

FIRST ANNUAL



# Ohio Family Engagement

## — LEADERSHIP SUMMIT —



THE OHIO STATE  
UNIVERSITY

CENTER ON EDUCATION AND  
TRAINING FOR EMPLOYMENT



Ohio Statewide  
Family  
Engagement  
Center

— at The Ohio State University —



*Welcome!*

This event will start shortly.  
In the meantime, visit us at  
[OhioFamiliesEngage.osu.edu](http://OhioFamiliesEngage.osu.edu)



# Partnerships to Support the Mental Health of Students and Families

Marguerethe A Jaede, PhD

Director

Partnership4Success





Please type a response in **Chat**:

How are you eating?

How are you sleeping?

How are you moving your body?



# Outcome

Understand collective impact  
as a framework for partnership





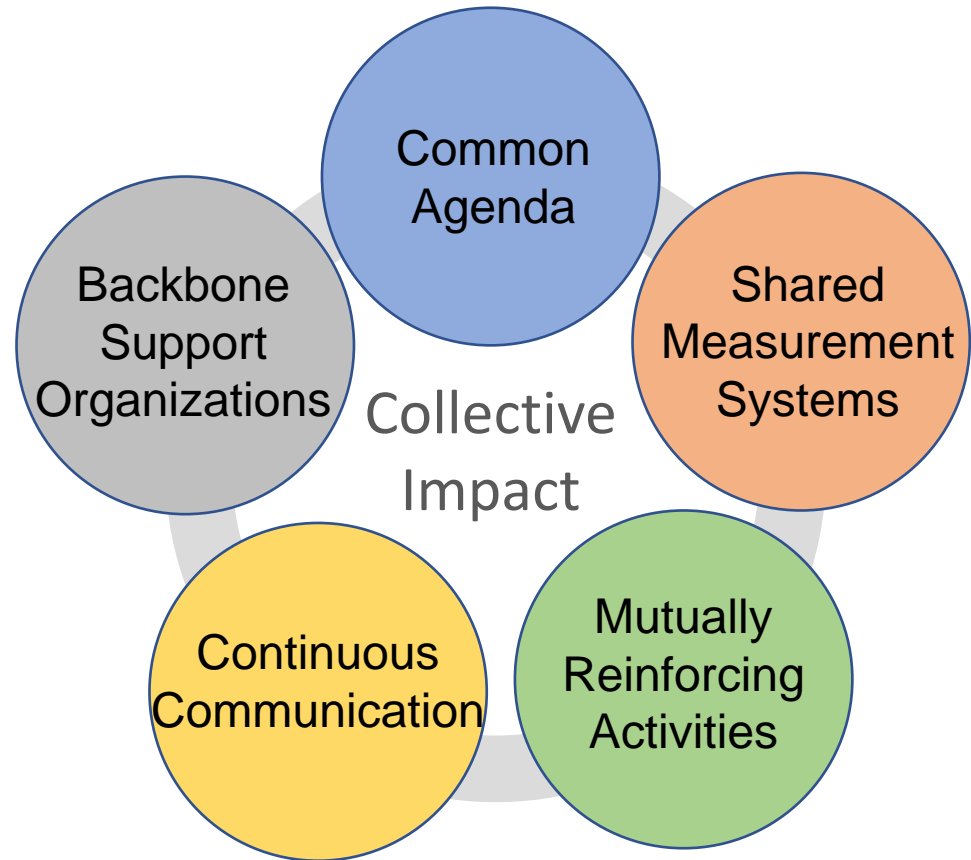
# Agenda

- Welcome
- Collective Impact
- Windsor Youth Collaborative
- What's Possible?



# Collective Impact

*The commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem.*



Source: Kania, J., & Kramer, M. (2011). Collective impact.



# Backbone Support Organization

Coordination takes time, and  
none of the participating  
organizations has any to spare.

(Kania & Kramer, 2011, p. 9)





# Partnership4Success

Increases in positive youth outcomes requires strategic partnerships between in-school and out-of-school youth service providers and educators. Social, emotional, and academic gains are interconnected and built on strong relationships.

