

Evaluation Results (from previous year)

What are the results of the measures determined for each outcome last year?

Outcome 1: The Park Hill school social workers identify and help resolve mental health needs for students.

Measure 1:	Social workers will complete the suicide assessment protocols and procedures with 100% fidelity.
Results: School Social Workers completed the suicide assessment protocols and procedures with 100% fidelity. From August 2023-April 2024, the suicide assessment protocols and procedures were engaged in 96 times. Of these students, 12 are still “in progress”, meaning that they are receiving ongoing support until the end of the year.	
Measure 2:	100% of students referred to the School Based Mental Health Therapist will be connected with mental health services.
Results: From August 2023-April 2024, 54 students were referred to the School Based Mental Health Therapist. Of those 54, 89% (48) were connected to mental health services, either through the School Based Mental Health Therapist or an outside agency. The 6 remaining students were referred for services but were not able to be seen due to a lack of providers or are currently on the waitlist for the School Based Mental Health Therapist. Their social workers continue to partner with them in hopes of connecting them with an outside resource or until there is an opening with the School Based Mental Health Therapist.	

Outcome 2: The Park Hill school social workers will assist the building level support teams in connecting students (and families when appropriate) to community resources.

Measure 1:	100% of McKenny-Vento students will receive a social worker consultation within two weeks of receiving district homeless status.
Results: 248 Park Hill families were McKinney Vento eligible during the 23/24 school year (data reporting from August of 2023-May of 2024). 97% of these families received a consultation with the school social worker within 1 week of receiving approval on McKinney-Vento status from the district liaison.	
Measure 2:	100% of students who are identified as McKinney Vento eligible in April of 2024 will receive a social worker follow up consultation by the end of the school year. This consultation will focus on assisting families with community resources and planning for transition from one school year to the next, as appropriate, for summer months.
Results: Of the 248 families identified as McKinney-Vento during the 23-24 school year, 117 of these families were still eligible in May 2023. 86% of the 248 families received a consultation with the school social worker by the school year’s end.	

What do key stakeholders consider to be the strengths and OFIs of the program?

Strengths	- Stakeholders feel that the social work team has been responsive, available, and consistent when addressing student needs. - Stakeholders have expressed favorable feedback regarding the hire of a social worker whose specific job function is to perform the duties of a Homeless and Foster Care Liaison. - Stakeholders feel that the School Based Mental Health Therapist has been a valuable addition providing the opportunity for valuable mental health care to some of our most vulnerable populations.
OFIs	- As mental health concerns continue to increase, the program needs to ensure it can meet the needs of both students and staff members. - Middle School stakeholders have inquired about providing additional social worker support to those buildings to better address the needs.

What do the program's staff consider to be the strengths and OFIs of the program?

Strengths	- Social Workers are skilled at connecting the different systems that affect the student's wellbeing (i.e. family, school personnel, resources, and larger community) - Social workers address social emotional needs of students by offering a safe, caring environment in which students can process their feelings and develop coping skills. The skills taught by the social work program enable students to be life-ready. - Using a holistic approach, social workers work to meet the physical and emotional needs of the whole family.
OFIs	As substance use amongst students continues to increase, resulting in discipline referrals, the program seeks to ensure it can meet the underlying needs of these students.

How well aligned are the program's priorities and processes with the goals of the program?

The program's priorities and processes are well aligned with the goals of the program.

Results of the Program Equity Audit

What were the findings of the Program Equity Audit?

The school social work team has just completed a two-year in-depth book study of Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students, by Zaretta Hammond. Each month's huddle included professional development, protocols, reflections, and rich discussions aligning Hammond's work and major tenets to the field of social work and the role of school social worker. Our team has had and will continue to participate in ongoing professional learning as it pertains to DEIB.

By nature, social work inherently sets out to remove barriers and ensure access for all. The day-to-day functions of the program, as well as its professional ethics, are seamlessly aligned with addressing systemic issues, advocacy for all (especially those who have been historically marginalized) and providing resources and supports to meet families and students where they are at and to help them to be successful. Our team is

grateful that our community has overwhelming amounts of resources to connect students and families with, in order to strive for equitable opportunities and decrease disparate outcomes.

The results of our program equity audit revealed a need for our program to establish our vision, mission, and values. We have not done that as a team and believe it would be beneficial and strategically advantageous for us to establish the “why” for social work, not only in educational systems, but specifically in Park Hill, as it pertains to equity. We will use next school year (2024-2025) to align our program to the PHSD DEIB Drivers and Narratives. We would also like to improve in universal approaches and explicit systems for the social work program, including the implementation of a multi-disciplinary, cross-functional, multi-identity social work advisory council. This will yield diverse and useful feedback from all PHSD stakeholders regarding the social work program. In addition, we desire to seek out additional opportunities for input and data collection, so we can be more intentional in our use of disaggregated data.

Deployment Level of Program Services: Services are well deployed, with no significant gaps.

