



**Investing in Our Future:
Ensuring Student Access to Social and Emotional Learning**

January 24, 2020



Webinar Panelists



Matt Atwell
Civic



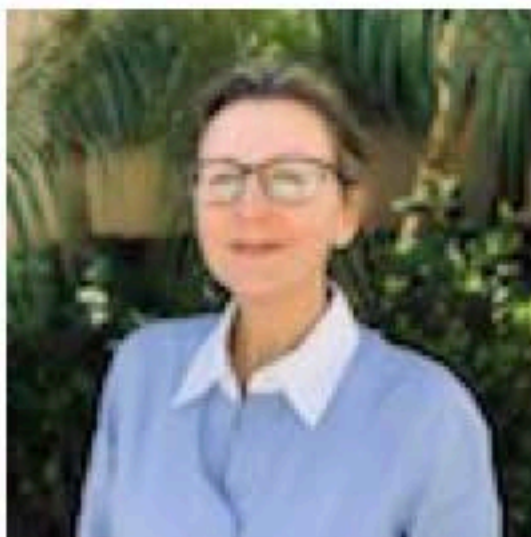
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Learning Policy Institute



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CASEL



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WHO IS CASEL...

CASEL is the nonprofit that founded the field of social and emotional learning (SEL).

CASEL drives SEL **research**, guides SEL **practice**, and informs SEL **policy** in collaboration with thought leaders and other key organizations so *every* student can thrive.



CASEL's Collaborative Initiatives

COLLABORATING DISTRICTS INITIATIVE *2011*

- Aimed at supporting school districts' capacities to systemically promote SEL for all students.
- With **20 partner districts**, directly serving:
 - 1.7M+ students
 - 3,000+ schools
 - 10,000+ teachers

COLLABORATING STATES INITIATIVE *2016*

- Aimed at supporting school districts' capacities to systemically promote SEL for all students.
- Connected to **38 states** with the ability to influence:
 - 35M+ students
 - 11,000+ school districts
 - 67,000+ schools
 - 1.2M+ teachers



ENSURING STUDENT ACCESS TO SEL





Children in the U.S.

- Each year, **46 million children** are exposed to violence, crime, abuse, homelessness, or food insecurity.
- More than half of American school children—**about 25 million**—live in low-income families and, increasingly, in neighborhoods of concentrated poverty and racial isolation.
- **Almost 1 in 4** children experience an adverse childhood experience before they start school.
- Only **29% of students** feel their school provides a caring, encouraging environment.





Social, Emotional and Academic Development Matters

- The **effects of trauma can be mitigated** when students learn in a positive school climate that offers long-term, secure relationships and that supports academic, physical, cognitive, social, and emotional development.
- Such an environment **boosts achievement for all children**, regardless of their circumstances.

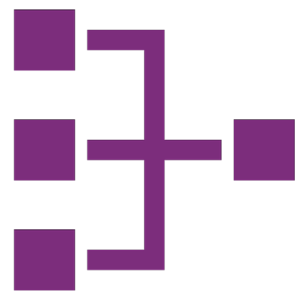




Social, Emotional, and Academic Learning Research

- SEL is linked to **improved**: academic achievement, graduation rates, employment prospects, teacher retention, college and career-ready skills, school climate and safety. **Achievement gains persist over time.**
- SEL is linked to **decreased**: bullying (including prevention), violence, aggressive behaviors **creating safer schools.**
- Only **22 percent** of educators feel they are very prepared to teach social and emotional learning in the classroom.

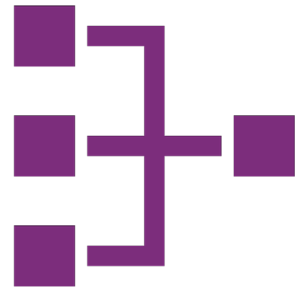




A System Focused on Developmental Supports for Children

- Include **measures** of school climate, social-emotional supports, and school exclusions in **accountability and improvement systems**.
- **Adopt guidance** for social, emotional, and cognitive learning that clarifies the competencies students should be helped to develop and the practices that can help them accomplish these goals.
- **Replace zero-tolerance policies** with discipline policies focused on social-emotional learning and restorative discipline.





