

**2016  
COLLEGE CHANGES EVERYTHING  
CONFERENCE**

**July 21, 2016  
Tinley Park, Illinois**

**Supporting Student College Persistence and Success  
Through Graduation**

Using Social-Emotional Strategies to  
Boost Post-Secondary Planning

# Session Agenda

- Welcome/Introduction
- Presentation by Dr. Alexander (Principal), Bednarcik Junior HS
- Presentation by Dominique Davis (Director of College Success), Chicago Scholars'
- Presentation by Cindy Degand (C&I Specialist) & Sonjanita Moore (SEL Specialist), Umoja Student Development Corporation
- Circle Experience
- Closing/Exit Slip

# Dr. Sharon Alexander

17 years as a school administrator

Current Junior High Principal in Oswego

Mother of Shaun (8) and Taylor (10)

Daughter of school administrators



# Objectives

- To assist students and parents in understanding the “hidden agenda and curriculum” in school systems
- To prepare students for the social and emotional needs required to remain strong in the face of adversity and challenges
- To build an understanding of the process of going to college begins in elementary school and a “career going” mindset is an expectation

# Hidden Agenda/Curriculum

Are you teaching your child the hidden agenda and curriculum associated with school? Are you even aware there is a “hidden curriculum” in educational settings?

- Many teachers in schools do not believe “all students” can be successful
- Expected Academic and Behaviors in the School versus in the Public  
PBIS, MTSS, and Senate Bill 100
- Does your school district actively recruit and desire academically talented, and diverse staff?
- Rigor and Accelerated Curriculum prepares your student for college readiness

# Resilience and Tenacity

- Traits taught and needed in all students
- High Expectations of self, others, and work ethic
- When facing struggles and people who do not encourage or embrace your differences, speak out and share the concerns

# Mindsets

Dr. Carol Dweck defines mindsets as viewing of situations in a fixed manner or a growth manner?

Fixed Mindsets- “I failed the test, therefore, I am a failure?” “I don’t understand math, so I can’t do math.”- STOP GROWTH

Growth Mindsets- “I failed the test, but I can study harder, ask the teacher for help and do better next time.” I don’t understand math, but I can do better with assistance.-ENCOURAGE GROWTH

# College and Career Mindset

We start as early as PK-3 talking and discussing college and careers

We take our children on college visits and job shadowing work situations

We begin talking about what it takes to enter college or a career in elementary school

We develop goals and plans to get there before we finish junior high school and we alter and adjust if necessary

# CHICAGO SCHOLARS

EVERY HIGH SCHOOL. EVERY NEIGHBORHOOD.

## MISSION

*We uniquely select, train and mentor academically ambitious students from under resourced communities to complete college and become the next generation of leaders who will transform their neighborhoods and our city.*

## VISION

*A vibrant Chicago powered by diverse leaders from every neighborhood.*



## OVER THE COURSE OF SEVEN YEARS

*We make targeted investments to support critical transitions for our scholars.*

88% of our graduating high school seniors enroll at a 4-year college

95% of Chicago Scholars persist into their second year of college

86% of our Scholars earn their college degrees within six years

# COLLEGE SUCCESS

## THEORETICAL FRAMEWORK

### *Social Support Theory*

- “social support is effective in **preventing stress or in buffering people from the negative effects of stress** events and stressors such as academic stress experienced by college students” (Brittian, Sy, & Stokes, 2009; Jacobi, 1991).

### *Integration & Involvement Theory*

- “the higher the academic and social integration levels of the student, the less likely they are to voluntarily leave the institution. Hence, students are **more likely to remain enrolled, persist, and graduate** (Valentine et al., 2011, Escobedo, 2007 & Jacobi, 1991).

### *Case “Cohort” Management*

- According to Adams, Hazelwood & Hayden (2014), case management is a **client-centered and goal-oriented process** for assessing the need of an individual for particular services and assisting him/her to obtain those services.



# TO AND THROUGH

## COLLEGE TRANSITION

Mentors –2 year mentor commitment

College Transition Retreat

## COLLEGE SUCCESS

Cohort College Success Support

Mentor Support

- *Peer Mentor Program + 2<sup>nd</sup> year Mentors*

Campus Visit Program

Financial Assistance Opportunities

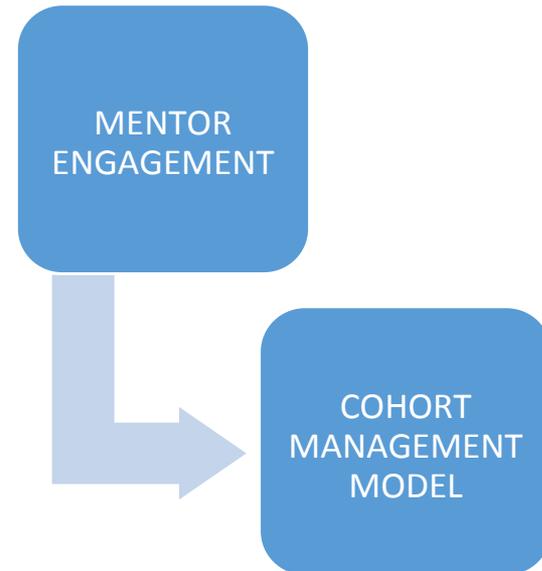
Career planning and leadership development training

Social Events

# S.W.O.T ANALYSIS & NEXT STEPS

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ul style="list-style-type: none"><li>• Data and technology platform</li><li>• Mentorship</li><li>• Leadership development</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Capacity to offer financial support – specifically gap funding</li></ul>
<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ul style="list-style-type: none"><li>• Manager of College Resources</li><li>• Increased staff capacity</li><li>• Cohort management model</li></ul>	<ul style="list-style-type: none"><li>• Mentor attrition</li></ul>

## EVALUATE



# Umoja Student Development Corporation

## The Umoja Model

Umoja is an essential on-the-ground partner for high schools and districts seeking to increase student attendance and engagement, reduce violence, promote academic achievement and increase graduation and college enrollment rates.

