



Reaching the **WHOLE CHILD**

COMPASS CONVENING SERIES

DYCD | NYC

The Department of Youth & Community Development

SEL Implementation – Signature Practices

Embedding SEL
Through Welcomes, Engaging Strategies, and
Intentional Closes

With Dennis Carter
&
Theo Phillips



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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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

In the chat, please
respond to the question
below



What do you hope participants experience when they
walk into one of your programs

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

Session Outcomes

- Understand the purpose of Welcomes, Engaging Strategies, and Intentional Closes
- ✓ Connect implementation practices to CASEL's SEL Framework
 - ✓ Identify common implementation challenges and solutions
 - ✓ Evaluate lessons and activities through an SEL lens
 - ✓ Develop strategies for organizational implementation

AGENDA

**Welcome and Framing
CASEL's Theory of SEL in
Community**

**The Three Essential Components
Common Implementation
Challenges**

**Implementation Planning
Questions and Next Steps**



The Challenge

Many organizations adopt strong curricula but struggle to achieve intended SEL outcomes.



The Reality

Programs do not create belonging.

People create belonging.

Implementation creates experiences that foster SEL growth.

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 community. Overlaid on the right side of the image are large, vibrant, abstract shapes in shades of teal, yellow, and magenta, resembling stylized flames or organic forms.

Why implementation matters

CASEL's SEL in Community Theory

- Relationships are the foundation of learning.
- SEL happens through experiences, not simply curriculum.
- Adults shape the climate where SEL develops.



The 3 Essential Components

Welcome
Create belonging

Engaging Strategy
Practice skills through
participation

Intentional Close
Reflect, connect, and transition

The background of the slide features a close-up photograph of several hands stacked on top of each other in a circular arrangement, symbolizing unity and teamwork. 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, resembling stylized human figures or organic forms.

Think – Pair – Share

Think about a program, training, class, or youth experience that was highly successful and engaging.

What made participants want to return?

What made the experience memorable?

How did participants interact with one another?

How did facilitators create a sense of belonging?

Debrief

- Greet participants by name
- Build smaller interaction opportunities
- Create peer collaborations
- Youth Voice and Choice
- Reflection Activities
- Celebration of accomplishments

Component 1

Welcomes



Purpose of Welcomes

Welcomes help participants:

- ✓ Feel seen
- ✓ Feel valued
- ✓ Feel connected
- ✓ Prepare for participation

What Effective Welcomes Look Like

Examples

Check-ins

Community circles

Gratitude prompts

Celebrations

Partner conversations

Reflection questions



Welcome Makeover

Design a Welcome that:
Builds connection
Encourages voice
Creates belonging

Small group reflection

What shifted?
How did belonging increase?
Which SEL competencies did you practice?

Component 2

Engaging Strategies



Why Engagement Matters

Participants develop SEL
skills through:

Practice

Reflection

Interaction

Collaboration

Engagement is participation
with purpose.

Characteristics of Engaging Strategies

- ✓ Voice ✓ Choice ✓ Collaboration ✓ Reflection
- ✓ Problem Solving ✓ Shared Learning

Examples of Engaging Strategies

Low Engagement

Lecture

Independent worksheet

Passive listening

High Engagement

Team challenges

Think-Pair-Share

Cooperative learning

Role plays

Discussions

Peer teaching

Component 3

Intentional Closes



Why Closings Matter

Closings help participants:

- ✓ Reflect
- ✓ Celebrate growth
- ✓ Make meaning
- ✓ Prepare for next steps

Examples of Intentional Closes

- ✓ One-word takeaway
- ✓ Appreciations
- ✓ Commitments
- ✓ Goal setting
- ✓ Exit tickets
- ✓ Partner reflections

Common Implementation Challenges & Solutions



Frequently Stated Implementation Points with Solutions

Staff are inconsistent.	Create clear expectations and coaching.
Participants are disengaged.	Strengthen belonging and engagement practices.
Isn't the curriculum enough?	Implementation determines impact.
We don't have time.	SEL is embedded, not added.

Organizational Leadership Considerations

What Leaders Must Ensure

- Clear expectations
- Staff training
- Observation tools
- Coaching supports
- Continuous improvement

Implementation Planning

Identify:

- 1.One strength to build upon
- 2.One implementation gap
- 3.One action your leadership team will take

Commitment to Action

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Key Takeaways

Every Activity Should Include Welcome

Build belonging

Engaging Strategy

Build participation

Intentional Close

Build reflection

Together, these create opportunities for SEL growth and development.

One Word Check-Out

What's a word that captures your takeaway from today

SEL Implementation Signature Practices

Remember:

SEL is not something we teach only through curriculum.

SEL is something we cultivate through every interaction,
every activity, and every experience.