
2021-2022

Annual Evaluation Report

SDSU

College of Health and Human Services
School of Social Work



LEAD AND LEARN
From the Heart
A SOCIAL EMOTIONAL
LEARNING PROGRAM

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, and Child Welfare Services Central Region, and Parent Leaders

Overview

The Lead and Learn from the Heart: A Social Emotional Learning Program (LLH) is a comprehensive, two-generational social-emotional learning (SEL) and trauma-informed program implemented within the City Heights schools of San Diego Unified; Rosa Parks Elementary, Monroe Clark Middle School, and Wilson Middle School. LLH began in Fall 2020 and completed its 2nd year, 2021-2022 with a team of multi-cultural and bilingual social workers, Home School Liaisons, Parent Center staff, and San Diego State University (SDSU) social work interns.

LLH's four goals represent the comprehensive nature of services with continued communication and collaboration across all partners. The following report details evaluation data and results for the 2021-2022 academic year. To learn more about program structure, details of implementation, and/or results from last year visit leadandlearnfromtheheart.com.

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, parent 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 Ethnic Community Based Organizations (ECBOs).

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

School Social Work



School social workers are integrated within each school campus and provided a wide array of services such as case management, individual and group counseling/therapy, resources/referrals, SEL education, school to community agency connections, parent trainings, etc. Social workers also served as certified fieldwork/task supervisors for SDSU social work interns. Data were collected on specific measures to capture key indicators- case management, counseling/therapy, and client referral connection.

A total of 478 students and their families received case management services with 1,709 touchpoints (188 Rosa Parks students with 804 touchpoints, 167 Clark students with 644 touchpoints, and 123 Wilson students 409 touchpoints). Table 1 displays the top five presenting issues. Previous year data is also included for context in issue severity overtime. Table 2 shows the top five issues by each school.

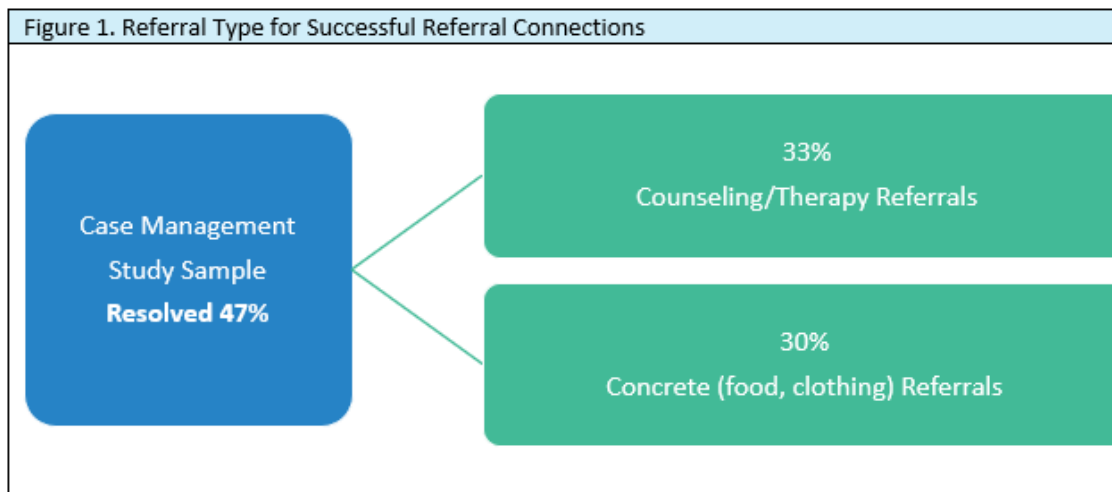
Rank	Main Presenting Issue	#	%
1	Anxiety <i>Anxiety ranked 9th, (n=58, 2%) in previous year</i>	226	13%
2	Educational Information <i>Educational Information ranked 5th, (n=188, n=8%) in previous year</i>	210	12%
3	Behavioral Issues <i>Behavioral Issues ranked 8th, (n=94, 4%) in previous year</i>	183	10%
4	Family Concerns <i>Family Concerns ranked 7th, (n=106, 4%) in previous year</i>	179	10%
5	Peer to Peer Relation <i>Peer to peer issues ranked 12th, (n=35, 1%) in previous year</i>	162	9%

Rank	Rosa Parks	Clark	Wilson
1	Educational Concerns (n=116, 14%)	Peer to Peer Relation (n=118, 18%)	Anxiety (n=59, 14%)
2	Behavioral Issues (n=110, 14%)	Anxiety (n=101, 16%)	Behavioral Issues (n=56, 14%)
3	Educational Information (n=101, 13%)	Depression (n=74, 11%)	Adjustment/Acculturation (n=44, 11%)
4	Family Concerns (n=95, 12%)	Educational Information (n=65, 10%)	Educational Information (n=44, 11%)
5	Anxiety (n=66, 8%)	Family Concerns (n=52, 8%)	Economic Concerns (n=33, 8%)

