

# Personalization as a Success Strategy: Leveling the Playing Field for Students

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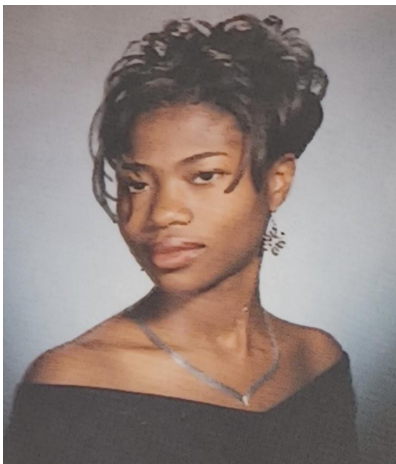
Executive Director, EdRedesign;  
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**EdRedesign**  
OPPORTUNITY FOR ALL



**#PowerofPlace**

# Caring Adults Ensure Children & Youth Feel Known, Seen, Heard, and Supported



**Me- Age 18**  
**High School Senior Class Photo**

## The Five Elements of Developmental Relationships

- Express Care
- Challenge Growth
- Provide Support
  - Share Power
- Expand Possibilities

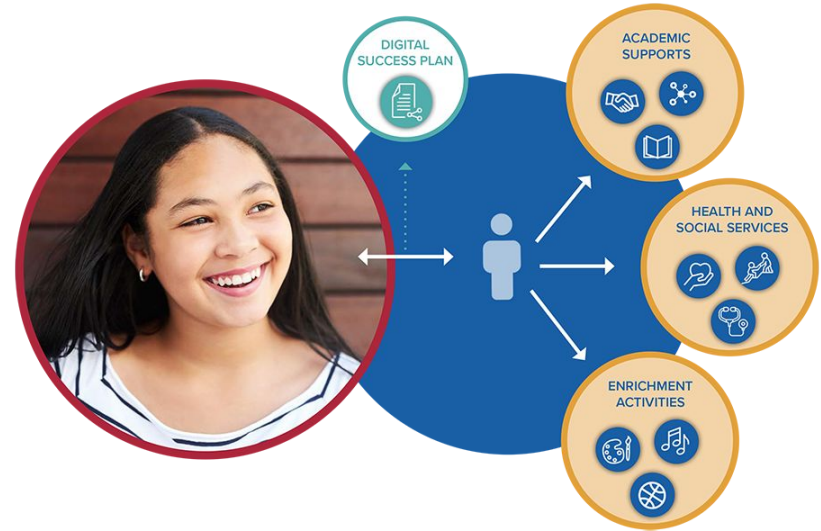


**Neil Richardson**  
Former Assistant Director of Upward Bound

# EdRedesign's Success Planning Strategy

**Success Planning is a personalized practical approach for school and community leaders to meet children/youth where they are and give them what they need.**

