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AND FAMILIES**

Sept. 18-25

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the power of



Putting students at the center

Insights from communities of the
Together for Students (TFS) initiative

National Partners

Tauheedah Jackson



Deputy Director



Jania Wester



Principal, Org. Health
& Performance



Chelsea Henkel



Learning
Consultant



TFS Context

- Innovation grant funded by the Chan Zuckerberg Initiative (CZI)
- **Our aim is to accelerate the progress of local communities in transforming how they meet the needs of individual learners, particularly the most vulnerable.**
- TFS is a partnership between three national partners, the Coalition for Community Schools, Communities In Schools and StriveTogether to support the work of local affiliates in Chicago, Dayton, Lehigh Valley, and Memphis for population level and systems change.
- TFS captures how collaborative leadership practices and collective impact is leading to systems change both locally and nationally to improve a range of population-level outcomes related to learning and well-being across the cradle-to-career continuum.



5 Core Principles for Alignment

Trusting Relationships

Cross-sector Partnerships

Purposeful Engagement

Actionable Data

Shared Accountability

- Outlined in the original Aligning Networks report (2016)
- Guide the work of all partners – national and local
- Describe *how* collective impact can be done, not what is done



TFS Learnings

Initiatives are different in scope, but local communities can build capacity by leveraging best practices and bright spots from their peers.

There is genuine effort at the local level to focus on the core work and really address some of the barriers to progress.

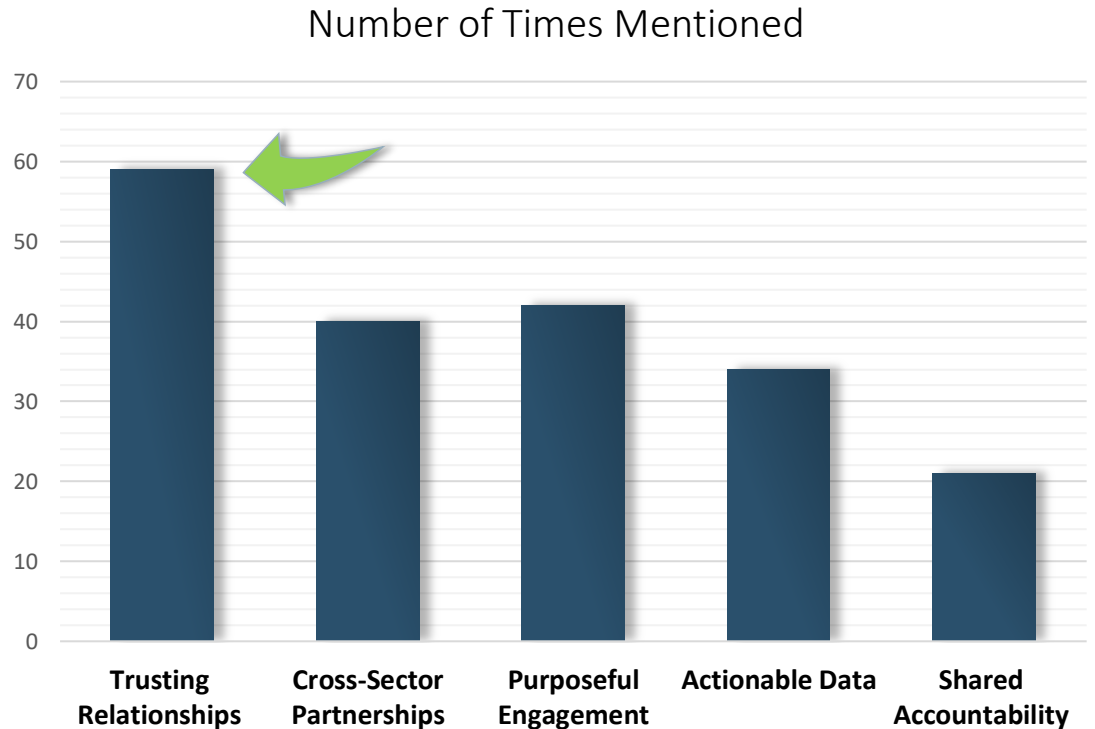
Local communities have generally overcome obstacles related to timeline delays and have stayed on track.

The partnerships, collaborative leadership practices and coordinating infrastructure of the TFS initiative helped to facilitate the local communities' responses to the recent pandemic and racial injustices.

TFS Learnings

The National Partners and the Local Implementation Sites use all the TFS core principles.

But... Trusting Relationships is the most important.



Other Conditions for Success

Other factors also support long-term success. Productive partnerships grow when groups:

- Have a **Collective Impact Mindset**
- Create **Shared Goals**
- Look for **Win-Win Opportunities**
- Acknowledge and leverage their **Partners' Unique Strengths**
- Allow **Flexibility and Compromise**





New Brief and Upcoming Resources!

