

The background features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A prominent blue callout box with a downward-pointing tail is centered on the page. Inside this box, the text is written in white, sans-serif font.

# Developing Innovative Approaches and Partnerships to Support Post Secondary Pathways

## ★ NEWS

05/03/2019, 06:40pm

### **45% of Chicago's young black men are out of school and jobless, new report says**



Jayy Matias, 18, spoke at a student event about school and joblessness among youth in low-income Chicago communities Friday, May 3, 2019. [Screenshot](#) [Chicago Sun-Times](#)

# Presenters

- Tanya Hudson, Progressive Leadership Academy
- Javier Maisonet, Aspira, Inc.
- Jackie Molina, Aspira, Inc.
- Marie Snyder, Dr. Pedro Albizu Campos High School
- Michael Hannan, Alternative Schools Network

A blue speech bubble with a white border and a small tail pointing downwards. The text inside is white and reads "We hope you will....".

We hope you  
will....

- Listen
- Reflect
- Brainstorm/Share
- Write
- Tell

The background features several sets of concentric, curved lines in shades of gray, some solid and some dashed, creating a sense of movement and depth. A blue speech bubble is positioned on the left side of the slide.

Listen to these  
stories and  
think about...

- **Student assets, interests, goals, skills**
- **Small lessons and big lessons**
- **Post secondary transitions**
- **Social-emotional growth and development**
- **Trauma Informed Practices**
- **Empowerment**
- **How would you tell these stories...**



