4.0 NEW NORMAL WAVE: Evaluation Findings

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4.0 NEW NORMAL WAVE: EVALUATION FINDINGS

EXECUTIVE SUMMARY

In 2020, the Center for Research in Education and Social Policy (CRESP) at the University of Delaware (UD) entered into a formal research-practice partnership (RPP) with the 4.0 organization. Through funding from multiple organizations, 4.0 works to remove barriers to innovation by investing in community-centered education ideas. Fellowships offered through these investments are based on the Four-C model of coaching, curriculum, community, and cash.

The New Normal Wave (NNW) fellowship program was started in Spring 2020 by 4.0 to address problems stemming from or intensified by the COVID-19 pandemic. The fellowship was created to support *projects focused on social- emotional learning (SEL)* and *trauma/healing support*. UD-CRESP was contracted to evaluate the NNW initiative. This report outlines evaluation findings from analyses of the NNWdata.

Forty-eight projects were funded through the NNW program. Some projects focused on youth SEL, while others focused on families or community members. The evaluation design was a pre-post, multiple-group impact study focused on understanding the effects of multiple interventions on SEL outcomes. Implementation data were collected from all pilot projects; SEL-related data were collected from projects that focused on school-aged youth (grade 3 and above) and/or adults. Across the 48 NNW projects, 30 pilots (62.5%) completed pre-implementation rubrics, while 39 (81.3%) completed post-implementation rubrics. In addition, approximately 245 youth responded to the pre-survey, and over 260 youth responded to the post-survey. Evaluation data also includes over 90 adult survey responses. Findings from projects that responded to the post-implementation rubric (39; 81.3%) include:

- Fellows estimated there were 1,170 participants in the NNW pilots. Many projects focused on adults (24 projects; 638 participants), followed by high-school aged youth (14 projects; 138 participants).
- Nearly all projects (97.4%) ran virtually or in a hybrid format; only one project was face-to-face.
- Primary outcomes of the pilots were self-awareness, self-confidence, growth mindset, self-management, and relationship skills.

Of participants who responded to the adult post-survey, most (85.5%) were between the ages of 19 and 49. Findings from the adult survey include:

- Over half of participants (58.1%) identified as a person of color.

- About two-thirds of respondents (66.3%) rated themselves as very or somewhat knowledgeable in using SEL strategies. Over half (59.6%) had at least some training on using SEL strategies with youth; fewer (39.1%) had at least some training on using SEL strategies with adults.
- Most respondents (97.0%) agreed or strongly agreed that the needs for socio-emotional support for youth as well as adults has increased during COVID-19. Nearly all (99.0%) of respondents said that anxiety in youth had increased due to COVID-19; 100% said anxiety in adults had increased due to COVID-19.
- Over half of respondents were very or extremely likely to recommend the program to a friend and continue participation, if the program was offered.

Over 250 youth completed a survey administered after participation in the pilot. Findings from the youth surveys include:

- When asked whether a series of statements were like them, the areas in which youth disagreed with the most included: "*Adults in my town or city listen to what I have to say;*" "*I am popular with others my age;*" "*I feel like an important member of my local community;*" "*I have a lot of friends;*" and "*I give time and money to make life better for other people.*" Responses on these items were consistent on both the pre- and post-survey.
- Items that youth most identified with (i.e., said were most like them) focused on how they want to help people who they see being picked on, treated unfairly, or hurt or upset. Another statement that many respondents identified with was "*My friends care about me.*" Interestingly, agreement with the item "*I am excited about my future*" dropped considerably between the pre- and post-survey; this change may relate to outside events, heavily covered in the media, around the time of the post-survey.
- Over 25% of youth indicated that it was mostly or completely true that *"I can't change how smart I am"* on both the pre- and post-survey.
- Regarding social awareness, about 40% of youth disagreed with the statement "*I am comfortable describing my feelings.*" This was echoed in post-survey comments, where respondents expressed reluctance and discomfort when discussing sensitive topics.
- Youth participants provided several recommendations for future programs: include more time for in-person sessions; extend the length of the program; integrate more physical activities; expand the marketing and reach in their community; and structure the program as an outlet for socializing and stress release (and make it less like school).

The full report (T21.010) provides a detailed accounting of evaluation findings. Researchers from UD-CRESP are available to answer questions regarding analyses presented in this report or to assist in their interpretation. For more information, please contact Sue Giancola at **giancola@udel.edu**.

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INTRODUCTION

In 2020, the Center for Research in Education and Social Policy (CRESP) at the University of Delaware (UD) entered into a formal research-practice partnership (RPP) with the 4.0 organization. Through funding from multiple organizations, 4.0 works to remove barriers to innovation by investing in community-centered education ideas. Fellowships offered through these investments are based on the Four-C model of coaching, curriculum, community, and cash.

The New Normal Wave (NNW) fellowship program was started in Spring 2020 to address problems stemming from or intensified by the COVID-19 pandemic. Specifically, NNW fellowships were created to support *projects focused on social- emotional learning and trauma/healing support.* CRESP was contracted to evaluate the NNW initiative as part of the RPP with 4.0. The NNW evaluation intends to understand the impacts of projects supported through the NNW fellowship. This report outlines evaluation findings from analyses of the NNW data.

METHOD

The NNW evaluation planning began in June 2020; data collection occurred from November 2020 through March 2021. The target populations for the evaluation included NNW Fellows, as well as youth and adults who participated in their pilot interventions. In early August, the evaluation team conducted a webinar for NNW Fellows; the webinar was intended to introduce participants to the evaluation, as well as to describe the evaluation purpose, process, and instruments.

At the conclusion of the data collection, each project that collected data was provided with datafiles containing their individual project's data, as well as a codebook describing each variable. To maintain confidentiality, datafiles were only provided to projects where there were sufficient data such that identity could not be deduced. In addition, data were scrubbed for identifying information prior to distribution to projects. Finally, to encourage use of data by projects and to build capacity to analyze their own data, a workshop was provided for projects that wanted more information on how to use Excel for data analysis.

EVALUATION DESIGN

The evaluation design was a pre-post, multiple-group impact study focused on understanding the effects of multiple interventions on socio-emotional learning (SEL) outcomes. Implementation data were collected from all pilot projects; SEL-related data were collected from projects that focused on school-aged youth (grade 3 and above) and/or adults. The evaluation design and all instruments were submitted through the UD Institutional Review Board. The study

was approved on October 27, 2020 through Expedited Review. A copy of the IRB Approval Letter is provided in Appendix A. All instruments were administered electronically through Qualtrics.

Implementation Rubric: In order to better understand the pilot interventions designed by the NNW Fellows, instrumentation included an implementation rubric. The rubric was intended to understand basic descriptive information for each pilot and inform the aggregation of data across interventions based on multiple factors. The rubric asked each program to describe the focus of intervention, nature of intervention, target population of intervention, duration of pilot, and format of pilot (i.e., in-person, virtual, or hybrid). Further, several dimensions of the pilot were assessed:

- Component 1: Implementation structure;
- Component 2: Training before pilot delivery;
- Component 3: Organization of pilot delivery;
- Component 4: Intended outcomes of the pilot;
- Component 5: Participant familiarity with each other;
- Component 6: Participant experience with pilot activities/focus;
- Component 7: Participant interaction with each other during pilot; and
- Component 8: Participant feedback on pilot activities.

The rubric was administered twice, prior to implementation in order to determine intended implementation and at the end of implementation to determine if the initial expectations had changed, or if the program was able to be implemented as planned. Select items from the implementation rubric are provided in Appendix B.

Adult Participant Post Survey: A post-survey for adult participants was administered to capture program perceptions, understand knowledge of and experiences with SEL strategies, and collect demographic information on participants. The adult participant survey was available in both English and Spanish. The adult survey codebook is included in Appendix D.

Youth Pre-Post Survey: In addition, youth pre-post surveys were conducted to understand SEL outcomes; the youth survey included a partial adaptation of the Positive Youth Development Questionnaire (based on the Five Cs model: Competence, Confidence, Character, Caring, and Connection) as well as Growth Mindset and Social Awareness items. The youth survey codebook is included in Appendix C.

Additional Tools Developed but not Used: Post-surveys for site leaders and NNW grantees (also referred to as Fellows) were also developed. The site leaders post-survey was created to understand their perspective of the intervention and its implementation, impact, and likelihood of sustainability. The post-survey for NNW grantees was intended to assess implementation

experiences, perceptions, and lessons learned. To avoid potential overlap in data collections as well as survey fatigue, neither of these surveys were implemented in lieu of existing 4.0 data collection plans.

The target populations for the evaluation included 1) 48 projects, led by 68 NNW Fellows, funded through the NNW program; 2) adult participants from pilot interventions with an adult component; and 3) youth participants from pilot interventions with a youth component. Note that pilots focusing on early childhood were included in data collection for the implementation rubric, but were below the age limit for the youth surveys.

FINDINGS

Across the 48 NNW projects funded, 30 pilots (62.5%) completed pre-implementation rubrics, while 39 (81.3%) completed post-implementation rubrics. Some projects focused on youth SEL, while others focused on families or community members. In addition, approximately 245 youth responded to the pre-survey, and over 260 youth responded to the post-survey. Evaluation data also includes over 90 adult survey responses. The following sections include findings by evaluation instrument: implementation rubric, adult post-survey, and youth pre-post survey.

IMPLEMENTATION RUBRIC

Pilots funded through the NNW fellowship program were diverse, with some specifically targeting SEL outcomes and others having SEL dimensions as secondary outcomes. As described, the tool collected both basic descriptive information regarding each pilot (eg., duration, format), as well as key components such as structure and outcomes. Each dimension is used within the evaluation to understand implementation variation, including the degree to which implementation factors relate to SEL outcomes.

PRE-IMPLEMENTATION RUBRIC RESULTS

Prior to starting their Pilot, NNW Fellows were asked a series of questions to understand the intended focus of their pilot. The proposed population focus of the projects varied from Pre-K to adults. Of those completing the pre-implementation rubric, six respondents said their project would include Pre-K children, 23 planned to focus on school-age youth, five on young adults, and 16 on adults. Note that some projects planned more than one population focus.

The number of days fellows expected the pilot to run ranged from three to 60 days, with the average being 21.4 days. Fellows expected to offer an average of 69.3 hours of programming during that time, although responses ranged from eight to 180 hours. Fellows expected, on average, 38.1 of these hours to be spent working directly with their community, with these hours ranging from a

low of 0 hours to 156 hours working directly with the community. The anticipated number of staff/volunteers by pilot ranged from one to 20, with the average being 4.6.

Of the 29 fellows responding to the question regarding the delivery format of their pilot, only one project planned to run their pilot in-person. Most fellows (21) planned to implement online, with five designing a hybrid format. Two projects were unsure whether they would meet in-person or online, and were waiting from guidance on whether there would be a return to in-person school in their district.