A System Focused on Developmental Supports for Children

- Support school climate **surveys** and **SEL** and **restorative justice programs**.
- Incorporate **educator competencies** regarding support for SEL and restorative practices into licensing and accreditation requirements.





Designing Schools to Provide Settings for Healthy Development

- **Design schools for strong relationships** by creating small schools and small learning communities, advisory systems, teaching teams, looping teachers with students, and organizing schools with longer grade spans.
- Develop **schoolwide norms** and supports for identity-safe, culturally responsive classrooms that teach social, emotional, and cognitive skills.
- Provide **integrated student supports** through community school models and partnerships.





Designing Schools to Provide Settings for Healthy Development

- Develop **multi-tiered systems of support** (MTSS), from universal designs for learning through academic and nonacademic supports available without labelling or delay.
- Provide **extended learning time** to ensure that students do not fall behind, from tutoring models such as Reading Recovery, to after school supports and summer enrichment.
- Design **outreach to families** through home visits and flexibly scheduled conferences; outreach and regular positive communication.





Ensuring Educator Learning

- Invest in **educator wellness** including preparation and mentoring that improve efficacy, mindfulness and stress management, SEL programs, and supportive administrations.
- Design preparation programs that provide a **strong foundation in practices** that support development and learning—and how to design such school environments.





Ensuring Educator Learning

- Offer **in-service programs** that help educators refine student-centered practices, use data about school climate and student outcomes to improve, problem solve around children's needs, and engage in collegial learning.
- Invest in **educator recruitment and retention** through high-retention pathways into the profession that **diversify the educator workforce**, high-quality mentoring, and collegial environments for practice.



FUNDING
AVAILABLE ACROSS
THE EDUCATION
SYSTEM...

Funding should be **aligned** and **coordinated** across programs and funding streams to advance a **comprehensive vision**.

- Federal
- State
- Local

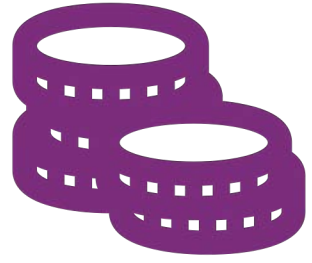
FEDERAL FUNDING

Overview

Non-ESSA Funding Streams

ESSA Funding: Formula Funding, Discretionary Funding

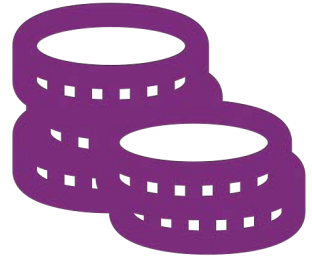




Bevy of Potential Funding Streams

- **2003 White House Task Force on Disadvantaged Youth.** 339 federal programs spending \$223.5B
- **National Commission on Social, Emotional, and Academic Learning** found 120+ federal funding streams



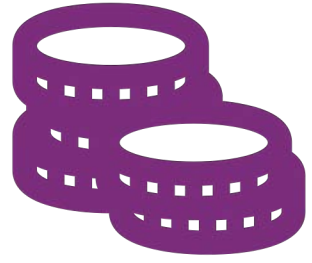


Resources Exist to Help Identify Streams

- [Association of Government Accountants](#)
- [Spark Policy Institute Blending & Braiding Toolkit](#)
- [CCSSO Strategies to Improve Conditions of Learning](#)
- Several states have their own guides, mostly focused on ESEA/ESSA (WA, OH, NJ)
- Upcoming tool from Civic



CIVIC

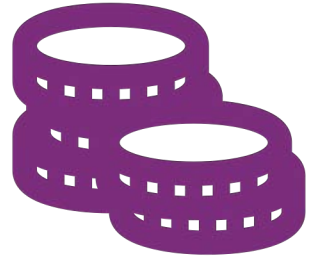


Promise Neighborhoods

- **FY2020:** \$80 million in discretionary funds
- Support a continuum of education in distressed communities
- Neighborhoods braid federal funds and other public and private resources



