



Higher Ground

reach. transform. elevate.

OUR MISSION

Empower one life at a time

**to Reach, Transform, and Elevate
their community**

through love and building character.



**WE ARE
NOT THE
HEROES**



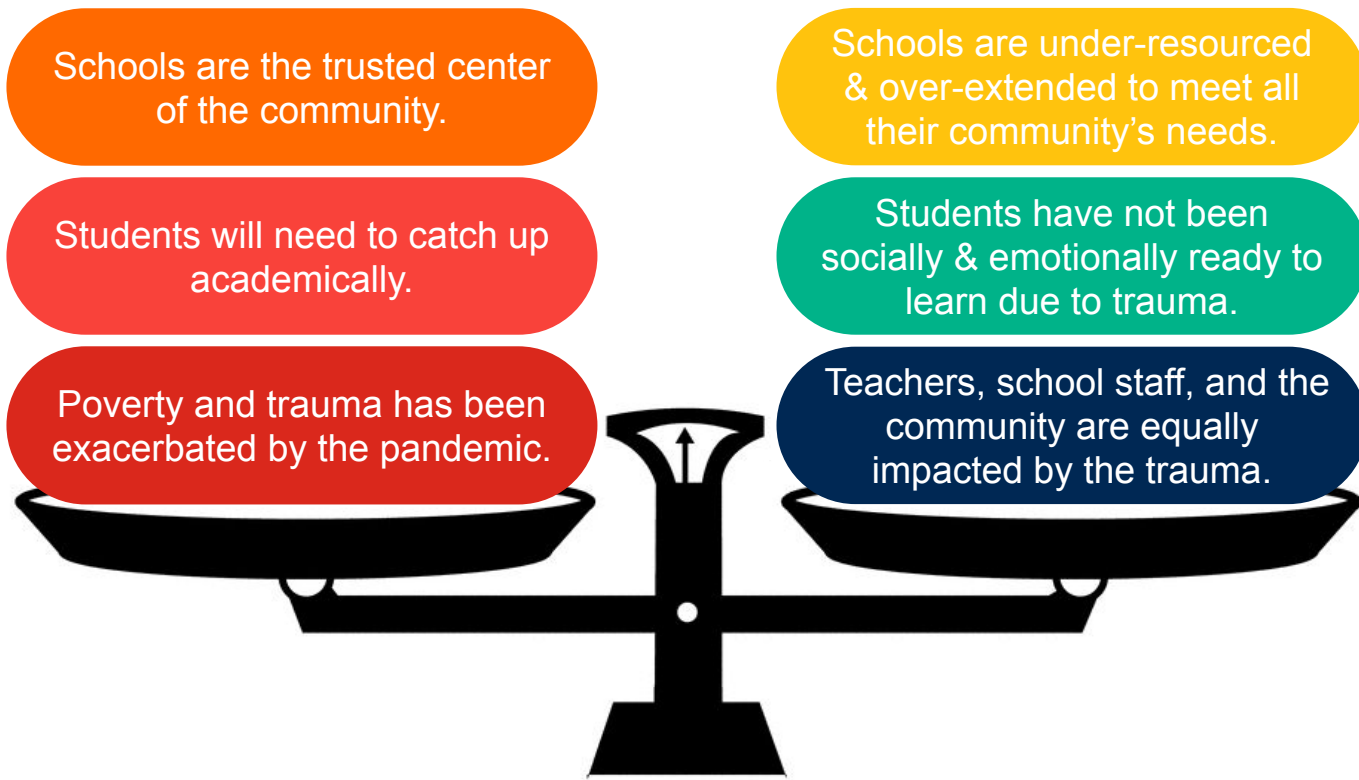
RESTART S.M.A.R.T.

A strategy for reopening schools that are Strategic, Mindful, Agile and Aware, Resilient, and Trauma-Responsive

How to address the social and mental
health needs through community schools
during the COVID-19 pandemic