TFS Local Sites

Lehigh Valley, Pennsylvania

Jill Pereira

Angela Zanelli



TFS Local Sites

Chicago, Illinois

Damarr Smith

Khari Humphries

Adenia Linker

Tonya Howell



Together for Students

Social & Emotional Learning



thrivechicago



Khari Humphries, Thrive Chicago



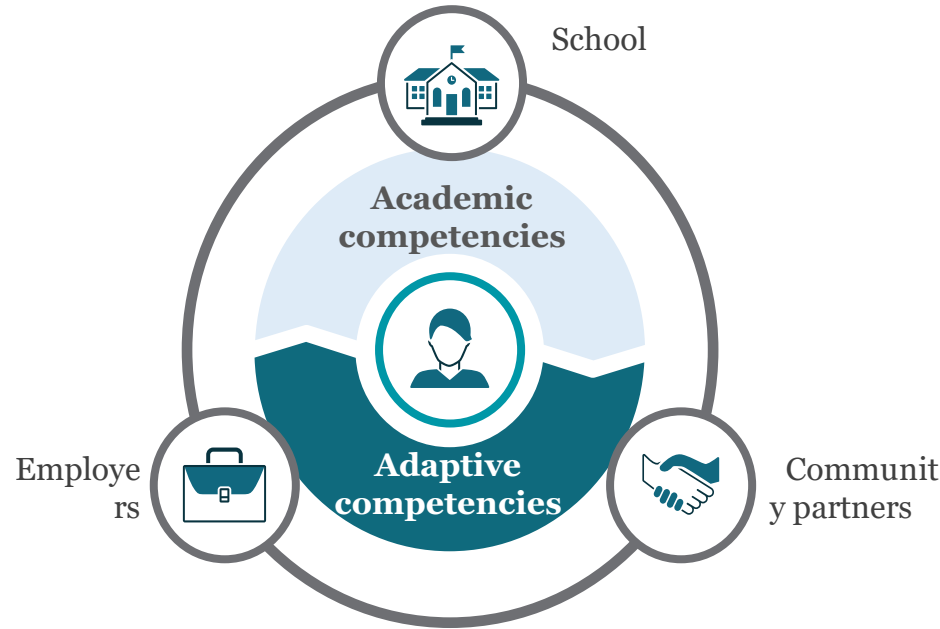
Khari serves as the Executive Director of School Age Strategies for Thrive Chicago serving as the backbone organization for the Together for Students Chicago Initiative.

The Chicago landscape of youth-serving non-profits, community based organizations, philanthropic institutions and researchers is vast and complex. But Thrive Chicago is a central point of connection that works closely with 300+ public and private partners serving youth. We understand the ecosystem, and can quickly connect the dots that lead to ongoing progress. Thrive works directly with key youth and community leaders to design innovative solutions through the communities themselves.

thrivechicago

Chicago's Together for Students Vision

We, Chicago's youth, have access to engaging learning opportunities both in and outside the classroom that *demonstrably* develop our Adaptive Competencies that will help us succeed in college, career and life.



Demand is
at an all-
time high
in every
sector



public

Most important factor in school quality: **teach cooperation, respect, problem solving**

PDK Poll, 2017



employers

growth in jobs that require **mastery of SEL skills outpaced growth of all other jobs**

National Bureau of Economic Research, 2015



district personnel

strong consensus among school/district administrators: **SEL skills are important & should be taught in schools to all students**

Ready to Lead survey, 2017



principals

95% are committed to developing **students' social and emotional skills in their schools**

Ready to Lead survey, 2017



teachers

93% of teachers want **a greater focus on social and emotional learning**

Missing Piece survey, 2013



parents

3 out of 5 give greater importance to **their children being happy & not overly stressed, than doing well in school**

Learning Heroes Parent Survey, 2017






students

The majority of high school and recent grads agree that **going to a school that focuses on developing SEL skills would help better prepare them for life after high school**

