

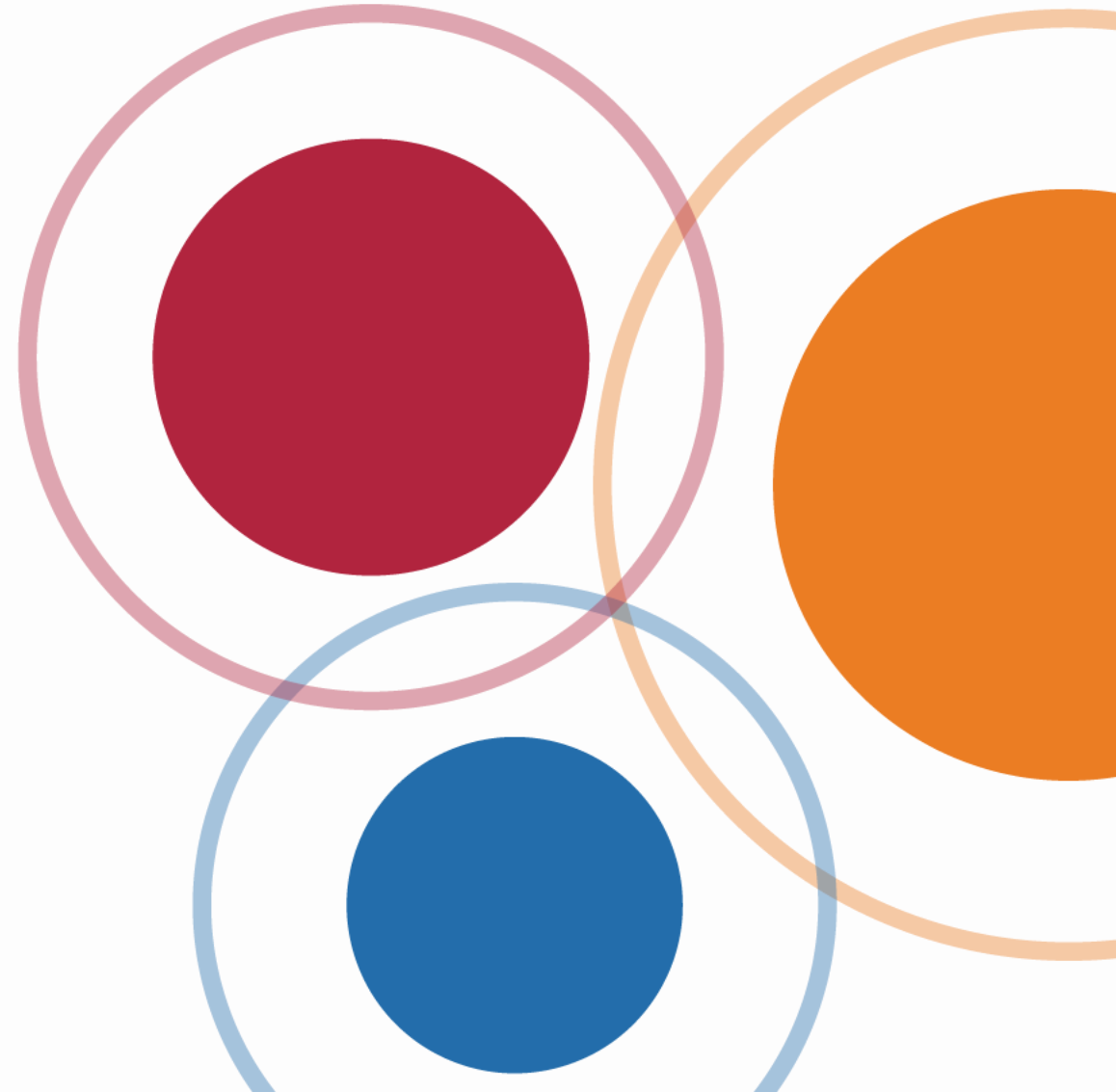
# EdRedesign Lab Institute for Success Planning

## Community of Practice Summer Workshop 2025

Day 1  
Tuesday, July 29, 2025



EdRedesign  
OPPORTUNITY FOR ALL





# CONGRATULATIONS

**EdRedesign**  
OPPORTUNITY FOR ALL



for being selected as 1 of 15  
communities to participate in  
EdRedesign's Institute for Success  
Planning 2025-2026  
Community of Practice!





# **Community Builder**

## **“Who’s in the Room?”**



# Who's in the Room?

## Community Builder



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

### **Round 1: Pairs (4 min.)**

What is the meaning or significance of your name?

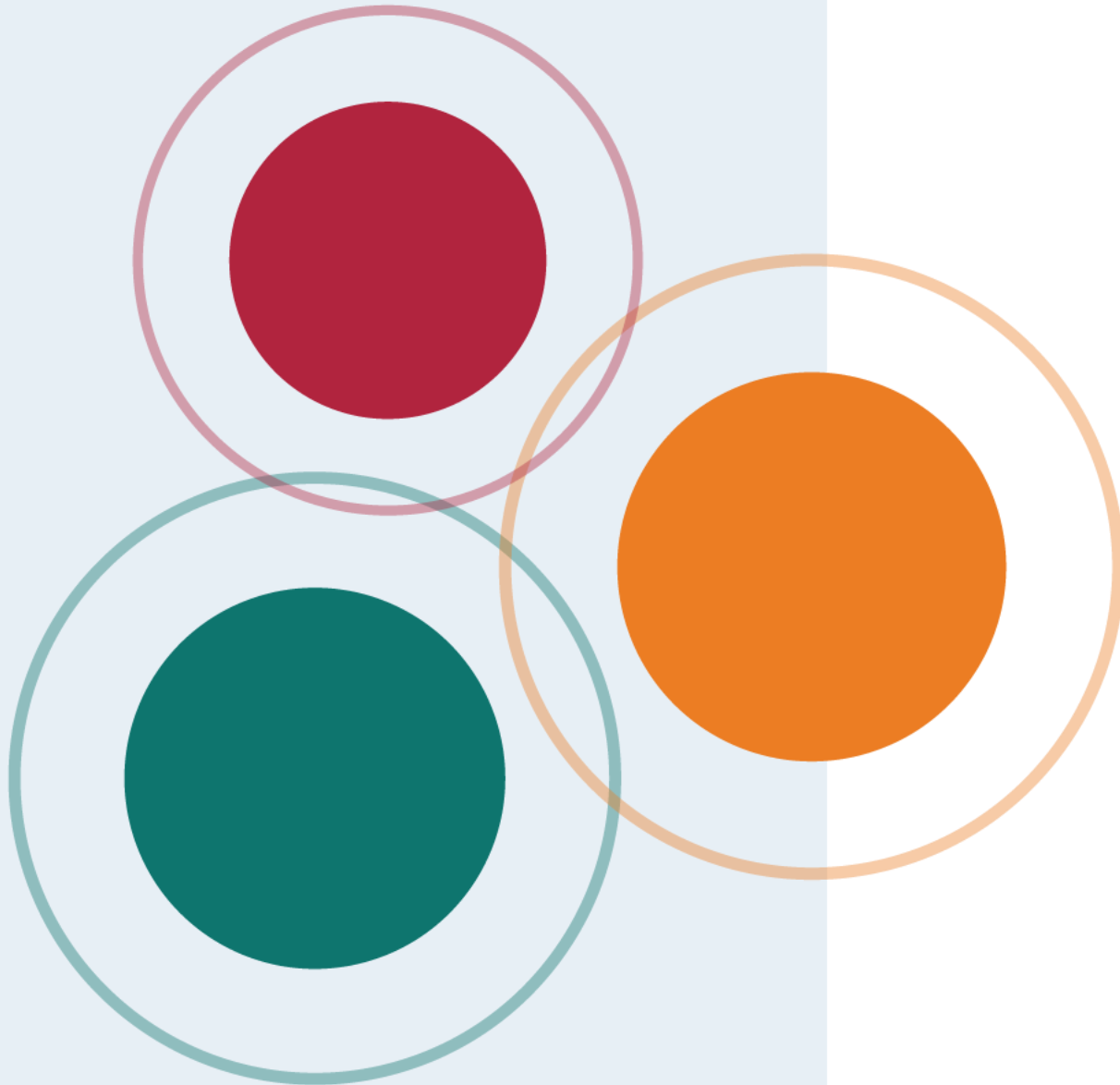
### **Round 2: Teams of 4 (5 min.)**

What is your superpower?

### **Round 3: Teams of 6 (6 min.)**

What advice would you give your 13-year-old self?





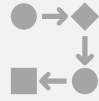
# Workshop Overview & Housekeeping



# Workshop Objectives



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



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



Reflect on your current leadership practices and adaptative leadership skills.



Engage with peers in the Success Planning Community of Practice to share best practices, lessons learned, and dilemmas of practice from your current efforts.



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



# Agenda Overview



**Day 1:** Tuesday, July 29<sup>th</sup>

**Day 2:** Wednesday, July 30<sup>th</sup>

**Day 3:** Thursday , July 31<sup>st</sup>

**Day 4:** Friday , August 1<sup>st</sup>



# Our Community Commitments

- Listen to understand
- Share the air
- Minimize technology
- Honor time
- Consider both intent and impact
- Have a growth mindset
- Consider missing voices
- Tell us what we can do to improve your experience
- Have fun
- Others?





# Housekeeping

## Part I



- **Identification:** Please always wear your name badge. It will serve as your identification to enter and navigate throughout the buildings.
- **Restrooms:** Outside of the Gutman Conference Center doors to your left and on each floor of Gutman library.
- **Exiting the Room:** If you must exit during any of our sessions, please use the doors on the far end at each side of the room.
- **Table Mics:** Table mics are located at each table to be used during Q&A and participatory sessions. Press the button to speak and it will turn green. Please keep the mics on the table as you talk.



# Housekeeping

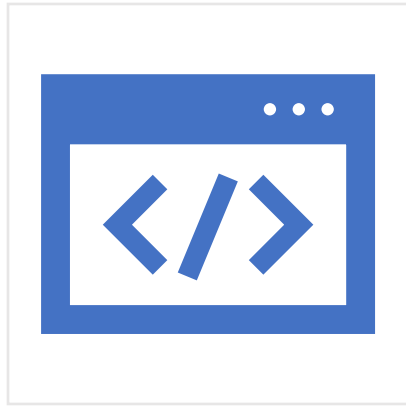
## Part 2



- **Registration Desk:** Please visit the staff at the registration desk to ask questions, find lost items, or access other support.
- **Dietary Restrictions:** If it was noted in your registration form, there are food options or meal vouchers available for all mealtimes. Please check the signage on the serving tables each day. You can follow-up with Shoshana from the EdRedesign team with any questions.
- **Parking:** If you parked for the event at University Place Garage, please visit the registration table to obtain your vouchers before the end of the day.
- **Social Media:** #SuccessPlanningWorkshop2025
- **Harvard Wi-Fi Login:** Instructions are printed on the table and accessible through the QR code on the back of your name tag.



# Summer Workshop Resources



## Event Webpage:

Access pre-work and other resources



## Individual Community Folders:

Access team time workbook

*QR codes to access these are available in your folder*

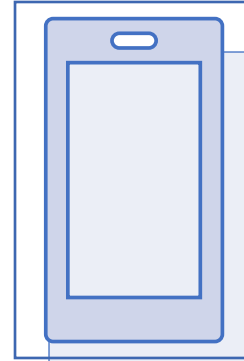




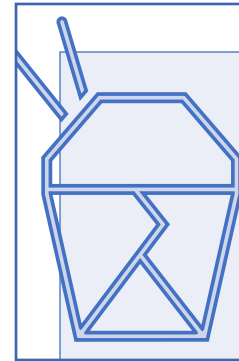
#SuccessPlanningWorkshop2025



# Today's Special Features



Social Media Engagement



Dinner on Your Own



# Thank You to Our Supporters



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

**The Schwartz Family  
Foundation**





# **Meeting the Moment:** Creating Viable Pathways to Success



## Our vision

# Opportunity for *all* children and youth

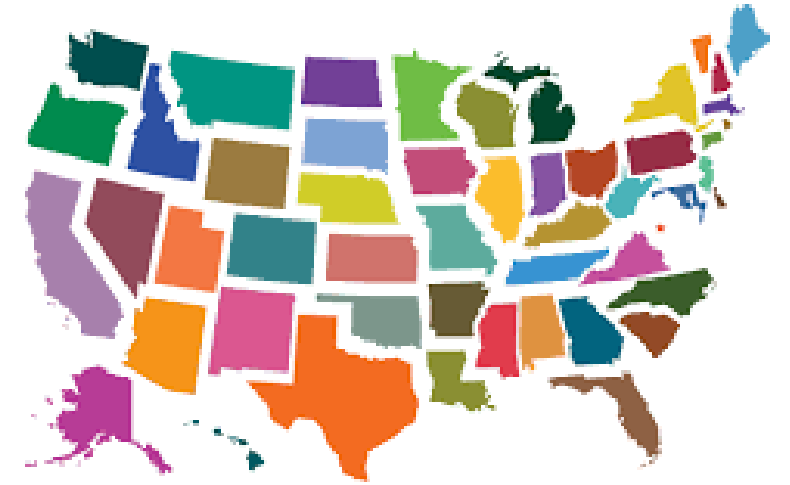
All children have clear and accessible pathways to well-being, educational attainment, civic engagement, and upward mobility





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

- Chronic absenteeism
- Increased mental and physical health needs
- Disparate academic outcomes
- Inequitable economic and social mobility
- Increased demand for basic needs services
- Housing and food insecurity.....



ALL MEANS ALL!



# Success Planning Community of Practice

## Alumni communities

Albuquerque, NM  
Asheville and Buncombe County, NC  
Baltimore, MD  
Cambridge, MA  
Carbondale, IL  
Chelsea, MA  
Dayton, OH  
Chattanooga-Hamilton County, TN  
Grand Island, NE  
Long Beach, CA  
Memphis, TN  
Minneapolis, MN  
Nashville, TN  
New York City  
(Every Child and Family is Known), NY  
Poughkeepsie, NY  
San Francisco, CA  
Spartanburg, SC  
Unity Point, IL  
Worcester, MA



## 2025 Community of Practice

### Continuing communities (Cohort 3):

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

### New communities (Cohort 4):

Flint, MI  
Rochester, NY  
Tulsa, OK  
Union County, SC  
Wayne County, NY  
Wilmington, DE



# Movement Building





## I Am...Because They Are...

- ❖ I am the granddaughter of strong, loving, and resilient grandparents
- ❖ I am the daughter of hardworking, resourceful, and caring parents.
- ❖ I am the middle child of 5 siblings .
- ❖ I am a wife, a mom of 3 boys, and a "dog mom" within the amazing "Team Jackson"
- ❖ I am "Auntie Tauheedah" to 6 nieces and 4 nephews.
- ❖ I am "Auntie" to 3 great nieces and 2 great nephews
- ❖ I am the sought-out family chef of recipes passed down over generations & advisor to family members young and old.
- ❖ I love green tea, reading, gardening, thrifting, & traveling.
- ❖ I am authentically me.....





An iceberg floating in the ocean. The tip of the iceberg, which is above the water line, is relatively small and jagged. The much larger part of the iceberg is submerged below the water line. The background shows a blue sky with white clouds and a calm sea.

**2 Loving & Hardworking Parents**

**Very Shy Kid**

**1 of 5 Siblings**

**Very Active in Extracurricular Activities**

**Academic Achievement**

**My Love of School**

**My Family's Small 4 Room Apartment, Scarce in Space, But Not Scarce in Love**

**My Hopes & Dreams**

**Neighborhood Plagued by Disinvestment, but Rich in Community**

**My Fears and Worries**

**Concerns about Neighborhood Safety**

**The Need to Access the Supplemental Nutrition Assistance Program (SNAP) Despite My Parent's Working Multiple Jobs**

**Impacts of Intergenerational Poverty**

**Negative Impacts of an Inadequate Mental Health System on One of My Family Members**



# Tauheedah's Ecosystem of Caring Adults

- My ecosystem of caring adults had a positive impact on me.
- They were my advocates, mentors, advisors, and champions.
- They collectively contributed to my ability to reframe my thinking, understand what's possible, dream big, and realize my full potential.





## MY WHY: Paul Reville





*Be the Reason  
Someone Feels  
Welcomed,  
Seen, Heard,  
Valued, Loved,  
Supported.*



Chinese word  
for **Crisis** is  
composed of  
two characters:

The image shows two large, bold Chinese characters side-by-side. The character on the left is '危' (wēi), which means 'danger' or 'hazard'. The character on the right is '機' (jī), which means 'opportunity' or 'machine'. Together, they form the word '危機' (wēi jī), which translates to 'crisis'.

Danger

Opportunity



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

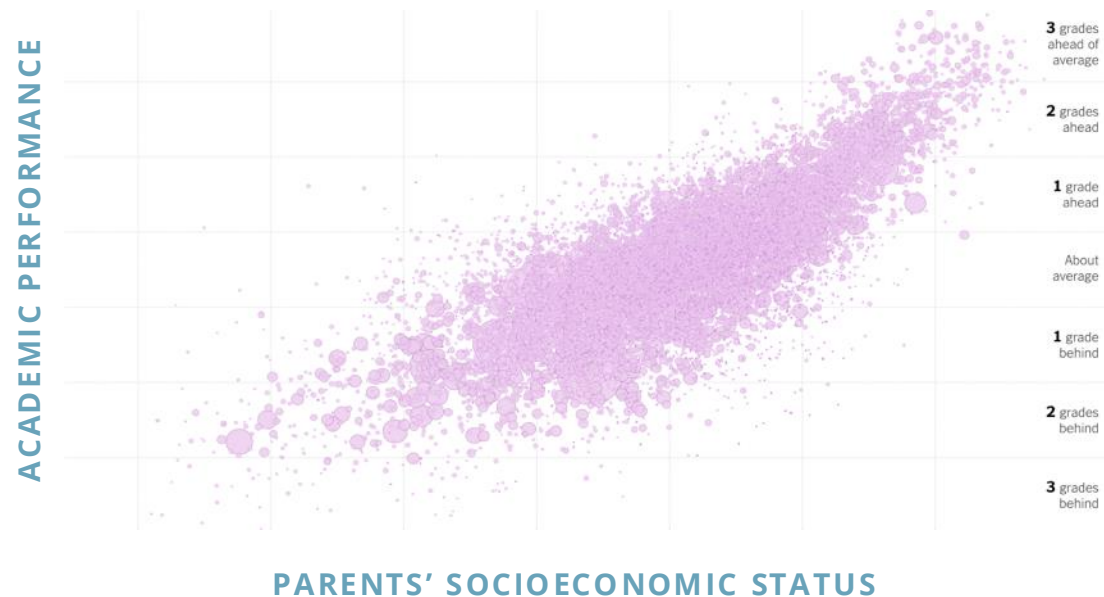
## Declining intergenerational mobility

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)



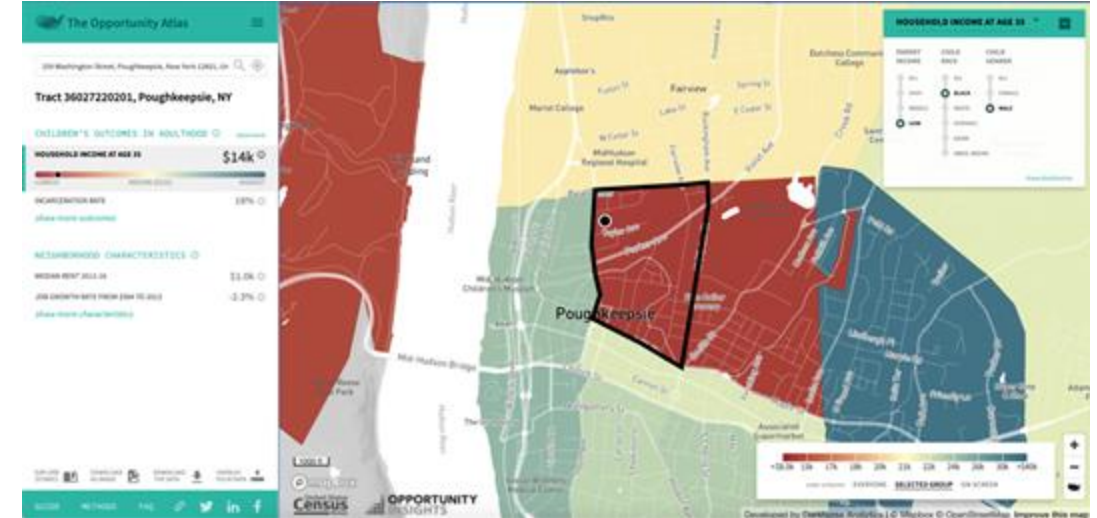
## MY WHY: Rob Watson

### From Getting Out of the Hood

"You need to get out of here. Leave and go anywhere else. This town doesn't have anything for you. Leave and don't look back."

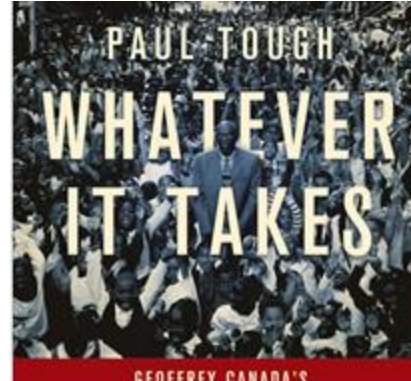
### To Transforming It

"I was raised by a village of parents, educators, church members, aunties, and uncles who taught me from an early age that their investment in my development wasn't only about achieving economic success. They instilled in me a belief that my purpose was linked to my community's purpose — that our destinies and aspirations were intertwined."





# An Emergent Field Whose Time Has Come



PHOTOGRAPH BY JEFFREY M. HARRIS

When Blue Meridian launched its place-based funding strategy in 2010, Partners for Rural Impact was one of 12 groups to receive support — a \$2 million grant in 2013.

While Blue Meridian's first investments supported the group's work in eastern Kentucky, "it quickly became clear to us that Devana's vision for this field and this work was much broader than what she was doing in Appalachia," Gassner says. A second, two-year grant of \$5 million is helping the nonprofits assist other rural communities to



Devana Gassner, CEO of Partners for Rural Impact, started a college access program in rural eastern Kentucky 25 years ago.



## Biden-Harris Administration Announces Nearly \$74 Million to Expand Full-Service Community Schools

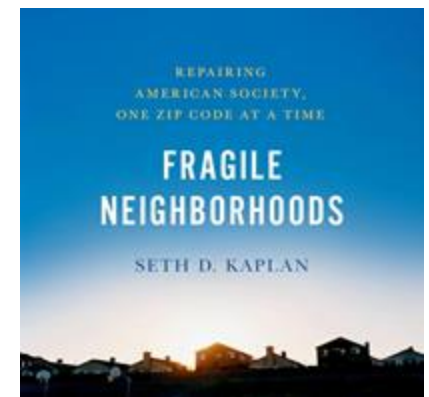
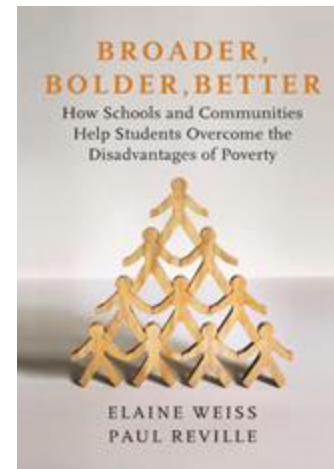
## Collective Impact

LARGE-SCALE SOCIAL CHANGE REQUIRES BROAD CROSS-SECTOR COOPERATION. FOR THE SOCIAL SECTOR REMAINS FOCUS ON THE ISOLATED INTERVENTION OF INDIVIDUAL ORGANIZATIONS.

By Joan Kazis & Marc Korman

Illustration by Marissa Davis

The scale and complexity of the U.S. public education system has increased significantly since the 1980s. Since then, such as the No Child Left Behind Act, the Common Core State Standards, and the Every Student Succeeds Act, have sought to improve the quality of education for all students. However, these efforts have not resulted in the desired outcomes. This is because the system is fragmented and lacks a unified vision. Collective impact is a new approach that seeks to address these challenges by bringing together the efforts of multiple organizations to create a shared vision and achieve common goals.





## Success Planning Summer Workshop



## Cradle-to-Career Partnership Fellows



**This moment requires betting big on leaders and communities who will take the game to new heights and help us shape a new discipline**

## Summer Institute for Neighborhood Leaders



## By All Means Senior Fellows



## State Policy Implementation Community of Practice







## MY WHY: Julie Allen





# Social Media Challenge

Practice your narrative skills and contribute to the broader Success Planning movement via social media.

**Tuesday**

 **Meet the Team**

**Wednesday**

 **Wisdom and Inspiration**

**Thursday**

 **Caring Adults**

**Friday**

 **The Journey Ahead**

## Your Goals

 Post once a day

 Engage with the community online

 Tag: @edredesignlab | #SuccessPlanningWorkshop2025



# Engage with EdRedesign



**Instagram**

@EdRedesignLab



**LinkedIn**

The EdRedesign Lab



**Facebook**

EdRedesign



#SuccessPlanningWorkshop2025



# Meet the Team 🤝

**Prompt:** Introduce your team and tell us where you're from!

Questions to guide your post:

- Who's here from your community?
- What brought you into this work?
- What's one fun fact about your community or team?

📌 Tag: @edredesignlab | #SuccessPlanningWorkshop2025



# Communications Resources



**Social Media Kit**



**Press Kit**



**Success Planning  
Overview**







# Institute for Success Planning in the News



Union County's Radio Station



Wayne County team joins  
Harvard's national Success  
Planning initiative



Flint team accepted to Harvard Institute for  
Success Planning Community

Wilmington selected for National Success  
Planning Network led by Harvard's EdRedesign  
Institute



EdRedesign announces  
2025-26 Institute for  
Success Planning  
Community of Practice



HARVARD  
GRADUATE SCHOOL OF EDUCATION

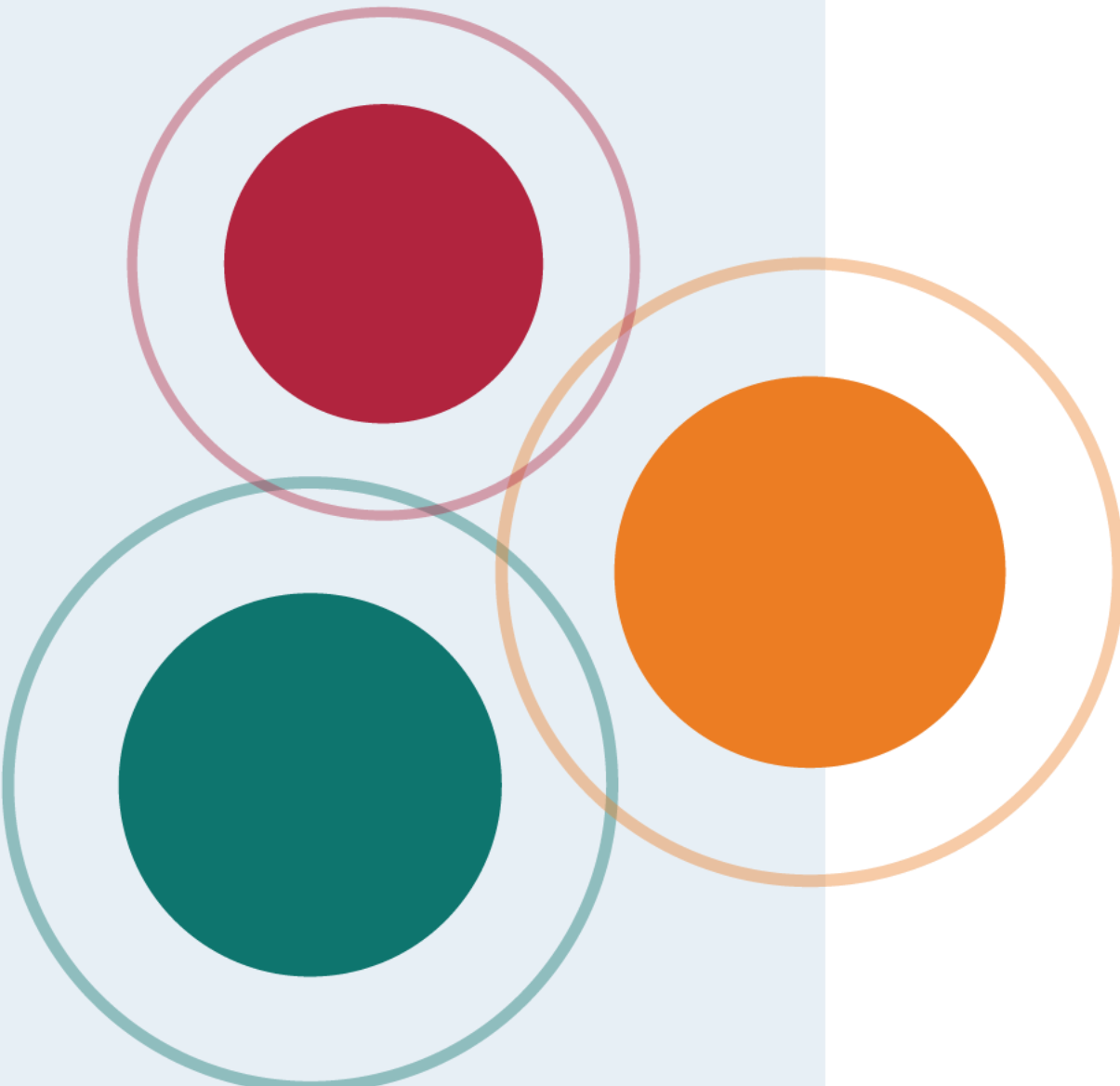
NEWS

Harvard's EdRedesign Announces 2025-26 Institute  
for Success Planning Community of Practice

POSTED June 5, 2025

BY News editor





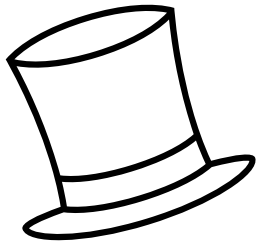
## **Data Walk Activity:** Assessing the National Landscape & Considering Local Implications



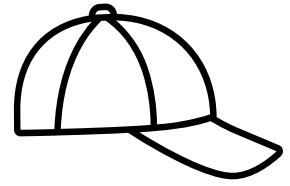


# Data Walk





# Putting Our Data Hats On!

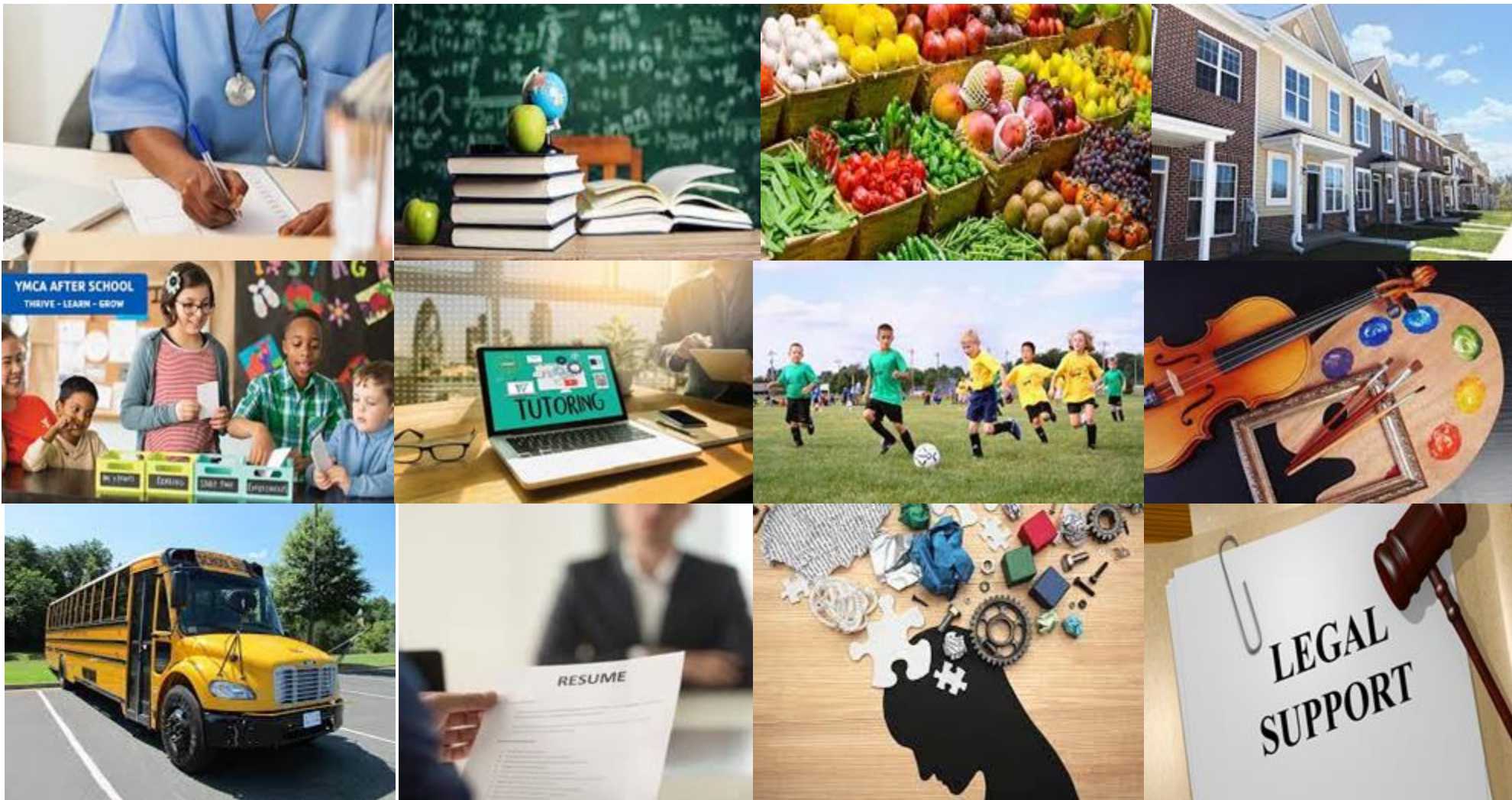


**Pick one data point you remember  
seeing lately...  
from news, work, or life -  
that made you FEEL something.**

**Take a few moments to think individually.**







**Success Planning requires  
metrics from diverse sectors.**





# Setting Data Intentions



**We remember that behind each data point is a child or youth, a family, a story.**

**We approach this data with curiosity, not judgment or blame.**

**We hold space for complex truths, acknowledging both challenges and progress.**



# Sneak Peek





**We will not  
be hanging  
you out to dry.**









# Census-Based Online Indexes

- Child Opportunity Index
- County Health Rankings
- Social Impact Calculator
- Livability Index
- Policy Map
- Healthy Communities Assessment Tool
- Metrics for Healthy Communities
- National Equity Atlas
- Opportunity Index
- Community Commons





# Metrics Matrix

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

[illegible]



# ...and Technical Assistance





# Today: National Data Across Three Buckets

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





# Moving from Challenge to Change

- The data walk highlights the need for change and grounds us in the urgency of this work.
- The statistics represent system rather than individual failures.
- The promising practices highlighted by Success Planning communities during Summer Workshop is a showcase of solutions and hope.