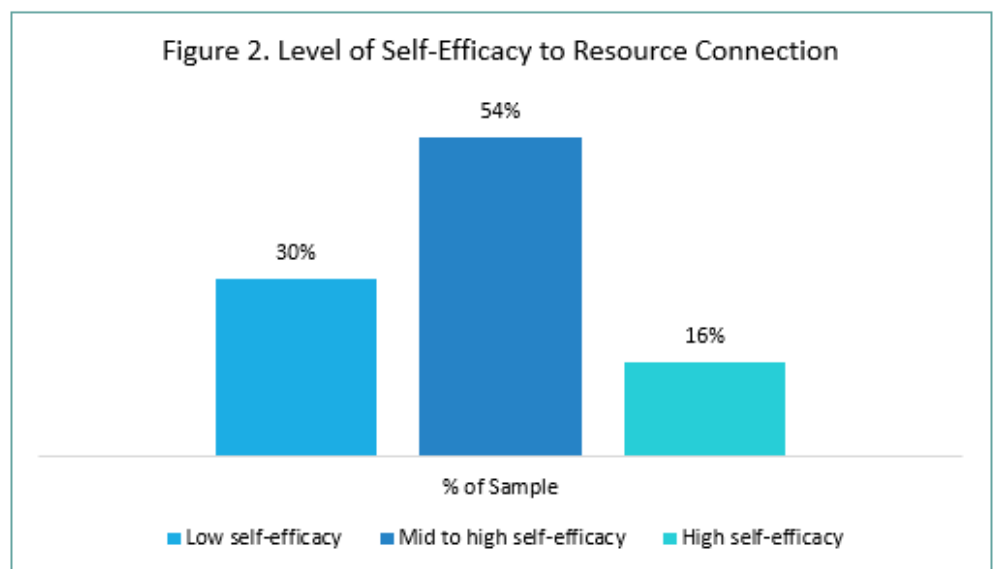
School Social Work

Social workers made 307 referrals for in-school staff/departments; over half 57% (n=171) of those referrals were for social work services. Another 347 referrals were made to outside agencies; top three outside agencies were Cornerstone (7%, n=23), SD Unified Children & Youth in Transition (7%, n=23) and third was Star/PAL (5%, n=17).

To learn if families connected with the referrals, a follow-up study with 70 families found close to half 47% (n=33) were able to connect with the SW referral, 29% (n=20) did not connect, and 24% (n=17) were undetermined. Figure 1 shows most referral connections were for either counseling/therapy or concrete items such as food or clothing.



When assessing client self-efficacy to access resources (without the aid of social workers) 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). Over half of families needed some assistance from social work, 54% (n=38) See Figure 2.



School Social Work

116 students received counseling and therapy (Table 3). Over half of all counseling & therapy clients with case closeout documentation (n=101) were shown to have met at least 75% of their treatment plan goals (66%, n=67), with the remaining 34% (n=34) demonstrating partial progress towards goals.

Table 3. 2021-2022 Number of Counseling & Therapy Clients by School by LLH Social Work Team

Rosa Parks	41
Clark	38
Wilson	37

Figure 3 shows the percent of students who demonstrated increases in the five SEL competency areas.

