



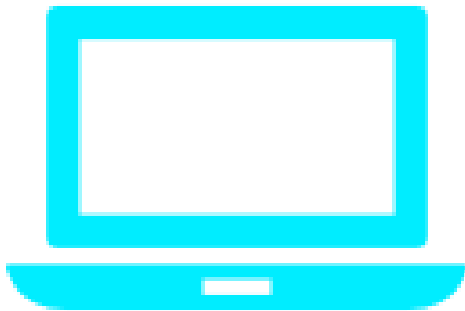
Learning from Successful Efforts to Integrate Social and Emotional Learning in Afterschool



Afterschool Alliance



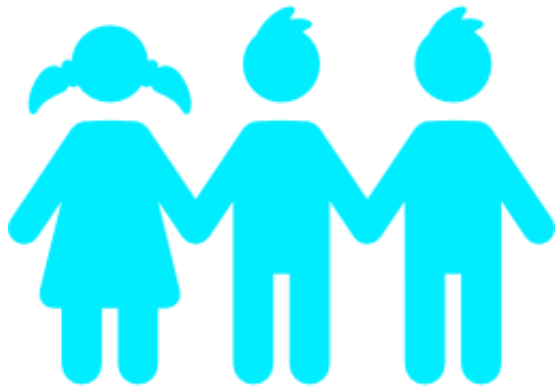
Resources



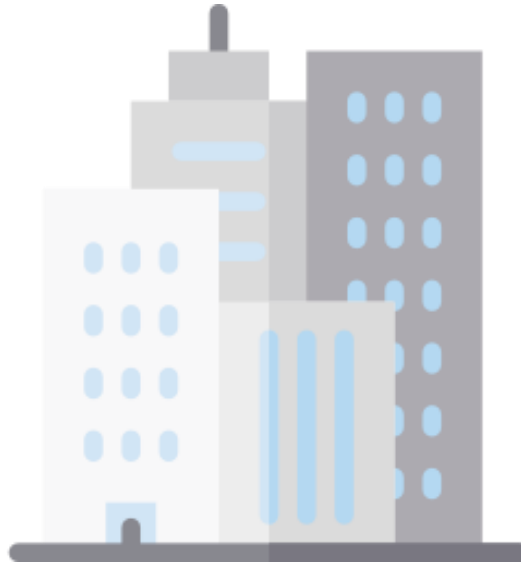
- [Navigating SEL from the Inside Out](#)
- [Kernels of Practice for SEL: Low-Cost, Low-Burden Strategies](#)
- [Social and Emotional Learning for Out-of-School Time Settings](#)
- [An Ideal Opportunity: The Role of Afterschool in Social and Emotional Learning](#)
- [Creating the Conditions for Social and Emotional Learning](#)
- [Are You Ready to Assess Social and Emotional Development?](#)
- [Expert Perspectives: Building Social and Emotional Skills in Afterschool](#)



Agenda



Programs
implementing
SEL



City-wide
approach to
SEL



Q&A

Speakers



Allison Riley
Senior Vice President
Programming and Evaluation
Girls on the Run



Paul G. Griffin
Founder & President
The Possibility Project

Speakers



Maxine Quintana

Director of Afterschool Initiatives
Office of Children's Affairs, City of Denver

Municipal Leadership to Promote SEL in Afterschool Settings

Afterschool Alliance Webinar

A nighttime photograph of a city skyline with various skyscrapers and buildings illuminated against a dark blue twilight sky. The buildings are lit up with warm yellow and white lights, creating a vibrant urban scene. The sky is a deep, clear blue, suggesting dusk or dawn. The overall atmosphere is one of a bustling, modern city.

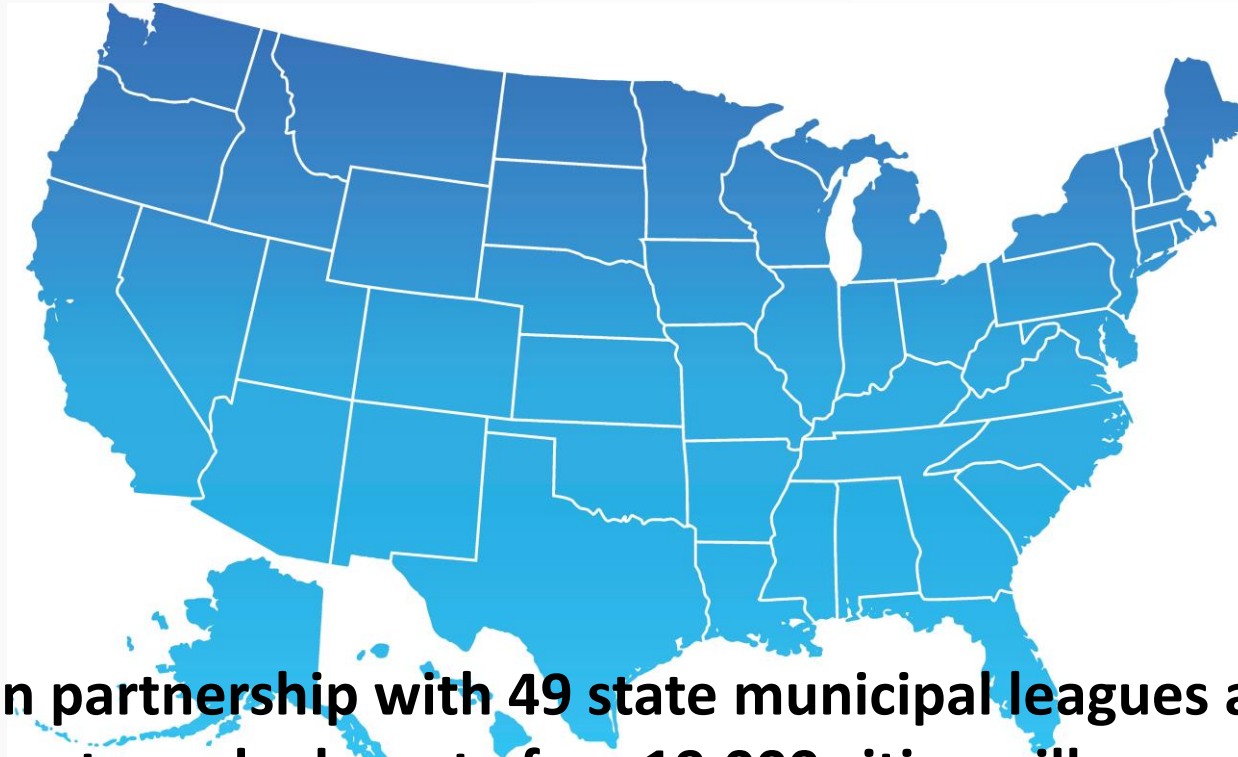
NLC NATIONAL
LEAGUE
OF CITIES

CITIES STRONG TOGETHER

Mission



To strengthen and promote cities as centers of opportunity, leadership and governance



