



LEAD AND LEARN
From the Heart
A SOCIAL EMOTIONAL
LEARNING PROGRAM

2020-2021 ANNUAL EVALUATION REPORT

Lead and Learn from the Heart is multi-cultural, two-generational social emotional learning program designed by a collaborative partnership between San Diego State University's School of Social Work, Price Philanthropies, the San Diego Unified School District, Child Welfare Services Central Region, and ESMERA parent group.

leadandlearnfromtheheart.com

INTRODUCTION

The Lead and Learn from the Heart: A Social Emotional Learning Program (LLH) completed its pilot year during school year 2020-2021 with a comprehensive, two-generational social-emotional learning (SEL) and trauma-informed practice framework. It was an atypical pilot year due to COVID-19 in-person restrictions at the schools in which LLH adapted during this time to provide valuable and culturally responsive services to students and families within the Hoover Cluster- Rosa Parks Elementary, Monroe Clark and Wilson Middle Schools.

The LLH team is comprised of experienced, bilingual, multi-cultural social workers, parent center staff, and home-school liaisons as well as San Diego State University (SDSU) social work student interns and the ESMERA parent group. All are led by the collaborative partnership of the San Diego State University School of Social Work, Price Philanthropies, the San Diego Unified School District, and Child Welfare Services Central Region. In addition, the LLH program relies on the building and maintenance of collaborative relationships with community providers to deliver SEL programming, including direct collaboration with school principals for site specific programming.

High Level Programmatic Goals

The project encompasses a comprehensive approach that ranges from direct student interventions to building a culturally responsive social work workforce through Masters level student internship experiences. While the evaluation is linear in nature with formative and summative measures, capturing the foundational structures of LLH, integrated into each layer, is all connected through meaningful relationships- systematically and interpersonally; combined with inclusive, culturally relevant and affirming perspectives.

Goal 1: Design a culturally responsive, two-generational framework to reinforce positive development for parents and their children through social emotional learning and trauma informed practices within the K-12 system.

Goal 2: Implement a coordinated set of SEL interventions from a team of trained professionals with embedded partnerships with school leaders and community-wide organizations at Rosa Parks Elementary, Monroe Clark, and Wilson Middle Schools.

Goal 3: Supervise and train graduate level social work interns through a multi-cultural field level experience, yielding a trained social work/SEL workforce for Ethnically Based Community Organizations (EBCOs).

Goal 4: Increase EBCOs organizational capacity of social work intern field supervision through management and evaluation infrastructure that will expand City Heights EBCOs on-staff social work/SEL services.

LLH Evaluation Plan

The following evaluation report details findings from the LLH pilot year with a defined set of outcomes. It includes a contextual lens to recognizing pandemic response impacts and the viable opportunities LLH had for service implementation within the school system. The evaluation plan was designed using a developmental evaluation model¹ that emphasized the use of evaluation logic and gathering real-time data for on-going decision-making and adaptations. See Figure 1.

Supporting the San Diego Unified School District's COVID response through:

- *Community access and skills around technology.*
 - *Addressing student absenteeism.*
 - *Intervening in student educational disengagement/lack of interest.*
- *Social work case management and counseling/therapy from pandemic-induced crises such as access to education, financial stress, food scarcity, anxiety, depression, and other mental health concerns.*
- *Mentoring a cohort of SDSU Social work interns with an enriched learning experience within an unknown learning environment for elementary, middle school students, and school staff.*
- *Adapting and integrating SEL into classrooms, counseling groups, parent workshops, and teacher professional development.*
- *Transitioning to modified in-person school return within the last two-months of the school year.*

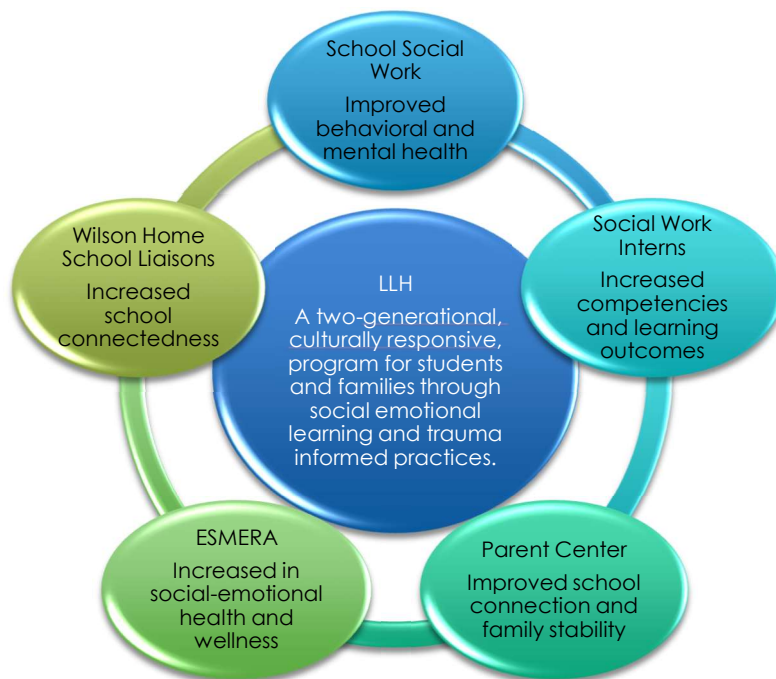


Figure 1. LLH Evaluative Components

¹ Patton, M. (2011). Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use.

Summary of Overall Findings

- **EDUCATION WAS THE MAIN PRESENTING ISSUE AND REFERRAL FOR SOCIAL WORK.**
 - Top 3 Social Work case management referrals were EDUCATION (26%), COUNSELING and THERAPY (10%), and HOUSING (7%). New agencies were added (pandemic induced) such as Helping the Hungry, the San Diego County Health & Human Services Homeless Services, and the San Diego County Emergency Rental Assistance Program.
- **A STUDY OF SOCIAL WORK CASE MANAGEMENT CONTAINED CHALLENGES DUE TO COMPLEX ISSUES. BUT REPORTS OF GOOD CLIENT SELF-EFFICACY.**
 - 66% of the 'un-resolved' issues were economic, housing, legal, and medical referrals because of presenting issue severity; tremendous complexity from pandemic effects of job loss, rent loss, and illness.
 - 53% of all follow-up clients demonstrated mid to high level of self-efficacy. Social work impacted family resource connection, increasing their ability to do so on their own.
- **57% OF SOCIAL WORK COUNSELING/THERAPY CLIENTS MET TREATMENT GOALS.**
 - SW worked creatively to reach students during tenuous home-based learning environment and offered a safe and confidential opportunity to conduct C/T practices.
 - Counseling/therapy showed greatest impacts in SEL self-management (53%) and self-awareness (44%).
- **ROSA PARKS PARENT CENTER SUCCESSFULLY CONNECTED PARENTS WITH SCHOOL PANDEMIC PROTOCOLS AND ACCESS TO TECHNOLOGY TRAININGS.**
 - 98% of parents surveyed said the parent center helped them understand the school rules and expectations with online learning and covid restrictions.
 - 54% of follow-up quick contacts had successfully connected with the referral agency for technology, application support, and food pantry.
- **POSTIVE GAINS IN KINDERGARTEN STUDENT SEL SKILLS YET IMPLEMENTATION CHALLENGES FOR ROSA PARKS PLAYWORKS IMPACTED OVERALL DATA VALIDITY.**
 - 18/23 kindergarten students surveyed demonstrated increases in pre/post SEL outcomes: gains included contributing to the group, talking about positive things, and using good judgement. However, very limited sample size, no significance testing conducted.
- **MIDDLE SCHOOL SEL BOOSTED POSITIVITY WITH SCHOOL CONNECTION AND BEING THERE FOR OTHERS WITH RANDOM ACTS OF KINDESS INTERVENTIONS.**
 - 72% (364/504) of all 6th graders participated in at least 4 of the 8 RAK lessons AND 80% of student surveyed said that RAK helped them to participate in school.
 - 17% pre/post increase in doing something nice for others & 11% pre/post increase in showing appreciation for others.
- **PARENTS IN THE ROSA PARKS ESMERA ALCP WORKSHOPS REPORTED KNOWLEDGE GAINS IN TRAUMA, DEPRESSION, VIOLENCE, AND OTHER CONTENT AREAS.**
 - 9% in overall participant gains (10% increase goal) in all SEL, mental health, and behavioral health topics for participants of the Rosa Parks ALCP workshop series.
 - Middle school workshops did not present similar increases, further exploration needed.

SCHOOL SOCIAL WORK

LLH social work was conducted at each of the three schools, a total of 4 social workers (1 fulltime at each site, and one 50/50 split between Rosa Parks and Clark Middle school). The social work main services were comprised of case management, counseling/therapy, SEL interventions, parent workshops, and collaboration with community partners and other site-based teams such as multi-disciplinary or attendance action committees. The LLH social workers also served as task supervisors to assigned SDSU social work interns and supported the fieldwork experience for Masters level students. Evaluation outcomes were aimed at social work service implementation, focusing on case management and SEL interventions, and impacts of resource/referral connections and counseling/therapy clients.

