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ExpandedED Schools and Every Hour Counts have been working to apply an equity lens to Social and Emotional Learning (SEL). In 2016, with generous support from the New York Life Foundation, ExpandedED and Every Hour Counts launched the National SEL Demonstration Initiative with the aim of promoting and disseminating SEL practices with an embedded equity lens to partners across the country. To date, the initiative has delivered learning opportunities to more than 300 educators, reaching over 4,000 middle school students in seven cities: Dallas, TX; Madison, WI; Omaha, NE; Providence, RI; Houston, TX; Tulsa, OK and New York City, NY.

This Social and Emotional Learning Toolkit draws from winning strategies identified and put to use by the following partnering organizations who are members of [Every Hour Counts: Dallas Afterschool, Madison Out of School Time \(MOST\), Collective for Youth, Providence After School Alliance \(PASA\)](#) and [ExpandedED Schools](#).

Ranging from icebreakers that build community in a virtual setting to suggested strategic plans that embed racial equity and metrics for success, this toolkit is designed to provide tools, strategies and content with an eye toward:

1. Advancing educational equity by integrating policy and practices that could lead to systemic change.
2. Increasing opportunities for youth agency and family engagement through locally designed innovative approaches.
3. Strengthening SEL in the expanded-learning field nationally by growing our learning community and disseminating best practices.

We will regularly update this toolkit as our collaborative work continues. It is our hope that in sharing these tools and best practices we can help leaders in the field create programs and activities that strengthen community connections and promote a sense of belonging for all young people.

Connection & Self Reflection

Sample activities, lessons and resources for building community and exploring emotions and identity

ExpandedED Schools *New York, NY*

I'm an SEL Super Hero - A template and instructions for a community builder that invites participants to devise and share their SEL super power.

SEL Staff Survey - This survey can be used to gauge afterschool practitioners' experiences, measure their confidence leading SEL activities and identify where and how programs are integrating SEL into activities.

Facilitating SEL Conversations - Sample prompts for check-ins that build community.



Mental Health Check: 5 Ways to Boost Students Socially and Emotionally

Adult Self-Care - An hour-long webinar that considers the burnout cycle and strategies for disrupting it by building a culture of self-care within your team.



Feeling Check-In Worksheet - This worksheet prompts students to name their feelings.

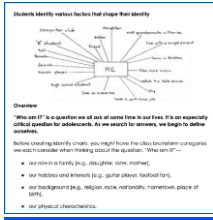
Collective for Youth *Omaha, NE*



Project Appleseed - Aggregating 30 activities to engage families during the school year, this website has helped programs connect with families in Omaha.

Providence After School Alliance (PASA) *Providence, RI*

33 Self-Awareness Activities - An explanation of self-awareness and why it is important with suggested activities for reflection and exploration.



Factors that Shape Our Identity - This activity invites students to create identity charts by mapping the different factors that shape who they are.

nger	Anxious	Belong
lame	Curious	Disappoi
justed	Embarrassed	Empath
cited	Fear/Scared	Frustrc
ateful	Grief	Guilt

Emotion Cards - Different emotion words are laid out on a table and then cut into cards.

Reinforcing Your Trampoline - Instructions and a template for a reflection activity to help young people consider their needs and the supports that help them maintain mental health.

SPOTLIGHT: OMAHA

Collective for Youth (CFY) in Omaha, Nebraska, has a gift for creating engaging, innovative activities that move the needle on critical topics like SEL and racial equity. So when the pandemic and the subsequent school closures and racial reckoning exacerbated existing needs, CFY sprang into action. Working collaboratively with community partners and two local middle schools, CFY sought to increase the capacity of community educators, teachers and leaders to deliver learning experiences that contribute to students’ social-emotional development. For example, one SEL training, “How to Become an Emotional Scientist,” helps afterschool staff better understand their emotions so they can effectively work with the youth they serve.



In collaboration with CFY, Lewis and Clark Middle School developed innovative virtual family events, including game nights, karaoke and “field” trips that were so successful at engaging families and building community that they have been replicated by other intermediaries. They also supported a schoolwide awareness campaign about bullying on social media and formed a parent advisory committee to be responsive to family needs throughout the volatile circumstances of 2020 and 2021.

