



LEAD AND LEARN
From the Heart
A SOCIAL EMOTIONAL
LEARNING PROGRAM

Cultivating SEL Success

2022-2023 Annual Evaluation Report

SDSU

College of Health and Human Services
School of Social Work



Table of Contents

<i>Introduction</i>	<i>1</i>
<i>Impact Summary Sheet</i>	<i>2</i>
<i>Multigenerational Social Emotional Learning</i>	<i>4</i>
<i>School Social Work</i>	<i>14</i>
<i>SDSU Social Work Internship</i>	<i>19</i>
<i>Rosa Parks Parent Center</i>	<i>22</i>
<i>Closing</i>	<i>28</i>



Introduction



LEAD AND LEARN
From the Heart
A SOCIAL EMOTIONAL
LEARNING PROGRAM

Since its inception in 2020, the Lead and Learn from the Heart: a Social Emotional Learning Program, known as LLH, has positively impacted the City Heights community. LLH represents a holistic, multicultural, and multigenerational approach to social-emotional learning (SEL) and trauma-informed practices.

This comprehensive SEL initiative, born from a collaborative partnership involving San Diego State University's School of Social Work, the San Diego Unified School District, Price Philanthropies Foundation, San Diego Child Welfare and Family Services, and Parent Leaders, stands as a testament to the power of collective effort and commitment to fostering social and emotional growth- serving Rosa Parks Elementary, Monroe Clark Middle School, and Wilson Middle Schools.

LLH's mission is encapsulated in five overarching goals

Goal 1: Implement a culturally responsive & multigenerational SEL framework

Goal 2: Collaborative multi-site SEL interventions with trained professionals

Goal 3: Shared social work intern training and multicultural SEL workforce development

Goal 4: Create sustainable SEL organizational capacity with EBCOs (ethnically-based community organizations)

Goal 5: Empowering parent community leaders through education, collaboration, and advocacy

For more information, please visit leadandlearnfromtheheart.com



Cultivating SEL Success

2022-2023

Impact Summary



LEAD AND LEARN
From the Heart
A SOCIAL EMOTIONAL
LEARNING PROGRAM

19

LLH dedicated, multicultural, bilingual School Social Workers, Rosa Parks Parent Center Staff, SDSU Masters and Bachelors Social Work Intern Students, and Project Leadership. Plus, a strong leadership volunteer group of parents & community members.

2,400

City Heights students and families- serving Rosa Parks Elementary, Monroe Clark Middle School, and Wilson Middle School- participated in Lead and Learn from the Heart's multicultural and multigenerational SEL activities and interventions.

1,048

Students participating in our Random Acts of Kindness (RAK) program, engaging in lessons about respect, courage, and responsibility. One student commented "We learned about how we could manage stress, what to do in bad situations, and many more things".

4,309

Rosa Parks Parent Volunteer hours, contributing to safety patrol, special events, school committees, and school pantry/food distribution. 70% of parents reporting being involved in the Parent Center increased their confidence as a volunteer.

5,092

SDSU MSW & BASW Internship hours through direct services and schoolwide supports- building a safe school environment and creating impactful student relationships. Interns reporting up to 90% gains in social work skills competencies.



Rosa Parks

"I LEARNED HOW TO BE A BETTER PARENT FOR MY CHILDREN."

RP PARENT

DATA Summary

- **School Social Work:** 33%, with over 1,400 contact points, of all students/families received social work case management/counseling & therapy services. 72% of all case management were supported by the Rosa Parks SWs, with only 28% requiring a referral to external agencies.
- **SEL Random Acts of Kindness:** Teachers reported observable gains in positive SEL behaviors with over half of K-1st grade showing care with doing activities and frequently trying to do their best.
- **Three C's Elementary Parent Workshop Series:** 22% increase in participant average pre/post scores on SEL knowledge, awareness, and other behavioral/mental health topics.
- **Vietnamese Mental Health Workshop Series:** Newly offered this year, 100% of parents agreed the workshop information helped to better understand their child's social-emotional well-being.

Monroe Clark

"[RAK] TAUGHT ME HOW TO BE KIND AND HOW TO STEP OUT OF MY COMFORT ZONE".

CLARK STUDENT

DATA Summary

- **School Social Work:** 17%, with over 600 contact points, of all students/families received social work case management/counseling & therapy services. 91% of all case management were supported by the Clark SWs, with only 9% requiring a referral to external agencies.
- **SEL Random Acts of Kindness:** 66% of all Clark students surveyed reported RAK helping them to manage stress and 67% of Clark students reported RAK helping to adapt to changes more easily.
- **Three C's Middle School Parent Workshop Series:** Successfully facilitated in collaboration with Parent Leaders, who were trained in SEL content areas with professional development in leadership, collaboration, and community engagement. (Clark & Wilson families combined).

Wilson

"ONE THING I REALLY LIKED ABOUT RANDOM ACTS OF KINDNESS WAS THAT IT HELPED ME TO MANAGE MY EMOTIONS". WILSON STUDENT

DATA Summary

- **School Social Work:** 15%, with over 330 contact points, of all students received social work case management/counseling & therapy services. 96% of all case management were supported by the Wilson SW, only 5% requiring a referral to external agencies.
- **SEL Random Acts of Kindness:** 58% of all Wilson students surveyed reported RAK increased wanting to participate in school and 64% of Wilson students also reported being able to adapt to changes more easily.
- **Schoolwide events:** Reaching 200+ students with World Kindness Day and 100+ families with Back to School Night.



Multigenerational Social Emotional Learning

We set out to reach 75% of all Kinder-1st grade students at Rosa Parks and 75% of all 6th grade Clark and Wilson Middle School students with the SEL classroom-based curriculum Random Acts of Kindness (RAK), and measured SEL growth with the goal of 50% using the DESSA research-validated mini SEL survey.

RAK Numbers Served

787

Students participated in RAK lessons, engaging in topics of respect, courage, responsibility, etc. Lessons were delivered in both English and Spanish, when needed.

100%

(359) Kinder-1st grade students participated in RAK lessons at Rosa Parks.

61%

(305) 6th grade students participated in RAK lessons at Clark and Wilson Middle Schools.

RAK classroom lessons were limited at one middle school due to leadership transition. However, 123 7th grade students received RAK and were included in the overall survey analysis.

