



**THE SOCIAL-EMOTIONAL
LEARNING ACHIEVED BY
TRINITY EDUCATION FOR
EXCELLENCE PROGRAM (TEEP)**

A Trinity Boston Connects Program

Summer Intensive 2019

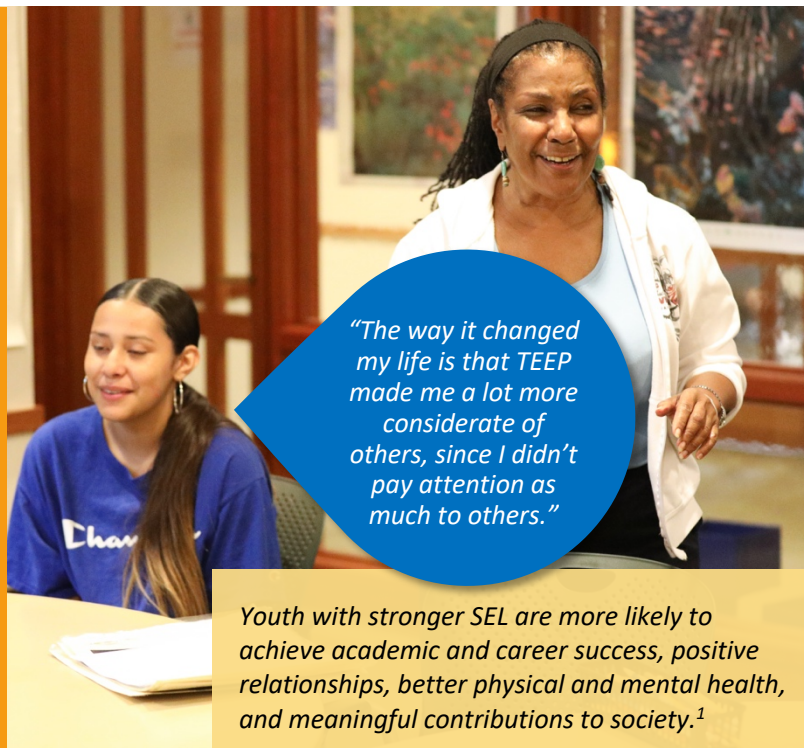


Analysis & Report by SEED Impact

TEEP is a three-to-six-year, tuition-free, out-of-school time pipeline program. It empowers middle and high school students to pursue excellence through academic enrichment and support, cultural and career exploration, and character and leadership development. 2019 marked TEEP's 20th anniversary.

Beginning as rising 7th graders, young people of color engage three consecutive summers in a five-week, summer intensive. Morning sessions focus on academic confidence through project-based curricula. Afternoon sessions focus on experiential learning (rowing, sailing, yoga, creative writing, photography). Participants meet for several community-building events during the school year. Graduates of the middle school program continue in TEEP's Leadership Development Program. They serve as mentors to their younger peers. They perform as paid counselors, and participate in year-round programming.

Fifty-seven middle-school youth participated in the 2019 summer intensive, including 27 rising seventh graders, 19 rising eighth-graders, and 11 rising ninth-graders.



"The way it changed my life is that TEEP made me a lot more considerate of others, since I didn't pay attention as much to others."

Youth with stronger SEL are more likely to achieve academic and career success, positive relationships, better physical and mental health, and meaningful contributions to society.¹

SUMMARY FINDINGS

SEED COMPETENCY LADDERS™

Trinity Boston Connects and the TEEP team worked closely with SEED Impact. Five-stage developmental Competency Ladders™ were customized to assess and accelerate growth in **Social Emotional Learning (SEL)**, a critical dimension of youth development.¹ Middle school youth were assessed by their counselors near the start and end of the five-week summer session.

Competency Ladder analyses point to a **21 percent gain** in SEL development this summer, as contrasted with a 25 percent gain last summer. TEEP's strong results over two years affirm that the social emotional skills taught are taking root in participants, and are consistent from year-to-year.

"I've used the 5 R's [community values] outside of TEEP to solve problems."



¹ Council of Distinguished Scientists National Commission on Social, Emotional and Academic Development. The Aspen Institute, September 2017.



HOW WE MEASURE SEL

Three competency ladders were used to assess changes in SEL from Pre to Post. SEL core competencies tend to be retained and carry over to new tasks and life challenges.

1 BEING:

Advancement up this ladder suggests that youth are more composed, capable, confident and self-directed. There is an elevation of spirit, more optimism about self and world.

