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Generating Leaders Through Educational Activities and Mentorship Program (GLEAM)

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Abstract

Generating Leaders Through Educational Activities and Mentorship Tool Kit

Taylor Farms Center for Learning serves all youth ages 7 to 24 in Monterey County. The program's drawback is the lack of emotional control by the youth served, which leads to an increase of misbehavior and less involvement in the program. The contributing factors are the lack of communication and knowledge of resources available for staff, leading to improper training to work with students with mental health needs and creating structured activities that offer proper resources to families and youth. The project's expected outcome is for the staff to be more knowledgeable in what social-emotional learning means. The project provided the staff with a toolkit consisting of five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. A recommendation that the agency can take the next step to partner with programs to spread awareness and the resources for all to have access.

Keywords: Social-emotional learning, youth, knowledge, emotions, tool-kit.

Agency & Communities Served

The Future Citizen Foundation operates three different programs that share the same mission. The principals of the foundation support these programs. They are categorized as follows: Taylor Farms Center for Learning is a non-profit organization that is in charge of education for the youth age from 7 to 24 years old. The First Tee of Monterey County, which teaches golf for youth ages 7 to 17 years old. Pay it Forward Scholarship & Mentoring Program is designed for high school youths to help them advance in their education by providing incentive scholarships. Their mission is "To offer young people of Monterey County opportunities for a better future. We do this through active involvement in life skills that can be learned at our campus, in the classroom and service and mentorship to each other and the community" (Future Citizens Foundation, 2018). The involvement of the three programs brings together the use of golf & life skill resources. "Each of these individuals has been introduced to the lifelong sport of golf while learning skills such as goal setting, managing emotions and resolving conflicts" (Future Citizens Foundation, 2018).

The reason behind why they do this is because the community has a high homicide rate and was a leading city in the nation for youth violence throughout the years. The majority of victims were males under 23 years of age. The psychological trauma to experience at a young age can affect their academic performance, and with the help of these programs can help youth be involved in other stuff rather than be in a gang. "Our goal is to provide programs throughout Monterey County that work to break down barriers, enable children to experience success, and support them in planning a productive future" (Future Citizens Foundation, 2018). From

2004-2019 they served over 70,000 youth in Monterey County, and over 50% of their graduates have graduated with honors.

The programs that the organization provides are STEAM Links, Academia, and LEAP Links. STEAM (Science, Technology, Engineering, Arts, and Math) also focuses on coding classes, workshops, and 2-D game design. ACADEMIA focuses on educational enrichment activities during afterschool programming and summer camps, chess clubs, after-school homework assistance, and academic enrichment. LEAP (Life Exploration and Preparation) focuses on junior achievement at summer camp, financial education workshops for young adults, internship and volunteer opportunities, mentoring support, and career academies.

The community partners are Alisal Unified School District and King City Unified School District. This connection allows the program to work with students who go to school in those districts, increasing their reach and impacts through all of Monterey County.

Communities served: Demographic Profile.

Taylor Farms Center of Learning is located in Salinas, and it serves all youth in the Monterey County area. The program offers services to youth ages 7 to 24 years old to help them acquire skills for a better future and educational opportunities. As of 2019, there was 9,000 youth served in the continuum services of Future Citizen Foundation, with 93% of participant's parents reporting that their children demonstrate confidence in their schoolwork after attending the program. Out of the 9,000 youth said, Taylor Farms Center of Learning served 665 youth ages 7 to 22 years old in 2019 (Future Citizens Foundation, 2018).

Monterey County provides a lot of job opportunities that make up the third-largest agricultural county in California. The Salinas Valley is the heart of the county and is called the Salad Bowl for providing a large percentage of vegetables for the country. The program's location is in Salinas, and that comes with 83% percent of Hispanics, 11.5% White, 5.5% Asian, and 0.5% Black. (Salinas, CA, n.d). According to the Census of 2010, Salinas consists of 31.3% of ages 0-18 and 59.5% of ages 18- 64 with a median age of 30. When it comes to the language spoken at home, 75.2% from ages 5-17 speak Spanish, and 22.3% only speak English. There are 69.5% who speak Spanish and 25.4% who only speak English. " In 2017, 70.8% of Salinas, CA residents were US citizens, which is lower than the national average of 93.2%" (Salinas, CA, n.d).

