



Facilitators: Meghan Ryan & Dr. Nnenna Franciamore – Ramapo for Children



Content and Design by:

Department of Youth and Community Development's
(DYCD)

COMPASS

Planning, Program Integration and Evaluation (PPIE)

Bureau's Capacity Building Team

TA Providers: 8RES, BDO, Change Impact, L White,
PASE, and Ramapo for Children

Produced by:

Vibrant Emotional Health

Funded by:

NYC DYCD

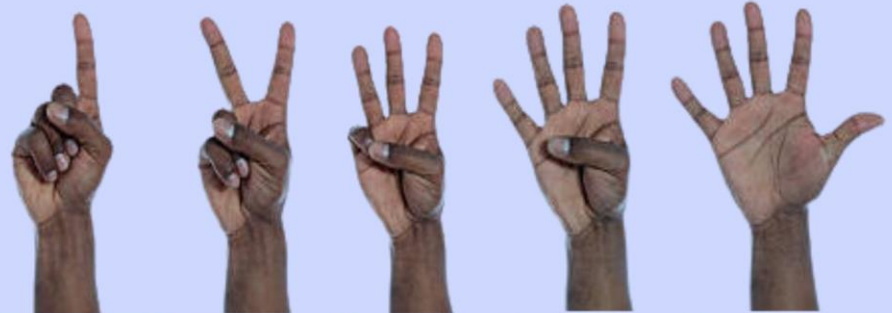


Welcome & Check-In

1-5 CHECK IN



HOW ARE YOU FEELING ON A
SCALE OF 1-5?



**THINGS
ARE
BAD**

**IN A
PRETTY
LOW
PLACE**

**I'M
OKAY**

**I'M
GOOD**

**FEELING
GREAT!**

Reaching the Whole Child



Every young person in a COMPASS program deserves to
feel **safe, supported, and able to grow.**

This convening is for the leaders responsible for
building organizations that make that possible.



DYCD has identified 3 universal evaluator indicators that will be applied to program observation evaluations across all program areas

- 1. Overall, Participants are actively engaged**
- 2. Overall, participants and staff demonstrate positive and respectful relationships**
- 3. Overall, program environment is inclusive and promotes a sense of belonging**

Reaching the Whole Child

- Build genuine understanding of the three priority areas in the new COMPASS RFP: **Mental Health Infrastructure, SEL Implementation, and Inclusion and Accessibility**
- Create space for EDs and PDs to **assess where their organizations stand** across all three areas: what they know, what they have in place, and what they need to build
- Solicit **candid feedback from the field** that will directly inform how TA providers design ongoing capacity-building support
- Understand and catalog the **distinct needs** of new providers launching COMPASS for the first time, organizations scaling to additional sites, and established providers navigating new requirements
- **Open the door to the peer learning and TA relationships** that will carry leaders through implementation

Reaching the Whole Child

By the end of the week, we hope to support you by...

- ☐ Improving your understanding across the key areas (MH, SEL, and Inclusion and Accessibility)
- ☐ Improving your understanding of the requirements for your specific organization
- ☐ Providing clarification on at least one concrete next step for your organization
- ☐ Providing clarification on where to focus given competing priorities
- ☐ Connecting you with your peers
- ☐ Introducing our plan for ongoing capacity building support and how to access it
- ☐ Hearing your feedback to best support you beyond this week's convening

