

**The Partnership for Children & Youth (PCY)** coordinates the Expanded Learning 360°/365 initiative, a professional learning community (PLC) for California school districts to help them improve and align social and emotional learning (SEL) practices across school-day and expanded learning programs. PCY facilitates quarterly meetings that include opportunities for strategic planning and continuous quality improvement. The American Institutes for Research (AIR) partnered with PCY to identify the key strategies that promote SEL alignment and implementation.

**This document summarizes the findings** from AIR's study of the Expanded Learning 360°/365 initiative, including effective professional learning community structures, strategies in the PLC, and changes in practice within the districts.



“*Through conversation and dialogue with different districts, we were able to see where [SEL] already fit into our existing program and what we could do moving forward to enhance it.*”

—Team Lead

## District and Expanded Learning Partnerships

### Focus on Alignment

Expanded Learning 360°/365 teams developed a rubric to define the components of a well-aligned system that supports SEL across school-day and expanded learning settings. The teams collectively agreed on the following:

1. A clear and shared strategic plan
2. A culture and climate of inclusive decision making
3. A shared approach to building stakeholder capacity to meet student needs
4. Equitable distribution of resources to meet program goals
5. Effective systems and structures for communication and collaboration
6. Responsiveness to the diverse needs of our stakeholders
7. Engagement in a cycle of continuous quality improvement

### Team Affiliations

Expanded Learning 360°/365 teams consisted of a mix of school-day and expanded learning representatives, including the following roles:



#### School Day

- SEL Directors
- Principals
- Student Support Services
- Social Workers
- Professional Development
- Curriculum and Instruction



#### Expanded Learning

- Afterschool Directors
- Site Coordinators
- Youth Development Specialists
- Community-Based Partners

# Expanded Learning 360°/365 Key Strategies

Expanded Learning 360°/365 teams reported that participation in the initiative led to changes in practices, including professional development, collaboration across the school day and expanded learning staff, and the use of data to drive the continuous quality improvement process.

## Continuous Quality Improvement Process

Assess

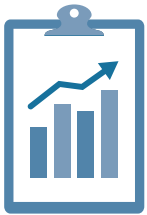
Plan

Improve

“ This work ... is about being more intentional and more purposeful in our collaborative efforts, in our meetings, in our conversations, to really home in on SEL as the through line.”

—PCY Coordinator

The AIR evaluation highlights the following key strategies of the Expanded Learning 360°/365 PLC initiative:



Action plans with co-constructed goals and data-driven strategies



30 hours of support from an expert external consultant who coordinates quality improvement strategies



Consultant scopes of work outlining deliverables and tasks related to consultant support



Collaborative needs assessment using an SEL alignment rubric



Site inventory listing assets, needs, and perceived readiness of pilot sites to implement identified SEL strategies



Detailed facilitator and participant agendas that include individual and group planning activities



Participation agreement between PCY and team leads outlining the commitments and requirements of the PLC



\$5,000 to \$10,000 stipend for costs related to planning, alignment, and implementation

# Expanded Learning 360°/365 Key Findings

The AIR evaluation found that Expanded Learning 360°/365 aligned to the research-informed best practices for engaging educators in professional learning, including:



## Environment, Structure, and Inclusive Practice

The PLC established an inclusive environment that fostered trust, respect, and collective responsibility through consistent collaborative planning across district and expanded learning members.

## Alignment Across Sectors

The PLC included time for teams to share achievements, reflect on lessons learned, collaborate across roles, and learn from guest speakers about SEL policy and research.



## Implementation Strategies

The PLC included opportunities for group and individual reflection guided by PCY coordinators and consultants who monitored team alignment, implementation, action planning, and continuous improvement strategies.



“*[The PLC] forced us to be more intentional, focused, and more strategic in terms of how we engage with expanded learning; it was instrumental in helping us to cultivate a space to collaborate and plan.*”

—Team Lead

# Expanded Learning 360°/365 Team Accomplishments

Teams reported that participation in the 360°/365 PLC led to changes in practices, including professional development, collaboration across the school day and expanded learning staff, and the use of data to drive the continuous quality improvement process.

“*Professionally, the [PLC] was a really great process ... coming together to be trained as part of a learning community shifted our understanding on how the SEL content can be delivered.*”

—Team Lead



**Shared Professional Development** | Teams conducted professional development to implement aligned SEL strategies in both settings. Team strategies included videos, articles, and monthly activities to build a common understanding of SEL; work-group and PLC meetings to align practices; and professional learning sessions focused on exploring SEL skills, building culturally responsive teaching practices, and learning student and adult SEL engagement strategies.



**Collaboration** | Teams made intentional and coordinated efforts to enhance collaboration. Team SEL action plans outlined strategies that included joint classroom walk-throughs, expanded learning staff participating in school-day staff meetings, and coordinated data-planning sessions that included staff from both settings.



**Use of Data** | Teams collaboratively engaged in a cycle of continuous improvement to assess, plan, and improve their work using PLC tools, program observations, and consultant supports. Teams focused on aligning SEL and data sharing; using student data to establish system- and site-level goals; assessing readiness to implement strategies; and tracking progress using pre-post measures of relationship skill building, social and emotional competencies, and school climate.

“*The work shifted our thinking around what it takes to implement SEL districtwide and realizing that when we talk about [SEL], it's not just about the school day [staff], but it's school day and afterschool.*”

—Team Lead