



Commission on
Improving the
Status of Children

Commission on Improving the Status of Children

FEBRUARY 12, 2025

Agenda

1. Welcome and Introductions
2. Consent Agenda
 - a. **Action:** Approve Minutes from the January 2025 meeting

Agenda

- 3. BEST Youth Initiative
 - a. Dana Kunzman and Uma Ahluwalia

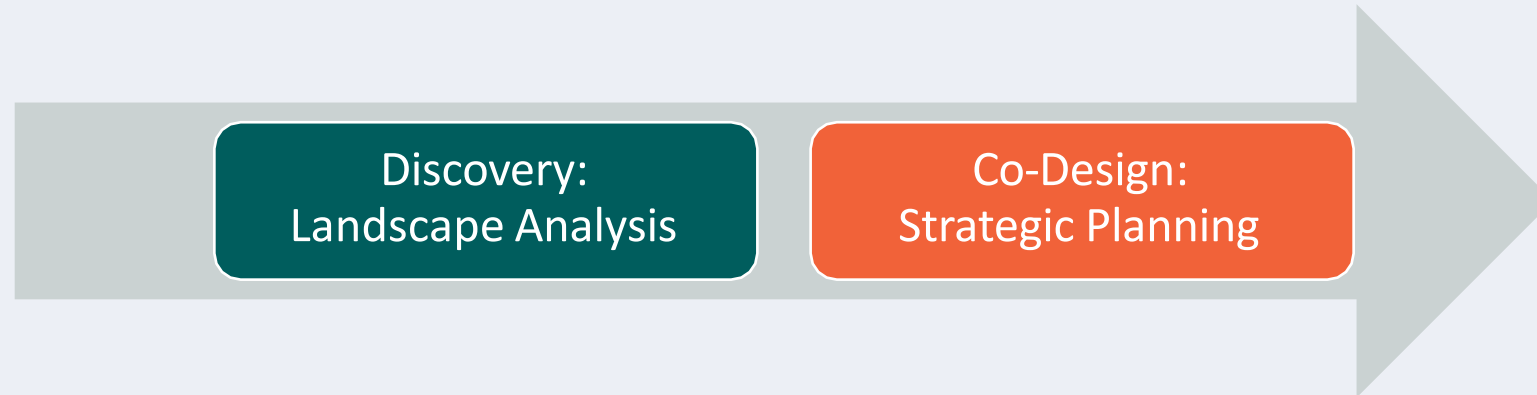
Building Ecosystems Statewide for Thriving Youth Initiative

Commission on Improving the Status of Children in Indiana

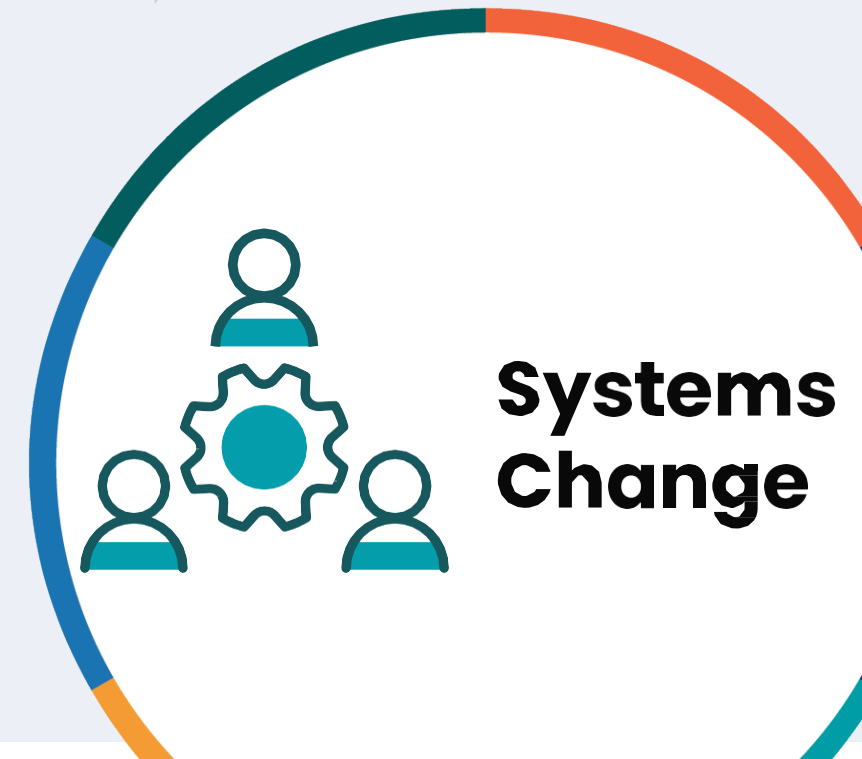
February 12, 2025



Planning and Partnering for Impact



- Co-Design outcome driven reforms with innovative leaders
- Implement a youth and family-centered approach to systems change
- Elevate promising practices



- Chronic Absenteeism persistent challenge
- Drivers of Chronic Absenteeism
- Home rule state that defers to local control
- System-wide fragmentation
- Legislative / Policy Alignment
- Data Systems



- Policy agenda (Education, Absenteeism, CISC)
- Increased prioritization from IDOE around implementation efforts
- Local variances
 - District leadership
 - Resources
- Siloes remain
- Promising models (JDAI, CIS, CC, JAG...)



- Join Attendance Works Challenge and/or national initiatives
- Explicit exploration of braiding & blending funding
- Structural enhancements
- Decoupling State Attendance & Safety/Security
- IDOE Accountability System & Attendance
- Leverage current data sharing infrastructure
- Build cultural ethos of authentic engagement of PWLE
- Identify, track and formally evaluate impact of current initiatives
- CISC Attendance Taskforce



Next Up: Co-Design

- Engage in a process that will improve the efforts of systems leaders & people with lived experience learning from and working together
- Team will recalibrate and coalesce on the long-term goals
- Develop a blueprint for action
- Nimble: Iterative and adaptive process



Discussion & Questions



Agenda

- 4. City Connects Program
 - a. Abe Manlove



City Connects Overview

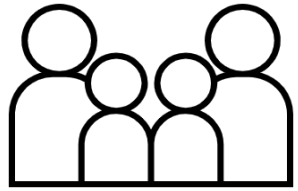
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Center for Vibrant Schools