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

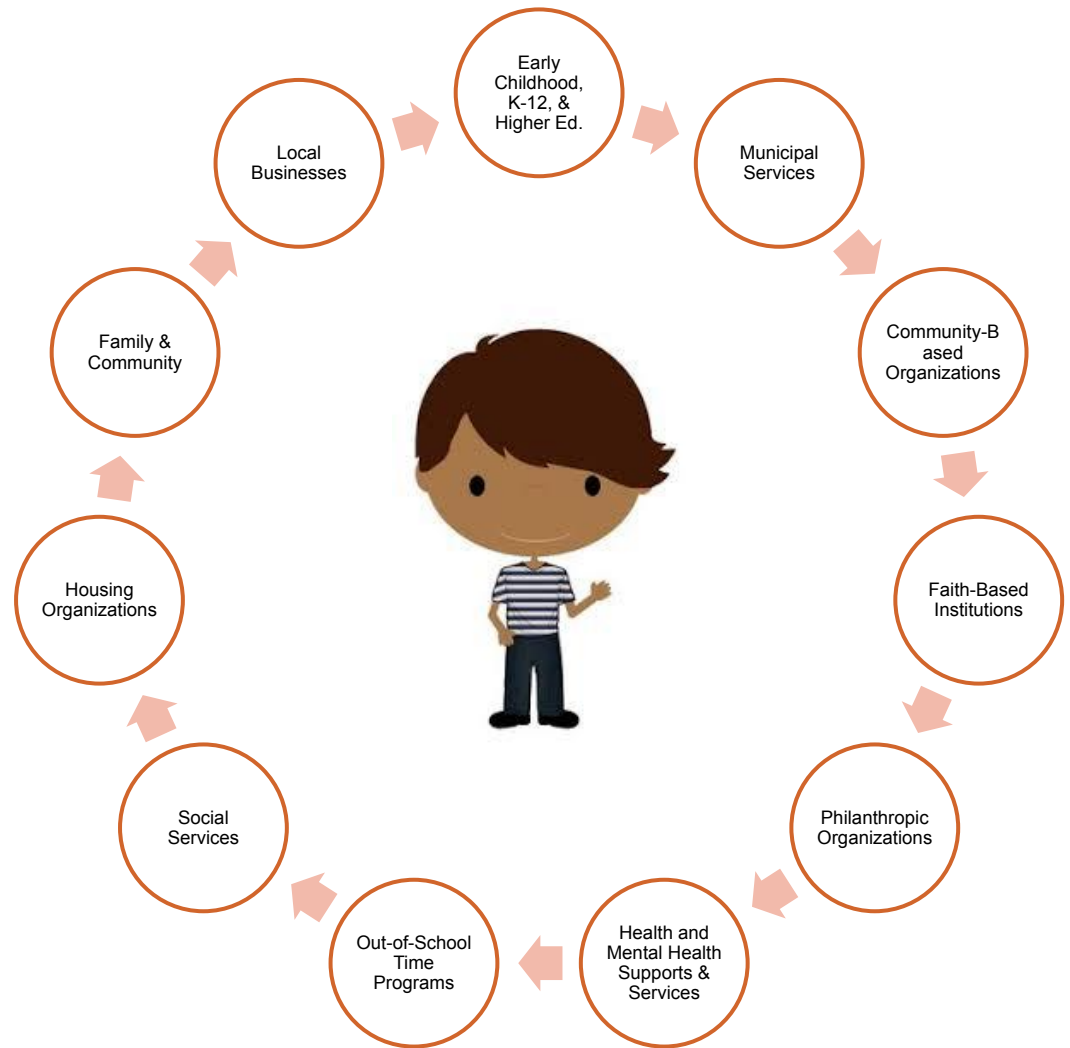


# Success Planning Components

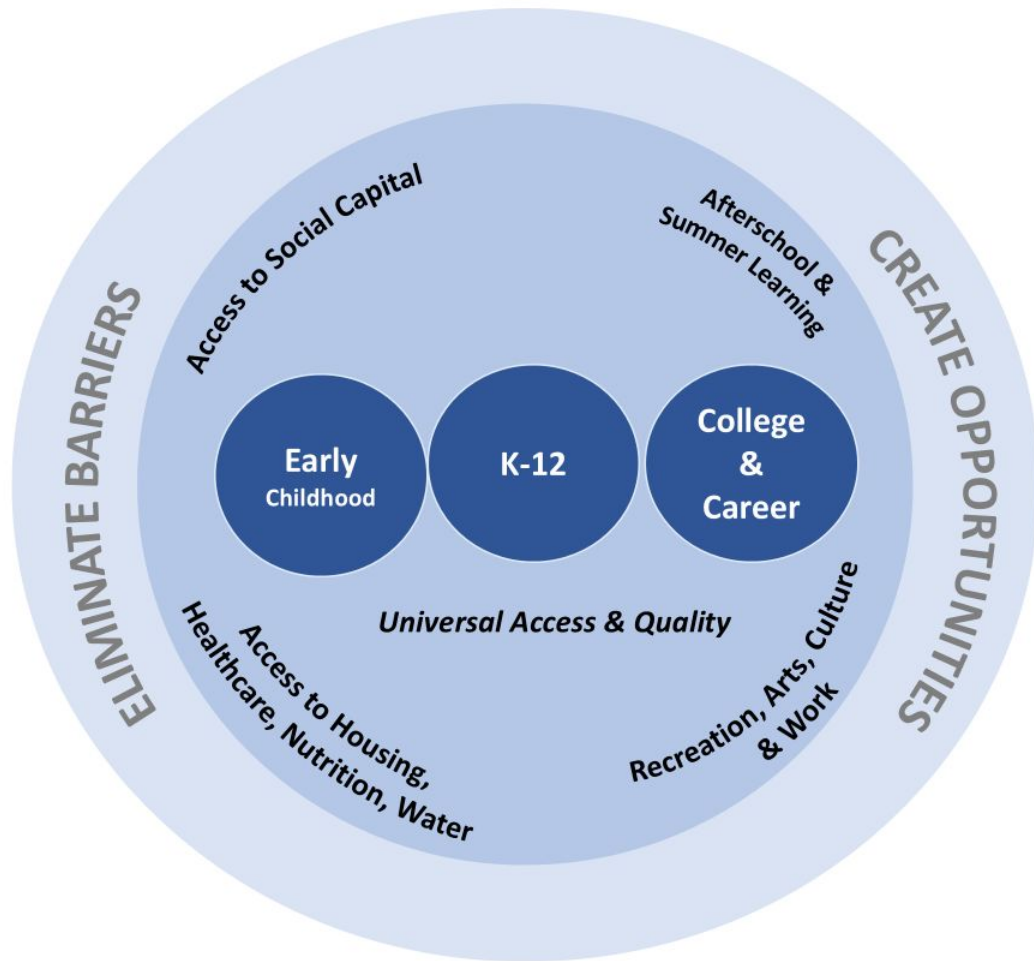


**Coordinated by  
a collaborative  
action body  
within a  
place-based  
partnership**

# The Ecosystem



# Cradle-to-Career Supports and Opportunities



## 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 (housing, food insecurity etc.)





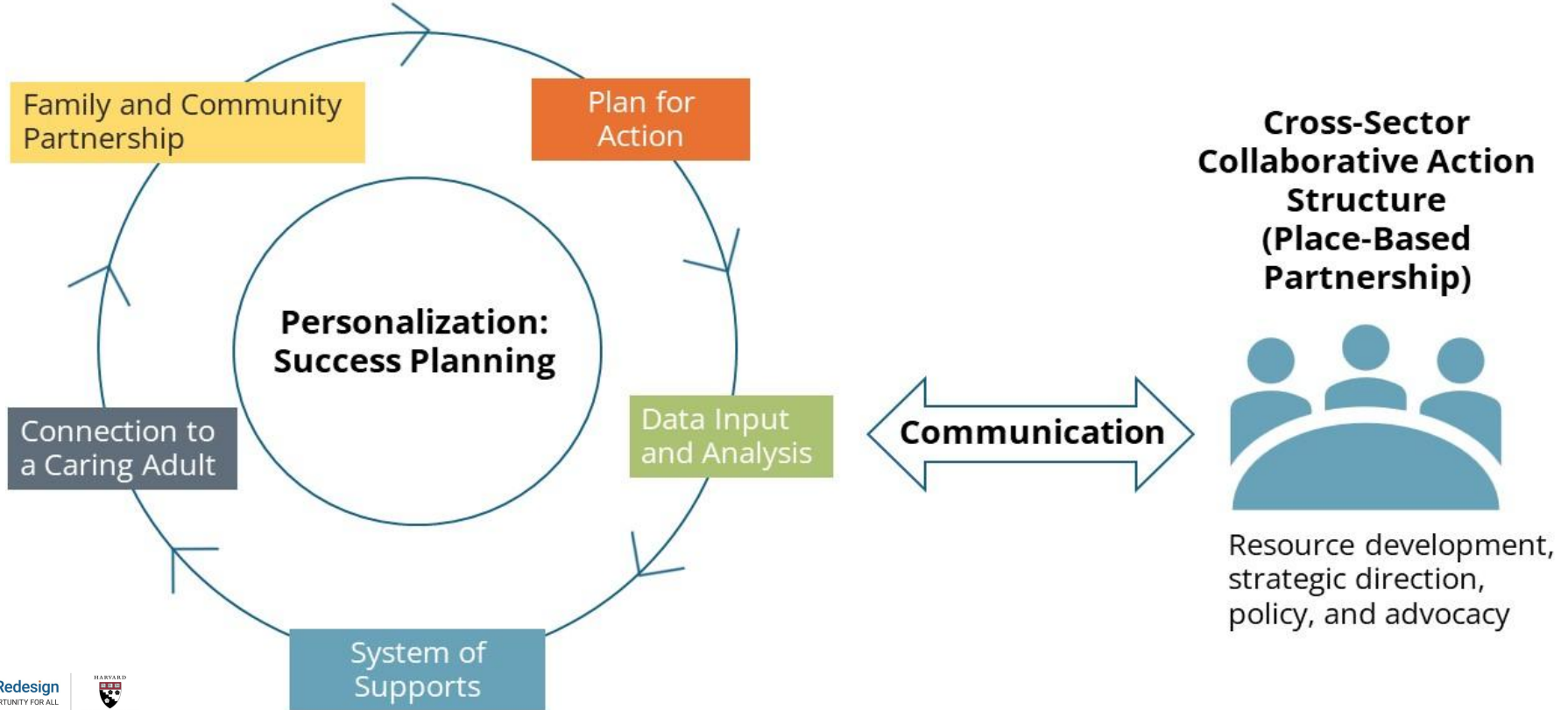


# **As a Model-Agnostic Field Catalyst, EdRedesign Supports Communities to Build, Scale, and Sustain Success Planning Initiatives Within Broader Cradle-to-Career Place-Based Efforts to Maximize Impact for Students, Families, and Communities.**

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



# Connecting Personalization and Collaborative Action for Policy and Systems Change



# What We Are Learning



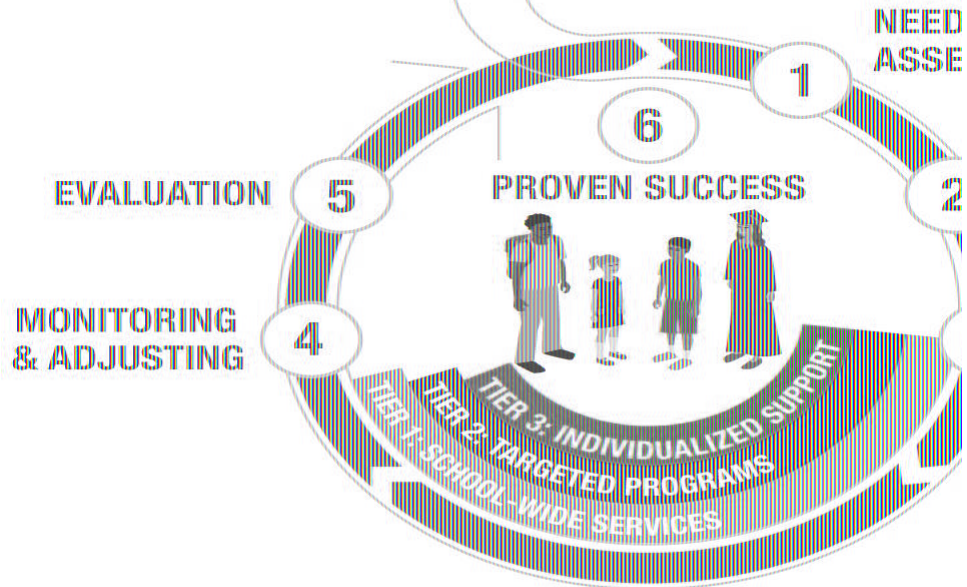