The following tables provide information on eight dimensions of the proposed pilots: implementation structure, training, organization of activities, intended outcomes, participant familiarity, participant experience, participant interaction, and participant feedback opportunities.

Table 1: Implementation Structure of Pilot (Component 1)

Item	Number of Respondents	Percent of Respondents
1. The program is offered <u>virtually</u> to *1 group of participants*.	18	64.3%
2. The program is offered <u>virtually</u> to *multiple groups of participants*.	7	25.0%
3. The program is offered <u>in person</u> at *1 site to 1 group of participants*.	2	7.1%
4. The program is offered <u>in person</u> at *2 sites*.	0	0.0%
5. The program is offered <u>in person</u> at *more than 2 sites*.	0	0.0%
6. Other (please specify): "*I had one face-to-face for the introduction and the rest virtual and hybrid.*"	1	3.6%
TOTAL:	28	100.0%

Table 2: Training Before Pilot Delivery (Component 2)

Item	Number of Respondents	Percent of Respondents
1. Staff/volunteers receive *formal training* <u>prior</u> to implementation.	9	32.1%
2. Staff/volunteers receive *on-the-job training* <u>during</u> implementation.	4	14.3%
3. No training is needed for staff/volunteers.	13	46.4%

4. Other (please specify):
   "*Staff/volunteers receive both formal training prior to implementation and on-the-job training during implementation.*"
   "*No training; team just reviews the weekly curriculum, theme, and videos.*"
	2	7.1%

TOTAL:	28	100.0%

Table 3: Organization of Pilot Delivery (Component 3)

Item		Frequently	Sometimes	Seldom	Not at all	Total
How often are each of these strategies used in your Pilot?						
1. Small group activities	n	15	9	2	2	28
	%	43.6%	32.1%	7.1%	7.1%	
2. Individual activities	n	12	13	1	2	28
	%	42.9%	46.4%	3.6%	7.1%	
3. Whole group activities	n	18	5	2	3	28
	%	64.3%	17.9%	7.1%	10.7%	
4. Lecture	n	6	9	5	8	28
	%	21.4%	32.1%	17.9%	28.6%	
5. Hands-on activities	n	14	9	2	2	27
	%	51.9%	33.3%	7.4%	7.4%	
6. Discussion-based activities	n	16	10	1	1	28
	%	57.1%	35.7%	3.6%	3.6%	
7. Direct instruction	n	6	12	6	3	27
	%	22.2%	44.4%	22.2%	11.1%	

Other methods of pilot delivery that respondents planned included: at home activities, handbooks, surveys/polls, visits from previous participants, and working on different streams of a business.

Table 4: Intended Outcomes of the Pilot (Component 4)

Item		Primary/ Important Outcome	Secondary Outcome	Not an Intended Outcome	Total
Please rate the degree to which the following are intended outcomes of your Pilot.					
1. Social awareness	n	14	10	4	28
	%	46.7%	33.3%	13.3%	
2. Self-management	n	18	7	3	28
	%	60.0%	23.3%	10.0%	
3. Self-awareness	n	22	4	2	28
	%	73.3%	13.3%	6.7%	
4. Relationship Skills	n	18	8	2	28
	%	60.0%	26.7%	6.7%	
5. Responsible Decision-Making	n	14	8	6	28
	%	46.7%	26.7%	20.0%	
6. Growth Mindset	n	17	9	2	28
	%	56.7%	30.0%	6.7%	
7. Self-Confidence	n	20	5	3	28
	%	66.7%	16.7%	10.0%	
8. Character Building	n	12	9	7	28
	%	42.9%	32.1%	25.0%	

Other outcomes that respondents mentioned include connection with nature, engagement, mindfulness, problem-solving, resilience, self-advocacy and empowerment, self-compassion, social justice awareness, emotional awareness, empathy, health and wellness, identity affirmation, innovation, external community integration, leadership, self-control, public speaking, job opportunities, and teaching skills for home-schooling parents.

Table 5: Participant Familiarity with Each Other (Component 5)

Item	Number of Respondents	Percent of Respondents
1. Participants know each other well prior to the Pilot.	9	32.1%
2. Participants have met prior to the Piot, but do not know each other well.	3	10.7%
3. Most participants have not met prior to the Pilot, but a few participants know each other.	8	28.6%
4. Prior to the Pilot, participants did not know each other.	6	21.4%
5. Other (no descriptions provided).	2	7.1%
TOTAL:	28	100.0%

Table 6: Participant Experience with Pilot Activities/Focus (Component 6)

Item	Number of Respondents	Percent of Respondents
1. All Pilot activities and topics are new to the participants.	9	32.1%
2. Some, but not all, Pilot activities and topics are new to the participants.	12	42.9%
3. Some, but not all, participants have prior experience with Pilot activities.	6	3.6%
4. All participants have prior experience with Pilot activities and topics.	1	21.4%
TOTAL:	28	100.0%

Table 7: Participant Interaction with Each Other DURING the Pilot (Component 7)

Item	Number of Respondents	Percent of Respondents
1. Participants regularly and frequently interact/work with each other.	14	41.9%
2. Participants sometimes interact/work with each other.	9	33.3%
3. Participants rarely interact/work with each other.	1	3.7%
4. Participants do not interact/work with one other.	2	7.4%
5. Other (no descriptions provided).	1	3.7%
TOTAL:	27	100.0%

Table 8: Participant Feedback on Pilot Activities (Component 8)

Item	Number of Respondents	Percent of Respondents
1. Participants provide feedback after each session.	13	48.1%
2. Participants provide feedback a few times throughout the Pilot.	11	40.7%
3. Participants provide feedback at the end of the Pilot.	2	7.4%
4. Participants do not provide feedback on the Pilot.	0	0.0%
5. Other (no descriptions provided).	1	3.7%
TOTAL:	27	100.0%

POST-IMPLEMENTATION RUBRIC RESULTS

After completing their Pilot, NNW Fellows were asked to complete the implementation rubric a second time, to understand the actual implementation of planned activities. The actual population focus of the projects varied from Pre-K to adults. Of those completing the post-implementation rubric, three respondents said their project included Pre-K children, 32 focused on school-age youth, seven on young adults, and 24 on adults. Note that some projects had more than one population focus. Across these projects, there were 1,170 participants. See Table 9 for a breakout of participants by population group.

Table 9: Number of Participants by Population, Post-Implementation[*]

Item	Number of Projects	Number of Participants
Number of <u>Early Childhood</u> Participants (Pre-K and earlier)	3 projects	52
Number of <u>Youth</u> Participants (Elementary; about grades K-5)	10 projects	120
Number of <u>Youth</u> Participants (Middle; about grades 6-8)	8 projects	136
Number of <u>Youth</u> Participants (High; about grades 9-12)	14 projects	183
Number of <u>Young Adult</u> Participants (about <u>ages</u> 18-21)	7 projects	41
Number of <u>Adult</u> Participants	24 projects	638
TOTAL:		1,170

[*]Note: Some projects focused on multiple participant populations.

The number of days fellows spent on their pilot ranged from two to 24 days, with the average being 21.2 days. The number of hours that the fellows spent on their pilot ranged from five to 480 hours, with the average being 83.0 hours. Fellows said, on average, 41.7 of these hours were spent working directly with their community, with these hours ranging from a low of three hours to 200 hours working directly with the community. The number of staff/volunteers by pilot ranged from one to 31, with the average being 4.3.

Of the 39 projects responding to the question regarding the delivery format of their pilot, only one fellow ran their pilot in-person. Most fellows (32) implemented their project online, with five implementing in a hybrid format. One project implemented primarily online, with the exception of one participant who they were able to work with in-person.

Tables 10-17 provide information on eight dimensions of the implementing pilot projects: implementation structure, training, organization of activities, intended outcomes, participant familiarity, participant experience, participant interaction, and participant feedback opportunities.

Table 10: Implementation Structure of Pilot (Component 1), Post-Implementation

Item	Number of Respondents	Percent of Respondents
1. The program is offered <u>virtually</u> to *1 group of participants.*	18	46.2%
2. The program is offered <u>virtually</u> to *multiple groups of participants.*	17	43.6%
3. The program is offered <u>in person</u> at *1 site to 1 group of participants.*	0	0.0%
4. The program is offered <u>in person</u> at *2 sites.*	1	2.6%
5. The program is offered <u>in person</u> at *more than 2 sites.*	1	2.6%

6. Other (please specify):
    "*1:1 over the telephone*"
    "*multiple groups/virtually 1 group in person*"
	2	5.1%

TOTAL:	39	100.0%

Table 11: Training Before Pilot Delivery (Component 2), Post-Implementation

Item	Number of Respondents	Percent of Respondents
1. Staff/volunteers receive *formal training* <u>prior</u> to implementation.	12	30.8%
2. Staff/volunteers receive *on-the-job training* <u>during</u> implementation.	6	15.4%
3. No training is needed for staff/volunteers.	20	51.3%
4. Other (please specify): "*Staff/volunteers receive both formal training prior to implementation and on-the-job training during implementation.*"	1	2.6%
TOTAL:	39	100.0%

Table 12: Organization of Pilot Delivery (Component 3), Post-Implementation

Item		Frequently	Sometimes	Seldom	Not at all	Total
How often are each of these strategies used in your Pilot?						
1. Small group activities	n	21	8	4	6	39
	%	53.8%	20.5%	10.3%	15.4%	
2. Individual activities	n	23	11	4	1	39
	%	59.0%	28.2%	10.3%	2.6%	
3. Whole group activities	n	29	8	1	1	39
	%	74.4%	20.5%	2.6%	2.6%	
4. Lecture	n	6	6	17	10	39
	%	15.4%	15.4%	43.6%	25.6%	
5. Hands-on activities	n	17	14	3	4	38
	%	44.79%	36.8%	7.9%	10.5%	
6. Discussion-based activities	n	25	12	1	1	39
	%	64.1%	30.8%	2.6%	2.6%	
7. Direct instruction	n	9	14	10	5	38
	%	23.7%	36.8%	26.3%	13.2%	

Other methods of pilot delivery that respondents used included: independent work time, interviews with response based on information given, office hours, one-on-one coaching, play-based activities, tutorials, direct messaging, workshops, and asynchronous learning.

Table 13: Intended Outcomes of the Pilot (Component 4), Post-Implementation

Item		Primary/ Important Outcome	Secondary Outcome	Not an Intended Outcome	Total
Please rate the degree to which the following are intended outcomes of your Pilot.					
1. Social awareness	n	20	15	4	39
	%	51.3%	38.5%	10.3%	
2. Self-management	n	22	11	6	39
	%	56.4%	28.2%	15.4%	
3. Self-awareness	n	27	6	6	39
	%	69.2%	15.4%	15.4%	
4. Relationship Skills	n	22	13	4	39
	%	56.4%	33.3%	10.3%	
5. Responsible Decision-Making	n	16	13	10	39
	%	41.0%	33.3%	25.6%	
6. Growth Mindset	n	24	9	5	38
	%	63.2%	23.7%	13.2%	
7. Self-Confidence	n	27	9	3	39
	%	69.2%	23.1%	7.7%	
8. Character Building	n	12	18	9	39
	%	30.8%	46.2%	23.1%	

Other outcomes that respondents mentioned include accurate information, community building, creative confidence, entrepreneurial mindset, mindfulness, resilience, supportive relationship with adult, understanding of most valuable product features, collaboration, emotions, healthy digital communication, organizational skills, referrals to pertinent resources, wellness, empathy, self-control, creative thinking, and empowerment.