For many decades, Salinas has been considered the capital of vegetables, especially for the lettuce industry, for which it adopted its name of the Salad Bowl. This nickname identifies the people who live and work in the fields, creating stereotypes among other agricultural cities. According to records, Salinas has 23.7% more high school graduates than 20.7 % of California students. However, the rate of individuals with no degree is 41.5% in Salinas. It will need to be analyzed since it might also represent a small percentage of the individuals that have no legal status who came to California at an older age, which is 16.2% and which would affect the total percentage in comparison to the rate in the state of California (Salinas, CA, n.d).

Based on the family sizes, paying for a program that would help their kids can be challenging since; all these factors come into play like income, legal status, and education. The poverty level in Salinas is at 13.6%, and Hispanics have are at a higher rate of poverty (Salinas, CA, n.d). Salinas CA. has been identified as being the largest agriculture industries in Salina. as

in 2017, in addition to forestry, fishing, and hunting with a total count of 16,788 people, health

care & social assistance, 7,538 people, and retail trade, 7,152 people (Salinas, CA, n.d). Despite

that agriculture is the most significant industry in Salinas, it's one of the lowest paying jobs with

a median income family of $18k per year. The overall household income of Salinas is $54,846

per year. Clearly shows that youth have limited access to income resources to afford additional

support for their education, leading them to start working at such a young age and not pursuing

their educational goals. Salinas seems to be the most affected in many ways; although the

program serves all of Monterey County, most students are local.

Analysis of Community Needs and Assets

The agency's primary goal is to reduce or eliminate the issues that affect the child's

mental health that changes their behavior. The main reason why this organization is providing

the services to the youth is that they see the need to reduce the violence in the community that

triggers a change in their mental health. It is because it negatively affects those directly involved

with having family issues. It also affects those who seem to have a hard time communicating

with classmates.

Besides, it's identified that the increase of psychological instability due to violence

contributes to this economic downfall. Increasing numbers of children and youth have been

exposing to traumatic events that affect their mental health and resiliency. Moreover, with

multi-generational chronic trauma, adult family members are unable to respond to help children.

Research has identified a critical set of developmental processes impacted by traumatic

experiences, resulting in problems communicating, impacting school readiness and

performance, diminishing cognitive abilities, crippling mental disorders, and substance

abuse... Once known as a "murder capital," Salinas has seen a significant drop in

homicides and youth violence in recent years. The Future Citizens Foundation contributes

to the community's efforts to shift social determinants of health by providing programs

that contribute to economic development, violence and harm reduction, health, and

educational attainment. (Future Citizens Foundation, 2018).

Throughout the county system, there have been some changes in helping the youth by

making new programs to help those in danger of gang violence. Behavioral Health Juvenile

Justice Team focuses on those who receive substance abuse treatment and mental health services

from ages 14 to 18. They provide psychosocial education, behavioral and cognitive therapy,

skill-building, and medication treatment to help them with their substance disorder and recovery

process. Here are some of the mental and behavioral conditions that are most common for the

age group specified in this report in which youth suffer 37% with Disruptive behavior disorder,

30% from Mood disorder, and 11% from an Anxiety disorder. The males are the ones that have

about 70% of the prevalence of these disorders, in comparison with 30% of females (Monterey

County Behavioral Health, 2018).

The agency's population in the area of Salinas seems to be sharing similarities with other

county areas such as North County, Gonzales, Greenfield, King City, and In comparison with the

state population, it also shares similarities with every remote location that the majority of its

working population focuses on farm work. Therefore, based on the finding previously

mentioned, the people in these areas continue to experience the same limitation on healthcare,

education barriers, and socioeconomic disparity based on the accessibility to available jobs and the public services provided in their community.

The poverty levels in Monterey County (20.7%) are high, and most of the poverty is in Salinas (13.6%), which affects most of the Latino population. Therefore, the agency's focus is to change the social determinants of health for a better living for all youths, including their economic stability, social & community context, neighborhood & environment, healthcare, and education. In addition, it will improve the quality of their lives and services availability in the community to foster the well-being of the youths in Salinas to have a brighter future.

