



SOCIAL AND EMOTIONAL LEARNING CHALLENGE



National Afterschool Association SEL Convening

Monday, Mar 9

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About SCE

SCE is a very different kind of foundation. We are invested in shaping an ecosystem of anytime, anywhere, 21st century learning to prepare youth to adapt and thrive in a rapidly changing and highly connected world. Through three primary programs—**digital learning, social and emotional learning**, and our **catalyst grants**—SCE connects talent and innovation with forces for positive change.

About the Weikart Center

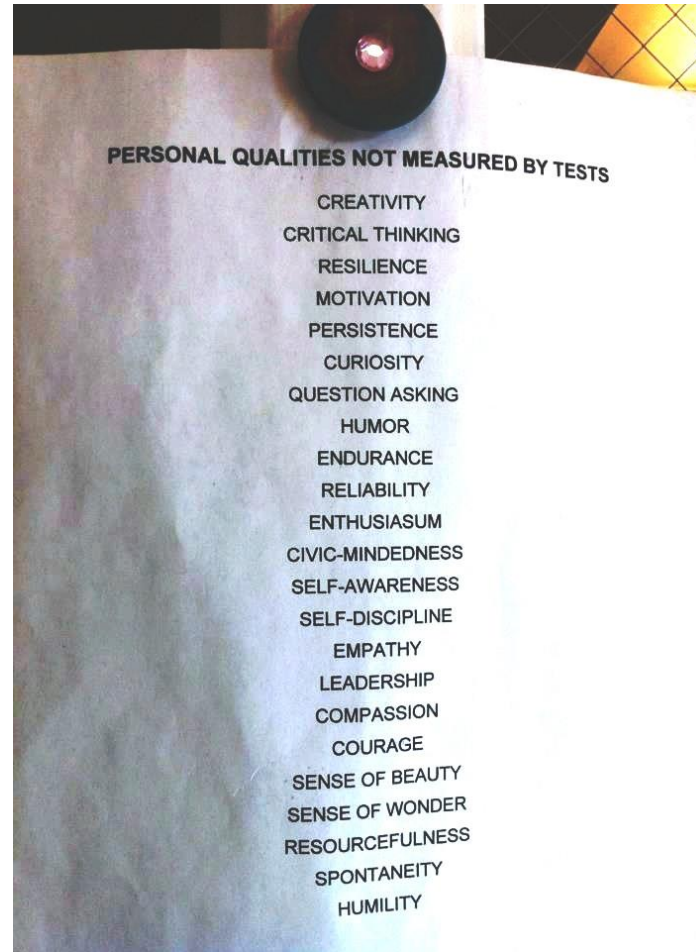
The **Weikart Center** advances research-validated continuous improvement with organizations serving children and youth.



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What is Success?



Why SEL?

Disconnect: Demands for life success have evolved...

while education systems have not.

*Many youth are **ill-equipped** to succeed.*

*Education and youth development systems are **overwhelmed and underperforming.***

Leaders aim to make change, but efforts aren't adding up:

- Nationally, **4 in 10 youth are not doing well.**
- Only **2 out of 5 youth are getting the supports** they need.*

*Forum for Youth Investment Ready by 21



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Field-Wide Challenges

- Need for a more **compelling and unified message** about the value of soft/non-cognitive/SEL skills
- Lack of **information about how to embed SEL** in programs and settings
- **Overabundance of SEL assessments**, making it hard to understand how to choose among them and use the best one for your needs

