

Setting Quality for Social and Emotional Learning in Afterschool Programs

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A joint venture between the Forum and High/Scope.

Policy implications

(picking up from Joe Durlak's prior presentation)

- Policies should support the integration of SEL programming into after-school programs.
- Programs should be accountable for **ongoing assessment** and continual improvement.
- To understand and assess program success, it is important to measure both **process** and **outcomes**.

“It’s not only what you do, but how well you do it, that counts.”

Agenda

- I. Defining quality and how it matters for SEL
- II. Intervention/evidence about continuous quality improvement
- III. Policy

Defining quality at the point-of-service
(POS) and how it matters for SEL

PART I

SEL Key Components*

Self-Awareness

Identification and recognition of one's own emotions, recognition of strengths in self and others, sense of self-efficacy, and self-confidence.

Social Awareness

Empathy, respect for others, and perspective taking.

Responsible Decision Making

Evaluation and reflection, and personal and ethical responsibility.

Self-Management

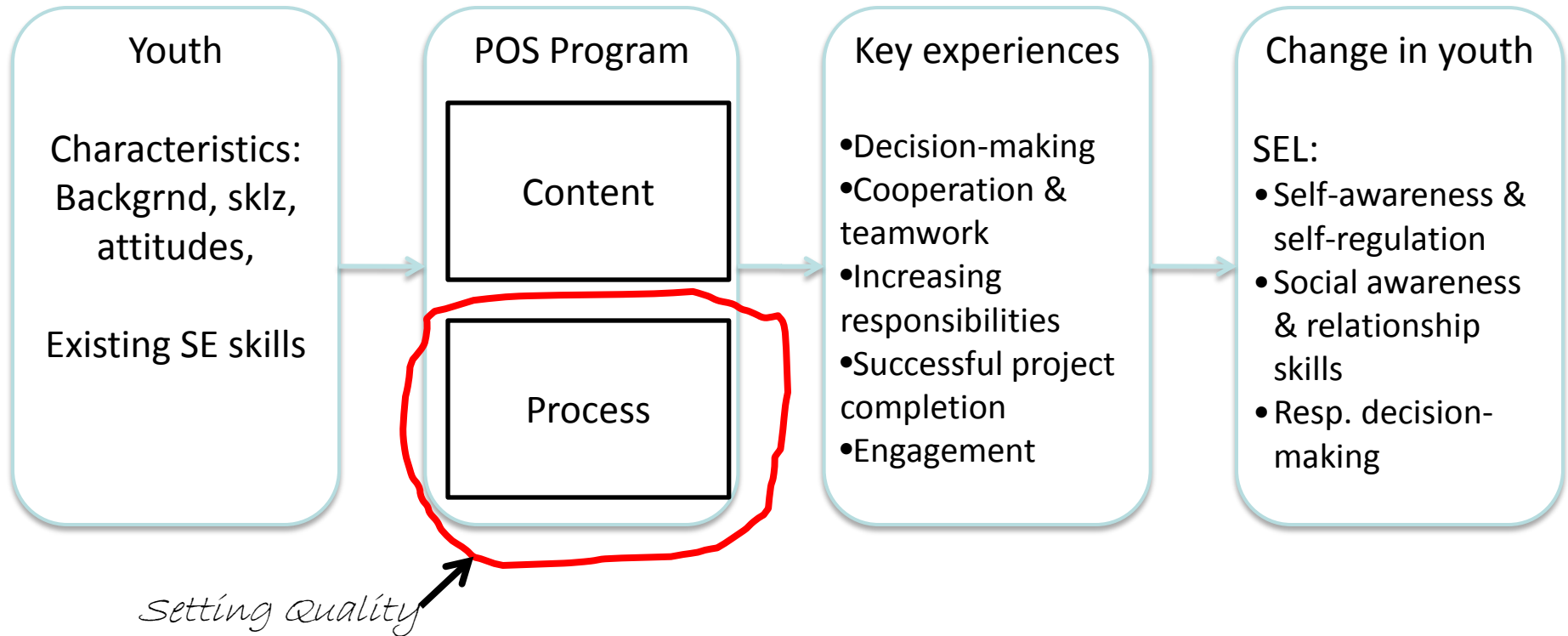
Impulse control, stress management, persistence, goal setting, and motivation.

Relationship Skills

Cooperation, help seeking and providing, and communication.

*Zins, J.E., & Elias, M.E. (2006). Social and emotional learning. In G.G. Bear & K.M. Minke (Eds.), *Children's needs III* (1-13). National Association of School Psychologists.

