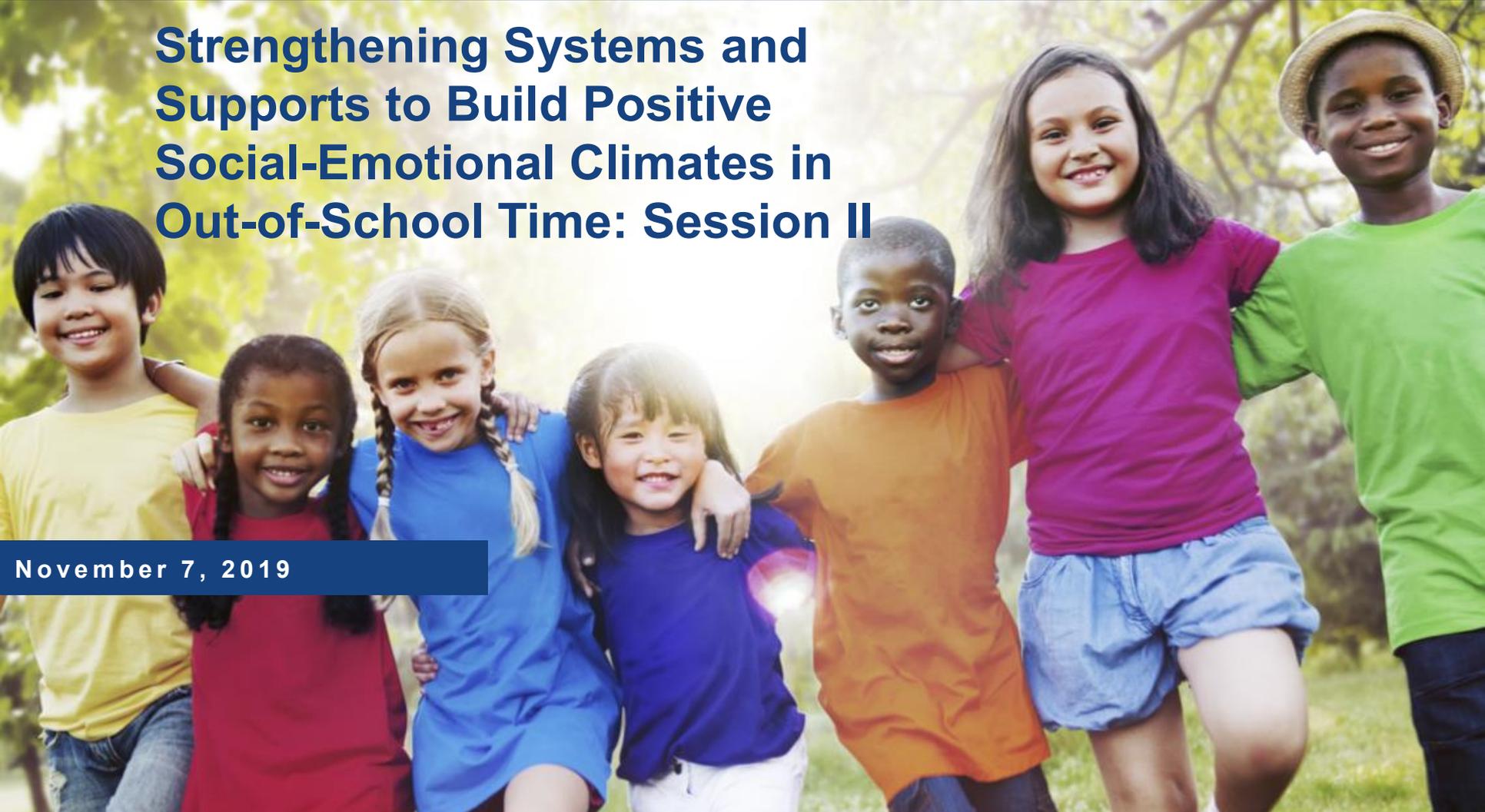




NATIONAL CENTER ON

Afterschool and Summer Enrichment

Strengthening Systems and Supports to Build Positive Social-Emotional Climates in Out-of-School Time: Session II



November 7, 2019

Presenters



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Afterschool and Summer Enrichment



Susan O'Connor, NCASE



Holly Morehouse, Vermont
Afterschool, Inc.



Priscilla Little, Forum for Youth
Investment



Linda Bradford, Oklahoma
Department of Human Services

Participant Poll



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What type of organization do you represent?

- CCDF
- DOE
- 21st CCLC
- State afterschool network
- CCRR
- Higher education
- TTA organization
- Youth development
- Other

Agenda: Building a Positive Social-Emotional Learning (SEL) Climate



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- Welcome, goals, and agenda
- Review SEL brief
- The Aspen Institute Report Recommendations
- Partnerships and Building Staff Capacity
- Building staff capacity and Vermont's approach
- Mental health and mental health consultation and Oklahoma's supports
- Discussion
- Wrap-up

New SEL Brief



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PRACTICE BRIEF

Voices from the Field



NATIONAL CENTER ON
Afterschool and Summer Enrichment

September 2019
Vol. 7

This Practice Brief is the seventh in a periodic series published by the National Center on Afterschool and Summer Enrichment (NCASE) to build awareness of promising practices in the field of school-age child care.

The goal of NCASE is to ensure that school-age children in families of low income have increased access to quality afterschool and summer learning experiences that contribute to their overall development and academic achievement. For more information, contact us at ncase@ecetta.info.