Case Management

Case management was proved to be extremely valuable during pandemic restrictions. Four-hundred and sixty students and their families received case management services from the LLH social work team (162 Rosa Parks, 210 Clark, and 78 Wilson), representing a significant achievement in meeting the goal of servicing 400 students this academic year.

Of the 460 students and families, the LLH team documented a total of 2,490 contacts during the academic year. 76% of all contacts made were through phone calling (1,909 phone calls). Text messaging was an added platform to connect with the community that was direct and non-intrusive communication method (9%, 232 text message communications). Zoom conferencing accounted for 6% of all contacts (155 virtual conferences). Nine percent all contacts were face-to-face interactions during the months of May and June.

GOAL: At least 400 students and families will have received social work case management services for behavioral and social-emotional health, including the provision of basic needs.

ACTUAL: 460 students and families who received case management were provided the following services: on-going case management throughout the school year (43%); case consultations with CWS, school staff, multi-disciplinary teams, family, referrals contacts (23%) and parent training/support (6%).

Just prior to the 2020-2021 school year, the San Diego Unified School district announced full remote learning for all students as a pandemic response and ultimately a continuation of online learning from the Spring March 2020 state shutdown. Tables 1 & 2 demonstrate the impact of online learning with almost half of all case management (45%) centered on educational concerns and problems with low attendance, no online engagement, no motivation, and high stress.

Table 1. Case Management Contacts by Main Presenting Issue

Main Reason	%	#
Educational concerns- low attendance, low engagement, low motivation	32%	789
Educational problems- technology problems, no attendance, high-stress, missing assignments, no engagement, no motivation	13%	321
Adjustment/transitional/acclturation	11%	282
Economic Concerns: Financial/unemployment	11%	275
Educational information- outreach, school information, connection information, support to increase parent advocacy	8%	188
Depressed/Sad/Withdrawn/Isolative	5%	125
Family Concerns: Stress/Problems with home relationships/divorce	4%	106
Behavioral Issues: Anger/Defiant/Disruptive Behavior	4%	94
Anxiety	2%	58
Academic Stress (i.e., SST/IEP/504; not related to Online Learning)	2%	54
Medical Concerns	2%	50
Peer relational problems/issues/bullying	1%	35
Housing issues/problems	1%	30
Homelessness/runaway/kicked out	1%	21
Legal Concerns	1%	13
Suicidal Ideation	1%	13
Identity Concerns	>1%	12
Safety/Security (threat to others, school, community (not to self))	>1%	8
Cutting/Self Injury	>1%	4
Immigration Concerns	>1%	4
Trauma related concerns	>1%	3
Victim of Crime: DV/Child abuse/rape	>1%	3
Psychotic Symptoms	>1%	2

Table 2. Top 3 Presenting Issues by School

	Rosa Parks % (#)	Clark % (#)	Wilson % (#)
1	Educational concern 27% (381)	Educational concern 39% (294)	Educational concern 34% (114)
2	Adjustment/ transitional/acclturation 17% (238)	Educational problems 22% (168)	Educational problems 14% (47)
3	Economic Concerns: Financial/unemployment 15% (216)	Educational information 14% (107)	Adjustment/ transitional/acclturation 7% (24)

The following narrative excerpts provide context of presenting issues.

<p>Email from Rosa Parks Teacher to Social Work</p> <p>“Hi team, I wanted to ask if there is any likelihood, we could get Student X attending the YMCA if it opens space for any more students. She is by far receiving the least amount of instruction or interaction via zoom of all our students. I don’t even know if virtual counseling would help because she is extremely uncomfortable on zoom. Her attendance is very poor, she doesn’t submit any work, and we have no communication with her even on the days she logs on. She logs on about 2x per week with her camera off, and she is completely unresponsive to anything we say to here in class. If we are doing an activity on jam board or pear deck, she doesn’t log in or participate. It’s like she logs on with her phone and then leaves the room. I am at a loss for how to reach her. Mom and sister have tried motivating her, but they are also at a loss for what to do. I’m concerned she is getting very depressed.”</p>
<p>Notes Excerpts (minimal editing to protect confidentiality)</p> <ul style="list-style-type: none"> • Teacher referred student due to low/no participation during online learning. • Mom reports having technical difficulties with student logging on, especially on zoom but since then has been able to resolve the issue. Mom reports having concerns regarding student's English, reading, and writing. Mom asked for tutoring resource. • Mom reports that family is currently going through a divorce. Mom is aware that students have been having internet problems and have not been able to access online learning. Mom would like resources emailed to her. • Student was identified by parent as having low motivation to participate in online learning. • Mother requested assistance for in home services to help student with work due to her vision. • Mom reached out to School SW sharing her educational concerns for student and her request for speech therapy. • Dad is requesting support with class information to get student connected to online learning this morning. • Student had not been signing on at all and was going to be dropped from school. • Mother called with concern about not being able to help student with online homework because she could not afford to pay help due to not working and barrier of not being able to read. Mother asked support to communicate message with teacher. • Dad struggling to adjust with online learning. Mom recently moved away.

Resource/Referral Impact

Social workers utilized a network of in-school and community referral resources to connect families. The top three referral categories were- Education (26%), Counselling/Therapy (10%), and Housing (7%). Of the 787 multiple referrals made, 50% (392) of all *in school* referrals were made to social work for counseling/therapy services. Teachers ranked second for in-school referrals (7%, 29) and school counselors ranked third (6%, 23). Of the outside referrals (50% of all referrals made, 395), the top three outside agencies were to YMCA Youth & Family Services (17%, 66), Toys for Joy ranked second 9% (37), and third was the district’s technology department, also 9% (34).

At least one referral was made to over 50 different agencies during this time. And while some didn't not rank in the top three in level of referral frequency, there were a few new agencies as a pandemic response for families which were weighted in severity of need. This included Helping the Hungry 8% (32), the San Diego County Health & Human Services Homeless Services 2% (7), and the San Diego County Emergency Rental Assistance Program 2% (6).

To determine how referrals resulted in a connection and/or resolution of the presenting issue, a sample of clients with referrals to outside agencies were gathered from the Fall and Winter terms. Social workers called clients during the Spring as a follow-up of the initial presenting issue and use of the referral.

GOAL: 25% (n=100/400) of all students and families receiving case management will have improved behavioral and mental health from resource and referral services.

ACTUAL: 34% (n=21/62) of resource and referral follow-ups were reported as a case-point resolution; 52% of presenting issues were for education to the district's technology department and the YMCA enrichment program and 48% referrals for economic or medical reasons.

Social workers were able to make successful contact with 62 families (13% of all case management clients), from all three schools. There were limitations to implementing this evaluation measure from pandemic restrictions. For example, adequately identifying the sample list had presented challenges given the in-person restrictions and the ability to reach families. In addition, the severity of presenting issues had tremendous complexity from pandemic effects- job loss, rent loss, illness, etc. Figure 2 shows that 66% of the 'un-resolved' issues were economic, housing, legal, and medical referrals. This may also be explained the 43% of all case-management services were on-going case management as reported previously.

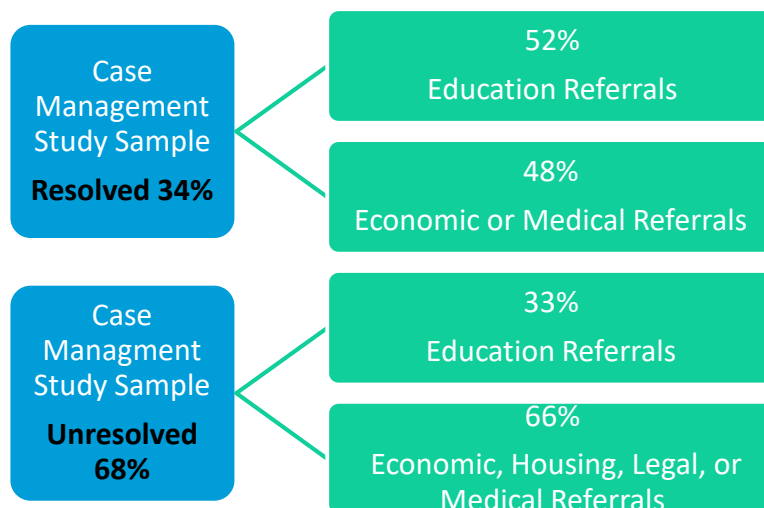


Figure 2. Case-Point Resource/Referral Resolution

In addition, social workers assessed each case point on a scale of 1 to 5 (1=little to no ability to follow-through with accessing resources/referrals to 5= client can manage on their own). Overall, 53% demonstrated mid to high level of self-efficacy. In other words, the social work case management allowed for learning opportunities in the client's ability to access resources independently. Close to 70% of clients with issues that were resolved were reported with a higher level of self-efficacy. See Figure 3.

