

IMPORTANCE OF SOCIAL AND EMOTIONAL COMPETENCE

Building social and emotional competence supports the **Education Bold Goal that by 2020, at least 85% of youth graduate from high school prepared for life, college, and career.** Research has clearly shown that social and emotional competence is critical to student success in school and life.¹ It *promotes* young people's academic success, health, and well-being at the same time that it *prevents* a variety of problems such as alcohol and drug use, violence, truancy, and bullying.²

Students who have experienced high quality social and emotional learning programs:

- Have improved academic performance (average gain of 11 percentile points on standardized achievement tests)
- Have improved attitudes toward self, others and school
- Have reduced conduct problems, anxiety, and aggression
- Have improved social and emotional skills

DEVEREUX STUDENT STRENGTHS ASSESSMENT (DESSA)

The Devereux Student Strengths Assessment³ is a nationally-normed measure of behaviors related to resilience, social and emotional competence and school success for children in kindergarten through eighth grade.

- The 72-item DESSA measures social and emotional competence across an eight-scale continuum (Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, Goal-Directed Behavior, Personal Responsibility, Decision Making, and Optimistic Thinking) giving a score for each scale and a Social Emotional Composite that is categorized into one of three descriptions: Strength, Typical, or Need for Instruction.
- The 8-item DESSA-mini yields a Social Emotional Total in 1-2 minutes that is categorized similarly to the scores on the DESSA.

United Way Partners Participating in the Learning Community

- Big Brothers Big Sisters of Greater Cincinnati
- Boy Scouts of America Dan Beard Council
- Boys & Girls Clubs of Greater Cincinnati
- Brighton Center, Inc.
- Center for Great Neighborhoods of Covington
- Central Clinic
- Children, Inc.
- The Children's Home of Cincinnati Ohio
- Cincinnati Early Learning Centers, Inc.
- Cincinnati Youth Collaborative
- FamiliesFORWARD
- Girl Scouts of Kentucky's Wilderness Road Council
- Girl Scouts of Western Ohio
- Holly Hill Children's Services
- Jewish Family Service of the Cincinnati Area
- LifePoint Solutions
- Redwood
- The Salvation Army of Greater Cincinnati
- Santa Maria Community Services
- Urban League of Greater Cincinnati
- YMCA of Greater Cincinnati

United Way Youth Achieve Learning Community

United Way of Greater Cincinnati is leading a cross-sector collaborative partnership to measure and improve social and emotional competence of children in the Greater Cincinnati/Northern Kentucky region. In 2012, 20 youth-serving agencies piloted the use of a common measurement tool (the DESSA and/or DESSA-mini) for grades K-8.

During the 2012-2013 school year, agencies shared data and participated in an ongoing community of learning. Agencies volunteered to participate with assurance that performance would not impact funding decisions. Further, each agency determined their scope of measurement. The Devereux Center for Resilient Children provided consultation and capacity-building.

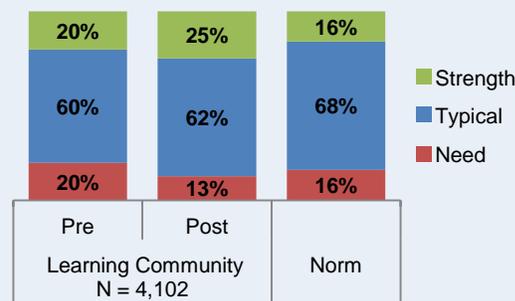
Agency and community interest exceeded expectations. 100% of agencies continue to participate in this broad-based partnership. Agencies state that the DESSA is a valuable tool and has led them to think about program activities with more intentionality.

Learning Community Results 2012-2013

In the first year, programs measured the social and emotional competence of 4,102 children and youth. Most used the DESSA-mini. Local results indicate:

- Social and emotional competence in children served by participating programs improved
- Over time, participating children developed better social and emotional competence than a nationally representative sample

**Social and Emotional Categories
 Year 1 Pre to Post DESSA Compared to Norm**



Social and emotional categories correlate with the following t-scores: Strength = 61 or higher, Typical = 41-59, Need = less than 40

Learning Community Year 2

In Fall 2013, data was collected on 4,627 children (see reverse for details). Post data will be collected in Spring 2014. Together, we will examine factors that influence results, deepen the collective learning, and continue to increase capacity to build the social and emotional competence of children in our region.

