

**PRACTICES & STRATEGIES THAT SUPPORT WHOLE
CHILD OUTCOMES ACROSS THE ROAD MAP REGION:
YDEKC'S SOCIAL EMOTIONAL LEARNING
SCAN FINDINGS**

SEL SYMPOSIUM | AUGUST 10, 2018

Learning Objectives:

- Participants will explore what a whole child, whole day ecosystem is;
- Participants will share and learn about SEL-related themes happening in the Road Map Region;
- Participants will share and discuss opportunities for strengthening and aligning whole child, whole day efforts.

Introductions:

- Name, Organization, Role
- What you hope to gain from the session

Youth Development Executives of King County

Youth Development Executives of King County (YDEKC) is a coalition of youth-serving organizations and a cross-sector convener working to advance the youth development field to improve holistic outcomes for young people.





MEMBER ORGANIZATIONS

21Progress
 After-School All-Stars
 America SCORES Seattle
 Arts Corps
 Asian Counseling and Referral Service
 Atlantic St. Center
 Auburn Youth Resources
 Audubon Center at Seward Park
 Big Brothers & Big Sisters of Puget Sound
 Bike Works*
 Boys & Girls Club Bellevue
 Boys & Girls Clubs of King County*
 Camp Fire USA-Central Puget Sound Council*
 Catholic Community Services of King County

Center for Human Services
 Centro Rendu of St. Vincent de Paul of Seattle/King County
 Chinese Information and Service Center
 City Year Seattle*
 College Access Now
 College Success Foundation
 Communities in Schools of Auburn
 Communities in Schools of Federal Way*
 Communities in Schools of Kent
 Communities in Schools of Renton
 Communities in Schools of Seattle
 Community for Youth
 Congolese Integration Network
 Coyote Central
 East African Community Services*
 Eileen & Callie's Place
 Filipino Community of Seattle
 Friends of the Children Seattle
 Friends of Youth
 Girls on the Run of Puget Sound

Girl Scouts of Western Washington*
 Helping Link
 Horn of Africa Services
 InterIm CDA/Wilderness Inner-City Leadership Development (W.I.L.D)
 Iraqi Community Center of Washington
 Invest in Youth
 Jubilee Reach
 Juma Ventures
 Kent Youth and Family Services
 Kids4Peace Seattle
 Kids Co.
 Launch* (formerly CDSA)
 Mockingbird Society
 Mother Africa
 Neighborhood House
 One World Now!*
 Para Los Niños
 Partner in Employment
 Peace for the Streets by Kids from the Streets
 Planned Parenthood of the Great Northwest & Hawaiian Islands*
 Powerful Voices
 Rainier Scholars
 Red Eagle Soaring
 Reading Partners
 Reel Grrls
 Refugee Women's Alliance*
 Renton Area Youth and Family Services
 Safefutures Youth Center
 School's Out Washington*
 Seattle Arts and Lectures
 Seattle Music Partners

Seattle Young People's Project
 Seattle Youth Symphony Orchestras
 Skate Like a Girl
 SOAR
 Somali Youth and Family Club
 Southeast Youth and Family Services
 Southwest Youth and Family Services
 St. Matthew's After School Program
 Street Yoga
 Student Conservation Association (SCA)
 Summer Search*
 Team Read
 Techbridge
 Teens in Public Service
 The Center for Wooden Boats
 The Service Board
 Treehouse
 University of Washington Dream Project
 UPower
 Urban Family Center
 Urban Impact
 Vashon Youth & Family Services
 Vietnamese Friendship Association
 WA Asian Pacific Islander Community Services
 Washington Trails Association
 Woodland Park Zoo
 WSU Extension King County 4H*
 Year Up-Puget Sound*
 YMCA of Greater Seattle*
 Young Women Empowered
 Youth Ambassadors
 Youth Eastside Services
 Youth in Focus
 YouthCare
 YWCA
 Zeno



This experience has given me the courage and confidence to take me and my organization to the **next level.**"

- Kristin Ebeling, State Like a Girl

*2016 Advisory Board Member
 School's Out Washington serves as YDFKC's fiscal sponsor

Youth Development Executives of King County

Advocacy

Cross-sector Collaboration

Field Building

What we do...