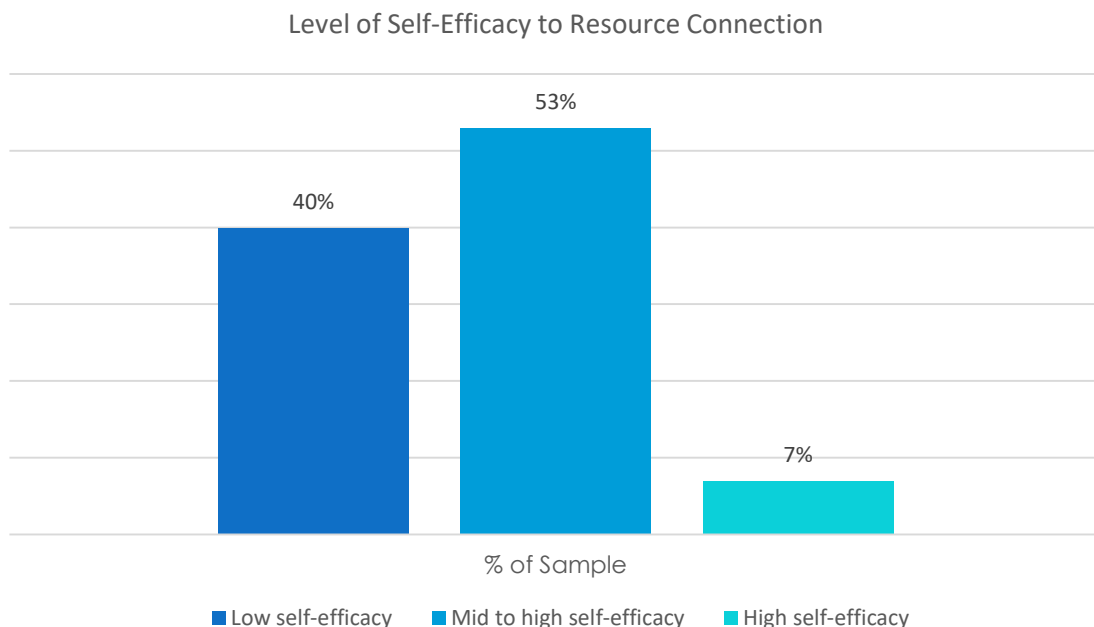


Figure 3. Percentage of Observed Client Self-Efficacy in Resource Connections

The social workers were a necessary link between families and needed resources both inside and outside the schools. They supported parents by serving as cultural brokers when there was a language or cultural impediment to accessing the resource. There were significant barriers for some families with supporting their students due to their own lack of knowledge around technology, educational applications, and programs that were being used by the schools. Some parent contacts entailed the social workers walking the parents' step by step through how to create an account so their student could access the educational material. Despite the school district's attempts to maintain connections with students and families during the pandemic, many of the families felt completely disconnected. They were grateful for phone calls and text messages from the social workers to maintain some connection with the school and to answer their questions. Social workers were also able to advocate for families that continued to face barriers despite resources provided such as lack of internet connection, non-functioning chrome books, etc.).

Counseling/Therapy (C/T)

Social workers provided individual, group, or family counseling/therapy support to 56 students and their families during this academic year (29 at Rosa Parks, 22 at Clark, and 5 at Wilson). All C/T data are documented in the district's paradigm data system and not contained within this report. The LLH evaluation measured if clients met their case-treatment plans, in accordance with their social worker and were deemed a successful case closure. Social workers were able to document this outcome for 23

of the overall counseling/therapy clients; more data alignment is recommended for next year to collect for all C/T clients. Figure 4 shows that 57% of the 23 clients met their C/T goals.

Working with students for C/T while in-person restrictions were in place created several unintended consequences ranging from referrals, access student, confidentiality, on-going session maintenance, and the overall creation of a safe counseling space in a virtual environment. The quantity of cases and the quality of cases might have been affected from the pandemic atmosphere.

GOAL: 100 students and families will have received individual, group, or family counseling and therapy support. 75% will meet their case-treatment plan by the end of the school year. Increase in SEL skills: self-management, self-awareness, relationships, decision-making and social awareness.

ACTUAL: 56 students and families received counseling and therapy support this school year. 57% of 23 client data collected were reported as meeting their C/T treatment goals. Self-awareness was rated the highest increase in SEL skills: self-management (52%), self-awareness (44%), 35% for each: relationships, decision-making, and social awareness.

% of Clients Meeting C/T Treatment Goals

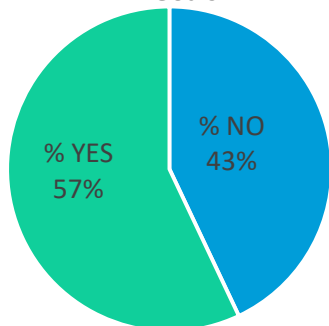


Figure 4. Counseling/Therapy Treatment Goal Completion

SOCIAL-EMOTIONAL LEARNING

The LLH SEL framework is grounded by the CASEL² (Collaborative for Academic, Social, and Emotional Learning) which outlines the SEL five tenants: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Each tenant is housed within systems of classrooms, schools, families, and communities and implemented in a variety of ways to maximize SEL exposure and impact. This evaluation included a series of assessments from the student level Playworks and Random Acts of Kindness (RAK), parent level with the ESMERA ALCP workshops, the SDSU intern fieldwork, and data collected from Wilson Home School Liaisons.

Rosa Parks Playworks SEL

The Playworks³ curriculum is a research-based, play-based intervention for elementary students that increases positive behaviors, building conflict resolution skills, leaderships skills, and increasing school connection, provided at recess times. The initial goal was for all of Rosa Parks Elementary to participate in Playworks (a pre-pandemic plan). LLH adapted strategies, at first, a voluntary virtual recess for students to log-in after their regular school day zoom sessions. The participation rate for that implementation strategy was low, with 28 students voluntarily participating. Then in December, with support of the Rosa Parks administration and teachers, staff were able to provide lessons within the classroom time and yielded a participation rate of approximately 260 Kinder, 1st, and 2nd grade students.

A pre/post survey, revised from Aperture Education⁴ DESSA research-validated tool, was completed by the social work interns who were facilitating the Playworks lessons. At the time it was not feasible for teachers to complete the observation-based assessment given the expectations of online learning for regular school day content. The data provided are evidence of the limited intervention and suggest overall positive potential. Significance testing was not conducted due to low sample size. Figure 5.

GOAL: 75% of Rosa Parks kindergarten students will have improved SEL outcomes and developmentally appropriate behaviors.

ACTUAL: 78% of (18/23) sampled kindergarten students demonstrated increases in pre/post SEL outcomes and behaviors; gains included contributing to the group, talks about positive things, and uses good judgement. The study sample was a matched pre/post and only represents those students who participated.

