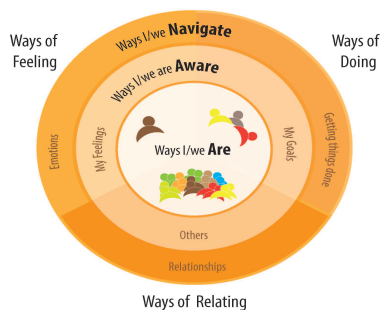**Propel SEL**

Findings & Recommendations

APRIL 2017

Sprockets – with support from Every Hour Counts and in partnership with Carlson Family Foundation and Greater Twin Cities United Way – led the Propel SEL Initiative. Propel SEL aims to increase understanding among out-of-school time practitioners, systems stakeholders, and funders around key social emotional learning (SEL) skills and outcomes for children and youth as well as to foster program and practice improvement in the field. Additionally, Sprockets sought to assess and identify system-level strategies to support Saint Paul-based youth programs in addressing their SEL needs.

Community engagement meetings were held with youth, youth workers, and stakeholders in the field to learn how programs were building SEL in youth and understand what supports they needed to continue this work. The Ways of Being model[1] was used throughout Propel SEL to promote a shared definition, language, and understanding of social emotional learning. The model is unique in that it recognizes one's identity – including cultural identity – as both core to one's being and key in informing how young people learn and develop SEL skills, characteristics, and attitudes (see Figure A). Detailed methods information is available in Appendix A.

Figure A. Ways of Being Model*

* Adapted for Propel SEL Initiative

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[1] Ways of Being Model, Blyth, Olson, & Walker. http://www.extension.umn.edu/youth/research/sel/docs/issue-brief-ways-of-being-model.pdf. Retrieved March 15, 2017.

Propel SEL Community Engagement Meetings

Sprockets sponsored nine community engagement meetings during the fall of 2016 and winter of 2017 in Saint Paul, with over 150 participants. An additional 13 meetings were hosted in partnership with Carlson Family Foundation and Greater Twin Cities United Way across the Twin Cities metropolitan area (a total of 22 meetings).

- Nearly 300 participants engaged in Propel SEL
- Youth represent 25% of participants
- Other participants include youth workers; mentors; providers of culturally specific programs; youth program evaluators and trainers; youth funders; and Advisory Councils

Youth-Level SEL Skills

In an effort to better understand whether or not the field of youth work should prioritize a specific set of SEL skills, community engagement participants were asked to identify skills they believed were most important for all young people to have to be successful in life. Each participant was given the opportunity to identify three to five skills, regardless of what they were doing in their programs.

Table A provides a summary of SEL domains (which represents a list of like SEL skills) prioritized by participants based on the percentage of priority votes each domain received. The domains are color coded for the Ways of Being model; see Appendix A for examples of skills within the domains. Interpersonal/Relationship Skills, Critical Thinking/Problem Solving, Social Awareness, and Self-Management received at least 10% of priority votes. Six domains – Hope/Optimism, Belonging, Voice/Autonomy, Self-Awareness, Self-Efficacy/Growth Mindset, and Commitment/Dedication – received between five and 10% of votes. Only Cultural Fluency/Fluidity and Initiative/Leadership received less than five percent of priority votes.

Table A. SEL Domains Ranked by Percent of Priority Votes for Youth Success Received

Domain	% of Priority Votes (N=771)
Interpersonal/Relationship Skills	16%
Critical Thinking/Problem Solving	12%
Social Awareness	11%
Self-Management	10%
Hope/Optimism	9%
Belonging	8%
Voice/Autonomy	8%
Self-Awareness	7%
Self-Efficacy/ Growth Mindset	6%
Commitment/Dedication	6%
Cultural Fluency/Fluidity	4%
Initiative/ Leadership	2%

It is important to note that the lower percentage of votes certain domains received does not indicate their lack of importance for young people's success. Research supports that every one of these domains and the SEL skills they represent are indeed important for youth. What the percentage simply indicates is the domains noted as important by participants in the community engagement sessions.

Youth Identified SEL Skills and Characteristics

Youth identified strategies that programs use to support their social emotional learning and development. These frequently cited strategies provide important insight into SEL skills youth recognized as important or valuable.