Choosing the Right Curriculum for Our Site



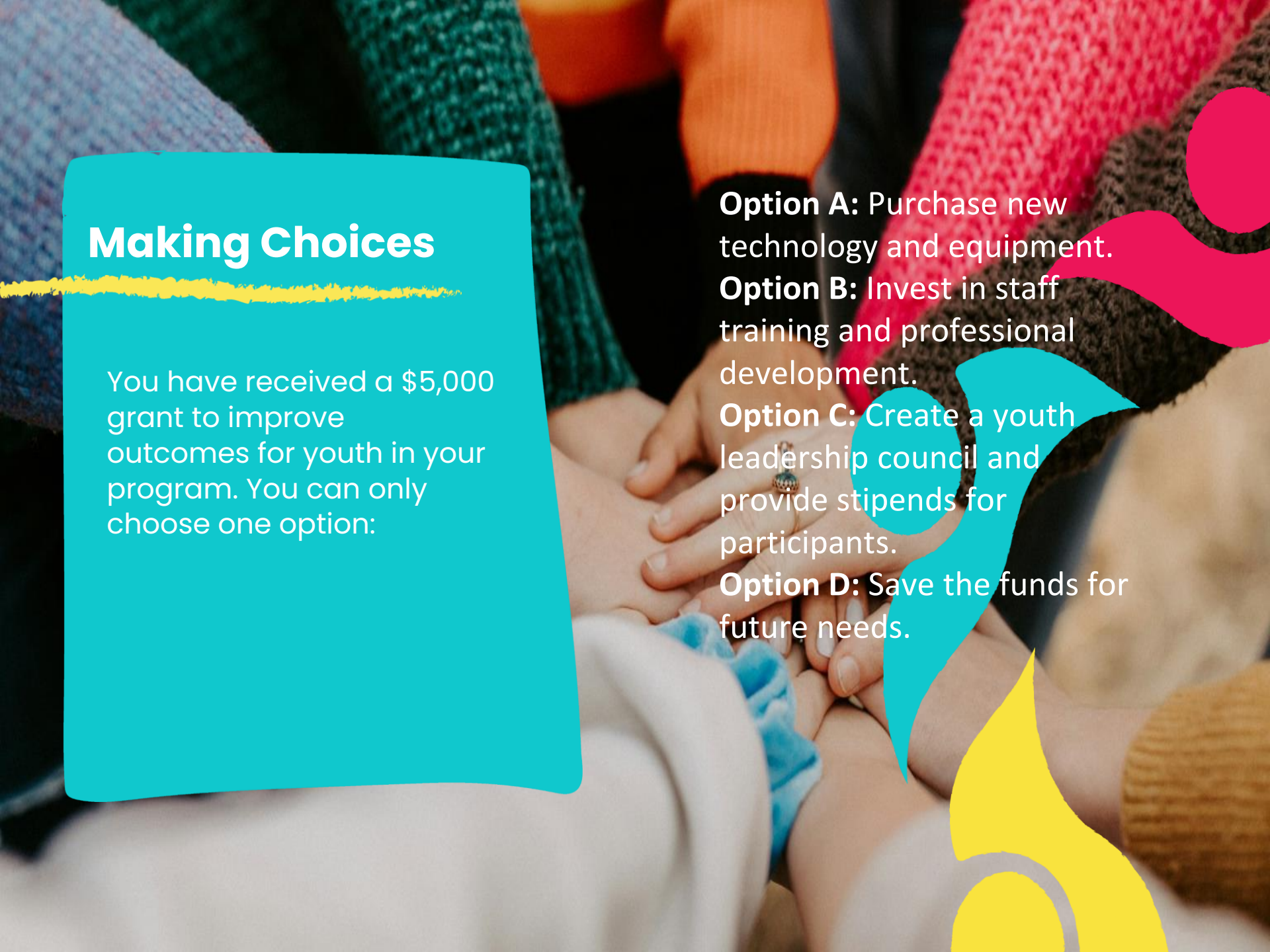
AGENDA

**Welcome and Framing
COMPASS Requirements
DYCD SEL Frameworks
Selection Criteria Defined
Making Decisions
Additional Resources**

Focus for Today

Today we will provide you with support on how to select the SEL curriculum that will work best for your site by considering requirements, frameworks, capacity, and participant/community needs!





Making Choices

You have received a \$5,000 grant to improve outcomes for youth in your program. You can only choose one option:

Option A: Purchase new technology and equipment.

Option B: Invest in staff training and professional development.

Option C: Create a youth leadership council and provide stipends for participants.

Option D: Save the funds for future needs.

Small Group Reflection

Discussion Questions:

- Why did you choose that option?
- What factors influenced your decision?
- What information would help you make a better decision?
- How might the outcome look different one year from now?

Debrief Together

- What did you notice about the different choices?
- Did anyone change their thinking after hearing others?
- What made the decision difficult?

Key Learning: "Important decisions require more than personal preference. Effective decision-makers consider goals, available information, stakeholders, potential consequences, and long-term impact before acting."