The majority of the organization's assets are essentially coming from donations from the different foundations, local corporate citizens, and community donors that support the help provided to the youth of Monterey County. Their contributions vary from monthly given campaigns, cumulative giving of lump sums, and community donors who contribute $5000 every year.

Problem Description

The agency-specific micro-level problem is the lack of training and support for staff to manage different situations with social-emotional kids. The causes that this problem brings to the agency are all staff not being trained, no tool kit available to structurize activities, and the lack of staff motivation towards student's participation to those that have a history of destructive behaviors. The consequences of this problem can lead to a higher rate of spelled students, no guidance to deal with the behavior problem, and the lack of involvement of kids in activities.

If this problem is not solved, there would be no participation in schoolwork. If concerns are not addressed appropriately, teachers/staff will not control their emotions, affecting how the

services are delivered to those special needs kids. The exposure to violence, the poverty level of

their family limits the number of resources available. The connection with the micro and macro

level for the social-emotional is that both the agency and the school district need to train staff to

manage the child's behavior. Social-emotional needs affect the agency and the children due to

not having other community programs that specifically focus on helping manage

social-emotional behaviors. It seems that it's not an issue for the youth, but many do have

problems controlling their emotions that go unattended.

Problem Model

Figure 1. Problem Model Template (Updated)		
CONTRIBUTING FACTORS TO AGENCY PROBLEM	AGENCY-SPECIFIC "MICRO-LEVEL" PROBLEM ADDRESSED BY PROJECT	CONSEQUENCES TO AGENCY
● Lack of communication resource/knowledge of resources available	Lack of emotional control leading to an increase of misbehaviors and involvement in activities.	● Staff are unable to offer proper resources to families/individuals in need
● Non-trained current and new staff		● Activities that don't help with social-emotional learning
● No tool kit available to structurize activities		● and emotional disabilities

At the micro-level, the lack of training and support for staff to manage different situations with kinds that have special needs is more about the agency not being prepared when an incident occurs. An example of this is staff not knowing how to educate and provide support for kids who have challenges diagnosed with PTSD, ADHD, or other mental disorders. Having trained staff can change the way staff sees the problems and put a stop to the issue.

Since there is no tool kit, it's needed to have a better outline for staff to understand steps to be taken clearly. Children who master social-emotional learning can establish positive relationships and are more likely to experience positive well-being. Based on McGraw Hill's report, kids who have a unique set of challenges often are identified and grouped as having particular learning disabilities such as speech and language impairments and homelessness. Besides that, students also suffer a significant disadvantage because of language barriers identified with English as a second language (ESL). (Social Emotional Learning – Inspired Ideas, n.d.).

These challenges are also related to cultural differences from other students causing disparities as English Learners need to have a fresh approach in a more social and emotional learning setting. To support kids better, a need for a more culturally responsive teaching approach is critical for the support of their English language. The influence of culture in a classroom that focuses on specific social and emotional instructions can assist teachers in providing a classroom environment to empower students from diverse cultural backgrounds.

Contributing Factors

The primary contributing factors are the lack of structure to guide staff since it has shown that the program wasn't able to meet what they wanted to do. Now they want to make it stronger

and hopefully that the program stays longer for all participants. As for the parents and staff

involvement to provide the best support for children to express their emotions, there needs to be

another guide on managing the situation. Staff would need to be motivated to learn new skills

and practice them to improve the daily activities for the children. "74% of teachers report that

they are spending more time teaching SEL skills today compared to five years ago — but 65%

say they still need more time than they currently have to teach SEL skills" (Social Emotional

Learning – Inspired Ideas, n.d.).

Consequences

The consequences at the micro-level are that parents and staff are not engaging in

providing the support needed to help the youth on how to cope with social and environmental

stressors that lead them to continue with their misbehaviors. The lack of support during pick

stressor episodes can make the situation worse because more significant stressors can trigger

their emotional burst. Staff might not be prepared or aware to support the youth on how to

deescalate a situation. The staff can find that a kid shows other symptoms that parents haven't

paid attention to. If the group is not showing motivation to be involved in activities, it can send a

message to the kids that the staff does not care about them. Due to the shelter in place order, this

can make it challenging to deliver and recognize that some students need help.