The City Connects Model



The Impact of Out-of-School Factors on Learning and Achievement



Difficult **family situations**



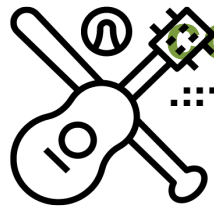
Housing **instability**



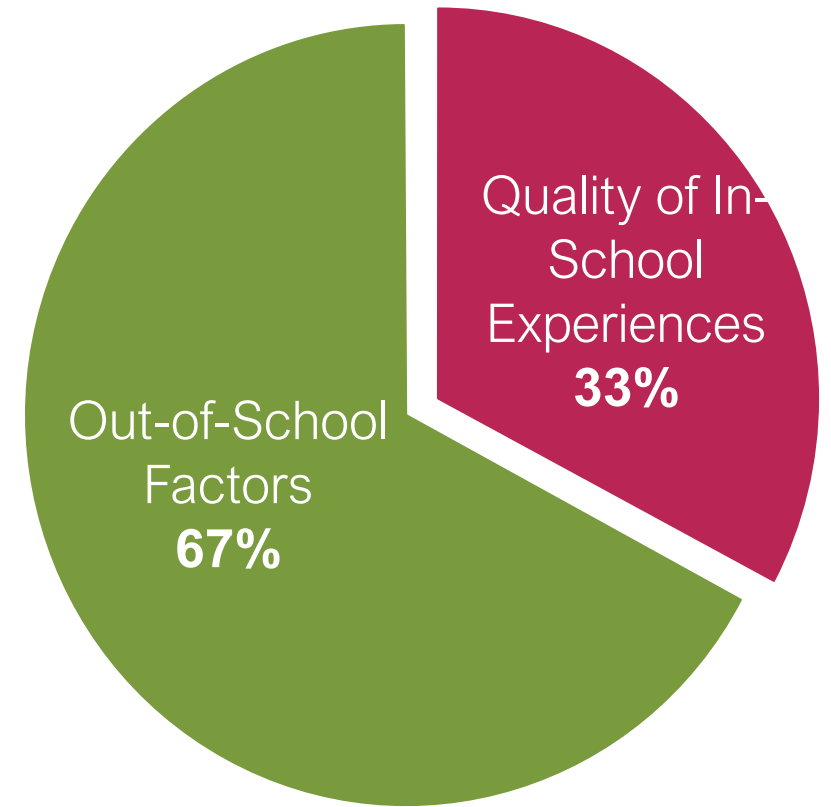
Chronic **health conditions**



Food **insecurity**



Limited access to **enrichment opportunities**



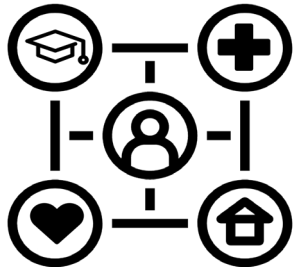
Because developmental science tells us that...



Our model is comprehensive and customized



Each individual's development is unique



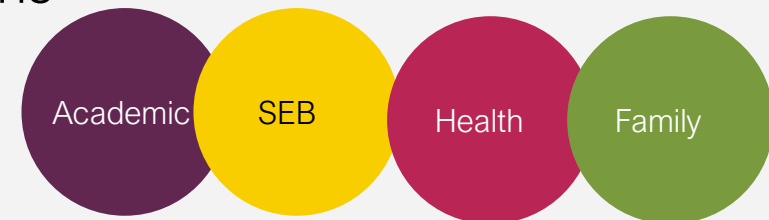
Multiple domains of development interact



Strengths and risks co-act, across domains

Have a defined practice for building and implementing **individualized student support plans** for all students that:

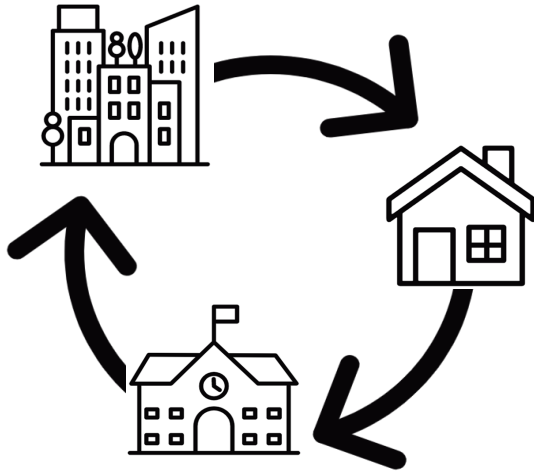
- Addresses holistic development across 4 domains



- Tailors supports to unique strengths and needs, across a range of intensities



Because developmental science tells us that...



A student's home, school, and neighborhood all influence development, and one another



Our model is coordinated.

Coordinate support efforts across each students' sphere:



Integrate with the work of **school-based staff**

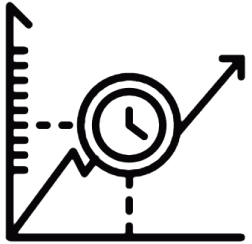


Communicate and collaborate with **families**



Cultivate **community-based partnerships**


Because developmental science tells us that...



