

The Social Emotional Learning Achieved by

Elementary School Youth Education Program Commonpoint Queens

2022-2023





This program helps my child grow up to become an independent and successful person. I love this program, and the staff are doing a great job.

— After School Parent, PS 55

What We Are

Commonpoint Queens is a social services organization that meets our borough’s diverse and evolving needs. People of all ages and backgrounds are welcome to come together to find support, access opportunities, and build community connections throughout their lives.

Guided by the Jewish values of service and justice, we were founded to support our local Jewish community, which we continue to do today. As the demographics have evolved over six decades, we have extended our reach in the community across 52 sites in Queens, including the Sam Field Center and Central Queens, where many of our programs are based.

What We Do: After School Youth Education

Our Youth Education Services Department provides a full range of After School activities, trips, groups and special events for kindergarten through 8th-grade children.

At each partner school, the Program Director and their supervisor work closely with the principal to develop after school programming aligned with school learning goals and Common Core standards. At each site, our Program Director and Education Specialist are active members of the School Leadership Team, and a formal structure of team meetings supports ongoing planning.

This report focuses on our **Elementary After School programming across 11 sites:**

Beacon 158

PS 115

PS 200

PS 55

Beacon 172

PS 165

PS 21

Central Queens

Beacon 216

PS 178

PS 266

Funded by the Department of Youth and Community Development through the Comprehensive Afterschool System of NYC, School’s Out New York City Initiatives and other funding sources, our elementary school programs are offered free of charge and are limited in enrollment.



Thanks to this program, I was able to return to work. They helped my daughter with her assignments; all the activities were fantastic! She loved everything, especially robotic coding. She adores her teacher!!

— After School Parent, PS 115



Program Highlights, 2022-23

In the 2022-23 program year, activities for elementary school participants (children ages 5-11, grades K-5) ranged from project-based learning in STEM to sports and physical activities to the arts.

Students enjoyed the ability to create and build connections with peers. A crowd favorite was going to the school playground to burn off steam after a long day of academic instruction.

Varied across 11 school sites, programming focused on building connections through relationship-building opportunities with peers and staff, including mentorship and peer mediation initiatives. Programs Incorporated SEL into all activities and developed project-based learning opportunities where students could step out of their comfort zone and work collaboratively with peers. Activities included:

yoga | journaling | worksheets | outdoor activities

Given the diverse makeup of students and families, there was a renewed effort to recognize, explore and celebrate diversity and cultures in the program. Program directors and staff worked closely with administrators, families, students and other community stakeholders to create events, projects, workshops and celebrating:

**Jewish Holidays | Black History Month | Diwali |
Hispanic Heritage Month | Chinese New Year | EID/ Ramadan |
Asian American and Pacific Islander Heritage Month**

Staff supported students and families and worked hard to connect families to other supportive resources when and where they could. As a result, student participation increased and families became more engaged with the schools. Families appreciated the academic support offered to students, especially with homework and enrichment opportunities.

Commonpoint Queens pays close attention to our staff and provides continual resources to nurture their professional development and personal well-being. We are grateful to our Senior Directors for their ongoing leadership and our Program Directors, Outreach Coordinators, Administrative support, Instructors and Youth Workers for providing afterschool care to our program participants throughout the school year. Without their dedication, mentorship and help to uplift our communities, our programs would not be possible.