Strengthening Systems and Supports to Build Positive Social-Emotional Climates in Out-of-School Time

From December 2018 through May 2019, the National Center on Afterschool and Summer Enrichment (NCASE) facilitated a peer learning group (PLG) on social-emotional learning (SEL) in out-of-school time (OST) for 10 state teams.

<https://childcareta.acf.hhs.gov/resource/strengthening-systems-and-supports-build-positive-social-emotional-climates-out-school-time>

Build staff capacity on SEL



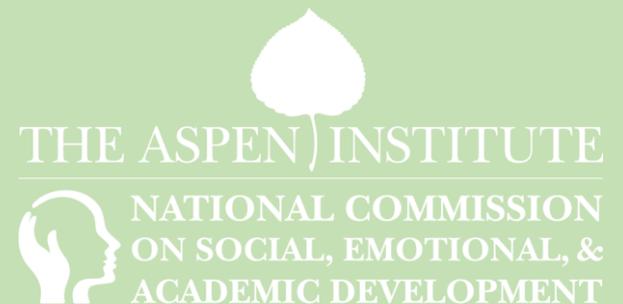
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Staff self-assessment tool:

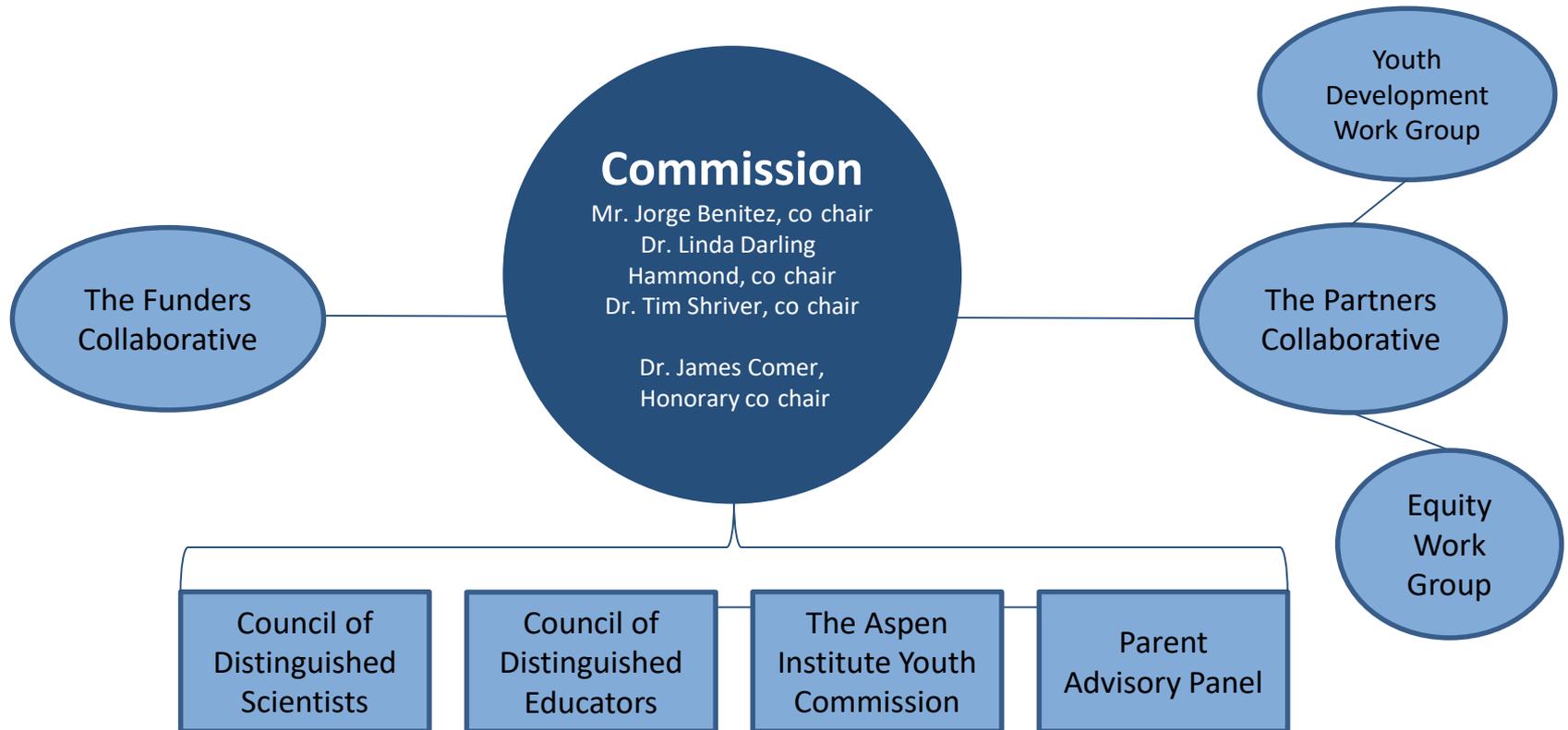
1. Social practices
2. Program implementation practices
3. Reflection on staff social-emotional competencies
4. Culminating activities and action plans