Development is dynamic: strengths and risks evolve over time

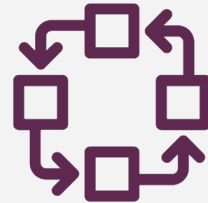


Continuity of care is critical to healthy development

 **cityconnects**
Our model is continuous.



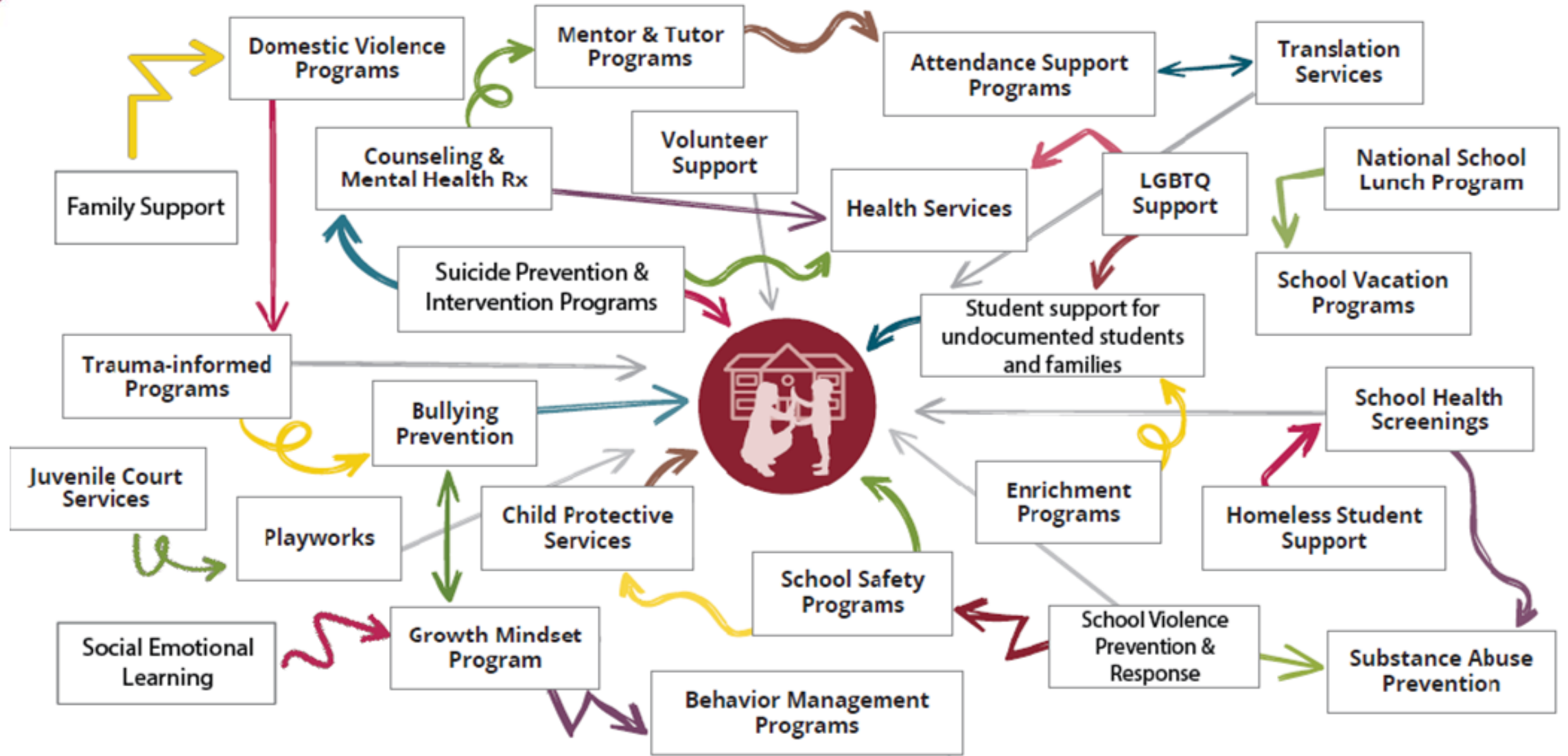
Build student support plans for **every child, every year**



Follow up on and **adapt** plans to meet students' evolving strengths and needs

Employ **systems for accountability and professional development**





Our Core Practice

REVIEW OF EVERY STUDENT
WITH THEIR TEACHER



INDIVIDUAL
STUDENT REVIEW



PROPOSED
PLAN & TIER

FAMILIES



COMMUNITY
PARTNERS

TAILORED SUPPORT PLAN
FOR EVERY STUDENT



REVIEW OF EVERY STUDENT
WITH THEIR TEACHER



INDIVIDUAL
STUDENT REVIEW



PROPOSED
PLAN & TIER

Whole Class Review

Tailored **student support plans** to address students' holistic development are built and implemented for each and every student, every year.

Coordinators begin to design these plans through the Whole Class Review (WCR).

REVIEW OF EVERY STUDENT
WITH THEIR TEACHER



INDIVIDUAL
STUDENT REVIEW



PROPOSED
PLAN & TIER

Individual Student Review

About 10% of students
**experience significant levels
of risk.**

For these students, Coordinators
conduct Individual Student
Reviews (ISR) in order to identify
goals for development and
related steps for **intervention.**