Table 14: Participant Familiarity with Each Other (Component 5), Post-Implementation

Item	Number of Respondents	Percent of Respondents
1. Participants know each other well prior to the Pilot.	5	12.8%
2. Participants have met prior to the Piot, but do not know each other well.	7	17.9%
3. Most participants have not met prior to the Pilot, but a few participants know each other.	11	28.2%
4. Prior to the Pilot, participants did not know each other.	13	33.3%
5. Other (no descriptions provided).	3	7.7%
TOTAL:	39	100.0%

Table 15: Participant Experience with Pilot Focus (Component 6), Post-Implementation

Item	Number of Respondents	Percent of Respondents
1. All Pilot activities and topics are new to the participants.	13	33.3%
2. Some, but not all, Pilot activities and topics are new to the participants.	14	35.9%
3. Some, but not all, participants have prior experience with Pilot activities.	10	25.6%
4. All participants have prior experience with Pilot activities and topics.	2	5.1%
TOTAL:	39	100.0%

Table 16: Participant Interaction with Each Other DURING the Pilot (Component 7), Post-Implementation

Item	Number of Respondents	Percent of Respondents
1. Participants regularly and frequently interact/work with each other.	20	51.3%
2. Participants sometimes interact/work with each other.	14	35.9%
3. Participants rarely interact/work with each other.	2	5.1%
4. Participants do not interact/work with one other.	3	7.7%
TOTAL:	39	100.0%

Table 17: Participant Feedback on Pilot Activities (Component 8), Post-Implementation

Item	Number of Respondents	Percent of Respondents
1. Participants provide feedback after each session.	8	20.5%
2. Participants provide feedback a few times throughout the Pilot.	21	53.8%
3. Participants provide feedback at the end of the Pilot.	7	17.9%
4. Participants do not provide feedback on the Pilot.	3	7.7%
TOTAL:	39	100.0%

ADULT PARTICIPANT POST-SURVEY

ADULT PARTICIPANT DEMOGRAPHICS

New Normal Wave adult pilot participants were asked a series of questions to gather background information on their demographic characteristics; see Tables 18 through 21 for details. Most respondents said they were under the age of fifty, with the majority identifying as 30 – 39 (34.4%). Roughly three-quarters (77.7%) of the respondents identified as a woman. Some respondents identified as a man (19.2%) and the remaining preferred not to disclose their gender identity (1.1%) or selected multiple options (2.1%). One respondent (1.1%) identified as non-binary or transgender. With regard to ethnicity, many respondents said they identify as Black or African American (48.9%). The remaining respondents identified as White (25%), Asian or Asian American (8.7%), Hispanic or Latino (8.7%), selected multiple options (5.4%), or said their ethnicity was not included (3.3%). In the description, this person described their ethnicity as "*mixed*." More than half of the respondents (58.1%) said they identify as a person of color.

Table 18: Participant Age

Age Group	n	%
19-29	25	27.8
30-39	31	34.4
40-49	21	23.3
50-59	7	7.8
60-69	5	5.6
70-79	1	1.1

n = 90.
Note: age responses were categorized into groups for convenient presentation.

Table 19: Participant Gender Identity

Gender identity	n	%
Woman	73	77.7
Man	18	19.2
I'd rather not say[a]	1	1.1
Multiple options selected	2	2.1
Identifies as transgender or non-binary	**n**	**%**
Yes	1	1.1
No	89	94.7
I'd rather not say	4	4.3

n = 94
[a]Note: respondent did not specify their response.

Table 20: Ethnicity

Ethnicity	n	%
Black or African American	45	48.9
White	23	25.0
Asian or Asian American	8	8.7
Hispanic or Latino	8	8.7
Multiple options selected	5	5.4
My ethnicity is not included here[b]	3	3.3

n = 92
[b]Note: one respondent specified "mixed"; the remaining two respondents did not specify their response.

Table 21: Identification as a Person of Color

Identify as a person of color	*n*	%
Yes	54	58.1
No	30	32.3
I prefer not to answer	4	4.3
I don't know	5	5.4

n = 129.

ADULT PARTICIPANT SURVEY FINDINGS

Adult pilot participants were asked a series of questions to gather general feedback about their experience with the program; see Tables 22 through 24 for details. Respondents were asked to rate how likely they would be to remain participating if the pilot were to continue on a scale from 1 to 10 (with 10 being extremely likely; see Table 22). Almost all of the respondents replied with a 5 or higher, with many (43.9%) responding with a 10 (extremely likely). Participants were also asked to rate on a scale from 1 to 10 how likely they would be to recommend the pilot to a friend (Table 14). Similarly, almost all of the respondents replied with a 5 or higher, with many (48.8%) rating the likelihood as a 10 (extremely likely). These findings indicate that most respondents would be likely to continue in the program (if offered), as well as recommend it to a friend.

Table 22: Likelihood of Continued Participation

	N	%
1	1	1.2
2	3	3.7
3	1	1.2
4	2	2.4
5	4	4.9
6	6	7.3
7	8	9.8
8	9	11.0
9	12	14.6
10 (Extremely Likely)	36	43.9

n = 82.

Table 23: Likelihood of Recommending to a Friend

	N	%
1	1	1.2
2	2	2.4
3	2	2.4
4	1	1.2
5	3	3.7
6	4	4.9
7	6	7.3
8	11	13.4
9	12	14.6
10 (Extremely Likely)	40	48.8

n = 82.

Participants were asked to rate their agreement with six statements related to their experience attending the pilot (see Table 24). Agreement with these statements was high overall; at least 98% of respondents agreed with each statement, with at least 63% in strong agreement. For example, every respondent agreed or strongly agreed that they felt like they belonged, felt welcome, and enjoyed being at the pilot. However, one respondent (1.3%) strongly disagreed that they were treated with respect at the pilot and a different respondent (1.3%) disagreed that the pilot team really listened to what they had to say. Overall, the results are positive and suggest that the overwhelming majority of respondents found the pilot project they participated in to be an enjoyable experience where they felt welcome.

Table 24: Agreement with Statements regarding the Pilot

How much do you agree or disagree with each of the following statements?	Strongly Disagree	Disagree	Agree	Strongly Agree
At [PILOT NAME], I am treated with respect.	1	0	23	56
	1.3%	0.0%	28.8%	70.0%
The [PILOT NAME] team really listens to what I have to say.	0	1	25	54
	0.0%	1.3%	31.3%	67.5%
At [PILOT NAME], what I say matters to the [PILOT NAME] Team.	0	0	28	52
	0.0%	0.0%	35.0%	65.0%
When at [PILOT NAME], I feel like I belong.	0	0	29	51
	0.0%	0.0%	36.3%	63.8%
I feel welcome at [PILOT NAME].	0	0	28	52
	0.0%	0.0%	35.0%	65.0%
I enjoy being at [PILOT NAME].	0	0	27	53
	0.0%	0.0%	33.8%	66.3%

n = 80.

Participants were asked a series of questions to gather feedback specific to the social-emotional learning (SEL) strategies addressed during the pilot. See Tables 25 through 33 for details. Respondents were asked about their level of experience and prior training regarding the use of SEL strategies with youth and adults and their level of knowledge in using SEL strategies. The majority of respondents had moderate (45.2%) or a great deal of experience (29.8%) in using SEL strategies with *youth* (Table 25). Whereas most had moderate (42.9%) or a little experience (33.3%) in using SEL strategies with *adults* (Table 26). With regard to training, many respondents (41.7%) had some training in using SEL strategies with youth (Table 27); whereas the majority had some (32.1%), limited (33.3%), or no training (28.6%) in using SEL strategies with adults (Table 28). When asked about their level of knowledge is using SEL strategies, only 6.5% of respondents said they had no knowledge. Half of respondents (50%) said they were somewhat knowledgeable (Table 29). These findings appear to show that respondents in general tended to have greater experience and prior training in using SEL strategies with youth than with adults; although, most respondents felt at least a little knowledgeable in using SEL strategies.

Table 25: Experience using SEL Strategies with Youth

	n	%
A great deal of experience	25	29.8
Moderate experience	38	45.2
A little experience	13	15.5
No experience at all	8	9.5

$n = 84$.

Table 26: Experience using SEL Strategies with Adults

	n	%
A great deal of experience	6	7.1
Moderate experience	36	42.9
A little experience	28	33.3
No experience at all	14	16.7

$n = 84$.

Table 27: Prior Training on using SEL Strategies with Youth

	n	%
Yes, I have had extensive training on using SEL strategies with youth	15	17.9
Yes, I have had some training using SEL strategies with youth	35	41.7
I have had limited training on using SEL strategies with youth	19	22.6
I have not received training on using SEL strategies with youth	15	17.9

n = 84.

Table 28: Prior Training on using SEL Strategies with Adults

	n	%
Yes, I have had extensive training on using SEL strategies with adults	5	6.0
Yes, I have had some training using SEL strategies with adults	27	32.1
I have had limited training on using SEL strategies with adults	28	33.3
I have not received training on using SEL strategies with adults	24	28.6

n = 84.

Table 29: Level of Knowledge in using SEL Strategies

	n	%
Very knowledgeable	13	16.3
Somewhat knowledgeable	40	50.0
A little knowledgeable	22	27.5
Not knowledgeable at all	5	6.3

n = 80.

Participants were also asked to rate their agreement with a series of statements regarding the use of SEL strategies with youth and adults. Most respondents (89% - 95%) agreed that each statement was at least somewhat true for youth (Table 30). Approximately 60% of the respondents felt the statements "*it is important for me to use SEL strategies to support youth*" and "*SEL support is needed for youth*" were completely true. However, two items had slightly lower agreement; fewer respondents indicated that "*I am comfortable supporting other adults in their use of SEL strategies with youth*" (33.3%) and "*I am confident I can support the SEL needs of youth*" (37.2%) were completely true. For adults (Table 31), 79% - 93% agreed that each statement was at least somewhat true. More than half of the respondents agreed that the statements "*it is important for me to use SEL strategies to support adults*" and "*SEL support is needed for adults*" were completely true. Fewer respondents agreed that the statements "*I am comfortable using SEL strategies with adults*" (20.0%) and "*I am comfortable supporting other adults in their use of SEL strategies with adults*" (22.7%) were completely true. These results suggest that most respondents were more comfortable implementing strategies with youth than with adults, although in both cases they were at least somewhat comfortable.

