



Reaching the **WHOLE CHILD**

COMPASS CONVENING SERIES

DYCD | NYC

The Department of Youth & Community Development

COMPASS
NYC

THE COMPREHENSIVE AFTER SCHOOL SYSTEM OF NEW YORK CITY

With Mona Prophete, MSW &
Ketlynn Joseph-Desrosiers, MSED

One Curriculum Multi-Site Implementation

With Mona Prophete, MSW &
Ketlynn Joseph-Desrosiers, MSED





Let's wake up the chat!

First, please think of at least one young person who would benefit from stronger social-emotional skills...

With that in mind, drop a word in the chat that tells us what you hope to gain with the implementation of this initiative!

LET'S GO!

OUR MISSION

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.



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AGENDA

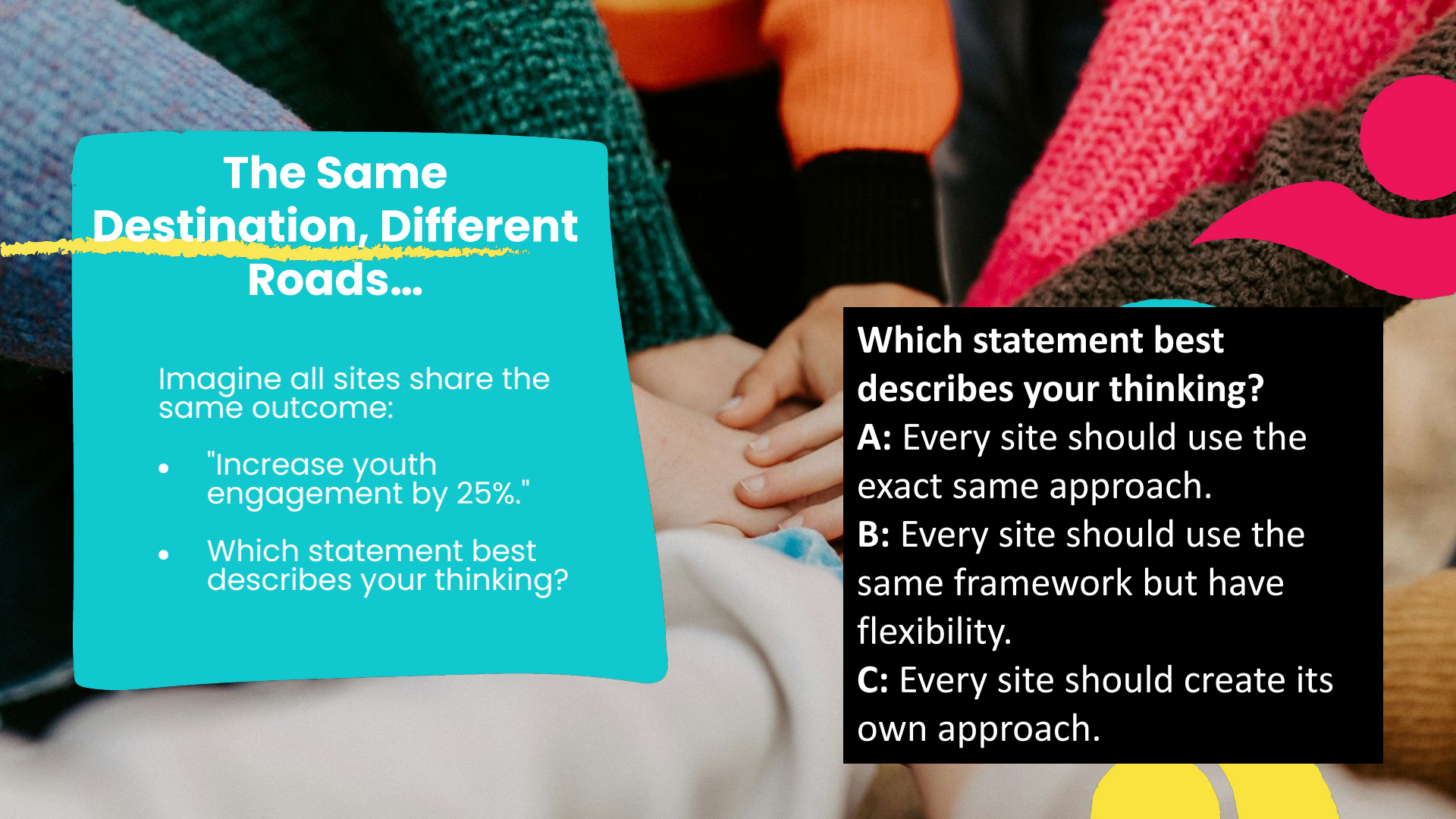
Welcome and Framing
Benefits of One Curriculum
Needs and Constraints
Selection Criteria Defined
Evaluating
Making Decisions





Why this matters now

"This conversation is not about choosing a curriculum today; it is about identifying the conditions that would make a shared curriculum successful."



The Same Destination, Different Roads...

Imagine all sites share the same outcome:

- "Increase youth engagement by 25%."
- Which statement best describes your thinking?

Which statement best describes your thinking?

A: Every site should use the exact same approach.

B: Every site should use the same framework but have flexibility.

C: Every site should create its own approach.

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



Let's get talking!

"We want you to know that today's conversation is not just about selecting a curriculum, it's about selecting opportunities for young people to thrive."

The Best Decision I Ever Made!

Quickly think about:

- What is one professional decision you made that had a positive impact?
- What information helped you make that decision?
- Who helped you make it?



DEBRIEF: WHAT DID YOU COME UP WITH?

Selecting the Right SEL Curriculum for Your Communities



What made your decision successful?

