



EdRedesign
OPPORTUNITY FOR ALL

HARVARD

GRADUATE SCHOOL
OF EDUCATION

meda



Personalizing Supports for Families and Children

DECEMBER 2024

Speakers



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Community Builder

- Who was your caring adult when you were a young person?
- How did they make you feel known, seen, and heard?



Moving the Needle by Linking Individualized Relationship-Based Supports to Collaborative Action



Tauheedah Jackson
Deputy Director and Director of
the Institute for Success Planning,
EdRedesign

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



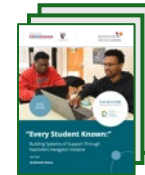
Talent and leadership development

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

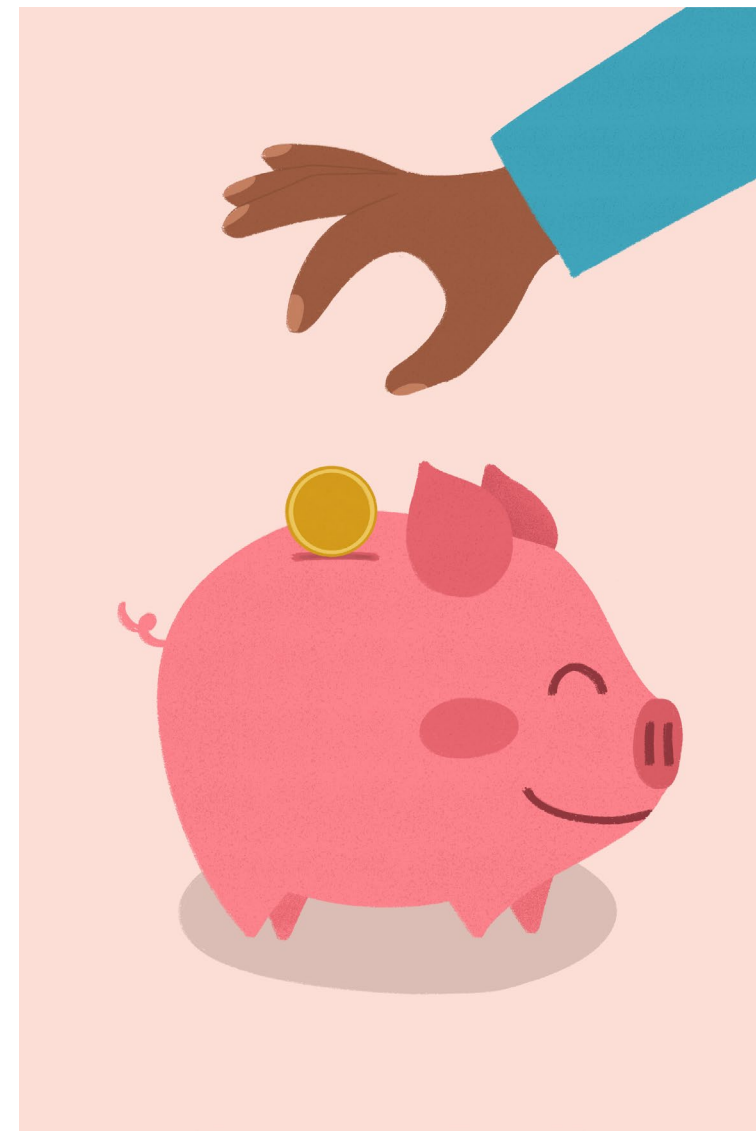


Amplifying the impact of local governmental and non-governmental systems and programs serving children, youth, and families through **place-based, cross sector collaboration** to remove structural barriers and open pathways to opportunity