Evaluation Implications

General Recommendation Resulting from the Evaluation

Select from the following possible recommendations resulting from the evaluation:

- ☐ Continue the program as is. It is meeting or exceeding all expected outcomes.
- ☒ Expand the program, replicating effective components.
- ☒ Streamline, refine, or consolidate elements of the program.
- ☐ Redesign the program.
- ☒ Reevaluate the purpose and/or goals of the program.
- ☐ Discontinue ineffective or nonessential program components.
- ☐ Discontinue the program.
- ☐ Other (Specify.)

Action Plan

The social work program administered a survey to building staff and administrators. It posed perception questions regarding the role and purpose of the school social worker as well as the utilization of social work support and services. We will utilize this data, in addition to feedback from the program’s staff, to develop communication regarding school social worker roles and responsibilities.

The goal related to Measure 2 for Outcome 1 has been changed for the next year. School social workers will continue to identify and resolve mental health needs for students but stating 100% of the students identified will be connected to mental health services can be difficult to attain. There are factors out of the program’s control such as waitlists for community agencies, transportation barriers, and lack of insurance or being underinsured. The capacity for the School Based Mental Health Therapist is limited to 25, despite having over 60 referrals. as to provide quality mental health services for the students they are seeing.

Creating School Social Work program vision, mission, and values, as well as alignment to the PHSD DEIB Drivers and Narratives.

Continue to monitor data points (discipline referrals related to substance abuse, SBMHT referrals, etc.) to determine if specialized learning, professional development, and/or therapy support should be considered to address the underlying needs of students engaging in substance abuse.

Coordinator Name

Terri Deayon

Planning Team

Stephanie Richison, Morgan Boeth, Katie Coulson, Lauren Elmore, Gayle Laney, Ashley Shroyer, Julianne Ruwe, Kristen Dua, Missy Falk

Description of the Program

School Social Work is a specialized area of practice within a broad field of the social work profession. School Social Workers are instrumental in furthering the mission of the Park Hill School District by providing support services that foster the overall academic achievement of all Park Hill students. Overall, School Social Workers help parents, students, and school staff identify needs that interfere with learning and work with students to get the services they need.

School Social Workers are trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, consultation with teachers, parents and administrators as well as provide individual and group counseling.

Description of How the Program's Services Are Developed and Delivered

At the start of each year the School Social Worker will communicate with families of enrolled students to inquire about support services needed during the year. In addition to the initial family input, the School Social Worker receives referrals from staff, students, and ongoing family requests. This information assists the School Social Worker in determining the type and scope of resources students and families may need. Services are delivered through various activities. Based on the student and family's needs, these activities may include securing community resources, developing parent relationships, collaborating with staff, providing academic support, group/individual counseling, addressing attendance issues, intervening with behavioral concerns, home visits and reporting concerns of child abuse or neglect. Student and family non-academic needs are increasing. In turn, many community agencies are struggling to meet the intense demands within our community (i.e. mental health, health care, food, housing, etc.)

Key Program Stakeholder Groups

- ☒ Students
- ☒ Parents
- ☒ Staff
- ☒ Administrators

- ☐ Board of Education
- ☐ Taxpayers
- ☐ Other (Specify.)

Student and/or Stakeholder Needs Addressed by the Program

Park Hill has an increasingly diverse population resulting in a larger number of at-risk students. At-risk students often bring non-academic concerns to school such as trauma, mental health concerns, substance use, homelessness, a need for free-reduced meals, food assistance, poverty, financial burdens, unmet medical needs, lack of transportation, family discord and general instability. The impact of these non-academic concerns is highly correlated to poor academic performance.

School social workers are more frequently utilized to support staff members experiencing unmet needs such as mental health referrals or support, emergency assistance, legal aid, and community resources.

Outcomes of the Program

Outcome 1: The Park Hill school social workers identify and resolve mental health needs for students.

Outcome 2: The Park Hill school social workers will assist the building level support teams in connecting students (and families when appropriate) to community resources. This support takes place when the student's needs (homelessness, poverty, substance abuse, child abuse and neglect, attendance, etc.) outside of school are directly interfering with the student's learning inside of school.

Measures

Social workers will complete the suicide assessment protocols and procedures with 100% fidelity.

85% of students referred to the School Based Mental Health Therapist will be connected with mental health services.

100% of McKenny Vento students will receive a social worker consultation within one week of receiving district homeless status.

100% of McKenny Vento students will receive an end of year consultation with a social worker as preparation for transitioning into the next academic school year.

Evaluation Questions

- What is the status of the program's progress toward meeting outcomes?
- What do students and other stakeholders consider to be the strengths and weaknesses of the program?
- What do staff consider to be the strengths and weaknesses of the program?
- How does the program's actual implementation compare with the program's design?
- How should priorities be changed to put more focus on achieving the goals?
- How should outcomes be changed? Any added or removed?

Data Collection Methods

- ☒ Surveys and questionnaires
- ☐ Interviews
- ☒ Document reviews
- ☐ Observations
- ☐ Focus groups
- ☐ Case studies
- ☐ Assessments
- ☐ Other (Specify)