Agenda

- **1-1:25** Intro to Partnership Hearts & Minds  
  *Grant Manager, Marybeth Mangas*

- **1:25-1:35** Our Journey of Equity Work  
  *Grant Manager, Marybeth Mangas*

- **1:35-1:45** Virtual Tour of Equity Programming  
  *Community Schools Coordinator, Brianna Melgar*

- **1:45-2** Principal Chat & Questions  
  *Principal Amanda Delabar*
Mary’s Center

OUR MISSION

Building better futures through the delivery of health care, education, and social services by embracing our culturally diverse community and providing the highest quality care, regardless of ability to pay.

OUR MODEL

Mary’s Center’s approach, informed by the Social Change Model, is based on the principle that treating individuals and families for their health problems alone is insufficient to help overcome the multiple life challenges they often face.

Instead, we look at all of the pressures in their lives and deliver integrated health care, education, and social support on their journey toward good health, stable families, and economic independence.
School Based Mental Health (SBMH) Program

Created to decrease access barriers for youth and families to MH care by staffing MH providers on-site in school settings.

Provide full episode of care with added opportunities for care coordination.

Supplement and bolster – not replace – existing school mental health services.

Partner schools are majority Medicaid-insured students.

Program operates and self-sustains through Tier 3 Medicaid billing and limited grant support, but also supports and collaborates for Tier 1 and Tier 2 needs.

School Partners 2021-2022

- Bancroft Elementary
- Barnard Elementary
- Bridges PCS
- Briya PCS
- Bruce Monroe Elementary
- Capitol City PCS, LS & MS
- Cleveland Elementary
- CHEC, Lincoln MS & Bell HS
- Coolidge HS
- DC Bilingual PCS ES
- DC International PCS, MS & HS
- EL Haynes MS & HS
- Harriet Tubman Elementary
- H.D. Cooke Elementary
- KIPP Spring Academy
- KIPP Promise Academy
- KIPP Key MS
- KIPP Northeast Academy
- KIPP College Prep
- MacFarland MS
- Powell Elementary
- Truesdell Elementary
- Oyster Bilingual ES & MS
• Columbia Heights is known for its diversity. Historically, the neighborhood has had the largest Latino population in the city.

• In 1970 Tubman Elementary was built, despite protests from many neighborhood residents.

• After, many middle-class residents moved to the suburbs, resulting in a drop in business, home and retail vacancies, which contributed to poverty and violence related to drugs increasing in the area.

• Columbia Heights remains a vibrant food and retail scene, which was bolstered by the addition of the metro to the area in 1999.

• In recent years, Columbia Heights was named one of the fastest gentrifying neighborhoods in the United States.
Tubman By the Numbers

**DC PUBLIC SCHOOL, TRADITIONAL PK–5TH GRADE**

**560–580 STUDENTS**
- 47% Black/African American
- 47% Hispanic/Latino
- 3% White
- 2% Mixed Race
- 1% Asian

**STUDENTS FACING HOMELESSNESS 15–25%**
Tubman is the in-boundary school for 2 low-income housing developments and 3 shelters

**97% FARMS**
Students receive breakfast, lunch, snack, and dinner (if in after-school) at school

**49% ELLS**
And 60% of students speak a language other than English at home.

Mary's Center
Community School
Mission & Vision

Harriet Tubman and Mary’s Center’s Hearts and Minds Partnership mission in becoming a community school is to strengthen the relationship between the school, family, and community by nourishing our community from a holistic perspective.

Our vision is to create our school as a hub in the community, where students are achieving the highest level of academic, social and emotional success, families feel safe, supported, and empowered, and teachers feel nurtured and committed to walk with our students and families as we all evolve in becoming fulfilled and empowered community leaders.
STUDENT ENGAGEMENT

- 66 unique students in grant-funded virtual OST year-long
- 10 students received their first Karate belt after year-long participation in program and belt test
- 7 CSC-coordinated virtual OST programs
- Toad of the Week posted virtually every week
- Partnership with Champions for Subsidized Before/Aftercare

CHRONIC ABSENTEEISM

- Every student received a Tubman mask and hat
- 60 families received fresh food bi-weekly
- 18 families received support with internet or school connection and attendance with CSC
- 1 family attendance and wellness game night
- Toiletries, uniforms, and clothing available
FAMILY ENGAGEMENT

• 4 School-Wide Family Engagement Events:
  • Bingo Night (Virtual)
  • Multicultural Potluck (Virtual)
  • Family Appreciation Breakfast (In-Person)
  • Back 2 School Cook-Out (In-Person)

• 4 Virtual Student Performance Family Showcases:
  • Karate Belt Exam
  • Photography Show
  • Art Show
  • Theatre Performance

• 4 Virtual Family Coffees (Caregiver Stress, Community Resources, Enrollment, Asthma & COVID)
STAFF WELLNESS

• 3 staff appreciation lunches
• 1 staff appreciation week with PTO
• Every staff person received a care package for the holidays

JOIN

TOADS TAKING CARE

COMING THIS SPRING:
SIX, WEEKLY MINDFULNESS SESSIONS
DESIGNED FOR TUBMAN STAFF

• PATHS/CARE Offered:
  • Weekly Morning Meditations in Fall
  • Six-Week Mindfulness Workshop in Spring
  • Three-Week Rebuilding Community Training in Spring
  • All-Day PATHS for New Staff Training in Fall
SERVICE CONNECTION

• **36 students** received therapy (virtual and/or in-person)
• **Over 1000** behavioral health sessions (including, individual, family, group)
• Average referral time: **8** days to intake
• **9** collaborative cases between therapists & CSC