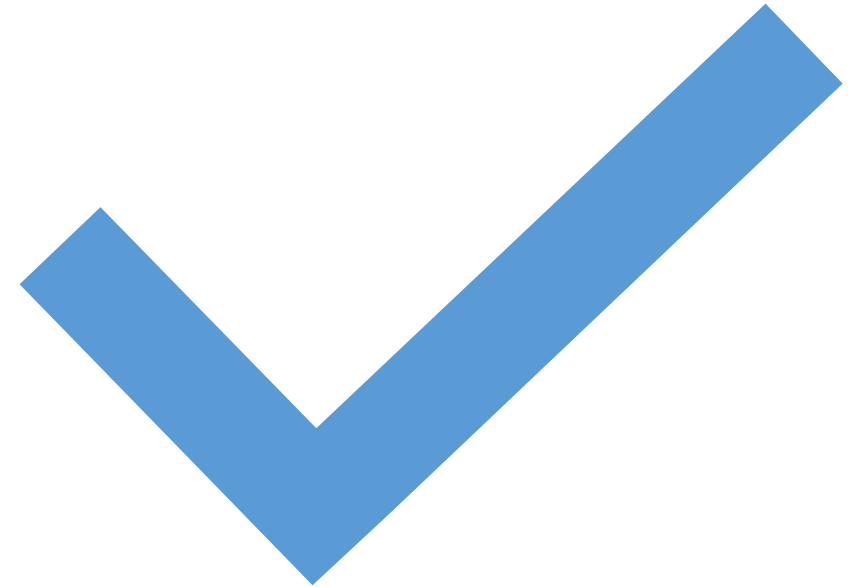
Working in partnership with 49 state municipal leagues and serves as resource to and advocate for >19,000 cities, villages and towns

Helping city leaders take action on behalf of the children, youth and families in their communities



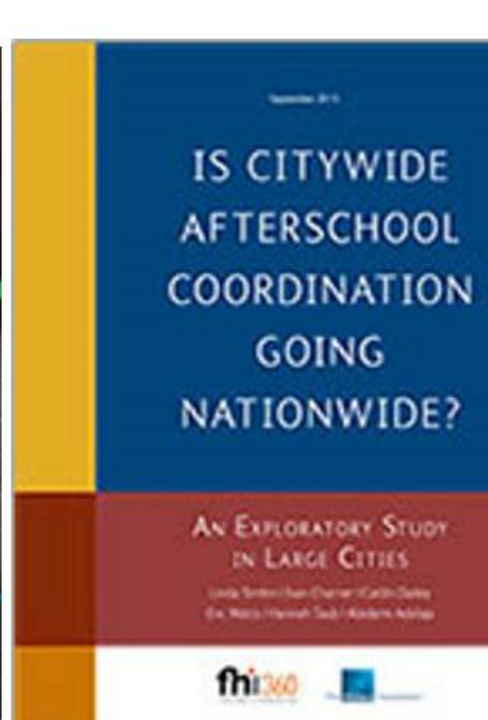
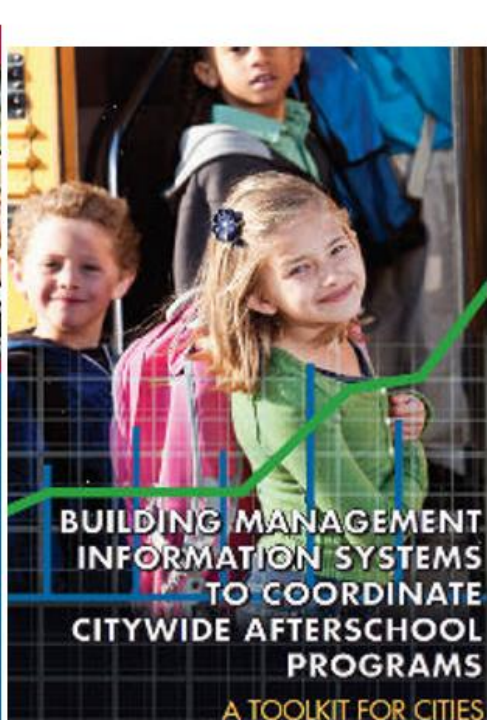
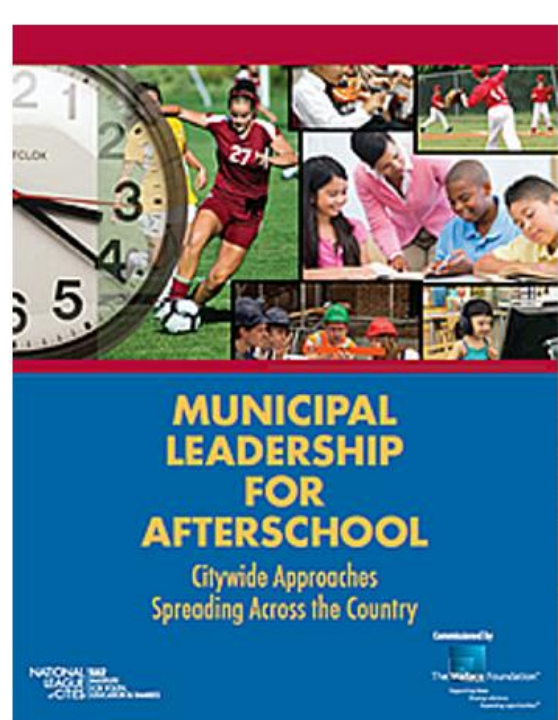
The Ten C's of Mayoral Leadership

- Catalyst
- Champion
- Commander in Chief
- Convener/Community organizer
- Coordinator
- Common ground setter
- Collaborator
- Convincer
- Commits resources
- Creates visibility
- Offers Carrots - incentives



Cities Support Afterschool and Summer Learning Programs





Citywide Afterschool System Building Resources
www.wallacefoundation.org/knowledge-center