- Activities to foster self-awareness and learn about themselves and their interests
- Building relationships with adults and with other youth they may not normally connect with in school or in their community
- Having their voice and opinions acknowledged & encouraging diversity and diverse points of view, especially on current topics and issues impacting them
- Encouraging creativity and expressions of creativity
- Opportunities to engage in civic and community projects, service projects, and leadership projects
- Development of communication skills; speech, eye contact, differences between outspoken and well-spoken, and how to lead conversations with adults or groups (large and small)
- College, career and/or employment programming and/or experiences
- Encouraging and discussing hope

Youth also highlighted support they felt in understanding and expressing their identities and cultures. They identified specific efforts to educate and discuss different cultures, identities, and norms associated with them. Youth differentiated between strategies aimed at awareness and inclusion, and those that encouraged cultural identity and pride.

While youth and adults alike discussed the importance of intentionally fostering identity and cultural exploration, culture and identitywere not prioritized by participants when given the opportunity. This remains an important consideration for Sprockets. Throughout Propel SEL, culture was positioned both as a lens through which all SEL development occurs, and as a layered "skill" that needs targeted nurturing to build awareness and fluency.

Finally, participants acknowledged the importance of intentionally prioritizing SEL skills and/or domains when working with young people. Their stated preference was to prioritize SEL skills within the field of out-of-school time based on program design and focus. The alignment of SEL skill building to other program goals was considered consistent with other work within the field, including efforts to increase program quality. There was wide agreement among participants in the belief that prioritization should not be "high stakes" for youth themselve or youth programs. More specifically, they did not want external partners (including funders and schools/districts) arbitrarily deciding what would be priortized in youth programs.

Program-Level Support for SEL Skill Development

In addition to understanding which specific SEL skills and characteristics young people need to be successful, the community engagement sessions were used to understand 1) what youth

programs were currently doing to intentionally support SEL development with youth and 2) what conditions and environments program leaders were addressing to support SEL.

Several participants discussed the importance of intentionally creating specific conditions and environments best suited to youth's SEL development. In fact, many emphasized that building appropriate conditions and environments in programming were as important as supporting SEL skill development in youth. More common conditions and environments identified included:
1. Safe and welcoming spaces to talk and learn from one another without judgment
2. Having places youth could call their own
3. Welcoming activities
4. Opportunities for youth to be heard and not apologize for who they were as individuals

Furthermore, having staff, community experts, and volunteers from similar cultural backgrounds to the youth as well as having staff that represented many different cultures and backgrounds were identified as both important and something programs needed to improve upon. Similarly, participants recognized the importance of bi/multi-lingual communication, and how food, cultural holidays, and other cultural practices added to a positive environment.

Youth programs reported current support for a wide variety of SEL skills. Table B summarizes which SEL domains (which include unique SEL skills) were most commonly supported by youth programs in Saint Paul and across the region.

Table B. SEL Domains Ranked by Percent of "Currently Supporting" Votes Received

Domain	% of "Currently Supporting" Votes (n=610)
Interpersonal/Relationship Skills	22%
Critical Thinking/Problem Solving	12%
Self-Management	10%
Belonging	10%
Self-Efficacy/Growth Mindset	7%
Commitment/Dedication	7%
Voice/Autonomy	7%
Social Awareness	6%
Self-Awareness	6%
Cultural Fluency/Fluidity	4%
Hope/Optimism	4%
Initiative/Leadership	4%

The currently supported SEL domains were then compared to the prioritized SEL domains in Table C. Three domains were high priority and also more widely in current practice – Self

Management, Interpersonal/Relationship Skills, and Critical Thinking/Problem Solving. Social Awareness was seen as a high priority but got fewer votes as something that was currently supported in youth programs. Belonging, on the other hand, was being done by more programs but only got a moderate number of votes as a priority. Self-Awareness, Voice/Autonomy, Commitment/Dedication and Self-Efficacy/Growth Mindset were right in the middle on both dimensions. Table C suggests that Hope/Optimism is seen more a priority than it is currently supported. The domains that were least actively noted as being done and also less often noted as a priority included Cultural Fluency and Fluidity and Initiative/Leadership.

