



STATE OF SUMMER

WHOLE CHILD, WHOLE YEAR

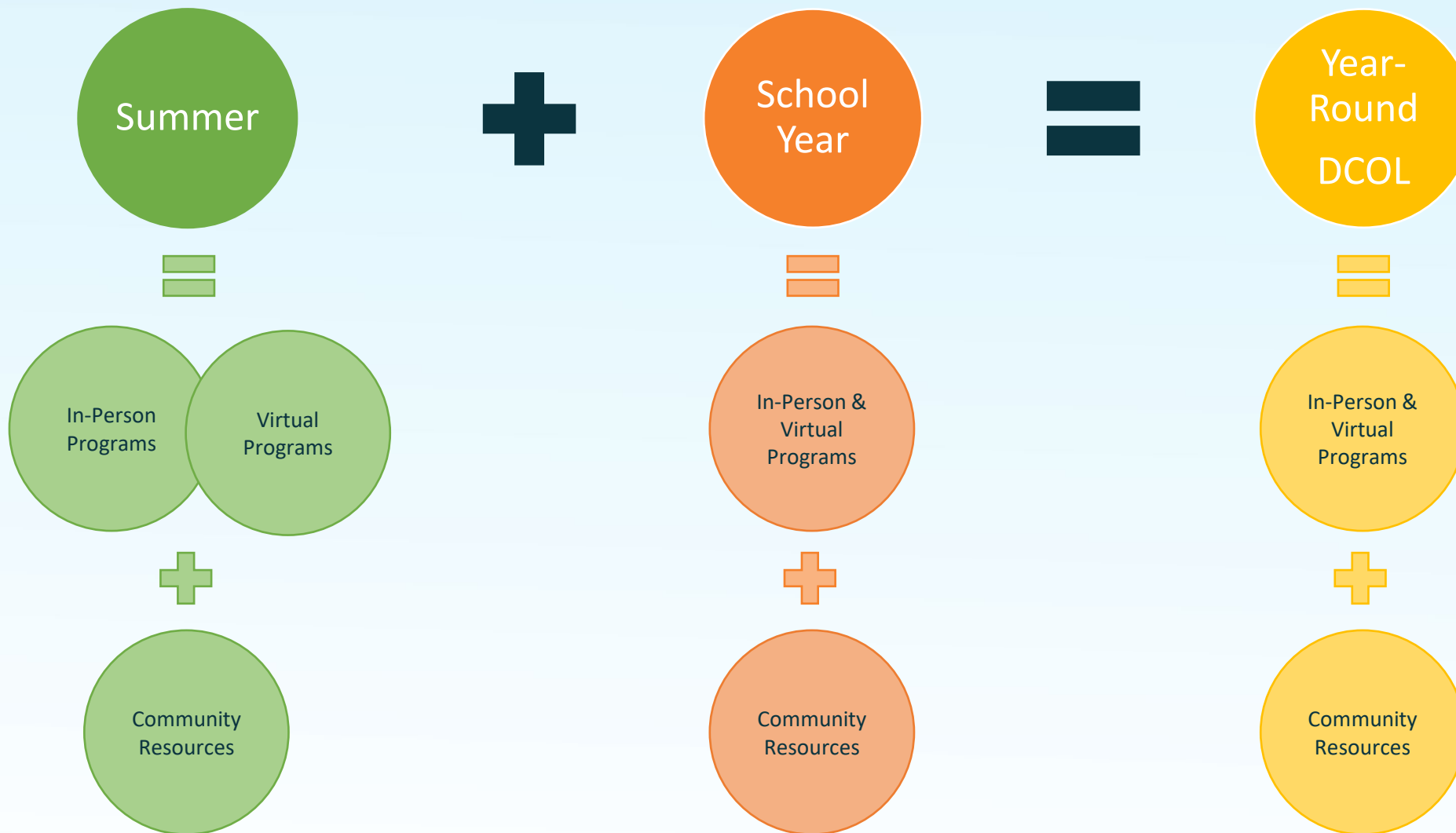
Social and Emotional Learning

A city committed to the whole child thriving

Workforce, Education, and Equity Committee
May 9, 2022



BIG THOUGHT

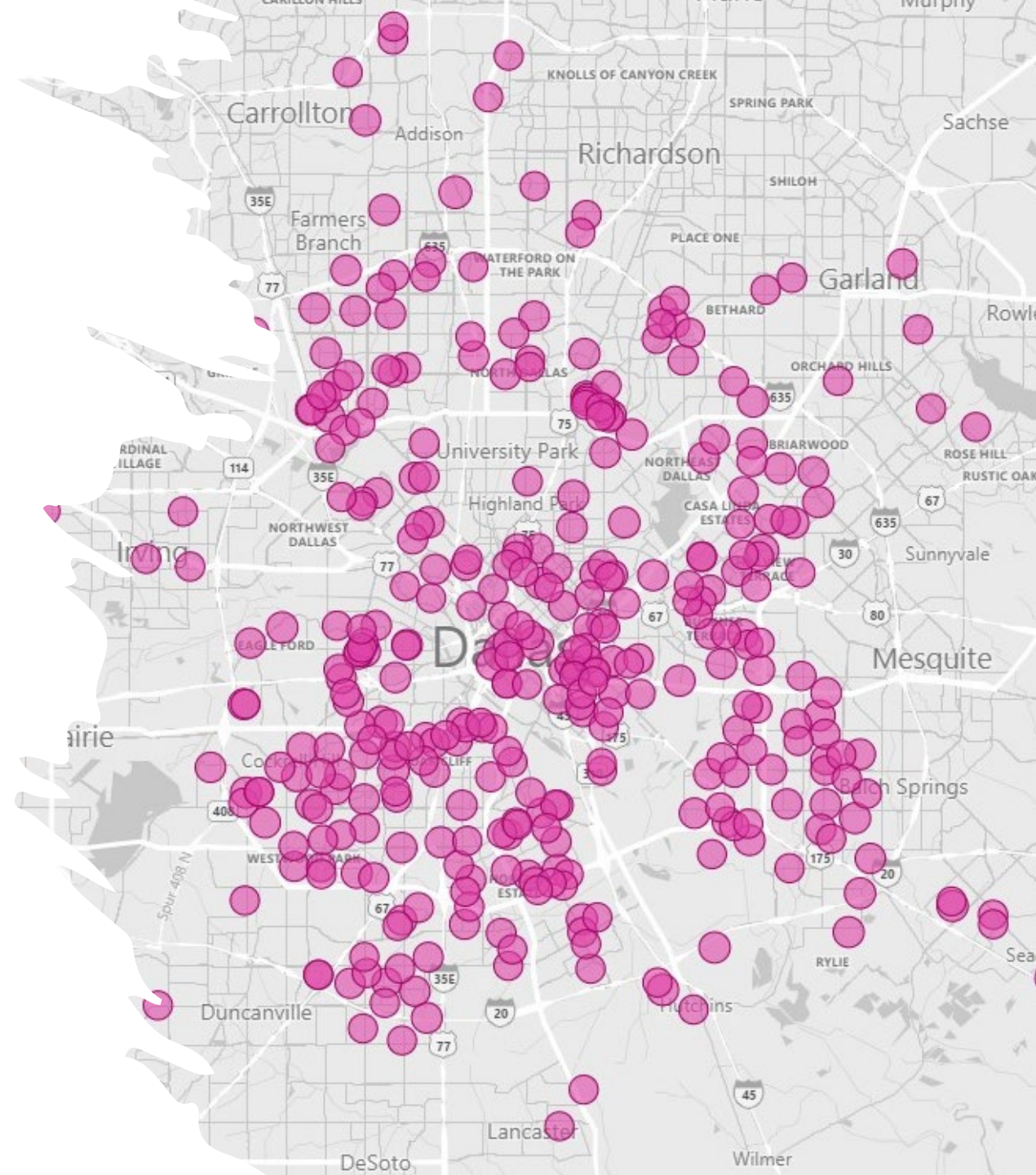


A CITY-WIDE SYSTEM

