

# Black SEL + The Data

## Part I

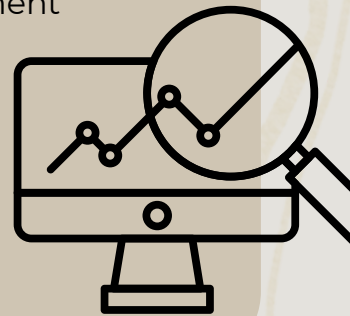
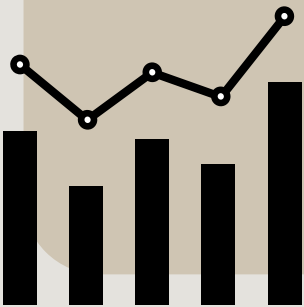


### OBJECTIVES

- 1 Participants will increase their knowledge of current Black SEL data.
- 2 Participants will increase their understanding regarding the various forms of data that can be collected.
- 3 Participants will increase their understanding regarding how Black SEL data can be analyzed to determine best supports for Black youth.
- 4 Participants will increase their understanding regarding the various challenges that may be present when collecting data within Black communities and ways to overcome them.

### KEY POINTS

- When reviewing SEL articles that have been published, only 6% pertain specifically to Black youth.
- There are several ways to collect data:
  - Assessments
  - Pre/Post Surveys
  - Post Surveys
  - Interviews/Focus Groups
- Ethical Considerations to consider when collecting data:
  - Authenticity
  - Transparency
  - Rapport Building
- Black SEL data analysis can inform:
  - Program Design
  - Curriculum Development
  - Resource Allocation
- Strategies to overcome data collection barriers:
  - Make data collection/analysis simple
  - Use data to advocate for resources
  - Attend/Provide trainings regarding data collection



**ASHLEY  
MATTHEWS, MSW**

Research Coordinator | Black SEL

**DR. ABDULAI  
MUNKAILA, PH.D.**

Research Associate | Black SEL



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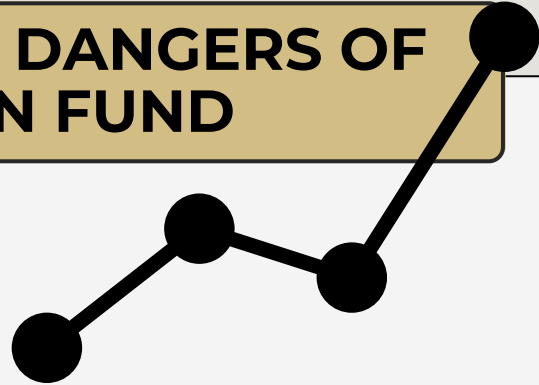
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## Part II



### DATA COLLECTED BY DANGERS OF THE MIND EDUCATION FUND

#### District Trainings



- **Legacy Over Likes- Clayton County**

- Participants were asked whether they believed their own children or other children around them understood their character. There was a wide range of responses, but only 32% of participants answered "yes." After the workshop, 84% of participants said they felt prepared to ask their kids or the kids around them questions to help them understand their character.
- Social Media usage: Tiktok- 40%; YouTube- 29%; Instagram- 21%, Snapchat- 5%; Facebook- 2%

- **Girl's Conference**

- The terms "complacency, distractions, ego/pride, fear, insecurities, and perception" were presented to the girls, and they were asked to choose which one they felt they most closely identified with. According to the results, 40.6% of the girls chose the word "insecurities," followed by 24.7% who chose "distractions," and 12.5% who chose "perception."
- To help gauge some of the challenges that the girls face in their schools, they were asked to identify which incidents they encounter the most in school. The girls selected multiple incidents they encounter, but peer comparison (27.4%), peer conflict (23.3%), and jealousy (17.4%) were the most frequently selected responses.
- The girls then considered their learning styles. Visually (44.5%) and Interactive (41.0%) were the top two learning styles the girls mostly resonated with (9% audio, 5% journaling).

**ASHLEY  
MATTHEWS, MSW**

Research Coordinator | Black SEL

**DR. ABDULAI  
MUNKAILA, PH.D.**

Research Associate | Black SEL



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## Part III



### DATA COLLECTED BY DANGERS OF THE MIND EDUCATION FUND

#### District Trainings

- **Freedom School**

- After completing the course, the majority of students (97.3%) were able to detect the correct SEL competency in the scenario.
- After attending Freedom Schools, all students stated that they use SEL skills in their daily lives (66% to 100%).
- After attending Freedom School, more students responded "Yes" to there being Black cultural values that support SEL (79% to 91%).

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**ASHLEY  
MATTHEWS, MSW**

Research Coordinator | Black SEL

**DR. ABDULAI  
MUNKAILA, PH.D.**

Research Associate | Black SEL



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