## Success Planning:

- Serves as an entry point for tackling stubborn disparities
- Has positive implications for reductions in chronic absenteeism and gains in academic outcomes
- Creates effective partnerships with families (2-Gen Approaches)
- Meets the needs of children and youth from often underserved populations
- Fosters youth voice and agency
- Aligns with community-wide strategic priorities and systems & broader place-based efforts
- Provides data and creates opportunities for regional/state-wide scale and policy and advocacy efforts
- Bridges divides and unifies communities across boundaries and ideologies to meet children where they are and give them what they need

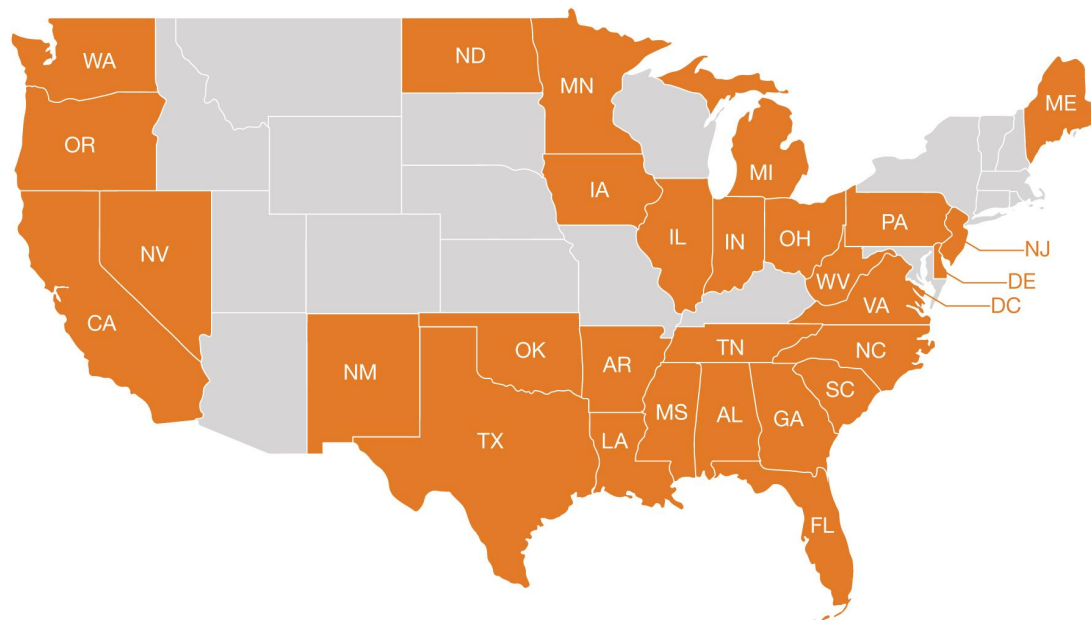


Communities  
In Schools®

- CIS ORGANIZATIONS
- SITE COORDINATORS
- COLLABORATIVE PARTN



# Locally Focused. Nationally Active.



**118**

CIS organizations and  
licensed partners

**29**

States and D.C.