Rosa Parks RAK

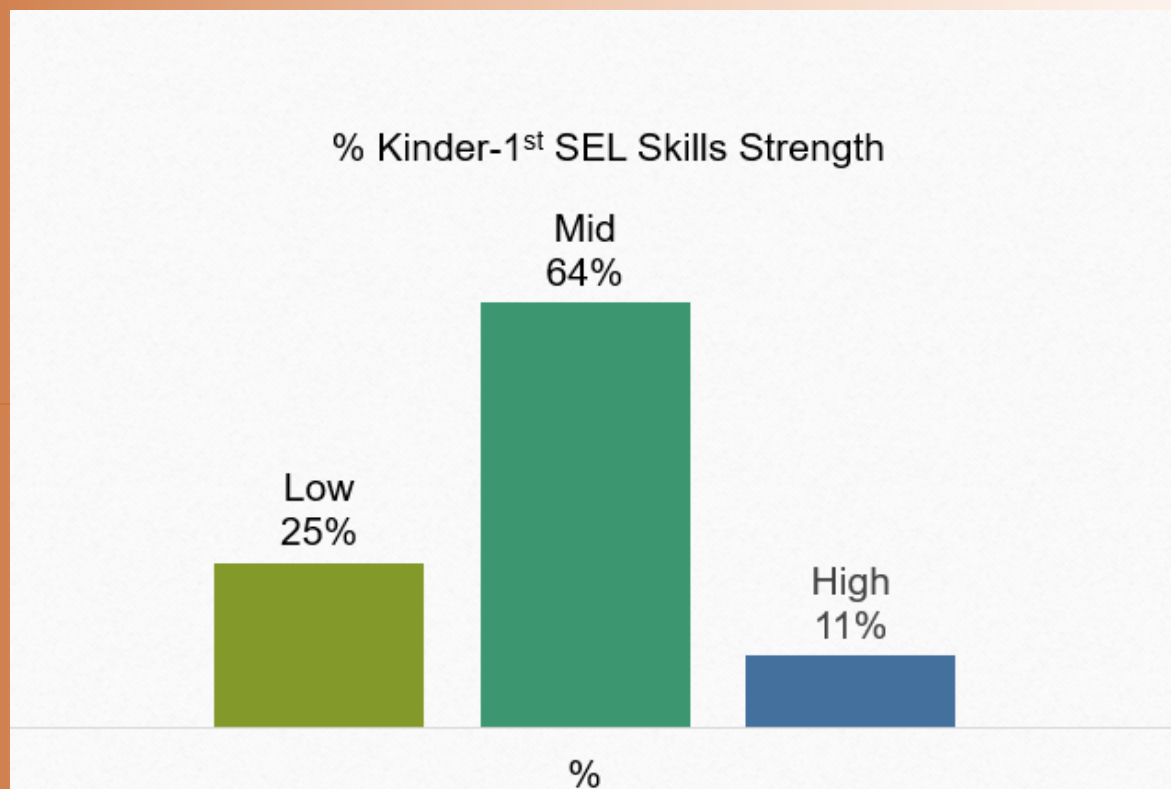
Implementation of RAK at Rosa Parks was new this year, a transition from the earlier Playworks program. A teacher observation tool was used for Rosa Parks given the appropriateness of surveying very young Kinder-1st grade students. Each teacher assessed their individual students at the end of the school year with the DESSA mini-assessment. The assessment was a retrospective post-only, student scored on a scale of 1 to 3, with a higher score demonstrating SEL competencies. The team will implement this tool as a pre-post to match changes over time in 2023-2024.



Multigenerational Social Emotional Learning

75% (127) Kinder-1st grade students demonstrated positive SEL skills as compared to before the school year - meeting the 50% goal.

208 Rosa Parks Kinder-1st grade students SEL scores showed an overall average of 2.34, an aggregate moderate level of SEL skills in behaviors such as paying attention, showing appreciation of others, and speaking about positive things. 25% (51) scored low-level, 64% (134) scored mid-level, and 11% (23) scored high-level on the overall scale.





MultiGenerational Social Emotional Learning

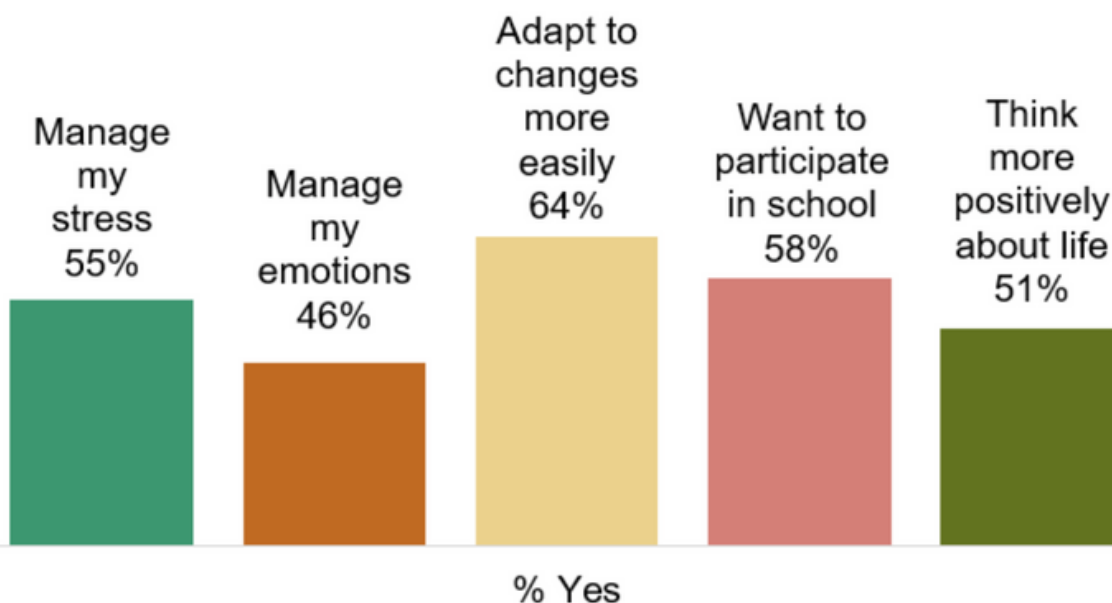
Clark and Wilson RAK

At Clark and Wilson, students completed the RAK pre/post survey, the same DESSA assessment used as in previous program years, to measure growth in SEL skills over time. The goal was to see a 50% growth from the on-going implementation of RAK lessons. 349 surveys were analyzed; most all from Wilson (300) and only 49 from Clark.

