

The Leadership Program's Accelerate to Graduate Program



www.theleadershipprogram.com

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BOOST:

Best of Out of School Time Conference
Redefining Leadership in Out of School Time
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The Leadership Program Info

MISSION STATEMENT

Leadership is a dynamic urban organization that enriches lives, emboldens confidence and expands options by building strong leaders in classrooms and communities.

WHO IS THE LEADERSHIP PROGRAM?

The Leadership Program was started in 1991 by Ted Otis as a training program with two chief goals: to teach educators how to use New York City's cultural institutions and diverse communities as an educational resource, and to provide effective training in leadership skills in an educational and greater social context.

What began as a teacher training program quickly expanded to student-centered work; we created a program which develops leadership and resiliency skills in youth, cultivating their potential to be positive assets in their schools and neighborhoods. In 1995 we brought our in-class leadership and conflict resolution program to schools through an Extended School Day/School Violence Prevention Grant, which has since expanded to include 175 schools in districts throughout New York City. Since then, our services have expanded to include after-school programming, specialized professional development, social work & mental health services, and parent & community outreach projects in over 250 schools and neighborhoods in Manhattan, the Bronx, Queens, Brooklyn, and Staten Island.

OUR PROGRAMS

School Culture Project

Overview:

In our comprehensive School Culture Projects, Leadership trainers immerse themselves in the learning environment with programming that engages students, in-class, during lunchtime and after-school. Our staff partners with the school's administration in a unified effort to help create a positive school culture that will reach its highest potential.

In Class Enrichment

Overview:

In keeping with new educational initiatives and the ever-growing needs of our schools, The Leadership Program offers a variety of tailored in-class programs.

After-School Program

Overview:

Our After School Project provides a safe place for students to cultivate their creativity and develop individual and social responsibility through a variety of creative arts and recreational activities.

Professional Development

Overview:

Inspired and informed educators and administrators are a key component to providing young people with the high quality education they deserve. Our structured workshops inform, train, challenge and inspire educators and administrators to better serve their students and create a safe and productive learning environment.

THE LEADERSHIP PROGRAM CURRICULUM

The Leadership Program has developed several curricula designed around the model of leadership. With a thru-line of Leadership, our curriculum features experiential learning lessons in numerous key component areas. Curricula offered through The Leadership Program:

- Violence Prevention Project Manuals (Elementary, Middle & High School)
- After School Project Manuals (Elementary, Middle & High School)
- Advisory Curricula Manuals (High School)
- Character Education Manuals (Elementary, Middle & High School)
- Organizational and Study Skills Manuals (Elementary, Middle & High School)

OUR BRAND OF LEADERSHIP

At The Leadership Program, we believe that cultivating students' and educators' sense of empowerment and connectedness is the key to creating positive change in schools. We accomplish this through a wide variety of services that appeal to youth, teachers, and parents and are tailored to meet the needs of inner-city elementary, middle and high schools. We have worked for over 15 years with researchers, administrators, teachers and students to create a variety of high quality programming that has been shown to change student behaviors and attitudes towards violence, gang involvement and substance abuse.

OUR BRAND OF LEADERSHIP

1. Understands youth issues and culture.

We know how to connect with kids. Our programs have been developed in inner-city schools by young, passionate, creative people with extensive experience working with at-risk youth.

2. Is flexible.

As partners, we are committed to helping schools make a change through a wide range of professional development and student services. We work with schools to create programs that meet their specific needs and funding requirements.

3. Offers one-stop shopping.

We provide curriculum, training, services, and help locate and secure grant funding across the youth development spectrum.

4. Is research-based and effective.

In partnership with teachers, we start with what we know works in urban classrooms. Our programs build resiliency through social and emotional learning based on proven effective research over the past 15 years in over 500 NYC schools.

5. Is interactive, multi-sensory, hip, engaging and fun.

We have been recognized at national conferences for our strategies on engaging students in learning.

6. Brings role models into the schools.

Our leadership trainers have careers in various art forms and professions and share their experience and resources with students.