A decision sequence for “producing” SEL outcomes



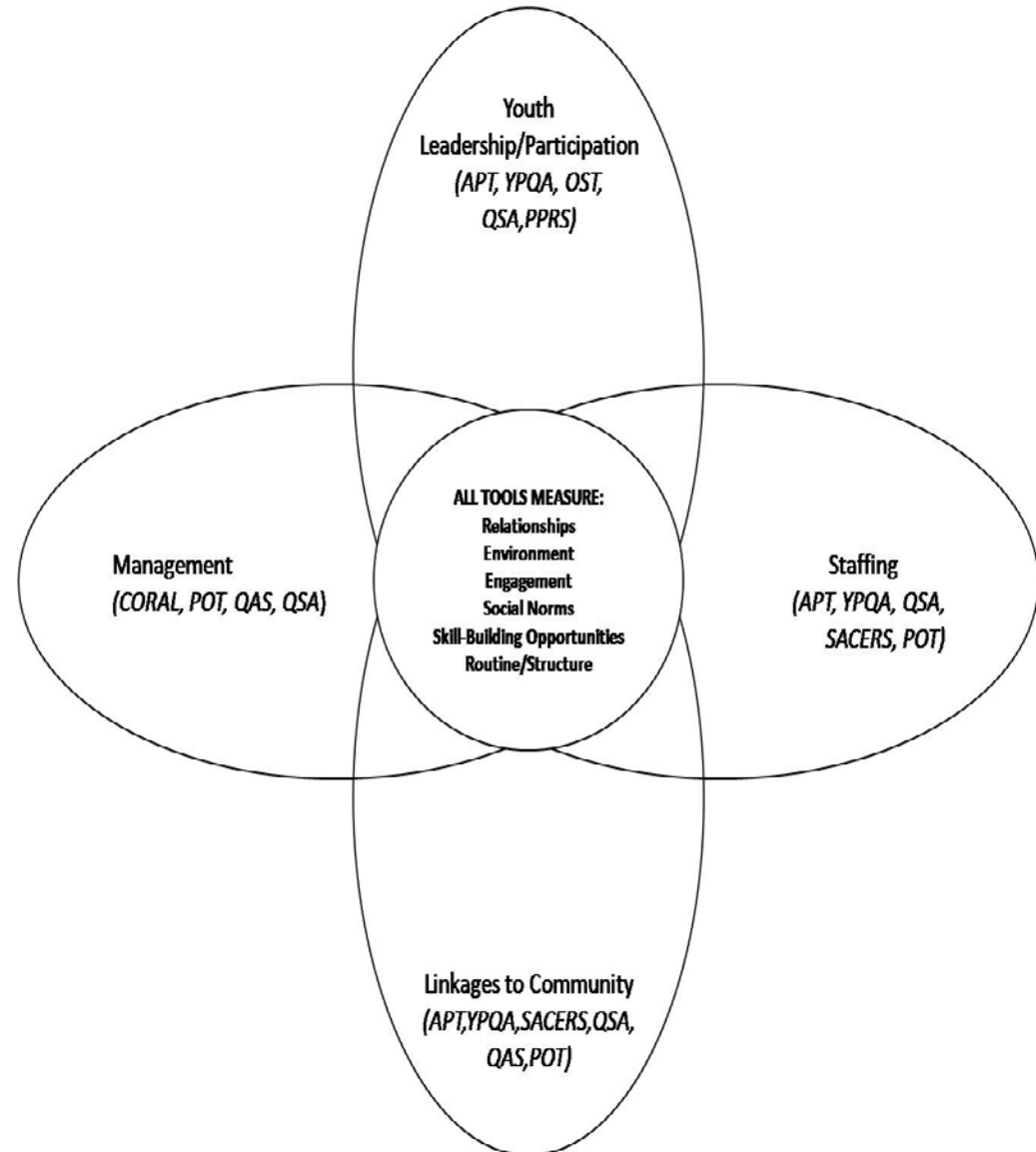
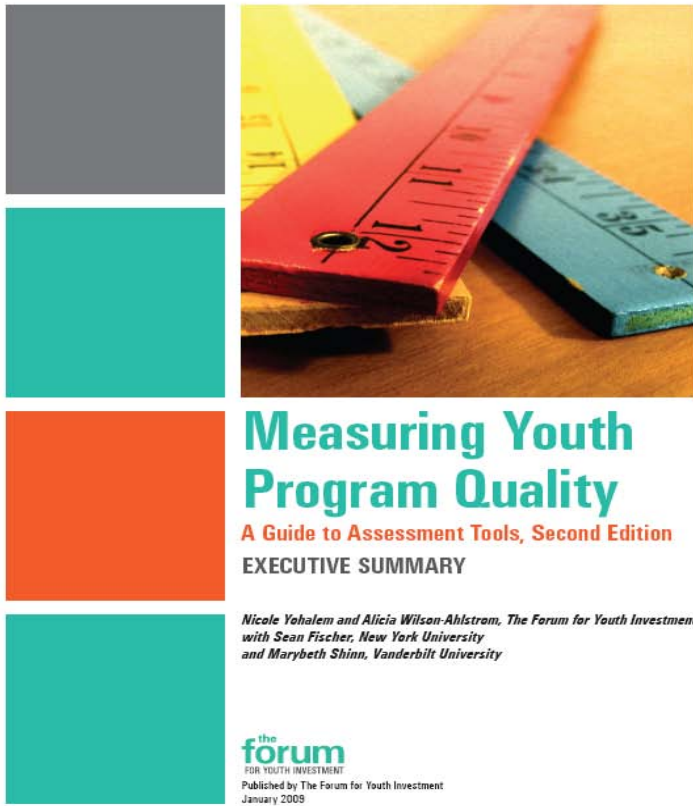
Design

What are the key experiences and skills our kids need?

