\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[[1]](#footnote-1)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_[[2]](#footnote-2)

**Program Review: Evaluation and Program Improvement Learnings**

## **OVERVIEW**

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2017). There is growing evidence that SEL qualities rival academic or technical skills in their ability to predict employment and earnings (Kautz, Heckman, Diris, ter Weel, & Borghans, 2014), increased academic success, decreased risk, and increased thriving (CASEL, 2017). The demand for such nonacademic skills has increased over the past 20 years (Balcar, 2014; Carnevale, 2013; Eger & Grossmann, 2004; International Labor Organization, 2008) and their promotion is more critical than ever — with business and political leaders urging schools to pay more attention to equipping students with skills like problem solving, critical thinking, communication, collaboration, and self-management, often referred to as “21st Century Skills” (CASEL, 2017).

**METHODS**

In \_\_\_\_\_\_\_\_\_\_\_\_\_\_[[3]](#footnote-3) , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[[4]](#footnote-4) used Algorhythm’s Youth Development Impact Learning System to measure youths’ SEL outcomes and learn more about how they are experiencing the effective practices shown to promote these outcomes (The Art and Science of Effective Youth Programs, 2016). We evaluated \_\_\_\_\_\_\_\_[[5]](#footnote-5) youth, which is \_\_\_\_\_\_\_\_% of the youth in the program, gathering both baseline data and post surveys of change over time. This report highlights our results.

These tools have been scientifically validated with more than 300 programs, 12,000 youth in 20 states nation-wide and are proven to be strong measures (with no age, gender, ethnicity bias) of the following SEL outcomes and effective practices (Algorhythm Technical Paper):

**SEL Outcomes**

* **Self Management (α=.79).** Self-management encompasses a youth’s ability to regulate their emotions and behavior, take positive risks, and persist through life’s challenges. Self- management correlates with longer-term outcomes such as higher grade point averages and standardized test scores, fewer suspensions and expulsions, and improved social development (Bandy & Moore, 2010).
* **Social Skills (α=.75).** Youth’s ability to take others’ perspectives into account, develop a sense of caring, and empathy are essential to the development of social skills. Social skills are considered an important part of development because it supports positive social interactions and promotes positive youth <-> environment interactions (Payton, et al., 2008).
* **Positive Identity (α=.70).** Youth’s positive identity is an internal sense of self-worth and self-efficacy. A positive identity is important for youth to feel empowered to make decisions for themselves and develop resiliency in the face of challenges. Positive identity is correlated with higher confidence and reduced behavioral problems (McLaughlin, 2000).
* **Social Capital (α=.79).** Social capital is a youth’s positive bonds with people and institutions (e.g., school, community center, youth-serving organization). Social capital is considered important for building a youth’s support network and sense of belonging within their environment (Benson, 2008; McLaughlin, 2000; Mishook, et al., 2012).
* **Academic Self-efficacy (α=.76).** A youth’s motivation and perceived mastery towards positive school performance (i.e., academic success) and their general sense of hope in their capacity to attain academic success lends itself to higher grade point averages and standardized test scores, fewer suspensions and expulsions, and longer-term gains in skills to identify, attain, and retain a career (Afterschool Alliance, 2009; Zins, Weissberg, Wang, & Walberg, 2004).
* **Contribution (α=.74).** Contribution encompasses a youth’s positive engagement with family, community, and society. Increases in contribution are key to developing an individual’s positive purpose as well as positive societal movement. Contribution has been correlated with higher grade point averages and standardized test scores, fewer suspensions and expulsions, and improved social development (Lerner, et al., 2006).

**Effective Practices That Promote SEL.**

Algorhythm studies have shown that the following effective practices promote gains in SEL (The Art and Sciences of Effective Youth Programs), indeed many other researchers have discovered similar correlations.

* **Prioritizing Youth (α=.92).** Building strong relationships with youth, based on mutual trust and respect (Larson & Dawes, in press).
* **Discovering (α=.82).** Supporting youth to explore their interest (Ryan & Deci, 2000;  Scales, et al., 2011); Providing them with opportunities to make decisions about what they want to do and how they want to do it (Benson, et al., 2006; Larson,2000; Rehm, 2014; Norman, 2001).
* **Promoting Peer-to-Peer Learning (α=.84).** Creating safe spaces for youth to take risks, reflect on their work and share personal experiences (Anderson, et al., 2007; Brown & Campione, 1994; Heath 2011; Soep 2003, 2005).
* **Supporting Goal Management** **(α=.77).** Supporting youth to both set and manage goals, creating goals and mini goals to track and reflect on progress (Catalano, et al., 2004; Learner, 2013; Sinclair, et. al., 2012); Adjusting goals when necessary, reframing challenges as learning opportunities (Dweck, 2006).