- Collaboration
- Listening
- Data
- Including voices of others
- Trusting the process
- Clarity in goals

Today we will look to similar principles...

Developing our selection process



OUR LENS: DYCD'S 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



- Self-Management
- Self-Awareness
- Responsible Decision-Making
- Relationship Skills
- Social Awareness

Which competency is your community most in need of right now?

How might this influence your curriculum selection?



Discuss with your colleagues: What competencies are most valuable to the communities my agency serves?

1. Who are the young people we serve?
2. What challenges are they facing?
3. What strengths do they bring?
4. What developing skills are we looking to teach in making a tangible difference?
5. What social-emotional skills would help my communities thrive?

Remember:

"A curriculum should respond to the needs of the community, not the other way around."

1. Understand your communities!



2. Fidelity vs. Adaptation

MUST-HAVES!

Why It Is Essential?

- ❖ **SEL-Aligned**
 - Explicitly develops core SEL skills and competencies.
- ❖ **Alignment with Desired Outcomes**
 - Directly supports targeted student and program outcomes.
- ❖ **Supports Diverse Learners**
 - Addresses varied cultural backgrounds, abilities, and learning needs.
- ❖ **Feasible to Implement**
 - Can be delivered with available staff, time, and resources.
- ❖ **Cross-Site Usability**
 - Maintains consistency across sites while allowing flexibility.
- ❖ **Fits Within Budget**
 - Can be implemented and sustained within available funding.

2. Fidelity vs. Adaptation

NICE-TO-HAVES!!

- ❖ Supplemental Activities
- ❖ Site-Specific Adaptations
- ❖ Ease of Training
- ❖ Supplemental Resources
- ❖ Additional Supports
- ❖ Digital Learning Platform

THE BENEFITS?

- Provide opportunities for additional skill practice and reinforcement.
- Allow customization to meet local community and program needs.
- Minimize staff training time and implementation barriers.
- Include tools and materials that enhance lesson effectiveness.
- Provide ongoing guidance to strengthen implementation quality.
- Offer centralized access to lessons, resources, and progress tracking.

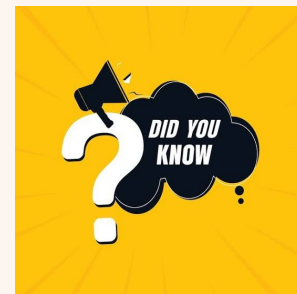
What else should I be considering?

COMMUNITY VOICE!

- Your Young People
- Directors & Assistant Directors
- Site Coordinators
- Frontline Staff
- Families
- Community Partners

**LISTENING IS THE
ULTIMATE
COMMUNITY
BUILDING STRATEGY**

4. Gather Stakeholder Voice



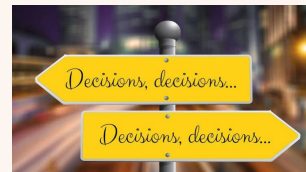
What order should this be in?
Is there anyone missing for true consideration?

What should I be asking?

Before selecting your curriculum ask yourself:

1. What do our young people need?
2. What outcomes are we trying to achieve?
3. Can staff realistically implement this across multiple sites?
4. Does it align with our community values and needs?
5. Can this realistically work across multiple sites with varying needs and capacities?

In the chat: Tell us what you believe would most often be overlooked during this process!



Decision Check

Criteria	Yes	No	Notes
Meets Must Haves			
Includes Nice to Haves			
Feasible to implement within current resources			
Supported by staff and stakeholders			



5. Build Shared Selection Criteria:

The Choice Point Ranking



Choice Point Ranking

DOES THE
PROCESS
KNOW
WE ARE
TRUSTING
IT?

Instructions: Please rank each criterion by importance for selecting a curriculum to implement across all sites.

- Participant Engagement
- Alignment with Organizational Goals
- Ease of Implementation
- Staff Training Requirements
- Cultural Responsiveness
- Flexibility
- Cost
- Evidence of Effectiveness

Evaluate your curriculum options thoroughly!

Additional Criteria to Consider

Additional gut checks are needed!!

Can staff members implement this with fidelity?

Do we have the capacity needed?

What trainings would be needed to successfully implement the choice?

What barriers might emerge?

What supports would improve our success?

How does this support different site contexts?

The Implementation Reality Check!

Practical application will be necessary!

Carefully discern curriculum offerings

Be sure to utilize the criteria we discussed today

What barriers might emerge?



TIP: If necessary use a simple rating system to help:

Green = Strong Fit

Yellow = Possible Fit

Red = Not a Fit

FOCUS: WHY am I making the choice rather than WHAT choice I'm making.

The Toolbox

Step 1: Understand your community.

Step 2: Review desired outcomes.

Step 3: Gather stakeholder voice.

Step 4: Apply shared criteria.

Step 5: Evaluate curriculum options.

Step 6: Make the decision.

Step 7: Ensure implementation supports.

**TAKE ME
with You**



Can I say YES to these questions?

1. Am I clear on how to make this critical decision?
2. Am I including the voice and choice of my staff, participants and families?
3. Am I considering what is best for the communities I serve?
4. Is this feasible to implement across all the sites I have in mind?
5. Do I know what is needed before I can definitively move forward?

Closing Reflection

Please fill in the blank!

"After today's conversation, I feel _____ about making this decision."

OR

If this initiative is successful, what my students and families will experience differently is _____

WORTH NOTING:

"The best curriculum is not necessarily the most popular, the newest, or the most comprehensive. The best curriculum is the one that aligns with the needs, strengths, hopes, and realities of the communities you serve."



THANK YOU!

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