

# Black SEL Hub Summer Institute

June 17- 21, 2024  
Durham, NC



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# Black SEL 2024 Summer Institute Evaluation Report

## Overview of Summer Institute

The Black SEL Hub Summer Institute is an initiative crafted to delve into the lived experiences of Black students concerning social-emotional development. Over five days, this institute will explore our Black SEL curriculum, providing students with training in social justice skills, racial equity, African-American historic leadership, mental health, workforce development, community violence, character development, understanding the political landscape, exploring a child's media diet, all while integrating the five competencies of SEL and our Black SEL Framework. In addition, we emphasize civic engagement to empower participants as active contributors to their communities. The overarching objective is to nurture confidence, resilience, character, morals, values, and a sense of civic responsibility.

## Methodology

Students that attended the Black SEL Summer Institute were administered both a pre-survey and post-survey to assess a change in their skills, perceptions, and attitudes as well as provide feedback about the Summer Institute. Additionally, following each day's session, students were asked to complete a ticket out the door that assessed the students' change in knowledge and captured their feedback about each individual session.

The pre-survey was administered to students on the first day of the Black SEL Summer Institute. A total of 62 students completed the pre-survey. The post-survey was administered to students on the final day of the Black SEL Summer Institute with a total of 63 students completing the post-survey.

There were several questions that were asked only in the post-survey. The specific findings for the post-survey can be found in their respective sections below. The pre and post-surveys were compared and analyzed. To do so, the data from the pre-survey and post-surveys were cleaned so that only the true complete matches were used for the comparison. Data cleaning was done which included removing: duplicate responses, students that only completed the pre-survey, and students that only completed the post-survey. Once the data was cleaned, there was a total of 51 true complete matches to conduct t-tests and to compare the groups. The comparison data can be found in its designated section below.

In presenting the findings, the report outlines the alignment between the survey items and the six Black SEL pillars: Affirmation of Black Self-Concept, Lived Civics, Inclusion of Community Stakeholders, Critical Consciousness, Social Responsibility, and Civic Engagement.

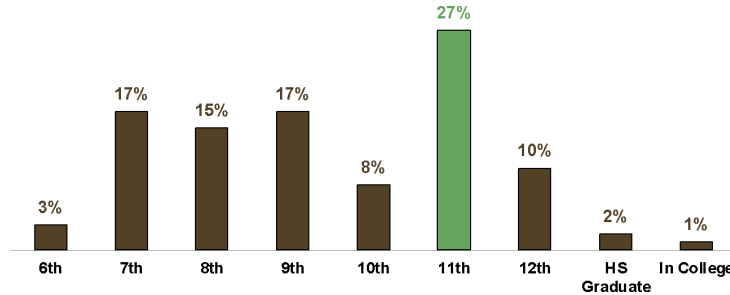
## Students

Summer Institute attendees hailed from schools across the Southeastern United States. **In total, 59 schools were represented.** Among the students registered, **Hillside High School had the largest representation with 17% (N=17) of the students.**

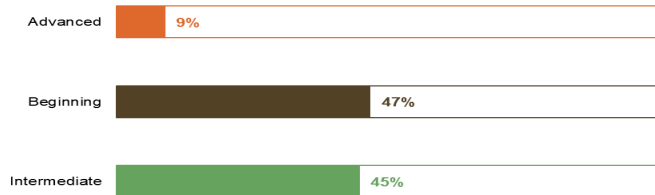
Students were asked to share in which grade they were enrolled, yielding 100 responses. **Twenty-seven students indicated they were in the 11th grade, making it the most**

**represented grade.** The second most common grades were seven and nine, each with 17 students. An additional analysis was conducted to compare students' grades and ages.

### Grades of Summer Institute Registrants



Students were surveyed on their understanding of social and emotional learning (SEL). The response options were beginning, intermediate, and advanced. **The majority of students selected that they were 'beginning' at SEL at 47%** (N=47), followed by 'intermediate' at 45% (N=45), and 9% indicated they were at an advanced level of understanding of SEL.



## Student Post-Survey Findings

There were several questions that were asked only in the post-survey: students' perceptions as a Black SEL Summer Institute attendee, students' perceptions on what they wish their teachers knew about their background at school, interest in the voter registration street team, likelihood of returning to the Black SEL Summer Institute in the future, and the likelihood of referring a friend, peer, or classmate to the Black SEL Summer Institute.