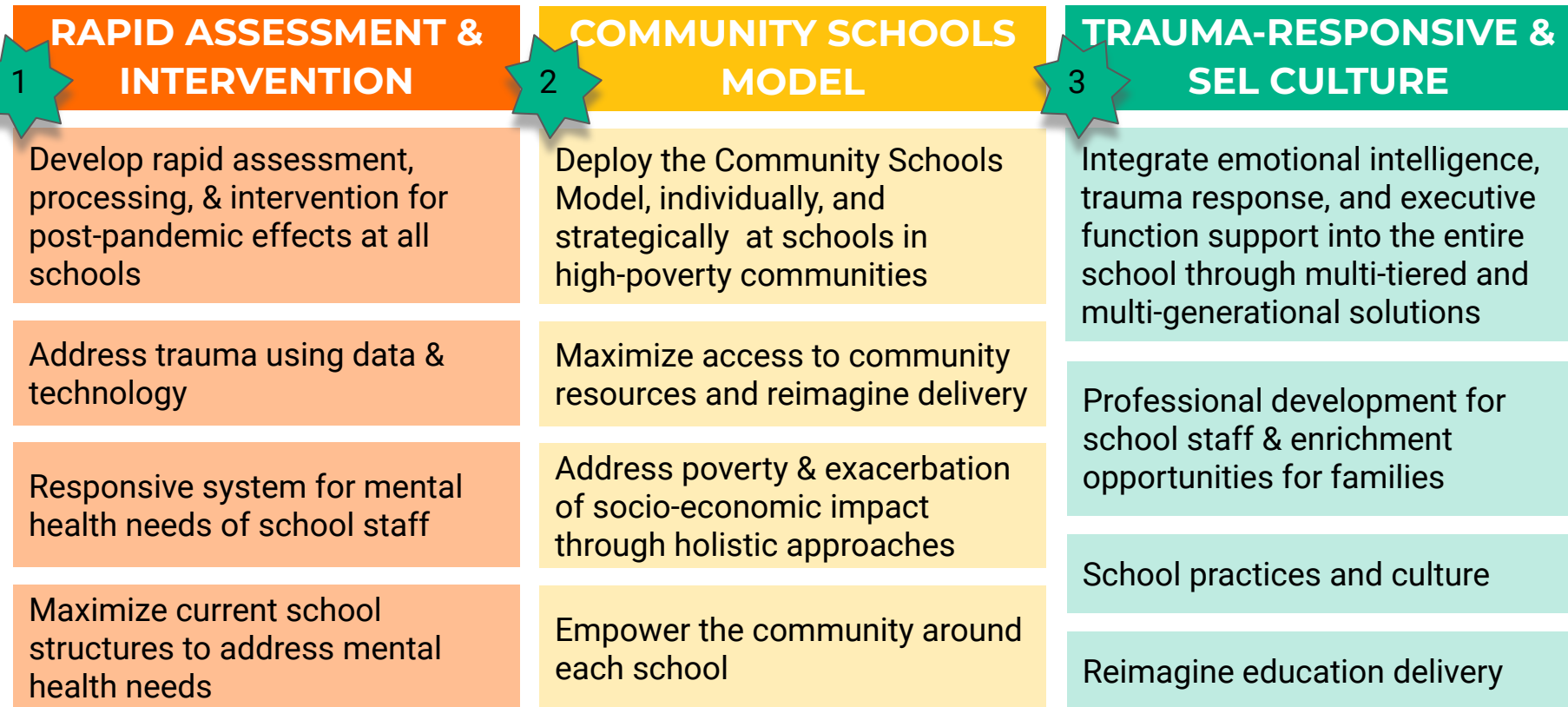
THE DILEMMA

How do we mitigate the exacerbation caused by this pandemic on educational opportunity disproportions, racial inequities, and socio-economic gaps?





Reimagining Education through RESTART S.M.A.R.T.

addressing the “COVID Slide” and the collective trauma crisis



Goal 4 & 5 and how it relates to Goals 1 - 3

 ADVOCATE FOR POLICY CHANGES	 SUSTAINABLE FUNDING SOURCES
District wide policies to shift them to support trauma responsive practices	Evaluating current federal funding and inclusion of community schools
Redesigning district-wide counseling policies	Reallocation of public and private funds for collaboration
Developing policy white papers to address gaps and barriers	State and federal analysis of funding gaps and opportunities
Statewide adoption of community schools strategies	Engaging private sector, businesses, and key industries