Yoder and Devaney. 2015

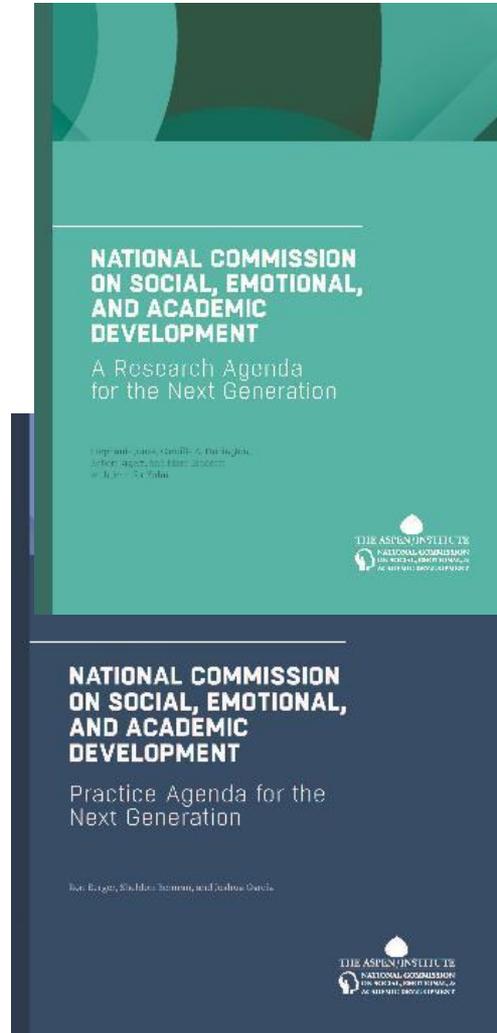
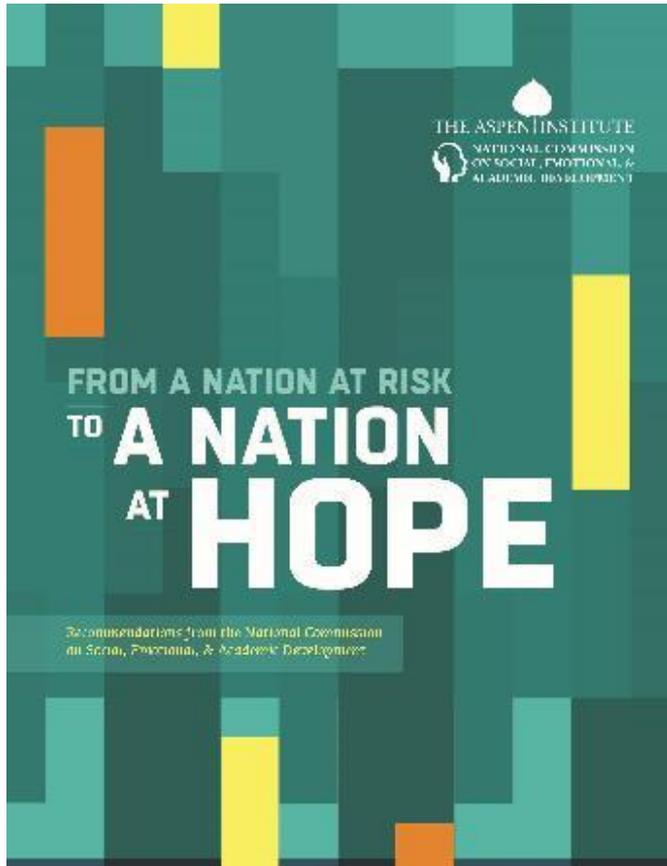
FROM A NATION AT RISK
TO **A NATION**
AT **HOPE**



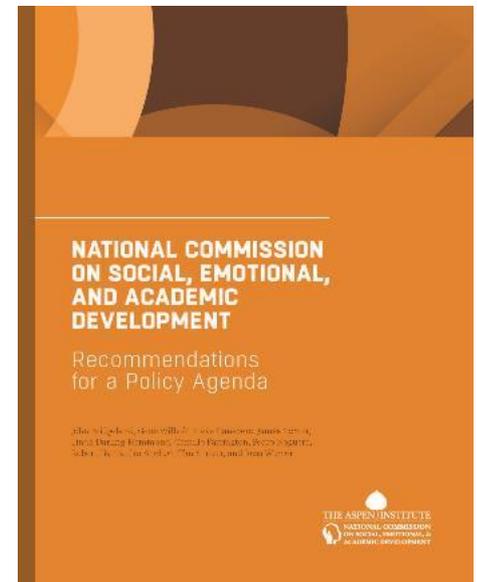
The NCSEAD Family



Final Reports



The final report and the accompanying recommendations reports are written for a K-12 audience but use inclusive language (e.g. adult capacity, learning settings) and include recommendations focused on OST.



