



LIFE SKILLS AND LEADERSHIP EDUCATIONAL FOUNDATION

Life Skills and Leadership for High School Seniors

END PROJECT REPORT

07/11/2023

Project/Program Name	Life Skills and Leadership for High School Seniors YOU Life Skills and Leadership Educational Foundation		
Project Sponsor	San Bernardino High School San Bernardino City Unified School District San Bernardino, California		
Project/Program Manager	Annette Wilson Executive Director YOU Life Skills and Leadership Educational Foundation		
Start Date	September 06, 2022	Completion Date	November 17, 2022

PART 1: PROJECT CLOSURE

PURPOSE OF THE PROJECT

The purpose of this course is to prepare at-risk high school seniors from communities with high unemployment, poverty, and crime for success their next step post high school:

- DISC Assessment – Students will understand their needs and what motivates them to be successful in changing their own world and serving others. They will become familiar with their leadership style as well as their learning styles to help them become better students, better employees, and better leaders.
- Core Value Assessment – Students who don't understand where their identity comes from, or don't value themselves are unable to lead themselves or others. They are ultimately led by the winds of change. When students are motivated by their core values, they make choices based on those values which ultimately helps them become stronger more values-oriented leaders of the future. Students will create a Values Statement as a guide for their life.
- Personal Statement, Resumes, Interview Skills – Students will prepare for college or career by writing a personal statement that can be used on their college application, completing resumes, and practicing interview skills. They will delve into ideal careers for their personality type and do "next step" goal setting.
- Soft Skills – Students will learn the value of soft skills as they develop their ability to communicate with family, friends, and work in school settings. As they practice soft skills in family, peer, and school settings, they will build a foundation that will enable them to succeed as employees, employers, and leaders.

DEMOGRAPHICS

152 total students in 5 class periods participated in the program with the following demographics:

Period 1: 28 students

Female: 12 Male: 16 Other: 0

Caucasian – 1 Hispanic/Latino – 26 Black/African American: 2 Native American: 12

Note: All Native American students also marked Hispanic/Latino creating the discrepancy in numbers

Period 2: 32 students

Female: 15 Male: 17 Other: 0

Caucasian – 5 Hispanic/Latino – 18 Black/African American: 7 Native American: 16

Note: Various mixed races were indicated

Period 3: 31 students

Female: 8 Male: 21 Other: 2

Caucasian – 2 Hispanic/Latino – 27 Black/African American: 2 Native American: 11

Note: All Native American students also marked Hispanic/Latino

Period 5: 31 students

Female: 7 Male: 20 Other: 4

Caucasian – 2 Hispanic/Latino – 24 Black/African American: 2 Native American: 9

Note: Most Native American students also marked Hispanic/Latino

Period 6: 30 students

Female: 11 Male: 19 Other: 0

Caucasian – 0 Hispanic/Latino – 26 Black/African American: 4 Native American: 11

Note: Various mixed races were indicated

ANTICIPATED CURRICULUM

[https://d.docs.live.net/1e90dfa44d06e7eb/YOU%20Life%20Skills%20and%20Leadership/SBHS/Syllabus%20YOU%20Life%20Skills%20for%20HS%20Seniors%2009-06-22%20to%2011-15-22%20\(1\)%20\(1\).pdf](https://d.docs.live.net/1e90dfa44d06e7eb/YOU%20Life%20Skills%20and%20Leadership/SBHS/Syllabus%20YOU%20Life%20Skills%20for%20HS%20Seniors%2009-06-22%20to%2011-15-22%20(1)%20(1).pdf)

CHANGES INCORPORATED

Between the time the original contract was entered into with the Principal and Lead teacher at San Bernardino High School, the Principal left and was replaced, and the lead teacher went out on sick leave. The new principal was not made aware of the contract, leading to confusion. Because of a prior relationship between the new principal and YOU Life Skills and Leadership Founder, Annette Wilson, the program was started while a new contract and District Board Permission was obtained.

The original 9-week (36-day) course (intended to run for one quarter) became a full semester (18 week) course for the following reasons:

1. The program was initially intended to run for 9 weeks consecutively. Due to internal issues related to instructor Supervising Instructor illness the program was placed on hold until the principal received Board approval for YOU Life Skills and Leadership to continue the program with a substitute teacher present in the classroom.
2. Due to missed classes inherent to Senior activities, several classes were made up after the initial 9 weeks.
3. The original contract included both online and virtual classes. Because the Supervising Instructor was on medical leave, the principal requested that I do all of the classes inside the classroom to assure the students were actually participating. Because of our prior relationship, I was happy to accommodate her in this manner.

OUTSTANDING RISKS AND ISSUES

Within public school districts, and especially high schools, there is a rather high turnover rate. For this reason, it will become essential to maintain even more contact with both the administration and Lead (Supervising) teacher prior to beginning the program to make sure all is in readiness for the program to begin as scheduled.

In the future the program will be marketed as a 9-unit program for high school and schools with allowance for unexpected events which occur during the course of the school term.

