Thursday February 29, 2024

5:30-7:15 Zoom Link: https://cambridgema.zoom.us/j/92461748993

Summary of Conversation Topics

- Review Success Planning Framework
- Presentation and Discussion

Chair: ~~Mayor Simmons~~

Co-Chair Sumbul Siddiqui

Members: Tina Alu, Abel Asefaw, Rehaan Anjaria, ~~Urbana Barua, Christine Elow~~, Lida Griffins, ~~Michelle Godfrey~~, Kim Goldstein, Victoria Greer,, Tabithlee Howard, ~~Caroline Hunter~~, Mike Johnston**,** Michelle Lower, Maria McCauley,, Matt Nelson, Geeta Pradhan, Bridget Rodriguez, ~~Ellen Semonoff~~, Liz Stapleton,Tagesech Wabeto, Ayesha Wilson

Executive Director: Nancy Tauber

Find It Manager: Andrew Liedtka

CYC Members: Dagim Yihdego, Mohammad Jihad, Sophia Salehi

Guests: Tauheedah Jackson, Joshua Laub, Rachel Ward, Carolyn Turk, David Weinstein, Khari Milner, Nina Nolan, Susan Mintz

Notetaker/CYC Coordinator: Izzy Schpeiser

5:30 Welcome and Introductions

- Family Policy Council Business
  - Approval of January 25, 2024 Minutes
    - PASSES: Unanimously
- Public Comment - N/A
- Announcements
  - The Family Policy Council is the Advisory Council for The Center for Families, the Coordinated Family and Community Engagement Grantee.

Success Planning Overview - Nancy Tauber

🟨 2-29-24 FPC Meeting Presentation

Presentation and Discussion

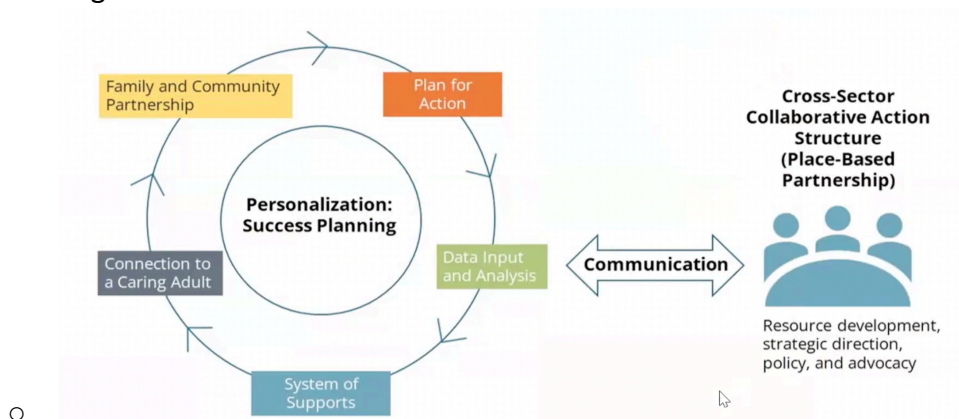**Dayton and NYC Success Planning Zoom Recording**

NOTES
Presenters
- Tauheedah Jackson - Director, Institute for Success Planning
- Joshua Laub- Pilot success learning at shelter in NYC
- Rachel Ward- Hope Dayton Omega CDC in Ohio

Tauheedah Jackson - Success Planning Overview
- Opportunity for ALL children and youth have clear and accessible pathways to well-being, educational attainment, and upward mobility. (ALL ages and stages)
- Race, place, and income should no longer be determinants of school and life outcomes for children and youth.
- Students only in school for 20% of their waking hours. What is happening during the 80% of time not spent in school.
- Schools can't do it alone.
- We need to address the broader ecosystem.
- Looking for a more personalized approach. Not a one size fits all approach.
- Possible outcomes:
  - Decrease in chronic absenteeism
  - Increase access for mental health services for children and families
  - Decrease deep disparities in academic outcomes which are tied to race, place, and income.
  - Decrease in health and economic disparities.
  - Increase access to basic needs.
- Personalized - whole child approach in and out of school
- Connecting Personalizations and Collaborative Action
  -
- Institute for Success Planning
  - Some learnings
    - Effective Partnerships with families
    - Children and youth with learning differences
    - Centering Youth Voice
    - Reducing chronic absenteeism
- Getting national recognition.
- Trends - 2 Generation approach - working with families as well as children and youth
- This is a journey. We are at the beginning and it is helpful to learn from others.

- Family and Community voice is vital.