REVIEW OF EVERY STUDENT
WITH THEIR TEACHER



INDIVIDUAL
STUDENT REVIEW



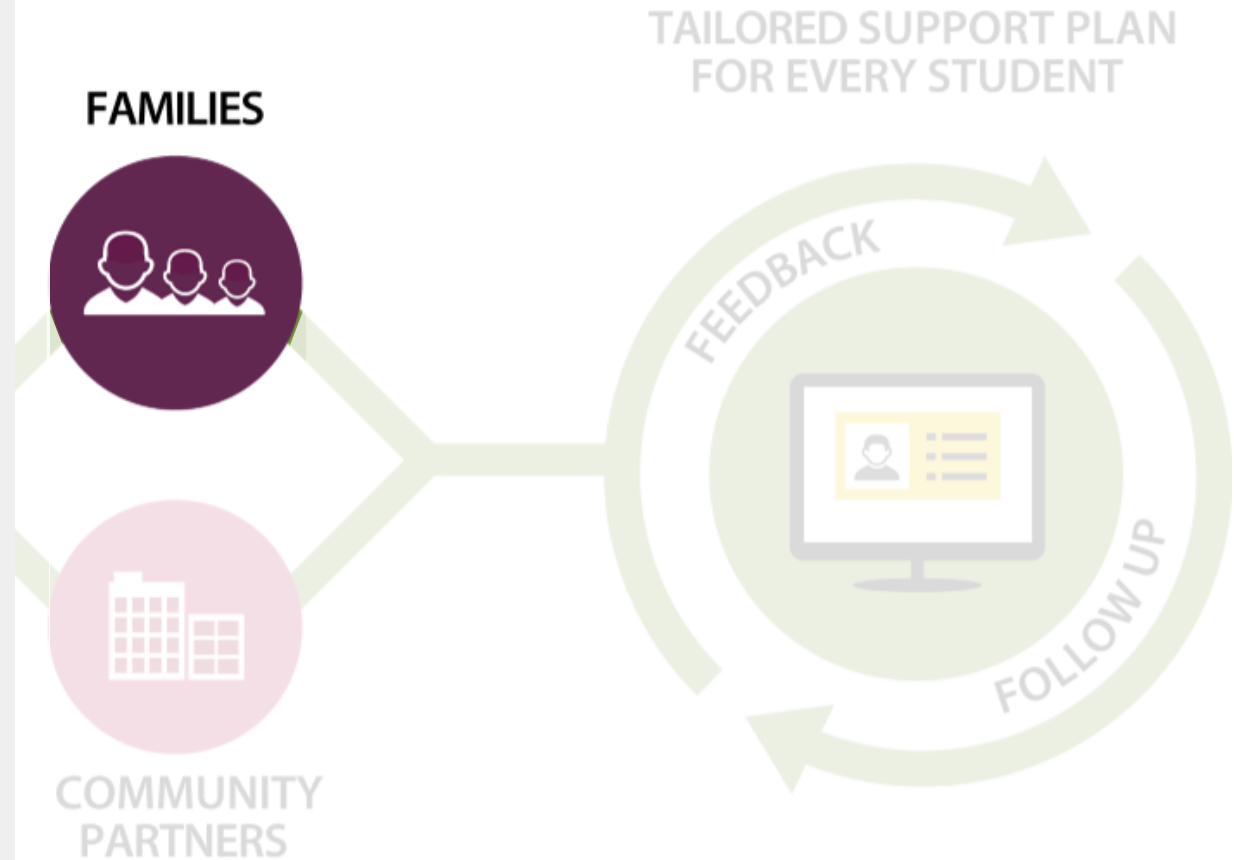
PROPOSED
PLAN & TIER

Proposed Plan & Tier

Coordinators propose student support plans based on each individual students' **unique constellation of strengths and needs**, as well as their **holistic level of risk** (tier).

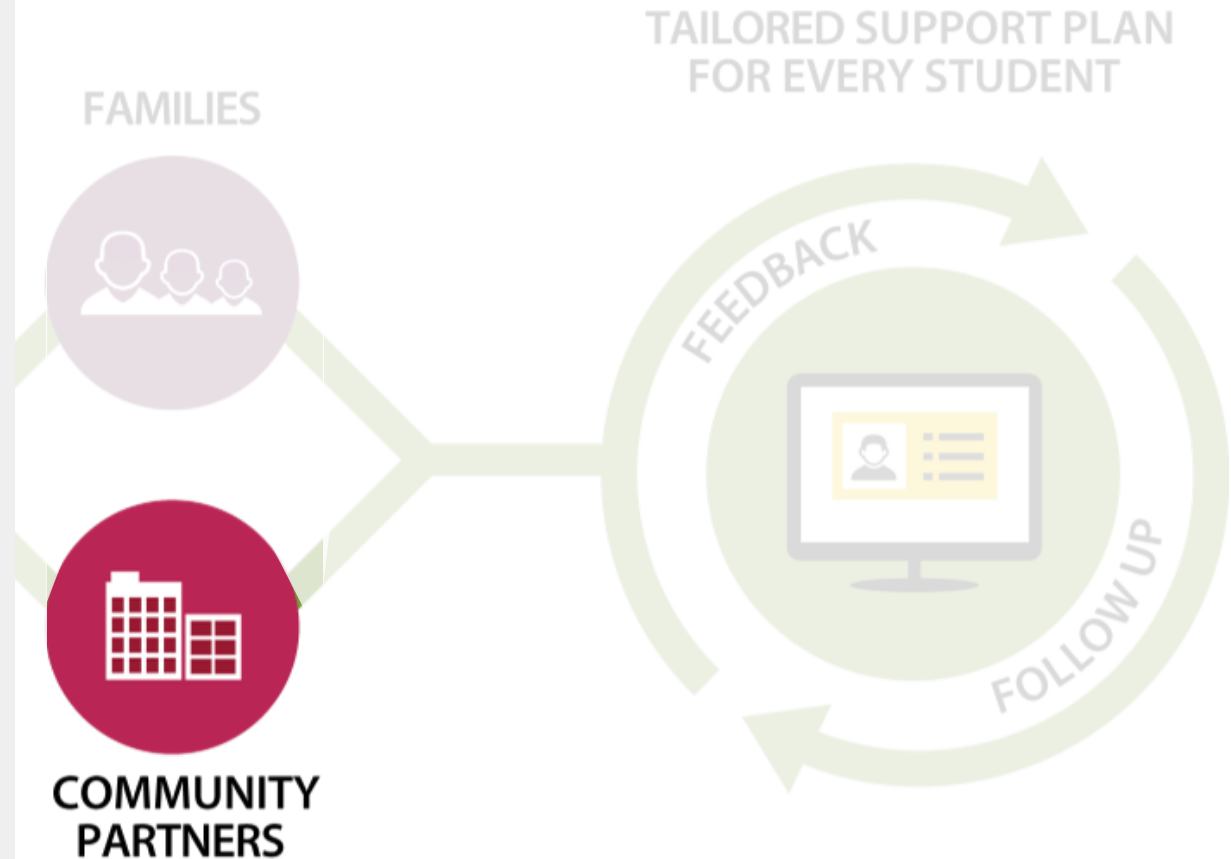
Families

Coordinators **communicate and collaborate** with families/caregivers regarding student support throughout the year.



Community Partners

In order to match students to the range of services they need to thrive, Coordinators **understand, identify, and develop** effective school and community partnerships.



Feedback & Follow Up

Coordinators continuously **implement and follow up** on student support plans, maintaining records of their work in **MyConnects**.

Coordinators also exchange **feedback** with families, school staff, and community partners.

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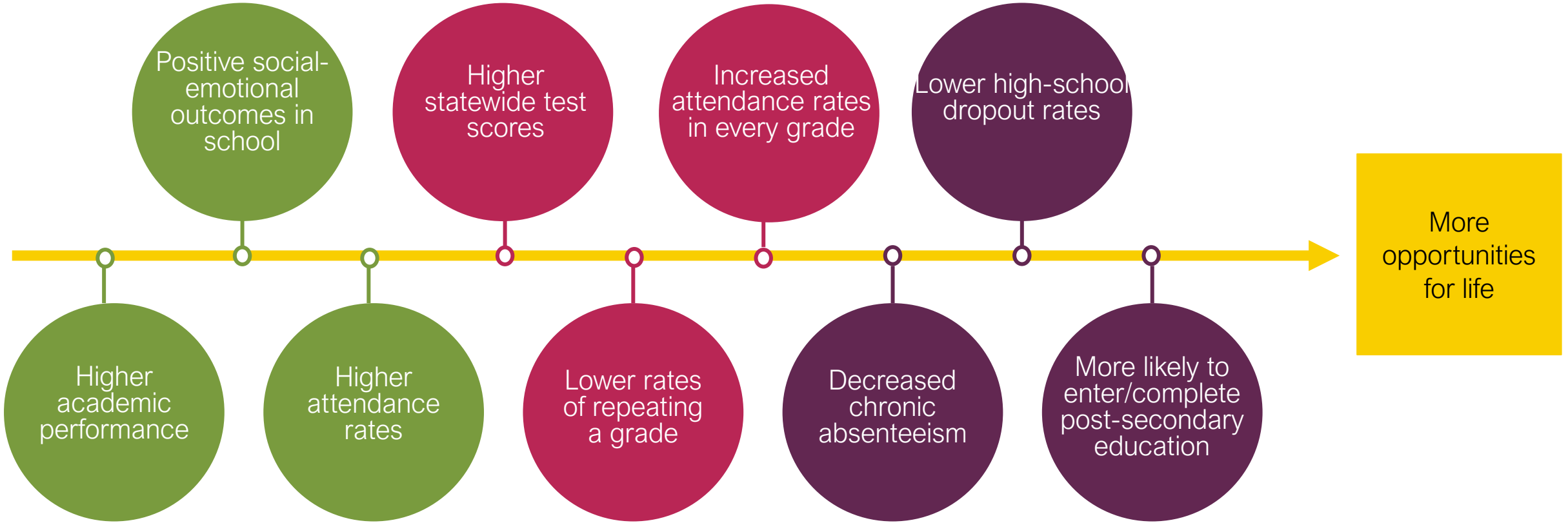
TAILORED SUPPORT PLAN
FOR EVERY STUDENT



