



Empowering Youth to Take Action on School Climate and Culture

Facilitators: Catherine Jordan and Jessie Kerr-Vanderslice, Illinois Quality Afterschool at AIR

Guest Presenters: Jessica Hoffmann, Ph.D., and Julie McGarry, M.A.

January 26, 2021

Agenda

1. Introductions
2. School climate and equity
3. Welcome to inspirED!
4. Setting a commitment to action
5. Reflection and close



Participant Goals

1. Discuss school and program climate and its connection to issues of equity in afterschool.
2. Reflect on our role in empowering young people to take action around their school and program climate.
3. Learn about the inspirED approach and resources and how they can be applied to afterschool settings.





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School Climate and Equity



School Climate Definition

School climate reflects how members of the school and afterschool community experience the school, including interpersonal relationships, teacher and other staff practices, and organizational arrangements. School climate includes conditions for learning that support:

- physical and emotional safety
- connection and support
- engagement



National Center on Safe Supportive Learning Environments (NCSSE)

National Center on Safe Supportive Learning Environments



Safe Supportive Learning
Engagement | Safety | Environment

School
Climate
Improvement

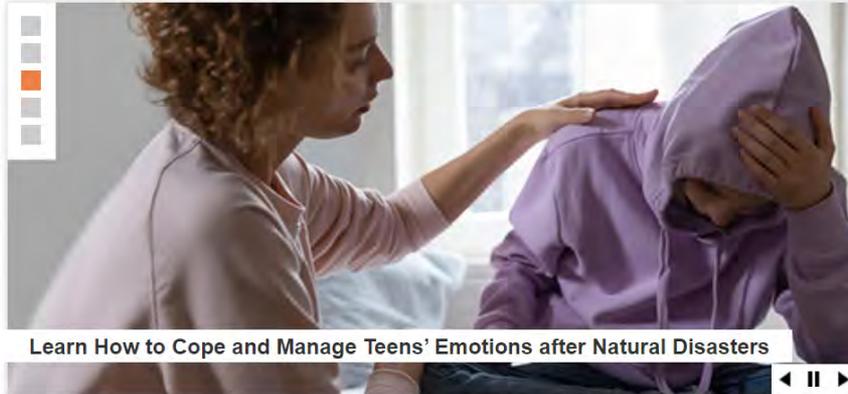
Engagement
Topics

Safety
Topics

Environment
Topics

Events,
Products,
and TA

States and
Grantees



Learn How to Cope and Manage Teens' Emotions after Natural Disasters

Welcome!