Six Main Recommendations

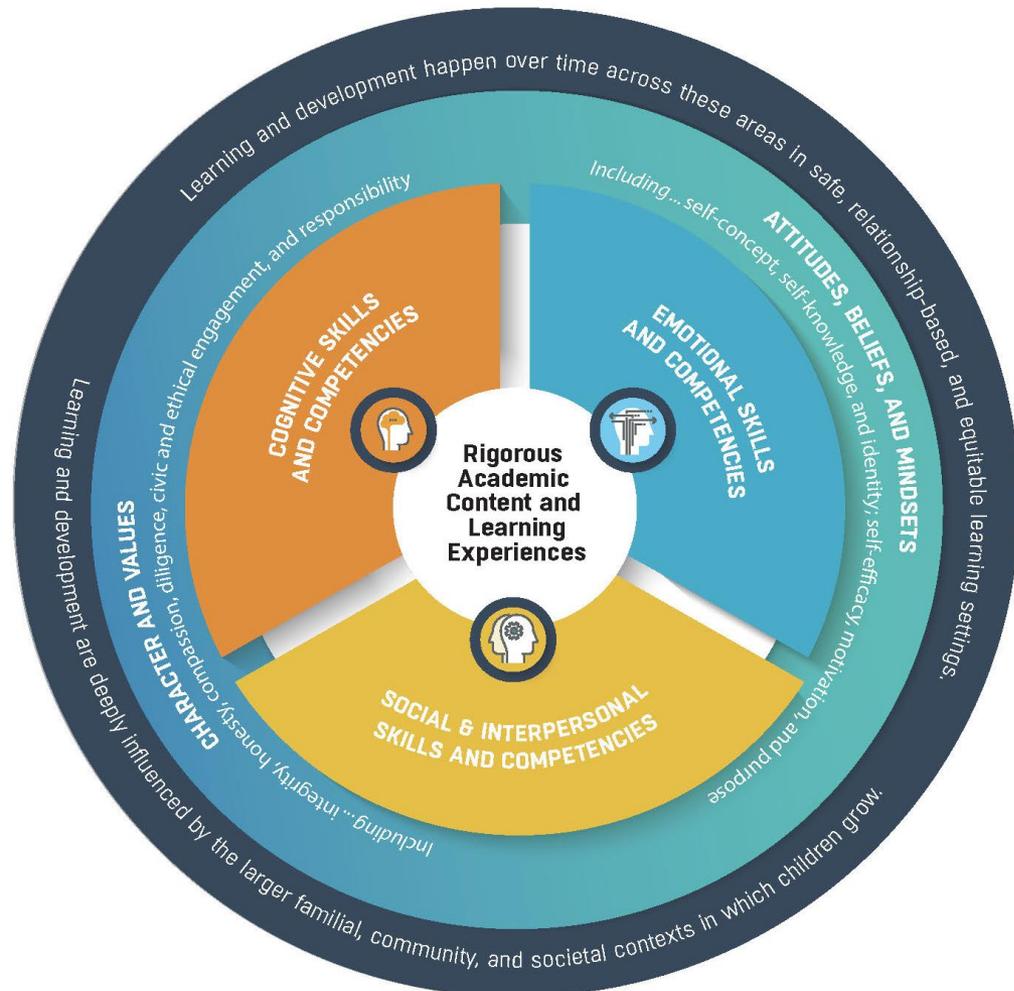
1. Set a clear vision that broadens the definition of student success to prioritize the ***whole child***
2. Transform ***learning settings*** so they are safe and supportive for all young people
3. Change instruction to teach ***social, emotional, cognitive skills***; embed these skills in academics and in schoolwide practices
4. Build ***adult expertise in child development***
5. ***Align resources and leverage partners*** in the community to address the whole child.
6. Forge closer connections between ***research and practice***

The Research Base

The Evidence Base for How Learning Happens

This graphic summarizing how SEL (or SEAD) can be explained acknowledges the broader competencies, mindsets and values.

It also makes the distinction between cognitive skills and academic content.



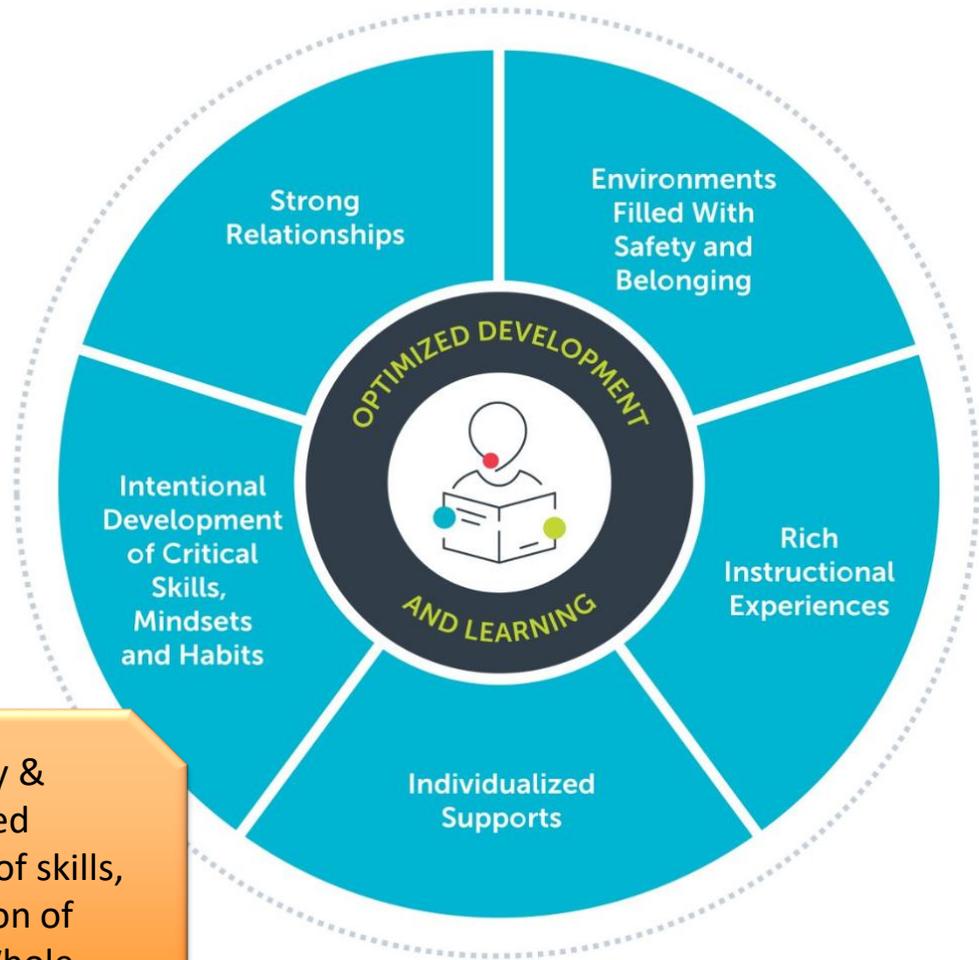
Building Adult Capacity

SoLD:

*THE SCIENCE
OF LEARNING
AND
DEVELOPMENT
INITIATIVE*

WHOLE CHILD
PERSONALIZATION
OF LEARNING

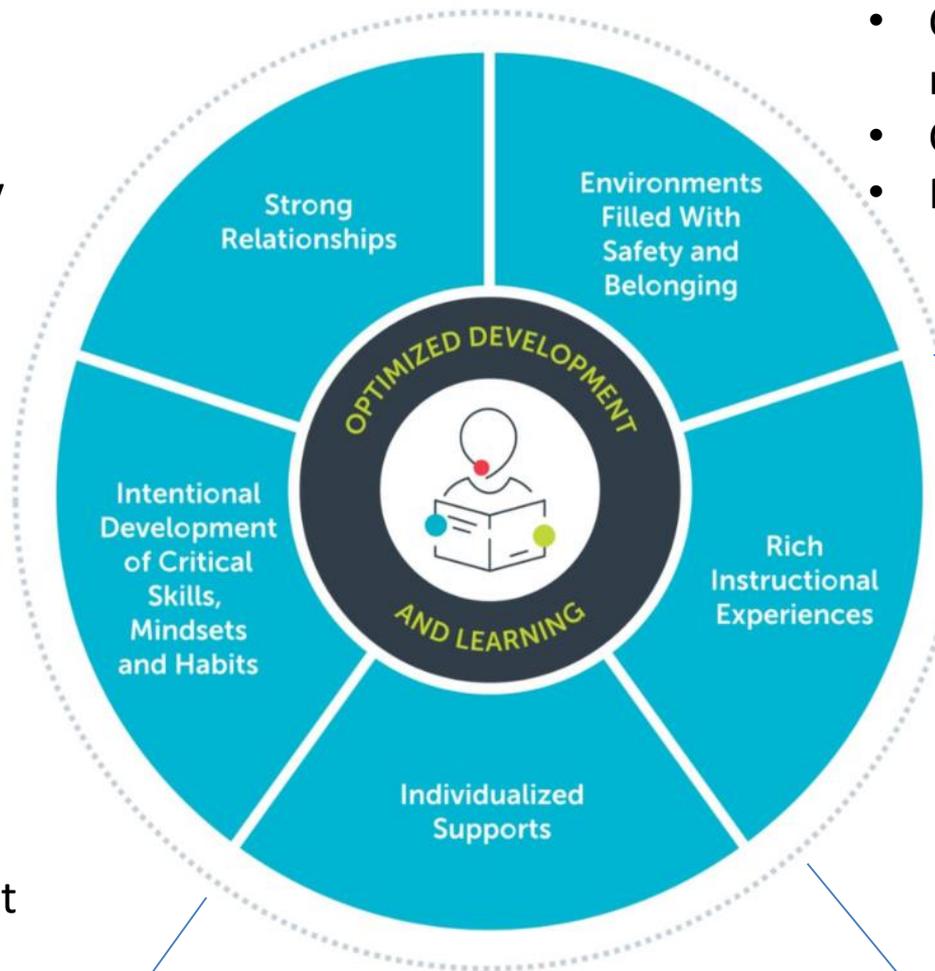
Relationships, environments with safety & belonging, rich instruction, individualized supports and intentional development of skills, mindsets & habits – it is this combination of things that we are talking about with Whole Child Personalization. - Dr. Pamela Cantor



Definitions of Practice

- Trust and respect
- Continuity

- Caring, culturally responsive
- Consistency in practices
- Predictability in routines



- Meaningful work
- Inquiry as a major learning strategy
- Well-designed, collaborative
- Ongoing feedback
- Opportunities to reflect on the development of one's own thought process

- Ongoing assessment to identify barriers
- Access to integrated services

- Explicit instruction in social, emotional, and cognitive skills
- Infusion of opportunities to use social emotional skills
- Approaches to group management that enable children to develop responsibility

Institutional Realities Matter

Different systems have different restrictions or opportunities based on their history, community expectations and regulatory demands.

- ❑ Think about juvenile justice settings, afterschool setting and K-12 schools, each with their own set of circumstances.
- ❑ Expectations and restrictions are imposed not only by official policy, but statutes, regulations administrative directives, organizational policies and the informal practices that exist in many places.
- ❑ Research has shown that federal grantees tend to be risk-averse and only take actions that are explicitly stated as allowable
- ❑ Readiness Traps: age, time, completion, and access

Putting it all Together

- Integrating social, emotional, and academic development is critical to the development of the whole child.
- Adult capacity in learning settings is critical to youth success.
- Good developmental practice can create optimal conditions for youth success.
- Organizational practices can incentivize or prohibit developmental practice, often unintentionally!

Discussion



- What program level practices are you doing to set the environment and support adult capacity to create optimal and equitable conditions for learning?
- What system level practices and supports are in place or are needed to support learning and development throughout a young person's day and year?
- How are your organizational policies and procedures promoting or inhibiting good developmental practice?

