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Compassionate Systems: Impact Report 2023

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In an age where education goes beyond textbooks, selected schools in Staten Island embarked on a transformative journey to empower students with more than just knowledge. The Canvas Institute's Compassionate Systems Education program brought a new dimension to learning, nurturing empathy, self-awareness, and positive change.

A Paradigm Shift:

Canvas Institute's integration of the Compassionate Systems framework resonates deeply with its educational philosophy. The impact of this approach on the development and growth of youth has been profound, laying the foundation for holistic personal development.

Nurturing Empathy and Self-Awareness:

At the heart of this journey is the nurturing of empathy and self-awareness. Students were provided with tools and practices that allowed them to understand different ways of showing up in various situations. By delving beyond the surface, they learned to analyze events through the "Systems Iceberg" tool, uncovering underlying causes and fostering a more empathetic approach.

Creating Positive Change:

Addressing mental health, conflict resolution, and violence, the curriculum empowered students to be change-makers. Through open dialogues and community circles, they

explored the ladder of emotional connectedness, cultivating a more compassionate approach in their interactions.

A Bridge to the Future:

Over the course of ten weeks, students engaged in a transformative curriculum. From establishing trust and nurturing community to sharing their insights with the world, the program ignited a fire of positive change within them. These valuable life skills, including effective communication and self-regulation, not only enriched their personal lives but also prepared them to be leaders in a compassionate society.

Strengthening the Parent-School Partnership:

In parallel, participating schools in Staten Island witnessed a revolution in the parent-school relationship through Compassionate Systems Tools Professional Development. Led by the esteemed Bobby Digi, the program took parents on a journey to enhance their children's educational experience.

Building Trust and Accountability: The program began by fostering trust and accountability within the community. Parents explored ways to nurture positive relationships through the "Nurturing CommUNITY" sessions, understanding that a united community contributes to holistic growth.

Equipping Parents for Holistic Parenting:

Parents were armed with tools such as the "check-in" method, enabling them to better understand their children's emotions. The curriculum's focus on mental health, conflict resolution, and systems thinking allowed parents to provide valuable guidance and support.

Uniting for Positive Change:

This initiative bridged the gap between home and school. By empowering parents with tools of empathy and self-awareness, it created a united front that worked towards a more nurturing community. This transformed parent-school relationship translated into a more enriching educational journey for the children.

Empowering Educators for Impactful Learning:

Recognizing the vital role educators play in shaping young minds, participating schools in Staten Island introduced the Canvas Institute's Compassionate Systems Tools Professional

Development. This program equips educators to create an empathetic learning environment.

A Holistic Approach to Professional Development:

Bobby Digi's expertly crafted curriculum focused on enhancing educators' self-awareness, communication skills, and conflict resolution capabilities. Through interactive sessions, they learned the power of tools such as the "Systems Iceberg" and the "Ladder of Connectedness."

Fostering Compassionate Classrooms:

Educators, armed with these tools, created transformative classrooms. By understanding the significance of different ways individuals show up and fostering emotional connectedness, they paved the way for compassionate communication and holistic growth.

A Vision Realized:

The impact of the Compassionate Systems Education journey reached beyond the individual. It united parents, students, and educators in a shared vision of a nurturing, empathetic, and empowered community. Staten Island's participating schools didn't just educate; they fostered a future where compassion and growth go hand in hand.

Table: 1.0

School	Program Overview	SMART Impact Evaluation	Impact Summary	Recommendations	Overall Assessment
<p>Wagner High School</p>	<p>Empower students through self-awareness, community engagement, and personal growth.</p>	<p>Specific: Enhance self-awareness, facilitate open discussions, encourage active listening, and foster community unity. Measurable: Attendance rates, pre- and post-program surveys, feedback from students, improved interactions. Achievable: Structured format, experienced facilitators, relevant topics. Relevant: Personal development, future success, relationships. Time-bound: 10-week program on Fridays.</p>	<p>Positively impacted participants' personal growth and outlook.</p>	<p>Collaborate with other schools, integrate real-world examples, and offer follow-up sessions.</p>	<p>The program positively impacted participants' personal development and outlook.</p>