**3,593**

schools and community  
sites were served in  
SY23-24.



# The Arc of Our Scale Strategy

*“It’s not programs that are transforming young people’s lives, it’s relationships.”*

*– Bill Milliken, Founder*

- To lead an inclusive and durable movement for educational equity inside K-12 Public Schools
- Communities In Schools aims to reach to reach all Title I eligible schools in the country (approximately 60,000)
- Ensuring every school campus benefits from the full strength and rigor of the CIS model through a well-trained and supported site coordinator in each school.

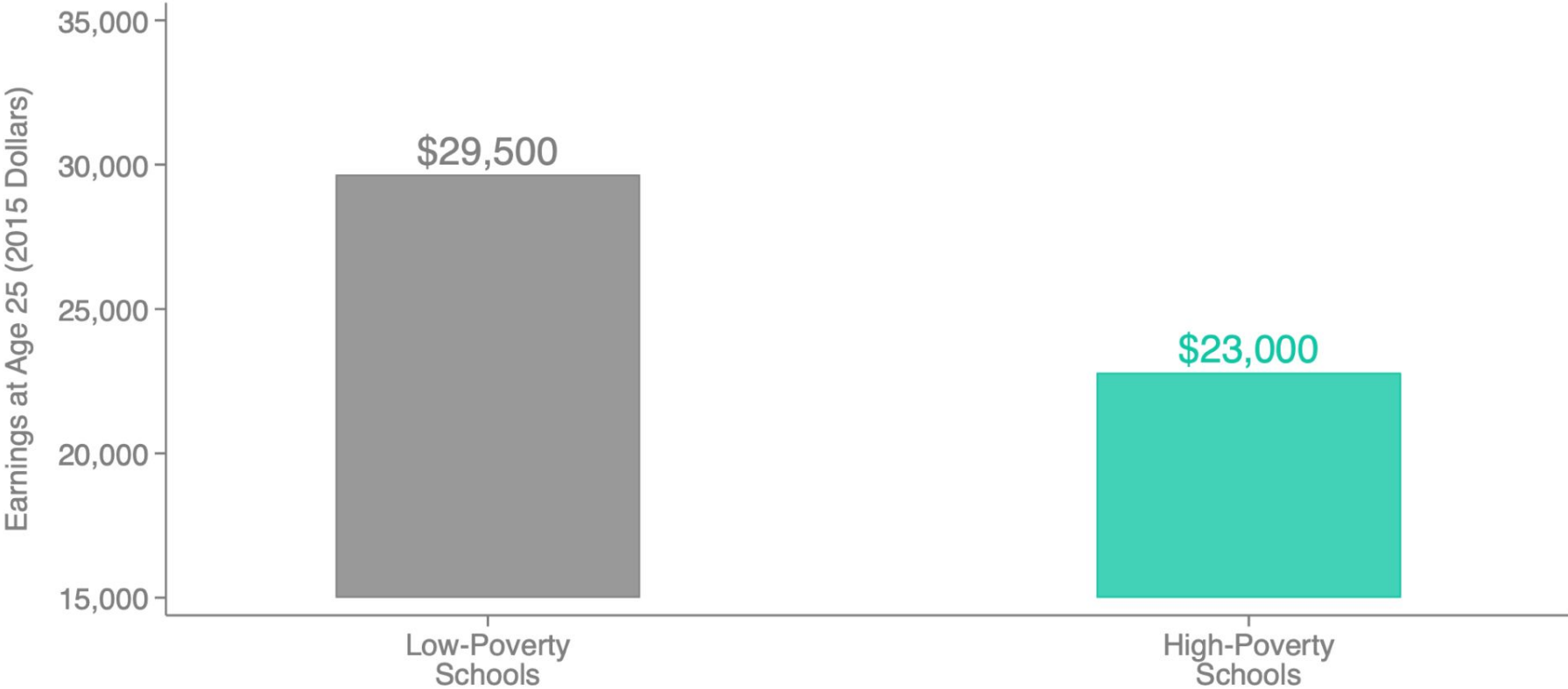


# Earnings Gaps in High- and Low-Poverty Schools



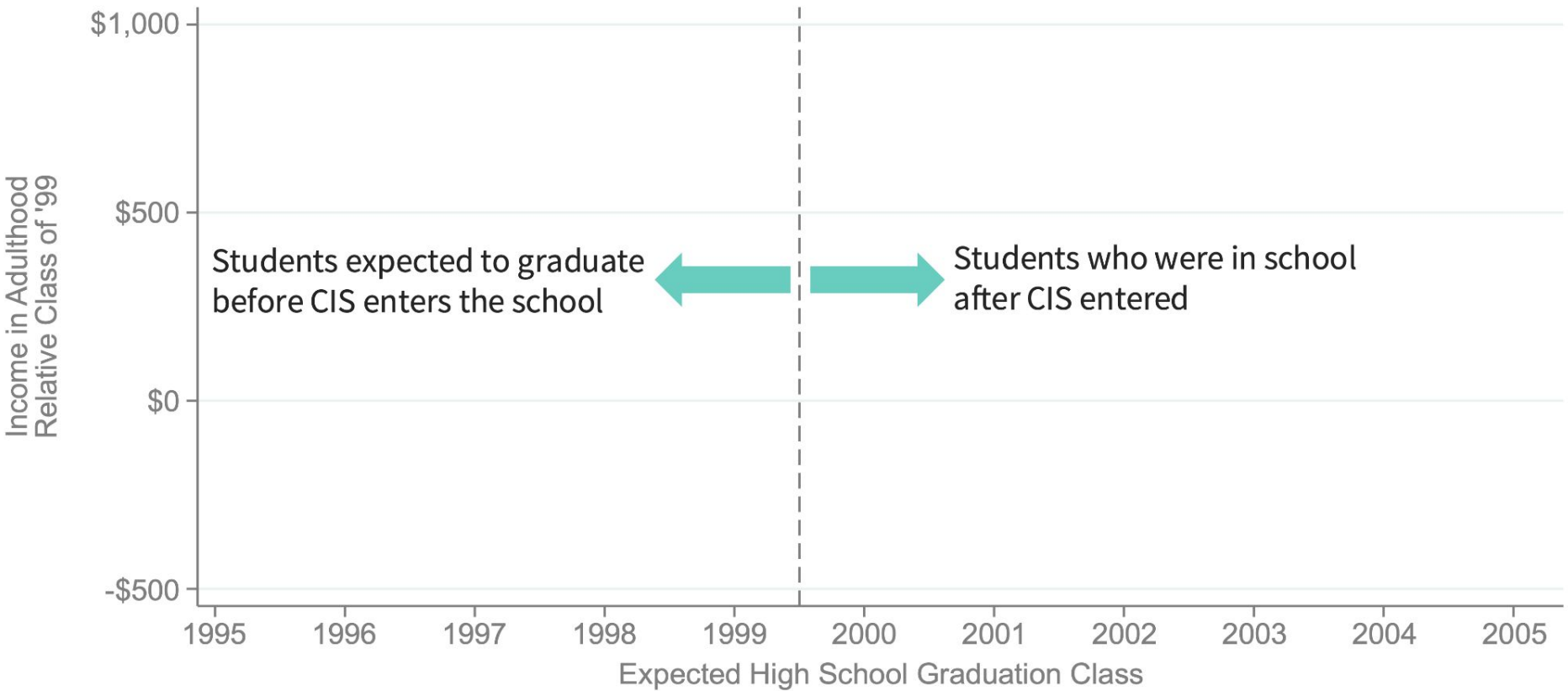


# Earnings Gaps in High- and Low-Poverty Schools



# Effect of Communities in Schools on Adult Earnings

High School gets CIS in 2000

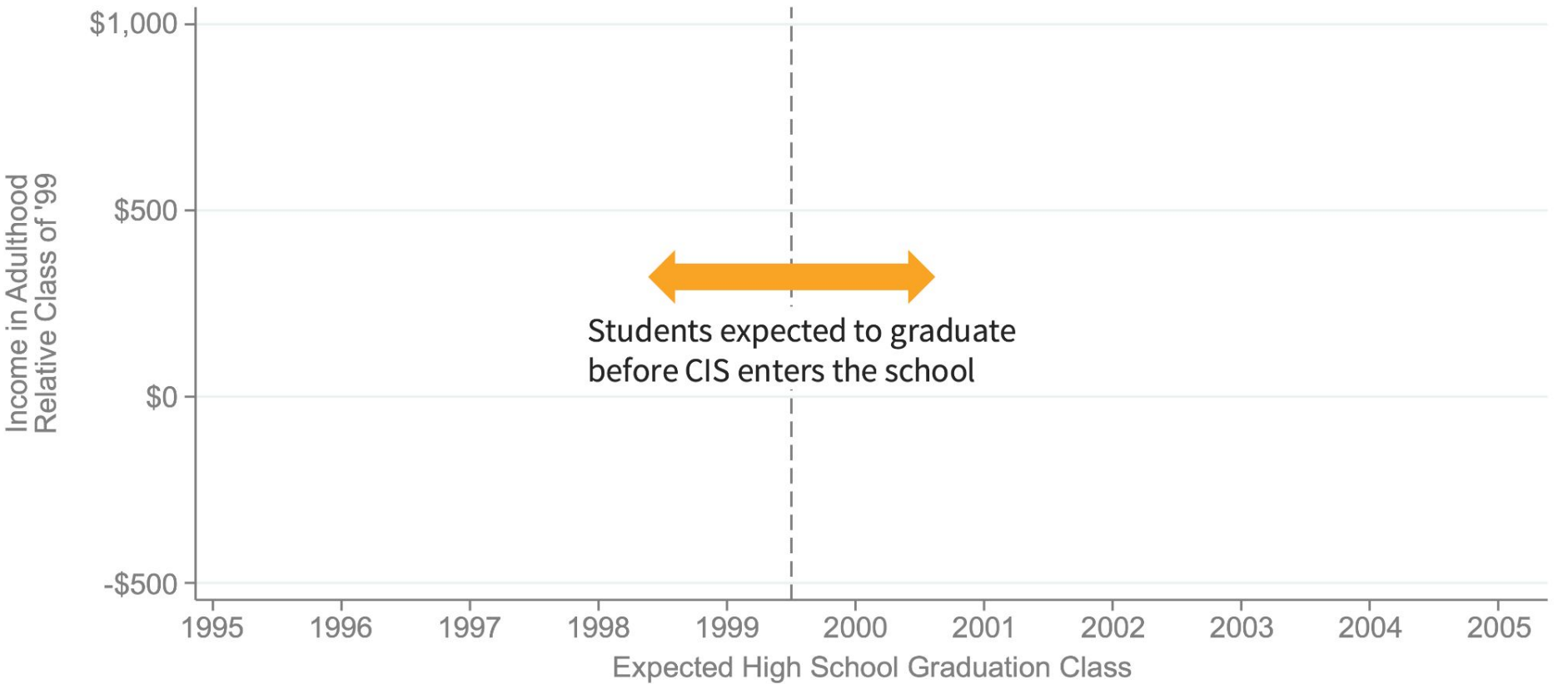


Source: Goldman, Gracie, Porter (in progress)