Ways to Describe Benefits of SEL Skill Building with Municipal Leaders

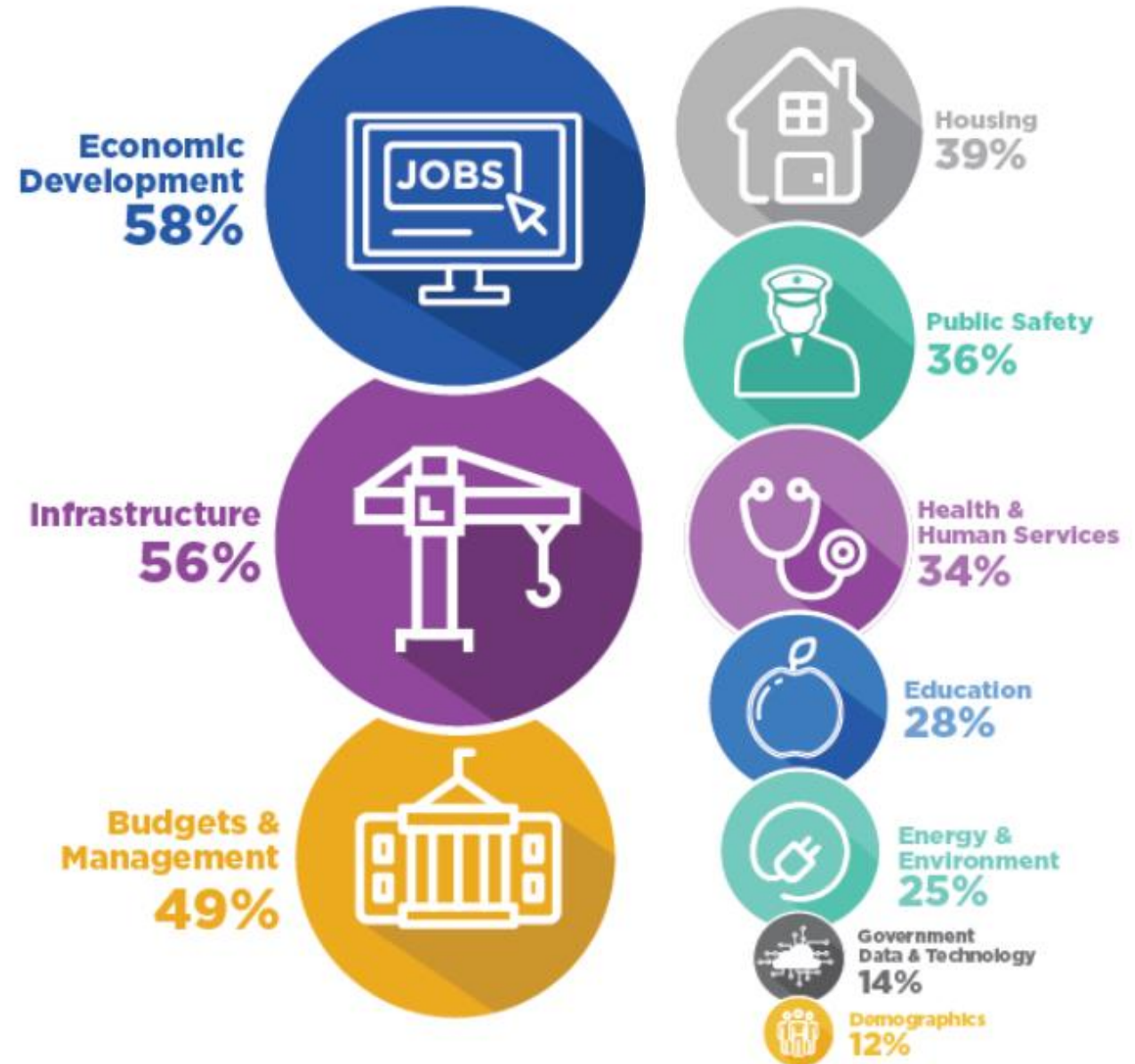
- Increased student engagement/graduation
- Less conflict/public safety concerns
- Supports College Readiness
- Expand Workforce development
- Support Economic development
- Keeping corporations in their city with an educated, skilled workforce to pull from
- Addresses Youth unemployment
- Capture excitement of millennials
- Cities are places of innovation



Top 10 Issues in Cities

- Economic Development has been top priority policy area for 5 years
- 28% of mayors speeches covered education issues

Source: NLC's State of the Cities 2018 Report www.nlc.org



Parks and Recreation

- 57% of mayors included mention of Parks and Recreation in speeches
- #1 subtopic in West and Northeast, #2 in South
- In the Top 5 in all regions
- Interesting opportunity to embed SEL into city recreation

Top subtopics by region

West



- 1 Parks & Recreation
- 2 Police Department
- 3 Homelessness
- 4 Roads-Streets-Signs
- 5 Intergovernmental Relations
- 6 Housing Supply & Development
- 7 Affordable Housing
- 8 Government Efficiency & Effectiveness
- 9 Downtown Development
- 10 Public Transit

Midwest



- 1 Roads-Streets-Signs
- 2 Police Department
- 3 Fire Department
- 4 Parks & Recreation
- 5 Water-Sewer-Waste Infrastructure
- 6 Downtown Development
- 7 Arts & Culture
- 8 Government Efficiency & Effectiveness
- 9 Housing Supply & Development
- 10 Intergovernmental Relations

South



- 1 Police Department
- 2 Parks & Recreation
- 3 Roads-Streets-Signs
- 4 Public Transit
- 5 Government Efficiency & Effectiveness
- 6 Downtown Development
- 7 Housing Supply & Development
- 8 Water & Sewer-Waste Water Infrastructure
- 9 Neighborhood Vitalization
- 10 Arena & Convention Centers

