

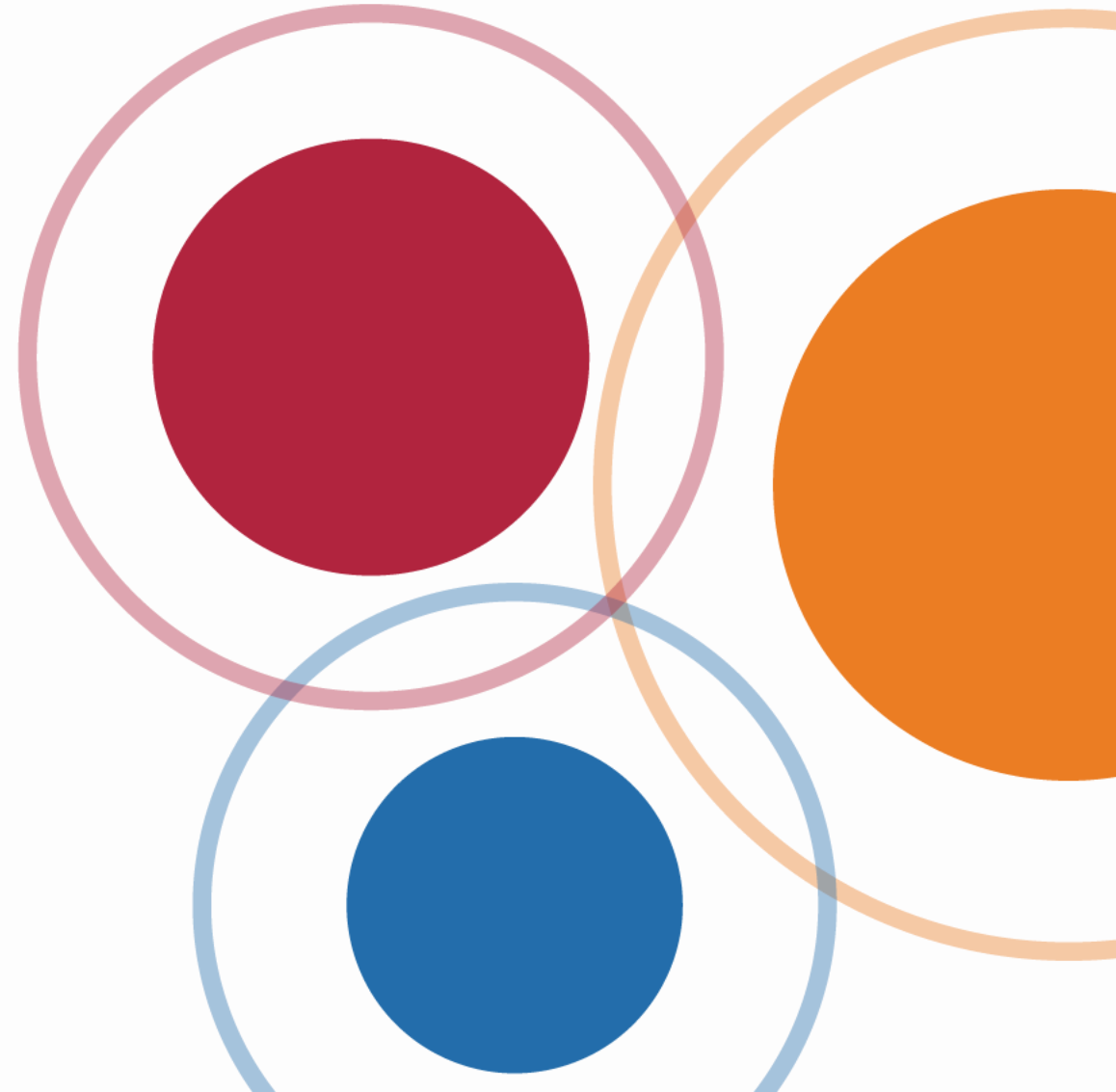
EdRedesign Lab Institute for Success Planning

Community of Practice Summer Workshop 2025

Day 2
Wednesday, July 30, 2025



EdRedesign
OPPORTUNITY FOR ALL



Breakfast Table Topics



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

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

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!

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

Your Community's Collective Efforts Helped Us Learn.....

- The Success Planning Community of Practices provides dedicated time and space for coordination and alignment.
- There are benefits to embedding Success Planning into broader place-based strategies.
- Success Planning has positive implications for reductions in chronic absenteeism and increased academic outcomes.
- Success Planning fosters increased and deeper family engagement.
- Initial Success Planning efforts with children and youth can expand into 2-gen approaches.
- Success Planning has positive implications for youth voice and agency.



Your Community's Collective Efforts Helped Us Learn.....

- Success Planning can increase support for underserved populations.
- The Success Planning strategy helps to foster trusting relationships.
- Success Planning can be a unifying strategy in local communities.
- Success Planning is a great entry point to broader systems and policy change.
- Although context matters, Success Planning resonates in diverse places and spaces.
- Because Success Planning is model agnostic, it has broad appeal with local and national place-based partners.
- There is an increased demand in the field to provide more relationship-based individualized supports.



SANKOFA



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



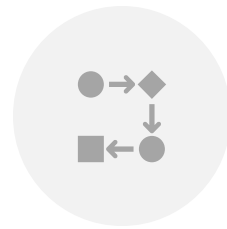


Workshop Overview & Housekeeping

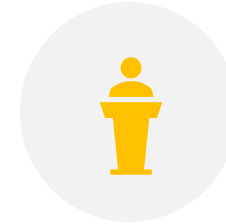
Workshop Objectives



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 29th

Day 2: Wednesday, July 30th

Day 3: Thursday , July 31st

Day 4: Friday , August 1st

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.

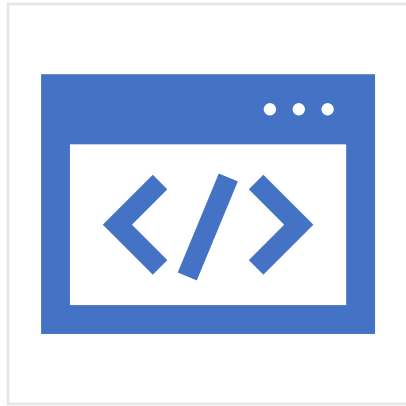
Housekeeping

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

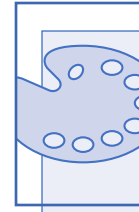


#SuccessPlanningWorkshop2025

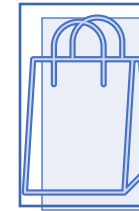
Today's Special Features



Individual Team Photos



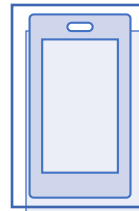
Live Sketch Artist



The Harvard Shop



Welcome Reception



Social Media Engagement

TODAY'S SOCIAL MEDIA CHALLENGE

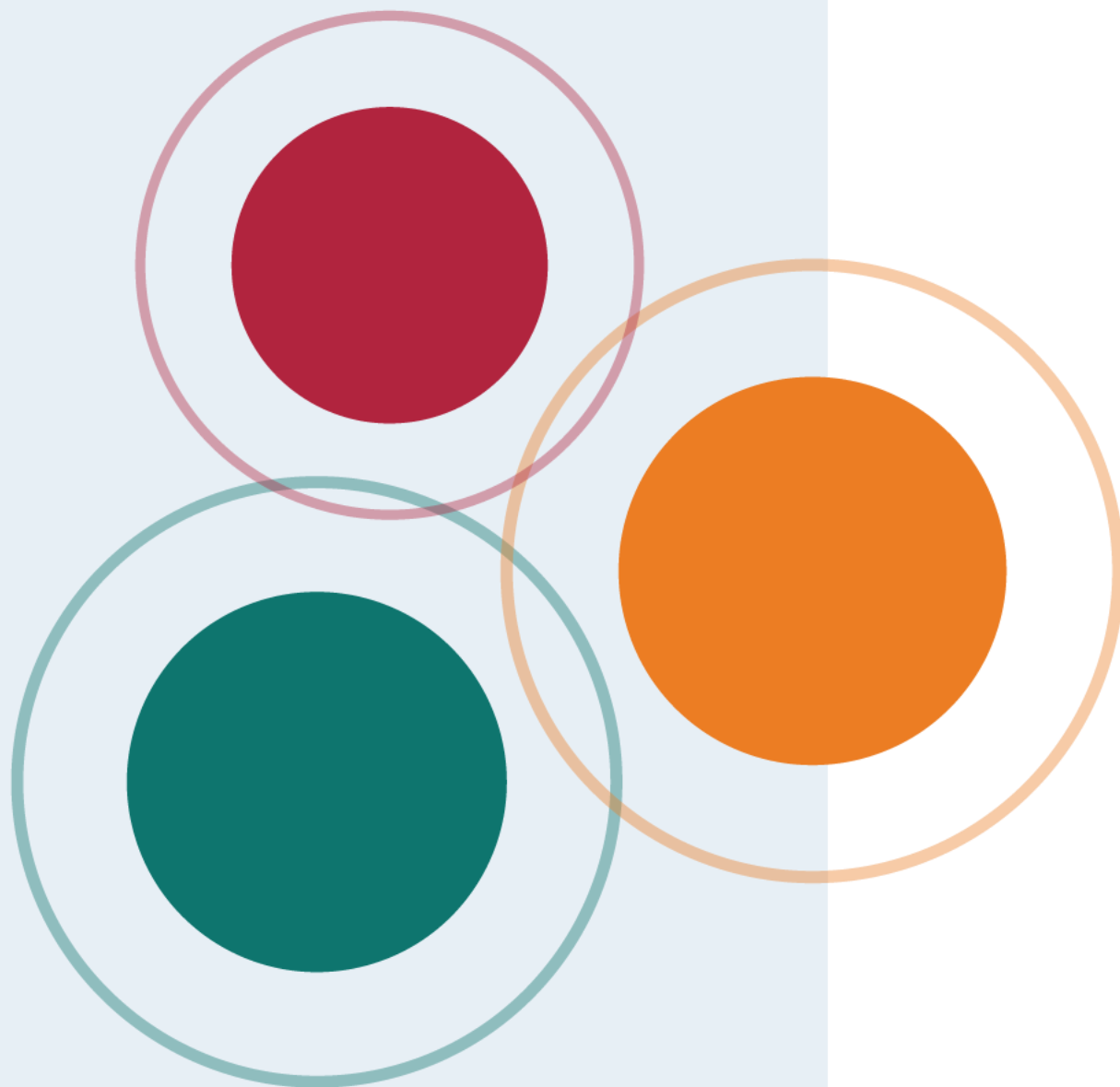
Wisdom and Inspiration ✨

Prompt: Share what fuels your Success Planning work or lessons you'd pass on.

Questions to guide your post:

- What inspired your community to join this movement?
- Cohort 3: What would you tell a team just starting out?
- What quote or moment stuck with you today?

📌 Tag: @edredesignlab | #SuccessPlanningWorkshop2025



Interactive Community Builder

“Introductions and Reflections”

Community Builder

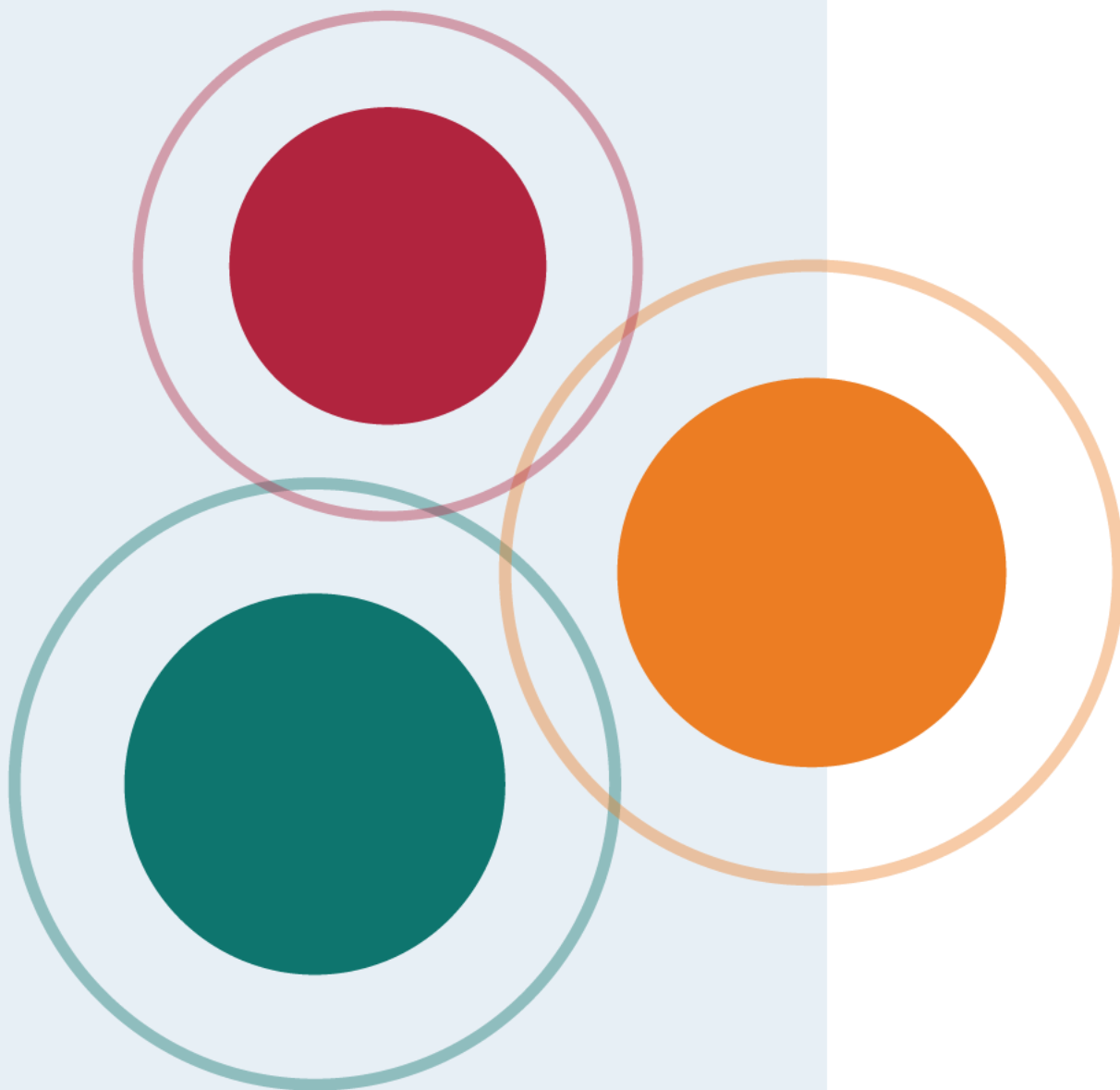


Engage with teams at different points in their Success Planning journey to understand the challenges, successes, and lessons learned from a diverse range of experiences.


Consider what you know or learned about Success Planning.

Explore the following prompts:

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



Tackling Stubborn Disparities through Authentic Family & Community Engagement




This land is the territory of
the Massachusett,
Pawtucket, and their
neighbors the Wampanoag,
and Nipmuc Peoples, who
have stewarded this land for
hundreds of generations.







Warm Up:

Share a photo of a joyful moment, describe what about that moment brought you joy.

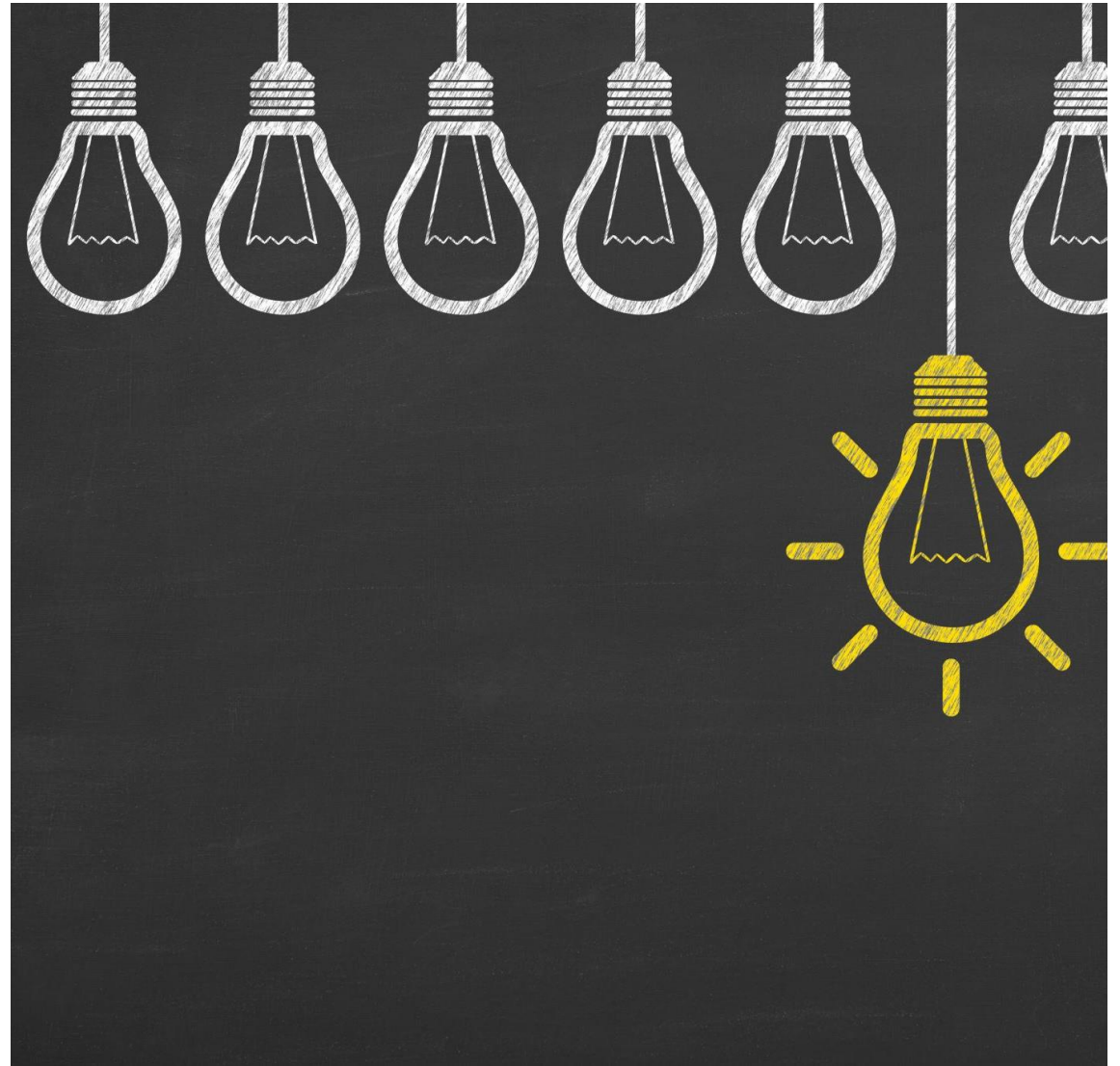


Engagement is a
STRATEGY, not a GOAL



Identifying Learning Goals

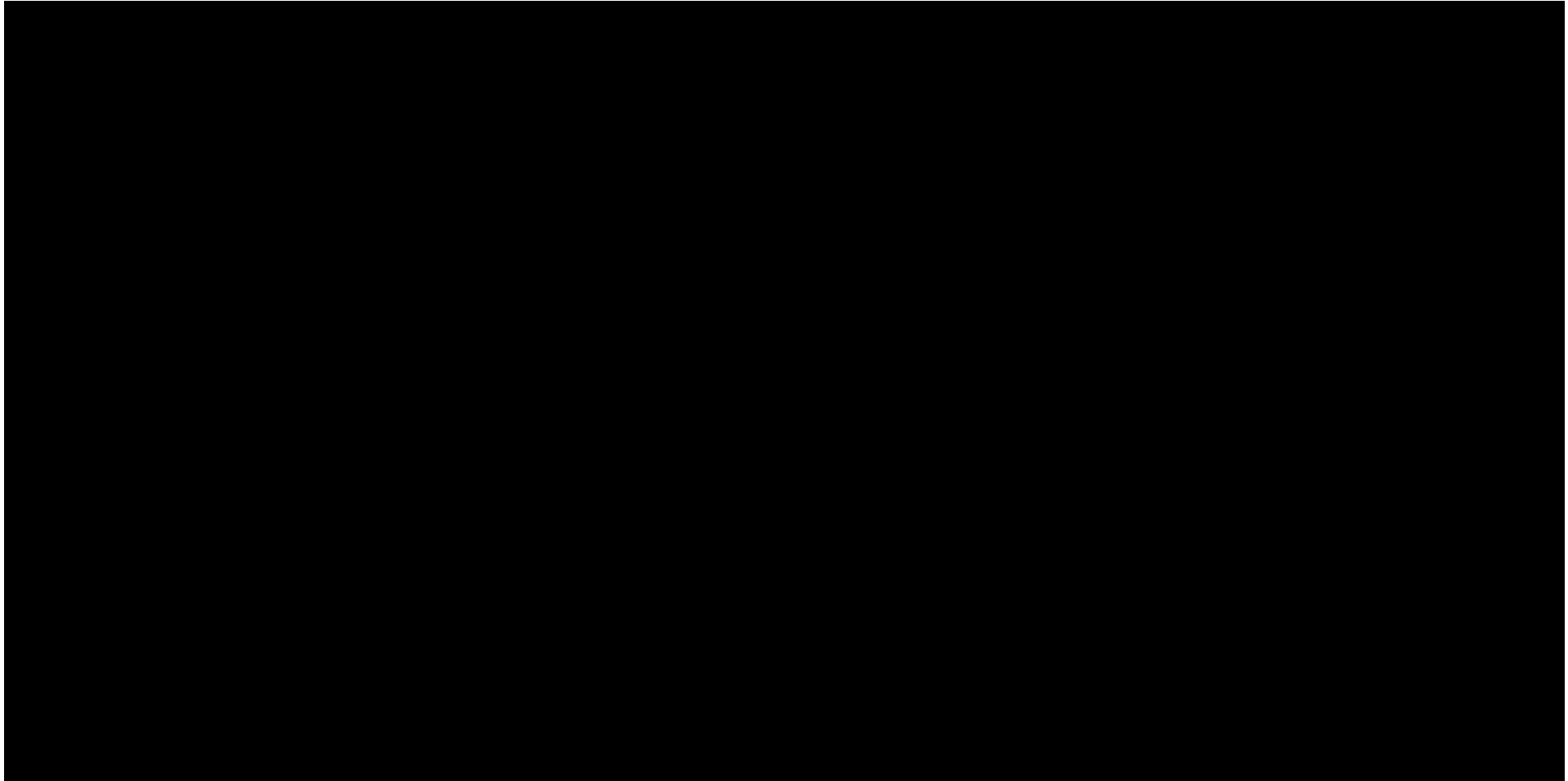
Identify and jot down (one per stickie note) two student **learning** or **developmental goals** that have been identified for improvement.
Share out at your table.