POST PROJECT REVIEW

On September 06, 2022 an agreement was entered into with Mrs. Linda Moore, a Senior English teacher at San Bernardino High School in the San Bernardino Unified School District in San Bernardino, California consisting of the following:

- 9 weeks (36 Sessions) lasting one hours, coordinated with Mrs. Moore, and conducted either online via Google Meet or in the classroom Setting.
- Sessions will provide lessons which will be coordinated with Mrs. Moore to meet the 12th Grade Common Core Standards with the goal of assisting students with completing their Senior Portfolio per Mrs. Moore's request.
- San Bernardino High School will ensure a teacher or school staff member is always present in the room when a YOU Facilitator/Consultant is present in person with the students.
- Facilitator/Consultant will provide up to 12 additional out-of-class hours to assist students with filling out scholarship applications, resumes, and college applications.

PART 2: REVIEW OF SPECIFIC COURSE COMPONENTS

STUDENT ENGAGEMENT

Student engagement was high throughout the program with the highest engagement during periods two and three and the lowest engagement during period one. Most students were tardy (if they showed up at all) to period one. During period six students tended to stop working about $\frac{3}{4}$ of the way through the class. There was no noticeable demographic difference in engagement, except with the few students who had very limited English-speaking ability. When these students were provided with an interpreter, they became more engaged.

Students expressed frustration with the pause in the program due to administrative problems related to the change in principal and the medical leave of the supervising teacher. They were excited to have the program begin again, but felt that they forgot things we had done in the beginning and needed to take time to review the first part of the program.

Several students who had not participated in the first part of the program readily caught up during this review period.

TAKING FLIGHT WITH DISC

Of the 152 students participating in the program 77 students completed the TAKING FLIGHT WITH DISC Assessment:

Period 1: 10 students
Period 2: 15 students
Period 3: 22 Students
Period 5: 13 Students
Period 6: 18 Students

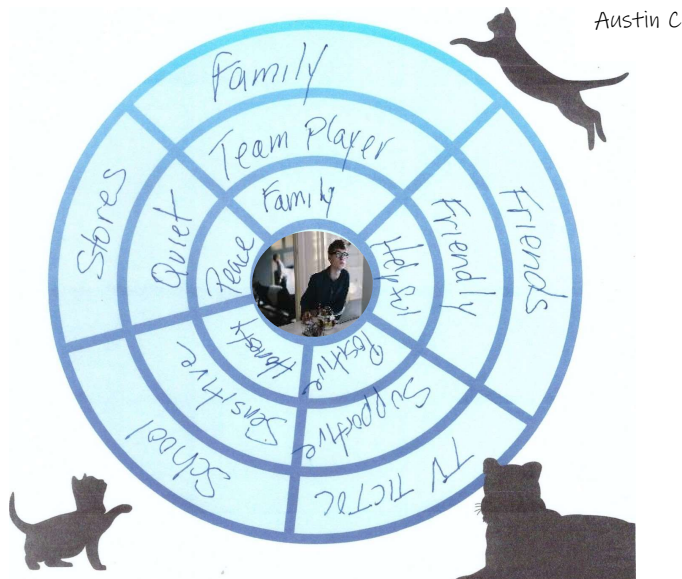
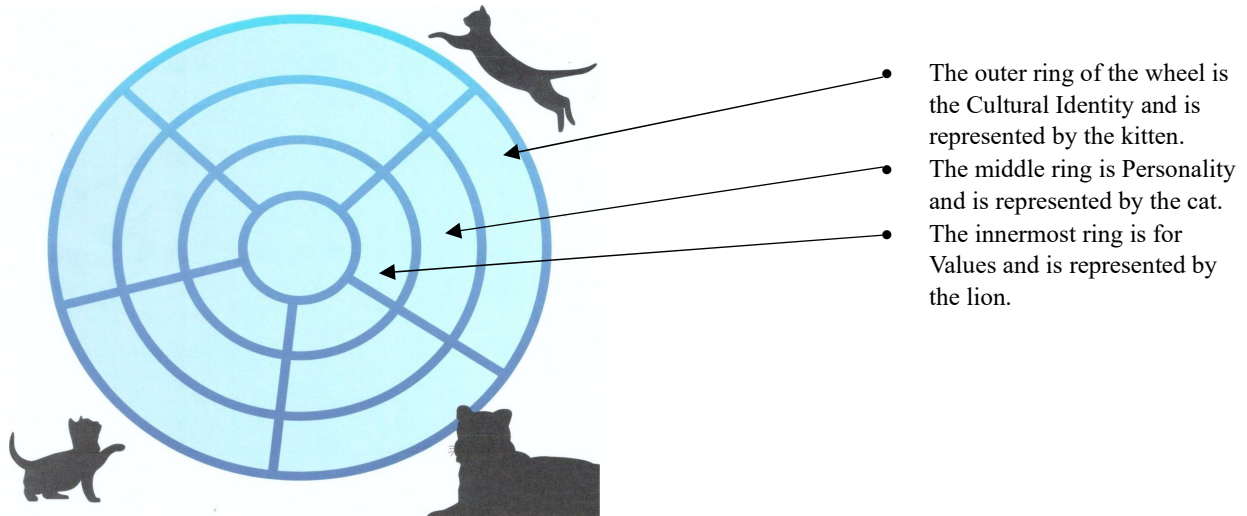
The TAKING FLIGHT WITH DISC Assessment was offered during a class period and only took about 15 minutes. Students who did not complete it on the first day were given multiple other opportunities to complete it both in class and at home.