Umoja's model of College & Career Readiness, Social & Emotional Learning and Restorative Justice creates the necessary conditions in schools for all students to achieve academically and ultimately succeed in college. Umoja is currently impacting more than 7,000 public high school students and more than 500 teachers at 10 core public high school partners across Chicago.

Umoja executes programming side by side with students, teachers and administrators in 3 core innovation areas:

- College & Career Readiness
- Social & Emotional Learning
- Restorative Justice



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# Circles, Social-Emotional Learning & Post-Secondary Planning

- Circles hold historical significance for indigenous cultures around the world
- Circles are used for reflection during all of the “seasons” of post-secondary planning, recognizing that it is both a process and a journey.
- Circles allow students to think about where they are & potentially move to a different set of beliefs.
- Circles allow students to unpack their attitudes, beliefs and feelings related to post-secondary planning and their connection to communities of support.



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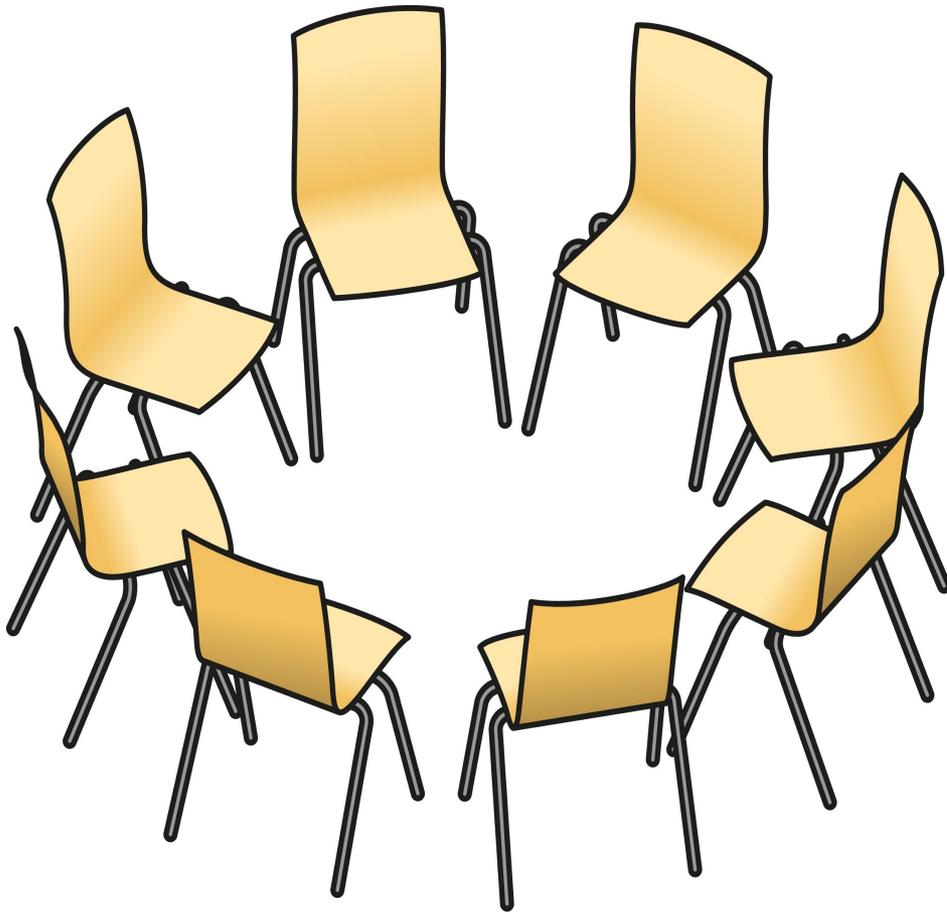
# Today's Circle Resources...

- Types of Circles
- Circle Structure & Planning Guide
  - Defining the Role of “Circle Keepers”
  - Tool for Planning Your Own Circle
- A Year in Circles
- Tips, Tools & Strategies for Listening Restoratively



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# The Circle Experience



1. Close “the U” & form a circle
2. Setting the Tone
3. Opening Ritual
4. Circle Rounds
5. Circle Closing/Exit Slips



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# Closing Circle Round #1

What is one aspect of your work that you would like to celebrate as it relates to supporting students in the post-secondary process?



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# Closing Circle Round #2

As students continue to grow and are challenged during the educational journey, what options do we provide to help students persevere?

# Closing Circle Round #3

How do we encourage 1st generation students to become authentically engaged on their campuses (i.e., build strong support systems) given the challenges and obstacles they will face?

# Closing Circle Round #4: Exit Slip

- Take an exit slip from the center of the circle & write briefly about what you're taking away from today's session to inform your own work with youth.
- Time permitting, we will do a quick “whip around” of our takeaways.



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Thank you for your time and consideration.