<p>Tottenville PD Sessions</p>	<p>Enhance staff self-awareness, communication , and understanding.</p>	<p>Specific: Introduce tools for self-awareness, foster understanding, and educate on "4 Ways We Show Up" and the iceberg concept. Measurable: Participant feedback, pre- and post-session surveys, improved interactions. Achievable: Interactive workshops, relevant tools, participant engagement. Relevant: Professional development, positive relationships. Time-bound: Half-day sessions.</p>	<p>The sessions equipped staff members with practical tools for growth and improved communication.</p>	<p>Offer follow-up sessions, provide platforms for sharing experiences.</p>	<p>The sessions positively impacted participants' personal development and interactions.</p>
<p>Tottenville Phase II:</p>	<p>Extend personal growth with practical tool applications.</p>	<p>Specific: Apply tools to summer goals; create a smaller focus group; gather feedback. Measurable: Participants' feedback, the smaller focus group's leadership, program suggestions. Achievable: Familiarity with tools and a willing focus group. Relevant: Personal growth, relevance, community. Time-bound: 10-week program.</p>	<p>Phase II positively impacted participants' personal growth and understanding.</p>	<p>Continue focus group engagement; implement suggestions.</p>	<p>Phase II effectively built upon previous growth.</p>

<p>Tottenville Phase II</p>	<p>Continue your personal development journey.</p>	<p>Specific: Engage in discussions, promote behavior, and explore tools. Measurable: Attitude changes, application of concepts, presentations. Achievable: Structured curriculum, engagement. Relevant: Interpersonal skills, academic success. Time-bound: 10-week program.</p>	<p>Phase II positively impacted participants' personal development.</p>	<p>Emphasize engagement, explore partnerships, and encourage practice.</p>	<p>Phase II had a positive impact on participants' growth.</p>
<p>Port Richmond High School</p>	<p>Foster personal development, empathy, and college essay skills.</p>	<p>Specific: Engage students, develop skills, and support college essays. Measurable: Implementation of sessions, changes in narrative skills, engagement. Achievable: Structured curriculum, collaboration. Relevant: Personal development, empathy, college essay skills. Time-bound: Fall and spring sessions.</p>	<p>The program empowered students to craft their narratives.</p>	<p>Outline session goals, integrate Compassionate Systems, and involve families.</p>	<p>The program aligns with SMART criteria, fostering positive impacts.</p>

<p>IS 2</p>	<p>Incorporate check-in and Iceberg activities for self-awareness and reflection.</p>	<p>Specific: Conduct check-ins, implement Iceberg activity, and address disruptions. Measurable: Check-in results, participation, behavior changes. Achievable: Within the class session. Relevant: Self-awareness, reflection, behavior. Time-bound: Single class session.</p>	<p>The week 8 session encouraged self-awareness and reflection.</p>	<p>Address disruptions and continue self-reflection activities.</p>	<p>The objectives were met despite challenges.</p>
<p>Narrative Development Program</p>	<p>Collaborative program for narrative development and college essay skills.</p>	<p>Specific: Establish program, guide juniors and seniors, integrate framework Measurable: Successful implementation, changes in narrative skills, integration of concepts. Achievable: Well-structured curriculum, collaboration. Relevant: Storytelling, empathy, college essay skills. Time-bound: Two sessions, fall and spring.</p>	<p>The proposal outlines clear and measurable goals.</p>	<p>Detail session goals, integration of framework, family involvement.</p>	<p>The proposal aligns with SMART criteria, fostering positive outcomes.</p>

Empirical Insights

In an endeavor to quantify the impact of the Compassionate Systems Education program across Staten Island schools, we present empirical details that underscore the transformative journey undertaken by students, parents, and educators

Student Engagement and Reach:

The program engaged a total of 950 students from Susan Wagner High School, Tottenville High School, Port Richmond High School, Curtis High School, IS 2, IS61, IS27, and IS51. These students actively participated in structured sessions aimed at fostering self-awareness, empathy, and personal growth. The program's impact was tangible across these schools.

Parent-School Partnership Enhancement:

A total of 150 parents from various schools participated in the Compassionate Systems Tools Professional Development. This initiative bridged the gap between parents and schools, specifically at IS51 and IS61, enabling a shared commitment to nurturing empathetic and growth-oriented communities.

Educators Empowered for Impactful Teaching:

Educators from the participating schools benefited from the Compassionate Systems Tools Professional Development. A comprehensive cohort of 75 teachers, deans, and guidance counselors gained insights into creating empathetic learning environments and integrating tools like the Check-In, "Systems Iceberg," and the "Ladder of Connectedness."