Defining Family Engagement

I used to think...



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

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




CT State Department of Education

Definition of Family Engagement

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




Family *Involvement*



Larry
Ferlazzo,
author and
public school
teacher

“A school striving for **family involvement** often leads with its mouth—identifying projects, needs, and goals and then telling parents how they can contribute. A school striving for **family engagement**, on the other hand, tends to lead with its ears—listening to what parents think, dream, and worry about. The goal of family engagement is not to serve clients but to gain partners.”



Involvement versus Engagement

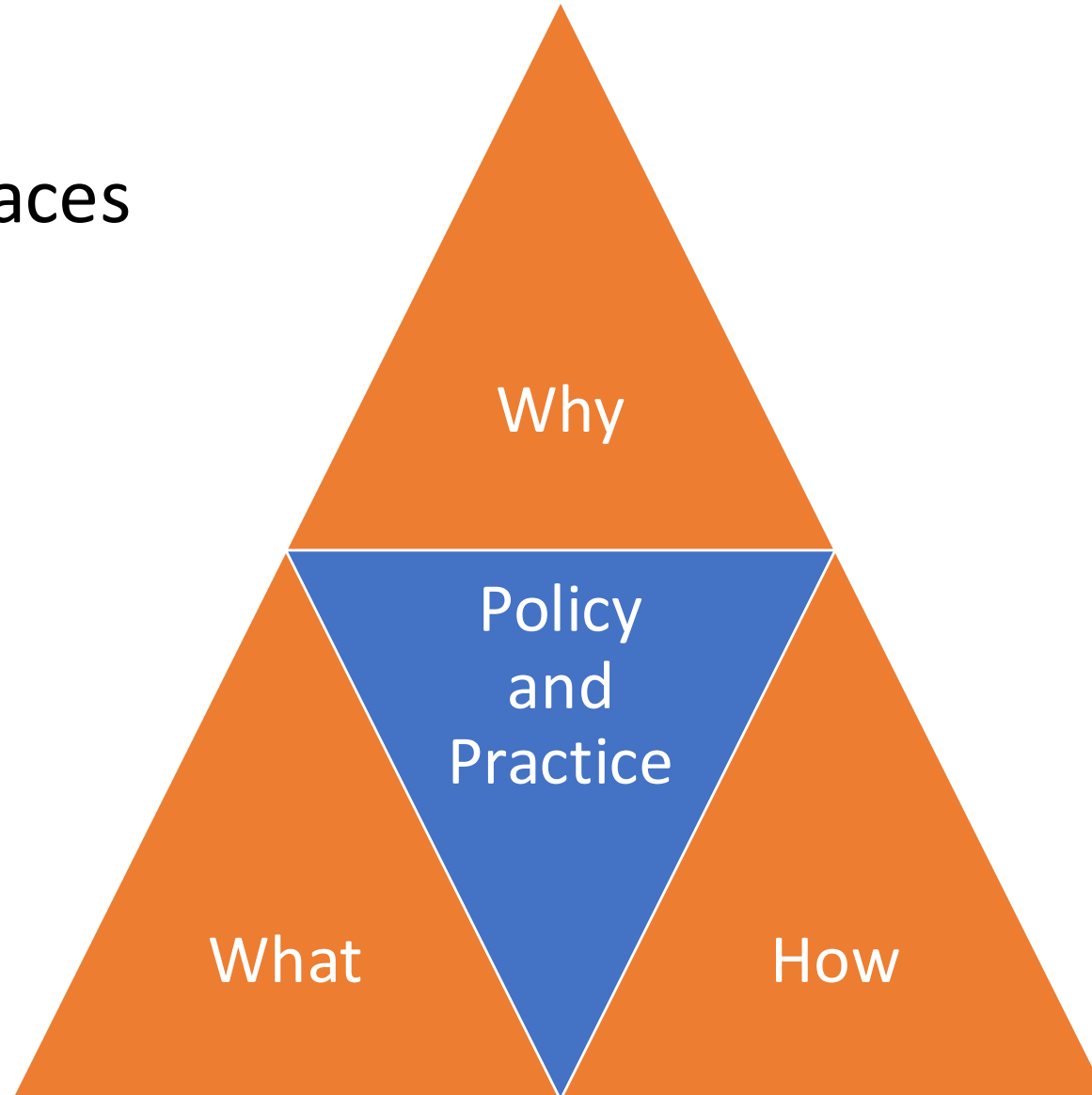
- Focuses on individual responsibility
 - Communication to families is one-way
 - Space for listening is a low priority
 - Focuses on programming, not people
 - Relationship is transactional
- Focuses on collective responsibility and partnership
 - Communication with families is two-way and listening is prioritized
 - Family knowledge is valued and honored
 - Focuses on collaborative practice
 - Relationship is transformative

Ron
Covington:
Involvement
versus
Engagement



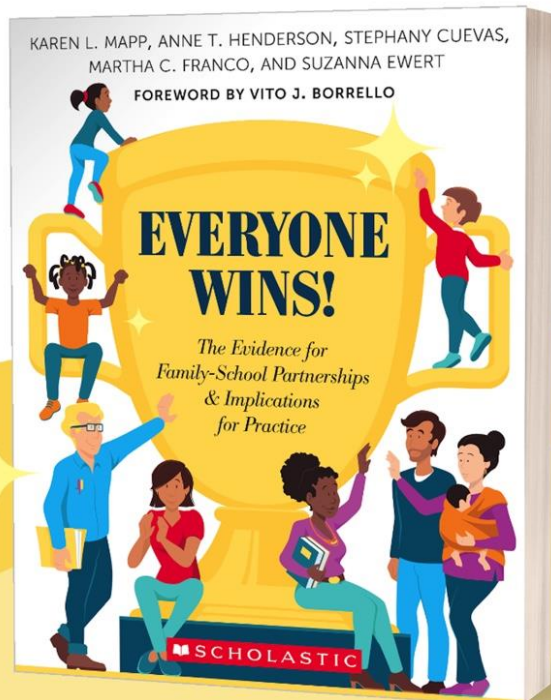
Shift from Involvement to Engagement

The Three Spaces



Why is Family Engagement Important?





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

20 years since the publication of
A New Wave of Evidence

Selected 40 studies out of over
100 reviewed

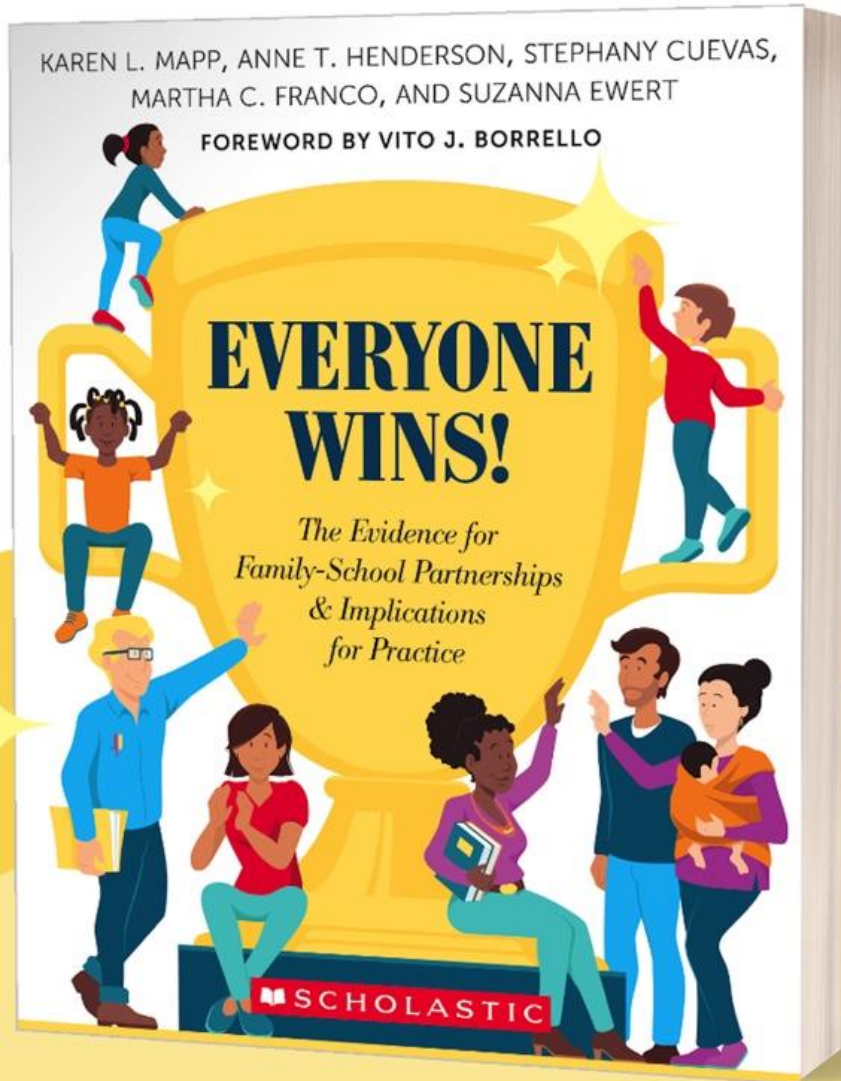
Studies span from 2002-2021



Extra! Extra!

Two Big Headlines
from our review of
the 40 studies





1) Home—school partnerships benefit not only our students, but also educators, families, schools, districts, and communities.

2) We know the conditions for high impact practice.

Wins for Students

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



Wins for Educators:

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



Wins for Families

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



A Parent's Perspective



FLAMBOYAN
FOUNDATION

A Parent's Perspective



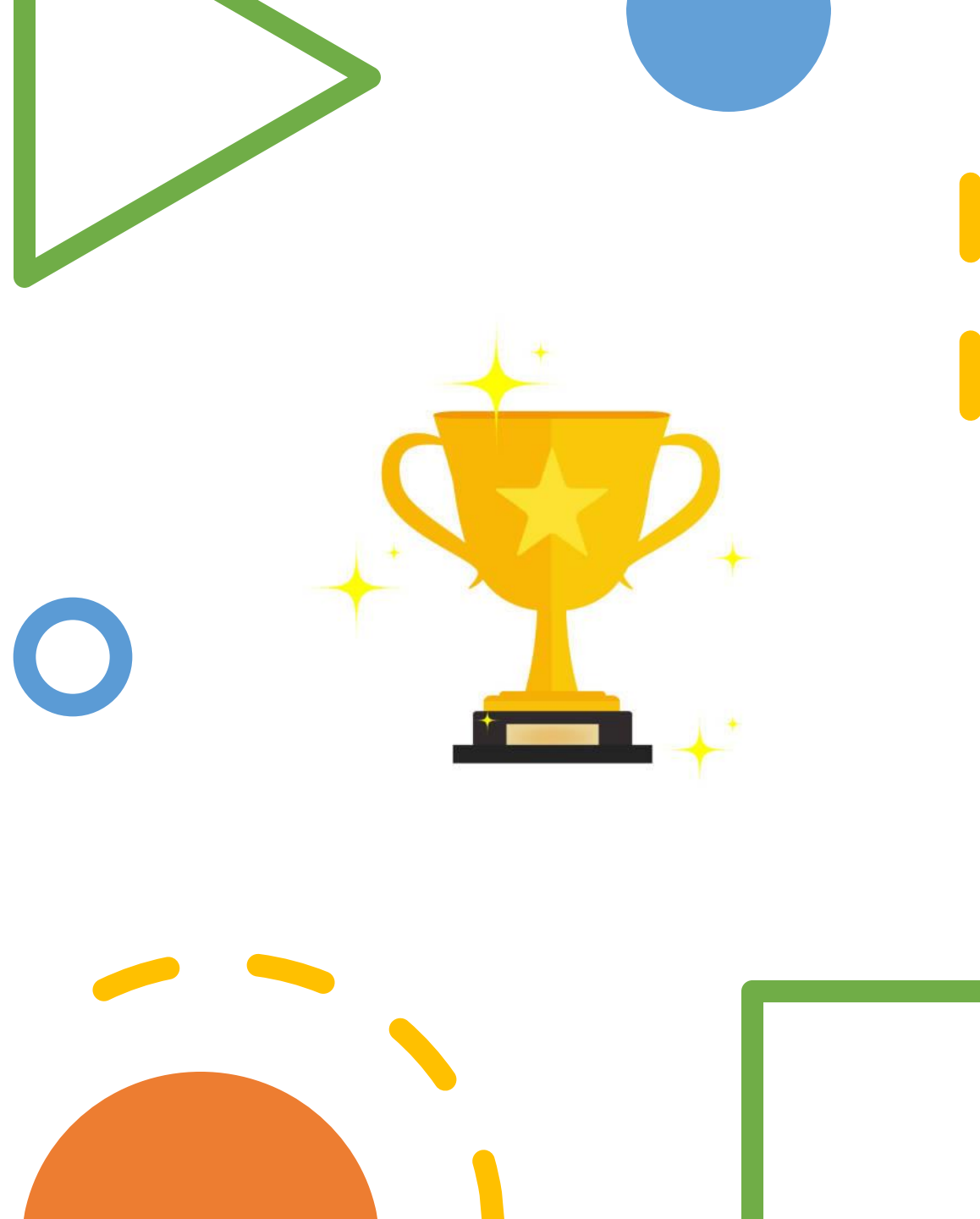
FLAMBOYAN
FOUNDATION



Small Group Discussion:
What connections can be made between what we learned about the impact of engagement on families and what Ms. Kiah shared in the video?

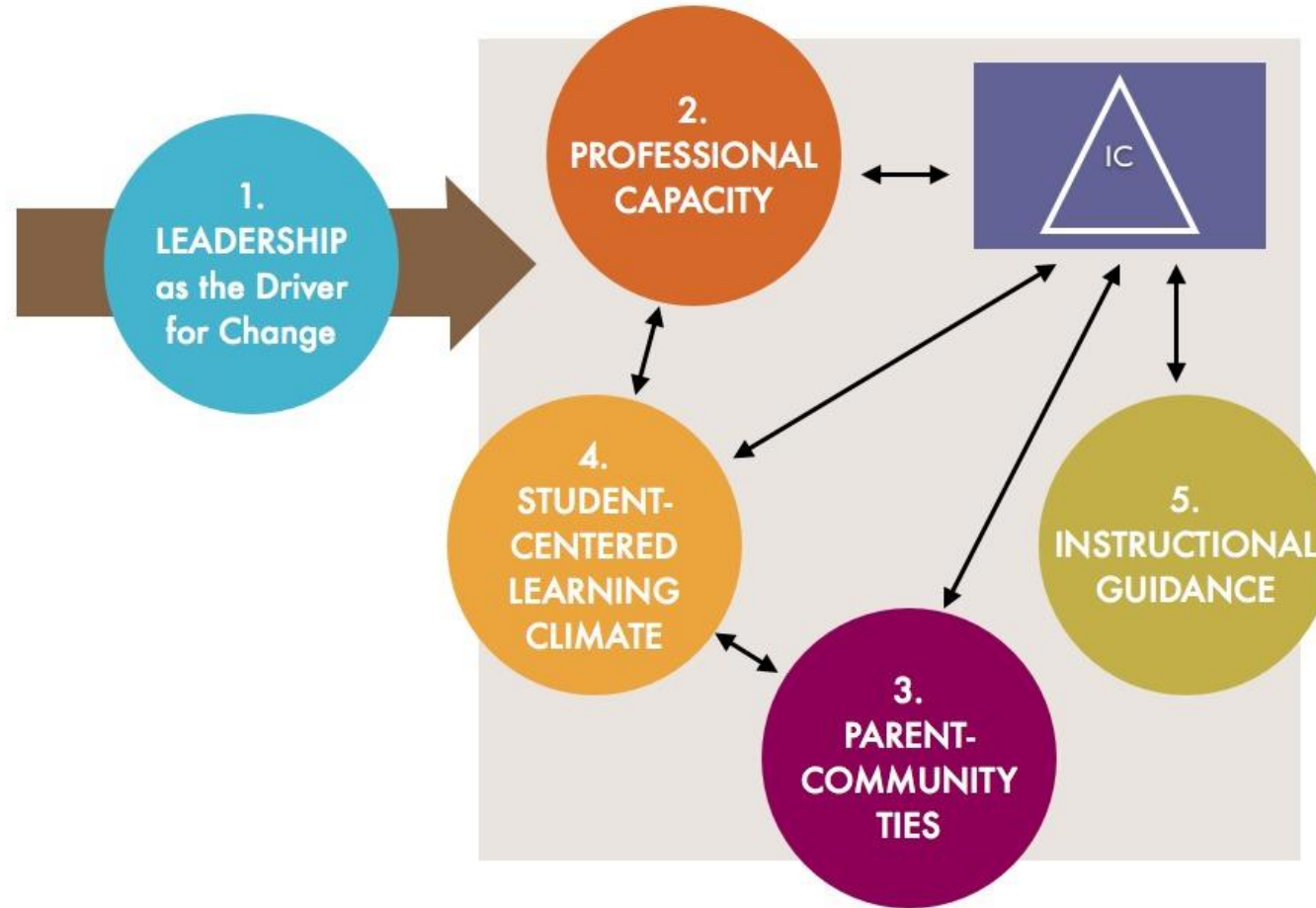
Wins for Schools

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



FIVE ESSENTIAL SUPPORTS

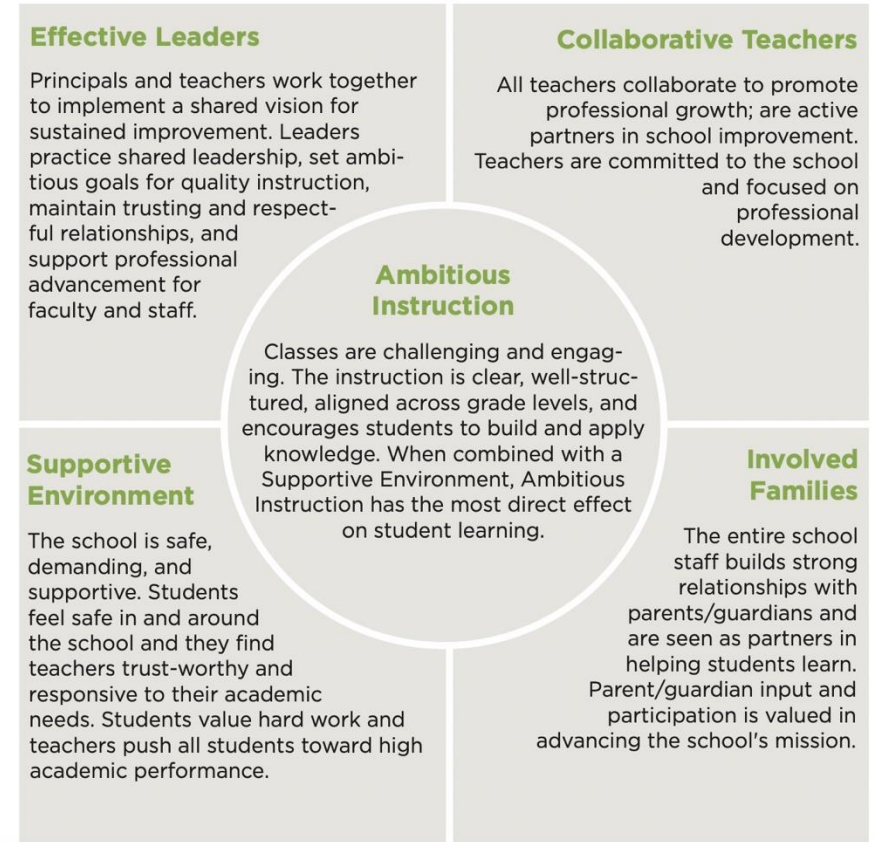
The University of Chicago Consortium on Chicago School Research



The 5Essentials



The Characteristics of a School Considered Strong in the 5Essentials



What Does Effective Family Engagement Look Like?