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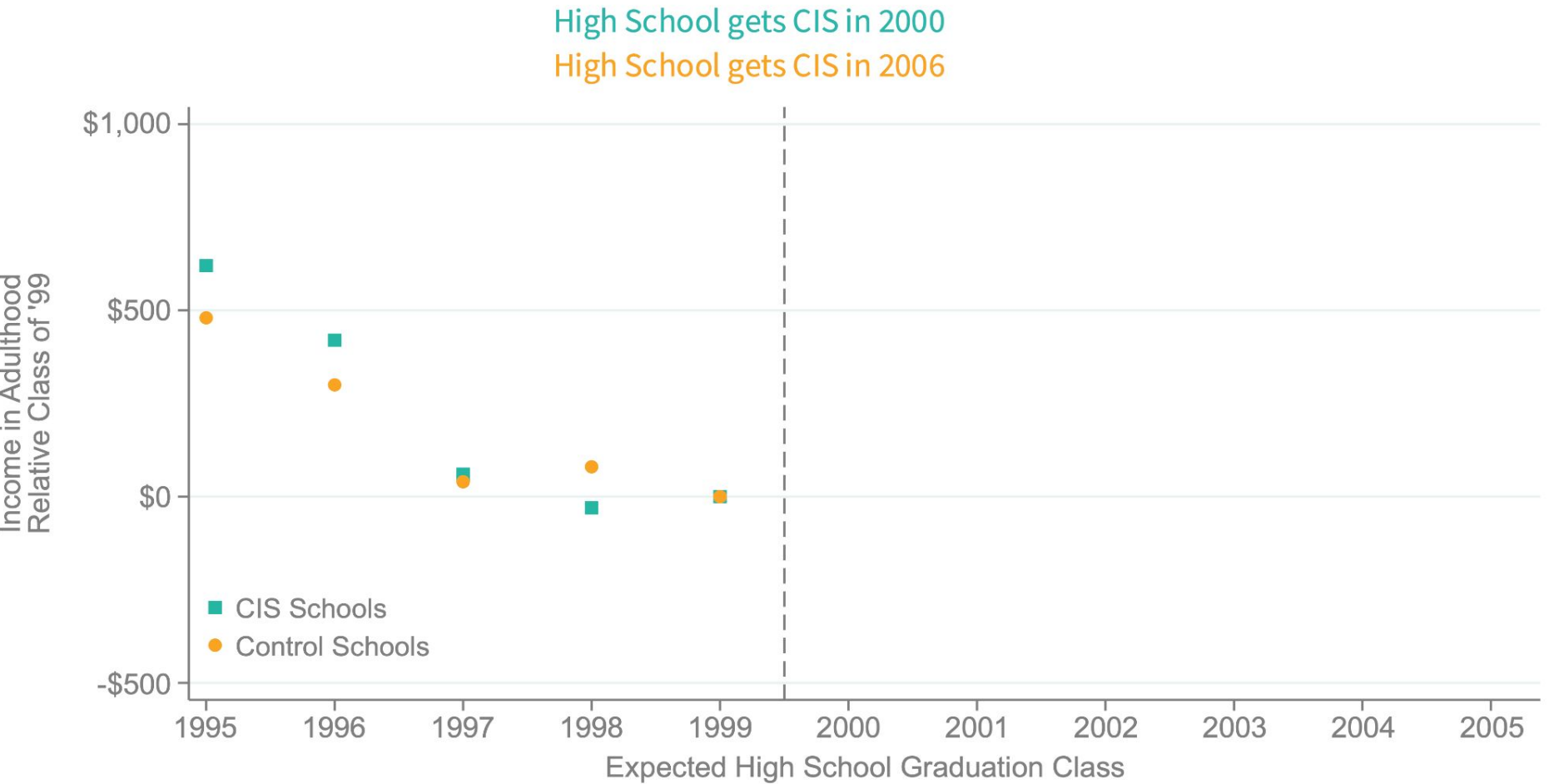
High School gets CIS in 2000

High School gets CIS in 2006



Source: Goldman, Gracie, Porter (in progress)

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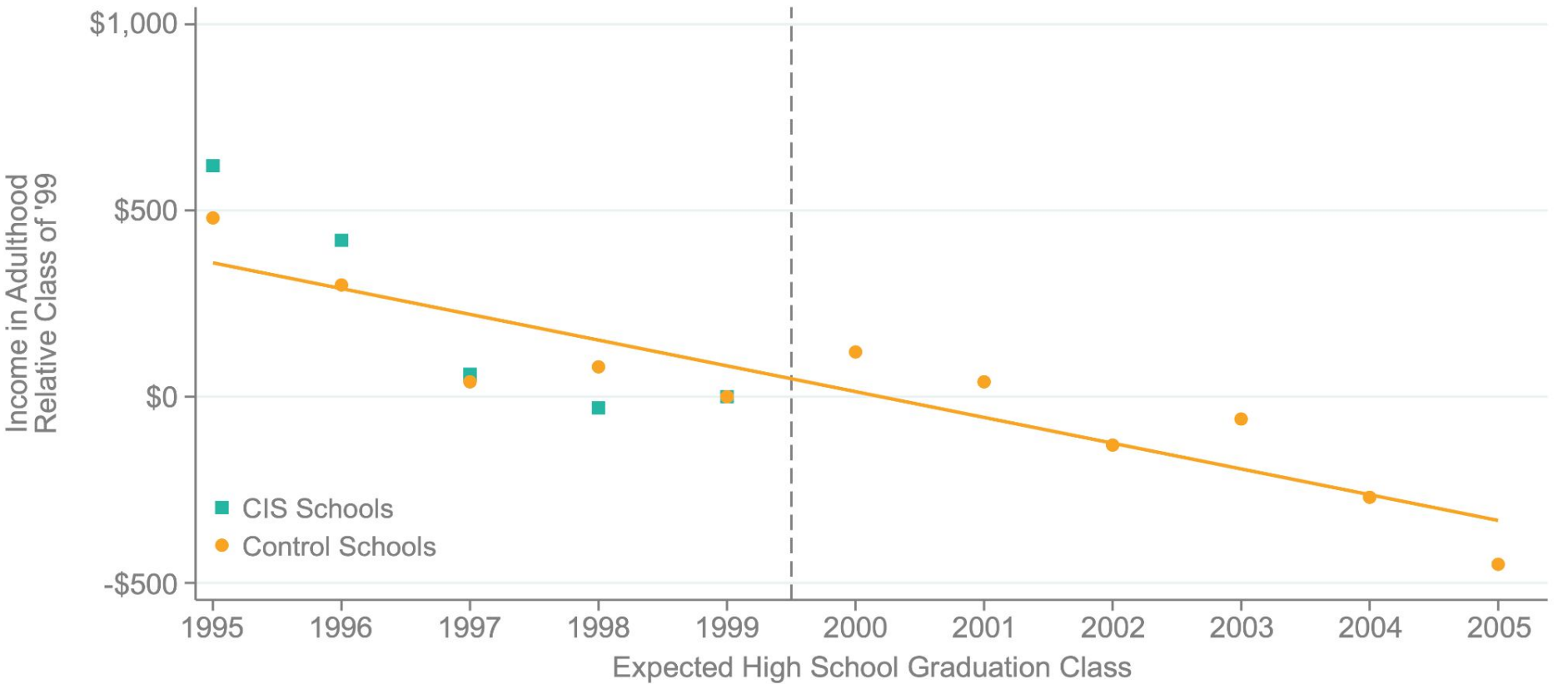