# Data Walk: Individual Reflections

**Rotate through all three walls/domains (6 minutes per wall = Total of 18 min.)**

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

## DATA SOURCES

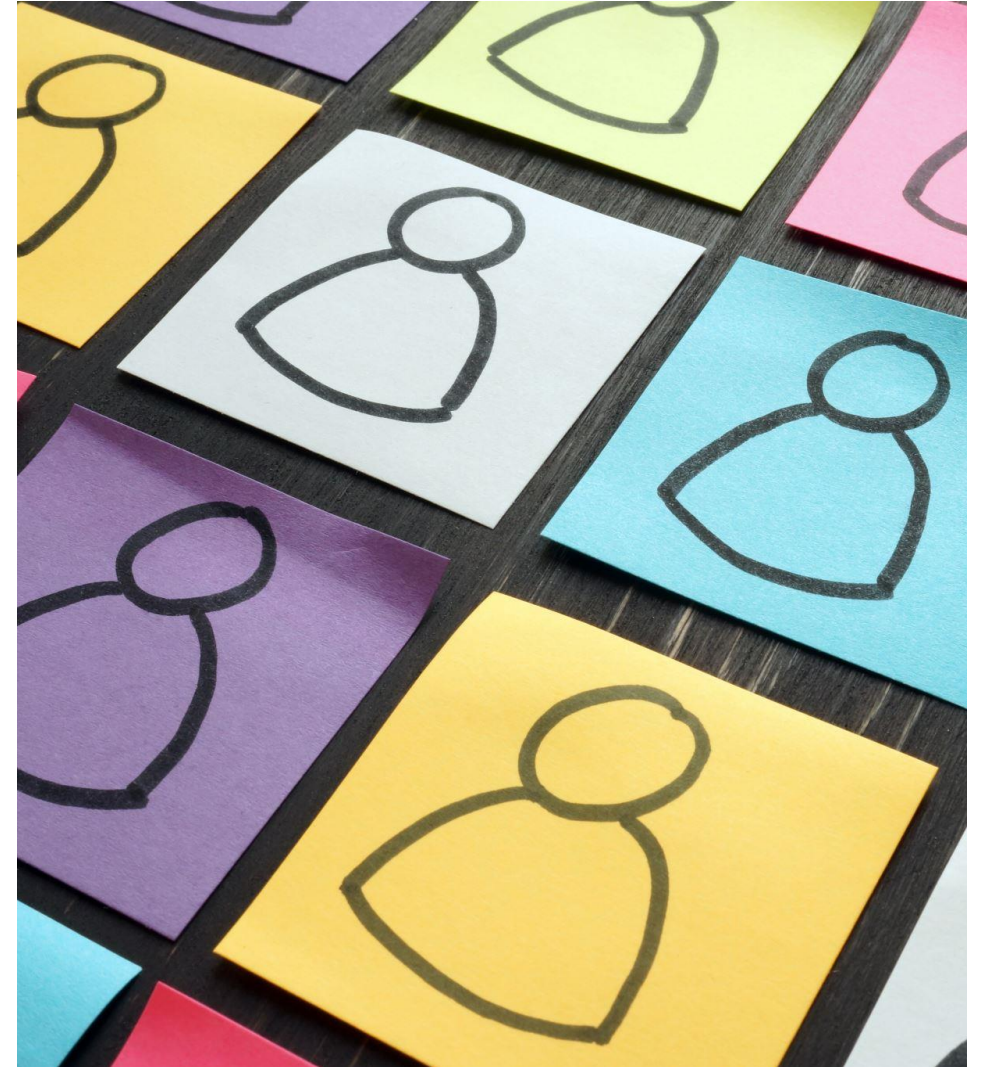




# Data Walk: Small Group Discussions (7 min.)

Reflect on your sticky notes and dots:

- What surprised you?
- What emotions did the data evoke?
- How does this make you think about your work locally?





# Reframing the Data: From Deficit to Possibility

## Why Reframe Data?

Reframing data is one of the most powerful ways to shift the conversation from blame to possibility, from what's broken to what's possible.

### Deficit Thinking

### Possibility Thinking

From blaming people	→	To understanding systems and barriers
From spotlighting struggles	→	To highlighting strengths and solutions
From making people feel small	→	To empowering capability and visibility



# Reframing the Data: From Deficit to Possibility

## The Goal of Reframing!

- To move from blaming people to understanding systems
- To highlight strengths and solutions, not just struggles
- To spark hopeful, actionable conversations

### Deficit Frame:

- 26% of students are chronically absent.

### Reframe:

- 1 in 4 students is experiencing barriers that keep them from school. How can we remove those?

Focus shifts to what's causing the absences and what support is missing.

### Deficit Frame:

- Students with disabilities are underperforming on state tests.

### Reframe:

- Students with disabilities are being asked to perform without the supports they're guaranteed by law.

Focuses on missing resources, not student capacity.



## Reframing the Data: From Deficit to Possibility

### Full Group Discussion

- Identify a data point you have seen that needs to be reframed?
- What might it sound like if we centered strengths, systems, and solutions?
- Which data points do you anticipate impacting in the short and/or long term through your community's Success Planning initiative?



# Time for a break

---







# **Community Team Time:** Connection & Collaboration Session #1



**WHAT NEEDS WILL SUCCESS PLANNING ADDRESS?**

**WHAT WILL SUCCESS PLANNING LOOK LIKE WHEN IMPLEMENTED?**

**WHAT AREAS NEED TO BE REVISITED LATER TO REACH CONSENSUS?**

**HOW WILL YOU ENGAGE FAMILIES AND FOSTER OPPORTUNITIES FOR AUTHENTIC YOUTH VOICE? HOW WILL YOU CONSIDER THE NEEDS OF CHILDREN WITH LEARNING DIFFERENCES, MIGRANT STUDENTS AND ENGLISH LEARNERS.**



# Creating a Shared Vision

## Overall goal statement

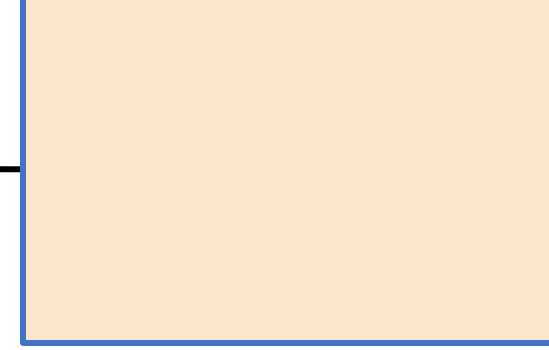
We aim to...

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

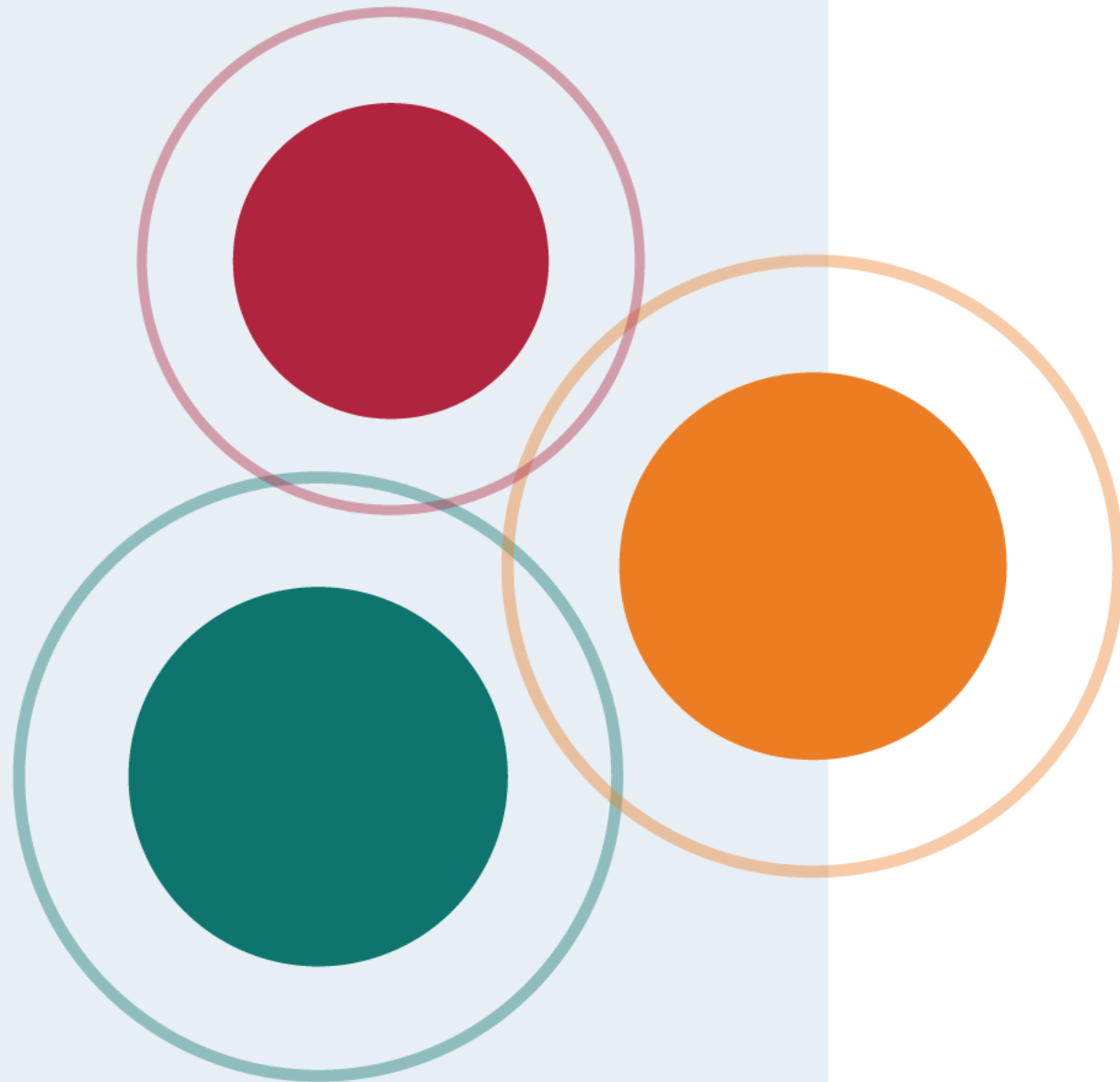
**Primary Drivers**  
What are the main elements that need to be in place?

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

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







# **Success Planning Components:** Navigators and Action Plan





# Community Builder

- As a young person, what caring adult helped you navigate in school and life?
- How did they make you feel known, seen, heard, and supported?



*BE THE*  
*Person*  
*you*  
*NEEDED*  
*WHEN YOU WERE*  
*younger*

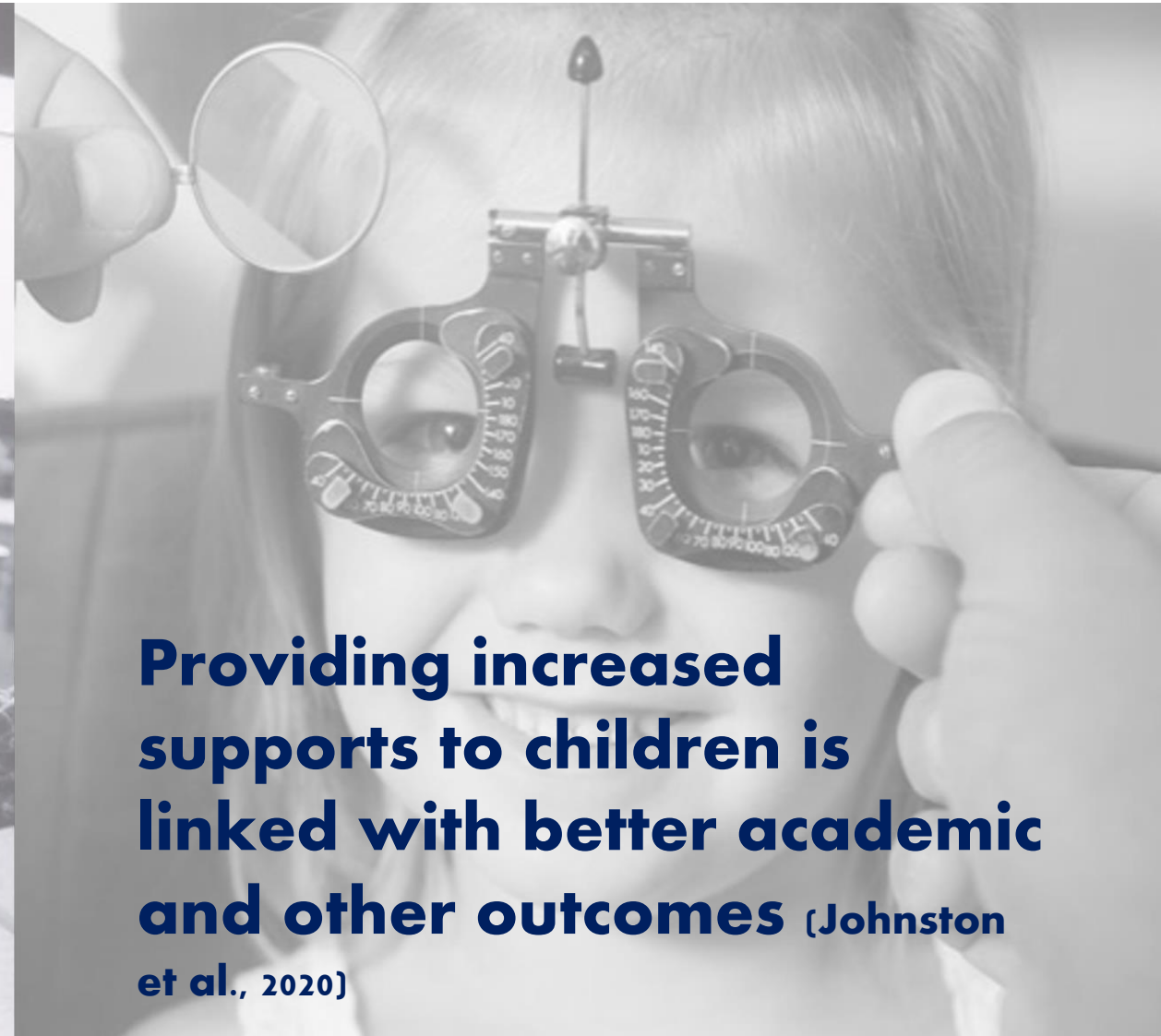




# Research shows...



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



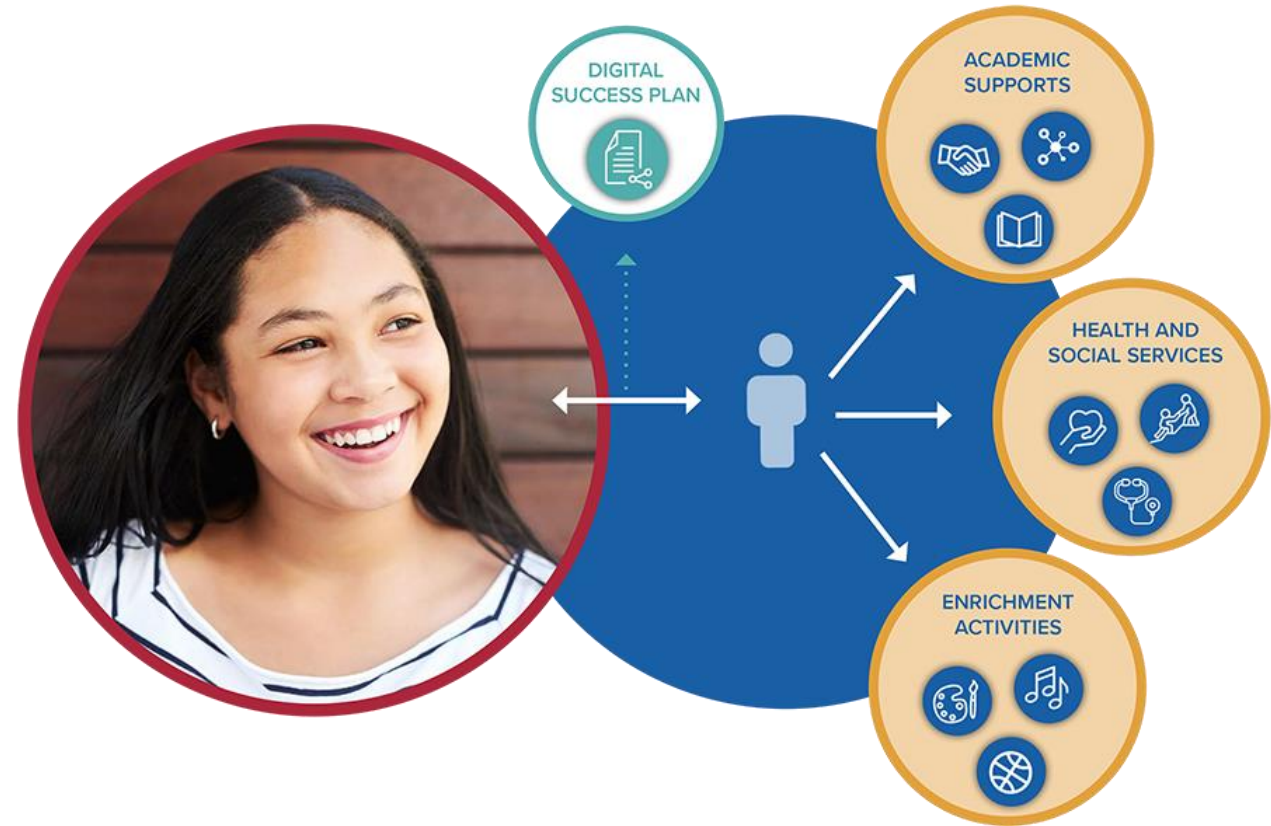
**Providing increased  
supports to children is  
linked with better academic  
and other outcomes** (Johnston  
et al., 2020)



# Why Success Planning?

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

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





# 10 Guiding Principles



Equitable



Comprehensive



Child-/Youth-Centered



Relationship-Driven



Personalized



Actionable



Cross-Sector



Information-Driven



Secure



Sustainable



# Success Planning Components



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



# Design Questions: Navigators

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





# Navigator Essentials

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



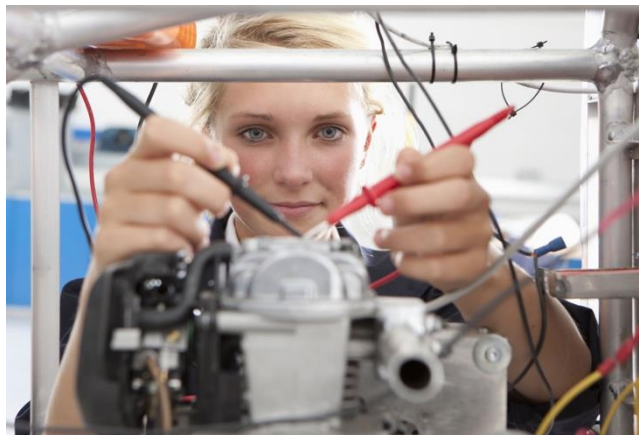


# Success Planning: Navigator's Role

Navigators ensure each child or youth is seen, known, understood, supported, and provided with customized opportunities to learn and thrive. In partnership with families and other caring adults, Navigators recognize the unique strengths and needs of each child or youth through a whole-child approach. They coordinate the implementation of an individualized action plan for the children and youth they support.







## Success Planning: Child/Youth's Role

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



# Success Planning: Family/Caregiver's Role

Families and caregivers are partners in the Success Planning process. They understand and know their children deeply. They can provide wisdom, support, expertise, and valuable information that contribute to the success of their children and youth in both school and life.





# Who Can Serve as Navigators?



Teachers



Administrators



School Support Staff



Place-Based Site Coordinators



Coaches



Community-Based Organization Staff



Community Members



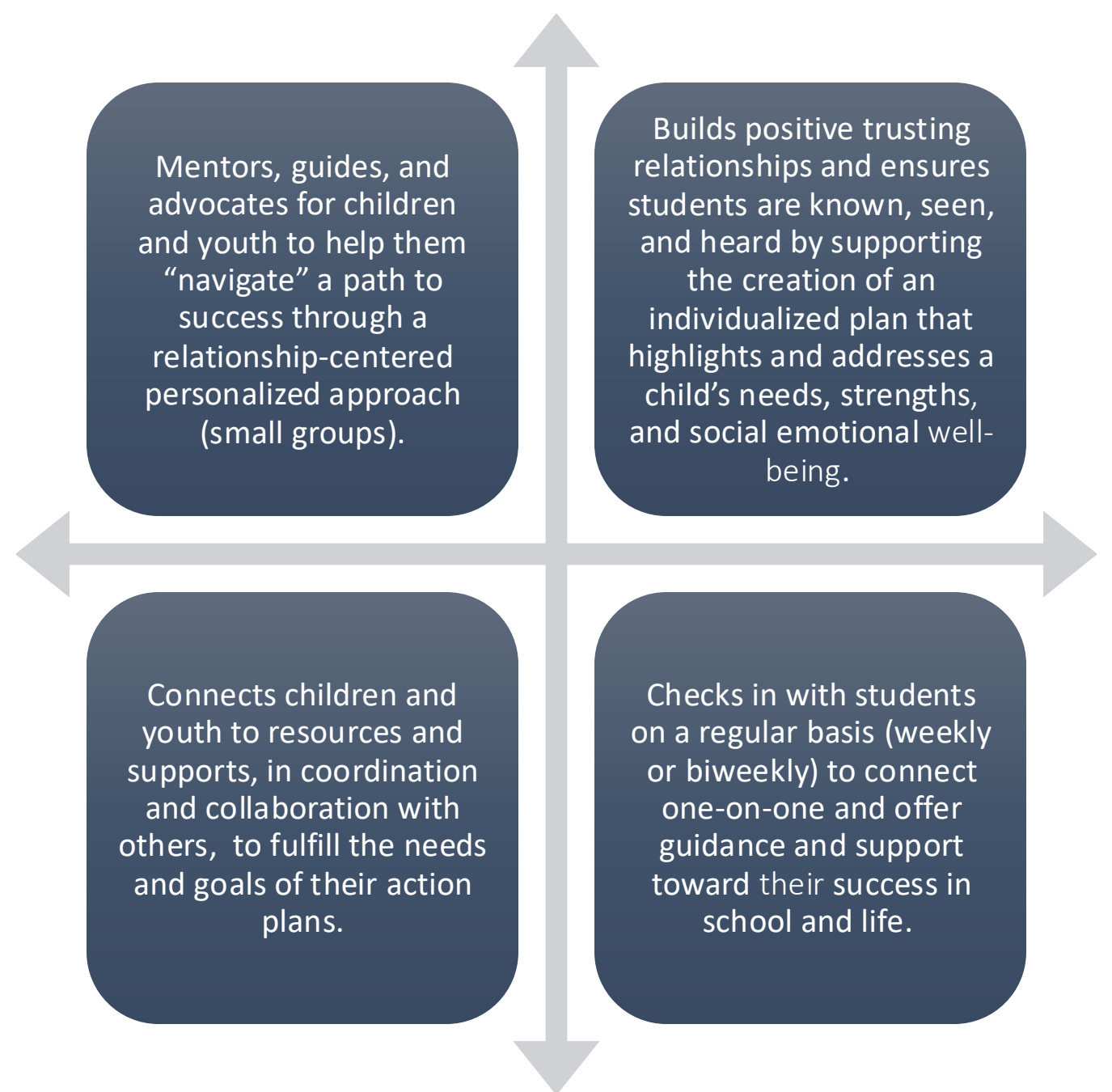
Out-of-School Time Program Staff



Other Caring Adults



# What Does a Navigator Do?





# What are the Time and Workload Considerations?

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



# Essential Navigator Skills

- Cultural humility
- Empathy
- Understanding
- Compassion
- Grace
- Good communication
- Organization
- Systems thinking
- Knowledge of the broader ecosystem (system of supports)
- Social and political capital
- Good judgment (escalation/referrals)
- Spirit of collaboration
- Ability to foster positive trusting relationships
- Coordination (other professionals & partners)
- Partnership development



# Supporting Navigators to Exercise Good Judgment

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





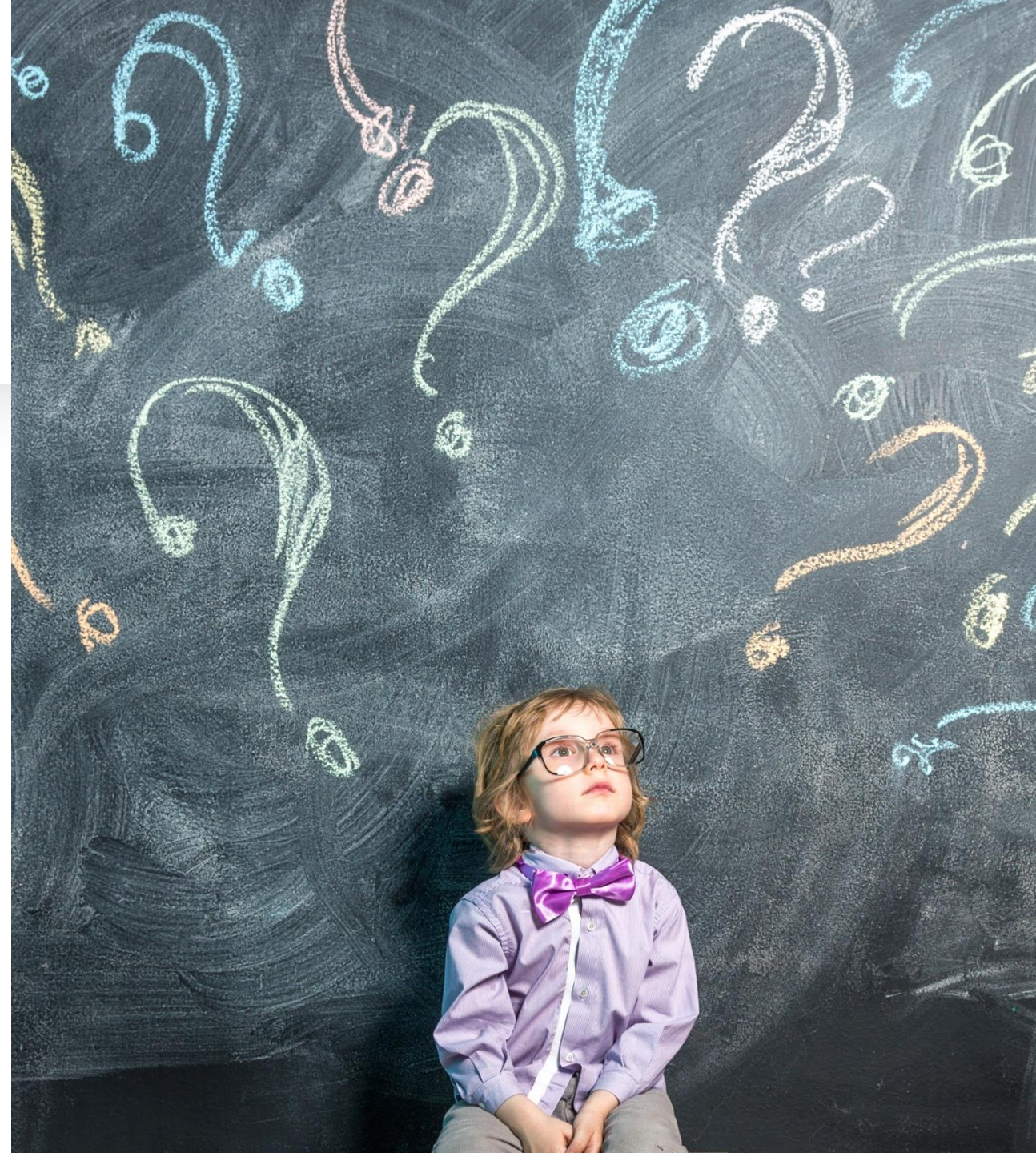
# Create Warm, Welcoming, and Safe Spaces

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



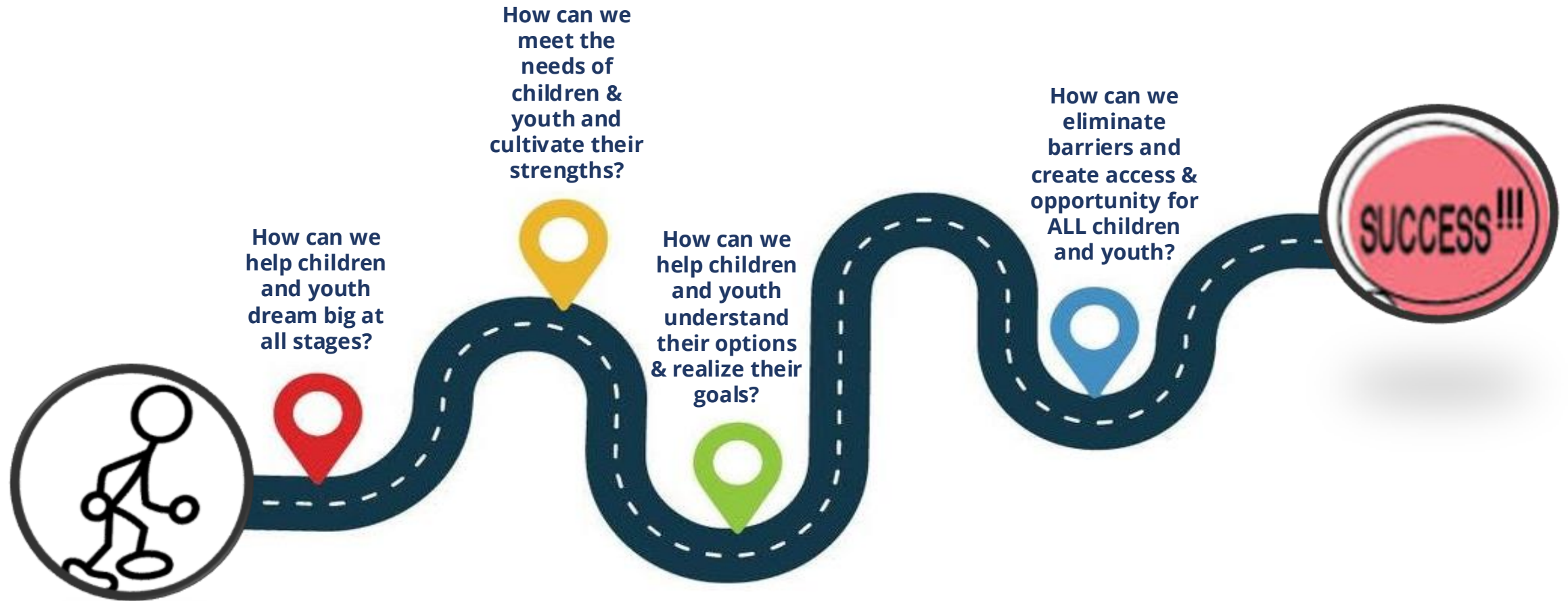
# Design Questions: Action Plan

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





# Fostering Pathways to Success





# How Do We Measure Success?



## Whole-Child Approach:

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





# Plan for Action Essentials

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

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

**Provides a formal way to:**

- **Identify and capture** youth's strengths and needs
- **Document the supports and opportunities** that students are being referred to and are receiving
- Input information from the plans for action into a database that can be aggregated for **data-driven decision making** (resources, policy, advocacy)