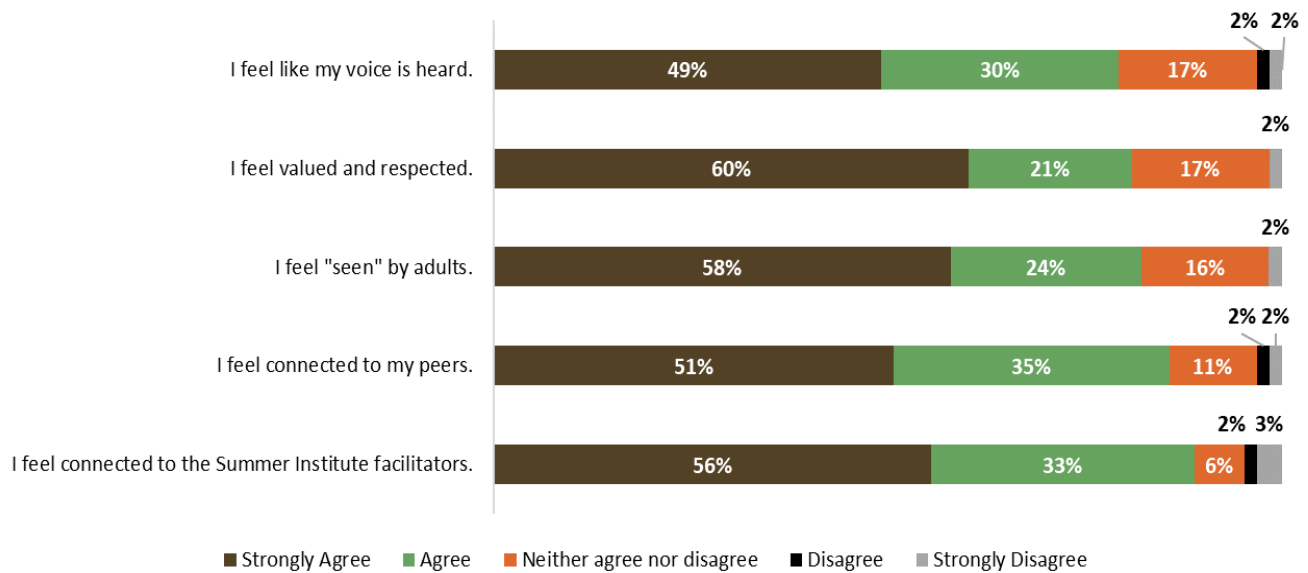
### Black SEL Pillars and Belonging among Summer Institute Attendees

Students were asked to rate their level of agreement ranging from Strongly Disagree to Strongly Agree for five survey items related to the Black SEL pillars and the Summer Institutes goal of providing a voice to youth.

**As a result of the Summer Institute, students felt affirmed in the Black self-concept, a strong sense of belonging, experienced an inclusion of community stakeholders, and felt as if their voice was heard.**

Black SEL Pillar	Item
Affirmation of Black Self-Concept; Belonging	81% agreed that they feel valued and respected.
	82% agreed that they feel "seen" by adults
	86% agreed that they feel connected to their peers.
Inclusion of Community Stakeholders	89% agreed that they feel connected to the Summer Institute facilitators.
Summer Institute Objective	79% agreed that they feel like their voice is heard.

A graph of the responses from students can be found in the figure below.



### Expressing Black Self-concept and Lived Experiences

The survey asked students to expound on their Black self-concept and lived experiences by asking students to identify and share what they wish their teachers knew about their experiences of race, ethnicity, or culture at school. The majority of students felt that the Black Experience (e.g., the culture, the contribution and achievements of Black individuals, the usage and understanding the significance of African American Vernacular English (AAVE), etc.) is one primary aspect that they wish their teachers knew about their experiences at school. While representation of the Black culture is important – and representation, in general – students also made it clear that they do not want to be reduced and “seen” as Black due to the biases and beliefs that they have experienced at their school by their teachers. Specifically, one student noted that:

*“I wish teachers were aware of the struggles and achievements of Black individuals throughout history. I would be so much [more] involved with the classes that I’m taking if they started to teach more about that.”*

While other students stated:

*“I wish they understood the history surrounding AAVE and wouldn’t misuse it for a joke.”*

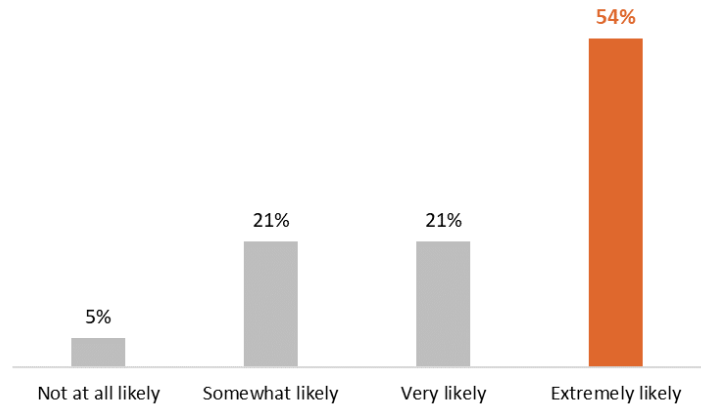
*“My race doesn’t define my future.”*

*“That I go to a majority white school and Black students are always seen as something bad there.”*

## Likelihood of Returning to Black SEL Summer Institute

Students were asked on the post-survey to rate their likelihood of returning to a future Black SEL Summer Institute.

Respondents rated their likelihood on a scale from *Not at all likely (1) to Extremely likely (4)*. **75% of students were extremely or very likely to attend a future Black SEL Summer Institute.** The remaining responses can be found in the graph to the right.

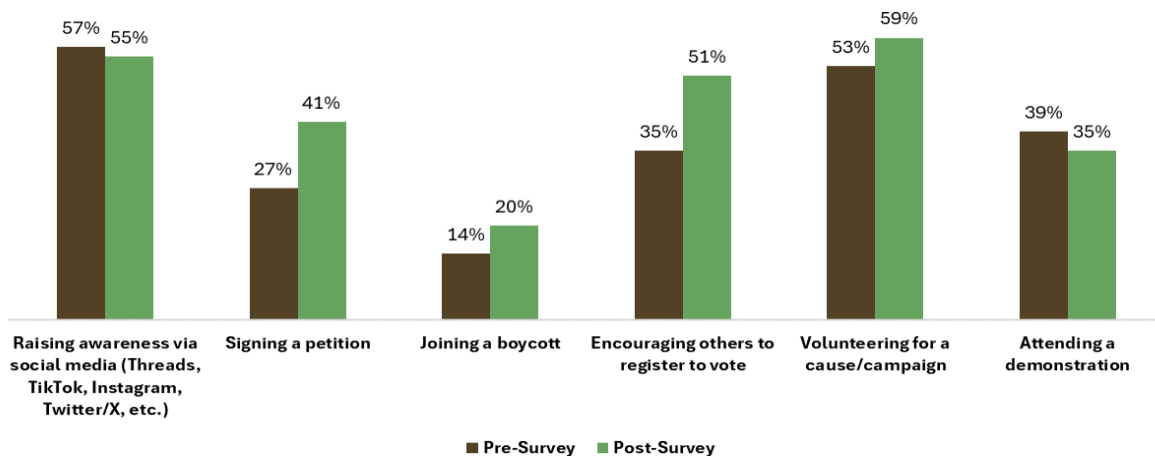


## Pre/Post Survey Comparisons

### Interest in Civic Engagement

In both the pre-survey and post-survey, students were asked to select all of the civic engagement activities that they would participate in. All of the students in the post-survey indicated at least one civic engagement activity in which they would participate.

**After the Summer Institute, students were more likely to want to engage civically by signing a petition, joining a boycott, encouraging others to vote, and volunteering for a cause/campaign.**