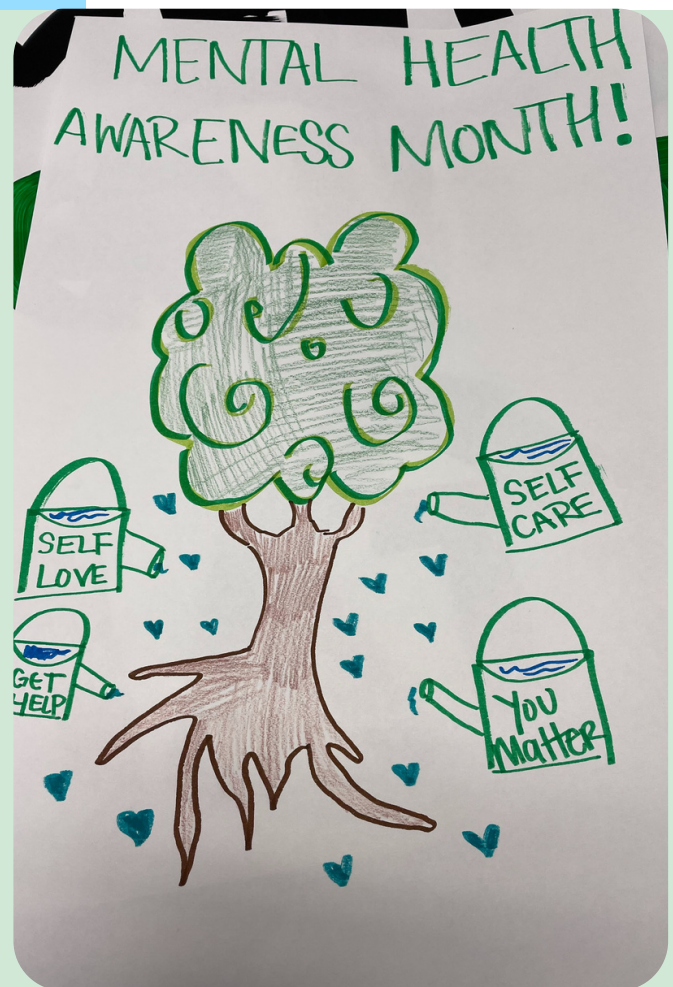
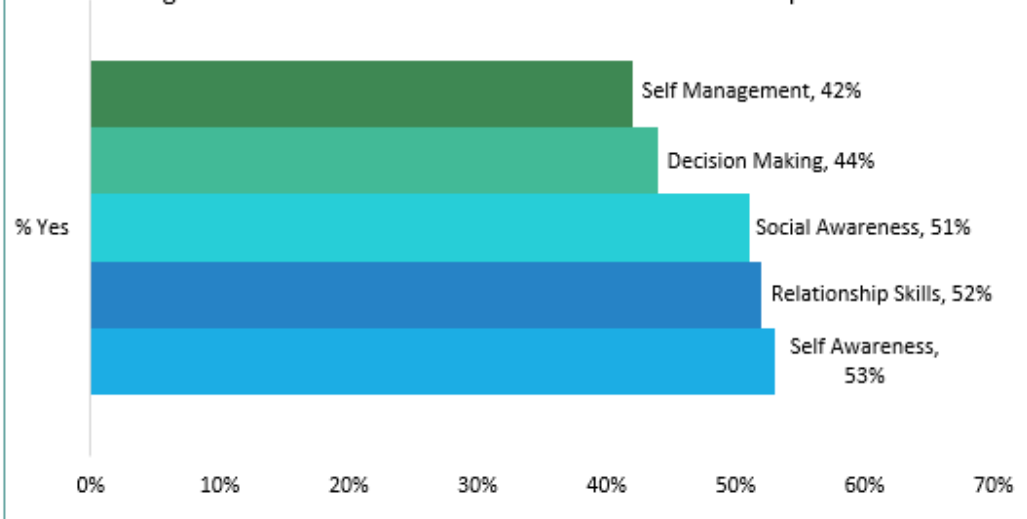


Figure 3. Percent of Students who Increased in SEL Competencies



School Social Work

Highlight: Social Work Counseling Groups

Counseling groups held throughout the year, supported 52 students from each of the three schools. The SW team, including interns, facilitated groups that included topics from social and peer issues, boundaries, coping skills, and more. Table 4 displays the number of students and total sessions per group.

Table 4. 2021-2022 Counseling Groups		
Group Name	# Sessions	# Students
Rosa Parks Anxiety Group	8	11
Rosa Parks Kinder-3 rd Grade Group	8	9
Rosa Parks 4 th -5 th Grade Grief & Loss Group	8	6
Rosa Parks 3 rd Grade Girls Group	8	4
Rosa Parks 5 th Grade Girls Group	8	7
Clark Middle School Newcomers Group	27	9
Wilson Middle School Girls Group	6	6

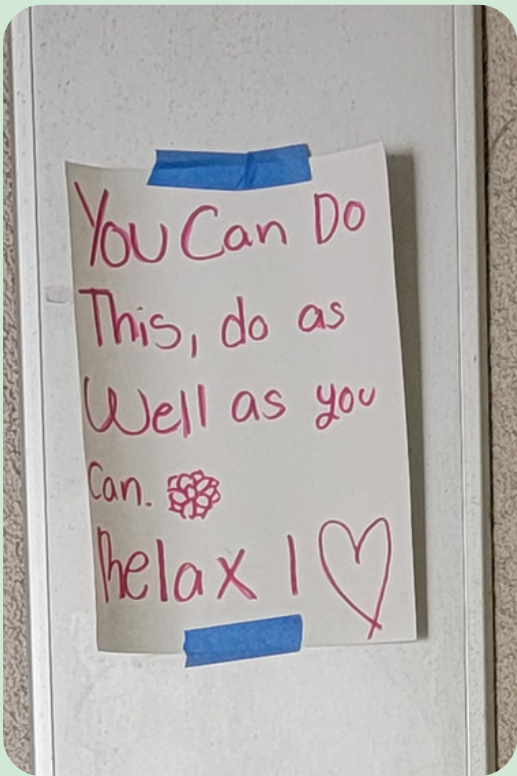


Social Emotional Learning

Rosa Parks Playworks SEL

The Playworks curriculum was implemented at Rosa Parks Elementary with TK/Kindergarten students to increase positive behaviors, build conflict resolution skills, and leadership skills. This year we revised the evaluation design for classroom level observations. Table 5 shows results from September 2021 and post-observations conducted May 2022 with two major findings. In the coming year, the program will begin implementing the Random Acts of Kindness program versus Playworks, due to several challenges.

