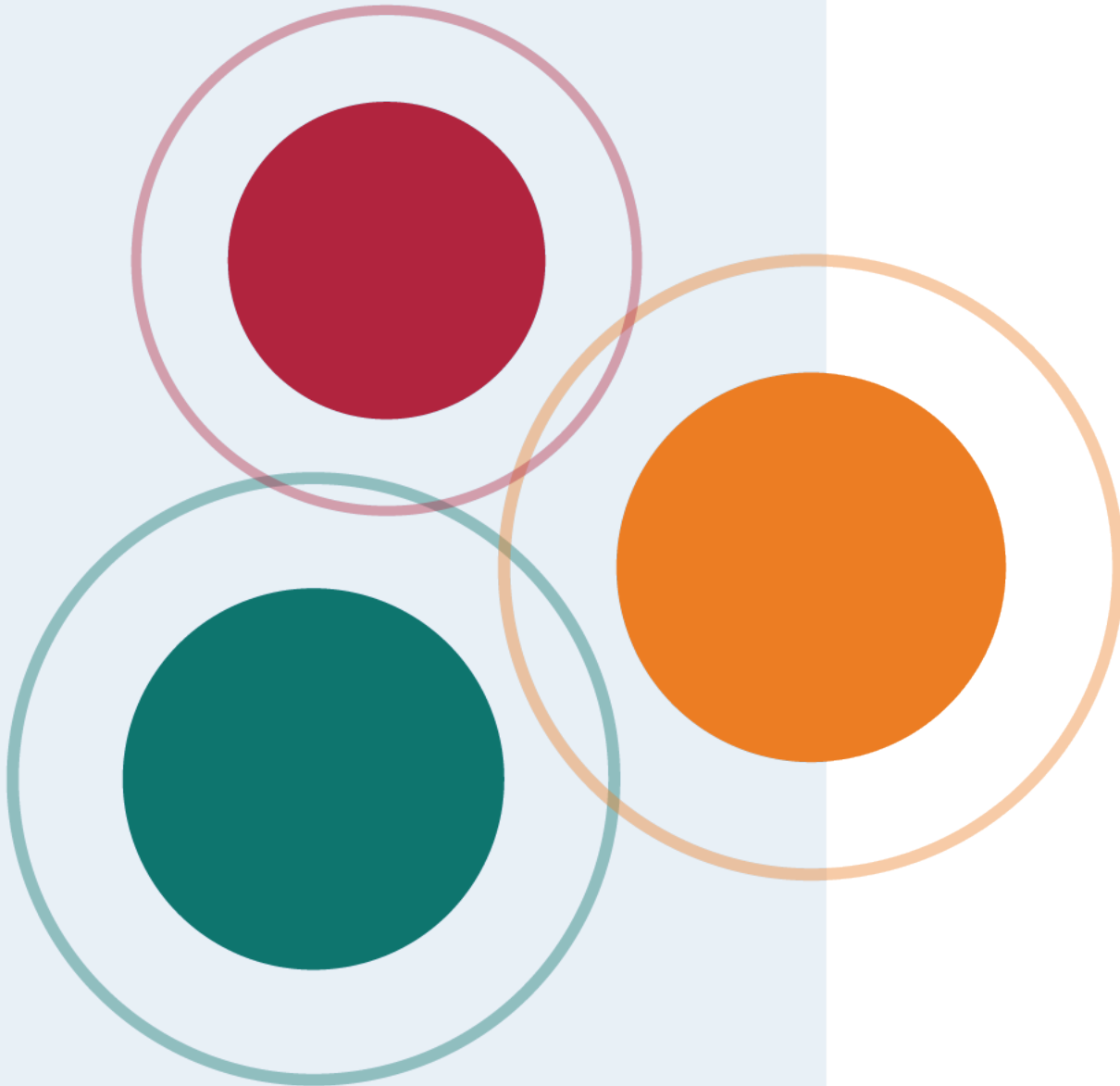
- Birmingham, AL
- Letcher County, KY
- New York City (Children's Aid Society), NY
- Oakland, CA
- Orlando, FL
- Salt Lake City, UT
- San Antonio, TX
- San Diego, CA
- Toledo, OH
- Worcester, MA