Table 30: Agreement with Statements regarding SEL for Youth

	Not At All True	A Little True	Somewhat True	Mostly True	Complete-ly True
It is important for me to use SEL strategies to support youth[c]	3	1	5	22	48
	3.8%	1.3%	6.3%	27.8%	60.8%
I am comfortable using SEL strategies with youth[c]	2	5	19	21	32
	2.5%	6.3%	24.1%	26.6%	40.5%
I am comfortable supporting other adults in their use of SEL strategies with youth[d]	4	5	12	31	26
	5.1%	6.4%	15.4%	39.7%	33.3%
It is my responsibility to support the SEL needs of youth[d]	5	4	6	25	38
	6.4%	5.1%	7.7%	32.1%	48.7%
I am confident I can support the SEL needs of youth[d]	3	6	16	24	29
	3.8%	7.7%	20.5%	30.8%	37.2%
SEL support is needed for youth[d]	2	2	9	18	47
	2.6%	2.6%	11.5%	23.1%	60.3%
I am confident I can use SEL practices with youth[d]	3	3	14	24	34
	3.8%	3.8%	17.9%	30.8%	43.6%

[c]$n = 79$.
[d]$n = 78$.

Table 31: Agreement with Statements regarding SEL for Adults

	Not At All True	A Little True	Somewhat True	Mostly True	Complete-ly True
It is important for me to use SEL strategies to support adults[e]	3	5	12	17	39
	3.9%	6.6%	15.8%	22.4%	51.3%
I am comfortable using SEL strategies with adults[f]	5	6	25	24	15
	6.7%	8.0%	33.3%	32.0%	20.0%
I am comfortable supporting other adults in their use of SEL strategies with adults[f]	7	8	20	23	17
	9.3%	10.7%	26.7%	30.7%	22.7%
It is my responsibility to support the SEL needs of adults[f]	4	9	19	19	24
	5.3%	12.0%	25.3%	25.3%	32.0%
I am confident I can support the SEL needs of adults[f]	6	10	21	19	19
	8.0%	13.3%	28.0%	25.3%	25.3%
SEL support is needed for adults[f]	2	3	9	19	42
	2.7%	4.0%	12.0%	25.3%	56.0%
I am confident I can use SEL practices with adults[g]	4	10	19	20	21
	5.4%	13.5%	25.7%	27.0%	28.4%

[e]$n = 76$.
[f]$n = 75$.
[g]$n = 74$.

Participants were asked to indicate their agreement with five statements regarding SEL during COVID-19 (Table 32). Overall, almost every respondent agreed or strongly agreed with four of the five statements regarding SEL during COVID-19. For example, 85.9% of respondents strongly agreed (11.5% agreed) that the need for social-emotional support for youth had increased during COVID-19. Further, 82.1% strongly agreed (17.9% agreed) that anxiety in adults has increased due to COVID-19. Most respondents disagreed or strongly disagreed that the focus on SEL is a fad (44.9% strongly disagree; 35.9% disagreed). These results imply that most respondents feel anxiety has increased and see the need for social-emotional supports during the COVID-19 pandemic.

Table 32: Agreement with Statements regarding SEL during COVID-19

	Strongly Disagree	Disagree	Agree	Strongly Agree
The need for social-emotional support for youth has increased during COVID-19.	1	1	9	67
	1.3%	1.3%	11.5%	85.9%
The need for social-emotional support for adults has increased during COVID-19.	1	1	13	63
	1.3%	1.3%	16.7%	80.8%
The focus on SEL is a fad.	35	28	14	1
	44.9%	35.9%	17.9%	1.3%
Anxiety in youth has increased due to COVID-19.	0	1	14	63
	0.0%	1.3%	17.9%	80.8%
Anxiety in adults has increased due to COVID-19.	0	0	14	64
	0.0%	0.0%	17.9%	82.1%

$n = 78$.

Finally, participants were asked about the populations with which they intend to use SEL strategies (Table 33). Most participants (88%) selected more than one population. The majority said they intend to use these strategies with youth (86.3%). In addition, many said they plan to use these strategies with teacher/educators (65%), families (62.5%), and parents/caregivers (52.5%).

Table 33: Populations with which Participants intend to use SEL Strategies

	n	%
Youth	69	86.3%
Teachers/Educators	52	65.0%
Families	50	62.5%
Parents/Caregivers	42	52.5%
School Administrators	26	32.5%
Community Members	25	31.3%
District and State Administrators	7	8.8%
Not applicable to the focus of the pilot I participated in	3	3.8%
Other[h]	1	1.3%

n = 80.
[h]Note: one respondent specified "college administrators and supporting staff."
Note: 88% of respondents selected more than one response; percent is calculated out of the 80 respondents who provided any response to this item and totals to greater than 100%.

YOUTH PARTICIPANT SURVEY
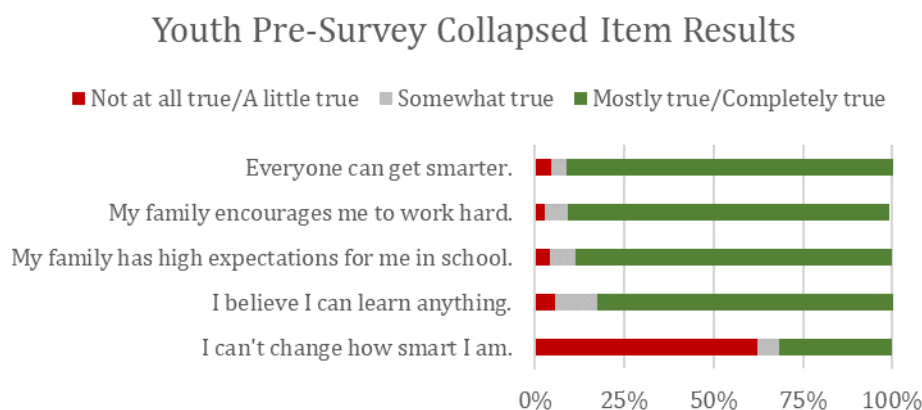
YOUTH PRE-SURVEY RESULTS

Below we provide results from youth pre-surveys on a range of mindsets, skills, and behaviors. These items are adapted from the Positive Youth Development Student Questionnaire (Short Version). Items are presented in order from highest to lowest percent; statements were rated on a scale from "*Just Like Me*" to "*Not at all like me*". All 24 items had the same lead-in question ("*How much are the following statements like you?*") and response options ("*Not at all like me*", "*A little like me*", "*Kind of like me*", "*A lot like me*", and "*Just like me*"). Figure 1 shows the percent of respondents by collapsing the endpoints of the scale; in this way, the combined responses for "*A lot like me*" and "*Just like me*" can be compared with the combined responses for "*Not at all like me*" and "*A little like me*".

Figure 1: Youth Pre-Survey Item Responses – Positive Youth Development

Youth Pre-Survey Collapsed Item Results

■ Not at all like me/A little like me   ■ Kind of like me   ■ A lot like me/Just like me

In addition, youth were asked to rate how true a range of mindsets were for them. These five items are adapted from the Growth Mindset and Mindsets, Essential Skills, and Habits (MESH) Social Awareness scales. Items are presented in order from highest to lowest percent reporting "*Mostly true*" or *Completely true*" versus "*Not at all true*" or "*A little true*". All five items had the same lead-in ("*Please indicate how true each of the following statements is for you*") and response options ("*Not at all true*", "*A little true*", "*Somewhat true*", "*Mostly true*", and "*Completely true*").

Figure 2: Youth Pre-Survey Item Responses – Growth Mindset

Youth Pre-Survey Collapsed Item Results

■ Not at all true/A little true　■ Somewhat true　■ Mostly true/Completely true

In alignment series of behavioral questions were asked. In Figure 3 we provide results from youth pre-surveys, also adapted from the MESH tool. Items are presented in order from highest to lowest percent reporting, by comparing responses for "*Mostly like me*" or "*Very much like me*" to "*Not like me at all*" or "*Not much like me*". All five items had the same lead-in question ("*How much are the following like you?*") and response options ("*Not like me at all*", "*Not much like me*", "*Somewhat like me*", "*Mostly like me*", and "*Very much like me*").

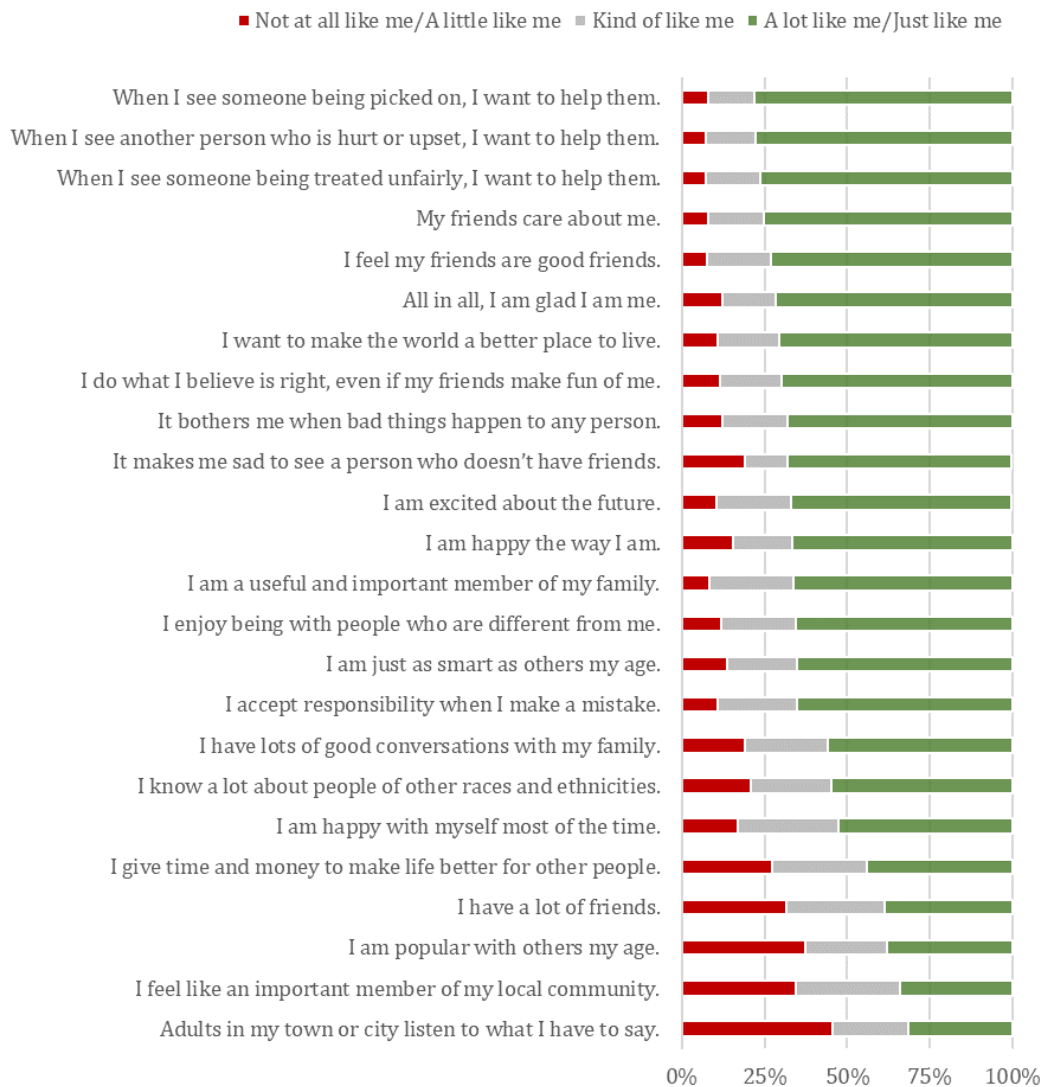**Figure 3: Youth Pre-Survey Item Responses – Social Awareness**