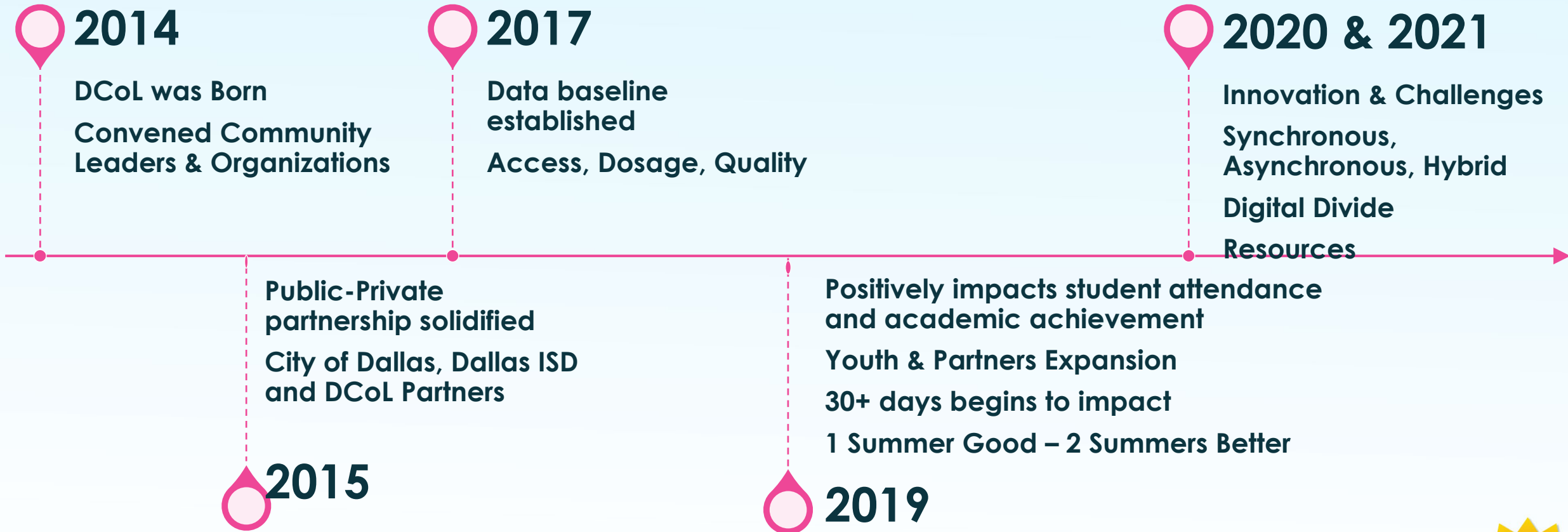
FY19 – FY21

Programs in every district

Targeted toward
communities where
resources needed most



DCoL 2014 - 2021



Dallas City of Learning Impact: **The Ecosystem of Equity Works**



KEY LEARNINGS

1. Attending summer programs positively impacts students' attendance and academic achievement.
2. Impacts really show up after 30 days of programming.
3. One summer is good; two summers is better.
4. Summer programming matters most for kids who need it most.
5. STAAR is only one way of understanding the impact of summer programming.



State of SUMMER



SMU

Center on Research
and Evaluation (CORE)