City Connects Outcomes

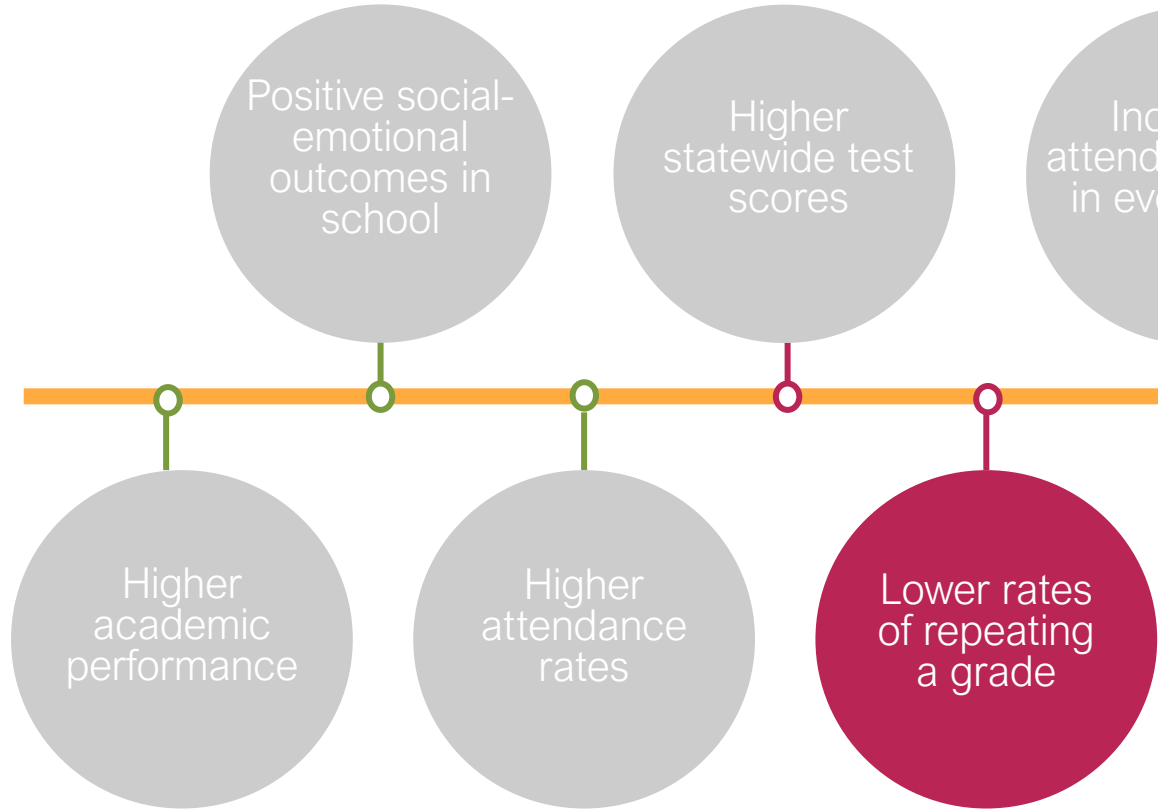


Elementary School

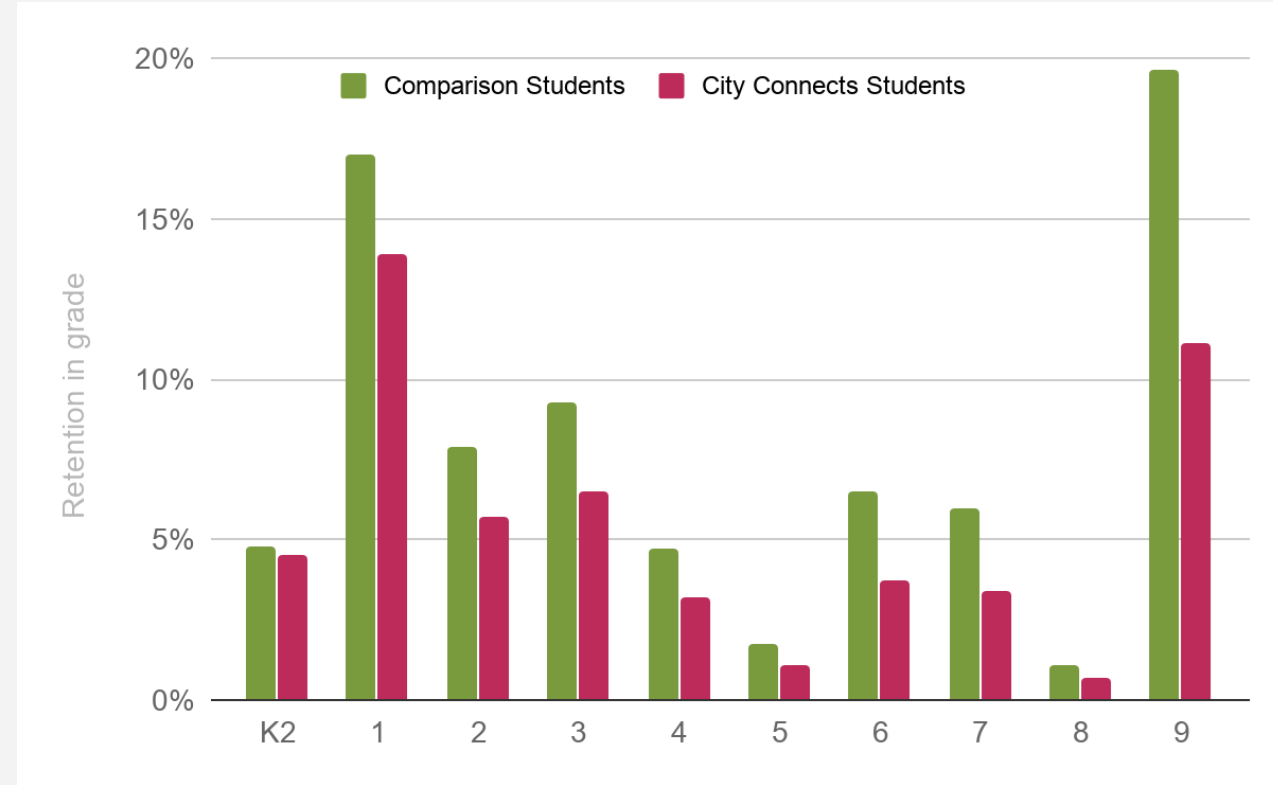


Long-term outcomes

Elementary School