Responsible Decision-Making

**as informed by SEL Framework*

- Considering wellbeing of self and others
Recognizing one's responsibility to behave ethically
- Basing decision on safety, social and ethical considerations
- Evaluating realistic consequences
- Making constructive, safe choices

The background of the slide features a close-up photograph of several hands of different skin tones stacked together in a supportive gesture. The hands are wearing various colored sleeves: green, orange, red, and brown. Overlaid on the right side of the image are several large, colorful, abstract shapes in shades of pink, teal, and yellow. On the left, a teal rectangular box contains the text.

Influencing Factors

Together we will identify the key factors that should influence the decision before evaluating options— by considering the requirements, frameworks, needs, constraints and capacity.

COMPASS Requirements

- **Weekly SEL activities per a DYCD-approved curriculum with a designated primary SEL competency focus; curriculum selection requires DYCD approval post-award**
- **Adherence to DYCD's SEL Framework, embedded throughout program operations**
- **Life skills programming: minimum 15 hours per year (problem solving, communication, teamwork, financial literacy) for all programs; minimum 8 hours per year of service learning, civic engagement, and high school transition activities for SONYC**
- **Year 1: Participate in training and collect SEL survey data (minimum one point-in-time survey)**
- **Year 2: Pre and post-survey administration, data reflection, and continuous quality improvement activities**
- **Year 4+: accountability for a specific SEL outcome measure**



SEL Framework

WHAT ARE SOCIAL AND EMOTIONAL CORE COMPETENCIES?

Self-Management

- Regulating one's emotions
- Managing stress
- Controlling impulses
- Self-motivation
- Setting and achieving positive goals

Self-Awareness

- Ability to understand and manage emotions
- Labeling one's emotions
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Well-grounded sense of confidence
- Optimism

Responsible Decision-Making

- Considering wellbeing of self and others
- Recognizing one's responsibility to behave ethically
- Basing decision on safety, social and ethical considerations
- Evaluating realistic consequences
- Making constructive, safe choices

Relationship Skills

- Establish and maintain positive relationships
- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking help