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

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



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

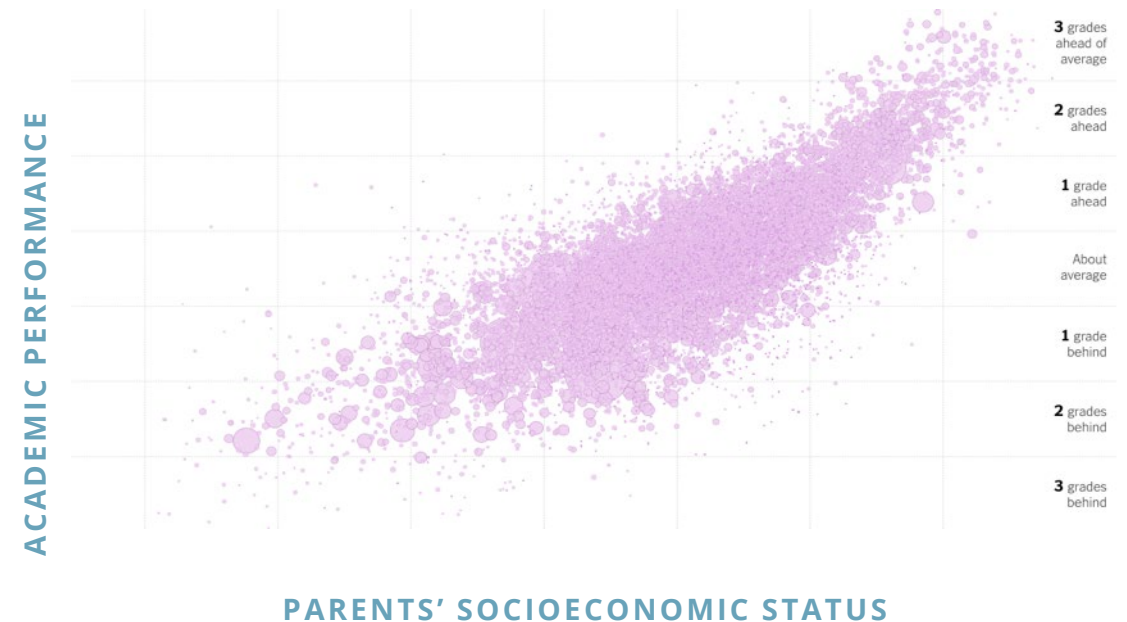
Declining intergenerational mobility

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



Inequitable opportunity

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



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



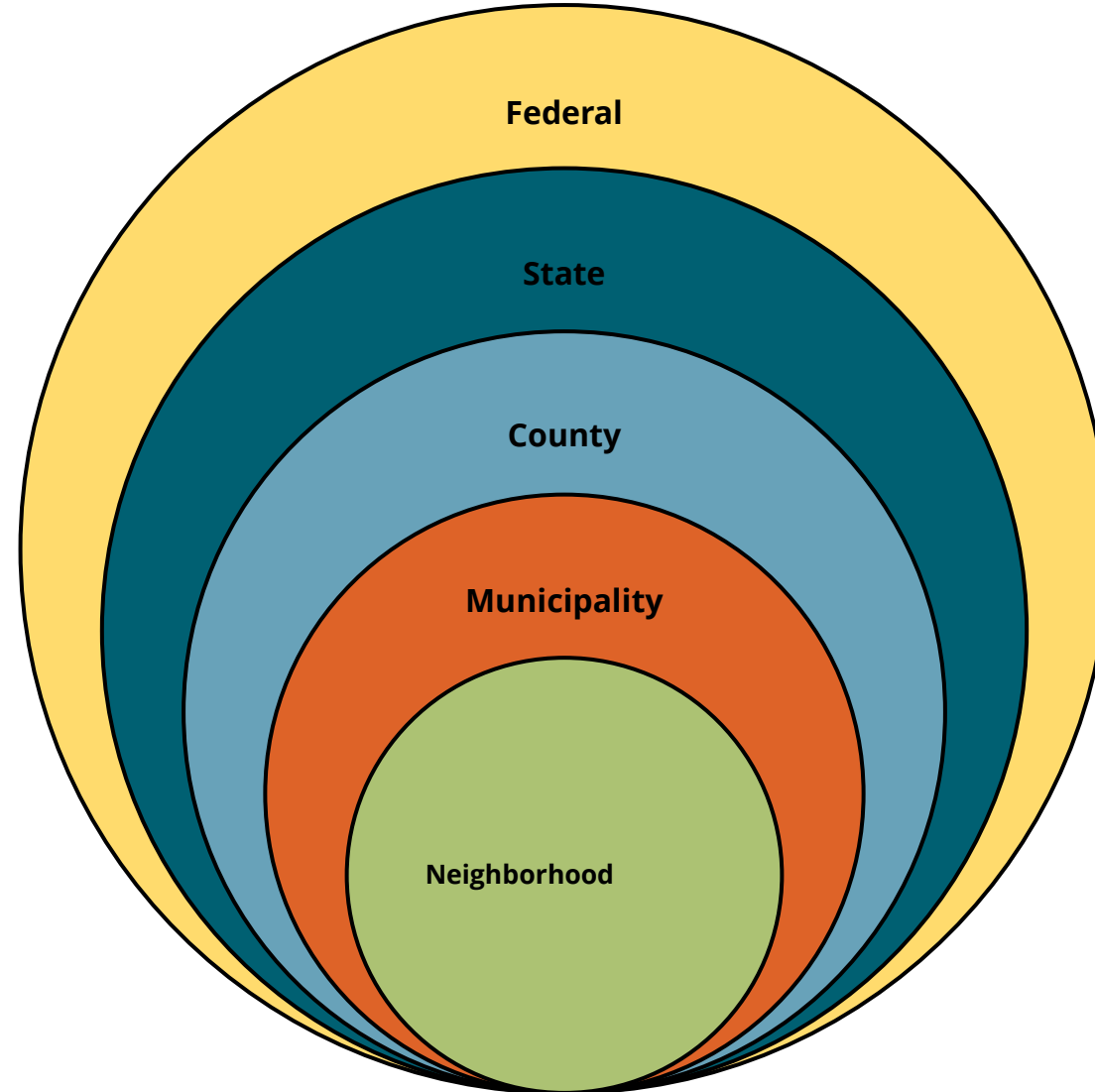
Factory model



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

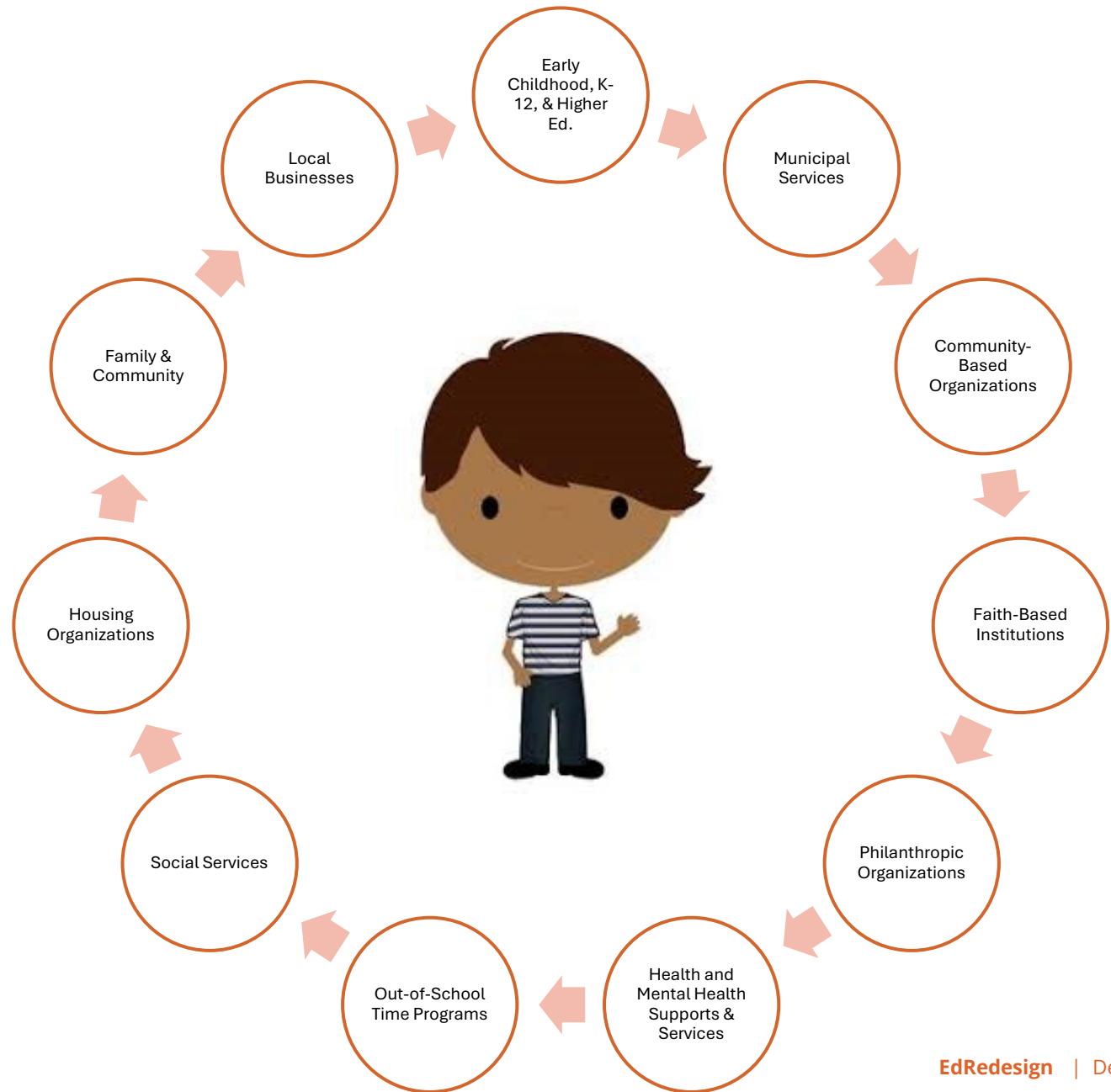


Insufficient Time

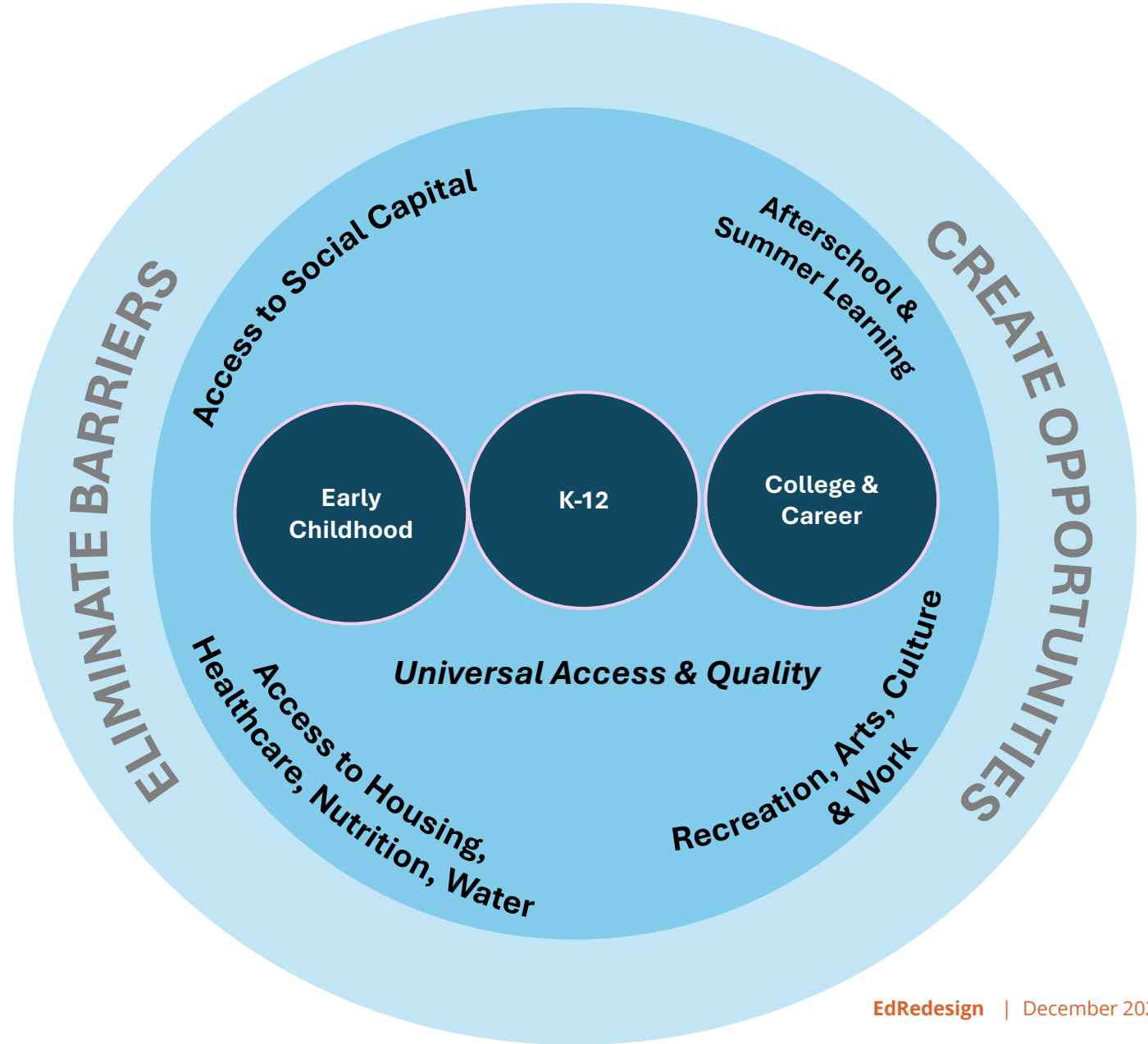
- Schools consume only **20%** of a child's waking hours between kindergarten and high school graduation.
- **80%** of their waking hours is spent among family and in their community.



The Ecosystem



Cradle to Career Supports and Opportunities



Empathy Walk

Think of a child you know



What do they enjoy?



What are their challenges?



What 2-3 things can you think of that would help support their interests and address their needs?