New York City - Joshua Laub
- New York City Children's Cabinet launched the *Every Child and Family Known* initiative. It is their motto as well.
    - GOAL - Building Trusting Relationship
- Collaboration between the Department of Social Services and NYC Public Schools.
- Every child experiencing homelessness will be connected to a "caring adult" at their school, prioritizing a relationship that will help families receive support they need.
- 120,000 children are experiencing homelessness in NYC.
- Pilot - unhoused students living in the Bronx.
- Focus on individualized mentorship (a proven intervention).
- Collaborate with city agencies and community-based partners to deliver coordinated support to most vulnerable children and families.
- Core Goal - Create a school and community-based "advocacy system" that supports children and their families living in shelters.
- Working on data systems and data agreements across systems.
- We have innovative and passionate people championing this work.
- It is messy. We are learning a lot and making mistakes.
- School-based personnel (EVERYONE) are caring adults.
- Everyone has the opportunity to take on 3 students.
    - Daily check-ins with students everyday. They are their cheerleaders and help them feel good and make sure they have what they need to be successful (food, shoes, glasses, help with hygiene, give them a toothbrush, advocate for them). Whatever will get in the way of them having a good day at school.
    - Meet once a week for a 15 minute meeting to do some planning and connections.
    - Navigator paid 1 hour a week to call or text parent or guardian.
    - Text has been a game changer - able to have a private conversation between caregivers and caring adults. Helps with communication.
    - Goal is to build a relationship over time, even if kids move out of shelter, the caring adult will stay with them as long as they are in the school.
    - Caring adults have access to students' data and communicate info to families.
- Anecdote - Many teens don't go back to the shelter on Friday nights because they want to hang with friends, etc. Prior to the pilot, police would be called because if mom wants to check-in to the shelter she can't because all the kids need to be there at check-in time. They have to wait for the teen to get there. Lot's of drama. A big mess. Now the

caring adult can work with the right players to get teens to go to the shelter on Fridays - rather than calling cops.

- There is an intimacy with caring adults.
- Challenges - They are figuring out how to do quick solutions along with long term ones - such as WIC or other benefits..
  - Hard time getting the families help in a timely fashion. Need to connect them today.
  - How to do triage work and get them access to needed benefits. Benefits are hard to get. 4 out of 5 WIC applicants are denied because something is wrong with the application. Very technical things are preventing them from getting an entitlement.
- Learnings
  - How to get more wrap around support in a more coordinated way.
  - How broken the system is. There is good will, but delivery time is too long (9 weeks might as well be a year).
- The data portal includes all the siblings. This helps us get younger sibs get into childcare and then get enrolled in the same school as other siblings. We want to be kind and inquire about all the kids in the household.
- 120,000 homeless children in the NYC school district! We are
  - Serving 1,240 out of the 120,000
  - Have 367 caring adults
  - In 62 schools
  - Representing 137 shelters
- Young people who have experienced anytime in a shelter are 3 times more likely to drop out of high school. We need to do everything we can to make sure they get a diploma.
  - Don't ask, "why are you late?". Ask, "what's getting in the way and how can we help you?".
- We are trying to bring all the partners together in a coordinated fashion and agree upon a common vision.

Questions and answers for Joshua

- **Question**:Do you identify children who have been removed from their homes by DCF as children in need of support as well? Or do you only target homeless children who are still with their families?
  Answer: The answer to the question is it is messy and complicated. It is meant to be expanded and scaled to other vulnerable demographics. Some students were referred by school teams and we waved it in. But there are a lot of kids in foster care who are not included because the original focus was on unhoused youth.

- **Question**: Is it an easy transition into the community as a Navigator?
  Answer: We have asked everyone who works in the schools to join us and be navigators, which has broken down some of the toxicity in the schools. Reducing the "othering" of unhoused students and referring them to outplacement or sending them to the office. Now they have an adult who is their corner when they are having a tough time. They are making sure they have clean clothes, food, and getting to school on time. We are changing the paradigm by having caring adults take care of and advocate for that child. It is easier for a school insider to call people out, which is something an outsider can't do. We are being led with compassion - not compliance. "Why are you late" is not a public question or very caring. Kids in shelters have so many barriers to get to school on time. It seems like a benign question, but it is not.

- **Question:** It's very hard to get started on something like this so how did you get started?
  Answer: It was really uneven. We had a few teachers who kicked ass recruiting Navigators and students. It is a community driven activity. It was messy but adults who knew it needed to happen were on board. When we first proposed it the superintendents pushed back and wanted to scale success planning into their schools. We wanted to start with 1 school, but now all schools in the Bronx are involved.