**Partnership4Success (P4S)** serves as an equity-centered collective impact backbone entity convening community stakeholders with a focus on continuous improvement. This approach maximizes and magnifies current investments in the youth service sector by fostering provider and funder collaboration, thus increasing the return on investment.





# Catalytic Investment

**Mobilizing and coordinating stakeholders** is far messier and slower work than funding a compelling grant request from a single organization. **Systemic change**, however, ultimately depends on a **sustained campaign** to **increase the capacity and coordination** of the entire field.”

(Kania & Kramer, 2009)







# Windsor Youth Collaborative (WYC)

One school, 37 in-school educators, 426 young people, 8 youth serving providers, and a host of community partners

---

An equity-centered, asset-based & student-focused collective impact approach



# WINDSOR YOUTH COLLABORATIVE

A COLLECTIVE IMPACT APPROACH TO ADVANCING EQUITY THROUGH SOCIAL-EMOTIONAL LEARNING



## OUR TEAM

**LEE DUMOND, M.Ed.**  
Principal, Windsor STEM Academy  
Columbus City Schools  
ldumond1977@columbus.k12.oh.us

**ABBY FISHER**  
Vice President, Big Brothers Big Sisters of Central Ohio  
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**BRIAN GILLIS**  
Social Scientist  
Future Ready Columbus  
bgillis@future-ready.org

**KYA HATTON, MSSA, LSW**  
School Social Worker  
Columbus City Schools  
khatton@columbus.k12.oh.us

**MARGUERITE JAEDE, PH.D.**  
Director, K-12 Initiatives  
Future Ready Columbus  
marguerite.jaede@frbco.org



## OUR CORE VALUES

- All decisions are equity-driven.
- All adults working with schools are considered educators.
- All educators are responsible for improving student social and academic outcomes.
- All approaches must be assets-based.
- All educators modify their behaviors and systems in response to students' needs.
- All families are valued partners in their children's education.
- Education is a strategic, inclusive, equity-driven, and collaborative community endeavor.



## OUR QUESTION

How might multiple community partners working in a school-based setting effectively collaborate through an equity lens to improve social, emotional and academic outcomes?



## OUR ANSWER

- Shared values and commitment
- Leveraging the strengths of all partners
- Shared professional learning to align understandings, practices, and implementation
- All work in alignment with school priorities
- School principal priorities and invites partnerships and collaboration
- A school-based liaison working alongside in school and out-of-school educators
- Credible facilitator independent of both the school and the providers
- Shared practice that is in alignment with the school's priorities and within the capabilities of the providers
- Principal with a clear set of goals with measurable outcomes
- Continuous improvement process adapted to the setting
- Multilateral transparency

## 01. CONTEXT

LOCATION, PARTNERS, YOUTH PARTICIPANTS

### FUNDERS

City of Columbus  
Franklin County Jobs & Family Services  
Franklin County Children Services  
Nonwovens Foundation  
The Ohio State University  
United Way of Central Ohio

### PROVIDERS

Big Brothers/Big Sisters of Central Ohio  
City Youth Columbus  
Columbus City Schools District  
50,000+ STUDENTS  
100% FREE BREAKFAST AND LUNCH  
Douglas Recognition Center  
St. Stephen's Community House  
Urban Ministry Association (UMADAP)  
Divis Adult Outreach Program (UMADAP)  
YMCA - Y Cores

### ADDITIONAL PROVIDERS

Former Educators  
Linden Life  
Mid-Ohio Food Bank  
Nonwovens Children's Hospital  
NINEAMP Food Pantry  
The Ohio State University

**WINDSOR STEM ACADEMY**  
Student: 100%  
Asian: 6%  
Black: 5.1%  
Hispanic: 5.8%  
Latino: 2.9%  
Pacific Islander: 0.1%  
Other: 77.1%  
Our Closure Grade 2019: 100%  
K-3: 100% Grade 2019: 100%

