



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



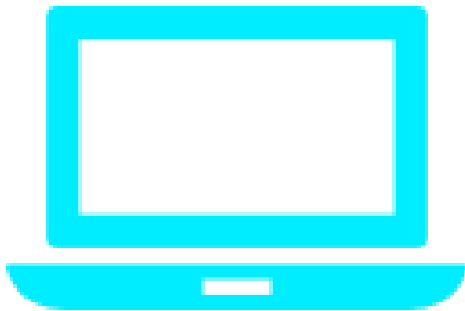
Afterschool Alliance



# Resources



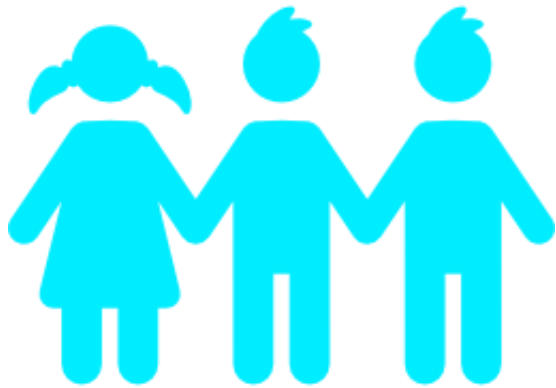
- [Navigating SEL from the Inside Out](#)
- [Kernels of Practice for SEL: Low-Cost, Low-Burden Strategies](#)
- [Social and Emotional Learning for Out-of-School Time Settings](#)
- [An Ideal Opportunity: The Role of Afterschool in Social and Emotional Learning](#)



- [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



Afterschool Alliance

# 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, likely Chicago, with several prominent skyscrapers illuminated against a dark blue twilight sky. The city lights create a bokeh effect in the foreground. A large blue diagonal graphic element is overlaid on the left side of the image.

**NLC** NATIONAL  
LEAGUE  
OF CITIES

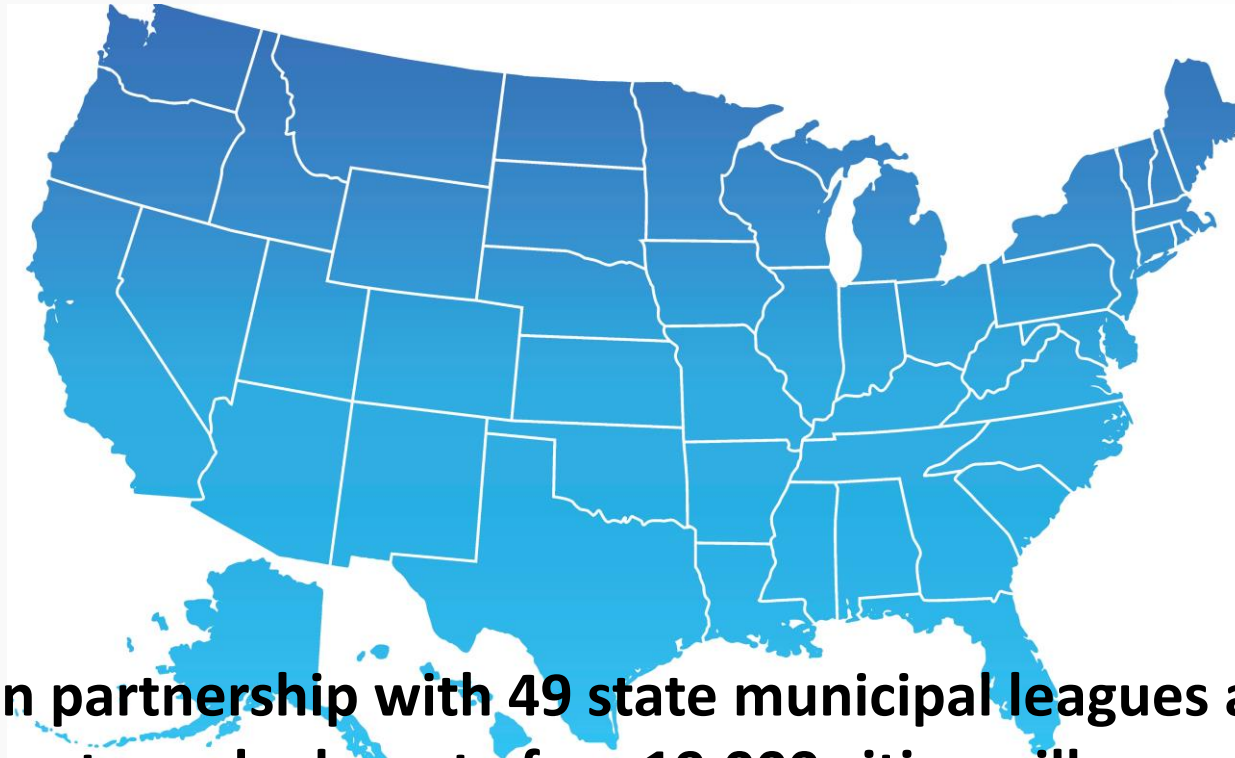
CITIES STRONG TOGETHER

# Mission

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**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



