



*Investment Partner in Renaissance 2010*

2009 New Ventures in Education Seminar:  
**Designing a School to Meet the Socio-Emotional  
Needs of Students**

April 29, 2009

*Creating a New Market of Public Education*

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# Agenda

- ▶ North Lawndale College Prep
- ▶ Reasons for Addressing Student Socio-Emotional Needs
- ▶ Building a plan
- ▶ Impacting Parents and the Community
- ▶ Developing the Initial Design
- ▶ Providing On-Going Support during Ramp-Up
- ▶ Making On-Going Adjustments

# North Lawndale College Prep

## School Mission

- ▶ To prepare young people from under resourced communities for graduation from high school with the academic skills and personal resilience necessary for successful completion of college

## School Demographics

- ▶ 95% free or reduced lunch
- ▶ 97% African American, 3% Latino
- ▶ 800 students, two campuses next year – fully operational in 2010-11 with 1,000 students
- ▶ 80% of our students are from the West Side
- ▶ 54% female – 46% male

## Background/ History

- ▶ NLCP grew out of the success and failures of the “I Have A Dream Foundation” (KNOW YOUR ORIGIN STORY!!!)
- ▶ North Lawndale focus – 2 years of planning from 1996-98 (Diverse group of experts, lead by parents and community members – make sure there is some congruence between the planners and the implementers)
- ▶ Great mission but it needed to be “appropriated” by original staff. DO NOT UNDERESTIMATE THIS!

## School's Success

- ▶ 75% of our 9<sup>th</sup> graders graduate from NLCP on time
- ▶ 90% of our seniors, graduate on time
- ▶ 90% of our graduates go to college
- ▶ 75% of our alumni in college have either graduated from college or are on track to graduate within 6 years
- ▶ Class of 2008 has already been awarded \$1.8 million in scholarships

# There are several key components critical to North Lawndale College Prep's success

## Keys to Success

- ▶ Clarity of Mission – buy in by staff, parents and students from day 1
- ▶ Commitment to deepening our practice of PEACE; culture is the bedrock for academic excellence
- ▶ Marriage of high academic expectations with rigorous social service supports
- ▶ Department of Student Life
  - Team of staff members dedicated to the needs of the students
- ▶ 5 year counselor redefinition
  - Counselors follow students for a 5 year rotation (9<sup>th</sup>-12<sup>th</sup> grade and first year of college)
- ▶ PHOENIX RISING
  - Summer program that connects students with diverse set of academic, leadership, and enrichment opportunities
- ▶ Program to youth potential, not youth pathology
- ▶ Belief that all adolescent growth (ethical, academic, personal) is based on deep, lasting relationships with full grown adults