32% *(112) 6th-7th grade students demonstrated positive SEL skills as compared to before the school year- demonstrating progress toward 50% goal*

When asked how much RAK has helped with managing stress, wanting to participate in school, and other items, 41% to 64% responded positively. The highest reported response being 64% saying RAK helped them to adapt to changes more easily.

% of Students Reporting RAK Helped them ...





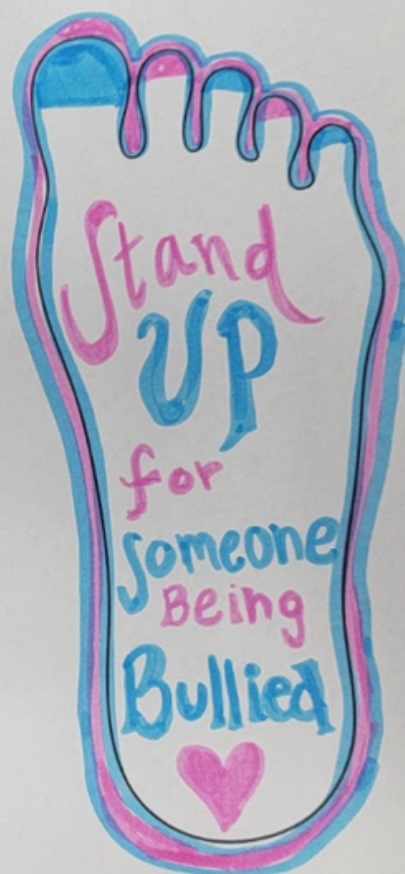
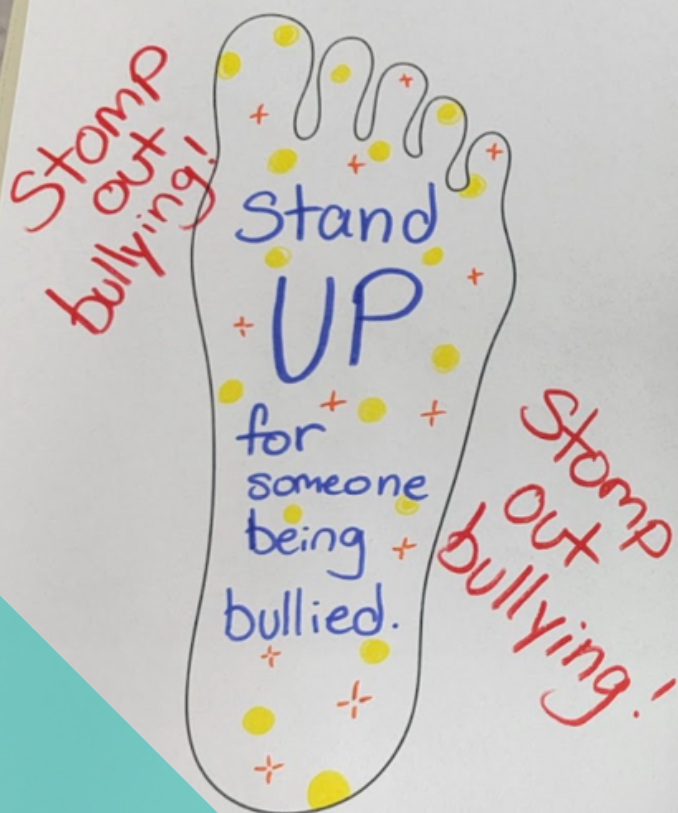
Multigenerational Social Emotional Learning

Middle School Student Sharing about RAK



- “I liked how understanding people are when we share vulnerable pieces about our lives”
- “We learned about how we could manage stress, what to do in bad situations, and many more things”
- “That me and other classmates learned a lot of information about different ways to show kindness toward people and how to read body language”

In addition to student RAK lessons, a total of 25 students met weekly during the school year to participate in RAK clubs/small groups. Many of the RAK student groups were held at Clark, with a dedicated set of 6 students meeting on average 22 times. And one student group held at Rosa Parks was named the *Kindness Empowerment Crew*.





Multigenerational Social Emotional Learning

Parent/Guardian SEL

During this reporting period, LLH trained a group of parent volunteers to be SEL community leaders. These amazing volunteers participated in an intensive group training and received on-going mentoring on:

- outreach strategies;
- facilitating groups;
- organizing activities;
- coordinating resources and;
- promoting positive parent engagement.

One major project contribution was supporting the parent SEL workshop series called Comprendiendo, Comunicando, y Conectando con Sus Hijos, referred in this report as the Three C's. The Three C's was a 8-week workshop series, one elementary focused for Rosa Parks and one middle school focused for Clark and Wilson parents.





Multigenerational Social Emotional Learning

Rosa Parks Three C's

Our goal was to assess pre/post change from the first workshop to the last workshop, with a 10% goal increase over time. In continuation of previous years evaluation studies, the survey assessed the degree of awareness and knowledge in social-emotional and behavioral health topic areas. The survey was anonymous, voluntary, delivered in Spanish and facilitated by trained social work Interns.

22% *increase in participant average pre/post scores on knowledge and awareness of SEL, and mental/behavioral health topics for participants in the Rosa Parks Three C's workshop series. - meeting the 10% goal*