Respected Survey, 2018

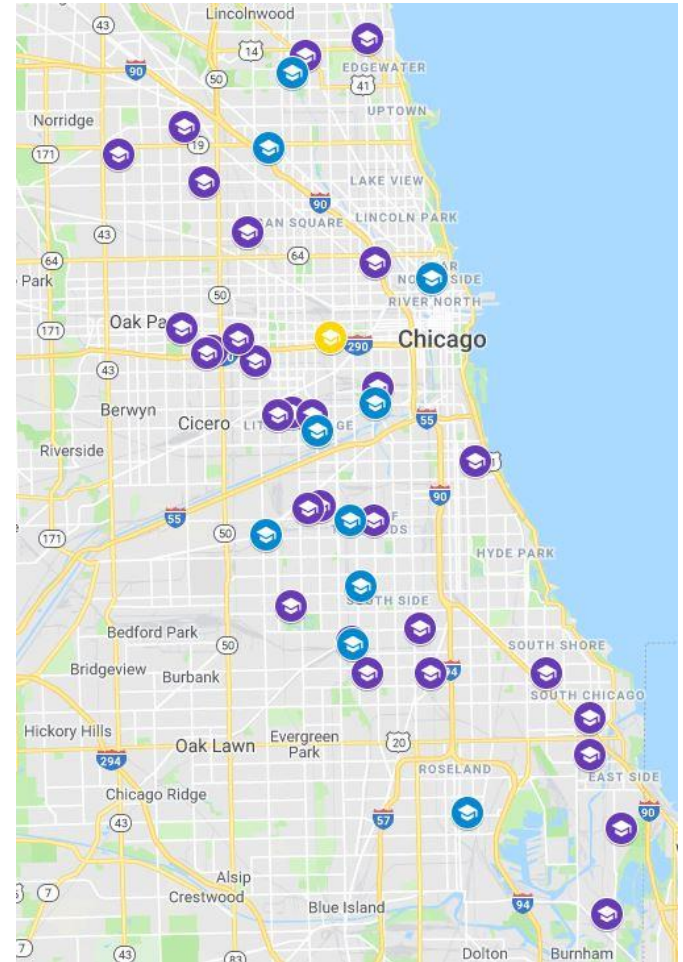
Chicago's Collaborative Partners

	<i>About the Organization</i>	<i>Role in the Collaborative</i>
	<p>3rd largest school district in the country, serving over 355,000 young people each year</p>	<p>FTE to co-design SEL professional development curriculum to integrate in and outside the classroom</p>
	<p>30+ year history with CPS, offering integrated student support with a network of community partners</p>	<p>FTE to co-design SEL professional development curriculum to integrate in and outside the classroom</p>
	<p>Collective impact organization that creates collaborative networks of people and data to accelerate innovation</p>	<p>FTE to facilitate backbone leadership to this collaborative, fundraise and coordinate a citywide SEL community of practice to disseminate best practices</p>

Together for Students

Providing professional development and resources to support students' social-emotional learning to

- Community Partners and Educators at
- 42 Schools from
- 28 Neighborhoods
- 30,647 Students



Our Collaborative Approach

Our shared vision is for Chicago's youth to have access to engaging learning opportunities both in and outside the classroom that enable young people to develop the critical SEL skills they need to succeed in college, career, and life.

This collective strategy is centered on:

1. creating a **first-of-its-kind professional development model** for integrating SEL into and outside the classroom (led by CPS & CIS), and
2. **convening a citywide SEL community of practice** to co-design, test, and scale collective data-informed SEL integration strategies (led by Thrive).

Through this effort, our goal is to build an ecosystem of educators, nonprofits professionals, youth, and families who are better equipped to support the SEL development of close to 40,000 youth.

Damarr Smith, Chicago Public Schools

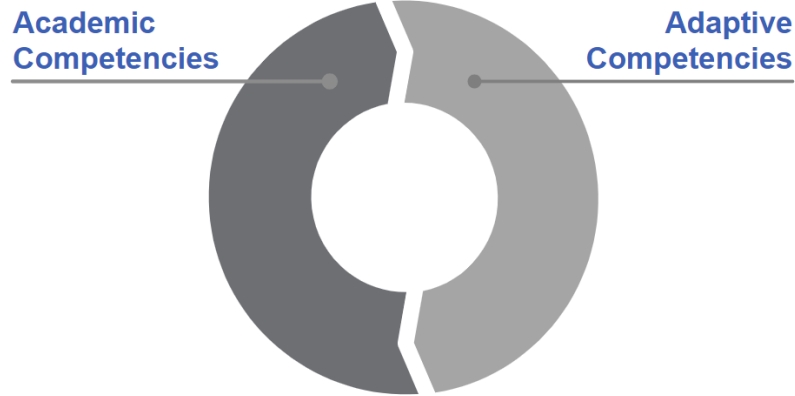
Damarr Smith serves as the project manager of competency-based education (CBE) for Chicago Public Schools (CPS), supporting planning and implementation for the district.

In 2017, eleven CPS high schools joined the Illinois State Board of Education pilot program for “competency-based education,” an approach to learning that emphasizes the mastery of academic skills and personal skills by providing students sufficient time to learn course content and better prepare for college and careers.

The CPS CBE pilot is a student-centered learning experience that not only emphasizes academic rigor but also nurtures creativity, individuality, exploration, and self-direction.



CPS's Competency Based Education Pilot



The 11 CBE schools across the city serve ~12K students

Comprehensive

You need to be proficient in every competency.