HOW RESTART S.M.A.R.T. WORKS

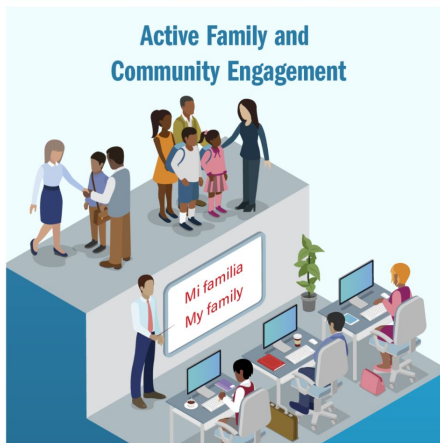
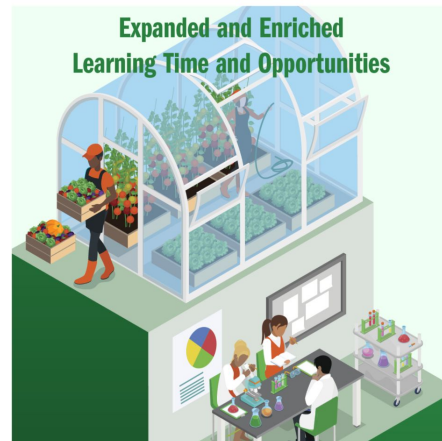


Restart SMART uses a community schools' strategy for organizing school and community resources around student and family success.

We support the students' and families' holistic wellness by providing wrap-around services and addressing all the non-academic needs that impact the school.



The 4 Pillars Of Community Schools



3 Big Bets: Students, Families, Communities

When we focus on developing our youth's executive functions, then academic performance improves.

If we improve the wellness of families, then we improve the wellness of children.

If we improve the living conditions of the community, then the schools in that community will improve their outcomes.

RESTART S.M.A.R.T. TEAM



**S.M.A.R.T. School
Director - SSD**

Leads Service Integration &
Partner Engagement

Develops & Facilitates the
Steering Committee

Fosters Partnership with
School Personnel

Leads & Supervises S.M.A.R.T.
Team Members

Responsible for Overall On-Site
Service Coordination



**Family Support
Specialist - FSS**

Engages Parents in Services &
Identifying Family Needs

Supports SSS with Group SEL
Integration

Supports SSD in Partnership
Development

Supports SSD with Service
Coordination for Family Needs

Provides Coach-Mentoring
with Parents based on Need



**Student Support
Specialist - SSS**

One-on-One Coach-
Mentoring with Students

Facilitates Group SEL
Community Builders

Supports FSS & SSD in
Partnership Development

Supports FSS & SSD with
Service Coordination for
Student Needs

RESTART S.M.A.R.T. OBJECTIVES

1

Create a community anchor by making the school a hub for the community without adding burden to school staff and leadership.

2

Connect students & families with community resources to meet their specific needs, according to SAMHSA's 8 Dimensions of Wellness.

3

Increase the available resources in a community that address poverty and trauma.

4

Provide trauma-responsive support to school staff, students, families, and the community.

5

Improve the ability for students to learn by supporting the Social Emotional Learning infrastructure of the school.

6

Empower the surrounding community of the school.

7

Create sustainable system that allows the community to continue and evolve all the work absent of Higher Ground allowing them to define their own vision