## Nails & Lashes

**Ambitious Nails**

**South Loop of Chicago - 21st  
Wabash**

**School Day/After School**

**Trade/Career/Extra Cash**

**Entrepreneurship**



Parent Class



# Students receiving hands- on experience







## Tailoring

**Classic Tailoring Institute**

**South side of Chicago - 83rd**

**Kedzie**

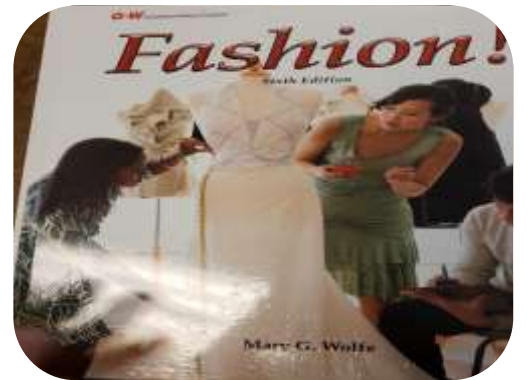
**After school**

**Trade/Career/Extra Cash**

**Entrepreneurship**



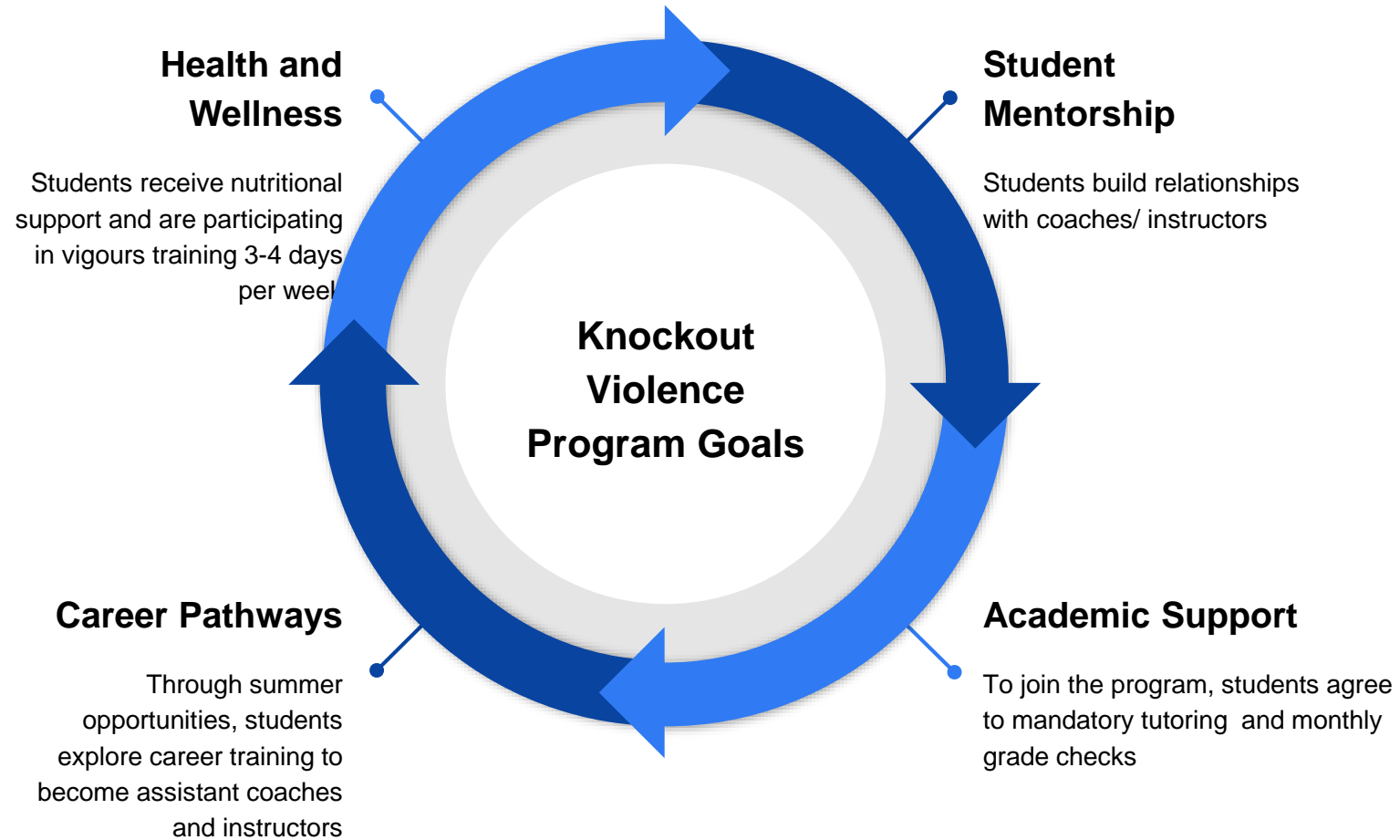
Our Community Partners =  
long lasting relationships



# ASPIRA Knockout Violence

In partnership with the  
Fres Oquendo Boxing Academy  
(FOBA)





# Meeting the need

## ↳ Student Voice

- ✦ One-on-one with students
- ✦ Informal check-ins

## ↳ Consultation with school administration & staff

## ↳ Seeking Resources

- ✦ Partnerships

## ↳ Solidifying Partnerships



# Partnerships

In partnership with ASN, ASPIRA focuses on meeting the needs of students through identifying how to use multiple individual program resources to create robust and innovative programming.

- ↳ **Alternative Schools Network**
- ↳ **Passport to Success (PTS)**
- ↳ **COMEd**
  - ✦ **FEJA**
  - ✦ **CONSTRUCT**
- ↳ **One Summer Chicago**
- ↳ **Cook County Violence Prevention**
- ↳ **21st CCLC**

Some important  
details as you  
listen...

- **Dr. Pedro Albizu Campos High School in Humboldt Park, Chicago**
- **Sandra Sumlin is the after school cooking instructor**
- **Roberto Perez has a business known as "Urban Pilon", and he caters events and runs cultural/historical cooking classes**
- **The "Senior Portfolio" and the "Passion Project" are a required benchmark for graduation at Dr. Pedro Albizu Campos High School**



[Click here for interview.](#)

What did you  
hear?

- Student assets, interests, goals, skills
- Small lessons and big lessons
- Post secondary transitions
- Social-emotional growth and development
- Trauma Informed Practices
- Empowerment
- How would you tell these stories...
- Any other good stuff?