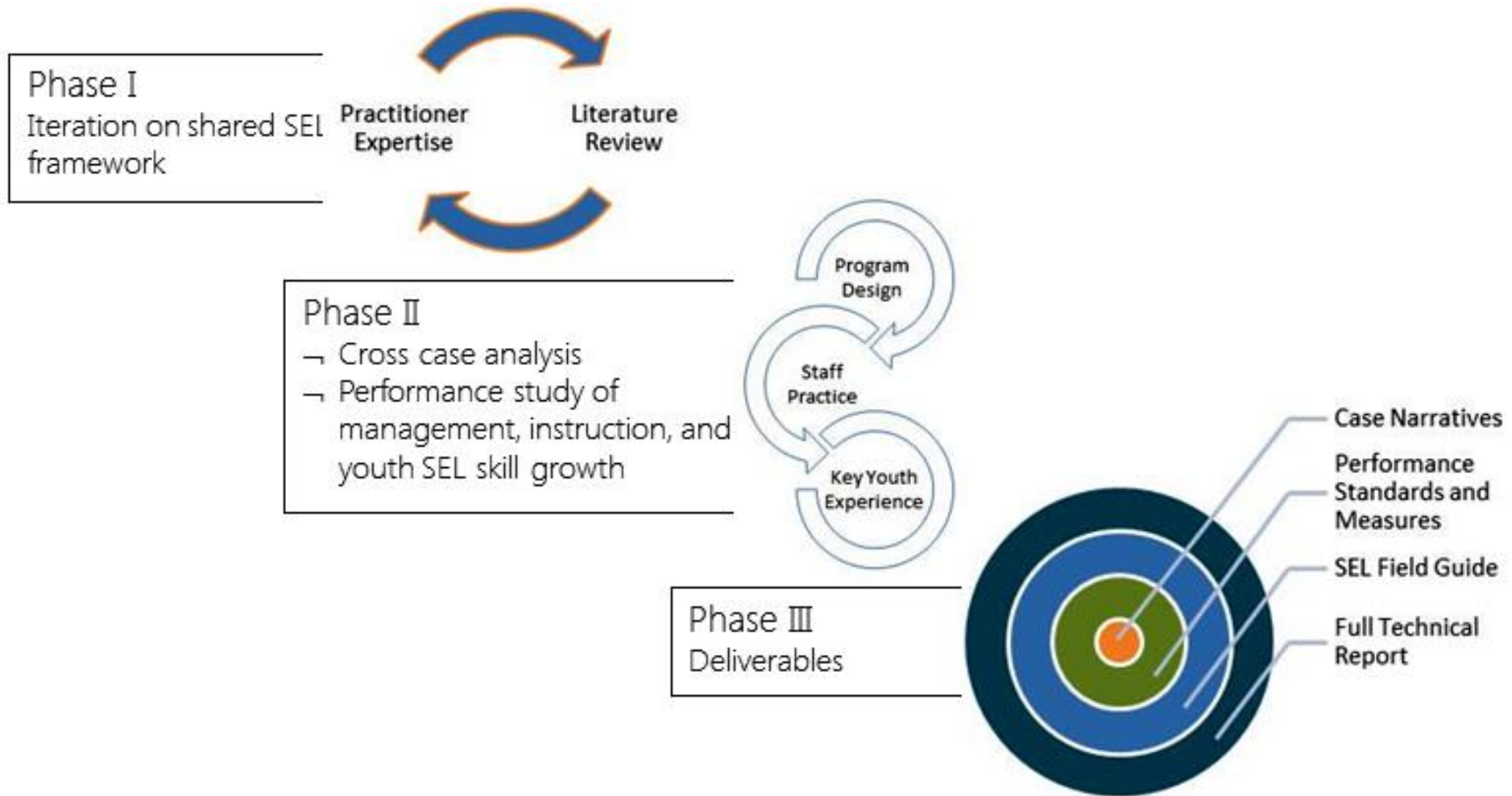
SEL Challenge

GOAL: To develop a *practical theory* of how social and emotional growth is nurtured in the OST context.

- **Surface and spread the most effective SEL practices**
- **Why a Challenge grant? Why not traditional research?**
 - Discover and connect with unlikely partners
 - Directly fund innovative, exceptional work
- **Defining SEL: SCE's approach**
 - Keep open the pluralism (Jingle-Jangle-Jungle)
 - Wellness: think well beyond academic outcomes
 - Defer to the experts: the people actually working with kids



Project Phases



Impact

- **“Field Guide”** will provide resources for making SEL a more intentional component of programs by identifying staff practices and key youth experiences
- **Raise profile of SEL** as a valuable, essential component of helping to cultivate the rising generation
- **Catalyze smarter investments** in improving youth outcomes



SEL Skill Domain Definitions

Emotion Management

Ability to intentionally understand and manage positive and negative emotions that arise in the OST setting, including emotions of self and others.