Stay Connected

Returning to School: Mitigation and
Mental Health Strategies

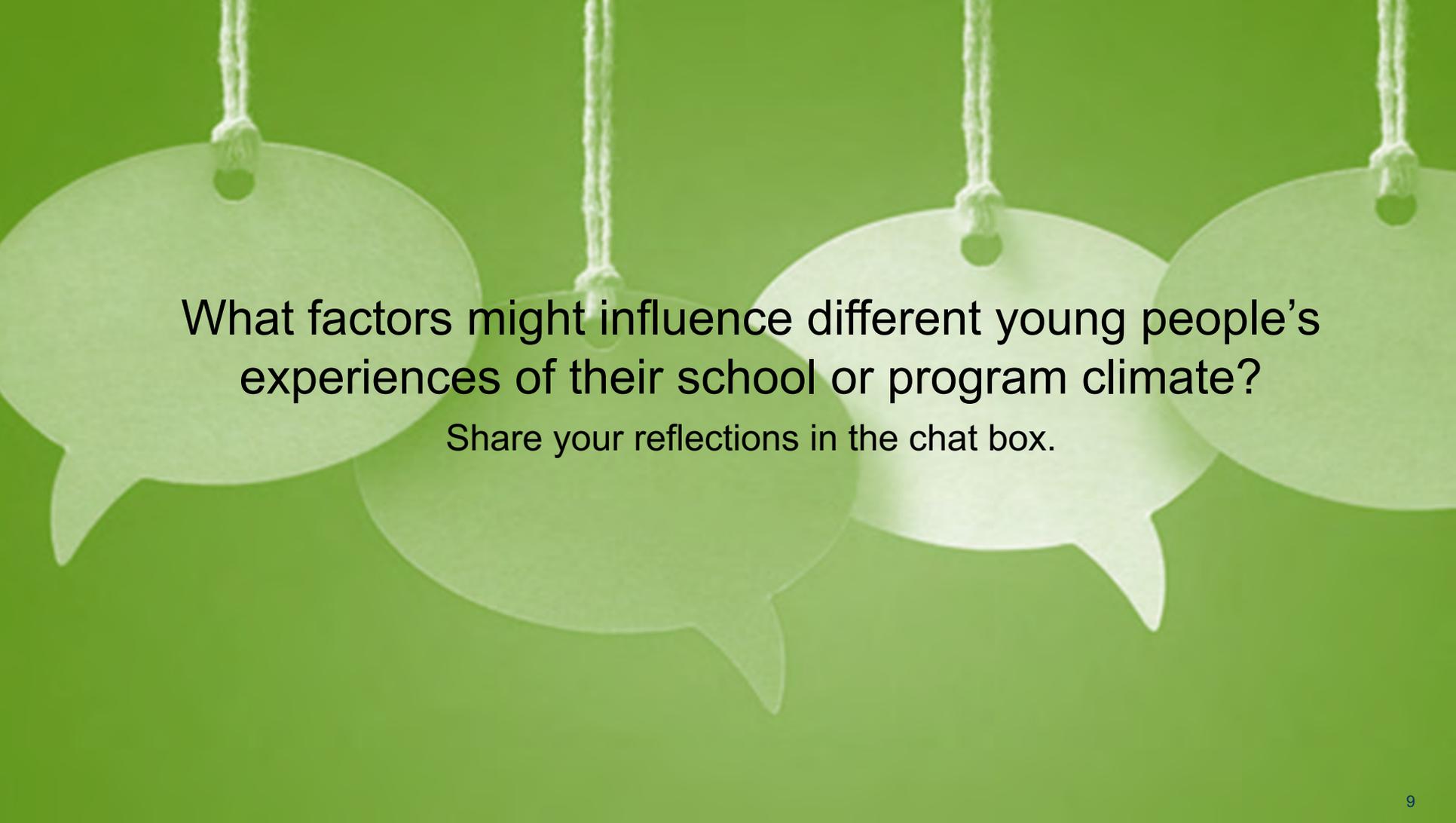
January 13, 2021 - 03:00pm EST

[Learn More](#)



DO YOU HAVE A QUESTION?





What factors might influence different young people's experiences of their school or program climate?

Share your reflections in the chat box.

Equity is intentional and active...

Response against:

- Inequality
- Institutionalized privilege and prejudice
- Systemic deficits and deficit thinking

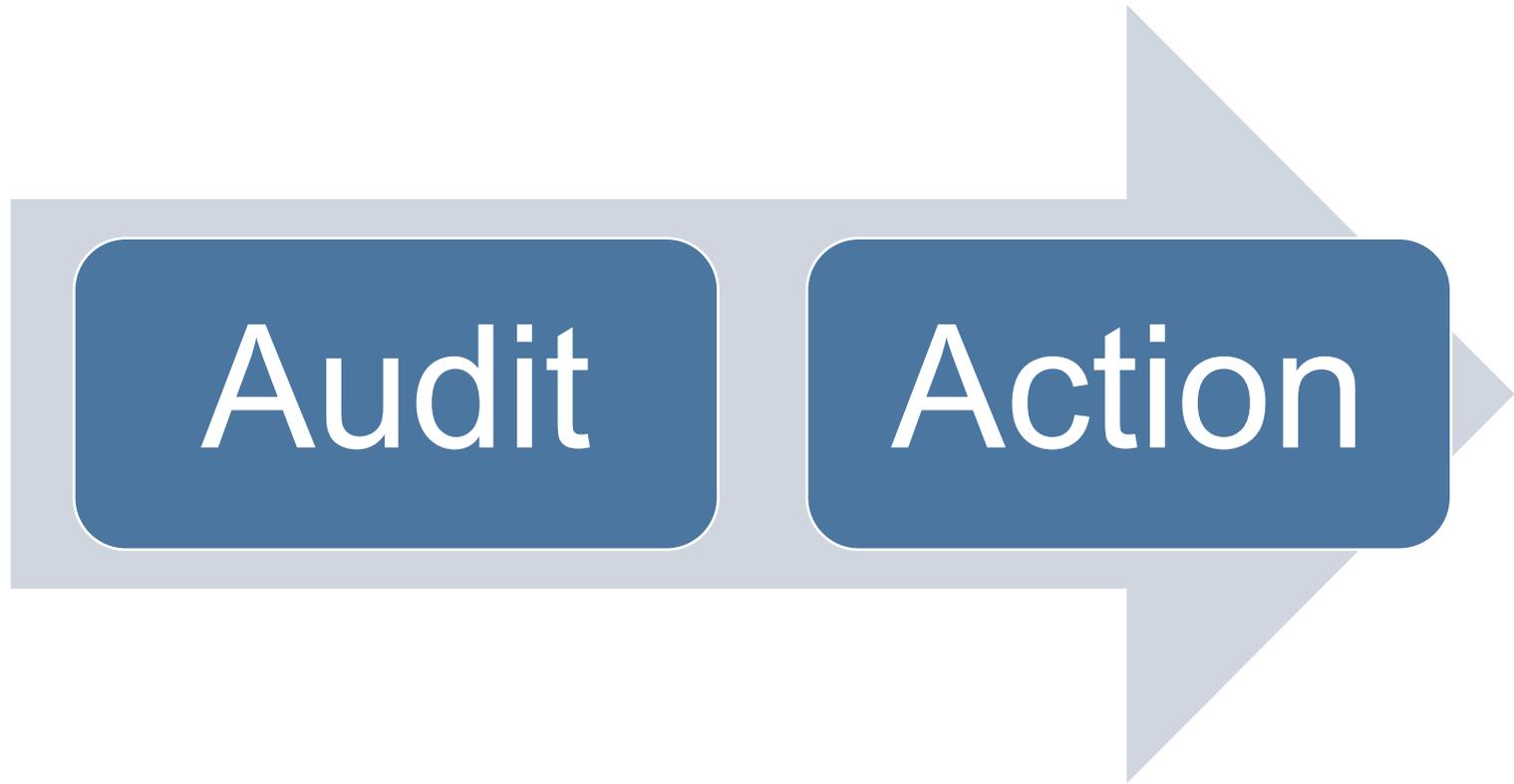
Promotion of:

- Youth assets
- Youth thriving and growth (social, emotional, academic)
- Youth contexts and cultures

Osher, D., Pittman, K., Young, J., Smith, H., Moroney, D., & Irby, M. (2020). Thriving, robust equity, and transformative learning & development: A more powerful conceptualization of the contributors to youth success. Washington, DC: American Institutes for Research and Forum for Youth Investment. <https://www.air.org/sites/default/files/Thriving-Robust-Equity%2C-and-Transformative-Learning-and-Development-July-2020.pdf>



Taking a next step on equity together



Welcome to inspirED!



Welcome!

In today's session, we will...

- Share school stories
- Outline the research basis for inspirED
- Describe how to implement inspirED
- Share student outcomes



Our Mission

To use the power of emotions to create a healthier, and more equitable, productive, and compassionate society

Yale *Center for Emotional Intelligence*



Emotions Matter

Attention, memory, and learning

Decision making

Relationship quality

Physical and mental health

Creativity and performance



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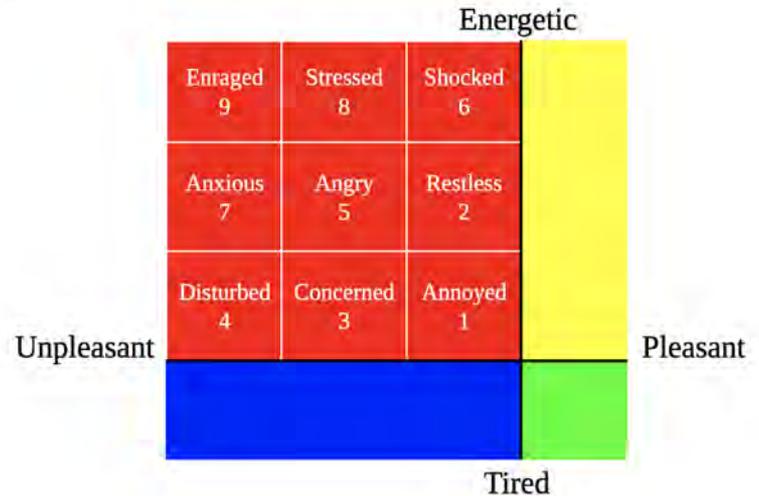
Physical and mental health

Creativity and performance

Red

Description (optional)

What number best represents your spot in the Red?



inspirED

At inspirED, we believe that young people's voices matter, and that they are capable of being active change agents in improving schools. Our mission is to elevate student voice and empower young people to positively influence school climates through connection, collaboration, and creativity.



inspirED Process

Assess

- How do we feel in school?

Brainstorm

- How can we improve school climate?

Complete

- How can we make a plan and bring it to life?

