

# Parental Involvement in the Social and Emotional Learning of Children Grades Pre-K through 5th Grade

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## Logic Model

### Outcomes

- 8 of the 14 OVE parents receiving the “Spot Your Emotions” (SYE) check-in chart used it to monitor the emotional well-being with their child(ren), Pre-K to 5<sup>th</sup> grade.
- 5 of the 8 parents used the SYE check-in chart at least 3x’s per week.

### Outputs

- A total of 39 parents, grandparents or guardians enrolled in the SEL project.
- 90% of the parents completed the intake/ pre-test phase of the SEL project.
- 65% of parents completed the 5 component CASEL training competencies for Parents & Caregivers, and post-test.
- 20% of parents completed the SYE check-in chart with the child(ren).

### Activities

- A month of project promotion, recruitment, and survey collection.
- One month of pre-tests / SEL questionnaire distribution.
- 6 months of bi-weekly / follow-up phone calls and CASEL psycho-education.
- 1 to 3 month review of CASEL competencies, and distribution of post-test questionnaires.
- 1 to 3 months of SYE check-in chart monitoring.

### Inputs

- Monthly / weekly learning space
- Computers and copiers
- Digital and printed CASEL, SYE, Paneramo and OVE media, including; surveys, questionnaires, handouts, charts, promotional flyers, and memos.
- OVE Parental Engagement Coordinators
- OVE Pre-K through 5th grade teachers and staff
- Postage, copier, copy paper, miscellaneous office supplies
- District-wide SEL training meetings and networking events
- Event snacks, refreshments, and door prizes

## Introduction

One of the leading Social Determinants of Health (SDOH) associated with the availability of mental health resources affects the children population of marginalized communities.

### -Determinants of Health:

### -Data Exhibiting the Need:

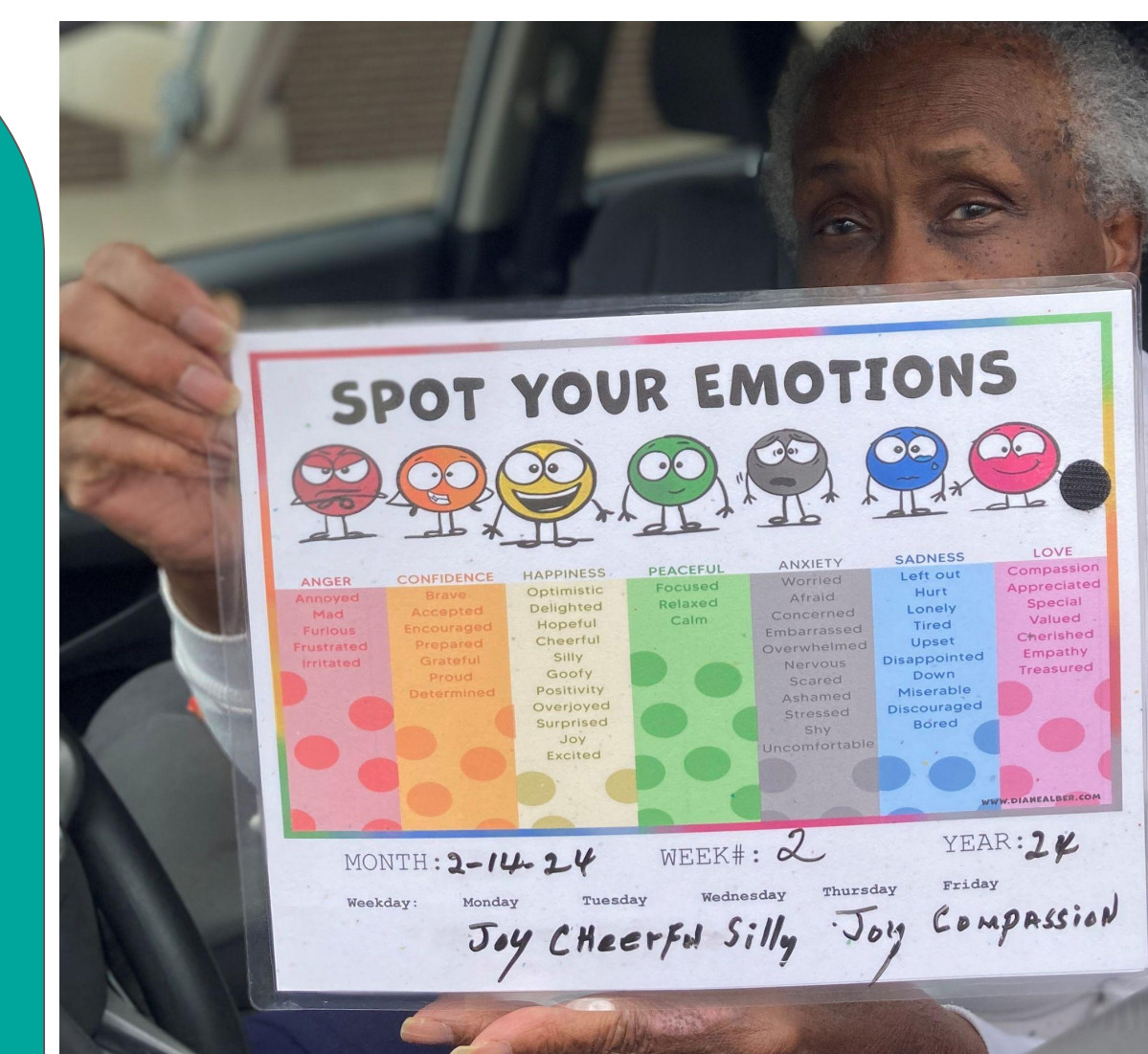
According to a 2016 U.S. report from the National Center for Children in Poverty (2023), “approximately 60 percent of children age 5 and younger not enrolled in kindergarten were in a regular nonparental early care and education (ECE) arrangement, with nearly 60 percent of these children regularly attending a center-based setting.