² www.casel.org

³ www.playworks.org

⁴ www.apertureed.com

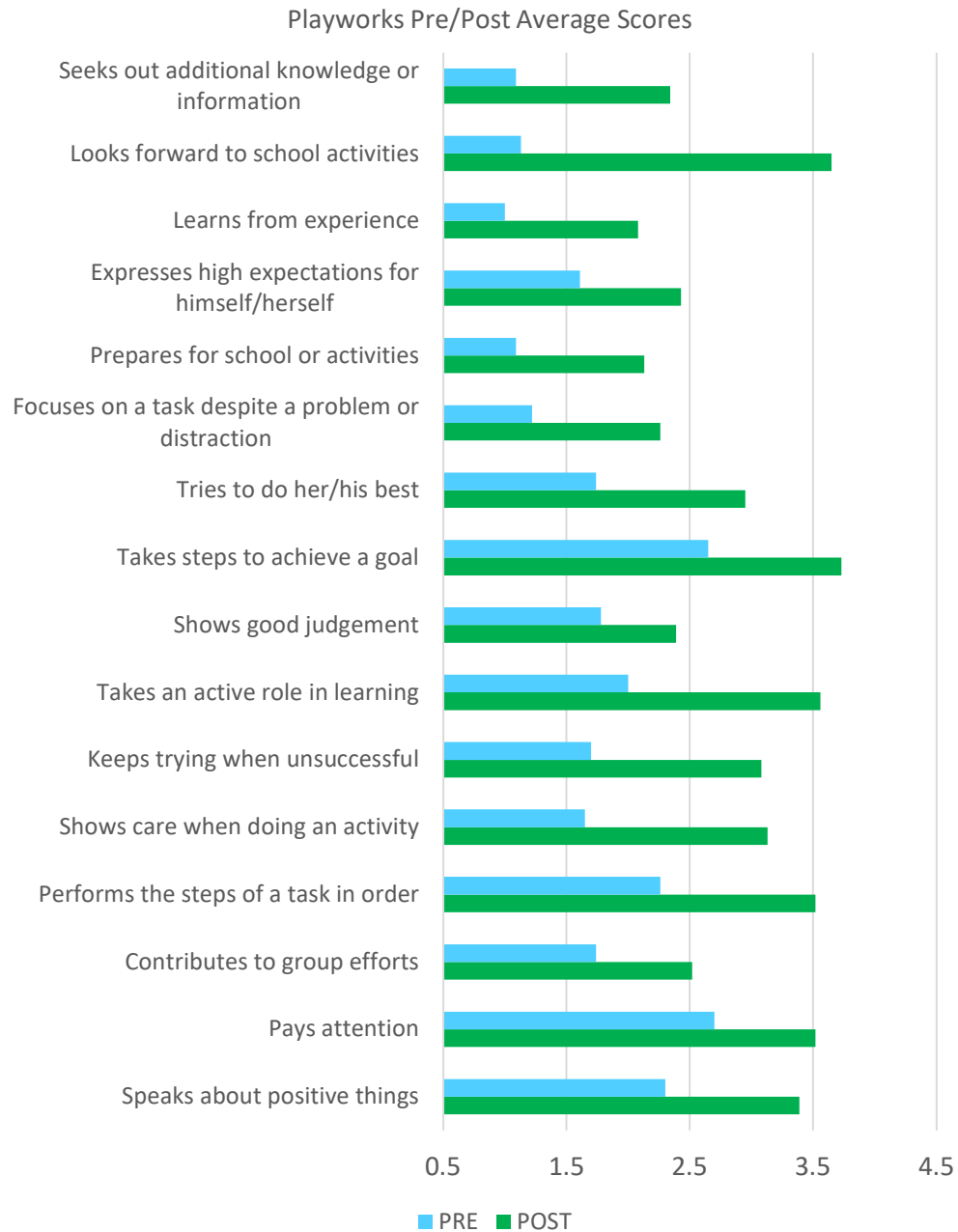


Figure 5. Playworks Pre/Post Average Scores (5= Desired Score)

Clark and Wilson Middle Schools Random Acts of Kindness SEL

The Random Act of Kindness (RAK)⁵ curriculum was provided to Clark and Wilson 6th grade students, facilitated online from November-April and in-person May-June. In the summer months, both Clark and Wilson staff participated in the facilitator curriculum training in efforts of implementing the lessons during the school year. However, due to online learning, RAK lessons were delivered by social work interns in P.E. classrooms. The purpose of the RAK intervention was to increase the SEL development and skill building for students new to middle school, supporting the transition as well launching a positive-affirming middle school culture. A set of 8 lessons, with empathy, gratitude, and respect, were repeated throughout the year.

Close to 100% (503/504) of all Clark and Wilson 6th grade students participated in at least one RAK lesson.

- 72% (364/504) of all 6th graders participated in at least 4 or more of the 8 RAK lessons.
 - 74% of Clark 6th graders participated in 4 or more RAK lessons (204/277).
 - 70% of Wilson 6th graders participated in 4 or more RAK lessons (158/226).
- In addition, 49% (146/296) of 7th grade students at Clark participated in RAK due to grade-level combo P.E. classes; 89% of those students participated in 4 or more RAK lessons (129/146).

A matched pre/post design was implemented using an adapted version of the DESSA assessment, as mentioned previously in the Playworks results section (n=54). However, questions aimed for middle school engagement were utilized and students were asked to self-report their SEL skills versus teacher-based observations.

GOAL: 50% of 6th grade students will have improved social-emotional learning outcomes and developmentally appropriate behaviors.

ACTUAL: 55% (30/55) of 6th grade RAK students surveyed demonstrated increases in pre/post SEL outcomes and behaviors; gains included responsibility, social awareness, and positive outlook.

Results showed gains in specific survey items but were not deemed statistically significant. Figure 7 shows the surveys items with the greatest percentage gains from pre to post survey.

- +10% Accepted responsibility for others.
- +17% Did something nice for someone.
- +14% Looked forward to class and.
- +11% Showed appreciation for others.

It was a data assumption that students would have reported little to no SEL behaviors at the time of pretest and gains would have improved greatly from RAK interventions. Yet, half of 6th grade students surveyed at Clark and Wilson already had moderate SEL skills for LLH to build upon and expand. Table 3 shows the percent of students who reported RAK impact. 80% said RAK helped them to participate in school. Student quotes are also included that show the impact of classroom lessons, showing positivity, kindness, and engagement in the program. S

⁵ The Random Acts of Kindness Foundation. www.randomactsofkindness.org

Table 3. Percent of Positive Pre/Post Responses by Survey Items

RAK Survey Items “During the last month, how many times have you?”	Pre Score	Post Score
	% Many Times & All the Time	
Accepted responsibility for something you did?	59.3%	68.6%
Did something nice for somebody?	53.7%	70.4%
Talked about positive things?	55.5%	51.9%
Paid attention in class?	96.3%	92.6%
Cared about school or schoolwork?	87.1%	85.1%
Kept on trying when you were unsuccessful at something?	75.9%	66.6%
Respected another person's opinion?	77.7%	81.4%
Worked hard on a school project?	81.5%	88.9%
Used good judgement with school?	74.1%	77.8%
Took effort to achieve goals?	75.9%	70.3%
Tried to do your best?	94.4%	87.0%
Focused on a task even if there was a problem?	75.9%	85.2%
Prepared for school?	72.2%	75.9%
Did tasks or chores without being reminded?	53.7%	62.9%
Learned from experiences?	70.4%	77.7%
Looked forward to class?	60.4%	74.0%
Showed appreciation for others?	74.0%	85.2%
Encouraged positive behaviors in others?	64.8%	72.2%
Taught another person to do something?	50.0%	57.4%
Made a suggestion or request in a polite way?	57.4%	64.8%
Used available resources (people or things) to solve a problem?	55.6%	66.6%
Learned new knowledge or information?	77.7%	79.6%