Northeast

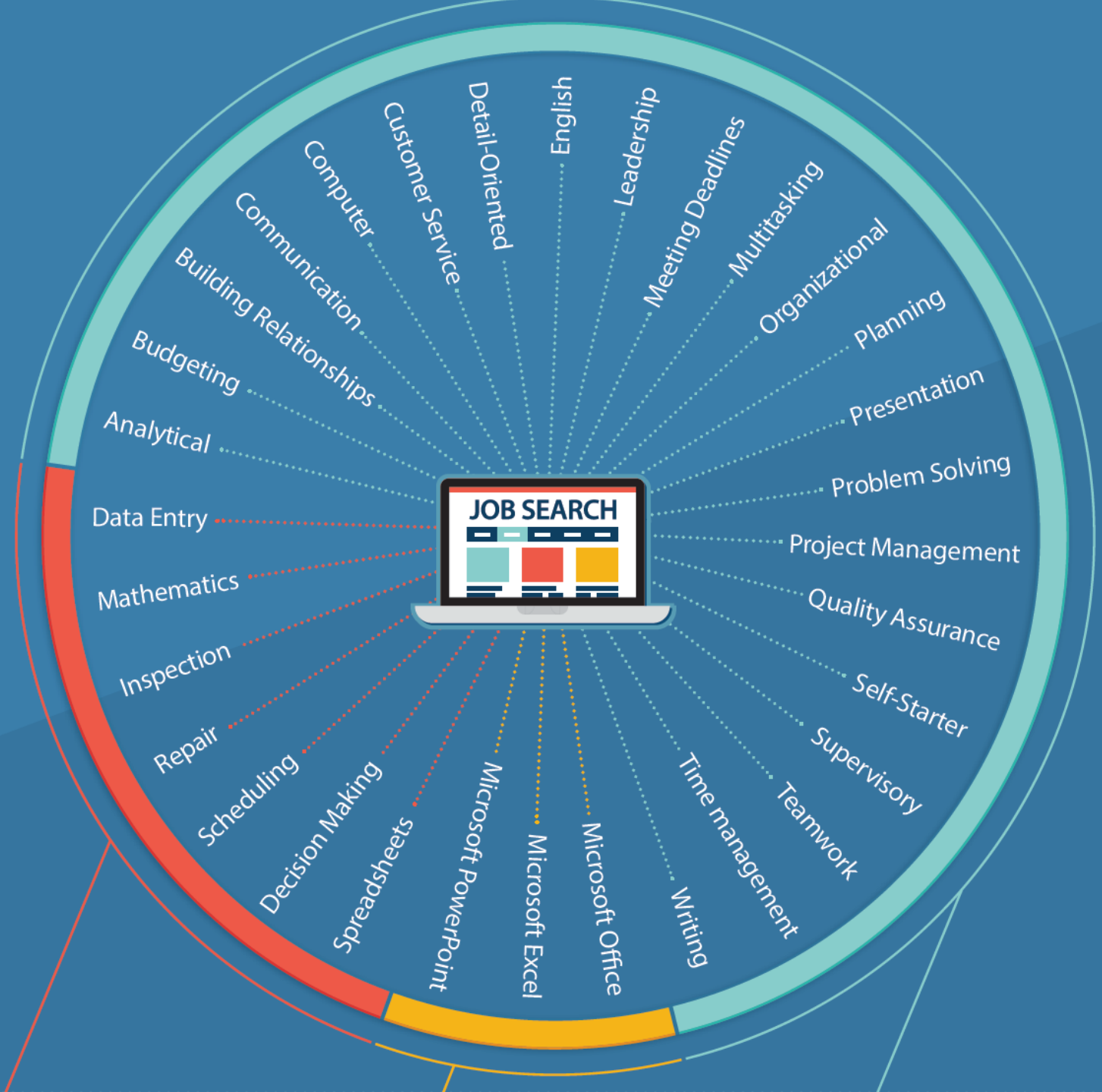


- 1 Parks & Recreation
- 2 Police Department
- 3 Roads-Streets-Signs
- 4 Affordable Housing
- 5 Housing Supply & Development
- 6 Arts & Culture
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Skills Employers Want

- Specialized Skills
- Software Skills
- Foundational Skills (i.e. social emotional embedded here)

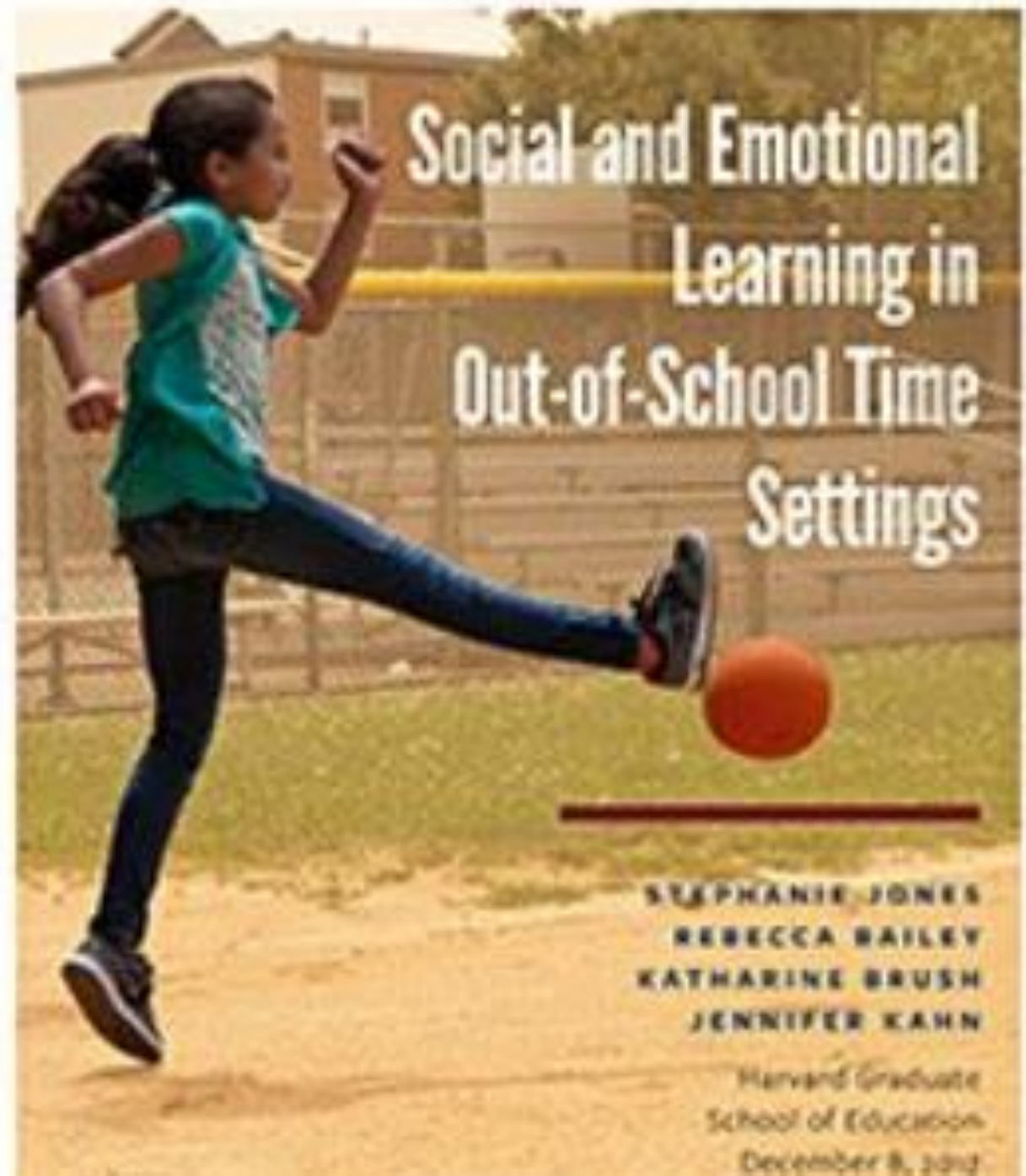
Source: Georgetown Center on Education and the Workforce



