LESSONS FROM THE PARTNERSHIPS FOR
SOCIAL AND EMOTIONAL LEARNING INITIATIVE
VOLUME 2, PART 5

Engaging Teachers, Staff, and Parents in Social and Emotional Learning in Palm Beach County

One of Six Case Studies of Schools and Out-of-School-Time Program Partners

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HOW ONE PALM BEACH COUNTY SCHOOL AND OUT-OF-SCHOOL-TIME PROGRAM INCREASED ADULTS' AWARENESS OF SEL PRACTICES TO PROMOTE POSITIVE INTERACTIONS WITH CHILDREN THROUGHOUT THE DAY

About the SEL Case Studies

The SEL case studies feature partnerships between elementary schools and out-of-school-time (OST) programs in six communities. Each case study spotlights a specific approach to implementing social and emotional learning (SEL). A cross-cutting report briefly summarizes each case and highlights shared themes among them. That report can be found at www.rand.org/t/RRA379-4.

Although there is no consensus definition of SEL, most of the school and OST programs relied on the following widely used definition at the time: SEL is "the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."[1]

The six school–OST program partnerships that we feature belong to 76 total school–OST program partnerships involved in the Partnerships for Social and Emotional Learning Initiative (PSELI). Half of the 76 partnerships started their SEL work in 2017–2018, and the other half could choose to start their work in 2019–2020. PSELI is a six-year initiative that The Wallace Foundation launched in 2017 to explore whether and how children benefit when schools and their OST programs partner to improve SEL, as well as what it takes to do this work. The six communities that participate in PSELI are Boston, Massachusetts; Dallas, Texas; Denver, Colorado; Palm Beach County, Florida; Tacoma, Washington; and Tulsa, Oklahoma.

The RAND Corporation serves as the research partner on PSELI and is responsible for gathering implementation and outcome data from PSELI participants in each of the six communities and producing a series of reports that share useful lessons with the broader field.

SETTING THE CONTEXT

This case study highlights the work of Diamond View Elementary School in Palm Beach County, Florida, and its co-located Diamond View Afterschool partner to implement social and emotional learning (SEL) over four school years (2017–2018 to 2020–2021). The elementary school serves approximately 800 students, who are primarily Hispanic or Latino and Black. Most qualify for free or reduced-price lunch. Diamond View Afterschool is located on the school's campus and provides enrichment activities such as sports and arts and crafts to approximately 200 of the students at the school. The district operates the Diamond View Afterschool program and employs the staff, while an out-of-school-time intermediary organization (OSTI),[2] Prime Time of Palm Beach County, provides technical support, professional development (PD), and a quality improvement system. The partnership between the school and the afterschool program leadership started in 2011; our case study coincides with the initiation of their partnership around SEL in 2017.

The Teachers of Tomorrow student club gathers for school and OST staff and faculty recognition day.

Diamond View Elementary and Afterschool were part of a cohort of seven school–OST program partnerships in Palm Beach County. With the Partnerships for Social and Emotional Learning Initiative (PSELI) grant from The Wallace Foundation, the School District of Palm Beach County and Prime Time provided supports, including SEL coaches and SEL trainings, to the cohort throughout the four-year period we describe in this case. See the text box on the first page and the appendix for more details about PSELI.

This case study describes how Diamond View Elementary and Diamond View Afterschool worked together to promote consistency in student experiences with adults across the full day. After starting with the in- and out-of-school instructors, the school and OST leaders then gradually increased efforts to include noninstructional staff and parents in the use of SEL practices with students and increased opportunities for student input to maintain positive connections between students and staff. The timeline of their work is shown in Figure 1.

In the sections that follow, we describe the trajectory of the partners' work shown in Figure 1. In so doing, we highlight the strategies that they applied to support their vision, lessons learned, and the outcomes of their work. We also note how they adapted their SEL work during the coronavirus disease 2019 (COVID-19)

The key individuals featured in this case study:

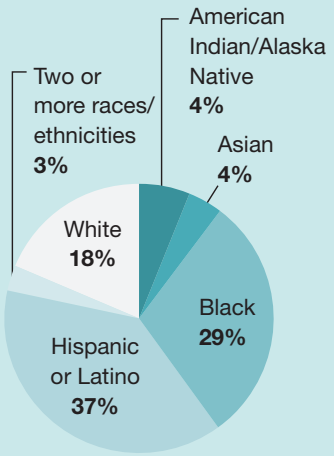
- the school principal, who worked alongside the SEL lead and OST program director to help shape and oversee progress on Diamond View's SEL goals
- the OST program director, who co-led efforts with the principal and SEL lead to coordinate school-day and afterschool SEL programming for students
- a full-time school culture coordinator, who served as the SEL lead, a paid role that focused on coordinating schoolwide SEL efforts and SEL trainings
- a school-day teacher who received a stipend to serve as the SEL champion, a role to support the SEL lead and model SEL lessons for teachers.