3-year study on DCoL impact on youth outcomes

1 SUMMER IS GOOD; 2 SUMMERS IS BETTER

WITH EVERY 10 DAYS OF DCOL PROGRAMMING

Elementary School students are

25%

More likely to pass
STAAR Math

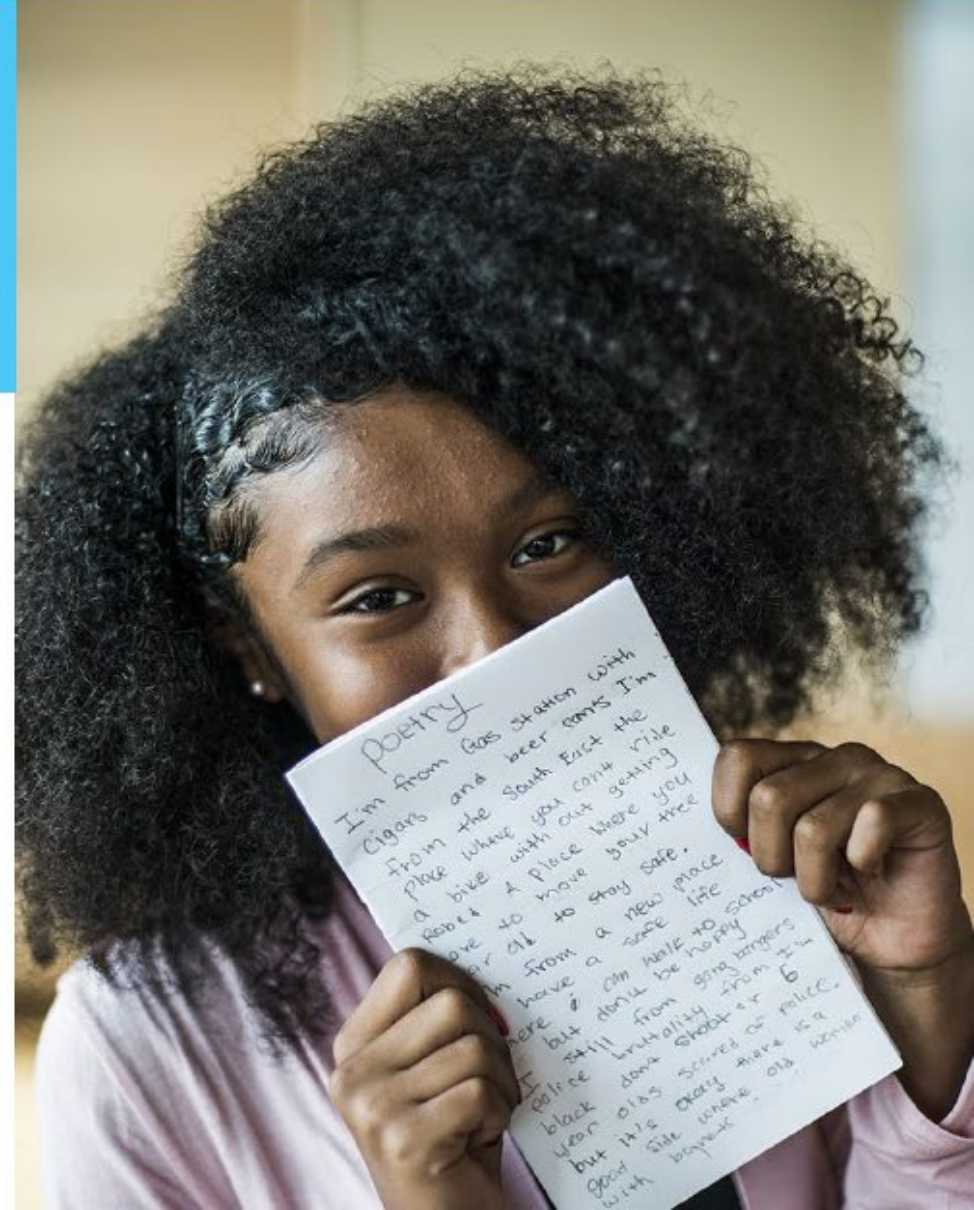
35%

More likely to pass
STAAR Reading

High School students are

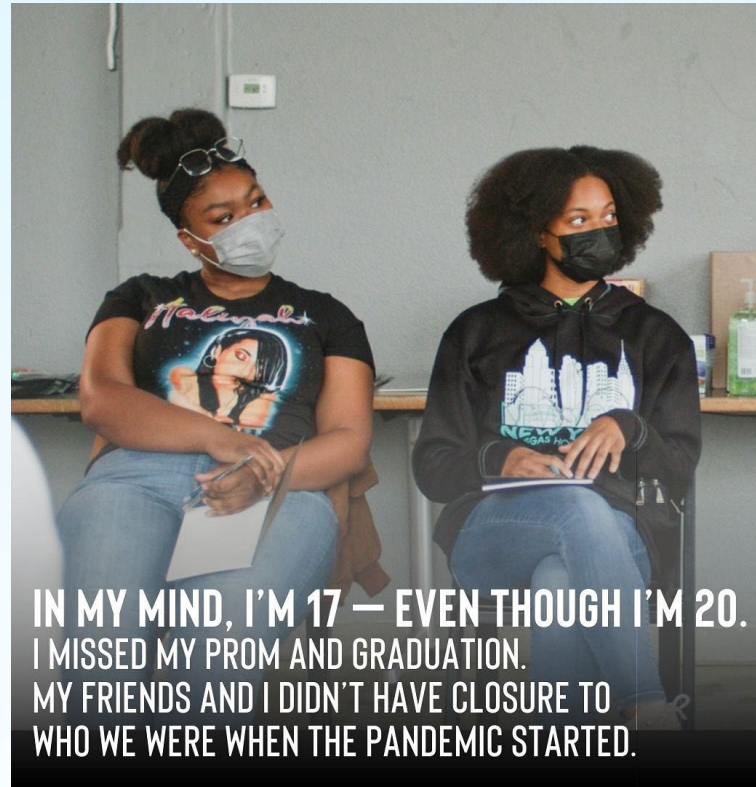
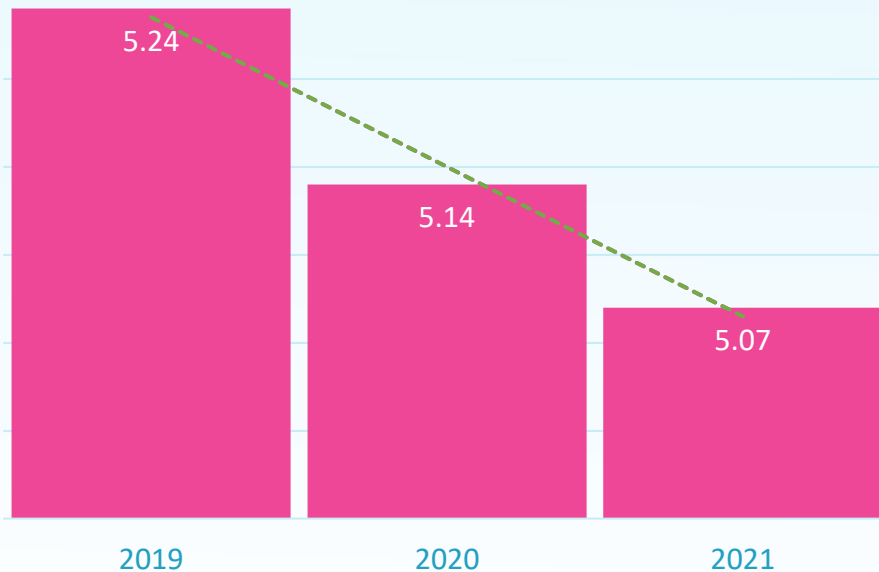
40%

More likely to pass
EOC English 1



THE NEED FOR SEL SUPPORTS

DCoL - Caregiver Perception of Child's SEL



A 2021 systematic review found universal SEL interventions enhance young people's social and emotional skills and reduce symptoms of depression and anxiety in the short term. (CASEL)



SEL WORKS AND THE IMPACT IS FAR-REACHING AND LONG-LASTING

82

programs reviewed
(38 outside U.S.)