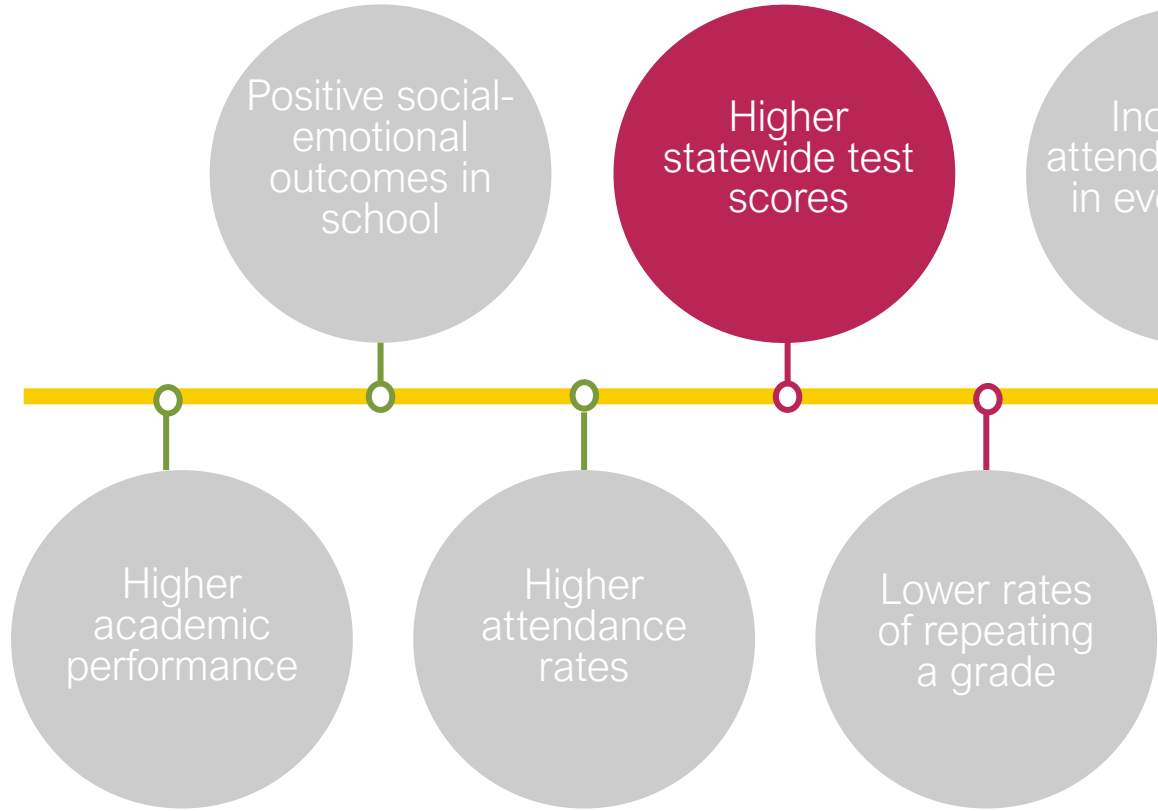


City Connects students have lower rates of being retained

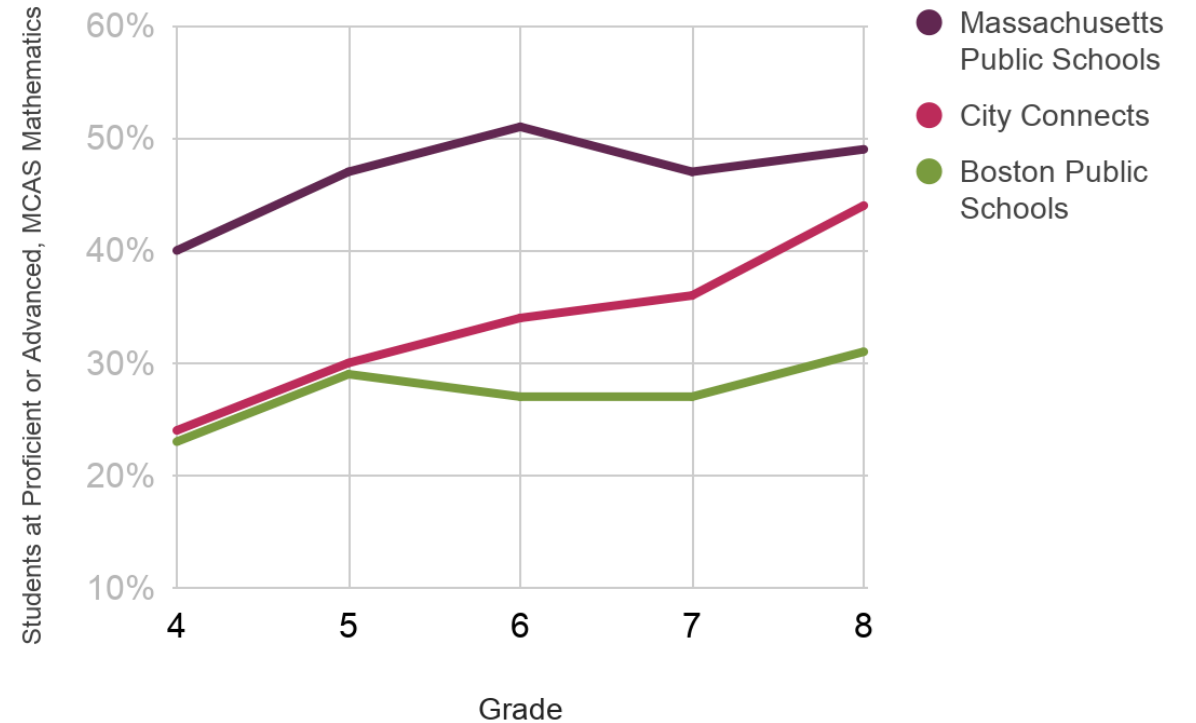


*Students leave City Connects after grade 5