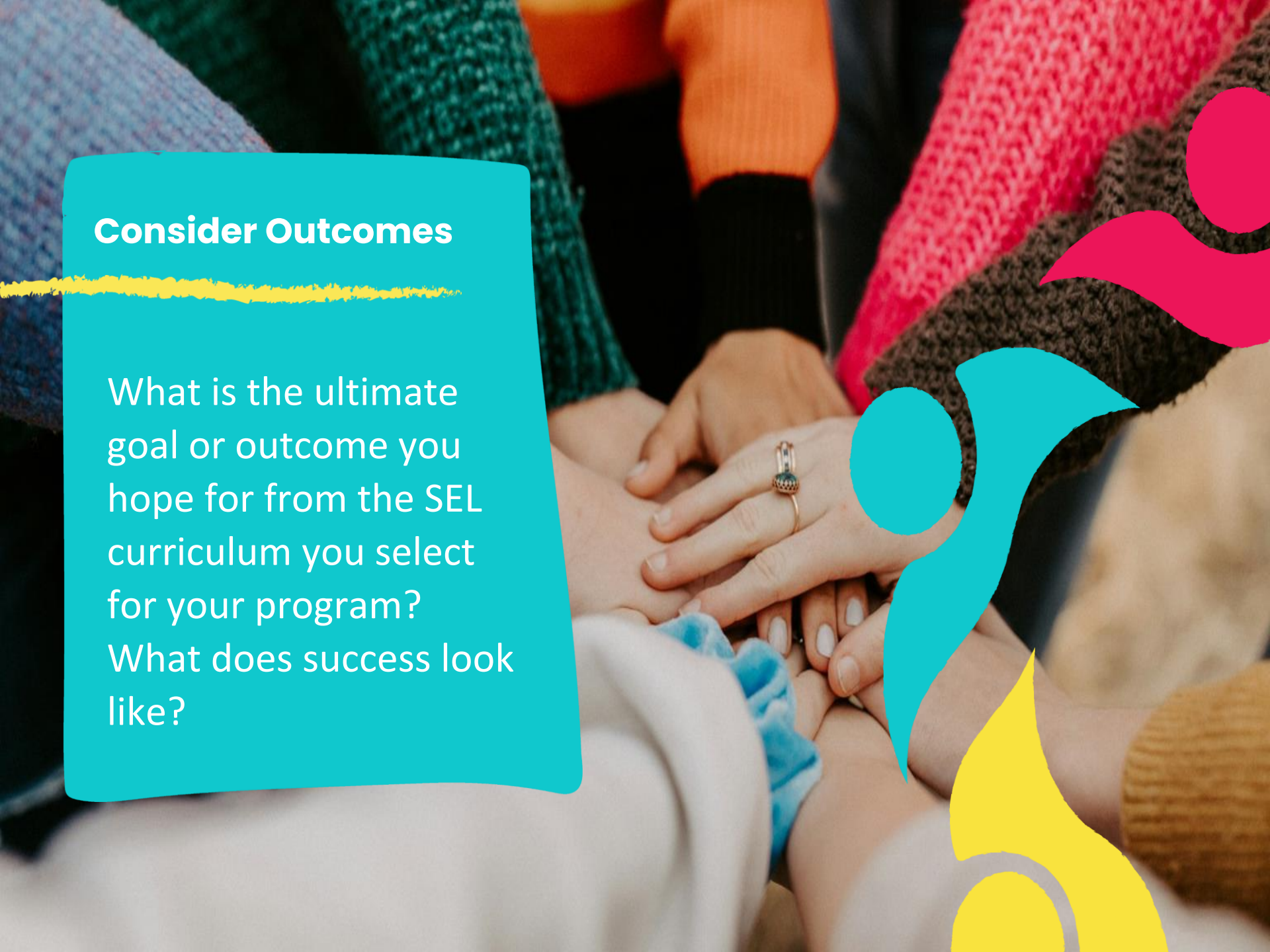
Social awareness

- Feel and show empathy for others
- Perspective taking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports



Other Factors

- Participant Needs
- Staff Capacity & Readiness
- Program Structure and Schedule
- Resources and Budget
- Organizational Priorities
- Constraints

The background of the slide features a close-up photograph of several hands of different skin tones stacked together in a circular formation, symbolizing unity and teamwork. Overlaid on the right side of the image are several large, colorful, abstract shapes in shades of teal, yellow, and pink, resembling stylized flames or organic forms. The text is presented in white on a teal rectangular background on the left side of the slide.

Consider Outcomes

What is the ultimate goal or outcome you hope for from the SEL curriculum you select for your program?
What does success look like?

SEL Curriculum Key Outcomes

- Improved academic performance
- Reduced emotional distress
- Improved identity development and agency
- Reduced problem behaviors
- Improved school climate
- Improved school connectedness
- Improved social behaviors
- Improved teaching practices
- Improved other SEL skills and attitudes

Group Reflection

- What knowledge, skills, or behaviors should participants gain?
- What changes should we see six months after implementation?
- What would success look like for staff?
- Any constraints?

SEL Program Approaches

- Integration of SEL and Academics
- Free Standing Lessons
- Organizational Strategies
- Teaching practices
- Program Approach

Curriculum Selection



As we begin evaluating curriculum options, our goal is to use a similar process. Before we review any curriculum, we must agree on what success looks like and the criteria we will use to make our decision.

This helps ensure our recommendation is objective, transparent, and aligned with the needs of our participants and organization.



CASEL Website Tour

Collaborative for Academic, Social and Emotional Learning.



The CASEL Program Guide is designed to help educators and school administrators select an evidence-based SEL program that best meets the needs of their community.

Process:

1. Determine your SEL Team and Goals
2. Connect Needs to Metrics (Eval outcomes, program approaches, demographic info, etc.
3. Use the website to identify and compare SEL Curriculums.

The background of the slide features a close-up photograph of several hands of different skin tones stacked together in a circle, symbolizing unity and teamwork. Overlaid on the right side of the image are several large, vibrant, abstract shapes in shades of teal, yellow, and pink, which resemble stylized human figures or organic forms.

USING CASEL TO FIND A CURRICULUM

- Using the filters on the CASEL websites find a program you are interested in.
- Consider the requirements, frameworks, outcomes, needs and constraints.
- Select one curriculum, and be prepared to share out why?

Debrief

- What influenced your decision most?
- Did anyone change their mind?
- How important is it to establish criteria before evaluating options?
- What risks occur when decisions are based only on personal preference?



Choosing the Right Curriculum for Our Site