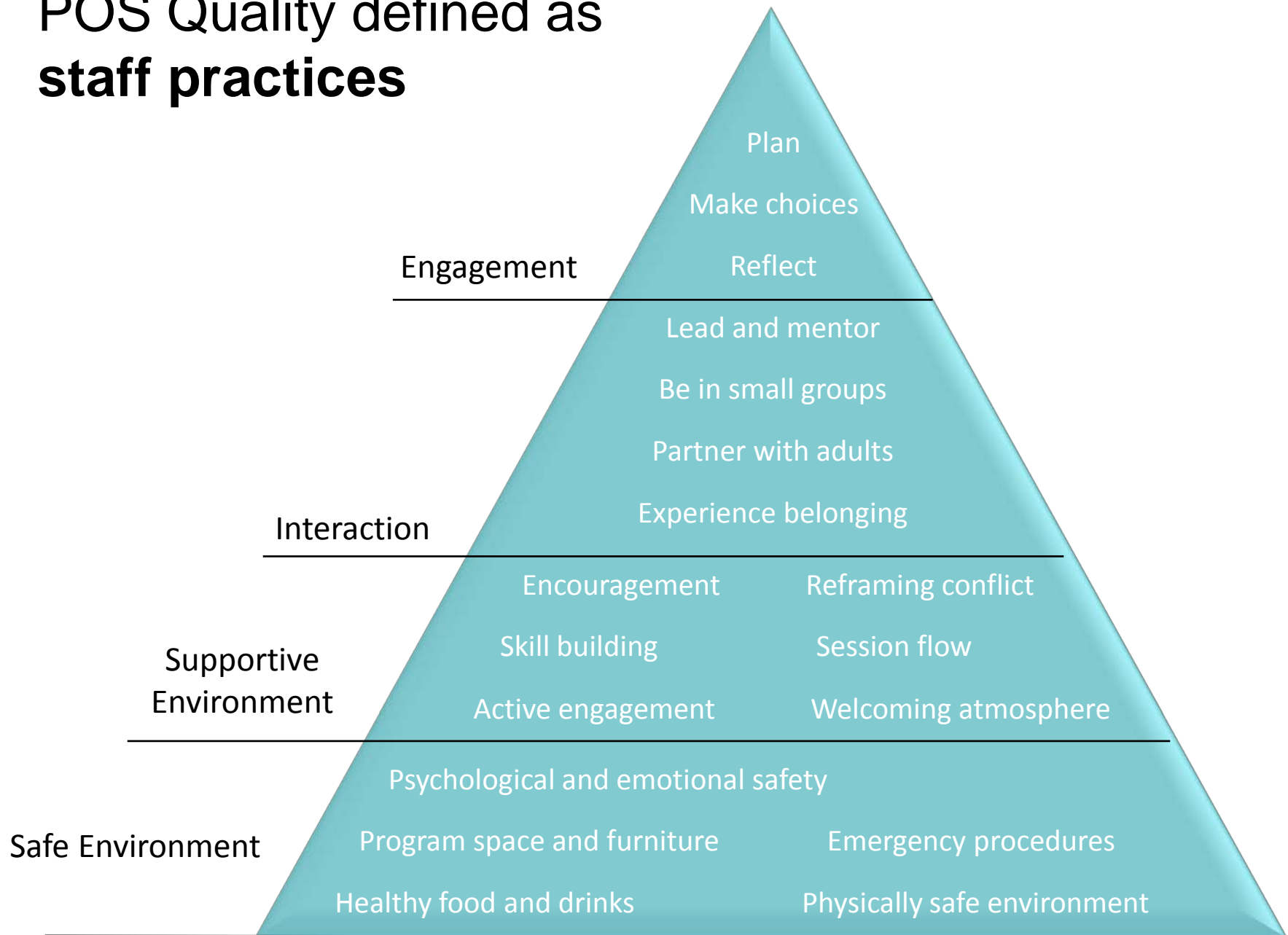
Intensity/continuity

How many opportunities will we give to practice and be successful?

