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

January 24, 2020
Webinar Panelists

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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
• 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.
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.
• 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.
• 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.
• 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 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
• **FY2020:** $80 million in discretionary funds

• Support a continuum of education in distressed communities

• Neighborhoods braid federal funds and other public and private resources
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.fldoe.org/academics/standards/title-iv-part-a.stml
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
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SCHOOL DISTRICTS:
Reach + 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
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Name: Dana Godek
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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 9.75 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.
THANK YOU!

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