**LINDEN**  
Neighborhood

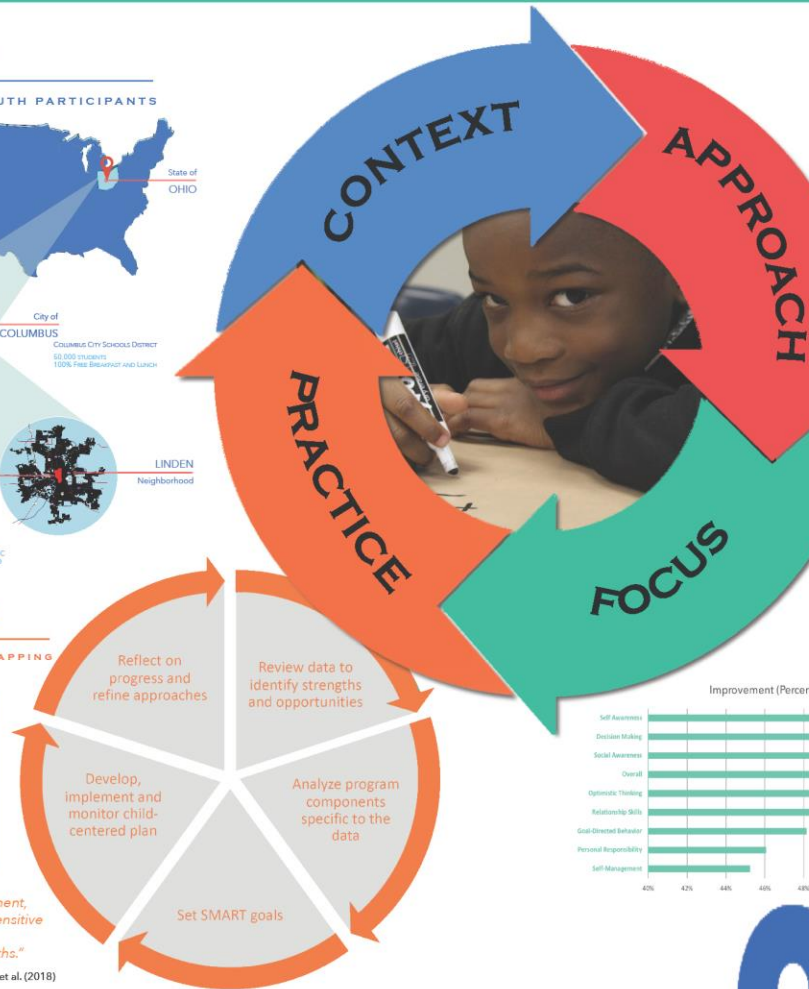
## 04. PRACTICE

STRENGTHS-BASED ASSET MAPPING



"We must conceptualize, implement, and assess SEL in a way that is sensitive to students' cultural assets and recognizes their inherent strengths."

Jaeger et al. (2018)



## 02. APPROACH

COLLECTIVE IMPACT FOR LARGE-SCALE CHANGE



**A Backbone Coordinating Organization:** Future Ready Columbus  
Future Ready's role as the backbone organization for the Windsor Collaborative is to align and mobilize stakeholders by working in partnership with local agencies through the Partnership for Quality (PQ) Initiative and Social-Emotional Learning Collaborative (SEL). Future Ready is a member of the National Strong Together Network whose goal is to catalyze and coordinate collective impact approaches that benefit children, families and communities.

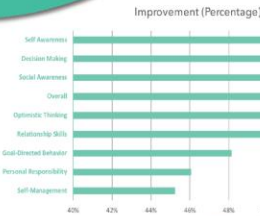
**A Common Agenda for Change:** Social-Emotional Learning  
Developing educator capacity to support students' Social-Emotional Learning (SEL) was the shared focus for partners in the Windsor Collaborative. By creating a bridge between the trauma-informed practices and Positive Behavioral Interventions and Supports (PBIS) already in use by the partners, Future Ready facilitated the use of shared evaluation practices to measure goal of school-wide standards.