# Dayton, Ohio

## Success Planning within Broader Cross-sector Place-based Initiatives

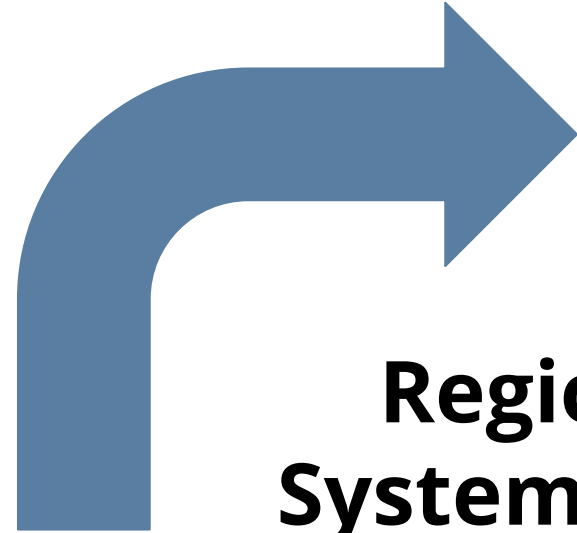
- Building on a solid foundation of two decades community driven efforts (Omega CDC, Learn to Earn Dayton, etc.)
- Awarded federal Promise Neighborhoods grant in 2023 to ensure all young people have access to great schools and strong family and community support systems that will prepare them to attain an excellent education and successfully transition to college and a career.
- In partnership with Dayton Public Schools, implementing Success Planning as a core strategy within their broader Promise Neighborhoods initiative called the “Hope Zone”. Goal is to reach 3350 students by year 5 (2027), linking them to a caring adult “Navigator.”
- Integrating and aligning Success Planning with existing local & national efforts.
- Collaborative and inclusive processes to engage community, families, and youth.
- Implementation has led to progress in many areas (literacy, reductions in chronic absenteeism)
- Data is informing local policy and advocacy efforts





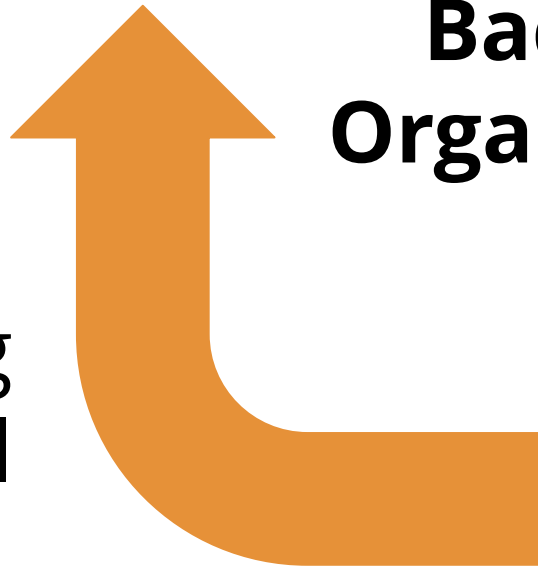
# **Dayton, Ohio Learn to Earn & Omega CDC**

Data and  
Evaluation

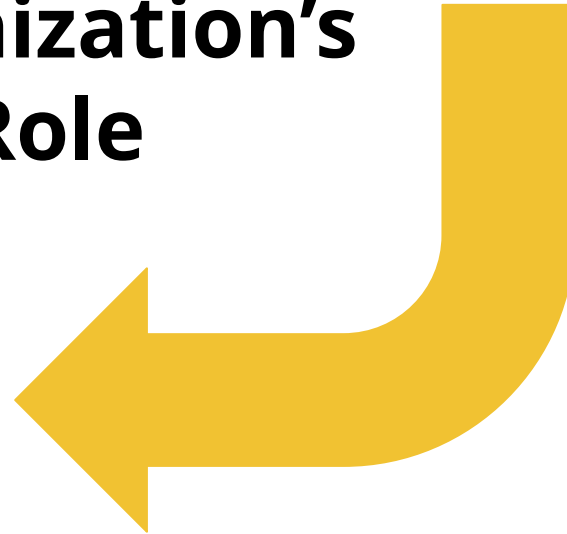


Convening cross-  
sector partners  
to establish  
shared vision

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



Identifying  
policy and  
public funding  
priorities at all  
levels



Aggregating and  
leveraging  
resources to fuel  
innovation and  
establish proof  
points