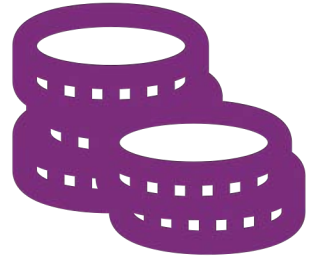
CIVIC



Population-specific Funding

- **IDEA Part B:**
 - **FY2020:** \$13.8 billion in formula funding
 - SEA reserves portion of funds **but majority flow to LEAs**
 - Can support PBIS for children with disabilities
- **McKinney-Vento Act EHCY Program:**
 - **FY2020:** \$101.5 million
 - LEAs can use MV dollars to support mental health services, trauma informed, etc. with SEL focus

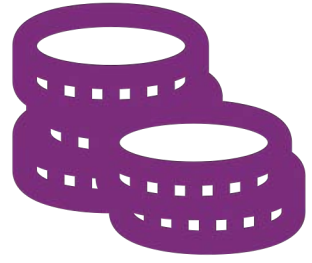




Opportunities outside of Education

- **Medicaid**
 - Can help pay for school-based mental health services
- **Corporation for National and Community Service**
 - **FY2020:** \$1.1 billion
 - AmeriCorps and VISTAs support hundreds of in- and after-school SEL programs
- **Child Care & Development Block Grant:**
 - **FY2020:** \$5.8 billion
 - Pivotal for supporting before and after school programs



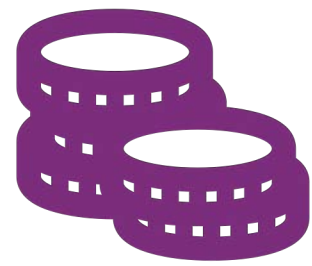


Greater opportunities for funding at Federal level: Discretionary and formula funding

Part I: Federal Formula Funding

- *Every Student Succeeds Act (ESSA)* allows for expanded definition of student success that goes beyond reading, math and science proficiency to also include conditions for learning that support whole child.
- *Carl D. Perkins Career and Technical Education Act (CTE)* supports employability skills.



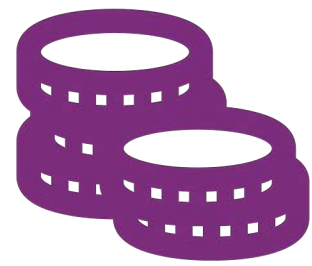


ESSA Formula Funding:

Non-competitive based on pre-determined formula

- **Title I** (\$16.3 billion FY2020) – funds can be used for interventions to support student academic success and well-being.
 - Can include evidence-based SEL programming
 - Also can include Title I, Part A parent engagement activities
- **Title II** (\$2.13 billion FY2020) – funds to support effective educators (teachers, principals and school leaders) and can be used for professional development, teacher retention, certification, licensure, etc.
 - Can be used to “teach” teachers on how to implement SEL in classroom
 - Can be used for adult SEL to support educators own mental health and behavior management, etc.



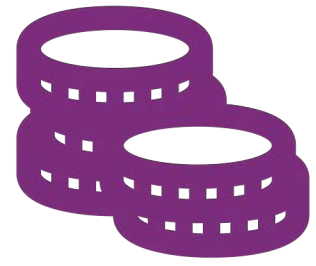


ESSA Formula Funding:

Non-competitive based on pre-determined formula (cont.)

- **Title IV-A**, Student Support and Academic Enrichment Grants (\$1.21 billion FY2020) – provides all states funds based on Title I formula distribution.
 - Allocation to LEAs and if receive at least \$30K must do needs assessment and
 - 20% Well-rounded education (arts, STEM, civics, college/career counseling); help students develop resilience and skills to achieve goals while having access to variety of educational opportunities
 - 20% Safe and healthy students (SEL, drug and school violence prevention, anti-bullying, mental health, school climate, improving conditions for learning)
 - Technology (5 percent cap on devices, equipment, software, and digital content.)
 - If LEAs don't receive \$30K don't have to do needs assessment or allocation



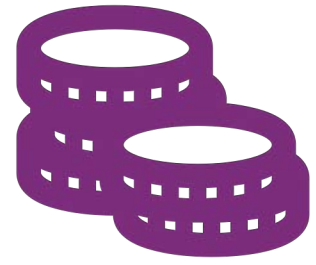


ESSA Formula Funding:

Non-competitive based on pre-determined formula (cont.)