Multigenerational Social Emotional Learning

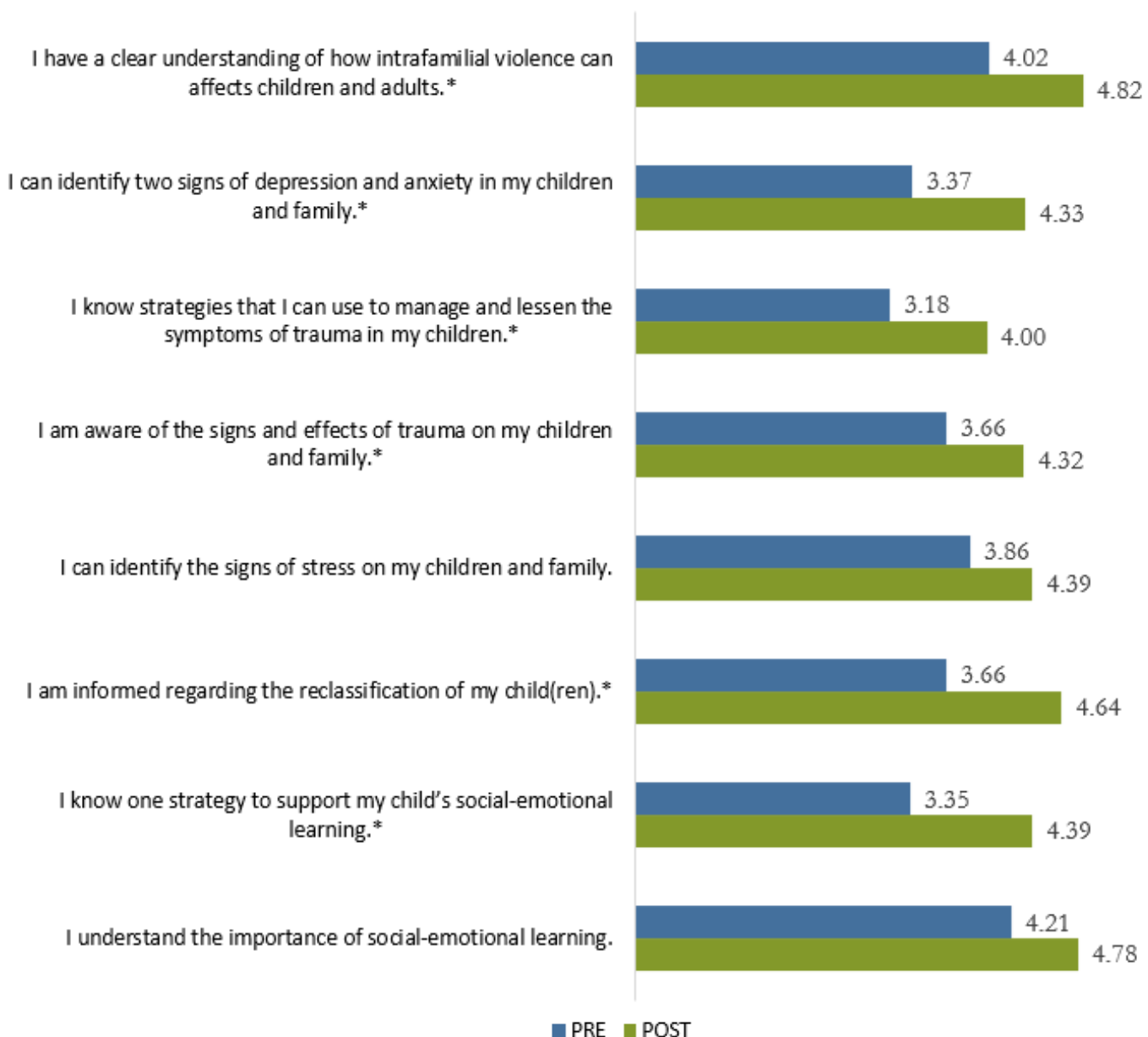


LEAD AND LEARN
From the Heart
A SOCIAL EMOTIONAL
LEARNING PROGRAM

The following chart displays the average pre/post scores from 1-5, with 1= strongly disagree and 5= strongly agree. The higher average score represents a desirable direction. There was a 22% overall average score increase (3.64 at pre and 4.44 at post).

Preliminary significance testing shows the changes in participant average scores to be statistically significant for 6 of the 8 survey items. *Denotes statistical significance.

Rosa Parks Three C's Pre/Post Results



Multigenerational Social Emotional Learning



LEAD AND LEARN
From the Heart
A SOCIAL EMOTIONAL
LEARNING PROGRAM

Clark & Wilson Three C's

The Three C's middle school workshop series was limited in data collection, particularly with the post-survey (26 pre and 14 post); the total percent matched less than 14 surveys therefore significance testing was not conducted and progress toward 10% increase not measured. However, workshop attendance was noticeably impressive with an average of 18 middle school parents attending each workshop.

Descriptive data shows at the time of post-survey 86% to 100% of participants reporting understanding and awareness of the workshop content areas. The following table displays the percent by survey item. Additionally, parents rated 'understanding my own thoughts and emotions' as the most important SEL impact topic and 'being able to have healthy supportive relationships' as the second important.

Survey Question	% Agree
I am aware of the importance of social-emotional learning	100%
I am aware of the signs of human trafficking	100%
I have a clear understanding of how intra-familial violence can affect youth and adults	100%
I am informed about my child's reclassification	93%
I am aware of the signs and effects of trauma on my children and family	93%
I can identify the signs of substance use, drugs and alcohol with my child	93%
I can identify the effects of social media with my child	93%
I can identify the signs of depression and anxiety in my children and family	93%
I know at least one social emotional skill for my child	86%



LEAD AND LEARN
From the Heart
A SOCIAL EMOTIONAL
LEARNING PROGRAM

Multigenerational Social Emotional Learning

Lastly, not a formal evaluation objective but measured as a pilot was the implementation of a new program component called Vietnamese Mental Health Family Workshop Series.

The three part series included learning topics on children's mental health, ADHD, learning disabilities, depression, anxiety, and the impact of covid on children and family.

Feedback surveys were collected at the end of the last workshop. Results are presented on the next page.



VIETNAMESE MENTAL HEALTH
Family Workshop

PLEASE COME TO JOIN US!

A series including 3 family mental health workshops in Vietnamese taught for the first time at Rosa Parks Elementary School for **FREE**.

WHEN: Monday 04/17, Monday 05/22, Monday 06/05

TIME: 8:00am - 9:00am.

WHERE: Room #351
Rosa Parks Elementary School
4510 Landis Street
San Diego, CA 92105

LEARNING TOPICS:

- Part #1 - Monday **04/17/23:** Children's mental health and how to best support them.
- Part #2 - Monday **05/22/23:** What is ADHD, ADD, Autism and Learning disability.
- Part #3 - Monday **06/05/23:** Depression, Anxiety and the impact of COVID on children and family.


Presenter Dr. TRI NGUYỄN
Marriage & Family Therapist, PhD, LMFT

For more information please contact Parent Center:
619-344-3800 Ext. 3031







Multigenerational Social Emotional Learning

With 10 surveys, data were collected from families who attended VMH in Spring of 2023. This workshop series was the first of its kind to be offered, and preliminary results show the mental health information was very helpful. Vietnamese families said the most important thing learned was 'knowing the basic signs of mental health'. The following table shows the overwhelming positive responses.

