

# What Can Funders Do to Improve SEL Practices in OST and School Settings?

Sponsored by the Out-of-School Time Funder Network  
August 23, 2016

For Audio: [\(678\) 829-4392](tel:6788294392) or [\(855\) 256-1525](tel:8552561525)  
Participant Code: 23057



grantmakers<sup>for</sup>education

# WELCOME!

## Housekeeping Announcements

- Please use the chat box throughout the webinar to ask questions or to let us know if you experience any technical difficulties
- We'll pause at several points to respond to questions
- Resources shared in advance:
  - NAA SEL Key Findings (available for download)
  - [Beyond the Bell: Turning Research into Action in Afterschool and Expanded Learning](#)
  - [Student Success Comes Full Circle](#)
  - [Finding Common Ground](#)
- Additional Resource:
  - [Workshop on Approaches to the Development of Character](#)

# Our Moderator

*Rebecca Goldberg, Program Officer, Education, S.D. Bechtel, Jr. Foundation (moderator)*



# Objectives

1. Gain insights into program practices and practitioners' understanding and needs related to social and emotional learning
2. Identify key considerations for funders to meet practitioner needs and strengthen the capacity of field-building organizations

# About the Out-of-School Time Network

- Purpose: to increase access to high-quality out-of-school time experiences for young people, and build system supports to sustain the field
- Founded in 2009
- 170+ individual members



Give us your feedback!

# Our Presenters

***Gina Warner, President and CEO, National Afterschool Association***

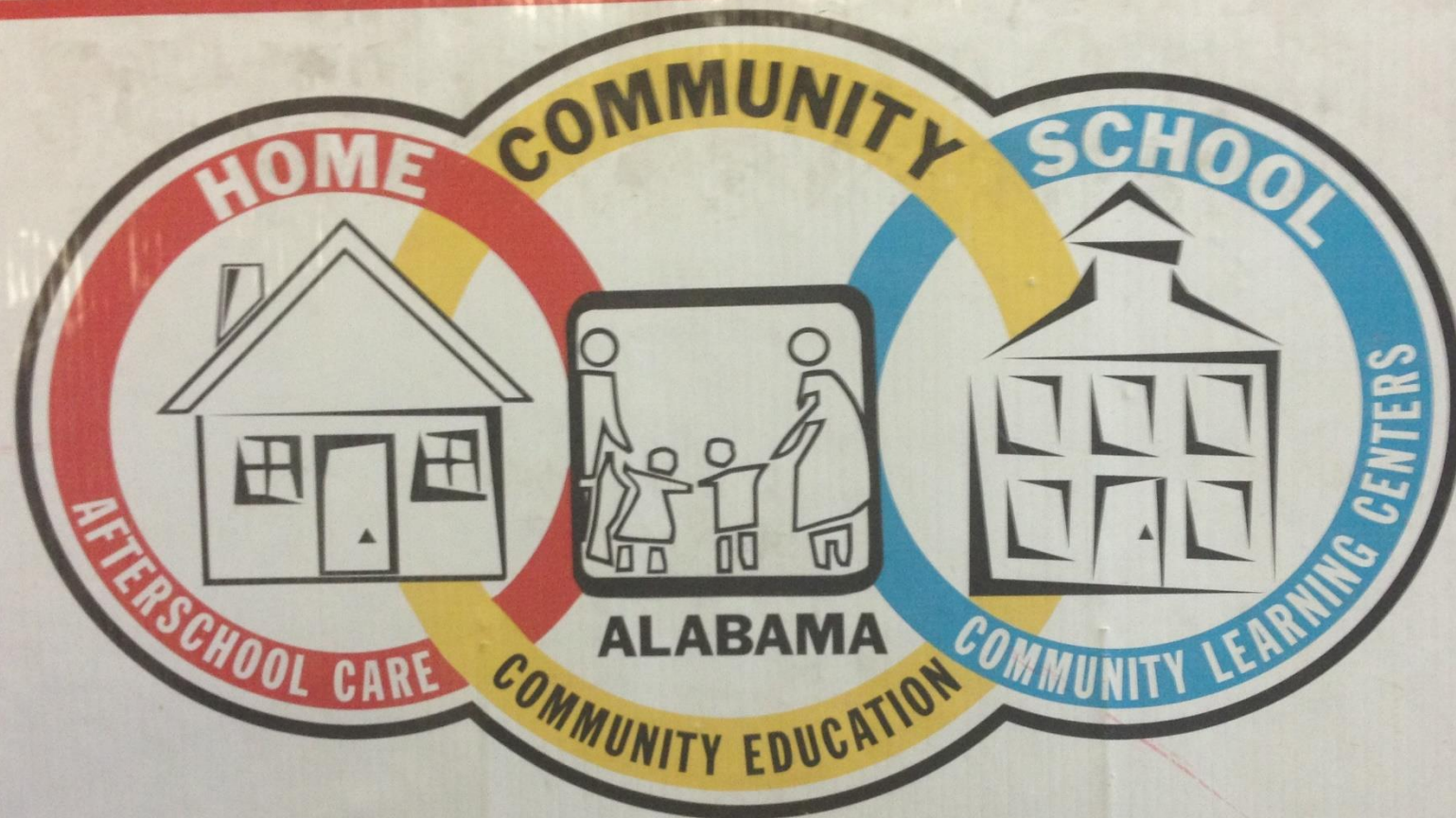
***Deborah Moroney, Principal Researcher and Practice Area Director, American Institutes for Research***