Table 5. Playworks Findings Highlight		
<i>Increases in the percent of students demonstrating</i>	Pre	Post
Attention Skills	78%	100%
Learning from Experience Skills	78%	100%



Social Emotional Learning



Clark and Wilson Middle Schools Random Acts of Kindness SEL

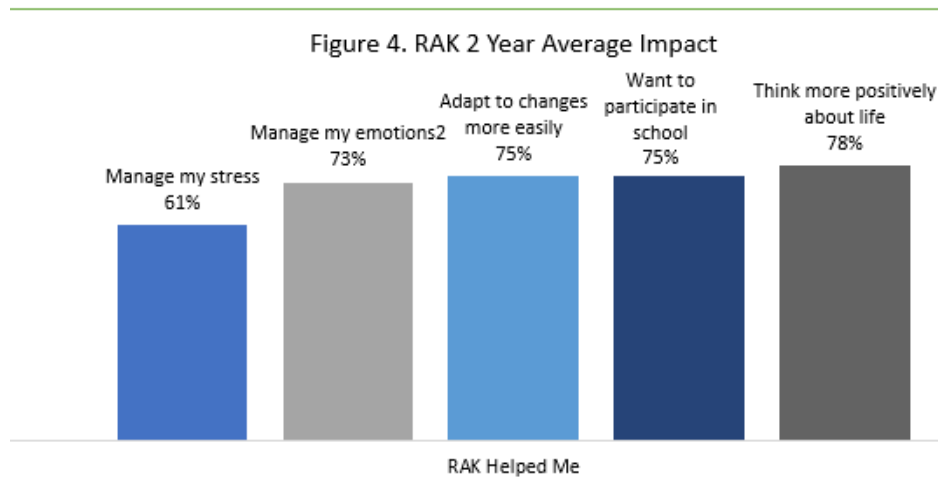
Students at Clark and Wilson participated in the Random Act of Kindness (RAK) curriculum for a second year with a set of 6 modules: respect, caring, inclusiveness, integrity, responsibility, and courage. See Table 6 for year-to-year data breakdown.

Table 6. RAK High Level Results of SEL Improvement		
Program Year	# Students in RAK	% Students who Reported Pre/Post Increases in SEL Skills
Y1 2020-2021- Pilot	364	55% (n=30/54 survey participants)
Y2 2021-2022	477	43% (n=115/267 survey participants)

There have been noticeable percent increases in these two specific reported behaviors (compared to all other survey items (Table 7). We find this to be a major highlight given the developmental stage of participants and the recent peer-to-peer issues presented in the case management data mentioned earlier.

Table 7. RAK Findings Highlight	
<i>Each year, students participating in RAK report increases in these two behaviors</i>	% Increase (2-year average)
Accepting responsibility for own actions	21%
Doing something nice for someone else	14%

Figure 4 shows the average percent of students reporting how much RAK has helped in the following areas. Similarly, we are encouraged by these findings in demonstrating overall positive SEL skills.



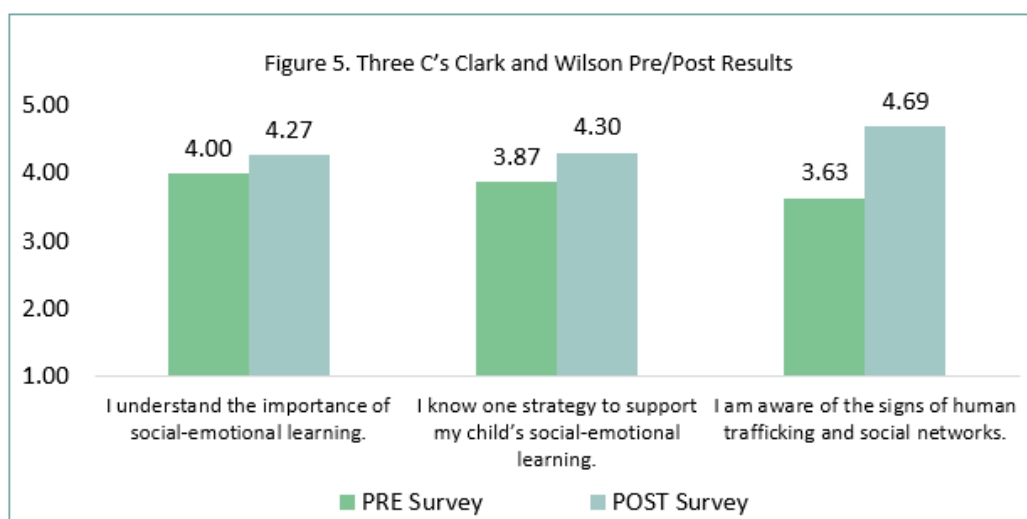
Social Emotional Learning

Comprendiendo, Comunicado, y Conectando con mis Hijos

The Three C's workshop series for middle school families increased social-emotional health and wellness in building the intergenerational capacity of SEL. There was an average 18 participants per workshop. See Table 8. This workshop series will be held at all three sites in the coming program year.