# Why is it critical for schools to address student socio-emotional needs?

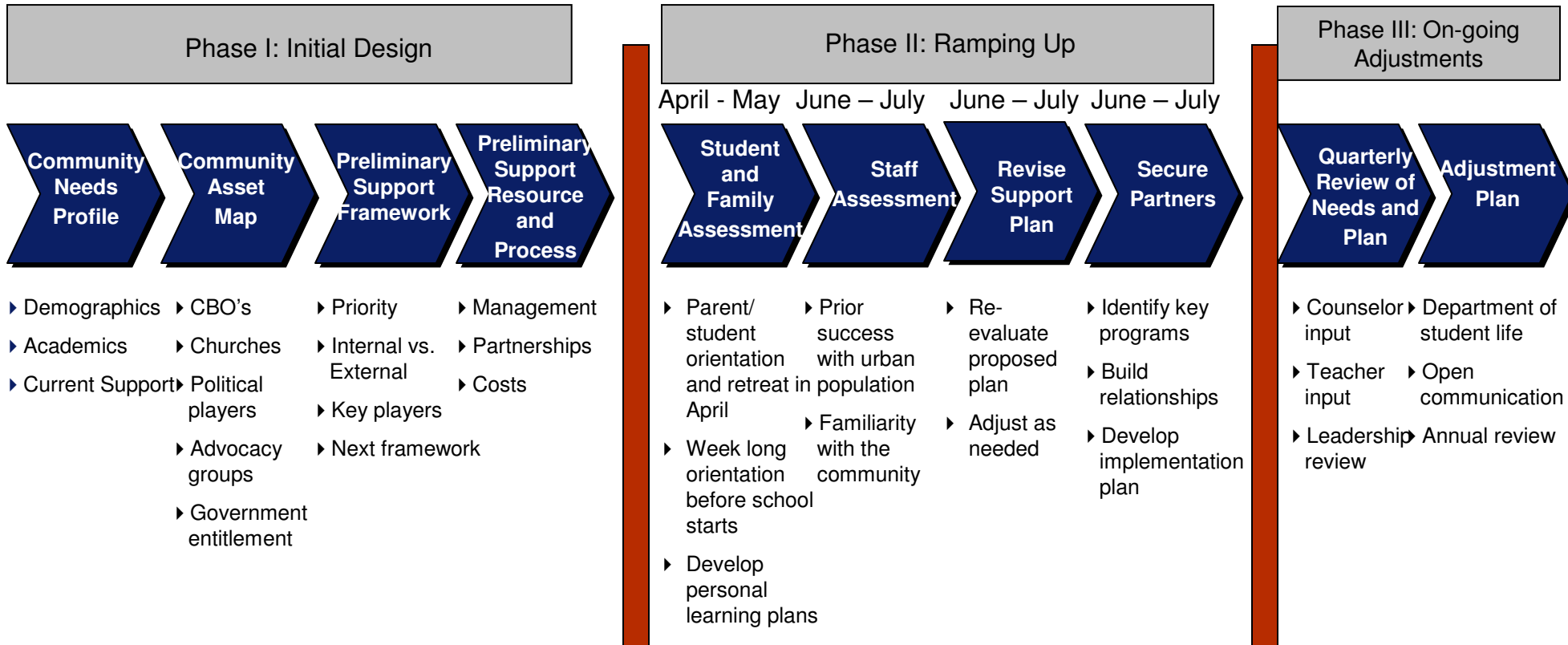
## Reasons for Addressing Student Socio-Emotional Needs

- ▶ Builds strong sense of an intentional community
  - School culture will emerge either intentionally or accidentally; accidental school cultures are a mess
  - Make sure that what emerges is the culture you want
- ▶ Helps students cope and overcome the many barriers to their academic and personal growth
  - Dealing with “The Things They Carry”
- ▶ That which you don’t “talk out”, you will “act out”
  - If a school is not explicitly helping students with their socio-emotional needs, the conversation will center on students “acting out” and not talking through their issues
- ▶ Helps involve parents more deeply and consistently in their daughter/son’s growth – especially in high school where parents tend to be less involved

# Building a plan for socio-emotional needs requires three distinct phases

## Process for Developing Programs

Steps:



## Involving and impacting parents and the community is also essential to success

Parents and the Community as Resources		
Parent and Community Roles	North Lawndale College Prep Examples	Benefits
Advocacy	<ul style="list-style-type: none"> <li>▶ At least 3 parent positions on the full NLCP board</li> </ul>	<ul style="list-style-type: none"> <li>▶ Keeps our focus where it should be</li> <li>▶ Provides essential community information</li> </ul>
Government Relations	<ul style="list-style-type: none"> <li>▶ Illinois Network of Charter School (INCS)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Indispensable partner with special expertise and contacts</li> </ul>
Support for summer and alumni programming	<ul style="list-style-type: none"> <li>▶ Summer internships                             <ul style="list-style-type: none"> <li>– Carole Robertson</li> <li>– Mt. Sinai</li> <li>– Lawndale Christian Health Center</li> </ul> </li> <li>▶ College trips                             <ul style="list-style-type: none"> <li>– Young Men’s Educational Network (YMEN)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Provides benefits for NLCP students while supporting local Community Based Organization’s</li> </ul>
Office Support	<ul style="list-style-type: none"> <li>▶ Parents run annual events (1/2 Cap ceremony, Senior Luncheon)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Better organization and implementation of events and better parent attendance</li> </ul>
Other Programs	<ul style="list-style-type: none"> <li>▶ Phoenix Rising – local businesses</li> </ul>	<ul style="list-style-type: none"> <li>▶ Internships, employment for alumni and access to local services</li> </ul>

# Initial Design

**Before designing a program to address social and emotional needs it is important to develop a community needs profile...**