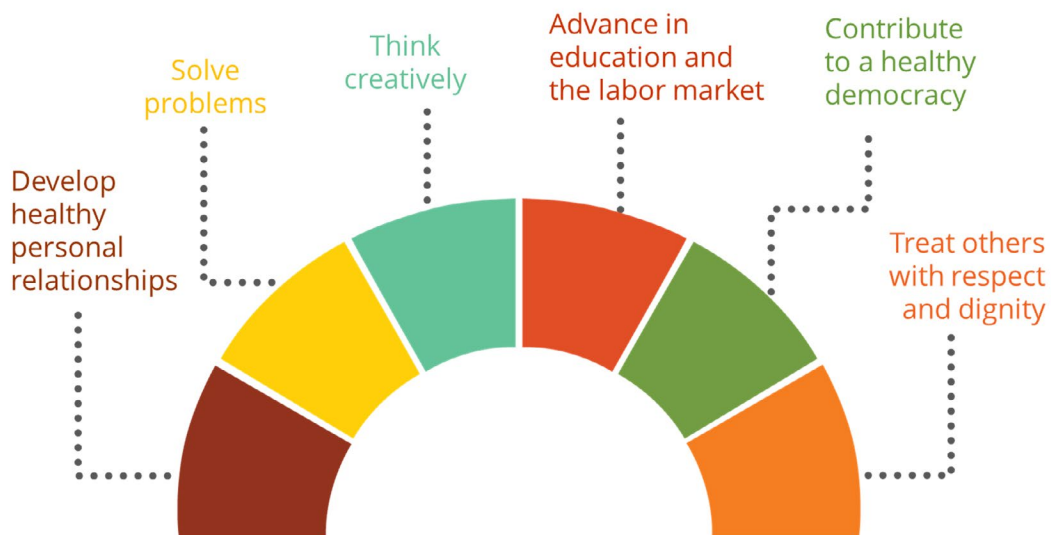
The Difference We Make

Elementary School Youth Education Program Results, 2022-23

- **WHO:** A sample of 322 elementary school students, Kindergarten to 5th Grade
- **GROWTH:** SEL competencies were observed by staff and teachers to increase by 12 percent
- **SO WHAT:**

RESEARCH CONFIRMS

SEL equips youth and adults to:



(1) Greenberg, M. T. (2023). Evidence for social and emotional learning in schools. Learning Policy Institute. <https://doi.org/10.54300/928.269>





The program has been incredibly important for my child's academic and personal development. Although he initially struggled to engage with the program, his behavior has improved significantly, and he has achieved much better grades.

— After School Parent, PS 165

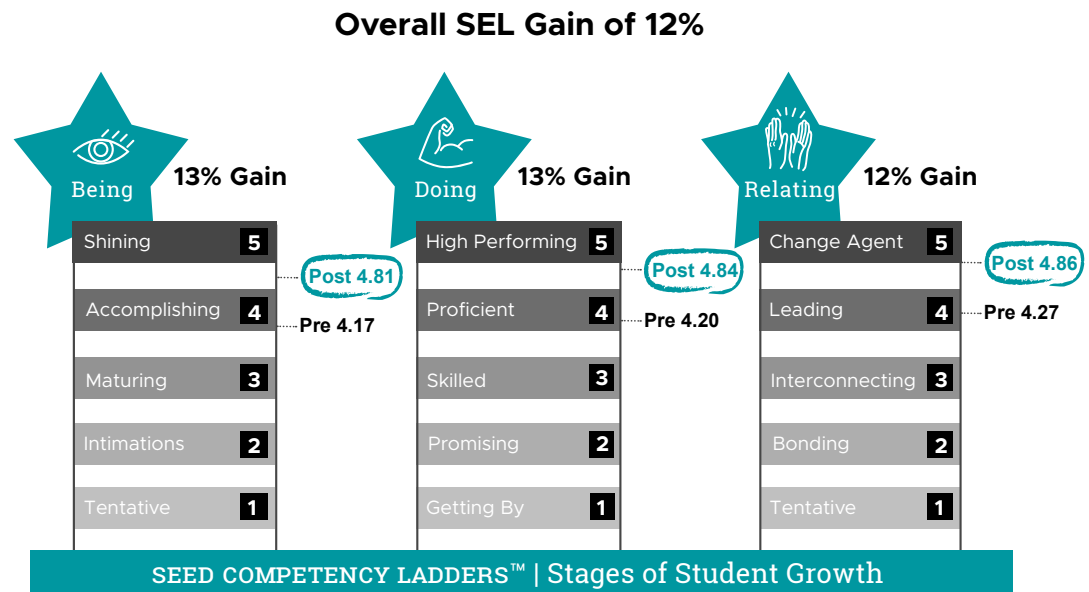
How We Measure Social Emotional Learning

Working in partnership with [SEED Impact](#), three [SEED Competency Ladders™](#) were customized by the Commonpoint Queens' Elementary School Youth Education program staff and integrated with our programming to measure, credibly report, and accelerate major shifts in competency.

We support whole-child development across three domains:

1. **Being:** comfort with self
2. **Doing:** aptitude with new skills
3. **Relating:** interpersonal relationships

Growth in SEL Competencies



Overall, the **12 percent average gain in SEL competency** represents a half-stage advance on each of the SEL Competency Ladders, with movement in:

- Being, from Accomplishing towards Shining
- Doing, from Proficient towards High Performing
- Relating, from Leading towards Change Agent

As shown, students were observed to begin the year at an unusually high stage on each ladder. On average, by year's end, they very nearly realized the north star, highest aspirations defined by Commonpoint Queens for students of their age.



“

*I like my counselors;
they are nice, and we
get along.*

— After School Student, PS 21

Three Student SPOTLIGHTS*

SEL Gain:
18%

Ryan, PS 115, Kindergarten. Ryan has developed fine motor skills and is particularly skilled at writing his letters and numbers. Throughout the school year, Ryan demonstrated a remarkable growth mindset as he started to understand the difference between right and wrong. Despite his carefree nature, he has shown an increasing level of maturity over time.

