

Readiness Inventory

This is an informal inventory designed to help programs evaluate how well their current practices support social and emotional learning. The inventory will help identify program practice strengths as well as areas for improvement. While all four strategies do not need to develop sequentially within your program, all areas are important components of programs that are intentionally supporting social and emotional learning in youth.

Why This Matters

- Program practices can greatly influence how youth develop social and emotional skills.
- The inventory will help customize users' experience of the toolkit by identifying sections that may be of greatest benefit.

Getting Started

- Ask several people within your program to complete the inventory.
- Materials: A copy of the Readiness Inventory for each person
- Time: 60-90 minutes

How To Use It

- 1) Get together to compare your responses.
- 2) Use the following conversation starters to begin a reflective discussion on your program practices.
 - Where did our team have consensus in our responses? Where did we diverge?

- Are your YES items primarily in one strategy area or are they spread out?
- Looking at the items we scored SOMETIMES, is there one in particular that we could easily move into a YES? What could we do to create more consistency in these areas?

Take It Further

- Make a list of your relative strengths (items with YES responses). Make a list of all of the environmental actions and programmatic elements that are currently in place to support your SEL strengths. These strategies are part of your SEL toolbox that you can use as a foundation to build additional practices into your program.
- Identify one area to target for improvement. Read the corresponding section of the toolkit and mark items that might help you improve your program practices in this area. Pick one strategy to focus on first, and make a plan to measure its effectiveness.

Tool: Readiness Inventory

EQUIPPING STAFF	NO	SOMETIMES	YES
Do we comfortably talk about the components of social and emotional learning and why it matters?			
Can we identify the specific SEL skills our program is designed to support?			
Do we spend time exploring our own social and emotional skills as staff?			
Are we explicit about how the cultural experiences + values of staff and youth influence social and emotional learning?			

CREATING THE LEARNING ENVIRONMENT	NO	SOMETIMES	YES
Do we regularly have feedback conversations with youth about their social and emotional skills?			
Do we communicate with parents about their child's social and emotional skill growth?			
Do we integrate SEL opportunities into our routines and behavior expectations?			
Do we integrate SEL into our conflict resolution and behavior management practices?			

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LEARNING EXPERIENCES	NO	SOMETIMES	YES
Do we have a planned set of activities that progressively challenge youth to build social and emotional skills?			
Do we incorporate active opportunities for youth to engage in SEL?			
Do we create opportunities for youth to reflect on their social and emotional learning?			
Do we integrate young people’s cultural values around SEL into our activities?			

DATA FOR IMPROVEMENT	NO	SOMETIMES	YES
Do we have tools and strategies in place to track youths’ progress in social and emotional skill development?			
Do we use data to improve our social and emotional learning practices?			
Do we incorporate SEL-related data into our dashboard and data review processes?			
Do we have formal tools to measure social and emotional learning outcomes in our program?			