Learning from Successful Efforts to Integrate Social and Emotional Learning in Afterschool
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
Maxine Quintana
Director of Afterschool Initiatives
Office of Children’s Affairs, City of Denver
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
Institute for Youth, Education, and Families

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

- Park and Recreation Departments
- Police Departments/Juvenile Courts
- Libraries
- Mayor’s Youth Councils
- Arts Commissions
- Museums
- Community Policing/Police Athletic Leagues
- Fire, Public Works, Health and Environment Departments
- Workforce Investment Boards
- Community-Based Organizations
- School Districts
- Civic Groups
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](http://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
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.
New NLC Resources Available www.nlc.org
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
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
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

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

PRODUCTION TEAM TRAINING

RECRUITMENT
ACT I

TEAM- & RELATIONSHIP-BUILDING

POWER & OPPRESSION ANALYSIS

SOCIAL CHANGE TRAININGS

LIFE STORIES

CONFLICT RESOLUTION

ACTING & IMPROVISATION

VOICE & SINGING

CHOREOGRAPHY & MOVEMENT

PLAYWRITING

EXPERIENTIAL WRITING

LYRIC WRITING

SCENE CREATION

THE POSSIBILITY PROJECT
ACT II

NARRATIVE DEVELOPMENT → SHOW REHEARSAL → PREMIERE PERFORMANCES

RELATIONSHIP-BUILDING → CONFLICT RESOLUTION → COMMUNITY-BUILDING

THE POSSIBILITY PROJECT
ACT III

TOUR PERFORMANCES

COMMUNITY ACTION

LEADERSHIP

REFLECTION

FUTURE STORIES
ACCOMPLISHMENTS

- More than 1,500 youth for 2 or more years
- 40 original musicals
- 88 community action projects
- 3 research projects
- Over 1 million engagements

Baton Rouge
Charlotte
Chicago
Los Angeles
Rochester
Israel
Cape Town
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
Six SEL Domains

- Emotion Management
- Empathy
- Teamwork
- Responsibility
- 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.

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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

The Wallace Foundation’s PSELI Cities

Denver, CO
Palm Beach, FL
Boston, MA
Tacoma, WA
Dallas, TX
Tulsa, OK
SEAL 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
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.
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?
Thank You!

For more information please visit
www.denvergov.org/denverafterschoolalliance
Don’t forget!

**Reports, Briefs, & Fact Sheets**

- 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
- Afterschool and Summer Learning: A City Strategy for Workforce Development
- Afterschool and Summer Learning: A City Strategy to Support College and Career Readiness

**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

EXPANDED LEARNING OPPORTUNITIES