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 <u>Quality Standards for Expanded Learning in California</u> directly promote **3** core areas of SSL.

6 Quality Standards

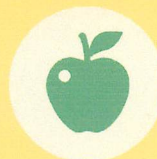| Safe & Supportive Environment	Active & Engaged Learning	Skill Building	Youth Voice & Leadership	Diversity, Access & Equity	Healthy Choices & Behaviors

3 SEL Areas

I know how I am feeling.

I can control my own behaviors.

I care about other people's feelings.

I can control my own behaviors.

I can overcome challenges.

The harder I try, the better I'll get.

Self-awareness Self-management

Social awareness Interpersonal skills

Self-efficacy Growth mindset

PUTTING IT ALL TOGETHER
STEPS FOR INTEGRATING SOCIAL EMOTIONAL AND CHARACTER SKILLS *

1. **Build Awareness and Understanding** – Review "Student Success Comes Full Circle" at this link: http://bit.ly/FullCircle360-365. It details six essential social-emotional and character skills that expanded learning programs can help develop in young people.

2. **Name Skills** – Can you specifically name the social-emotional and character skills that are important to the program – skills that the program is committed to? How important are these things and to whom are they important?

3. **Explore Them** – Can leaders and staff write down three things a young person would say or do if they were practicing these skills? Are these skills best "taught" or "caught"?

4. **Build on What You Do** – Can leaders and staff name program activities and practices that support specific social-emotional and character skills? For example, in program activities and practices, staff PD, etc.

5. **Align with Quality Standards** – Several organizations and state networks have developed quality standards for expanded learning programs. (See "CA Quality Standards for Expanded Learning Programs" at http://bit.ly/CalQSELP). Ask: how do our quality standards align with the social-emotional and character skills? For instance, how do efforts to create a safe and supportive environment involve social-emotional and character skills?

6. **Collect and Use Data** – Many programs collect data to provide feedback regarding program quality. These can be observations, reflections, or self-assessments completed by program staff. Data can also be collected from youth participants, their families, and/or other stakeholders and partners. What does your data on program quality tell you about the state of social-emotional and character skills in your program? You can access a social-emotional and character staff self-reflection tool at http://bit.ly/SECtool.

7. **Plan and Improve** – If your program can improve how it promotes social-emotional and character skills, make a plan for improvement. This can include program practices and activities, your vision and mission statements, hiring practices, and professional development plans for your program and larger organization. Institute intentional changes and determine if they make a difference.

* You can access a paper that provides greater detail on these steps at http://bit.ly/SECsteps. If you are interested in low-cost or no-cost training and support on how to integrate these SE/C skills into your program, you can contact us at contact@expandedlearning360-365.com.