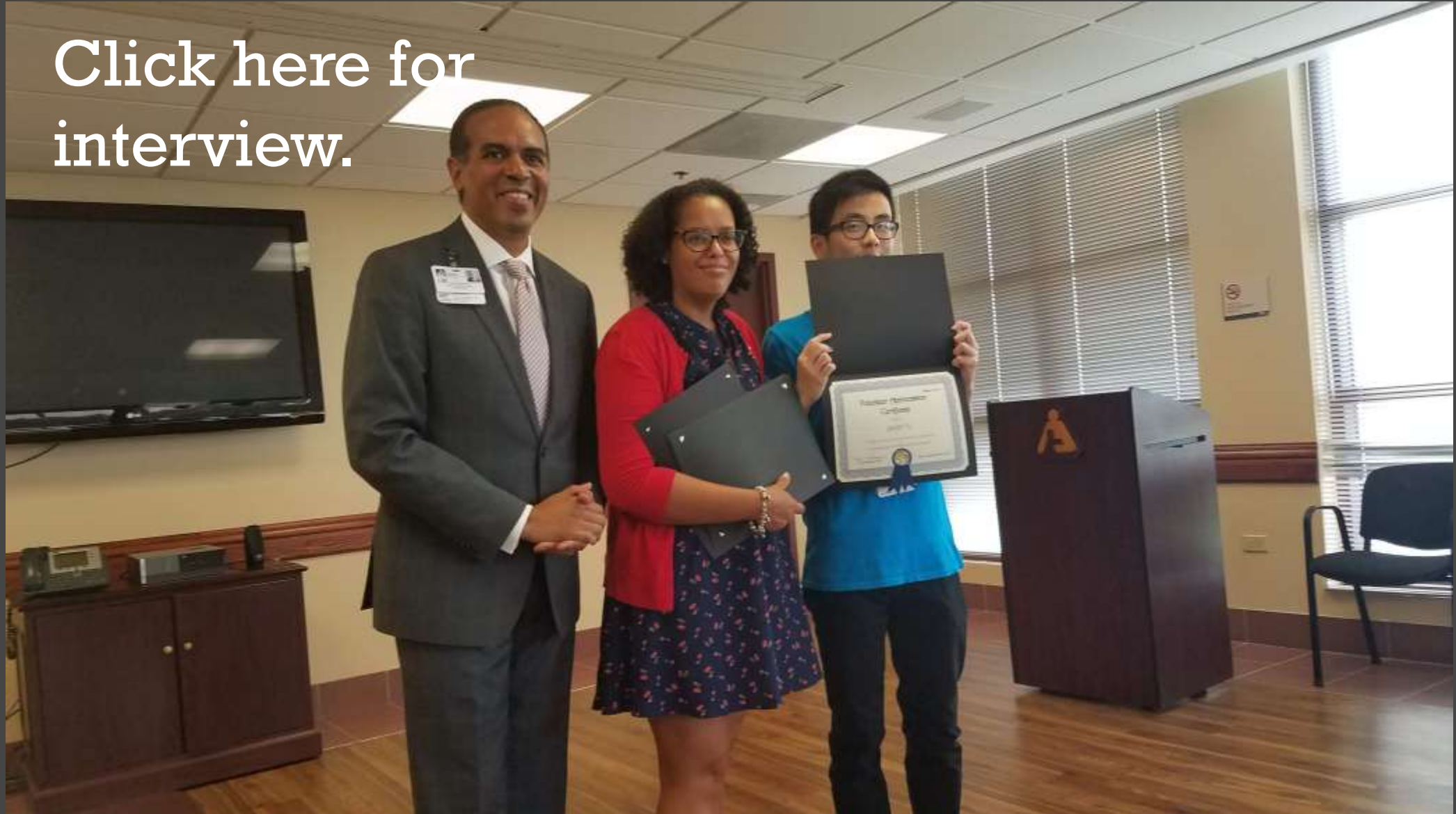
Click  
Here for  
interview



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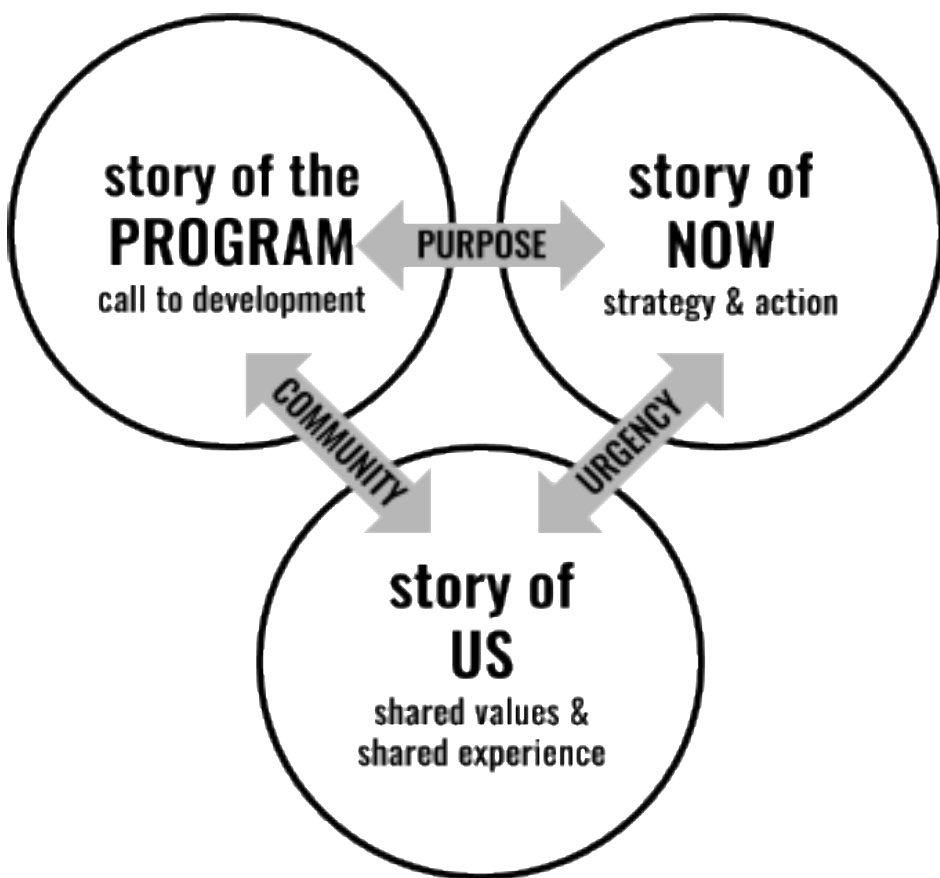
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## THE PUBLIC NARRATIVE: DEVELOPING THE STORY



Telling your **STORY OF THE PROGRAM** is a way to communicate about the community your program serves, the purpose of the program, and in what ways your program positively impacts both the students and the world.

The **STORY OF US** expresses the values and shared experience of the “us” you want to evoke at the time. This means our “us” can and will change depending on who we are speaking to. The goal is to create a sense of unity, focus on the shared values, and develop a return on investment.

The **STORY OF NOW** articulates the urgent challenge your “us” faces and the threat to your community’s shared values that demands action. In your **STORY OF NOW**, paint the picture of what the future looks like if we fail to act now and what the future could be if we act together.

## THE STORY OF US: IDENTIFYING PARTNERSHIPS

	<b>Name/Organization</b> <small>Identify contacts/partners and what you know about them</small>	<b>Shared Values</b> <small>Make partners feel like this opportunity is for them and the change they hope for</small>	<b>Role/Service/Resource</b> <small>Aim for the sky!</small>
<b>EXISTING</b> In progress			
<b>KNOWN</b> To develop			
<b>TARGET</b> To imagine			



## THE STORY OF NOW: CREATE A PITCH FOR YOUR PROGRAM



### **Timeline**

Ensure that you have enough time to implement your plan, from concept to execution.