Table 8. Number of Parent Participants by Three C's Workshop	
Workshop	# Participants
Aprendizaje Social Emocional (SEL) y Como Se Implementa en Monroe Clark y Wilson Middle School	16
¿Por qué Mi Hijo No Quiere Ir a la Escuela? Los Cambios de la Adolescencia, Ansiedad y Depresión	15
Trata de Personas y Explotación de Menores	15
Sello de Bilectoescritura: La Importancia y Beneficios de Ser Bilingüe Reclasificación, Requisitos, Beneficios y Consecuencias: ¡El Éxito Comienza Ahora!	17
Violencia Entre Parejas Adolescentes e Intrafamiliar: Prevención y Solución	23
¿Mi hijo No!? Como se si Mi Hijo Está Usando Drogas: el Impacto de las Drogas en Mi Hijo, Mi Familia y la Comunidad	24
Redes Sociales Graduación	16

Participants were asked to rate their level of understanding on a scale of 1 to 5 (5 representing positive direction). See Figure 5.



ESMERA Academia de Cultura Latina Para Padres 2021 held at Rosa Parks Elementary during the fall semester 2021. Survey results showed a 9% average score increase in understanding and awareness on SEL topics (4.19 at pre and 4.55 at post).

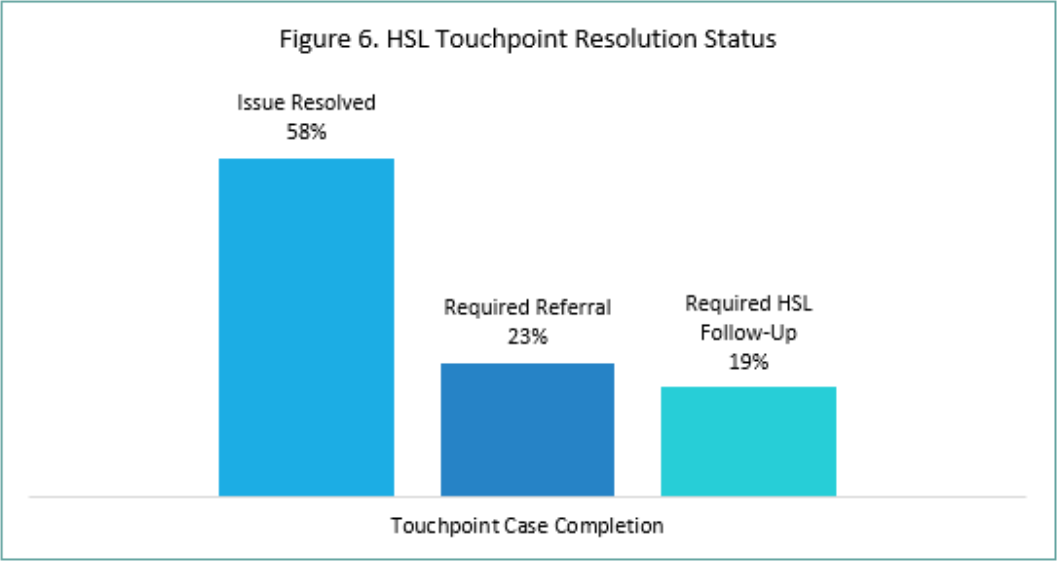
For more details, see [ESMERA Report 2022](#).

Social Emotional Learning

Wilson Home School Liaisons

The Wilson Home School Liaison team worked with students and parents with issues related to attendance, behaviors, grades, and conflict disputes. Data reports the number of outreach and school information contacts and student/family check-ins for positive recognition.

While on campus this year, there were 3,346 touchpoints for 650 students and families. Of those issues needing intervention (2,088 touch points)- 58% of all issues were resolved, 23% required a referral, and 19% required a follow-up (Figure 6).



HERO Club

The pre/post HERO Club (male parent/guardian engagement program) had limited data to measure gains over time (n=8). The following data points are descriptors of this year 1 pilot intervention.

Table 9. Wilson HERO’s Club Findings Highlights	
Participants reported ...	% at Post
Their child feels they belong at school	100%
They/themselves are confident in making decisions about their child’s schooling	88%
Their child understands consequences for things they do	76%
% Increase from Pre to Post Survey	
Their child understanding the consequences of things they do	+13%
Their child being comfortable in asking for help from adults at school	+11%

Social Emotional Learning



SDSU School Social Work Interns

School Social Work Interns (7 MSW and 1 BASW students) contributed 4,119 hours of fieldwork experience to the LLH project during 2021-2022. SW Interns facilitated the RAK curriculum (over 180 classroom visits) and the Playworks curriculum (85 sessions) across all three sites, support group counseling, assisted with schoolwide activities, and completed 371 case management touchpoints.