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Capstone Project Description and Justification

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Capstone Project & Project Purpose

This project is a redesign of an existing program to make it stronger in developing a tool

kit. The main components I am responsible for in this project are revising a tool kit to guide the

staff's training and creating a video for the activity. At the same time, it will help to evaluate and

redesign the social-emotional learning activities for youth ages 7-17 to help them reduce the risk of social-emotional needs and trauma. The proper techniques on managing emotional needs can make a difference in a child by teaching staff. The primary purpose of this project is the social support for the youth to guide them to manage their emotional instability. The long-term goal is to help design a tool kit that provides the best support for kids on specific social-emotional and trauma issues during summer camp. The agency expects to accomplish this by limiting the number of days participants are sent home by providing supportive and developmentally appropriate services.

Justification

The project will ensure that all participants have access to resources during the summer program to support their social and emotional behavior changes and interact with parents to ensure that they feel confident and comfortable that their children receive the supportive services necessary to ensure their success. At the same time, staff will reassure that students have access to after-school resources and activities that will support their social-emotional needs by teaching kids poems or phrases based on managing their emotions and their feelings during that time. Now that shelter is still active, many people of all ages are suffering emotionally due to isolation and lack of social interaction or therapy. Youth, in particular, were utterly stopped from going to school and encouraged to switch to online classes only. As a result, California has developed a Youth Crisis Line to help kids from ages 12-24 open 24 hours a day and seven days a week. This helpline can help them talk about any topic they need to feel they are in harm or someone is in damage. The positive impact on youth reflects on the resources available like the Ca Youth Crisis Line that can help with the change locally (CA Youth Crisis Line, 2020). In addition, the

Collaborative for Academic, Social, and Emotional Learning (CASEL) provides an

understanding of five core competencies. The main focus of their curriculum is helping them

with self-awareness, self-management, social awareness, relationship skills, and responsible

decision-making (Social-Emotional Learning Curriculum, n.d.).

Stakeholders

The stakeholders who are interested in this project are funders, donors, board members.

Their interest and concerns are due to having a high amount of youth been spelled out of

programs because of their anger outbursts and behavior changes for having strict rules. The

potential positive impacts expected from the project are for the agency to benefit the students,

parents, employees, program directors. In addition, all will acquire tools that will help improve

their skills, in the long run, to teach the youth and support them as they mature into their

adolescent years to gain the skills to express and control their emotions. As for program directors

and employees, it would help them increase their total attendance and participation in the

programs that will place them at a higher level of understanding and willingness to do new tasks.

Project Implementation

My capstone focuses on developing a training tool kit to improve the skills and

techniques to train staff to intervene with students when there is a crisis among children. A

problem can be defused if the staff can identify behaviors before the escalation of the situation.

In the tool kit, I provided staff with in-depth learning skills to help kids reduce behaviors, keep

healthy boundaries, and utilize conflict resolution skills to maintain a safe environment. In

addition, the tool kit training material included modalities that would address how to

communicate with children from a compassionate, respectful, unbiased, and culturally inclined that would assist in strengthening the communication with parents and guardians.

My role in this capstone project will be as an additional member of the group that will help to implement a tool kit. The other members included in the capstone project are Jacob and Gaby. Gaby will be the main person who will collaborate in the development of the tool kit project. Jacob will be an additional guidance counselor to help meet the program's standard. The implementation of this project will be sending out the tool kit that focuses on the five core competencies of social-emotional learning with related activities in each core competency. To measure the effectiveness, we would do a pre-survey and post-survey to see if their knowledge has changed.

The resources to be used in the project will be included as part of the SWOT analysis. The Asset Mapping will assist in the implementation process to identify the gaps in the community to be filled. It will help find alternatives that can be added to support the primary goal of improving the services given to children and their families. Improving their learning skills and acquiring techniques on building solid relationships with their family members would lead to better long-life learning outcomes. The location for the project will be available at the Taylor Farms Center of Learning program, as in past presentations it was offered. There is still an undecided decision to collaborate with other community partners to participate in this project or request additional funding to help with the project. When it comes to the agency personnel, there would be hiring for the summer program.