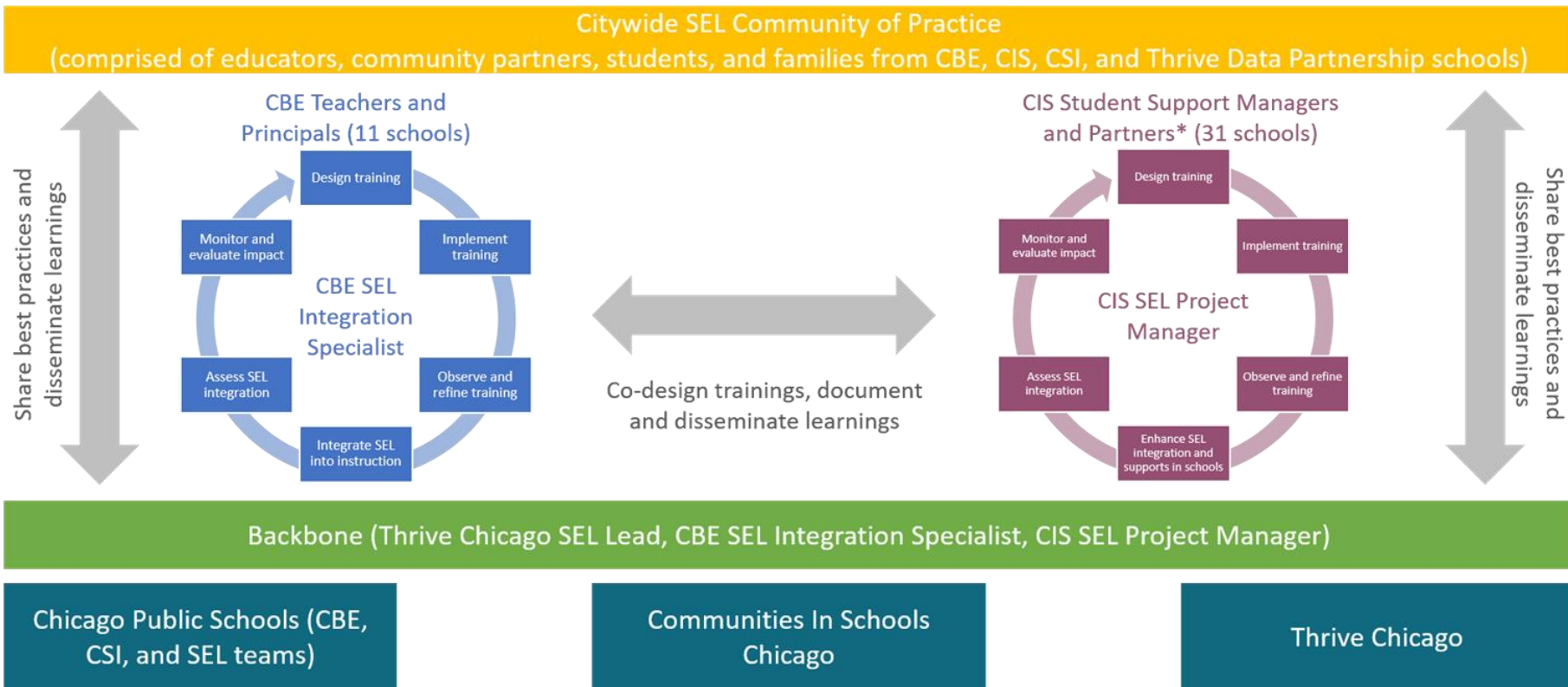
Higher-Order

To be proficient, you need not only to recall, but apply skills and knowledge

Transferable

Skills and knowledge you're taught and assessed on are needed to succeed in college, career, and life

The Together for Students Chicago initiative will create, test and widely disseminate a first-of-its kind professional development model for integrating social emotional learning into and outside of the school classroom



Tonya Howell, Chicago Public Schools

Tonya serves as the CBE SEL Integration Specialist for the 11 CBE schools in the district.

Our goal for SEL Integration is to **build students' proficiency in the adaptive competencies** connected to the IL State Board of Ed (ISBE) SEL goals of self-awareness and self-management, social awareness and relationship building, and responsible decision making in order to ensure that **all students** are fully equipped with the 21st century skills that will prepare them for college, career and civic life.

Through **targeted professional development** and data collection, building capacity with the CBE approach through the lens of social & emotional learning will allow us to develop a model of SEL integration for the district and beyond.



CPS's CBE Model for SEL



Our 11 CBE schools are situated in 11 unique communities within the city of Chicago and are a mix of traditional neighborhood schools, selective enrollment schools, an alternative school and a military academy, serving more than 12,000 students and their families.