Youth Pre-Survey Collapsed Item Results

■ Not like me at all/Not much like me　■ Somewhat like me　■ Mostly like me/Very much like me
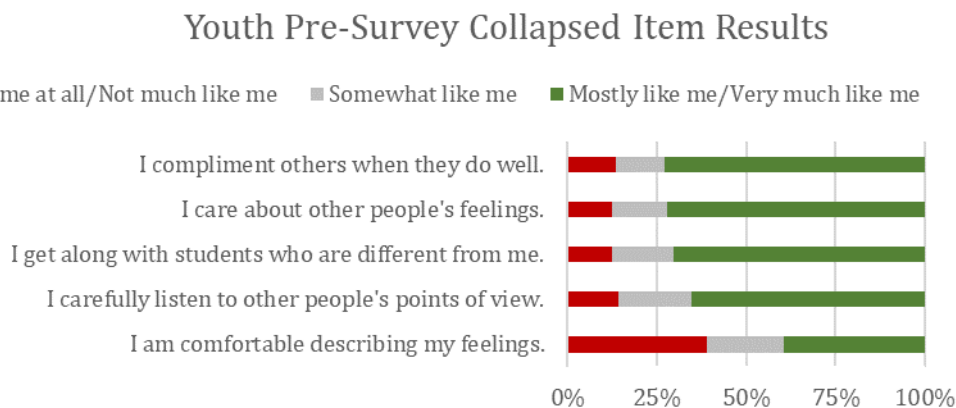
After program participation, another round of surveys were conducted (although not always with the same youth as participated in the pre-surveys). Here we provide results from these post-survey findings which repeated the same 24 items presented in the youth pre-survey. Items are shown in order from highest to lowest percent reporting "*A lot like me*" or "*Just like me*" versus "*Not at all like me*" or "*A little like me*" on youth post-surveys.

Figure 4: Youth Post-Survey Item Responses – Positive Youth Development

Youth Post-Survey Collapsed Item Results

■ Not at all like me/A little like me   ■ Kind of like me   ■ A lot like me/Just like me

Figure 5: Youth Post-Survey Item Responses – Growth Mindset

Youth Post-Survey Collapsed Item Results

■ Not at all true/A little true ■ Somewhat true ■ Mostly true/Completely true
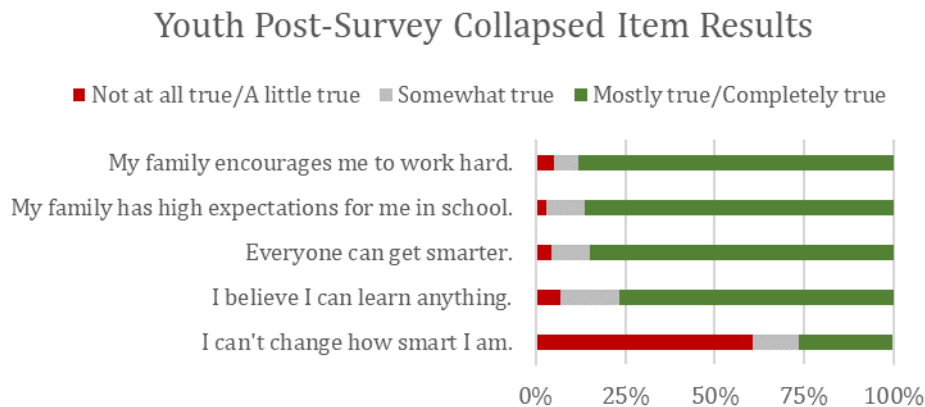
Following are results from youth post-surveys which repeated the same five Social Awareness items presented on the youth pre-survey. Items are shown in order from highest to lowest percent reporting "*Very much like me*" or *Mostly like me*" versus "*Not like me at all*" or "*Not much like me*".

Figure 6: Youth Post-Survey Item Responses – Social Awareness

Youth Post-Survey Collapsed Item Results

■ Not like me at all/Not much like me ■ Somewhat like me ■ Mostly like me/Very much like me
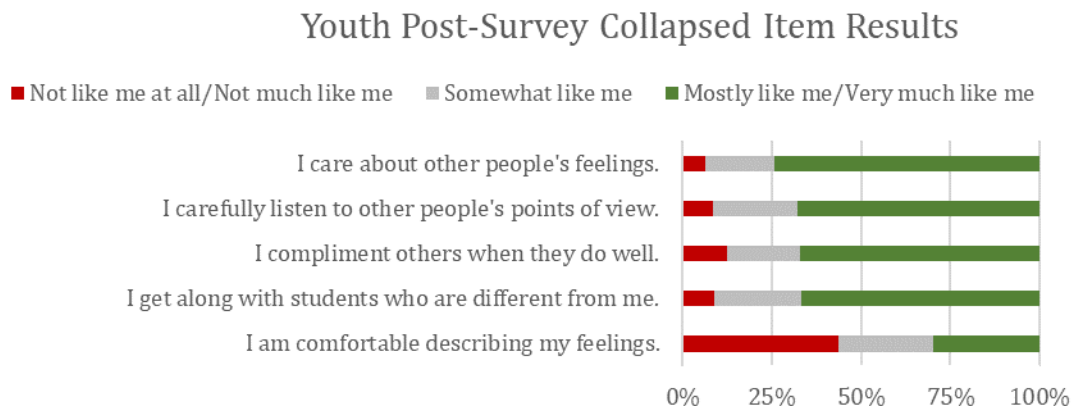

Figure 7 includes results from youth post-surveys on a range of questions about experiences participating in NNW pilot programs. These five items are presented in order from highest to lowest percent reporting "*Agree*" or *Strongly agree*" versus "*Strongly disagree*" or "*Disagree*". All five items had the same lead-in question ("*How much do you agree or disagree with each of the following statements?*") and response options ("*Strongly disagree*", "*Disagree*", "*Agree*", and "*Strongly agree*").

Youth post-surveys also asked participants two items rating the program on a scale of 0 to 10: "*How likely are you to participate in [pilot name] if it is available in your community?*" and "*How likely are you to recommend [pilot name] to a friend?*" The first item about participating in the future had a mean response of 6.71 on the 0 to 10 scale (S.D. 2.97). The Net Promoter Score (NPS)[1] for this question was somewhat negative at -9.56. The second item about recommending the program to a friend had a mean response of 6.68 on the 0 to 10 scale (S.D. 3.26). The NPS) for this question was slightly negative at -3.19.

Figure 7: Youth Pre-Survey Item Responses – Social Awareness

Youth Post-Survey Collapsed Item Results
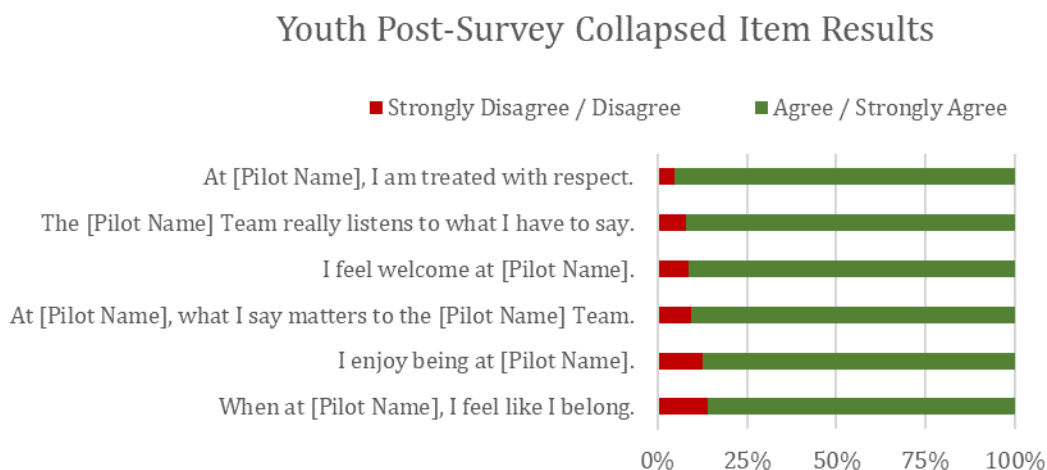
Youth post-surveys included open comment space for participants to offer qualitative feedback for NNW pilot programs. In particular, the following question was asked as a way to prompt suggestions from participants about how they would change the program: "*If you could change one thing about [Pilot Name], what would it be?*" While the largest segment of comments to this question (40%) were variants of the responses "*Nothing*" or "*I don't know*", there were noteworthy and informative suggestions. Following are five emerging themes from this question.

Theme 1: Participants recommended more in-person meetings and more time in the program.

One participant succinctly commented: "*In person. I am tired of Zoom.*" This sentiment was echoed by about one in seven participants from various programs, which highlights the difficulties of implementing social and emotional support in virtual formats, albeit during a global pandemic.

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[1] Net Promoter Score (NPS) is a widely used market research metric that typically takes the form of a survey question asking respondents to rate on a scale from 0 to 10 the likelihood that they would recommend a service or product to a friend. NPS is the percentage of participants rating their likelihood as 9 or 10 ("Promoters"), minus the percentage rating these items at 6 or below ("Detractors").

Another participant stated: "*Want more face to face and more time with other kids,*" which expresses double emotions about the overall lack of person-to-person interaction, along with how young people particularly miss time with peers. Another participant expressed the challenges of addressing long-term social and emotional learning goals within an abbreviated program time frame: "*to make it longer and have more time to get help.*" In addition to more time spent in programming generally, some participants made specific suggestions that programs have a longer duration such as "*1 year*" or "*the whole school year.*"

Theme 2: Participants preferred that increased opportunities for physical activities be integrated into programming.