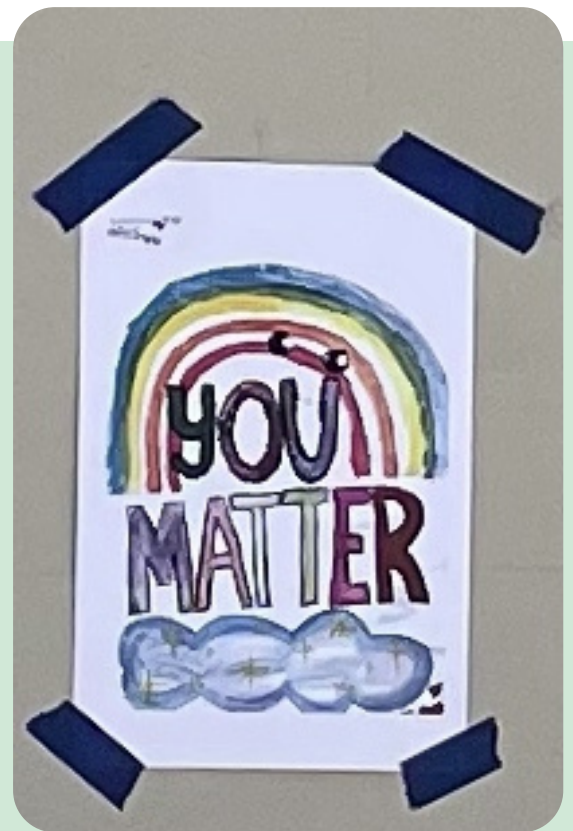
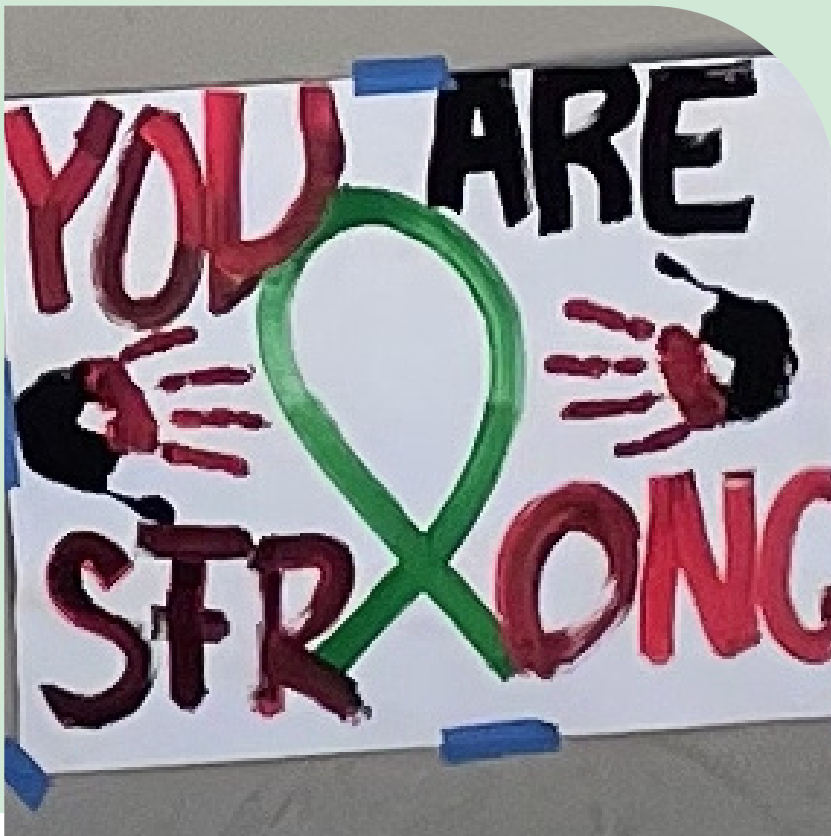
SW Interns also demonstrated increases in their social work skills from the social work performance self-assessment, taken pre and post fieldwork (Table 10). *We believe the percent gains show evidence of strong intern/workforce development.*

Table 10. Social Work Intern School Social Work Performance Expectations			
Rating scale is 0-4; 0= Not at all to 4= Extremely Well	Baseline	End of Year	% Change
Ethical and Professional Behavior	3.25	3.56	+10%
Diversity and Difference in Practice	3.38	3.67	+9%
Promote Social Justice and Equity	3.00	3.29	+10%
Engage in Practice-informed Research & Research-informed Practice	2.33	3.38	+45%
Engage in Policy Practice	2.63	3.00	+14%
Engage with Students, Families, Groups, Organizations, and Communities	3.03	3.72	+23%
Assess Students, Families, Groups, Organizations, and Communities	2.54	3.33	+31%
Intervene Collaboratively with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community	2.30	3.35	+46%
Evaluate Interventions with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community	1.92	3.13	+63%
Growth and Development	3.13	3.50	+12%

Social Emotional Learning

New this year was the addition of a social work intern placed within a community-based agency called Reality Changers with the intention of providing mental health services. This intern was included as part of a unique City Heights intern/workforce development model. This includes trainings, supervision activities, skill development, and macro opportunities such as the Conference on Restorative Healing Circles, offered to the City Heights community. See the website [Combating Mental Health Disparities](#).

A separate pilot evaluation was conducted and found the placement of a social work intern, who benefited from an external field instructor, *increased* the mental health awareness and normalized service interventions for students experiencing anxiety, academic stress, and depression. To read the detailed findings please see [Community Based Intern Placement Evaluation Report](#).