In addition, CFY offered staff a series of facilitated virtual racial equity workshops with titles that included: Whose Land Are We Living On; I Am Not A Virus; Do You Know Your History; Economics and Black Wall Street; The Color of Wealth; and The Color of Compromise. CFY is currently leading a book study on Robin DiAngelo’s *White Fragility*.

In addition to SEL and racial equity, CFY is committed to supporting their network partners in implementing project-based activities that give students practice reflecting on and applying SEL competencies. Currently, students codesign and produce a monthly community podcast and “Stay Current Thursdays” which students created to bring attention to local and national injustices.

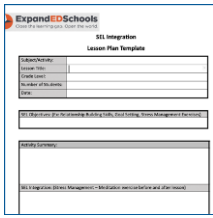
Growing Learners & Leaders

Guidance, activities and lesson plans that cultivate a sense of agency and support young people to use their voices to advocate for themselves and their communities.

ExpandedED Schools *New York, NY*

[Youth Voice and Civic Engagement](#) - This blog post from ExpandedED's SEL Director Jacques Noisette provides strategies for maximizing youth agency and leadership.

[Youth Voice and Agency: Intermediary Approaches to Empowering Youth toward Civic Engagement, Community Awareness, and Co-Planning](#) - A collaborative session between ExpandedED, Collective for Youth and Madison Out of School Time at the 2021 Every Hour Counts Institute.



The image shows a screenshot of a form titled "SEL Integration Lesson Plan Template" from ExpandedED Schools. The form includes fields for "ExpandedED School", "Lesson Title", "Grade Level", "Number of Students", and "Date". Below these are sections for "SEL Objectives (e.g., to increase public life, social skills, team management, etc.)" and "SEL Integration (How do you integrate SEL into your lesson?)".

[SEL Integration Lesson Plan Template](#) - This brief lesson plan template includes space for SEL objectives and integration notes.

['Instructional Love' Offers an Educational Model for Black Boys Grounded in Love](#) - SEL Director Jacques Noisette outlines a new care-forward approach to helping Black boys thrive.

Every Hour Counts *New York, NY*

[Building Bridges Between School-Day and Afterschool Learning Opportunities: Intermediary Approaches to Supporting Communities Socially and Emotionally](#) - A Medium post from Every Hour Counts that outlines the SEL-forward practitioner response to the start of academic year 2020-21 and includes a number of SEL and trauma-informed resources and guidance from our network.

Dallas Afterschool (DAS) *Dallas, TX*

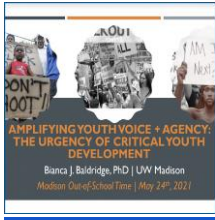
[SEL Implementation Questionnaire](#) - This semi-scripted set of questions supports an independent observer to note aspects of SEL implementation at a program site.

Providence After School Alliance (PASA) *Providence, RI*

[Club AfterZone Skills Curriculum](#) - This 30-page collection of activities was developed as a fun and engaging way to introduce middle school students to five important skills (Communication → Teamwork → Problem Solving → Perseverance → Engagement in Learning).



[Amplifying Youth Voice and Agency Session Recording](#) - An hour-long recording that shares winning strategies for social justice youth development.



[Amplifying Youth Voice and Agency Session Slide Deck](#) - This is the slide deck accompanying MOST's "Amplifying Youth Voice and Agency: The Urgency of Critical Youth Development" virtual workshop

Other Resources

- **[Navigating Social and Emotional Learning from the Inside Out](#)** - This new edition of the Wallace Foundation's guide offers detailed information on 33 pre-K through elementary school programs, encompassing curricular content and program highlights. New chapters include recommendations for achieving equitable SEL (including common barriers and best practices) and guidance on trauma-informed or trauma-sensitive approaches to SEL, which includes principles, practices, and recommendations for integrating SEL into regular practice.
- **[Restorative Justice Feeling Chart](#)** - PASA recommends this tool from Oakland Unified School District in California, which names and illustrates different feelings.
- **[Emotional Intelligence Self-Assessment](#)** - Another recommended tool from PASA, this questionnaire from the San Diego City College MESA program helps the user surface and examine their emotional strengths.
- **[The Number Game](#)** - This game from McGraw Hill helps students see how practice impacts successful outcomes. Recommended by PASA.
- **[25 Ways to Cultivate Intrinsic Motivation](#)** - This article from InformED outlines the differences between external and intrinsic motivation and shares recommendations for supporting young people to become self-motivated. Recommended by PASA.
- **[25 Ways to Develop a Growth Mindset](#)** - InformEd unpacks the term and shares evidence-based strategies for supporting youth. Recommended by PASA.
- **[Emotion Metaphors](#)** - School's Out Washington (SOWA) developed this activity to help young people identify, name and understand their feelings. PASA includes this in SEL workshop materials.
- **[What to Put in a Calm Down Box](#)** - A list of items that have a calming effect, categorized by type of support, from [andnextcomesL.com](#). Dallas Afterschool used this guidance to create and distribute calm down boxes at the onset of school closures due to the COVID-19 pandemic.