Examples of successful SEL Programs & elements to adapt to afterschool

Four principles common to high quality OST and SEL programming:

- programs provide a safe and positive environment for children and adults;
- programs support the development of high quality relationships between children and adults
- programs are developmentally appropriate, relevant and engaging for children; and
- programs provide opportunities for direct skill building.



NLC NATIONAL LEAGUE OF CITIES
INSTITUTE FOR YOUTH, EDUCATION, AND FAMILIES

Afterschool and Summer Learning: A City Strategy to Support College and Career Readiness

Municipal officials know that the strength and vitality of a city depends in part on the success of its young people who represent the city's future workforce.

While the majority of mayors across the U.S. do not control their school systems, mayors, city councilmembers, and other city leaders can play a large role in ensuring that all youth, especially low-income or disadvantaged youth, have access to quality afterschool and summer learning programs as a key strategy to promote their success. Starting early, success includes increased attendance and engagement in school, higher achievement levels, and graduating with the skills, knowledge, and exposure to pursue postsecondary options or careers. Missing these benchmarks of success exacts a significant toll on cities. For every student who fails to graduate from high school, communities can expect to lose tax revenue, experience lower economic activity, and incur greater economic and social costs.¹

NLC NATIONAL LEAGUE OF CITIES
INSTITUTE FOR YOUTH, EDUCATION, AND FAMILIES

Afterschool and Summer Learning: A City Strategy for Workforce Development

Economic development is the top priority for cities.¹

Cities rely on a prepared, skilled, and homegrown workforce to attract business and develop a vibrant and sustainable local economy. While the precise size and nature of the "skills gap" is subject to debate, mayors, city councilmembers, and other municipal officials increasingly understand the importance of preparing young people for the changing global workforce. They recognize that employers report challenges finding workers with the skills they need. One way city leaders can address this challenge is by supporting high-quality afterschool and summer programs that expose young people to career options while also building the social and emotional skills to help them succeed in work and life. It is a win-win for cities, businesses, families, youth, and our nation – a strategy for addressing future workforce needs and supporting the current workforce by giving working parents the opportunity to focus at work and be productive employees, with the knowledge that their children are in a safe and supportive environment.

NLC NATIONAL LEAGUE OF CITIES
INSTITUTE FOR YOUTH, EDUCATION, AND FAMILIES

Afterschool and Summer Learning: A City Strategy for Public Safety

Public safety remains a top concern among city officials.¹

While intervention and law enforcement strategies are necessary to keep cities safe, mayors, city councilmembers, and other local elected officials can use afterschool and summer programs as a cost-effective prevention and youth development strategy, providing positive supervised learning opportunities for youth of all ages. Research shows that afterschool programs can keep children safe, reduce behaviors that might jeopardize public safety, and keep young people on track for a successful adulthood.

New NLC Resources Available www.nlc.org

Girls on the Run



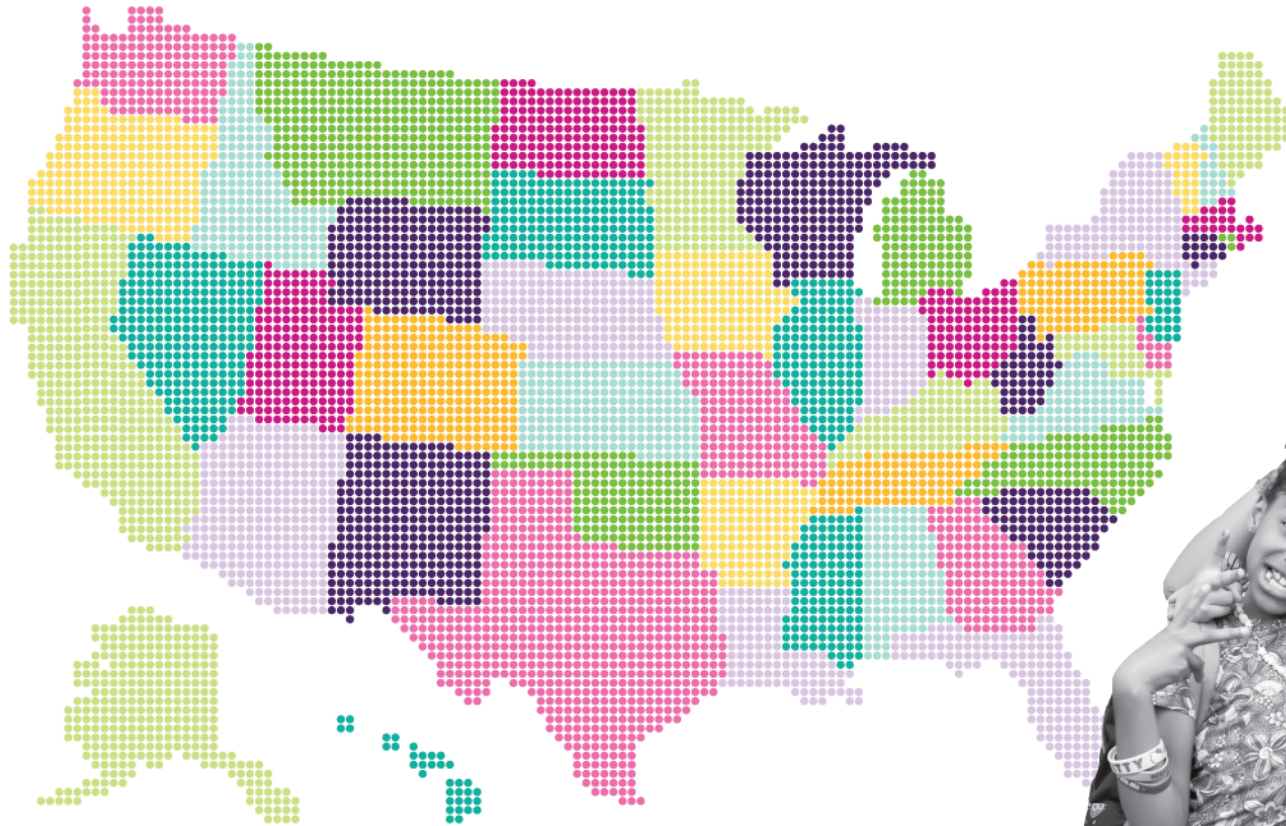
Girls on the Run is a physical activity-based

