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Focus on SEL: Introducing CASEL's Re-opening Roadmap

Guest Presenter: Jessica Newman, American Institutes for Research

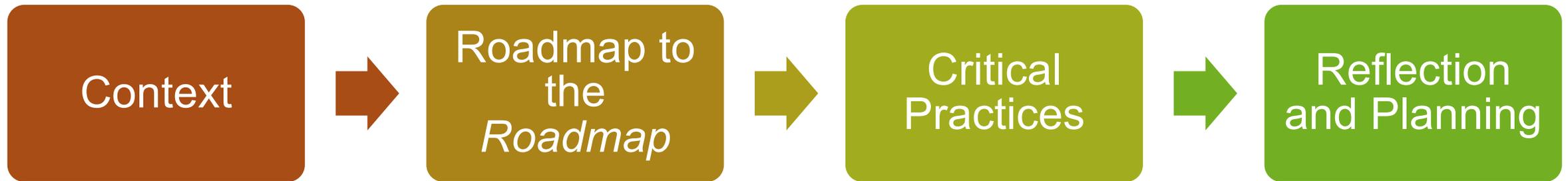
February 23, 2021

Presenters

- **Jessica (Jessy) Newman**
Senior Researcher, American Institutes for Research (AIR)
- **Jessie Kerr-Vanderslice**
Technical Assistance Consultant, Illinois Quality Afterschool at AIR
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Consultant, Illinois Quality Afterschool at AIR



Agenda



Participant Goals



Context



Purpose and Goals

“At the heart of this complex [reopening] process is attending to the academic, social and emotional development; physical and mental health; cognitive development; and overall well-being of all students and adults in holistic ways that do not put these concerns in competition with one another. This moment also offers an opportunity to pause and imagine how to bring together educators, students, families and community partners to co-create transformative learning experiences that cultivate the social, emotional, and academic competencies needed to contribute to a caring, thriving, and just society.”

The

POWER

you carry



The Role of Afterschool

Afterschool and summer programs play an essential role in our country's efforts to reopen and rebuild in partnership with youth, families, and the community because they:

1. Provide safe, developmentally rich settings for learning and development;
2. Are seen as trusted partners by families and communities; and
3. Have connections to other supports and services that schools and families need.

Terms Used in this Roadmap

"School leaders" and "school leadership team":

we use these terms broadly and encourage schools to consider distributive leadership models that include administrators, teaching and support staff, family and community partners, students, and those who have been historically left out of school decision-making.

"Anti-racist":

we use this term to refer to practices aimed intentionally at dismantling racism.

"Equity-focused":

we use this term to refer to strategies aimed at improving equity in experiences and outcomes for all students and adults, across race, gender identity, ethnicity, language, disability, sexual orientation, family background, family income, and other characteristics.

"Adults":

refers to all adults that connect to students whether in the school, home, or community setting;

"Educators":

refers to in-school and out-of-school staff providing instruction and support to students;

"School community":

refers to members of the broad school ecosystem including administrators, staff, students, families, community partners, and others who may be connected to the school's success.

"Staff":

refers to those who work within the school building, including teachers, administrators, para-professionals, custodial staff, school mental health professionals, cafeteria workers, and parent liaisons, among others;

"Community partners":

include youth and family service organizations, afterschool and summer programs, youth leadership initiatives, youth employment and apprenticeships, mental and behavioral health organizations, and community sports and arts organizations, to name a few.



A Roadmap to the *Roadmap*



Start Here

SEL Critical Practices
Implement key strategies for Relationships, Adults, Students, and Data.



Activities
Engage in supporting activities for each critical practice

Essential Questions
Reflect on essential questions



Prepare & Implement
Employ these action steps as you prepare and implement SEL practices

Tools
Use the tools to help operationalize the guidance



Sustain
Consider steps for how to sustain the critical practice



Reunite, Renew, & Thrive



Where to go from here?



Four Critical Practices



Overview of Critical Practices

“...[these practices are designed to] foster the competencies and learning environments that students and adults need to reunite, renew, and thrive”

SEL Critical Practices for Reopening



Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.