SPOTLIGHT: NYC

ExpandedED Schools was formed in 1998 to build a citywide K-12 afterschool system. This long history translates into deep expertise advocating for young people across systems and agencies, building partnerships and integrating SEL into both school-day and afterschool learning. When the pandemic led to school closures, ExpandEd staff activated their deep relationships around the city to assess the needs of educators and students.

There was an overwhelming need to offer educators opportunities to learn how to address racial equity issues, respond to traumatized students and enhance student engagement in the virtual space. ExpandedED's six SEL implementation sites in NYC offered a hotline for emotional support to assist families experiencing grief and trauma. The ExpandedED team developed and facilitated professional development workshops such as, "Culturally Responsive Practices," "The 1619 Project," "SEL and Equity," "Student Engagement in a Remote World" and "Grief Management and Trauma Informed Learning."

While that list could have come from a number of similar agencies responding to their communities, ExpandedED developed some innovative and unique learning opportunities, like the training on what SEL Director Jacques Noisette calls the [Instructional Love Approach](#). Using "We Dare Say Love" by Dr. Nai'lah Suad Nasir as the reference text, this training examines the harm young black boys are experiencing in educational spaces, where they are perceived as threats while their SEL needs go unmet. Participants explored tools and strategies for building mentorship relationships and implementing a loving compassionate approach that leads to transformative and sustainable changes. ExpandedED also provided learning opportunities at the intersection of racial equity and SEL to help educators examine SEL practices through an equity lens and confront their own internalized biases.

The ExpandedED SEL Working Group works with leaders from 25 organizations, including the Chancellor of the New York City Department of Education and other city- and state-funded afterschool agencies. As a result, ExpandedED was one of three organizations chosen to help design and implement New York City's Summer Rising program. A collaborative effort between schools and community-based organizations that run afterschool, Summer Rising provided an integrated academics and enrichment program for 200,000 young New Yorkers to help them reengage academically and socially following a year of lockdown and interrupted learning.



Professional Development

This section includes recordings of SEL-focused professional development led by participating cities, along with facilitator guidance, resources and activities to help deepen learners' understanding of critical concepts and strategies.

Dallas Afterschool (DAS) Dallas, TX



[SEL Basics: Educating the Whole Child](#) - This is an hour-long session that defines Social and Emotional Learning, unpacking the five Core Competencies from the Collaborative for Advancing Social and Emotional Learning (CASEL) and covering applications of the three signature practices, namely welcoming inclusion activities, engaging strategies and optimistic closure.



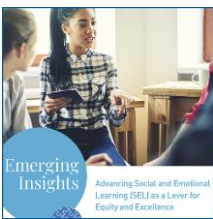
[Trauma-Informed Care Webinar](#) (Part 1) - This 80-minute webinar from [Dallas Afterschool Network](#) outlines the underlying causes, signs and symptoms of trauma as well as appropriate responses and actions to strengthen providers' ability to become an active participant in the healing process for the young people they serve.

Providence After School Alliance (PASA) Providence, RI

PASA takes SEL participants on a journey that starts with self-awareness in the "Understanding SEL" module and then lays the foundation for equitable and emotionally safe spaces in "SEL and Equity" and "SEL and Emotional Intelligence." The journey ends by working with providers to explore best practices for integrating PASA's graduate profile skills (teamwork, communication, perseverance, engagement in learning and problem solving) into their programs. All powerpoints, facilitator guides and workshop resources can be found in these folders:



[Understanding SEL](#) - A facilitator's agenda, slide deck and foundational SEL resources are included in this folder that contains components of an introductory SEL session.



