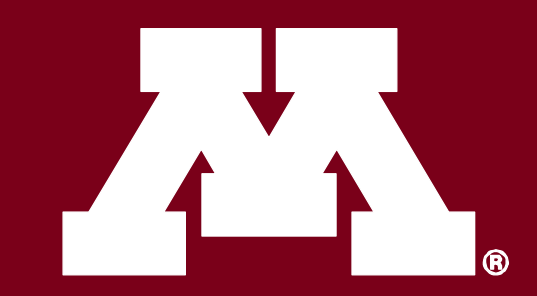


# PERSPECTIVES ON SOCIAL AND EMOTIONAL LEARNING (SEL) FROM OUT-OF-SCHOOL TIME (OST) LEADERS IN MINNESOTA

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**EXTENSION**

## ABSTRACT

To be successful in school now and ready for college and careers later, young people need to develop a range of skills that extends beyond traditional academics. Content knowledge and academic skills are important, but it is also critical that youth learn how to work well with others, persevere when faced with challenges, and recognize when a new strategy is needed to solve a problem. There is increasing evidence that social and emotional factors are critical to young people's success. There is, however, little agreement on which factors to assess or how best to support their development in both school and out of school programs. This poster presents results from an online survey of over 900 leaders in the out of school time field. The survey taps their perspectives on social and emotional learning, its importance, its assessment, barriers, current efforts in this area, and which dimensions of SEL are considered most important. Many of the questions parallel a survey we conducted with school district and building-level education leaders. Results from these surveys, along with one being conducted with youth this fall, help round out our understanding of how leaders and youth both in and out of school understand, value, and promote the social and emotional development of young in Minnesota. These data provide direction for how best to move forward in both improving practice and assessing social and emotional learning in different contexts.

## SURVEY SAMPLE

### SCHOOL & OST LEADERS

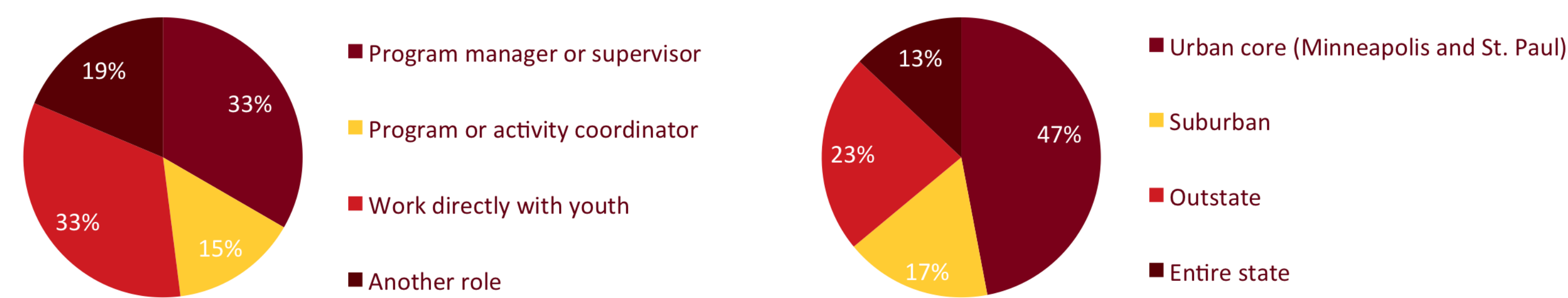
#### Formal Education Leaders

- 120 district- and 350 building-level responses
- Representing over 250,000 students

#### Out-of-School Time Leaders

- 940 responses from funders to frontline
- Representing programs serving 1.5 million youth

