Social and Emotional Learning (SEL)

An online survey of people involved in afterschool programs in summer 2015 explored how afterschool programs address SEL and what they need to improve.

**PROGRAMS VALUE AND IMPLEMENT SEL PRACTICE**

- **EVERYTHING WE DO IS WITH A PURPOSE...** even standing in line for a drink of water, [we are] teaching self-control, respect, courtesy...”
- 74% Value and encourage SEL-focused activities
- 67% Offer SEL-related lessons and activities
- 71% Intentionally link SEL lessons to other topics or lessons

**OPPORTUNITIES EXIST FOR INCREASED COLLABORATION AND INTEGRATION BETWEEN SCHOOLS AND AFTERSCHOOL PROGRAMS**

- Create better partnerships with each school, make sure the site leader at each school is aware of their VISION OF SEL, and incorporate activities/themes from the school day with afterschool.”
- 43% are part of SEL conversations with the school, community, principals or teachers connected to their program

**PROGRAMS ARE BUILDING ON STRONG INTEREST IN SEL, BUT MORE SUPPORTS ARE NEEDED**

- 50% of respondents’ programs and organizations offer professional development opportunities around supporting SEL
- 66% of respondents feel prepared when instructing SEL activities

**WHAT NAA WILL DO**

NAA is prepared to support the field to ensure that quality afterschool programs promote social and emotional development for children and youth. NAA will:

- Provide guidance around intentionally incorporating SEL lessons and practices into programming.
- Equip practitioners with the resources and tools to have conversations with the school, families, and the community about how afterschool supports SEL.

**CALL TO ACTION**

**FIELD LEADERS** should commit to SEL so that **PRACTITIONERS** will have a clear charge to intentionally provide opportunities for SEL.

**CALL TO ACTION**

**FIELD LEADERS** should explore and document successful school and afterschool partnerships so that **PRACTITIONERS** will have strategies to support strong partnerships.

**CALL TO ACTION**

**FIELD LEADERS** should allocate resources to build capacity and develop tools and materials so that **PRACTITIONERS** will be equipped to implement high quality social and emotional learning practices.

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