



Friday Night Live & Social Emotional Learning **Program Overview**

INTENT

The California Friday Night Live Partnership (CFNLP) aims to award one contract per county to support the implementation of Social Emotional Learning (SEL) strategies into Friday Night Live (FNL) county programs. The contract will provide an opportunity for awarded counties to receive training and technical assistance from the CFNLP to integrate SEL concepts into existing or newly developed FNL chapters and build the capacity of young people to positively impact their school community and culture.

This award intends to elevate and normalize SEL best practices within a youth demographic and provide opportunities for youth to be supported and heard. Through this funding, county FNL programs will work with young people to bring youth voice to adult SEL Communities of Practice (CoP). This partnership will provide an opportunity for young people to act on their campus, improve school climate, and create an environment where students feel safer and more connected.

BACKGROUND

FNL has demonstrated its success through its ability to support a variety of issues of concern to young people. When youth are actively engaged in positive activities with a purposeful role, research shows they are better protected and more prepared to handle the difficult situations life poses. Involving young people in every level of the process, valuing, and supporting youth, promoting the voice of youth, and engaging youth as partners with adults all have a positive impact on young people.

The FNL program builds partnerships for positive and healthy youth development which engage youth as active leaders and resources in their communities. The FNL system has identified a list of program outcomes that are important, achievable, and measurable. These outcomes include process outcomes, the FNL Standards of Practice (SOP) (attachment 1), which articulate the types of experiences young people have in FNL programs:

- A safe environment
- Opportunities for community engagement
- Opportunities for leadership and advocacy
- Opportunities to build caring and meaningful relationships with peers and adults
- Opportunities to engage in interesting and relevant skill development activities



The FNL SOPs are in direct alignment with the SEL core social and emotional competencies that support learning and development, as identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL):

- Self-Awareness
- Self-Management
- Responsible Decision-Making
- Relationship Skills
- Social Awareness

The overlaps in processes are evident and with the support of CFNLP, will allow for a seamless application of SEL concepts into county FNL programming.

SCOPE OF WORK & PROGRAM REQUIREMENTS

Scope of Work:

It is the vision of the CFNLP for counties to use the awarded funds to provide structure and resources to grow their FNL programs to include SEL best practices. This can be achieved through a variety of options. Outlined below are four approaches with strategy examples; the CFNLP also encourages counties to be creative and consider partnerships with their county office of education when developing a SEL plan.

1. Counties may infuse SEL concepts into their established FNL chapters and/or develop new FNL chapters that apply SEL methodologies, to amplify youth voice and actions at the school site level. This may include:
 - creating opportunities throughout the year for the sharing and learning of different cultures and communities on campus
 - designing a school-wide service-learning activity that promotes collaboration with other groups/clubs
 - facilitating a campus beautification project open to all students and staff
 - holding an arts showcase to promote self-expression
 - hosting a weekly podcast/blog/news channel that spotlights different students or clubs on campus
 - securing guest speakers to present at school-wide events
2. Counties may also create Youth Communities of Practice (YCoP) that utilize the FNL model and SOPs. In their YCoP, young people will receive training on SEL concepts, assessment, and strategies to create deeper connections and build community at their schools. This may be done by:



- creating a safe space on campus for students to gather and find support from their peers (i.e., calming rooms, wellness centers, Zen dens, etc.)
 - offering to offset the cost of substitutes for teachers to attend trainings on SEL core competencies, FNL 101, youth development principles and practices, etc.
 - facilitating staff trainings on how adult allies can shift from an authoritarian approach to working in partnership with young people and share in program development and implementation
 - developing and applying school processes that positively impact a student’s daily experience on campus (i.e., morning check-ins and afternoon check-outs with students)
 - conducting focus groups to assess school climate and the needs of students
3. The expansion or creation of a Friday Night Live Mentoring (FNLN) program, that integrates SEL concepts, is also a potential program approach. FNLN pairs high school and middle school youth together in a peer-to-peer relationship that works to develop leadership and engagement of both the mentor and protégé. The FNLN model (attachment 2) provides young people with an ongoing, mutually beneficial, caring relationship that strengthens a young person’s resiliency to the challenges they face in life. This proven model provides a structure to implement SEL, as defined by CASEL, “SEL is the process through which all young people...acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals”. Both mentors and protégés participating in SEL-infused FNLN programs can work together to extend their reach and create campus-wide activities to impact all students at both of their home schools. FNLN chapters may:
- develop a program that supports a healthy and successful transition for all students from middle school to high school (i.e., campus tours, extracurricular overviews, school schedules, etc.)
 - work on a cross-campus project/challenge to promote teamwork
 - create and facilitate a survey on ‘things I wish I knew’ and use the findings to develop infographics, posters, newsletters, etc.
 - host a monthly training at the middle school campus facilitated by mentors to build skills in public speaking, leadership, advocacy, etc.