Several participants suggested more time spent on active components of the NNW pilot interventions. While pilots ranged in the types of integrated physical activities offered, there were comments about more yoga, dancing, flag football, games, and just "*fun and relaxing*" activities. One respondent commented: "i *guess one thing i would want to change is a lot more dancing rather than working and talking.*" This and similar comments indicate that physical movement is a big part of establishing and building social interactions, and these pilot programs have a role in helping young people get away from schoolwork and screens. Another comment captured these sentiments succinctly: "*Make adventures happen more often.*"

Theme 3: Participants recommending expanding the reach in the community, especially among diverse participants.

There were several suggestions related to expanding reach of the program in communities. These comments mentioned a range of rationale and benefits, from hearing from a broader range of perspectives to sharing benefits of program experiences with others. Respondents offered comments such as:

> *"I would change the size of the program. The group size is pretty small, but if the program reached a wider group of people we would surely have much more enriching discussions."*

> *"I would want people to present their work to the whole group more, so everyone sees each others' work and progress and compliment them and give them constructive feedback."*

> *"it would be awesome [sic] for someone to try it out as well cause they get to see how good this will be for me and the other person"*

> *"Try to get more students or people that can help us reach out to others. I would change how they advertise a little because if they tweaked it they can get better results."*

> *"more advertising. like if we did more things that involved the [sic] community."*

> *"Make it accessible for lots of people."*

Theme 4: Programs addressed sensitive areas of emotional health; respondents expressed varying needs and comfort levels in communicating about feelings.

There were several comments about communications and relationships in the programs. These comments demonstrated that programs address sensitive areas of emotional health. Some respondents shared insights about wanting easier communications and more opportunities to speak and provide input, while others had reservations and discomfort about expressing sensitive information:

> *"I would change if you need someone to talk to really quick you won't need to wait for someone."*

> *"I would want to do a 1 on 1 session with every one each day at a certain time each day"*

> *"I would probably try to make it more open and easier to communicate"*

> *"Having more of a student input"*

> *"I would let everyone get a chance to speak."*

> *"If I could talk more"*

These comments contrasted with several others that showed reluctance and fatigue about sensitive questions that came as part of programming as well as program surveys.

> *"Not asking me so much about my feelings, talking about my feelings makes me so uncomfortable. I only am 'ok' with it if I state it myself."*

> *"Not ask that many personal questions about our actual lives at home"*

> *"to not do these personal surveys I believe only that person should know whats going on in their life and if you want to talk about it they can go to an adult or their own parents/step-parents"*

> *"No more surveys."*

> *"less questions"*

Theme 5: Participants wanted programming to be an outlet for socializing and stress relief, and a way to break from the demands and routine of school.

Several comments compared NNW pilot programs to school, and participants expressed the need to balance social and emotional learning with socializing, fun, and friendships. Participants shared the following insights and suggestions:

> *"I think at a few meetings we should go over the lessons together instead of doing it before our meeting just because sometimes it feels like more school..."*

"The workload can be overwhelming with school. I sometimes become way too stressed to the point where I'm not able to attend meetings."

"what I would change is like on fridays instead of doing work or something boring. Do movies and popcorn."

"I would change the way the format is, it should be more happy and fun."

"Make more friends in the group"

"more meetings we hang out more"

"Not so many pages you have to work on"

"All kids should be able to see each other every day and have fun."

"More talking and less paper work"

CONCLUSIONS

The NNW fellowship program was started in Spring 2020 by 4.0 to address problems stemming from or intensified by the COVID-19 pandemic. The fellowship was created to support *projects focused on social- emotional learning* and *trauma/healing support*.

Forty-eight projects were funded through the NNW program. Some projects focused on youth SEL, while others focused on families or community members. The evaluation design was a pre-post, multiple-group impact study focused on understanding the effects of multiple interventions on SEL outcomes. Implementation data were collected from all pilot projects; SEL-related data were collected from projects that focused on school-aged youth (grade 3 and above) and/or adults. Across the 48 NNW projects, 30 pilots (62.5%) completed pre-implementation rubrics, while 39 (81.3%) completed post-implementation rubrics. In addition, approximately 245 youth responded to the pre-survey, and over 260 youth responded to the post-survey. Evaluation data also includes over 90 adult survey responses. Findings from projects that responded to the post-implementation rubric (39; 81.3%) include:

- Fellows estimated there were 1,170 participants in the NNW pilots. Many projects focused on adults (24 projects; 638 participants), followed by high-school aged youth (14 projects; 138 participants).
- Nearly all projects (97.4%) ran virtually or in a hybrid format; only one project was face-to-face.
- Primary outcomes of the pilots were self-awareness, self-confidence, growth mindset, self-management, and relationship skills.

Of participants who responded to the adult post-survey, most (85.5%) were between the ages of 19 and 49. Findings from the adult survey include:

- Over half of participants (58.1%) identified as a person of color.

- About two-thirds of respondents (66.3%) rated themselves as very or somewhat knowledgeable in using SEL strategies. Over half (59.6%) had at least some training on using SEL strategies with youth; fewer (39.1%) had at least some training on using SEL strategies with adults.

- Most respondents (97.0%) agreed or strongly agreed that the needs for socio-emotional support for youth as well as adults has increased during COVID-19. Nearly all (99.0%) of respondents said that anxiety in youth had increased due to COVID-19; 100% said anxiety in adults had increased due to COVID-19.

- Over half of respondents were very or extremely likely to recommend the program to a friend and continue participation, if the program was offered.

Over 250 youth completed a survey administered after participation in the pilot. Findings from the youth surveys include:

- When asked whether a series of statements were like them, the areas in which youth disagreed with the most included: "*Adults in my town or city listen to what I have to say;*" "*I am popular with others my age;*" "*I feel like an important member of my local community;*" "*I have a lot of friends;*" and "*I give time and money to make life better for other people.*" Responses on these items were consistent on both the pre- and post-survey.

- Items that youth most identified with (i.e., said were most like them) focused on how they want to help people who they see being picked on, treated unfairly, or hurt or upset. Another statement that many respondents identified with was "*My friends care about me.*" Interestingly, agreement with the item "*I am excited about my future*" dropped considerably between the pre- and post-survey; this change may relate to outside events, heavily covered in the media, around the time of the post-survey.

- Over 25% of youth indicated that it was mostly or completely true that *"I can't change how smart I am"* on both the pre- and post-survey.

- Regarding social awareness, about 40% of youth disagreed with the statement "*I am comfortable describing my feelings.*" This was echoed in post-survey comments, where respondents expressed reluctance and discomfort when discussing sensitive topics.

- Youth participants recommended that pilots include more time for the program and more in-person meetings. They expressed Zoom fatigue and wished the program lasted a whole year instead of a few weeks.

- Respondents preferred having physical activities integrated into their program and recommended that physical activities be increased.
- Youth respondents also recommended expanding the reach in their community, especially among diverse participants, so more youth knew about and could participate in the program.
- Youth participants wanted the programming to be an outlet for socializing and stress release, i.e., a way to break from the demands and routines of school. Recommendations included making the programs more fun and less like school.

LESSONS LEARNED

We learned some lessons from the evaluation of the NNW pilot grants that might be helpful to keep in mind for future evaluations:

1) the focus across pilots varied greatly, not only in terms of structure but also in how much SEL was a key focus of the pilot; and
2) the commitment to evaluation across pilots also varied, with some pilots not participating, some participating for compliance only, and others that were very interested in using the data collected from the evaluation for program improvement.

In addition to the variation in how grantees valued evaluative data, there were also disparities in the capacity to use data. Some pilots had very little experience with manipulating survey data, while others were quite sophisticated and anxious to receive their datafiles.

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APPENDIX A: IRB APPROVAL LETTER

UNIVERSITY OF DELAWARE.

DATE: October 27, 2020

TO: Sue Giancola, PhD
FROM: University of Delaware IRB

STUDY TITLE: [1640079-3] 4pt0 New Normal Wave Evaluation
SUBMISSION TYPE: Amendment/Modification

ACTION: APPROVED
EFFECTIVE DATE: October 27, 2020
NEXT REPORT DUE: August 20, 2021

REVIEW TYPE: Expedited Review
REVIEW CATEGORY: Expedited review category # *(7)*

Thank you for your Amendment/Modification submission to the University of Delaware Institutional Review Board (UD IRB). The UD IRB has reviewed and APPROVED the proposed research and submitted documents via Expedited Review in compliance with the pertinent federal regulations.

As the Principal Investigator for this study, you are responsible for, and agree that:

- All research must be conducted in accordance with the protocol and all other study forms as approved in this submission. Any revisions to the approved study procedures or documents must be reviewed and approved by the IRB prior to their implementation. Please use the UD amendment form to request the review of any changes to approved study procedures or documents.
- Informed consent is a process that must allow prospective participants sufficient opportunity to discuss and consider whether to participate. IRB-approved and stamped consent documents must be used when enrolling participants and a written copy shall be given to the person signing the informed consent form.
- Unanticipated problems, serious adverse events involving risk to participants, and all non-compliance issues must be reported to this office in a timely fashion according with the UD requirements for reportable events. All sponsor reporting requirements must also be followed.

The UD IRB REQUIRES the submission of a PROGRESS REPORT DUE ON August 20, 2021. A continuing review/progress report form must be submitted to the UD IRB at least 45 days prior to the due date to allow for the review of that report.

If you have any questions, please contact the UD IRB Office at (302) 831-2137 or via email at hsrb-research@udel.edu. Please include the study title and reference number in all correspondence with this office.

APPENDIX B: IMPLEMENTATION RUBRIC

New Normal Implementation Rubric

The purpose of this questionnaire is to capture basic information about how your New Normal Pilot is designed and implemented, including its structure, participants, and intended outcomes. For Pilots that have more than one founder, only one implementation rubric should be completed per Pilot. We will ask you to complete this rubric twice; once at the start of your program to capture the intended implementation of your Pilot and again after completion of yoru program to capture the actual implementation of your Pilot. We will use this information to understand the kinds of adaptations Fellows make within their Pilots to address real-world challenges as well as to understand how the design of interventions relates to SEL outcomes, in an effort to both improve support for Fellows and educational programs for participants.

Delivery Format of the Pilot

What is the delivery format of your Pilot?

- ○ In-Person
- ○ Online
- ○ Hybrid (both in-person and online)
- ○ [   ] Other (please specify):

Component 1: Implementation Structure of the Pilot

- ○ The program is offered _virtually_ to _1 group_ of participants.
- ○ The program is offered _virtually_ to _multiple_ groups of participants.
- ○ The program is offered _in person_ at _1 site to 1 group_ of participants.
- ○ The program is offered _in person_ at _2 sites_.
- ○ The program is offered _in person_ at _more than 2 sites_.
- ○ [   ] Other (please specify):

Component 2: Training before Pilot Delivery

- ○ Staff/volunteers receive *formal training* <u>prior</u> to implementation.
- ○ Staff/volunteers receive *on-the-job training* <u>during</u> implementation.
- ○ No training is needed for staff/volunteers.
- ○ [   ] Other (please specify);

Component 3: Organization of Pilot Delivery

How often are each of these strategies used in your Pilot?