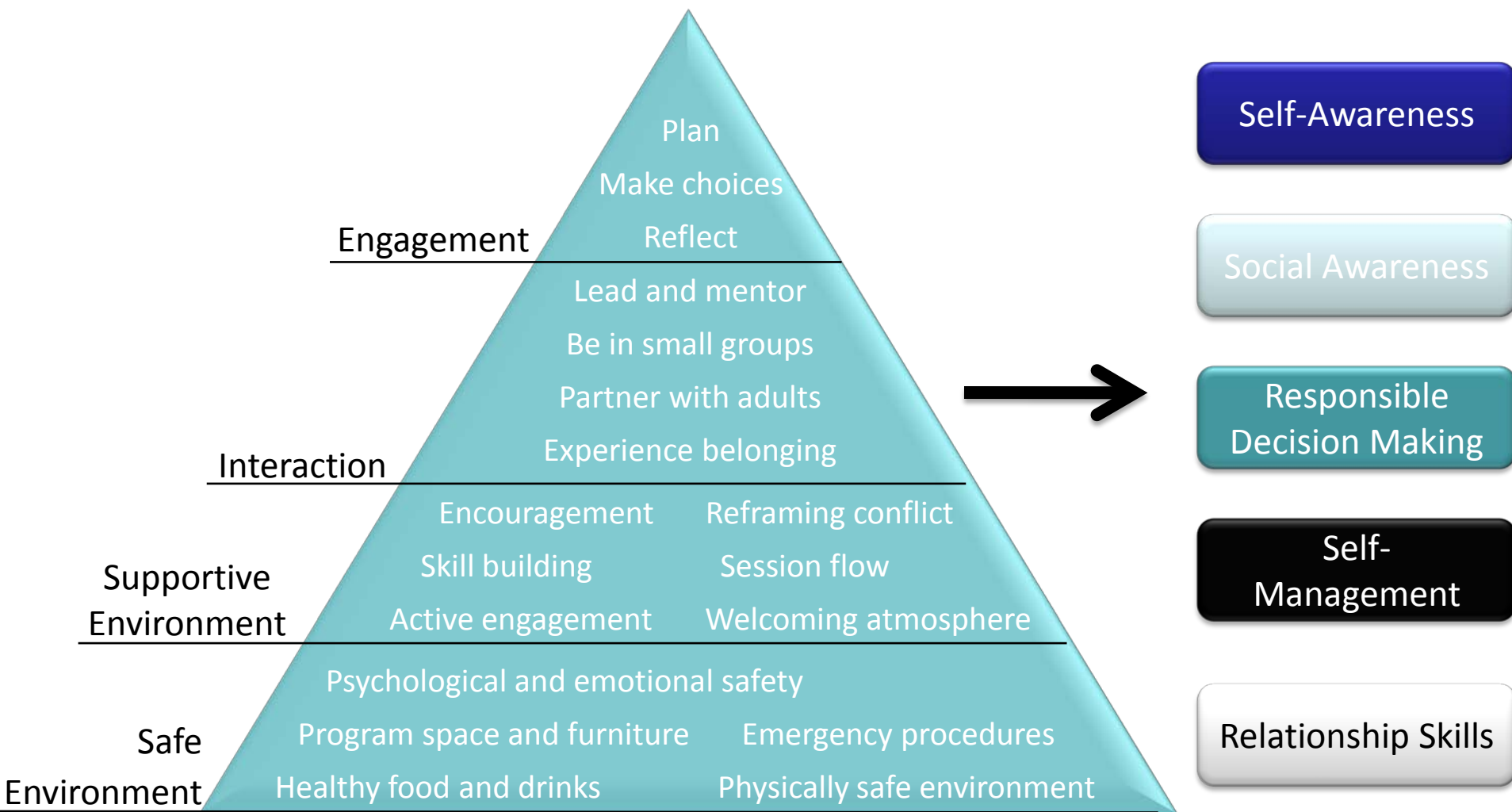
Several quality assessment tools are reviewed in *Measuring Youth Program Quality , A Guide to Assessment Tools, Second Edition*



POS Quality defined as staff practices



Setting Quality is Related to SEL Skills



*Zins, J.E., & Elias, M.E. (2006). Social and emotional learning. In G.G. Bear & K.M. Minke (Eds.), *Children's needs III* (1-13). National Association of School Psychologists.

Evidence/intervention to change quality

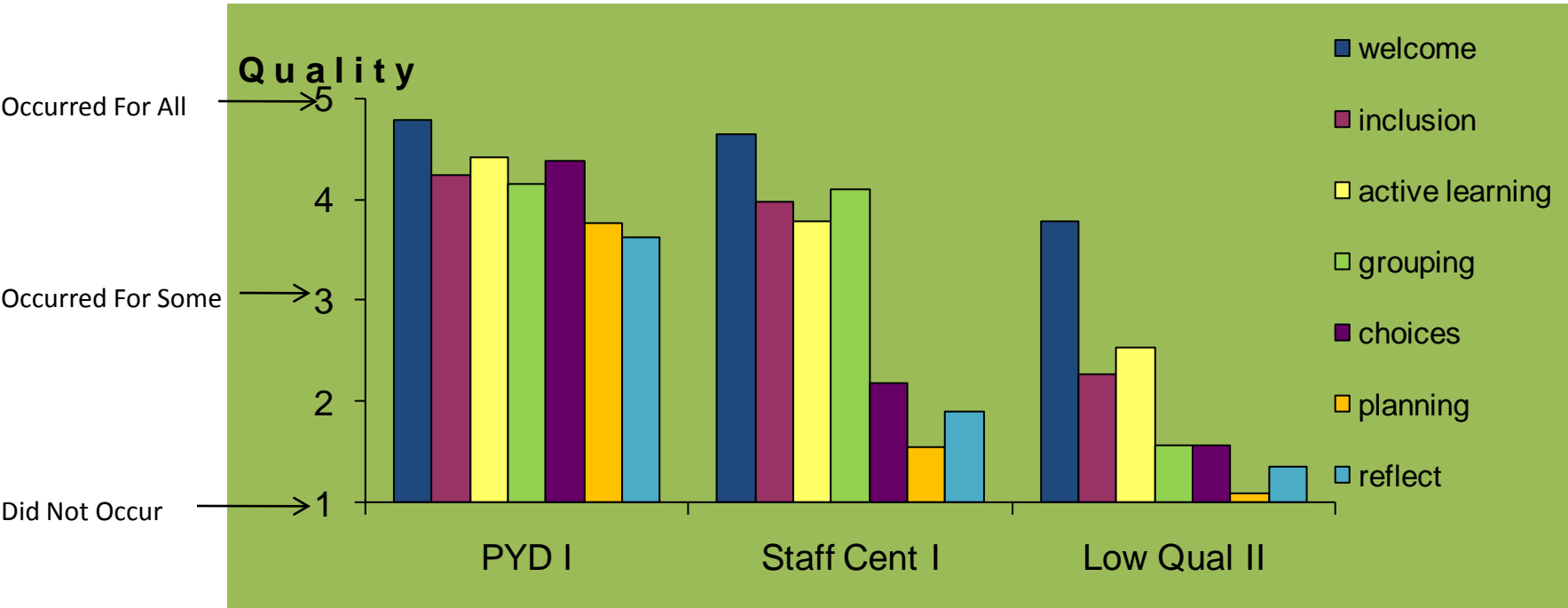
Youth Program Quality Intervention Study (YPQI)