**Assessment Components**

Critical Info	Typical Sources
Demographics	<ul style="list-style-type: none"> <li>▶ Race/ethnicity</li> <li>▶ Mix of family structures</li> <li>▶ Income levels</li> <li>▶ Mobility</li> <li>▶ Home language</li> </ul>
Prior Academic Performance	<ul style="list-style-type: none"> <li>▶ Feeder schools</li> <li>▶ Neighboring public or private schools</li> <li>▶ Strengths and gaps by subject area/grade</li> <li>▶ Publications with information on needs assessment</li> </ul>
Profile of Supports	<ul style="list-style-type: none"> <li>▶ Governmental &amp; nongovernmental entities sponsoring new initiatives</li> <li>▶ Most common needs met by local schools</li> <li>▶ Most common needs met by government agencies</li> <li>▶ Most common needs met by churches, etc.</li> </ul>

## ...and an evaluation of community assets and detractions

### Community Assets/Detractions

Critical Info	Typical Sources
Governmental entitlement	<ul style="list-style-type: none"> <li>▶ Federal, state and city legislative &amp; program websites (social, education, commerce, security, safety) – note eligibility</li> <li>▶ Legislative representatives' websites</li> <li>▶ Commissions on children, families, community</li> <li>▶ Media article search</li> </ul>
Community and neighborhood assets	<ul style="list-style-type: none"> <li>▶ Governmental &amp; nonprofits operating in the neighborhood</li> <li>▶ Intermediary receiving and operating grants</li> <li>▶ Publications with information on needs assessment</li> </ul>
Upcoming initiatives & advocacy efforts	<ul style="list-style-type: none"> <li>▶ Governmental &amp; nongovernmental entities sponsoring new initiatives</li> <li>▶ Advocacy groups with similar agendas</li> </ul>

## A typical community assessment should take 6 weeks and produce a solid understanding of the community

### Process

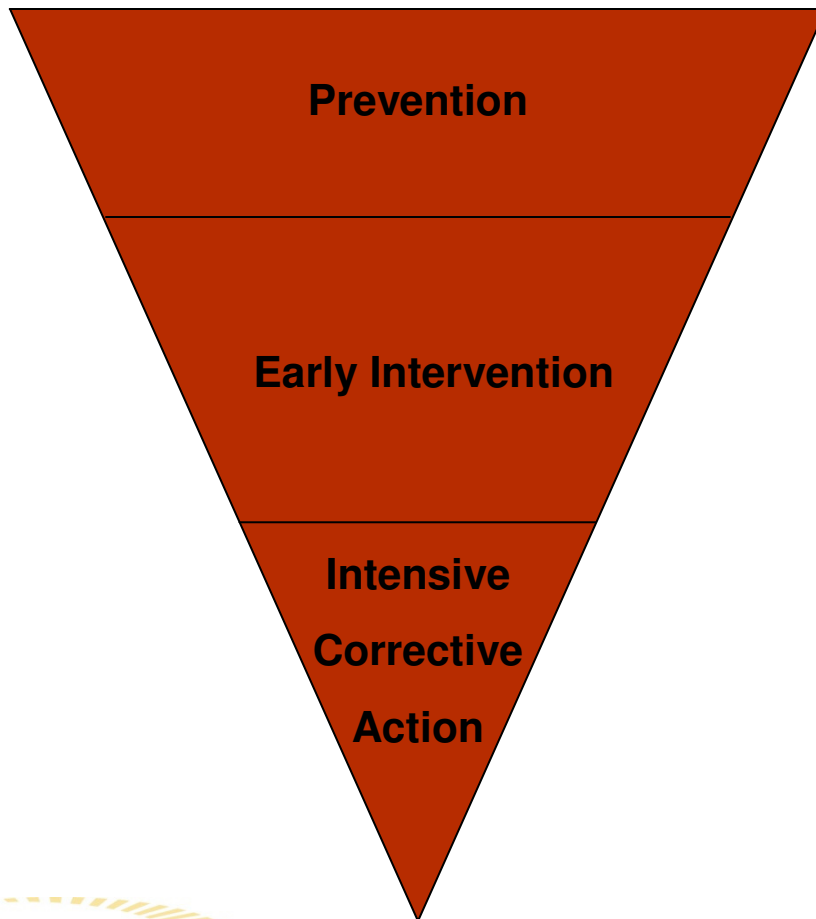
- ▶ **Who is involved:**
  - School leader and members of the board
- ▶ **How is this accomplished:**
  - Visit every church in the community (look for local ministerial association)
  - Visit all feeder schools
  - Visit day cares
  - Visit Community Based Organizations
- ▶ **Time-span:**
  - Six weeks
- ▶ **Estimated costs:**
  - Time and Energy
- ▶ **Deliverables:**
  - Identifies community needs
  - Provides a source for future students and hires
  - Provides community input and buy in from important community asset
  - Identifies future collaborators for the school