- **Advocacy:** Represent the needs of the youth development field to partners and policy makers at multiple jurisdictions, and raise awareness on issues affecting King County youth
- **Cross-Sector Convening:** Partner with education, government, and philanthropic sectors to increase and improve expanded learning opportunities and social emotional learning
- **Leadership & Organizational Development:** Support leadership and organizational development in youth serving non-profits with particular focus on measurement & evaluation support and racial equity

Youth Development Executives of King County

Advocacy

Cross-sector Collaboration

Field Building

Cross-Sector Convening for Social and Emotional Learning

YDEKC collaborates with school districts and community based organizations to improve youth skills and adult practices related to motivation and engagement and social and emotional learning.

Activities include: SEL symposia, sharing research & resources, and staffing collaborative workgroups focused on expanded learning and whole child outcomes.

The SEL Landscape Project

Social & Emotional Learning Landscape Overview

- Youth Development Executives of King County (YDEKC) is creating a **regional and district level landscape scans of the Road Map region.**
- Each landscape report will be a **general summary of what systems, strategies, and practices are in place** that support whole child outcomes across the whole day.
- Goal: Better understanding of the SEL landscape within the Road Map school districts including afterschool to identify opportunities and action steps for cross-sector collaboration for whole child outcomes within the Road Map District.

Guiding Questions

Social & Emotional Learning Landscape Overview

- What social and emotional learning related approaches and practices are present in learning environments across the whole day in the Road Map region?
- What supports are in place to support adults in implementing this whole child whole day approach?
- What assessment strategies are in place to monitor the progress students, staff, and school are making in this area?
- What cross-sector collaborations or partnerships exist between K-12 institutions and the youth development field that support whole child outcomes?
- What are the bright spots and opportunities for cross-sector collaboration and support

Sources and Methods

Social & Emotional Learning Landscape Overview

- ❖ Public Data: School District Websites
- ❖ Review of past/current outreach efforts and reports
 - YDEKC Online Landscape Survey 2017
 - Best Starts for Kids Climate Priorities Survey 2017
 - School's Out Washington Out of School Time Landscape Scan Fall 2017
 - Starts with Us- Black Youth in South King county & South Seattle Fall 2017
 - SEL Consortium SEL and School Climate Assessment Interview Notes, Winter 2018
 - OSPI SEL Indicator Workgroup Panel Notes, January 2018
 - Education NW Executive Summary- Overview of the SELD Efforts 2015
 - OSPI SEL Benchmark Workgroup- Addressing Social Emotional Learning in Washington's K-12 Public Schools, Oct. 2016
 - Race to the Top Deep Dive Learning Study Sept. 2015
 - Washington Integrated Student Supports Protocol Essential Practices for Implementing Integrated Student Supports, 2017
- ❖ Key Informant Interviews with 17 people from Road Map school districts and CBOs
- ❖ Cross-Sector Meetings (Approx. 9 meetings)

Project Notes / Limitations

Social & Emotional Learning Landscape Overview

- Focused on collecting info from school district leaders and building relationships.
- Focused on past and current Road Map efforts, reports, and learnings.
- SEL touches many areas and this scan just scratches the surface. The scan does not include info on other holistic support areas such mental health, nutrition, and housing.
- Internal reflection on how we define SEL and landing on a whole child, whole day approach

Social and Emotional Learning (SEL)

What are we talking about?

- SEL is broadly understood as the process through which youth and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain relationships, and make responsible decisions. (CASEL)
- These skills develop in a complex system of contexts, interactions, and relationships, indicating that a comprehensive approach that emphasizes a positive, inclusive school climate and culture is needed for each child to thrive. (Aspen Institute, 2018).
- Research confirms that “integrating social and emotional development with academic instruction is foundational to the success of our young people”. (Sarmiento 2018)

A Whole Child, Whole Day Approach

What are we talking about?

- **Taking a whole child approach means weaving social, emotional, and academic skill development together in an environment that is welcoming, supportive, and inclusive of all youth.**
- It acknowledges that learning doesn't only happen during school time, but across the whole day in a variety of settings.
- It recognizes that families, schools, OST providers, and community members must work together to build an integrated system of supports.
- SEL is at the heart of a whole child, whole day approach- it informs how we teach; how we build learning environments, and how we partner & support families, youth, and educators.