	Frequently	Sometimes	Seldom	Not at all
Small group activities	○	○	○	○
Individual activities	○	○	○	○
Whole group activities	○	○	○	○
Lecture	○	○	○	○
Hands-on activities	○	○	○	○
Discussion-based activities	○	○	○	○
Direct instruction	○	○	○	○
Other (please specify):	○	○	○	○
Other (please specify):	○	○	○	○
Other (please specify):	○	○	○	○
Other (please specify):	○	○	○	○

Component 4: Intended Outcomes of the Pilot

	Primary/Important Outcome	Secondary Outcome	Not An Intended Outcome
Social Awareness	○	○	○
Self-Management	○	○	○
Self-Awareness	○	○	○
Relationship Skills	○	○	○
Responsible Decision-Making	○	○	○
Growth Mindset	○	○	○
Self-Confidence	○	○	○
Character Building	○	○	○
Other Outcome 1:	○	○	○
Other Outcome 2:	○	○	○
Other Outcome 3:	○	○	○
Other Outcome 4:	○	○	○
Other Outcome 5:	○	○	○

Component 5: Participant Familiarity with Each Other

Participants know each other well prior to the Pilot.	Participants have met prior to the Pilot, but do not know each other well.	Most participants have not met prior to the Pilot, but a few participants know each other.	Prior to the Pilot, participants did not know each other.	Other (please specify);
○	○	○	○	○

Component 6: Participant Experience with Pilot Focus

All Pilot activities and topics are new to the participants.	Some, but not all, Pilot activities and topics are new to the participants.	Some, but not all, participants have prior experience with Pilot activities.	All participants have prior experience with Pilot activities and topics.	Other (please specify);
○	○	○	○	○

Component 7: Participant Interaction with Each Other DURING the Pilot

Participants regularly and frequently interact/work with each other.	Participants sometimes interact/work with each other.	Participants rarely interact/work with each other.	Participants do not interact/work with one another.	Other (please specify);
○	○	○	○	○

Component 8: Participant Feedback on Pilot Activities

Participants provide feedback after each session.	Participants provide feedback a few times throughout that Pilot.	Participants provide feedback at the end of the Pilot.	Participants do not provide feedback on the Pilot.	Other (please specify);
○	○	○	○	○

APPENDIX C: YOUTH SURVEY CODEBOOK

Variable / Field Name	Field Label and Coding Instructions	Field Attributes (Field Type, Validation, Choices, Calculations, etc.)
Q0: ID	Unique ID for each respondent in order to match pre-surveys and post-surveys	6-digit alphanumeric field
	ON PRE-SURVEY ONLY	
Q1: Age age	Response to statement: "What is your age?"	Numeric
Q2: Gender gender_girl gender_boy gender_other gender_decline gender_TEXT	Response to statement: Which gender(s) do you most identify? (Choose all that apply) Note: 5 separate fields	1=girl 2=boy 3=My gender is not included here (other) 4=I'd rather not say 5= Text response for "other"
Q4: Ethnicity ethnic_black ethnic_Asian ethnic_AmInd ethnic_hisp ethnic_white ethnic_other ethnic_TEXT	Response to statement: What is your ethnicity? (choose all that apply) Note: 7 separate fields	1= Black or African American 2= Asian or Asian American 3= American Indian or Alaska Native 4= Hispanic or Latino 5= White 6= My ethnicity is not included here 7=Text response for "other"
Q5: Person of Color Identity poc_identity	Response to statement: "Do you identify as a person of color?	0=No 1= Yes 2= I prefer not to answer 3= I don't know
	ON BOTH PRE-SURVEY AND POST-SURVEY	
Q6-1: Friends D2_Q221_1 (pre) D3_Q221_1 (post)	Response to statement: "I have a lot of friends."	0= Not at all like me 1=A little like me 2=Kind of like me 3=A lot like me 4=Just like me
Q6-2: Happy D2_Q221_2 (pre) D3_Q221_2 (post)	Response to statement: "I am happy with myself most of the time."	0= Not at all like me 1=A little like me 2=Kind of like me 3=A lot like me 4=Just like me

Variable / Field Name	Field Label and Coding Instructions	Field Attributes (Field Type, Validation, Choices, Calculations, etc.)
Q6-3: Glad D2_Q221_3 (pre) D3_Q221_3 (post)	Response to statement: "All in all, I am glad I am me."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q7-1: World D2_Q223_1 (pre) D3_Q223_1 (post)	Response to statement: "I want to make the world a better place to live."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q7-2: Responsibility D2_Q223_2 (pre) D3_Q223_2 (post)	Response to statement: "I accept responsibility when I make a mistake."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q7-3: Different D2_Q223_3 (pre) D3_Q223_3 (post)	Response to statement: "I enjoy being with people who are different from me."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q7-4: Unfairly D2_Q223_4 (pre) D3_Q223_4 (post)	Response to statement: "When I see someone being treated unfairly, I want to help them."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q7-5: Help D2_Q223_5 (pre) D3_Q223_5(post)	Response to statement: "When I see someone being picked on, I want to help them."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q7-6: Hurt D2_Q223_6 (pre) D3_Q223_6 (post)	Response to statement: "When I see another person who is hurt or upset, I want to help them."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q8-1: Family D2_Q224_1 (pre) D3_Q224_1 (post)	Response to statement: "I am a useful and important member of my family."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me

Variable / Field Name	Field Label and Coding Instructions	Field Attributes (Field Type, Validation, Choices, Calculations, etc.)
Q8-2: Community D2_Q224_2 (pre) D3_Q224_2 (post)	Response to statement: "I feel like an important member of my local community."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q8-3: Friends D2_Q224_3 (pre) D3_Q224_3 (post)	Response to statement: "I feel my friends are good friends."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q8-4: Smart D2_Q224_4 (pre) D3_Q224_4 (post)	Response to statement: "I am just as smart as others my age."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q8-5: Popular D2_Q224_5 (pre) D3_Q224_5 (post)	Response to statement: "I am popular with others my age."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q8-6: Happy D2_Q224_6 (pre) D3_Q224_6 (post)	Response to statement: "I am happy the way I am."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q8-7: Excited D2_Q224_7 (pre) D3_Q224_7 (post)	Response to statement: "I am excited about my future."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q9-1: Time D2_Q225_1 (pre) D3_Q225_1 (post)	Response to statements: "I give time and money to make life better for other people."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me

Variable / Field Name	Field Label and Coding Instructions	Field Attributes (Field Type, Validation, Choices, Calculations, etc.)
Q9-2: Right D2_Q225_2 (pre) D3_Q225_2 (post)	Response to statement: "I do what I believe is right, even if my friends make fun of me."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q9-3: Ethnicities D2_Q225_3 (pre) D3_Q225_3 (post)	Response to statement: "I know a lot about people of other races or ethnicities."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q9-4: Bothers D2_Q225_4 (pre) D3_Q225_4 (post)	Response to statement: "It bothers me when bad things happy to any person."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q9-5: Sad D2_Q225_5 (pre) D3_Q225_5 (post)	Response to statement: "It makes me sad to see a person who doesn't have any friends."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q9-6: Conservations D2_Q225_6 (pre) D3_Q225_6 (post)	Response to statement: "I have lots of good conversations with my family."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q9-7: Adults D2_Q225_7 (pre) D3_Q225_7 (post)	Response to statement: "Adults in my town or city listen to what I have to say."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q9-8: Friends D2_Q225_8 (pre) D3_Q225_8 (post)	Response to statement: "My friends care about me."	0=Not at all like me 1= A little like me 2= Kind of like me 3= A lot like me 4= Just like me
Q10-1: Expectations D2_Q231_1 (pre) D3_Q231_1 (post)	Response to statement: "My family has high expectations for me in school."	0= Not at all true 1= A little true 2= Somewhat true 3= Mostly true

Variable / Field Name	Field Label and Coding Instructions	Field Attributes (Field Type, Validation, Choices, Calculations, etc.)
		4= Completely true
Q10-2: Learn D2_Q231_2 (pre) D3_Q231_2 (post)	Response to statement: "I believe I can learn anything."	0= Not at all true 1= A little true 2= Somewhat true 3= Mostly true 4= Completely true
Q10-3: Smarter D2_Q231_3 (pre) D3_Q231_3 (post)	Response to statement: "Everyone can get smarter."	0= Not at all true 1= A little true 2= Somewhat true 3= Mostly true 4= Completely true
Q10-4: Family D2_Q231_4 (pre) D3_Q231_4 (post)	Response to statement: "My family encourages me to work hard."	0= Not at all true 1= A little true 2= Somewhat true 3= Mostly true 4= Completely true
Q10-5: Change D2_Q231_5 (pre) D3_Q231_5 (post)	Response to statement: "I can't change how smart I am."	0= Not at all true 1= A little true 2= Somewhat true 3= Mostly true 4= Completely true
Q11-1: Listen D2_Q219_1 (pre) D3_Q219_1 (post)	Response to statement: "I carefully listen to other people's points of view."	0=Not like me at all 1=Not much like me 2=Somewhat like me 3=Mostly like me 4= Very much like me
Q11-2: Care D2_Q219_2 (pre) D3_Q219_2 (post)	Response to statement: "I care about other people's feelings."	0=Not like me at all 1=Not much like me 2=Somewhat like me 3=Mostly like me 4= Very much like me
Q11-3: Compliment D2_Q219_3 (pre) D3_Q219_3 (post)	Response to statement: "I compliment others when they do well."	0=Not like me at all 1=Not much like me 2=Somewhat like me 3=Mostly like me 4= Very much like me

Variable / Field Name	Field Label and Coding Instructions	Field Attributes (Field Type, Validation, Choices, Calculations, etc.)
Q11-4: Different D2_Q219_4 (pre) D3_Q219_4 (post)	Response to statement: "I get along with students who are different from me."	0=Not like me at all 1=Not much like me 2=Somewhat like me 3=Mostly like me 4= Very much like me
Q11-5: Comfortable D2_Q219_5 (pre) D3_Q219_5 (post)	Response to statement: "I am comfortable describing my feelings."	0=Not like me at all 1=Not much like me 2=Somewhat like me 3=Mostly like me 4= Very much like me
ON POST-SURVEY ONLY		
Q12: Participate continue	Response to statement: "How likely are you to participate in _____ if it is available in your community?"	0= Not at all likely 1 2 3 4 5 6 7 8 9 10= Extremely Likely
Q13: Recommend recommend	Response to statement: "How likely are you to recommend _____ to a friend?"	0= Not at all likely 1 2 3 4 5 6 7 8 9 10= Extremely Likely
Q14-1: Respect D3_Q226_1	Response to statement: "At _____, I am treated with respect."	0=strongly disagree 1= disagree 2= agree 3= strongly agree
Q14-2: Listen D3_Q226_2	Response to statement: "The _____ team really listens to what I have to say."	0=strongly disagree 1= disagree 2= agree 3= strongly agree

Variable / Field Name	Field Label and Coding Instructions	Field Attributes (Field Type, Validation, Choices, Calculations, etc.)
Q14-3: Say D3_Q226_3	Response to statement: "At _____, what I say matters to the _____ team."	0=strongly disagree 1= disagree 2= agree 3= strongly agree
Q14-4: Belong D3_Q226_4	Response to statement: "When at _____ I feel like I belong."	0=strongly disagree 1= disagree 2= agree 3= strongly agree
Q14-5: Welcome D3_Q226_5	Response to statement: "I feel welcome at _____"	0=strongly disagree 1= disagree 2= agree 3= strongly agree
Q14-6: Enjoy D3_Q226_6	Response to statement: "I enjoy being at _____"	0=strongly disagree 1= disagree 2= agree 3= strongly agree
Q15: Best_Txt likebest_TEXT	Response to question: "What did you like best about _____"	Text
Q16: Change_Txt change_TEXT	Response to question "If you could change one thing about _____ what would it be?"	Text

- Note: The 4.0 NNW Youth Survey Dataset includes up to 3 Excel spreadsheets: youth pre-survey, youth post-survey, and youth paired (matched by "ID"). If your project has 0-2 responses for any of these datafiles, that file is not included in your dataset in order to protect confidentiality. If your project has fewer than 5 respondents per demographic variable (age, gender, ethnicity) for any datafiles, demographic data has been removed from all datafiles to protect from deductive disclosure of a person's identity (through the "ID" linking variable).