The project needed to be included in the summer program because statistics reported youth being suspended or expelled from school or after-school programs because of their strict

policy for misbehavior. The lack of social-emotional services in the community leads to starting

a program that can help those youth residents of Monterey County. Having many participants in

the program leads to impacting them and potentially helps more in the future to reduce getting in

trouble. The potential challenges that can put obstacles in implementing this program are the

lack of knowledge or lack of unwillingness to address child mental issues that might seem to be

something disrespectful. The support of the parents is a big step in making the complete change

in the child's behavior, if there is no support from parents, there won't be a solution to what's

triggering. There is still a chance that the site won't be open for the summer, leading to changing

how to deliver the services and ensure that every child has the available services.

The project will include a set of safety rules established by the CDC, and to be compliant,

staff will be in charge of making sure that student's temperature will be monitored every day

they attend the program. The staff will also ensure that students maintain social distance by

setting their desks 6 feet apart and ensuring all students and staff wear an N95 mask while

attending the program to comply with the CDC guidelines. In turn, maintain the safety and

security of everyone in the program and support small groups of 10 people and make sure that

the groups come together and leave together. These can help to keep track of how many kids

come and go. Policy rules will also change to lessen the tolerance to kids that run off or hit

others. Finally, in addition to the CDC guidelines, the project will need to provide a clean and

sanitized atmosphere. Therefore, to provide all the sanitation supplies to keep a clean

environment for all children, there would be increased membership fees to all students.

During this internship project, the scope of work focuses on the scheduled hours assigned

to work on this project. My duties will be to assist my mentor in creating a tool kit that will help

improve how to best educate children with physical, mental, and behavioral impairments.

The GLEAN project will be utilized to improve the education process by preparing staff on how to be more effective with the process to assist in modifying children's behaviors, increase their awareness of self-strengths to improve the quality of their education for better life outcomes. The goal of this program is to provide social-emotional support for youth during the summer program. The project's primary objective is to design a tool kit that offers the best support for the youths with specific S/E needs and trauma during summer camp. Also, help participants with particular trauma and social-emotional needs successfully participate in summer camp activities. By providing this solution, we can limit the number of days participants are sent home by providing supportive, developmentally appropriate services.

The major component of the project in phase 1 is discussing the possible capstone projects. In phase 2 of implementation is meeting outcomes and objectives and identifying the tool kit. In phase 3, the performance of the task is finding policies and a material resource guide. Phase 4 of the assessment is gathering all the info and the evaluation of the recording video. The primary activities will be identified, and staff will need to be assigned based on the staff's expertise. The primary steps on the project are to focus on narrowing the ideas that can help us guide the primary purpose of the training for the staff. By finding the objectives and outcomes, we can jump to find the resources available that fall under our goal of doing a tool kit. Before making the resource guide, it is important to find policies and measures to help protect both parties for legal purposes. These will benefit because the resource material will provide additional legal procedures and all the latest information on how to support the youth better. During the implementation, we will gather the information to outline the presentation recorded in

a video. After the video is done and reviewed by the mentor, we would send it to staff to train.

To complete the project, we would like to get feedback from the staff to see if any editing is

needed to make a more valuable and practical training video. In addition, as part of the training,

it will also be considered to give a test to the staff to see if they fully understand the content of

the video. The products of the project are the tool kit, resource guide, and training video.

Assessment Plan

The expected outcome is to deliver a tool kit to increase social-emotional learning in staff

to assess students' needs. This tool kit would have a list of how to identify the skills needed to

deal with students' social and emotional misbehavior. At the same time, this tool kit will guide

how to help students find ways to work on their social skills and regulate their emotions that will

aid them in overcoming any barriers in life.

The outcome will be the staff's knowledge gained after reading and learning about the

tool kit and putting it into practice with students. The measure will be conducted by assessing the

staff's experience before and after utilizing the tool kit to implement the skills correctly.

The method used to gather evidence is a pre and post-survey that targets staff. The survey

would help me identify how the tool kit helps staff have more knowledge about social-emotional

learning. The pre-survey would help me see how knowledgeable the staff is. After completing

the tool kit, a post-survey would be sent out to see how much staff's knowledge has changed

about social-emotional learning. The post-survey consists of four questions: After reading the

tool kit, on a scale of 1 to 5, what is your confidence level working with students with

social-emotional needs? After reading the tool kit on a scale of 1 to 5, how knowledgeable are

you now finding resources for social-emotional learning? In your opinion, the developed tool kit

was helpful to use, and the information easy to understand?. Do you have any comments that can help improve the tool kit, and what did you like about it?