Debrief

- How do we move forward?



inspirED Implementation

Free to schools or afterschool programs

We provide framework and resources,
students do the rest

Students have agency over the direction of
their project



Kindness Grants

Students applied for \$100 grants



Senior Recognition



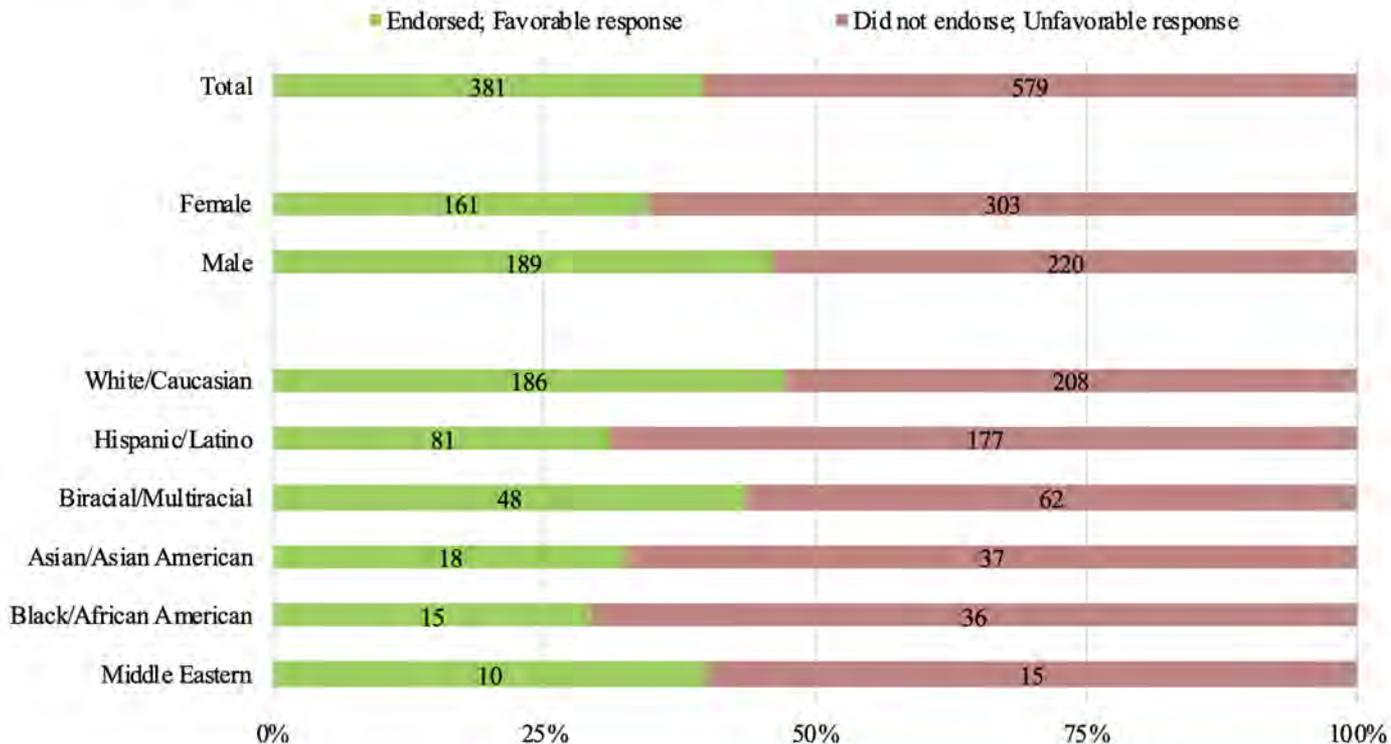
Student-Centered Data

During the Assess phase, students gather and interpret school climate data

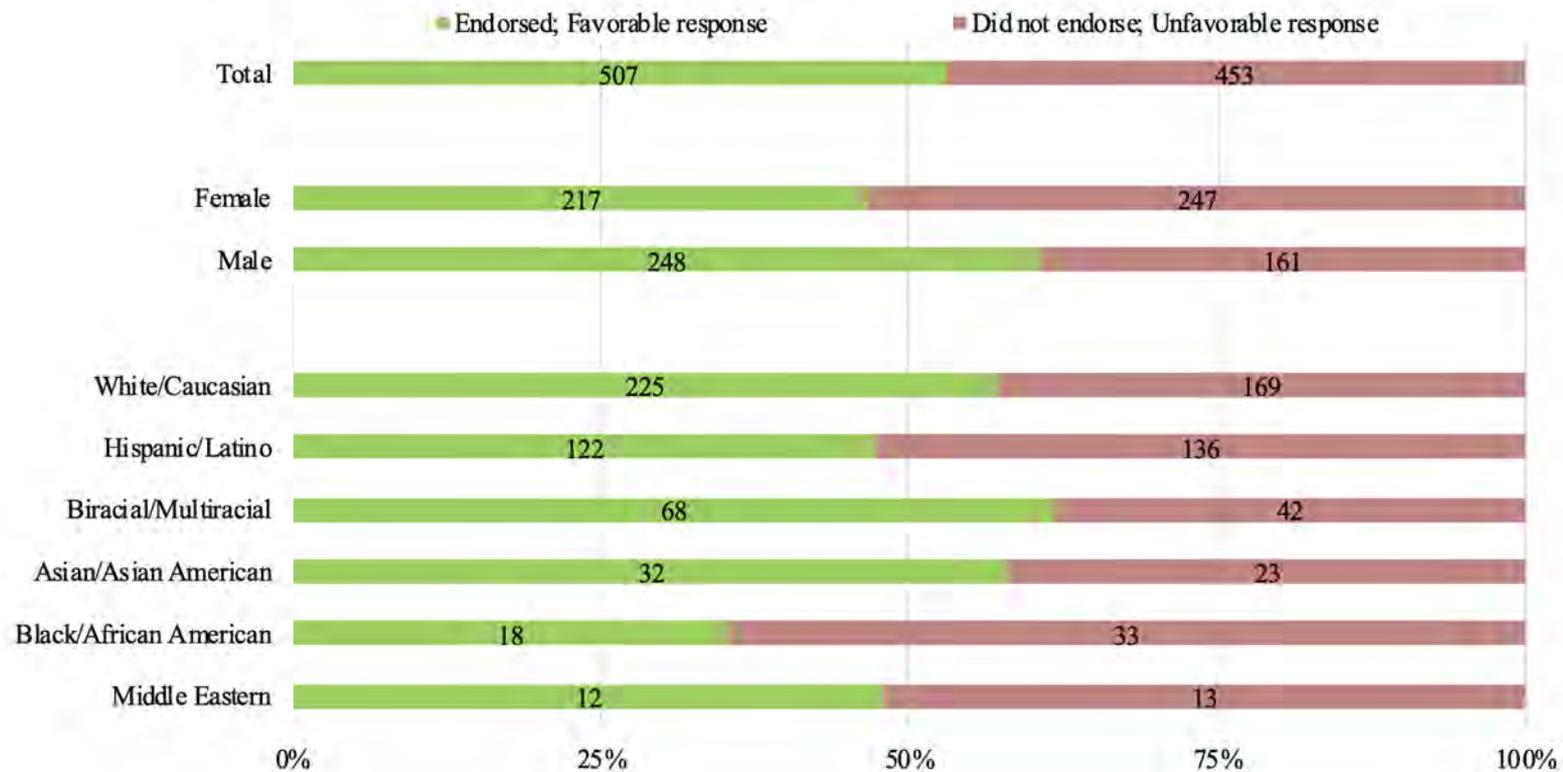
- Are data immediately available to students?
- Are data presented in developmentally appropriate ways?
- Are there clear pathways to next steps?



B67. Today rules were enforced fairly in/around... The entrance



B105. Today, my teachers... Paid attention to all students



Empathy Conference

Full day, student-led conference

- Local school: spring
- State-wide: fall

Every attendee leaves with activities to take back to their school



Low Input, High Impact

Starter projects:

- Post the Positive
- Chalk the Walk
- Opening Day



Theory of Change



Hoffmann, J.D., McGarry, J. A., Baumsteiger, R., Seibyl, J., & Brackett, M. A. (in press). Emotional empowerment in high school life. In G. Misra & I. Misra (Eds.). *Emotions in Cultural Context*. Springer

Outcomes

Skills developed:

Able to touch base with stress

Know to attend to self-care

“Not beat myself up”

Express emotions in a helpful way

Regulate emotions and find a better way to handle it

Impact at school:

Breaking down barriers between students & teachers

Foster better relationships and bonds

Make community more welcoming

Increase student volunteerism

Recognize those being bullied and help



Black History Month Museum



Humans Of



Liked by [daniel.olaughlin](#), [liam.zawadzki](#) and **279 others**

ghsaab Get To Know... Scott Wood (11th)
Scott plays water polo and baseball, and does Grew. He's been playing baseball since he was 5 years old! His sports teams are like family to him. In the future he wants to attend a college in California and become an engineer. Someday he wants to travel to London, England to learn more about its history. In his free time he spends time with friends, practices speaking Spanish, goes to the beach, and plays video games. Scott is a FortNite champ!
Check back after spring break to "Get To Know Grossmont" a little better!