Role of CBE SEL Integration Specialist

- Directly supporting 2 SEL Leads from each of the 11 schools
- Working intentionally to build a strong learning community within and across schools
- Building capacity at the school level through both one-on-one support with SEL Leads and support for the school-based SEL Teams
- Planning and facilitating monthly PD sessions focused on important components of CBE (i.e., Performance Based Assessments and Adaptive Competencies), SEL, Social Justice and Culturally Relevant Teaching

Adenia Linker, Communities In Schools -Chicago



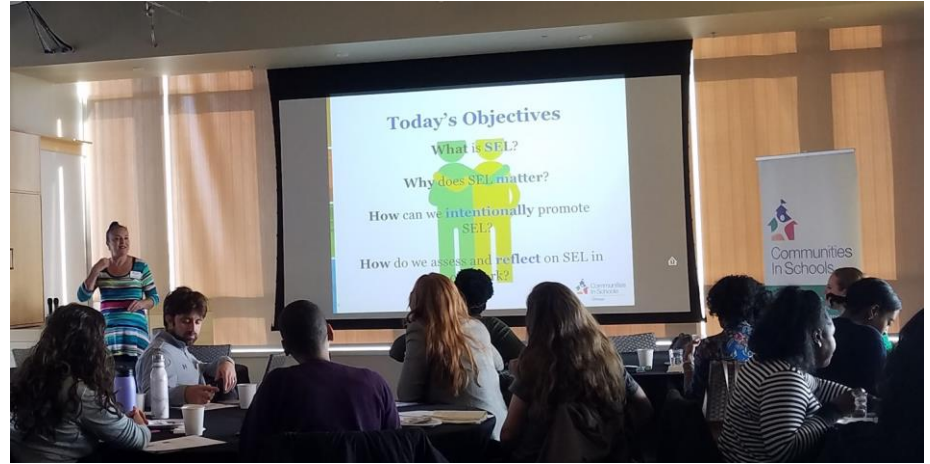
Adenia serves as the Together for Students Project Manager supporting 31 Student Support Managers embedded in Chicago Public Schools

Communities In Schools (CIS) is the nation's largest organization dedicated to **empowering at-risk students** to stay in school and on a path to a brighter future. Working directly inside more than **2,300 schools across the country**, we **connect kids to caring adults and community resources** designed to help them succeed. We do whatever it takes to ensure that all kids—regardless of the challenges they may face—have what they need to realize their potential.



CIS Model for SEL Integration

Our Intensive Support School sites include both elementary and high school campuses (traditional and charter) located across the city of Chicago.



- Four introductory SEL sessions conducted with 31 Intensive Student Support Managers
- Two SEL sessions hosted for Community Partner organizations
- Four Working Group sessions for Community Partners

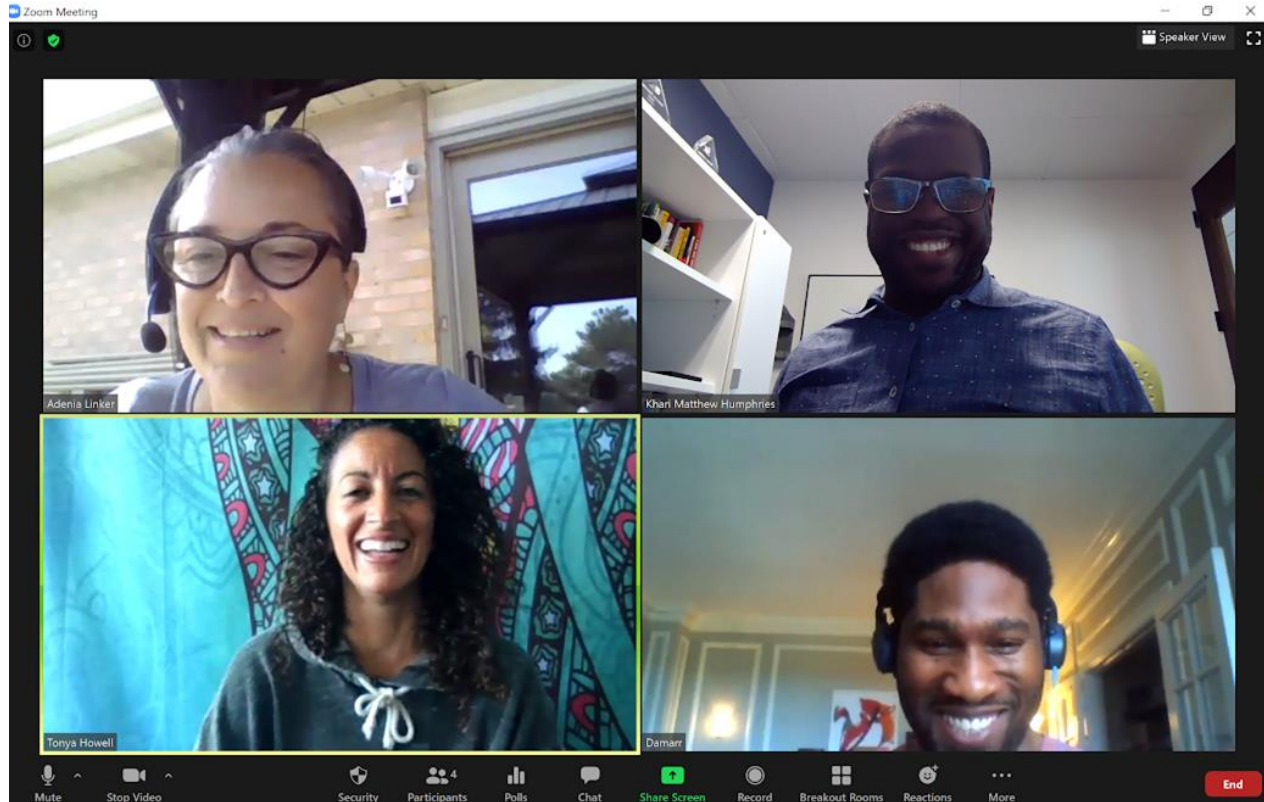
- One Covid-response SEL session for Intensive Student Support Managers during summer
- First of series of four SEL sessions for Intensive team during remote learning
- Launched *Spotlight on SEL* newsletter for distribution across all organizations