Repeat, thinking of yourself when you were younger



A One-Size Fits All Approach Has Not Worked



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

A New Vision

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



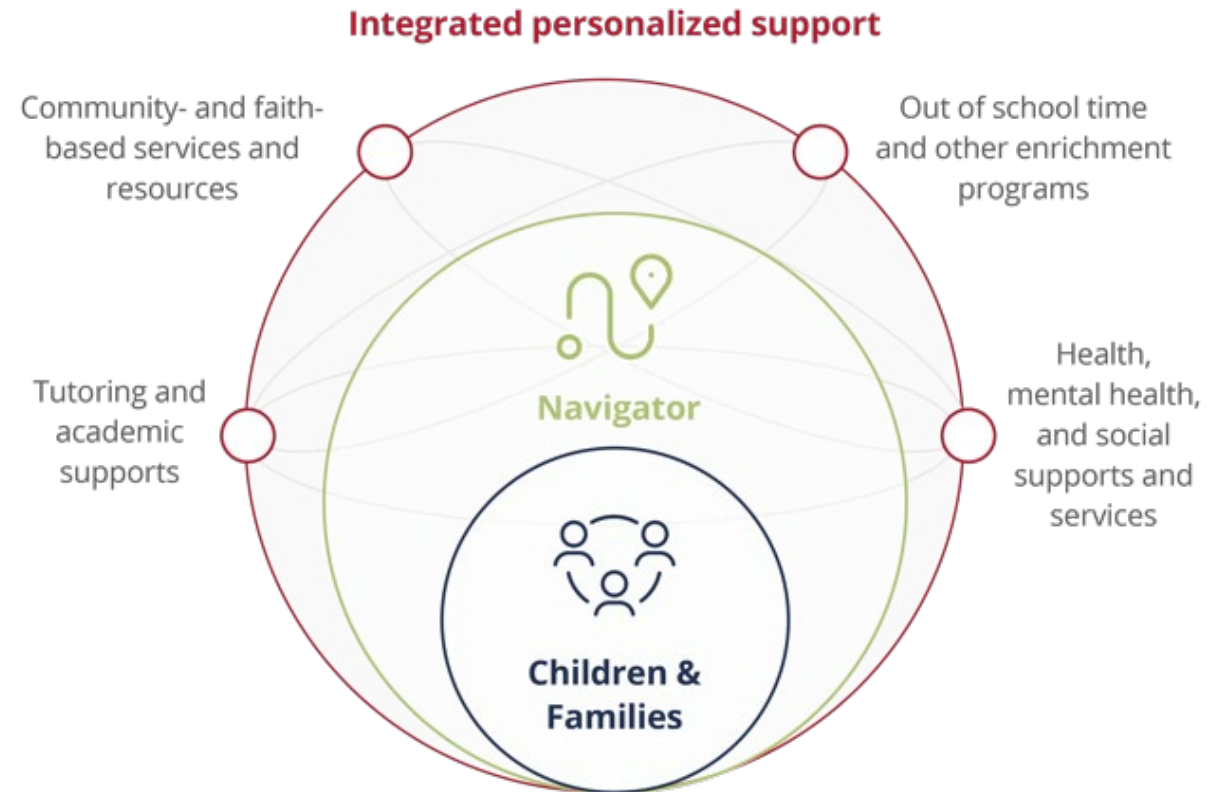
“Meet them where they are.”

“Give them what they need.”



Personalized, Relationship-Based Supports

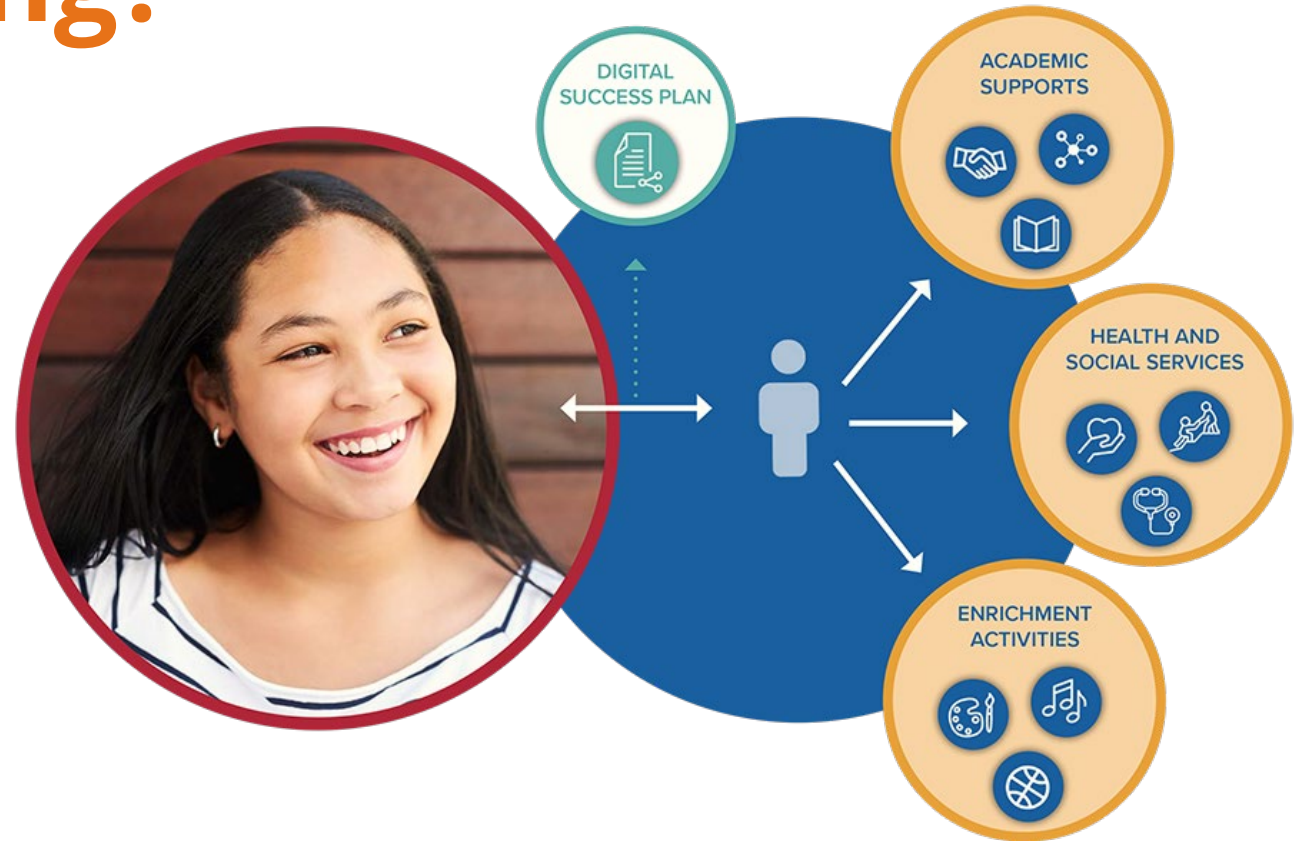
- Supports and opportunities need to be personalized to meet the needs of each individual child and youth. Our approach is called **Success Planning**, a relationship-based, whole-child approach that connects each child or youth to an adult **Navigator**.
- Each child's or youth's Navigator co-creates a personalized plan for action in partnership with their families and other caring adults, ensuring that every child is known, seen, and heard, has a positive connection to a caring adult, and has agency over their roadmap to success.



Why Success Planning?

Success Planning is a Practical Approach for School and Community Leaders

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



Success Planning Components



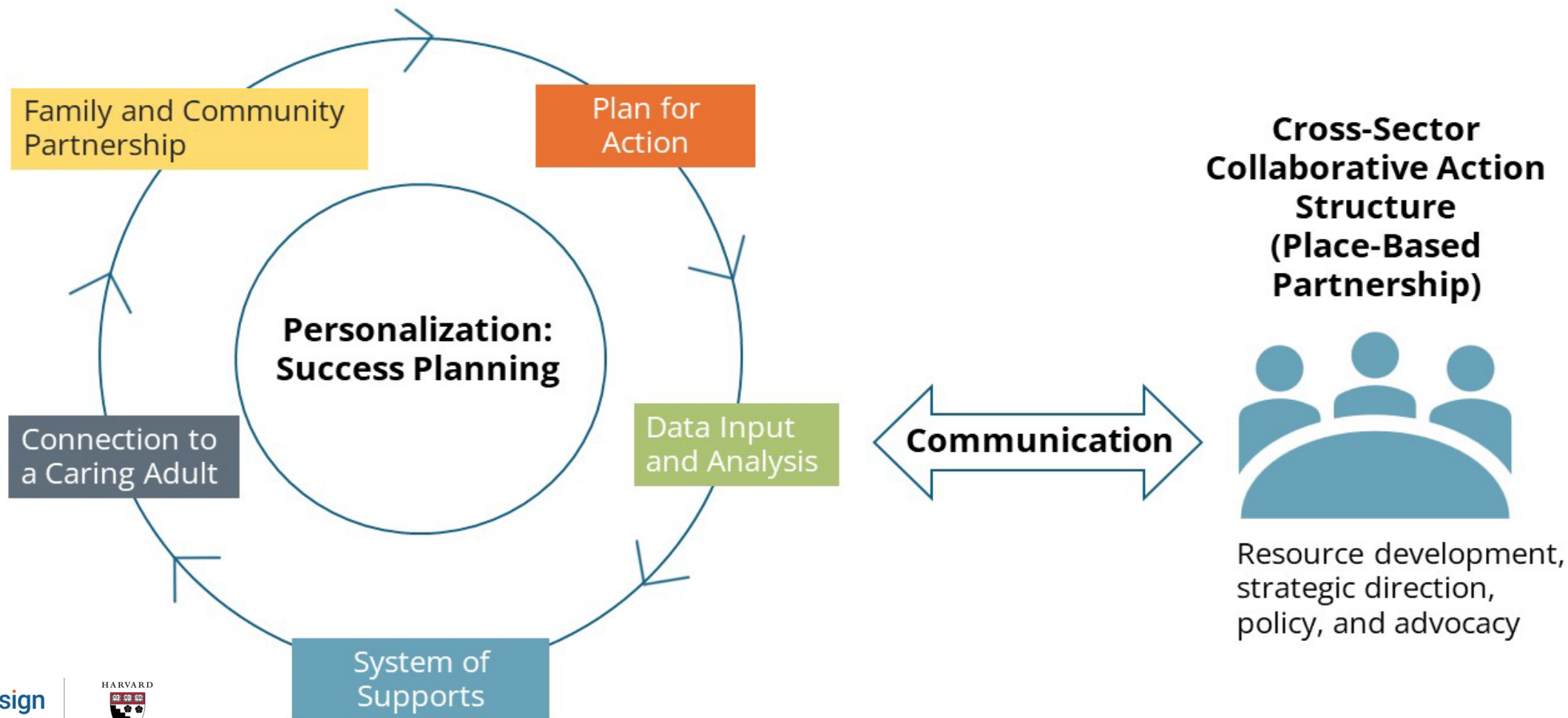
Success Planning Implementation: What We Are Learning