We teach both students and adults how to view and express themselves and to interact with one another and the outside world in a positive and pro-active way. We build proficiency in the skills to improve their lives and their environment: self-esteem and self-image, communication skills, teamwork and bonding, goal setting, personal and social responsibility and conflict resolution. Through this process we help create classroom and school environments that promote personal and social development, cultivate motivation and develop resiliency to reduce negative behaviors.

In all, Leadership prepares individuals to positively change their lives and communities by fostering the belief that they can achieve and become everything they envision.



What is Accelerate to Graduate?

VISION:

The Leadership Program pledges to improve attendance of the schools that we serve. We embolden the confidence of students by giving them the skills they need to excel in school and in life. We expand options by giving students the tools and resources they need to research alternative learning placements.

GOAL

The goal of the Accelerate to Graduate (A to G) program is to increase the attendance of the school and get targeted students on track to graduate high school.

PROGRAM OBJECTIVES

Improve attendance
Improve Student behavior while in school
Improve student attitude towards school

If applicable, we address issues of environmental and/or familial stressors which might result in destructive behavior in or outside of school

HOW DO WE DO IT?

Through daily mentoring check ins, individual and group supportive counseling, weekly mentoring meetings, and In Class curricula we work to re-integrate students back into the classroom setting and school community.

PROGRAM ENTRY:

Students enter the A to G program through a collaborative selection process including administration, guidance and classroom teachers. At first meeting, every student is assigned a mentor and completes the following forms:

- 1) **Partnership for Success Agreement** specifying program expectations, as well as mentor and student roles.
- 2) **Student Assessment Form** describing each student's situation in terms of credits, grades, school incidents, demographics, risk assessment, and program specific needs.

BASIC PROGRAM OUTLINE

Students in the A to G program receive the following core services from TLP and School staff:

- 1) One-on-one mentoring via weekly session with an appointed staff member
- 2) Daily check-in with appointed mentor
- 3) Alternative Disciplinary tract for school-based behavioral issues (including referrals to mediations, suspension alternatives, and required counseling sessions)
- 4) Opportunity to meet with a trained Social Work intern for supportive counseling when needed via open door policy
- 5) Lunch for Leaders: daily lunchtime activities offering a positive holding environment and positive peer interaction opportunities

In addition to these 5 Core services:

- Students participate weekly in curriculum-based immersion lessons that build teamwork, conflict resolution, time management, and decision-making skills so students improve personal strengths and peer interactions at school.
- Teachers of these students also participate in the **SOAR Training**, arming them with Social Work strategies to help manage classroom behavior more effectively.
- A trained Social Worker provides informal support throughout the school year to address difficult students, including one classroom-based modeling session of **SOAR** techniques that emphasize student reintegration instead of classroom removal when behavior problems arise.

WEEKLY GOALS

This is a snapshot of the weekly mentoring goals. There will be provided a detailed description of all the goals and steps to accomplishing them later in the manual.

Weeks 1-4 Phase One: Engagement and Assessment

Primary Task is to build trust within the Relationship

- Learning to communicate
- Set a schedule for mentor meetings
- Define and set initial goals

Weeks 5-8 Phase Two: Intervention

Primary Task is to demonstrate correlation between actions and results

- Setting goals and creating Action Plans
- Identify faculty allies for students
- Identify Positive Reinforcement vs, Negative Reinforcement
- Be consistent
- Hold student accountable to stated goals and parameters

Weeks 9-12 Phase Three: Application to Academics

Primary Task is to Identify Students' role in their academic success

- Build upon strengths identified in first two phases
- Set goals specific to school and academic success
- Utilize faculty allies for students

Weeks 13-16 Phase Four: Termination and the Continuing Cycle

Primary Task is to Identify each student's Road Map to Success

- Celebrate student accomplishments
- Identifying effective strategies for success
- Close out with student
- Begin again

BOUNDARIES

How can you set appropriate boundaries for yourself and y our students so that as a staff member you can fulfill your role and ensure that you are upholding The Leadership Program's mission at all times?

We set norms and ground rules for our students as part of our facilitation with them in our clubs and classrooms to establish expectations and parameters for what is appropriate and what is not. A discussion of boundaries for a trainer working with The Leadership Program will also set expectations for the trainer as to what is appropriate when working with students as a representative of The Leadership Program. This discussion will include scenarios and behaviors that might be considered Boundary Breaching Behaviors as well as establish what the Non-Negotiables are from the organization's standpoint. The expectation is that all trainers will work within these boundaries which have been designed to keep trainers and students safe, and any failure to do so will result in disciplinary action, up to and including termination.