- **Title IV-B**, 21st Century Community Learning Centers (\$1.25 billion FY2020) – provides funding for afterschool and summer learning programs
 - Funding for SEL programs in out-of-school time



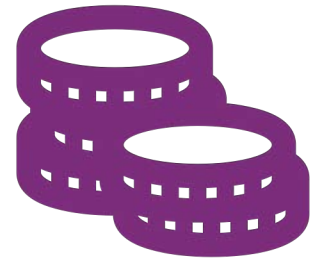


Career and Technical Education:

Non-competitive based on pre-determined formula

- Career and Technical Education (CTE)
 - \$1.28 billion FY2020 – State Grants (formula)





Discretionary Grants – competitive funding; opportunities announced in *Federal Register*

- Education Innovation and Research (EIR) program (\$190M in FY2020) – set aside within EIR grant program for evidence-based, field-initiated innovations that address student social, emotional, and cognitive needs.
- Supporting Effective Educator Development grant program (\$80M FY2020) - \$23M for a new competition within SEED with a priority for teacher professional development and pathways into teaching that provide a strong foundation in child development and learning, including skills for implementing SEL strategies.
- School Safety National Activities (\$105M in FY2020) - \$10M within the program to make schools safer through a new competition that will help local educational agencies (LEAs) directly increase the number of mental health and child development experts in schools to improve overall conditions for learning.
- Full-Service Community Schools (\$25M in FY2020) - to provide comprehensive services and expand evidence-based models that meet the holistic needs of children, families, and communities.



STATE FUNDING





What is Title IV, Part A?

The Student Support and Academic Enrichment Project is intended to **improve student academic achievement** by increasing the state and local educational agencies capacity in the following areas:

- Access to a well-rounded education
- Safe and healthy students school conditions for student learning
- Effective use of technology and digital literacy of all students





Why SEL in Florida?

- Florida DOE Offices of Safe Schools, Healthy Schools and Title IV, Part A have forged a partnership to:
 - Build statewide capacity for **safe and supportive school environments**
 - Strengthen district and state primary **prevention efforts**
- For SEL implementation across the state need a platform to:
 - Promote **best practices** among Florida districts
 - Learn about current SEL **implementation**
 - **Share** tools, resources, successes and challenges





Title IV, Part A Funding Priorities

- **Social and Emotional Education and Skills Development: Building the Foundation for Safe and Supportive School Environments**
- Facilitate FL SEL [District Collaborative](#) to build statewide capacity
- Develop an interactive Florida District Implementation SEL [Landscape Map](#)
- Strengthen SEL participation with T4A funding for:
 - Staff and [professional development](#)
 - [Training opportunities](#) for teachers, support staff and students



FDOE Strategic Goal Assists with:

- Highest Student Achievement



Florida SEL Landscape Map

Click on a [district](#) to see its SEL Plan and Related Initiatives .

To become a member district of the SEL District Collaborative and be included on the landscape map, please complete this short five question [SEL survey](#). If your district does not have a plan, simply input district contact information on the survey.



CASEL-reviewed SEL Programs being Implemented in Florida

[Character Counts!](#)

[LEAPS SEL](#)

[Lions Quest](#)

[Promoting Alternative Thinking Strategies \(PATHS\)](#)

[Second Step](#)

[Leader in Me](#)

[Sanford Harmony](#)



Title IV, Part A SEA/LEA Focus

- Federal funding and guidance supported SEL activities beginning in 2017
 - Florida Districts
 - Year One 23 LEAs
 - Year Two 55 LEAs
 - Year Three 67 LEAs
 - www.florida-title-iv-part-a.com/index.php
 - www.fldoe.org/academics/standards/title-iv-part-a.shtml





Title IV, Part A SEL Partnerships



- FDOE Bureaus
 - Exceptional Student Education
 - Family & Community Outreach
 - Safe Schools
 - Standards and Instructional Support
- Federal Programs
 - Title IV, Part B, 21st Century
 - Title IX: Homeless Education Program
- Florida PTA
- Florida Technology Council