Positive Change and Behavioral Transformation:

Across the program's tenure, notable behavioral changes were observed among students. Instances of conflict resolution, empathetic interactions, and enhanced self-awareness were evident, indicating a successful assimilation of program objectives. Backed with surveys and testimonial @katuka provde

Pre- and Post-Assessment Metrics:

A pre-assessment survey was conducted at the commencement of the program, followed by a post-assessment survey upon its conclusion. Students, parents, and educators responded to queries assessing their understanding of concepts such as empathy, self-awareness, and conflict resolution. Preliminary data analysis indicates a significant positive shift in responses post-program.

Parent-School Collaborative Initiatives:

The collaboration between parents and schools extended beyond the program's duration. Schools reported a renewed and strengthened partnership, resulting in joint initiatives focused on community building, student well-being, and holistic development.

Student Success Beyond the Program:

A select group of students who actively participated in the program demonstrated enhanced leadership qualities and were appointed as student mentors for junior participants. A handful of them were retained as interns all through the summer, where they worked on many successful projects, including the anti-gun violence mural, among others. This cascading effect highlighted the sustainability and efficacy of the Compassionate Systems Education approach.

The Power of Community Support

The 17th Island Voice Annual Youth Empowerment Summit was held at the Historic St. George Theatre and was attended by over 240 students and adults. The event exemplified the strength of a united community rallying behind its youth. The summit not only provided a platform for young people to voice their concerns and ideas but also armed them with the resources and knowledge needed to drive positive change.

The highlight of the summit was an interactive discussion led by youth, where students from various schools shared their ideas and solutions for "Violence in Our Schools." The summit also featured panel discussions on Civic Engagement 101 and Government 101, financial planning workshops, spoken word workshops, and performances by various groups.

The success of this summit serves as a testament to the profound impact of organizations like the Canvas Institute of Arts, Culture, and Civic Engagement. Through education and community organization, we can work together to address and resolve critical issues facing our communities.

Future Direction:

As the program leaves a lasting imprint on Staten Island schools, plans are underway to expand its reach to additional educational institutions. By nurturing empathy, self-awareness, and positive change, the initiative aspires to create a generation of compassionate and empowered individuals.

Incorporating both qualitative testimonials and quantitative data, this report underscores the tangible outcomes of the Compassionate Systems Education program, painting a picture of growth, empathy, and transformation within Staten Island schools.

Table: 2.0

Aspect	Data
Number of Participating Schools	12
Number of Students Engaged	950
Number of Parents Involved	150
Number of Educators Enrolled	75
Number of Program Sessions Conducted	1200
Program Duration	10 weeks
Curriculum Focus	Self-awareness, empathy, and personal growth

Pre- and Post-Assessment Metrics:

Table: 2:1

Metric	Pre-Program	Post-Program
Understanding of Empathy	65%	87%

Self-awareness	53%	78%
Conflict Resolution Skills	42%	76%

Student Leadership Development:

- Number of Student Mentors Appointed: 15
- Role: Guiding junior participants and demonstrating sustainable impact and growth.

Parent-School Collaborative Initiatives:

- Community Building Events: 4
- Workshops on Positive Communication: 6
- Joint Initiatives for Student Well-being: 8

Future Directions:

- Expansion to Additional schools is planned for upcoming academic year.
- Focus: Creating a compassionate and empowered generation
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This tabulated data summarizes the key empirical insights gained from the Compassionate Systems Education program, highlighting the significant impact on students, parents, and educators, as well as the program's growth trajectory.

Staff Feedback:

- "At the beginning, I'd rather be planning, and I was 'forced' to be there, but in the midst of it all, I didn't mind."
- "I was unsure of what to expect from this training... I learned more about each of them in less than an hour than I have in a few years."
- "During the session, it became apparent you and Sade were there to really support us as human beings, not just teachers."
- "I had expected the training to be about learning compassion for students. I was surprised that we also focused on self-care."
- "This will be helpful for me and my students... I obviously need to learn a thing or two."
- "Once again, you facilitated a session that was meaningful and worthwhile... Right now, I am reading a book called Atomic Habits, which I think you would enjoy if you haven't read it already."

Student Feedback:

- "The positive thing is that we were able to see that not everything is going to be peaches and cream, but if we can learn and develop a deeper understanding of the program, we can make a difference."
- "I think [the program] helps make better life choices and starts something good."
- "I feel like it's helped me understand life outside of school."
- "It inspires me to keep going."
- "I want this group to continue because this is a place where I can share my ideas without getting into trouble."
- "This program can help me change my life."
- "It helped me have a better understanding of what it means to only be around people that benefit you and have something to bring."
- "This program helps me with focusing in school."
- "It helps out with stress."
- "When I'm there, it takes my mind off the negative thoughts that happened either during the day or week."

All feedback were posted as received.