FIGURE 1

Timeline of Diamond View School and Diamond View Afterschool SEL Partnership to Promote Positive Interactions Between Students and Adults

Diamond View Elementary Demographics as of 2017–2018

Percentage of students by race/ethnicity



92%
Percentage of students eligible for free or reduced-price lunch

56%
Percentage of English language learners

9 years
Median years of experience (teachers)*

* Includes the 2017–2018 school year.

pandemic. We conclude by highlighting their successes, the challenges they faced and how they worked to overcome them, and the factors that enabled their successes. The appendix summarizes the data we collected and how we analyzed them for this report.

THE SCHOOL AND OST PROGRAM STARTED BY ADDING FORMAL MECHANISMS FOR COORDINATION

Prior to 2017, when the PSELI initiative started, the school principal and OST program director and instructors maintained informal communications about student behavior and homework assignments, but school and OST programming operated separately. The school principal had been in the role for 14 years prior to PSELI, and the OST program director led the OST program for six years prior to the initiative. Some OST program staff also worked as paraprofessionals in the school.

Both the principal and OST program director started their SEL partnership in 2017 already believing in the importance of positive adult-student interactions to enhance educational experiences and student progress. But the PSELI partnership prompted them to establish formal SEL supports, such as training, defined terms for shared school and OST staff rituals with students (like warm welcomes), consistent use of these SEL rituals, joint teams, and regular meetings.

During the 2018–2019 school year, the school and afterschool staff worked on building a deeper partnership to create consistency in how they interacted with students and to make those interactions more uniformly positive. To achieve this goal, they knew they had to

be intentional in their efforts, leading them to create a wide range of activities that jointly involved school and OST program staff.

First, they formed two teams in 2018 to guide their SEL work. The SEL leadership team met monthly and included the principal, assistant principal, SEL lead, and OST program director. This team focused on schoolwide SEL implementation and SEL efforts across the school and OST program. The second team, named the Positive Behavior Supports/SEL team ("SEL team"), also met monthly and included the same members as the SEL leadership team plus the SEL champion and several school staff members, including teachers representing each grade level. Meetings of this team covered multiple topics, including homework resources for OST program instructors, discipline and cafeteria policies, and SEL trainings. The SEL team meetings were held during school hours, but the OST program director was able to attend because his position was full time and the OST program was located in the school building.

In that same year, the OST program director also organized three structured opportunities for OST program staff and school staff to interact face to face. First, Diamond View used the district's planned PD days to host several joint SEL trainings for school and OST program staff throughout the year, starting in the 2018–2019 school year. The district SEL coach led the SEL trainings, and the OSTI paid OST program staff a stipend to attend. OST programming remained closed on these district PD days, which helped reduce scheduling conflicts for OST program staff. More than 79 percent of school and OST program staff reported in our spring 2019 and spring 2020 surveys that training included opportunities to work productively with OST program/school counterparts.

Second, starting in 2018–2019, the OST program director arranged for the afterschool instructors and teachers to meet during at least one of the school-based grade-level meetings to discuss supports for particular students. Although these grade-level meetings occurred during OST program hours, the OST program director

"Everybody in the school [shares] the understanding that we want to have one cohesive day—not just school day versus afterschool time. Because of that [understanding], teachers are a lot more receptive to Afterschool's feedback, and we're definitely developing a stronger relationship between the school day and OST."

Luis Lebron,
OST program director,
Diamond View Afterschool

scheduled them on days that allowed for the release of up to two OST program staff members, while the OST program director or other program staff stepped in to provide coverage until the two returned. While this strategy for coverage worked, it was a challenge to coordinate due to varied staff schedules and responsibilities. Because these meetings occurred during their scheduled workday, staff were paid to participate.

Third, in the 2018–2019 school year, the school and OST program instructors observed each other's SEL lessons, which they delivered in morning and afternoon meetings, respectively, to help create continuity in the SEL content delivered across the school and OST day. The observations allowed OST program staff in particular, who had less experience delivering written lessons plans in general and initial challenges with managing student behavior and engagement during the afternoon meetings, to see teachers model SEL lesson delivery with the same grade levels of students. It also allowed teachers to observe OST instructors' SEL lesson delivery in the afternoon and provide tips as needed. In some instances, teachers rescheduled their morning meetings to a different time in the school day to accommodate OST program staff schedules. The OST program paid OST program staff for their time observing these school-day morning meetings, while teachers volunteered to observe the afternoon meetings.