Table C. SEL Domains by Current Support and Priority for Youth Success

	HIGH PRIORITY	MEDIUM PRIORITY	LOWER PRIORITY
HIGH CURRENT SUPPORT	Critical Thinking/Problem Solving Interpersonal/Relationship Skills Self-Management	Belonging	
MEDIUM CURRENT SUPPORT	Social Awareness	Commitment/Dedication Self-Awareness Self-Efficacy/Growth Mindset Voice/Autonomy	
LOWER CURRENT SUPPORT		Hope/Optimism	Cultural Fluency/Fluidity Initiative/Leadership

A few points of note emerge when comparing the SEL domains programs already support, what youth say they gain from their programs, and the SEL domains participants prioritize as most important for youth:

1. **Cultural Fluency/Fluidity** remains at the bottom of both ranked lists. When compared to the community engagement qualitative data, this is in line with what participants said they were currently doing in their programs, but in contrast to the need to support culture and identity expressed by participants (especially those working in culturally-specific programs).
2. Many of the SEL skills identified by youth as high and medium priority, i.e. confidence, motivation, and optimism were categorized under some of the lowest-ranked domains.
3. While domains like **Interpersonal/Relationship Skills** and **Critical Thinking/Problem Solving** are already both well supported and prioritized, **Hope/Optimism** is prioritized more than it is currently being supported in programs.

It is essential to remember that these results are according to the *perspectives* of those in the community engagement groups. It is neither known how intentional or effective programs are actually addressing and supporting each area nor does it reflect what is known about what factors should be prioritized based on systematic evidence. For example, there is a lot of evidence self-efficacy is very important for success[2], and yet it receive medium priority votes

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[2] Bandura, A. (1997). Self-efficacy: The exercise of control. New York: W.H. Freeman; Diener, C. I., & Dweck, C. S. (1978). An analysis of learned helplessness: Continuous changes in performance, strategy, and achievement cognitions following failure. Journal of Personality and Social Psychology, 36, 451–462.

and is it something programs are currently supporting at some level. Furthermore, these results are not necessarily representative of all youth, youth workers, and youth programs in Saint Paul or the region. A different set of participants would yield slightly different rankings.

That said, it is important to consider the potential implications of these findings when developing professional development opportunities and program improvement strategies. These rankings may reveal areas in which participants need to be pushed and challenged to think more critically and deeply about SEL domains – namely identifying those that are important, appropriate, and feasible to address in their programs, as well as how to do so effectively. What is clear from this data is that the major areas of social and emotional learning are well represented in youth programs across Saint Paul and the Twin Cities. While there is variation in language used and understanding of importance, the practitioners and youth that participated in the community engagement sessions get the essence and value of the key SEL domains.

System-Level Support of SEL

While the engagement meetings were focused on programs' efforts to build SEL in youth and understand how programs were currently addressing these needs; participants were quick and eager to discuss systems-level challenges significantly affecting their ability to prioritize SEL in their programs. The most pressing challenges include:

1. **Funding**. In order to sustain their focus on SEL development, it is imperative programs identify specific resources to support SEL. Similarly it is important to build capacity around SEL within the funding community, which may include educating program officers and/or trustees within foundations, without creating "high stakes" requirements around SEL and youth outcomes.

2. **Communications**. A shared language and understanding among youth workers, program managers and administrations about SEL (why it matters and how it supports young people's ability to achieve their full capacity) can save time and resources within an organization. This shared language and understanding can assist programs in effectively communicating the value of SEL to external partners.

3. **Workforce**. High turnover in staff, limited time and limited resources for staff/volunteer development create ongoing challenges for youth programs and their leaders.

These systems-level issues will likely impact Propel SEL's success if programs are unable to manage these concerns internally.

Identified Needs to Intentionally Support SEL in Youth

Community engagement participants were also asked "what they needed to better support SEL in their programs." The needs identified were categorized into four different categories: a) training and workforce needs, b) SEL measurements, tools and resources, c) identity and culture-specific needs, and d) systems-level supports.

Training & Workforce

Training for staff, mentors, volunteers, community partners and administrators to understand what SEL is and the benefits of intentionally addressing these knowledge, skills, and attitudes was one of the most common needs identified by youth workers and leaders. Similarly, they identified the need to better help adults understand how culture and identity influences SEL development as well as what they can do to better support these needs through programming.

SEL Measurements, Tools, & Resources

Another consistently reported need by participants was for SEL tools and measurements, such as youth outcomes measurements, tools to assess conditions and environments supporting SEL, program planning resources and curricula, and frameworks to shape understanding of SEL. Participants also expressed the need for support in making stronger connections between their ongoing SEL work and the assessments and measurements they already used.

