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As one of the largest behavioral and social science research organizations in the world, AIR is committed to empowering communities and institutions with innovative solutions to the most critical challenges in education, health, workforce, and international development.
The Plan

✓ Speed Meet
✓ Readiness as it relates to quality out-of-school time programming
✓ Are you Ready? (Activity)
✓ Social and emotional learning practices: It is all intentional
✓ Hexagon Planning Tool
✓ Resources
✓ Wrap-up
Who is in the room and are you ready??
### Knowledge of Quality Out-of-School Time Programming and Being Able to Implement It

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Emerging</th>
<th>Mature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not yet ready to implement</td>
<td>Not sure, but know it's important</td>
<td>Various implementation, depending on staff. Accidental good stuff going on.</td>
<td>Consistent high quality implementation across the board.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We believe SEL is important but know it's important.</td>
<td>We are preparing to implement SEL.</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>We are ready to implement SEL practices and programs.</td>
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</tbody>
</table>
Quality Youth Development

Intentional Practice

Readiness
Motivation

• SEL practices are seen as benefitting children in the program.

• SEL practices are seen as benefitting the program.

• SEL practices align with other activities in the program.

• SEL is prioritized in activity implementation.

• Staff are capable of implementing SEL practices.

• SEL contributes to the goals of the program.
General Capacity

• Staff in the program are open to new things.

• Staff in the program have a positive view of the program.

• Staff in the program understand the vision and goals of the program.

• Leadership in the program fully support staff in the program.

• There are policies and procedures in the program that everyone understands and follows.

• Staff in the program have the proper training and knowledge for their jobs.
Implementation-Specific Capacity

- Most staff have the SEL-specific knowledge necessary to implement SEL practices.
- The program has an influential staff member who champions SEL for the program.
- It is easy to incorporate SEL into program practices.
- Resources are allocated to developing SEL practices or programs.
Are you ready?

R = MC²

Readiness = Motivation x Capacity²

General Capacity x Innovation-Specific Capacity
We believe SEL is important but we are not yet ready to implement.

Varied implementation, depending on staff. Accidental good stuff going on.

We are ready to implement SEL practices and programs.
Intentional Practice

Quality Youth Development

Readiness
Quality Youth Development

Intentional Practice

Readiness
Intentional Skill Building

S = Activities are sequenced

A = Learning is active

F = Activities are focused on developing personal and social skills

E = Activities explicitly target specific skills and outcomes

Durlak J A Weissberg R P 2007 The impact of afterschool programs that promote personal and social skills Chicago IL Collaborative for Academic Social and Emotional Learning
It is all intentional: Explicit and Embedded SEL
Quality Youth Development

Intentional Practice

Readiness
ARE YOU READY?

\[ R = MC^2 \]

READINESS = MOTIVATION \times CAPACITY^2

General Capacity \times Innovation-Specific Capacity
“Nothing goes according to plan, so plan on it”
Begin with a data informed needs assessment to identify and prioritize high areas of need.

Conduct a needs assessment with:
- strategic prioritization of needs (e.g., adult SEL competencies)
- data-driven decision-making
Develop Plans for Improvement

- Organize evaluation teams/taskforce
  - Develop
  - Design
  - Implement
  - Accountability

- Establish rigorous yet attainable goals
  - Align to existing strategies
  - Integrate into program calendar
  - Include benchmarks
Once you Plan, Plan again

• Use four type of data to evaluate improvement
  – Youth Outcomes
  – Demographics (i.e. equity)
  – School climate
  – Implementation fidelity

• Communicate with stakeholders
  • Share goals, objectives, progress, and results
  • Cast a wide net
  • Solicit feedback
  • Act
Hexagon Tool

- **Needs** of students; how well the program or practice might meet identified needs.
- **Fit** with current initiatives, priorities, structures and supports, and parent/community values.
- **Resource** for training, staffing, technology supports, curricula, data systems and administration.
- **Evidence** indicating the outcomes that might be expected if the program or practices are implemented well.
- **Readiness** for replication of the program, including expert assistance available, number of replications accomplished, exemplars available for observation, and how well the program is operationalized.
- **Capacity** to implement as intended and to sustain and improve implementation over time.

Blase, Kiser, and Van Dyke, 2013
SEL Self-Reflection Tool
SEL Resources

Social and Emotional Learning in Practice
A TOOLKIT OF PRACTICAL STRATEGIES AND RESOURCES

University of Minnesota EXTENSION

Social and Emotional Learning in Out-of-School Time Settings

Stephanie Jones
Rebecca Bailey
Katharine Brush
Jennifer Kahn

Harvard Graduate School of Education
December 8, 2017
SEL Resources

Social-Emotional Learning in Expanded Learning Programs

High-quality, expanded learning environments and practices promote social-emotional learning.

SEL is a foundational component of all youth development programs. In fact, 6 of the 8 Quality Standards for Expanded Learning in California directly promote 3 core areas of SEL.

6 Quality Standards

- Safe & supportive environments
- Active & engaged learning
- 21st-century skills
- Social & emotional learning
- Diversity, inclusion, & equity
- Healthy mind & body

3 SEL Areas

1. Safe & Supportive Environments
2. Active & Engaged Learning
3. 21st-Century Skills

Research is clear: only high-quality programs can support SEL outcomes.

When schools and programs work together, kids benefit.

To ensure quality, use the cycle of continuous improvement.

Preparing Youth to THRIVE

Promising Practices for Social & Emotional Learning

Effective Social and Emotional Learning Programs

Preschool and Elementary School Edition

2013 CASEL GUIDE

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SEL Resources
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