Triage and Assessment

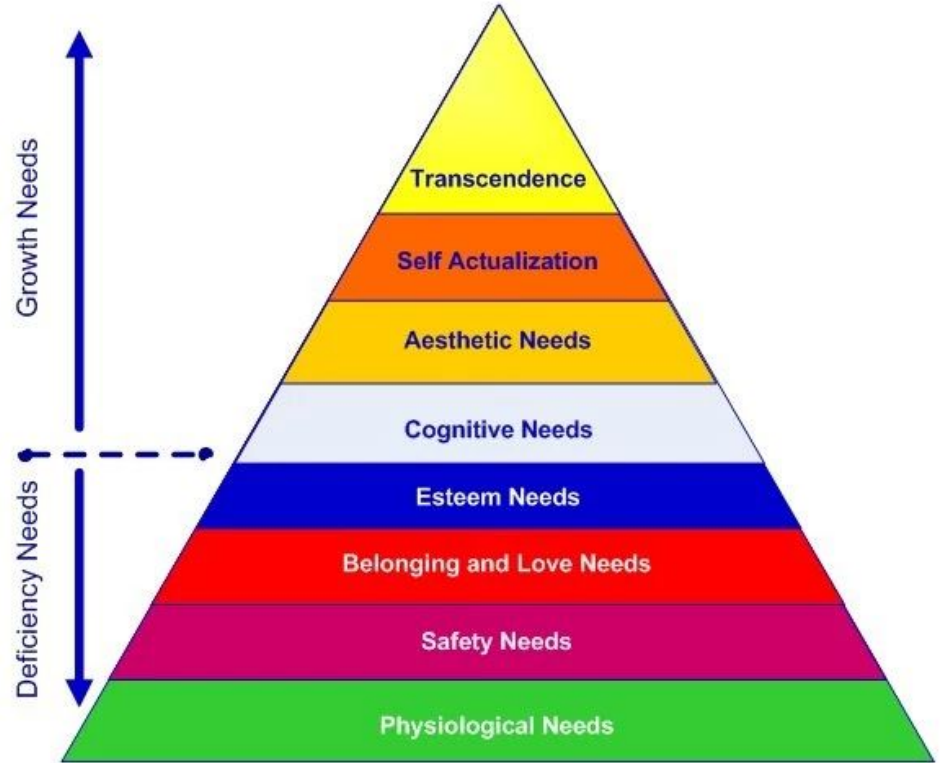
Stabilize Needs

Connect to **Support**

Scaffold the **Skills**

Through **highly trained team** with **120+ hours** of training before deploying at a school

MASLOW'S MOTIVATION MODEL



Turning schools into the hub for the community

- This strategy brings all the services that youth and their families need to the schools, a place where they have trust and have continued access, based on a continuous needs assessment and continuous improvement model.
- This model allows the school staff to focus on the academic components, while the Restart S.M.A.R.T. team focuses on all the non-academic needs of the students and their families.
- Most importantly, it's about allowing the local community to create their vision and be the sustainable engine that facilitates the strategy

HISTORY OF Restart SMART

2020

The pandemic hits. Higher Ground and community leaders authors Restart SMART - a community school strategy with TMC implementing it.

2021

Schools from two school districts implement Restart SMART. Further development of the mapping into an app begins.

2022

Restart SMART gets implemented by a total of 5 schools. Higher Ground serves over 2,000 students, 500 families, 300+ educators.

NOW

Restart SMART in 8 different schools. National partnership for community schools. Beta testing of app, strategic alignment.



PERSONALIZED HOLISTIC PROCESS

Process to develop robust relationships quickly and leverage existing assets to support student needs and goals in proactive, individualized, and holistic ways

INTAKE

Who is the child?

What are the obstacles?

ENGAGEMENT MAP

Who is in the child's network
- family, school, community?

SERVICE MAP

What needs can we address with which services within the 8 Dimensions of Wellness?

RESOURCE MAP

What direction does the child want to go?

What are the gaps and who are the partners?

LIFE MAP

Child works with staff to map out:

Life Goals

Current Status

Milestones

Supports for Success



INTAKE:

"Who is the Child?"
 "What are the obstacles?"
 Gender: Male
 Age: 18
 Grade: 12th
 Date: 2011-2015

PERSONALITY PROFILE:

- Quality Time
- Leader
- Choleric

RISK FACTORS:

- 3 Drug Rehabs
- ADHD x
- Depression & Anger Management
- Mom currently on drugs
- Dad incarcerated twice
- Involved in a gang
- Lives with Aunt (Tia)
- Academically disengaged

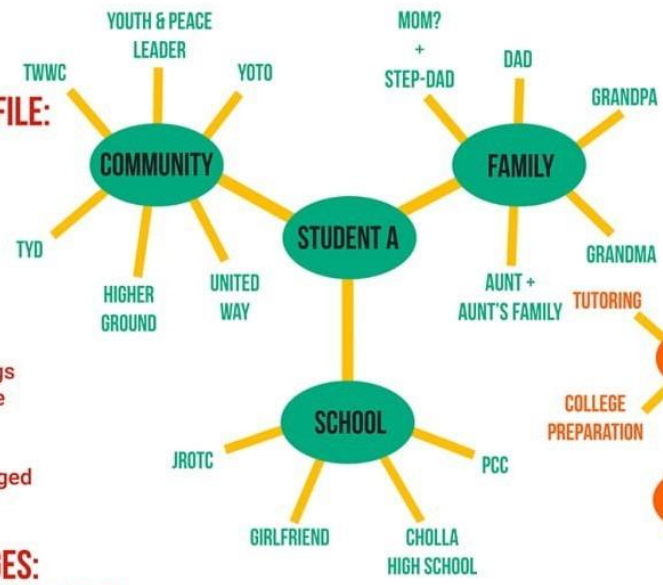
TRAUMA/

MAJOR LIFE CHANGES:

- Tried running away from Aunt (Tia)
- Raising younger cousin
- Physically abused as a child

ENGAGEMENT MAP

"Who is influencing the child?"



SERVICE MAP

"What needs can Higher Ground programming address?"



RESOURCE MAP:

"What direction does the child want to go?"

