

COMMUNITY ENGAGEMENT SHOWCASE

Social and Emotional Learning during COVID-19

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Boys and Girls Club of Greater Sacramento



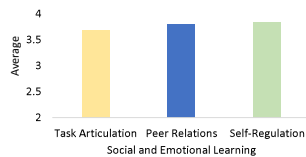
Project Description

- We collaborated with the Boys and Girls Club of Greater Sacramento to collect data on social and emotional learning (SEL) and well-being from four elementary-aged sites in Spring 2022.
- This topic was developed collaboratively based on anecdotal observations that social and emotional skills were affected by the COVID-19 pandemic, and related shifts to online programming.
- The main objectives were to:
 - understand youth SEL during Spring 2022.
 - examine if SEL was linked with youth well-being.

Project Highlights

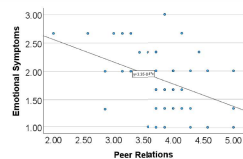
- One faculty member collected data from 44 elementary school students and a team of five Sac State students analyzed the data.

Social and Emotional Learning



Note: Measured on scale of 1 = Strongly Disagree to 5 = Strongly Agree.

Social and Emotional Learning and Well-Being



- Levels of SEL were moderately high, and for the most part, they were linked with well-being.

Cultivating Authentic Partnerships

Development of Partnership

- This partnership is part of an ongoing relationship between Psychology faculty and students and the Boys and Girls Club of Greater Sacramento.
- Initially, we engaged in partnership meetings and volunteered at the Club.
- Partnership has evolved over the years based on our work together, and has included:
 - service learning in a lower-division methods course.
 - designing and implementing workshop programming as part of an upper-division practicum course.
- This project in particular arose from discussions with site staff about youth well-being and SEL during the COVID-19 pandemic.

Challenges Related to Capacity

- One challenge we encountered for this project was needing to shift data collection online due to volunteer restrictions related to emergence of a new COVID-19 variant in Spring 2022.
- This required being flexible and responsive to the Club's needs. Specifically, we worked with site staff to craft a procedure for collecting data where the researcher Zoomed in to administer the survey to groups of youth who were on-site in-person.
- This change required navigating both Club preferences and revisions to our Institutional Review Board application.
- Despite these challenges, we were able to collect data from 44 participants, which was lower than expected (expected $n = 100$ participants), but still a good-sized group for our objectives.

Community Impact

- As part of our work on this project, we drafted a report of descriptive findings for the Boys and Girls Club of Greater Sacramento. These findings can be used in the design and implementation of their programming.
- We plan to continue partnering with the Boys and Girls Club of Greater Sacramento in different capacities, including through the upper-division Psychology practicum course.

Boys and Girls Club Youth Well-Being Survey
Spring 2022

Participants and Procedure

Survey participants (41% boys, 59% girls, 5% nonbinary or something else) were 44 youth attending four branches of the Boys and Girls Club of Greater Sacramento in February/March 2022. Participants were 36% multiracial-ethnic, 18% Asian, 9% White, 5% Black, with 18% belonging to another group (Middle Eastern/North African, Native American, Native Hawaiian/Pacific Islander, or something else). Grade level was distributed across third (18%), fourth (23%), fifth (30%), sixth (16%), and seventh (14%) grades. 70% of participants attended the Club five times in the last seven days, and most (75%) had attended the Club for more than one year.

Participants completed an online survey in Qualtrics. Parent/guardian consent was obtained through consent forms distributed by Club staff. Youth assent was obtained prior to administering the survey. Youth completed the 15- to 20-minute survey in small groups with a university professor present on Zoom and Club staff present in-person to answer questions. The survey and related procedures were approved by the university's Institutional Review Board.

Campus Community Impact

- This project impacted the campus community in several ways:
 - Faculty engaged in this project as part of their sabbatical work.
 - Undergraduate and graduate students learned how to collaborate on an applied research project.
 - The second author, a graduate student in Psychology, will analyze these data as part of her Master's thesis. She plans to replicate this study in another after-school program.
- Specifically, a team of students presented these findings at the 2023 meeting of the Western Psychological Association. They drafted and presented all sections of the research poster to students and professors in the field of Psychology.
- Many of these students will continue onto graduate school and professional careers in Psychology.