**Schools are likely to experience needs at the school, classroom, and individual level and must have a clearly defined plan and priorities for them**

**Preliminary Support Framework**

Typical Needs	Level of Effect	Expected Level of Prevalence (High, Medium, Low)	Priority (Critical, Medium, Low)	Internal Support	External Support
Child Abuse	Individual	High	Critical	School Counselors	Sankofa – Safe Child Initiative
Gang	Individual, class, school-wide	Medium	Medium	School Counselors	N/A
Exposure to acts of violence	Individual, class, school-wide	High (70% of school population)	Critical	School Counselors	Northwestern Hospital
Parent incarceration	Individual	Low (20% of school population)	High	School Counselors	Dr. Betty Allen Green
Victims of sexual Abuse	Individual	High (60% of school population)	Critical	School Counselors	Sankofa – Safe Child Initiative
Homelessness	Individual	Low (5 – 8% of the school population)	High	School Counselors	Transitional Living Programs
Grief counseling and Anger Management	Individual, classroom, school-wide	Medium	Critical	School Counselors	Outsource to local mental health resources

## A three tier service delivery model is helpful for planning or managing supports



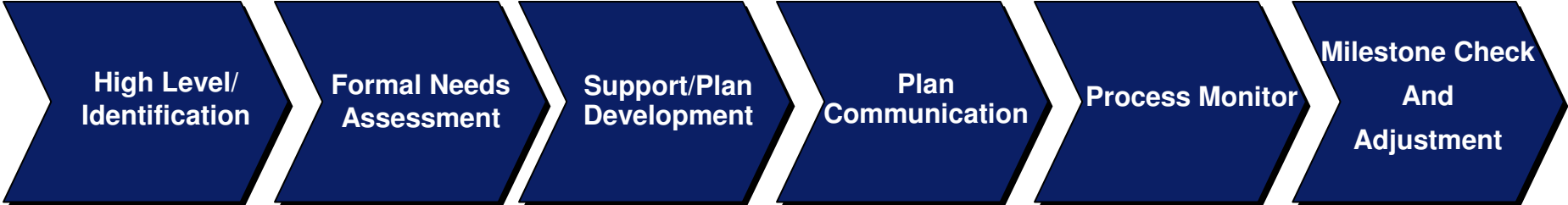
	Keys to Success
Prevention	<ul style="list-style-type: none"> <li>▶ Attentive staff, involved counselors</li> <li>▶ Parent Communication</li> </ul>
Early Intervention	<ul style="list-style-type: none"> <li>▶ Behavior Contracts</li> <li>▶ Small group therapy</li> </ul>
Intensive Corrective Action	<ul style="list-style-type: none"> <li>▶ Referral to outside partners who can provide more intensive, expert help</li> <li>▶ Social Capital Theory</li> </ul>

## Once the framework is set it is important to determine staffing, partnerships, and financial implications

Area	Implications
Internal Resources	<ul style="list-style-type: none"> <li>▶ Staff positions required:               <ul style="list-style-type: none"> <li>– NLCP Model – Five total counselors: one counselor for each class for 5 years</li> <li>– Peace Dividend</li> <li>– Department Chair of Student Life</li> </ul> </li> </ul>
External Partnerships	<ul style="list-style-type: none"> <li>▶ Partnership - Use local mental health providers for more expert and intensive services that internal staff cannot do</li> </ul>
Costs	<ul style="list-style-type: none"> <li>▶ Staff \$45K plus benefits for counselors</li> </ul>