Teachers and OST program staff told us during interviews that they found value in these coordinated efforts to promote connection, particularly for their efforts with students. The OST program instructor commented, "I talk to the teachers all the time. . . . If we don't have that relationship with [students'] teachers, I don't think you're going to get anywhere with the kids." An OST program instructor explained, "[Teachers] provide me with tips on how to work and interact with the students because they're with them more than I am . . . and I can see how they're doing [in the morning meeting] and how it can match up [with the afternoon OST

Lesson Learned

Scheduled opportunities for school and OST program staff to meet (such as joint PD, team meetings, and classroom observations) were key for strengthening use of similar SEL practices in the school and OST setting and promoting consistency for students.

program meeting] so it's [a] much easier and smoother transition when they're coming in [to the OST program]."

Teachers also told us how they came to view the OST program as an extension of the school day team; one explained, "[E]specially now with the [OST program staff] coming in to [grade-level] team meetings and coming in to look [at morning meeting SEL lessons], I think that's really been fostering [our partnership] a lot." The OST director echoed this value: School and OST program staff were "able to see each other more as people as opposed to, you know, this is a teacher or this is just an afterschool counselor. Now, we all have names beside our titles." Spring 2019 survey results also indicated that a large majority of school staff (73 percent) and OST staff (83 percent) felt respected by one another.

In addition to these face-to-face opportunities for school and OST program instructors, there were also several written resources for SEL instruction shared between the two settings:

- District and OSTI SEL coaches provided staff with sample lessons; options for short SEL rituals, such as a warm welcome activity or optimistic closure questions; and a template for the morning/afternoon meeting with activities for the greeting, a sharing activity, a group activity, and closure.
- The OST program director referred to the school's SEL calendar and sequenced the OST SEL lessons so that the instructors covered the same SEL topics as the teachers.
- The OST program also adopted the same SEL curriculum as the school (Second Step) in the 2019–2020 school year, which meant that instruction focused on the same SEL competencies, such as building relationship skills or self-awareness. However, there were three challenges in using the same SEL curriculum. The first was that the OST program used the same exact lesson plans that the teachers used during the school day. The use of the school-day version in the OST program made the lessons repetitive for students. Second, the lessons were written for schools, and activities were not adapted to the OST setting. Third, it took additional time to prepare OST program staff to deliver these lessons because they were less experienced in using a curriculum; as a result, the OST program implemented Second Step about two months behind the school.

"Every adult impacts a child's life from the moment they wake up and leave their home, to getting on the school bus and arriving at school. After having trainings to support our staff with PSELI practices, our instructional and noninstructional staff are more in tune and self-aware of how to interact and react to each child's individual needs and other adults."

Carolyn Seal,
principal, Diamond View Elementary School

Lesson Learned

Informing noninstructional staff and families about SEL and SEL practices was an important step in encouraging positive experiences for students outside of the classroom setting (e.g., in the cafeteria, on the bus, and at home).

Despite the implementation challenges that school and out-of-school instructors experienced, we saw similarities in delivery of explicit SEL instruction across the school and OST setting both school years, with opportunities for students to practice or reflect on specific SEL competencies (such as practicing self-awareness by naming their own feelings and discussing emotions) in nearly all scheduled SEL lessons that we observed. We also observed evidence of school–OST program coordination during our 2018–2019 and 2019–2020 day-long observations, including use of the same SEL lessons, similar SEL rituals and attention getters (e.g., hand signals), and references by OST program staff to school-day lessons (e.g., strategies to use for math homework).

BUILDING AWARENESS OF SEL PRACTICES AMONG NONINSTRUCTIONAL STAFF AND PARENTS CAME NEXT

The principal and OST program director also shared the conviction that every adult in a child's life impacts the child. They therefore believed that it was important for all adults, no matter the setting, to use social and emotional skills with children. As the principal described, "[SEL] doesn't just happen in the classroom."

The principal expanded SEL staff training in 2019–2020 to noninstructional staff (e.g., paraprofessionals and substitute staff, cafeteria staff, office staff and bus drivers, and the school resource officer) to improve student experiences outside of the classroom. The school leaders noticed student behavior issues occurring in the cafeteria and focused on this setting first. The district SEL coach or school leadership staff members (e.g., assistant principal and SEL lead) led separate role-specific SEL refresher

trainings for paraprofessionals, cafeteria staff, office staff, bus drivers of Diamond View students, and the school resource officer, respectively, which covered topics such as SEL 101, building a positive school environment and norms for students and staff, and use of SEL rituals. One staff member who attended the PD commented, "[S]ometimes [staff] have to take a step back and not just be pushing [students] . . . . [Instead, we need to] find out what's going on and what we can do to help. That [awareness] is what I think we have improved upon."