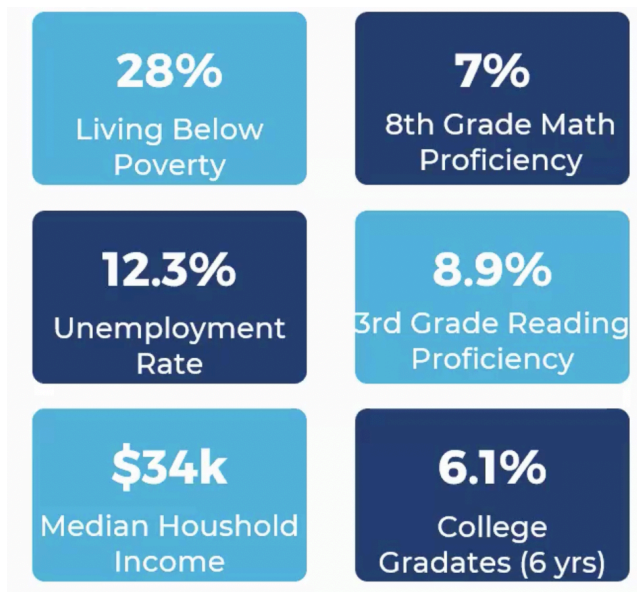- **Question**: Can you talk about the handbook you created?
  Answer: Here is the [tool kit](#) they created for caring adults. Please use it, and send us any ideas you have to improve it.
  The [tool kit](#) is aimed to understand that many of the parents that we are trying to serve have been betrayed by the public agencies that were supposed to help and serve them. It explains how to be modest about what your goals are. For instance shelters are a rough place to grow up and raise a child. There is no community space. We are going as fast as trust. It is not an easy solution - we are not miracle whip. We know we're going to get "back talk" so the tool kit is to normalize it. Building relationships is important.
- **Tauheedah Jacksons answer to the above question :** Sometimes adult behaviors get in the way, but we have to remember to try our best and the importance of building trusting relationships. Allow a space for frustration. Try something and see if it works - proof points. Then build off of that.

Hope Dayton - Rachel Ward
- Success Planning within Broader Cross Sector Place-based Initiatives
- Building on a solid foundation of 2 decades of community driven work led by Omega CDC (faith-based partnership).

- Awarded Promise Neighborhood grant in 2023. Goal - All young people have access to great schools and strong family and community support systems that will prepare them to attain an excellent education and successfully transition to college and a career.
  - Received $29M and matched investment of $90M.
  - Funds support a cradle-to-career continuum of services delivered by 33 organizations across 17 neighborhoods in Northwest Dayton.
- Implementing Success Planning within a broader Promise Neighborhood initiative called "Hope Zone".
- Snapshot of Dayton Hope Zone

28% Living Below Poverty	7% 8th Grade Math Proficiency
12.3% Unemployment Rate	8.9% 3rd Grade Reading Proficiency
$34k Median Houshold Income	6.1% College Gradates (6 yrs)