### OST LEADERS BY ROLE & BY REGION

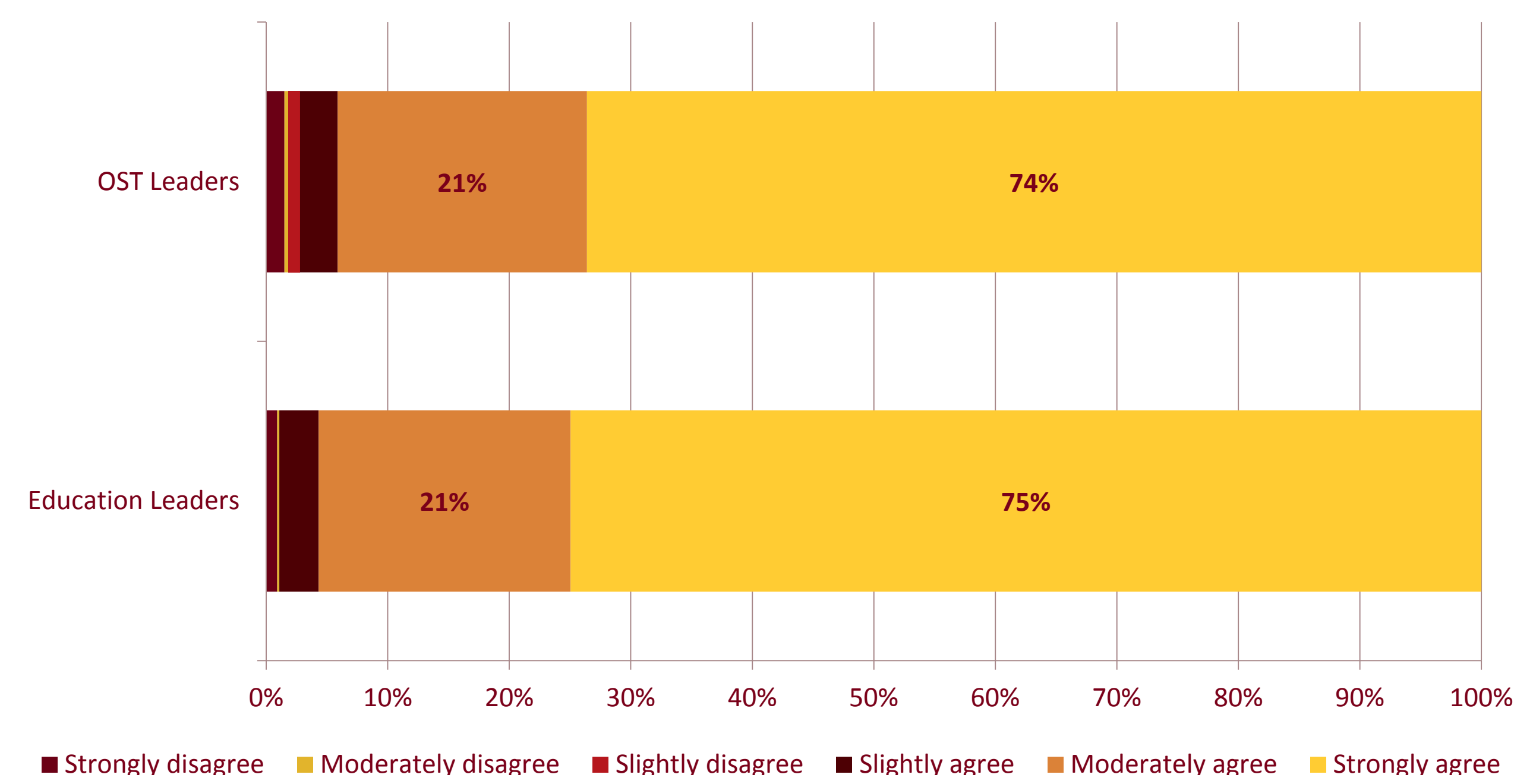


## CURRENT OST EFFORTS FOCUSED ON SEL

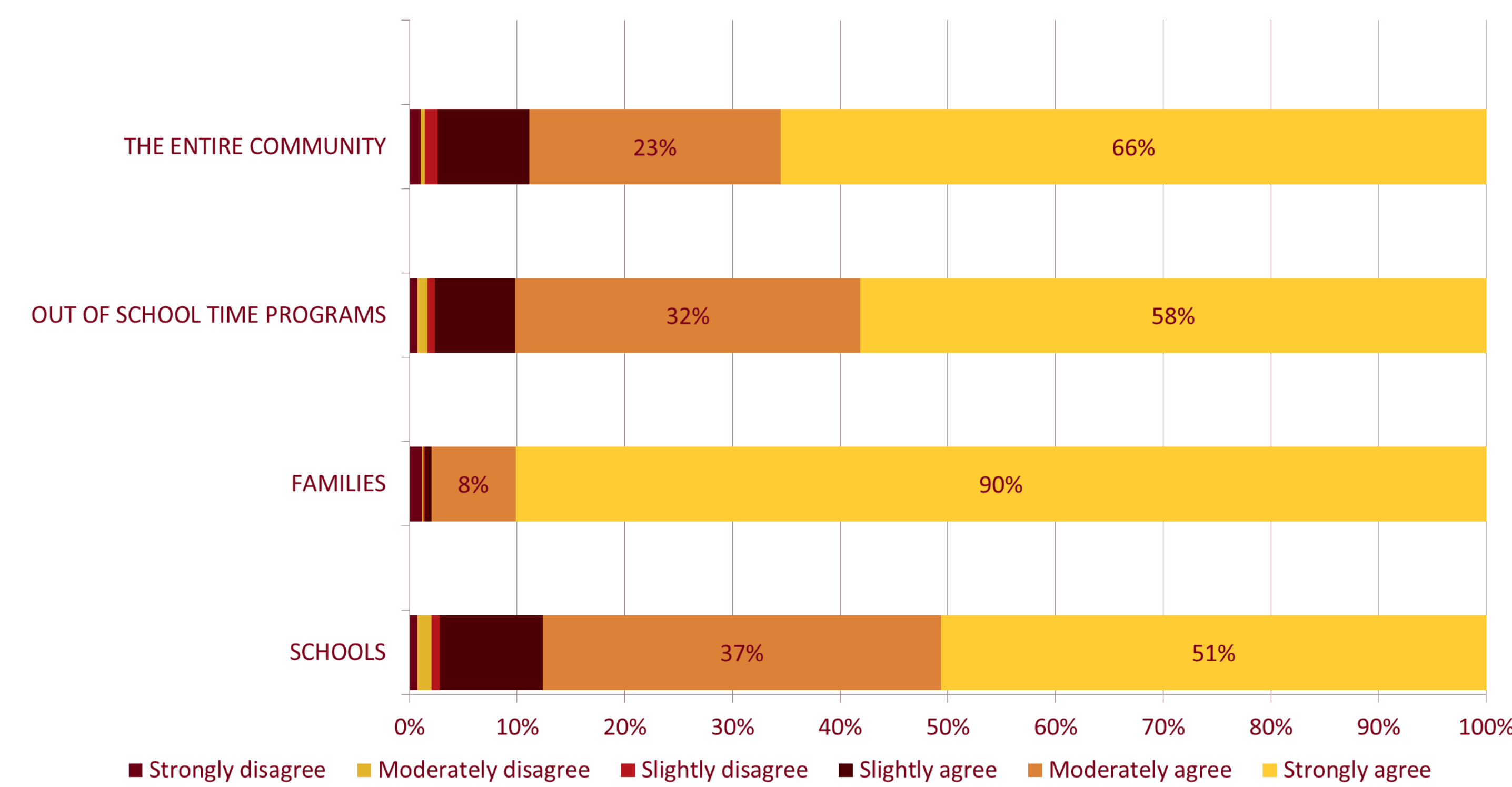
My programs intentionally focus on:	Never/Rarely/Occasionally	A Moderate Amount	A Great Deal
Relationship skills / Collaboration / Teamwork	10%	28%	63%
Youth Engagement	11%	28%	61%
Belonging / Connectedness	14%	31%	55%
Responsible decision making	12%	34%	54%
Critical thinking / Problem-solving	17%	36%	47%
Self-management skills	18%	39%	42%
Character development	22%	36%	42%
Social awareness skills / Empathy / Caring	22%	38%	41%
Active citizenship / Contribution	28%	32%	40%
Hope / Optimism	25%	38%	38%
Self-awareness skills	24%	40%	36%
Growth mindset / Sense of Mastery	29%	39%	33%
Resiliency	30%	38%	32%
Sense of agency / Self-efficacy	29%	41%	30%
Perseverance / Grit	33%	41%	27%