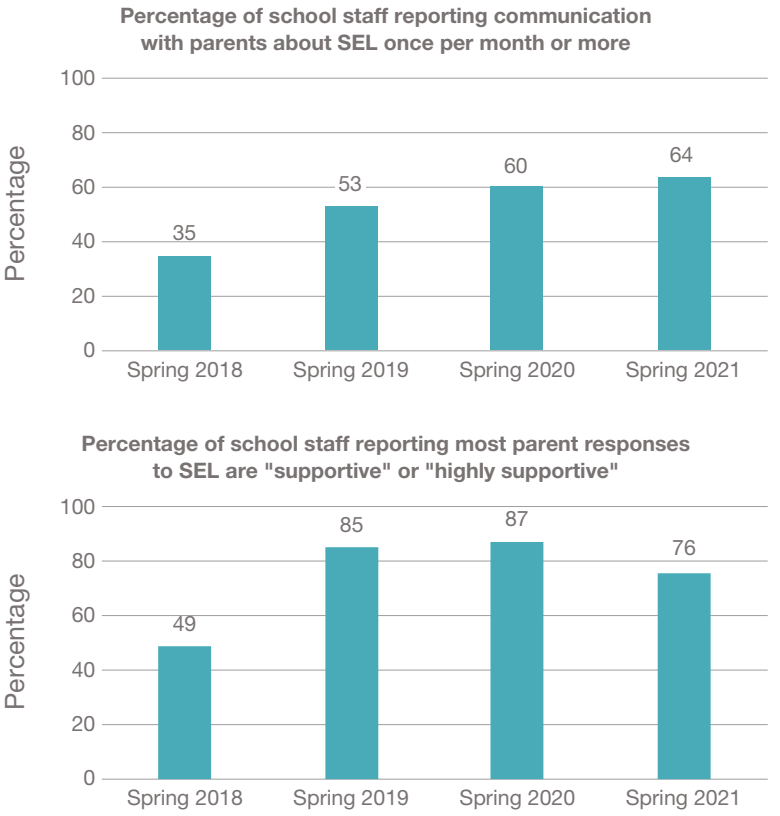
The school and OST program also added progressively deeper ways of involving parents and families in SEL practices each year. The principal and SEL lead started by using short SEL rituals like a warm welcome ("If you had a theme song, what would it be?") and optimistic closures ("Share one piece of information you received tonight that stood out to you") at parent meetings and family events. Then, at a fall 2019, curriculum night, the school SEL lead presented a primer on SEL and described the SEL curriculum to parents, in addition to using the SEL rituals during the event. The teachers also held an actual morning meeting with parents during the curriculum night breakout sessions to demonstrate the meeting format and content. In addition, the school required that teachers use Second Step's family take-home letters and weekly take-home SEL activities instead of leaving them as optional resources. The OST program director also provided conversation starters to parents and guardians at pick-up to encourage a warm welcome ritual and positive interaction between students and their families (e.g., "What was the best part of your afternoon?" "What superpower would you want to have?").

Then, in the 2020–2021 school year, the school and OST program jointly offered family engagement SEL sessions to provide parents with SEL strategies for use in the home setting. Diamond View offered three virtual sessions for parents, which covered two topics: stress management and family emotional safety. The school's guidance counselor and the OST program assistant director led these sessions together and prepared for them by jointly attending a family engagement train-the-trainer series led by the school district and OSTI SEL coaches.

As shown in Figure 2, school survey data indicated increased communication with families about the school's SEL topics. In addition, a large majority of school staff felt that parents were supportive of the school's SEL work starting in the 2018–2019 school year, a large increase from the planning year. (We did not pose these questions on the OST program staff survey.)

FIGURE 2

Communication with Diamond View Parents About SEL



SCHOOL AND AFTERSCHOOL CLIMATE IMPROVED WITH MORE POSITIVE ADULT-STUDENT INTERACTIONS

Although our survey data showed that staff held consistently positive views of staff-student interactions, during our two days of observation in 2018–2019 and 2019–2020, we saw the overall environment in the school and afterschool program improve. We noted particular improvement during the noninstructional times during the school day, such as arrival and dismissal, hallway transitions, and meals in the cafeteria. These interactions during noninstructional times of the school day shifted from what we rated

in our observation protocols as negative in 2018–2019 (with very few adults engaging with students) to highly positive in 2019–2020. For example, by 2019–2020, staff went beyond just simply giving students instructions in the hallway and instead engaged with students, using gestures such as smiling, laughing, and small talk. Most students behaved in the same explicitly friendly manner toward their peers and toward staff.

Also, in 2019–2020, teachers greeted students as they arrived at school, cafeteria staff asked students about their weekend and wished them a good day after breakfast, and students and staff smiled while talking with one another. As one noninstructional staff member commented, "I feel like adults use the children's names more. They notice students more in the hallway. . . . I see the cafeteria staff specifically sit down and talk with [a student] or go by and give them something like a treat."