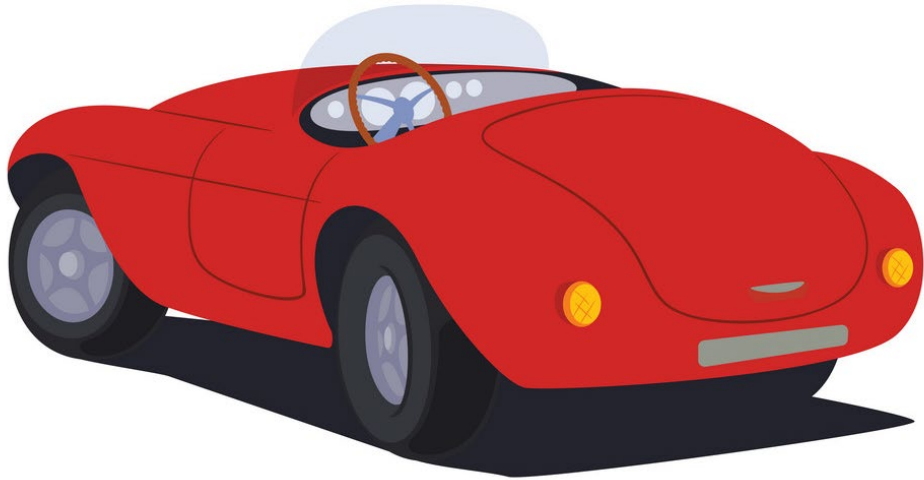
There are positive implications for:

- 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)**

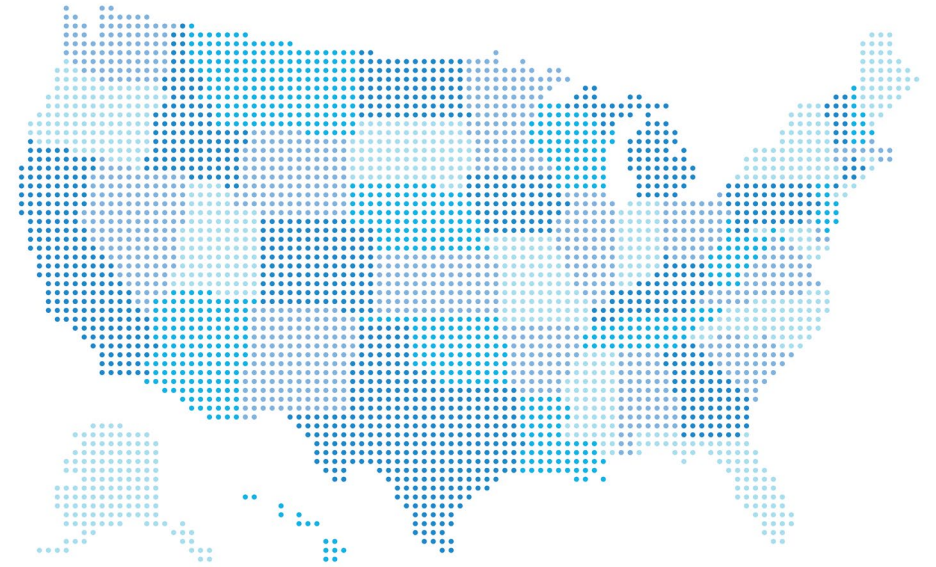
Communities across the country are seeking innovative strategies to respond in real time to mitigate negative education, social, and economic impacts on children and youth like:



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

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

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



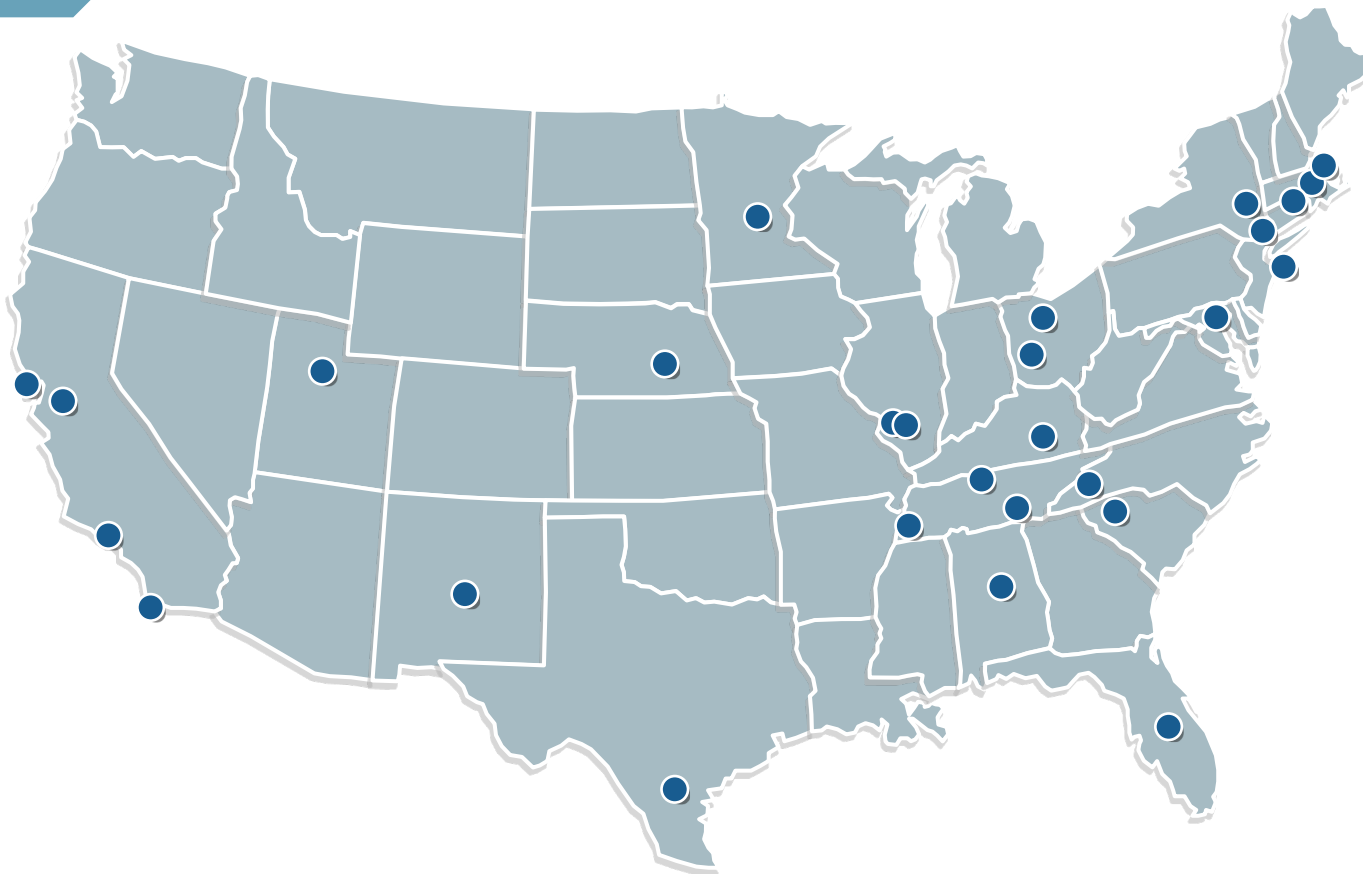
CONTEXT MATTERS



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



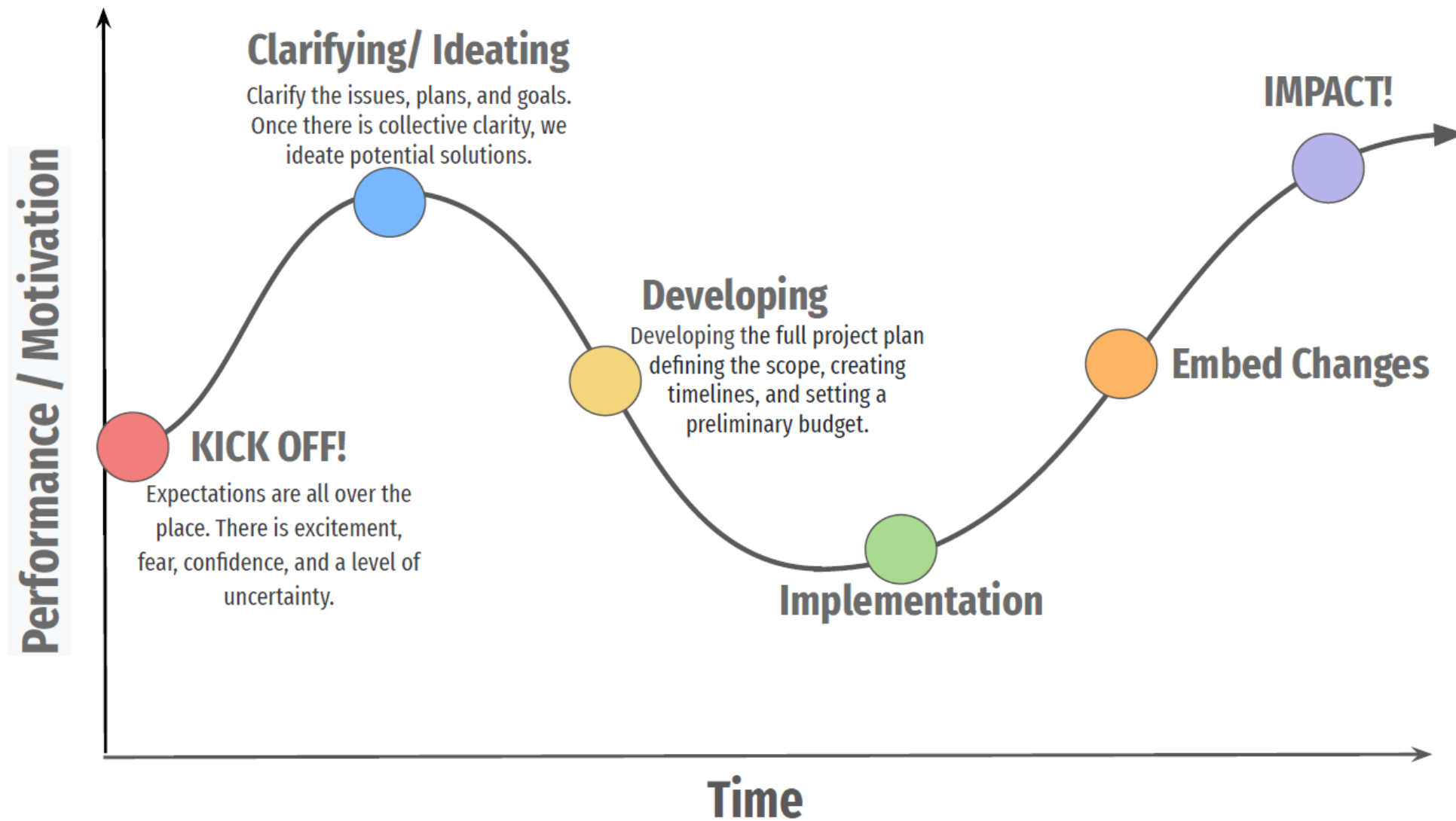
2024 Community of Practice

Continuing Communities (Cohort 2):

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

New Communities (Cohort 3):

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



MEDA Case Highlights



Lynne Sacks
Research Director, EdRedesign
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CASE STUDY

“When Families Thrive, Children Succeed”: How the Mission Economic Development Agency Created a Transformational Prenatal to Career Model

Why Did We Write a Case on MEDA?

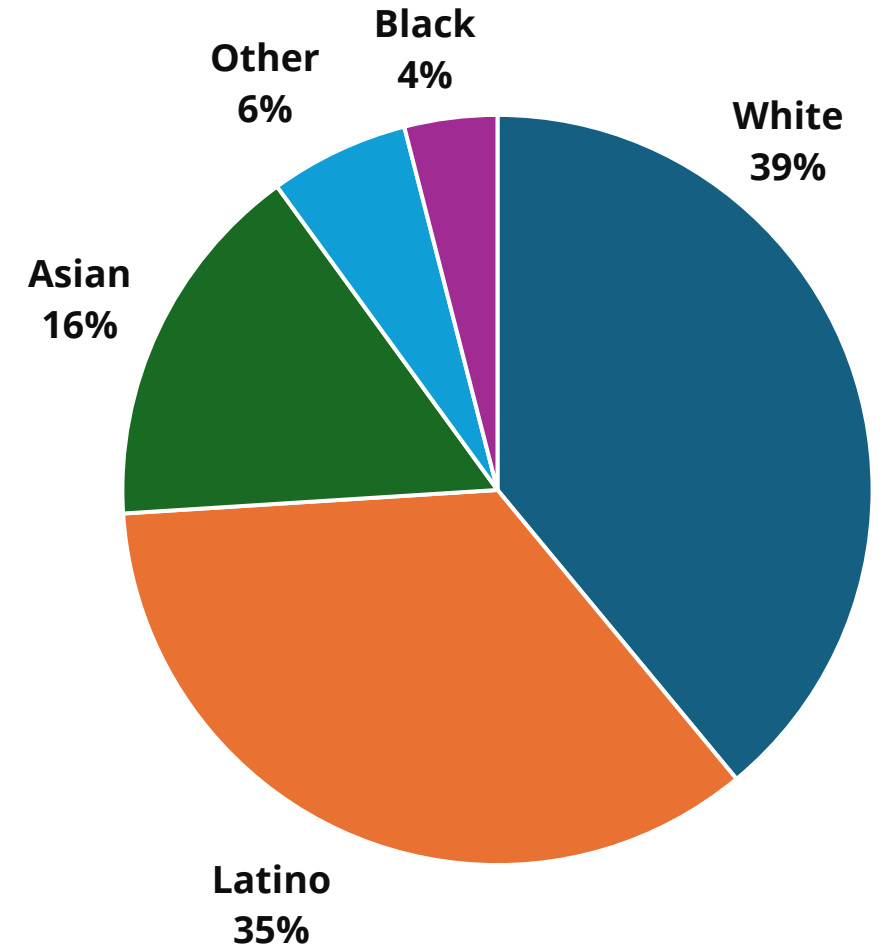
- One of EdRedesign's key strategies is to **disseminate examples of best practice** cradle-to-career place-based interventions from around the country
- MEDA and the Mission Promise Neighborhood (MPN), based in the historically Latino Mission District in San Francisco, have built a remarkable and **transformational set of interventions to empower and stabilize** the Latino community
- The case aims to **help community leaders, policy makers, and practitioners** understand MEDA's infrastructure, impact, and how to replicate core practices in different local contexts

Mission District Profile

- ~**58,000** people live in the Mission
- ~**6,700** children live in the neighborhood, the majority of whom are Latino
- **12th highest poverty** rate out of San Francisco's 41 neighborhoods
- **97%** of MEDA clients are low income

Sources: Mission Economic Development Agency, 2023 & 2021

Demographics



MEDA's Transformational, Community-Driven Approach



Photo Credit: Mission Economic Development Agency

- Founded in 1973, MEDA seeks to **“build Latino prosperity, community ownership, and civic power”**
- Initial focus on small business development and Latino economic stability
- Over time, MEDA expanded to offer:
 - Access to stable housing
 - Affordable childcare
 - Afterschool programs
 - Mental health support
 - Financial capability coaching
 - Small business loans

Mission Promise Neighborhood: Expanding Reach and Capacity

- Applied for and received federal Promise Neighborhoods planning and implementation grants, enabling the launch of Mission Promise Neighborhood in 2013
- Forged new partnerships with schools, district leadership, community-based organizations, and the City of San Francisco
- Becoming a Promise Neighborhood vastly increased MEDA's programmatic capacity, ambition, and infrastructure



Photo Credit: Mission Economic Development Agency

Building a Two-Generation Infrastructure Through MPN



Photo Credit: Mission Economic Development Agency

**“When Families Thrive,
Children Succeed”**

– Luis Granados, MEDA CEO

- As a result of listening sessions with residents and community organizations, MPN implemented a new **affordable housing** strategy, building and buying housing to enable residents to stay in the Mission.
- Bilingual **Family Success Coaches** are embedded in schools and also support families with infants and toddlers. The Coaches foster relationships with parents and connect them and their children to vital supports and opportunities.
- The Promise Neighborhoods grant vastly expanded **data capacity and infrastructure**.

Strategies are deeply rooted in and guided by the community

- *Promotoras* (community workers) are all residents of the Mission
- MEDA cultivates talent from within the organization and hires staff of color who represent the Mission
- Programming and services are driven by community-identified needs and perspectives
- Data is relevant to serving community needs and shared back with residents
- Parents are trained to be advocates for the services and policies they and their children need to thrive



Photo Credit: Mission Economic Development Agency

Impact story: Dr. Yohana Quiroz

“My personal and family’s achievements owe a tremendous debt to the holistic, comprehensive services provided by [MPN partner] the Felton Institute. It’s these services that have been instrumental in our success stories. My unwavering belief in the MPN’s mission and model stems from this firsthand and my own personal lived experience. I have witnessed the transformative power of a collective impact approach, where multiple organizations come together with a shared commitment to address the unique needs of each family in a holistic, integrated, and collaborative manner. I am convinced that this is the only path to changing the course of outcomes for children and families.”