Empathy/ Teamwork

Ability to intentionally understand and value diverse perspectives and coordinate action with others as part of the OST setting.

Responsibility

Ability to fulfill challenging obligations in relation to specific roles and commitments for the OST setting.

Initiative/ Grit

Ability to develop motivation and persevere through challenging tasks toward an identified goal.

Taking Action/Agency

Ability to design, implement and problem-solve complex OST tasks.





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What We're Learning About...

PROGRAM OFFERING DESIGNS

Method

- Use evidence base to identify practices
- Invite expert organizations based on application process that demonstrates rich SEL language model and evaluation
- Content analyze data in applications
- Subject content to review by expert practitioners
- Conduct interviews
- Conduct content analyses; etc.

“Explicit Skills”

Explicit Skills: Boat Building

Shop safety Wood selection Spiling
Fractional measurement Sanding Scarfing

Explicit Skills: Community Organizing

Campaign process Public speaking Manage message
Campaign content Build alliances Managing volunteers

“Implicit SEL Skills”

Explicit Skills: Boat Building

Shop safety Wood selection Spiling
Fractional measurement Sanding Scarfing

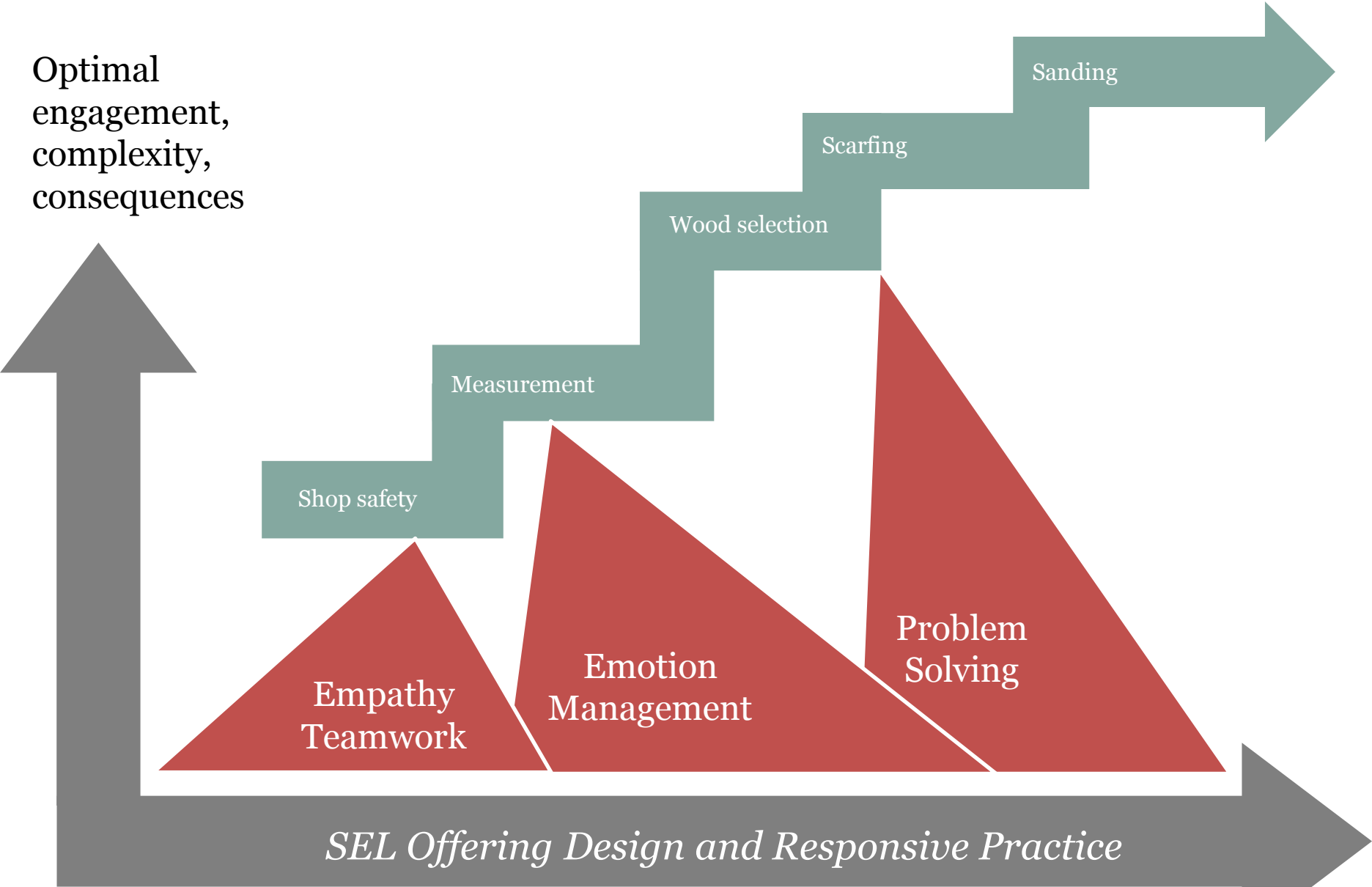
Implicit Skills: Social-Emotional

Teamwork/Empathy Initiative/Grit Responsibility
Emotion management Problem Solving

Explicit Skills: Community Organizing

Campaign process Public speaking Manage message
Campaign content Build alliances Managing volunteers