100% of participants rated each statement favorably, not one participant reporting Unsure, Disagree, or Strongly Disagree	% Strongly Agree	% Agree
The mental health information was very useful	78%	22%
I can better communicate with my child about their emotions and feelings	67%	33%
The information helped me to better understand my child's social-emotional well-being	56%	44%
I can identify the signs of depression and anxiety in my children and family	56%	44%
I am aware of the mental health services for my children and family	44%	56%
The information helped me to better understand my child's mental well-being	44%	56%
I can identify the signs of ADHD or ADD in my children and family	44%	56%



School Social Work

LLH school social workers are an integral part of the school culture and offer dynamic real-time interventions to students and families. Our five social workers were strategically located within each of the three schools providing multi-tiered services from tabling at events and classroom presentations to individual counseling/therapy sessions. On-site social work services increased the ability for students and families to receive free, on-site support without being referred out and/or experiencing the challenges of accessing external service providers.

Additionally, social workers are trained field instructors and task supervisors for the SDSU cadre of BASW and MSW student interns. They facilitate supervision, support interns with program interventions, and add value to the internship learning experience while also meeting school needs.



School Social Work



LEAD AND LEARN
From the Heart
A SOCIAL EMOTIONAL
LEARNING PROGRAM

Case Management

534 *students received social work case management services for behavioral and social-emotional health, including resources and referrals to help them meet their basic needs- meeting the 400 goal*

The table below shows number of students served, frequency of services, and top three presenting issues by school. We determined the total percent of each schools' enrollment receiving social work services; 33% of Rosa Parks, 17% of Clark, and 15% of Wilson- demonstrating an on-going need with on-site social work services.

Regularly seen cases have included client's with economic needs, adjustment/transition, peer relationships, and behavioral concerns. While less frequent, social workers saw clients experiencing suicidal ideation (35 contact points), trauma related concerns (22 contact points), cutting/self-injury (16 contact points) and victims of crime (6 contact points). We also wanted to note behavioral concerns presented differently this year, as compared to before, with a heightened level of aggression, impulsivity, defiance, and bullying. High-profile cases were handled by school administrators, particularly in situations of campus and community safety.

Rosa Parks

33% (267)
of all RP students received
case management/counseling
& therapy

1,408
SW Case Management Contact
Points

Top 3 Presenting Issues
222- economic concerns
215- adjustment, transition
134- behavioral concerns

Clark Middle

17% (143)
of all Clark students received
case management/counseling &
therapy

638
SW Case Management Contact
Points

Top 3 Presenting Issues
124- peer relationships
62- family concerns
59- anxiety

Wilson Middle

15% (124)
of all Wilson students received
case management/counseling
& therapy

332
SW Case Management Contact
Points

Top 3 Presenting Issues
168- economic concerns
21- behavioral concerns
20- adjustment, transition



School Social Work

Of the 2,018 case management contacts, 507 referrals were given, representing about 25% of all case management contact points. 38% (193) of referrals were for concrete, food/clothing, etc. and 15% (75) were for social work counseling/therapy, all other referrals categories were less than 10% of all referrals.

At the end of the school year, social workers reviewed all referrals as best possible to determine if the clients connected with the referral. 372 case management referrals were analyzed.

52% *(268/507) had connected with the social work referral- meeting the goal of 25%*

This included the connection with agencies such as Feeding San Diego, Child Welfare Services, Assistance League of Greater San Diego, Bomberos of San Diego, Jewish Family Services, SDSU Office of Children and Youth in Transition. Resources for Emergency Funding were distributed for 17 families, helping families with housing and current living expenses.

Social workers assessed the degree to which clients would be able to access services, independent of the school social worker.

64% (172) would continue to need support, particularly for issues related to open Child Welfare cases, housing related issues, and other economic issues.





School Social Work

Counseling/Therapy

110 *students were referred for counseling/therapy services after initial case contact- meeting the goal of 100 students receiving individual, group, or family counseling*

Data collecting the number of sessions, case-treatment notes, and other information are not within purview of this evaluation report and protected under confidentiality rights. Reported here are the total number of cases (110) and by school; 49 Rosa Parks, 33 Clark Middle, and 28 Wilson Middle.

67% *of all counseling/therapy clients met at least 75% of their case-treatment plans as reported by their social worker- demonstrating progress toward 75% completion rate for all clients.*

Within the case close-out process, social workers reported their observed increases in clients' SEL competencies. The following table reports the percent who increased by item.

SEL Component	% Yes
Increase in self awareness	65%
Increase in social awareness	54%
Increase in self management skills	51%
Increase in decision-making skills	48%
Increase in relationship skills	48%



School Social Work

Student and Parent Small Groups

Social workers held several small counseling groups for students and parents. For students, many groups focused on building and reinforcing the SEL Random Acts of Kindness content with activities such as kindness posters, puzzles, vision boards, rock painting, and other special acknowledgement in creating a positive school culture.

Below is a summary of groups held and topics covered throughout the school year.

Rosa Parks:

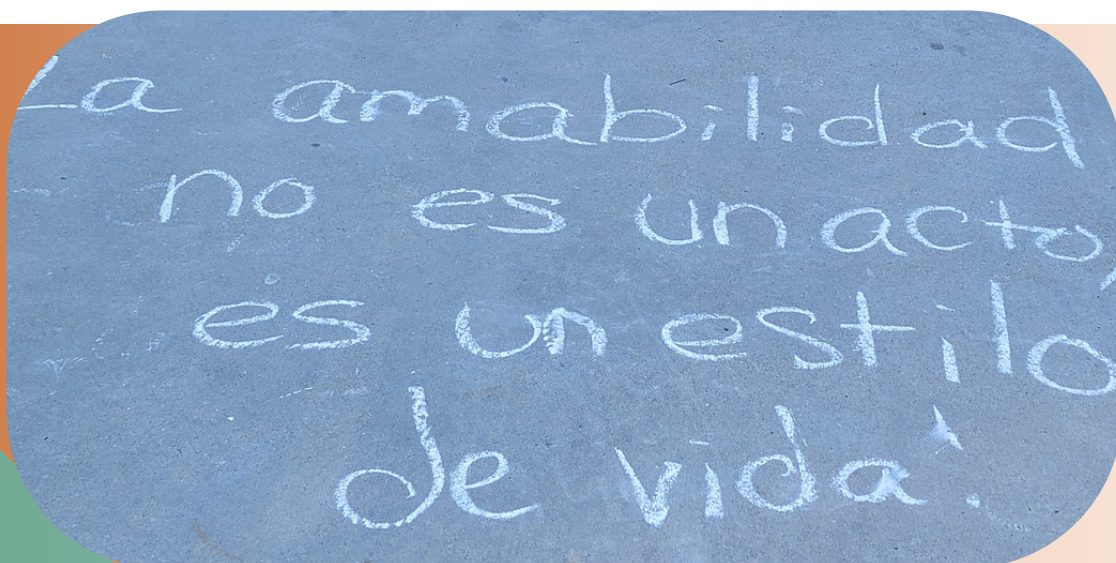
- Boys Social Skills Group- building empathy skills, self-control, and teamwork
- 5th Grade Girls Group- building friendships, defining and learning coping strategies
- Positive Parent Program- sharing parenting techniques, relationships, and communication