POSITIVE YOUTH DEVELOPMENT PROGRAM

designed to enhance girls' social, psychological and physical skills and behaviors to successfully navigate life experiences.



NATIONAL MOVEMENT



National organization
serving
communities across

all 50 states



WHAT WE DO



National Coach Training

Volunteer coaches are prepared to:

- Build relationships with and between girls
- Create a positive, inclusive environment
- Support girls' personal improvement
- Deliver intentional curriculum as intended



Our Curriculum

- 10-week program
- Meets twice per week
- 75-90 minute lessons
- Teams of 15 girls
- Community service project
- Celebratory 5K event





**In 2016, an independent study
evaluated the impact of
Girls on the Run**



Where girls made their greatest gains

CONNECTION

How supported they
felt by their peers



CONFIDENCE

How much they liked
the kind of person they
are



Increased physical activity

GIRLS WHO WERE
LEAST ACTIVE
AT THE START
INCREASED IN
PHYSICAL ACTIVITY

BY MORE THAN **40%**



Girls use critical life skills

at home, at school and with their friends



97%
**LEARNED CRITICAL
LIFE SKILLS**



STRATEGIES THAT WORK

SEL THROUGH PHYSICAL ACTIVITY

- Design an activity with an outcome in mind
- Activity used to illustrate and practice skills
- Time for processing
- Ensure activities reinforce and provide opportunities to learn, practice and demonstrate skills



FOSTER A MASTERY CLIMATE

- Focus on effort and improvement
- Create a safe space for everyone to succeed
- Give specific feedback based on individual goals – physical skills and social-emotional skills



PARTNERSHIPS

- Families
- Schools
- Communities







THE POSSIBILITY PROJECT



OUR PROGRAM MODEL

- a 9-month creative process, 6 hours per week
- participants learn to
 - build relationships across differences
 - undo internal and external oppressions
 - resolve the serious conflicts they face
 - engage in community action
 - practice leadership
- together, they write an original musical from the stories of their lives focused on the most serious issues they face
- perform their show for the community
- then design and execute community action projects focused on issues they care about.

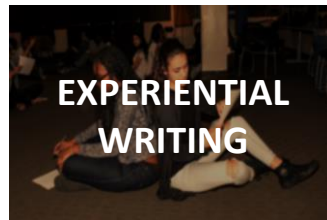
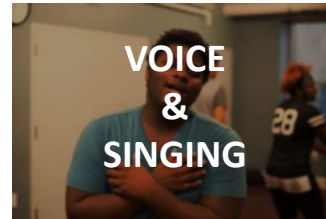
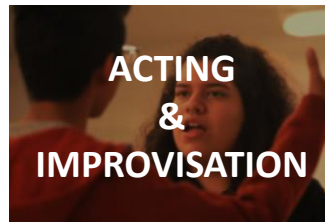
OUR PROGRAMS

<u>Name</u>	<u>Start Year</u>	<u>Eligible Youth</u>	<u>Recruited From</u>
1. Saturday	2001	Any youth, ages 13-19	Schools and community organizations
2. After-School	2007	Any youth, ages 13-19	Schools and community organizations
3. Foster Care	2009	Youth in foster care, ages 15-20	Foster care agencies and organizations and ACS
4. Youth Justice	2015	Youth engaged with the justice system, Ages 15 to 20	ATI programs and justice organizations
5. Rikers Island	2017	Youth in the GMDC and RNDC, short-term detention facilities	Living in the facility

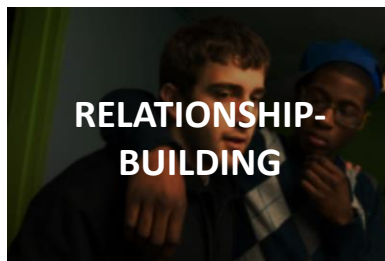
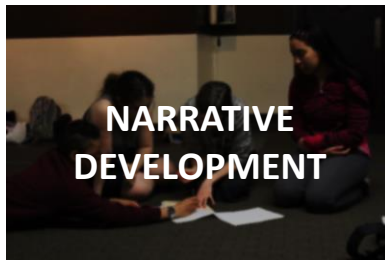
AT THE START



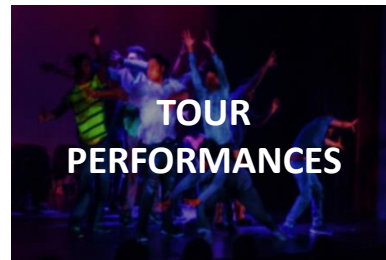
ACT I



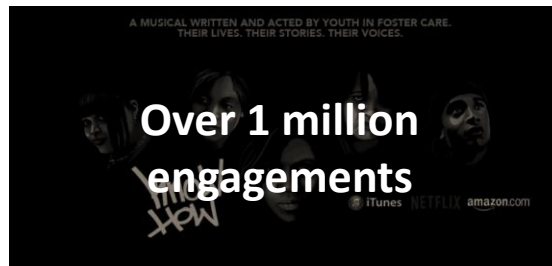
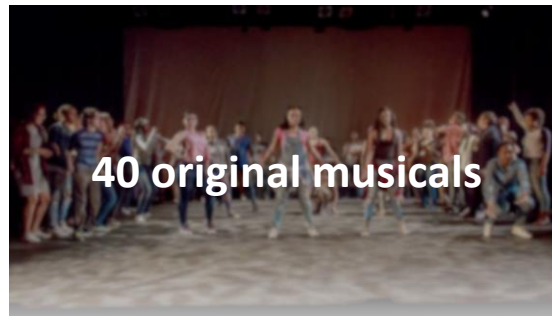
ACT II



ACT III



ACCOMPLISHMENTS



RESULTS



- 90% are more confident in advocating for themselves
- 90% improve in cross-cultural understanding
- 75% improve their leadership skills and abilities
- 75% make progress in using conflict resolution skills

RESULTS



Research on our Saturday Program by Dr. Michael Hanson and the National Center for Children and Families found that our youth make very significant gains in three key SEL areas...