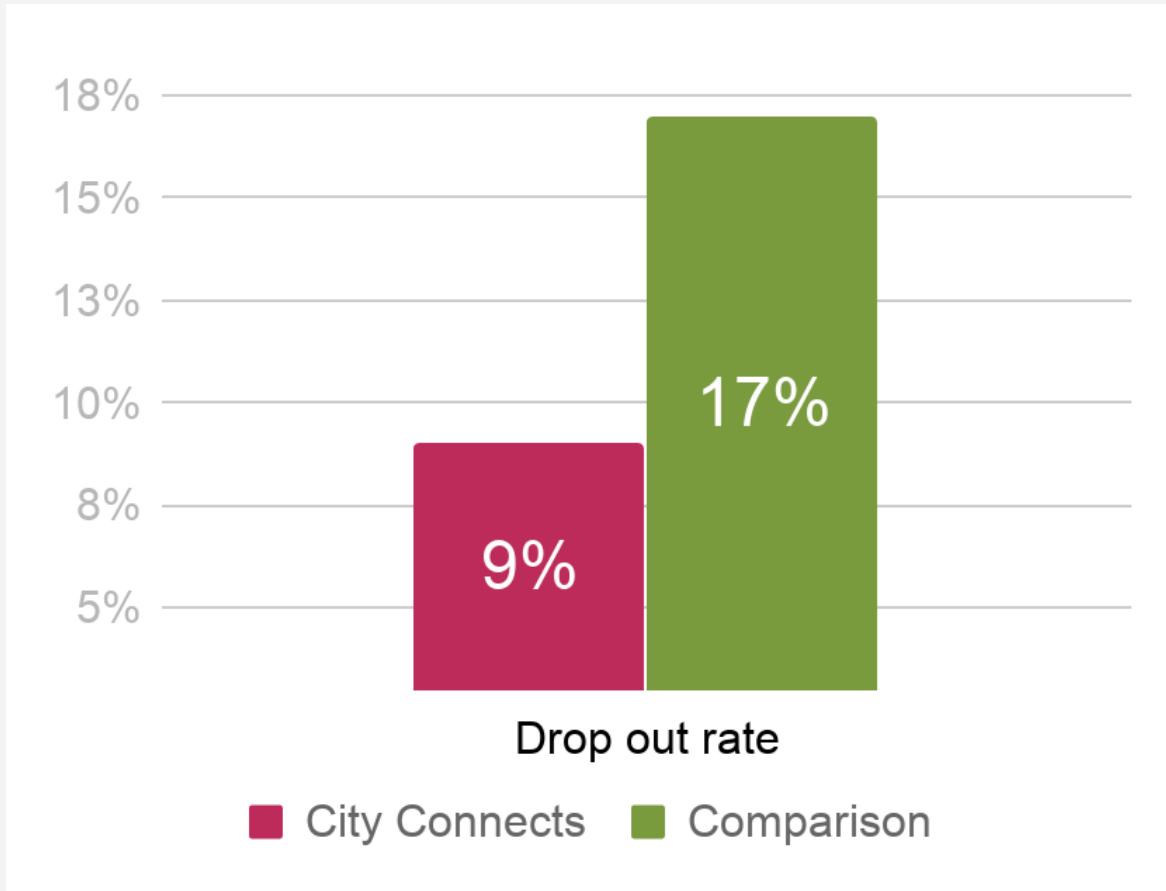
Elementary School



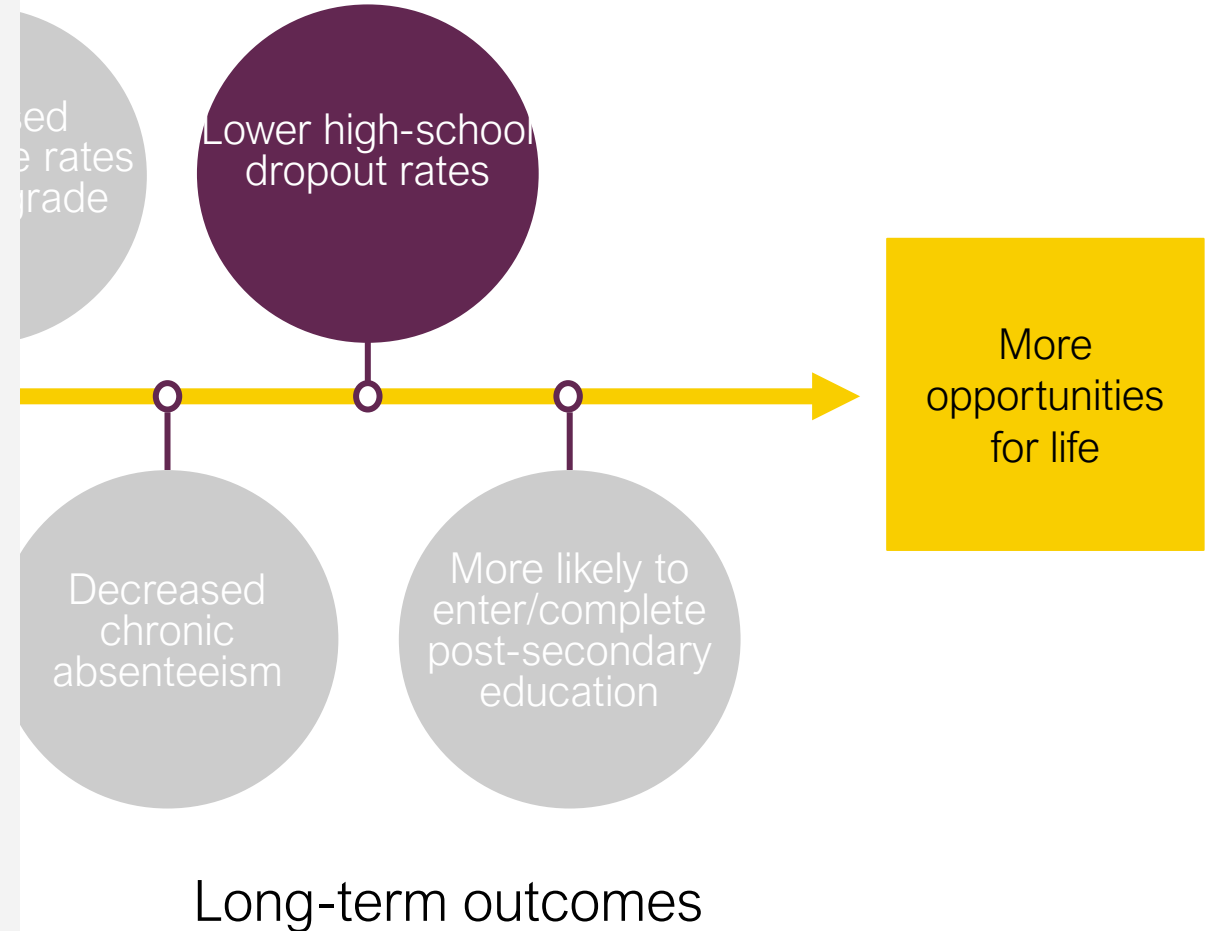
City Connects students achieve higher statewide test scores