Early Childhood Success

Health &  
Wellness

Economic  
Opportunity &  
Financial  
Empowerment

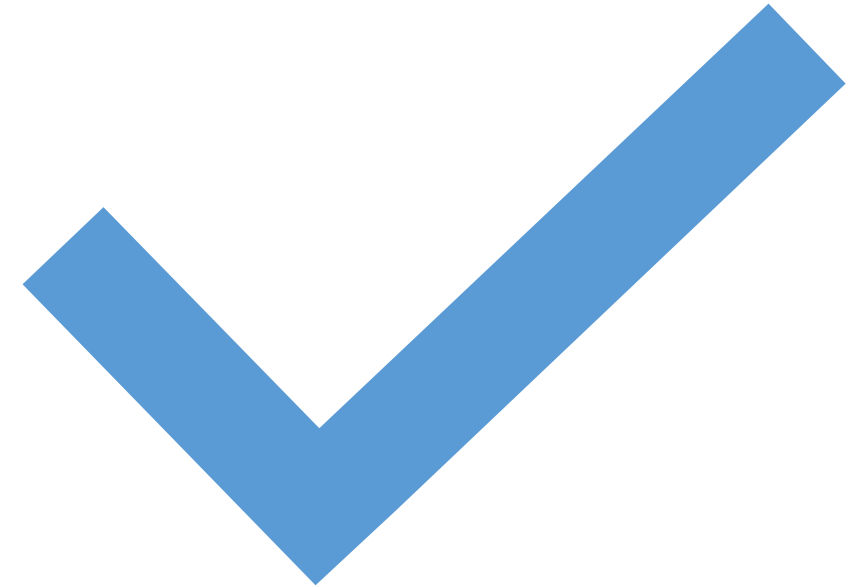
Education &  
Expanded  
Learning

Youth & Young  
Adult  
Connections



# 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

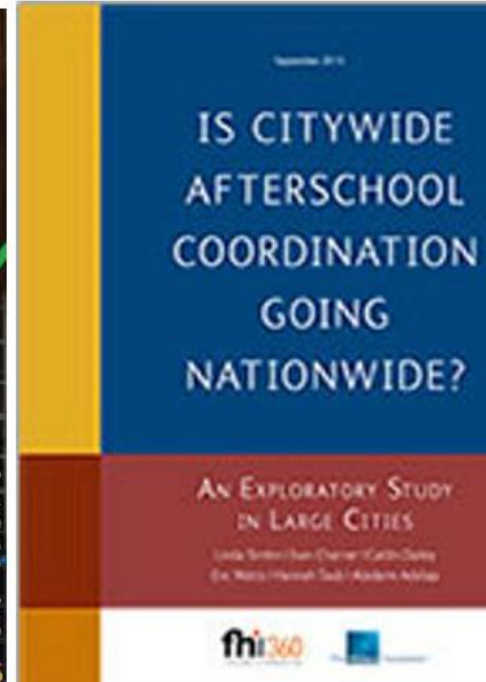
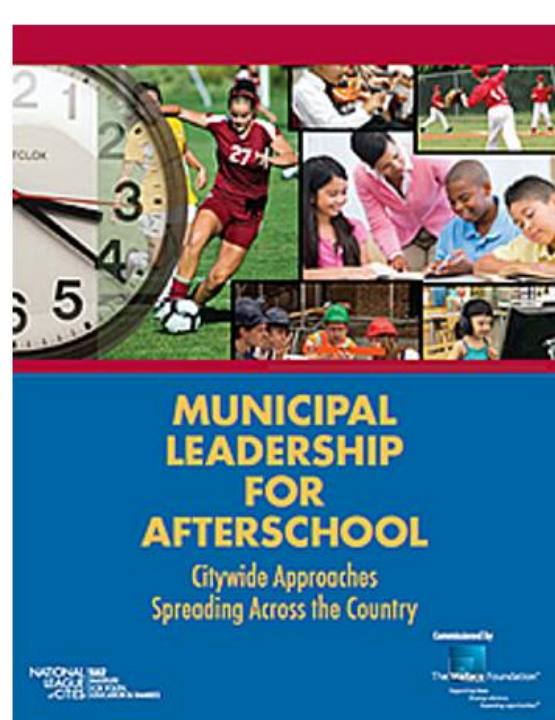
Fire, Public Works,  
Health and  
Environment  
Departments

Workforce Investment  
Boards

Community-Based  
Organizations

School Districts

Civic Groups



Citywide Afterschool System Building Resources  
[www.wallacefoundation.org/knowledge-center](http://www.wallacefoundation.org/knowledge-center)

