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**

- **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**

- **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.

**Call to Action**

- **Field leaders** should commit to SEL so that practitioners will have a clear charge to intentionally provide opportunities for SEL.
- **Field leaders** should explore and document successful school and afterschool partnerships so that practitioners will have strategies to support strong partnerships.
- **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.

**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.

The survey was designed and disseminated by NAA and analyzed by AIR, with support from The Wallace Foundation.