Liked by [ashleyprus](#), [katiehenry234](#) and **200 others**

ghsaab Get To Know... Desiree Ramos (10th)
Desiree is in ROTC, drill team, and plays the trumpet in our marching band. She also plays the guitar and sings with her mandolin! She's very active in our community by keeping our campus clean and participating in holiday charities. Desiree loves Grossmont for the opportunities it gives her and the people that inspire her. In the future she plans to attend the Naval Academy and work in aviation to help the special forces. Afterwards she wants to enter the CIA or FBI and play music on the side. "Try to do your best in life and try to be as hard working and as good a person as you can." Check back in next Wednesday to "Get To Know Grossmont" a little better!



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ghsaab Get To Know... Ryan Crews(10th)
Ryan is on boys Varsity lacrosse, is in young life, and the engineering pathway. He's been on varsity lacrosse for 2 years and always remembers, "When you're not working hard someone else is and when you meet them they will win!" Ryan loves Grossmonts spirit and the staff. He'll never forget his first homecoming dance. In the future he wants to go to college in west coast, play lacrosse, and major in engineering. He loves math. Someday he wants to go to Hawaii to explore the outdoors. He loves nature.
Check back in next year to "Get To Know Grossmont" a little better!



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ghsaab Get to know... Lachin Bekirov (11th)
Lachin is on Varsity Basketball and is an honors student. He loves Grossmont because of the amazing staff and the school spirit that is displayed throughout the campus! Lachin moved to America from Russia when he was 5. He speaks Russian, Turkish, and English fluently. His favorite color is Black and his favorite animal is an Eagle. On his free time, he likes to spend time with his nieces & hike with his friends. Lachin would love to go to USD to further his education and study Criminal Justice. When he is older, he'd like to become an FBI/BAU agent. He likes to live by the motto "YOLO." Check in next Wednesday to "Get To Know Grossmont" a little better!



Liked by [liam.zawadzki](#), [kira.chong](#) and **218 others**

ghsaab Get To Know... Laney Hall (9th)
Laney is a freshman on our Varsity swim and dive team! She wants to go to the olympic trials her junior year and go to college on a full ride scholarship for swim. She'll never forget going to Homecoming this year and feeling everyone's excitement, which was different from her middle school dances. She can do the worm on the ground and with her eyebrows! Laney loves peanut butter so much it's her nickname. She also has 2 dogs, a cat, and 8 chickens. Someday she wants to go to the Philippines and swim in Jellyfish Lake where the jellyfish can't sting due to evolution.
Check back in next Wednesday to "Get To Know Grossmont" a little better!



Liked by [daniel.olaughlin](#), [liam.zawadzki](#) and **321 others**

ghsaab Get To Know... Marisash Angarola (11th)
Marisash is on our girls Varsity Soccer team, and is in Geow. She loves fashion, photography, and painting. Marisash likes to take naps on the beach and get coffee at cute cafes. She also has 5 dogs! Someday she wants to go to Greece to experience their culture and see their beautiful architecture. For college, she wants to stay in California and study interior design.
Check back in looking to her senior year with all her friends!



Liked by [liam.zawadzki](#), [kaatielwardd](#) and **268 others**

ghsaab Get To Know...Jacob Nelson (10th)
Jacob is a part of Grossmont's boys volleyball, water polo, and art club. He plays the piano, bass, guitar, and ukulele! He also has a ball python snake. Jacob loves surfing, and has been for 10 years. Someday he wants to go to Bali, Indonesia to surf their amazing waves, and experience their culture. In the future he wants to live by the beach, and be an 8th grade teacher after studying at Santa Cruz.
Check back in next Wednesday to "Get To Know Grossmont" a little better!



Liked by [liam.zawadzki](#), [jamesc.bond](#) and **280 others**

ghsaab Get To Know...Kimmy Bond (9th)
Kimmy is on Varsity softball, JV water polo, foursquare club, and will be in ASB next year. She loves how easy it is to get involved at Grossmont. Kimmy has been playing softball for 8 years! In their CIF game she broke her collarbone during a dive. She loves the supportive atmosphere in her softball team. In her free time she likes to read. The Martin is her favorite book, which she thinks is better than the movie. For college, Kimmy wants to travel Europe. She wants to go to Paris and explore and see the art and landmarks, like the Eiffel Tower.
Check back in next Wednesday to "Get To Know Grossmont" a little better!



I used to believe that the leader was the loudest person in the room. Now, I know that a leader is someone who makes space for others to speak up.”