GOALS:

- 1- Tutoring
→ Find tutor he is receptive to
- 2- Find out what is going on in schooling
- 3- Trauma

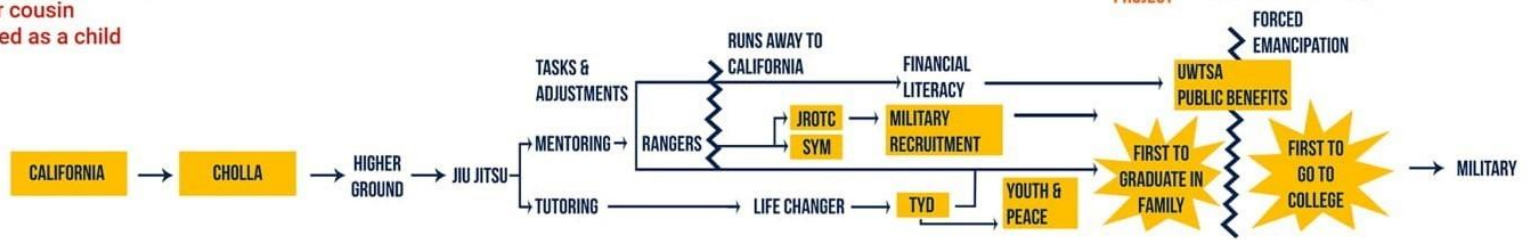
POTENTIAL GAPS:

- 1- Lack of life skills for emancipation
→ worked with Aunt
- 2 - Lack of public benefit knowledge
→ United Way
- 3 - Low ASVAB Scores
→ ?
- 4 - Possible separation from girlfriend
- 5 - Lack of housing for college
→ Lost Papers

PARTNERS:

- TYD
- United Way
- Aunt
- PCC
- Higher Ground App Life Planning

LIFE MAP:



STUDENT APPLICATION MEASURES

Amount of
Engagement
between
Youth,
Network, &
Staff

Youth Goals
to
Completion

Referrals
to Service
Completion

Pre- & Post-
Youth Grit,
Impulsivity, &
Wellness
Inventory

Behavior
Incidents
Quarter over
Quarter

School
Attendance
Quarter over
Quarter

Academic
Engagement
&
Achievement
Quarter over
Quarter

Frequency of
ACEs,
Traumas, &
Risk Factors

SCHOOL APPLICATION PROCESS

Process for integrating into the school-community, understanding the needs and assets from all stakeholders, and collaborating on a targeted action plan specific to the community

SCHOOL PROFILE:

What makes the school unique?

How does the community view the school?

What are the needs?

ENGAGEMENT MAP:

Who makes up the school - students, families, staff?

Who are the stakeholders already connected & how are they supporting the school-community?

SERVICE MAP:

What needs can we address with which services within the 8 Dimensions of Wellness?

ACTION PLAN:

What guides the school's action? What are the school's goals? What are they already doing to reach those goals?

What are the gaps and who are the partners?

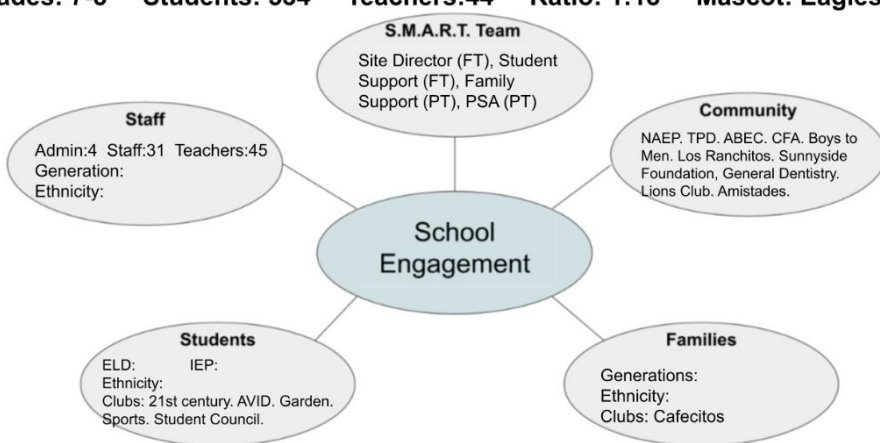


SCHOOL PROFILE:

- Named after Moon Mission
- Mascot - Eagle
- Feeder Schools:
- Feedie Schools:
- Popular: Sports, Clubs, & Student Council
- Annual Events: 8th grade promotion, Open House, Eagle's Nest, 21st Century Celebration
- Culture: "Welcoming, culture, good"
- Concerns: Underage drinking/vaping. Drug use/access. Social/emotional need. Attendance
- School opened 1957