The short-term outcome is the tool kit to help staff increase their knowledge about social-emotional learning by improving how to interact with students and help them improve their relationship with others.   The intermediate outcome will increase social-emotional learning knowledge that will allow for a proper referral for community resources. In this case, students will have better support if they need more in-depth support to help them overcome their struggles with their social-emotional behaviors. Finally, the long-term outcome for the agency is to continue giving more updated information, skills, and techniques that focus on social-emotional learning modalities; this will also help the program to have access to partner agencies that will help to have a more in-depth focus on what the community-based programs can help to ensure everyone is thoroughly knowledgeable about social-emotional behaviors, which will improve the quality of youth's educational programs.

Expected Outcomes

Project Type	Purpose	Implementation Method
Develop a tool kit	Increase knowledge about social-emotional learning with activities related.	- Use the five social-emotional learning core competencies - Search for valuable activities and websites

Project Results

The results of my project are that many found the tool kit to be helpful to have to know more information about the five core competencies of social-emotional learning. However, many felt that they needed a paper to rely on whenever they needed it. One staff member mentioned,

"Toolkit needs to include hands-on training vs. telling" (survey participant, 2021). I realize that

they need more in-person involvement in explaining the context rather than just giving them to

read. There is still a need to make more changes to the tool kit to be the best piece of paper to

learn more about social-emotional learning. It's hard to find hands-on training activities due to all

activities being on reflection on paper activities—more information added in the appendix. The

project consisted of pre and post-survey. The pre-survey had four questions related to the staff

knowing what resources are needed to work with students with social-emotional needs, the

staff's level of confidence working with students with social-emotional learning needs, referring

to students with social-emotional needs, knowledge of where to find resources to work with

students with social-emotional learning needs.

 The post-survey consisted of four questions after they had a chance to read the tool kit. The first

one focuses on how confident the staff felt working with students with social-emotional needs

after reading the tool kit. Second, how knowledgeable the staff was in working with students

with social-emotional needs. Third, I asked what their opinion was about the tool kit and how

familiar were they with finding resources on how to work with students who have

social-emotional needs. Finally, I asked for staff's feedback on the tool kit's development and if

the information was helpful to them, and what they like about it.

Conclusion & Recommendations

The recommendations for the agency can be to strengthen the tool kit and put more

information in the tool kit that would be helpful. The people's comments can help guide the next

person to give more structure to the activities provided and more hands-on activities. It's also

beneficial for the agency to do community outreach for strengthening knowledge in staff,

parents, and the community. During my research for community connection, I can only reach a

few possible connections. The only closest one is Collaborative for Academic, Social, and

Emotional Learning (CASEL), located in Oakland. Since there is no local community outreach,

there is not much help from helping the community learn from social-emotional learning. The

project's future impact on the agency is that instead of getting more information about

social-emotional learning, the program would connect to other agencies to extend knowledge to

the community.

My project relates to the broader issue because the county needs an increase in

community agencies to focus on social-emotional learning at the school district level. The school

district needs and improves helping young kids control their emotions to reduce the expelled rate

and misbehavior in the classroom.

Personal Reflection

My experience at the agency was not what I expected. I like how the agency worked. I was never involved with students doing other tasks that were related to working with students. My main focus was on researching social-emotional learning through the year-long at the agency. I learned from doing the scope of work to create an excel sheet for community outreach for the GLEAM program. The personal and professional growth I experienced is that I gained confidence in doing anything without knowing it. I was also able to build up working with minimal supervision on a project, which helped me do things. The minimal supervision of my mentors helped me just know what the agency expected and focused on the project's objectives.