Core Principles

A Whole Child, Whole Day Approach

- **A Commitment to Racial Equity-** the active pursuit of increasing culturally relevant school climate, supports, curricula, and pedagogy.
- **Youth and Family Centered-** seeking, valuing, honoring ideas, perspectives, and knowledge of both youth and families.
- **Authentic and Collaborative Partnerships-** trusting relationships between schools and partners are vital in building a system of support across the whole day
- **High-Quality Practice-** focused on the quality of experiences young people are having in our classrooms and youth programs.

6 Key Attributes

A Whole Child, Whole Day Approach

1. Stable Leadership and Whole Child Vision
2. Positive Climate and Culture
3. Social and Emotional Learning- Related Curriculum and Instruction
4. Professional Development and Capacity Support
5. Partnerships and Collaboration with Youth, Families, and Community
6. Continuous Improvement Strategies

6 Key Attributes

**A Whole
Child, Whole
Day Approach**

**GROUP WORK: HOW DO THESE
ATTRIBUTES SHOW UP IN YOUR
WORK?**

1. Leadership and Whole Child Vision

Whole Child, Whole Day Theme

- Stable leadership that can articulate a vision for supporting the social, emotional and academic needs of young people; and can lead, inspire, and collaborate with staff and partners to implement that vision is a driving force for a whole child, whole day approach.
- We found an awareness and articulated support for whole child efforts across the region and in all seven school districts' central administrations. We were reminded that a holistic approach has been a focus for the youth development field.

2. Positive Climate and Culture

Whole Child, Whole Day Theme

- Climate and culture includes the practices and approaches a school or youth program implements to intentionally build a safe and engaging environment for youth, families, and staff. A positive school/program climate is the outcome of a socially and emotionally rich environment that promotes a sense of belonging and puts building relationships in the forefront.
- Most districts have teams focused on developing racial equity policies at the system level, as well as a range of efforts focused on cultural relevancy, positive identity development, English Language Learner supports, and other anti-bias efforts. Similar efforts are being made by youth serving organizations.

3. SEL- Related Curriculum and Instruction

Whole Child, Whole Day Theme

- There are many programs/curriculums that explicitly teach SEL. There are also SEL-related practices that can be embedded in instruction to promote whole child outcomes.
- Most schools have an explicit SEL curriculum at primary sites, but fidelity and implementation of the curriculum varies. All districts report some of their primary schools using the Second Step or RULER curriculum. We did not see this trend at the secondary level, except for some middle schools.

4. Professional Learning and Capacity Support

Whole Child, Whole Day Theme

- Professional learning is critical to helping administrators, teachers, and youth development professionals improve their professional knowledge, competence, skill, and effectiveness. Capacity support emphasizes *on-going* support, resources, or activities that enable people to do their jobs effectively.
- Across the board, we heard that SEL needs to start with adults. In multiple conversations, the challenge of shifting adult mindset, actions and behaviors to prioritize and model social and emotional related practices in the classroom was a prevalent and urgent theme.
- Educators did express their enthusiasm for professional development opportunities for SEL-related strategies such as restorative practices and culturally responsive teaching.

5. Partnerships and Collaboration with Youth, Families, and Community

Whole Child, Whole Day Theme

- Schools and partners working collaboratively together to build a system of supports for youth across the whole day and year takes intentional planning and coordination. In a thriving partnership ecosystem, schools and partners are committed to effective site coordination; shared leadership; aligned, responsive implementation; and shared accountability for success.
- We discovered that SEL and positive school climate can mean many different things among youth, family, and communities. It is crucial for learning systems to incorporate and value the wisdom of these various groups in creating optimal learning environments for every child.

6. Continuous Improvement Strategies

Whole Child, Whole Day Efforts

- As in other practice domains, improvements in SEL require an organizational and professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth.
- Identifying the data that will support continuous improvement in the SEL domain remains challenging. Measures of social and emotional skills at the individual level are in a fairly emergent stage.
- Districts are collecting data on school climate using student, staff, and parent surveys. However, use of this data varies from district to district, and from school to school.