NEEDS:

- Uniform discipline consistency, information, timing for all parties
- Decrease out of class time
- 2-way parent/guardian communication and engagement
- Undocumented/DACA-mented resources
- Alternatives to suspension
- Cyber civics & bullying prevention information
- Adult classes based on needs
- Awareness around drugs & alcohol
- Transportation, uniforms, communication



GOALS:

- Increase parent/guardian engagement
- Strengthen community engagement to address school community needs
- School Beautification (Like murals and green spaces)

SCHOOL STEPS:

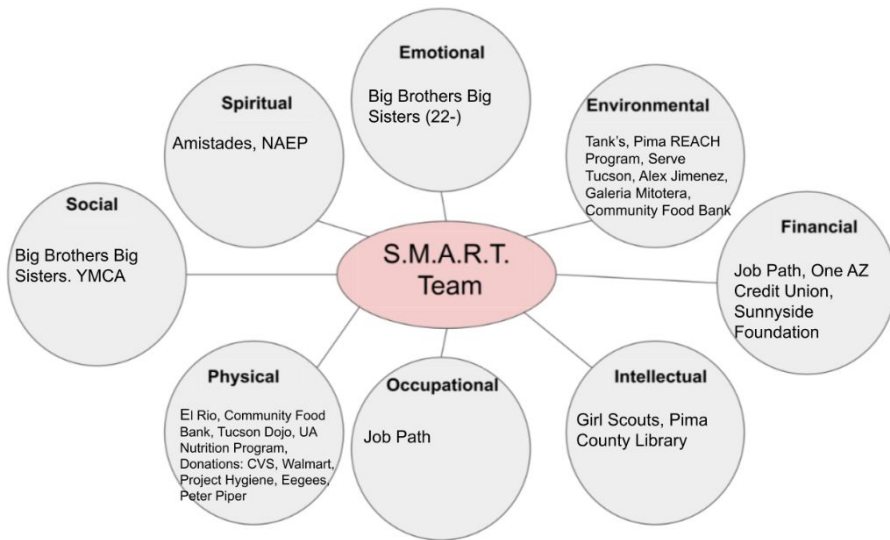
- School hired a PSA to increase parent engagement
- School leadership direct partnerships to SSD
- School establishes Student Services Team and agrees on school-wide referral system

POTENTIAL GAPS:

- PSA has other priorities
- Parent/guardian engagement throughout the school year is limited to sporting events
- Families are only at Apollo for 2-years
- Staff turn-over causes loss of partnerships and project goals
- No Established Parent Group

PARTNERS:

- Amistades (2016)
- 21st Century (20..)
- TPD - Miguel Figueroa (20..)
- Cope Community Services (2019)
- UA College of Public Health (2019?)
- ABEC / CFA (2019)
- Boys to Men (2022)
- Higher Ground Restart SMART (2022)
- Child & Family Resources Go Girls (2022)



SCHOOL APPLICATION MEASURES

Partners
Engaged &
Integrated
On-Site

Events
Facilitated

Cash &
In-Kind
Donations
Leveraged

Students,
Families, &
Community
Members
Supported

Volunteers
Engaged &
Hours of
Service

Chronic
Absenteeism,
Enrollment, &
Behavior
Incident
Rates

Pre- and
Post- School
Culture
Metrics

School-
Community
Specific Pre-
and Post-
Measure

STUDENT & SCHOOL APPLICATIONS EMPOWER ONE ANOTHER

When used together, these tools help school-communities to proactively evaluate their alignment of efforts, analyze the connection between school-community and individual needs, and optimize their implementation design of services and interventions at all levels.

Individual student
traumas, risks, &
potential gaps

School profile, school needs, review of existing
resource allocation, and targeted resource
engagement & policy advocating

Individual service to referral
completion

Key partnerships for cultivation
and on-site integration

Most efficient & effective resources for
service coordination with individual
students and families

School Engagement &
Service Map

Trauma Informed to Trauma Responsive

Awareness of the impact of trauma on students, staff, and families

Incorporate understanding of trauma into school policies, practices, and curriculum

Focus on creating safe, supportive, and inclusive learning environments

Emphasize key principles such as safety, trustworthiness, collaboration, empowerment, and cultural sensitivity

Provide professional development for educators and staff to better understand trauma and its effects on learning and behavior

Built on the foundation of trauma-informed care

Actively address and respond to the effects of trauma on students, staff, and families