The goal is for young people to engage in meaningful sustainable partnerships, whether that be with their county, districts, or schools, that bring youth voice and action to SEL implementation.

Requirements:

Counties will be required to create a plan that outlines the development of new chapters/expansion of existing chapters to support the implementation of SEL-oriented activities. Counties will be required to conduct activities, in support of their SEL plan, throughout each quarter of the implementation term (see TIMELINE for details).



Counties will be required to create pathways for FNL youth to be included in adult SEL CoPs. Each county office of education in California is supported through CalHOPE, the California Department of Health Services, the Sacramento County Office of Education, the Orange County Department of Education, the University of California Berkeley, and FEMA to develop a COP. CoPs “enable California’s schools to be leaders in supporting proactive and early intervention as well collectively respond to the social, emotional, and mental health needs of students, families, and educators” (CalHOPE). This work is meant to build the capacity of adults (teachers, advisors, counselors, principals, etc.) to integrate SEL concepts in their work with students. Through a partnership with a CoP, FNL youth will have the ability to:

- provide first-hand insight into campus culture
- offer guidance and feedback on SEL initiatives
- work alongside teachers and administrators to implement classroom strategies and create learning environments that benefit all students

Counties will be required to develop and submit, to the CFNLP, a plan on how they will integrate SEL into their FNL county programs. This planning document will be due no later than June 15, 2023, for implementation in FY 23/24. At that time, counties may submit an invoice for no more than 10% of the total award. The CFNLP will review and provide feedback on the planning document in a timely manner. Counties will not be able to begin their program work until final approval of the plan is granted.

Counties will be required to attend and participate in quarterly FNL SEL learning community meetings. The CFNLP will develop and host learning community meetings either regionally or statewide to support program implementation. The meetings may include program updates from the CFNLP, upcoming training opportunities and resources, and time for participating counties to share about their SEL work. This may include SEL project examples, successful strategies and activities, helpful tools, etc.

Counties will be required to submit quarterly progress reports on their SEL efforts. Reports are due no later than 15 days after the close of the quarter. A reporting template will be provided. The reporting schedule is outlined below in the TIMELINE.

RESOURCES

The CFNLP will provide training, through a variety of modalities, to support the successful integration of SEL into FNL programs. Trainings will be available via webinars, learning communities, in-person/onsite, and through designated tracks and workshops at the FNL Leadership Training Institute (July 2023) and the FNL Youth Summit (October 2023). The CFNLP will also identify a list of curriculums that can be applied to the work, although not SEL-specific, they will support implementation efforts. The CFNLP will secure/pay for the use and licenses of the curriculum for participating counties. The CFNLP will also host SEL learning communities to provide space for counties to connect, share, and receive support from their peers.



The CFNLP will assemble a SEL-specific training team to provide technical assistance and respond to individual county needs for both youth and adults. This will include training to support plan development, assessment, implementation, and evaluation. Training topics may include SEL concepts, adult allyship, youth-led action research, community outreach, how to partner with schools, etc. (an appropriate contract expenditure may include subsidizing the cost of substitutes for teachers to attend SEL trainings during school hours).

The CFNLP will coordinate an evaluation team to identify areas of focus and create a compendium of assessment tools for young people to survey their peers and develop a plan tailored to their needs. As an example, if chapter members are interested in what affects school attendance the most on their campus, they will have access to tools specific to that topic (i.e., surveys, focus group questions, analytics, etc.) that can be used to assess the issue and support an effective approach to impact attendance.

The CFNLP will provide information on SEL training opportunities throughout the state and nationally. Registration and travel costs for staff, students, and advisors would be an allowable expense under this contract. Please visit: <https://selexchange.casel.org/> for information on CASEL's *Social & Emotional Learning Exchange 2023* in Atlanta, Georgia, November 7 - 9; this year's theme is "Leaders as Learners: Building the Village Our Children Need".