– **Dr. Yohana Quiroz**, Felton Institute Chief Operations Officer



Photo Credit: Dr. Yohana Quiroz

Remarkable Impact



- **71%** of preschool children in MPN's programs whose parents also participated in MEDA's programs and services are assessed as kindergarten ready, according to a 2019 study
- The graduation rate at MPN's target high school increased 31.7% since 2012 to **90%** during the 2021-2022 academic year

Since its founding in 2014, MEDA's Community Real Estate Program has:

- Preserved/produced over **2,000** affordable residential and commercial units, including new affordable housing apartment complexes
- Leased low-cost space in its buildings for early childhood programs, small businesses, arts and cultural organizations, and other nonprofits

Remarkable Impact



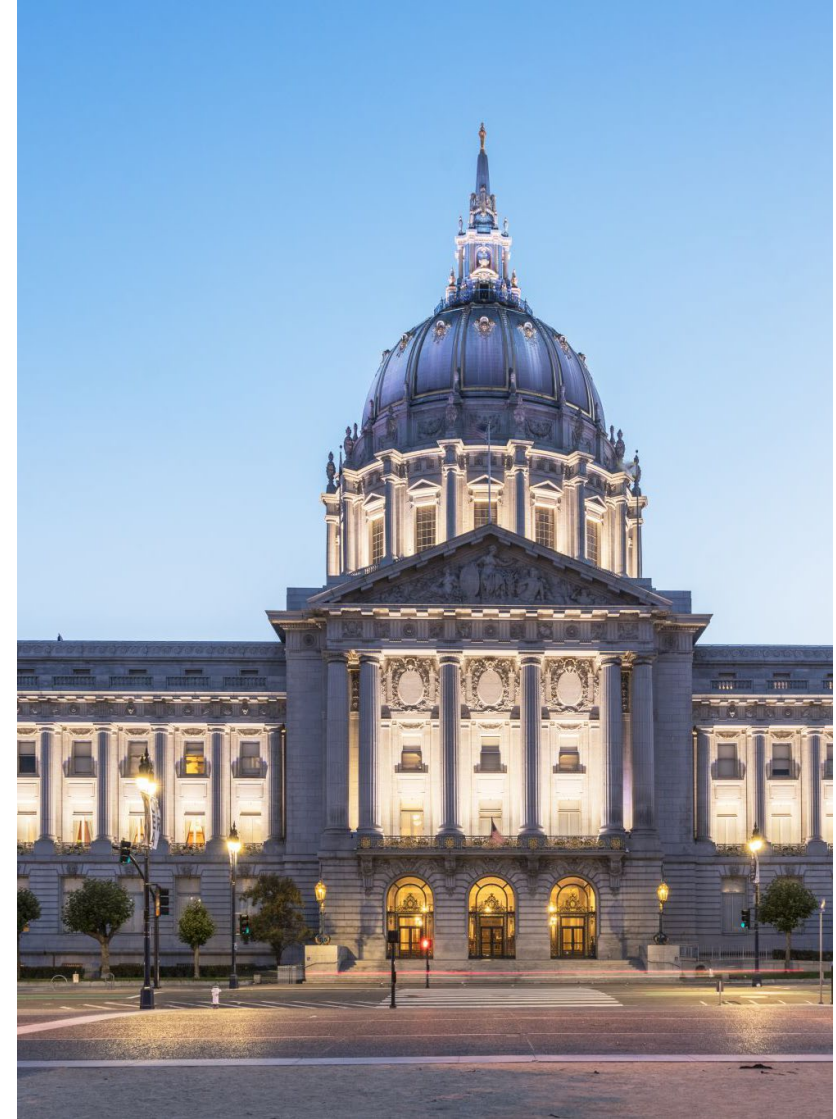
In 2022, MEDA:

- Served approximately **8,750** clients in its asset building programs and approximately **1,750** residents in its Community Real Estate programs
- Helped **3,000+** clients access nearly **\$3.5 million** in economic relief and another **390+** access **\$9.4 million** in rental relief
- Completed nearly **4,000** tax returns, resulting in an estimated **\$7.9 million** returned to local residents
- Helped place **200+** people into quality jobs
- Assisted **400** small businesses with coaching and business development technical assistance
- Achieved a **98%** repayment rate on its active loan portfolio

Sources: Clarity Social Research Group and Mission Promise Neighborhood, 2020; Mission Economic Development Agency, 2023; Mission Promise Neighborhood, 2022; Pablo Solares-Rowbury, 2023

Leading a National Equity Movement

- Established the **Equitable Recovery Institute**
 - Offers TA to those undertaking similar cradle-to-career place-based work and spearheads national, state, and local advocacy efforts
- Building a **Promise City**
 - In partnership with the City and County of San Francisco, San Francisco Unified School District, and community-based organizations and with support from Blue Meridian Partners, launched Promise City to create additional Promise Neighborhoods in San Francisco
- Created a statewide **California Promise Neighborhoods Network**
 - The statewide coalition of Promise Neighborhoods successfully advocated for a \$12 million appropriation, providing three years of operating support grants of \$1 million to four Promise Neighborhood sites whose federal funding expired
- Participated in **national partnerships and advocacy**
 - Joined the StriveTogether Cradle to Career Network and William Julius Wilson Institute at the Harlem Children's Zone; advocated for increased federal funding



The Power of Partnerships



Ten Takeaways for Place-Based Leaders

Keep the community's needs and aspirations at the center of the work

Have an audacious vision

Build on what already exists through strategic, relationship-based partnerships

Hire and cultivate committed, proximate leaders

Embed data—both quantitative and qualitative—to understand needs and measure progress

Blend direct services with capacity building and infrastructure development

Personalize supports

Braid multiple funding streams and networks

Advocate to influence structures and policies

When you succeed, bring others with you



“This type of transformational, community-led initiative should not be a boutique one-off, but rather the normal way that we come together as a society to align systems, fight poverty, and reverse legacies of inequity.”

- Richard Raya,

Marin Promise Partnership CEO and former MEDA Chief Strategy Officer; EdRedesign By All Means Senior Fellow

Family Success Coaches



Celina Castro-Saelao

Director of MPN
Partnerships, Mission
Economic Development
Agency

Family Success Coach



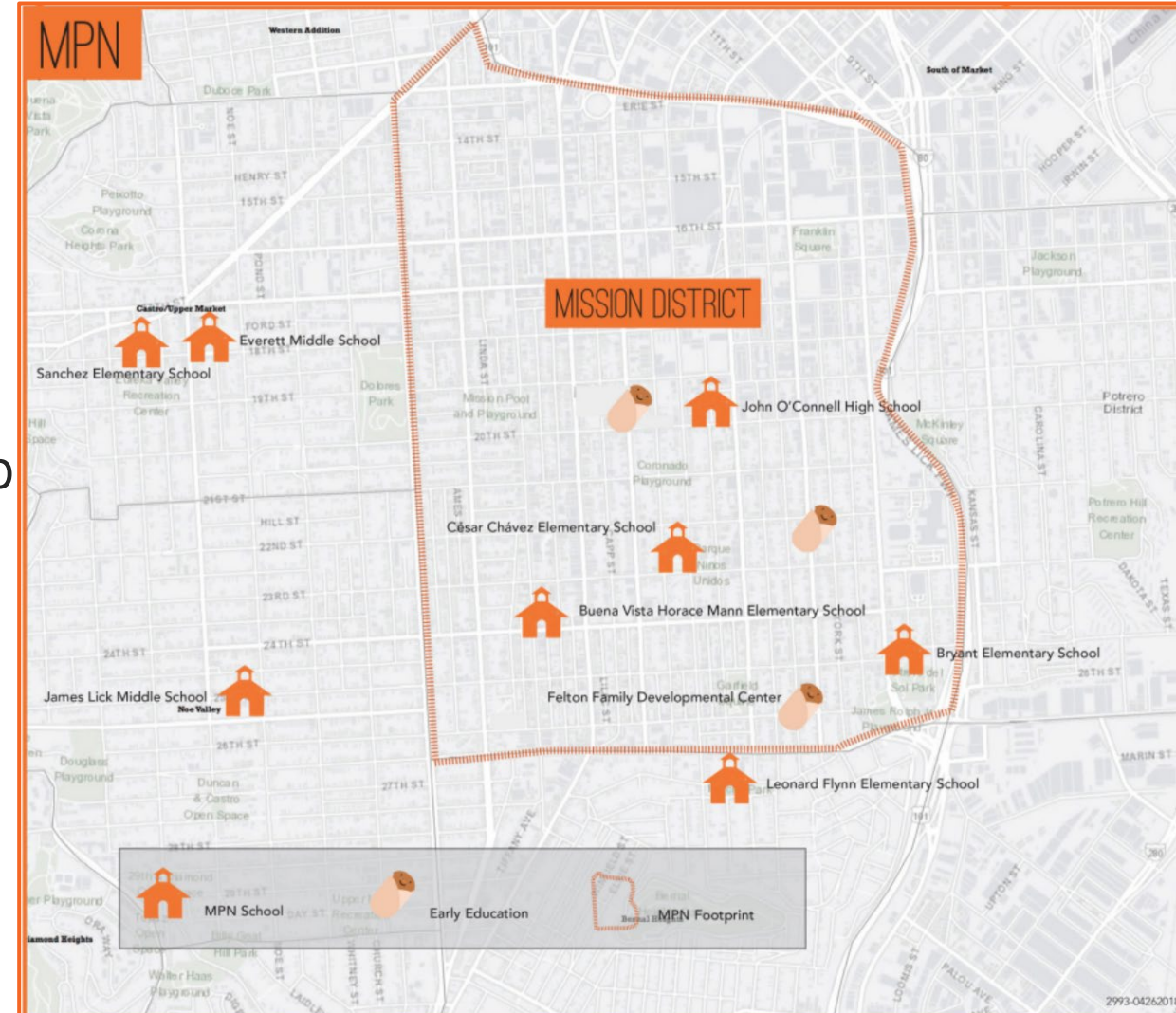
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NEIGHBORHOOD

Nine staff members serving as **navigators** embedded at MPN schools and partner site.