**A Shared Measurement for Data and Results:** Columbus Students Strengths Assessment (CSA)  
The CSA is a standardized, strength-based measure of eight social and emotional competencies, which is given three times during the school year. Youth rated using the CSA are scored and placed into one of three categories based on those scores (in need of instruction, 25 percent of the age and 25 working strength for each of the eight SEL competencies measured). Youth whose scores align with the bottom or top 10% of the population fall into in need of instruction and achieving strength, respectively. All other youth are considered to be typical of the age.

**Mutually Reinforcing Activities:** An Internal Circle Focused on Developing Youth Self-Awareness  
Competency: Self-Awareness (Students)  
You are (content)  
You are (content)  
You are (content)  
You are (content)  
You are (content)  
You are (content)  
You are (content)  
You are (content)  
You are (content)  
You are (content)

## 03. Focus: SEL

SHARED MEASUREMENT FOR DATA AND RESULTS



Statistically significant associations exist between measured social-emotional skills in kindergarten and young adult outcomes across multiple domains including high school graduation, college graduation, and stable employment.

Jones, Greenberg & Crowley (2015)

OUR GOALS FOR IMPROVEMENT BASED ON WHAT WE'VE LEARNED

Every educator prepared → Every child rated → Every child mapped → Every family included

# 2020





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## OUR QUESTION

How might multiple community partners working in a school-based setting effectively collaborate through an equity lens to improve social, emotional and academic outcomes?



## OUR ANSWER

- Shared values and commitment
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### WINDSOR STEM ACADEMY

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Phone: 614  
Website: 614  
Email: 614  
Fax: 614  
City: Columbus, OH  
State: OH  
Zip: 43201

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## 04. PRACTICE

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Jaeger et al. (2018)



## 02. APPROACH

COLLECTIVE IMPACT FOR LARGE-SCALE CHANGE

- A Backbone Coordinating Organization
- A Common Agenda for Change
- A Shared Measurement for Data and Results
- Mutually Reinforcing Activities
- Open and Continuous Communication

**A Backbone Coordinating Organization:** Future Ready Columbus  
Developing educator capacity to support students' Social-Emotional Learning (SEL) was the shared focus for partners in the Windsor Collaborative. By creating a bridge between the future-oriented practices and Positive Behavioral Interventions and Supports (PBIS) already in use by the partners, Future Ready facilitated the use of shared evaluation practices to measure impact of school-level initiatives.

**A Common Agenda for Change:** Social-Emotional Learning  
The Windsor Collaborative's shared focus for partners in the Windsor Collaborative. By creating a bridge between the future-oriented practices and Positive Behavioral Interventions and Supports (PBIS) already in use by the partners, Future Ready facilitated the use of shared evaluation practices to measure impact of school-level initiatives.

**A Shared Measurement for Data and Results:** Columbus Students' Strengths Assessment (CSA)  
The CSA is a standardized strength-based measure of youth social and emotional competencies, which is given three times during the school year. Youth rated using the CSA are scored and placed into one of three categories based on these scores: (1) in need of instruction (25 percent of the age and (2) in need of instruction (75 percent of the age).

**Mutually Reinforcing Activities:** An Internal Cycle Focused on Developing Youth Self-Awareness  
The Windsor Collaborative's shared focus for partners in the Windsor Collaborative. By creating a bridge between the future-oriented practices and Positive Behavioral Interventions and Supports (PBIS) already in use by the partners, Future Ready facilitated the use of shared evaluation practices to measure impact of school-level initiatives.

**Open and Continuous Communication:** Learning Team: Working Groups, Site Visits, and  
The Windsor Collaborative's shared focus for partners in the Windsor Collaborative. By creating a bridge between the future-oriented practices and Positive Behavioral Interventions and Supports (PBIS) already in use by the partners, Future Ready facilitated the use of shared evaluation practices to measure impact of school-level initiatives.