Clark:

- Restorative Circles- with school staff, students participated after engaging in peer conflict
- 6th Grade Girls Group- peer relationships, communication
- Peer Mediation- worked with students experiencing peer conflict

Wilson:

- Life Skills Support Group- held for students attending summer school





SDSU Social Work LLH Internship

9 SDSU BASW and MSW interns completed their degree-required field work as social work interns with LLH- completing 5,092 service hours.

The purpose of this intern experience was two-fold: 1) develop a culturally-competent social work workforce with an experiential practicum in City Heights, one of the most diverse communities in San Diego and 2) increase the provision of SEL services within these schools.

SDSU interns contributed to the success of several program initiatives, one being the implementation of the RAK curriculum while also providing other SEL activities, social work case management, and counseling/therapy. SW interns conducted 392 case management case notes in supporting students and families. Interns also provided small group counseling, results reported earlier with the RAK groups/clubs.



Additionally, the partnership between LLH and CFWS continues to demonstrate social work intern development. CFWS social work interns helped in planning the Three C's workshops, building family engagement, and bringing in community resources. We value this partnership for its bidirectional learning- demystifying CFWS for families and building intern skills in the needs and experiences of our families.



LEAD AND LEARN
From the Heart
A SOCIAL EMOTIONAL
LEARNING PROGRAM

SDSU Social Work

LLH Internship



An end of year focus group was held to better understand the intern experience, here are a few of the comments about highlights, skills, and building student connections.

"I think a big highlight for me was just the amount of clinical work that I was able to do. I was able to gain confidence in managing the full session with a lot of different clients. so I would say the clinical work was definitely a highlight for me."

"So a skill is working with the youth and their parents and having that collaboration like reaching out to parents."

"One that comes to my mind is one that was for 7th grade classes, that we showed them a Dove commercial and how we should be careful what you watch on the Internet, so you don't believe everything. And it was like how they photoshopped this model and all of that. And I feel like, especially nowadays, I feel like that's so important for middle schoolers because of how involved they are in social media that they see. I feel like that's important for them to kind of discuss a lot of your peers because I feel like that also can affect their own self-esteem."

"I think just honestly speaking the same language as them and being able to discuss about our own culture or Mexico in general and the traditions we have of food that we have and just like random little stuff that we believe in in a way or like the language, the lingo, the slang, I feel like that was definitely important as a way to definitely connect".

MSW Interns wearing Lead and Learn from the Heart stoles on graduation day



SDSU Social Work

LLH Internship



LEAD AND LEARN
From the Heart
A SOCIAL EMOTIONAL
LEARNING PROGRAM

As part of the evaluation, SW interns demonstrated increases in all content areas with the greatest gains in policy practice, collaboratively intervening with groups, and the ability to evaluate interventions with students, families, etc. See table below.

School Social Work Performance Skills Self Rated Assessment	Pre	Post	% Change
Engage in Policy Practice	1.00	2.00	100%
Intervene Collaboratively with: Students, Families, Groups, Teachers, School Staff, Organizations, and the Community	1.40	2.66	90%
Engage in Practice-informed Research & Research-informed Practice	1.46	2.33	60%
Evaluate Interventions with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community	1.08	1.81	68%
Engage with Students, Families, Groups, Organizations, and Communities	2.19	2.82	59%
Growth and Development	2.17	3.00	38%
Promote Social Justice and Equity	2.00	2.71	36%
Assess Students, Families, Groups, Organizations, and Communities	1.96	2.52	29%
Diversity and Difference in Practice	2.46	2.95	20%
Ethical and Professional Behavior	2.50	2.93	17%



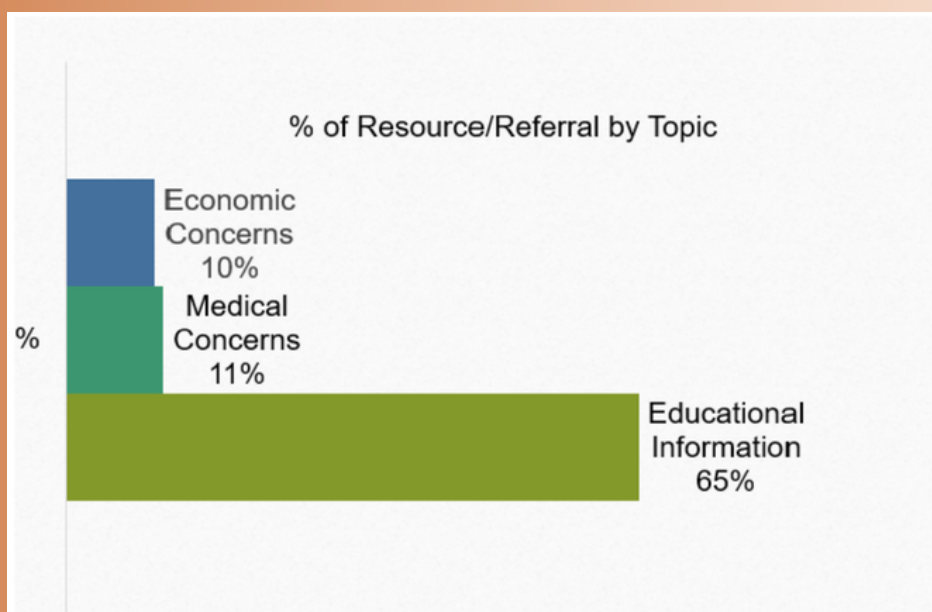
Rosa Parks Parent Center

The Rosa Parks Parent Center (RPPC) provided services to all 800+ UTK-5th grade students and families through its coordinated parent engagement initiatives, such as resource and referrals, workshops/presentations, food distribution/school pantry, and school volunteerism. The year was a mix of virtual connections and in-person activities, as school covid policies were still in place during early parts of the school year.