Exploring Policies and Systems that Support Practices



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Policies and Systems

- Vision and communication
- Standards and competencies
- Training and TA Systems
- Aligned resources and leveraged partnerships

Practices

- Staff capacity
- Curriculum and activities
- Suspension and expulsion



Building Afterschool Systems to Promote Child and Youth Resiliency

Holly Morehouse, PhD
Executive Director
Vermont Afterschool, Inc.

Vermont Overview and Timeline

Vermont Afterschool is expanding scope of professional development for afterschool providers in social-emotional learning and trauma-informed practice:

- 2016 \$100,000 grant as part of the Race to the Top for pilot of evidence-based SEL curriculum
- After 1 year, grant was extended (\$75,000) to include communities of practice model and regional training opportunities
- 2017-2018, funding from Agency of Education allowed for one-to-one coaching and evening trainings
- In 2018-2020, a local bank foundation is funding the Youth Resiliency Project. Additional program elements supported by Vermont Dept of Health.

State Policy Successes

- Afterschool was included in state effort to address ACES and trauma through Vermont Act 261
- Tobacco Settlement provided \$600,000 in 2019 to help Afterschool Network address opioid crisis.
- Expanding access to afterschool and summer learning programs was included as a priority in recommendations from both the Vermont Marijuana Commission and the Vermont Opioid Coordination Council
- Multiple state agencies support the SEL and trauma-informed work

SEL Curriculum Pilot –Lessons Learned

- SEL curriculum pilot: We found lessons were too academic and too challenging for staff to implement.
- Best elements of the curriculum were 1st-tier supports for positive behaviors and teaching children how to compliment.
- Culture shifts in handling challenging behavior required more staff training and ongoing support than a curriculum allowed
- Staff needed coaching to have buy-in and depth of understanding around SEL learning principles

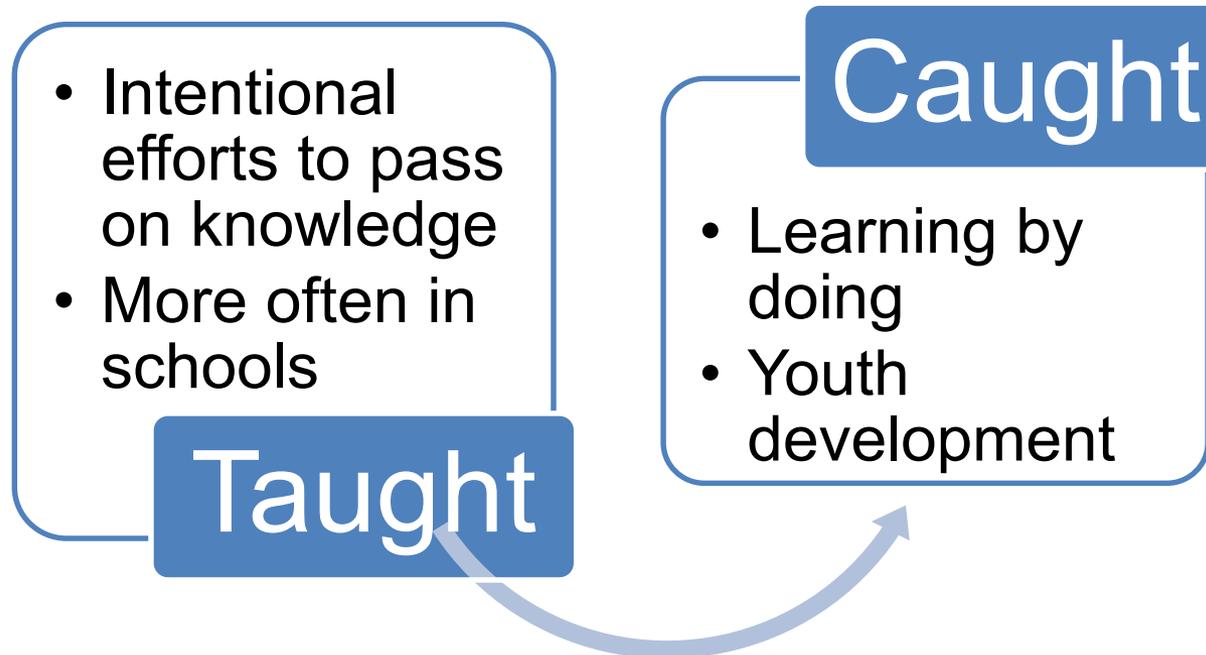
Trauma Informed and Resiliency Efforts

- Family outreach events on SEL and ACES
- Communities of practice for leadership-level staff to increase staff skill on toxic stress among the youth and families (38 programs meeting once or twice per month)
- Partnering with medical and mental health providers, community justice centers, and social service agencies, providing 64 trauma informed trainings
- Wide range of training topics; creation of toolbox and staff resources
- Youth Resiliency Leadership Institute with 36 hours of training and leadership skills to support culture change
- In 2018-2019, provided training and support to over 178 programs reaching hundreds of staff

Getting More Intentional About How Competencies are Caught and Taught



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Blyth. 2018



Navigating SEL from the Inside Out

Examines and compares highly-developed, evidence-based SEL programs with regard to:

- 1) SEL skills targeted
- 2) Instructional methods used
- 3) Program components included

Jones, Brush, Bailey, Brion-Meisels, McIntyre, Kahn, Nelson, and Stickle. 2017.



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RESOURCE LIBRARY



The NCASE Resource Library connects you with tools, profiles, and information on a range of key topics in Out-of-School Time.

FEATURED RESOURCES

State Early Care and Education Updates for 2015

This brief provides a state-by-state update on budget changes that will impact access to affordable, high quality early care and education.