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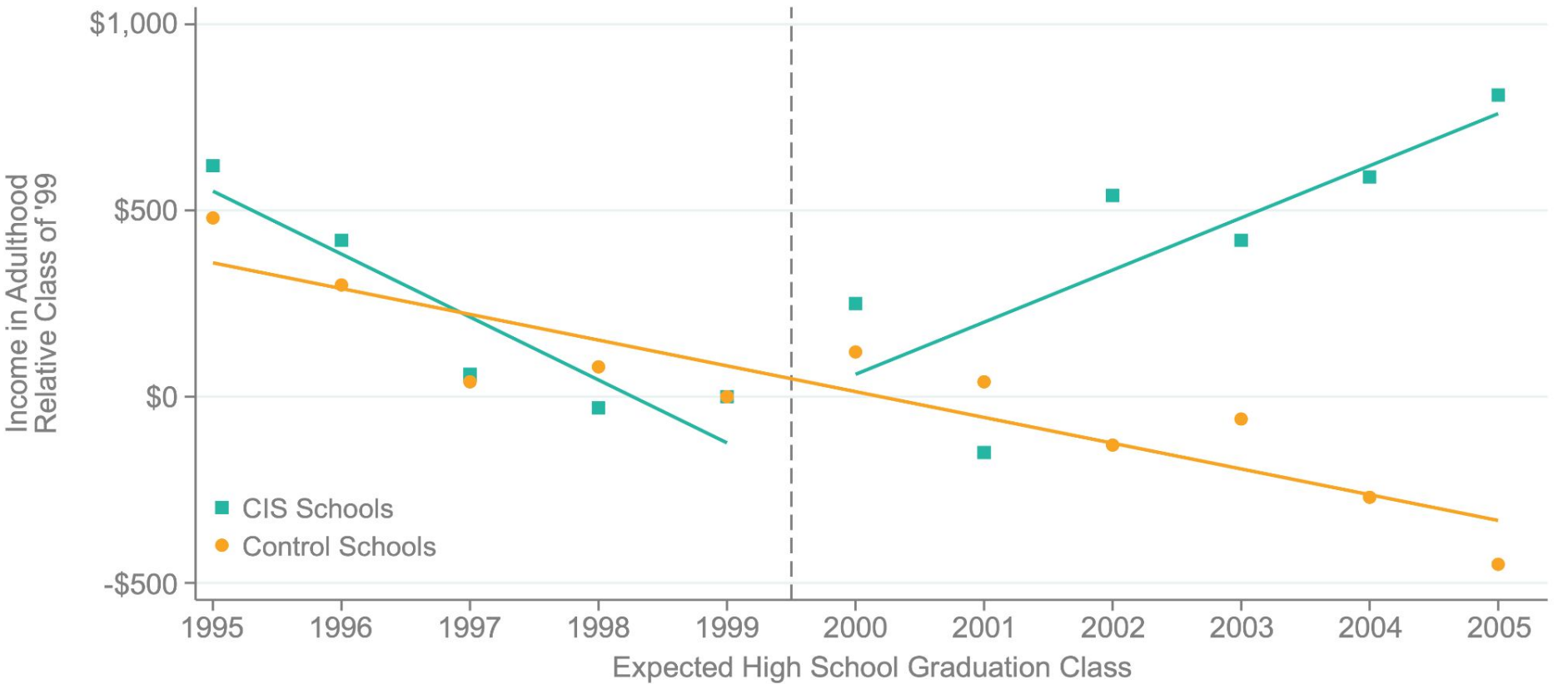