Counties will have the opportunity to request specific technical assistance at any time during the contract period.

TIMELINE

Contract Term: April 1, 2023 – June 30, 2024

- Planning: April 1, 2023 – June 30, 2023
- Implementation: July 1, 2023 – June 30, 2024

Report & Invoice Schedule:

- July 15, 2023: 10% invoice due
- October 15, 2023: quarter one progress report due
- January 15, 2024: quarter two progress report due
- April 15, 2024: quarter three progress report due
- July 15, 2024: quarter four progress report and final invoice due

Important Dates:

- March 9, 2023: county information due to CFNLP (please see page 6 for details)
- June 15, 2023: SEL planning document due
- November 7-9, 2023: CASEL conference



Friday Night Live & Social Emotional Learning **Program Application**

Counties interested in the program must submit the following information (in the order provided) to Nani Dodson at nanid@tcoe.org by March 9, 2023, to be considered for funding.

1. County
2. Contract Entity Information
 - Organization Name
 - Address
 - Phone
 - Signatory (name, title, and email)
3. Primary Contact
 - Name
 - Title
 - Email
 - Phone
4. Requested Funding Amount
 - \$50k - \$100k
 - \$100k - \$150k
 - \$150 - \$200k
 - Other, please specify
5. Does the county FNL program have experience in SEL strategies and concepts? If yes, please provide detailed information (i.e., SEL content delivery, trainings attended, event participation, etc.)
6. Each county has SEL Communities of Practice (CoP) supported through their county office of education. Please indicate your familiarity with your county CoP contact:
Note: the primary contact, noted above, will be introduced to the county SEL contact upon grant award
 - I do not know who the contact is for my county CoP
 - I know who my county CoP contact is, but have not interacted with them
 - I know who my county CoP contact is, and have been in contact with them
 - I know who my county CoP contact is, and have worked with them on SEL initiatives
 - Other (please explain)



Friday Night Live/Club Live Youth Development Standards of Practice

Youth in FNL/Club Live programs will experience the following:

- **A Safe Environment**
 - Physical safety – to feel safe physically, free from the risk of harm.
 - Emotional Safety – to feel safe emotionally, to feel like they can be who they are.
- **Opportunities for Community Engagement**
 - Knowledge of Community – to learn about their community and its resources.
 - Interaction/Interface with the Community – to interact and work with community members.
 - Communication with the Community – to communicate about the program or youth issues.
 - Contribution to the Community – to give back and serve the community.
- **Opportunities for Leadership and Advocacy**
 - Decision-Making and Governance – to participate in decision-making and occupy leadership roles, such as staff or board roles.
 - Youth Voice – to learn to express their opinions constructively and to hear those of others.
 - Action – to take action on issues or projects they care about outside of the program – in the community, at school.
- **Opportunities to Build Caring and Meaningful Relationships with Peers and Adults**
 - Peer Knowledge – to learn about their peers and build relationships with them.
 - Adult Knowledge/Guidance – to learn about the adult staff and build relationships with them.
 - Emotional Support – to feel supported emotionally by others in the program.
 - Practical Support – to feel like their practical needs are met by adult staff.
 - Sense of Belonging – to feel like they belong, like they matter to the group and its success.
- **Opportunities to Engage in Interesting and Relevant Skill Building Activities**
 - Specific Skills – to develop and build specific skills through program activities.
 - Challenging and Interesting Activities – to engage in interesting and challenging activities.





Mission

Friday Night Live Mentoring (FNLM) provides opportunities for young people to be in ongoing, mutually beneficial, caring relationships, which strengthen a young person's resiliency to the challenges they face in life.

Model

STAFFING

- FNLM staff
- Mentor site advisor
- Protégé site advisor

RECRUITMENT

- Sites
 - Outreach: calls, informational packets (fact sheet, reports, etc.)
 - Identify advisor
- Participants
 - Mentor application & interview
 - Protégé recommendation

PREPARATION

- Orientation for parent/guardian of protégés
- Matching
- Mentor training
- Protégé orientation

ONGOING

- Weekly mentoring sessions
 - Curriculum/lessons
 - One-to-one time
 - Group time
- Weekly sessions for mentors
 - Planning

CONCLUSION

- Clear closure process
- FNLM Retrospective Survey