A classroom bulletin display of diversity in cultures

FINALLY, THE SCHOOL AND AFTERSCHOOL PROGRAM SOUGHT TO PROACTIVELY INVOLVE STUDENTS IN GUIDING SEL ACTIVITIES

By 2020–2021, Diamond View Elementary and Afterschool had added an additional focus to their SEL work: "Make sure that adults listen to students." As the principal explained, "[O]ne of our noticings is that the adults like to problem-solve and do all the talking. We learned that it's OK for students to have productive struggle and to have a voice problem-solving or give suggestions of what they would like to do, with the adults coaching, supporting, and guiding." The school formed a student leadership team, which met with the

Lesson Learned

To strengthen connections with students, the school and afterschool program solicited students' input and provided multiple opportunities for student choice in day-to-day activities and SEL rituals.

school behavioral health professional weekly to discuss various SEL topics related to leadership (e.g., collaboration, self- and social-awareness, and responsibility, among many others). This student team also engaged in roundtable discussions about obstacles and resilience and performed acts of service, such as reading to students in lower grade levels. The school also had a "teachers of tomorrow" student club that met with the SEL champion and engaged in various activities to improve the school environment for staff and students, such as organizing staff appreciation shout-outs and donation drives, displaying positive Post-It messages for students, and reviewing questions for a student survey.

Second, the school developed and fielded a schoolwide survey of kindergarten through fifth grade students to learn what makes them feel included, who they feel they can talk to, and what they wish their teacher knew. Although the survey was still open at the end of our data collection, the SEL team reviewed select preliminary results in April 2020, and we attended this meeting. At that time, more than 80 percent of the third through fifth graders agreed that SEL morning or afternoon meetings helped them to be their best, and 90 percent reported that at least one staff person helped them to feel safe.

While the kindergarten through second grade survey included different questions, more than 60 percent of students selected a school staff member when asked who they would like to speak with about a problem. The SEL lead outlined next steps to provide results to classroom teachers, the guidance counselor, and behavioral support staff for follow-up on cases of concern (e.g., students who reported that they didn't have any adult to talk with). The school and OST program intended to adjust their practices as needed based on student feedback (e.g., outreach to students expressing sadness or concerns, including more of the activities that students reported help them to feel included in class). As the SEL champion stated during this meeting, "[W]ith voice comes responsibility from us [staff]."

Third, school and OST program staff continued to demonstrate to students that their voice and input mattered by giving students choices throughout the day, including in their SEL activities, and by using student input. For example, students selected grade-level warm welcome greetings and their own brain break activities (e.g., fidget devices). Teachers developed shared classroom agreements

(e.g., class rules about how to get along with classmates) with student input, and, on the spring 2019 and 2020 surveys, more than 85 percent of school and OST program staff agreed that staff used student input to inform school/OST program improvements. On a few occasions, the cafeteria staff solicited student feedback on various food items and sometimes used this feedback to place new food orders or to provide students with new experiences (e.g., providing samples of multiple apple varieties). In the OST program, students also had opportunities to select their activities, such as cooking or art.

WITH COVID-19, EFFORTS TO CONNECT WITH STUDENTS CONTINUED, BUT OPPORTUNITIES FOR FRONTLINE STAFF TO CONNECT DECREASED

When the COVID-19 pandemic started in March 2020, the district transitioned to remote learning, and OST programming ended for the remainder of the school year. Then the district launched the 2020–2021 school year with fully online distance learning, and the OST programs remained closed. In October 2020, both the school and OST programming opened for in-person learning. As one teacher described the 2020–2021 school year, "It's a different world this year."

Nevertheless, the SEL routines (e.g., SEL rituals, SEL meetings, SEL lessons) that the school developed and their efforts to connect with students held steady during distance learning. Additionally, 88 percent of school staff agreed on the spring 2021 survey that the school's focus on SEL helped students and staff to cope with the pandemic.

During the spring 2020 COVID-19 transition to remote learning, the school incorporated SEL activities within their virtual format. Teachers continued their morning meetings online, and the school

A staff member wears a medal presented by the Teachers of Tomorrow student group for school and OST staff and faculty recognition day. Almost 200 medals were created and presented by students to staff.

principal held daily "virtual lunch bunch" sessions with students and their families to maintain connection. Though the district did not require teachers to continue SEL lessons during distance learning, the district SEL team developed virtual SEL resources to support those who wished to continue. The virtual resources included guidance and sample virtual SEL morning meeting activities, short one-minute explicit SEL instruction videos, and links for virtual brain breaks and adult SEL resources.

The school also developed new efforts to connect with students who continued with distance learning during the 2020–2021 school year after in-person instruction returned. Teachers led synchronous hybrid classes that fully online and in-person students attended at the same time. Teaching staff mailed motivational postcards to students enrolled in distance learning to promote their sense of connection. The SEL champion (a teacher) explained that SEL "has gone a lot more into the house than ever before because we have been in parents' homes [virtually] with the parent right there [seeing the virtual class]."