• **69** families received service linkage support
• **550** resource sessions were provided
• **56** families received diapers and wipes monthly
• **59** families received fresh food twice/month
• **1** “super resource” event
Journey of Equity Informed Initiatives at Tubman

• In 2019, Tubman began a 3-year work plan with an outside, equity partner
  • GOAL: Offer equity training to select staff, learning in partnership with voluntary community/family members to decrease the advantage gap amongst students at Tubman.
• This work in Year 2 focused on staff/parent led group influencing initiatives and change.
  • GOAL: Same as year 1, with additional intention of diversifying representation of families in initiatives (i.e. Families & staff on equity team collaborate on initiatives based on needs group assessed as being paramount).
• Halfway through Year 2 began the onset of the pandemic and beginning of virtual learning.
• This contributed to a decision to move on from initial equity partner to engage a new virtual equity partner offering training to ALL staff
  • GOAL: Support more far reaching, equity learning and ideally expanded initiatives.
Pause & Reflect – 2020

- Pandemic = **Increased stress in all forms;** financial/personal/community hardships, isolation, diverse experiences of grief and loss
  - All are understandably **too spent to move equity learning beyond training**; COVID precautions prevent gatherings, screen-time fatigue limits participation in virtual events
  - **The work is so valuable** – we decide to **pause and reflect** on next steps, so not to make any one-off decisions or changes

- Simultaneously, the **incidents of overt, violent and systemic racism and oppression is staggering** in our country
  - Not new ideas, events or experiences - BUT with increased occurrence and attention, we **pause and reflect:**
    - **How is our programming and budgeting thus far contributing to practices that are rooted in racism?**
    - **What can we do better to lift up the voices and honor the experiences of our whole community, not just those in roles where they are seen and heard most?**
    - **How do we continue to work towards the community, cultural shift needed to create a more equitable and anti-racist learning environment and community school?**
Journey of Equity Informed Initiatives at Tubman (Cont’d)

• This reflection, in addition to seeking feedback from families, teachers, school leadership teams and colleagues, led us to **pivot to use equity funds to address tangible, diverse community needs in Year 3**
  • **GOAL:** Same as Year 1 & 2 AND to decrease engagement gap amongst students & families (i.e. more diverse and inclusive library books, moveable furniture, therapy/cool-down supplies, projector/heaters/hybrid events to support safe family engagement during COVID, basic need support supplies, school supplies and health & safety supplies for all students, personal invites to CAB meeting)

• In **Year 4** we are budgeting for **supplies AND stipends for leaders to have community led initiatives increase,** considering how to better engage our African American boys, considering how we better support both teaching and non-teaching staff, and continuing to reflect on how the pandemic will impact the programming we offer.

**Year 1:** Begin Equity work w/ Outside Partners

**Year 2:** Continue Relationship & work: Reflect, Respond, Work to Repair Relationship

**Year 2.5:** Begin Relationship w/ New Outside Partner: Reflect, Pivot

**Year 3:** Widen lens to offer more diverse supplies & Initiatives

**Year 4:** TBD! Plans to continue to evaluate supply needs AND Increase Family Representation in Initiatives
What does this programming and funding shift look like in practice?

Virtual Tour with our CSC, Brianna Melgar
Just as Red entered the woods, though, she met Wolf. Red didn’t know what a wicked creature he was, so she didn’t know to fear him.

“What are you going, child?” Wolf asked.

“Where are you going, child?” Wolf asked with a smile.

“To Grandma’s,” Red replied.

“What have you got in your basket?” Wolf asked.

“Grandma’s not feeling well,” Red explained, “so I’m taking her some cake.”

Wolf licked his lips, but it wasn’t the cake that made him hungry. It was Red!
MAKE YOUR VOICE HEARD!
COMPLETE TUBMAN'S SURVEY ON NEXT YEAR

FAMILY APPRECIATION WEEK JUNE 1-4

Thursday, June 3rd 8:15-9:15am
Family Drive-Thru/Walk-Thru Breakfast
To all Tubman caregivers, come get coffee and donuts (limit 2 per family) at the front entrance!

Friday, June 4th All Day
Family Toads of the Week
Keep an eye out for family Toads of the Week to be presented on Instagram and on the morning announcements.

Friday, June 4th 8:10am
Family Appreciation Morning Circle
Ask your student’s teacher if their class is participating, then join morning circle for family shout-outs!
Outcomes

• In FY21, Tubman’s LCPI increased from 44% (FY20) to 53%, just one percent shy of our objective. Note that the greatest area of improvement in the LCPI was in the area “Loved,” where we saw a 16% increase in favorable responses.

• In FY21, 98% of parents reported overall satisfaction in the Panorama Parent Survey, an increase of 4% from FY20.

• In FY21, 776 family members (may include some families who attended multiple events) participated in family engagement events in various formats: online asynchronous in the form of pre-recorded workshops (347), online synchronous in the form of Teams meetings (54), in-person (375), and hybrid (offered in one or more formats above).

• In FY21, 63% of nonteaching staff and 67% of teaching staff reported feeling individually engaged (an increase of 4 and 11 points respectively).

• In FY21, 69% of non-teaching staff and 84% of teaching staff reported feeling team staff engagement (an increase of 3 and 9 points respectively).
Chat with Principal Delabar

Katarina Price Photography
For additional questions or conversation:

Marybeth Mangas LICSW, LCSW-C
Supervisory Grant Manager

Mmangas@maryscenter.org
551-404-4341 (Cell)
1707-B Kalorama Road, NW Washington DC 20009
Pronouns: She/Her/Hers