

Leadership in Community Schools

1

The Value of Human Capital

October 19, 2012

Patricia Redd

Alumni Panel

2

Akua Agyeman, 2012

Tina Ramirez, 2009

Joanna Rudnick, 2008

What is the job?

3

To lead the change that will transform schools so that they work for students and families

-Sarah Duncan

Primary Goal

4

To produce knowledgeable and skilled
professionals for
leadership roles in the community

Community Schools Program

5

- Concentrations in clinical practice or social administration
- Robust curriculum
- Field placements in community schools
- Integrated field seminars
- Professional development opportunities

Community Schools Program cont.

6

- Study visits
- Joint school site visits with school social work students
- National and local community schools forums
- Job fair

Required Courses

7

Students are required
to take courses with a solid background in
community school theory and practice

Example of Required Courses

8

- ❑ Public School Systems and Service Populations (Requirement of both Clinical Type 73 and Social Administration Concentrators)
- ❑ The Exceptional Child (Required for Type 73 students)

SA choose two and CI-T-73 choose one

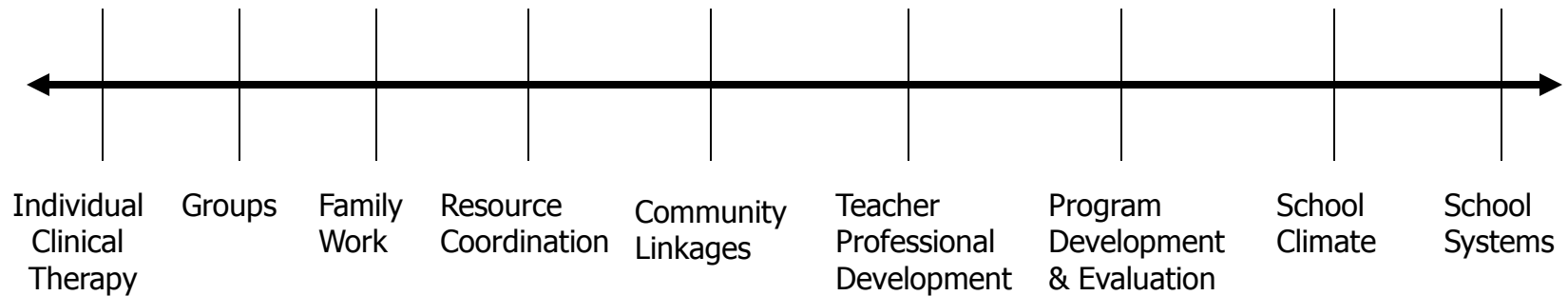
- Urban Adolescents in their families, Communities and Schools: Issues for research and Policy
- Promoting the Social and Academic Development of Children in Urban Environments
- Urban Education and Educational Policy

Continuum of Social Work in Schools

9

Clinical/Micro
("Traditional")

Administrative/Macro



Population served:

5-20% of students

All students
Faculty
Families
Community

Major Accomplishments

10

- Joint faculty/staff committee
- Developed curriculum
- Integrated concentrations

Major Accomplishments cont.

11

- 20+ community schools field placements
- Integrated programs of study
- Joint classes, workshops, seminars, and school visits
- Recruited highly qualified students each year

Barriers

12

- ❑ Tracking of alumni
- ❑ CPS/charter schools
- ❑ Clinical placements
- ❑ Decreased number of community schools
- ❑ Funding

Key Highlights

13

- 2003-2005: Development of program and curriculum
- 2005: Application process for Bank One Fellows
- 2006: First Graduates
- 2009: Alumni as mentors and field supervisors

Key Highlights cont.

14

- 88 JPMorgan Chase Leadership in Community Schools Fellows
- 8 years of fellowship support
- Ongoing professional development

Data about Cohorts

Year	Fellows	Concentration CI/Type 73	Soc Admin	Racial Diversity (Nonwhite)	Female	Male
2005-2006	7	0	7	4	6	1
2006-2007	6	1	5	0	4	2
2007-2008	9	5	4	3	9	0
2008-2009	14	10	4	7	14	0
2009-2010	15	12	3	6	14	1
2010-2011	17	10	7	8	15	2
2011-2012	12	7	5	7	11	1
2012-2013	8	4	4	2	6	2
	88	49	39	32	79	9

Children Served

Approximate Numbers

16

Year	Fellows	250 Students Served
2005-2006	7	1,750
2006-2007	6	1,500
2007-2008	9	2,250
2008-2009	14	3,500
2009-2010	15	3,750
2010-2011	17	4,250
2011-2012	12	3,000
2012-2013	8	2,000
Total	88	22,000

New Roles for Social Workers

17

Cohort Year	Alum/Concentration		Job
'07	Michael Kristovic	C	Director of Social and Academic Supports Network for College Success
'08	Deb McGarvey	SA	Director of Community Schools America Scores
'08	Joanna Rudnick	C	Director of Students Affairs ONEGoal
'09	Tina Ramirez	SA	Community School Manager Woodlawn Children's Promise Community
'09	Kelsey Harden	C	Metropolitan Family Services
'09	Meredith Williams	SA	Metropolitan Family Services
'10	Nikki Keen	C	Umoja Student Development Corporation (One of Chicago's foremost youth development organizations)
'11	Ashley Nazarak	SA	Senior Manager for Program Quality and Evaluation YMCA Metro Chicago (Has 10 Community Schools)
'12	Douglas Stalnos	SA	Dean of Students Wendell Smith Elementary School (Federal School Improvement Grant)
'12	Carly Moore	C	Umoja Student Development Corporation

Special Thanks

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JPMorgan Chase
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Alumni Comments

-Akua Agyeman '12

20

“I came into this program of study wide-eyed and hopeful for an experience where I could make a difference in children’s lives and grow personally and professionally. Now, as the program has come to an end, I realized that the growing pains of this experience for me was well worth it.”

-Claudia Miranda '12

21

“I can truly say that I have learned a lot more about the community schools model by being in the program. Before arriving to Chicago I had never been exposed to the community schools model, but always knew the benefit that school community partnerships have on our students, specifically students of color. I am now aware that the model exists all around the country, even in my hometown!”

- Grace Seol Bechle '12

22

“I’ve learned a lot this year about working in a school and a community. I know now how I need to begin a year working in a new school, how important it is to make myself a constant presence in a school. Through my school classes at SSA, I’ve realized the importance of serving as a bridge between these key players in students’ lives and that no one else is going to take on that role. I’m excited to learn more about how to do this job well, and to become a permanent and meaningful member of a school and a community.”