Culture & Identity

Programs and/or youth workers named a variety of methods and mechanisms to support youth's culture and identity, and many expressed the need for more support and resources to intentionally address these aspects of youth SEL development. Programs designed for specific cultural communities (i.e. race, ethnicity, gender, sexual identity, etc.) addressed social emotional learning and development through these specific lenses and their intersections. These programs spent time discussing and validating specific cultural norms and how they were affirmed by or conflicted with the dominant cultural norms. They also discussed strategies to help young people affirm themselves and their cultural identity.

More often than not, participants of programs not designed for specific cultural communities were less likely to introduce culture and identity into the conversation. When culture and identity were brought up, these participants were more likely to discuss the importance of more external cultural skills (i.e. awareness, competency, appreciating difference, etc.) than the cultural components of positive identity formation (i.e. pride, affirmation, etc.) Furthermore, regardless of the likelihood of bringing up culture and identity, once they were mentioned during the engagement meeting, there was consistent and widespread agreement about their critical importance in youth development and the need for programs to support their youth in both respects.

Recommendations

The following recommendations reflect Sprockets' unique position to leverage and lead continuous improvement processes for youth programs and practitioners, track data across the city and influence systems-level change.

Recommendation #1. Continue to advance the field by providing professional development and continuous improvement processes for youth practitioners to improve SEL knowledge and intentionality in practice.

1. Create and support communities of practice to encourage ongoing learning within programs and between professionals at different organizations. This would serve not only to acknowledge and elevate the work already happening within programs, but also to strenghten the diversity of perspectives from which participants can grow in their practice.
2. Continue and expand on efforts to build training capacity within Sprockets network to increase local expertise on SEL development.
3. Training and professional development opporunities should capitalize on the significant opportunity Propel SEL presents to support youth workers in intentionally fostering identity and cultural exploration among youth. Culture in particular could be acknowledged both as a lens through which all SEL development occurs, and as a layered "skill" that needs targeted nurturing to build fluency.
4. Continue and expand SEL Pilot initiatives to expose the field to specific SEL frameworks and tools and provide critical cross walking information for stakeholders in the field.
   1. Implement third year of Clover model and Holistic Student Assessment (HSA) to build capacity of programs to use SEL data in program planning.
   2. Introduce Weikert SEL Tool to a cohort of youth programs and support continuous improvement efforts among these programs.
5. Incorporate SEL into existing continuous improvement processes in youth programs. Incorporate SEL into Making Meaning with Multiple Data Sets (M3) process to build capacity of programs to align program goals, activities and measures.
6. Identify and co-create new SEL focused professional development opportunities to align youth worker/practitioner training with educators in St. Paul Public Schools and/or Charter Schools within the city of Saint Paul.

Recommendation #2. Collect and report data on SEL skills and resiliencies through citywide data system.
1. Identify key SEL skills and resiliencies to track through Sprockets citywide data system. Several youth programs are collecting SEL data through the use of the HSA– R, SAYO and other tools. Consider utilizing data from community meetings where programs identified which SEL skills they were currently supporting through their programs (Tables B and C).
2. Track and measure progress on key SEL measures in programs through citywide data system and compare with other program quality and dosage measures.
3. Report on SEL development across programs to system stakeholders.

Recommendation #3. Communicate and market SEL benefits for youth with families and community leaders in Saint Paul and regionally.
1. Promote intentionality and SEL development among youth program leaders and executives.
2. Market benefits and impact of intentional SEL practices and programming to families and community leaders.
3. Develop communication messages to align youth development and SEL development through youth programming and opportunities.

The above recommendations intentionally align with other Propel SEL professional development opportunities led by partnering organizations.

Methods

Community engagement meetings were designed to 1) build a shared understanding around social emotional learning (SEL), 2) better understand how to create, shape and focus professional development for youth workers to improve intentional practice in support of SEL, and 3) identify strategies for Sprockets to lead and/or support the field of out-of-school time around SEL. Specifically, participants of community engagement meetings answered the following questions:

1. What are programs currently doing to intentionally support SEL in youth participants?
2. What conditions and environments are youth workers and programs paying attention to related to SEL in youth?
3. What needs and supports must be addressed to help youth workers and programs more intentionallity address SEL in youth?
4. What SEL skills, attitudes, resiliencies, and beliefs do community engagement participants see as priority for youth?

