



# Social-Emotional Learning in Expanded Learning Programs

## What is social-emotional learning?

Social-emotional learning (SEL) is the process through which people learn to manage their emotions, interact with others, and achieve goals.<sup>1</sup> Your expanded learning program's expertise in SEL can support these outcomes:<sup>2</sup>



**WE ARE**

### **Self-awareness**

Young people are able to recognize and understand their own personal identity and feelings.

### **Self-management**

Young people regulate and monitor their own behaviors, feelings, and impulses in order to make responsible decisions, maintain focus, and achieve goals.



**WE BELONG**

### **Social awareness**

Young people have the capacity for empathy, are able to consider and appreciate the diverse feelings, perspectives, and personal contexts of others.

### **Interpersonal skills**

Young people use effective communication and collaboration skills to establish and maintain positive and productive relationships.



**WE CAN**

### **Self-efficacy**

Young people believe in their own capabilities and their ability to learn, achieve goals, and succeed.

### **Growth mindset**

Young people believe that they can, through their own efforts, grow in their intelligence and abilities.

## Why is social-emotional learning important?

SEL is essential to success in school, work, and life.

### SEL skills support student learning.



Common Core State Standards



Student achievement



College & career readiness

### SEL skills prepare students to be successful adults.



Healthy relationships



Productive careers



Socially conscious, engaged citizens

1. Adapted from the Collaborative for Academic, Social, and Emotional Learning (CASEL)'s definition.  
2. See *Student Success Comes Full Circle*, Expanded Learning 360°/365, 2015 for more information.



# Social-Emotional Learning in Expanded Learning Programs

**High-quality expanded learning environments  
and practices promote social-emotional learning.**

SEL is a foundational component of all youth development programs. In fact, **6** of the *Quality Standards for Expanded Learning in California* directly promote **3** core areas of SEL.

**6**  
Quality  
Standards



Safe & supportive  
environment



Active &  
engaged learning



Skill building



Youth voice  
& leadership



Diversity, access,  
& equity



Healthy choices  
& behaviors

**3**  
SEL  
Areas

I know how I  
am feeling

I can control  
my own  
behavior



**WE ARE**

Self-awareness  
Self-management

I care about  
other people's  
feelings

I work well  
with others



**WE BELONG**

Social awareness  
Interpersonal skills

I can  
overcome  
challenges

The harder I  
try, the better  
I'll get



**WE CAN**

Self-efficacy  
Growth mindset

**Research is clear: only high-quality  
programs can support SEL outcomes.<sup>3</sup>**

To ensure quality,  
use the cycle  
of continuous  
improvement.



**When schools and programs  
work together, kids benefit.**

To work as authentic partners, schools and programs should:

- Commit to a shared vision of student success
- Use a common vocabulary for SEL skills
- Build on existing programs & services
- Share and implement consistent learning strategies
- Recognize and honor learning in and out of the classroom
- Talk about, and act upon, ideas for collaboration

3. Durlak, J.A., Weissberg, R.P., & Pachan, M. (2010). *A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents.* American Journal of Community Psychology, 45, 294-309.  
 4. Several icons made by Freepik from www.flaticon.com.