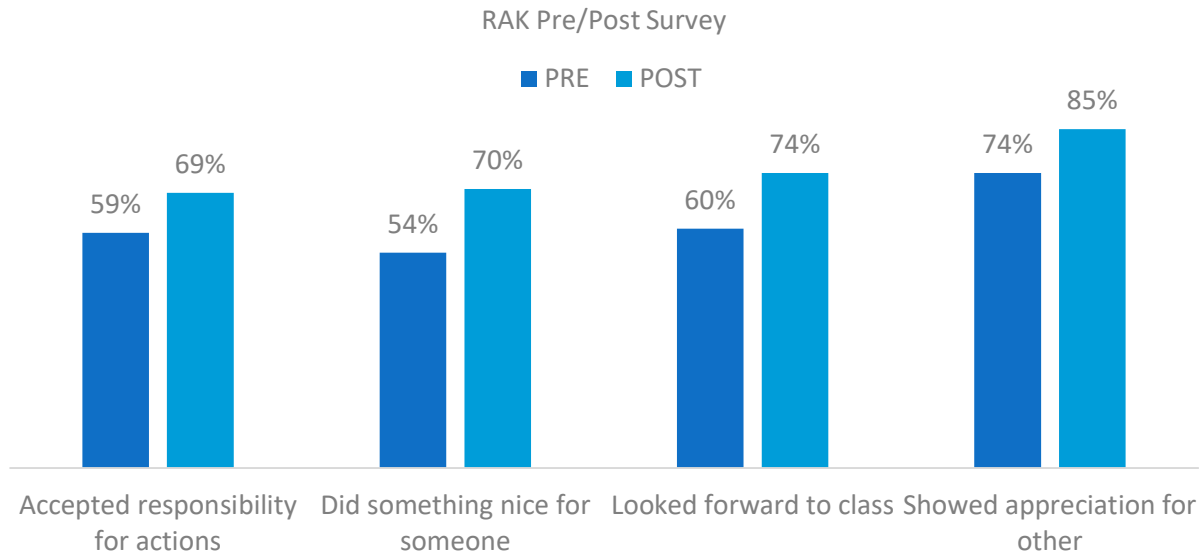


Figure 6. Pre/Post Percent Gains by Specific Survey Items

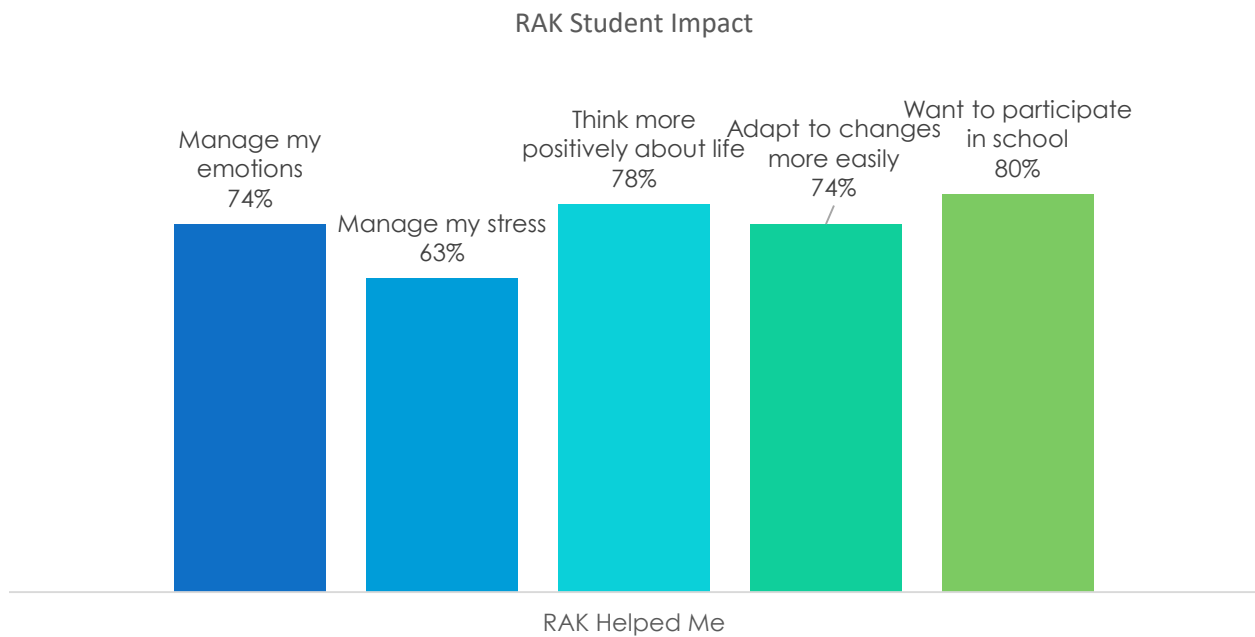


Figure 7. Percent of RAK 6th Grade Student Report of Positive Impact

RAK Student Quotes

- Even though no one is looking, you can be a hero.
- That is teaches us how to be kind to others.
- I like that when you show kindness, you make people happy.
- One thing I really liked about The Random Acts of Kindness lessons was how I was able to participate and share my opinions with other people.
- I like how sometimes when I'm down when I listen on how they say we should be positive, and I learn new words each time.
- That when we do Random Acts of kinds people learned that you have to help people when they need help or everything.
- Everything was really cool; my favorite part would be being able to share stuff about ourselves.
- Treat other how you want to be treated.

Wilson Home School Liaison (HSL) supported the RAK initiative by providing information on Random Acts of Kindness to parents as part of their outreach to parents. If they were calling a parent of a sixth-grade student regarding their student's attendance or participation in school, they would take a moment to review the RAK module that the student was learning about in their PE class as well. 93 parents received information about RAK lessons, such as respect and responsibility. Sharing RAK lesson overview with parents was aimed at increasing awareness of the SEL lessons taught within the school but also to raise awareness of parent engagement and future SEL learning opportunities for families.

During this reporting period, the HSL worked closely with the social work team, school administrators, and classroom teachers in making 3,044 phone calls, 892 in-person, and 448 zoom calls to support low attendance, low engagement, grades, missing assignments, and other school behaviors impacting academic achievement for a total of 4,958 touchpoints. Figure 8 shows the percent of touchpoints by whether the presenting issue was resolved, required a referral, or needed follow-up by the HSL team.

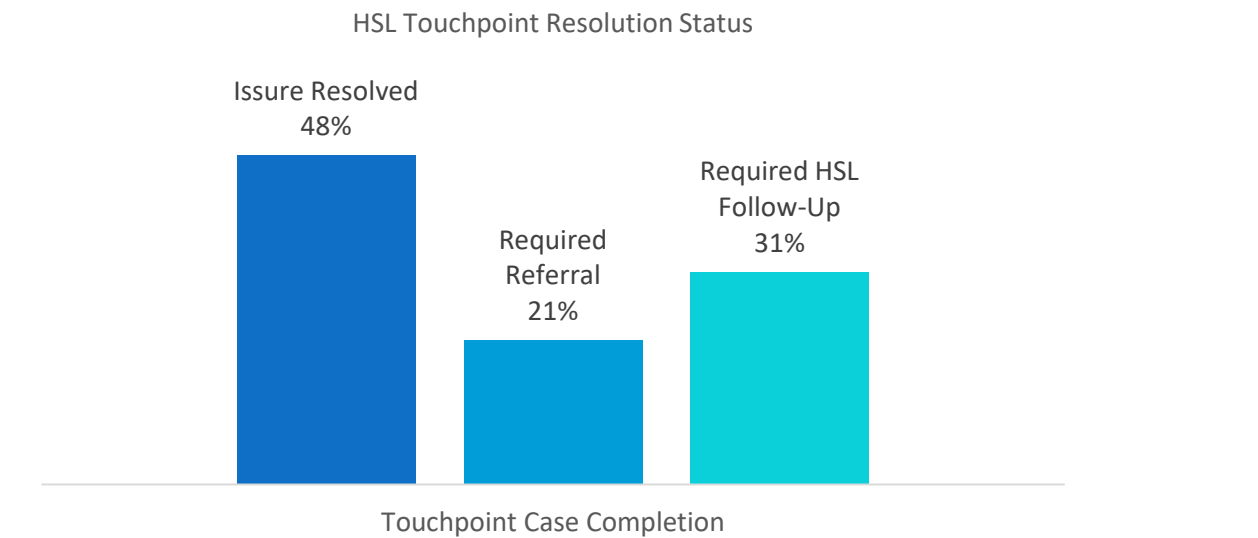


Figure 8. Percent of HSL Touchpoints by Resolution Status

ESMERA ACADEMIA DE CULTURA LATINA PARA PADRES

The ESMERA (Escuelas, Salud Mental, Educación, Recursos Académicos) community-based program implemented the Academia de Cultura Latina para Padres (ALCP) workshop series during the 2020-2021 academic year as part of the overall SEL program model. ALCP previously engaged in a rigorous evaluation⁶ through the SDSU School of Social Work which examined the relationship between parents increased awareness of trauma, mental health, and behavioral health and the impact on their child's academic outcomes. Those results demonstrated the importance of parent engagement, school-community connectedness, and cultural inclusiveness (with a study sample of 100 participants).

This year a revised pre/post survey was implemented with 9 survey items – an elementary version and a middle school version for. The online survey link was provided via Zoom during the first workshop and during the final workshop. The survey was anonymous, voluntary, delivered in Spanish and facilitated by trained SW Interns. A total of 29 surveys at Rosa Parks were collected but resulted in 11 matched pre/post data for the final analysis. Surveys omitted were pre-only, post-only, or surveys completed by participating staff.

GOAL: 10% increase in parent knowledge and awareness of social-emotional learning, mental health issues, and other behavioral health topics.

ACTUAL: 3% increase in average matched pre/post scores on knowledge and awareness of SEL, and mental/behavioral health topics for participants in both ALCP workshop series.

- 9% in participants in the Rosa Parks ALCP only.
- Similar increases in the Clark and Wilson ALCP workshops did not occur.

⁶ Ciro, D., Moreno, T., Ramos, A., Wilson, J., Samayoa, G., Barragán, S., Rodríguez, Y., Chilapa, Y., Morales, V., Pintor, E., & Robles, C. (2021). Engaging Latino parents: An outcome evaluation of the Academia de Cultura Latina Para Padres. *Journal of Community Psychology*, 1–15.

- 11 matched Elementary parents Pre/Post surveys.
 - 8/11 (73%) attended all 7 workshops.
 - Average 6 workshops attended overall.
 - 5/11 (45%) had attended ALCP last school year, repeat participants.

With a limited survey sample, significance testing was not feasible. Figures 9 & 10 shows the average pre/post scores with a scale of 1-5, with 1= totally disagree and 5= totally agree. The higher the average score represented a desirable direction. For all items, survey respondents reported somewhat high average scores. This could be attributed to half of participants been in ALCP in the previous academic year.

There was 9% overall average score increase from pre to post (4.09 at pre and 4.45 at post) for Rosa Parks survey ALCP participants. When looking at the individual survey questions, there was an average score increase for all 9 items.

The pre/post survey results from the Clark and Wilson ALCP did not yield the same positive gains, overall or for each individual survey item (3.95 at pre and 3.85 at post). In fact, some averages decreased at the time of post survey. See Figure 8. This was the first time ALCP had implemented its workshop series at the secondary level and the ESMERA team provided a series of presentations best suited for this audience. Further examination as to why the data did not demonstrate the gains as anticipated will be explored within the LLH leadership as well as working to increase survey sampling so that the data best represents the population being served.

- 15 matched Clark & Wilson Middle school parents Pre/Post surveys.
 - 7/15 (47%) attended all 7 workshops.
 - Average 6 workshops attended overall.
 - 9/15 (60%) had attended the Rosa Parks ALCP last school year, continuing participants.