***Katie Brackenridge, Senior Director, Expanded Learning Time Initiatives, Partnership for Children and Youth***

***Adriana Argueta, Youth Development Specialist, Sacramento City Unified School District***







*Zion Chapel  
Community Learning Center*







CHARACTER It's HOW YOU LIVE LIFE when no one is looking.



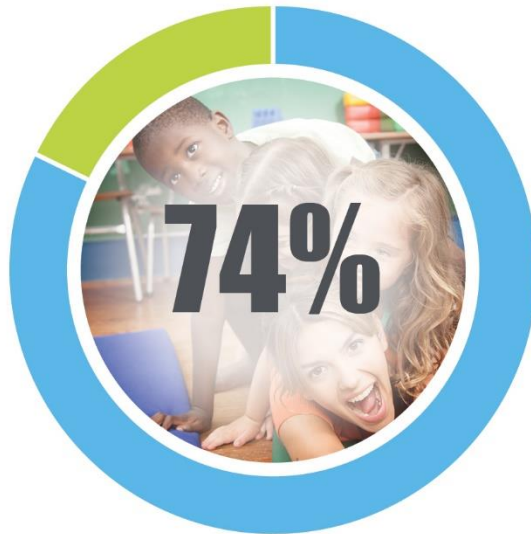


# SOCIAL AND EMOTIONAL LEARNING (SEL)

## PROGRAMS VALUE AND IMPLEMENT SEL PRACTICE

“EVERYTHING WE DO IS WITH A PURPOSE...

even standing in line for a drink of water, [we are] teaching self-control, respect, courtesy...”



Value and encourage  
SEL-focused activities



Offer SEL-related  
lessons and activities



Intentionally link SEL lessons  
to other topics or lessons

# SOCIAL AND EMOTIONAL LEARNING (SEL)

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## CALL TO ACTION

**FIELD LEADERS** should commit to SEL so that **PRACTITIONERS** will have a clear charge to intentionally provide opportunities for SEL.



# SOCIAL AND EMOTIONAL LEARNING (SEL)

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## OPPORTUNITIES EXIST FOR INCREASED COLLABORATION AND INTEGRATION BETWEEN SCHOOLS AND AFTERSCHOOL PROGRAMS



Create better partnerships with each school, make sure the site leader at each school is aware of their **VISION OF SEL**, and incorporate activities/themes from the school day with afterschool.”



43%

are part of SEL conversations with the school, community, principals or teachers connected to their program

# SOCIAL AND EMOTIONAL LEARNING (SEL)

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## CALL TO ACTION

**FIELD LEADERS** should explore and document successful school and afterschool partnerships so that **PRACTITIONERS** will have strategies to support strong partnerships.

# SOCIAL AND EMOTIONAL LEARNING (SEL)

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## PROGRAMS ARE BUILDING ON STRONG INTEREST IN SEL, BUT MORE SUPPORTS ARE NEEDED



Learn more about [SEL] and offer trainings to part-time staff.