### -Describe the context of the health inequity or social determinant

Pre-K through 5th grade African-American children who reside in the 35211 area code represent the “vulnerable” population of people that would be served by my project. And, based upon a 2017 U.S. Census report, the following is indicated: The percentage of residents in the 35211 zip code, age 5 is 5.5%. The average for the state of Alabama is 5.8%.

## Impact

During the 2023-2024 community partnership of the ASF Parental Involvement in the Social and Emotional Learning of Children grades Pre-K to 5th grade at Oxmoor Valley Elementary School, parents and caregiver have gained invaluable exposure to the core components that drive Social and Emotional Learning (SEL), have become immersed in the process of helping to improve the social and emotional well-being of early learners, and have increased their parental engagement in the SEL initiatives of OVE.



“In order for a child to learn, they must leave home with positive emotions!”  
Mrs. R. Oliver

## Critical Assessment

During the 2023-2024 Fellowship year a number of barriers were presented. Due to the nature of the project, rapport-building with stakeholders became a major challenge when sensitivity to the research design was approached with some resistance, thoughts of stigmatization and feelings of objectification. In addition, scheduled school-closing dates, the observance of national holidays, and seasonal school breaks taken during the Summer months presented a unique challenge with regards to accessibility the target population. Those barriers were mitigated, however, by leveraging activities which included the participation of stakeholders, such as; project planning and design, cultivating collaborative partnerships with existing Parental Engagement staff at OVE, participation in existing district-wide SEL initiatives, and attendance at OVE’s school-sponsored events that provided opportunities for professional, personal and social interactions with faculty, staff, students, parents and the Oxmoor Valley community, at large.

-During the process of the ASF project I have personally learned the value of partnering with those with “lived” experiences in both providing and receiving mental health-related services, and the impact of such partnership upon the achievement of effective outcomes.

-The Community Advisory Board involved in the ASF project provided a wealth of professional expertise and experience in working in the public-school sector after having functioned in their professional capacities in providing SEL services to student populations of marginalized communities. The invaluable resources and “best practices” knowledge the CAB provided helped to overcome many barriers throughout the process.

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