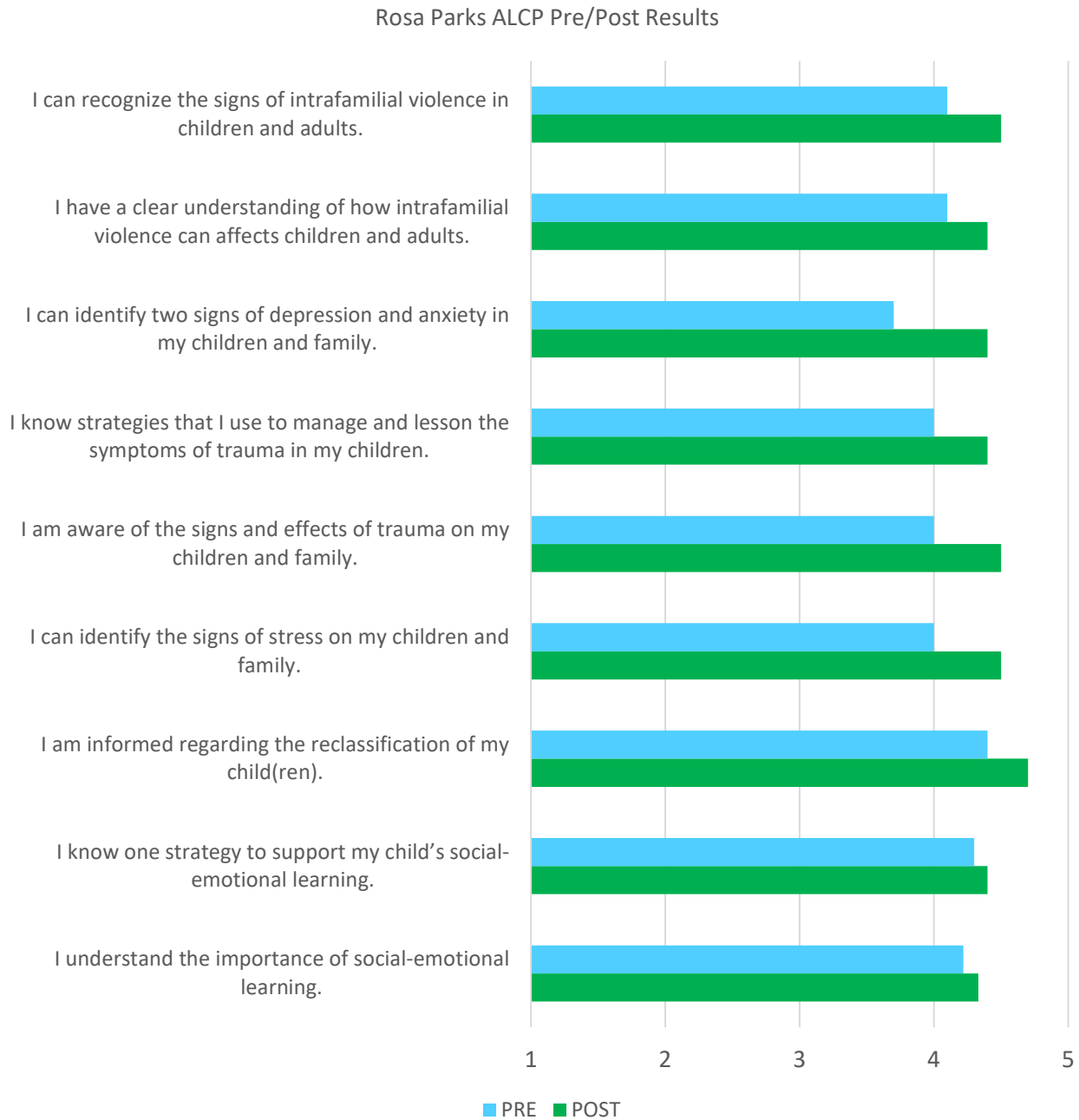


Figure 9. Rosa Parks ALCP Average Pre/Post Scores by Survey Item

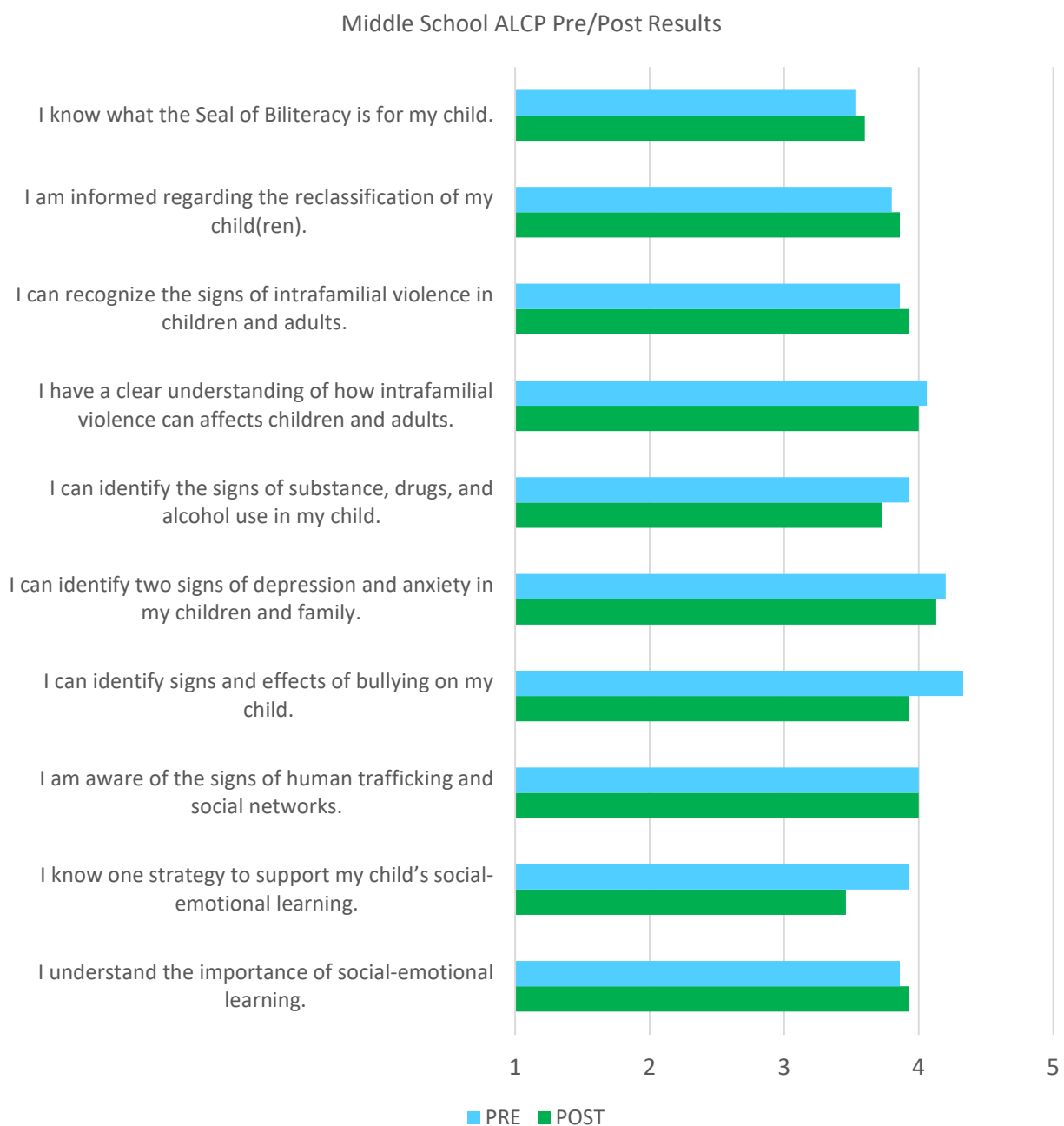


Figure 10. Middle School ALCP Average Pre/Post Scores by Survey Item

SDSU MASTER OF SOCIAL WORK FIELDWORK

LLH provided 8 Master of Social Work (MSW) students with a culturally affirming learning environment in efforts of building a high-quality workforce with an understanding of how their linguistic and culturally responsive abilities increase the likelihood that traditionally marginalized community members seek educational opportunities, social services, and mental health supports. This year's cohort of MSW students were placed in the three schools and implemented LLH outlined interventions with a total of 4,775 internships hours in: case management, counseling/therapy, SEL curriculum, support groups, parent workshops, and other activities such as a weekly mental health newsletter for school staff and classroom presentations. Interns received weekly social work supervision and professional development learning modules provided through weekly group supervision, as well support during the completion of the MSW's internship macro project requirement. The MSW interns completed auto-ethnographies- available at https://www.youtube.com/channel/UCxVe1EAWE-A_gDs98c4ZYOA.

The evaluation component measured the MSW students' school social work performance self-assessment and what aspects of the internship impacted students in their learning experience as evidenced by an end of the year focus group interview. Table 4 shows the average scores from baseline to the year-end in each performance expectation category. Interns reported large gains in engaging with students and families (+71% pre/post difference) and evaluating interventions with students and families (+200% pre/post difference).

