



The Social-Emotional Learning Achieved by TEEP

Trinity Education for Excellence Program

The Trinity Education for Excellence Program (TEEP) is a multi-year, tuition-free, character and leadership development program for Boston’s youth of color. TEEP participants are recruited during their 6th grade year and enrolled for three consecutive summers, after which they are eligible for leadership training over four years of High School. The TEEP Summer Session includes five weeks of project-based academic work and experiential learning opportunities that include rowing, sailing, yoga, creative writing, and photography. The intent is for students to develop academic confidence and discover their voice.



This report summarizes the results of two independent assessments of middle school students in the 2018 summer session:

- TEEP and Trinity Boston Foundation worked closely with SEED Impact to customize developmental Competency Ladders™ to track, guide and accelerate growth in Social Emotional Learning (SEL), a critical dimension of youth development.¹
- The youth themselves self-assessed their personal experience of TEEP, using a separate, seven-item Retrospective Satisfaction Survey.



SUMMARY FINDINGS

Youth with stronger SEL are more likely to have:

- ✓ academic and career success,
- ✓ positive relationships,
- ✓ better physical and mental health,
- ✓ meaningful contributions to society.²

These findings affirm that the social emotional skills taught during the TEEP Summer Session are taking root in participants.

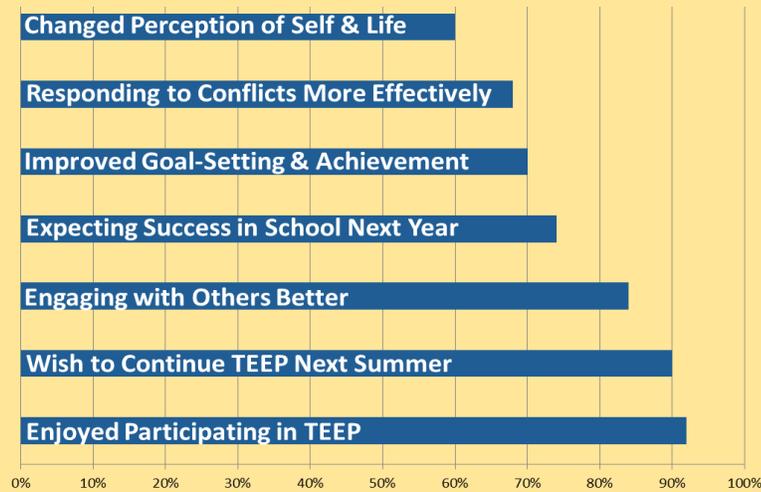
SEED Competency Ladder™ analyses point to **61 percent gain** achieved in one year in SEL development for 53 youth assessed at the start and end of the program.



¹ Across the field, SEL has been challenging to measure without lengthy surveys that yield questionable results. A white paper explaining the simple yet robust approach we are testing is available on request.

² Council of Distinguished Scientists National Commission on Social, Emotional and Academic Development. The Aspen Institute, September 2017.

Retrospective Satisfaction Survey findings revealed up to 92 percent of participants reporting significant gains:



Student self-ratings correlated with SEL gains on these elements:

1. Enjoyment in TEEP Participation
2. Interest to Continue with TEEP
3. Confidence in School Success Next Year

"I feel like I'm a better person and make better decisions."
-Tiffany, MS Student

"TEEP has taught me values I can use for the rest of my life."
-Deja, MS Student



THE TRANSFORMATIONAL VALUE OF THE TRINITY EDUCATION FOR EXCELLENCE PROGRAM

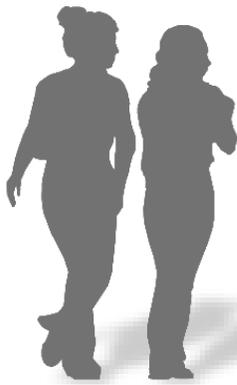
The following profiles bring to life the influence of TEEP in transforming the lives of summer session participants.

YOUTH WHOSE SEL SCORES MORE THAN DOUBLED – Narratives Provided By TEEP Staff



Arielle, a rising 8th grader, was way too quiet. She only talked to people when they talked to her, except for her cousin. During the summer, she made a connection with every student on our team. She has grown as a leader by always keeping the team on track, and grown as a young lady by being comfortable with staff members on a personal level.





Francesca, a rising 9th grader, has made a complete turnaround from the first week of TEEP, when she showed up, but needed to work on coming out of her shell and more actively participate in TEEP. By the end of the summer, she was an asset to the TEEP community, having grown emotionally and learned to express herself more openly to her peers and leaders.

As defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL):

“Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

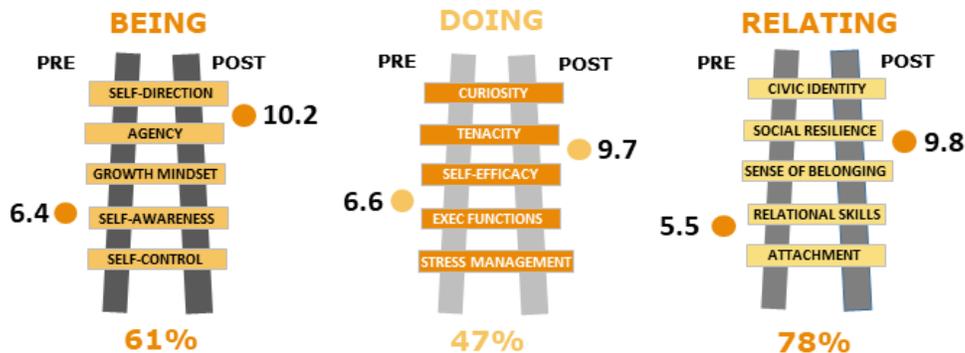
DETAILED COMPETENCY STUDY RESULTS

We analyze SEL in three domains:

- **BEING:** emotional competency; how learners view and carry themselves
- **DOING:** cognitive skills; how technically prepared they are to respond to challenges
- **RELATING:** interpersonal skills; how well they interact with others

Competencies in all three domains tend to be retained and carry over to new tasks and life challenges.

On average, increases were achieved in each SEL competency domain, as follows:



“I have learned to handle my stress better than before.”

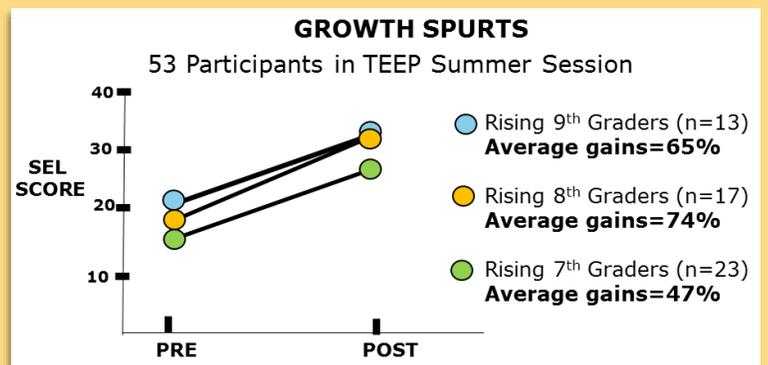
-Matthew, MS Student

“It is commonly understood that youth concentrated in under-resourced communities are more likely to experience trauma and community violence, which greatly affects their ability to learn and engage in schools.” -Bragin & Bragin, 2010

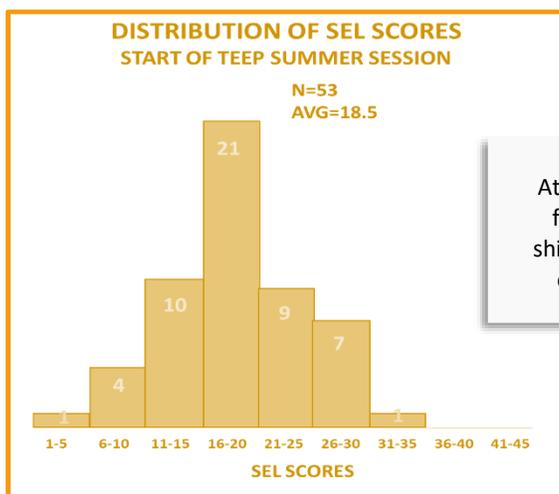
TEEP is changing the odds for Boston youth.

The greatest SEL gains were achieved, on average, by the rising 8th graders (74 percent gain).

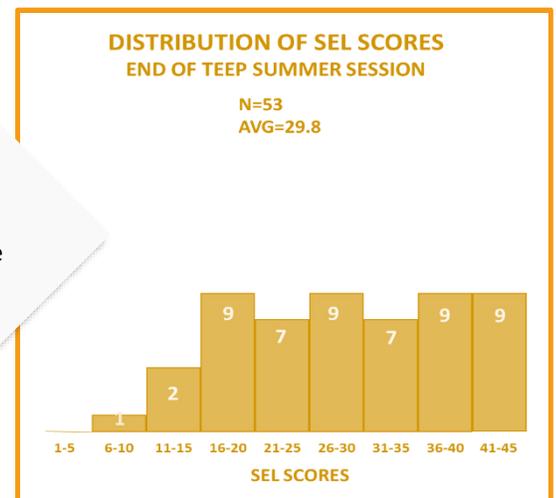
Average SEL gains for the rising 7th graders and rising 9th graders were 47 percent and 65 percent respectively.



The charts below show how the overall **61 percent one-year increase in SEL** was distributed. At the start of the TEEP Summer Session, the SEL Scores were normally distributed around an average score of 18.5 (out of 45 max).



At the end of the summer session, five weeks later, SEL scores had shifted significantly and were more evenly distributed to the right.



"I try to be more creative with things. Using my imagination makes everything better."
-Brieanne, MS Student

"TEEP helped me make sure I think about situations differently."
-Claire, MS Student

"I am comfortable with the uncomfortable and restrain myself more."
-Alex, MS Student