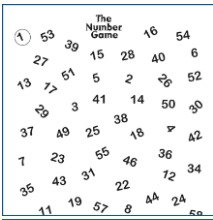
[SEL and Equity](#) - This folder contains a slide deck, facilitator guidance and other workshop resources for using SEL as a lever for equity.



SEL and EI - This folder includes a facilitator’s agenda, slide deck and a number of other workshop resources that support providers to “get to know the ‘E’ in SEL” by considering emotional intelligence.



Teamwork and Communication - Along with the facilitator’s agenda and slide deck, this folder includes several lists of team building games (both in person and virtual), and two related resource guides from the Forum for Youth Investment and David P. Weikart Center for Program Quality.



Perseverance and Engagement in Learning - In addition to the facilitator’s guide and slide deck, this folder contains games and guidance around cultivating intrinsic motivation and a growth mindset.



Problem Solving and Final Capstone - Sample capstones from the PASA team are included here along with the facilitator’s guide, slide deck and workshop resources.

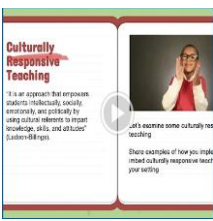
PASA’s Graduate Profile to CASEL Competencies SEL Crosswalk

Competency	Indicator	SEL Competency
Communication	The ability to communicate and express thoughts, feelings, and emotions in a clear and effective manner, including listening and understanding others.	Self-Awareness & Self-Management
Problem Solving	The ability to identify and analyze problems, generate and evaluate solutions, and implement a plan of action to solve a problem.	Self-Management & Self-Awareness
Relationships	The ability to establish and maintain positive relationships with others, including setting boundaries and resolving conflicts.	Self-Management & Self-Awareness
Responsible Decision-Making	The ability to make responsible choices and act on them, including understanding the consequences of actions and taking responsibility for one's choices.	Self-Management & Self-Awareness
Resilience	The ability to bounce back from adversity, setbacks, and challenges, including maintaining a positive outlook and seeking support.	Self-Management & Self-Awareness
Leadership	The ability to inspire and influence others, including setting a vision, motivating others, and taking action to achieve common goals.	Self-Management & Self-Awareness
Global Awareness	The ability to understand and appreciate the diversity of cultures, languages, and perspectives, including recognizing and respecting differences.	Self-Awareness & Self-Management

PASA SEL Trainings - The umbrella folder which contains each module lined and described here, along with miscellaneous resources such as a slide deck for a session entitled, Advancing SEL Practices in a Virtual World, curriculum and PASA’s crosswalk of the CASEL competencies with their graduate profile.

ExpandedED Schools *New York, NY*

Instructional Love Approach - Adapted from the book “We Dare Say Love,” this 40-minute video unpacks the approach’s three frameworks: transformative educator, impact event and politicizing care.



Culturally Responsive Practices in Education - This 90-minute webinar covers the neuroscience behind Culturally Responsive Teaching and builds capacity for providers who are working to make their programs more inclusive.



Sanford Harmony Overview: - This seven-minute Harmony overview provides educators an opportunity to learn how to successfully deliver research-based Harmony strategies in the classroom and elevate their practice while learning how to successfully use thematic SEL lessons and activities.

Family Engagement: - This one-hour webinar showcases strategies on how to engage families in a tech-focused world.

1619 Project: - This one-hour webinar covers the history of racial discrimination in the United States and the impact it has had on educational institutions.

SEL Resource Hub - SEL-related resources and materials in 5 key areas: [family engagement](#), [grief/trauma](#), [SEL and equity](#), [adult self-care](#) and [ice breakers / interactive activities](#).

Trauma-Informed Learning and Healing - This 2-hour training highlights the impact of trauma and the pathway to recovery while noting possible triggers for retraumatization.

SEL Convening - Family Engagement in a Remote World - The slidedeck for an hour-long session includes ideas and strategies for building relationships with families through cultural competence and understanding.



SPOTLIGHT: PROVIDENCE

The **Providence After School Alliance** (PASA) entered the pandemic on a foundation of having strong relationships with the city's families, schools, district leadership and community-based organizations connected to youth services. So when the opportunity arose to participate in an initiative that would infuse SEL strategies and learning opportunities into five of the seven local middle schools, they received strong support.