Table 4. Social Work Intern School Social Work Performance Expectations

Skills Categories Rating scale is 0-4; 0= Not at all to 4= Extremely Well.	Baseline	Year End	% Change
Ethical and Professional Behavior	3.00	4.00	33%
Diversity and Difference in Practice	3.00	4.00	33%
Promote Social Justice and Equity	3.00	3.39	13%
Engage in Practice-informed Research & Research-informed Practice	2.00	2.94	47%
Engage in Policy Practice	2.00	3.00	50%
Engage with Students, Families, Groups, Organizations, and Communities	2.00	3.42	71%
Assess Students, Families, Groups, Organizations, and Communities	2.00	3.11	56%
Intervene Collaboratively with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community	2.00	2.93	47%
Evaluate Interventions with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community	1.00	3.00	200%
Growth and Development	3.00	3.00	0%

The focus group quotes demonstrate powerful themes around meaningful experiences for the interns, relationships with students, and the challenges experienced during pandemic restrictions.

Intern Video Project

- Creating the videos that made us do like that was like something different.
- I think it was nice at the end to see everyone's videos and to see the cultural component.
- For me personally, it was a unique experience because I did it on my father and my father just recently passed.

Intern to Student Impact

- I didn't know any of them, but they all knew me and recognized me and kind of interacted with me like I was someone they knew, which was kind of cool and unexpected and meaningful.
- . . . these kids know me was really cool and made me feel like it made a difference, like getting to interact with them in the RAK lessons now and like them kind of treating me like I've been there the whole time was good because sharing those lessons with the cameras off, it felt like a lot of rejection. I would just like speak into the abyss.
- . . . we planted some seeds we didn't really get to see a lot of things grow, but it was it was really nice to kind of be there and the lessons and have those like two or maybe three kids that always participated on the virtual learning or the kids would be like excited that it was a Thursday or like the day that we taught just because they'd be like, oh my goodness, we got to do something like it's not just like worksheets.
- Even though your cameras going off, OK, you know, you see it that way and you hope like something sticks with them from SEL or just anything. But I think if nothing does in my head, what's important is like the rapport that's been built or that's that you've attempted to build that relationship.
- I had a student in that lesson asked me, like after we had talked about anxiety, what was the difference between anxiety and like social anxiety? And so I feel like they really get it.

Valuable Learning Experiences

- So we kind of gave you like a different side of social work that we would have had. We would have if it was in person, we would have just kind of followed the guideline and not have to change it much. So that was really good for me, because once I got the hang of it, it was kind of really fun to implement it in your own ways and kind of find videos to engage them a little bit.
- Something unique, to this experience was every single Friday meeting together for two hours.
- And I almost found it interesting that, like, at first, I was struggling like what to be able to do with them, virtually like over Zoom. And then as soon as you got the hang of that and I feel like I found something that worked, then we were challenged again to take it to in-person.
- negative I think one of the positives was it [the pandemic] kind of opened the conversation more for like social emotional learning, like mental health.
- So she lost her grandma during the pandemic because of covid, so doing these grief activities. You know, like I did a lot of like book reading. And I think it also like subconsciously helped me like also resolve my unresolved grief.

Challenges Providing Interventions Virtually

- And I also think that I learn through observation. So not observing anyone do an intake or a treatment plan was a little bit difficult on my end.
- It was definitely a challenge translating the SEL to like a telehealth friendly version.
- But that was like, you know, not anyone was prepared for was how long we stayed virtual. So I think a lot in the beginning, which was I think it's an overall experience, was just finding things to do because there was little in student interaction for at least for me for the first couple of months until we finally just pushed the SEL lessons are like we're just going to do it.

Not what was Expected

- We did a lot of calling to at the middle school and yeah, it was like it was sad to go in and like, first of all, it was very time consuming because you would have to go in and get all of their demographics and like, put it on Excel and then call them. But it was like sad because you would go on their power school and you would see like, this kid is like failing and it would be like kid after kid after kid, like failing, not coming to class.
- I agree with the expectations of me going into this internship was like I was going to have individual students that I would see on a regular routine. I thought that was going to be like the main thing and then groups and then RAK lessons. But it ended up being how like the first semester, a lot of it was just outreach calls for attendance.
- So a lot of this was just focusing on attendance, focusing on those kind of academic pieces and not so much on like the emotions and the coping.
- I incorporated an icebreaker question every RAK lesson, and we did, every day. And sometimes those would get more responses than the rest of the lesson, which was fine. You know, that was a way for them to engage in a in a fun way.

PARENT CENTER

The Rosa Parks Parent Center (RPPC) served the multicultural student and parent community at Rosa Parks Elementary School and worked with the school to support the district's COVID response in connecting with families, engaging students in online learning, providing culturally responsive resource referrals, and attendance calls for absenteeism. As a result, evaluation measures related to parent volunteers, engaging new families, and kindergarten attendance were not tracked during this reporting period. The following data are on adapted efforts and resource/referrals services.

Parent/Teacher Conference Interpretation Services

The RPPC provided translation services for parents during parent-teacher conferences with the goal of improved family to school connection. All conferences were held virtually. 45 conferences were held with PC translations, 26 Fall 2020 and 19 Spring 2021. Staff were asked, in collaboration with the classroom teacher, to support the family post-meeting if there was an educational issue needing a resource or referral. Data were collected to determine the percent where an educational issue was presented and the follow-up of that case. See Table 5.

Table 5. RPPC Assisted Parent/Teacher Conference by Outcome

% by Outcome	Summary of Notes
71% (32) did not have an educational issue.	<ul style="list-style-type: none"> • Mom wanted to meet with teacher even though teacher had no concerns. • Student was doing well academically. Parents keeping student home for the remainder of the school year. • Student will be returning to onsite learning in Spring and will also be attending summer school. • During the conference the teacher addressed student achievements, went over homework assignments, reading level, and knowledge of sight words. Conference went well no issues came up.
29% (13) with an educational issue, resolved in the conference.	<ul style="list-style-type: none"> • Student was academically low and was advised to be back to onsite learning. RPPC invited parent to join the principal for the Virtual Back to School Meeting on zoom. A Zoom link and ID # was send to parents after the conference via text message. • Student was low in Writing. RPPC assisting client to sign up for a tutor with Learn in Shelter program. • Parent was having technology problems logging onto Zoom. SW contacted parent and attempted to troubleshoot with mom but was unsuccessful. SW called mom through google voice and was on zoom with teacher. Teacher went over report card, student is low academically. Teacher asked mom if student can participate in tutoring after school, mom sad yes. Also, teacher informed mom that student qualified for Summer School.

Parent Volunteerism

During a typical school year, the RPPC focuses on parent engagement and school involvement through volunteerism. Yet, volunteer recruitment and opportunities were wither limited or non-existent. The RPPC worked with the existing volunteer group to hold workshops in efforts to maintain the school-community relationship. Thus, the evaluation measure of recruitment and retention of new families was not tracked during this reporting period. 125 volunteers virtually attended a total of 5 Volunteer meetings where SEL, self-care, team building, and cultural connections were presented. A satisfaction feedback survey reported high positive results (n=28). See Figure 11.

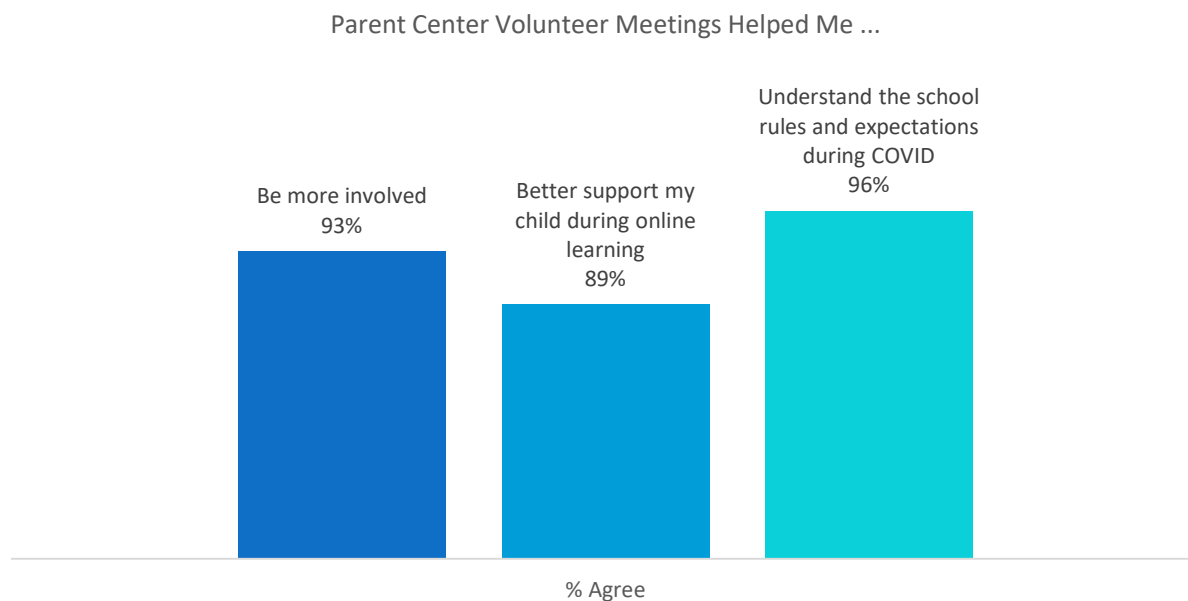


Figure 11. Percent of Parent Volunteers by Support Area

Two additional surveys items were included to measure parent's level of concern about their child and their own social-emotional well-being. While these data represented a limited sample of parents, these percentages were telling about how the pandemic has impacted students and parents reported from an involved group of families.