# Montgomery County Progress Snapshot

2023 Kindergarten  
Readiness Rate

64%

We decreased readiness  
from last year's rate of


70%


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

76%

Kindergarten Readiness, Disaggregated by Identity

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

 Positive progress from 2021-22 to 2022-23

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

Kindergarten Readiness, Disaggregated by District

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



# Montgomery County Progress Snapshot

2023 Reading  
Proficiency Rate

63%

We increased proficiency  
from last year's rate of

62%

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

65%

Reading Proficiency, Disaggregated by Identity

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

Positive progress from 2021-22 to 2022-23

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

Reading Proficiency, Disaggregated by District

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

# Montgomery County Progress Snapshot

2023 Chronic  
Absenteeism Rate

27%

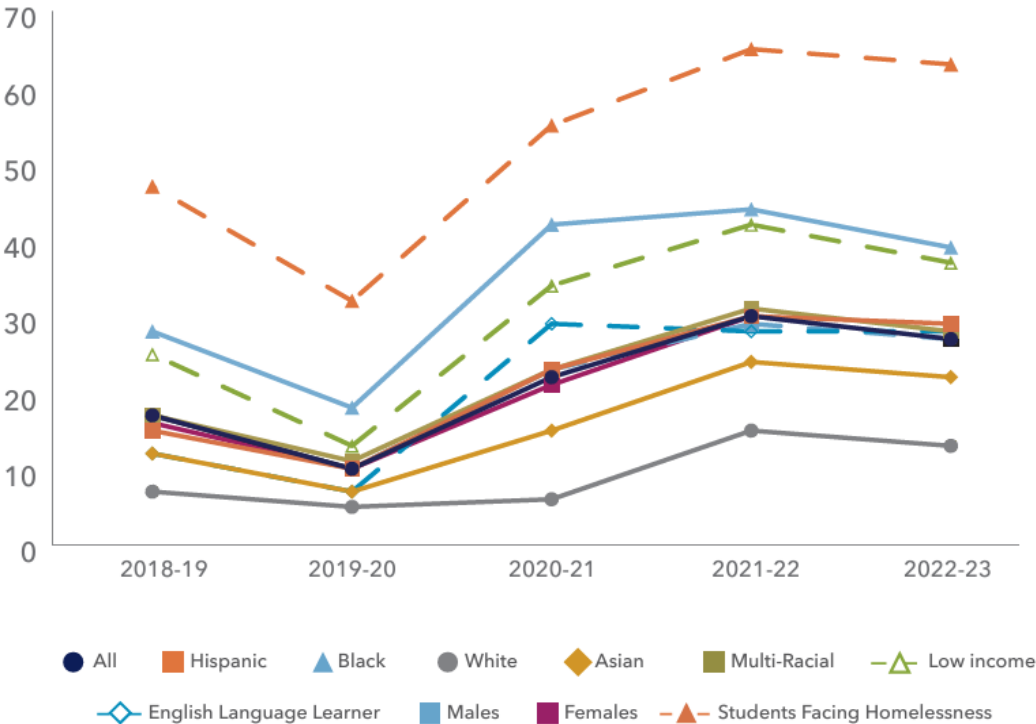
We improved from last  
year's rate of

30%

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

17%

Chronic Absenteeism, Disaggregated by Identity



Chronic Absenteeism, Disaggregated by District

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

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

# Montgomery County Progress Snapshot

2023 College  
Completion Rate

**37%**

We decreased from last  
year's completion rate of


**39%**


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

**38%**

Postsecondary Completion, Disaggregated by Identity

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

 Positive progress from 2021-22  
to 2022-23

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

Postsecondary Completion, Disaggregated by District

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



**OMEGA**  
COMMUNITY DEVELOPMENT CORPORATION

## Local Application of Systems-Level Data

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



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





# Hope Zone Promise Neighborhood

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

\$29M



## 12 Core Components



# State of the Hope Zone

28%

Living Below  
Poverty

7%

8th Grade Math  
Proficiency

12.3%

Unemployment  
Rate

8.9%

3rd Grade Reading  
Proficiency

\$34k

Median Household  
Income

6.1%

College  
Gradates (6 yrs)