However, coordinated opportunities to build school–OST program connections among teachers and OST staff decreased because of challenges related to the pandemic. Early in the 2020–2021 school year, the school and OST program leads understandably communicated mostly about reopening logistics and safety protocols as opposed to coordinating their SEL work. As the OST program director explained, "At the very beginning [of reopening in-person], we were just trying to survive and get through the first day of school, get through the second day of school." The district's PD opportunities also became optional and virtual in the 2020–2021 school year, which prevented school and OST program staff from coming together on PD days, as they had in prior years. Likewise, while the SEL team and SEL leadership meetings continued in a virtual format, the school–OST program grade-level meetings and staff observations of SEL lessons ceased in March 2020 when the OST program closed for the remainder of the school year. These coordinated opportunities for teachers and OST staff to meet did not return in 2020–2021 because of challenges with logistics, OST program staff turnover, and OST program staff coverage shortages caused by the pandemic. The principal explained that the "relationships haven't been as strong between the school staff and the new afterschool staff" due to the lack of joint school and OST staff activities.

Despite fewer opportunities for teachers and OST program staff to coordinate their efforts in 2020–2021, teachers still felt that the school and OST program staff remained coordinated in their instructional approach to SEL for two reasons: (1) The afterschool program used its afternoon meeting to reinforce messages from the school's morning meeting, and (2) both the school and OST program used the same curriculum, Second Step, which meant that they focused on the same SEL topics throughout the year. Teachers and OST program instructors we interviewed also reported informal check-ins with one another about student behavior and/or homework, as needed. Finally, the school also included OST program staff in staff appreciation

Lesson Learned

Pre-established SEL team meetings and SEL routines, such as use of SEL rituals and delivery of SEL lessons via morning/afternoon meetings, supported consistency in SEL practices with students across the school and afterschool day even during the pandemic.

days and other activities, such as a staff scavenger hunt to boost morale.

CONCLUSION

This case study is an example of promoting positive interactions between children and adults by increasing awareness of SEL practices among various adults who interact with students, including instructors, cafeteria staff, front office staff, bus drivers, and parents. It is one of several systematic approaches to enacting SEL practices with elementary age students. To see other approaches to enacting SEL programming for elementary age students, view the case studies summary report (*Strengthening Students' Social and Emotional Skills: Lessons from Six Case Studies of Schools and Out-of-School-Time Program Partners*, available at www.rand.org/t/RRA379-4), in which we describe activities such as developing an effective SEL committee, finding and protecting time for SEL in school and afterschool schedules, and incorporating equity into SEL, among others.

Notable **successes** in this case study include the following:

- In its effort to include all types of adults that interact with children, the school provided SEL training not just to teachers but also noninstructional staff, such as cafeteria staff, paraprofessionals, front office staff, and bus drivers, as well as parents.
- School and OST program climate improved, particularly the interactions between adults and students during school-day noninstructional times.
- Teachers and OST program instructors delivered mutually reinforcing SEL lessons and short SEL rituals in both the school and afterschool day, which strengthened consistency for students across the day.
- School and OST program staff reported opportunities to work productively with one another and felt respected by their counterparts.
- The school provided meaningful ways for students to provide input about SEL activities.

Diamond View school and afterschool also experienced some **challenges** that required ongoing attention:

- Even with paid time and scheduled meetings, finding time to coordinate remained challenging given the opposing work schedules for school and OST staff.
- Use of the school's SEL lessons in the OST program did not fit the OST context and was repetitive because they were the same as those used during the school day, and most OST program staff were not experienced with using a formal curriculum.
- COVID-19 safety protocols stopped some of the partnership opportunities for teachers and OST program instructors, including the staffs' in-person observations of the school/OST program SEL lessons, joint school–OST program grade-level meetings, and opportunities for staff to attend joint PD (all district PD became optional and virtual in the 2020–2021 school year).

Several factors enabled these successes and helped to mitigate these challenges at Diamond View:

- Diamond View designated staff to support their efforts with noninstructional staff and families. The school's SEL lead organized SEL content for family events, and school and OST program staff co-facilitated the virtual SEL sessions for parents. A district SEL coach also led training for noninstructional roles.
- The school and afterschool program adopted multiple methods for connecting school-day teachers and OST program staff to each other, which helped to promote consistency in how they interacted with students and developed staff relationships and familiarity with one another. These activities included peer observations, joint participation in grade-level meetings, and joint PD.
- The school and OST program staff were physically located at the school, and the OST program director was a full-time position. Being present on the same campus allowed for easier attendance at grade-level meetings, scheduling of SEL meetings and SEL lesson observations, and informal check-ins between staff members.
- The OST program followed the district's school year calendar and thus remained closed on the district-scheduled PD days throughout the year, which helped to reduce scheduling

conflicts, allowing OST staff to attend PD with their school counterparts.