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

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





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



The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)

The Challenge



Educators

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



Families

- Have not been exposed to strong examples of family engagement
- Have had negative past experiences with schools and educators
- May not feel invited to contribute to their children's education
- May feel disrespected, unheard, and undervalued



Educators

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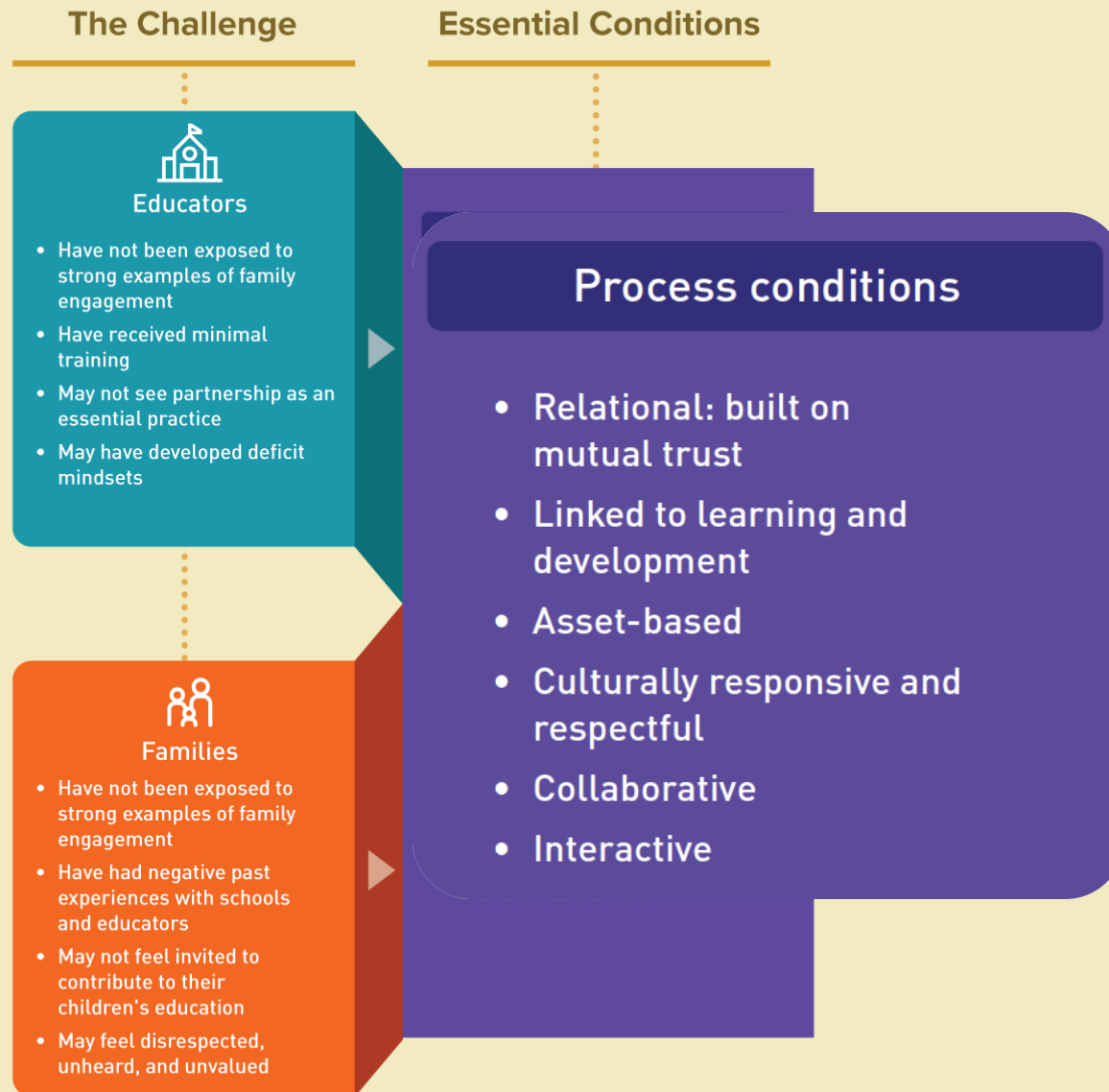
The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)



The Dual Capacity-Building Framework for Family-School Partnerships

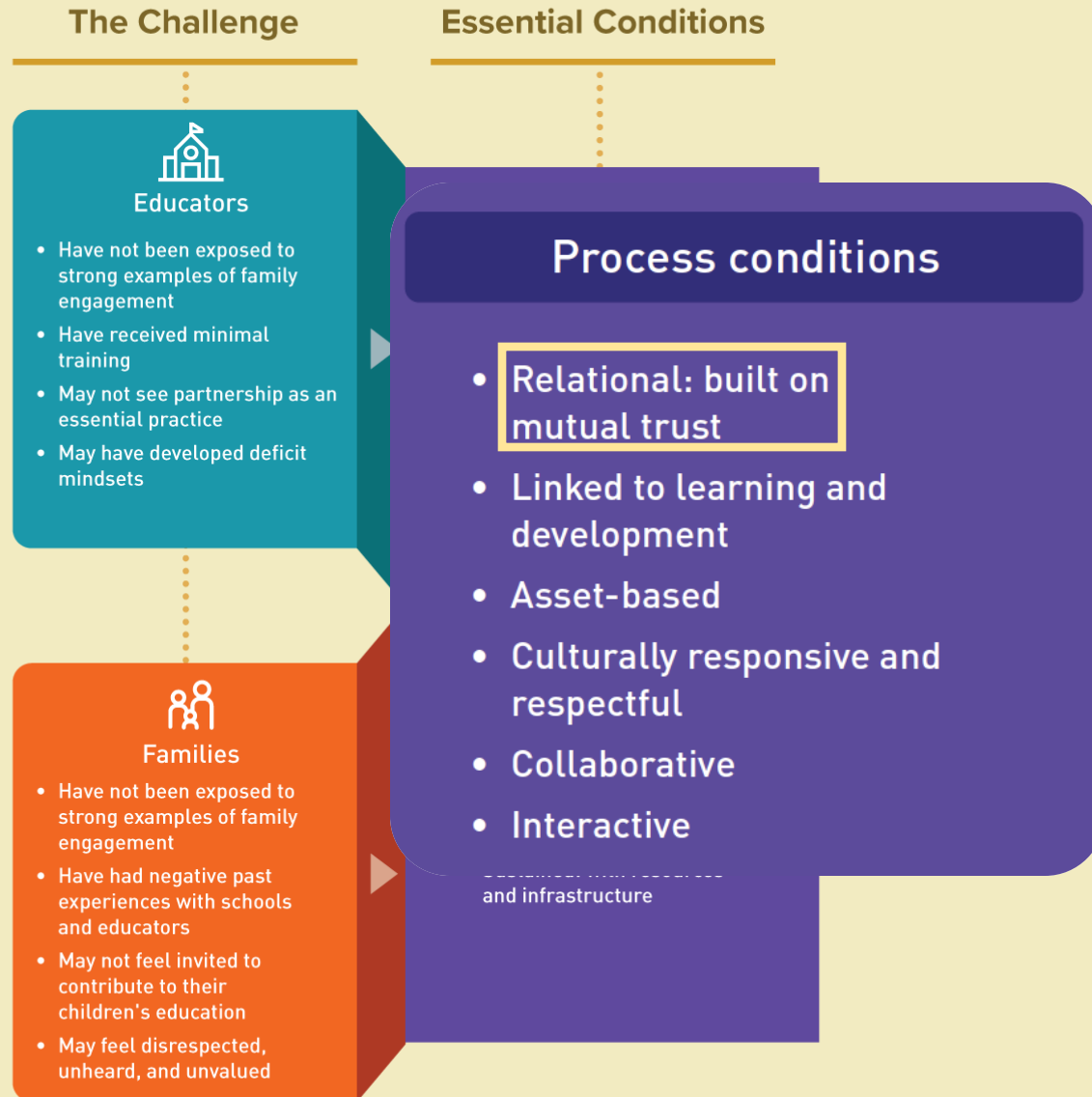
(Version 2)



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

The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)



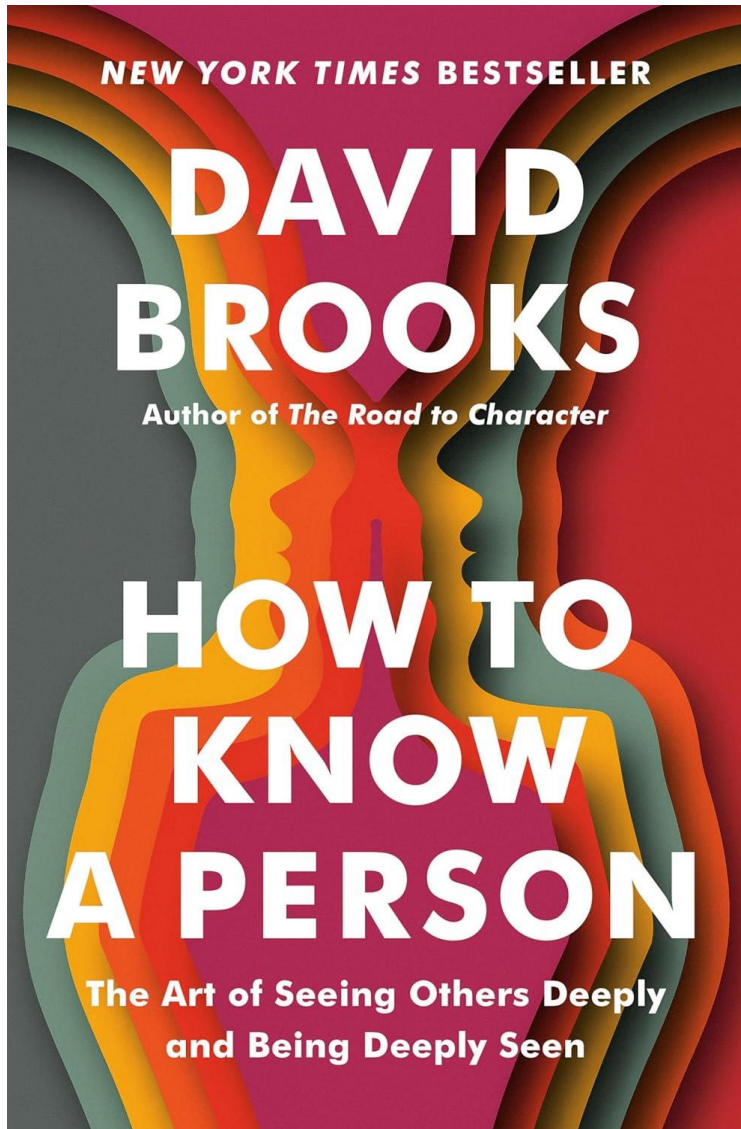
Elements of relational trust

Respect

Competence

Integrity

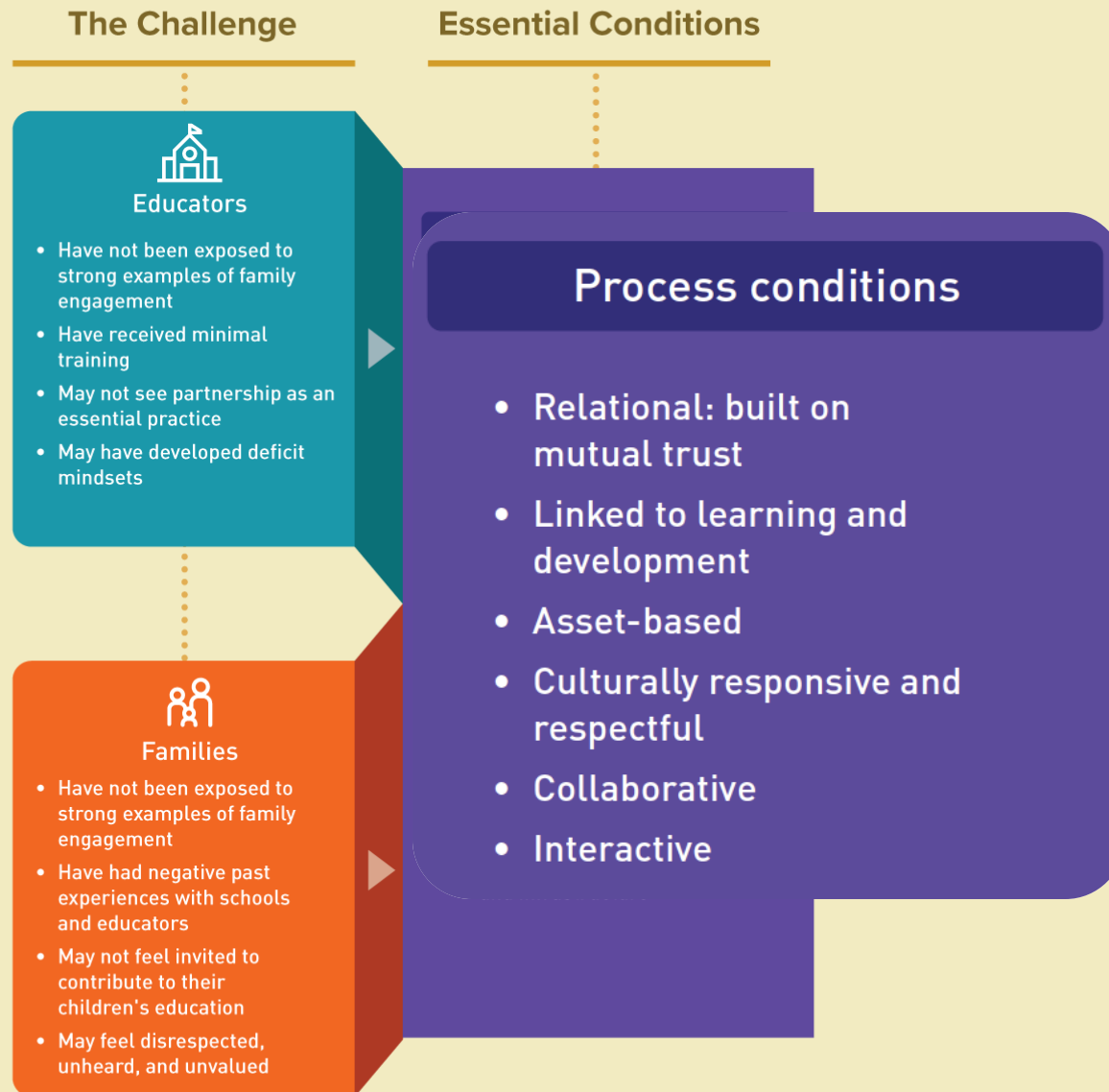
Personal regard



“Am I a person to you? Do you care about me? Am I a priority to you?” The answers to those questions are conveyed in your gaze before they are conveyed by your words. It’s a gaze that radiates respect...Respect is a gift you offer with your eyes.

The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)

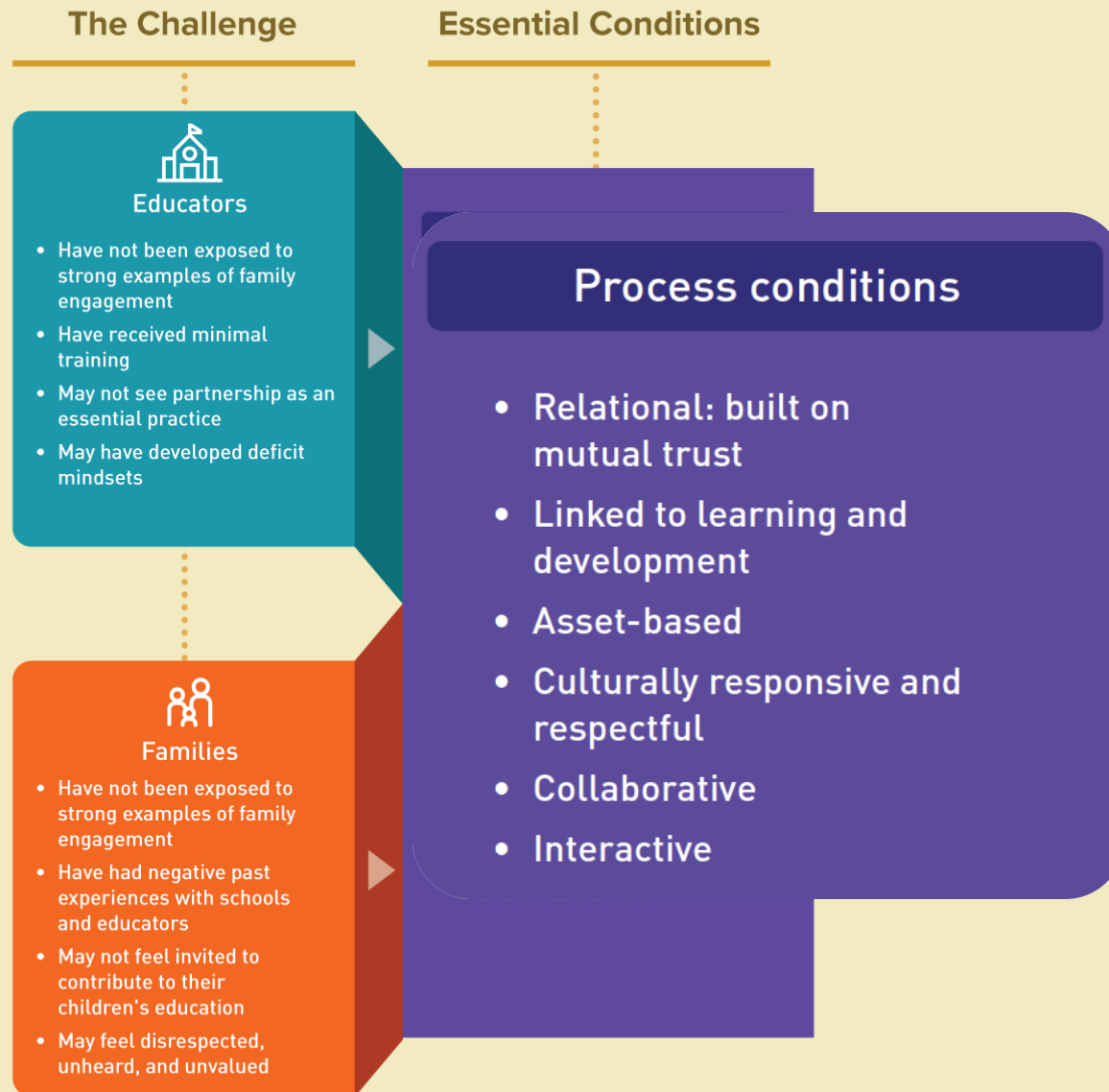


Linked to
Learning/Development
Exercise

- List at least five events/activities that schools currently have for families (think across the entire school year)
- Circle the activities which fit the following criteria:
 - Families leave knowing what their child should know or be able to do (the learning/developmental goals) at that grade/age level and their standing
 - They leave knowing *how* (through practice) to employ a new tool or activity at home to support those goals and student success
 - Families had the opportunity to share learning strategies and knowledge about their child with educators

The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)



The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)



