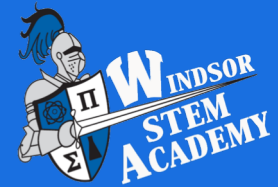


WINDSOR YOUTH COLLABORATIVE

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



OUR CORE VALUES

- All decisions are equity-driven.
- All adults working with schools are considered educators.
- All educators are responsible for improving students' social, emotional, and academic outcomes.
- All approaches are 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

What must be in place and/or created for multiple community partners working in a school-based setting to effectively collaborate, through an equity lens, in order to improve social, emotional, and academic student outcomes?



OUR ANSWER

- Shared values and commitment
- Leveraging the strengths of all partners
- Shared professional learning to align understandings, practices, and implementation
- Alignment of all work with school priorities
- A school principal who prioritizes and invites partnerships and collaboration, and who has a clear set of goals with measurable outcomes
- A school-based liaison who works alongside in-school and out-of-school educators
- A credible facilitator who is independent of both the school and the providers
- A set of shared practices that are in alignment with the school's priorities and within the capabilities of the providers
- A continuous improvement process adapted to the setting
- Multilateral transparency



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01.

CONTEXT

LOCATION, PARTNERS, YOUTH PARTICIPANTS

FUNDERS

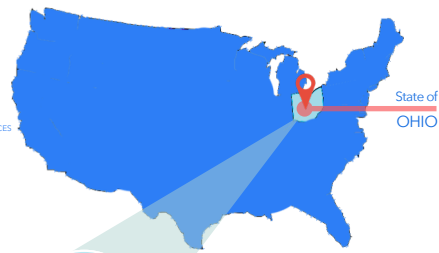
CITY OF COLUMBUS
FRANKLIN COUNTY JOBS & FAMILY SERVICES
FRANKLIN COUNTY CHILDREN SERVICES
NATIONWIDE FOUNDATION
THE OHIO STATE UNIVERSITY
UNITED WAY OF CENTRAL OHIO

PROVIDERS

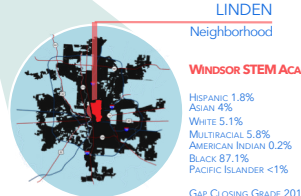
BIG BROTHERS/BIG SISTERS OF CENTRAL OHIO
CITY YEAR COLUMBUS
DOUGLAS RECREATION CENTER
ST. STEPHEN'S COMMUNITY HOUSE
URBAN MINORITY ALCOHOLISM AND DRUG ABUSE OUTREACH PROGRAM (UMADAP)
YMCA - Y CORPS

ADDITIONAL PROVIDERS

FOSTER GRANDPARENTS
LINDEN LIFE
MID-OHIO FOOD BANK
NATIONWIDE CHILDREN'S HOSPITAL
NINEAMAP FOOD PANTRY
THE OHIO STATE UNIVERSITY



COLUMBUS CITY SCHOOLS DISTRICT
50,000 STUDENTS
100% FREE BREAKFAST AND LUNCH



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."

Jager et al. (2018)

Every educator prepared

Every child rated

Every child mapped

Every family included

OUR GOALS FOR IMPROVEMENT BASED ON WHAT WE'VE LEARNED

02.

APPROACH

COLLECTIVE IMPACT FOR LARGE-SCALE CHANGE



A BACKBONE COORDINATING ORGANIZATION: Future Ready Columbus

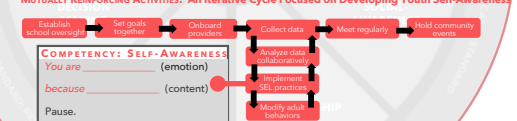
Future Ready's role as the backbone organization for the Windsor Collaborative is to align and mobilize stakeholders by working in partnership with local agencies through its Partnership4Success (P4S) initiative and Social Emotional Learning Collaborative (SEL). Future Ready is a member of the National Strive Together Network whose goal is to catalyze equity driven collective impact approaches that benefit children, families and communities.

A COMMON AGENDA FOR CHANGE: Social-Emotional Learning

Developing educators' capacity to support students' Social-Emotional Learning (SEL) was the shared focus for partners with 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 by in-school and out-of-school time stakeholders.

A SHARED MEASUREMENT FOR DATA AND RESULTS: Devereux Students Strengths Assessment (DESSA)
The DESSA is a standardized, strength-based measure of eight social and emotional competencies, which is given three times during the school year. Youth are rated in each of the competency areas using the DESSA, scored and placed into one of three categories based on those scores: (1) in need of instruction (2) typical of the age and (3) exhibiting strength. Youth whose scores align with the bottom or top 16% of the population fall into in need of instruction and exhibiting strength, respectively. All other youth are considered to be typical of the age.

MUTUALLY REINFORCING ACTIVITIES: An Iterative Cycle Focused on Developing Youth Self-Awareness

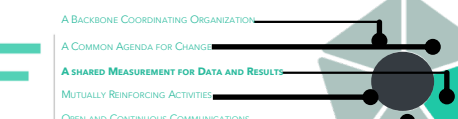
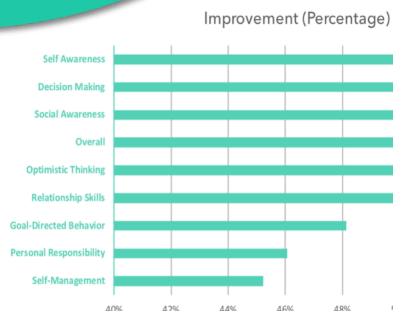


OPEN AND CONTINUOUS COMMUNICATIONS: Leadership Team, Working Groups, Site-Based Council
Communication occurred through a series of stakeholder meetings at various levels. A youth service Provider Team and school social worker met bi-weekly, facilitated by the backbone agency. This team coordinated services, developed asset maps, planned schoolwide events, and facilitated some school staff professional learning. The WYS Leadership Team consisted of the school principal, vice principal, social worker, and the backbone agency (data specialist and convenor) and met monthly. This team engaged in data-informed strategic planning, informing collaboration among Provider Team members to engage alignment with school and district priorities. A Site-Based Council met monthly and expanded participation to include additional community partners. Three times during the year, a Community Stakeholders meeting shared outcomes with the CEOs of each community partner organization and funders.

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)

2020

