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**Wisconsin Social and Emotional Learning
Out-of-School Time Case Study: Winter**

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Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent
Madison, Wisconsin

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Introduction/Background

HISTORY

- Our after school programming just finished the 15th year. The last two years have been more intentional in terms of SEL than in the past.
- Overall push came from district level and community needs. From there the program evolves every year.
- SEL is not just one thing we started implementing, rather a way of doing things across the entire after school program.

THE MODEL

- EVERYONE is on deck - every person in the community invited to be a part; all students are welcomed. Nightly rotation includes STEM, PBL, Music, academic enrichment, fluency, etc.
- Project Based Learning, STEM activities, cooperative learning, problem solving, critical thinking, presentations, and relationship building are among the top things the program focuses on.
 - Caring, empathy, listening, healthy relationships - those are all built into all of the above activities (ex: etiquette curriculum with manners, kindness, etc.). We had been assuming too much, and this was not always “taught” since it seemed simplistic.
 - We work to unearth each child’s gifts by having every single person, small and big, take responsibility for different pieces of projects.
 - Creating a sense of belonging for ALL is top priority. We give them a voice and choice - they believe they are an important part. They belong (i.e., staff, students, parents, community partners, etc.).

THE PLAYERS

- Kids (~65 per night), parents, community members, day school staff, administration
- Community organizations
 - Harvest of Friends Food Pantry (community service)
 - Nature Center (creating displays and presenting)
 - Greenhouse (project based learning)

Big Ideas From ...

INSTRUCTION

- SEL is just “how we do things” in our program. It is integrated into all that we do through guided instruction in small groups.

ADULT

- Staff are trained using Y4Y modules for various topics among other led trainings. Project Based Learning, STEM, diversity, and relationship building are among the topics for training. Some staff are also day school staff, so they also get teacher trainings.

SUSTAINABILITY

- We have been extremely fortunate to have been funded through the Community Learning Center grant for the past 15 years. It has been a privilege to work with DPI through this grant. Because of the strength in secured funding and the program, our after school program has become key to the community.
- Our positive outcomes drive sustainability, along with the positive relationships we have with stakeholders and the school board.
- This next year we will use Fund 80 and some crafty budgeting to sustain our program. Transportation continues to be funded through the general fund (i.e., programming open to ALL - LCO, home school kids, etc.).

EQUITY

- Everyone is included, from all areas and corners of our community. Everyone is treated with the highest respect, no matter education level, disability status, etc. It is the way we do things. The door is always open. Everyone has a sense of belonging. We connect seamlessly with the school day staff, especially the principal and school counselor.

Conclusion

WHAT HAVE THE OUTCOMES BEEN?

- Surveys show that ~90% of staff respond positively about student learning, behavior and attitudes in regards to their participation in the program.
- Testing data shows improvements in closing the gaps. (School of Recognition)
- Parent surveys (along with other stakeholder surveys) also give positive data from year to year.

HOW ARE THINGS DIFFERENT FOR KIDS?

This program, prior to about two years ago, was similar in structure, but the meat of it is now more focused on teaching things we never otherwise remembered to teach - things like etiquette, honoring one another, relating, and communicating. We have taken a step back to the basics. Kids are far more technology based than ever, so communication among humans is different.