The Non-Negotiables

Do not:

- Give a student a ride in your car.
- Host a student or students at your home.
- Go to a student's home.
- Be alone with a student. You should never be alone with a student. If this cannot be helped there are a few steps that must be taken:
 - Leave a door open.
 - Hold your club in a public place (library, cafeteria, etc)
 - Notify your Field Supervisor and get help recruiting.
 - If you hold a club three times, consecutively, with only one student, a change will be made.
- Use, possess or be under the influence of alcohol or drugs while with students.
- Curse or swear around students.
- Touch a student in an aggressive manner.
- Date or otherwise encourage sexually explicit behavior with students.
- Engage in sexually explicit verbal dialogue with students.
- Have your cell phone out during your club.
- "Friend" your students on Facebook or other social media sites.

Boundary Breaching Behaviors

Certain behaviors might allow students to question your role and the boundaries associated with your role as a Leadership Trainer. These include but are not limited to:

- Buying or Providing food to individual students.
- Lending money to students.
- Spending time with students outside of your designated club or school hours.
- Communicating individually over the phone with a student after business hours.
- Communicating individually with a student via email.
- Communicating individually with a student via instant messenger.
- Texting individual students.
- Dressing casually or outside of the professional role you serve.
- Initiating hugs with students.

Mentor Checklist

Please utilize the following list to guide your mentor sessions. It is your responsibility as mentor to follow this list and accomplish the tasks on it. You will be held responsible for the items on this list.

Weeks 1-4 Phase I: *Engagement and Assessment*

Primary Task: Build Trust within Relationship

- Introduce yourself and at least two other team members to the student within the first week of program
- Ask if they know what the reasons are for being selected to the Program
- Define length and parameters of program with student
- Hold mentoring session with each student once per week
- Check in with Student every day you are in the building
- Actively listen to student whenever interacting with them
- Find out at least 3 outside interests of student (student likes the Knicks)
- Follow up on at least one outside interest ("Did you see the Knicks game last night?")
- Allow student to guide conversation in mentoring session
- Stay relaxed
- Stay in the moment with the student
- Ask if they know what a goal is
- Define SMART goals
- Introduce Partnership for Success Agreement
- Have student set 5 goals for themselves
- Provide incentive for accomplishing 3 out of 5 goals in first four weeks
- Identify entire RISE team to student by end of Phase I

Weeks 5-8 Phase II: *Intervention*

Primary Task: Demonstrate Correlation between Actions and Results

- Hold Mentoring session every week with each student
- Check in with each student every day you are in building
- Review Goals from Phase I and give out rewards for accomplishing 3 of 5
- Ask student to review what steps they took to accomplish goals
- Ask student what an Action Plan is
- Define Action Plan for Student
- Set 5 new Goals with students and create Action Plans for them
- Ask permission to hold student accountable to those Goals and Action Plans
- When interacting with student use Goals as a means of evaluating behavior
- Hold student accountable by utilizing language such as: did your behavior move you towards your goal or away from your goal?
- Have student identify their *spheres of influence*
- Ask which persons or people generally help them move towards their goals or away from their goals
- Ask student to recognize and keep a tally of how often they receive positive feedback vs negative feedback in class
- Maintain boundaries with student
- Do not take student interactions personally
- Speak to supervisor if encountering problems with students or faculty

Weeks 6-12 Phase III: *Application to Academics*

Primary Task: Identify Students' role in their Academic Success

- Hold Mentoring session every week with each student
- Check in with each student every day you are in building
- Review Goals from Phase II and give out rewards for accomplishing 3 of 5
- Ask students how it feels to accomplish goals intentionally with a plan
- Allow student to give themselves credit for realizing success
- Ask student to identify strengths they utilized when accomplishing goals
- Ask student if there are school specific goals they would like to set for the next four weeks
- Create action plans for academic specific goals, such as:
 - come to school every day
 - come to school on time
 - hand in homework
 - participate in class
 - reach for positive feedback in class
 - hand in completed homework every day
- Allow students to identify school faculty that demonstrate support for them
- Ask students how you might include those faculty allies in their action plans