Implement practical strategies, interventions, and support systems to foster healing and recovery in the school community

Provide access to specialized support services, such as counseling, therapy, or social-emotional learning programs for affected students & families

Prioritize and promote well-being through school-wide policies and procedures, such as restorative practices

Proactive approach to addressing trauma and fostering resilience in students and staff

Restart SMART Strategy *IS NOT*:

A finite program

A Checklist

Restart **SMART Strategy *IS*:**

A *SYSTEMIC PROCESS*

Asset Based Model

Practice & Policy Work

Provides Support to Educators

Sustainable

**Integrates to Existing School
Systems & Language**

**Involves students,
parents, community**

1 year outcomes & output for 7 school sites



Increased enrollment by up to **10%**

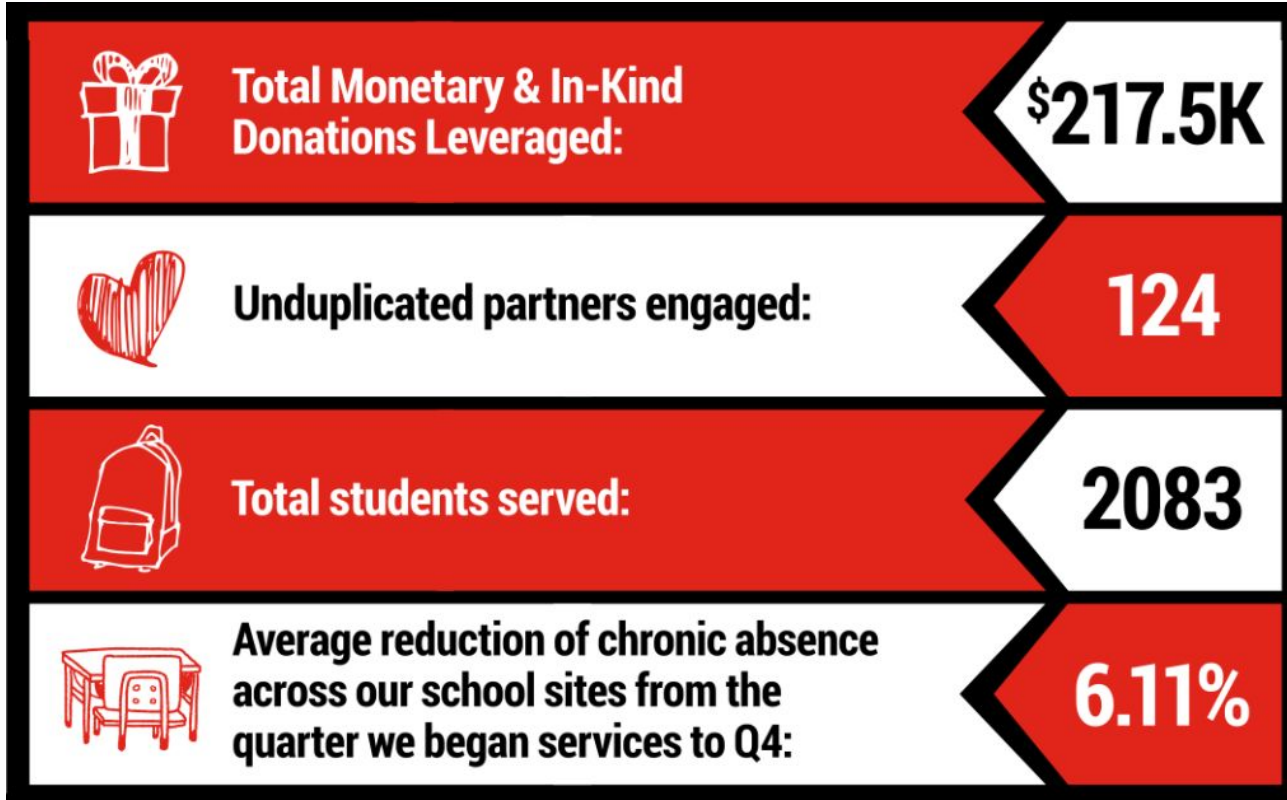
Improved attendance of students with at least 8 touch-points with our Student Support Specialists by up to **75%**



Reduced discipline incidents related to disruption, defiance, or disrespect by up to **80%**

Decreased logged discipline of students working with our Student Support Specialists by up to **100%**

1 year outcomes & output for 7 school sites



3 year pre-pandemic outputs & outcomes

6097

total
students
served

More than
1200

volunteers
engaged serving
over **5300** hours

\$184,000

cash and
in-kind support
leveraged

62%

of coach-mentoring
students improved
their attendance

* Average over 3 school years

61%

of students who
were referred to
services completed
services

* Average over 3 school years

53%

of coach-mentoring
students improved
their decision-
making skills

* 18-19 School Year

Nationally Community Schools are...