The meeting design engaged participants on a personal level to assess their own SEL strengths and set the groundwork for a shared definition of SEL using the Ways of Being Model. The model is unique in that it recognizes one's identity –including cultural identity – as core to one's being and informs how young people learn and develop their SEL skills, characteristics, and attitudes (see Figure A). The community engagement meeting process is included in Appendix B.

Figure A. Ways of Being Model*
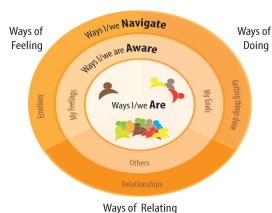
* Adapted for Propel SEL

A recorder took notes at each community engagement session based on participants' answers to the following questions:

1. Which SEL skills, attitudes, beliefs or resiliencies does your program (or organization) intentionally focus on address? In other words, what are you currently doing to support SEL in youth?
2. What types of supports do programs and/or practitioners need to better support SEL development in youth?
3. Choose three to five SEL skills from the list or your own ideas you believe all youth need to exhibit or hold to reach their full potential.

Session notes yielded both quantitative and qualitative data.

Qualitative Data
Two different team members coded the qualitative answers to questions 1 and 2. Any discrepancies in coding were reviewed and discussed until both team members reached agreement on the codes.

Quantitative Data
Participant qualitative responses were quantified and coded for questions 1 and 3. A total of 185 unique skills/attitudes/beliefs/resiliencies were coded as either an SEL skill (162) or not an SEL skill (23).

Each unique SEL skill was then coded into Ways of Being color code, which was created for the purposes of this project (Table A).

Table A. Ways of Being Color Key

Skills were labeled as high, medium, or low *intentionality* (currently being done) and *priority* (what participants thought was important for youth success) based on frequency of like responses, and comparisons were conducted between intentionality and priority skills as well as between priority skills identified by adults and priority skills identified by youth. A total of 34 SEL skills showed up in the list of skills programs were intentionally focused on, list of priority skills identified by adults, *and* the list of priority skills identified by youth (Table B).

Table B. 34 Skills

WAYS OF DOING	WAYS OF FEELING	WAYS OF RELATING & DOING
Creativity/Creator	Assertiveness	Active listening
Critical thinking	Autonomy	Teamwork
Decision making	Emotion management	**WAYS OF FEELING & RELATING**
Growth mindset	Emotional maturity	Belonging
Initiative	Hope	Empathy
Persistence	Motivation	Respect
Problem solving	Optimism	**WAYS OF FEELING & DOING**
WAYS OF RELATING	Patience	Confidence
Communication skills	Reflection	Perseverance
	Resilience/y	Self-efficacy
Interpersonal skills	Self-awareness	**CULTURAL SKILL**
Relationship skills	Self-management	Cultural affirmation/pride
	Youth voice	Cultural awareness

After being coded according to the Ways of Being model, as many SEL skills as possible were grouped into 12 domains based on like concept/meaning. Figure B shows the collapsing process. Names of the SEL domains were deemed the most 'all-encompassing' term of the skills within each group. The domains and examples skills within are listed below.

Figure B. Collapsing Process
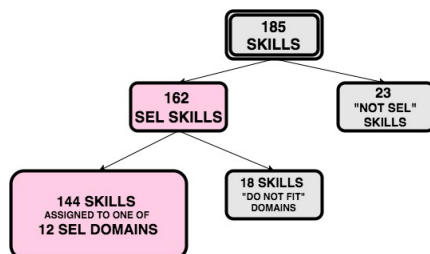
Propel SEL Domains with Example Skills

1. **BELONGING:** Connectedness, safe relationships, trust others around you, and inclusion
2. **COMMITMENT/DEDICATION:** Persistence, perseverance, motivation, passion and engaged
3. **CRTICIAL THINKING/PROBLEM SOLVING:** Decision-making, curiosity, creatively, flexibility, and thoughtfulness
4. **CULTURAL FLUIDITY/FLUENCY:** Cultural healing, cultural awareness, cultural difference, cultural diversity, and cultural understanding
5. **HOPE/OPTIMISM:** Hope, optimism, and resiliency
6. **INITIATIVE/LEADERSHIP:** Effort, forward-focusing, goal orientation, accountability, and leadership skills