# Ways to Describe Benefits of SEL Skill Building with Municipal Leaders

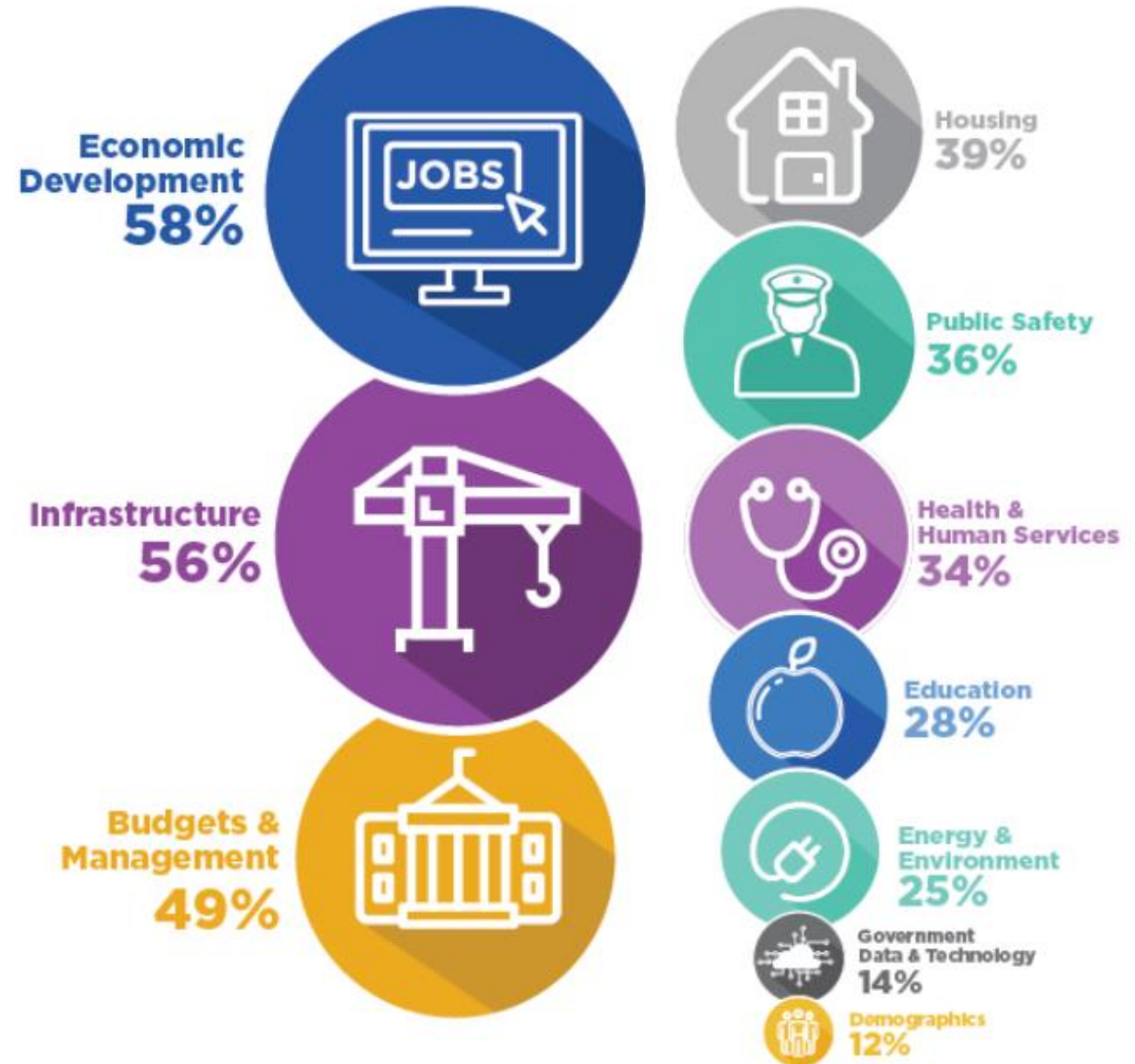
- Increased student engagement/graduation
- Less conflict/public safety concerns
- Supports College Readiness
- Expand Workforce development
- Support Economic development
- Keeping corporations in their city with an educated, skilled workforce to pull from
- Addresses Youth unemployment
- Capture excitement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

## 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
- 7 Downtown Development
- 8 Intergovernmental Relations
- 9 Government Efficiency & Effectiveness
- 10 Fire Department