Afterschool Programs Close Achievement Gap

This infographic summarizes Dr. Vondra's research that shows afterschool is linked to narrowing the gap in math achievement by Grade 5.

What makes a quality summer reading program?

This issue brief identifies the practices associated with program quality in both formal and informal summer learning programs. It includes basic tips on summer reading and links to related research.

SEARCH FOR RESOURCES

Apply

Reset Selections

TOPICS/SUBTOPICS +

RESOURCE TYPE +

RECENTLY ADDED

Can After-School Programs Help Level the Playing Field for Disadvantaged Youth?

This journal article explores afterschool access and program outcomes for youth from disadvantaged backgrounds. It outlines recommendations for policymakers, administrators, and staff on ways to increase access and improve program quality for this population. It includes an extensive literature review and outlines a research agenda for the future.

Visit the NCASE Resource Library:
<https://childcareta.acf.hhs.gov/ncase-resource-library>

Resources



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- Aspen Institute National Commission on Social, Emotional, and Academic Development. 2019. From a Nation at Risk to a Nation at Hope. <https://www.aspeninstitute.org/programs/national-commission-on-social-emotional-and-academic-development/>
- Aspen Institute National Commission on Social, Emotional, and Academic Development. 2019. Practice, Policy and Research Agendas. <http://nationathope.org/research-practice-and-policy-agendas/>
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- Devaney, E. and Moroney, D. 2015. Ready for Work? How Afterschool Programs Can Support Employability <https://eric.ed.gov/?id=ED563829>
- Jones, S., Bailey, R., Brush, K., Kahn, J. 2017. Kernels of Practice for SEL: Low-Cost, Low-Burden Strategies. <https://childcareta.acf.hhs.gov/ncase-resource-library/kernels-practice-sel-low-cost-low-burden-strategies>
- Jones, S., Brush, K., Bailey, R., Brion-Meisels, G., McIntyre, J., Kahn, J., Nelson, B., and Stickle, L. 2017. Navigating Social and Emotional Learning From The Inside Out: Looking Inside and Across 25 Leading SEL programs – A Practical Resource for Schools and Out-of-School Time Providers (Elementary School Focus). <https://childcareta.acf.hhs.gov/ncase-resource-library/navigating-social-and-emotional-learning-sel-inside-out-looking-inside-and>
- Oakland Unified School District, 2017. 3 Signature SEL Practices. Collaborative for Academic, Social, and Emotional Learning. <https://childcareta.acf.hhs.gov/ncase-resource-library/3-signature-sel-practices-playbook>
- Yoder, N., and Devaney, E. 2015. Social and Emotional Learning Practices: A Self-Reflection Tool for Afterschool Staff. <https://childcareta.acf.hhs.gov/ncase-resource-library/social-and-emotional-learning-practices-self-reflection-tool-afterschool>

Discussion



What strategies or resources are you using in your state, territory, tribe, or community:

1. To build staff capacity on SEL in OST?
2. To support practices or policies on implementation?

Overview of Child and Youth Mental Health



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Most prevalent

- ADHD
- Depression and anxiety
- Behavior or conduct disorder
- Substance use
- Autism spectrum and Tourette syndrome

Level of prevalence

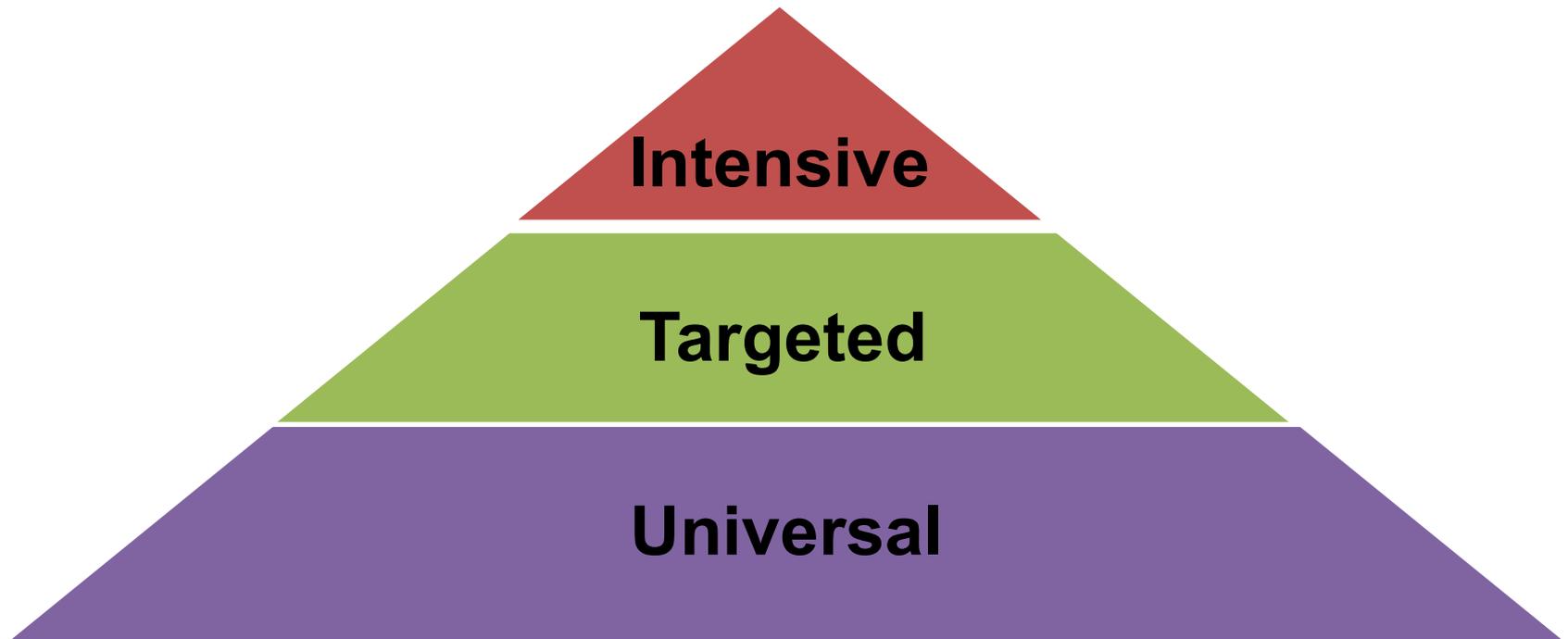
- 20% experience a mental, emotional or behavior disorder annually
- 1/2 receive no mental health services
- Only 7.4% report mental health visits
- Schools often serve as mental health support