The sudden shift to virtual created big challenges, but PASA worked to quickly collaborate with district and OST partners. PASA staff dedicated time to calling families to check in on their wellbeing, often helping them navigate other services. Previously in-person programs were converted to virtual learning or adapted into outdoor, small group activities that aligned with COVID-19 safety protocols. They also stayed in close contact with school-day teachers, administrators and school communities to ensure that evolving plans for the SEL initiative were both relevant and feasible given the overwhelming amount of work the pandemic generated for everyone involved.

During the racial reckoning that erupted in the summer of 2020, PASA expanded the racial equity work that was already taking place at the organization. Concurrent with the SEL work, an internal equity working group began to develop an equity road map. Strengthening these efforts created funding opportunities that allowed PASA to continue the SEL work beyond this initiative. PASA staff continue to stay in close contact with stakeholders. Given the initiative's alignment to school district SEL goals, they hope to involve even more school-day teachers in future educator cohorts.



Racial Equity Work

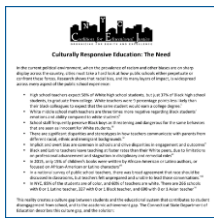
Resources for expanding racial equity and applying equity and inclusivity strategies at every level, from the classroom to region-wide strategic planning

Dallas Afterschool (DAS) Dallas, TX

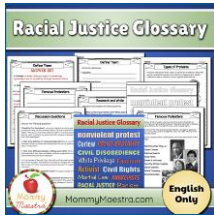


[2022 Strategic Plan](#) - See how DAS incorporates racial equity into their strategic plan, including metrics for success in 2022.

Expanded Schools New York, NY



[Cultural Responsiveness Fact Sheet](#) - ExpandedED uses this fact sheet from the NYC Coalition for Educational Justice as part of its professional development.



[Racial Justice Equity Glossary](#) - ExpandedED uses this glossary from mommymaestra.com in its professional development workshops on racial equity.

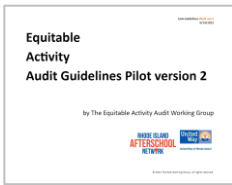
[Guideline for Creating an Affirming Classroom Experience](#) - The American Group Psychotherapy Association's comprehensive guidebook includes key definitions and evidence-based strategies for greater classroom inclusivity.

Madison Out of School Time (MOST) Madison, WI



[Transformative SEL](#) - This slide deck combines key elements of SEL with what MOST calls Transformative SEL, or SEL that uses an equity lens.

Providence After School Alliance (PASA) *Providence, RI*



Pilot EAA Guide - The EAA Working Group constructed this EAA Guidelines Pilot ver. 2 to promote more equitable youth work practices among the RIAN members that include the RI 21st CCLC grantees, and all the other publicly and/or privately funded out of school time program providers.



Building Equity into Teaching Practices CASEL Equity Tool – Build equity in your teaching practice by looking at these different components.

Other Resources

- **Dallas Independent School District Racial Equity Resource Library** – Dallas Independent School District’s website has resources for its Racial Equity Office such as advisory council meeting agendas, board policies and reports, readings, and webinars.



SPOTLIGHT: MADISON

“As a student of color having gone through MMSD [Madison Metropolitan School District], I’ve felt the multi-dimensions of engagement at work all the time, but I don’t think I even had the proper words to communicate what I was experiencing. Also the ‘learning while black’ concept was very powerful, and once again uses powerful language to describe something that I have often experienced.” – Synovia Knox, educator and MMSD alumna, reflecting on learning experiences made possible by **Madison Out-of-School Time**.

The pandemic created both a greater interest in partnership around SEL and greater challenges to building those partnerships during the urgent and rapid pivot to emergency remote instruction. Since March 2020, MOST has worked to develop strong school district level buy-in, yielding key wins like the support of both the lead for middle school SEL and the strategic partnerships director. MOST conducted an informal asset mapping process that led to a focus on locally designed professional development rooted in the expertise of Madison educators, tailored to the specific needs of Madison’s young people and their families. Professional development included trainings that spanned SEL and equity topics such as, “Police Free Schools and Restorative Justice” and “Supporting Gender Specific Programming and Youth Identity Development.”