# Skills Employers Want

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

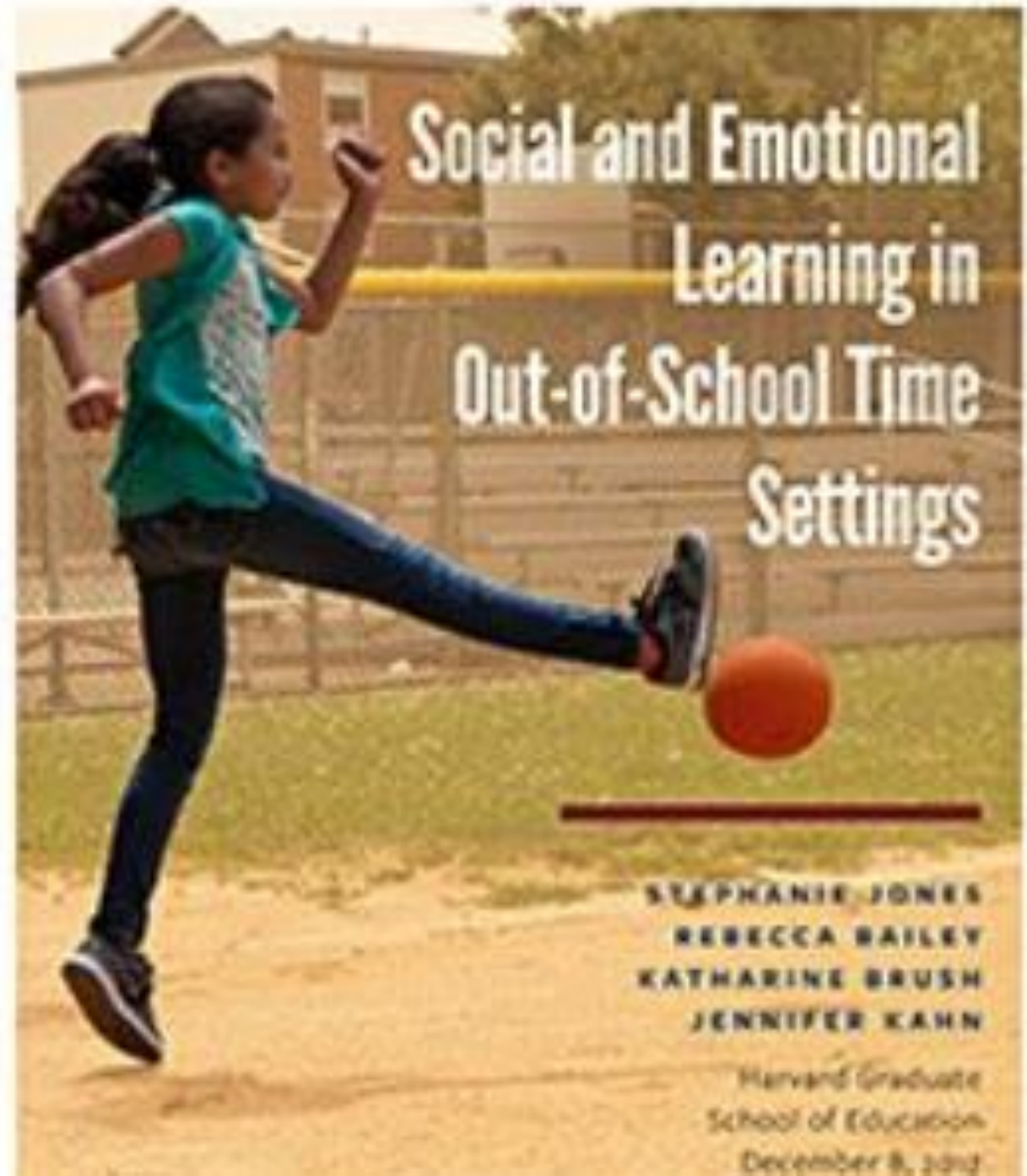
Source: Georgetown Center on Education and the Workforce