Several of the evaluation results presented earlier are in direct connection to the LLH team in the RPPC- for example, the Three C's parent-led workshop series and the Vietnamese Mental Health workshop series. The case management services provided to students and families, in addition to resource and referral services at the Parent Center, demonstrates the intersectionality of all program services.

Resource/Referrals

1,120 resource and referral contacts were documented during this reporting period. Presenting concerns ranged from educational information (65%, 724) to adjustment/transition (>1%, 1). The following chart shows the top three topics; 71% (518) of all educational information were assisted with translation/interpretation services. Other services from resource and referrals, not as frequent but required more intensity included crisis intervention (7), home visits (6), and parent support/training (14).





Rosa Parks Parent Center

A total of 104 referrals were given to parents - 92 (8%) of all contacts required a referral to an external/community agency with close to half (46%, 42) for concrete needs such as food and clothing. Agency referrals were Cal Western Community Law Project, City Heights Recreation Center, San Diego Fire Department, and Whispering Winds Camp.

At the end of the school year, the team assessed whether a connection for those referrals was successful for clients. While 104 referrals were given, **63% connected to the referral**. When examining whether assistance will be required for future quick contacts, RPPC determined 100% will most likely need continued support to access services given agency accessibility, technology, and language.

These data supported the implementation of technology training and computer practice held at the parent center. Two computers were donated by San Diego Futures Foundation, and are stationed as open-use with hands-on assistance.

Parent-Teacher Conferences

The LLH parent center team also coordinated the translation/interpretation services for parent-teacher conferences. Due to the diversity of the student/community population, language support presented as a challenge for the school/district in helping parents/guardians involvement. The LLH team supports Spanish and Vietnamese, and also connects district level translation for languages other than the aforementioned.

52 parent-teacher conferences utilized the services of the RPPC. Only a small number, 8 of the 52 sessions (15%) required follow-up supported by the parent center. Many of these concerns were behavioral, students needing support to stay focused, and IEP consultations.

Other interventions and outreach efforts, particularly for Kinder families, were limited during this time period due to staff changes within the center, however the team provided amazing celebrations and school wide events that not only brought the cultural community together, but also renewed the school spirit that was lost during the pandemic.

Rosa Parks Parent Center



LEAD AND LEARN
From the Heart
A SOCIAL EMOTIONAL
LEARNING PROGRAM



**89 Individual workshops held this year
and included the following topics:**

Child Welfare Services

Understanding and Supporting Childrens Behavior

Coffee with Cops

Drug Trends

Family Wellness: Resilience 3-part series

Financial Awareness & Literacy

General IEP Family

Healthy Relationships: 4-part series held in English,
Spanish, and Vietnamese

PACEs

Parent on a Mission- 7 sessions total

Reader's Theater (a program shown to increase
engagement with new/kinder families)

Workshops & Presentations

This year the team introduced SEL topics with each opportunity to engage parents and also grandparents. When time was limited, the team implemented simple wellness activities such as a gratitude log, self-care, spirit animal, and self-awareness.

Listed are a summary of workshops/presentations, some also included technology support, campus tours for new families/students, coffee with the principal, reclassification, and other planning meetings for parents.

Rosa Parks Parent Center



LEAD AND LEARN
From the Heart
A SOCIAL EMOTIONAL
LEARNING PROGRAM

Parent Volunteers

The Rosa Parks Parent Volunteers play a vital role in fostering community and act as a bridge to enhance the educational experience for their children. This is important within the City Heights community, where many families are immigrant/refugee and can volunteer in the school with others who share in communication and cultural understanding.

**62 Parent
volunteers
contributed 4,309
service hours
during this school
year with 2,861
individual
volunteer
sessions.**

The RPPC staff also held monthly volunteer meetings that included leadership training, SEL education, school-community engagement strategies, and team building.

Volunteer Category	# of Volunteer Sessions
Parent Patrol	1,323
Special Events Preparation	560
School Support	331
School Pantry & Food Distribution	175
Parent Center Support	130
Committee Meetings	111
School Department Support	83
Classroom Support	70
Parent Center Maintenance	41
Classroom Volunteer	22
Meeting Preparation	11
Health & Wellness	4

Rosa Parks Parent Center



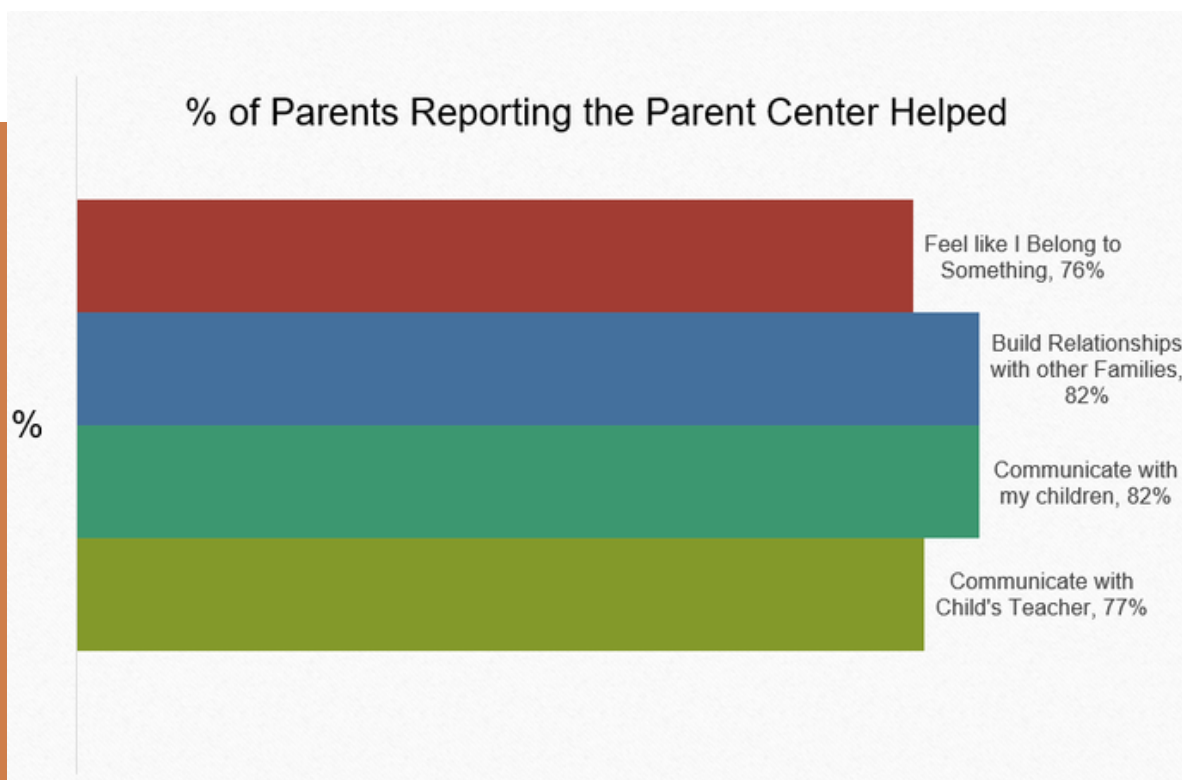
LEAD AND LEARN
From the Heart
A SOCIAL EMOTIONAL
LEARNING PROGRAM