- self-disclosure
- emotional support
- conflict resolution

They also gain communication skills.

RESULTS



Research on our After-School Program by SCE and the Weikart Center on Youth Program Quality showed improvement in all six SEL domains.

- empathy
- emotion management
- problem-solving
- teamwork
- responsibility
- initiative

RESULTS



- Since 2001 in our Saturday and After-School programs, 99% graduated or got their HSE and 92% went on to college.
- Since 2009 in our Foster Care Program, 83% stayed in school, re-enrolled in school, graduated, or completed their HSE while participating in the program.

**SOCIAL EMOTIONAL LEARNING
&
THE SEL CHALLENGE**

SEL CHALLENGE PARTNERS



Real Teens. Real Life. Real Results.



Six SEL Domains

EMOTION
MANAGEMENT

EMPATHY

TEAMWORK

RESPONSI-
BILITY

INITIATIVE

PROBLEM
SOLVING



You can't do SEL...

It happens while you do something else,
like the arts or storytelling, or athletics, or a project.



Your relationship is the vehicle...

Without trusting relationships, all is lost.
You have to learn with your youth.



Your relationship is the vehicle...

Authenticity is essential.



Agency underlies everything...

“no help, no fix, no save”



It's social, not just emotional...

Facilitating positive relationships is as important as anything else you do.



It's gotta be compelling...

Or they will choose something "better."



It's gotta be active...

Or they will be bored;
SEL is experiential learning.



It's gotta have a “Big Goal”...

That's complex, ambitious, and relevant.

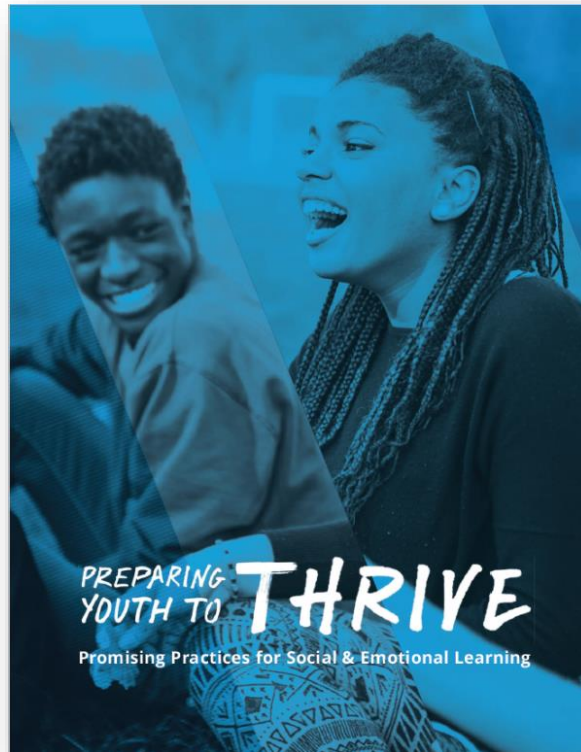


So that means...

*You partner with your youth, side-by-side,
to undertake an active, compelling process
aimed at a big goal.*



SEL FIELD GUIDE



Available at SELpractices.org



Denver Afterschool Alliance

A citywide system to support youth and families



Office of Children's Affairs Overview

- **About Us**

The Office of Children's Affairs was established in 1995 to ensure Denver's children and youth have their basic needs met, are ready for kindergarten and are prepared for academic and professional success.

- **Our Role**

The Office of Children's Affairs convenes policy makers, advocates and community partners to leverage resources that work to improve outcomes for all Denver children and youth. We work in collaboration with all stakeholders to support the Mayor's 5 goals for children.

Denver Afterschool Alliance Overview

- **Mission**
 - Increase access to and participation in quality afterschool programs
 - Aligned to the City's and school districts priorities
- **Shared leadership**
 - Although housed within the City, DAA is collaboratively led and staffed by the city, school district and provider community.
- **Primary Focus**
 - Build the capacity of Denver's youth service providers by providing access to tools (YPQI, SAYO, DESSA, & school district data), professional development, and coaching supports for continuous quality improvement, data-driven decision making, and partnerships.

Why focus on SEAL? What the Research Says

Science Links SEL to Student Gains:



- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

And Reduced Risks for Failure:



- Conduct problems
- Emotional distress

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011) The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*: 82 (1), 405-432.



The Wallace Foundation's PSELI Cities

Denver, CO

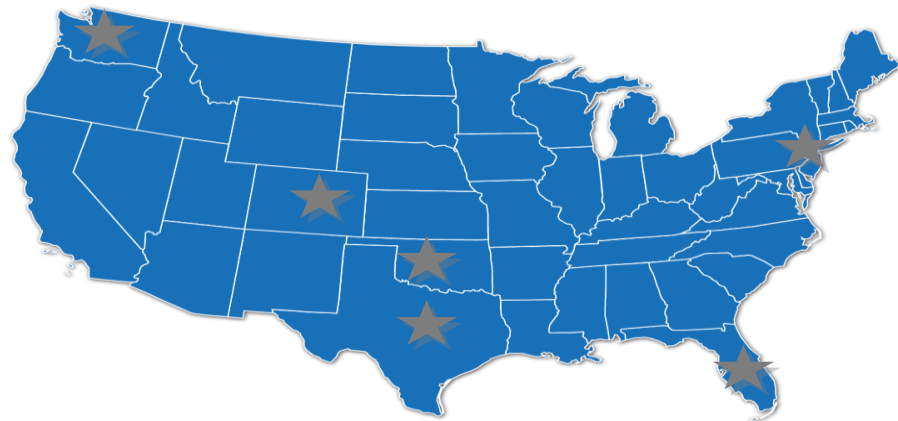
Palm Beach, FL

Boston, MA

Tacoma, WA

Dallas, TX

Tulsa, OK



Denver's SEAL Definition (adopted from CASEL)



SEL is the process by which youth and adults acquire social and emotional intelligence to effectively apply knowledge, attitudes, and skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Denver's SEAL Vision and Approach

Vision

“Adults model and infuse social, emotional, and academic learning to ensure that all youth in the City of Denver are successful in and out of school and in life.”