Prioritize relationships that haven't been established, engage in two-way communication, and build coalitions to effectively plan for supportive and equitable learning environments that promote social, emotional, and academic learning for all students.



Design opportunities where adults can connect, heal, and build their capacity to support students.

Help adults feel connected, empowered, supported, and valued by cultivating collective self-care and well-being, providing ongoing professional learning, and creating space for adults to process and learn from their experiences.



Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

Ensure all students feel a sense of belonging; have consistent opportunities to learn about, reflect on, and practice SEL; examine the impact of the pandemic and systemic racism on their lives and communities; and access needed support through school or community partners.



Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

Partner with students, families, staff and community partners to learn about students' and adults' ongoing needs and strengths, and continuously improve SEL and transition efforts.



Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.

1.1 – Foster new relationships that elevate the voices and perspectives of students and families.

1.2 – Use two-way communication strategies to inform, engage, and listen to members of the school community.

1.3 – Examine where SEL efforts have been impactful and where more support is needed.

1.4 – Build a broad coalition to create and maintain a safe, supportive, and equitable environment for all students and adults by integrating SEL and academic supports into plans for reopening schools.



Design opportunities where adults can connect, heal, and build their capacity to support students.

- 2.1 – Allow space for connection, listening, and healing among all adults in the school community.
- 2.2 – Ensure access to mental health and trauma supports for adults as needed.
- 2.3 – Capture this moment to identify opportunities for innovation and anti-racist practices.
- 2.4 – Provide embedded professional learning to build educators' capacity to support students' social, emotional, and academic growth.



Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

3.1 – Intentionally build structures that promote supportive adult-student and peer relationships.

3.2 – Weave in opportunities for students to develop, practice, and reflect upon social and emotional competencies throughout the day.

3.3 – Identify and implement a comprehensive system of support for students with additional needs.

3.4 – Engage students in developmentally appropriate conversations and lessons to discuss past, current, and future impacts of the pandemic and racial inequities on themselves, their families, their communities, and the broader world.

3.5 – Collaborate with families and community partners to align strategies for supporting students' SEL at school and home and during extended learning.



Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

4.1 – Elevate student voice in reflecting and acting on data around their learning and engagement.

4.2 – Support educators in reflecting on data around their own instructional practices and learning environment, especially when trying out new strategies or modes of teaching.

4.3 – Partner with families and community members to continuously improve experiences and outcomes.



Reflection Activity



Reunite, Renew and Thrive: SEL Roadmap for Returning to School

Reading the roadmap alone will be helpful, but it will be more powerful when you process its contents with a broader team. We recommend you use this organizer with your team to preview the sixteen sections of this toolkit, rank your priorities on a scale of 1 (most immediate) to 3 (this can come later), divide the prioritized sections among your team, and make notes of the action steps you may take and the tools you would like to use or adapt as you make your way through this roadmap.

Before you dive in, it is important that you set the tone for your own thinking and conversations with your team. Take five minutes to think through the five reflection prompts below. Once you have made your way through the prompts, share your thoughts, questions, and concerns with your team members.

- **TEAMWORK:** This work is not possible to do on your own. Think about your closest colleagues. How have you built relational trust? How will you extend this relational trust throughout a larger, more diverse planning team? Why is it essential to bring in others who have different views and experiences?
- **SENSE OF URGENCY:** This can hijack our ability to think critically. How will you resist the urge to jump right into a strategy without thinking through the rationale? What strategies will help you to slow down to read and think critically?
- **TIME:** This is our most valuable resource, and where we invest it is a good indicator of our values. How will you prioritize the time needed to read, think, and plan? What will you say “no” to so that you have the time you need to focus on SEL as a lever for equity and transformation?
- **COMPLEXITY:** This year is full of complex problems and uncertainty, and we won’t be able to fall back on standard practices and procedures. How can you prepare yourself to be in a state of constant learning and flux? How will you keep your core values at the center while the landscape shifts around you?
- **FEELING OVERWHELMED:** If it feels like too much, it’s too much. Trust your feelings. There will be many moments of feeling overwhelmed, so plan ahead for what happens when those feelings come up for you. What can you do when something is too heavy, too much, too many?