**FINDINGS**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[[6]](#footnote-6)plays an important role in the development of children and youth and is making important strides in promoting social and emotional learning (SEL) outcomes for youth in our program.

\_\_\_\_\_\_\_\_\_% (n=\_\_\_\_)[[7]](#footnote-7) of youth made statistically significant gains in at least one SEL outcome area.

Our program was especially successful at helping youth boost \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.[[8]](#footnote-8)

* Of the \_\_\_\_\_\_\_\_\_%[[9]](#footnote-9) that needed to grow in CONTRIBUTION, \_\_\_\_\_\_\_\_\_%[[10]](#footnote-10) made statistically
* significant gains.
* Of the \_\_\_\_\_\_\_\_\_% that needed to grow in SOCIAL SKILLS, \_\_\_\_\_\_\_\_\_% made statistically significant gains.
* Of the \_\_\_\_\_\_\_\_\_% that needed to grow in SELF-MANAGEMENT, \_\_\_\_\_\_\_\_\_% made statistically significant gains.
* Of the \_\_\_\_\_\_\_\_\_% that needed to grow in POSITIVE IDENTITY, \_\_\_\_\_\_\_\_\_% made statistically significant gains.
* Of the \_\_\_\_\_\_\_\_\_% that needed to grow in SOCIAL CAPITAL, \_\_\_\_\_\_\_\_\_% made statistically significant gains.
* Of the \_\_\_\_\_\_\_\_\_% that needed to grow in ACADEMIC SELF-EFFICACY, \_\_\_\_\_\_\_\_\_% made statistically significant gains.

***NOTE: You can also add summary statements after each of the above statements, such as:***

* ***… illustrating that even youth who scored high at PRE continue to make advancements.***
* ***… illustrating that almost all of the youth who needed to make gains did.***
* ***… illustrating that there is more work to be done on growing Social Skills.***
* ***… illustrating that there is significant work to be done on growing Social Capital.***
* ***… illustrating that most of the youth who needed to make gains did.***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[[11]](#footnote-11) youth were also very likely to recommend this program to a friend.

Staff in our program also very consistently delivered the following research-based practices:[[12]](#footnote-12)

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**CONCLUSIONS**

***NOTE: In this section talk about how you interpret these findings. What do they mean to you and your staff? How have you used these findings — and how you will continue to use them — to improve your programming?***

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**Community Arts Initiative**

**2016/2017 Teen Program**

**Program Evaluation**

## **OVERVIEW**

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2017). There is growing evidence showing that SEL qualities rival academic or technical skills in their ability to predict employment and earnings (Kautz, Heckman, Diris, ter Weel, & Borghans, 2014), increased academic success, decreased risk and increased thriving (CASEL, 2017). The demand for such skills has increased over the past 20 years (Balcar, 2014; Carnevale, 2013; Eger & Grossmann, 2004; International Labor Organization, 2008) and the promotion of these nonacademic skills is seen as more critical than ever with business and political leaders urging schools to pay more attention to equipping students with skills such as problem solving, critical thinking, communication, collaboration, and self- management – often referred to as “21st Century Skills” (CASEL, 2017).

**METHODS**

In the ***2026/2017 academic year, The Community Arts Initiative’s Teen program*** used Algorhythm’s Youth Development Impact Learning System to measure youths’ SEL outcomes and learn more about how they are experience effective practices that have been shown to promote these outcomes (The Art and Science of Effective Youth Programs, 2016). We evaluated 75 youth which is 87% of the youth in the Teen Program, gathering both baseline data and post surveys of change over time. This report highlights our results.