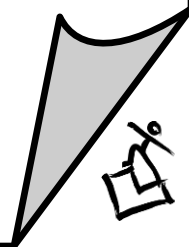
Weeks 13-16 Phase IV: *Termination and the Continuing Cycle*

Primary Task: Identify each student's Road Map to Success

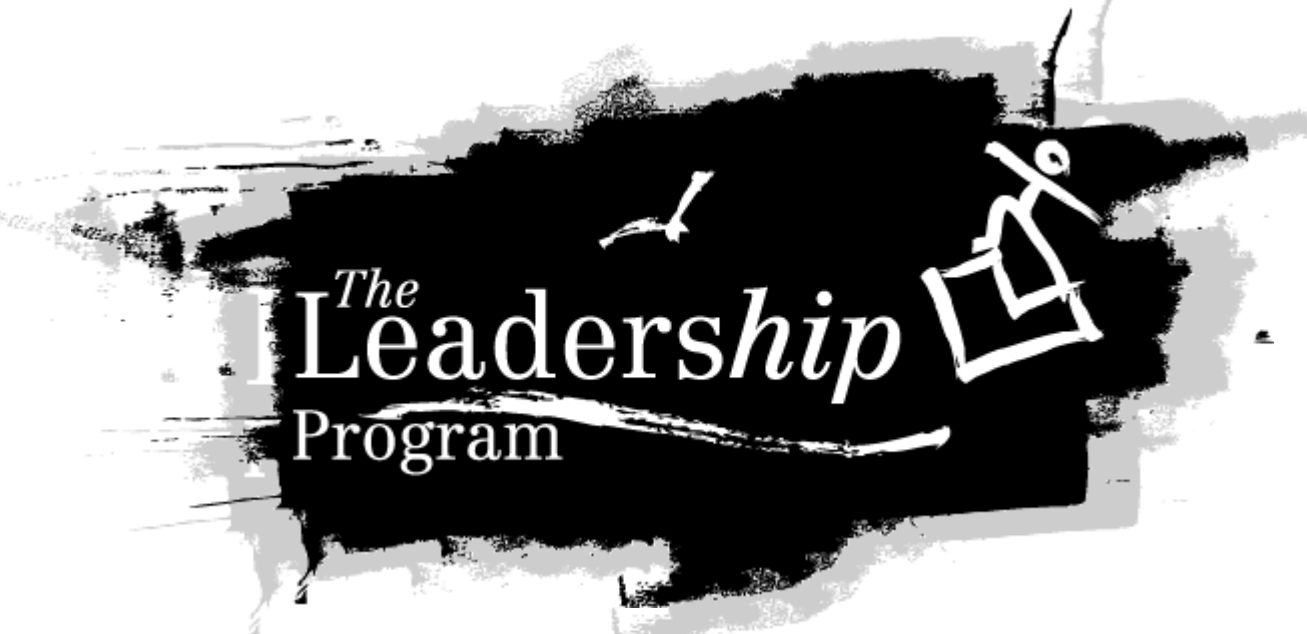
- Hold Mentoring session every week with each student
- Check in with each student every day you are in the building
- Review Goals from Phase III and give out rewards for accomplishing 3 of 5
- Remind student that you will not be in the building all the way up to graduation and process feelings as they come up
- Review entire semester with student
- Ask student how their progress this semester feels to them
- Allow student to give themselves credit for what they have accomplished this semester
- Identify significant moments from the semester that really highlighted the students' strengths to you
- Allow student to identify specific strengths unique to them
- Help student to identify how those strengths have led to effective strategies for them, utilize metaphors relevant to the student
- Process with student what this relationship has meant for you both
- Highlight how you will be a better youth development professional because of this relationship
- Allow student to identify what they learned from this relationship
- Allow student to visualize what their future looks like
- Identify with the student what strengths and specific strategies they can utilize to follow a road map to their envisioned future

Best Practices to Next Practices...

How do you take the information presented and apply it to your schools?



For more Information about



The
Leadership
Program

**Please call:
212.625.8001**

or

Visit our website:

www.theleadershipprogram.com