- The OST staff received payment for time spent in partnership activities that occurred outside of their scheduled hours (e.g., OST staff received OSTI training stipends to attend the school's trainings on scheduled PD days, and the OST program paid for observations of school-day SEL lessons).
- The school and OST program designated time in the schedule to deliver SEL lessons via parallel formats (morning or afternoon meetings), coordinated SEL topics, and used the same SEL rituals to support consistency for students.
- District and OSTI SEL coaches supported staff by providing coaching support, lesson templates, guidance for incorporating SEL rituals and instruction into the morning or afternoon meeting format, and opportunities for school and OST staff to work together during trainings.

Key Takeaways for Involving Instructional Staff, Noninstructional Staff, and Parents in Supporting SEL for Students

- Providing role-specific SEL training for noninstructional staff supported this use of SEL practices and improved adult-student interactions during noninstructional times such as arrival, dismissal, lunch, and hallway transitions.
- Incorporating SEL content into family events and providing parents with SEL practices to use with students encouraged families to engage in SEL practices.
- Organizing opportunities for school and OST instructors to meet about the SEL work supported use of the same SEL practices with students and improved consistency for students across the entire day.
- Paying OST program staff for time spent in PD and observing school SEL lessons facilitated engagement in activities that occurred outside of their scheduled work hours.

APPENDIX

Background on Partnerships for Social and Emotional Learning

Recognizing the importance of SEL and the potential contributions of both schools and OST programs to youth social and emotional development, The Wallace Foundation launched PSELI. Through PSELI, The Wallace Foundation seeks to explore whether and how children will benefit if adults in schools and OST programs collaborate to improve climate[3] and to foster SEL that is mutually reinforced during and outside the school day, as well as what it takes to do this work.

Starting in summer 2017, The Wallace Foundation awarded annual implementation grants to each of the following six communities: Boston, Massachusetts; Dallas, Texas; Denver, Colorado; Palm Beach County, Florida; Tacoma, Washington; and Tulsa, Oklahoma. These grants were awarded jointly to school districts and out-of-school-time intermediaries (OSTIs) in each community. These districts and OSTIs then allocated some of these funds to a cohort of schools and OST programs—ranging from five to seven partnerships in each community—to collaborate to improve climate and to foster SEL that is mutually reinforced during and outside the school day.

Altogether, 38 school–OST program partnerships worked to implement SEL programming throughout the school and afterschool day during the first four years of PSELI. Another 38 demographically similar school–OST program partnerships from the same six communities continued business as usual and could elect to implement any new SEL of their choosing in the fourth year of PSELI and beyond.

Although each PSELI community designed and implemented its own approach, all 38 school–OST program partnerships in the first four years of PSELI were supposed to focus on the following four approaches to providing SEL for students:

1. Set a positive climate.
2. Offer explicit SEL instruction to students during the school day; SEL instruction during OST programs was optional.
3. Integrate SEL into academic instruction and OST activities.

4. Pursue school-OST partnerships that mutually reinforce SEL practices across the school and OST program day.

The RAND Corporation serves as the research partner on PSELI and is responsible for gathering implementation and outcome data from PSELI participants in each of the six communities. These case studies are part of a series of reports RAND will publish about PSELI. The first report of the series, *Early Lessons from Schools and Out-of-School Time Programs Implementing Social and Emotional Learning* (www.rand.org/t/RRA379-1), provides more detail on the PSELI initiative.

Our Methods for This Case Study

For each of the six case studies in this series, we use with permission the actual names of schools, OST programs, and, in some of the cases, individuals. The case studies are part of a larger mixed-methods study of PSELI over four years in six cities. To select the cases, we first identified sites with unique, high-quality approaches to their SEL work based on interview and observation data from fall 2017 through spring 2019. We then proposed these as candidates for case studies to the district and OSTI leads of PSELI, sometimes changing the site in response to the district and OSTI leads' suggestions. In fall 2019, we finalized the six case study sites, each highlighting a particular aspect of the initiative (e.g., explicit SEL instruction, strong school-OST partnership). We then expanded our data collection activities at each of these sites to get a more in-depth understanding of their approaches to SEL implementation.

Note that all six cases are in large urban districts that primarily serve students from historically disadvantaged populations. As such, the lessons we glean from the six case studies may not generalize to all elementary schools. Table A.1 documents the types of data we collected for the PSELI study at large and at Diamond View Elementary and the Diamond View Afterschool program specifically. Although we surveyed Diamond View Afterschool instructors each year, when the number of respondents is less than ten, we are unable to report on this data (as is the case for the 2017, 2018, and 2021 surveys). Details about the survey instruments, observation protocol, interview protocols, and how we analyzed the data we collected are found in the technical appendix of our report here: *Early Lessons from Schools and Out-of-School Time Programs Implementing Social and Emotional Learning* (www.rand.org/t/RRA379-1).