Emergent Themes

Whole Child, Whole Day Emergent Themes

1. “The readiness here is phenomenal.”
2. “It’s not the what it’s the how.”
3. “how can we develop social and emotional skills in youth, when we (adults) struggle with it?”
4. “it’s hard to prove effectiveness of preventive work.”

Opportunities

Whole Child, Whole Day Recommendations

1. Develop consistent **messaging** about the holistic needs of youth.
2. Strengthen connections and **alignment** within district and across sectors.
3. Increase **professional development** and capacity support for educators and leaders.
4. Increase and build upon existing **collaborative partnerships** with families and community partners.
5. Support the use of data for **continuous improvement**.

1. Develop consistent messaging about the holistic needs of youth.

Whole Child, Whole Day Recommendations

- Social and emotional learning is more than just developing specific skills and competencies; it is also the environments, interactions, and relationships that youth encounter throughout their day and throughout their year.
- Developing coherent language and messages so that all sectors can see clearly how they connect and contribute to a whole child approach is a start towards building more alignment within the region and state.

1. Specific Opportunities: Messaging

**Develop
consistent
messaging
about the
holistic needs of
youth.**

- **State:** Integrate (or at least align) the related work within OSPI including the Center for the Improvement of Student Learning (CSIL) and the Educational Opportunity Gap Oversight and Accountability Committee ([EOGOAC](#)), OSPI's SEL Indicators Workgroup and the OSPI ELO Council, and collaborating intentionally with the new Washington State Department for Children Youth and Families (DCYF).
- **Districts and Youth Organizations:** Align efforts with the Washington State SEL Benchmarks as articulated in the 2016 SEL Benchmarks workgroup report; engage in ongoing opportunities to shape the SEL benchmarks and indicators through 2019.
- **Youth Organizations:** Clearly and consistently articulate their expertise around supporting the social and emotional development of young people.
- **System Leaders across Sectors:** Amplify and align with King County's Best Starts for Kids whole child approach, and Executive Constantine's vision for all young people to be "happy, healthy, safe and thriving."

1. Messaging

**Whole Child,
Whole Day
Recommendations**

How do you talk about Social Emotional Learning in your work? Who could you align your messaging with?

2. Strengthen connections and alignment within district and across sectors.

Whole Child, Whole Day Recommendations

- Integrating SEL across learning environment across the whole day is still an aspirational goal. Even though each district recognizes the value of a whole child approach, **many districts need explicit time and resources to align their efforts internally and across sectors.**
- SEL touches many departments such as Teaching & Learning, Equity, Partnerships, Student Supports, and Data Supports. However, in most districts, especially larger ones- it is challenging for these teams to bridge their work.
- MTSS and integrated support models is a good start in aligning efforts, but internal departments need dedicated time to continually make connections between their bodies of work

2. Specific Opportunities: Alignment

Strengthen connections and alignment within district and across sections.

- **Districts and Intermediaries:** Pair or group district staff who have similar roles across districts to learn from and share with one another to connect SEL-related work across the region, potentially in a professional learning community or in more informal ways.
- **Districts:** Recognize, support, and share the expertise of principals who have had success in producing whole child, whole day learning environments.
- **Districts and Youth Organizations:** Build cross-sector integration and alignment teams to ensure that efforts supporting whole child, whole day efforts are complementary and additive.

2. Alignment

**Whole Child,
Whole Day
Recommendations**

What departments, people, efforts and partners could be better aligned in their work?

3. Increase professional learning and capacity support for educators and leaders.

Whole Child, Whole Day Recommendations

- Recent national reports amplify the call to address adults' skills and beliefs as they play an integral role in promoting social and emotional skill development.
- We are seeing enthusiasm and more professional development towards SEL related approaches like restorative practices, trauma-informed approaches, and culturally relevant pedagogy.
- However, there is still a need for on-going support to ensure fidelity of these practices and to sustain the work moving forward.

3. Specific Opportunities: Adult Learning

Increase professional development and capacity support for educators and leaders.

- **All:** Promote efforts such as the Professional Educator Standards Board (PESB) micro-credentialing efforts on SEL using the OSPI-created online SEL Modules and SOWA’s Youth Program Quality methods trainings focused on SEL.
- **Secondary Leaders:** Explore how to support teachers and school staff to deliver tier one SEL supports at the secondary level such as integration into Advisory Classes, as well as focusing on college and career supports.
- **Districts:** Offer ongoing social emotional learning training for professionals that focuses on “how” adults interact with young people and their families in addition to providing support for SEL-related curriculum and resources.
- **Principals:** Invite youth organization staff to school-based professional development opportunities to better integrate programming.