- North star goal - reach 6,700 students by year 5 (2027), linking them to a caring adult and individualized relationship-based support.
- Our community partners are key - schools, faith, nonprofits, everyone!
- Framework that guides our work.
  - Collective Impact
  - 2-Generation
  - Cradle-to-Career
  - Placed-Based - only focused on the 17 neighborhoods
  - Racial Equity
  - Asset-Based Community Development - focus on uplifting the assets of our young people and families
- Working with 33 partners.
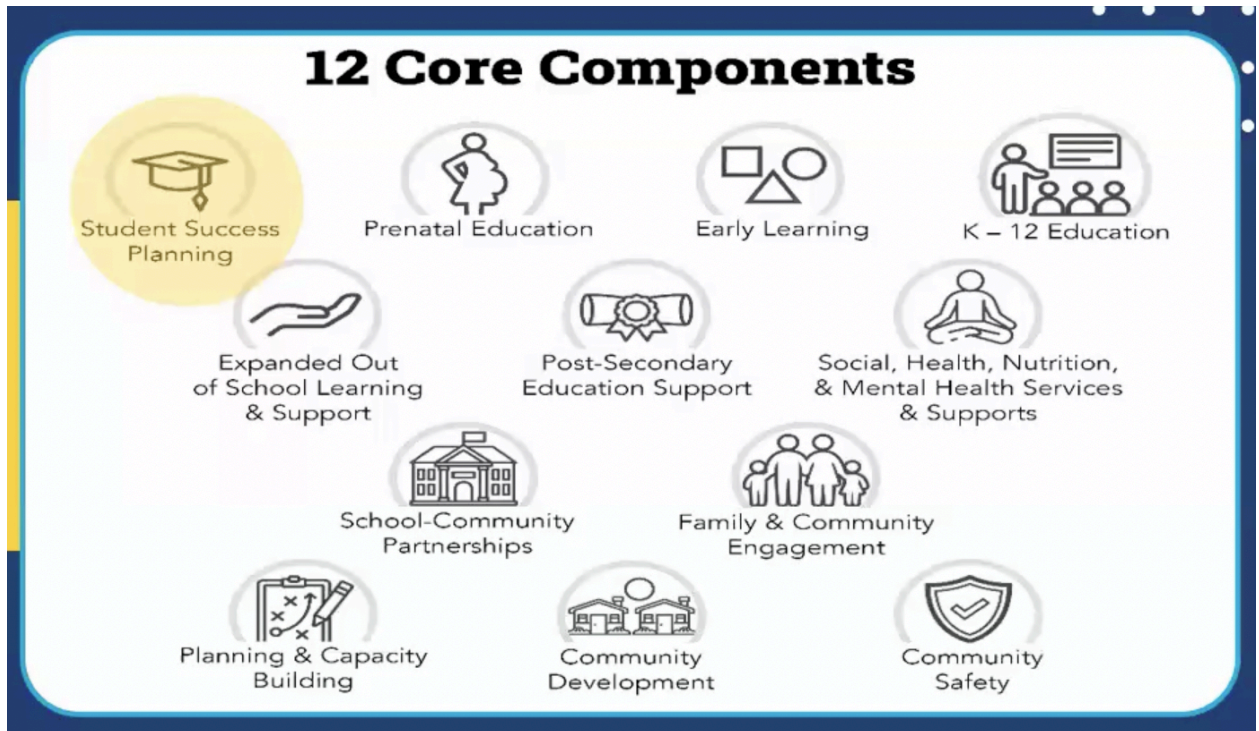
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- Member of StriveTogether Network.
- *Know students by name, strength, and story.*
- Integrating and aligning with existing efforts (Omega CDC. Learn to Earn Dayton)
- Focusing on engaging community, families, and youth.
- Working with community partners (i.e. faith partners - creating a reading buddy program to help boost 3rd grade reading)
- Huge effort to spread the word about Hope Zone
  - Strong communication plan
  - Including everyone
  - Yard signs, t-shirts, etc to spread the word.
- 2024 Enrollment Goal - 500 scholars and Full time Navigators with 40 max. case load.
- Current Status

- Navigators
  - Fulltime
    - Alumni, retired individuals, former educators and social workers, from various backgrounds, parents
    - Jasper Persons is the leader of the Navigators
- Data - Use **Salesforce** to track use of services and engagement with young people (intake meetings, referrals, etc.)
- 165 Students who are active and engaged
  - Get referrals from different programs such as schools
  - Navigators are called often to the schools to check in and tap in
  - The goal is to have 500 scholars
  - Each navigator has about 30 students
- Navigators do home visits, weekly tap-ins at school.

  - Schools are depending on Navigators.
  - Students are requesting Navigators because they see their friends with their Navigator.
  - Families are getting connected with opportunities and help applying to programs.
- Started with 8 Navigators last May and hired 8 more.
- Full Time staff
  - Some serve dual roles in afterschool programs.
- Navigators receive training
- Priorities
  - Timely referrals/intakes
    - Example - Help seniors who are not on track to graduate or have postsecondary plans.
  - Data entry and analysis
    - We want most accurate info
    - We have a separate system from school, and we can see school data (**Learning Circle Platform**)
    - Navigators have access to school data.
  - Community engagement and recruitment
  - Informed decision-making
    - Make decisions based on data
    - Core team is Rachel, Jasper, CEO of Learn to Earn backbone organization (member of StriveTogether Network), plus other community partners
  - Advocacy

- Example - How can we connect with a current bill that calls for a career Navigator in the county.
    - Cross-sector engagement

Questions and answers for Rachel:

- **Question:**How are the navigators trained?

  Answer: Navigators must have experience working with youth. Navigators are trained by Tauheedah Jackson - Success Planning 101. They have other required training. Mental Health First Aid, Trauma 101, Motivational Talking. An example of a training is [Engage Empath Mobility training](#).

  There are weekly meetings thinking about data and making sure referrals are getting to the right people. The process of finding and training navigators is really collaborative. Bi-weekly case meetings to discuss the whole family and invite folks who are connected to the family. Navigators should first focus on themselves, and then they can help others.