7. **INTERPERSONAL/RELATIONSHIP SKILLS:** Communication, collaboration, positive relationships with adults, and active listening
8. **SELF-AWARENESS:** Knowledge of self, self identity, self reflection, self –discovery, and pride
9. **SELF-EFFICACY/GROWTH MINDSET:** Knowing regardless of their circumstances they can achieve their goals
10. **SELF-MANAGEMENT:** Emotional development, emotion control, emotional maturity, self-regulation, and impulse control
11. **SOCIAL AWARENESS:** Accepting others' opinions and feelings, empathy, respect, sensitivity, and compassion
12. **VOICE/AUTONOMY:** Assertiveness, empowerment, ability to gain independence, and agency

One SEL domain is dedicated to cultural fluency and fluidity to acknowledge the breadth of skills identified related to culture and identity. Although culture is an inherent part of every domain, creating a separate domain to specifically address cultural fluency and fluidity is consistent with the values of Propel SEL in acknowledging the critical importance of these skills and characteristics in one's development.

Table C describes the names of the SEL domains, the number of specific SEL skills and/or characteristic within each domain and indicates how the domains are associated to the Ways of Being model.
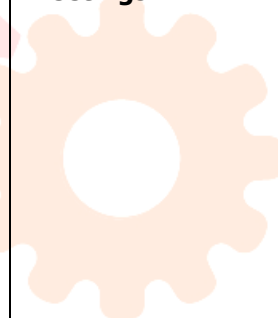
Table C. SEL Domains and their Associated Ways of Being and Number of Skills

Domain	Associated Way(s) of Being	Number of Skills in Domain
Belonging	Feeling & Relating	9
Commitment/Dedication	Feeling, Relating, & Doing	10
Critical Thinking/Problem Solving	Doing	9
Cultural Fluency/Fluidity	Cultural Skill	16
Hope/Optimism	Feeling	4
Initiative/Leadership	Relating & Doing	15
Interpersonal/Relationship Skills	Relating	19
Self-Awareness	Feeling	14
Self-Efficacy/Growth Mindset	Feeling & Doing	5
Self-Management	Feeling	18
Social Awareness	Relating	9
Voice/Autonomy	Feeling	16

Finally, the domains were analyzed based on percentages of *intentionality* (what programs are currently doing to support SEL) votes and percentages of *priority* votes per collapsed category.

# Community Engagement Meeting Process Agenda

Process Agenda

Time	Item/Activity	Action/Decision
0:00 **[5-10** **min]**	**Welcome & Purpose** –Sprockets (facilitators) 1- Welcome and thank you For attending this community conversation. We are excited you've agreed to join us to share your work and provide your input into social emotional learning efforts that support children and youth in our community. 2 - Sprockets A network supporting OST/youth development programs operating in St. Paul to 1) increase access to OST/youth development programs and 2) improve the quality of programming available to children and youth. Their work is focused at three levels; young people, programs, and the systems that support these experiences and opportunities. Sprockets is a partnership of the City of St. Paul and St. Paul Public Schools. 3- Background Sprockets with support from Every Hour Counts, Greater Twin Cities of United Way and Carlson Family Foundation - Are leading these community engagement processes because they believe SEL and building SEL skills is critical to the success of young people in life, - They believe intentional focus and support for SEL among practitioners and OST/youth development programs can improve outcomes for young people (similar to Sprockets work around quality improvement efforts), and - These engagement meetings will help Sprockets leadership determine the best strategies to support the field and ultimately support young people, and families, in our communities. 4 - Purpose of todays meeting [Refer to handout for more information on Propel SEL Initiative] 1) To learn how Sprockets can best support SEL and the development of Social and Emotional skills and beliefs through OST/youth programs or education. 2) To engage diverse providers and stakeholders who support SEL and positive development in children and	**Outline purpose of community engagement meetings.**

|		

	youth, including support of SEL within specific cultural traditions,
	3) To better understand what programs are currently doing to support SEL in children and youth,
	4) To potentially identify a short list of priority SEL skills Sprockets can support, through professional development and/or other systems-level supports.
	    a. To get input on where (age range of young people, context of program delivery and program focus/goals, etc.) to focus SEL efforts to increase intentionality and impact for young people, and
	    b. To get input on strategies beyond professional development and practice.	