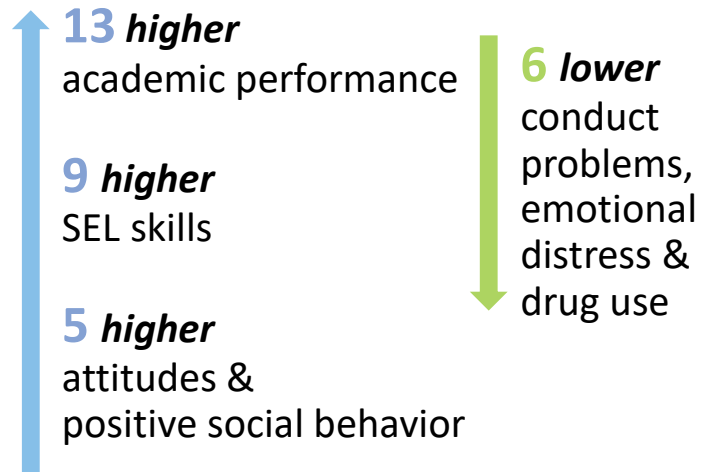
Effects assessed for

6 months to 18 years
after intervention completed

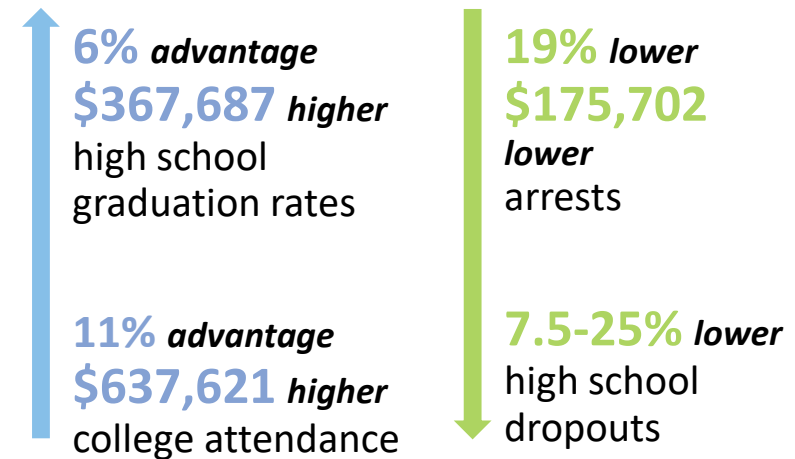
97,000

Students
(K-8)

MEAN advantage for SEL participants vs. control groups across all studies (by percentile points)



MEAN advantage for SEL participants vs. non-SEL students (by percentages & monetary benefit per student)



Additional details at

<http://www.casel.org/2017-meta-analysis/>

Source: Child Development (July 2017). "Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects"

Summer 2022

“Don’t call it a comeback”



SEL BEST PRACTICES & RESOURCES

*Social and Emotional Learning (SEL) builds the **skills, knowledge, and attitudes** that both students and adults need to be successful in school, work, and life.*