TABLE A.1

Data We Drew on for the Case Study at Diamond View Elementary and Diamond View Afterschool

Data Category	Fall 2017	Spring 2018	Spring 2019	Fall 2019	Winter 2020	Spring 2020	Spring 2021
Observations of instructional time	✓	✓	✓	✓	✓	—	—
Extra observations related to case study topic (e.g., staff meetings, additional classes)				*		—	*
Staff survey (Diamond View Elementary school staff response rate) (Diamond View Afterschool staff response rate)	✓ (48%) n<10	✓ (79%) n<10	✓ (71%) (100%)			✓ (79%) (58.8%)	✓ (52%) n<10
Interviews of principal and OST program director	✓	✓	✓	✓+		✓+	✓+
Interviews of teachers and OST program instructors	✓	✓	✓			—	✓+
Interviews of additional SEL roles (e.g., coaches, SEL leads)		✓	✓	✓+		✓+	✓+
Interviews of noninstructional staff (e.g., cafeteria worker, secretary)				*		*	✕
Documents related to SEL implementation			✓	*		✓	✓

NOTES: Blank cells mean that the data category was not part of the planned collection at the specified time point.
— = not allowed to collect due to COVID-19 restrictions
✕ = dropped to reduce burden on sites during COVID-19.
✓+ = extended data collection focused on case study topic.
* = collected at case study sites only and not the other six PSELI sites in Palm Beach County.

ABBREVIATIONS

CASEL	Collaborative for Academic and Social and Emotional Learning
COVID-19	coronavirus disease 2019
OST	out-of-school-time
OSTI	out-of-school-time intermediary
PD	professional development
PSELI	Partnerships for Social and Emotional Learning Initiative
SEL	social and emotional learning

ENDNOTES

[1] Collaborative for Academic, Social, and Emotional Learning (CASEL), "What Is SEL?" webpage, undated. As of February 23, 2020: https://casel.org/what-is-sel/. CASEL has since updated this definition as of October 2020 to emphasize how SEL can advance educational equity and excellence. Our report uses the earlier CASEL definition, because it was the foundational one which most PSELI communities used at the time of the case study work. Equity is a growing focus for many PSELI communities, but this is in the early stages for most, and equity was not a foundational definition of SEL at the outset of PSELI.

[2] OSTIs can take a variety of forms, including a single nonprofit organization or a network of agencies that work together. They carry out such functions as allocating funding, setting standards, monitoring programming quality, and communicating with the public. Some of them directly fund OST programming, but many do not and instead serve a coordinating and organizing function for a community's OST programs.

[3] In this context, *climate* refers to the features of a school or OST environment that youth and adults experience. School climate can include aspects of the physical space, culture, norms, goals, values, and practices. See David Osher and Juliette Berg, *School Climate and Social and Emotional Learning: The Integration of Two Approaches*, State College, Pa.: Pennsylvania State University, January 2018; Amrit Thapa, Jonathan Cohen, Shawn Guffey, and Ann Higgins-D'Alessandro, "A Review of School Climate Research," *Review of Educational Research*, Vol. 83, No. 3, 2013, pp. 357–385.

ABOUT THIS REPORT

RAND Education and Labor

This case study was undertaken by RAND Education and Labor, a division of the RAND Corporation that conducts research on early childhood through postsecondary education programs, workforce development, and programs and policies affecting workers, entrepreneurship, and financial literacy and decisionmaking.

This research was commissioned by The Wallace Foundation, which seeks to support and share effective ideas and practices to improve learning and enrichment opportunities for children and the vitality of the arts for everyone. For more information and research on these and other related topics, please visit its Knowledge Center at www.wallacefoundation.org.

More information about RAND can be found at www.rand.org. Questions about this case study should be directed to Jennifer T. Leschitz at jtamargo@rand.org, and questions about RAND Education and Labor should be directed to educationandlabor@rand.org.

The Wallace Foundation's Partnerships for Social and Emotional Learning Initiative is a six-year initiative that The Wallace Foundation launched in 2017 to explore whether and how children benefit when schools and their out-of-school-time programs partner to improve social and emotional learning (SEL), as well as what it takes to do this work.

According to the Collaborative for Academic and Social and Emotional Learning, SEL is "the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." This case study explores how Palm Beach County's Diamond View Elementary School and its out-of-school-time (OST) program, Diamond View Afterschool, increased adults' awareness of SEL practices to promote positive interactions with children throughout the day.

In its effort to include all types of adults that interact with children, the school provided SEL training not just to teachers but also noninstructional staff, such as cafeteria staff, paraprofessionals, front office staff, and bus drivers, as well as parents. Teachers and OST program instructors delivered mutually reinforcing SEL lessons and short SEL rituals in both the school and afterschool day, which strengthened consistency for students across the day. The school provided meaningful ways for students to provide input about SEL activities.

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