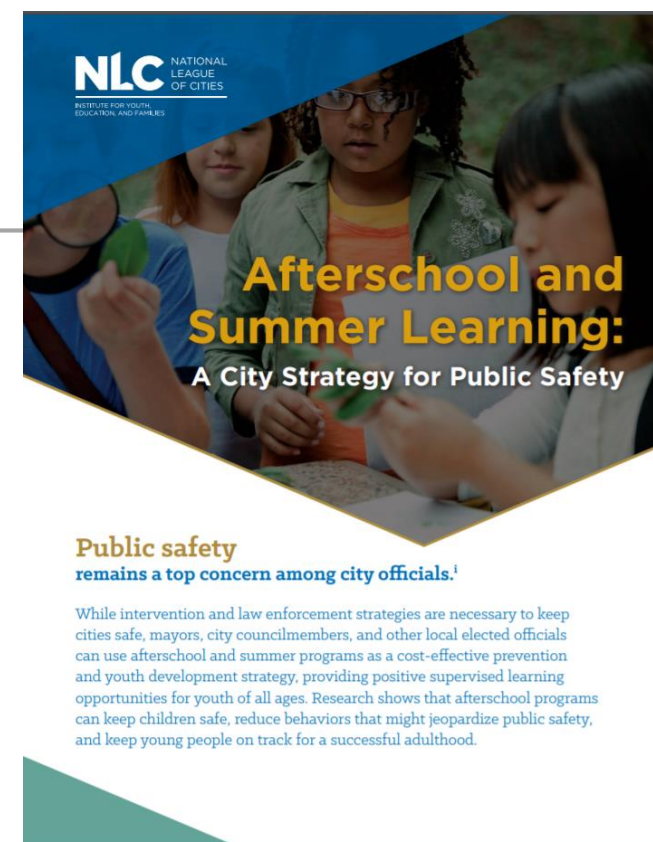
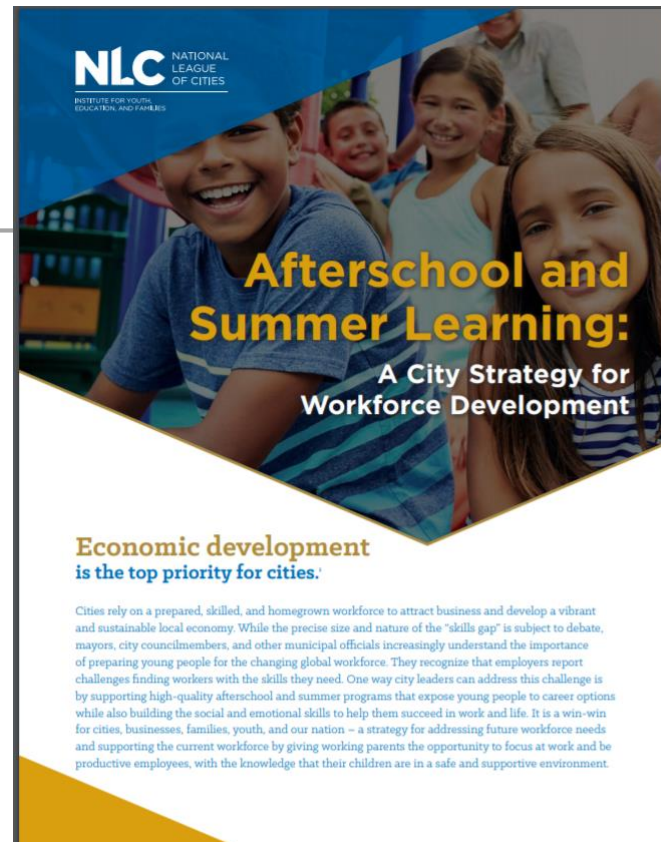
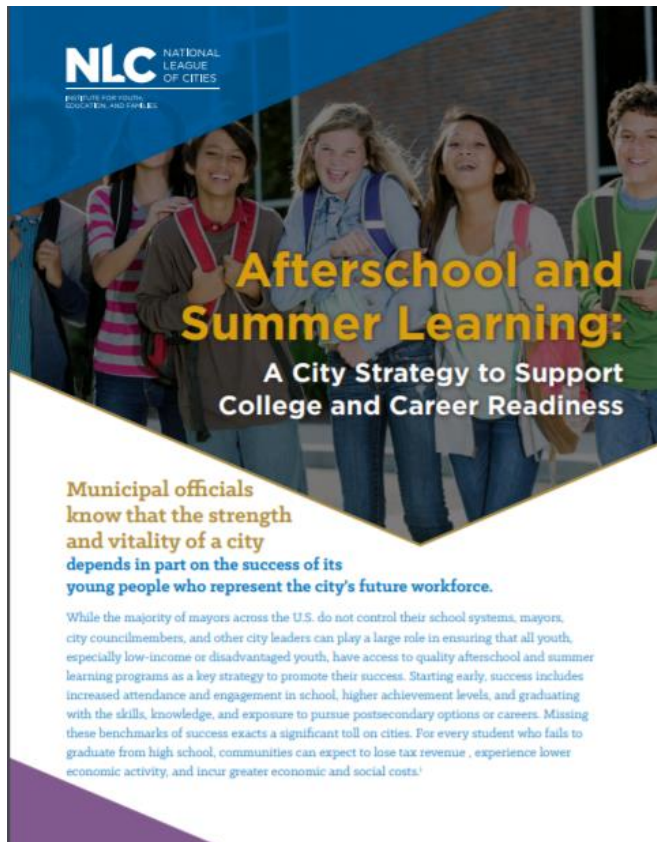
# Examples of successful SEL Programs & elements to adapt to afterschool

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](http://www.nlc.org)