- 1 Early Care Education Center
- 4 Elementary
- 1 K-8, 2 Middle Schools
- 1 High School

Collaboration with site and on-site partners to promote family engagement, parent leadership and culture and climate.

Coordination with community partners to bring opportunities and relevant topics to MPN sites.



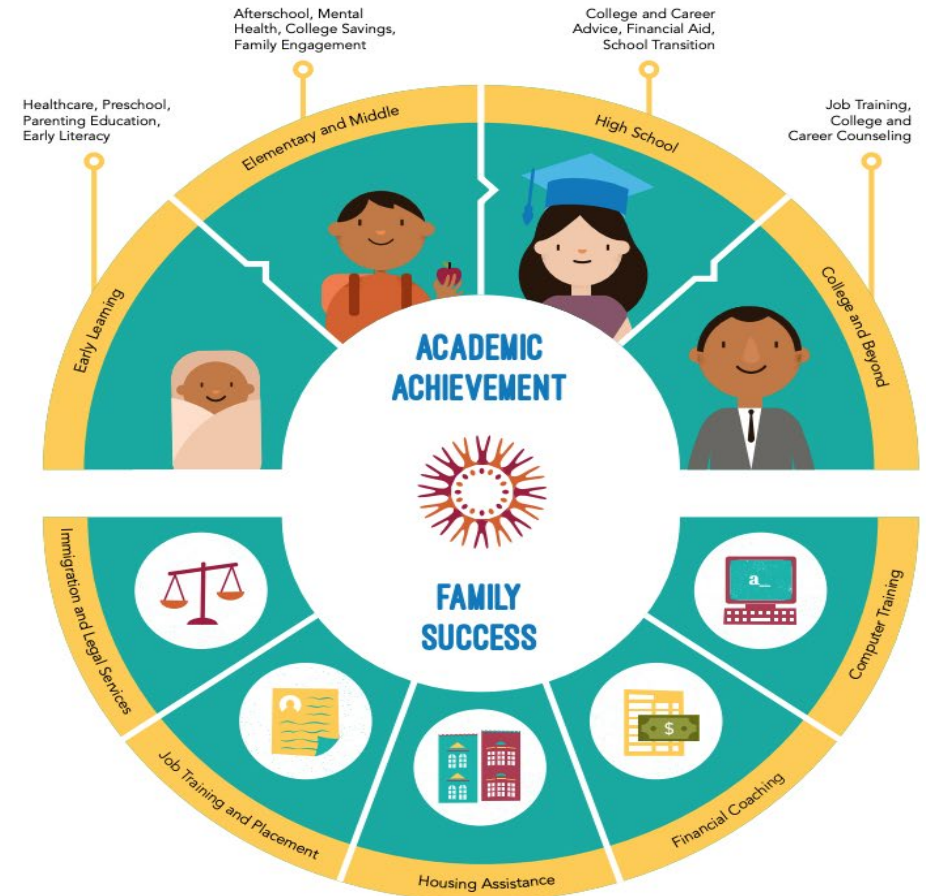
Family Success Coach

1. Cultivate Connection and Network
2. Creating Awareness
3. Foster Relationships
4. Connecting with Families
 - a. Embrace Family-Led Approach
 - b. Coach and guide
5. Follow up

EDUCATION IS ABOUT MORE THAN
WHAT HAPPENS IN THE CLASSROOM.

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NEIGHBORHOOD

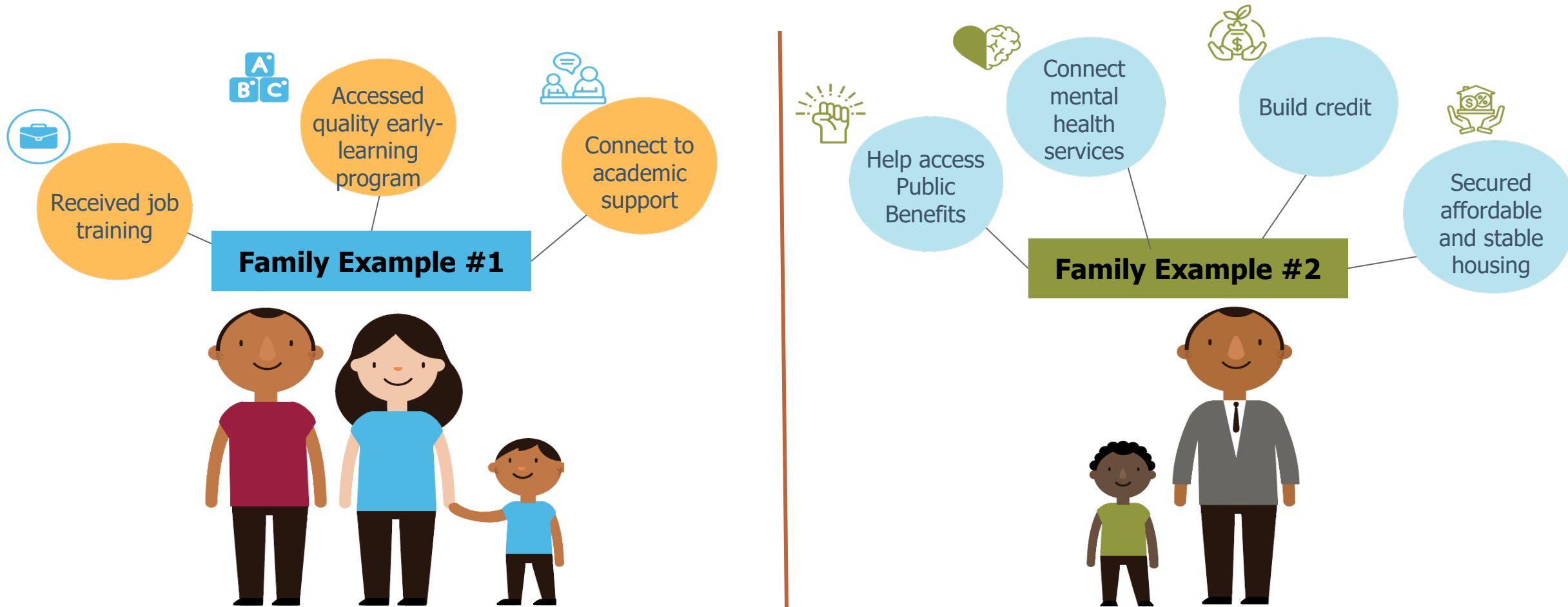
By connecting families with the community resources they need to succeed in life, we give students their best shot at academic achievement.



IT TAKES A COMMUNITY TO EDUCATE A CHILD.

We link families to all the ways our community supports them.
Get involved at missionpromise.org.

Personalized Support at Schools & Early Learning Sites



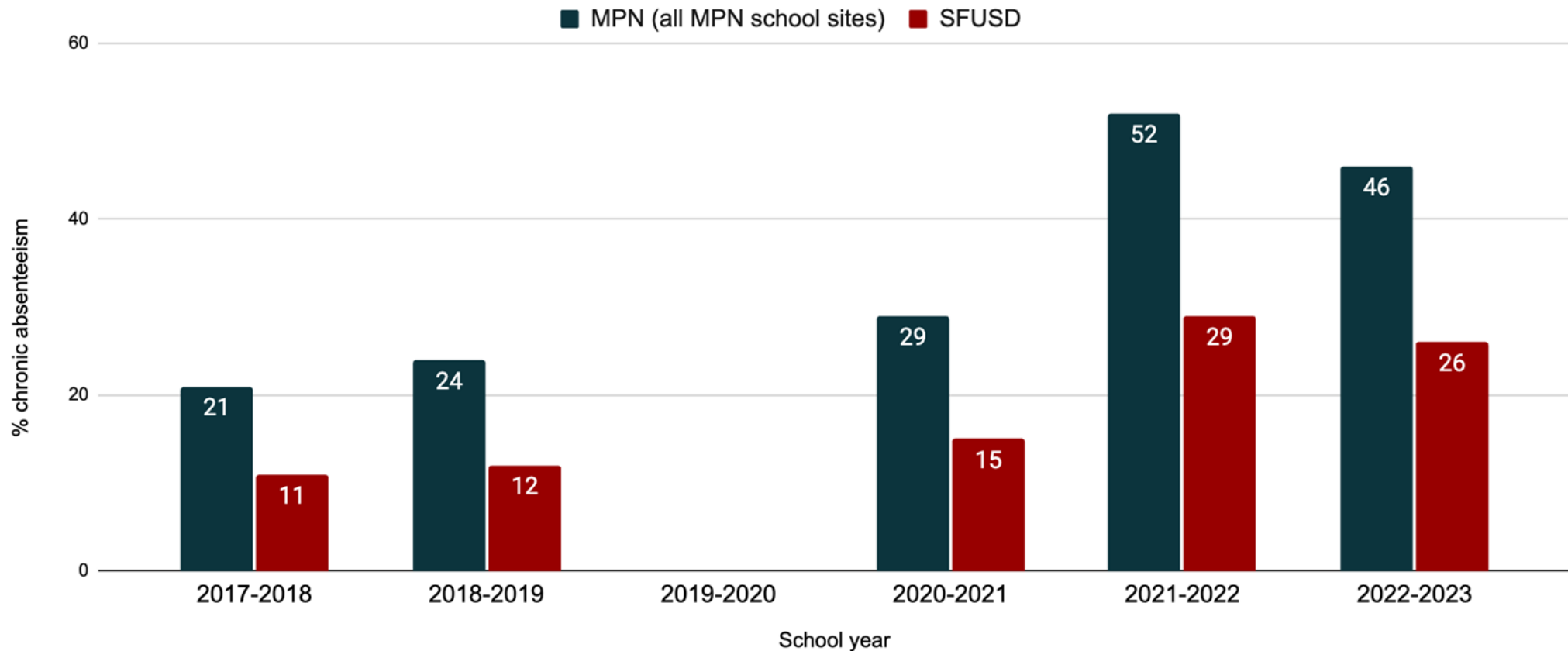
Cross-agency teams **implement a two-generation approach**, integrating family economic success strategies and support services with schools.