Optimal
engagement,
complexity,
consequences

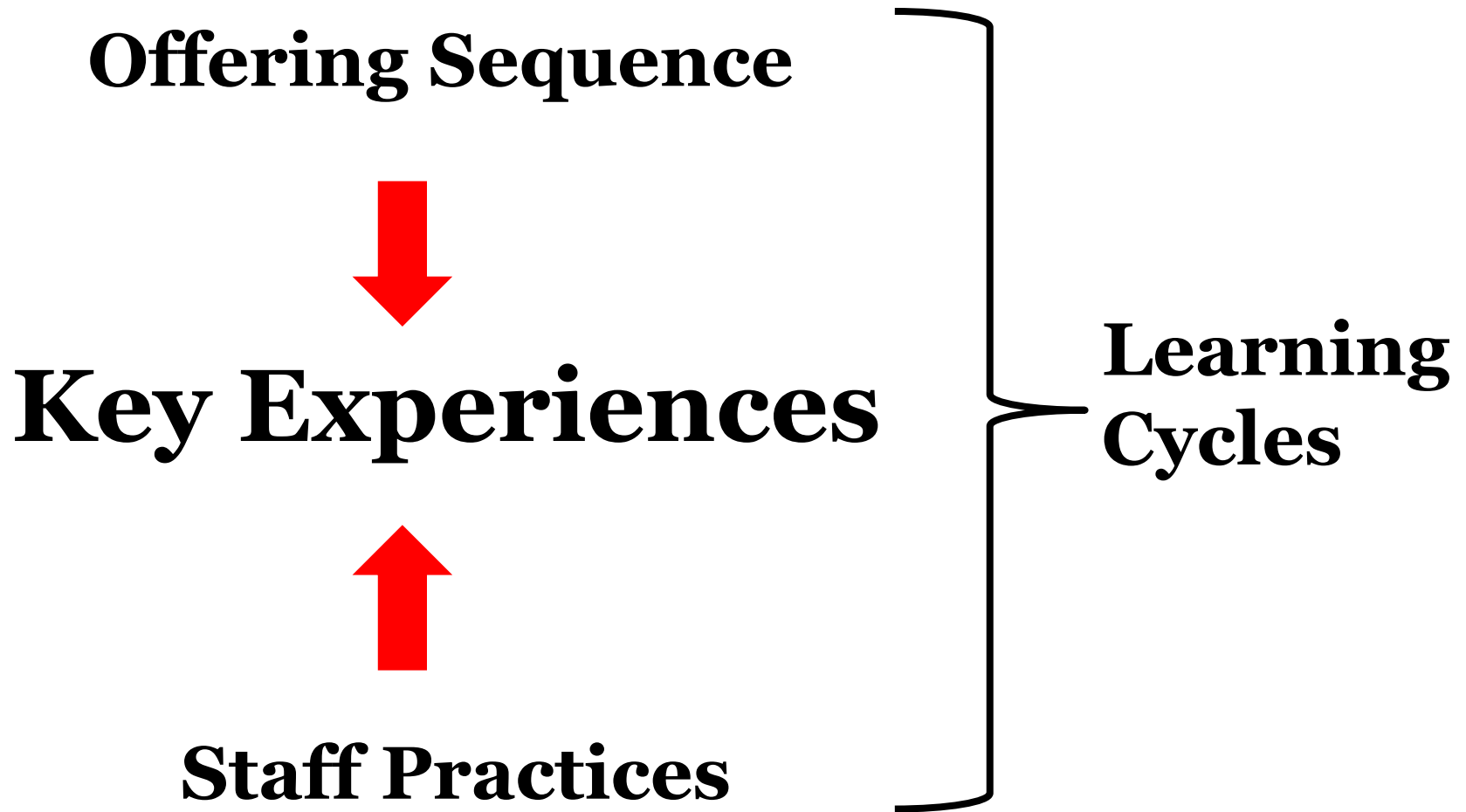


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How Programs Build Youth Skills





CHALLENGES



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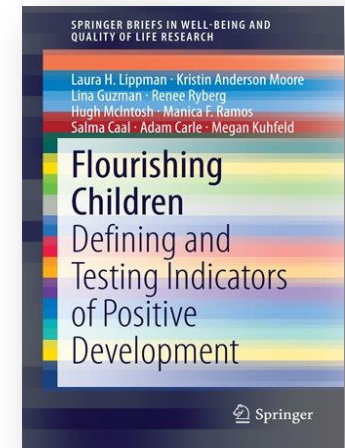
What We're Learning About...

SEL MEASURES

Measure Development

- Goal is to put performance reports in the hands of people who can make change.
- **Belief** measures provide context.
- **Behavior** measures may provide insight on both youth skill attainment and program design.
 - Iterative development process with SEL program experts.
 - Identified a hierarchy of skill demonstration to (hopefully) detect change over time.

Efficacy Beliefs: Child Trends' Flourishing Measures



Emotion Management

Emotional Reappraisal (6 items) *“I control my emotions by changing the way I think about the situation I’m in” [Emotion Regulation Questionnaire]*

Empathy/ Teamwork

Adolescent Empathy (4 items) *“It is important to me to understand how other people feel”*
Adolescent Social Competency (9 items) *“I avoid making other kids look bad”*

Responsibility

Adolescent Diligence and Reliability (7 items) *“Do you work harder than others your age?”*

Initiative/ Grit

Adolescent Initiative Taking (4 items) *“I like coming up with new ways to solve problems”*