-Kobi, inspirED club President



Committing to Action



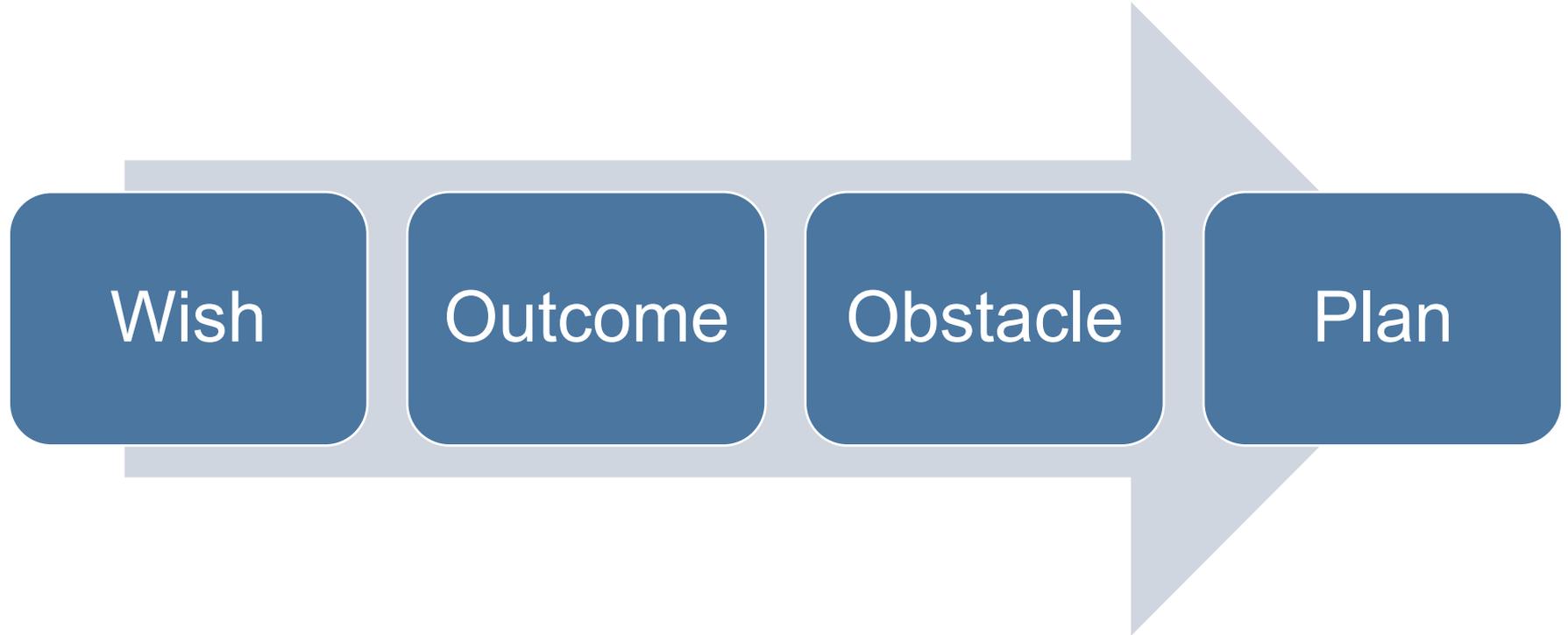
Becoming Advocates for Change

How will you...

- Build understanding and collect information?
- Establish collective engagement?
- Empower young people and staff/colleagues?
- Take action?
- Reflect and improve?



WOOP for Action



<https://woopmylife.org/> , <https://characterlab.org/activities/woop-for-classrooms/>



Reflection

What rocked?

What will stick with you?

What will you leave with?



References

Osher, D., Pittman, K., Young, J., Smith, H., Moroney, D., & Irby, M. (2020). *Thriving, robust equity, and transformative learning & development: A more powerful conceptualization of the contributors to youth success*. Washington, DC: American Institutes for Research and Forum for Youth Investment. <https://www.air.org/sites/default/files/Thriving-Robust-Equity%2C-and-Transformative-Learning-and-Development-July-2020.pdf>

National Center on Safe Supportive Learning Environments (NCSSLE). (2016). *School Climate Improvement Resource Package*. Washington, DC: American Institutes for Research. <https://safesupportivelearning.ed.gov/scirp/quick-guide>

Spotlight on School Climate. (2020). American Institutes for Research. <https://www.air.org/resource/spotlight-school-climate>



Resources

- InspirED website and resources <https://inspiredstudents.org/>
- WOOP Exercise: <https://woopmylife.org/>, <https://characterlab.org/activities/woop-for-classrooms/>



Webpage



ILLINOIS QUALITY AFTERSCHOOL

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How can we help?