PART II

The Challenge: Profile of POS/SEL the Skill Base

N= 600 different youth workers

Smith, C., Peck, S. J., et al. (in press). "Quality at the point of service: Profiles of practice in afterschool settings." American Journal of Community Psychology.

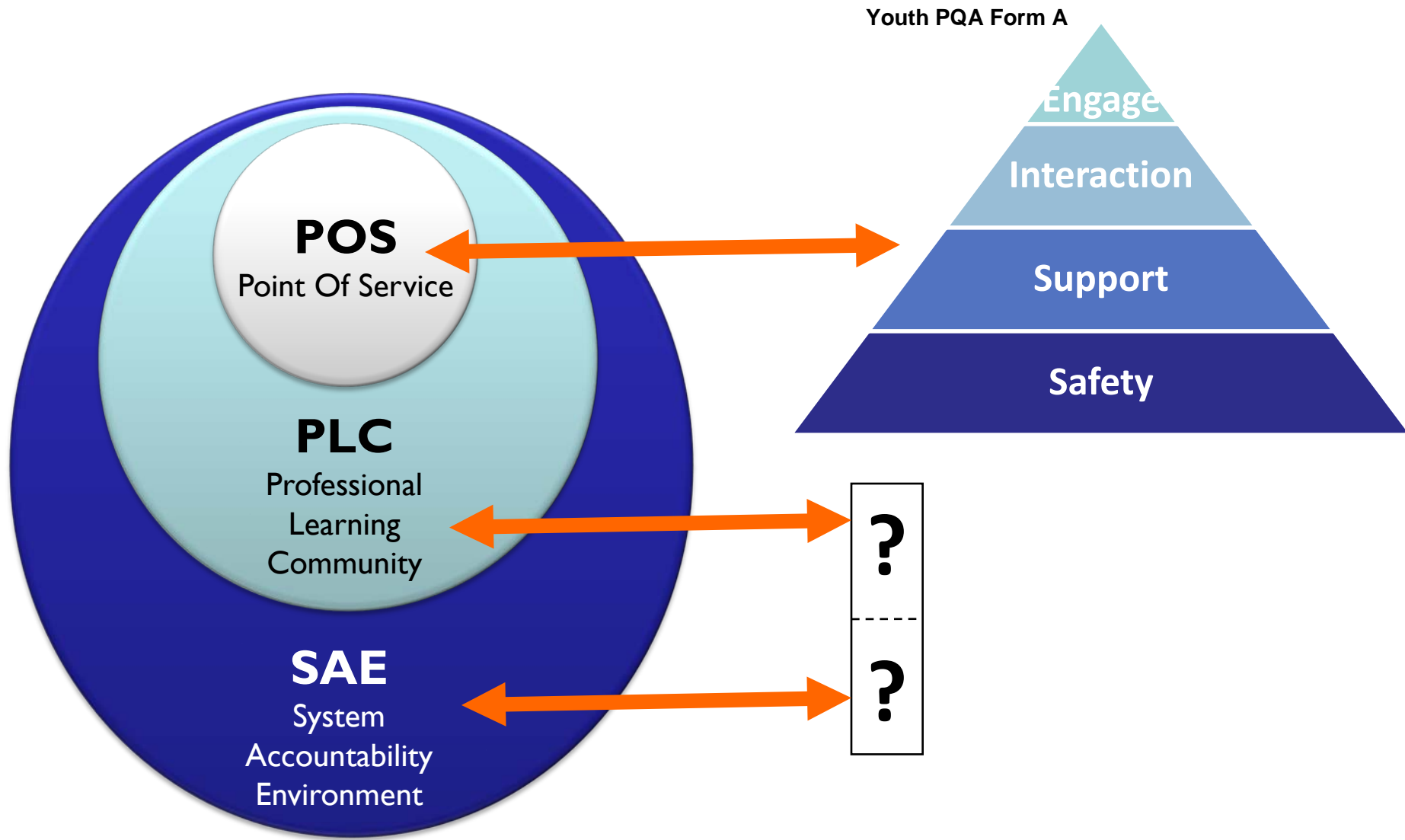