End of Year Parent Survey

We collected 142 surveys from Rosa Parks families with the goal of learning Parent Center impact. The survey included questions about parent center support, volunteering, workshops, and SEL impact. 68% of respondents reported they were the parent of one student attending Rosa Parks, 26% were the parent of a kinder student, and of those, 10% were new families to the school, (4) being kinder families.

When asked how the parent center has helped, responses were all very positive. Common themes were communication, building relationships, accessing services, and school involvement.

- *"Me enseñaron a comunicarme mejor con mi hija"/They taught me to communicate better with my daughter*
- *"Que los talleres son muy importantes en nuestras vidas para la familia y para toda comunidad saber llevar los sentimientos y etapas de cada persona" /The workshops are very important in our lives for the family and for every community to know how to handle the feelings and stages of each person*





Rosa Parks Parent Center

End of Year Parent Survey

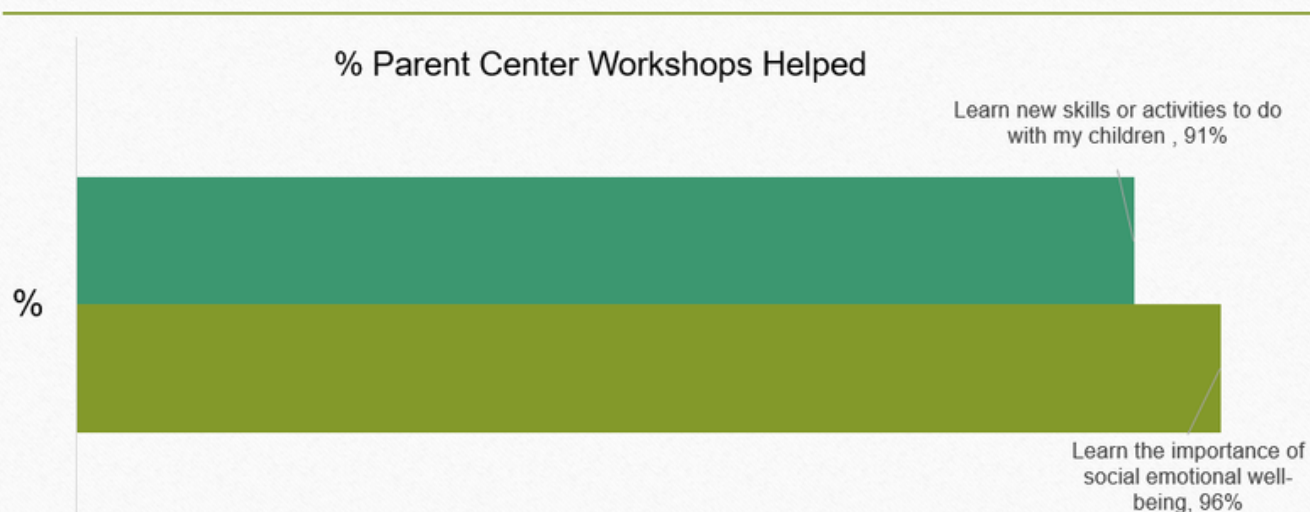
70% of parents reported that being involved at the Parent Center has increased their confidence as a volunteer.

And as a parent volunteer, 84% reported the Parent Center has helped them to communicate with parents/families.



"Todos los talleres me ayudaron mucho me ayudo para saber los requisitos que necesita mi niño para reclasificarse, saber como ayudar a mi hijo en sus emociones y tmb saber como ayudarme a mi misma"
/All the workshops helped me a lot, they helped me to know the requirements that my child needs to be reclassified, to know how to help my son with his emotions and also to know how to help myself

69% of parents reported they learned the importance of social-emotional well-being for their child(ren) by being a part of the Rosa Parks Parent Center.



Closing

Lead and Learn from the Heart: A Social Emotional Learning Program has gained the awareness, access, and integration of SEL, social work, social work intern development, and many other program components within Rosa Parks Elementary, Clark Middle and Wilson Middle Schools. This incredible team has designed a movement of positive social emotional learning that is culturally centered and community centered. A holistic lens from interventions that work at each level- community, school, student, parent, and grandparent demonstrate the unwavering intention of wellness and growth for future generations. While this report displays the numbers reached, self-reported change, and the degree to which activities were implemented; it's the successful cultivation of SEL from the vision of the LLH leadership, program funders, and collaborative partners who guide the mission of coordinated SEL interventions.



Program Contacts & Report Contributors

Silvia A. Barragán, LLH Principal Investigator
silvia.barragan@sdsu.edu

Paul Brazzel, LLH Co-Principal Investigator
pbrazzel@sdsu.edu

Lauren Hennessy, LLH Program Coordinator
lhennessy@sandi.net

Soraya Morales, Rosa Parks Parent Center
sharbeson@sandi.net

Patricia Hodge, LLH Program Evaluation
phodge@sdsu.edu

Lauren Brunson, SDSU Graduate Student
Assistant