0:00 [15 min]	**Participant Introductions –** facilitator Members of Facilitation Team Community Organizations and Staff Proposed Intro Question: *Please turn to your neighbor or work in small groups of three then describe one social or emotional skill that served you well throughout your life? How or why has it served you well as an individual, as a person of color, as person with a disability, or as a woman? What did you, or others do to get it or build it? Was this something you always had, or exhibited, or was this something you learned and refined over time?* **Facilitator will model a potential response.** Large group report out on key SEL skills.	**Purpose is to engage meaningfully and connect at a personal level.** Introductions at the table in dyads or triads and then share with the large group. **Record responses on large flip chart paper** and refer back to throughout the meeting as appropriate. We want to capture participants' words for SEL prior to introducing a shared language.
0:00 [10 min]	**Framing SEL Skills Discussion** – facilitators **Framing SEL Discussion:** Social emotional learning is dynamic and complex. - One's personal identity is the core of one's social emotional learning. - It begins immediately in life, at home through our daily interactions with one another and informed by our family, our culture and our societal values. - Our experiences, with ourselves and with others, shape our	**Purpose is Sense Making.** Use Ways of Being model to introduce SEL within a framework. Resources will highlight common language for SEL skills and understand the ideas behind

social emotional learning.
- These experiences, positive or negative, impact our future experiences and our social emotional learning and development.
- Our social emotional learning is malleable.
- There is no "one" way of being – people learn, grow and develop differently.

1. Ways of Being Model
    o Ways of relating = social
    o Ways of feeling = emotions
    o Ways of doing = intersection of feeling & relating (also discussed as learning or cognition)

This model places the individual at the center and recognizes their social emotional learning as core to their being. This model also recognizes culture as a core to our being as individuals.

Figure 1. Ways of Being Model
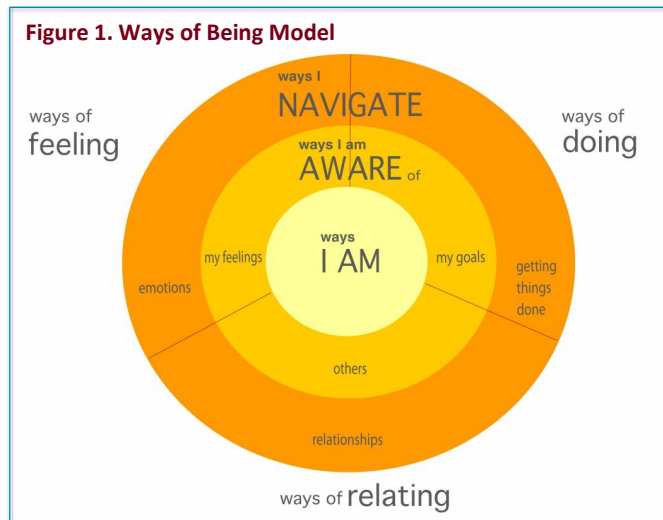
2. Provide handout with social emotional learning examples.
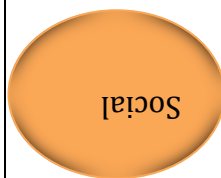
There are key frameworks defining this work in Minnesota and across the country. Each of these frameworks identifies frameworks, which indicate children and youth are most successful when they intentionally develop SEL skills.

Process: Model will be displayed and/or available on tables. SEL examples from participants will be plotted on their model as discussed.

Facilitator Resource: Have information for facilitators about key outcomes tracked by model listed below.

SEL Models/Frameworks tracked:
1. Ways of Being
2. CASEL
3. Every Hour Counts
4. Susan Crown Exchange