3. Adult Learning

**Whole Child,
Whole Day
Recommendations**

Where are opportunities to increase supports for professional development and capacity building?

4. Increase and build upon existing collaborative partnerships with families and community organizations.

Whole Child, Whole Day Recommendations

- Families and community organizations are critical thought partners on what their children and youth need and must be involved in our effort to integrate and align SEL practices across the school day and out-of-school time.
- Increase and build upon past efforts in the Road Map Region, such as the Race to the Top grant and Best Starts for Kids investments. These investments supported intensive school-community partnerships at various school/community sites to achieve whole child outcomes. A review of these investments is an opportunity to build upon and align SEL efforts within these partnerships.

4. Specific Opportunities: Partnerships

Increase and build upon existing collaborative partnerships with families and community organizations

- **System Leaders and Funders:** Build on past and current investments in school-community partnership efforts (such as RTTT Deep Dive sites and BSK OST School Partnership sites) to share lessons learned, ensure sustainability and continuity of existing partnerships, and invest in additional sites.
- **System and District Leaders:** Invest in partner coordination to connect in-school and OST opportunities at the school/building level to align SEL-related efforts and ensure appropriate supports are accessible to individual students.
- **System Leaders and Funders:** Funding and support to community based organizations to provide direct services is needed. There are still many areas of south King County that are extremely under-resourced with few partners available to provide expanded learning opportunities.

4. Partnerships

**Whole Child,
Whole Day
Recommendations**

How could partnerships be improved with families, community based organizations and schools?

5. Support the use of data for continuous improvement.

Whole Child, Whole Day Recommendations

- Measuring students' SEL skills for accountability purposes is a controversial subject; research in this field is still emerging locally and nationally. However, assessments that focus on the learning environment itself can provide valuable information on how schools and programs are progressing in their SEL-related efforts.
- All school districts are currently using climate surveys to some extent, and many schools are actively integrating climate data into their planning processes. We need to support these efforts, and to better our understanding of the kinds of data that are proving most valuable to educators in their efforts to build safe and inclusive schools.
- The Youth Program Quality Assessment (YPQA) has SEL scales which are currently undergoing a validation process. This work can further our understanding of how specific actions in the classroom or youth program relate to the development of particular social and emotional competencies.

5. Specific Opportunities: Use Data

Support the use of data for continuous improvement.

Districts: Support school leaders in their use of data from student, staff, and parent surveys.

Youth Organizations: Participate in the Youth Program Quality Intervention (YPQI), a continuous improvement process supported by School's Out Washington, ideally one that uses the newly developed YPQA SEL scales.

All: Honor the voices of young people and their families in planning and improvement efforts. Young people and families are well positioned to report on the ways they do or do not feel safe and supported in schools and in community.

All: Focus on the environment over the individual. Measures that focus on the environment may provide better data for improvement purposes.

All: Promote and sustain a strong data culture within and across sectors. Approach all data with a spirit of inquiry and a desire to do better for the young people in our region.

5. Continuous Improvement

**Whole Child,
Whole Day
Recommendations**

What processes or measures are already in place that could be leveraged to improve SEL-related practice at your site or region?

YDEKC- Next Steps

1. Further Research

- Publish full Report September 2018 at ydekc.org
- Continue to develop SEL scan profiles of the seven school districts to be shared by September 2018.

2. Deepen Regional Collaboration towards Implementation

- Cultivate a SEL Advisory Group and continue to build relationships with Road Map school districts to explore collaboration.

3. Improve Communications and Collaboration at the Local and State Level

- Work with partners on communication strategy for elevating the expertise of ELOs and SEL's connection to a whole child, whole day approach.
- Connect with OSPI's efforts with WISSP

4. Support Professional Learning

- Continue to partner with SOWA to strengthen professional learning system for SEL practices.
- Explore ways to expand reach of YDEKC toolkits and SEL Symposium.

**Whole
Child,
Whole
Day**

Final Reflections