¹ Zins et al. 2004; Durlak et al., 2011

² <http://www.caseli.org/social-and-emotional-learning/outcomes>

³ DESSA: LeBuffe, Shapiro, & Naglieri, 2009 and DESSA-mini: Naglieri, LeBuffe, & Shapiro, 2010

Learning Community: Year 2 Baseline Results

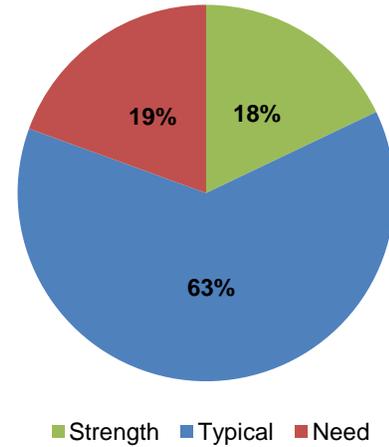
In Fall 2013, 20 agencies collected baseline data on 4,627 K-8 graders. Post data will be collected in Spring 2014. The shared focus for Year 2 is to examine factors that influence results, deepen the collective learning, and continue to increase capacity to build the social and emotional competence of children in our region.

For summary and comparison purposes only, the results have been divided based on program and/or population similarities into the following categories:

- *Afterschool*: Programs serving children two or more times per week
- *Youth Development*: Programs serving children once a week such as mentoring, scouting, and character development
- *Prevention/Intervention*: Programs serving children with specialized or diverse needs

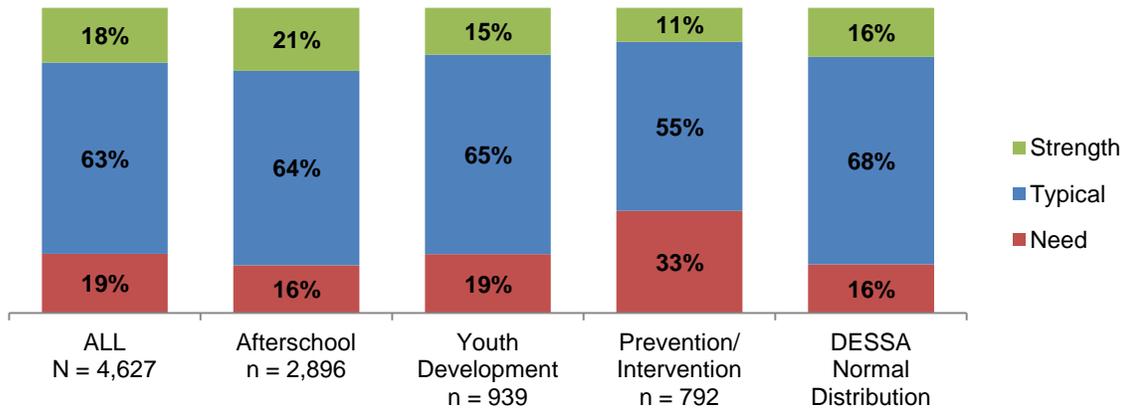
Social and Emotional Categories - Fall 2013

N = 4,627



Social and emotional categories correlate with the following t-scores: Strength = 61 or higher, Typical = 41-59, Need = less than 40

Social and Emotional Categories by Program Type – Fall 2013



Demographics of Children Measured – Fall 2013

	Number Measured	Male	Female	Age 4-6	Age 7-9	Age 10-12	Age 13-15
ALL	4,627	49%	51%	23%	48%	24%	5%
Afterschool	2,896	51%	49%	21%	45%	28%	5%
Youth Development	939	38%	62%	22%	54%	19%	5%
Prevention/Intervention	792	56%	44%	29%	50%	15%	6%