Skills for Action/Agency

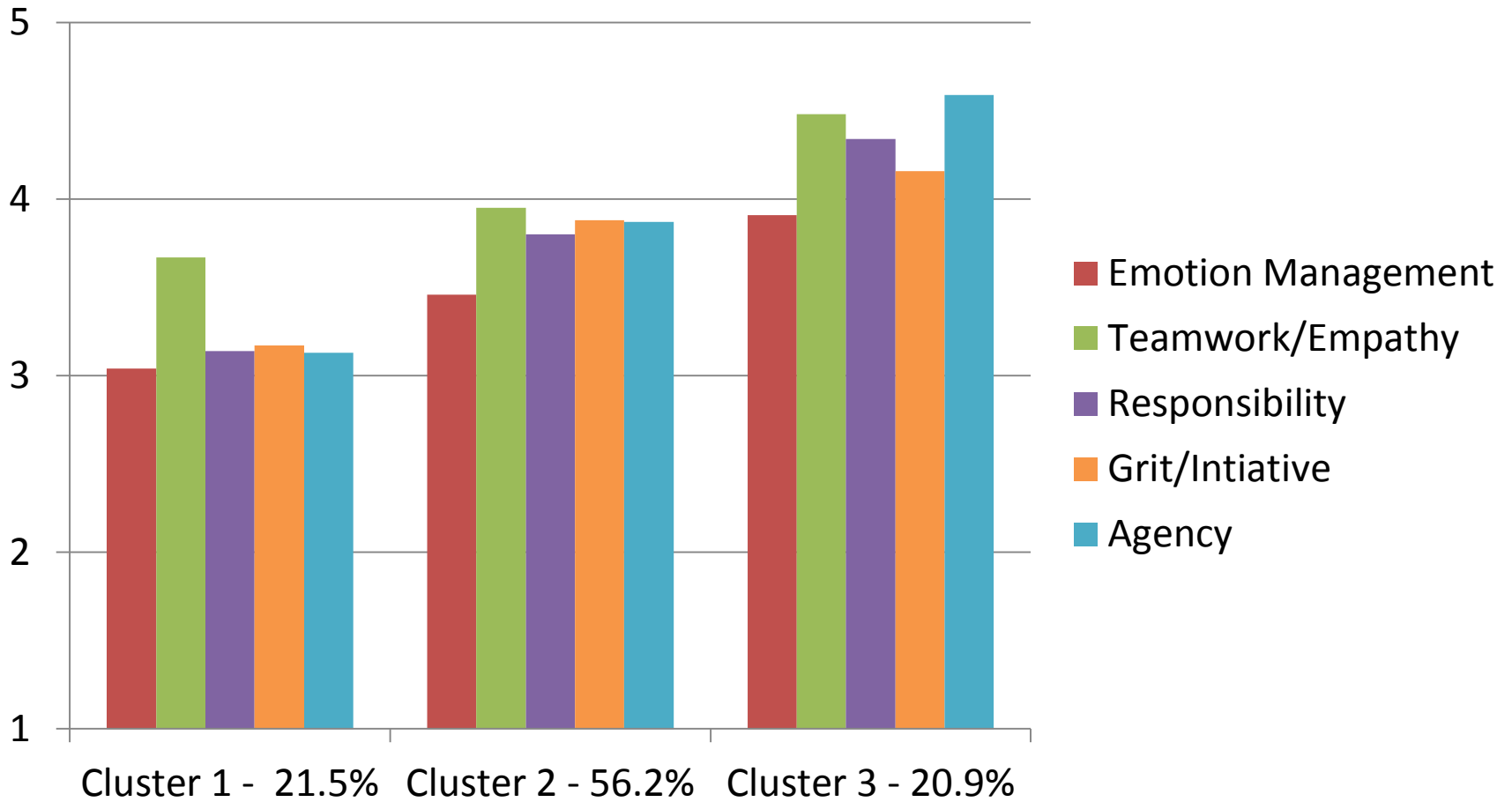
Adolescent Goal Orientation (7 items) *“I know how to make my plans happen”*



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Belief profiles



Behavioral Indicators

Emotion Management

- Identify positive and negative emotions
- Reason about causes and uses of emotion
- Manage emotions for functional purpose

Empathy/ Teamwork

- Values own/others perspectives and stories with sensitivity to context
- Practices respectful and effective communication within a team
- Coordinates and supports action toward team goals

Responsibility

- Fulfills roles and commitments
- Successfully defines, adjusts, and negotiates roles and commitments when required