## 03. Focus: SEL

SHARED MEASUREMENT FOR DATA AND RESULTS



- A Backbone Coordinating Organization
- A Common Agenda for Change
- A Shared Measurement for Data and Results
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Every family included

2020





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## OUR TEAM

**SEE SHUNDAH, M.A.S.**  
Executive Director  
Windsor Youth Collaborative  
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**MARK RIVER**  
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harrison@windsorcollaborative.org  
harrison@windsorcollaborative.org



## OUR CORE VALUES

Windsor Youth Collaborative is a collective impact approach to advancing equity through social-emotional learning. We are a community of educators, parents, and students who are committed to creating a safe and supportive environment for all. We believe that every child has the right to a high-quality education and that every family has the right to be involved in their child's education. We are committed to creating a culture of equity and inclusion where every child can thrive.



## OUR QUESTION

How can we create a safe and supportive environment for all students, regardless of their background, race, or ethnicity? How can we ensure that every child has the right to a high-quality education and that every family has the right to be involved in their child's education? How can we create a culture of equity and inclusion where every child can thrive?



## OUR ANSWER

Windsor Youth Collaborative is a collective impact approach to advancing equity through social-emotional learning. We are a community of educators, parents, and students who are committed to creating a safe and supportive environment for all. We believe that every child has the right to a high-quality education and that every family has the right to be involved in their child's education. We are committed to creating a culture of equity and inclusion where every child can thrive.

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### ADDITIONAL PROVIDERS

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## 04. PRACTICE



"We must conceptualize, implement, and assess SEL in a way that is sensitive to students' cultural assets and recognizes their inherent strengths."

-Jongmei et al. (2018)

## 02. APPROACH

COLLECTIVE IMPACT FOR LARGE-SCALE CHANGE



## 03. Focus: SEL



Every educator prepared → Every child rated → Every child mapped → Every family included

OUR GOALS FOR IMPROVEMENT BASED ON WHAT WE'VE LEARNED

# 2020



# CASEL SEL Competencies









Please type a response in **Chat**:

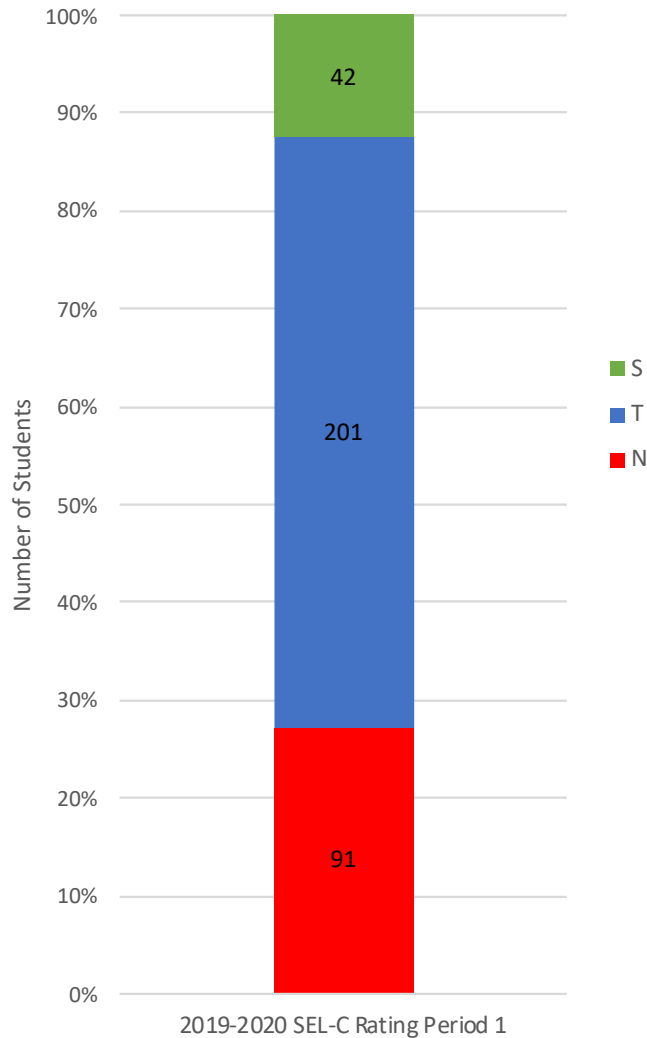
What mental health framework  
might get all partner swimming  
in the same direction?