Understanding what youth and their families most needed was a critical priority, and MOST surfaced that adult family members were not equipped to navigate and effectively use the multiple new learning programs that schools had implemented to share assignments and communicate with the community. This led to a “parent university” which aggregates and shares information, tutorials, and more resources to understand virtual learning. For further support, families could also reach the school district’s library media and technology specialists to answer questions and help with troubleshooting. Additionally, MOST distributed funds to program providers from the SEL community so they could offer family engagement activities that focused on cultivating a sense of belonging and relationship building



among families, youth and program staff.

MOST believes in a city with a common approach, where young people hear similar language across contexts and where staff feel efficacy and engagement and have language for the SEL work that they do. Thus, most of the professional development offered in the 2020-21 school year centered around transformative or transformational SEL, to support participating educators in understanding SEL beyond the traditional CASEL definition and approaches.

In summer 2021, MOST convened over 200 local youth workers for a three-day conference with SEL intentionally threaded throughout each day. The conference closed with Madison's mayor and school superintendent giving awards of \$500 to 11 youth workers who put SEL at the forefront to support young people.

SEL Working Group Practices

Strategies for building working groups and ensuring that best practices are amplified and SEL is embedded every step of the way

Dallas Afterschool Network (DAS) *Dallas, TX*

[SEL Dallas](#) - SEL Dallas is a collective led by the Dallas Independent School District and Big Thought, and this website acts as a hub for resource sharing and collaborative learning.

ExpandedED Schools *New York, NY*

[City at Hope Meeting Notes](#) - Notes from the ExpandedED SEL Working Group Summer Session including talking points and breakout group conversations.

[NYC SEL Working Group Interim Report](#) - Collaborative effort among executive level leadership in youth-based organizations to outline an integrated SEL approach to impact students and staff in NYC.

[NYC Working Group Summer Session](#) Slide deck of an SEL working group meeting where we discussed how the pandemic impacted our SEL approach and lessons learned from the previous year.



SPOTLIGHT: DALLAS

When schools in Dallas started closing because of COVID-19, **Dallas Afterschool** began holding monthly virtual roundtables with afterschool leaders to assess and address urgent community needs. Building relationships with food banks, helping with federal small business loan applications and hosting a roundtable on mental health were added to existing priorities such as racial equity and SEL.

Expanding SEL into the middle school grades was a key priority as Dallas Afterschool worked to increase its organizational capacity. In 2021, they offered four virtual, synchronous SEL learning opportunities and provided an on-demand, interactive training on SEL basics, which has been completed by afterschool practitioners as well as school day teachers. In addition to supporting the adults in youth serving programs and schools, Dallas Afterschool also expanded their SEL afterschool curriculum to middle school grades with a focus on using arts and expression to deal with grief and trauma.

“I’m good at making friends and understanding things,” one youth participant shared. “We can change our perspective on ourselves based on our choices. We can practice recognizing our strengths by accepting your own strengths and not others.”

Throughout the pandemic, the community served by the For Oak Cliff (FOC) afterschool site also suffered from a particularly high rate of violent crime. To meet the particular needs of these students, Dallas Afterschool partnered with FOC to launch a virtual afterschool program for middle schoolers, featuring weekly activities focused on overcoming trauma and forging a positive identity through creative expression “challenges,” like spoken word poetry.

Dallas Afterschool also built on three years of racial equity work by launching a virtual Racial Reconciliation in OST Cohort for its partners in fall 2021. The cohort now engages in monthly trainings intended to help participants talk to their students about issues of trauma related to racial violence in the Dallas community and elsewhere. The team also engaged in the Racial Equity Institute’s Groundwater Training, which was also offered to partner agencies.



Additional Resources

Templates and Tools

- [Student Voice Rubric](#) – The Student Voice Rubric used by ExpandedED Schools looks at Areas, the most important places where student voice can and should be found and Elements, the most important qualities of student voice, which can be found in all areas.

Family Engagement

- [Family Engagement Diagram](#) – Use these helpful tips when implementing family engagement in your program.
- [6 Strategies to Increase Parent Engagement in Social-Emotional Learning](#) – An article that shares six strategies for working with families to extend social-emotional learning into the home.

Miscellaneous

- [SEL Training Folder](#) – Participant resources that discuss 1619 Project, Engaging Students in A Remote World, and Family Engagement.