APPENDIX D: ADULT SURVEY CODEBOOK

Variable / Field Name	Field Label and Coding Instructions	Field Attributes (Field Type, Validation, Choices, Calculations, etc.)
Q1: Age age	Response to statement: "What is your age?"	Numeric
Q2: Gender gender_woman gender_man gender_nonBinary gender_nonConform gender_agender gender_decline gender_other gender_TEXT	Response to statement: Which gender(s) do you most identify? (Choose all that apply) Note: 8 separate fields	1= woman 2=man 3= non-binary 4=genderqueer/genderfluid/ gender non-conforming 5= agender 6= I'd rather not say 7= Other/TEXT
Q3: Gender Identity identify_transORnon	Response to statement: Do you identify as transgender or nonbinary?	0= No 1=Yes 2= I'd rather not say
Q4: Ethnicity ethnic_black ethnic_Asian ethnic_AmInd ethnic_hisp ethnic_white ethnic_other ethnic_TEXT	Response to statement: What is your ethnicity? (choose all that apply) Note: 7 separate fields	1= Black or African American 2= Asian or Asian American 3= American Indian or Alaska Native 4= Hispanic or Latino 5= White 6= My ethnicity is not included here/TEXT
Q5: Person of Color Identity poc_identity	Response to statement: "Do you identify as a person of color?	0=No 1= Yes 2= I prefer not to answer 3= I don't know
Q6: Continue to Participate continue	Response to statement: If ____ were to continue to be made available in your community, how likely are you to participate?	0= Not at all likely 1 2 3 4 5 6 7 8 9 10= Extremely likely

Variable / Field Name	Field Label and Coding Instructions	Field Attributes (Field Type, Validation, Choices, Calculations, etc.)
Q7: Recommend to Friend recommend	Response to statement: "If _____ were to continue to be made available in your community, how likely are you to recommend it to a friend?"	0= Not at all likely 1 2 3 4 5 6 7 8 9 10= Extremely likely
Q8-1: Respect D4_Q226_1	Response to statement: "At _____ - I am treated with respect."	0= strongly disagree 1= disagree 2= agree 3= strongly agree
Q8-2: Listen D4_Q226_2	Response to statement: "The _____ team really listens to what I have to say."	0= strongly disagree 1= disagree 2= agree 3= strongly agree
Q8-3: Matters D4_Q226_3	Response to statement: "At _____, what I say matters to the _____ team."	0= strongly disagree 1= disagree 2= agree 3= strongly agree
Q8-4: Belong D4_Q226_4	Response to statement: "When at _____, I feel like I belong."	0= strongly disagree 1= disagree 2= agree 3= strongly agree
Q8-5: Welcome D4_Q226_5	Response to statement: "I feel welcome at _____"	0= strongly disagree 1= disagree 2= agree 3= strongly agree
Q8-6: Enjoy D4_Q226_6	Response to statement: "I enjoy being at _____"	0= strongly disagree 1= disagree 2= agree 3= strongly agree
Q9: Like Best Text likebest_TEXT	Response to question: "What did you like best about _____"	text

Variable / Field Name	Field Label and Coding Instructions	Field Attributes (Field Type, Validation, Choices, Calculations, etc.)
Q10: Change Text change_TEXT	Response to question: "If you could change one thing about _____ what would it be?"	text
Q11: Experience Youth SELexperience_youth	Response to question: "What level of experience do you have using social-emotional learning (SEL) strategies with youth?"	0= No experience at all 1= A little experience 2= Moderate experience 3= A great deal of experience
Q12: Training Youth SELtraining_youth	Response to question: "Have you received any training on using SEL strategies with youth?"	0= I have not received training on using SEL with youth. 1= I have had limited training on using SEL with youth. 2= Yes, I have had some training using SEL strategies with youth 3= Yes, I have had extensive training on using SEL strategies with youth
Q13: Experience Adult SELexperience_adult	Response to question: What level of experience do you have using social-emotional learning (SEL) strategies with adults?"	0= No experience at all 1= A little experience 2= Moderate experience 3= A great deal of experience
Q14: Training Adult SELtraining_adult	Response to question: "Have you received any training on using SEL with adults?"	0= I have not received training on using SEL with adults. 1= I have had limited training on using SEL with adults. 2= Yes, I have had some training using SEL strategies with adults 3= Yes, I have had extensive training on using SEL strategies with adults
Q15: SEL Knowledge SELknowledge	Response to question: "How knowledgeable would you consider yourself in SEL strategies?	0= Not knowledgeable at all 1= a little knowledgeable 2= somewhat knowledgeable 3= very knowledgeable
Q16a-1: Youth Strategies Q314_youth_1	Response to statement: "It is important for me to use SEL strategies to support youth "	0= Not at all true 1= A little true 2= Somewhat true 3= Mostly true 4= Completely true
Q16a-2: Youth Comfort Q314_youth_2	Response to statement: "I am comfortable using SEL strategies with youth"	0= Not at all true 1= A little true 2= Somewhat true 3= Mostly true

Variable / Field Name	Field Label and Coding Instructions	Field Attributes (Field Type, Validation, Choices, Calculations, etc.)
		4= Completely true
Q16a-3: Youth Support Q314_youth_3	Response to statement: I am comfortable supporting other adults in their use of SEL strategies with youth"	0= Not at all true 1= A little true 2= Somewhat true 3= Mostly true 4= Completely true
Q16a-4: Youth Responsibility Q314_youth_4	Response to statement: "It is my responsibility to support the SEL needs of youth"	0= Not at all true 1= A little true 2= Somewhat true 3= Mostly true 4= Completely true
Q16a-5: Youth Confidence Q314_youth_5	Response to statement: "I am confident I can support the SEL needs of youth"	0= Not at all true 1= A little true 2= Somewhat true 3= Mostly true 4= Completely true
Q16a-6: Youth Need Q314_youth_6	Response to statement: "SEL support is needed for youth."	0= Not at all true 1= A little true 2= Somewhat true 3= Mostly true 4= Completely true
Q16a-7: Youth Practices Q314_youth_7	Response to statement: "I am confident I can use SEL practices with youth."	0= Not at all true 1= A little true 2= Somewhat true 3= Mostly true 4= Completely true
Q16b-1: Adult Strategies Q314_adult_1	Response to statement: "It is important for me to use SEL strategies to support adults"	0= Not at all true 1= A little true 2= Somewhat true 3= Mostly true 4= Completely true
Q16b-2: Adult Comfort Q314_adult_2	Response to statement: "I am comfortable using SEL strategies with adults"	0= Not at all true 1= A little true 2= Somewhat true 3= Mostly true 4= Completely true

Variable / Field Name	Field Label and Coding Instructions	Field Attributes (Field Type, Validation, Choices, Calculations, etc.)
Q16b-3: Adult Support Q314_adult_3	Response to statement: I am comfortable supporting other adults in their use of SEL strategies with adults"	0= Not at all true 1= A little true 2= Somewhat true 3= Mostly true 4= Completely true
Q16b-4: Adult Responsibility Q314_adult_4	Response to statement: "It is my responsibility to support the SEL needs of adults"	0= Not at all true 1= A little true 2= Somewhat true 3= Mostly true 4= Completely true
Q16b-5: Adult Confidence Q314_adult_5	Response to statement: "I am confident I can support the SEL needs of adults"	0= Not at all true 1= A little true 2= Somewhat true 3= Mostly true 4= Completely true
Q16b-6: Adult Need Q314_adult_6	Response to statement: "SEL support is needed for adults."	0= Not at all true 1= A little true 2= Somewhat true 3= Mostly true 4= Completely true
Q16b-7: Adult Practices Q314_adult_7	Response to statement: "I am confident I can use SEL practices with adults."	0= Not at all true 1= A little true 2= Somewhat true 3= Mostly true 4= Completely true
Q17-1: Support Youth D4_Q315_1	Response to statement: The need for social-emotional support for youth has increased during COVID-19.	0= Strongly disagree 1=disagree 2=agree 3=strongly agree
Q17-2: Support Adult D4_Q315_2	Response to statement: The need for social-emotional support for adults has increased during COVID-19.	0= Strongly disagree 1=disagree 2=agree 3=strongly agree
Q17-3: SEL Fad D4_Q315_3	Response to statement: The focus on SEL is a fad.	0=strongly disagree 1= disagree 2= agree 3= strongly agree

Variable / Field Name	Field Label and Coding Instructions	Field Attributes (Field Type, Validation, Choices, Calculations, etc.)
Q17-4: Anxiety Youth D4_Q315_4	Response to statement: "Anxiety in youth has increased due to COVID-19."	0=strongly disagree 1= disagree 2= agree 3= strongly agree
Q17-5: Anxiety Adults D4_Q315_5	Response to statement: "Anxiety in adults has increased due to COVID-19."	0=strongly disagree 1= disagree 2= agree 3= strongly agree
Q18_populations population_youth population_teachers population_schoolAdmin population_distStateAdmin population_caregivers population_families population_community population_other population_NA population_TEXT	Response to statement: "Based on what you learned during _____, with what population(s) do you plan to use SEL strategies? Choose all that apply." Note: 10 separate fields	1= Youth 2= Teachers/educators 3= school administrators 4= district and state administrators 5= parents/ caregivers 6= families 7= community members 8= others/TEXT 9= Not applicable to the focus of the Pilot I participated in