### **Describe Benefits**

Explain what students derive from participating in your program. Share what benefits students give back to your community.



### **Identify Distinctives**

Identify two things that your program does better than others. Share those unique qualities of your community that are distinctive to you and only you.



### **Provide Proof**

Back up your claims with proof. Include statistics, quotes, or other data points that prove your stated benefits and distinctives.



### **Call to Action**

Invite your audience to engage in the next step such as a follow-up call, an introduction to someone at the organization, or a site visit to your program.

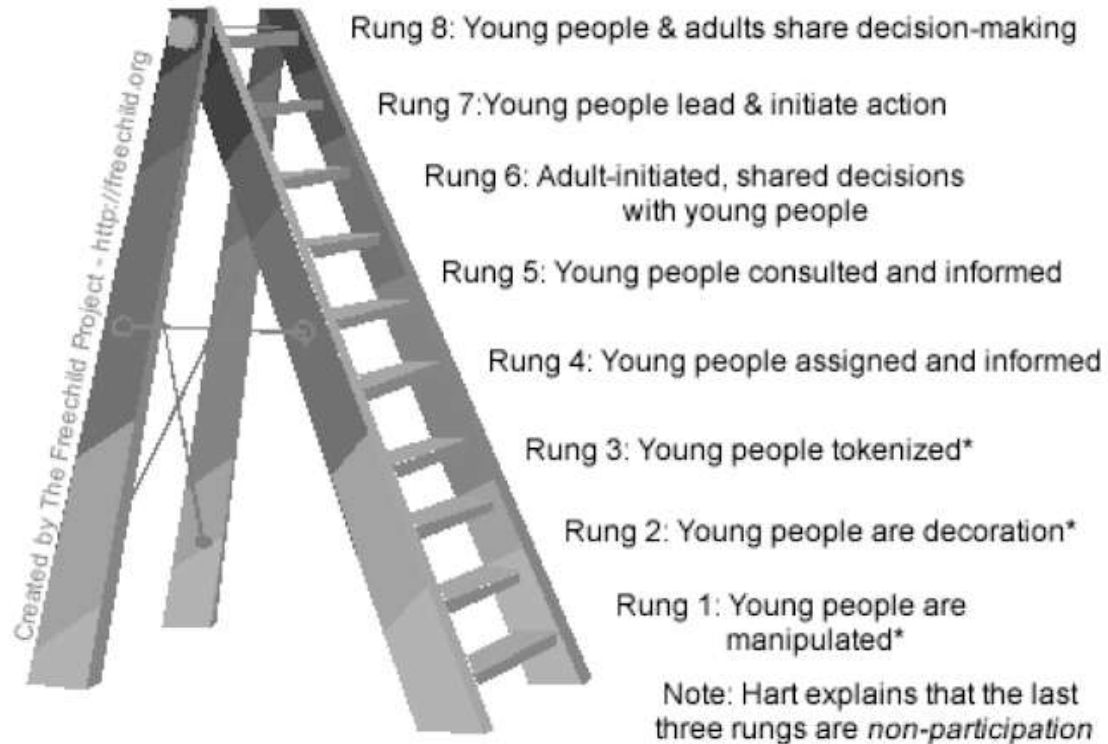


### **Make it individual**

Be sure that everyone in your organization understands the pitch and can articulate in their own way.

# THE STUDENT ROLES

## Roger Hart's Ladder of Young People's Participation



Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*.  
Florence: UNICEF Innocenti Research Centre.

### Student Voice at a Glance:

- Students want to lead and want to be led
  - We have to teach them HOW to be leaders
  - Then provide opportunity to lead
- Survey students in order to understand what motivates them and what they need

### What is Leadership:

- SEL skills
  - Self-management
  - Relationship skills
  - Self-worth
- Confidence
- Engagement
- Awareness and community-centered thinking