A school-wide approach: All adults play a unique role in supporting the development of young people's SEL skills by:

- Modeling and explicitly teaching SEAL skills
- Creating a SEAL-rich culture and climate
- Fully integrating SEAL into day school and afterschool communities

3 Signature Practices of SEAL with Adults

Everyone can put SEAL into practice with these 3 steps:

Highly engaging, effective and purposeful meetings and professional learning experiences are created using three key Social, Emotional and Academic Learning (SEAL) practices:

WELCOMING RITUALS · *Activities for inclusion*

ENGAGING PRACTICES · *Sense-making, transitions, brain breaks*

OPTIMISTIC CLOSURES · *Reflections and looking forward*

SEAL Competencies

Self-Awareness & Self-Management:

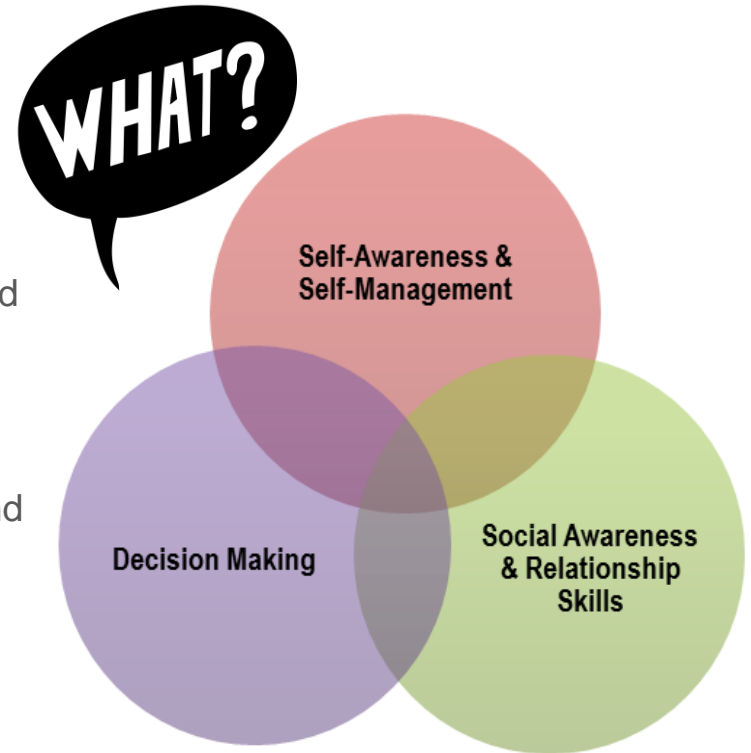
The self-discipline to reflect on and regulate our own emotions, thoughts, and values to better develop cultural identity, a healthy self-concept, set goals for ourselves, and take responsibility for our behavior.

Social-Awareness & Relationship Skills:

The ability to identify and recognize diverse emotions, perspectives, cultural backgrounds, and societal norms and access strategies and interpersonal skills to build product.

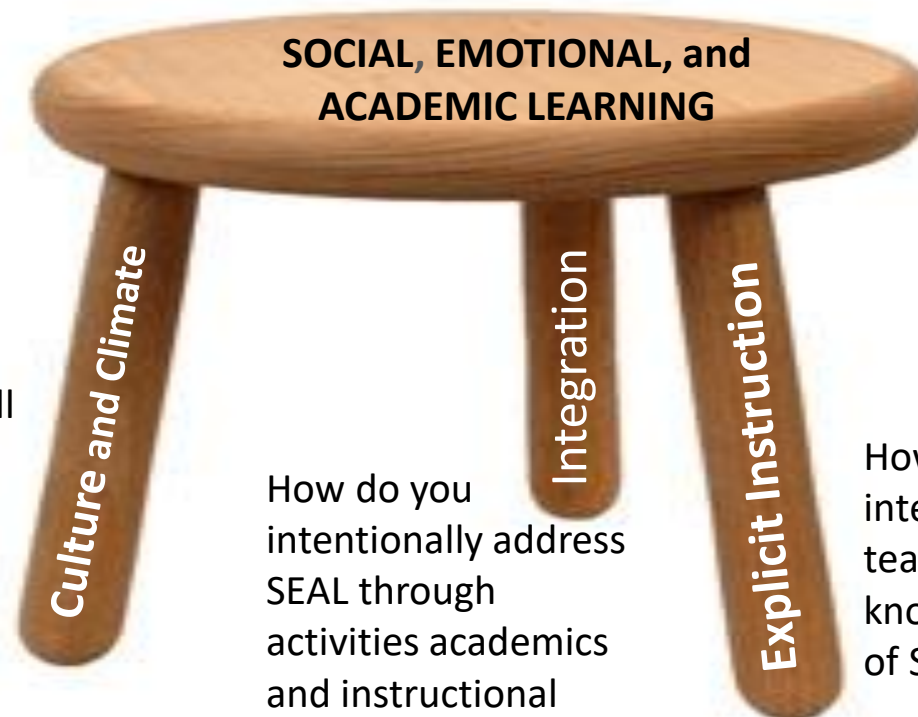
Decision Making:

The ability to use a critical thinking process to analyze information, situations, norms, and context to make decisions based on the identified impact to self and others.



3 Legs of the Stool

the HOW



How does your school and OST program feel to all the members of the community?

How do you intentionally address SEAL through activities academics and instructional strategies?

How are you intentionally teaching the knowledge and skills of SEAL?



Engaging our youth together

Thank You!

For more information please visit
www.denvergov.org/denverafterschoolalliance



Audience Q&A



Allison Riley
Girls on the Run



Paul Griffin,
The Possibility Project



Maxine Quintana
Office of Children's
Affairs, City of Denver

Don't forget!



Reports, Briefs, & Fact Sheets

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- [Kernels of Practice for SEL: Low-Cost, Low-Burden Strategies](#)
- [Social and Emotional Learning for Out-of-School Time Settings](#)
- [An Ideal Opportunity: The Role of Afterschool in Social and Emotional Learning](#)
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Archived Webinars

- [Creating the Conditions for Social and Emotional Learning](#)
- [Are You Ready to Assess Social and Emotional Development?](#)
- [Expert Perspectives: Building Social and Emotional Skills in Afterschool](#)

Thank You!



Afterschool Alliance



Afterschool Alliance