# The Importance of an Iterative Process

---



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



# The Success Planning Journey

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





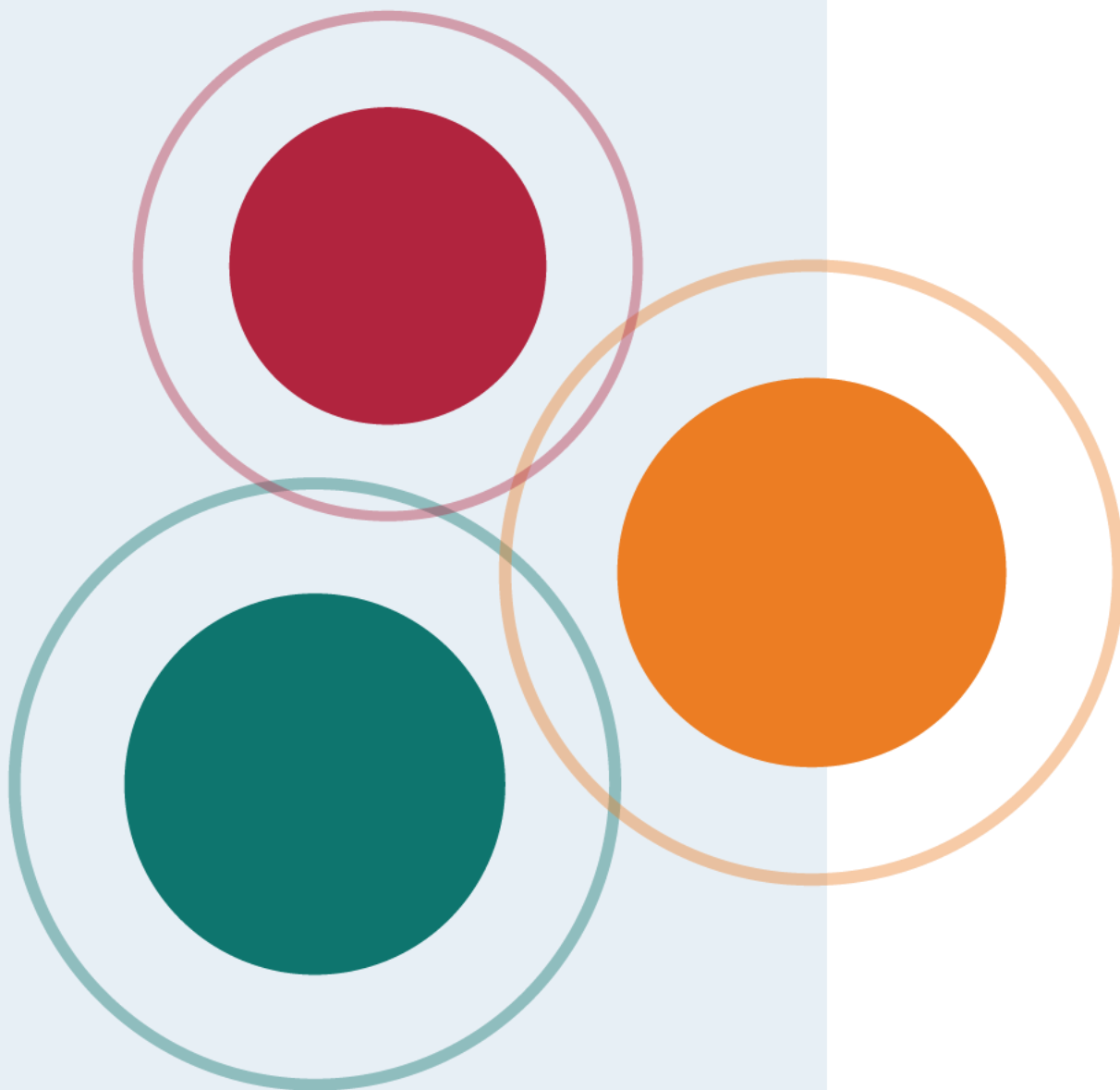
# Resources



- **Nashville Case: "Every Student Known": Building Systems of Support Through Nashville's Navigator Initiative:**  
<https://edredesign.org/resources/every-student-known-building-systems-support-through-nashvilles-navigator-initiative>
- **MEDA: "When Families Thrive, Children Succeed": How the Mission Economic Development Agency Created a Transformational Prenatal-to-Career Model:**  
<https://edredesign.org/resources/when-families-thrive-children-succeed-how-mission-economic-development-agency-created>
- **NY Spotlight - "Every Child and Family is Known": An Initiative to Transform Support for Children and Families in New York City's Shelters:** [NYC Success Planning Spotlight](#)
- **"We Get to Make the Future What We Want It to Be": The Poughkeepsie, NY Children's Cabinet** [Poughkeepsie Spotlight](#)

Explore more at <https://edredesign.org/resources>





## **Community Highlight:** Chelsea, MA



# Our Pilot

Getting Started

Genuine Pilot

Valuing Voice

Initial Expectations

Learning vs. Frustration

Initial Data



# Professional Learning

- *Embrace the responsive nature of a pilot while planning with intentionality*



# Professional Learning

- August Kickoff
- Navigator Kickoff and Pre-Launch Professional Learning
- Navigator Professional Learning throughout the pilot (January- June)



# Professional Learning

- *Remain open but always come prepared*
- *Professional Learning is an opportunity to share best practices and build investment and trust in the work*
- *Small details demonstrate care and thoughtfulness*



# Our Special Guests

## **Students**

Maria Montoya  
Jordan Gutierrez

## **Parents**

Maritza Lara  
Cindy Gutierrez

## **Navigators**

Yrlen Ysasis  
Johnny Giraldo

## **Guest Navigators**

Becky Starr  
Briana Scata

## **Guest Student**

Brissia Montoya



# The Impact of Participation





# Questions for our Special Guests and Leaders





# **Student Success Program Chelsea Public Schools**

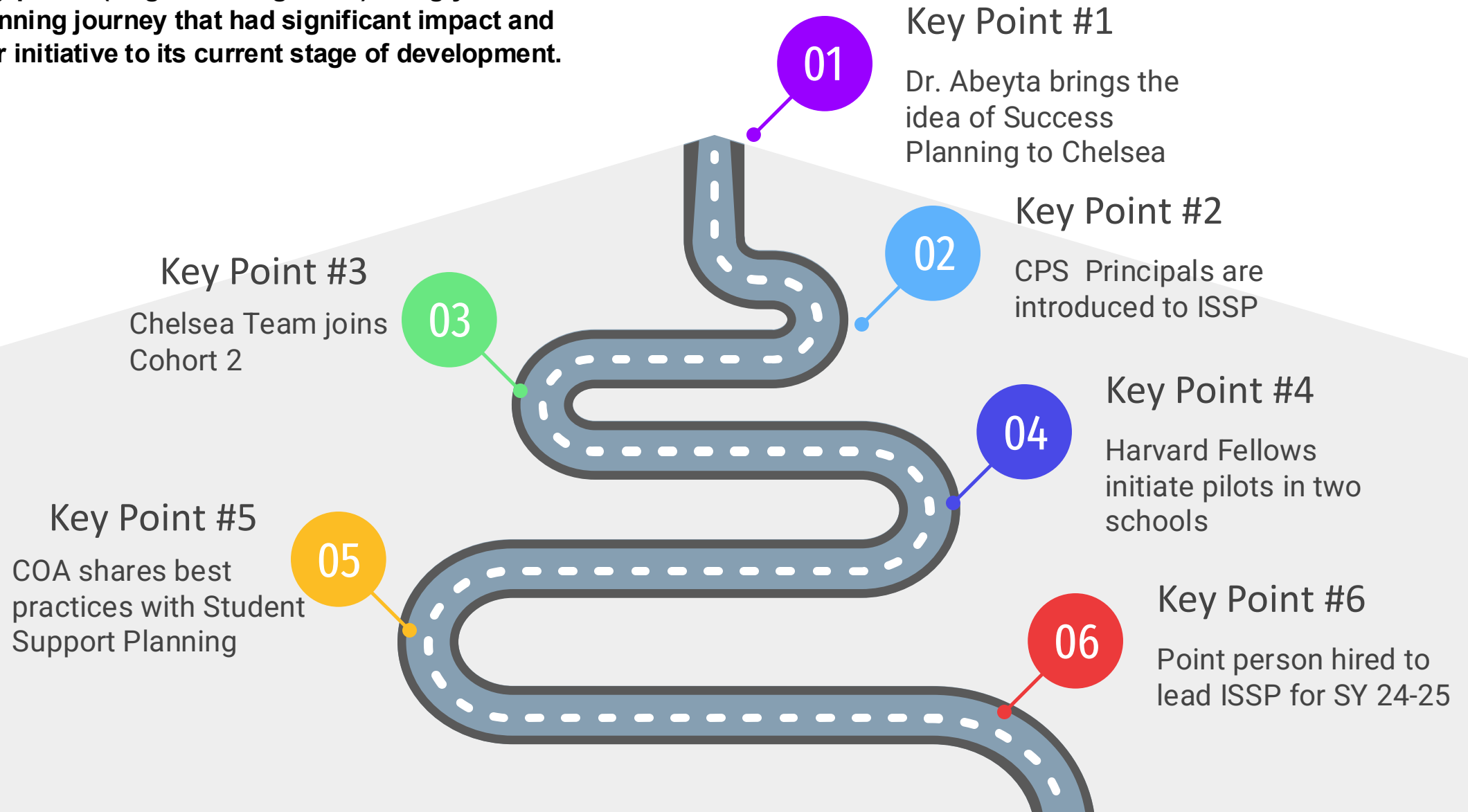
Ron Schmidt  
Melissa Psallidas





# Our Journey: Implementation Key Points

Identify 6 key points (“3 glows & 3 grows”) along your team’s Success Planning journey that had significant impact and brought your initiative to its current stage of development.





# Panel Discussion

---





# QUESTIONS

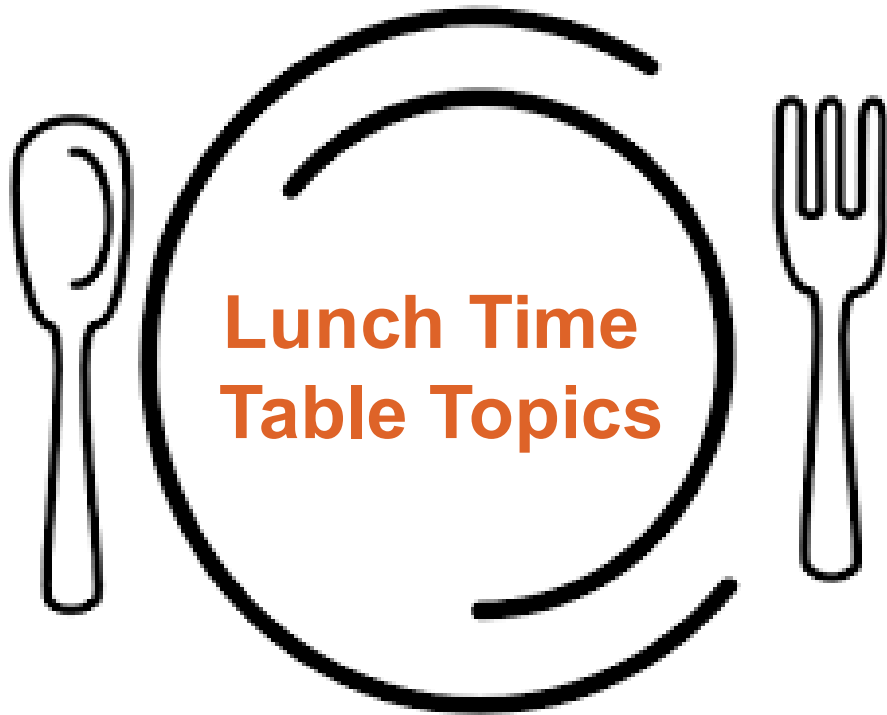






Networking Lunch

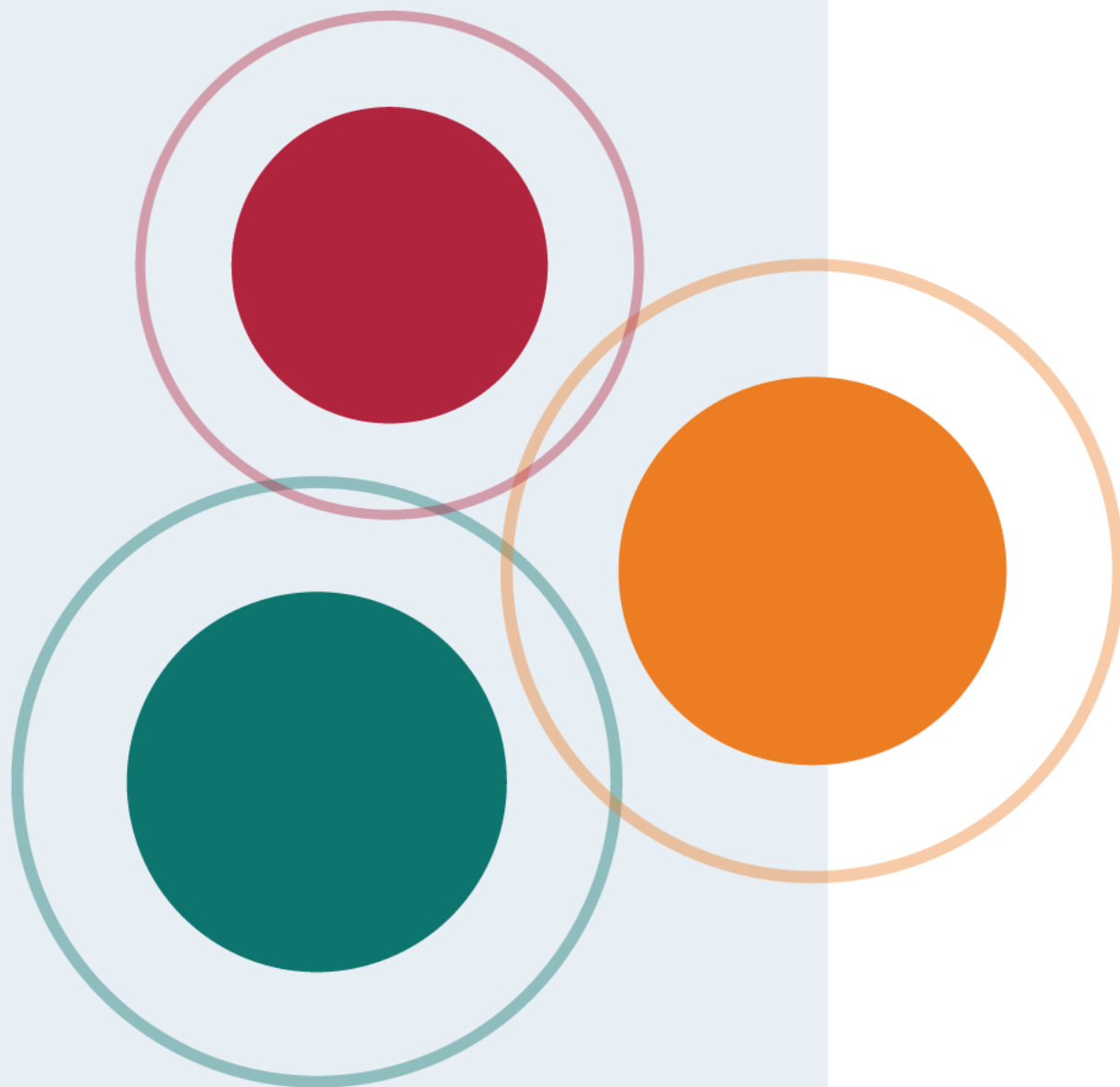




**Connect and engage in casual conversations over lunch with colleagues from other communities. Here are some table topics to start your discussion.**

1. What is one thing you all have in common?
2. What brings you joy?
3. What was your favorite book as a child, and why?
4. What would you say is your biggest pet peeve?
5. What song lifts your spirits?





## **Success Planning Component:** System of Supports



# Design Questions: System of Supports

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





# System of Supports Essentials

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





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

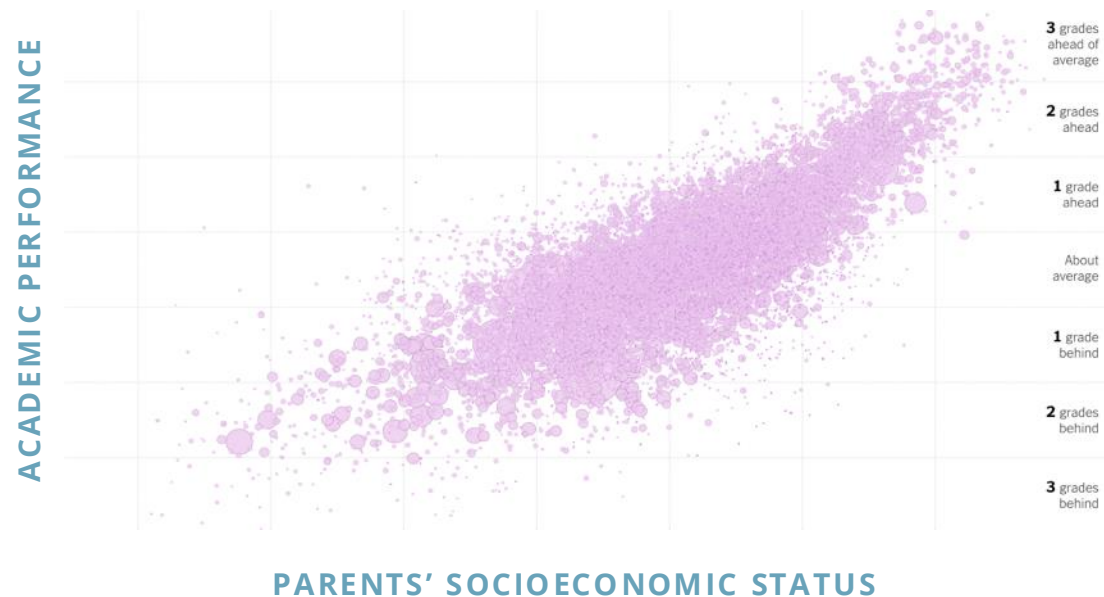
## Declining intergenerational mobility

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)



# Equitable Access and Opportunity Should Not Require a **Golden Ticket**





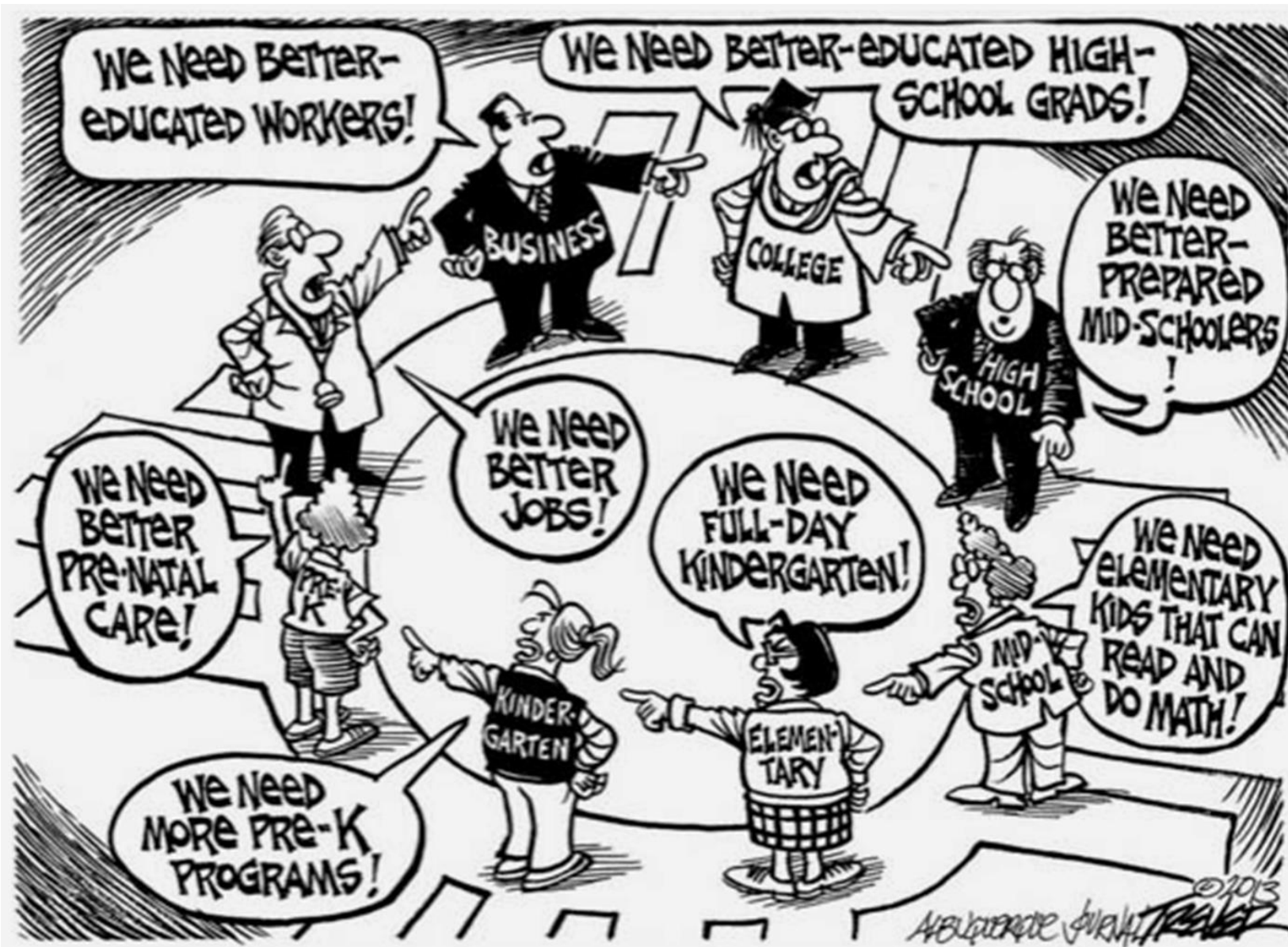
# Social and Economic Mobility

---

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

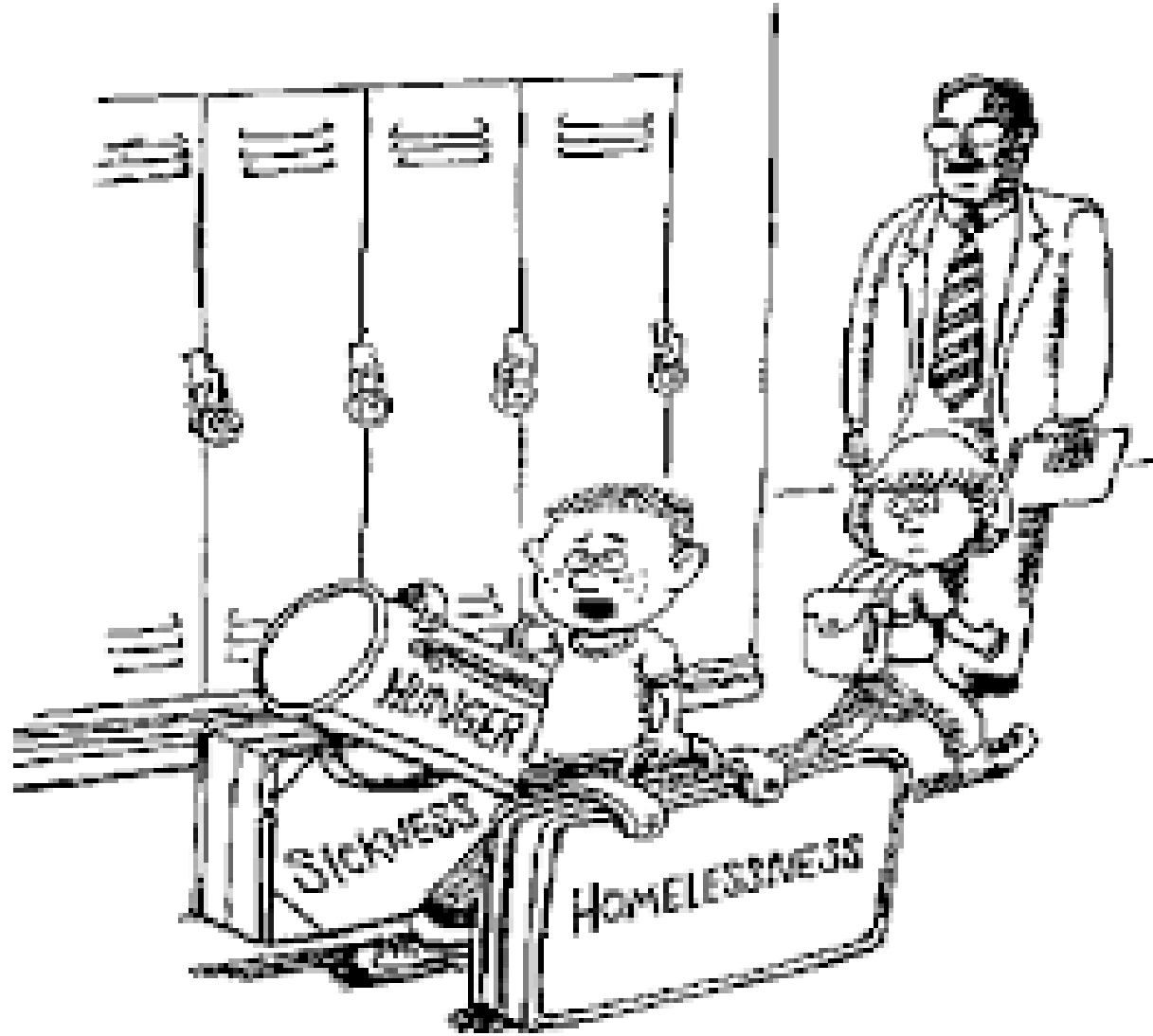






c) John Trever, 2013







# 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.



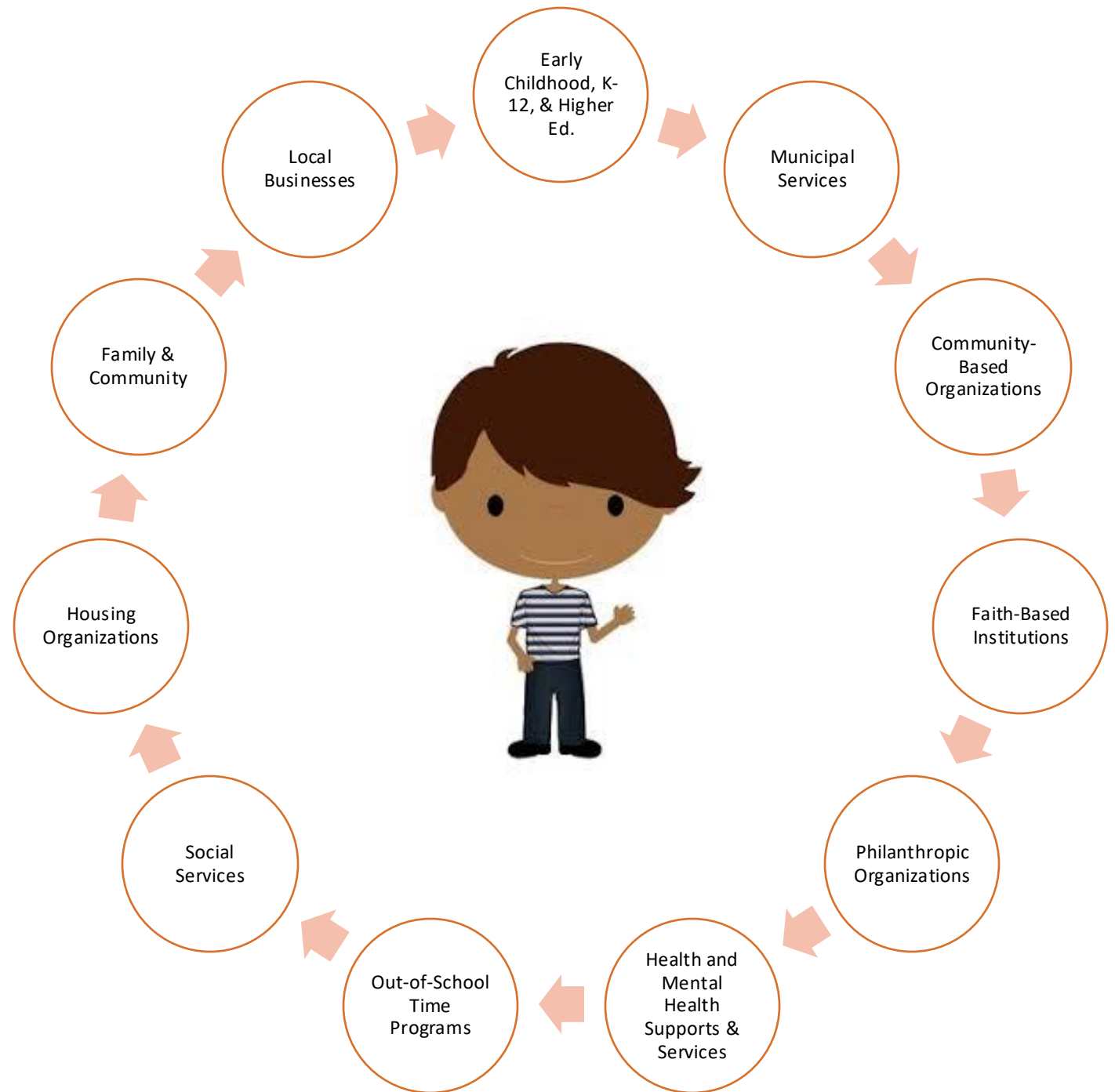


# Schools Cannot Do It Alone



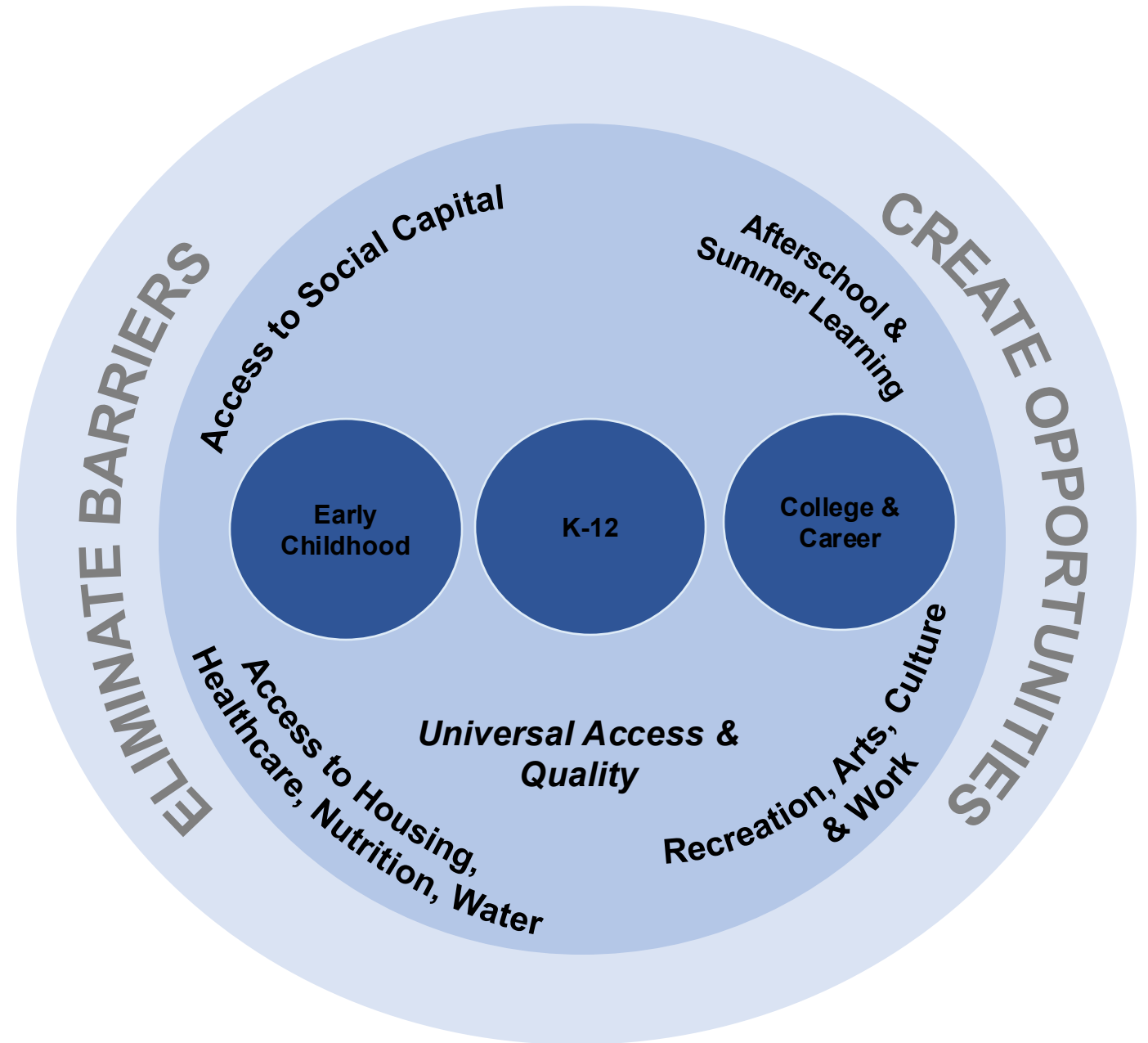


# The Ecosystem





# 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



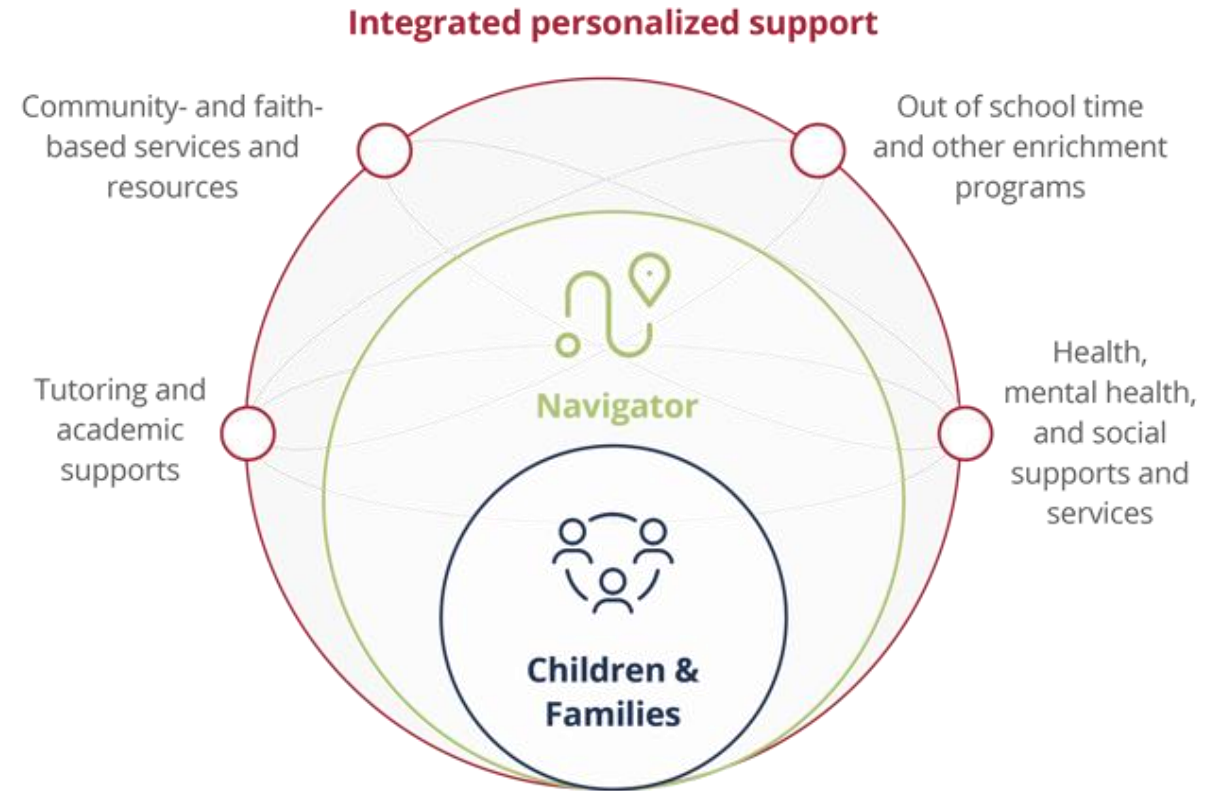
We must meet children,  
youth, and families  
where they are and  
customize our supports.