Building Knowledge

Wallace 

Partnerships for Social & Emotional Learning (PSEL)
2017-current

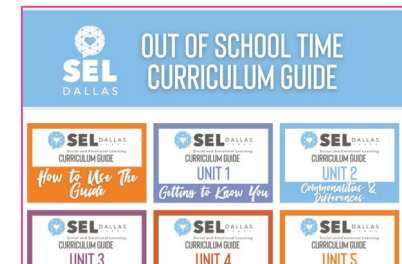


Putting the Knowledge in Action



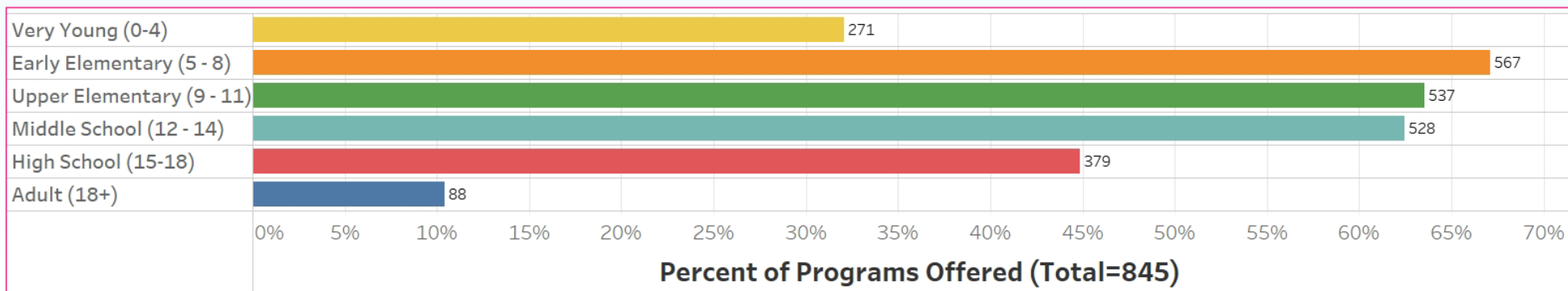
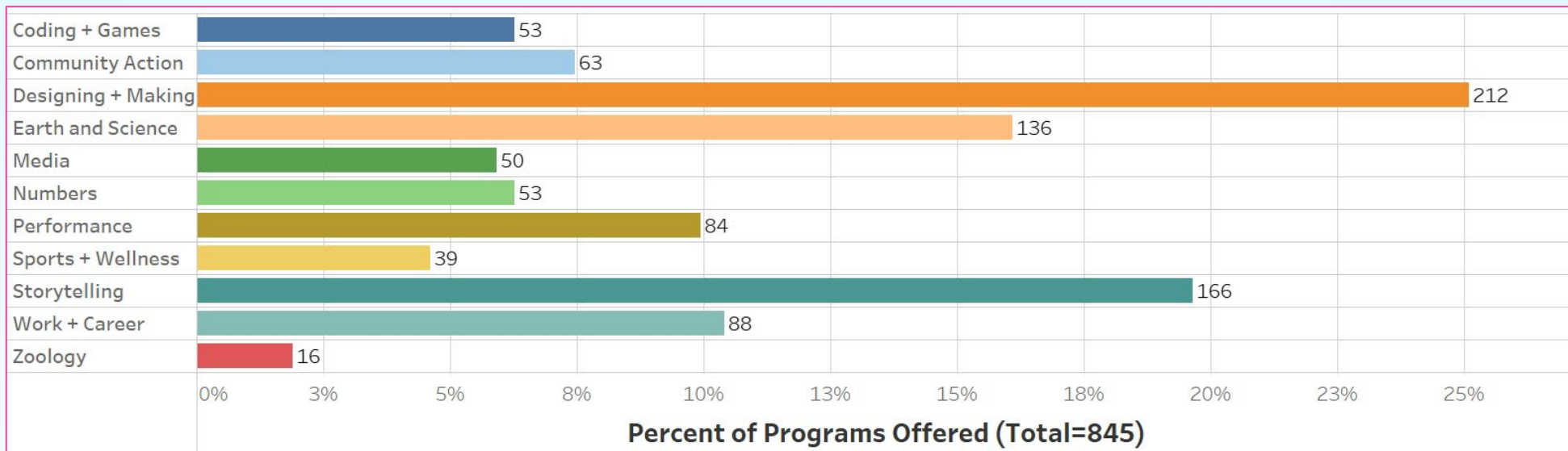
Professional Learning

PK-5 Curricular Resources



seldallas.org/ost-curriculum

DALLAS CITY OF LEARNING PROGRAM OFFERINGS (SUMMER 2021)



HOW CAN THE CITY HELP

1. Connect youth to in-person experiences all year round
2. We need more partners in the ecosystem (what orgs in your districts should also be part of DCoL)
3. Promote the positive merit and significant NEED for SEL
4. Invest in SEL professional development for youth-facing City of Dallas personnel (e.g. Parks and Rec in Wallace Foundation SEL initiative)
 - Library
 - Arts and Culture
 - Police Department