## IMPORTANCE OF SEL

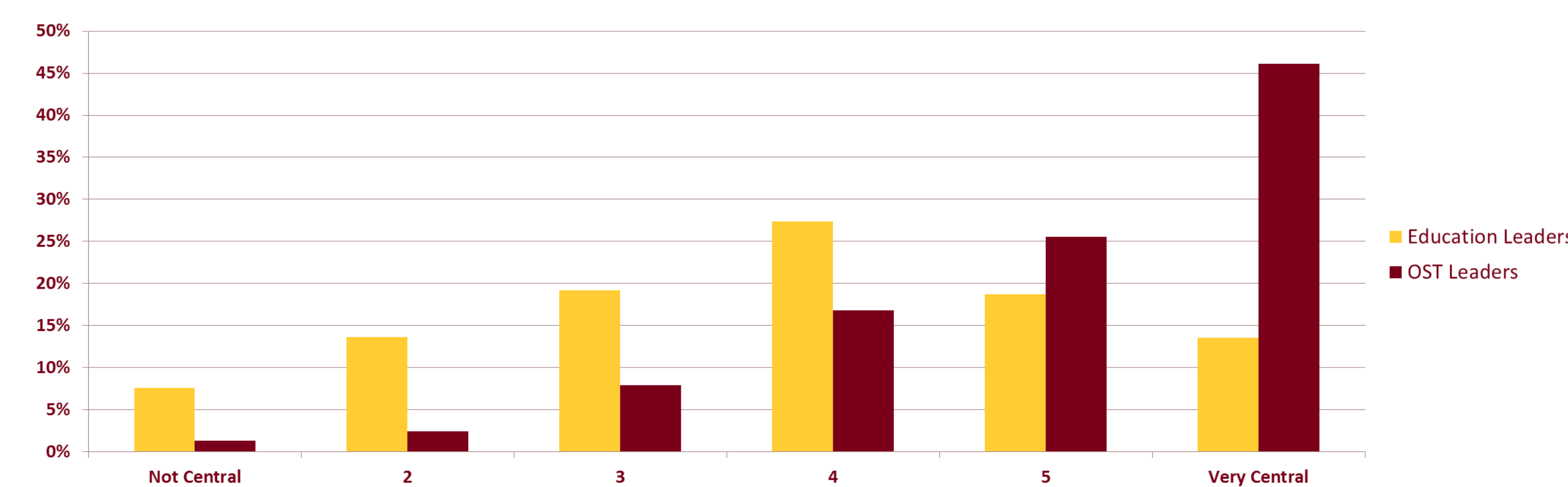
### SEL IS CRITICAL TO ACADEMIC PERFORMANCE