# 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.





# Maximizing Impact: Aligning Personalization and Collaborative Action Efforts

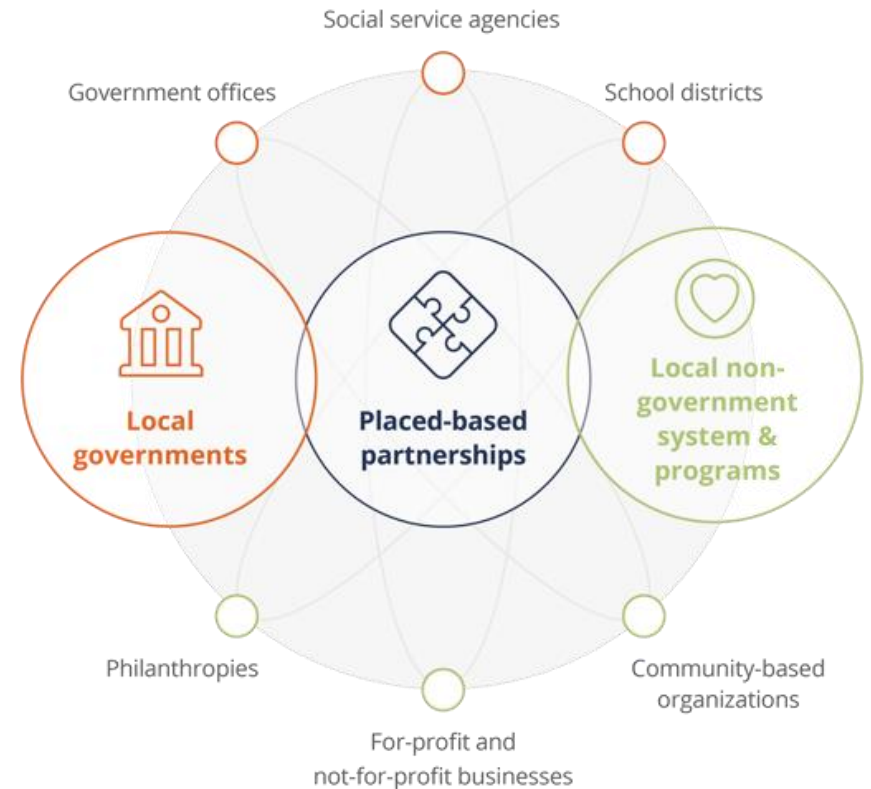
- Collaborative leadership structures, like Children's Cabinets or place-based partnerships, play a key coordination role to ensure strategic direction and the alignment of cross-sector efforts and resources within communities.
- They can help to fuel Success Planning efforts as a vehicle to provide more personalized and relationship-based supports to meet the needs of all children and youth.
- Success Planning provides critical data for decision makers and a roadmap for all cross-sector partners to clearly identify their roles and pathway to collectively realize the community-wide shared vision for all.





# 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.





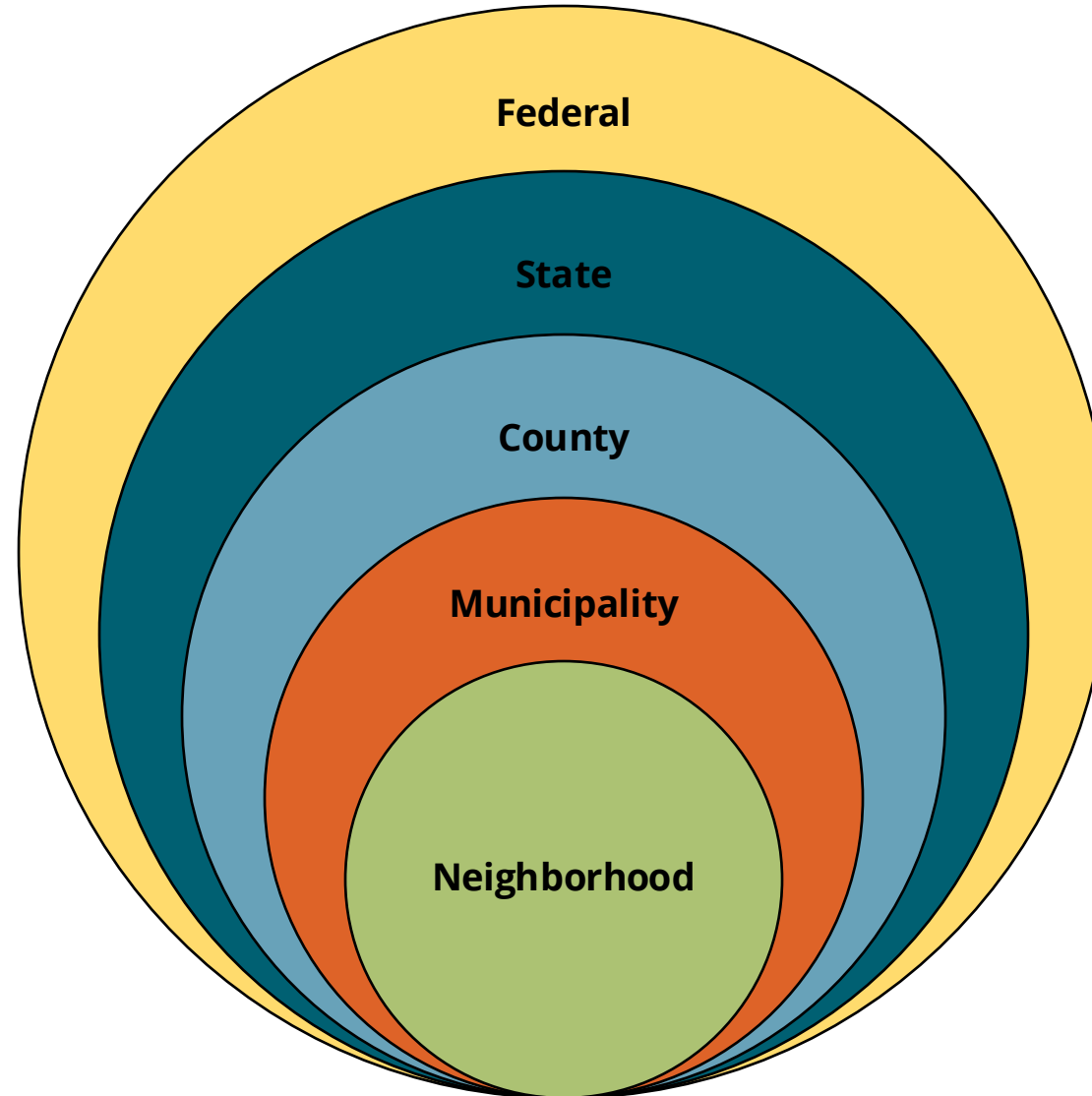
# **As a Model-Agnostic Field Catalyst, EdRedesign Supports Communities to Build, Scale, and Sustain Success Planning Initiatives Within Broader Cradle-to-Career Collaborative Action Efforts to Maximize Impact for Students, Families, and Communities.**

- 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





# Place-Based Partnership Networks – Different Units of Change





# CONTEXT MATTERS



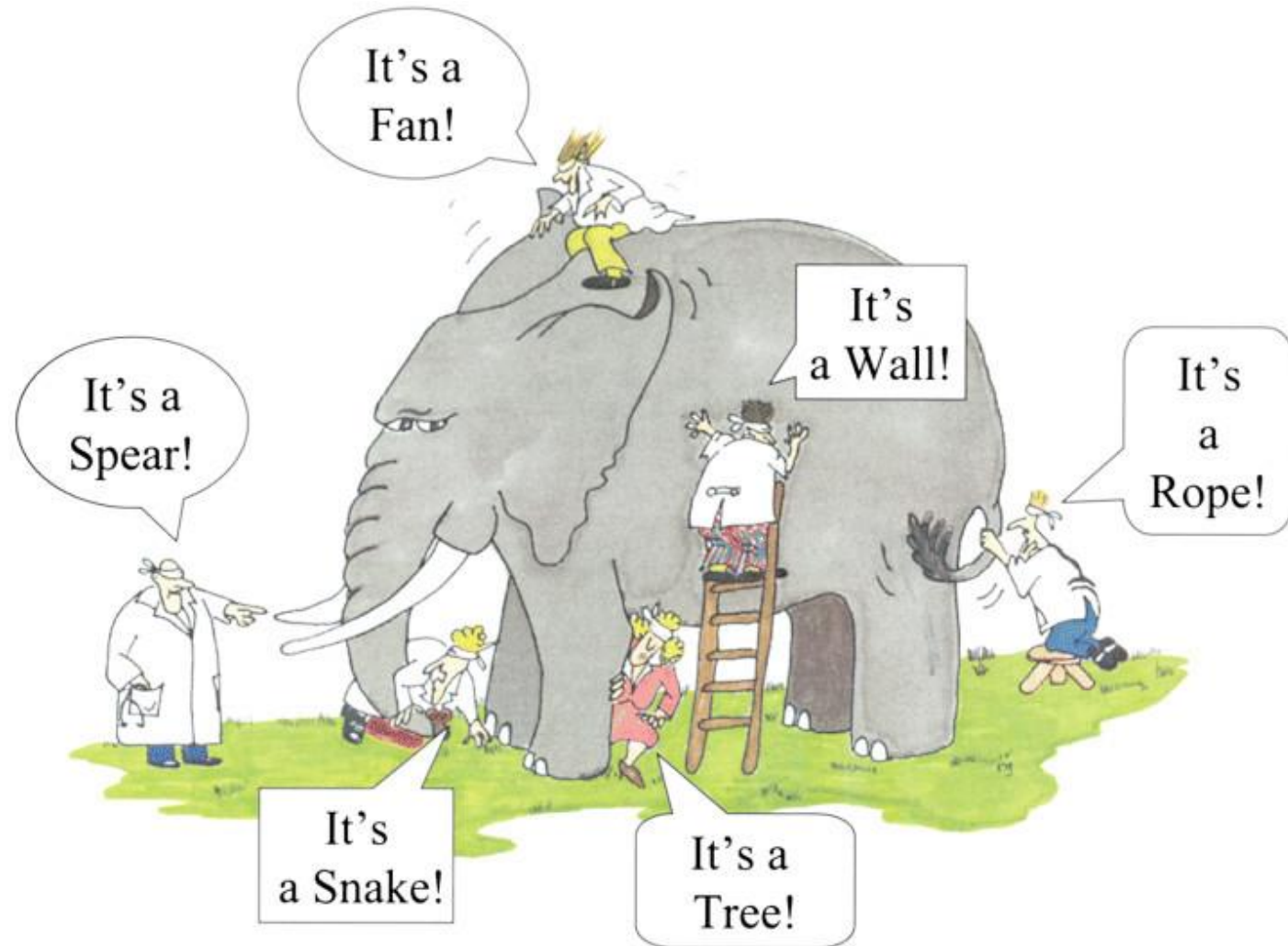


While the principles, practices, and frameworks remain consistent, local community context informs implementation across the country.



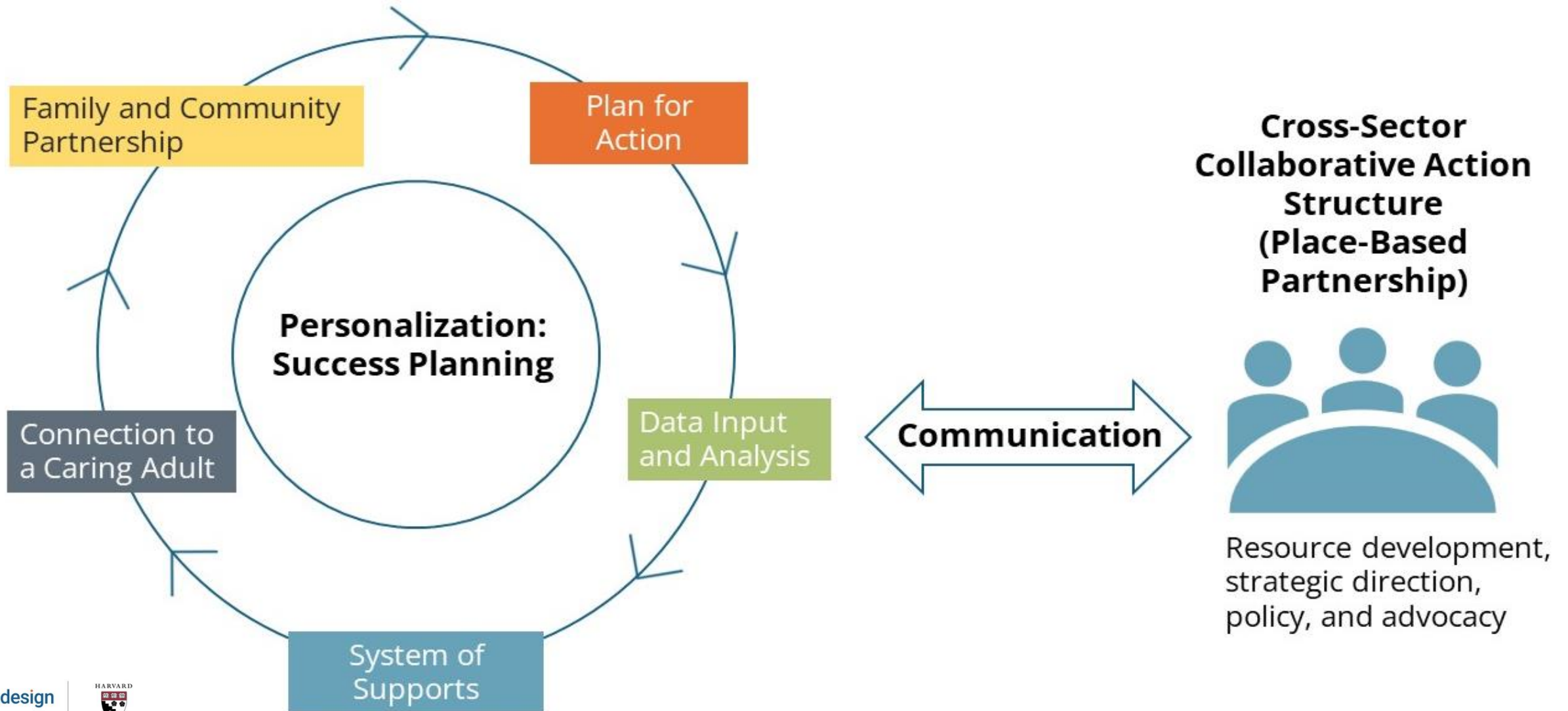


# Seeing the Whole Elephant



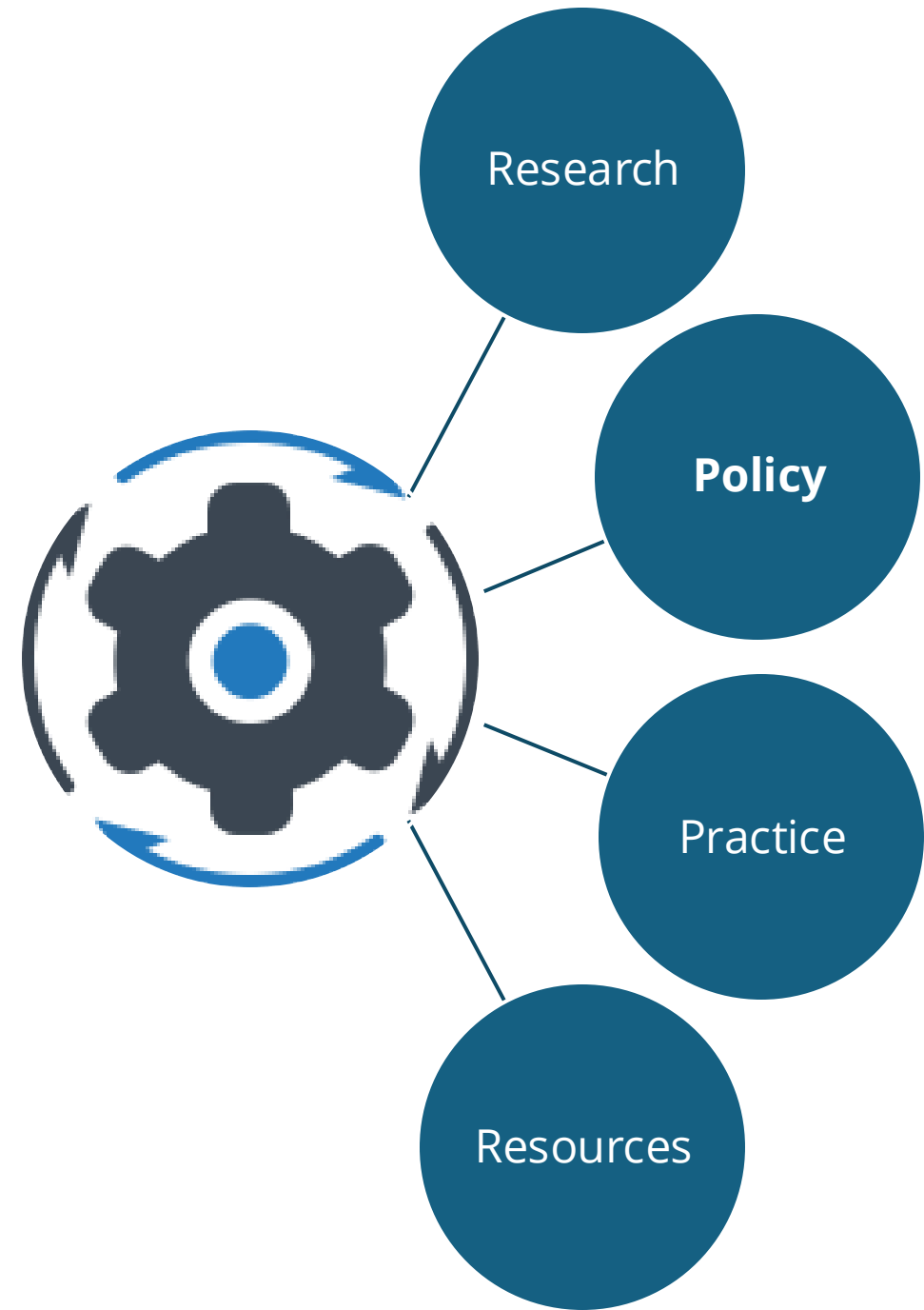


# Connecting Personalization and Collaborative Action for Policy and Systems Change





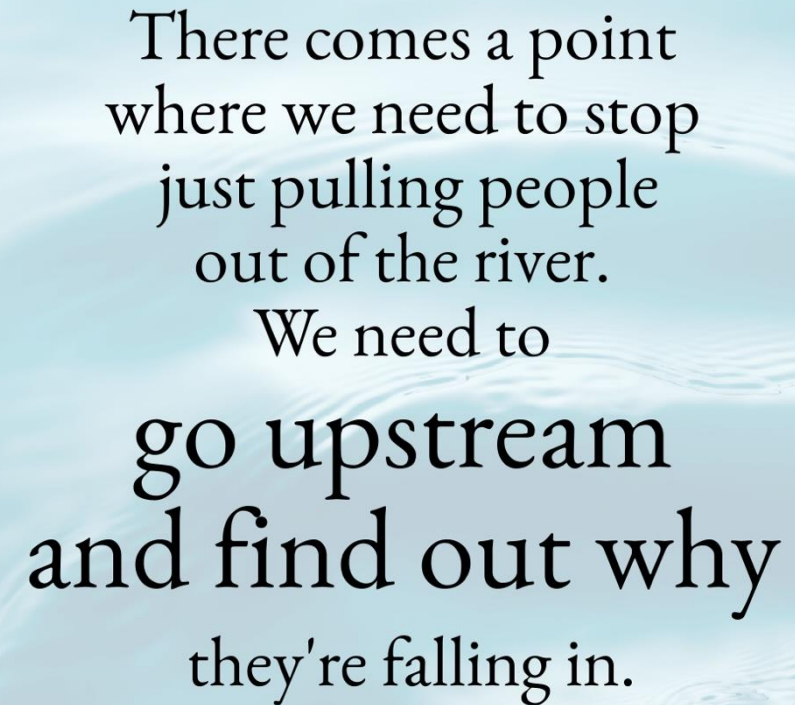
# Sustainable Systems Change





# A Focus on Policy Toward Systems Change

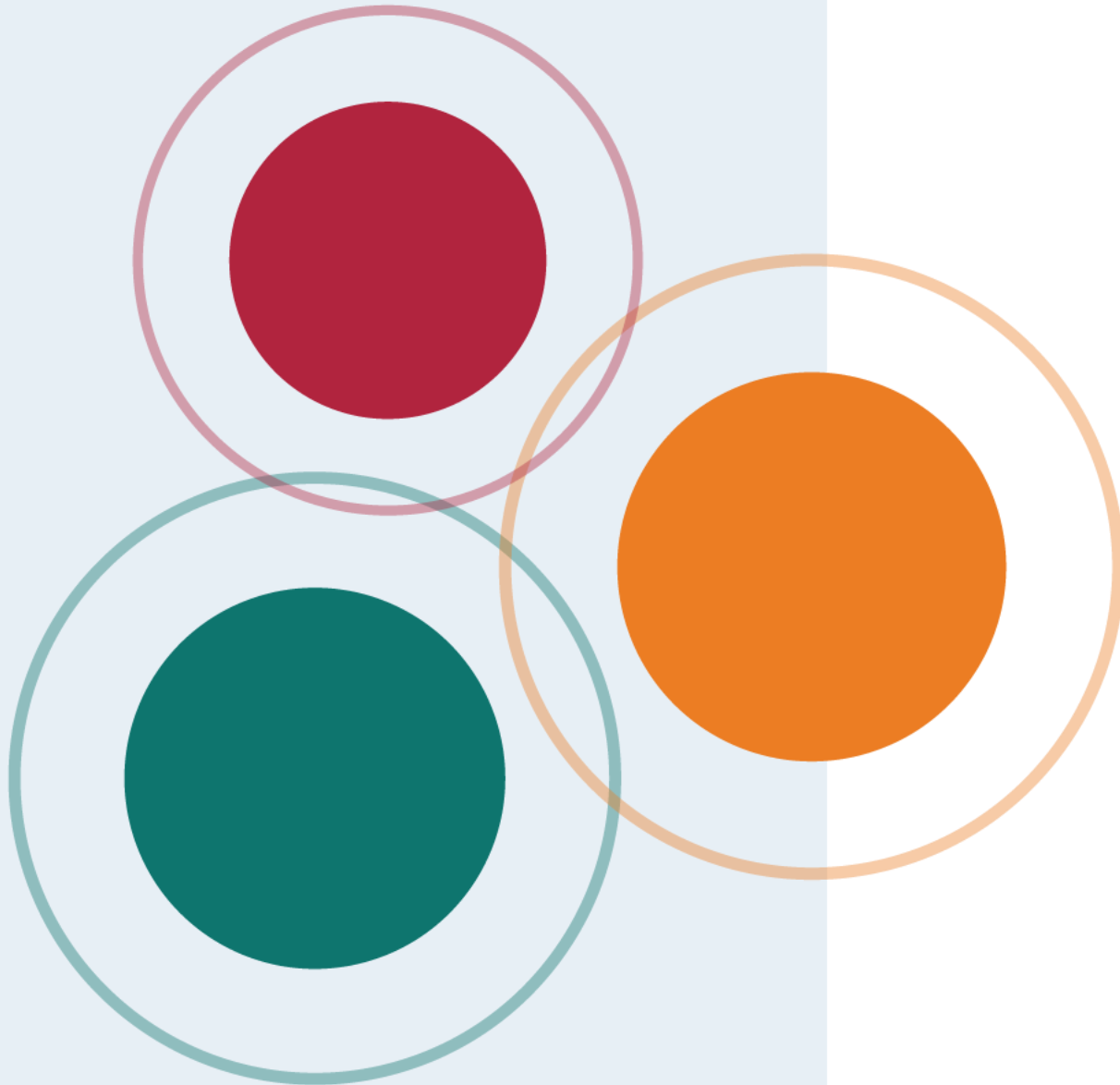
- While we must address the immediate and urgent needs of our children, youth, families, and communities, we must simultaneously understand how to change the very systems that are causing the needs.
- Policy change helps to address root causes and disrupt the very systems that have not served our children,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



There comes a point  
where we need to stop  
just pulling people  
out of the river.  
We need to  
**go upstream**  
**and find out why**  
they're falling in.

- Desmond Tutu





# Community Highlight: Spartanburg, SC



# EdRedesign Success Planning Institute

Two-Year Insights



SPARTANBURG  
ACADEMIC MOVEMENT

**Jasmine Stewart**  
Place-Based Partnerships Manager



# Outline



**SPARTANBURG  
ACADEMIC MOVEMENT**



**Background on  
Spartanburg**



**Spartanburg Academic  
Movement**



**Overview**



# Spartanburg County



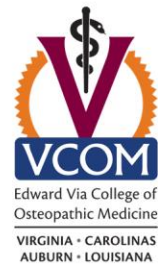
POPULATION  
**338,096**

**12<sup>TH</sup>** FASTEST GROWING  
METRO AREA IN US

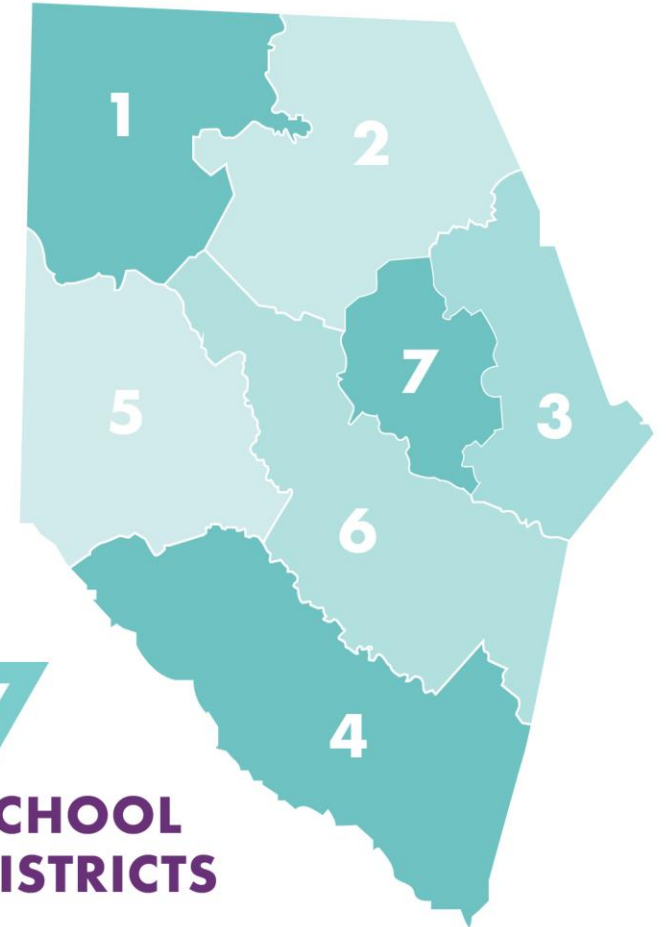
US News and World Report 2023–24



**7**  
COLLEGES &  
UNIVERSITIES



**7**  
SCHOOL  
DISTRICTS





In 2025, the **Hub City Spartanburgers** debuted as a Texas Rangers affiliate in the South Atlantic League, relocating from Kinston and now playing at the new Fifth Third Park.



SPARTANBURG  
ACADEMIC MOVEMENT



OVERLAND



# Spartanburg Academic Movement



SPARTANBURG  
ACADEMIC MOVEMENT



# Aligning For Collective Impact



DISORDER & CONFUSION



ISOLATION



ALIGNMENT



COLLECTIVE IMPACT





# Why We Exist



## Our Vision

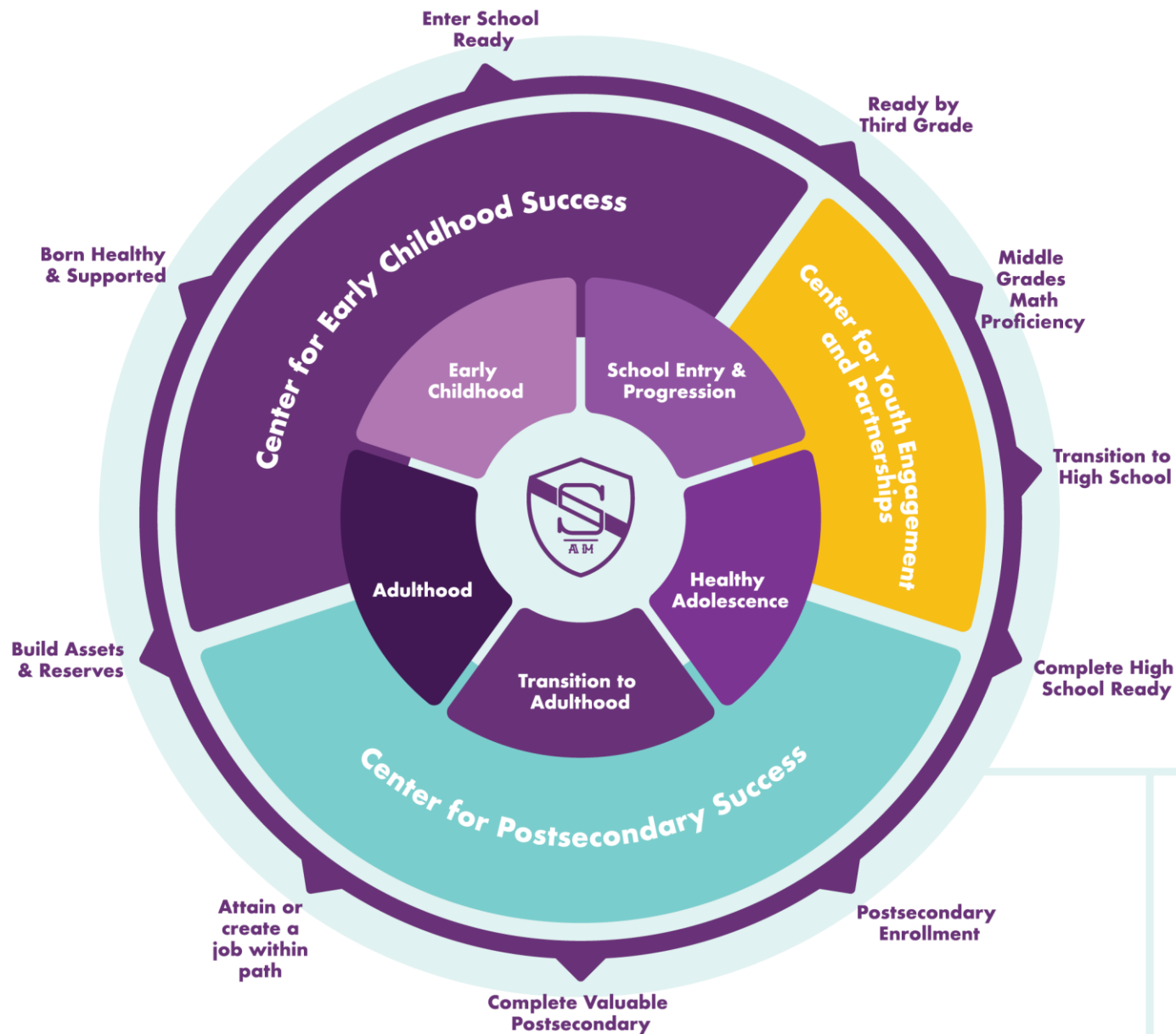
Advanced opportunity,  
anchored in academic  
achievement—countywide,  
cradle through career.



## Our Mission

Ensure Spartanburg County's  
children and youth reach  
academic and life success by  
convening partners, aligning  
resources, and advancing  
opportunity for all.