# To be effective, teams must couple this plan with an effective process to identify, manage, and meet emerging needs

## Process for Developing Programs



<b>Description:</b>	<ul style="list-style-type: none"> <li>▶ SAT meets weekly with teachers to discuss student needs and identify support needs</li> </ul>	<ul style="list-style-type: none"> <li>▶ Social worker meets with students</li> <li>▶ Social worker meets with parents</li> <li>▶ Identifies services/supports needed</li> </ul>	<ul style="list-style-type: none"> <li>▶ Social work develops service plan and milestones</li> <li>▶ Outreach made to required partners to connect to services</li> </ul>	<ul style="list-style-type: none"> <li>▶ Social worker discusses plan with teachers, parents, and students</li> </ul>	<ul style="list-style-type: none"> <li>▶ SAT meeting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Formal review of progress</li> <li>▶ Evaluate need for continued services</li> <li>▶ Adjust plan as needed/services no longer needed</li> </ul>
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<b>Key Members:</b>	<ul style="list-style-type: none"> <li>▶ Student Assistance Team</li> <li>▶ Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student</li> <li>▶ Parents</li> <li>▶ Social worker/dean</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student</li> <li>▶ Partners</li> </ul>	<ul style="list-style-type: none"> <li>▶ Social Worker</li> <li>▶ Teacher</li> <li>▶ Parents</li> <li>▶ Students</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student Assistance Team</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student Assistance Team</li> <li>▶ Parents</li> </ul>
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# Ramp-Up

## Once students are enrolled, and prior to school opening, it is important to conduct student and family needs assessments

### Process

- ▶ **Goal:**
  - Set specific learning, development and summer enrichment goals. Check three times annually
- ▶ **How completed:**
  - Advisors and class counselor work with students throughout orientation and during advisory period
  - Develop Personal Learning Plans and Student Led Conferences
- ▶ **When:**
  - Personal Learning Plan: During summer and first trimester
  - Student Led Conference: At the end of each trimester
- ▶ **By when:**
  - In time for mid-trimester presentation in late September
- ▶ **How aggregated:**
  - Student growth portfolios

## Once student, family, and staff needs are understood, it is important to revise the support framework

- ▶ Adjust based on the understanding of needs
  - Prevalence of specific needs
  - Level of effect (if common across majority of the school, may address at school level)
- ▶ Adjust Service Plan and Services Required
  - Staff implications
  - Partnership implications
  - Costs

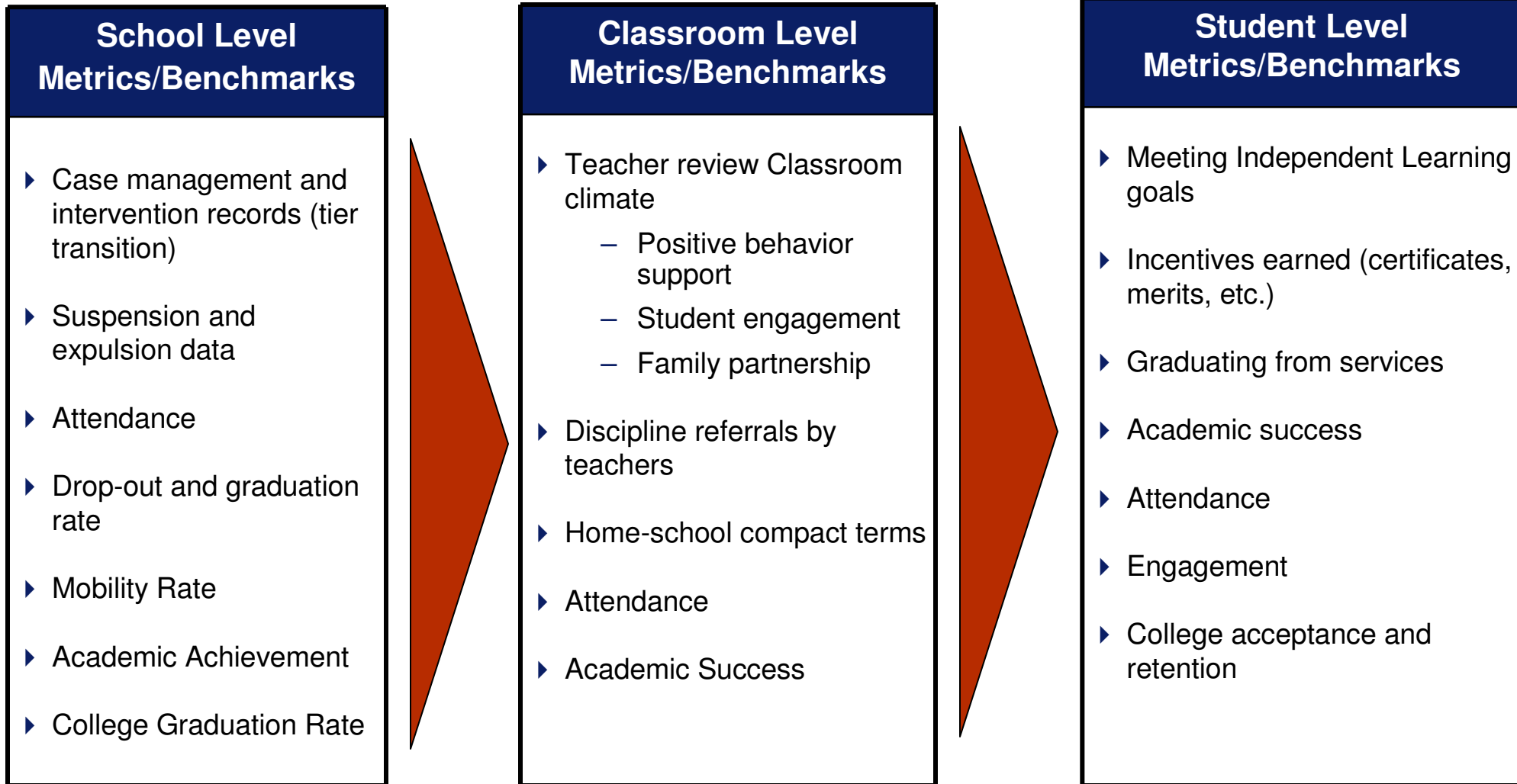
## A cadre of partnerships are likely to be required