# Girls on the Run





**Girls on the Run** is a physical activity-based

# **POSITIVE YOUTH DEVELOPMENT PROGRAM**

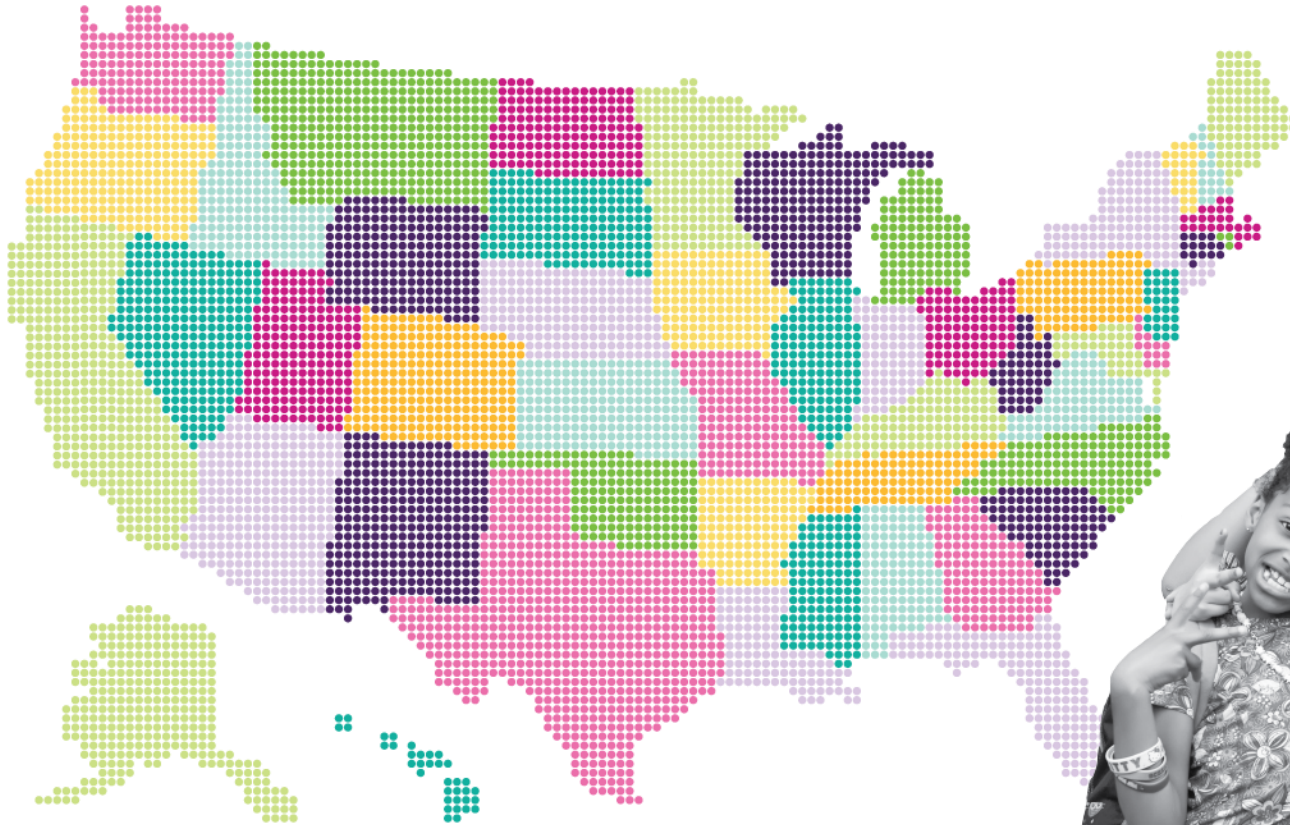
designed to enhance girls' social, psychological and physical skills and behaviors to successfully navigate life experiences.



# 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





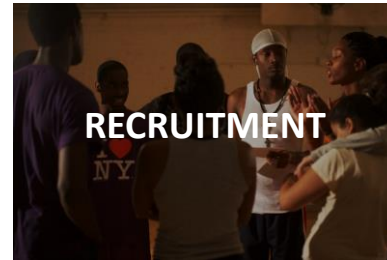
# **OUR PROGRAM MODEL**

- 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.

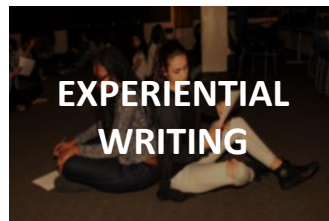
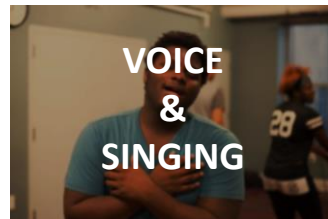
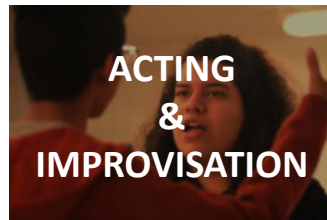
# **OUR PROGRAMS**