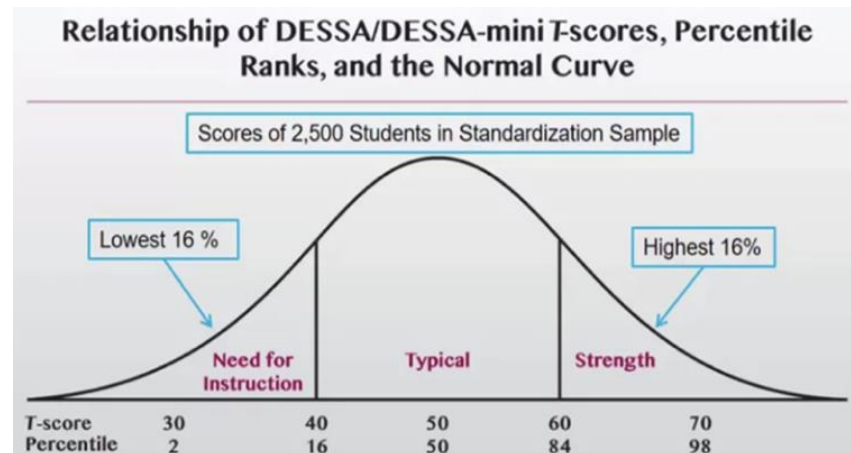
Category	Students	Percentage
Need	91	27.3%
Typical	201	60.9%
Strength	42	12.6%
Total	334	100%

Each DESSA T-score is a standard score set to have a mean of 50 and standard deviation of 10. Like percentile scores, T-scores are based on Aperture's standardization sample.

**Strength:** T-scores of 60 and above

**Typical:** T-Scores 41 and 59 inclusive

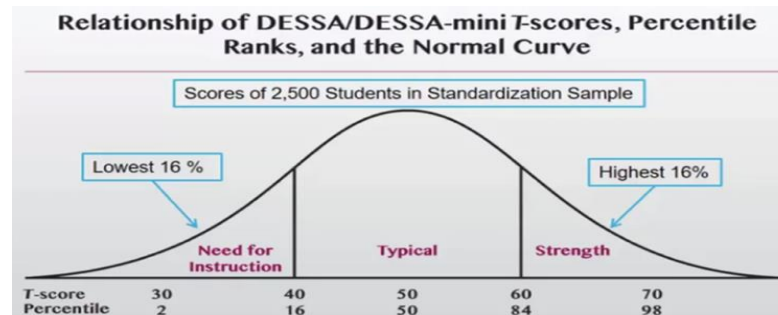
**Need of Instruction:** T-scores of 40 and below





Please type a response in **Chat**:

What measurement systems  
might be available?







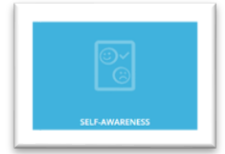
# IVC

## Self-Av





# Mutually Reinforcing Activities



You are \_\_\_\_\_ (emotion)

because \_\_\_\_\_ (content)

(and)

What might you need to feel safe?

How might I help you solve this problem?

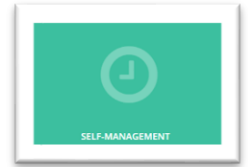
How might we solve this problem together?

Tell me about a  
meaningful  
interaction you had  
with a child today.





# Mutually Reinforcing Activities



PAXIS Institute<sup>™</sup>

passion into action  science to practice  promoting solutions

The **PAX Good Behavior Game (PAX GBG)** is an environmental intervention used in the classroom to create a *Nurturing Environment* that is conducive to learning. The intervention is designed to reduce off-task behavior; increase attentiveness; decrease aggressive and disruptive behavior, as well as shy and withdrawn behavior. PAX GBG also has been shown to improve academic success, and improve mental health and substance abuse outcomes later in life.