Potential Service Providers		
Type	Type of Partner	Sample Organizations
Governmental	<ul style="list-style-type: none"> <li>▶ Good supplemental staff resources</li> </ul>	<ul style="list-style-type: none"> <li>▶ Project 55</li> <li>▶ Americorps/Amate House</li> <li>▶ Teach for America</li> </ul>
Non-Governmental	<ul style="list-style-type: none"> <li>▶ Mental Health</li> <li>▶ Emergency services, (health, homelessness, etc.)</li> <li>▶ Legal Services</li> </ul>	<ul style="list-style-type: none"> <li>▶ Sankofa, Teen Living Program, Lawndale Christian Health Center</li> <li>▶ Cabrini Green Legal Aid, Legal Assistance Foundation</li> </ul>

**Other Potential Partnerships: Churches, Community Based Organizations, Major Employees, Political Leaders, Parents and “Feeder” Parents**

## **On-Going Adjustments**

**Successful social emotional programs graduate more students when needs have been met and contribute to the overall culture and academic success of the school**



## Providing Professional Development opportunities to all staff members is essential to ensuring the strength of the programs

Professional Development to Meet Student Socio-Emotional Needs			
Description	When to use it	Who should be involved	Implementation Considerations
Ethical Youth Leadership for NLCP Males (Vision Quest)	<ul style="list-style-type: none"> <li>▶ View this as a constant development of indigenous leadership - ongoing</li> </ul>	<ul style="list-style-type: none"> <li>▶ 10 – 20% of Male students</li> <li>▶ All male faculty members (elders)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Need an initial “retreat” and ongoing schedule of activities</li> </ul>
Homelessness	<ul style="list-style-type: none"> <li>▶ Late fall PD</li> </ul>	<ul style="list-style-type: none"> <li>▶ All staff and counselors</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use Transitional Living Programs (TLP), best in the business</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>▶ Beginning and end of school year</li> </ul>	<ul style="list-style-type: none"> <li>▶ School educational leaders and department chairs</li> </ul>	<ul style="list-style-type: none"> <li>▶ Should fit into overall literacy plan</li> </ul>
Peace Making	<ul style="list-style-type: none"> <li>▶ At beginning of year</li> </ul>	<ul style="list-style-type: none"> <li>▶ All adult staff</li> </ul>	<ul style="list-style-type: none"> <li>▶ Find organizations like “Kingian Non Violence Center” to help</li> </ul>

## There were number of key challenges that North Lawndale College Prep faced when developing and implementing these programs

### Lessons Learned/Parting Tips

- ▶ Establishing intentional school culture for staff and students is job number one
- ▶ A school's self-understanding of its intentional culture takes time, grows organically and must be revisited continually (since staff and student population turns over quickly.)
- ▶ Create a program tailored to Youth POTENTIAL, not youth pathology
- ▶ Never think you have all of the damage that poverty causes figured out
- ▶ Don't treat the external symptoms – treat the root causes