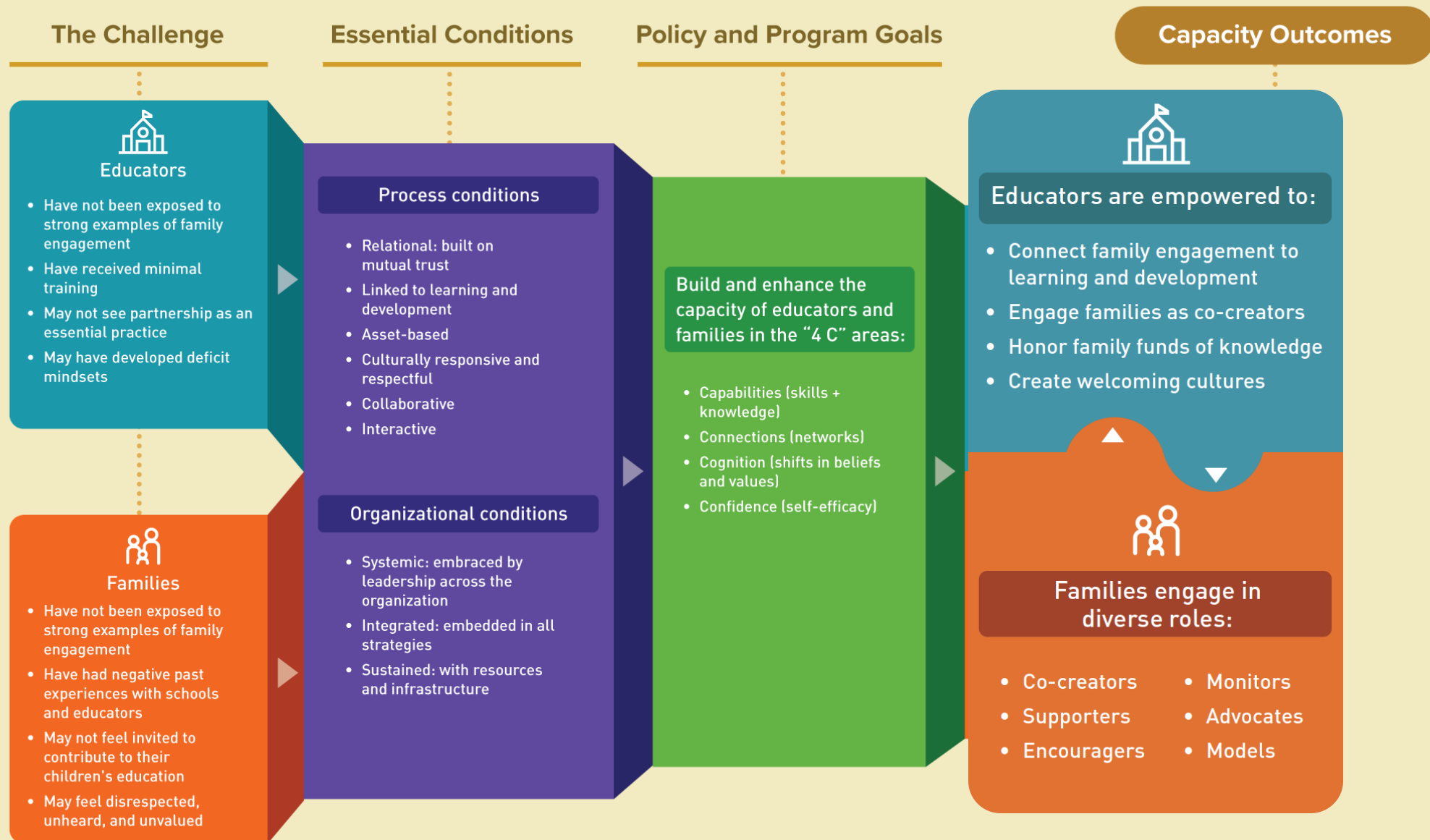
The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)



The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)



The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)



Additional Support and Resources



HarvardX: Family Engagement in Education: The Dual Capacity-Building Framework

Learn how to apply the Dual Capacity-Building Framework with Dr. Karen L. Mapp to build authentic family-school partnerships that foster equity, trust, and student success.



Additional Support and Resources

Everyone Wins! (2022)


Powerful Partnerships (2017)

National Association of Family, School and Community Engagement (NAFSCE) National Assembly, October 2025



Family Engagement in Education (FAM), January 2026

Annual IEL National Family and Community Engagement Conference, May 2026

Scholastic “Dr. Mapp” series



Engagement is a
STRATEGY, not a GOAL

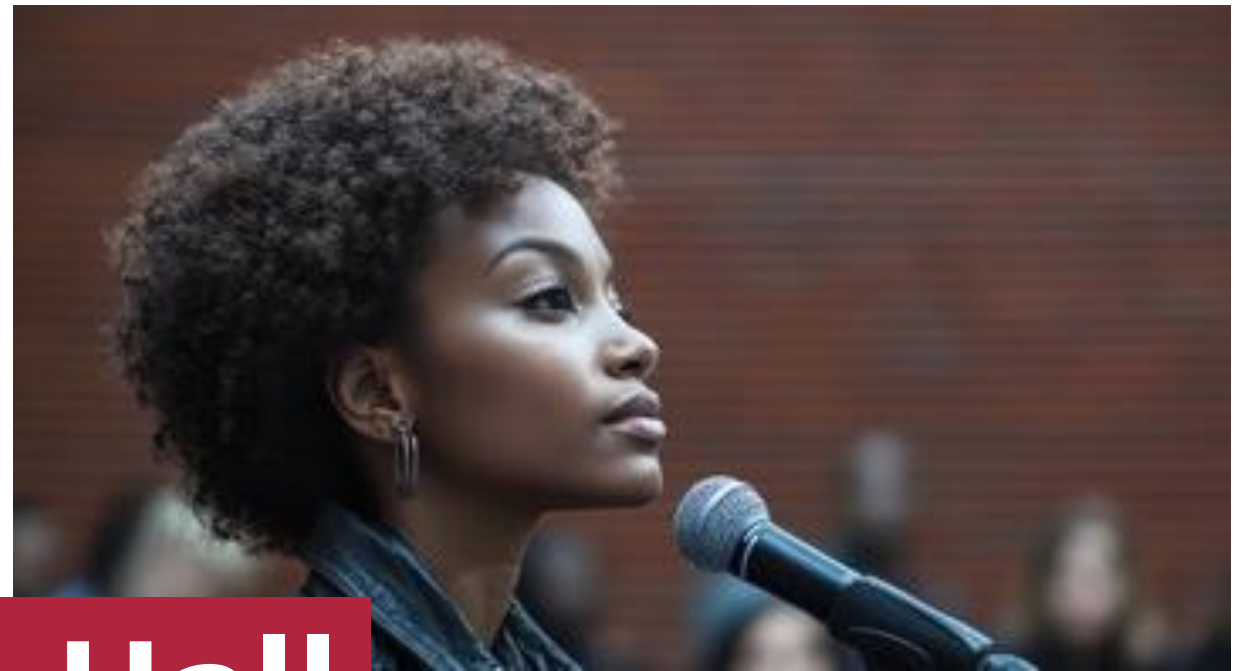


Time for a
break





Town Hall Discussion



Town Hall



Town Hall Community Commitments

- Youth and adults are equal partners in the discussion
- Honor that people are entering with different experiences and perspectives
- Respect all voices
- Listen to understand
- “One mic” - One person speaks at a time
- Share the air - be mindful of time
- Consider both intent and impact
- Have a growth mindset & learning disposition
- Consider missing voices
- Others?



Town Hall Goals

Our goals for today's town hall discussion are

- To create a learning space for intergenerational dialogue that builds community, generates new ideas, inspires action, and centers the experiences, needs, voices, and aspirations of youth.
- To leverage everyone's collective knowledge, wisdom, and expertise to create more innovative strategies and solutions and build more seamless systems of support that will ensure all young people have viable pathways to succeed in both school and life.





Breaking News!



What is the.....

CHELSEA HIGH SCHOOL Student Summit

Chelsea, MA

April 17, 2025



STUDENT CULTURE

WHY IS THIS A FOCUS?

Students are the core of the school and deserve to feel like they belong; focusing on student voice and giving them leadership opportunities can create a more positive and successful school community.

WHAT WE LEARNED AND WHAT WE NEED TO CONTINUE TO EXPLORE!

Students **want** to build culture, and are striving to create spaces for this at CHS. Student groups like **Casa Unida** are already pushing for pockets of positive school culture and sense of belonging

At Casco Bay High School, we learned that the Crew model helps with **primary person** support and tradition building within the high school

- How do schools utilize primary person models to build positive student culture?
- What are student preferences for school-based supports and culture building activities?

TO STEP TOWARDS OUR FUTURE STATE, WE WILL...

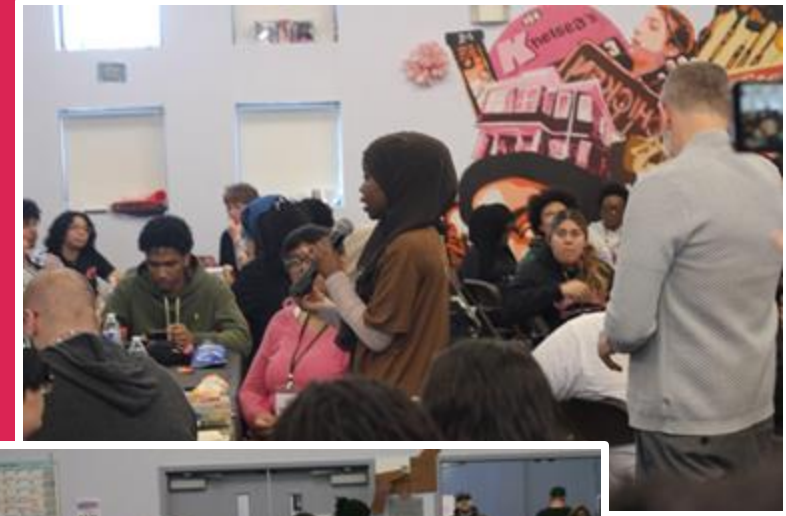
Expand student involvement in school design work

Develop a Student Advisory Council

Hold a Student Summit

How Did We Get Here?

- . Intentional about building student capacity to lead
- . Children's Cabinet - YLI, Student Reps on SC
- . Students as part of adult lead teams - Pillar Teams and Conferences
- . Students leaders of a workforce - Training and Pay



It's a Wrap!



Share Out: Highlight of Key Takeaways

Youth Session:
Uplifting Youth Voices to Eliminate
Barriers & Create Opportunities





Community Builder

As a team, identify one of the top barriers you think youth may face in each of the following categories:

- Home/Family
- Mental Health
- Academic Supports/Learning Differences
- Social/Societal

Write one collective response for each category on separate sticky notes and place them in their respective categories on the white board.

Town Hall: Opening Discussion Question

How do you define success?



Town Hall: Opening Discussion Question

What does it mean to be a caring adult?
What are some characteristics or
attributes of a caring adult?



Town Hall: Discussion Question (Youth)

How can adults provide support and encouragement to help you achieve personal success?



Town Hall: Discussion Question (Youth)

Can you think of things adults may do—with good intentions—that may not feel helpful or supportive to you?



Town Hall: Discussion Question (Adults)

What challenges may exist for caring adults in their efforts to authentically engage youth and build trusting relationships?



Town Hall: Discussion Question (Adults)

How can adults (families, navigators, mentors, educators, etc.) work collectively to be more intentional, consistent, and effective in supporting youth?



Town Hall: Discussion Question (Intergenerational)

How can more spaces be created for young people to advocate for what they need from adults at home, in school, and in the community?



Town Hall: Discussion Question (Intergenerational)

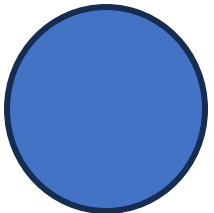
How can youth and adults build mutual trust and communication?



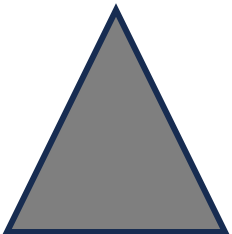
Reflections and Action Commitments



What **squares** or resonates with you?



What's still **circling** in your mind?



Consider what you heard today. What short-term **action** can you commit to?

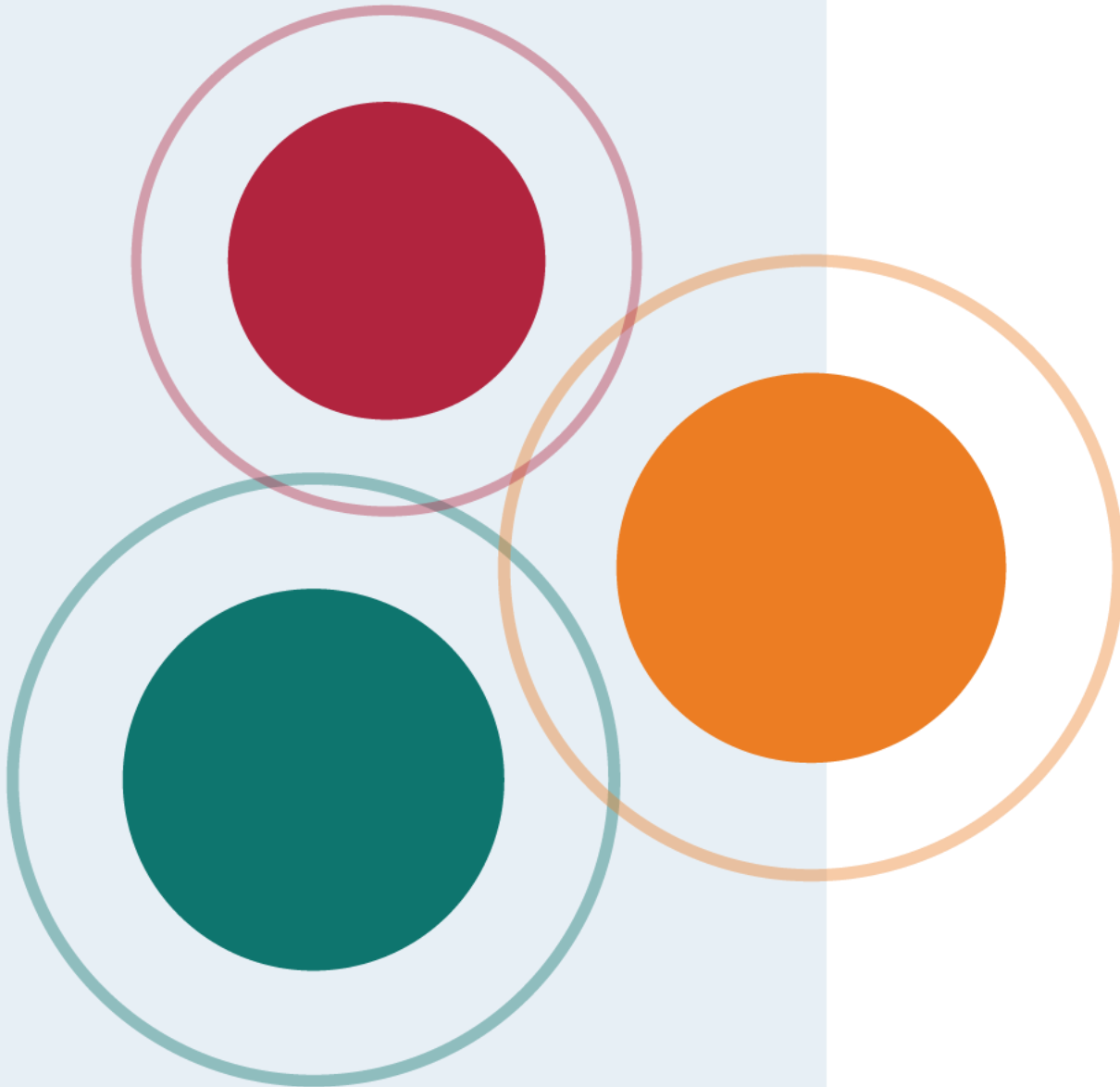
Town Hall: Discussion Question (Intergenerational)

On a sticky note, write one personal action you can commit to, in the short-term, that can support the goal of building more authentic and trusting relationships and partnerships between youth and adults.





Networking Lunch



Team Connection and Collaboration

Session #3



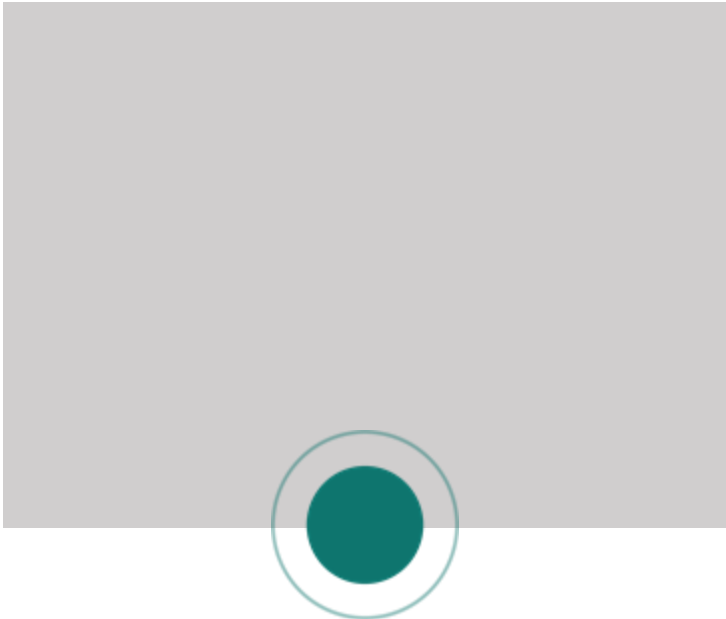
Authentic Engagement Practices

- Synthesize and apply the knowledge learned about effective and authentic engagement practices toward systemic change to begin strategizing and identifying your community's next level of work
- Electronic workbook provided
- Breakout rooms will be available to teams

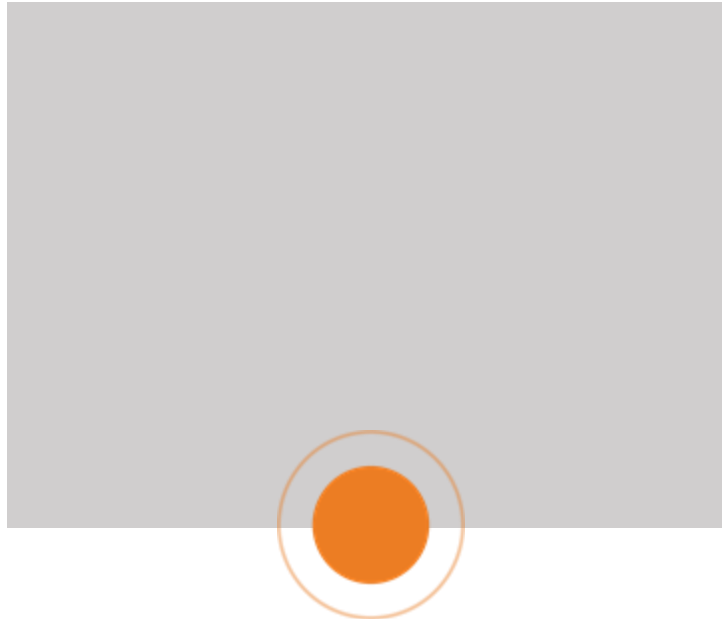
Engaging Families in Success Planning

Family Engagement

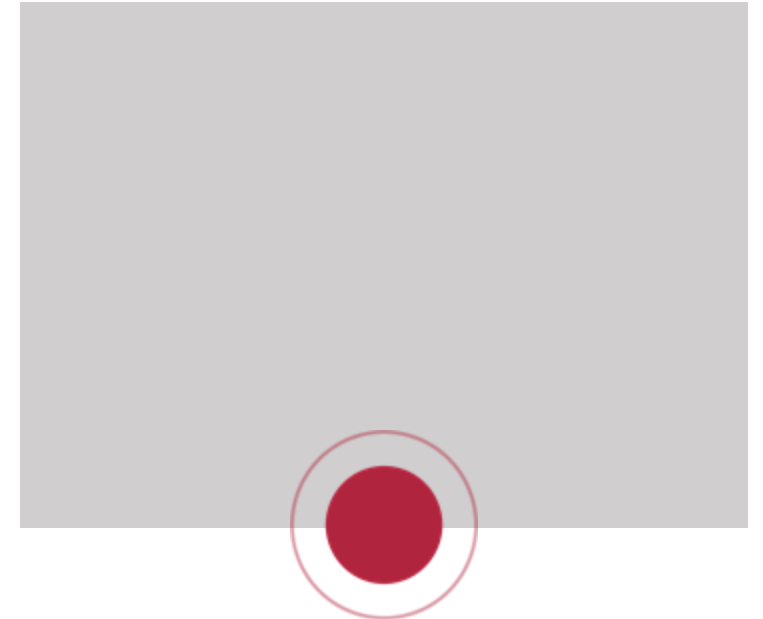
What is your vision for authentic family engagement?