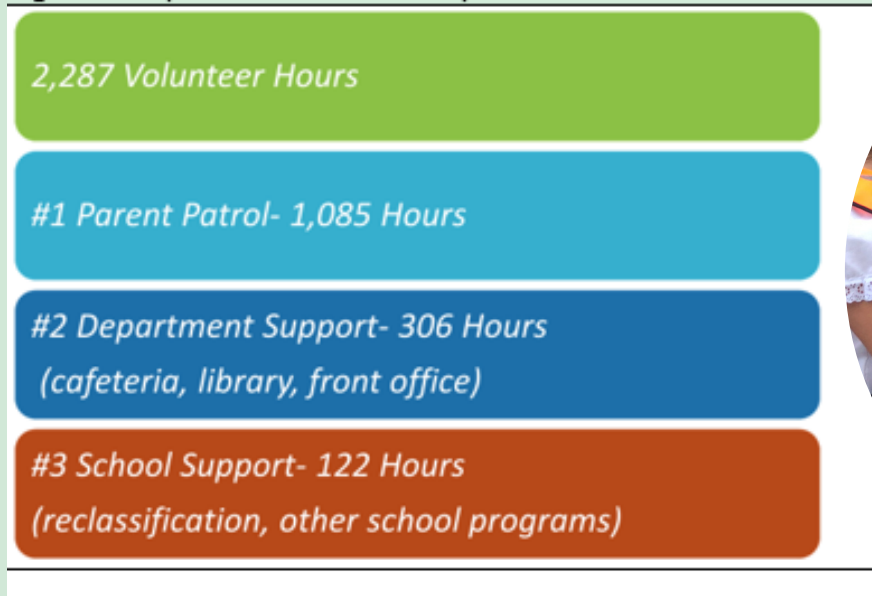


Rosa Parks Parent Center

The Rosa Parks Parent Center (RPPC) went back into action this school year with parent/community activities, including those activities earlier suspended from COVID, and worked to rebuild person to person relationships for Rosa Parks Families. They also increased Social Emotional Learning into the program to maximize the multi-generational impact. The following data provide details on RPPC interventions.

Figure 7 shows the top volunteer hours with Parent Patrol, specific department support such as the cafeteria and school library, and support with other school programs. We believe it's important to also highlight parent volunteers contributed to special events with preparation in decorations, food, and entertainment. Yet, parents are looking forward to participating in classroom volunteer opportunities and are limited by continued in-person covid restrictions.

Figure 7. Top 3 Volunteer Hours by Area



A survey of 20 parent volunteers was collected to better understand the SEL impact, interwoven in monthly volunteer meeting and other workshops. There were overwhelming positive responses for all survey items, with 85%-100% reporting the value of volunteer meetings in gaining an understanding of SEL, navigating the school system, and learning about community resources.

Rosa Parks Parent Center

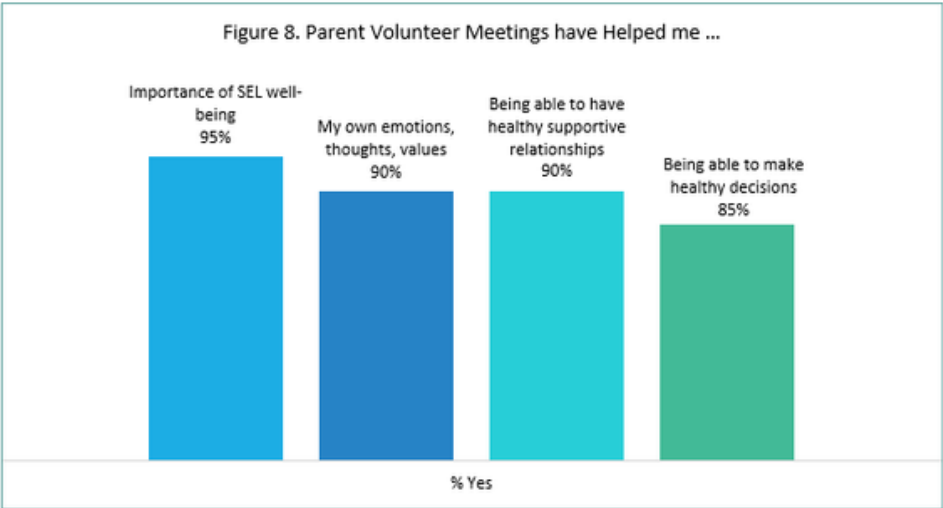


Figure 8 highlights the SEL Parent Volunteer Survey Results.

For a full list of workshops and events see the [RPPC Workshop and Events Report 2021-2022](#).

RPPC staff collected service provision to individual parents/families through quick contacts; 2,158 contacts for 460 parents/guardians. See Table 11.