- **Question:** Is it an easy transition into the community?

- **Answer:** It can sometimes feel rushed and the communities involved such as schools and their faculty can feel confused about who the navigators are when they are new in a school. But we have tried to work on the transition process and people are starting to be more clear about why we are there in the schools and our role as navigators. Now schools are embracing Navigators.

- **Question**:How do you get started on something like this? What was the process? Obstacles?

- **Anwer:**We received funding, which definitely helped. We had big aspirations, but it was challenging to do it. Started by creating a job description and figuring out training, logistics, etc. Hired first set of 10 last May. They repurposed other jobs to build Navigators. We thought we would be able to hire more, but it was challenging. We adjusted the process for families to sign up. Made it much easier by removing barriers to apply. Made it clear why having a Navigator is a good idea.

- **Question:** How are the young people and families responding? How are the case workers responding? How are young people referred?

- **Answer:** We try to educate everyone and encourage them to make referrals.
    - Young people are referred through our existing programs. We have many programs(after schools, etc.) and 4 community work groups that meet every month with the goal to reduce generational poverty.
        - Education
        - Health and Wellness
        - Community Engagement
        - Economic Stability

- There are Family Resource Navigators that work in the 3 Hope Zone schools, and they make referrals. Family Resource Navigators are funded through public schools, but employed by us.
- **Data System** - Use a system called [Unite Us](#) platform providing closed loop referrals. It is a national platform. We use the platform and other agencies use it. Then our Navigators get an email when a referral is made.
- Dayton uses **Salesforce** as well.

- **Question:** Are there any challenges to this approach?
- **Answer:** A barrier has been to reassure people that when Navigators sit on a session/meeting with a student and anothers, they aren't trying to take on anyone's role. They are a connector, not a counselor or tutor. The role of a Navigator has to be made clear that it is its own role and serves its own purpose. Sometimes there is confusion about who does what and communication misunderstanding between the Navigator, families, and schools. We are trying to reassure people that Navigators **are** and what they **are NOT** (counselors, mental health professionals, teachers, etc.).
- **Question**: How do connectors and caring adults stay over time and how does their training have to shift based on the needs and age of students. Transition to elementary , middle, high school, etc.
- **Answer:** We haven't figured it out yet. We started last May. So far we have lost one Navigator. We are setting that standard and deciding what that is. What does quality look like? We would like Navigators to stay with their students for as long as possible.
  - Weekly team meetings are really important in order to keep up with the student and what is going on in order to make a transition as smooth as possible.
  - We don't expect Navigators to be subject matter experts. Navigators are really connecting the dots so need to know what resources are available for their students.Navigators aren't delivering the service, they are helping the student connect to the right resources. Cross sector partners are necessary to make it happen.
  - Harlem Children's Zone - Advocacy Case Management - Their model is one navigator per grade. At first they were part time, and now they are full time. We are learning from them and others.
  - **An example of how our navigators are supporting the community**: Local university has a program where they work with students going from 8th to 9th grade with a 2.5 grade point average. They will work with them in high school and then give them a full ride to their college. Schools said they only had a handful of kids qualified. Navigators found there were more students in need of support and went back to ask for the data for current 8th graders and 9th

graders in a school. They found 20 students. Navigators worked with students and families to get them connected to the opportunity.
- The opportunities are there but they are not getting to the kids they are designed for.
- **Taheudah Jackson:** Advice
  - Find out who your trusted messengers are. Who has the relationships and political and social capital. Sometimes it is not the person you think it is.
  - Dayton has done a masterful job in finding entry points so the community knows how to get involved.
  - Dayton has t-shirts, lawn signs, etc. to send the message that this is a community effort. How do we collectively uplift all our kids?
  - We are thinking about the cradle to career continuum, so having young people think about goal setting from an early age is important.
  - Cambridge is resource rich, so we should think about how we align resources and bring everyone together. In Dayton, the Hope Zone has most of the resources under one roof and a very good reputation in the community.
  - It is important to address quality assurance. We have to think about who we are referring people to. If a navigator refers someone to a subpar program, the navigator's reputation is on the line. You need to hold people accountable who you don't have authority over. There needs to be a collective accountability and call each other in when things are not working - not call eachother out. We don't want people to use those examples to say Success Planning does not work.
- **Superintendent Greer**
  - We have a lot to think about
  - We have lots of potential to align resources.
  - We need Tauheedah to help us.
  - We can do it.
  - How can we make this a community-wide effort and celebrate the opportunity to serve our children and youth.

Adjourn 7:13