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

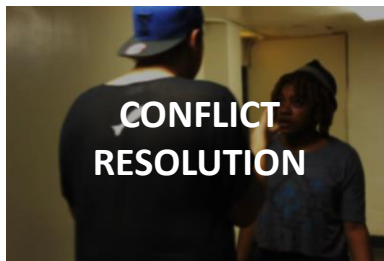
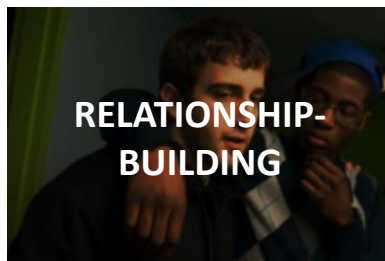
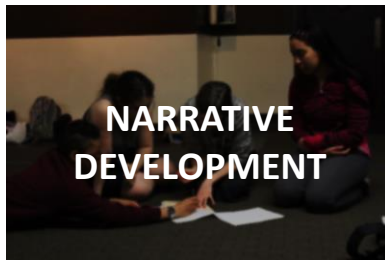
# **AT THE START**



# **ACT I**

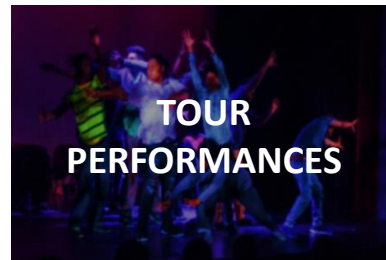


# **ACT II**

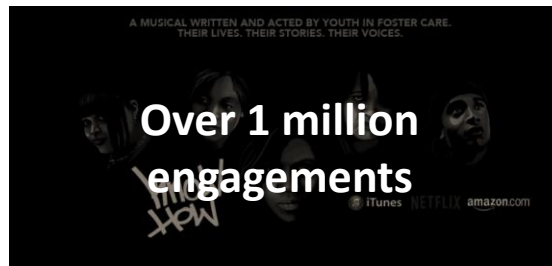
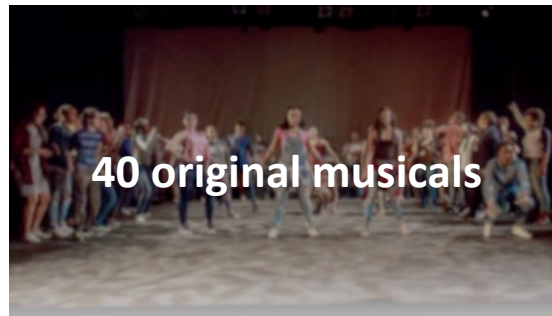




# **ACT III**



# **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.



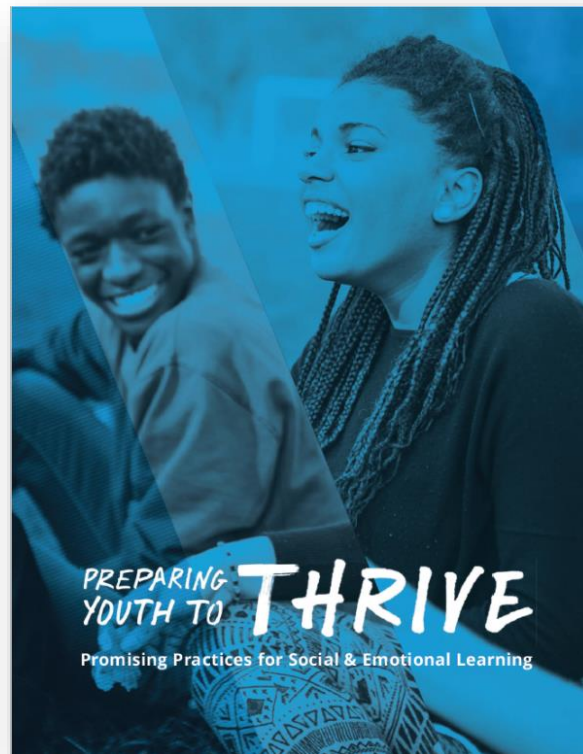
## **So that means...**

*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](https://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:



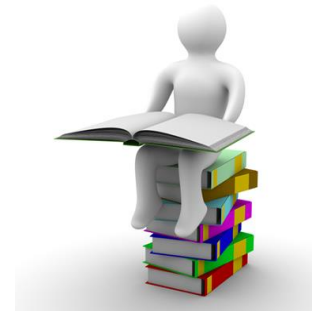
- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