[REQUEST ASSISTANCE](#)

Welcome to the Illinois Quality Afterschool Program

AIR provides technical assistance and professional development to Illinois 21st Century Community Learning Centers (CCLCs). We hope you will take some time to explore the resources on our website—workshop and conference archives, webinar recordings, newsletters, and resource bulletins. Do you have a question about afterschool? Illinois 21st CCLC grantees can [request technical assistance](#) from the Illinois Quality Afterschool team or you can [join our private Facebook group](#) and ask other grantees for feedback.

Quick Links for Grantees

Our [calendar of Illinois 21st CCLC events](#), including webinars, conferences, workshops, and data reporting deadlines.

- [Workshop and Conference Archive](#)
- [Webinar Archive](#)
- [Calendar of Events](#)
- [Request Assistance](#)

Update Your Contact Information

Has your email address or phone number changed? Send your new contact information to us at iqasupport@air.org, and we'll make sure you continue receiving Illinois Quality Afterschool publications, announcements about upcoming events, and grantee information.

Illinois Quality Afterschool Quarterly

The *Illinois Quality Afterschool Quarterly* is a resource for Illinois 21st CCLC professionals. [Subscribe to the newsletter.](#)

<http://iqa.airprojects.org/>

Resource Database



ILLINOIS QUALITY AFTERSCHOOL

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Resource Database

The Illinois Quality Afterschool team has created this resource database to help you and your staff provide high-quality 21st CCLC programming. Browse or search the database to find the latest information on afterschool research, best practices, tools, conference proceedings, policy briefs, professional development tools, and activities.



Click on a topic or use the search box below to look for a listing:

Search for pages that contain

SEARCH

There are 227 resources. Displaying 10 resources per page.

Pages: [1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#) [10](#) [11](#) [12](#) [13](#) [14](#) [15](#) [16](#) [17](#) [18](#) [19](#) [20](#) [21](#) [22](#) [23](#)

10 Research-Tested Ways to Build Children's Vocabulary

Developed by Scholastic, this short brief outlines 10 ways that educators can help students build their vocabularies. The brief explains each strategy, the research evidence that supports it, and provides suggestions for implementation. (Downloads as a PDF.)

[View Resource](#)

Topics

[Academic Enrichment](#)

Menu of Topics

- [Academic Enrichment](#)
- [Afterschool Enrichment](#)
- [Classroom Management](#)
- [College and Career Readiness](#)
- [Diverse Learners](#)
- [Family and Community Engagement](#)
- [Program Management](#)
- [Social-Emotional Learning](#)
- [Sustainability](#)
- [Technology](#)

[Subscribe to the Illinois Quality Afterschool newsletter and resource bulletin.](#)

Recent Resources

Five Ways to Build Strong Relationships with Families

In a fast-paced culture, where families are busy and sometimes overwhelmed with job and school responsibilities, family engagement is still important. National AfterSchool Association's professional development series, Talk Tuesday, offers new materials to guide an afterschool staff training session on family engagement. This resource focuses on five quick techniques that help afterschool practitioners build strong relationships with families.

[View Resource](#)

You for Youth College and Career Readiness Resources

[http://iqa.airprojects.org/
resource-database/](http://iqa.airprojects.org/resource-database/)

Connect with us on Facebook!



The image shows a screenshot of the Facebook page for the "Illinois Quality Afterschool" group. The page header includes the Facebook logo, the group name, and navigation options like "Home" and "Create". The main content area features a large photo of two young girls sitting on a colorful mat, focused on drawing with markers. Below the photo are interaction buttons for "Joined", "Notifications", "Share", and "More".

On the left side, there is a sidebar menu with options: "About", "Discussion", "Chats", "Members", "Events", "Videos", "Photos", "Files", "Group Insights", and "Moderate Group". Below this is a search bar and a list of related groups, including "LLILAS Alumni Portal", "Illinois Quality Afterschool", "Colorado College Alum...", "This is Your Texas", and "Highland Neighbor...".

The main content area below the photo includes a "Write Post" section with options for "Add Photo/Video", "Live Video", and "More". Below this is a "Photo/Video" section with "Watch Party" and "Tag Friends" options. The "New Activity" section shows a post by "Laura Shankland" (Admin) with the text: "Summer is right around the corner. Is your 21st CCLC ready? Our webinar on summer learning is this Friday, March 15. Register today:". Below the post is a large blue banner with the text "S QUALITY AFTER".

On the right side, there is a "Members" section with 77 members listed, including "Geri Neeridge", "Kevin Lettman", and "Lance Cooper". There are "Invite Member" buttons for each. Below this is a "Description" section with the text: "The Illinois Quality Afterschool Facebook group is a discussion group... See More".

<https://www.facebook.com/groups/IQA.SEDL/>



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