### WHO DO OST LEADERS SEE AS RESPONSIBLE FOR SEL?

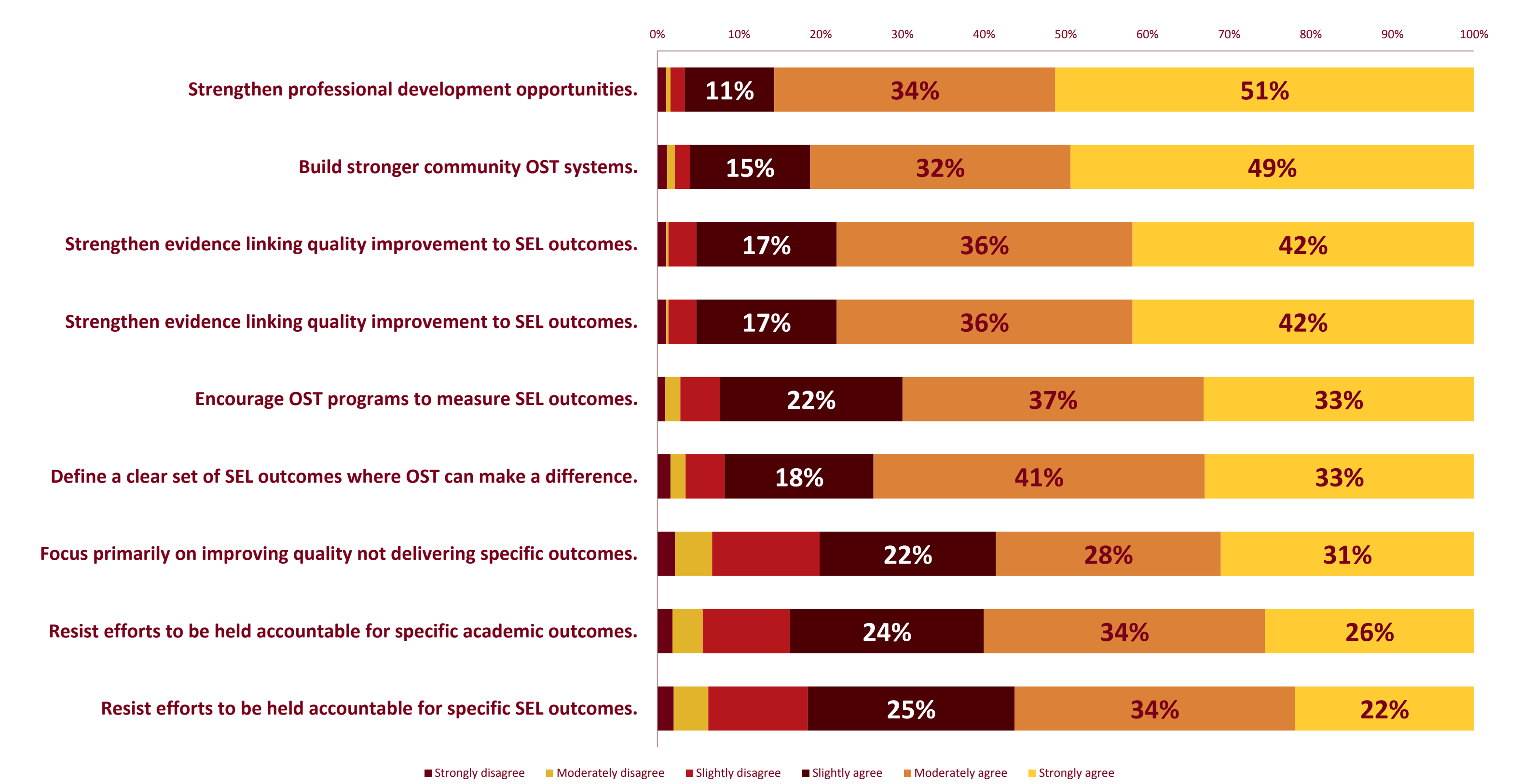


### HOW CENTRAL IS TEACHING SEL TO YOUR MISSION?

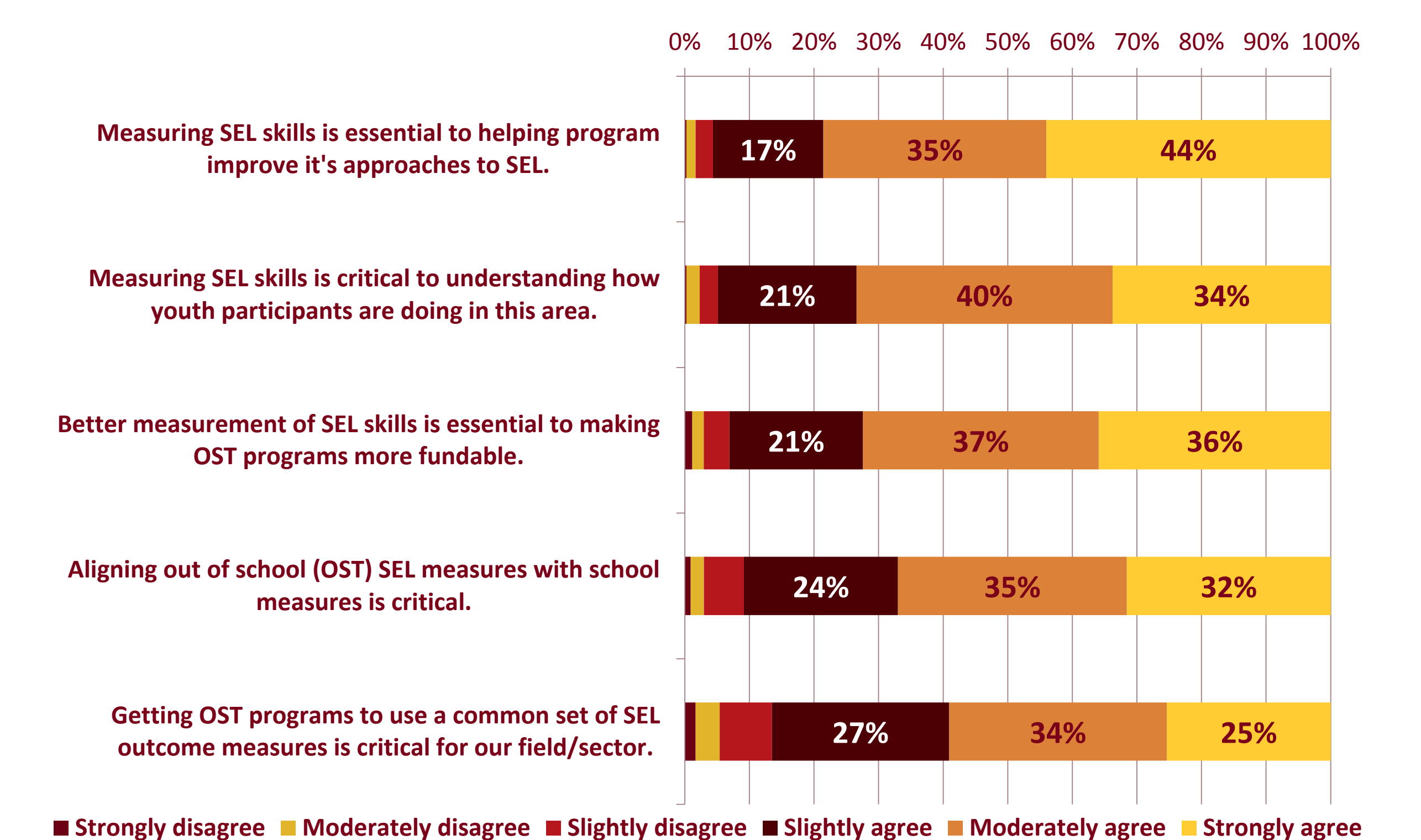


## IMPLICATIONS FOR OST

### WHAT SHOULD OST DO MOVING FORWARD?



### IMPORTANCE OF MEASURING SEL IN OST



### DO OST LEADERS PROVIDE SEL TRAINING FOR STAFF?