City Connects students are less likely to dropout of high school



SOURCE: The Impact of City Connects: 2014 Progress Report



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l, Massachusetts

The Role of a City Connects Coordinator



Role of the Coordinator within a School



Tailor student support plans for all students



Review and support intensive needs students



Cultivate community partnerships



Connect students, families, school, and community



Maintain dynamic electronic records

Implement City Connects
Core Practice



Role of the Coordinator within a School



Participate in committees and programming



Deliver student supports*



Support student transitions

Role of the Coordinator within a School



Share in school duties



Support school-wide initiatives

Social Work/City Connects
Overlap:

- MTSS
- Student Groups
- Direct Student Work
- Crisis Work
- Referrals
- DCS Contact
- Monitoring Data
- Tiered Interventions

City Connects Site Coordinator:

- WCR
- ISR/MTSS Facilitation
- All students & All Tiers
- SEL
- Whole Student
- Crisis Support
- Classroom Support
- Family work
- Summer Services
- Community Outreach

Family Liaison/City Connects
Overlap:

- Family Referrals
- Attendance
- Homelessness
- Family Events
- Summer Referrals
- Transitions

Social Worker:

- MTSS
- Student Support Groups
- Therapeutic Services
- Support Special Education Initiatives
- Referrals
- DCS Contact
- School Climate

Family Liaison:

- Family Meetings
- Family Supports
- Family Events
- Transitions
- Referrals
- School Registration
- Transportation Issues
- Parent council



Whole Class Review within MyConnects. Coordinators will be able to document strengths and needs and descriptions throughout all domains. Action steps, tier, and services are also

WCR
6 - Buer:NaN-
NaN

Constance Altenwerth
Student ID: 70874751AK

✓ Academic
✓ SEB
📌 Action Steps
🔗 Services

✓ Health/Medical
✓ Family

● College & Career
✓ Tier

Select a Student Next

● **The Academic Domain**

Description

Constance has great attendance (she has only missed 2 days the entire year). Her past attendance records show that she typically has great attendance and only misses school when she is sick. Constance is very strong in writing and math and even helps some of her classmates at times when they are stuck on assignments. Constance is a pleasure to have in class.

635 characters left

<p>Reading</p> <p>Strength <input type="button" value="Need"/></p>	<p>Writing</p> <p><input type="button" value="Strength"/> <input type="button" value="Need"/></p>	<p>Math</p> <p><input type="button" value="Strength"/> <input type="button" value="Need"/></p>
<p>Attendance</p> <p><input type="button" value="Strength"/> <input type="button" value="Need"/></p>	<p>Participation</p> <p>Strength <input type="button" value="Need"/></p>	<p>Hard work and effort</p> <p>Strength <input type="button" value="Need"/></p>
<p>Homework</p> <p>Strength <input type="button" value="Need"/></p>	<p>Study skills</p> <p>Strength <input type="button" value="Need"/></p>	<p>Attention and focus</p> <p>Strength <input type="button" value="Need"/></p>
<p>English language</p> <p>Strength <input type="button" value="Need"/></p>	<p>Not at this time (check this if there are no strengths or needs at this time)</p> <p>Strength <input type="button" value="Need"/></p>	

● **The Social/Emotional/Behavioral Domain**

Description

Constance has a group of friends that she spends time with. She makes great decisions and is caring and empathetic to those around her. Constance is self-motivated and a self-starter and typically is the leader of her group of friends. She has helped to organize events around school supporting LGBTQ+ students.

684 characters left

<p>Self-confidence</p> <p><input type="button" value="Strength"/> <input type="button" value="Need"/></p>	<p>Empathy for others</p> <p>Strength <input type="button" value="Need"/></p>	<p>Self-motivated</p> <p><input type="button" value="Strength"/> <input type="button" value="Need"/></p>
<p>Relationship skills</p> <p>Strength <input type="button" value="Need"/></p>	<p>Makes good decisions</p> <p><input type="button" value="Strength"/> <input type="button" value="Need"/></p>	<p>Displays age-appropriate behavior</p> <p>Strength <input type="button" value="Need"/></p>
<p>Low self-esteem</p> <p>N/A <input type="button" value="Need"/></p>	<p>Peer problems/poor social skills</p> <p>N/A <input type="button" value="Need"/></p>	<p>Attention problems/distractibility</p> <p>N/A <input type="button" value="Need"/></p>

THANK YOU

Contact us:

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Abraham Manlove- Program Manager _amanlove@marian.edu

Agenda

5. Executive Director Report and Legislative Affairs Update

a. Mark Fairchild

Executive Director Report and Legislative Affairs Update

- a. February 17th - Youth Day at the Statehouse
- b. February 18th - Youth & Family Engagement Workshops
- c. House Bill 1098: Youth, family and caregiver engagement initiative
- d. House Bill 1403: Juvenile justice matters

Executive Director Report and Legislative Affairs Update

e. Commission discussion on bills for monitoring and potential legislative action

i. Senate Bil 482: Absenteeism / House Bill 1201: Education Matters

ii. House Bill 1107: Funding for Family Recovery Courts

iii. House Bill 1485: Court Appointed Counsel for Certain Minors

iv. House Bill 1605: Juvenile Law Matters

v. Other bills of interest to Commission members

Agenda

6. Commission Member Announcements and Adjournment

2025 Meeting Dates

- April 9
- June 18
- August 20
- October 15
- December 10 with reception