**THIS IS A CRITICAL NEXT FOCUS OF  
AFTERSCHOOL PROGRAMMING.”**



of respondents' programs and organizations offer professional  
development opportunities around supporting SEL



of respondents feel prepared when instructing SEL activities

# SOCIAL AND EMOTIONAL LEARNING (SEL)

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## CALL TO ACTION

**FIELD LEADERS** should allocate resources to build capacity and develop tools and materials so that **PRACTITIONERS** will be equipped to implement high quality social and emotional learning practices.

# Putting SEL into Action

***Katie Brackenridge***, Senior Director, Expanded Learning Time Initiatives, Partnership for Children and Youth

***Adriana Argueta***, Youth Development Specialist, Sacramento City Unified School District





# PCY & Expanded Learning 360°/365

- PLC for 9 districts
- Coaching
- Statewide communications
- Partnerships with key entities

(CA Dep't of Education, CA Office for Reforming Education, Policy Analysis for CA, K-12 Associations, TA providers, etc.)

Fresno  
Garden Grove  
Oakland  
Los Angeles  
Sacramento

San Francisco  
**San Leandro**  
**San Rafael**  
Santa Ana



**Expanded Learning 360°/365**  
Skills for Success in School, Work and Life

# Key Factors

- Intentional link to youth development and school day practices
- Time to plan in teams
- Practice sharing across teams
- New content to share with broader districts



Expanded Learning 360°/365  
Skills for Success in School, Work and Life

# Funding considerations

## Professional Development

- Quality practices in OST
- Joint PD within districts

## Communications – messaging about...

- The role of ELO in supporting SEL
- The value of SEL to district leaders and policymakers
- Best practices within districts

## Research and Evaluation

- Focus on implementation
- Build on what we know about effective youth development practice





# **SACRAMENTO CITY UNIFIED**

## **YOUTH DEVELOPMENT SUPPORT SERVICES**

### EXPANDED LEARNING PROGRAMS

# SCUSD APPROACH TO SEL

- **Systemic/school-wide approach inclusive of the following key activities:**
  - Professional Learning
  - Clear vision statement
  - Explicitly teaching evidenced based curriculum (e.g., Second Step & School Connect)
  - Integrated into instructional practices/other climate/culture work
  - Continuous improvement (data)
  - Strengths/needs assessment.
- **SPARK Plan** (SEL, Positive Relations, Accountability, Restorative Practices, Kindness) - **builds foundation for positive relationships and restorative practices to take place.**




# **SEL IN THE CLASSROOM**

- **Explicit lessons on the core SEL competencies and standards**
- **Embedded into instructional practices/relationship building**
- **Integrated into academics and assessment**
- **Integrated into family engagement and classroom climate as well**



# **SCUSD EXPANDED LEARNING**

- **63 School sites**
  - **Before school, after school, summer programs**
  - **Student Leadership Academies**
  - **Targeted prevention and intervention**
  - **9 CBO partners**
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# SEL AT SCUSD



Sacramento City Unified School District

## SAVE THE DATE

The SEL and Youth Development departments at SCUSD are working together to establish a Professional Learning Community (PLC) comprised of key district departments.

Over the 2016-17 school year, the PLC will include:

- o Four PLC meetings for teams representing key departments within SCUSD
- o Active engagement with the cycle of quality improvement, (Assess – Plan – Improve)
- o Development and implementation of strategies for improved alignment and integration of social-emotional learning (SEL) into existing work across the district.
- o Awareness and competency building around SEL skills and practices that support SEL outcomes.
- o Identification of best practices and strategies for improved communication and coordination between district departments.
- o Communication between meetings to support strategy implementation



*Social Emotional Learning*  
Skills for success in school and life



**Youth** Development  
Support Services



Expanded Learning 360°/365  
Skills for Success in School, Work and Life



EVERY SCHOOL, EVERY TEAM, EVERY CLASSROOM  
AN SEL PROFESSIONAL LEARNING COMMUNITY

2016 - 2017

September 30<sup>th</sup> | December 2<sup>nd</sup> | February 24<sup>th</sup> | May 26<sup>th</sup>

Serna Community Rooms

For questions or additional information contact Adriana Argueta at [adriana-argueta@scusd.edu](mailto:adriana-argueta@scusd.edu)

Questions?

Please use the  
chat box!



We hope you'll join us in October!





# Questions about the OST Network? Contact Us!

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[Click here to tell us what you think!](#)