- Providing SEL PDs directly to Partnership schools
- Two series of Working Group sessions

Discussion Topic: Collaborating Authentically



Despite the different roles & areas of work, we are one team!



Let's reflect and begin to self-assess

How effective are you in promoting a bias-free educational environment?



1. Have you recently read any books or articles, or watched any documentaries to increase your understanding of the particular hopes, needs and concerns of students and families from the different cultures that make up your school community and beyond?

- I haven't thought about this.
- I need to do this better.
- I do this well.

Links to Resources for Further Exploration

How effective are you in promoting a bias free educational environment?

Complete This Checklist:

[ADL: Assessing Yourself and Your School Checklist](#)

Add to your collection of resources for bringing social justice into the classroom:

[The Atlantic: Teaching Isn't About Managing Behavior -Edmin](#)



**ENGAGING IN
COURAGEOUS
CONVERSATIONS
THROUGH A
SHARED
READING
PROTOCOL**

TONYA HOWELL

ADENIA LINKER

TOGETHER FOR STUDENTS

TFS Local Sites

Dayton, Ohio

Kristina Scott

Maya Dorsey

Catherine Bornhorst

Hunter Phillips Goodman

Philip Ferrari



Together for Students & Beyond

A Fresh Approach to Comprehensive Community Initiatives

Presented by: Kristina Scott, Maya Dorsey, Catherine Wolfe Bornhorst, Philip Ferrari, Hunter Phillips-Goodman

Together for Students Overview

- Six neighborhood schools in Dayton Public Schools (DPS)
 - Neighborhood school: a school designated by DPS to have requisite supports to engage parents and other community stakeholders with the educational programming at the school
 - Focus: Afterschool and summer school providers
- All schools in Huber Heights School District
 - Focus: Restorative justice and parental engagement
- Now starting in our second year of the grant (three year grant)

Together for Students Theory of Change

Working Theory of Change from Listening Sessions and Blueprint for Dayton and Huber Heights

If we offer....

Staff, Building, District & Partner-Centered		Student-Centered		Caregiver and Child-Centered		Community-Centered
Student-centered, culturally responsive teaching and other interventions consistent with evidence-based solutions are embedded via training and coaching.	Safe schools with staff and interventions that promote a positive school climate, based upon PBIS and interventions like mindfulness or restorative justice.	In-school and out-of-school supports including dynamic, interactive, student-centered instruction and academic enrichment.	Mentoring, wellness, and service-learning opportunities that would promote youth resiliency.	Two-generational approaches that address the needs of students and families.	Physical, visual, dental, and behavioral health care responds needs of students and families.	Continuing opportunities for parents, youth, partners, teachers, and other stakeholders to be a voice for positive change.

Then we shall see...

Short-Term Outcomes	Intermediate Outcomes	Short-Term Outcomes	Intermediate Outcomes	Short-Term Outcome	Primary Outcomes	Primary Outcomes
Teachers, school staff, and partner staff possess the skills to engage, motivate and differentiate interventions for diverse students, including students with disabilities, with a focus on males of color. High level of fidelity on checklists.	Schools are welcoming and safe places where students are able to self-regulate, empathize with others, and reach peaceful resolutions. Out-of-school suspensions reduce. Discipline disparity rates reduce.	Attendance and discipline continues to improve and existing surveys show increased engagement in learning, self-directed work, etc. on DESSA or similar instrument.	Students are improving scores on benchmark and then standardized tests. Achievement gaps for minorities narrow and students (including males of color) appear on track for college and career readiness.	Families report increased sense of self-efficacy on scales and are working toward individual goals. Chronic absenteeism rates reduce, particularly gaps based of gender, race/ethnic, or physical disability.	Parents/care givers achieve greater prosperity—meeting employment, educational, social, emotional and health goals. Students are on track toward their own post-secondary goals.	Parents, youth, teachers, and other stakeholders volunteer, attend school/community activities, go to parent/teacher conferences, and join advisory or governance committees.