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



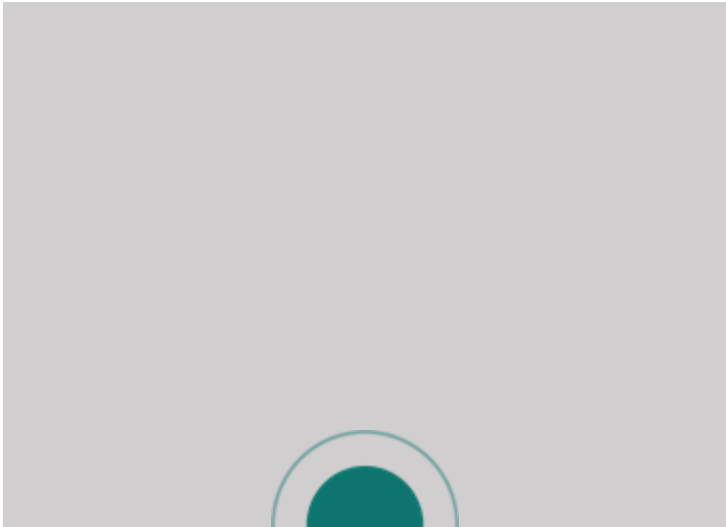
What additional capacity, skills, or resources do you need?



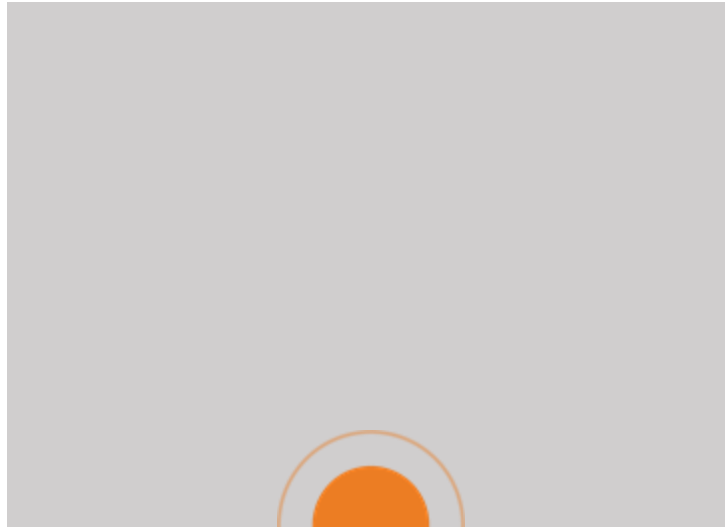
Incorporating Youth Voice in Success Planning

Youth Voice

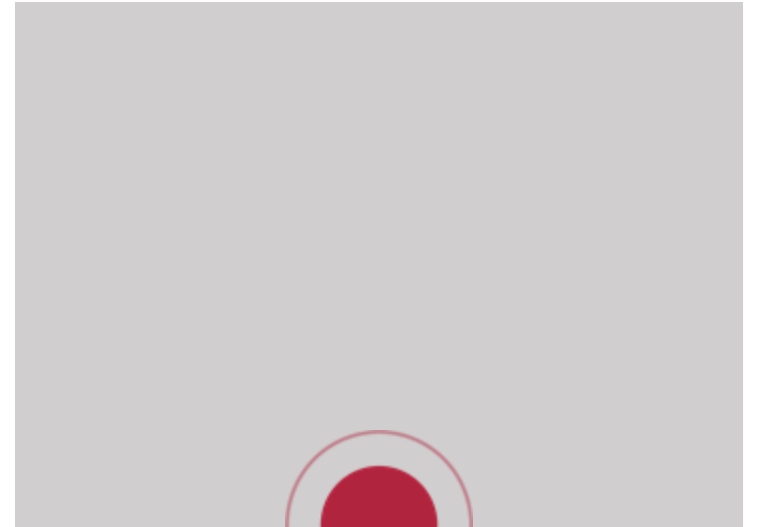
What is your vision for incorporating youth voice in Success Planning?

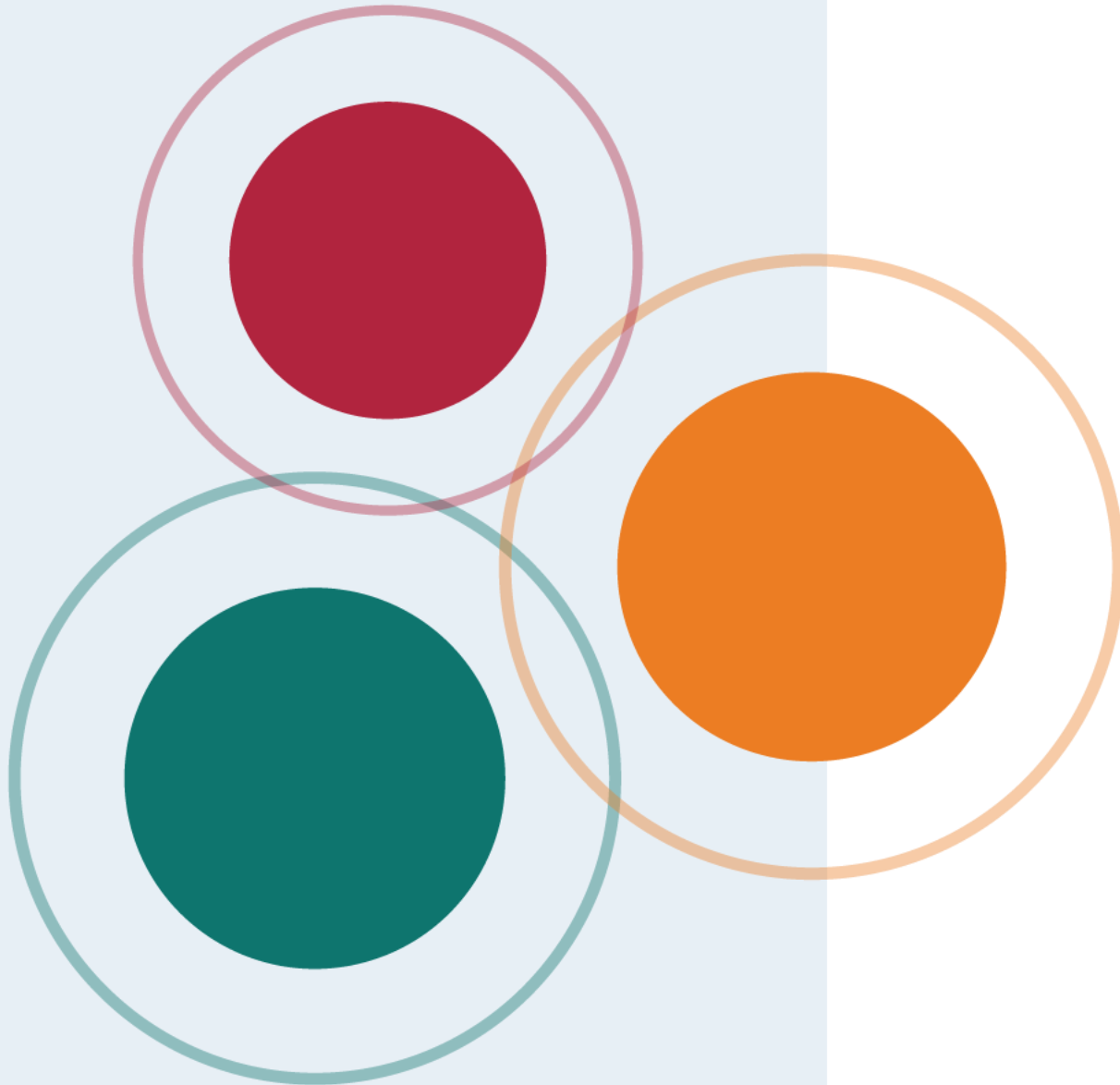
A large gray rectangular box intended for writing a vision statement.

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

A large gray rectangular box intended for writing a plan of action.

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

A large gray rectangular box intended for listing needed resources.



All Means All: Effective Strategies to Engage Immigrant & Refugee Families

All Means All: Effective Strategies to Engage Immigrant & Refugee Youth & Families

Agenda



Welcome, Objectives & Community Agreements

Personal Narrative / Community Builder

Overview of Federal & State Policies

Effective Strategies to Support Immigrant & Refugee Youth and Families

Organizational Readiness & Partnership Mapping Activity

Action Steps & Close-Out

Objectives

Understand	Understand current federal and state policies impacting immigrant and refugee youth and families
Learn and apply	Learn and apply effective strategies to support immigrant and refugee youth and families.
Identify and map	Identify and map key relationships and partnerships needed to provide holistic support and develop concrete next steps to strengthen both individual and organizational practice.

Community Agreements



Seek to understand & avoid making assumptions



Pay attention to and encourage equitable participation



Honor the experiences and expertise in the room



Create a brave space for sharing and learning from each other



Sabrina Sheikh

Personal Narrative

Individual: Create a visual web with yourself at the center, drawing connections to:

- Your cultural/ethnic background(s)
- Languages you speak
- Migration stories in your family (recent or generations back)
- What communities do you serve and or belong to?
- What brought you to this work?

Pair sharing: Find someone you don't know well and share:

- One connection from your web that feels important today and why?

Keywords

Immigrant: A person who changes their country of usual residence, typically for the purpose of settlement

Refugee: A refugee is someone who has been forced to flee their country because of persecution, war or violence. Refugees have applied for and been granted asylum.

Asylum Seeker: A person who has left their home country seeking sanctuary/asylum in another country. Asylum seekers must apply for asylum once they have reached a port of entry and demonstrate that their fear of persecution is well-founded.

Temporary Protected Status (TPS): a temporary immigration status granted to eligible foreign nationals from designated countries facing unsafe conditions.

Migrant: A person who migrates within a home country or outside it to pursue work

Deferred Action for Childhood Arrivals (DACA): grants eligible individuals a renewable two-year work permit and relief from deportation.

Undocumented: A person living in the U.S. without valid visas or immigration documents, therefore lacking legal immigration status.

Naturalization: The process in which a foreign national is granted citizenship after fulfilling requirements set by the nation of residency

Key Federal Policy Updates

Update	Description
Laken Riley Act	Signed late Jan 2025, this bill requires the detention of unauthorized immigrants accused of theft and violent crimes.
One Big Beautiful Bill Act	The Reconciliation bill allocates a substantial \$170.7 billion for immigration and border enforcement. Increase in Immigration Fees
Restrictions on Asylum and Refugee Programs	There is increased restriction to asylum
Ending TPS for Countries like Venezuela, Haiti, Afghanistan, and more	Ending Temporary Protected Status (TPS) would expose these communities to deportation.
Efforts to end Birthright Citizenship	SCOTUS ruled in June 2025 to limit the powers of federal judges to issue universal injunctions but did not rule specifically on the constitutionality of Birthright.
Third Country Deportations	Third-country deportations involve removing noncitizens to a country other than their country of origin.. This administration has increased use of this practice.
No Bail Policy for individuals detained	Mandatory Detention, or individuals accused of certain crimes are held in custody without the possibility of release on bail while awaiting trial. This has seen increased practice with this administration.
Rescission of Protected Areas Policies	The Trump administration rescinded the Biden-era "protected areas" policy, which limited immigration enforcement actions in sensitive locations like schools and hospitals. This allows entities like ICE to operate in these areas.
DACA Uncertainty	DACA is currently under constant scrutiny, increased attention that was also seen in President Trump's first term.

Key State Policies

- ❑ Law Enforcement and Immigration (Some states have sanctuary policies limiting local law enforcement cooperation with federal immigration enforcement while other states have laws mandating cooperation b/w local law enforcement and federal immigration authorities)
- ❑ States vary in their policies regarding access to education for undocumented immigrants. Some states allow undocumented students to pay in-state tuition at public universities and community colleges, while others restrict access to these benefits.
- ❑ Some states have policies related to driver's licenses for undocumented immigrants with some allowing them to obtain licenses and others restricting access

How policy uncertainty affects the youth and families you serve?

- ☐ Youth may hesitate to set long-term goals.
- ☐ College planning may be affected by documentation status and financial aid eligibility.
- ☐ Families avoiding services
- ☐ Reluctance to share personal information
- ☐ Stress affecting academic performance and mental health
- ☐ Family separation anxiety impacting daily functioning
- ☐ Decreased participation in community events and programs
- ☐ Reduced reporting of crimes or safety concerns

Effective Strategies to Support Immigrant & Refugee Youth & Families (Navigators Focused)

- ❑ Relationships are Built on Trust
 - ❑ Honor the languages, networks, and skills families bring
 - ❑ Let youth and families define what success means for them
 - ❑ Be clear about confidentiality and maintain confidentiality
 - ❑ Explain your role
- ❑ Understand the impact of migration, trauma, discrimination, and systemic barriers.
- ❑ Provide interpretation and materials in home languages
- ❑ Connect youth and families to services and community supports
- ❑ Equip youth and families with the knowledge and tools to navigate systems related to education, healthcare, housing, and other essential services

Effective Strategies to Support Immigrant & Refugee Youth & Families

Organizational Strategies:

- Learn about the communities you serve - history, culture, current events affecting them.
- Review organizational systems, structures, and policies to ensure protection of immigrant and refugee youth and families.
- Staying up to date on immigration issues both locally, state, and federal.
- Provide regular training on immigration issues for all staff, not just direct staff.

Cross-Sector Coordination:

- Joint professional development across education, non-profit, out-of-school time, healthcare, workforce, housing sectors, etc..
- Resource alignment and coordinated support
- Shared data systems to coordinate support and protect youth and family privacy.
- Joint advocacy for policy changes

Partnership Mapping Activity

Part 1: Individual Mapping (7 min)

Use a blank sheet of paper and follow these steps:

1.) You at the Center

- Draw a circle in the middle with your name or role.

2.) Layer 1 – Who You Support

- Draw 5–7 bubbles around you for youth or families you currently support. Next to each, write what you usually focus on in conversations (e.g., academics, housing, listening/support).

3.) Layer 2 – Your Key Partners

- In a second ring, draw 4–5 bubbles for people/orgs you rely on for support or advice (colleagues, community partners, etc.). * Briefly note what you usually talk about or work on together.

4.) Layer 3 – Desired Connections

- Add 2–3 bubbles for people/orgs you wish you could talk to more often. * Note why you'd like to build or strengthen these connections.

Partnership Mapping Activity Continued...

Part 2: Group Reflection (5–7 min)

With your community group, take turns sharing your maps and reflect:

- What patterns or gaps do you notice in your partner's map?
- What are you curious about? Any surprises or things they hadn't realized until mapping it out?
- As a group, choose one relationship you want to strengthen and or develop. What is one next step you could take to create and or deepen that connection?



Lets Connect

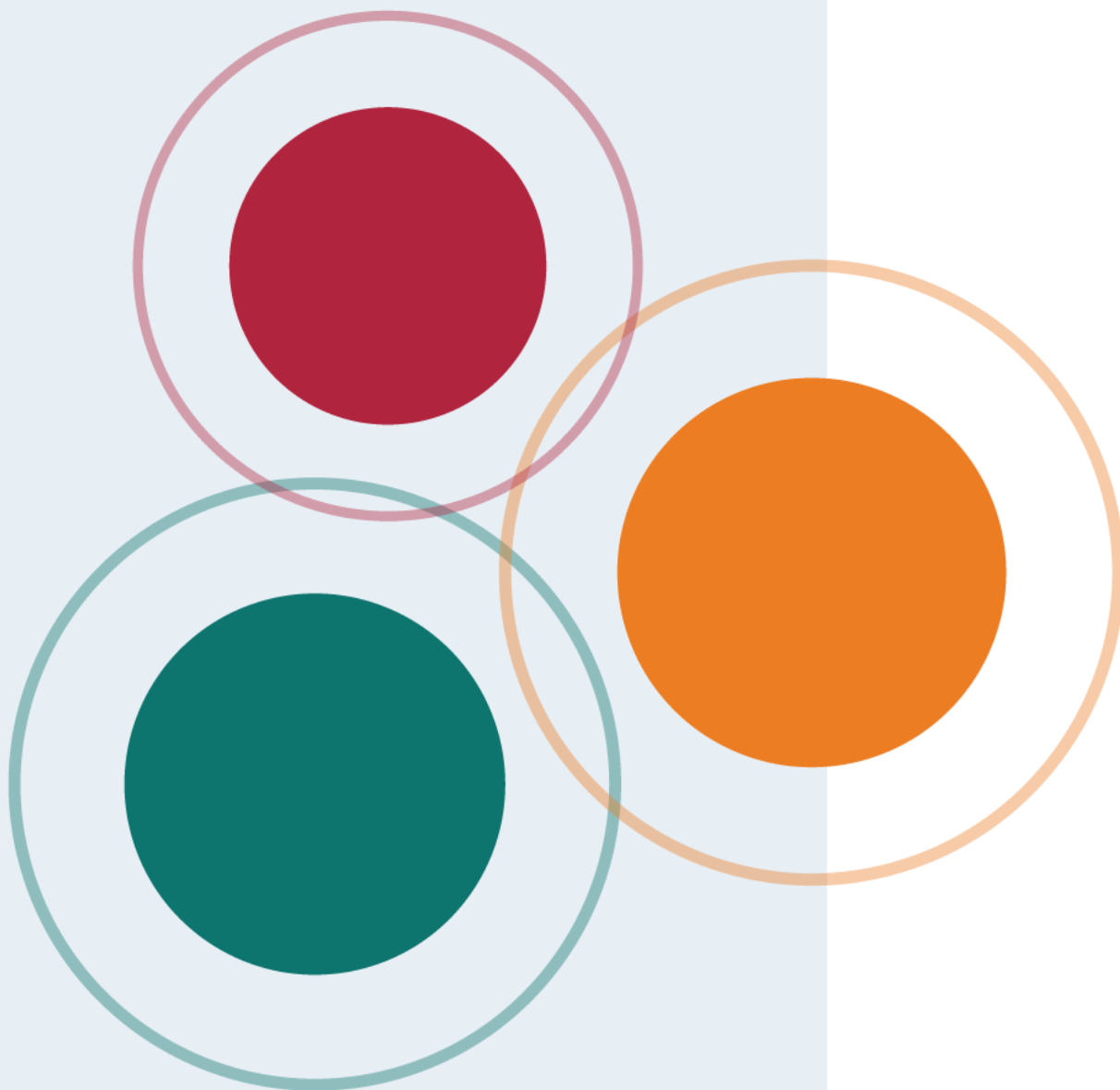
Sabrina Sheikh

Senior Program Manager of Youth
Leadership & Transition Initiatives

sheikhs@iel.org

Time for a
break





Every Child & Family is Known: Relationship- Centered Data-Driven Decision Making



Caring connections and integrated systems:

Cultivating authentic relationships with families,
powered by actionable data

“

Our families come to us with needs that extend beyond academic. I am truly blessed to lead a team of individuals that value the **humanity necessary to create a community that makes them feel both seen and heard.**

You can count on us to support in any way possible because this work is difficult, but **many hands make light work.** The extent of what can be done is just limited by our imagination!

—Principal Roxanne Ledda, PS 70

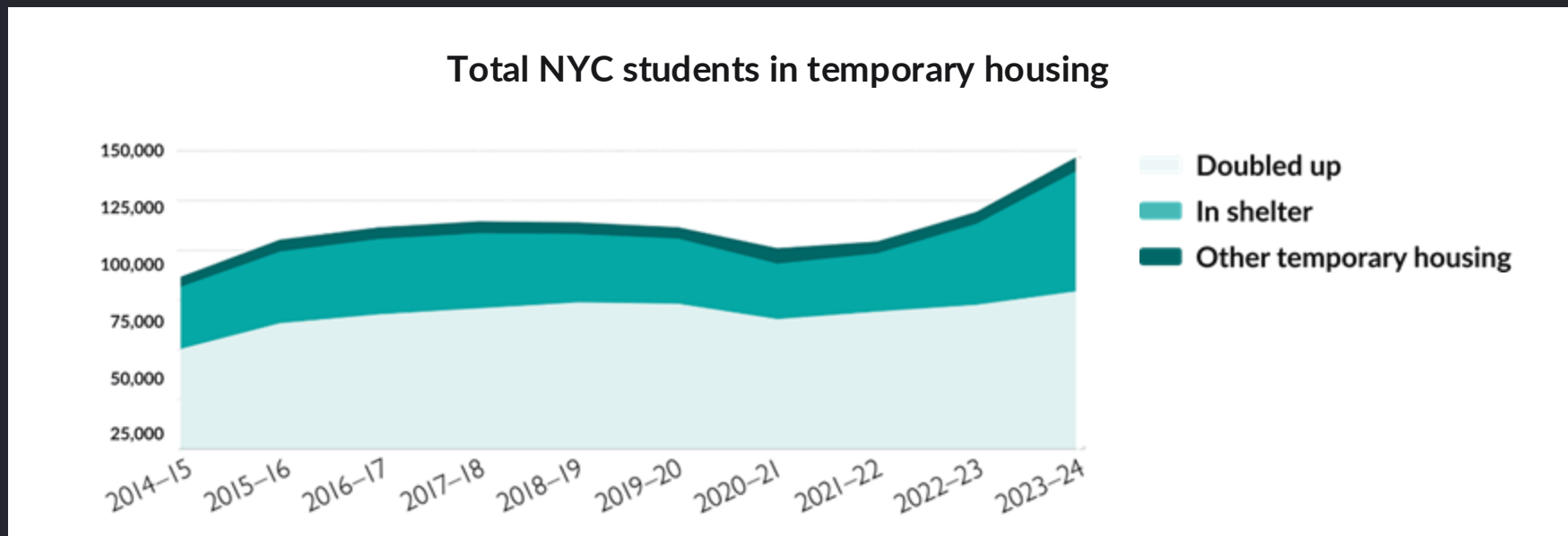


Joshua Laub
Director of Youth Development
Office of Safety and Youth
Development
NYC Public Schools



Ashley Tam
Principal Product Manager
New Visions for Public Schools

New York City is facing a crisis



1 in 4 children
(400,000+ students)

Live at or below
the poverty line

1 in 8 public school students
(146,000+ students)

Experienced housing insecurity
in School Year 2023-24

60,000 students

Spent time
in city shelters



Children in shelters are more likely to...