SEL Gain:
21%

Kaelyn, PS 200, 1st Grade. Kaelyn has undergone a significant transformation. She has become more confident and cooperative and has developed a newfound love for expressing her thoughts. She now actively seeks to be involved in activities, requests help, and communicates effectively. Her shyness has significantly diminished.

SEL Gain:
17%

Marcus, PS 21, 3rd Grade. Marcus has grown remarkably throughout this school year by enhancing his self-awareness, self-confidence and empathy towards others. Marcus now considers his peers' perspectives while relating to them. He has shown great progress in setting and achieving his goals, and explored new areas of interest. Marcus has become more comfortable with his personality and now establishes more meaningful connections with his thoughts, emotions, and values.

*Note: Names throughout this report are fictitious to protect student anonymity.

Why We Do It

Social Emotional Learning (SEL) refers to the intentional development of attitudes, behaviors and skills that are fundamental for academic and life success. An SEL-focused program provides well-rounded instruction and accelerates student growth.

At Commonpoint Queens, our SEL programming intends two essential benefits:

1. **encouragement of positive, strength-based behaviors as norms for lifetime practice, and**
2. **discouragement of behaviors associated with negative school and life outcomes.**

Educators, policymakers, and employers increasingly attest that **SEL is the key to optimizing education and training.**



Our Teachers Pay Close Attention

Voices of Youth Education Teachers and Staff about SEL Growth in Each Domain

BEING

Being signifies expanding confidence, comfort with self and view of life possibilities.

Rochell initially struggled to express her emotions through words and would often resort to crying. However, she learned the importance of self-compassion and that missing her mother is okay. She also shows empathy towards her classmates, offering them support when they are upset.

2nd grade student, Beacon 216, Gain in Being: 20%

Brielle was a child who stayed in her shell and didn't express herself, sticking to herself and sometimes even asleep. She has changed and become more comfortable with sharing her thoughts and participating with her peers and counselors. **2nd Grade Student, PS 200, Gain in Being: 20%**

Comparing her current emotional regulation to her prior hyper and extroverted state, **Kim** has shown great development. Her newly discovered capacity for emotion control exemplifies her growth and exhibits a more level-headed and collected personality. **3rd Grade Student, PS 55, Gain in Being: 18%**

DOING

Doing represents increasing skills, self-regulation and ability to set and meet goals.

Sarah has transformed from a reserved and uncomfortable person to a proactive and self-assured individual. She actively accepts responsibilities, takes on projects and helps her peers with newfound boldness. She is more resourceful, strong and independent. **2nd Grade Student, PS 55, Doing Gain 22%**

Blake is learning to be a problem solver and a good listener with an open mind because, as a peer moderator, you have to be able to solve issues between your peers. Blake does an outstanding job at it. **4th Grade Student, PS 115, Doing Gain 16%**

I noticed that **Andre** thinks more before deciding. For example, he knows there are consequences for his actions and has been behaving better. **5th Grade Student, Beacon 172, Doing Gain: 14%**

RELATING

Relating indicates effective interactions and increasing show of support for peers.

Lucia has become a very good learner and is open to corrections and conversations with her peers. She always shares her opinion to let her peers and staff know what's happening. **2nd Grade Student, Beacon 216, Relating Gain: 22%**

Ben is more friendly and outgoing with his classmates. He rarely interacted with them before. Sometimes, he even does favors for other kids. If they drop something, he picks it up or pushes their chairs in if they forget to. He even offers to hold the door for the entire class when we are in the hallway. **3rd Grade Student, PS 55, Relating Gain: 17%**

Thomas is now patient with listening to his peers. He used to be very quiet but has now begun to talk to his other peers and become more social. **2nd Grade Student, PS 165, Relating Gain: 15%**

In Their Words: Parents



The afterschool program has taught my son how to interact with all types of kids. He realizes that not all kids are kind and respectful. It's teaching him the types of friends he wants to be with.

— PS 165



My daughter is extremely kind and happy, confident and building strong friendships. I attribute that to the Compass Leadership and Counselors.

— PS 115



My son feels happy and safe at Beacon. He has been able to make lots of friends and really enjoys the activities. For me, as a working parent, Beacon has been a lifesaver. I know my kid is in a safe environment after school. I also appreciate the full-day programs when school is closed.

— Beacon 158



What are most impactful are the skills my girls are learning through the different programs such as cooking. They enjoy creating their own meals. Also, they get to express themselves through the dance performances. They've developed a love for the arts.

— PS 266



I like that there is an hour of homework time followed by an activity to let him release his energy at the end of the day. He is always happy to be there. Thank you for making his after school life interesting and meaningful.

— Beacon 216



 **COMMONPOINT
QUEENS**
Community happens here

Sam Field Center
58-20 Little Neck Parkway
Little Neck, NY 11362
718-225-6750
commonpointqueens.org