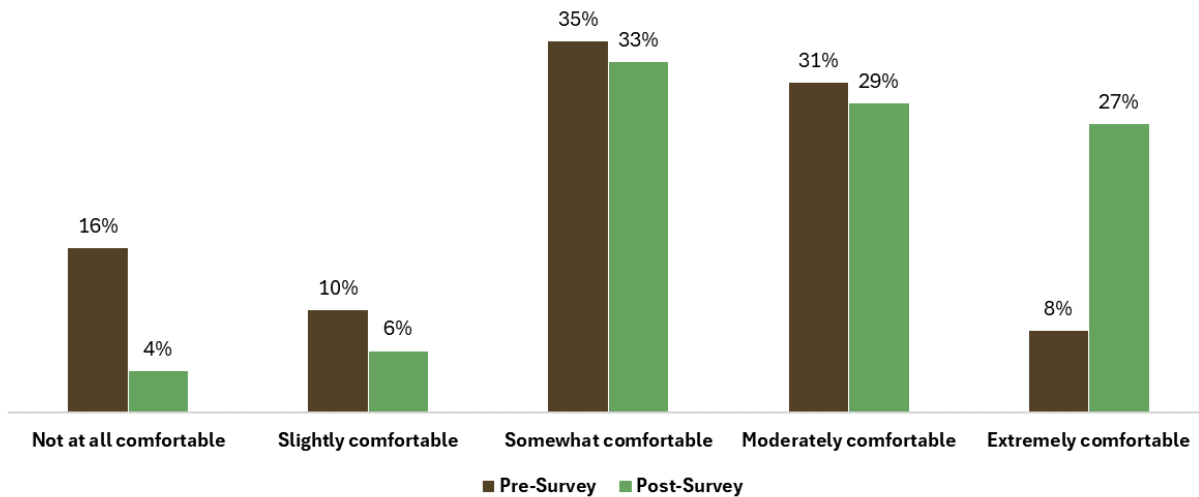
\*Note: This survey item is a select all that applies question. The percentages shown will equal to more than 100%.

Students were asked in both the pre-survey and post-survey to rate their level of comfort in registering and encouraging people to vote on a scale of *Not at all comfortable (1) to Extremely comfortable (5)*. The table below shows the average level of comfort for the pre-survey, the average level of comfort for the post-survey, the difference between the pre- and post-surveys, and the p-value. A t-test was performed to determine if the Summer Institute made an impact and expanded the students' comfort level. The t-test was conducted with an

alpha level of 0.05. **After the Summer Institute, students were more likely to desire to engage civically and in socially responsible ways. There was a significant difference ( $p < 0.0001$ ) between the pre-survey and post-survey. This indicates that the Black SEL Summer Institute had an impact on students' civic engagement and social responsibility.**

 <b>Comfort in Registering and Encouraging People to Vote</b>			
Pre-Survey Average	Post-Survey Average	Difference	P-Value
3.06	3.71	0.65	<0.0001

Additionally, in the chart below, it can be found that **there was a 237.5% percent change in the percent of students that felt extremely comfortable registering and encouraging people to vote after attending the Black SEL Summer Institute.**



### Change in Summer Institute Outcomes

Students were also asked a series of questions related to the outcomes of the 2024 Black SEL Summer Institute (change in knowledge, Black self-concept, social responsibility, and civic engagement). Students ( $n = 51$ ) rated their performance on a scale ranging from *Strongly Disagree (1)* to *Strongly Agree (5)*. The table below includes the survey item, the average pre-survey score, the average post-survey score, the difference between the two surveys, and the p-value.

A t-test was performed to determine if the Summer Institute made an impact and expanded the students' knowledge, skills, attitudes, and beliefs. While all of the survey items saw an overall average increase between the pre-test and post-test, three items in this section that saw a statistically significant difference with a p-value less than 0.05. **There was a**

statistically significant increase in: Change in SEL Knowledge (I understand SEL), Black Self-Concept (I understand the value and importance of the power to vote) and Social Responsibility (I see myself as a leader in my classroom).

Black SEL Pillar	Item	Pre-Average	Post-Average	Difference	P-Value ( $\alpha = 0.05$ )
<b>Change in Knowledge</b>	<b>I understand SEL.</b>	<b>3.67</b>	<b>4.48</b>	<b>0.81</b>	<b>&lt;0.0001*</b>
	I feel empowered to express my thoughts, feelings, emotions.	4.04	4.26	0.22	0.0676
<b>Black Self-Concept</b>	<b>I understand the value and importance of the power to vote.</b>	<b>4.10</b>	<b>4.45</b>	<b>0.35</b>	<b>0.0324*</b>
<b>Social Responsibility</b>	<b>I see myself as a leader in my classroom.</b>	<b>3.70</b>	<b>4.08</b>	<b>0.38</b>	<b>0.0211*</b>
<b>Civic Engagement &amp; Social Responsibility</b>	I believe I should make a difference in my community.	4.27	4.37	0.10	0.2656

\*Note: The asterisk and bold indicates that the p-value is statistically significant at the 0.05 alpha level.