Table 11. 2021-2022 Parent Center Top Five Quick Contacts			
Rank	Supporting Parents with ...	#	%
1	Educational Information	1,009	47%
2	Medical Concerns	458	22%
3	Economic Concerns	267	12%
4	Educational Concerns	235	11%
5	Behavioral Issues	65	3%

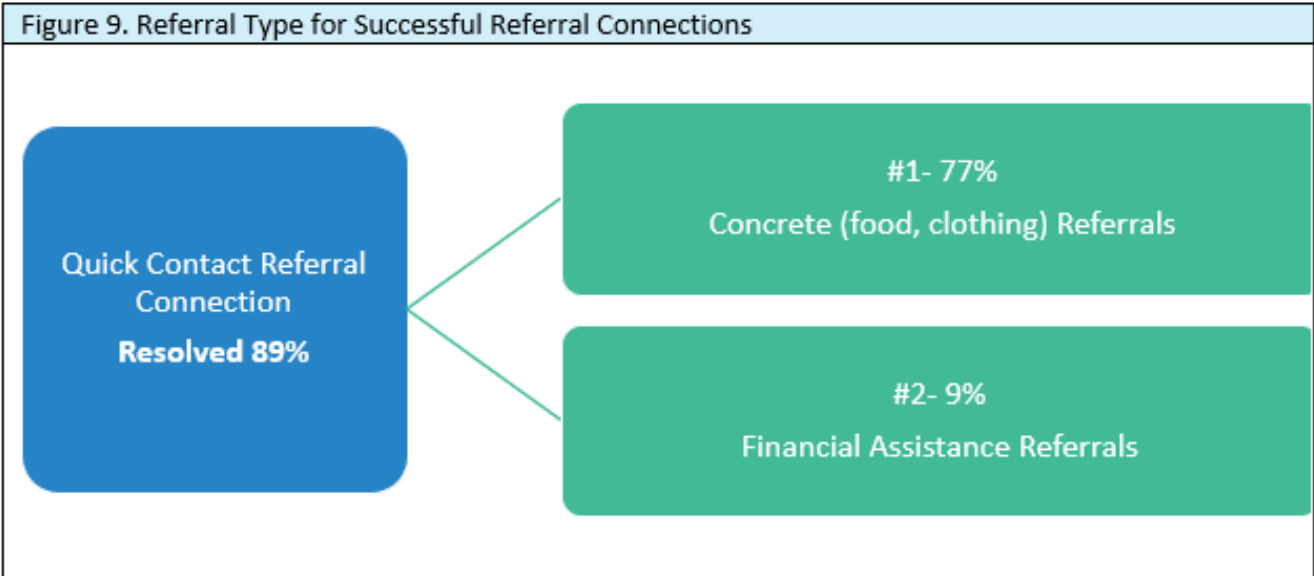


Rosa Parks Parent Center

88% (n=274) of all referrals were to community agencies. The top three referral agencies were Prime Time, SAY San Diego 17% (n=46), Global Children’s Foundation 14% (n=38), and Level Up YMCA 13% (n=35). Other referral agencies for food and clothing, such as SD Food Bank, Shoes that Fit Program, Food 4 Kids, were also notable referrals. For a full list of referral agencies, see the [*RPPC Agency Referrals Report 2021-2022*](#).

The RPPC team reached out to 137 families to determine if there was successful referral agency connection. 89% (n=121) were documented as issue resolved. Most (77%, n=93) referrals were for food and clothing (Figure 9). When assessed, within this sample, if parents/families would continue to need assistance for these referrals, 91% (n=125) demonstrated a high level of need in the future. We see these data in alignment with national and global level economic impact, along with on-going educational, social, and health hardships families are experiencing.

In addition, the RPPC provided translation services for 67 parent-teacher conferences, an increase from 47 last year. Of the 67 meetings, 32 presented an issue in which the RPPC was able to assist and successfully connect 25 families with resources: resulting in a 78% issue resolution rate.



Final Summary

This 2021-2022 evaluation report on the Lead and Learn from the Heart: A Social Emotional Learning program captures the service provision and program impacts on growth and well-being of students and families. Program activities were implemented as intended, coming from an online only pilot year due to covid, and this year, back to in-person- ultimately bringing the connection and relational aspects so needed to make this work happen.

Results highlighted gains in SEL development, as seen in student Random Acts of Kindness, parent/families' referral connections to community resources, and parent awareness of their child's SEL development, to name a few. The evaluation also highlights the program's mission of 'Leading and Learning' with the development of a multi-cultural social work workforce. These data showed significant increases in SW intern competencies, reinforcing the program goals.

The evaluation as well as the program's responsiveness to students and families has evolved with shifts in service delivery, current level of need, and partner strong collaboration. In the upcoming program year, LLH leadership and partners will continue to evaluate community needs and deliver intentional program services for City Heights students and families.

Patricia Hodge
Director of Research and Evaluation
San Diego State University
Center for Equity and Postsecondary Attainment
phodge@sdsu.edu

Silvia A. Barragán
LLH Principal Investigator
San Diego State University
School of Social Work
silvia.barragan@sdsu.edu

Lauren Hennessy
Program Coordinator of LLH
Lead Licensed Mental Health Clinician
San Diego Unified School District
Clark Middle School
lhennessy@sandi.net

Paul Brazzel
LLH Co-Principal Investigator
San Diego State University
School of Social Work
pbrazzel@sdsu.edu

Soraya Morales
Parent Center Administrator/Social Worker
Rosa Parks Parent Center
sharbeson@sandi.net



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