	different, but similar, social emotional skills, capacities and attitudes. We will not review the different SEL frameworks but want to acknowledge they informed these community conversations – and will inform how Sprockets/Greater Twin Cities United Way decisions along with your input.	5. PEAR, Clover Consideration: Make this resource available to participants
0:00 [40 min]	**Current SEL Work & Support –** Facilitators **Small Group Conversation:** As stated at the beginning of the meeting, we are here today to better understand what is happening in programs to support SEL skills, attitudes and beliefs in youth throughout our community [Refer to Propel SEL Initiative handout]. We'd like you to talk as a small group and respond to a set of four questions. These questions will help us better understand: 1) What programs/organizations are currently doing to contribute or support SEL skills in youth participants, 2) The conditions and environments that are needed within the programs/organization to support SEL skills, and 3) What systems supports (policies, resources, training, etc.) are needed to improve likelihood of success? Now turn your attention to the **handout that highlights social, emotional and learning skills, attitudes and beliefs** and **the worksheets** on the table. This document is designed as a resource for your conversation. It highlights several important SEL skills. If you believe a key SEL skill is missing from this resource document, please let us know. You can write it on the resource document and leave at the table or let us know as we walk around during the small group discussion. There are two different worksheet options; 1) individual response form and 2) a group/table response form. **Small Group Discussion Questions**: 1. What is your program/organization currently doing to support SEL in youth? *Try to speak to this in general as well as specifically. Look at the examples on the resource in the middle of the table.* 2. Does *this* (what you are doing to support SEL in youth) change based on individual needs or differences in culture, race or identity? If so, please describe. 3. How well does *this* (your efforts to support SEL in youth) currently align with your program activities and goals? Have you built intentionality to support these SEL efforts through your program goals and activities? If so, please share more. 4. Referring to the SEL handout, please identify which SEL skills, attitudes or beliefs your program (or organization)	**Purpose is to gain input and feedback from community members, providers and key organizational or systems leaders.** SEL handout provides examples of skills, attitudes and beliefs. **Considerations:** Request data collection during small group discussion. Either have one person act as the recorder at the table or have each person completes the worksheet and then have table discussion. Examples for specific audiences, e.g. middle/high school or culturally specific organizations will help shape the conversations.

	intentionally focuses on/addresses – either within one area or across areas? As small groups wrap up their conversation, ask them to identify someone at their table to **report out on question #4 for their group**. Ask them to collect the worksheets from the table and either leave on the table so we can collect all responses after the meeting.	**Record responses to question #4 on flip chart and through note taking.**
0:00 [30 min]	**Prioritizing Key SEL Skills, Attitudes and Beliefs** **Large group reflection** Referring to the list of SEL skills and attitudes generated from small group discussions (question #4), ask participants to reflect on this list of SEL skills and respond to these questions: 1. Based on this list of skills, are "we" are collectively meeting the SEL needs of young people in our community through our programs? 2. Are there gaps in what "we" are doing and/or paying attention to through our programs that would build key SEL skills, attitudes and beliefs in the young people we support? If so, please share. **Transition to Field-level SEL Discussion & Voting** We'd like to shift your focus from the young people you support directly through your programs to thinking about all youth in our community. Through the Propel SEL Initiative, we are interested in knowing what you, as practitioners of the field of youth work and education, believe are the most important SEL skills for young people to have and develop? **We'd like you to review the list of SEL skills identified on your handout, and displayed on these flip chart papers, and pick 3-5 you believe all youth need to exhibit or hold to reach their full potential.** Tally the votes per skill and per area (social – emotions – learning) then lead the group through the following discussion and reflection questions. Large Group Discussion/Reflection: 1. How did it feel to choose one SEL skill over another? What are the pros and cons of picking or prioritizing	**Data Collection: Record responses for question #4 on flip chart paper and note taking** Encourage participants to make space for everyone's individuality and come together as a whole, thinking about what they believe all youth need. **Use enlarged version of SEL Skills document for field-level discussion.** **Voting Process:** There are post it notes available on your table and we ask you to choose, or prioritize 3-5 SEL skills. You can write the word on the post it note and then bring it up and attach them to the flip chart paper.

	skills? Does your response change if you think about this list based on individual needs versus tracking SEL skills for all young people in St. Paul or across the metropolitan area? 2. Do you generally agree with the priorities of this group? 3. Is there anything about this list that concerns you? If so, please describe? 4. Is there anything on this list you would change? If so, please describe?	***If you the SEL skill you believe all young people need is NOT listed, please write it in and place it to the side of the flip chart paper.*** **Data Collection for Large Group Discussion: Document discussion through note taking and documenting on flip chart paper.**
0:00 [5 min]	**Next Steps –**Sprockets (or Facilitators when Needed) 1. Sprockets will take input and determine what capacity they have to support programs throughout the system. 2. Sprockets is currently in strategic planning process and this information will be used to inform their efforts to support youth, programs and systems. 3. Greater Twin Cities United Way is undertaking a similar process across the nine county metropolitan area. As a result of your participation, you may be asked to complete an online survey to further tease out some responses and priorities. 4. Questions or concerns can be directed to Erik at Sprockets or LaCroix-Dalluhn Consulting.	
0:00	**Adjourn**	

> **The views and recommendations in this report represent those of LaCroix-Dalluhn Consulting, not Sprockets.**
>
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