- Be chronically absent
- Dropout of high school
- Be subject to exclusionary discipline
- Perform below grade level in reading and math
- Experience a mid-year school transfer





Every Child and Family is Known is a pilot program in the Bronx designed to support families in DHS shelter, so that their children can come to school feeling seen and welcomed, and know that they always have someone in their corner





It started here
4 years ago...

From blueprint to
implementation and
beyond, **Harvard** remains
our key partner and a
champion of our work



EdRedesign

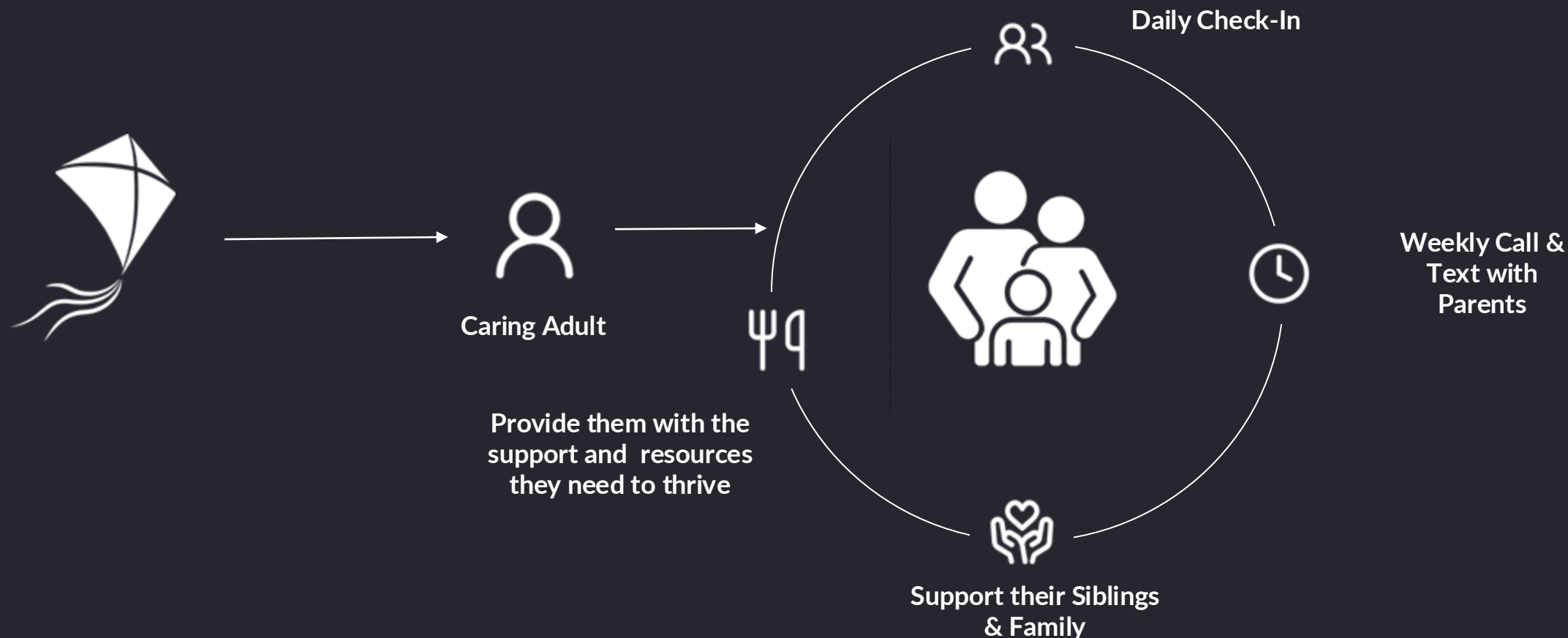
OPPORTUNITY FOR ALL

ECFIK aims to break the cycle of homelessness



A true family-centered model

Holding a child's hand is the fastest way to a parent's heart



Problems often start outside the school

- While the challenges facing children and families often stem from issues outside the school, schools remain a vital hub
- Caring Adults can help families navigate to community-based providers for support, resources, and access to benefits.
- Because families engage with schools daily, schools are uniquely positioned to leverage a trusting relationship and help connect them to the services and support they need

Program design: Caring Adults

Assign Caring Adults

From day 1, students living in shelter are assigned to a Caring Adult as an upstream intervention. Each Caring Adult is matched with up to three children

Early intervention

Caring Adults support students and families with their needs and issues when they arise. Collective problem-solving and early intervention lead to more needs addressed



Relationship building

Caring Adults forge deep relationships with students and families, build trust, and learn about their needs, actively cheerleading every single day

Check-in logs

Caring Adults log weekly check-ins with students and families in the Portal, and document their unmet needs

Caring Adults are the ❤️ of this work

Love comes first

Prerequisite:
LOVE THE CHILDREN

All-hands effort

Supporting our most
vulnerable children is
everybody's
responsibility

Power of storytelling

Utilize storytelling to
inspire a more
compassionate
approach for
supporting our young
people

Program design: model



Building Relationships

Caring Adults, selected NYCPS staff, check in with students daily and with families weekly, providing a point of connection.



Inventory of unmet needs

The New Visions Portal allows Caring Adults and families to document requests for services and central team to see and act on patterns of need.



Connections to Community-Based Resources

Through CBO partnerships, Caring Adults provide access and warm hand-offs to supports and resources for children and families.

Program implementation and learnings

- **Peer-to-peer recruitment**
 - Rely on Caring Adults to recruit other colleagues to do this work
 - Critical to maintain the 3:1 ratio
- **Consistent logging is a challenge**
 - Getting all our Caring Adults to log their weekly interaction on the Portal is challenging
 - Requires support and leadership from the program points at each school
- **Together takes effort**
 - Building consensus across our agency partners requires transparency and a willingness to put the needs of family and children first

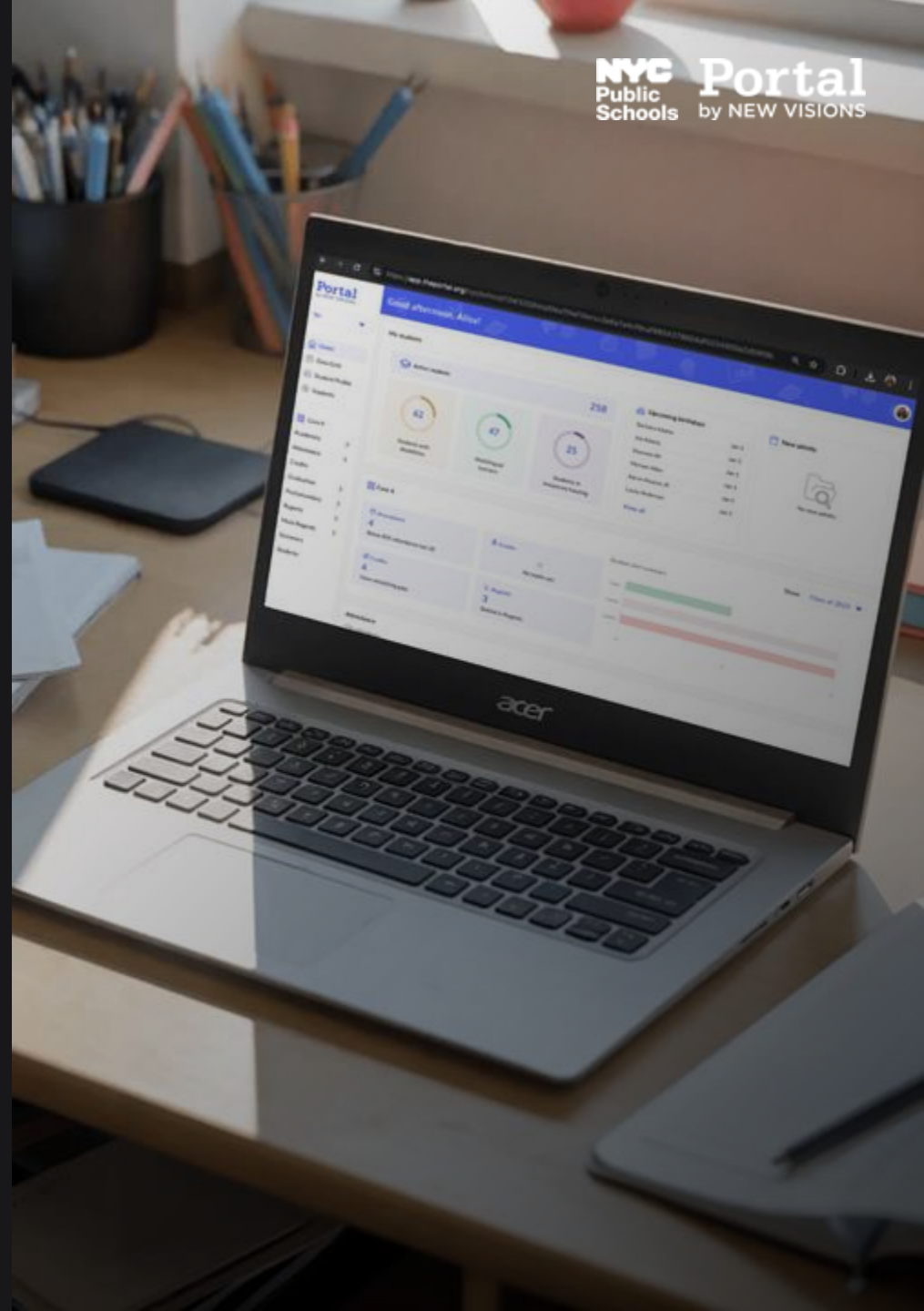


Building stronger systems



The New Visions Portal is a cross-organizational data, collaboration and planning tool for child and family success

- Available to all NYCPS schools with real-time student data and over 200 DHS shelters with real-time student data
- Supporting multiple cross-agency initiatives
- Supported by a team of 50+ data and technology experts



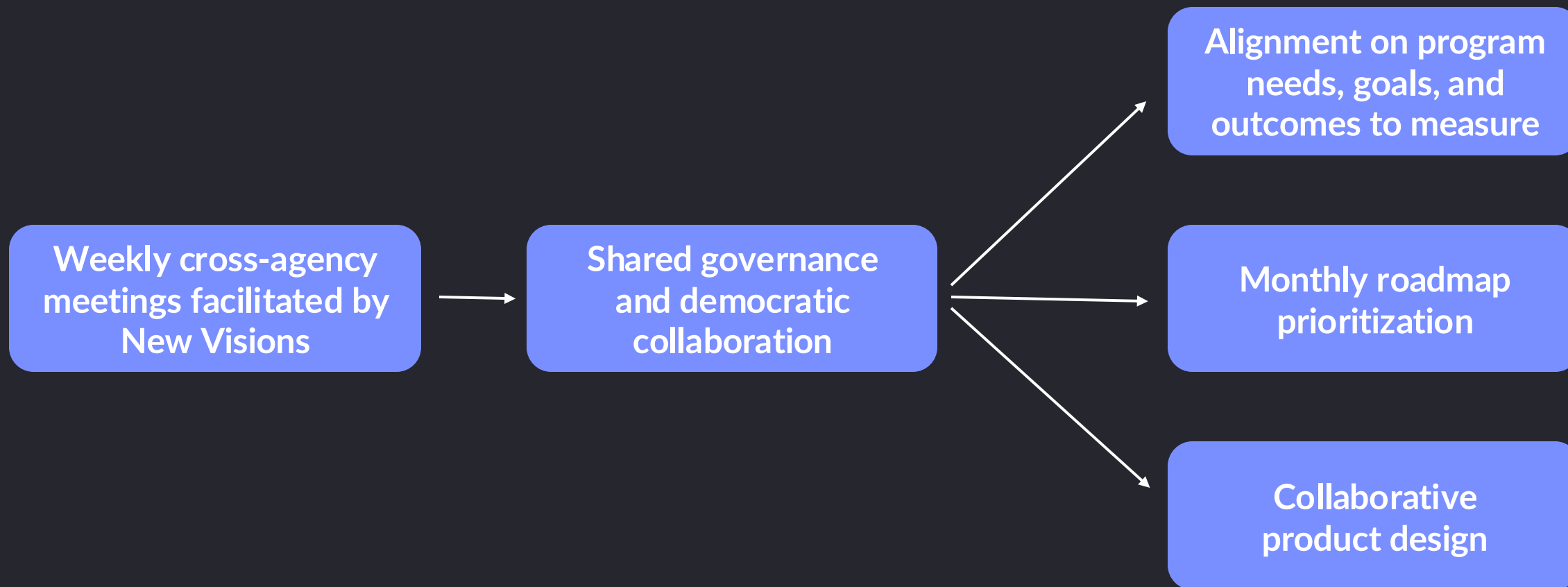


Pilot Program: Scale

- **Pilot year 1: SY23-24**
 - 730 students and their families
 - 325 Caring Adults
 - 63 Bronx schools
- **Pilot year 2: SY24-25**
 - 1,915 students and their families
 - 890 Caring Adults
 - 110 Bronx schools
- **Year 3: SY25-26**
 - Projected: 150-200 schools across all 5 boroughs



Ways of working







Igniting change: a collective spark for children and families



Organic growth of model in schools



Match from Day

1

Identify the children &
match them with Caring
Adults from Day 1



Partner with Parents

See our parents as partners in
supporting their child's
academic, social, and emotional
well-being at school



Break down Silos

Improve communication and
collaboration between our
schools, shelters, and other
city agency partners



Portal features

Available student data

Demographics

ML (multilingual learners), SWD (students with disabilities), admit and promotion history

Academics

Credits, Regents, GPA, course marks, current courses, formative assessments (NWEA, i-Ready, Acadience)

Attendance

Current and longitudinal school attendance

Post-secondary

Application status, FAFSA

Supports and collaboration

School-created support plans, notes and tasks



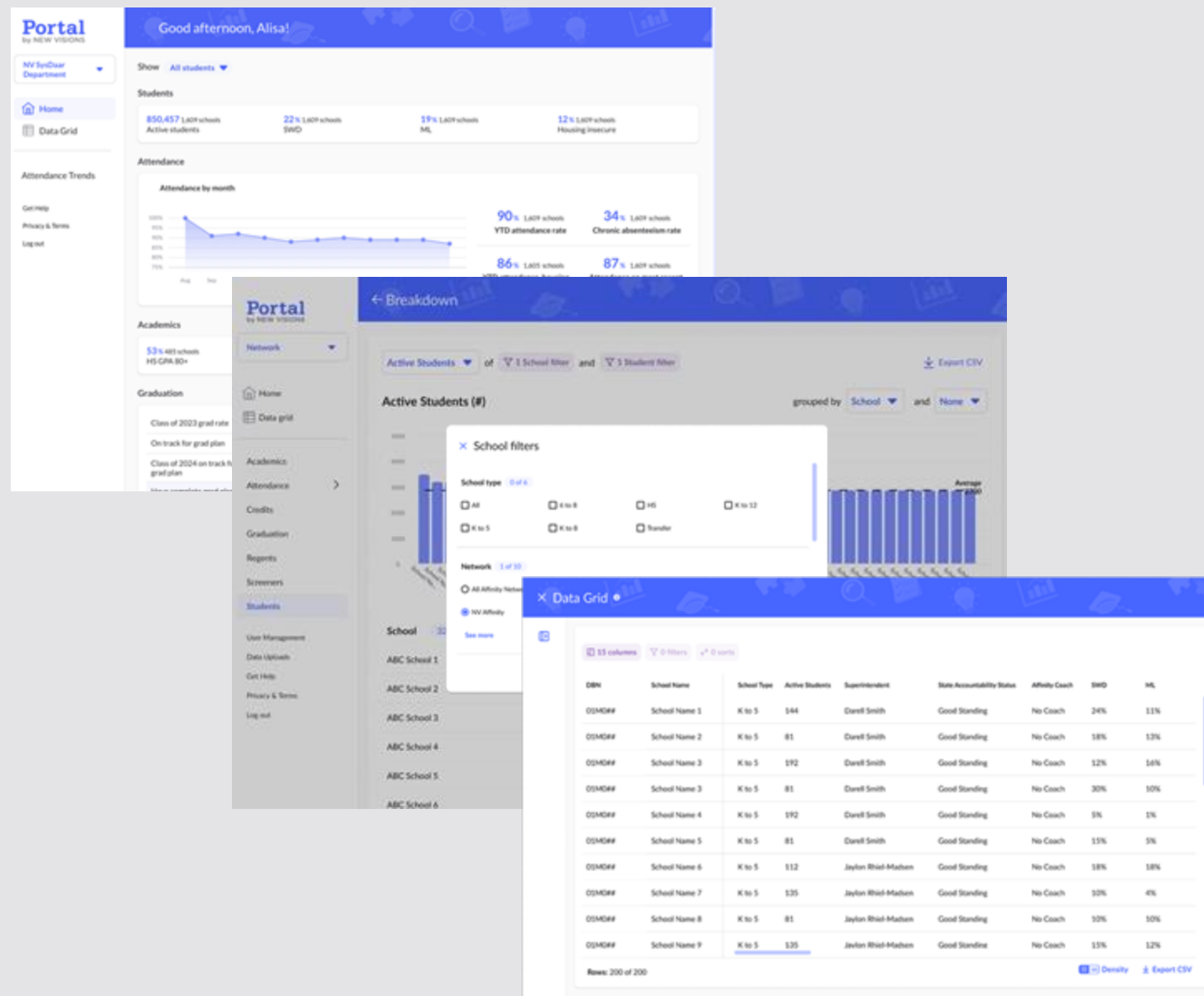
Network views

Network-wide trends

- View comprehensive data by school and shelter
- Segment by demographic information
- Track trends in attendance