# SPARTANBURG ACADEMIC MOVEMENT FRAMEWORK

- » Center for Resilient Schools and Communities
- » Wardlaw Institute for Continuous Improvement
- » Policy and Advocacy



# National Partners & Funders



At Harlem Children's Zone



# Federal Funding

2023



2025





# Trainings

## LEVEL I: CORE

6 Contact Hours

Foundational training to build awareness around trauma and resilience

- » Adverse Childhood Experiences
- » Hidden Influences in Decision Making
- » Self-Care
- » Building Personal and Professional Resilience

## LEVEL II: PREVENTION

3.5 Contact Hours

Understanding risk and protective factors in trauma prevention

- » Risk Factors and Protective Factors
- » Positive Childhood Experiences
- » Trauma-Informed Behavioral Responses

## LEVEL III: AWARENESS

5 Contact Hours

Advanced training to deepen trauma understanding

- » The Dangers of Social Media
- » Warning Signs and Trends
- » "Not So Obvious" Signs of Abuse
- » Addiction: Signs, Trauma, and Resources







# **SAM TRAINING SESSION**

## **TRANSFORMATIONAL LEADERSHIP THROUGH A TRAUMA LENS**



**Lee Shirley, M.Ed, CCTSA**  
**Lead Training Coordinator**



**Jasmine Stewart, MA**  
**Place-Based Partnership  
Manager**

**May 14, 2025**  
**9AM – 12PM**

**Spartanburg Academic Movement**  
**101 North Pine St., Spartanburg, SC**  
**\$15 Registration Fee**

- Trauma-Informed Framework
- Building Resilience
- Unconscious Bias
- Adverse Childhood Experiences (ACEs)
- Positive Childhood Experiences (PCEs)



*Contact [Ishirley@learnwithsam.org](mailto:Ishirley@learnwithsam.org) for more information.*











# OUT-OF-SCHOOL TIME COLLABORATIVE





# Context Matters



**SPARTANBURG  
ACADEMIC MOVEMENT**



# Success Planning Components



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



# Local Spotlights



**SPARTANBURG  
ACADEMIC MOVEMENT**



# Place-Based Partners



**PATRINA MIMS**  
The Bethlehem Center  
Highland



**JERRY RICE**  
Benjamin E. Mays Center  
Pacolet



**LEKESA WHITNER**  
Northside Development Group  
Northside





**CHECK &  
CONNECT<sup>®</sup>**



# Northside Development Group



SPARTANBURG  
ACADEMIC MOVEMENT





**family academy**  
creating pathways to student success

The program is offered to families of students that attend Cleveland Academy of Leadership, Carver Middle School, and Spartanburg High School with the goal of **lifting up families and creating pathways to student success.**

All parents of students at these three schools are free to meet with a Family Navigator to receive support in the following areas:

**Financial literacy**

**Connection to resources**

**Homeownership readiness**

**Education reentry**



# MEET *the* TEAM



**Gigail Petty**  
Family Academy  
Manager



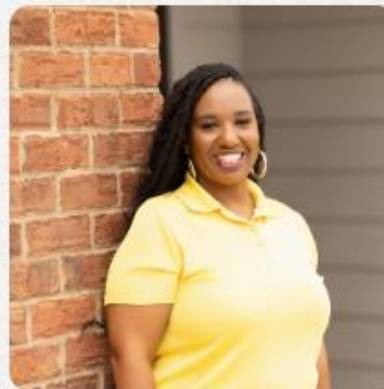
**Chelle Jones**  
Family Academy  
Navigator



**Ronesha Boggs**  
Family Academy  
Navigator



**Rossi Hames**  
Family Academy  
Coordinator



**Delisah Reid**  
Family Academy  
Academic Success  
Coach



**Makelia Montgomery**  
Family Academy  
Academic Success  
Coach





**PRESENTS**

# KIDS SUMMER ENRICHMENT CAMP

ELEMENTARY AGED



## OUR ACTIVITIES

- ✓ Healthy Eating Classes
- ✓ Arts & Crafts
- ✓ Family Picnic
- ✓ Fire Safety and Fire Station Trip
- ✓ and much more.....

**REGISTER HERE**



**7th-11th**  
**JULY**

**The Bridge at  
Green Street**

317 Green Street  
Spartanburg, SC 29303

10:00 a.m. - 2:00 p.m.



FOR MORE INFORMATION OR TRANSPORTATION

 **(864) 598-0097**

**PRESENTS**

# YOUTH SUMMER ENRICHMENT CAMP

MIDDLE & HIGH SCHOOL  
AGED



## OUR ACTIVITIES

- ✓ Poverty Simulator Experience
- ✓ Virtual Reality Demonstrations
- ✓ Career Readiness Interviews
- ✓ Fitness and Health Eating Classes
- ✓ and much more.....

**REGISTER HERE**



**28th-1st**  
**JULY - AUGUST**

**The Bridge at  
Green Street**

317 Green Street  
Spartanburg, SC 29303

10:00 a.m. - 2:00 p.m.



FOR MORE INFORMATION OR TRANSPORTATION

 **(864) 598-0097**





# Benjamin E. Mays Center



**SPARTANBURG  
ACADEMIC MOVEMENT**





Family Game & Craft Night

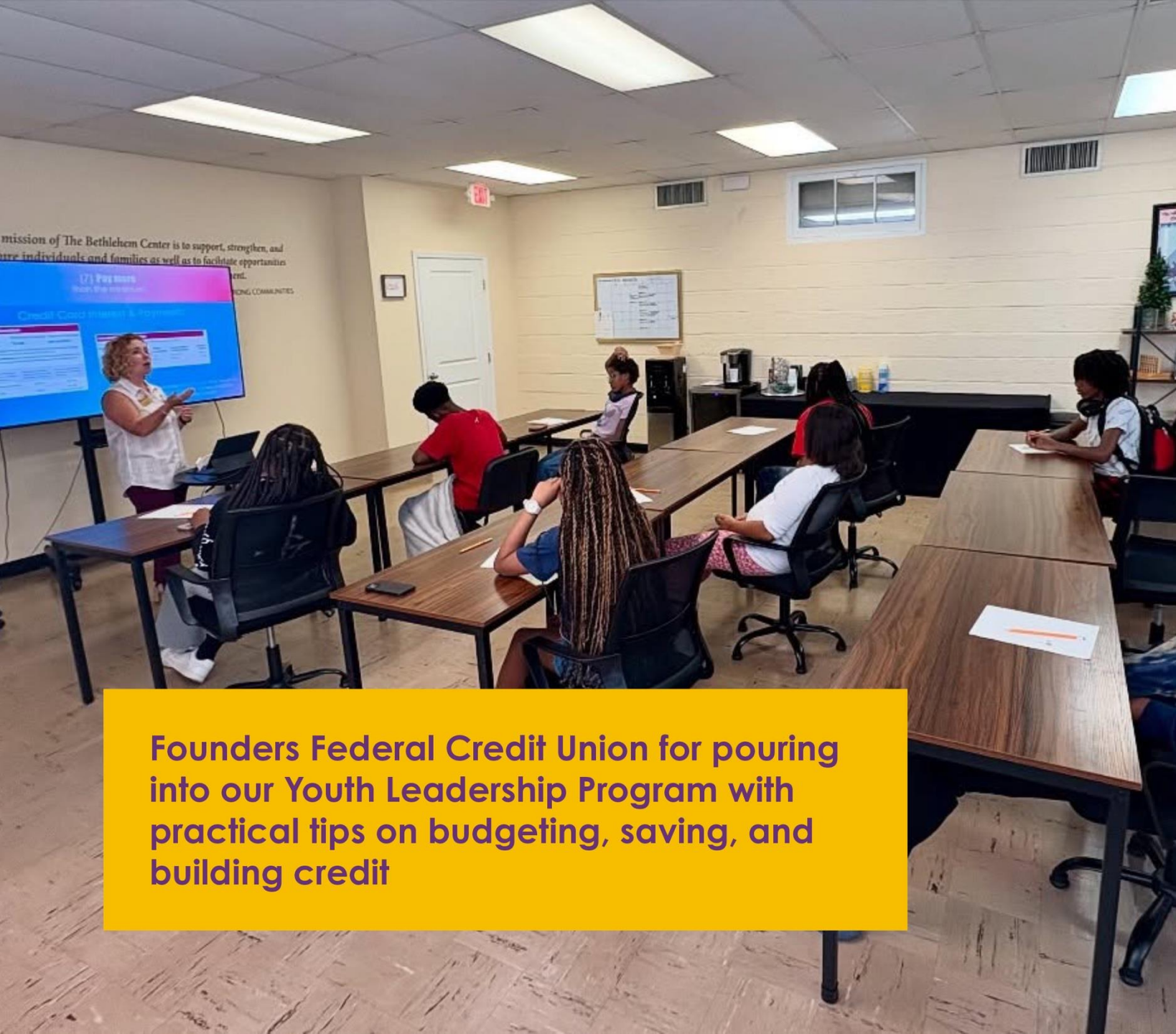


# The Bethlehem Center



**SPARTANBURG  
ACADEMIC MOVEMENT**





**Founders Federal Credit Union for pouring into our Youth Leadership Program with practical tips on budgeting, saving, and building credit**

**Frederick Keenan, College Success Navigator meets Bethlehem Center staff**





# EdRedesign Success Planning Institute

Two-Year Insights



SPARTANBURG  
ACADEMIC MOVEMENT

**Jasmine Stewart**  
Place-Based Partnerships Manager



# QUESTIONS

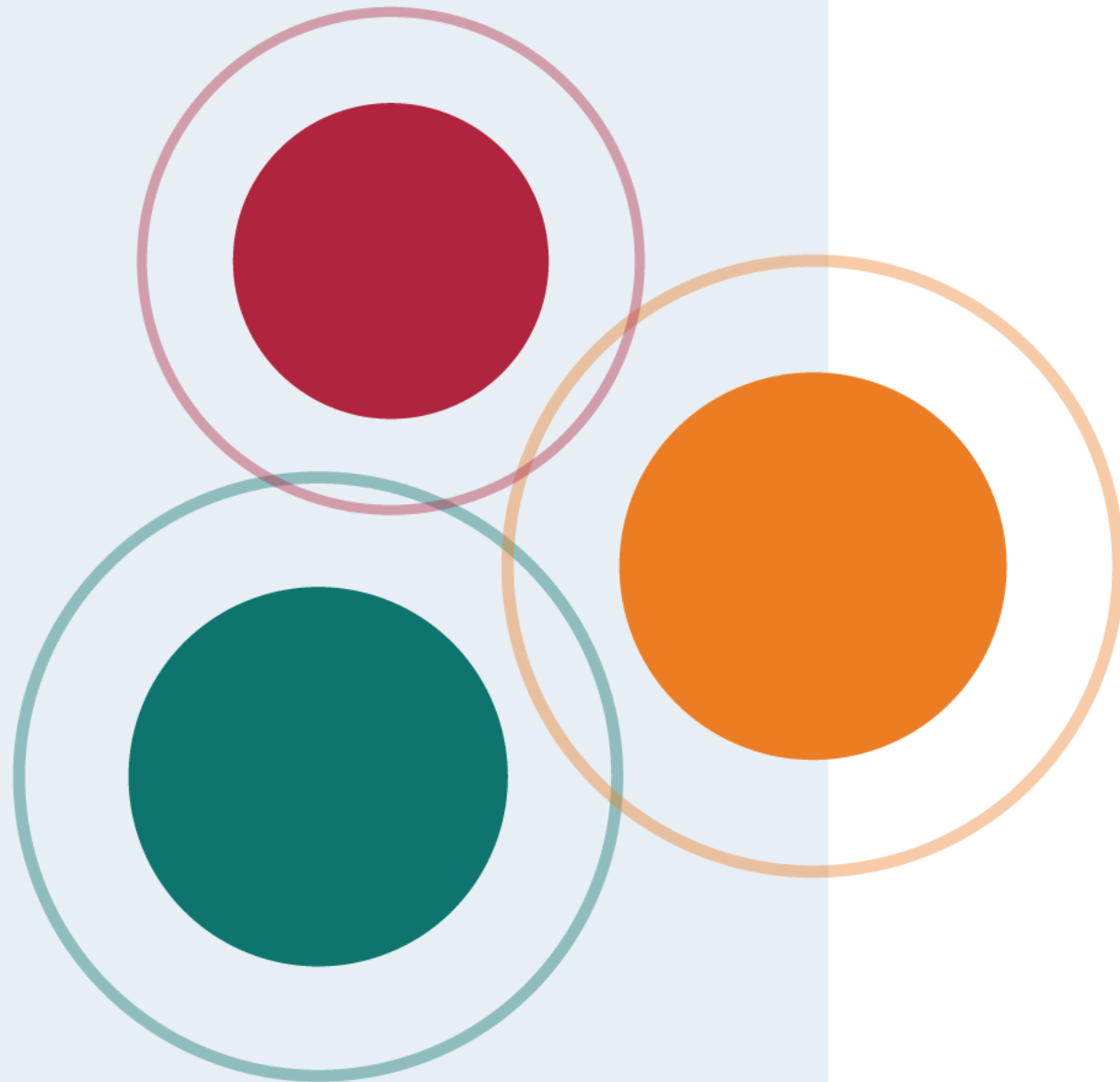




**Break  
Time,**







## **Success Planning Component:** Data Strategy and Platform





# Improving Economic Opportunity in High Poverty Schools

## New Insights from Big Data



Jamie Gracie  
Harvard University



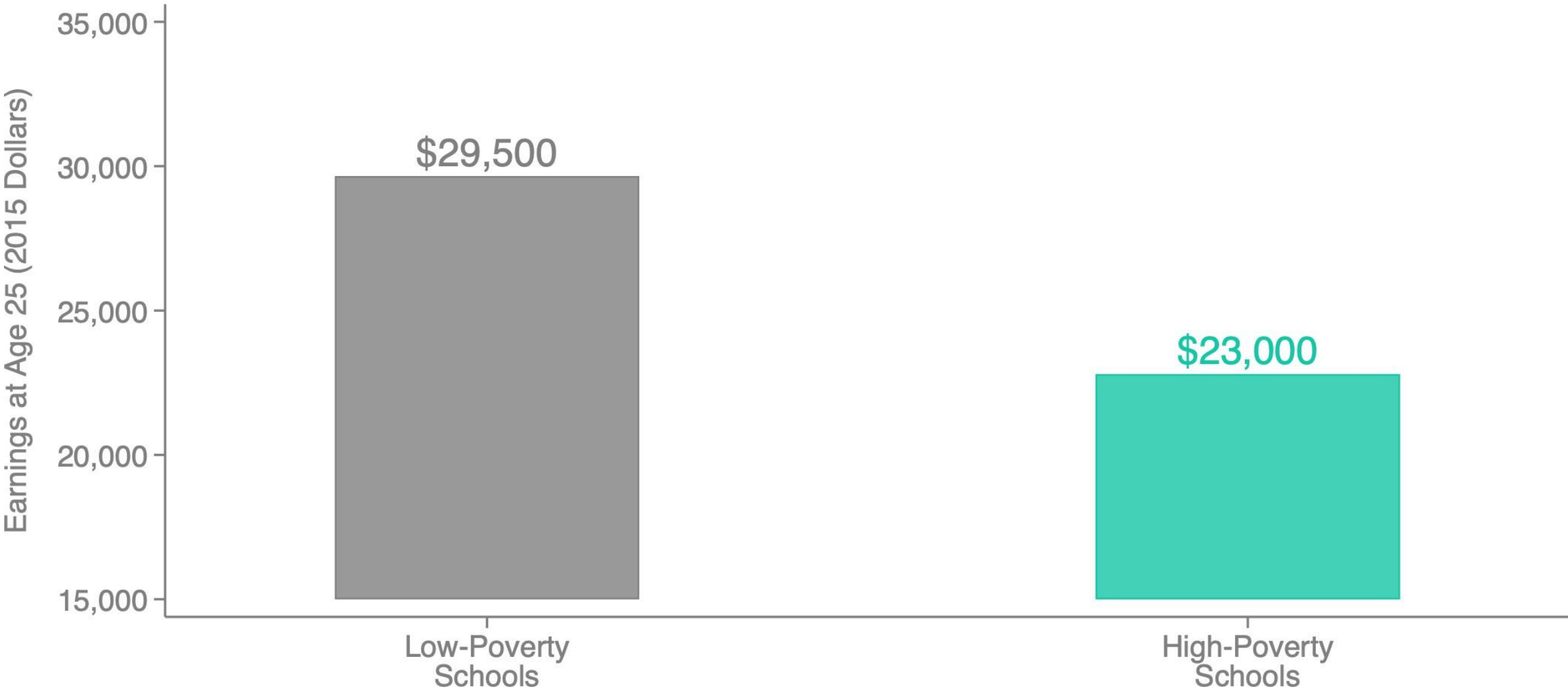


# Earnings Gaps in High- and Low-Poverty Schools





# Earnings Gaps in High- and Low-Poverty Schools





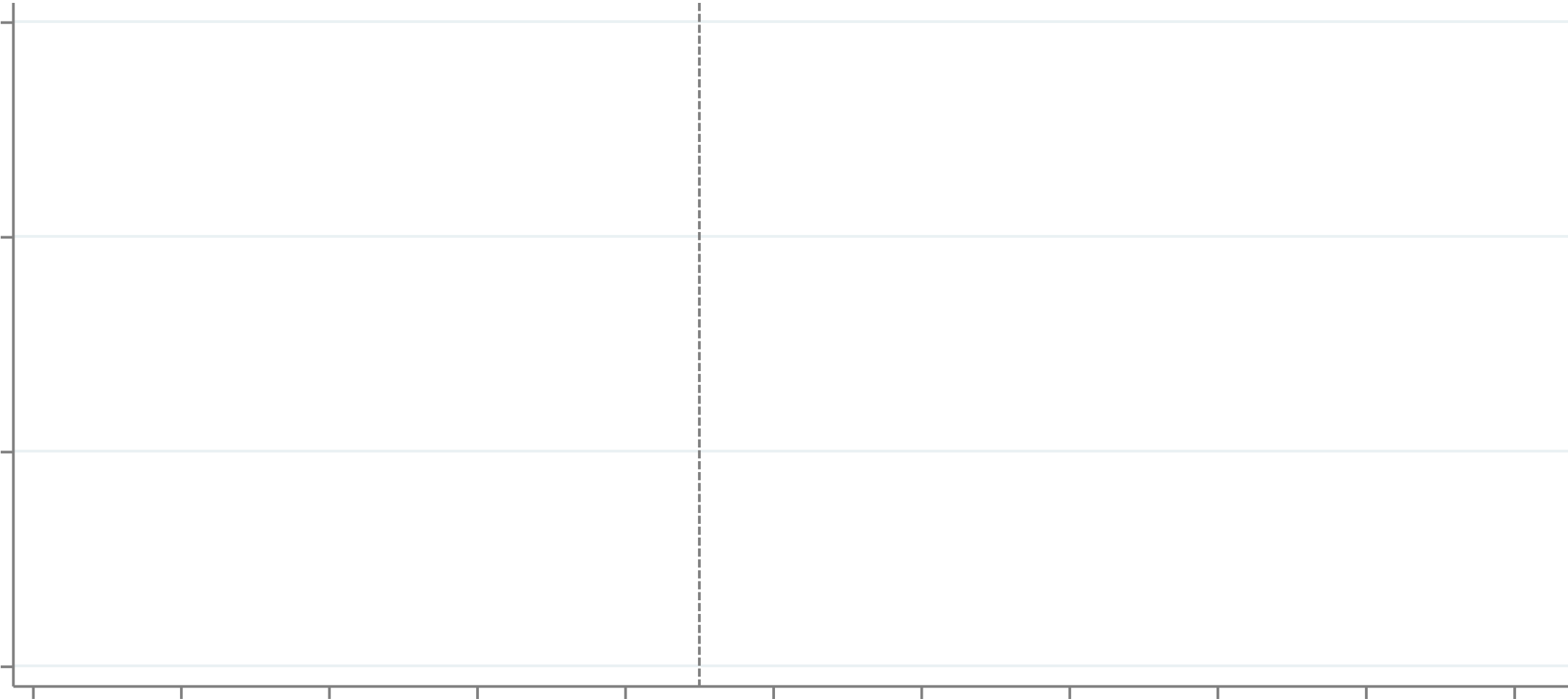


Can Integrated Student Supports Improve Economic Opportunity for Children in High Poverty Schools?



# Effect of Communities in Schools on Adult Earnings

High School gets CIS in 2000

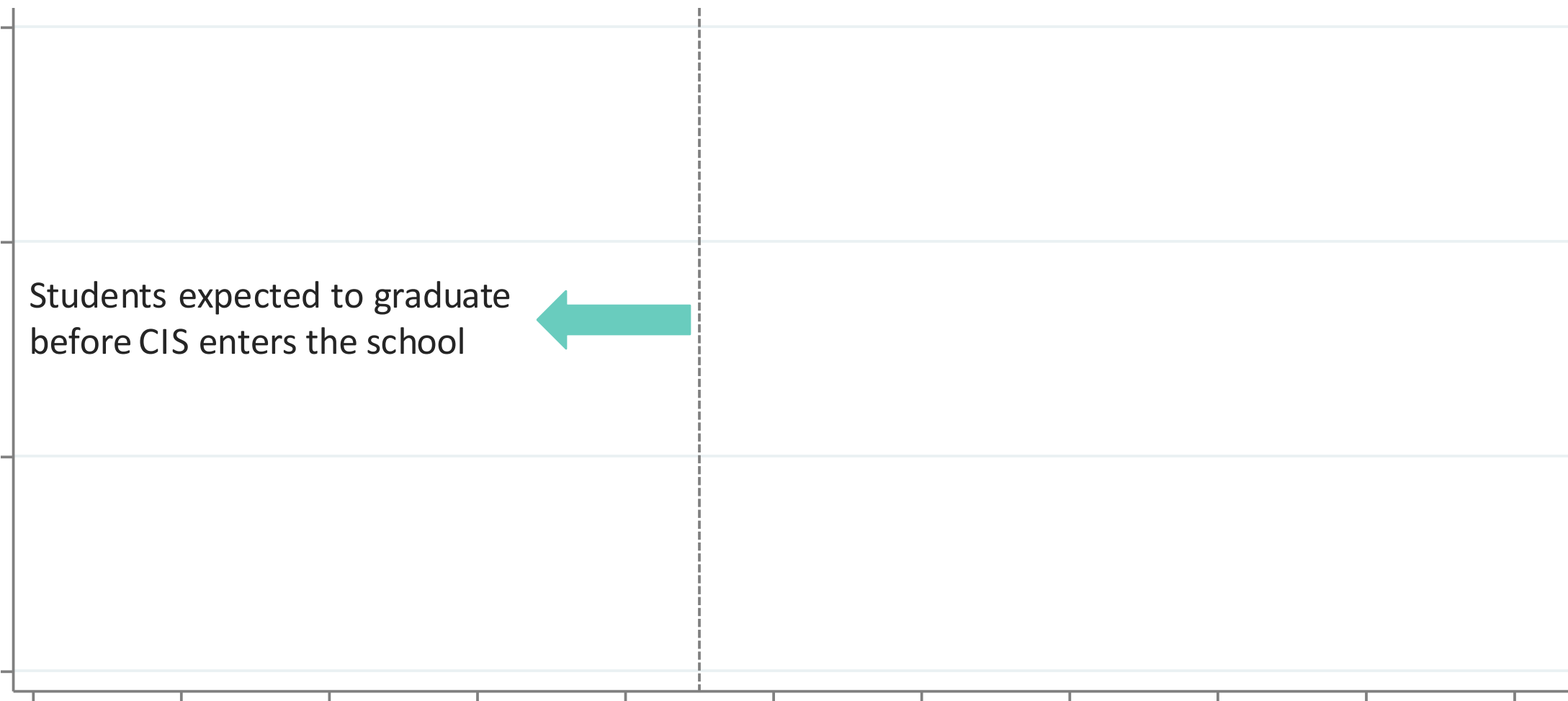


Source: Goldman, Gracie, Porter (in progress)



# Effect of Communities in Schools on Adult Earnings

High School gets CIS in 2000

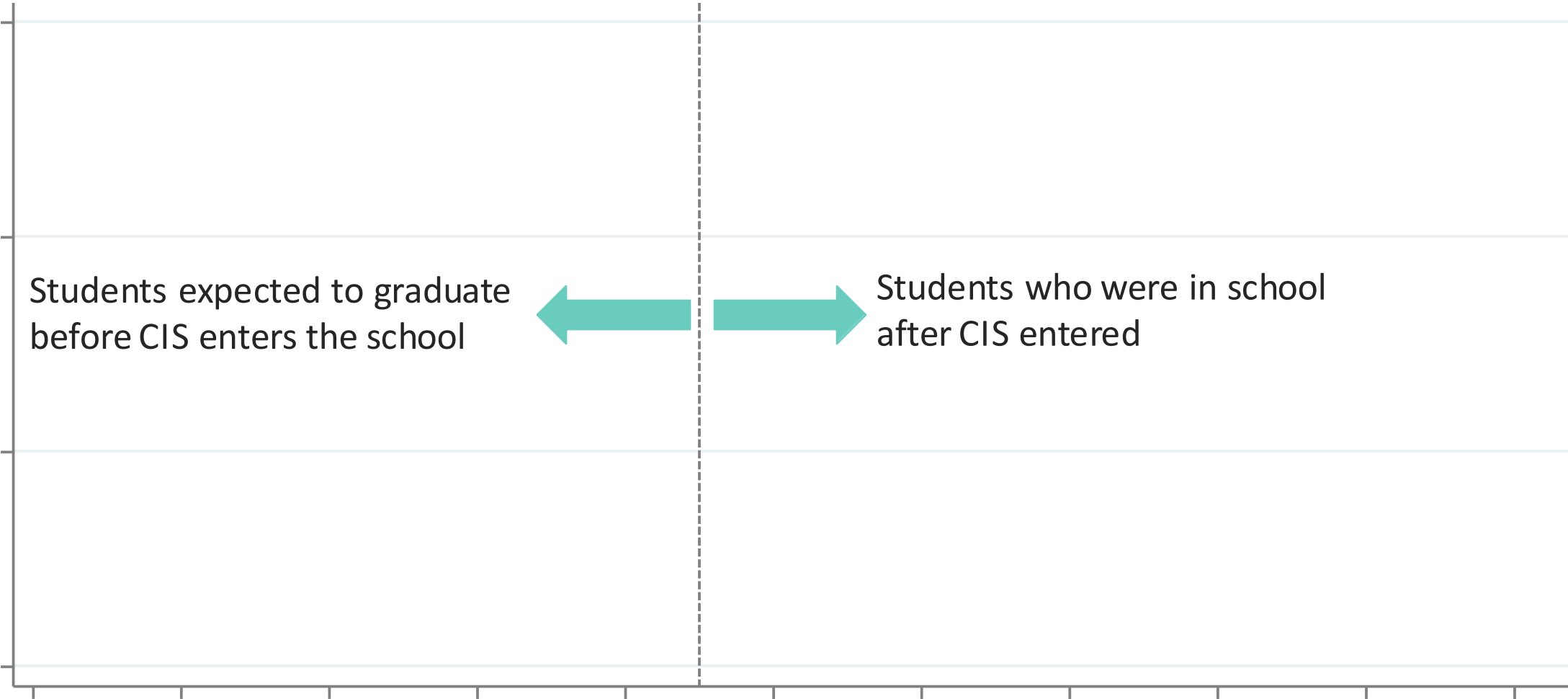


Source: Goldman, Gracie, Porter (in progress)



# Effect of Communities in Schools on Adult Earnings

High School gets CIS in 2000



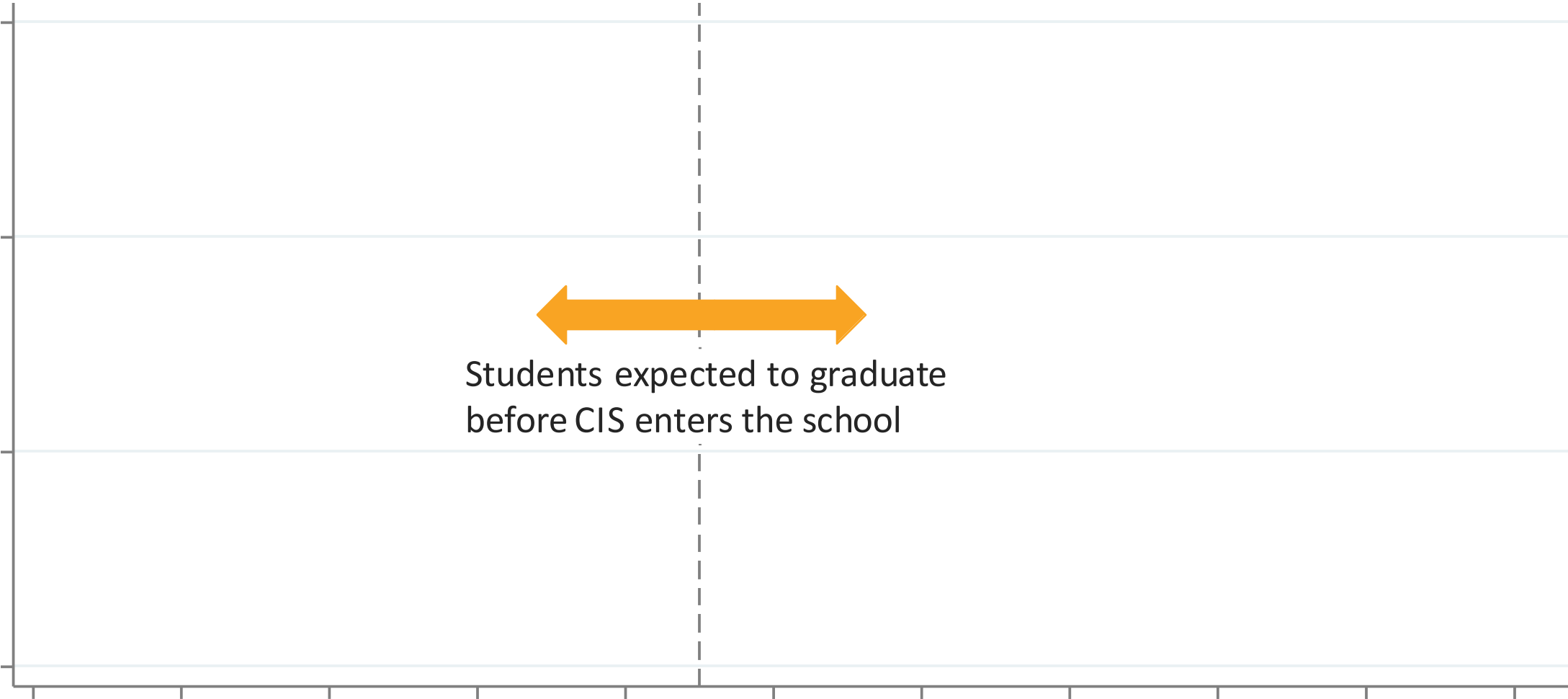
Source: Goldman, Gracie, Porter (in progress)



# Effect of Communities in Schools on Adult Earnings

High School gets CIS in 2000

High School gets CIS in 2006



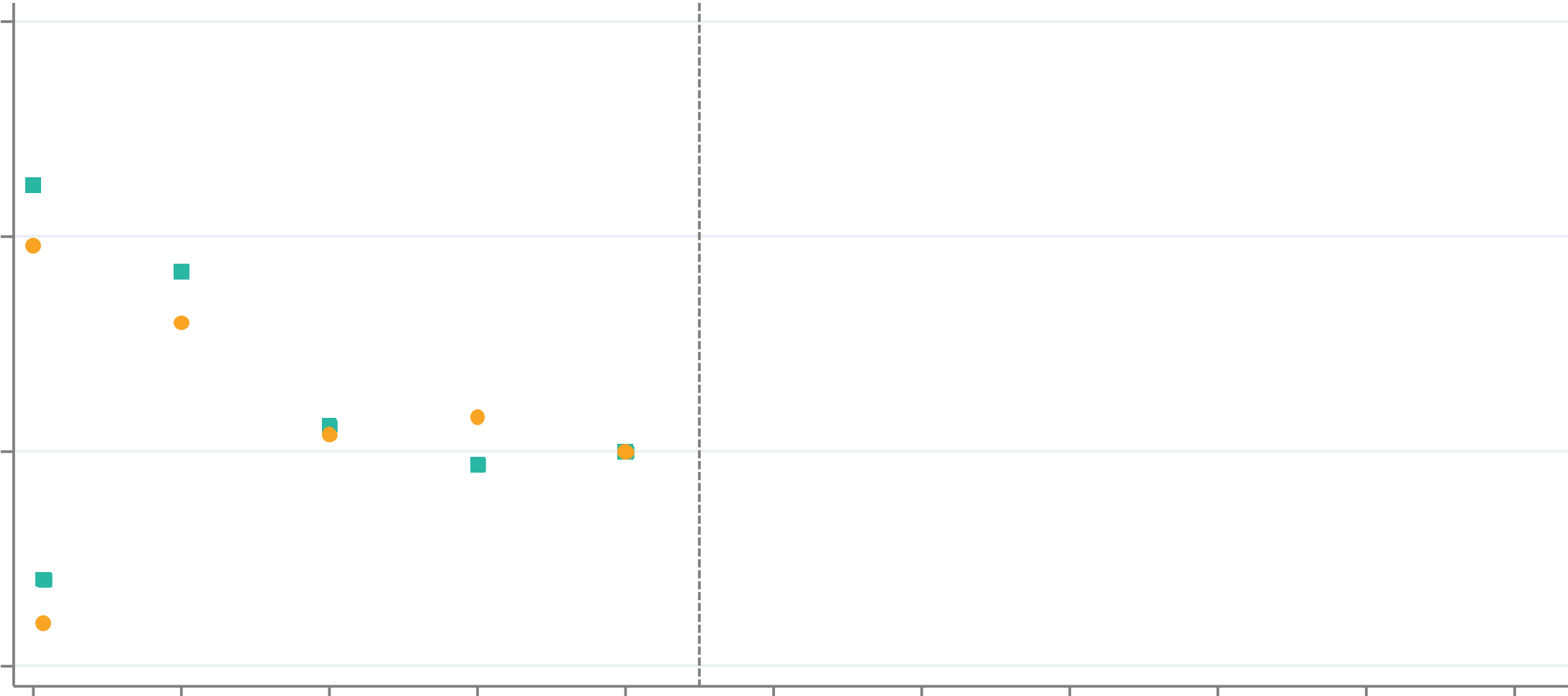
Source: Goldman, Gracie, Porter (in progress)