2 DOING:

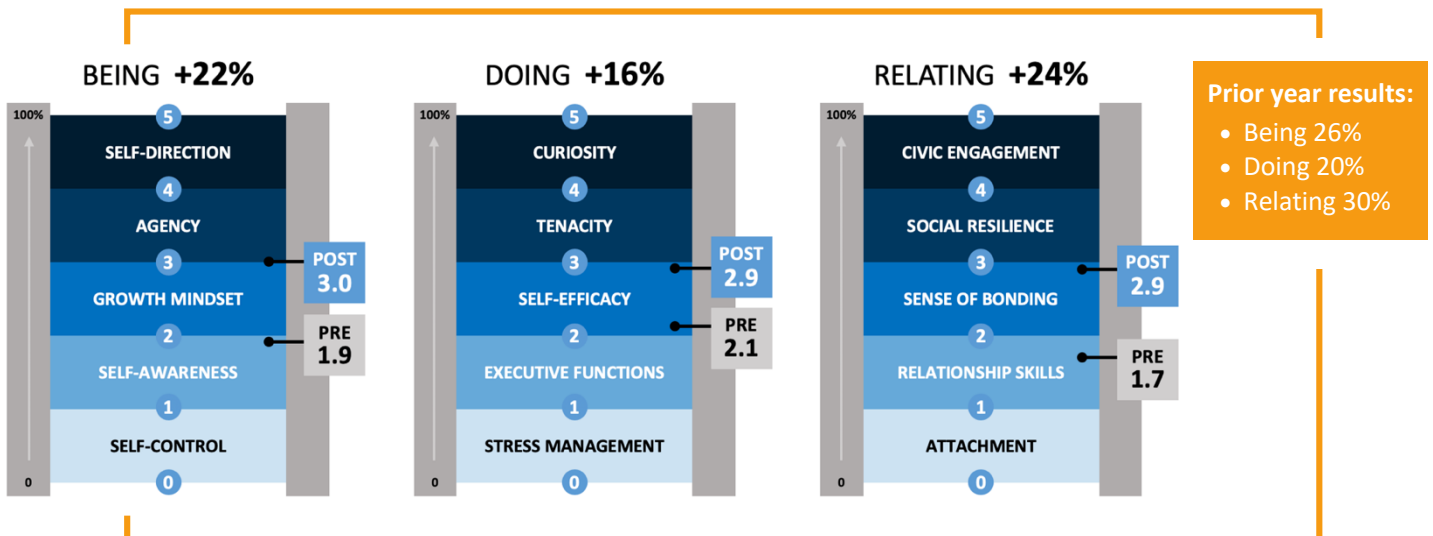
Advancement up this ladder indicates how youth make choices and take action. There is evidence of more able decision-making and readiness to take on bigger challenges.

3 RELATING:

Advancement up this ladder indicates that youth are more confident and comfortable interacting with others. There is evidence of peer encouragement and listening to youth and adults alike.

There were major advances in all three core competencies: Being, Doing, and Relating.

Fifty-seven youth participated in the 2019 summer intensive, including 27 rising seventh-graders, 19 rising eighth-graders, and 11 rising ninth-graders. Student gains in the three core competencies ranged from 16 to 24 percent.²



TEEP middle school students began the summer, on average, just entering the third stage of SEL development, suggesting they had some grounding in basic SEL practices and were poised to advance. By the end of the five-week summer program students had mastered this third stage.

² The numbers presented are the averages, Pre and Post. Although five-stage ladders are shown, the assessment tool uses 15 steps (three steps per stage). This allows us to capture upward movement both within and across stages. The percent gains indicate how much new SEL development has occurred.

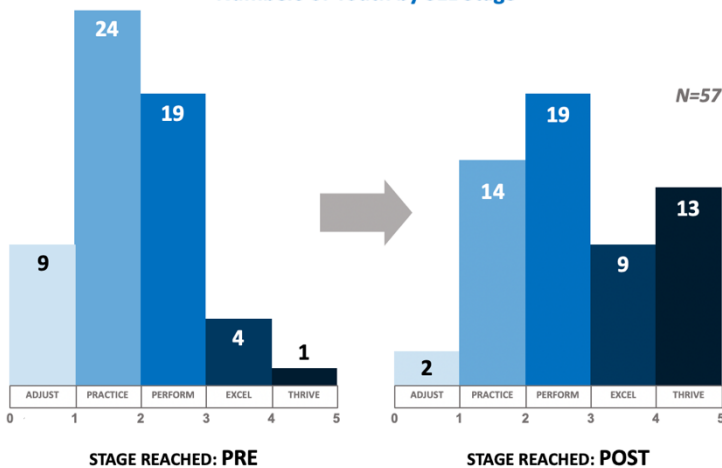
SEL DETAILED FINDINGS

The sum of their three competency ratings yields a total SEL score for each youth. The distribution of SEL scores at Pre and Post are shown below. Scores clearly demonstrate an upward shift from practice and performing toward excelling and thriving.