Monitor key programs

- Track implementation fidelity
- Measure impact of key initiatives





School and shelter views

Get deeper insight

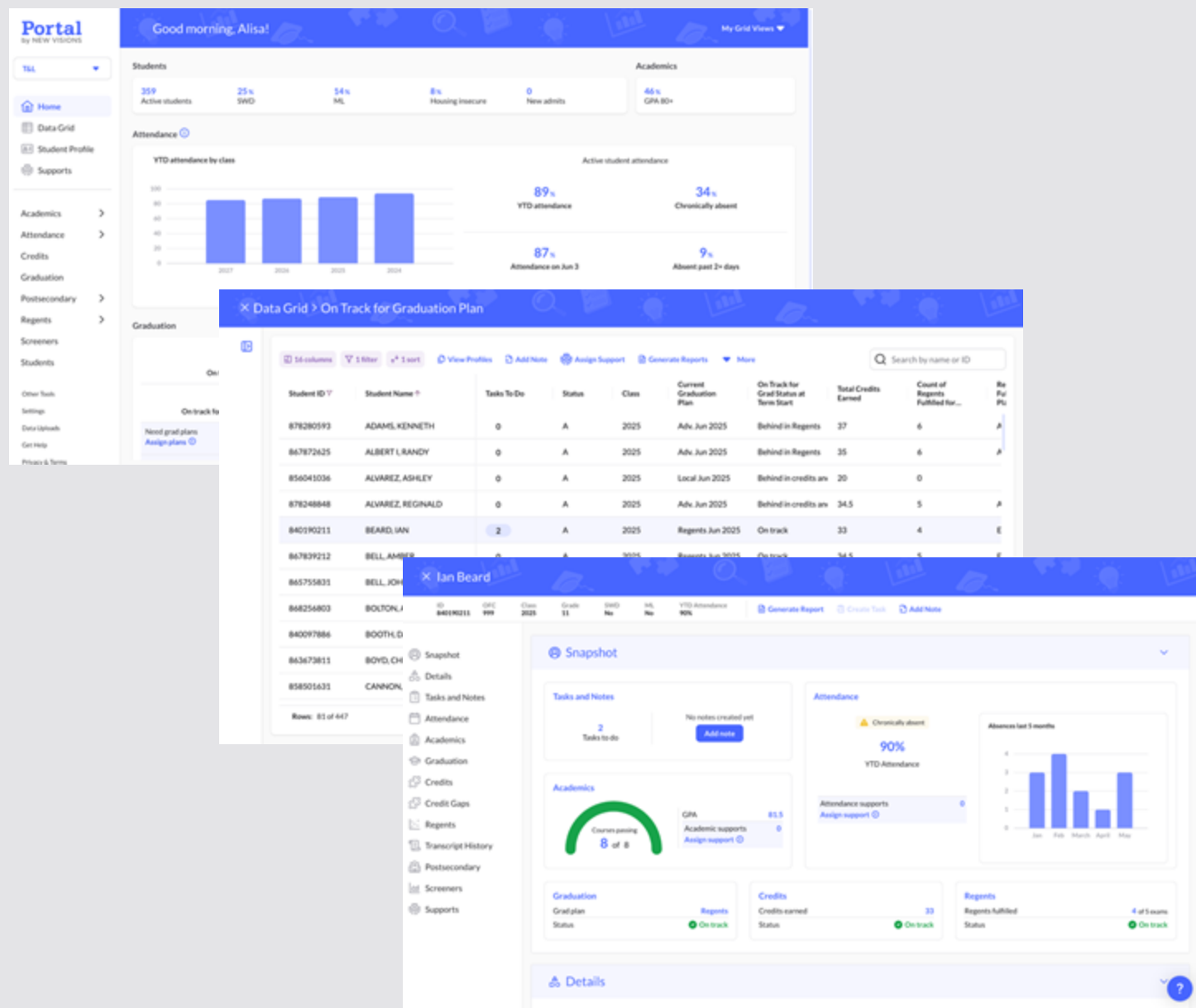
- View comprehensive student data
- Segment by demographic info
- Track trends in attendance

Plan for student success

- Plan to address credit gaps
- Set graduation and Regents plans
- Create Supports for students in need of extra help

Collaborate

- Add notes and create tasks





Agency views

Monitor data across schools or shelters

- View school and program metrics across a program on the homepage dashboard
- Use the Data Grid to view and sort students

View custom student profile

- View a profile for every student with data permissioned for your agency

CUNY College Now

1 filter 1 sort Search by name or ID

DBN	School Name	Student ID	Student Name	College Now Status	Class	Grade	Age	Gender	Ethnicity
13W320	Small High School	88888888	Elk, Jocelyn	Email scheduled	2025	Grade 12	18	F	Native American
13W320	Small High School	88888887	Botosh, Adison	Email scheduled	2025	Grade 12	18	M	White
13W320	Small High School	88888886	Davies, Emerson	Email scheduled	2025	Grade 12	18	M	White
13W320	Small High School	88888885	Bergson, Cristofer	Second reminder sent	2025	Grade 12	18	M	White
13W320	Small High School	88888884	Clayton, Kayla	Second reminder sent	2025	Grade 12	18	F	Asian
13W320	Small High School	88888883	Adams, Brandy	Email opened	2026	Grade 11	18	M	Asian
13W3209	West Academy	88888882							
13W3209	West Academy	88888881							
13W3209	West Academy	88888880							
13W3209	West Academy	88888879							

Rows: 200 of 800

Kayla Clayton

ID: 88888884 OFC: 999 Class: 2025 Grade: 12 SHD: No HL: No YTD Attendance: 98.7%

Transcript History

SY20-21	SY21-22	SY22-23	SY23-24
Credits: 10 of 12	Credits: 12 of 13	Credits: 13 of 15	Credits: 4.5 of 5.5
Regents: 2 of 2	Regents: 4 of 6	Regents: 3 of 4	Regents: --

Transcript Regents

All history group by Credit requirement area

ELA

Course Title	Course code	School year	Term	School	Mark	Credits
Course Title	EES87	SY23-24	1	13W320	65	1
Course Title	EES81	SY20-21	1	13W320	65	1
Course Title	EES82	SY20-21	2	13W320	65	1
Course Title	EES85	SY22-23	1	13W320	70	1
Course Title	EES86	SY22-23	2	13W320	90	1

Portal features built for ECFIK

- Program management
 - Program Points
 - Caring Adults
 - Student/family assignments
- Log check-ins in the Portal
- Digital consent via DocuSign
- AI-identification of needs
- Central program monitoring views
- Family Portal



School leaders

- Manage Program Points, Caring Adults, and assign student/family caseloads
- Monitor program implementation
 - Family program consent
 - Check-in notes
 - Needs identified by Caring Adults and custom-built AI algorithms
- Track student attendance and academic performance

Portal by NEW VISIONS

Every Child and Family is Known [Students](#) Caring Adults [+ Add Caring Adult](#)

Filter by: All eligible students 22 **Need Caring Adult 9** Need consent 13

Group by: None

Students	Currently residing in DHS shelter	Caring Adult	New messages	Consent status	Last student check-in	Last family check-in
Addison, Jen New	Yes	-	1	No	-	Mar 4
Beneslonglongnamr, D... New	Yes	-	0	No	-	-
Benes, Ben	Yes	-	1	No	-	Mar 4
Benes, Ken	Yes	-	1	No	-	-
Williams, Bill	Yes	-	1	Yes	Mar 4	Mar 4
Wythe, Addie	Yes	-	1	No	-	-
Yee, Alana	Yes	-	1	Yes	-	Mar 4
Zhou, Jake	Yes	-	1	No	-	-
Zhou, Kate	Yes	-	1	No	-	-

Academic >
Attendance >
Credits
Graduation
Postsecondary >
Regents >
Screeners
Settings
Data Uploads



Caring Adults

- Log student and family check-ins and tag needs and service referrals
- Manage family info, guardian contact details, and program participation digital consent
- View up-to-date DHS contact details
- Connect with families via a secure messaging system
- Monitor student attendance and academic performance

The screenshot displays the 'Portal by NEW VISIONS' interface. The top navigation bar includes 'Dashboard', 'Data Grid', 'Student Profile', 'Supports', and 'ECFIK'. The main content area is titled 'Every Child and Family is Known' and features a filter bar with 'My assigned students' (7), 'Need consent' (4), and 'Need check-in' (3). Below this is a table of students with columns for 'Students', 'Currently residing in DHS shelter', 'Primary guardian', 'New messages', 'Last student check-in', 'Last family check-in', and 'Consent status'.

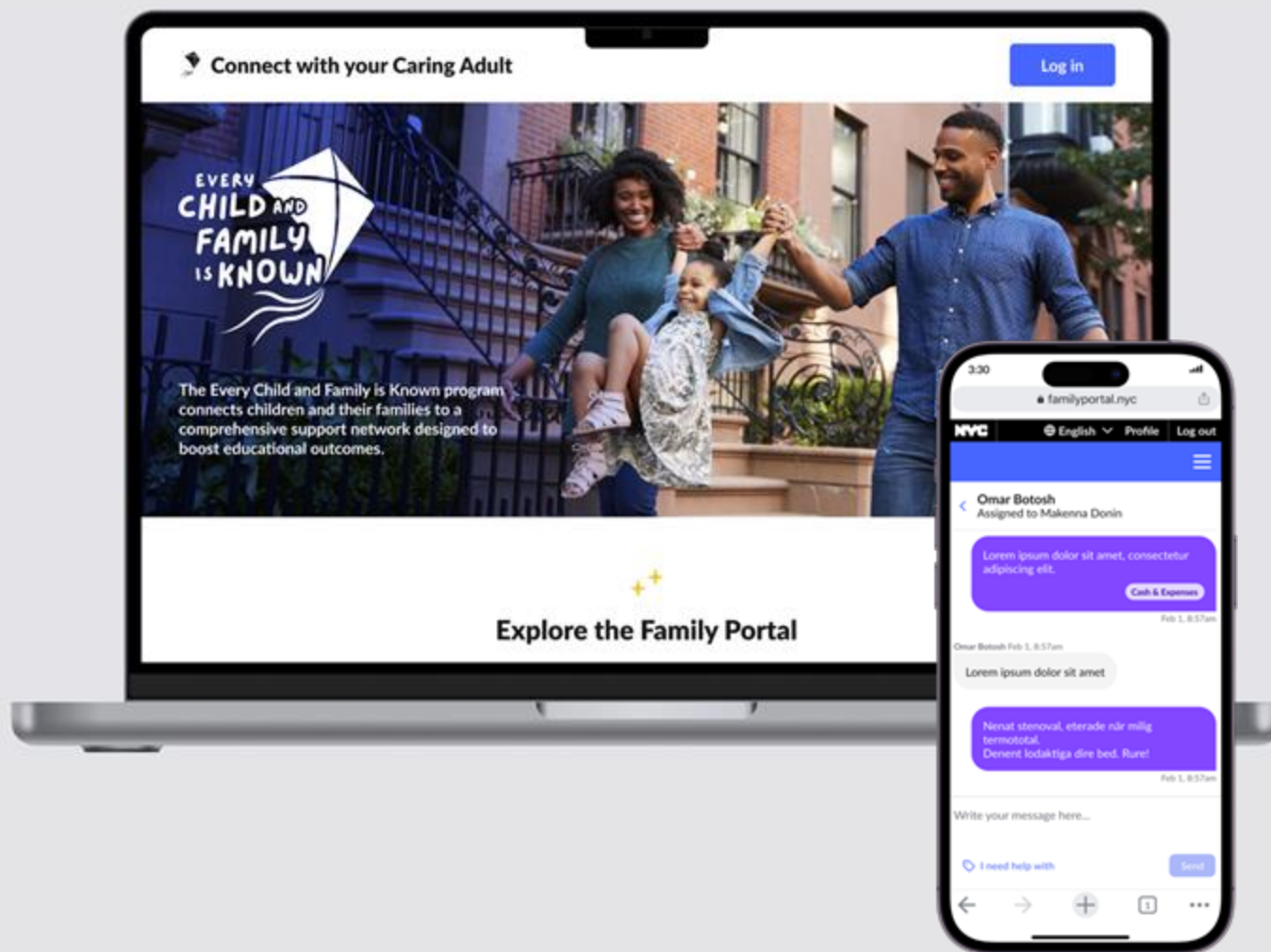
Students	Currently residing in DHS shelter	Primary guardian	New messages	Last student check-in	Last family check-in	Consent status
Addison, Ben	Yes	Addison, Julie	1	Mar 4	Mar 4	No
Addison, Jen	No	Addison, Julie	1	-	-	No
Williams, Bill	Yes	Williams, Lisa	1	Mar 18	Mar 18	Pending
William	-	-	-	-	-	-

A detailed view of the 'Ben Addison' profile is shown, including contact information for Maya Addison (Primary guardian) and Taylor Addison, children's information (Ben Addison and Jane Addison), family information (Languages: English, Spanish; Consent status: Yes), and shelter information (Shelter name: -, Shelter address: 151 E 151st St, Bronx, NY 10454, Facility direct number: (718) 555-5555). The last updated date is Oct 18, 2024.



Families

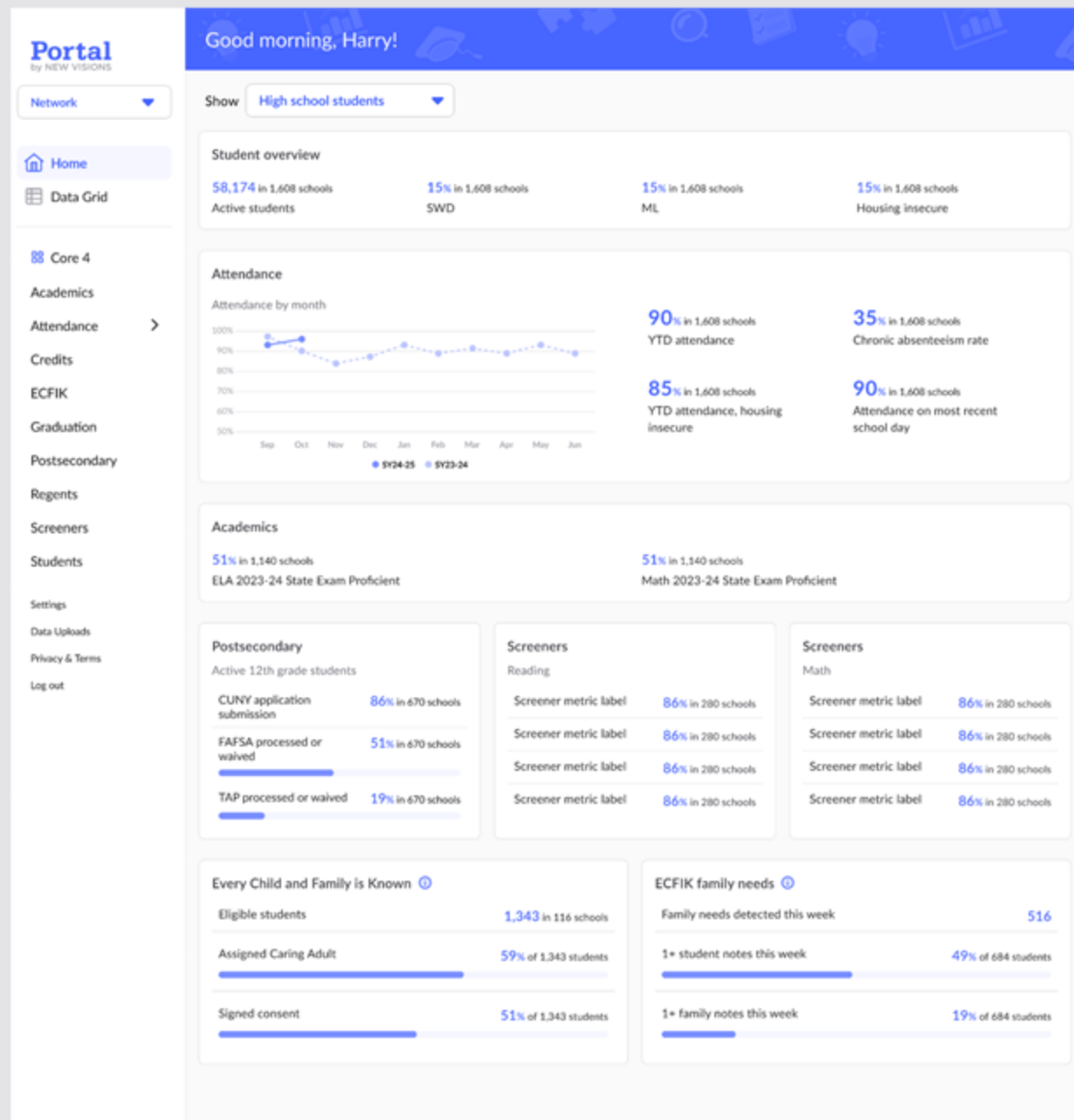
- Mobile-friendly, translatable Family Portal accessible with existing NYC.ID credentials
- Submit digital program participation consent
- View school/attendance info for all students in their family
- Securely connect with Caring Adults and communicate needs
- Access emergency contacts, benefits info, and resources





District leaders

- Progress monitor implementation goals across schools and shelters
- Monitor attendance and academic outcomes for participating students
- Get AI-powered insights into emergent family needs
- Make strategic decisions on resource allocation based on real-time data



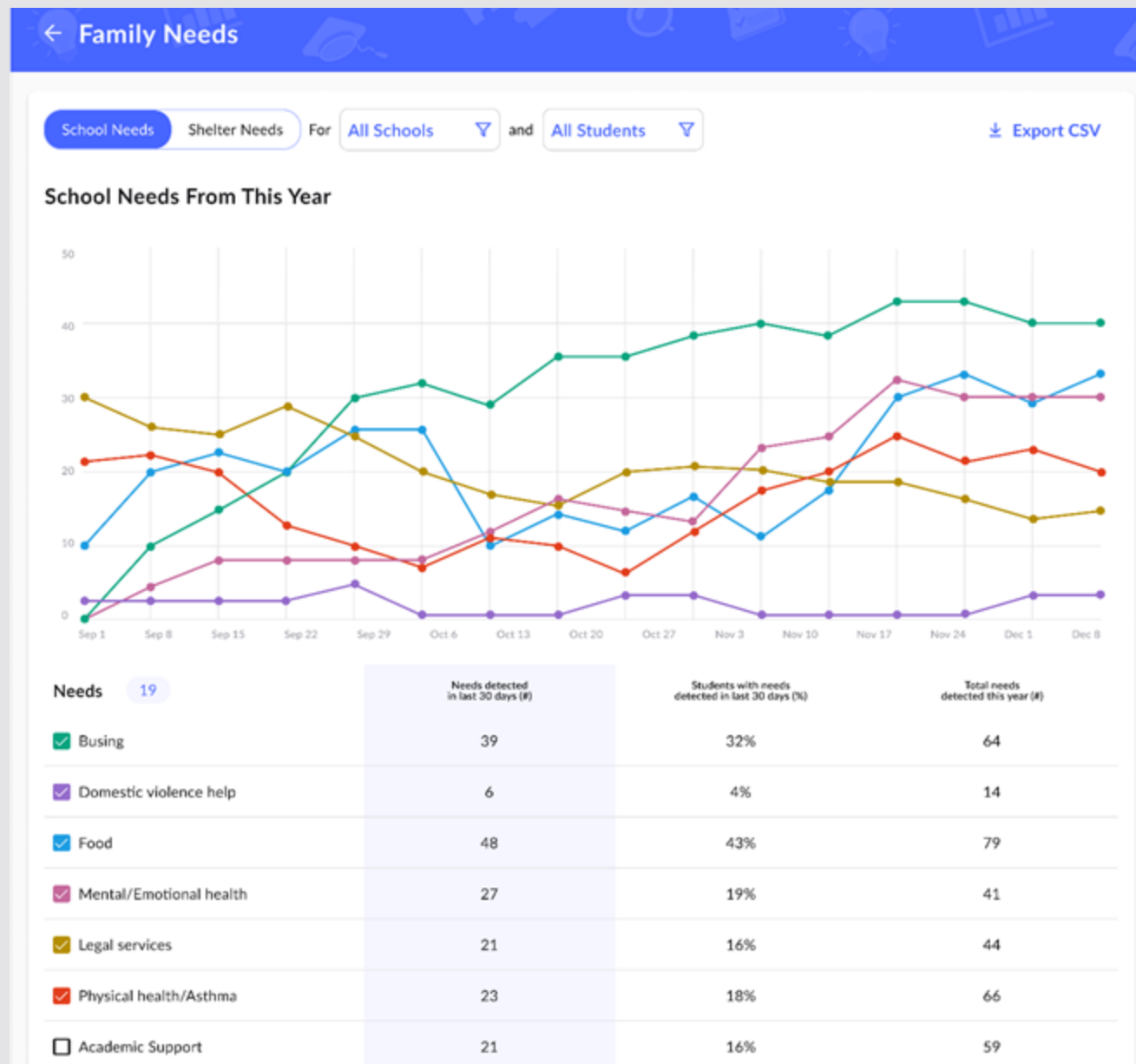


Elevating Family Needs

“

This is the kind of data we've wanted for 30 years – being able to see and track family needs so we can chase down solutions for them.

– Joshua Laub



Portal impact on program

- **Map unmet needs:**
 - Identify and organize children's unmet needs in and out of school
- **Plan with purpose:**
 - Leverage real-time unmet needs data to strategically plan for resource and personnel deployment where it matters most
- **Act on what families need:**
 - Create action plans tailored to specific needs of families

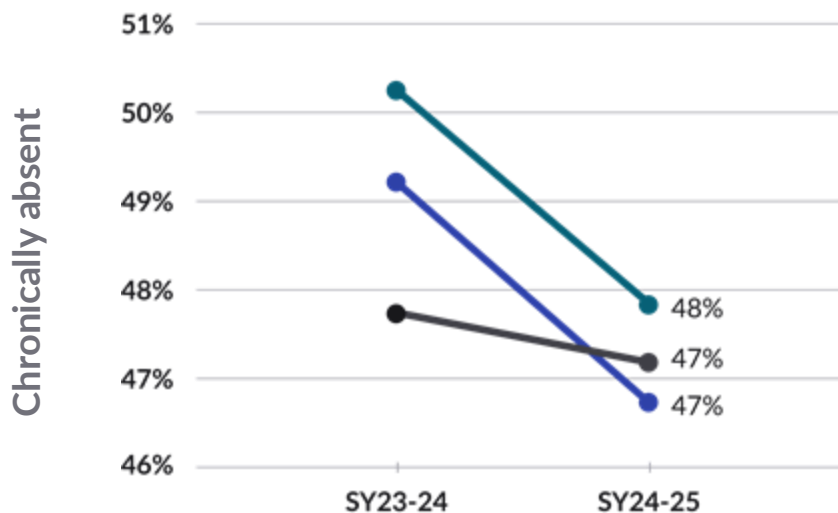
Impact on student outcomes

Impact on student outcomes

Early data analysis shows a positive impact on **attendance**, Math and English proficiency, and school stability.