1. TAKE TIME TO CULTIVATE AND DEEPEN RELATIONSHIPS, BUILD PARTNERSHIPS, AND PLAN FOR SEL

Critical Practice	Priority Level	Prepare What will we do now to prepare for the '20-21 school year?	Implement What will we do in the first weeks and months of the school year?	Sustain How will we keep this work going as the year unfolds?
1.1 Foster new relationships that elevate student & family voice Prioritize this to focus on connecting with, caring for, and affirming the experiences of members of the wider school community.				
1.2 Use two-way communication strategies Prioritize this to communicate the importance of SEL in navigating upcoming transitions and be responsive to student & family concerns.				
1.3 Examine impact of SEL efforts Prioritize this to take a data-centered approach to decision-making, in building on strengths and targeting strategies to meet needs.				
1.4 Build a broad coalition and integrate SEL into plans Prioritize this to meaningfully involve community partners, families, and students in developing a vision, goals, and plans for the year.				



Critical Practices

1. Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.
2. Design opportunities where adults can connect, heal, and build their capacity to support students.
3. Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.
4. Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.



Key Reflection Questions

What
priority is
each
activity?

What will
we do NOW
to prepare?

What will
we do in the
first few
weeks once
we return?

How will we
keep this
work going
as the year
unfolds?



Resources

American Institutes for Research. (2020). *Recognizing the Role of Afterschool and Summer Programs and Systems in Reopening and Rebuilding*. Washington, DC: Author. Retrieved from <https://www.air.org/resource/recognizing-role-afterschool-and-summer-programs-and-systems-reopening-and-rebuilding>

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020). *Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School*. Chicago, IL: CASEL. Retrieved from <https://casel.org/reopening-with-sel/>



Webpage



ILLINOIS QUALITY AFTERSCHOOL

GRANTEES EVENTS - REQUEST ASSISTANCE ABOUT US NEWSLETTER - RESOURCES -



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](#)
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- [Program Management](#)
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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/>

Connect with us on Facebook!

The image shows a screenshot of the Facebook group page for "Illinois Quality Afterschool". The page is set to a "Closed group". The main header features the group name and a search bar. Below the header is a large photo of two young girls sitting at a table, engaged in an activity with markers and paper. The left sidebar contains navigation options: "About", "Discussion", "Chats", "Members", "Events", "Videos", "Photos", "Files", "Group Insights", and "Moderate Group". Below these are search and shortcut sections. The main content area includes a "Write Post" section with options for "Add Photo/Video", "Live Video", and "More". Below this is a "NEW ACTIVITY" section featuring a post by "Laura Shankland" (Admin) sharing a link about a webinar on summer learning. The right sidebar contains an "INVITE MEMBERS" section with a search bar and a list of suggested members with "Invite Member" buttons. Below that is a "DESCRIPTION" section for the group.

Illinois Quality Afterschool

Closed group

About

Discussion

Chats

Members

Events

Videos

Photos

Files

Group Insights

Moderate Group

Search this group

Shortcuts

- LILAS Alumni Portal - ...
- Illinois Quality Aftersch...
- Colorado College Alum...
- This is Your Texas 20-
- Highland Neighbor... 20-

Write something...

Photo/Video

Watch Party

Tag Friends

NEW ACTIVITY

Laura Shankland shared a link.
Admin · 1 hr

Summer is right around the corner. Is your 21st CCLC ready? Our webinar on summer learning is this Friday, March 15. Register today:

S QUALITY AFTER

INVITE MEMBERS

Embed Invite

Enter name or email address...

MEMBERS

77 Members

You have 3 new members this week. Write a post to welcome them.

Write Post

SUGGESTED MEMBERS

Hide

Friends

- Gari Neenridge
- Kesah Rehteah
- Lance Cooper

See More

Invite Member

Invite Member

Invite Member

DESCRIPTION

The Illinois Quality Afterschool Facebook group a discussion gro... See More

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



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