These tools have been scientifically validated with more than 300 programs, 12,000 youth in 20 states nation-wide and are proven to be strong measures (with no age, gender, ethnicity bias) of the following SEL outcomes and effective practices (Algorhythm Technical Paper):

**SEL Outcomes**

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* **Academic Self-efficacy (α=.76).** A youth’s motivation and perceived mastery towards positive school performance (i.e., academic success) and their general sense of hope in their capacity to attain academic success lends itself to higher grade point averages and standardized test scores, fewer suspensions and expulsions, and longer-term gains in skills to identify, attain, and retain a career (Afterschool Alliance, 2009; Zins, Weissberg, Wang, & Walberg, 2004).
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**Effective Practices That Promote SEL.**

Algorhythm studies have shown that the following effective practices promote gains in SEL (The Art and Sciences of Effective Youth Programs), indeed many other researchers have discovered similar correlations.

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* **Promoting Peer-to-Peer Learning (α=.84).** Creating safe spaces for youth to take risks, reflect on their work and share personal experiences (Anderson, et al., 2007; Brown & Campione, 1994; Heath 2011; Soep 2003, 2005).
* **Supporting Goal Management** **(α=.77).** Supporting youth to both set and manage goals, creating goals and mini goals to track and reflect on progress (Catalano, et al., 2004; Learner, 2013; Sinclair, et. al., 2012); Adjusting goals when necessary, reframing challenges as learning opportunities (Dweck, 2006).

**FINDINGS**

***The Community Arts Initiative Teen Program*** plays an important role in the development of children and youth and is making important strides in promoting social and emotional learning (SEL) outcomes for youth in our program.

***85% (n=75)*** of youth made statistically significant gains in at least one SEL outcome area.

Our program was especially successful at helping youth boost ***Contribution, Self Management, and Positive Identity.***

* Of the ***52%*** that needed to grow in ***Contribution, 57%*** made statistically significant gains. ***Illustrating that even youth who scored high on the pre test continue to make advancements.***
* Of the ***65%*** that needed to grow in ***Positive Identity, 50%*** made statistically significant gains. ***Illustrating that almost all of the youth who needed to make gains did.***
* Of the ***36%*** that needed to grow in ***Self Management, 35%*** made statistically significant gains.
* Of the ***54%*** that needed to grow in ***Social Capital, 23%*** made statistically significant gains. ***Illustrating that there is more work to be done on growing Social Capital.***
* Of the **68%** that needed to grow in Social Skills, **12%** made statistically significant gains. ***Illustrating that there is significant work to be done on growing Social Skills.***
* Of the ***46%*** that needed to grow in ***Academic Self Efficacy, 36%*** made statistically significant gains. ***Illustrating that most of the youth who needed to make gains did.***

***Almost all youth (87%)*** were also very likely to recommend this program to a friend.

Staff in our program were also very consistent in their delivery of the following research-based practices.

* Motivating youth to set and manage their own goals
* Supporting a sense of community by engaging youth in team building
* Matching groups of youth with those they can learn from
* Engaging youth in discovering their interests

**CONCLUSION**

The Community Art’s Initiative’s Teen Program has had a positive impact on ***almost all*** of its youth. We have had particular success in growing ***Contribution, Self Management, and Positive Identity***. But we have more work to do on ***Social Skills*** and ***Social Capital***. ***We have discussed these findings with our staff and have begun to develop a plan to address this issue in our program. In particular, we are going to be holding staff development workshops with our staff on the most effective practices in growing these two social and emotional outcome areas.***

1. Insert name of program. [↑](#footnote-ref-1)
2. Insert year of program evaluation. [↑](#footnote-ref-2)
3. Insert year/month/date. [↑](#footnote-ref-3)
4. Insert name of program. [↑](#footnote-ref-4)
5. Insert the total # of youth who had *matched* PRE and POST surveys. [↑](#footnote-ref-5)
6. Insert name of program. [↑](#footnote-ref-6)
7. Insert the % and # of youth who made overall significant gains. [↑](#footnote-ref-7)
8. Insert the three outcome areas in which youth showed the highest % of growth. [↑](#footnote-ref-8)
9. To complete this field, add the percent of youth who scored LOW and MEDIUM at PRE together. [↑](#footnote-ref-9)
10. To complete this field, insert the percent of youth who showed growth in that outcome area at POST. [↑](#footnote-ref-10)
11. Use the percentage of youth who said they would recommend the program to friends to decide whether to complete the blank in this sentence with ALMOST ALL, MANY, SOME, or A FEW. [↑](#footnote-ref-11)
12. Insert practices listed on the “Continue” tab, in the RECOMMENDATIONS section. [↑](#footnote-ref-12)