Positive Youth Development
N=166, 28%

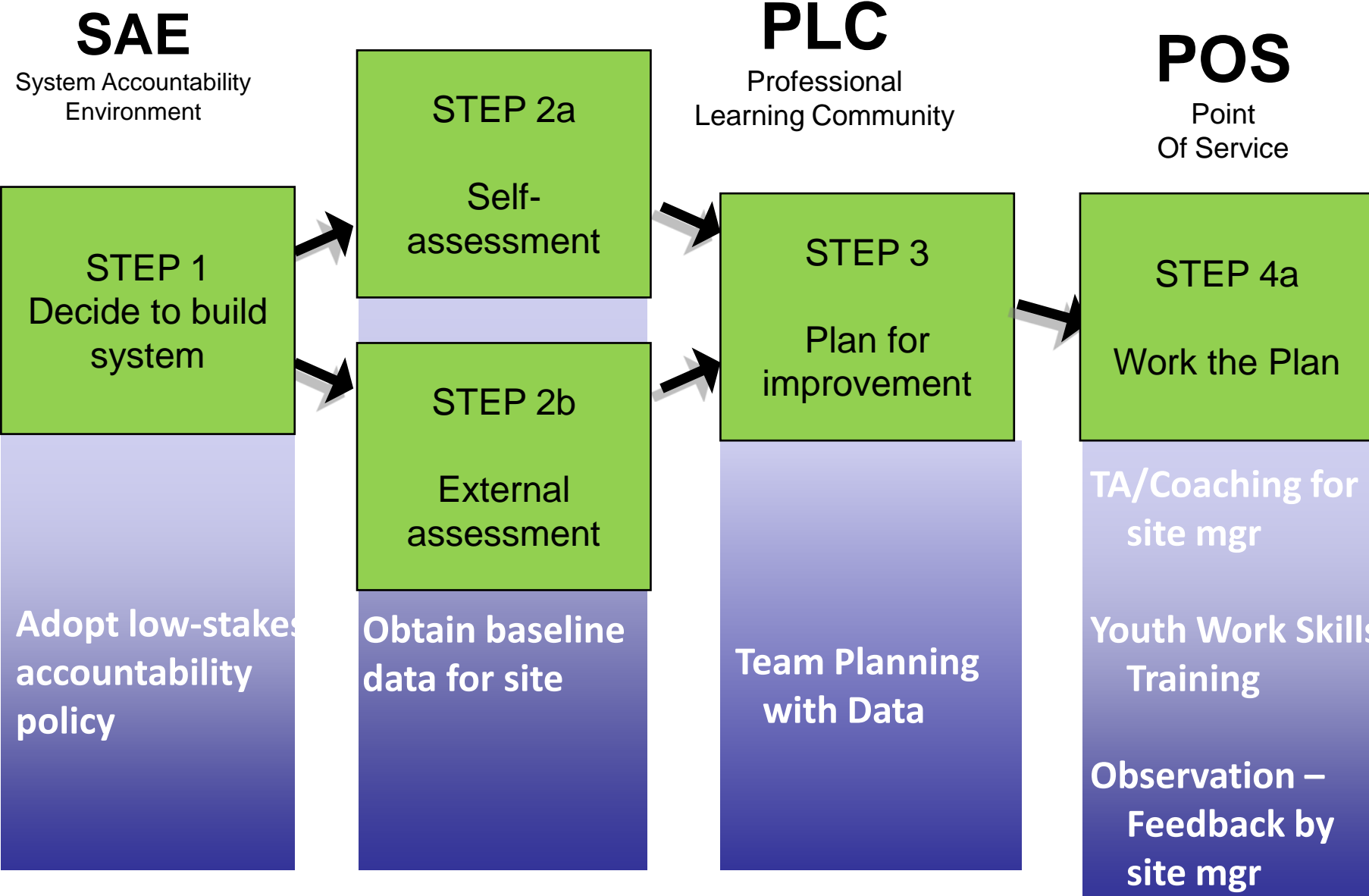
Staff Centered
N=231, 39%

Low quality
N=193, 33%

The Challenge: Other levels of program/policy affect POS quality



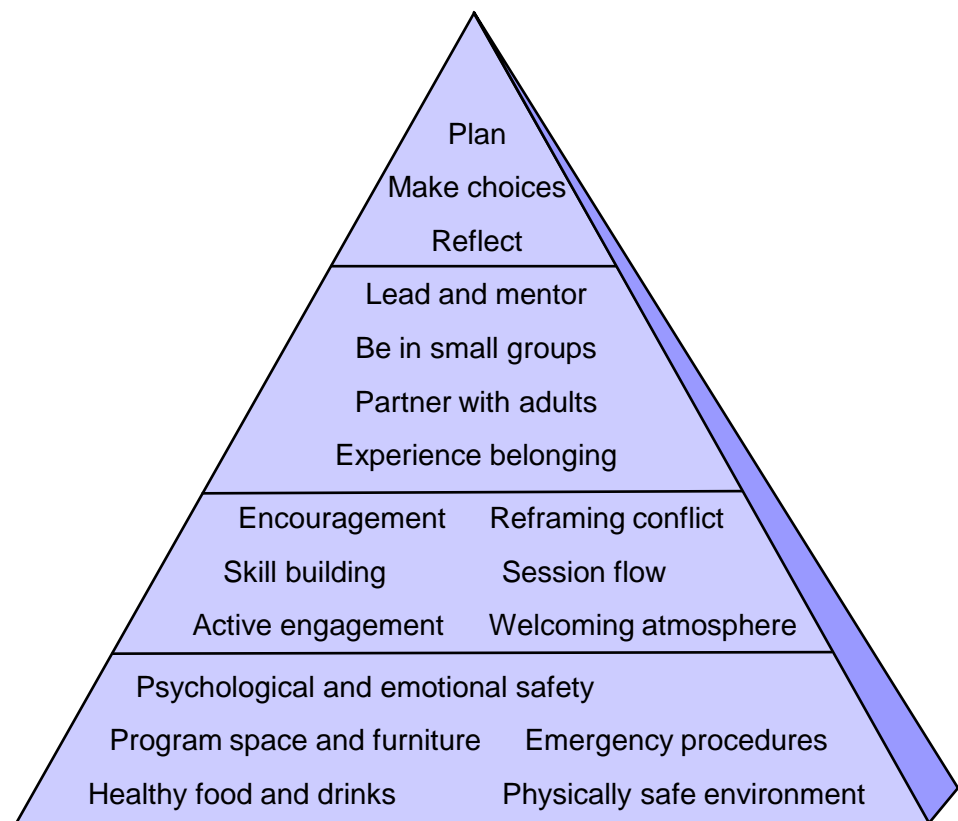
YPQI Logic Model: Assess → Plan → Improve