The aspects of my experience that contributed to learning during this project will be the challenges I faced since the beginning of my semester have not connected with my mentor and feeling left out for a long time. This has pushed me out of my comfort zone because I found myself acting up as an administrator and making decisions on my own about my project. I felt the need to push myself to work alone, and after reaching out to my instructor and the CHHS coordinator, I felt a bit of relief, and things started to make sense. I am taking away from this experience that in 10 years, I will remember that to do things right, I had to do it myself and that I will need to advocate for myself to get the things I need to complete my job. This experience will help me professionally and personally as a future social worker to help those that don't have a voice and need extra advocacy to get the services they need. A piece of advice for prospective CHHS students on what to expect in their senior placement is that everything seems fine, it's an easy process, and don't be afraid to get out of your comfort zone in choosing an agency to select

your possible capstone project. My additional comments are for everyone that chooses the CHHS

field to have fun and enjoy every moment of the learning experience.

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Appendix A

Scope of Work

Scope of Work Template (Sample phases, activities, deliverables, timeline)

Title: GLEAN Program

Project description: Evaluate and redesign the SEL activities for youth with SE needs and trauma.

Goal: Social-emotional support for youth

The primary objective of the project:
-Help design a tool kit that provides the best support for youth with specific S/E needs and trauma during summer camp.
-Help participants with specific trauma and S/E needs successfully participate in summer camp activities.
-Limit the number of days participants are sent home by providing supportive, developmentally appropriate services

Phases		Activities/Tasks		Deliverables	Timeline/ deadlines
1	Select capstone project	1.1	Discuss capstone project ideas with mentor and agency staff	Generate a list of capstone project ideas.	Sept 2020
		1.2	Discuss ideas with agency staff	Submit a list of potential ideas to mentor for review/approval	Oct 2020
2	Plan project	2.1	Meeting the outcomes and objectives	Setting up the outcomes and objectives to help guide the goal of the training.	December/ January 2021
		2.2	Identifying the tool kit	Find resources available to start a draft of the tool kit.	December/ January 2021
3	Implement project	3.1	Policies	Help find policies and measures that can help train staff	December/ January 2021
		3.2	Material resource guide	Create the resource guide based on the info that was searched.	February 2021
		3.3			

4	Assess project	4.1	Gather all info	Gathering all the information to outline the presentation that would be sent out to staff	March 2021
		4.2	Evaluation of the recording assessment	Have staff look at the tool kit and send a pre and post surrey to see if their knowledge has changed after looking at the tool kit.	April 2021
5	Report on project findings	5.1	Complete reporting requirements	Final agency and capstone reports	
		5.2	Prepare capstone presentation in the selected format	Present at Dress Rehearsal for grading	
		5.3	Final preparation for Capstone Festival	Final Capstone Festival presentation!	May 2021

Core Competency #2: Self- Management

 The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and achieve goals and aspirations. Self-managing also includes the capacity to delay gratification, manage stress, feel motivation and agency to accomplish personal and collective goals. It is essential to have self-management skills to have an equity perspective because it can help adults and students manage the stress associated with adapting to a new school climate or culture, cope with discrimination, and come up with individual and collective solutions in the face of challenges.

Self-Management May Look Like:

- ★ Impulse control
- ★ Stress management
- ★ Self-discipline
- ★ Self-motivation
- ★ Goal-setting
- ★ Organizational skills

Self-Management May Sound Like:

- ★ I need a break right now
- ★ May I please have space? I am not ready to share
- ★ I think I need help with _____.

★ I don't understand yet, but I will _____ to reach my goal.

Self-Management Strategy: Positive Self-Talk

Self-talk is the act or practice of talking oneself, either aloud or silently and mentally. Negative self-talk can make us feel worse, but positive self-talk can make us feel better due to triggering problem-solving and helps remind ourselves that making mistakes is part of life.

Examples of shifting from negative to positive self-talk include:

1. **You are overwhelmed by the amount of tech it's going to take to teach your class.**

   "This is never going to work, I'm not tech-savvy" to "I can ask someone to help me, and it will become easier."

1. **You have an important question for the teacher, but the teacher tells you that he/she doesn't have time to answer it.**

   "I can't figure this out by myself" to "It will take time, but I can learn this"

> **Application for Positive Self-Talk**
>
> **For You:** Pay attention to your thoughts and words, and pivots as needed
>
> **For Students:** Explicitly teach positive self-talk through mini-lessons and hold students accountable.

Self-Management Strategy: WOOP Goal-Setting

The WOOP activity helps students find their wishes and develop an action plan to fulfill those wishes. WOOP is named for each step in the process: identifying your Wish,

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