### Black Self-Concept and Social Responsibility

Students were also asked a series of questions related to Black self-concept and social responsibility. Students (n = 51) rated their performance on a scale ranging from *Strongly Disagree (1) to Strongly Agree (5)*. The table below includes the survey item, the average pre-survey score, the average post-survey score, the difference between the two surveys, and the p-value. A t-test was performed to determine if the Summer Institute made an impact and expanded the students' knowledge, skills, attitudes, and beliefs. **After the Summer Institute, student averages for the Black self-concept, critical consciousness and social responsibility items were higher than at pre.**

Black SEL Pillar	Item	Pre-Average	Post-Average	Difference	P-Value ( $\alpha = 0.05$ )
<b>Black Self-Concept</b>	I feel comfortable speaking up about race-related issues.	3.73	4.00	0.27	0.0625
	I am aware of and can identify my racial identity.	4.41	4.63	0.22	0.0953
<b>Critical &amp; Social Responsibility</b>	I understand how my actions can impact my community.	4.20	4.28	0.08	0.3222
<b>Lived Civics</b>	I feel like I belong in my community.	4.43	4.29	-0.14	0.2032

\*Note: The asterisk and bold indicates that the p-value is statistically significant at the 0.05 alpha level.

## Self-Management and Self-Awareness

Students were also asked a series of questions related to self-management and self-awareness. Students (n = 51) rated their performance on a scale ranging from *Strongly Disagree (1) to Strongly Agree (5)*. The table below includes the survey item, the average pre-survey score, the average post-survey score, the difference between the two surveys, and the p-value. A t-test was performed to determine if the Summer Institute made an impact and expanded the students' knowledge, skills, attitudes, and beliefs. **All of the self-management, critical consciousness, and lived civics items saw an overall average increase between the pre-test and post-test. After the Summer Institute, students expressed a statistically significant increased sense of critical consciousness.**

Black SEL Pillar	Item	Pre-Average	Post-Average	Difference	P-Value ( $\alpha = 0.05$ )
Self-Management	Remain calm even when someone was bothering you or saying bad things.	3.51	3.86	0.35	0.0611
	<b>Allow others to speak without interrupting them.</b>	<b>3.76</b>	<b>4.14</b>	<b>0.37</b>	<b>0.0186*</b>
Critical Consciousness	<b>Listen to other people's point of view.</b>	<b>4.24</b>	<b>4.53</b>	<b>0.29</b>	<b>0.0373*</b>
	Compliment others' accomplishments.	4.29	4.43	0.14	0.2159
Lived Civics	Care about other people's feelings.	4.37	4.47	0.10	0.2840

\*Note: The asterisk and bold indicates that the p-value is statistically significant at the 0.05 alpha level.

## Social Awareness

Students were also asked a series of questions related to social awareness. Students (n = 51) rated their performance on a scale ranging from *Strongly Disagree (1) to Strongly Agree (5)*. The table below includes the survey item, the average pre-survey score, the average post-survey score, the difference between the two surveys, and the p-value. A t-test was performed to determine if the Summer Institute made an impact and expanded the students' knowledge, skills, attitudes, and beliefs.

**There was an overall average increase between the pre-test and post-test on most social awareness items. There was a statistically significant increase in Black self-concept as students improved their ability to clearly describe their feelings.**

Black SEL Pillar	Item	Pre-Average	Post-Average	Difference	P-Value ( $\alpha = 0.05$ )
Lived Civics	Get along with students who are different from you.	4.30	4.29	-0.01	0.4861
Black Self-Concept	<b>Able to clearly describe feelings.</b>	<b>3.45</b>	<b>3.82</b>	<b>0.37</b>	<b>0.0459*</b>

<b>Critical Consciousness</b>	Are respectful of other people's views that you disagree with.	3.96	4.25	0.29	0.0558
<b>Social Responsibility</b>	Standing up for yourself without putting others down.	4.00	4.06	0.06	0.3862

\*Note: The asterisk and bold indicates that the p-value is statistically significant at the 0.05 alpha level.