## 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

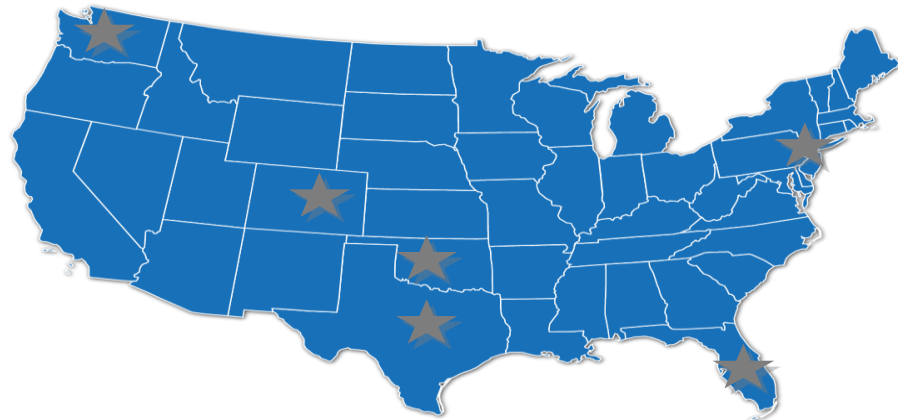
Palm Beach, FL

Boston, MA

Tacoma, WA

Dallas, TX

Tulsa, OK



# Denver's SEAL Definition (adopted from CASEL)



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

# 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:

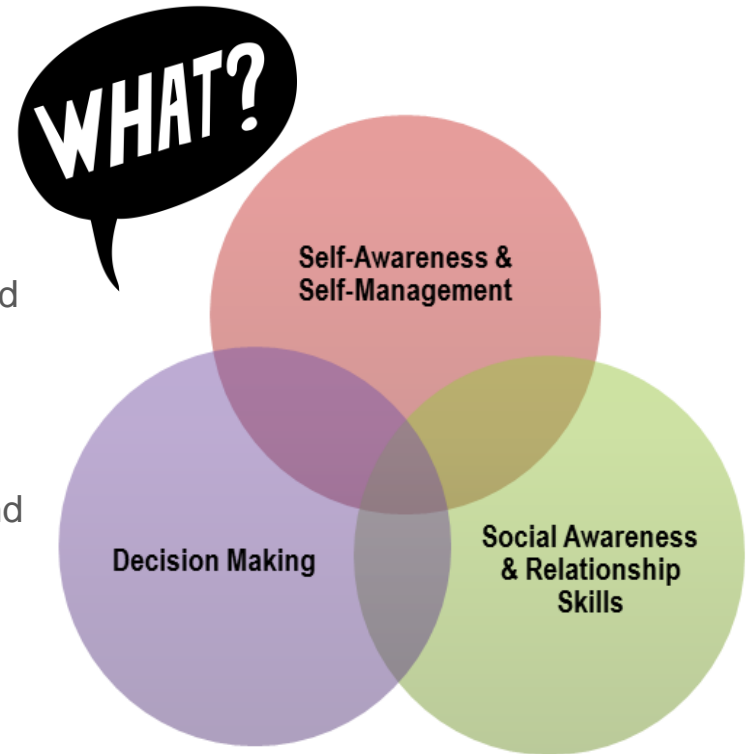
The self-discipline to reflect on and regulate our own emotions, thoughts, and values to better develop cultural identity, a healthy self-concept, set goals for ourselves, and take responsibility for our behavior.

## 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:

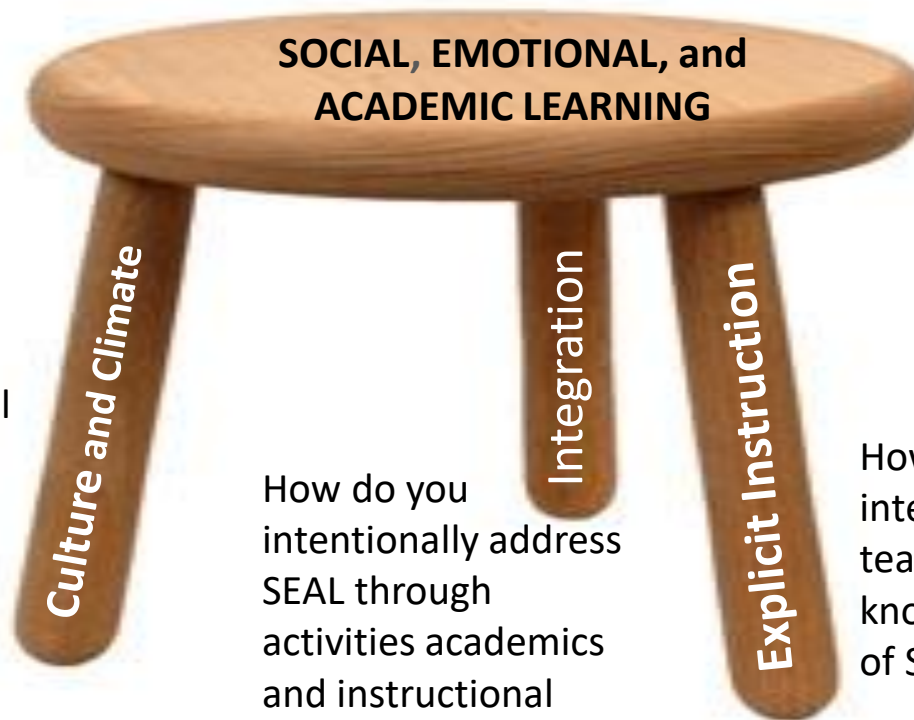
The ability to use a critical thinking process to analyze information, situations, norms, and context to make decisions based on the identified impact to self and others.





## 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](http://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

- [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



Afterschool Alliance