Chronic absenteeism data across the MPN Schools and San Francisco Unified School District (SFUSD)

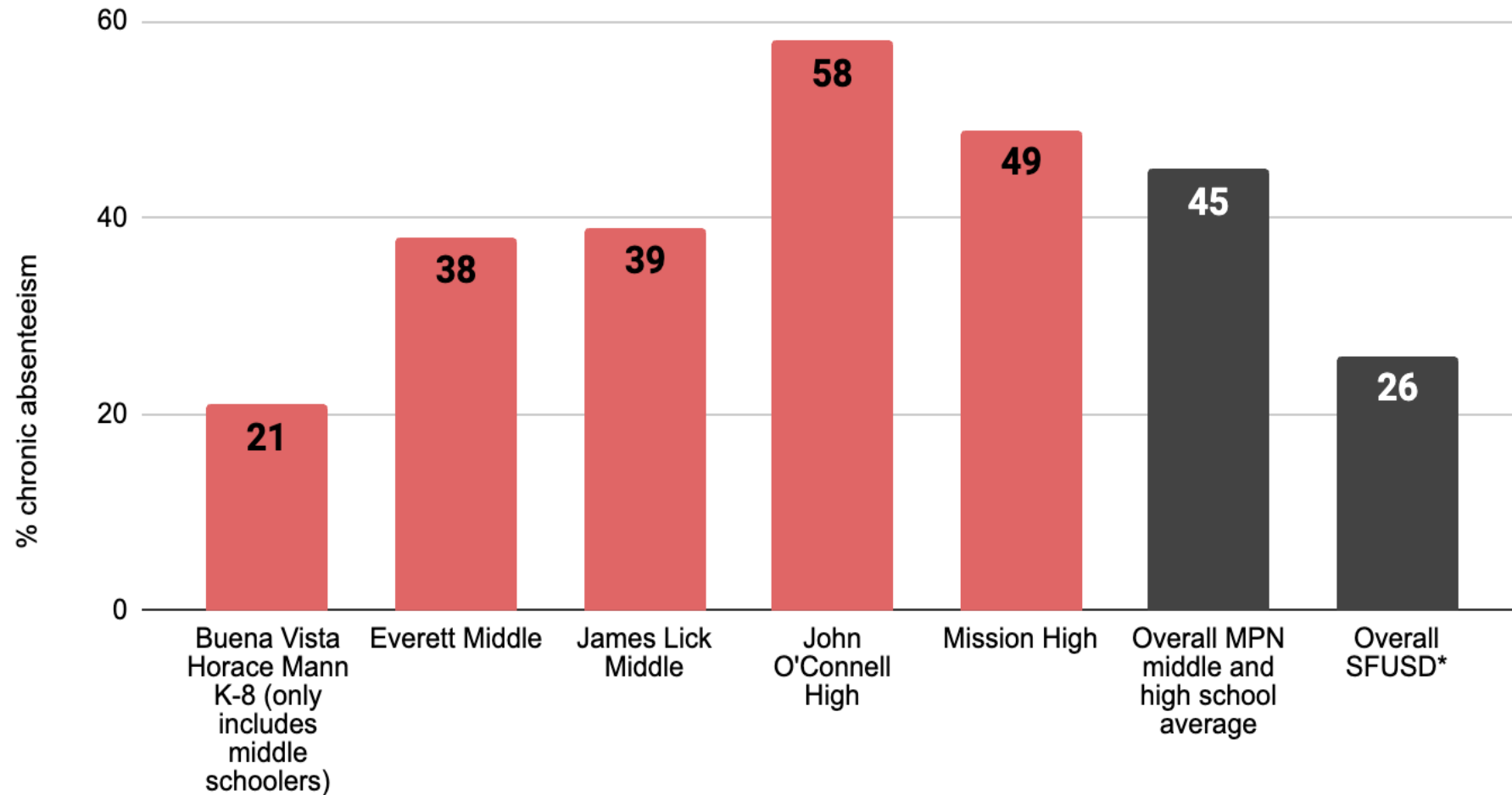
Chronic absenteeism rates at MPN schools (ES, MS, HS) are 2x SFUSD

Percentage of students who missed 10% or more of school days for any reason. That means approximately 18 days per year or 2 to 3 days per month

SFUSD only non-charter schools. SFUSD data missing for 2019-2020 because California Dept. of Education rendered them unreliable due to pandemic.



Chronic absence at MPN MS and HS is higher than SFUSD (2022-23)



*SFUSD rate includes kindergarten through high schools

What are factors driving chronic absenteeism?

→ Students who are low-income; in foster care; unhoused; have a disability are more likely to be chronically absent.

Challenges facing students and their families:	Challenges students face within the school:
Housing and food insecurity	Bullying
Lack of access to healthcare	Unwelcoming school climate/environment
Unreliable transportation	Biased disciplinary practices
Poverty	Lack of meaningful or culturally relevant curriculum
Need to work to support their family financially	

Recommendations to combat chronic absenteeism

- Parents

- 1. Notify Parents About Absences Personally:** Build relationship with parents and use direct communication to inform parents when their child misses school.
- 2. Equipping Parents with Attendance Knowledge:** Hold regular workshops to build awareness regarding attendance tracking, parent expectation, tools to communicate and monitor attendance. Sharing resource and tips with families.
- 3. Share Positive Updates and Stronger Family Engagement:** In-person or text let parents know when their child is performing well in school, to encourage both the parent and the child.

Recommendations to combat chronic absenteeism - Students

- 1. Increase Collaboration:** Improve efforts to address absenteeism by aligning strategies between district, schools, and community organizations.
- 2. Conduct Student Focus Groups:** Hold discussions with students to understand their reasons for missing school and identify their needs.
- 3. Stronger Connection:** Students and adults can develop trust, communication, and support.

Enhancing our approach with the Success Planning framework

Success Planning Pilots

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Target MPN Sites: 1 Middle School, 1 High School and 1 Youth Program

Student Success Coaches:

On site MPN Partners, School Staff, MPN Family Success Coaches, MEDA Staff

- Target specific student population.
- Checking in formally and informally with students.
- Guide student in developing academic, attendance and personal goals to create personalize plan.
- Note specific needs, concerns or interests of students and support in order to connect them to services or programs.
- Gather students' experiences and insights.
- Motivate and celebrate! Celebrate successes!



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mission
graduates



Success Planning

Student Success Coaches



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Planning and tools:

- Strengthen existing approach of working with students
- Use coaching tool kit as a guide to check in with students
- Build knowledge of resources in community to connect students

Standing meetings for coaches:

- Share themes coming up during check in with students.
- Troubleshooting and problem-solving
- Review academics and attendance data
- Share best practices
- Coordination with family engagement team at site

Mission Youth in Action

Target Students:

30 students are participating in a youth leadership cohort for 9 months.

Students are from MPN High School or live in the MPN footprint

Approach:

- All students are meeting with a Success Coach at least once per month.
- During check-ins, students have reflected on academic experiences and attendance.
- Students have developed 1 personal goal and 1 academic goal.



Everett Middle School

Target Students:

- Newcomer students: 6-8th graders
- English Language Learners
- At risk or chronically absent
- 12-15 students estimated for 2024-25

Highlight of Current Work:

- Newcomer Groups helping navigate school life and build friendships.
- Build on system already in place supporting newcomer students.
- Organic and informal relationships with students and adults already exist.



FSC at Everett Middle School with student and parent

John O'Connell High School

Target Students:

- 9th and 10th grade students
- Students needing academic support and have attendance concern
- # of students TBD



“I’ve always approached this work as relationship focus, whether it be with students and [parents]. You’ve got to make sure that there’s a level of trust there and supporting students.”

- Family Success Coach ”

Highlight of Current Work:

- All community partners on site identify 1-2 staff members to serve as Student Success Coaches.
- Student Success Coaches are embedded in the classroom and collaborate with teachers to provide academic support.

Next Steps

- Meet with school to identify student based on data.
- Set up recurring meeting with identified student success coaches.
- Work with MEDA's evaluation and schools to capture impact.
- Explore method to capture students' growth, including social-emotional.
- Develop a youth-focused resource guide.

Q & A

Discussion

Consider the individualized relationship-based strategies shared in MEDA's presentation:



- What exists in your community or city—or one you support—that focuses on relationship-based individualized supports like Success Planning?
- What can you do in your current professional role to advance strategies like Success Planning?

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