Combined, Long-Term Impact

Students, parents, caregivers and other neighborhood members attain post-secondary credentials and move on their chosen career ladders. Neighborhoods thrive based upon increased prosperity, reduction of disparities related to income, race/ethnic group, gender, or disability. A sense of ownership, efficacy, and trust leads to increased civic engagement, including voting and organizing, etc. Communities show increased prosperity, better housing, lower crime rates and healthier residents with improvements in the social determinants of health.

Neighborhood Community Schools 2.0 : A Case Study

Enabling Conditions: Requisite social capital to openly and honestly communicate a new mission/vision for Neighborhood Community Schools between non-profits, universities, funders, and school district during time of great transition.

- New Superintendent
- New Non-Profit Agency Directors
- Turn-over of Site Coordinators
- Additional funding to support and strengthen strategic planning process (TFS)

Neighborhood Community Schools 2.0 : A Case Study

Partner and Provider Inputs: Coordinated effort from key stakeholders to identify need, create actionable & measurable goals, identify and utilize local resources, strengthen communication/trust, and evaluate NSC impact.

- Stakeholders at table with equal decision making for the Neighborhood School Center partnership
- Linkage to the Two-Generation Approach to Poverty Reduction
- Common job description between various agencies with clear focus for Family Resource Coordinators

Neighborhood Community Schools 2.0 : A Case Study

Primary Outcomes: Alignment of shared-leadership model with revised supporting/guiding documentation (mission statement, vision statement, values statement, logic model, organizational roles and responsibilities) co-designed by all organizational partners.

- Comprehensive vision focused on children and family (inputs incorporated)
- Supporting AmeriCorps grant with a focus on high quality, sustainable student interns to support the mission Neighborhood School Centers' Family Resource Coordinators
- Alleviated confusion or duplication of activities regarding supervision and evaluation of project activities & staff.

Without reflection, we go blindly on our way, creating more unintended consequences, and failing to achieve anything useful.

– Margaret Wheatley

Reflections on the First Year of TFS

- Community engagement is critical to meaningful change
- A critical mass of change agents (e.g., Equity Fellows) is essential for transforming school cultures
- Change takes time and effort....it cannot be forced
- Change requires dialogue and discussion and **LOTS** of in-depth listening sessions with parents and stakeholders
 - Multiple "actors" (e.g., teachers, administrators, parents, students) to really transform schools into equitable community agents of change

The depth of relationships between the individuals in a system determines the strength of the system.