PAX = Peace • Productivity • Health • Happiness





(IM)

erry

nden STEM

40

5

# How to Feel your Feelings

What tiny step  
can I take  
to meet my  
need?

What do  
I need  
right now?

What is  
this teaching  
me?

If it could  
talk what  
would it  
say?

64

Where do I  
feel it in my  
body?

What am  
I feeling?

Start

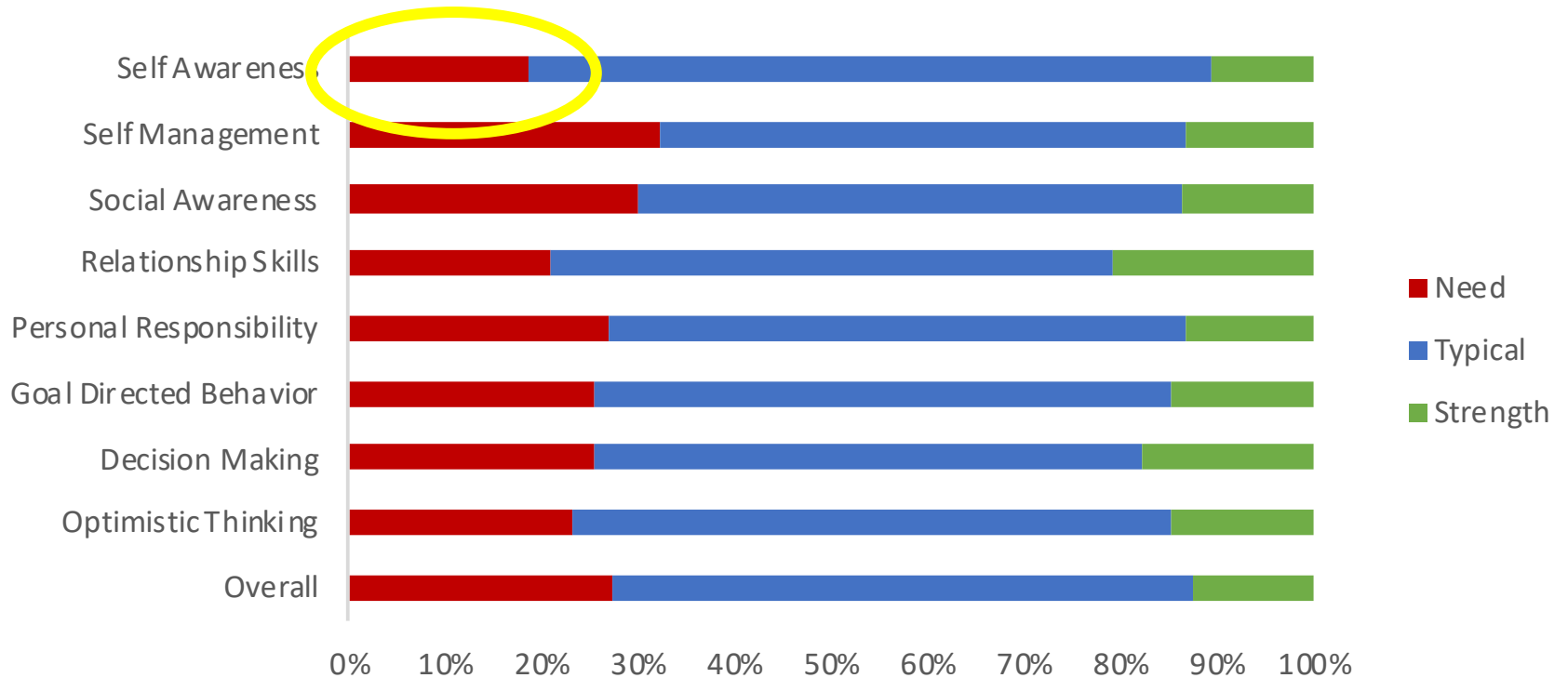
Here

Feel OFF

Ms. McDaniels  
Kindergarten  
Windsor STEM Academy

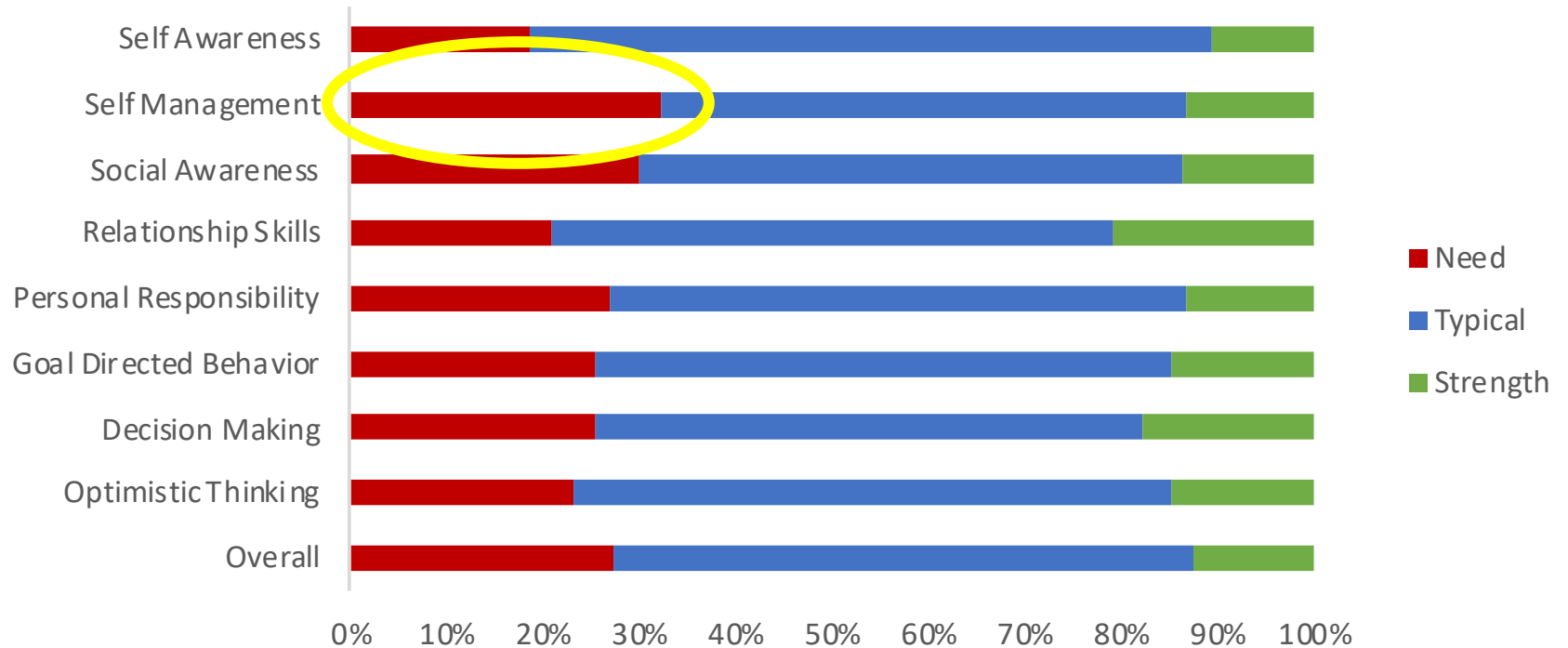


## Description by Competency





## Description by Competency





Please type a response in **Chat**:

What is something  
everyone can do together?







# Op

## Leadership

## Working Groups

## Site-B

**Figure 1**

# Groups



Please type a response in **Chat**:

What existing  
communication structures  
might be leveraged?





# What is possible?

---





*Thank you for watching!*

[OhioFamiliesEngage.osu.edu](https://OhioFamiliesEngage.osu.edu)



Ohio Statewide Family  
Engagement Center



[OhioSFEC@osu.edu](mailto:OhioSFEC@osu.edu)



[@OhioEngage](https://twitter.com/OhioEngage)



[@OhioEngage](https://www.instagram.com/OhioEngage)