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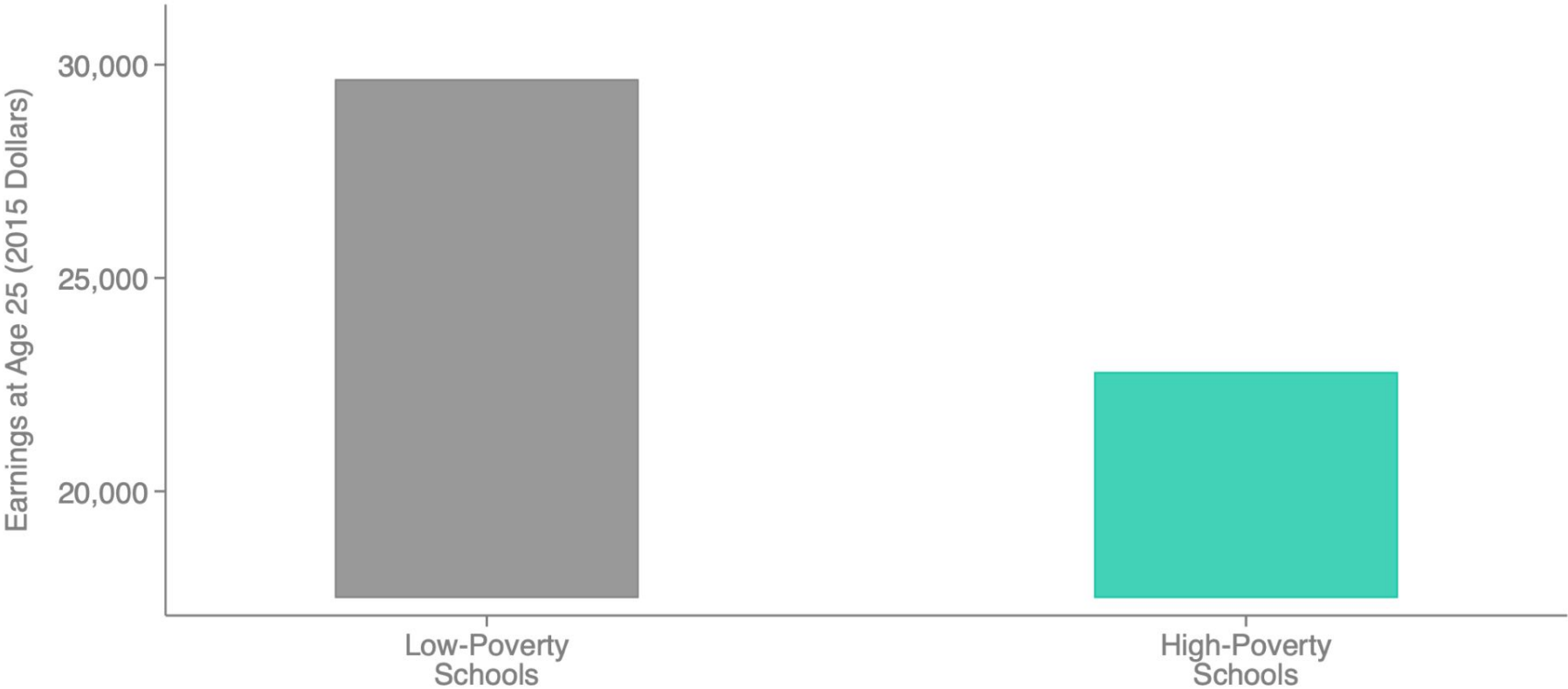
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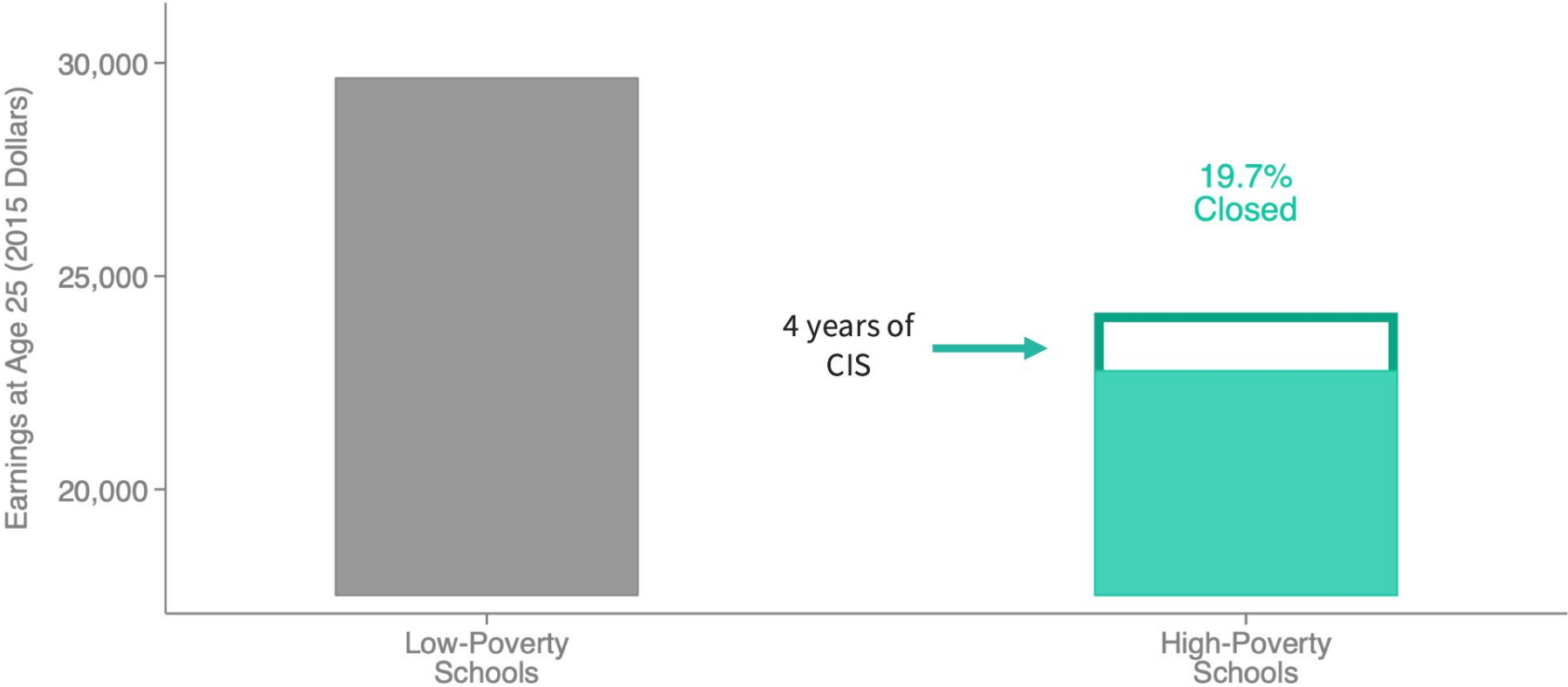
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# Effect of CIS on Earnings Gaps in High- and Low-Poverty Schools





# Effect of CIS on Earnings Gaps in High- and Low-Poverty Schools



## Takeaways

- Providing students with individualized supports substantially improves students' long-run outcomes
- Estimate that 4 years of CIS closes one-fifth of the gap in earnings between students in high- and low-poverty schools
- What drives this improvement?

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- What drives this improvement?
  - In our work, we show approximately 50% of improvement comes from improvement in attendance
  - Also find short-run effects on in-school outcomes