



IF YOU BUILD IT THEY WILL COME? DESIGNING PROGRAMS THAT EFFECTIVELY ENGAGE STUDENTS

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MODELS FOR MUSIC PROGRAM

- Constructivism
- Community School Model
“The Parthenon”



CONSTRUCTIVISM

- Learners bring their personal experiences into the classroom and these experiences have a tremendous impact on students' views of how the world works.
- Students come to learning situations with a variety of **knowledge**, **feelings**, and **skills**, and this is where learning should begin.



CONSTRUCTIVISM

- This knowledge exists within the student and is developed as individuals interact with their peers, teachers, and the environment.
- Learner's construct understanding or meaning by making sense of their experiences and fitting their own ideas into reality.



- By questioning themselves and their strategies, students in the constructivist classroom ideally become "**expert learners.**" This gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn **HOW TO LEARN.**
- **Students also become teachers**



COMMUNITY SCHOOL MODEL

- Programs, services and supports are organized along four pillars of support.
- A fully implemented community school organizes programs, supports and services along the four pillars, using needs assessment data to ensure that what is offered meets the specific needs and interests of students, families, and community members.



COMMUNITY SCHOOL MODEL

○ **Academic Development Enrichment, Support & Remediation**

- programs & services to ensure successful academic development for all students.
 - Music integration
 - Visual arts
 - Integrating technology
 - Homework help
 - Arts and crafts



- Music Program
- Technology (Use what is cool for them)
 - You Tube
 - Ultimate Guitar
 - Guitar Hero
 - Computers
 - I Pod
 - I Phone



HEALTHY MINDS AND BODIES, PREVENTION, INTERVENTION & TREATMENT

- programs & services to ensure healthy physical and social emotional development of all students
 - Mental health supports
 - Mentoring
 - Student mentors

 - **Leaderships Skills**



COMMUNITY ENGAGEMENT, SUPPORT, PARTNERSHIP & RESOURCE DEVELOPMENT

- Programs, services & opportunities for the community to provide and receive support at the school
- Special programs & events
- Community networking
 - **Concerts in the School**
 - **Concerts Outside the School**



FAMILY ENGAGEMENT, SUPPORT, PARTNERSHIP & RESOURCE DEVELOPMENT

- Programs and services to support & partner with families to enhance their ability to ensure student success.
- Partnership with parents
 - Parents helping in the Program
 - Parents asking for more classes
 - Parents buying instruments for their children



COMMUNITY SCHOOL ARE BUILT ON

- FOUNDATION practices. The foundation blocks are the common principles that drive highest-quality community school development and transformation. These foundation practices are:



INTEGRATED LEARNING

- out-of-school time activities link to but do not replicate classroom learning, enrichment opportunities are geared towards learning.



- Hire teachers from the school , Hire the ‘cool’ teachers
- Develop an area that is not present and is needed in the school
- Do not repeat programs that are happening in the school
- Know what is happening during the regular school day
- Align your program with the regular school day
- Align your program with other after school programs
- Constant meetings with teachers
 - Feedback
 - Learn from each other
 - Share Resources



- Align your after school with the school curriculum
 - History, Art, Music in the African American History Month
 - Example African American History Month Concerts with Frankie Donaldson
 - <http://www.frankiedonaldson.com/>
 - 2009- Jazz
 - 2010 – Blues
 - 2011 – Rhythm and Blues



LEVERAGED RESOURCES

- Community schools leverage existing investments in communities by bringing community-based resources, programs and supports into the school, and making them more accessible and available to students, families, and community members.
- **The Music program built into the idea of bringing more supports into the school**
- **The music program is available to ANY student 4th grade and up**



PARTNERSHIPS

- community schools build mutually beneficial partnerships with community-based organizations, families, and community members.



- Columbia College of Chicago
- Mather's Café
- Northwest Side Housing Center
- Cook County Juvenile Court
- Belmont-Cragin Library



BROADER OPPORTUNITIES

- By maximizing out of school time, bringing community resources into the school and inviting meaningful community engagement opportunities, students' learning experiences are expanded.
- **Also, you can bring the resources of the school to the community**



- Workshops with Frankie Donaldson
- Concerts in the School
- Concerts Outside the School in the Community
 - Mathers Café
 - Belmont-Cragin Library
 - Cook County Juvenile Court



COLLABORATION

- Community school staff, administration, stakeholders, and partners integrate their resources so that the whole is greater than the sum of its parts.
- Sharing Space
- Resources
- Money to fix and buy equipment



DATA-DRIVEN DECISION MAKING

- community schools use regular and consistent program evaluation and assessment outcomes to shape programs, make changes to offerings, and measure progress on working towards goals.



- Constant Assessments with students
- Focus groups
- Restructure around recommendations
- Be flexible
- Take into account the cultural, racial and ethnic diversity of your students
- Take into the account the different learning styles and skills level of each student
- Use that diversity in your program
- Reinforce their identity



SHARED VISION

- All of the community stakeholders work together to develop and work towards an agreed-upon set of goals and definition of student and family success.
- No Shared Vision Yet
 - Principal's Vision:
 - “Inspiring students to work hard and reach their highest expectations”



SHARED LEADERSHIP

- Lead partners, parents, schools, and other community stakeholders take responsibility for ongoing community school development and outcomes, decision making is shared by all stakeholders.
- The Music Program is starting this conversation.



IDENTITY BUILDING

- The Music Program gives students a sense of identity
- Gives students a sense of belonging:
 - To a group
 - To the school
 - To the community



RECRUITMENT STRATEGIES

- Think that the program is a business
- DO MARKETING
- Sell the programs to the administration, teachers, parents, students, community and yourself
- Showcase the program
 - Concerts
 - Presentations to teachers
 - Presentations to Parents in Open House, Report Card Day
 - Pictures
 - Videos
- Use students that are engage to sell the program



PROGRAM DEVELOPMENT AND SUSTAINABILITY

- Try to fit the Community School Model on the program.
- Build a program that students and teachers identify with.
- Use Volunteers
- Use advanced students as teachers
- Hire teachers that care
- Convince teachers that are not part of your staff of the value of the program
- Have an end product that can be shown to the community parents, teachers, etc.



ACTIVITY

- What is something that your students identify with?
- How do you create a program around the identities of these students?
- What strategies do you use to market and sell this program?
- How do you maintain your students engage in the program?
- How do you make this program sustainable?



QUESTIONS?

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