# Effect of Communities in Schools on Adult Earnings

High School gets CIS in 2000

High School gets CIS in 2006

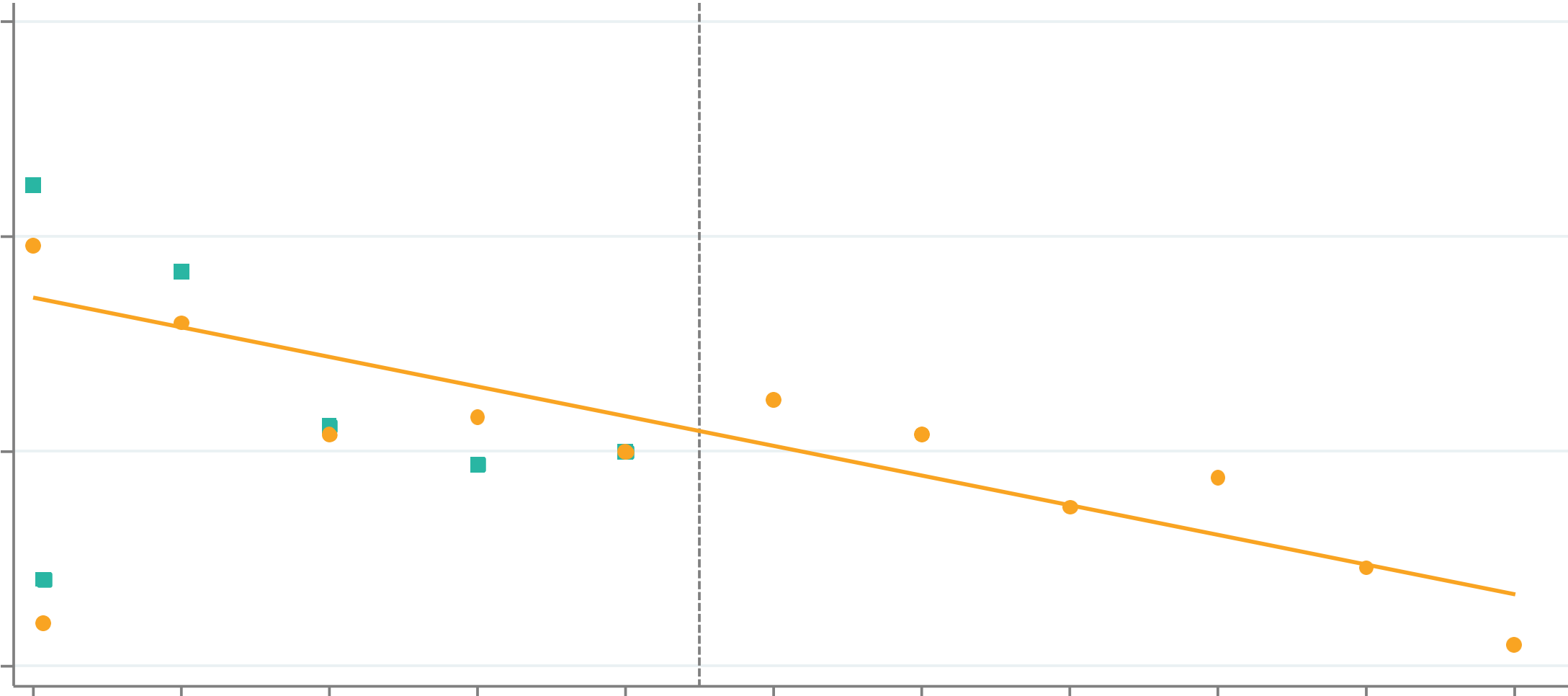




# Effect of Communities in Schools on Adult Earnings

High School gets CIS in 2000

High School gets CIS in 2006



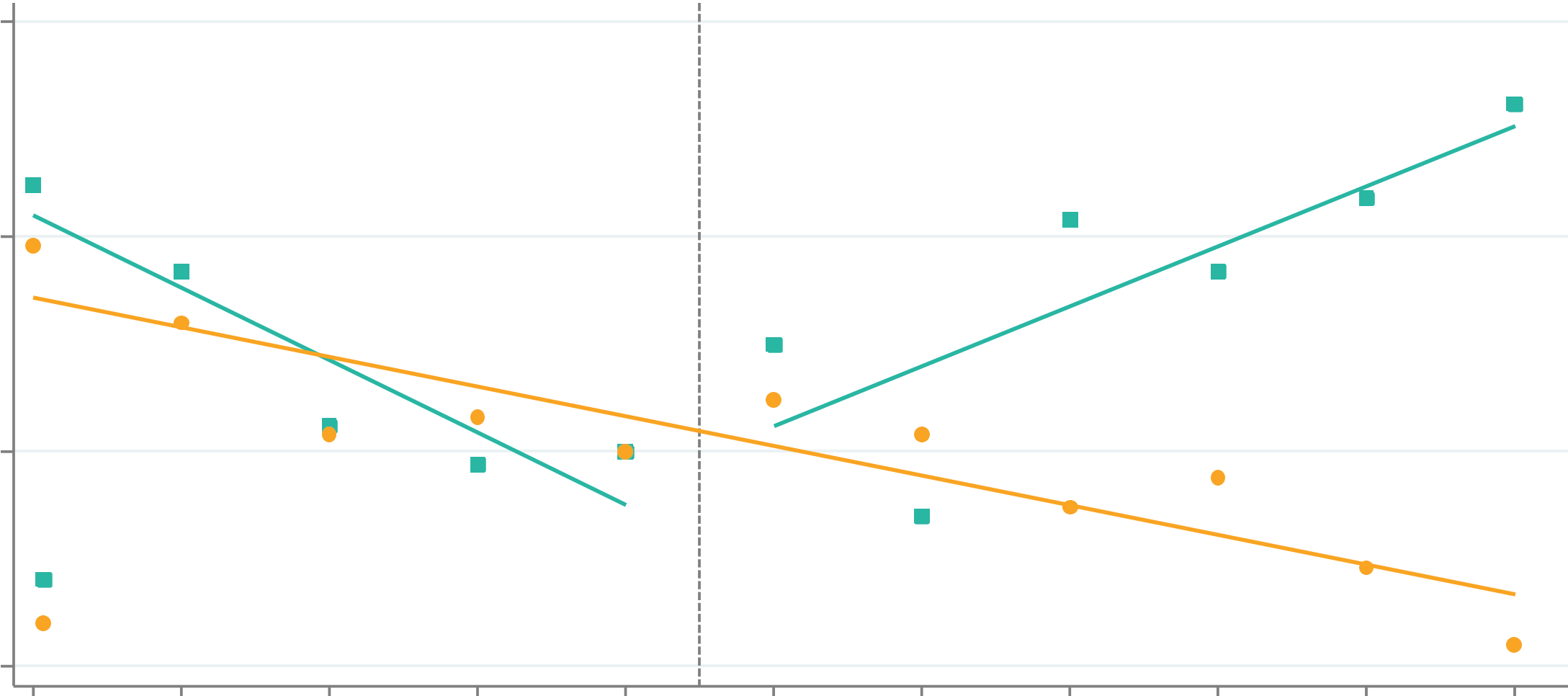
Source: Goldman, Gracie, Porter (in progress)



# Effect of Communities in Schools on Adult Earnings

High School gets CIS in 2000

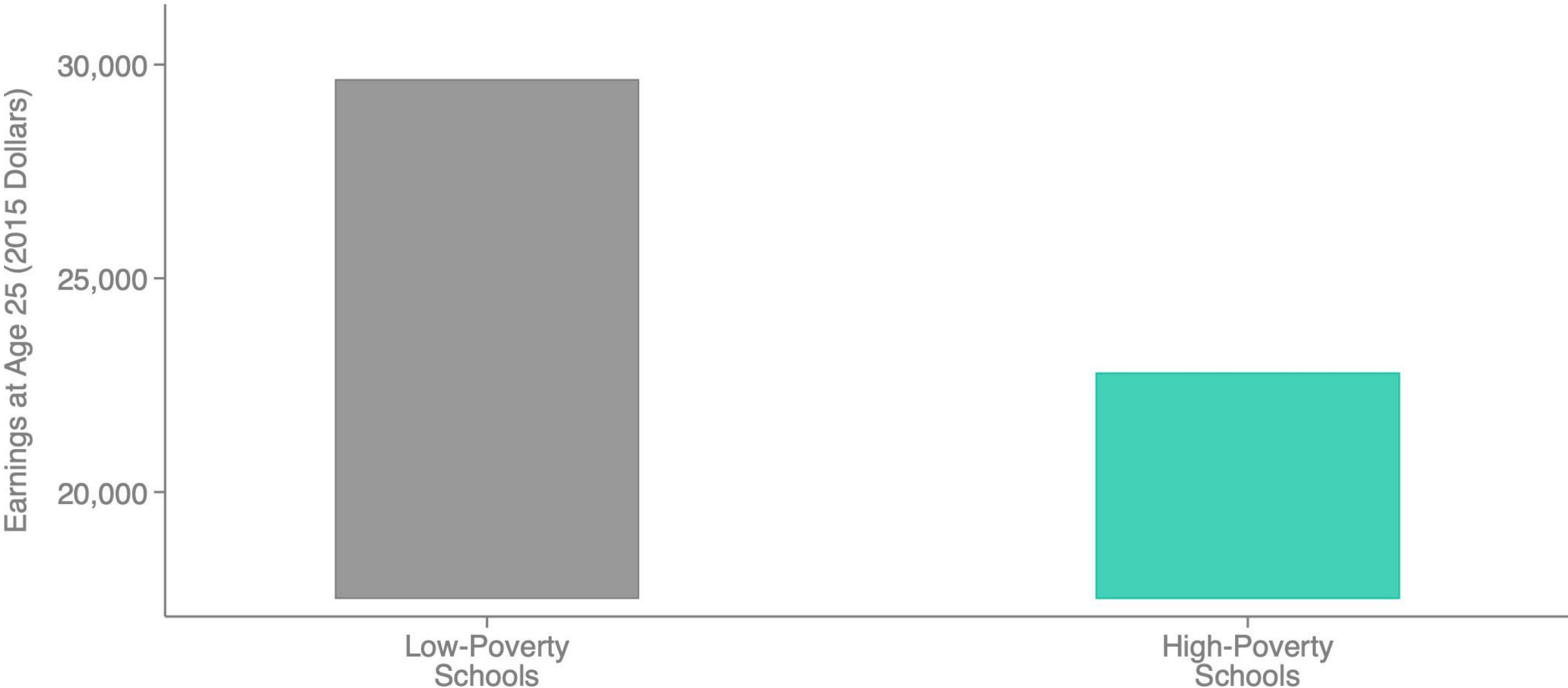
High School gets CIS in 2006



Source: Goldman, Gracie, Porter (in progress)

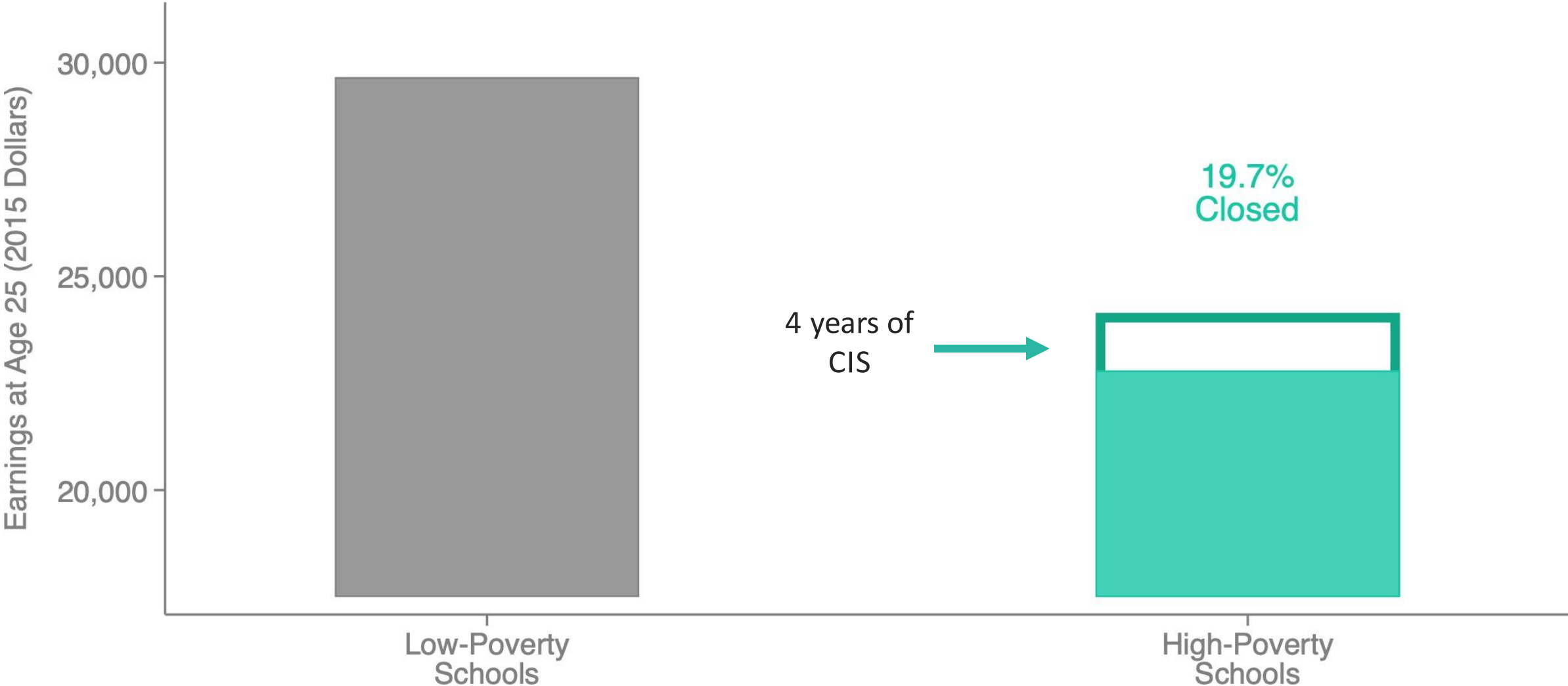


# Effect of CIS on Earnings Gaps in High- and Low-Poverty Schools





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





ANNALS OF EDUCATION

# HAS SCHOOL BECOME OPTIONAL?

*In the past few years, chronic absenteeism has nearly doubled.  
The fight to get students back in classrooms has only just begun.*

**By Alec MacGillis**

January 8, 2024



ANNALS OF EDUCATION

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January 8, 2024

EDUCATION

## **K-12 students learned a lot last year, but they're still missing too much school**

FEBRUARY 9, 2024 · 2:00 PM ET



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FEBRUARY 9, 2024 · 2:00 PM ET

## Lenient Grading Won't Help Struggling Students. Addressing Chronic Absenteeism Will.



ANNALS OF EDUCATION

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January 8, 2024

## Students Are Missing School at an Alarming Rate

EDUCATION

## Why so many kids are still missing school

What it means to be “chronically absent” — and why it matters.

By Fabiola Cineas | Jan 9, 2024, 6:30am EST

EDUCATION

**K-12 students learned a lot last year, but  
they're still missing too much school**

FEBRUARY 9, 2024 · 2:00 PM ET

**Lenient Grading Won't Help  
Struggling Students. Addressing  
Chronic Absenteeism Will.**



# HAS SCHOOL BECOME OPTIONAL?

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The fight to get students back in classrooms has only just begun.*

By Alec MacGillis

January 8, 2024

## Students Are Missing School at an Alarming Rate

EDUCATION

## Why so many kids are still missing school

What it means to be “chronically absent” — and why it matters.

By Fabiola Cineas | Jan 9, 2024, 6:30am EST

EDUCATION

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ANNALS OF EDUCATION

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## White House urges schools to address absenteeism amid troubling data

New federal survey finds average attendance at 90 percent

By [Laura Meckler](#) and [Hannah Natanson](#)  
January 18, 2024 at 8:00 a.m. EST





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# The Effect of Absences on Student Outcomes

- A growing body of evidence shows the harmful effects of absences
- Not just important for test scores
- In our work, we show absences play a substantial role in the differences in high school graduation rates and adult earnings of students in high- vs. low-poverty schools

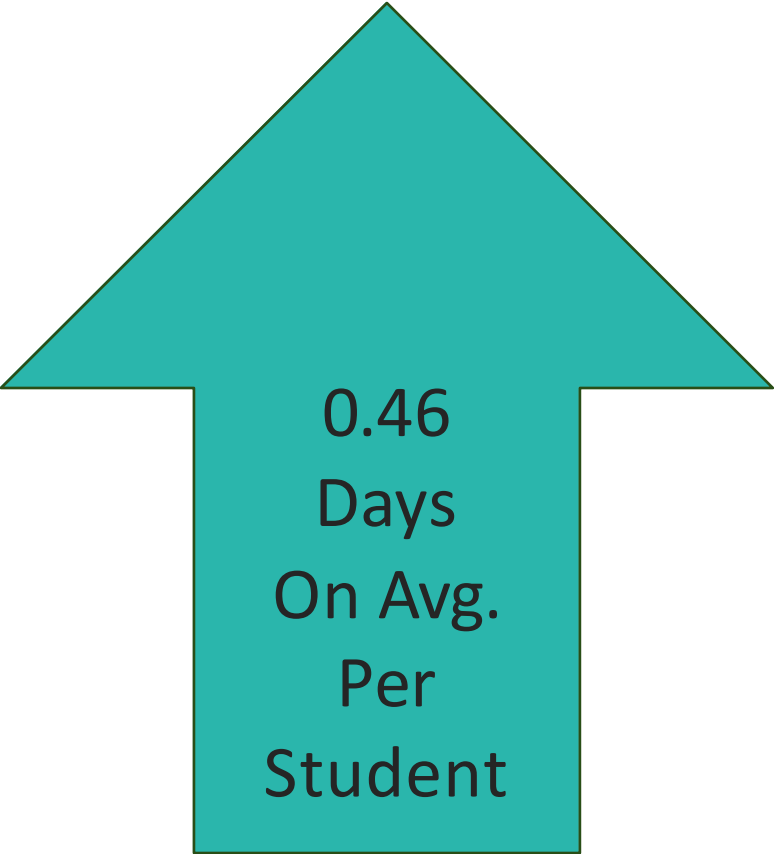


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- A growing body of evidence shows the harmful effects of absences
- Not just important for test scores
- In our work, we show absences play a substantial role in the differences in high school graduation rates and adult earnings of students in high- vs. low-poverty schools
- Absences impact not only the students who miss but also peers
- Does CIS improve attendance?



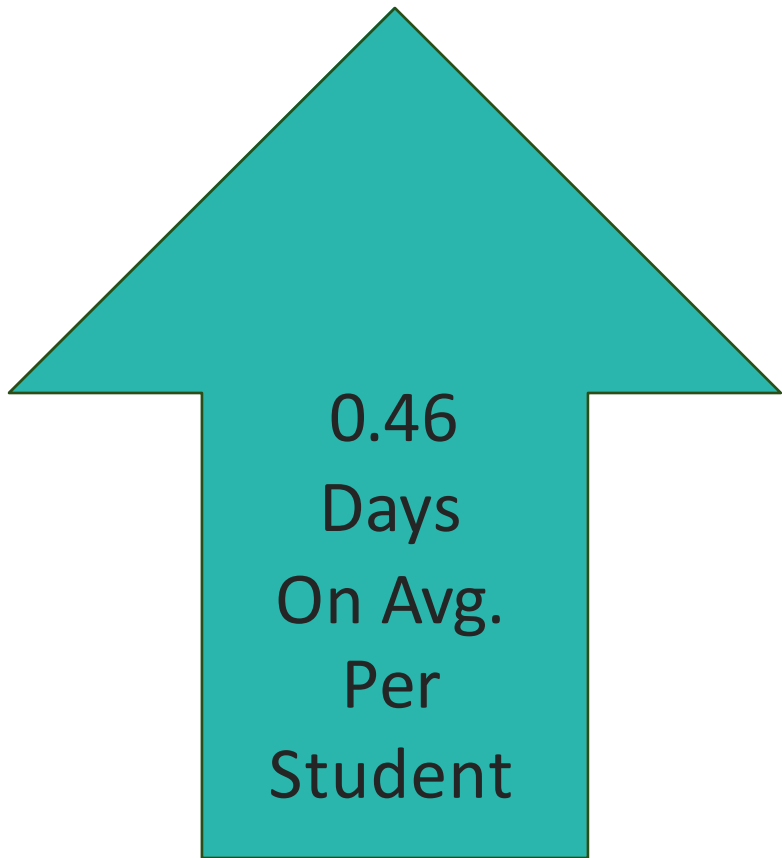
# The Effect of CIS on Fifth Graders



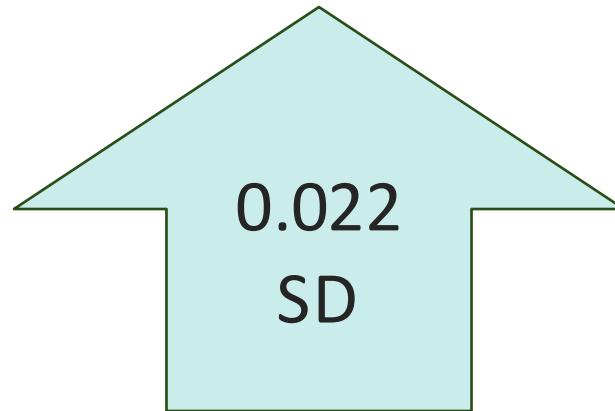
5<sup>th</sup> Grade Attendance



# The Effect of CIS on Fifth Graders



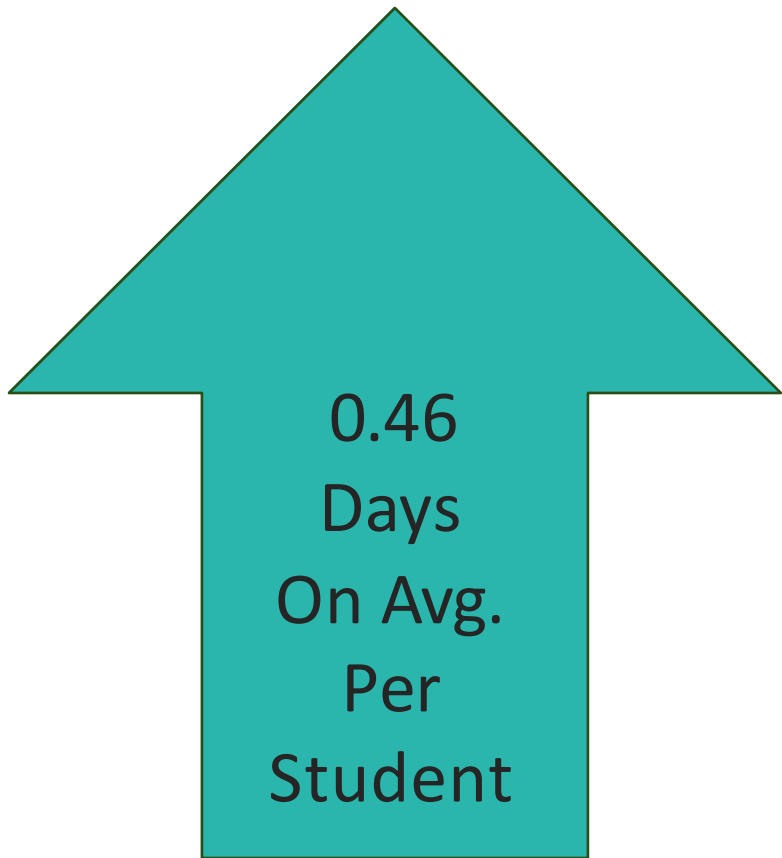
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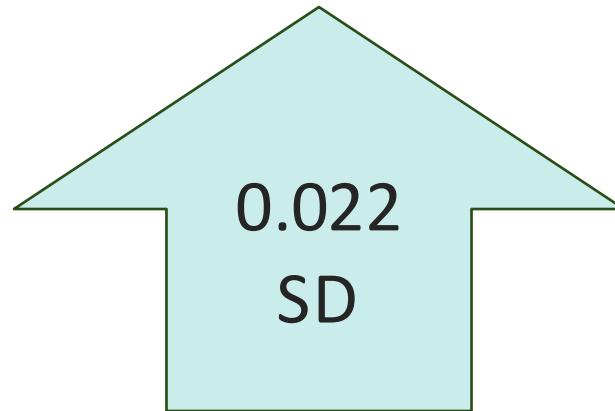
Implied 5<sup>th</sup> Grade Math Effect



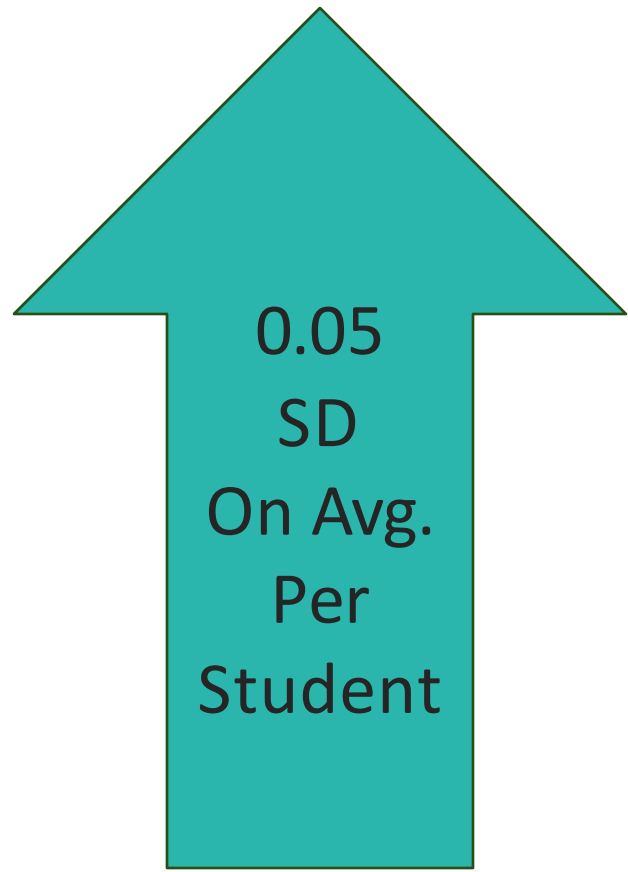
# The Effect of CIS on Fifth Graders



5<sup>th</sup> Grade Attendance



Implied 5<sup>th</sup> Grade Math Effect



True CIS Effect



# 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?



# 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?
  - We show approximately 50% of improvement comes from improvement in attendance
  - Also find short-run effects on in-school outcomes





# Fairmont & Samara

## Elementary Schools

# Success Planning

Gary Perez, Liliana Candelario, Maria Panora, Jorge Blau



**Children's Aid**  
Every step of the way



Children's Aid





**Liliana Candelario**  
**Community School**  
**Director**  
**Fairmont**  
**Neighborhood**  
**School**



**My Caring Adult**





**Gary Perez**  
Community School  
Director  
**The Samara**  
**Community School**



**My Caring Adult**  
**Mr. Richard Negron**



# Agenda

1. Welcome
2. Our Process
3. Data & Stories
4. Interview with a Navigator
5. Lessons Learned







# Objectives

- Learn about Success Planning implementation and discuss how these lessons can support this work.
- Provided tangible examples to expand a culture of safety, belonging, and care.
- Apply our lessons learned to your planning.





# Our Story







# Our Story



Fairmont and Samara were co-located schools in NYC's District 12 (Morrisania, NY)



Fairmont is a STEAM-based school, and Samara is a PBL Dual Language school.



In 2021 Samara moved into a new building 3 blocks away from Fairmont.



In 2023, both schools were awarded a FSCS grant from the US DOE.



Only 2 locations in the entire state of NY were awarded these FSCS grants.



We used this grant for capacity building, enabling us to expand our teams and enhance our work in schools.

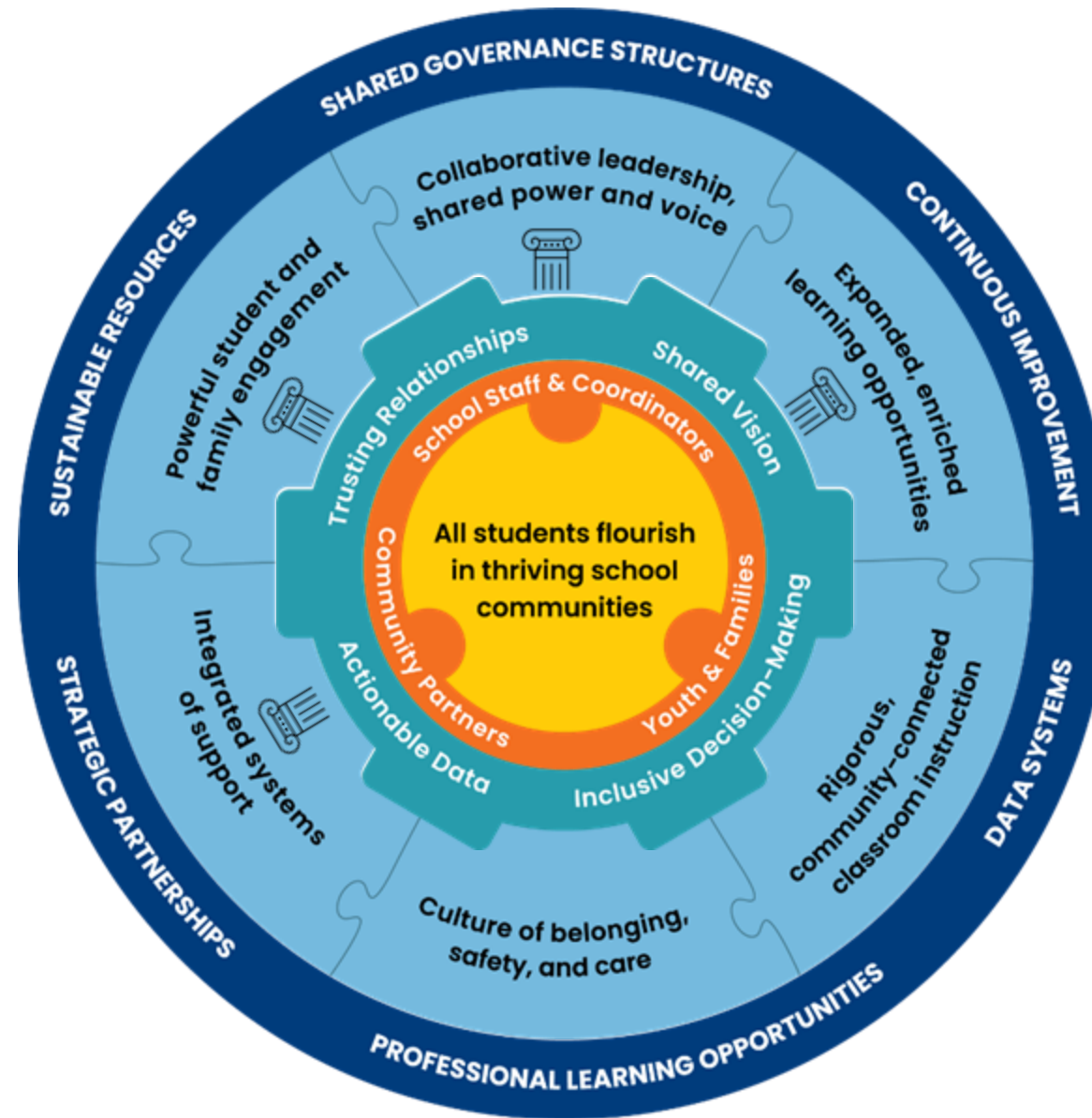




# Essentials for Community School Transformation

The **community school** strategy transforms a school into a place where educators, local community members, families, and students work together to **strengthen conditions for student learning and healthy development**.

As partners, they organize in- and out-of-school resources, supports, and opportunities **so that young people thrive**.



## LEGEND

- Why we do this work
- Who drives this work
- Enabling conditions
- Key practices
- Supportive infrastructure





# Core Characteristics

- ◆ Community School Director
- ◆ Advisory Team or Community School Leadership Team
- ◆ Assets and Needs Implementation





# Getting to Yes

- 🔔 Created an Advisory Committee
  - Principal, Community School Director, AP, PC, Literacy Coach, Math Coach, Teacher, Parents & Student, and CBO staff
- 🔔 Collected Archival Data (Baseline)
  - The archival data gave us a baseline for both the school's data and needs.
- 🔔 Surveys
  - Student Survey
  - Parent Survey
- 🔔 Focus Groups
  - Teacher focus group
  - Student focus group
  - Parent focus group
- 🔔 Created priorities





# Identified Priorities

## Fairmont

- ◆ Chronic Absenteeism
- ◆ Parent Engagement
- ◆ Academic Support
- ◆ Shifting School Culture
- ◆ Staff Wellness

## Samara

- ◆ Student Engagement
- ◆ Parent Engagement
- ◆ Teacher support & Collaboration
- ◆ Communication & Transparency
- ◆ Addressing Resource Constraints

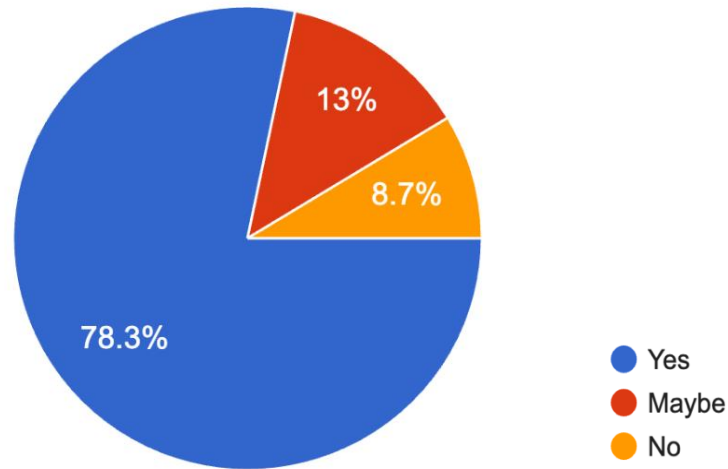




# Impact: A&N Student Survey Fairmont K-2nd

My teacher would notice if I was absent from school.

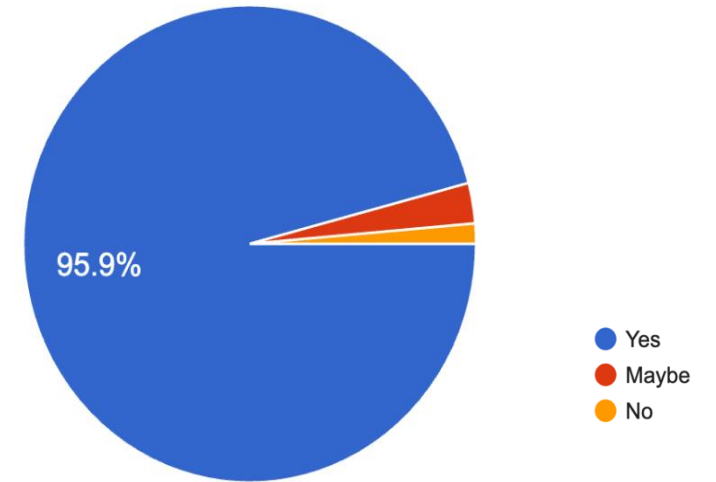
69 responses



Fall Survey

My teacher would notice if I was absent from school.