- 70% reported concerned or very concerned about their child's social-emotional well-being.
- 86% reported concerned or very concerned about their own social-emotional well-being.

The RPPC implemented 41 of virtual workshops addressing community needs, Coffee with the Principal, and various committee meetings. The team also utilized social media 29 times with informational resources and school communication. The following numbers represent duplicated counts.

- Coffee with the Principal- 559
- Committee Meetings- 230
- Workshops/Trainings- 210
- Volunteer Meetings- 125
- Kinder Orientation- 59
- Other- 42

Resources/Referrals

RPPC staff collected the level of services provision to individual parents/families through quick contacts; 3,141 contacts for 485 parents/guardians. Like social work case management, the RPPC works with a vast network of resources, both on-campus or outside referral agencies. Contacts for educational information comprised of 48% of all contacts, with educational concerns ranking second (24%), and economic concerns as third (16%). See Table 6.

Table 6. Percent of Parent Center Quick Contacts by Presenting Issue

Main Reason	%	#
EDUCATIONAL INFORMATION- outreach, school information, connection information, support to increase parent advocacy, etc.	48%	1505
EDUCATIONAL CONCERNS- low attendance, low engagement, low motivation, etc.	24%	761
Economic Concerns: Financial, Unemployment	16%	491
EDUCATIONAL PROBLEMS- technology problems, no attendance, high-stress, missing assignments, no engagement, no motivation, etc.	7%	232
Medical Concerns	2%	66
Legal Concerns	1%	18
Family Concerns	1%	17
Housing Issues	1%	16
Behavioral Issues	>1%	15
Mental Health Concerns	>1%	11
General Support	>1%	5
Student to Student Relations	>1%	3
Adjustment, Transitional, Acculturation	>1%	1

Referrals were given for 597 (19%) of all contacts; only 11% (63) were referrals to on-site services while 89% (534) were for outside referral agencies. Concrete referrals such as food and clothing made up the largest category of referrals (35%, 189), financial assistance ranked second (20%, 108), and the third category was education (16%, 84). The top three referral agencies were the district's technology department 116 (22%), Feed the Hungry (16%), and the YMCA 71 (13%).

GOAL: 25% Families receiving case management will have improved family stability from Parent Center resource and referral services.

ACTUAL: 54% (n=19/35) of resource and referral follow-ups were reported as resolved (family connected with referral agency to meet presenting issue).

Parent Center staff conducted follow-up calls for a sample of quick contacts to determine which outside referrals resulted in supporting the family with the presenting issue. A total of 34 calls were made and 54% of the presenting issue was resolved through the Parent Center hands-on support. This included filling out online applications, getting new hardware for internet access, and receiving concrete materials like food and clothing. Quick contacts there were reported as not resolved were more complex issues related to immigration, financial relief, and housing.

The most notable community partnerships during this time included: San Diego Futures Foundation, Community Law Project, Karen Organization of San Diego, Arte Hasta la Muerte, YMCA Copley/Price, Level UP San Diego, Recreation Centers of San Diego, City Heights Business Association, Global Children's Foundation, First 5 San Diego, Family Justice Center, and the Multi-Cultural Store Front Department (listed in no particular order). These organizations worked together with the Parent Center to provide resource referrals, online workshops and trainings, and opportunities for connection and relief.

Summary of Quick Contact Notes of Complex Presenting Issues

Single mom has been struggling financially during COVID. Mom's hours have been cut tremendously; she works in the hospitality industry. Mom shared that she needed help with paying rent, she has been behind. Due to her immigration status mom did not qualify for the City of SD COVID Rental Assistance.

Students have been having attendance problems with online learning, not logging on. Mom shared that she recently had a baby and is having a hard time helping her children log onto online learning. She mentioned that she is limited with computer skills and the programs (how to navigate) that the teachers are using.

Family of 6 the older sibling will qualify for DACA if/when it opens back up. Mom was interested in knowing how to retrieve school records during the Pandemic. Mom only speaks Spanish and is not very computer savvy.

Family of 5 single parent household family doubling up and has overextended their stay with family friends (almost homeless). Family is not allowed to use the kitchen to cook. Mom lost her job and is looking for another one in City Heights because mom does not drive.

Family has been having financial struggles since COVID began. Father lost his job during the city-wide shutdown and the family was doubling up. Mom shared that they are going through some hardships and wanted resources for food, information on P-EBT.

Family arrived recently from Haiti through Mexico and are in need financially. Mom speaks Spanish but has limited technology skills, and limited reading skills.

In addition, RPPCS staff assessed client's self-efficacy on a scale of 1 to 5 (1=little to no ability to follow-through with accessing resources/referrals to 5= client can manage on their own). Overall, 44% demonstrated mid to high level of self-efficacy. See Figure 12.

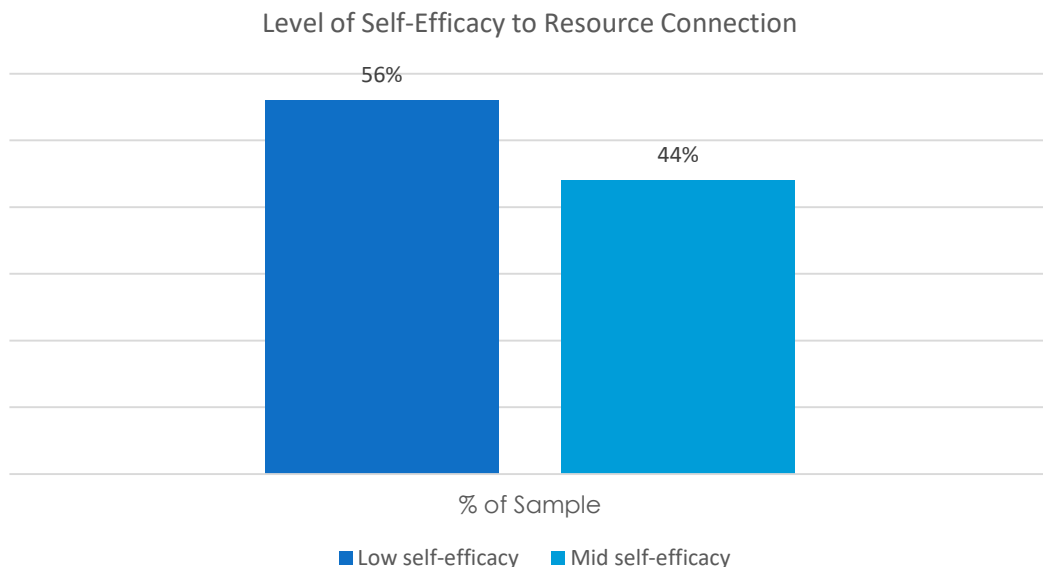


Figure 12. Percentage of Observed Client Self-Efficacy in Resource Connections

CONCLUSION

The pilot year of the Lead and Learn from the Heart: A Social Emotional Learning Program initiated several interventions during a global pandemic which presented numerous challenges. This was evidenced by the outreach and interventions from all team members via social work, parent center, home school liaisons, and the ESMERA workshops. Results shows the quick response to crises, centered around online learning, and compounded with economic and housing issues through case management, access to resources, and on-going case consultations. Social workers successfully provided counseling and therapy with over half meeting treatment plans, and those receiving case management, 53% demonstrating an adequate level of self-efficacy to access resources independently. And the Rosa Parks Parent Center, with over 3,000 touchpoints, connected families with debit cards, food pantries, diapers, and other major necessities.

Student perseverance is highlighted by the evaluation results within the SEL interventions at Rosa Parks, and Clark and Wilson middle schools. During a time of multiple zoom sessions, varying log-in times, camera on/camera off, limited internet connection, and other obstacles, students who participated in Playworks and RAK showed increases in SEL competencies. While in some cases the data were limited, results from this pilot year demonstrated a positive impact, those amplified with the work of the SDSU social work interns who themselves shared with students their own online learning experiences.

Based upon the results, the recommendations of the upcoming school year include the following:

- Review the case management follow-up data collection with an outlined evaluation plan of who, when, and how the data are reported. The low study sample was useful as a snapshot in this first year. However, more data are needed to track on-going impact overtime.
- Increase the survey sample for Playworks surveys at Rosa Parks. Given the return to in-person learning in year 2, more pre/post surveys should be accessible within the upcoming school year.
- Increase the number of new parents participating in the ALCP parent workshops and review the survey implementation to ensure that all participants are supported to complete given technology.

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