All of the 77 students who completed the DISC Assessment, ultimately were the students who participated throughout the program and successfully completed the other parts of the program.

Approximately 50 students who did not complete the DISC Assessment completed different parts of the program in a “pick and choose” fashion, while approximately 25 students who did not complete the TAKING FLIGHT WITH DISC Assessment did not participate in any part of the program.

IDENTITY WHEEL

The purpose of the Identity Wheel is to help the students visualize where their decisions come from beginning with their Cultural Identity and ending with their Values.



Approximately 50% of the students were engaged in the reading assignment and discussion about Cultural Identity. Engagement increased to about 75% during the discussion and activity which included filling out the first section of the Identity Wheel.

After discussing personality and bring results of the DISC Assessment into decision making about 75% of the students readily completed the second section of the Identity Wheel. Comments were made such as “I wish I had known about this sooner and I might have made better decisions”.

As we entered the Values section of the Identity wheel participation jumped to about 80% as some students asked if they could still fill in the other sections.

Overall, the Identity Wheel created a positive visual experience to show students how they make their decisions and provide better options for future decision making.

VALUES ASSESSMENT/VALUES STATEMENT

This activity, by far, had the most engagement. Students who had not participated previously participated in the Values assessment and created a Values Statement. Some students asked if they could still fill in the prior sections of the Identity Wheel.

When students shared their Values Statements with the class, surprisingly, some of the students who had not participated were the ones who volunteered.

Student Value Statements:

A Jones

Walking your talk
Helping others
Self-Expression

Honesty
Challenge

“I will challenge myself to make the world a better place by doing what I say I will do and by helping others. I will always express myself honestly.”

B Allison

Risk-taking
Adventure
Physical Health
Family
Excellence

“Even though I value risk-taking and adventure, I will consider my family and physical health while I try to achieve excellence.”

J Romero

Creativity
Positivity
Self-Expression

Harmony
Growth

“I will use creativity and self-expression while I continue to grow to spread positivity and harmony around the world.”

PERSONAL STATEMENT/RESUME

Due to the Administrative issues, we were not able to spend as much time as I had wanted to spend on this section. The students were excited to discover that as a result of the work we had already done they had accumulated a lot of information to write excellent personal statements and resumes.

At San Bernardino High School a Senior Portfolio is a requirement for graduation. A personal statement and Resume are part of this portfolio. While all of the students completed this requirement to some degree, the following are results consistent with the goals of this program:

About 40% of the students completed a personal statement from the prompts provided by the UC system.
About 25% of the students complete a resume for the entry level job of the career they identified in the DISC Profile.

INTERVIEW/SOFT SKILLS

This was a favorite activity for all of the students, and nearly everyone participated to some degree (even if it was only shaking hands and maintaining eye contact). Several students were heard to say “this should be a class for sophomores or juniors”. Many questions were asked and students were given the opportunity to practice participating in actual interviews and answering the most common “hard” questions. They indicated that they felt a lot more prepared after we finished this section.

PART 3: RECOMMENDATIONS

This program will help you find out who you really are so you can make better decisions. Some people don't know who they are or what's important so they just do whatever. Finding out what type of person I am helps me make better decisions. Ernesto Luna

This program helped show me why it's important to be more serious. I learned what to do in different occasions. I should have learned this earlier. Abraham Ochoa

The part that was beneficial for me is where we had to talk about words that described us and where we are confident in. It made me feel confident on what my identity is. I would recommend this program to future students during their early years of high school, or maybe even middle school. I've struggled with identity when I was in middle school and this would have helped. Kenny Molina

I recommend this program to future students so they can learn to do things that represent more of who they are. More students need to take advantage of things like this. Jiviana Orozco

The most beneficial part of this program was when it showed the students their personality type. Especially for students who have a hard time figuring out what they need to do in their life. It made me realize what I need to do to work on myself and made me figure out the best career to use with my personality. I didn't know what to do with myself after high school, but now I do. Eduardo Lugardo

The program really helped me with practicing interview questions. I really recommend this program to future students because it helps students prepare for real life events and find their strengths and weaknesses Nellie Herrera

All parts of the program were beneficial, but the DISC part helped me most by showing me my weaknesses and strengths. I recommend it to all adolescents because the need to know their strengths and weaknesses and they need to know that being who you are is fine. Stephanie Salgado Contreras

I like finding out who I was more as we progressed through the program. Sai McDowell

I feel like the part of the program that was most beneficial to me was when we figured out what was most important in other people as well as in us so we can work better with other people. I would definitely recommend this program to future students because this program was very helpful in finding my self-identity and open my eyes to what is important in our qualities as people. Anthony Arias

When we were working on the Senior Portfolio it helped me do the essay for my college application too. Melanie Morales