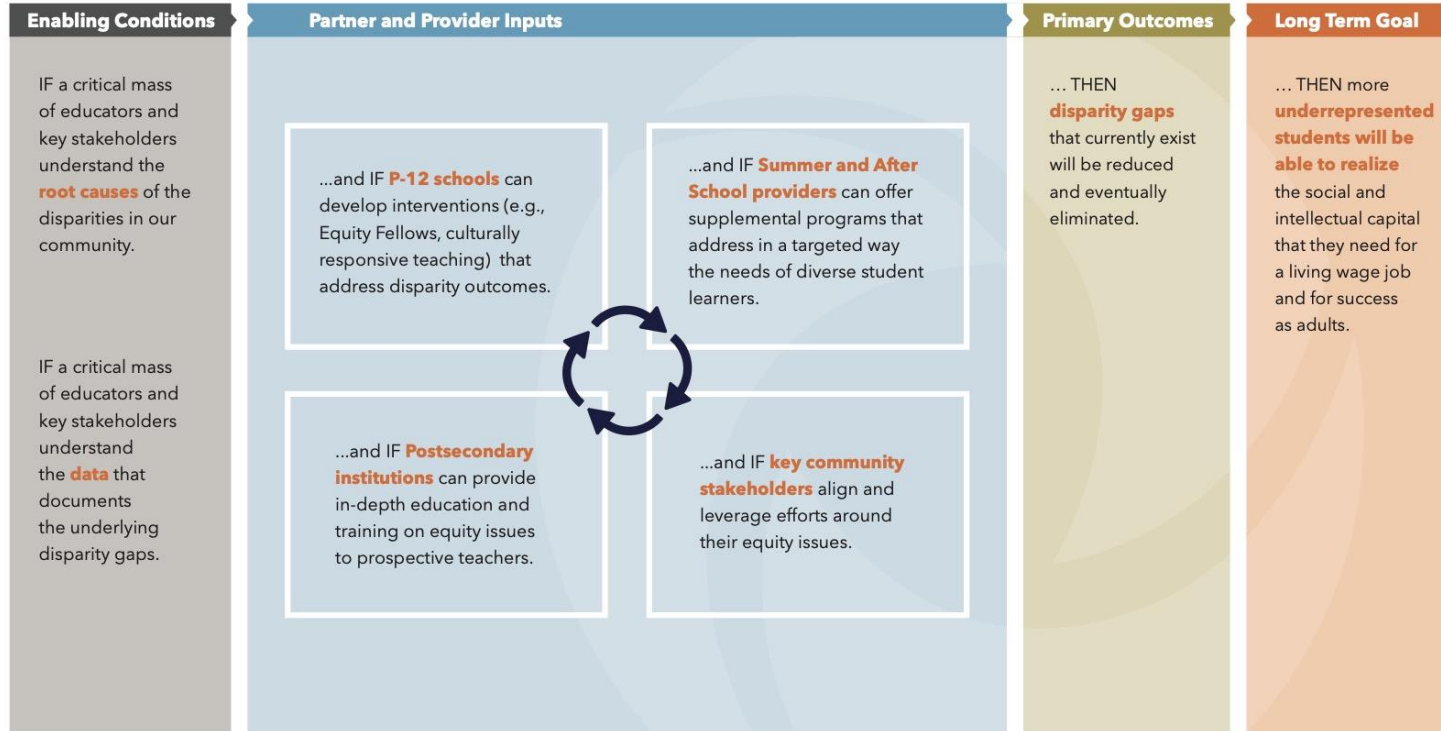
–adrienne maree brown

Comprehensive Initiatives

- Some neighborhood schools that are part of Together for Students are also represented within the Equity Fellows programming (Fairview and Westwood communities)
- We intentionally identified a critical mass of "early adopters" who could help transform their schools and the larger communities that they serve
- We intentionally involved persons (e. g., the Dayton Metro Library) who were not a part of the educational establishment but that serve the neighborhood school communities
- We actively engaged “leaders” who knew the schools and the community

Montgomery County Equity Work: Theory of Change

Goal: No disparities in outcomes exist for young people and families in Montgomery County



Lessons Learned

- **Lesson 1:** A Theory of Change is essential to creating alignment toward the goal of multiple, equity-centered approaches/practices
- **Lesson 2:** Local problems require local solutions, which requires the involvement of persons from multiple roles (beyond teachers)
- **Lesson 3:** Importance of “boundary spanners,” including district leaders who understand and appreciate multiple approaches to equity issues and problems

Lessons Learned with Questions

- **Lesson 1:** How do you use your Theory of Change to discuss and inform equity practices in your community?
- **Lesson 2:** Who are your local leaders beyond the classroom that amplify your equity practices and approaches?
- **Lesson 3:** How do you encourage your district leaders to recognize that multiple approaches are critical to more equitable schools and communities?

Thank you!

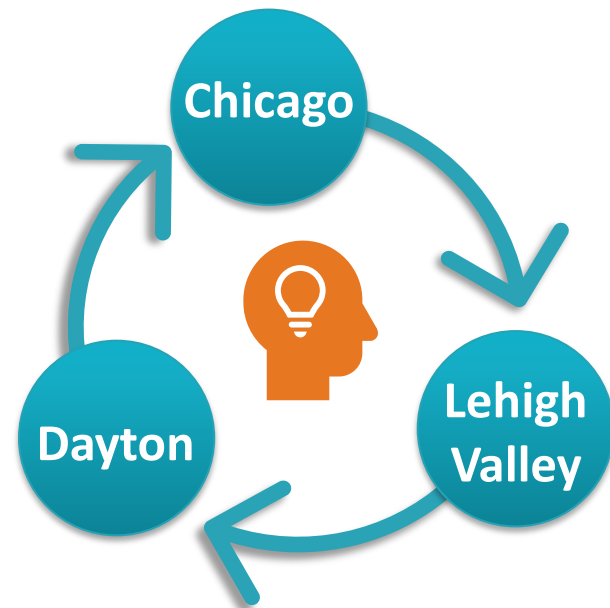
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Final Thoughts and Reflections

Please share your big takeaways and final reflections in the chat box!

Materials from this session will be available in the conference app.

Thank you!



THANK YOU TO OUR INVESTORS:

Annie E. Casey Foundation

AT&T

Ballmer Group

Benson Family Foundation

Bill & Melinda Gates Foundation

Chan Zuckerberg Initiative DAF, Silicon Valley
Community Foundation

Communities In Schools

Ford Foundation

Island Foundation

Pritzker Children's Initiative

Tableau Foundation

The Kresge Foundation

Walmart



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