73 responses



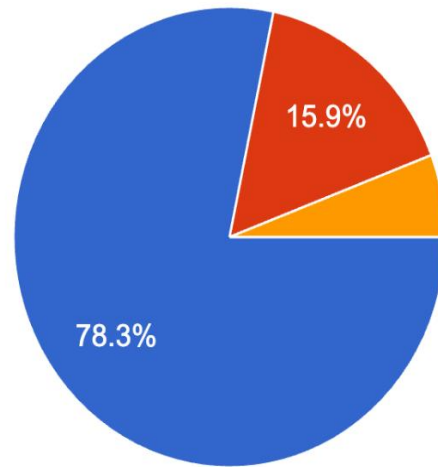
Spring Survey





# Impact: A&N Student Survey Fairmont K-2nd

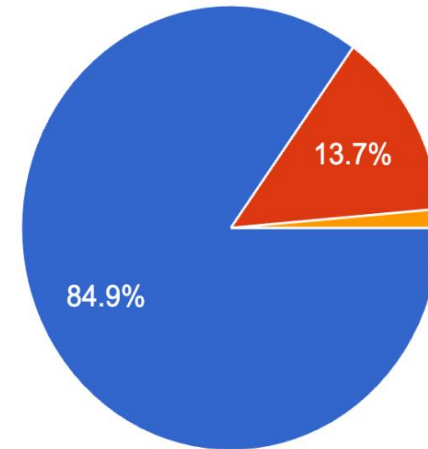
My teacher thinks my ideas and contributions are important  
69 responses



Fall Survey



My teacher thinks my ideas and contributions are important  
73 responses



Spring Survey



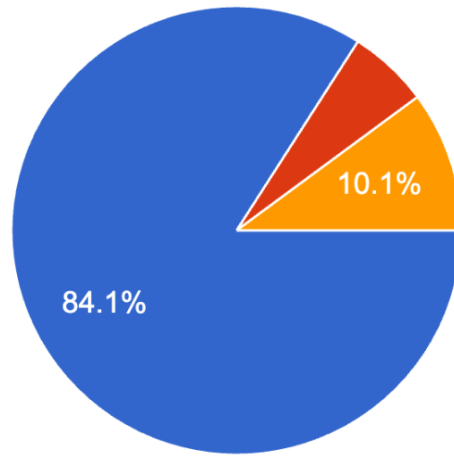




# Impact: A&N Student Survey Fairmont K-2nd

I want to be apart of this class.

69 responses

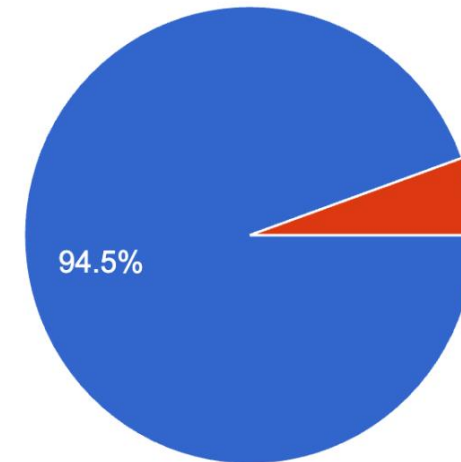


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Spring Survey



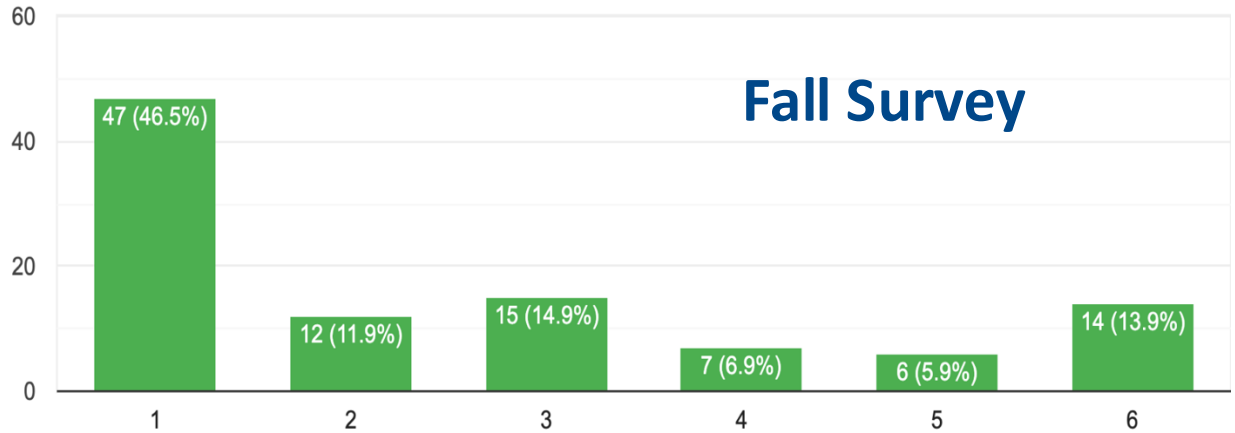




# Impact: A&N Student Survey Fairmont 3rd-5th

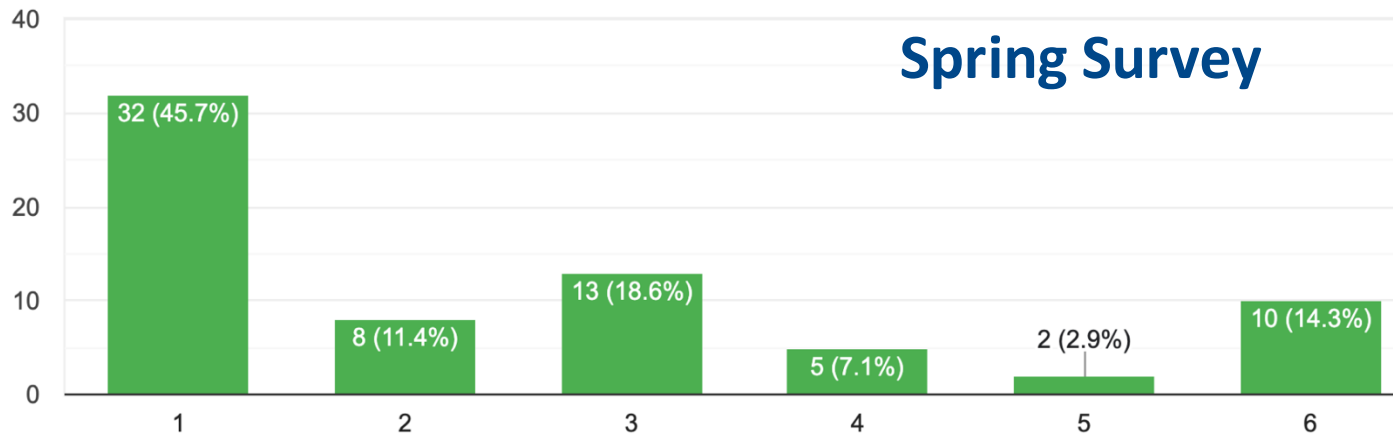
My teachers really care about me and are concerned when I am absent.

101 responses



My teachers really care about me and are concerned when I am absent.

70 responses



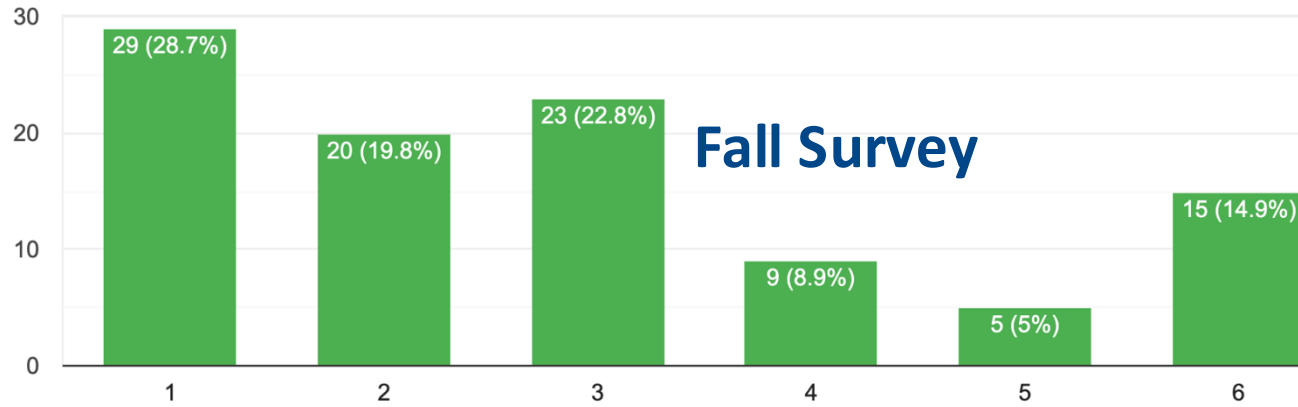




# Impact: A&N Student Survey Fairmont 3rd - 5th

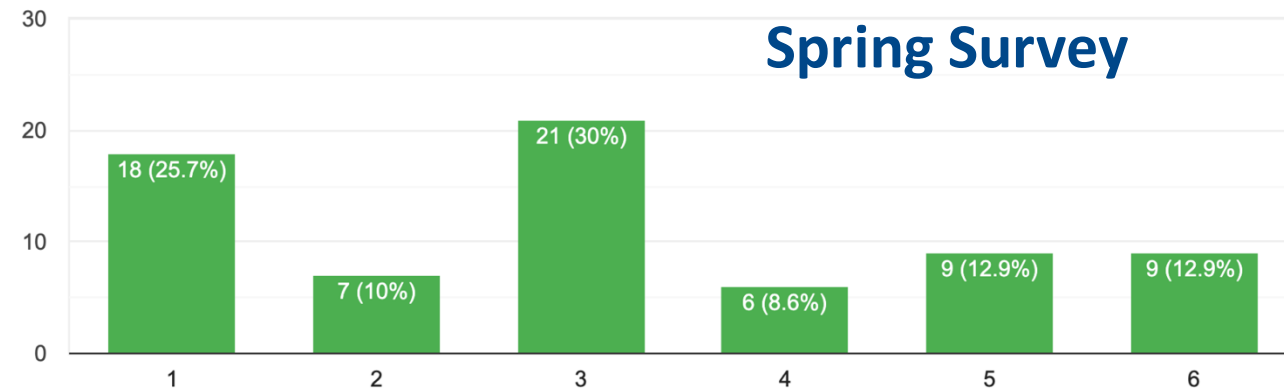
I feel supported and respected in my school and classrooms.

101 responses



I feel supported and respected in my school and classrooms.

70 responses



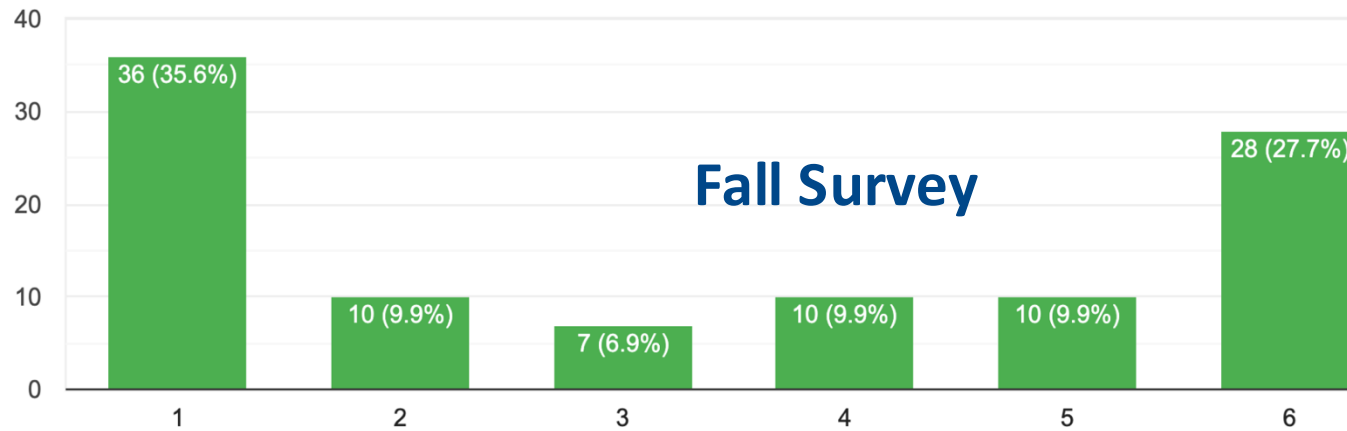


# Impact: A&N Student Survey Fairmont 3rd – 5th



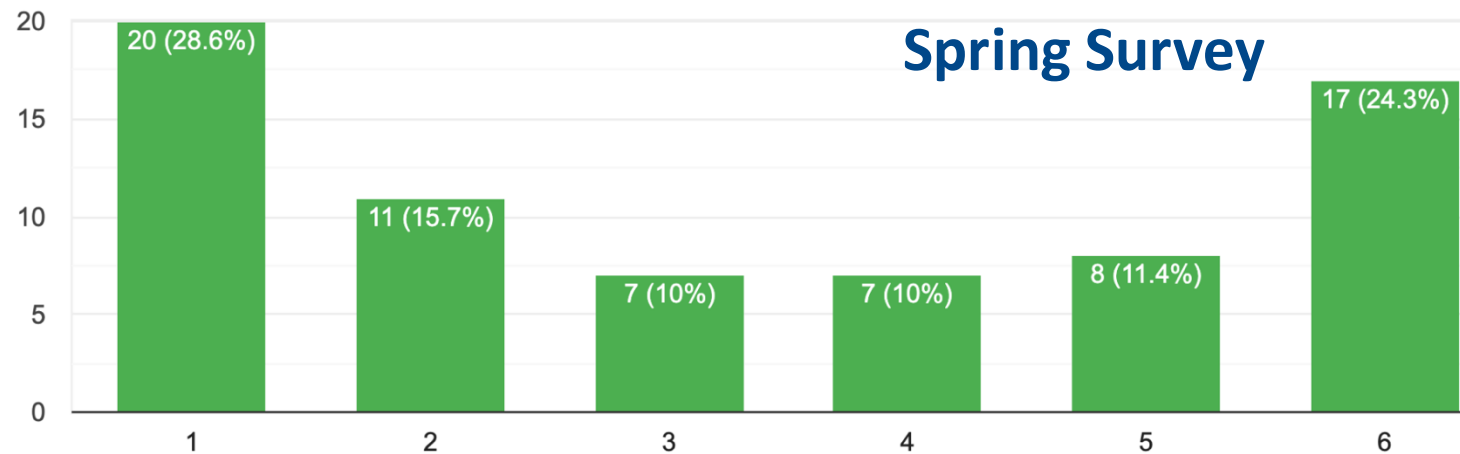
My classrooms feel like happy families.

101 responses



My classrooms feel like happy families.

70 responses



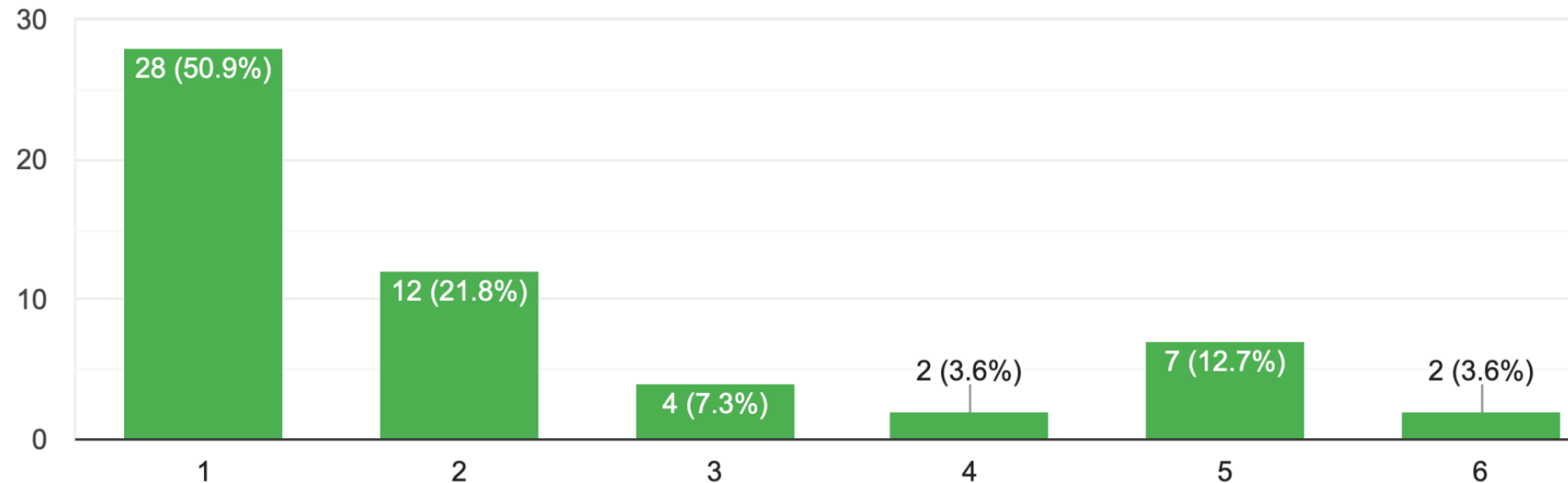




# Impact: Student Survey Samara 3<sup>rd</sup> & 5<sup>th</sup>

I feel like everyone at my school encourages me to stay in school, graduate and go on to college or training

55 responses



Spring Survey

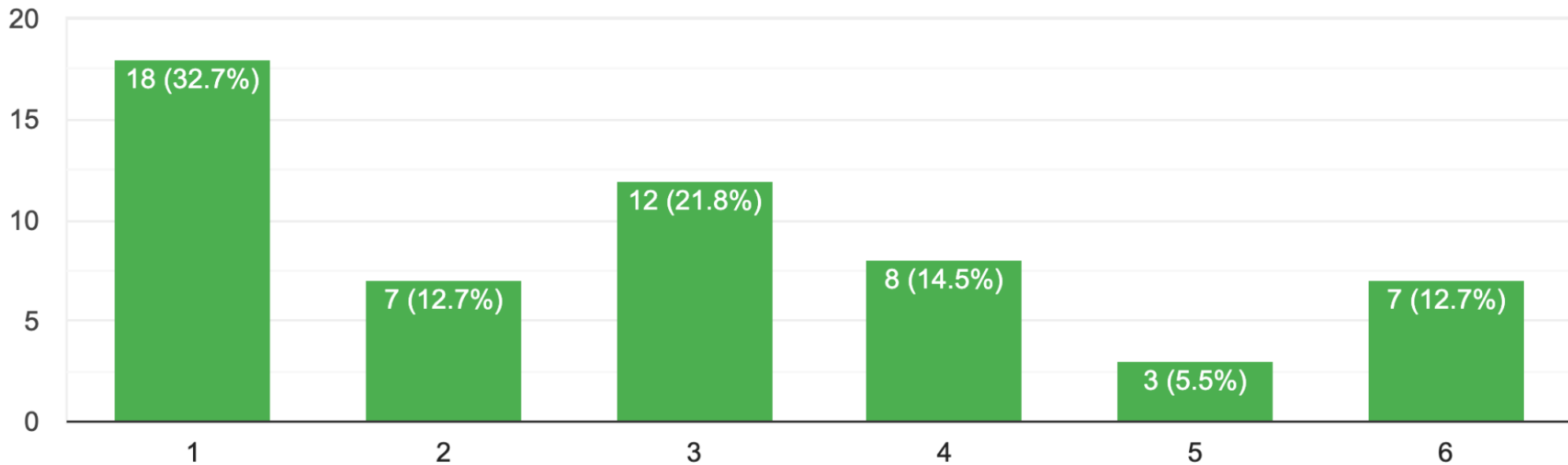




# Impact: Student Survey Samara 3<sup>rd</sup> & 5<sup>th</sup>

My classrooms feel like happy families.

55 responses



Spring Survey



# Implementing Success Planning



Children's Aid



# Success Planning Components



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



# Implementation



## GATHER PARTNERS

1. Understand climate
2. Get key partner buy-in
3. School leadership training



## IDENTIFY NAVIGATORS

1. Identify potential Navigators
2. Define roles based on tiered intervention



## DEFINE PROCESS

1. Create process
2. Determine the use of technology



## BUILD CAPACITY

1. Train school teams
2. Inform families
3. Begin pilot



## PILOT

1. Implement rollout
2. Evaluate process
3. Report lessons learned



## ADAPT & COMMUNICATE

1. Seek additional schools
2. Leverage the collective impact work
3. Establish success planning practice regionally





# Steps 1-3



## **GATHER PARTNERS**

1. Understand climate
2. Get key partner buy-in
3. School leadership training



## **IDENTIFY NAVIGATORS**

1. Identify potential Navigators
2. Define roles based on tiered intervention



## **DEFINE PROCESS**

1. Create process
2. Determine the use of technology





# Steps 4-6



## **BUILD CAPACITY**

1. Train school teams
2. Inform families
3. Begin pilot



## **PILOT**

1. Implement rollout
2. Evaluate process
3. Report lessons learned



## **ADAPT & COMMUNICATE**

1. Seek additional schools
2. Leverage the collective impact work
3. Establish success planning practice regionally



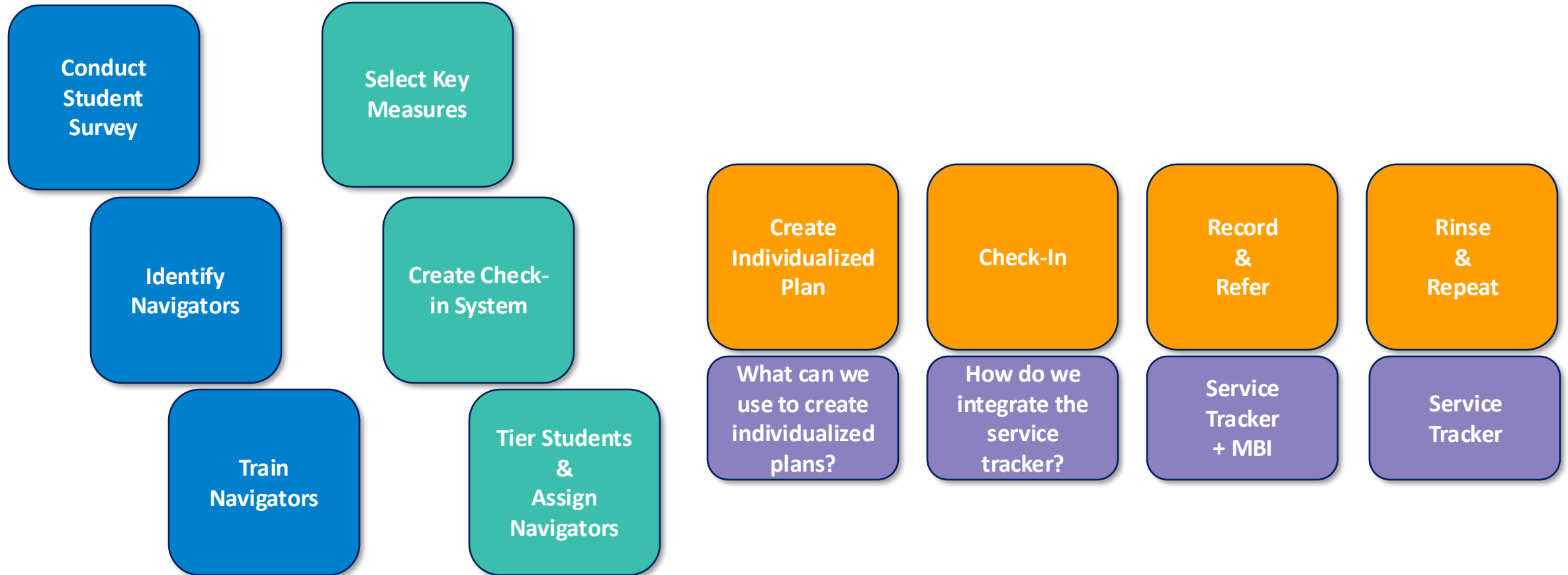


# In Practice





# Our Process



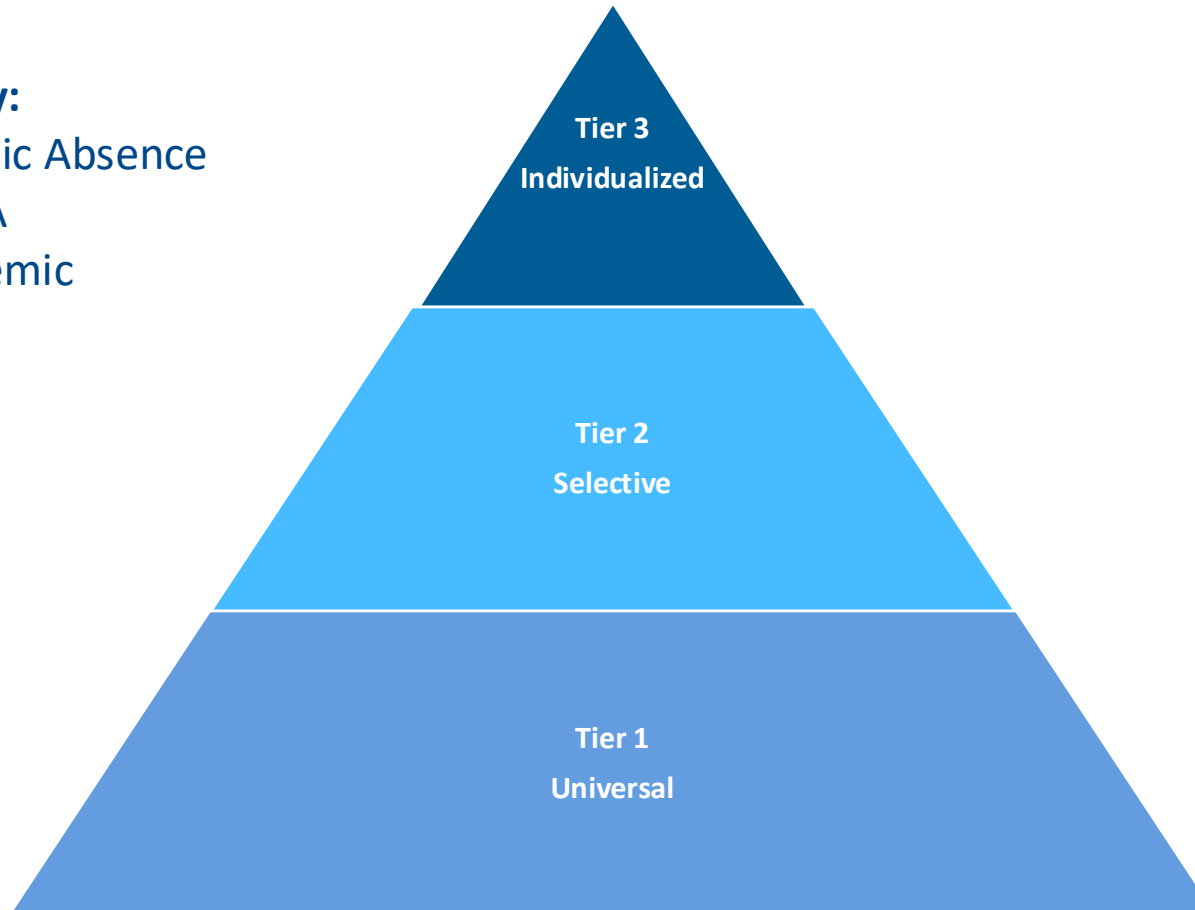


# Tiered Intervention



## Tiered by:

- Chronic Absence
- DESSA
- Academic



**Primary:** Social Worker  
**Secondary:** Youth Advocate

**Primary:** Youth Advocate is Navigator  
**Secondary:** Social Worker

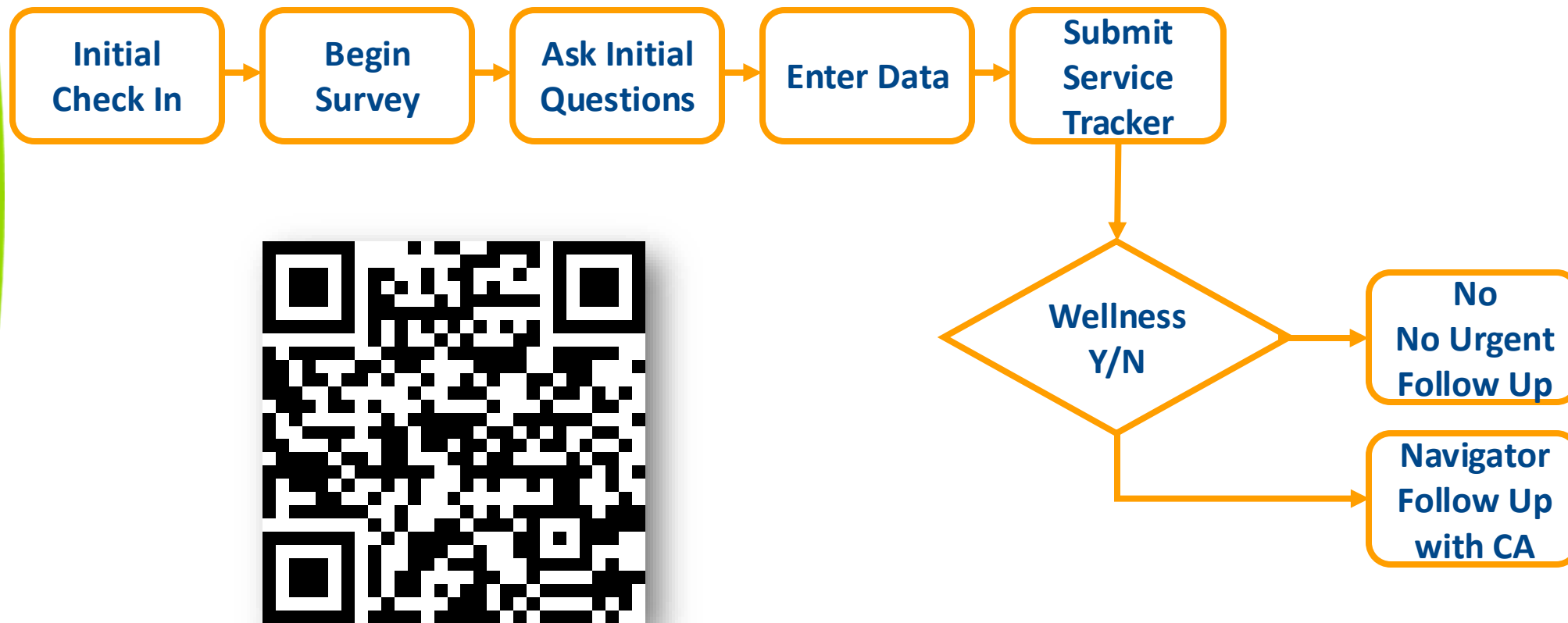
**Primary:** Navigator Check-In  
**Process:** All students individualized action plan  
**Who?** Any navigator





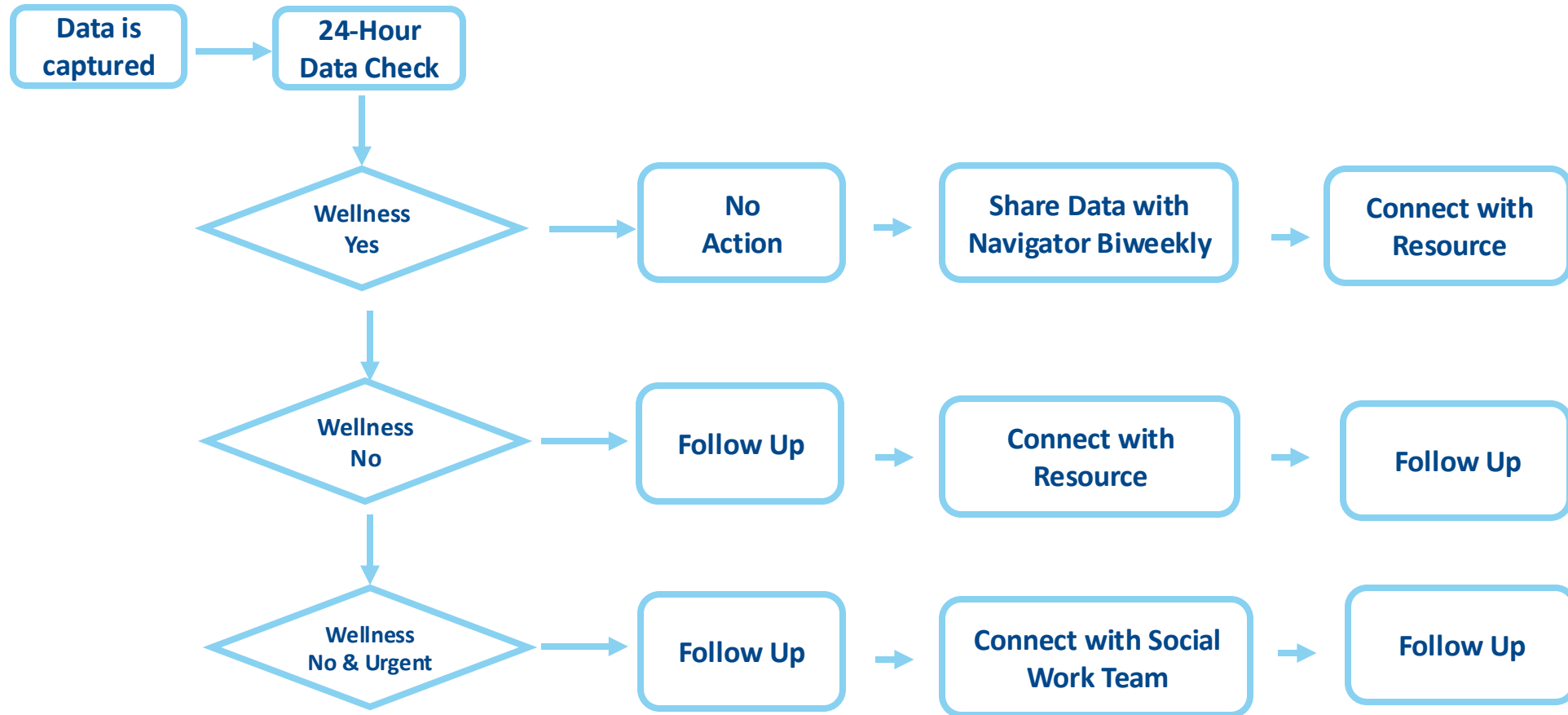


# Initial Check In (Process)





# After Check In (Process)







# What will come up in your process?

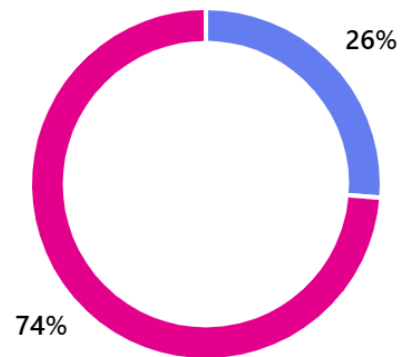
Take a moment to discuss in your team what your process will look like.