Freeman and Kendziora, 2017

Tiered services



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Every Moment Counts, n.d.

Examples of Tiered Services



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- Universal: Mindfulness
- Targeted: Mental health first aid
- Intensive: Therapeutic Afterschool programs

Therapeutic Afterschool Programs



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- Innovative intensive level service for ages 5-17
- Children/youth remain at home, in school, and in their community to:
 - » reduce mental health symptoms
 - » enhance youth and family functioning
- Strong family engagement component
- Suggestions for building state-wide system:
 - » Establish a collaborative planning team
 - » Phase in implementation, starting with a pilot
 - » Use evaluation data to inform model implementation
 - » Invest in staff training to improve and sustain a model of care with fidelity

Vanderploeg, et. al, 2010

Mental Health Consultation



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Definition: A prevention-based service provided by a mental health professional that builds the capacity of families and professionals to help support and sustain health social and emotional development.

Center of Excellence for Infant and Early Childhood Mental Health Consultation,
Crosswalk of Early Childhood Mental Health Services.

Oklahoma's Child Care Warmline

- Partnership between DHS & OSDH
- Services:
 - a) for providers and families of children ages 0-12 across the state
 - b) provided by child development, guidance, parent education & health and safety professionals
- Live phone consultation available M-F, 8am-5pm; phone & email messages returned within 24 hours
- Consultation re: specific health, behavior, & developmental questions
- Provide on-going problem solving, resources, referrals for onsite health or mental health consultation, and follow-up

https://www.ok.gov/health/Family_Health/Child_Guidance_Service/Child_Care_Warmline/

Oklahoma's Child Care Mental Health Consultation

- Partnerships among DHS & OSDH & ODMHSAS
- Services:
 - a) for CCPs and FCCHs serving children ages 0-12
 - b) provided by OSDH Guidance staff & other qualified behavioral health and early childhood professionals (currently 55 across state's 77 counties)
- Child Care Warmline determines eligibility
- Free ongoing, onsite consultation
- Objectives: increase staff competence with challenging behaviors, emphasize relationships & positive SE development, decrease expulsion rates, strengthen family systems by linking to community resources

Oklahoma's Extended Day/Public Schools Partnership Example

- Partnership between public school and OST programs
- Developed over many years by cultivating relationships
 - a) School counselors: work together with OST to meet specific children or groups of children's needs (bullying, group interactions, referrals)
 - b) Behavior-check individuals: during the school day, work 1-on-1 with children experiencing behavior issues; 1 hr/day at OST and full time during summer
 - c) Paraprofessionals: work 1-on-1 with children during school day; 1 hr/day at OST and full time during summer
 - d) Licensed counseling service: onsite child counseling during school day or OST

Oklahoma's OST SEL Action Plans

- Cross-sector work
- Goal: Oklahoma OST personnel are knowledgeable about ACES and PACES
- Action Steps:
 - a) High-quality PD available statewide
 - b) HUB for SE resources
 - c) Resiliency video
- QRIS update and expansion



Resources



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Center of Excellence for Infant and Early Childhood Mental Health Consultation, Crosswalk of Early Childhood Mental Health Services. <https://childcareta.acf.hhs.gov/ncase-resource-library/crosswalk-early-childhood-mental-health-services>

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National Council for Behavioral Health. Missouri Department of Mental Health. (n.d.). Mental Health First Aid USA. <https://www.mentalhealthfirstaid.org/>

Vanderploeg, J.J., Franks, R.P., Plant, Robert, Cloud, Marilyn, Tebes, J.K. (2010). Extended Day Treatment: A Comprehensive Model of Afterschool Behavioral Health Services for Youth. Child Care Youth Forum. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2863320/>

SAMHSA (n.d.). Children's Mental Health. <https://www.samhsa.gov/children>

Discussion



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What did you learn from today's session?

What next steps might you take?

What questions do you still have?

Upcoming from NCASE



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- Virtual Infant/Toddler and School-Age Institute, co-hosted by State Capacity Building Center:
 - » Family Child Care Webinar – November 13
 - » Quality Systems Webinar – December 11
 - » Trauma and Resilience Webinar – January 8

<https://childcareta.acf.hhs.gov/virtual-infanttoddler-school-age-child-care-itsacc-institute>
- Quality Systems and OST Community of Practice: January through April
 - » Watch for OCC Announcement

Thank You!

Visit the NCASE website at:

<https://childcareta.acf.hhs.gov/centers/ncase>

To contact NCASE, please email us at:

ncase@ecetta.info

Thank You!



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