“TEEP helped improve my ability to set and achieve goals by helping me learn to work better with people. Some goals can only be achieved working with others.”

TEEP SUMMER INTENSIVE 2019 | Shift in SEL Scores Pre to Post

Numbers of Youth by SEL Stage



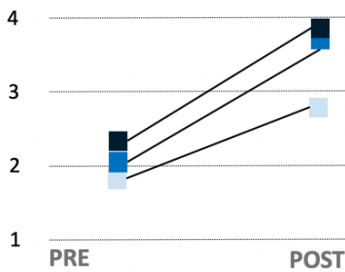
Change in Average Score

PRE: 1.9 → POST: 2.9

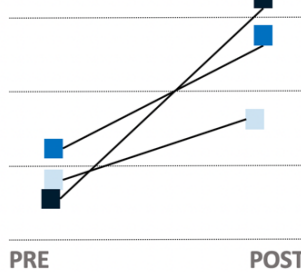
Movement of 57 Youth

- Significant increase in youth excelling and thriving (from 5 to 22 youth)
- Jumped two or more stages: **16**
- Jumped one stage: **17**
- Held steady: **18**
- Dropped one stage: **6**

SUMMER 2018



SUMMER 2019



Ninth graders made the greatest gains in both years. All youth began the summer program, on average, at SEL stage 2. In 2019 the average SEL score for 9th graders reached stage 4.2 (5.0 max).

THE TRANSFORMATIONAL VALUE OF TEEP

Camp counselors provided brief narrative descriptions, Pre and again Post. While explaining their ratings, they revealed insights that a number rating alone cannot deliver. From over fifty of these narratives, the following samples afford a glimpse of the transformative power of the TEEP summer experience.



“‘Sonia’, an 8th grader, made a ton of improvement throughout the summer. She was hard to manage but made the switch and bought-in. By the end of summer, she was confident and composed, whereas before she was overconfident and all over the place. She made much better choices to help her peers and herself. She was invested in the success of those around her.”

SEL increase 1.0 to 3.9

“At the start of the summer, ‘Ellis’, an 8th grader, participated but did not show full engagement. Over time, he took on bigger challenges with a small push from peers or staff. He was comfortable interacting with others but especially when he could do it with physical activity as a vehicle.”

SEL increase 1.1 to 3.2



“Early on, ‘Mia’, an 8th grader, had lost touch with the group. She was not participating authentically and just going through the motions. By the end, she was doing what it took to be a leader in the space. She was vocal, optimistic, and confident. She looked for opportunities to plan with her friends before she acted. She made good decisions in choosing friends and put a lot of trust into them. She sought out more challenges and surpassed expectations. She encouraged her peers, led by example, and listened to staff.”

SEL increase 1.3 to 3.2

“‘Anthony’, a 6th grader, came out of his shell sometimes, but mostly he was reading his Marvel comic book and bumping heads with some kids. At the end of the summer, he seemed to understand when he was doing wrong and fixed it in his future interactions. He was a better peer model for his teammates. He did the work necessary towards his goal of preparing himself for academic success. He related to his peers better. He saw they each had ways of being playful and knowing when not to cross that line.”

SEL increase from 0.7 to 3.1





“At the start of the summer, ‘Vicky’, an 8th grader, did not have much enthusiasm. She was much more composed and self-directed at the end of the five weeks. She did not look to others before she made decisions. She knew what to do and took on bigger challenges willingly. She was encouraging and spoke up a lot more than when the summer started.”

SEL increase from 1.9 to 4.4

“Jesus’, a 7th grader, was confident and comfortable from the start of the summer, and continued to grow. By the end, he was trying his best to be better for those around him and was a good decision maker. He was invested in the success of his peers and tried to be an example for those around him.”

SEL increase 2.3 to 4.6



“My counselors and the games we played help me a lot to get out of my shell and share my experiences.”

REFLECTIONS LOOKING FORWARD

The summer program is clearly a pivotal self-development opportunity for middle school students. It would be compelling to capture personal reflections from former participants who now co-lead activities for younger peers following in their footsteps.

This year the “participant retrospective survey” was not completed. It will be important to reinstitute this complementary self-assessment and gain feedback directly from youth engaged.

It will also be important to report the SEL growth of high school students. This will afford a fuller picture of the transformative effects of the six-year TEEP experience.