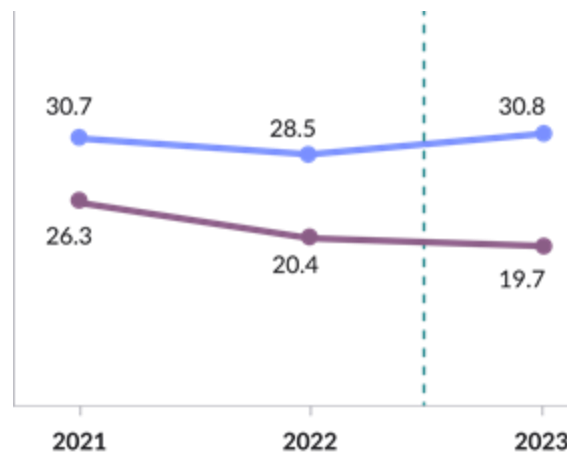
(lower is better)

Trend in Chronic Absenteeism: ECFIK vs. non-ECFIK



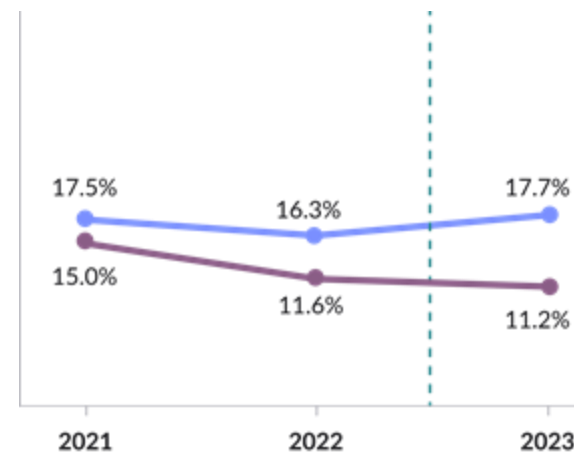
■ All ECFIK students ■ ECFIK students w/check ins ■ DHS students in non-ECFIK schools

Absent days



■ Control group ■ Treatment group --- Pre/post program years

Absent rate

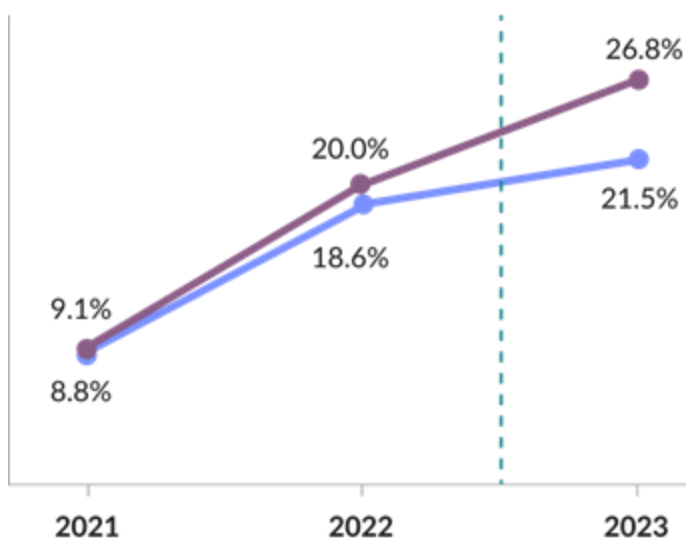


Impact on student outcomes

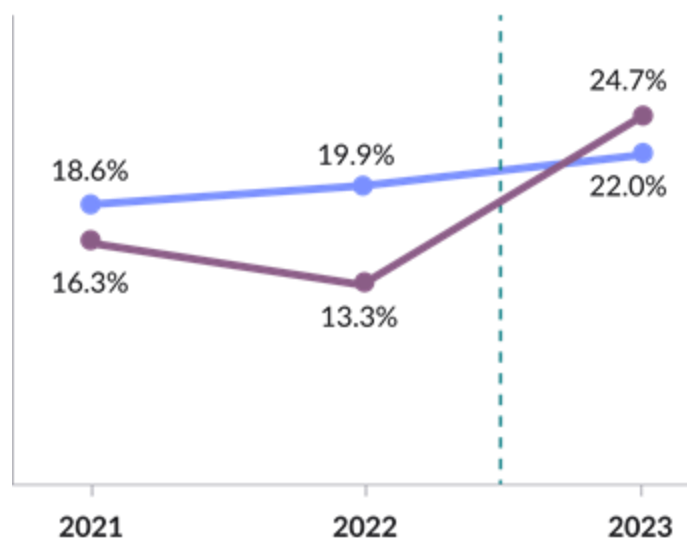
Early data analysis shows a positive impact on attendance, **Math and English proficiency**, and school stability.

(higher is better)

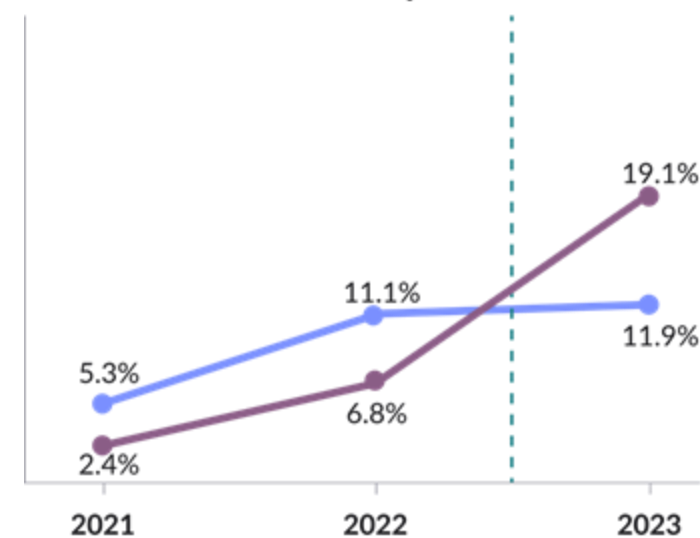
Math proficiency



ELA proficiency



Math & ELA proficiency

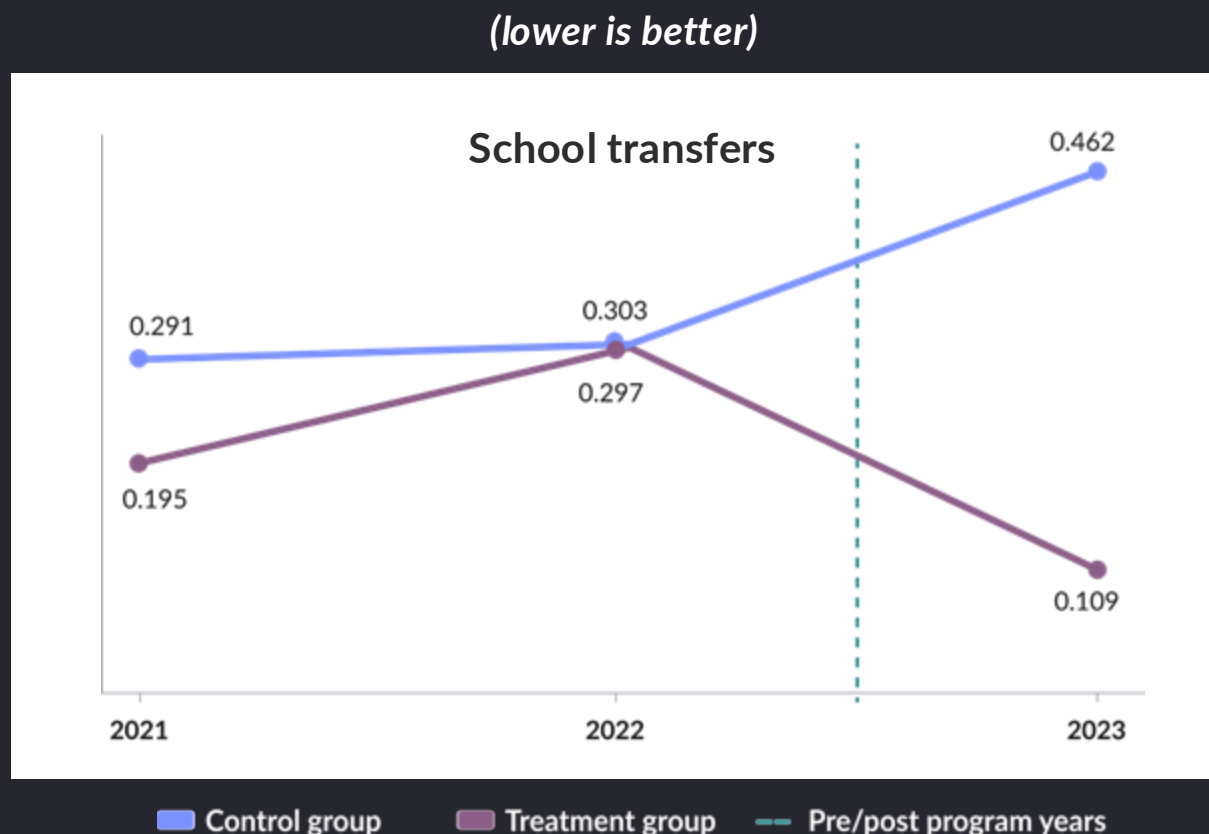


Control group Treatment group Pre/post program years



Impact on student outcomes

Early data analysis shows a positive impact on attendance, Math and English proficiency, and **school stability**.



Source: CIDI. ECFIK Pilot Year Results. Presented to the NYC Children's Cabinet.

Impact on school staff, schools, and culture



“Relationships are infrastructure”

School culture is irrevocably and
fundamentally changed for the love
of children and families

We are all in this together



What we're hearing...

“

If you're not here for the love of the kids, you're in the wrong place.

—P.S. 70

“

It's very simple: if you open your arms up and love them and care for them, they will open up to you.

—Caring Adult
P.S. 70

“

Every child should be seen and noticed at school, and know that they are important and have someone who cares about them. It makes their day—but it also makes my life.

—The High School
of World
Cultures

What we're hearing...

“

This doesn't feel like just another initiative—it's different. We're actually affecting lives...We're talking to kids, we're talking to parents, we're providing resources. We're developing relationships and rapport with the parents, and also with the kids.

– Caring Adult

“

I have the privilege of mentoring a new [student in temporary housing]... When he arrived at the school... his teacher saw signs of aggression and informed administrators. I went to the classroom to observe. I noticed he was able to do complicated math problems in his head... I established a rapport with him and found out he had been bullied in a prior school... I then advocated to move him to a higher performing class. **My student is now thriving, has made friends, and feels safe.** He is one of the smartest students in his class.

– Caring Adult

What they loved

- Saturday Professional Development
- Family Resource Fair
- End of year celebration for Caring Adults







What's next?

Program aspirations, hopes, and dreams

- Scale to support **all vulnerable students** and families across NYC
- Curate an up-to-date database of CBOs, nonprofits, and city agencies and empower Caring Adults to facilitate warm handoffs
- Continue to center schools as trusted community hubs where families feel safe asking for assistance
- Central team analyze program data to create targeted strategic plans based on unmet needs by location , demographic, and more
- Shift inquiry into what's preventing students from attending school ready to learn from judgment and blame to partnership and connection with families

Portal feature aspirations, hopes, and dreams

- Help create and manage **provider/resource database** from user-entered information
- Share **top line family information** with providers for consented families to help streamline access to benefits and resources
- Help users understand how needs are addressed, and how their efforts **reduce families' unmet needs**
- **Provide the Portal** to support anyone who is doing similar work



Questions!

Let's chat!



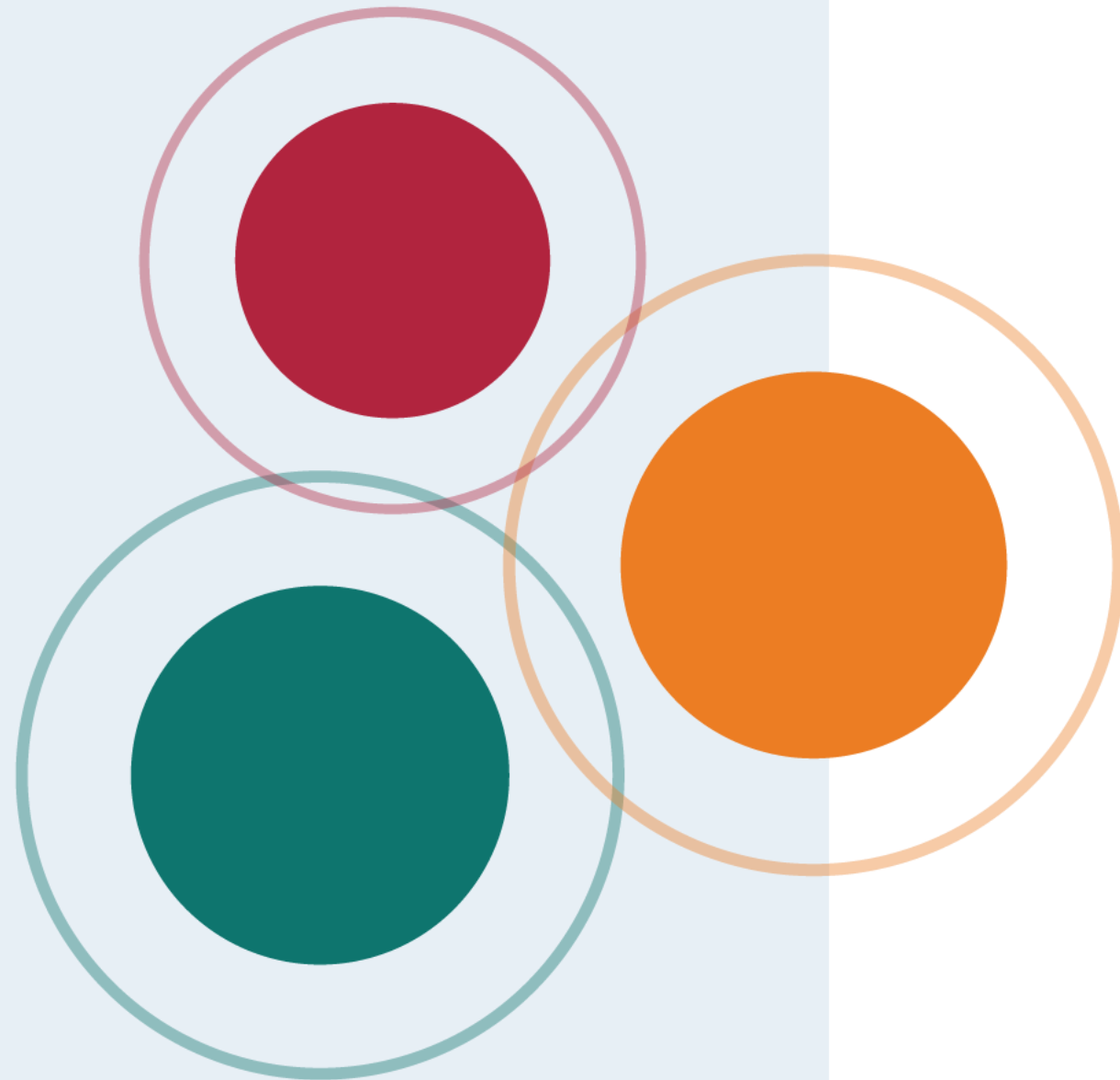
Joshua Laub

Director of Youth Development
Office of Safety and Youth Development
NYC Public Schools
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Ashley Tam

Principal Product Manager
New Visions for Public Schools
atam@newvisions.org



Debrief and Closing

The Importance of Building Authentic and Trusting Relationships



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

- Dr. Karen Mapp

A Commitment to Authentic Engagement



On a sticky note:

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

Shout Outs

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

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



Pause for Reflection: Survey #2



End of Day Reminders for Wednesday, July 30th



This Evening

- Cohort 3 participants stop by the registration desk to pick up your EdRedesign T-shirt.
- Networking Reception tonight at Nubar at the Sheraton Commander Hotel, 16 Garden Street, Cambridge, MA (5:15 – 7:30 PM).
- **Don't forget to wear your community swag tomorrow if you planned to do so.**
- **Come prepared to smile! We have our group photo tomorrow.**
- If you have not completed your 2025 Summer Workshop pre-work, please read the Poughkeepsie, NY spotlight in preparation for our upcoming session on **Thursday, July 31st**.
- 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.
- Buy some cool swag from the on-site Harvard Shop during one of the breaks.
 - The discount on the flyers in your folders only applies to purchases at the pop-up shop in Gutman Library.
- Capture a snapshot of your team's experience. Have your team photo taken by EdRedesign staff at the Harvard step and repeat outside of Gutman 4 & 5. Photos will be posted to the EdRedesign website.

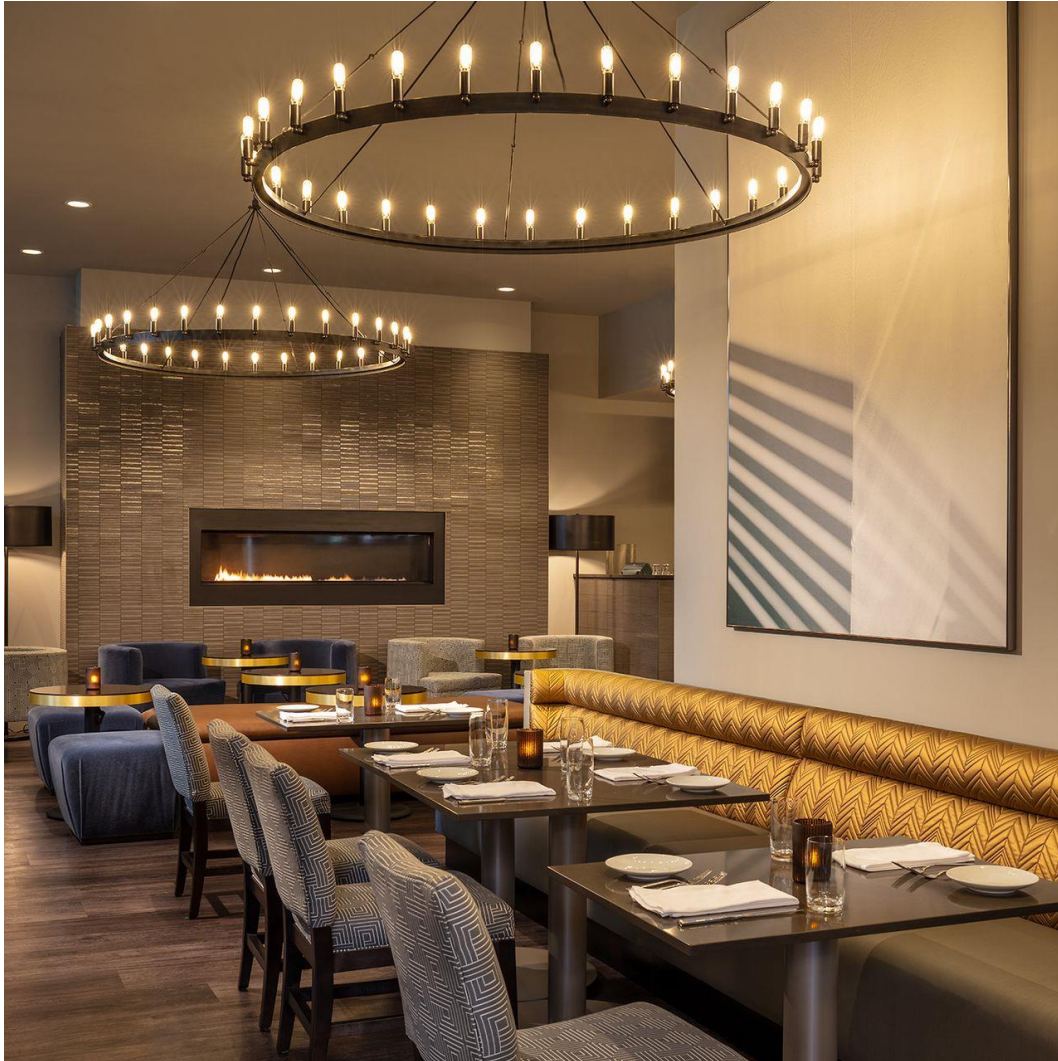


Check Out and Luggage Process for Cohort 4

Thursday, July 31st, 2025

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





**Enjoy time to eat, drink, and
connect with your colleagues.**

Heavy hors d'oeuvres will be served.