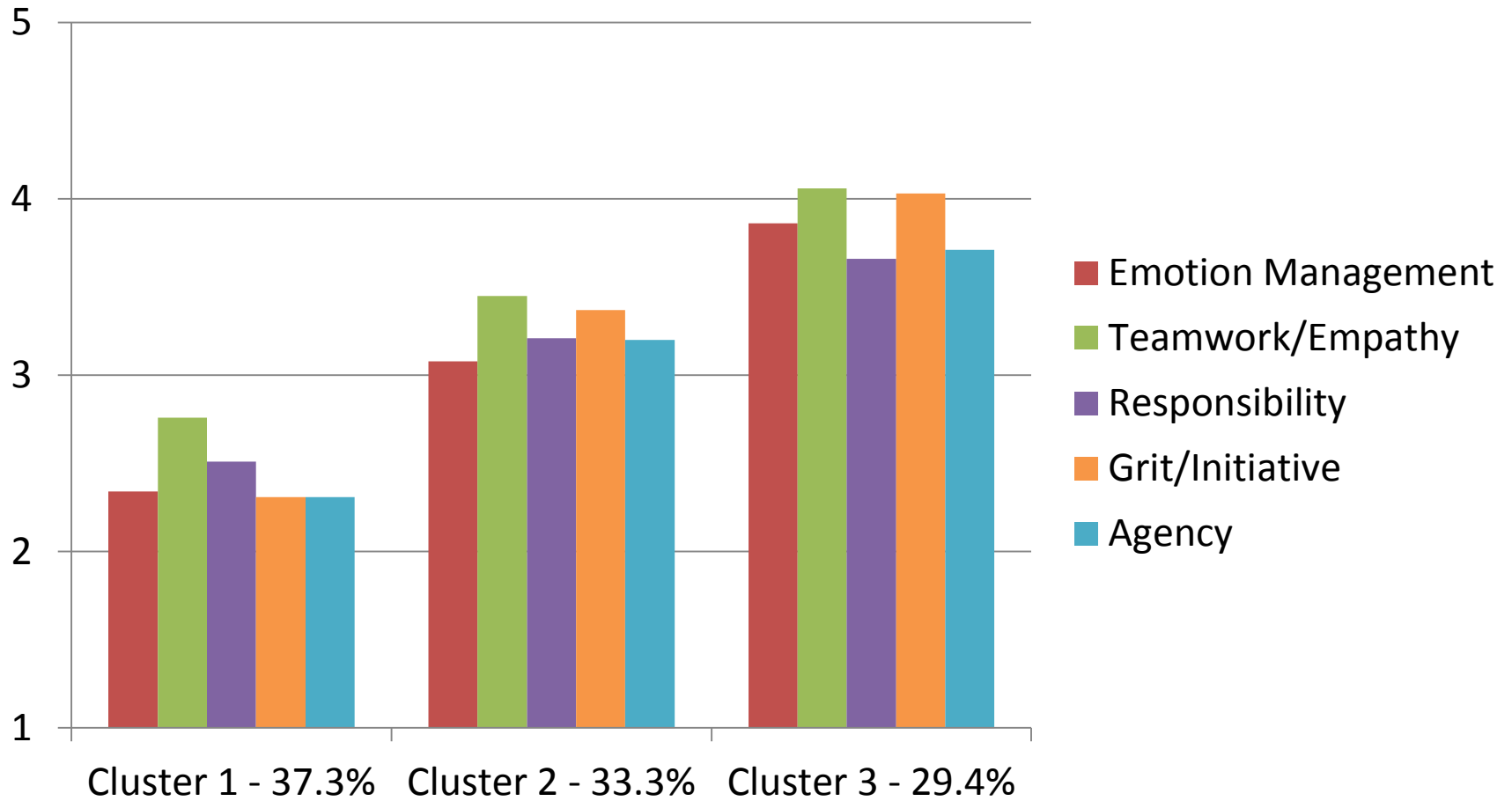
Initiative/ Grit

- Develops and hones motivation for the OST task
- Perseveres through internal and external circumstances that challenge the OST work

Skills for Action/Agency

- Intentionally learns OST-related methods and tools
- Uses problem-solving skills to develop, evaluate, and adopt a course of action
- Successfully manages time
- Connects with external stakeholders
- Reflects on learning and significance of results

Behavior profiles





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THANK YOU!