Support the whole child, while increasing student outcomes.

An effective & efficient strategy for improving education & supporting our kids and families.

Suited to address urgent student, family, and community needs in times of crises.

Community Schools are hyper-local to support youth and family voice.

Partner and Community rich with resources and opportunities

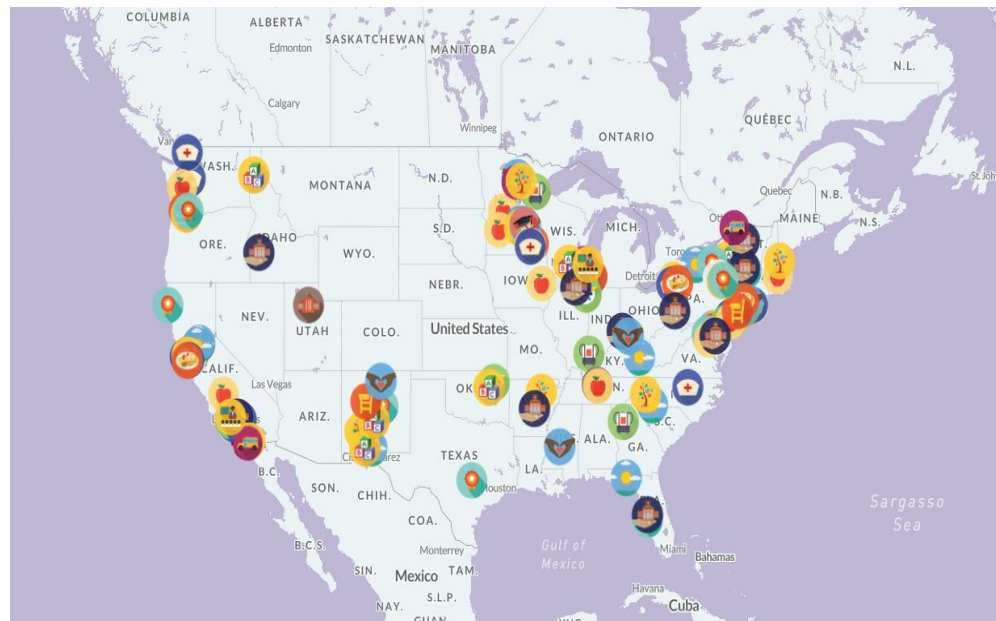
Leverage youth and family outcomes to shift research and policy.

Community Schools Models in the US

45% of public schools reported that they use a #CommunitySchool or wraparound services model, especially in places with high poverty rates, Institute of Education Sciences pulse poll shows

Community schools are an outgrowth of leaving schools to tackle many of the barriers to student success rooted in larger social issues

The before- and after-school enrichment opportunities the program prioritizes reduce rates of risky behavior and dropping out while boosting academic achievement, one study found. Another determined the strategy increased attendance and rates of successfully advancing from one grade to another.



[Community Schools Story Map](#)

A comprehensive approach to addressing trauma with agility, data, and trust

San Francisco Unified School District - 27% reduction in suspensions and up to a 14% increase in attendance.

Washington State - 85% decrease in office discipline referrals, a 40% decrease in out-of-school suspensions, and a significant increase in students feeling safe at school.

Los Angeles Schools - half the rate of PTSD symptoms and were 21% less likely to have depression symptoms compared to a control group.

Funding & Scaling the model

Significantly increasing public funding for FSCS would enable hundreds more communities to coordinate the assets of their schools, families, and community partners for students' immediate and long-term success.

The demand for scaling Community Schools far exceeds the ability of many communities to fund one or more Community Schools, at least at first. This is why the federal Full-Service Community Schools program is so important.

Pre-pandemic there were over 40,000 Title I schools with concentrations of students in poverty who would significantly benefit from the coordinated and enhanced supports. Community Schools collaborate with private funders and organized intermediaries to catalyze public investment for what we know works.

Private dollars leverage and extend this public investment. Community Schools are committed to sustainability. Being part of a Community Schools Strategy like Restart SMART puts schools on a different trajectory--they learn how to ***braid and blend diverse funding sources (often non-education dollars) and how to engage partners who can bring a different set of human resources into their schools.***