Performance Feedback

The Youth PQA

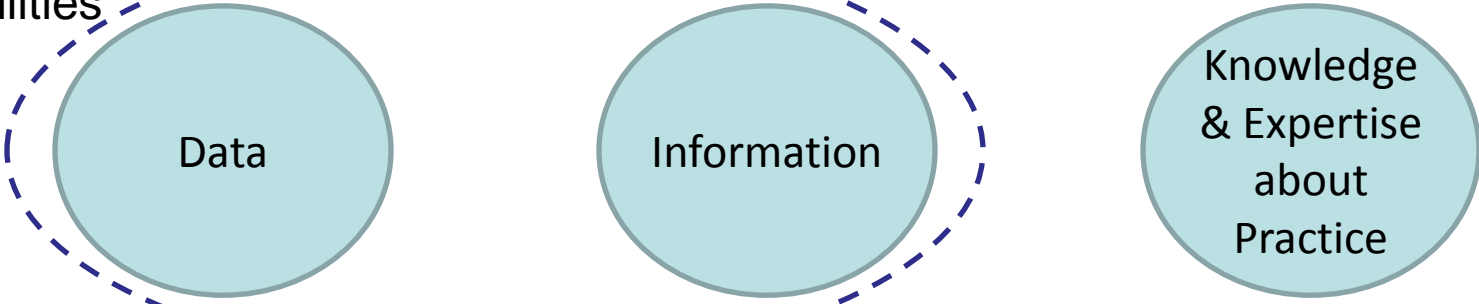
- Reliable & Valid
- Observational
- Dual-purpose: external assessment (EA) and program self-assessment (SA)



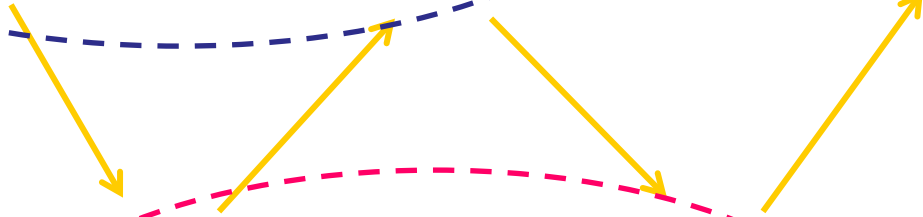
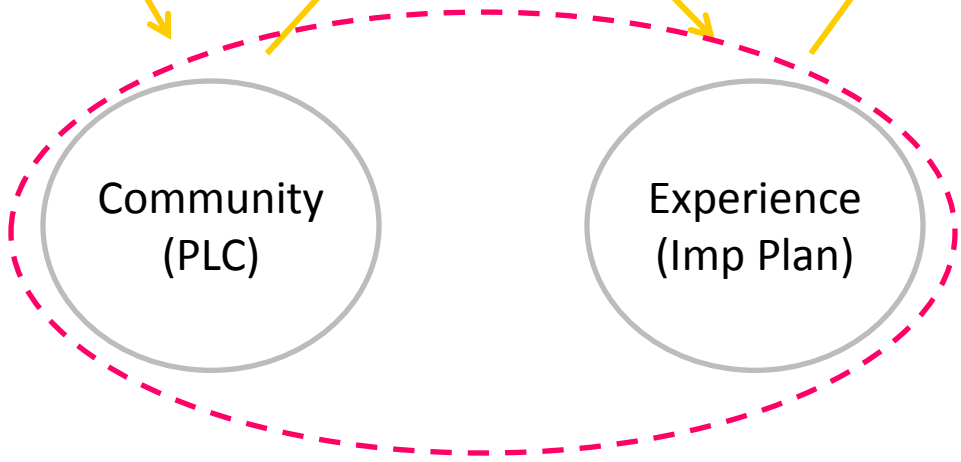
PLC Management Practices	Action Domain	PLC Practice Sets
Valuing Positive Youth Development (PYD)	PYD Press	Acquire Youth Feedback
		Set behavior & participatory expectations
		Name objectives - skill-building & learning
	PYD Frame	Articulate PYD Vision
		Provide Youth Voice/Governance
		Assure Content relevance and rigor
Continuous Quality Management	Data-driven Process	POS assessment expertise
		Group/shared Data Interpretation
		Team Planning based on Data
	Performance Feedback	Staff identify changes/objectives
		Try new behavior w/ immediate feedback
	POS skill/talent alignment	Vendor selection process
Hiring for POS skills		
PLC Norms	Expectations	Clear expectations for staff
		Acquire staff feedback
		Strengths-based performance review
	Climate	Staff Meetings
		Vendor staff/service management
Stakeholder communication		