Florida DOE Contact Information

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www.fldoe.org/safe-schools/

www.fldoe.org/schools/healthy-schools/

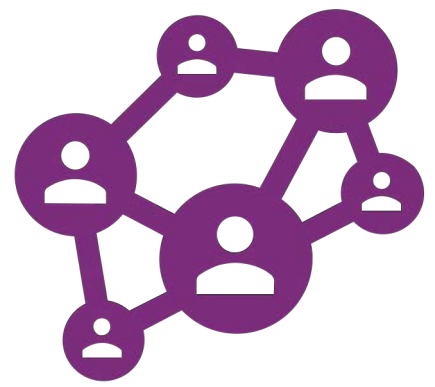
www.florida-title-iv-part-a.com/overview



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

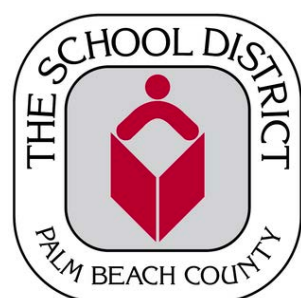
SCHOOL DISTRICTS: Reach + Influence

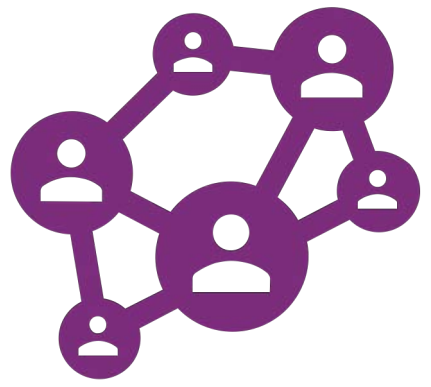




School District Partner Reach and Influence

1. Community conversations on SEL relative to partners' strategic priorities – community action plan
2. Desired level of direct involvement – being clear on who can and wants to do what
3. Risk mitigation – SEL definition creep
4. Availability of funds and resources – which partners have high-profile activities on the horizon where SEL can fit, e.g., RFPs, proclamations, public-facing plans





School District Partner Reach and Influence

- Who are my **local partners** in service of SEL?
 - Community vision for SEL
 - Avenues of service to enhance or expand
- What are their **funding priorities**?
 - Budget development cycle
 - Purchasing cycle(s)
- How can we advance their **mission/message**?
 - Emphasize their services
 - Communications collateral





Social & Emotional Learning Action Team

*To build Social and Emotional Learning competencies into the fabric of schools and out-of-school-time programs.
(Vision)*

Short Term: Increase accessibility and quality of SEL standards

Long Term: Build SEL skill sets of adults to influence their effectiveness to support youth SEL

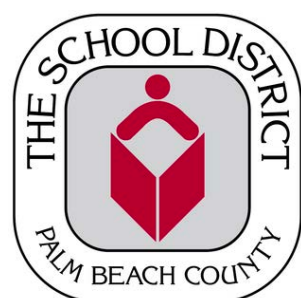
Team Leads

Name: Suzette Harvey

EMAIL: SHarvey@primetimepbc.org

Name: Dana Godek

EMAIL: dana.godek@palmbeachschools.org



Agency Name: XYZ Agency, Inc.
Program Name: Leadership & Academic Program (LAP)
Target Population: Middle and high school youth ages 12-18.

Geographic area(s) served:
Lake Worth (33460) and Belle Glade (33430)

Commission District(s):
Districts 6 and 7

Overview:

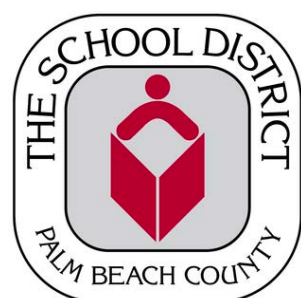
XYZ Agency, Inc. has over 20 years of experience in loving, equipping, and empowering youth ages 5-13 residing in low-income areas of Palm Beach County including Lake Worth and Belle Glade through the development of programs and activities that build trusting and loving relationships with youth.

Observed Need/Risk Factor(s) that will be addressed:

Youth not performing to their highest potential academically.

Services:

The Leadership & Academic Program operates 2.75 hours a day, 5 days a week serving youth grades K-8. LAP is a multi-approach after-school program that features a structured educational component with tutoring, academic enrichment and computer-based reading software, a behavior/emotional social component with life skills lessons in character development, guest speakers and field trips, a physical component with sports, team building games, and healthy snacks.



Q&A





THANK YOU!

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