**2021-2022 Academic Year:**

**18%** of 3rd Grade Students (Fairview) tested at or above grade level via the state English Language Arts assessments

**2022-2023 Academic Year:**

**8.9%** of 3rd Grade Students (Fairview) tested at or above grade level via the state English Language Arts assessments

**HOPE ZONE STRATEGIC PUSH**



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



# Hope Zone Student Success Planning



## Navigators



### 16 Navigators

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

## Scholars



### 233 Students

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

## Services



### 2,800+ Services Delivered

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

# Action & Impact

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



Breaking  
News

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



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

## Regional Education Partnerships

- Phase I Grants
- HB312
- Statewide Coalition

## Primary & Secondary Literacy & Numeracy

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

## Post-Secondary Enrollment & Completion

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

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

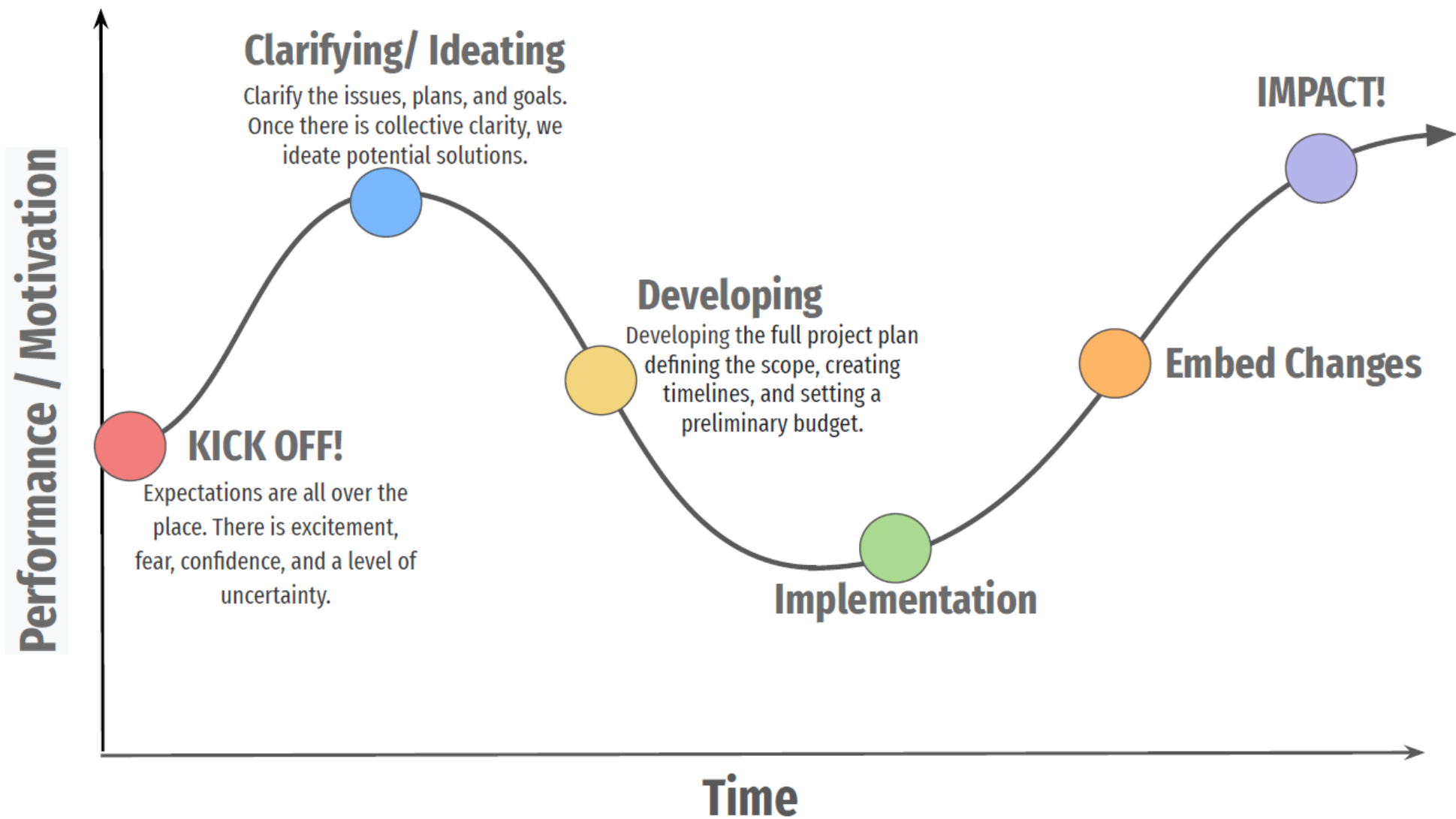
## Cultivating Champions

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

# Embracing the Policy Journey



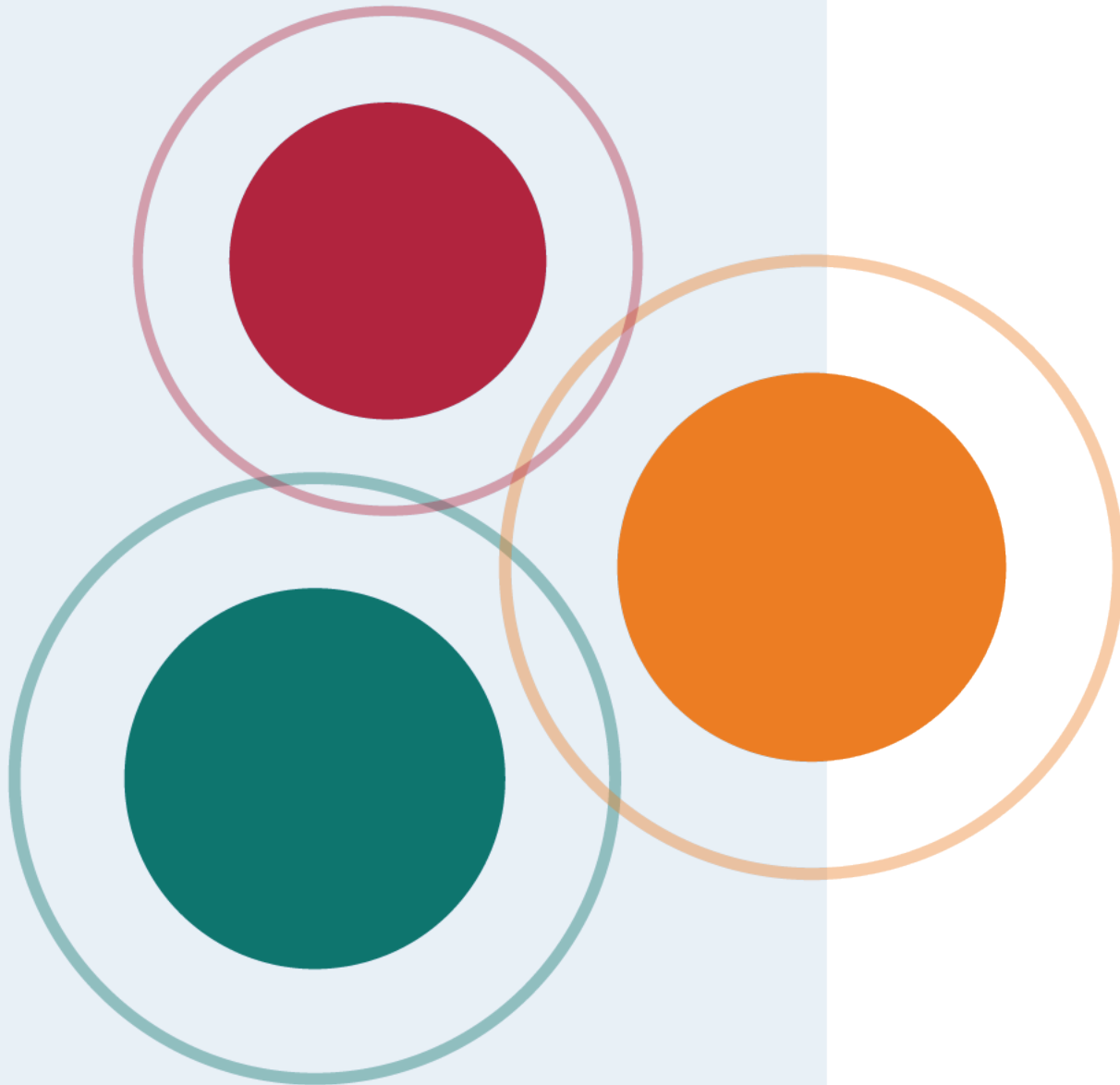
Everyone starts in a different place. Wherever you are is a good place to be.



# Questions?







# Debrief and Closing

# Shout-Outs

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

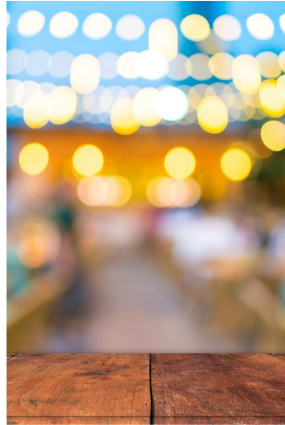
- A contribution from a colleague
- A key takeaway
- An “aha” or “light bulb” moment
- Something you wonder about
- Something you noticed





## **Pause for Reflection: Survey #2**

# End of Day Reminders for Wed., July 24<sup>th</sup>



## This Evening

- Dinner on your own and enjoy Cambridge
- Come prepared to celebrate your team's progress by presenting your journey line presentations.



## Tomorrow Morning

- Arrival and Networking Breakfast from 8:00am – 9:00am, programming will begin promptly at 9:00am
- Please check-out of the hotel in the morning, before heading to breakfast, and 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.