# Fairmont

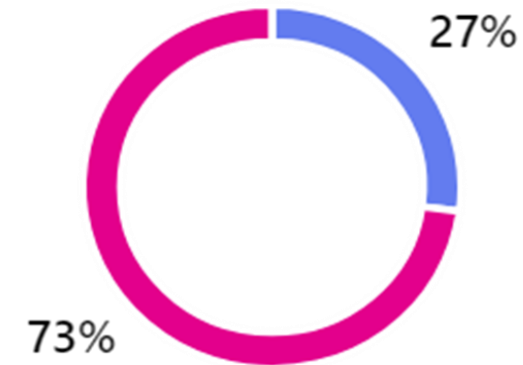
1st Check-In = 85  
Wellness Check-In = 239



Grade Level Responses:  
3rd = 117  
4th = 190

# Samara

1st Check-In = 66  
Wellness Check-In = 177



Grade Level Responses  
3rd = 117  
4th = 126

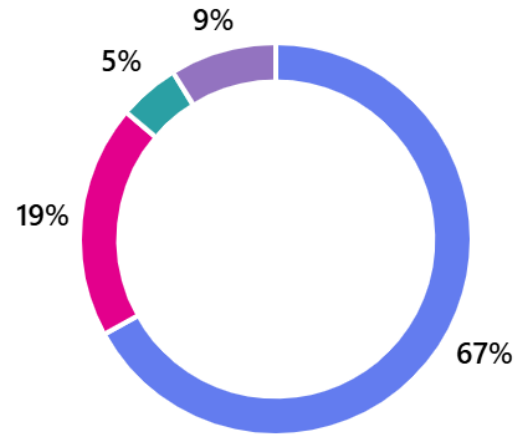
## Check-in Type

- 1st Check-In
- Wellness Check-In



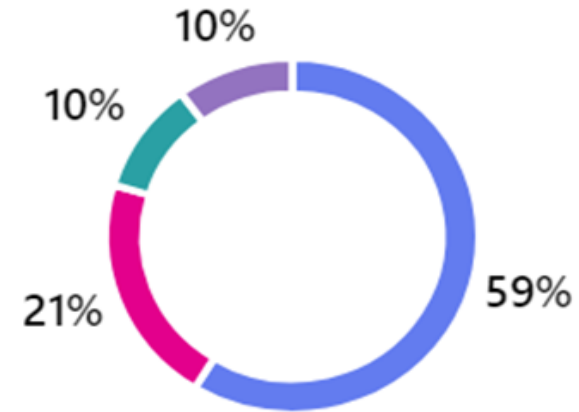


# Fairmont



●	😊	Happy	160
●	😐	Okay	46
●	😞	Sad	12
●	😫	Tired	21

# Samara

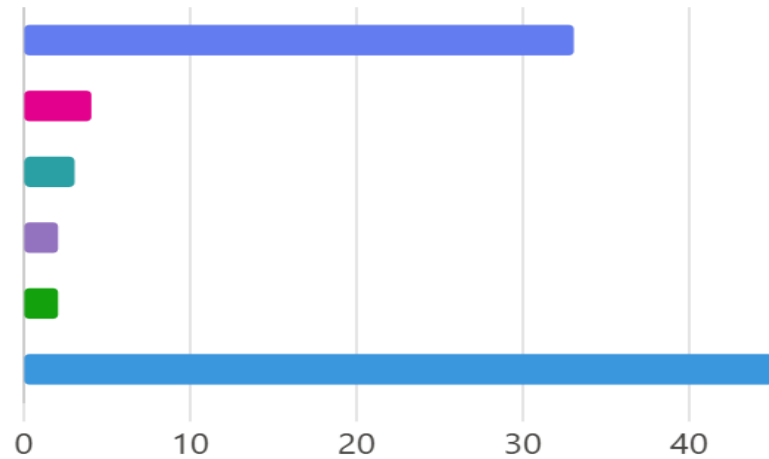


●	😊	Happy	104
●	😐	Okay	37
●	😞	Sad	18
●	😫	Tired	18

How do  
you  
feel  
today?

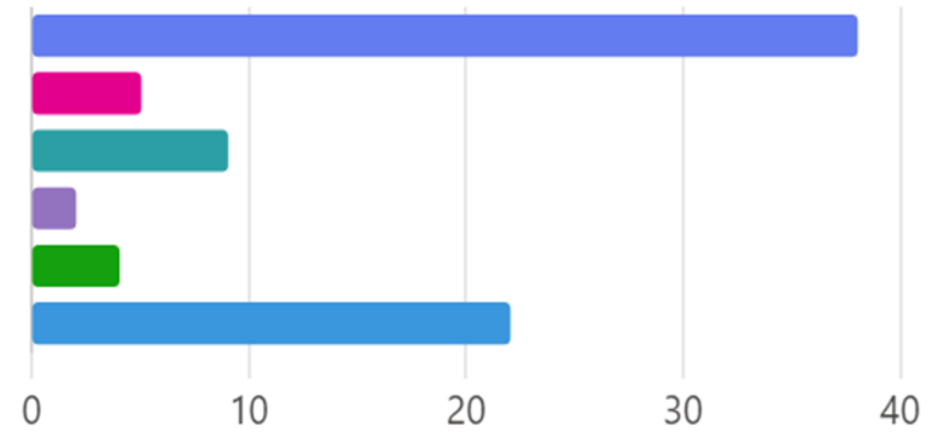


# Fairmont



<span style="color: blue;">●</span> Schoolwork	33
<span style="color: magenta;">●</span> Food Pantry	4
<span style="color: teal;">●</span> Mental Health	3
<span style="color: purple;">●</span> Physical Health	2
<span style="color: green;">●</span> Family Support	2
<span style="color: blue;">●</span> Other	45

# Samara



<span style="color: blue;">●</span> Schoolwork	38
<span style="color: magenta;">●</span> Food Pantry	5
<span style="color: teal;">●</span> Mental Health	9
<span style="color: purple;">●</span> Physical Health	2
<span style="color: green;">●</span> Family Support	4
<span style="color: blue;">●</span> Other	22

**Is there  
something  
you need  
help with?**





# Fairmont Navigator

## Ms. Charlotte



- ◆ Ms. Charlotte is the Parent Coordinator at Fairmont. She also works as a Cooking Specialist for Children's Aid.
- ◆ Ms. Charlotte was the Navigator for 9 students.







## Fairmont Student 4th grade - R.A.

RA has been in the Children's Aid After School since 2nd Grade.





## Fourth Grade Samara Student: A.R.





# Samara Navigator Ms. Aybar

Ms. Aybar is a 4<sup>th</sup>-grade Literacy teacher at Samara, and she also serves as the Educational Coordinator, supporting both after-school programs at the Fairmont Neighborhood School and the Samara Community School.

Ms. Aybar was the Navigator for four students.





# Student Goals



## Fairmont

"Do well on the math test"

"to become a gamer"

"passing her classes and state test"

"Wants more help/ a helper to help with homework."

"Last time we met we came up with a plan to get more rest, so that RA is not tired in the morning when he wakes up. The alarm setting and nighttime prep is working"

"being good at soccer"

"making it to the end of the day"

"I have a goal to take the most steps and ride my bike, to lose weight."

"Next week we will give out 5 high five and 5 hugs to people to help spread joy."

## Samara

"His goal is to practice long division so he can get better, he wants to continue to play soccer and spend more time with his brother since they don't go to school together."

"I need to mind my business more."

"I can help with my focus by breaking things down into smaller questions"

"Try to have a drama free week."

"Grow my business."

"I should take deep breaths when I am mad at my brother and think before I talk."

"Keep the back seat in my mom's car clean, clean her room more often, get better at chess, and be more confident (most important thing to her)."

"I would love to read fluently and understand the central idea."





# Student Quotes



## Fairmont Student Quotes

- ❖ "I'm good at math and running. I'm proud of being fast and knowing a lot of math, being smart."
- ❖ "1000 Dollars"
- ❖ "I get to meet people who become my friends, and I end up loving!"
- ❖ "Teachers are mean, they yell, when kids are mean to people."
- ❖ "I need help with some stuff like ELA and getting ready for our test coming up. The writing and the race response still feels tricky."

## Samara Student Quotes

- ❖ "I love to play with my friends, go to classes with Ms. Kuhl, to do math."
- ❖ "I love to draw and color. My mom has a limit on screen time, so I love to create and make things..."
- ❖ "I enjoy how sweet my teachers are."
- ❖ "I enjoy Art, seeing my friends and teachers every day, learning math and writing."
- ❖ "I love all of the different projects that we work on in school."
- ❖ "The teachers are awesome, kind, always happy, and positive. I really enjoy the specials, like gym and art."







# A Conversation with a Navigator





**Monique Hibbert**  
**Principal**  
**Fairmont Neighborhood School**



# Importance of Capacity Building



## What is Success Planning?

- Connection
- Pillars

## How does Success Planning work?

- Process
- Practice
- A Culture of Safety, Belonging and Care

## What did we learn?

- Lessons Learned
- Iteration
- Expand Practice

## What does goal setting look like?

- Setting Goals
- Feedback





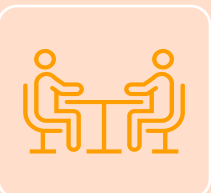
# Collective Impact



**My.BronxImpact.org**



**Tracking Resources**



**Secure Partnerships**

## Priorities

- ◆ Expansion – Student Resource Coordinator
  - Add'l CA + C.S. 150 & 134
- ◆ Connect with District 9 STH Success Planning
- ◆ Partnership with New Vision







# Impact & Challenges

- ◆ **Navigator** – Changing culture.
  - Fairmont: helps teachers be mindful of interactions.
  - Samara: identify issues early and prevent problems from arising.
- ◆ **Plan for Action** – Every student connected to a caring adult or family; added Student Resource Coordinator to strengthen success planning.
- ◆ **Systems of Support** – Connects students and families to essential services; critical for providing needed help.
- ◆ **Data Platforms** – Current platform is inefficient and poses data security risks; still exploring solutions.
- ◆ **Information Sharing** – Moving student goals from year to year;





# Fairmont & Samara



## Lessons Learned

- ◆ Identifying how to track and organize check-ins (Time of the day, day of the week)
- ◆ Once data was collected, clarifying the tiers of intervention (Urgent need vs. a need)
- ◆ Use of incentives helped push the work forward
- ◆ Competition between Navigators

## Priorities

- ◆ Training Navigators
- ◆ Establishing a coherent data process
- ◆ Begin Success Planning - October
- ◆ Grades 3rd - 5th







National Center for  
**Community Schools**

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**30<sup>TH</sup> ANNIVERSARY**

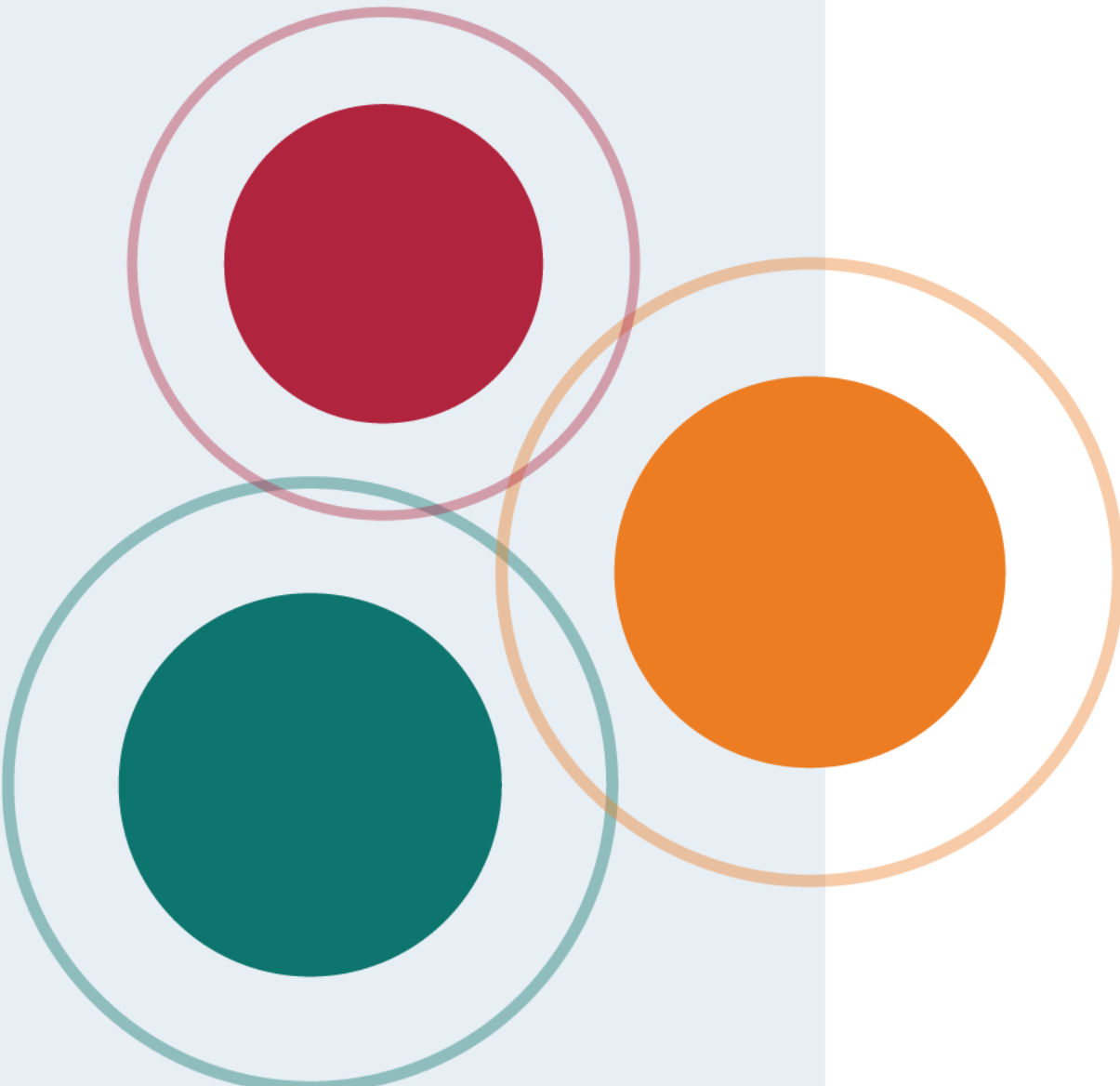
[nccs.org](https://nccs.org)



# QUESTIONS







# **Team Connection and Collaboration**

## Session #2



Vision/design choices

Current status

**Navigators and  
Action Plan**

Assets (champions, resources,  
structures)

Challenges



Goal statement:  
Navigators and plan

We aim to...

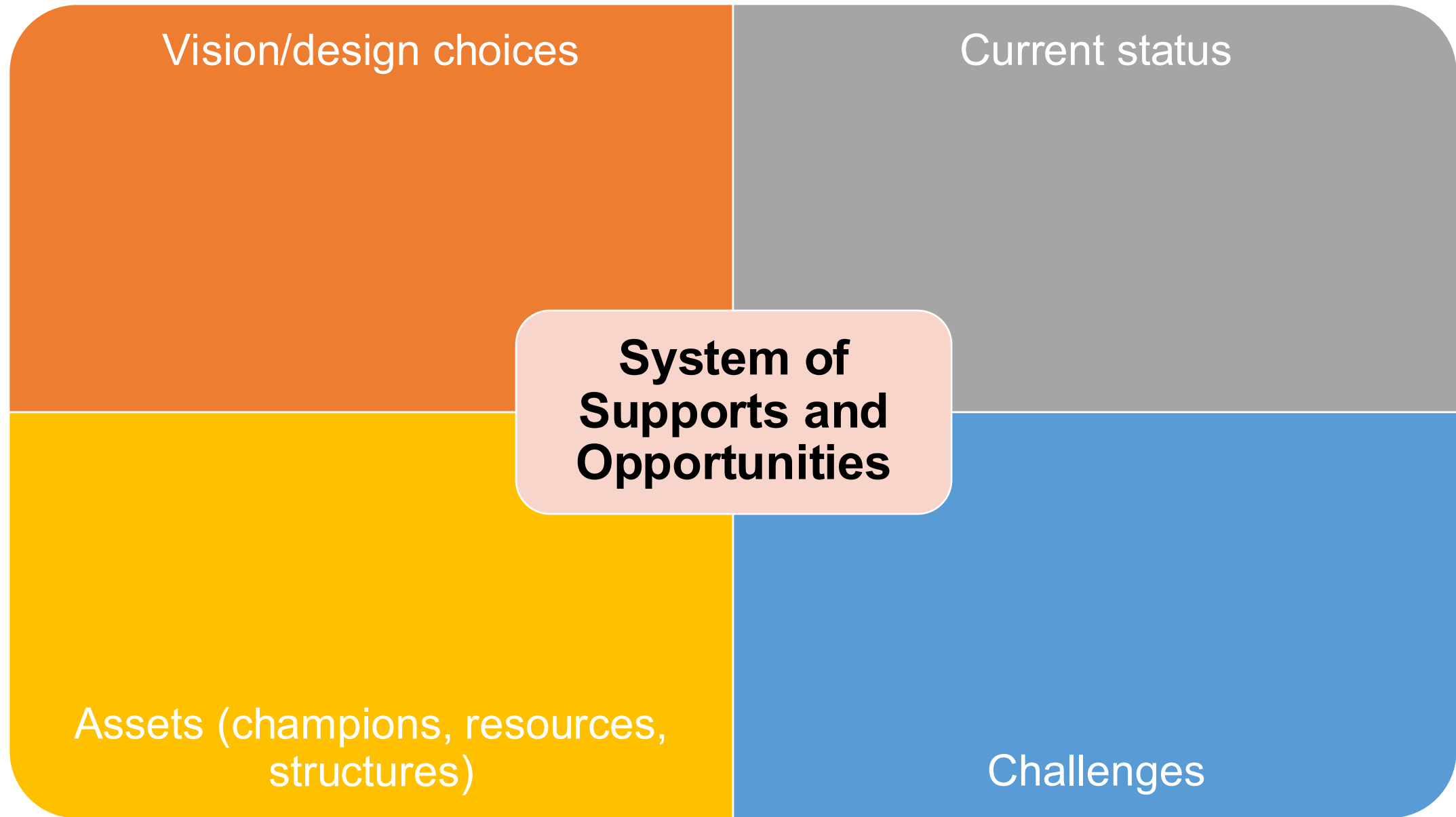
In order to...  
(include what you want to achieve BOTH in experiences and outcomes)

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

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

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







Goal statement:  
Comprehensive  
Supports

We aim to...

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

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

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

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



# Data and platforms

Vision/design choices

Current status

**Data and  
platforms**

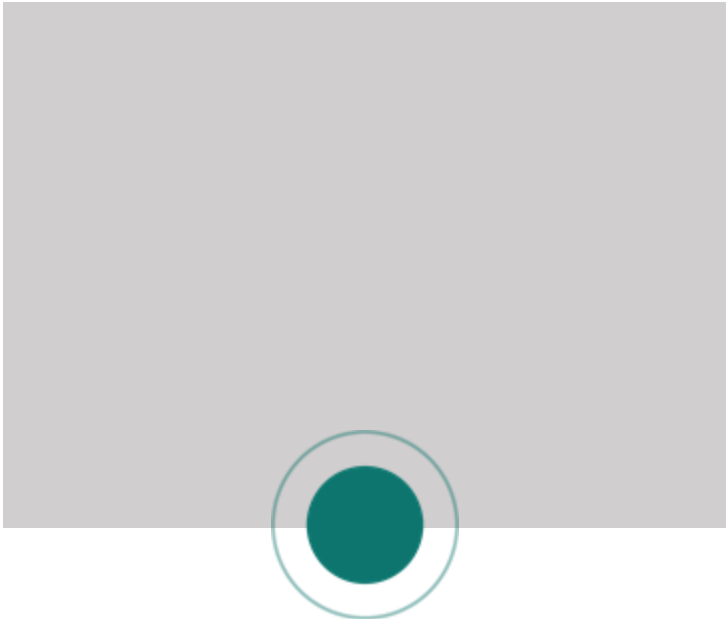
Assets (champions, resources,  
structures)

Challenges

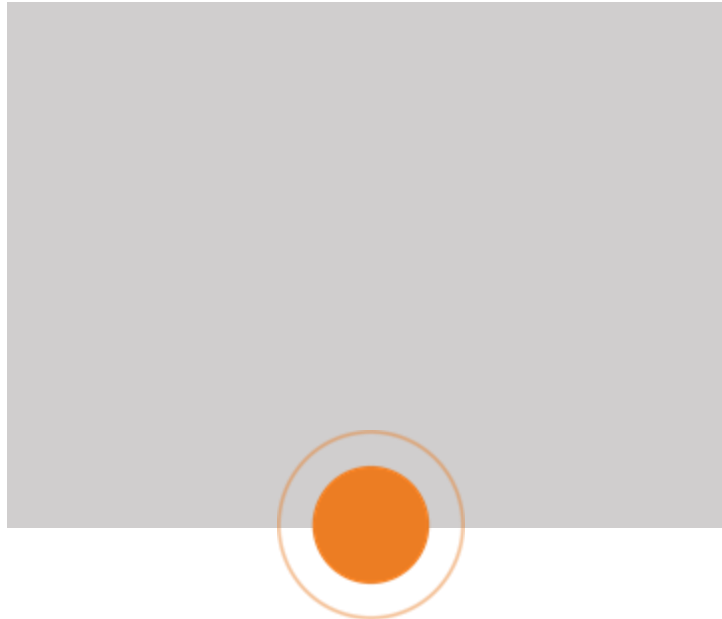


# Data and Platforms

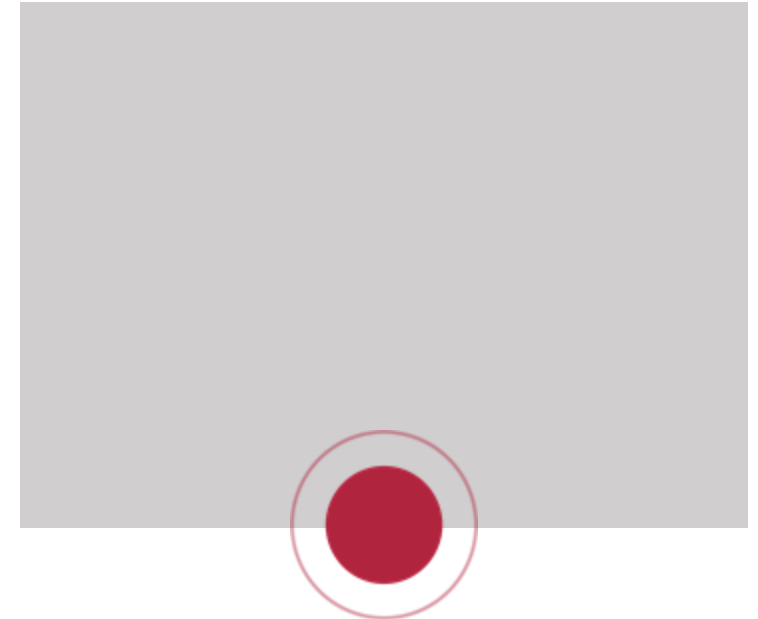
What outcomes are most important to your community and how will Success Planning help improve them?



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

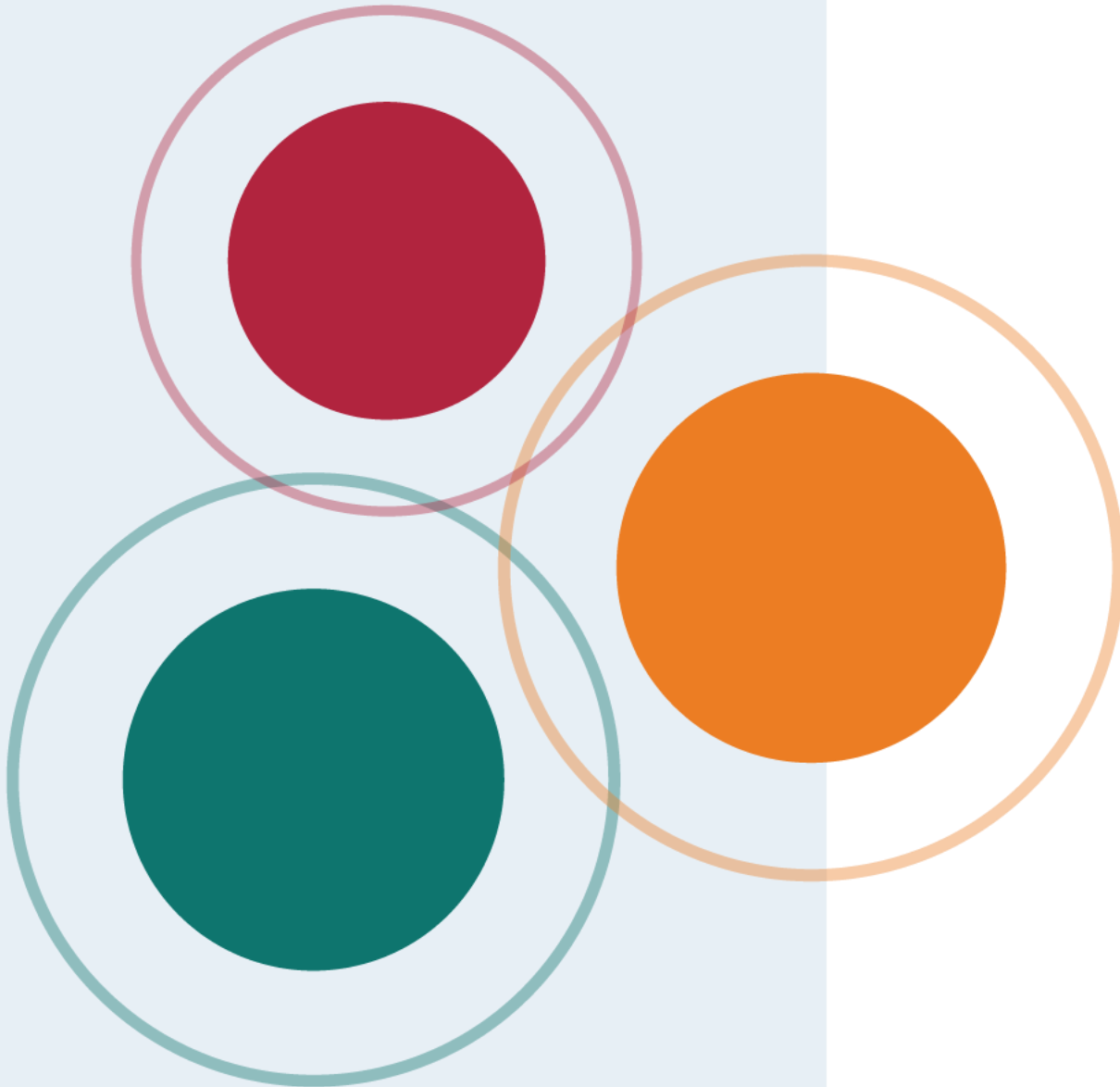


What process and platform will you use to collect data about individual children and youth?





# **Team Share Outs and Shout Outs**





# Shout Outs & Share Outs

In your community team, capture the following on a flipchart: **(10 minutes)**



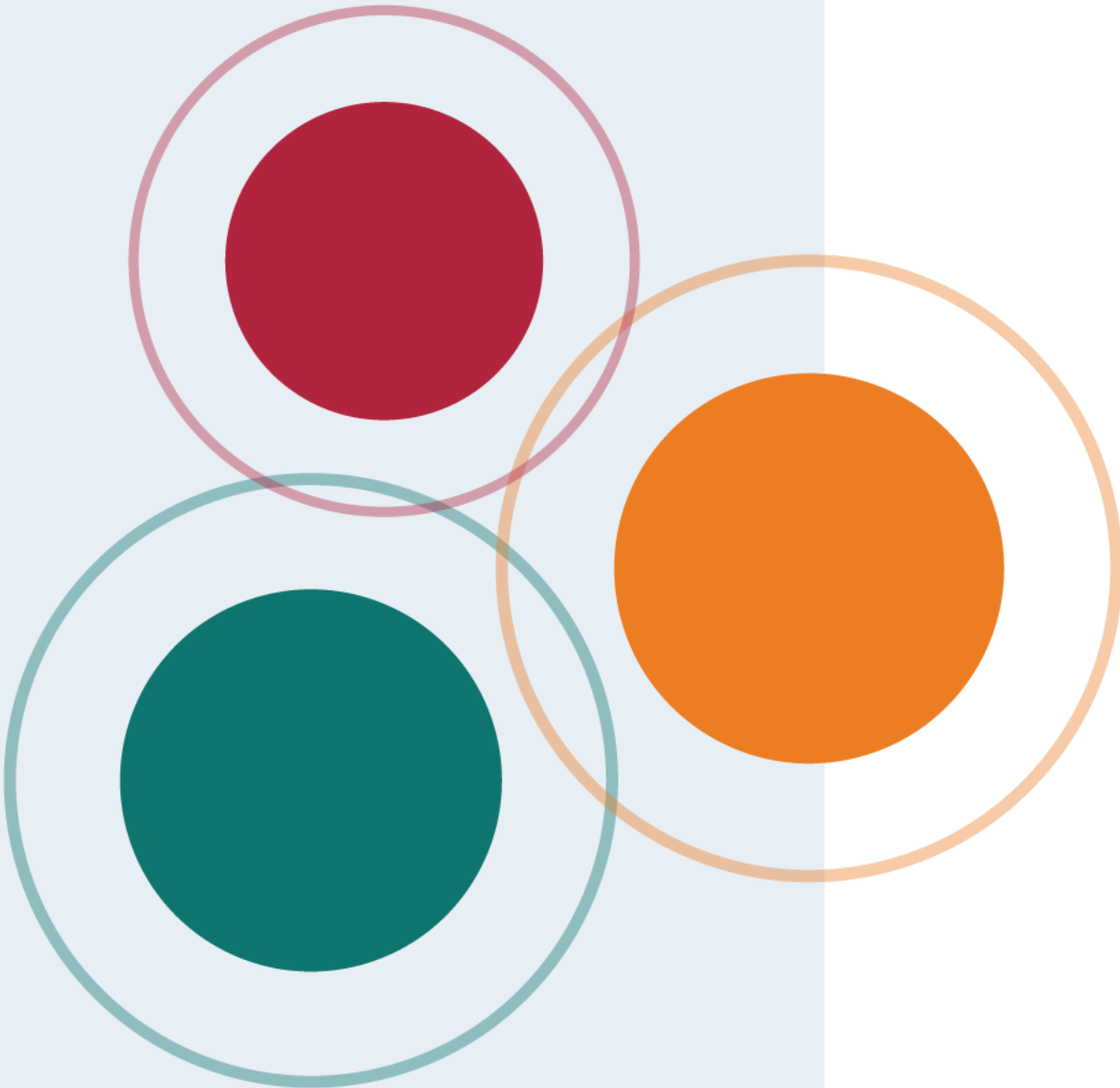
**I Notice...** Share something you **noticed** today that you would like to shout out or celebrate.

**I Think...** Share something you **think** will benefit your team moving forward.

**I Wonder...** Share something you still **wonder** or are curious about.

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





# Closing & Lessons Learned



# What's Needed for Successful Implementation

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**A shift in culture and mindset**



**Intentional design and messaging**



**Collaborative leadership at all levels**



**Buy-in at all levels**



**Very clear processes and protocols**



**Systems that are operationalized and embedded**



**Clear lines of communication**



# Key Considerations for Implementation

- Relationships matter! Take time to build relational trust and honor your commitments.
- Collaboration is essential. The sense of community and connectedness that exists in communities can accelerate progress toward more positive outcomes.
- Shared ownership and buy-in are key. Consider who is at the table (formal & informal leaders), which voices are missing, and how social and political capital can impact the work.
- Leverage partnerships across sectors and include partners that are trusted by children, families, and the community (e.g. faith-based institutions).
- It is important to consider “how” we connect young people and their families to services within a system of supports. Always center their humanity and dignity.
- Families and elders play important roles in their children’s lives. Honor their lived experiences and community wisdom and partner with them as they support their children to be successful in school and life.





# Success Planning as a Unifying Strategy

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





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

c d e f g h i j k l m n o p

q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z



# Pause for Reflection: Survey #1





# End of Day Reminders for Tuesday, July 29th



## This Evening

- Stop by the registration desk to pick up your EdRedesign T-shirt
- Explore Cambridge - Dinner on your own
- If you have not completed your 2025 Summer Workshop pre-work, please read the Bronx, NY and Poughkeepsie, NY spotlights in preparation for our upcoming sessions on Wednesday, July 30th and Thursday, July 31<sup>st</sup>
- Don't forget to engage in our social media activities. Post about your experience and use the hashtag **#SuccessPlanningWorkshop2025**

## Tomorrow Morning

- Arrival and networking breakfast is from 8:00 – 9:00 AM
- The program will begin promptly at 9:00 AM
- We will be joined by our colleagues from the 9 Cohort 3 communities
- We will also welcome youth from Chelsea Public Schools to join us and for our town hall







**Explore  
Cambridge &  
Dinner on  
Your Own**