Low stakes “Accountabilities” for Quality and SEL

Higher stakes
Accountabilities

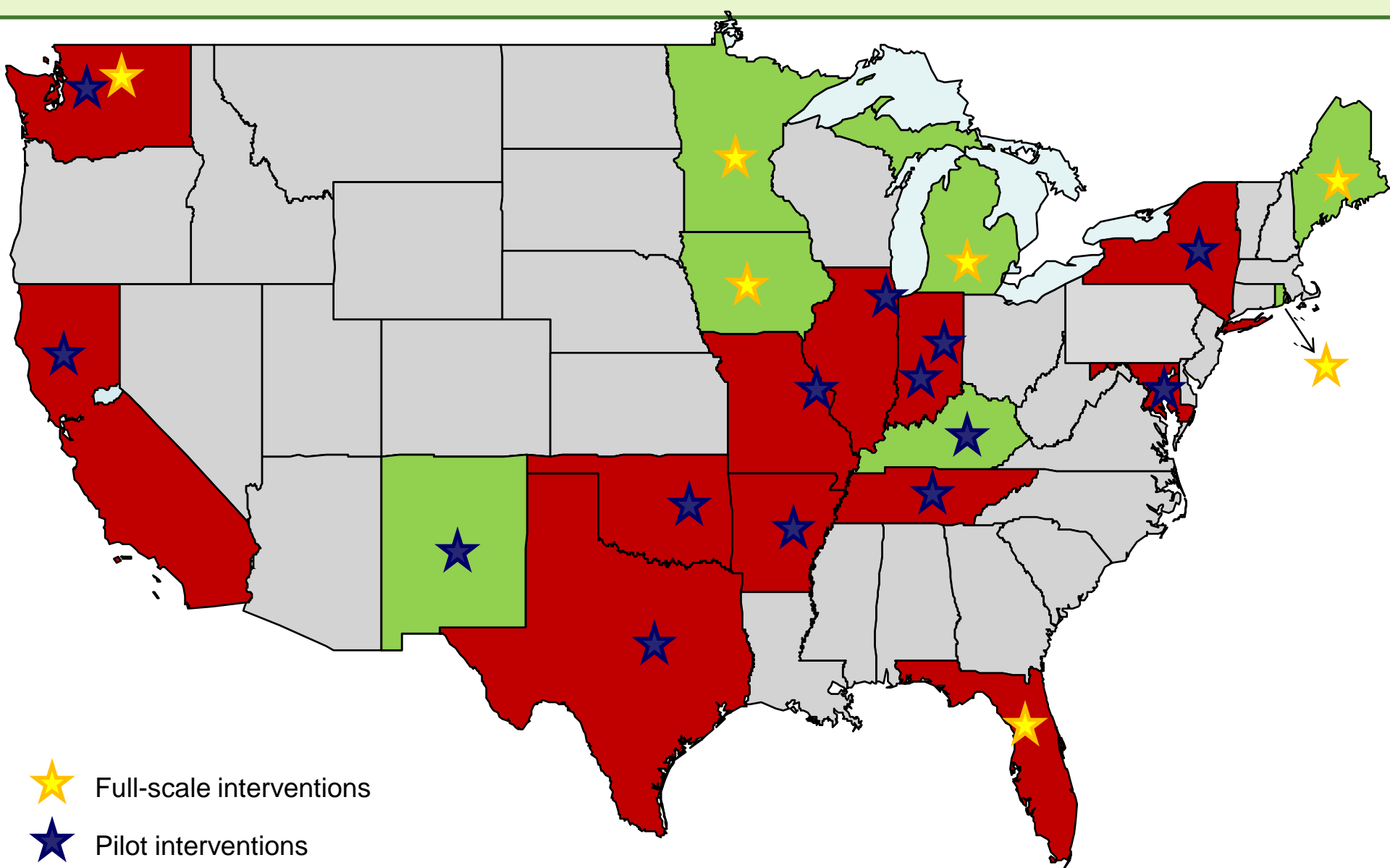




Lower stakes
Accountabilities



Policy

PART III



-  Full-scale interventions
-  Pilot interventions

States in **green** are full-state implementation states
 States in **red** have place-based implementation (select cities)

Recommendations for measuring SEL in 21st CCLC programming

- Minimum impact: Add a performance indicator to PPICS that identifies 21st CCLCs that intentionally promote SEL.
- Optimal impact:
 - Add a performance indicator to PPICS that identifies 21st CCLCs that use an observationally-based assessment tool focused on positive youth development practice.
 - Identify a group of states to pilot a tool measuring SEL and related outcomes of youth, with the goal of developing a standard data collection instrument for SEL in 21st CCLCs.

Thank you

For more information see chapters in: Granger, R., Pittman, K., & Yohalem, N. (2009). *New Directions for Youth Development: Defining and measuring quality in youth programs and classrooms*. San Francisco, Jossey-Bass.



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